

**Wredling 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
<b>School</b>	82.8	1.6	6.8	6.9	0.2	1.7	8.6	2.5	12.8		0.3	8.1	95.6	1,285
<b>District</b>	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
<b>State</b>	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**

<b>PARENTAL CONTACT*</b>	
	Percent
<b>School</b>	93.0
<b>District</b>	98.1
<b>State</b>	96.2

<b>STUDENT-TO-STAFF RATIOS</b>			
Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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18.1	17.0	13.2	264.4
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
<b>School</b>							22.9	22.3	20.5	
<b>District</b>							24.6	23.5	22.1	
<b>State</b>							21.5	21.1	21.0	

**TIME DEVOTED TO TEACHING CORE SUBJECTS** (Minutes Per Day)

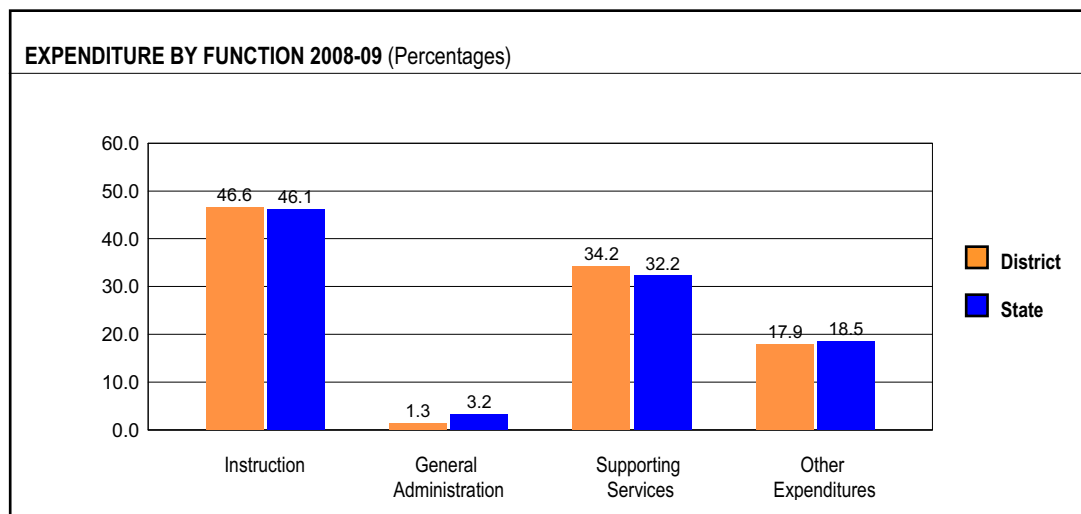
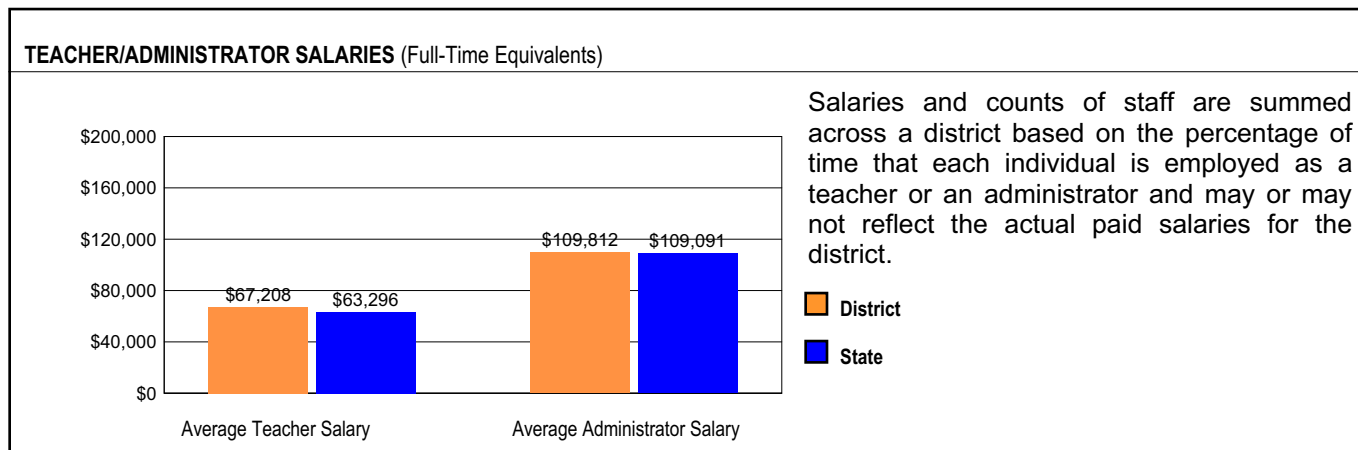
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>		50	50		50	50		100	100		50	50
<b>District</b>		50	50		50	50		100	100		50	50
<b>State</b>		54	51		43	44		103	93		43	44

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
<b>TOTAL</b>	<b>\$165,024,135</b>			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
				<b>TOTAL</b>	<b>\$163,665,750</b>		

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.

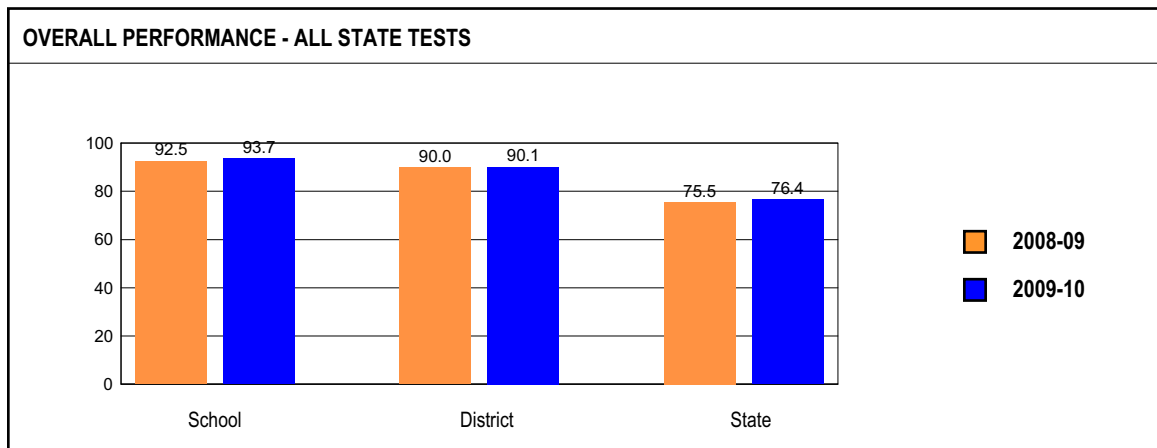
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

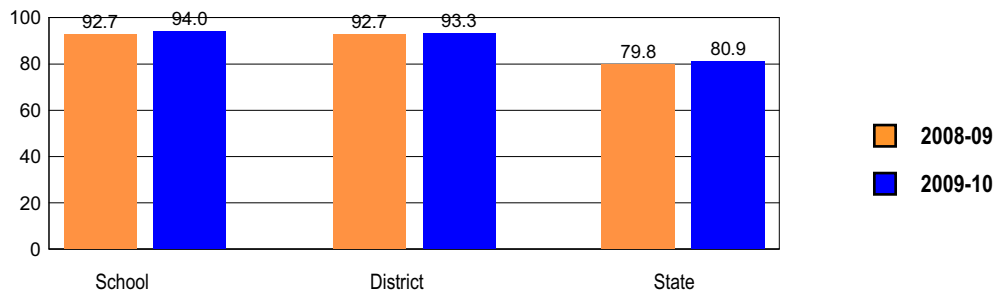
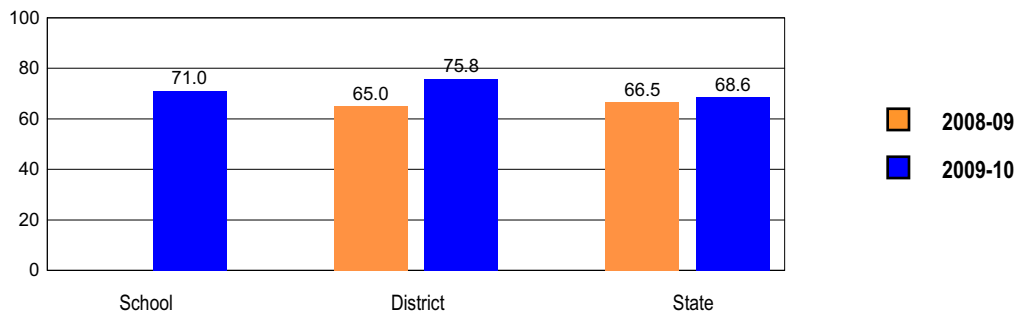
**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## 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.

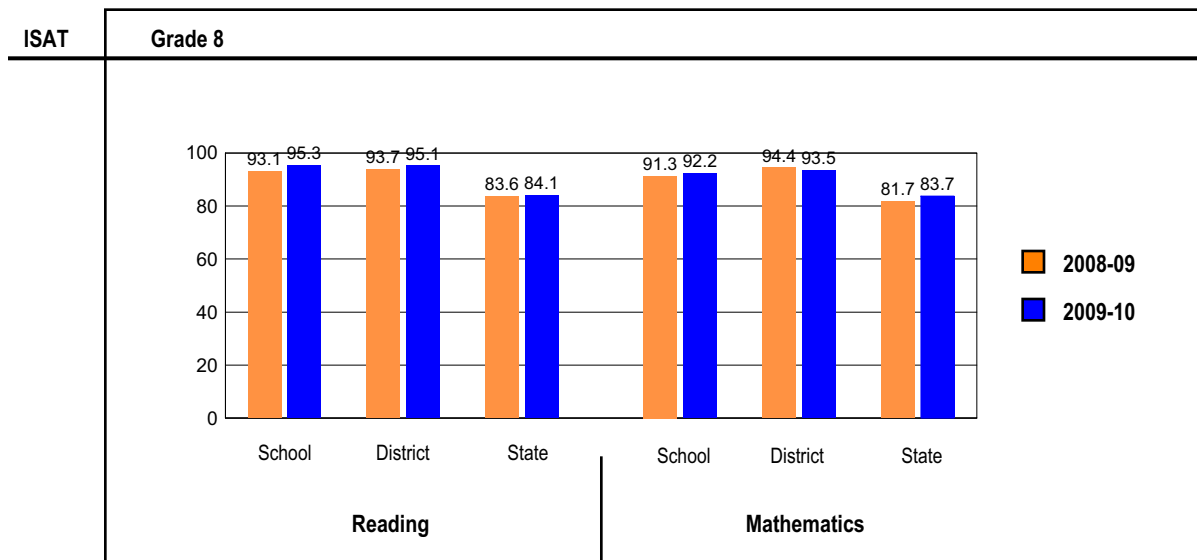
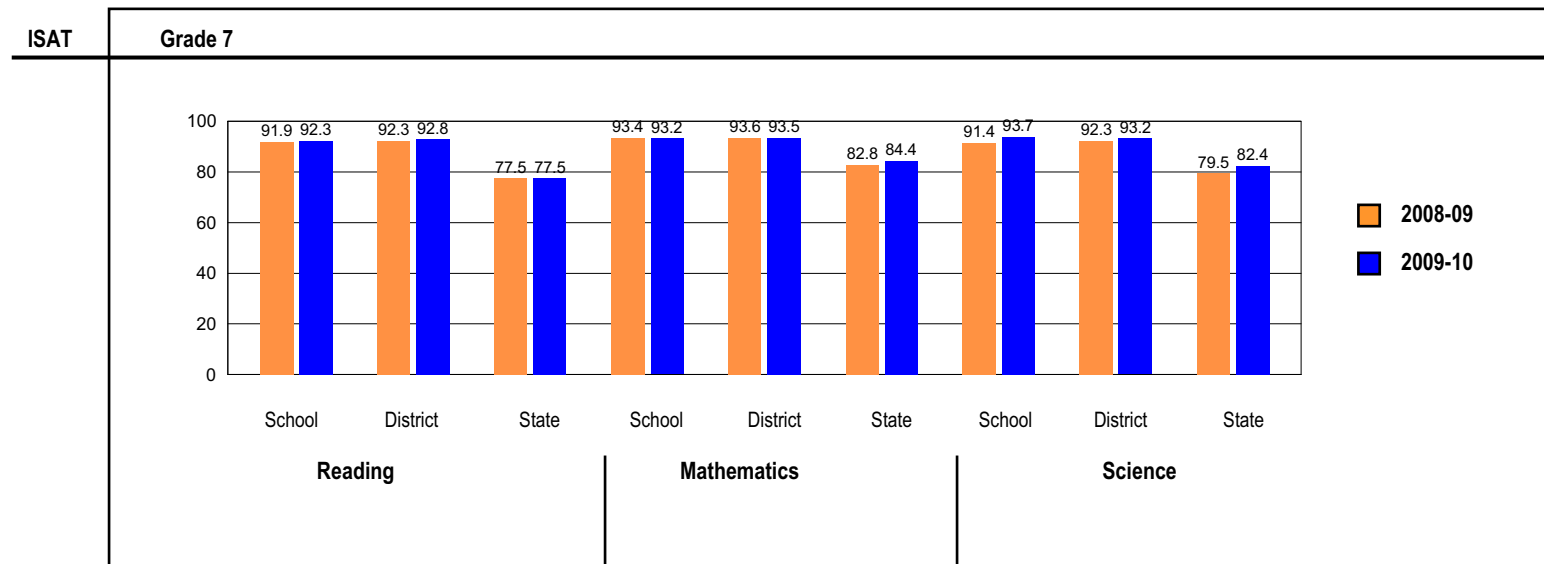
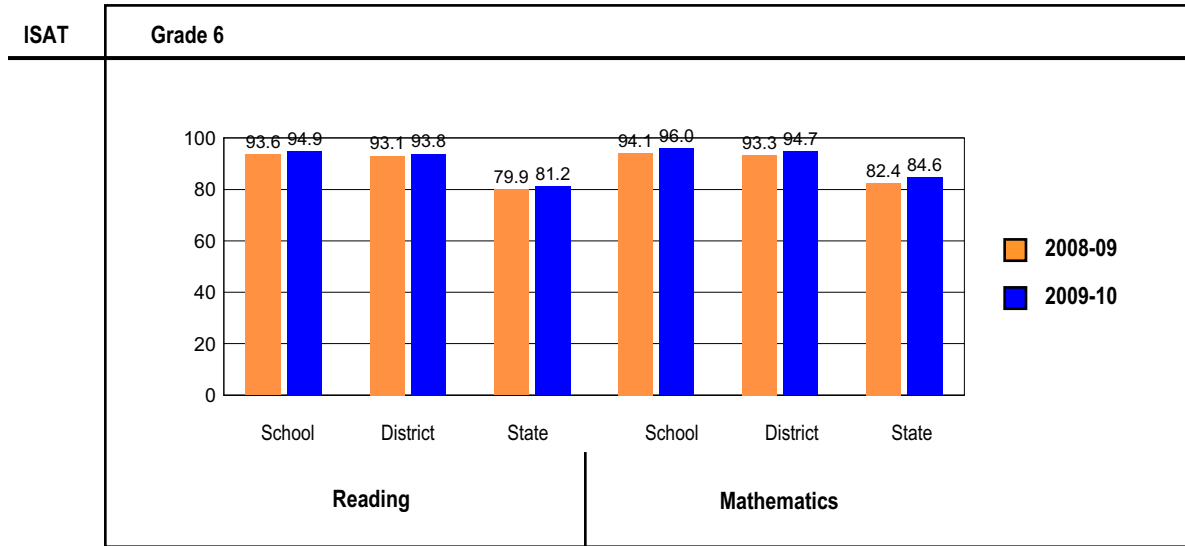


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE****OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE**

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.



## 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	1,270	655	615	1,053	20	84	89	3	21	33	0	192	113
	Reading	0.2	0.0	0.3	0.1	0.0	1.2	0.0		0.00	0.0		0.5	0.0
	Mathematics	0.2	0.0	0.3	0.1	0.0	1.2	0.0		0.00	0.0		0.5	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	405	191	214	331	3	29	34	3	5	11	0	62	34
	Science	0.5	0.0	0.9	0.3		3.4	0.0			0.0		1.6	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	5.1	42.8	52.1	0.0	4.0	40.6	55.5
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	5.4	44.8	49.8	0.0	3.7	38.4	57.9
	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	4.8	40.1	55.1	0.0	4.3	43.3	52.4
	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	3.7	42.0	54.4	0.0	3.1	40.4	56.5
	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	11.1	59.3	29.6	0.0	7.4	59.3	33.3
	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	3.6	42.9	53.6	0.0	0.0	21.4	78.6
	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	14.3	37.1	48.6	0.0	11.4	48.6	40.0
	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	28.6	57.1	14.3	0.0	6.7	66.7	26.7
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	24.6	50.8	24.6	0.0	21.5	58.5	20.0
	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	1.7	41.3	57.0	0.0	0.8	37.4	61.8
	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	22.6	58.1	19.4	0.0	19.4	58.1	22.6
	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	3.8	41.6	54.7	0.0	2.8	39.2	58.0
	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	7.8	52.0	40.3	0.3	6.5	44.2	49.0	2.3	4.0	57.2	36.5
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	11.1	52.1	36.8	0.0	6.8	45.3	47.9	3.2	6.9	49.5	40.4
	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	4.8	51.9	43.3	0.5	6.3	43.3	50.0	1.4	1.4	64.1	33.0
	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	6.1	51.4	42.5	0.0	6.4	42.9	50.6	1.8	3.7	55.1	39.4
	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												
	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	17.9	50.0	32.1	0.0	7.4	55.6	37.0	3.7	3.7	74.1	18.5
	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	0.0	14.7	52.9	32.4	2.9	5.9	47.1	44.1	5.9	8.8	61.8	23.5
	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												
	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	36.4	63.6	0.0	0.0	18.2	72.7	9.1	0.0	27.3	63.6	9.1
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	36.2	56.9	6.9	1.7	29.3	60.3	8.6	16.1	14.3	58.9	10.7
	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	2.9	51.2	45.9	0.0	2.6	41.5	55.9	0.0	2.3	56.9	40.8
	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	20.6	52.9	26.5	0.0	11.8	61.8	26.5	5.9	8.8	76.5	8.8
	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	6.6	51.9	41.5	0.3	6.0	42.6	51.1	1.9	3.6	55.4	39.1
	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	4.7	74.4	20.9	0.5	7.3	44.6	47.6
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	7.1	75.5	17.5	0.5	11.2	42.5	45.8
	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	2.4	73.3	24.3	0.5	3.3	46.7	49.5
	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	4.8	72.8	22.4	0.6	6.8	43.7	49.0
	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	3.6	89.3	7.1	0.0	14.3	57.1	28.6
	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	0.0	0.0	74.1	25.9	0.0	0.0	33.3	66.7
	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 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	37.0	59.3	3.7	3.7	48.1	44.4	3.7
	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	0.0	76.6	23.4	0.0	1.4	44.6	54.1
	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	8.5	85.1	6.4	0.0	14.9	63.8	21.3
	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	4.3	73.1	22.7	0.5	6.4	42.2	50.9
	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?	Yes
Is this school making AYP in Mathematics?	No

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2010-11 Federal Improvement Status	
2010-11 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
<b>State AYP Minimum Target</b>	95.0		95.0		77.5			77.5			91.0		80.0	
<b>All</b>	99.8	Yes	99.8	Yes	94.1		Yes	93.8		Yes	95.6	Yes		
<b>White</b>	99.9	Yes	99.9	Yes	95.0		Yes	94.3		Yes				
<b>Black</b>														
<b>Hispanic</b>	98.8	Yes	98.8	Yes	90.1		Yes	90.0		Yes				
<b>Asian/Pacific Islander</b>	100.0	Yes	100.0	Yes	93.2		Yes	96.6		Yes				
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	99.5	Yes	99.5	Yes	69.0	67.7	Yes	67.4	71.2	No	94.0			
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	84.3		Yes	84.3		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 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.

## Wredling Middle School Improvement Plan for 2010-2011

Wredling's overall performance score reached 94.0% this year; an all time high! This is a testament to our high quality staff and hard working students. As staff examined the results of the report card, we identified areas on which to focus our future efforts. We have identified every child who is not meeting grade level expectations. Students without IEPs will work with teachers on an individualized plan for improvement. Students with IEPs not meeting will also be working on individualized plans, but through the special educator. We recognize that the IEP subgroup met AYP in reading, yet missed AYP in math. We are not yet satisfied with our progress in this area and have identified specific plans to support increased success.

Another area of need is to increase the percentage of students exceeding standards. Below you will see a comparative chart that separates the below, meets and exceeds for ALL students over three years at middle school. This valuable information inspires us to set additional goals for students to move from meets to exceeds, demonstrating work at a more rigorous level.

READING	Below	Meets	Exceeds
6	5.1	42.8	52.1
7	7.8	52.0	40.3
8	15.9	72.4	11.7

MATH	Below	Meets	Exceeds
6	4.0	40.6	55.5
7	6.5	44.2	49.0
8	16.3	53.0	30.7

## Wredling Middle School Improvement Plan for 2010-2011

Staff at Wredling has taken time to celebrate our ongoing commitment to continuous improvement in learning for *all* students. Taking seriously our need to improve the performance of our students with IEPs, we will provide focused time and instruction through educational specialists in reading or math. Specific learning goals beyond the IEP will be created to specify the skills and concepts needed. Measurement tools, methods for instruction and communication will vary by student need as identified by the special educator. The specialist will monitor and communicate progress to students and parents regularly.

### Reading goal for 2010-2011

To exceed standards in reading, all students will focus on improving comprehension through sustained use of reading strategies from sixth to eighth grade. This work extends beyond Language Arts to all other content area classes. Staff will review reading strategies proven to be effective. Students will be asked to use these strategies whenever reading informational text. They will identify the strategies and explain why they choose to use them with a given text. These strategies will be communicated with parents.

Teachers have identified students not meeting standards and are offering additional assistance in an individualized plan per student. Specialized teachers will offer interventions, monitor, and communicate progress.

### Math goal for 2010-2011

In math, we are going to assist all students to meet standards through creating additional resources of time and instruction. Students not meeting grade level standards will participate in a twelve week math tutorial to strengthen skills. The students will know their gaps in learning and will be working to progress to grade level standards. Ongoing instruction at grade level will continue without interruption.

### Contact Information:

We value the partnership we have with our community of learners. Please feel free to contact me at [Melissa.Dockum@d303.org](mailto:Melissa.Dockum@d303.org) or call our main office at (630) 443-3382.