

# Haines Middle School

## St Charles CUSD 303

### St Charles, ILLINOIS



# ILLINOIS SCHOOL REPORT CARD

## GRADES : 6 7 8

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

## STUDENTS

### RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	85.3	0.9	6.7	4.8	0.0	0.3	1.8	5.4	0.9	10.8		0.0	2.2	95.8	1,160
<b>District</b>	81.5	1.5	9.9	5.0	0.0	0.4	1.7	13.1	3.5	14.0		0.8	6.4	96.1	13,672
<b>State</b>	51.0	18.0	23.6	4.2	0.1	0.3	2.8	49.0	9.4	13.6		8.6	13.1	94.4	2,066,692

**Low-income** students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

**IEP** Students are those students eligible to receive special education services.

**Limited-English-proficient** students are those students eligible for transitional bilingual programs.

**Mobility rate** is based on the number of times students enroll in or leave a school during the school year.

**Chronic truants** are students who are absent from school without valid cause for 18 or more of the last 180 school days.

**Total Enrollment** is based on Home School.

## INSTRUCTIONAL SETTING

PARENTAL CONTACT*	
	Percent
<b>School</b>	100.0
<b>District</b>	99.4
<b>State</b>	95.3

STUDENT-TO-STAFF RATIOS			
Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
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18.8	17.6	13.3	270.7
18.9	18.8	13.7	205.0

\* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>							25.7	23.4	25.4	
<b>District</b>							21.9	20.5	23.2	
<b>State</b>							22.4	21.3	21.5	

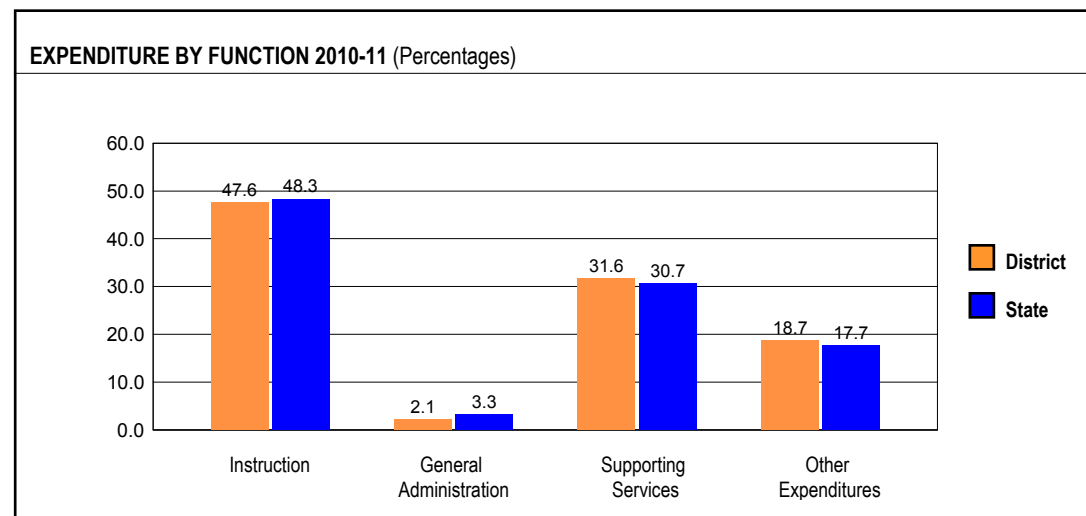
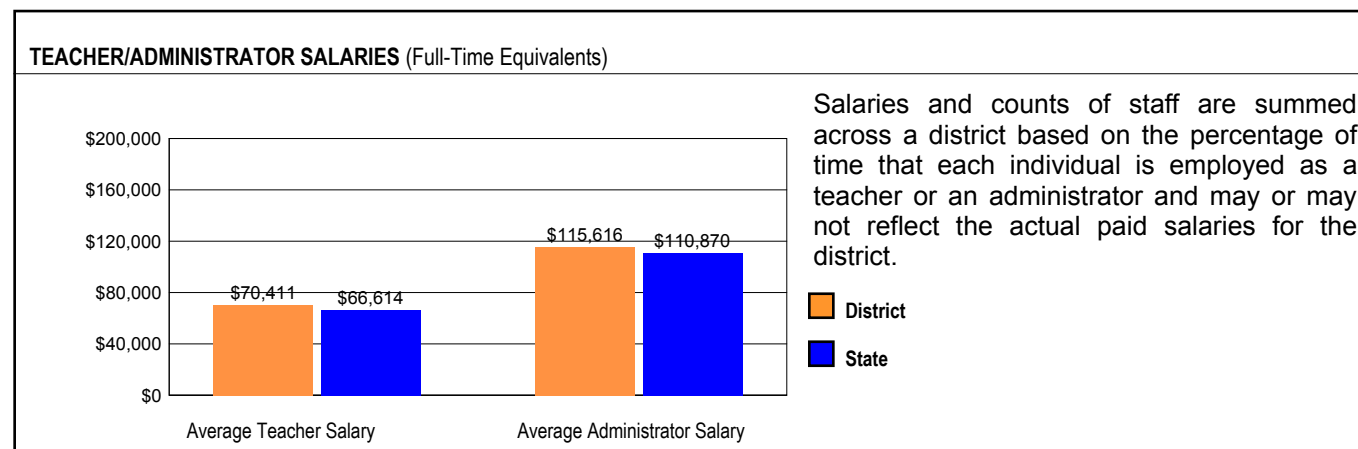
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>		50	50		50	50		100	100		50	50
<b>District</b>		50	50		50	50		100	100		50	50
<b>State</b>		56	54		44	46		103	92		43	44

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	96.0	0.6	2.6	0.2	0.1	0.0	0.5	0.0	24.7	75.3	841
State	83.3	7.1	5.3	1.3	0.1	0.2	0.8	2.0	23.1	76.9	127,830

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	12.3	26.4	73.6	0.1	0.0
State	12.9	37.8	61.7	0.6	0.7

Some teacher/administrator data are not collected at the school level.

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2010-11				EXPENDITURE BY FUND 2010-11			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$145,221,871	82.9	58.2	Education	\$124,935,515	72.0	73.7
Other Local Funding	\$8,533,416	4.9	5.1	Operations & Maintenance	\$15,297,073	8.8	5.9
General State Aid	\$5,281,241	3.0	17.1	Transportation	\$7,771,108	4.5	3.8
Other State Funding	\$9,980,989	5.7	9.5	Debt Service	\$17,828,835	10.3	7.4
Federal Funding	\$6,188,375	3.5	10.1	Tort	\$1,818,042	1.0	1.2
TOTAL	\$175,205,892			Municipal Retirement/ Social Security	\$4,293,691	2.5	2.0
				Fire Prevention & Safety	\$1,528,418	0.9	0.8
				Capital Projects	\$0	0.0	5.1
				TOTAL	\$173,472,682		

OTHER FINANCIAL INDICATORS				
	2009 Equalized Assessed Valuation per Pupil	2009 Total School Tax Rate per \$100	2010-11 Instructional Expenditure per Pupil	2010-11 Operating Expenditure per Pupil
District	\$273,678	4.16	\$6,647	\$11,780
State	**	**	\$6,824	\$11,664

\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.

**Total school tax rate** is a district's total tax rate as it appears on local property tax bills.

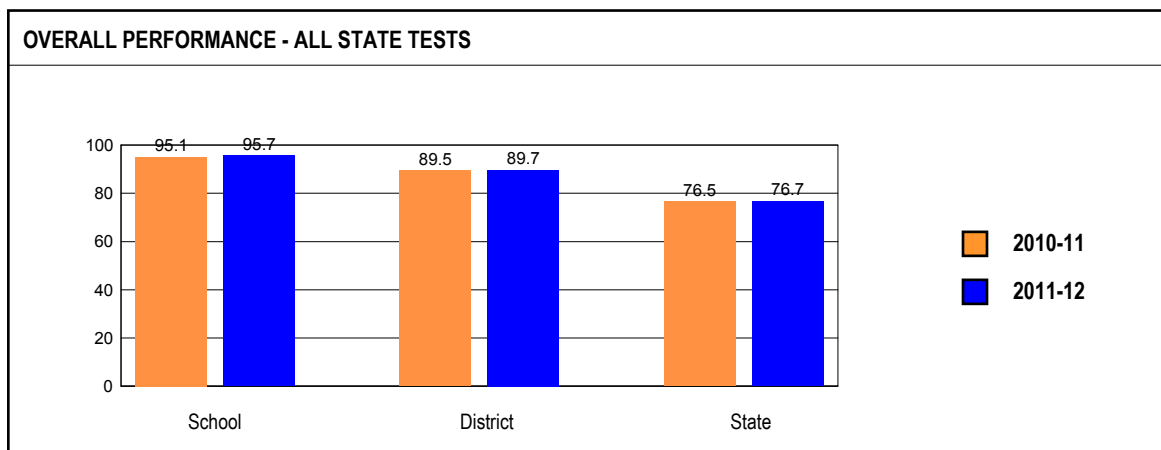
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

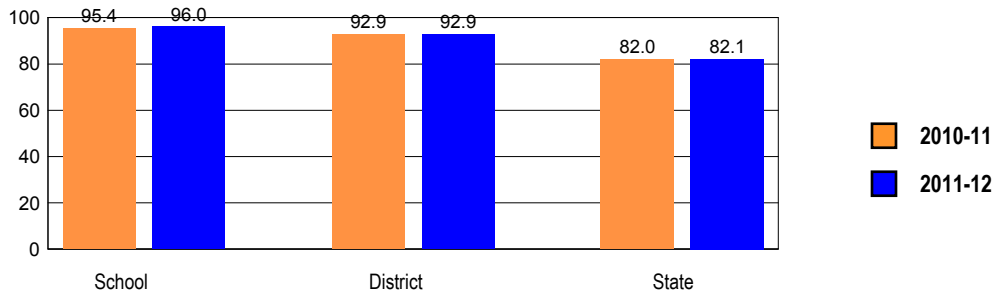
## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

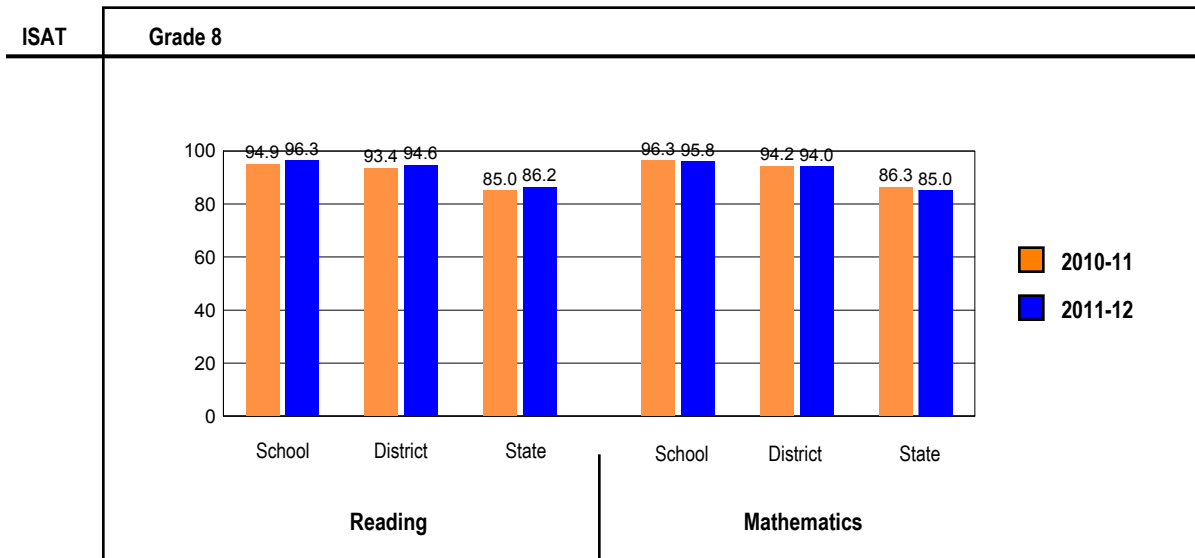
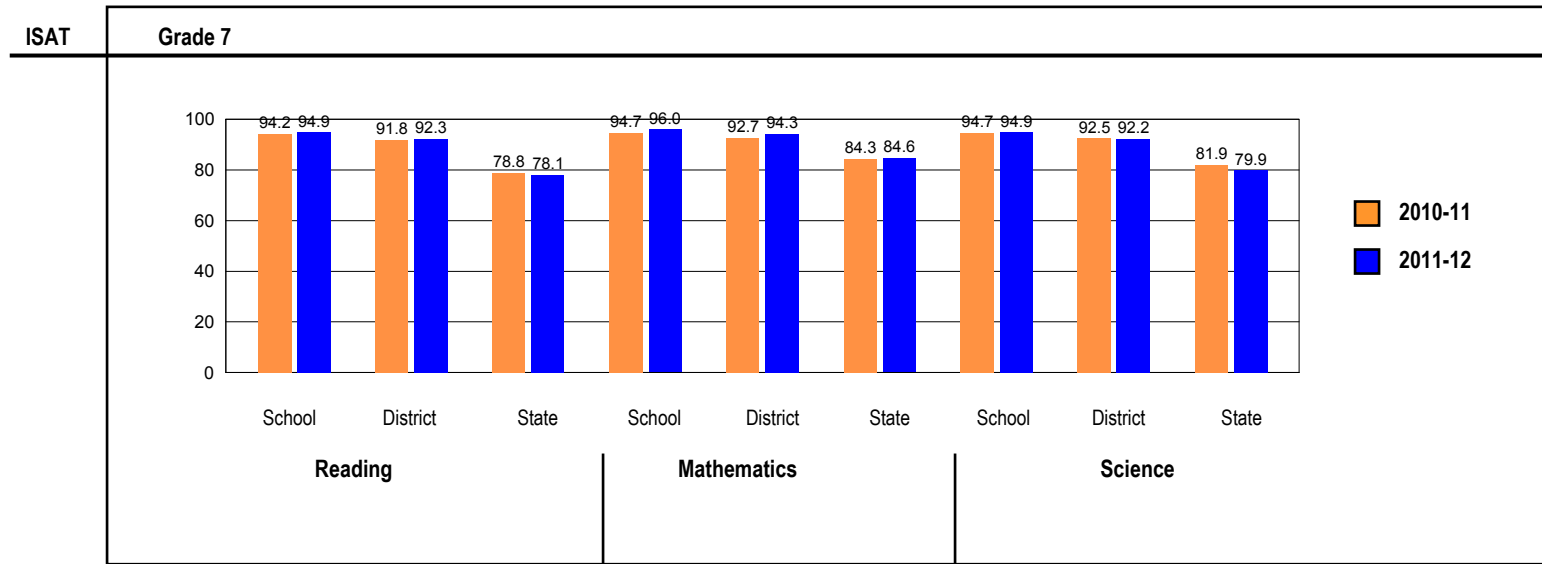
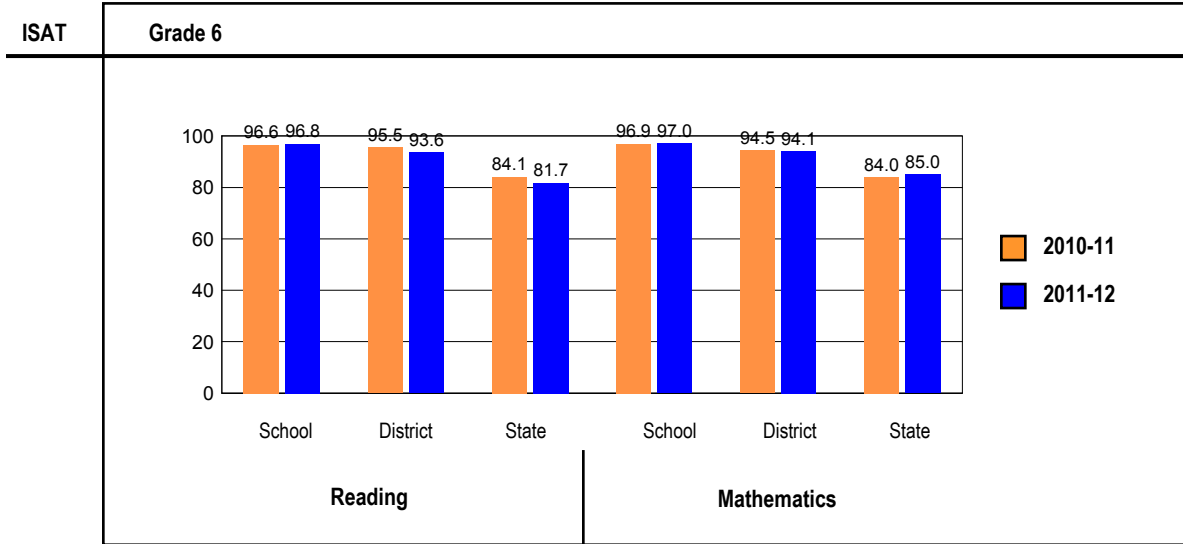


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**ISAT PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	1,160	588	572	989	11	78	57	0	4	21	10	0	134	63
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
District	*Enrollment	7,563	3,959	3,604	6,217	115	720	356	1	26	128	221	0	1,062	949
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0
State	*Enrollment	1,072,304	548,690	523,352	547,900	192,977	251,440	45,188	977	3,177	29,968	75,031	261	146,113	531,157
	Reading	0.4	0.5	0.3	0.3	0.7	0.4	0.3	0.6	0.6	0.4	0.6	2.3	0.9	0.5

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	1,160	588	572	989	11	78	57	0	4	21	10	0	134	63
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
District	*Enrollment	7,564	3,960	3,604	6,217	115	721	356	1	26	128	222	0	1,062	950
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0
State	*Enrollment	1,073,764	549,462	524,040	548,234	193,064	252,013	45,638	983	3,180	29,975	76,502	271	146,133	532,214
	Mathematics	0.4	0.4	0.3	0.3	0.7	0.4	0.2	0.5	0.5	0.4	0.3	1.1	0.9	0.5

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	379	208	171	325	2	30	14	0	1	7	3	0	40	23
	Science	0.0	0.0	0.0	0.0		0.0	0.0						0.0	0.0
District	*Enrollment	3,212	1,674	1,538	2,661	40	303	147	0	14	47	69	0	426	384
	Science	0.1	0.1	0.1	0.1	0.0	0.0	0.0		0.0	0.0	0.0		0.5	0.3
State	*Enrollment	456,721	232,992	223,651	237,912	81,780	103,594	19,211	393	1,359	12,254	25,859	107	61,941	217,988
	Science	0.7	0.8	0.6	0.5	1.4	0.7	0.3	1.0	0.9	0.7	0.8	0.9	1.6	1.0

\* Enrollment as reported during the testing windows for grades 4, 7, and 11.

### ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

## Grade 6

### Grade 6 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	3.2	46.8	50.0	0.0	3.0	48.1	48.9
District	0.1	6.3	47.3	46.3	0.0	5.9	46.9	47.2
State	0.2	18.1	56.5	25.2	0.4	14.6	58.9	26.0

### Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	4.7	47.6	47.6	0.0	2.6	52.9	44.5
	District	0.2	8.8	46.2	44.8	0.0	6.8	45.3	47.9
	State	0.3	21.2	55.3	23.1	0.5	15.8	56.8	26.9
Female	School	0.0	1.7	45.9	52.5	0.0	3.3	43.1	53.6
	District	0.0	3.6	48.5	47.9	0.0	5.0	48.6	46.4
	State	0.1	14.8	57.8	27.3	0.3	13.4	61.2	25.1

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	3.2	45.3	51.6	0.0	2.8	47.2	50.0
	District	0.1	4.6	45.3	50.1	0.0	3.8	45.2	51.1
	State	0.1	10.9	55.2	33.7	0.2	8.3	57.2	34.4
Black	School	0.0	16.0	68.0	16.0	0.0	12.0	72.0	16.0
	District	0.4	32.3	57.3	10.0	1.0	28.0	61.3	9.7
	State								
Hispanic	School	0.0	5.6	72.2	22.2	0.0	0.0	66.7	33.3
	District	0.0	20.2	57.6	22.2	0.0	23.2	57.6	19.2
	State	0.2	24.8	61.0	13.9	0.5	19.7	64.8	15.0
Asian	School	0.0	4.0	52.0	44.0	0.0	4.0	44.0	52.0
	District	0.0	4.3	48.9	46.8	0.0	2.1	38.3	59.6
	State	0.1	6.6	45.3	48.0	0.1	4.8	38.6	56.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	9.6	57.4	33.1	0.0	7.3	56.9	35.8
American Indian	School								
	District								
	State	0.2	23.4	55.6	20.8	0.8	19.0	59.1	21.2
Two or More Races	School								
	District	0.0	4.3	56.5	39.1	0.0	13.0	56.5	30.4
	State	0.3	14.6	54.3	30.8	0.3	13.1	57.5	29.1

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	15.2	65.2	19.6	0.0	21.7	65.2	13.0
	District	0.6	27.9	61.0	10.4	0.0	27.9	60.4	11.7
	State	1.2	56.2	37.4	5.2	2.3	45.3	46.6	5.9
Non-IEP	School	0.0	1.5	44.2	54.3	0.0	0.3	45.7	54.0
	District	0.0	2.6	45.0	52.5	0.0	2.1	44.6	53.3
	State	0.1	12.6	59.3	28.1	0.1	10.2	60.7	28.9

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	11.1	61.1	27.8	0.0	5.6	61.1	33.3
	District	0.0	20.7	60.7	18.6	0.0	17.9	62.1	20.0
	State	0.3	27.7	59.7	12.3	0.7	22.5	63.8	13.0
Not Eligible	School	0.0	2.8	46.0	51.1	0.0	2.8	47.5	49.7
	District	0.1	4.0	45.2	50.7	0.0	4.0	44.5	51.6
	State	0.1	8.1	53.3	38.5	0.1	6.5	53.9	39.5

**Grade 7****Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	5.1	54.5	40.4	0.0	4.0	45.7	50.3	1.3	3.7	48.4	46.5
District	0.1	7.6	52.1	40.2	0.3	5.4	45.0	49.3	3.0	4.8	51.4	40.7
State	0.4	21.5	58.0	20.1	1.4	14.0	53.5	31.1	8.6	11.6	54.6	25.3



**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	4.9	56.3	38.8	0.0	3.4	45.6	51.0	1.5	4.9	45.6	48.1
	District	0.2	9.0	53.4	37.4	0.5	6.1	43.8	49.6	4.1	6.3	46.0	43.6
	State	0.6	25.0	56.9	17.5	1.8	15.6	51.6	31.0	10.0	11.7	51.3	26.9
Female	School	0.0	5.3	52.4	42.4	0.0	4.7	45.9	49.4	1.2	2.4	51.8	44.7
	District	0.0	6.1	50.8	43.2	0.0	4.7	46.2	49.1	1.9	3.2	57.2	37.7
	State	0.2	17.8	59.3	22.7	1.0	12.3	55.6	31.1	7.0	11.4	58.1	23.5

**Grade 7 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	3.7	54.0	42.2	0.0	3.4	45.7	50.9	1.2	3.4	46.9	48.4
	District	0.1	6.3	51.7	41.8	0.2	4.8	44.1	50.9	2.5	4.5	49.8	43.2
	State	0.2	13.9	58.9	27.0	0.8	9.0	50.8	39.4	4.4	7.1	53.1	35.5
Black	School	0.0	14.3	71.4	14.3	0.0	7.1	71.4	21.4	14.3	0.0	78.6	7.1
	District	0.9	36.6	54.6	7.9	2.9	25.9	57.1	14.1	17.4	20.4	54.5	7.7
	State												
Hispanic	School	0.0	20.0	56.7	23.3	0.0	10.0	53.3	36.7	0.0	10.0	63.3	26.7
	District	0.0	22.4	61.2	16.5	1.2	16.5	57.6	24.7	8.2	11.8	63.5	16.5
	State	0.5	29.2	59.7	10.7	1.6	17.9	60.7	19.8	12.1	16.1	59.7	12.1
Asian	School	0.0	0.0	57.1	42.9	0.0	0.0	35.7	64.3	0.0	0.0	57.1	42.9
	District	0.0	4.5	36.4	59.1	0.0	0.0	36.4	63.6	0.0	2.3	54.5	43.2
	State	0.2	8.5	53.6	37.7	0.7	3.6	32.0	63.8	3.3	4.6	47.0	45.1
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	17.1	57.7	25.2	0.9	4.5	55.4	39.3	8.0	6.3	59.8	25.9
American Indian	School												
	District												
	State	0.0	23.6	60.1	16.2	1.5	16.2	56.0	26.3	9.1	12.7	58.1	20.1
Two or More Races	School	0.0	4.5	50.0	45.5	0.0	0.0	36.4	63.6	4.5	0.0	50.0	45.5
	District	0.2	18.4	57.4	24.0	1.2	12.6	52.3	33.9	7.1	10.5	51.6	30.8
	State												

**Grade 7 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	42.1	42.1	15.8	0.0	34.2	55.3	10.5	13.2	18.4	55.3	13.2
	District	0.7	44.2	47.8	7.2	2.2	36.0	54.0	7.9	20.3	22.5	46.4	10.9
	State	2.4	61.0	33.3	3.3	7.7	44.0	42.2	6.1	28.6	24.5	40.8	6.1
Non-IEP	School	0.0	0.9	55.9	43.2	0.0	0.6	44.7	54.7	0.0	2.1	47.6	50.3
	District	0.0	2.2	52.7	45.0	0.0	1.0	43.7	55.4	0.5	2.2	52.2	45.1
	State	0.1	15.8	61.6	22.5	0.5	9.7	55.2	34.7	5.7	9.7	56.6	28.0

**Grade 7 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	8.7	73.9	17.4	0.0	8.7	69.6	21.7	0.0	17.4	73.9	8.7
	District	0.0	16.3	67.5	16.3	0.8	15.4	65.0	18.7	6.6	13.1	64.8	15.6
	State	0.7	32.2	57.8	9.4	2.2	21.3	59.2	17.2	13.7	17.3	57.4	11.6
Not Eligible	School	0.0	4.8	53.3	41.9	0.0	3.7	44.2	52.1	1.4	2.8	46.7	49.0
	District	0.1	6.5	50.2	43.3	0.2	4.2	42.4	53.2	2.6	3.7	49.7	43.9
	State	0.1	11.1	58.3	30.5	0.6	6.8	47.9	44.6	3.5	6.0	51.9	38.6

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	3.7	70.6	25.7	0.0	4.2	37.5	58.3
District	0.0	5.4	71.3	23.3	0.3	5.6	39.0	55.0
State	0.1	13.6	76.1	10.1	0.3	14.7	52.4	32.6

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	4.8	77.0	18.2	0.0	3.2	36.4	60.4
	District	0.0	7.7	72.2	20.2	0.5	5.8	39.4	54.3
	State	0.2	17.2	74.3	8.3	0.4	16.8	50.1	32.7
Female	School	0.0	2.8	65.1	32.1	0.0	5.0	38.5	56.4
	District	0.0	2.9	70.4	26.7	0.2	5.5	38.5	55.8
	State	0.1	10.0	78.0	12.0	0.2	12.5	54.7	32.5

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	2.6	72.2	25.2	0.0	3.5	36.5	60.0
	District	0.0	3.8	71.6	24.6	0.4	4.2	38.0	57.4
	State	0.1	9.1	77.0	13.8	0.2	9.4	48.8	41.5
Black	School								
	District	0.0	15.8	78.9	5.3	0.0	15.8	52.6	31.6
	State	0.3	23.6	73.3	2.8	0.7	27.6	58.1	13.7
Hispanic	School	0.0	10.0	63.3	26.7	0.0	10.0	53.3	36.7
	District	0.0	16.3	71.7	12.0	0.0	19.4	55.9	24.7
	State	0.1	17.3	77.6	4.9	0.3	18.1	59.7	21.9
Asian	School	0.0	11.8	58.8	29.4	0.0	5.9	29.4	64.7
	District	0.0	9.1	60.0	30.9	0.0	3.6	27.3	69.1
	State	0.0	5.2	70.1	24.7	0.1	4.7	32.0	63.2
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	9.6	78.1	12.4	0.6	7.3	50.0	42.1
American Indian	School								
	District								
	State	0.2	19.0	73.4	7.4	1.1	21.0	53.2	24.8
Two or More Races	School								
	District	0.0	3.6	82.1	14.3	0.0	3.6	28.6	67.9
	State	0.1	13.5	74.5	11.9	0.3	14.9	51.0	33.9

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	13.6	84.1	2.3	0.0	27.3	61.4	11.4
	District	0.0	26.9	68.7	4.5	3.0	36.3	46.7	14.1
	State	0.9	50.8	47.2	1.1	2.0	50.6	41.6	5.9
Non-IEP	School	0.0	2.5	69.0	28.5	0.0	1.4	34.6	64.0
	District	0.0	2.6	71.7	25.8	0.0	1.6	38.0	60.5
	State	0.0	8.3	80.3	11.4	0.1	9.6	53.9	36.4

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	9.1	86.4	4.5	0.0	4.5	54.5	40.9
	District	0.0	19.8	73.8	6.3	1.6	19.0	54.8	24.6
	State	0.2	20.8	75.1	3.9	0.5	22.5	59.0	18.1
Not Eligible	School	0.0	3.4	69.7	26.9	0.0	4.2	36.6	59.3
	District	0.0	3.6	71.0	25.4	0.2	4.0	37.0	58.8
	State	0.1	7.0	77.0	15.9	0.2	7.5	46.2	46.2

## 2012 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2012-13 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2012-13 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		5-YEAR Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	95.8		Yes	96.2		Yes	95.8	Yes		
White	100.0	Yes	100.0	Yes	96.6		Yes	96.8		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	87.5		Yes	91.7		Yes				
Asian	100.0	Yes	100.0	Yes	94.3		Yes	94.3		Yes				
Native Hawaiian/ Pacific Islander American Indian Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	75.8	67.3	Yes	71.9	68.1	Yes	95.4			
Economically Disadvantaged	100.0	Yes	100.0	Yes	89.3		Yes	94.6		Yes				

### Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2011.

\*\* Safe Harbor Targets of 85% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

# HAINES MIDDLE SCHOOL IMPROVEMENT PLAN FOR 2012-2013

This "School Report Card" has been compiled by the Illinois State Board of Education as a means by which school districts communicate local and statewide information to the public. The No Child Left Behind Act of 2001 (NCLB) requires states to establish annual achievement targets which are used to calculate Adequate Yearly Progress (AYP). The purpose of this "School Report Card" is to communicate the school's and district's performance on annual targets.

Haines Middle School continues to provide a high quality education for all students. As a school we are continually monitoring, analyzing, and interpreting student data which leads to implementing new goals, while at the same time continuing with previously established successful ones. For example, this current school year we are again increasing our focus on reading and math concepts school wide to improve our students' high school readiness and scores on standardized testing. This past school year, 96% of all Haines students met or exceeded bench marks on standardized testing. **Haines Middle School was ranked the Number One Middle School in Kane County and one of the Top 133 Schools in Illinois (Chicago Magazine, September 2012).**

The three primary goals for all District #303 schools are: 1) the continuation and refinement of Professional Learning Communities (PLCs); 2) the incorporation of Response to Intervention (RtI), where various forms of student assistance are utilized to help struggling students; and, 3) the use of the Charlotte Danielson Framework, which is an evaluation plan that clearly delineates effective teaching and best practice in the classroom with the intent of increased student success.

## Findings of the School Improvement Plan:

The results in this report indicate that Haines students scored significantly higher than the state average on standardized testing. Haines performance on All State Tests is 95.7%; Illinois State performance is 76.7%. Documented successes of school improvement, as compared to 2010-2011 school year, that are noted in this report include:

- Enrollment increased from 1109 to 1160.
- Chronic Truancy Rate decreased to 0.0%.
- Mobility Rate decreased by 2.8% (2.2% now).
- Average Class Size increased in 6<sup>th</sup> grade (from 22.4 to 25.7)  
decreased in 7<sup>th</sup> grade (from 24.9 to 23.4)  
increased in 8<sup>th</sup> grade (from 22.1 to 25.4)
- Illinois Standards Achievement Test (ISAT) has Haines overall performance at 96% (.6% increase).  
6<sup>th</sup> Grade Reading Meets/Exceeds 96.8%; 6<sup>th</sup> Grade Math Meets/Exceeds 97%  
7<sup>th</sup> Grade Reading Meets/Exceeds 94.9%; 7<sup>th</sup> Grade Math Meets/Exceeds 96%; 7<sup>th</sup> Grade Science Meets/Exceeds 94.9%  
8<sup>th</sup> Grade Reading Meets/Exceeds 96.3%; 8<sup>th</sup> Grade Math Meets/Exceeds 95.8%
- AYP was met for all student categories.

## Goals for the 2012-2013 School Year:

The Haines Middle School staff will focus on the goals listed below for improving student performance and achievement:

- The number of students who Meet or Exceed Standards in Reading on ISAT will increase.
- Math achievement for all students on the 2013 ISAT will continue to meet Adequate Yearly Progress (AYP).
- Teachers will provide students opportunities and strategies to develop and apply social/emotional learning skills by embedding the Social/Emotional Learning Standards into the existing curriculum and within the context of school activities.
- Demonstrate professional behavior through interpersonal skills and increase positive faculty and staff relationships to build trust.

In order to achieve the above goals for the current school year, the following long-range goals have also been established:

- 1) All content areas will develop specific reading and math goals, identify actions to reach the goals, implement, and evaluate these goals.
- 2) School Improvement and Institute Days will focus on professional learning, PLC team sharing, and support of reading and math improvement for all.
- 3) Assessment data will be used to identify student deficiencies and targeted interventions to be implemented.

## For Additional Information:

We welcome your comments. You may contact Robert Miller, Principal, at [Robert.H.Miller@d303.org](mailto:Robert.H.Miller@d303.org) or by phone at 331/228-6686, or write us at Haines Middle School, 305 South 9<sup>th</sup> Street, St. Charles, IL 60174. Community School District #303 has a web site at [www.d303.org](http://www.d303.org).

You may log on to that web site for links to staff email and additional information about our school.