

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)

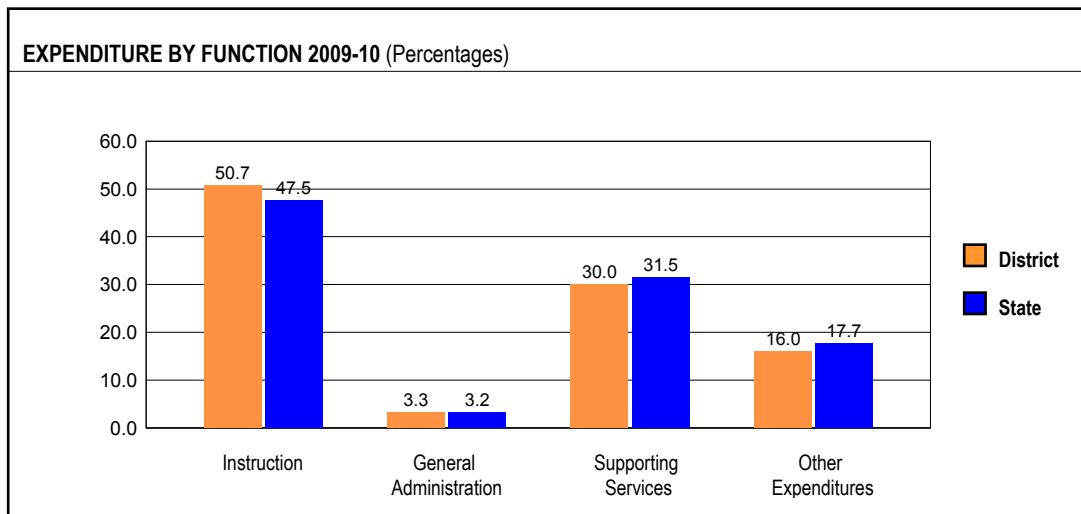
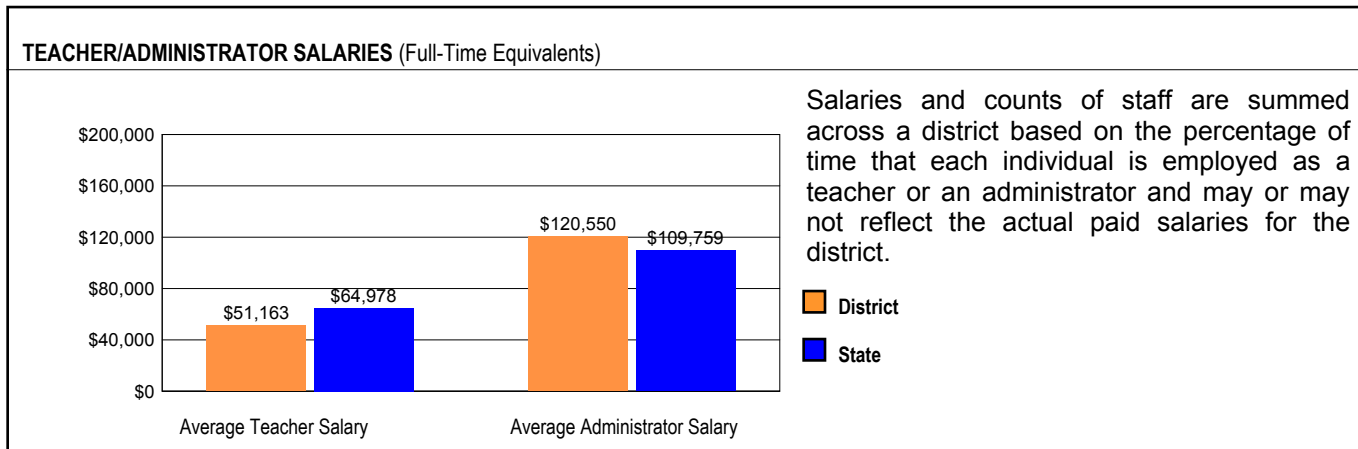
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60	80		45	45		120	120		45	45	
District	70	78		39	44		125	123		39	44	
State	60	55		30	43		143	103		30	43	

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.

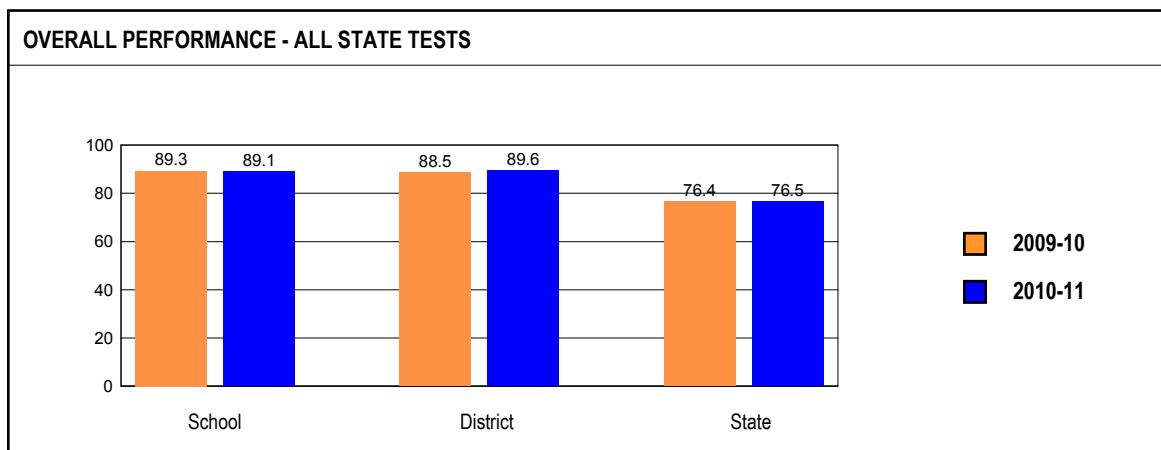
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

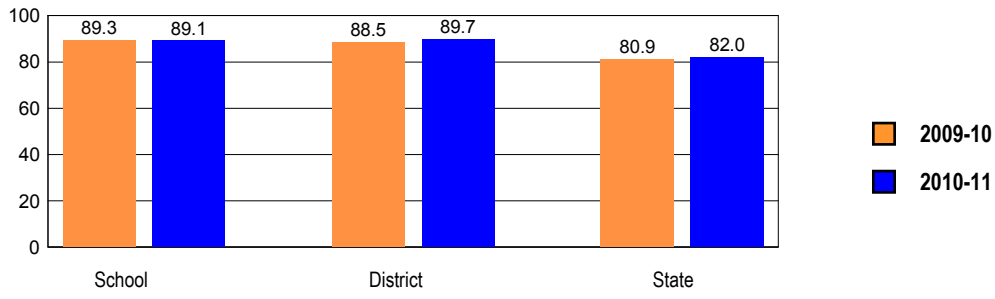
ACADEMIC PERFORMANCE

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.

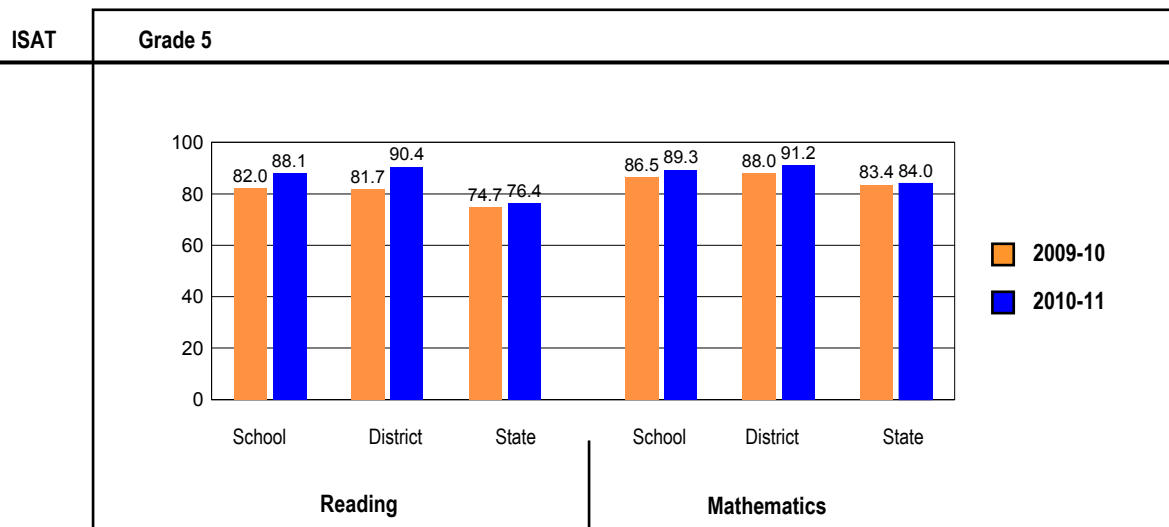
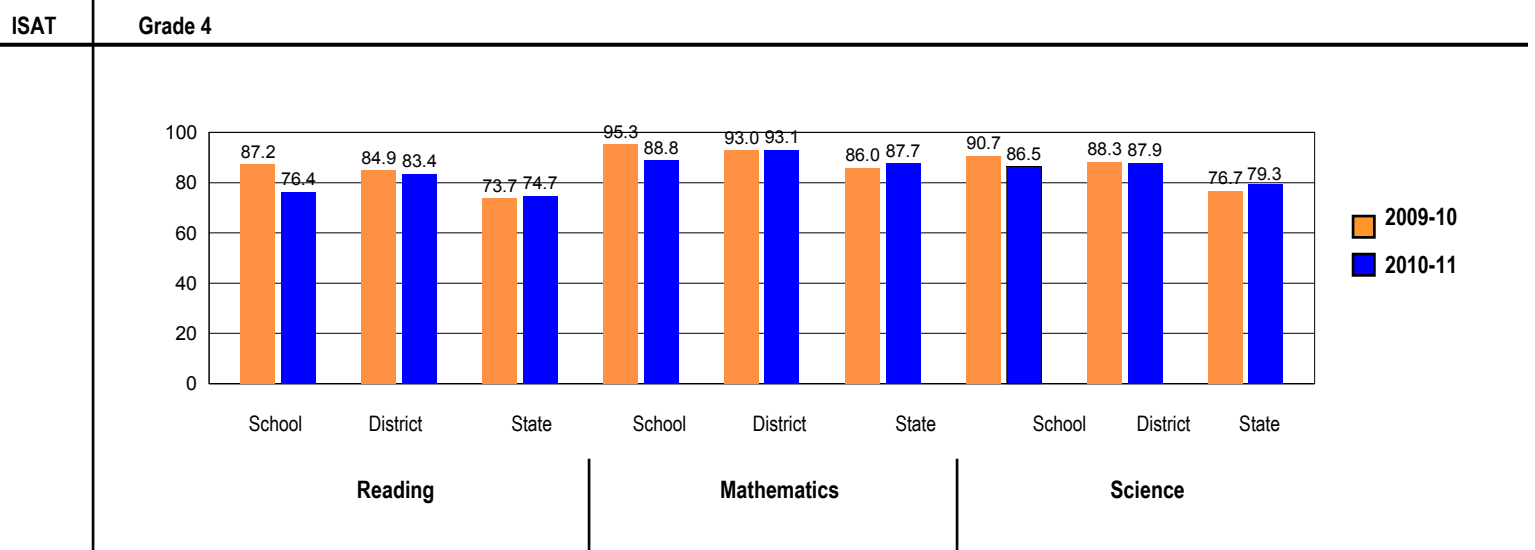
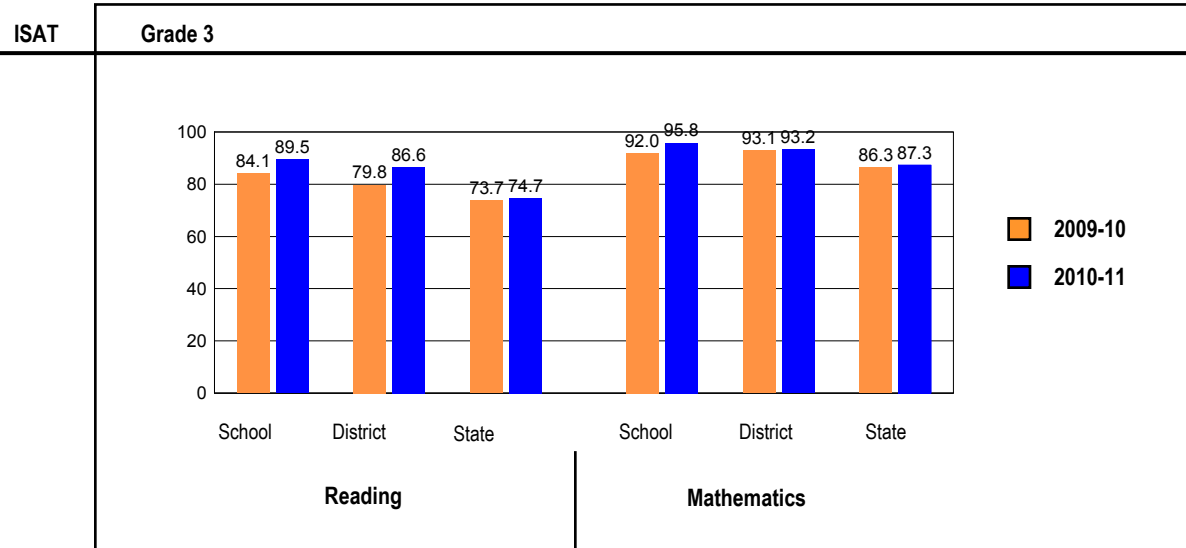


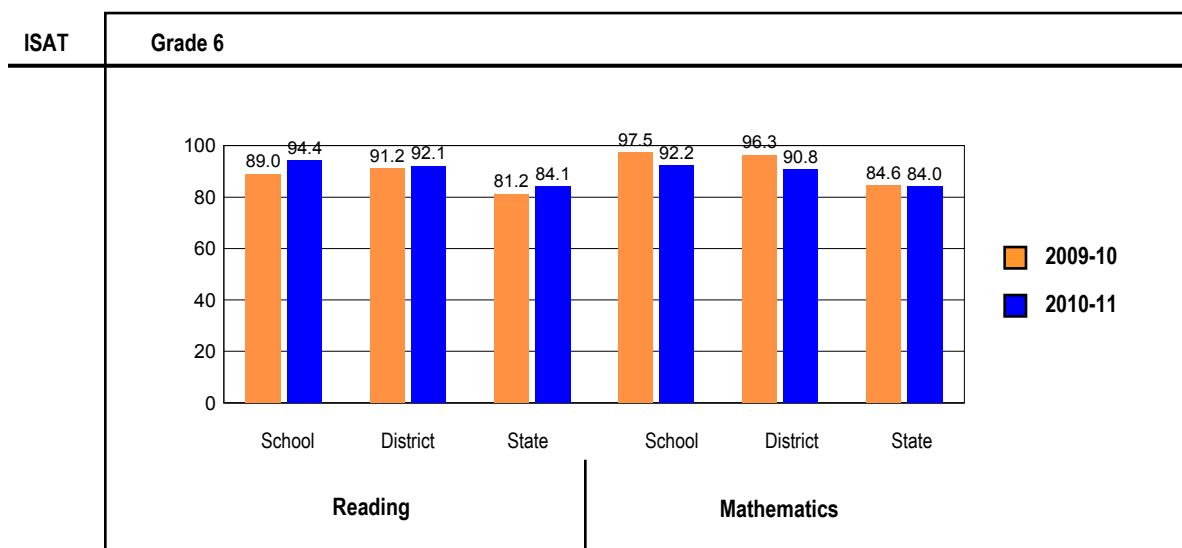
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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>