

WM F GURRIE MIDDLE SCHOOL
LA GRANGE SCHOOL DIST 105 (SOUTH)
LA GRANGE, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 7 8

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

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
School	70.1	2.8	25.5	1.6	0.0	0.0	36.7	6.0		0.0	18.5	95.5	251
District	64.9	2.8	30.6	1.0	0.2	0.4	28.3	10.1		0.0	14.8	95.4	1,159
State	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6		2.2	16.1	93.9	2,062,912

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	99.8
State	95.7

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

Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
				26.2	
				26.2	
				22.9	

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
14.9		11.2	144.9
18.9		13.8	209.5

* 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			44			44			88			44
District			44			44			88			44
State			50			44			93			44

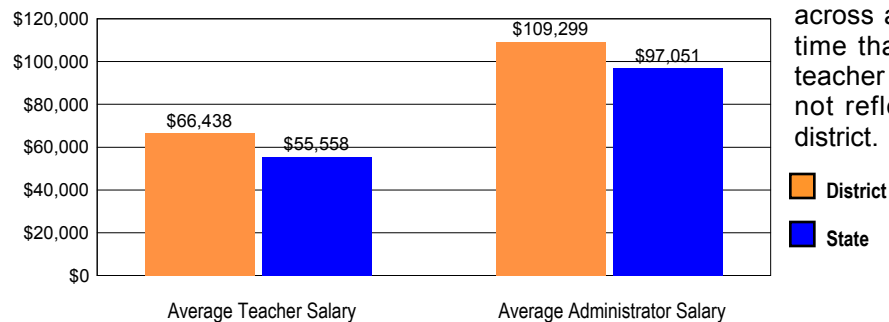
TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.7	0.0	1.2	1.2	0.0	8.1	91.9	86
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

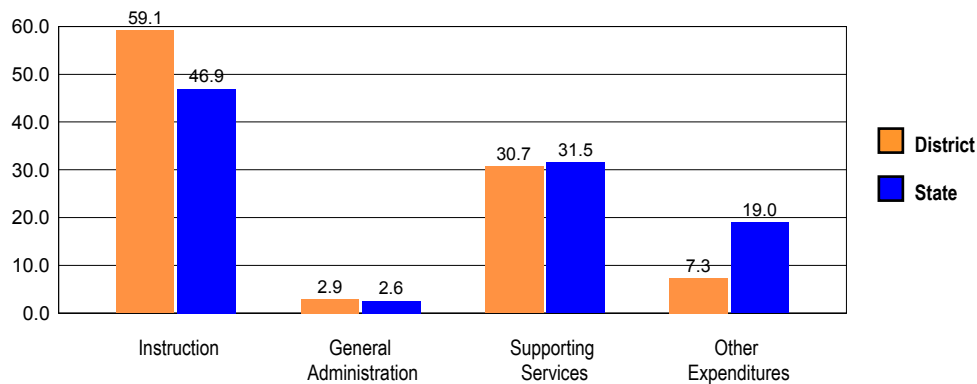
TEACHER INFORMATION (Continued)

	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	18.3	23.6	76.4	2.3	0.0
State	13.6	50.1	49.1	1.9	1.9

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 2003-04 (Percentages)

REVENUE BY SOURCE 2003-04				EXPENDITURE BY FUND 2003-04			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$10,163,498	86.3	57.0	Education	\$10,289,474	79.7	71.5
Other Local Funding	\$331,952	2.8	5.0	Operations & Maintenance	\$1,618,926	12.5	8.4
General State Aid	\$256,354	2.2	18.0	Transportation	\$442,839	3.4	3.6
Other State Funding	\$783,160	6.7	11.9	Bond and Interest	\$0	0.0	6.5
Federal Funding	\$236,920	2.0	8.0	Rent	\$0	0.0	0.0
TOTAL	\$11,771,884			Municipal Retirement/ Social Security	\$294,989	2.3	1.6
				Fire Prevention & Safety	\$260,458	2.0	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	7.5
				TOTAL	\$12,906,686		

OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$474,942	1.99	\$7,409	\$11,103
State	**	**	\$5,216	\$8,786

** 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.

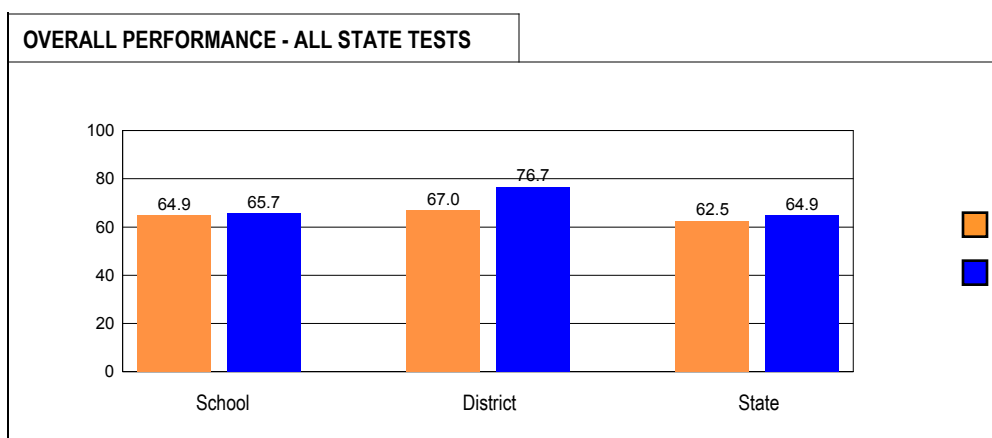
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

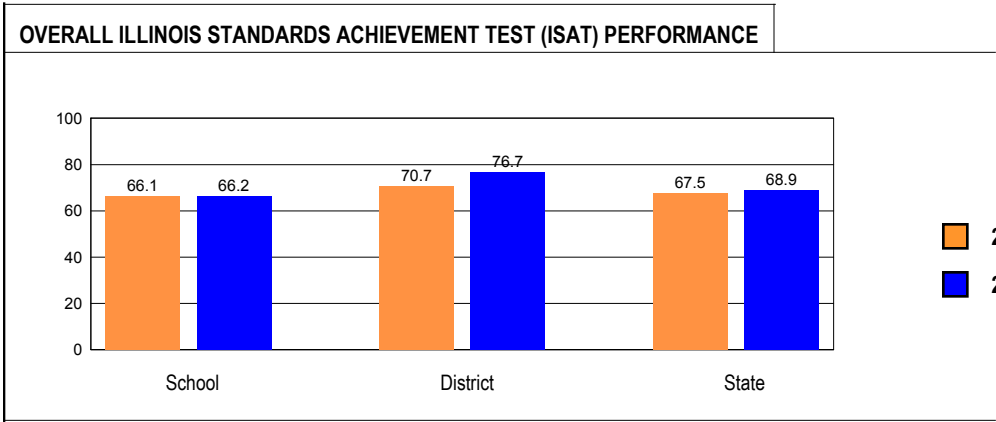
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

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 (reading, mathematics and science) included in your school. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.

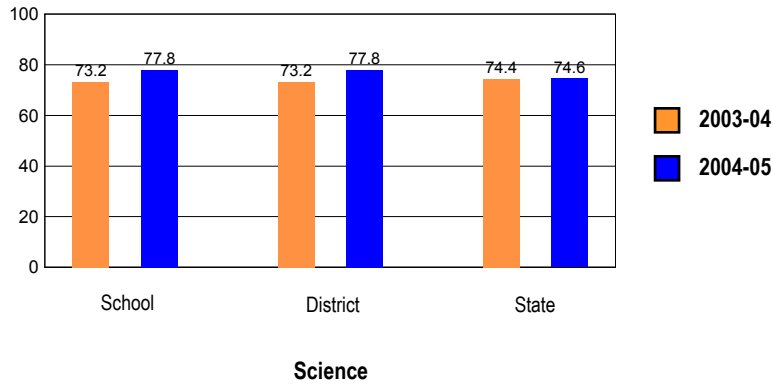




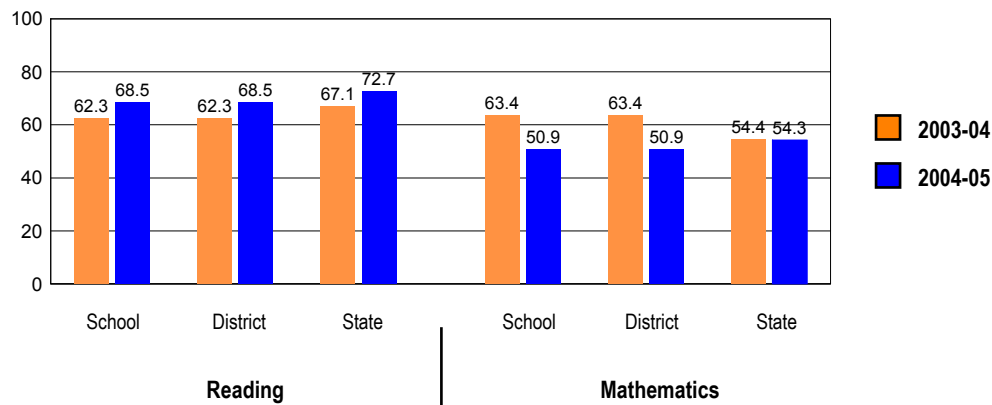
ISAT PERFORMANCE

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 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, 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 (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.

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								Students with Disabilities	Econo- mically Disadv- antaged
		All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	118	63	55	77	3	36	2	0	0	6	0	10	39
	Reading	0.0	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	0.0
District	*Enrollment	370	202	168	253	13	100	4	0	0	24	2	41	119
	Reading	0.0	0.0	0.0	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				0.0		0.0	0.0
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,978	43,196	194	89,769	248,030
	Reading	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
	Mathematics	0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

* Enrollment as reported by schools/districts during the testing window.

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			
		1	2	3	4
School		8.7	13.5	51.6	26.2
District		8.7	13.5	51.6	26.2
State		10.4	15.0	54.3	20.3

Grade 7 - Gender

Levels		Science			
		1	2	3	4
Male	School	7.0	15.8	45.6	31.6
	District	7.0	15.8	45.6	31.6
	State	11.1	14.0	51.9	23.0
Female	School	9.0	10.4	58.2	22.4
	District	9.0	10.4	58.2	22.4
	State	9.7	16.1	56.8	17.4

Grade 7 - Racial/Ethnic Background

Levels		Science			
		1	2	3	4
White	School	3.2	7.5	55.9	33.3
	District	3.2	7.5	55.9	33.3
	State	4.4	8.9	57.7	29.0
Black	School				
	District				
	State	23.7	27.1	45.5	3.7
Hispanic	School	30.4	21.7	47.8	0.0
	District	30.4	21.7	47.8	0.0
	State	16.3	23.1	53.4	7.2
Asian/Pacific Islander	School				
	District				
	State	3.0	6.7	54.7	35.5
Native American	School				
	District				
	State	10.1	15.9	51.9	22.1
Multiracial/Ethnic	School				
	District				
	State	7.4	12.6	61.3	18.8

Grade 7 - Students with Disabilities

Levels		Science			
		1	2	3	4
IEP	School	28.6	42.9	28.6	0.0
	District	28.6	42.9	28.6	0.0
	State	31.1	24.0	39.9	5.0
Non-IEP	School	6.3	9.8	54.5	29.5
	District	6.3	9.8	54.5	29.5
	State	6.9	13.5	56.7	22.9

Grade 7 - Economically Disadvantaged

Levels		Science			
		1	2	3	4
Free/Reduced Price Lunch	School	17.1	29.3	46.3	7.3
	District	17.1	29.3	46.3	7.3
	State	19.0	23.9	50.6	6.5
Not Eligible	School	4.7	5.9	54.1	35.3
	District	4.7	5.9	54.1	35.3
	State	4.7	9.1	56.8	29.4

Grade 8**Grade 8 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	5.4	26.1	57.7	10.8	8.0	41.1	36.6	14.3
	District	5.4	26.1	57.7	10.8	8.0	41.1	36.6	14.3
	State	0.7	26.6	61.3	11.5	5.9	39.7	37.4	16.9

Grade 8 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	10.5	29.8	49.1	10.5	12.1	37.9	34.5	15.5
	District	10.5	29.8	49.1	10.5	12.1	37.9	34.5	15.5
	State	1.0	28.4	60.5	10.1	7.3	38.9	36.0	17.8
Female	School	0.0	22.2	66.7	11.1	3.7	44.4	38.9	13.0
	District	0.0	22.2	66.7	11.1	3.7	44.4	38.9	13.0
	State	0.3	24.7	62.1	12.8	4.6	40.6	38.8	16.0

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	5.3	18.4	60.5	15.8	5.2	37.7	37.7	19.5
	District	5.3	18.4	60.5	15.8	5.2	37.7	37.7	19.5
	State	0.4	17.5	66.4	15.7	3.1	29.6	44.1	23.2
Black	School								
	District								
	State	1.6	44.8	50.3	3.4	14.2	61.0	21.6	3.2
Hispanic	School	6.7	43.3	50.0	0.0	13.3	50.0	36.7	0.0
	District	6.7	43.3	50.0	0.0	13.3	50.0	36.7	0.0
	State	0.7	39.6	55.7	4.0	6.6	54.1	32.7	6.6
Asian/Pacific Islander	School								
	District								
	State	0.1	13.0	64.6	22.2	1.1	16.7	40.7	41.6
Native American	School								
	District								
	State	1.3	25.0	65.9	7.8	6.8	42.4	33.9	16.9
Multiracial/Ethnic	School								
	District								
	State	0.7	25.9	61.3	12.1	7.3	39.8	38.0	14.8

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	10.0	90.0	0.0	0.0	40.0	60.0	0.0	0.0
	District	10.0	90.0	0.0	0.0	40.0	60.0	0.0	0.0
	State	4.0	65.1	29.5	1.4	27.3	57.6	12.9	2.2
Non-IEP	School	5.0	19.8	63.4	11.9	4.9	39.2	40.2	15.7
	District	5.0	19.8	63.4	11.9	4.9	39.2	40.2	15.7
	State	0.1	19.9	66.8	13.2	2.2	36.6	41.7	19.5

Grade 8 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	6.1	45.5	48.5	0.0	15.2	51.5	30.3	3.0
	District	6.1	45.5	48.5	0.0	15.2	51.5	30.3	3.0
	State	1.2	42.0	53.3	3.5	10.7	57.0	27.2	5.1
Not Eligible	School	5.1	17.9	61.5	15.4	5.1	36.7	39.2	19.0
	District	5.1	17.9	61.5	15.4	5.1	36.7	39.2	19.0
	State	0.3	16.8	66.3	16.5	2.9	28.7	43.9	24.5

2005 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this School making Adequate Yearly Progress (AYP)?	Yes
Is this School making AYP in Reading?	Yes
Is this School making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2005-06 Federal Improvement Status	
2005-06 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
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
All	100.0	Yes	100.0	Yes	68.4		Yes	51.3		Yes	95.5	Yes		
White	100.0	Yes	100.0	Yes	77.3		Yes	57.9		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Four 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. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.***
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for non-high schools or at least 67.0% Graduation Rate for high schools

* Includes only students enrolled as of 9/30/2004.

** Safe Harbor Targets of 47.5% 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. 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.)

2005 Illinois School Report Card

Gurrie Middle School

In partnership with community and families our mission at William F. Gurrie Middle School is to instill a commitment to lifelong learning, personal growth, and responsible choices in all students.

Gurrie Middle School strives to meet this mission every day through a committed and dedicated staff, involved parents and community, and a focus on providing a quality curriculum to our students that focuses on academic and affective development.

I. Introduction

The school report card that you are viewing is a document produced annually by the Illinois State Board of Education for every public school. The School Report Card must be made available by October 31st or later based upon release by the Illinois State Board of Education. The purpose of the School Report Card is to provide a summary of demographic information and academic performance on the Illinois Standards Achievement Test (ISAT). Performance on the ISAT is reported to the state, district, and school level. ISAT is designed to assess school and district curricular alignment to the Illinois Learning Standards.

ISAT is a vital part of the district's comprehensive assessment plan. This overall assessment plan includes a variety of formal and informal assessments that inform the school improvement planning process. The principals and staff from every school in the district develop their School Improvement Plan (SIP). The SIP is developed through a collaborative process which considers district initiatives along with individual building need.

II. Summary of ISAT Results

Gurrie Middle School students were tested in Science (7th Grade), Reading, and Math (8th Grade) in 2005. Writing and Social Studies were removed from the ISAT testing battery in 2005. In 2006, testing will take place in March and will now include reading and math assessment at the 7th grade level.

Science results for 2005 showed an increase in the number of students who met or exceeded state standards. 78% of Gurrie seventh graders met or exceeded compared with 73% in 2004. 26% of seventh graders exceeded standards in 2005, the highest figure students achieved during the six years of testing. Our science curriculum went through a renewal process last year and is now more tightly aligned with state learning standards. This alignment will continue to result in greater gains for our students in the area of Science.

Results in reading for 2005 showed improvement as well, with 68% of eighth graders meeting or exceeding standards, compared to 62% from 2004. During the 2005-2006 school year we will continue to focus on literacy across the curriculum. Our reading and language arts classes are now blocked together, providing a solid block of instructional time that will enhance student outcomes and create more proficient readers. We have instituted a new writing program here at Gurrie, known as the 6 +1 Traits of Writing. All of our staff has been trained in the program in the past year. The 6 +1 program breaks down the complex process of writing into manageable parts and aids students in defining quality as well as understanding what our expectations are for them. Our literature classes are focusing on teaching students how to be aware of and utilize effective reading strategies to help them become competent readers.

Overall, our math results for 2005 were disappointing. The percentage of eighth grade students who met or exceeded on the math portion of the ISAT was 51%, a 13% decrease from 2004. We are using this data as a basis to look closely at our curricular alignment with state standards as well as articulating within our building and between grade levels. This reflective process will help us to identify any areas where our instructional approach may not be aligned with state and district standards. We will continue to monitor our Connected Math and Everyday Math programs and how they are meeting the needs of our students. The ISAT assessment for math this year has changed and our math department will address these changes in format. Overall, it is our hope that this process will create a positive opportunity to provide better instructional practices to our students and also increase student outcomes.

III) School Improvement Plan for 205-2006

Goal #1

Students will apply reading strategies to improve understanding and fluency.

1. During the 2005-2006 school year, the percentage of eighth grade low income and Hispanic students who meet or exceed standards in reading will continue to increase.

In 2005, Hispanic students in eighth grade saw a 25% increase in those who met standards in reading. 49% of our low income students met standards in reading, which was an increase of 11% from 2004.

2. During the same period grade equivalent scores on the Iowa Test of Basic Skills Reading subtest will show a minimum growth for all eighth grade students, as well as for low income and Hispanic subgroups in eighth grade.

3. Students will meet targets to be established for curriculum based assessments.

4. Students identified for intensive reading instruction in seventh grade will show a minimum of 1.5 years growth on the Bridges Curriculum Based Assessment.

5. The eighth grade class of 2006 will show improvement in mean score on the English and Reading segments of the Explore Test.

6. Language Arts and Reading instruction will be blocked to provide an extended period of instruction.

7. A coordinated, district wide approach to reading instruction that will incorporate common language across grade levels and buildings.

Goal #2

Students are able to develop written ideas with supporting details and elaboration.

1. Implementation of 6 +1 Traits of Writing program in both seventh and eighth grade will enhance student understanding of the writing process and the elements of good writing.

Goal #3

Students will interpret and analyze linear functions and use graphs, tables, and symbols to solve problems.

1. During the 2005-2006 school year, the percentages of eighth grade low income and Hispanic students who meet or exceed state standards will increase.

In 2005, Hispanic students in eighth grade saw an increase of 13% who met standards on the math assessment. There were no Hispanic students who exceeded standards on the 2005 math assessment (3.7% in 2004).

In 2005, 33% of low income students met or exceeded standards on the math portion of the ISAT. This is a 13% decrease from 2004 when 46% of low income students met or exceeded standards on the ISAT.

2. During the same period grade equivalent scores on the Iowa Test of Basic Skills Math subtest will show

a minimum of one year's growth for all 8th grade students, as well as for low income and Hispanic subgroups in eighth grade.

3. Targets will be established and met for curriculum based measurements.

4. The eighth grade class of 2006 will show improvement in mean score on the math segment of the Explore test.

Goal #4

Building and maintaining a positive school climate.

1. A committee will be created that will study and reflect on our current discipline system and practices. We will be investigating discipline systems from other schools and districts while also investigating best practice related to student management. The committee will report to the entire staff throughout the year and make recommendations as to alterations to our current system.

2. Our advisory program will continue to focus on the affective needs of our middle school students. We will evaluate the program throughout the year and adjust the program to meet the needs of our students.