

# Lake Villa CCSD 41

## Lake Villa, ILLINOIS



# ILLINOIS DISTRICT REPORT CARD

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.

## 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>District</b>	73.6	3.6	13.1	4.5	0.5	4.8	3.7	4.1		0.3	5.4	95.4	3,233
<b>State</b>	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

**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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>District</b>	100.0	17.8		14.0	323.3
<b>State</b>	96.7	18.4		13.3	201.8

\* 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>District</b>	18.9	20.3	19.6	23.2	22.0	23.4	24.8	20.8	20.5	
<b>State</b>	20.5	20.9	21.3	21.8	22.2	22.6	22.0	21.1	21.4	

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

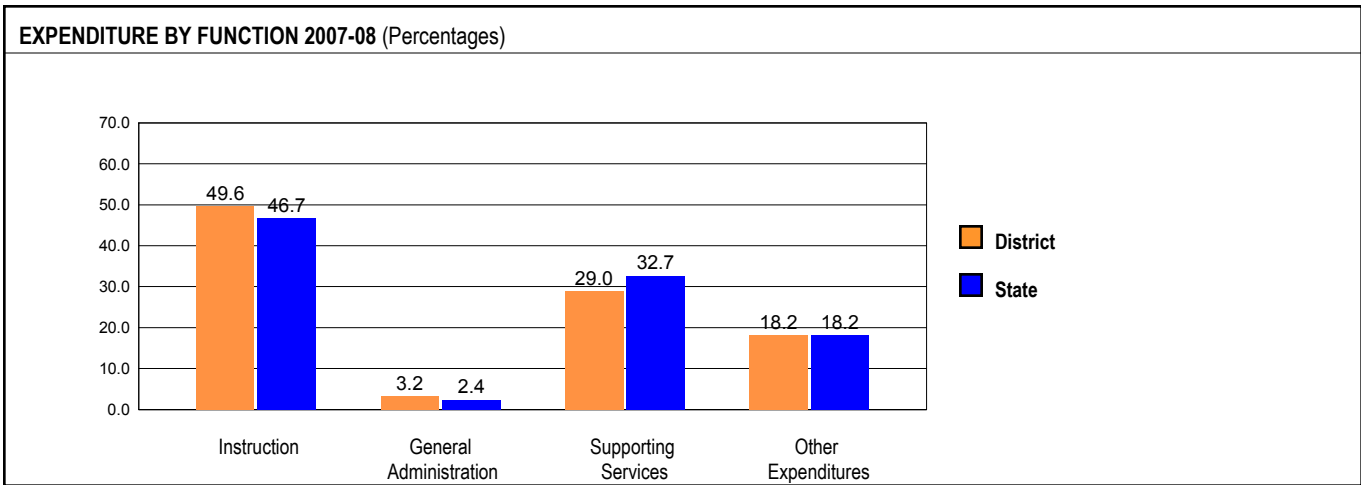
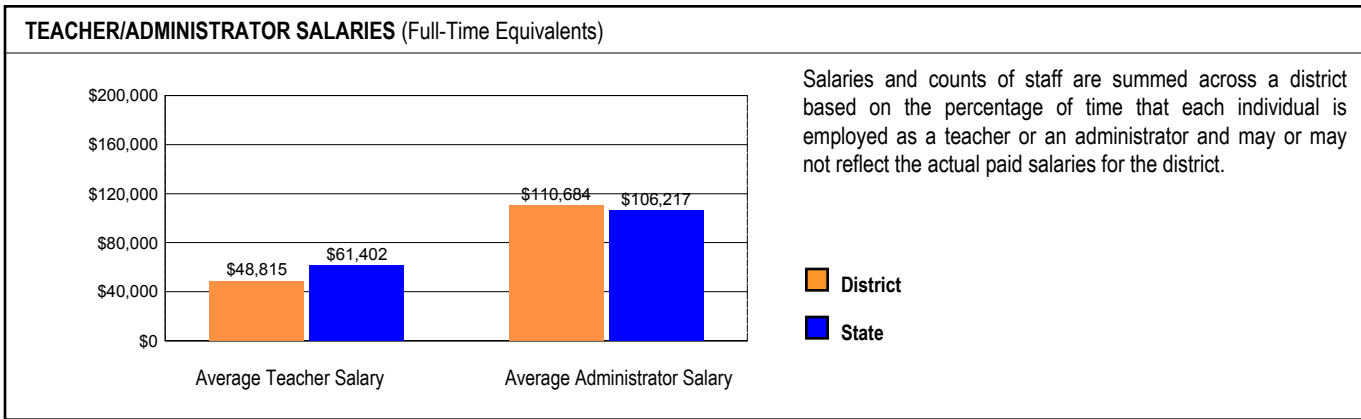
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>District</b>	60	78	41	44	44	41	115	119	82	44	44	41
<b>State</b>	59	54	51	30	43	44	145	104	92	30	43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.5	0.0	2.5	0.0	0.0	9.0	91.0	201
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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
District:	All Schools	10.1	49.3	50.7	1.5	0.0
	High Poverty Schools					
	Low Poverty Schools	10.2	49.0	51.0	1.5	0.0
State:	All Schools	12.5	44.1	55.8	0.6	1.2
	High Poverty Schools	12.2	45.1	54.6	1.1	4.7
	Low Poverty Schools	12.2	36.8	63.1	0.3	0.1

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$16,671,921	58.0	58.7	Education	\$19,682,550	73.9	71.5
Other Local Funding	\$2,091,957	7.3	6.3	Operations & Maintenance	\$2,197,246	8.2	8.6
General State Aid	\$6,686,646	23.3	18.6	Transportation	\$1,536,173	5.8	3.9
Other State Funding	\$2,807,992	9.8	9.0	Bond and Interest	\$2,482,049	9.3	6.3
Federal Funding	\$475,202	1.7	7.4	Rent	\$0	0.0	0.0
TOTAL	\$28,733,718			Municipal Retirement/ Social Security	\$532,900	2.0	1.8
				Fire Prevention & Safety	\$190,459	0.7	0.9
				Site & Construction/ Capital Improvement	\$24,639	0.1	6.8
				TOTAL	\$26,646,016		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$195,285	2.82	\$4,464	\$7,803
State	**	**	\$6,103	\$10,417

\*\* 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

### 2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP is sponsored by the U.S. Department of Education and administered to students in grade 4, 8, and 12. Only grade 4 and 8 results are required to be reported.

Achievement levels reflect what students should know and be able to do. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board for NAEP sets specific achievement levels for each subject area and grade. To provide a context for interpreting student performance, NAEP results are reported as percentages of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels, and at the *Advanced* level.

**Basic** denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

**Proficient** represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

**Advanced** represents superior performance.

The four achievement levels (below basic, basic, proficient, and advanced) are reported as level 1 through level 4, respectively. Please note that only state results are reported.

### Grade 4

#### Grade 4 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	35.0	32.9	24.2	8.0	21.4	42.3	30.7	5.6

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	23.3	34.3	30.9	11.5	8.9	40.8	42.1	8.1
Black	56.3	29.5	12.5	1.7	46.0	44.6	9.0	0.4
Hispanic	50.1	32.2	14.7	3.0	35.8	45.2	17.6	1.3
Asian/Pacific Islander	13.1	33.0	37.5	16.4	5.1	32.4	45.0	17.5
Native American								

**Grade 4 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	76.6	20.0	3.1	0.3	49.8	41.5	7.9	0.8

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	63.2	22.5	10.5	3.8	41.4	36.3	17.9	4.4

**Grade 4 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	52.4	31.6	13.5	2.4	36.2	46.9	16.1	0.8

**Grade 4 - NAEP Participation Rates**

	Reading	Mathematics
Limited English Proficient	72.4	84.2
Students with Disabilities	64.9	76.9

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	25.1	45.1	27.5	2.3	29.7	39.5	23.8	7.0

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	17.2	44.6	34.9	3.3	18.5	40.8	31.3	9.4
Black	45.7	44.4	9.7	0.2	59.3	34.0	6.3	0.4
Hispanic	35.9	48.6	15.2	0.4	44.9	42.3	11.8	1.0
Asian/Pacific Islander	13.1	40.9	41.6	4.4	12.8	32.0	32.1	23.0
Native American								

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	75.1	22.3	2.6	0.0	56.3	31.6	9.1	3.0

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	64.6	27.0	7.4	0.9	67.7	25.3	6.8	0.2

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	39.2	46.0	14.2	0.6	48.7	38.4	11.3	1.6

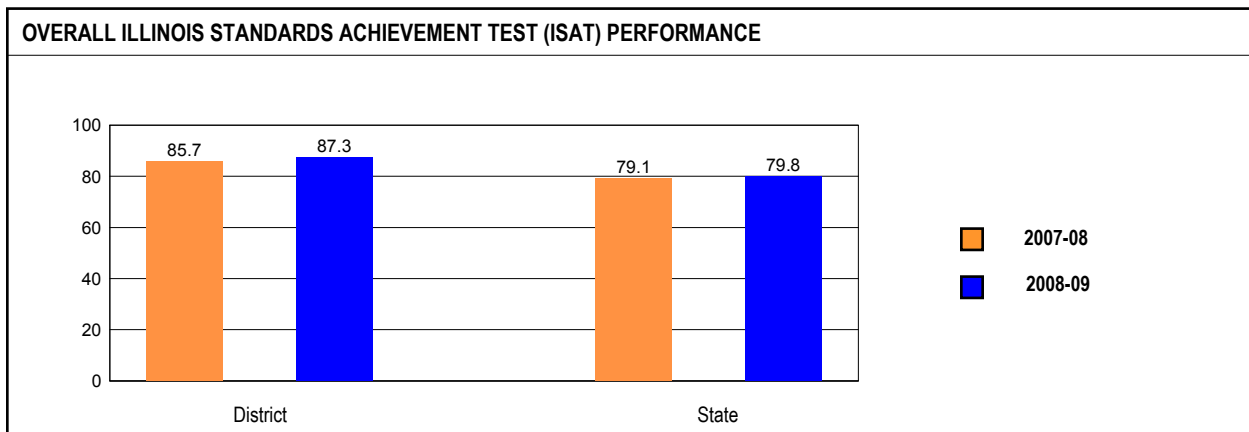
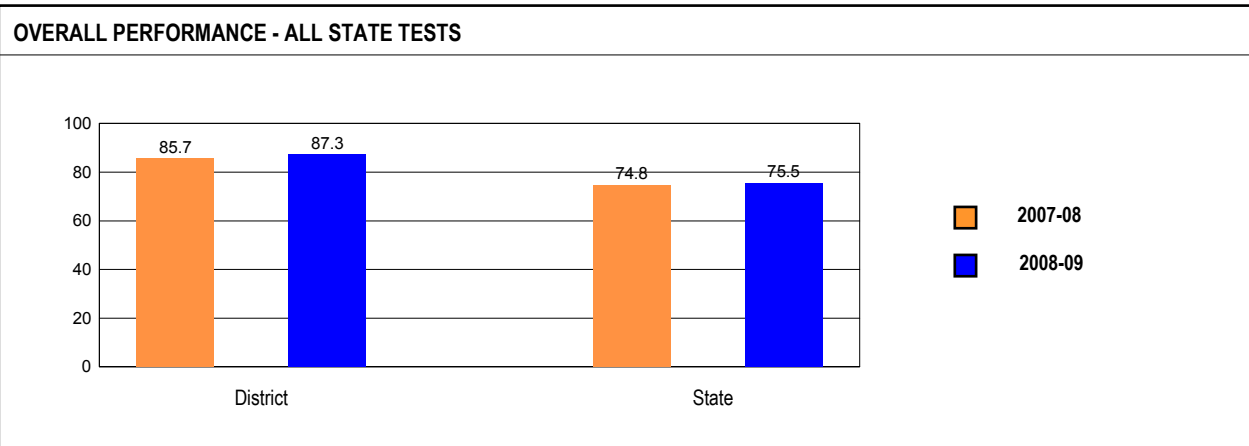
**Grade 8 - NAEP Participation Rates**

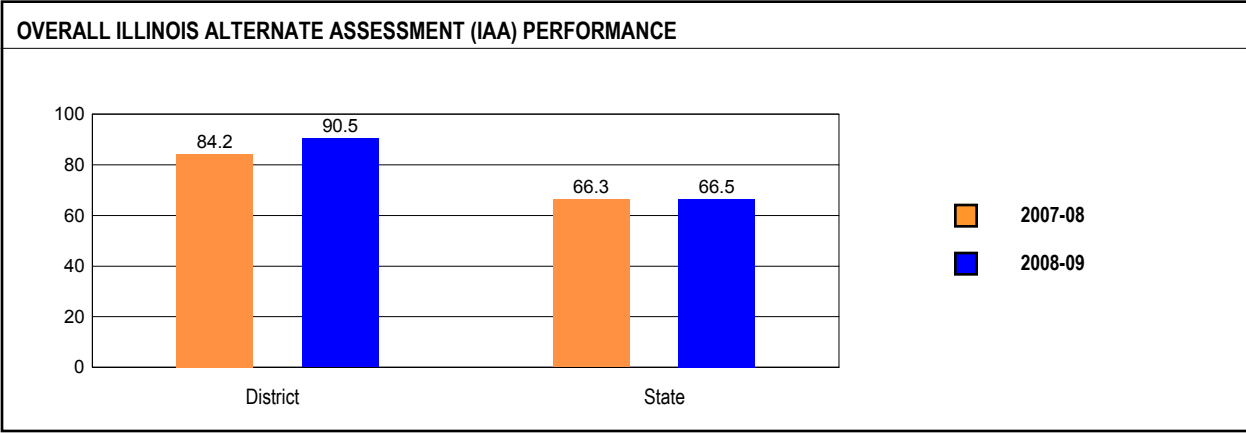
	Reading	Mathematics
Limited English Proficient	64.3	75.9
Students with Disabilities	71.0	64.9

**OVERALL STUDENT PERFORMANCE**

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading, mathematics, and science.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

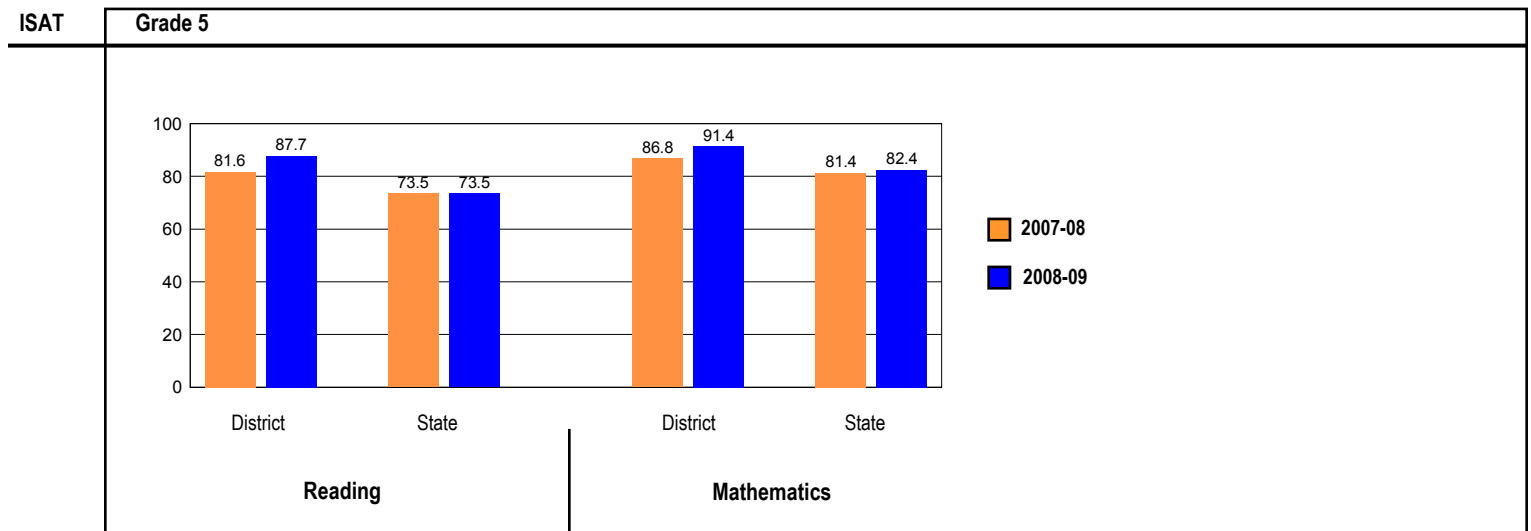
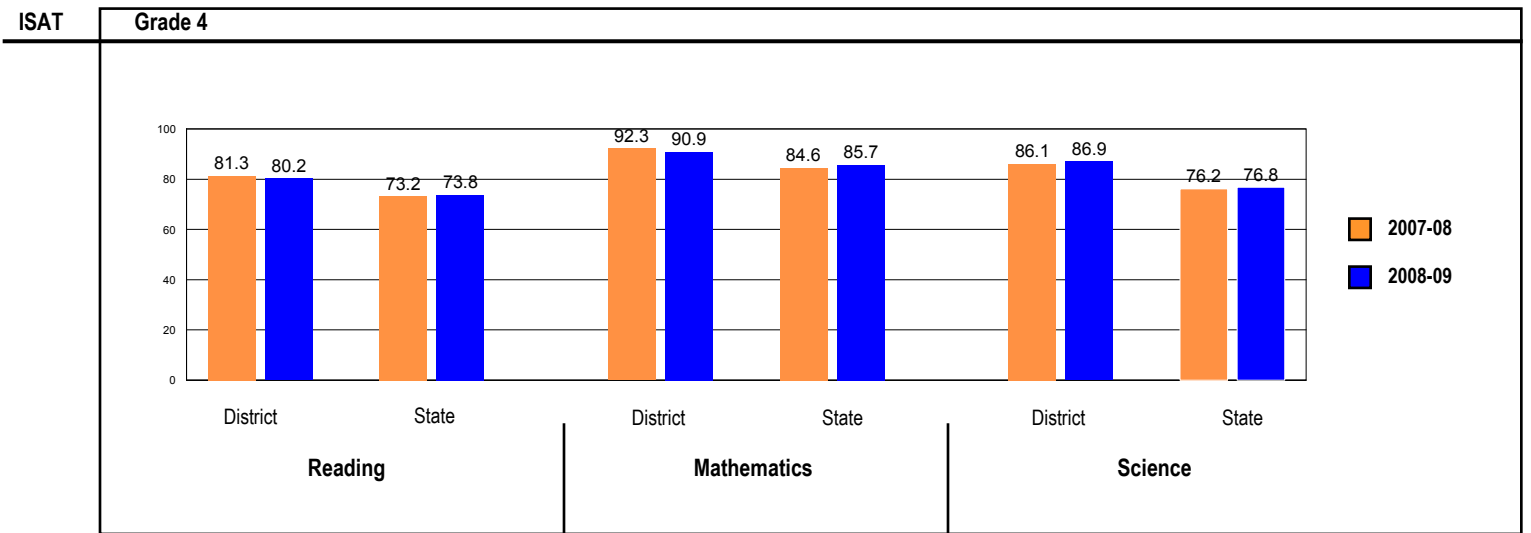
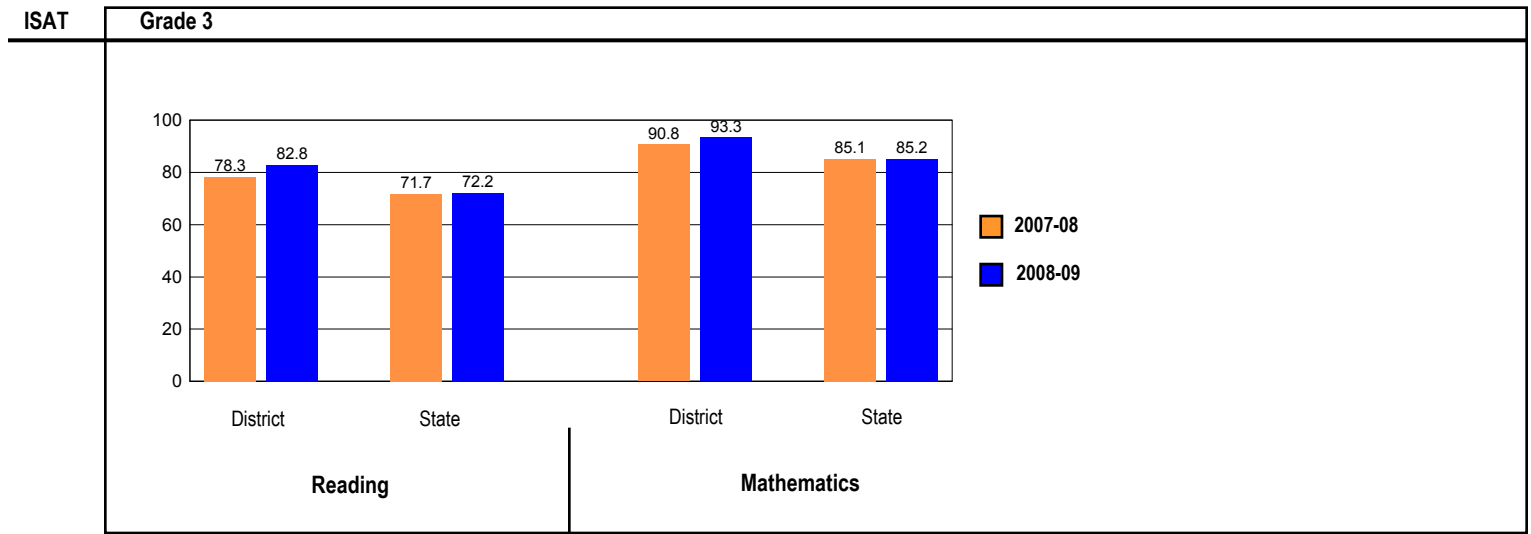




IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

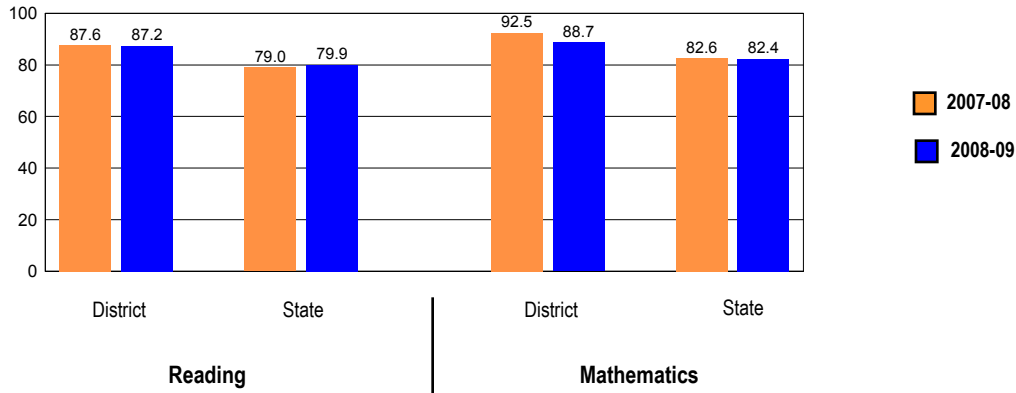
**ISAT PERFORMANCE**

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.



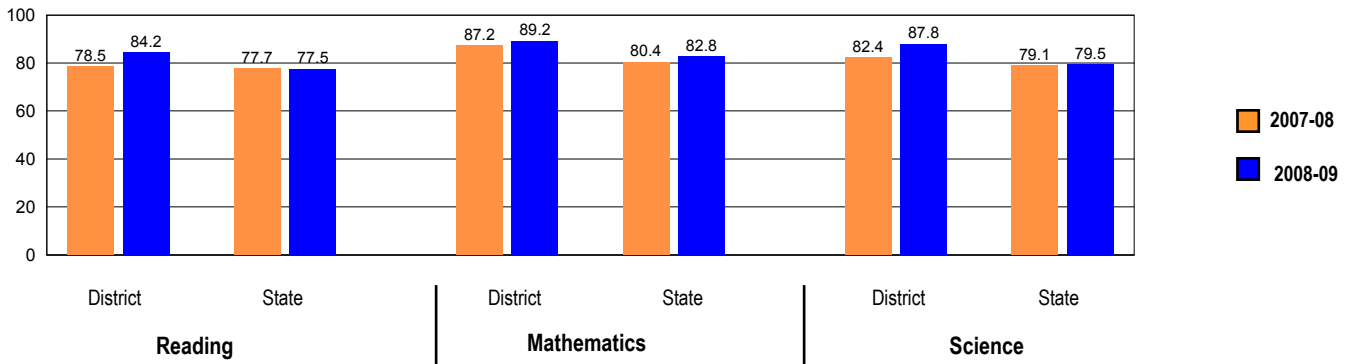
ISAT

Grade 6



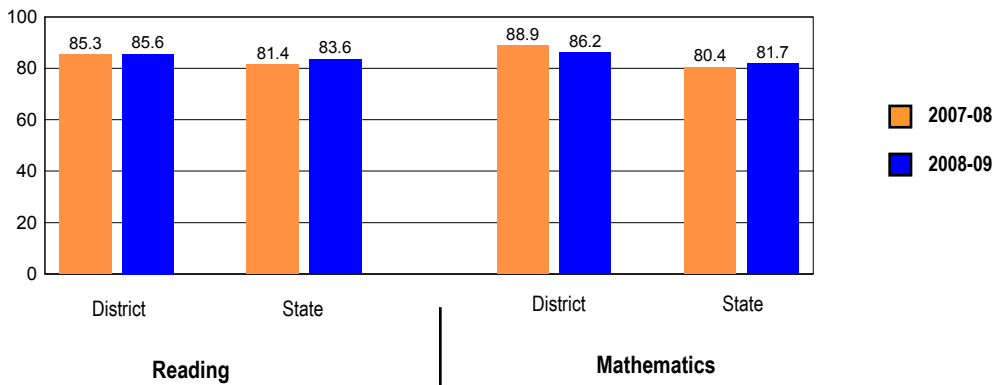
ISAT

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 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				
District	*Enrollment	2,250	1,155	1,095	1,655	97	287	104	13	94	49	0	358	107
	Reading	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
	Mathematics	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

\* 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				
District	*Enrollment	755	382	373	553	31	97	30	8	36	15	0	113	25
	Science	0.1	0.3	0.0	0.2	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

\* 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 3****Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	2.4	14.8	48.7	34.1	0.3	6.5	39.0	54.3
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

**Grade 3 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	2.6	15.3	50.3	31.7	0.5	6.3	39.7	53.4
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	District	2.2	14.2	47.0	36.6	0.0	6.6	38.3	55.2
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	1.5	10.3	47.9	40.3	0.0	4.6	34.2	61.2
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	District	14.3	35.7	42.9	7.1	7.1	71.4	14.3	
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	District	5.9	27.5	47.1	19.6	0.0	13.7	52.9	33.3
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	District	0.0	14.3	57.1	28.6	0.0	9.5	28.6	61.9
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	District	0.0	22.7	59.1	18.2	0.0	9.1	50.0	40.9
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

**Grade 3 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	21.4	64.3	14.3	0.0	0.0	35.7	42.9	21.4
State	10.4	46.2	38.4	5.0	6.0	20.8	53.3	19.9

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP District	7.6	31.8	47.0	13.6	1.5	13.6	56.1	28.8
	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP District	1.3	11.1	49.0	38.6	0.0	4.9	35.3	59.8
	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District	20.0	46.7	20.0	13.3	6.7	33.3	40.0	20.0
	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible District	1.7	13.4	49.9	35.0	0.0	5.3	38.9	55.7
	1.7	12.4	46.5	39.3	0.9	5.1	37.2	56.8

**Grade 4****Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	1.1	18.8	48.0	32.2	0.3	8.8	56.6	34.3	1.6	11.5	66.8	20.1
	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male District	1.5	23.6	49.7	25.1	0.5	11.8	55.4	32.3	2.1	13.3	60.5	24.1
	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female District	0.6	13.5	46.1	39.9	0.0	5.6	57.9	36.5	1.1	9.6	73.6	15.7
	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White District	0.8	16.5	47.5	35.2	0.4	7.7	54.8	37.2	1.1	9.2	66.7	23.0
	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black District	6.3	18.8	62.5	12.5	0.0	25.0	62.5	12.5	12.5	18.8	56.3	12.5
	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
Hispanic District	2.1	25.0	47.9	25.0	0.0	10.4	68.8	20.8	2.1	16.7	68.8	12.5
	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander District	0.0	16.7	38.9	44.4	0.0	5.6	38.9	55.6	0.0	11.1	77.8	11.1
	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American District												
	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic District	0.0	24.0	52.0	24.0	0.0	8.0	56.0	36.0	0.0	20.0	60.0	20.0
	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	4.5	53.7	31.3	10.4	1.5	31.3	50.7	16.4	7.5	31.3	55.2	6.0
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	District	0.3	11.1	51.6	36.9	0.0	3.9	57.8	38.2	0.3	7.2	69.3	23.2
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	12.3	56.4	31.3	0.3	8.3	70.9	20.6
	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	13.4	59.8	26.8	0.5	8.2	71.6	19.6
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	District	0.0	11.1	52.8	36.1	0.0	8.3	70.0	21.7
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	10.1	56.1	33.8	0.3	7.7	68.3	23.7
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	District	0.0	20.0	80.0	0.0	0.0	100.0	0.0	
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	District	0.0	20.5	59.0	20.5	0.0	5.1	87.2	7.7
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	District	0.0	15.0	40.0	45.0	0.0	10.0	65.0	25.0
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	District	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	District	0.0	22.2	61.1	16.7	0.0	27.8	66.7	5.6
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

**Grade 5 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	0.0	42.3	51.9	5.8	1.9	34.6	55.8	7.7
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	District	0.0	7.5	57.1	35.4	0.0	4.0	73.3	22.7
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

**Grade 6****Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District State	0.0	12.8	50.9	36.3	0.3	11.1	56.7	32.0
	0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

**Grade 6 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male District State	0.0	16.8	50.8	32.5	0.5	12.5	56.8	30.2
	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female District State	0.0	9.2	51.0	39.8	0.0	9.8	56.6	33.7
	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White District State	0.0	9.1	51.7	39.3	0.0	8.7	57.4	33.9
	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black District State	0.0	14.3	57.1	28.6	7.1	14.3	50.0	28.6
	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic District State	0.0	23.6	52.7	23.6	0.0	18.2	63.6	18.2
	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander District State	0.0	11.8	47.1	41.2	0.0	5.9	41.2	52.9
	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American District State	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic District State	0.0	45.5	27.3	27.3	0.0	45.5	27.3	27.3
	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP District State	0.0	55.8	36.5	7.7	1.9	39.6	52.8	5.7
	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP District State	0.0	6.4	53.0	40.6	0.0	6.7	57.3	36.0
	0.1	14.5	55.1	30.3	0.2	12.5	61.1	26.2

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District State	0.0	72.7	27.3	0.0	9.1	45.5	45.5	0.0
	0.3	31.7	55.2	12.7	1.0	27.1	61.1	10.8
Not Eligible District State	0.0	11.1	51.6	37.3	0.0	10.1	57.0	32.9
	0.1	10.2	50.5	39.3	0.2	8.6	57.2	34.0

**Grade 7****Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.3	15.6	62.8	21.3	0.8	10.0	55.7	33.5	5.0	7.2	53.9	33.9
State	0.5	22.0	56.8	20.7	1.6	15.6	55.0	27.7	7.0	13.6	55.7	23.8

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.6	19.3	61.9	18.2	1.7	9.5	52.5	36.3	4.6	6.4	52.0	37.0
	State	0.7	26.1	55.4	17.9	2.1	17.1	52.8	28.0	7.9	13.0	52.8	26.4
Female	District	0.0	12.1	63.7	24.2	0.0	10.5	58.6	30.9	5.3	8.0	55.6	31.0
	State	0.3	17.8	58.2	23.7	1.2	14.0	57.4	27.4	6.0	14.2	58.7	21.1

**Grade 7 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	14.6	61.8	23.6	0.7	8.5	55.3	35.5	3.7	5.5	52.7	38.1
	State	0.2	14.2	57.6	28.0	0.7	9.1	53.4	36.7	2.9	7.1	55.2	34.8
Black	District	6.7	33.3	60.0	0.0	6.7	26.7	60.0	6.7	13.3	40.0	40.0	6.7
	State	1.0	35.9	54.7	8.4	4.1	31.3	55.4	9.3	15.3	25.4	54.1	5.3
Hispanic	District	0.0	17.4	69.6	13.0	0.0	16.7	56.3	27.1	10.6	10.6	57.4	21.3
	State	0.8	32.4	57.5	9.3	1.9	20.0	62.4	15.7	10.8	21.4	59.0	8.7
Asian/Pacific Islander	District	0.0	16.7	66.7	16.7	0.0	8.3	50.0	41.7	8.3	0.0	83.3	8.3
	State	0.2	9.4	51.3	39.2	0.5	4.9	37.8	56.8	2.8	5.4	51.0	40.8
Native American	District												
	State	0.0	19.1	56.4	24.5	0.8	12.8	60.3	26.0	5.0	11.2	55.6	28.2
Multiracial/Ethnic	District	0.0	0.0	80.0	20.0	0.0	0.0	70.0	30.0	0.0	0.0	60.0	40.0
	State	0.5	19.6	57.3	22.6	1.8	14.9	55.5	27.8	6.2	12.0	58.4	23.4

**Grade 7 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	3.2	48.4	48.4	0.0	8.6	31.4	57.1	2.9	11.8	17.6	61.8	8.8
	State	2.7	59.0	34.6	3.7	8.3	44.0	42.0	5.7	24.1	26.5	42.5	6.8
Non-IEP	District	0.0	12.5	64.2	23.3	0.0	7.8	55.5	36.7	4.3	6.1	53.1	36.5
	State	0.2	16.4	60.1	23.3	0.6	11.3	57.0	31.1	4.4	11.6	57.7	26.3

**Grade 7 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	7.7	38.5	38.5	15.4	14.3	35.7	35.7	14.3	38.5	0.0	46.2	15.4
	State	0.9	34.1	56.3	8.8	2.9	24.7	59.3	13.1	12.2	21.9	57.1	8.7
Not Eligible	District	0.0	14.7	63.7	21.5	0.3	9.0	56.5	34.3	3.7	7.5	54.2	34.6
	State	0.2	12.6	57.1	30.1	0.7	8.4	51.7	39.3	2.9	7.0	54.6	35.6

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District State	0.3	14.1	79.6	6.0	0.6	13.2	53.9	32.3
	0.4	16.0	74.6	9.0	0.8	17.5	54.5	27.2

**Grade 8 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male District State	0.0	16.8	79.3	3.8	0.5	13.6	56.5	29.3
	0.5	19.0	72.5	7.9	0.9	18.6	53.1	27.4
Female District State	0.7	10.7	80.0	8.7	0.7	12.7	50.7	36.0
	0.2	12.9	76.7	10.2	0.6	16.4	56.0	27.0

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White District State	0.4	12.0	79.7	7.9	0.4	8.7	51.5	39.4
	0.2	10.0	77.2	12.6	0.4	10.3	53.4	35.9
Black District State	0.0	28.6	71.4	0.0	3.6	46.4	35.7	14.3
	0.7	28.6	68.7	2.1	1.9	34.5	54.4	9.2
Hispanic District State	0.0	14.6	85.4	0.0	0.0	17.1	78.0	4.9
	0.5	22.2	73.6	3.7	0.8	22.9	61.3	15.0
Asian/Pacific Islander District State	0.0	20.0	73.3	6.7	0.0	20.0	40.0	40.0
	0.2	6.3	72.5	21.0	0.4	5.7	36.0	57.9
Native American District State	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8
	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8
Multiracial/Ethnic District State	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8
	0.2	14.6	75.5	9.6	0.5	16.7	56.0	26.7

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP District State	1.8	42.1	56.1	0.0	3.5	35.1	56.1	5.3
	2.0	51.8	44.9	1.3	4.0	51.3	40.0	4.7
Non-IEP District State	0.0	8.3	84.5	7.2	0.0	8.7	53.4	37.9
	0.1	10.6	79.1	10.2	0.3	12.4	56.7	30.6

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District State	2.3	34.1	63.6	0.0	2.3	31.8	50.0	15.9
	0.6	25.8	70.5	3.0	1.3	28.1	58.1	12.4
Not Eligible District State	0.0	11.0	82.1	6.9	0.3	10.3	54.5	34.8
	0.1	8.6	77.7	13.6	0.4	9.4	51.8	38.4

## 2009 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2009-10 Federal Improvement Status	
2009-10 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		70.0			70.0			90.0		78.0	
<b>All</b>	100.0	Yes	100.0	Yes	84.9		Yes	90.3		Yes	95.4	Yes		
<b>White</b>	99.9	Yes	99.9	Yes	87.6		Yes	92.0		Yes				
<b>Black</b>	100.0	Yes	100.0	Yes	69.8		Yes	70.9		Yes				
<b>Hispanic</b>	100.0	Yes	100.0	Yes	77.2		Yes	87.0		Yes				
<b>Asian/Pacific Islander</b>	100.0	Yes	100.0	Yes	85.4		Yes	91.3		Yes				
<b>Native American</b>														
<b>Multiracial /Ethnic</b>	100.0	Yes	100.0	Yes	78.7		Yes	86.5		Yes				
<b>LEP</b>	100.0	Yes	100.0	Yes										
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	54.5	56.9	Yes	69.2		Yes	95.0			
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	53.8		No	61.3		No				

**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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% 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 78% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2008.

\*\* Safe Harbor Targets of 70.0% 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 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.

**FEDERAL SCHOOL IMPROVEMENT STATUS**

Below is a list of the Title I funded schools in the district that are in Federal School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 5

Number of Title I schools: 3

Number of Title I schools in Federal School Improvement Status: 0

Percent of schools in Federal School Improvement Status: 0 %

**School ID**

**School Name**

**Years in School  
Improvement**

# PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

CENTRAL OFFICE  
2009/2010

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities
<p><b>Improve the Academic Achievement of ALL Students</b></p>	<p>Percentage of students scoring proficient or higher in Reading</p>	<p>Increase the percentage of students with individualized education plans scoring in the meet/exceeds category</p>	<p>Illinois Standards Achievement Test and Benchmark Assessment System</p>	<p>Activity #1 Provide staff development for core reading curriculum and all tier 2 and 3 interventions in reading (SLANT, Jolly Phonics, Read Naturally, Read 180, Levels to Literacy and System 44) Activity #2 Literacy coaches will provide support to all teachers of reading through a summer literacy institute and weekly meetings with learning teams Activity #3 Literacy coaches will provide after school professional development in the area of literacy</p>
	<p>Percentage of students scoring proficient or higher in Reading</p>	<p>Increase the percentage of students scoring in the meets/exceeds category on ISAT and percentage of students meeting growth target on MAP</p>	<p>Illinois Standards Achievement Test, Benchmark Assessment System, and NWEA</p>	<p>Activity #1 Provide staff development to all teachers of reading on core reading program through implementation of a summer literacy institute and ongoing modeling of instructional strategies Activity #2 Reading curriculum committee will meet each trimester to make revisions to curriculum if needed</p>
<p><b>Provide a Safe, Nurturing and Inviting Learning Environment</b></p>	<p>Number of outstanding life-safety concerns in all buildings</p>	<p>Decrease the number of life safety concerns in all district buildings</p>	<p>Life safety report</p>	<p>Activity #1 Conduct a budget analysis for all life safety projects Activity #2 Prioritize projects based on student and staff impact Activity #3 Explore additional revenue sources for completion of projects</p>
	<p>Percentage of on-time bus arrivals and departures</p>	<p>Increase customer satisfaction for student transportation</p>	<p>Call center log</p>	<p>Activity #1 Director of Buisness will meet with Durham Transportation on a monthly basis to review any concerns related to transportation Activity #2 Durham Transportation will attend administrative meetings as needed Activity#3 Durhan Transportation will provide local routing, local customer service, and onsite customer service manager as needed</p>

# PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

CENTRAL OFFICE  
2009/2010

<p><b>Enhance and Retain Competent and Caring Staff</b></p>	<p>Number of opportunities for staff members to communicate with district leadership</p>	<p>Increase the number of opportunities for staff members to communicate with district leadership</p>	<p>Staff Survey</p>	<p>Activity #1 A TAB committee will be formed and meet each trimester or as needed Activity #2 A committee will be established to revise the current certified staff evaluation instrument</p>
<p><b>Actively Engage Our Community in the Life of the School District</b></p>	<p>Percentage of students scoring proficient or higher in all curricular areas</p>	<p>Increase the number of standards-based grading practices in the district</p>	<p>Parent Survey for feedback</p>	<p>Activity #1 A district grading committee will be formed to review grading practices Activity #2 Survey parents to determine the communities needs Activity #3 Review various forms of reporting progress to parents Activity #4 Make recommendations regarding grading tool used for reporting student progress to parents</p>
	<p>Number of notifications of activities through local newspapers, district web site, and other media</p>	<p>Increase the number of medias used to communicate with parents and the community</p>	<p>Superintendent, executive director of teaching and learning and the web developer</p>	<p><b>Provide multiple source of communication with parents and the community</b> Activity #1 Post Informational Videos related to learning teams on the district website Activity #2 Provide a calendar of events on the district website Activity #3 Provide the community with a printed newsletter • Updates on Learning Teams/Friday Early Releases Activity #4 Director and Superintendent Updates • Dashboard • Accountability Reports Activity #5 Provide financial updates Activity #6 Review vision, mission, and value statements as a community engagement process</p>

**B J Hooper Elem School**  
**Lake Villa CCSD 41**  
**Lindenhurst, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : K 1 2 3 4 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.

**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>	82.5	2.1	7.5	1.3	1.1	5.5	2.6	1.0		1.6	3.1	95.0	616
<b>District</b>	73.6	3.6	13.1	4.5	0.5	4.8	3.7	4.1		0.3	5.4	95.4	3,233
<b>State</b>	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

**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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	17.8		14.0	323.3
<b>State</b>	96.7	18.4		13.3	201.8

\* 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>	15.8	18.0	17.6	21.8	20.8	26.3	22.0			
<b>District</b>	18.9	20.3	19.6	23.2	22.0	23.4	24.8			
<b>State</b>	20.5	20.9	21.3	21.8	22.2	22.6	22.0			

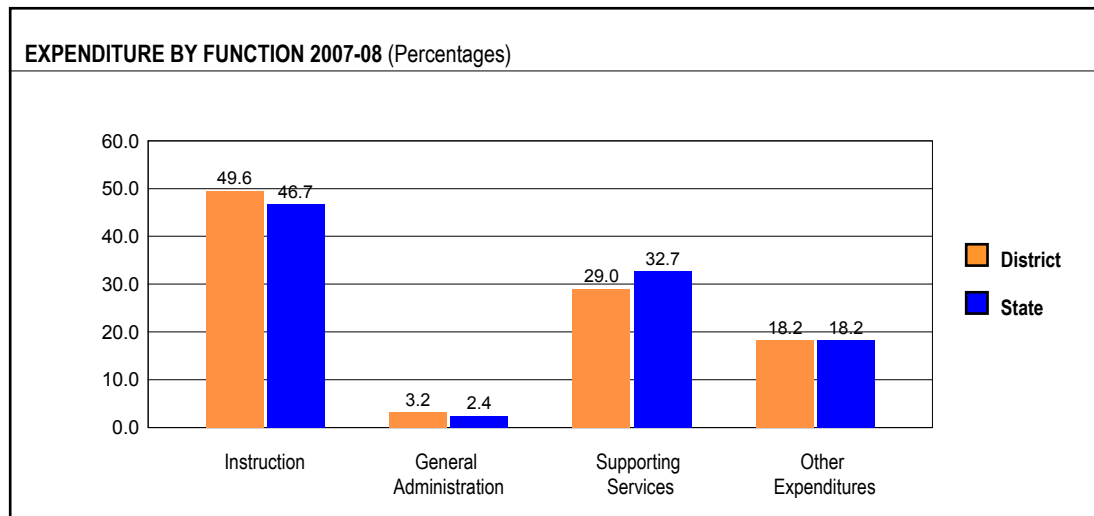
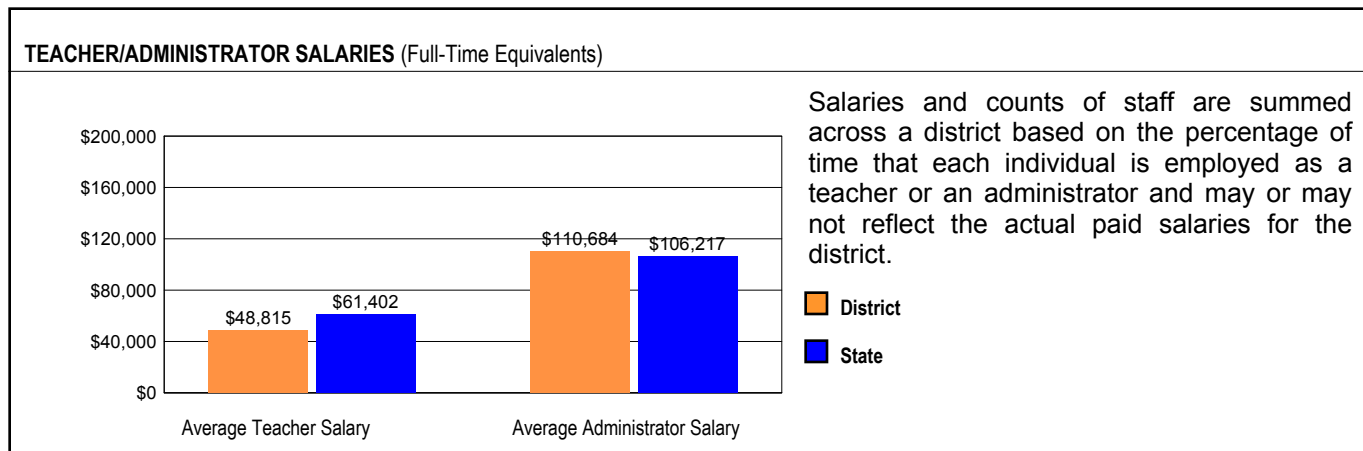
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	60	80		45	45		115	120		45	45	
<b>District</b>	60	78		44	44		115	119		44	44	
<b>State</b>	59	54		30	43		145	104		30	43	

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.5	0.0	2.5	0.0	0.0	9.0	91.0	201
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	2.6	0.0
District	10.1	49.3	50.7	1.5	0.0
State	12.5	44.1	55.8	0.6	1.2

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$16,671,921	58.0	58.7	Education	\$19,682,550	73.9	71.5
Other Local Funding	\$2,091,957	7.3	6.3	Operations & Maintenance	\$2,197,246	8.2	8.6
General State Aid	\$6,686,646	23.3	18.6	Transportation	\$1,536,173	5.8	3.9
Other State Funding	\$2,807,992	9.8	9.0	Bond and Interest	\$2,482,049	9.3	6.3
Federal Funding	\$475,202	1.7	7.4	Rent	\$0	0.0	0.0
TOTAL	\$28,733,718			Municipal Retirement/ Social Security	\$532,900	2.0	1.8
				Fire Prevention & Safety	\$190,459	0.7	0.9
				Site & Construction/ Capital Improvement	\$24,639	0.1	6.8
				TOTAL	\$26,646,016		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$195,285	2.82	\$4,464	\$7,803
State	**	**	\$6,103	\$10,417

\*\* 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.

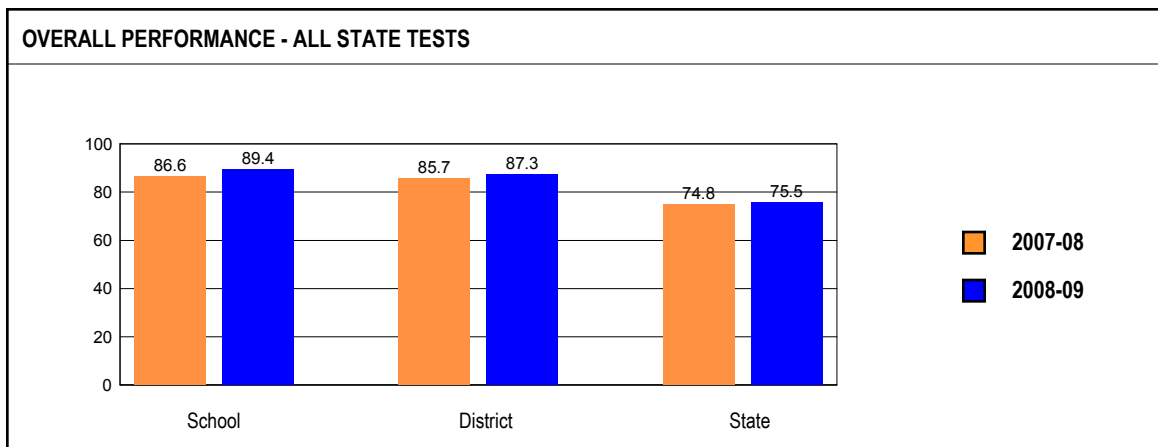
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE

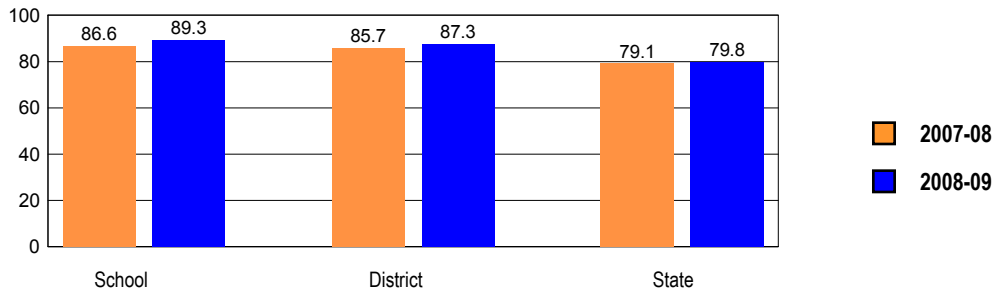
### OVERALL STUDENT PERFORMANCE

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 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

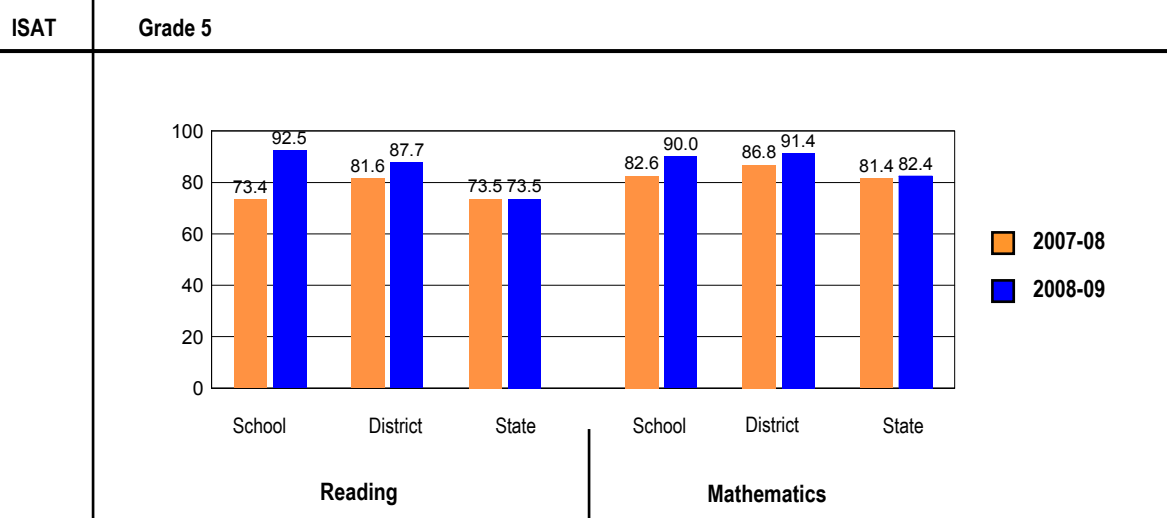
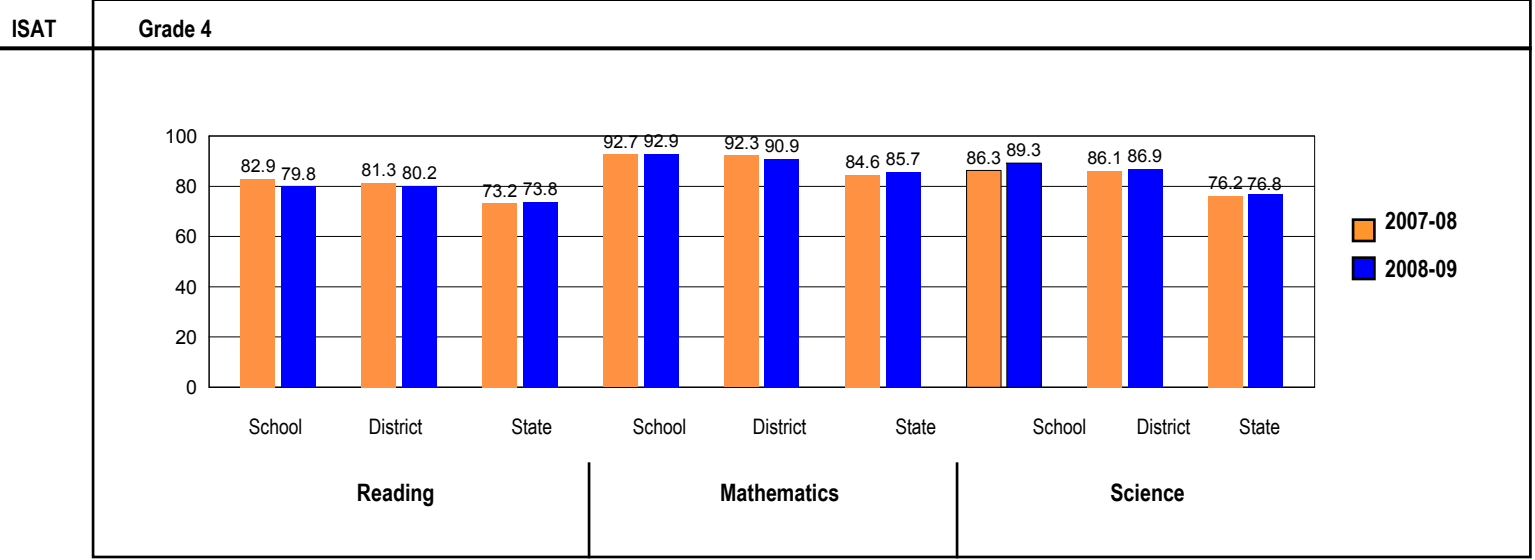
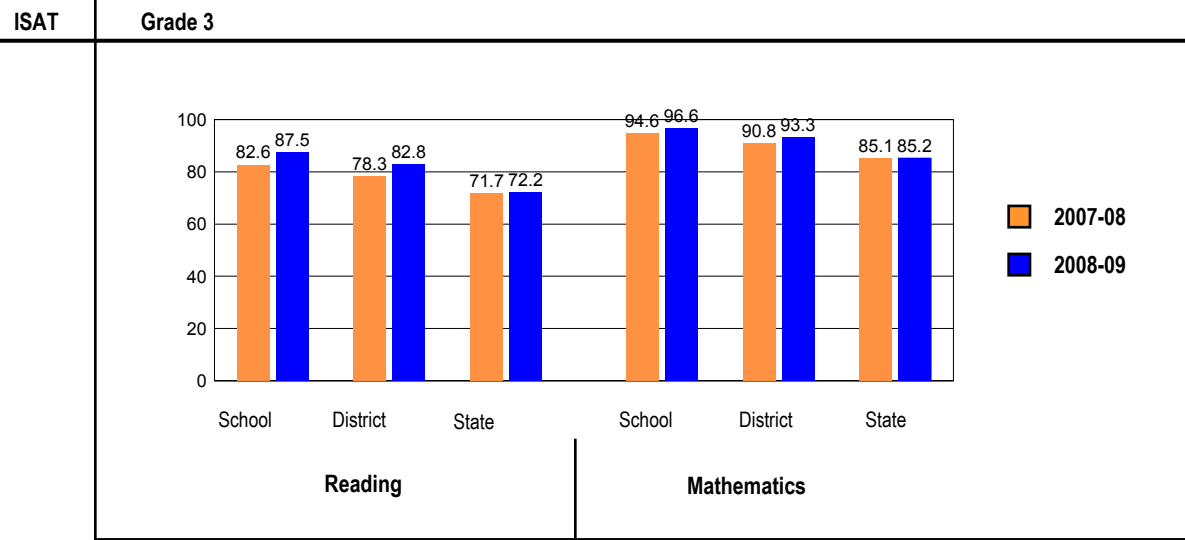


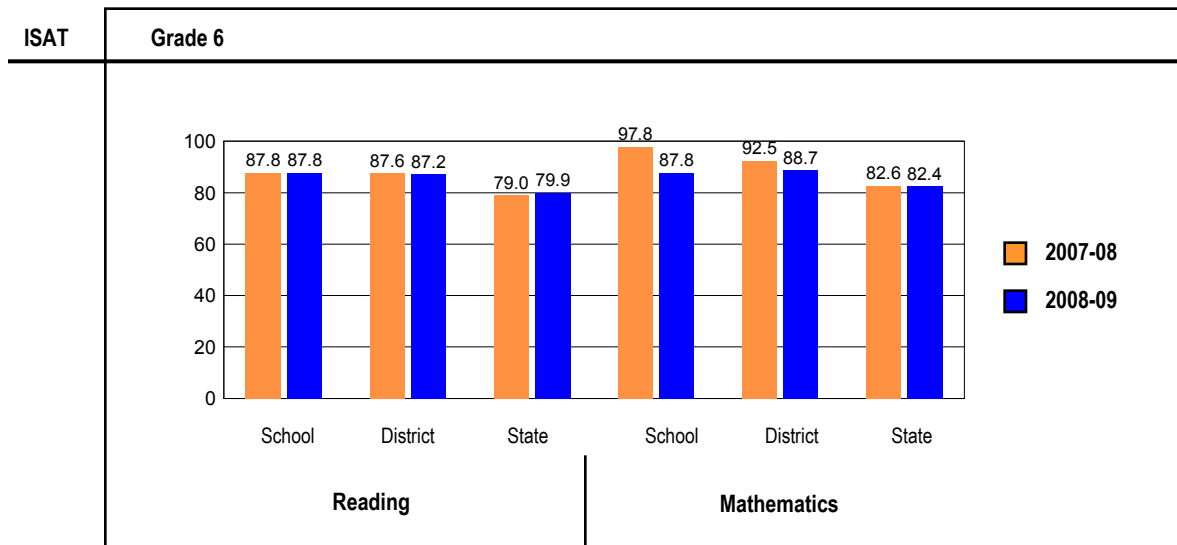
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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	343	174	169	280	12	23	4	6	18	2	0	57	7
	Reading	0.0	0.0	0.0	0.0	0.0	0.0			0.00			0.0	
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0			0.00			0.0	
District	*Enrollment	2,250	1,155	1,095	1,655	97	287	104	13	94	49	0	358	107
	Reading	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
	Mathematics	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

\* 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	84	48	36	65	3	4	1	5	6	0	0	22	1
	Science	0.0	0.0	0.0	0.0								0.0	
District	*Enrollment	755	382	373	553	31	97	30	8	36	15	0	113	25
	Science	0.1	0.3	0.0	0.2	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

\* 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 3

### Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	2.3	10.2	46.6	40.9	0.0	3.4	30.7	65.9
District	2.4	14.8	48.7	34.1	0.3	6.5	39.0	54.3
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

### Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	2.7	10.8	45.9	40.5	0.0	0.0	35.1	64.9
	District	2.6	15.3	50.3	31.7	0.5	6.3	39.7	53.4
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	2.0	9.8	47.1	41.2	0.0	5.9	27.5	66.7
	District	2.2	14.2	47.0	36.6	0.0	6.6	38.3	55.2
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	2.9	7.1	42.9	47.1	0.0	2.9	25.7	71.4
	District	1.5	10.3	47.9	40.3	0.0	4.6	34.2	61.2
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School								
	District	14.3	35.7	42.9	7.1	7.1	7.1	71.4	14.3
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School								
	District	5.9	27.5	47.1	19.6	0.0	13.7	52.9	33.3
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District	0.0	14.3	57.1	28.6	0.0	9.5	28.6	61.9
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District	0.0	22.7	59.1	18.2	0.0	9.1	50.0	40.9
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	14.3	28.6	57.1	0.0	0.0	14.3	64.3	21.4
	District	7.6	31.8	47.0	13.6	1.5	13.6	56.1	28.8
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	0.0	6.8	44.6	48.6	0.0	1.4	24.3	74.3
	District	1.3	11.1	49.0	38.6	0.0	4.9	35.3	59.8
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

**Grade 4****Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	20.2	56.0	23.8	1.2	6.0	53.6	39.3	1.2	9.5	65.5	23.8
District	1.1	18.8	48.0	32.2	0.3	8.8	56.6	34.3	1.6	11.5	66.8	20.1
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	16.7	58.3	25.0	2.1	2.1	54.2	41.7	0.0	6.3	64.6	29.2
	District	1.5	23.6	49.7	25.1	0.5	11.8	55.4	32.3	2.1	13.3	60.5	24.1
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	0.0	25.0	52.8	22.2	0.0	11.1	52.8	36.1	2.8	13.9	66.7	16.7
	District	0.6	13.5	46.1	39.9	0.0	5.6	57.9	36.5	1.1	9.6	73.6	15.7
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	20.0	53.8	26.2	1.5	6.2	52.3	40.0	1.5	9.2	63.1	26.2
	District	0.8	16.5	47.5	35.2	0.4	7.7	54.8	37.2	1.1	9.2	66.7	23.0
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School	6.3	18.8	62.5	12.5	0.0	25.0	62.5	12.5	12.5	18.8	56.3	12.5
	District	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
	State												
Hispanic	School	2.1	25.0	47.9	25.0	0.0	10.4	68.8	20.8	2.1	16.7	68.8	12.5
	District	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
	State												
Asian/Pacific Islander	School												
	District	0.0	16.7	38.9	44.4	0.0	5.6	38.9	55.6	0.0	11.1	77.8	11.1
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School												
	District	0.0	24.0	52.0	24.0	0.0	8.0	56.0	36.0	0.0	20.0	60.0	20.0
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	45.5	40.9	13.6	4.5	18.2	63.6	13.6	4.5	27.3	59.1	9.1
	District	4.5	53.7	31.3	10.4	1.5	31.3	50.7	16.4	7.5	31.3	55.2	6.0
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	School	0.0	11.3	61.3	27.4	0.0	1.6	50.0	48.4	0.0	3.2	67.7	29.0
	District	0.3	11.1	51.6	36.9	0.0	3.9	57.8	38.2	0.3	7.2	69.3	23.2
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	7.5	63.8	28.8	1.3	8.8	65.0	25.0
District	0.0	12.3	56.4	31.3	0.3	8.3	70.9	20.6
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	11.6	60.5	27.9	2.3	7.0	67.4	23.3
	District	0.0	13.4	59.8	26.8	0.5	8.2	71.6	19.6
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.0	2.7	67.6	29.7	0.0	10.8	62.2	27.0
	District	0.0	11.1	52.8	36.1	0.0	8.3	70.0	21.7
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	7.1	62.9	30.0	1.4	8.6	61.4	28.6
	District	0.0	10.1	56.1	33.8	0.3	7.7	68.3	23.7
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School								
	District	0.0	20.0	80.0	0.0	0.0	0.0	100.0	0.0
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School								
	District	0.0	20.5	59.0	20.5	0.0	5.1	87.2	7.7
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School								
	District	0.0	15.0	40.0	45.0	0.0	10.0	65.0	25.0
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	District	0.0	22.2	61.1	16.7	0.0	27.8	66.7	5.6
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

**Grade 6****Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	12.2	57.8	30.0	0.0	12.2	64.4	23.3
District	0.0	12.8	50.9	36.3	0.3	11.1	56.7	32.0
State	0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

**Grade 6 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	15.6	57.8	26.7	0.0	13.3	62.2	24.4
	District	0.0	16.8	50.8	32.5	0.5	12.5	56.8	30.2
	State	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female	School	0.0	8.9	57.8	33.3	0.0	11.1	66.7	22.2
	District	0.0	9.2	51.0	39.8	0.0	9.8	56.6	33.7
	State	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

**Grade 6 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	9.5	59.5	31.1	0.0	9.5	64.9	25.7
	District	0.0	9.1	51.7	39.3	0.0	8.7	57.4	33.9
	State	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black	School								
	District	0.0	14.3	57.1	28.6	7.1	14.3	50.0	28.6
	State	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic	School								
	District	0.0	23.6	52.7	23.6	0.0	18.2	63.6	18.2
	State	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander	School								
	District	0.0	11.8	47.1	41.2	0.0	5.9	41.2	52.9
	State	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American	School								
	District								
	State	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic	School								
	District	0.0	45.5	27.3	27.3	0.0	45.5	27.3	27.3
	State	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

**Grade 6 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	81.8	18.2	0.0	0.0	63.6	36.4	0.0
	District	0.0	55.8	36.5	7.7	1.9	39.6	52.8	5.7
	State	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP	School	0.0	2.5	63.3	34.2	0.0	5.1	68.4	26.6
	District	0.0	6.4	53.0	40.6	0.0	6.7	57.3	36.0
	State	0.1	14.5	55.1	30.3	0.2	12.5	61.1	26.2

## 2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	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?	Yes	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 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		70.0			70.0			90.0		78.0	
<b>All</b>	100.0	Yes	100.0	Yes	87.4		Yes	91.9		Yes	95.0	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	88.6		Yes	92.3		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	50.0	45.3	Yes	67.9		Yes	94.4			
<b>Economically Disadvantaged</b>														

### 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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% 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 78% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2008.

\*\* Safe Harbor Targets of 70.0% 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

B.J. HOOPER SCHOOL  
2009/2010

District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities Hooper School 2009-2010
Percentage of students scoring proficient or higher in Reading	Increase the percentage of students proficient or higher in reading.	ISAT, grade level benchmarks and NWEA	<p><b>Implement research based reading curriculum</b>                      Activity #1 Implement guided reading practices/literacy stations in K-6th grade                      Activity #2 Follow Reading Curriculum guidelines as presented on District Curriculum CD                      Activity #3 Monitor student progress on a continual basis                      Activity #4 Utilize Literacy coaches and team members who attended summer literacy institute as a resource                      Activity #5 Celebrate student/class successes/improvements</p>
Percentage of students scoring proficient or higher in reading	Increase the percentage of Special Ed (IEP) students proficient or higher in reading.	AIMSWEB, ISAT and NWEA	<p><b>Implement Tier II and Tier III intervention strategies</b>                      Activity #1 Implement the SLANT, Jolly Phonics, or Read Naturally reading programs, as appropriate for Special Ed students.                      Activity #2 Monitor IEP student progress on a continual basis.                      Activity #3 Utilize Literacy coaches as a resource                      Activity #4 Celebrate student/class successes/improvements</p>
Percentage of students scoring proficient or higher in writing	Increase the percentage of students proficient or higher in writing.	Results of formative and summative assessments and ISAT	<p><b>Implement formative approach to teaching writing following District curriculum</b>                      Activity #1 Continue use of effective instructional strategies that result in increased student achievement                      Activity #2 Continue learning team model to determine most effective strategies based on data                      Activity #3 Utilize Literacy coaches as a resource                      Activity #4 Celebrate student/class successes/improvements Activity #5 Utilize PLC early dismissal time once per trimester to collaborate across grade levels</p>

# PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

B.J. HOOPER SCHOOL  
2009/2010

District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities Hooper School 2009-2010
Promote a positive school culture	Decrease the number of students requiring disciplinary intervention based on 08-09 data	Number of students not receiving Level 2 & 3 interventions	<p><b>Implement character education themes aligned to District 41 and Hooper discipline expectations</b></p> <p>Activity #1 Post and review Hooper Expectations: Respect, Responsibility, Safety, Honesty</p> <p>Activity #2 Implement school-wide "Team" theme related to Hooper Expectations themes</p> <p>Activity #3 Continue a positive, character education based, community service discipline plan</p> <p>Activity #4 Recognize "Most Valuable Player" each month from each class.</p>
Utilize literacy coaches as a form of job embedded staff development	Increase the number of "training" sessions provided at Hooper School in the area of reading.	ISAT, grade level benchmarks	<p><b>Implement District based staff development</b></p> <p>Activity #1 Reading overview inservice August 25, 2009</p> <p>Activity #2 Utilize Literacy Coaches to model &amp; reflectively discuss reading curriculum component lessons by grade level.</p> <p>Activity #3 Distribute Literacy Institute information to staff members</p> <p>Activity #4 Implement a schedule for teachers to observe and discuss exemplary reading lessons</p> <p>Activity #5 Celebrate staff accomplishments</p>
Transparency of student achievement	Increase the amount of communication to the community related to student achievement data	Number of student achievement data communications provided to the community	<p><b>Communicate student achievement data in a variety of media.</b></p> <p>Activity #1 Provide achievement data in a user friendly format in the "Hooper Happenings" on a trimester basis</p> <p>Activity #2 Display achievement data in designated bulletin boards at Hooper.</p> <p>Activity #3 Provide achievement data in a user friendly format on the Hooper website</p>

**Olive C Martin School**  
**Lake Villa CCSD 41**  
**Lake Villa, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : K 1 2 3 4 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.

**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>	66.4	3.2	19.3	6.0	0.0	5.1	2.8	6.7		0.0	6.5	95.4	652
<b>District</b>	73.6	3.6	13.1	4.5	0.5	4.8	3.7	4.1		0.3	5.4	95.4	3,233
<b>State</b>	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

**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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	17.8		14.0	323.3
<b>State</b>	96.7	18.4		13.3	201.8

\* 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>	21.0	21.8	24.0	20.8	22.8	21.8	25.8			
<b>District</b>	18.9	20.3	19.6	23.2	22.0	23.4	24.8			
<b>State</b>	20.5	20.9	21.3	21.8	22.2	22.6	22.0			

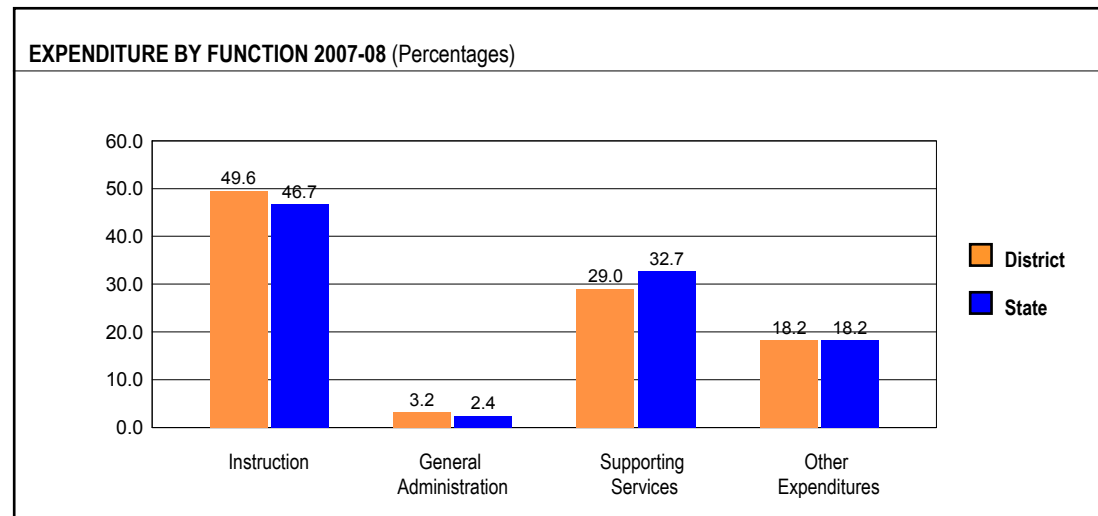
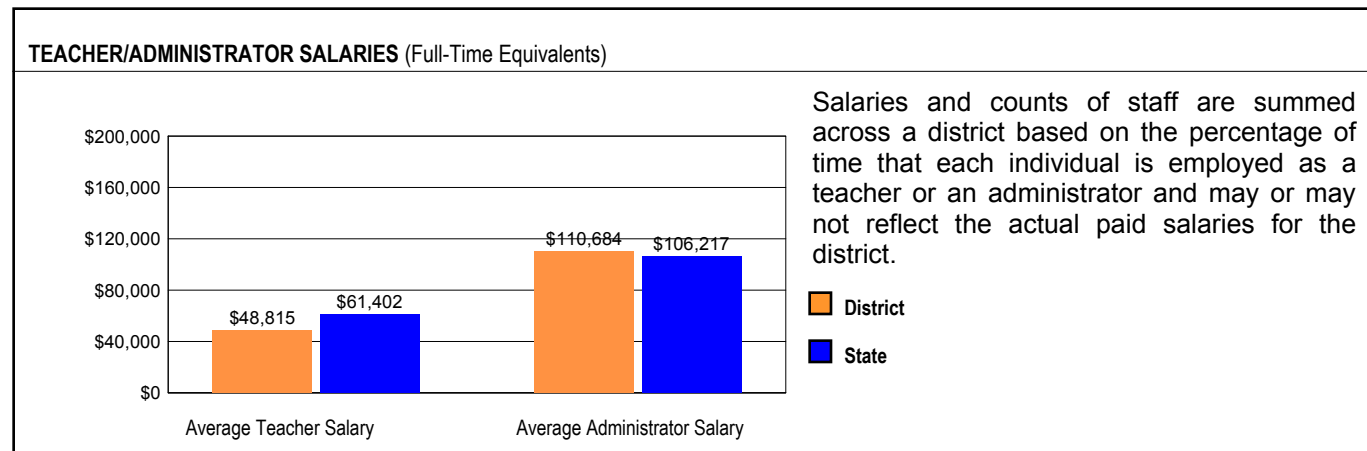
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	60	80		45	45		115	120		45	45	
<b>District</b>	60	78		44	44		115	119		44	44	
<b>State</b>	59	54		30	43		145	104		30	43	

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.5	0.0	2.5	0.0	0.0	9.0	91.0	201
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	2.6	0.0
District	10.1	49.3	50.7	1.5	0.0
State	12.5	44.1	55.8	0.6	1.2

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$16,671,921	58.0	58.7	Education	\$19,682,550	73.9	71.5
Other Local Funding	\$2,091,957	7.3	6.3	Operations & Maintenance	\$2,197,246	8.2	8.6
General State Aid	\$6,686,646	23.3	18.6	Transportation	\$1,536,173	5.8	3.9
Other State Funding	\$2,807,992	9.8	9.0	Bond and Interest	\$2,482,049	9.3	6.3
Federal Funding	\$475,202	1.7	7.4	Rent	\$0	0.0	0.0
TOTAL	\$28,733,718			Municipal Retirement/ Social Security	\$532,900	2.0	1.8
				Fire Prevention & Safety	\$190,459	0.7	0.9
				Site & Construction/ Capital Improvement	\$24,639	0.1	6.8
				TOTAL	\$26,646,016		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$195,285	2.82	\$4,464	\$7,803
State	**	**	\$6,103	\$10,417

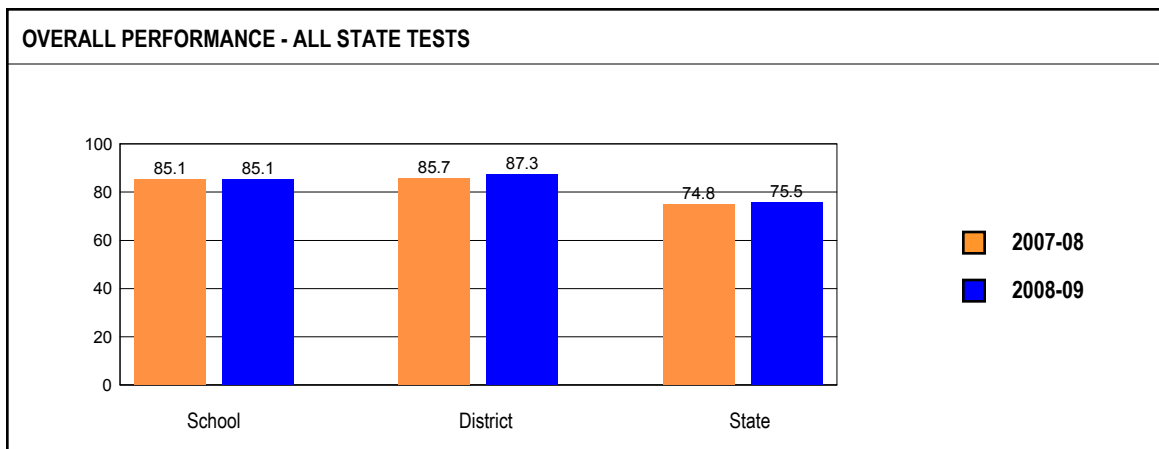
\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.  
**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.  
**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

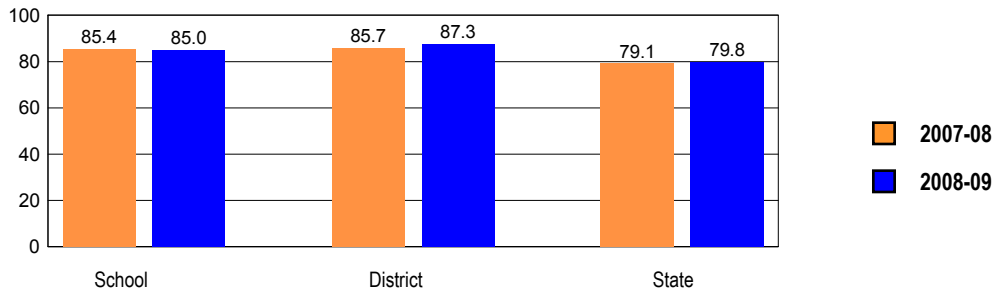
### OVERALL STUDENT PERFORMANCE

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 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

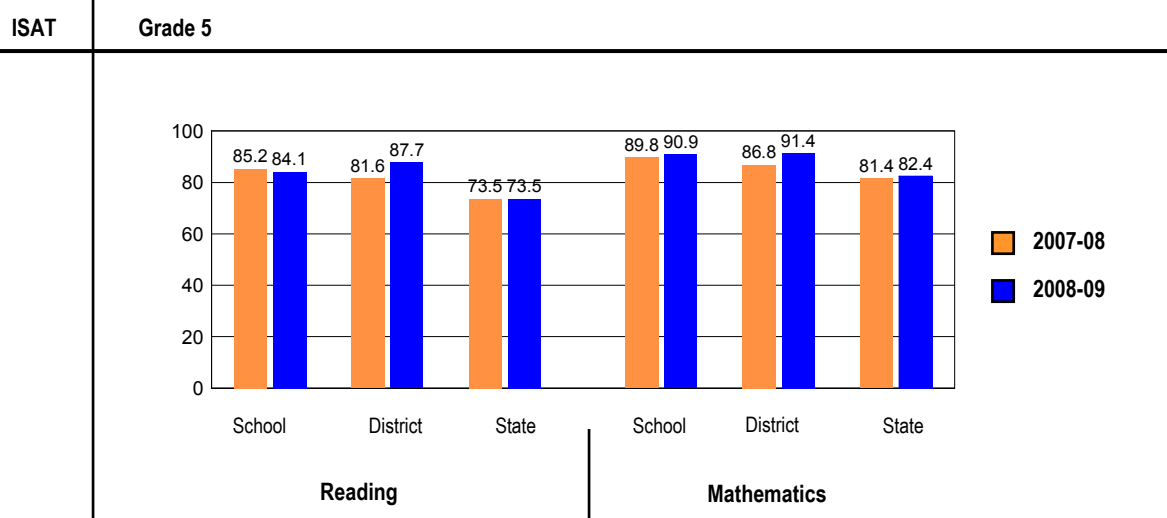
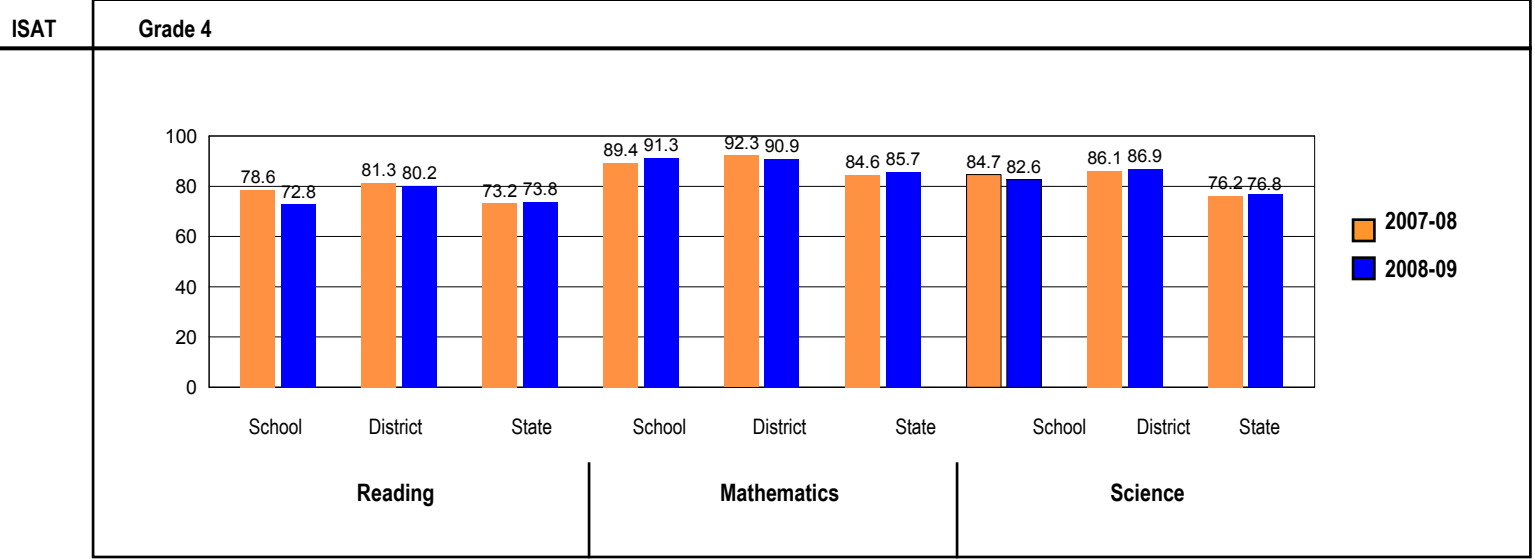
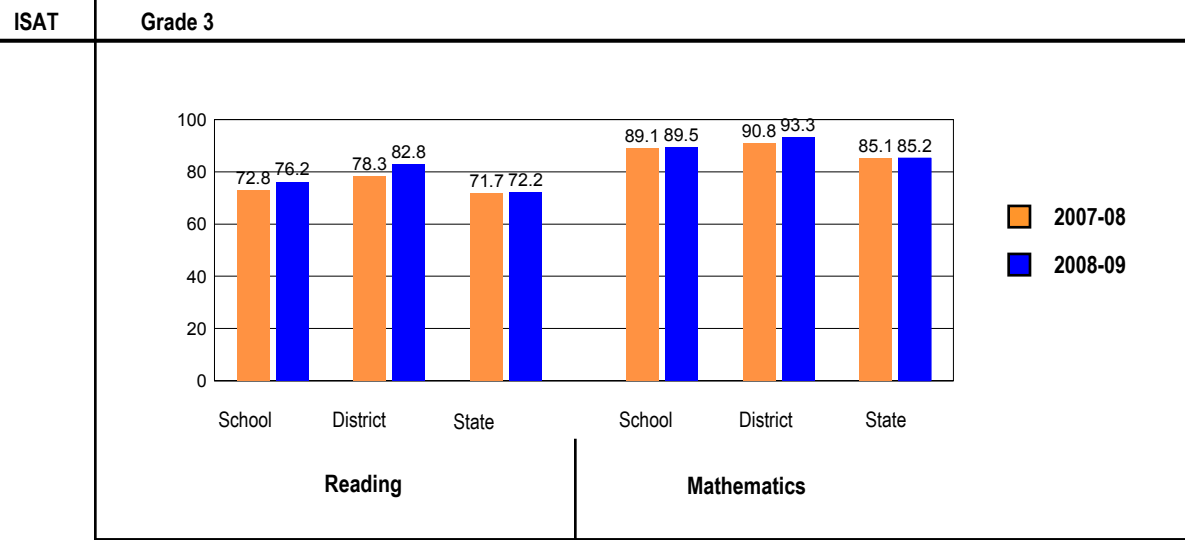


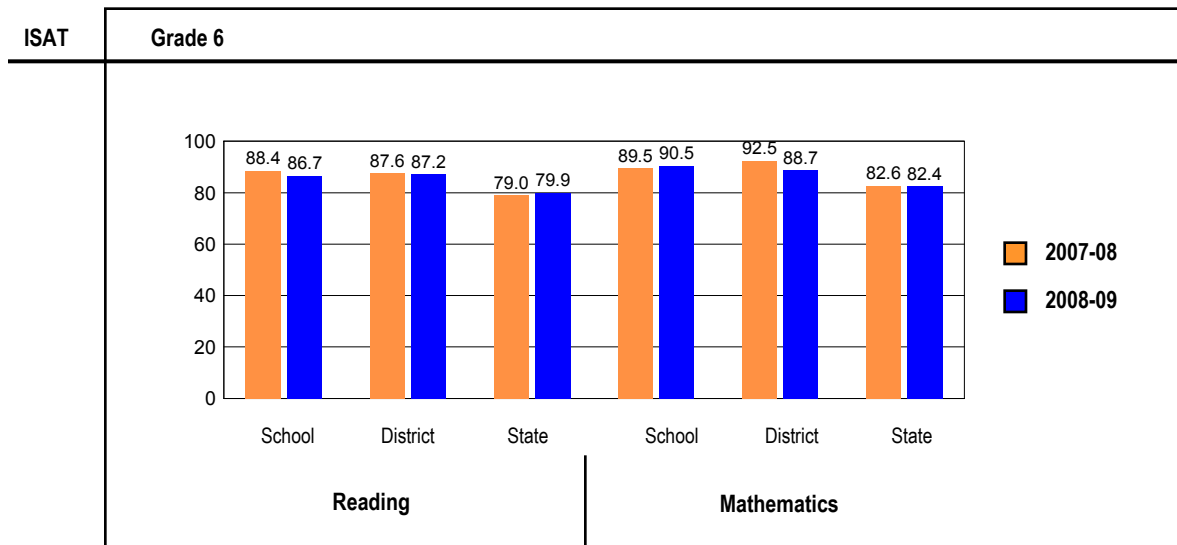
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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	392	199	193	259	13	80	24	0	16	11	0	68	12
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00	0.0		0.0	0.0
District	*Enrollment	2,250	1,155	1,095	1,655	97	287	104	13	94	49	0	358	107
	Reading	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
	Mathematics	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

\* 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	93	51	42	62	3	18	6	0	4	1	0	18	2
	Science	0.0	0.0	0.0	0.0		0.0						0.0	
District	*Enrollment	755	382	373	553	31	97	30	8	36	15	0	113	25
	Science	0.1	0.3	0.0	0.2	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

\* 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 3

### Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	4.8	19.0	54.3	21.9	1.0	9.5	43.8	45.7
District	2.4	14.8	48.7	34.1	0.3	6.5	39.0	54.3
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

### Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	3.4	20.7	58.6	17.2	1.7	12.1	41.4	44.8
	District	2.6	15.3	50.3	31.7	0.5	6.3	39.7	53.4
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	6.4	17.0	48.9	27.7	0.0	6.4	46.8	46.8
	District	2.2	14.2	47.0	36.6	0.0	6.6	38.3	55.2
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	3.2	12.9	51.6	32.3	0.0	4.8	38.7	56.5
	District	1.5	10.3	47.9	40.3	0.0	4.6	34.2	61.2
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School								
	District	14.3	35.7	42.9	7.1	7.1	7.1	71.4	14.3
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School	8.0	32.0	56.0	4.0	0.0	16.0	64.0	20.0
	District	5.9	27.5	47.1	19.6	0.0	13.7	52.9	33.3
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District	0.0	14.3	57.1	28.6	0.0	9.5	28.6	61.9
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District	0.0	22.7	59.1	18.2	0.0	9.1	50.0	40.9
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	10.0	35.0	45.0	10.0	5.0	15.0	65.0	15.0
	District	7.6	31.8	47.0	13.6	1.5	13.6	56.1	28.8
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	3.5	15.3	56.5	24.7	0.0	8.2	38.8	52.9
	District	1.3	11.1	49.0	38.6	0.0	4.9	35.3	59.8
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

**Grade 4****Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.1	26.1	43.5	29.3	0.0	8.7	62.0	29.3	1.1	16.3	67.4	15.2
District	1.1	18.8	48.0	32.2	0.3	8.8	56.6	34.3	1.6	11.5	66.8	20.1
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	2.0	34.0	40.0	24.0	0.0	12.0	58.0	30.0	2.0	20.0	56.0	22.0
	District	1.5	23.6	49.7	25.1	0.5	11.8	55.4	32.3	2.1	13.3	60.5	24.1
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	0.0	16.7	47.6	35.7	0.0	4.8	66.7	28.6	0.0	11.9	81.0	7.1
	District	0.6	13.5	46.1	39.9	0.0	5.6	57.9	36.5	1.1	9.6	73.6	15.7
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	1.6	24.6	44.3	29.5	0.0	8.2	59.0	32.8	0.0	14.8	70.5	14.8
	District	0.8	16.5	47.5	35.2	0.4	7.7	54.8	37.2	1.1	9.2	66.7	23.0
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School	6.3	18.8	62.5	12.5	0.0	25.0	62.5	12.5	12.5	18.8	56.3	12.5
	District	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
	State												
Hispanic	School	0.0	33.3	44.4	22.2	0.0	5.6	83.3	11.1	0.0	27.8	61.1	11.1
	District	2.1	25.0	47.9	25.0	0.0	10.4	68.8	20.8	2.1	16.7	68.8	12.5
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School												
	District	0.0	16.7	38.9	44.4	0.0	5.6	38.9	55.6	0.0	11.1	77.8	11.1
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School												
	District	0.0	24.0	52.0	24.0	0.0	8.0	56.0	36.0	0.0	20.0	60.0	20.0
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	5.9	52.9	29.4	11.8	0.0	23.5	52.9	23.5	5.9	29.4	52.9	11.8
	District	4.5	53.7	31.3	10.4	1.5	31.3	50.7	16.4	7.5	31.3	55.2	6.0
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	School	0.0	20.0	46.7	33.3	0.0	5.3	64.0	30.7	0.0	13.3	70.7	16.0
	District	0.3	11.1	51.6	36.9	0.0	3.9	57.8	38.2	0.3	7.2	69.3	23.2
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	15.9	55.7	28.4	0.0	9.1	73.9	17.0
District	0.0	12.3	56.4	31.3	0.3	8.3	70.9	20.6
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	16.7	69.0	14.3	0.0	11.9	76.2	11.9
	District	0.0	13.4	59.8	26.8	0.5	8.2	71.6	19.6
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.0	15.2	43.5	41.3	0.0	6.5	71.7	21.7
	District	0.0	11.1	52.8	36.1	0.0	8.3	70.0	21.7
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

**Grade 5 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	14.5	53.2	32.3	0.0	9.7	67.7	22.6
	District	0.0	10.1	56.1	33.8	0.3	7.7	68.3	23.7
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School								
	District	0.0	20.0	80.0	0.0	0.0	0.0	100.0	0.0
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School	0.0	23.1	61.5	15.4	0.0	7.7	92.3	0.0
	District	0.0	20.5	59.0	20.5	0.0	5.1	87.2	7.7
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School								
	District	0.0	15.0	40.0	45.0	0.0	10.0	65.0	25.0
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	District	0.0	22.2	61.1	16.7	0.0	27.8	66.7	5.6
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

**Grade 5 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	42.9	50.0	7.1	0.0	35.7	57.1	7.1
	District	0.0	42.3	51.9	5.8	1.9	34.6	55.8	7.7
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	School	0.0	10.8	56.8	32.4	0.0	4.1	77.0	18.9
	District	0.0	7.5	57.1	35.4	0.0	4.0	73.3	22.7
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

**Grade 6****Grade 6 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	13.3	52.4	34.3	1.0	8.6	58.1	32.4
District		0.0	12.8	50.9	36.3	0.3	11.1	56.7	32.0
State		0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

**Grade 6 - Gender**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	19.1	51.1	29.8	2.1	10.6	63.8	23.4
	District	0.0	16.8	50.8	32.5	0.5	12.5	56.8	30.2
	State	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female	School	0.0	8.6	53.4	37.9	0.0	6.9	53.4	39.7
	District	0.0	9.2	51.0	39.8	0.0	9.8	56.6	33.7
	State	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

**Grade 6 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	6.8	53.4	39.7	0.0	5.5	58.9	35.6
	District	0.0	9.1	51.7	39.3	0.0	8.7	57.4	33.9
	State	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black	School								
	District	0.0	14.3	57.1	28.6	7.1	14.3	50.0	28.6
	State	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic	School	0.0	30.4	52.2	17.4	0.0	17.4	69.6	13.0
	District	0.0	23.6	52.7	23.6	0.0	18.2	63.6	18.2
	State	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander	School								
	District	0.0	11.8	47.1	41.2	0.0	5.9	41.2	52.9
	State	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American	School								
	District								
	State	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic	School								
	District	0.0	45.5	27.3	27.3	0.0	45.5	27.3	27.3
	State	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

**Grade 6 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	60.0	40.0	0.0	6.7	40.0	46.7	6.7
	District	0.0	55.8	36.5	7.7	1.9	39.6	52.8	5.7
	State	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP	School	0.0	5.6	54.4	40.0	0.0	3.3	60.0	36.7
	District	0.0	6.4	53.0	40.6	0.0	6.7	57.3	36.0
	State	0.1	14.5	55.1	30.3	0.2	12.5	61.1	26.2

## 2009 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	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 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		70.0			70.0			90.0		78.0	
<b>All</b>	100.0	Yes	100.0	Yes	80.4		Yes	91.0		Yes	95.4	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	84.5		Yes	92.8		Yes				
<b>Black</b>														
<b>Hispanic</b>	100.0	Yes	100.0	Yes	67.5		Yes	88.3		Yes				
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	50.0	56.4	No	72.6		Yes	94.8			
<b>Economically Disadvantaged</b>														

### 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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% 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 78% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2008.

\*\* Safe Harbor Targets of 70.0% 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

OLIVE C. MARTIN SCHOOL  
2009/2010

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities <span style="float: right;">Martin School 2009-2010</span>
<p><b>Improve the Academic Achievement of ALL Students</b></p>	<p>Percentage of students scoring proficient or higher in Reading</p>	<p>Increase the percentage of students proficient or higher in reading.</p>	<p>ISAT , grade level benchmarks and NWEA</p>	<p><b>Implement research based reading curriculum</b>                      Activity #1 Implement guided reading practices/literacy stations in K-6th grade                      Activity #2 Follow Reading Curriculum guidelines as presented on District Curriculum CD                      Activity #3 Monitor student progress on a continual basis                      Activity #4 Utilize Literacy coaches and team members who attended summer literacy institute as a resource                      Activity #5 Celebrate student/class successes/improvements                      Activity #6 Implement the gradual release model and educate families on the process</p>
	<p>Percentage of students scoring proficient or higher in reading</p>	<p>Increase the percentage of Special Ed (IEP) students proficient or higher in reading to make AYP.</p>	<p>ISAT , grade level benchmarks and NWEA</p>	<p><b>Implement Tier II and Tier III intervention strategies</b>                      Activity #1 Implement the SLANT, Jolly Phonics, or Read Naturally reading programs, as appropriate for Special Ed students                      Activity #2 Student progress and results from 09 will be used to implement targeted interventions for students below standards                      Activity #3 Utilize Literacy coaches as a resource                      Activity #4 Celebrate student/class successes/improvements                      Activity #5 Ensure student progress is monitored on an ongoing basis</p>
	<p>Percentage of students scoring proficient or higher in writing</p>	<p>Increase the percentage of students proficient or higher in writing.</p>	<p>Results of formative and summative assessments and ISAT</p>	<p><b>Implement formative approach to teaching writing following District curriculum</b>                      Activity #1 Continue use of effective instructional strategies that result in increased student achievement                      Activity #2 Continue learning team model to determine most effective strategies based on data                      Activity #3 Utilize Literacy coaches as a resource                      Activity #4 Celebrate student/class successes/improvements</p>

# PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

OLIVE C. MARTIN SCHOOL  
2009/2010

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities <span style="float: right;">Martin School 2009-2010</span>
<b>Provide a Safe, Nurturing and Inviting Learning Environment</b>	Promote a positive school culture	Decrease the number of students requiring disciplinary intervention based on 08-09 data	Number of students not receiving Level 2 & 3 interventions	<b>Implement character education themes aligned to District 41 and Martin school discipline expectations</b> Activity #1 School wide discipline program "Off to the Races" will be implemented Activity #2 Begin implementation of a peer mentoring program using older students and matching them with younger children Activity #3 Hold monthly Martin Community meetings to celebrate accomplishments of students, classrooms and staff Activity #4 Continue 6th grade School Safety Patrol program with added responsibilities
<b>Enhance and Retain Competent and Caring Staff</b>	Utilize literacy coaches as a form of job embedded staff development	Increase the number of "training" sessions provided at Martin School in the area of reading	ISAT and grade level benchmarks	<b>Implement District based staff development</b> Activity #1 Reading overview inservice August 25, 2009 Activity #2 Utilize Literacy Coaches to model & reflectively discuss reading curriculum component lessons by grade level Activity #3 Distribute Literacy Institute information to staff members Activity #4 Implement a schedule for teachers to observe and discuss exemplary reading lessons Activity #5 Learning Team Internal Staff Development-Learning team peer observations, collaboration, and reflective discussions with Literacy Coaches on the topics of: assessment, modeling instruction, guided reading, literature circles, genre mini-lessons, immersion, and interventions Activity #6 Celebrate staff accomplishments
<b>Actively Engage Our Community in the Life of the School District</b>	Transparency of student achievement	Increase the amount of communication to the community related to student achievement data	Number of student achievement data communications provided to the community	<b>Communicate student achievement data in a variety of media</b> Activity #1 Provide achievement data in a user friendly format in the Martin Newsletter on a trimester basis Activity #2 Display achievement data in the case at the front of the school Activity #3 Provide achievement data in a user friendly format on the Martin website Activity# 4 Volunteer luncheon celebration will be held in May

**Joseph J Pleviak Elem School**  
**Lake Villa CCSD 41**  
**Lake Villa, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : PK K 1 2 3 4 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.

**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>	75.7	4.1	9.0	5.1	0.3	5.7	3.9	5.3		0.0	6.9	95.3	609
<b>District</b>	73.6	3.6	13.1	4.5	0.5	4.8	3.7	4.1		0.3	5.4	95.4	3,233
<b>State</b>	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

**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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	17.8		14.0	323.3
<b>State</b>	96.7	18.4		13.3	201.8

\* 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>	19.7	19.0	19.0	27.0	22.8	24.3	24.5			
<b>District</b>	18.9	20.3	19.6	23.2	22.0	23.4	24.8			
<b>State</b>	20.5	20.9	21.3	21.8	22.2	22.6	22.0			

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>	60	80		45	45		115	120		45	45	
<b>District</b>	60	78		44	44		115	119		44	44	
<b>State</b>	59	54		30	43		145	104		30	43	

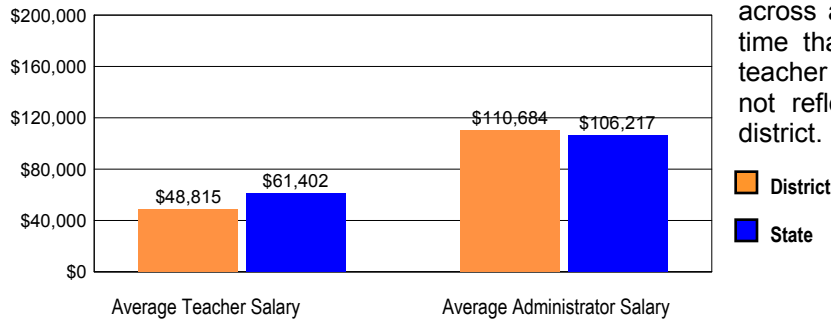
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.5	0.0	2.5	0.0	0.0	9.0	91.0	201
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	10.1	49.3	50.7	1.5	0.0
State	12.5	44.1	55.8	0.6	1.2

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

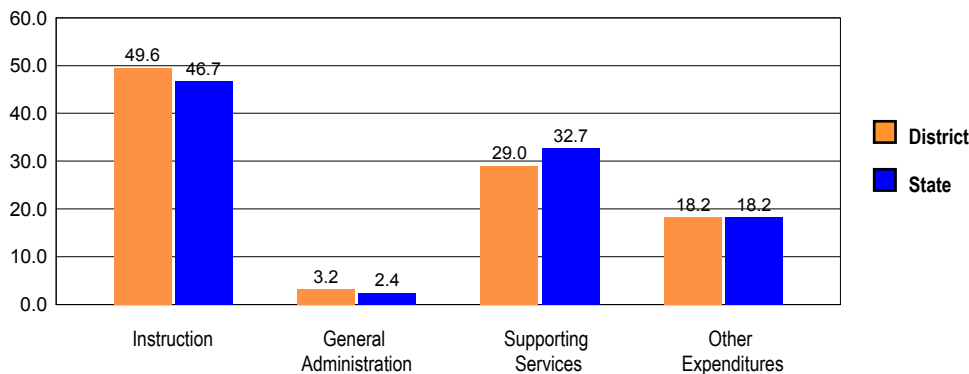
## SCHOOL DISTRICT FINANCES

### 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 2007-08 (Percentages)



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$16,671,921	58.0	58.7	Education	\$19,682,550	73.9	71.5
Other Local Funding	\$2,091,957	7.3	6.3	Operations & Maintenance	\$2,197,246	8.2	8.6
General State Aid	\$6,686,646	23.3	18.6	Transportation	\$1,536,173	5.8	3.9
Other State Funding	\$2,807,992	9.8	9.0	Bond and Interest	\$2,482,049	9.3	6.3
Federal Funding	\$475,202	1.7	7.4	Rent	\$0	0.0	0.0
TOTAL	\$28,733,718			Municipal Retirement/ Social Security	\$532,900	2.0	1.8
				Fire Prevention & Safety	\$190,459	0.7	0.9
				Site & Construction/ Capital Improvement	\$24,639	0.1	6.8
				TOTAL	\$26,646,016		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$195,285	2.82	\$4,464	\$7,803
State	**	**	\$6,103	\$10,417

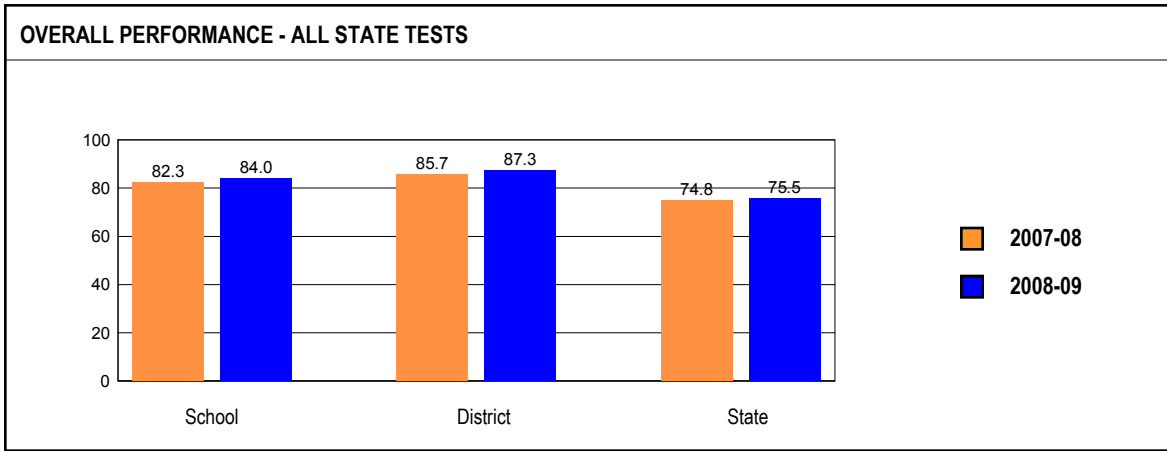
\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.  
**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.  
**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

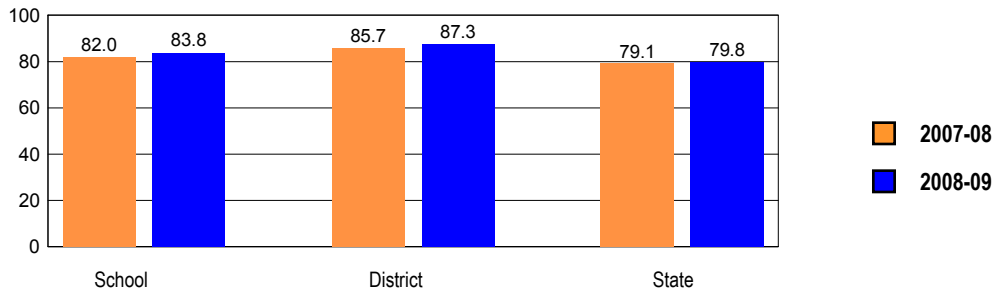
### OVERALL STUDENT PERFORMANCE

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 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

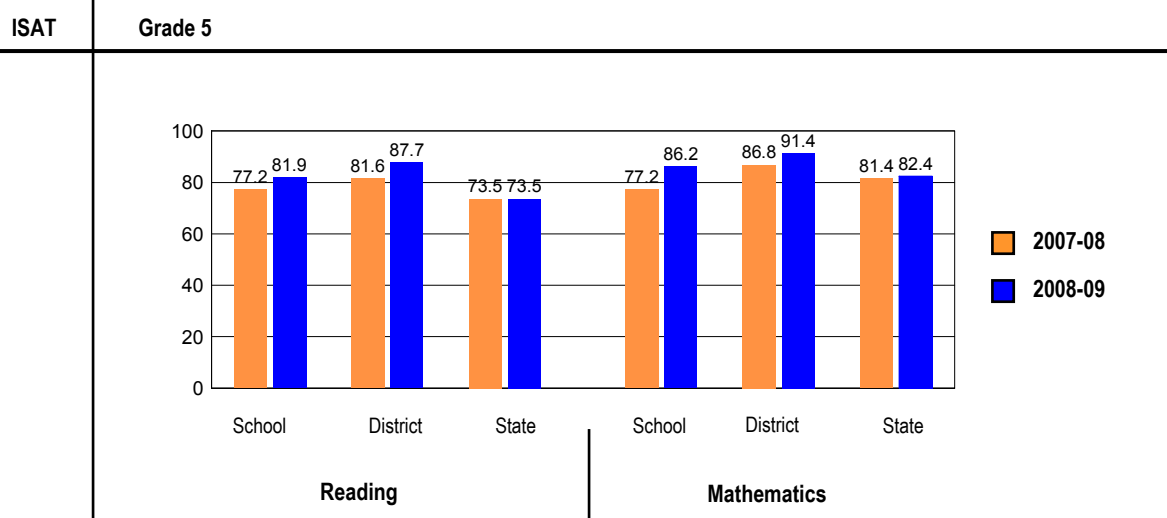
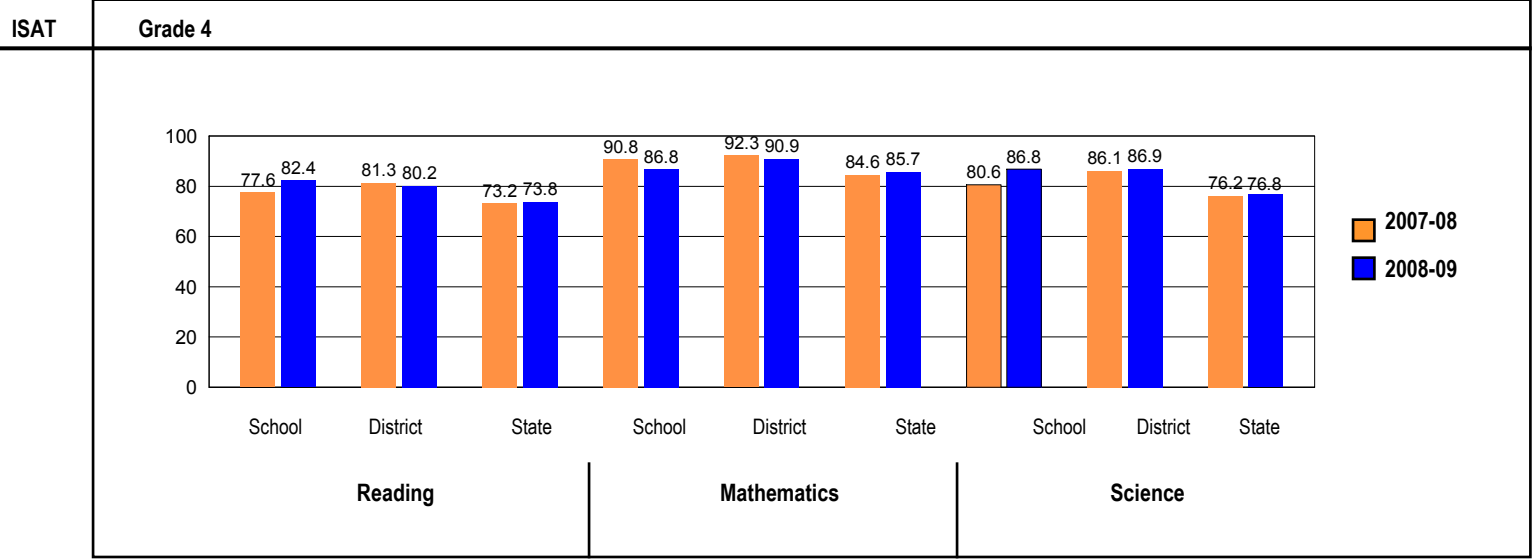
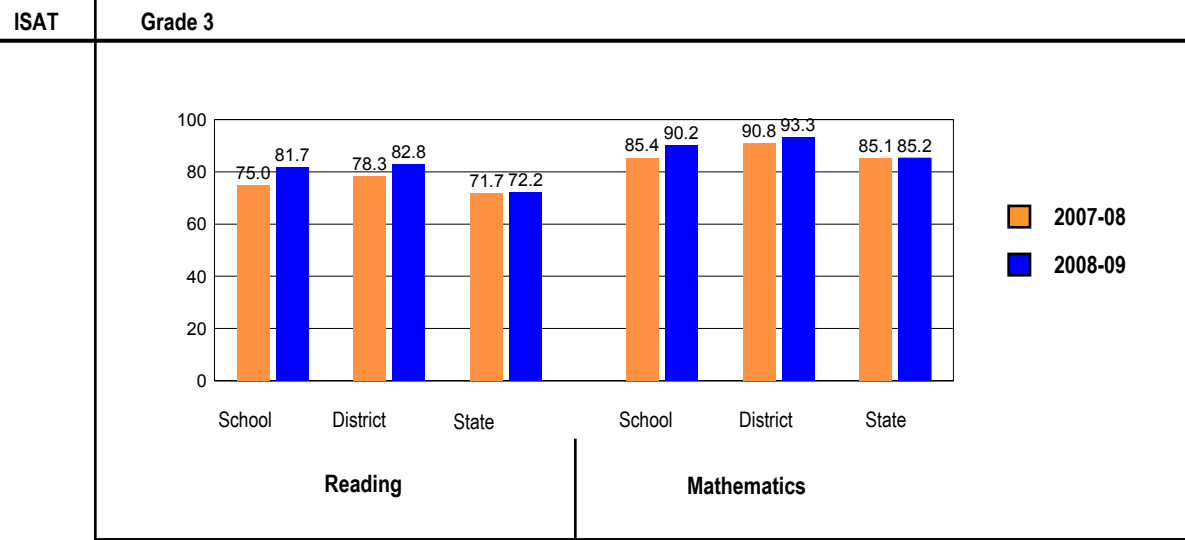


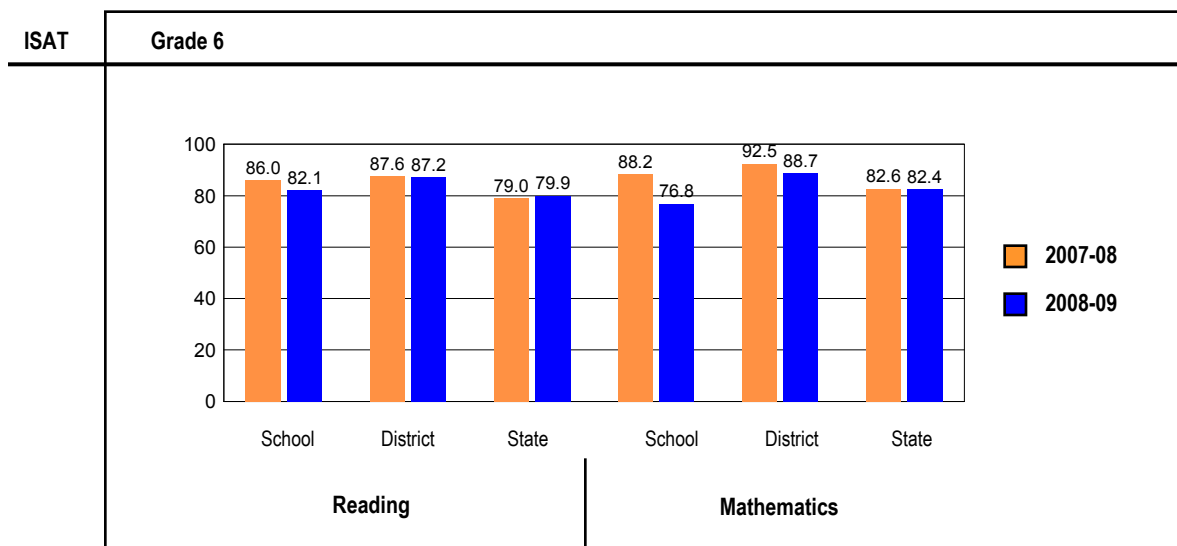
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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	369	190	179	284	13	30	23	0	19	13	0	60	11
	Reading	0.3	0.5	0.0	0.4	0.0	0.0	0.0	0.0	0.00	0.0		0.0	0.0
	Mathematics	0.3	0.5	0.0	0.4	0.0	0.0	0.0	0.0	0.00	0.0		0.0	0.0
District	*Enrollment	2,250	1,155	1,095	1,655	97	287	104	13	94	49	0	358	107
	Reading	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
	Mathematics	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

\* 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	92	43	49	71	5	10	4	0	2	5	0	14	2
	Science	1.1	2.3	0.0	1.4		0.0						0.0	
District	*Enrollment	755	382	373	553	31	97	30	8	36	15	0	113	25
	Science	0.1	0.3	0.0	0.2	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

\* 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 3

### Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	1.2	17.1	53.7	28.0	0.0	9.8	47.6	42.7
District	2.4	14.8	48.7	34.1	0.3	6.5	39.0	54.3
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

### Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	2.3	11.4	56.8	29.5	0.0	9.1	43.2	47.7
	District	2.6	15.3	50.3	31.7	0.5	6.3	39.7	53.4
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	0.0	23.7	50.0	26.3	0.0	10.5	52.6	36.8
	District	2.2	14.2	47.0	36.6	0.0	6.6	38.3	55.2
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

**Grade 3 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	15.5	58.6	25.9	0.0	8.6	44.8	46.6
	District	1.5	10.3	47.9	40.3	0.0	4.6	34.2	61.2
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School								
	District	14.3	35.7	42.9	7.1	7.1	7.1	71.4	14.3
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School								
	District	5.9	27.5	47.1	19.6	0.0	13.7	52.9	33.3
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District	0.0	14.3	57.1	28.6	0.0	9.5	28.6	61.9
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District	0.0	22.7	59.1	18.2	0.0	9.1	50.0	40.9
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

**Grade 3 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	6.7	40.0	33.3	20.0	0.0	26.7	46.7	26.7
	District	7.6	31.8	47.0	13.6	1.5	13.6	56.1	28.8
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	0.0	11.9	58.2	29.9	0.0	6.0	47.8	46.3
	District	1.3	11.1	49.0	38.6	0.0	4.9	35.3	59.8
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

**Grade 4****Grade 4 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School	School	1.1	16.5	50.5	31.9	0.0	13.2	57.1	29.7	1.1	12.1	75.8	11.0
	District	1.1	18.8	48.0	32.2	0.3	8.8	56.6	34.3	1.6	11.5	66.8	20.1
	State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

**Grade 4 - Gender**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	2.4	26.2	54.8	16.7	0.0	23.8	54.8	21.4	2.4	14.3	71.4	11.9
	District	1.5	23.6	49.7	25.1	0.5	11.8	55.4	32.3	2.1	13.3	60.5	24.1
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	0.0	8.2	46.9	44.9	0.0	4.1	59.2	36.7	0.0	10.2	79.6	10.2
	District	0.6	13.5	46.1	39.9	0.0	5.6	57.9	36.5	1.1	9.6	73.6	15.7
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	12.9	54.3	32.9	0.0	8.6	60.0	31.4	0.0	10.0	78.6	11.4
	District	0.8	16.5	47.5	35.2	0.4	7.7	54.8	37.2	1.1	9.2	66.7	23.0
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School	6.3	18.8	62.5	12.5	0.0	25.0	62.5	12.5	12.5	18.8	56.3	12.5
	District	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
	State												
Hispanic	School	0.0	30.0	40.0	30.0	0.0	20.0	60.0	20.0	0.0	10.0	90.0	0.0
	District	2.1	25.0	47.9	25.0	0.0	10.4	68.8	20.8	2.1	16.7	68.8	12.5
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School												
	District	0.0	16.7	38.9	44.4	0.0	5.6	38.9	55.6	0.0	11.1	77.8	11.1
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School												
	District	0.0	24.0	52.0	24.0	0.0	8.0	56.0	36.0	0.0	20.0	60.0	20.0
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	7.1	57.1	21.4	14.3	0.0	42.9	42.9	14.3	7.1	35.7	57.1	0.0
	District	4.5	53.7	31.3	10.4	1.5	31.3	50.7	16.4	7.5	31.3	55.2	6.0
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	School	0.0	9.1	55.8	35.1	0.0	7.8	59.7	32.5	0.0	7.8	79.2	13.0
	District	0.3	11.1	51.6	36.9	0.0	3.9	57.8	38.2	0.3	7.2	69.3	23.2
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	18.1	56.4	25.5	0.0	13.8	74.5	11.7
District	0.0	12.3	56.4	31.3	0.3	8.3	70.9	20.6
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	18.0	58.0	24.0	0.0	14.0	76.0	10.0
	District	0.0	13.4	59.8	26.8	0.5	8.2	71.6	19.6
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.0	18.2	54.5	27.3	0.0	13.6	72.7	13.6
	District	0.0	11.1	52.8	36.1	0.0	8.3	70.0	21.7
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

**Grade 5 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	15.6	58.4	26.0	0.0	11.7	75.3	13.0
	District	0.0	10.1	56.1	33.8	0.3	7.7	68.3	23.7
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School								
	District	0.0	20.0	80.0	0.0	0.0	0.0	100.0	0.0
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School								
	District	0.0	20.5	59.0	20.5	0.0	5.1	87.2	7.7
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School								
	District	0.0	15.0	40.0	45.0	0.0	10.0	65.0	25.0
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	District	0.0	22.2	61.1	16.7	0.0	27.8	66.7	5.6
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

**Grade 5 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	58.3	41.7	0.0	0.0	58.3	41.7	0.0
	District	0.0	42.3	51.9	5.8	1.9	34.6	55.8	7.7
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	School	0.0	12.2	58.5	29.3	0.0	7.3	79.3	13.4
	District	0.0	7.5	57.1	35.4	0.0	4.0	73.3	22.7
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

**Grade 6****Grade 6 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	17.9	57.9	24.2	0.0	23.2	58.9	17.9
District		0.0	12.8	50.9	36.3	0.3	11.1	56.7	32.0
State		0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

**Grade 6 - Gender**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	22.4	61.2	16.3	0.0	22.4	55.1	22.4
	District	0.0	16.8	50.8	32.5	0.5	12.5	56.8	30.2
	State	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female	School	0.0	13.0	54.3	32.6	0.0	23.9	63.0	13.0
	District	0.0	9.2	51.0	39.8	0.0	9.8	56.6	33.7
	State	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

**Grade 6 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	14.9	60.8	24.3	0.0	18.9	63.5	17.6
	District	0.0	9.1	51.7	39.3	0.0	8.7	57.4	33.9
	State	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black	School								
	District	0.0	14.3	57.1	28.6	7.1	14.3	50.0	28.6
	State	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic	School	0.0	20.0	50.0	30.0	0.0	40.0	50.0	10.0
	District	0.0	23.6	52.7	23.6	0.0	18.2	63.6	18.2
	State	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander	School								
	District	0.0	11.8	47.1	41.2	0.0	5.9	41.2	52.9
	State	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American	School								
	District								
	State	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic	School								
	District	0.0	45.5	27.3	27.3	0.0	45.5	27.3	27.3
	State	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

**Grade 6 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	46.2	46.2	7.7	0.0	46.2	53.8	0.0
	District	0.0	55.8	36.5	7.7	1.9	39.6	52.8	5.7
	State	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP	School	0.0	13.4	59.8	26.8	0.0	19.5	59.8	20.7
	District	0.0	6.4	53.0	40.6	0.0	6.7	57.3	36.0
	State	0.1	14.5	55.1	30.3	0.2	12.5	61.1	26.2

## 2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	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?	Yes	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 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		70.0			70.0			90.0		78.0	
<b>All</b>	99.7	Yes	99.7	Yes	82.3		Yes	85.3		Yes	95.3	Yes		
<b>White</b>	99.6	Yes	99.6	Yes	85.4		Yes	87.9		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	51.7	53.5	Yes	63.8		Yes	95.0			
<b>Economically Disadvantaged</b>														

**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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% 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 78% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2008.

\*\* Safe Harbor Targets of 70.0% 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

JOSEPH J. PLEVIAK SCHOOL  
2009/2010

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities
<p align="center"><b>Improve the Academic Achievement of ALL Students</b></p>	<p>Percentage of students scoring proficient or higher in reading</p>	<p>Increase percentage of students meeting or exceeding standards in reading</p>	<p>Fountas &amp; Pinnell benchmarks, ISAT and NWEA</p>	<p><b>1. Reading strategies 2. Teacher modeling in small group 3. Peer reading/listening 4. Small group instruction 5. Conferencing with individual students 6. Rebecca Sitton Word Study 7. Individual Instruction 8. Implement Fountas and Pinnell 3 times per year 9. Literacy Coach instructional modeling 10. Literature Circles</b></p>
	<p>Percentage of students scoring proficient or higher in writing</p>	<p>Increase percentage of students proficient or higher in writing</p>	<p>ISAT results and common formative assessments</p>	<p><b>1. Vertical articulation up and down three times per year (once per trimester) 2. Continued use of common assessments every 6-8 weeks 3. Use of common rubrics by grade level K-6 4. Student rubric use for peer and self-guided reflection 5. Use of 6-Trait picture books aligned to each specific trait in small groups 6. Articulation with other district elementary buildings by grade level each trimester</b></p>
	<p>Percentage of students scoring proficient or higher in math</p>	<p>Increase the percentage of students scoring proficient or higher in math</p>	<p>NWEA and ISAT</p>	<p><b>1. Flexible grouping based upon MAP scores in fall, winter, spring 2. Small group instruction 3. utilization of teacher assistants per grade level 4. Marilyn Burns book math books per K-6 classrooms 5. Utilize Descartes goal strands</b></p>
	<p>Percentage of IEP students scoring proficient or higher in reading</p>	<p>Increase the percentage of IEP students meeting or exceeding ISAT reading</p>	<p>NWEA and ISAT</p>	<p><b>1. Special services ISAT training from Regional Office of Education 2. ISAT preparation materials 3. Slant training 4. Tiered Intervention training (Jolly Phonics, Levels to Literacy, Read Naturally 5. Descarte Goal strands per RIT score/NWEA 6. Therapy Dog for students each week</b></p>

# PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

JOSEPH J. PLEVIK SCHOOL  
2009/2010

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities
<p><b>Provide a Safe, Nurturing and Inviting Learning Environment</b></p>	<p>Percentage of students without level 2 &amp; 3 interventions</p>	<p>Increase the percentage of activities for character education</p>	<p>Number of level 2 and 3 discipline referrals</p>	<p>1.Character assemblies each trimester 2. Core Essentials Online curriculum utilized in classroom and as home/school component 3. Lake Villa Library Character topic bags checked out to Pleviak 4. Hard Work Cafe ceremony 5. Social worker and school psychologist hold character meetings each month K-6 6. Lunchroom cafe with teachers on monthly basis</p>
<p><b>Enhance and Retain Competent and Caring Staff</b></p>	<p>Percentage of staff participating in staff development opportunities</p>	<p>Increase the percentage of ongoing staff development for certified staff</p>	<p>Formative assessment data ISAT</p>	<p>1. Peer observation of reading strategies between various grade levels 2. Literacy coach training and modeling 3. Staff strategy share each month 4. Attending workshops 5. Shadowing of other teachers in our school and other local schools 6. Observe local school district guided reading implementation (Antioch 34)</p>
<p><b>Actively Engage Our Community in the Life of the School District</b></p>	<p>Increase number of programs made available partnered with the community</p>	<p>Increase opportunities for partnerships within the local area</p>	<p>Number of participants at school functions</p>	<p>1. Develop partnership with seniors/retirees in the community pertaining to reading 2. Develop partnership with community helpers (fire, police, postal) 3. Kids Hope United 4. In house SEDOL invitation per grade level K-6 5. Community fundraiser (spaghetti dinner)</p>

**William L Thompson School**  
**Lake Villa CCSD 41**  
**Lake Villa, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : K 1 2 3 4 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.

**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>	69.0	3.2	16.0	5.9	0.5	5.4	2.1	5.9		0.1	6.2	96.3	661
<b>District</b>	73.6	3.6	13.1	4.5	0.5	4.8	3.7	4.1		0.3	5.4	95.4	3,233
<b>State</b>	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

**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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	17.8		14.0	323.3
<b>State</b>	96.7	18.4		13.3	201.8

\* 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>	19.3	23.0	18.3	24.8	21.8	22.4	26.8			
<b>District</b>	18.9	20.3	19.6	23.2	22.0	23.4	24.8			
<b>State</b>	20.5	20.9	21.3	21.8	22.2	22.6	22.0			

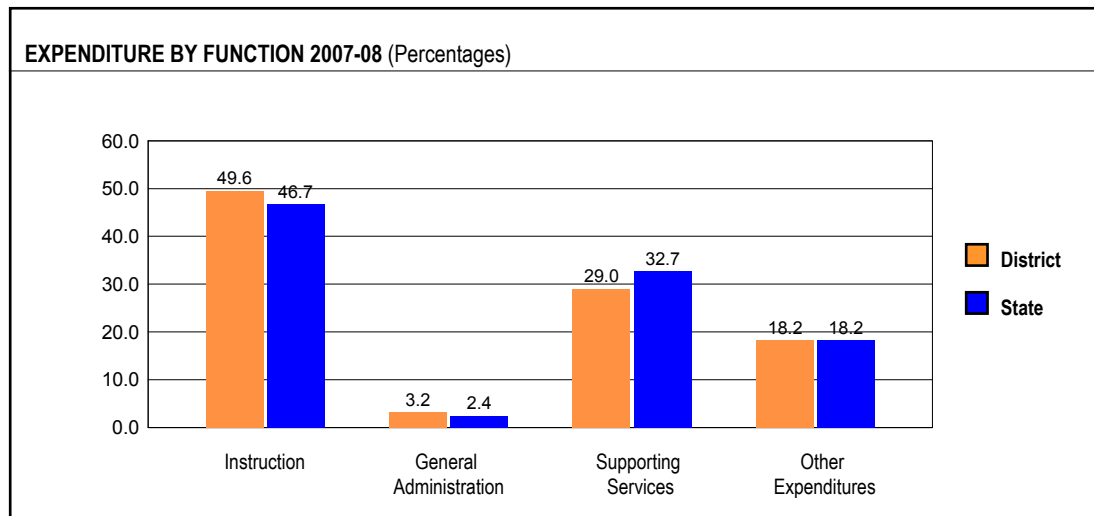
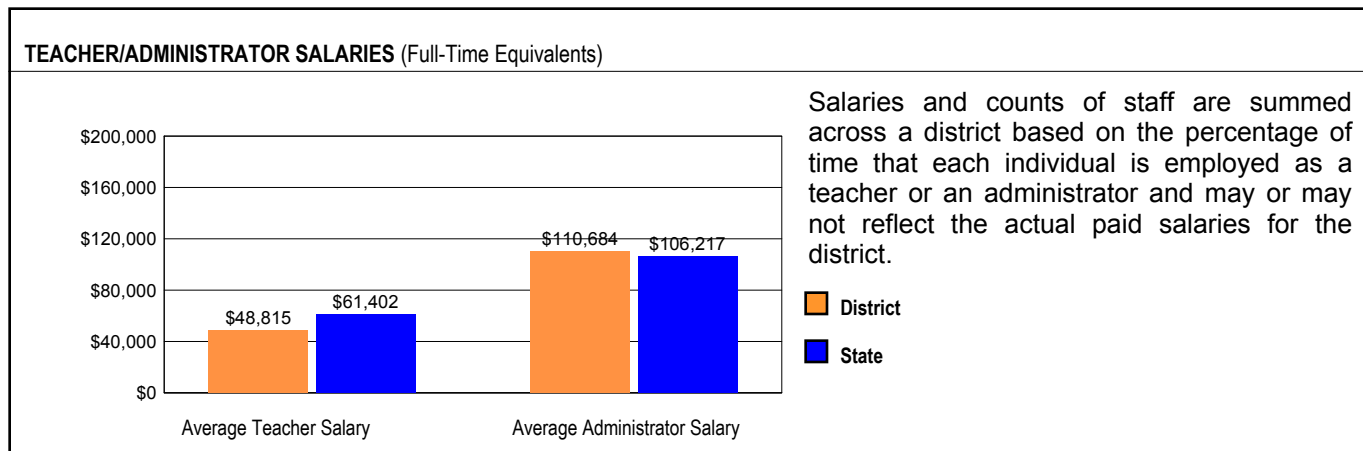
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	60	70		40	40		115	115		40	40	
<b>District</b>	60	78		44	44		115	119		44	44	
<b>State</b>	59	54		30	43		145	104		30	43	

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.5	0.0	2.5	0.0	0.0	9.0	91.0	201
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	10.1	49.3	50.7	1.5	0.0
State	12.5	44.1	55.8	0.6	1.2

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$16,671,921	58.0	58.7	Education	\$19,682,550	73.9	71.5
Other Local Funding	\$2,091,957	7.3	6.3	Operations & Maintenance	\$2,197,246	8.2	8.6
General State Aid	\$6,686,646	23.3	18.6	Transportation	\$1,536,173	5.8	3.9
Other State Funding	\$2,807,992	9.8	9.0	Bond and Interest	\$2,482,049	9.3	6.3
Federal Funding	\$475,202	1.7	7.4	Rent	\$0	0.0	0.0
TOTAL	\$28,733,718			Municipal Retirement/ Social Security	\$532,900	2.0	1.8
				Fire Prevention & Safety	\$190,459	0.7	0.9
				Site & Construction/ Capital Improvement	\$24,639	0.1	6.8
				TOTAL	\$26,646,016		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$195,285	2.82	\$4,464	\$7,803
State	**	**	\$6,103	\$10,417

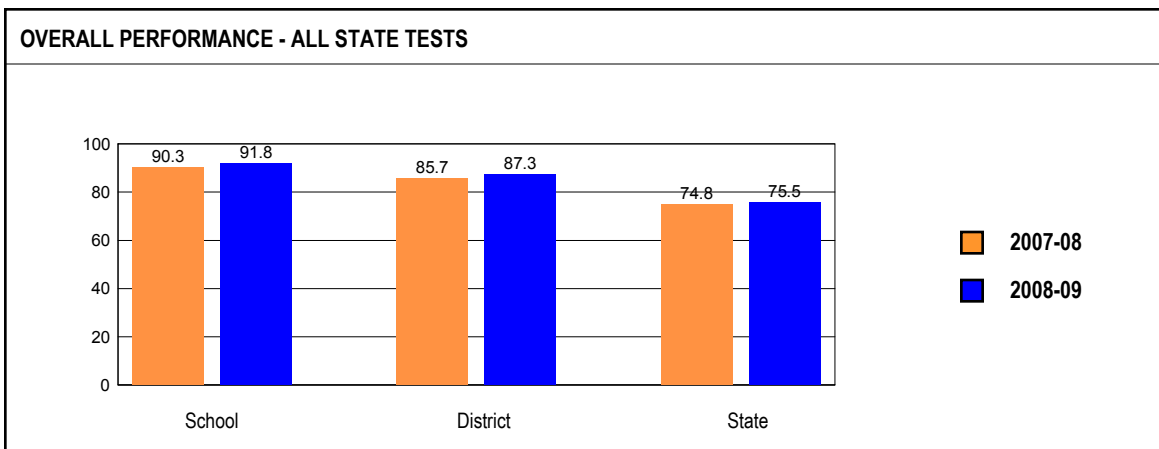
\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.  
**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.  
**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

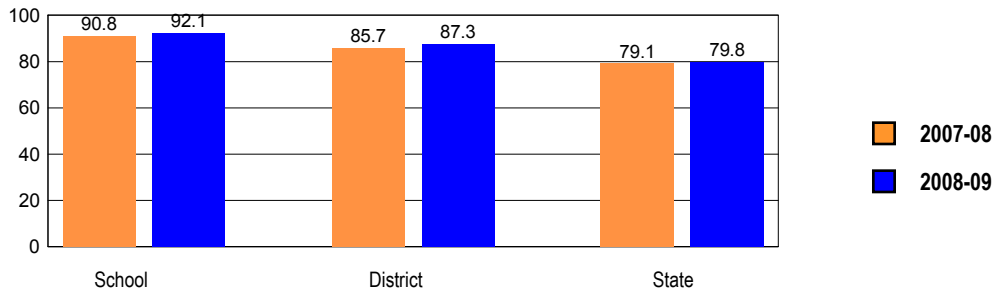
### OVERALL STUDENT PERFORMANCE

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 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

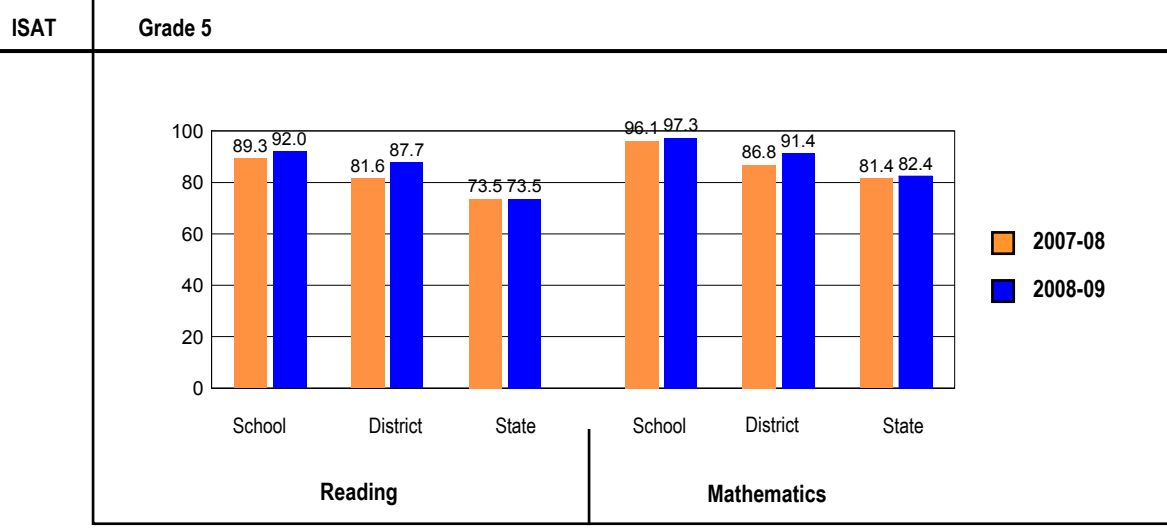
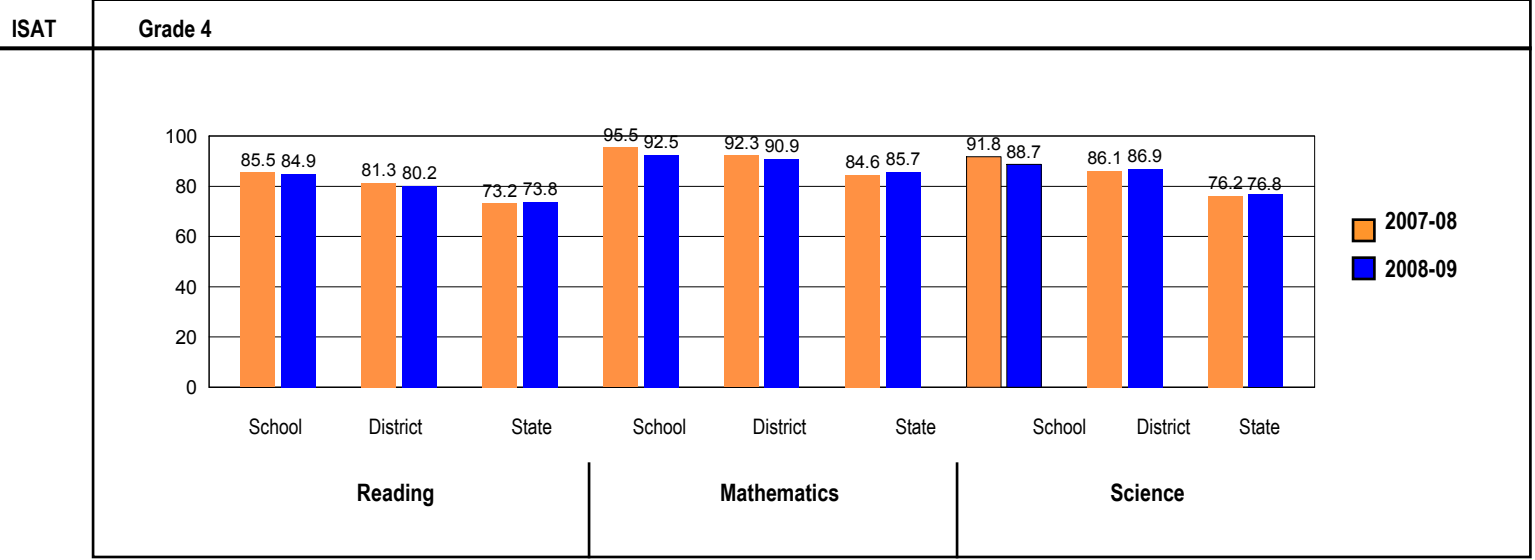
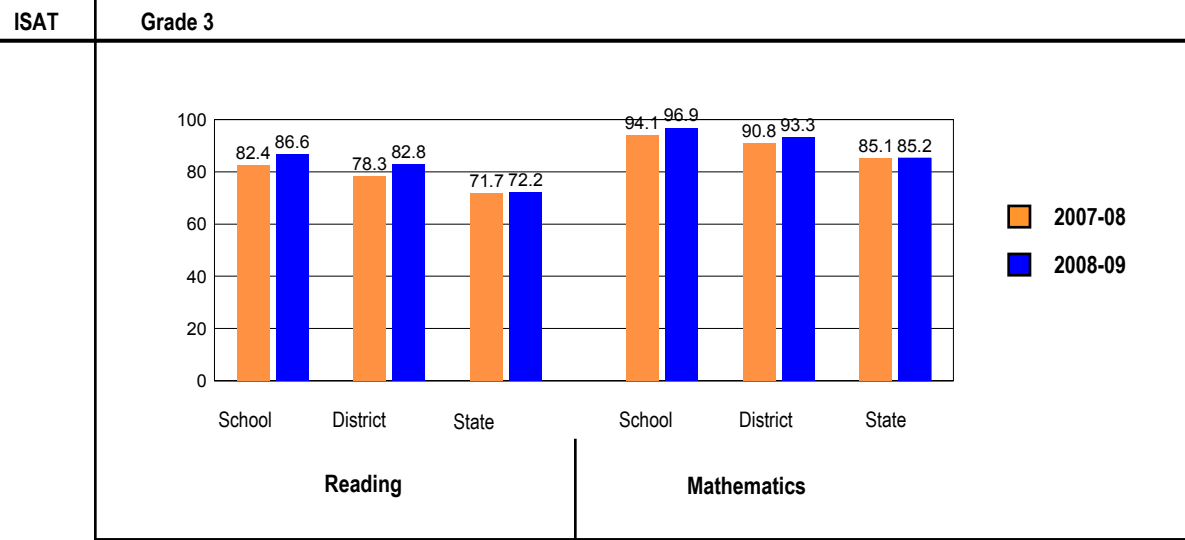


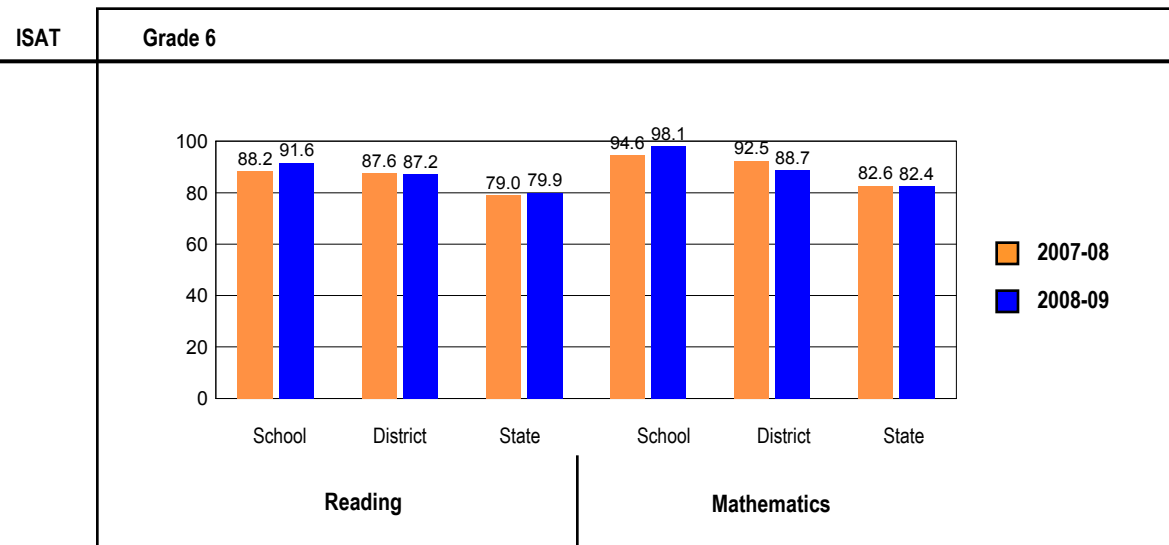
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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	430	219	211	299	16	64	26	2	23	13	0	69	12
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00	0.0		0.0	0.0
District	*Enrollment	2,250	1,155	1,095	1,655	97	287	104	13	94	49	0	358	107
	Reading	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
	Mathematics	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

\* 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	110	56	54	68	5	17	7	0	13	3	0	18	4
	Science	0.0	0.0	0.0	0.0		0.0			0.0			0.0	
District	*Enrollment	755	382	373	553	31	97	30	8	36	15	0	113	25
	Science	0.1	0.3	0.0	0.2	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

\* 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 3

### Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	1.0	12.4	40.2	46.4	0.0	3.1	34.0	62.9
District	2.4	14.8	48.7	34.1	0.3	6.5	39.0	54.3
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

### Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	2.0	16.0	38.0	44.0	0.0	2.0	38.0	60.0
	District	2.6	15.3	50.3	31.7	0.5	6.3	39.7	53.4
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	0.0	8.5	42.6	48.9	0.0	4.3	29.8	66.0
	District	2.2	14.2	47.0	36.6	0.0	6.6	38.3	55.2
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	6.8	41.1	52.1	0.0	2.7	30.1	67.1
	District	1.5	10.3	47.9	40.3	0.0	4.6	34.2	61.2
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School								
	District	14.3	35.7	42.9	7.1	7.1	7.1	71.4	14.3
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School	7.7	23.1	30.8	38.5	0.0	0.0	38.5	61.5
	District	5.9	27.5	47.1	19.6	0.0	13.7	52.9	33.3
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District	0.0	14.3	57.1	28.6	0.0	9.5	28.6	61.9
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District	0.0	22.7	59.1	18.2	0.0	9.1	50.0	40.9
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	23.5	52.9	23.5	0.0	0.0	47.1	52.9
	District	7.6	31.8	47.0	13.6	1.5	13.6	56.1	28.8
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	1.3	10.0	37.5	51.3	0.0	3.8	31.3	65.0
	District	1.3	11.1	49.0	38.6	0.0	4.9	35.3	59.8
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

**Grade 4****Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.9	13.2	43.4	41.5	0.0	7.5	53.8	38.7	2.8	8.5	59.4	29.2
District	1.1	18.8	48.0	32.2	0.3	8.8	56.6	34.3	1.6	11.5	66.8	20.1
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	1.8	18.2	47.3	32.7	0.0	10.9	54.5	34.5	3.6	12.7	52.7	30.9
	District	1.5	23.6	49.7	25.1	0.5	11.8	55.4	32.3	2.1	13.3	60.5	24.1
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	2.0	7.8	39.2	51.0	0.0	3.9	52.9	43.1	2.0	3.9	66.7	27.5
	District	0.6	13.5	46.1	39.9	0.0	5.6	57.9	36.5	1.1	9.6	73.6	15.7
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	1.5	9.2	36.9	52.3	0.0	7.7	47.7	44.6	3.1	3.1	53.8	40.0
	District	0.8	16.5	47.5	35.2	0.4	7.7	54.8	37.2	1.1	9.2	66.7	23.0
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School	6.3	18.8	62.5	12.5	0.0	25.0	62.5	12.5	12.5	18.8	56.3	12.5
	District	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
	State												
Hispanic	School	6.3	18.8	56.3	18.8	0.0	12.5	75.0	12.5	6.3	12.5	68.8	12.5
	District	2.1	25.0	47.9	25.0	0.0	10.4	68.8	20.8	2.1	16.7	68.8	12.5
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School												
	District	0.0	16.7	38.9	44.4	0.0	5.6	38.9	55.6	0.0	11.1	77.8	11.1
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School	0.0	30.8	46.2	23.1	0.0	7.7	53.8	38.5	0.0	23.1	53.8	23.1
	District	0.0	24.0	52.0	24.0	0.0	8.0	56.0	36.0	0.0	20.0	60.0	20.0
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	7.1	64.3	28.6	0.0	0.0	50.0	35.7	14.3	14.3	35.7	50.0	0.0
	District	4.5	53.7	31.3	10.4	1.5	31.3	50.7	16.4	7.5	31.3	55.2	6.0
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	School	1.1	5.4	45.7	47.8	0.0	1.1	56.5	42.4	1.1	4.3	60.9	33.7
	District	0.3	11.1	51.6	36.9	0.0	3.9	57.8	38.2	0.3	7.2	69.3	23.2
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	8.0	51.8	40.2	0.0	2.7	69.6	27.7
District	0.0	12.3	56.4	31.3	0.3	8.3	70.9	20.6
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	8.5	54.2	37.3	0.0	1.7	67.8	30.5
	District	0.0	13.4	59.8	26.8	0.5	8.2	71.6	19.6
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.0	7.5	49.1	43.4	0.0	3.8	71.7	24.5
	District	0.0	11.1	52.8	36.1	0.0	8.3	70.0	21.7
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	3.8	50.0	46.2	0.0	1.3	67.9	30.8
	District	0.0	10.1	56.1	33.8	0.3	7.7	68.3	23.7
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School								
	District	0.0	20.0	80.0	0.0	0.0	0.0	100.0	0.0
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School	0.0	15.8	52.6	31.6	0.0	0.0	84.2	15.8
	District	0.0	20.5	59.0	20.5	0.0	5.1	87.2	7.7
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School								
	District	0.0	15.0	40.0	45.0	0.0	10.0	65.0	25.0
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	District	0.0	22.2	61.1	16.7	0.0	27.8	66.7	5.6
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

**Grade 5 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	29.4	58.8	11.8	0.0	17.6	64.7	17.6
	District	0.0	42.3	51.9	5.8	1.9	34.6	55.8	7.7
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	School	0.0	4.2	50.5	45.3	0.0	0.0	70.5	29.5
	District	0.0	7.5	57.1	35.4	0.0	4.0	73.3	22.7
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

**Grade 6****Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	8.4	37.4	54.2	0.0	1.9	46.7	51.4
District	0.0	12.8	50.9	36.3	0.3	11.1	56.7	32.0
State	0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

**Grade 6 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	10.0	34.0	56.0	0.0	3.9	47.1	49.0
	District	0.0	16.8	50.8	32.5	0.5	12.5	56.8	30.2
	State	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female	School	0.0	7.0	40.4	52.6	0.0	0.0	46.4	53.6
	District	0.0	9.2	51.0	39.8	0.0	9.8	56.6	33.7
	State	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

**Grade 6 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	5.2	33.8	61.0	0.0	1.3	42.9	55.8
	District	0.0	9.1	51.7	39.3	0.0	8.7	57.4	33.9
	State	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black	School								
	District	0.0	14.3	57.1	28.6	7.1	14.3	50.0	28.6
	State	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic	School	0.0	14.3	57.1	28.6	0.0	7.1	50.0	42.9
	District	0.0	23.6	52.7	23.6	0.0	18.2	63.6	18.2
	State	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander	School								
	District	0.0	11.8	47.1	41.2	0.0	5.9	41.2	52.9
	State	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American	School								
	District								
	State	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic	School								
	District	0.0	45.5	27.3	27.3	0.0	45.5	27.3	27.3
	State	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

**Grade 6 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	38.5	38.5	23.1	0.0	14.3	71.4	14.3
	District	0.0	55.8	36.5	7.7	1.9	39.6	52.8	5.7
	State	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP	School	0.0	4.3	37.2	58.5	0.0	0.0	43.0	57.0
	District	0.0	6.4	53.0	40.6	0.0	6.7	57.3	36.0
	State	0.1	14.5	55.1	30.3	0.2	12.5	61.1	26.2

## 2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	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?	Yes	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 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		70.0			70.0			90.0		78.0	
<b>All</b>	100.0	Yes	100.0	Yes	89.2		Yes	96.5		Yes	96.3	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	93.3		Yes	96.8		Yes				
<b>Black</b>														
<b>Hispanic</b>	100.0	Yes	100.0	Yes	81.5		Yes	96.3		Yes				
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	63.6		Yes	82.1		Yes				
<b>Economically Disadvantaged</b>														

**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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% 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 78% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2008.

\*\* Safe Harbor Targets of 70.0% 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

WILLIAM L. THOMPSON SCHOOL  
2009/2010

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities
Improve the Academic Achievement of ALL Students	Percent of students scoring proficient or higher in reading	Increase the percent of students scoring proficient or higher in the area of reading	Results on benchmark, ISAT assessments and NWEA	<p><b>Focus on strategies for increasing student comprehension</b></p> <p><b>Activity #1:</b> Align our goal to our newly adopted reading curriculum</p> <p><b>Activity #2:</b> Ensure there is a full implementation of the newly adopted reading curriculum, including guided reading and literacy-based stations/activities</p> <p><b>Activity #3:</b> Ensure student progress is monitored on an ongoing basis</p> <p><b>Activity #4:</b> Utilize literacy coaches and those who participated in the summer institute as a resource</p> <p><b>Activity #5:</b> Implement guided reading (kindergarten through sixth grades) and literature circles (third through sixth grades)</p> <p><b>Activity #6:</b> Incorporate a variety of genres within reading lessons</p>
	Percent of special education resource students scoring proficient or higher in reading	Increase the percent of special education resource students scoring proficient or higher in the area of reading	Results on benchmark, and ISAT assessments	<p><b>Focus on implementation of tier two and tier three strategies</b></p> <p><b>Activity #1:</b> Ensure Response to Intervention reading interventions are implemented</p> <p><b>Activity #2:</b> Ensure tier two and three interventions are implemented (Jolly Phonics and Read Naturally)</p> <p><b>Activity #3:</b> Ensure student progress is monitored on an ongoing basis</p> <p><b>Activity #4:</b> Utilize literacy coaches and those who participated in the summer institute as a resource</p>
	Percent of students scoring proficient or higher in writing	Increase the percent of students scoring proficient or higher in the area of writing	Results on common formative post and ISAT assessments	<p><b>Focus on implementing instructional strategies that have impact on student achievement</b></p> <p><b>Activity #1:</b> Continue collaborative conversations with our learning teams to ensure that we continue to have consistent expectations</p> <p><b>Activity #2:</b> Evaluate and collaborate across grade levels</p> <p><b>Activity #3:</b> Compare approaches used to teach writing at the upper elementary grade levels including time and strategies (e.g. writer's workshop, flexible groups, student exposure to writing, and student self-analysis)</p> <p><b>Activity #4:</b> Utilize literacy coaches as a resource</p>
Provide a Safe, Nurturing and Inviting Learning Environment	Promote a positive school culture	Increase the students' exposure to positive character traits	Percentage of students without level two or level three disciplinary actions	<p><b>Focus on exposing staff, students, and parents to character education theme-related materials</b></p> <p><b>Activity #1:</b> Introduce character education themes at the beginning of the school year at a school-wide assembly</p> <p><b>Activity #2:</b> Review expectations at the beginning of the year within each classroom (and as needed)</p> <p><b>Activity #3:</b> Implement team building activities throughout the school year with sixth grade</p> <p><b>Activity #4:</b> Conduct character education activities based on Core Essential character education materials and themes within the classrooms</p> <p><b>Activity #5:</b> Reinforce how classes studied such themes at corresponding Citizen of the Month assemblies</p> <p><b>Activity #6:</b> Provide teachers with sample character education lesson plans; staff and students with weekly reminders, quotes, and open-ended questions during morning announcements; and parents/guardians with a newsletter for each theme</p>

# PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

WILLIAM L. THOMPSON SCHOOL  
2009/2010

<p><b>Enhance and Retain Competent and Caring Staff</b></p>	<p>Utilize literacy coaches as a form of job embedded staff development</p>	<p>Increase the number of in-house staff development opportunities</p>	<p>Results on benchmark and ISAT assessments</p>	<p><b>Focus on job-embeded/internal staff development</b>  <b>Activity #1: Reading Overview In-service</b>  <b>Activity #2: Literacy Training-Dissimminate information to certified staff members</b>  <b>Activity #3: District-wide Internal Staff Development-Sharing of effective strategies to teach reading</b>  <b>Activity #4: School-wide Internal Staff Development-Learning team collaborations with Literacy Coaches during early dismissal; group kindergarten through second and third through sixth when appropriate</b>  <b>Activity #5: Celebrate and share strategies during staff meetings based on themes created by the leadership team</b>  <b>Activity #6: Learning Team Internal Staff Development-Learning team peer observations, collaboration, and reflective discussions with Literacy Coaches on the topics of: assessment, modeling instruction, guided reading, literature circles, genre mini-lessons, immersion, and interventions</b></p>
<p><b>Actively Engage Our Community in the Life of the School District</b></p>	<p>Transparency of student achievement</p>	<p>Increase communication available to parents, guardians, and community members regarding student achievement</p>	<p>Frequency of communication provided to parents, guardians, and community members regarding student achievement</p>	<p><b>Focus on providing parents, guardians, and community members with student achievement update</b>  <b>Activity #1: Share learning team data in the Thompson Tablet in a consistent and concise format</b>  <b>Activity #2: Share learning team data on the school data board in the office in a consistent and concise format</b></p>

**Peter J Palombi School**  
**Lake Villa CCSD 41**  
**Lake Villa, 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.

Starting in 2009, charter school information is included in district statistics.

**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>	75.0	5.2	12.8	3.9	0.7	2.4	6.8	1.4		0.0	4.3	94.9	695
<b>District</b>	73.6	3.6	13.1	4.5	0.5	4.8	3.7	4.1		0.3	5.4	95.4	3,233
<b>State</b>	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

**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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	17.8		14.0	323.3
<b>State</b>	96.7	18.4		13.3	201.8

\* 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>								20.8	20.5	
<b>District</b>								20.8	20.5	
<b>State</b>								21.1	21.4	

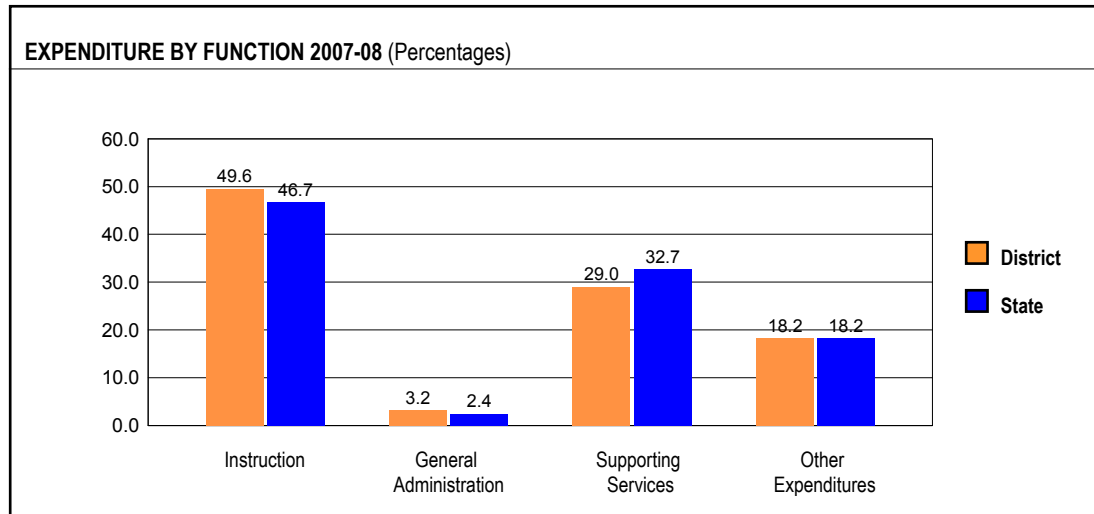
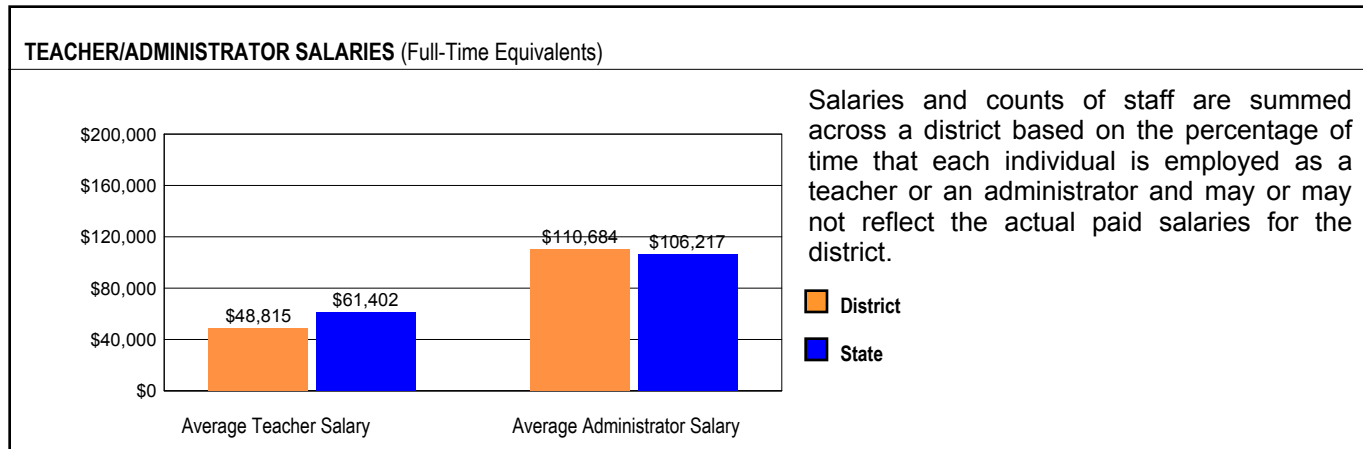
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>			41			41			82			41
<b>District</b>			41			41			82			41
<b>State</b>			51			44			92			44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.5	0.0	2.5	0.0	0.0	9.0	91.0	201
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	--	--	--	2.1	0.0
District	10.1	49.3	50.7	1.5	0.0
State	12.5	44.1	55.8	0.6	1.2

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$16,671,921	58.0	58.7	Education	\$19,682,550	73.9	71.5
Other Local Funding	\$2,091,957	7.3	6.3	Operations & Maintenance	\$2,197,246	8.2	8.6
General State Aid	\$6,686,646	23.3	18.6	Transportation	\$1,536,173	5.8	3.9
Other State Funding	\$2,807,992	9.8	9.0	Bond and Interest	\$2,482,049	9.3	6.3
Federal Funding	\$475,202	1.7	7.4	Rent	\$0	0.0	0.0
TOTAL	\$28,733,718			Municipal Retirement/ Social Security	\$532,900	2.0	1.8
				Fire Prevention & Safety	\$190,459	0.7	0.9
				Site & Construction/ Capital Improvement	\$24,639	0.1	6.8
				TOTAL	\$26,646,016		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$195,285	2.82	\$4,464	\$7,803
State	**	**	\$6,103	\$10,417

\*\* 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.

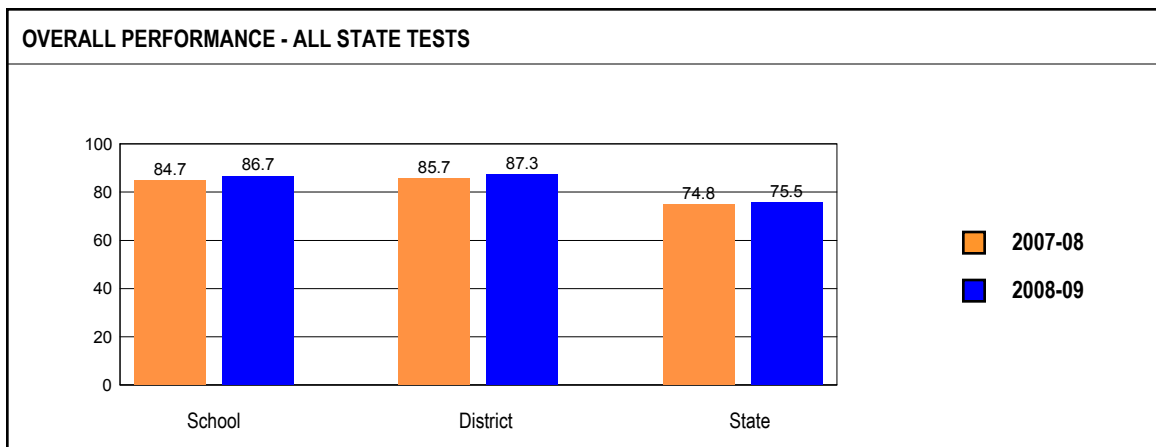
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE

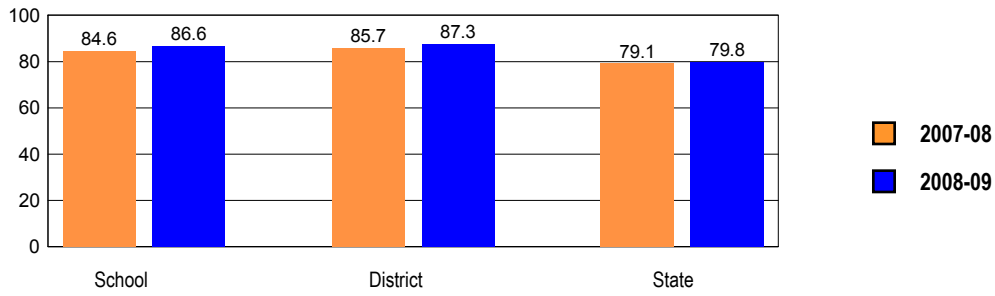
### OVERALL STUDENT PERFORMANCE

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.

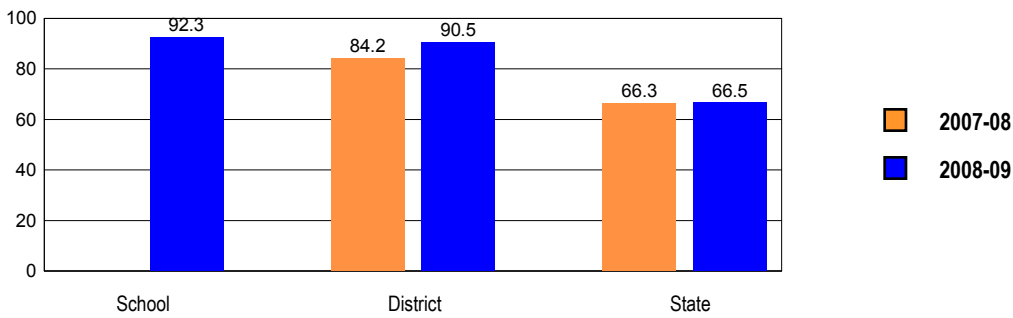
The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.



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



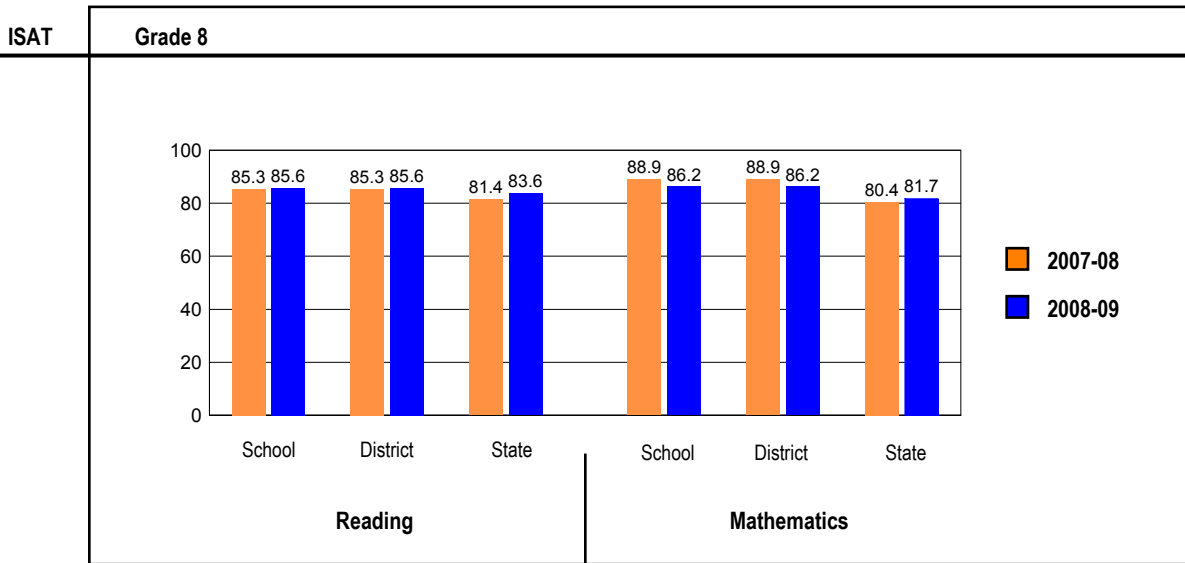
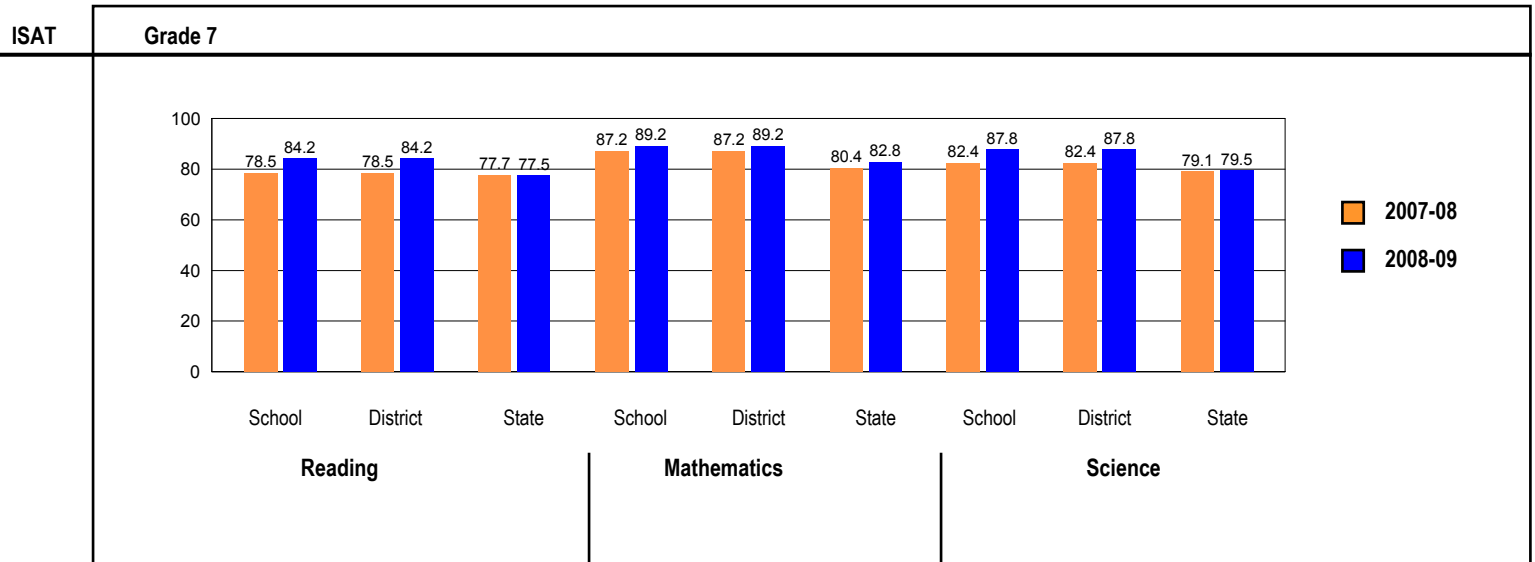
**OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE**



IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

**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	716	373	343	533	43	90	27	5	18	10	0	104	65
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0
District	*Enrollment	2,250	1,155	1,095	1,655	97	287	104	13	94	49	0	358	107
	Reading Mathematics	0.0 0.0	0.1 0.1	0.0 0.0	0.1 0.1	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	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	0.3 0.3	0.2 0.2	0.8 0.8	0.4 0.4	0.4 0.4

\* 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	376	184	192	287	15	48	12	3	11	6	0	41	16
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
District	*Enrollment	755	382	373	553	31	97	30	8	36	15	0	113	25
	Science	0.1	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

\* 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	0.3	15.6	62.8	21.3	0.8	10.0	55.7	33.5	5.0	7.2	53.9	33.9
District	0.3	15.6	62.8	21.3	0.8	10.0	55.7	33.5	5.0	7.2	53.9	33.9
State	0.5	22.0	56.8	20.7	1.6	15.6	55.0	27.7	7.0	13.6	55.7	23.8

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.6	19.3	61.9	18.2	1.7	9.5	52.5	36.3	4.6	6.4	52.0	37.0
	District	0.6	19.3	61.9	18.2	1.7	9.5	52.5	36.3	4.6	6.4	52.0	37.0
	State	0.7	26.1	55.4	17.9	2.1	17.1	52.8	28.0	7.9	13.0	52.8	26.4
Female	School	0.0	12.1	63.7	24.2	0.0	10.5	58.6	30.9	5.3	8.0	55.6	31.0
	District	0.0	12.1	63.7	24.2	0.0	10.5	58.6	30.9	5.3	8.0	55.6	31.0
	State	0.3	17.8	58.2	23.7	1.2	14.0	57.4	27.4	6.0	14.2	58.7	21.1

**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	14.6	61.8	23.6	0.7	8.5	55.3	35.5	3.7	5.5	52.7	38.1
	District	0.0	14.6	61.8	23.6	0.7	8.5	55.3	35.5	3.7	5.5	52.7	38.1
	State	0.2	14.2	57.6	28.0	0.7	9.1	53.4	36.7	2.9	7.1	55.2	34.8
Black	School	6.7	33.3	60.0	0.0	6.7	26.7	60.0	6.7	13.3	40.0	40.0	6.7
	District	6.7	33.3	60.0	0.0	6.7	26.7	60.0	6.7	13.3	40.0	40.0	6.7
	State	1.0	35.9	54.7	8.4	4.1	31.3	55.4	9.3	15.3	25.4	54.1	5.3
Hispanic	School	0.0	17.4	69.6	13.0	0.0	16.7	56.3	27.1	10.6	10.6	57.4	21.3
	District	0.0	17.4	69.6	13.0	0.0	16.7	56.3	27.1	10.6	10.6	57.4	21.3
	State	0.8	32.4	57.5	9.3	1.9	20.0	62.4	15.7	10.8	21.4	59.0	8.7
Asian/Pacific Islander	School	0.0	16.7	66.7	16.7	0.0	8.3	50.0	41.7	8.3	0.0	83.3	8.3
	District	0.0	16.7	66.7	16.7	0.0	8.3	50.0	41.7	8.3	0.0	83.3	8.3
	State	0.2	9.4	51.3	39.2	0.5	4.9	37.8	56.8	2.8	5.4	51.0	40.8
Native American	School												
	District												
	State	0.0	19.1	56.4	24.5	0.8	12.8	60.3	26.0	5.0	11.2	55.6	28.2
Multiracial/Ethnic	School	0.0	0.0	80.0	20.0	0.0	0.0	70.0	30.0	0.0	0.0	60.0	40.0
	District	0.0	0.0	80.0	20.0	0.0	0.0	70.0	30.0	0.0	0.0	60.0	40.0
	State	0.5	19.6	57.3	22.6	1.8	14.9	55.5	27.8	6.2	12.0	58.4	23.4

**Grade 7 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	3.2	48.4	48.4	0.0	8.6	31.4	57.1	2.9	11.8	17.6	61.8	8.8
	District	3.2	48.4	48.4	0.0	8.6	31.4	57.1	2.9	11.8	17.6	61.8	8.8
	State	2.7	59.0	34.6	3.7	8.3	44.0	42.0	5.7	24.1	26.5	42.5	6.8
Non-IEP	School	0.0	12.5	64.2	23.3	0.0	7.8	55.5	36.7	4.3	6.1	53.1	36.5
	District	0.0	12.5	64.2	23.3	0.0	7.8	55.5	36.7	4.3	6.1	53.1	36.5
	State	0.2	16.4	60.1	23.3	0.6	11.3	57.0	31.1	4.4	11.6	57.7	26.3

**Grade 7 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
<b>Free/Reduced Price Lunch</b>													
School	7.7	38.5	38.5	15.4	14.3	35.7	35.7	14.3	38.5	0.0	46.2	15.4	
District	7.7	38.5	38.5	15.4	14.3	35.7	35.7	14.3	38.5	0.0	46.2	15.4	
State	0.9	34.1	56.3	8.8	2.9	24.7	59.3	13.1	12.2	21.9	57.1	8.7	
<b>Not Eligible</b>													
School	0.0	14.7	63.7	21.5	0.3	9.0	56.5	34.3	3.7	7.5	54.2	34.6	
District	0.0	14.7	63.7	21.5	0.3	9.0	56.5	34.3	3.7	7.5	54.2	34.6	
State	0.2	12.6	57.1	30.1	0.7	8.4	51.7	39.3	2.9	7.0	54.6	35.6	

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.3	14.1	79.6	6.0	0.6	13.2	53.9	32.3
District	0.3	14.1	79.6	6.0	0.6	13.2	53.9	32.3
State	0.4	16.0	74.6	9.0	0.8	17.5	54.5	27.2

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
<b>Male</b>									
School	0.0	16.8	79.3	3.8	0.5	13.6	56.5	29.3	
District	0.0	16.8	79.3	3.8	0.5	13.6	56.5	29.3	
State	0.5	19.0	72.5	7.9	0.9	18.6	53.1	27.4	
<b>Female</b>									
School	0.7	10.7	80.0	8.7	0.7	12.7	50.7	36.0	
District	0.7	10.7	80.0	8.7	0.7	12.7	50.7	36.0	
State	0.2	12.9	76.7	10.2	0.6	16.4	56.0	27.0	

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
<b>White</b>									
School	0.4	12.0	79.7	7.9	0.4	8.7	51.5	39.4	
District	0.4	12.0	79.7	7.9	0.4	8.7	51.5	39.4	
State	0.2	10.0	77.2	12.6	0.4	10.3	53.4	35.9	
<b>Black</b>									
School	0.0	28.6	71.4	0.0	3.6	46.4	35.7	14.3	
District	0.0	28.6	71.4	0.0	3.6	46.4	35.7	14.3	
State	0.7	28.6	68.7	2.1	1.9	34.5	54.4	9.2	
<b>Hispanic</b>									
School	0.0	14.6	85.4	0.0	0.0	17.1	78.0	4.9	
District	0.0	14.6	85.4	0.0	0.0	17.1	78.0	4.9	
State	0.5	22.2	73.6	3.7	0.8	22.9	61.3	15.0	
<b>Asian/Pacific Islander</b>									
School	0.0	20.0	73.3	6.7	0.0	20.0	40.0	40.0	
District	0.0	20.0	73.3	6.7	0.0	20.0	40.0	40.0	
State	0.2	6.3	72.5	21.0	0.4	5.7	36.0	57.9	
<b>Native American</b>									
School									
District									
State	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8	
<b>Multiracial/Ethnic</b>									
School									
District									
State	0.2	14.6	75.5	9.6	0.5	16.7	56.0	26.7	

**Grade 8 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	1.8	42.1	56.1	0.0	3.5	35.1	56.1	5.3
	District	1.8	42.1	56.1	0.0	3.5	35.1	56.1	5.3
	State	2.0	51.8	44.9	1.3	4.0	51.3	40.0	4.7
Non-IEP	School	0.0	8.3	84.5	7.2	0.0	8.7	53.4	37.9
	District	0.0	8.3	84.5	7.2	0.0	8.7	53.4	37.9
	State	0.1	10.6	79.1	10.2	0.3	12.4	56.7	30.6

**Grade 8 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	2.3	34.1	63.6	0.0	2.3	31.8	50.0	15.9
	District	2.3	34.1	63.6	0.0	2.3	31.8	50.0	15.9
	State	0.6	25.8	70.5	3.0	1.3	28.1	58.1	12.4
Not Eligible	School	0.0	11.0	82.1	6.9	0.3	10.3	54.5	34.8
	District	0.0	11.0	82.1	6.9	0.3	10.3	54.5	34.8
	State	0.1	8.6	77.7	13.6	0.4	9.4	51.8	38.4

## 2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	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?	Yes		
Is this school making AYP in Mathematics?	Yes		
		2009-10 Federal Improvement Status	
		2009-10 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		70.0			70.0			90.0		78.0	
<b>All</b>	100.0	Yes	100.0	Yes	85.4		Yes	88.6		Yes	94.9	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	87.0		Yes	91.3		Yes				
<b>Black</b>														
<b>Hispanic</b>	100.0	Yes	100.0	Yes	84.0		Yes	83.1		Yes				
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	57.0	60.3	Yes	62.5		Yes	95.0			
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	64.0		Yes	66.0		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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% 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 78% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2008.

\*\* Safe Harbor Targets of 70.0% 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

PETER J. PALOMBI MIDDLE SCHOOL  
2009/2010

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measures	Strategy/Activities
Improve the Academic Achievement of ALL Students	Percentage of students scoring proficient or higher in writing	Increase the percentage of students scoring proficient or higher in writing	ISAT, Common Formative Assessments	1- Implement the new ISAT Coach book for narrative and persuasive writing. 2-Review and train new staff in the use of the rubric and the Eval-u-write Program. 3-Every content area teacher will assign one writing assignment each trimester using a common formative assessment (content area teachers will focus on organization, word choice, and ideas while LA teachers will focus on all parts of the Six Traits). Data is to be reported on each trimester.
	Percentage of students scoring proficient or higher in all curricular areas	Increase the number of standards-based grading practices in the district	Established grading guidelines, create new report card	4-Select representatives from each color team to serve on a school committee. 5-Review current research on grading practices and homework practices and share with staff. 6-Develop philosophy of grading practices. 7-Report recommendations to district administrators.
	Percentage of students scoring proficient or higher in mathematics	Increase the percentage of students scoring proficient or higher in mathematics	ISAT, Common Formative Assessments	8-Design and implement an ISAT preparation plan. 9-Analyze weak areas on ISAT and design a plan to address the weaknesses. 10-Train staff and students on the use of NWEA target growth goal setting form. 11-Participate in District Math Curriculum Committee. 12-Assign students far below grade level to the STAR Math Program. 13- Implement leveled math instruction.
	Percentage of students scoring proficient or higher in reading and language arts	Evaluate the effectiveness of the block schedule at the middle school	Common Formative Assessments (R and LA), NWEA (R and LU), ISAT (R and W); survey	14-Create and implement a pre- and post survey regarding the block schedule and its impact on improving academic achievement in reading and language arts. 15-Scheduling Committee will analyze data.
	Percentage of students scoring proficient or higher in reading/early literacy skills	Increase the percentage of students scoring proficient or higher in reading	NWEA, Fountas and Pinnell	16-Implement the new reading program. 17-Conduct Benchmark assessments. 18-Establish a "book room." 19-Actively utilize our Literacy Coach. 20-Train content area teachers on the non-fiction curriculum and the use and application of teaching specific reading strategies across the curriculum. 21-Develop a gifted intervention pyramid. 22-Teach the staff how to use Lexiles.
	Percentage of special education students scoring proficient or higher in reading	Increase special education ISAT reading results 2.5% resulting in an increase from 55.9% to 58.4%	ISAT scores for special education subgroup, Common Formative Assessment results	23- Increase use of technology for reading interventions. 24-Train teachers on Tier II and III interventions. 25-Increase articulation between special educators and academic teachers on the team. 26-Implement Read 180, System 44, and Read Naturally. 27-Train new special education teachers in the use of SLANT. 28-Train staff in the use of Lexiles.
Provide a Safe, Nurturing and Inviting Learning Environment	Percentage of students without disciplinary actions, suspensions or expulsion violations	Decrease the percentage of students receiving a Level II or III referral	# of Level II and III referrals	29-Continue the Fred Jones Program. 30-Revise the foul card. 31-Implement the new "Pyramid of Success" Program and provide an anti-bullying pencil for each student. 32-Conduct Town Hall meetings each trimester with participation from the administrators. 33-Increase communication regarding the 100% Club and continue implementation of the program.

# PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

PETER J. PALOMBI MIDDLE SCHOOL  
2009/2010

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measures	Strategy
Provide a Safe, Nurturing and Inviting Learning Environment	Percentage of students involved in at least one extra-curricular activity	Increase the number of students involved in after school activities	percentage of students involved in extra-curricular activities	<b>34</b> -Establish a procedure to identify students who cannot afford the classes. <b>35</b> -Create a list of possible enrichment activities to be offered during the 2009/10 school year. <b>36</b> -Present to staff and get qualified sponsors for listed activities and add other activities that people are willing to sponsor. <b>37</b> -Present to students and encourage them to sign up for areas of interest and utilize bus transportation. <b>38</b> -Celebrate the successes of the after-school activities program by adding to the Extra-Curricular Activities Showcase. <b>39</b> -In the newsletter, and on the website, update parents/guardians on the after school enrichment program.
	Percentage of staff participating in staff development opportunities (i.e. Professional Learning Communities, Data Teams, Common Formative Assessments)	Increase the number of staff members who participate in all professional development activities related to Professional Learning Communities sponsored by the district and/or by outside sources	survey	<b>40</b> -Staff will attend PLC professional development activities at large and small group meetings. <b>41</b> -Provide staff development for the instructional assistants. <b>42</b> -Staff will share professional development opportunities they receive. <b>43</b> -Staff will discuss information they acquire at conferences/workshops and in book study groups. <b>44</b> -Staff will share expertise with others regarding differentiation, discipline, RTI, AIMS Web, and reading. <b>45</b> -Provide staff with a list of resources from our Professional Learning Communities area of the library. <b>46</b> -Staff will share material discovered during their professional development for the district to purchase that will be beneficial to Palombi's Learning Community. <b>47</b> -Train staff to implement SLANT, Read 180, System44, and Read Naturally. <b>48</b> -All reading teachers will be trained by the Literacy Coaches to conduct Benchmark Assessments and implement the reading program.
Enhance and Retain Competent and Caring Staff	Percentage of staff staying in the district	Improve staff relations	climate survey	<b>49</b> -Continue monthly staff birthday celebrations. <b>50</b> -Continue PTO birthday lunch program. <b>51</b> -Continue "potluck" days three times a year. <b>52</b> -Develop a variety of social gatherings (at least 5 per year). <b>53</b> -Continue to improve communication between staff and administration through Learning Team Leaders. Learning Team Leaders will add agenda items to the Staff Meeting Agenda and discuss items with the staff at appropriate times in the meeting. <b>54</b> -Promote opening day unifier program. <b>55</b> -Continue the celebration area in the staff lounge to remind everyone of all the fun things going on at Palombi. <b>56</b> -Conduct a climate study in the fall and analyze the results so improvements can be made.
	Number of volunteers/community members attending/participating in school related activities	Increase the number of volunteers who help in various positions throughout the building	log of volunteers	<b>57</b> -Secure a volunteer to assist in the coordination of our volunteer program. <b>58</b> -Create a list of volunteer positions as well as a list of activities where we could use volunteer assistance. <b>59</b> -Pass out a list of volunteer opportunities at Curriculum Nights and send a copy home with each student. <b>60</b> -Encourage staff to complete a Volunteer Request Form. <b>61</b> -Collect volunteer lists and give to Volunteer Coordinator so he/she can create an "approved" list of volunteers. <b>62</b> -Encourage parents/guardians to volunteer by providing volunteer assistance lists at Curriculum Nights, Open House Night, in newsletters, and at PTO meetings. <b>63</b> -Invite parents/guardians to attend assemblies in the building. <b>64</b> -Log the number of volunteers who are contacted to help in the school.
Actively Engage Our Community in the Life of the District	Increase the number of medias used to communicate with the parents and the community	Increase the communication between parents and teachers regarding academic progress	percentage of teachers utilizing the on-line grading program	<b>65</b> -Update web pages every month. <b>66</b> -Update School Master grading portal every three to four weeks. <b>75</b> -Inform parents on how to access the portal. <b>68</b> -Calculate the percentage of teachers using the portal. <b>69</b> -Train staff on the use of the new School Master grading portal.