

**Westchester Middle School**  
**Westchester SD 92-5**  
**Westchester, 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.

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
<b>School</b>	41.7	30.1	18.4	2.8	0.0	7.1	12.4	8.3		0.0	6.3	95.8	396
<b>District</b>	40.2	24.8	24.1	2.4	0.0	8.5	9.6	11.6		0.0	6.2	95.8	1,205
<b>State</b>	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
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	18.0		12.5	150.6
<b>State</b>	96.7	18.4		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
<b>School</b>							16.0	21.2	21.8	
<b>District</b>							16.0	21.2	21.8	
<b>State</b>							22.0	21.1	21.4	

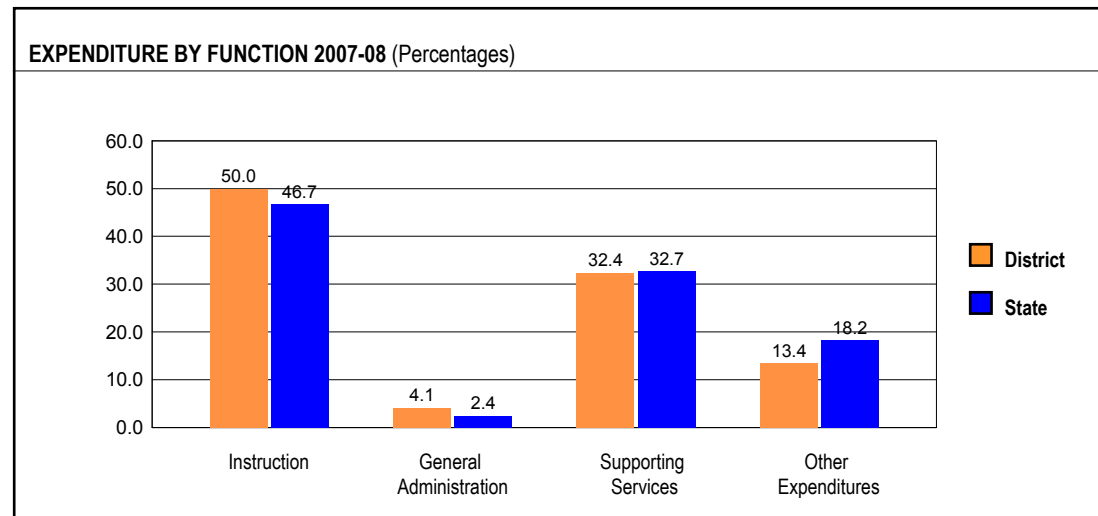
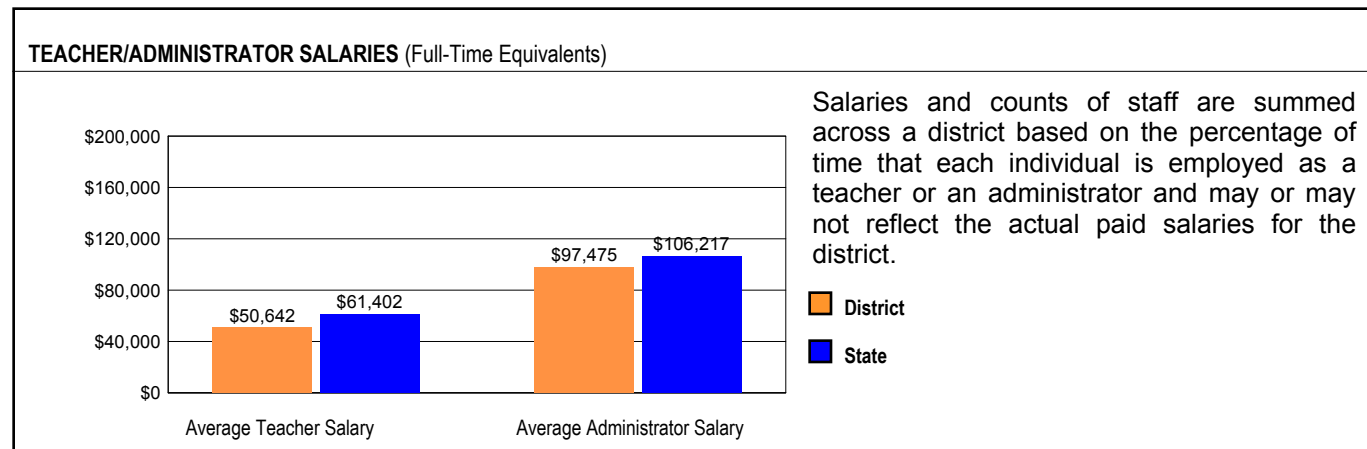
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>		42	42		42	42		84	84		42	42
<b>District</b>		42	42		42	42		84	84		42	42
<b>State</b>		54	51		43	44		104	92		43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	92.5	0.0	6.3	1.3	0.0	13.8	86.2	80
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	10.1	35.3	64.7	0.0	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	\$10,032,382	80.5	58.7	Education	\$8,526,592	69.9	71.5
Other Local Funding	\$1,215,486	9.8	6.3	Operations & Maintenance	\$1,897,141	15.5	8.6
General State Aid	\$426,334	3.4	18.6	Transportation	\$577,683	4.7	3.9
Other State Funding	\$615,367	4.9	9.0	Bond and Interest	\$815,324	6.7	6.3
Federal Funding	\$167,736	1.3	7.4	Rent	\$0	0.0	0.0
TOTAL	\$12,457,305			Municipal Retirement/ Social Security	\$289,750	2.4	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$96,096	0.8	6.8
				TOTAL	\$12,202,586		

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	\$402,949	2.32	\$5,733	\$9,667
State	**	**	\$6,103	\$10,417

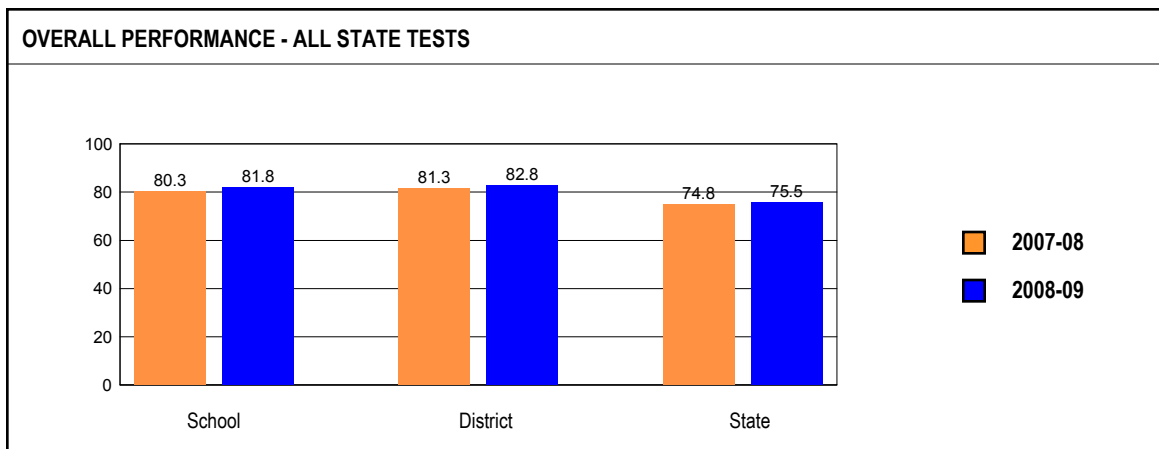
\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.  
**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.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

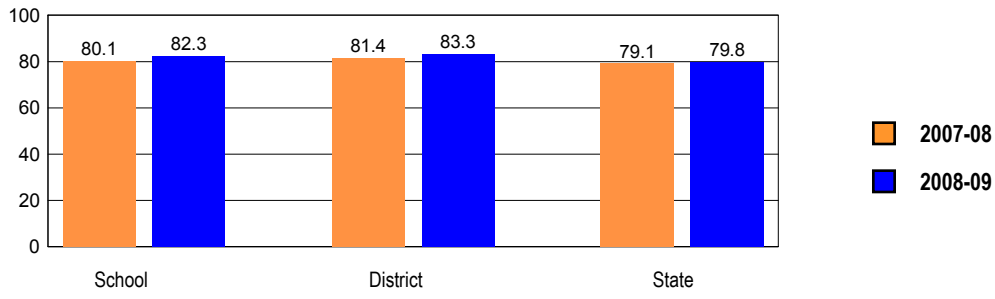
### OVERALL STUDENT PERFORMANCE

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.



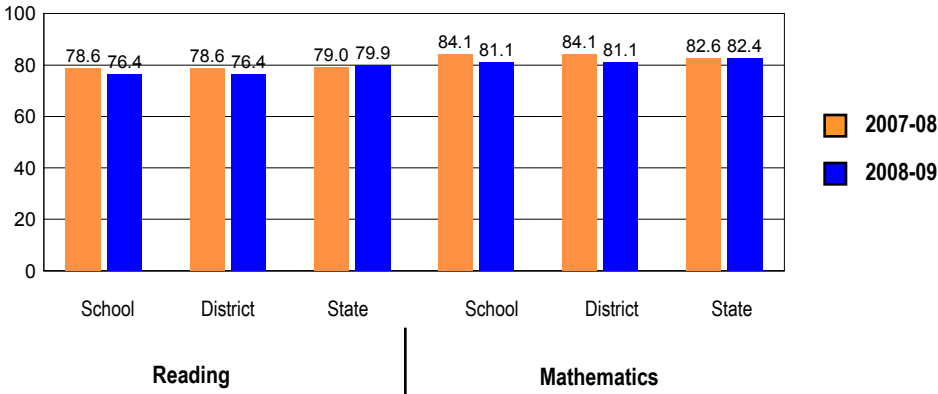
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



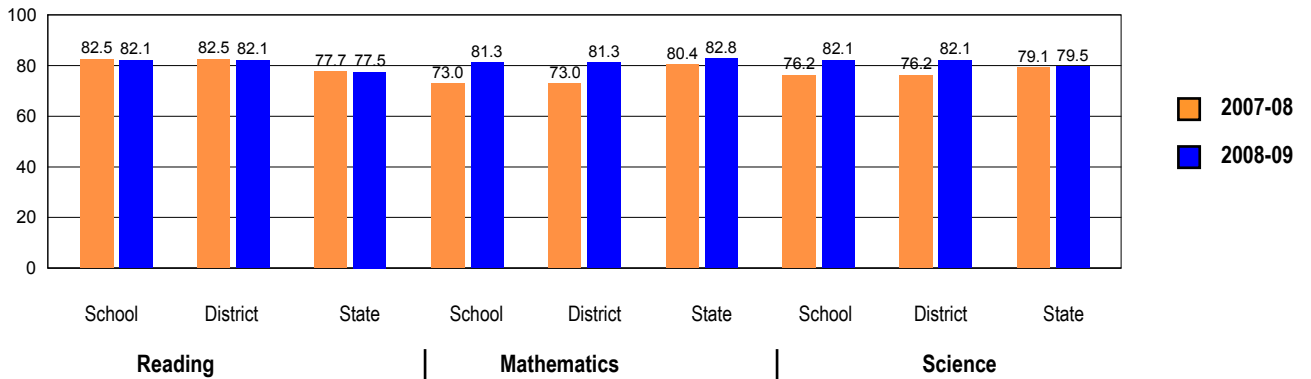
**ISAT PERFORMANCE**

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.

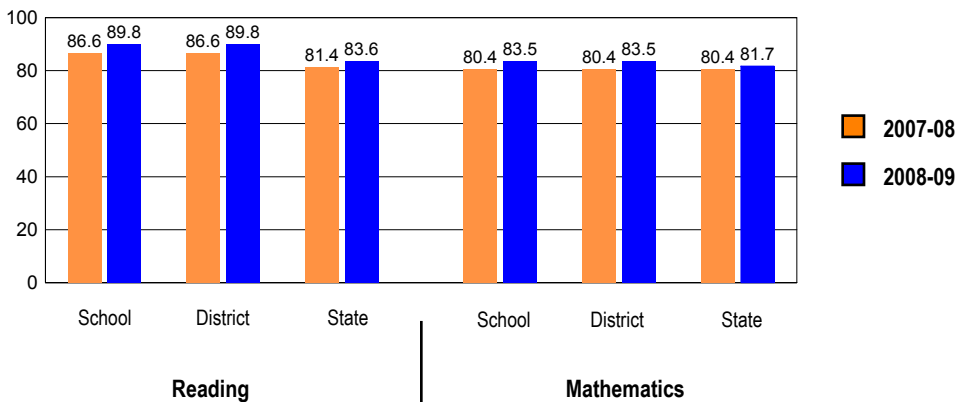
**ISAT Grade 6**



**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 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	399	209	190	168	117	76	11	0	27	32	0	36	45
	Reading	0.0	0.0	0.0	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	0.0	0.0	0.0	0.00	0.0		0.0	0.0
District	*Enrollment	788	405	383	319	213	183	21	0	52	77	0	90	86
	Reading	0.0	0.0	0.0	0.0	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	0.0	0.0		0.0	0.0
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	138	69	69	55	41	22	8	0	12	4	0	15	19
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0
District	*Enrollment	256	135	121	106	66	50	14	0	20	17	0	30	30
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
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 6****Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	23.6	48.0	28.3	0.0	18.9	55.9	25.2
District	0.0	23.6	48.0	28.3	0.0	18.9	55.9	25.2
State	0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

**Grade 6 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	31.3	40.6	28.1	0.0	25.0	51.6	23.4
	District	0.0	31.3	40.6	28.1	0.0	25.0	51.6	23.4
	State	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female	School	0.0	15.9	55.6	28.6	0.0	12.7	60.3	27.0
	District	0.0	15.9	55.6	28.6	0.0	12.7	60.3	27.0
	State	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	12.7	43.6	43.6	0.0	10.9	49.1	40.0
	District	0.0	12.7	43.6	43.6	0.0	10.9	49.1	40.0
	State	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black	School	0.0	39.4	51.5	9.1	0.0	27.3	63.6	9.1
	District	0.0	39.4	51.5	9.1	0.0	27.3	63.6	9.1
	State	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic	School	0.0	31.0	51.7	17.2	0.0	31.0	55.2	13.8
	District	0.0	31.0	51.7	17.2	0.0	31.0	55.2	13.8
	State	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander	School								
	District								
	State	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American	School								
	District								
	State	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic	School								
	District								
	State	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

**Grade 6 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	44.4	55.6	0.0	0.0	33.3	66.7	0.0
District	0.0	44.4	55.6	0.0	0.0	33.3	66.7	0.0
State	0.5	58.4	37.6	3.4	1.6	42.6	51.0	4.8

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	90.9	9.1	0.0	0.0	81.8	18.2	0.0
	District	0.0	90.9	9.1	0.0	0.0	81.8	18.2	0.0
	State	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP	School	0.0	17.2	51.7	31.0	0.0	12.9	59.5	27.6
	District	0.0	17.2	51.7	31.0	0.0	12.9	59.5	27.6
	State	0.1	14.5	55.1	30.3	0.2	12.5	61.1	26.2

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	60.0	30.0	10.0	0.0	60.0	30.0	10.0
	District	0.0	60.0	30.0	10.0	0.0	60.0	30.0	10.0
	State	0.3	31.7	55.2	12.7	1.0	27.1	61.1	10.8
Not Eligible	School	0.0	20.5	49.6	29.9	0.0	15.4	58.1	26.5
	District	0.0	20.5	49.6	29.9	0.0	15.4	58.1	26.5
	State	0.1	10.2	50.5	39.3	0.2	8.6	57.2	34.0

**Grade 7**

**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	17.9	59.0	23.1	0.0	18.7	59.7	21.6	6.7	11.2	61.2	20.9
District	0.0	17.9	59.0	23.1	0.0	18.7	59.7	21.6	6.7	11.2	61.2	20.9
State	0.5	22.0	56.8	20.7	1.6	15.6	55.0	27.7	7.0	13.6	55.7	23.8

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	16.7	62.1	21.2	0.0	25.8	53.0	21.2	9.1	10.6	53.0	27.3
	District	0.0	16.7	62.1	21.2	0.0	25.8	53.0	21.2	9.1	10.6	53.0	27.3
	State	0.7	26.1	55.4	17.9	2.1	17.1	52.8	28.0	7.9	13.0	52.8	26.4
Female	School	0.0	19.1	55.9	25.0	0.0	11.8	66.2	22.1	4.4	11.8	69.1	14.7
	District	0.0	19.1	55.9	25.0	0.0	11.8	66.2	22.1	4.4	11.8	69.1	14.7
	State	0.3	17.8	58.2	23.7	1.2	14.0	57.4	27.4	6.0	14.2	58.7	21.1

**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	15.4	50.0	34.6	0.0	9.6	63.5	26.9	0.0	7.7	59.6	32.7
	District	0.0	15.4	50.0	34.6	0.0	9.6	63.5	26.9	0.0	7.7	59.6	32.7
	State	0.2	14.2	57.6	28.0	0.7	9.1	53.4	36.7	2.9	7.1	55.2	34.8
Black	School	0.0	26.8	61.0	12.2	0.0	34.1	53.7	12.2	17.1	19.5	58.5	4.9
	District	0.0	26.8	61.0	12.2	0.0	34.1	53.7	12.2	17.1	19.5	58.5	4.9
	State	1.0	35.9	54.7	8.4	4.1	31.3	55.4	9.3	15.3	25.4	54.1	5.3
Hispanic	School	0.0	13.6	59.1	27.3	0.0	22.7	59.1	18.2	4.5	9.1	68.2	18.2
	District	0.0	13.6	59.1	27.3	0.0	22.7	59.1	18.2	4.5	9.1	68.2	18.2
	State	0.8	32.4	57.5	9.3	1.9	20.0	62.4	15.7	10.8	21.4	59.0	8.7
Asian/Pacific Islander	School												
	District												
	State	0.2	9.4	51.3	39.2	0.5	4.9	37.8	56.8	2.8	5.4	51.0	40.8
Native American	School												
	District												
	State	0.0	19.1	56.4	24.5	0.8	12.8	60.3	26.0	5.0	11.2	55.6	28.2
Multiracial/Ethnic	School	0.0	16.7	75.0	8.3	0.0	8.3	66.7	25.0	8.3	8.3	58.3	25.0
	District	0.0	16.7	75.0	8.3	0.0	8.3	66.7	25.0	8.3	8.3	58.3	25.0
	State	0.5	19.6	57.3	22.6	1.8	14.9	55.5	27.8	6.2	12.0	58.4	23.4

**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	72.7	27.3	0.0	0.0	81.8	18.2	0.0	36.4	27.3	36.4	0.0
	District	0.0	72.7	27.3	0.0	0.0	81.8	18.2	0.0	36.4	27.3	36.4	0.0
	State	2.7	59.0	34.6	3.7	8.3	44.0	42.0	5.7	24.1	26.5	42.5	6.8
Non-IEP	School	0.0	13.0	61.8	25.2	0.0	13.0	63.4	23.6	4.1	9.8	63.4	22.8
	District	0.0	13.0	61.8	25.2	0.0	13.0	63.4	23.6	4.1	9.8	63.4	22.8
	State	0.2	16.4	60.1	23.3	0.6	11.3	57.0	31.1	4.4	11.6	57.7	26.3

**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	26.3	68.4	5.3	0.0	42.1	47.4	10.5	21.1	21.1	47.4	10.5
	District	0.0	26.3	68.4	5.3	0.0	42.1	47.4	10.5	21.1	21.1	47.4	10.5
	State	0.9	34.1	56.3	8.8	2.9	24.7	59.3	13.1	12.2	21.9	57.1	8.7
Not Eligible	School	0.0	16.5	57.4	26.1	0.0	14.8	61.7	23.5	4.3	9.6	63.5	22.6
	District	0.0	16.5	57.4	26.1	0.0	14.8	61.7	23.5	4.3	9.6	63.5	22.6
	State	0.2	12.6	57.1	30.1	0.7	8.4	51.7	39.3	2.9	7.0	54.6	35.6

**Grade 8**

**Grade 8 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	10.2	80.5	9.4	0.0	16.5	70.1	13.4
District		0.0	10.2	80.5	9.4	0.0	16.5	70.1	13.4
State		0.4	16.0	74.6	9.0	0.8	17.5	54.5	27.2

**Grade 8 - Gender**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	11.1	79.2	9.7	0.0	13.9	66.7	19.4
	District	0.0	11.1	79.2	9.7	0.0	13.9	66.7	19.4
	State	0.5	19.0	72.5	7.9	0.9	18.6	53.1	27.4
Female	School	0.0	8.9	82.1	8.9	0.0	20.0	74.5	5.5
	District	0.0	8.9	82.1	8.9	0.0	20.0	74.5	5.5
	State	0.2	12.9	76.7	10.2	0.6	16.4	56.0	27.0

**Grade 8 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	0.0	85.5	14.5	0.0	9.3	68.5	22.2
	District	0.0	0.0	85.5	14.5	0.0	9.3	68.5	22.2
	State	0.2	10.0	77.2	12.6	0.4	10.3	53.4	35.9
Black	School	0.0	15.0	82.5	2.5	0.0	25.0	72.5	2.5
	District	0.0	15.0	82.5	2.5	0.0	25.0	72.5	2.5
	State	0.7	28.6	68.7	2.1	1.9	34.5	54.4	9.2
Hispanic	School	0.0	24.0	72.0	4.0	0.0	16.0	68.0	16.0
	District	0.0	24.0	72.0	4.0	0.0	16.0	68.0	16.0
	State	0.5	22.2	73.6	3.7	0.8	22.9	61.3	15.0
Asian/Pacific Islander	School								
	District								
	State	0.2	6.3	72.5	21.0	0.4	5.7	36.0	57.9
Native American	School								
	District								
	State	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8
Multiracial/Ethnic	School								
	District								
	State	0.2	14.6	75.5	9.6	0.5	16.7	56.0	26.7

**Grade 8 - Limited-English-Proficient**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	0.0	50.0	50.0	0.0	0.0	30.0	70.0	0.0
	District	0.0	50.0	50.0	0.0	0.0	30.0	70.0	0.0
	State	1.4	51.9	46.3	0.5	2.3	43.3	48.8	5.6

**Grade 8 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	33.3	66.7	0.0	0.0	40.0	60.0	0.0
	District	0.0	33.3	66.7	0.0	0.0	40.0	60.0	0.0
	State	0.6	25.8	70.5	3.0	1.3	28.1	58.1	12.4
Not Eligible	School	0.0	7.1	82.3	10.6	0.0	13.4	71.4	15.2
	District	0.0	7.1	82.3	10.6	0.0	13.4	71.4	15.2
	State	0.1	8.6	77.7	13.6	0.4	9.4	51.8	38.4

## 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
<b>State AYP Minimum Target</b>	95.0		95.0		70.0			70.0			90.0		78.0	
<b>All</b>	100.0	Yes	100.0	Yes	84.3		Yes	83.1		Yes	95.8	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	89.0		Yes	88.9		Yes				
<b>Black</b>	100.0	Yes	100.0	Yes	78.3		Yes	72.5		Yes				
<b>Hispanic</b>	100.0	Yes	100.0	Yes	80.0		Yes	82.2		Yes				
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	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.

**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.)

**District 92½**

Westchester Public Schools, District 92½, has an ongoing commitment to focus resources on improving instructional programs, services, and facilities. Professional development, alignment of curriculum to state standards and implementation of research-based programs are priorities. Overall performance on the 2008-2009 state tests (ISAT, IAA) indicates that 82.8% of our students meet or exceed standards, up from 81.3% last year. State tests include the Illinois Standards Achievement Test (ISAT) and the Illinois Alternate Assessment (IAA). Students continue to score above national averages on the Terra Nova tests.

District improvements and areas of success for the 2008-2009 school year included:

- Implementation of Response to Intervention, a state mandated program developed to monitor student progress in meeting or exceeding state standards.
- Professional development in differentiating math instruction to meet the need of high achieving students and students who struggle with learning, effective co-teaching strategies, social-emotional learning, cultural awareness and wellness.
- Implementation of the adopted core reading program in grades Kindergarten through eight.
- Implementation of the Positive Behavioral Interventions & Supports (PBIS) model to teach students to engage in positive behaviors while discouraging problem behaviors. The District uses SWIS, a School-Wide Information System, to track PBIS data and trends. Social Workers support students with special needs to reinforce, clarify and practice the components of the PBIS philosophy.
- Collaboration with LADSE, the LaGrange Area Department of Special Education, in providing training for teachers of special needs students in the use of EasyIEP™, a computer based IEP system for special education management; professional development opportunities and opportunities for parents to attend workshops on a variety of topics.
- Teachers participated in team data days to analyze student achievement data. Data is used to identify students who would benefit from intervention strategies, enrichment, or modification of instruction.
- A committee of teachers reviewed and revised the science philosophy and evaluated textbooks and materials for the adoption of a science textbook.
- The strategic planning process began. The Board of Education developed District goals to improve schools. District staff has initiated several of the action plans and has made progress in each of the goal areas.

Westchester Public Schools, District 92½, continues its commitment to excellence in our schools. District goals for the 2009-2010 school year are:

- Continue professional development in differentiating instruction to meet the need of high achieving students and students who struggle with learning. Teachers will work with a consultant throughout the school year to study, practice and implement a variety of instructional strategies, make data-driven decisions and to scaffold and extend instruction with the goal of improved student achievement.
- A District committee will meet to revise the teacher evaluation tool to reflect the professional teaching standards and to have a positive impact on student learning.
- The District will offer newly employed teachers an enhanced orientation, mentor program and support throughout the school year.
- A Curriculum Advisory Committee will advise district administrators on issues such as Response to Intervention, assessment and professional development needs
- The technology teachers will provide additional support to classroom teachers with the goal of integrating technology in daily instruction.
- The district is committed to advance Response to Intervention (RtI) and will work with LADSE (LaGrange Area Department of Special Education) to move forward with further implementation. Staff members will investigate and make a recommendation to purchase research-based math interventions. Tier three reading interventions and supports will be implemented at each of the schools: At WPS, Triumphs; at WIS Read 180 and at WMS, Reading Navigator.
- Middle School math teachers will work with a math consultant to study algebra for all eighth grade students.
- The district continues its commitment to working with parents and plans additional activities such as a welcome back to school day, coffees sponsored by principals, and a parent advisory committee as part of the Strategic Plan to build partnerships with families.

### **Westchester Middle School Report Card 2008-2009**

During the 2008-2009 school year, the Westchester Middle School teachers developed and applied strategies based on research and best practices to help students improve in the areas of reading, writing, math and school climate (PBIS). Alignment of curriculum to the Illinois State Learning Standards continued as a priority. Professional development and implementation of technology were also an important component of school improvement efforts.

During the 2008-2009 school year specific improvements and areas of success included:

- Teachers participated in data days to analyze student achievement data. They identified students that were exceeding and needed more challenging instruction, they developed plans to implement intervention strategies, provide modification or enrichment. Teachers also addressed the social/emotional learning standards through PBIS.
- Teachers participated in professional development programs for differentiating instruction, ELL strategies, technology, and reading and math instruction in all content areas. Teachers participated in job-embedded professional development in

reading instruction to continue to implement research-based teaching strategies in the classroom and also to refine the middle school model.

- Teachers utilized intervention programs, leveled reading materials, reading workshop, guided reading, journals and conferences with students to support learning. Teachers used the AIMSweb monitoring program to track student progress and evaluate the effectiveness of research-based interventions in Reading. All students were benchmarked in Math using the Curriculum Based Measure (CBM).
- The WMS reading specialist provided supplemental reading instruction during a forty minute Reading Strategies class for students identified as having difficulty with reading. Additional reading support was provided using the co-teaching model in Language Arts classrooms.
- The ESL resource teacher provided supplemental instruction during a forty minute class for identified English Language Learners. Additional support was provided using the co-teaching model in Social Science classrooms.
- The Student Support Network was utilized to promote academic success for students with needs. The administrators and school psychologist worked with WMS teachers to problem solve student academic and behavioral needs using data and the RtI tiered model.
- School staff participated in a week long PBIS Skill Blitz to teach students school wide behavioral expectations. A Newcomers Club was established for academic and social support to new students. The Westchester Middle School staff enhanced the use of the PBIS model (Positive Behavioral Interventions and Supports). Teachers analyzed data using SWIS, School-Wide Information System, and implemented interventions to address areas of problem behaviors using the (RtI) tiered model. Prime Time was used to implement the PBIS program and check in with students' homework and academic progress.

### **Plans for the 2009-2010 School Year**

Westchester Middle School will work toward meeting its priority goals as identified in the 2009-2010 School Improvement Plan. Special emphasis will be placed on the priority areas of identifying students not meeting standards, using research-based strategies and programs to teach reading and math, and to further improve school climate using the PBIS model.

- Teachers will continue to participate in data days three times during the school year to analyze student achievement data in order to identify students who are exceeding and students who need more challenging instruction. Teachers will implement intervention strategies, provide modifications or enrichment for instruction. They will differentiate, scaffold instruction for struggling students, and address the social/emotional learning standards through PBIS.
- Teachers will participate in professional development programs for differentiation, ELL strategies, technology, reading instruction and algebra for all students.
- Teachers will utilize guided reading, reciprocal teaching strategies, intervention programs, leveled reading materials, reading workshop, journals and conferences with students to support learning.

- The WMS reading specialist will provide supplemental reading instruction during a forty minute Tier 2 class for students identified as having difficulty with reading. A more intense Tier 3 program will supplement the reading instruction for students not meeting state standards.
- Tier 3 reading support will also be provided for forty minutes after school for students identified as needing extra reading instruction.
- Sixth grade language arts teachers will pilot student led conferences.
- Teachers will present a literacy focused event for parents who want to support their child's reading outside the school environment.
- Students will be benchmarked in Math for computation and concepts and applications, using the Curriculum Based Measure (CBM).
- The Technology Specialist and Media Specialist will support teachers in implementing technology and media in all curricular areas.
- Teachers will pilot the Second Step program and determine a plan to implement this program.
- The PBIS Check-In/Check-Out program will be utilized to support students who need tier 2 interventions for academic, organizational, and social issues.