

**Robert Frost JHS**  
**Schaumburg CCSD 54**  
**Schaumburg, 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.

Starting in 2009, charter school information is included in district statistics.

**STUDENTS**

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION															
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	58.6	7.1	14.0	13.3	3.0	1.2	2.8	13.3	7.4	14.3		0.3	5.3	95.1	607
<b>District</b>	46.3	6.5	22.5	20.0	0.6	0.8	3.3	18.3	17.5	11.3		0.3	10.8	95.6	14,318
<b>State</b>	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

**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.

**IEP** Students are those students eligible to receive special education services.

**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.

**Total Enrollment** is based on Home School.

**INSTRUCTIONAL SETTING**

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	99.3	16.5		11.9	228.8
<b>State</b>	96.0	18.8		13.6	211.3

\* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>								22.5	19.7	
<b>District</b>								21.0	20.1	
<b>State</b>								21.3	21.3	

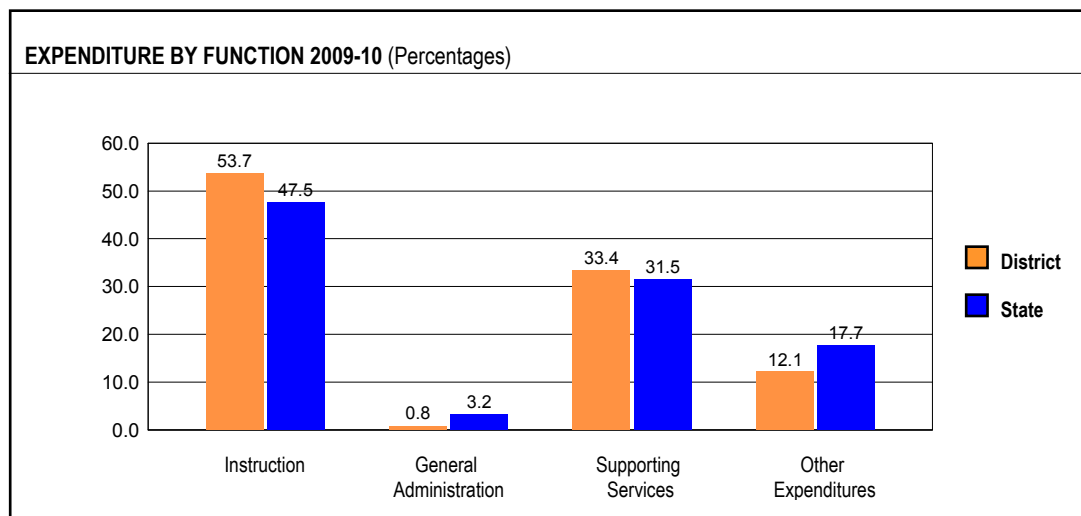
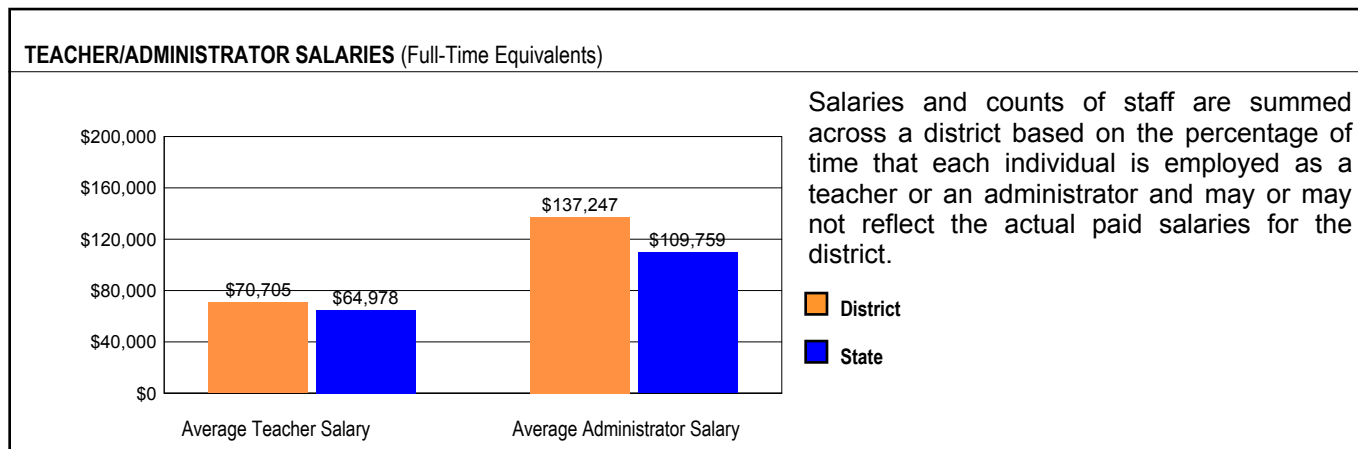
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>			43			43			86			43
<b>District</b>			50			43			88			50
<b>State</b>			52			44			91			44

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	85.0	1.2	2.3	3.8	0.0	0.1	6.6	1.1	10.7	89.3	1,015
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	12.3	38.8	61.2	0.7	0.0
State	13.2	39.5	60.4	0.6	0.8

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$154,523,870	82.9	58.9	Education	\$140,252,431	75.0	72.9
Other Local Funding	\$5,254,441	2.8	6.4	Operations & Maintenance	\$14,946,553	8.0	6.0
General State Aid	\$5,084,146	2.7	14.9	Transportation	\$10,013,908	5.4	3.8
Other State Funding	\$9,559,395	5.1	7.5	Debt Service	\$8,773,875	4.7	7.2
Federal Funding	\$11,942,570	6.4	12.4	Tort	\$0	0.0	1.2
TOTAL	\$186,364,422			Municipal Retirement/ Social Security	\$5,629,278	3.0	1.9
				Fire Prevention & Safety	\$1,762,604	0.9	0.7
				Site & Construction/ Capital Improvement	\$5,730,112	3.1	6.4
				TOTAL	\$187,108,761		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$482,322	2.56	\$7,881	\$12,530
State	**	**	\$6,773	\$11,537

\*\* 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.

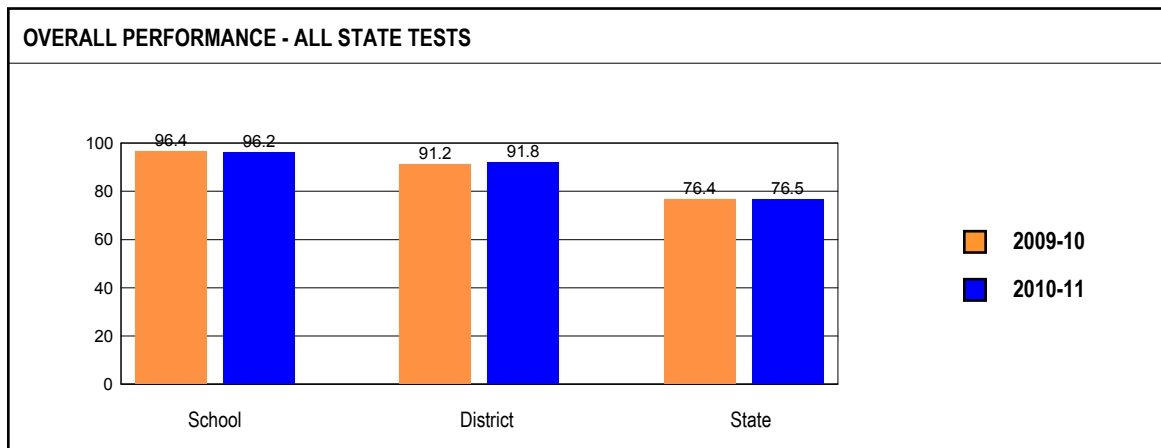
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

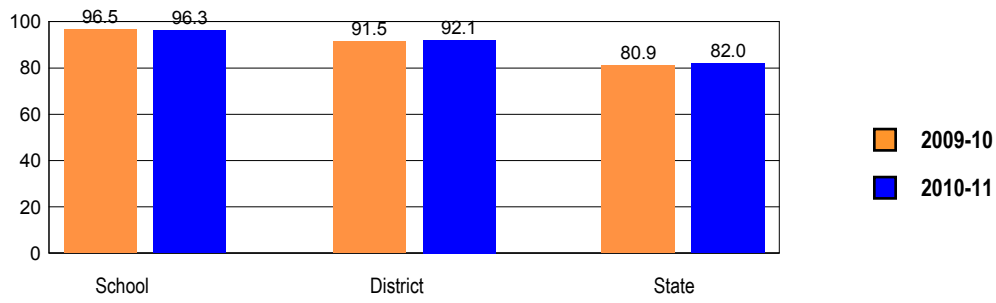
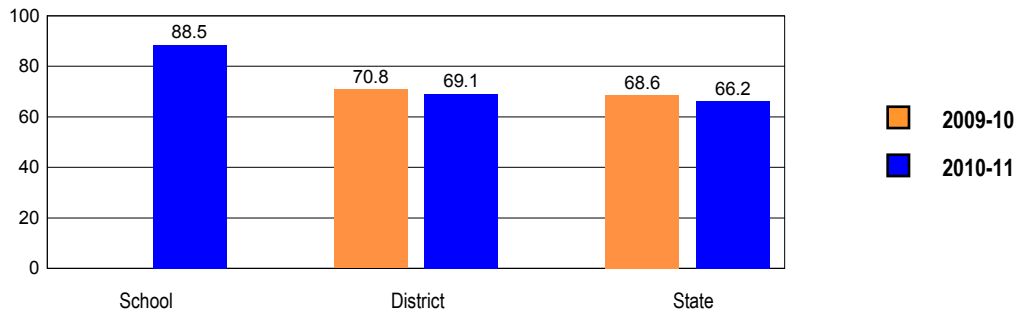
**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## 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. They represent your school's performance in reading, mathematics, and science.

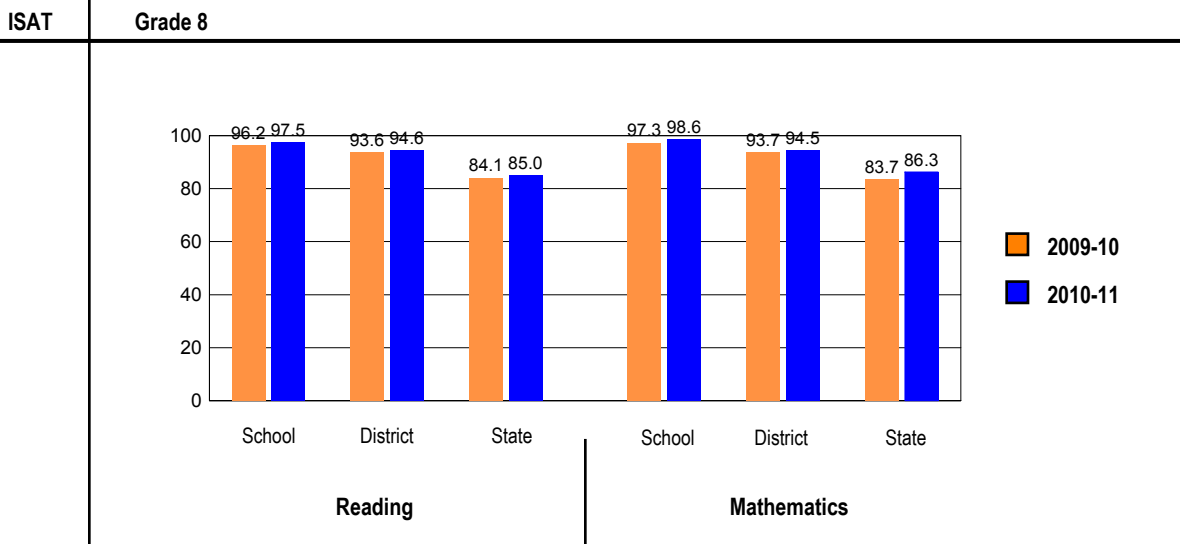
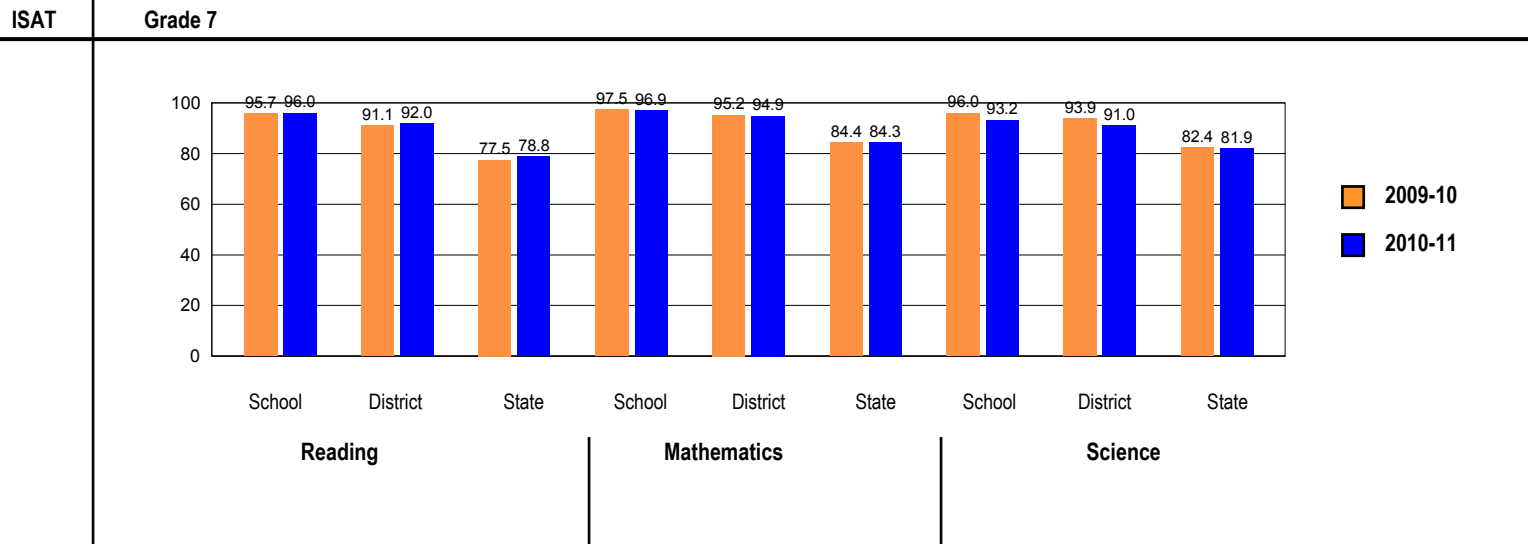


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE****OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE**

IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

**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 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. 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.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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 FOR READING															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	613	330	283	356	48	86	81	18	7	17	43	0	90	86
	Reading	0.2	0.3	0.0	0.3	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
District	*Enrollment	9,244	4,769	4,475	4,463	687	1,929	1,739	68	57	301	907	0	1,117	1,682
	Reading	0.1	0.1	0.1	0.1	0.1	0.0	0.2	0.0	0.0	0.0	0.0		0.0	0.1
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 4

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	617	333	284	357	48	86	84	18	7	17	47	0	90	86
	Mathematics	0.2	0.3	0.0	0.3	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
District	*Enrollment	9,298	4,802	4,496	4,470	689	1,938	1,775	68	57	301	961	0	1,117	1,695
	Mathematics	0.1	0.1	0.1	0.0	0.3	0.3	0.1	0.0	0.0	0.0	0.1		0.2	0.2
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	331	178	153	182	31	46	45	12	4	11	28	0	50	44
	Science	0.9	1.1	0.7	0.5	3.2	2.2	0.0	0.0		0.0	0.0		0.0	2.3
District	*Enrollment	3,077	1,588	1,489	1,449	241	641	599	29	18	100	296	0	386	542
	Science	0.4	0.6	0.3	0.3	0.8	0.6	0.3	0.0	0.0	1.0	0.3		0.8	0.6
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

\* Enrollment as reported during the testing windows for grades 4, 7, and 11.

### 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	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	4.0	61.3	34.7	0.0	3.1	42.9	54.0	0.3	6.5	64.0	29.2
District	0.1	7.9	56.2	35.8	0.4	4.7	42.9	52.0	2.1	6.9	59.1	31.9
State	0.4	20.8	58.0	20.8	2.2	13.5	53.9	30.4	5.7	12.4	57.8	24.1

### Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	4.1	65.3	30.6	0.0	2.9	42.7	54.4	0.6	5.9	64.1	29.4
	District	0.2	8.1	60.7	31.0	0.2	4.2	43.8	51.8	2.2	5.5	58.4	33.9
	State	0.6	24.9	56.8	17.7	2.8	15.0	51.7	30.5	6.8	12.4	54.5	26.4
Female	School	0.0	3.9	56.9	39.2	0.0	3.3	43.1	53.6	0.0	7.2	63.8	28.9
	District	0.0	7.7	51.5	40.8	0.5	5.3	42.0	52.2	1.9	8.4	59.8	29.9
	State	0.2	16.5	59.3	24.1	1.5	12.0	56.2	30.3	4.6	12.4	61.3	21.7

**Grade 7 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	2.8	59.8	37.4	0.0	2.2	35.8	62.0	0.6	3.4	60.9	35.2
	District	0.1	4.1	55.4	40.4	0.5	2.3	36.9	60.3	0.9	3.2	57.2	38.7
	State	0.2	14.4	58.3	27.1	1.1	8.5	51.4	38.9	2.9	6.8	55.9	34.5
Black	School	0.0	13.3	63.3	23.3	0.0	13.3	66.7	20.0	0.0	17.2	69.0	13.8
	District	0.0	18.2	59.4	22.4	0.7	13.3	64.3	21.7	5.7	19.1	62.4	12.8
	State	0.9	34.3	55.7	9.1	4.9	24.4	58.3	12.4	12.3	22.9	58.4	6.5
Hispanic	School	0.0	4.4	73.3	22.2	0.0	4.4	57.8	37.8	0.0	15.9	68.2	15.9
	District	0.0	18.3	62.8	18.9	0.3	10.0	62.4	27.3	4.7	15.0	65.0	15.3
	State	0.5	26.6	60.9	11.9	2.6	17.7	59.8	19.9	7.5	17.9	63.3	11.3
Asian	School	0.0	4.8	47.6	47.6	0.0	0.0	34.9	65.1	0.0	4.7	60.5	34.9
	District	0.4	3.0	46.3	50.4	0.0	1.8	23.9	74.3	1.1	2.5	54.7	41.7
	State	0.2	8.2	48.9	42.6	0.8	4.8	33.6	60.9	2.4	5.3	50.2	42.0
Native Hawaiian/Pacific Islander	School	0.0	0.0	83.3	16.7	0.0	0.0	58.3	41.7	0.0	0.0	100.0	0.0
	District	0.0	0.0	81.8	18.2	0.0	0.0	50.0	50.0	0.0	4.5	81.8	13.6
	State	0.0	13.6	57.4	29.0	0.6	7.1	50.0	42.3	4.2	7.7	59.5	28.6
American Indian	School												
	District												
	State	1.0	30.4	55.5	13.1	3.5	19.3	56.4	20.7	8.3	16.3	59.1	16.3
Two or More Races	School	0.0	0.0	54.5	45.5	0.0	0.0	36.4	63.6	0.0	0.0	63.6	36.4
	District	0.0	2.0	56.9	41.2	0.0	2.0	51.0	47.1	0.0	2.0	52.9	45.1
	State	0.3	19.2	57.6	22.9	2.1	13.3	52.6	32.0	4.8	11.3	55.9	28.1

**Grade 7 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	18.5	77.8	3.7	0.0	3.6	64.3	32.1	0.0	28.6	67.9	3.6
District	0.9	37.4	60.0	1.7	0.8	22.0	61.0	16.3	9.8	28.5	57.7	4.1
State	2.3	66.0	30.6	1.1	8.1	40.5	47.0	4.3	22.8	37.2	38.8	1.3

**Grade 7 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	18.2	56.8	25.0	0.0	9.1	47.7	43.2	0.0	13.6	75.0	11.4
	District	0.5	36.6	51.0	11.9	2.5	19.4	56.7	21.4	9.0	19.6	59.3	12.1
	State	2.4	61.2	33.0	3.4	11.1	39.7	42.9	6.2	20.4	27.0	46.1	6.5
Non-IEP	School	0.0	1.8	62.0	36.2	0.0	2.1	42.1	55.7	0.4	5.4	62.2	32.0
	District	0.1	3.7	56.9	39.2	0.1	2.6	40.9	56.4	1.1	5.1	59.0	34.8
	State	0.1	14.8	61.7	23.4	0.9	9.7	55.5	33.9	3.5	10.2	59.5	26.7

**Grade 7 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	16.7	76.2	7.1	0.0	9.5	66.7	23.8	2.4	24.4	61.0	12.2
	District	0.4	22.7	61.9	15.0	1.1	13.6	60.3	25.0	7.6	20.0	58.2	14.2
	State	0.7	31.0	58.3	10.0	3.5	20.6	59.4	16.4	9.2	19.3	61.1	10.4
Not Eligible	School	0.0	2.1	59.1	38.8	0.0	2.1	39.4	58.5	0.0	3.9	64.4	31.7
	District	0.1	4.9	55.0	40.1	0.2	2.9	39.3	57.6	0.9	4.2	59.2	35.7
	State	0.1	11.2	57.7	30.9	0.9	6.9	48.7	43.4	2.4	5.9	54.7	36.9

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	2.5	76.7	20.8	0.0	1.4	42.9	55.7
District	0.1	5.4	73.3	21.3	0.1	5.4	43.9	50.6
State	0.2	14.8	74.9	10.1	0.4	13.3	54.5	31.8

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	2.0	76.7	21.3	0.0	0.0	37.5	62.5
	District	0.0	6.9	73.5	19.6	0.1	6.0	43.5	50.4
	State	0.3	17.9	73.0	8.9	0.5	15.1	53.1	31.3
Female	School	0.0	3.1	76.7	20.2	0.0	3.1	49.2	47.7
	District	0.1	3.8	73.0	23.1	0.1	4.8	44.4	50.7
	State	0.1	11.6	76.8	11.5	0.3	11.5	56.0	32.2

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	2.3	72.7	25.0	0.0	1.2	38.2	60.7
	District	0.0	3.1	71.5	25.4	0.0	2.9	40.4	56.7
	State	0.1	9.7	75.9	14.3	0.3	8.4	50.9	40.5
Black	School	0.0	13.3	86.7	0.0	0.0	6.7	86.7	6.7
	District	0.0	19.0	75.2	5.8	1.7	16.5	65.3	16.5
	State	0.3	25.6	71.7	2.4	0.8	25.4	60.6	13.2
Hispanic	School	0.0	2.5	92.5	5.0	0.0	2.5	65.0	32.5
	District	0.0	9.1	80.9	10.0	0.0	11.9	56.3	31.9
	State	0.2	19.7	76.0	4.1	0.5	17.0	61.8	20.8
Asian	School	0.0	0.0	78.4	21.6	0.0	0.0	23.1	76.9
	District	0.3	2.7	68.7	28.2	0.0	1.3	30.6	68.0
	State	0.1	5.9	70.6	23.4	0.2	3.7	34.3	61.9
Native Hawaiian/Pacific Islander	School								
	District	0.0	0.0	66.7	33.3	0.0	0.0	40.0	60.0
	State	0.6	9.7	73.3	16.4	1.2	8.5	48.5	41.8
American Indian	School								
	District								
	State	0.0	20.8	74.0	5.2	1.1	19.4	55.3	24.2
Two or More Races	School								
	District	0.0	3.0	72.7	24.2	0.0	3.0	48.5	48.5
	State	0.1	14.3	73.4	12.2	0.6	11.8	54.3	33.3

**Grade 8 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	6.3	93.8	0.0	0.0	0.0	73.7	26.3
District	0.0	27.1	71.0	1.9	0.0	27.0	63.1	9.9
State	0.8	55.5	43.4	0.2	1.4	39.5	53.8	5.3

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	8.3	80.6	11.1	0.0	2.8	47.2	50.0
	District	0.5	28.5	67.2	3.8	0.5	26.6	54.9	17.9
	State	1.0	51.5	46.2	1.3	2.4	46.6	45.3	5.7
Non-IEP	School	0.0	1.6	76.1	22.2	0.0	1.2	42.3	56.5
	District	0.0	2.4	74.0	23.6	0.1	2.7	42.5	54.7
	State	0.1	9.4	79.1	11.4	0.1	8.5	55.8	35.6

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	10.3	84.6	5.1	0.0	2.6	74.4	23.1
	District	0.0	15.8	79.9	4.2	0.0	14.6	61.2	24.2
	State	0.3	22.7	73.5	3.4	0.7	20.6	61.3	17.4
Not Eligible	School	0.0	1.3	75.4	23.3	0.0	1.2	37.9	60.9
	District	0.1	3.4	72.0	24.6	0.1	3.7	40.6	55.6
	State	0.1	7.8	76.1	16.1	0.2	6.8	48.4	44.6

## 2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

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
Is this school making AYP in Reading?	Yes	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2011-12 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
<b>State AYP Minimum Target</b>	95.0		95.0		85.0			85.0			91.0		82.0	
All	99.8	Yes	99.8	Yes	97.3		Yes	98.1		Yes	95.1	Yes		
White	99.7	Yes	99.7	Yes	97.6		Yes	98.2		Yes				
Black	100.0	Yes	100.0	Yes										
Hispanic	100.0	Yes	100.0	Yes	96.2		Yes	97.4		Yes				
Asian	100.0	Yes	100.0	Yes	98.6		Yes	100.0		Yes				
Native Hawaiian/ Pacific Islander American Indian Two or More Races														
LEP			100.0	Yes										
Students with Disabilities	100.0	Yes	100.0	Yes	90.5		Yes	95.2		Yes				
Economically Disadvantaged	100.0	Yes	100.0	Yes	91.8		Yes	95.9		Yes				

### Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2010.

\*\* Safe Harbor Targets of 85% 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. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. 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.

### Based on our 2010-11 goals we have had these successes:

1. Frost is a professional learning community committed to *Ensuring Student Success* through a focus on student learning, a collaborative culture, results orientation and no excuses. To meet this end, Frost implements a common assessment cycle with fidelity. Our professional learning community systems serve as a model for other schools.
2. Results of the Illinois Standards Achievement Test (ISAT) indicate that Frost is making Adequate Yearly Progress (AYP) in meeting the needs of every student. At Frost, approximately 97 percent of students met or exceeded state standards on the reading part of the ISAT and 98 percent of students met or exceeded standards on the math part of the ISAT.
3. Frost's School Improvement Plan goal was that more than 85 percent of students with an IEP (Individualized Education Plan) and who qualify for Free and Reduced Lunch would meet or exceed state standards on the ISAT reading test. In 2010-11, more than 90 percent of our students who have an IEP and who qualify for Free and Reduced Lunch met or exceeded state standards. This accomplishment helped us achieve our goal of making Adequately Yearly Progress.
4. Frost continued to successfully administer Measures of Academic Progress (MAP) as a progress monitoring tool. We use the assessment results to inform instructional practices and to develop timely interventions for students who need intervention and/or acceleration. In 2010-11, we focused on making great gains on the MAP test with all of our students. Our growth scores are above the 95<sup>th</sup> percentile nationally in both math and reading.
5. Frost received the following honors/awards:
  - National Blue Ribbon Nominee. Our application was accepted and we were informed that we would win this award if we made AYP. We made AYP and await potential formal recognition by the U.S. Secretary of Education in September.
  - 97/98 School in 2011 (More than 97% of our students met or exceeded state standards on ISAT in reading and more than 98% of our students met/exceeded state standards in math.)
  - 2009 and 2010 Illinois State Honor Roll Academic Excellence Award (This award is given to schools that make AYP and have 90 percent of students meeting or exceeding state standards in math and reading for three consecutive years.)
  - 2010-2011 Recognized as a PBIS model school for United States and Illinois legislators to visit
  - 2010 PBIS Implementing Award (We were nominated for the Exemplar Award in the summer of 201. Only one Illinois school has earned this honor.)

Based on our local assessment results from the 2010-11 school year, the principal and the teaching staff of Frost Junior High School have targeted areas for improvement for the 2011-12 school year.

### Goals

1. We will increase student performance in math with an emphasis on math achievement for students with disabilities and students who receive free or reduced lunch.
2. We will increase student performance in reading with an emphasis on reading achievement for students with disabilities and students who receive free or reduced lunch.
3. We will increase student performance in writing.
4. Every student in every class will display a predetermined proficiency level on every essential outcome aligned common assessment.

### Objectives

The data from the reading and math components of ISAT has been disaggregated and analyzed by District 54 and Frost staff members. The subtests, performance levels and student subgroups were analyzed to identify the strengths and challenges of our school as a whole, as well as those of each student. We will continue to support and improve the identified areas of strength and will implement research-based models of instruction to increase student achievement in our areas of challenge.

We will use the following action steps to achieve our goals:

1. Use District 54's literacy program and guided reading strategies in all classes.
2. Use guided math instruction to differentiate in our math classes and increase student learning.
3. Differentiate in science, social science, Spanish, encore and PE classes to ensure every student is proficient on every essential outcome.
4. Use student assessments to monitor the academic progress of every student.
5. Use research-based interventions as a strategic method for meeting student needs.
6. Intervene in a timely fashion for students who are struggling academically.
7. Improve grade-level common assessments that measure student progress toward mastery of subject standards. Analyze the results and share strategies that work to increase student learning.
8. Continue to implement Positive Behavioral Interventions & Supports (PBIS).
9. Continue to communicate progress toward our goals to parents and the community.

If you have any questions or suggestions about any of the information contained on this page of your School Report Card, please contact the principal.