

**MADISON ELEM SCHOOL
COMMUNITY UNIT SCHOOL DIST 200
WHEATON, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : K 1 2 3 4 5

State and federal laws require public school districts to release 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 | 79.0 | 9.2 | 6.3 | 5.6 | 0.0 | 16.5 | 9.4 | | 0.0 | 9.0 | 96.8 | 480 |
| District | 81.4 | 6.2 | 8.0 | 4.4 | 0.1 | 12.6 | 4.4 | | 0.9 | 10.1 | 93.6 | 14,024 |
| State | 57.7 | 20.8 | 17.7 | 3.6 | 0.2 | 39.0 | 6.7 | | 2.1 | 16.8 | 94.2 | 2,060,048 |

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 | 100.0 |
| District | 97.7 |
| State | 96.3 |

AVERAGE CLASS SIZE (as of the first school day in May)

| Grade | Grade K | Grade 1 | Grade 3 | Grade 6 | Grade 8 | High School |
|-----------------|------------|------------|------------|------------|------------|----------------|
| School | 19.7 | 20.3 | 24.3 | | | |
| District | 18.3 | 21.2 | 21.5 | | | |
| State | 21.0 | 21.6 | 22.6 | | | |

STAFF-TO-STUDENT RATIOS

| Pupil- Teacher Elementary | Pupil- Teacher Secondary | Pupil- Certified Staff | Pupil- Administrator |
|---------------------------------|--------------------------------|------------------------------|-------------------------|
| -- | -- | -- | -- |
| 18.4 | 20.0 | 13.5 | 274.2 |
| 19.4 | 18.8 | 14.1 | 208.7 |

* 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 | 53 | | | 27 | | | 145 | | | 28 | | |
| District | 53 | | | 27 | | | 145 | | | 28 | | |
| State | 57 | | | 30 | | | 146 | | | 31 | | |

TEACHER INFORMATION (Full-Time Equivalents)

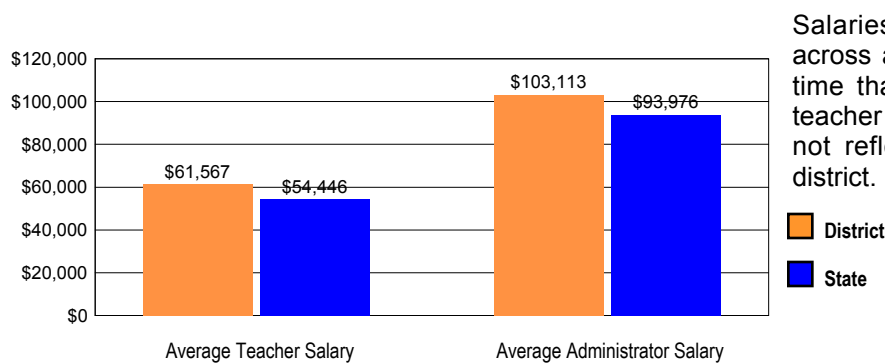
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Male | Female | Total Number |
|-----------------|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| District | 97.7 | 0.8 | 0.5 | 1.0 | 0.0 | 24.0 | 76.0 | 861 |
| State | 85.0 | 9.8 | 4.0 | 1.0 | 0.1 | 23.4 | 76.6 | 125,702 |

| TEACHER INFORMATION (Continued) | | | | | |
|---------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|---|--|
| | Average Teaching Experience (Years) | % of Teachers with Bachelor's Degrees | % of Teachers with Master's & Above | % of Teachers with Emergency or Provisional Credentials | % of Classes Not Taught by Highly Qualified Teachers |
| School | -- | -- | -- | 0.0 | 0.0 |
| District | 12.8 | 41.1 | 58.8 | 0.3 | 0.1 |
| State | 13.8 | 51.3 | 48.6 | 1.7 | 1.8 |

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

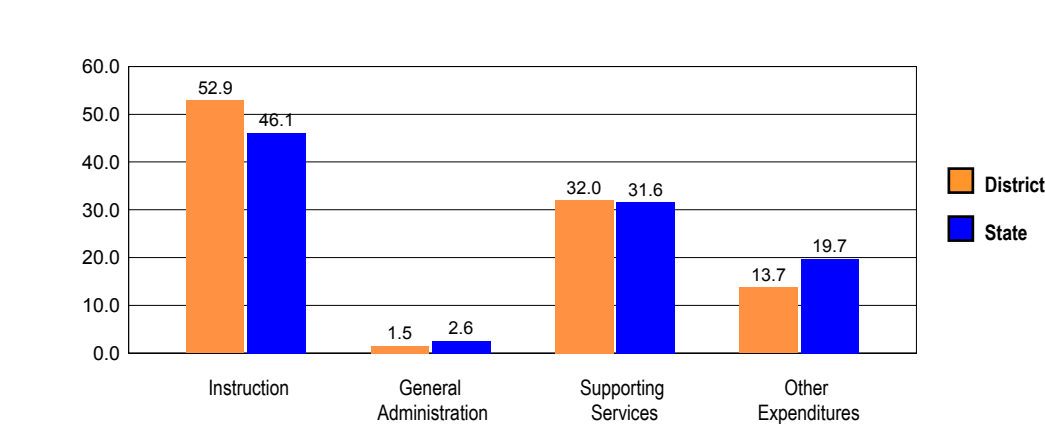
SCHOOL DISTRICT FINANCES

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 2002-03 (Percentages)



| REVENUE BY SOURCE 2002-03 | | | | EXPENDITURE BY FUND 2002-03 | | | |
|---------------------------|---------------|------------|---------|---|---------------|------------|---------|
| | District | District % | State % | | District | District % | State % |
| Local Property Taxes | \$91,577,352 | 74.5 | 56.6 | Education | \$99,737,369 | 75.0 | 70.1 |
| Other Local Funding | \$6,418,201 | 5.2 | 5.4 | Operations & Maintenance | \$15,221,222 | 11.4 | 8.9 |
| General State Aid | \$8,118,564 | 6.6 | 17.9 | Transportation | \$6,371,058 | 4.8 | 3.5 |
| Other State Funding | \$10,281,360 | 8.4 | 12.1 | Bond and Interest | \$8,296,490 | 6.2 | 6.0 |
| Federal Funding | \$6,547,180 | 5.3 | 8.0 | Rent | \$0 | 0.0 | 0.0 |
| TOTAL | \$122,942,657 | | | Municipal Retirement/ Social Security | \$2,467,067 | 1.9 | 1.5 |
| | | | | Fire Prevention & Safety | \$0 | 0.0 | 0.9 |
| | | | | Site & Construction/ Capital Improvement | \$851,849 | 0.6 | 9.0 |
| | | | | TOTAL | \$132,945,055 | | |

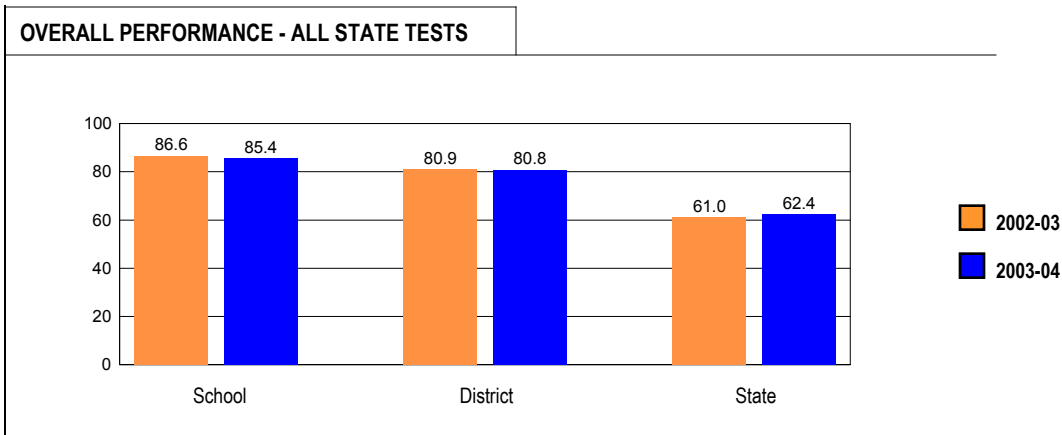
| OTHER FINANCIAL INDICATORS | | | | |
|----------------------------|---|--------------------------------------|---|---|
| | 2001 Equalized Assessed Valuation per Pupil | 2001 Total School Tax Rate per \$100 | 2002-03 Instructional Expenditure per Pupil | 2002-03 Operating Expenditure per Pupil |
| District | \$148,186 | 4.61 | \$5,375 | \$8,860 |
| State | ** | ** | \$5,022 | \$8,482 |

** 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.

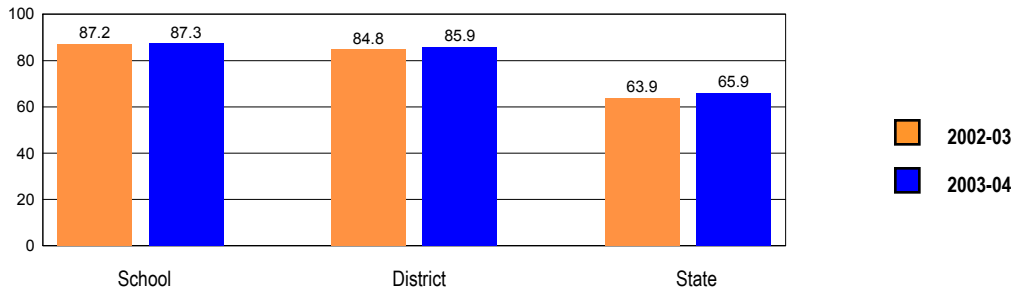
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

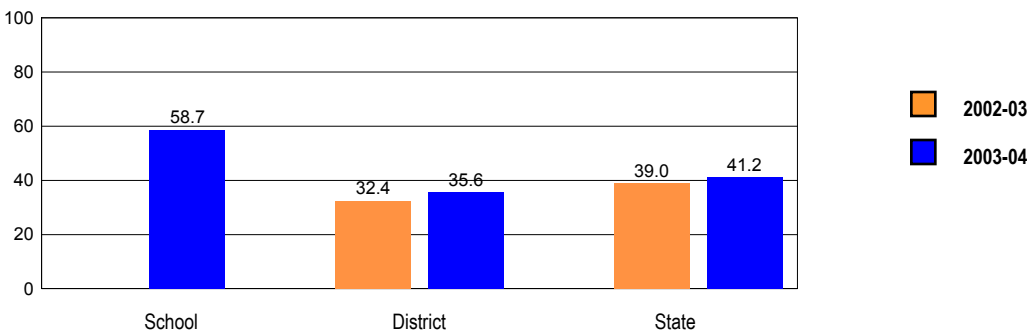
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



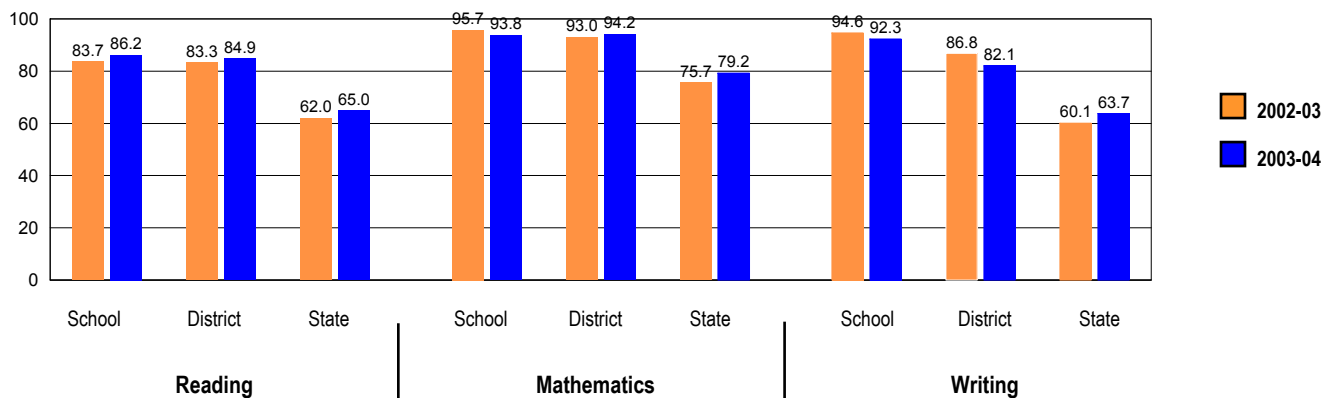
OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE



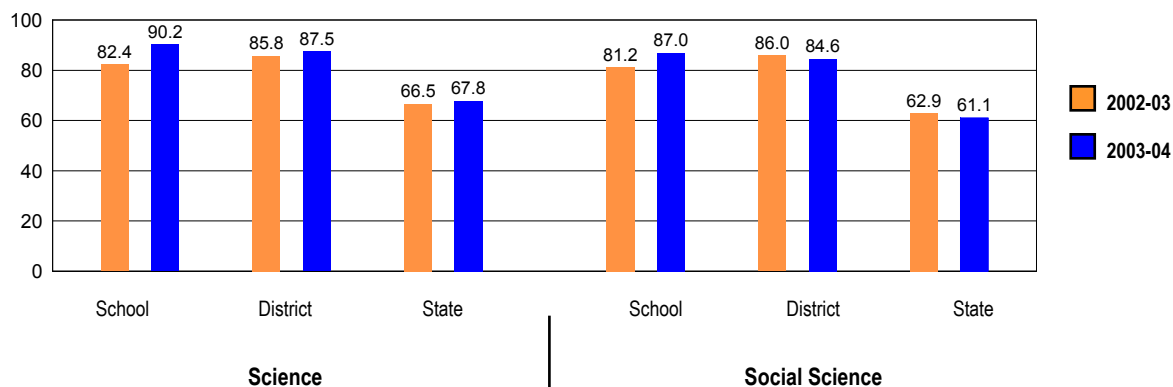
ISAT PERFORMANCE

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.

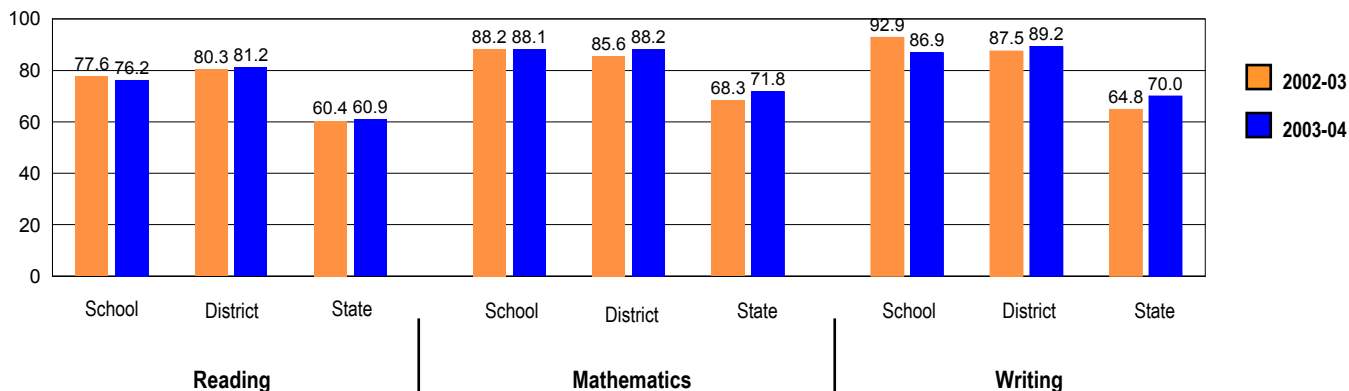
ISAT Grade 3



ISAT Grade 4



ISAT Grade 5



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results 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, 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 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.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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 | | | | | | | | | | | | | | |
|---|---------------------|---------|---------|---------|--------------------------|---------|----------|------------------------|-----------------|----------------------|--------|---------|----------------------------|----------------------------|
| | | 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 | 161 | 85 | 76 | 122 | 13 | 17 | 9 | 0 | 0 | 13 | 0 | 29 | 33 |
| | Reading Mathematics | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | | | 0.0 | | 0.0 | 0.0 |
| District | *Enrollment | 4,344 | 2,243 | 2,101 | 3,588 | 236 | 335 | 160 | 6 | 19 | 179 | 0 | 665 | 577 |
| | Reading Mathematics | 0.1 | 0.0 | 0.2 | 0.1 | 0.0 | 0.6 | 0.6 | | 0.0 | 1.1 | | 0.2 | 0.5 |
| State | *Enrollment | 618,426 | 315,150 | 303,276 | 362,539 | 126,432 | 103,851 | 22,726 | 1,038 | 1,840 | 43,504 | 259 | 89,425 | 239,387 |
| | Reading Mathematics | 0.9 | 1.0 | 0.8 | 0.4 | 2.2 | 1.2 | 0.6 | 2.2 | 0.7 | 0.9 | 7.3 | 2.4 | 1.4 |
| | | 0.9 | 1.1 | 0.9 | 0.4 | 2.3 | 1.3 | 0.6 | 1.9 | 0.8 | 1.3 | 6.9 | 2.5 | 1.5 |

* 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 3

Grade 3 - All

| Levels | Reading | | | | Mathematics | | | | Writing | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 3.1 | 10.8 | 40.0 | 46.2 | 1.5 | 4.6 | 44.6 | 49.2 | 0.0 | 7.7 | 83.1 | 9.2 |
| District | 2.4 | 12.6 | 44.1 | 40.8 | 1.0 | 4.9 | 37.6 | 56.6 | 1.3 | 16.6 | 75.8 | 6.3 |
| State | 7.0 | 27.9 | 42.4 | 22.7 | 6.8 | 14.0 | 46.1 | 33.0 | 5.2 | 31.1 | 61.0 | 2.8 |

Grade 3 - Gender

| Levels | Reading | | | | Mathematics | | | | Writing | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 3.2 | 6.5 | 45.2 | 45.2 | 0.0 | 3.2 | 38.7 | 58.1 | 0.0 | 6.5 | 83.9 | 9.7 |
| | District | 3.2 | 15.5 | 41.2 | 40.0 | 1.0 | 5.8 | 34.7 | 58.5 | 2.0 | 19.4 | 73.3 | 5.2 |
| | State | 8.6 | 29.4 | 41.7 | 20.2 | 7.5 | 13.4 | 44.4 | 34.7 | 7.1 | 35.6 | 55.5 | 1.8 |
| Female | School | 2.9 | 14.7 | 35.3 | 47.1 | 2.9 | 5.9 | 50.0 | 41.2 | 0.0 | 8.8 | 82.4 | 8.8 |
| | District | 1.6 | 9.5 | 47.3 | 41.7 | 0.9 | 3.8 | 40.8 | 54.5 | 0.4 | 13.5 | 78.7 | 7.4 |
| | State | 5.4 | 26.3 | 43.0 | 25.3 | 6.1 | 14.7 | 48.0 | 31.2 | 3.2 | 26.4 | 66.7 | 3.7 |

Grade 3 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Writing | | | | |
|------------------------|----------|------|------|------|-------------|------|------|------|---------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 0.0 | 3.9 | 43.1 | 52.9 | 0.0 | 0.0 | 43.1 | 56.9 | 0.0 | 2.0 | 86.3 | 11.8 |
| | District | 1.3 | 9.9 | 43.2 | 45.6 | 0.6 | 2.4 | 35.0 | 61.9 | 0.8 | 13.2 | 78.9 | 7.2 |
| | State | 3.2 | 20.0 | 46.2 | 30.7 | 2.3 | 8.0 | 45.8 | 43.9 | 2.9 | 25.3 | 68.1 | 3.6 |
| Black | School | | | | | | | | | | | | |
| | District | 14.1 | 37.5 | 39.1 | 9.4 | 4.7 | 28.1 | 51.6 | 15.6 | 6.3 | 44.4 | 49.2 | 0.0 |
| | State | 16.5 | 44.6 | 32.2 | 6.8 | 18.3 | 28.0 | 44.4 | 9.3 | 10.8 | 44.0 | 44.2 | 1.0 |
| Hispanic | School | | | | | | | | | | | | |
| | District | 3.4 | 19.0 | 65.5 | 12.1 | 1.7 | 10.3 | 55.2 | 32.8 | 1.7 | 31.0 | 67.2 | 0.0 |
| | State | 8.0 | 36.2 | 43.8 | 12.0 | 6.5 | 17.5 | 54.5 | 21.6 | 5.7 | 36.3 | 56.5 | 1.5 |
| Asian/Pacific Islander | School | | | | | | | | | | | | |
| | District | 3.3 | 13.3 | 40.0 | 43.3 | 0.0 | 6.7 | 36.7 | 56.7 | 3.3 | 13.3 | 73.3 | 10.0 |
| | State | 1.5 | 13.2 | 45.6 | 39.7 | 1.1 | 4.2 | 34.8 | 59.9 | 1.1 | 18.2 | 74.8 | 5.9 |
| Native American | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 7.3 | 33.0 | 41.3 | 18.3 | 7.3 | 14.2 | 46.8 | 31.7 | 5.1 | 40.7 | 50.5 | 3.7 |
| Multiracial/Ethnic | School | | | | | | | | | | | | |
| | District | 9.1 | 27.3 | 36.4 | 27.3 | 0.0 | 9.1 | 45.5 | 45.5 | 0.0 | 36.4 | 63.6 | 0.0 |
| | State | 3.8 | 24.7 | 45.9 | 25.6 | 4.0 | 10.4 | 49.5 | 36.1 | 3.7 | 30.6 | 63.7 | 2.0 |

Grade 3 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | Writing | | | | |
|---------|----------|------|------|------|-------------|------|------|------|---------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | School | 8.3 | 33.3 | 41.7 | 16.7 | 0.0 | 16.7 | 50.0 | 33.3 | 0.0 | 8.3 | 91.7 | 0.0 |
| | District | 11.2 | 29.6 | 39.1 | 20.1 | 2.9 | 16.4 | 45.0 | 35.7 | 6.5 | 28.8 | 61.8 | 2.9 |
| | State | 22.3 | 42.1 | 27.2 | 8.4 | 17.3 | 23.0 | 43.5 | 16.2 | 17.3 | 41.7 | 40.0 | 1.0 |
| Non-IEP | School | 1.9 | 5.7 | 39.6 | 52.8 | 1.9 | 1.9 | 43.4 | 52.8 | 0.0 | 7.5 | 81.1 | 11.3 |
| | District | 0.5 | 8.9 | 45.2 | 45.3 | 0.5 | 2.3 | 35.9 | 61.2 | 0.1 | 14.0 | 78.9 | 7.0 |
| | State | 4.5 | 25.6 | 44.9 | 25.1 | 5.1 | 12.5 | 46.6 | 35.8 | 3.2 | 29.4 | 64.4 | 3.0 |

Grade 3 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | Writing | | | | |
|--------------------------|----------|------|------|------|-------------|------|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | School | 20.0 | 40.0 | 10.0 | 30.0 | 10.0 | 30.0 | 40.0 | 20.0 | 0.0 | 50.0 | 50.0 | 0.0 |
| | District | 8.6 | 31.4 | 42.9 | 17.1 | 4.7 | 19.8 | 50.0 | 25.5 | 6.7 | 40.0 | 51.4 | 1.9 |
| | State | 13.1 | 40.7 | 36.9 | 9.3 | 13.3 | 23.3 | 48.4 | 14.9 | 9.1 | 41.0 | 48.8 | 1.1 |
| Not Eligible | School | 0.0 | 5.5 | 45.5 | 49.1 | 0.0 | 0.0 | 45.5 | 54.5 | 0.0 | 0.0 | 89.1 | 10.9 |
| | District | 1.7 | 10.3 | 44.3 | 43.8 | 0.5 | 3.0 | 36.0 | 60.5 | 0.6 | 13.7 | 78.9 | 6.8 |
| | State | 2.8 | 18.9 | 46.2 | 32.1 | 2.2 | 7.5 | 44.5 | 45.8 | 2.4 | 24.2 | 69.5 | 3.9 |

Grade 4**Grade 4 - All**

| Levels | Science | | | | Social Science | | | |
|----------|---------|------|------|------|----------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 9.8 | 64.1 | 26.1 | 0.0 | 13.0 | 65.2 | 21.7 |
| District | 0.7 | 11.8 | 61.1 | 26.4 | 1.1 | 14.3 | 66.0 | 18.6 |
| State | 6.0 | 26.2 | 54.6 | 13.2 | 9.7 | 29.3 | 53.9 | 7.1 |

Grade 4 - Gender

| Levels | | Science | | | | Social Science | | | |
|--------|----------|---------|------|------|------|----------------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male | School | 0.0 | 9.3 | 62.8 | 27.9 | 0.0 | 14.0 | 62.8 | 23.3 |
| | District | 0.8 | 8.8 | 61.0 | 29.4 | 1.4 | 11.7 | 66.9 | 20.1 |
| | State | 6.4 | 24.7 | 53.6 | 15.2 | 10.4 | 27.9 | 53.5 | 8.2 |
| Female | School | 0.0 | 10.2 | 65.3 | 24.5 | 0.0 | 12.2 | 67.3 | 20.4 |
| | District | 0.6 | 14.9 | 61.3 | 23.2 | 0.8 | 16.9 | 65.1 | 17.1 |
| | State | 5.5 | 27.8 | 55.6 | 11.1 | 8.9 | 30.7 | 54.4 | 6.0 |

Grade 4 - Racial/Ethnic Background

| Levels | | Science | | | | Social Science | | | |
|------------------------|----------|---------|------|------|------|----------------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White | School | 0.0 | 6.1 | 65.9 | 28.0 | 0.0 | 9.8 | 65.9 | 24.4 |
| | District | 0.0 | 7.7 | 62.6 | 29.7 | 0.6 | 9.7 | 68.9 | 20.8 |
| | State | 2.0 | 15.8 | 62.8 | 19.4 | 3.7 | 20.6 | 65.4 | 10.3 |
| Black | School | | | | | | | | |
| | District | 7.9 | 50.8 | 38.1 | 3.2 | 3.2 | 57.1 | 38.1 | 1.6 |
| | State | 16.5 | 48.1 | 33.6 | 1.8 | 25.1 | 45.8 | 28.0 | 1.0 |
| Hispanic | School | | | | | | | | |
| | District | 3.2 | 27.4 | 61.3 | 8.1 | 3.2 | 32.3 | 58.1 | 6.5 |
| | State | 5.5 | 35.5 | 54.3 | 4.7 | 9.9 | 40.3 | 47.4 | 2.5 |
| Asian/Pacific Islander | School | | | | | | | | |
| | District | 0.0 | 10.3 | 69.2 | 20.5 | 2.6 | 12.8 | 64.1 | 20.5 |
| | State | 1.2 | 12.7 | 63.3 | 22.8 | 1.6 | 15.6 | 68.1 | 14.7 |
| Native American | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 4.1 | 18.8 | 59.7 | 17.4 | 5.3 | 22.9 | 63.0 | 8.7 |
| Multiracial/Ethnic | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 3.5 | 23.7 | 60.0 | 12.8 | 6.0 | 27.1 | 60.4 | 6.5 |

Grade 4 - Students with Disabilities

| Levels | | Science | | | | Social Science | | | |
|---------|----------|---------|------|------|------|----------------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| IEP | School | 0.0 | 23.1 | 61.5 | 15.4 | 0.0 | 38.5 | 46.2 | 15.4 |
| | District | 1.9 | 28.8 | 50.0 | 19.4 | 5.6 | 27.5 | 57.5 | 9.4 |
| | State | 13.6 | 38.4 | 42.1 | 5.8 | 22.7 | 39.7 | 34.9 | 2.7 |
| Non-IEP | School | 0.0 | 7.6 | 64.6 | 27.8 | 0.0 | 8.9 | 68.4 | 22.8 |
| | District | 0.5 | 8.6 | 63.3 | 27.7 | 0.2 | 11.8 | 67.6 | 20.4 |
| | State | 4.6 | 24.1 | 56.8 | 14.5 | 7.4 | 27.4 | 57.3 | 7.9 |

Grade 5**Grade 5 - All**

| Levels | Reading | | | | Mathematics | | | | Writing | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 2.4 | 21.4 | 29.8 | 46.4 | 2.4 | 9.5 | 72.6 | 15.5 | 1.2 | 11.9 | 82.1 | 4.8 |
| District | 0.6 | 18.2 | 31.6 | 49.6 | 0.9 | 10.9 | 61.9 | 26.3 | 0.9 | 10.0 | 78.4 | 10.7 |
| State | 1.7 | 37.4 | 35.9 | 25.0 | 2.9 | 25.2 | 59.8 | 12.0 | 4.4 | 25.7 | 65.7 | 4.3 |

Grade 5 - Gender

| Levels | Reading | | | | Mathematics | | | | Writing | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 3.8 | 19.2 | 30.8 | 46.2 | 3.8 | 11.5 | 67.3 | 17.3 | 1.9 | 15.4 | 76.9 | 5.8 |
| | District | 0.8 | 20.5 | 32.6 | 46.1 | 1.1 | 12.0 | 57.6 | 29.3 | 1.3 | 13.4 | 76.7 | 8.6 |
| | State | 2.3 | 38.9 | 35.4 | 23.4 | 3.7 | 25.5 | 58.0 | 12.8 | 6.2 | 30.8 | 60.5 | 2.4 |
| Female | School | 0.0 | 25.0 | 28.1 | 46.9 | 0.0 | 6.3 | 81.3 | 12.5 | 0.0 | 6.3 | 90.6 | 3.1 |
| | District | 0.4 | 15.7 | 30.5 | 53.4 | 0.6 | 9.8 | 66.5 | 23.2 | 0.4 | 6.3 | 80.3 | 13.0 |
| | State | 1.1 | 35.9 | 36.3 | 26.7 | 2.2 | 25.0 | 61.6 | 11.2 | 2.4 | 20.4 | 71.1 | 6.1 |

Grade 5 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Writing | | | | |
|------------------------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 0.0 | 21.4 | 28.6 | 50.0 | 1.4 | 5.7 | 74.3 | 18.6 | 0.0 | 11.4 | 84.3 | 4.3 |
| | District | 0.4 | 13.9 | 32.0 | 53.7 | 0.6 | 7.4 | 62.6 | 29.4 | 0.8 | 7.8 | 79.6 | 11.8 |
| | State | 0.9 | 27.4 | 38.7 | 33.0 | 1.3 | 16.2 | 66.1 | 16.4 | 2.7 | 19.9 | 71.7 | 5.7 |
| Black | School | | | | | | | | | | | | |
| | District | 1.9 | 59.3 | 16.7 | 22.2 | 1.8 | 45.5 | 47.3 | 5.5 | 1.9 | 24.1 | 72.2 | 1.9 |
| | State | 3.9 | 59.4 | 27.7 | 8.9 | 7.9 | 48.0 | 42.1 | 2.0 | 9.3 | 40.4 | 49.1 | 1.2 |
| Hispanic | School | | | | | | | | | | | | |
| | District | 1.4 | 37.5 | 38.9 | 22.2 | 2.7 | 26.0 | 64.4 | 6.8 | 0.0 | 26.0 | 71.2 | 2.7 |
| | State | 1.8 | 48.3 | 36.3 | 13.6 | 2.5 | 30.5 | 61.7 | 5.3 | 4.3 | 30.3 | 63.6 | 1.8 |
| Asian/Pacific Islander | School | | | | | | | | | | | | |
| | District | 3.8 | 15.4 | 26.9 | 53.8 | 3.8 | 11.5 | 57.7 | 26.9 | 3.8 | 7.7 | 69.2 | 19.2 |
| | State | 0.4 | 19.9 | 38.5 | 41.1 | 0.4 | 8.1 | 60.8 | 30.7 | 1.1 | 12.1 | 77.9 | 8.9 |
| Native American | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 0.8 | 32.9 | 41.2 | 25.1 | 1.6 | 22.6 | 66.3 | 9.5 | 2.1 | 26.6 | 67.2 | 4.1 |
| Multiracial/Ethnic | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 1.9 | 35.1 | 37.5 | 25.4 | 1.2 | 30.0 | 53.3 | 15.5 | 3.4 | 23.0 | 68.5 | 5.1 |

Grade 5 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | Writing | | | | |
|---------|----------|------|------|------|-------------|------|------|------|---------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | School | 12.5 | 50.0 | 25.0 | 12.5 | 12.5 | 25.0 | 62.5 | 0.0 | 6.3 | 43.8 | 50.0 | 0.0 |
| | District | 3.7 | 54.3 | 29.3 | 12.8 | 5.4 | 32.3 | 55.1 | 7.2 | 4.8 | 30.1 | 63.9 | 1.2 |
| | State | 8.8 | 66.3 | 18.7 | 6.2 | 13.5 | 47.4 | 36.3 | 2.7 | 19.4 | 42.4 | 37.2 | 1.0 |
| Non-IEP | School | 0.0 | 14.7 | 30.9 | 54.4 | 0.0 | 5.9 | 75.0 | 19.1 | 0.0 | 4.4 | 89.7 | 5.9 |
| | District | 0.0 | 11.2 | 32.0 | 56.7 | 0.0 | 6.7 | 63.2 | 30.1 | 0.1 | 6.0 | 81.3 | 12.6 |
| | State | 0.5 | 32.4 | 38.8 | 28.3 | 1.1 | 21.4 | 63.8 | 13.7 | 1.9 | 22.9 | 70.4 | 4.8 |

Grade 5 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | Writing | | | | |
|--------------------------|----------|-----|------|------|-------------|------|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | School | 7.7 | 53.8 | 23.1 | 15.4 | 15.4 | 23.1 | 61.5 | 0.0 | 7.7 | 30.8 | 61.5 | 0.0 |
| | District | 1.6 | 50.4 | 27.1 | 20.9 | 6.2 | 32.6 | 52.7 | 8.5 | 4.7 | 26.6 | 68.0 | 0.8 |
| | State | 3.1 | 54.7 | 31.6 | 10.6 | 5.6 | 40.2 | 50.8 | 3.5 | 7.7 | 36.9 | 53.9 | 1.5 |
| Not Eligible | School | 1.4 | 15.5 | 31.0 | 52.1 | 0.0 | 7.0 | 74.6 | 18.3 | 0.0 | 8.5 | 85.9 | 5.6 |
| | District | 0.5 | 13.5 | 32.2 | 53.8 | 0.1 | 7.8 | 63.2 | 28.9 | 0.3 | 7.6 | 79.9 | 12.2 |
| | State | 0.8 | 25.6 | 38.8 | 34.9 | 1.1 | 15.0 | 65.9 | 17.9 | 2.1 | 18.1 | 73.6 | 6.1 |

2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | |
|---|-----|
| Is this School making Adequate Yearly Progress (AYP)? | Yes |
| Is this School making AYP in Reading? | Yes |
| 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? | No |
|---|----|

| | 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 | | 40.0 | | | 40.0 | | | 89.0 | | 66.0 | |
| All | 100.0 | Yes | 100.0 | Yes | 79.4 | | Yes | 88.4 | | Yes | 96.8 | Yes | | |
| White | 100.0 | Yes | 100.0 | Yes | 86.4 | | Yes | 95.8 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Economically Disadvantaged | | | | | | | | | | | | | | |

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.

2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***

3. At least 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/03.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

How does Madison School Write Its School Improvement Plan?

What happens with all of those scores?

- ◆ We utilize ISAT, IMAGE, Local Assessment, and Madison-designed test scores as a “snapshot” of each child’s strengths and weaknesses. We also use the data provided by test scores to write our School Improvement Plan. Our current plan has goals pertaining to reading, writing, and math.
- ◆ Portions of the School Improvement Plan are written by grade-level teams during school inservice days. Each grade level’s School Improvement Plan representative also works on aspects of the plan.

Reading

All primary classrooms continuing word skill instruction and increasing the emphasis on comprehension. Intermediate classrooms are continuing to focus on the extended response essay, in which a student must answer an open-ended question using both his understanding of the text and his experience and thoughts. Some grade levels also have goals in areas such as non-fiction reading and vocabulary in context.

All grade levels also have a goal to differentiate reading instruction to meet the needs of all students. Specialist support is being utilized to facilitate these goals at all levels.

Mathematics Problem Solving

In order to maintain our level of achievement and take some of the pressure off of students in the “ISAT Grades,” our School Improvement Plan outlines a school-wide effort to develop students’ problem-solving skills through the consistent teaching of vocabulary and strategies.

Students learn to read a problem for understanding, decide which key strategy to use, solve the problem accurately, and write a response that includes the answer, the strategy they used, and the steps they took to solve the problem.



Writing

The ISAT writing test has been discontinued for the 2004-2005 school year, so we will use Local Writing Assessment scores to determine progress at all grades.

In order for fifth grade students to write a cohesive five-paragraph essay with specific details, rich vocabulary, and natural transitions, the foundation must be laid from kindergarten through fourth grade.

Writing will be taught and assessed in a systematic manner in kindergarten through fifth grade. The students will receive more continuity as their instruction is spiraled from grade to grade. Each grade level will teach writing using the persuasive, expository, and narrative formats found in the state standards.