

Mokena SD 159

Mokena, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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 PSAT with accommodations; therefore, any comparison 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
District	89.9	1.3	5.1	1.9	0.3	1.6	6.5	1.6		0.1	2.2	95.8	2,212
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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	98.7	20.2		16.4	184.3
State	96.8	18.3		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
District	16.8	22.0	21.7	23.4	22.9	22.7	26.2	23.1	23.6	
State	20.5	21.0	21.1	21.7	22.3	22.7	22.2	21.6	21.5	

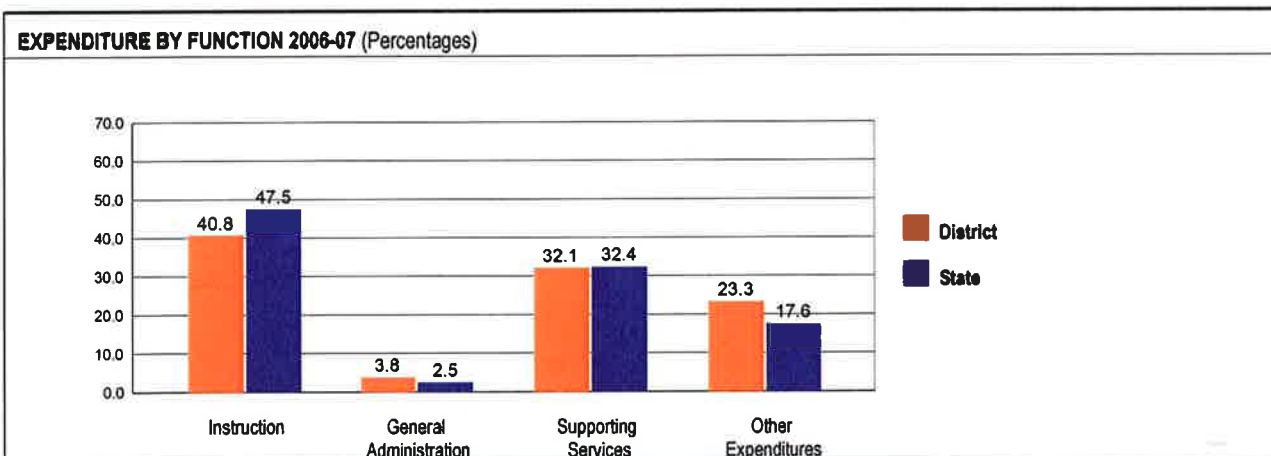
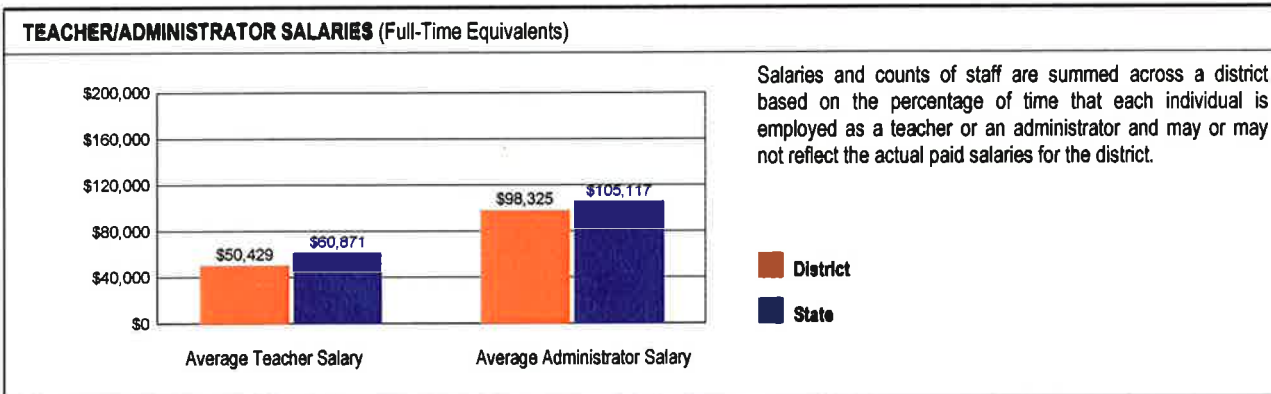
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
District	60	42	42	30	42	42	160	84	84	60	42	42
State	58	54	51	30	43	44	145	104	93	30	43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	18.2	81.8	115
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
District:	All Schools	13.7	55.3	44.7	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools	13.7	55.3	44.7	0.0	0.0
State:	All Schools	12.4	46.7	53.2	0.7	0.7
	High Poverty Schools	11.9	49.3	50.6	1.2	2.0
	Low Poverty Schools	12.0	38.7	61.2	0.3	0.2

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$11,423,148	59.8	57.6	Education	\$13,061,725	73.1	72.6
Other Local Funding	\$2,246,739	11.8	7.3	Operations & Maintenance	\$1,941,461	10.9	8.5
General State Aid	\$3,570,396	18.7	18.1	Transportation	\$856,086	4.8	3.9
Other State Funding	\$1,536,793	8.1	9.7	Bond and Interest	\$1,478,750	8.3	6.7
Federal Funding	\$311,680	1.6	7.3	Rent	\$0	0.0	0.0
TOTAL	\$19,088,756			Municipal Retirement/ Social Security	\$489,929	2.7	1.8
				Fire Prevention & Safety	\$30,316	0.2	0.9
				Site & Construction/ Capital Improvement	\$9,785	0.1	5.6
				TOTAL	\$17,868,052		

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	\$220,632	2.44	\$3,420	\$6,565
State	**	**	\$5,808	\$9,907

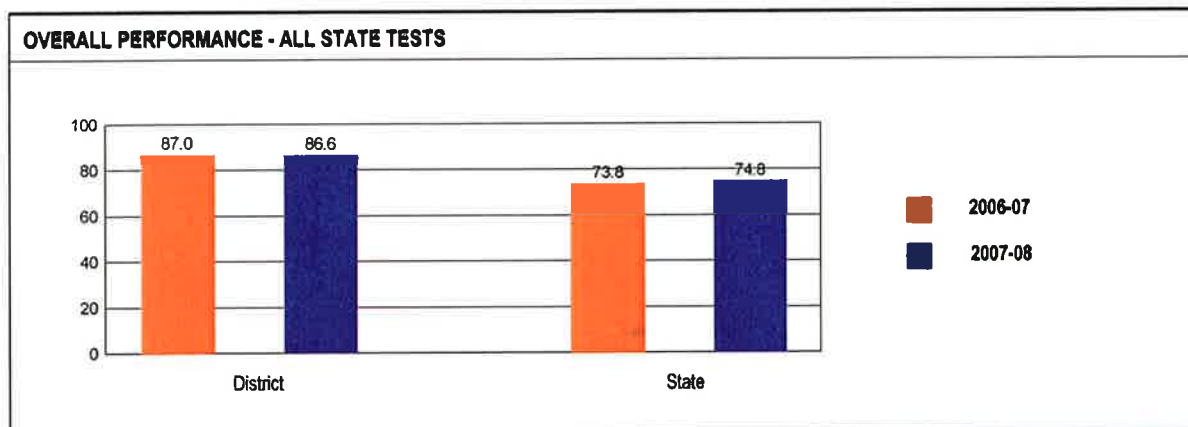
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
 Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
 Total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

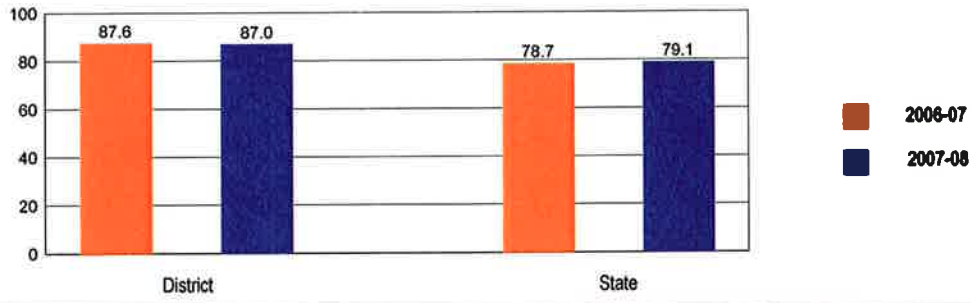
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district'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 comparison with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

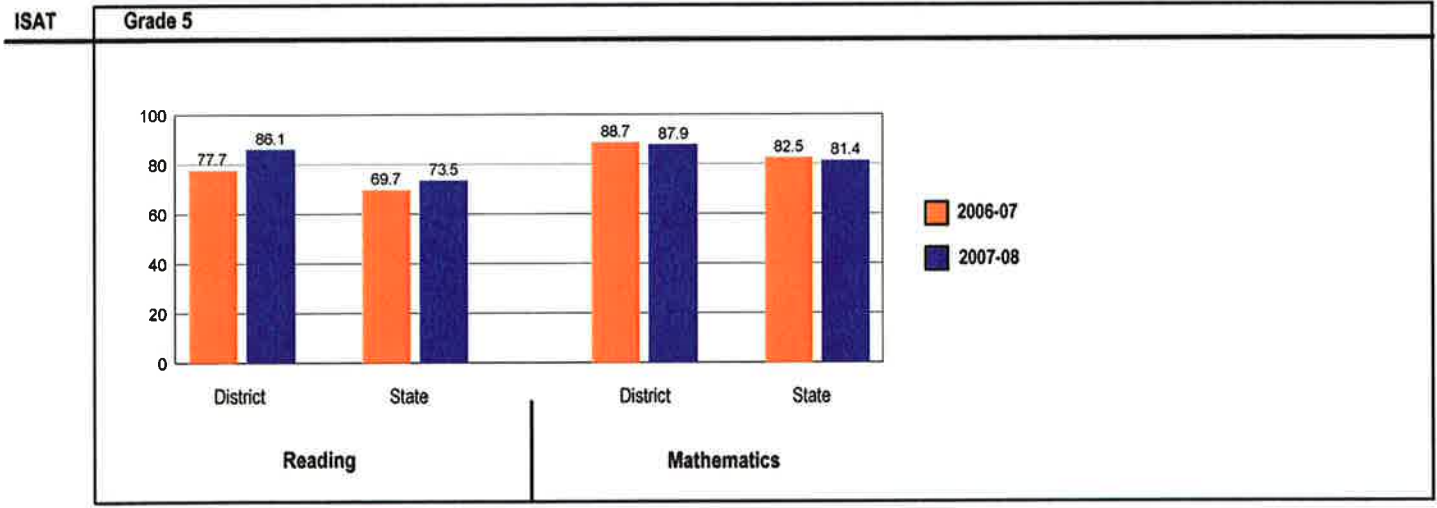
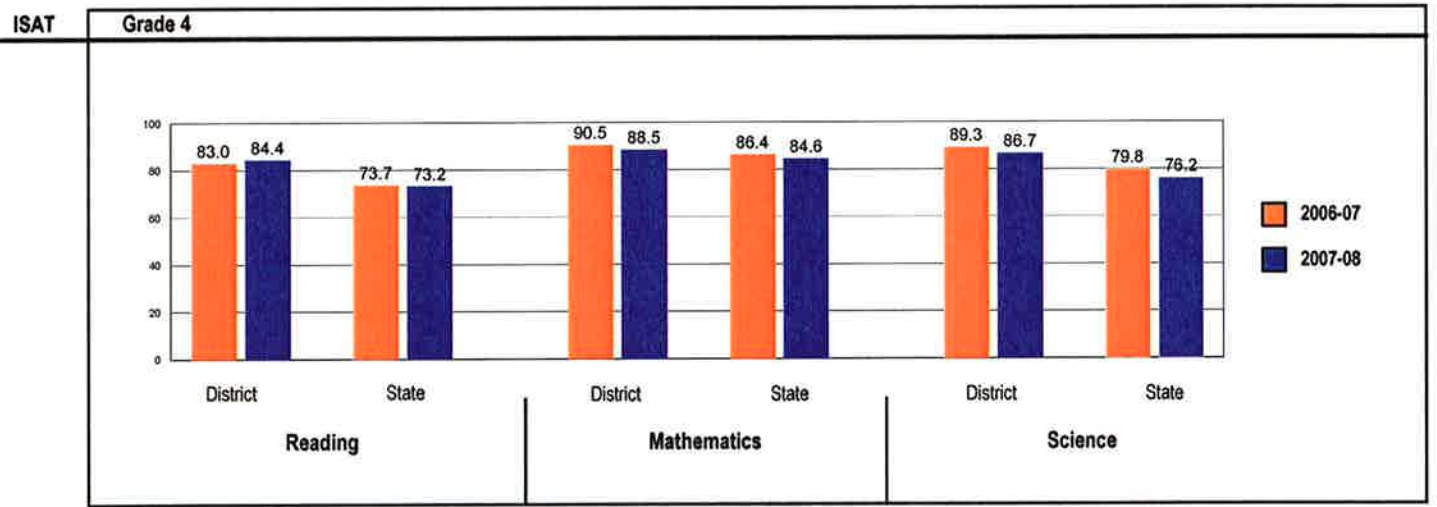
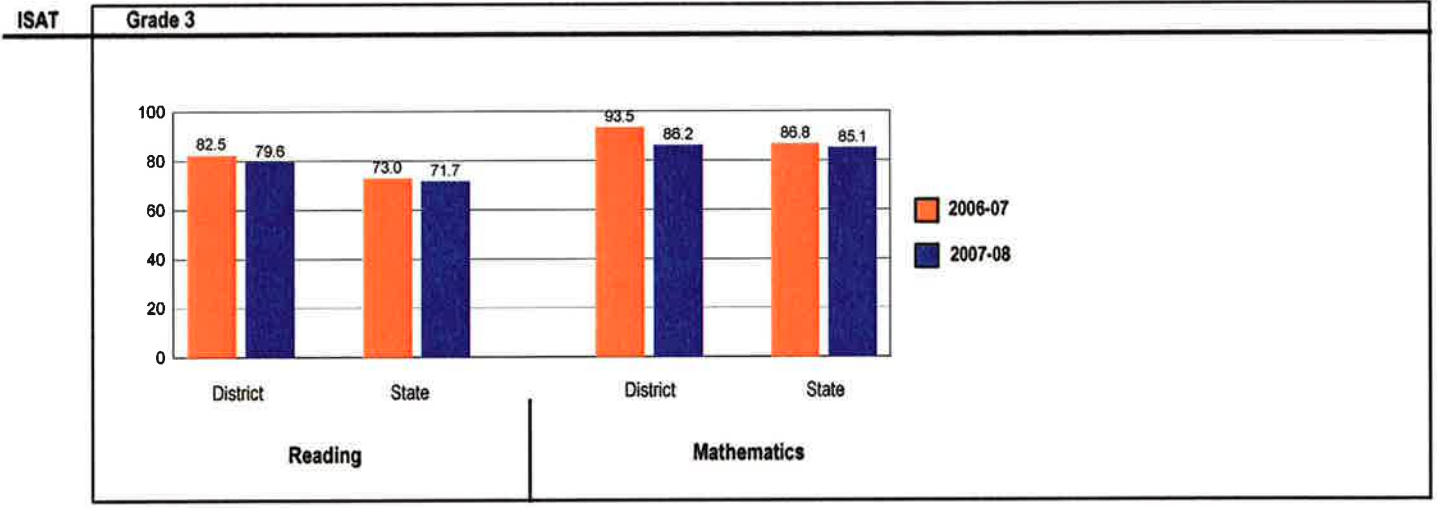


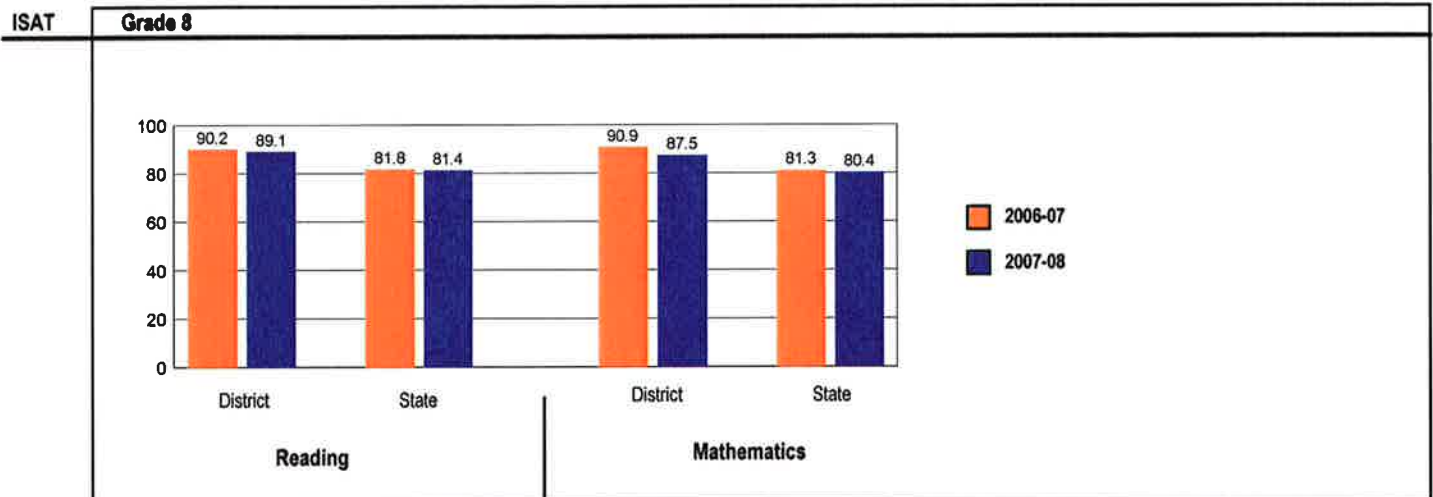
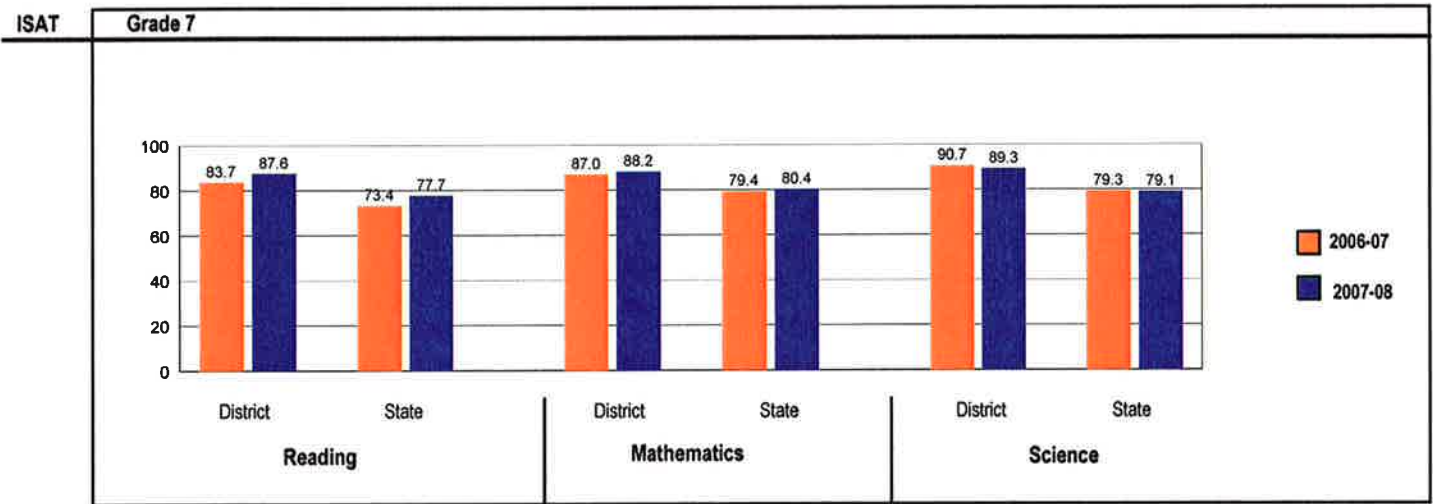
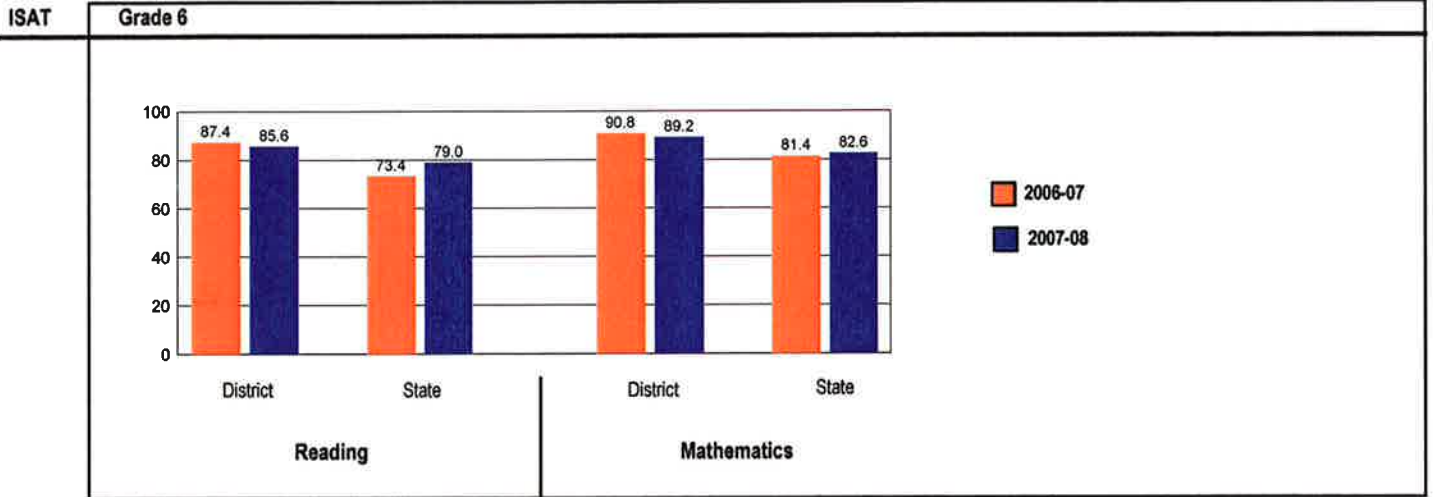
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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.





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				
District	*Enrollment	1,559	791	768	1,423	21	70	24	5	16	25		176	94
	Reading	0.1	0.0	0.1	0.1	0.0	0.0	0.0		0.0	0.0		0.0	0.0
	Mathematics	0.1	0.0	0.1	0.1	0.0	0.0	0.0		0.0	0.0		0.0	0.0
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				
District	*Enrollment	530	249	281	498	4	17	5	1	5	7		48	30
	Science	0.2	0.0	0.4	0.2		0.0						0.0	0.0
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 3**Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	4.4	15.9	55.8	23.9	0.9	12.9	43.6	42.7
State	6.8	21.5	47.6	24.2	3.5	11.4	44.1	41.0

Grade 3 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	7.2	18.0	55.9	18.9	1.8	11.7	40.5	45.9
State	8.5	23.8	46.4	21.3	4.0	11.2	42.3	42.5
Female								
District	1.7	13.9	55.7	28.7	0.0	14.0	46.5	39.5
State	4.9	19.1	48.8	27.2	2.9	11.6	45.9	39.5

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	3.9	15.0	55.8	25.2	1.0	11.8	42.9	44.3
State	3.1	13.4	49.6	33.9	1.0	5.4	39.1	54.5
Black								
District	12.6	32.2	44.4	10.9	9.4	22.3	49.4	18.9
Hispanic								
District	15.4	15.4	69.2	0.0	0.0	26.7	60.0	13.3
State	11.4	33.5	45.4	9.8	4.6	17.4	53.5	24.6
Asian/Pacific Islander								
District	2.0	10.8	46.8	40.4	0.6	3.5	28.9	67.0
Native American								
District	5.5	18.9	54.2	21.4	1.7	6.3	43.9	48.1
Multiracial/Ethnic								
District	5.2	19.4	49.9	25.5	2.1	10.2	47.2	40.5
State								

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
District	33.3	25.0	41.7	0.0	4.2	45.8	29.2	20.8
State	22.5	34.7	32.8	10.0	10.2	22.0	44.5	23.3
Non-IEP								
District	1.0	14.9	57.4	26.7	0.5	9.0	45.3	45.3
State	4.4	19.5	49.8	26.3	2.5	9.8	44.0	43.7

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	30.0	20.0	50.0	0.0	36.4	45.5	18.2	
	State	11.4	31.8	46.1	10.7	6.2	18.6	51.3	23.9
Not Eligible	District	3.2	15.7	56.0	25.0	0.9	11.7	43.5	43.9
	State	2.7	12.4	48.9	36.0	1.0	5.0	37.7	56.3

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.4	15.1	53.3	31.1	0.4	11.0	70.5	18.1	1.3	11.9	67.7	19.0
	1.8	25.0	46.6	26.6	0.9	14.5	58.3	26.3	3.5	20.3	59.1	17.1

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	1.0	22.0	53.0	24.0	1.0	15.0	63.0	21.0	2.0	15.0	63.0	20.0
	State	2.4	27.9	45.6	24.0	1.0	15.0	56.3	27.7	3.9	20.0	57.1	19.0
Female	District	0.0	9.6	53.6	36.8	0.0	7.9	76.4	15.7	0.8	9.5	71.4	18.3
	State	1.2	21.9	47.7	29.3	0.7	14.0	60.4	24.9	3.1	20.6	61.2	15.1

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	15.5	52.4	32.0	0.0	12.0	69.2	18.8	1.0	12.6	67.1	19.3
	State	0.8	15.4	47.2	36.6	0.3	7.2	56.0	36.5	0.9	9.7	63.8	25.5
Black	District												
	State	3.5	40.4	45.2	10.9	2.4	28.6	60.3	8.7	8.4	38.7	49.2	3.7
Hispanic	District	9.1	18.2	45.5	27.3	9.1	0.0	81.8	9.1	9.1	9.1	72.7	9.1
	State	3.0	37.7	46.9	12.5	1.1	22.1	64.2	12.6	6.0	32.3	55.8	5.9
Asian/Pacific Islander	District												
	State	0.5	11.9	43.5	44.1	0.4	4.5	44.9	50.2	1.6	10.3	59.3	28.8
Native American	District												
	State	2.6	23.8	49.4	24.2	0.9	14.8	62.4	21.8	3.0	19.2	62.4	15.4
Multiracial/Ethnic	District												
	State	1.8	22.5	47.7	28.0	0.7	12.8	61.5	25.1	2.2	17.9	62.4	17.5

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	0.0	62.5	31.3	6.3	0.0	43.8	37.5	18.8	6.3	50.0	37.5	6.3
	State	7.7	51.1	31.6	9.6	3.7	32.5	52.0	11.8	8.5	32.5	50.6	8.3
Non-IEP	District	0.5	11.5	55.0	33.0	0.5	8.5	73.0	18.0	1.0	9.0	70.0	20.0
	State	0.9	20.8	49.0	29.3	0.4	11.7	59.3	28.6	2.7	18.4	60.4	18.4

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
District	10.0	10.0	70.0	10.0	10.0	30.0	50.0	10.0	10.0	10.0	70.0	10.0	
State	3.2	38.1	46.6	12.1	1.6	23.8	62.8	11.8	6.4	33.0	54.6	6.0	
Not Eligible													
District	0.0	15.3	52.6	32.1	0.0	10.1	71.4	18.4	0.9	12.0	67.6	19.4	
State	0.7	14.2	46.7	38.5	0.3	6.8	54.6	38.3	1.1	9.9	62.8	26.2	

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	13.9	53.0	33.1	0.0	12.1	75.5	12.5
State	0.5	25.9	46.3	27.3	0.5	18.1	64.2	17.1

Grade 5 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	0.0	13.6	60.0	26.4	0.0	8.6	80.6	10.8
State	0.7	29.2	45.7	24.4	0.7	19.0	62.4	17.9
Female								
District	0.0	14.3	45.2	40.5	0.0	15.9	69.8	14.3
State	0.3	22.5	46.9	30.2	0.4	17.2	66.1	16.3

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	0.0	13.5	50.6	35.9	0.0	11.4	75.0	13.6
State	0.2	15.1	47.5	37.3	0.2	10.0	66.5	23.3
Black								
District	1.0	43.2	43.9	11.9	1.4	35.5	57.8	5.3
State								
Hispanic								
District	0.0	27.3	45.5	27.3	0.0	36.4	54.5	9.1
State	0.8	41.1	45.9	12.3	0.7	25.3	66.4	7.6
Asian/Pacific Islander								
District	0.2	12.2	43.7	43.9	0.2	5.4	53.8	40.7
State								
Native American								
District	0.0	26.9	47.4	25.6	0.0	19.1	68.1	12.8
State								
Multiracial/Ethnic								
District	0.7	23.1	47.6	28.5	0.5	17.7	64.8	17.0
State								

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
District	0.0	46.7	50.0	3.3	0.0	36.7	63.3	0.0
State	2.8	58.7	30.5	8.0	2.6	42.8	49.3	5.2
Non-IEP								
District	0.0	9.7	53.4	36.9	0.0	8.9	77.0	14.0
State	0.1	20.8	48.8	30.3	0.2	14.2	66.6	19.0

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	40.0	52.0	8.0	0.0	28.0	68.0	4.0
	State	0.9	41.1	45.6	12.4	1.0	29.0	63.1	6.9
Not Eligible	District	0.0	11.2	53.1	35.7	0.0	10.4	76.3	13.3
	State	0.2	13.9	46.8	39.1	0.2	9.3	65.1	25.4

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	14.4	59.3	26.2	0.0	10.8	66.4	22.8
	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	District	0.0	15.8	61.0	23.3	0.0	11.2	68.5	20.3
	State	0.4	23.9	53.0	22.7	0.8	18.4	59.9	20.9
Female	District	0.0	12.8	57.3	29.9	0.0	10.3	63.8	25.9
	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	District	0.0	14.1	59.0	26.9	0.0	10.4	67.8	21.7
	State	0.1	11.8	53.1	35.0	0.2	8.9	63.4	27.5
Black	District	0.7	35.9	53.4	10.0	1.6	34.8	56.9	6.7
	State	0.7	35.9	53.4	10.0	1.6	34.8	56.9	6.7
Hispanic	District	0.0	12.5	68.8	18.8	0.0	12.5	50.0	37.5
	State	0.4	31.7	55.4	12.5	0.7	22.2	65.6	11.5
Asian/Pacific Islander	District	0.1	8.2	46.1	45.7	0.1	5.1	47.3	47.5
	State	0.1	8.2	46.1	45.7	0.1	5.1	47.3	47.5
Native American	District	0.4	19.4	50.6	29.5	1.3	16.8	64.7	17.2
	State	0.4	19.4	50.6	29.5	1.3	16.8	64.7	17.2
Multiracial/Ethnic	District	0.2	17.1	55.0	27.7	0.5	14.6	64.1	20.8
	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	District	0.0	64.3	35.7	0.0	0.0	57.1	39.3	3.6
	State	1.6	55.4	37.0	5.9	3.1	44.9	47.3	4.8
Non-IEP	District	0.0	8.5	62.1	29.4	0.0	5.2	69.7	25.1
	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									
District	0.0	30.0	50.0	20.0	0.0	30.0	50.0	20.0	
State	0.5	33.1	54.7	11.7	1.1	27.3	62.3	9.3	
Not Eligible									
District	0.0	13.8	59.7	26.5	0.0	10.0	67.1	22.9	
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
District	0.0	12.4	62.4	25.2	0.7	11.1	61.1	27.0	4.7	6.0	62.4	26.8
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												
District	0.0	15.8	61.6	22.6	0.7	13.8	54.5	31.0	5.5	6.2	53.1	35.2
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												
District	0.0	9.2	63.2	27.6	0.7	8.6	67.5	23.2	3.9	5.9	71.2	19.0
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												
District	0.0	13.0	61.1	26.0	0.7	11.0	60.1	28.3	4.6	6.0	62.5	27.0
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												
District												
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												
District												
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												
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												
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												
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												
District	0.0	55.2	44.8	0.0	6.9	51.7	41.4	0.0	33.3	16.7	46.7	3.3
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												
District	0.0	7.8	64.3	27.9	0.0	6.7	63.3	30.0	1.5	4.9	64.2	29.5
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	District	0.0	31.6	68.4	0.0	0.0	33.3	61.1	5.6	10.5	15.8	68.4	5.3
	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	District	0.0	11.1	62.0	26.9	0.7	9.7	61.2	28.4	4.3	5.4	62.0	28.3
	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
District State	0.0	10.9	76.3	12.8	1.9	10.5	51.4	36.2
	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	District	0.0	12.5	74.3	13.2	0.7	11.8	50.0	37.5
	State	0.5	22.0	69.8	7.7	1.9	18.9	51.2	28.0
Female	District	0.0	9.1	78.5	12.4	3.3	9.1	52.9	34.7
	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	District	0.0	11.0	76.8	12.2	2.1	9.3	51.7	36.9
	State	0.2	11.6	76.4	11.8	0.8	10.3	52.3	36.6
Black	District	0.8	30.5	66.7	2.0	3.8	35.3	51.9	9.1
	State	0.8	30.5	66.7	2.0	3.8	35.3	51.9	9.1
Hispanic	District	0.0	10.0	80.0	10.0	0.0	20.0	60.0	20.0
	State	0.4	26.1	70.3	3.2	1.9	23.6	59.9	14.6
Asian/Pacific Islander	District	0.1	7.5	72.4	20.1	0.5	5.6	37.2	56.6
	State	0.1	7.5	72.4	20.1	0.5	5.6	37.2	56.6
Native American	District	0.8	17.4	74.3	7.5	1.2	16.5	61.2	21.1
	State	0.8	17.4	74.3	7.5	1.2	16.5	61.2	21.1
Multiracial/Ethnic	District	0.3	15.0	75.0	9.7	1.6	17.1	55.0	26.3
	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	District	0.0	54.3	45.7	0.0	11.1	47.2	41.7	0.0
	State	2.0	55.7	41.4	0.9	7.6	49.2	38.7	4.5
Non-IEP	District	0.0	4.1	81.1	14.9	0.5	4.5	52.9	42.1
	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								
District	0.0	17.6	82.4	0.0	0.0	38.9	55.6	5.6
State	0.7	28.9	67.8	2.6	2.8	29.0	56.1	12.2
Not Eligible								
District	0.0	10.4	75.8	13.8	2.1	8.4	51.0	38.5
State	0.2	10.5	76.8	12.6	0.8	10.0	51.0	38.1

2008 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this district making Adequate Yearly Progress (AYP)?	No
Is this district making AYP in Reading?	No
Is this district making AYP in Mathematics?	Yes

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2008-09 Federal Improvement Status	
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	85.5		Yes	87.8		Yes	95.8	Yes		
White	99.9	Yes	99.9	Yes	85.7		Yes	88.1		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	83.1		Yes	82.1		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	43.6	49.1	No	48.8		Yes	94.6			
Economically Disadvantaged	100.0	Yes	100.0	Yes	67.5		Yes	66.7		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 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.

**MOKENA INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
FOR SCHOOL YEARS
2007-08 and 2008-09**

In an effort to show student improvement at Mokena Intermediate School, the following goals have been established for the 2007-08 and 2008-09 school years.

Goal 1

MIS students will show proficiency in the area of Reading, as 85% of all students will meet or exceed Illinois State Standards.

Activities:

- implement Guided Reading methodology
- implement Daily Vocabulary Exercises
- implement Reading Counts program
- implement FRED (Free Reading Every Day)
- implement PASS Program
- practice written responses to literature
- administer the DRA (Developmental Reading Assessment)
- concentrate on understanding and use of reading strategies
- staff development activities in the area of Balanced Literacy, to include Classroom Literacy Support

Goal 2

MIS students will show proficiency in the area of Writing, as 70% of all students will meet or exceed Illinois State Standards.

Activities:

- implement Writing prompts as practice
- practice written responses to reading and mathematics
- administer required Writing Prompts assessments
- staff development in the area of incorporating voice into writing
- staff development in the area of ISAT writing
- staff development in the area of lifelong writing for students

Goal 3

MIS students will maintain a learning environment that emphasizes respect in a variety of situations.

Activities:

- implement annual MIS school-wide theme
- research and implementation of school-wide respect/tolerance program
- implement school-wide Peer Mediation Program
- participate in DARE (5th grade)
- participate in "Just Say No Club" (4th grade)
- participate in "Red Ribbon Week"
- attend school-wide assemblies

MES School Improvement Goals

After looking at the results of the 2008 ISAT the MES School Improvement Team has developed a School Improvement Plan (SIP) which will focus on the areas of math and reading.

Specifically the goals are:

- **On the 2009 ISAT in Reading, students will increase by 3% in the meets or exceeds category in the areas of reading strategies and reading comprehension.**
- **On the 2009 ISAT in Mathematics, students will increase by 3% in the meets or exceeds category in the areas of measurement and geometry.**

As reading is one of the most important skills we teach, and is truly a gateway subject to all other subject areas, we feel the need to develop a goal in this area. Similar to last year, this year's staff development, which will emphasize independent student reading and book selection, reading comprehension (focusing on the skill of summarizing) and use of the DRA data, continues to move us to the development of a balanced literacy program. In order to begin our progress in meeting the above goal, it will be necessary to accomplish the following action steps this year.

Goal 1 Reading

- Continue PASS program emphasizing different methodologies to promote student learning.
- Grade level articulation time to discuss what is being taught and how.
- Reading poems over PA (have some monthly theme).
- Focus on concept of summarization.
- Develop grade level appropriate reading strategy posters for students to utilize in class.
- Grade levels will identify the reading strategies most important/used/when taught.
- Conduct a parent informational reading meeting to provide parents with instruction on how to directly help their children become more independent, successful readers.
- Daily reading log at each grade level (K-1 15 minutes/night, grades 2-3 20 minutes/night)
- Monthly reading buddies to partner up classrooms at each grade level (K-2 and 1-3)

Goal 2 Math

- Articulation between grade levels to discuss what/how these topics are taught.
- A math vocabulary poster will be created by the third grade teachers to emphasize the most frequently used words on the ISAT math tests.

- Explore how math centers can relate to geometry and measurement.
- Make certain that the topics covering these concepts are taught prior to ISAT testing in March.
- December staff development with Pearson representative will focus on improving our measurement and geometry instruction.
- Meet with the specials teachers to determine how their subject areas (art, music, and P.E.) can support this goal.

II. DATA COLLECTION AND ANALYSIS AND GAP ANALYSIS WORKSHEET - page 2

II-D. Priorities Based on Gap Analysis: Given the results of the Data and Gap Analyses from Columns II-A, II-B, II-C on the prior page, please indicate in column II-D-1 the school's priority areas (i.e., goals) to be included in the integrated school improvement plan and aligned with the vision, In Column II-D-2, indicate the resources needed to support achievement of the goals. In the II-D-3 column, consider the priority needs and the resources to support the goals and rank-order each goal (i.e., 1, 2, 3 and so on, with "1" the Most Important, Next Most Important.) These prioritized areas are then written as measurable goals for the Integrated Action Plan.

Priority Area/Goal	Resources to Support Goal Achievement	Activities
<p>To utilize data based decision-making, by students, staff, and administration, to facilitate improved student learning and overall school improvement. This goal will be measured by:</p> <ul style="list-style-type: none"> • 8% annual increase in mastery of <i>Illinois Math, Reading, and Science Standards, by special education students, as measured by Study Island software data and ISAT test results.</i> • 1% annual increase in <i>ISAT Reading, Math, and Writing scores, at the eighth grade level, and 1% annual increase in ISAT science scores.</i> • 5% annual decrease in the number of external suspensions. • Collect baseline data regarding extracurricular involvement and set target goals for 2009-2010. • 10% increase in parent participation in electronic Parent Satisfaction Survey, Parent/Teacher Conferences, as well as attendance at monthly Meteor Coffees. • Improvement regarding parent communication based upon 2008-09 Connect Ed baseline data. 	<ul style="list-style-type: none"> • <u>The PLC Toolkit: Powerful Tools for Improving Your School</u>, published by National Educational Service (NES) • <u>Illinois Interactive Report Card (IIRC)</u>, Northern Illinois University • <u>ISBE Web Application Security System (IWAS)</u> • <u>Study Island</u> software program • <u>SurveyMonkey</u> electronic survey developing website • <u>STI</u> student database system • <u>Microsoft Excel</u> program used for data analysis and chart/graph development • <u>Canyon Creek Parent/Teacher Conference</u> Scheduling software • <u>Connect Ed</u> software program for parent communication • <u>Developmental Reading Assessment (DRA)</u> • <u>IIRC</u> Data Based Decision-Making Workshop 	<ol style="list-style-type: none"> 1. Finalize, implement, and assess Study Island program with special education, PASS, and remedial math students. 2. Conduct staff training regarding use of IIRC ISAT data, and Excel program, in terms of generating and evaluating instructional improvements. 3. Finalize, implement, and assess electronic Parent/Teacher software program. 4. Work collaboratively with District Office in using and evaluating Connect Ed software to communicate with MJH parents, students and staff. 5. Continue to implement STARS program to increase pro-social behavior and decrease disciplinary infractions. 6. Increase public relations regarding methods of parent communication, such as newsletters, website, and Meteor Coffees. 7. Utilize <u>SurveyMonkey</u> to develop and post electronic surveys for students, staff, and parents.

Priority Area/Goal	Resources to Support Goal Achievement	Activities
<p>To enhance the current MJH building climate by promoting the use of respect, responsibility, and collaboration by students and staff functioning as learning community leaders. <i>This goal will be measured by the following:</i></p> <ul style="list-style-type: none"> ➤ <i>Student, staff, and community responses to electronic surveys administered annually.</i> ➤ <i>5% increase in annual STAR Gold tickets administered to students.</i> ➤ <i>5% decrease in annual detentions administered to students.</i> ➤ <i>5% decrease in annual student suspension rate.</i> ➤ <i>5% increase in student interest in MJH extracurricular activities.</i> ➤ <i>Current extracurricular activities will be fully accessed, in terms of enrollment, each year.</i> 	<ul style="list-style-type: none"> ● MJH Climate Committee ● Student Support Team ● “Professional Learning Communities at Work: PLC Toolkit”, National Education Service ● “Response to Intervention” Workshops ● District 843 psychologists ● PASS program staff ● ISAT Reading Coaches ● SurveyMonkey website ● Leadership Assembly presenters ● Leadership training for staff ● MJH Student Council and NJHS ● Irons Oaks (leadership training facility) 	<ol style="list-style-type: none"> 1. MJH Climate Committee will continue implementing, assessing, and refining Students Taking A Responsible Stand (STARS) program, with a focus on leadership concepts. 2. Climate committee will develop and administer periodic climate surveys to students and staff to assess climate strengths and areas of need. 3. Climate committee (community outreach subcommittee) will solicit donations from area businesses in terms of student incentives for STARS program. 4. Staff leadership training in fall of 2008 and fall of 2009. 5. Public relations campaign will be developed and implemented with staff and students regarding leadership concepts. 6. Data collection and analysis regarding incentive, extracurricular, and disciplinary programs. 7. Special education department will explore “Response to Intervention” programs through RTI training and collaboration with District 843 psychologists.