

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
School	69.0	3.2	16.0	5.9	0.5	5.4	2.1	5.9		0.1	6.2	96.3	661
District	73.6	3.6	13.1	4.5	0.5	4.8	3.7	4.1		0.3	5.4	95.4	3,233
State	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
School	100.0	--	--	--	--
District	100.0	17.8		14.0	323.3
State	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
School	19.3	23.0	18.3	24.8	21.8	22.4	26.8			
District	18.9	20.3	19.6	23.2	22.0	23.4	24.8			
State	20.5	20.9	21.3	21.8	22.2	22.6	22.0			

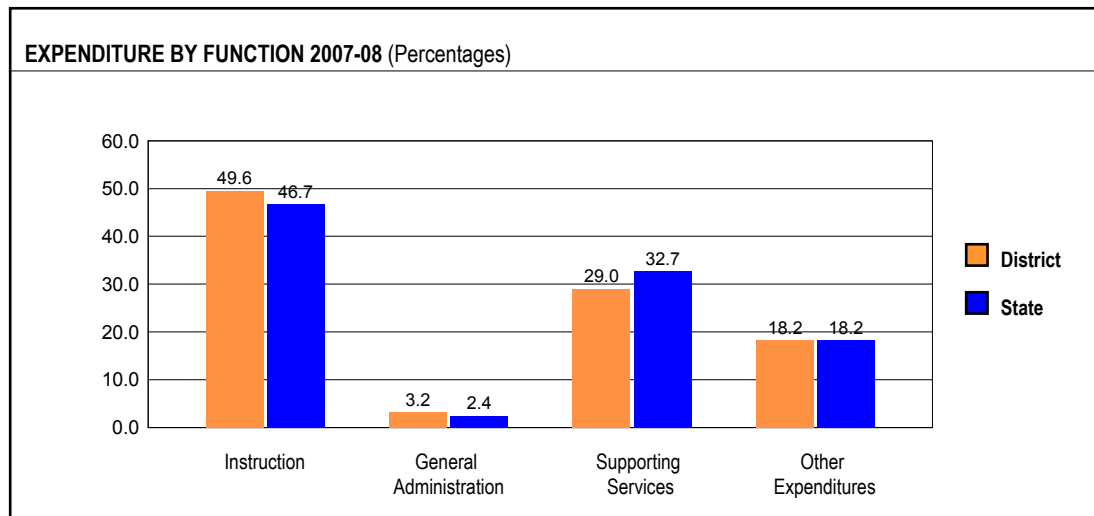
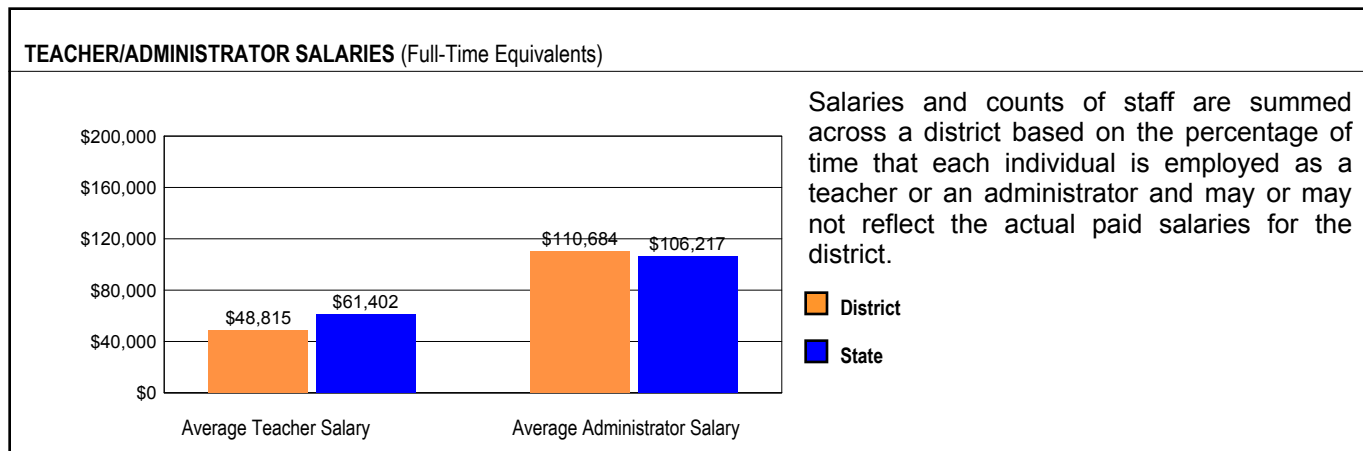
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60	70		40	40		115	115		40	40	
District	60	78		44	44		115	119		44	44	
State	59	54		30	43		145	104		30	43	

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

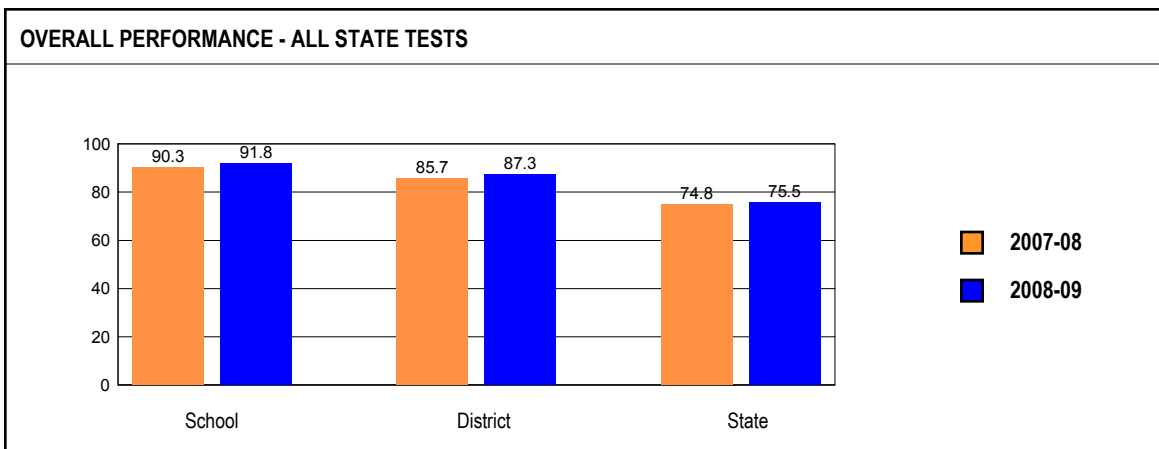
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school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

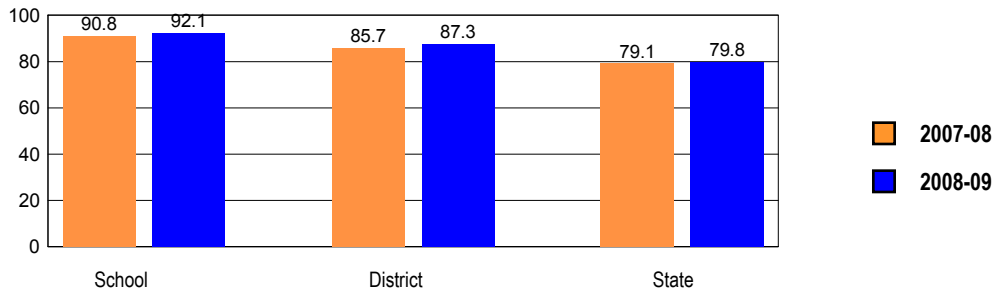
OVERALL STUDENT PERFORMANCE

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.

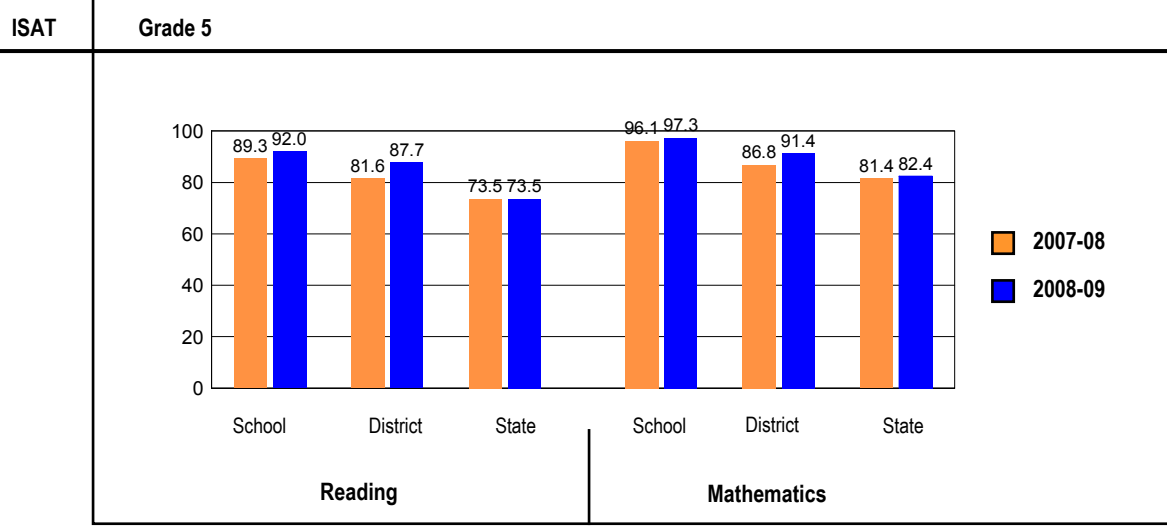
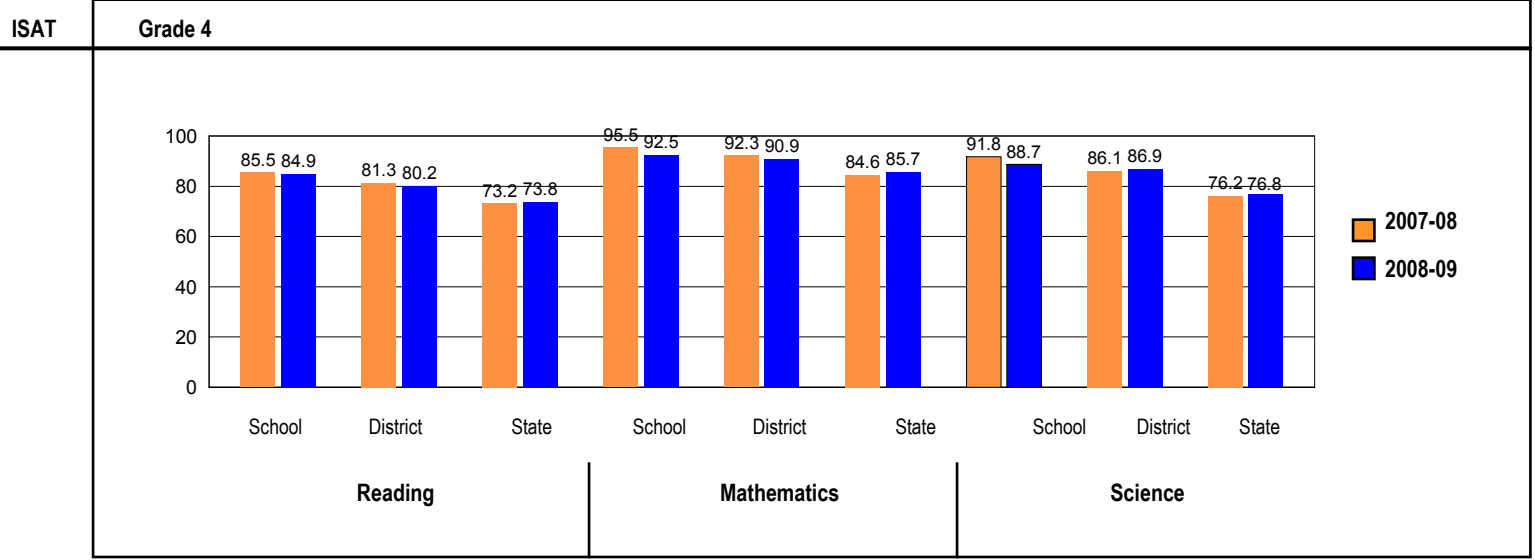
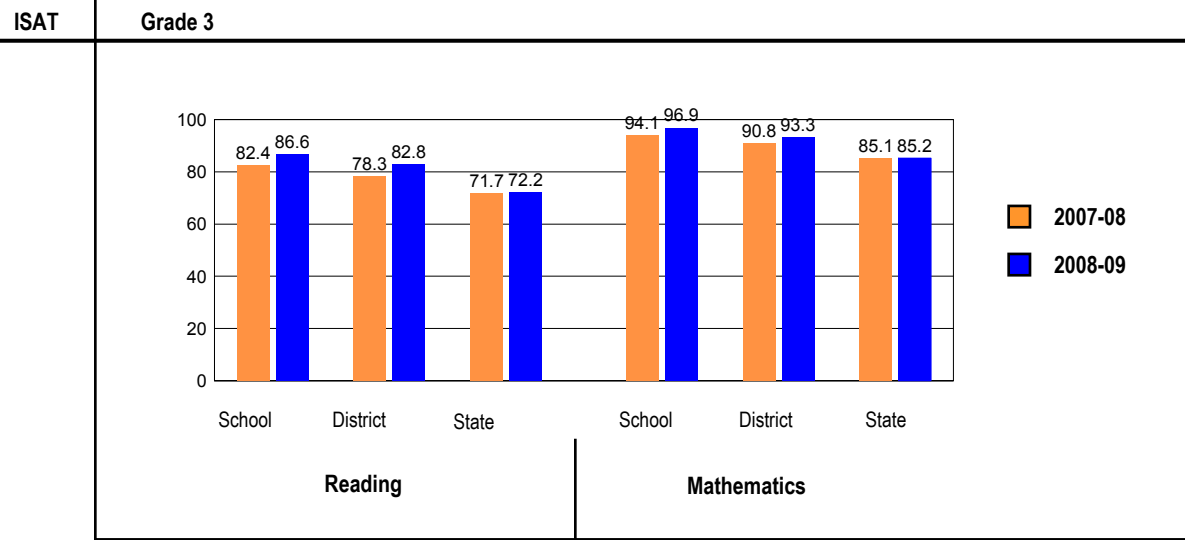


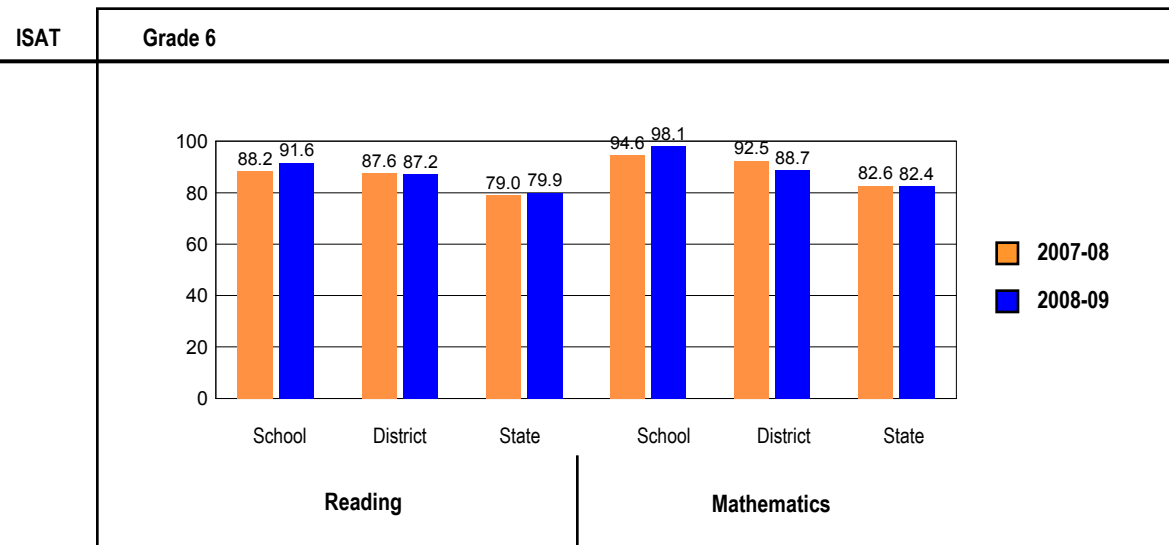
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	89.2		Yes	96.5		Yes	96.3	Yes		
White	100.0	Yes	100.0	Yes	93.3		Yes	96.8		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	81.5		Yes	96.3		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	63.6		Yes	82.1		Yes				
Economically Disadvantaged														

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>Focus on strategies for increasing student comprehension</p> <p>Activity #1: Align our goal to our newly adopted reading curriculum</p> <p>Activity #2: Ensure there is a full implementation of the newly adopted reading curriculum, including guided reading and literacy-based stations/activities</p> <p>Activity #3: Ensure student progress is monitored on an ongoing basis</p> <p>Activity #4: Utilize literacy coaches and those who participated in the summer institute as a resource</p> <p>Activity #5: Implement guided reading (kindergarten through sixth grades) and literature circles (third through sixth grades)</p> <p>Activity #6: 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>Focus on implementation of tier two and tier three strategies</p> <p>Activity #1: Ensure Response to Intervention reading interventions are implemented</p> <p>Activity #2: Ensure tier two and three interventions are implemented (Jolly Phonics and Read Naturally)</p> <p>Activity #3: Ensure student progress is monitored on an ongoing basis</p> <p>Activity #4: 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>Focus on implementing instructional strategies that have impact on student achievement</p> <p>Activity #1: Continue collaborative conversations with our learning teams to ensure that we continue to have consistent expectations</p> <p>Activity #2: Evaluate and collaborate across grade levels</p> <p>Activity #3: 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>Activity #4: 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>Focus on exposing staff, students, and parents to character education theme-related materials</p> <p>Activity #1: Introduce character education themes at the beginning of the school year at a school-wide assembly</p> <p>Activity #2: Review expectations at the beginning of the year within each classroom (and as needed)</p> <p>Activity #3: Implement team building activities throughout the school year with sixth grade</p> <p>Activity #4: Conduct character education activities based on Core Essential character education materials and themes within the classrooms</p> <p>Activity #5: Reinforce how classes studied such themes at corresponding Citizen of the Month assemblies</p> <p>Activity #6: 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>Enhance and Retain Competent and Caring Staff</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>Focus on job-embeded/internal staff development Activity #1: Reading Overview In-service Activity #2: Literacy Training-Dissimminate information to certified staff members Activity #3: District-wide Internal Staff Development-Sharing of effective strategies to teach reading 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 Activity #5: Celebrate and share strategies during staff meetings based on themes created by the leadership team 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</p>
<p>Actively Engage Our Community in the Life of the School District</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>Focus on providing parents, guardians, and community members with student achievement update Activity #1: Share learning team data in the Thompson Tablet in a consistent and concise format Activity #2: Share learning team data on the school data board in the office in a consistent and concise format</p>