

Belvidere Central Middle School
Belvidere CUSD 100
Belvidere, 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 | 67.0 | 2.7 | 26.7 | 1.1 | 0.1 | 2.4 | 36.2 | 2.3 | | 0.5 | 18.4 | 95.6 | 1,144 |
| District | 62.6 | 2.8 | 29.9 | 1.3 | 0.1 | 3.2 | 36.0 | 8.6 | | 2.5 | 15.5 | 94.3 | 9,065 |
| 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 | 100.0 |
| District | 97.8 |
| State | 96.8 |

STUDENT-TO-STAFF RATIOS

| | Pupil- Teacher Elementary | Pupil- Teacher Secondary | Pupil- Certified Staff | Pupil- Administrator |
|-----------------|---------------------------------|--------------------------------|------------------------------|-------------------------|
| School | -- | -- | -- | -- |
| District | 19.8 | 18.9 | 15.7 | 292.4 |
| 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 | | | | | | | 20.7 | 25.7 | 26.3 | |
| District | | | | | | | 21.5 | 24.6 | 24.3 | |
| 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 | | 50 | 50 | | 50 | 50 | | 100 | 100 | | 50 | 50 |
| District | | 50 | 50 | | 50 | 50 | | 100 | 100 | | 50 | 50 |
| State | | 54 | 51 | | 43 | 44 | | 104 | 93 | | 43 | 44 |

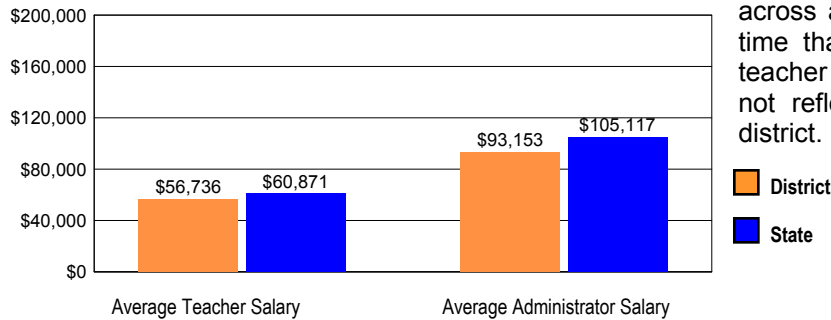
| TEACHER INFORMATION (Full-Time Equivalents) | | | | | | | | |
|---|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Male | Female | Total Number |
| District | 95.2 | 0.6 | 3.3 | 1.0 | 0.0 | 23.9 | 76.1 | 519 |
| 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 | 11.7 | 50.1 | 49.7 | 1.5 | 0.5 |
| State | 12.4 | 46.7 | 53.2 | 0.7 | 0.7 |

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

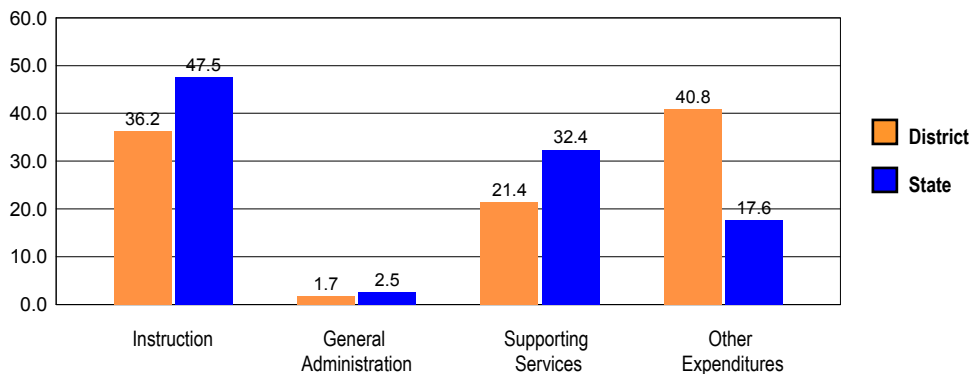
SCHOOL DISTRICT FINANCES

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 | \$22,222,053 | 34.9 | 57.6 | Education | \$52,593,002 | 50.2 | 72.6 |
| Other Local Funding | \$11,388,594 | 17.9 | 7.3 | Operations & Maintenance | \$9,410,083 | 9.0 | 8.5 |
| General State Aid | \$19,713,952 | 30.9 | 18.1 | Transportation | \$5,461,867 | 5.2 | 3.9 |
| Other State Funding | \$6,709,230 | 10.5 | 9.7 | Bond and Interest | \$4,972,859 | 4.7 | 6.7 |
| Federal Funding | \$3,667,462 | 5.8 | 7.3 | Rent | \$0 | 0.0 | 0.0 |
| TOTAL | \$63,701,291 | | | Municipal Retirement/ Social Security | \$1,170,734 | 1.1 | 1.8 |
| | | | | Fire Prevention & Safety | \$382,615 | 0.4 | 0.9 |
| | | | | Site & Construction/ Capital Improvement | \$30,716,680 | 29.3 | 5.6 |
| | | | | TOTAL | \$104,707,840 | | |

| 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 | \$98,428 | 3.98 | \$4,706 | \$7,754 |
| 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.

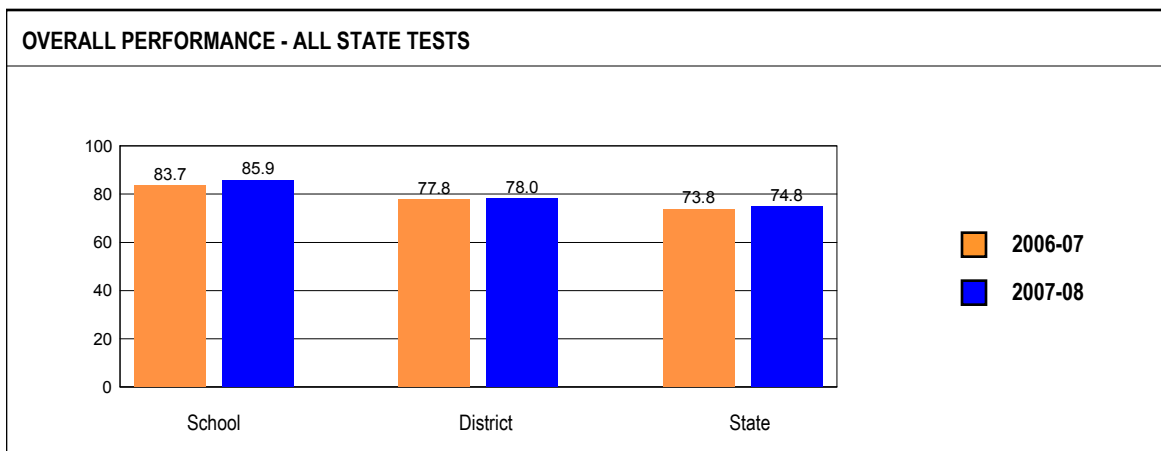
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

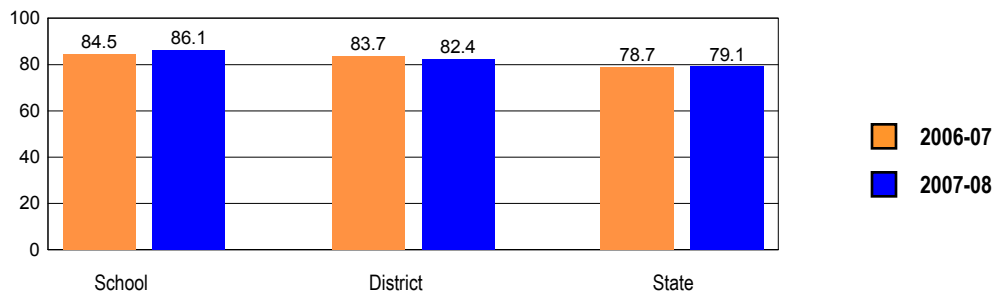
OVERALL STUDENT PERFORMANCE

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.

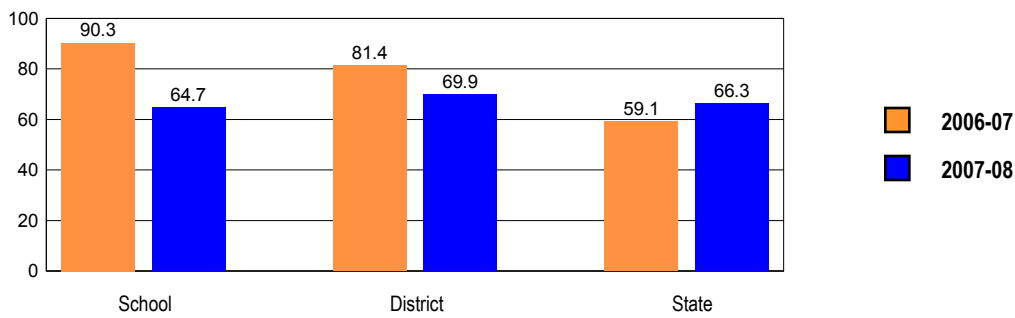
The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts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



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE

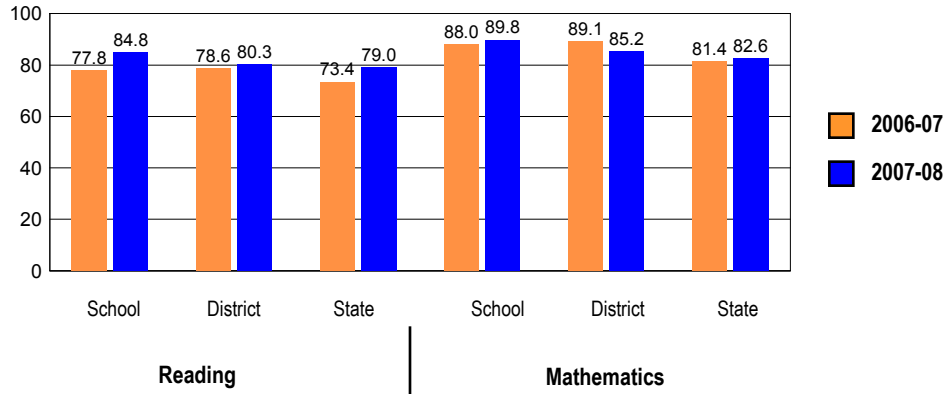


IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

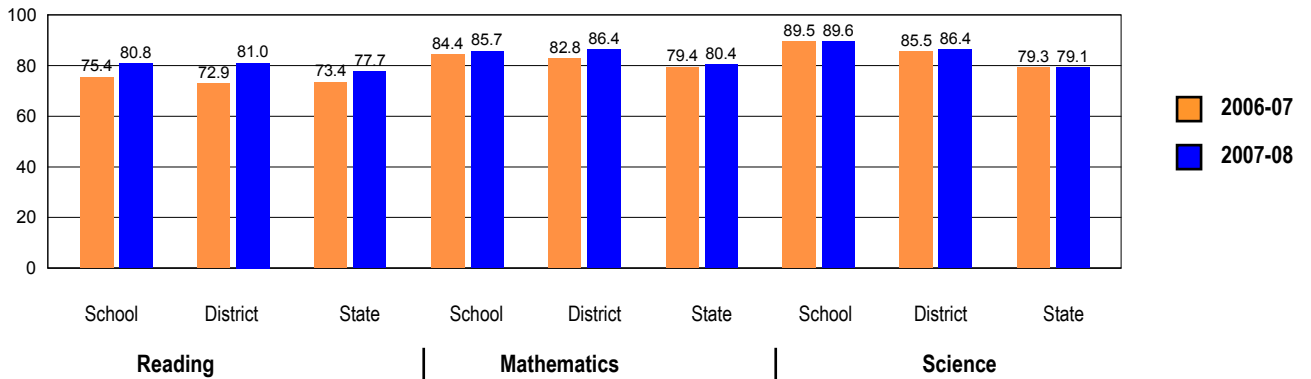
ISAT PERFORMANCE

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

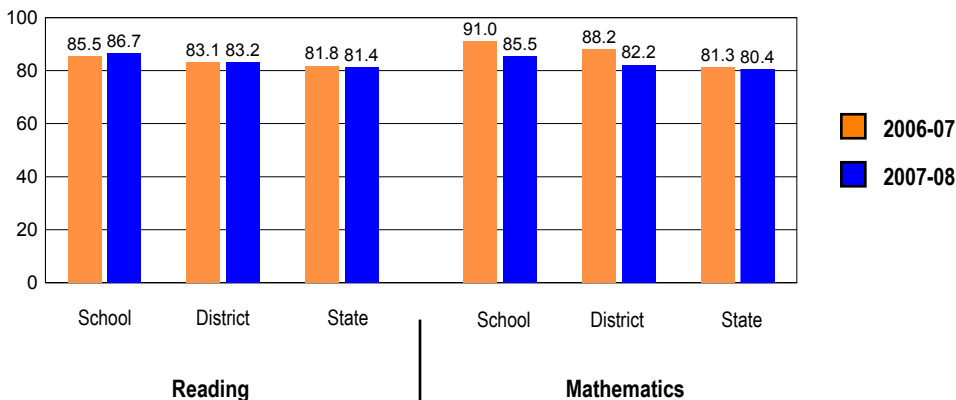
ISAT Grade 6



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 | 1,178 | 574 | 604 | 787 | 34 | 311 | 14 | 1 | 31 | 46 | | 140 | 429 |
| | Reading | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | 0.00 | 0.0 | | 0.0 | 0.0 |
| | Mathematics | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | 0.00 | 0.0 | | 0.0 | 0.0 |
| District | *Enrollment | 4,727 | 2,384 | 2,343 | 3,024 | 125 | 1,334 | 69 | 3 | 172 | 329 | | 651 | 1,762 |
| | Reading | 0.1 | 0.2 | 0.1 | 0.2 | 0.0 | 0.1 | 0.0 | | 0.0 | 0.0 | | 0.3 | 0.2 |
| | Mathematics | 0.1 | 0.2 | 0.1 | 0.2 | 0.0 | 0.1 | 0.0 | | 0.0 | 0.0 | | 0.3 | 0.2 |
| 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 | 392 | 192 | 200 | 253 | 12 | 110 | 3 | 1 | 13 | 18 | | 45 | 145 |
| | Science | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | | 0.0 | 0.0 | | 0.0 | 0.0 |
| District | *Enrollment | 1,906 | 936 | 970 | 1,271 | 50 | 498 | 24 | 2 | 61 | 105 | | 231 | 673 |
| | Science | 0.3 | 0.3 | 0.2 | 0.3 | 0.0 | 0.2 | 0.0 | | 0.0 | 0.0 | | 0.0 | 0.3 |
| 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 | 0.3 | 14.9 | 62.5 | 22.3 | 0.3 | 9.9 | 72.8 | 16.9 |
| District | 0.9 | 18.8 | 58.7 | 21.6 | 0.9 | 13.9 | 70.3 | 14.9 |
| 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 | 17.4 | 65.8 | 16.8 | 0.0 | 10.0 | 73.7 | 16.3 |
| | District | 1.2 | 20.9 | 59.7 | 18.2 | 0.9 | 12.9 | 71.0 | 15.2 |
| | State | 0.4 | 23.9 | 53.0 | 22.7 | 0.8 | 18.4 | 59.9 | 20.9 |
| Female | School | 0.6 | 12.4 | 59.0 | 28.1 | 0.5 | 9.9 | 72.0 | 17.6 |
| | District | 0.6 | 16.5 | 57.6 | 25.3 | 0.9 | 14.9 | 69.6 | 14.6 |
| | 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 | 13.0 | 62.1 | 24.9 | 0.0 | 8.4 | 71.6 | 19.9 |
| | District | 0.2 | 14.1 | 60.5 | 25.2 | 0.7 | 11.5 | 68.9 | 18.9 |
| | State | 0.1 | 11.8 | 53.1 | 35.0 | 0.2 | 8.9 | 63.4 | 27.5 |
| Black | School | 0.0 | 10.0 | 90.0 | 0.0 | 0.0 | 10.0 | 90.0 | 0.0 |
| | District | 0.0 | 20.0 | 80.0 | 0.0 | 0.0 | 20.0 | 80.0 | 0.0 |
| | State | 0.7 | 35.9 | 53.4 | 10.0 | 1.6 | 34.8 | 56.9 | 6.7 |
| Hispanic | School | 1.2 | 24.4 | 58.5 | 15.9 | 1.2 | 15.1 | 74.4 | 9.3 |
| | District | 2.9 | 31.0 | 52.0 | 14.0 | 1.7 | 19.8 | 70.6 | 7.9 |
| | State | 0.4 | 31.7 | 55.4 | 12.5 | 0.7 | 22.2 | 65.6 | 11.5 |
| Asian/Pacific Islander | School | | | | | | | | |
| | District | 0.0 | 18.2 | 54.5 | 27.3 | 0.0 | 0.0 | 72.7 | 27.3 |
| | 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 | 0.0 | 15.4 | 61.5 | 23.1 | 0.0 | 15.4 | 84.6 | 0.0 |
| | State | 0.2 | 17.1 | 55.0 | 27.7 | 0.5 | 14.6 | 64.1 | 20.8 |

Grade 6 - Limited-English-Proficient

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|-----|-------------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 9.1 | 72.7 | 18.2 | 0.0 | 7.1 | 35.7 | 57.1 | 0.0 |
| District | 11.1 | 77.8 | 11.1 | 0.0 | 3.2 | 41.9 | 54.8 | 0.0 |
| State | 1.0 | 62.0 | 34.6 | 2.3 | 1.6 | 40.5 | 54.2 | 3.7 |

Grade 6 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | |
|---------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | School | 0.0 | 43.9 | 53.7 | 2.4 | 0.0 | 41.5 | 56.1 | 2.4 |
| | District | 3.4 | 44.3 | 47.7 | 4.5 | 3.4 | 37.1 | 56.2 | 3.4 |
| | State | 1.6 | 55.4 | 37.0 | 5.9 | 3.1 | 44.9 | 47.3 | 4.8 |
| Non-IEP | School | 0.3 | 11.3 | 63.6 | 24.8 | 0.3 | 6.0 | 74.9 | 18.7 |
| | District | 0.5 | 14.8 | 60.4 | 24.3 | 0.5 | 10.3 | 72.5 | 16.7 |
| | 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 | 0.8 | 21.0 | 67.2 | 10.9 | 0.8 | 9.0 | 81.1 | 9.0 |
| | District | 2.0 | 27.1 | 60.7 | 10.1 | 1.2 | 19.9 | 71.3 | 7.6 |
| | State | 0.5 | 33.1 | 54.7 | 11.7 | 1.1 | 27.3 | 62.3 | 9.3 |
| Not Eligible | School | 0.0 | 12.0 | 60.2 | 27.7 | 0.0 | 10.4 | 68.8 | 20.8 |
| | District | 0.2 | 13.7 | 57.5 | 28.6 | 0.7 | 10.2 | 69.7 | 19.4 |
| | 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 | 0.3 | 18.9 | 61.3 | 19.5 | 0.8 | 13.5 | 57.1 | 28.6 | 3.9 | 6.5 | 65.7 | 23.9 |
| District | 0.4 | 18.6 | 64.9 | 16.0 | 0.7 | 12.9 | 61.1 | 25.3 | 4.9 | 8.7 | 62.5 | 23.9 |
| 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 | 0.0 | 20.7 | 59.2 | 20.1 | 1.6 | 13.9 | 53.5 | 31.0 | 3.7 | 8.6 | 60.4 | 27.3 |
| | District | 0.6 | 19.8 | 64.4 | 15.2 | 1.2 | 12.7 | 59.6 | 26.5 | 3.9 | 8.4 | 58.7 | 28.9 |
| | 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 | 0.5 | 17.3 | 63.3 | 18.9 | 0.0 | 13.1 | 60.6 | 26.3 | 4.0 | 4.5 | 70.7 | 20.7 |
| | District | 0.3 | 17.6 | 65.4 | 16.8 | 0.3 | 13.0 | 62.5 | 24.2 | 5.7 | 9.0 | 65.8 | 19.4 |
| | 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 | 13.8 | 64.4 | 21.9 | 0.0 | 11.3 | 53.4 | 35.2 | 1.2 | 3.2 | 64.0 | 31.6 |
| | District | 0.2 | 14.1 | 67.9 | 17.8 | 0.0 | 10.3 | 58.8 | 31.0 | 1.8 | 5.2 | 62.9 | 30.1 |
| | 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 | 0.0 | 16.7 | 66.7 | 16.7 | 8.3 | 33.3 | 58.3 | 0.0 | 0.0 | 25.0 | 75.0 | 0.0 |
| | District | 0.0 | 21.1 | 68.4 | 10.5 | 10.5 | 26.3 | 52.6 | 10.5 | 5.3 | 26.3 | 63.2 | 5.3 |
| | 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 | 1.0 | 30.8 | 53.8 | 14.4 | 1.8 | 14.5 | 68.2 | 15.5 | 10.9 | 10.9 | 69.1 | 9.1 |
| | District | 1.0 | 27.5 | 59.5 | 12.0 | 1.0 | 15.9 | 68.8 | 14.4 | 11.7 | 13.1 | 62.1 | 13.1 |
| | 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 | 0.0 | 23.1 | 61.5 | 15.4 | 0.0 | 30.8 | 30.8 | 38.5 | 0.0 | 15.4 | 61.5 | 23.1 |
| | District | 0.0 | 25.9 | 59.3 | 14.8 | 3.7 | 22.2 | 51.9 | 22.2 | 3.7 | 18.5 | 66.7 | 11.1 |
| | 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 - Limited-English-Proficient

| Levels | | Reading | | | | Mathematics | | | | Science | | | |
|--------|----------|---------|------|------|-----|-------------|------|------|-----|---------|------|------|-----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | School | 7.7 | 76.9 | 15.4 | 0.0 | 5.6 | 38.9 | 50.0 | 5.6 | 44.4 | 11.1 | 44.4 | 0.0 |
| | District | 5.0 | 80.0 | 15.0 | 0.0 | 3.7 | 33.3 | 59.3 | 3.7 | 52.0 | 12.0 | 36.0 | 0.0 |
| | State | 2.4 | 62.7 | 34.0 | 0.9 | 4.9 | 40.8 | 49.1 | 5.2 | 23.4 | 37.8 | 37.0 | 1.8 |

Grade 7 - Students with Disabilities

| Levels | | Reading | | | | Mathematics | | | | Science | | | |
|---------|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| IEP | School | 2.4 | 56.1 | 41.5 | 0.0 | 2.5 | 47.5 | 47.5 | 2.5 | 15.0 | 22.5 | 60.0 | 2.5 |
| | District | 1.3 | 55.7 | 43.0 | 0.0 | 3.8 | 34.6 | 60.3 | 1.3 | 11.5 | 24.4 | 61.5 | 2.6 |
| | 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 | 14.5 | 63.7 | 21.8 | 0.6 | 9.6 | 58.3 | 31.6 | 2.6 | 4.6 | 66.4 | 26.4 |
| | District | 0.3 | 13.8 | 67.8 | 18.1 | 0.3 | 10.1 | 61.3 | 28.3 | 4.0 | 6.8 | 62.6 | 26.6 |
| | 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 | 0.7 | 27.5 | 61.6 | 10.1 | 1.4 | 19.7 | 64.1 | 14.8 | 5.6 | 10.6 | 71.8 | 12.0 |
| | District | 0.8 | 24.2 | 66.3 | 8.7 | 1.2 | 17.5 | 66.9 | 14.4 | 8.2 | 12.9 | 65.6 | 13.3 |
| | 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 | School | 0.0 | 14.0 | 61.2 | 24.8 | 0.4 | 9.9 | 53.1 | 36.6 | 2.9 | 4.1 | 62.1 | 30.9 |
| | District | 0.2 | 15.4 | 64.2 | 20.2 | 0.5 | 10.2 | 57.8 | 31.6 | 2.9 | 6.3 | 60.6 | 30.1 |
| | 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 | | 0.0 | 13.3 | 79.4 | 7.3 | 1.3 | 13.3 | 56.0 | 29.5 |
| District | | 0.1 | 16.6 | 76.0 | 7.3 | 1.1 | 16.7 | 54.0 | 28.2 |
| 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 | 0.0 | 16.5 | 76.9 | 6.6 | 1.1 | 15.4 | 56.0 | 27.5 |
| | District | 0.3 | 20.2 | 72.6 | 6.9 | 1.4 | 17.2 | 53.2 | 28.2 |
| | State | 0.5 | 22.0 | 69.8 | 7.7 | 1.9 | 18.9 | 51.2 | 28.0 |
| Female | School | 0.0 | 10.6 | 81.5 | 7.9 | 1.4 | 11.5 | 56.0 | 31.2 |
| | District | 0.0 | 13.3 | 79.1 | 7.6 | 0.8 | 16.1 | 54.8 | 28.2 |
| | 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 | 0.0 | 8.7 | 81.4 | 9.8 | 0.4 | 10.2 | 53.0 | 36.4 |
| | District | 0.2 | 12.0 | 78.2 | 9.6 | 0.4 | 12.2 | 52.6 | 34.7 |
| | State | 0.2 | 11.6 | 76.4 | 11.8 | 0.8 | 10.3 | 52.3 | 36.6 |
| Black | School | 0.0 | 20.0 | 80.0 | 0.0 | 0.0 | 20.0 | 60.0 | 20.0 |
| | District | 0.0 | 20.0 | 80.0 | 0.0 | 0.0 | 25.0 | 55.0 | 20.0 |
| | State | 0.8 | 30.5 | 66.7 | 2.0 | 3.8 | 35.3 | 51.9 | 9.1 |
| Hispanic | School | 0.0 | 24.3 | 73.9 | 1.8 | 2.7 | 20.5 | 63.4 | 13.4 |
| | District | 0.0 | 28.3 | 69.8 | 2.0 | 1.9 | 27.5 | 57.5 | 13.0 |
| | State | 0.4 | 26.1 | 70.3 | 3.2 | 1.9 | 23.6 | 59.9 | 14.6 |
| Asian/Pacific Islander | School | | | | | | | | |
| | District | 0.0 | 0.0 | 90.0 | 10.0 | 0.0 | 0.0 | 50.0 | 50.0 |
| | 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 | 0.0 | 8.7 | 78.3 | 13.0 | 8.0 | 8.0 | 52.0 | 32.0 |
| | State | 0.3 | 15.0 | 75.0 | 9.7 | 1.6 | 17.1 | 55.0 | 26.3 |

Grade 8 - Limited-English-Proficient

| Levels | | Reading | | | | Mathematics | | | |
|----------|--|---------|------|------|-----|-------------|------|------|-----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | | 0.0 | 58.3 | 41.7 | 0.0 | 21.4 | 35.7 | 42.9 | 0.0 |
| District | | 0.0 | 73.7 | 26.3 | 0.0 | 21.7 | 47.8 | 30.4 | 0.0 |
| State | | 1.5 | 58.1 | 40.0 | 0.3 | 4.9 | 42.4 | 47.0 | 5.8 |

Grade 8 - Students with Disabilities

| Levels | | Reading | | | | Mathematics | | | |
|---------|----------|---------|------|------|-----|-------------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| IEP | School | 0.0 | 53.7 | 43.9 | 2.4 | 4.9 | 48.8 | 43.9 | 2.4 |
| | District | 1.2 | 59.3 | 38.4 | 1.2 | 3.5 | 52.3 | 43.0 | 1.2 |
| | State | 2.0 | 55.7 | 41.4 | 0.9 | 7.6 | 49.2 | 38.7 | 4.5 |
| Non-IEP | School | 0.0 | 8.7 | 83.5 | 7.8 | 0.8 | 9.2 | 57.4 | 32.6 |
| | District | 0.0 | 10.8 | 81.1 | 8.1 | 0.8 | 11.8 | 55.5 | 31.9 |
| | 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 | 21.3 | 76.1 | 2.6 | 1.9 | 22.4 | 57.7 | 17.9 |
| District | 0.4 | 23.9 | 72.4 | 3.4 | 1.5 | 23.3 | 57.4 | 17.8 |
| State | 0.7 | 28.9 | 67.8 | 2.6 | 2.8 | 29.0 | 56.1 | 12.2 |
| Not Eligible | | | | | | | | |
| School | 0.0 | 8.2 | 81.5 | 10.3 | 0.8 | 7.4 | 54.9 | 36.9 |
| District | 0.0 | 12.3 | 78.1 | 9.6 | 0.9 | 12.7 | 52.0 | 34.4 |
| 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 | 100.0 | Yes | 100.0 | Yes | 85.6 | | Yes | 87.9 | | Yes | 95.6 | Yes | | |
| White | 100.0 | Yes | 100.0 | Yes | 89.4 | | Yes | 89.9 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | 100.0 | Yes | 100.0 | Yes | 74.4 | | Yes | 81.7 | | Yes | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | 100.0 | Yes | 100.0 | Yes | | | | | | | | | | |
| Students with Disabilities | 100.0 | Yes | 100.0 | Yes | 51.0 | 47.4 | Yes | 53.6 | | Yes | 95.6 | | | |
| Economically Disadvantaged | 100.0 | Yes | 100.0 | Yes | 78.1 | | Yes | 81.8 | | 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.)

The 2007-2008 school year was the tenth year that students in the State of Illinois took the Illinois Standard Achievement Test (ISAT). This test was administered to students in grade 6 in the area of Reading and Math, in grade 7 in the area of Reading, Math and Science and in grade 8 in the areas of Reading, Math and Writing. This was the sixth year the students at Belvidere Central Middle School have taken the test since the school was just completed and open for attendance beginning in 2002-2003.

The ISAT measures how well students are meeting the Illinois Learning Standards in the areas listed above. The Illinois Learning Standards present a specific set of expectations that are required of students and teachers.

To determine if students are meeting the standards, their progress must be measured over a period of time. The ISAT provides one measure of determining academic success. Other measures are just as important such as classrooms where teachers can observe progress in many ways, by reviewing assignments, testing, judging and evaluating projects, and performances. Other forms of measuring are completed on a larger scale, including the EXPLORE test given to the eighth grade students as well as the SCANTRON testing for 1000 of our students in Math and Reading (testing in September, January and May)

Belvidere Central Middle School will continue to analyze and monitor student achievement data in relation to the Illinois Learning Standards. We will continue to maintain our current Reading, Math, Science and Social Studies curriculum. We are looking at purchasing a new Language Arts book since we need to fill in some of the gaps our existing series has failed to adequately cover in the area of nonfiction reading.

| | | |
|--------------|-------|--------|
| | 07-08 | |
| Reading | 85.6% | +6.3% |
| Math | 87.9% | +0.6% |
| Science | 90.7% | - 0.8% |
| Writing | 66.0% | +3.0% |
| Sub Groups | | |
| Reading | | |
| Hispanic | 74.4% | +8.3% |
| Low-Income | 78.1% | +9.0% |
| Disabilities | 51.0% | +9.6% |
| Math | | |
| Hispanic | 81.7% | +3.7% |
| Low-Income | 81.8% | +3.1% |
| Disabilities | 53.6% | - 6.4% |

****All groups made Average Yearly Progress for the third year in a row.**

We will continue to provide significant staff training with an emphasis in Math and Reading, specifically as it relates to reaching the Hispanic population, the low income population and the special education population of our school. We are focusing on the three sub groups identified below by implementing data assessment teams at each grade level. We have also implemented a Math Assistance Program (M.A.P.) for all students who did not meet standards in the area of math (49 of 94 improved to where they met standards) and a Reading Assistance Program (R.A.P.) for all students who did not meet standards in the area of Reading (68 of 95 improved to where they met standards). M.A.P. and R.A.P. provide students 105 extra minutes of instruction per week in a particular subject area of defined weakness.

In addition, the 2008 ISAT test requires that grade 6 and grade 8 students write a narrative essay and a persuasive essay. A majority of our language arts staff members have attended state sponsored workshops on teaching effective writing strategies and assessing student writing via newly developed state rubrics. Since we have historically done well in this area, we are hoping to maintain success with the implementation of the new state writing guidelines.

This analysis and our continued efforts with our data assessment teams will serve as the driving force for the improvement of teaching and learning and the most productive use of education dollars. We are confident that this process will result in improved educational opportunities for all students at Belvidere Central Middle School.