

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/ 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	74.5	3.6	9.0	5.2	0.7	7.1	19.5	5.2	13.3		0.0	4.7	95.2	580
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	22.0	20.0	24.0	24.7	21.0	26.0	25.0			
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)

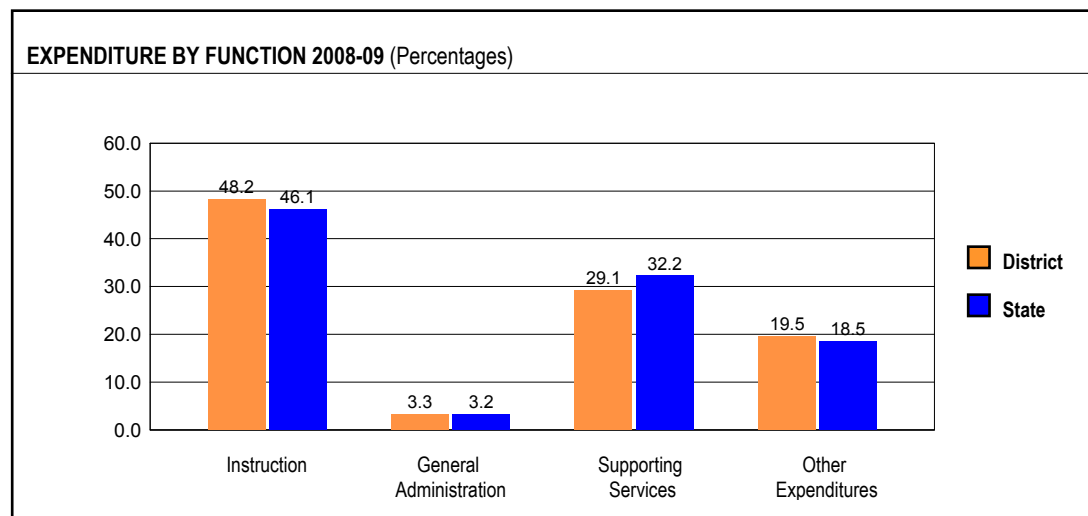
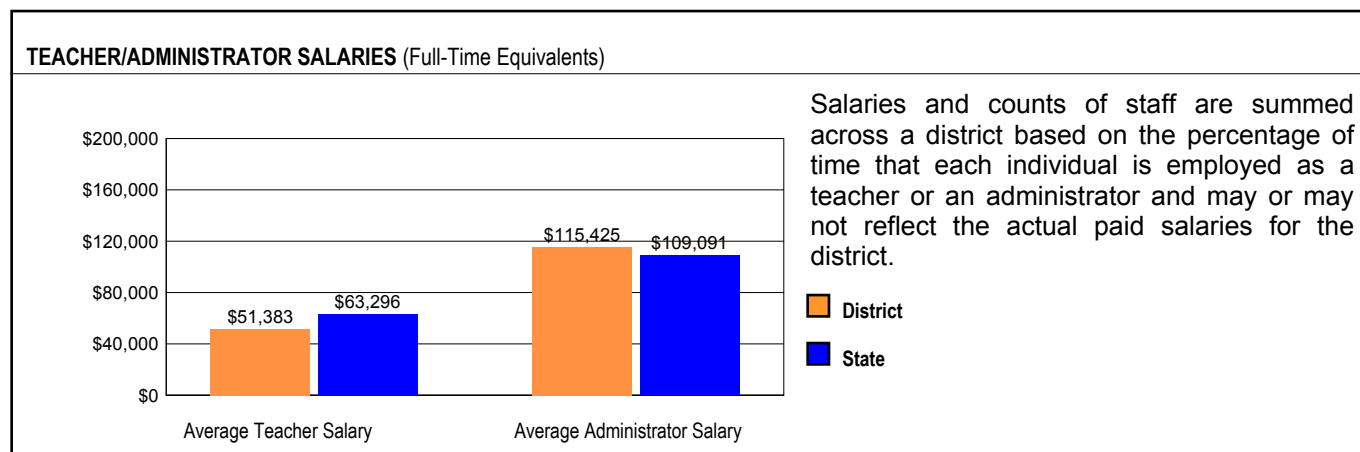
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60	80		45	45		115	120		45	45	
District	60	78		41	41		116	119		41	41	
State	59	54		30	43		145	103		30	43	

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.

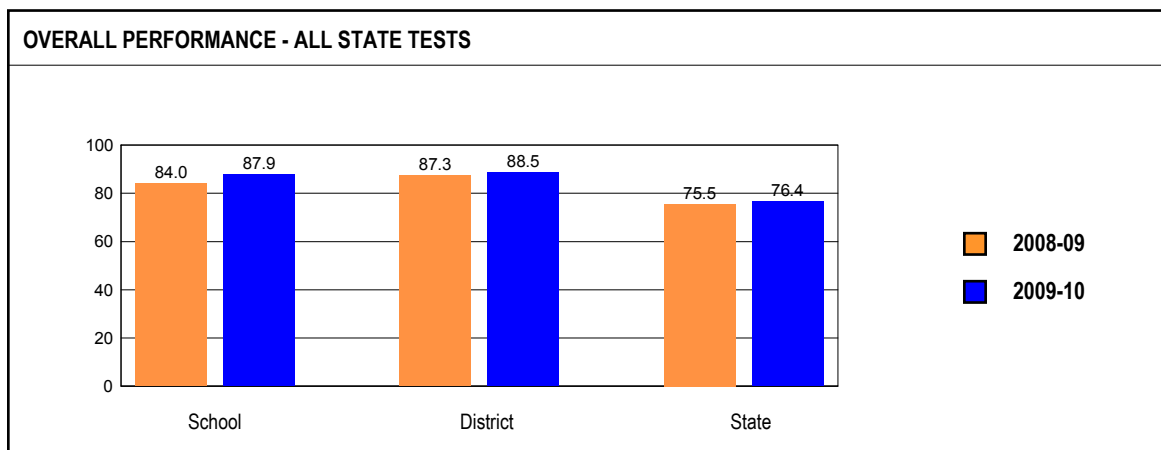
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

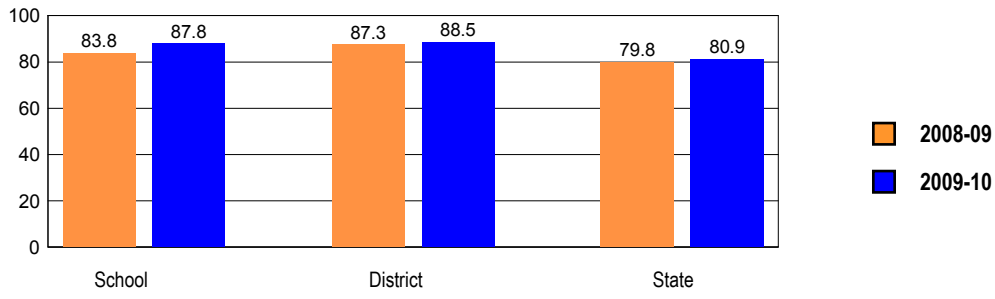
ACADEMIC PERFORMANCE

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.

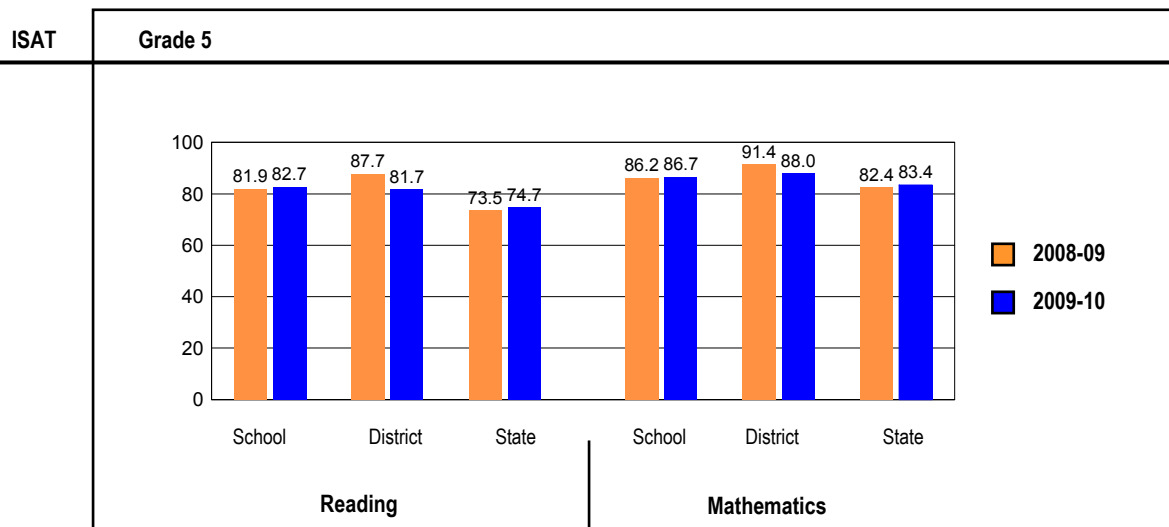
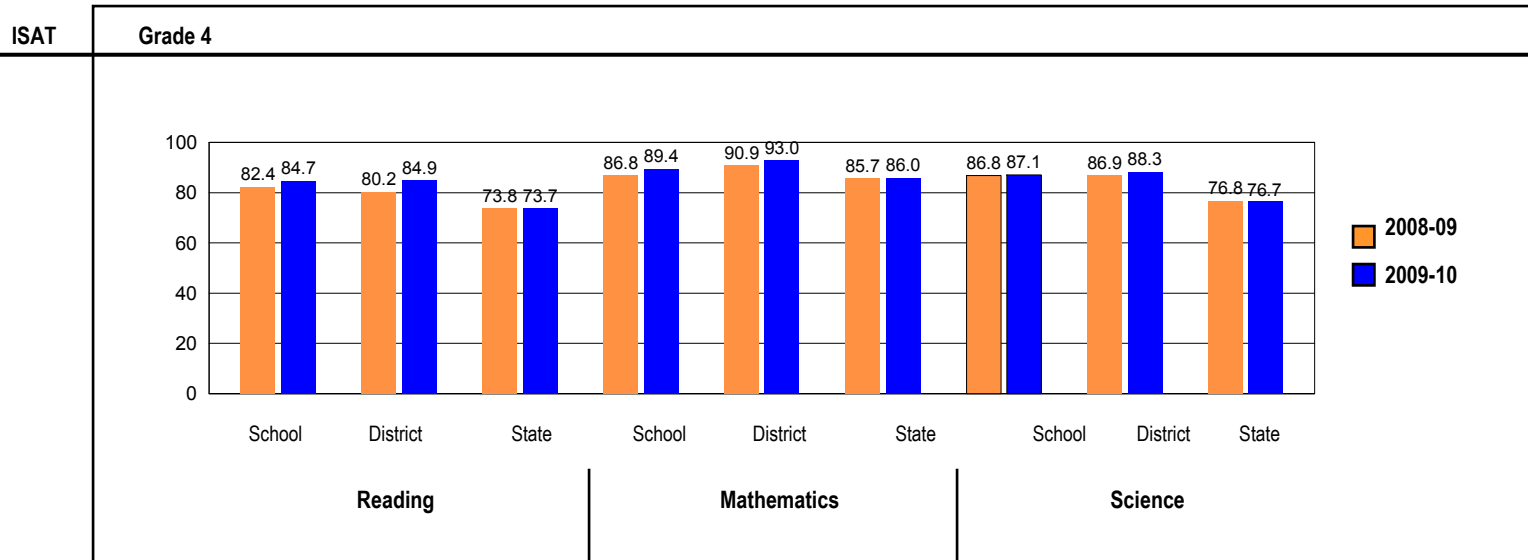
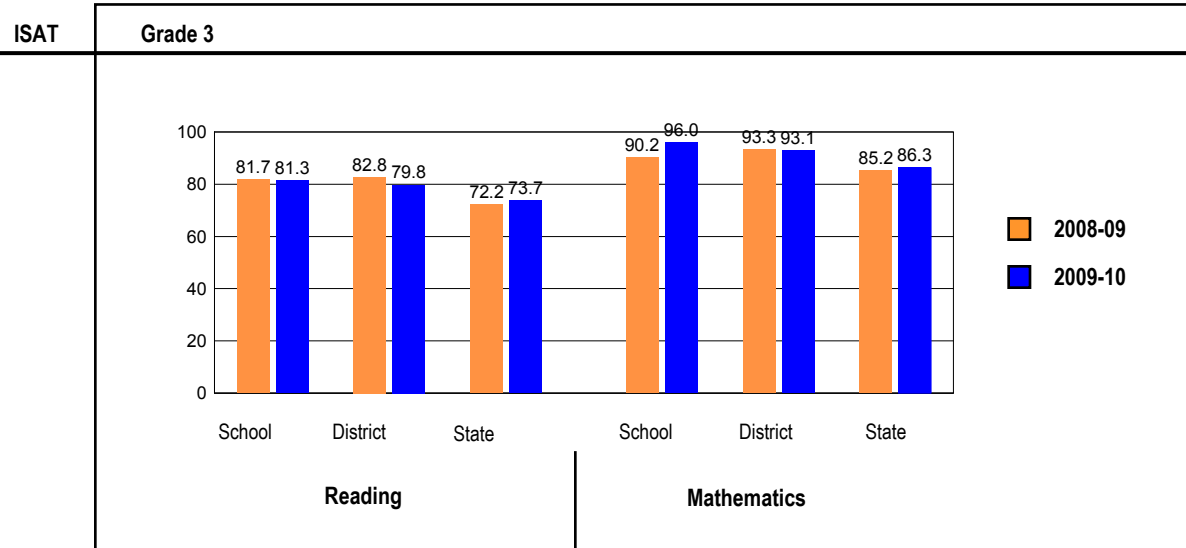


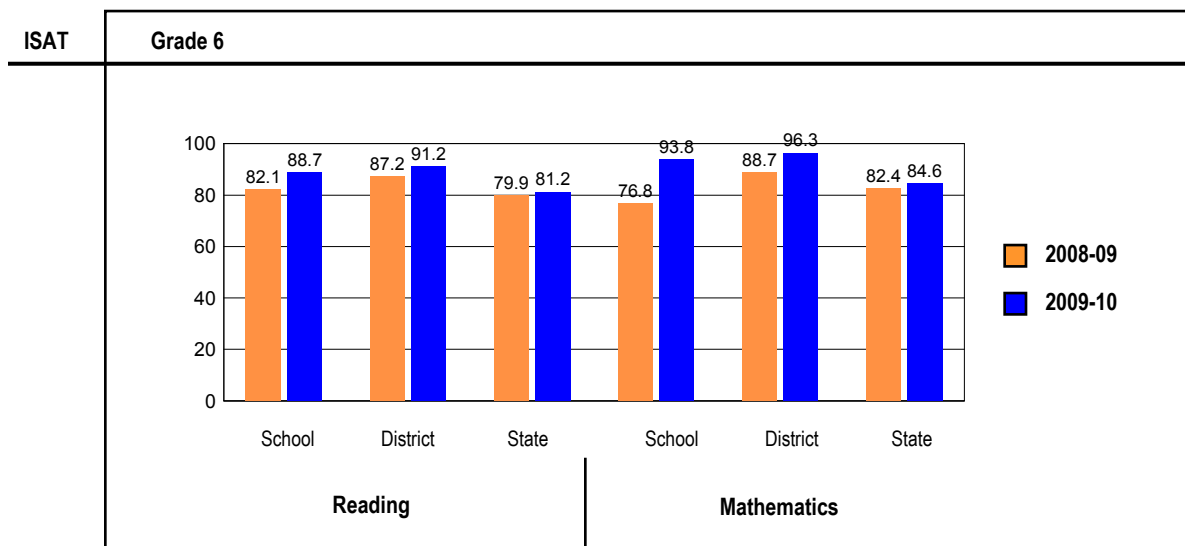
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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	361	193	168	264	17	30	25	1	24	9	0	61	85
	Reading	0.0	0.0	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	0.0	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	85	45	40	56	6	7	9	1	6	1	0	18	22
	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	2.7	16.0	54.7	26.7	1.3	2.7	45.3	50.7
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	2.4	22.0	53.7	22.0	0.0	4.9	41.5	53.7
	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	2.9	8.8	55.9	32.4	2.9	0.0	50.0	47.1
	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	0.0	14.3	53.6	32.1	0.0	1.8	39.3	58.9
	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								
	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	5.6	16.7	66.7	11.1	5.6	0.0	66.7	27.8
	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	1.8	15.8	50.9	31.6	0.0	3.5	38.6	57.9
	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	1.2	14.1	48.2	36.5	1.2	9.4	55.3	34.1	1.2	11.8	67.1	20.0
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	2.2	13.3	51.1	33.3	2.2	6.7	53.3	37.8	2.2	11.1	57.8	28.9
	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	15.0	45.0	40.0	0.0	12.5	57.5	30.0	0.0	12.5	77.5	10.0
	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	14.3	50.0	35.7	0.0	7.1	55.4	37.5	0.0	12.5	69.6	17.9
	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	26.9	46.2	26.9	1.9	11.5	73.1	13.5	1.9	25.0	65.4	7.7
	District	2.1	38.8	45.3	13.9	1.5	18.7	65.5	14.2	4.5	31.2	58.6	5.7
	State												
Asian/Pacific Islander	School	0.0	9.1	40.9	50.0	0.0	4.8	57.1	38.1	0.0	4.5	59.1	36.4
	District	0.4	10.7	39.6	49.2	0.5	4.2	41.2	54.1	1.3	9.1	57.7	31.9
	State												
Native American	School												
	District	0.7	21.7	44.9	32.6	0.4	13.0	59.8	26.8	3.3	17.4	58.7	20.7
	State												
Multiracial/Ethnic	School	0.0	21.7	56.5	21.7	0.0	18.2	54.5	27.3	0.0	8.7	82.6	8.7
	District	0.5	21.0	47.2	31.2	0.6	11.4	59.9	28.0	1.7	17.2	63.0	18.1
	State												

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	5.6	38.9	44.4	11.1	5.6	38.9	50.0	5.6	5.6	27.8	66.7	0.0
	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	7.5	49.3	43.3	0.0	1.5	56.7	41.8	0.0	7.5	67.2	25.4
	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	4.5	18.2	54.5	22.7	4.5	22.7	63.6	9.1	4.5	18.2	68.2	9.1
	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	12.7	46.0	41.3	0.0	4.8	52.4	42.9	0.0	9.5	66.7	23.8
	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	17.3	53.1	29.6	1.0	12.2	72.4	14.3
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	28.6	49.0	22.4	2.0	22.4	59.2	16.3
	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	6.1	57.1	36.7	0.0	2.0	85.7	12.2
	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	12.9	54.3	32.9	0.0	11.4	74.3	14.3
	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	53.3	26.7	20.0	6.7	46.7	40.0	6.7
	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	10.8	57.8	31.3	0.0	6.0	78.3	15.7
	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	31.8	54.5	13.6	0.0	22.7	72.7	4.5
	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	13.2	52.6	34.2	1.3	9.2	72.4	17.1
	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	1.0	10.3	61.9	26.8	1.0	5.2	76.3	17.5
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	14.5	61.8	23.6	0.0	7.3	72.7	20.0
	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	2.4	4.8	61.9	31.0	2.4	2.4	81.0	14.3
	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	10.3	65.4	24.4	0.0	5.1	78.2	16.7
	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								
	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	7.7	23.1	69.2	0.0	7.7	23.1	69.2	0.0
	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	8.3	60.7	31.0	0.0	2.4	77.4	20.2
	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
Free/Reduced Price Lunch								
School	4.8	4.8	57.1	33.3	4.8	4.8	81.0	9.5
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	11.8	63.2	25.0	0.0	5.3	75.0	19.7
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	84.1		Yes	91.2		Yes	95.2	Yes		
White	100.0	Yes	100.0	Yes	87.0		Yes	93.5		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	55.7	56.5	Yes	62.3	67.4	Yes	94.9			
Economically Disadvantaged	100.0	Yes	100.0	Yes	77.5		Yes	82.5		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

J.J. PLEVIAK 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 percentage of students meeting or exceeding grade level benchmarks, including all IEP, LEP, and economically disadvantaged students</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, 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 support at the classroom and team level Activity #5: Flexible Grouping within grade levels (observe Hooper 3rd Grade→5th grade at Pleviak) 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) Activity #8: Focus on moving our students from below to meeting state standards (16 students not currently receiving services per 2010 ISAT's) Activity #9: Celebrate student/class successes and improvements Activity #10: Purchase and use of ISAT Framework/Assessment Posters for grades 2-6 Activity #11: PST meetings with each grade level every 6 weeks</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 exploring new district writing assessment tool Activity #2: Focus on moving our students from below to meeting/exceeding state 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 (2010 ISAT, common assessments, MyAccess) Activity #5: Vertical articulation discussions between grade levels (language, graphic organizers, vocabulary) 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 among grade levels Activity #8: Panther Express school writing program implementation K-6</p>
<p>Provide a Safe, Nurturing and Inviting Learning Environment</p>	<p>Percentage of students without level 2 & 3 interventions</p>	<p>Increase the number of quality activities for character education</p>	<p>Number of referral forms</p>	<p>Activity #1: School wide monthly character breakfast (Hardwork Cafe) and lunch Activity #2: Review expectations during the school year within each classroom 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 implemented Activity #8: District Code of Conduct Reports Activity #9: Review of PBIS Log on monthly basis</p>

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

J.J. PLEVIAK SCHOOL

<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 (70% of the survey results (26 questions) were at a proficiency level of at least 90%). Eight items will be focussed on during the 2010-2011 school year and reviewed again during the spring survey. A mid year and end of year update will be given to the Pleviak staff once the final spring survey is completed and results are shared. Activity #2: Monthly staff breakfast Activity #3: 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 at a discussion forum and articulation meetings Activity #6: Nurtured Heart Staff Newsletter on a monthly basis Activity #7: Notes anonymously given to staff members thought the day (Warm fuzzy)</p>
<p>Actively Engage Our Community in the Life of the School District</p>	<p>Increase the number of programs made available partnered with the community</p>	<p>Increase the opportunities for partnerships with the local area</p>	<p>Number of participants at school functions</p>	<p>Activity #1: Partnership with senior living (music performances) Activity #2: Collaboration with Lake Villa Public Library (Lake County Food Pantry) Activity #3: SEDOL partnership with Early Childhood program housed at Pleviak School Activity #4: Volunteer luncheon celebration will be held in May Activity #5: Email and Fax Newsletters to local agencies with volunteer opportunities within the school Activity #6: Fax Newsletters to local news agencies with volunteer information Activity #7: Recruitment center for Adventure Guides, Cub Scouts, and Girl Scouts Activity #8: Shop with a Cop Holiday Extravaganza Activity #9: Thanksgiving meal exchange with Emmons School</p>