

**Joseph J Pleviak Elem School**  
**Lake Villa CCSD 41**  
**Lake Villa, ILLINOIS**



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

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

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

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

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	73.8	4.8	13.7	0.7	4.8	0.9	1.3	25.1	5.7	12.8		0.0	5.9	95.4	546
<b>District</b>	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
<b>State</b>	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
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	18.6		14.0	291.7
<b>State</b>	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
<b>School</b>	19.3	17.3	24.7	26.7	25.3	22.3	24.5			
<b>District</b>	17.6	18.5	20.9	23.9	24.0	24.7	23.6			
<b>State</b>	20.9	21.6	21.8	22.3	22.9	23.3	22.0			

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

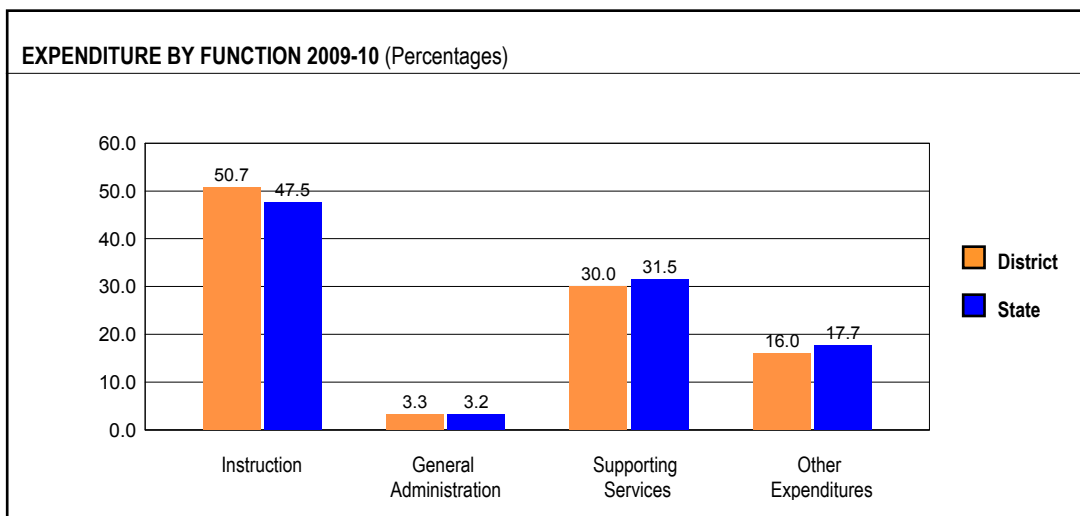
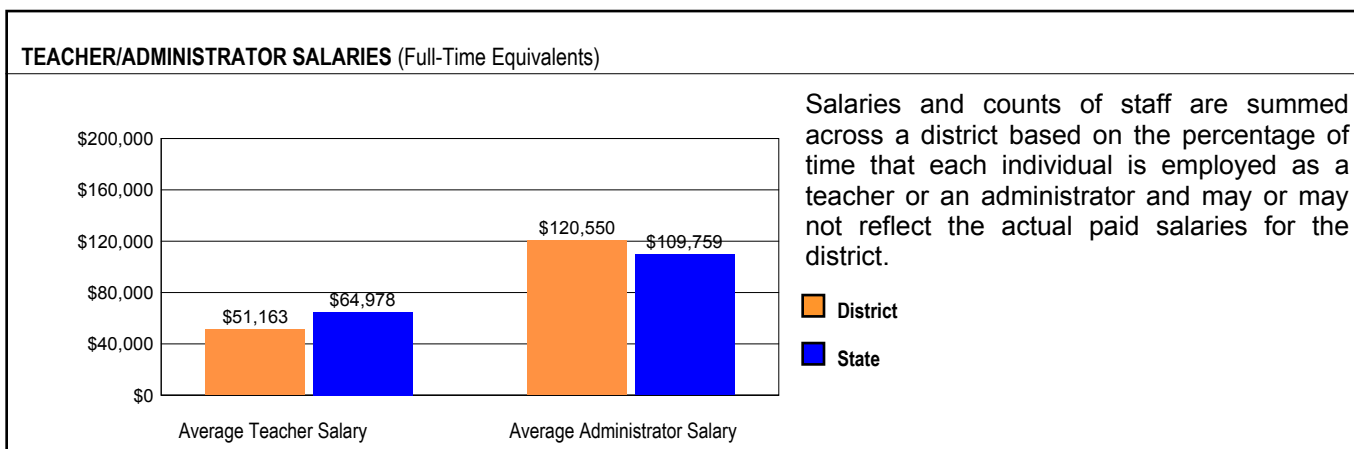
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	60	80		45	45		115	120		45	45	
<b>District</b>	70	78		39	44		125	123		39	44	
<b>State</b>	60	55		30	43		143	103		30	43	

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

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	11.1	42.1	57.9	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

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

## SCHOOL DISTRICT FINANCES



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

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

\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.

**Total school tax rate** is a district's total tax rate as it appears on local property tax bills.

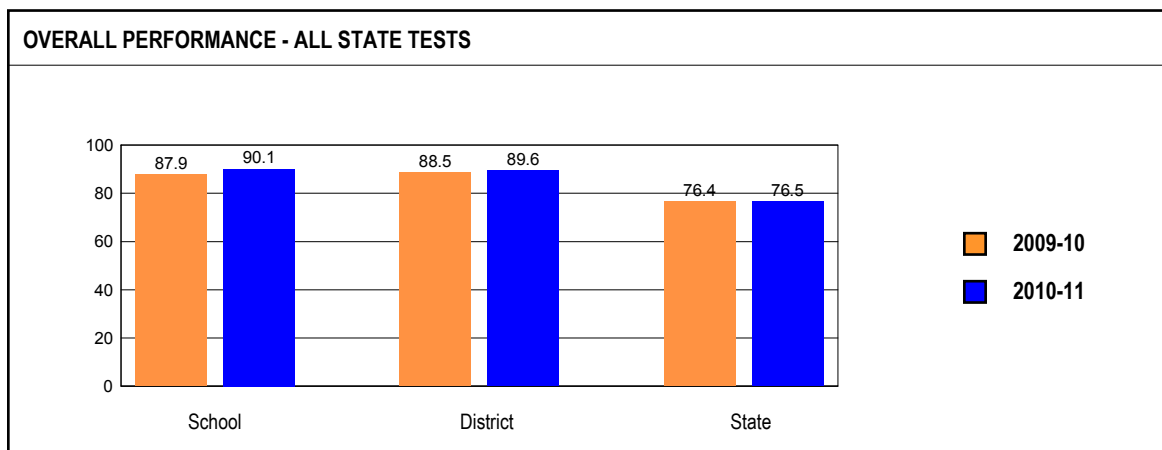
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

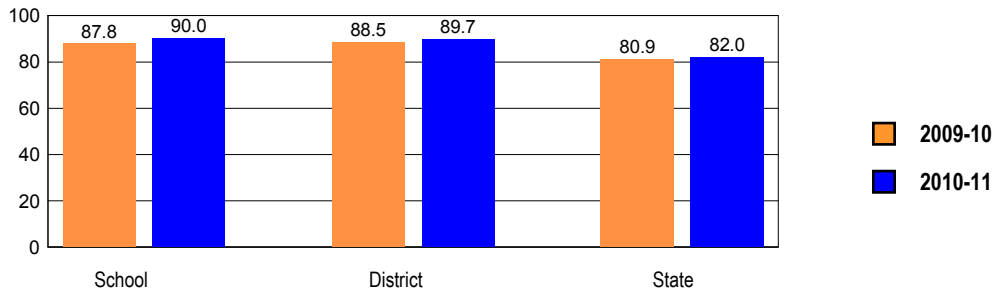
## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

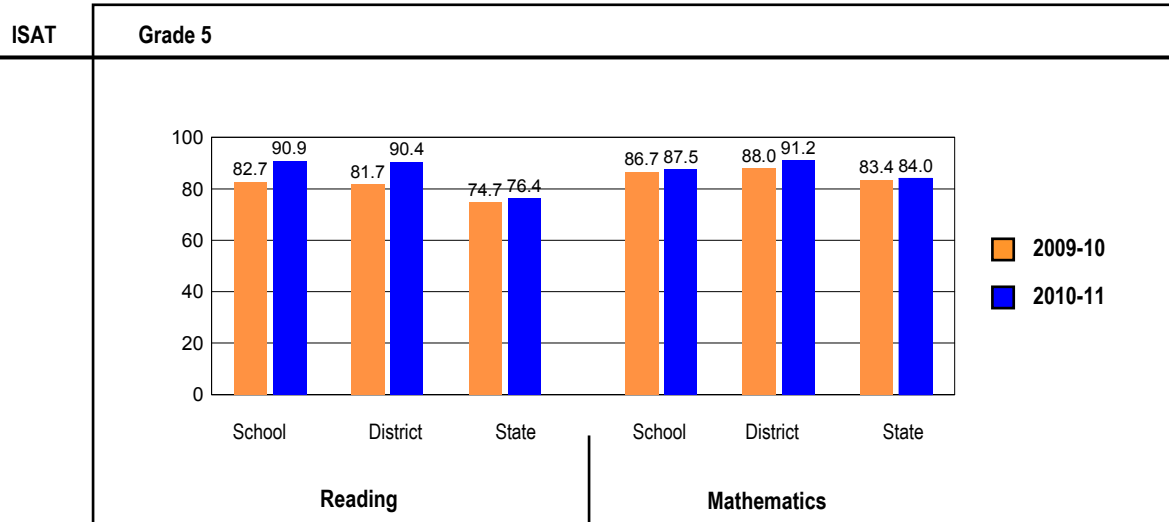
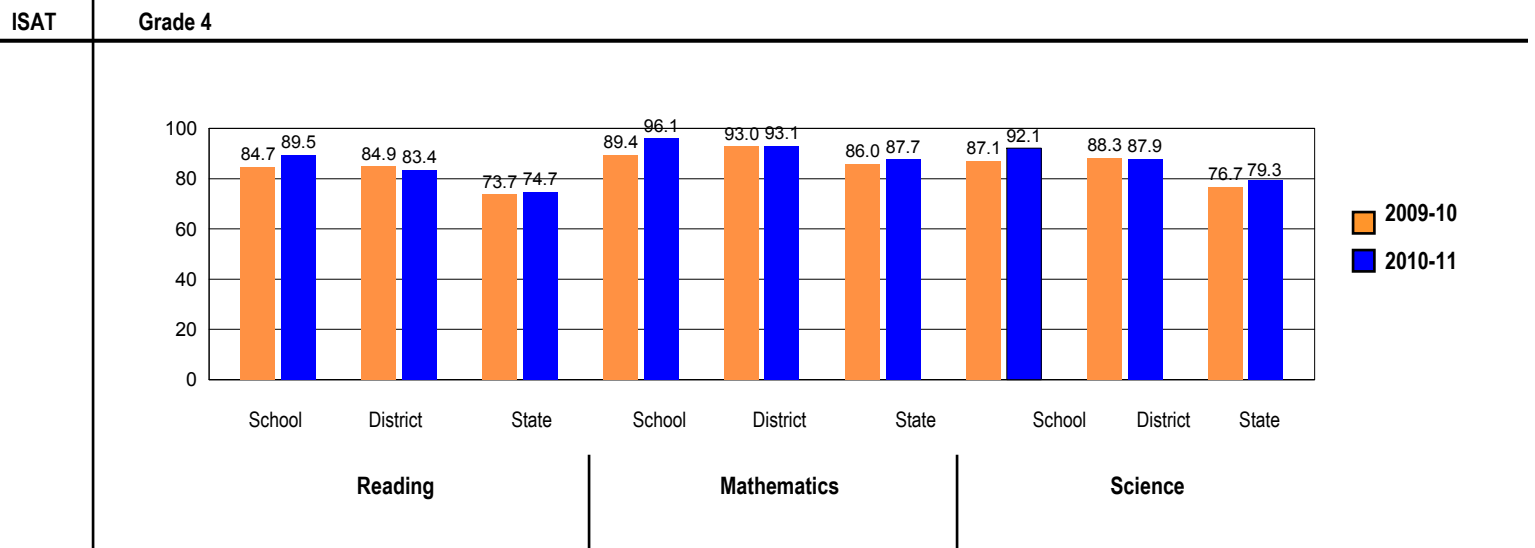
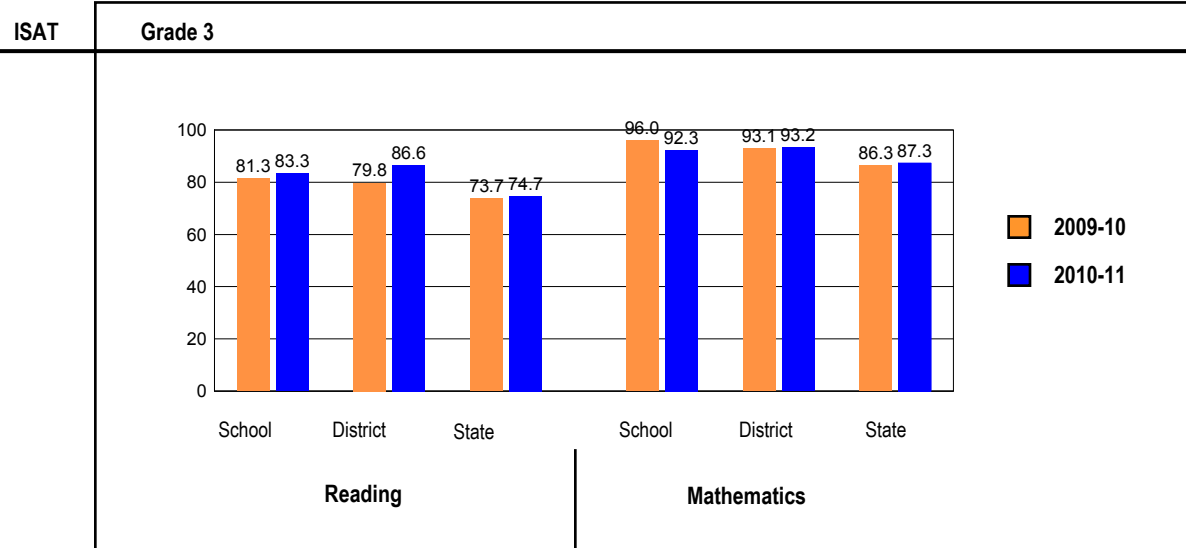


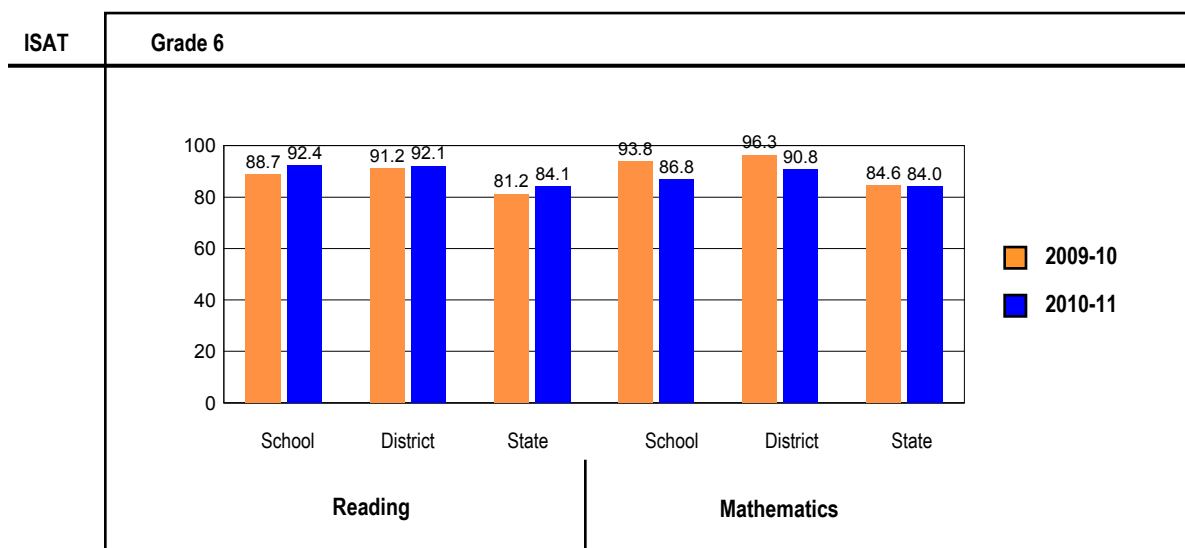
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**ISAT PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.





## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	338	186	152	242	15	55	2	18	1	5	11	0	49	90
	Reading	0.3	0.5	0.0	0.4	0.0	0.0		0.0			9.1		0.0	0.0
District	*Enrollment	2,241	1,181	1,060	1,553	75	403	88	24	8	90	57	0	314	527
	Reading	0.2	0.4	0.0	0.2	2.7	0.0	0.0	0.0		0.0	1.8		1.3	0.4
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

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

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

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

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

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

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

### ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

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

**Grade 3****Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	2.6	14.1	52.6	30.8	1.3	6.4	46.2	46.2
District	1.1	12.2	52.6	34.1	0.9	6.0	42.9	50.3
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

**Grade 3 - Gender**

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

**Grade 3 - Racial/Ethnic Background**

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

**Grade 3 - Economically Disadvantaged**

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

**Grade 4****Grade 4 - All**

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

**Grade 4 - Gender**

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

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	7.0	40.4	52.6	0.0	1.8	69.6	28.6	0.0	5.4	76.8	17.9
	District	0.0	11.7	43.5	44.8	0.0	4.5	59.9	35.6	0.5	7.7	67.6	24.3
	State	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black	School												
	District												
	State	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
Hispanic	School	0.0	23.1	61.5	15.4	0.0	7.7	84.6	7.7	0.0	15.4	84.6	0.0
	District	0.0	34.8	42.0	23.2	0.0	14.5	71.0	14.5	1.4	20.3	68.1	10.1
	State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	School												
	District	0.0	6.3	56.3	37.5	0.0	6.3	56.3	37.5	0.0	6.3	56.3	37.5
	State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian	School												
	District												
	State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races	School												
	District					0.0	20.0	70.0	10.0	0.0	30.0	60.0	10.0
	State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

**Grade 4 - Economically Disadvantaged**

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

**Grade 5****Grade 5 - All**

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

**Grade 5 - Gender**

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

**Grade 5 - Racial/Ethnic Background**

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

**Grade 5 - Students with Disabilities**

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

**Grade 5 - Economically Disadvantaged**

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

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

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

**Grade 6 - Gender**

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

**Grade 6 - Racial/Ethnic Background**

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

**Grade 6 - Students with Disabilities**

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

**Grade 6 - Economically Disadvantaged**

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

## 2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	No	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2011-12 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		85.0			85.0			91.0		82.0	
All	99.7	Yes	99.7	Yes	88.6		Yes	90.5		Yes	95.4	Yes		
White	99.6	Yes	99.6	Yes	92.8		Yes	93.2		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	74.5		No	87.2		Yes				
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	57.4	60.1	Yes	67.4	66.1	Yes	95.2			
Economically Disadvantaged	100.0	Yes	100.0	Yes	79.2		Yes	81.8		Yes				

### Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

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

\*\* Safe Harbor Targets of 85% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

# PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

J.J. PLEVIAK SCHOOL

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

# PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

J.J. PLEVIAK SCHOOL

<p><b>Provide a Safe, Nurturing and Inviting Learning Environment</b></p>	<p>Percentage of students without level 2 &amp; 3 interventions (District)</p>	<p>Decrease the number of level I interventions</p>	<p>Number of referrals each trimester</p>	<p><b>Activity #1:</b> Weekly drawings for caught being good activities  <b>Activity #2:</b> Review expectations during the school year within each classroom 3+ times per year  <b>Activity #3:</b> Monthly character posters around building as well as weekly principal's announcement  <b>Activity #4:</b> Monthly classroom character meetings by the psychologist and social worker  <b>Activity #5:</b> Lake Villa Library Monthly character trait book bags (materials included are DVD's and chapter books and picture books)  <b>Activity #6:</b> Core Essentials program implemented within school, including parent connection  <b>Activity #7:</b> Nurtured Heart positive program  <b>Activity #8:</b> District Code of Conduct Reports  <b>Activity #9:</b> Review of PBIS Log on monthly basis  <b>Activity #10:</b> New discipline program  <b>Activity #11:</b> Constant communication of behavioral expectations via newsletters  <b>Activity #12:</b> Character Cards for teachers  <b>Activity #13:</b> Monthly Discipline committee/reflection meetings</p>
<p><b>Enhance and Retain Competent and Caring Staff</b></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><b>Activity #1:</b> Monthly review of staff survey with School Improvement Team  <b>Activity #2:</b> Monthly staff breakfast  <b>Activity #3:</b> Increase and celebrate staff and student accomplishments on a monthly basis  <b>Activity #4:</b> Collaborate and utilize staff members that are having greatest impact on student achievement as a resource (Discussion Forum)  <b>Activity #5:</b> Observe staff members that are having greatest impact on student achievement and share and articulation meetings  <b>Activity #6:</b> Nurtured Heart Staff Newsletter on a monthly basis  <b>Activity #7:</b> Increase staff celebration on monthly basis  <b>Activity #8:</b> Relationship building activities  <b>Activity #9:</b> Staff paper survey about upcoming school year 2011-2012</p>
<p><b>Actively Engage Our Community in the Life of the School District</b></p>	<p>The number of non-profit organization donations</p>	<p>Increase the number of charitable experiences</p>	<p>Amount of monetary donations made on behalf of organizations</p>	<p><b>Activity #1:</b> Partnership with senior living  <b>Activity #2:</b> Donations to Lake Villa Food Pantry  <b>Activity #3:</b> Monthly donations to charities that staff are passionate about  <b>Activity #4:</b> Recruitment center for Cub Scouts, Girl Scouts, Adventure Guides  <b>Activity #5:</b> Shop with a Cop Holiday Extravaganza  <b>Activity #6:</b> Thanksgiving meal exchange with Emmons School</p>