

REED-CUSTER MIDDLE SCHOOL
REED CUSTER C U SCH DIST 255U
BRAIDWOOD, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES: 6 7 8

State and federal laws require public school districts to release school report cards to the public each year.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	97.6	0.0	2.1	0.2	0.0	24.5	0.0		0.5	9.8	94.9	425
District	96.6	0.3	2.8	0.2	0.1	20.5	0.0		1.0	9.2	95.2	1,762
State	59.3	20.8	16.2	3.5	0.2	37.5	6.7		2.0	16.5	94.0	2,029,821

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	100.0
State	95.0

AVERAGE CLASS SIZE (as of the first school day in May)

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
School				22.0	19.3	
District				22.0	19.3	
State				23.6	22.3	

STAFF-TO-STUDENT RATIOS

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
15.6	13.2	11.4	135.5
19.1	18.3	14.0	222.6

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

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		45	45		45	45		90	90		45	45
District		45	45		45	45		90	90		45	45
State		51	49		43	43		107	93		43	44

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.2	0.8	0.0	0.0	0.0	28.6	71.4	131
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

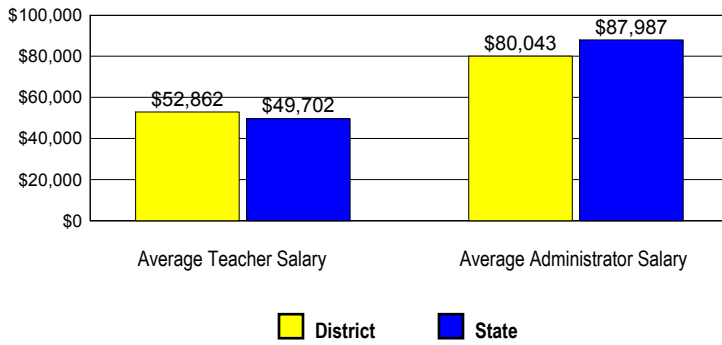
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	16.1	33.2	66.8	0.4	0.0
State	14.2	53.9	46.0	2.4	2.3

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

* Data based on preliminary NCLB definitions.

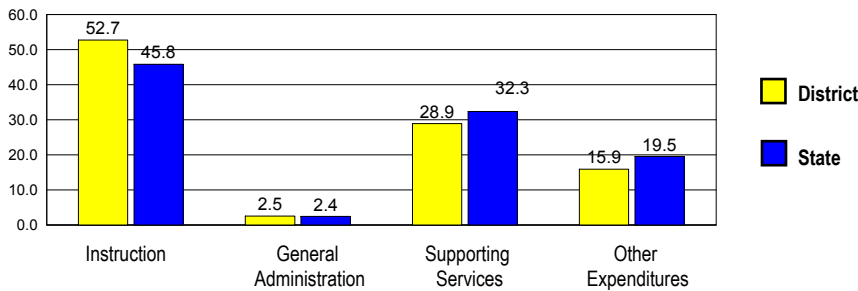
SCHOOL DISTRICT FINANCES

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 2000-01 (Percentages)



REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$17,709,135	79.6	54.4
Other Local Funding	\$2,458,931	11.0	7.5
General State Aid	\$399,994	1.8	17.9
Other State Funding	\$940,046	4.2	12.7
Federal Funding	\$749,711	3.4	7.4
TOTAL	\$22,257,817		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$15,143,468	75.5	70.0
Operations & Maintenance	\$2,818,622	14.1	9.2
Transportation	\$790,708	3.9	3.4
Bond and Interest	\$898,297	4.5	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$397,354	2.0	1.6
Fire Prevention & Safety	\$0	0.0	1.0
Site & Construction/ Capital Improvement	\$0	0.0	9.3
TOTAL	\$20,048,449		

OTHER FINANCIAL INDICATORS

	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$425,310	2.71	\$6,924	\$11,009
State	**	**	\$4,667	\$7,926

** 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.

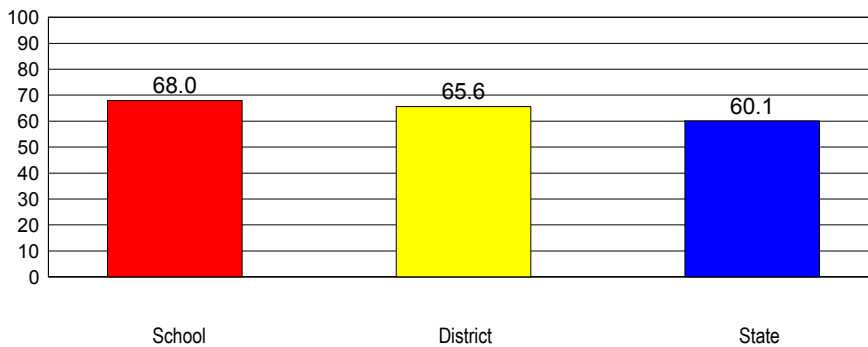
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

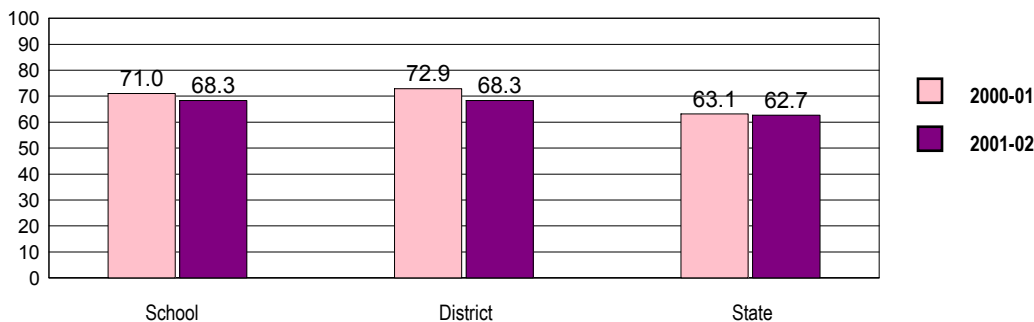
OVERALL STUDENT PERFORMANCE

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. These performance measures include only those test scores for the grades and subjects included in your school.

2001-02 OVERALL PERFORMANCE - ALL STATE TESTS



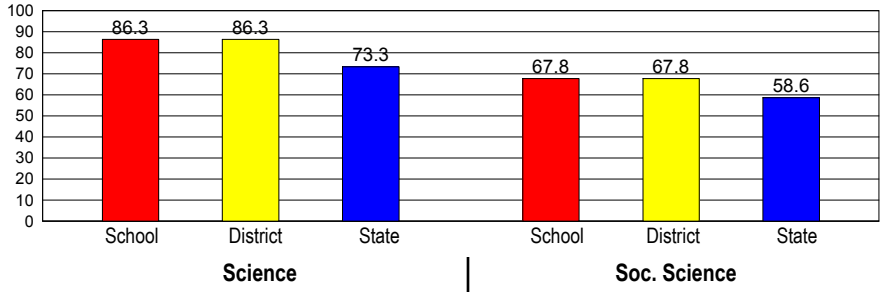
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



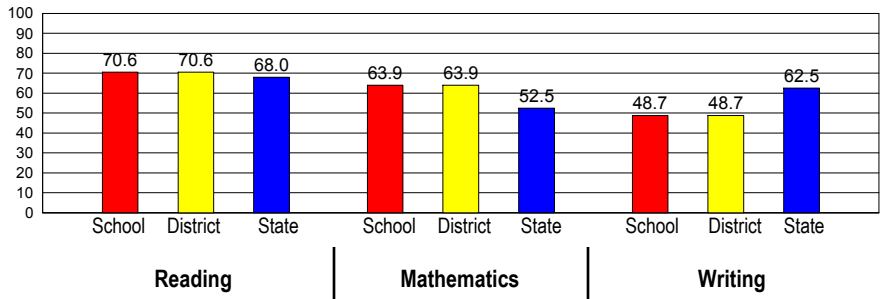
ISAT PERFORMANCE

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.

Grade 7



Grade 8



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public. Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the

Students with disabilities have an IEP or Section 504 Plan. 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. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS

		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
School	*Enrollment	115	50	65	108	1	5		1			12	
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.			0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.			0.0	0.0
District	*Enrollment	530	263	267	511	1	17		1			51	
	Reading	0.0	3.8	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0
	Mathematics	0.0	3.8	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959		1,216			74,640	
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8	0.0			0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7	0.0			0.6	16.3

* Enrollment on the first day of state testing.

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 7

All	Levels	Science				Social Science			
		1	2	3	4	1	2	3	4
	School	2.1	11.6	65.1	21.2	2.1	30.1	60.3	7.5
	District	2.1	11.6	65.1	21.2	2.1	30.1	60.3	7.5
	State	9.9	16.8	56.2	17.1	1.8	39.6	47.5	11.1

Gender		Science				Social Science			
		1	2	3	4	1	2	3	4
Male	School	2.6	9.0	62.8	25.6	2.6	30.8	57.7	9.0
	District	2.6	9.0	62.8	25.6	2.6	30.8	57.7	9.0
	State	10.7	15.7	53.5	20.1	2.3	38.8	45.9	13.1
Female	School	1.5	14.7	67.6	16.2	1.5	29.4	63.2	5.9
	District	1.5	14.7	67.6	16.2	1.5	29.4	63.2	5.9
	State	9.1	18.0	59.1	13.9	1.3	40.3	49.2	9.1

Racial/Ethnic Background		Science				Social Science			
		1	2	3	4	1	2	3	4
White	School	1.4	10.9	65.9	21.7	2.2	29.7	60.1	8.0
	District	1.4	10.9	65.9	21.7	2.2	29.7	60.1	8.0
	State	4.8	10.4	60.8	24.0	0.9	28.4	55.0	15.6
Black	School								
	District								
	State	22.3	31.2	43.9	2.6	4.2	64.2	29.9	1.7
Hispanic	School	0.0	28.6	57.1	14.3	0.0	28.6	71.4	0.0
	District	0.0	28.6	57.1	14.3	0.0	28.6	71.4	0.0
	State	16.0	25.7	53.3	5.1	2.4	56.7	37.9	3.1
Asian/ Pacific Islander	School								
	District								
	State	3.0	9.4	59.8	27.8	0.4	20.9	58.1	20.6
Native American	School								
	District								
	State	11.2	17.3	59.9	11.6	1.2	47.4	43.9	7.4

Students with Disabilities		Science				Social Science			
		1	2	3	4	1	2	3	4
IEP	School	4.3	17.4	73.9	4.3	0.0	47.8	52.2	0.0
	District	4.3	17.4	73.9	4.3	0.0	47.8	52.2	0.0
	State	30.9	28.1	37.2	3.8	7.9	68.0	22.2	2.0
Section 504	School								
	District								
	State	13.3	20.7	53.5	12.4	1.7	47.8	42.6	7.9
Non- disabled	School	1.6	10.6	63.4	24.4	2.4	26.8	61.8	8.9
	District	1.6	10.6	63.4	24.4	2.4	26.8	61.8	8.9
	State	6.5	15.0	59.3	19.2	0.8	35.0	51.6	12.6

Economically Disadvantaged		Science				Social Science			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	3.0	15.2	60.6	21.2	0.0	36.4	63.6	0.0
	District	3.0	15.2	60.6	21.2	0.0	36.4	63.6	0.0
	State	18.0	27.9	49.7	4.4	3.2	60.5	33.9	2.4
Not Eligible	School	1.8	10.6	66.4	21.2	2.7	28.3	59.3	9.7
	District	1.8	10.6	66.4	21.2	2.7	28.3	59.3	9.7
	State	6.2	11.7	59.2	22.9	1.2	30.0	53.7	15.1

GRADE 8

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.8	28.6	63.0	7.6	2.5	33.6	42.9	21.0	3.4	47.9	46.2	2.5
	District	0.8	28.6	63.0	7.6	2.5	33.6	42.9	21.0	3.4	47.9	46.2	2.5
	State	1.0	31.1	57.8	10.2	7.3	40.2	37.3	15.2	5.2	32.3	57.3	5.2

Gender		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	1.9	17.0	67.9	13.2	3.8	26.4	39.6	30.2	7.5	45.3	47.2	0.0
	District	1.9	17.0	67.9	13.2	3.8	26.4	39.6	30.2	7.5	45.3	47.2	0.0
	State	1.3	31.6	57.7	9.4	8.6	39.8	35.9	15.8	7.9	39.7	49.5	2.9
Female	School	0.0	37.9	59.1	3.0	1.5	39.4	45.5	13.6	0.0	50.0	45.5	4.5
	District	0.0	37.9	59.1	3.0	1.5	39.4	45.5	13.6	0.0	50.0	45.5	4.5
	State	0.6	30.4	58.0	11.0	5.8	40.5	38.9	14.7	2.4	24.7	65.3	7.5

Racial/Ethnic Background		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.9	30.0	62.7	6.4	2.7	31.8	43.6	21.8	3.6	50.0	43.6	2.7
	District	0.9	30.0	62.7	6.4	2.7	31.8	43.6	21.8	3.6	50.0	43.6	2.7
	State	0.5	22.7	63.3	13.5	3.9	31.3	44.4	20.4	3.7	27.1	62.5	6.6
Black	School												
	District												
	State	2.2	49.0	46.0	2.7	17.2	60.7	19.8	2.3	9.9	46.0	42.7	1.5
Hispanic	School	0.0	14.3	57.1	28.6	0.0	57.1	28.6	14.3	0.0	28.6	71.4	0.0
	District	0.0	14.3	57.1	28.6	0.0	57.1	28.6	14.3	0.0	28.6	71.4	0.0
	State	1.4	47.6	47.6	3.3	10.2	56.6	28.5	4.8	6.4	40.4	50.8	2.3
Asian/ Pacific Islander	School												
	District												
	State	0.4	16.8	63.1	19.7	1.6	20.8	41.9	35.7	1.6	18.3	68.7	11.5
Native American	School												
	District												
	State	2.0	35.5	54.5	7.9	7.9	47.8	34.1	10.1	6.9	40.4	50.6	2.2

Students with Disabilities		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	5.9	64.7	29.4	0.0	17.6	58.8	23.5	0.0	17.6	58.8	23.5	0.0
	District	5.9	64.7	29.4	0.0	17.6	58.8	23.5	0.0	17.6	58.8	23.5	0.0
	State	5.7	69.1	24.3	1.0	32.7	54.3	11.4	1.6	26.3	50.9	22.3	0.6
Section 504	School												
	District												
	State	0.4	39.2	52.9	7.4	9.0	48.1	34.0	8.9	5.8	44.0	48.2	2.0
Non- disabled	School	0.0	22.5	68.6	8.8	0.0	29.4	46.1	24.5	1.0	46.1	50.0	2.9
	District	0.0	22.5	68.6	8.8	0.0	29.4	46.1	24.5	1.0	46.1	50.0	2.9
	State	0.3	25.0	63.1	11.6	3.3	37.9	41.5	17.4	2.1	29.4	62.6	5.9

Economically Disadvantaged		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	3.2	45.2	48.4	3.2	9.7	45.2	29.0	16.1	3.2	64.5	32.3	0.0
	District	3.2	45.2	48.4	3.2	9.7	45.2	29.0	16.1	3.2	64.5	32.3	0.0
	State	1.8	48.2	47.0	3.0	13.4	57.6	25.0	3.9	8.7	44.1	45.6	1.6
Not Eligible	School	0.0	22.7	68.2	9.1	0.0	29.5	47.7	22.7	3.4	42.0	51.1	3.4
	District	0.0	22.7	68.2	9.1	0.0	29.5	47.7	22.7	3.4	42.0	51.1	3.4
	State	0.6	24.2	62.1	13.1	4.8	33.1	42.3	19.8	3.9	27.6	62.0	6.6

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.)

Scroll to page 9 for RCMS areas of success and planned improvement

SCHOOL IMPROVEMENT AT REED-CUSTER MIDDLE SCHOOL
OCTOBER, 2002

As the calendar year 2002 is fast approaching its end, Reed-Custer Middle School, along with the other three schools in our district, is finishing the first year in our new North Central Association, Five Year Cycle for School Improvement Plan development. During this first year of the cycle, RCMS had three major tasks that were to be accomplished. First, we were to revise our School Mission Statement, updating it to reflect the rapidly changing society in which we are now educating our district students. Next, we had to refine and update our School Profile. The School Profile is a "snapshot" of our school, our community, the students and families we serve, along with student academic characteristics and achievement data. Finally, we needed to establish our two Building wide Goals for the duration of the five year School Improvement Plan. These will be the two main objectives that our staff will work to achieve over the next five years. As of now, we are close to accomplishing these three Year One tasks, and will have all of them completed by January.

The RCMS Staff completed the revisions and updating of our Building Mission Statement last spring. We spent several hours of Staff Development time reviewing current literature on this topic and discussing the different key points that we wanted to include. The finished product was presented to the School Board and approved at its June meeting last summer. The complete Mission Statement is available for review on our building web site, and also available in hard copy here at the RCMS office. The RCMS Mission Statement reflects our middle school ideals, and has a stronger stand regarding the use of technology than was in the previous District Mission Statement. This is the first time we have had a building specific Mission Statement.

Data and information that comprises the School Profile was accumulated and recorded over the summer months and early this fall. We are now in the process of revising the narrative statements that are part of the Profile, along with developing the charts and graphs that will better illustrate some of the data. The School Profile contains school specific items such as the following:

- a current description of the school, community and families we serve
- five year comparative school data on attendance, mobility rates, disciplinary records, ethnic breakdown, Special Education population, etc.
- five year comparative data of ISAT and Stanford Achievement test scores

All of the information for the School Profile will be completed within the next few weeks.

The District has decided that one of the two Building Goals for each school will focus on improving student writing. The middle school ISAT writing scores were down again this past year, after showing strong improvement the two previous years. There is no question that this is an area that concerns us, and one in which we will bring about improvement. We are currently finalizing discussions for our second Building Goal. As of this writing, this work had not yet been completed. Once we settle on a second Goal for our school, both will be posted on the school web site, and also available from the office in hard copy.

All of us here at RCMS continue to be anxious for this new School Improvement

Plan process to unfold. The Year Two work includes developing the plans for accomplishing our Building Goals, and formulating the beginning processes to implement these plans. Needless to say, it promises to be an exciting and rewarding school year.