

**NIPPERSINK MIDDLE SCHOOL  
NIPPERSINK SCHOOL DIST 2  
RICHMOND, 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	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	95.5	0.2	3.8	0.5	0.0	3.3	0.0		0.5	13.3	94.5	572
<b>District</b>	96.2	0.6	2.5	0.8	0.0	3.5	0.0		0.3	15.8	95.2	1,585
<b>State</b>	57.7	20.8	17.7	3.6	0.2	39.0	6.7		2.1	16.8	94.2	2,060,048

**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
<b>School</b>	100.0
<b>District</b>	98.5
<b>State</b>	96.3

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

Grade	Grade	Grade	Grade	Grade	High School
K	1	3	6	8	
			20.8	26.0	
			20.8	26.0	
			23.7	23.1	

**STAFF-TO-STUDENT RATIOS**

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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17.5		13.7	211.3
19.4		14.1	208.7

\* 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
<b>School</b>		41	41		41	41		82	82		41	41
<b>District</b>		41	41		41	41		82	82		41	41
<b>State</b>		52	50		43	44		105	93		43	44

**TEACHER INFORMATION (Full-Time Equivalents)**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	100.0	0.0	0.0	0.0	0.0	14.6	85.4	102
<b>State</b>	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

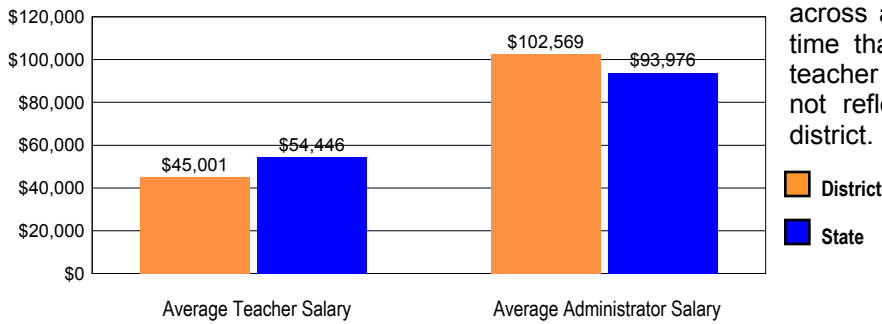
**TEACHER INFORMATION (Continued)**

	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	--	--	--	2.6	0.0
District	10.3	71.2	28.8	2.0	0.0
State	13.8	51.3	48.6	1.7	1.8

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

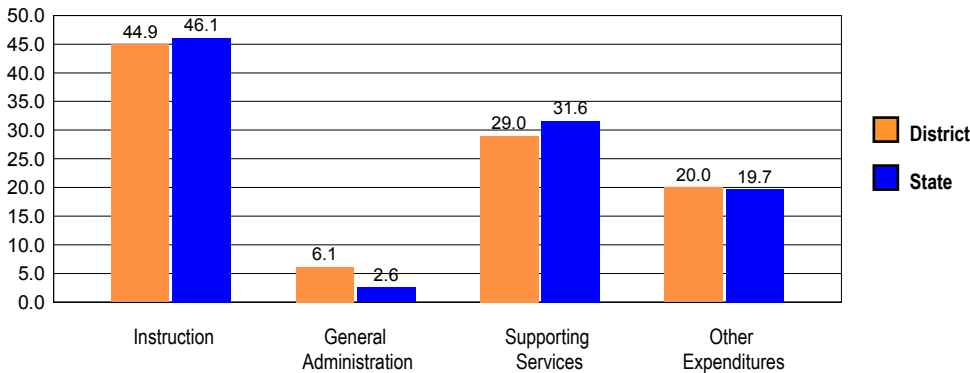
**SCHOOL DISTRICT FINANCES**

**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 2002-03 (Percentages)**



REVENUE BY SOURCE 2002-03				EXPENDITURE BY FUND 2002-03			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$7,818,524	66.9	56.6	Education	\$9,097,097	71.1	70.1
Other Local Funding	\$1,150,006	9.8	5.4	Operations & Maintenance	\$1,110,033	8.7	8.9
General State Aid	\$1,753,861	15.0	17.9	Transportation	\$809,658	6.3	3.5
Other State Funding	\$750,546	6.4	12.1	Bond and Interest	\$630,195	4.9	6.0
Federal Funding	\$210,634	1.8	8.0	Rent	\$0	0.0	0.0
TOTAL	\$11,683,571			Municipal Retirement/ Social Security	\$204,516	1.6	1.5
				Fire Prevention & Safety	\$1,932	0.0	0.9
				Site & Construction/ Capital Improvement	\$936,620	7.3	9.0
				TOTAL	\$12,790,051		

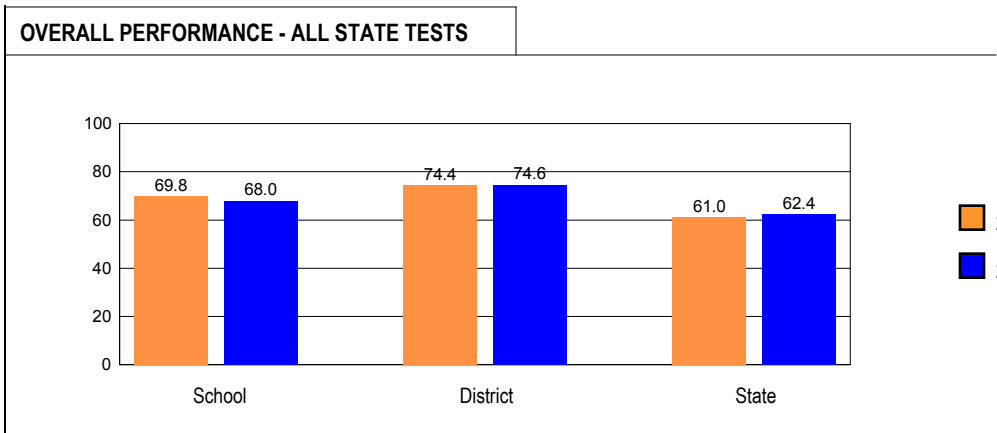
OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$172,169	3.38	\$4,096	\$7,208
State	**	**	\$5,022	\$8,482

\*\* 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.

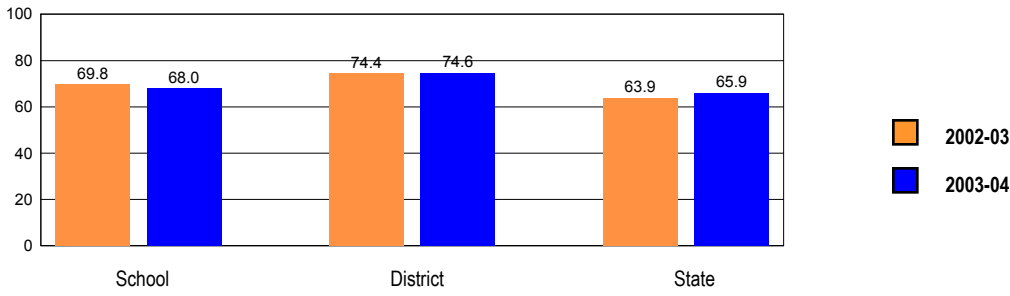
## ACADEMIC PERFORMANCE

### 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.



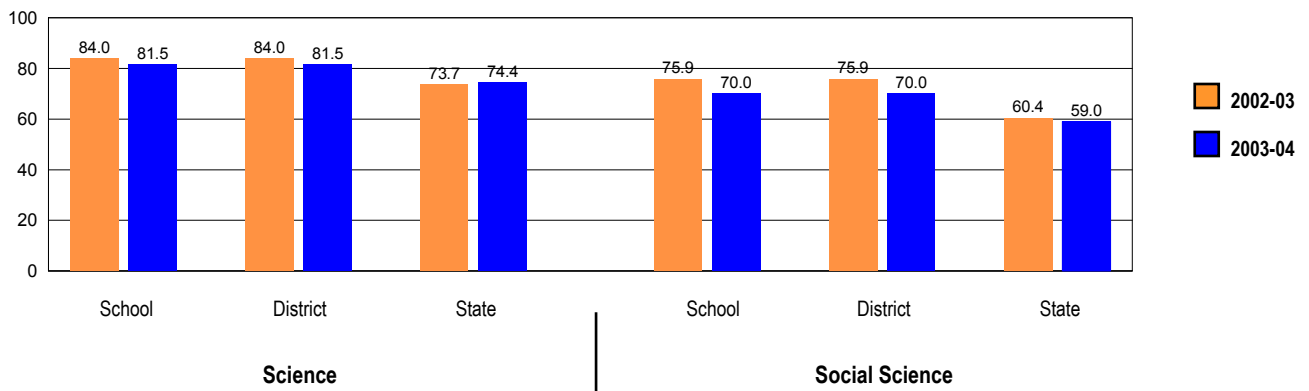
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



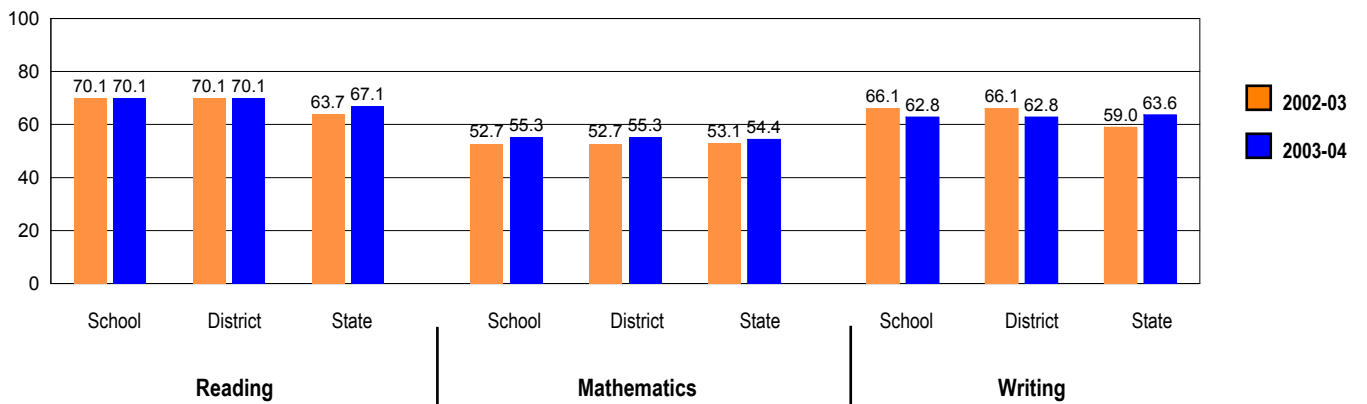
**ISAT PERFORMANCE**

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 (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	197	108	89	187	0	9	1	0	0	0	0	19	4
	Reading	0.0	0.0	0.0	0.0								0.0	
	Mathematics	0.0	0.0	0.0	0.0								0.0	
District	*Enrollment	548	289	259	526	5	15	2	0	0	0	0	71	24
	Reading	0.4	0.0	0.8	0.4		0.0						1.4	0.0
	Mathematics	0.4	0.0	0.8	0.4		0.0						1.4	0.0
State	*Enrollment	618,426	315,150	303,276	362,539	126,432	103,851	22,726	1,038	1,840	43,504	259	89,425	239,387
	Reading	0.9	1.0	0.8	0.4	2.2	1.2	0.6	2.2	0.7	0.9	7.3	2.4	1.4
	Mathematics	0.9	1.1	0.9	0.4	2.3	1.3	0.6	1.9	0.8	1.3	6.9	2.5	1.5

\* 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	6.5	12.0	61.0	20.5	1.0	29.0	51.0	19.0
District	6.5	12.0	61.0	20.5	1.0	29.0	51.0	19.0
State	10.4	15.2	57.8	16.6	1.7	39.3	44.3	14.7

**Grade 7 - Gender**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	School	10.9	14.1	52.2	22.8	2.2	33.7	48.9	15.2
	District	10.9	14.1	52.2	22.8	2.2	33.7	48.9	15.2
	State	11.4	14.3	55.1	19.2	2.1	37.7	43.1	17.1
Female	School	2.8	10.2	68.5	18.5	0.0	25.0	52.8	22.2
	District	2.8	10.2	68.5	18.5	0.0	25.0	52.8	22.2
	State	9.4	16.1	60.6	13.9	1.3	41.0	45.6	12.1

**Grade 7 - Racial/Ethnic Background**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	School	4.7	12.0	62.3	20.9	1.0	26.7	52.9	19.4
	District	4.7	12.0	62.3	20.9	1.0	26.7	52.9	19.4
	State	5.0	9.3	62.2	23.6	0.8	26.2	51.9	21.2
Black	School								
	District								
	State	22.8	27.5	46.9	2.8	4.1	67.3	26.3	2.3
Hispanic	School								
	District								
	State	15.8	22.7	55.8	5.7	2.1	55.5	37.8	4.5
Asian/Pacific Islander	School								
	District								
	State	3.0	6.8	58.8	31.4	0.3	17.9	55.3	26.5
Native American	School								
	District								
	State	11.7	15.0	58.6	14.7	1.3	45.1	45.1	8.4
Multiracial/Ethnic	School								
	District								
	State	8.6	15.2	59.2	17.0	1.0	38.2	46.3	14.4

**Grade 7 - Students with Disabilities**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	School	18.2	24.2	51.5	6.1	6.1	66.7	27.3	0.0
	District	18.2	24.2	51.5	6.1	6.1	66.7	27.3	0.0
	State	32.9	24.4	38.8	3.9	7.9	67.2	21.8	3.0
Non-IEP	School	4.2	9.6	62.9	23.4	0.0	21.6	55.7	22.8
	District	4.2	9.6	62.9	23.4	0.0	21.6	55.7	22.8
	State	6.6	13.6	61.1	18.8	0.6	34.5	48.2	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	29.9	62.9	7.1	2.5	42.1	41.6	13.7	3.1	34.2	61.2	1.5
District	0.0	29.9	62.9	7.1	2.5	42.1	41.6	13.7	3.1	34.2	61.2	1.5
State	1.6	31.3	57.4	9.7	5.6	40.0	37.5	16.9	4.9	31.5	58.7	4.9

**Grade 8 - Gender**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	34.3	60.2	5.6	4.6	35.2	43.5	16.7	5.6	49.5	44.9	0.0
	District	0.0	34.3	60.2	5.6	4.6	35.2	43.5	16.7	5.6	49.5	44.9	0.0
	State	2.3	35.2	54.6	7.9	6.7	39.4	36.0	17.8	7.5	38.8	50.7	3.0
Female	School	0.0	24.7	66.3	9.0	0.0	50.6	39.3	10.1	0.0	15.7	80.9	3.4
	District	0.0	24.7	66.3	9.0	0.0	50.6	39.3	10.1	0.0	15.7	80.9	3.4
	State	0.8	27.3	60.3	11.5	4.4	40.5	39.0	16.1	2.2	24.0	66.8	6.9

**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	29.9	63.1	7.0	2.1	41.2	42.2	14.4	2.7	33.9	61.8	1.6
	District	0.0	29.9	63.1	7.0	2.1	41.2	42.2	14.4	2.7	33.9	61.8	1.6
	State	0.9	22.8	63.2	13.1	3.1	30.2	43.8	22.9	3.6	26.4	63.6	6.4
Black	School												
	District												
	State	3.4	48.3	45.7	2.6	13.3	62.1	21.6	3.0	9.1	44.7	45.0	1.3
Hispanic	School												
	District												
	State	2.0	46.7	48.3	3.0	6.2	55.1	32.7	6.0	5.3	38.2	54.5	2.0
Asian/Pacific Islander	School												
	District												
	State	0.4	18.1	62.1	19.4	1.2	17.8	39.4	41.6	1.4	16.7	69.9	12.0
Native American	School												
	District												
	State	0.8	27.2	61.9	10.1	5.8	38.8	43.5	11.9	7.3	30.9	57.1	4.6
Multiracial/Ethnic	School												
	District												
	State	1.8	31.7	57.7	8.8	6.2	47.4	31.3	15.1	4.4	33.4	59.1	3.1

**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	52.6	47.4	0.0	15.8	73.7	10.5	0.0	0.0	36.8	63.2	0.0
	District	0.0	52.6	47.4	0.0	15.8	73.7	10.5	0.0	0.0	36.8	63.2	0.0
	State	9.0	66.8	23.1	1.1	27.2	59.0	11.9	2.0	25.2	51.6	22.9	0.4
Non-IEP	School	0.0	27.5	64.6	7.9	1.1	38.8	44.9	15.2	3.4	33.9	61.0	1.7
	District	0.0	27.5	64.6	7.9	1.1	38.8	44.9	15.2	3.4	33.9	61.0	1.7
	State	0.3	25.2	63.4	11.2	1.9	36.7	42.0	19.5	1.5	28.2	64.6	5.7

## 2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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
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	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		40.0			40.0			89.0		66.0	
<b>All</b>	100.0	Yes	100.0	Yes	70.5		Yes	56.5		Yes	94.5	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	70.1		Yes	57.6		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>														

**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. 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 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 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

\* Includes only students enrolled as of 9/30/03.

\*\* 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 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.)

**NIPPERSINK SCHOOL DISTRICT 2  
NIPPERSINK MIDDLE SCHOOL  
2004 SCHOOL REPORT CARD**

We are pleased to report that the students' performances on the ISAT tests reveal that the majority of the score bands meet or are above the state average. Please remember that students' test performances are a sampling of skills the students may possess at that particular time. When compiled with other data, such as report cards, teachers' observations and classroom performances/evaluations, a fairly accurate picture of students' performance should emerge.

Areas for planned improvement:

- 1.** Improve reading and language arts instruction by using the Gates-MacGinitie Reading Test as a pre-test, and continuing to develop the Comprehensive Assessment of Reading Strategies (C.A.R.S.) reading program to better identify strengths and weaknesses in the area of reading.
- 2.** Improve reading and language arts instruction by evaluating curriculum needs and providing staff development (through grants) in these areas.
- 3.** Improve writing instruction by continuing to use the Four Square Writing Method in each content area through our Writing Across the Curriculum Program.
- 4.** Improve math instruction by continuing to develop the Accelerated Math program.
- 5.** Continue to provide staff development training that will align curriculum and instruction with No Child Left Behind mandates as well as the Illinois Assessment Frameworks.
- 6.** Continue to provide learning opportunities to students through Learning Team activities and lessons. Learning Teams will be aligned by grade level, and will continue to refine lessons and activities that have been developed through prior training in the Stiggins Model following state standards. Staff members who have been trained in this model, will become trainers of staff members who have not been involved in this training and activities will be adapted to meet the current middle school schedule.

**Nippersink School District 2**

Nippersink District 2 is proud of its successful implementation of differentiated instruction and thinking skills that meet the diverse and unique needs of all student learners. This expectation was reached as instructional staff received training in levels #1 and #2 gifted instruction and when adopting the Curry/Samara Model for improving instruction. District 2 enhanced the use of the Curry/Samara Model by adding a trainer of trainer's component.

District 2 is in the process of realigning curriculum and instruction with state standards, in support of the No Child Left Behind Act. A 2004 curriculum gap analysis identified areas in which current curriculum required modifications in an effort to coordinate District efforts with the 2004 ISBE Assessment Frameworks. In addition, staff and administration continue to implement the use of S.M.A.R.T. goals (Specific, Measurable, Attainable, Relevant, and Time-frame-trackable) as a means for improving student achievement as measured by standardized tests. This program provides instructional staff with detailed strategies for analyzing student achievement data and translating them into meaningful lesson and unit designs.

The Nippersink SD 2 Board of Education supports the following studies as district improvement goals for the 04-05 school year and beyond:

1. Research the continued implications of the No Child Left Behind Act.
2. Continue professional development activities that will align curriculum and instruction with NCLB mandates as well as the 2006 Illinois Enhanced Assessment System testing.
3. Evaluate the District 2/SEDOM special education service delivery model.
4. Implement a budget in which revenues exceed expenditures.
5. Determine appropriate budget reductions for the 05-06 school year.
6. Utilize PMA Financial Inc. software to share financial forecasts with the public.
7. Evaluate the efficacy of school boundary changes.
8. Pursue foundation and other grants, by creating a team of grant writers including parents and district staff members to develop grant proposals, and seek grant awards.

The Nippersink District 2 Board of Education, administrative team, faculty, and parent community have become actively involved in the political frameworks surrounding public school funding. The Nippersink Political Action web page may be accessed at each of our school web sites.