

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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

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 | 83.3 | 1.3 | 7.5 | 6.2 | 0.0 | 1.7 | 8.6 | 1.7 | | 0.3 | 2.7 | 95.6 | 1,174 |
| District | 84.9 | 1.3 | 6.8 | 4.4 | 0.4 | 2.1 | 6.4 | 2.0 | | 0.3 | 5.2 | 94.8 | 13,727 |
| State | 54.0 | 19.2 | 19.9 | 3.9 | 0.2 | 2.7 | 41.1 | 7.5 | | 2.5 | 14.9 | 93.3 | 2,074,167 |

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*

| | Percent |
|-----------------|---------|
| School | 89.0 |
| District | 97.6 |
| State | 96.8 |

STUDENT-TO-STAFF RATIOS

| | Pupil- Teacher Elementary | Pupil- Teacher Secondary | Pupil- Certified Staff | Pupil- Administrator |
|-----------------|---------------------------------|--------------------------------|------------------------------|-------------------------|
| School | -- | -- | -- | -- |
| District | 18.5 | 18.0 | 13.6 | 210.2 |
| State | 18.3 | 18.0 | 13.5 | 211.6 |

* 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 | | | | | | | 22.8 | 22.2 | 19.4 | |
| District | | | | | | | 23.3 | 22.0 | 20.4 | |
| State | | | | | | | 22.2 | 21.6 | 21.5 | |

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

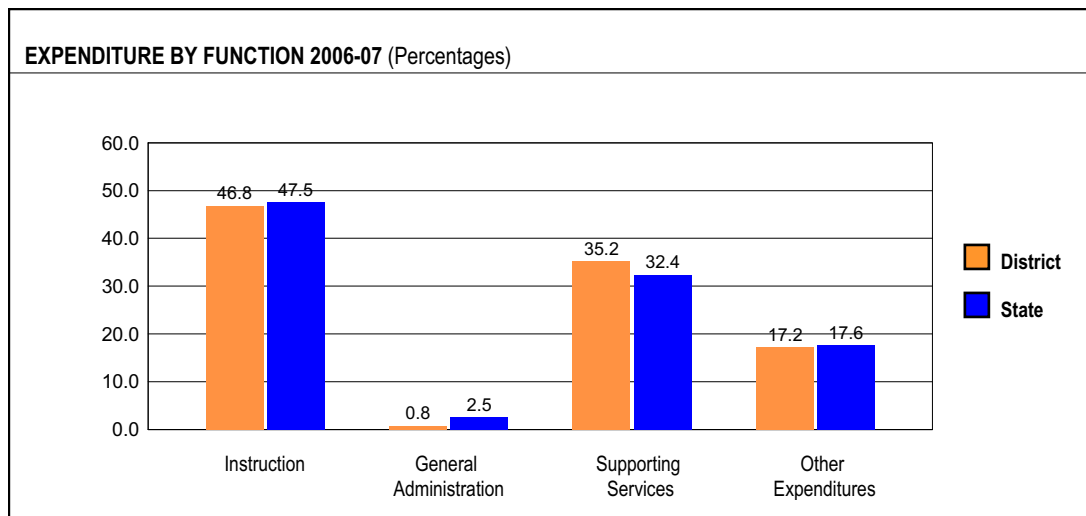
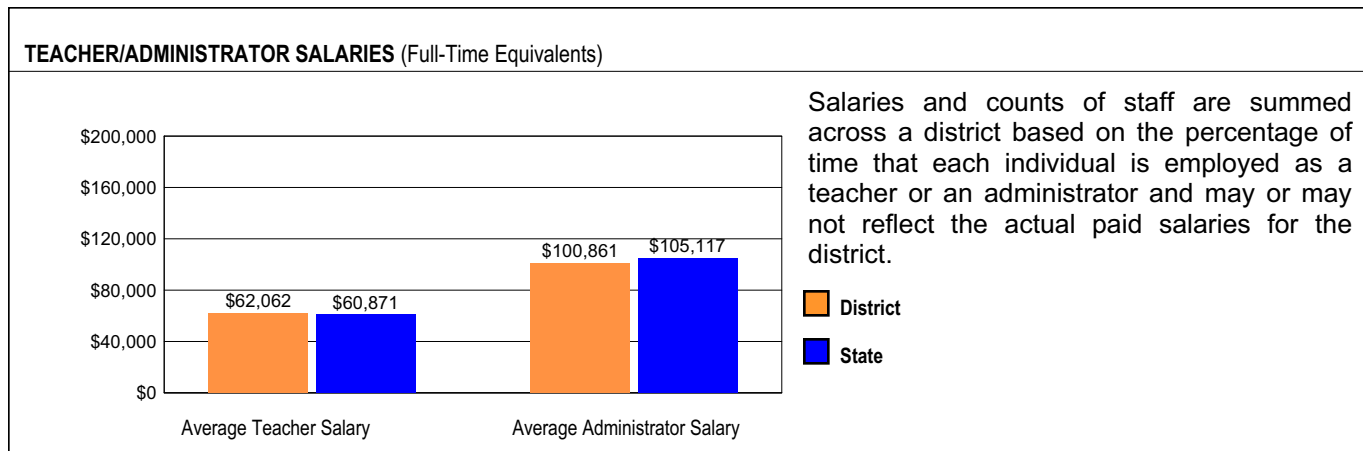
| Grades | Mathematics | | | Science | | | English/Language Arts | | | Social Science | | |
|-----------------|-------------|----|----|---------|----|----|-----------------------|-----|-----|----------------|----|----|
| | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 |
| School | | 50 | 50 | | 50 | 50 | | 100 | 100 | | 50 | 50 |
| District | | 50 | 50 | | 50 | 50 | | 100 | 100 | | 50 | 50 |
| State | | 54 | 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 | 98.0 | 0.3 | 1.2 | 0.3 | 0.1 | 23.2 | 76.8 | 860 |
| State | 84.9 | 8.7 | 4.9 | 1.3 | 0.2 | 22.9 | 77.1 | 131,488 |

| 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 | 11.6 | 28.8 | 71.2 | 0.3 | 0.1 |
| State | 12.4 | 46.7 | 53.2 | 0.7 | 0.7 |

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

SCHOOL DISTRICT FINANCES



| REVENUE BY SOURCE 2006-07 | | | | EXPENDITURE BY FUND 2006-07 | | | |
|---------------------------|---------------|------------|---------|---|---------------|------------|---------|
| | District | District % | State % | | District | District % | State % |
| Local Property Taxes | \$123,462,703 | 83.3 | 57.6 | Education | \$103,329,558 | 72.1 | 72.6 |
| Other Local Funding | \$9,331,520 | 6.3 | 7.3 | Operations & Maintenance | \$14,389,332 | 10.0 | 8.5 |
| General State Aid | \$4,443,233 | 3.0 | 18.1 | Transportation | \$6,935,918 | 4.8 | 3.9 |
| Other State Funding | \$8,244,115 | 5.6 | 9.7 | Bond and Interest | \$15,048,861 | 10.5 | 6.7 |
| Federal Funding | \$2,714,943 | 1.8 | 7.3 | Rent | \$0 | 0.0 | 0.0 |
| TOTAL | \$148,196,514 | | | Municipal Retirement/ Social Security | \$3,578,550 | 2.5 | 1.8 |
| | | | | Fire Prevention & Safety | \$0 | 0.0 | 0.9 |
| | | | | Site & Construction/ Capital Improvement | \$1,628 | 0.0 | 5.6 |
| | | | | TOTAL | \$143,283,847 | | |

| OTHER FINANCIAL INDICATORS | | | | |
|----------------------------|---|--------------------------------------|---|---|
| | 2005 Equalized Assessed Valuation per Pupil | 2005 Total School Tax Rate per \$100 | 2006-07 Instructional Expenditure per Pupil | 2006-07 Operating Expenditure per Pupil |
| District | \$228,012 | 4.27 | \$5,470 | \$10,385 |
| State | ** | ** | \$5,808 | \$9,907 |

** 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.

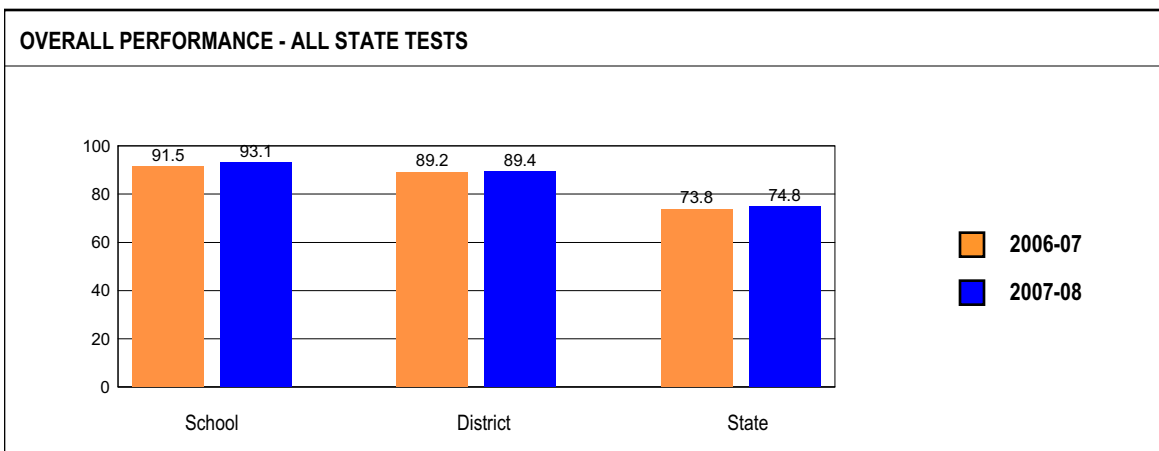
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

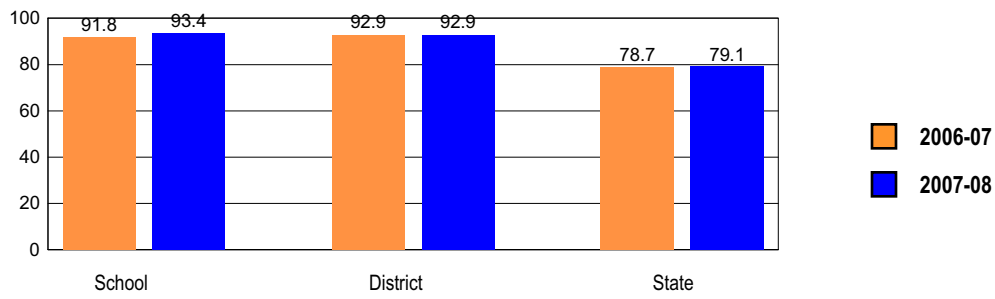
OVERALL STUDENT PERFORMANCE

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.

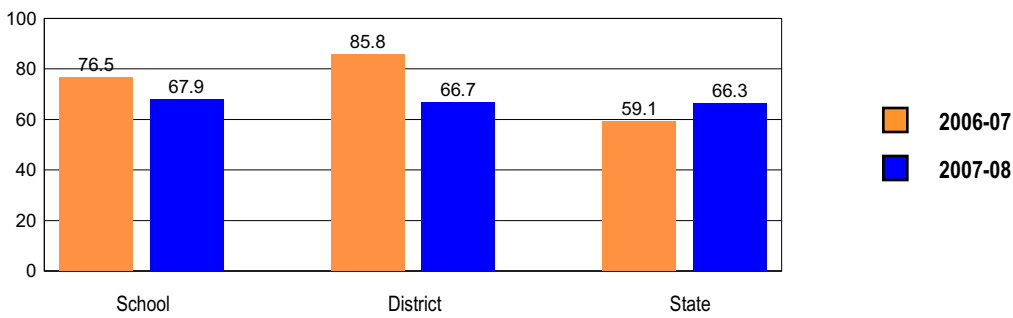
The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE

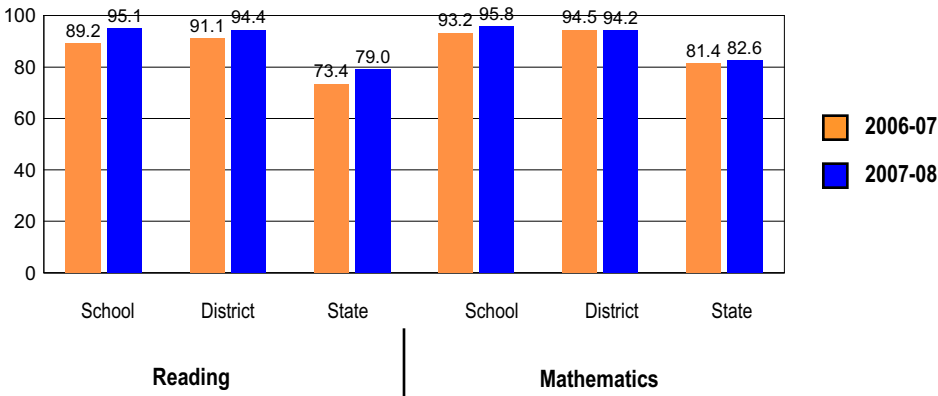


IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

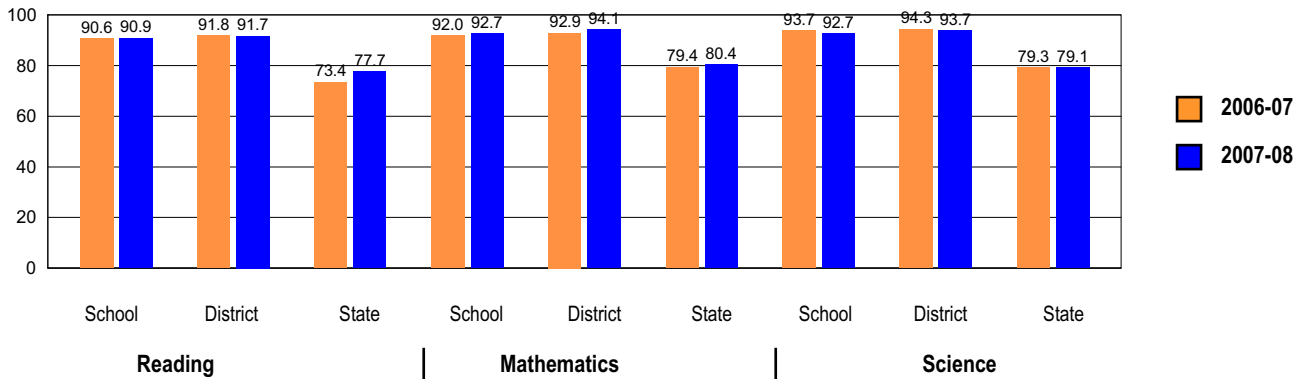
ISAT PERFORMANCE

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.

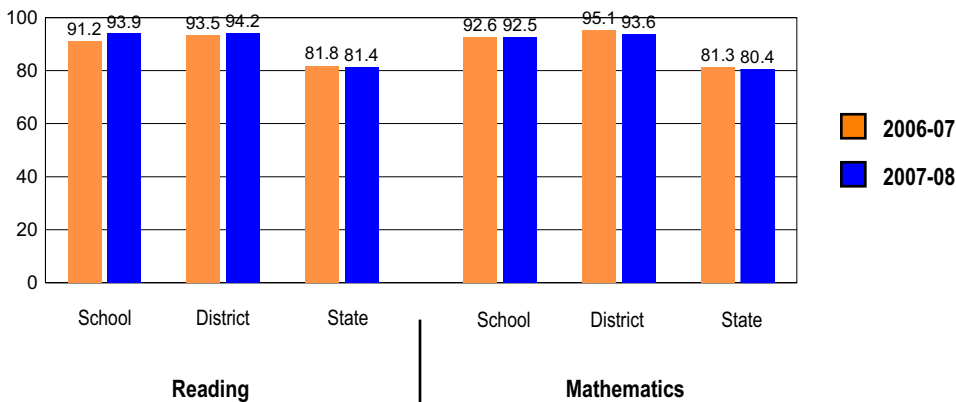
ISAT Grade 6



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 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 | 1,167 | 610 | 557 | 973 | 16 | 84 | 73 | | 21 | 30 | | 188 | 95 |
| | Reading | 0.2 | 0.2 | 0.2 | 0.2 | 0.0 | 0.0 | 0.0 | | 0.00 | 0.0 | | 0.5 | 0.0 |
| | Mathematics | 0.2 | 0.2 | 0.2 | 0.2 | 0.0 | 0.0 | 0.0 | | 0.00 | 0.0 | | 0.5 | 0.0 |
| District | *Enrollment | 7,478 | 3,855 | 3,623 | 6,373 | 95 | 490 | 332 | 29 | 159 | 217 | | 1,051 | 522 |
| | Reading | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | 0.2 | 0.0 |
| | Mathematics | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | 0.2 | 0.0 |
| State | *Enrollment | 1,080,912 | 552,428 | 528,334 | 584,551 | 209,802 | 211,723 | 42,677 | 1,747 | 28,936 | 71,592 | 349 | 153,444 | 459,352 |
| | Reading | 0.3 | 0.3 | 0.2 | 0.1 | 0.6 | 0.3 | 0.1 | 0.2 | 0.2 | 0.2 | 0.3 | 0.5 | 0.3 |
| | Mathematics | 0.3 | 0.3 | 0.2 | 0.1 | 0.6 | 0.3 | 0.1 | 0.2 | 0.2 | 0.2 | 0.3 | 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 | 390 | 202 | 188 | 327 | 7 | 25 | 21 | | 10 | 10 | | 68 | 24 |
| | Science | 0.3 | 0.0 | 0.5 | 0.3 | | 0.0 | 0.0 | | 0.0 | 0.0 | | 1.5 | 0.0 |
| District | *Enrollment | 3,218 | 1,654 | 1,564 | 2,761 | 38 | 211 | 135 | 13 | 60 | 72 | | 422 | 204 |
| | Science | 0.1 | 0.1 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | 0.5 | 0.0 |
| State | *Enrollment | 453,766 | 230,339 | 223,387 | 253,443 | 84,573 | 85,001 | 18,167 | 775 | 11,107 | 24,940 | 141 | 63,312 | 180,194 |
| | Science | 0.5 | 0.6 | 0.4 | 0.2 | 1.3 | 0.6 | 0.2 | 0.5 | 0.4 | 0.5 | 0.7 | 1.1 | 0.7 |

* 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 | 4.9 | 46.4 | 48.6 | 0.0 | 4.2 | 51.6 | 44.2 |
| District | 0.3 | 5.4 | 43.7 | 50.6 | 0.1 | 5.7 | 53.9 | 40.2 |
| State | 0.3 | 20.7 | 53.4 | 25.7 | 0.6 | 16.7 | 62.0 | 20.7 |

Grade 6 - Gender

| Levels | Reading | | | | Mathematics | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 0.0 | 6.6 | 48.4 | 45.1 | 0.0 | 5.7 | 53.3 | 41.0 |
| | District | 0.3 | 6.2 | 46.9 | 46.6 | 0.0 | 6.9 | 54.6 | 38.5 |
| | State | 0.4 | 23.9 | 53.0 | 22.7 | 0.8 | 18.4 | 59.9 | 20.9 |
| Female | School | 0.0 | 3.1 | 44.3 | 52.6 | 0.0 | 2.6 | 49.7 | 47.6 |
| | District | 0.2 | 4.4 | 40.1 | 55.3 | 0.2 | 4.4 | 53.2 | 42.2 |
| | State | 0.2 | 17.3 | 53.7 | 28.8 | 0.4 | 15.1 | 64.1 | 20.4 |

Grade 6 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | |
|------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 0.0 | 5.3 | 42.9 | 51.8 | 0.0 | 4.4 | 51.6 | 44.0 |
| | District | 0.1 | 4.8 | 41.5 | 53.6 | 0.0 | 5.3 | 53.3 | 41.4 |
| | State | 0.1 | 11.8 | 53.1 | 35.0 | 0.2 | 8.9 | 63.4 | 27.5 |
| Black | School | | | | | | | | |
| | District | 9.1 | 9.1 | 54.5 | 27.3 | 9.1 | 9.1 | 54.5 | 27.3 |
| | State | 0.7 | 35.9 | 53.4 | 10.0 | 1.6 | 34.8 | 56.9 | 6.7 |
| Hispanic | School | 0.0 | 3.6 | 78.6 | 17.9 | 0.0 | 7.4 | 59.3 | 33.3 |
| | District | 1.5 | 13.2 | 69.1 | 16.2 | 0.0 | 14.9 | 62.7 | 22.4 |
| | State | 0.4 | 31.7 | 55.4 | 12.5 | 0.7 | 22.2 | 65.6 | 11.5 |
| Asian/Pacific Islander | School | 0.0 | 3.6 | 46.4 | 50.0 | 0.0 | 0.0 | 39.3 | 60.7 |
| | District | 0.0 | 5.9 | 45.1 | 49.0 | 0.0 | 0.0 | 50.0 | 50.0 |
| | State | 0.1 | 8.2 | 46.1 | 45.7 | 0.1 | 5.1 | 47.3 | 47.5 |
| Native American | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 0.4 | 19.4 | 50.6 | 29.5 | 1.3 | 16.8 | 64.7 | 17.2 |
| Multiracial/Ethnic | School | | | | | | | | |
| | District | 0.0 | 0.0 | 57.1 | 42.9 | 0.0 | 4.8 | 66.7 | 28.6 |
| | State | 0.2 | 17.1 | 55.0 | 27.7 | 0.5 | 14.6 | 64.1 | 20.8 |

Grade 6 - Limited-English-Proficient

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 9.1 | 72.7 | 18.2 | 0.0 | 18.2 | 54.5 | 27.3 |
| District | 3.6 | 32.1 | 57.1 | 7.1 | 0.0 | 33.3 | 55.6 | 11.1 |
| State | 1.0 | 62.0 | 34.6 | 2.3 | 1.6 | 40.5 | 54.2 | 3.7 |

Grade 6 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | |
|---------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | School | 0.0 | 32.2 | 55.9 | 11.9 | 0.0 | 25.4 | 67.8 | 6.8 |
| | District | 0.8 | 34.1 | 52.7 | 12.4 | 0.8 | 28.5 | 64.6 | 6.2 |
| | State | 1.6 | 55.4 | 37.0 | 5.9 | 3.1 | 44.9 | 47.3 | 4.8 |
| Non-IEP | School | 0.0 | 0.3 | 44.8 | 54.9 | 0.0 | 0.6 | 48.8 | 50.6 |
| | District | 0.2 | 1.6 | 42.6 | 55.6 | 0.0 | 2.7 | 52.5 | 44.7 |
| | State | 0.1 | 15.3 | 55.9 | 28.7 | 0.2 | 12.5 | 64.2 | 23.1 |

Grade 6 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | |
|--------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | School | 0.0 | 9.1 | 54.5 | 36.4 | 0.0 | 3.1 | 71.9 | 25.0 |
| | District | 2.7 | 22.7 | 50.7 | 24.0 | 0.0 | 17.8 | 68.5 | 13.7 |
| | State | 0.5 | 33.1 | 54.7 | 11.7 | 1.1 | 27.3 | 62.3 | 9.3 |
| Not Eligible | School | 0.0 | 4.6 | 45.7 | 49.7 | 0.0 | 4.3 | 49.9 | 45.8 |
| | District | 0.1 | 4.1 | 43.2 | 52.5 | 0.1 | 4.9 | 52.9 | 42.1 |
| | State | 0.1 | 10.9 | 52.3 | 36.7 | 0.2 | 8.4 | 61.7 | 29.7 |

Grade 7**Grade 7 - All**

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 9.1 | 56.0 | 34.9 | 0.5 | 6.8 | 49.2 | 43.5 | 2.3 | 4.9 | 53.9 | 38.8 |
| District | 0.2 | 8.1 | 51.0 | 40.7 | 0.2 | 5.7 | 42.7 | 51.3 | 1.8 | 4.5 | 50.4 | 43.3 |
| State | 0.5 | 21.8 | 59.1 | 18.6 | 1.8 | 17.8 | 54.5 | 25.9 | 6.4 | 14.5 | 55.8 | 23.4 |

Grade 7 - Gender

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 0.0 | 12.1 | 55.1 | 32.8 | 0.5 | 9.1 | 49.5 | 40.9 | 2.0 | 5.1 | 51.5 | 41.4 |
| | District | 0.0 | 11.2 | 52.6 | 36.2 | 0.2 | 6.9 | 41.7 | 51.2 | 1.6 | 5.5 | 48.0 | 44.9 |
| | State | 0.8 | 25.5 | 57.8 | 16.0 | 2.2 | 18.7 | 52.1 | 26.9 | 7.0 | 13.6 | 53.3 | 26.1 |
| Female | School | 0.0 | 5.9 | 57.0 | 37.1 | 0.5 | 4.3 | 48.9 | 46.2 | 2.7 | 4.8 | 56.5 | 36.0 |
| | District | 0.4 | 4.6 | 49.2 | 45.8 | 0.2 | 4.4 | 43.9 | 51.5 | 2.0 | 3.4 | 53.1 | 41.5 |
| | State | 0.3 | 17.9 | 60.4 | 21.4 | 1.3 | 16.8 | 56.9 | 24.9 | 5.8 | 15.3 | 58.4 | 20.5 |

Grade 7 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|------------------------|----------|-----|------|------|-------------|-----|------|------|---------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 0.0 | 6.8 | 55.9 | 37.3 | 0.0 | 5.3 | 49.1 | 45.7 | 1.6 | 4.0 | 52.5 | 41.9 |
| | District | 0.1 | 5.8 | 50.2 | 44.0 | 0.0 | 4.0 | 41.8 | 54.2 | 1.0 | 3.1 | 49.1 | 46.8 |
| | State | 0.3 | 14.2 | 60.3 | 25.2 | 0.8 | 10.3 | 53.9 | 34.9 | 2.8 | 7.5 | 55.5 | 34.2 |
| Black | School | 0.0 | 8.3 | 41.7 | 50.0 | 0.0 | 8.3 | 58.3 | 33.3 | 8.3 | 16.7 | 41.7 | 33.3 |
| | District | 1.0 | 35.3 | 56.3 | 7.4 | 4.4 | 35.9 | 52.0 | 7.7 | 13.9 | 27.3 | 53.7 | 5.1 |
| | State | | | | | | | | | | | | |
| Hispanic | School | 0.0 | 36.0 | 52.0 | 12.0 | 0.0 | 24.0 | 48.0 | 28.0 | 4.0 | 20.0 | 60.0 | 16.0 |
| | District | 1.4 | 31.9 | 53.6 | 13.0 | 0.0 | 23.2 | 49.3 | 27.5 | 8.7 | 17.4 | 58.0 | 15.9 |
| | State | 0.8 | 31.6 | 59.7 | 7.9 | 2.0 | 22.7 | 61.1 | 14.3 | 9.8 | 22.6 | 59.1 | 8.4 |
| Asian/Pacific Islander | School | 0.0 | 19.0 | 52.4 | 28.6 | 9.5 | 4.8 | 47.6 | 38.1 | 14.3 | 0.0 | 57.1 | 28.6 |
| | District | 0.0 | 14.6 | 52.1 | 33.3 | 4.3 | 4.3 | 44.7 | 46.8 | 6.4 | 6.4 | 55.3 | 31.9 |
| | State | 0.2 | 8.3 | 54.1 | 37.4 | 0.6 | 5.3 | 39.2 | 54.9 | 2.1 | 6.0 | 50.7 | 41.2 |
| Native American | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 0.0 | 20.4 | 63.7 | 15.9 | 0.8 | 17.3 | 60.2 | 21.7 | 4.4 | 9.7 | 64.5 | 21.4 |
| Multiracial/Ethnic | School | 0.0 | 0.0 | 90.0 | 10.0 | 0.0 | 20.0 | 60.0 | 20.0 | 0.0 | 10.0 | 80.0 | 10.0 |
| | District | 0.0 | 10.7 | 71.4 | 17.9 | 0.0 | 21.4 | 42.9 | 35.7 | 0.0 | 10.7 | 64.3 | 25.0 |
| | State | 0.4 | 19.9 | 59.3 | 20.4 | 1.4 | 16.8 | 57.4 | 24.4 | 5.6 | 12.8 | 59.6 | 22.1 |

Grade 7 - Limited-English-Proficient

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|-----|-------------|------|------|------|---------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 30.0 | 70.0 | 0.0 | 10.0 | 10.0 | 70.0 | 10.0 | 20.0 | 30.0 | 50.0 | 0.0 |
| District | 0.0 | 57.1 | 42.9 | 0.0 | 5.0 | 30.0 | 60.0 | 5.0 | 30.0 | 35.0 | 35.0 | 0.0 |
| State | 2.4 | 62.7 | 34.0 | 0.9 | 4.9 | 40.8 | 49.1 | 5.2 | 23.4 | 37.8 | 37.0 | 1.8 |

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 | 38.7 | 59.7 | 1.6 | 1.6 | 33.9 | 54.8 | 9.7 | 12.9 | 14.5 | 62.9 | 9.7 |
| | District | 1.6 | 39.4 | 54.3 | 4.7 | 0.8 | 29.1 | 60.6 | 9.4 | 8.7 | 15.0 | 64.6 | 11.8 |
| | State | 2.8 | 59.2 | 34.9 | 3.2 | 8.8 | 46.0 | 39.8 | 5.4 | 22.3 | 28.4 | 42.8 | 6.5 |
| Non-IEP | School | 0.0 | 3.4 | 55.3 | 41.3 | 0.3 | 1.6 | 48.1 | 50.0 | 0.3 | 3.1 | 52.2 | 44.4 |
| | District | 0.0 | 3.8 | 50.5 | 45.6 | 0.1 | 2.6 | 40.3 | 57.0 | 0.9 | 3.1 | 48.5 | 47.5 |
| | State | 0.2 | 16.1 | 62.8 | 21.0 | 0.7 | 13.5 | 56.7 | 29.0 | 4.0 | 12.3 | 57.7 | 25.9 |

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 | 22.7 | 63.6 | 13.6 | 4.5 | 22.7 | 54.5 | 18.2 | 18.2 | 9.1 | 54.5 | 18.2 |
| | District | 1.4 | 34.3 | 51.4 | 12.9 | 1.4 | 26.1 | 56.5 | 15.9 | 14.5 | 20.3 | 47.8 | 17.4 |
| | State | 0.9 | 33.8 | 57.5 | 7.7 | 3.1 | 28.5 | 57.0 | 11.4 | 11.3 | 23.7 | 56.7 | 8.2 |
| Not Eligible | School | 0.0 | 8.3 | 55.5 | 36.2 | 0.3 | 5.8 | 48.9 | 45.0 | 1.4 | 4.7 | 53.9 | 40.1 |
| | District | 0.1 | 6.2 | 51.0 | 42.7 | 0.1 | 4.3 | 41.8 | 53.8 | 0.9 | 3.4 | 50.6 | 45.1 |
| | State | 0.2 | 12.8 | 60.3 | 26.7 | 0.8 | 9.8 | 52.6 | 36.8 | 2.7 | 7.6 | 55.1 | 34.6 |

Grade 8**Grade 8 - All**

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 6.1 | 74.7 | 19.2 | 0.3 | 7.2 | 45.0 | 47.5 |
| District | 0.0 | 5.8 | 75.0 | 19.2 | 0.3 | 6.1 | 39.7 | 53.9 |
| State | 0.4 | 18.2 | 73.0 | 8.4 | 1.6 | 18.0 | 53.1 | 27.2 |

Grade 8 - Gender

| Levels | Reading | | | | Mathematics | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 0.0 | 5.4 | 79.0 | 15.6 | 0.5 | 5.4 | 47.8 | 46.2 |
| | District | 0.0 | 7.3 | 75.2 | 17.5 | 0.6 | 5.9 | 40.6 | 52.9 |
| | State | 0.5 | 22.0 | 69.8 | 7.7 | 1.9 | 18.9 | 51.2 | 28.0 |
| Female | School | 0.0 | 6.9 | 70.1 | 23.0 | 0.0 | 9.2 | 42.0 | 48.9 |
| | District | 0.0 | 4.2 | 74.7 | 21.1 | 0.0 | 6.2 | 38.8 | 55.0 |
| | State | 0.2 | 14.3 | 76.4 | 9.1 | 1.4 | 17.0 | 55.2 | 26.5 |

Grade 8 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | |
|------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 0.0 | 5.7 | 74.0 | 20.3 | 0.3 | 6.4 | 46.0 | 47.3 |
| | District | 0.0 | 4.9 | 74.6 | 20.5 | 0.3 | 4.9 | 38.7 | 56.0 |
| | State | 0.2 | 11.6 | 76.4 | 11.8 | 0.8 | 10.3 | 52.3 | 36.6 |
| Black | School | 0.0 | 7.1 | 71.4 | 21.4 | 0.0 | 14.3 | 42.9 | 42.9 |
| | District | 0.8 | 30.5 | 66.7 | 2.0 | 3.8 | 35.3 | 51.9 | 9.1 |
| | State | 0.8 | 30.5 | 66.7 | 2.0 | 3.8 | 35.3 | 51.9 | 9.1 |
| Hispanic | School | 0.0 | 17.2 | 75.9 | 6.9 | 0.0 | 25.9 | 55.6 | 18.5 |
| | District | 0.0 | 21.4 | 71.4 | 7.1 | 0.0 | 20.6 | 58.8 | 20.6 |
| | State | 0.4 | 26.1 | 70.3 | 3.2 | 1.9 | 23.6 | 59.9 | 14.6 |
| Asian/Pacific Islander | School | 0.0 | 0.0 | 79.2 | 20.8 | 0.0 | 0.0 | 29.2 | 70.8 |
| | District | 0.0 | 1.9 | 78.8 | 19.2 | 0.0 | 1.9 | 25.0 | 73.1 |
| | State | 0.1 | 7.5 | 72.4 | 20.1 | 0.5 | 5.6 | 37.2 | 56.6 |
| Native American | School | 0.8 | 17.4 | 74.3 | 7.5 | 1.2 | 16.5 | 61.2 | 21.1 |
| | District | 0.8 | 17.4 | 74.3 | 7.5 | 1.2 | 16.5 | 61.2 | 21.1 |
| | State | 0.8 | 17.4 | 74.3 | 7.5 | 1.2 | 16.5 | 61.2 | 21.1 |
| Multiracial/Ethnic | School | 0.0 | 0.0 | 90.9 | 9.1 | 0.0 | 4.5 | 54.5 | 40.9 |
| | District | 0.3 | 15.0 | 75.0 | 9.7 | 1.6 | 17.1 | 55.0 | 26.3 |
| | State | 0.3 | 15.0 | 75.0 | 9.7 | 1.6 | 17.1 | 55.0 | 26.3 |

Grade 8 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | |
|---------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | School | 0.0 | 30.2 | 66.0 | 3.8 | 1.9 | 35.8 | 45.3 | 17.0 |
| | District | 0.0 | 29.4 | 68.3 | 2.4 | 2.4 | 35.4 | 50.4 | 11.8 |
| | State | 2.0 | 55.7 | 41.4 | 0.9 | 7.6 | 49.2 | 38.7 | 4.5 |
| Non-IEP | School | 0.0 | 2.0 | 76.2 | 21.8 | 0.0 | 2.3 | 45.0 | 52.8 |
| | District | 0.0 | 2.5 | 75.9 | 21.6 | 0.0 | 1.9 | 38.2 | 59.9 |
| | State | 0.1 | 12.4 | 77.9 | 9.5 | 0.7 | 13.2 | 55.4 | 30.7 |

Grade 8 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | |
|---------------------------------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Free/Reduced Price Lunch | | | | | | | | |
| School | 0.0 | 21.6 | 73.0 | 5.4 | 0.0 | 24.3 | 54.1 | 21.6 |
| District | 0.0 | 27.4 | 67.9 | 4.8 | 1.2 | 25.0 | 58.3 | 15.5 |
| State | 0.7 | 28.9 | 67.8 | 2.6 | 2.8 | 29.0 | 56.1 | 12.2 |
| Not Eligible | | | | | | | | |
| School | 0.0 | 4.3 | 74.9 | 20.7 | 0.3 | 5.3 | 44.0 | 50.5 |
| District | 0.0 | 3.9 | 75.6 | 20.5 | 0.2 | 4.4 | 38.0 | 57.4 |
| State | 0.2 | 10.5 | 76.8 | 12.6 | 0.8 | 10.0 | 51.0 | 38.1 |

2008 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 | 2008-09 Federal Improvement Status | |
| Is this school making AYP in Mathematics? | Yes | 2008-09 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 | | 62.5 | | | 62.5 | | | 90.0 | | 75.0 | |
| All | 99.8 | Yes | 99.8 | Yes | 93.3 | | Yes | 93.5 | | Yes | 95.6 | Yes | | |
| White | 99.8 | Yes | 99.8 | Yes | 94.1 | | Yes | 94.5 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | 100.0 | Yes | 100.0 | Yes | 82.1 | | Yes | 78.7 | | Yes | | | | |
| Asian/Pacific Islander | 100.0 | Yes | 100.0 | Yes | 94.2 | | Yes | 95.7 | | Yes | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | 99.5 | Yes | 99.5 | Yes | 66.5 | | Yes | 67.0 | | Yes | | | | |
| Economically Disadvantaged | 100.0 | Yes | 100.0 | Yes | 80.2 | | Yes | 80.0 | | 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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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 2008-09

We are thrilled with the 2007-08 ISAT results. Every identified goal for improvement in 2007-08 was met! Wredling continues to excel in all areas when compared to the state. Our staff provides an exceptional environment for ALL students to achieve. Wredling has multiple sub-groups and each one of them is meeting the state standard. We celebrate this and are proud of our students and staff.

Findings for the School Improvement Plan

The data from the state tests reports that 93.3% of our students are meeting or exceeding standards in reading. In math, 93.7% are meeting or exceeding standards. Upon examination of our data, we have determined our greatest areas of need for 2008-09. This work was accomplished prior to the start of the year through the work of a dedicated school improvement committee. This group was charged to scrutinize achievement data that would lead us to identify student learning needs and establish improvement goals. We are committed to this year's goals and action plans as a staff. We are all on board and ready to once again, attain our goals.

Math Goals for the Current Year

Our math goals focus on improving number sense and data analysis. Both goals include actions that will be addressed and implemented school wide. Opportunities to read graphs, estimate numbers, and analyze data will be offered intentionally throughout the day in exploratory classes and core classes.

Our scores in math are commendable. The high performance level is even more impressive. Of the 93.7 % meeting, the percent of students *exceeding* is to be noted. 45% of all Wredling students are exceeding the state standards in math!

Reading Goal for the Current Year

In reading, we will center our efforts to improve student performance through the application of reading strategies. Students will be given opportunities to practice before, during, and after reading strategies to help them to better comprehend informational text. In addition, students will study text features and become more familiar with ways by which to navigate a text and find information.

We are pleased that 93.3% of all students meet standards. However, students enter Wredling at 48% exceeding, yet exit our school at 19.2% exceeding standards. This low percentage of students is commensurate with district and state trends. We will examine our practices and challenge our students to increase their skills and abilities to perform at a level of excellence.

Contact Information

Parent and community involvement is important to us as we work with our students to ensure academic success. We value your support and will communicate regularly with you through our website, newsletter and opportunities to gather together. If you have questions or concerns regarding this report, please contact me at Melissa.Dockum@d303.org or call the main office at (630)443-3360.