

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/ Pacific Islander	Native American	Multi racial /Ethnic	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	82.1	1.2	7.5	2.0	0.7	6.5	16.7	2.3	15.4		0.3	6.6	95.3	598
District	73.4	3.0	12.9	4.6	0.5	5.7	18.5	5.4	13.0		0.2	5.7	95.3	3,231
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

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.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*	
	Percent
School	100.0
District	100.0
State	96.2

STUDENT-TO-STAFF RATIOS			
Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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18.5		14.1	293.7
18.2		13.3	203.8

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	17.5	19.8	18.0	22.0	21.3	22.0	26.7			
District	19.3	20.9	21.8	23.9	23.5	23.9	23.7			
State	20.7	21.2	21.4	22.1	22.6	22.8	21.5			

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

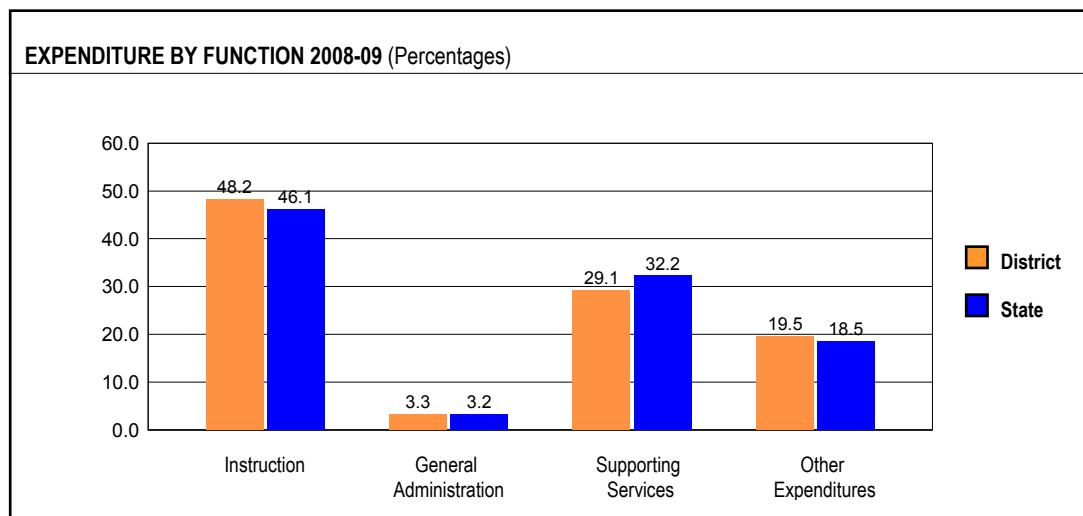
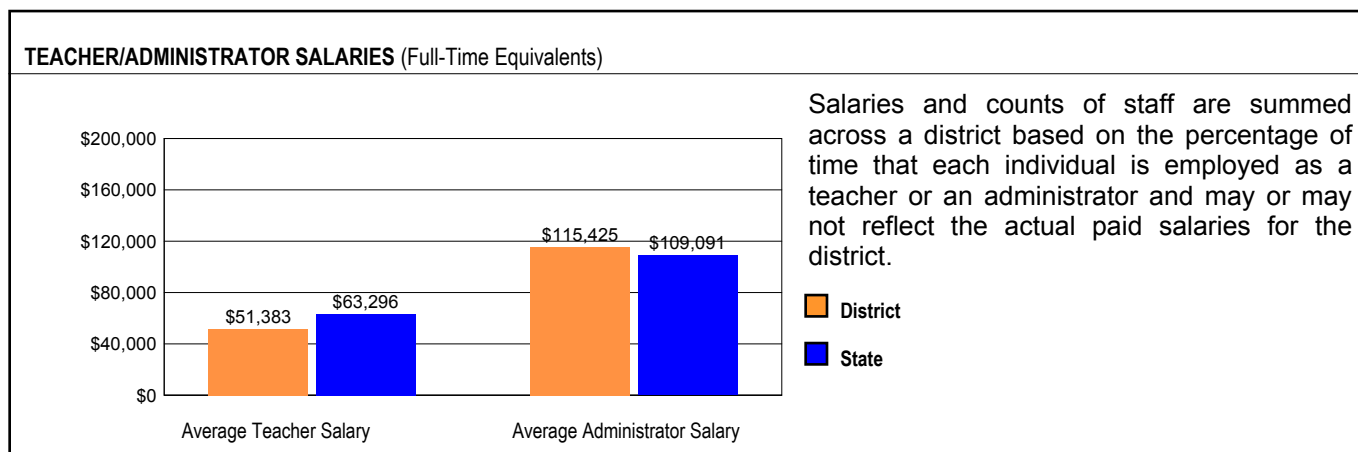
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60	80		45	45		120	120		45	45	
District	60	78		41	41		116	119		41	41	
State	59	54		30	43		145	103		30	43	

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.5	0.0	2.0	0.0	0.5	9.2	90.8	196
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

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	12.7	42.2	57.4	0.5	0.7

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2008-09				EXPENDITURE BY FUND 2008-09			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$17,603,326	60.0	58.4	Education	\$20,290,222	70.6	69.6
Other Local Funding	\$1,727,841	5.9	6.9	Operations & Maintenance	\$2,220,782	7.7	7.9
General State Aid	\$5,215,137	17.8	14.5	Transportation	\$1,755,975	6.1	3.8
Other State Funding	\$2,767,176	9.4	8.3	Debt Service	\$3,085,622	10.7	7.0
Federal Funding	\$2,004,397	6.8	11.9	Tort	\$6,314	0.0	1.2
TOTAL	\$29,317,877			Municipal Retirement/ Social Security	\$560,582	2.0	1.8
				Fire Prevention & Safety	\$254,063	0.9	0.8
				Site & Construction/ Capital Improvement	\$550,166	1.9	7.9
				TOTAL	\$28,723,726		

OTHER FINANCIAL INDICATORS				
	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per \$100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	\$211,682	2.82	\$4,743	\$7,834
State	**	**	\$6,483	\$11,197

** 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.

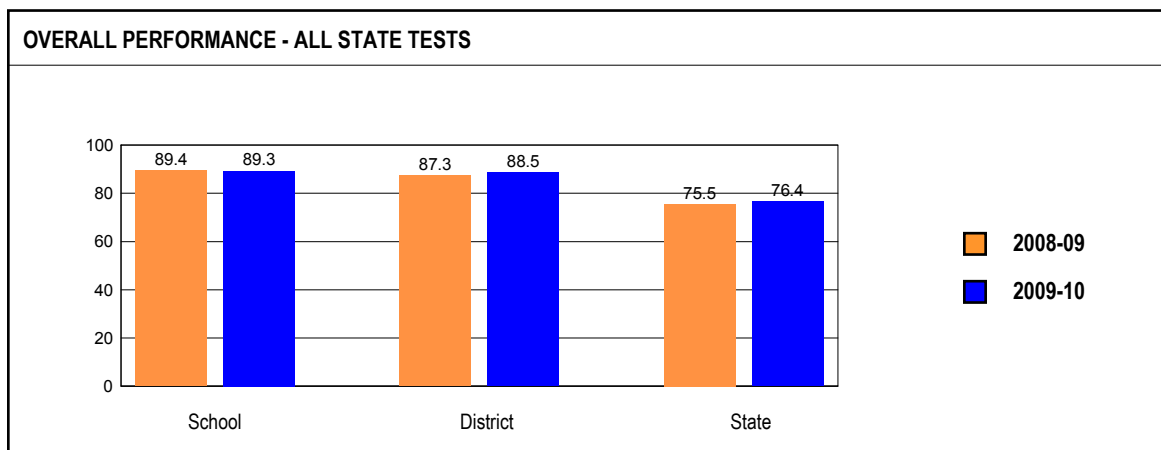
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

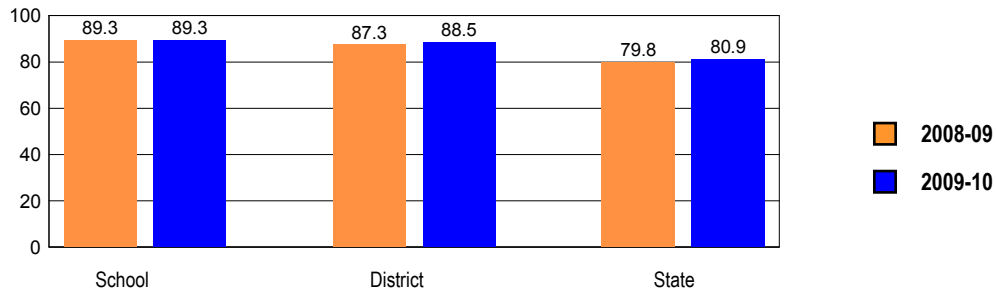
ACADEMIC PERFORMANCE

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.

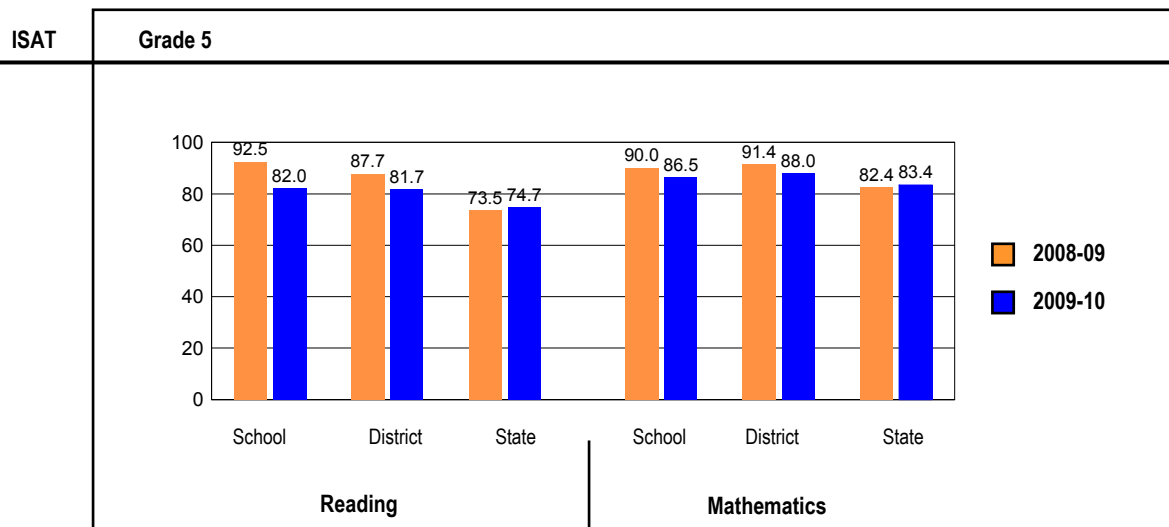
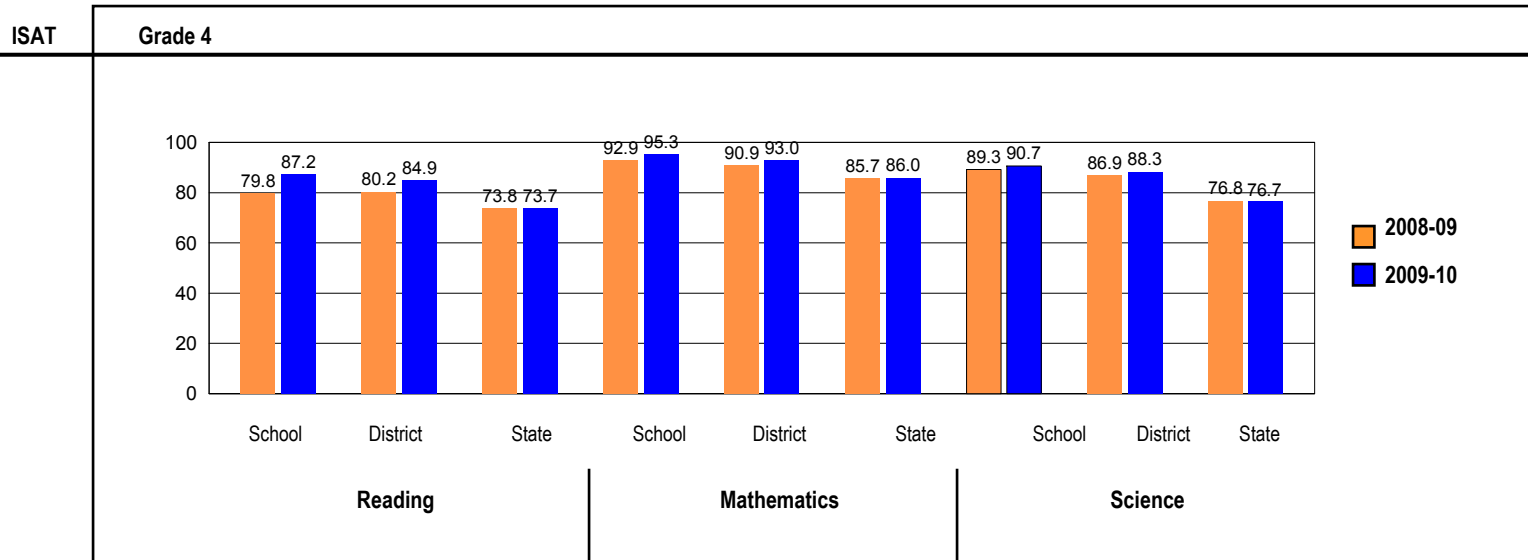
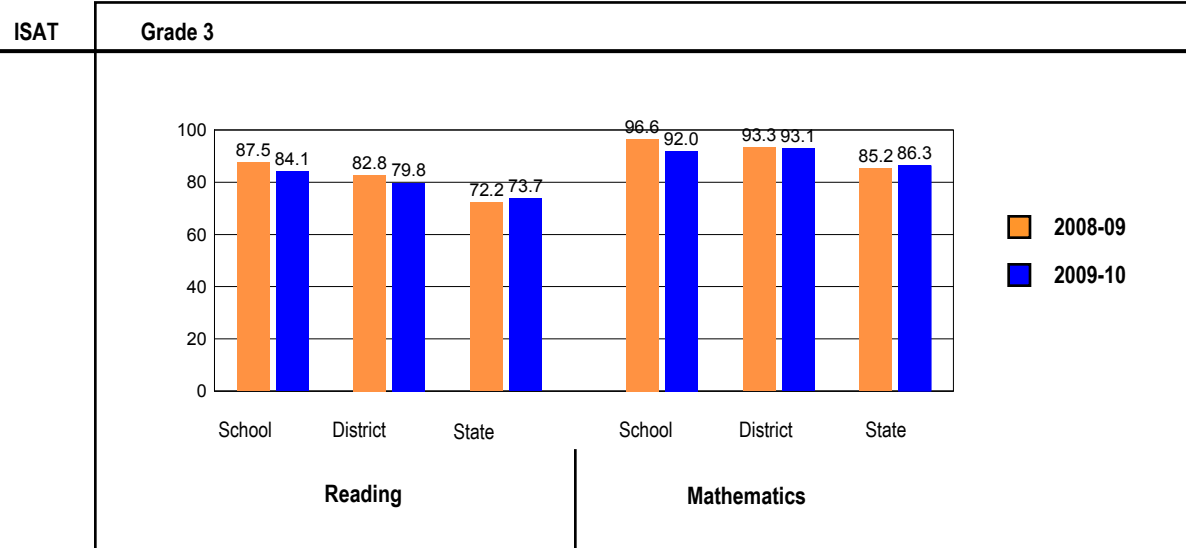


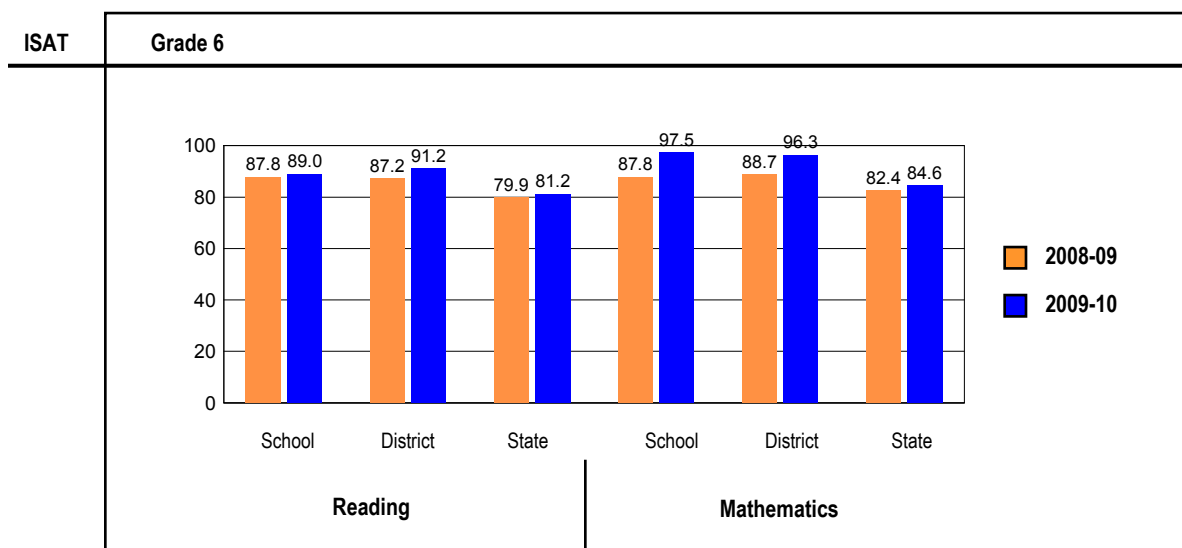
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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 AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	345	174	171	275	5	31	6	4	24	8	0	50	60
	Reading	0.0	0.0	0.0	0.0		0.0			0.00			0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0			0.00			0.0	0.0
District	*Enrollment	2,263	1,165	1,098	1,639	81	299	113	11	120	70	0	325	465
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3
	Mathematics	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	86	38	48	69	1	7	3	0	6	2	0	11	14
	Science	0.0	0.0	0.0	0.0								0.0	0.0
District	*Enrollment	789	404	385	566	28	112	41	4	38	21	0	122	179
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	4.5	11.4	48.9	35.2	2.3	5.7	44.3	47.7
District	3.6	16.6	48.5	31.3	0.9	6.0	46.1	47.0
State	5.4	20.9	45.9	27.8	2.9	10.7	44.7	41.7

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	4.8	11.9	45.2	38.1	2.4	4.8	31.0	61.9
	District	3.5	18.8	51.2	26.5	0.6	5.3	44.1	50.0
	State	6.6	22.7	45.6	25.1	3.1	10.6	43.2	43.0
Female	School	4.3	10.9	52.2	32.6	2.2	6.5	56.5	34.8
	District	3.7	14.2	45.7	36.4	1.2	6.8	48.1	43.8
	State	4.1	19.1	46.2	30.7	2.7	10.9	46.2	40.2

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	4.6	6.2	47.7	41.5	1.5	3.1	38.5	56.9
	District	3.0	11.7	48.5	36.8	0.4	4.3	40.3	55.0
	State	2.2	11.9	46.6	39.3	1.0	5.3	39.0	54.7
Black	School								
	District	0.0	20.0	70.0	10.0	10.0	10.0	60.0	20.0
	State	9.8	31.1	46.2	12.9	7.4	20.0	51.9	20.6
Hispanic	School	7.7	38.5	38.5	15.4	0.0	15.4	61.5	23.1
	District	7.8	37.3	39.2	15.7	2.0	13.7	62.7	21.6
	State	9.7	35.1	44.2	11.0	4.1	16.7	54.3	24.9
Asian/Pacific Islander	School								
	District	0.0	15.0	55.0	30.0	0.0	0.0	45.0	55.0
	State	1.7	10.0	43.5	44.9	0.9	3.5	27.3	68.4
Native American	School								
	District								
	State	3.8	19.8	48.3	28.1	2.3	8.0	46.8	43.0
Multiracial/Ethnic	School								
	District	5.3	21.1	52.6	21.1	0.0	10.5	63.2	26.3
	State	3.7	17.3	48.2	30.7	2.1	9.0	45.8	43.1

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	36.4	45.5	9.1	9.1	18.2	27.3	45.5	9.1
	District	19.4	44.4	30.6	5.6	8.3	22.2	47.2	22.2
	State	18.9	36.6	33.4	11.1	9.3	22.4	46.7	21.7
Non-IEP	School	0.0	6.5	54.5	39.0	0.0	2.6	44.2	53.2
	District	1.7	13.2	50.7	34.5	0.0	4.1	45.9	50.0
	State	3.4	18.6	47.7	30.2	2.0	9.1	44.4	44.5

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	12.5	37.5	50.0	0.0	6.3	18.8	68.8	6.3
	District	6.0	34.3	47.8	11.9	3.0	11.9	62.7	22.4
	State	9.0	30.9	46.4	13.7	5.0	16.8	52.7	25.5
Not Eligible	School	2.8	5.6	48.6	43.1	1.4	2.8	38.9	56.9
	District	3.0	12.1	48.7	36.2	0.4	4.5	41.9	53.2
	State	1.6	10.4	45.3	42.7	0.8	4.3	36.2	58.7

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	41.9	45.3	0.0	4.7	57.0	38.4	0.0	9.3	64.0	26.7
District	0.3	14.9	47.5	37.4	0.5	6.5	55.9	37.0	0.8	10.9	64.2	24.1
State	1.2	25.1	44.8	28.9	1.1	12.9	57.7	28.2	2.8	20.5	59.6	17.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	7.9	52.6	39.5	0.0	2.6	55.3	42.1	0.0	2.6	65.8	31.6
	District	0.5	16.6	50.8	32.2	0.5	7.1	54.5	37.9	1.5	11.1	60.3	27.1
	State	1.7	27.7	43.9	26.7	1.3	13.3	56.1	29.3	3.2	20.1	57.4	19.4
Female	School	0.0	16.7	33.3	50.0	0.0	6.3	58.3	35.4	0.0	14.6	62.5	22.9
	District	0.0	12.9	43.8	43.3	0.6	5.8	57.6	36.0	0.0	10.7	68.5	20.8
	State	0.7	22.3	45.7	31.2	0.9	12.5	59.5	27.1	2.5	21.0	62.0	14.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	13.0	42.0	44.9	0.0	2.9	50.7	46.4	0.0	8.7	60.9	30.4
	District	0.0	11.3	47.2	41.5	0.0	3.8	51.9	44.2	0.0	7.5	63.8	28.7
	State	0.5	15.1	45.0	39.4	0.5	6.6	54.4	38.5	0.8	10.2	63.7	25.4
Black	School												
	District	7.7	30.8	53.8	7.7	7.7	23.1	61.5	7.7	15.4	30.8	46.2	7.7
	State	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
Hispanic	School												
	District	0.0	26.9	46.2	26.9	1.9	11.5	73.1	13.5	1.9	25.0	65.4	7.7
	State	2.1	38.8	45.3	13.9	1.5	18.7	65.5	14.2	4.5	31.2	58.6	5.7
Asian/Pacific Islander	School												
	District	0.0	9.1	40.9	50.0	0.0	4.8	57.1	38.1	0.0	4.5	59.1	36.4
	State	0.4	10.7	39.6	49.2	0.5	4.2	41.2	54.1	1.3	9.1	57.7	31.9
Native American	School												
	District												
	State	0.7	21.7	44.9	32.6	0.4	13.0	59.8	26.8	3.3	17.4	58.7	20.7
Multiracial/Ethnic	School												
	District	0.0	21.7	56.5	21.7	0.0	18.2	54.5	27.3	0.0	8.7	82.6	8.7
	State	0.5	21.0	47.2	31.2	0.6	11.4	59.9	28.0	1.7	17.2	63.0	18.1

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	54.5	45.5	0.0	0.0	9.1	72.7	18.2	0.0	36.4	45.5	18.2
	District	1.5	36.9	49.2	12.3	3.1	18.5	61.5	16.9	3.1	21.5	63.1	12.3
	State	5.9	54.4	29.8	10.0	5.3	31.9	51.6	11.2	8.1	35.8	48.6	7.4
Non-IEP	School	0.0	6.7	41.3	52.0	0.0	4.0	54.7	41.3	0.0	5.3	66.7	28.0
	District	0.0	10.3	47.1	42.6	0.0	3.9	54.8	41.3	0.3	8.7	64.4	26.6
	State	0.5	20.6	47.1	31.8	0.5	10.0	58.7	30.9	2.0	18.2	61.3	18.5

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	14.3	78.6	7.1	0.0	7.1	71.4	21.4	0.0	21.4	64.3	14.3
	District	1.1	21.5	58.1	19.4	2.2	13.0	67.4	17.4	2.2	18.3	69.9	9.7
	State	2.1	37.9	45.7	14.2	1.9	20.4	63.9	13.8	5.0	32.3	56.6	6.2
Not Eligible	School	0.0	12.5	34.7	52.8	0.0	4.2	54.2	41.7	0.0	6.9	63.9	29.2
	District	0.0	12.7	44.0	43.3	0.0	4.3	52.2	43.5	0.4	8.5	62.3	28.9
	State	0.3	12.3	43.9	43.5	0.3	5.4	51.6	42.6	0.7	8.8	62.7	27.8

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	18.0	49.4	32.6	0.0	13.5	74.2	12.4
District	0.0	18.3	45.5	36.1	0.5	11.5	66.5	21.5
State	0.3	25.0	44.7	30.0	0.3	16.3	65.8	17.6

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	16.7	50.0	33.3	0.0	8.3	77.1	14.6
	District	0.0	23.3	45.0	31.7	1.0	12.9	65.3	20.8
	State	0.4	28.5	44.1	27.0	0.4	17.1	64.4	18.0
Female	School	0.0	19.5	48.8	31.7	0.0	19.5	70.7	9.8
	District	0.0	12.8	46.1	41.1	0.0	10.0	67.8	22.2
	State	0.2	21.3	45.5	33.1	0.3	15.4	67.3	17.1

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	16.9	49.3	33.8	0.0	11.3	77.5	11.3
	District	0.0	14.0	47.0	39.0	0.0	9.1	68.2	22.7
	State	0.2	14.8	45.1	40.0	0.1	9.1	67.0	23.8
Black	School								
	District	0.0	38.9	55.6	5.6	11.1	16.7	55.6	16.7
	State	0.6	41.8	43.4	14.2	0.9	32.2	61.2	5.7
Hispanic	School								
	District	0.0	39.2	39.2	21.6	0.0	27.5	60.8	11.8
	State	0.4	38.6	45.9	15.0	0.4	22.5	69.4	7.7
Asian/Pacific Islander	School								
	District	0.0	16.7	33.3	50.0	0.0	11.1	61.1	27.8
	State	0.0	10.8	38.4	50.8	0.1	4.8	51.1	44.1
Native American	School								
	District								
	State	0.0	24.9	44.6	30.5	0.0	13.4	70.6	16.0
Multiracial/Ethnic	School								
	District	0.0	7.1	46.4	46.4	0.0	3.6	67.9	28.6
	State	0.3	21.4	47.1	31.2	0.2	14.6	68.6	16.5

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	35.0	55.0	10.0	0.0	30.0	65.0	5.0
	District	0.0	58.1	30.6	11.3	3.2	41.9	48.4	6.5
	State	1.6	60.4	29.9	8.1	1.6	42.9	50.5	4.9
Non-IEP	School	0.0	13.0	47.8	39.1	0.0	8.7	76.8	14.5
	District	0.0	10.6	48.4	40.9	0.0	5.6	70.0	24.4
	State	0.1	19.5	47.1	33.4	0.1	12.1	68.2	19.5

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	9.1	81.8	9.1	0.0	0.0	80.0	20.0
District	1.5	10.8	63.1	24.6	1.6	3.1	78.1	17.2
State	0.4	29.0	58.3	12.3	0.9	23.3	63.9	11.8
Not Eligible								
School	0.0	11.3	59.2	29.6	0.0	2.8	59.2	38.0
District	0.0	8.0	57.2	34.7	0.0	3.5	58.8	37.6
State	0.1	8.8	52.2	39.0	0.2	7.0	56.7	36.2

2010 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
2010-11 Federal Improvement Status	
2010-11 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		77.5			77.5			91.0		80.0	
All	100.0	Yes	100.0	Yes	86.3		Yes	93.3		Yes	95.3	Yes		
White	100.0	Yes	100.0	Yes	87.9		Yes	94.7		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	51.0	55.0	Yes	75.0		Yes	94.9			
Economically Disadvantaged	100.0	Yes	100.0	Yes	73.1		Yes	86.3		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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% 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 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. 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
<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, focusing on guided reading, literacy-based stations/activities, mini-lessons, and wrap-up Activity #2: Continue collaborative conversations within our learning teams to share consistent expectations and instructional strategies Activity #3: Monitor student progress on an ongoing basis by grade level teams and the school problem solving team (PST) Activity #4: Continue to utilize literacy coaches as a resource focusing support on specifically designated skills at the classroom and team level Activity #5: Implement flexible grouping model to address needs of all students Activity #6: Create/Implement a system for staff members to coach, mentor and observe each other to share excellent instructional strategies Activity #7: Progress monitor students who are at-risk at leadership team meetings Activity #8: Focus on moving our students from meeting to exceeding state standards 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: Flexible grouping by grade level teams to provide instruction based on students' needs and modify instructional approaches if needed Activity #3: Progress monitor sub groups of students within the Hispanic, special education, and economically disadvantaged subgroups Activity #4: Progress monitor students participating in the ELL programs using benchmark assessments Activity #5: Implement a schedule for PST (Problem Solving Team) members to attend grade level team meetings to assist in progress monitoring student growth Activity #6: Utilize literacy coaches to develop instructional strategies specific to student need 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 identifying the students in the not meeting category</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: 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 utilizing research based instructional strategies Activity #3: Implement a schedule for teachers to observe writing lessons of those teachers who have impact on student achievement Activity #4: Use assessment data to determine instructional decisions and monitor progress Activity #5: Utilize literacy coaches as a resource to work with grade levels on specifically designated skills Activity #6: Implement a schedule of vertical grade level meetings at the 3rd, 4th, 5th and 6th grade level to establish consistent, effective instruction and expectations</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 "We're Wild About Learning" theme related to Hooper Expectations, recognizing "Kings and Queens of the Jungle" weekly award for positive behavior Activity #3: Continue a positive, community service behavior intervention program, focusing on student accountability for actions Activity #4: Emphasize monthly character trait through discussion and classroom activities Activity #5: Implement "Bucket Filler" activities at the EC-3rd grade level, encouraging positive behavior and rewarding consequences of being kind and appreciative of others</p>
<p>Enhance and Retain Competent and Caring Staff</p>	<p>Utilize literacy coaches as a form of job embedded staff development</p>	<p>Increase the number of in-house staff development opportunities</p>	<p>Results on benchmark and Fountas and Pinnell Benchmark assessment, NWEA, and ISAT assessments</p>	<p>Activity #1: Continue and increase the utilization of literacy coaches for modeling, peer observation, collaborative discussions, and reflection Activity #2: Utilize literacy coaches to provide teachers with feedback on the implementation of the reading curriculum components Activity #3: Celebrate Staff accomplishments 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: Share Summer Literacy Institute updates with all staff</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 Provide achievement data in a user friendly format in the Hooper Happenings on a trimester basis Activity #2 Display achievement data on designated bulletin board Activity #3 Provide achievement data in a user friendly format on the Hooper website</p>