

**HADLEY JUNIOR HIGH SCHOOL
GLEN ELLYN SCHOOL DISTRICT 41
GLEN ELLYN, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : 6 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	81.6	5.9	5.1	7.2	0.2	0.0	5.1	1.9		0.2	14.6	95.0	1,136
District	79.5	5.6	6.3	8.3	0.3	0.0	4.8	3.9		0.2	13.7	95.4	3,504
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	100.0
State	95.7

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

Grade	Grade	Grade	Grade	Grade	High School
K	1	3	6	8	
			22.5	22.7	
			22.5	22.7	
			23.4	22.9	

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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17.1		12.9	194.7
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		43	43		43	43		86	86		43	43
District		43	43		43	43		86	86		43	43
State		52	50		43	44		104	93		43	44

TEACHER INFORMATION (Full-Time Equivalents)

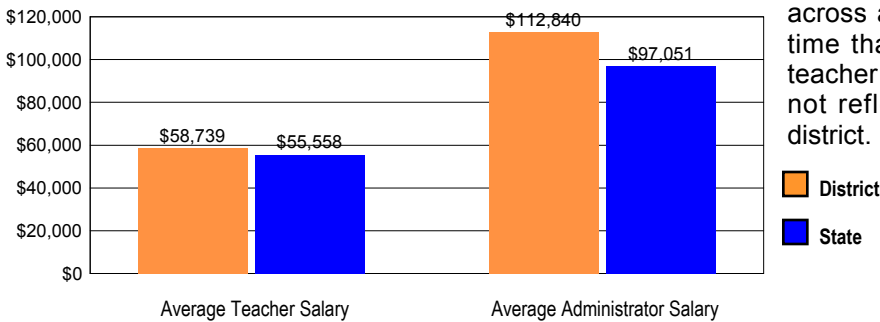
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.4	0.4	1.3	0.9	0.0	13.3	86.7	235
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

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	12.7	28.8	71.2	0.4	0.0
State	13.6	50.1	49.1	1.9	1.9

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

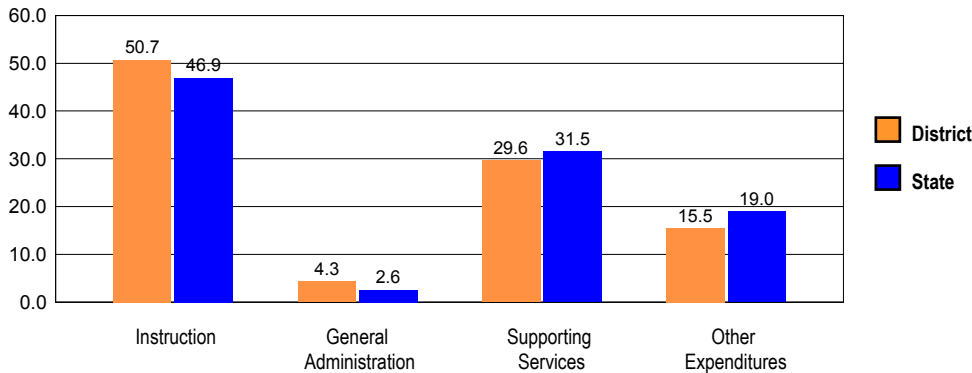
SCHOOL DISTRICT FINANCES

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	\$27,021,792	87.2	57.0	Education	\$24,154,323	77.9	71.5
Other Local Funding	\$1,241,877	4.0	5.0	Operations & Maintenance	\$2,778,033	9.0	8.4
General State Aid	\$979,248	3.2	18.0	Transportation	\$814,879	2.6	3.6
Other State Funding	\$1,271,395	4.1	11.9	Bond and Interest	\$2,319,893	7.5	6.5
Federal Funding	\$479,693	1.5	8.0	Rent	\$0	0.0	0.0
TOTAL	\$30,994,005			Municipal Retirement/ Social Security	\$462,569	1.5	1.6
				Fire Prevention & Safety	\$456,711	1.5	0.9
				Site & Construction/ Capital Improvement	\$3,217	0.0	7.5
				TOTAL	\$30,989,625		

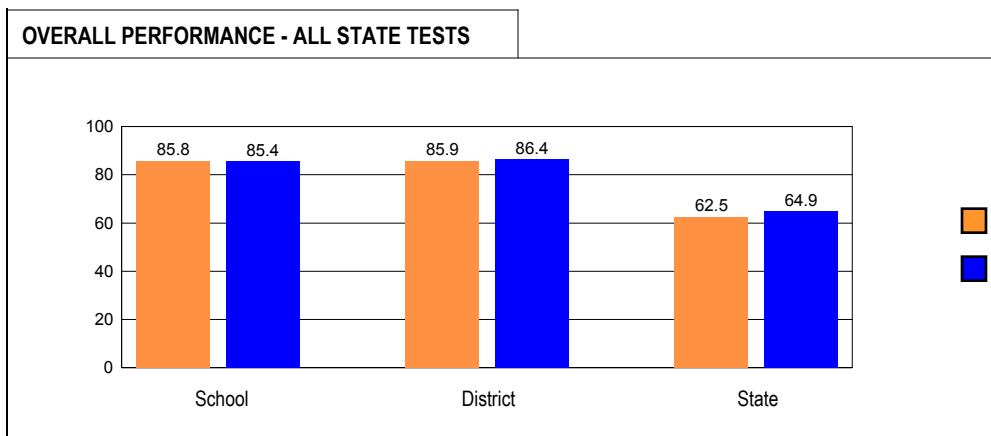
OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$271,471	3.10	\$5,010	\$8,546
State	**	**	\$5,216	\$8,786

** 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.

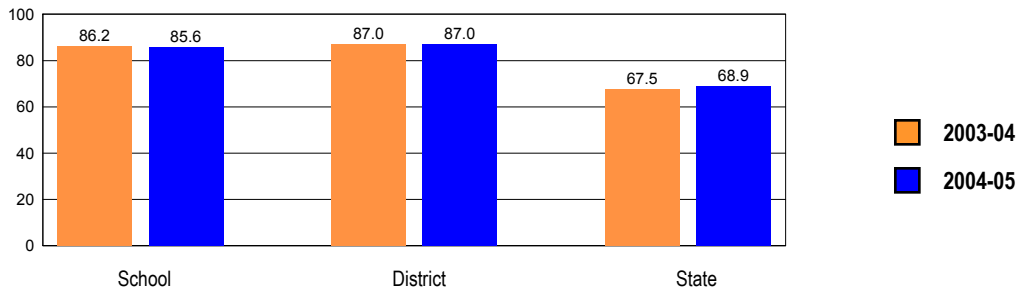
ACADEMIC PERFORMANCE

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.

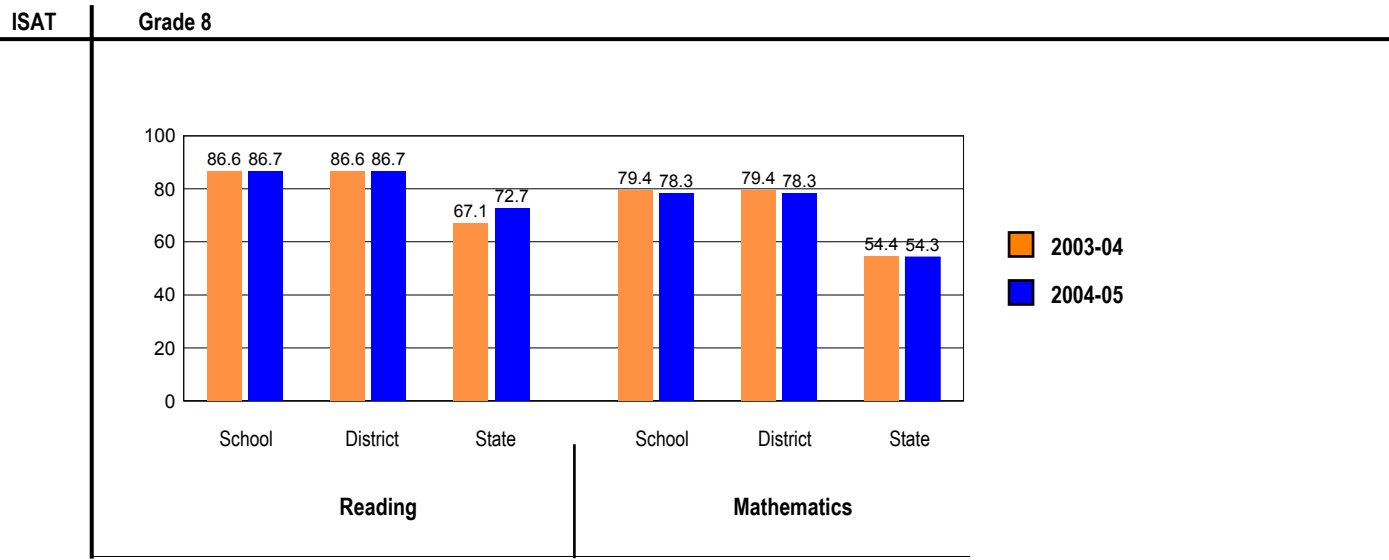
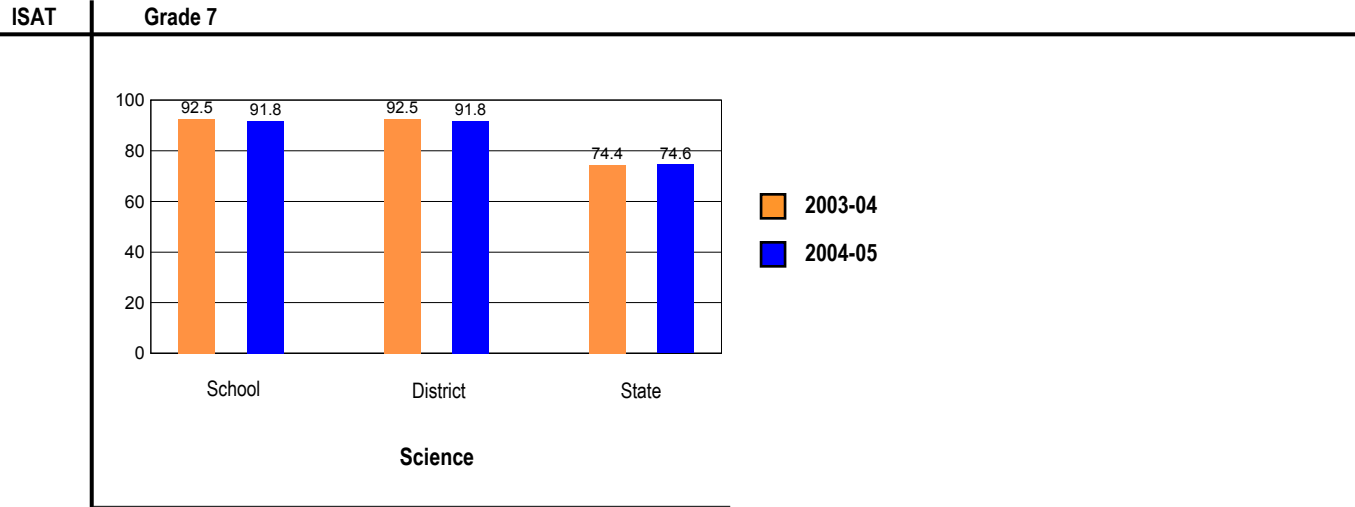


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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.



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						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	380	212	168	311	25	17	23	0	4	3	2	51	24
	Reading	1.1	0.5	1.8	0.6	0.0	0.0	4.3					5.9	0.0
	Mathematics	1.1	0.5	1.8	0.6	0.0	0.0	4.3					5.9	0.0
District	*Enrollment	1,185	619	566	953	65	69	86	4	8	78	2	167	78
	Reading	0.8	0.6	1.1	0.6	0.0	1.4	2.3			0.0		4.2	5.1
	Mathematics	0.8	0.6	1.1	0.6	0.0	1.4	2.3			0.0		4.2	5.1
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		2.7	5.6	54.3	37.5
District		2.7	5.6	54.3	37.5
State		10.4	15.0	54.3	20.3

Grade 7 - Gender

Levels		Science			
		1	2	3	4
Male	School	2.2	5.0	49.7	43.1
	District	2.2	5.0	49.7	43.1
	State	11.1	14.0	51.9	23.0
Female	School	2.6	6.2	58.8	32.5
	District	2.6	6.2	58.8	32.5
	State	9.7	16.1	56.8	17.4

Grade 7 - Racial/Ethnic Background

Levels		Science			
		1	2	3	4
White	School	0.7	4.0	53.5	41.9
	District	0.7	4.0	53.5	41.9
	State	4.4	8.9	57.7	29.0
Black	School	16.7	22.2	44.4	16.7
	District	16.7	22.2	44.4	16.7
	State	23.7	27.1	45.5	3.7
Hispanic	School	13.0	4.3	69.6	13.0
	District	13.0	4.3	69.6	13.0
	State	16.3	23.1	53.4	7.2
Asian/Pacific Islander	School	3.2	12.9	61.3	22.6
	District	3.2	12.9	61.3	22.6
	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	9.8	26.8	46.3	17.1
	District	9.8	26.8	46.3	17.1
	State	31.1	24.0	39.9	5.0
Non-IEP	School	1.8	3.0	55.2	40.0
	District	1.8	3.0	55.2	40.0
	State	6.9	13.5	56.7	22.9

Grade 7 - Economically Disadvantaged

Levels		Science			
		1	2	3	4
Free/Reduced Price Lunch					
School		22.2	5.6	66.7	5.6
District		22.2	5.6	66.7	5.6
State		19.0	23.9	50.6	6.5
Not Eligible					
School		1.7	5.6	53.6	39.1
District		1.7	5.6	53.6	39.1
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		0.8	12.5	62.2	24.5	1.6	20.1	44.6	33.7
District		0.8	12.5	62.2	24.5	1.6	20.1	44.6	33.7
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		1.4	10.6	63.5	24.5	2.4	18.3	45.2	34.1
District		1.4	10.6	63.5	24.5	2.4	18.3	45.2	34.1
State		1.0	28.4	60.5	10.1	7.3	38.9	36.0	17.8
Female									
School		0.0	15.0	60.6	24.4	0.6	22.5	43.8	33.1
District		0.0	15.0	60.6	24.4	0.6	22.5	43.8	33.1
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		0.0	9.2	64.1	26.6	0.3	15.5	47.7	36.5
District		0.0	9.2	64.1	26.6	0.3	15.5	47.7	36.5
State		0.4	17.5	66.4	15.7	3.1	29.6	44.1	23.2
Black									
School		12.0	36.0	44.0	8.0	20.0	48.0	32.0	0.0
District		12.0	36.0	44.0	8.0	20.0	48.0	32.0	0.0
State		1.6	44.8	50.3	3.4	14.2	61.0	21.6	3.2
Hispanic									
School		0.0	31.3	62.5	6.3	0.0	62.5	18.8	18.8
District		0.0	31.3	62.5	6.3	0.0	62.5	18.8	18.8
State		0.7	39.6	55.7	4.0	6.6	54.1	32.7	6.6
Asian/Pacific Islander									
School		0.0	19.0	52.4	28.6	0.0	23.8	33.3	42.9
District		0.0	19.0	52.4	28.6	0.0	23.8	33.3	42.9
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	6.8	52.3	36.4	4.5	13.6	56.8	20.5	9.1
	District	6.8	52.3	36.4	4.5	13.6	56.8	20.5	9.1
	State	4.0	65.1	29.5	1.4	27.3	57.6	12.9	2.2
Non-IEP	School	0.0	7.1	65.7	27.2	0.0	15.1	47.8	37.0
	District	0.0	7.1	65.7	27.2	0.0	15.1	47.8	37.0
	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	8.7	26.1	60.9	4.3	8.7	60.9	30.4	0.0
	District	8.7	26.1	60.9	4.3	8.7	60.9	30.4	0.0
	State	1.2	42.0	53.3	3.5	10.7	57.0	27.2	5.1
Not Eligible	School	0.3	11.6	62.3	25.8	1.2	17.4	45.5	35.9
	District	0.3	11.6	62.3	25.8	1.2	17.4	45.5	35.9
	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)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes	2005-06 Federal Improvement Status	
Is this School making AYP in Mathematics?	No	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	98.9	Yes	98.9	Yes	86.6		Yes	78.9		Yes	95.0	Yes		
White	99.4	Yes	99.4	Yes	90.8		Yes	84.3		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	94.1	Yes	94.1	Yes	43.5		Yes	32.6		No				
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 THE 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.

Students at Hadley Junior High School continue to score above state averages on the Illinois Standards Achievement Tests (ISAT) with 78% to 92% of students meeting or exceeding state standards. One of the most important things we do with this information is to disaggregate it—break it down—so that we can target improvement to those areas and those students who need it most as part of a systemic approach.

We also collect data on other aspects of the school environment in order to help us support the District 41 Vision: *Exceptional Learning in a Respectful and Supportive Environment*. Recent school-wide surveys and focus groups highlighted the area of “respectful relationships” as one that Hadley staff and students believe is essential for learning and important for our school community to work on. As a result, this year our students are working on the following goal: *developing the characteristics of hard work, honesty and responsibility through school, class and individual goals. Our staff members are also working toward building more effective professional relationships that better support student achievement*. Over the course of the year, we will systematically reinforce our focus and measure progress toward our goals.

We continue to work for student improvement in all areas with the following ongoing efforts: improve writing instruction and achievement using the Six Traits instructional framework; begin implementing the new inquiry-based science curriculum, improve students' ability to solve mathematical problems, concentrating on strategies to help struggling learners and an improved curriculum for high achieving math students; implement a structured reading remediation program for specially identified 6th graders who are reading below grade level; facilitate collaboration among teachers, and among teachers and specialists to improve teaching and learning; improve utilization of classroom assessment information along with standardized assessment data to determine what students know and understand. Teachers work with assessment data throughout the year in order to adjust instruction through data analysis.

About Adequate Yearly Progress (AYP). You will notice on page 10 of the School Report Card that Hadley did not achieve AYP as required by the No Child Left Behind (NCLB) law. There are several reasons why a given school may not meet AYP—in our case, it was because in 2005, 32.6% of students with disabilities met or exceeded state standards in Math. To make AYP, the NCLB requirement is that 47.5% of students meet or exceed standards in all eight subgroups, if those subgroups have 45 or more students. The success of every student is important to us, and we are committed to providing the support our students need. We will address this specific area of need in our instruction practices and special education services.

For more information, contact Hadley Principal Dr. Christopher Dransoff, 630-790-6469.