

**F E PEACOCK MIDDLE SCHOOL
ITASCA SCHOOL DIST 10
ITASCA, 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	88.2	1.2	5.9	4.3	0.3	1.5	3.4		2.7	5.3	96.3	323
District	86.8	0.8	8.3	3.9	0.2	1.5	4.9		2.2	7.7	96.2	854
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*

	Percent
School	100.0
District	100.0
State	95.9

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

Grade	Grade	Grade	Grade	Grade	High School
K	1	3	6	8	
			14.4	14.2	
			14.4	14.2	
			23.6	22.8	

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
16.3		12.8	170.8
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		79	79		79	79		79	79		79	79
District		79	79		79	79		79	79		79	79
State		52	49		43	44		107	94		43	44

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.5	0.0	1.7	1.7	0.0	19.8	80.2	58
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

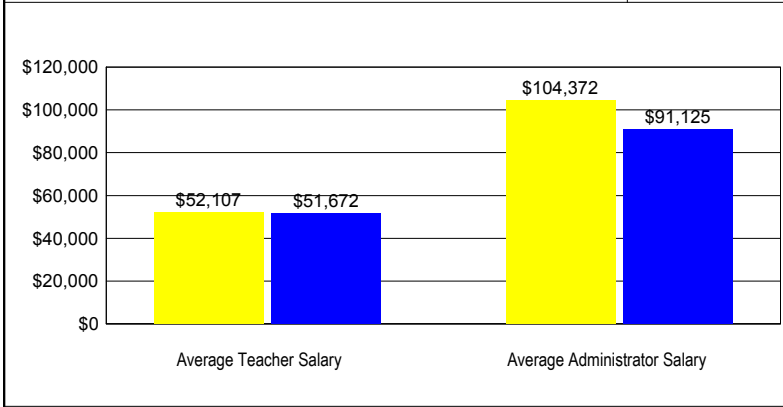
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	13.3	43.5	56.5	0.0	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

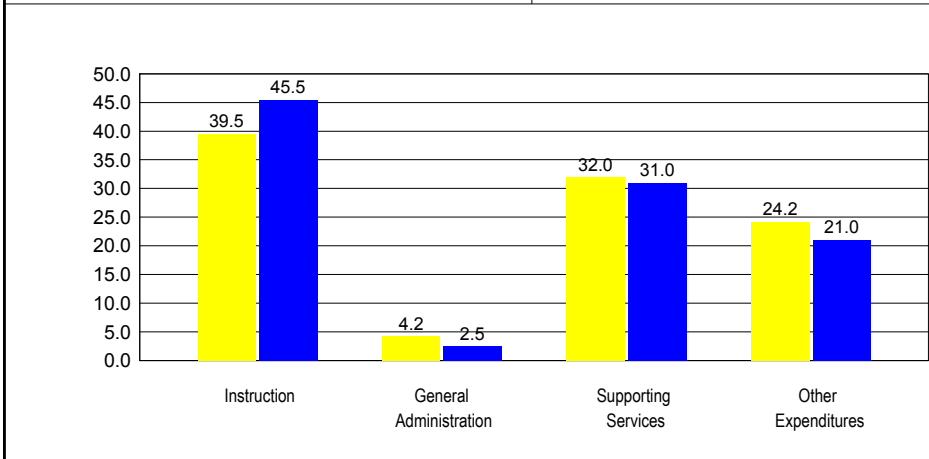
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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	\$7,939,240	88.3	55.4	Education	\$6,691,352	66.0	69.7
Other Local Funding	\$384,653	4.3	6.1	Operations & Maintenance	\$1,858,769	18.3	8.9
General State Aid	\$147,847	1.6	18.7	Transportation	\$479,213	4.7	3.4
Other State Funding	\$345,351	3.8	12.5	Bond and Interest	\$878,471	8.7	5.7
Federal Funding	\$173,593	1.9	7.3	Rent			0.0
TOTAL	\$8,990,684			Municipal Retirement/ Social Security	\$238,035	2.3	1.5
				Fire Prevention & Safety			1.0
				Site & Construction/ Capital Improvement			9.8
				TOTAL	\$10,145,840		

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	\$512,661	2.00	\$5,384	\$10,552
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.

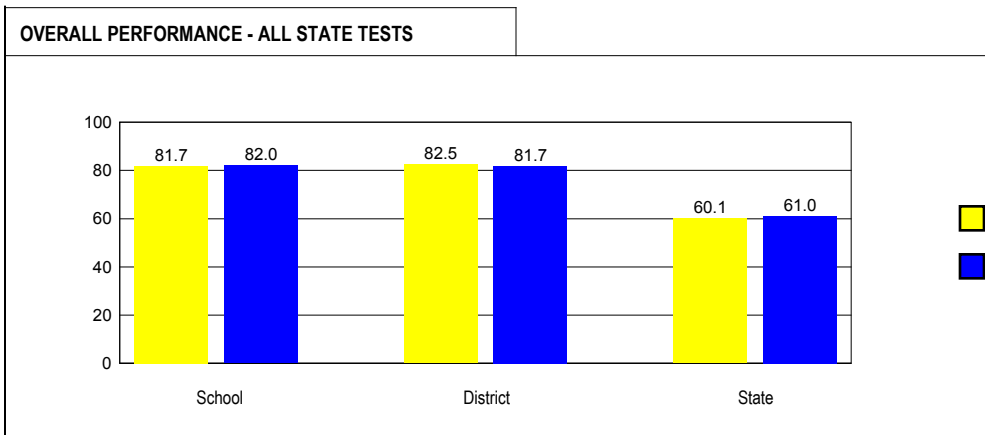
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

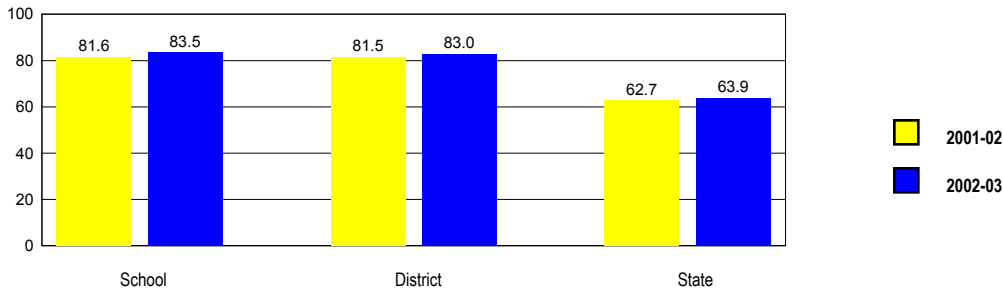
ACADEMIC PERFORMANCE

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.



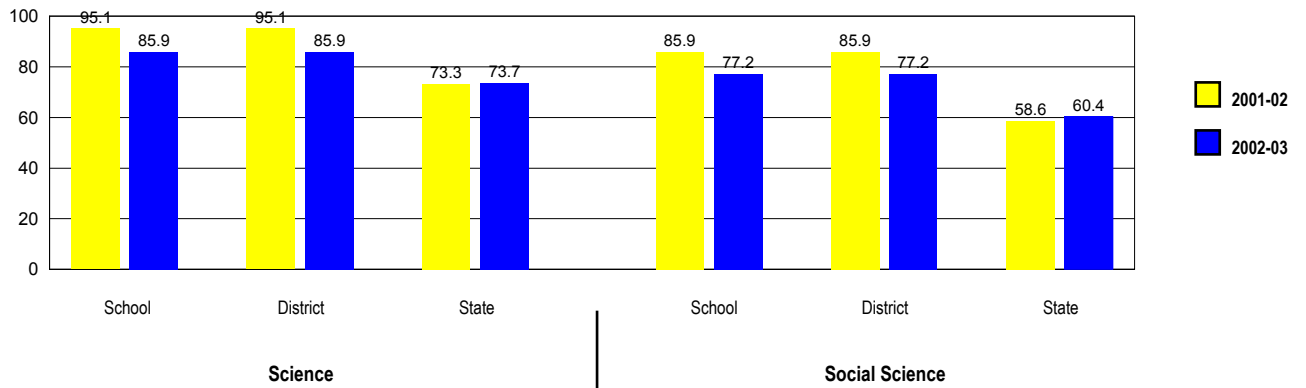
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



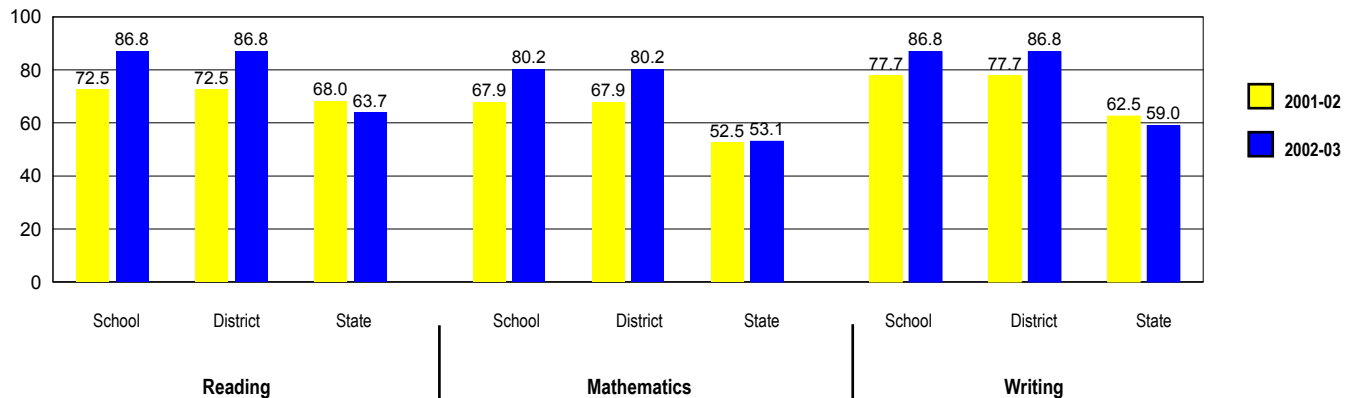
ISAT PERFORMANCE

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	124	49	75	109	1	10	4	0	4	0	13	2
	Reading	0.0	0.0	0.0	0.0		0.0					0.0	
	Mathematics	0.0	0.0	0.0	0.0		0.0					0.0	
District	*Enrollment	376	193	183	316	3	37	18	0	17	0	59	8
	Reading	0.5	1.6	0.0	0.0		5.4	5.6		5.9		6.8	
	Mathematics	0.8	2.1	0.0	0.0		8.1	5.6		11.8		6.8	
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	1.1	13.0	57.6	28.3	0.0	22.8	55.4	21.7
District	1.1	13.0	57.6	28.3	0.0	22.8	55.4	21.7
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	2.2	19.6	50.0	28.3	0.0	26.1	54.3	19.6
	District	2.2	19.6	50.0	28.3	0.0	26.1	54.3	19.6
	State	10.6	15.7	53.6	20.2	1.9	36.7	44.1	17.3
Female	School	0.0	6.5	65.2	28.3	0.0	19.6	56.5	23.9
	District	0.0	6.5	65.2	28.3	0.0	19.6	56.5	23.9
	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	1.2	13.3	55.4	30.1	0.0	24.1	53.0	22.9
	District	1.2	13.3	55.4	30.1	0.0	24.1	53.0	22.9
	State	5.0	10.7	59.8	24.5	0.7	26.6	52.0	20.6
Black	State	20.5	29.8	46.9	2.8	3.5	64.5	29.6	2.4
Hispanic	State	15.4	25.0	53.9	5.7	2.1	53.4	39.9	4.5
Asian/Pacific Islander	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	5.6	27.8	66.7	0.0	0.0	50.0	50.0	0.0
	District	5.6	27.8	66.7	0.0	0.0	50.0	50.0	0.0
	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	0.0	9.5	55.4	35.1	0.0	16.2	56.8	27.0
	District	0.0	9.5	55.4	35.1	0.0	16.2	56.8	27.0
	State	5.9	14.7	59.5	19.8	0.5	33.2	49.6	16.7

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	13.2	71.9	14.9	0.0	19.8	59.5	20.7	0.8	12.4	81.8	5.0
	0.0	13.2	71.9	14.9	0.0	19.8	59.5	20.7	0.8	12.4	81.8	5.0
	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	0.0	22.4	63.3	14.3	0.0	22.4	49.0	28.6	2.0	20.4	77.6	0.0
	District	0.0	22.4	63.3	14.3	0.0	22.4	49.0	28.6	2.0	20.4	77.6	0.0
	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	6.9	77.8	15.3	0.0	18.1	66.7	15.3	0.0	6.9	84.7	8.3
	District	0.0	6.9	77.8	15.3	0.0	18.1	66.7	15.3	0.0	6.9	84.7	8.3
	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

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	11.2	72.0	16.8	0.0	17.8	61.7	20.6	0.0	11.2	83.2	5.6
	District	0.0	11.2	72.0	16.8	0.0	17.8	61.7	20.6	0.0	11.2	83.2	5.6
	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													
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													
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													
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	

ISAT continued**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	50.0	33.3	16.7	0.0	66.7	25.0	8.3	8.3	58.3	25.0	8.3	
District	0.0	50.0	33.3	16.7	0.0	66.7	25.0	8.3	8.3	58.3	25.0	8.3	
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	9.2	76.1	14.7	0.0	14.7	63.3	22.0	0.0	7.3	88.1	4.6	
District	0.0	9.2	76.1	14.7	0.0	14.7	63.3	22.0	0.0	7.3	88.1	4.6	
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	

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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
---	----

	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	100.0	Yes	100.0	Yes	84.6		Yes	78.0		Yes	96.3	Yes		
White	100.0	Yes	100.0	Yes	87.2		Yes	80.7		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the 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 the differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

All students at Peacock will meet or exceed state standards on the State of Illinois ISAT and perform at or above the 50th%tile on the Stanford Achievement Test (SAT). Students at 8th grade will be assessed using the state's ISAT on subtests that include *informational sources, inferences from text, and literary works*. The SAT will be used to assess all students at grades 6-8 in sub-test areas that include *text, functional reading, interpretation, and critical analysis*. When applicable, teacher or publisher created criteria reference tests will also help measure student progress.

All students at Peacock will be able to write effective *persuasive, expository, and narrative* forms of writing. Eighth grade students at Peacock will meet or exceed state standards on the State of Illinois ISAT in these areas. All other students will be assessed using rubric features similar to the ISAT rubrics in writing.

Related District Goals

While Peacock's primary goal reflects a comprehensive analysis of data involving all students in sixth through eighth grades in the areas of reading and writing and the subsequent identification of those individuals who fall below critical benchmarks as determined by state and national assessment instruments (ISAT and SAT), other Itasca School District #10 goals also receive significant attention by individual staff and teams. In the area of academic achievement our encore team consisting of Art, Music, Industrial Technology, Family & Consumer Science, and Physical Education will integrate the Language of the Arts across their curriculum. Common themes will be developed between and among the subject areas and used to enhance student learning. Alignment to State of Illinois Learning Standards will drive the production of key objectives and outcomes. The encore team will also emphasize the application of basic skills to real life situations. An example of this objective will be to closely align healthy food selection and preparation with appropriate calorie consumption in FACS to calorie expenditure and fitness requirements as detailed in Physical Education. Students will learn the correlation and relationship of healthy food choices to fitness. In addition, our math program has been expanded to

include an advanced track at the 6th grade level. This will allow us to expand all advanced math curriculum by providing 6th graders with an introduction to pre-algebra, 7th graders with pre-algebra and an introduction to algebra, and 8th graders with algebra and an introduction to geometry concepts. A selection process for the advanced group entering 6th grade has been developed by school and district personnel and will be used in August '03 to select incoming students for the program at 6th grade.

Another of the district's goals that receives attention at Peacock is communication. Our teams have developed extensive and comprehensive communication networks that extend to all community stakeholders using voice and e-mail as well as letters and postcards. Foremost in this process is the data we gather from end-of-the-year surveys of opinions of both parents and students that solicit information on critical issues of concern. The surveys are administered in early May and tabulated and analyzed over the summer in time for the results to be disseminated to our teams in August. Teams then review the information specific to their grade level and develop team-based goals to reflect parent and student concerns. Team newsletters are a direct outcome of the parent survey results while our students strongly suggested they receive more involvement in the school's governance process. The latter has been facilitated through student council participation on our Leadership Council. Teams of teachers also track positive and negative school-to-home parent communiqués. Teams categorize each communiqué maintaining quantitative information on calls, e-mails and letters directed home for issues such as homework deficiencies, test/quiz results, and behavior concerns (short of detentions). Families also receive positive contacts from staff through available communication means.

Staff development, a third district goal that impacts our school, has been critical to our evolution and development as an outstanding middle school. Groups of teachers have been allowed to attend the National Middle School conference held annually throughout the country. Many of our programs and protocol have come directly from conferences where we were exposed to nationally renowned speakers and presenters. Our teaming process as well as our block scheduling format were directly benefited by the exposure to professional experts both at these conferences as well as at Peacock during teacher institute days. For the 2003-04 school year our goal is to continue to provide selected staff with the opportunity to attend the national conference focusing on the theme of effective teaching within extended blocks of time and teaching reading and writing across the content areas. Concurrent to this will be the availability of funds for more subject-specific conferences for key staff such as our counselor and media specialist.

Social/emotional health is as critical to our students' success as academic preparation through effective curriculum facilitation. At Peacock our students, their parents, and our staff are exposed to a variety of support systems that involve not only key district staff but also important community agencies such as the DuPage YWCA and the Alexian Brother's Hospital Behavioral Health Center. Counselors from both agencies provide Peacock students with strategies and skills dealing with teasing, bullying, harassment, social interactions, and drug and

alcohol dependency. The involvement of these agencies as well as the addition of programs dealing with peer mediation, divorce, and family loss of loved ones has made Peacock a safer and healthier environment in which students are educated. An annual survey of students asking their feedback on issues of teasing and bullying serves as a barometer for measuring the impact these behaviors have on our school. Our school also offers extensive classes for our parents on topics that deal with this age group. All programs have had documented success on our student population and will continue during the 2003-04 school year.