

**Carl Sandburg Jr High School**  
**Palatine CCSD 15**  
**Rolling Meadows, 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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

**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
<b>School</b>	60.6	1.8	30.1	6.3	0.3	0.8	28.6	11.1		0.0	4.2	96.7	601
<b>District</b>	56.4	3.6	25.7	12.2	0.4	1.7	26.3	18.2		0.8	10.4	95.9	12,241
<b>State</b>	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

**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>	98.9
<b>State</b>	96.8

**STUDENT-TO-STAFF RATIOS**

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	--	--	--	--
<b>District</b>	19.6		13.8	228.9
<b>State</b>	18.3		13.5	211.6

\* 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>								33.1	25.5	
<b>District</b>								26.7	25.0	
<b>State</b>								21.6	21.5	

**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>			42			42			84			42
<b>District</b>			42			42			84			42
<b>State</b>			51			44			93			44

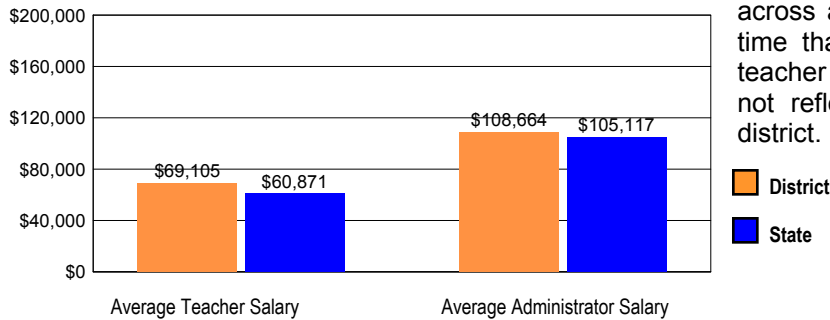
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	93.7	0.8	4.6	0.8	0.0	12.7	87.3	727
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	12.2	31.2	68.8	1.1	0.0
State	12.4	46.7	53.2	0.7	0.7

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

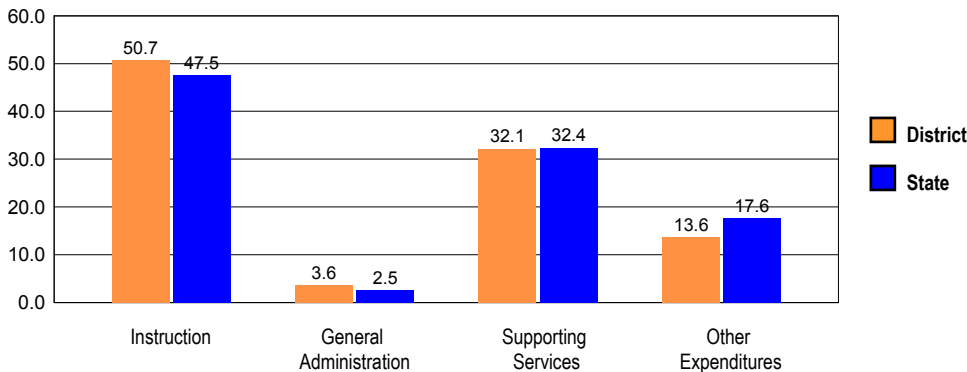
## SCHOOL DISTRICT FINANCES

### 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 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$99,943,258	76.8	57.6	Education	\$99,994,858	75.2	72.6
Other Local Funding	\$7,848,990	6.0	7.3	Operations & Maintenance	\$9,232,131	6.9	8.5
General State Aid	\$5,024,081	3.9	18.1	Transportation	\$7,205,918	5.4	3.9
Other State Funding	\$10,743,974	8.3	9.7	Bond and Interest	\$12,536,092	9.4	6.7
Federal Funding	\$6,564,706	5.0	7.3	Rent	\$0	0.0	0.0
TOTAL	\$130,125,009			Municipal Retirement/ Social Security	\$4,051,178	3.0	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	5.6
				TOTAL	\$133,020,177		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$323,894	2.93	\$5,919	\$10,108
State	**	**	\$5,808	\$9,907

\*\* 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.

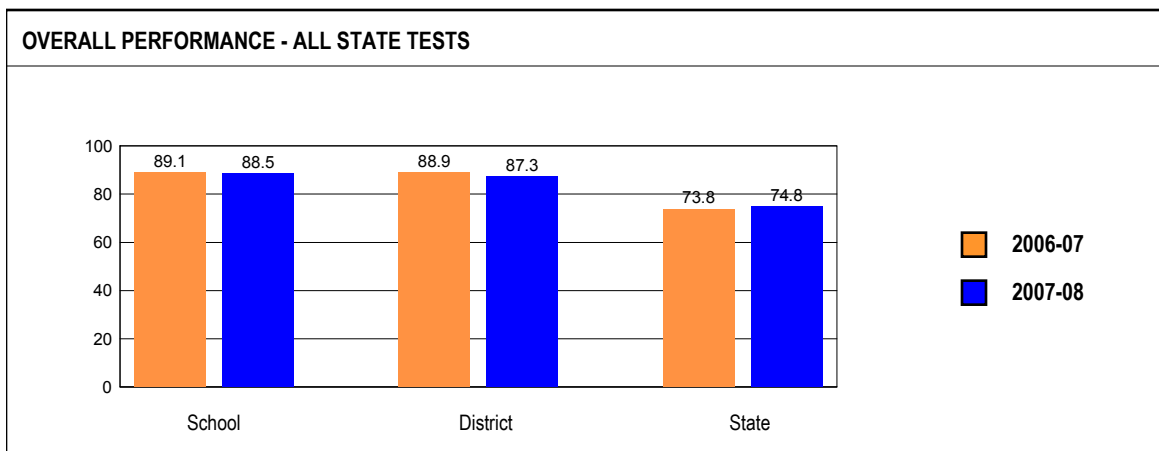
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE

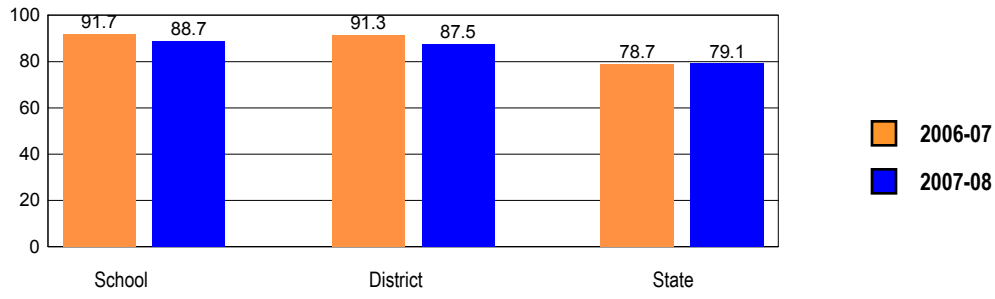
### OVERALL STUDENT PERFORMANCE

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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

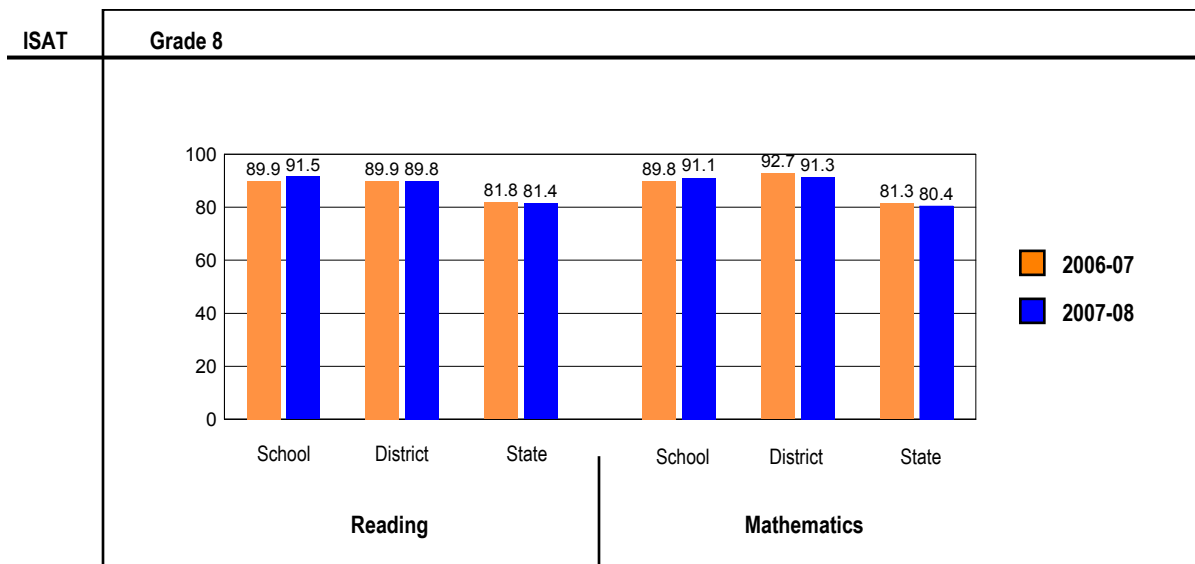
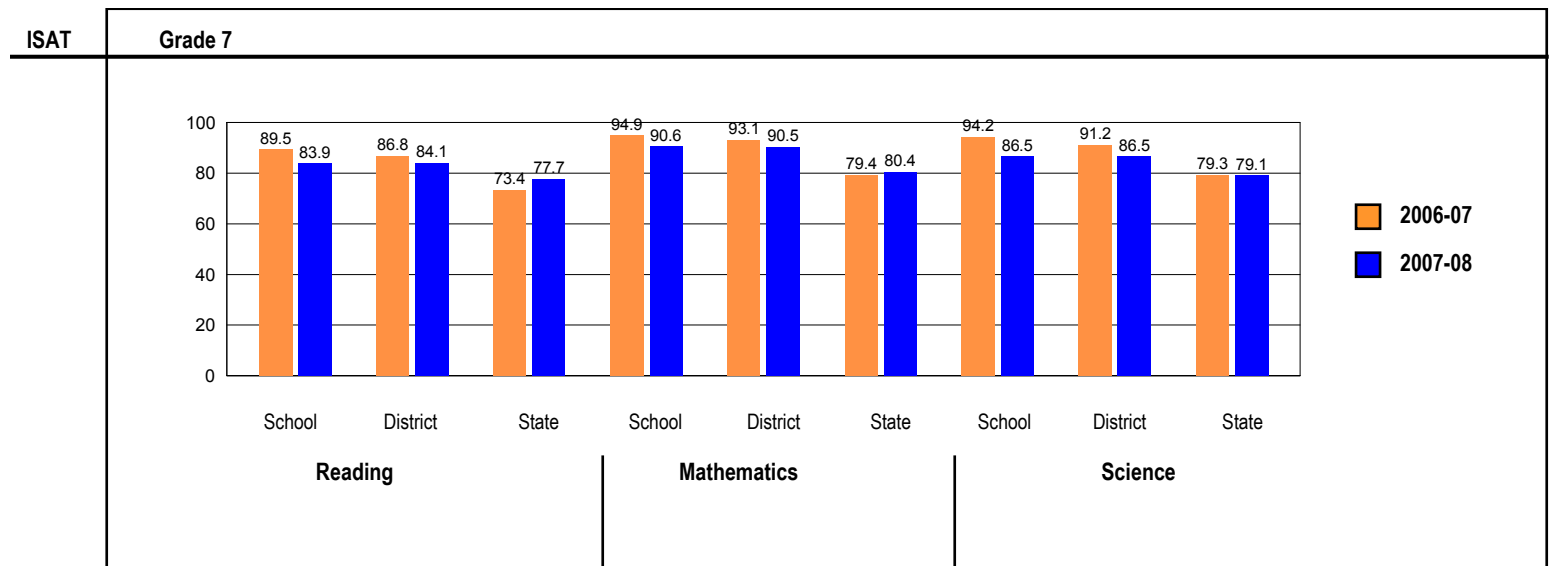


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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 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 AND MATHEMATICS														
		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	602	305	297	364	11	181	37	2	7	69		62	173
	Reading Mathematics	0.2 0.2	0.0 0.0	0.3 0.3	0.0 0.0	9.1 9.1	0.0 0.0	0.0 0.0			0.0 0.0		0.0 0.0	0.0 0.0
District	*Enrollment	8,364	4,333	4,031	4,963	312	1,954	1,002	16	117	1,068		977	2,156
	Reading Mathematics	0.0 0.0	0.0 0.0	0.1 0.1	0.0 0.0	1.0 1.0	0.0 0.0	0.0 0.0	0.0 0.0	0.9 0.9	0.0 0.0		0.1 0.1	0.1 0.1
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading Mathematics	0.3 0.3	0.3 0.3	0.2 0.2	0.1 0.1	0.6 0.6	0.3 0.3	0.1 0.1	0.2 0.2	0.2 0.2	0.2 0.2	0.3 0.3	0.5 0.5	0.3 0.3

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		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	305	149	156	184	3	94	20		4	39		37	93
	Science	0.0	0.0	0.0	0.0		0.0	0.0			0.0		0.0	0.0
District	*Enrollment	2,789	1,438	1,351	1,662	98	648	347	4	30	342		334	730
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

\* 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	16.1	56.5	27.4	0.7	8.7	51.5	39.1	1.7	11.8	45.8	40.7
District	0.3	15.6	56.3	27.8	0.6	8.9	43.8	46.7	4.3	9.2	47.6	38.9
State	0.5	21.8	59.1	18.6	1.8	17.8	54.5	25.9	6.4	14.5	55.8	23.4

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	17.1	61.0	21.9	0.7	10.3	54.8	34.2	2.1	11.0	45.5	41.4
	District	0.6	18.5	59.1	21.9	0.6	10.6	41.6	47.2	4.5	9.3	44.6	41.6
	State	0.8	25.5	57.8	16.0	2.2	18.7	52.1	26.9	7.0	13.6	53.3	26.1
Female	School	0.0	15.0	52.3	32.7	0.7	7.2	48.4	43.8	1.3	12.5	46.1	40.1
	District	0.0	12.7	53.5	33.8	0.7	7.1	46.0	46.2	4.1	9.1	50.6	36.2
	State	0.3	17.9	60.4	21.4	1.3	16.8	56.9	24.9	5.8	15.3	58.4	20.5

**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	7.1	59.3	33.5	0.5	3.8	48.4	47.3	0.6	7.2	41.1	51.1
	District	0.1	7.9	57.5	34.4	0.5	4.1	40.4	55.0	1.5	5.0	45.6	48.0
	State	0.3	14.2	60.3	25.2	0.8	10.3	53.9	34.9	2.8	7.5	55.5	34.2
Black	School	0.0	24.5	69.4	6.1	0.0	28.6	61.2	10.2	10.2	18.4	63.3	8.2
	District	1.0	35.3	56.3	7.4	4.4	35.9	52.0	7.7	13.9	27.3	53.7	5.1
	State	1.0	35.3	56.3	7.4	4.4	35.9	52.0	7.7	13.9	27.3	53.7	5.1
Hispanic	School	0.0	37.4	53.8	8.8	1.1	20.9	65.9	12.1	4.4	23.1	58.2	14.3
	District	0.9	40.4	52.8	5.9	1.5	23.1	59.0	16.4	12.7	23.2	54.2	9.9
	State	0.8	31.6	59.7	7.9	2.0	22.7	61.1	14.3	9.8	22.6	59.1	8.4
Asian/Pacific Islander	School	0.0	0.0	50.0	50.0	0.0	0.0	15.0	85.0	0.0	0.0	35.0	65.0
	District	0.0	5.0	54.0	41.0	0.0	0.0	27.2	72.8	0.6	1.2	42.0	56.2
	State	0.2	8.3	54.1	37.4	0.6	5.3	39.2	54.9	2.1	6.0	50.7	41.2
Native American	School												
	District												
	State	0.0	20.4	63.7	15.9	0.8	17.3	60.2	21.7	4.4	9.7	64.5	21.4
Multiracial/Ethnic	School												
	District	0.0	20.0	40.0	40.0	0.0	13.3	40.0	46.7	6.7	13.3	33.3	46.7
	State	0.4	19.9	59.3	20.4	1.4	16.8	57.4	24.4	5.6	12.8	59.6	22.1

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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	68.4	31.6	0.0	2.6	31.6	65.8	0.0	7.9	36.8	55.3	0.0
District	2.3	71.0	26.7	0.0	3.8	39.7	45.8	10.7	22.9	33.6	39.7	3.8
State	2.4	62.7	34.0	0.9	4.9	40.8	49.1	5.2	23.4	37.8	37.0	1.8

**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	51.6	38.7	9.7	6.5	38.7	45.2	9.7	12.9	35.5	35.5	16.1
	District	0.0	57.2	40.6	2.2	3.6	39.1	48.6	8.7	15.9	33.3	42.0	8.7
	State	2.8	59.2	34.9	3.2	8.8	46.0	39.8	5.4	22.3	28.4	42.8	6.5
Non-IEP	School	0.0	11.9	58.6	29.5	0.0	5.2	52.2	42.5	0.4	9.0	47.0	43.6
	District	0.3	11.2	58.0	30.5	0.3	5.6	43.3	50.7	3.0	6.7	48.2	42.1
	State	0.2	16.1	62.8	21.0	0.7	13.5	56.7	29.0	4.0	12.3	57.7	25.9

**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	35.2	55.7	9.1	1.1	18.2	68.2	12.5	3.4	19.3	64.8	12.5
	District	0.6	37.6	55.1	6.7	0.8	21.3	60.1	17.7	11.5	21.1	56.6	10.7
	State	0.9	33.8	57.5	7.7	3.1	28.5	57.0	11.4	11.3	23.7	56.7	8.2
Not Eligible	School	0.0	8.1	56.9	35.1	0.5	4.7	44.5	50.2	1.0	8.6	37.8	52.6
	District	0.2	8.4	56.7	34.8	0.6	4.7	38.4	56.3	1.9	5.3	44.6	48.2
	State	0.2	12.8	60.3	26.7	0.8	9.8	52.6	36.8	2.7	7.6	55.1	34.6

**Grade 8**

**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	8.5	78.2	13.3	0.7	8.2	43.8	47.3
District	0.1	10.0	74.8	15.0	1.0	7.7	46.3	44.9
State	0.4	18.2	73.0	8.4	1.6	18.0	53.1	27.2

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	9.6	78.2	12.2	0.6	10.3	41.7	47.4
	District	0.1	12.0	74.7	13.2	1.0	9.1	43.0	47.0
	State	0.5	22.0	69.8	7.7	1.9	18.9	51.2	28.0
Female	School	0.0	7.2	78.3	14.5	0.7	5.9	46.3	47.1
	District	0.1	8.0	74.9	16.9	1.1	6.2	49.8	42.9
	State	0.2	14.3	76.4	9.1	1.4	17.0	55.2	26.5

**Grade 8 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	2.2	80.3	17.4	0.0	2.8	36.7	60.5
	District	0.0	5.6	75.9	18.5	0.8	4.1	44.7	50.5
	State	0.2	11.6	76.4	11.8	0.8	10.3	52.3	36.6
Black	School								
	District	0.0	25.5	72.3	2.1	8.5	31.9	44.7	14.9
	State	0.8	30.5	66.7	2.0	3.8	35.3	51.9	9.1
Hispanic	School	0.0	21.8	75.9	2.3	2.3	19.8	58.1	19.8
	District	0.7	24.1	72.9	2.3	1.3	18.8	61.7	18.1
	State	0.4	26.1	70.3	3.2	1.9	23.6	59.9	14.6
Asian/Pacific Islander	School	0.0	0.0	70.6	29.4	0.0	0.0	23.5	76.5
	District	0.0	5.2	70.3	24.5	0.0	1.3	24.5	74.2
	State	0.1	7.5	72.4	20.1	0.5	5.6	37.2	56.6
Native American	School								
	District								
	State	0.8	17.4	74.3	7.5	1.2	16.5	61.2	21.1
Multiracial/Ethnic	School								
	District	0.0	5.0	90.0	5.0	0.0	0.0	60.0	40.0
	State	0.3	15.0	75.0	9.7	1.6	17.1	55.0	26.3

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

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	56.7	43.3	0.0	6.9	41.4	41.4	10.3
District		2.1	56.4	41.5	0.0	4.3	33.3	48.4	14.0
State		1.5	58.1	40.0	0.3	4.9	42.4	47.0	5.8

**Grade 8 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	43.5	47.8	8.7	8.7	30.4	56.5	4.3
	District	0.0	44.2	50.7	5.1	8.7	29.7	55.1	6.5
	State	2.0	55.7	41.4	0.9	7.6	49.2	38.7	4.5
Non-IEP	School	0.0	5.5	80.8	13.7	0.0	6.3	42.8	50.9
	District	0.2	6.4	77.3	16.1	0.2	5.3	45.4	49.0
	State	0.1	12.4	77.9	9.5	0.7	13.2	55.4	30.7

**Grade 8 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	24.1	73.4	2.5	2.6	20.5	53.8	23.1
	District	0.3	27.2	70.6	1.9	2.9	20.1	61.7	15.3
	State	0.7	28.9	67.8	2.6	2.8	29.0	56.1	12.2
Not Eligible	School	0.0	2.8	80.0	17.2	0.0	3.7	40.2	56.1
	District	0.1	5.3	76.0	18.6	0.5	4.3	42.1	53.1
	State	0.2	10.5	76.8	12.6	0.8	10.0	51.0	38.1

## 2008 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?	No	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 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		62.5			62.5			90.0		75.0	
<b>All</b>	99.8	Yes	99.8	Yes	87.6		Yes	91.1		Yes	96.7	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	94.6		Yes	96.0		Yes				
<b>Black</b>														
<b>Hispanic</b>	100.0	Yes	100.0	Yes	71.5		Yes	79.5		Yes				
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>	100.0	Yes	100.0	Yes	45.9		No	65.8		Yes				
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	53.3		Yes	58.3		Yes				
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	70.6		Yes	79.6		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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2007.

\*\* Safe Harbor Targets of 62.5% 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. 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

### Analysis of Test performance

Carl Sandburg students continue to perform at a high level as measured by Illinois Standard Achievement Tests (ISAT) results. Carl Sandburg students score significantly above state and district averages in all test areas.

### Percentage of Students Meeting or Exceeding Performance Standards on the ISAT

	<b>Carl Sandburg</b>	<b>District 15</b>	<b>State</b>
Grade 7 Reading	83.9	84.1	77.7
Grade 7 Math	90.6	90.5	80.4
Grade 8 Reading	91.5	89.8	81.4
Grade 8 Mathematics	91.1	92.7	80.4
Overall Performance	88.7	87.5	79.1

### Improvement Plans for 2008-2009

The Carl Sandburg staff continues to focus on instructional improvement that will result in increased student achievement. The areas identified for school improvement for the 2008-09 year are reading and mathematics.

<b>Student Performance Target</b>	<b>Key Strategies &amp; Activities</b>
At least 90% of the student population who have been in the district for one year meets or exceeds Illinois Math and Reading Standards	<ul style="list-style-type: none"> <li>• Disaggregate MAP and ISAT data, use assessments to drive and differentiate instruction.</li> <li>• Develop and monitor in-process assessments for strategic, intensive and special education students to provide appropriate interventions through response to intervention (RTI) model.</li> <li>• Provide extended day program for targeted students in reading.</li> <li>• Provide learning strategies support classes during school, after school, Saturday School tutoring program for at-risk students (Read 180, AMP High Point, Study Strategies, Special Education, English Language Learners).</li> <li>• Articulate with feeder schools and District 211/District 214 to improve curriculum alignment.</li> <li>• Continue to implement Positive Behavior Interventions and Supports (PBIS) Core Values: Be Safe, Be Respectful, Be Responsible.</li> </ul>

At the school level, we have developed a school improvement plan that is directly aligned with District 15's mission of producing World-Class Learners by building a Connected Learning Community. Our improvement plan is also aligned with the State of Illinois Learning Standards and employs authentic performance-based assessments to ensure student progress. We fully expect our students to continue to meet the rigorous District 15 Student Performance Standards in the 2008-2009 school year.