

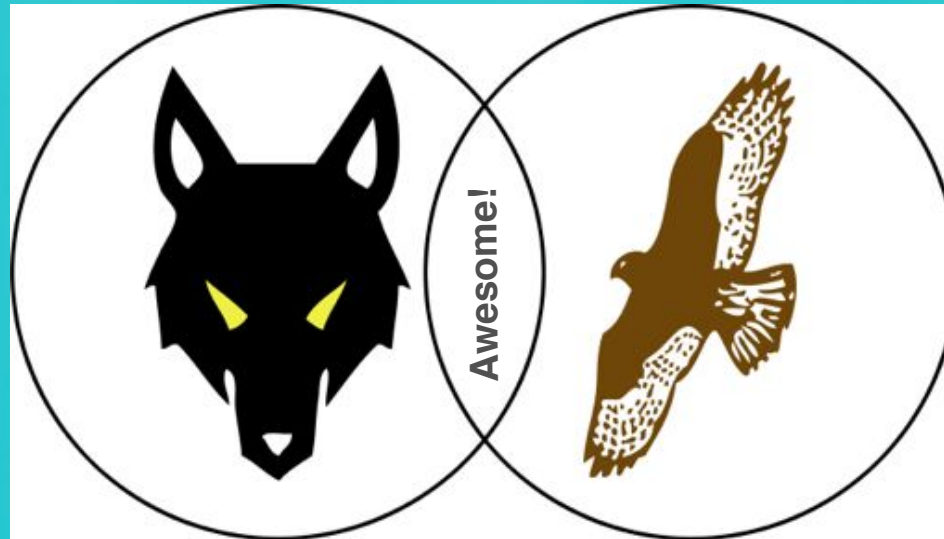
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2012-2013

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# HMS/WJHS

## School Improvement Plan



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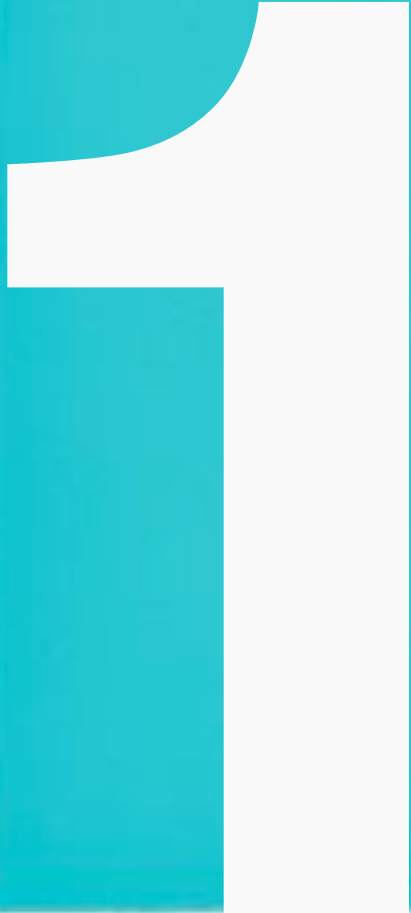
Teaching Tomorrow's Leaders

# **HMS/WJHS**

## **School Improvement Plan**

### **A Look Back**

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**This section will take you through an introduction and a review of last year's School Improvement Plan.**

# 2011-2012 SIP

## Last Year's Goals

- 1. Implement a new leadership structure at Highcrest Middle School and Wilmette Junior High School.**
- 2. Pilot Second Step at Highcrest Middle School and create an implementation plan for Second step at Wilmette Junior High School.**
- 3. Improve students' understanding of literary elements and reading techniques at grades 5 and 6.**
- 4. Create a home/school communication system at Highcrest Middle School.**
- 5. Address school culture and climate at Highcrest Middle School and create a Bullying Task Force at Wilmette Junior High School.**
- 6. Improve math performance as measured by the ISAT for struggling students at Wilmette Junior High School.**
- 7. Implement the District's Common Writing Assessment for grades 5-8.**

## School Improvement Plan: Background

Highcrest Middle School (HMS) and Wilmette Junior High School (WJHS) serve the majority of fifth through eighth graders in the Village of Wilmette and a small portion of east Glenview. We are entering into the second year of our restructured leadership model for these schools. We believe that this model provides a higher level of administrative service for our students and families. This model provides one principal to oversee both schools and a grade level administrator (GLAd) at each grade. It is our goal to move the schools closer to a 5-8 campus model. We want to increase continuity in instruction and ease grade-to-grade transitions while maintaining the unique climate and culture at each building.

HMS and WJHS are large schools that work to give students an individualized educational experience; the philosophy "one size **does not** fit all" is obvious on our 5-8 campus. We have Differentiation Support Teachers at each grade level who work with classroom teachers to tailor students' educational experiences to fit their individual abilities, learning styles, and interests. Likewise, we offer support to students through tier 2 and tier 3 interventions. Learning Behavior Specialists (LBS) individualize their students' academic experience so that students are making maximum growth throughout the school year. Students are engaged in 21<sup>st</sup> century classroom activities that allow for exploration and student growth. Our schools are truly a place where students can find their strengths and hone their skills for the next academic level.

Our campus boasts an excellent teaching staff with a variety of teaching experiences. The staff is professional and reflective in their practice. Academic teams meet on a weekly basis to discuss the needs of their students, department/grade level meetings are held quarterly to discuss

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curriculum, and professional development is constant and on-going. The academic setting provides students with 200 minutes a week of science, math, and social studies and 400 minutes a week of language arts. Additionally, students receive 80 minutes of homeroom at WJHS and 100 minutes of homeroom at HMS per week. Homeroom is used to make positive connections to adults and each other. We believe that students need adult advocates. They need to know that there are adults within the building who care for them and will help guide them into making good decisions; these advocates may be teachers, paraprofessionals, coaches, or administrators.

In the early and middle adolescent years students should begin to expand their experiences and try new things. We work hard to create an arts program that allows students to learn and discover in a creative and safe environment. Likewise, the majority of students on our campus take one of four world languages (Spanish, German, French, or Latin), allowing them to learn about other cultures and experience the world. To further enhance our student experience, we have begun to phase in Mandarin. In PE, students learn about team work and create fitness goals while learning about lifelong fitness. We have worked with our staff and the Parent Teacher Organization to create extracurricular activities that are fun and exciting. We want every student to play a sport, sing a song, play an instrument, and find his or her passion.

Students in grades 5-8 perform very well on standardized state achievement measures. Our schools boast student achievement over the 90th percentile in measures of reading, math, and science. Likewise, we score well on local measures as well. Our students take the Performance Series test three times a year. This is a computer-adaptive test

that creates an individual profile for each student and provides teachers with data to best meet that student's needs.

In this document you will find goals in three areas: academic achievement, school culture, and CONNECTED. We believe that these goals will have a meaningful impact on our students and their families. We also believe in a model of continuous improvement and understand that we must continually reflect on our past in order to move our students into the future.

We thank you for taking interest in the progress of our students. It is our belief that these goals will move Highcrest Middle School and Wilmette Junior High School from *greater to greatest* and provide the necessary tools for *tomorrow's leaders* to flourish.

## School Improvement Plan: Structure

Wilmette Junior High School and Highcrest Middle School provide students with a cutting edge school experience. This is, in part, due to the recent initiatives we have taken on as a school and as a district. As a school, we realize the importance of taking on projects that will better our school and the lives of our students and families. We also know that it is important to provide balance between implementing these initiatives and maintaining a high level of instruction. It is for that reason we have taken a new approach to School Improvement Planning. The document we have created includes multiyear goals and is prioritized to allow us to place the emphasis on initiatives affecting the largest number of students and staff.

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Goals are placed into one of three tiers. Tier one initiatives are our highest priority programs. They will receive the bulk of our time and attention. Tier two initiatives require committee or small group work. Tier three programs are items for future action; these are in the investigative or training stages. As time goes on we will reevaluate these initiatives and readjust the priorities as needed. The process by which we placed programs into tiers was collaborative and involved the whole staff.

The initiatives fall into one of three categories *Academic Achievement*, *School Culture*, or *CONNECTED*. The focus regarding academic achievement is, as always, to improve the achievement for ALL students at Highcrest Middle School and Wilmette Junior High School. Our goals for school culture focus on addressing the social/emotional wellness of our community. One of the goals of public education is to produce individuals who are able to take responsibility for themselves and are independent learners. As a school we have worked to foster that independence and have helped to guide our students to be accountable for their learning and behavior. Likewise, it is important to recognize that middle level adolescents are, developmentally, very unique. It is our hope that in these pages you will find the programs and initiatives that are worthy of our time and further study.

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**HMS/WJHS Gallery:** We are proud of our school. Look at all of the wonderful opportunities we have for our students.



Our Hawks Orchestra plays a Halloween concert.



### Leadership Structure:

Last year was the first year of our new leadership model. The new model includes one principal to oversee both schools and a Grade Level Administrator (GLAd) for each grade. The new structure featured an evaluation component that included an expectations survey at the beginning of the year, focus groups at the year's midpoint, and a comprehensive survey at the end of the school year. The end-of-year report is found in the interactive link below.

**End-of-Year Report:** This information was presented to the Board of Education on 06/25/2012



Pinch to expand to full screen and swipe to advance.

### Second Step:

Last year approximately half of the homeroom teachers at HMS piloted the Second Step social/emotional curriculum. The goal of the pilot was to identify a structure for teaching the program that fit within our school's existing structure and to pinpoint lessons that would have the greatest benefit for our students. The result is a Second Step day once a month. The lessons are then reinforced in all classes. The table below outlines the topics to be covered this year.

| 5th Grade  | 6th Grade                    |
|--|------------------------------|
| Empathy and Respect/<br>Listening with Attention           | Working in Groups            |
| Being Assertive/Predicting<br>Feelings                     | Friends and Allies           |
| Taking Other's Perspective/<br>Accepting Differences       | Considering<br>Perspectives  |
| Disagreeing Respectfully/<br>Responding with<br>Compassion | Disagreeing Respectfully     |
| Introducing Emotion<br>Management/Calming<br>Down          | Being Assertive              |
| Managing Anxiety/<br>Managing Frustration                  | Recognizing Bullying         |
| Solving Problems, Part 1/<br>Solving Problems, Part 2      | Bystanders                   |
| Making a Plan/Seeking<br>Help                              | Emotions (Brain and<br>Body) |
| Dealing with Gossip/Dealing<br>with Peer Pressure          | Calming-Down<br>Strategies   |

### Literacy:

Following our model of continuous improvement, we broke down the sub-tests of the ISAT and looked for areas where we could improve. We focused on Literary Elements in 5th grade and Reading Strategies in 6th grade. We identified funding to support professional development and worked with our DSTs to provide activities that would support students and teachers as they addressed these areas.

### HMS Literacy Goal Quiz

#### Question 1 of 2

Over the course of the past four years the 5th grade scores on Literacy Elements and Techniques have been, 77%, 81%, 77%, and 77%. Our goal for 2012 was 81%. What was our actual score?

- A. 77%
- B. 83%
- C. 85%
- D. 87%



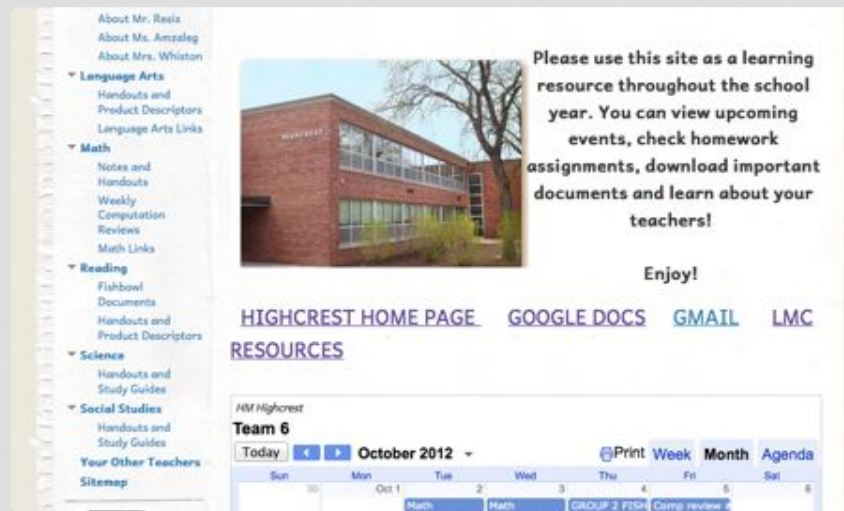
Check Answer



## HMS Home/School Communication:

Over the course of the 2011-12 school year, a subcommittee of the Principal's Advisory Council took on the task of creating communication guidelines for the staff. Through much discussion, the committee came to consensus on our school's communication guidelines. The guidelines state that each teacher will have a class (5th grade) or a team (6th grade) website, with each website including a homework calendar, links to students' other teachers, and any downloadable work.

Here are some examples of our teachers' website.

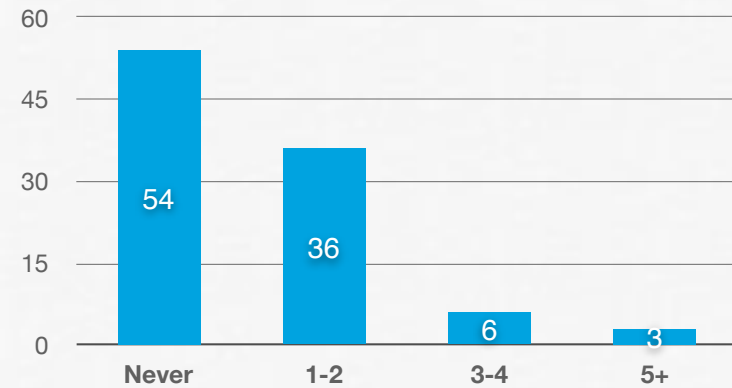


This is Mr. Resis and Ms. Amzaleg's webpage. You will notice the homework calendar and links to other teachers.

## School Climate and Culture:

In our first year at HMS, the administrative team sought to work with teachers to create a common language and put systems in place to recognize our wonderful staff. All staff members at HMS read the book *How Full is Your Bucket*. Staff recognize one another or "or fill one another's buckets" by giving "drops" that provide specific positive feedback. Additionally, we brought the 5-8 staff together by offering professional book talks for all staff.

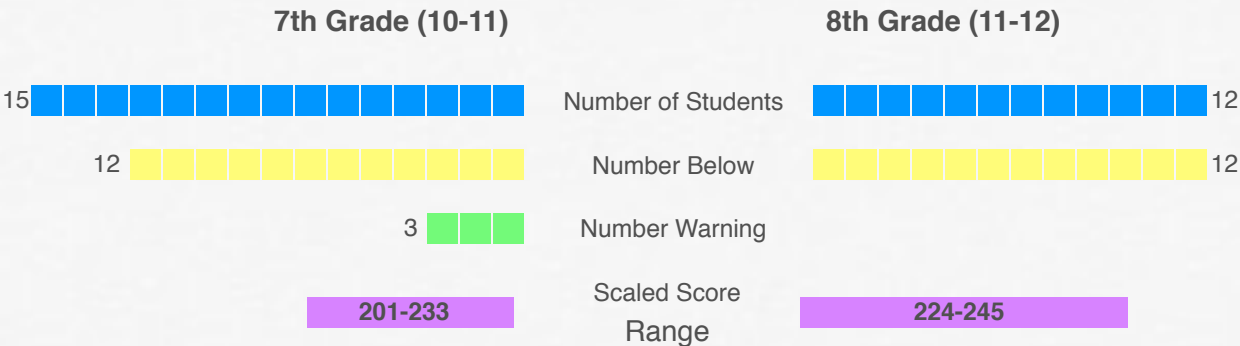
At WJHS, we created a Bullying Task Force (BTF) to address issues of bullying and teasing and to enhance empathy and tolerance. The committee was made up of over 20 staff members who read articles and research on the topic and created monthly activities that were taught in homeroom. The BTF defined bullying as: *Bullying is the act of repeatedly hurting, frightening, threatening, embarrassing, intimidating, excluding, controlling, or hurtfully teasing other(s) by using physical, verbal or psychological harm over time. Bullying is an action committed by an individual or as part of a group.*



Percent of kids who see/hear/involved in bullying (times per week)

## Wilmette Junior High Math:

In 2011 we identified a cohort of students who were below standards in math as seventh graders at Wilmette Junior High School. We set out to address these students' deficiencies and set a goal of having 25% of the cohort improve performance on the ISAT. While we did not meet our goal, we did see 15% of these students meet standards, and 15% of the group move from the warning category to the below category. In the graphic below each block represents one student.



## 5-8 Common Writing Assessment:

The following table indicates students' familiarity with the Six Traits of Writing after the first year of implementation. Students were asked to APPLY the key terms to a sample scenario. (i.e. "if a writer used vivid and specific adjectives throughout their essay, you might compliment them on their..."). Whereas last year's students were simply asked to LIST as many of the Six Traits, this year's students were able to APPLY knowledge of Six Traits at a much higher rate across the board.

The below chart shows the percentage of students who were able to apply the components of the Six Traits of Writing Rubric.

| Grade | Ideas | Org | W.C. | Voice | S.F. | Con |
|-------|-------|-----|------|-------|------|-----|
| 7th   | 55%   | 97% | 97%  | 70%   | 95%  | 67% |
| 8th   | 59%   | 91% | 93%  | 81%   | 84%  | 80% |

Key:

Org = Organization

W.C. = Word Choice

S.F. = Sentence Fluency

Con = Conventions

Access the full rubric to the right.

District 39 Common Writing Assessment Rubric Grades 5-8

| Organization  | Ideas   | Word Choice  | Sentence Fluency  | Voice   | Conventions   |
|---|---|--|---|---|---|
| <p>Grabs reader's attention with an engaging hook &amp; entices the reader to keep reading</p> <p>Has a clear purpose in mind and writes to a natural conclusion</p> <p>Uses logical transitions (words and phrases) that enhance the flow of piece</p> <p>Contains a definable purpose in each paragraph</p> <p>Flows logically throughout</p>                 | <p>Uses strong, clear, and memorable central ideas</p> <p>Develops the central idea with an in-depth focus</p> <p>Supports ideas with strong details</p> <p>Develops ideas in a fresh, original way</p> | <p>Uses precise and specific words</p> <p>Uses strong, vivid images</p> <p>May include figurative language</p> <p>Strives to find the best words</p>   | <p>Writes effectively the sentence beginnings, structures, and lengths throughout the text</p> <p>Creates an easy rhythm that makes the text engaging</p> <p>Mixes style to give impact, using informal language in dialogue, etc.)</p> | <p>Engages reader with its language and sentence structure</p> <p>Uses appropriate tone to match purpose &amp; audience</p> <p>Memorably expresses ideas in various ways, using distinctive, "right" words &amp; phrases</p>  | <p>Has a strong control of standard conventions, including:</p> <ul style="list-style-type: none"> <li>Capitalization</li> <li>Punctuation</li> <li>Spelling</li> <li>Frequency, less familiar words &amp; homophones (spelled correctly)</li> <li>Uses grammar and mechanics that enhance the piece</li> </ul> |
| <p>Does not hook but does not fully engage the reader</p> <p>Contains an intro &amp; conclusion, but they do not enhance ideas in writing</p> <p>Uses transitions, but they do not enhance flow</p> <p>Contains a definable purpose in most paragraphs</p> <p>Repetitive in some ideas may be necessary for a temporarily logical flow throughout the piece</p> | <p>Contains a central idea but only general or limited supports</p> <p>Offers some detail but does not expand depth</p>   | <p>Language is functional &amp; appropriate, but he/she has stretched for best words &amp; phrases</p>   | <p>Transitions some sentence beginnings, structures, and lengths</p> <p>Includes some indicators of meaning</p> <p>Writes, including figurative, but does not have accidental banter that distracts the reader</p>                      | <p>Strands generic</p> <p>Uses appropriate tone to match purpose &amp; audience</p> <p>Contains a glimpse of voice now or there but not consistent throughout the piece</p>   | <p>Contains occasional spelling errors particularly with homophones and unfamiliar words, but they do not interfere with understanding</p> <p>Uses basic capitalization and punctuation correctly</p> <p>Some grammar and mechanics errors (like run-ons) but they do not interfere with understanding</p>      |
| <p>Fails to use a hook</p> <p>Contains a limited or weak introduction and conclusion</p> <p>Repetitive or empty transitions throughout</p> <p>Lacks a clear direction/idea of topic</p> <p>Lacks a logical flow, making it difficult to follow</p>  | <p>Might lack clear central idea or focus</p> <p>Uses few, irrelevant, or inaccurate details</p> <p>Lacks depth</p> <p>Leaves reader with many unanswered questions</p>                                 | <p>Repetition</p> <p>Limited range</p> <p>Misuse of words</p> <p>No evidence of figurative language</p> <p>Contains many choppy sentences</p> <p>Contains excessive run-ons and/or fragments, making the writing sound awkward</p> | <p>Uses little or no variation in sentence beginnings, structure, and lengths</p> <p>Contains many choppy sentences</p> <p>Has not considered audience or purpose</p>   | <p>Uses monotonous, banal, and repetitive writing</p> <p>Shows no effort to topic and/or content</p> <p>Lacks correct punctuation and capitalization</p> <p>Contains frequent mistakes in grammar and mechanics leading to a lack of understanding for the reader</p> | <p>Contains many errors</p> <p>Errors that cause the reader to have difficulty understanding text</p> <p>Lacks correct punctuation and capitalization</p> <p>Contains frequent mistakes in grammar and mechanics leading to a lack of understanding for the reader</p>  |



# HMS/WJHS

## School Improvement Plan

2012-2013



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We have worked to create meaningful and attainable goals that respect the important work teachers do every day to improve the school experience for all students.

## School Improvement Plan: Tier 1 Goals

**Target Area (Academic): Math**

**Target Group: 5th - 8th Grade Students Below State Standards**

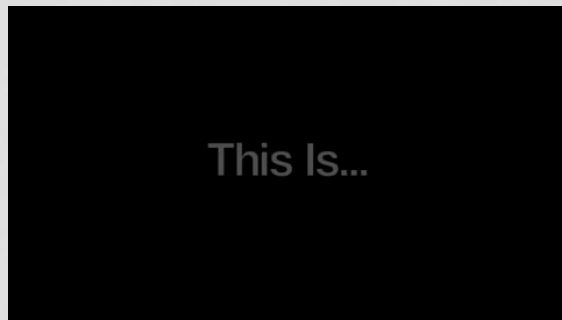
| Goal Statements(s)   | Action Steps   | Growth Measures   |
|--|--|---|
| <p>To raise the scores of students below standard on the ISAT to the meets or exceeds category</p> | Review performance data with teacher   | <p>The average scaled score (PS) of the target group is:</p> <ul style="list-style-type: none"> <li>● 5th - 2258</li> <li>● 6th - 2328</li> <li>● 7th - 2369</li> <li>● 8th - 2472</li> </ul> <p>Students in the target group will gain an average of:</p> <ul style="list-style-type: none"> <li>● 5th - 139 points</li> <li>● 6th - 116 points</li> <li>● 7th - 93 points</li> <li>● 8th - 81 points</li> </ul> |
|  | Utilize Performance Series Suggested Learning Objectives (SLOs)  |   |
|  | <p>Create a learner profile on each targeted student that includes:</p> <ul style="list-style-type: none"> <li>● Performance Series</li> <li>● ISAT</li> <li>● Grades</li> <li>● Discipline</li> <li>● CBM</li> <li>● Attendance</li> <li>● Program Data (V-Math, T-Math, etc)</li> <li>● Homework Assistance Referrals</li> </ul> |   |
|  | Review progress on IEP goals with LBS (if applicable)  | <p>The average ISAT score of the target group will improve from the below category to the meets category:</p> <ul style="list-style-type: none"> <li>● 5th - 187 pts to 214 pts</li> <li>● 6th - 200 pts to 225 pts</li> <li>● 7th - 214 pts to 235 pts</li> <li>● 8th - 220 pts to 246 pts</li> </ul>  |
|  | Utilize Rtl support (when appropriate)   |   |
|  | Perform integrity checks on special programs (follow up with teacher prior to the integrity check)   |   |
|  | Provide supplemental instruction   |   |
|  | Provide students with test taking strategies prior to ISAT administration  |   |

| Goal Statements(s)  | Action Steps  | Growth Measures   |
|---|---|---|
| Teachers will know how to access student databases, understand the basic principles of data analysis, and have a basic understanding of how to modify instruction based on data analysis. | Develop school data committees that will plan and implement targeted professional development in the area of use of data to inform instruction.   | When given the “data use self-assessment” teachers, on average, will score 80% or better. |
|   | All teachers on the 5-8 campus will be able to access (PS) scores, understand the principles of statistical analysis, review student data in detail, create a student growth plan based on current data |   |

**Target Area (Academic): Teacher use of data to impact instruction**  
**Target Group: All HMS/WJHS Certified Staff**

**Target Area (Academic): Executive Functioning**  
**Target Group: 5th and 6th Graders**

Helping HMS students to use the executive functioning system effectively.



Touch to play/pinch to expand to full screen.

| Goal Statements(s)  | Action Steps   | Growth Measures  |
|---|--|--|
| Implement an executive function program that is developmentally appropriate for early adolescents | Select a research based program that will allow students to learn executive functioning skills within the classroom.     | 90% of teachers will feel that their students' executive functioning skills have improved in an end-of-year survey                           |
|   | Communicate the value of the program to parents, students, and staff through news letters, meetings, and staff training. | 80% of our students will be effectively using their organizational systems by May as measured by the Rush assessment of student organization |
|   | Engage staff in a year long training program using staff meeting and institute time.                                     |  |

**Target Area (School Culture): Second Step/Address Bullying, Teasing and Tolerance**  
**Target Group: 5th through 8th Grades**

| Goal Statement(s)   | Action Steps   | Growth Measures  |
|---|--|--|
| Put programming in place that addresses the social/emotional wellness of our 5th-8th grade community. | Develop coordinated benchmark experiences for 5th, 6th, 7th, and 8th grades (that moves from concrete to abstract) in the area of bullying, teasing, tolerance, and the use of technology. | Using a pre-and post-assessment of bullying, 80% of students will report a decrease in the amount of times that they see, hear or are involved in bullying during the course of a week |
|   | Fully implement Second Step in grades 5 and 6.   |  |
|   | Pilot Second Step with one team in 7th grade and one team in 8th grade.  | Collect benchmark data on students' understanding and the effectiveness of our Second Step program using the program exit survey.  |
|   | Each GLAd will offer a parent book club during the 2012-13 school year.  |  |

## School Improvement Plan: Tier 2 Goals

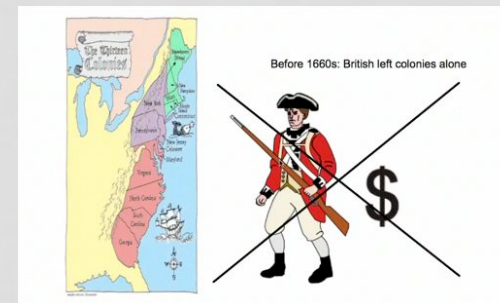
**Target Area (CONNECTED): Pilot Flipped Classrooms**

**Target Group: 5th through 8th Grades**

| Goal Statement  | Action Steps  | Growth Measures  |
|---|---|--|
| Students in grades 5-8 in select classrooms will have exposure to the flipped classroom concept | Technology teachers and DSTs will introduce the flipped classroom model to teachers at team/house meetings. | As part of flipped lessons, we will collect perception (baseline) data from students regarding the flipped experience. |
|   | Resources/training will be made available to teachers to utilize the flipped classroom concept.             |  |
|   | Teachers from each grade level will experiment with various versions of the flipped classroom.              |  |

This is an example of a flipped lesson. The teacher created her video lecture with the help of our technology teacher and a SMART Board. She then posted the video to the web and the students were able to watch the video from home. The students completed a short reflection at home and then the class was able to discuss the concepts from the video in class. This makes for a much richer classroom discussion.

### **8th Grade Flipped Classroom Lesson:** Ms. Kalish, 8th grade Social Studies



Touch to play. Pinch to expand to full screen.

**Target Area (CONNECTED): Characteristics of Successful Learners -- Target Group: HMS**

| Goal Statement                                       | Action Steps  | Growth Measures  |
|--|---|--|
| Implement the CSL concept at Highcrest Middle School | Make the CSL concepts part of our student of the month nominations.                     | 80% of 5 <sup>th</sup> grade teachers will indicate on a survey that the new report card format allows them to more accurately communicate students' strengths and areas of growth for CSL |
|  | Incorporate the CSL concepts into the 5th grade report card in the 2012-13 school year. |  |
|  | Implement the CSL concepts into the 6th grade report card in the 2013-14 school year    |  |

| Goal Statement   | Action Steps   | Growth Measures  |
|--|--|--|
| Improve communication between WJHS and New Trier to maximize preparedness of students transitioning to high school | Build and nurture direct lines of communication with New Trier High School English department through regular meetings with the NTHS department chair  | 70% of students will rate themselves as prepared or well-prepared in the areas of English (writing) and English (reading) based on the New Trier freshman preparedness survey for the WJHS graduating class of 2013. |
|  | Create a follow up survey to the NTHS preparedness survey that will delve deeper into how well equipped student are for the rigors of high school.   |  |
|  | Use WJHS PGN's, department meetings, common plan time, and Common Core curriculum development meetings to explore better alignment and scaffolding with New Trier freshman English as well as among WJHS reading and writing teachers. |  |
|  | Develop/implement a summer reading project for all incoming 7th and 8th graders  |  |

**New Trier Freshman Survey: By the Numbers**



Pinch to expand the graphic and tap to reveal the number of students who rate themselves as prepared.

## **School Improvement Plan: Tier 3 Goals**

| <b>Goal Statement</b>   | <b>Action Steps</b>   | <b>Growth Measures</b>      |
|---|---|-----------------------------|
| Investigate the implementation of a one-to-one technology program for grades 5-8. | Review current research on the benefits of a one-to-one initiative.   | Measures not yet applicable |
|   | Work with our CRC representatives to ensure that our progress aligns with the work of the CRC                               |                             |
|   | Hold a focus group of parents, teachers, and staff to gain perspective on stakeholder's perceptions of a one-to-one program |                             |

**Target Area (CONNECTED): One-to-one technology initiative.  
Target Group: 5-8**

| <b>Goal Statement</b>   | <b>Action Steps</b>   | <b>Growth Measures</b>                         |
|---|---|--|
| Partner with the D39 Foundation to provide students with extracurricular science experiences. | Survey parents to gauge interest in an extracurricular science program. | Measures to be determined upon implementation. |
|   | Assist the D39 Foundation in the implementation of the program.         |  |
|   | Evaluate the appropriateness of implementing a program at WJHS.         |  |

**Target Area (Academic/CONNECTED):  
Extracurricular Science Experiences  
Target Group: HMS**

| <b>Goal Statement</b>                                | <b>Action Steps</b>                         | <b>Growth Measures</b> |
|--|---|------------------------|
| To help students learn conservation through example. | Eliminate the sale of water at HMS          |                        |
|  | Use compartment trays at HMS/WJHS.          |                        |
|  | Investigate composting options for HMS/WJHS |                        |

**Target Area (CONNECTED): Create a Waste Free Cafeteria**

# Appendix

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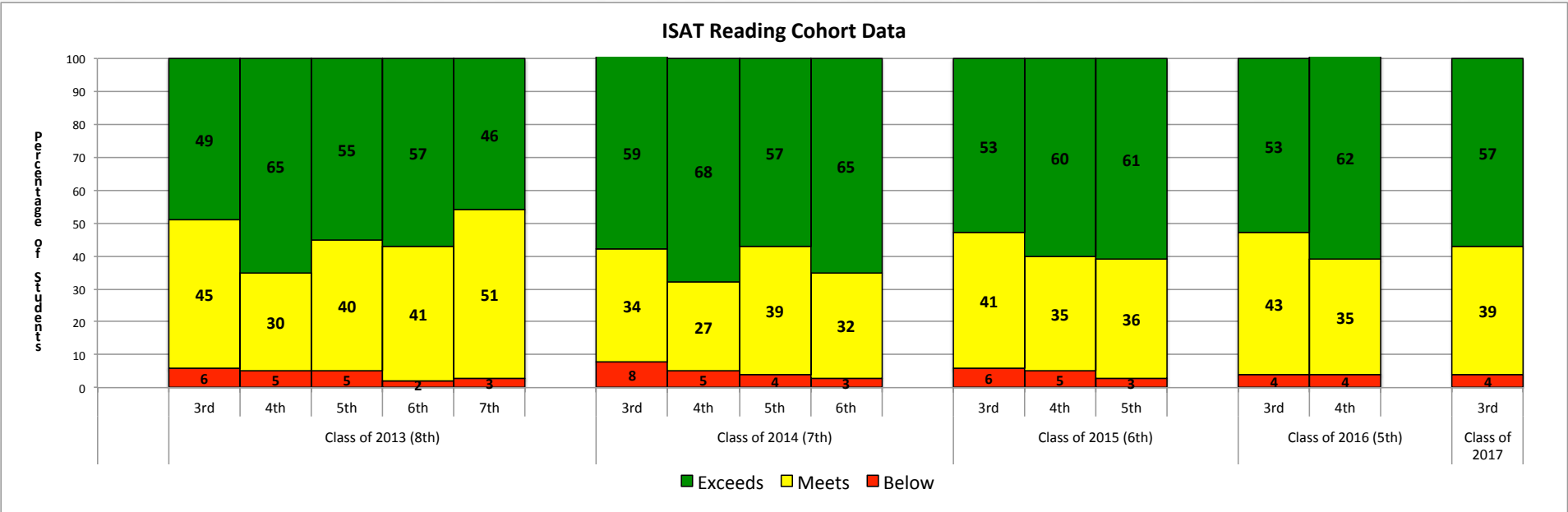
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**This final section will include student performance data as well as our School Report Cards.**



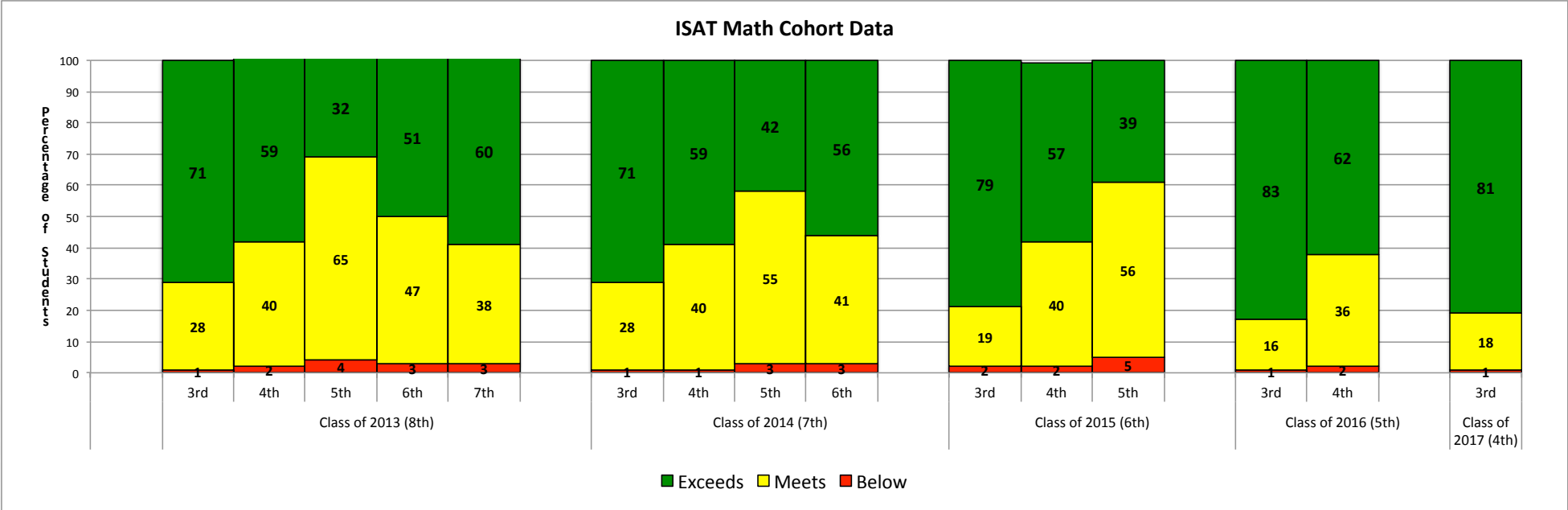
# ISAT Reading Data (Cohort)

Based on the data below well over 90% of our students are scoring in the meets or exceeds category. The data show that each one of our classes (cohorts) is meeting standards in the area of reading. The ISAT reading test focuses on comprehension and contains an extended response portion. We believe that our goal regarding English Language Arts will help move more students into the exceeds category.



# ISAT Math Data (Cohort)

We are proud of the achievement our students have made in math. As you can see, each year we narrow the gap between the number of students in the meets category and the exceeds category. The math tests consist of a combination of computation questions, higher order thinking questions, and extended response questions.

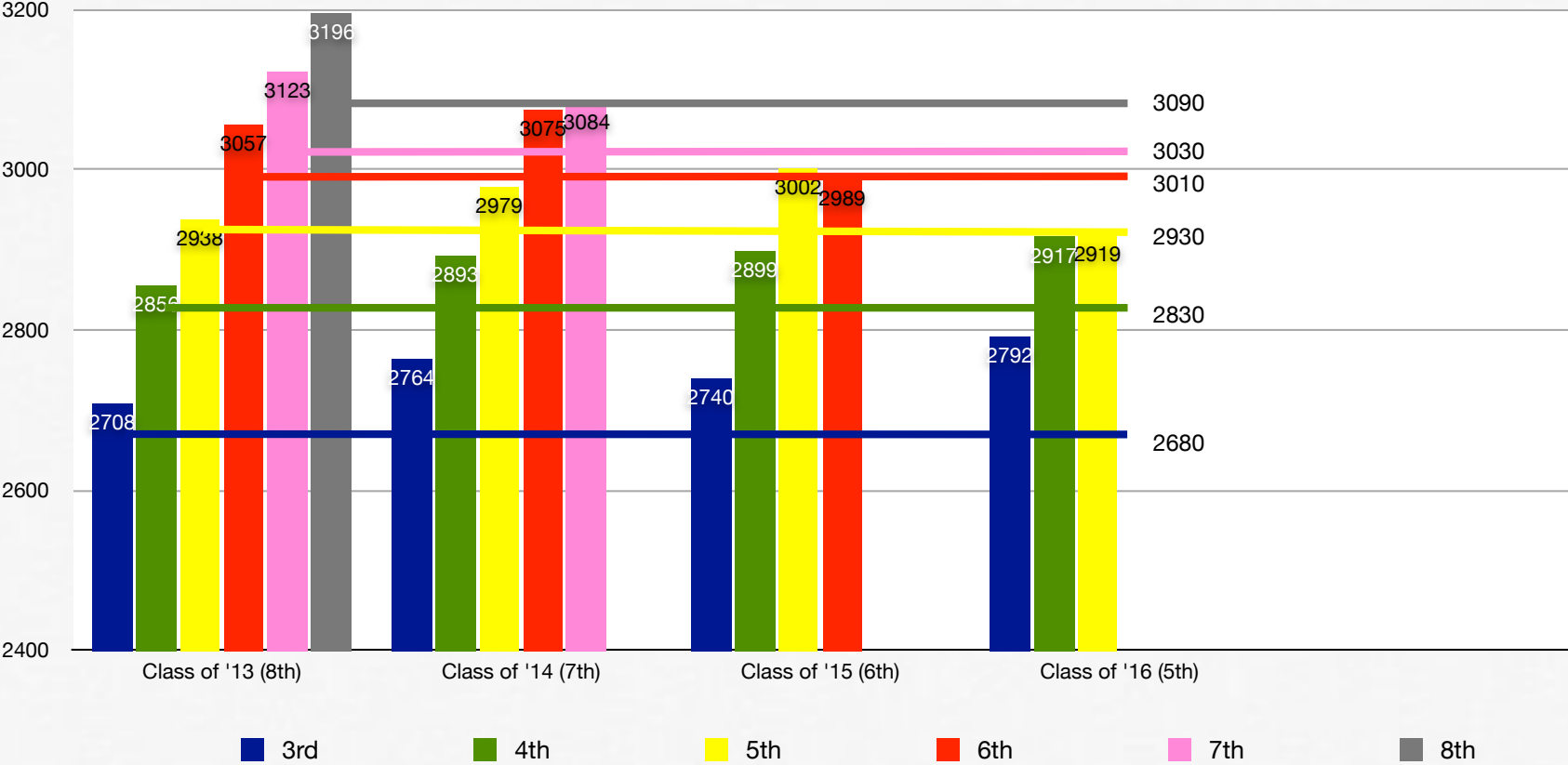


# Performance Series Reading Data (Cohort)

The below data show student performance by class. As a comparison set, the horizontal bars represent the national average by grade level. The Performance Series national averages are reported as ranges. This chart displays the high range of all averages.

The scores are presented in Scaled Score. A Scaled Score is a grade-independent estimate of a student’s ability and expected level of performance. Use the Scaled Score as a “yardstick” to compare students to each other or to themselves across time.

### Performance Series Reading by Class

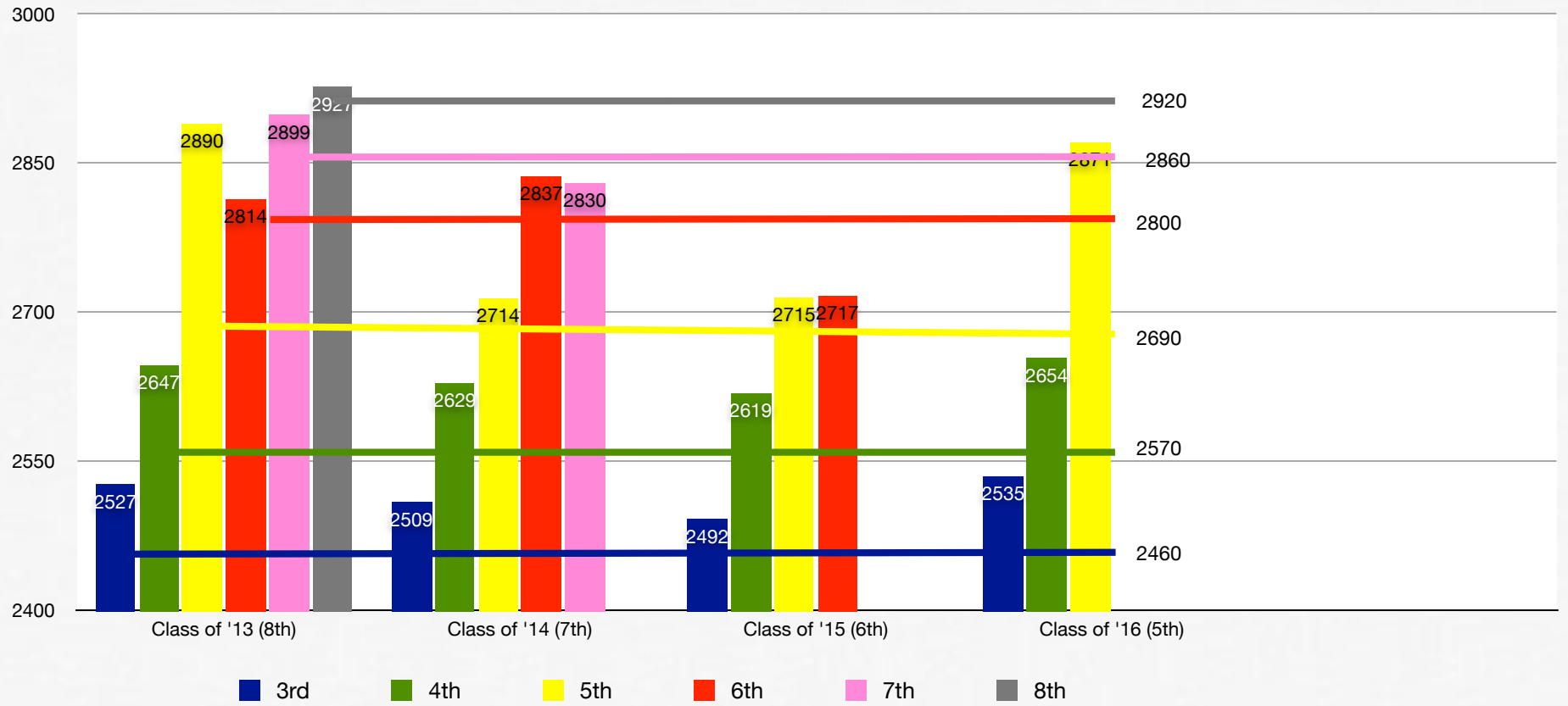


# Performance Series Math Data (Cohort)

The below data show student performance by class. As a comparison set, the horizontal bars represent the national average by grade level. The Performance Series national averages are reported as ranges. This chart displays the high range of all averages.

The scores are presented in Scaled Score. A Scaled Score is a grade-independent estimate of a student's ability and expected level of performance. Use the Scaled Score as a "yardstick" to compare students to each other or to themselves across time.

## Performance Series Math by Class



# Highcrest Middle School - School Report Card

# Wilmette Junior High School - School Report Card

Pinch to expand

Pinch to expand

## Wilmette, ILLINOIS



### GRADES : 5 6

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.

## Wilmette, ILLINOIS



### GRADES : 7 8

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#### STUDENTS

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##### RACIALETHNIC BACKGROUND AND OTHER INFORMATION

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|          | 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 Tardy Rate | Mobility Rate | Attendance Rate | Total Enrollment |
|----------|-------|-------|----------|-------|------------------------------------|-----------------|-------------------|--------------------|------------------------------------|-------------|------------------------|--------------------|---------------|-----------------|------------------|
| School   | 79.8  | 0.4   | 4.3      | 10.0  | 0.0                                | 0.1             | 6.4               | 3.8                | 0.6                                | 15.5        | 0.0                    | 2.4                | 35.9          | 96.0            | 838              |
| District | 79.0  | 0.5   | 4.9      | 10.3  | 0.0                                | 0.1             | 5.7               | 2.6                | 2.4                                | 12.8        | 0.0                    | 3.2                | 36.0          | 96.0            | 3,679            |
| State    | 81.0  | 16.0  | 20.6     | 4.2   | 0.1                                | 0.3             | 2.8               | 48.0               | 9.4                                | 13.6        | 8.6                    | 13.1               | 34.4          | 94.4            | 2,096,892        |

|          | 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 Tardy Rate | Mobility Rate | Attendance Rate | Total Enrollment |
|----------|-------|-------|----------|-------|------------------------------------|-----------------|-------------------|--------------------|------------------------------------|-------------|------------------------|--------------------|---------------|-----------------|------------------|
| School   | 79.1  | 0.9   | 4.7      | 10.4  | 0.0                                | 0.0             | 4.9               | 2.2                | 0.7                                | 14.0        | 0.0                    | 3.0                | 36.0          | 914             |                  |
| District | 79.0  | 0.5   | 4.9      | 10.3  | 0.0                                | 0.1             | 5.7               | 2.6                | 2.4                                | 12.8        | 0.0                    | 3.2                | 36.0          | 3,679           |                  |
| State    | 81.0  | 16.0  | 20.6     | 4.2   | 0.1                                | 0.3             | 2.8               | 48.0               | 9.4                                | 13.6        | 8.6                    | 13.1               | 34.4          | 2,096,892       |                  |

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 tardies are students who are absent from school without valid cause for 9 or more of the last 100 school days. Total Enrollment is based on Home School.

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#### INSTRUCTIONAL SETTING

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|          | Percent | STUDENT-TO-STAFF RATIOS  |                         |                       |                     |
|----------|---------|--------------------------|-------------------------|-----------------------|---------------------|
|          |         | Pupil-Teacher Elementary | Pupil-Teacher Secondary | Pupil-Certified Staff | Pupil-Administrator |
| School   | 100.0   | --                       | --                      | --                    | --                  |
| District | 100.0   | 16.3                     | 11.3                    | 229.9                 |                     |
| State    | 95.3    | 18.9                     | 13.7                    | 205.2                 |                     |

|          | Percent | STUDENT-TO-STAFF RATIOS  |                         |                       |                     |
|----------|---------|--------------------------|-------------------------|-----------------------|---------------------|
|          |         | Pupil-Teacher Elementary | Pupil-Teacher Secondary | Pupil-Certified Staff | Pupil-Administrator |
| School   | 100.0   | --                       | --                      | --                    | --                  |
| District | 100.0   | 16.3                     | 11.3                    | 229.9                 |                     |
| State    | 95.3    | 18.9                     | 13.7                    | 205.2                 |                     |

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

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| AVERAGE CLASS SIZE (as of the first school day in May) |   |   |   |   |   |      |      |   |   |      |
|--|---|---|---|---|---|------|------|---|---|------|
| Grades   | K | 1 | 2 | 3 | 4 | 5    | 6    | 7 | 8 | 9-12 |
| School   |   |   |   |   |   | 24.2 | 19.7 |   |   |      |
| District   |   |   |   |   |   | 24.2 | 19.7 |   |   |      |
| State  |   |   |   |   |   | 22.8 | 22.4 |   |   |      |

| AVERAGE CLASS SIZE (as of the first school day in May) |   |   |   |   |   |   |      |      |   |      |
|--|---|---|---|---|---|---|------|------|---|------|
| Grades   | K | 1 | 2 | 3 | 4 | 5 | 6    | 7    | 8 | 9-12 |
| School   |   |   |   |   |   |   | 22.4 | 24.3 |   |      |
| District   |   |   |   |   |   |   | 22.4 | 24.3 |   |      |
| State  |   |   |   |   |   |   | 21.3 | 21.6 |   |      |

#### TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

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|          | Mathematics | Science | English Language Arts | Social Science |
|----------|-------------|---------|-----------------------|----------------|
| School   |             |         |                       |                |
| District |             |         |                       |                |
| State    |             |         |                       |                |

|          | Mathematics | Science | English Language Arts | Social Science |
|----------|-------------|---------|-----------------------|----------------|
| School   |             |         |                       |                |
| District |             |         |                       |                |
| State    |             |         |                       |                |