

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/ Pacific Islander	Native American	Multi racial /Ethnic	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	83.2	1.8	9.2	2.3	0.3	3.2	12.9	4.4	9.3		0.3	5.1	95.1	963
District	83.1	1.3	7.4	4.7	0.4	3.1	8.9	3.7	11.5		0.2	6.9	95.0	13,860
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

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.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	98.1	18.1	17.0	13.2	264.4
State	96.2	18.2	18.2	13.3	203.8

* 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							20.7	24.4	21.4	
District							24.6	23.5	22.1	
State							21.5	21.1	21.0	

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

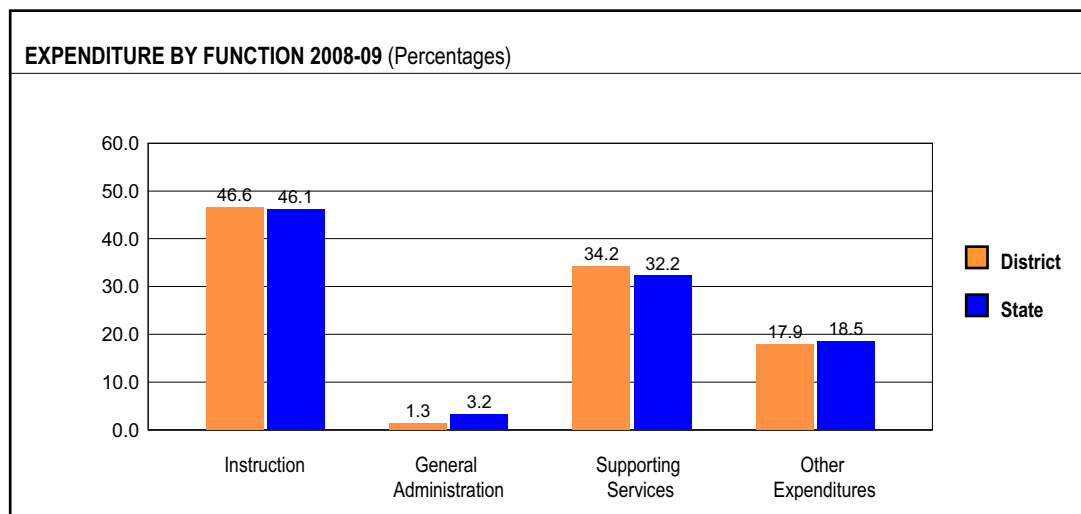
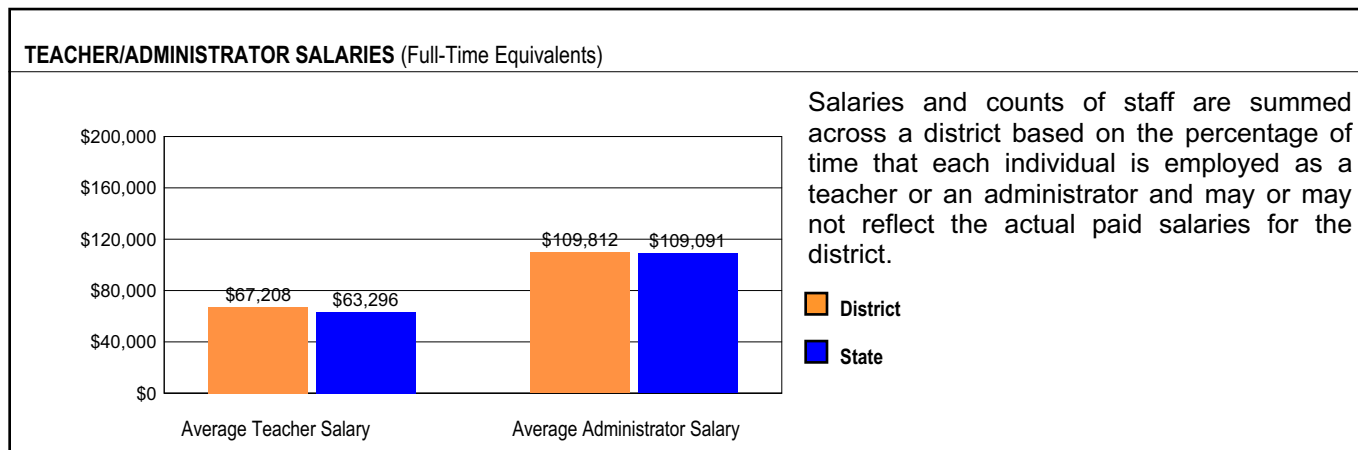
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School		50	50		50	50		100	100		50	50
District		50	50		50	50		100	100		50	50
State		54	51		43	44		103	93		43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.8	0.4	1.3	0.3	0.1	24.5	75.5	880
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

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	11.7	29.9	70.1	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2008-09				EXPENDITURE BY FUND 2008-09			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$136,657,831	82.8	58.4	Education	\$116,599,552	71.2	69.6
Other Local Funding	\$9,537,962	5.8	6.9	Operations & Maintenance	\$15,525,168	9.5	7.9
General State Aid	\$3,861,479	2.3	14.5	Transportation	\$8,623,154	5.3	3.8
Other State Funding	\$10,154,353	6.2	8.3	Debt Service	\$17,445,521	10.7	7.0
Federal Funding	\$4,812,510	2.9	11.9	Tort	\$1,359,734	0.8	1.2
TOTAL	\$165,024,135			Municipal Retirement/ Social Security	\$4,112,621	2.5	1.8
				Fire Prevention & Safety	\$0	0.0	0.8
				Site & Construction/ Capital Improvement	\$0	0.0	7.9
				TOTAL	\$163,665,750		

OTHER FINANCIAL INDICATORS				
	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per \$100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	\$265,167	4.21	\$6,131	\$11,426
State	**	**	\$6,483	\$11,197

** 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.

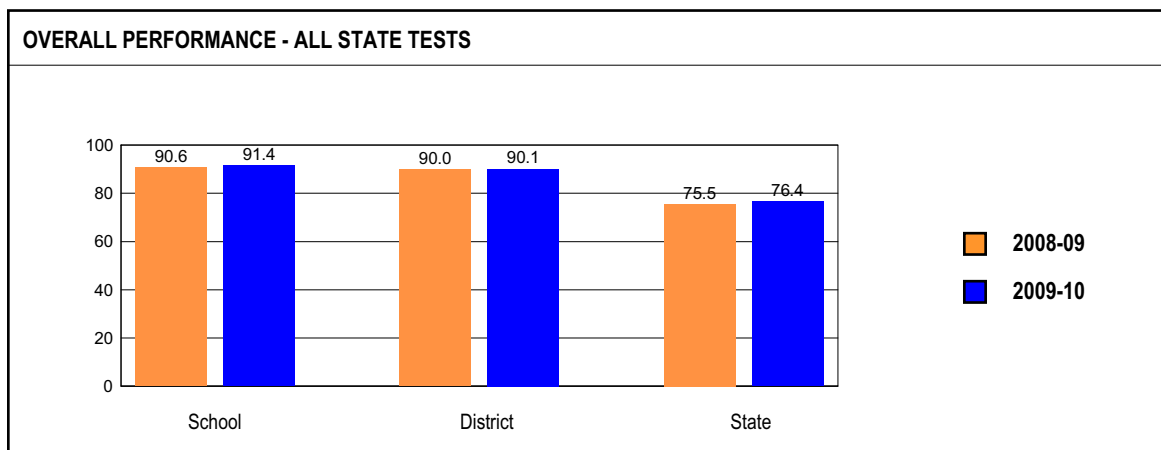
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

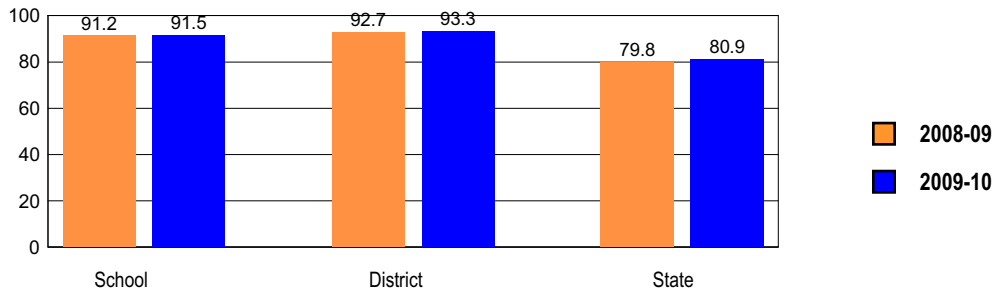
ACADEMIC PERFORMANCE

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.

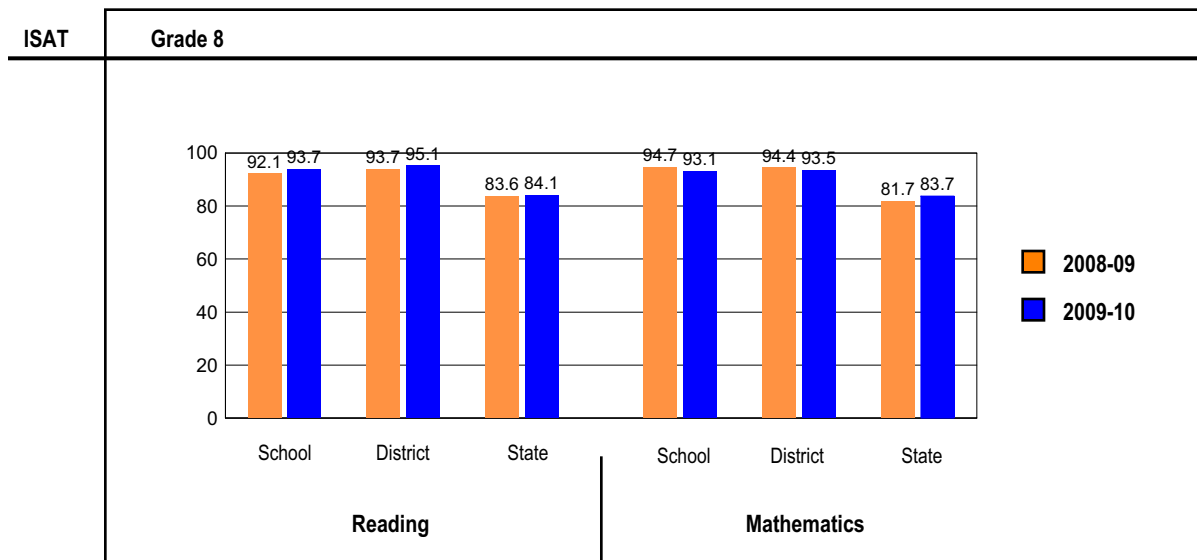
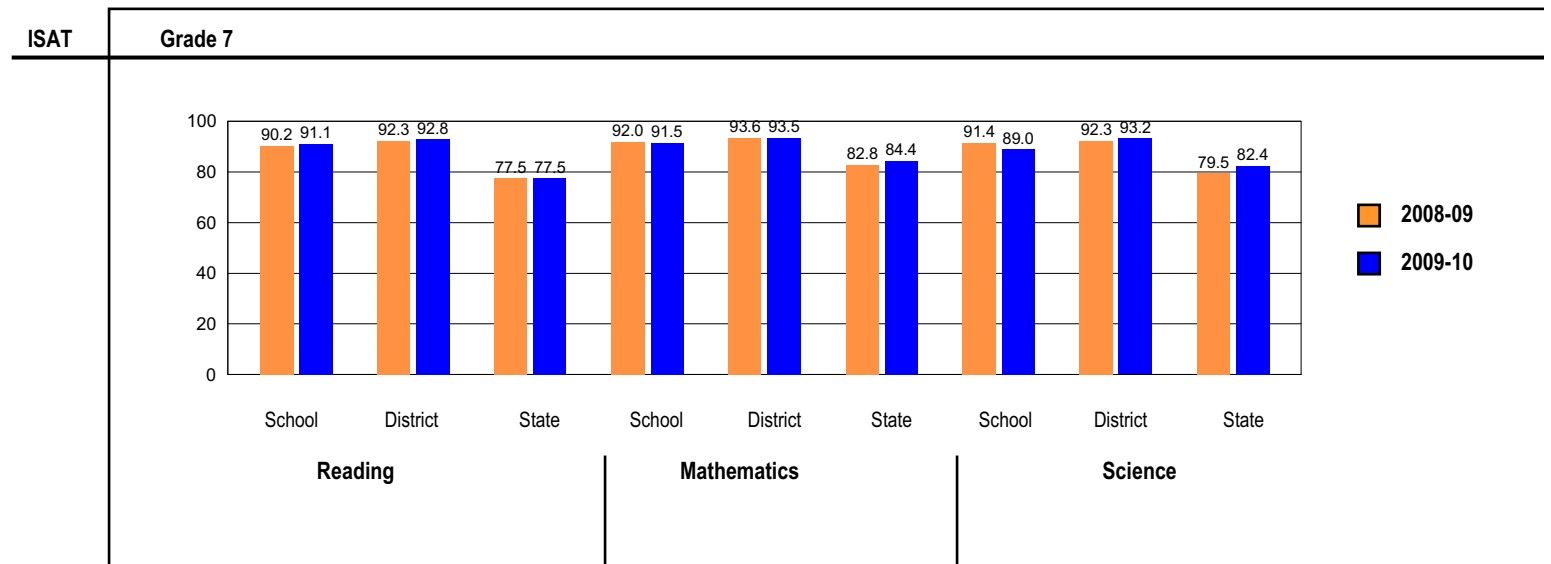
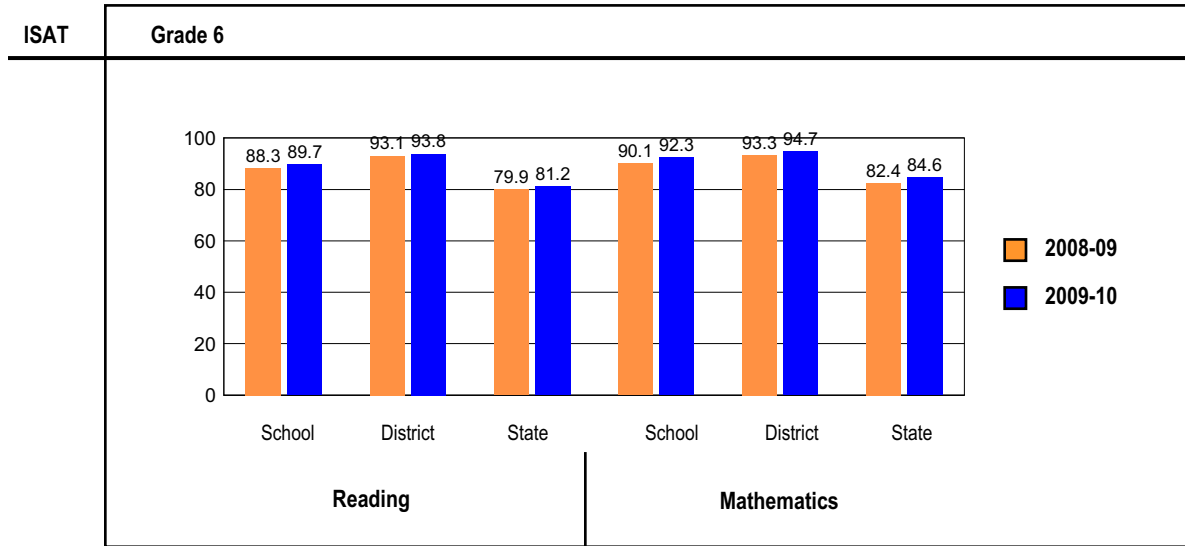


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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 AND MATHEMATICS														
		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	978	517	461	814	19	89	21	3	32	40	0	118	127
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00	0.0		0.0	0.0
District	*Enrollment	7,567	3,896	3,671	6,364	113	516	342	27	205	245	0	1,078	675
	Reading	0.1	0.1	0.2	0.1	0.0	0.2	0.0	0.0	0.5	0.0		0.6	0.1
	Mathematics	0.1	0.1	0.2	0.1	0.0	0.2	0.0	0.0	0.5	0.0		0.6	0.1
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3
	Mathematics	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		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	330	175	155	269	11	31	7	1	11	10	0	42	43
	Science	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
District	*Enrollment	3,185	1,628	1,557	2,667	56	227	145	16	74	79	0	423	288
	Science	0.2	0.2	0.3	0.2	0.0	0.4	0.0	0.0	1.4	0.0		1.2	0.3
State	*Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

* 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	10.3	39.5	50.2	0.3	7.4	51.8	40.5
District	0.0	6.2	41.3	52.5	0.1	5.2	45.4	49.2
State	0.2	18.6	55.1	26.1	0.5	14.9	60.2	24.4

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	13.3	41.2	45.5	0.0	10.3	47.3	42.4
	District	0.0	7.3	44.3	48.4	0.0	6.1	43.2	50.7
	State	0.3	21.8	54.8	23.1	0.7	16.2	58.2	24.9
Female	School	0.0	6.8	37.7	55.5	0.7	4.1	56.8	38.4
	District	0.0	5.0	38.0	57.0	0.2	4.3	47.9	47.7
	State	0.1	15.1	55.5	29.2	0.4	13.5	62.2	23.9

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	4.3	42.0	53.7	0.4	3.9	51.0	44.7
	District	0.0	3.9	41.5	54.6	0.1	3.9	44.9	51.1
	State	0.1	10.9	53.8	35.2	0.2	8.3	59.0	32.4
Black	School	0.0	25.0	25.0	50.0	0.0	18.8	62.5	18.8
	District	0.0	25.0	25.0	50.0	0.0	18.8	62.5	18.8
	State	0.5	32.9	56.6	10.0	1.3	30.0	60.3	8.4
Hispanic	School	0.0	59.3	37.0	3.7	0.0	33.3	63.0	3.7
	District	0.0	28.8	49.3	21.9	0.0	17.8	61.6	20.5
	State	0.3	27.0	59.2	13.5	0.7	19.6	66.1	13.6
Asian/Pacific Islander	School	0.0	5.5	36.4	58.2	0.0	3.6	23.6	72.7
	District	0.0	5.5	36.4	58.2	0.0	3.6	23.6	72.7
	State	0.2	7.4	43.3	49.1	0.4	4.5	42.0	53.1
Native American	School	0.0	20.1	63.3	16.6	0.0	15.7	66.6	17.8
	District	0.0	20.1	63.3	16.6	0.0	15.7	66.6	17.8
	State	0.0	20.1	63.3	16.6	0.0	15.7	66.6	17.8
Multiracial/Ethnic	School	0.0	7.7	23.1	69.2	0.0	7.7	46.2	46.2
	District	0.0	14.3	37.1	48.6	0.0	11.4	48.6	40.0
	State	0.2	16.1	56.4	27.3	0.5	13.9	62.1	23.5

Grade 6 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	73.7	26.3	0.0	0.0	31.6	68.4	0.0
District	0.0	51.4	42.9	5.7	0.0	19.4	69.4	11.1
State	1.0	60.8	36.4	1.8	2.1	41.7	52.6	3.6

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	41.3	47.8	10.9	2.2	30.4	60.9	6.5
	District	0.0	30.6	49.4	20.0	0.6	27.5	55.6	16.3
	State	1.2	55.0	37.9	5.9	2.9	43.7	47.6	5.9
Non-IEP	School	0.0	4.9	38.1	57.0	0.0	3.4	50.2	46.4
	District	0.0	2.2	40.0	57.9	0.0	1.5	43.8	54.7
	State	0.1	13.1	57.7	29.1	0.2	10.6	62.1	27.2

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	45.5	36.4	18.2	0.0	27.3	65.9	6.8
	District	0.0	31.8	45.9	22.4	0.0	21.2	63.5	15.3
	State	0.4	29.0	58.3	12.3	0.9	23.3	63.9	11.8
Not Eligible	School	0.0	4.5	40.1	55.4	0.4	4.1	49.4	46.1
	District	0.0	4.1	40.9	54.9	0.1	3.9	44.0	52.0
	State	0.1	8.8	52.2	39.0	0.2	7.0	56.7	36.2

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	8.9	54.7	36.4	0.6	7.9	46.6	44.8	4.6	6.4	59.8	29.3
District	0.0	7.2	51.4	41.4	0.6	6.0	44.0	49.4	2.6	4.2	59.6	33.6
State	0.3	22.3	57.8	19.6	1.6	14.1	56.2	28.2	5.4	12.2	60.4	22.0

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	10.4	59.5	30.1	0.6	8.6	49.4	41.4	6.3	8.0	56.3	29.3
	District	0.0	9.5	55.1	35.3	0.4	6.5	46.3	46.8	3.6	5.8	55.2	35.4
	State	0.4	26.1	56.7	16.9	2.0	15.1	54.2	28.8	6.3	12.1	57.3	24.4
Female	School	0.0	7.1	49.4	43.5	0.6	7.1	43.5	48.7	2.6	4.5	63.6	29.2
	District	0.0	4.9	47.8	47.4	0.7	5.4	41.8	52.1	1.7	2.6	63.9	31.8
	State	0.1	18.3	59.1	22.5	1.2	13.0	58.2	27.6	4.5	12.3	63.6	19.6

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	5.6	56.0	38.4	0.7	5.2	46.3	47.8	2.6	4.9	61.2	31.3
	District	0.0	5.3	51.8	42.9	0.6	5.2	43.2	51.0	1.8	3.6	58.9	35.7
	State	0.1	14.2	59.0	26.7	0.8	8.4	53.9	36.9	2.5	6.3	59.2	32.0
Black	School	0.0	40.0	50.0	10.0	0.0	40.0	40.0	20.0	10.0	20.0	60.0	10.0
	District	0.0	33.3	50.0	16.7	0.0	33.3	44.4	22.2	5.6	16.7	61.1	16.7
	State	0.6	37.5	54.2	7.6	3.8	27.7	57.9	10.6	12.0	23.5	59.1	5.4
Hispanic	School	0.0	33.3	50.0	16.7	0.0	19.4	61.3	19.4	22.6	16.1	45.2	16.1
	District	0.0	20.5	50.0	29.5	0.0	10.3	55.1	34.6	11.5	7.7	62.8	17.9
	State	0.4	32.1	58.9	8.5	1.8	18.3	63.9	16.0	7.8	18.7	65.3	8.2
Asian/Pacific Islander	School												
	District	0.0	11.7	51.7	36.7	1.7	3.3	41.7	53.3	3.3	5.0	66.7	25.0
	State	0.1	8.4	53.8	37.8	0.5	4.3	38.0	57.2	2.3	4.5	55.4	37.8
Native American	School												
	District												
	State	0.0	24.8	58.9	16.2	2.0	13.6	60.9	23.5	7.6	10.0	58.5	23.9
Multiracial/Ethnic	School	0.0	0.0	45.5	54.5	0.0	18.2	45.5	36.4	0.0	9.1	63.6	27.3
	District	0.0	0.0	47.8	52.2	0.0	8.7	39.1	52.2	0.0	4.3	65.2	30.4
	State	0.2	21.6	57.7	20.4	1.4	14.0	58.0	26.6	4.7	11.6	63.4	20.4

Grade 7 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School					0.0	40.0	60.0	0.0	50.0	30.0	20.0	0.0
District	0.0	52.4	42.9	4.8	0.0	27.3	68.2	4.5	22.7	27.3	45.5	4.5
State	1.3	69.0	28.6	1.1	5.4	39.4	50.8	4.4	22.6	35.2	40.8	1.5

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	37.5	57.5	5.0	5.0	32.5	47.5	15.0	20.0	22.5	40.0	17.5
	District	0.0	35.7	58.1	6.2	4.7	28.7	55.0	11.6	14.2	15.7	55.9	14.2
	State	1.6	60.9	34.3	3.3	8.4	41.5	44.0	6.1	19.4	26.5	47.9	6.2
Non-IEP	School	0.0	4.9	54.4	40.8	0.0	4.5	46.5	49.0	2.4	4.2	62.5	30.9
	District	0.0	3.3	50.5	46.2	0.0	2.9	42.5	54.6	1.1	2.7	60.1	36.2
	State	0.1	16.5	61.4	22.1	0.6	10.0	58.0	31.5	3.4	10.0	62.2	24.4

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	31.0	54.8	14.3	0.0	25.6	62.8	11.6	16.3	14.0	58.1	11.6
	District	0.0	26.1	52.2	21.7	1.1	16.1	59.1	23.7	10.8	9.7	68.8	10.8
	State	0.5	34.1	57.0	8.3	2.7	21.9	61.4	14.0	9.1	19.5	62.6	8.8
Not Eligible	School	0.0	5.6	54.7	39.6	0.7	5.3	44.2	49.8	2.8	5.3	60.0	31.9
	District	0.0	5.4	51.4	43.2	0.5	5.0	42.6	51.9	1.8	3.7	58.7	35.8
	State	0.1	11.7	58.6	29.6	0.6	7.1	51.5	40.8	2.2	5.7	58.4	33.7

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	6.3	68.0	25.7	0.0	6.9	40.4	52.7
District	0.0	4.9	71.5	23.6	0.2	6.3	41.1	52.4
State	0.2	15.7	72.4	11.7	0.6	15.7	53.0	30.7

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	7.5	70.1	22.4	0.0	8.6	40.6	50.9
	District	0.0	6.4	74.4	19.2	0.2	8.8	40.4	50.7
	State	0.3	19.0	70.4	10.3	0.8	17.5	51.3	30.4
Female	School	0.0	5.1	65.6	29.3	0.0	5.1	40.1	54.8
	District	0.0	3.2	68.3	28.5	0.2	3.6	41.9	54.3
	State	0.1	12.2	74.6	13.1	0.5	13.7	54.8	31.0

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	4.5	67.8	27.6	0.0	5.6	38.1	56.3
	District	0.0	4.5	70.7	24.8	0.2	5.7	39.6	54.5
	State	0.1	9.8	74.2	15.9	0.3	9.6	50.8	39.3
Black	School								
	District	0.0	25.0	66.7	8.3	0.0	16.7	58.3	25.0
	State	0.4	27.4	69.0	3.2	1.5	30.4	55.7	12.3
Hispanic	School	0.0	21.4	67.9	10.7	0.0	20.7	55.2	24.1
	District	0.0	9.7	81.9	8.3	0.0	15.1	57.5	27.4
	State	0.3	22.3	72.3	5.2	0.7	20.0	60.4	18.9
Asian/Pacific Islander	School								
	District	0.0	0.0	73.5	26.5	0.0	0.0	38.8	61.2
	State	0.1	6.6	66.2	27.2	0.2	5.1	33.5	61.3
Native American	School								
	District								
	State	0.0	13.9	73.9	12.2	0.3	13.2	60.2	26.3
Multiracial/Ethnic	School								
	District	0.0	4.5	72.7	22.7	0.0	9.1	54.5	36.4
	State	0.2	13.6	73.0	13.2	0.6	15.1	53.2	31.2

Grade 8 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School					0.0	60.0	40.0	0.0
District	0.0	43.8	56.3	0.0	0.0	50.0	44.4	5.6
State	1.0	60.1	38.4	0.5	2.3	44.1	47.8	5.8

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	44.0	52.0	4.0	0.0	48.0	32.0	20.0
	District	0.0	37.8	59.5	2.7	1.8	45.5	43.6	9.1
	State	1.0	52.0	45.2	1.7	3.6	49.9	41.0	5.4
Non-IEP	School	0.0	3.3	69.3	27.5	0.0	3.6	41.0	55.4
	District	0.0	1.3	72.8	25.9	0.0	2.1	40.8	57.1
	State	0.1	10.2	76.5	13.2	0.2	10.6	54.8	34.4

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	21.6	75.7	2.7	0.0	18.4	63.2	18.4
	District	0.0	14.0	78.0	8.0	0.0	16.0	59.0	25.0
	State	0.3	24.6	70.6	4.5	1.1	24.4	58.2	16.4
Not Eligible	School	0.0	4.4	67.0	28.6	0.0	5.4	37.4	57.1
	District	0.0	4.0	70.9	25.1	0.2	5.4	39.3	55.1
	State	0.1	8.1	74.0	17.8	0.3	8.3	48.6	42.8

2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	No
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
2010-11 Federal Improvement Status	Choice
2010-11 State Improvement Status	Academic Early Warning Year 1

	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		77.5			77.5			91.0		80.0	
All	100.0	Yes	100.0	Yes	91.6		Yes	92.6		Yes	95.1	Yes		
White	100.0	Yes	100.0	Yes	95.0		Yes	94.6		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	64.0	69.1	No	78.2		Yes	94.8			
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	60.9	59.8	Yes	64.3	64.5	Yes	93.9			
Economically Disadvantaged	100.0	Yes	100.0	Yes	68.0	69.0	Yes	78.0		Yes	93.2			

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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% 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 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% 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.

2010 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Focused
Is this school making (AYP) in the "ALL" subgroup in reading ?	Yes
Is this school making (AYP) in the "ALL" subgroup in math ?	Yes

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP.**

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused supports verses more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.

Thompson Middle School Improvement Plan for 2010-2011

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 the annual targets. The Thompson Middle School Staff is working hard to provide a high quality education for all students. In order to achieve this, a cooperated effort must be provided by all stakeholders: students, parents, faculty, staff, and administration.

Our overall achievement on the 2010 state assessments was solid. As a school, 91.6% of our students met or exceeded standards in the area of Reading, while 92.6% of our students met or exceeded standards in the area of Math. The sub-groups at Thompson also showed solid performance with all of our sub-groups meeting standards except one. Our Hispanic sub-group failed to make *adequate yearly progress* (AYP) in the area of reading. This subgroup failed to meet standards by 5%.

Findings for the Improvement Plan

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. The percent of students at Thompson Middle School who met or exceeded standards was 89%, 91%, and 93% respectively in grades 6, 7, and 8 on the reading assessment. On the math assessment, the percent who met or exceeded standards was 92%, 91%, and 93% respectively for grades 6, 7, and 8. These passing rates are significantly higher in comparison to students in grades 6-8 throughout the State of Illinois on both the reading and math assessments. 89.1% of grade 7 students met or exceeded standards in science, compared to the State of Illinois average of 82.4%. Our Hispanic sub-group failed to meet annual yearly progress, in the area of reading, on the 2010 ISAT. This sub-group missed meeting standards by 5% when factoring in the “safe harbor” federal flexibility provision.

Goals for the Current Year

Our ongoing goal is for all students to show continual academic and affective growth. Through extensive data review and analysis, specific and targeted areas of improvement have been identified. Our targeted area is the specific subgroup that did not perform at the pace of our overall student population. Focus will also continue to be placed on other subgroups as we work to close their achievement gap in relation to the overall student population. Our work will be centered on not only our students not meeting standards, but also on the groups of students who are working to move from meets to exceeds. The Thompson Middle School Improvement Goals for the 2010-2011 school year include:

- Increase the percentage of all students who meet or exceed reading standards on the 2010 ISAT by 2 %
- Increase the percentage of all students who meet or exceed math standards on the 2010 ISAT by 1 %
- Increase the percentage of students who feel a sense of belonging at Thompson as measured by D303 climate survey and II Youth Survey

As a result of our Hispanic sub-group not meeting AYP, Thompson has developed specific action plans to improve the learning scores of this group. We will be focusing on three areas: *Student Strategies, Professional Development, and Parent Involvement*. Examples of the actions that will be implemented with this subgroup include staff development that will be completed during school improvement work that will focus on meeting the reading needs of students in our Hispanic subgroup. Staff will provide a focal point for students in the area of reading strategies across curriculum that includes an emphasis on both academic and content area vocabulary. We will also be working this year to reach out to the parents of children in our subgroups in hopes to build relationships to develop a more cohesive foundation to support student learning. Additionally, through our Professional Learning Community initiative, teachers will consistently focus on the learning needs of all of our students, specifically targeting our Hispanic sub-group.

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. You are also able to communicate with us using the district web site at www.d303.org. Please log on to our site for additional information about our district and programs.