

**PARKSIDE 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	81.8	14.3	2.6	1.2	0.1	25.6	0.0		0.5	6.0	94.3	819
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	100.0					26.3		--	--	--	--
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

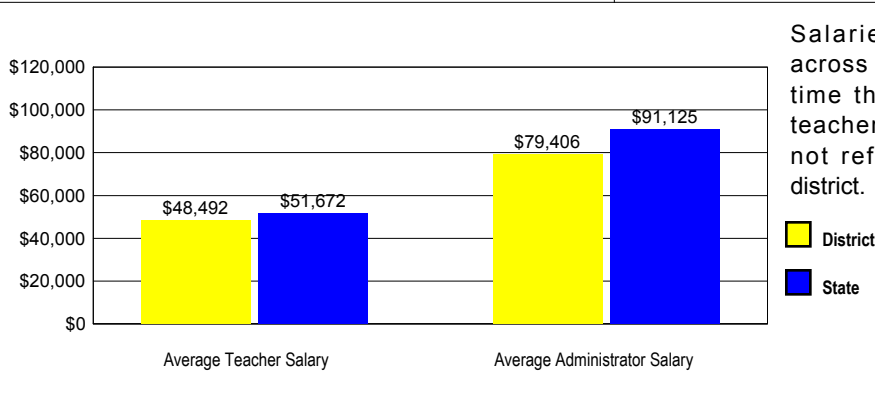
TEACHER INFORMATION ( Continued )					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	12.7	57.3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

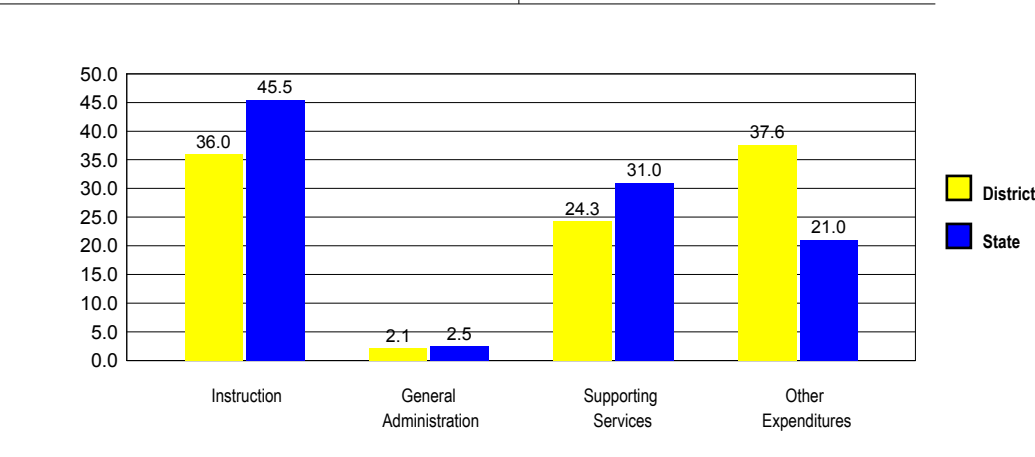
### SCHOOL DISTRICT FINANCES

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.

EXPENDITURE BY FUNCTION 2001-02 (Percentages)



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		

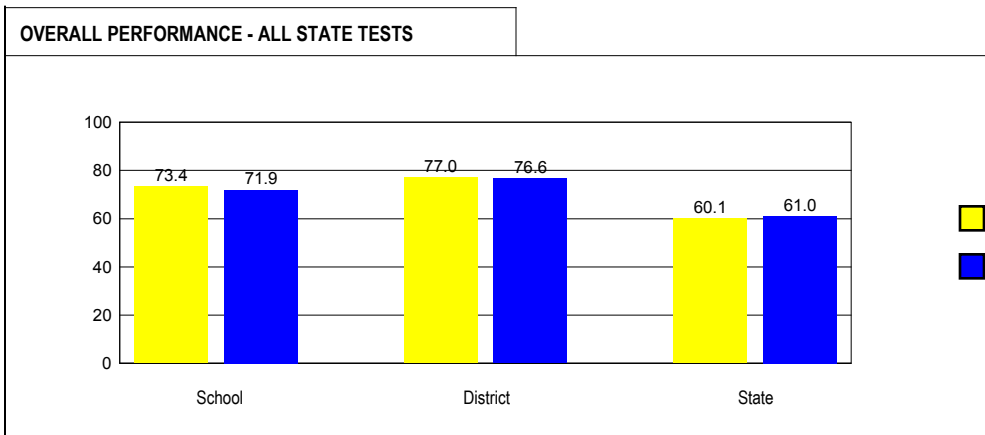
OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$119,220	4.43	\$4,517	\$8,716
State	**	**	\$4,842	\$8,181

\*\* 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.

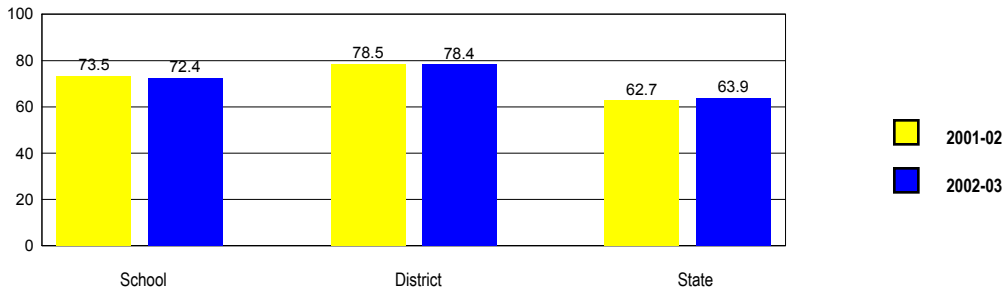
## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

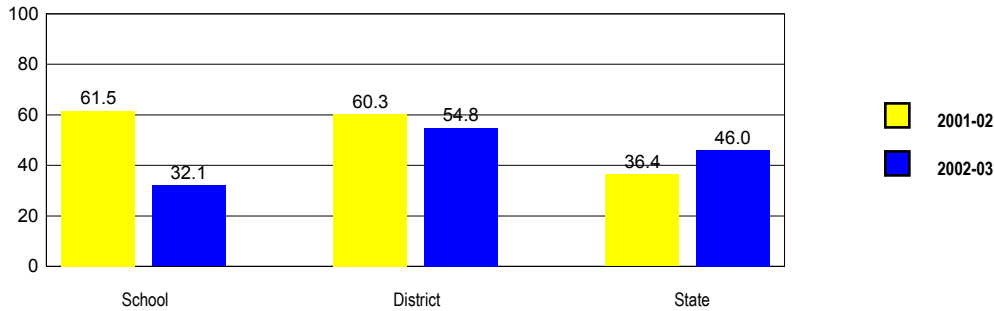
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



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



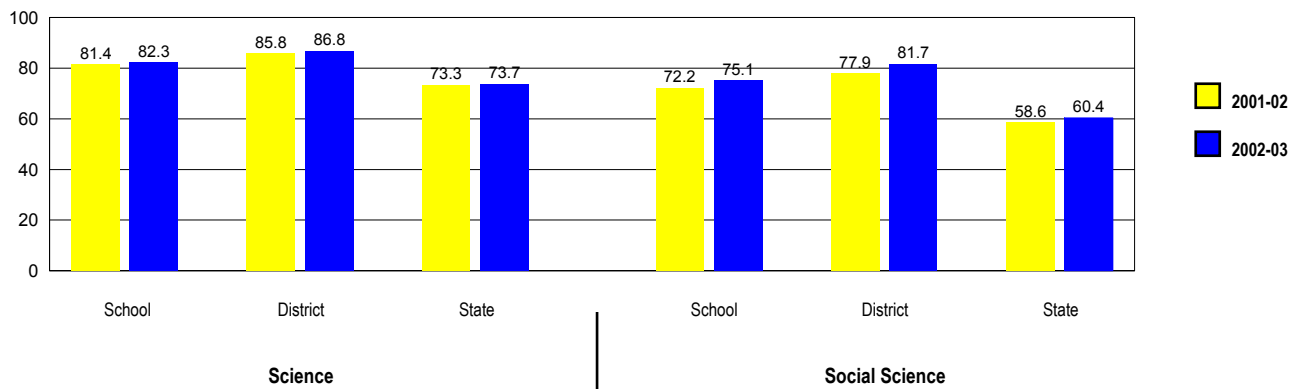
**OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE**



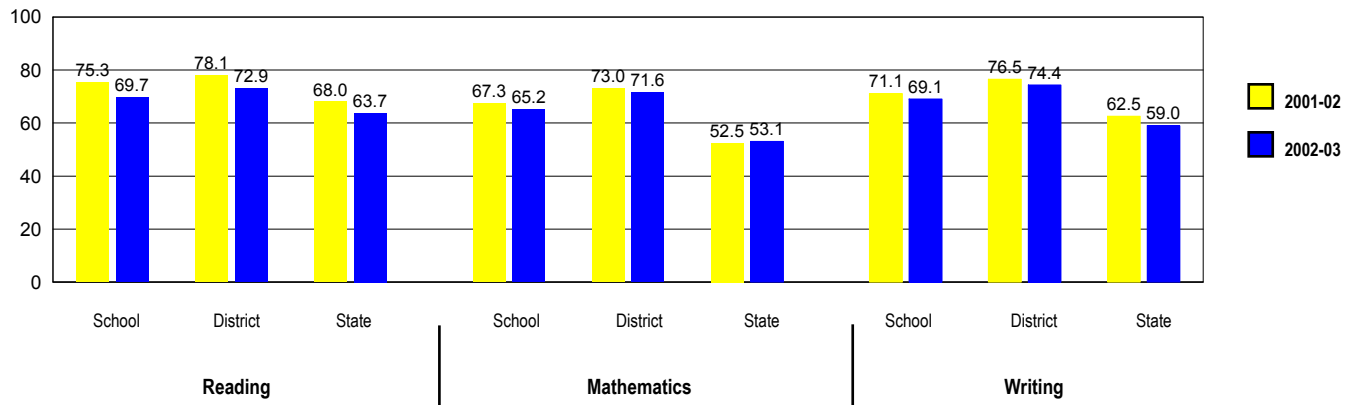
**ISAT PERFORMANCE**

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	395	207	188	339	44	8	3	1	0	0	69	88
	Reading	0.0	0.0	0.0	0.0	0.0						1.4	3.4
	Mathematics	0.0	0.0	0.0	0.0	0.0						1.4	3.4
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	4.7	12.9	57.5	24.9	0.5	24.4	49.4	25.7
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	3.7	13.0	52.6	30.7	0.5	21.0	46.7	31.8
	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	5.9	12.8	63.1	18.2	0.5	28.3	52.4	18.7
	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	2.8	9.5	59.4	28.3	0.3	19.4	50.0	30.2
	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	15.5	32.8	43.1	8.6	1.7	51.7	44.8	1.7
	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	School	7.1	14.3	64.3	14.3	0.0	28.6	57.1	14.3
	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	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	19.6	35.7	39.3	5.4	1.8	55.4	39.3	3.6
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	2.3	9.2	60.4	28.0	0.3	19.4	51.0	29.3
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	10.8	26.9	53.8	8.6	1.1	52.2	41.3	5.4
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	2.9	8.7	58.6	29.8	0.3	16.2	51.8	31.7
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	0.8	29.5	59.5	10.3	5.2	29.6	41.9	23.3	4.0	26.9	60.4	8.7
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	1.0	33.0	58.0	8.0	6.5	29.9	38.8	24.9	6.0	33.0	56.5	4.5
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	0.6	25.6	61.1	12.8	3.9	29.3	45.3	21.5	1.7	20.1	64.8	13.4
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	0.6	25.1	63.0	11.3	3.4	24.5	45.9	26.3	3.1	24.2	62.6	10.1
	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	2.4	61.0	36.6	0.0	14.0	69.8	14.0	2.3	9.8	48.8	41.5	0.0
	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	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	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	5.0	71.7	23.3	0.0	23.0	63.9	11.5	1.6	20.3	55.9	23.7	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	0.0	21.3	66.5	12.2	1.6	23.1	47.8	27.5	0.6	21.6	67.4	10.3
	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	2.5	57.0	40.5	0.0	12.3	59.3	25.9	2.5	6.3	48.1	44.3	1.3
	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	22.3	64.5	13.0	3.3	21.6	46.2	28.9	3.3	21.3	64.7	10.7
	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
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Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	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		40.0			40.0			88.0		65.0	
<b>All</b>	100.0	Yes	100.0	Yes	69.6		Yes	65.8		Yes	94.3	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	74.1		Yes	72.5		Yes				
<b>Black</b>	100.0	Yes	100.0	Yes				17.1		No				
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	98.6	Yes	98.6	Yes	23.4	35.2	No	15.4	32.5	No	92.7			
<b>Economically Disadvantaged</b>	96.6	Yes	96.6	Yes	40.8		Yes	28.2		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.

## **Parkside Junior High School School Improvement Plan 2003-2004**

Parkside Junior High School currently has 867 students, 296 eighth graders and 265 seventh graders. Of the 867 students, 82% are white, 12.5% are African American, 1.9% Asian, and 3.6% Hispanic. 19.6% of the students qualify for free and reduced lunch. The retention rate for 2002-2003 was 1.2%. The attendance rate for the 2002-2003 school year was 94.7%. The mobility rate was 11.5%. There were 4 chronic truants.

As indicated by our mission statement, the Parkside Junior High School staff is committed to challenge all student ability levels and to empower students to be life-long learners. The vehicle we use to accomplish this is our School Improvement Plan. The school improvement process is a collaborative one by which we analyze data to determine students' strengths and weaknesses and then create an action plan focusing on increasing student achievement and maintaining ongoing school improvement. Driven by the belief that all students can learn and can take charge of their learning, we have targeted Differentiated Instruction as one of our school improvement goals for the 2003-2004 school year. All teachers were inserviced by our Differentiated Instruction Team and given a binder of strategies. We are emphasizing one strategy per month to be incorporated into all classrooms. Teachers then reflect on the effectiveness of the strategies and submit a monthly report at a faculty meeting and/or School Improvement Day. Using a variety of instructional strategies to meet the needs of all learners is a dynamic process, which we will continue to develop each year.

A second school improvement goal at PJHS addresses positive school climate through the implementation of a statewide initiative entitled PBIS (Positive Behavioral Interventions and Supports). This program provides software to collect data concerning areas of behavioral challenge and to be proactive in addressing potential future problems. It includes a systemic approach to positive reinforcement, which fits well with our Character Counts program, where we are emphasizing trustworthiness, responsibility, respect, fairness, caring, and citizenship. Teachers incorporate Character Counts lessons and Cool Tools (PBIS lessons on behavioral expectations) when appropriate, in order to maintain an academic environment. Research clearly shows that a positive school climate affects student achievement, which is the goal of our PBIS program.

Reading is a gateway skill for learning in all curricular areas. Our third school improvement goal is that of improving student achievement via implementation of reading strategies. Teachers address reading improvement in our newly created Connections class, where students cycle through all core subjects with an emphasis on reading in that subject for nine weeks. Teachers will share successful strategies during faculty meetings and will implement them during ISAT practice.

Activities supporting all three school improvement goals will be monitored throughout the 2003-2004 school year.