

**CHURCHILL JR HIGH SCHOOL
GALESBURG C U SCHOOL DIST 205
GALESBURG, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : 6 7 8

State and federal laws require public school districts to release report cards to the public each year.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	75.7	14.7	4.3	0.3	0.3	4.6	43.1	0.0		0.3	20.4	93.6	647
District	73.1	15.6	5.3	0.6	0.1	5.1	52.8	0.3		3.8	25.4	93.5	4,832
State	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6		2.2	16.1	93.9	2,062,912

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	94.0
District	92.8
State	95.7

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

Grade	Grade	Grade	Grade	Grade	High School
K	1	3	6	8	
			20.4	20.6	
			20.8	20.2	
			23.4	22.9	

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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16.8	18.0	15.3	225.7
18.9	18.4	13.8	209.5

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

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School		44	44		44	44		88	44		44	44
District		44	49		44	49		88	59		44	49
State		52	50		43	44		104	93		43	44

TEACHER INFORMATION (Full-Time Equivalents)

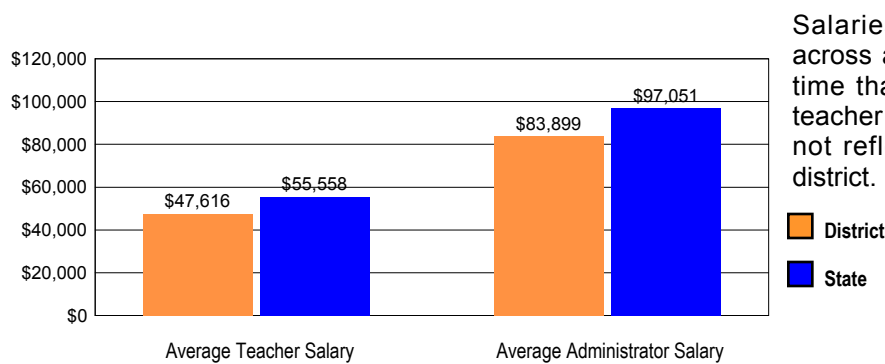
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	95.1	3.5	1.0	0.3	0.0	25.0	75.0	288
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	14.8	55.4	44.6	0.7	0.0
State	13.6	50.1	49.1	1.9	1.9

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

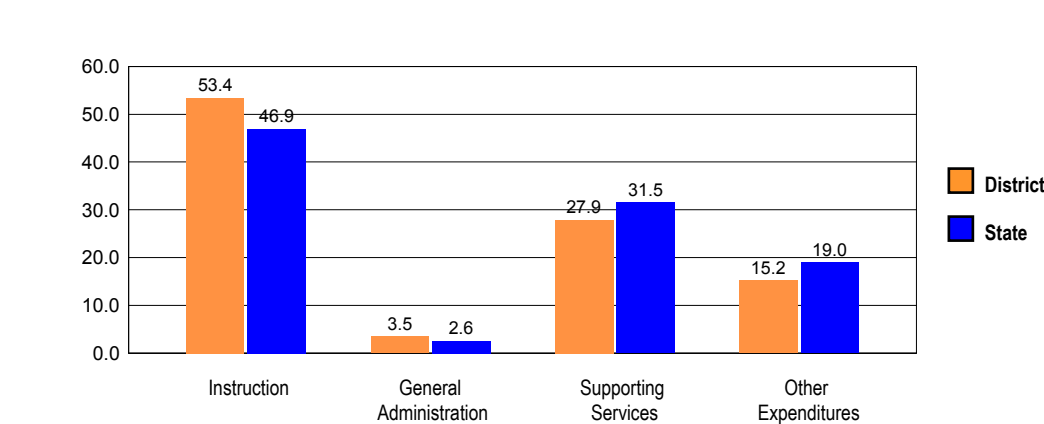
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2003-04 (Percentages)



REVENUE BY SOURCE 2003-04				EXPENDITURE BY FUND 2003-04			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$9,477,092	32.4	57.0	Education	\$30,825,678	85.9	71.5
Other Local Funding	\$1,750,906	6.0	5.0	Operations & Maintenance	\$2,136,977	6.0	8.4
General State Aid	\$12,258,289	41.9	18.0	Transportation	\$1,392,243	3.9	3.6
Other State Funding	\$2,803,495	9.6	11.9	Bond and Interest	\$589,790	1.6	6.5
Federal Funding	\$2,979,615	10.2	8.0	Rent	\$0	0.0	0.0
TOTAL	\$29,269,397			Municipal Retirement/ Social Security	\$711,034	2.0	1.6
				Fire Prevention & Safety	\$185,090	0.5	0.9
				Site & Construction/ Capital Improvement	\$40,430	0.1	7.5
				TOTAL	\$35,881,242		

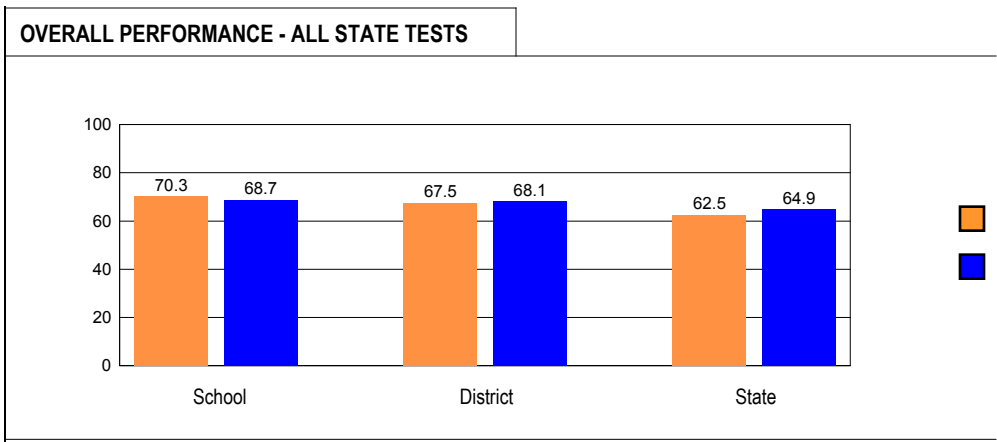
OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$80,503	3.93	\$4,312	\$6,506
State	**	**	\$5,216	\$8,786

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

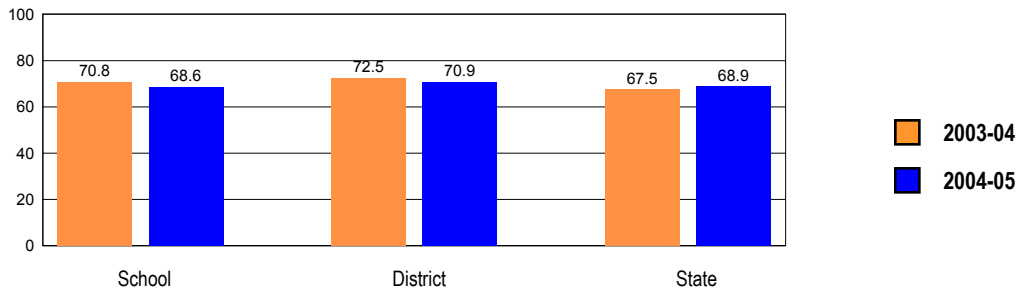
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects (reading, mathematics and science) included in your school. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.



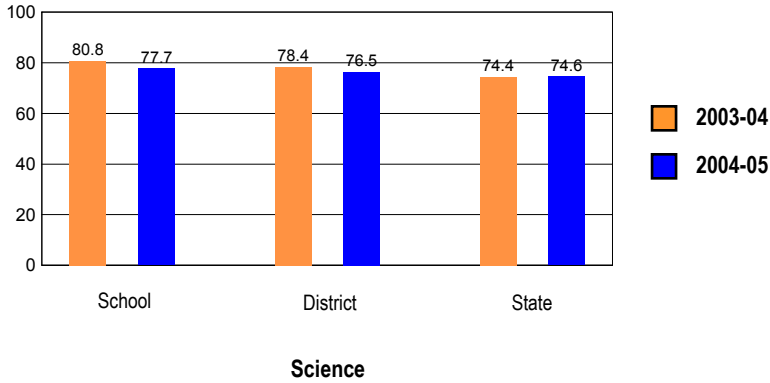
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



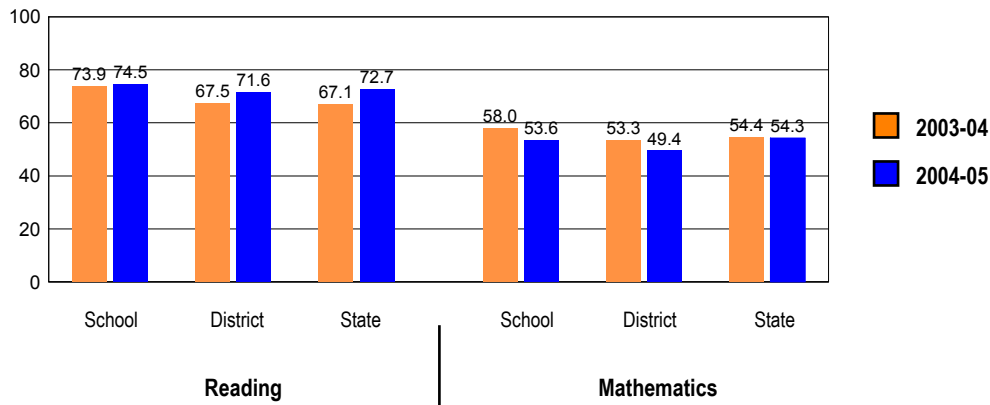
ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

ISAT Grade 7



ISAT Grade 8



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	197	107	90	163	18	9	1	1	5	0	0	34	73
	Reading	0.0	0.0	0.0	0.0	0.0							0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0							0.0	0.0
District	*Enrollment	1,322	711	611	994	184	62	10	3	69	4	0	193	636
	Reading	0.1	0.1	0.0	0.0	0.0	1.6	0.0		0.0			0.0	0.0
	Mathematics	0.1	0.1	0.0	0.0	0.0	1.6	0.0		0.0			0.0	0.0
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,978	43,196	194	89,769	248,030
	Reading	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
	Mathematics	0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

* Enrollment as reported by schools/districts during the testing window.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 7**Grade 7 - All**

Levels		Science			
		1	2	3	4
School		5.1	17.3	61.9	15.7
District		7.2	16.3	63.6	12.9
State		10.4	15.0	54.3	20.3

Grade 7 - Gender

Levels		Science			
		1	2	3	4
Male	School	5.3	14.7	55.8	24.2
	District	9.9	13.5	58.5	18.1
	State	11.1	14.0	51.9	23.0
Female	School	4.9	19.6	67.6	7.8
	District	4.5	19.1	68.5	7.9
	State	9.7	16.1	56.8	17.4

Grade 7 - Racial/Ethnic Background

Levels		Science			
		1	2	3	4
White	School	4.0	12.7	65.3	18.0
	District	5.7	11.1	69.3	13.9
	State	4.4	8.9	57.7	29.0
Black	School	12.9	38.7	41.9	6.5
	District	16.9	32.3	41.5	9.2
	State	23.7	27.1	45.5	3.7
Hispanic	School				
	District	0.0	29.4	70.6	0.0
	State	16.3	23.1	53.4	7.2
Asian/Pacific Islander	School				
	District				
	State	3.0	6.7	54.7	35.5
Native American	School				
	District				
	State	10.1	15.9	51.9	22.1
Multiracial/Ethnic	School				
	District	0.0	17.4	60.9	21.7
	State	7.4	12.6	61.3	18.8

Grade 7 - Students with Disabilities

Levels		Science			
		1	2	3	4
IEP	School	20.8	54.2	25.0	0.0
	District	25.5	40.4	31.9	2.1
	State	31.1	24.0	39.9	5.0
Non-IEP	School	2.9	12.1	67.1	17.9
	District	4.3	12.6	68.5	14.6
	State	6.9	13.5	56.7	22.9

Grade 7 - Economically Disadvantaged

Levels		Science			
		1	2	3	4
Free/Reduced Price Lunch					
School		6.2	23.7	61.9	8.2
District		9.3	21.5	61.5	7.8
State		19.0	23.9	50.6	6.5
Not Eligible					
School		4.0	11.0	62.0	23.0
District		4.2	9.0	66.7	20.1
State		4.7	9.1	56.8	29.4

Grade 8**Grade 8 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	25.5	61.2	13.3	6.6	39.8	37.2	16.3
District		0.3	28.1	60.8	10.8	7.7	42.9	37.8	11.6
State		0.7	26.6	61.3	11.5	5.9	39.7	37.4	16.9

Grade 8 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male									
School		0.0	23.4	66.4	10.3	9.3	35.5	36.4	18.7
District		0.0	28.7	62.1	9.2	10.8	38.7	37.6	12.9
State		1.0	28.4	60.5	10.1	7.3	38.9	36.0	17.8
Female									
School		0.0	28.1	55.1	16.9	3.4	44.9	38.2	13.5
District		0.6	27.4	59.2	12.7	3.8	48.1	38.0	10.1
State		0.3	24.7	62.1	12.8	4.6	40.6	38.8	16.0

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White									
School		0.0	23.5	61.1	15.4	6.8	35.8	39.5	17.9
District		0.0	26.8	60.3	12.9	8.5	38.6	39.7	13.2
State		0.4	17.5	66.4	15.7	3.1	29.6	44.1	23.2
Black									
School		0.0	44.4	50.0	5.6	11.1	61.1	22.2	5.6
District		0.0	42.2	55.6	2.2	6.7	64.4	26.7	2.2
State		1.6	44.8	50.3	3.4	14.2	61.0	21.6	3.2
Hispanic									
School									
District		0.0	20.0	73.3	6.7	0.0	46.7	46.7	6.7
State		0.7	39.6	55.7	4.0	6.6	54.1	32.7	6.6
Asian/Pacific Islander									
School									
District									
State		0.1	13.0	64.6	22.2	1.1	16.7	40.7	41.6
Native American									
School									
District									
State		1.3	25.0	65.9	7.8	6.8	42.4	33.9	16.9
Multiracial/Ethnic									
School									
District		0.0	26.7	73.3	0.0	0.0	60.0	40.0	0.0
State		0.7	25.9	61.3	12.1	7.3	39.8	38.0	14.8

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	63.6	33.3	3.0	24.2	66.7	9.1	0.0
	District	1.8	72.7	23.6	1.8	30.4	62.5	7.1	0.0
	State	4.0	65.1	29.5	1.4	27.3	57.6	12.9	2.2
Non-IEP	School	0.0	17.8	66.9	15.3	3.1	34.4	42.9	19.6
	District	0.0	19.9	67.7	12.5	3.4	39.2	43.6	13.9
	State	0.1	19.9	66.8	13.2	2.2	36.6	41.7	19.5

Grade 8 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	43.1	48.6	8.3	15.3	51.4	25.0	8.3
	District	0.6	42.1	52.8	4.5	13.5	52.8	28.7	5.1
	State	1.2	42.0	53.3	3.5	10.7	57.0	27.2	5.1
Not Eligible	School	0.0	15.3	68.5	16.1	1.6	33.1	44.4	21.0
	District	0.0	13.8	69.0	17.2	1.7	32.8	47.1	18.4
	State	0.3	16.8	66.3	16.5	2.9	28.7	43.9	24.5

2005 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this School making Adequate Yearly Progress (AYP)?	No
Is this School making AYP in Reading?	Yes
Is this School making AYP in Mathematics?	No

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		No
2005-06 Federal Improvement Status		
2005-06 State Improvement Status		

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
All	100.0	Yes	100.0	Yes	75.0		Yes	53.6		Yes	93.6	Yes		
White	100.0	Yes	100.0	Yes	77.2		Yes	57.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	57.4		Yes	32.4		No				

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

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.***
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for non-high schools or at least 67.0% Graduation Rate for high schools

* Includes only students enrolled as of 9/30/2004.

** Safe Harbor Targets of 47.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups of 45 or more. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Churchill Junior High School scored at or above state averages in every subject area tested. The following chart represents the percentage of students who met or exceeded state standards:

7 th Grade Science – 78%	State – 75%
8 th Grade Reading – 75%	State – 73%
8 th Grade Math – 54%	State – 54%

One area of concern was in the disaggregated group of low income students in mathematics. That group scored at 33% in meets or exceeds on the 8th grade math portion of the exam. This does not meet Adequate Yearly Progress requirements in closing the achievement gap. At Churchill we will focus on improvement in math for all students with much attention given to the low income population.

During the 2004-05 school year, Churchill math teachers and administrators rewrote and aligned the math curriculum to the Illinois Learning Standards. That same year, the district adopted a new math textbook series to better meet the needs of standards based instruction. This year (2005-06) Churchill math teachers will receive training in the Standards Aligned Classroom by the Two Rivers Professional Development team. An expert in mathematics instruction, Barb Wilmot, will serve as their coach during the training. Administration and teachers will analyze the ISAT results statistically and develop strategies to address areas of weakness. Teachers will create different assessments that align with the standards. Staff will explore, use, and analyze results of new teaching strategies in the math classrooms.

Churchill has three teams involved in Standards Aligned Classroom training for the 2005-06 school year. There are two level one teams. One team is focused on math, and the other team is focused on special needs students and the application of the Illinois Learning Standards to their Individualized Education Plans. The third team is advanced to level two training, and that team has a combination of different subject area teachers.

In collaboration with the Galesburg Public Schools Foundation, Churchill Junior High School will host a literacy event in November, 2005. The Foundation helped to fund two nationally renowned authors to visit Galesburg and the two middle schools. Christopher Paul Curtis and Harriet Robinet will speak to students in both buildings to promote literacy and writing, citing their own award winning books. The event is a total community event with involvement from the Public Library, service organizations, local college sororities, and many businesses. These efforts are designed to promote improved achievement in reading and writing among our middle level students.