

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	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	69.8	3.1	18.0	3.8	1.1	0.4	3.8	23.6	5.5	14.5		0.2	6.3	95.7	3,211
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

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.

IEP students are those students eligible to receive special education services.

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.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	100.0	18.6		14.0	291.7
State	96.0	18.8		13.6	211.3

* 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
District	17.6	18.5	20.9	23.9	24.0	24.7	23.6	24.4	25.6	
State	20.9	21.6	21.8	22.3	22.9	23.3	22.0	21.3	21.3	

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

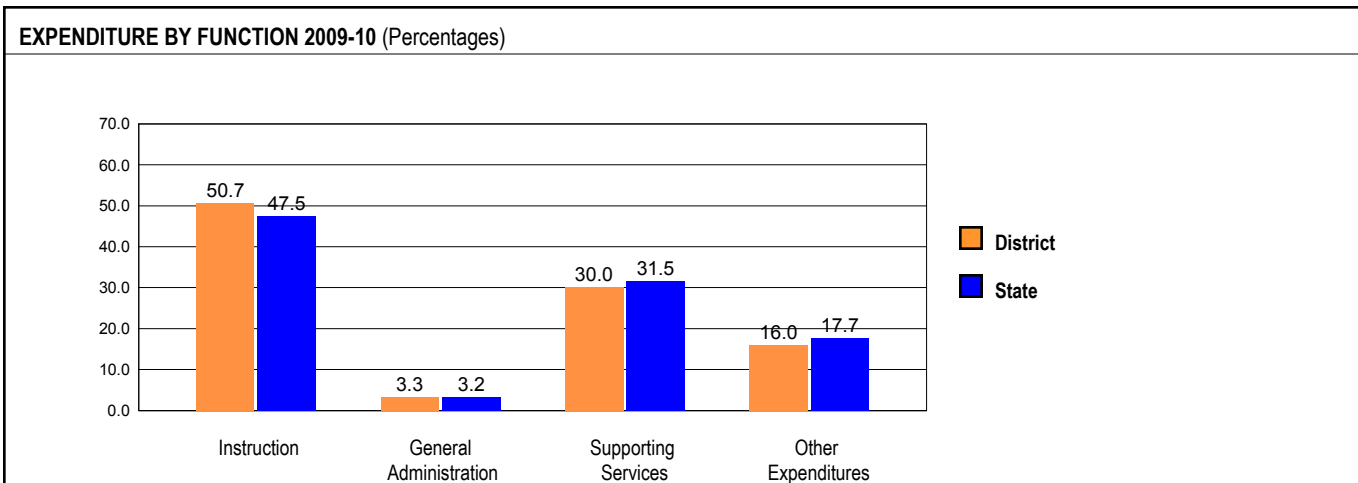
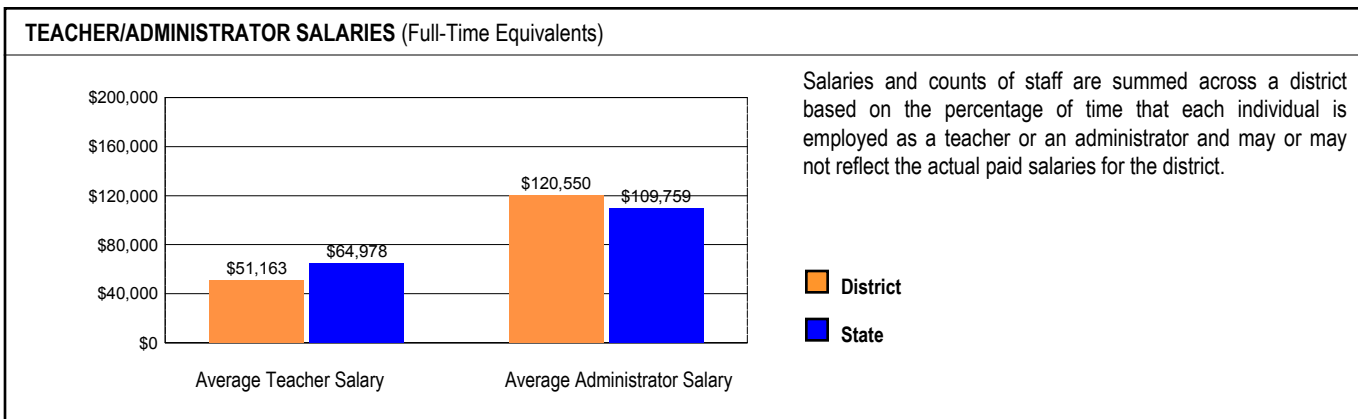
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
District	70	78	44	39	44	44	125	123	88	39	44	44
State	60	55	52	30	43	44	143	103	91	30	43	44

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	93.9	0.0	2.6	0.5	0.0	0.0	0.5	2.6	9.7	90.3	195
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	11.1	42.1	57.9	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools	11.4	39.7	60.3	0.0	0.0
State:	All Schools	13.2	39.5	60.4	0.6	0.8
	High Poverty Schools	13.0	41.4	58.5	1.4	3.3
	Low Poverty Schools	12.9	31.5	68.4	0.2	0.0

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 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$18,069,370	59.5	58.9	Education	\$21,519,984	74.0	72.9
Other Local Funding	\$1,669,895	5.5	6.4	Operations & Maintenance	\$2,316,266	8.0	6.0
General State Aid	\$5,323,159	17.5	14.9	Transportation	\$1,801,895	6.2	3.8
Other State Funding	\$2,698,699	8.9	7.5	Debt Service	\$2,769,953	9.5	7.2
Federal Funding	\$2,620,793	8.6	12.4	Tort	\$7,028	0.0	1.2
TOTAL	\$30,381,916			Municipal Retirement/ Social Security	\$569,981	2.0	1.9
				Fire Prevention & Safety	\$44,037	0.2	0.7
				Site & Construction/ Capital Improvement	\$62,712	0.2	6.4
				TOTAL	\$29,091,856		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$212,853	2.84	\$4,977	\$8,598
State	**	**	\$6,773	\$11,537

** 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

2009 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
	35.3	32.4	23.7	8.6	20.4	41.9	30.9	6.7

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	22.0	34.2	31.8	12.0	9.5	38.9	42.1	9.5
Black	59.8	28.8	10.1	1.4	45.8	43.3	10.3	0.6
Hispanic	52.0	32.4	13.5	2.1	28.0	51.7	18.8	1.5
Asian	9.2	27.4	36.2	27.1	3.0	23.9	48.0	25.1
American Indian								

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	70.3	22.3	6.6	0.8	47.2	42.2	9.8	0.8

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	67.2	18.1	10.6	4.1	38.2	38.6	19.3	3.9

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	53.4	31.7	13.0	1.8	34.2	47.9	16.8	1.1

Grade 4 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	79.5	85.3
Students with Disabilities	81.6	88.2

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	23.5	43.8	30.4	2.3	27.4	39.5	25.9	7.2

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	13.9	43.8	39.2	3.1	14.6	41.6	33.6	10.2
Black	46.2	43.6	10.0	0.2	58.6	32.6	8.1	0.7
Hispanic	34.9	46.7	18.1	0.3	40.6	42.4	15.9	1.1
Asian	7.6	32.5	52.1	7.8	10.8	29.6	40.6	19.0
American Indian								

Grade 8 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	72.0	23.5	4.5	0.0	68.3	24.3	7.1	0.3

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	62.9	27.2	9.6	0.3	62.2	29.9	6.9	1.1

Grade 8 - Economically Disadvantaged

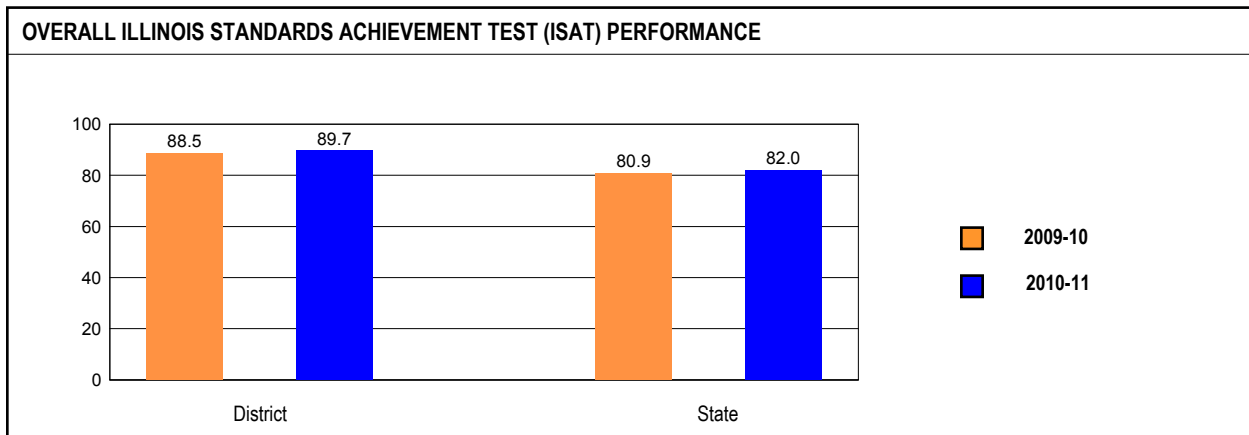
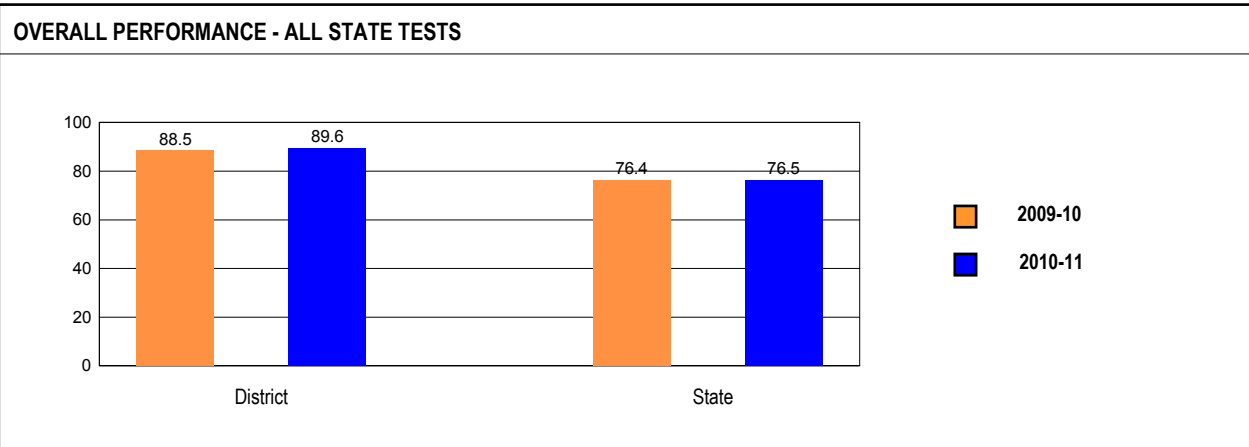
Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	40.2	43.6	15.7	0.5	46.9	38.6	12.8	1.7

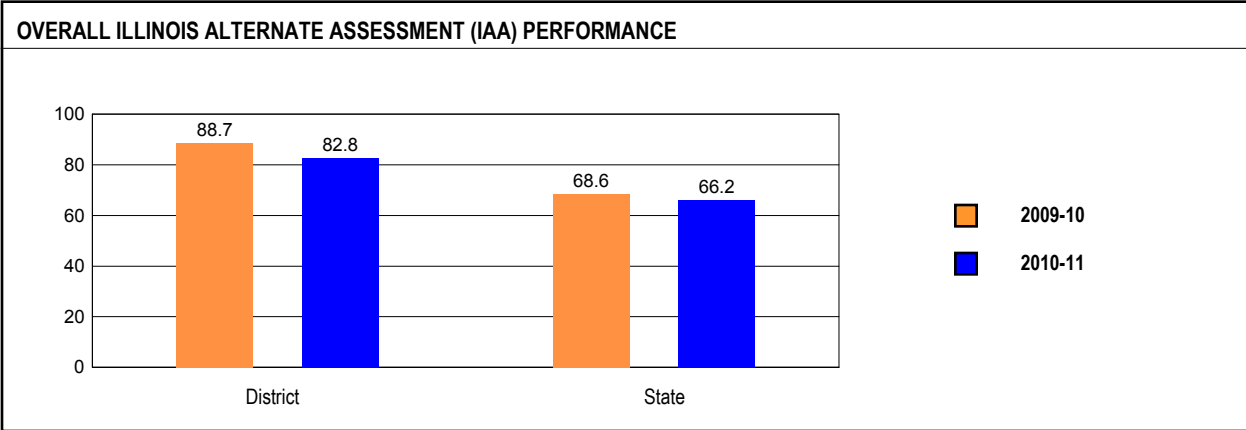
Grade 8 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	76.0	81.4
Students with Disabilities	78.0	80.3

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.

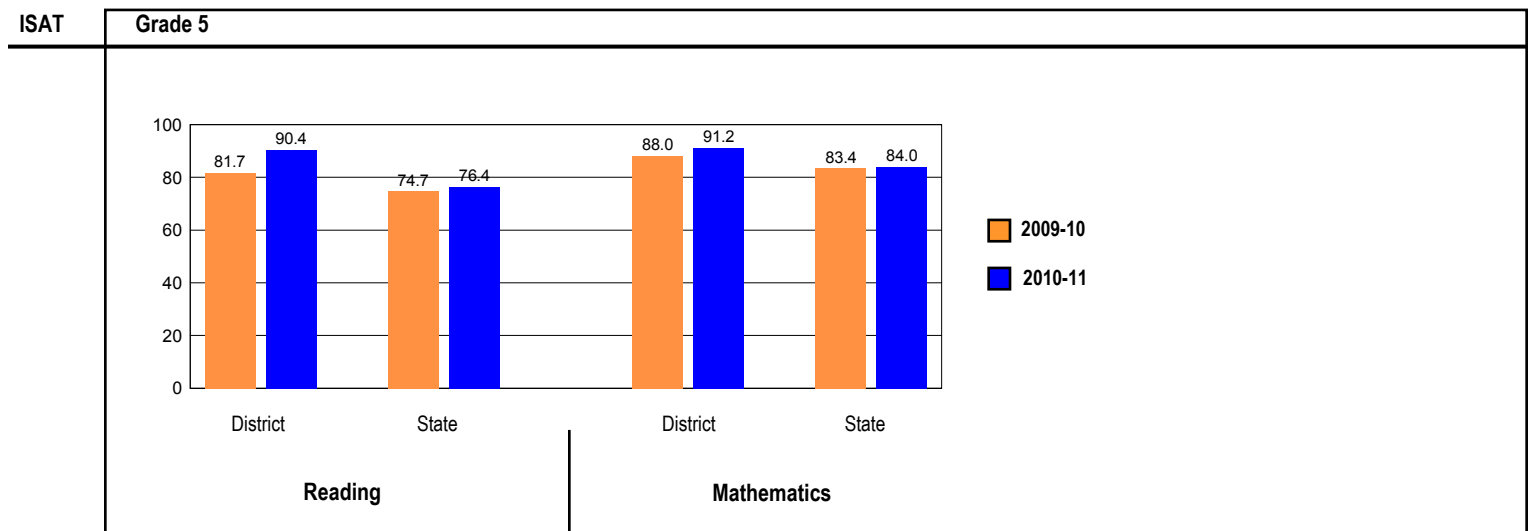
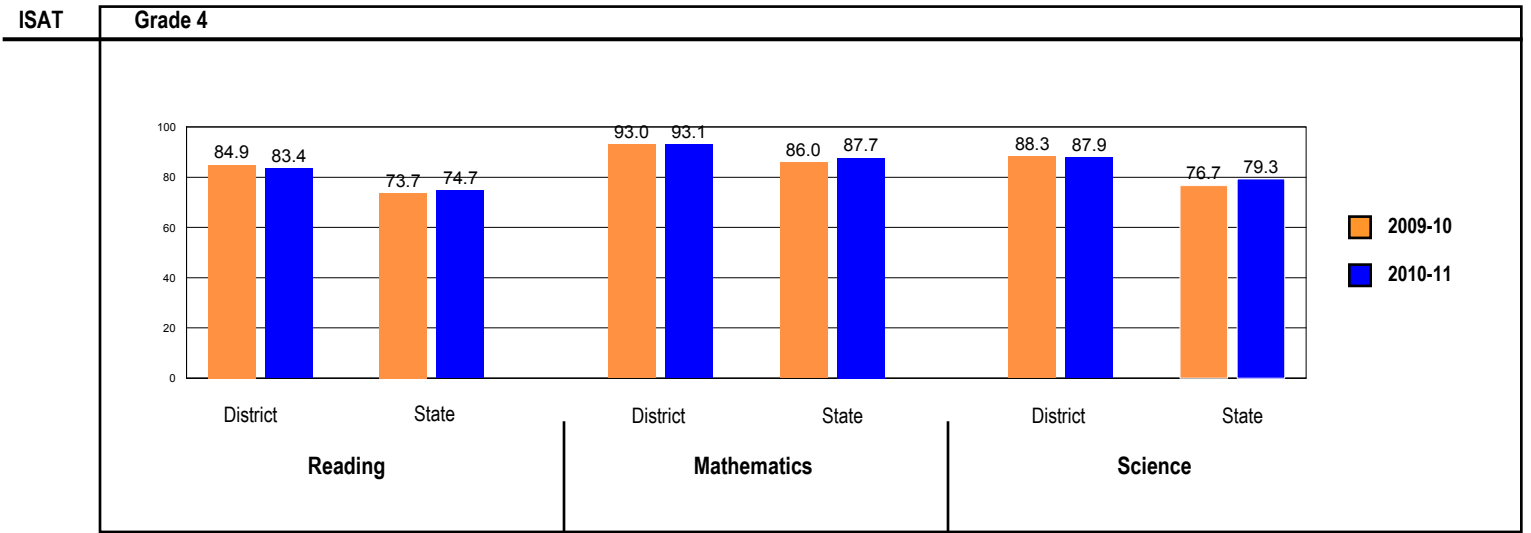
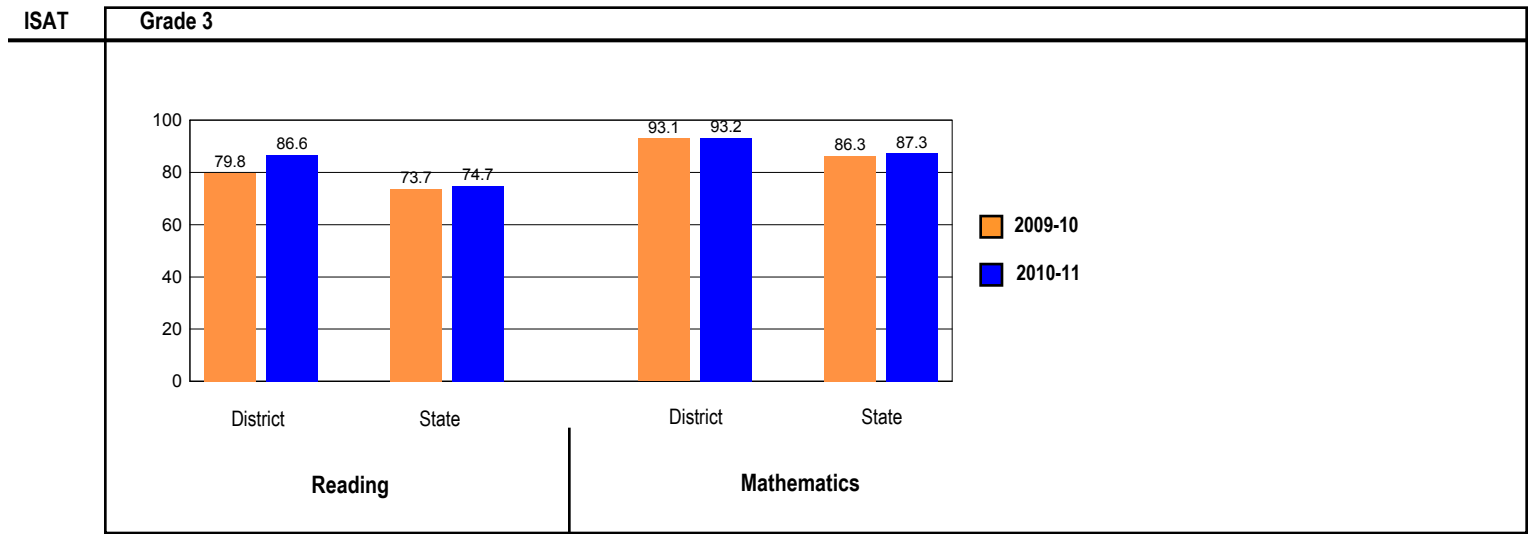




IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

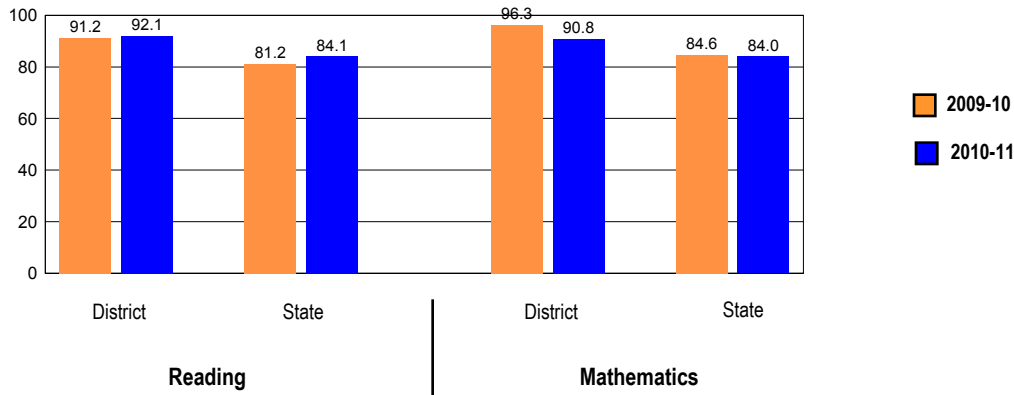
ISAT PERFORMANCE

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.



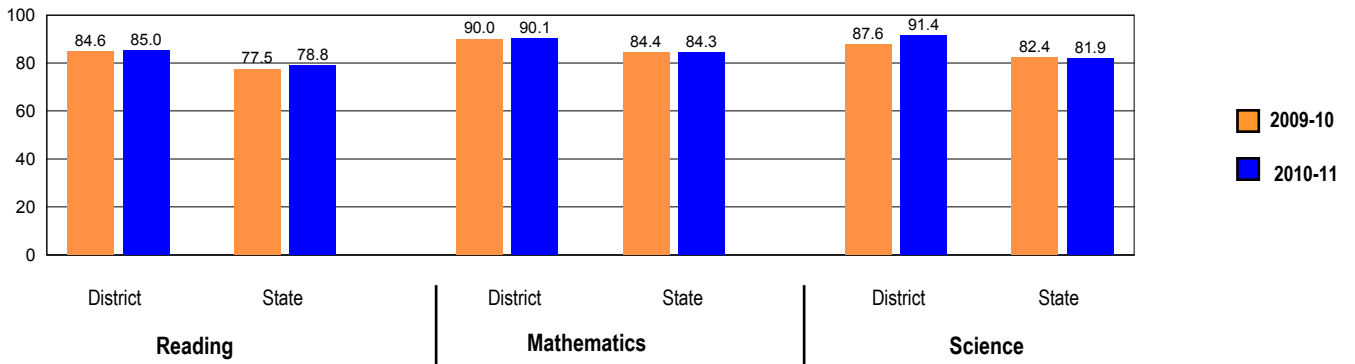
ISAT

Grade 6



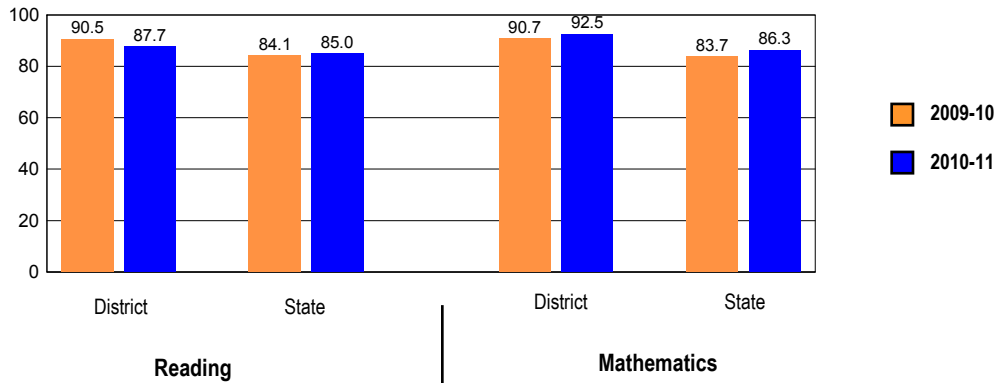
ISAT

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															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	2,241	1,181	1,060	1,553	75	403	88	24	8	90	57	0	314	527
	Reading	0.2	0.4	0.0	0.2	2.7	0.0	0.0	0.0		0.0	1.8		1.3	0.4
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.4	0.5	0.7	0.4	0.9	0.5

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 3

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	2,245	1,184	1,061	1,555	75	404	89	24	8	90	60	0	314	527
	Mathematics	0.2	0.4	0.0	0.2	2.7	0.0	0.0	0.0		0.0	1.7		1.3	0.4
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	713	374	339	498	18	123	39	5	2	28	22	0	86	155
	Science	0.4	0.8	0.0	0.6	0.0	0.0	0.0			0.0	0.0		3.5	0.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* 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	1.1	12.2	52.6	34.1	0.9	6.0	42.9	50.3
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	1.6	14.1	56.3	28.1	1.0	5.7	43.2	50.0
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	District	0.6	10.0	48.1	41.3	0.6	6.3	42.5	50.6
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White District	1.2	10.6	51.2	37.0	0.4	4.3	41.7	53.5
	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black District								
	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic District	1.7	19.0	58.6	20.7	3.4	12.1	50.0	34.5
	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian District	0.0	18.2	63.6	18.2	0.0	18.2	36.4	45.5
	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander District								
	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian District								
	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races District	0.0	6.3	37.5	56.3	0.0	0.0	37.5	62.5
	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 3 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	15.4	69.2	15.4	0.0	38.5	53.8	7.7
	15.4	42.1	37.7	4.8	6.0	20.6	55.5	18.0

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP District	10.0	25.0	55.0	10.0	5.0	10.0	62.5	22.5
	20.9	35.2	33.4	10.4	9.2	21.3	46.9	22.5
Non-IEP District	0.0	10.6	52.2	37.2	0.3	5.4	40.4	53.8
	3.6	17.2	49.6	29.5	2.0	8.2	42.6	47.2

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District	2.4	16.7	57.1	23.8	2.4	13.1	46.4	38.1
	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible District	0.7	10.8	51.1	37.3	0.4	3.7	41.8	54.1
	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	16.6	45.0	38.4	0.0	6.9	63.1	29.9	0.6	11.5	66.8	21.1
	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	19.6	45.8	34.5	0.0	6.5	61.3	32.1	0.0	12.5	63.7	23.8
	State	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female	District	0.0	13.5	44.2	42.3	0.0	7.4	65.0	27.6	1.2	10.4	69.9	18.4
	State	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	11.7	43.5	44.8	0.0	4.5	59.9	35.6	0.5	7.7	67.6	24.3
	State	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black	District												
	State	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
Hispanic	District	0.0	34.8	42.0	23.2	0.0	14.5	71.0	14.5	1.4	20.3	68.1	10.1
	State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	District	0.0	6.3	56.3	37.5	0.0	6.3	56.3	37.5	0.0	6.3	56.3	37.5
	State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander	District												
	State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian	District												
	State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races	District					0.0	20.0	70.0	10.0	0.0	30.0	60.0	10.0
	State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	64.7	29.4	5.9	0.0	29.4	70.6	0.0	0.0	47.1	52.9	0.0
	3.2	62.9	30.6	3.2	3.7	29.7	61.2	5.4	13.3	41.5	43.2	2.0

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	0.0	57.1	28.6	14.3	0.0	28.6	62.9	8.6	2.9	28.6	68.6	0.0
	State	4.9	56.0	29.4	9.8	5.7	29.0	55.0	10.3	9.9	31.2	50.1	8.8
Non-IEP	District	0.0	11.8	47.0	41.2	0.0	4.4	63.2	32.4	0.3	9.5	66.6	23.6
	State	0.3	19.6	46.8	33.3	0.5	8.4	60.9	30.2	2.5	15.1	59.6	22.8

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	37.7	45.5	16.9	0.0	13.0	76.6	10.4	2.6	22.1	70.1	5.2
	State	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible	District	0.0	10.2	44.9	44.9	0.0	5.1	59.1	35.8	0.0	8.3	65.7	26.0
	State	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	9.6	54.0	36.4	0.0	8.8	66.7	24.5
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	12.9	58.4	28.7	0.0	10.4	61.9	27.7
	State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female	District	0.0	5.8	48.8	45.3	0.0	6.9	72.3	20.8
	State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	7.5	53.6	38.9	0.0	5.9	66.4	27.7
	State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	District	0.0	38.5	53.8	7.7	0.0	15.4	84.6	0.0
	State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic	District	0.0	11.4	61.4	27.1	0.0	12.9	75.7	11.4
	State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian	District	0.0	7.7	46.2	46.2	0.0	15.4	38.5	46.2
	State	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander	District								
	State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian	District								
	State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races	District	0.0	17.6	41.2	41.2	0.0	29.4	52.9	17.6
	State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 5 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	41.7	58.3	0.0	0.0	53.8	46.2	0.0
State	1.8	70.0	25.9	2.2	2.0	43.0	52.3	2.6

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	0.0	33.9	53.2	12.9	0.0	25.8	66.1	8.1
	State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP	District	0.0	4.8	54.2	41.0	0.0	5.4	66.8	27.8
	State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District	0.0	16.2	59.0	24.8	0.0	18.1	68.6	13.3
	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible District	0.0	7.1	52.0	40.9	0.0	5.2	65.9	28.9
	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District State	0.0	7.9	56.3	35.8	0.6	8.7	60.8	30.0
	0.2	15.7	56.8	27.3	0.6	15.5	58.0	25.9

Grade 6 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male District State	0.0	11.3	62.6	26.1	1.0	10.9	58.9	29.2
	0.3	19.1	57.1	23.5	0.7	16.8	56.2	26.3
Female District State	0.0	4.0	49.2	46.9	0.0	6.1	63.0	30.9
	0.1	12.2	56.5	31.3	0.5	14.0	59.9	25.6

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White District State	0.0	5.8	57.0	37.2	0.4	6.1	61.6	31.8
	0.1	9.4	54.7	35.8	0.3	8.9	56.8	34.0
Black District State	0.0	22.2	55.6	22.2	5.9	29.4	47.1	17.6
	0.4	28.1	60.0	11.4	1.3	30.1	58.6	10.0
Hispanic District State	0.0	11.6	55.1	33.3	0.0	16.1	54.8	29.0
	0.2	21.7	61.6	16.4	0.7	20.5	63.8	15.1
Asian District State	0.0	15.4	38.5	46.2	0.0	0.0	83.3	16.7
	0.1	6.0	41.5	52.4	0.2	4.7	38.4	56.6
Native Hawaiian/Pacific Islander District State	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
American Indian District State	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
Two or More Races District State	0.0	0.0	64.7	35.3	0.0	0.0	75.0	25.0
	0.1	12.9	55.1	31.8	0.4	13.3	57.1	29.1

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP District State	0.0	41.1	53.6	5.4	3.6	30.9	60.0	5.5
	1.3	51.5	41.8	5.4	3.1	46.0	45.0	5.9
Non-IEP District State	0.0	2.2	56.8	41.0	0.0	4.6	60.9	34.4
	0.0	10.3	59.1	30.6	0.2	10.9	60.0	28.9

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District	0.0	13.9	62.0	24.1	1.4	20.3	60.8	17.6
	0.3	24.5	61.2	13.9	0.9	24.0	62.0	13.1
Not Eligible District	0.0	6.3	54.8	38.9	0.4	5.7	60.8	33.2
	0.1	7.0	52.4	40.5	0.2	7.0	54.1	38.7

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.3	14.7	63.3	21.7	0.5	9.4	58.7	31.4	1.9	6.7	53.9	37.5
State	0.4	20.8	58.0	20.8	2.2	13.5	53.9	30.4	5.7	12.4	57.8	24.1

Grade 7 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male District	0.5	19.1	61.8	18.6	1.0	11.6	58.3	29.1	3.0	7.5	49.7	39.7
	0.6	24.9	56.8	17.7	2.8	15.0	51.7	30.5	6.8	12.4	54.5	26.4
Female District	0.0	9.8	64.9	25.3	0.0	6.9	59.2	33.9	0.6	5.7	58.6	35.1
	0.2	16.5	59.3	24.1	1.5	12.0	56.2	30.3	4.6	12.4	61.3	21.7

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	13.7	63.3	23.0	0.7	8.9	56.7	33.7	1.5	4.4	53.7	40.4
	0.2	14.4	58.3	27.1	1.1	8.5	51.4	38.9	2.9	6.8	55.9	34.5
Black District												
	0.9	34.3	55.7	9.1	4.9	24.4	58.3	12.4	12.3	22.9	58.4	6.5
Hispanic District	0.0	19.2	67.3	13.5	0.0	15.4	67.3	17.3	0.0	17.3	57.7	25.0
	0.5	26.6	60.9	11.9	2.6	17.7	59.8	19.9	7.5	17.9	63.3	11.3
Asian District	4.3	8.7	52.2	34.8	0.0	8.7	52.2	39.1	8.7	0.0	52.2	39.1
	0.2	8.2	48.9	42.6	0.8	4.8	33.6	60.9	2.4	5.3	50.2	42.0
Native Hawaiian/Pacific Islander District												
	0.0	13.6	57.4	29.0	0.6	7.1	50.0	42.3	4.2	7.7	59.5	28.6
American Indian District												
	1.0	30.4	55.5	13.1	3.5	19.3	56.4	20.7	8.3	16.3	59.1	16.3
Two or More Races District	0.0	11.8	70.6	17.6	0.0	0.0	64.7	35.3	5.9	5.9	41.2	47.1
	0.3	19.2	57.6	22.9	2.1	13.3	52.6	32.0	4.8	11.3	55.9	28.1

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP District	0.0	47.6	47.6	4.8	4.8	28.6	64.3	2.4	4.8	16.7	66.7	11.9
	2.4	61.2	33.0	3.4	11.1	39.7	42.9	6.2	20.4	27.0	46.1	6.5
Non-IEP District	0.3	10.6	65.3	23.9	0.0	6.9	58.0	35.0	1.5	5.4	52.3	40.8
	0.1	14.8	61.7	23.4	0.9	9.7	55.5	33.9	3.5	10.2	59.5	26.7

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 State	1.3	24.7	63.6	10.4	1.3	13.0	68.8	16.9	3.9	9.1	58.4	28.6
	0.7	31.0	58.3	10.0	3.5	20.6	59.4	16.4	9.2	19.3	61.1	10.4
Not Eligible District State	0.0	12.2	63.2	24.7	0.3	8.4	56.1	35.1	1.4	6.1	52.7	39.9
	0.1	11.2	57.7	30.9	0.9	6.9	48.7	43.4	2.4	5.9	54.7	36.9

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District State	0.3	12.0	75.7	12.0	0.5	7.0	54.3	38.3
	0.2	14.8	74.9	10.1	0.4	13.3	54.5	31.8

Grade 8 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male District State	0.5	16.5	74.2	8.8	0.5	6.7	57.9	34.9
	0.3	17.9	73.0	8.9	0.5	15.1	53.1	31.3
Female District State	0.0	7.8	77.1	15.1	0.5	7.3	50.7	41.5
	0.1	11.6	76.8	11.5	0.3	11.5	56.0	32.2

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White District State	0.0	9.4	78.3	12.3	0.4	5.8	52.5	41.3
	0.1	9.7	75.9	14.3	0.3	8.4	50.9	40.5
Black District State	6.7	33.3	60.0	0.0	6.7	33.3	46.7	13.3
	0.3	25.6	71.7	2.4	0.8	25.4	60.6	13.2
Hispanic District State	0.0	17.9	73.1	9.0	0.0	6.3	63.3	30.4
	0.2	19.7	76.0	4.1	0.5	17.0	61.8	20.8
Asian District State	0.0	9.1	72.7	18.2	0.0	0.0	50.0	50.0
	0.1	5.9	70.6	23.4	0.2	3.7	34.3	61.9
Native Hawaiian/Pacific Islander District State								
	0.6	9.7	73.3	16.4	1.2	8.5	48.5	41.8
American Indian District State								
	0.0	20.8	74.0	5.2	1.1	19.4	55.3	24.2
Two or More Races District State	0.0	16.7	50.0	33.3	0.0	8.3	50.0	41.7
	0.1	14.3	73.4	12.2	0.6	11.8	54.3	33.3

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP District State	2.1	33.3	64.6	0.0	2.1	29.8	59.6	8.5
	1.0	51.5	46.2	1.3	2.4	46.6	45.3	5.7
Non-IEP District State	0.0	9.1	77.2	13.7	0.3	4.0	53.5	42.2
	0.1	9.4	79.1	11.4	0.1	8.5	55.8	35.6

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	0.0	18.8	71.9	9.4	1.1	13.7	57.9	27.4
State	0.3	22.7	73.5	3.4	0.7	20.6	61.3	17.4
Not Eligible								
District	0.3	9.9	76.9	12.9	0.3	4.9	53.1	41.6
State	0.1	7.8	76.1	16.1	0.2	6.8	48.4	44.6

2011 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
2011-12 Federal Improvement Status	
2011-12 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		85.0			85.0			91.0		82.0	
All	99.8	Yes	99.8	Yes	87.9		Yes	92.1		Yes	95.7	Yes		
White	99.8	Yes	99.8	Yes	90.1		Yes	93.8		Yes				
Black	97.3	Yes	97.3	Yes	70.6	76.0	No	76.5	82.0	No	95.8			
Hispanic	100.0	Yes	100.0	Yes	81.8	75.2	Yes	88.2		Yes	96.3			
Asian	100.0	Yes	100.0	Yes	89.3		Yes	91.6		Yes				
Native Hawaiian/ Pacific Islander														
American Indian Two or More Races	100.0	Yes	100.0	Yes	89.3		Yes	91.6		Yes				
LEP	98.2	Yes	98.3	Yes	54.0	46.6	Yes	58.0	82.2	No	96.4			
Students with Disabilities	98.7	Yes	98.7	Yes	60.6	61.5	Yes	72.9	72.8	Yes	95.2			
Economically Disadvantaged	99.6	Yes	99.6	Yes	79.0	77.0	Yes	84.4		Yes	95.3			

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% 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: 0

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

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities
<p>Improve the Academic Achievement of ALL Students</p>	<p>Percentage of students scoring proficient or higher in Reading</p>	<p>Increase the percentage of IEP, LEP, low income, Hispanic students scoring in the meet/exceeds category</p>	<p>Illinois Standards Achievement Test and Fontas and Pinnell Assessment</p>	<p>Activity #1 Provide staff development for support staff in the 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, Soar to Success). Activity #2 Provide staff development for general education staff on tier two interventions. Activity #3 Literacy coaches will provide support to all teachers of reading through a summer literacy institute and weekly meetings with learning teams. Activity #4 Literacy coaches will provide targeted assistance and professional development to specific teachers needing additional support in the area of literacy. Activity #5 Increase the number of minutes of support for LEP students in the area of literacy. Activity #6 Provide staff development to general education teachers in the area of language acquisition. Activity #7 Provide staff development to ELL teachers in literacy instruction.</p>
	<p>Percentage of teachers using technology as a means to deliver instruction</p>	<p>Increase the number of staff members using technology as an instructional tool</p>	<p>Classroom walkthrough data Teacher Survey</p>	<p>Activity #1 Provide beginning, intermediate, and advanced SMART board training to staff through summer staff development, teacher institute days, after school training, or during the school day Activity #2 Implementation of 1 to 1 computing within the middle school health curriculum Activity #3 Provide ongoing support through the technology coach to middle school health teachers for 1 to 1 computing</p>
<p>Provide a Safe, Nurturing and Inviting Learning Environment</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>Completion of life safety projects</p>	<p>Activity #1 Review and schedule currently identified life-safety work. Activity #2 Work with architect on Hooper roof project to bid and complete work in the summer of 2012. Activity #3 Work with architect on future projects.</p>
	<p>Number of items identified on audit report</p>	<p>Increase safety throughout the school district</p>	<p>Audit Report</p>	<p>Activity #1 Complete the security/safety audit which was started in August. Activity #2 Present final audit to the Board of Education and Administration Activity #3 Work with architect on future projects</p>
	<p>Number of applications the district SIS can accomplish</p>	<p>Increase the functionality of the district SIS</p>	<p>Recommendation of a SIS to meet district needs</p>	<p>Activity #1 Create a district SIS Committee Activity #2 Develop a rubric to assess various SIS systems Activity #3 Review 5 SIS systems based on feedback from other districts Activity #4 Make a recommendation for a SIS system</p>
	<p>Number of technology challenges within Lake Villa School District #41</p>	<p>Increase the functionality of the district technology network</p>	<p>Completion of technology audit</p>	<p>Activity #1 Develop goals for a district technology audit Activity #2 Create a proposal for a technology audit Activity #3 Select a firm to conduct a technology audit Activity #4 Create an action plan based on audit recommendations and incorporate those findings into the technology RFP.</p>
<p>Enhance and Retain Competent and Caring Staff</p>	<p>Number of staff members being evaluated using the Framework for Teaching</p>	<p>Increase staff understanding of the Framework for Teaching</p>	<p>Teacher Survey</p>	<p>Activity #1 Review FFT with non-tenured staff, self-directed, and specialists Activity #2 Conduct at least five district-wide Friday morning FFT professional development sessions Activity #3 Conduct at least four administrative support sessions for principals Activity #4 Conduct a one day FFT training for principals with IASA Activity #5 Conduct a survey to determine the first year implementation level and staff understanding Activity #6 Share survey results with staff and Board of Education Activity #7 Develop a teacher mentoring plan</p>

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

<p>Actively Engage Our Community in the Life of the School District</p>	<p>Percentage of relevant information presented on the district website</p>	<p>Decrease the amount of information that is not relevant to our school community</p>	<p>Review of district website information</p>	<p>Activity #1 Evaluate the district website for all information that is not relevant to the school community Activity #2 Remove all unnecessary information from the district website Activity #3 Make changes to district website to allow a more user-friendly environment</p>
<p>Maintain Fiscal Stability</p>	<p>Reduction of expenditures for the 2012-13 school year</p>	<p>Reduction of expenditures for the 2012-13 school year</p>	<p>2012-2013 Budget</p>	<p>Activity #1 Share personnel and budget reduction options with Board of Education; provide at least one update before final recommendations Activity #2 Share information on budget reductions with principals, staff, and parents Activity #3 Form Financial Advisory Committee with all buildings represented; meet 1-2 times monthly Activity #4 Provide budget recommendations to the Board by late January or early February Activity #5 Expand Financial Advisory Committee membership and prepare for next school year</p>

B J Hooper Elem School
Lake Villa CCSD 41
Lindenhurst, 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	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	75.2	1.3	15.7	2.2	0.3	0.3	5.0	23.7	3.4	21.0		0.8	5.1	95.7	638
District	69.8	3.1	18.0	3.8	1.1	0.4	3.8	23.6	5.5	14.5		0.2	6.3	95.7	3,211
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

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.

IEP Students are those students eligible to receive special education services.

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.

Total Enrollment is based on Home School.

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	18.6		14.0	291.7
State	96.0	18.8		13.6	211.3

* 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	17.5	16.8	17.0	23.5	22.3	27.0	21.8			
District	17.6	18.5	20.9	23.9	24.0	24.7	23.6			
State	20.9	21.6	21.8	22.3	22.9	23.3	22.0			

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

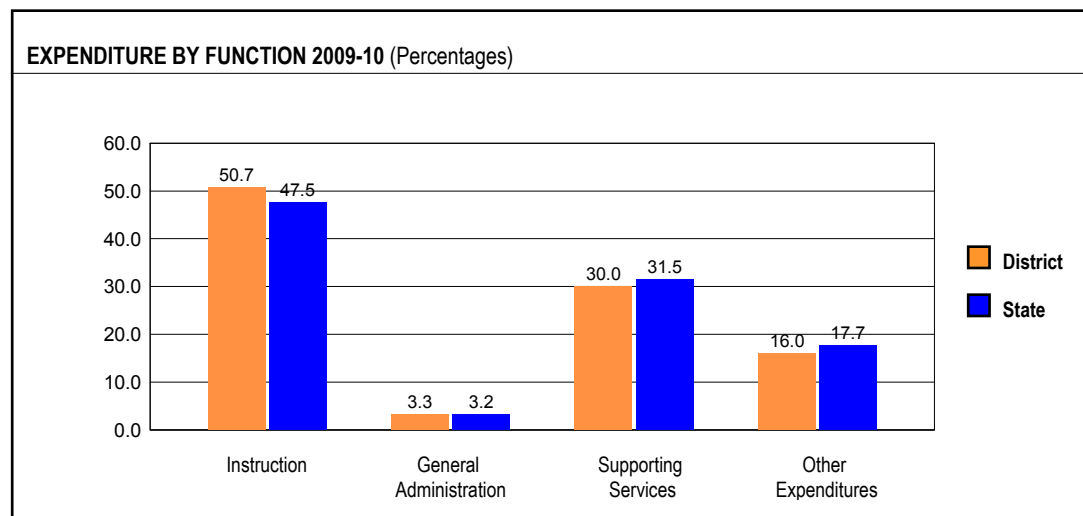
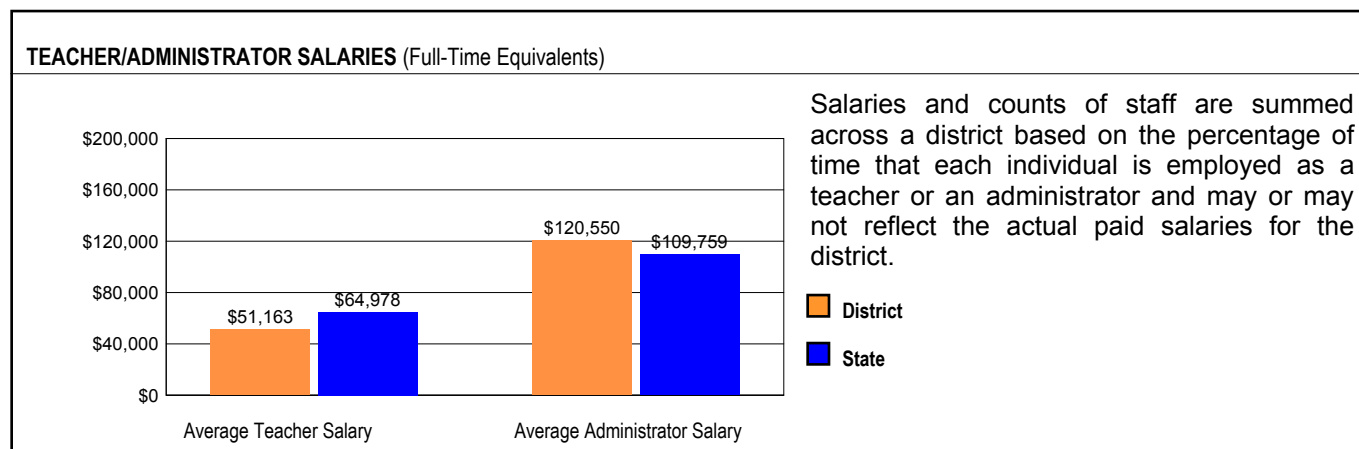
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60	80		45	45		120	120		45	45	
District	70	78		39	44		125	123		39	44	
State	60	55		30	43		143	103		30	43	

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	93.9	0.0	2.6	0.5	0.0	0.0	0.5	2.6	9.7	90.3	195
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	11.1	42.1	57.9	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$18,069,370	59.5	58.9	Education	\$21,519,984	74.0	72.9
Other Local Funding	\$1,669,895	5.5	6.4	Operations & Maintenance	\$2,316,266	8.0	6.0
General State Aid	\$5,323,159	17.5	14.9	Transportation	\$1,801,895	6.2	3.8
Other State Funding	\$2,698,699	8.9	7.5	Debt Service	\$2,769,953	9.5	7.2
Federal Funding	\$2,620,793	8.6	12.4	Tort	\$7,028	0.0	1.2
TOTAL	\$30,381,916			Municipal Retirement/ Social Security	\$569,981	2.0	1.9
				Fire Prevention & Safety	\$44,037	0.2	0.7
				Site & Construction/ Capital Improvement	\$62,712	0.2	6.4
				TOTAL	\$29,091,856		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$212,853	2.84	\$4,977	\$8,598
State	**	**	\$6,773	\$11,537

** 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.

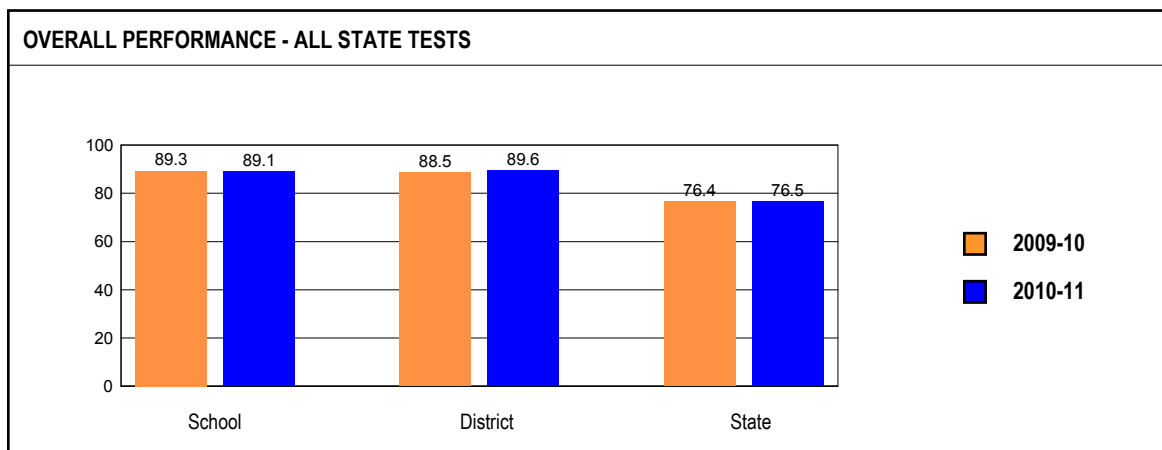
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

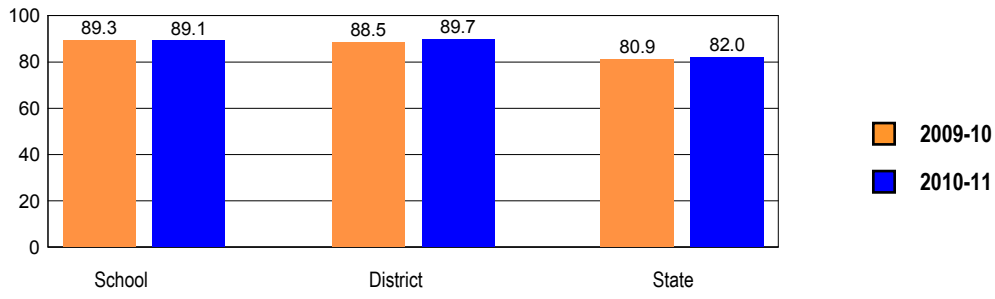
ACADEMIC PERFORMANCE

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.

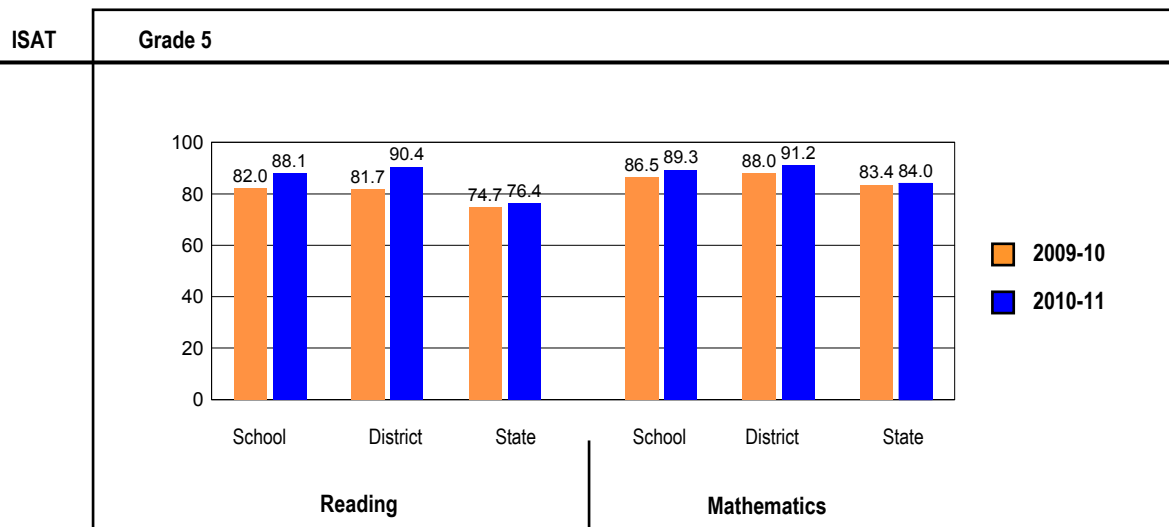
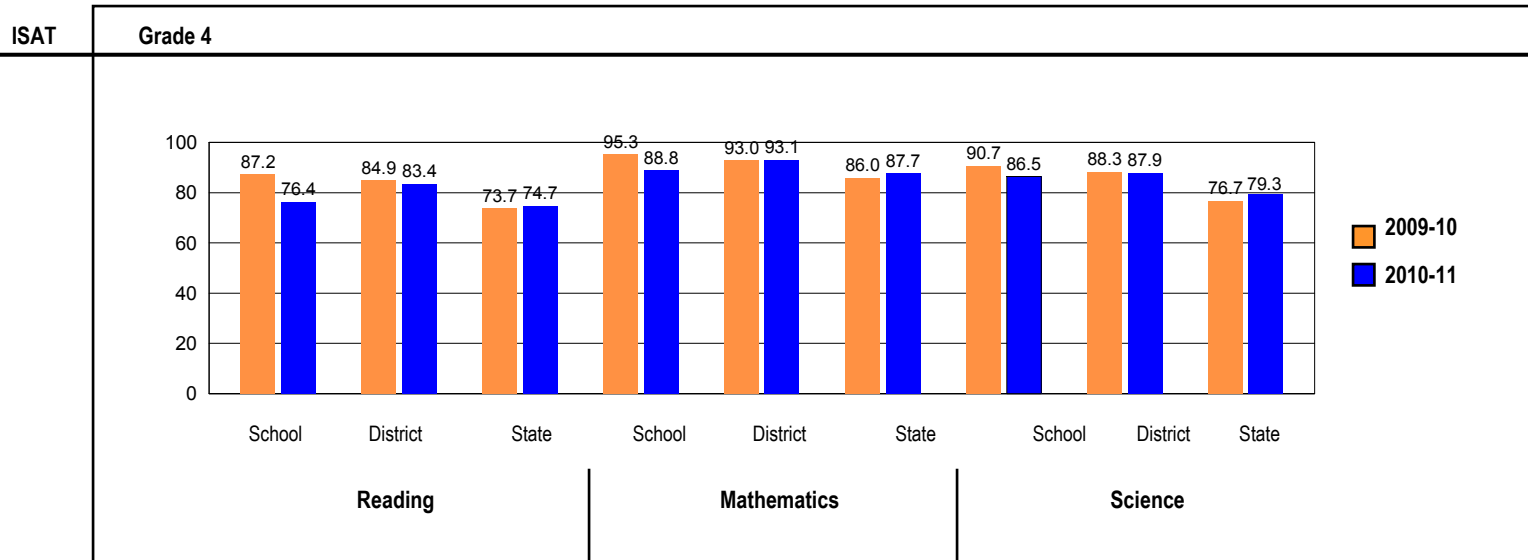
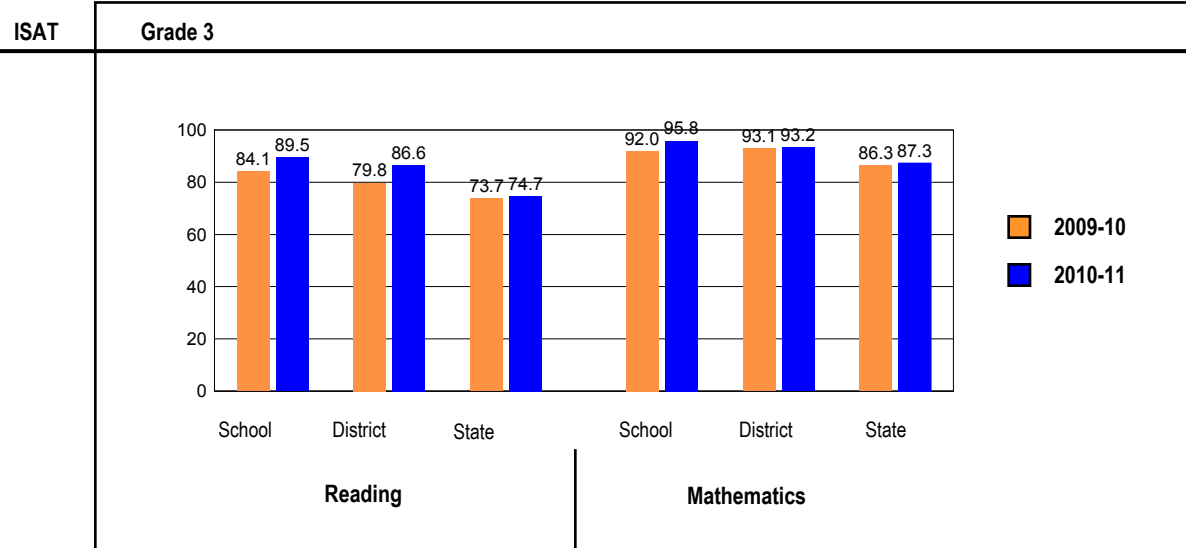


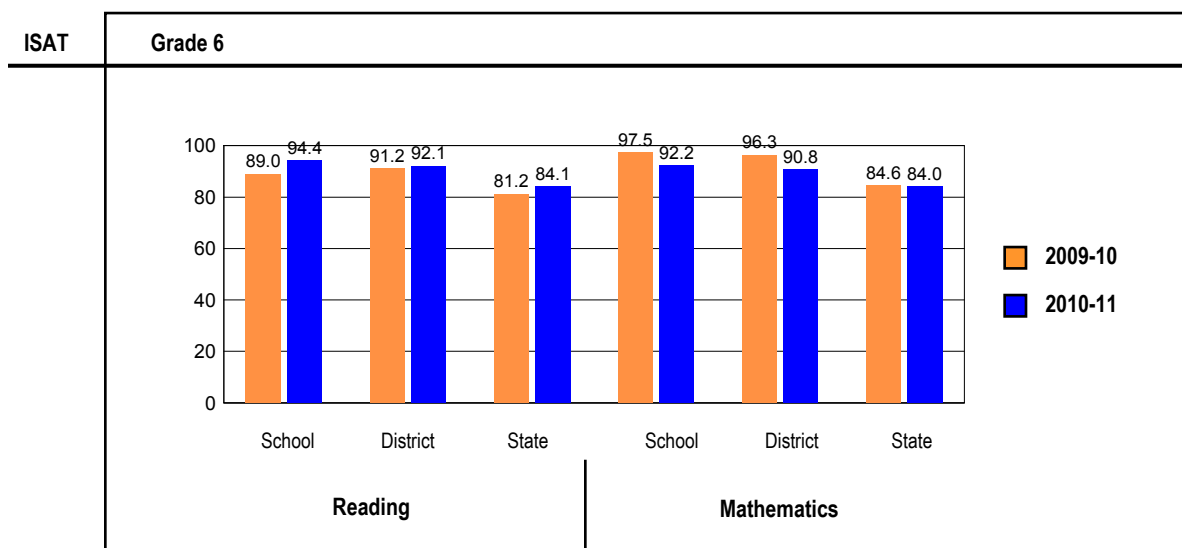
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	362	178	184	272	4	56	9	0	2	19	9	0	59	82
	Reading	0.0	0.0	0.0	0.0		0.0				0.0			0.0	0.0
District	*Enrollment	2,241	1,181	1,060	1,553	75	403	88	24	8	90	57	0	314	527
	Reading	0.2	0.4	0.0	0.2	2.7	0.0	0.0	0.0		0.0	1.8		1.3	0.4
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	362	178	184	272	4	56	9	0	2	19	9	0	59	82
	Mathematics	0.0	0.0	0.0	0.0		0.0				0.0			0.0	0.0
District	*Enrollment	2,245	1,184	1,061	1,555	75	404	89	24	8	90	60	0	314	527
	Mathematics	0.2	0.4	0.0	0.2	2.7	0.0	0.0	0.0		0.0	1.7		1.3	0.4
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	91	40	51	60	0	20	3	0	1	7	5	0	12	21
	Science	0.0	0.0	0.0	0.0		0.0							0.0	0.0
District	*Enrollment	713	374	339	498	18	123	39	5	2	28	22	0	86	155
	Science	0.4	0.8	0.0	0.6	0.0	0.0	0.0			0.0	0.0		3.5	0.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* 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	1.1	9.5	52.6	36.8	0.0	4.2	36.8	58.9
District	1.1	12.2	52.6	34.1	0.9	6.0	42.9	50.3
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	2.1	10.6	57.4	29.8	0.0	4.3	36.2	59.6
	District	1.6	14.1	56.3	28.1	1.0	5.7	43.2	50.0
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	School	0.0	8.3	47.9	43.8	0.0	4.2	37.5	58.3
	District	0.6	10.0	48.1	41.3	0.6	6.3	42.5	50.6
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	1.3	10.0	52.5	36.3	0.0	3.8	37.5	58.8
	District	1.2	10.6	51.2	37.0	0.4	4.3	41.7	53.5
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	School								
	District								
	State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic	School								
	District	1.7	19.0	58.6	20.7	3.4	12.1	50.0	34.5
	State	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	School								
	District	0.0	18.2	63.6	18.2	0.0	18.2	36.4	45.5
	State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	School								
	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	School								
	District	0.0	6.3	37.5	56.3	0.0	0.0	37.5	62.5
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	7.1	21.4	50.0	21.4	0.0	14.3	50.0	35.7
	District	10.0	25.0	55.0	10.0	5.0	10.0	62.5	22.5
	State	20.9	35.2	33.4	10.4	9.2	21.3	46.9	22.5
Non-IEP	School	0.0	7.4	53.1	39.5	0.0	2.5	34.6	63.0
	District	0.0	10.6	52.2	37.2	0.3	5.4	40.4	53.8
	State	3.6	17.2	49.6	29.5	2.0	8.2	42.6	47.2

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	4.2	16.7	45.8	33.3	0.0	12.5	37.5	50.0
District	2.4	16.7	57.1	23.8	2.4	13.1	46.4	38.1
State	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible								
School	0.0	7.0	54.9	38.0	0.0	1.4	36.6	62.0
District	0.7	10.8	51.1	37.3	0.4	3.7	41.8	54.1
State	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	23.6	47.2	29.2	0.0	11.2	67.4	21.3	2.2	11.2	66.3	20.2
District	0.0	16.6	45.0	38.4	0.0	6.9	63.1	29.9	0.6	11.5	66.8	21.1
State	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	23.1	43.6	33.3	0.0	7.7	64.1	28.2	0.0	12.8	64.1	23.1
District	0.0	19.6	45.8	34.5	0.0	6.5	61.3	32.1	0.0	12.5	63.7	23.8
State	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female												
School	0.0	24.0	50.0	26.0	0.0	14.0	70.0	16.0	4.0	10.0	68.0	18.0
District	0.0	13.5	44.2	42.3	0.0	7.4	65.0	27.6	1.2	10.4	69.9	18.4
State	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

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	16.9	50.8	32.2	0.0	6.8	67.8	25.4	1.7	8.5	67.8	22.0
	District	0.0	11.7	43.5	44.8	0.0	4.5	59.9	35.6	0.5	7.7	67.6	24.3
	State	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black	School												
	District												
	State	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
Hispanic	School	0.0	45.0	40.0	15.0	0.0	25.0	65.0	10.0	5.0	15.0	70.0	10.0
	District	0.0	34.8	42.0	23.2	0.0	14.5	71.0	14.5	1.4	20.3	68.1	10.1
	State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	School												
	District	0.0	6.3	56.3	37.5	0.0	6.3	56.3	37.5	0.0	6.3	56.3	37.5
	State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian	School												
	District												
	State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races	School												
	District					0.0	20.0	70.0	10.0	0.0	30.0	60.0	10.0
	State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

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	80.0	20.0	0.0	0.0	40.0	60.0	0.0	10.0	40.0	50.0	0.0
	District	0.0	57.1	28.6	14.3	0.0	28.6	62.9	8.6	2.9	28.6	68.6	0.0
	State	4.9	56.0	29.4	9.8	5.7	29.0	55.0	10.3	9.9	31.2	50.1	8.8
Non-IEP	School	0.0	16.5	50.6	32.9	0.0	7.6	68.4	24.1	1.3	7.6	68.4	22.8
	District	0.0	11.8	47.0	41.2	0.0	4.4	63.2	32.4	0.3	9.5	66.6	23.6
	State	0.3	19.6	46.8	33.3	0.5	8.4	60.9	30.2	2.5	15.1	59.6	22.8

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	52.4	47.6	0.0	0.0	19.0	81.0	0.0	9.5	14.3	76.2	0.0
	District	0.0	37.7	45.5	16.9	0.0	13.0	76.6	10.4	2.6	22.1	70.1	5.2
	State	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible	School	0.0	14.7	47.1	38.2	0.0	8.8	63.2	27.9	0.0	10.3	63.2	26.5
	District	0.0	10.2	44.9	44.9	0.0	5.1	59.1	35.8	0.0	8.3	65.7	26.0
	State	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	11.9	51.2	36.9	0.0	10.7	65.5	23.8
District	0.0	9.6	54.0	36.4	0.0	8.8	66.7	24.5
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	14.6	63.4	22.0	0.0	9.8	65.9	24.4
	District	0.0	12.9	58.4	28.7	0.0	10.4	61.9	27.7
	State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female	School	0.0	9.3	39.5	51.2	0.0	11.6	65.1	23.3
	District	0.0	5.8	48.8	45.3	0.0	6.9	72.3	20.8
	State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	9.4	51.6	39.1	0.0	4.7	64.1	31.3
	District	0.0	7.5	53.6	38.9	0.0	5.9	66.4	27.7
	State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	School								
	District	0.0	38.5	53.8	7.7	0.0	15.4	84.6	0.0
	State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic	School	0.0	21.4	42.9	35.7	0.0	21.4	78.6	0.0
	District	0.0	11.4	61.4	27.1	0.0	12.9	75.7	11.4
	State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian	School								
	District	0.0	7.7	46.2	46.2	0.0	15.4	38.5	46.2
	State	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian	School								
	District								
	State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races	School								
	District	0.0	17.6	41.2	41.2	0.0	29.4	52.9	17.6
	State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	50.0	42.9	7.1	0.0	35.7	57.1	7.1
	District	0.0	33.9	53.2	12.9	0.0	25.8	66.1	8.1
	State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP	School	0.0	4.3	52.9	42.9	0.0	5.7	67.1	27.1
	District	0.0	4.8	54.2	41.0	0.0	5.4	66.8	27.8
	State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 6 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	17.6	82.4	0.0	0.0	17.6	76.5	5.9
	District	0.0	41.1	53.6	5.4	3.6	30.9	60.0	5.5
	State	1.3	51.5	41.8	5.4	3.1	46.0	45.0	5.9
Non-IEP	School	0.0	2.7	60.3	37.0	0.0	5.5	64.4	30.1
	District	0.0	2.2	56.8	41.0	0.0	4.6	60.9	34.4
	State	0.0	10.3	59.1	30.6	0.2	10.9	60.0	28.9

Grade 6 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	10.5	63.2	26.3	0.0	21.1	52.6	26.3
	District	0.0	13.9	62.0	24.1	1.4	20.3	60.8	17.6
	State	0.3	24.5	61.2	13.9	0.9	24.0	62.0	13.1
Not Eligible	School	0.0	4.2	64.8	31.0	0.0	4.2	70.4	25.4
	District	0.0	6.3	54.8	38.9	0.4	5.7	60.8	33.2
	State	0.1	7.0	52.4	40.5	0.2	7.0	54.1	38.7

2011 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	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2011-12 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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	87.6		Yes	92.0		Yes	95.7	Yes		
White	100.0	Yes	100.0	Yes	89.1		Yes	94.9		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	78.4		Yes	82.4		Yes				
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	62.1	55.9	Yes	75.9	77.5	Yes	95.7			
Economically Disadvantaged	100.0	Yes	100.0	Yes	73.6	75.8	Yes	81.9		Yes	94.9			

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% 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

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities B.J. Hooper School 2011-2012
<p>Improve the Academic Achievement of ALL Students</p>	<p>Percent of students scoring proficient or higher in reading</p>	<p>Increase the percent of students scoring proficient or higher in the area of reading</p>	<p>Results on benchmark and Fountas and Pinnell Benchmark assessment, NWEA, and ISAT assessments</p>	<p>Activity #1: Monitor implementation of the reading curriculum (Daily 5 and CAFE) Activity #2: Continue collaborative conversations within our learning teams Activity #3: Continue to utilize problem solving team (PST) to monitor student progress on an ongoing basis by grade level Activity #4: Utilize literacy coaches as a resource focusing support on skills at the classroom and team level Activity #5: Utilize flexible grouping model to address needs of all students Activity #6: Utilize the technology coach to support the use of interactive white board technology in word study lessons Activity #7: Implement use of interactive white board technology during literacy stations Activity #8: Implement a master schedule to minimize interruption to reading instruction and maximize time allowed for interventions and enrichment Activity #9: Celebrate student/class successes and improvements</p>
	<p>Percent of special education resource, Hispanic, and economically disadvantaged students scoring proficient or higher in reading</p>	<p>Increase the percent of special education resource, Hispanic, and economically disadvantaged students scoring proficient or higher in the area of reading</p>	<p>Results on benchmark and Fountas and Pinnell Benchmark assessment, NWEA, and ISAT assessments</p>	<p>Activity #1: Ensure Response to Intervention, Tier 2 & 3 reading interventions are implemented Activity #2: Continue to utilize problem solving team (PST) to monitor student progress on an ongoing basis by grade level Activity #3: Progress monitor sub groups of students within the Hispanic, special education, and economically disadvantaged subgroups Activity #4: Implement use of interactive white board technology in Tier 2 intervention lessons and skill reinforcement Activity #5: Implement TBE program at Martin School Activity #6: Create schedule for TPI teacher to attend grade level PLC meetings to align lessons Activity #7: Create/Implement a system for staff members to coach, mentor and observe each other and to share excellent instructional strategies that have impact on student achievement Activity #8: Focus on moving students from the not meeting to meeting state standards by implementing a master schedule to minimize instructional interruption and maximize time allowed for interventions and enrichment</p>
	<p>Percent of students scoring proficient or higher in writing</p>	<p>Increase the percent of students scoring proficient or higher in the area of writing</p>	<p>Results on common formative post and district-wide assessments</p>	<p>Activity #1: Implement a master schedule to minimize interruption to instruction and maximize time allowed for interventions and enrichment Activity #2: Ensure grade level representation on ELA committee to align curriculum to Common Core Standards Activity #3: Implement a schedule for teachers to observe writing lessons of other teachers Activity #4: Implement use of interactive white board technology Activity #5: Implement a schedule of vertical grade level meetings to share strategies that are proven to be effective in developing stronger skills and increasing achievement</p>

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

B.J. HOOPER SCHOOL

<p>Provide a Safe, Nurturing and Inviting Learning Environment</p>	<p>Promote a positive school culture</p>	<p>Increase or maintain the percent of students without level two or level three disciplinary actions</p>	<p>Percentage of students without level two or level three disciplinary actions</p>	<p>Activity #1: Post and review Hooper Expectations of Respect, Responsibility, Safety, Compassion, and Honesty Activity #2: Implement school-wide "Ride the Wave of Learning" theme related to Hooper Expectations, recognizing "Kings and Queens of the Sea" weekly award for positive behavior Activity #3: Continue a positive, community service behavior intervention program, focusing on student accountability for actions Activity #4: Implement monthly character education read aloud and discussion during library time Activity #5: Implement "Bucket Filler" activities at the EC-6th grade level, encouraging positive behavior and rewarding consequences of being kind and appreciative of others Activity #6 Provide teachers and staff with resources, methods, and materials on the topic of building relationships with students</p>
<p>Enhance and Retain Competent and Caring Staff</p>	<p>Utilize literacy coaches and technology coach 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 Fountas and Pinnell Benchmark assessment, NWEA, and ISAT assessments</p>	<p>Activity #1: Utilize literacy coaches and technology coach for modeling, collaborative discussions, reflection, and feedback Activity #2: Offer SMART Board technology training in professional development sessions Activity #3: Share Summer Literacy Institute resources within PLC teams Activity #4: Create/Implement a schedule for staff members to coach, mentor and observe each other to share effective instructional strategies that impact student achievement Activity #5: Celebrate Staff accomplishments</p>
<p>Actively Engage Our Community in the Life of the School District</p>	<p>Transparency of student achievement</p>	<p>Maintain 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>Activity #1 Create a schedule of parent meetings during the year to share information about the school improvement process, gain parent input, and answer questions Activity #2 Utilize the monthly Hooper Happenings newsletter to share grade level curricular information and general student achievement information</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	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	64.3	4.1	21.9	6.8	0.0	0.0	2.9	28.1	11.2	12.8		0.0	7.8	96.2	616
District	69.8	3.1	18.0	3.8	1.1	0.4	3.8	23.6	5.5	14.5		0.2	6.3	95.7	3,211
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

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.

IEP Students are those students eligible to receive special education services.

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.

Total Enrollment is based on Home School.

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	18.6		14.0	291.7
State	96.0	18.8		13.6	211.3

* 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	18.0	19.3	22.0	21.5	22.3	25.3	23.5			
District	17.6	18.5	20.9	23.9	24.0	24.7	23.6			
State	20.9	21.6	21.8	22.3	22.9	23.3	22.0			

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

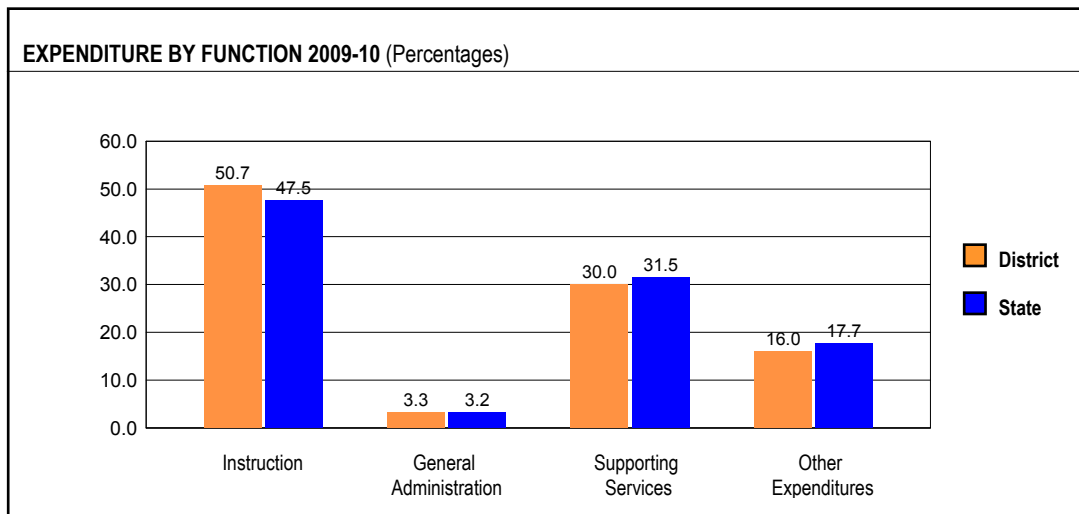
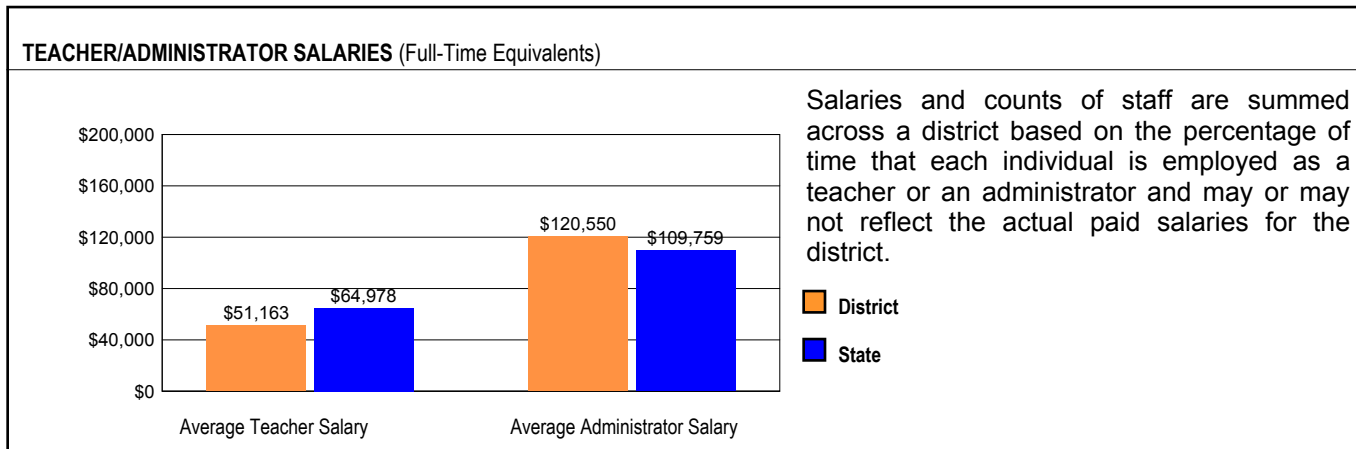
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60	80		45	45		115	120		45	45	
District	70	78		39	44		125	123		39	44	
State	60	55		30	43		143	103		30	43	

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	93.9	0.0	2.6	0.5	0.0	0.0	0.5	2.6	9.7	90.3	195
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	11.1	42.1	57.9	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$18,069,370	59.5	58.9	Education	\$21,519,984	74.0	72.9
Other Local Funding	\$1,669,895	5.5	6.4	Operations & Maintenance	\$2,316,266	8.0	6.0
General State Aid	\$5,323,159	17.5	14.9	Transportation	\$1,801,895	6.2	3.8
Other State Funding	\$2,698,699	8.9	7.5	Debt Service	\$2,769,953	9.5	7.2
Federal Funding	\$2,620,793	8.6	12.4	Tort	\$7,028	0.0	1.2
TOTAL	\$30,381,916			Municipal Retirement/ Social Security	\$569,981	2.0	1.9
				Fire Prevention & Safety	\$44,037	0.2	0.7
				Site & Construction/ Capital Improvement	\$62,712	0.2	6.4
				TOTAL	\$29,091,856		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$212,853	2.84	\$4,977	\$8,598
State	**	**	\$6,773	\$11,537

** 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.

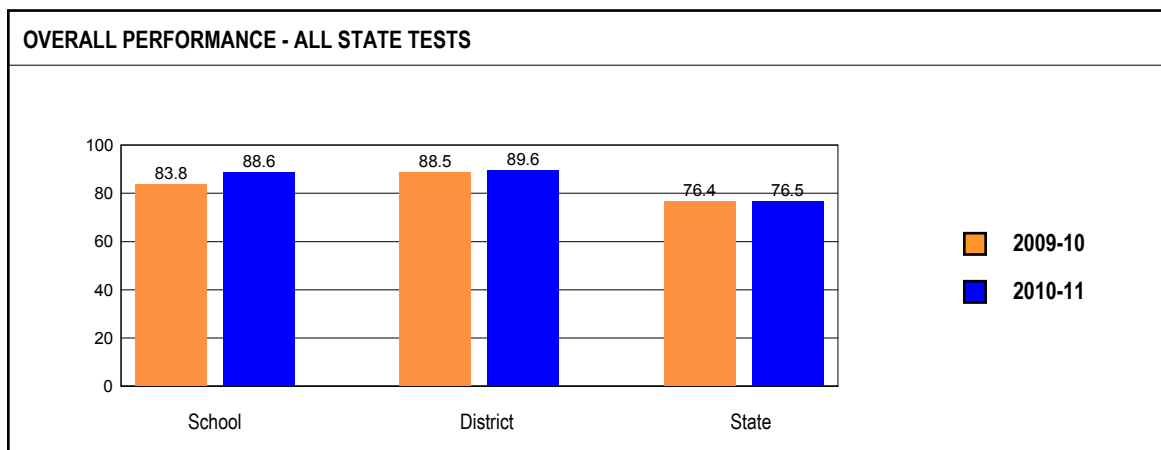
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

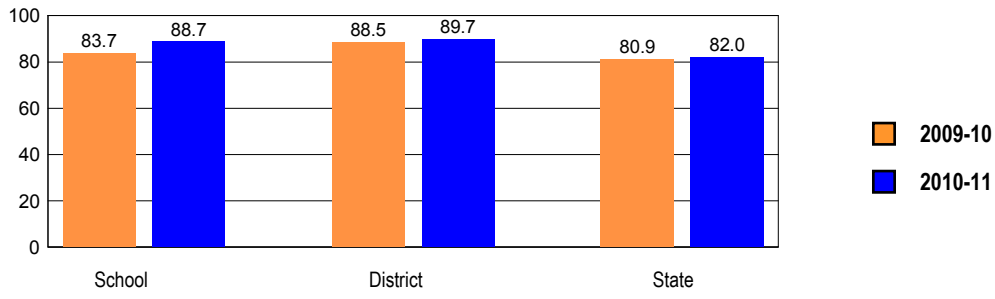
ACADEMIC PERFORMANCE

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.

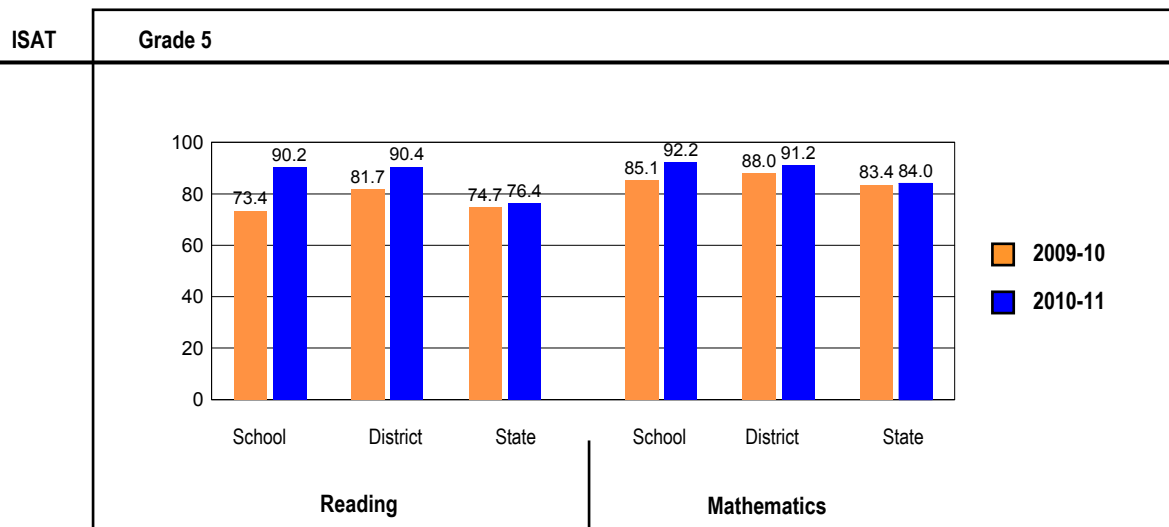
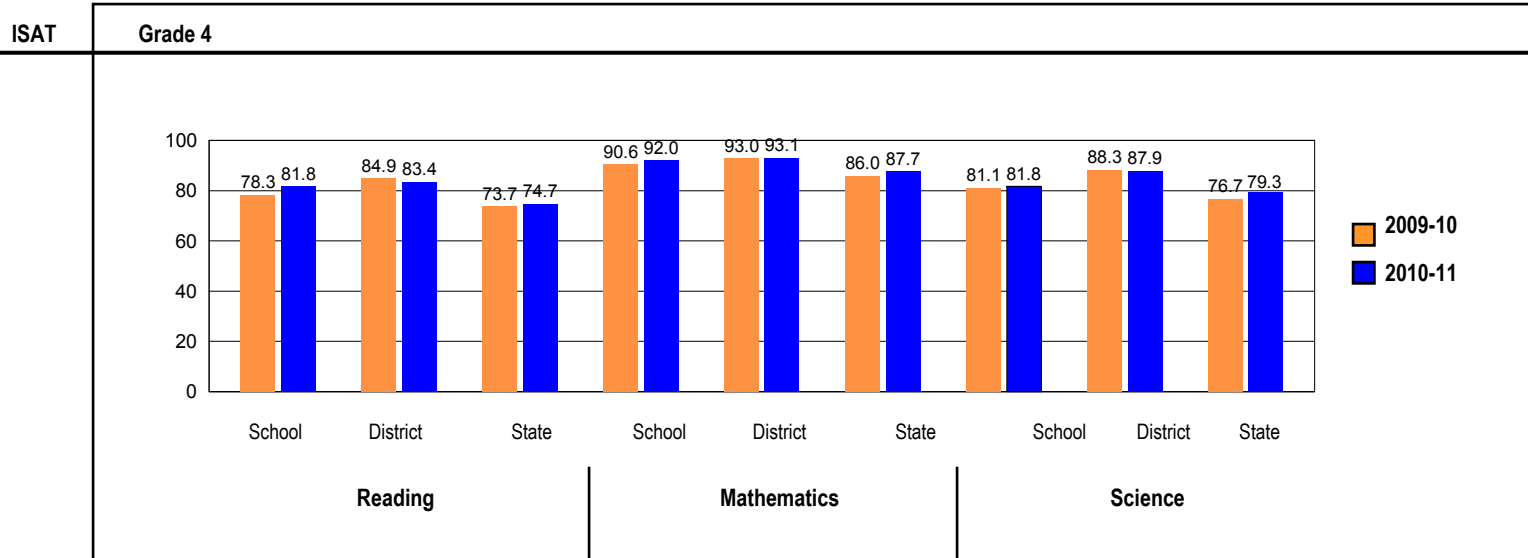
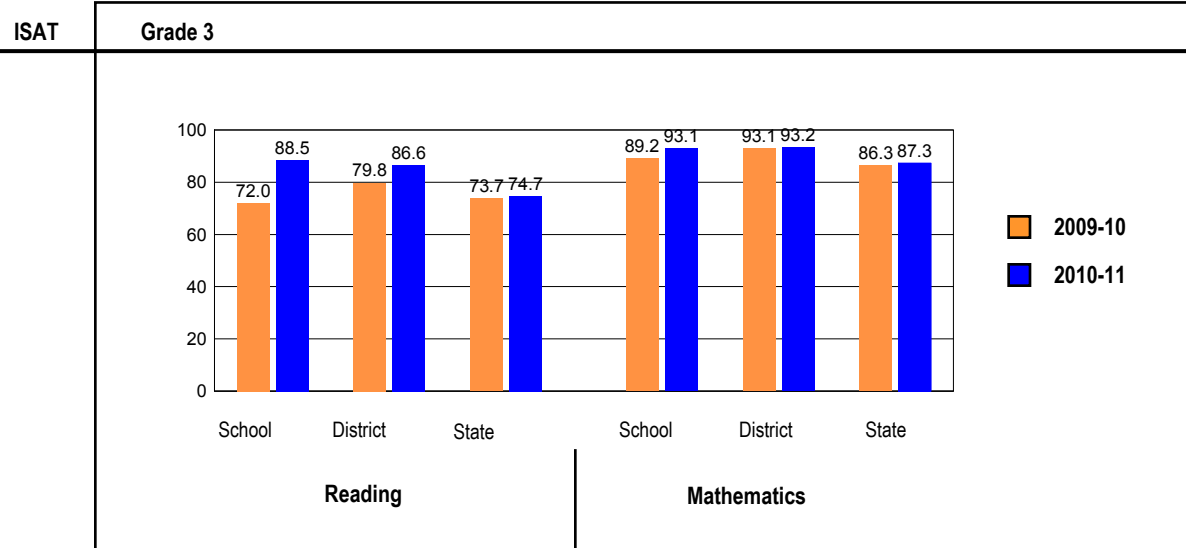


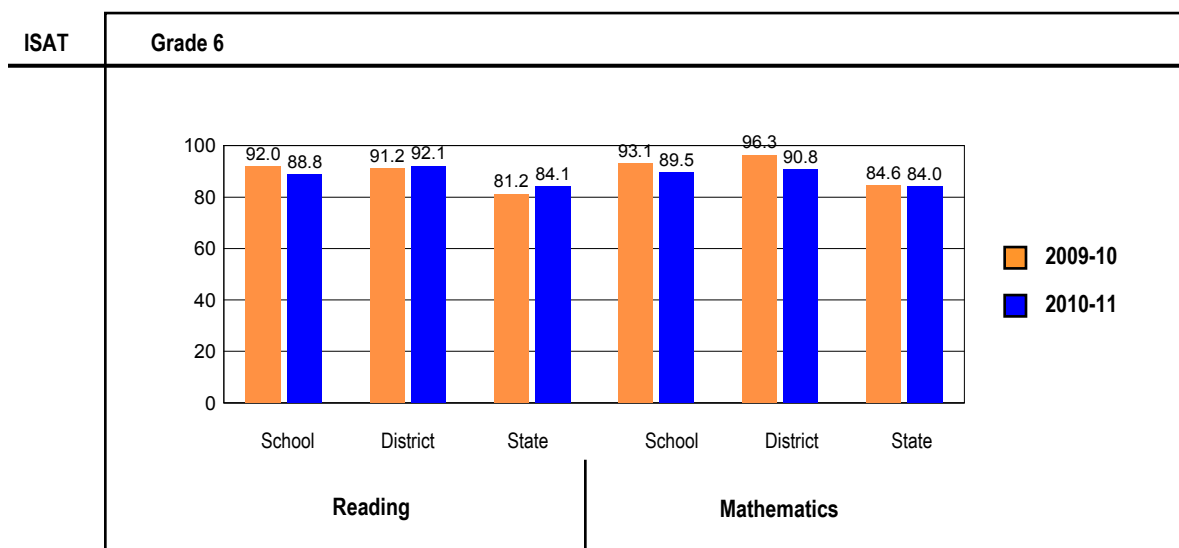
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	380	215	165	246	19	75	30	0	0	10	22	0	53	106
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
District	*Enrollment	2,241	1,181	1,060	1,553	75	403	88	24	8	90	57	0	314	527
	Reading	0.2	0.4	0.0	0.2	2.7	0.0	0.0	0.0		0.0	1.8		1.3	0.4
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 1

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	381	215	166	247	19	75	30	0	0	10	23	0	53	106
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
District	*Enrollment	2,245	1,184	1,061	1,555	75	404	89	24	8	90	60	0	314	527
	Mathematics	0.2	0.4	0.0	0.2	2.7	0.0	0.0	0.0		0.0	1.7		1.3	0.4
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	88	48	40	60	5	13	9	0	0	1	7	0	11	20
	Science	0.0	0.0	0.0	0.0		0.0							0.0	0.0
District	*Enrollment	713	374	339	498	18	123	39	5	2	28	22	0	86	155
	Science	0.4	0.8	0.0	0.6	0.0	0.0	0.0			0.0	0.0		3.5	0.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* 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	0.0	11.5	49.4	39.1	1.1	5.7	43.7	49.4
District	1.1	12.2	52.6	34.1	0.9	6.0	42.9	50.3
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	12.8	51.1	36.2	2.1	6.4	40.4	51.1
	District	1.6	14.1	56.3	28.1	1.0	5.7	43.2	50.0
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	School	0.0	10.0	47.5	42.5	0.0	5.0	47.5	47.5
	District	0.6	10.0	48.1	41.3	0.6	6.3	42.5	50.6
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	8.2	50.8	41.0	0.0	4.9	44.3	50.8
	District	1.2	10.6	51.2	37.0	0.4	4.3	41.7	53.5
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	School								
	District								
	State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic	School	0.0	16.7	66.7	16.7	8.3	0.0	50.0	41.7
	District	1.7	19.0	58.6	20.7	3.4	12.1	50.0	34.5
	State	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	School								
	District	0.0	18.2	63.6	18.2	0.0	18.2	36.4	45.5
	State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	School								
	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	School								
	District	0.0	6.3	37.5	56.3	0.0	0.0	37.5	62.5
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	23.8	38.1	38.1	4.8	19.0	33.3	42.9
	District	2.4	16.7	57.1	23.8	2.4	13.1	46.4	38.1
	State	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible	School	0.0	7.6	53.0	39.4	0.0	1.5	47.0	51.5
	District	0.7	10.8	51.1	37.3	0.4	3.7	41.8	54.1
	State	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	18.2	44.3	37.5	0.0	8.0	60.2	31.8	0.0	18.2	64.8	17.0
District	0.0	16.6	45.0	38.4	0.0	6.9	63.1	29.9	0.6	11.5	66.8	21.1
State	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	20.8	50.0	29.2	0.0	8.3	60.4	31.3	0.0	22.9	52.1	25.0
	District	0.0	19.6	45.8	34.5	0.0	6.5	61.3	32.1	0.0	12.5	63.7	23.8
	State	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female	School	0.0	15.0	37.5	47.5	0.0	7.5	60.0	32.5	0.0	12.5	80.0	7.5
	District	0.0	13.5	44.2	42.3	0.0	7.4	65.0	27.6	1.2	10.4	69.9	18.4
	State	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

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	15.0	41.7	43.3	0.0	6.7	55.0	38.3	0.0	15.0	63.3	21.7
	District	0.0	11.7	43.5	44.8	0.0	4.5	59.9	35.6	0.5	7.7	67.6	24.3
	State	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black	School												
	District												
	State	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
Hispanic	School	0.0	46.2	23.1	30.8	0.0	23.1	61.5	15.4	0.0	30.8	61.5	7.7
	District	0.0	34.8	42.0	23.2	0.0	14.5	71.0	14.5	1.4	20.3	68.1	10.1
	State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	School												
	District	0.0	6.3	56.3	37.5	0.0	6.3	56.3	37.5	0.0	6.3	56.3	37.5
	State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian	School												
	District												
	State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races	School												
	District					0.0	20.0	70.0	10.0	0.0	30.0	60.0	10.0
	State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

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	27.3	45.5	27.3	0.0	18.2	63.6	18.2	0.0	27.3	72.7	0.0
	District	0.0	57.1	28.6	14.3	0.0	28.6	62.9	8.6	2.9	28.6	68.6	0.0
	State	4.9	56.0	29.4	9.8	5.7	29.0	55.0	10.3	9.9	31.2	50.1	8.8
Non-IEP	School	0.0	16.9	44.2	39.0	0.0	6.5	59.7	33.8	0.0	16.9	63.6	19.5
	District	0.0	11.8	47.0	41.2	0.0	4.4	63.2	32.4	0.3	9.5	66.6	23.6
	State	0.3	19.6	46.8	33.3	0.5	8.4	60.9	30.2	2.5	15.1	59.6	22.8

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	40.0	50.0	10.0	0.0	20.0	70.0	10.0	0.0	35.0	60.0	5.0
	District	0.0	37.7	45.5	16.9	0.0	13.0	76.6	10.4	2.6	22.1	70.1	5.2
	State	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible	School	0.0	11.8	42.6	45.6	0.0	4.4	57.4	38.2	0.0	13.2	66.2	20.6
	District	0.0	10.2	44.9	44.9	0.0	5.1	59.1	35.8	0.0	8.3	65.7	26.0
	State	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	9.8	52.9	37.3	0.0	7.8	68.9	23.3
District	0.0	9.6	54.0	36.4	0.0	8.8	66.7	24.5
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	15.0	56.7	28.3	0.0	10.0	63.3	26.7
	District	0.0	12.9	58.4	28.7	0.0	10.4	61.9	27.7
	State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female	School	0.0	2.4	47.6	50.0	0.0	4.7	76.7	18.6
	District	0.0	5.8	48.8	45.3	0.0	6.9	72.3	20.8
	State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	6.8	47.5	45.8	0.0	5.0	68.3	26.7
	District	0.0	7.5	53.6	38.9	0.0	5.9	66.4	27.7
	State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	School								
	District	0.0	38.5	53.8	7.7	0.0	15.4	84.6	0.0
	State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic	School	0.0	7.1	71.4	21.4	0.0	14.3	71.4	14.3
	District	0.0	11.4	61.4	27.1	0.0	12.9	75.7	11.4
	State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian	School								
	District	0.0	7.7	46.2	46.2	0.0	15.4	38.5	46.2
	State	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian	School								
	District								
	State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races	School								
	District	0.0	17.6	41.2	41.2	0.0	29.4	52.9	17.6
	State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	22.2	66.7	11.1	0.0	11.1	77.8	11.1
	District	0.0	33.9	53.2	12.9	0.0	25.8	66.1	8.1
	State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP	School	0.0	7.1	50.0	42.9	0.0	7.1	67.1	25.9
	District	0.0	4.8	54.2	41.0	0.0	5.4	66.8	27.8
	State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	12.8	66.7	20.5	0.0	15.4	71.8	12.8
	District	0.0	16.2	59.0	24.8	0.0	18.1	68.6	13.3
	State	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible	School	0.0	7.9	44.4	47.6	0.0	3.1	67.2	29.7
	District	0.0	7.1	52.0	40.9	0.0	5.2	65.9	28.9
	State	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	11.2	61.2	27.6	2.6	7.9	56.6	32.9
District	0.0	7.9	56.3	35.8	0.6	8.7	60.8	30.0
State	0.2	15.7	56.8	27.3	0.6	15.5	58.0	25.9

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	17.5	63.2	19.3	4.3	8.5	53.2	34.0
	District	0.0	11.3	62.6	26.1	1.0	10.9	58.9	29.2
	State	0.3	19.1	57.1	23.5	0.7	16.8	56.2	26.3
Female	School	0.0	2.4	58.5	39.0	0.0	6.9	62.1	31.0
	District	0.0	4.0	49.2	46.9	0.0	6.1	63.0	30.9
	State	0.1	12.2	56.5	31.3	0.5	14.0	59.9	25.6

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	9.7	59.7	30.6	2.0	2.0	56.0	40.0
	District	0.0	5.8	57.0	37.2	0.4	6.1	61.6	31.8
	State	0.1	9.4	54.7	35.8	0.3	8.9	56.8	34.0
Black	School	0.0	22.2	55.6	22.2	5.9	29.4	47.1	17.6
	District	0.4	28.1	60.0	11.4	1.3	30.1	58.6	10.0
	State	0.0	9.1	68.2	22.7	0.0	26.7	46.7	26.7
Hispanic	School	0.0	11.6	55.1	33.3	0.0	16.1	54.8	29.0
	District	0.0	11.6	55.1	33.3	0.0	16.1	54.8	29.0
	State	0.2	21.7	61.6	16.4	0.7	20.5	63.8	15.1
Asian	School	0.0	15.4	38.5	46.2	0.0	0.0	83.3	16.7
	District	0.0	15.4	38.5	46.2	0.0	0.0	83.3	16.7
	State	0.1	6.0	41.5	52.4	0.2	4.7	38.4	56.6
Native Hawaiian/Pacific Islander	School	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
	District	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
	State	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
American Indian	School	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
	District	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
	State	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
Two or More Races	School	0.0	0.0	64.7	35.3	0.0	0.0	75.0	25.0
	District	0.0	0.0	64.7	35.3	0.0	0.0	75.0	25.0
	State	0.1	12.9	55.1	31.8	0.4	13.3	57.1	29.1

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	61.5	38.5	0.0	16.7	25.0	50.0	8.3
	District	0.0	41.1	53.6	5.4	3.6	30.9	60.0	5.5
	State	1.3	51.5	41.8	5.4	3.1	46.0	45.0	5.9
Non-IEP	School	0.0	3.5	64.7	31.8	0.0	4.7	57.8	37.5
	District	0.0	2.2	56.8	41.0	0.0	4.6	60.9	34.4
	State	0.0	10.3	59.1	30.6	0.2	10.9	60.0	28.9

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	16.0	64.0	20.0	5.0	25.0	55.0	15.0
	District	0.0	13.9	62.0	24.1	1.4	20.3	60.8	17.6
	State	0.3	24.5	61.2	13.9	0.9	24.0	62.0	13.1
Not Eligible	School	0.0	9.6	60.3	30.1	1.8	1.8	57.1	39.3
	District	0.0	6.3	54.8	38.9	0.4	5.7	60.8	33.2
	State	0.1	7.0	52.4	40.5	0.2	7.0	54.1	38.7

2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes
Is this school making AYP in Reading?	Yes
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		No
2011-12 Federal Improvement Status		
2011-12 State Improvement Status		Academic Early Warning Year 1

	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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	87.5		Yes	92.2		Yes	96.2	Yes		
White	100.0	Yes	100.0	Yes	90.0		Yes	94.5		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	85.1		Yes	85.0		Yes				
Asian														
Native Hawaiian/ Pacific Islander														
American Indian Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	65.3	55.8	Yes	79.2		Yes	96.1			
Economically Disadvantaged	100.0	Yes	100.0	Yes	79.3		Yes	80.7		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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% 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

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities Olive C. Martin School 2011-2012
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 and Fountas and Pinnell Benchmark assessment, NWEA, and ISAT assessments	Activity #1: Monitor implementation of the reading curriculum (Daily 5 and CAFE) Activity #2: Continue collaborative conversations within our learning teams Activity #3: Continue to utilize problem solving team (PST) to monitor student progress on an ongoing basis by grade level Activity #4: Utilize literacy coaches as a resource focusing support on skills at the classroom and team level Activity #5: Utilize flexible grouping model to address needs of all students Activity #6: Utilize the technology coach to support the use of interactive white board technology in word study lessons Activity #7: Implement use of interactive white board technology during literacy stations Activity #8: Implement a master schedule to minimize interruption to reading instruction and maximize time allowed for interventions and enrichment Activity #9: Celebrate student/class successes and improvements
	Percent of special education resource, Hispanic, and economically disadvantaged students scoring proficient or higher in reading	Increase the percent of special education resource, Hispanic, and economically disadvantaged students scoring proficient or higher in the area of reading	Results on benchmark and Fountas and Pinnell Benchmark assessment, NWEA, and ISAT assessments	Activity #1: Ensure Response to Intervention, Tier 2 & 3 reading interventions are implemented Activity #2: Continue to utilize problem solving team (PST) to monitor student progress on an ongoing basis by grade level Activity #3: Progress monitor sub groups of students within the Hispanic, special education, and economically disadvantaged subgroups Activity #4: Implement use of interactive white board technology in Tier 2 intervention lessons and skill reinforcement Activity #5: Implement TBE program at Martin with Spanish instruction for Kindergarten, 1st, 2nd, 3rd grade Activity #6: Create/Implement a system for staff members to coach, mentor and observe each other and to share excellent instructional strategies that have impact on student achievement Activity #7: Focus on moving students from the not meeting to meeting state standards by implementing a master schedule to minimize instructional interruption and maximize time allowed for interventions and enrichment
	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 district-wide assessments	Activity #1: Focus on maintaining student achievement while exploring new district writing assessment tool Activity #2: Focus on moving our students from below to meeting state standards Activity #3: Continue collaborative conversations within learning team to have consistent expectations Activity #4: Use assessment data to drive instructional decisions Activity #5: Utilize literacy coaches as a resource when collaborative discussions occur between grade levels Activity #6: Collaborate and utilize staff members that are having greatest impact on student achievement as a resource Activity #7: Implement a schedule for teachers to observe writing lessons of other teachers Activity #8: Implement use of interactive white board technology

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

OLIVE C. MARTIN SCHOOL

<p>Provide a Safe, Nurturing and Inviting Learning Environment</p>	<p>Promote a positive school culture</p>	<p>Increase or maintain the percent of students without level two or level three disciplinary actions</p>	<p>Percentage of students without level two or level three disciplinary actions</p>	<p>Activity #1: School wide Positive Behavior Program "M.U.S.T.A.N.G" will be implemented Activity #2: Review expectations at the beginning of the year within each classroom Activity #3: Monthly Martin Community Meetings to celebrate accomplishments of students, staff and community Activity #4: Continue 6th grade School Safety Patrol program Activity #5: Explore morning "Principal Breakfast" meeting with parents Activity #6 Provide teachers and staff with resources, methods, and materials on the topic of building relationships with students</p>
<p>Enhance and Retain Competent and Caring Staff</p>	<p>Utilize literacy coaches and technology coach 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 Fountas and Pinnell Benchmark assessment, NWEA, and ISAT assessments</p>	<p>Activity #1: Utilize literacy coaches and technology coach for modeling, collaborative discussions, reflection, and feedback Activity #2: Offer SMART Board technology training in professional development sessions Activity #3: Karen Beeman from IIRC in September to discuss Bilingual education Activity #4: Create/Implement a schedule for staff members to coach, mentor and observe each other to share effective instructional strategies that impact student achievement Activity #5: Celebrate Staff accomplishments</p>
<p>Actively Engage Our Community in the Life of the School District</p>	<p>Transparency of student achievement</p>	<p>Maintain 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>Activity #1 Schedule parent meetings during the year to share information about the school improvement process, gain parent input, and answer questions Activity #2 Utilize the newsletter to share grade level curricular information and general student achievement information. Activity #3 Display achievement data in the case at the front of the school Activity#4 Volunteer luncheon celebration will be held in May</p>

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	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	73.8	4.8	13.7	0.7	4.8	0.9	1.3	25.1	5.7	12.8		0.0	5.9	95.4	546
District	69.8	3.1	18.0	3.8	1.1	0.4	3.8	23.6	5.5	14.5		0.2	6.3	95.7	3,211
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

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.

IEP Students are those students eligible to receive special education services.

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.

Total Enrollment is based on Home School.

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	18.6		14.0	291.7
State	96.0	18.8		13.6	211.3

* 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	17.3	24.7	26.7	25.3	22.3	24.5			
District	17.6	18.5	20.9	23.9	24.0	24.7	23.6			
State	20.9	21.6	21.8	22.3	22.9	23.3	22.0			

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

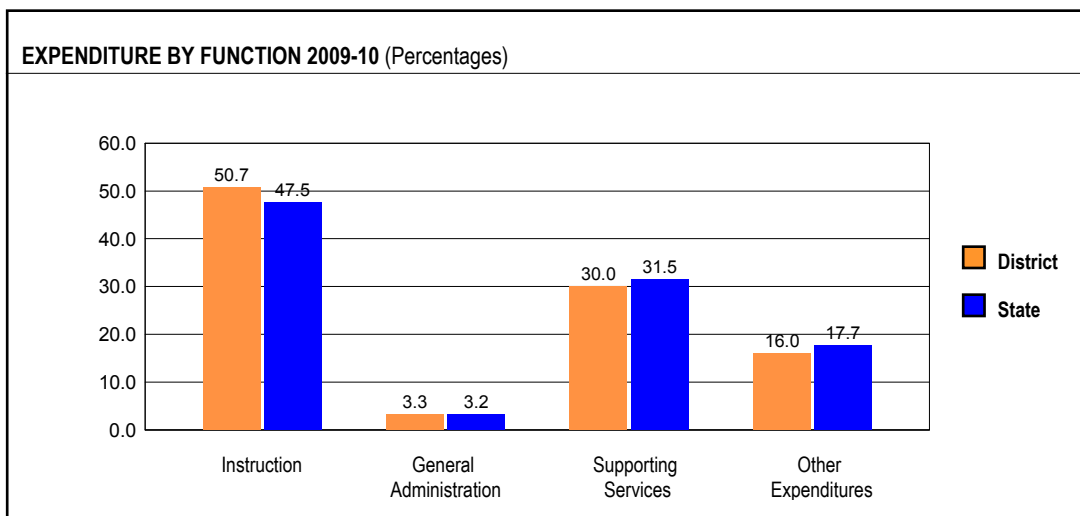
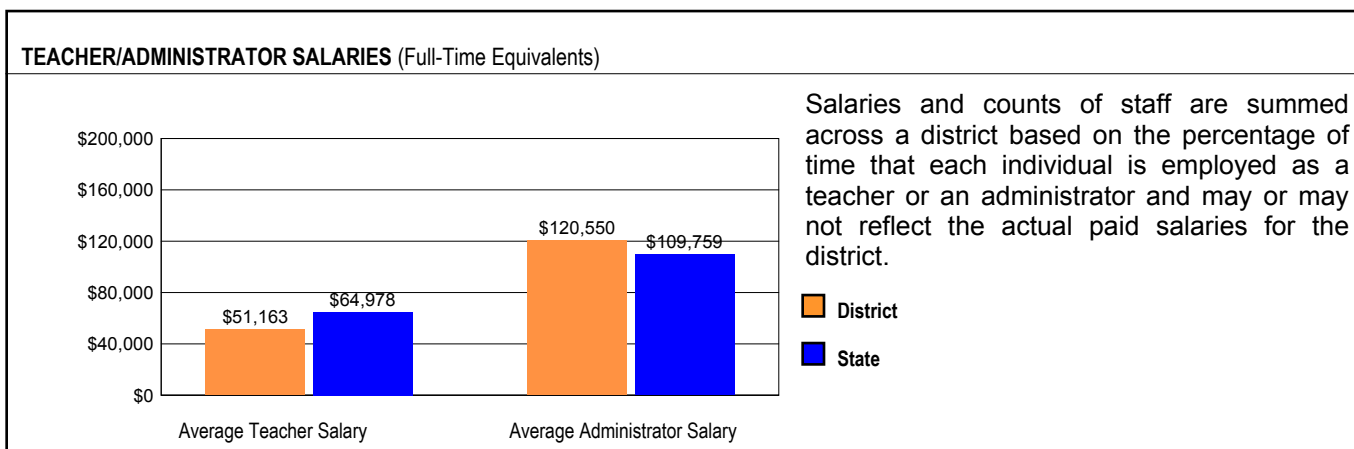
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60	80		45	45		115	120		45	45	
District	70	78		39	44		125	123		39	44	
State	60	55		30	43		143	103		30	43	

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	93.9	0.0	2.6	0.5	0.0	0.0	0.5	2.6	9.7	90.3	195
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	11.1	42.1	57.9	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$18,069,370	59.5	58.9	Education	\$21,519,984	74.0	72.9
Other Local Funding	\$1,669,895	5.5	6.4	Operations & Maintenance	\$2,316,266	8.0	6.0
General State Aid	\$5,323,159	17.5	14.9	Transportation	\$1,801,895	6.2	3.8
Other State Funding	\$2,698,699	8.9	7.5	Debt Service	\$2,769,953	9.5	7.2
Federal Funding	\$2,620,793	8.6	12.4	Tort	\$7,028	0.0	1.2
TOTAL	\$30,381,916			Municipal Retirement/ Social Security	\$569,981	2.0	1.9
				Fire Prevention & Safety	\$44,037	0.2	0.7
				Site & Construction/ Capital Improvement	\$62,712	0.2	6.4
				TOTAL	\$29,091,856		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$212,853	2.84	\$4,977	\$8,598
State	**	**	\$6,773	\$11,537

** 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.

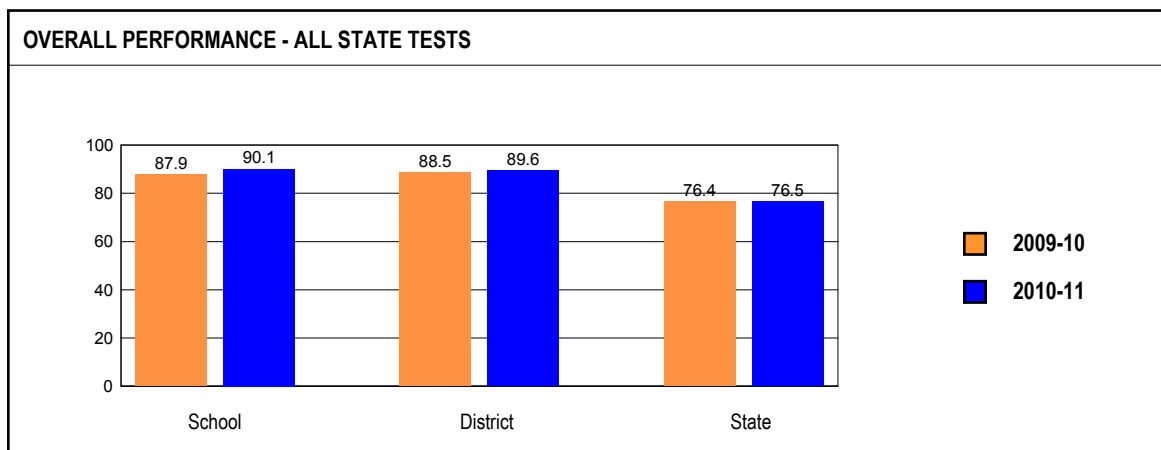
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

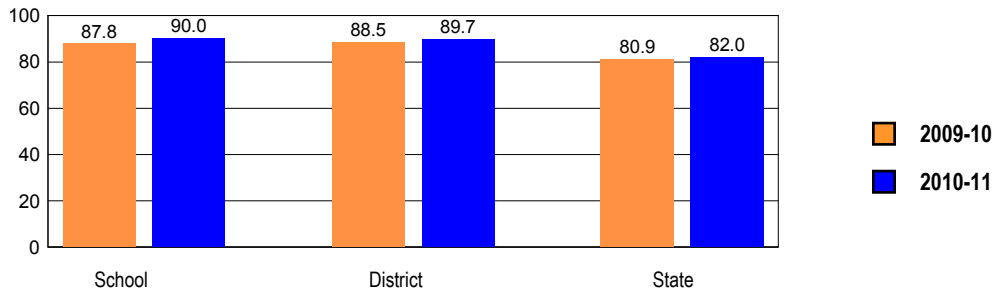
ACADEMIC PERFORMANCE

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.

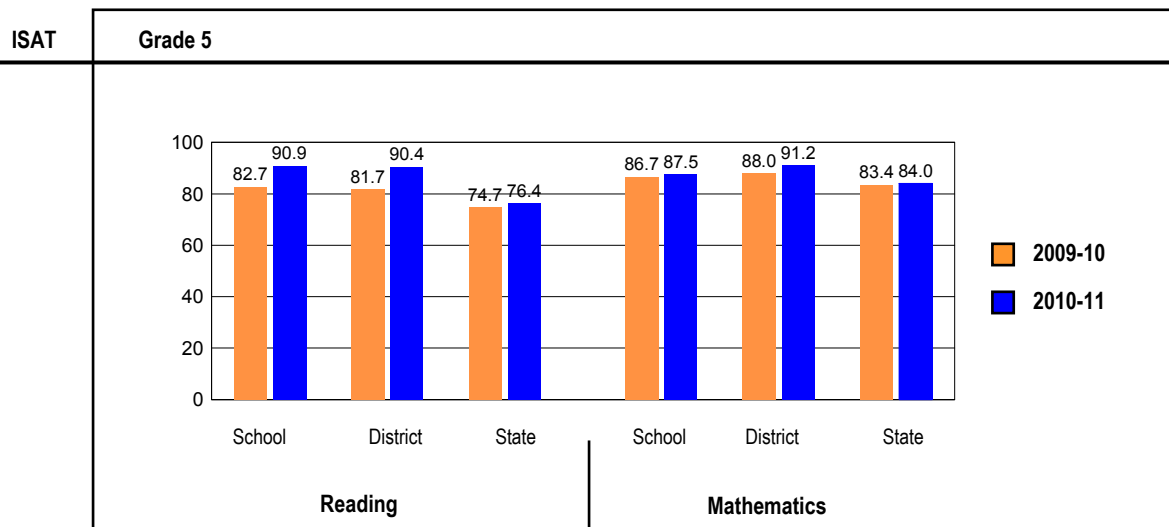
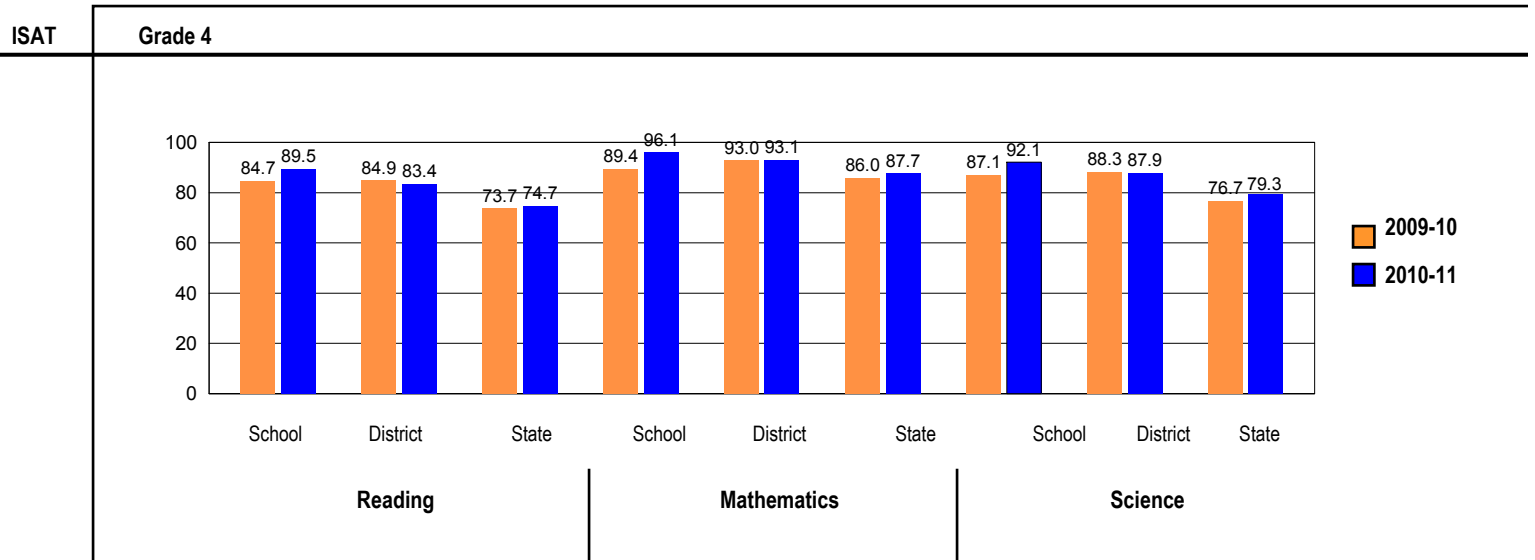
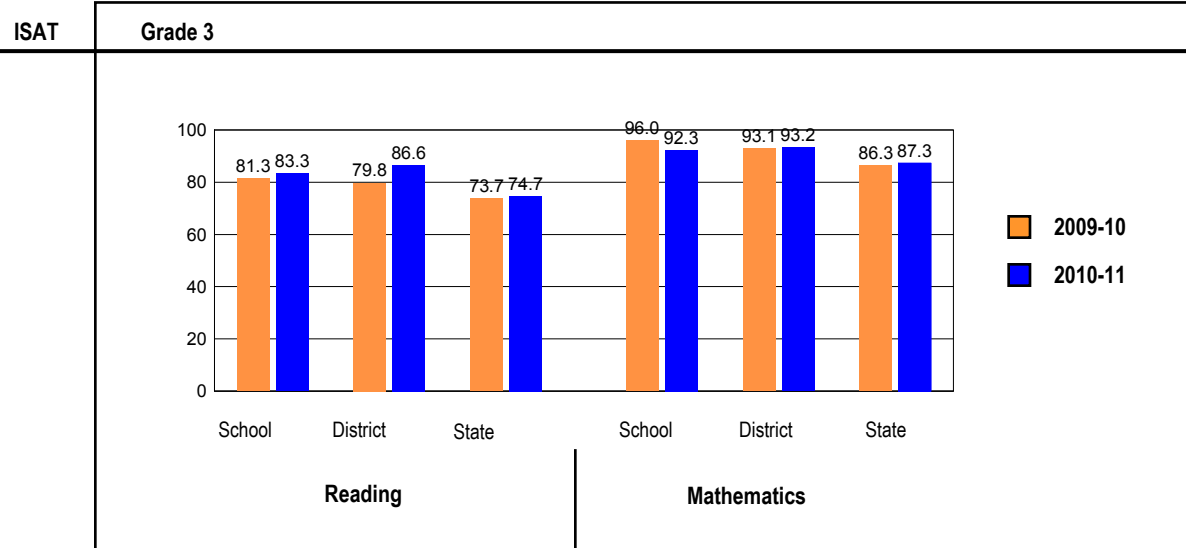


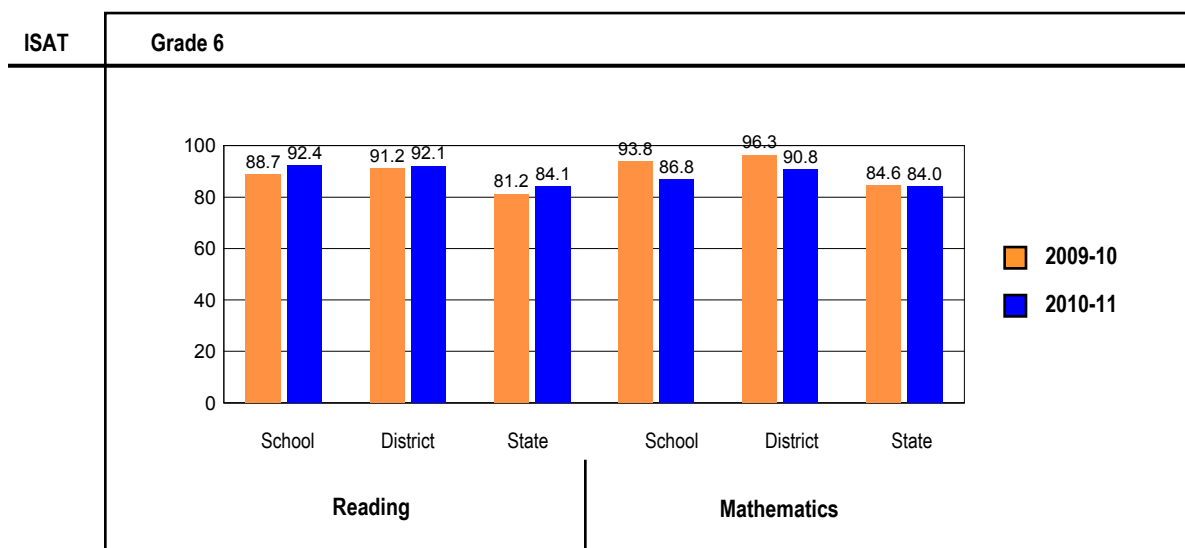
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	338	186	152	242	15	55	2	18	1	5	11	0	49	90
	Reading	0.3	0.5	0.0	0.4	0.0	0.0		0.0			9.1		0.0	0.0
District	*Enrollment	2,241	1,181	1,060	1,553	75	403	88	24	8	90	57	0	314	527
	Reading	0.2	0.4	0.0	0.2	2.7	0.0	0.0	0.0		0.0	1.8		1.3	0.4
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	339	187	152	243	15	55	2	18	1	5	11	0	49	90
	Mathematics	0.3	0.5	0.0	0.4	0.0	0.0		0.0			9.1		0.0	0.0
District	*Enrollment	2,245	1,184	1,061	1,555	75	404	89	24	8	90	60	0	314	527
	Mathematics	0.2	0.4	0.0	0.2	2.7	0.0	0.0	0.0		0.0	1.7		1.3	0.4
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	77	44	33	57	2	13	0	4	0	1	4	0	9	20
	Science	1.3	2.3	0.0	1.8		0.0								0.0
District	*Enrollment	713	374	339	498	18	123	39	5	2	28	22	0	86	155
	Science	0.4	0.8	0.0	0.6	0.0	0.0	0.0			0.0	0.0		3.5	0.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* 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	2.6	14.1	52.6	30.8	1.3	6.4	46.2	46.2
District	1.1	12.2	52.6	34.1	0.9	6.0	42.9	50.3
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	2.2	19.6	52.2	26.1	0.0	4.3	50.0	45.7
	District	1.6	14.1	56.3	28.1	1.0	5.7	43.2	50.0
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	School	3.1	6.3	53.1	37.5	3.1	9.4	40.6	46.9
	District	0.6	10.0	48.1	41.3	0.6	6.3	42.5	50.6
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	1.9	9.4	49.1	39.6	0.0	3.8	45.3	50.9
	District	1.2	10.6	51.2	37.0	0.4	4.3	41.7	53.5
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	School								
	District								
	State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic	School	5.9	29.4	52.9	11.8	5.9	11.8	52.9	29.4
	District	1.7	19.0	58.6	20.7	3.4	12.1	50.0	34.5
	State	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	School								
	District	0.0	18.2	63.6	18.2	0.0	18.2	36.4	45.5
	State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	School								
	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	School								
	District	0.0	6.3	37.5	56.3	0.0	0.0	37.5	62.5
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	4.5	18.2	72.7	4.5	4.5	9.1	59.1	27.3
	District	2.4	16.7	57.1	23.8	2.4	13.1	46.4	38.1
	State	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible	School	1.8	12.5	44.6	41.1	0.0	5.4	41.1	53.6
	District	0.7	10.8	51.1	37.3	0.4	3.7	41.8	54.1
	State	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	10.5	46.1	43.4	0.0	3.9	69.7	26.3	0.0	7.9	77.6	14.5
District	0.0	16.6	45.0	38.4	0.0	6.9	63.1	29.9	0.6	11.5	66.8	21.1
State	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	16.3	44.2	39.5	0.0	4.7	67.4	27.9	0.0	4.7	83.7	11.6
	District	0.0	19.6	45.8	34.5	0.0	6.5	61.3	32.1	0.0	12.5	63.7	23.8
	State	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female	School	0.0	3.0	48.5	48.5	0.0	3.0	72.7	24.2	0.0	12.1	69.7	18.2
	District	0.0	13.5	44.2	42.3	0.0	7.4	65.0	27.6	1.2	10.4	69.9	18.4
	State	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

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	7.0	40.4	52.6	0.0	1.8	69.6	28.6	0.0	5.4	76.8	17.9
	District	0.0	11.7	43.5	44.8	0.0	4.5	59.9	35.6	0.5	7.7	67.6	24.3
	State	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black	School												
	District												
	State	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
Hispanic	School	0.0	23.1	61.5	15.4	0.0	7.7	84.6	7.7	0.0	15.4	84.6	0.0
	District	0.0	34.8	42.0	23.2	0.0	14.5	71.0	14.5	1.4	20.3	68.1	10.1
	State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	School												
	District	0.0	6.3	56.3	37.5	0.0	6.3	56.3	37.5	0.0	6.3	56.3	37.5
	State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian	School												
	District												
	State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races	School												
	District					0.0	20.0	70.0	10.0	0.0	30.0	60.0	10.0
	State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	20.0	45.0	35.0	0.0	0.0	85.0	15.0	0.0	15.0	80.0	5.0
	District	0.0	37.7	45.5	16.9	0.0	13.0	76.6	10.4	2.6	22.1	70.1	5.2
	State	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible	School	0.0	7.1	46.4	46.4	0.0	5.4	64.3	30.4	0.0	5.4	76.8	17.9
	District	0.0	10.2	44.9	44.9	0.0	5.1	59.1	35.8	0.0	8.3	65.7	26.0
	State	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	9.1	59.1	31.8	0.0	12.5	68.2	19.3
District	0.0	9.6	54.0	36.4	0.0	8.8	66.7	24.5
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	8.3	64.6	27.1	0.0	14.6	62.5	22.9
	District	0.0	12.9	58.4	28.7	0.0	10.4	61.9	27.7
	State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female	School	0.0	10.0	52.5	37.5	0.0	10.0	75.0	15.0
	District	0.0	5.8	48.8	45.3	0.0	6.9	72.3	20.8
	State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	5.2	67.2	27.6	0.0	8.6	74.1	17.2
	District	0.0	7.5	53.6	38.9	0.0	5.9	66.4	27.7
	State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	School	0.0	38.5	53.8	7.7	0.0	15.4	84.6	0.0
	District	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
	State	0.0	16.7	41.7	41.7	0.0	16.7	75.0	8.3
Hispanic	School	0.0	11.4	61.4	27.1	0.0	12.9	75.7	11.4
	District	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
	State	0.0	7.7	46.2	46.2	0.0	15.4	38.5	46.2
Asian	School	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
	District	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
	State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
Native Hawaiian/Pacific Islander	School	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
	District	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
	State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian	School	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
	District	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
	State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races	School	0.0	17.6	41.2	41.2	0.0	29.4	52.9	17.6
	District	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3
	State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	37.5	43.8	18.8	0.0	50.0	50.0	0.0
	District	0.0	33.9	53.2	12.9	0.0	25.8	66.1	8.1
	State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP	School	0.0	2.8	62.5	34.7	0.0	4.2	72.2	23.6
	District	0.0	4.8	54.2	41.0	0.0	5.4	66.8	27.8
	State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	19.2	53.8	26.9	0.0	30.8	61.5	7.7
	District	0.0	16.2	59.0	24.8	0.0	18.1	68.6	13.3
	State	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible	School	0.0	4.8	61.3	33.9	0.0	4.8	71.0	24.2
	District	0.0	7.1	52.0	40.9	0.0	5.2	65.9	28.9
	State	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	7.6	56.5	35.9	0.0	13.2	65.9	20.9
District	0.0	7.9	56.3	35.8	0.6	8.7	60.8	30.0
State	0.2	15.7	56.8	27.3	0.6	15.5	58.0	25.9

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	13.3	64.4	22.2	0.0	22.7	59.1	18.2
	District	0.0	11.3	62.6	26.1	1.0	10.9	58.9	29.2
	State	0.3	19.1	57.1	23.5	0.7	16.8	56.2	26.3
Female	School	0.0	2.1	48.9	48.9	0.0	4.3	72.3	23.4
	District	0.0	4.0	49.2	46.9	0.0	6.1	63.0	30.9
	State	0.1	12.2	56.5	31.3	0.5	14.0	59.9	25.6

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	4.2	54.9	40.8	0.0	11.4	67.1	21.4
	District	0.0	5.8	57.0	37.2	0.4	6.1	61.6	31.8
	State	0.1	9.4	54.7	35.8	0.3	8.9	56.8	34.0
Black	School	0.0	22.2	55.6	22.2	5.9	29.4	47.1	17.6
	District	0.4	28.1	60.0	11.4	1.3	30.1	58.6	10.0
	State								
Hispanic	School	0.0	15.4	61.5	23.1	0.0	7.7	76.9	15.4
	District	0.0	11.6	55.1	33.3	0.0	16.1	54.8	29.0
	State	0.2	21.7	61.6	16.4	0.7	20.5	63.8	15.1
Asian	School	0.0	15.4	38.5	46.2	0.0	0.0	83.3	16.7
	District	0.1	6.0	41.5	52.4	0.2	4.7	38.4	56.6
	State								
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
American Indian	School								
	District								
	State	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
Two or More Races	School								
	District	0.0	0.0	64.7	35.3	0.0	0.0	75.0	25.0
	State	0.1	12.9	55.1	31.8	0.4	13.3	57.1	29.1

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	46.2	30.8	23.1	0.0	46.2	46.2	7.7
	District	0.0	41.1	53.6	5.4	3.6	30.9	60.0	5.5
	State	1.3	51.5	41.8	5.4	3.1	46.0	45.0	5.9
Non-IEP	School	0.0	1.3	60.8	38.0	0.0	7.7	69.2	23.1
	District	0.0	2.2	56.8	41.0	0.0	4.6	60.9	34.4
	State	0.0	10.3	59.1	30.6	0.2	10.9	60.0	28.9

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	13.6	63.6	22.7	0.0	18.2	72.7	9.1
	District	0.0	13.9	62.0	24.1	1.4	20.3	60.8	17.6
	State	0.3	24.5	61.2	13.9	0.9	24.0	62.0	13.1
Not Eligible	School	0.0	5.7	54.3	40.0	0.0	11.6	63.8	24.6
	District	0.0	6.3	54.8	38.9	0.4	5.7	60.8	33.2
	State	0.1	7.0	52.4	40.5	0.2	7.0	54.1	38.7

2011 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	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2011-12 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		85.0			85.0			91.0		82.0	
All	99.7	Yes	99.7	Yes	88.6		Yes	90.5		Yes	95.4	Yes		
White	99.6	Yes	99.6	Yes	92.8		Yes	93.2		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	74.5		No	87.2		Yes				
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	57.4	60.1	Yes	67.4	66.1	Yes	95.2			
Economically Disadvantaged	100.0	Yes	100.0	Yes	79.2		Yes	81.8		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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% 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

J.J. PLEVIAK SCHOOL

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities Joseph J. Pleviak School 2010-2011
<p>Improve the Academic Achievement of ALL Students</p>	<p>Percent of students scoring proficient or higher in ISAT reading assessment</p>	<p>Increase the percentage of students meeting or exceeding grade level benchmarks, including all IEP, LEP, Hispanic, and economically disadvantaged students</p>	<p>Results on benchmark and Fountas and Pinnell Benchmark assessment, NWEA, and ISAT reading assessments</p>	<p>Activity #1: Monitor the fidelity of the reading curriculum, including guided reading, literacy-based stations/activities, mini-lessons, Fountas & Pinnell assessments and wrap-up Activity #2: Continue collaborative conversations within our learning teams to share consistent expectations, instructional strategies, and craft knowledge Activity #3: Student progress is monitored on an ongoing weekly basis by grade level teams and the school problem solving team (PST) Activity #4: Continue to utilize literacy coaches as a resource focusing on teacher support at the classroom and team level, such as team teaching and modeling Activity #5: Flexible Grouping within grade levels Activity #6: Observe and reflect with staff members that are having greatest impact on student achievement; share strategies being implemented (Discussion Forum) Activity #7: Implement, monitor, track, and adapt Tier II interventions taking place within classroom setting (Read Naturally, Jolly Phonics, LLi) Activity #8: Focus on moving our students from below to meeting state standards Activity #9: Celebrate student/class successes and improvements Activity #10: Continue the use of ISAT Framework/Assessment Posters for grades 2-6 Activity #11: New blocked schedule with Intervention Time (K-2-50 Minutes & 3-6-40 Minutes) Activity #12: Tier 2 and # Intervention of Soar to Success utilized by special service providers Activity #13: Numerous staff members receiving ELL endorsement (6) Activity #14: Vertical articulation of K-6 twice per trimester (Reading, Strategies, Expectations, Grouping, Levels, Test Taking) Activity #15: Utilization of Illinois Interactive Report Card Student Data Services Activity #16: Utilization of ISAT Assessment Scores report 2011 Activity #17: Train classroom teachers on Tier 2 interventions</p>
	<p>Percent of students scoring proficient or higher in ISAT reading assessment</p>	<p>Increase the percentage of students meeting or exceeding the proficiency standard of a 3+ on the Reading Extended Response</p>	<p>Results on ISAT Reading Extended Response</p>	<p>Activity #1: Use of common graphic organizers for grades 2-6 Activity #2: Binders for each teacher consisting of resources and materials from Gretchen Courtney Activity #3: Staff development within building for Extended Response Reading Activity #4: Discussion Forum for staff to share strategies Activity #5: Increase extended response within content areas (Science, Social Studies, Math) Activity #6: Vertical Articulation communication Activity #7: PLC collaboration of strategies and resource to teach extended response Activity #8: Utilization of reading coaches for extended response modeling</p>
	<p>Percent of students scoring proficient or higher in writing</p>	<p>Increase the percentage of students scoring proficient or higher in the area of writing</p>	<p>Results on common formative, post, and district-wide assessments (MyAccess)</p>	<p>Activity #1: Focus on maintaining student achievement while utilizing MyAccess Activity #2: Focus on moving our students from below to meeting/exceeding district standards Activity #3: Continue collaborative conversations within learning teams to have consistent expectations Activity #4: Use assessment/Illinois Assessment framework data to drive instructional decisions (Common Assessments, MyAccess) Activity #5: Vertical articulation discussions between grade levels twice per trimester (language, graphic organizers, vocabulary, grammar) Activity #6: Collaborate and utilize staff members that are having greatest impact on student achievement as a resource (Discussion Forum) Activity #7: Continued use of common rubrics and graphic organizers among grade levels Activity #8: Panther Express school writing program K-6 Activity #9: Implementation of new block schedule Activity #10: Utilize technology (Espresso) Activity #11: Increase writing within content areas (Math, Science, Social Studies) Activity #12: Staff development in the form of modeling, and observations</p>

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

J.J. PLEVIAK SCHOOL

<p>Provide a Safe, Nurturing and Inviting Learning Environment</p>	<p>Percentage of students without level 2 & 3 interventions (District)</p>	<p>Decrease the number of level I interventions</p>	<p>Number of referrals each trimester</p>	<p>Activity #1: Weekly drawings for caught being good activities Activity #2: Review expectations during the school year within each classroom 3+ times per year Activity #3: Monthly character posters around building as well as weekly principal's announcement Activity #4: Monthly classroom character meetings by the psychologist and social worker Activity #5: Lake Villa Library Monthly character trait book bags (materials included are DVD's and chapter books and picture books) Activity #6: Core Essentials program implemented within school, including parent connection Activity #7: Nurtured Heart positive program Activity #8: District Code of Conduct Reports Activity #9: Review of PBIS Log on monthly basis Activity #10: New discipline program Activity #11: Constant communication of behavioral expectations via newsletters Activity #12: Character Cards for teachers Activity #13: Monthly Discipline committee/reflection meetings</p>
<p>Enhance and Retain Competent and Caring Staff</p>	<p>Number of Staff satisfied with the school climate</p>	<p>Increase the number of staff satisfied with the school climate</p>	<p>Survey of staff members two times per year (Fall and Spring)</p>	<p>Activity #1: Monthly review of staff survey with School Improvement Team Activity #2: Monthly staff breakfast Activity #3: Increase and celebrate staff and student accomplishments on a monthly basis Activity #4: Collaborate and utilize staff members that are having greatest impact on student achievement as a resource (Discussion Forum) Activity #5: Observe staff members that are having greatest impact on student achievement and share and articulation meetings Activity #6: Nurtured Heart Staff Newsletter on a monthly basis Activity #7: Increase staff celebration on monthly basis Activity #8: Relationship building activities Activity #9: Staff paper survey about upcoming school year 2011-2012</p>
<p>Actively Engage Our Community in the Life of the School District</p>	<p>The number of non-profit organization donations</p>	<p>Increase the number of charitable experiences</p>	<p>Amount of monetary donations made on behalf of organizations</p>	<p>Activity #1: Partnership with senior living Activity #2: Donations to Lake Villa Food Pantry Activity #3: Monthly donations to charities that staff are passionate about Activity #4: Recruitment center for Cub Scouts, Girl Scouts, Adventure Guides Activity #5: Shop with a Cop Holiday Extravaganza Activity #6: Thanksgiving meal exchange with Emmons School</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	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	65.3	2.3	21.4	4.5	0.6	0.0	5.9	19.5	7.1	12.9		0.0	5.2	96.3	622
District	69.8	3.1	18.0	3.8	1.1	0.4	3.8	23.6	5.5	14.5		0.2	6.3	95.7	3,211
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

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.

IEP Students are those students eligible to receive special education services.

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.

Total Enrollment is based on Home School.

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	18.6		14.0	291.7
State	96.0	18.8		13.6	211.3

* 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	16.0	21.0	22.0	24.5	27.3	25.0	24.5			
District	17.6	18.5	20.9	23.9	24.0	24.7	23.6			
State	20.9	21.6	21.8	22.3	22.9	23.3	22.0			

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

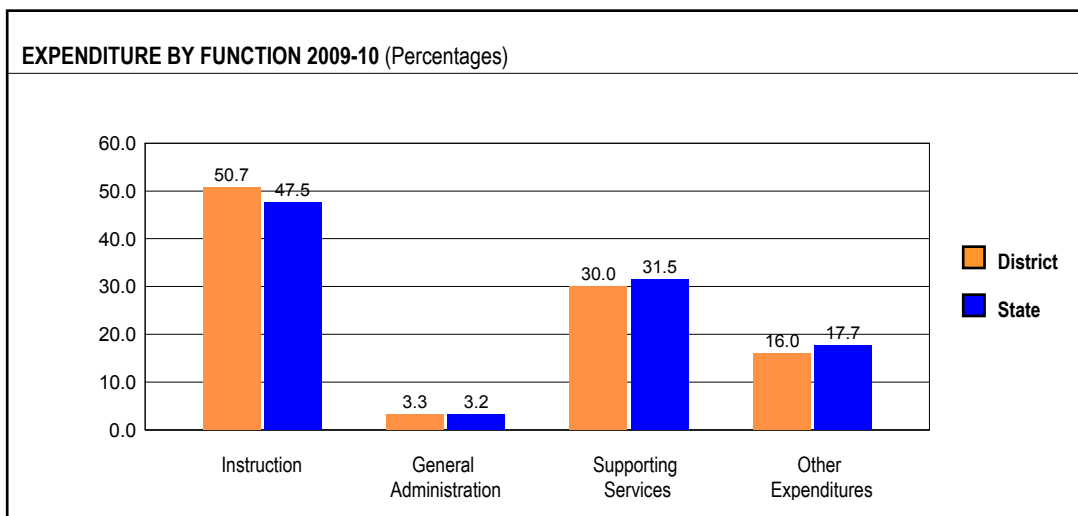
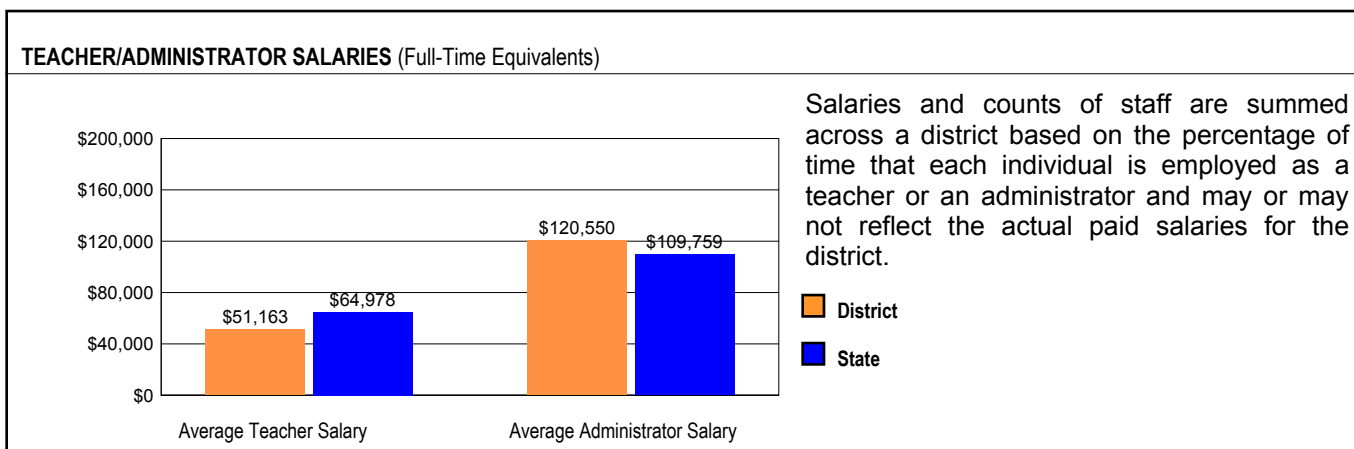
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	100	70		20	40		150	130		20	40	
District	70	78		39	44		125	123		39	44	
State	60	55		30	43		143	103		30	43	

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	93.9	0.0	2.6	0.5	0.0	0.0	0.5	2.6	9.7	90.3	195
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	11.1	42.1	57.9	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$18,069,370	59.5	58.9	Education	\$21,519,984	74.0	72.9
Other Local Funding	\$1,669,895	5.5	6.4	Operations & Maintenance	\$2,316,266	8.0	6.0
General State Aid	\$5,323,159	17.5	14.9	Transportation	\$1,801,895	6.2	3.8
Other State Funding	\$2,698,699	8.9	7.5	Debt Service	\$2,769,953	9.5	7.2
Federal Funding	\$2,620,793	8.6	12.4	Tort	\$7,028	0.0	1.2
TOTAL	\$30,381,916			Municipal Retirement/ Social Security	\$569,981	2.0	1.9
				Fire Prevention & Safety	\$44,037	0.2	0.7
				Site & Construction/ Capital Improvement	\$62,712	0.2	6.4
				TOTAL	\$29,091,856		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$212,853	2.84	\$4,977	\$8,598
State	**	**	\$6,773	\$11,537

** 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.

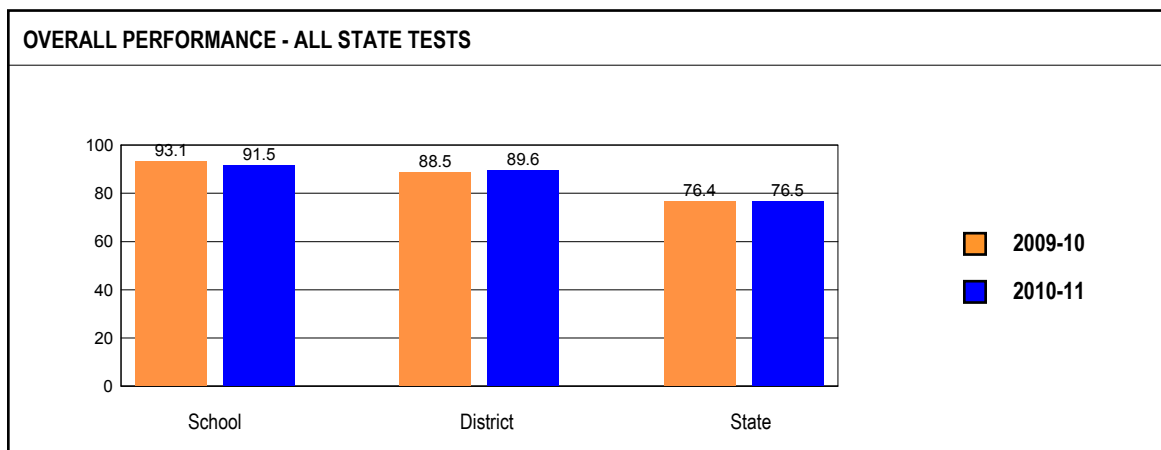
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

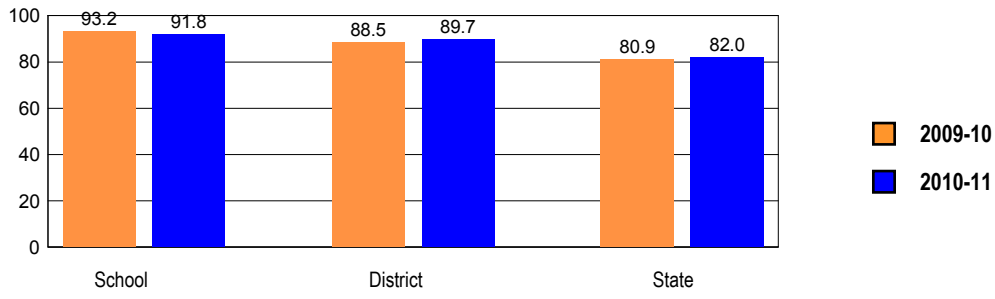
ACADEMIC PERFORMANCE

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.

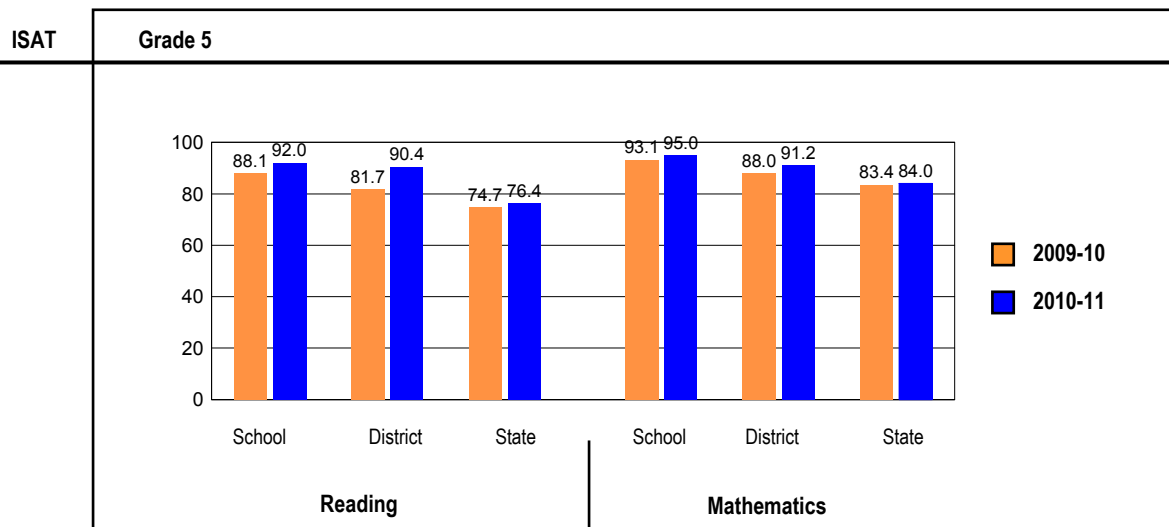
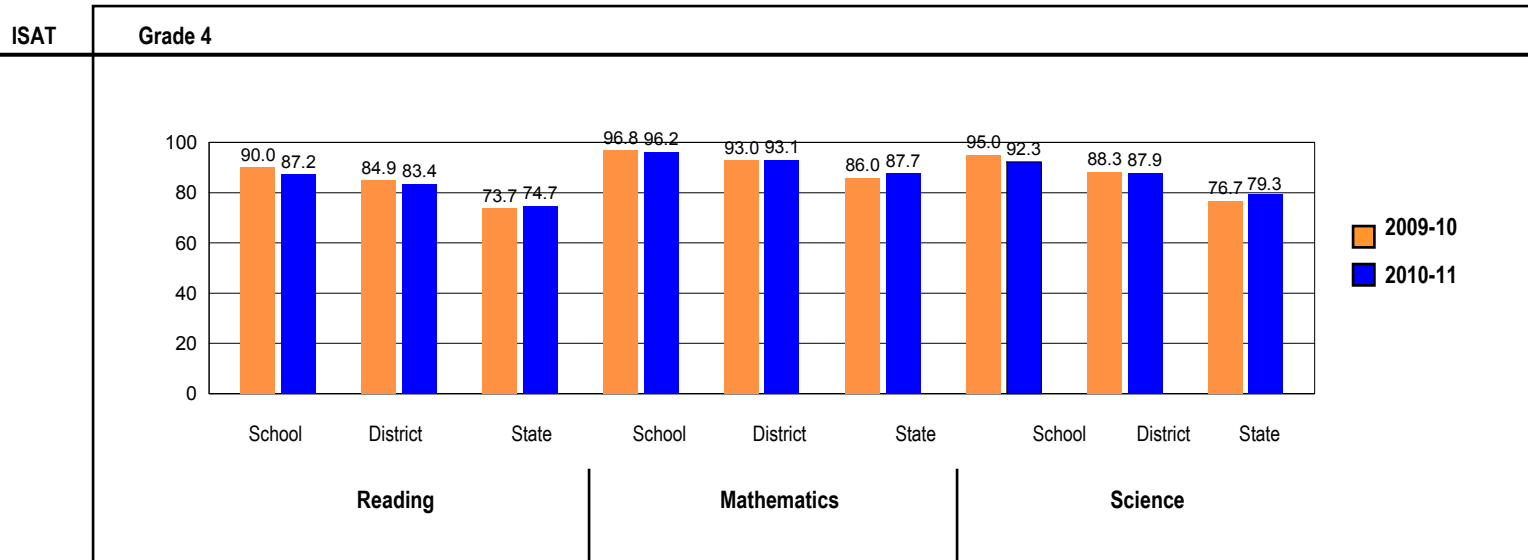
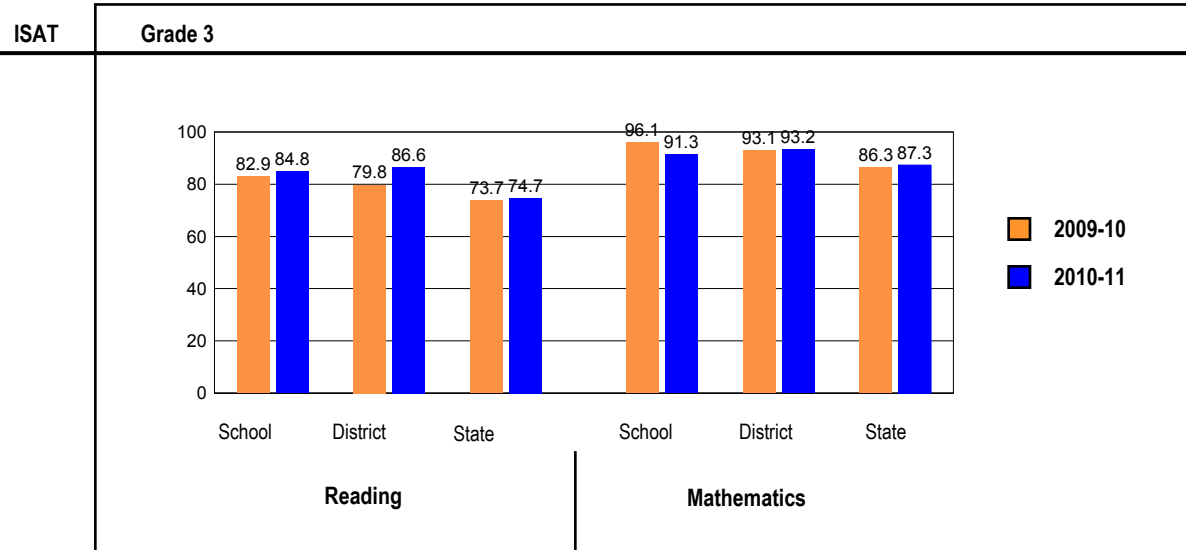


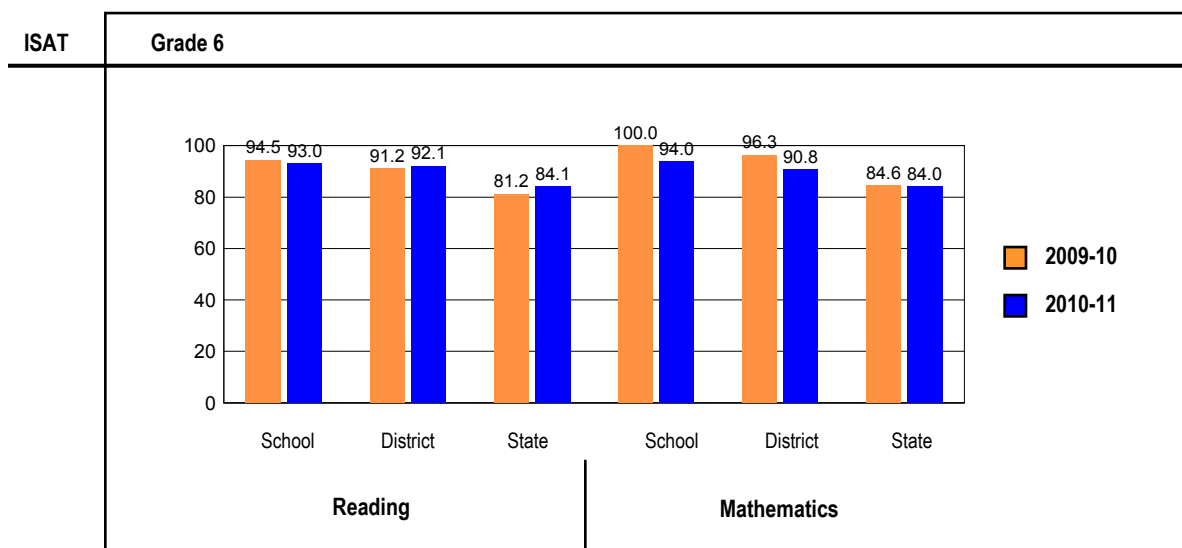
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	377	199	178	240	11	84	13	2	0	27	7	0	51	72
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0			0.0	0.0
District	*Enrollment	2,241	1,181	1,060	1,553	75	403	88	24	8	90	57	0	314	527
	Reading	0.2	0.4	0.0	0.2	2.7	0.0	0.0	0.0		0.0	1.8		1.3	0.4
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	377	199	178	240	11	84	13	2	0	27	7	0	51	72
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0			0.0	0.0
District	*Enrollment	2,245	1,184	1,061	1,555	75	404	89	24	8	90	60	0	314	527
	Mathematics	0.2	0.4	0.0	0.2	2.7	0.0	0.0	0.0		0.0	1.7		1.3	0.4
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	79	39	40	47	2	24	4	0	0	2	1	0	7	16
	Science	0.0	0.0	0.0	0.0		0.0								0.0
District	*Enrollment	713	374	339	498	18	123	39	5	2	28	22	0	86	155
	Science	0.4	0.8	0.0	0.6	0.0	0.0	0.0			0.0	0.0		3.5	0.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* 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	1.1	14.1	55.4	29.3	1.1	7.6	45.7	45.7
District	1.1	12.2	52.6	34.1	0.9	6.0	42.9	50.3
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	1.9	13.5	63.5	21.2	1.9	7.7	46.2	44.2
	District	1.6	14.1	56.3	28.1	1.0	5.7	43.2	50.0
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	School	0.0	15.0	45.0	40.0	0.0	7.5	45.0	47.5
	District	0.6	10.0	48.1	41.3	0.6	6.3	42.5	50.6
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	1.7	15.0	51.7	31.7	1.7	5.0	41.7	51.7
	District	1.2	10.6	51.2	37.0	0.4	4.3	41.7	53.5
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	School								
	District								
	State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic	School	0.0	15.0	65.0	20.0	0.0	20.0	60.0	20.0
	District	1.7	19.0	58.6	20.7	3.4	12.1	50.0	34.5
	State	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	School								
	District	0.0	18.2	63.6	18.2	0.0	18.2	36.4	45.5
	State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	School								
	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	School								
	District	0.0	6.3	37.5	56.3	0.0	0.0	37.5	62.5
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	9.1	36.4	45.5	9.1	9.1	18.2	63.6	9.1
	District	10.0	25.0	55.0	10.0	5.0	10.0	62.5	22.5
	State	20.9	35.2	33.4	10.4	9.2	21.3	46.9	22.5
Non-IEP	School	0.0	11.1	56.8	32.1	0.0	6.2	43.2	50.6
	District	0.0	10.6	52.2	37.2	0.3	5.4	40.4	53.8
	State	3.6	17.2	49.6	29.5	2.0	8.2	42.6	47.2

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	5.9	76.5	17.6	0.0	11.8	58.8	29.4
District	2.4	16.7	57.1	23.8	2.4	13.1	46.4	38.1
State	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible								
School	1.3	16.0	50.7	32.0	1.3	6.7	42.7	49.3
District	0.7	10.8	51.1	37.3	0.4	3.7	41.8	54.1
State	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	12.8	42.3	44.9	0.0	3.8	55.1	41.0	0.0	7.7	59.0	33.3
District	0.0	16.6	45.0	38.4	0.0	6.9	63.1	29.9	0.6	11.5	66.8	21.1
State	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	18.4	44.7	36.8	0.0	5.3	52.6	42.1	0.0	7.9	55.3	36.8
District	0.0	19.6	45.8	34.5	0.0	6.5	61.3	32.1	0.0	12.5	63.7	23.8
State	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female												
School	0.0	7.5	40.0	52.5	0.0	2.5	57.5	40.0	0.0	7.5	62.5	30.0
District	0.0	13.5	44.2	42.3	0.0	7.4	65.0	27.6	1.2	10.4	69.9	18.4
State	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

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	6.4	40.4	53.2	0.0	2.1	44.7	53.2	0.0	0.0	61.7	38.3
	District	0.0	11.7	43.5	44.8	0.0	4.5	59.9	35.6	0.5	7.7	67.6	24.3
	State	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black	School												
	District												
	State	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
Hispanic	School	0.0	26.1	43.5	30.4	0.0	4.3	73.9	21.7	0.0	21.7	60.9	17.4
	District	0.0	34.8	42.0	23.2	0.0	14.5	71.0	14.5	1.4	20.3	68.1	10.1
	State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	School												
	District	0.0	6.3	56.3	37.5	0.0	6.3	56.3	37.5	0.0	6.3	56.3	37.5
	State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian	School												
	District												
	State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races	School												
	District					0.0	20.0	70.0	10.0	0.0	30.0	60.0	10.0
	State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	37.5	37.5	25.0	0.0	12.5	68.8	18.8	0.0	25.0	62.5	12.5
	District	0.0	37.7	45.5	16.9	0.0	13.0	76.6	10.4	2.6	22.1	70.1	5.2
	State	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible	School	0.0	6.5	43.5	50.0	0.0	1.6	51.6	46.8	0.0	3.2	58.1	38.7
	District	0.0	10.2	44.9	44.9	0.0	5.1	59.1	35.8	0.0	8.3	65.7	26.0
	State	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	8.0	53.0	39.0	0.0	5.0	64.0	31.0
District	0.0	9.6	54.0	36.4	0.0	8.8	66.7	24.5
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	13.2	50.9	35.8	0.0	7.5	56.6	35.8
	District	0.0	12.9	58.4	28.7	0.0	10.4	61.9	27.7
	State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female	School	0.0	2.1	55.3	42.6	0.0	2.1	72.3	25.5
	District	0.0	5.8	48.8	45.3	0.0	6.9	72.3	20.8
	State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	8.5	49.3	42.3	0.0	5.6	60.6	33.8
	District	0.0	7.5	53.6	38.9	0.0	5.9	66.4	27.7
	State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	School								
	District	0.0	38.5	53.8	7.7	0.0	15.4	84.6	0.0
	State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic	School	0.0	6.3	75.0	18.8	0.0	0.0	81.3	18.8
	District	0.0	11.4	61.4	27.1	0.0	12.9	75.7	11.4
	State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian	School								
	District	0.0	7.7	46.2	46.2	0.0	15.4	38.5	46.2
	State	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian	School								
	District								
	State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races	School								
	District	0.0	17.6	41.2	41.2	0.0	29.4	52.9	17.6
	State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	28.6	57.1	14.3	0.0	7.1	78.6	14.3
	District	0.0	33.9	53.2	12.9	0.0	25.8	66.1	8.1
	State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP	School	0.0	4.7	52.3	43.0	0.0	4.7	61.6	33.7
	District	0.0	4.8	54.2	41.0	0.0	5.4	66.8	27.8
	State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	8.7	60.9	30.4	0.0	4.3	69.6	26.1
	District	0.0	16.2	59.0	24.8	0.0	18.1	68.6	13.3
	State	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible	School	0.0	7.8	50.6	41.6	0.0	5.2	62.3	32.5
	District	0.0	7.1	52.0	40.9	0.0	5.2	65.9	28.9
	State	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	7.0	44.0	49.0	0.0	6.0	54.0	40.0
District	0.0	7.9	56.3	35.8	0.6	8.7	60.8	30.0
State	0.2	15.7	56.8	27.3	0.6	15.5	58.0	25.9

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	9.8	52.9	37.3	0.0	7.8	56.9	35.3
	District	0.0	11.3	62.6	26.1	1.0	10.9	58.9	29.2
	State	0.3	19.1	57.1	23.5	0.7	16.8	56.2	26.3
Female	School	0.0	4.1	34.7	61.2	0.0	4.1	51.0	44.9
	District	0.0	4.0	49.2	46.9	0.0	6.1	63.0	30.9
	State	0.1	12.2	56.5	31.3	0.5	14.0	59.9	25.6

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	3.4	45.8	50.8	0.0	5.1	49.2	45.8
	District	0.0	5.8	57.0	37.2	0.4	6.1	61.6	31.8
	State	0.1	9.4	54.7	35.8	0.3	8.9	56.8	34.0
Black	School	0.0	22.2	55.6	22.2	5.9	29.4	47.1	17.6
	District	0.4	28.1	60.0	11.4	1.3	30.1	58.6	10.0
	State								
Hispanic	School	0.0	14.3	38.1	47.6	0.0	9.5	57.1	33.3
	District	0.0	11.6	55.1	33.3	0.0	16.1	54.8	29.0
	State	0.2	21.7	61.6	16.4	0.7	20.5	63.8	15.1
Asian	School	0.0	15.4	38.5	46.2	0.0	0.0	83.3	16.7
	District	0.1	6.0	41.5	52.4	0.2	4.7	38.4	56.6
	State								
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
American Indian	School								
	District								
	State	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
Two or More Races	School								
	District	0.0	0.0	64.7	35.3	0.0	0.0	75.0	25.0
	State	0.1	12.9	55.1	31.8	0.4	13.3	57.1	29.1

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	46.2	53.8	0.0	0.0	38.5	61.5	0.0
	District	0.0	41.1	53.6	5.4	3.6	30.9	60.0	5.5
	State	1.3	51.5	41.8	5.4	3.1	46.0	45.0	5.9
Non-IEP	School	0.0	1.1	42.5	56.3	0.0	1.1	52.9	46.0
	District	0.0	2.2	56.8	41.0	0.0	4.6	60.9	34.4
	State	0.0	10.3	59.1	30.6	0.2	10.9	60.0	28.9

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	15.4	53.8	30.8	0.0	15.4	61.5	23.1
District	0.0	13.9	62.0	24.1	1.4	20.3	60.8	17.6
State	0.3	24.5	61.2	13.9	0.9	24.0	62.0	13.1
Not Eligible								
School	0.0	5.7	42.5	51.7	0.0	4.6	52.9	42.5
District	0.0	6.3	54.8	38.9	0.4	5.7	60.8	33.2
State	0.1	7.0	52.4	40.5	0.2	7.0	54.1	38.7

2011 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	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	2011-12 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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	89.7		Yes	94.1		Yes	96.3	Yes		
White	100.0	Yes	100.0	Yes	90.9		Yes	95.3		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	83.1		Yes	89.6		Yes				
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	59.2	67.2	No	75.5		No	95.2			
Economically Disadvantaged	100.0	Yes	100.0	Yes	82.1		Yes	88.1		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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% 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

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities
Improve the Academic Achievement of ALL Students	Percent of special education resource, Hispanic, and economically disadvantaged students scoring proficient or higher in reading	Increase the percent of special education resource, Hispanic, and economically disadvantaged students scoring proficient or higher in the area of reading	Results on benchmark and Fountas and Pinnell Benchmark assessment, common grade level assessments, NWEA/MAP, and ISAT assessments	<p>Activity #1: Implement master schedule to minimize interruption to Reading Block instruction and maximize time allowed for interventions and enrichment</p> <p>Activity #2: Continue to implement interventions: Jolly Phonics, SLANT, Leveled Literacy Intervention, and Read Naturally</p> <p>Activity #3: Focus on student comprehension using the newly adopted Soar to Success reading program</p> <p>Activity #4: Focus on writing extended responses on an ongoing basis</p> <p>Activity #5: Discuss and reflect on student progress as a Problem Solving Team</p> <p>Activity #6: Continue progress monitoring using AIMSweb</p> <p>Activity #7: Focus on progress monitoring our area(s) of weakness</p> <p>Activity #8: Adjust/modify method of delivery (increase time, utilize alternative materials, and/or personnel) if it is determined that a student is not making adequate progress</p> <p>Activity #9: Work with students in a small group setting with minimal distractions</p> <p>Activity #10: Continue using literacy coaches as a resource, specifically in area(s) of weakness (extended response, shared inquiry)</p> <p>Activity #11: Expose students to ISAT testing format</p> <p>Activity #12: Implement use of SMART Board technology</p>
	Percent of special education resource students scoring proficient or higher in math	Increase the percent of special education resource, Hispanic, and economically disadvantaged students scoring proficient or higher in the area of math	Results on benchmark and Fountas and Pinnell Benchmark assessment, NWEA/MAP, and ISAT assessments	<p>Activity #1: Ensure Response to Intervention math interventions are implemented</p> <p>Activity #2: Focus on writing extended responses on an ongoing basis</p> <p>Activity #3: Ensure Tier two and three interventions are implemented</p> <p>Activity #4: Ensure student progress is monitored on an ongoing basis</p> <p>Activity #5: Progress monitor students growth as a problem solving team</p> <p>Activity #6: Adjust/modify method of delivery (increase time, utilize alternative materials, and/or personnel) if it is determined that a student is not making adequate progress</p> <p>Activity #7: Work with students in a small group setting with minimal distractions</p> <p>Activity #8: Collaborate and utilize staff members that are having greatest impact on student achievement as a resource</p> <p>Activity #9: Focus on moving our students from the not meeting to meeting state standards</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 district-wide assessments	<p>Activity #1: Grade level representation on committee to align curriculum with Common Core Standards</p> <p>Activity #2: Integration of writing into ALL content areas</p> <p>Activity #3: Continue implementation of district common assessments, including MyAccess</p> <p>Activity #4: Continue peer observations</p> <p>Activity #5: Continue using literacy coaches as a resource</p> <p>Activity #6: Implement use of SMART Board technology</p> <p>Activity #7: Implement master schedule to minimize interruption to Reading Block instruction and maximize time allowed for interventions and enrichment</p>
Enhance and Retain Competent and Caring Staff	Utilize reading coaches as a form of job embedded staff development	Increase the number of in-house staff development opportunities	Results on benchmark and Fountas and Pinnell Benchmark assessment, NWEA/MAP, and ISAT assessments	<p>Activity #1: Continue and increase the utilization of literacy coaches for peer observation, collaborative discussions, and reflection</p> <p>Activity #2: Utilize literacy coaches to provide teachers with feedback on the implementation of the reading curriculum</p> <p>Activity #3: Continue ELL professional development</p> <p>Activity #4: Ensure that all staff members have proper knowledge to implement the reading program</p> <p>Activity #5: Collaborate, observe, and utilize staff members that are having greatest impact on student achievement as a resource</p>

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

<p>Enhance and Retain Competent and Caring Staff</p>	<p>Utilize technology coach as a form of job embedded staff development</p>	<p>Increase the number of in-house staff development opportunities</p>	<p>Frequency of technology related professional development</p>	<p>Activity #1: Utilization of technology coach Activity #2: Integration of technology into daily instruction</p>
<p>Actively Engage Our Community in the Life of the School District</p>	<p>Transparency of student achievement</p>	<p>Maintain 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>Activity #1: Expand upon and utilize the Thompson Tablet to share grade level academic information Activity #2: Revamp the school newsletter to a more student-friendly and parent/guardian-friendly format Activity #3: Continue to display school data on the data board in the school's front office Activity #4: Continue to display school data on the district's website Activity #5: Continue to distribute information in a hard-copy format</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	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	70.5	3.3	17.0	4.4	0.5	0.6	3.7	22.2	1.1	12.8		0.0	7.4	95.2	789
District	69.8	3.1	18.0	3.8	1.1	0.4	3.8	23.6	5.5	14.5		0.2	6.3	95.7	3,211
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

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.

IEP Students are those students eligible to receive special education services.

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.

Total Enrollment is based on Home School.

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	18.6		14.0	291.7
State	96.0	18.8		13.6	211.3

* 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								24.4	25.6	
District								24.4	25.6	
State								21.3	21.3	

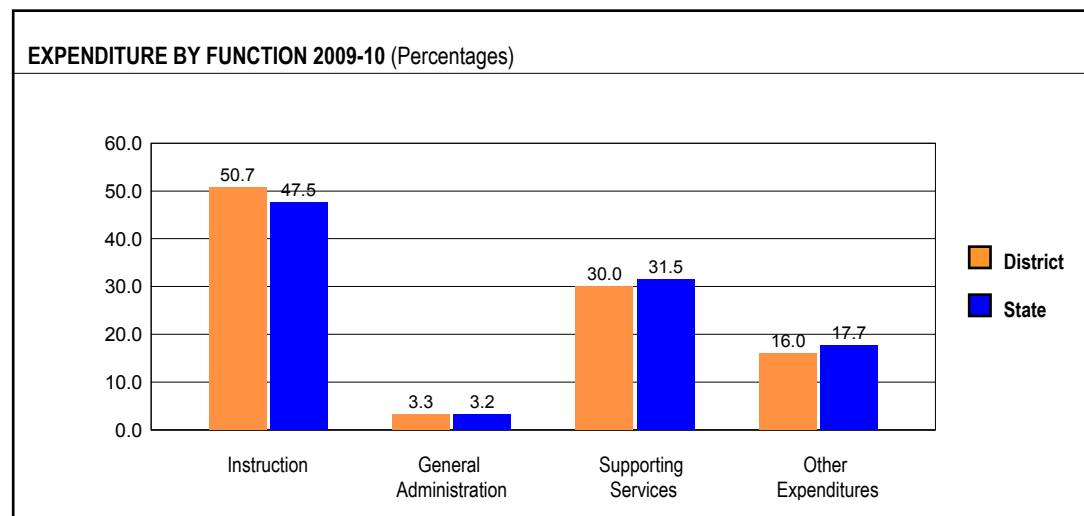
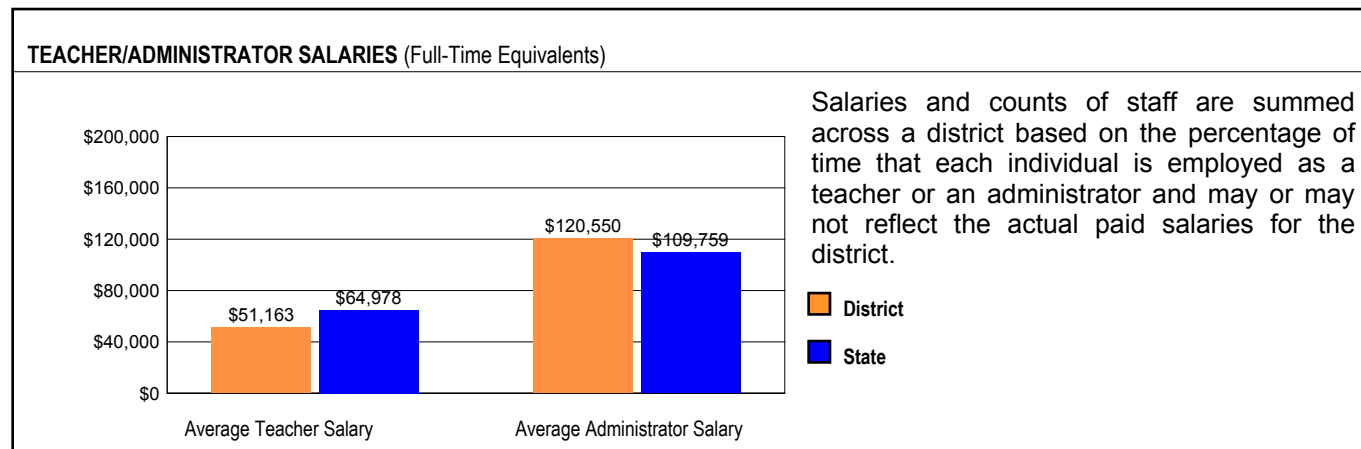
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School			44			44			88			44
District			44			44			88			44
State			52			44			91			44

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	93.9	0.0	2.6	0.5	0.0	0.0	0.5	2.6	9.7	90.3	195
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	11.1	42.1	57.9	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$18,069,370	59.5	58.9	Education	\$21,519,984	74.0	72.9
Other Local Funding	\$1,669,895	5.5	6.4	Operations & Maintenance	\$2,316,266	8.0	6.0
General State Aid	\$5,323,159	17.5	14.9	Transportation	\$1,801,895	6.2	3.8
Other State Funding	\$2,698,699	8.9	7.5	Debt Service	\$2,769,953	9.5	7.2
Federal Funding	\$2,620,793	8.6	12.4	Tort	\$7,028	0.0	1.2
TOTAL	\$30,381,916			Municipal Retirement/ Social Security	\$569,981	2.0	1.9
				Fire Prevention & Safety	\$44,037	0.2	0.7
				Site & Construction/ Capital Improvement	\$62,712	0.2	6.4
				TOTAL	\$29,091,856		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$212,853	2.84	\$4,977	\$8,598
State	**	**	\$6,773	\$11,537

** 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.

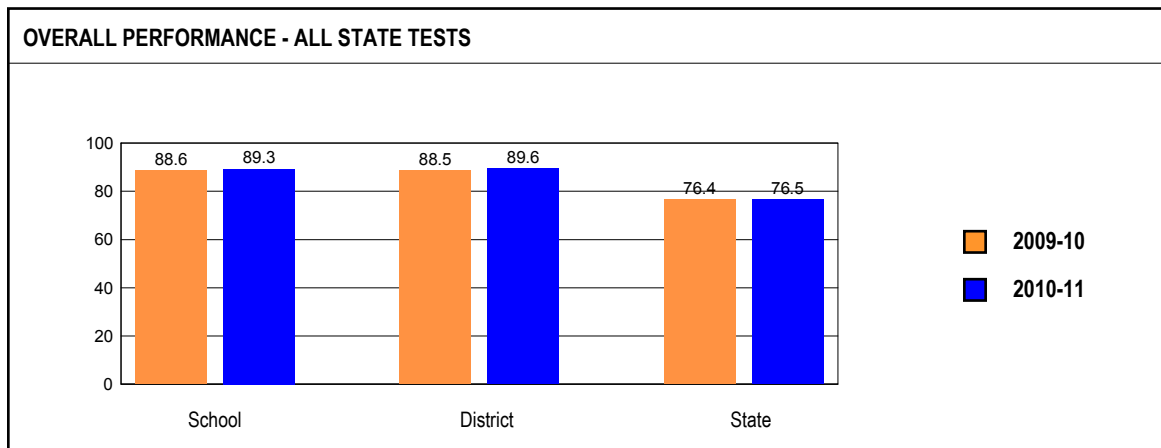
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

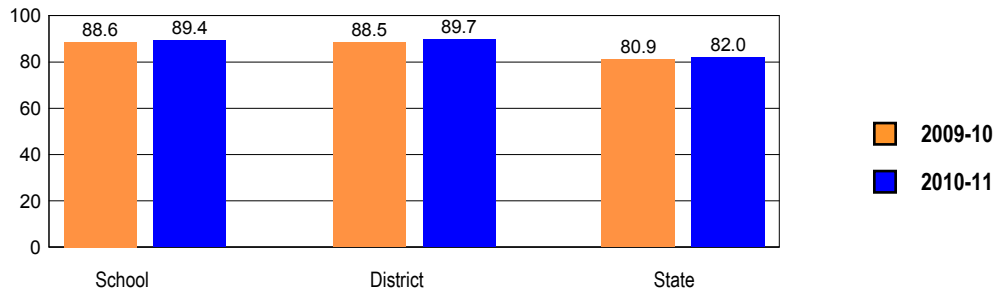
ACADEMIC PERFORMANCE

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.

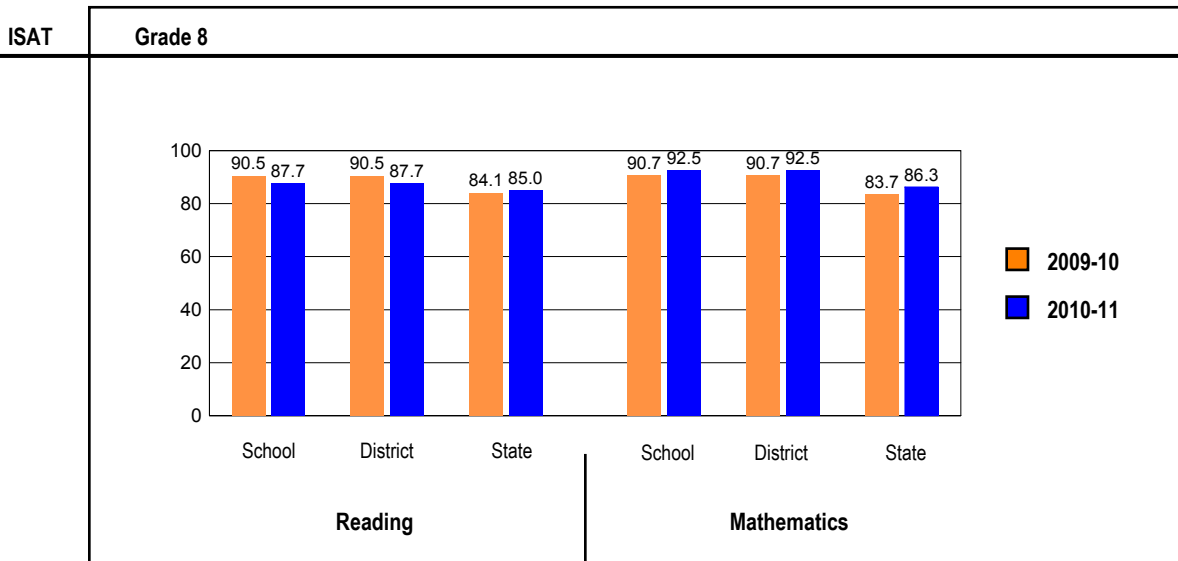
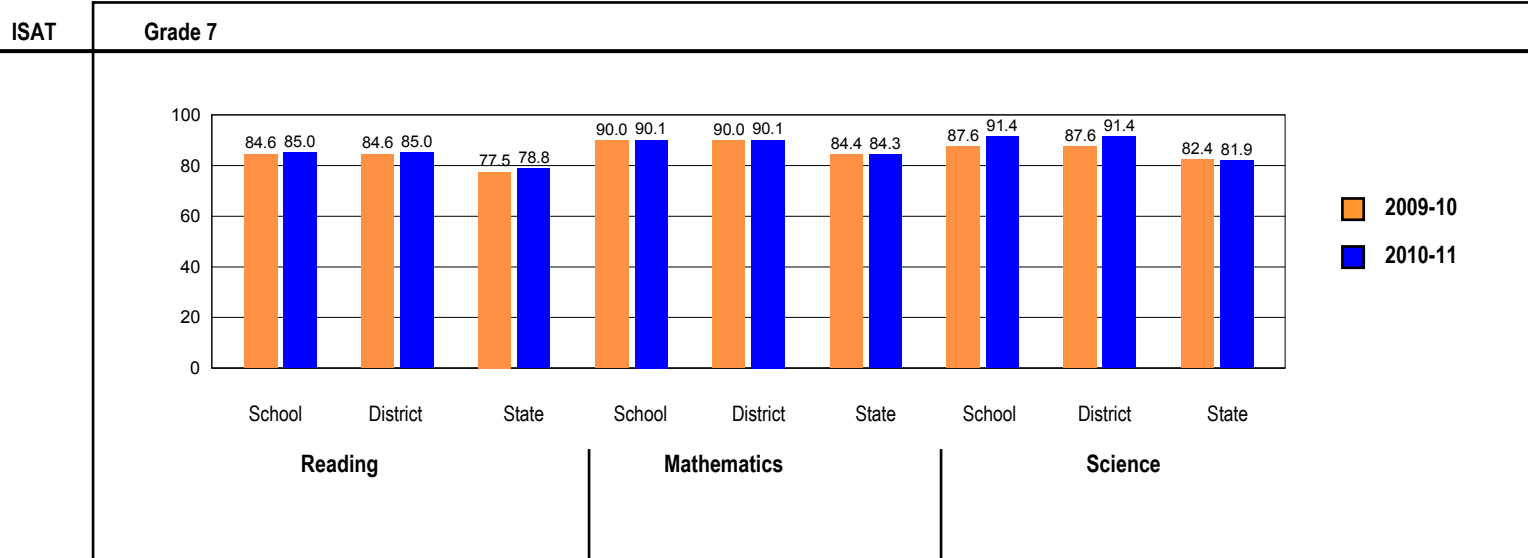


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	784	403	381	553	26	133	34	4	5	29	8	0	102	177
	Reading	0.5	1.0	0.0	0.4	7.7	0.0	0.0			0.0			3.9	1.1
District	*Enrollment	2,241	1,181	1,060	1,553	75	403	88	24	8	90	57	0	314	527
	Reading	0.2	0.4	0.0	0.2	2.7	0.0	0.0	0.0		0.0	1.8		1.3	0.4
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 2

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	786	405	381	553	26	134	35	4	5	29	10	0	102	177
	Mathematics	0.5	1.0	0.0	0.4	7.7	0.0	0.0			0.0	0.0		3.9	1.1
District	*Enrollment	2,245	1,184	1,061	1,555	75	404	89	24	8	90	60	0	314	527
	Mathematics	0.2	0.4	0.0	0.2	2.7	0.0	0.0	0.0		0.0	1.7		1.3	0.4
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	378	203	175	274	9	53	23	1	1	17	5	0	47	78
	Science	0.5	1.0	0.0	0.7		0.0	0.0			0.0			4.3	0.0
District	*Enrollment	713	374	339	498	18	123	39	5	2	28	22	0	86	155
	Science	0.4	0.8	0.0	0.6	0.0	0.0	0.0			0.0	0.0		3.5	0.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* 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	14.7	63.3	21.7	0.5	9.4	58.7	31.4	1.9	6.7	53.9	37.5
District	0.3	14.7	63.3	21.7	0.5	9.4	58.7	31.4	1.9	6.7	53.9	37.5
State	0.4	20.8	58.0	20.8	2.2	13.5	53.9	30.4	5.7	12.4	57.8	24.1

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.5	19.1	61.8	18.6	1.0	11.6	58.3	29.1	3.0	7.5	49.7	39.7
	District	0.5	19.1	61.8	18.6	1.0	11.6	58.3	29.1	3.0	7.5	49.7	39.7
	State	0.6	24.9	56.8	17.7	2.8	15.0	51.7	30.5	6.8	12.4	54.5	26.4
Female	School	0.0	9.8	64.9	25.3	0.0	6.9	59.2	33.9	0.6	5.7	58.6	35.1
	District	0.0	9.8	64.9	25.3	0.0	6.9	59.2	33.9	0.6	5.7	58.6	35.1
	State	0.2	16.5	59.3	24.1	1.5	12.0	56.2	30.3	4.6	12.4	61.3	21.7

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	13.7	63.3	23.0	0.7	8.9	56.7	33.7	1.5	4.4	53.7	40.4
	District	0.0	13.7	63.3	23.0	0.7	8.9	56.7	33.7	1.5	4.4	53.7	40.4
	State	0.2	14.4	58.3	27.1	1.1	8.5	51.4	38.9	2.9	6.8	55.9	34.5
Black	School												
	District												
	State	0.9	34.3	55.7	9.1	4.9	24.4	58.3	12.4	12.3	22.9	58.4	6.5
Hispanic	School	0.0	19.2	67.3	13.5	0.0	15.4	67.3	17.3	0.0	17.3	57.7	25.0
	District	0.0	19.2	67.3	13.5	0.0	15.4	67.3	17.3	0.0	17.3	57.7	25.0
	State	0.5	26.6	60.9	11.9	2.6	17.7	59.8	19.9	7.5	17.9	63.3	11.3
Asian	School	4.3	8.7	52.2	34.8	0.0	8.7	52.2	39.1	8.7	0.0	52.2	39.1
	District	4.3	8.7	52.2	34.8	0.0	8.7	52.2	39.1	8.7	0.0	52.2	39.1
	State	0.2	8.2	48.9	42.6	0.8	4.8	33.6	60.9	2.4	5.3	50.2	42.0
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	13.6	57.4	29.0	0.6	7.1	50.0	42.3	4.2	7.7	59.5	28.6
American Indian	School												
	District												
	State	1.0	30.4	55.5	13.1	3.5	19.3	56.4	20.7	8.3	16.3	59.1	16.3
Two or More Races	School	0.0	11.8	70.6	17.6	0.0	0.0	64.7	35.3	5.9	5.9	41.2	47.1
	District	0.0	11.8	70.6	17.6	0.0	0.0	64.7	35.3	5.9	5.9	41.2	47.1
	State	0.3	19.2	57.6	22.9	2.1	13.3	52.6	32.0	4.8	11.3	55.9	28.1

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	47.6	47.6	4.8	4.8	28.6	64.3	2.4	4.8	16.7	66.7	11.9
	District	0.0	47.6	47.6	4.8	4.8	28.6	64.3	2.4	4.8	16.7	66.7	11.9
	State	2.4	61.2	33.0	3.4	11.1	39.7	42.9	6.2	20.4	27.0	46.1	6.5
Non-IEP	School	0.3	10.6	65.3	23.9	0.0	6.9	58.0	35.0	1.5	5.4	52.3	40.8
	District	0.3	10.6	65.3	23.9	0.0	6.9	58.0	35.0	1.5	5.4	52.3	40.8
	State	0.1	14.8	61.7	23.4	0.9	9.7	55.5	33.9	3.5	10.2	59.5	26.7

Grade 7 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	1.3	24.7	63.6	10.4	1.3	13.0	68.8	16.9	3.9	9.1	58.4	28.6
	District	1.3	24.7	63.6	10.4	1.3	13.0	68.8	16.9	3.9	9.1	58.4	28.6
	State	0.7	31.0	58.3	10.0	3.5	20.6	59.4	16.4	9.2	19.3	61.1	10.4
Not Eligible	School	0.0	12.2	63.2	24.7	0.3	8.4	56.1	35.1	1.4	6.1	52.7	39.9
	District	0.0	12.2	63.2	24.7	0.3	8.4	56.1	35.1	1.4	6.1	52.7	39.9
	State	0.1	11.2	57.7	30.9	0.9	6.9	48.7	43.4	2.4	5.9	54.7	36.9

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.3	12.0	75.7	12.0	0.5	7.0	54.3	38.3
District	0.3	12.0	75.7	12.0	0.5	7.0	54.3	38.3
State	0.2	14.8	74.9	10.1	0.4	13.3	54.5	31.8

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.5	16.5	74.2	8.8	0.5	6.7	57.9	34.9
	District	0.5	16.5	74.2	8.8	0.5	6.7	57.9	34.9
	State	0.3	17.9	73.0	8.9	0.5	15.1	53.1	31.3
Female	School	0.0	7.8	77.1	15.1	0.5	7.3	50.7	41.5
	District	0.0	7.8	77.1	15.1	0.5	7.3	50.7	41.5
	State	0.1	11.6	76.8	11.5	0.3	11.5	56.0	32.2

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	9.4	78.3	12.3	0.4	5.8	52.5	41.3
	District	0.0	9.4	78.3	12.3	0.4	5.8	52.5	41.3
	State	0.1	9.7	75.9	14.3	0.3	8.4	50.9	40.5
Black	School	6.7	33.3	60.0	0.0	6.7	33.3	46.7	13.3
	District	6.7	33.3	60.0	0.0	6.7	33.3	46.7	13.3
	State	0.3	25.6	71.7	2.4	0.8	25.4	60.6	13.2
Hispanic	School	0.0	17.9	73.1	9.0	0.0	6.3	63.3	30.4
	District	0.0	17.9	73.1	9.0	0.0	6.3	63.3	30.4
	State	0.2	19.7	76.0	4.1	0.5	17.0	61.8	20.8
Asian	School	0.0	9.1	72.7	18.2	0.0	0.0	50.0	50.0
	District	0.0	9.1	72.7	18.2	0.0	0.0	50.0	50.0
	State	0.1	5.9	70.6	23.4	0.2	3.7	34.3	61.9
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.6	9.7	73.3	16.4	1.2	8.5	48.5	41.8
American Indian	School								
	District								
	State	0.0	20.8	74.0	5.2	1.1	19.4	55.3	24.2
Two or More Races	School	0.0	16.7	50.0	33.3	0.0	8.3	50.0	41.7
	District	0.0	16.7	50.0	33.3	0.0	8.3	50.0	41.7
	State	0.1	14.3	73.4	12.2	0.6	11.8	54.3	33.3

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	2.1	33.3	64.6	0.0	2.1	29.8	59.6	8.5
	District	2.1	33.3	64.6	0.0	2.1	29.8	59.6	8.5
	State	1.0	51.5	46.2	1.3	2.4	46.6	45.3	5.7
Non-IEP	School	0.0	9.1	77.2	13.7	0.3	4.0	53.5	42.2
	District	0.0	9.1	77.2	13.7	0.3	4.0	53.5	42.2
	State	0.1	9.4	79.1	11.4	0.1	8.5	55.8	35.6

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	18.8	71.9	9.4	1.1	13.7	57.9	27.4
District	0.0	18.8	71.9	9.4	1.1	13.7	57.9	27.4
State	0.3	22.7	73.5	3.4	0.7	20.6	61.3	17.4
Not Eligible								
School	0.3	9.9	76.9	12.9	0.3	4.9	53.1	41.6
District	0.3	9.9	76.9	12.9	0.3	4.9	53.1	41.6
State	0.1	7.8	76.1	16.1	0.2	6.8	48.4	44.6

2011 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	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2011-12 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		85.0			85.0			91.0		82.0	
All	99.5	Yes	99.5	Yes	87.4		Yes	92.0		Yes	95.2	Yes		
White	99.6	Yes	99.6	Yes	89.2		Yes	92.4		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	83.3		Yes	91.7		Yes				
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	96.1	Yes	96.1	Yes	59.8	65.4	No	69.8	66.0	Yes	94.2			
Economically Disadvantaged	98.9	Yes	98.9	Yes	81.2		Yes	88.9		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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% 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.

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measures	Strategy/Activities
<p>Improve the Academic Achievement of ALL Students</p>	<p>Percentage of students scoring proficient or higher in writing</p>	<p>Increase the percentage of students scoring proficient or higher in writing</p>	<p>Common Formative Assessments, NWEA - LU</p>	<p>A-1-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) (maintain). 2-LA teachers will focus on all parts of the Six Traits (maintain). 3-Continue to implement the ISAT Coach book to improve writing skills (8th grade only) (maintain). 4-Report writing data each trimester (maintain). 5-Encourage complete sentences and paragraph structure in all curricular areas (initial). 6-Align curriculum to the Common Core Standards (initial).</p>
	<p>Percentage of students scoring proficient or higher in all curricular areas</p>	<p>Increase the percentage of students scoring proficient or higher in all curricular areas.</p>	<p>Common Formative Assessments</p>	<p>B-1-Train staff on both the use of achievement and standards based grading practices (maintain). 2-Design lessons and goal setting to increase the number of students who move from the "meets" category to the "exceeds" category (maintain). 3-Encourage students to set goals for education beyond high school (maintain). 4-Incorporate "wrap-up" into all lessons (maintain). 5-Seventh grade teachers will focus on skills needed on Explore test (maintain). 6-Ensure all eighth grade students take the Explore practice test and the Explore test and then analyze results to drive instruction (maintain). 7-Schedule school time for all students to check grades on line (maintain). 8-Incorporate "Focus" book ideas into instructional strategies (initial). 9-Implement Project CRISS in the areas of science and social studies (initial). 10-Implement shared inquiry and higher level questioning to benefit all students in the school (initial). 11-Over a two year period, implement SMART Board technology (initial). 12-Schedule times for collaboration and integration of specific technology skills taught across the curriculum (maintain). 13-Increase rigor of honor's program by encouraging collaboration of teacher expertise using resources, book study or workshops (maintain). 14-Provide staff training and follow up as to use across the curriculum of best practices (Marzano, Bloom, Anderson, 21st Century Skills, and whole child (maintain). 15-Set the stage for students to take ownership and pride in their learning to increase academic performance (initial). 16-Teachers will discuss with the students the importance of each taking ownership of their own learning (initial).</p>
	<p>Percentage of students scoring proficient or higher in mathematics</p>	<p>Increase the percentage of students scoring proficient or higher in math</p>	<p>ISAT, Common Formative Assessments, NWEA</p>	<p>C-1-Utilize math materials, strategies and intervention materials to address new national core math standards and raise achievement (maintain). 2-Design and implement an ISAT preparation plan (maintain). 3-Analyze weak areas on ISAT and design a plan to address the weaknesses (maintain). 4-Train all students on the use of NWEA target growth goal setting form (maintain). 5-Focus on guided/small group instruction (Book Club, Literature Circles, flex groups, leveled groups) (initial).</p>
	<p>Percentage of students scoring proficient or higher in reading</p>	<p>Increase the percentage of students scoring proficient or higher in reading</p>	<p>Common Formative Assessments, NWEA, ISAT, F & P, CBM's</p>	<p>D-1-Train all students on the use of NWEA target growth goal setting form (maintain). 2-Use CBM as a universal screener throughout the school three times per year (maintain).</p>
	<p>Percentage of special population students scoring proficient or higher in reading</p>	<p>Increase targeted subgroups' ISAT reading scores from 59.8% to 65.4%</p>	<p>ISAT, CFA's, F & P, CBM and NWEA scores for the subgroups of special education, ELL, economically disadvantaged, students with behavioral concerns, Hispanic population and at-risk readers</p>	<p>E-1-Implement Tier II and III interventions (initial). 2-Expand Read 180 program to include writing skills (initial). 3-Expand Check and Connect Program for at-risk students (maintain). 4-Implement tutoring (FLEX), study help and detention during lunch advisory (maintain). 5-Implement specialized math and reading tutoring/intervention during a.m. advisory (maintain). 6-Target needs of students with behavior interventions who underachieve academically (maintain). 7-Continue PST process (maintain). 8-Schedule times each month for the color teams and the special educators to meet to coordinate services for special education and RTI students and to develop lessons (maintain). 9-Progress monitor every three weeks (maintain). 10-Make teachers aware of who is on the Free and Reduced list so teachers can provide additional interventions (initial). 11-Train staff to monitor and document progress of students in the lowest quartile (IPF forms, tracking sheets, team notes) (initial). 12-Implement the Soar to Success for students scoring below the 15th percentile (initial).</p>

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	F-1-Continue the Fred Jones Program (maintain). 2-Conduct Town Hall meetings each trimester with participation from the administrators (maintain). 3-Continue implementation of the 100% Club Program (maintain). 4-Educate students on why it is unacceptable to bully and/or cyber bully (maintain). 5-Continue to implement advisory activities (maintain). 6-Continue the Character Education Program in advisory (maintain). 7-Make bullying reports more available to students (maintain). 8-Implement the new hall-pass system (initial). 9-Continue student training in the "Stop, Block, Tell and Take Time Out" strategy (maintain). 10-Encourage each advisory to take on a responsibility in the building (maintain). 11-Ensure that there is one representative from each advisory on Leadership Corp. (maintain). 12-Monitor and report on staff engagement with the advisory and character education program (maintain). 13-Purchase character education banners for the school (maintain). 14-Put Bullying Report on the District Web Site (initial). 15-Explore the possibility of starting a student/staff mentor program (initial). 16-Increase hall supervision (initial).
	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	G-1-Continue to follow the procedure in identifying students who cannot afford the classes (maintain). 2-Create a list of possible enrichment activities to be offered during the 2011/12 school year (maintain). 3-Present to staff and get qualified sponsors for listed activities and add other activities that people are willing to sponsor (maintain). 4-Present to students and encourage them to sign up for areas of interest and utilize bus transportation (maintain). 5-Celebrate the successes of the after-school activities program by adding to the Extra-Curricular Activities Showcase (maintain). 6-In the newsletter, and on the website, update parents/guardians on the after school enrichment program (maintain). 7-Increase the number of one time after school activities (maintain).
Enhance and Retain Competent and Caring Staff	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	H-1-Staff will share professional development opportunities they receive (maintain). 2-Staff will share expertise and information they acquire at conferences/workshops and in book study groups (maintain). 3-All academic teachers will observe another teacher teaching at least one time per trimester (maintain). 4-Increase the knowledge of our learning team leaders regarding teacher-leader (maintain). 5-Train staff on new teacher evaluation program (initial). 6-Implement new teacher evaluation program (initial).
	Percentage of staff staying in the district	Improve staff relations	climate survey	I-1-Continue monthly staff birthday celebrations (maintain). 2-Continue "potluck" days three times a year (maintain). 3-Develop a variety of social gatherings-at least 5 per year (maintain). 4-Continue to improve communication between staff and administration through Learning Team Leaders (maintain). 5-Promote opening day unifier program (maintain). 6-Continue the celebration area in the staff lounge to remind everyone of all the fun things going on at Palombi (maintain). 7-Conduct a climate study in the fall and analyze the results so improvements can be made (maintain). 8-Encourage staff to recognize each other at staff meetings for best practices or going above and beyond (maintain).

<p>Actively Engage Our Community in the Life of the District</p>	<p>Number of volunteers/community members attending/participating in school related activities</p>	<p>Increase the number of volunteers who help in various positions throughout the building</p>	<p>log of volunteers</p>	<p>J-1-Secure a volunteer to assist in the coordination of our volunteer program (maintain). 2-Pass out a list of volunteer opportunities at Curriculum Nights and send a copy home with each student (maintain). 3-Encourage staff to complete a Volunteer Request Form (maintain). 4-Collect volunteer lists and give to Volunteer Coordinator so he/she can create an "approved" list of volunteers (maintain). 5-Encourage parents/guardians to volunteer by providing volunteer assistance lists at Curriculum Nights, Open House Night, in newsletters, and at PTO meetings (maintain). 6-Have a parent talk to the parent/guardians at 7th Grade Orientation and/or at Curriculum Nights emphasizing that they are very welcome in the buildings (maintain). 7-Invite parents/guardians to attend assemblies in the building (maintain). 8-Log the number of volunteers who are contacted to help in the school (maintain).</p>
	<p>Increase the number of medias used to communicate with the parents and the community</p>	<p>Increase the communication between parents and teachers regarding academic progress</p>	<p>percentage of teachers utilizing the on-line grading program</p>	<p>K-1-Update web pages every month (maintain). 2-Update School Master grading portal every two weeks (maintain). 3-Inform parents/guardians on how to access the portal (maintain). 4-Contact parents/guardians whenever a student falls below a "C" (maintain). 5-Continue the use of Friday Folders (maintain). 6-Encourage teams to create a distribution list (initial). 7-Continue to share important information with parents/guardians via the monthly newsletter (maintain). 8-Continue to put information regarding the criteria for special programs on-line (maintain).</p>