

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 report cards to the public each year.

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	81.9	4.4	9.5	3.3	0.0	0.9	14.0	0.0		0.6	5.5	93.5	935
District	80.1	5.7	8.6	4.2	0.1	1.4	15.2	5.1		0.6	8.0	94.0	13,920
State	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6		2.2	16.1	93.9	2,062,912

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	97.3
State	95.7

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

Grade	Grade	Grade	Grade	Grade	High School
K	1	3	6	8	
			22.8	26.6	
			22.8	24.5	
			23.4	22.9	

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
18.2	20.3	13.4	267.8
18.9	18.4	13.8	209.5

* 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		52	50		43	44		104	93		43	44

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.4	0.5	0.9	1.2	0.0	24.0	76.0	863
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

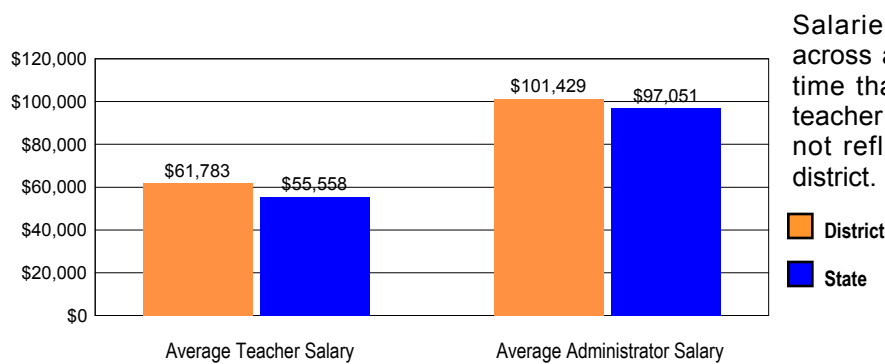
TEACHER INFORMATION (Continued)

	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	12.3	36.3	63.6	0.6	0.1
State	13.6	50.1	49.1	1.9	1.9

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

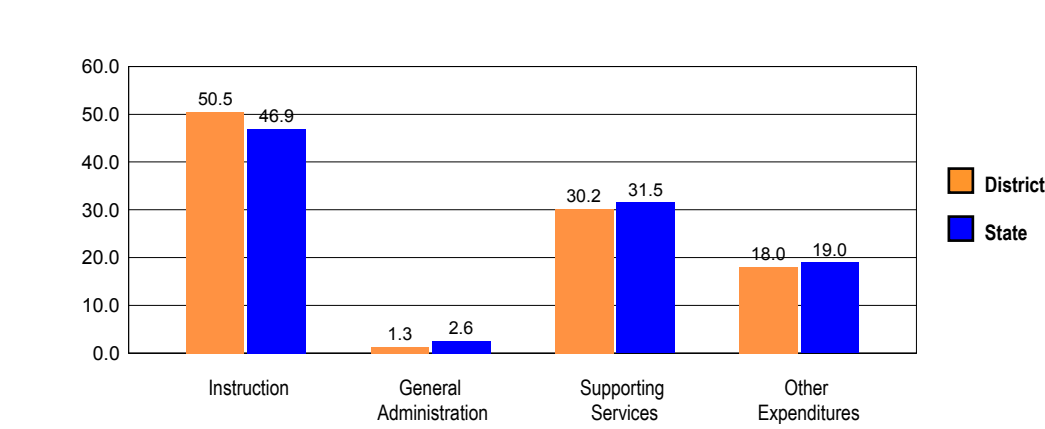
SCHOOL DISTRICT FINANCES

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 2003-04 (Percentages)



REVENUE BY SOURCE 2003-04				EXPENDITURE BY FUND 2003-04			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$96,160,669	74.8	57.0	Education	\$101,626,786	70.9	71.5
Other Local Funding	\$6,480,154	5.0	5.0	Operations & Maintenance	\$10,676,086	7.4	8.4
General State Aid	\$8,528,244	6.6	18.0	Transportation	\$6,676,573	4.7	3.6
Other State Funding	\$11,751,727	9.1	11.9	Bond and Interest	\$7,588,197	5.3	6.5
Federal Funding	\$5,704,498	4.4	8.0	Rent	\$0	0.0	0.0
TOTAL	\$128,625,292			Municipal Retirement/ Social Security	\$2,684,479	1.9	1.6
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$14,058,994	9.8	7.5
				TOTAL	\$143,311,115		

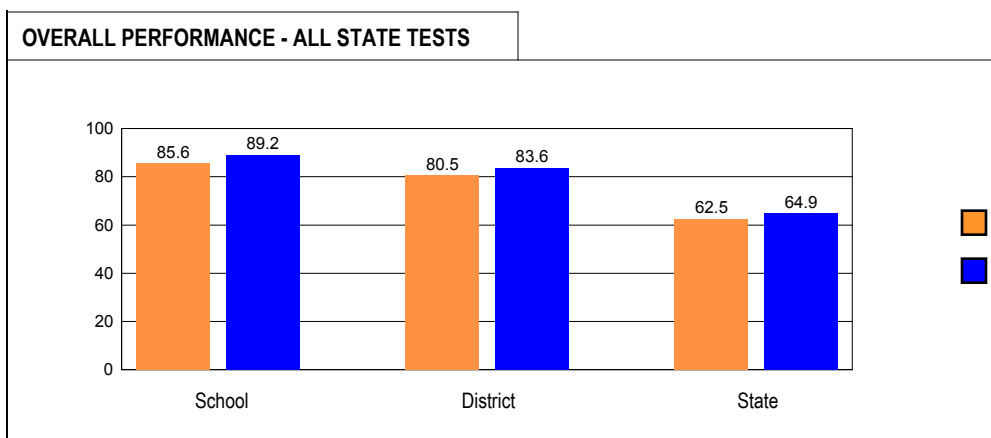
OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$161,389	4.36	\$5,556	\$9,133
State	**	**	\$5,216	\$8,786

** 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.

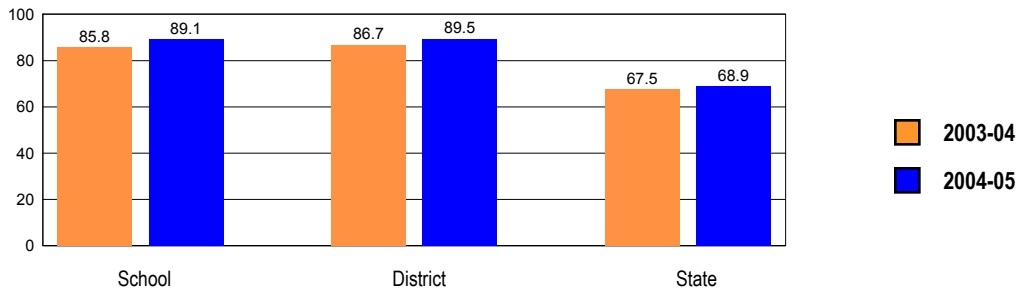
ACADEMIC PERFORMANCE

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 (reading, mathematics and science) included in your school. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.



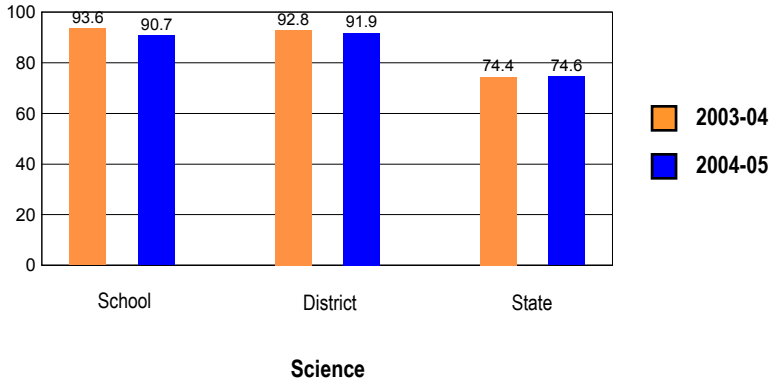
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



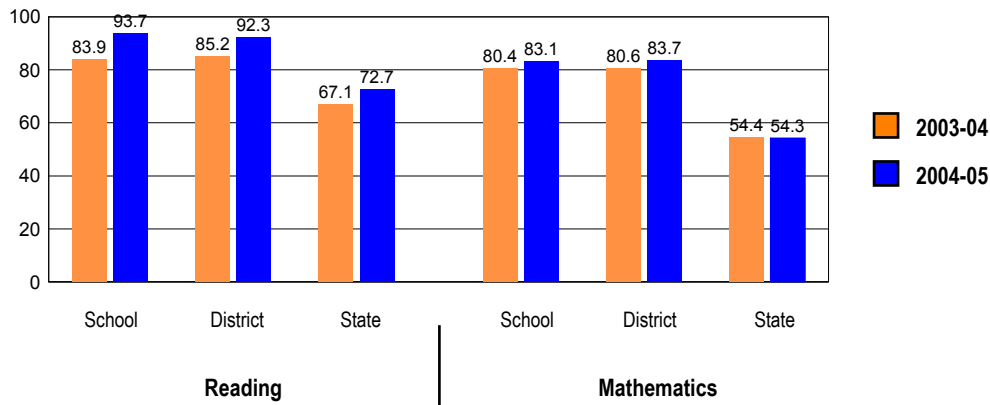
ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

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, 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	305	140	165	261	8	23	11	0	2	2	0	42	33
	Reading	0.0	0.0	0.0	0.0		0.0	0.0					0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0					0.0	0.0
District	*Enrollment	4,298	2,193	2,105	3,504	219	353	180	1	41	225	0	614	617
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.2	0.0
	Mathematics	0.0	0.0	0.1	0.1	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,978	43,196	194	89,769	248,030
	Reading	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
	Mathematics	0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

* Enrollment as reported by schools/districts during the testing window.

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**Grade 7 - All**

Levels		Science			
		1	2	3	4
School		2.6	6.6	47.4	43.4
District		2.7	5.4	45.0	46.9
State		10.4	15.0	54.3	20.3

Grade 7 - Gender

Levels		Science			
		1	2	3	4
Male	School	2.3	6.4	40.9	50.3
	District	2.9	5.6	39.4	52.1
	State	11.1	14.0	51.9	23.0
Female	School	3.1	6.2	56.2	34.6
	District	2.5	4.9	51.6	41.0
	State	9.7	16.1	56.8	17.4

Grade 7 - Racial/Ethnic Background

Levels		Science			
		1	2	3	4
White	School	1.6	3.7	47.2	47.6
	District	1.7	2.9	42.9	52.5
	State	4.4	8.9	57.7	29.0
Black	School				
	District	10.2	20.3	64.4	5.1
	State	23.7	27.1	45.5	3.7
Hispanic	School	9.4	21.9	50.0	18.8
	District	10.0	18.8	53.8	17.5
	State	16.3	23.1	53.4	7.2
Asian/Pacific Islander	School				
	District	0.0	7.3	36.6	56.1
	State	3.0	6.7	54.7	35.5
Native American	School				
	District				
	State	10.1	15.9	51.9	22.1
Multiracial/Ethnic	School				
	District	0.0	7.1	57.1	35.7
	State	7.4	12.6	61.3	18.8

Grade 7 - Students with Disabilities

Levels		Science			
		1	2	3	4
IEP	School	11.5	26.9	53.8	7.7
	District	14.7	24.7	49.3	11.3
	State	31.1	24.0	39.9	5.0
Non-IEP	School	0.8	2.4	46.0	50.8
	District	0.7	2.1	44.2	53.0
	State	6.9	13.5	56.7	22.9

Grade 7 - Economically Disadvantaged

Levels		Science			
		1	2	3	4
Free/Reduced Price Lunch					
School		2.9	34.3	51.4	11.4
District		6.3	23.0	58.7	11.9
State		19.0	23.9	50.6	6.5
Not Eligible					
School		2.6	3.0	46.8	47.6
District		2.2	2.9	43.0	51.8
State		4.7	9.1	56.8	29.4

Grade 8**Grade 8 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	6.3	59.7	34.0	0.3	16.6	45.5	37.5
District		0.1	7.6	61.2	31.1	0.8	15.4	45.0	38.7
State		0.7	26.6	61.3	11.5	5.9	39.7	37.4	16.9

Grade 8 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male									
School		0.0	8.8	57.4	33.8	0.0	13.2	46.3	40.4
District		0.2	8.0	62.3	29.5	0.9	14.2	44.1	40.8
State		1.0	28.4	60.5	10.1	7.3	38.9	36.0	17.8
Female									
School		0.0	4.3	61.6	34.1	0.6	19.4	44.8	35.2
District		0.0	7.3	60.0	32.7	0.8	16.7	46.0	36.6
State		0.3	24.7	62.1	12.8	4.6	40.6	38.8	16.0

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White									
School		0.0	5.8	60.2	34.0	0.4	15.0	47.3	37.3
District		0.0	5.6	61.9	32.5	0.4	12.6	46.1	40.8
State		0.4	17.5	66.4	15.7	3.1	29.6	44.1	23.2
Black									
School									
District		0.0	22.9	66.7	10.4	4.2	39.6	43.8	12.5
State		1.6	44.8	50.3	3.4	14.2	61.0	21.6	3.2
Hispanic									
School		0.0	9.5	71.4	19.0	0.0	38.1	38.1	23.8
District		1.6	21.0	61.3	16.1	3.2	34.9	42.9	19.0
State		0.7	39.6	55.7	4.0	6.6	54.1	32.7	6.6
Asian/Pacific Islander									
School		0.0	9.1	27.3	63.6	0.0	9.1	0.0	90.9
District		0.0	12.5	40.0	47.5	2.5	15.0	27.5	55.0
State		0.1	13.0	64.6	22.2	1.1	16.7	40.7	41.6
Native American									
School									
District									
State		1.3	25.0	65.9	7.8	6.8	42.4	33.9	16.9
Multiracial/Ethnic									
School									
District									
State		0.7	25.9	61.3	12.1	7.3	39.8	38.0	14.8

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	39.5	55.3	5.3	0.0	57.9	39.5	2.6
	District	0.7	33.6	60.6	5.1	5.8	51.8	37.4	5.0
	State	4.0	65.1	29.5	1.4	27.3	57.6	12.9	2.2
Non-IEP	School	0.0	1.5	60.3	38.2	0.4	10.6	46.4	42.6
	District	0.0	3.8	61.3	34.9	0.1	9.9	46.2	43.8
	State	0.1	19.9	66.8	13.2	2.2	36.6	41.7	19.5

Grade 8 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	6.5	80.6	12.9	3.2	35.5	41.9	19.4
	District	0.8	20.0	68.0	11.2	4.7	38.6	42.5	14.2
	State	1.2	42.0	53.3	3.5	10.7	57.0	27.2	5.1
Not Eligible	School	0.0	6.3	57.2	36.4	0.0	14.4	45.9	39.6
	District	0.0	6.0	60.3	33.7	0.3	12.3	45.4	42.0
	State	0.3	16.8	66.3	16.5	2.9	28.7	43.9	24.5

2005 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	2005-06 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2005-06 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		47.5			47.5			89.0		67.0	
All	100.0	Yes	100.0	Yes	93.7		Yes	84.1		Yes	93.5	Yes		
White	100.0	Yes	100.0	Yes	94.2		Yes	84.7		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Four 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 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.***
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for non-high schools or at least 67.0% Graduation Rate for high schools

* Includes only students enrolled as of 9/30/2004.

** Safe Harbor Targets of 47.5% 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. 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.)

Dear Hubble Families:

The 2005 School Report Card contains a lot of useful and interesting information about our students and school. Most of you probably know that we use much of the data in the report card to develop our continuous improvement plans. We support high expectations for all students regardless of their race, ethnicity, family background or disability. Listed below is a condensed version of our improvement efforts.

Target Areas for Student Improvement and Measures of Achievement

- Students will demonstrate increased academic achievement in reading as measured by the ISAT. A 3% increase in the number of students who meet or exceed proficiency standards on the 2006 ISAT tests. The subgroups disabled and Hispanic will increase their performance by at least 3%. Everyone will meet a minimum level of proficiency in reading of 47.5%.
- Students will demonstrate increased academic achievement in mathematics as measured by the ISAT. A 3% increase in the number of students who meet or exceed proficiency standards on the 2006 ISAT tests. Focus will be placed on geometric relationships, algebraic patterns, and measurement. Everyone will meet a minimum level of proficiency in reading of 47.5%.

Rationale for Target Selection

The rationale is based on an analysis of data obtained from such sources as test scores, attitudinal inventories, surveys or questionnaires.

Strategies for Improvement

- Organize a booklet of reading strategies and graphic organizers submitted by Hubble classroom teachers. The booklet will be distributed to all teachers in every department.
- Experts in field of reading have chosen one strategy per grade level to be taught by all Language Arts teachers: 6th grade – Summarizing; 7th grade – Note taking with post-it notes; and 8th grade – Questioning for discussions
- At the 6th and 7th grade level, a portion of Study Skills time will be used to focus on reading and math related activities.
- Building wide focus on making students aware of vocabulary relevant to subject area and life situations. Utilize the abundance of new vocabulary that is used and explained in the Words of Wisdom each morning.
- Correlate the Illinois Mathematics Assessment Framework to the District 200 Math Critical Content (curriculum) and textbooks for each math course.
- Continue differentiated instruction as well as cross curricular instruction.
- Students will learn to operate, interpret, and obtain results from Heart Rate Monitors in their Physical Education classes to improve their understanding of wellness in their daily lives.
- Monitor students' progress and develop a variety of assessment tools to assure that interventions are successful and appropriate to the designated goals.

Professional Development Opportunities

The instructional staff at Hubble will participate in various professional development opportunities both in-district and out-of-district that will contribute to our school improvement goals.

Thank you for your continued support of the school improvement efforts at Hubble Middle School. Should you have questions, please do not hesitate to call.

Sincerely,

Beth Sullivan
Principal

You may access Hubble's 2005 School Report Card on the District 200 website at www.cusd200.org or review a copy in the school office.