

**Thompson 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>	83.4	2.2	9.2	2.5	0.1	0.2	2.3	16.6	4.5	14.8		0.8	9.7	95.2	946
<b>District</b>	82.0	1.4	9.7	4.8	0.1	0.4	1.6	12.8	3.6	14.9		0.2	5.1	95.4	13,836
<b>State</b>	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

**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**

<b>PARENTAL CONTACT*</b>		<b>STUDENT-TO-STAFF RATIOS</b>			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	99.2	18.4	18.0	13.5	274.6
<b>State</b>	96.0	18.8	18.9	13.6	211.3

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

<b>AVERAGE CLASS SIZE</b> (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>							24.4	19.4	22.3	
<b>District</b>							21.5	21.3	21.4	
<b>State</b>							22.0	21.3	21.3	

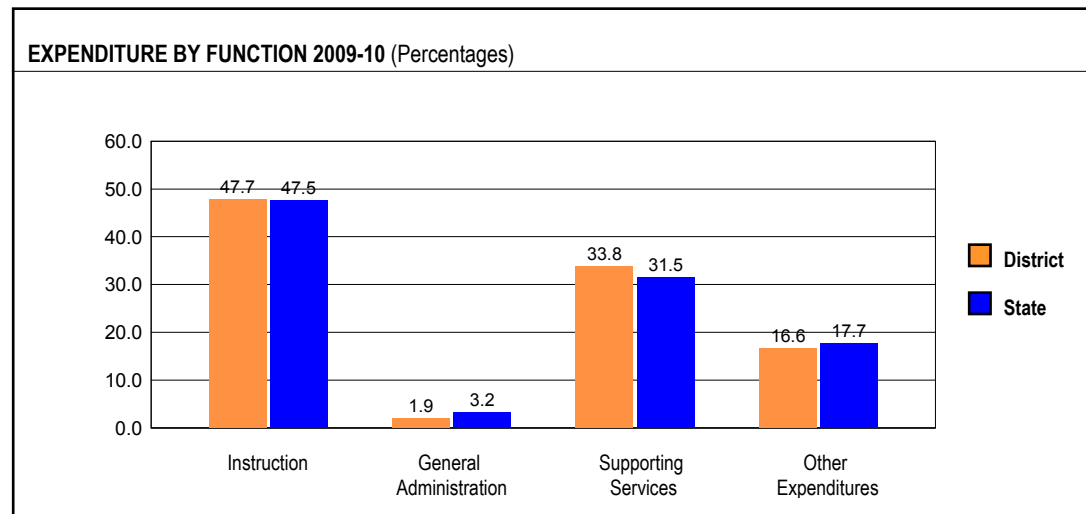
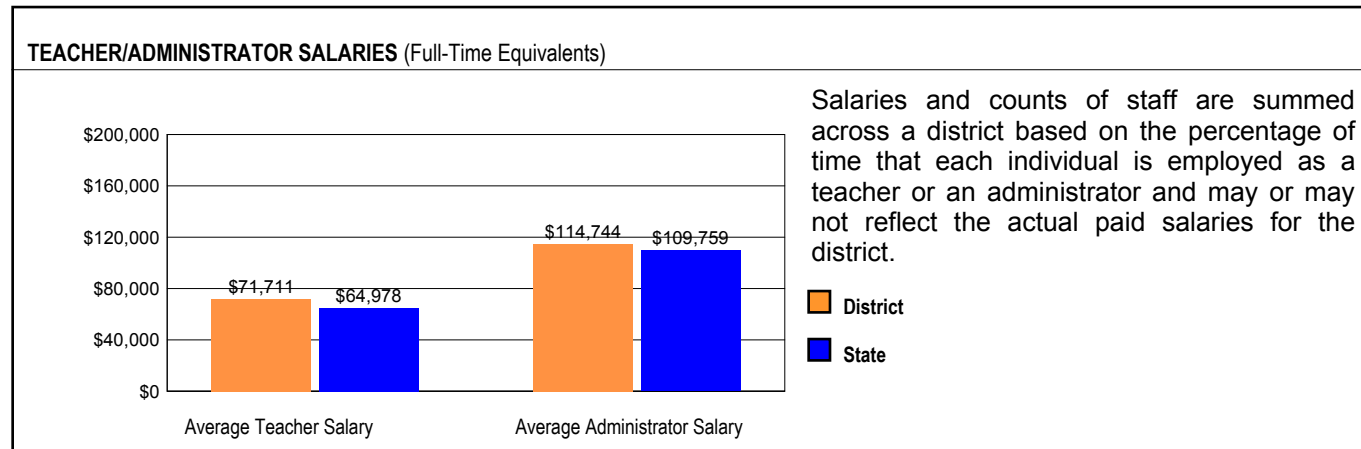
<b>TIME DEVOTED TO TEACHING CORE SUBJECTS</b> (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>		50	50		50	50		100	100		50	50
<b>District</b>		50	50		50	50		100	100		50	50
<b>State</b>		55	52		43	44		103	91		43	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	96.2	0.6	2.2	0.4	0.1	0.0	0.6	0.0	24.1	75.9	855
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	12.4	26.9	73.1	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$140,212,666	83.6	58.9	Education	\$119,468,948	72.1	72.9
Other Local Funding	\$9,052,156	5.4	6.4	Operations & Maintenance	\$14,609,755	8.8	6.0
General State Aid	\$4,326,243	2.6	14.9	Transportation	\$7,943,860	4.8	3.8
Other State Funding	\$8,092,474	4.8	7.5	Debt Service	\$18,182,873	11.0	7.2
Federal Funding	\$5,982,603	3.6	12.4	Tort	\$1,206,696	0.7	1.2
TOTAL	\$167,666,142			Municipal Retirement/ Social Security	\$4,049,782	2.4	1.9
				Fire Prevention & Safety	\$0	0.0	0.7
				Site & Construction/ Capital Improvement	\$228,595	0.1	6.4
				TOTAL	\$165,690,509		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$275,343	4.09	\$6,332	\$11,588
State	**	**	\$6,773	\$11,537

\*\* 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.

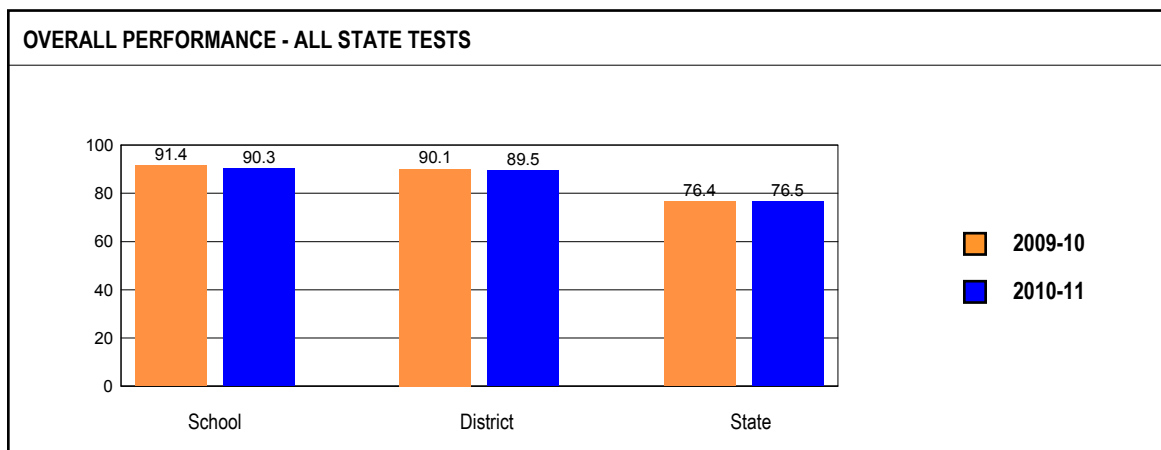
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

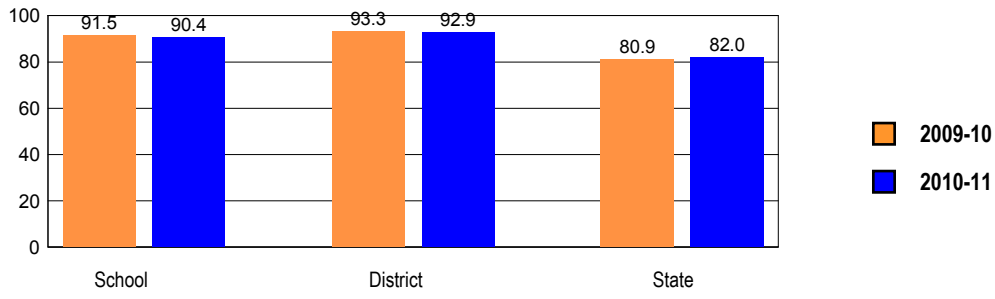
## ACADEMIC PERFORMANCE

### 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.

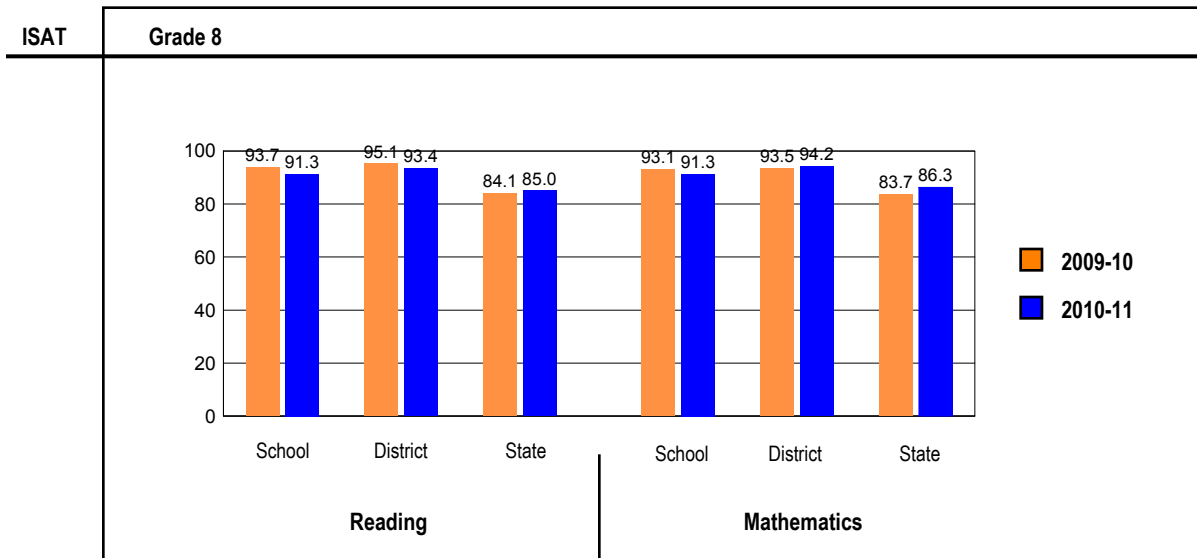
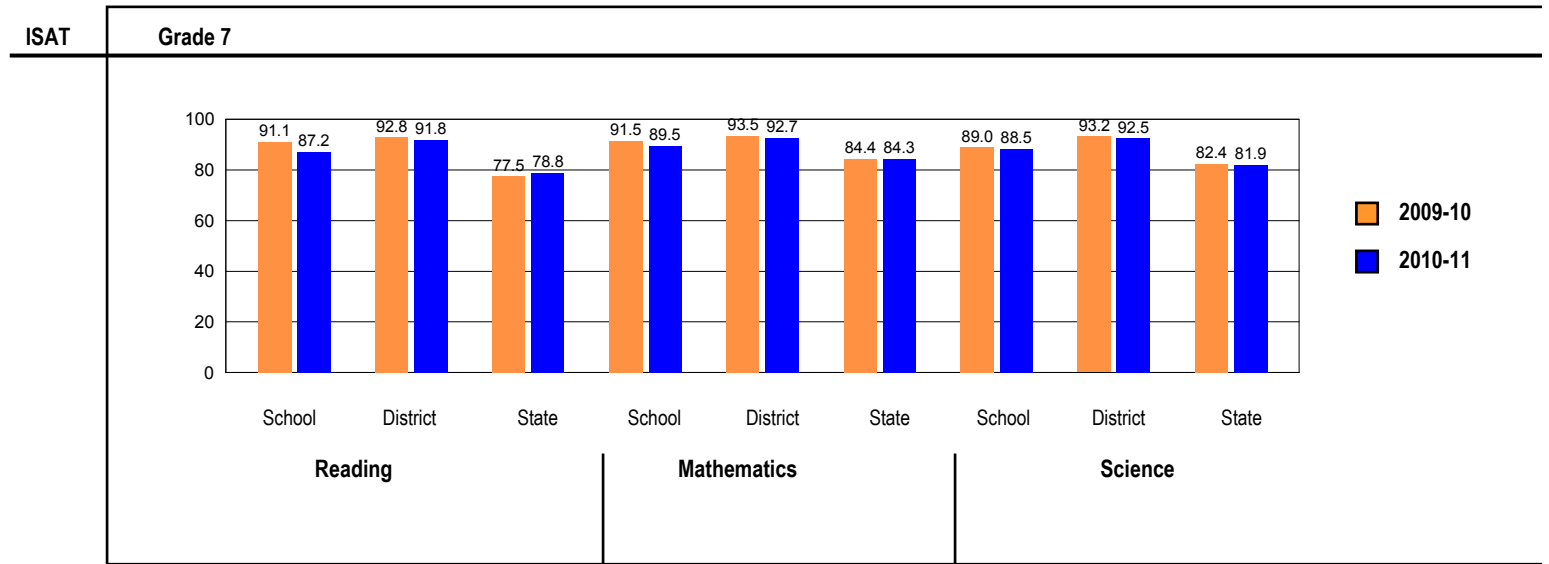
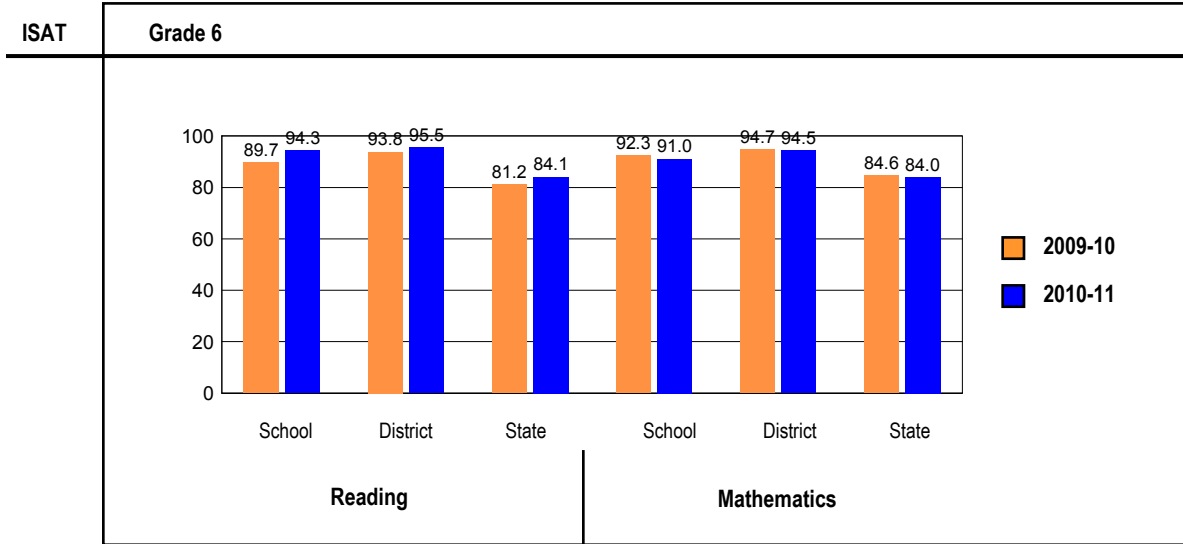


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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	950	503	447	787	23	90	25	1	2	22	41	0	130	147
	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	7,470	3,838	3,632	6,171	112	667	356	2	28	134	199	0	1,099	875
	Reading	0.3	0.2	0.4	0.3	0.9	0.4	0.0		3.6	0.0	0.0		0.8	0.6
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	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: 1

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	951	504	447	787	23	91	25	1	2	22	42	0	130	148
	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	7,474	3,840	3,634	6,171	112	671	356	2	28	134	203	0	1,100	879
	Mathematics	0.3	0.2	0.4	0.3	0.9	0.4	0.0		3.6	0.0	0.0		0.8	0.6
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	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	316	168	148	257	7	31	10	1	1	9	17	0	42	52
	Science	0.0	0.0	0.0	0.0		0.0	0.0				0.0		0.0	0.0
District	*Enrollment	3,265	1,682	1,583	2,691	47	299	161	2	12	53	74	0	461	372
	Science	0.6	0.5	0.8	0.6	2.1	0.7	0.0		8.3	0.0	0.0		2.0	1.3
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

\* 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	5.7	49.2	45.2	0.3	8.7	46.5	44.5
District	0.0	4.5	41.8	53.7	0.5	5.0	45.0	49.5
State	0.2	15.7	56.8	27.3	0.6	15.5	58.0	25.9

### Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	7.1	52.3	40.6	0.6	11.0	43.2	45.2
	District	0.0	5.9	44.8	49.4	0.4	6.2	44.1	49.4
	State	0.3	19.1	57.1	23.5	0.7	16.8	56.2	26.3
Female	School	0.0	4.2	45.8	50.0	0.0	6.3	50.0	43.8
	District	0.0	3.0	38.7	58.3	0.6	3.8	45.9	49.7
	State	0.1	12.2	56.5	31.3	0.5	14.0	59.9	25.6

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	3.1	48.2	48.6	0.4	6.6	45.5	47.5
	District	0.0	3.5	40.9	55.6	0.4	4.1	43.8	51.6
	State	0.1	9.4	54.7	35.8	0.3	8.9	56.8	34.0
Black	School	0.0	7.7	76.9	15.4	0.0	7.7	76.9	15.4
	District	0.4	28.1	60.0	11.4	1.3	30.1	58.6	10.0
	State								
Hispanic	School	0.0	33.3	58.3	8.3	0.0	33.3	62.5	4.2
	District	0.0	17.1	54.9	28.0	1.2	18.3	58.5	22.0
	State	0.2	21.7	61.6	16.4	0.7	20.5	63.8	15.1
Asian	School	0.0	0.0	32.6	67.4	0.0	0.0	39.5	60.5
	District	0.1	6.0	41.5	52.4	0.2	4.7	38.4	56.6
	State								
Native Hawaiian/Pacific Islander	School								
	District	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
	State								
American Indian	School								
	District	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
	State								
Two or More Races	School	0.0	4.3	30.4	65.2	0.0	4.3	34.8	60.9
	District	0.1	12.9	55.1	31.8	0.4	13.3	57.1	29.1
	State								

**Grade 6 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	60.0	40.0	0.0	6.7	46.7	46.7	0.0
District	0.0	53.6	42.9	3.6	7.1	39.3	50.0	3.6
State	0.9	57.6	39.3	2.2	2.5	46.6	47.4	3.6

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	31.1	57.8	11.1	2.2	42.2	48.9	6.7
	District	0.0	27.7	59.5	12.8	3.4	30.4	56.8	9.5
	State	1.3	51.5	41.8	5.4	3.1	46.0	45.0	5.9
Non-IEP	School	0.0	1.2	47.6	51.2	0.0	2.8	46.1	51.2
	District	0.0	0.8	39.0	60.3	0.0	1.0	43.1	56.0
	State	0.0	10.3	59.1	30.6	0.2	10.9	60.0	28.9

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	22.2	55.6	22.2	2.2	31.1	44.4	22.2
	District	0.0	15.8	52.6	31.6	3.5	14.9	53.5	28.1
	State	0.3	24.5	61.2	13.9	0.9	24.0	62.0	13.1
Not Eligible	School	0.0	2.8	48.0	49.2	0.0	4.7	46.9	48.4
	District	0.0	3.1	40.5	56.4	0.1	3.9	43.9	52.1
	State	0.1	7.0	52.4	40.5	0.2	7.0	54.1	38.7



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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	12.8	47.6	39.6	2.2	8.3	42.7	46.8	4.8	6.7	58.6	29.9
District	0.1	8.1	48.7	43.1	1.0	6.2	41.5	51.2	2.4	5.1	55.5	37.0
State	0.4	20.8	58.0	20.8	2.2	13.5	53.9	30.4	5.7	12.4	57.8	24.1

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	19.9	45.8	34.3	3.6	13.2	35.9	47.3	8.4	7.8	54.5	29.3
	District	0.2	11.4	50.7	37.8	1.5	7.9	37.6	53.0	4.0	5.4	50.7	40.0
	State	0.6	24.9	56.8	17.7	2.8	15.0	51.7	30.5	6.8	12.4	54.5	26.4
Female	School	0.0	4.8	49.7	45.6	0.7	2.7	50.3	46.3	0.7	5.4	63.3	30.6
	District	0.0	4.6	46.6	48.8	0.5	4.4	45.8	49.3	0.7	4.7	60.8	33.8
	State	0.2	16.5	59.3	24.1	1.5	12.0	56.2	30.3	4.6	12.4	61.3	21.7

**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	8.6	47.3	44.1	1.2	5.8	40.9	52.1	3.5	4.3	59.1	33.1
	District	0.1	6.4	48.7	44.8	0.6	4.7	41.5	53.2	1.7	4.1	55.2	39.0
	State	0.2	14.4	58.3	27.1	1.1	8.5	51.4	38.9	2.9	6.8	55.9	34.5
Black	School	0.0	17.6	52.9	29.4	5.9	17.6	52.9	23.5	5.9	11.8	52.9	29.4
	District	0.9	34.3	55.7	9.1	4.9	24.4	58.3	12.4	12.3	22.9	58.4	6.5
	State												
Hispanic	School	0.0	56.7	33.3	10.0	10.0	26.7	60.0	3.3	20.0	23.3	53.3	3.3
	District	0.0	29.0	50.5	20.4	5.4	19.4	54.8	20.4	8.6	17.2	57.0	17.2
	State	0.5	26.6	60.9	11.9	2.6	17.7	59.8	19.9	7.5	17.9	63.3	11.3
Asian	School	0.0	0.0	60.0	40.0	0.0	20.0	30.0	50.0	0.0	10.0	60.0	30.0
	District	0.0	1.8	40.0	58.2	0.0	7.3	20.0	72.7	1.8	1.8	52.7	43.6
	State	0.2	8.2	48.9	42.6	0.8	4.8	33.6	60.9	2.4	5.3	50.2	42.0
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	13.6	57.4	29.0	0.6	7.1	50.0	42.3	4.2	7.7	59.5	28.6
American Indian	School												
	District												
	State	1.0	30.4	55.5	13.1	3.5	19.3	56.4	20.7	8.3	16.3	59.1	16.3
Two or More Races	School	0.0	0.0	53.6	46.4	0.0	3.4	37.9	58.6	3.4	0.0	62.1	34.5
	District	0.3	19.2	57.6	22.9	2.1	13.3	52.6	32.0	4.8	11.3	55.9	28.1
	State												

**Grade 7 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	62.5	37.5	0.0	12.5	43.8	43.8	0.0	31.3	31.3	37.5	0.0
District	0.0	55.6	40.7	3.7	11.1	44.4	40.7	3.7	25.9	22.2	48.1	3.7
State	2.3	66.0	30.6	1.1	8.1	40.5	47.0	4.3	22.8	37.2	38.8	1.3

**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	52.5	45.0	2.5	12.5	40.0	40.0	7.5	15.0	32.5	45.0	7.5
	District	0.7	41.7	45.1	12.5	6.2	34.5	44.1	15.2	11.7	25.5	44.8	17.9
	State	2.4	61.2	33.0	3.4	11.1	39.7	42.9	6.2	20.4	27.0	46.1	6.5
Non-IEP	School	0.0	7.0	48.0	45.1	0.7	3.6	43.1	52.6	3.3	2.9	60.6	33.2
	District	0.0	3.3	49.3	47.5	0.3	2.1	41.1	56.5	1.1	2.1	57.0	39.8
	State	0.1	14.8	61.7	23.4	0.9	9.7	55.5	33.9	3.5	10.2	59.5	26.7

**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	35.3	47.1	17.6	5.9	25.5	54.9	13.7	15.7	15.7	52.9	15.7
	District	0.0	23.9	55.6	20.5	4.3	22.4	56.9	16.4	9.3	15.3	56.8	18.6
	State	0.7	31.0	58.3	10.0	3.5	20.6	59.4	16.4	9.2	19.3	61.1	10.4
Not Eligible	School	0.0	8.4	47.7	43.9	1.5	4.9	40.3	53.2	2.7	4.9	59.7	32.7
	District	0.1	6.3	48.0	45.6	0.7	4.4	39.8	55.2	1.7	3.9	55.4	39.1
	State	0.1	11.2	57.7	30.9	0.9	6.9	48.7	43.4	2.4	5.9	54.7	36.9

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	8.7	72.9	18.4	0.0	8.7	42.9	48.4
District	0.1	6.5	74.0	19.4	0.0	5.8	39.1	55.2
State	0.2	14.8	74.9	10.1	0.4	13.3	54.5	31.8

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	11.7	71.5	16.8	0.0	10.7	48.2	41.1
	District	0.0	9.4	73.5	17.1	0.0	7.3	40.6	52.1
	State	0.3	17.9	73.0	8.9	0.5	15.1	53.1	31.3
Female	School	0.0	5.2	74.5	20.3	0.0	6.3	36.6	57.0
	District	0.2	3.5	74.6	21.7	0.0	4.2	37.5	58.3
	State	0.1	11.6	76.8	11.5	0.3	11.5	56.0	32.2

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	5.5	74.6	19.9	0.0	6.3	42.3	51.4
	District	0.1	5.2	73.9	20.8	0.0	5.0	38.6	56.5
	State	0.1	9.7	75.9	14.3	0.3	8.4	50.9	40.5
Black	School	0.0	30.0	60.0	10.0				
	District	0.0	26.7	60.0	13.3	0.0	30.8	46.2	23.1
	State	0.3	25.6	71.7	2.4	0.8	25.4	60.6	13.2
Hispanic	School	0.0	32.4	64.7	2.9	0.0	22.9	54.3	22.9
	District	0.0	14.7	74.7	10.5	0.0	10.4	47.9	41.7
	State	0.2	19.7	76.0	4.1	0.5	17.0	61.8	20.8
Asian	School								
	District	0.0	3.5	82.5	14.0	0.0	3.6	26.8	69.6
	State	0.1	5.9	70.6	23.4	0.2	3.7	34.3	61.9
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.6	9.7	73.3	16.4	1.2	8.5	48.5	41.8
American Indian	School								
	District								
	State	0.0	20.8	74.0	5.2	1.1	19.4	55.3	24.2
Two or More Races	School								
	District	0.0	13.0	60.9	26.1	0.0	4.5	45.5	50.0
	State	0.1	14.3	73.4	12.2	0.6	11.8	54.3	33.3

**Grade 8 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School					0.0	50.0	50.0	0.0
District	0.0	46.7	53.3	0.0	0.0	31.3	62.5	6.3
State	0.8	55.5	43.4	0.2	1.4	39.5	53.8	5.3

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	37.5	55.0	7.5	0.0	37.5	52.5	10.0
	District	0.9	36.2	57.8	5.2	0.0	37.9	50.0	12.1
	State	1.0	51.5	46.2	1.3	2.4	46.6	45.3	5.7
Non-IEP	School	0.0	4.8	75.3	19.9	0.0	4.4	41.5	54.1
	District	0.0	2.9	76.0	21.1	0.0	1.8	37.7	60.5
	State	0.1	9.4	79.1	11.4	0.1	8.5	55.8	35.6

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	26.5	63.3	10.2	0.0	22.0	56.0	22.0
	District	0.0	19.7	69.2	11.1	0.0	16.9	50.8	32.2
	State	0.3	22.7	73.5	3.4	0.7	20.6	61.3	17.4
Not Eligible	School	0.0	5.7	74.6	19.8	0.0	6.2	40.4	53.5
	District	0.1	4.9	74.6	20.4	0.0	4.4	37.6	58.1
	State	0.1	7.8	76.1	16.1	0.2	6.8	48.4	44.6

## 2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	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?	No	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	2011-12 State Improvement Status	Academic Early Warning Year 2

	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
<b>State AYP Minimum Target</b>	95.0		95.0		85.0			85.0			91.0		82.0	
<b>All</b>	100.0	Yes	100.0	Yes	91.5		Yes	91.2		Yes	95.2	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	94.5		Yes	93.5		Yes				
<b>Black</b>														
<b>Hispanic</b>	100.0	Yes	100.0	Yes	60.5	67.6	No	71.1	80.4	No	95.1			
<b>Asian</b>														
<b>Native Hawaiian/ Pacific Islander</b>														
<b>American Indian</b>														
<b>Two or More Races</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	61.3	64.8	Yes	57.1	67.9	No	93.5			
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	73.3	71.2	Yes	72.5	80.2	No	94.1			

### 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 05/01/2010.

\*\* 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.

## Thompson Middle School Improvement Plan for 2011-2012

The purpose of the “School Report Card” is to communicate school and district performance on annual learning targets. The Thompson Middle School Staff is working to provide a high quality education for all students. In order to achieve this goal, collaboration must take place with all stakeholders: students, parents, faculty, staff, and administration.

Thompson exhibited solid overall achievement on 2011 state assessments. 91.5% of our students met or exceeded standards in the area of Reading, while 91.2% of our students met or exceeded standards in the area of Math. See the chart below:

Reading	Students Meeting/Exceeding Standards
6	94%
7	87%
8	91%
Overall	91.5%

Math	Students Meeting/Exceeding Standards
6	91%
7	89%
8	91%
Overall	91.2%

The Illinois Standards Achievement Test (ISAT) assesses reading and math in grades 6, 7, and 8. Students in grade 7 are also assessed in science. Thompson’s test results are significantly higher in comparison to students in grades 6-8 throughout the State of Illinois on both the reading and math assessments. Additionally, 88.5 % of grade 7 students met or exceeded standards in science, which was also significantly higher than the state average.

### Findings for the Improvement Plan

In the area of Reading, the IEP (individual education program) and FRL (free and reduced lunch) subgroups showed solid performance. However, our Hispanic sub-group failed to make *adequate yearly progress* (AYP) in the area of *Reading*. Our three sub-groups (IEP, FRL, and Hispanic) failed to meet *adequate yearly progress* (AYP) in the area of *Math*.

### Goals for the Current Year

Our goal as a school is for all students to show continual academic and affective growth. Through extensive data review and analysis, specific areas of improvement have been identified. Our targeted areas include the specific subgroups not meeting standards and not performing at the pace of our overall student population. Focus will continue to be placed on closing the performance gap between subgroups and overall student population, while continuing to challenge students who are currently meeting or exceeding standards.

The Thompson Middle School Improvement Goals for the 2011-2012 school year include:

- Increase the percentage of all students who meet or exceed **reading standards** on the 2012 ISAT by 1 % by focusing on reading strategies and academic/content vocabulary across curricular areas.
- Increase the percentage of all students who meet or exceed **math standards** on the 2012 ISAT by 1.5 % by identifying deficits and placing an instructional focus in these areas.
- Increase the percentage of students who feel a sense of belonging at Thompson as measured by D303 climate survey and II Youth Survey (**affective standards**).

Thompson is in the 2<sup>nd</sup> year of a School Improvement Plan filed with the State that outlines the specific action plan to improve the learning scores of our Hispanic subgroup. This plan focuses on three areas: *Student Strategies*, *Professional Development*, and *Parent Involvement*. Staff will focus on reading strategies across the curriculum with an emphasis on both academic and content area vocabulary. Our professional development opportunities will focus on collaborative instruction and student engagement. We will also be reaching out to the parents of children in our subgroups in hopes to build relationships to support student learning. Finally, through our Professional Learning Community initiative, teachers will consistently focus on the learning needs of all of our students, specifically targeting our subgroups not meeting AYP.

### Contact Information

It is important to have both parent and community interaction as we work to help Thompson meet our goals. If you have questions or comments, please feel free to contact Mr. Steve Morrill, Principal, at (630) 377-4872, or by e-mail at [smorrill@d303.org](mailto:smorrill@d303.org). You are also able to communicate with us using the district web site at [www.d303.org](http://www.d303.org).