

**HUBBLE MIDDLE SCHOOL
COMMUNITY UNIT SCHOOL DIST 200
WHEATON, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES: 6 7 8

State and federal laws require public school districts to release school report cards to the public each year.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION												
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	85.7	4.7	6.5	2.8	0.3	7.5	0.0		1.9	5.8	95.5	1,021
District	83.6	5.1	6.5	4.8	0.1	8.4	1.5		0.4	10.0	95.5	14,301
State	59.3	20.8	16.2	3.5	0.2	37.5	6.7		2.0	16.5	94.0	2,029,821

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*		AVERAGE CLASS SIZE (as of the first school day in May)					STAFF-TO-STUDENT RATIOS				
	Percent	K	Grade 1	Grade 3	Grade 6	Grade 8	High School	Pupil-Teacher: Elementary	Pupil-Teacher: Secondary	Pupil-Certified Staff	Pupil-Administrator
School	100.0				26.0	26.3		--	--	--	--
District	92.9				28.0	26.7		18.0	20.2	13.7	285.4
State	95.0				23.6	22.3		19.1	18.3	14.0	222.6

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

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		45	45		45	45		90	90		45	45
District		45	45		45	45		90	90		45	45
State		51	49		43	43		107	93		43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.4	0.9	1.0	0.6	0.0	23.2	76.8	898
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

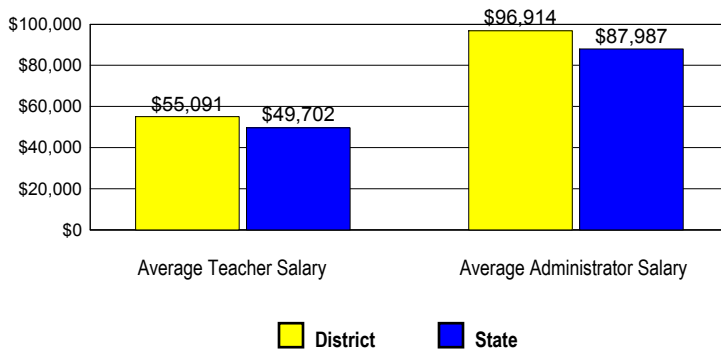
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	13.3	41.3	58.6	0.5	0.0
State	14.2	53.9	46.0	2.4	2.3

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

* Data based on preliminary NCLB definitions.

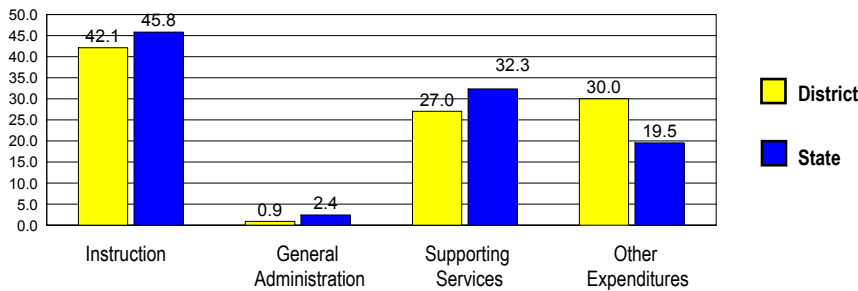
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2000-01 (Percentages)



REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$86,052,645	70.3	54.4
Other Local Funding	\$6,997,040	5.7	7.5
General State Aid	\$10,409,892	8.5	17.9
Other State Funding	\$15,084,288	12.3	12.7
Federal Funding	\$3,833,490	3.1	7.4
TOTAL	\$122,377,355		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$86,384,397	60.4	70.0
Operations & Maintenance	\$11,323,945	7.9	9.2
Transportation	\$5,515,250	3.9	3.4
Bond and Interest	\$6,734,615	4.7	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$2,381,361	1.7	1.6
Fire Prevention & Safety	\$0	0.0	1.0
Site & Construction/ Capital Improvement	\$30,698,376	21.5	9.3
TOTAL	\$143,037,944		

OTHER FINANCIAL INDICATORS

	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$134,012	4.74	\$4,616	\$7,782
State	**	**	\$4,667	\$7,926

** 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.

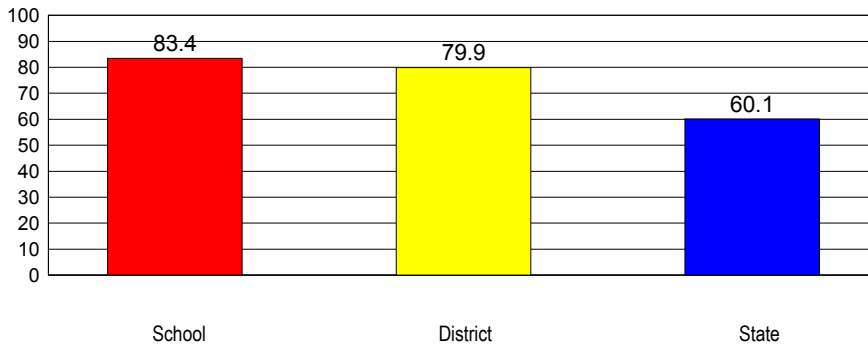
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

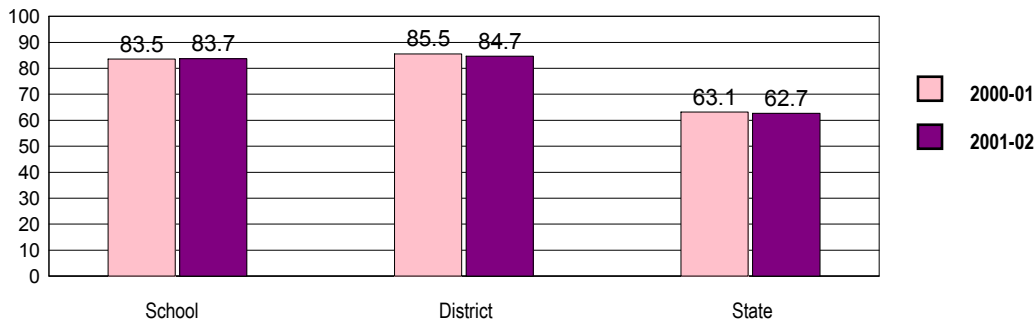
OVERALL STUDENT PERFORMANCE

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. These performance measures include only those test scores for the grades and subjects included in your school.

2001-02 OVERALL PERFORMANCE - ALL STATE TESTS



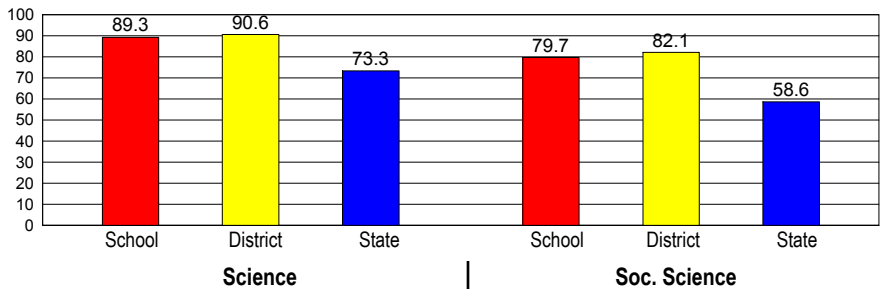
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



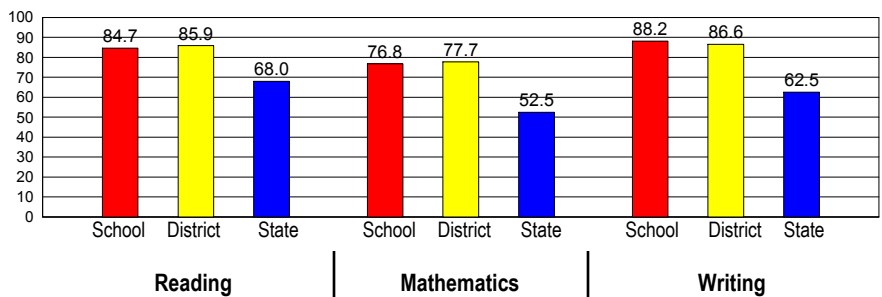
ISAT PERFORMANCE

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.

Grade 7



Grade 8



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public. Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the

Students with disabilities have an IEP or Section 504 Plan. 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. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

In order to protect students' identities, test data for groups of fewer than five students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS

		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
School	*Enrollment	342	180	162	293	15	22	12				48	21
	Reading	12.0	15.0	8.6	13.0	6.7	27.3	0.0				35.4	23.8
	Mathematics	4.1	5.6	2.5	5.1	6.7	9.1	0.0				22.9	14.3
District	*Enrollment	4,430	2,311	2,119	3,748	214	261	203				578	406
	Reading	2.2	2.5	1.9	2.2	8.9	8.4	0.0				5.9	18.5
	Mathematics	1.7	1.8	1.6	1.7	8.9	7.7	0.0				5.2	19.0
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444				78,455	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8				0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7				0.6	16.3

* Enrollment on the first day of state testing.

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 7

All	Levels	Science				Social Science			
		1	2	3	4	1	2	3	4
	School	4.4	6.3	52.2	37.1	0.9	19.3	55.5	24.2
	District	3.7	5.7	53.7	36.9	0.3	17.7	53.5	28.6
	State	9.9	16.8	56.2	17.1	1.8	39.6	47.5	11.1

Gender		Science				Social Science			
		1	2	3	4	1	2	3	4
Male	School	5.9	5.9	46.7	41.4	1.2	22.2	51.5	25.1
	District	4.5	5.1	50.4	40.0	0.3	18.2	50.9	30.5
	State	10.7	15.7	53.5	20.1	2.3	38.8	45.9	13.1
Female	School	2.7	6.7	58.4	32.2	0.6	16.1	60.0	23.2
	District	2.9	6.2	57.3	33.5	0.2	16.9	56.2	26.7
	State	9.1	18.0	59.1	13.9	1.3	40.3	49.2	9.1

Racial/Ethnic Background		Science				Social Science			
		1	2	3	4	1	2	3	4
White	School	2.5	6.1	50.5	40.8	0.7	17.3	55.3	26.8
	District	2.0	4.8	53.0	40.3	0.2	14.6	54.1	31.1
	State	4.8	10.4	60.8	24.0	0.9	28.4	55.0	15.6
Black	School	50.0	0.0	40.0	10.0	0.0	60.0	40.0	0.0
	District	19.6	17.6	54.9	7.8	0.0	49.0	43.1	7.8
	State	22.3	31.2	43.9	2.6	4.2	64.2	29.9	1.7
Hispanic	School	5.3	15.8	73.7	5.3	5.3	31.6	63.2	0.0
	District	15.2	10.9	58.7	15.2	2.2	43.5	41.3	13.0
	State	16.0	25.7	53.3	5.1	2.4	56.7	37.9	3.1
Asian/ Pacific Islander	School	0.0	0.0	70.0	30.0	0.0	0.0	70.0	30.0
	District	4.1	4.1	65.3	26.5	0.0	12.2	65.3	22.4
	State	3.0	9.4	59.8	27.8	0.4	20.9	58.1	20.6
Native American	School								
	District								
	State	11.2	17.3	59.9	11.6	1.2	47.4	43.9	7.4

Students with Disabilities		Science				Social Science			
		1	2	3	4	1	2	3	4
IEP	School	21.4	23.2	48.2	7.1	5.4	62.5	32.1	0.0
	District	21.4	19.3	53.6	5.7	2.1	62.1	32.9	2.9
	State	30.9	28.1	37.2	3.8	7.9	68.0	22.2	2.0
Section 504	School	0.0	33.3	33.3	33.3	0.0	33.3	50.0	16.7
	District	0.0	18.8	62.5	18.8	0.0	25.0	62.5	12.5
	State	13.3	20.7	53.5	12.4	1.7	47.8	42.6	7.9
Non- disabled	School	0.8	2.0	53.5	43.8	0.0	9.8	60.6	29.5
	District	1.2	3.5	53.5	41.8	0.0	11.1	56.3	32.6
	State	6.5	15.0	59.3	19.2	0.8	35.0	51.6	12.6

Economically Disadvantaged		Science				Social Science			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	22.2	11.1	59.3	7.4	3.6	46.4	50.0	0.0
	District	17.2	12.6	63.2	6.9	1.1	50.0	45.5	3.4
	State	18.0	27.9	49.7	4.4	3.2	60.5	33.9	2.4
Not Eligible	School	2.7	5.8	51.5	39.9	0.7	16.8	56.0	26.5
	District	2.6	5.1	52.9	39.4	0.2	14.9	54.1	30.7
	State	6.2	11.7	59.2	22.9	1.2	30.0	53.7	15.1

GRADE 8

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.0	15.3	64.8	19.9	3.0	20.1	43.6	33.2	2.3	9.5	73.1	15.1
	District	0.1	14.0	65.0	20.9	2.8	19.5	40.4	37.3	1.4	12.0	72.0	14.6
	State	1.0	31.1	57.8	10.2	7.3	40.2	37.3	15.2	5.2	32.3	57.3	5.2

Gender		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	17.0	63.4	19.6	5.9	20.0	41.8	32.4	4.3	15.4	72.8	7.4
	District	0.2	14.2	66.2	19.5	4.0	17.6	38.8	39.5	2.3	17.0	73.8	6.8
	State	1.3	31.6	57.7	9.4	8.6	39.8	35.9	15.8	7.9	39.7	49.5	2.9
Female	School	0.0	13.5	66.2	20.3	0.0	20.3	45.6	34.2	0.0	2.8	73.4	23.8
	District	0.0	13.8	63.8	22.4	1.5	21.5	42.1	34.9	0.4	6.5	70.0	23.1
	State	0.6	30.4	58.0	11.0	5.8	40.5	38.9	14.7	2.4	24.7	65.3	7.5

Racial/Ethnic Background		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	14.1	65.1	20.8	3.2	16.9	44.2	35.6	2.0	9.8	72.2	16.1
	District	0.1	12.5	65.4	22.0	2.2	17.5	41.6	38.8	1.2	11.0	73.0	14.8
	State	0.5	22.7	63.3	13.5	3.9	31.3	44.4	20.4	3.7	27.1	62.5	6.6
Black	School	0.0	14.3	85.7	0.0	7.1	50.0	42.9	0.0	14.3	0.0	78.6	7.1
	District	0.0	29.8	66.0	4.3	10.6	44.7	36.2	8.5	4.3	25.5	63.8	6.4
	State	2.2	49.0	46.0	2.7	17.2	60.7	19.8	2.3	9.9	46.0	42.7	1.5
Hispanic	School	0.0	37.5	62.5	0.0	0.0	45.0	45.0	10.0	0.0	10.0	90.0	0.0
	District	0.0	32.5	62.5	5.0	6.8	43.2	31.8	18.2	2.4	21.4	66.7	9.5
	State	1.4	47.6	47.6	3.3	10.2	56.6	28.5	4.8	6.4	40.4	50.8	2.3
Asian/ Pacific Islander	School	0.0	13.3	46.7	40.0	0.0	20.0	33.3	46.7	0.0	13.3	66.7	20.0
	District	0.0	11.9	59.5	28.6	4.8	11.9	26.2	57.1	0.0	9.8	68.3	22.0
	State	0.4	16.8	63.1	19.7	1.6	20.8	41.9	35.7	1.6	18.3	68.7	11.5
Native American	School												
	District												
	State	2.0	35.5	54.5	7.9	7.9	47.8	34.1	10.1	6.9	40.4	50.6	2.2

Students with Disabilities		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	56.7	43.3	0.0	27.8	58.3	13.9	0.0	18.2	33.3	48.5	0.0
	District	0.9	57.3	41.0	0.9	22.0	54.5	20.3	3.3	9.2	37.8	52.9	0.0
	State	5.7	69.1	24.3	1.0	32.7	54.3	11.4	1.6	26.3	50.9	22.3	0.6
Section 504	School												
	District	0.0	16.7	61.1	22.2	0.0	16.7	55.6	27.8	0.0	17.6	82.4	0.0
	State	0.4	39.2	52.9	7.4	9.0	48.1	34.0	8.9	5.8	44.0	48.2	2.0
Non- disabled	School	0.0	10.7	67.0	22.2	0.0	15.5	47.4	37.1	0.4	6.6	76.1	16.9
	District	0.0	8.5	68.1	23.4	0.4	15.0	42.7	41.9	0.4	8.6	74.2	16.7
	State	0.3	25.0	63.1	11.6	3.3	37.9	41.5	17.4	2.1	29.4	62.6	5.9

Economically Disadvantaged		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	43.8	56.3	0.0	11.1	55.6	33.3	0.0	13.3	40.0	40.0	6.7
	District	0.0	45.6	48.5	5.9	11.3	57.7	23.9	7.0	6.2	35.4	53.8	4.6
	State	1.8	48.2	47.0	3.0	13.4	57.6	25.0	3.9	8.7	44.1	45.6	1.6
Not Eligible	School	0.0	13.7	65.3	21.1	2.6	18.1	44.2	35.2	1.7	7.9	74.8	15.5
	District	0.1	11.8	66.2	21.9	2.2	16.8	41.5	39.4	1.1	10.5	73.2	15.2
	State	0.6	24.2	62.1	13.1	4.8	33.1	42.3	19.8	3.9	27.6	62.0	6.6

Dear Parents,

Last April, the Illinois Standards Achievement Test (ISAT) was administered to all of the students in District #200. Students in third, fifth and eighth grade were tested in reading, writing and mathematics. The fourth and seventh grade students were tested in social science and science. The purpose of the ISAT is to help educators measure how well students are progressing in mastering the Illinois Learning Standards.

At our recent sixth grade curriculum night, parents were able to obtain their son's/daughter's fifth grade test results. Similarly, at our recent seventh/eighth grade curriculum night, parents of current eighth grade students were able to obtain their son's/daughter's seventh grade test results. (Since sixth grade students do not take the ISAT, there were no results for parents of current seventh grade students.)

The test results for those students whose parents were unable to attend curriculum night were distributed to the appropriate sixth or eighth grade student the week of September 16. A cover letter and an explanation folder were included with each packet.

Please keep in mind that ISAT results are only one measure of your student's progress. What is most important are the skills and knowledge your student acquires each day and the work he/she completes on a daily basis.

As a whole, Hubble's scores are very good and rank among the highest in the county among schools with similar demographics. The results are shared with the staff as a whole. Then, the School Improvement Team, a smaller group of staff members, meets to discuss and analyze the results. The team identifies trends and areas we feel we need to target for improvement. In September, we wrote our School Improvement Plan for 2002-2003 based on the ISAT results we had available at that time. The SIP Team targeted math as the primary area for improvement for this school year. Data was disaggregated according to ethnicity and to special needs. Targeted students will be given the opportunity to practice generalizing, answering open-ended questions, and doing critical thinking. Material will be presented in a clear culture-free manner and, where necessary, modifications will be made for students with special needs.

As we finish the process of evaluating last year's goals and formulating this year's goals, we will publish them in the school newsletter for your review. We welcome any input or insight you may have. The school report card, which is a state report on how the school is doing, will be posted on the district website, as it is available.

We are very fortunate to have the diversity of students that we do at Hubble. We very much appreciate the level of support we receive from you as parents. Together we can look forward to another year of steady growth for our students as we seek the level of enduring greatness!

Sincerely

Dr. Charles H. Miller
Principal