

Sycamore Middle School
Sycamore CUSD 427
Sycamore, 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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

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	84.5	3.9	6.4	1.2	0.8	3.2	15.5	0.6		2.4	8.1	94.7	845
District	85.2	2.9	6.5	1.7	0.7	2.9	14.2	2.0		1.3	9.3	94.2	3,672
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

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	97.0
District	90.8
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	17.7	19.9	13.4	229.5
State	18.3	18.0	13.5	211.6

* 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							27.4	25.7	24.0	
District							27.4	25.7	24.0	
State							22.2	21.6	21.5	

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		46	46		46	46		92	92		46	46
District		46	46		46	46		92	92		46	46
State		54	51		43	44		104	93		43	44

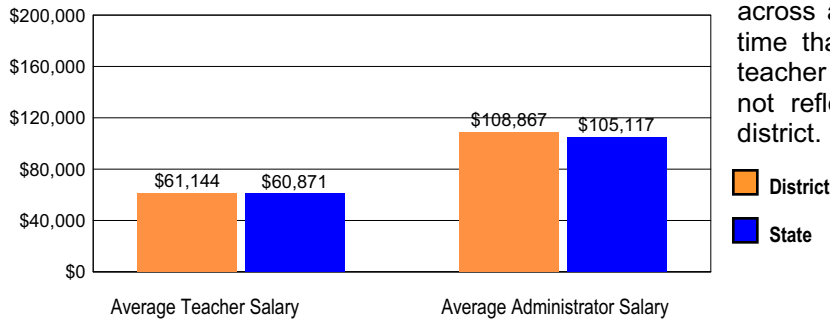
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.0	2.2	0.4	0.4	0.0	28.0	72.0	232
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	12.1	41.8	58.2	0.0	0.0
State	12.4	46.7	53.2	0.7	0.7

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

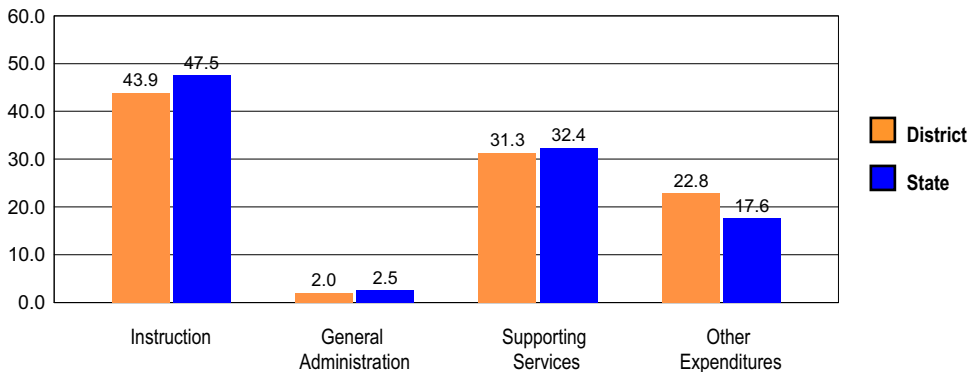
SCHOOL DISTRICT FINANCES

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 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$22,109,069	59.0	57.6	Education	\$25,599,286	65.2	72.6
Other Local Funding	\$3,962,005	10.6	7.3	Operations & Maintenance	\$6,952,224	17.7	8.5
General State Aid	\$7,393,185	19.7	18.1	Transportation	\$2,239,838	5.7	3.9
Other State Funding	\$3,331,272	8.9	9.7	Bond and Interest	\$3,115,706	7.9	6.7
Federal Funding	\$651,110	1.7	7.3	Rent	\$0	0.0	0.0
TOTAL	\$37,446,641			Municipal Retirement/ Social Security	\$960,498	2.4	1.8
				Fire Prevention & Safety	\$410,808	1.0	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	5.6
				TOTAL	\$39,278,360		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$121,431	5.16	\$5,232	\$9,603
State	**	**	\$5,808	\$9,907

** 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.

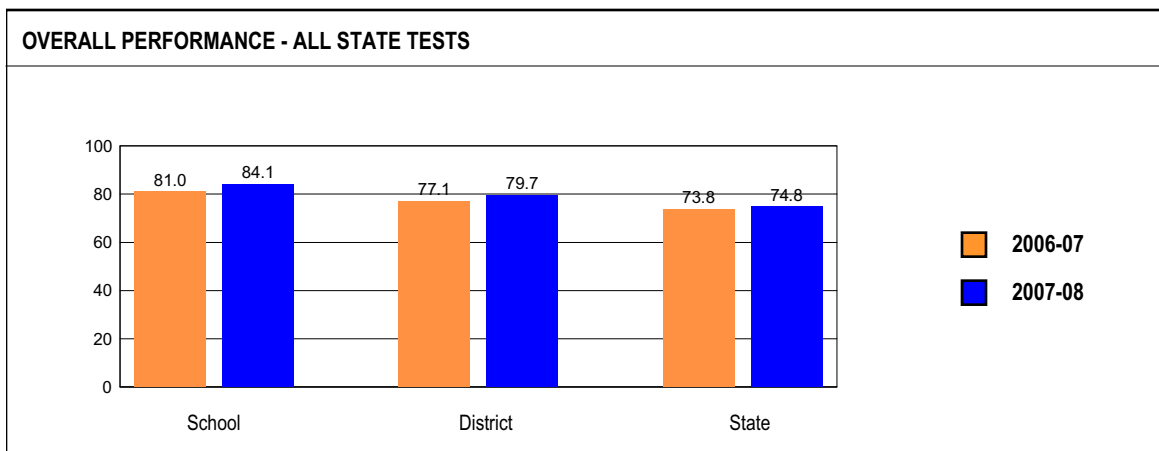
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

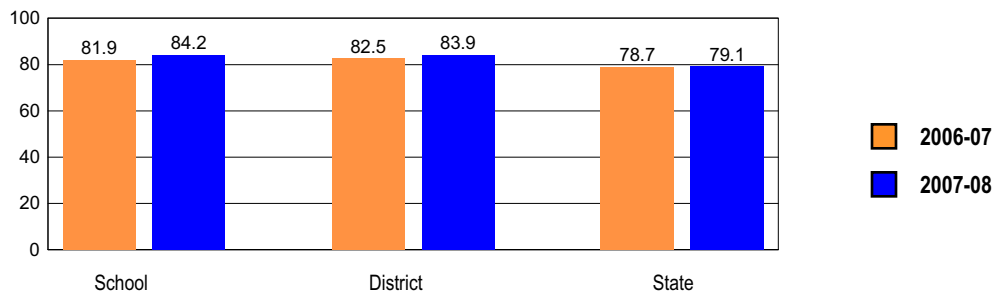
OVERALL STUDENT PERFORMANCE

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 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.



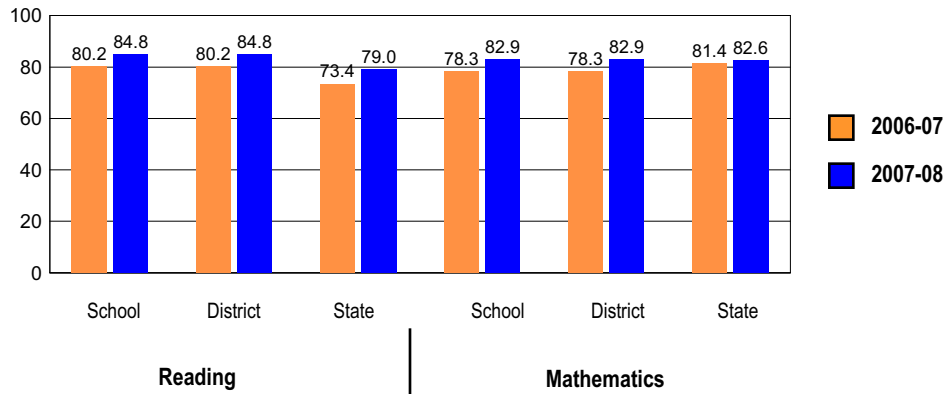
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



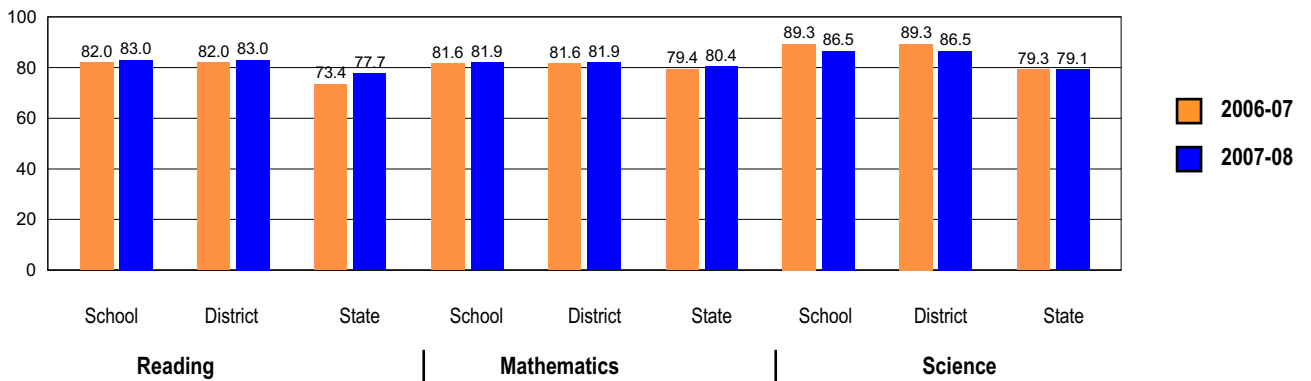
ISAT PERFORMANCE

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.

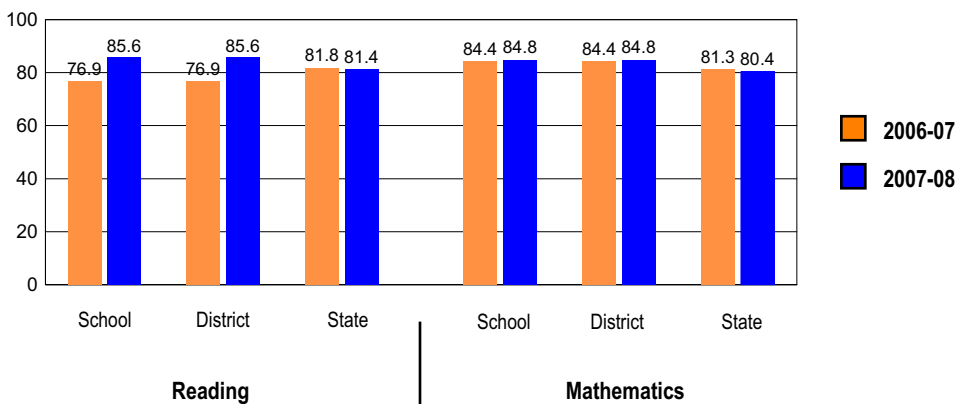
ISAT Grade 6



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	843	438	405	707	37	57	10	7	25	10		73	159
	Reading	0.1	0.2	0.0	0.1	0.0	0.0	0.0		0.00	0.0		0.0	0.0
	Mathematics	0.1	0.2	0.0	0.1	0.0	0.0	0.0		0.00	0.0		0.0	0.0
District	*Enrollment	1,967	1,013	954	1,658	65	147	31	14	52	35		152	384
	Reading	0.2	0.3	0.0	0.1	0.0	0.7	0.0	0.0	0.0	0.0		0.7	0.5
	Mathematics	0.2	0.3	0.0	0.1	0.0	0.7	0.0	0.0	0.0	0.0		0.7	0.5
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3

* 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	285	141	144	242	13	18	2	2	8	2		23	63
	Science	0.0	0.0	0.0	0.0	0.0	0.0						0.0	0.0
District	*Enrollment	852	437	415	733	27	56	13	3	20	9		48	159
	Science	0.2	0.5	0.0	0.1	0.0	1.8	0.0		0.0			2.1	1.3
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

* 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	15.2	54.8	30.0	0.0	17.1	68.8	14.1
District	0.0	15.2	54.8	30.0	0.0	17.1	68.8	14.1
State	0.3	20.7	53.4	25.7	0.6	16.7	62.0	20.7

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	19.4	59.0	21.5	0.0	21.7	67.1	11.2
	District	0.0	19.4	59.0	21.5	0.0	21.7	67.1	11.2
	State	0.4	23.9	53.0	22.7	0.8	18.4	59.9	20.9
Female	School	0.0	10.3	50.0	39.7	0.0	11.9	70.6	17.5
	District	0.0	10.3	50.0	39.7	0.0	11.9	70.6	17.5
	State	0.2	17.3	53.7	28.8	0.4	15.1	64.1	20.4

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	14.8	52.8	32.3	0.0	16.2	68.9	14.9
	District	0.0	14.8	52.8	32.3	0.0	16.2	68.9	14.9
	State	0.1	11.8	53.1	35.0	0.2	8.9	63.4	27.5
Black	School	0.0	0.0	81.8	18.2	0.0	18.2	81.8	0.0
	District	0.0	0.0	81.8	18.2	0.0	18.2	81.8	0.0
	State	0.7	35.9	53.4	10.0	1.6	34.8	56.9	6.7
Hispanic	School	0.0	35.3	58.8	5.9	0.0	35.3	64.7	0.0
	District	0.0	35.3	58.8	5.9	0.0	35.3	64.7	0.0
	State	0.4	31.7	55.4	12.5	0.7	22.2	65.6	11.5
Asian/Pacific Islander	School								
	District								
	State	0.1	8.2	46.1	45.7	0.1	5.1	47.3	47.5
Native American	School								
	District								
	State	0.4	19.4	50.6	29.5	1.3	16.8	64.7	17.2
Multiracial/Ethnic	School								
	District								
	State	0.2	17.1	55.0	27.7	0.5	14.6	64.1	20.8

Grade 6 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	56.5	43.5	0.0	0.0	47.8	52.2	0.0
	District	0.0	56.5	43.5	0.0	0.0	47.8	52.2	0.0
	State	1.6	55.4	37.0	5.9	3.1	44.9	47.3	4.8
Non-IEP	School	0.0	11.3	55.9	32.8	0.0	14.2	70.3	15.4
	District	0.0	11.3	55.9	32.8	0.0	14.2	70.3	15.4
	State	0.1	15.3	55.9	28.7	0.2	12.5	64.2	23.1

Grade 6 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	31.9	57.4	10.6	0.0	29.8	66.0	4.3
	District	0.0	31.9	57.4	10.6	0.0	29.8	66.0	4.3
	State	0.5	33.1	54.7	11.7	1.1	27.3	62.3	9.3
Not Eligible	School	0.0	11.7	54.3	34.1	0.0	14.4	69.4	16.2
	District	0.0	11.7	54.3	34.1	0.0	14.4	69.4	16.2
	State	0.1	10.9	52.3	36.7	0.2	8.4	61.7	29.7

Grade 7

Grade 7 - All

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School	School	0.4	16.6	64.0	19.1	0.4	17.7	64.2	17.7	3.9	9.6	60.1	26.3
	District	0.4	16.6	64.0	19.1	0.4	17.7	64.2	17.7	3.9	9.6	60.1	26.3
	State	0.5	21.8	59.1	18.6	1.8	17.8	54.5	25.9	6.4	14.5	55.8	23.4

Grade 7 - Gender

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.7	20.1	63.3	15.8	0.7	21.0	56.5	21.7	3.6	6.5	59.4	30.4
	District	0.7	20.1	63.3	15.8	0.7	21.0	56.5	21.7	3.6	6.5	59.4	30.4
	State	0.8	25.5	57.8	16.0	2.2	18.7	52.1	26.9	7.0	13.6	53.3	26.1
Female	School	0.0	13.2	64.6	22.2	0.0	14.6	71.5	13.9	4.2	12.6	60.8	22.4
	District	0.0	13.2	64.6	22.2	0.0	14.6	71.5	13.9	4.2	12.6	60.8	22.4
	State	0.3	17.9	60.4	21.4	1.3	16.8	56.9	24.9	5.8	15.3	58.4	20.5

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	12.4	66.8	20.7	0.0	13.3	66.7	20.0	2.9	6.7	62.3	28.0
	District	0.0	12.4	66.8	20.7	0.0	13.3	66.7	20.0	2.9	6.7	62.3	28.0
	State	0.3	14.2	60.3	25.2	0.8	10.3	53.9	34.9	2.8	7.5	55.5	34.2
Black	School	7.7	53.8	30.8	7.7	7.7	46.2	46.2	0.0	15.4	38.5	38.5	7.7
	District	7.7	53.8	30.8	7.7	7.7	46.2	46.2	0.0	15.4	38.5	38.5	7.7
	State	1.0	35.3	56.3	7.4	4.4	35.9	52.0	7.7	13.9	27.3	53.7	5.1
Hispanic	School	0.0	41.2	47.1	11.8	0.0	47.1	47.1	5.9	11.8	29.4	29.4	29.4
	District	0.0	41.2	47.1	11.8	0.0	47.1	47.1	5.9	11.8	29.4	29.4	29.4
	State	0.8	31.6	59.7	7.9	2.0	22.7	61.1	14.3	9.8	22.6	59.1	8.4
Asian/Pacific Islander	School												
	District												
	State	0.2	8.3	54.1	37.4	0.6	5.3	39.2	54.9	2.1	6.0	50.7	41.2
Native American	School												
	District												
	State	0.0	20.4	63.7	15.9	0.8	17.3	60.2	21.7	4.4	9.7	64.5	21.4
Multiracial/Ethnic	School												
	District												
	State	0.4	19.9	59.3	20.4	1.4	16.8	57.4	24.4	5.6	12.8	59.6	22.1

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	4.8	61.9	33.3	0.0	4.8	57.1	33.3	4.8	14.3	14.3	71.4	0.0
	District	4.8	61.9	33.3	0.0	4.8	57.1	33.3	4.8	14.3	14.3	71.4	0.0
	State	2.8	59.2	34.9	3.2	8.8	46.0	39.8	5.4	22.3	28.4	42.8	6.5
Non-IEP	School	0.0	13.0	66.4	20.6	0.0	14.6	66.7	18.8	3.1	9.2	59.2	28.5
	District	0.0	13.0	66.4	20.6	0.0	14.6	66.7	18.8	3.1	9.2	59.2	28.5
	State	0.2	16.1	62.8	21.0	0.7	13.5	56.7	29.0	4.0	12.3	57.7	25.9

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	1.6	29.0	61.3	8.1	1.6	34.4	55.7	8.2	14.8	18.0	52.5	14.8
	District	1.6	29.0	61.3	8.1	1.6	34.4	55.7	8.2	14.8	18.0	52.5	14.8
	State	0.9	33.8	57.5	7.7	3.1	28.5	57.0	11.4	11.3	23.7	56.7	8.2
Not Eligible	School	0.0	13.1	64.7	22.2	0.0	13.1	66.5	20.4	0.9	7.3	62.3	29.5
	District	0.0	13.1	64.7	22.2	0.0	13.1	66.5	20.4	0.9	7.3	62.3	29.5
	State	0.2	12.8	60.3	26.7	0.8	9.8	52.6	36.8	2.7	7.6	55.1	34.6

Grade 8

Grade 8 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	1.1	13.3	78.8	6.8	2.2	13.0	67.5	17.3
District	1.1	13.3	78.8	6.8	2.2	13.0	67.5	17.3
State	0.4	18.2	73.0	8.4	1.6	18.0	53.1	27.2

Grade 8 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	2.1	17.2	75.9	4.8	2.8	12.6	69.9	14.7
	District	2.1	17.2	75.9	4.8	2.8	12.6	69.9	14.7
	State	0.5	22.0	69.8	7.7	1.9	18.9	51.2	28.0
Female	School	0.0	9.0	82.0	9.0	1.5	13.4	64.9	20.1
	District	0.0	9.0	82.0	9.0	1.5	13.4	64.9	20.1
	State	0.2	14.3	76.4	9.1	1.4	17.0	55.2	26.5

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	1.3	11.9	78.8	8.0	1.3	10.7	68.4	19.6
	District	1.3	11.9	78.8	8.0	1.3	10.7	68.4	19.6
	State	0.2	11.6	76.4	11.8	0.8	10.3	52.3	36.6
Black	School	0.0	15.4	76.9	7.7	7.7	23.1	69.2	0.0
	District	0.0	15.4	76.9	7.7	7.7	23.1	69.2	0.0
	State	0.8	30.5	66.7	2.0	3.8	35.3	51.9	9.1
Hispanic	School	0.0	27.3	72.7	0.0	9.1	27.3	50.0	13.6
	District	0.0	27.3	72.7	0.0	9.1	27.3	50.0	13.6
	State	0.4	26.1	70.3	3.2	1.9	23.6	59.9	14.6
Asian/Pacific Islander	School								
	District								
	State	0.1	7.5	72.4	20.1	0.5	5.6	37.2	56.6
Native American	School								
	District								
	State	0.8	17.4	74.3	7.5	1.2	16.5	61.2	21.1
Multiracial/Ethnic	School								
	District								
	State	0.3	15.0	75.0	9.7	1.6	17.1	55.0	26.3

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	15.0	55.0	30.0	0.0	5.3	47.4	47.4	0.0
	District	15.0	55.0	30.0	0.0	5.3	47.4	47.4	0.0
	State	2.0	55.7	41.4	0.9	7.6	49.2	38.7	4.5
Non-IEP	School	0.0	10.1	82.6	7.4	1.9	10.5	69.0	18.6
	District	0.0	10.1	82.6	7.4	1.9	10.5	69.0	18.6
	State	0.1	12.4	77.9	9.5	0.7	13.2	55.4	30.7

Grade 8 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	25.0	72.9	2.1	12.5	10.4	70.8	6.3
	District	0.0	25.0	72.9	2.1	12.5	10.4	70.8	6.3
	State	0.7	28.9	67.8	2.6	2.8	29.0	56.1	12.2
Not Eligible	School	1.3	10.9	80.0	7.8	0.0	13.5	66.8	19.7
	District	1.3	10.9	80.0	7.8	0.0	13.5	66.8	19.7
	State	0.2	10.5	76.8	12.6	0.8	10.0	51.0	38.1

2008 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	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 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		62.5			62.5			90.0		75.0	
All	99.9	Yes	99.9	Yes	84.7		Yes	83.4		Yes	94.7	Yes		
White	99.9	Yes	99.9	Yes	86.7		Yes	86.3		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	63.6		Yes	60.0		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	40.8	39.6	Yes	51.4	40.9	Yes	94.2			
Economically Disadvantaged	100.0	Yes	100.0	Yes	71.7		Yes	70.2		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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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.)

As an ongoing process toward improvement, student performance at Sycamore Middle School undergoes analysis each year and throughout the year in an effort to determine strengths and opportunities for improvement in our educational delivery system and to determine a plan for improvement. This process included a review of our curriculum in comparison to state established goals, an analysis of assessment data from locally designed assessments, an analysis of the test data from the Illinois Standards Achievement Tests (ISAT) and the Explore exam, and other data points included in the IL State Report Card and End of Year report.

This in-depth review indicates to us that Sycamore Middle School students are, on the whole, performing at or above state and locally developed standards in all fundamental learning areas with good results in reading and particularly strong scores in science! The overall picture that emerges is that the school is meeting the needs of its students at a high level. Yet, while we are generally pleased with the results of these various assessments, we also recognize that there are areas in the curriculum and in the programmatic operation of the school that can be enhanced. Below is a summary of program successes in the 2007-2008 school year as well as recommendations for improvement.

English

Writing continues to be an area of focus for our students, because our staff believes it is vital to success in all curricular areas and in life after schooling. We continue to assess our students on the IL Learner Standards for middle school. Students were given local performance assessments in speech, expository essays, and a research project, across 7th and 8th grade. Overall, 88% of students met/exceeded the SMS benchmark (the same levels used on ISAT for Meets/Exceeds.) This suggests our students are doing well in the area of language arts in a variety of tasks. As we further disaggregated the data, overall, our 65% students with IEPs met/exceeded standards on the local performance tasks. 80% of economically disadvantaged students met/exceeded standards on local performance standards. The 8th graders' Explore results show that SMS exceeds national norms by 14%, with an average performance score of 73%.

We will continue to expand our practice to teach our students how to write and self-evaluate using *Six Traits of Writing*. The English Department's goals for 2008-2009 are to increase students' use of critical and analytical thinking in their writing, increase articulation concerning curriculum in English within and across grade levels, to develop a list of common vocabulary in English, and to continue implementation of a common language for writing at all grade levels based on the *Six Traits of Writing*.

Reading

This year's reading scores indicate to us that most of our students are developing the appropriate grade level reading skills they need. 79% of our students either met or exceeded state standards on ISAT, a 4% decrease from last year. Our local performance data shows 85% of our students meet/exceed the benchmark on the following IL Learner Standards: Reading in Context, Literary techniques, Literary Genres, and Story Elements. With further disaggregation, 60% our students with IEPs met/exceeded the benchmark set by ISAT on our local performance assessments. This is important, as this was a goal for improvement in our 07-08 school improvement plan. 76% of our students with economic disadvantage met/exceeded standards on our local performance assessments. Initial reports report that Sycamore Middle School met AYP this year with both subgroups in reading.

Additionally, Explore reading scores indicated that Sycamore Middle School students outscored other students nationally. Our Explore reading score is 73%, compared to a national average of 64%. (This is a 3% decrease from last year's scores.) While ISAT Reading scores have remained fairly stable over the last three years, we will continue to monitor students' progress in this important area and disaggregate the data to find pockets of students needing additional assistance.

One possible explanation for some students' difficulties in Reading is students who are reading below grade level, particularly those students that are reading significantly (1½-2 years) below that grade level range. We feel fortunate to offer a class called Reading Plus. This class is taught by a certified remedial reading teacher, who is able to assess student progress and target specific skills needed to help students progress more than a year's growth within a school year. We continue to refine our diagnostic assessments, referral, and dismissal procedures for "Reading Plus", as well as considering how to meet more students' needs. Our goal is to target students who need support early.

Our goals for Reading are to increase the use of critical and analytical skills and plan time for articulation at grade levels to coordinate curriculum and share ideas for effective literacy instruction. We will continue utilizing literacy strategies in all curricular areas as well.

Science

ISAT science results again reveal a strong program that is successfully meeting the needs of students, with 86% meeting/exceeding standards. On the Explore Exam, SMS students outscored other students nationally, 74% v. 60%. Our local assessments show 91% of students meet/exceed the percentage benchmarks. Assessments were given in biology, physical science, and technology standards, and tested knowledge of cells, simple machines, and natural resources. 84% of our students with IEPs met/exceeded the benchmark on the standards assessed locally. 82% of students with economic disadvantage met/exceeded the benchmark. Despite additional challenges, our disaggregated data shows our students are succeeding in science!

Science was the first area to go through the CLI Curriculum process. The CLI process provided excellent opportunity for articulation, and the draft curriculum will be implemented this year in the first step of validation. Goals identified by the Science teachers are: Use the new science curriculum to plan, implement, and assess instruction and student learning. The department will continue to foster creative thinking by maintaining the Science Olympiad, a very successful event that has greatly stimulated interest in the area of science.

Social Studies

Social Studies is no longer tested on ISAT. However, Sycamore Middle School is committed to monitoring student progress on the IL Learner Standards. Benchmarks used to measure meets/exceeds were 70%. Overall 83% of all students met/exceeded benchmarks on local performance assessments. SMS students are doing well in the area of Social Studies! Students were tested on standards related to ancient civilization, geography, U.S. Constitution, world government models, and economics. 79% of 6th graders, 87% of 7th graders, and 85% of 8th graders met/exceeded the benchmark.

The history department disaggregated their data in reporting to identify students with IEPs, 504 accommodation plans, and low income. The department planned ways to help these students improve. This year, 79% of students with IEPs and 85% of low income students met/exceeded.

The goal for the Social Studies department is to review and refine curriculum to increase depth and decrease breadth toward improved learning of required standards for learning. The department goals are to increase achievement for students with low SES and to use strategies from the Rigor, Relevance, and Relationships seminar to determine essential curriculum and to focus on turning out students who are "life, College, and Work ready."

Math

The math department has always made problem solving and application of skills a priority. This year, Math worked through the CLI Curriculum process, mapping skills/concepts from K-12. Middle School committee members had an enormous challenge developing curriculum to follow elementary while preparing students for algebra and other high school math courses. Through strong articulation, the department wrote curriculum to meet students' and the district's needs and goals. However, this presented a challenge, as our current resource, *Connected Math* does not easily align with the new curriculum draft. Teachers advocated for piloting some other resources, which will be a focus in 2008-2009. ISAT results maintained the recent years' increases with 83% meeting/exceeding, which represents a 3% increase. Compared to national norms on Explore, our students exceeded the national scores by 11% with a 64%. This represents a slight decrease of 3%.

On local assessments, over the three grade levels, 88% met/exceeded standards. The standards tested were mean, median, and mode, area, perimeter and circumference, percent, and linear equations. Further disaggregation of data show that 79% of students with IEPs met/exceeded standards on local assessments. 82% of students with economic disadvantage met/exceeded standards. Our students are doing well in math.

The department's goals for the 2008-2009 school year are to continue to investigate math series for implementation aligned with the math curriculum draft and to align GaTES math curriculum with the curriculum draft, as well.

Other factors impacting achievement

One challenge we face is the difference in achievement on ISAT compared to local assessments for our students who have IEPs. Additional disaggregation of data reveals a difference in how students perform on assessments when modifications designed to meet their individual needs are allowed. NCLB has two conflicting mandates. Schools required to meet individual's deficits in learning with an IEP. At the same time, those same students are required to take ISAT without some of the accommodations they require, due to the testing restrictions designed within ISAT. Reading and math are often the source of learning disabilities for students, and with accommodations for daily learning, they succeed. Our special education department will continue to work in concert with all teachers to find ways to help these students better demonstrate the knowledge that they have in the areas of reading, math, science, and writing on ISAT. SMS staff has strategized ways to improve achievement for students with IEPs in Math and Reading in our goals for improvement.

We are noticing an increase in the number of students who require ELL services. Learning in a language other than one's native language is extremely challenging. Our staff is committed to assisting these students maximize their achievement across all curricula with accommodations.

"First Things First"-Self Discipline to Prioritize

SMS staff has noticed a decline in students' work ethic and work quality. There are many things that challenge students in time management: information age media-video games, cell phones, Internet socialization sites, internet information, Ipods, etc. In addition, many opportunities for extra curricular activities, excluding those offered at school, draw students' time and attention from their school work. Finally, many students reside in homes where necessity requires parents to work long hours, leaving students home alone to make choices regarding priorities. Sadly, some students live in dysfunction, and school is not the priority.

These challenges to students' work ethic require mature decision making and self-discipline. Teaching self-discipline strategies will be an important goal for Sycamore Middle School this year.

Middle School Philosophy Best Practices and Facility Planning

The SMS goal this year is "First Things First." To that end, our faculty will be involved in planning for the future, by first focusing on learning more about Middle School Philosophy and best practices under the guidance of Dr. Bill DeJong. Through articulation and engaging with Dr. DeJong's expertise, our staff and stakeholders will develop a benchmark middle school program. Afterward, we will study facility needs for meeting the program designed, ultimately making a recommendation to the Board of Education on how to best address the facility needs for the future. We are grateful to be able to be a middle school in its true sense and to be able to meet adolescents' needs in the safest way possible. We are glad to be able to collaborate as plans are made to create a building that will maximize safety and learning for our students.

Conclusion

While this report highlights some of the specific areas addressed in our school improvement plan for 2008-2009, it should be noted that all curricular and operational areas of the Middle School will be reviewed and assessed. We will monitor data closely and be looking at every area where we may need to take steps to better meet the needs of our students. Additionally, we will continue to use whatever resources we can in order to provide remedial support to students who are not meeting standards.