

**Madison Elem School
CUSD 200
Wheaton, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : PK K 1 2 3 4 5

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

Starting in 2009, charter school information is included in district statistics.

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 | 72.0 | 13.4 | 4.0 | 4.0 | 0.0 | 6.6 | 21.9 | 13.4 | | 0.0 | 53.8 | 96.6 | 425 |
| District | 75.0 | 7.0 | 10.6 | 4.3 | 0.0 | 3.1 | 20.5 | 7.4 | | 0.9 | 12.5 | 95.2 | 13,299 |
| State | 53.3 | 19.1 | 20.8 | 4.1 | 0.2 | 2.5 | 42.9 | 8.0 | | 3.7 | 13.5 | 93.7 | 2,070,125 |

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* | | STUDENT-TO-STAFF RATIOS | | | |
|-------------------|---------|---------------------------------|--------------------------------|------------------------------|-------------------------|
| | Percent | Pupil- Teacher Elementary | Pupil- Teacher Secondary | Pupil- Certified Staff | Pupil- Administrator |
| School | 100.0 | -- | -- | -- | -- |
| District | 98.7 | 17.2 | 19.1 | 12.1 | 249.7 |
| State | 96.7 | 18.4 | 18.0 | 13.3 | 201.8 |

* 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 | 19.0 | 20.3 | 21.7 | 25.0 | 22.7 | 20.7 | | | | |
| District | 18.9 | 20.7 | 21.1 | 22.6 | 23.0 | 23.4 | | | | |
| State | 20.5 | 20.9 | 21.3 | 21.8 | 22.2 | 22.6 | | | | |

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

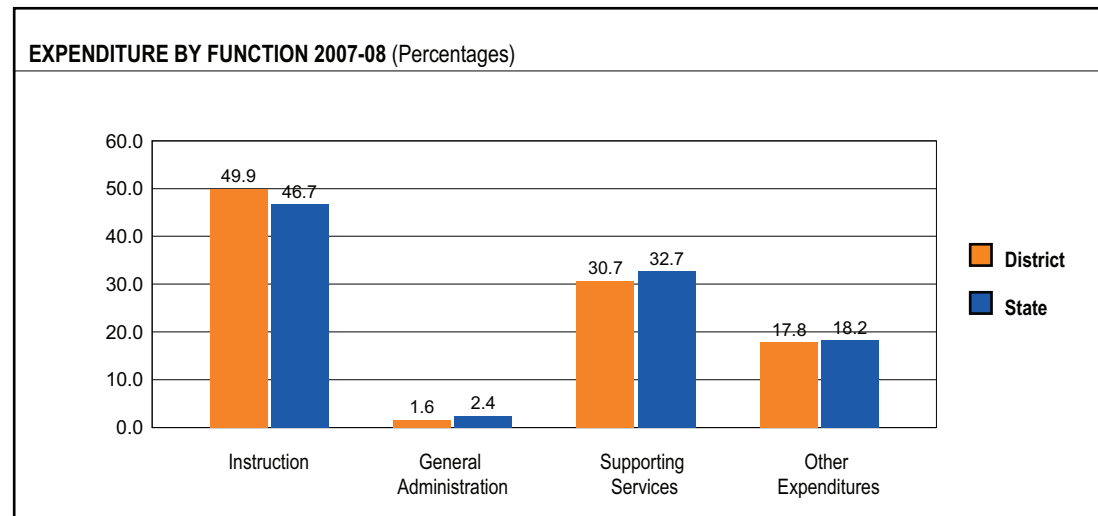
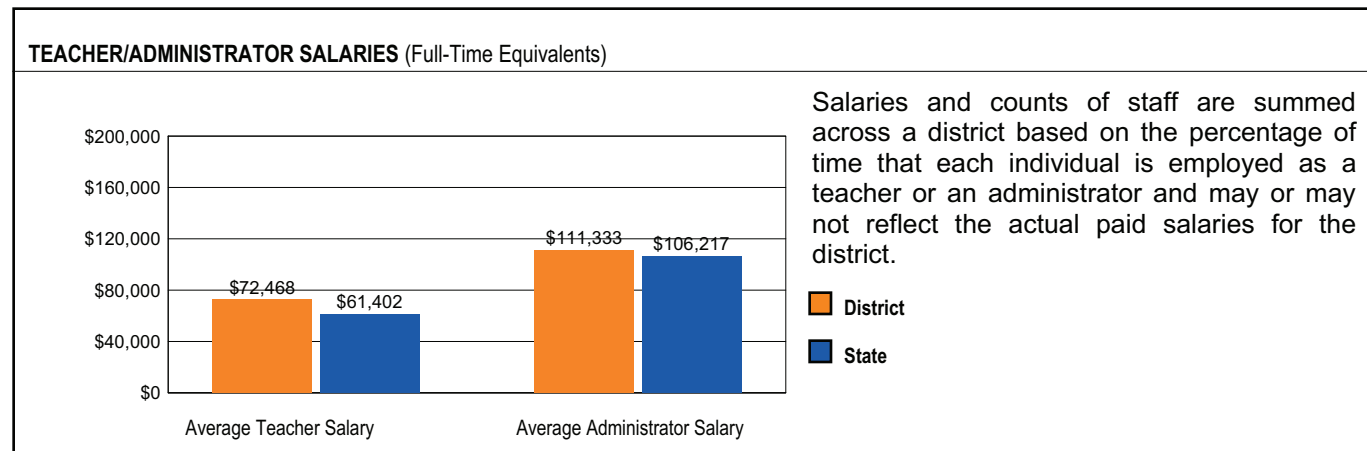
| Grades | Mathematics | | | Science | | | English/Language Arts | | | Social Science | | |
|-----------------|-------------|---|---|---------|---|---|-----------------------|---|---|----------------|---|---|
| | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 |
| School | 53 | | | 27 | | | 145 | | | 28 | | |
| District | 53 | | | 27 | | | 145 | | | 28 | | |
| State | 59 | | | 30 | | | 145 | | | 30 | | |

| TEACHER INFORMATION (Full-Time Equivalents) | | | | | | | | |
|---|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Male | Female | Total Number |
| District | 96.5 | 0.5 | 1.9 | 1.0 | 0.1 | 23.5 | 76.5 | 894 |
| State | 85.1 | 8.3 | 5.0 | 1.4 | 0.2 | 22.9 | 77.1 | 133,017 |

| 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 | 13.2 | 20.1 | 79.8 | 0.2 | 0.0 |
| State | 12.5 | 44.1 | 55.8 | 0.6 | 1.2 |

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

SCHOOL DISTRICT FINANCES



| REVENUE BY SOURCE 2007-08 | | | | EXPENDITURE BY FUND 2007-08 | | | |
|---------------------------|---------------|------------|---------|---|---------------|------------|---------|
| | District | District % | State % | | District | District % | State % |
| Local Property Taxes | \$114,265,925 | 75.2 | 58.7 | Education | \$118,459,078 | 69.9 | 71.5 |
| Other Local Funding | \$8,187,723 | 5.4 | 6.3 | Operations & Maintenance | \$11,868,148 | 7.0 | 8.6 |
| General State Aid | \$9,636,410 | 6.3 | 18.6 | Transportation | \$8,170,636 | 4.8 | 3.9 |
| Other State Funding | \$13,544,472 | 8.9 | 9.0 | Bond and Interest | \$12,415,133 | 7.3 | 6.3 |
| Federal Funding | \$6,357,884 | 4.2 | 7.4 | Rent | \$0 | 0.0 | 0.0 |
| TOTAL | \$151,992,414 | | | Municipal Retirement/ Social Security | \$3,303,540 | 1.9 | 1.8 |
| | | | | Fire Prevention & Safety | \$0 | 0.0 | 0.9 |
| | | | | Site & Construction/ Capital Improvement | \$15,251,163 | 9.0 | 6.8 |
| | | | | TOTAL | \$169,467,698 | | |

| OTHER FINANCIAL INDICATORS | | | | |
|----------------------------|---|--------------------------------------|---|---|
| | 2006 Equalized Assessed Valuation per Pupil | 2006 Total School Tax Rate per \$100 | 2007-08 Instructional Expenditure per Pupil | 2007-08 Operating Expenditure per Pupil |
| District | \$228,016 | 3.88 | \$6,780 | \$11,189 |
| State | ** | ** | \$6,103 | \$10,417 |

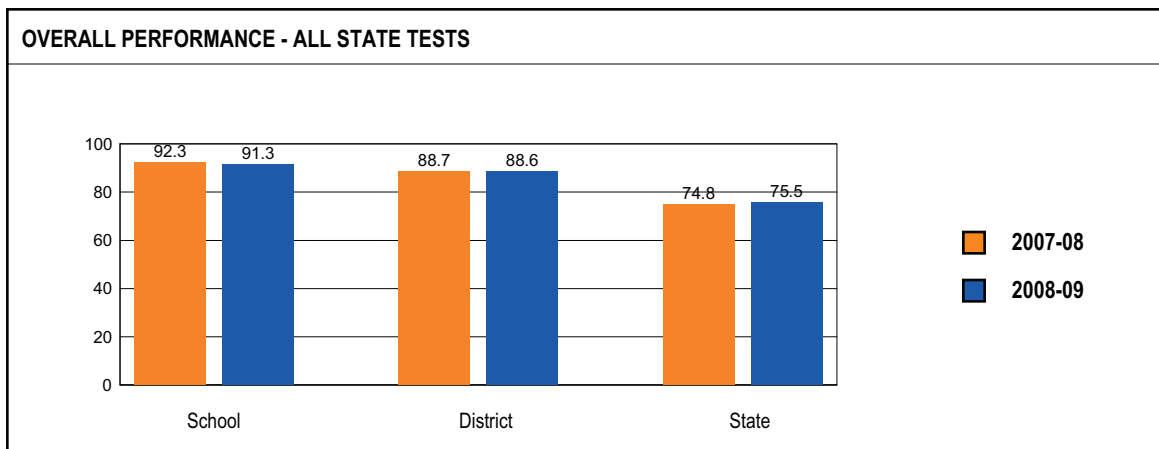
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

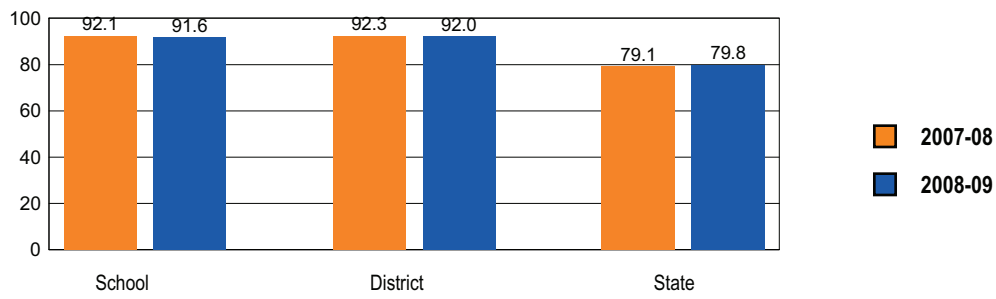
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

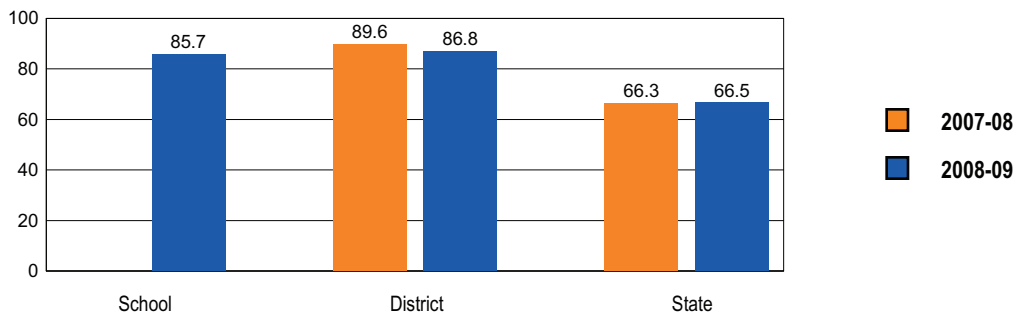
The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



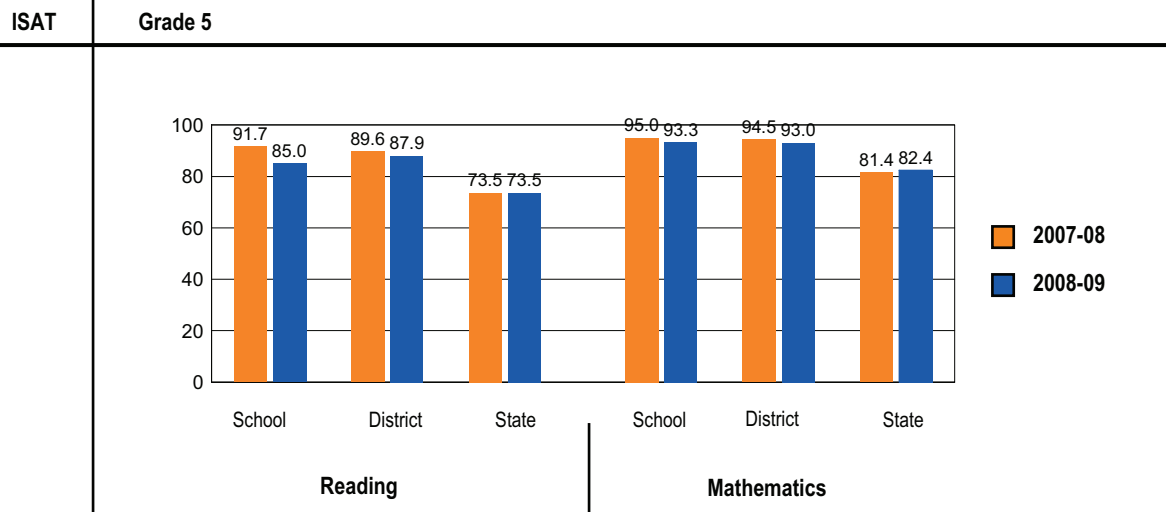
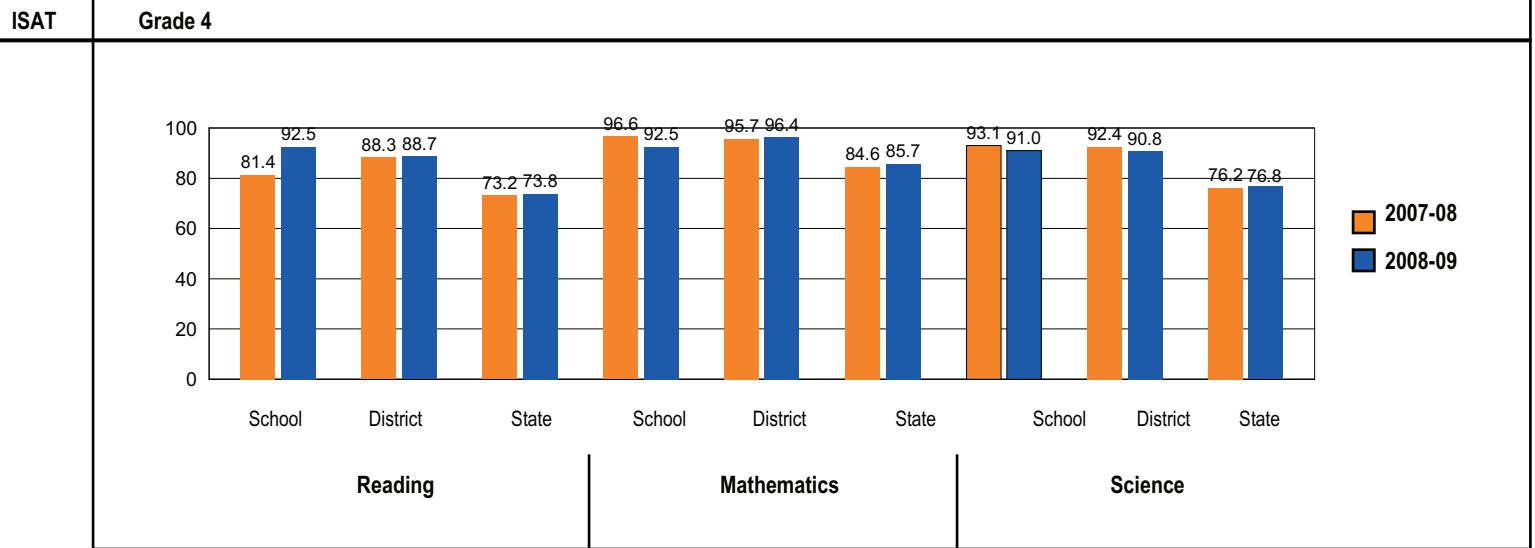
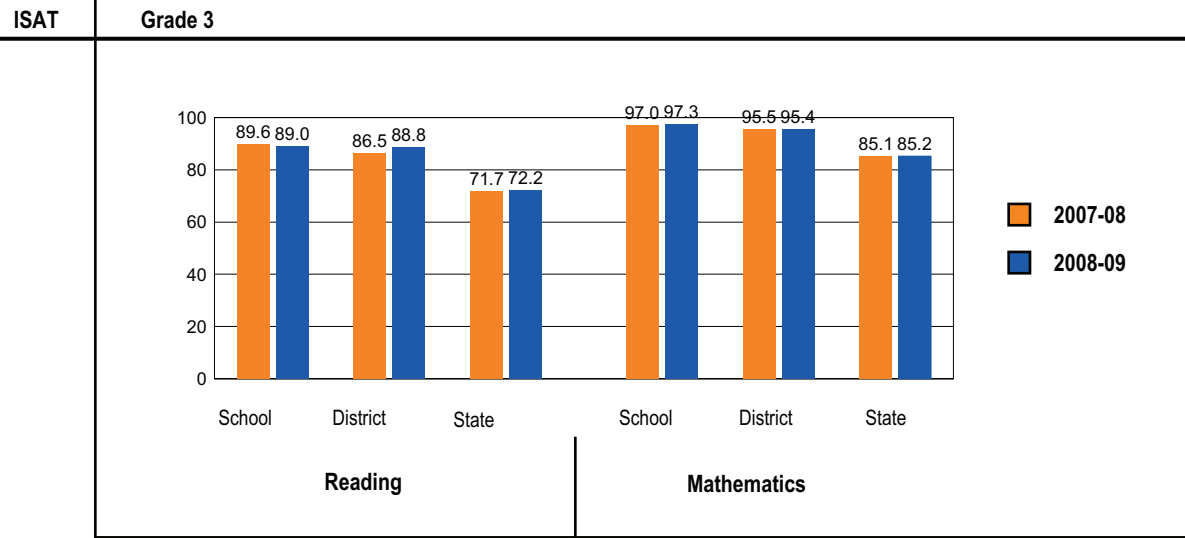
OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE



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

ISAT PERFORMANCE

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



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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

| PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS | | | | | | | | | | | | | | |
|---|-------------|-----------|---------|---------|--------------------------|---------|----------|------------------------|-----------------|----------------------|--------|---------|----------------------------|----------------------------|
| | | Gender | | | Racial/Ethnic Background | | | | | | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
| | | All | Male | Female | White | Black | Hispanic | Asian/Pacific Islander | Native American | Multi racial /Ethnic | | | | |
| School | *Enrollment | 212 | 113 | 99 | 150 | 30 | 9 | 7 | 0 | 16 | 31 | 0 | 35 | 53 |
| | Reading | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | | | 0.00 | 0.0 | | 0.0 | 0.0 |
| | Mathematics | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | | | 0.00 | 0.0 | | 0.0 | 0.0 |
| District | *Enrollment | 7,088 | 3,632 | 3,456 | 5,328 | 486 | 726 | 329 | 1 | 218 | 548 | 0 | 1,057 | 1,502 |
| | Reading | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.3 | 0.0 | | 0.0 | 0.2 | | 0.1 | 0.2 |
| | Mathematics | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.3 | 0.0 | | 0.0 | 0.2 | | 0.1 | 0.2 |
| State | *Enrollment | 1,073,392 | 548,452 | 524,651 | 574,717 | 203,366 | 215,934 | 43,962 | 1,676 | 32,799 | 72,638 | 258 | 152,593 | 473,876 |
| | Reading | 0.3 | 0.3 | 0.2 | 0.1 | 0.6 | 0.3 | 0.1 | 0.2 | 0.3 | 0.2 | 0.8 | 0.4 | 0.4 |
| | Mathematics | 0.3 | 0.3 | 0.2 | 0.1 | 0.6 | 0.3 | 0.1 | 0.2 | 0.3 | 0.2 | 0.8 | 0.4 | 0.4 |

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

| PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY | | | | | | | | | | | | | | |
|--|------------|---------|---------|---------|--------------------------|--------|----------|------------------------|-----------------|----------------------|--------|---------|----------------------------|----------------------------|
| | | Gender | | | Racial/Ethnic Background | | | | | | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
| | | All | Male | Female | White | Black | Hispanic | Asian/Pacific Islander | Native American | Multi racial /Ethnic | | | | |
| School | Enrollment | 71 | 37 | 34 | 52 | 8 | 3 | 2 | 0 | 6 | 8 | 0 | 11 | 13 |
| | Science | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | | 0.0 | 0.0 |
| District | Enrollment | 3,071 | 1,591 | 1,480 | 2,335 | 198 | 305 | 152 | 0 | 81 | 196 | 0 | 464 | 624 |
| | Science | 0.1 | 0.2 | 0.1 | 0.1 | 0.0 | 0.7 | 0.0 | | 0.0 | 0.5 | | 0.2 | 0.3 |
| State | Enrollment | 448,699 | 228,285 | 220,300 | 248,119 | 82,562 | 85,745 | 18,385 | 751 | 12,734 | 25,035 | 120 | 62,799 | 186,799 |
| | Science | 0.5 | 0.6 | 0.4 | 0.2 | 1.2 | 0.6 | 0.1 | 0.5 | 0.5 | 0.4 | 0.0 | 0.8 | 0.8 |

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3

Grade 3 - All

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 11.0 | 31.5 | 57.5 | 0.0 | 2.7 | 21.9 | 75.3 |
| District | 1.4 | 9.8 | 41.6 | 47.2 | 0.6 | 4.0 | 28.8 | 66.7 |
| State | 4.7 | 23.2 | 46.2 | 26.0 | 3.3 | 11.4 | 44.2 | 41.0 |

Grade 3 - Gender

| Levels | Reading | | | | Mathematics | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 0.0 | 8.2 | 32.7 | 59.2 | 0.0 | 0.0 | 22.4 | 77.6 |
| | District | 1.9 | 12.4 | 40.4 | 45.4 | 0.6 | 2.9 | 28.4 | 68.1 |
| | State | 6.0 | 25.4 | 45.4 | 23.2 | 3.7 | 11.3 | 42.4 | 42.6 |
| Female | School | 0.0 | 16.7 | 29.2 | 54.2 | 0.0 | 8.3 | 20.8 | 70.8 |
| | District | 0.8 | 7.2 | 42.8 | 49.2 | 0.6 | 5.1 | 29.1 | 65.2 |
| | State | 3.3 | 20.8 | 47.0 | 28.9 | 3.0 | 11.6 | 46.0 | 39.4 |

Grade 3 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | |
|------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 0.0 | 3.8 | 26.9 | 69.2 | 0.0 | 1.9 | 15.4 | 82.7 |
| | District | 0.3 | 6.3 | 37.1 | 56.3 | 0.3 | 1.4 | 22.3 | 76.0 |
| | State | 2.2 | 13.9 | 47.1 | 36.8 | 1.0 | 5.7 | 39.4 | 53.9 |
| Black | School | 0.0 | 45.5 | 36.4 | 18.2 | 0.0 | 0.0 | 63.6 | 36.4 |
| | District | 1.5 | 27.9 | 54.4 | 16.2 | 1.5 | 13.2 | 61.8 | 23.5 |
| | State | 8.4 | 34.7 | 45.1 | 11.8 | 8.6 | 21.5 | 49.6 | 20.3 |
| Hispanic | School | | | | | | | | |
| | District | 5.1 | 26.3 | 55.6 | 13.1 | 1.0 | 11.0 | 52.0 | 36.0 |
| | State | 7.8 | 37.3 | 44.9 | 10.0 | 4.7 | 17.6 | 53.0 | 24.8 |
| Asian/Pacific Islander | School | | | | | | | | |
| | District | 8.3 | 4.2 | 54.2 | 33.3 | 4.0 | 10.0 | 24.0 | 62.0 |
| | State | 1.3 | 11.0 | 45.3 | 42.4 | 0.9 | 3.6 | 29.1 | 66.4 |
| Native American | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 3.8 | 19.1 | 50.0 | 27.1 | 1.3 | 10.9 | 45.8 | 42.0 |
| Multiracial/Ethnic | School | | | | | | | | |
| | District | 2.2 | 6.5 | 47.8 | 43.5 | 0.0 | 6.5 | 32.6 | 60.9 |
| | State | 3.5 | 19.3 | 48.7 | 28.5 | 2.3 | 9.8 | 45.9 | 42.0 |

Grade 3 - Limited-English-Proficient

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 40.0 | 50.0 | 10.0 | 0.0 | 10.0 | 60.0 | 30.0 |
| District | 7.8 | 27.8 | 56.5 | 7.8 | 2.5 | 14.3 | 51.3 | 31.9 |
| State | 10.4 | 46.2 | 38.4 | 5.0 | 6.0 | 20.8 | 53.3 | 19.9 |

Grade 3 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | |
|--------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | School | 0.0 | 26.3 | 47.4 | 26.3 | 0.0 | 5.3 | 42.1 | 52.6 |
| | District | 5.2 | 22.9 | 52.9 | 19.0 | 0.9 | 11.8 | 50.9 | 36.3 |
| | State | 7.8 | 34.6 | 45.9 | 11.8 | 5.9 | 18.2 | 51.6 | 24.4 |
| Not Eligible | School | 0.0 | 5.6 | 25.9 | 68.5 | 0.0 | 1.9 | 14.8 | 83.3 |
| | District | 0.3 | 6.2 | 38.4 | 55.2 | 0.5 | 1.7 | 22.5 | 75.3 |
| | State | 1.7 | 12.4 | 46.5 | 39.3 | 0.9 | 5.1 | 37.2 | 56.8 |

Grade 4**Grade 4 - All**

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 7.5 | 37.3 | 55.2 | 0.0 | 7.5 | 41.8 | 50.7 | 0.0 | 9.0 | 53.7 | 37.3 |
| District | 0.2 | 11.1 | 37.4 | 51.4 | 0.1 | 3.5 | 44.0 | 52.4 | 0.2 | 8.9 | 51.6 | 39.3 |
| State | 1.4 | 24.8 | 45.9 | 27.9 | 1.1 | 13.1 | 58.2 | 27.6 | 3.1 | 20.1 | 59.2 | 17.6 |

Grade 4 - Gender

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 0.0 | 2.9 | 41.2 | 55.9 | 0.0 | 2.9 | 29.4 | 67.6 | 0.0 | 0.0 | 50.0 | 50.0 |
| | District | 0.4 | 11.0 | 40.8 | 47.7 | 0.2 | 2.6 | 41.2 | 56.0 | 0.4 | 7.9 | 49.7 | 42.0 |
| | State | 1.8 | 27.8 | 44.9 | 25.4 | 1.4 | 13.6 | 56.5 | 28.5 | 3.4 | 19.9 | 57.0 | 19.6 |
| Female | School | 0.0 | 12.1 | 33.3 | 54.5 | 0.0 | 12.1 | 54.5 | 33.3 | 0.0 | 18.2 | 57.6 | 24.2 |
| | District | 0.0 | 11.1 | 33.8 | 55.0 | 0.0 | 4.4 | 46.9 | 48.7 | 0.0 | 10.0 | 53.5 | 36.4 |
| | State | 0.9 | 21.6 | 47.0 | 30.4 | 0.9 | 12.6 | 59.9 | 26.6 | 2.7 | 20.3 | 61.5 | 15.6 |

Grade 4 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|------------------------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 0.0 | 4.1 | 32.7 | 63.3 | 0.0 | 4.1 | 34.7 | 61.2 | 0.0 | 0.0 | 55.1 | 44.9 |
| | District | 0.1 | 5.7 | 33.9 | 60.2 | 0.1 | 2.1 | 37.7 | 60.1 | 0.3 | 3.7 | 49.7 | 46.3 |
| | State | 0.6 | 15.0 | 46.3 | 38.1 | 0.5 | 6.8 | 54.8 | 38.0 | 0.8 | 9.8 | 62.7 | 26.6 |
| Black | School | 0.0 | 34.5 | 58.2 | 7.3 | 0.0 | 12.7 | 74.5 | 12.7 | 0.0 | 32.7 | 61.5 | 5.8 |
| | District | 3.0 | 41.2 | 44.4 | 11.5 | 2.8 | 26.2 | 61.5 | 9.5 | 7.8 | 39.1 | 49.5 | 3.6 |
| | State | | | | | | | | | | | | |
| Hispanic | School | 1.0 | 34.0 | 49.0 | 16.0 | 0.0 | 8.8 | 69.6 | 21.6 | 0.0 | 29.8 | 58.5 | 11.7 |
| | District | 2.4 | 37.5 | 46.9 | 13.2 | 1.5 | 19.0 | 66.2 | 13.3 | 4.8 | 31.3 | 58.4 | 5.5 |
| | State | | | | | | | | | | | | |
| Asian/Pacific Islander | School | 0.0 | 9.5 | 35.7 | 54.8 | 0.0 | 2.4 | 33.3 | 64.3 | 0.0 | 7.1 | 57.1 | 35.7 |
| | District | 0.2 | 10.5 | 41.0 | 48.3 | 0.3 | 4.1 | 42.4 | 53.1 | 1.2 | 8.8 | 59.5 | 30.5 |
| | State | | | | | | | | | | | | |
| Native American | School | | | | | | | | | | | | |
| | District | 0.4 | 19.9 | 50.8 | 28.8 | 0.0 | 9.7 | 64.4 | 25.8 | 0.8 | 14.4 | 65.3 | 19.5 |
| | State | | | | | | | | | | | | |
| Multiracial/Ethnic | School | | | | | | | | | | | | |
| | District | 0.0 | 14.0 | 39.5 | 46.5 | 0.0 | 2.3 | 54.5 | 43.2 | 0.0 | 16.7 | 47.6 | 35.7 |
| | State | 1.0 | 22.5 | 48.1 | 28.5 | 0.7 | 12.5 | 60.2 | 26.5 | 2.4 | 17.1 | 63.1 | 17.5 |

Grade 4 - 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 | 36.4 | 45.5 | 18.2 | 0.0 | 36.4 | 45.5 | 18.2 | 0.0 | 45.5 | 36.4 | 18.2 |
| | District | 0.5 | 34.7 | 47.7 | 17.1 | 0.5 | 11.4 | 66.7 | 21.4 | 0.5 | 29.3 | 59.7 | 10.5 |
| | State | 2.5 | 38.2 | 46.3 | 12.9 | 2.0 | 21.3 | 64.0 | 12.6 | 5.6 | 32.4 | 56.1 | 5.9 |
| Not Eligible | School | 0.0 | 1.8 | 35.7 | 62.5 | 0.0 | 1.8 | 41.1 | 57.1 | 0.0 | 1.8 | 57.1 | 41.1 |
| | District | 0.1 | 4.6 | 34.5 | 60.8 | 0.0 | 1.2 | 37.7 | 61.0 | 0.1 | 3.3 | 49.4 | 47.2 |
| | State | 0.4 | 12.9 | 45.6 | 41.1 | 0.4 | 5.8 | 52.9 | 40.9 | 0.8 | 9.2 | 61.9 | 28.1 |

Grade 5**Grade 5 - All**

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 15.0 | 43.3 | 41.7 | 0.0 | 6.7 | 63.3 | 30.0 |
| District | 0.1 | 12.0 | 43.2 | 44.7 | 0.1 | 6.9 | 58.8 | 34.2 |
| State | 0.4 | 26.0 | 47.6 | 25.9 | 0.3 | 17.3 | 66.2 | 16.3 |

Grade 5 - Gender

| Levels | | Reading | | | | Mathematics | | | |
|--------|----------|---------|------|------|------|-------------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male | School | 0.0 | 17.4 | 47.8 | 34.8 | 0.0 | 8.7 | 60.9 | 30.4 |
| | District | 0.2 | 13.8 | 43.1 | 42.9 | 0.2 | 6.9 | 57.2 | 35.6 |
| | State | 0.6 | 29.2 | 46.5 | 23.7 | 0.3 | 18.3 | 64.2 | 17.1 |
| Female | School | 0.0 | 13.5 | 40.5 | 45.9 | 0.0 | 5.4 | 64.9 | 29.7 |
| | District | 0.0 | 10.3 | 43.3 | 46.4 | 0.0 | 6.9 | 60.3 | 32.8 |
| | State | 0.2 | 22.7 | 48.8 | 28.3 | 0.2 | 16.2 | 68.2 | 15.4 |

Grade 5 - Racial/Ethnic Background

| Levels | | Reading | | | | Mathematics | | | |
|------------------------|----------|---------|------|------|------|-------------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White | School | 0.0 | 9.3 | 39.5 | 51.2 | 0.0 | 2.3 | 58.1 | 39.5 |
| | District | 0.0 | 6.5 | 40.2 | 53.3 | 0.1 | 3.1 | 56.5 | 40.3 |
| | State | 0.2 | 15.6 | 48.8 | 35.4 | 0.1 | 9.6 | 67.9 | 22.4 |
| Black | School | | | | | | | | |
| | District | 0.0 | 32.8 | 64.1 | 3.1 | 0.0 | 32.8 | 60.9 | 6.3 |
| | State | 1.0 | 43.4 | 44.4 | 11.2 | 0.7 | 33.6 | 60.9 | 4.7 |
| Hispanic | School | | | | | | | | |
| | District | 0.0 | 33.7 | 54.7 | 11.6 | 0.0 | 13.5 | 82.3 | 4.2 |
| | State | 0.6 | 39.6 | 47.8 | 12.1 | 0.3 | 24.2 | 68.3 | 7.3 |
| Asian/Pacific Islander | School | | | | | | | | |
| | District | 2.5 | 22.5 | 35.0 | 40.0 | 0.0 | 17.1 | 43.9 | 39.0 |
| | State | 0.2 | 11.9 | 44.5 | 43.4 | 0.1 | 5.8 | 54.6 | 39.4 |
| Native American | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 0.0 | 21.0 | 53.3 | 25.7 | 0.9 | 14.2 | 70.6 | 14.2 |
| Multiracial/Ethnic | School | | | | | | | | |
| | District | 0.0 | 13.9 | 41.7 | 44.4 | 0.0 | 5.4 | 54.1 | 40.5 |
| | State | 0.4 | 23.3 | 49.7 | 26.7 | 0.3 | 16.3 | 68.5 | 14.9 |

Grade 5 - Economically Disadvantaged

| Levels | | Reading | | | | Mathematics | | | |
|--------------------------|----------|---------|------|------|------|-------------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Free/Reduced Price Lunch | School | 0.0 | 31.3 | 56.3 | 12.5 | 0.0 | 18.8 | 68.8 | 12.5 |
| | District | 0.5 | 36.4 | 56.1 | 7.1 | 0.0 | 22.5 | 69.0 | 8.5 |
| | State | 0.8 | 40.6 | 46.7 | 11.9 | 0.5 | 27.5 | 65.5 | 6.4 |
| Not Eligible | School | 0.0 | 9.1 | 38.6 | 52.3 | 0.0 | 2.3 | 61.4 | 36.4 |
| | District | 0.0 | 5.5 | 39.8 | 54.7 | 0.1 | 2.7 | 56.0 | 41.1 |
| | State | 0.1 | 13.6 | 48.4 | 37.8 | 0.1 | 8.6 | 66.7 | 24.7 |

2009 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 | 2009-10 Federal Improvement Status | |
| Is this school making AYP in Mathematics? | Yes | 2009-10 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 | | 70.0 | | | 70.0 | | | 90.0 | | 78.0 | |
| All | 100.0 | Yes | 100.0 | Yes | 89.9 | | Yes | 94.5 | | Yes | 96.6 | Yes | | |
| White | 100.0 | Yes | 100.0 | Yes | 94.2 | | Yes | 95.7 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Economically Disadvantaged | 100.0 | Yes | 100.0 | Yes | 77.1 | | Yes | 87.5 | | Yes | | | | |

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% 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.

School Improvement Plan

2009-2010

Target Area for Student Improvement

During the 08-09 school year, Madison Elementary School made Adequate Yearly Progress (AYP) with 90% of students in grades 3, 4 and 5 meeting or exceeding standards in reading and 95% of students in grades 3, 4, and 5 meeting or exceeding standards in mathematics on the Illinois Standards Achievement Test (ISAT). All sub-groups successfully met or exceeded state standards. But as AYP requirements rise each year, we can see that our current scores in some sub-groups would not be high enough to make AYP on the 2010 assessments. After carefully examining local and state test data, Madison's School Improvement Team decided to focus on vocabulary development and non-fiction comprehension strategies in reading, improving our data analysis, improving ESL teaching strategies, and to continue to refine our Rtl/Problem Solving techniques. We are anticipating that with this work, all groups will meet the minimum testing standard of 77.5% proficiency.

Rationale for Target Selection

Madison's School Improvement Team consists of the principal, the curriculum leader, a representative from every grade level and four specialists. In order to determine this current year's school improvement goal, the team carefully examined test data with District 200's director of school improvement to identify a school-wide opportunity for improvement. The team examined current ISAT report card data along with local assessment data. Local assessment questions that had been stabilized with a significant number of students missing the problem were examined to see if any correlations could be established. It was observed that many of the reading questions missed were based on non-fiction texts and many contained district Tool Kit Words in the questions. In math, we have decided to strive to push children to use higher level thinking skills in problem solving activities. The new SIP plan was then presented to the entire Madison staff during the October In-service day, along with the rationale behind it. This SIP development and refinement has been a whole team effort. Each member of the Madison staff has a deep understanding of our goals and the rationale behind them.

Strategies for Improvement

Specialists, administration, and classroom teachers will work collaboratively in each of our six objectives. Student growth will be closely monitored and instructional adjustments will be made throughout the year based on local assessment and progress monitoring data.

Professional Development

Teachers will receive release time to meet with the principal, curriculum leader and reading specialist to review student progress monitoring data and adapt student goals accordingly. The release time will also allow teachers to collaboratively share ideas and best practice. The four in-service days will be devoted to the professional development listed in the SIP.