

October 2003

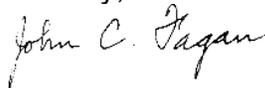
Dear Oak Park Families:

Oak Park Elementary School District 97 has a strong tradition of educational excellence. We are proud of our collaborative efforts to create a Culture of Achievement working environment in which all students are challenged to perform to their highest potential. One measure of our success is our performance on the Illinois Standard Achievement Test, ISAT, which measures individual student achievement and shows how well students and schools are performing relative to the state's learning standards. Results of the 2003 test are found in this report card.

The report card also contains information that compares our district and schools to other districts and schools in Illinois in the areas of per pupil expenditures, class size, instructional setting, and finances.

This year's report card is a direct result of the support of our community, the dedication of our professional staff, and the efforts of our students and parents. All of you have shared in District 97's accomplishments.

Sincerely,

A handwritten signature in cursive script that reads "John C. Fagan".

John C Fagan, Superintendent

Percy Julian Middle School

416 South Ridgeland Avenue • Oak Park, Illinois • 60302
708-524-3040 • Fax 708-524-3035

Dr. Victoria Sharts, Principal

Kiley Allen, Assistant Principal 6th
Valerie Helm, Assistant Principal 7th
John Hodge, Assistant Principal 8th

September, 2003

Dear Julian Families:

Each year students across the state complete the Illinois State standardized tests, ISAT. These assessments are a requirement of the state. The standardized tests are administered for the purpose of evaluating district and school success. Seventh grade students complete tests in social studies and science while eighth grade students are given tests in mathematics, reading, and writing. Results of these tests are compared to other scores in the state, within District 97, and with other students in our school. These tests are one form of program assessment in our school and one of several measures which determine individual student needs.

Julian Middle School continues to excel in all areas as reported in this year's test results. We are very proud of student achievement levels as well as our dedicated and knowledgeable staff. An academically challenging curriculum and success for all students remain our top priority. We are committed to continual improvement of curriculum, instructional methods, assessments, and collaborative working relationships with community and parents.

Assessments and student evaluations that occur in the classrooms are an integral part of program evaluation and student assessment. Development, revision, and refinement of evaluations by teachers are ongoing. By all measures, our students are provided with numerous opportunities to grow and learn. In addition to the instructional day, a number of activities are offered outside the instructional day in the form of co-curricular activities. Our pledge is to continue on the pathway of excellence which will best prepare our students and your children for a lifetime of learning.

Sincerely,

Victoria E. Sharts, Ph.D.
Principal

Planned Improvement for Percy Julian Junior High School 2003-2004 School Year

School Leadership Team Initiatives

This coming year, the School Leadership Team and Julian staff has identified three broad goals for the focus of our school improvement plan in 2003-04. Each of the three goals has sub-topics that will become part of the broader goal.

Curriculum

Our curriculum efforts will focus specifically on reading and math. Language arts bench marks have been created during the summer and will be implemented during this school year. No Child Left Behind dictates special attention to these two subjects. Revisions and refinement of math bench marks is ongoing.

Special education instruction will be examined this year in all curriculum areas as well as for language arts and math. Wilson reading materials have been purchased for use in the instructional classrooms and available to all teachers.

Technology

In addition to curriculum development for the core subjects, the school and district continually examine ways to expand the use of technology. Each classroom is linked to other schools in the district as well as with the Internet. Julian continues to build upon its already extensive home page accessed through the district site: <http://www.op97.k12.il.us>.

Julian as well as other schools in the district will be able to access an observatory located on the roof our new building. Through the use of computers, the observatory can be programmed and information can be collected.

Our Career Modular Technology program utilizes technology in very unique ways. Approximately fifteen stations are available for students to explore such topics as flight simulation, fiber optics, and aerodynamics. Our CMT program will be available to all students in every grade.

Climate and Culture

Julian will examine all aspects of our school relating to climate and culture. Work began in the spring of 2003 to review civility programs that could be added to the advisory program. Staff committees are working on other topics related to such things as school spirit, presence of the arts and art displays around the building, and school pride.

**PERCY JULIAN MIDDLE SCHOOL
OAK PARK ELEM SCHOOL DIST 97
OAK PARK, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : 6 7 8

State and federal laws require public school districts to release school 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
School	60.4	33.6	3.4	2.5	0.1	18.4	0.3		0.2	5.6	95.3	881
District	60.4	31.7	4.0	3.6	0.2	13.3	1.3		0.1	12.0	94.5	4,923
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3		1.9	16.4	94.0	2,044,539

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	100.0
District	99.0
State	95.9

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
			24.1	22.8	
			18.5	21.0	
			23.6	22.8	

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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15.2		10.7	182.3
18.4	18.2	13.8	221.1

* 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		50	50		50	50		50	50		50	50
District		50	50		50	50		50	50		50	50
State		52	49		43	44		107	94		43	44

TEACHER INFORMATION (Full-Time Equivalents)

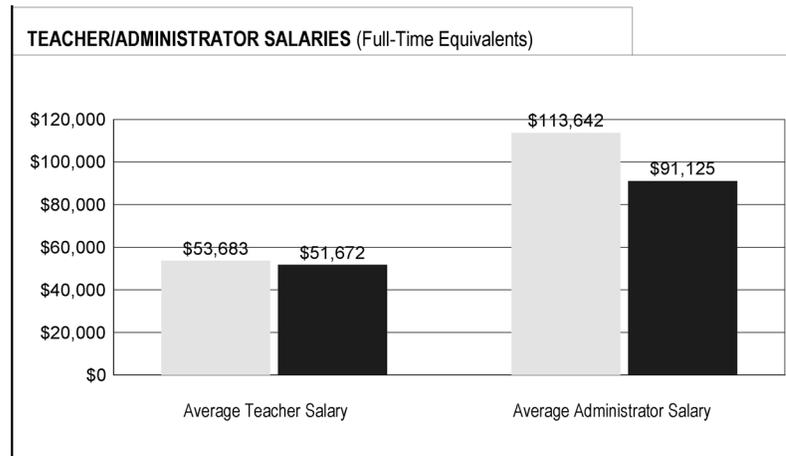
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	83.5	12.0	2.6	1.7	0.3	19.6	80.4	387
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

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	--	--	--	2.9	0.0
District	13.9	36.7	63.3	1.5	0.0
State	13.9	53.9	46.0	2.5	2.1

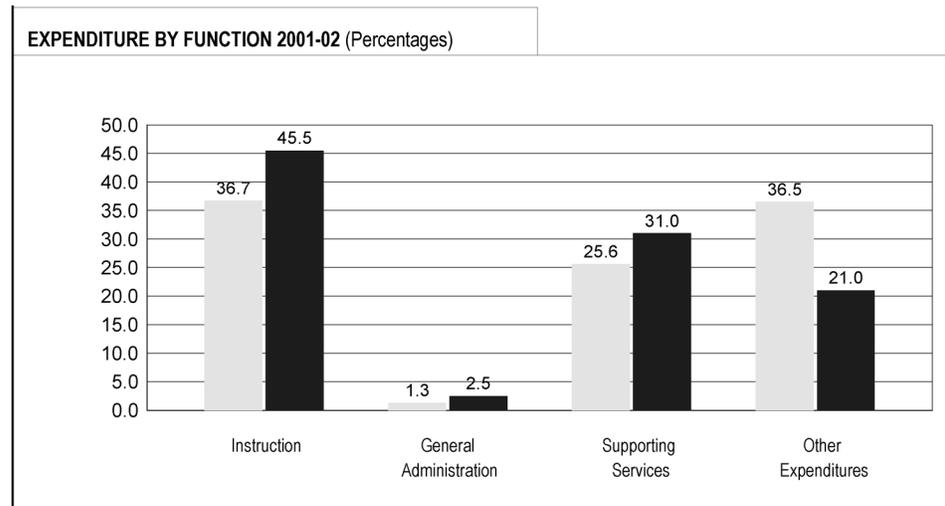
Most teacher/administrator data are not collected at the school level.

* Data based on No Child Left Behind (NCLB) definition.

SCHOOL DISTRICT FINANCES



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.



REVENUE BY SOURCE 2001-02				EXPENDITURE BY FUND 2001-02			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$36,878,038	71.6	55.4	Education	\$40,834,348	54.5	69.7
Other Local Funding	\$4,377,881	8.5	6.1	Operations & Maintenance	\$5,471,968	7.3	8.9
General State Aid	\$5,097,529	9.9	18.7	Transportation	\$1,739,899	2.3	3.4
Other State Funding	\$3,420,093	6.6	12.5	Bond and Interest	\$4,614,561	6.2	5.7
Federal Funding	\$1,707,136	3.3	7.3	Rent			0.0
TOTAL	\$51,480,677			Municipal Retirement/ Social Security	\$1,081,873	1.4	1.5
				Fire Prevention & Safety	\$76,263	0.1	1.0
				Site & Construction/ Capital Improvement	\$21,130,411	28.2	9.8
				TOTAL	\$74,949,323		

OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$162,071	4.65	\$6,007	\$10,560
State	**	**	\$4,842	\$8,181

** 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.

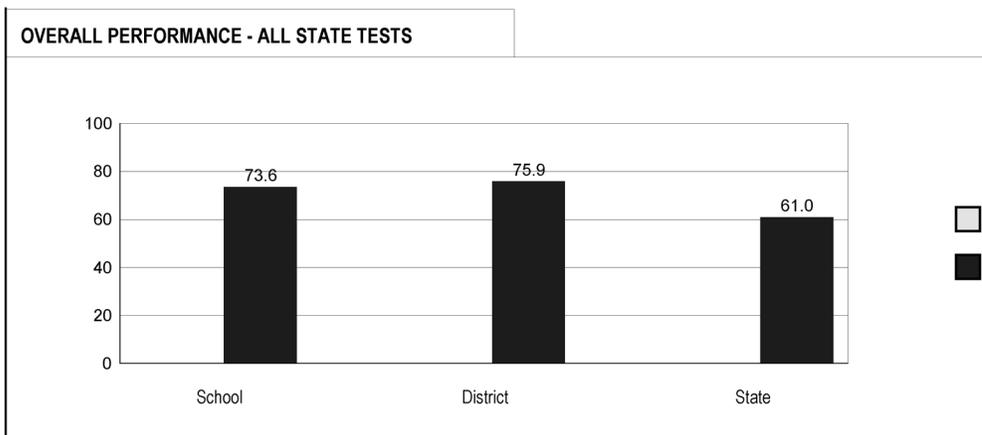
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

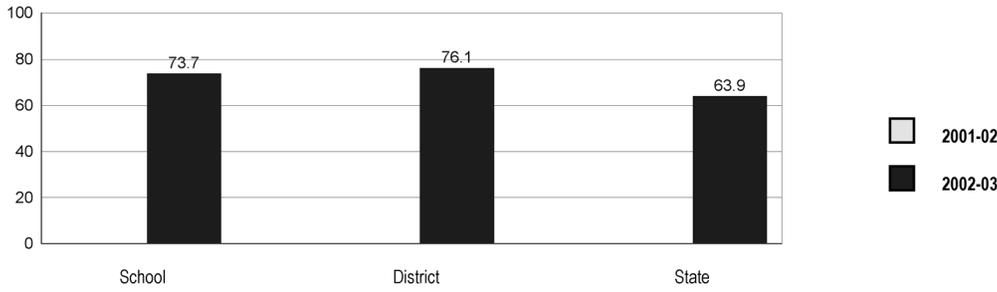
ACADEMIC PERFORMANCE

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.



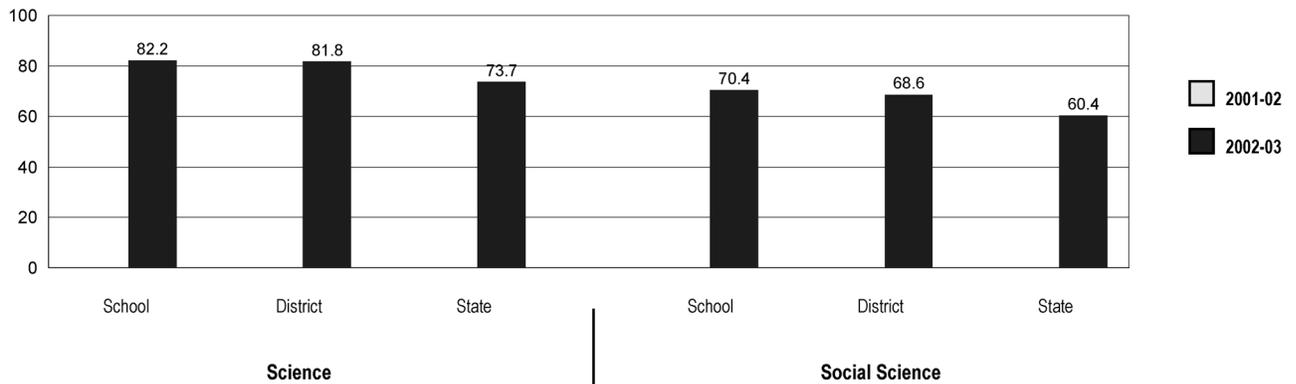
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



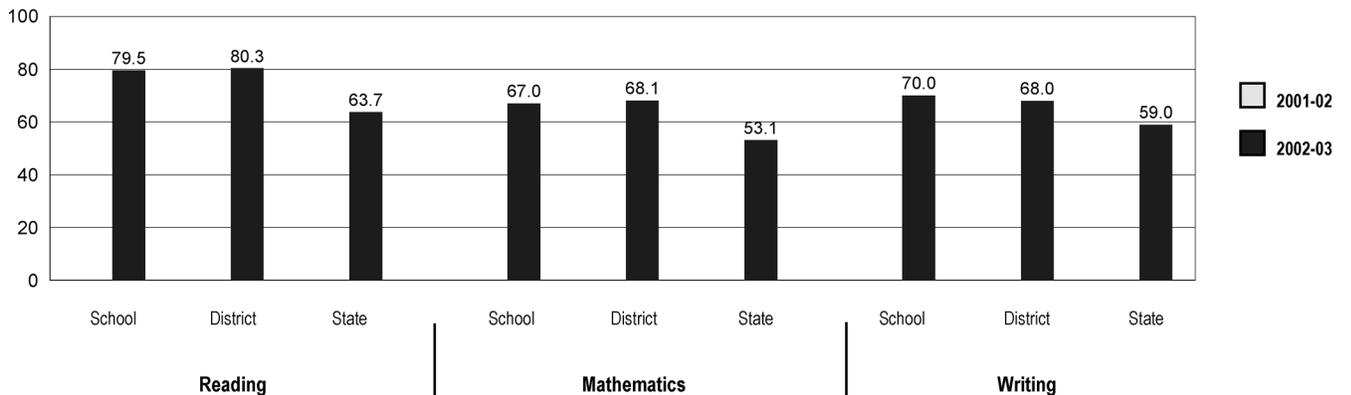
ISAT PERFORMANCE

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 or Section 504 Plan. 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. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

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				
School	*Enrollment	320	164	156	183	103	14	10	0	2	0	42	52
	Reading	4.1	6.1	1.9	4.4	4.9	0.0	10.0				23.8	0.0
	Mathematics	4.1	6.1	1.9	4.4	4.9	0.0	10.0				23.8	0.0
District	*Enrollment	1,729	916	813	999	534	71	56	1	13	0	319	291
	Reading	3.1	3.3	3.1	2.8	3.4	9.9	3.6		46.2		17.6	0.0
	Mathematics	3.1	3.3	3.1	2.8	3.4	9.9	3.6		46.2		17.6	0.0
State	*Enrollment	616,170	313,399	302,581	366,187	127,748	97,933	21,960	936	35,949	310	82,419	234,696
	Reading	0.4	0.4	0.5	1.4	2.6	2.0	1.2	0.0	4.1	0.0	0.0	10.4
	Mathematics	0.5	0.6	0.6	1.5	2.8	2.2	1.3	0.0	4.7	0.0	0.0	10.6

* 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	4.5	13.3	47.2	35.0	1.0	28.6	44.9	25.4
District	4.4	13.8	49.4	32.4	0.9	30.5	44.1	24.5
State	9.7	16.6	56.2	17.5	1.5	38.1	45.7	14.7

Grade 7 - Gender

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Male								
School	3.5	14.6	41.7	40.3	2.1	26.2	38.6	33.1
District	4.7	14.9	44.4	35.9	1.7	29.5	38.0	30.8
State	10.6	15.7	53.6	20.2	1.9	36.7	44.1	17.3
Female								
School	5.7	11.3	53.2	29.8	0.0	30.5	51.8	17.7
District	4.1	12.3	55.0	28.6	0.0	31.3	51.1	17.5
State	8.7	17.6	58.9	14.8	1.1	39.5	47.4	12.0

Grade 7 - Racial/Ethnic Background

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
White								
School	2.4	1.8	46.1	49.7	0.0	12.7	48.2	39.2
District	1.9	4.5	45.8	47.8	0.0	14.7	46.8	38.5
State	5.0	10.7	59.8	24.5	0.7	26.6	52.0	20.6
Black								
School	7.6	35.9	47.8	8.7	3.3	60.9	32.6	3.3
District	9.2	32.4	51.9	6.5	2.7	59.8	34.2	3.3
State	20.5	29.8	46.9	2.8	3.5	64.5	29.6	2.4
Hispanic								
District	4.3	8.7	65.2	21.7	0.0	34.8	52.2	13.0
State	15.4	25.0	53.9	5.7	2.1	53.4	39.9	4.5
Asian/Pacific Islander								
District	0.0	0.0	66.7	33.3	0.0	6.7	73.3	20.0
State	3.2	8.0	57.2	31.6	0.2	17.5	55.1	27.2
Native American								
State	10.9	21.1	54.7	13.3	1.6	43.2	47.5	7.7

ISAT continued**Grade 7 - Students with Disabilities**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
IEP								
School	10.0	40.0	35.0	15.0	7.5	57.5	22.5	12.5
District	9.9	42.3	39.4	8.5	5.6	63.4	23.9	7.0
State	32.2	28.3	36.0	3.5	7.2	67.4	22.4	3.1
Section 504								
State	9.5	19.5	54.1	16.9	1.2	38.7	42.8	17.2
Non-disabled								
School	3.7	8.9	49.2	38.2	0.0	23.9	48.6	27.5
District	3.6	9.7	50.8	35.8	0.2	25.8	47.1	27.0
State	5.9	14.7	59.5	19.8	0.5	33.2	49.6	16.7

Grade 7 - Economically Disadvantaged

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	7.4	40.7	48.1	3.7	1.9	63.0	29.6	5.6
District	6.4	39.4	51.4	2.8	1.9	65.7	29.6	2.8
State	17.2	26.8	50.9	5.1	2.8	59.0	34.5	3.7
Not Eligible								
School	3.9	6.9	47.0	42.2	0.9	20.6	48.5	30.0
District	3.9	7.7	48.9	39.5	0.7	22.1	47.6	29.6
State	6.0	11.6	58.8	23.6	0.9	27.7	51.3	20.1

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.7	19.9	59.6	19.9	4.6	28.4	39.9	27.1	3.3	26.7	67.7	2.3
District	0.3	19.4	56.6	23.6	5.5	26.4	41.4	26.7	5.2	26.9	63.7	4.3
State	0.5	35.8	54.0	9.7	6.3	40.6	37.6	15.5	6.2	34.8	54.8	4.2

Grade 8 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	1.3	23.4	55.8	19.5	7.2	24.2	35.9	32.7	4.6	34.2	59.2	2.0
District	0.7	24.2	55.6	19.5	8.6	24.3	36.6	30.5	8.0	33.7	56.3	2.1
State	0.7	40.6	51.5	7.2	7.5	39.7	36.5	16.3	9.4	41.5	46.7	2.4
Female												
School	0.0	16.3	63.4	20.3	2.0	32.7	43.8	21.6	2.0	19.2	76.2	2.6
District	0.0	14.6	57.6	27.8	2.4	28.5	46.1	23.1	2.4	20.1	71.0	6.5
State	0.2	30.8	56.6	12.3	5.1	41.6	38.6	14.7	2.9	27.9	63.2	6.0

ISAT continued**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	8.6	61.1	30.3	0.6	14.4	44.8	40.2	1.1	21.7	73.7	3.4	
District	0.0	7.3	58.3	34.4	1.1	13.6	46.6	38.7	1.7	21.7	71.3	5.4	
State	0.3	26.8	59.9	13.1	3.3	30.9	44.9	21.0	4.6	29.3	60.6	5.5	
Black													
School	1.0	40.8	53.1	5.1	11.2	53.1	31.6	4.1	7.3	32.3	59.4	1.0	
District	0.6	44.7	49.4	5.3	15.3	52.4	28.2	4.1	13.3	35.8	49.1	1.8	
State	1.0	53.7	42.6	2.7	15.1	61.9	20.2	2.8	10.7	47.7	40.6	1.0	
Hispanic													
School	7.1	21.4	64.3	7.1	7.1	42.9	35.7	14.3	7.7	46.2	46.2	0.0	
District	4.3	13.0	65.2	17.4	4.3	30.4	52.2	13.0	4.5	36.4	59.1	0.0	
State	0.8	52.3	43.8	3.1	7.7	56.8	30.4	5.1	7.4	43.5	47.7	1.3	
Asian/Pacific Islander													
District	0.0	25.0	65.0	10.0	0.0	30.0	40.0	30.0	5.0	25.0	60.0	10.0	
State	0.1	20.1	59.6	20.3	1.3	19.7	40.6	38.3	1.8	20.7	67.1	10.4	
Native American													
State	0.6	45.1	48.2	6.1	7.2	49.3	32.0	11.6	6.5	44.9	45.2	3.4	

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP													
School	6.3	75.0	18.8	0.0	38.7	45.2	16.1	0.0	25.0	50.0	25.0	0.0	
District	2.8	71.8	23.9	1.4	35.7	47.1	15.7	1.4	32.8	48.4	18.8	0.0	
State	2.7	77.8	18.6	0.9	28.8	58.2	11.2	1.8	30.1	51.0	18.4	0.4	
Section 504													
State	0.2	40.0	52.8	7.1	4.0	45.9	38.0	12.0	7.0	42.3	47.4	3.3	
Non-disabled													
School	0.0	13.5	64.4	22.2	0.7	26.5	42.5	30.2	1.1	24.4	72.0	2.5	
District	0.0	12.2	61.1	26.7	1.4	23.6	44.9	30.2	1.7	24.2	69.2	4.8	
State	0.1	28.8	59.9	11.2	2.6	37.7	42.0	17.8	2.3	32.2	60.7	4.8	

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	1.7	48.3	46.6	3.4	15.5	56.9	24.1	3.4	8.9	37.5	53.6	0.0	
District	1.1	51.6	43.0	4.3	20.4	51.6	23.7	4.3	14.4	37.8	46.7	1.1	
State	0.9	53.1	43.3	2.7	11.3	58.5	26.0	4.2	9.8	46.6	42.5	1.1	
Not Eligible													
School	0.4	13.3	62.7	23.7	2.0	21.8	43.5	32.7	2.0	24.3	70.9	2.8	
District	0.2	13.3	59.2	27.3	2.6	21.7	44.7	31.0	3.5	24.8	66.8	4.9	
State	0.3	27.6	59.0	13.0	4.0	32.2	43.0	20.8	4.5	29.3	60.6	5.6	

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	No
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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
State AYP Minimum Target	95.0		95.0		40.0			40.0			88.0		65.0	
All	95.9	Yes	95.9	Yes	79.7		Yes	66.9		Yes	95.3	Yes		
White	95.6	Yes	95.6	Yes	91.4		Yes	85.1		Yes				
Black	95.1	Yes	95.1	Yes	58.2		Yes	35.7		No				
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities	76.2	No	76.2	No										
Economically Disadvantaged	100.0	Yes	100.0	Yes	50.0		Yes	27.6		No				

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
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 88.0% Attendance Rate for Non-High Schools or at least 65.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/02.

** 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.)