

**CHIDDIX JR HIGH SCHOOL
MCLEAN COUNTY UNIT DIST NO 5
NORMAL, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : 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	82.8	10.1	2.1	4.8	0.2	10.5	1.7		0.0	7.8	95.8	894
District	79.8	12.8	4.0	3.3	0.1	19.5	1.3		0.2	12.9	95.4	10,564
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3		1.9	16.4	94.0	2,044,539

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*		AVERAGE CLASS SIZE (as of the first school day in May)						STAFF-TO-STUDENT RATIOS			
	Percent	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	98.0					26.7		--	--	--	--
District	97.4					26.5		16.7	18.3	12.3	225.0
State	95.9					22.8		18.4	18.2	13.8	221.1

* 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			49			49			59			49
District			49			49			59			49
State			49			44			94			44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.8	1.6	0.5	0.1	0.0	20.5	79.5	762
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

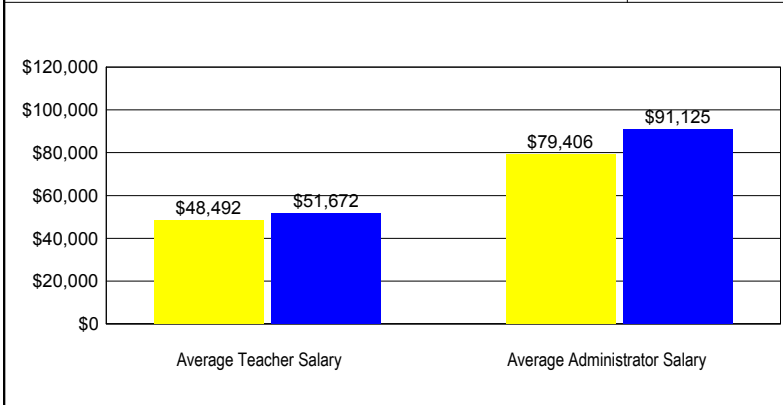
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	12.7	57.3	42.7	0.3	0.0
State	13.9	53.9	46.0	2.5	2.1

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

* Data based on No Child Left Behind (NCLB) definition.

SCHOOL DISTRICT FINANCES

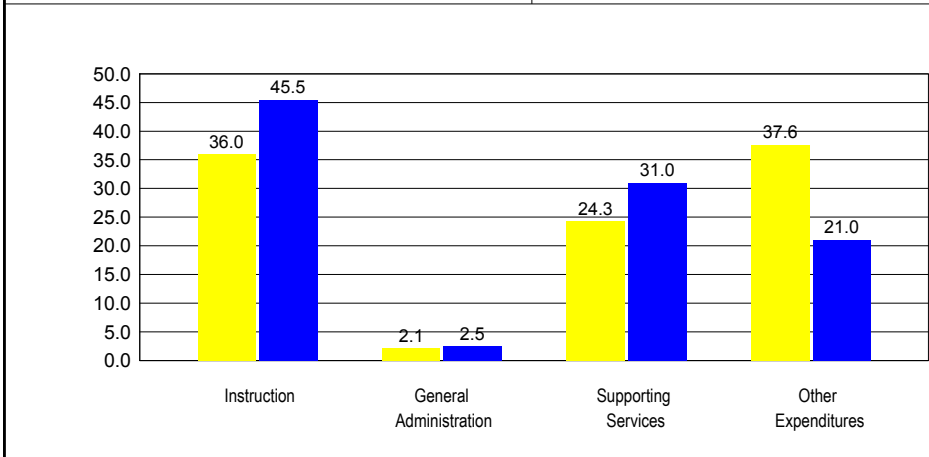
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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.

■ District
■ State

EXPENDITURE BY FUNCTION 2001-02 (Percentages)



■ District
■ State

REVENUE BY SOURCE 2001-02				EXPENDITURE BY FUND 2001-02			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$52,613,708	64.8	55.4	Education	\$60,514,705	50.9	69.7
Other Local Funding	\$6,826,515	8.4	6.1	Operations & Maintenance	\$7,173,618	6.0	8.9
General State Aid	\$12,605,523	15.5	18.7	Transportation	\$3,231,061	2.7	3.4
Other State Funding	\$7,353,866	9.1	12.5	Bond and Interest	\$14,114,772	11.9	5.7
Federal Funding	\$1,819,422	2.2	7.3	Rent			0.0
TOTAL	\$81,219,034			Municipal Retirement/ Social Security	\$2,118,550	1.8	1.5
				Fire Prevention & Safety	\$127,952	0.1	1.0
				Site & Construction/ Capital Improvement	\$31,498,568	26.5	9.8
				TOTAL	\$118,779,226		

OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$119,220	4.43	\$4,517	\$8,716
State	**	**	\$4,842	\$8,181

** 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.

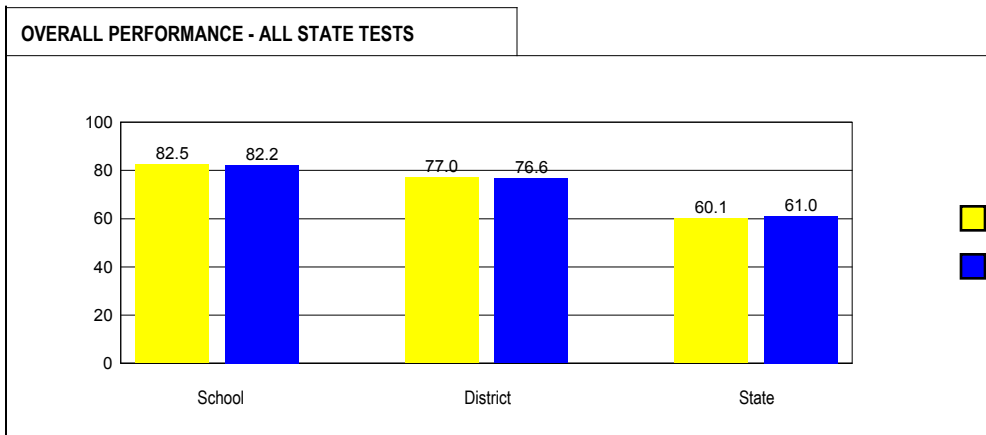
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

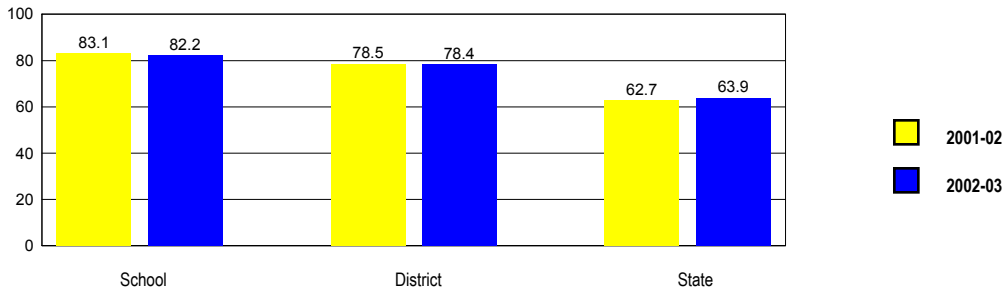
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

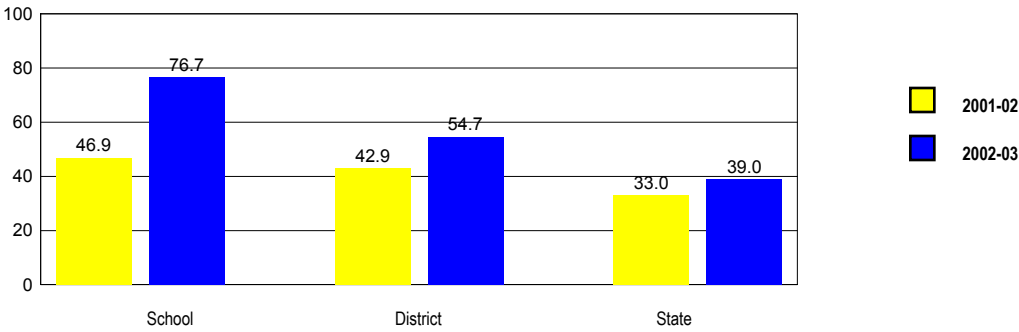
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



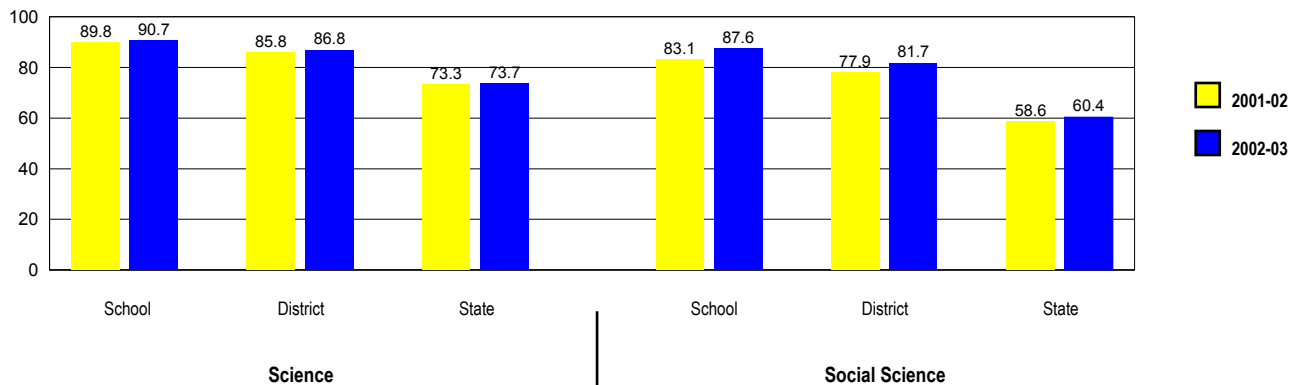
OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE



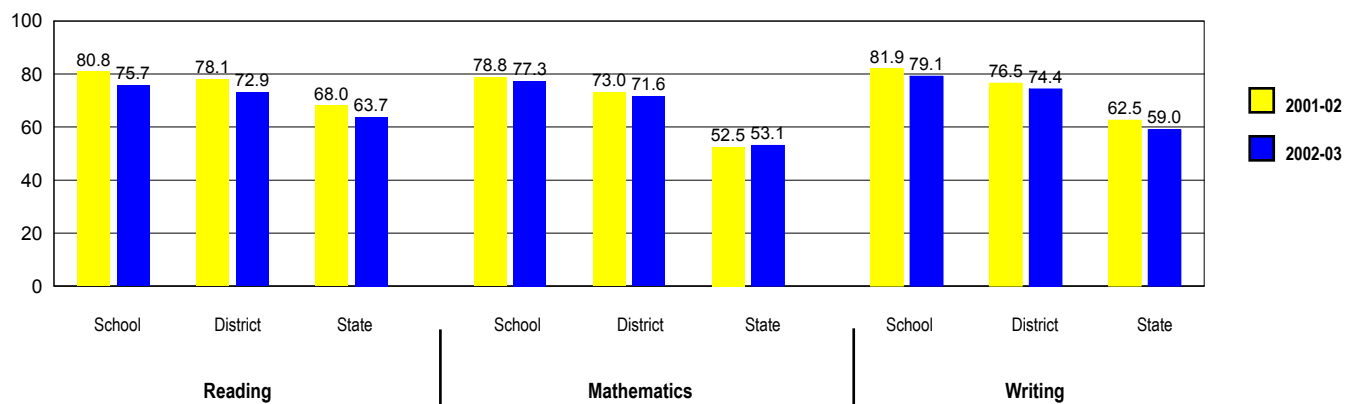
ISAT PERFORMANCE

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.

ISAT | Grade 7



ISAT 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.

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 ISAT or PSAE would not be appropriate.

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.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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													
		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
School	*Enrollment	442	211	231	365	40	11	25	1	1	0	57	48
	Reading	0.5	0.0	1.3	1.1	0.0	0.0	0.0				0.0	8.3
	Mathematics	0.7	0.5	1.3	1.4	0.0	0.0	0.0				0.0	10.4
District	*Enrollment	3,193	1,641	1,552	2,585	370	109	119	6	53	0	470	553
	Reading	0.0	0.0	0.2	0.5	0.0	0.9	0.0		11.3		5.7	2.4
	Mathematics	0.0	0.1	0.2	0.5	0.0	0.9	0.0		11.3		6.0	2.5
State	*Enrollment	616,170	313,399	302,581	366,187	127,748	97,933	21,960	936	35,949	310	82,419	234,696
	Reading	0.4	0.4	0.5	1.4	2.6	2.0	1.2	0.0	4.1	0.0	0.0	10.4
	Mathematics	0.5	0.6	0.6	1.5	2.8	2.2	1.3	0.0	4.7	0.0	0.0	10.6

* 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**Grade 7 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	3.5	5.9	57.6	33.0	0.9	11.5	52.1	35.5
District	4.1	9.2	57.5	29.2	0.7	17.6	50.8	30.9
State	9.7	16.6	56.2	17.5	1.5	38.1	45.7	14.7

Grade 7 - Gender

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Male								
School	5.0	5.0	49.8	40.2	1.6	10.5	47.3	40.7
District	4.4	8.6	51.1	35.9	1.1	15.3	47.0	36.7
State	10.6	15.7	53.6	20.2	1.9	36.7	44.1	17.3
Female								
School	1.5	7.0	67.5	24.0	0.0	12.5	58.5	29.0
District	3.6	9.8	65.4	21.2	0.3	20.2	55.6	24.0
State	8.7	17.6	58.9	14.8	1.1	39.5	47.4	12.0

Grade 7 - Racial/Ethnic Background

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
White								
School	2.3	3.9	57.7	36.0	0.5	8.6	51.3	39.5
District	2.5	6.5	58.5	32.5	0.4	13.6	50.7	35.3
State	5.0	10.7	59.8	24.5	0.7	26.6	52.0	20.6
Black								
School	10.9	18.2	61.8	9.1	1.8	32.7	58.2	7.3
District	13.3	25.7	52.2	8.8	1.8	42.5	51.3	4.4
State	20.5	29.8	46.9	2.8	3.5	64.5	29.6	2.4
Hispanic								
District	5.0	20.0	60.0	15.0	0.0	25.0	60.0	15.0
State	15.4	25.0	53.9	5.7	2.1	53.4	39.9	4.5
Asian/Pacific Islander								
School	7.1	0.0	42.9	50.0	7.1	0.0	42.9	50.0
District	5.3	0.0	52.6	42.1	5.3	5.3	42.1	47.4
State	3.2	8.0	57.2	31.6	0.2	17.5	55.1	27.2
Native American								
State	10.9	21.1	54.7	13.3	1.6	43.2	47.5	7.7

ISAT continued**Grade 7 - Students with Disabilities**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
IEP								
School	17.3	15.4	51.9	15.4	7.7	36.5	44.2	11.5
District	18.5	25.9	45.4	10.2	4.6	46.3	41.7	7.4
State	32.2	28.3	36.0	3.5	7.2	67.4	22.4	3.1
Section 504								
State	9.5	19.5	54.1	16.9	1.2	38.7	42.8	17.2
Non-disabled								
School	1.7	4.7	58.3	35.3	0.0	8.4	53.1	38.6
District	2.0	6.8	59.3	32.0	0.1	13.4	52.1	34.3
State	5.9	14.7	59.5	19.8	0.5	33.2	49.6	16.7

Grade 7 - Economically Disadvantaged

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	12.5	25.0	50.0	12.5	2.5	35.0	45.0	17.5
District	11.3	26.3	52.6	9.8	1.5	47.0	42.4	9.1
State	17.2	26.8	50.9	5.1	2.8	59.0	34.5	3.7
Not Eligible								
School	2.6	4.0	58.3	35.0	0.7	9.3	52.7	37.2
District	2.7	6.0	58.4	32.8	0.5	12.2	52.3	34.9
State	6.0	11.6	58.8	23.6	0.9	27.7	51.3	20.1

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.2	24.1	58.6	17.1	1.9	20.9	48.0	29.2	3.7	17.2	75.1	4.0
District	0.5	26.6	59.0	13.9	3.4	25.0	45.1	26.4	3.8	21.8	68.2	6.2
State	0.5	35.8	54.0	9.7	6.3	40.6	37.6	15.5	6.2	34.8	54.8	4.2

Grade 8 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.5	32.0	58.3	9.2	1.5	20.4	49.0	29.1	5.4	25.9	68.3	0.5
District	0.7	32.5	58.1	8.6	3.9	25.1	44.0	27.0	5.7	29.4	62.5	2.5
State	0.7	40.6	51.5	7.2	7.5	39.7	36.5	16.3	9.4	41.5	46.7	2.4
Female												
School	0.0	16.7	59.0	24.3	2.2	21.3	47.1	29.3	2.2	9.3	81.3	7.1
District	0.2	20.6	60.0	19.2	3.0	24.9	46.3	25.9	2.0	14.1	74.0	9.9
State	0.2	30.8	56.6	12.3	5.1	41.6	38.6	14.7	2.9	27.9	63.2	6.0

ISAT continued**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.3	22.0	59.2	18.6	1.7	18.4	48.5	31.5	3.1	16.0	76.5	4.5
	District	0.4	23.5	61.0	15.1	2.5	21.3	47.2	29.0	3.1	19.9	69.8	7.2
	State	0.3	26.8	59.9	13.1	3.3	30.9	44.9	21.0	4.6	29.3	60.6	5.5
Black	School	0.0	55.0	45.0	0.0	5.1	53.8	35.9	5.1	12.5	27.5	57.5	2.5
	District	1.2	58.0	40.7	0.0	9.8	62.2	24.4	3.7	11.1	38.3	49.4	1.2
	State	1.0	53.7	42.6	2.7	15.1	61.9	20.2	2.8	10.7	47.7	40.6	1.0
Hispanic	School	0.0	10.0	70.0	20.0	0.0	10.0	70.0	20.0	0.0	20.0	80.0	0.0
	District	0.0	27.8	55.6	16.7	16.7	16.7	44.4	22.2	5.6	22.2	72.2	0.0
	State	0.8	52.3	43.8	3.1	7.7	56.8	30.4	5.1	7.4	43.5	47.7	1.3
Asian/Pacific Islander	School	0.0	9.5	66.7	23.8	0.0	4.8	52.4	42.9	0.0	14.3	85.7	0.0
	District	0.0	8.3	66.7	25.0	0.0	8.3	54.2	37.5	0.0	12.5	87.5	0.0
	State	0.1	20.1	59.6	20.3	1.3	19.7	40.6	38.3	1.8	20.7	67.1	10.4
Native American	State	0.6	45.1	48.2	6.1	7.2	49.3	32.0	11.6	6.5	44.9	45.2	3.4

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	76.8	23.2	0.0	12.3	59.6	22.8	5.3	26.8	42.9	30.4	0.0
	District	2.6	74.1	23.3	0.0	17.8	61.9	16.9	3.4	23.5	49.6	27.0	0.0
	State	2.7	77.8	18.6	0.9	28.8	58.2	11.2	1.8	30.1	51.0	18.4	0.4
Section 504	State	0.2	40.0	52.8	7.1	4.0	45.9	38.0	12.0	7.0	42.3	47.4	3.3
Non-disabled	School	0.3	16.1	64.0	19.6	0.3	15.0	51.9	32.9	0.3	13.4	81.8	4.5
	District	0.1	18.5	65.1	16.2	0.9	18.7	50.0	30.4	0.4	17.2	75.2	7.2
	State	0.1	28.8	59.9	11.2	2.6	37.7	42.0	17.8	2.3	32.2	60.7	4.8

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	65.9	34.1	0.0	9.5	45.2	40.5	4.8	19.5	26.8	53.7	0.0
	District	1.7	60.0	38.3	0.0	11.4	54.5	30.9	3.3	10.8	40.8	47.5	0.8
	State	0.9	53.1	43.3	2.7	11.3	58.5	26.0	4.2	9.8	46.6	42.5	1.1
Not Eligible	School	0.3	19.6	61.2	18.9	1.0	18.3	48.8	31.9	2.1	16.2	77.4	4.4
	District	0.3	20.8	62.6	16.3	2.0	19.7	47.7	30.6	2.6	18.4	71.8	7.1
	State	0.3	27.6	59.0	13.0	4.0	32.2	43.0	20.8	4.5	29.3	60.6	5.6

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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
---	----

	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		40.0			40.0			88.0		65.0	
All	99.5	Yes	99.3	Yes	76.4		Yes	77.5		Yes	95.8	Yes		
White	98.9	Yes	98.6	Yes	78.2		Yes	79.9		Yes				
Black	100.0	Yes	100.0	Yes										
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	24.1		No	27.3		No				
Economically Disadvantaged	91.7	No	89.6	No										

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% Tested for Reading and Mathematics for the All Group and Subgroups
2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***
3. At least 88.0% Attendance Rate for Non-High Schools or at least 65.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/02.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Chiddix Junior High School School Improvement Plan 2003-04

Chiddix Junior High School currently has 839 students: 278 eighth graders, 282 seventh graders, and 279 sixth graders. Of the 839 students, 81.5% are white, 10.6% African American, 3.7% Asian, and 4% Hispanic. 18% of the students qualify for free and reduced lunch. The retention rate for 2002-2003 was 1%. The attendance rate for the 2002-2003 school year was 97%. The mobility rate was 4%. There was one chronic truant.

As indicated by the school's mission statement, a shared goal of the Chiddix staff, students, and parents is to form a partnership to develop a supportive academic environment that is intellectually challenging, yet recognizes each student's needs. Through department and middle school team planning sessions, the staff is charged with developing student competencies in the basic skills of reading, writing, calculation, speaking, listening, problem solving, and information acquisition.

After a thorough review of the curriculum goals and objectives as reflected in the Unit Five adopted program, surveys of parents and staff, and an analysis of the results from the Illinois Standards Achievement Test, it was determined that students at Chiddix Junior High School are performing well in all areas. This is particularly evidenced by the ISAT results, which indicate that Chiddix scored above the State of Illinois average in **all areas**: writing, reading, mathematics, social studies, science, fine arts, and physical development/health.

During the 2002-2003 school year, the Chiddix teachers refined a variety of teaching strategies to enhance student reading across all curricular areas and implemented them during the first twenty-five minutes of EXPO. Students were taught reading strategies that focused on improving comprehension, drawing inferences from text, vocabulary development, and word analysis. The primary goal for the 2003-2004 school year continues to focus on reading, as it is a gateway skill for learning in all other areas. Teachers will continue to focus on reading strategies across the curriculum via Unit Five's new *Connections* classes, where students will rotate through nine weeks of reading and reading strategies in each content area. A particular focus will be on vocabulary development. Vocabulary words will be incorporated into classroom instruction; students will receive a pre and post assessment to track progress in this skill area.

An additional goal stresses school climate through the implementation of a new program entitled *Positive Behavioral Interventions and Supports* (PBIS). This is a statewide initiative that allows schools to collect data concerning behavioral challenges and address specific areas; for example, assigning additional staff to hallway duty during passing times. It is a program that enables Chiddix to assess school climate and to be proactive in avoiding problems. It also provides a framework for clear student expectations and a vehicle for a positive environment, which affects student achievement.

Both of these target areas will be revisited monthly with data collection and faculty meeting reports as well as departmental meeting reports.