

**Mokena Jr High School**  
**Mokena SD 159**  
**Mokena, 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	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	90.2	2.2	4.6	1.4	0.4	1.2	7.6	1.4	10.9		0.6	1.5	95.6	777
<b>District</b>	88.8	1.4	5.4	2.0	0.3	2.0	8.5	1.7	13.4		0.2	2.7	95.6	2,078
<b>State</b>	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

**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. IEP Students are those students eligible to receive special education services.

**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>	96.2	--	--	--	--
<b>District</b>	98.5	21.5		16.7	188.9
<b>State</b>	96.2	18.2		13.3	203.8

\* 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>							30.0	30.3	32.8	
<b>District</b>							30.0	30.3	32.8	
<b>State</b>							21.5	21.1	21.0	

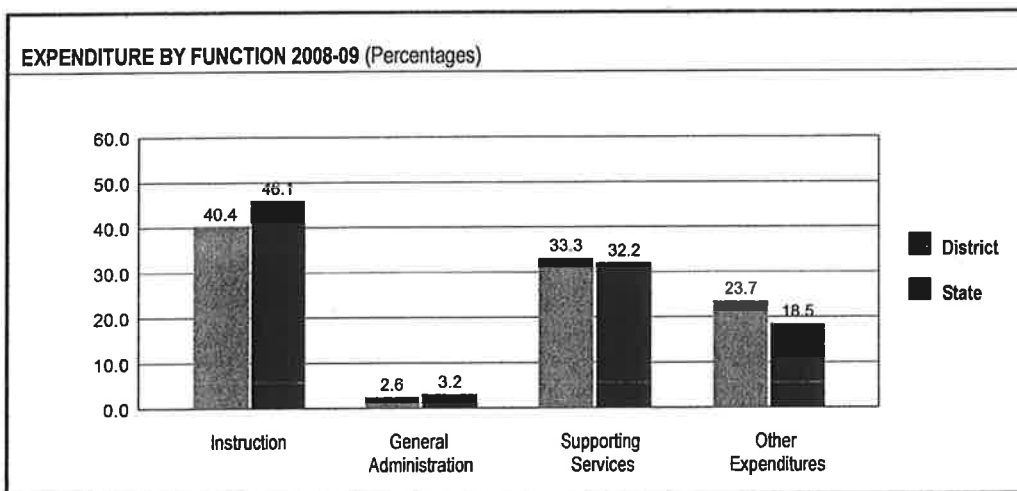
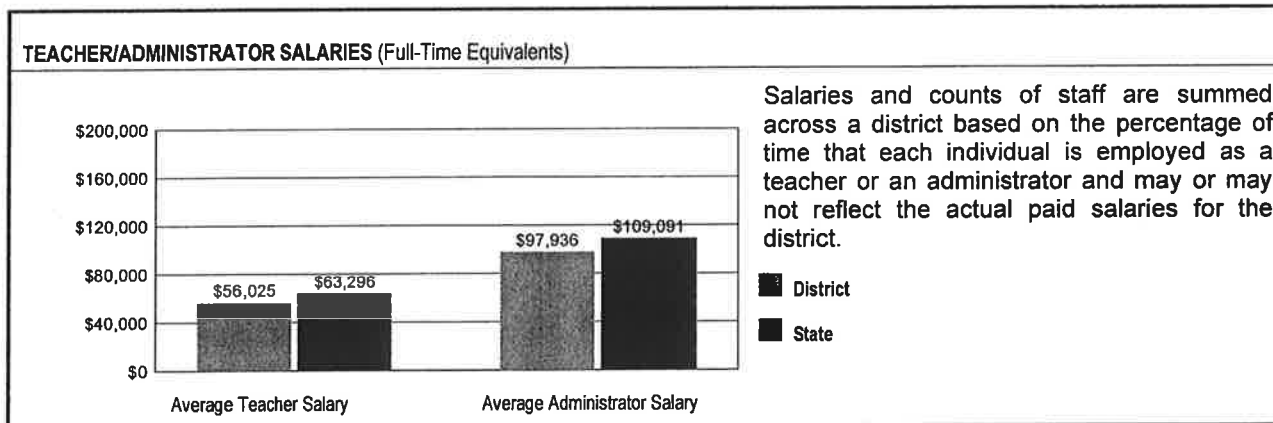
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>		42	42		42	42		84	84		42	42
<b>District</b>		42	42		42	42		84	84		42	42
<b>State</b>		54	51		43	44		103	93		43	44

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	16.5	83.5	103
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

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	15.2	42.7	57.3	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

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

### SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2008-09			
	District	District %	State %
Local Property Taxes	\$12,859,905	70.1	58.4
Other Local Funding	\$1,177,206	6.4	6.9
General State Aid	\$1,951,296	10.6	14.5
Other State Funding	\$1,249,171	6.8	8.3
Federal Funding	\$1,097,034	6.0	11.9
<b>TOTAL</b>	<b>\$18,334,612</b>		

EXPENDITURE BY FUND 2008-09			
	District	District %	State %
Education	\$13,825,254	71.8	69.6
Operations & Maintenance	\$2,198,066	11.4	7.9
Transportation	\$955,322	5.0	3.8
Debt Service	\$1,729,834	9.0	7.0
Tort	\$12,906	0.1	1.2
Municipal Retirement/ Social Security	\$519,696	2.7	1.8
Fire Prevention & Safety	\$4,600	0.0	0.8
Site & Construction/ Capital Improvement	\$0	0.0	7.9
<b>TOTAL</b>	<b>\$19,245,678</b>		

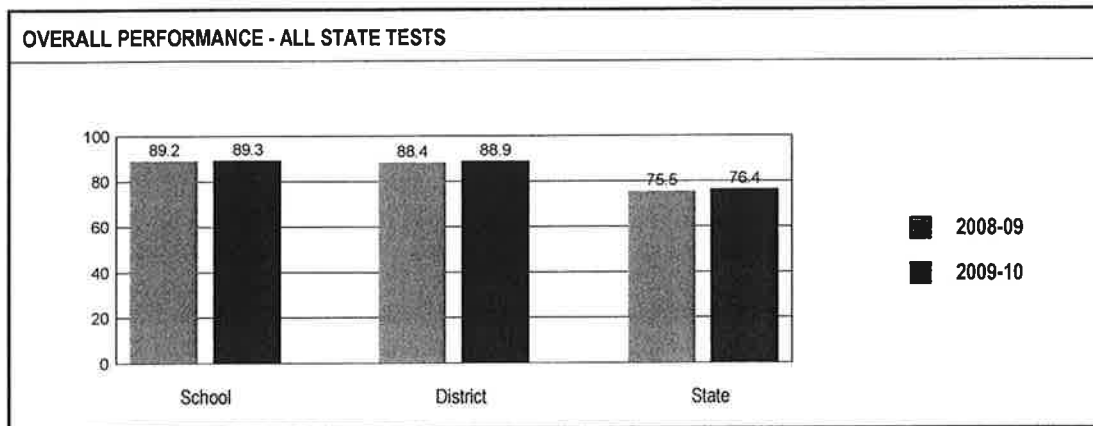
OTHER FINANCIAL INDICATORS				
	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per \$100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	\$293,525	2.19	\$3,841	\$7,426
State	**	**	\$6,483	\$11,197

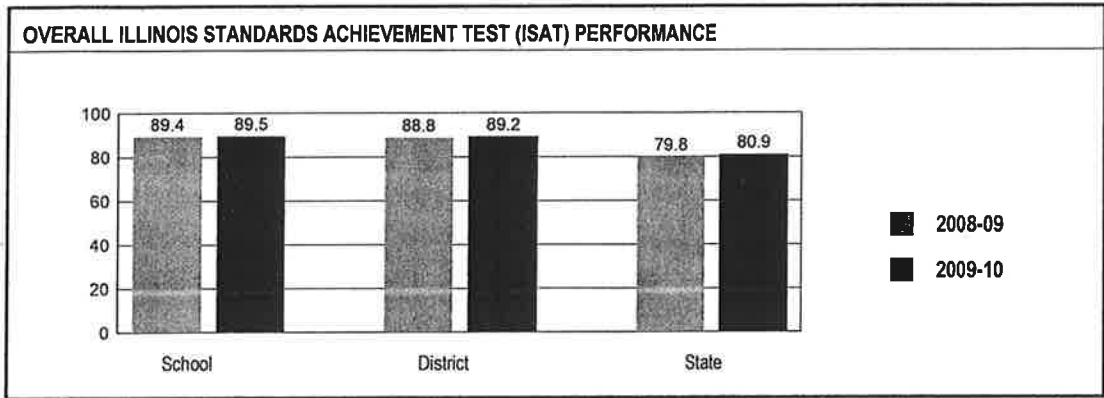
\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.  
 Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.  
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

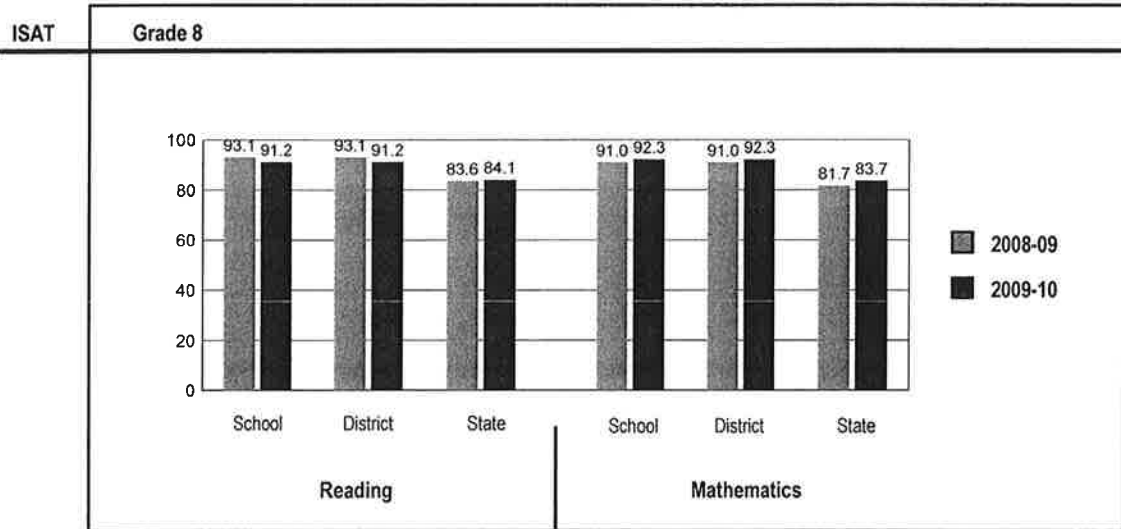
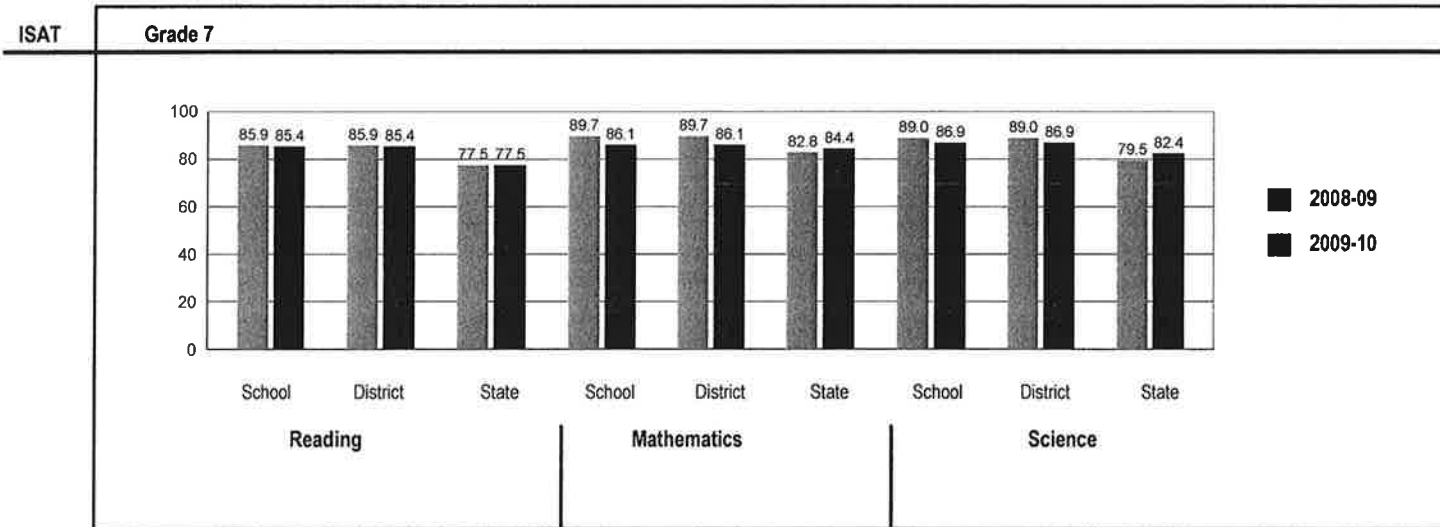
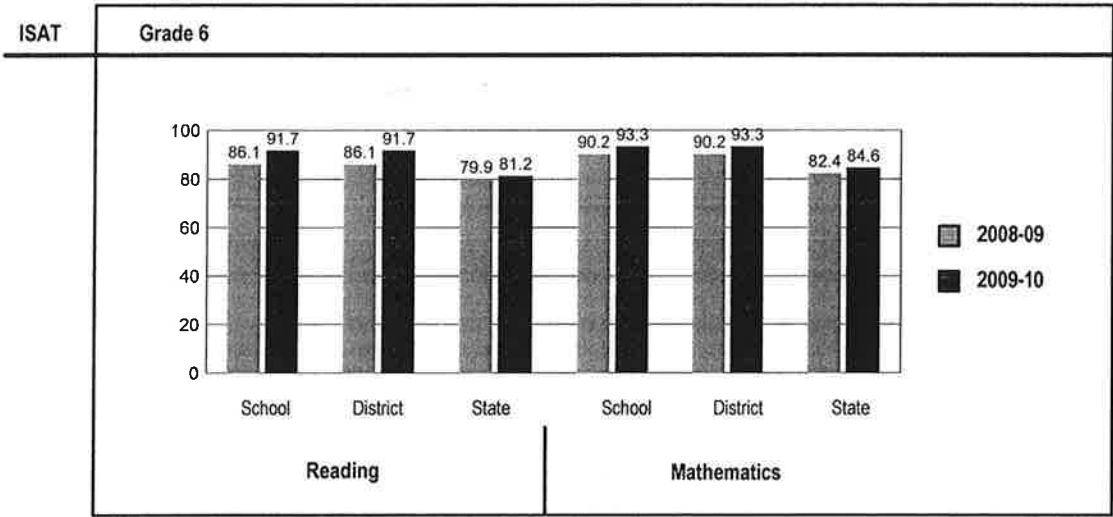
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.





**ISAT PERFORMANCE**

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



## PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	781	396	385	704	18	35	11	4	9	12	0	83	58
	Reading	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
District	*Enrollment	1,444	748	696	1,296	22	78	24	5	19	20	0	186	115
	Reading	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
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3
	Mathematics	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	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	273	143	130	248	7	10	3	2	3	5	0	34	29
	Science	0.0	0.0	0.0	0.0		0.0						0.0	0.0
District	Enrollment	497	265	232	443	9	27	9	2	7	10	0	60	51
	Science	0.0	0.0	0.0	0.0		0.0				0.0		0.0	0.0
State	Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

\* 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	8.3	61.0	30.7	0.4	6.3	66.1	27.2
District	0.0	8.3	61.0	30.7	0.4	6.3	66.1	27.2
State	0.2	18.6	55.1	26.1	0.5	14.9	60.2	24.4

### Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	12.8	65.1	22.0	0.9	10.2	62.0	26.9
	District	0.0	12.8	65.1	22.0	0.9	10.2	62.0	26.9
	State	0.3	21.8	54.8	23.1	0.7	16.2	58.2	24.9
Female	School	0.0	4.5	57.6	37.9	0.0	3.1	69.5	27.5
	District	0.0	4.5	57.6	37.9	0.0	3.1	69.5	27.5
	State	0.1	15.1	55.5	29.2	0.4	13.5	62.2	23.9

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	8.2	61.4	30.5	0.5	6.0	66.5	27.1
	District	0.0	8.2	61.4	30.5	0.5	6.0	66.5	27.1
	State	0.1	10.9	53.8	35.2	0.2	8.3	59.0	32.4
Black	School								
	District								
	State	0.5	32.9	56.6	10.0	1.3	30.0	60.3	8.4
Hispanic	School	0.0	9.1	45.5	45.5	0.0	9.1	54.5	36.4
	District	0.0	9.1	45.5	45.5	0.0	9.1	54.5	36.4
	State	0.3	27.0	59.2	13.5	0.7	19.6	66.1	13.6
Asian/Pacific Islander	School								
	District								
	State	0.2	7.4	43.3	49.1	0.4	4.5	42.0	53.1
Native American	School								
	District								
	State	0.0	20.1	63.3	16.6	0.0	15.7	66.6	17.8
Multiracial/Ethnic	School								
	District								
	State	0.2	16.1	56.4	27.3	0.5	13.9	62.1	23.5

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	52.9	41.2	5.9	5.9	47.1	41.2	5.9
	District	0.0	52.9	41.2	5.9	5.9	47.1	41.2	5.9
	State	1.2	55.0	37.9	5.9	2.9	43.7	47.6	5.9
Non-IEP	School	0.0	4.9	62.5	32.6	0.0	3.2	68.0	28.8
	District	0.0	4.9	62.5	32.6	0.0	3.2	68.0	28.8
	State	0.1	13.1	57.7	29.1	0.2	10.6	62.1	27.2

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	11.8	82.4	5.9	0.0	0.0	88.2	11.8
	District	0.0	11.8	82.4	5.9	0.0	0.0	88.2	11.8
	State	0.4	29.0	58.3	12.3	0.9	23.3	63.9	11.8
Not Eligible	School	0.0	8.0	59.4	32.6	0.5	6.8	64.4	28.4
	District	0.0	8.0	59.4	32.6	0.5	6.8	64.4	28.4
	State	0.1	8.8	52.2	39.0	0.2	7.0	56.7	36.2

**Grade 7****Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	14.6	67.9	17.5	0.7	13.1	59.2	27.0	4.1	9.0	64.0	22.8
District	0.0	14.6	67.9	17.5	0.7	13.1	59.2	27.0	4.1	9.0	64.0	22.8
State	0.3	22.3	57.8	19.6	1.6	14.1	56.2	28.2	5.4	12.2	60.4	22.0

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	15.8	73.4	10.8	0.7	11.6	61.6	26.1	3.6	7.2	67.4	21.7
	District	0.0	15.8	73.4	10.8	0.7	11.6	61.6	26.1	3.6	7.2	67.4	21.7
	State	0.4	26.1	56.7	16.9	2.0	15.1	54.2	28.8	6.3	12.1	57.3	24.4
Female	School	0.0	13.2	62.0	24.8	0.8	14.7	56.6	27.9	4.7	10.9	60.5	24.0
	District	0.0	13.2	62.0	24.8	0.8	14.7	56.6	27.9	4.7	10.9	60.5	24.0
	State	0.1	18.3	59.1	22.5	1.2	13.0	58.2	27.6	4.5	12.3	63.6	19.6

**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	14.0	67.5	18.5	0.8	11.2	59.1	28.9	2.9	8.3	65.3	23.6
	District	0.0	14.0	67.5	18.5	0.8	11.2	59.1	28.9	2.9	8.3	65.3	23.6
	State	0.1	14.2	59.0	26.7	0.8	8.4	53.9	36.9	2.5	6.3	59.2	32.0
Black	School												
	District												
	State	0.6	37.5	54.2	7.6	3.8	27.7	57.9	10.6	12.0	23.5	59.1	5.4
Hispanic	School	0.0	20.0	60.0	20.0	0.0	30.0	60.0	10.0	10.0	30.0	40.0	20.0
	District	0.0	20.0	60.0	20.0	0.0	30.0	60.0	10.0	10.0	30.0	40.0	20.0
	State	0.4	32.1	58.9	8.5	1.8	18.3	63.9	16.0	7.8	18.7	65.3	8.2
Asian/Pacific Islander	School												
	District												
	State	0.1	8.4	53.8	37.8	0.5	4.3	38.0	57.2	2.3	4.5	55.4	37.8
Native American	School												
	District												
	State	0.0	24.8	58.9	16.2	2.0	13.6	60.9	23.5	7.6	10.0	58.5	23.9
Multiracial/Ethnic	School												
	District												
	State	0.2	21.6	57.7	20.4	1.4	14.0	58.0	26.6	4.7	11.6	63.4	20.4

**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	46.7	53.3	0.0	3.3	40.0	50.0	6.7	13.3	36.7	43.3	6.7
	District	0.0	46.7	53.3	0.0	3.3	40.0	50.0	6.7	13.3	36.7	43.3	6.7
	State	1.6	60.9	34.3	3.3	8.4	41.5	44.0	6.1	19.4	26.5	47.9	6.2
Non-IEP	School	0.0	10.5	69.7	19.7	0.4	9.7	60.3	29.5	3.0	5.5	66.7	24.9
	District	0.0	10.5	69.7	19.7	0.4	9.7	60.3	29.5	3.0	5.5	66.7	24.9
	State	0.1	16.5	61.4	22.1	0.6	10.0	58.0	31.5	3.4	10.0	62.2	24.4

**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	41.4	55.2	3.4	3.4	31.0	58.6	6.9	13.8	27.6	51.7	6.9
	District	0.0	41.4	55.2	3.4	3.4	31.0	58.6	6.9	13.8	27.6	51.7	6.9
	State	0.5	34.1	57.0	8.3	2.7	21.9	61.4	14.0	9.1	19.5	62.6	8.8
Not Eligible	School	0.0	11.3	69.5	19.2	0.4	10.9	59.2	29.4	2.9	6.7	65.5	24.8
	District	0.0	11.3	69.5	19.2	0.4	10.9	59.2	29.4	2.9	6.7	65.5	24.8
	State	0.1	11.7	58.6	29.6	0.6	7.1	51.5	40.8	2.2	5.7	58.4	33.7

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	8.8	76.3	14.9	0.0	7.7	59.2	33.1
District	0.0	8.8	76.3	14.9	0.0	7.7	59.2	33.1
State	0.2	15.7	72.4	11.7	0.6	15.7	53.0	30.7

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	11.4	75.0	13.6	0.0	7.9	61.9	30.2
	District	0.0	11.4	75.0	13.6	0.0	7.9	61.9	30.2
	State	0.3	19.0	70.4	10.3	0.8	17.5	51.3	30.4
Female	School	0.0	5.7	77.9	16.4	0.0	7.4	56.2	36.4
	District	0.0	5.7	77.9	16.4	0.0	7.4	56.2	36.4
	State	0.1	12.2	74.6	13.1	0.5	13.7	54.8	31.0

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	7.8	76.6	15.6	0.0	6.6	60.7	32.8
	District	0.0	7.8	76.6	15.6	0.0	6.6	60.7	32.8
	State	0.1	9.8	74.2	15.9	0.3	9.6	50.8	39.3
Black	School								
	District								
	State	0.4	27.4	69.0	3.2	1.5	30.4	55.7	12.3
Hispanic	School	0.0	14.3	85.7	0.0	0.0	7.1	50.0	42.9
	District	0.0	14.3	85.7	0.0	0.0	7.1	50.0	42.9
	State	0.3	22.3	72.3	5.2	0.7	20.0	60.4	18.9
Asian/Pacific Islander	School								
	District								
	State	0.1	6.6	66.2	27.2	0.2	5.1	33.5	61.3
Native American	School								
	District								
	State	0.0	13.9	73.9	12.2	0.3	13.2	60.2	26.3
Multiracial/Ethnic	School								
	District								
	State	0.2	13.6	73.0	13.2	0.6	15.1	53.2	31.2

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	40.7	59.3	0.0	0.0	40.7	44.4	14.8
	District	0.0	40.7	59.3	0.0	0.0	40.7	44.4	14.8
	State	1.0	52.0	45.2	1.7	3.6	49.9	41.0	5.4
Non-IEP	School	0.0	5.1	78.3	16.6	0.0	3.9	60.9	35.2
	District	0.0	5.1	78.3	16.6	0.0	3.9	60.9	35.2
	State	0.1	10.2	76.5	13.2	0.2	10.6	54.8	34.4

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	25.0	50.0	25.0	0.0	16.7	41.7	41.7
District	0.0	25.0	50.0	25.0	0.0	16.7	41.7	41.7
State	0.3	24.6	70.6	4.5	1.1	24.4	58.2	16.4
Not Eligible								
School	0.0	8.0	77.6	14.4	0.0	7.3	60.1	32.7
District	0.0	8.0	77.6	14.4	0.0	7.3	60.1	32.7
State	0.1	8.1	74.0	17.8	0.3	8.3	48.6	42.8

## 2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	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?	No	2010-11 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	2010-11 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		77.5			77.5			91.0		80.0	
<b>All</b>	100.0	Yes	100.0	Yes	89.5		Yes	90.5		Yes	95.6	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	89.9		Yes	91.4		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	56.3	59.5	No	57.5	54.1	No	85.5			
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	67.9		No	77.4		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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*

3. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2009.

\*\* Safe Harbor Targets of 77.5% 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.

**Mokena Junior High School  
School Improvement Plan Goals  
2010-2011**

In an effort to show improvement at Mokena Junior High School, the following goals have been established for the 2010-2011 school year.

**Goal 1**

*To improve data based decision-making in order to facilitate increased student achievement and to meet Adequate Yearly Progress goals of 77.5% or higher in all subgroups in Reading and Math*

**Action Steps:**

- Utilize ISAT Data to assess and determine weaknesses in the core curriculum
  - Share any concerns with the appropriate curriculum committee with recommendations for changes
- Utilize AIMSweb testing data in reading and math to determine weaknesses in the core curriculum
  - Share any concerns with the appropriate curriculum committee with recommendations for changes
  - Make minor adjustments to the core curriculum during the school year to address the needs of the students
- Utilize AIMSweb testing data in reading and math to identify individual students who are in need of intervention
  - Provide necessary intervention to students in need in the regular classroom whenever possible
  - Utilize scientifically based programs to provide intervention to the students who show the most need
  - Develop time in the regular schedule for student intervention
- Use classroom grades, local assessment information, and teacher recommendation to identify students who are in need of intervention.
  - Provide necessary interventions to the students in need
  - Refer students to Student Support Teams to determine interventions and to provide support

**Goal 2**

*To enhance the current MJHS building climate by promoting the use of respect, responsibility, and collaboration by all students and staff functioning as community leaders*

**Action Steps:**

- Analyze student discipline data to determine frequency and duration of behavior problems
  - Utilize STARS (Students Taking A Responsible Stand) lessons to address the areas of bullying, citizenship, drug and alcohol awareness, respect, responsibility and other minor discipline issues
  - Work with individual students and their parents to modify their behavior
- Analyze student and parent survey information to determine areas of concern
  - Improve communication through accurate information on the school web site
  - Share information with parents and students and/or provide instruction on topics of concern
- Utilize Connect Ed outreach features to increase the amount and to clarify communication coming from the school
  - Utilize the email feature for more frequent messages
  - Utilize the voice feature for more important/pressing messages
- Meet with constituency groups to garner input
  - Continue to hold regular Meteor Coffee meetings with parents
  - Administration will meet regularly with student groups