

**HUBBLE MIDDLE SCHOOL
 CUSD 200
 WHEATON, ILLINOIS
 GRADES : 6 7 8**



**ILLINOIS
 SCHOOL
 REPORT
 CARD**

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	78.2	4.9	12.5	3.2	0.0	1.2	15.0	0.0		1.7	6.5	94.0	913
District	78.9	6.0	9.2	4.2	0.0	1.7	15.9	5.1		0.6	7.6	95.2	13,845
State	55.7	19.9	18.7	3.8	0.2	1.8	40.0	6.6		2.2	16.0	94.0	2,075,277

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	98.7
State	96.6

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	18.4	20.2	13.2	283.8
State	19.1	18.9	13.9	221.9

* 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							22.3	25.0	26.3	
District							23.9	26.2	26.4	
State							23.4	22.6	22.7	

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		53	51		43	44		105	93		43	45

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.9	0.7	1.3	1.0	0.1	23.5	76.5	868
State	84.9	9.2	4.6	1.2	0.2	23.1	76.9	127,010

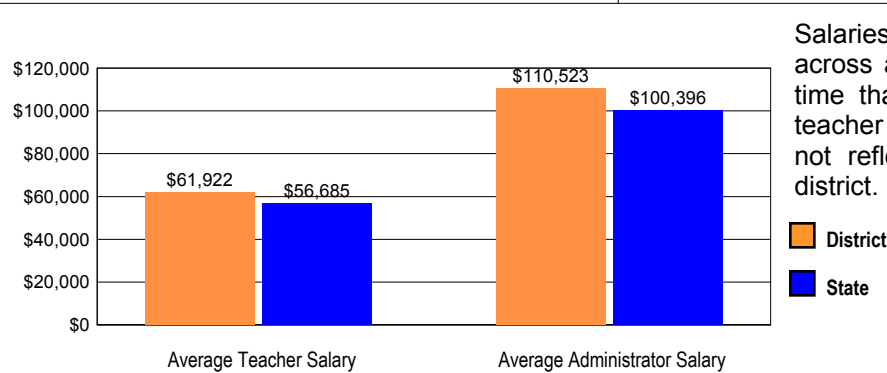
TEACHER INFORMATION (Continued)

	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	--	--	--	1.5	0.0
District	11.6	30.5	69.4	1.5	0.0
State	13.0	49.3	50.6	1.6	1.4

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

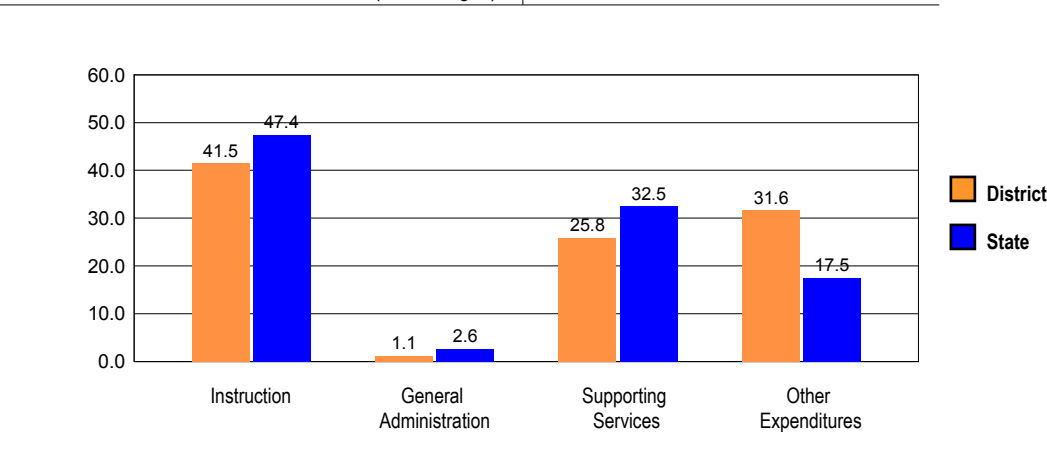
SCHOOL DISTRICT FINANCES

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 2004-05 (Percentages)



REVENUE BY SOURCE 2004-05				EXPENDITURE BY FUND 2004-05			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$100,545,164	74.8	58.2	Education	\$103,237,452	58.6	72.2
Other Local Funding	\$8,374,690	6.2	5.1	Operations & Maintenance	\$11,420,173	6.5	8.4
General State Aid	\$9,065,108	6.7	18.5	Transportation	\$7,018,555	4.0	3.6
Other State Funding	\$11,250,263	8.4	10.1	Bond and Interest	\$11,931,474	6.8	6.6
Federal Funding	\$5,163,186	3.8	8.1	Rent	\$0	0.0	0.0
TOTAL	\$134,398,411			Municipal Retirement/ Social Security	\$2,858,036	1.6	1.7
				Fire Prevention & Safety	\$0	0.0	1.1
				Site & Construction/ Capital Improvement	\$39,594,867	22.5	6.5
				TOTAL	\$176,060,557		

OTHER FINANCIAL INDICATORS				
	2003 Equalized Assessed Valuation per Pupil	2003 Total School Tax Rate per \$100	2004-05 Instructional Expenditure per Pupil	2004-05 Operating Expenditure per Pupil
District	\$176,614	4.31	\$5,701	\$9,683
State	**	**	\$5,366	\$9,099

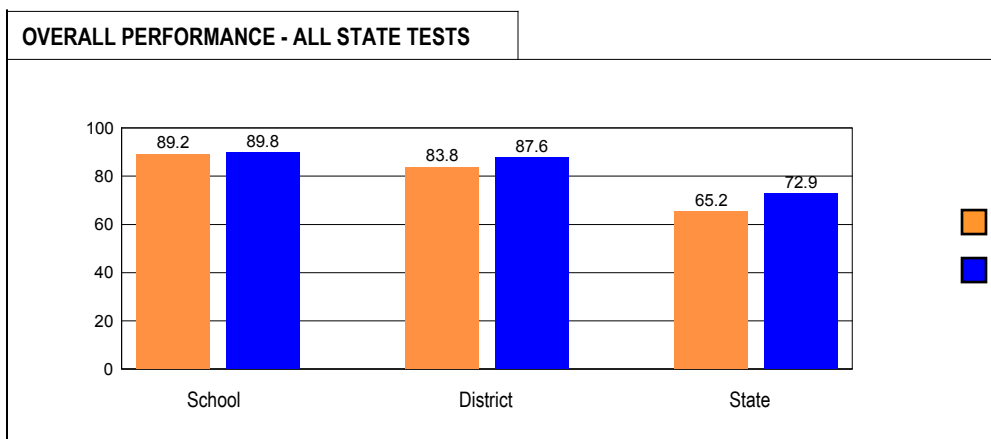
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school 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

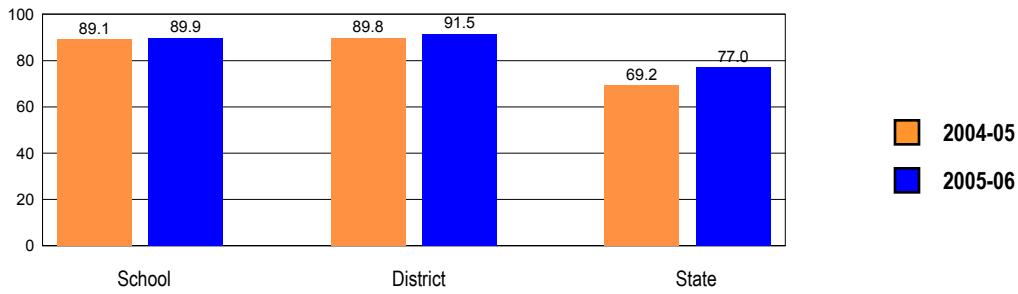
OVERALL STUDENT PERFORMANCE

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.

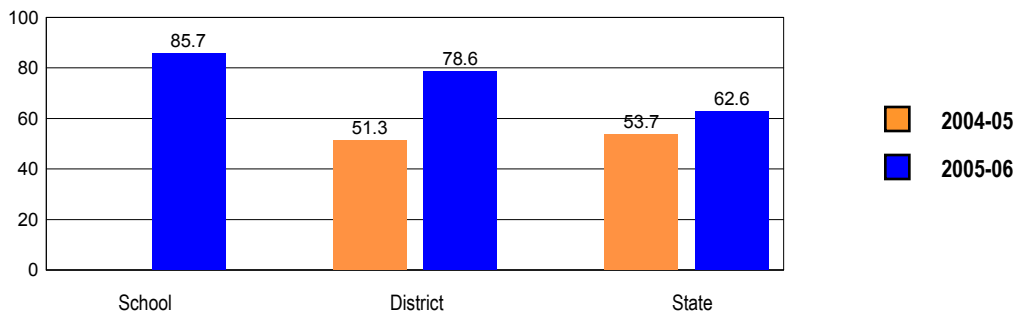
Caution: Data for 2004-05 should not be compared to data for 2005-06 because substantial changes were made to the state test in 2005-06 when testing in reading and mathematics was expanded to include all grades from grade 3 through grade 8. In 2004-05, such testing was limited only to selected grades. Although there were no changes in high school testing, data in high school report cards at the state level (and also at the district level for unit districts) are not comparable between the two years because of changes in elementary school testing mentioned above.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE

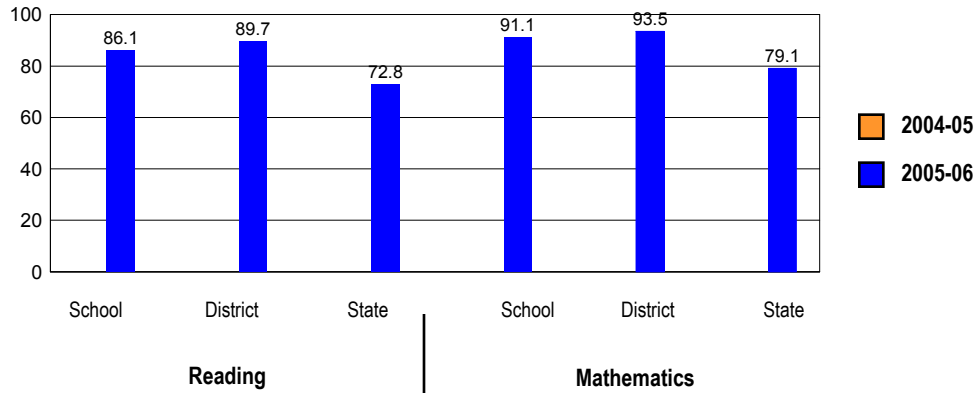


IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

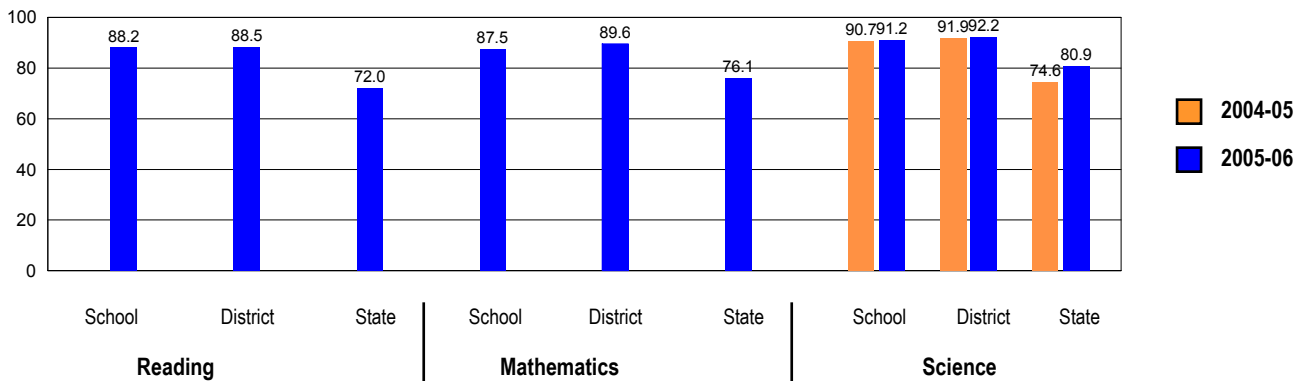
ISAT PERFORMANCE

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. Data for 2004-05 in reading and mathematics for grades 4, 6, and 7 are not available because testing in these subjects for these grades began in 2005-06.

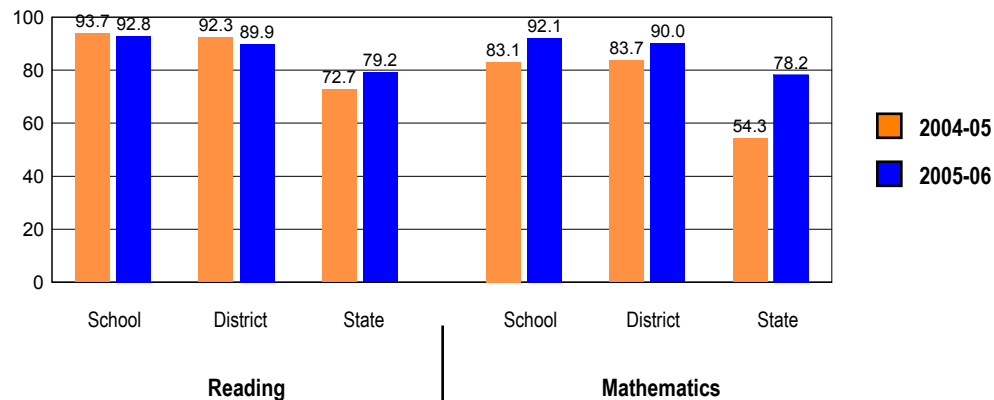
ISAT Grade 6



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 Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. 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	894	474	420	694	42	117	30		11	1		170	135
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00			0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00			0.0	0.0
District	*Enrollment	7,434	3,878	3,556	5,820	470	707	319	1	117	359		1,189	1,268
	Reading	0.0	0.0	0.0	0.0	0.0	0.1	0.3		0.9	0.0		0.3	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.1	0.3		0.9	0.0		0.3	0.0
State	*Enrollment	1,098,045	561,165	536,855	610,423	220,763	201,615	41,305	2,480	19,623	67,463	368	160,118	461,218
	Reading	0.7	0.7	0.7	0.5	1.7	0.8	0.6	1.0	1.0	0.4	1.9	1.2	1.3
	Mathematics	0.7	0.7	0.7	0.5	1.7	0.8	0.6	1.0	1.0	0.4	1.9	1.2	1.3

* Enrollment as reported during the testing windows.

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	13.9	53.9	32.1	0.4	8.6	65.4	25.7
District	0.1	10.2	51.9	37.8	0.1	6.4	63.1	30.4
State	0.4	26.9	53.4	19.4	0.8	20.1	62.9	16.2

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	13.0	61.6	25.4	0.7	9.4	60.9	29.0
	District	0.2	10.7	58.5	30.6	0.2	7.0	61.3	31.5
	State	0.6	31.2	52.5	15.7	1.1	21.2	60.8	16.8
Female	School	0.0	14.8	46.5	38.7	0.0	7.7	69.7	22.5
	District	0.0	9.7	45.2	45.0	0.0	5.8	64.9	29.4
	State	0.2	22.2	54.3	23.2	0.6	18.9	65.1	15.5

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	8.5	53.5	38.0	0.5	5.6	62.4	31.5
	District	0.0	5.4	50.4	44.1	0.1	3.6	61.5	34.8
	State	0.2	16.7	56.4	26.7	0.3	10.7	66.6	22.4
Black	School	0.0	45.0	50.0	5.0	0.0	25.0	70.0	5.0
	District	0.0	37.1	57.1	5.7	0.0	27.1	67.1	5.7
	State	0.9	44.9	47.1	7.1	2.3	41.8	52.0	4.0
Hispanic	School	0.0	35.3	52.9	11.8	0.0	20.6	73.5	5.9
	District	1.3	36.3	51.3	11.3	0.0	17.7	73.4	8.9
	State	0.4	38.6	51.9	9.1	0.8	24.5	67.1	7.6
Asian/Pacific Islander	School	0.0	0.0	72.7	27.3	0.0	0.0	81.8	18.2
	District	0.0	2.3	72.1	25.6	0.0	0.0	65.1	34.9
	State	0.1	11.4	53.8	34.8	0.2	5.8	53.5	40.5
Native American	School								
	District								
	State	0.6	23.2	58.5	17.6	0.8	15.4	66.4	17.4
Multiracial/Ethnic	School								
	District	0.0	26.7	53.3	20.0	0.0	20.0	66.7	13.3
	State	0.2	24.2	55.4	20.2	0.6	18.9	65.5	14.9

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	48.8	44.2	7.0	2.3	39.5	48.8	9.3
	District	0.7	39.3	51.1	8.9	0.7	30.6	58.2	10.4
	State	2.2	64.8	29.5	3.5	4.1	50.3	42.5	3.1
Non-IEP	School	0.0	7.6	55.7	36.7	0.0	3.0	68.4	28.7
	District	0.0	5.8	52.0	42.2	0.0	2.7	63.8	33.5
	State	0.1	20.7	57.3	22.0	0.3	15.2	66.2	18.3

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	37.8	56.8	5.4	2.7	18.9	75.7	2.7
District	0.7	36.1	55.6	7.6	0.7	21.7	72.0	5.6
State	0.7	41.4	49.9	8.1	1.5	32.9	59.7	5.8
Not Eligible								
School	0.0	10.3	53.5	36.2	0.0	7.0	63.8	29.2
District	0.0	6.0	51.3	42.7	0.0	3.9	61.6	34.5
State	0.1	15.7	56.1	28.0	0.3	10.2	65.3	24.1

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	11.8	61.6	26.6	1.0	11.4	49.8	37.7	2.1	6.7	56.0	35.2
District	0.1	11.4	61.2	27.2	1.0	9.4	47.5	42.1	2.2	5.6	50.8	41.5
State	0.5	27.5	60.0	12.0	2.7	21.3	55.4	20.6	6.3	12.8	61.7	19.2

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	12.7	62.0	25.3	2.0	12.7	44.0	41.3	2.0	9.4	49.7	38.9
	District	0.2	13.0	61.6	25.2	1.7	9.8	43.4	45.1	2.9	7.1	45.6	44.4
	State	0.8	31.0	57.7	10.5	3.3	22.1	53.0	21.6	7.5	12.8	58.3	21.4
Female	School	0.0	10.8	61.2	28.1	0.0	10.1	56.1	33.8	2.2	3.7	63.0	31.1
	District	0.0	9.8	60.8	29.3	0.2	9.1	51.8	39.0	1.4	4.0	56.2	38.4
	State	0.3	23.9	62.3	13.5	2.0	20.4	58.0	19.6	5.1	12.8	65.2	16.9

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	8.4	61.2	30.4	0.4	7.0	49.3	43.2	1.3	3.6	54.7	40.4
	District	0.1	7.2	62.0	30.6	0.4	5.6	46.1	47.9	1.1	3.0	48.9	47.1
	State	0.3	18.9	64.6	16.2	1.3	12.9	57.5	28.2	3.1	7.3	61.8	27.9
Black	School	0.0	38.5	38.5	23.1	0.0	46.2	30.8	23.1	0.0	25.0	58.3	16.7
	District	0.0	44.3	49.2	6.6	3.3	41.0	49.2	6.6	8.5	23.7	62.7	5.1
	State	1.2	46.2	48.8	3.8	6.5	41.1	47.5	4.9	14.1	24.2	58.0	3.6
Hispanic	School	0.0	25.0	67.5	7.5	5.0	25.0	60.0	10.0	7.7	20.5	64.1	7.7
	District	0.0	25.3	64.8	9.9	5.5	20.9	60.4	13.2	6.7	16.7	60.0	16.7
	State	0.5	36.3	57.6	5.7	2.8	27.1	60.6	9.5	8.2	18.8	66.8	6.3
Asian/Pacific Islander	School	0.0	14.8	55.6	29.6	0.0	7.4	44.4	48.1	3.8	3.8	46.2	46.2
	District	0.0	14.8	55.6	29.6	0.0	7.4	44.4	48.1	3.8	3.8	46.2	46.2
	State	0.1	11.7	65.5	22.7	0.6	6.5	45.3	47.6	2.0	4.6	57.7	35.7
Native American	School												
	District												
	State	0.8	20.8	63.8	14.8	3.0	17.8	58.0	21.3	4.8	10.3	62.7	22.3
Multiracial/Ethnic	School												
	District	0.0	27.3	54.5	18.2	0.0	36.4	45.5	18.2	10.0	20.0	70.0	0.0
	State	0.3	27.3	58.7	13.7	2.7	21.8	55.6	19.9	5.7	12.7	63.2	18.4

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	47.4	50.9	1.8	5.3	42.1	45.6	7.0	9.1	21.8	60.0	9.1
	District	0.6	47.1	50.0	2.3	5.8	37.2	50.6	6.4	10.0	21.8	61.8	6.5
	State	3.0	67.3	27.9	1.7	13.3	50.5	32.8	3.4	24.6	26.8	44.1	4.5
Non-IEP	School	0.0	3.0	64.2	32.8	0.0	3.9	50.9	45.3	0.4	3.1	55.0	41.5
	District	0.0	4.3	63.5	32.2	0.0	3.8	46.9	49.2	0.6	2.4	48.6	48.5
	State	0.1	20.9	65.3	13.7	0.9	16.4	59.2	23.5	3.3	10.5	64.6	21.6

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	23.3	62.8	14.0	7.0	20.9	62.8	9.3	2.4	19.5	65.9	12.2
District	0.0	32.3	58.7	9.0	3.8	28.2	57.7	10.3	6.6	15.1	65.1	13.2
State	0.9	41.9	52.7	4.5	4.8	34.0	54.0	7.3	11.0	20.8	62.2	6.0
Not Eligible												
School	0.0	9.8	61.4	28.9	0.0	9.8	47.6	42.7	2.1	4.5	54.3	39.1
District	0.1	7.8	61.7	30.4	0.5	6.1	45.7	47.8	1.4	3.9	48.3	46.4
State	0.3	17.5	65.1	17.2	1.2	12.4	56.4	30.0	3.0	7.2	61.3	28.4

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	7.2	71.8	21.0	0.3	7.5	45.2	46.9
District	0.0	10.1	66.2	23.7	0.9	9.1	38.9	51.1
State	0.2	20.6	70.2	9.0	2.1	19.7	52.7	25.5

Grade 8 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School	0.0	9.1	70.5	20.5	0.6	9.1	39.8	50.6
District	0.0	12.4	65.1	22.5	1.0	10.2	35.5	53.3
State	0.3	23.6	68.3	7.8	2.4	20.8	50.8	26.0
Female								
School	0.0	4.7	73.6	21.7	0.0	5.4	52.7	41.9
District	0.0	7.4	67.4	25.2	0.8	7.8	42.9	48.5
State	0.1	17.5	72.1	10.3	1.7	18.5	54.8	25.0

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School	0.0	6.1	71.1	22.8	0.4	5.7	42.3	51.6
District	0.0	6.1	66.8	27.1	0.7	5.9	36.1	57.3
State	0.1	13.5	73.9	12.4	1.0	12.0	52.9	34.1
Black								
School								
District	0.0	42.5	57.5	0.0	2.8	34.7	51.4	11.1
State	0.5	35.9	61.7	1.9	5.2	38.6	49.1	7.1
Hispanic								
School	0.0	11.8	88.2	0.0	0.0	14.7	73.5	11.8
District	0.0	23.3	70.9	5.8	2.3	17.4	58.1	22.1
State	0.2	28.7	67.5	3.6	2.0	25.8	59.3	12.9
Asian/Pacific Islander								
School	0.0	16.7	41.7	41.7	0.0	16.7	25.0	58.3
District	0.0	8.5	59.6	31.9	0.0	10.6	27.7	61.7
State	0.0	9.0	71.9	19.0	0.5	6.4	40.0	53.1
Native American								
School								
District								
State	0.3	18.0	73.5	8.2	0.8	17.3	58.4	23.6
Multiracial/Ethnic								
School								
District	0.0	6.7	66.7	26.7	0.0	13.3	60.0	26.7
State	0.4	19.4	70.9	9.3	1.9	19.7	55.1	23.3

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	27.5	68.6	3.9	2.0	31.4	58.8	7.8
	District	0.0	42.0	53.4	4.5	4.0	40.3	45.5	10.2
	State	1.3	61.1	36.8	0.8	10.1	52.2	34.1	3.6
Non-IEP	School	0.0	3.1	72.4	24.4	0.0	2.8	42.5	54.7
	District	0.0	3.8	68.7	27.5	0.3	2.9	37.6	59.1
	State	0.0	13.8	75.8	10.4	0.7	14.2	55.9	29.2

Grade 8 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	13.0	82.6	4.3	0.0	15.2	73.9	10.9
	District	0.0	33.7	62.1	4.1	3.6	29.8	54.2	12.5
	State	0.4	32.8	63.9	2.9	3.8	32.2	53.7	10.4
Not Eligible	School	0.0	6.2	69.9	23.9	0.4	6.2	40.2	53.3
	District	0.0	5.7	66.9	27.4	0.4	5.2	36.0	58.3
	State	0.1	12.7	74.2	12.9	1.0	11.6	52.1	35.3

ILLINOIS ALTERNATE ASSESSMENT (IAA)

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. The table below presents the percentages of student scores in each of four performance levels.

- Level 1 -- Attempting - Student work does not demonstrate progress in the knowledge and skills in the subject through connections to the Illinois Learning Standards. Students do not generalize their knowledge and skills.
- Level 2 --Emerging - Student work demonstrates limited progress in the knowledge and skills in the subject through minimal connections to the Illinois Learning Standards. Students exhibit an emerging ability to generalize their knowledge and skills.
- Level 3 -- Progressing - Student work demonstrates moderate progress in the knowledge and skills in the subject through minimal connections to the Illinois Learning Standards. Students exhibit an emerging ability to generalize their knowledge and skills.
- Level 4 -- Attaining - Student work demonstrates extensive progress in the knowledge and skills in the subject through multiple connections to the Illinois Learning Standards. Students exhibit a broad ability to generalize their knowledge and skills.

Grade 6**Grade 6 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	0.0	10.0	10.0	80.0	0.0	0.0	30.0	70.0
	District	0.0	9.5	42.9	47.6	0.0	38.1	28.6	33.3
	State	18.0	16.5	39.3	26.2	11.1	24.9	36.4	27.5

Grade 6 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School								
	District	0.0	7.7	46.2	46.2	0.0	38.5	30.8	30.8
	State	18.1	17.4	38.2	26.3	10.5	24.4	36.3	28.8
Female	School								
	District								
	State	18.0	14.9	41.3	25.9	12.3	25.7	36.6	25.4

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School								
District								
State	14.3	15.7	41.9	28.1	7.9	21.7	38.9	31.5
Black								
School								
District								
State	24.8	16.9	37.9	20.5	19.2	28.9	30.9	21.0
Hispanic								
School								
District	0.0	0.0	18.2	81.8	0.0	18.2	27.3	54.5
State	16.7	17.5	36.8	29.1	9.3	28.4	36.9	25.3
Asian/Pacific Islander								
School								
District								
State	28.2	12.8	28.2	30.8	8.1	35.1	29.7	27.0
Native American								
School								
District								
State								
Multiracial/Ethnic								
School								
District								
State	30.0	26.7	23.3	20.0	17.9	21.4	42.9	17.9

2006 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	2006-07 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2006-07 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		69.0	
All	100.0	Yes	100.0	Yes	90.8		Yes	91.7		Yes	94.0	Yes		
White	100.0	Yes	100.0	Yes	92.6		Yes	93.8		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	81.8		Yes	82.8		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	66.2		Yes	66.9		Yes				
Economically Disadvantaged	100.0	Yes	100.0	Yes	83.3		Yes	82.4		Yes				

The four conditions for making Adequate Yearly Progress (AYP) are:

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 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% 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 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2005.

** 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. 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.

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 2006 School Report reflects the performance of our school on last year's ISAT tests. We used this information to identify areas of weakness and addressed those areas in our School Improvement Plan. The School Improvement process was addressed in a more collaborative manner this year and therefore embraced by more staff. We have high expectations for all students regardless of race, ethnicity, socioeconomic background, or disability. Below are some of our efforts to improve student achievement.

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 meeting or exceeding proficiency standards on ISATs is anticipated. All student groups will meet a minimum 55% proficiency level.
- Students will demonstrate increased academic achievement in mathematics as measured by the ISAT. A 3% increase in the number of students meeting or exceeding proficiency standards on ISATs is anticipated. All student groups will meet a minimum 55% proficiency level.

Rationale for Target Selection

The rationale is based on an analysis of data obtained from such sources as test scores, attitudinal inventories, staff data retreat day, school improvement in-service days, surveys and questionnaires.

Strategies for Improvement

- Language Arts teachers have been in-serviced on extended response strategies and rubrics and have implemented these strategies using supplemental resources to both enhance the district curriculum and prepare students for multiple assessments.
- Mathematics teachers have been in-serviced on short and extended response strategies and rubrics and have implemented these using supplemental resources.
- Collaboration within our building and the sharing of teaching strategies will increase student achievement.
- ISAT, Local Assessment and CBM data have been collected to help identify students' areas of strengths and weaknesses.
- Gifted and regular education teachers use this data to formulate lessons that challenge our higher achieving students.
- Special Education teachers use this data to improve student achievement by meeting individual needs.
- Regular education teachers use this data to identify "cusp" students and provide additional opportunities in small group settings for these students to work on areas of weakness in reading and mathematics. (Cusp students are those students whose scores on testing are either on the low end of meeting standards or the high end of not meeting standards.)
- The Response To Intervention (RTI) approach to problem solving has been used to develop interventions to help address the needs of all of our students.

Professional Development Opportunities

Staff has been involved in professional development opportunities, both in and out of district, and is sharing this information with colleagues to help improve student achievement.