

**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.

Starting in 2009, charter school information is included in district statistics.

**STUDENTS**

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	67.0	3.2	24.8	1.4	0.1	3.4	32.2	6.4		7.5	8.4	95.9	1,131
<b>District</b>	61.8	2.8	30.2	1.4	0.2	3.7	37.6	10.9		6.6	10.5	94.6	9,024
<b>State</b>	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

**Low-income** students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

**Limited-English-proficient** students are those students eligible for transitional bilingual programs.

**Mobility rate** is based on the number of times students enroll in or leave a school during the school year.

**Chronic truants** are students who are absent from school without valid cause for 18 or more of the last 180 school days.

**INSTRUCTIONAL SETTING**

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	97.9	18.9	18.6	15.2	300.8
<b>State</b>	96.7	18.4	18.0	13.3	201.8

\* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>							28.8	27.0	29.8	
<b>District</b>							27.4	25.7	27.3	
<b>State</b>							22.0	21.1	21.4	

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>		50	50		50	50		100	100		50	50
<b>District</b>		50	50		50	50		100	100		50	50
<b>State</b>		54	51		43	44		104	92		43	44

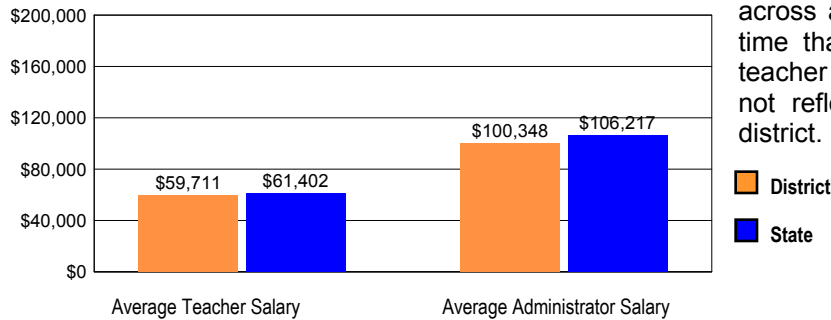
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	95.3	0.6	3.4	0.8	0.0	22.9	77.1	530
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	12.2	50.4	49.6	1.1	0.0
State	12.5	44.1	55.8	0.6	1.2

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

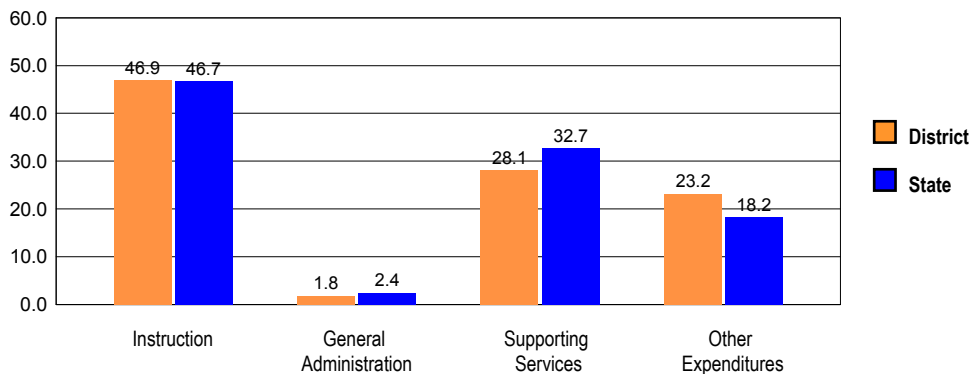
## SCHOOL DISTRICT FINANCES

### 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 2007-08 (Percentages)



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$38,720,316	48.2	58.7	Education	\$59,339,184	63.7	71.5
Other Local Funding	\$9,840,779	12.3	6.3	Operations & Maintenance	\$6,204,928	6.7	8.6
General State Aid	\$21,483,429	26.8	18.6	Transportation	\$5,824,629	6.2	3.9
Other State Funding	\$6,086,783	7.6	9.0	Bond and Interest	\$5,664,937	6.1	6.3
Federal Funding	\$4,124,431	5.1	7.4	Rent	\$0	0.0	0.0
TOTAL	\$80,255,738			Municipal Retirement/ Social Security	\$1,332,444	1.4	1.8
				Fire Prevention & Safety	\$521,199	0.6	0.9
				Site & Construction/ Capital Improvement	\$14,333,408	15.4	6.8
				TOTAL	\$93,220,729		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$108,111	3.96	\$5,249	\$8,675
State	**	**	\$6,103	\$10,417

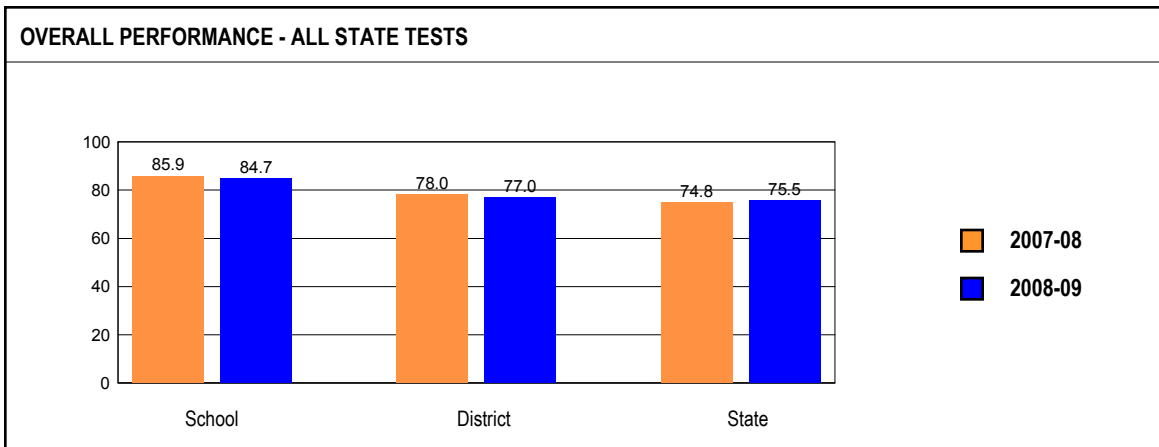
\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.  
**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.  
**Total school tax rate** is a district's total tax rate as it appears on local property tax bills.  
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.  
**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE

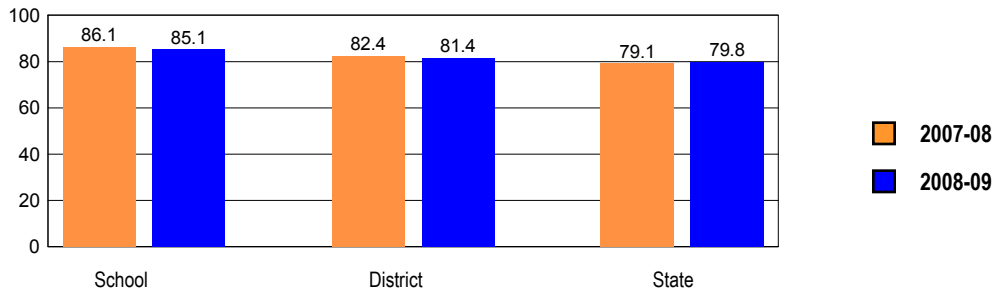
### OVERALL STUDENT PERFORMANCE

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

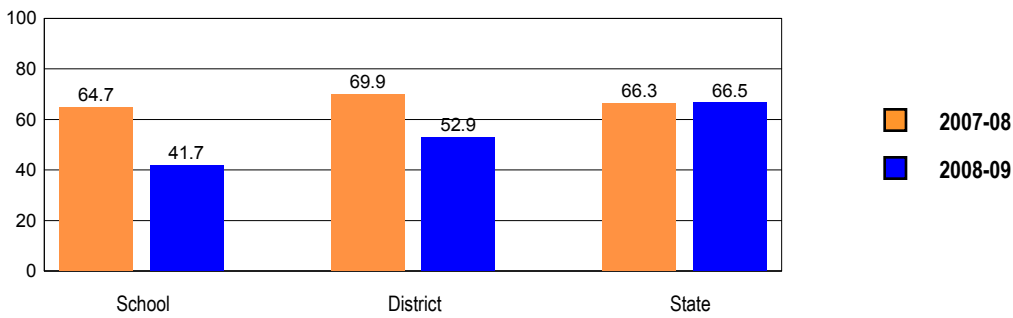
The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.



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



**OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE**

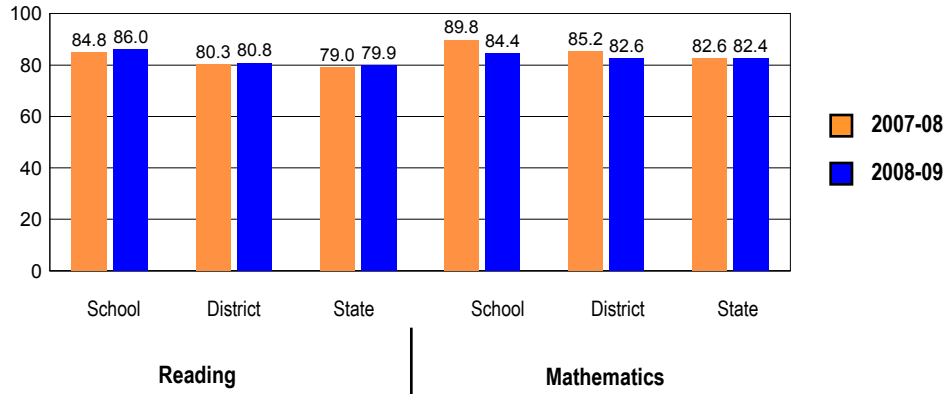


IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

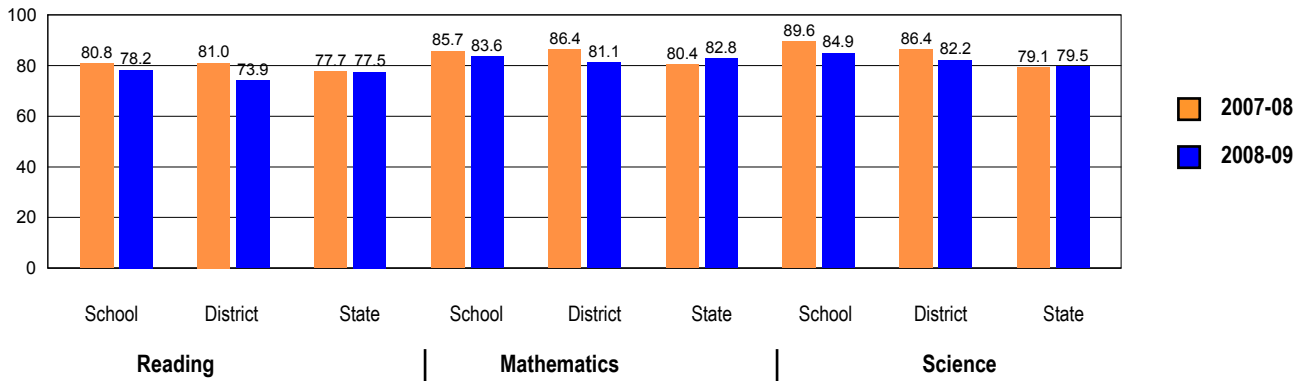
**ISAT PERFORMANCE**

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.

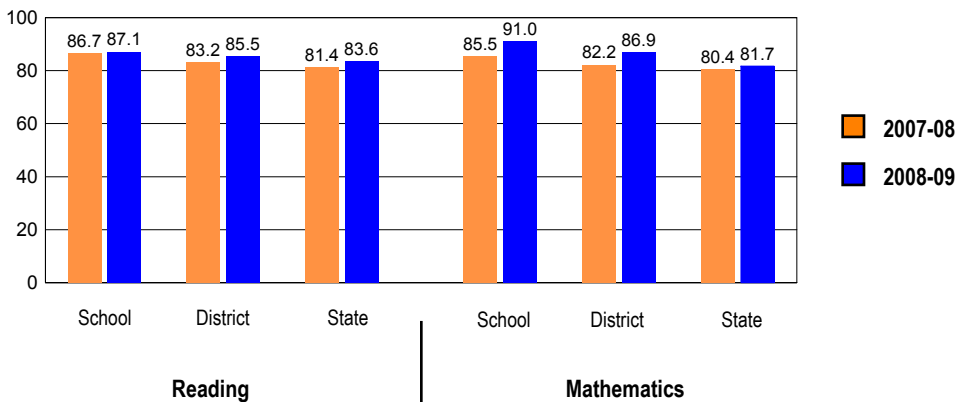
**ISAT Grade 6**



**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	1,145	586	559	763	34	289	16	2	41	79	0	145	358
	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	4,683	2,384	2,299	2,978	103	1,349	66	6	181	420	0	655	1,704
	Reading	0.1	0.1	0.0	0.1	1.0	0.0	0.0		0.0	0.0		0.3	0.1
	Mathematics	0.1	0.1	0.0	0.1	1.0	0.0	0.0		0.0	0.0		0.3	0.1
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	376	195	181	256	7	94	6	1	12	22	0	46	113
	Science	0.0	0.0	0.0	0.0		0.0			0.0	0.0		0.0	0.0
District	*Enrollment	1,924	992	932	1,271	37	510	31	2	73	120	0	274	668
	Science	0.2	0.3	0.0	0.2	2.7	0.0	0.0		0.0	0.0		0.7	0.3
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

\* Enrollment as reported during the testing windows for grades 4, 7, and 11.

## ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

### Grade 6

#### Grade 6 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	14.0	62.5	23.5	0.5	15.1	68.7	15.6
District	0.0	19.2	57.6	23.2	0.4	17.0	67.4	15.1
State	0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

#### Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	17.1	57.0	25.9	0.5	15.0	67.9	16.6
	District	0.0	21.6	53.2	25.2	0.3	16.3	68.1	15.2
	State	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female	School	0.0	10.7	68.5	20.8	0.6	15.2	69.7	14.6
	District	0.0	16.6	62.3	21.1	0.6	17.7	66.7	15.0
	State	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

#### Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	7.6	63.5	28.9	0.4	10.4	69.5	19.7
	District	0.0	10.8	59.4	29.7	0.2	11.1	68.6	20.0
	State	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black	School	0.0	43.8	50.0	6.3	0.0	37.5	62.5	0.0
	District	0.0	39.1	56.5	4.3	0.0	30.4	60.9	8.7
	State	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic	School	0.0	26.7	64.0	9.3	1.2	24.4	68.6	5.8
	District	0.0	33.3	54.9	11.7	0.9	26.2	66.8	6.1
	State	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander	School								
	District								
	State	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American	School								
	District								
	State	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic	School	0.0	23.1	46.2	30.8	0.0	23.1	61.5	15.4
	District	0.0	29.2	45.8	25.0	0.0	33.3	54.2	12.5
	State	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	54.8	41.9	3.2	3.2	48.4	48.4	0.0
District	0.0	66.2	30.9	2.9	2.9	48.5	48.5	0.0
State	0.5	58.4	37.6	3.4	1.6	42.6	51.0	4.8

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	44.4	48.9	6.7	2.2	42.2	53.3	2.2
	District	0.0	48.2	44.7	7.1	1.2	36.5	58.8	3.5
	State	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP	School	0.0	9.8	64.4	25.8	0.3	11.3	70.9	17.5
	District	0.0	15.1	59.4	25.5	0.3	14.3	68.6	16.7
	State	0.1	14.5	55.1	30.3	0.2	12.5	61.1	26.2

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	20.2	68.4	11.4	0.9	19.3	71.1	8.8
	District	0.0	31.7	56.7	11.7	0.4	22.9	70.0	6.7
	State	0.3	31.7	55.2	12.7	1.0	27.1	61.1	10.8
Not Eligible	School	0.0	11.3	59.9	28.8	0.4	13.2	67.7	18.7
	District	0.0	12.6	58.1	29.4	0.4	13.9	66.1	19.6
	State	0.1	10.2	50.5	39.3	0.2	8.6	57.2	34.0

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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.5	21.3	58.0	20.2	1.6	14.7	59.2	24.4	5.6	9.4	57.5	27.4
District	0.6	25.5	55.4	18.5	1.5	17.4	59.8	21.2	7.0	10.7	56.8	25.4
State	0.5	22.0	56.8	20.7	1.6	15.6	55.0	27.7	7.0	13.6	55.7	23.8

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.5	23.8	59.1	16.6	1.6	16.1	59.1	23.3	6.7	9.3	54.9	29.0
	District	0.9	28.0	56.6	14.6	1.5	16.7	59.1	22.8	7.3	9.9	54.4	28.4
	State	0.7	26.1	55.4	17.9	2.1	17.1	52.8	28.0	7.9	13.0	52.8	26.4
Female	School	0.6	18.5	56.7	24.2	1.7	13.3	59.4	25.6	4.5	9.5	60.3	25.7
	District	0.3	22.8	54.0	22.8	1.6	18.2	60.7	19.5	6.8	11.6	59.5	22.2
	State	0.3	17.8	58.2	23.7	1.2	14.0	57.4	27.4	6.0	14.2	58.7	21.1

**Grade 7 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.4	16.9	58.7	24.0	2.0	10.7	56.9	30.4	4.4	5.6	55.2	34.9
	District	0.2	21.4	55.8	22.6	1.4	13.6	57.7	27.3	4.9	7.7	54.9	32.4
	State	0.2	14.2	57.6	28.0	0.7	9.1	53.4	36.7	2.9	7.1	55.2	34.8
Black	School	0.0	27.3	63.6	9.1	0.0	18.2	81.8	0.0	0.0	18.2	81.8	0.0
	District	1.0	35.9	54.7	8.4	4.1	31.3	55.4	9.3	15.3	25.4	54.1	5.3
	State												
Hispanic	School	1.1	34.1	54.9	9.9	1.1	25.5	62.8	10.6	9.6	20.2	59.6	10.6
	District	0.6	37.5	52.8	9.1	2.2	26.3	63.1	8.4	12.8	18.4	57.5	11.2
	State	0.8	32.4	57.5	9.3	1.9	20.0	62.4	15.7	10.8	21.4	59.0	8.7
Asian/Pacific Islander	School	0.0	9.1	45.5	45.5	0.0	0.0	63.6	36.4	0.0	0.0	54.5	45.5
	District	0.2	9.4	51.3	39.2	0.5	4.9	37.8	56.8	2.8	5.4	51.0	40.8
	State												
Native American	School												
	District												
	State	0.0	19.1	56.4	24.5	0.8	12.8	60.3	26.0	5.0	11.2	55.6	28.2
Multiracial/Ethnic	School	0.0	33.3	66.7	0.0	0.0	25.0	75.0	0.0	8.3	8.3	83.3	0.0
	District	8.0	20.0	64.0	8.0	0.0	24.0	64.0	12.0	8.0	8.0	72.0	12.0
	State	0.5	19.6	57.3	22.6	1.8	14.9	55.5	27.8	6.2	12.0	58.4	23.4

**Grade 7 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	5.3	73.7	21.1	0.0	4.5	59.1	36.4	0.0	27.3	45.5	27.3	0.0
District	2.8	83.3	13.9	0.0	7.7	51.3	41.0	0.0	28.2	43.6	28.2	0.0
State	2.3	64.0	32.0	1.7	4.7	38.5	51.0	5.8	25.6	35.2	37.3	1.9

**Grade 7 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	4.5	65.9	25.0	4.5	50.0	43.2	2.3	23.3	20.9	46.5	9.3	
	District	4.5	64.8	28.4	2.3	3.4	42.5	49.4	4.6	20.0	18.8	52.9	8.2
	State	2.7	59.0	34.6	3.7	8.3	44.0	42.0	5.7	24.1	26.5	42.5	6.8
Non-IEP	School	0.0	15.3	62.4	22.3	1.2	10.0	61.4	27.4	3.3	7.9	59.0	29.8
	District	0.0	19.4	59.5	21.0	1.2	13.6	61.4	23.8	5.1	9.5	57.4	28.0
	State	0.2	16.4	60.1	23.3	0.6	11.3	57.0	31.1	4.4	11.6	57.7	26.3

**Grade 7 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	29.2	61.9	8.8	0.9	17.7	69.9	11.5	5.3	13.3	66.4	15.0
	District	0.9	36.5	54.8	7.8	1.7	25.2	63.5	9.6	10.0	15.7	59.6	14.8
	State	0.9	34.1	56.3	8.8	2.9	24.7	59.3	13.1	12.2	21.9	57.1	8.7
Not Eligible	School	0.8	17.8	56.2	25.2	1.9	13.5	54.6	30.0	5.8	7.7	53.7	32.8
	District	0.5	19.6	55.7	24.3	1.4	13.2	57.9	27.5	5.4	8.0	55.3	31.2
	State	0.2	12.6	57.1	30.1	0.7	8.4	51.7	39.3	2.9	7.0	54.6	35.6

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

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.3	12.6	78.1	9.0	0.8	8.2	55.8	35.2
District		0.3	14.2	77.3	8.2	0.7	12.4	57.0	29.9
State		0.4	16.0	74.6	9.0	0.8	17.5	54.5	27.2

**Grade 8 - Gender**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	14.7	78.4	6.8	1.0	10.5	53.9	34.6
	District	0.3	15.7	77.5	6.5	0.9	14.2	55.6	29.3
	State	0.5	19.0	72.5	7.9	0.9	18.6	53.1	27.4
Female	School	0.5	10.6	77.8	11.1	0.5	6.1	57.6	35.9
	District	0.3	12.9	77.0	9.8	0.6	10.6	58.3	30.5
	State	0.2	12.9	76.7	10.2	0.6	16.4	56.0	27.0

**Grade 8 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	7.2	82.5	10.4	0.8	5.6	51.8	41.8
	District	0.0	9.6	80.9	9.4	0.9	10.8	52.3	36.0
	State	0.2	10.0	77.2	12.6	0.4	10.3	53.4	35.9
Black	School	0.0	30.0	70.0	0.0	0.0	30.0	50.0	20.0
	District	0.0	20.0	73.3	6.7	0.0	26.7	46.7	26.7
	State	0.7	28.6	68.7	2.1	1.9	34.5	54.4	9.2
Hispanic	School	0.9	23.4	70.1	5.6	0.9	11.1	67.6	20.4
	District	1.0	24.2	69.7	5.1	0.5	14.5	68.5	16.5
	State	0.5	22.2	73.6	3.7	0.8	22.9	61.3	15.0
Asian/Pacific Islander	School								
	District								
	State	0.2	6.3	72.5	21.0	0.4	5.7	36.0	57.9
Native American	School								
	District								
	State	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8
Multiracial/Ethnic	School	0.0	12.5	68.8	18.8	0.0	12.5	50.0	37.5
	District	0.0	14.3	75.0	10.7	0.0	14.3	64.3	21.4
	State	0.2	14.6	75.5	9.6	0.5	16.7	56.0	26.7

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

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		4.0	56.0	40.0	0.0	0.0	34.6	57.7	7.7
District		5.3	57.9	36.8	0.0	0.0	33.3	59.0	7.7
State		1.4	51.9	46.3	0.5	2.3	43.3	48.8	5.6

**Grade 8 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	2.2	46.7	51.1	0.0	6.7	28.9	62.2	2.2
	District	2.3	47.7	50.0	0.0	4.7	37.2	57.0	1.2
	State	2.0	51.8	44.9	1.3	4.0	51.3	40.0	4.7
Non-IEP	School	0.0	8.2	81.6	10.2	0.0	5.5	54.9	39.5
	District	0.0	9.5	81.1	9.4	0.2	8.9	57.0	34.0
	State	0.1	10.6	79.1	10.2	0.3	12.4	56.7	30.6

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
<b>Free/Reduced Price Lunch</b>								
<b>School</b>	0.8	22.5	74.4	2.3	1.6	10.9	68.2	19.4
<b>District</b>	0.9	21.6	75.0	2.6	1.7	15.9	66.4	15.9
<b>State</b>	0.6	25.8	70.5	3.0	1.3	28.1	58.1	12.4
<b>Not Eligible</b>								
<b>School</b>	0.0	7.7	79.9	12.4	0.4	6.9	49.6	43.1
<b>District</b>	0.0	10.6	78.4	11.0	0.2	10.6	52.3	36.9
<b>State</b>	0.1	8.6	77.7	13.6	0.4	9.4	51.8	38.4

## 2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	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	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		70.0			70.0			90.0		78.0	
<b>All</b>	100.0	Yes	100.0	Yes	84.1		Yes	87.5		Yes	95.9	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	88.7		Yes	89.6		Yes				
<b>Black</b>														
<b>Hispanic</b>	100.0	Yes	100.0	Yes	73.3		Yes	83.5		Yes				
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>	100.0	Yes	100.0	Yes	42.1		No	61.4		Yes				
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	43.5	55.9	No	54.8	58.2	Yes	95.0			
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	74.9		Yes	84.0		Yes				

**Four Conditions Are Required For Making Adequate Yearly Progress (AYP):**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2008.

\*\* Safe Harbor Targets of 70.0% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

## PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

The 2008-2009 school year was the eleventh 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, Math, and Writing 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 seventh 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 MAPS testing for 8<sup>th</sup> grade and AIMSweb testing for 6<sup>th</sup> and 7<sup>th</sup> grade 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 as well as the college readiness 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.

	08-09	
Reading	84.1%	- 1.5%
Math	87.5%	- 0.4%
Science	84.9%	- 5.8%
Writing	68.4%	+2.4%
Sub Groups		
Reading		
Hispanic	73.3%	- 1.0%
Low-Income	74.9%	- 3.5%
Disabilities	43.5%	- 6.6%
LEP	42.1%	NA
Math		
Hispanic	83.5%	+1.8%
Low-Income	84.0%	+2.2%
Disabilities	54.8%	+1.2%
LEP	61.4%	NA

**\*\*LEP and Students with Disabilities did not make AYP in Reading.**

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 four sub groups 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 (34 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 (47 of 120 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. We are using two other nationally normed tests to track student progress throughout the year. AIMSweb for grades 6 and 7 and MAPS and EXPLORE for grade 8. Staff developers will provide CRISS strategies to all staff members during our Collaborative Leadership Time and during team prep time throughout the year. In conjunction with RtI specified programs in math and reading are

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being utilized to monitor students and then interventions will be implemented to address the needs of each student. Currently all students who scored below standards are receiving assistance for the area(s) in which they failed to meet standards.

In addition, the 2009 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. We have sent teams to schools that have scored above the percentile in writing to identify alternative methods of teaching effective writing.

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.