

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



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

**GRADES : K 1 2 3 4 5 6**

State and federal laws require public school districts to release report cards to the public each year.

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

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	66.6	4.2	16.9	6.1	0.2	6.1	22.7	9.2	13.0		0.0	4.8	95.3	640
<b>District</b>	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
<b>State</b>	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**

<b>PARENTAL CONTACT*</b>		<b>STUDENT-TO-STAFF RATIOS</b>			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	18.5		14.1	293.7
<b>State</b>	96.2	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
<b>School</b>	18.5	22.3	23.3	23.3	26.3	23.0	22.0			
<b>District</b>	19.3	20.9	21.8	23.9	23.5	23.9	23.7			
<b>State</b>	20.7	21.2	21.4	22.1	22.6	22.8	21.5			

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

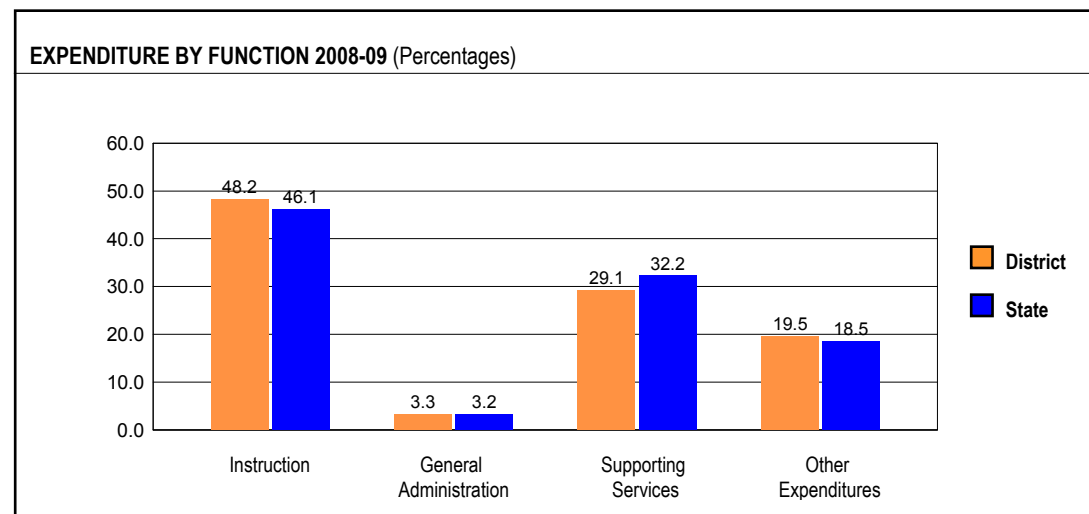
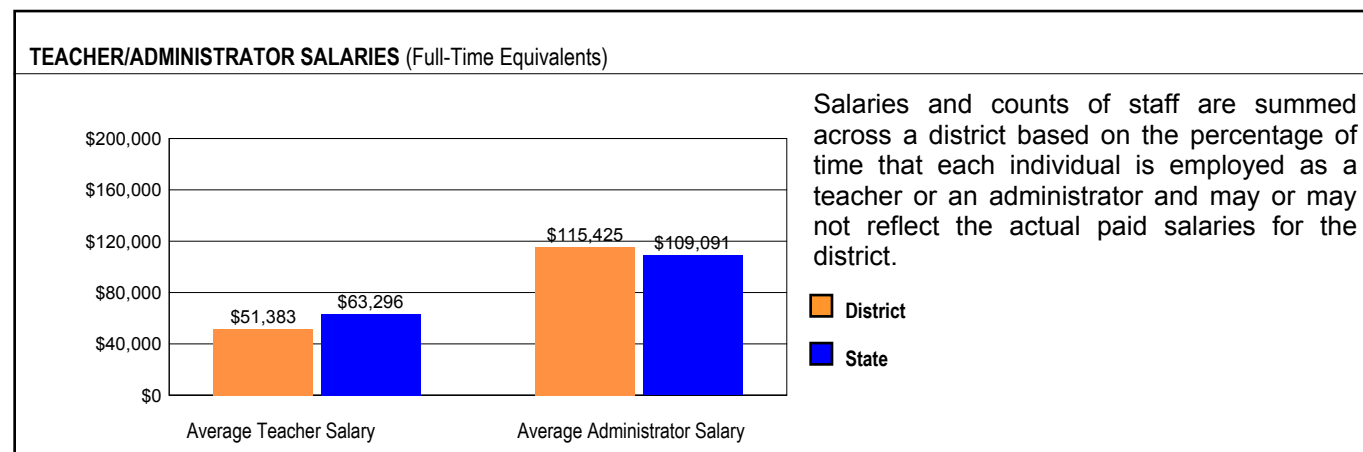
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	60	80		45	45		115	120		45	45	
<b>District</b>	60	78		41	41		116	119		41	41	
<b>State</b>	59	54		30	43		145	103		30	43	

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
<b>TOTAL</b>	<b>\$29,317,877</b>			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
				<b>TOTAL</b>	<b>\$28,723,726</b>		

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.

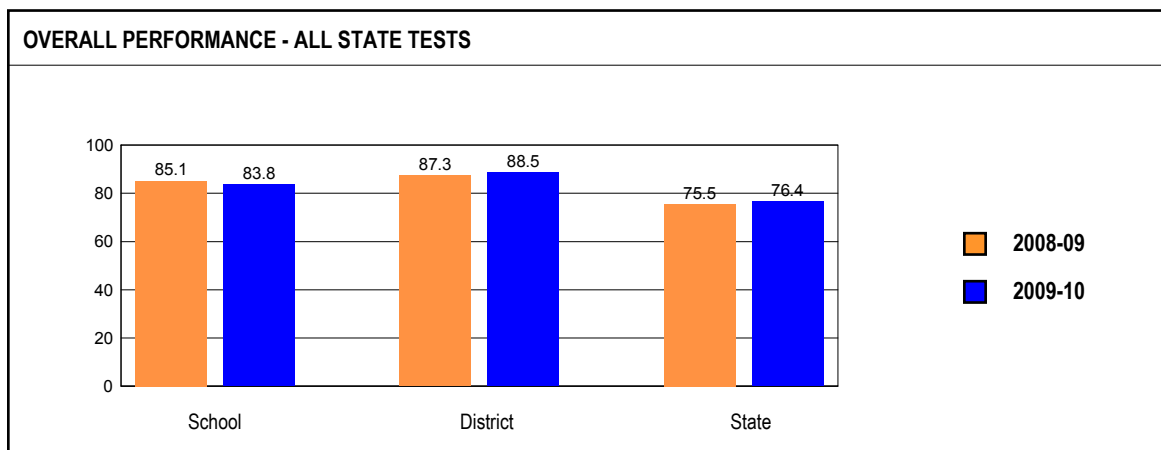
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

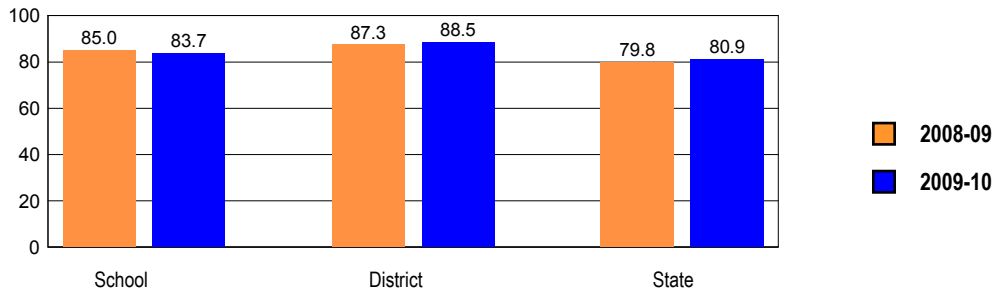
## ACADEMIC PERFORMANCE

### 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.

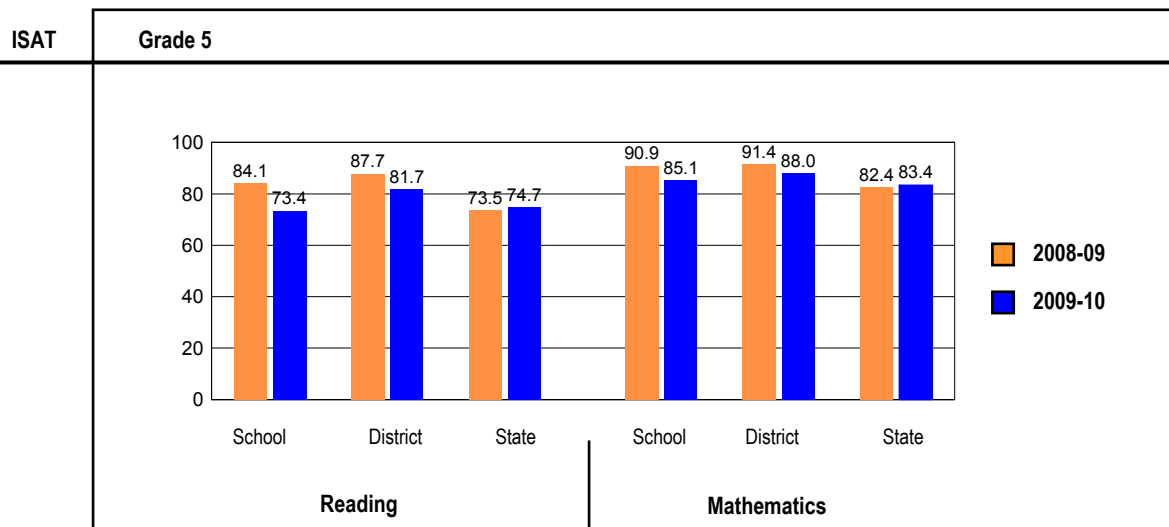
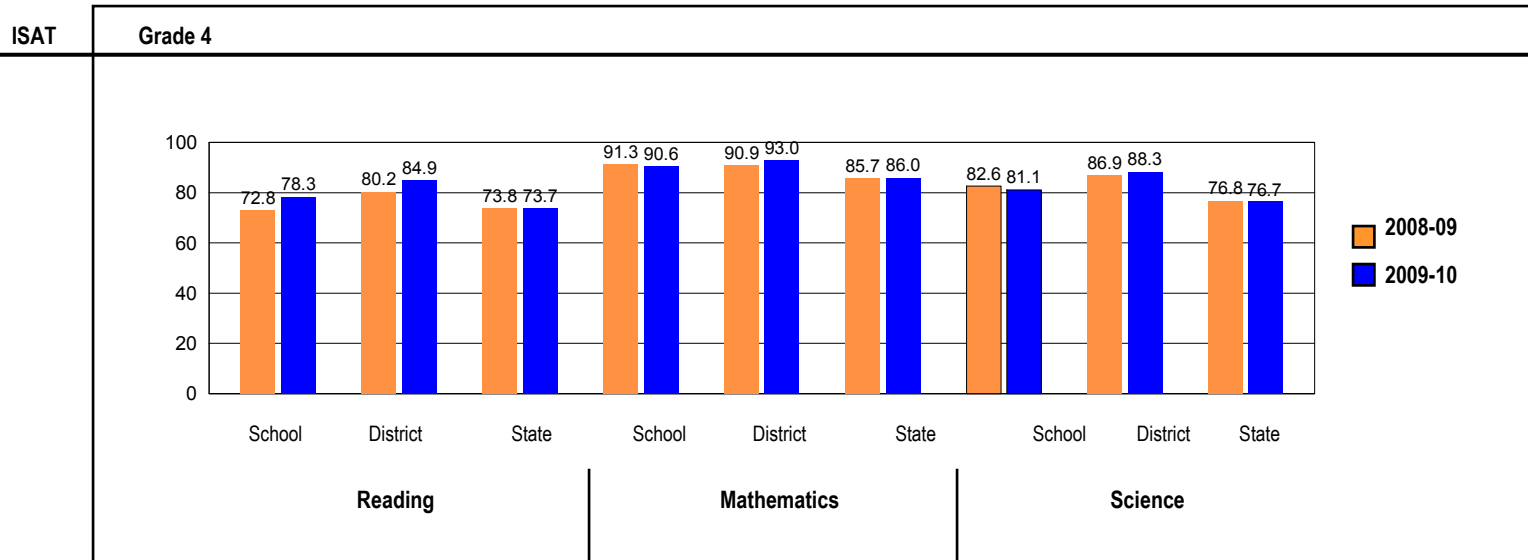
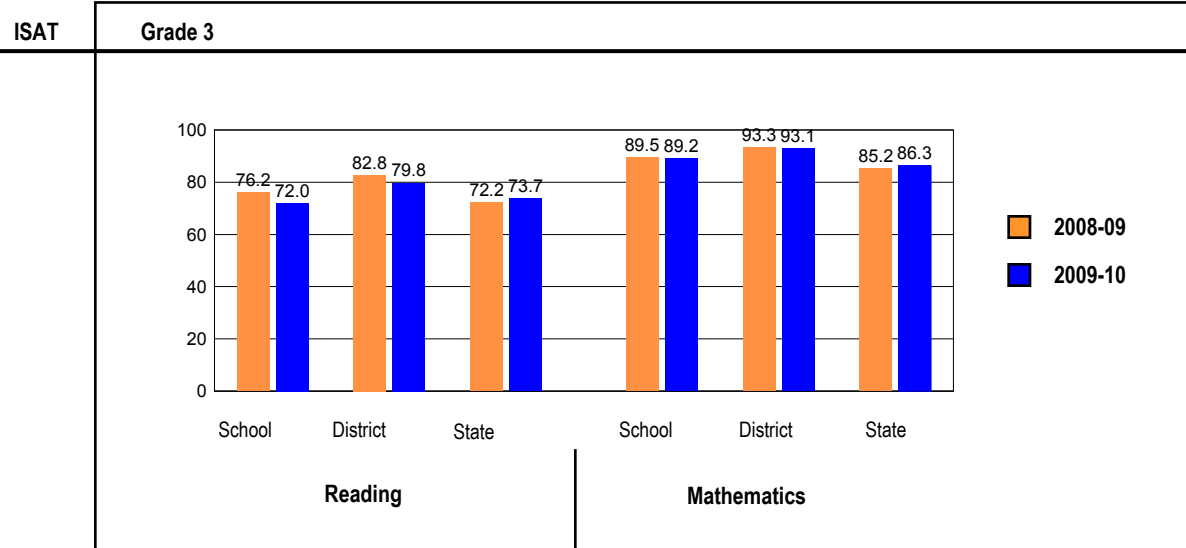


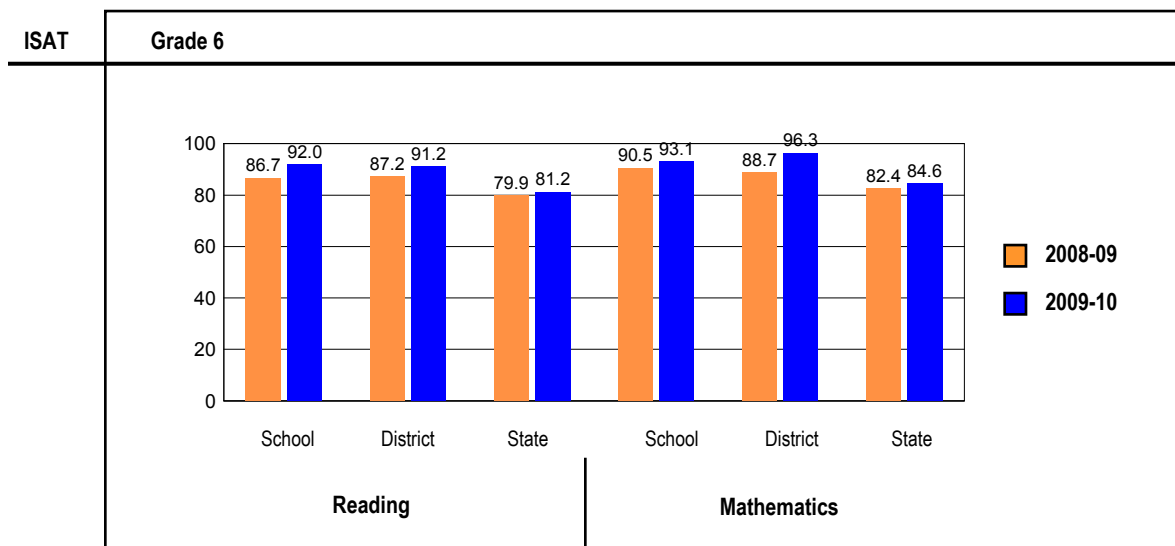
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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	381	208	173	253	17	64	28	0	19	20	0	54	90
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00	0.0		0.0	0.0
District	*Enrollment	2,263	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	106	62	44	66	4	24	7	0	5	8	0	20	35
	Science	0.0	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	4.3	23.7	45.2	26.9	0.0	10.8	46.2	43.0
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	4.1	26.5	55.1	14.3	0.0	8.2	53.1	38.8
	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	4.5	20.5	34.1	40.9	0.0	13.6	38.6	47.7
	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	4.8	21.0	45.2	29.0	0.0	9.7	40.3	50.0
	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	9.1	45.5	27.3	18.2	0.0	27.3	63.6	9.1
	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 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	47.1	29.4	23.5	0.0	17.6	58.8	23.5
	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	5.3	18.4	48.7	27.6	0.0	9.2	43.4	47.4
	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	21.7	57.5	20.8	0.9	8.5	64.2	26.4	1.9	17.0	68.9	12.3
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	27.4	53.2	19.4	0.0	11.3	61.3	27.4	3.2	21.0	61.3	14.5
	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	13.6	63.6	22.7	2.3	4.5	68.2	25.0	0.0	11.4	79.5	9.1
	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	12.1	60.6	27.3	0.0	4.5	63.6	31.8	0.0	9.1	75.8	15.2
	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	7.7	30.8	53.8	7.7	7.7	23.1	61.5	7.7	15.4	30.8	46.2	7.7
	District	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
	State												
Hispanic	School	0.0	37.5	50.0	12.5	4.2	12.5	75.0	8.3	4.2	37.5	50.0	8.3
	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	35.0	55.0	10.0	5.0	15.0	65.0	15.0	5.0	20.0	70.0	5.0
	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	18.6	58.1	23.3	0.0	7.0	64.0	29.1	1.2	16.3	68.6	14.0
	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	31.4	57.1	11.4	2.9	14.3	71.4	11.4	2.9	22.9	74.3	0.0
	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	16.9	57.7	25.4	0.0	5.6	60.6	33.8	1.4	14.1	66.2	18.3
	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	26.6	41.5	31.9	1.1	13.8	61.7	23.4
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	30.2	43.4	26.4	1.9	13.2	64.2	20.8
	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	22.0	39.0	39.0	0.0	14.6	58.5	26.8
	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	20.0	43.3	36.7	0.0	10.0	63.3	26.7
	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	0.0	47.4	36.8	15.8	0.0	26.3	63.2	10.5
	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	73.3	13.3	13.3	6.7	53.3	26.7	13.3
	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	17.7	46.8	35.4	0.0	6.3	68.4	25.3
	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 5 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	28.6	38.1	33.3	4.8	14.3	61.9	19.0
	District	0.0	29.9	45.5	24.7	1.3	18.2	66.2	14.3
	State	0.5	38.3	45.8	15.4	0.6	25.5	66.6	7.4
Not Eligible	School	0.0	26.0	42.5	31.5	0.0	13.7	61.6	24.7
	District	0.0	15.4	45.6	39.0	0.3	9.8	66.6	23.3
	State	0.1	12.2	43.8	43.9	0.1	7.4	65.1	27.4

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	8.0	58.6	33.3	0.0	6.9	59.8	33.3
District	0.3	8.5	58.2	33.0	0.3	3.5	62.1	34.1
State	0.2	18.6	55.1	26.1	0.5	14.9	60.2	24.4

**Grade 6 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	11.6	65.1	23.3	0.0	7.0	65.1	27.9
	District	0.0	11.9	60.4	27.7	0.0	4.0	62.2	33.8
	State	0.3	21.8	54.8	23.1	0.7	16.2	58.2	24.9
Female	School	0.0	4.5	52.3	43.2	0.0	6.8	54.5	38.6
	District	0.6	4.6	55.7	39.1	0.6	2.9	62.1	34.5
	State	0.1	15.1	55.5	29.2	0.4	13.5	62.2	23.9

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	9.4	54.7	35.9	0.0	7.8	56.3	35.9
	District	0.0	7.6	58.1	34.3	0.0	3.8	59.4	36.8
	State	0.1	10.9	53.8	35.2	0.2	8.3	59.0	32.4
Black	School								
	District								
	State	0.5	32.9	56.6	10.0	1.3	30.0	60.3	8.4
Hispanic	School	0.0	0.0	80.0	20.0	0.0	0.0	90.0	10.0
	District	0.0	11.1	63.9	25.0	0.0	2.8	77.8	19.4
	State	0.3	27.0	59.2	13.5	0.7	19.6	66.1	13.6
Asian/Pacific Islander	School								
	District	4.8	9.5	52.4	33.3	4.8	0.0	52.4	42.9
	State	0.2	7.4	43.3	49.1	0.4	4.5	42.0	53.1
Native American	School								
	District								
	State	0.0	20.1	63.3	16.6	0.0	15.7	66.6	17.8
Multiracial/Ethnic	School								
	District	0.0	19.0	42.9	38.1	0.0	4.8	71.4	23.8
	State	0.2	16.1	56.4	27.3	0.5	13.9	62.1	23.5

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	40.0	50.0	10.0	0.0	0.0	70.0	30.0
	District	2.2	28.9	64.4	4.4	2.3	9.1	79.5	9.1
	State	1.2	55.0	37.9	5.9	2.9	43.7	47.6	5.9
Non-IEP	School	0.0	3.9	59.7	36.4	0.0	7.8	58.4	33.8
	District	0.0	5.7	57.4	36.9	0.0	2.7	59.8	37.5
	State	0.1	13.1	57.7	29.1	0.2	10.6	62.1	27.2

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
<b>Free/Reduced Price Lunch</b>								
<b>School</b>	0.0	5.9	70.6	23.5	0.0	5.9	76.5	17.6
<b>District</b>	1.5	10.8	63.1	24.6	1.6	3.1	78.1	17.2
<b>State</b>	0.4	29.0	58.3	12.3	0.9	23.3	63.9	11.8
<b>Not Eligible</b>								
<b>School</b>	0.0	8.6	55.7	35.7	0.0	7.1	55.7	37.1
<b>District</b>	0.0	8.0	57.2	34.7	0.0	3.5	58.8	37.6
<b>State</b>	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)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this school making AYP in Reading?	No	2010-11 Federal Improvement Status	Choice
Is this school making AYP in Mathematics?	Yes	2010-11 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
<b>State AYP Minimum Target</b>	95.0		95.0		77.5			77.5			91.0		80.0	
<b>All</b>	100.0	Yes	100.0	Yes	78.8		Yes	89.7		Yes	95.3	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	83.3		Yes	92.0		Yes	95.7			
<b>Black</b>														
<b>Hispanic</b>	100.0	Yes	100.0	Yes	63.5	70.8	No	82.5		Yes				
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>											94.3			
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	50.9	55.0	Yes	71.7		Yes				
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	71.9		Yes	85.4		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.

## 2010 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Focused
Is this school making (AYP) in the "ALL" subgroup in <b>reading</b> ?	Yes
Is this school making (AYP) in the "ALL" subgroup in <b>math</b> ?	Yes

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP.**

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused supports verses more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.

# PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

B.J. HOOPER SCHOOL

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities
<p><b>Improve the Academic Achievement of ALL Students</b></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 &amp; 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><b>Provide a Safe, Nurturing and Inviting Learning Environment</b></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><b>Enhance and Retain Competent and Caring Staff</b></p>	<p>Utilize literacy coaches as a form of job embedded staff development</p>	<p>Increase the number of in-house staff development opportunities</p>	<p>Results on benchmark and 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><b>Actively Engage Our Community in the Life of the School District</b></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>