

**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.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	85.1	1.2	5.5	5.9	1.0	1.3	2.5	0.3		0.5	3.3	96.1	1,118
District	86.1	1.2	6.4	4.4	0.4	1.5	5.5	1.7		0.2	5.4	94.7	13,694
State	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2		2.5	15.2	93.7	2,077,856

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.

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.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	96.8	20.1	18.4	13.9	216.7
State	96.1	18.8	18.8	13.9	230.6

* 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
School							23.9	21.2	22.6	
District							23.4	22.4	22.2	
State							22.6	21.8	21.9	

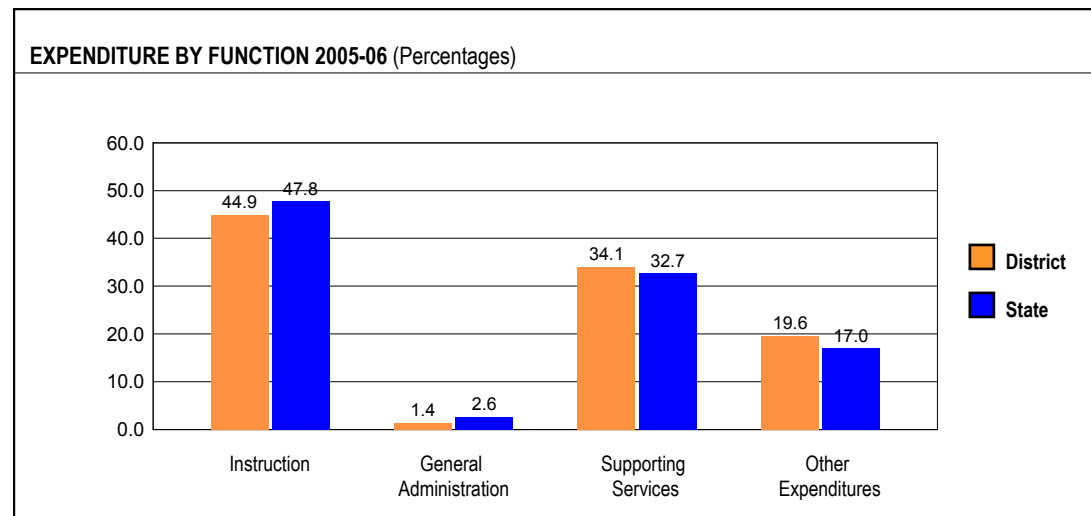
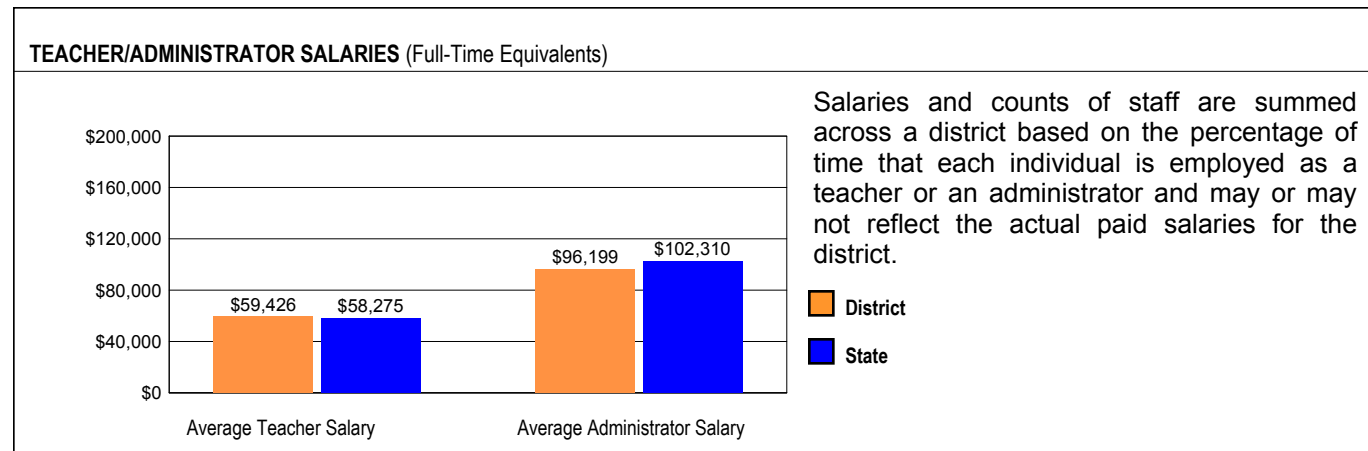
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School		50	50		50	50		100	100		50	50
District		50	50		50	50		100	100		50	50
State		53	51		43	44		104	93		43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.0	0.1	0.4	0.5	0.0	23.9	76.1	817
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

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	11.5	35.4	64.6	0.3	0.2
State	12.9	47.6	52.3	1.5	3.2

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2005-06				EXPENDITURE BY FUND 2005-06			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$114,596,949	81.1	58.8	Education	\$94,142,378	70.1	73.0
Other Local Funding	\$10,512,048	7.4	6.0	Operations & Maintenance	\$13,872,935	10.3	8.6
General State Aid	\$4,211,200	3.0	18.2	Transportation	\$5,806,609	4.3	3.9
Other State Funding	\$7,998,428	5.7	9.3	Bond and Interest	\$13,673,043	10.2	6.2
Federal Funding	\$3,922,049	2.8	7.7	Rent	\$0	0.0	0.0
TOTAL	\$141,240,674			Municipal Retirement/ Social Security	\$3,127,999	2.3	1.8
				Fire Prevention & Safety	\$0	0.0	1.1
				Site & Construction/ Capital Improvement	\$3,713,029	2.8	5.4
				TOTAL	\$134,335,993		

OTHER FINANCIAL INDICATORS				
	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per \$100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	\$209,867	4.27	\$4,953	\$9,345
State	**	**	\$5,567	\$9,488

** 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.

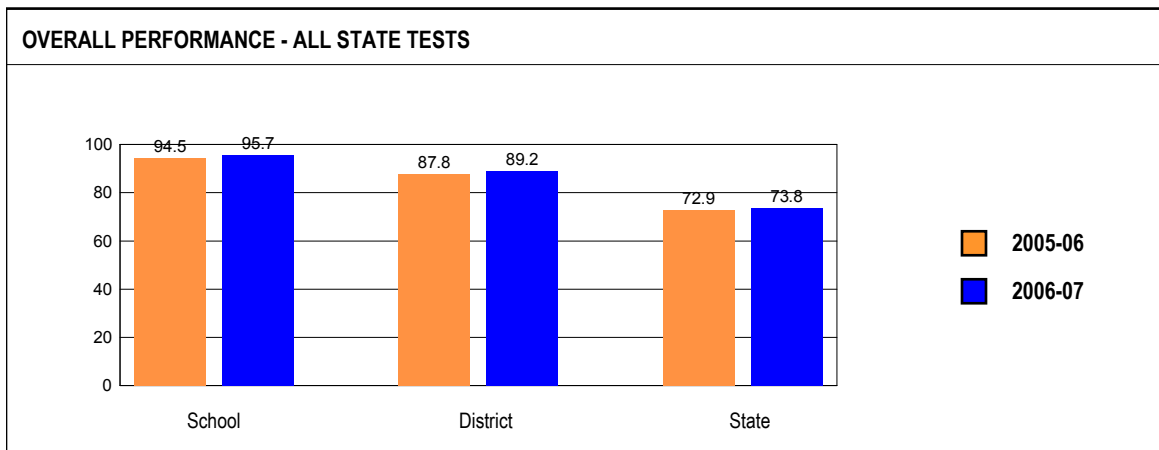
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

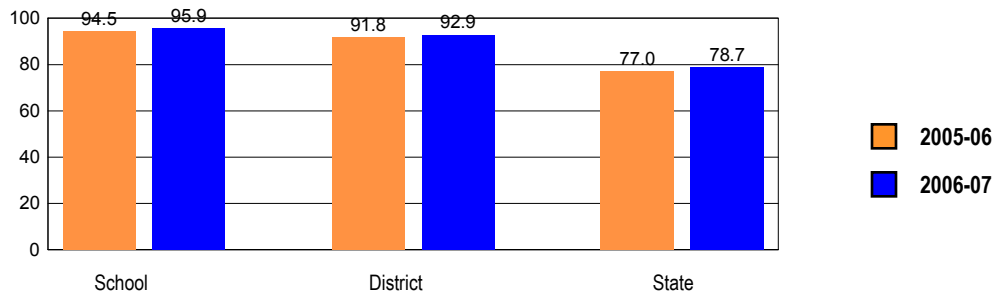
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

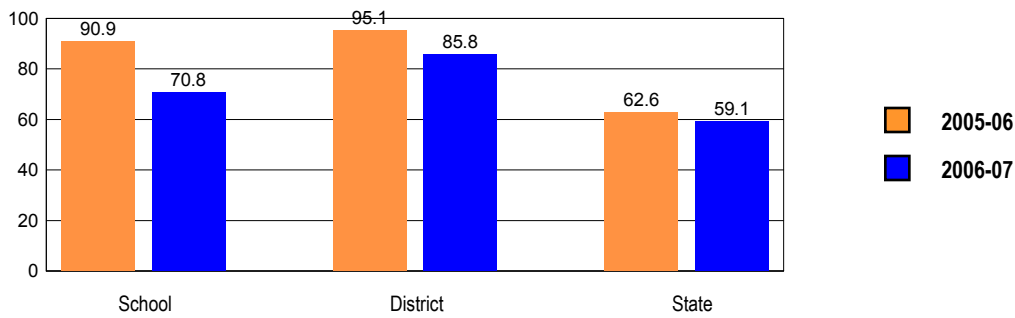
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics and science.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE

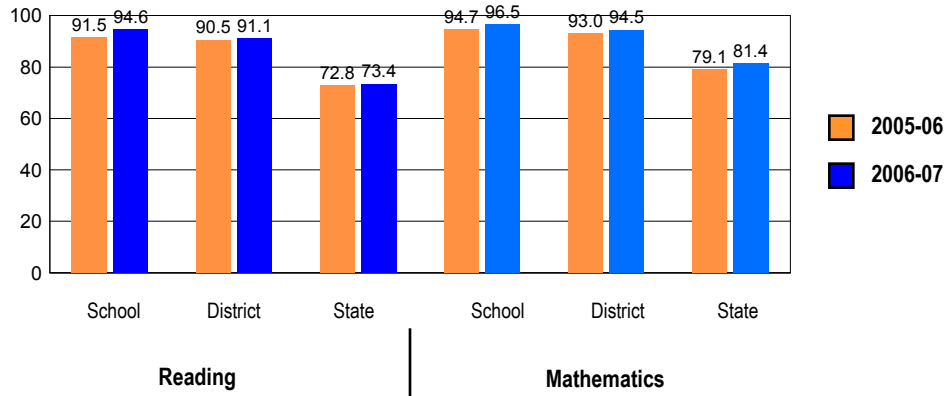


IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

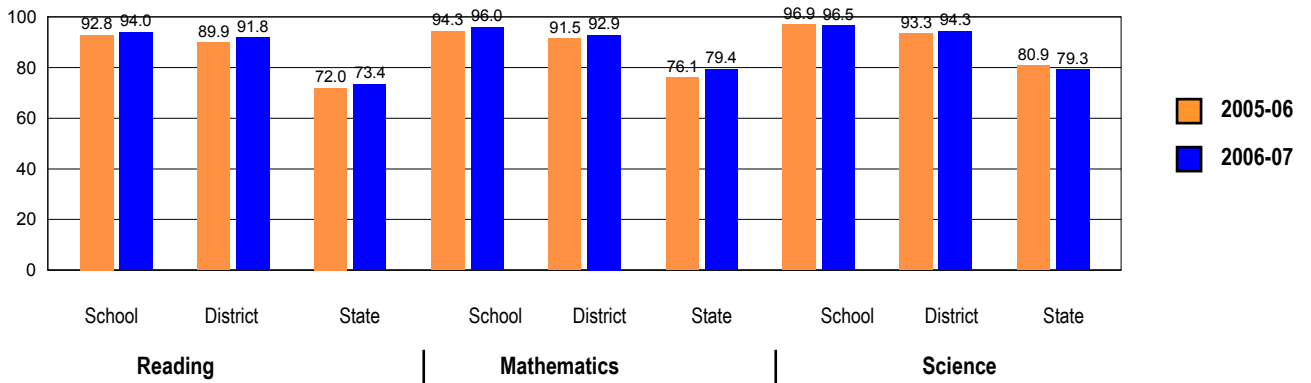
ISAT PERFORMANCE

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.

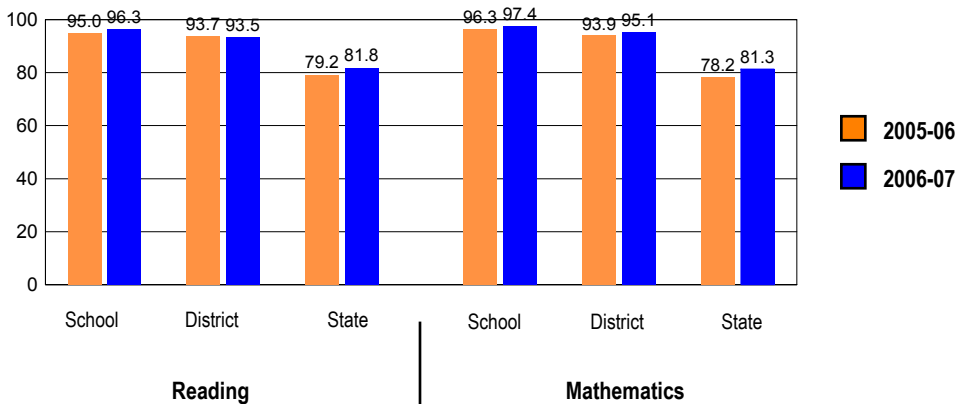
ISAT Grade 6



ISAT Grade 7



ISAT Grade 8



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 Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. 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.

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														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	1,111	589	522	946	11	62	66	10	16	2		123	30
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00			0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00			0.0	0.0
District	*Enrollment	7,425	3,849	3,576	6,390	95	453	331	34	122	134		1,007	424
	Reading	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.2	0.0
	Mathematics	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.2	0.0
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1
	Mathematics	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1

* Enrollment as reported during the testing windows.

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	0.3	5.1	45.3	49.3	0.0	3.5	52.3	44.2
District	0.3	8.6	47.9	43.2	0.0	5.5	55.0	39.4
State	0.2	26.4	54.3	19.1	0.5	18.0	62.2	19.2

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.5	7.0	49.5	43.0	0.0	5.0	54.5	40.5
	District	0.5	11.8	50.6	37.0	0.0	6.4	56.2	37.5
	State	0.3	29.9	53.7	16.2	0.7	19.5	60.1	19.7
Female	School	0.0	3.0	40.2	56.8	0.0	1.8	49.7	48.5
	District	0.0	5.0	44.7	50.3	0.0	4.6	53.7	41.7
	State	0.1	22.8	54.9	22.2	0.3	16.5	64.4	18.7

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.3	3.5	44.2	51.9	0.0	1.9	50.3	47.8
	District	0.3	7.5	47.1	45.2	0.0	4.1	54.8	41.1
	State	0.1	16.5	57.1	26.2	0.3	10.1	64.2	25.5
Black	School	0.0	16.7	58.3	25.0	0.0	25.0	41.7	33.3
	District	0.4	46.2	46.8	6.5	1.4	37.9	54.9	5.9
	State								
Hispanic	School	0.0	10.0	50.0	40.0	0.0	10.0	70.0	20.0
	District	0.0	19.2	53.8	26.9	0.0	20.8	60.4	18.9
	State	0.3	37.6	53.8	8.4	0.4	22.1	67.1	10.3
Asian/Pacific Islander	School	0.0	9.1	63.6	27.3	0.0	9.1	63.6	27.3
	District	0.0	9.5	57.1	33.3	0.0	7.1	52.4	40.5
	State	0.1	9.3	53.7	36.9	0.1	3.9	48.2	47.8
Native American	School								
	District								
	State	0.0	22.9	62.2	14.9	1.1	16.0	67.9	14.9
Multiracial/Ethnic	School	0.0	20.0	30.0	50.0	0.0	10.0	60.0	30.0
	District	0.0	21.7	43.5	34.8	0.0	8.7	65.2	26.1
	State	0.2	23.7	56.9	19.2	0.4	16.8	65.2	17.6

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	2.6	34.2	52.6	10.5	0.0	26.3	65.8	7.9
	District	2.2	38.7	50.4	8.8	0.0	29.9	61.3	8.8
	State	1.2	64.6	30.6	3.6	2.7	48.2	45.1	4.1
Non-IEP	School	0.0	1.8	44.4	53.8	0.0	0.9	50.8	48.3
	District	0.0	4.0	47.5	48.5	0.0	1.8	54.1	44.1
	State	0.0	20.3	58.1	21.6	0.2	13.2	65.0	21.7

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	9.1	63.6	27.3	0.0	9.1	81.8	9.1
District	2.1	31.3	56.3	10.4	0.0	25.0	62.5	12.5
State	0.4	41.7	50.5	7.4	0.9	29.5	61.6	8.0
Not Eligible								
School	0.3	5.0	44.7	50.0	0.0	3.4	51.4	45.3
District	0.2	7.5	47.5	44.8	0.0	4.6	54.7	40.8
State	0.1	15.0	57.1	27.9	0.2	9.4	62.6	27.7

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.3	5.7	60.9	33.0	0.6	3.4	45.4	50.6	0.3	3.2	51.6	45.0
District	0.2	8.0	60.5	31.3	0.6	6.5	46.3	46.7	1.6	4.1	50.9	43.4
State	0.5	26.1	58.3	15.0	2.3	18.3	54.2	25.2	7.0	13.7	55.2	24.1

Grade 7 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.5	7.6	61.1	30.8	1.1	3.8	41.6	53.5	0.5	3.3	46.2	50.0
District	0.2	9.3	63.0	27.4	0.8	6.9	45.2	47.1	2.3	4.2	47.0	46.5
State	0.7	29.9	56.3	13.1	2.8	18.8	52.0	26.3	7.7	13.3	52.5	26.5
Female												
School	0.0	3.7	60.7	35.6	0.0	3.1	49.7	47.2	0.0	3.1	57.7	39.3
District	0.2	6.5	57.8	35.4	0.4	6.1	47.4	46.2	0.8	4.1	55.0	40.2
State	0.3	22.2	60.5	17.1	1.7	17.8	56.5	24.0	6.2	14.3	58.1	21.4

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School	0.3	6.4	58.5	34.8	0.7	2.7	44.8	51.8	0.3	3.0	49.7	47.0
District	0.2	7.4	59.5	32.9	0.3	5.6	45.4	48.7	1.3	3.7	49.1	45.9
State	0.3	17.4	61.5	20.8	1.1	10.8	53.8	34.3	3.0	7.3	54.7	35.0
Black												
School	0.0	0.0	81.8	18.2	0.0	0.0	90.9	9.1	0.0	0.0	81.8	18.2
District	1.2	44.2	50.0	4.6	5.5	36.3	51.2	7.0	16.3	26.8	51.9	5.0
State												
Hispanic												
School	0.0	0.0	75.0	25.0	0.0	8.3	58.3	33.3	0.0	8.3	75.0	16.7
District	0.0	23.2	66.1	10.7	3.6	19.6	57.1	19.6	8.9	14.3	58.9	17.9
State	0.5	35.1	57.7	6.7	2.3	22.8	61.8	13.1	9.5	20.3	61.2	9.1
Asian/Pacific Islander												
School	0.0	0.0	72.0	28.0	0.0	4.0	36.0	60.0	0.0	4.0	44.0	52.0
District	0.0	0.0	67.3	32.7	0.0	3.8	40.4	55.8	0.0	1.9	48.1	50.0
State	0.1	9.3	61.4	29.3	0.5	4.3	39.1	56.0	1.5	4.5	50.9	43.0
Native American												
School												
District	0.4	21.1	69.1	9.3	3.3	19.1	57.3	20.3	5.7	9.0	60.8	24.5
State												
Multiracial/Ethnic												
School												
District	0.0	10.5	57.9	31.6	5.3	5.3	52.6	36.8	0.0	0.0	89.5	10.5
State	0.5	23.4	61.0	15.1	1.9	17.8	57.1	23.2	5.9	11.6	60.0	22.5

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	2.5	37.5	60.0	0.0	5.0	25.0	60.0	10.0	2.5	17.5	70.0	10.0
	District	1.5	37.4	58.0	3.1	3.8	34.8	52.3	9.1	8.4	16.0	61.8	13.7
	State	2.9	65.4	29.6	2.1	11.3	46.8	37.1	4.8	25.3	26.5	41.8	6.4
Non-IEP	School	0.0	1.6	61.0	37.3	0.0	0.6	43.5	55.8	0.0	1.3	49.2	49.5
	District	0.0	3.6	60.9	35.5	0.1	2.3	45.4	52.3	0.6	2.4	49.3	47.8
	State	0.1	19.6	63.1	17.2	0.8	13.6	57.0	28.6	4.0	11.6	57.4	27.0

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	20.0	80.0	0.0	0.0	10.0	80.0	10.0	0.0	10.0	80.0	10.0
	District	0.0	30.8	63.1	6.2	3.0	25.8	57.6	13.6	10.6	13.6	60.6	15.2
	State	0.9	40.1	53.4	5.6	3.9	29.6	56.2	10.3	12.5	22.6	56.4	8.5
Not Eligible	School	0.3	5.3	60.4	34.0	0.6	3.3	44.4	51.8	0.3	3.0	50.7	46.0
	District	0.2	6.4	60.4	33.0	0.4	5.1	45.5	48.9	0.9	3.5	50.2	45.4
	State	0.2	15.9	62.0	21.9	1.0	10.1	52.7	36.1	3.0	7.3	54.4	35.4

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	3.7	72.3	24.0	0.3	2.3	37.3	60.1
District	0.0	6.5	70.2	23.3	0.5	4.4	41.8	53.3
State	0.6	17.7	69.9	11.8	1.2	17.5	52.3	29.0

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	6.1	75.1	18.8	0.5	3.0	39.1	57.4
	District	0.0	9.7	71.9	18.4	0.5	5.5	41.0	53.0
	State	0.8	21.6	67.8	9.8	1.5	18.8	50.1	29.6
Female	School	0.0	1.1	69.4	29.6	0.0	1.6	35.5	62.9
	District	0.0	3.3	68.5	28.1	0.4	3.3	42.7	53.6
	State	0.3	13.6	72.2	14.0	0.9	16.2	54.5	28.4

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	3.1	72.2	24.8	0.0	1.5	37.9	60.6
	District	0.0	5.5	70.2	24.3	0.3	3.5	40.5	55.6
	State	0.3	12.6	71.1	16.0	0.6	10.4	50.8	38.2
Black	School								
	District	0.0	20.0	70.0	10.0	5.0	10.0	70.0	15.0
	State	1.3	28.9	66.1	3.7	3.0	35.4	52.3	9.2
Hispanic	School	0.0	7.1	75.0	17.9	0.0	10.7	32.1	57.1
	District	0.0	11.9	73.1	14.9	0.0	16.4	52.2	31.3
	State	0.6	23.2	70.8	5.4	1.0	22.2	60.4	16.4
Asian/Pacific Islander	School	0.0	5.6	66.7	27.8	0.0	5.6	22.2	72.2
	District	0.0	8.3	69.4	22.2	0.0	2.8	36.1	61.1
	State	0.2	6.2	70.3	23.4	0.2	4.3	35.5	60.0
Native American	School								
	District								
	State	0.0	17.7	73.2	9.1	1.5	20.0	51.3	27.2
Multiracial/Ethnic	School								
	District	0.0	20.0	60.0	20.0	10.0	0.0	50.0	40.0
	State	0.5	16.5	70.6	12.4	1.2	16.3	54.8	27.7

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	28.6	71.4	0.0	2.9	17.1	74.3	5.7
	District	0.0	38.0	57.9	4.1	4.1	32.2	57.9	5.8
	State	3.4	55.9	39.4	1.3	6.3	51.7	37.2	4.8
Non-IEP	School	0.0	1.1	72.4	26.4	0.0	0.9	33.6	65.5
	District	0.0	2.6	71.8	25.6	0.0	0.9	39.8	59.3
	State	0.1	11.3	75.0	13.6	0.3	11.8	54.8	33.0

2007 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	2007-08 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2007-08 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	95.1		Yes	96.6		Yes	96.1	Yes		
White	100.0	Yes	100.0	Yes	95.3		Yes	97.4		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	91.9		Yes	90.3		Yes				
Asian/Pacific Islander	100.0	Yes	100.0	Yes	95.4		Yes	93.8		Yes				
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	66.9		Yes	76.3		Yes				
Economically Disadvantaged														

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 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 72% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2006.

** Safe Harbor Targets of 55.0% 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 2007-2008

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 (NCLBA) 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. In a cooperative effort which includes students, staff, parents, and administration, Haines met all requirements set by the state and federal government to meet Adequate Yearly Progress (AYP). This report is a summary of findings that shaped our current School Improvement Plan and our goals for continuous improvement.

Findings for the Improvement Plan

The results in the summary show that Haines students scored significantly higher than the state average on all three tests. The Illinois Standards Achievement Test (ISAT) tested students in reading and math in grades six, seven, and eight. Science was tested in seventh grade. In sixth grade, 94.6% of students at our school met or exceeded state standards for reading and 96% met or exceeded state standards in math. In seventh grade, 94% of students met or exceeded state standards in reading and 96% met or exceeded standards in math. In eighth grade, 96.3% of students met or exceeded the state standards in reading and 97.4% met or exceeded standards in math. The high academic achievement of Haines' students on the ISAT is also confirmed by the achievement data we collected from the Tungsten, and ACT/Explore tests. The school scores on these assessments indicate student achievement in the mid 90th percentiles nationally in all subject areas.

Goals for the Current Year

Efforts toward improvement during 2007-2008 will focus on assisting students who did not meet state standards and on addressing areas for growth among those that met, but did not exceed those standards. The Haines School Improvement Plan identifies goals for continued improvement in reading, math, writing, and affective needs. We will focus our efforts on three very specific sub-scores in reading, math, and writing which will have an overall positive effect on our student achievement. Our SMART Goals for this school year are:

- To increase all students' reading performance on the ISAT by 1% as evidenced by a 5% increase in the ISAT strategies sub-score.
- To increase all students' math performance on the ISAT by 1% as evidenced by a 4% increase in the algebra sub-score.
- To increase all students' writing performance on the ISAT by 3%.

Since the beginning of the school year, all staff members participated in staff development designed to make progress toward achieving the aforementioned goals.

Contact Information

We welcome your feedback. Please e-mail your ideas and comments to me at Charles.Kyle@d303.org or write me at Charlie Kyle, Principal, Haines Middle School, 305 S. 9th Street, St. Charles, IL, 60174. Community Unit School District 303 has a website at www.d303.org. Log on to that site for links to staff email and additional information about our school and district.