

Lake Villa CCSD 41

Lake Villa, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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
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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	100.0	18.5		14.1	293.7
State	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
District	19.3	20.9	21.8	23.9	23.5	23.9	23.7	25.2	22.8	
State	20.7	21.2	21.4	22.1	22.6	22.8	21.5	21.1	21.0	

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
District	60	78	44	41	41	44	116	119	88	41	41	44
State	59	54	51	30	43	44	145	103	93	30	43	44

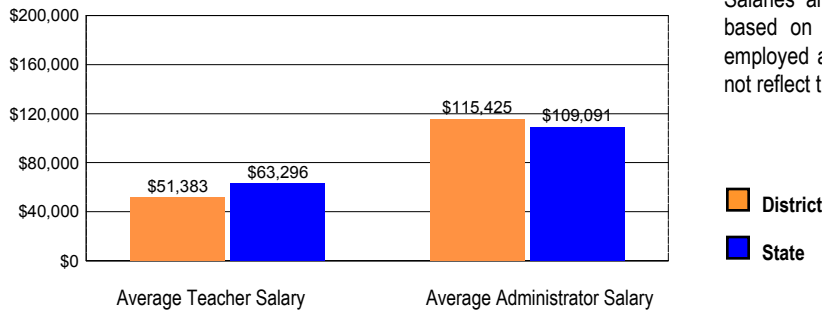
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.5	0.0	2.0	0.0	0.5	9.2	90.8	196
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

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
District:	All Schools	11.1	42.1	57.9	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools	11.5	38.2	61.8	0.0	0.0
State:	All Schools	12.7	42.2	57.4	0.5	0.7
	High Poverty Schools	12.4	43.8	55.7	1.2	2.1
	Low Poverty Schools	12.4	34.6	65.2	0.2	0.1

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

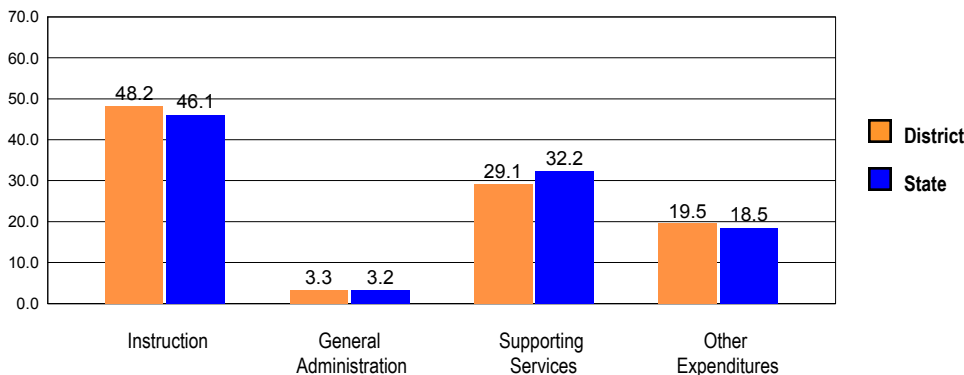
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2008-09 (Percentages)



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

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP is sponsored by the U.S. Department of Education and administered to students in grade 4, 8, and 12. Only grade 4 and 8 results are required to be reported.

Achievement levels reflect what students should know and be able to do. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board for NAEP sets specific achievement levels for each subject area and grade. To provide a context for interpreting student performance, NAEP results are reported as percentages of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels, and at the *Advanced* level.

Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced represents superior performance.

The four achievement levels (below basic, basic, proficient, and advanced) are reported as level 1 through level 4, respectively. Please note that only state results are reported.

Grade 4

Grade 4 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	35.3	32.4	23.7	8.6	20.4	41.9	30.9	6.7

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	22.0	34.2	31.8	12.0	9.5	38.9	42.1	9.5
Black	59.8	28.8	10.1	1.4	45.8	43.3	10.3	0.6
Hispanic	52.0	32.4	13.5	2.1	28.0	51.7	18.8	1.5
Asian/Pacific Islander	9.2	27.4	36.2	27.1	3.0	23.9	48.0	25.1
Native American								

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	70.3	22.3	6.6	0.8	47.2	42.2	9.8	0.8

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	67.2	18.1	10.6	4.1	38.2	38.6	19.3	3.9

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	53.4	31.7	13.0	1.8	34.2	47.9	16.8	1.1

Grade 4 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	79.5	85.3
Students with Disabilities	81.6	88.2

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	23.5	43.8	30.4	2.3	27.4	39.5	25.9	7.2

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	13.9	43.8	39.2	3.1	14.6	41.6	33.6	10.2
Black	46.2	43.6	10.0	0.2	58.6	32.6	8.1	0.7
Hispanic	34.9	46.7	18.1	0.3	40.6	42.4	15.9	1.1
Asian/Pacific Islander	7.6	32.5	52.1	7.8	10.8	29.6	40.6	19.0
Native American								

Grade 8 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	72.0	23.5	4.5	0.0	68.3	24.3	7.1	0.3

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	62.9	27.2	9.6	0.3	62.2	29.9	6.9	1.1

Grade 8 - Economically Disadvantaged

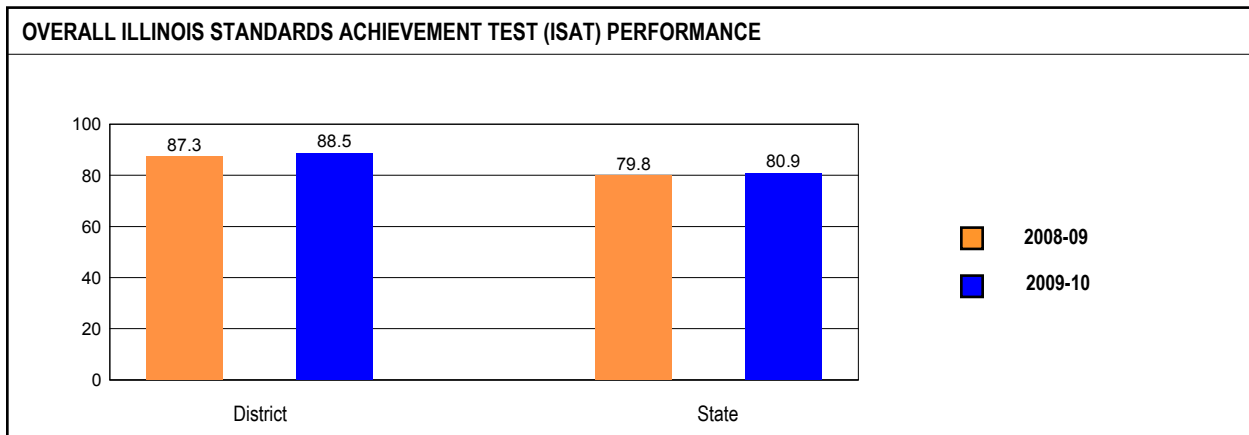
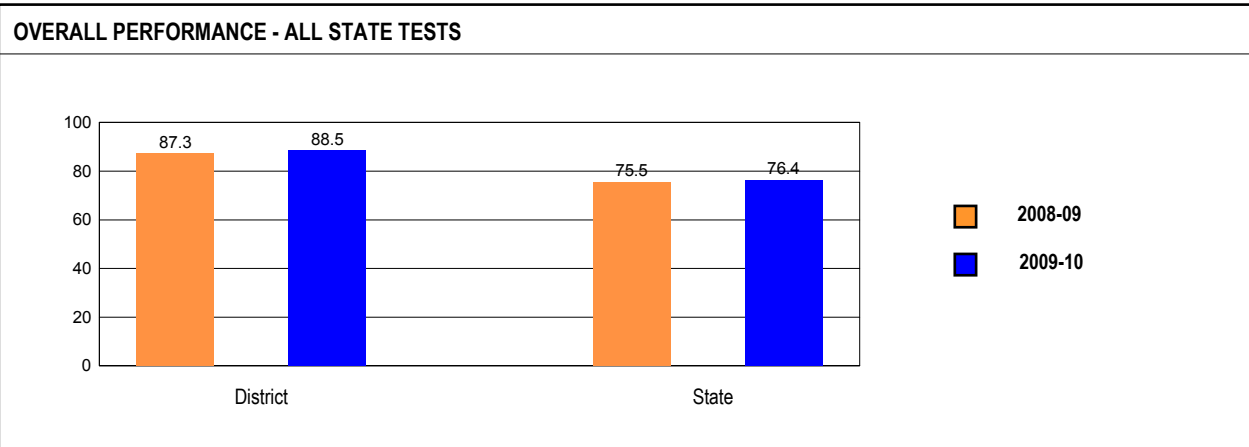
Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	40.2	43.6	15.7	0.5	46.9	38.6	12.8	1.7

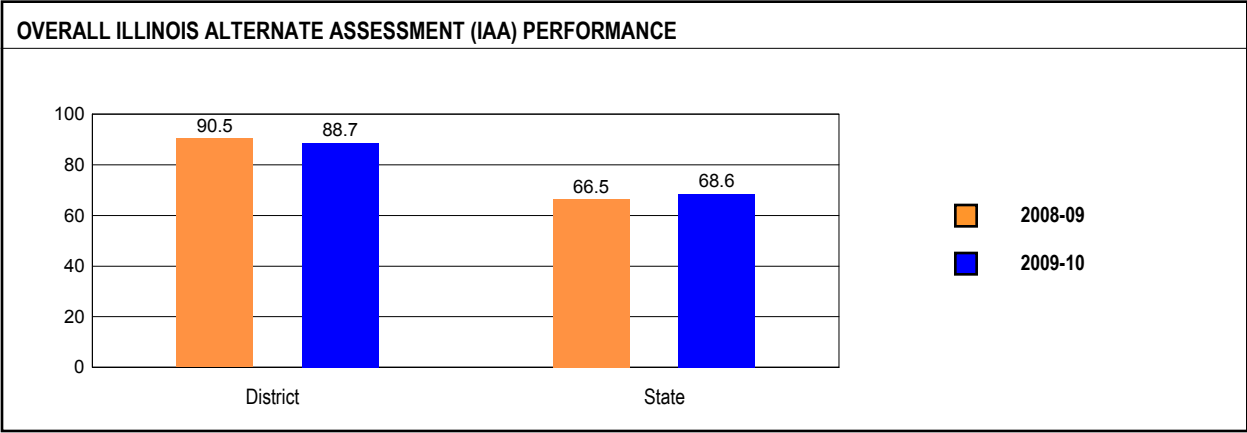
Grade 8 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	76.0	81.4
Students with Disabilities	78.0	80.3

OVERALL STUDENT PERFORMANCE

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

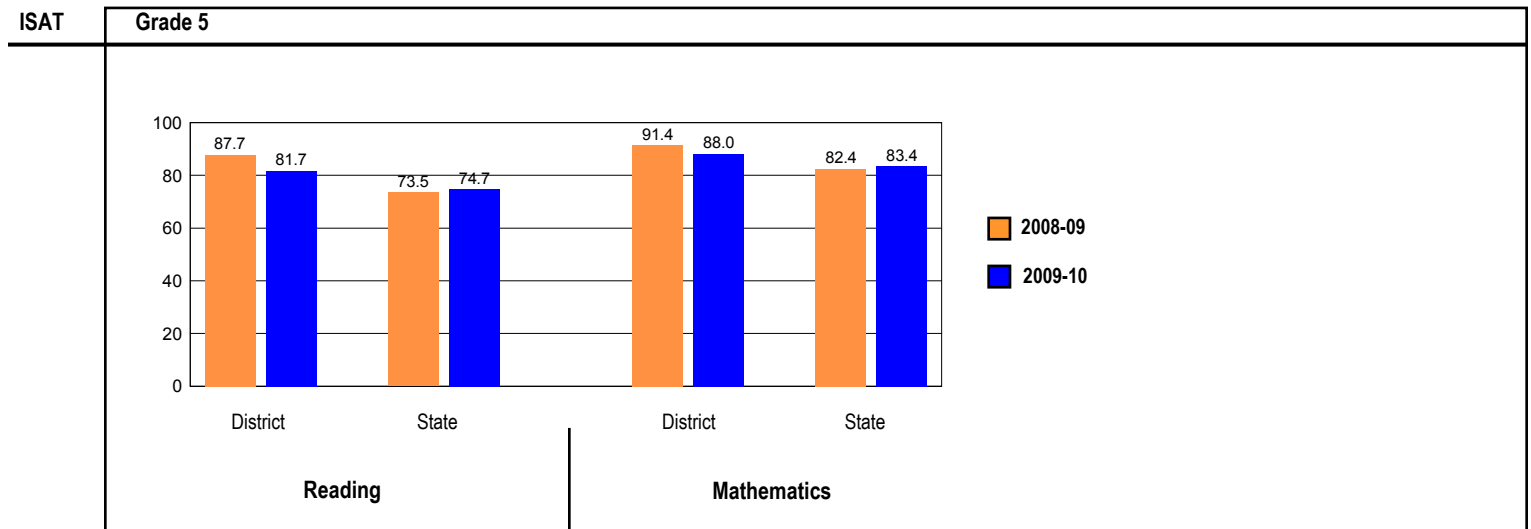
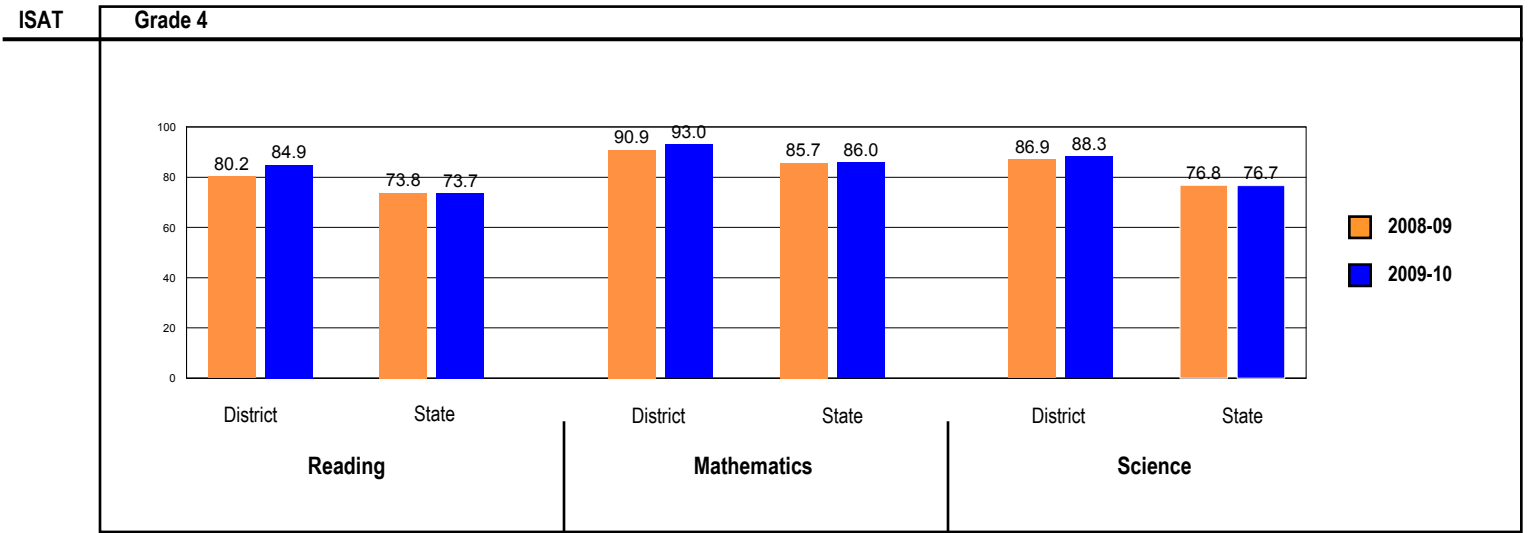
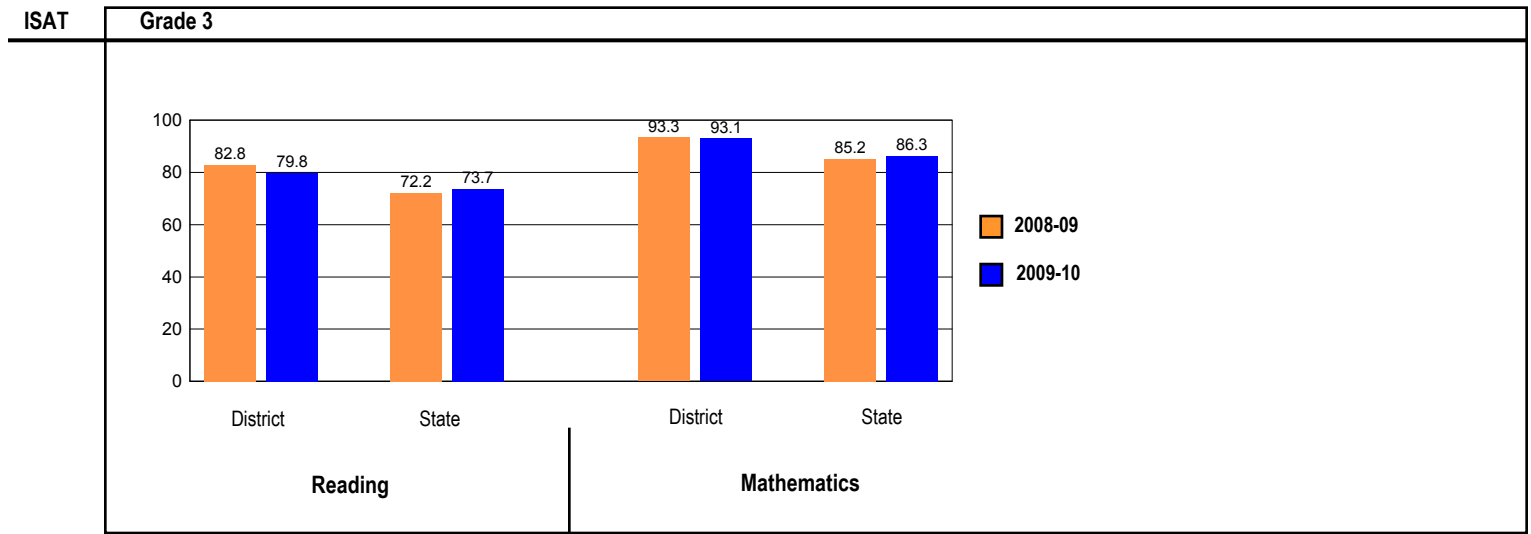




IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

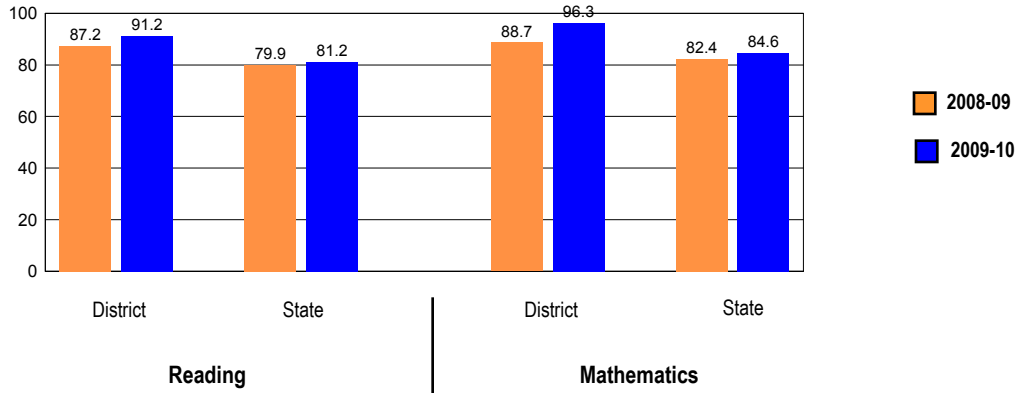
ISAT PERFORMANCE

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.



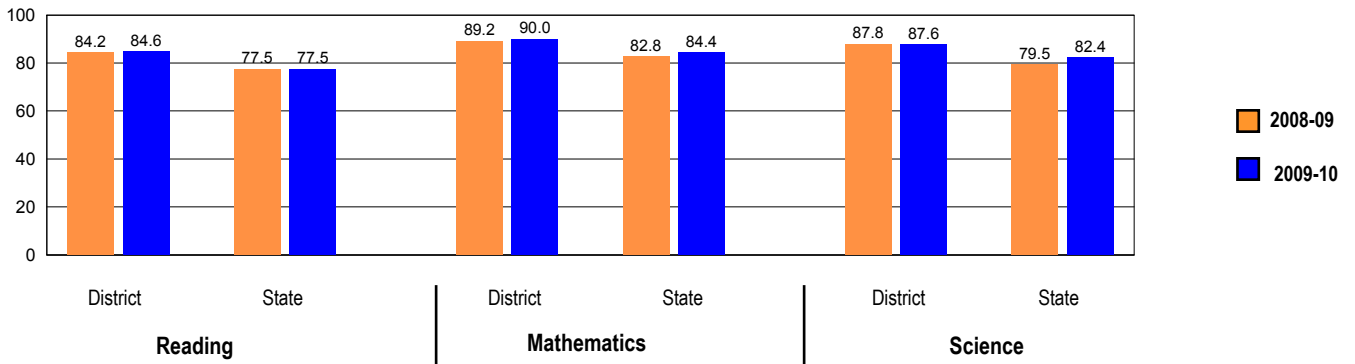
ISAT

Grade 6



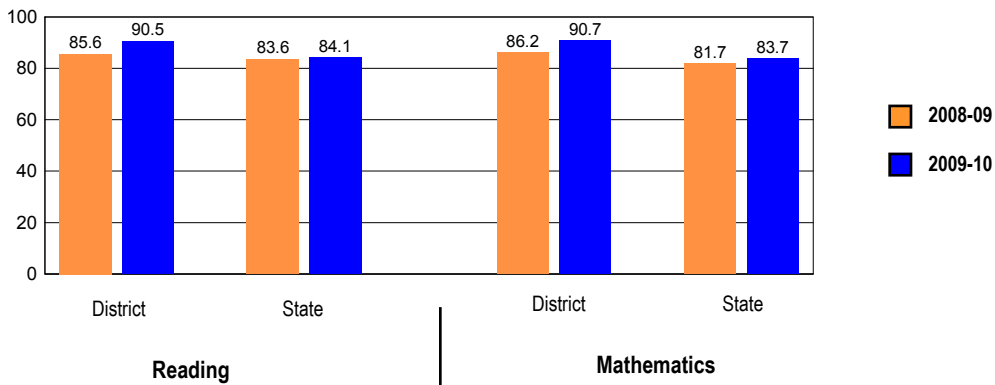
ISAT

Grade 7



ISAT

Grade 8



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				
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				
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
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	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	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	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	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	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	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	District								
	State	3.8	19.8	48.3	28.1	2.3	8.0	46.8	43.0
Multiracial/Ethnic	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 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	13.8	55.2	20.7	10.3	0.0	10.3	75.9	13.8
State	14.9	47.0	34.1	4.1	5.9	22.6	55.1	16.4

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP District	19.4	44.4	30.6	5.6	8.3	22.2	47.2	22.2
	18.9	36.6	33.4	11.1	9.3	22.4	46.7	21.7
Non-IEP District	1.7	13.2	50.7	34.5	0.0	4.1	45.9	50.0
	3.4	18.6	47.7	30.2	2.0	9.1	44.4	44.5

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District	6.0	34.3	47.8	11.9	3.0	11.9	62.7	22.4
	9.0	30.9	46.4	13.7	5.0	16.8	52.7	25.5
Not Eligible District	3.0	12.1	48.7	36.2	0.4	4.5	41.9	53.2
	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
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
	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 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
	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 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
	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 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
	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 District	7.7	30.8	53.8	7.7	7.7	23.1	61.5	7.7	15.4	30.8	46.2	7.7
	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
Hispanic 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
	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 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
	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 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
Multiracial/Ethnic 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
	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 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	62.5	37.5	0.0	6.3	37.5	50.0	6.3	0.0	50.0	50.0	0.0
State	4.3	59.7	32.1	3.9	3.0	30.1	60.0	6.9	8.9	45.2	44.2	1.7

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	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	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	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	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
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	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	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	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	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	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	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	District								
	State	0.0	24.9	44.6	30.5	0.0	13.4	70.6	16.0
Multiracial/Ethnic	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	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	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	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	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
District	0.3	8.5	58.2	33.0	0.3	3.5	62.1	34.1
	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	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	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	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	District								
	State	0.5	32.9	56.6	10.0	1.3	30.0	60.3	8.4
Hispanic	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	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	District								
	State	0.0	20.1	63.3	16.6	0.0	15.7	66.6	17.8
Multiracial/Ethnic	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	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	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	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	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

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	15.4	64.2	20.4	0.5	9.5	59.7	30.3	3.5	8.9	55.3	32.3
	0.3	22.3	57.8	19.6	1.6	14.1	56.2	28.2	5.4	12.2	60.4	22.0

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	15.3	67.3	17.3	0.5	8.2	58.2	33.2	4.6	8.1	51.3	36.0
	State	0.4	26.1	56.7	16.9	2.0	15.1	54.2	28.8	6.3	12.1	57.3	24.4
Female	District	0.0	15.5	61.2	23.3	0.5	10.7	61.2	27.7	2.4	9.7	59.2	28.6
	State	0.1	18.3	59.1	22.5	1.2	13.0	58.2	27.6	4.5	12.3	63.6	19.6

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	11.4	66.3	22.2	0.3	9.1	57.2	33.3	3.0	6.7	55.2	35.0
	State	0.1	14.2	59.0	26.7	0.8	8.4	53.9	36.9	2.5	6.3	59.2	32.0
Black	District	0.0	28.6	57.1	14.3	0.0	21.4	57.1	21.4	13.3	13.3	66.7	6.7
	State	0.6	37.5	54.2	7.6	3.8	27.7	57.9	10.6	12.0	23.5	59.1	5.4
Hispanic	District	0.0	26.3	61.4	12.3	0.0	7.0	75.4	17.5	3.5	14.0	61.4	21.1
	State	0.4	32.1	58.9	8.5	1.8	18.3	63.9	16.0	7.8	18.7	65.3	8.2
Asian/Pacific Islander	District	0.0	5.9	64.7	29.4	0.0	5.9	47.1	47.1	5.9	0.0	41.2	52.9
	State	0.1	8.4	53.8	37.8	0.5	4.3	38.0	57.2	2.3	4.5	55.4	37.8
Native American	District	0.0	24.8	58.9	16.2	2.0	13.6	60.9	23.5	7.6	10.0	58.5	23.9
	State	0.0	21.6	57.7	20.4	1.4	14.0	58.0	26.6	4.7	11.6	63.4	20.4

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	0.0	43.8	52.1	4.2	2.1	31.3	56.3	10.4	8.2	22.4	57.1	12.2
	State	1.6	60.9	34.3	3.3	8.4	41.5	44.0	6.1	19.4	26.5	47.9	6.2
Non-IEP	District	0.0	11.6	65.8	22.6	0.3	6.5	60.2	33.1	2.8	7.1	55.1	35.0
	State	0.1	16.5	61.4	22.1	0.6	10.0	58.0	31.5	3.4	10.0	62.2	24.4

Grade 7 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	26.8	58.5	14.6	0.0	14.6	61.0	24.4	6.0	9.6	61.4	22.9
	State	0.5	34.1	57.0	8.3	2.7	21.9	61.4	14.0	9.1	19.5	62.6	8.8
Not Eligible	District	0.0	12.5	65.6	21.9	0.6	8.1	59.4	31.9	2.8	8.8	53.8	34.7
	State	0.1	11.7	58.6	29.6	0.6	7.1	51.5	40.8	2.2	5.7	58.4	33.7

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	9.5	79.1	11.4	0.0	9.3	56.0	34.7
	0.2	15.7	72.4	11.7	0.6	15.7	53.0	30.7

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	12.4	76.8	10.7	0.0	10.8	51.1	38.1
	State	0.3	19.0	70.4	10.3	0.8	17.5	51.3	30.4
Female	District	0.0	6.8	81.2	12.0	0.0	7.9	60.5	31.6
	State	0.1	12.2	74.6	13.1	0.5	13.7	54.8	31.0

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	8.0	79.7	12.3	0.0	6.9	56.6	36.5
	State	0.1	9.8	74.2	15.9	0.3	9.6	50.8	39.3
Black	District	0.0	25.0	75.0	0.0	0.0	18.8	62.5	18.8
	State	0.4	27.4	69.0	3.2	1.5	30.4	55.7	12.3
Hispanic	District	0.0	14.9	78.7	6.4	0.0	19.1	57.4	23.4
	State	0.3	22.3	72.3	5.2	0.7	20.0	60.4	18.9
Asian/Pacific Islander	District	0.0	0.0	92.3	7.7	0.0	7.7	38.5	53.8
	State	0.1	6.6	66.2	27.2	0.2	5.1	33.5	61.3
Native American	District	0.0	13.9	73.9	12.2	0.3	13.2	60.2	26.3
	State	0.0	13.9	73.9	12.2	0.3	13.2	60.2	26.3
Multiracial/Ethnic	District	0.0	15.4	61.5	23.1	0.0	7.7	61.5	30.8
	State	0.2	13.6	73.0	13.2	0.6	15.1	53.2	31.2

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	0.0	40.9	59.1	0.0	0.0	48.8	46.5	4.7
	State	1.0	52.0	45.2	1.7	3.6	49.9	41.0	5.4
Non-IEP	District	0.0	5.2	81.8	13.0	0.0	4.0	57.3	38.7
	State	0.1	10.2	76.5	13.2	0.2	10.6	54.8	34.4

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	20.0	74.3	5.7	0.0	23.2	56.5	20.3
	State	0.3	24.6	70.6	4.5	1.1	24.4	58.2	16.4
Not Eligible	District	0.0	7.0	80.2	12.8	0.0	6.1	55.9	38.0
	State	0.1	8.1	74.0	17.8	0.3	8.3	48.6	42.8

2010 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this district making Adequate Yearly Progress (AYP)?	No
Is this district making AYP in Reading?	No
Is this district making AYP in Mathematics?	No

Has this district been identified for District 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	85.6		Yes	91.8		Yes	95.3	Yes		
White	100.0	Yes	100.0	Yes	88.8		Yes	93.6		Yes				
Black	100.0	Yes	100.0	Yes	73.3		Yes	80.0		Yes				
Hispanic	100.0	Yes	100.0	Yes	72.4		No	85.0		Yes				
Asian/Pacific Islander	100.0	Yes	100.0	Yes	89.0		Yes	94.4		Yes				
Native American														
Multiracial /Ethnic	100.0	Yes	100.0	Yes	79.6		Yes	89.3		Yes				
LEP	100.0	Yes	100.0	Yes	40.7		No	80.2		Yes				
Students with Disabilities	100.0	Yes	100.0	Yes	57.2	59.1	Yes	69.8	72.3	No	94.6			
Economically Disadvantaged	100.0	Yes	100.0	Yes	74.4		Yes	84.2		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 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.

FEDERAL SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in Federal School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 5

Number of Title I schools: 3

Number of Title I schools in Federal School Improvement Status: 1

Percent of schools in Federal School Improvement Status: 20.0%

School ID	School Name	Years in School Improvement
340490410042001	Olive C Martin School	1

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

CENTRAL OFFICE

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities
Improve the Academic Achievement of ALL Students	Percentage of students scoring proficient or higher in Reading	Increase the percentage of IEP, LEP, low income, and Hispanic students scoring in the meet/exceeds category	Illinois Standards Achievement Test and Fontas and Pinnell Assessment	Activity #1 Provide staff development for support staff in the core reading curriculum and all tier 2 and 3 interventions in reading (SLANT, Jolly Phonics, Read Naturally, Read 180, Levels to Literacy and System 44). Activity #2 Provide staff development for general education staff on tier 2 interventions. Activity #3 Literacy coaches will provide support to all teachers of reading through a summer literacy institute and weekly meetings with learning teams. Activity #4 Literacy coaches will provide targeted assistance and professional development to specific teachers needing additional support in the area of literacy. Activity #5 Increase the number of minutes of support for LEP students in the area of literacy. Activity #6 Transition from a school model to an RtI Problem Solving model, which includes individual learning teams. Activity #7 Provide staff development to general education teachers in the area of language acquisition. Activity #8 Provide staff development to ELL teachers in literacy instruction. Activity #9 Develop a transition plan with a goal of ELL teachers literacy instruction to LEP students.
Provide a Safe, Nurturing and Inviting Learning Environment	Number of unduplicated school and district transportation concerns	Increase customer satisfaction for student transportation	Weekly tally	Activity #1 Director of Business will create a template for building secretaries to submit weekly. Activity #2 Durham Transportation will attend administrative meetings as needed Activity #3 Director of Business will conduct periodic customer satisfaction surveys
	Number of outstanding life-safety concerns in all buildings	Decrease the number of life safety concerns in all district buildings	Completion of life safety projects	Activity #1 Conduct a budget analysis for all life safety projects. Activity #2 Prioritize projects based on student and staff impact. Activity #3 Complete life safety work and report progress on a quarterly basis.
	Number of items identified on audit report	Increase safety throughout the school district	Audit Report	Activity #1 Conduct a security/safety audit. Activity #2 Develop a plan to address audit findings.
Enhance and Retain Competent and Caring Staff	Number of staff members piloting Framework for Teaching	Increase the number of teachers using Framework for Teaching as a self-directed project	Completion of the Framework for Teaching	Activity #1 Complete the Framework for Teaching evaluation process by the evaluation committee. Activity #2 Complete professional development for administrators and evaluation committee members. Activity #3 Conduct pilot process for volunteers as a self-directed evaluation project. Activity #4 Conduct district-wide professional development for Framework for Teaching. Activity #5 Develop a teacher mentoring plan.
Actively Engage Our Community in the Life of the School District	Number of engagement opportunities	Increase the amount of information the district receives from its stakeholders	Community engagement report and recommendations	Activity #1 Utilize IASB to facilitate community engagement process. Activity #2 Form of community, staff, and parent engagement focus groups. Activity #3 Determine the questioning process for all stakeholder groups. Activity #4 Examine data to establish trends. Activity #5 Identify recommendations to establish follow-up.
	Percentage of parents providing constructive feedback regarding standards based grading	Increase the quality of information given to parents/guardians regarding student academic progress	Parent feedback	Activity #1 Form a district grading committee to review grading practices. Activity #2 Review various forms of reporting progress to parents. Activity #3 Make recommendations regarding grading tool used for reporting student progress to parents. Activity #4 Provide staff development to teachers on the implementation of standards-based grading. Activity #5 Communicate standards-based grading information to parents/guardians. Activity #6 Conduct parent survey.

B J Hooper Elem School
Lake Villa CCSD 41
Lindenhurst, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K 1 2 3 4 5 6

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

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

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

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	100.0	18.5		14.1	293.7
State	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
School	17.5	19.8	18.0	22.0	21.3	22.0	26.7			
District	19.3	20.9	21.8	23.9	23.5	23.9	23.7			
State	20.7	21.2	21.4	22.1	22.6	22.8	21.5			

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

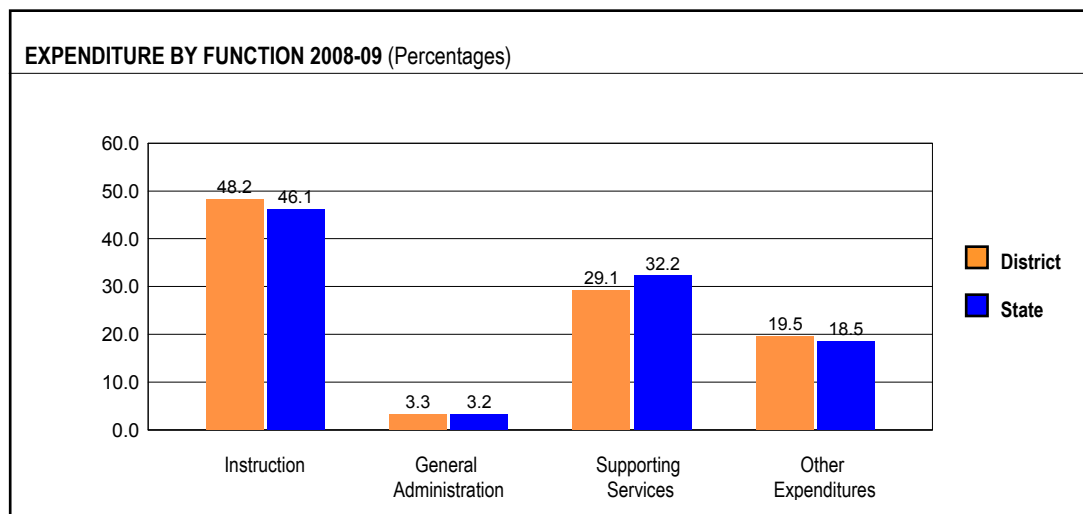
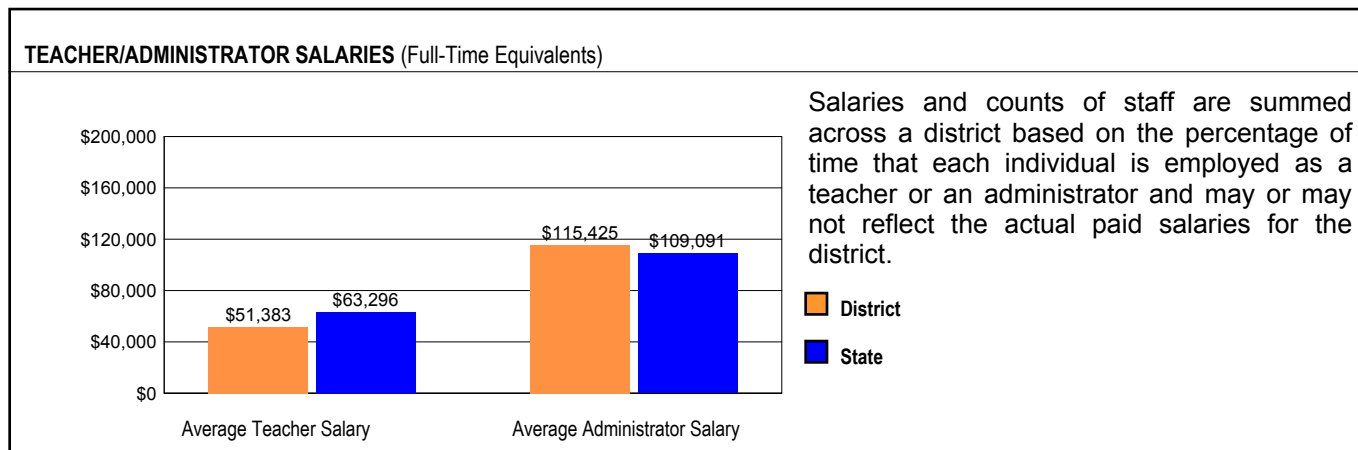
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60	80		45	45		120	120		45	45	
District	60	78		41	41		116	119		41	41	
State	59	54		30	43		145	103		30	43	

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

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	11.1	42.1	57.9	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

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

SCHOOL DISTRICT FINANCES



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

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

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

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

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

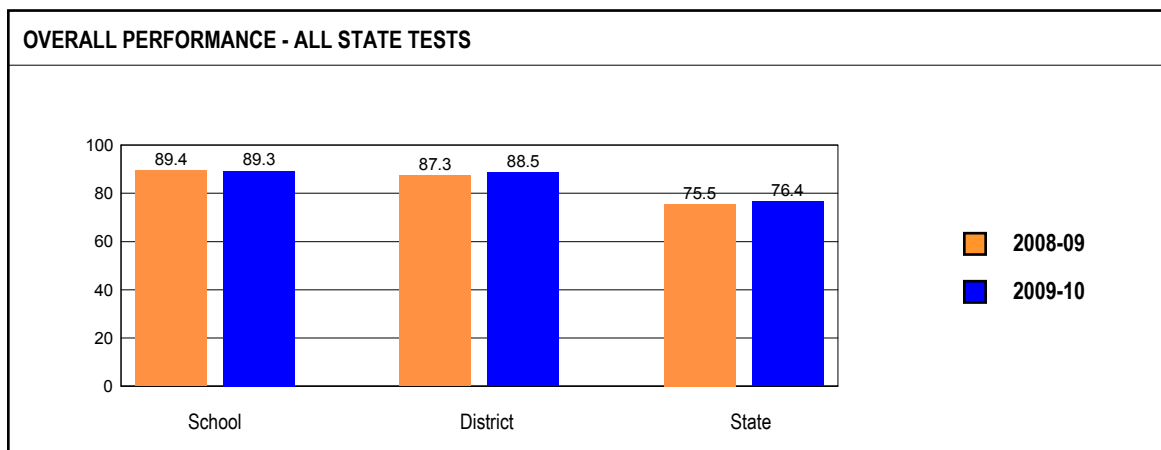
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

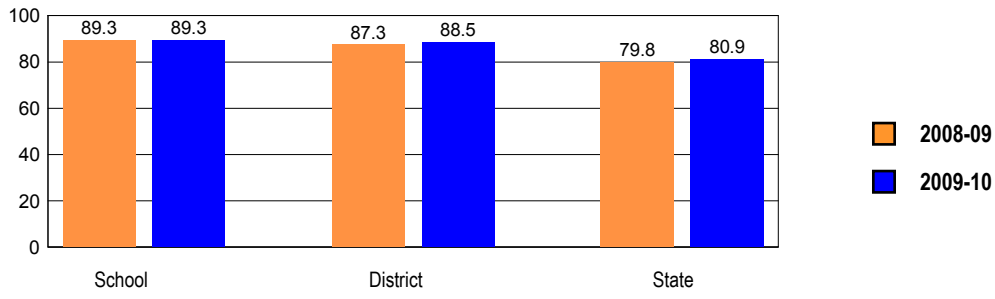
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

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

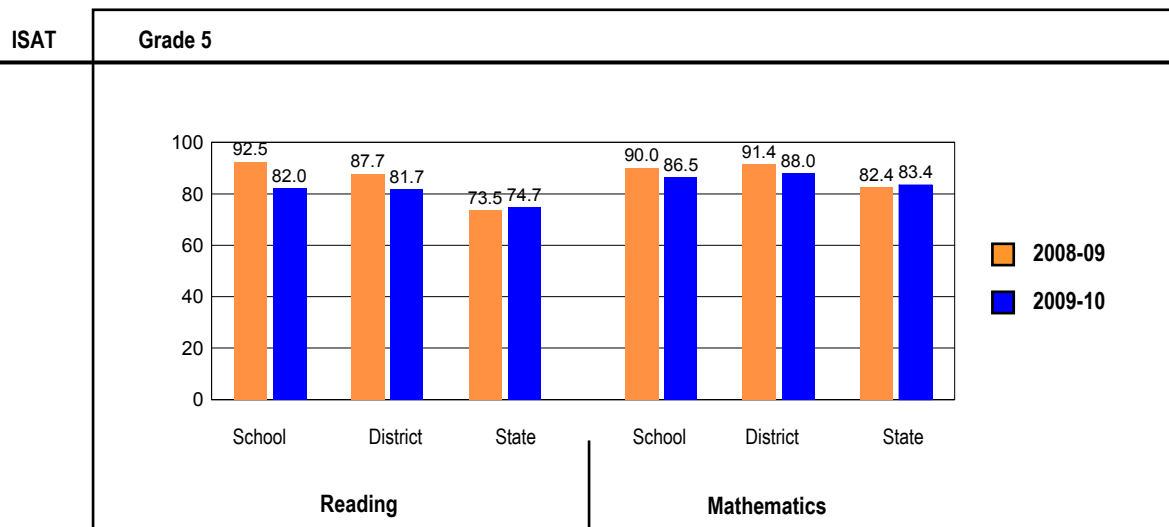
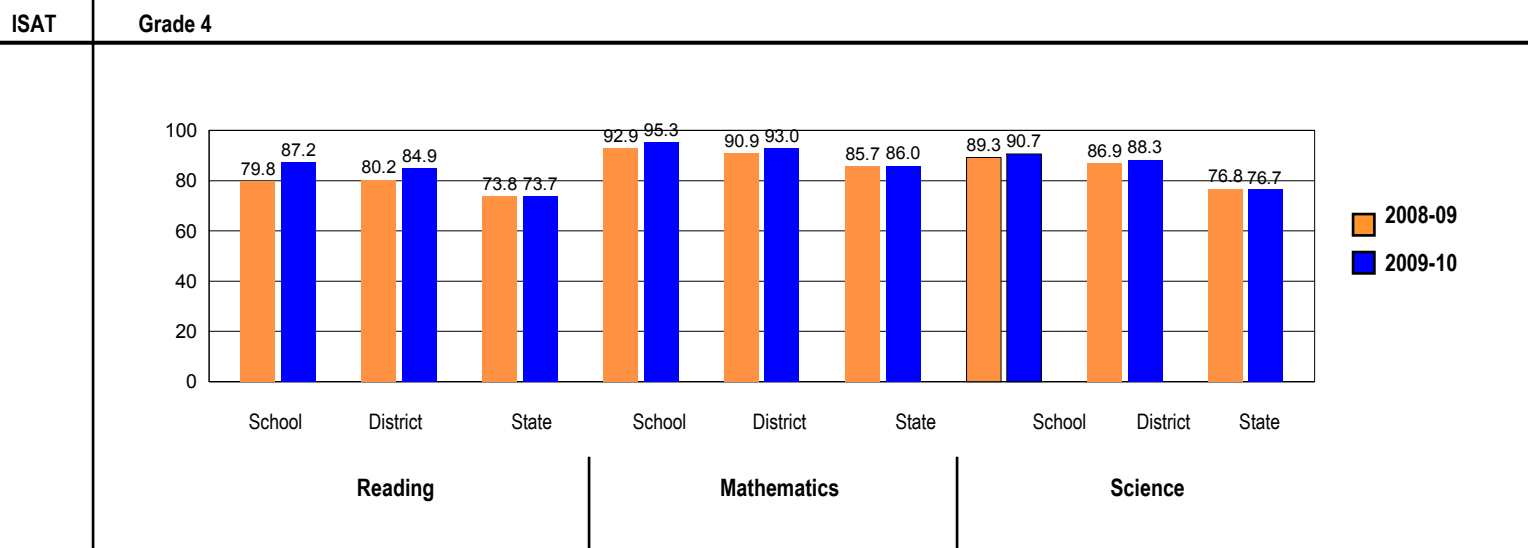
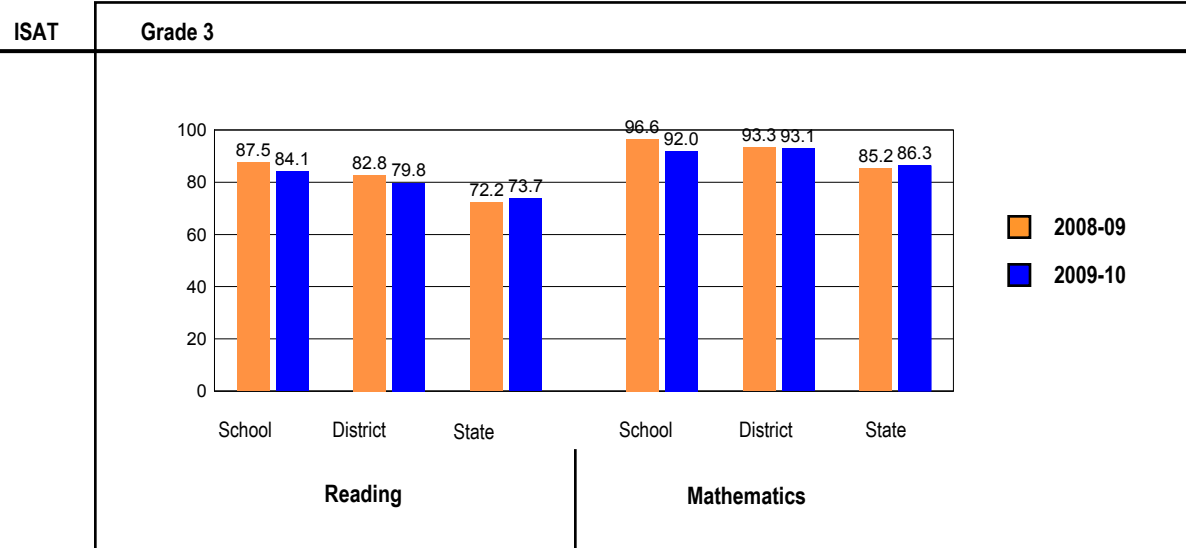


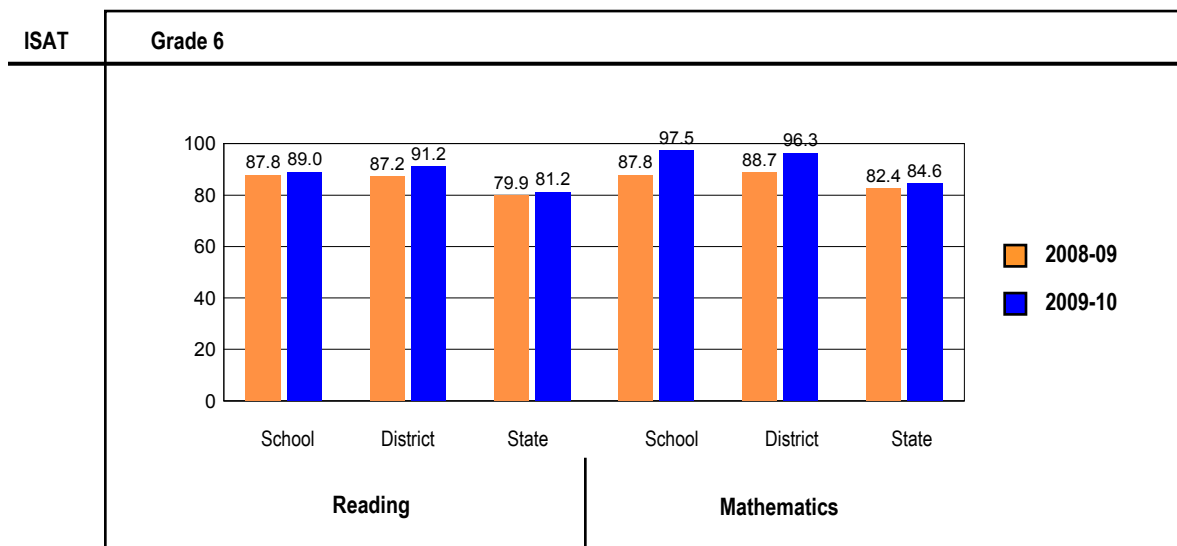
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

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





PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	345	174	171	275	5	31	6	4	24	8	0	50	60
	Reading	0.0	0.0	0.0	0.0		0.0			0.00			0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0			0.00			0.0	0.0
District	*Enrollment	2,263	1,165	1,098	1,639	81	299	113	11	120	70	0	325	465
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3
	Mathematics	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3

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

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

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

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

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

Grade 3

Grade 3 - All

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

Grade 3 - Gender

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

Grade 3 - Racial/Ethnic Background

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

Grade 3 - Students with Disabilities

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

Grade 3 - Economically Disadvantaged

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

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	12.8	41.9	45.3	0.0	4.7	57.0	38.4	0.0	9.3	64.0	26.7
District	0.3	14.9	47.5	37.4	0.5	6.5	55.9	37.0	0.8	10.9	64.2	24.1
State	1.2	25.1	44.8	28.9	1.1	12.9	57.7	28.2	2.8	20.5	59.6	17.0

Grade 4 - Gender

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

Grade 4 - Racial/Ethnic Background

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

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	54.5	45.5	0.0	0.0	9.1	72.7	18.2	0.0	36.4	45.5	18.2
	District	1.5	36.9	49.2	12.3	3.1	18.5	61.5	16.9	3.1	21.5	63.1	12.3
	State	5.9	54.4	29.8	10.0	5.3	31.9	51.6	11.2	8.1	35.8	48.6	7.4
Non-IEP	School	0.0	6.7	41.3	52.0	0.0	4.0	54.7	41.3	0.0	5.3	66.7	28.0
	District	0.0	10.3	47.1	42.6	0.0	3.9	54.8	41.3	0.3	8.7	64.4	26.6
	State	0.5	20.6	47.1	31.8	0.5	10.0	58.7	30.9	2.0	18.2	61.3	18.5

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	14.3	78.6	7.1	0.0	7.1	71.4	21.4	0.0	21.4	64.3	14.3
	District	1.1	21.5	58.1	19.4	2.2	13.0	67.4	17.4	2.2	18.3	69.9	9.7
	State	2.1	37.9	45.7	14.2	1.9	20.4	63.9	13.8	5.0	32.3	56.6	6.2
Not Eligible	School	0.0	12.5	34.7	52.8	0.0	4.2	54.2	41.7	0.0	6.9	63.9	29.2
	District	0.0	12.7	44.0	43.3	0.0	4.3	52.2	43.5	0.4	8.5	62.3	28.9
	State	0.3	12.3	43.9	43.5	0.3	5.4	51.6	42.6	0.7	8.8	62.7	27.8

Grade 5**Grade 5 - All**

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

Grade 5 - Gender

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

Grade 5 - Racial/Ethnic Background

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

Grade 5 - Students with Disabilities

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

Grade 6 - Economically Disadvantaged

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

2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes
Is this school making AYP in Reading?	Yes
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2010-11 Federal Improvement Status	
2010-11 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91.0		80.0	
All	100.0	Yes	100.0	Yes	86.3		Yes	93.3		Yes	95.3	Yes		
White	100.0	Yes	100.0	Yes	87.9		Yes	94.7		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	51.0	55.0	Yes	75.0		Yes	94.9			
Economically Disadvantaged	100.0	Yes	100.0	Yes	73.1		Yes	86.3		Yes				

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

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

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

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

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

B.J. HOOPER SCHOOL

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities
<p>Improve the Academic Achievement of ALL Students</p>	<p>Percent of students scoring proficient or higher in reading</p>	<p>Increase the percent of students scoring proficient or higher in the area of reading</p>	<p>Results on benchmark and Fountas and Pinnell Benchmark assessment, NWEA, and ISAT assessments</p>	<p>Activity #1: Monitor implementation of the reading curriculum, focusing on guided reading, literacy-based stations/activities, mini-lessons, and wrap-up Activity #2: Continue collaborative conversations within our learning teams to share consistent expectations and instructional strategies Activity #3: Monitor student progress on an ongoing basis by grade level teams and the school problem solving team (PST) Activity #4: Continue to utilize literacy coaches as a resource focusing support on specifically designated skills at the classroom and team level Activity #5: Implement flexible grouping model to address needs of all students Activity #6: Create/Implement a system for staff members to coach, mentor and observe each other to share excellent instructional strategies Activity #7: Progress monitor students who are at-risk at leadership team meetings Activity #8: Focus on moving our students from meeting to exceeding state standards Activity #9: Celebrate student/class successes and improvements</p>
	<p>Percent of special education resource, Hispanic, and economically disadvantaged students scoring proficient or higher in reading</p>	<p>Increase the percent of special education resource, Hispanic, and economically disadvantaged students scoring proficient or higher in the area of reading</p>	<p>Results on benchmark and Fountas and Pinnell Benchmark assessment, NWEA, and ISAT assessments</p>	<p>Activity #1: Ensure Response to Intervention, Tier 2 & 3 reading interventions are implemented Activity #2: Flexible grouping by grade level teams to provide instruction based on students' needs and modify instructional approaches if needed Activity #3: Progress monitor sub groups of students within the Hispanic, special education, and economically disadvantaged subgroups Activity #4: Progress monitor students participating in the ELL programs using benchmark assessments Activity #5: Implement a schedule for PST (Problem Solving Team) members to attend grade level team meetings to assist in progress monitoring student growth Activity #6: Utilize literacy coaches to develop instructional strategies specific to student need Activity #7: Create/Implement a system for staff members to coach, mentor and observe each other and to share excellent instructional strategies that have impact on student achievement Activity #8: Focus on moving students from the not meeting to meeting state standards by identifying the students in the not meeting category</p>
	<p>Percent of students scoring proficient or higher in writing</p>	<p>Increase the percent of students scoring proficient or higher in the area of writing</p>	<p>Results on common formative post and district-wide assessments</p>	<p>Activity #1: Focus on maintaining student achievement while exploring new district writing assessment tool Activity #2: Focus on moving our students from below to meeting state standards utilizing research based instructional strategies Activity #3: Implement a schedule for teachers to observe writing lessons of those teachers who have impact on student achievement Activity #4: Use assessment data to determine instructional decisions and monitor progress Activity #5: Utilize literacy coaches as a resource to work with grade levels on specifically designated skills Activity #6: Implement a schedule of vertical grade level meetings at the 3rd, 4th, 5th and 6th grade level to establish consistent, effective instruction and expectations</p>

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

B.J. HOOPER SCHOOL

<p>Provide a Safe, Nurturing and Inviting Learning Environment</p>	<p>Promote a positive school culture</p>	<p>Increase or maintain the percent of students without level two or level three disciplinary actions</p>	<p>Percentage of students without level two or level three disciplinary actions</p>	<p>Activity #1: Post and review Hooper Expectations of Respect, Responsibility, Safety, Compassion, and Honesty Activity #2: Implement school-wide "We're Wild About Learning" theme related to Hooper Expectations, recognizing "Kings and Queens of the Jungle" weekly award for positive behavior Activity #3: Continue a positive, community service behavior intervention program, focusing on student accountability for actions Activity #4: Emphasize monthly character trait through discussion and classroom activities Activity #5: Implement "Bucket Filler" activities at the EC-3rd grade level, encouraging positive behavior and rewarding consequences of being kind and appreciative of others</p>
<p>Enhance and Retain Competent and Caring Staff</p>	<p>Utilize literacy coaches as a form of job embedded staff development</p>	<p>Increase the number of in-house staff development opportunities</p>	<p>Results on benchmark and Fountas and Pinnell Benchmark assessment, NWEA, and ISAT assessments</p>	<p>Activity #1: Continue and increase the utilization of literacy coaches for modeling, peer observation, collaborative discussions, and reflection Activity #2: Utilize literacy coaches to provide teachers with feedback on the implementation of the reading curriculum components Activity #3: Celebrate Staff accomplishments Activity #4: Create/Implement a schedule for staff members to coach, mentor and observe each other to share effective instructional strategies that impact student achievement Activity #5: Share Summer Literacy Institute updates with all staff</p>
<p>Actively Engage Our Community in the Life of the School District</p>	<p>Transparency of student achievement</p>	<p>Maintain communication available to parents, guardians, and community members regarding student achievement</p>	<p>Frequency of communication provided to parents, guardians, and community members regarding student achievement</p>	<p>Activity #1 Provide achievement data in a user friendly format in the Hooper Happenings on a trimester basis Activity #2 Display achievement data on designated bulletin board Activity #3 Provide achievement data in a user friendly format on the Hooper website</p>

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
School	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
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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	100.0	18.5		14.1	293.7
State	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
School	18.5	22.3	23.3	23.3	26.3	23.0	22.0			
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)

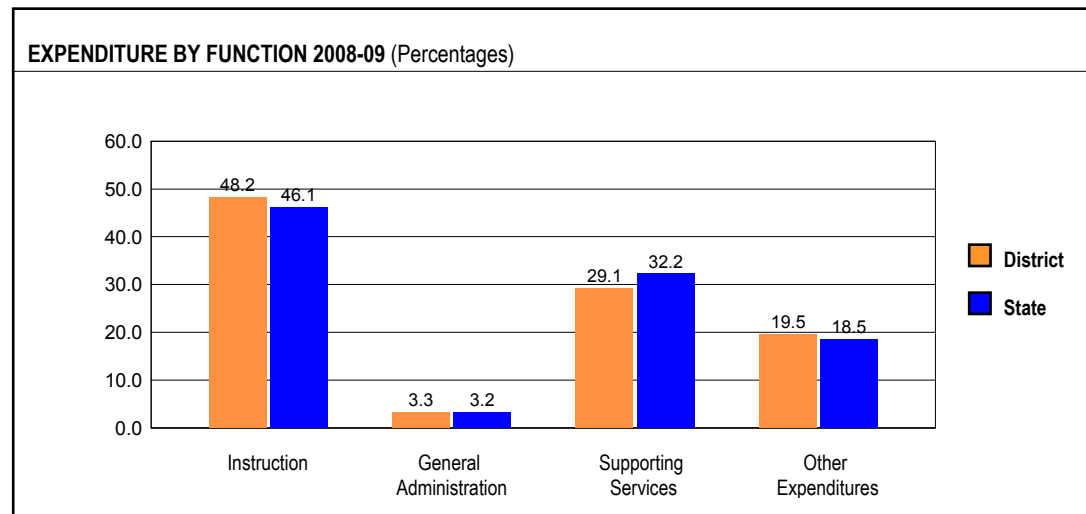
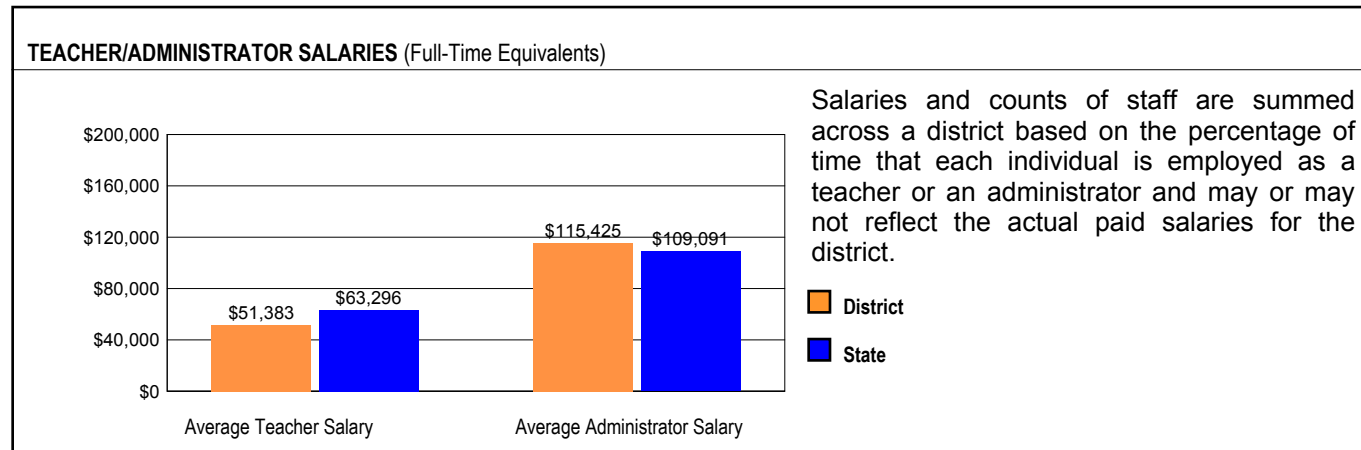
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60	80		45	45		115	120		45	45	
District	60	78		41	41		116	119		41	41	
State	59	54		30	43		145	103		30	43	

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.

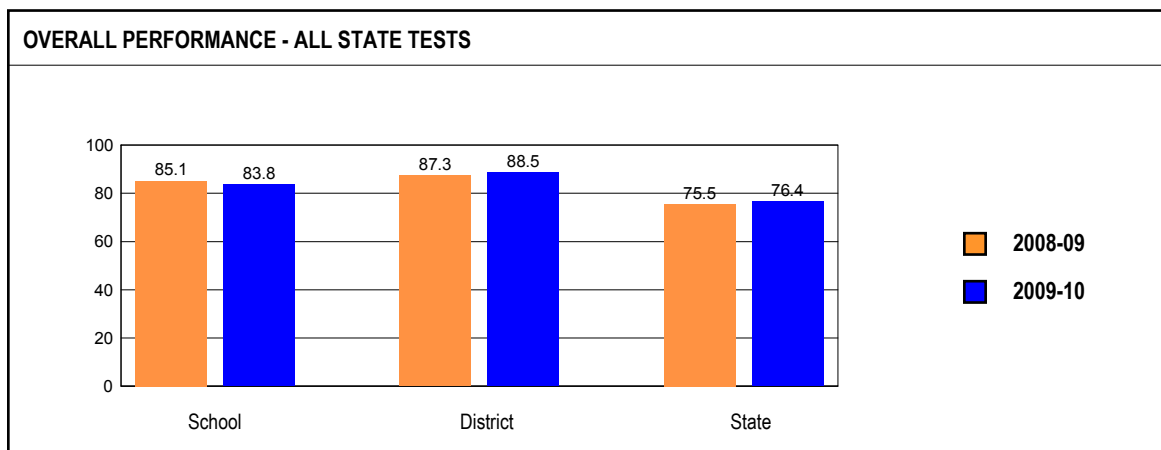
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

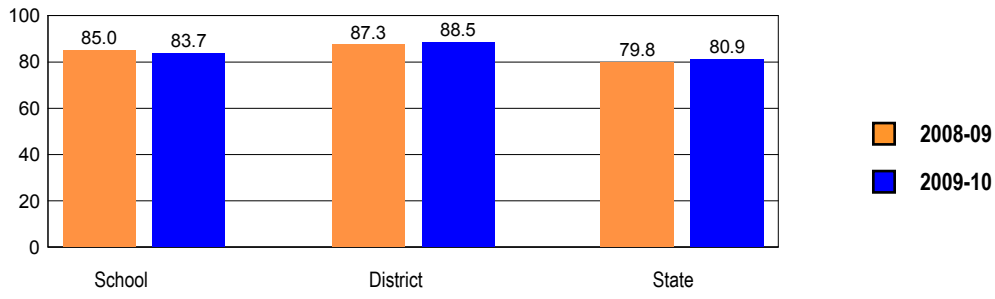
ACADEMIC PERFORMANCE

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.

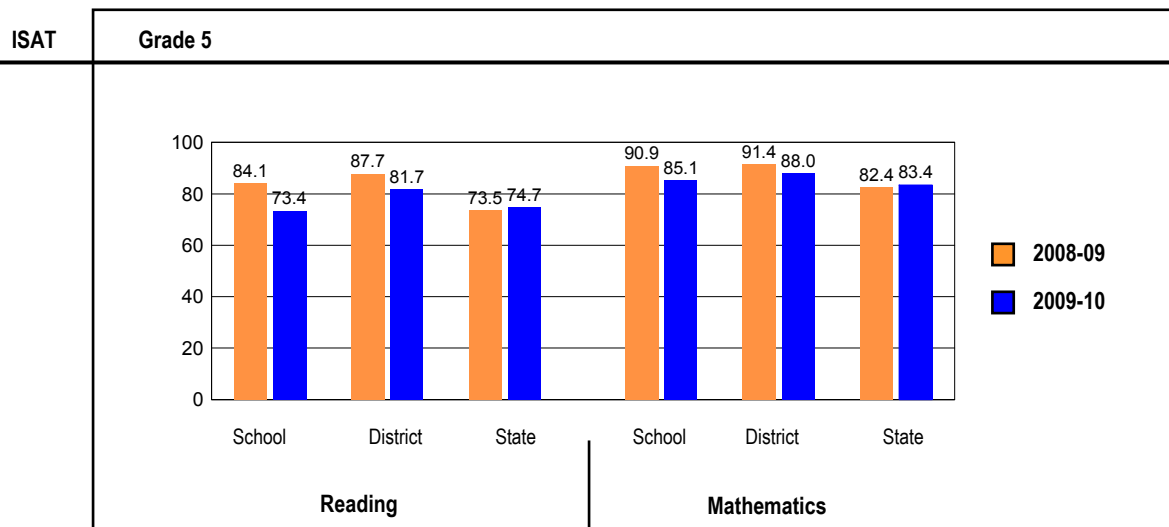
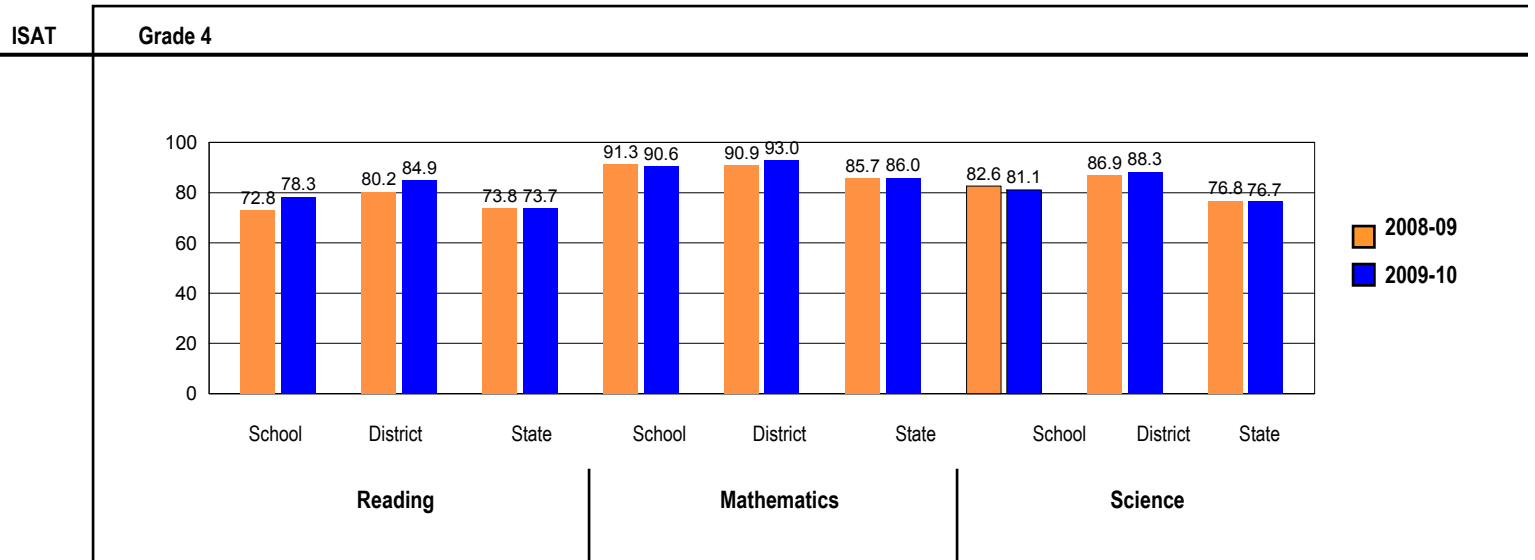
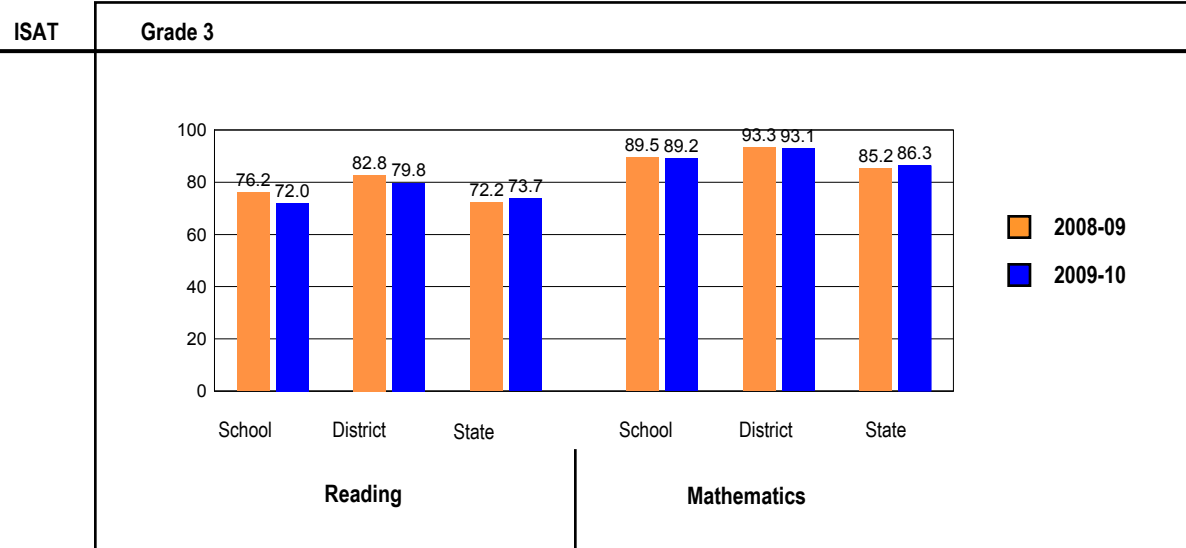


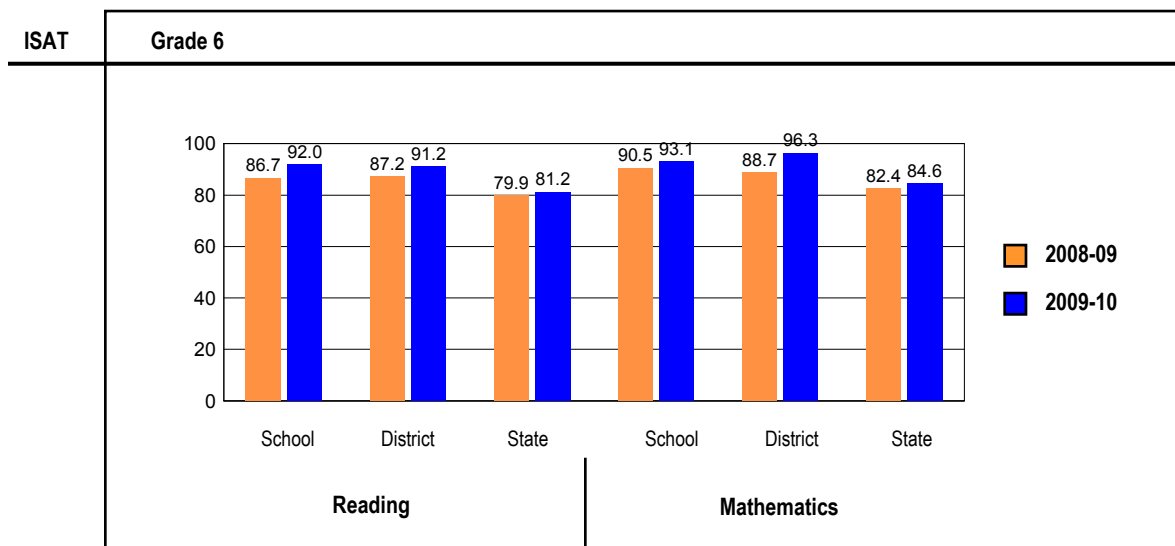
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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	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 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	5.9	70.6	23.5	0.0	5.9	76.5	17.6
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	8.6	55.7	35.7	0.0	7.1	55.7	37.1
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

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

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
State AYP Minimum Target	95.0		95.0		77.5			77.5			91.0		80.0	
All	100.0	Yes	100.0	Yes	78.8		Yes	89.7		Yes	95.3	Yes		
White	100.0	Yes	100.0	Yes	83.3		Yes	92.0		Yes	95.7			
Black														
Hispanic	100.0	Yes	100.0	Yes	63.5	70.8	No	82.5		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP											94.3			
Students with Disabilities	100.0	Yes	100.0	Yes	50.9	55.0	Yes	71.7		Yes				
Economically Disadvantaged	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 reading ?	Yes
Is this school making (AYP) in the "ALL" subgroup in math ?	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

OLIVE C. MARTIN SCHOOL

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities
<p>Improve the Academic Achievement of ALL Students</p>	<p>Percent of students scoring proficient or higher in reading</p>	<p>Increase the percent of students scoring proficient or higher in the area of reading</p>	<p>Results on benchmark and Fountas and Pinnell Benchmark assessment, NWEA, and ISAT assessments</p>	<p>Activity #1: Monitor implementation of the reading curriculum, including guided reading, literacy-based stations/activities, mini-lessons, and wrap-up with walk throughs and informal observations Activity #2: Continue collaborative conversations within our learning teams to share consistent expectations Activity #3: Student progress is monitored 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 at the classroom and team level Activity #5: Added additional reading support teacher and reconfigured current staff to have more small group reading impact Activity #6: Observe and reflect with staff members that are having greatest impact on student achievement; share strategies being implemented Activity #7: Progress monitor students who are at-risk at leadership team meetings Activity #8: Focus on moving our students from below to meeting 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 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 disadvantage subgroups Activity #4: Progress monitor students participating in the ELL programs using the Rigby and benchmark assessments Activity #5: Assigned members of the school PST (Problem Solving Team) to grade level teams to assist in progress monitoring student growth Activity #6: Utilize literacy coaches as a resource Activity #7: Collaborate and utilize staff members that are having greatest impact on student achievement as a resource 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 Activity #3: Continue collaborative conversations within learning team to have consistent expectations Activity #4: Use assessment data to drive instructional decisions Activity #5: Utilize literacy coaches as a resource when collaborative discussions occur between grade levels Activity #6: Collaborate and utilize staff members that are having greatest impact on student achievement as a resource</p>

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

OLIVE C. MARTIN 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: School wide Positive Behavior Program "M.U.S.T.A.N.G" will be implemented Activity #2: Review expectations at the beginning of the year within each classroom Activity #3: Monthly Martin Community Meetings to celebrate accomplishments of students, staff and community Activity #4: Continue 6th grade School Safety Patrol program Activity #5: Explore morning "Principal Breakfast" meeting with parents</p>
<p>Enhance and Retain Competent and Caring Staff</p>	<p>Utilize literacy coaches as a form of job embedded staff development</p>	<p>Increase the number of in-house staff development opportunities</p>	<p>Results on benchmark and Fountas and Pinnell Benchmark assessment, NWEA, and ISAT assessments</p>	<p>Activity #1: Continue and increase the utilization of literacy coaches for peer observation, collaborative discussions, and reflection Activity #2: Utilize literacy coaches to provide teachers with feedback on the implementation of the reading curriculum Activity #3: Celebrate Staff and Student accomplishments Activity #4: Collaborate and utilize staff members that are having greatest impact on student achievement as a resource Activity #5: Observe staff members that are having greatest impact on student achievement as a resource</p>
<p>Actively Engage Our Community in the Life of the School District</p>	<p>Transparency of student achievement</p>	<p>Maintain communication available to parents, guardians, and community members regarding student achievement</p>	<p>Frequency of communication provided to parents, guardians, and community members regarding student achievement</p>	<p>Activity #1 Provide achievement data in a user friendly format in the Martin Newsletter on a trimester basis Activity #2 Display achievement data in the case at the front of the school Activity #3 Provide achievement data in a user friendly format on the Martin website Activity#4 Volunteer luncheon celebration will be held in May</p>

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
--	--	--	--
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)

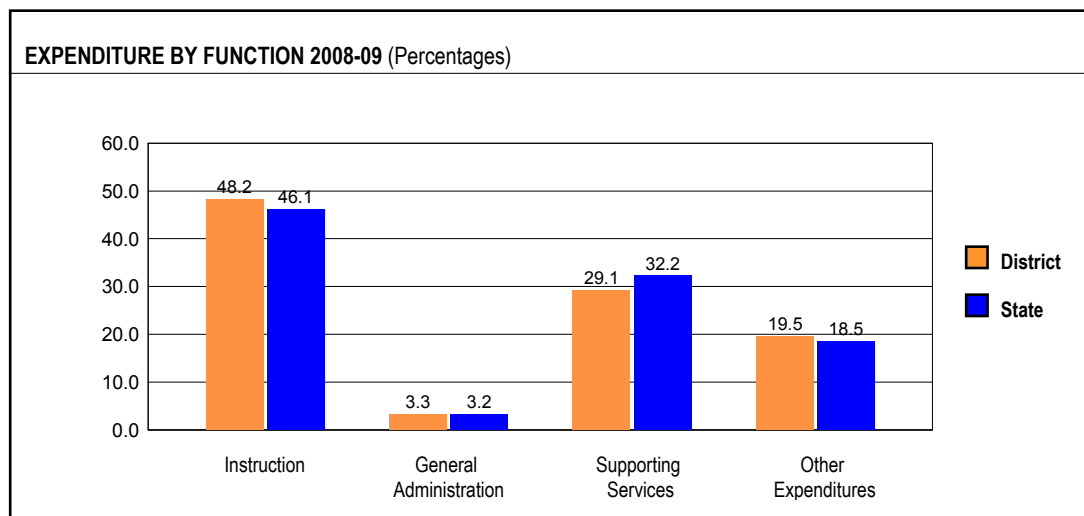
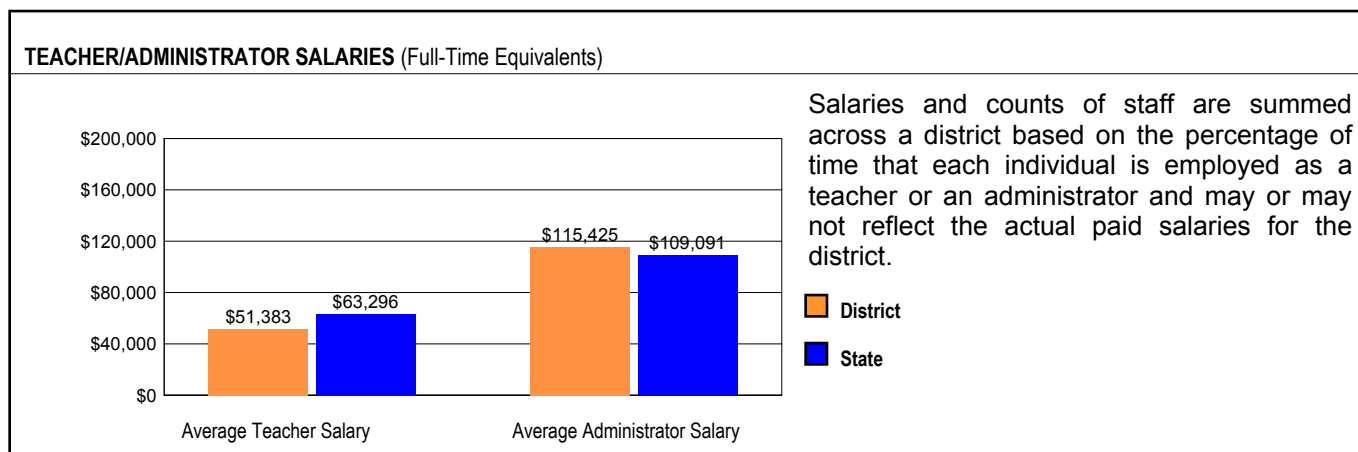
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60	80		45	45		115	120		45	45	
District	60	78		41	41		116	119		41	41	
State	59	54		30	43		145	103		30	43	

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.

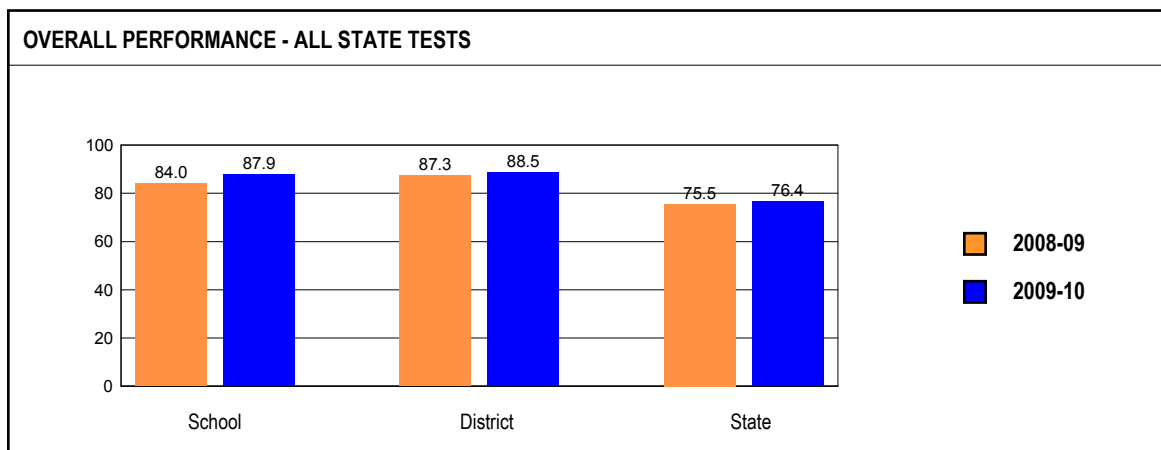
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

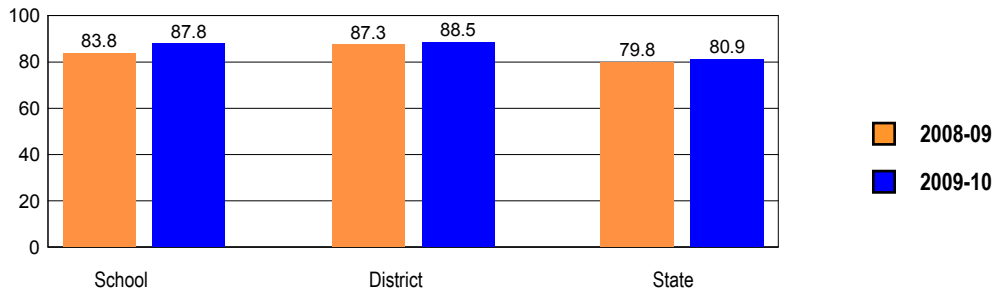
ACADEMIC PERFORMANCE

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.

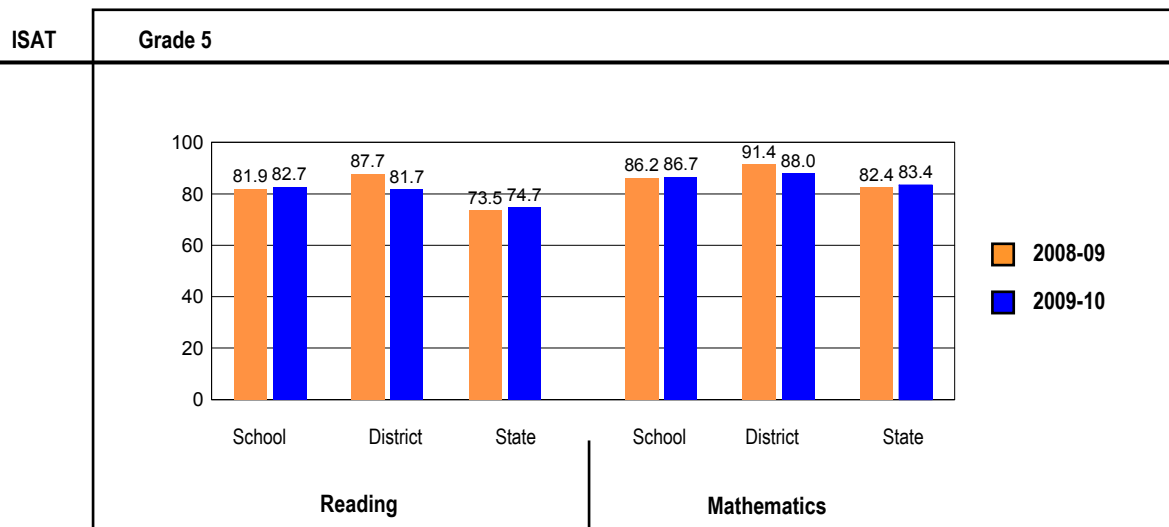
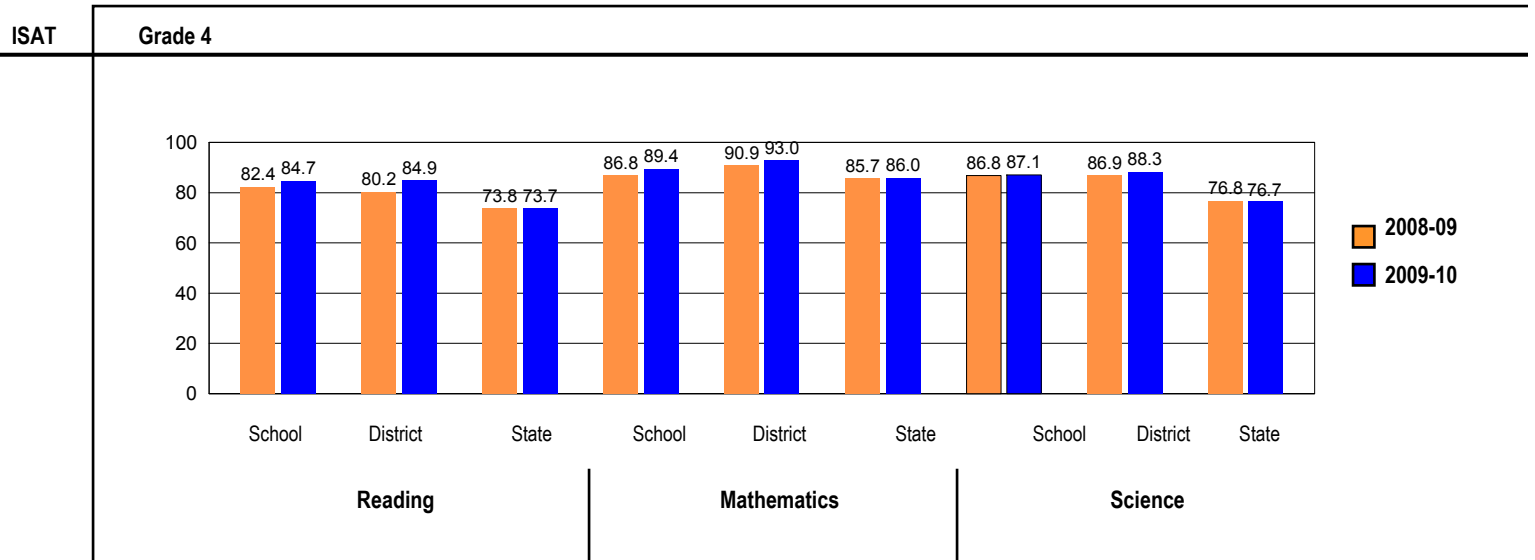
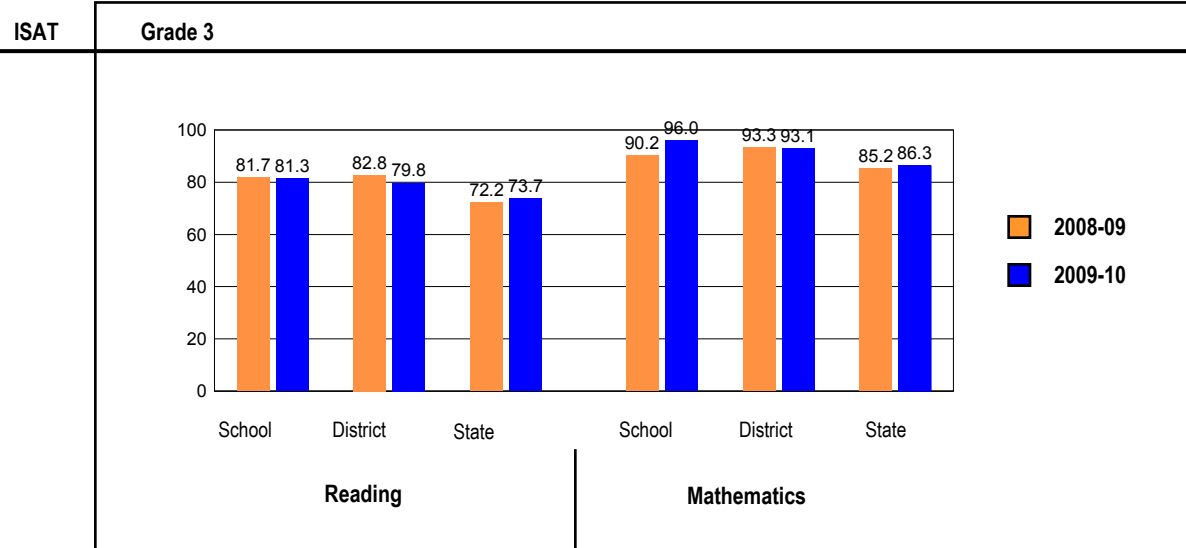


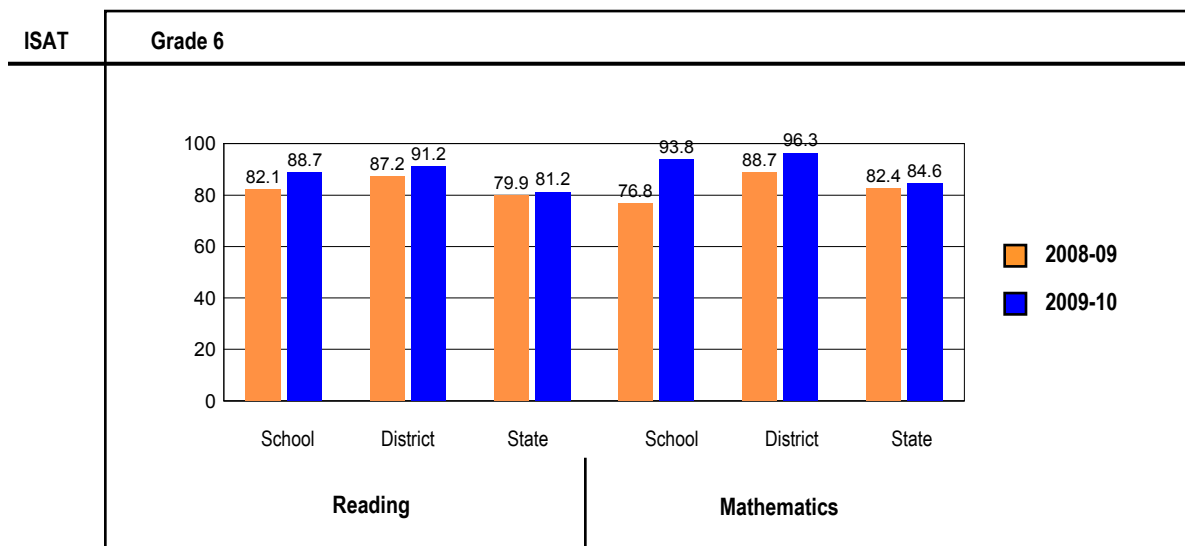
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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
	State	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
Hispanic	School	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>

William L Thompson 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
School	69.1	2.2	16.9	5.8	0.2	5.9	15.8	8.6	12.0		0.6	3.9	96.2	640
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
--	--	--	--
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	19.8	21.8	23.3	26.7	25.5	24.8	22.2			
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)

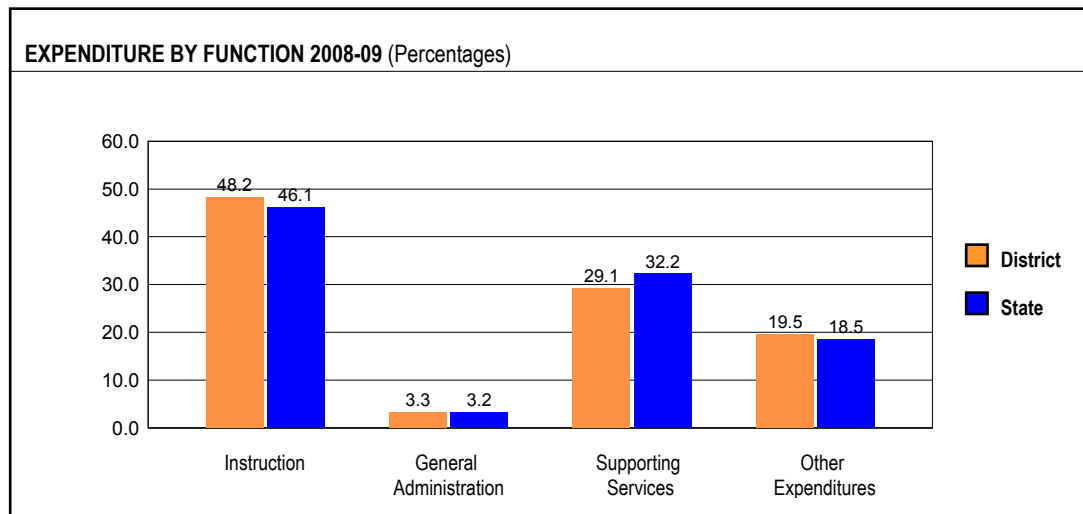
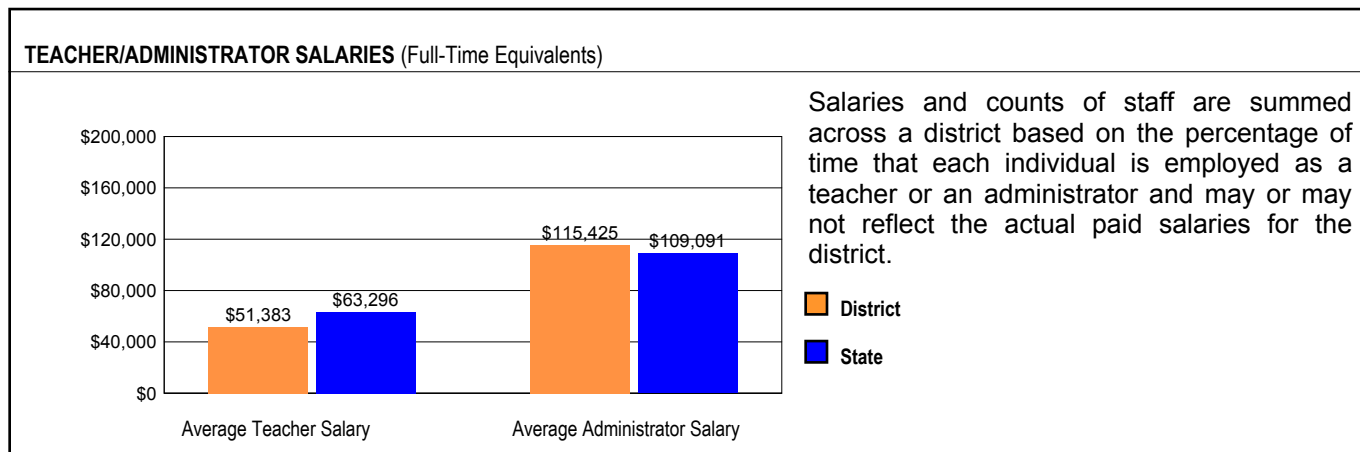
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60	70		30	30		115	115		30	30	
District	60	78		41	41		116	119		41	41	
State	59	54		30	43		145	103		30	43	

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.

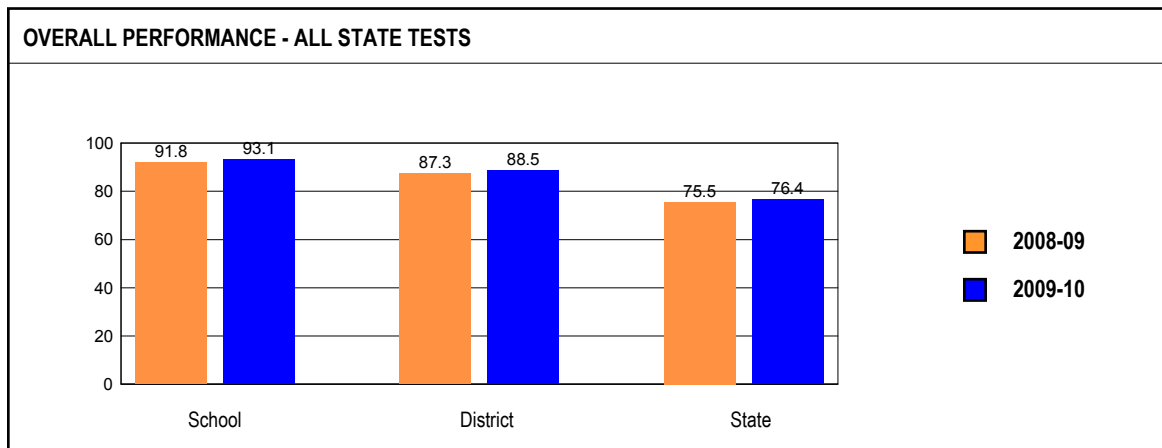
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

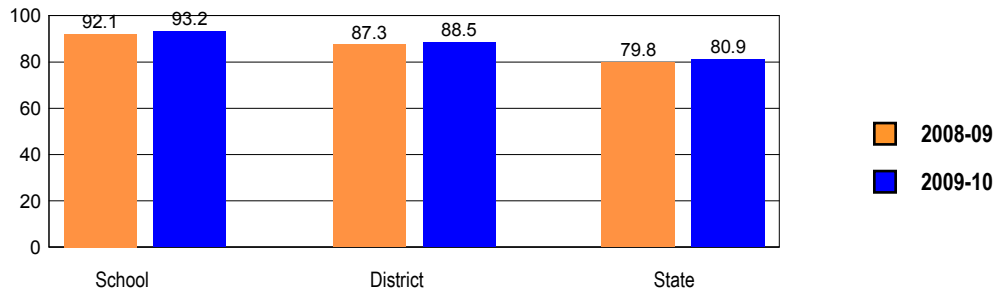
ACADEMIC PERFORMANCE

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.

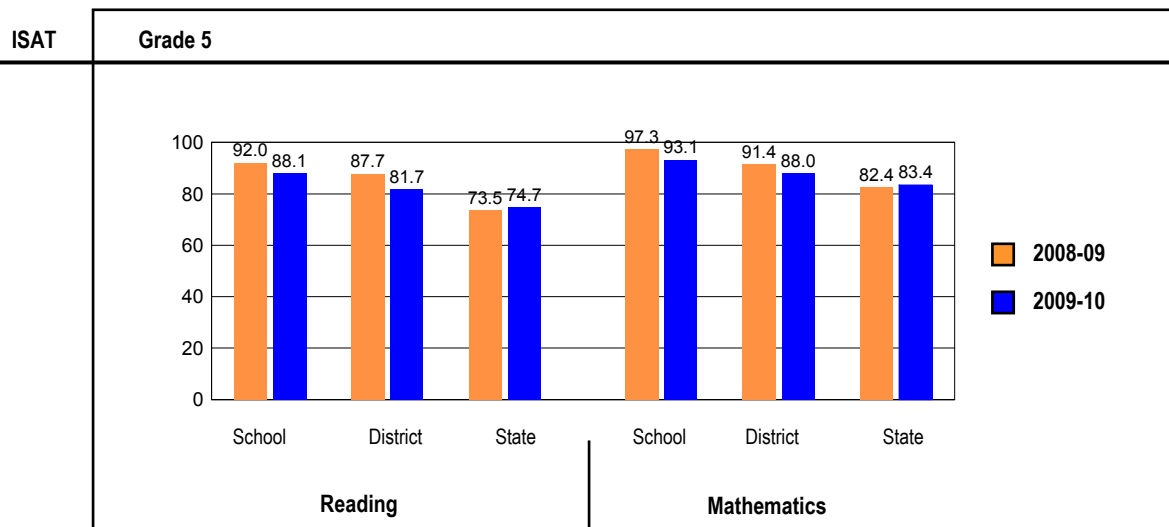
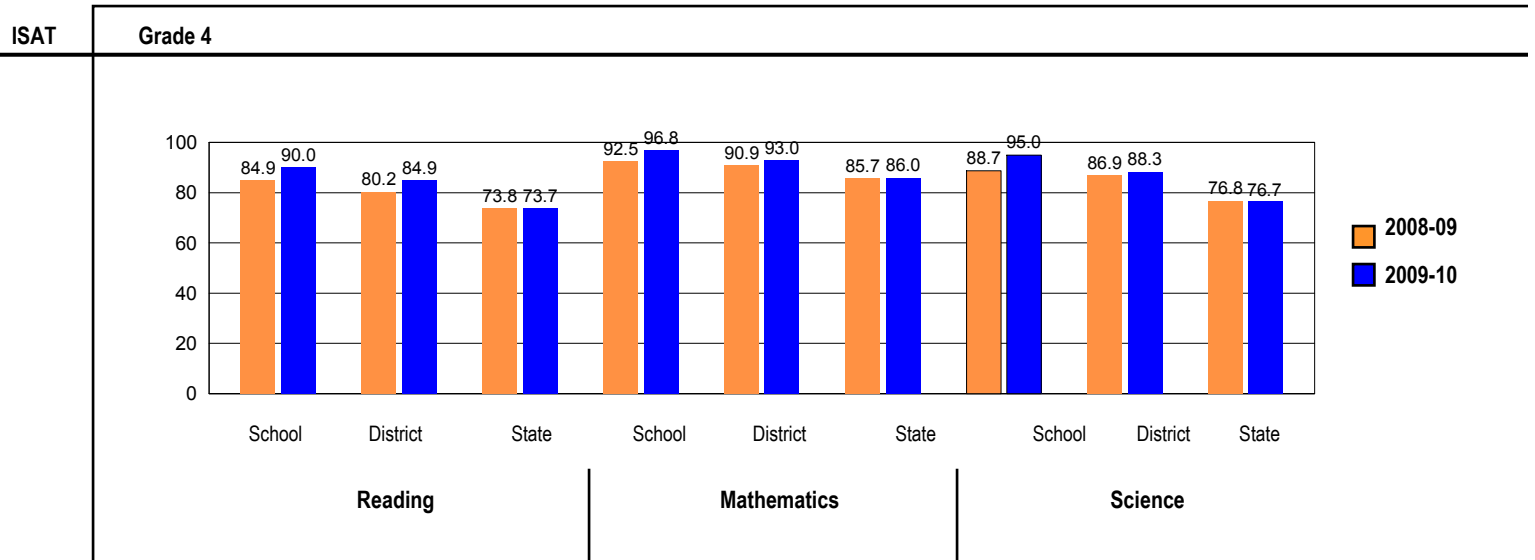
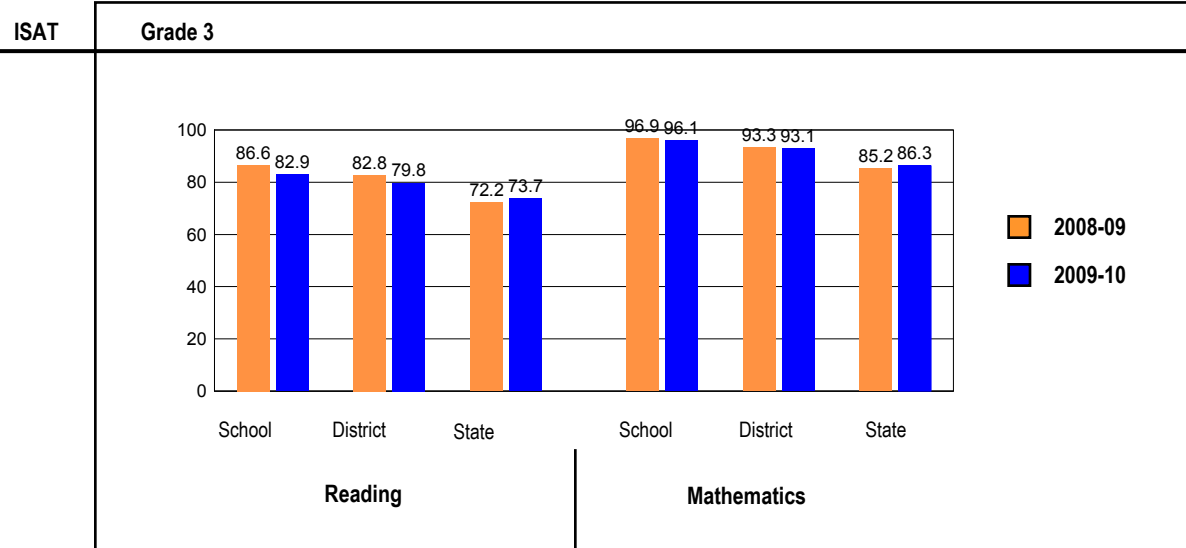


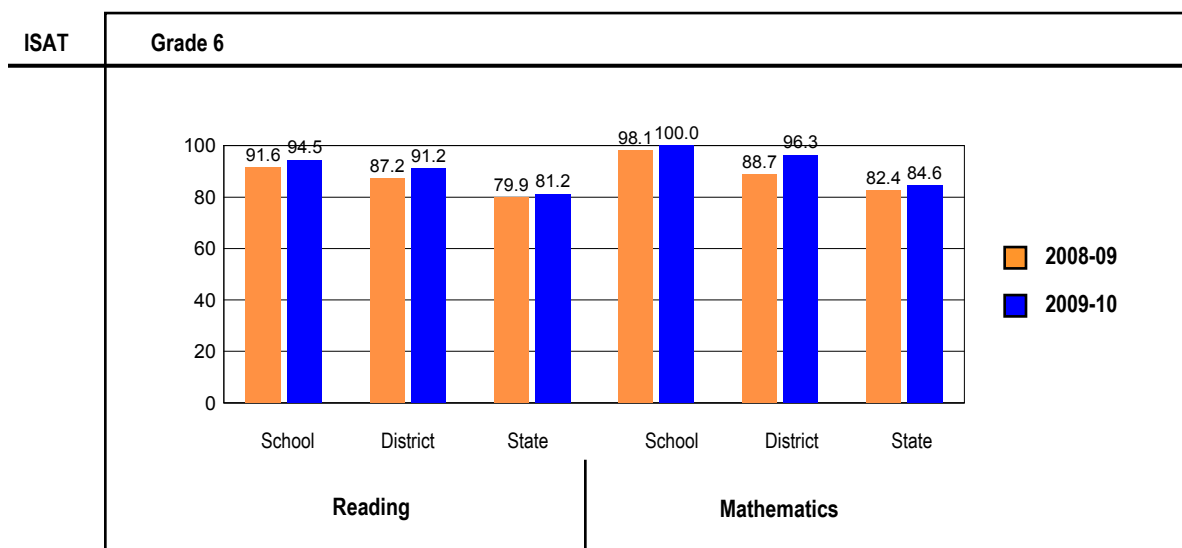
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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	393	206	187	266	11	68	22	1	25	23	0	56	71
	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	102	56	46	75	2	15	3	1	6	5	0	18	23
	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	2.6	14.5	46.1	36.8	0.0	3.9	48.7	47.4
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	2.6	13.2	50.0	34.2	0.0	2.6	50.0	47.4
	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	2.6	15.8	42.1	39.5	0.0	5.3	47.4	47.4
	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	2.1	4.2	47.9	45.8	0.0	2.1	43.8	54.2
	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	5.6	33.3	38.9	22.2	0.0	11.1	55.6	33.3
	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 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	10.0	40.0	40.0	10.0	0.0	10.0	80.0	10.0
District	13.8	55.2	20.7	10.3	0.0	10.3	75.9	13.8
State	14.9	47.0	34.1	4.1	5.9	22.6	55.1	16.4

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	6.3	37.5	43.8	12.5	0.0	12.5	56.3	31.3
	District	6.0	34.3	47.8	11.9	3.0	11.9	62.7	22.4
	State	9.0	30.9	46.4	13.7	5.0	16.8	52.7	25.5
Not Eligible	School	1.7	8.3	46.7	43.3	0.0	1.7	46.7	51.7
	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	10.0	41.0	49.0	0.0	3.2	46.2	50.5	0.0	5.0	57.0	38.0
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	0.0	13.0	46.3	40.7	0.0	5.7	47.2	47.2	0.0	5.6	57.4	37.0
	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	6.5	34.8	58.7	0.0	0.0	45.0	55.0	0.0	4.3	56.5	39.1
	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	6.8	37.8	55.4	0.0	1.4	39.1	59.4	0.0	1.4	51.4	47.3
	District	0.0	11.3	47.2	41.5	0.0	3.8	51.9	44.2	0.0	7.5	63.8	28.7
	State	0.5	15.1	45.0	39.4	0.5	6.6	54.4	38.5	0.8	10.2	63.7	25.4
Black	School												
	District	7.7	30.8	53.8	7.7	7.7	23.1	61.5	7.7	15.4	30.8	46.2	7.7
	State	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
Hispanic	School	0.0	21.4	42.9	35.7	0.0	7.1	64.3	28.6	0.0	14.3	78.6	7.1
	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	25.0	50.0	25.0	0.0	6.3	62.5	31.3	0.0	6.3	62.5	31.3
	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	7.1	39.3	53.6	0.0	2.6	42.9	54.5	0.0	4.8	56.0	39.3
	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	13.6	50.0	36.4	0.0	4.8	61.9	33.3	0.0	9.1	68.2	22.7
	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	9.0	38.5	52.6	0.0	2.8	41.7	55.6	0.0	3.8	53.8	42.3
	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	11.9	38.6	49.5	0.0	6.9	58.4	34.7
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	17.3	38.5	44.2	0.0	7.7	61.5	30.8
	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	6.1	38.8	55.1	0.0	6.1	55.1	38.8
	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	6.3	39.7	54.0	0.0	3.2	55.6	41.3
	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	0.0	33.3	26.7	40.0	0.0	26.7	60.0	13.3
	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	0.0	8.3	41.7	50.0	0.0	0.0	66.7	33.3
	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	83.3	16.7	0.0	0.0	41.7	58.3	0.0
	District	0.0	58.1	30.6	11.3	3.2	41.9	48.4	6.5
	State	1.6	60.4	29.9	8.1	1.6	42.9	50.5	4.9
Non-IEP	School	0.0	2.2	41.6	56.2	0.0	2.2	58.4	39.3
	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	26.7	40.0	33.3	0.0	13.3	66.7	20.0
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	9.3	38.4	52.3	0.0	5.8	57.0	37.2
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	5.5	51.8	42.7	0.0	0.0	51.8	48.2
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	5.2	58.6	36.2	0.0	0.0	53.4	46.6
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	5.8	44.2	50.0	0.0	0.0	50.0	50.0
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	3.9	46.8	49.4	0.0	0.0	44.2	55.8
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	10.5	68.4	21.1	0.0	0.0	73.7	26.3
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	21.4	71.4	7.1	0.0	0.0	92.9	7.1
	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	3.1	49.0	47.9	0.0	0.0	45.8	54.2
	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	0.0	25.0	50.0	25.0	0.0	0.0	75.0	25.0
	District	1.5	10.8	63.1	24.6	1.6	3.1	78.1	17.2
	State	0.4	29.0	58.3	12.3	0.9	23.3	63.9	11.8
Not Eligible	School	0.0	2.1	52.1	45.7	0.0	0.0	47.9	52.1
	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	89.5		Yes	96.3		Yes	96.2	Yes		
White	100.0	Yes	100.0	Yes	94.0		Yes	98.1		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	75.0		Yes	89.7		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	63.6	67.2	Yes	87.3		Yes	95.5			
Economically Disadvantaged	100.0	Yes	100.0	Yes	73.9		Yes	91.2		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.

Peter J Palombi School
Lake Villa CCSD 41
Lake Villa, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 7 8

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	75.0	3.6	13.3	3.9	0.6	3.5	18.1	1.9	11.6		0.0	8.0	94.6	773
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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	100.0	18.5		14.1	293.7
State	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
School								25.2	22.8	
District								25.2	22.8	
State								21.1	21.0	

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			44			44			88			44
District			44			44			88			44
State			51			44			93			44

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

WILLIAM L. THOMPSON SCHOOL

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measurement	Strategy/Activities
<p>Improve the Academic Achievement of ALL Students</p>	<p>Percent of students scoring proficient or higher in reading</p>	<p>Increase the percent of students scoring proficient or higher in the area of reading</p>	<p>Results on benchmark and Fountas and Pinnell Benchmark assessment, NWEA, and ISAT assessments</p>	<p>Activity #1: Ensure there is a full implementation of the newly adopted reading curriculum, including guided reading, literacy-based stations/activities, mini-lessons, and wrap-up Activity #2: Continue collaborative conversations within our learning team to ensure that we continue to have consistent expectations Activity #3: Ensure student progress is monitored on an ongoing basis Activity #4: Continue to utilize literacy coaches as a resource Activity #5: Continue to collaborate and utilize staff members that are having greatest impact on student achievement as a resource Activity #6: Observe and reflect with staff members that are having greatest impact on student achievement; share strategies being implemented Activity #7: Provide support for students who are at-risk of not meeting state standards Activity #8: Progress monitor students who are at-risk at leadership team meetings Activity #9: Focus on moving our students from meeting to exceeding state standards</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 reading interventions are implemented Activity #2: Ensure Tier two and three interventions are implemented appropriately Activity #3: Progress monitor students within the Hispanic, special education, and economically disadvantaged subgroups; provide instruction based on students' needs and modify instructional approaches if needed Activity #4: Progress monitor students participating in the ELL programs using the Rigby and benchmark assessments; provide instruction based on students' needs and modify instructional approaches if needed Activity #5: Progress monitor students growth as a PST (Problem Solving Team) Activity #6: Further utilize literacy coaches as a resource to provide special education and resource teachers with training specific to their field Activity #7: Collaborate and utilize staff members that are having greatest impact on student achievement as a resource Activity #8: Focus on moving our students from the not meeting to meeting state standards by identifying the students in the not meeting category and providing instruction based on the students' individual needs to move such students to the 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 high student achievement Activity #2: Focus on moving our students from meeting to exceeding state standards Activity #3: Continue collaborative conversations within our learning teams to ensure that we continue to have consistent expectations Activity #4: Evaluate and collaborate across grade levels Activity #5: As in the past, utilize literacy coaches as a resource when collaborative discussions occur between grade levels Activity #6: Collaborate and utilize staff members that are having greatest impact on student achievement as a resource Activity #7: Observe staff members that are having greatest impact on student achievement</p>

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

WILLIAM L. THOMPSON SCHOOL

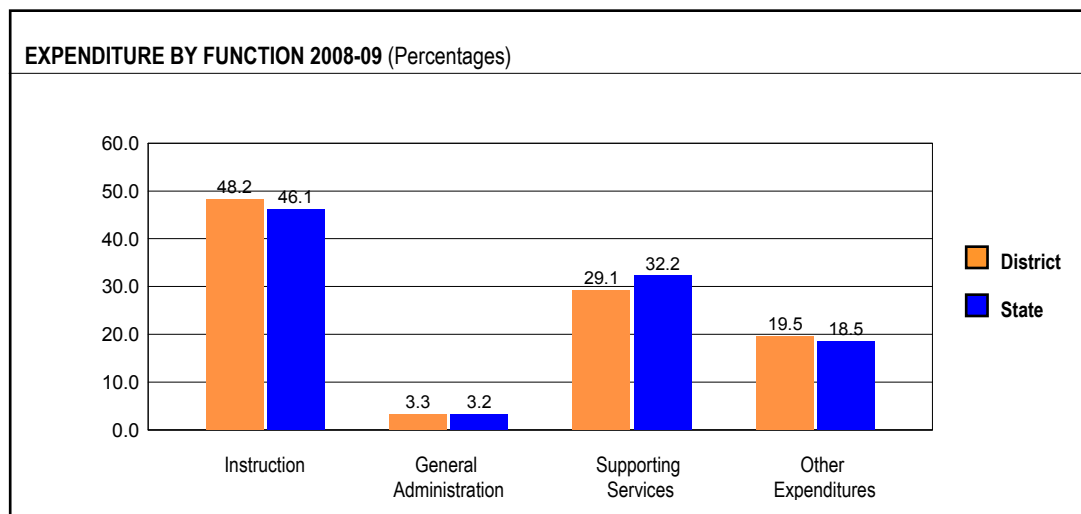
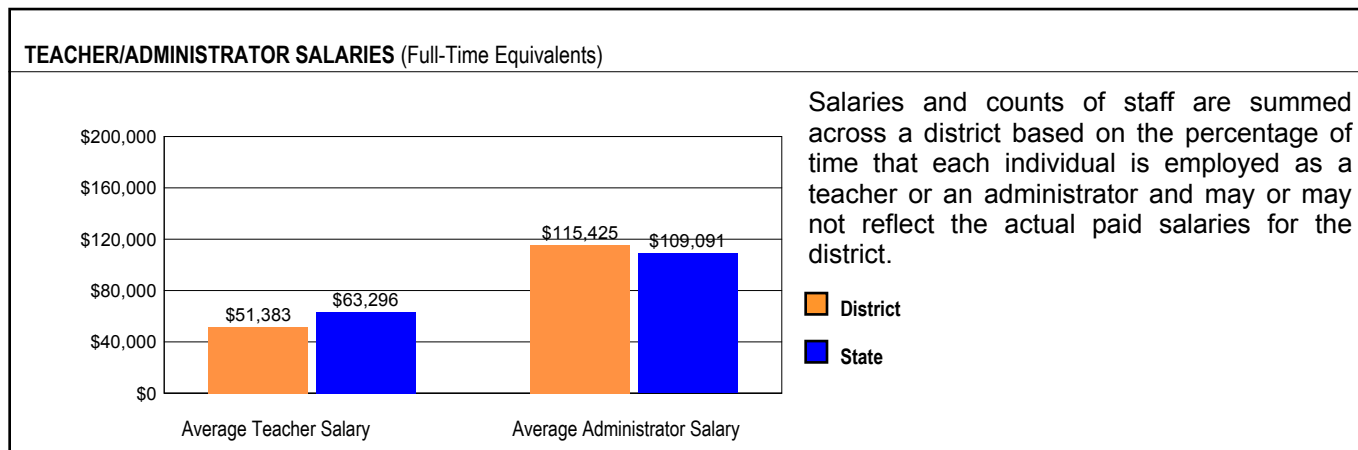
<p>Provide a Safe, Nurturing and Inviting Learning Environment</p>	<p>Promote a positive school culture</p>	<p>Increase or maintain the percent of students without level two or level three disciplinary actions</p>	<p>Percentage of students without level two or level three disciplinary actions</p>	<p>Activity #1: Introduce character education themes at the beginning of the school year at a school-wide assembly Activity #2: Review expectations at the beginning of the year within each classroom (and as needed) Activity #3: Implement team building activities throughout the school year with sixth grade materials and themes within the classrooms Activity #4: Conduct character education activities based on Core Essential character education materials and themes within the classrooms Activity #5: Reinforce how classes studied such themes at corresponding Citizen of the Month assemblies Activity #6: Provide teachers with sample character education lesson plans; staff and students with weekly reminders, quotes, and open-ended questions during morning announcements; and parents/guardians with a newsletter for each theme</p>
<p>Enhance and Retain Competent and Caring Staff</p>	<p>Utilize literacy coaches as a form of job embedded staff development</p>	<p>Increase the number of in-house staff development opportunities</p>	<p>Results on benchmark and Fountas and Pinnell Benchmark assessment, NWEA, and ISAT assessments</p>	<p>Activity #1: Continue and increase the utilization of literacy coaches for peer observation, collaborative discussions, and reflection Activity #2: Utilize literacy coaches to provide teachers with feedback on the implementation of the reading curriculum Activity #3: Ensure that all staff members have proper knowledge to implement the reading program Activity #4: Collaborate and utilize staff members that are having greatest impact on student achievement as a resource Activity #5: Observe staff members that are having greatest impact on student achievement as a resource</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: Share learning team data in a hard copy and on the school data board in the office in a consistent and concise format</p>

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.

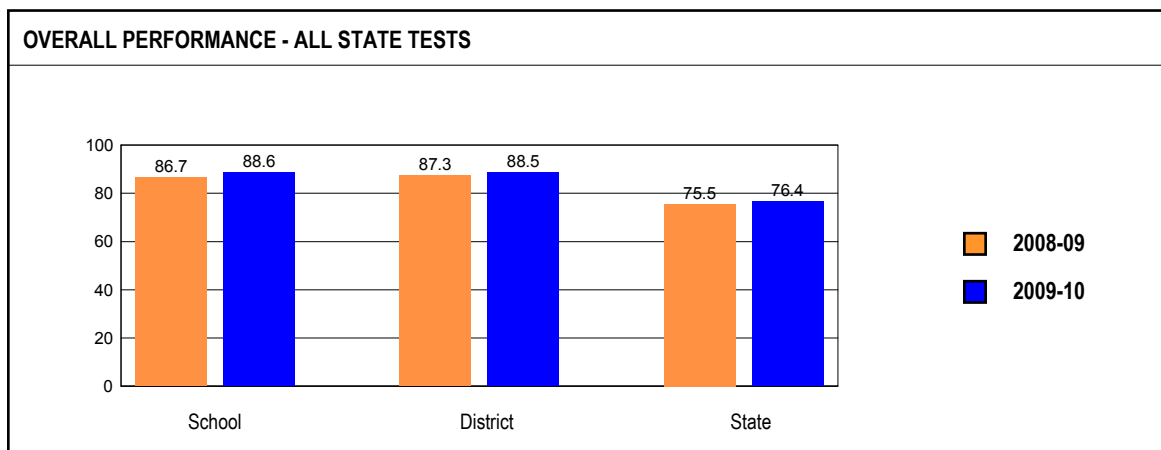
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

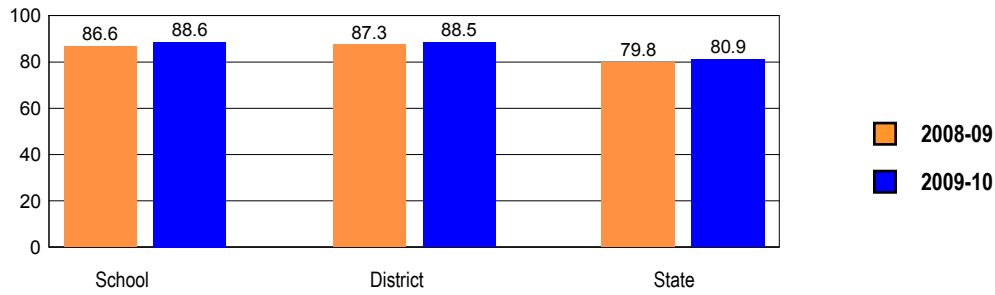
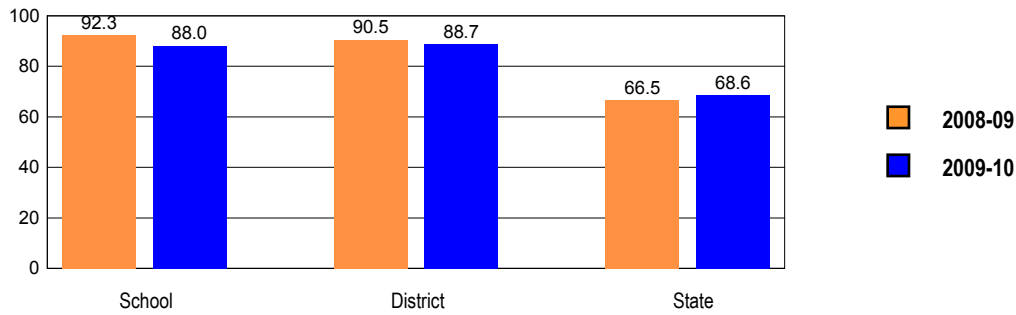
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

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.

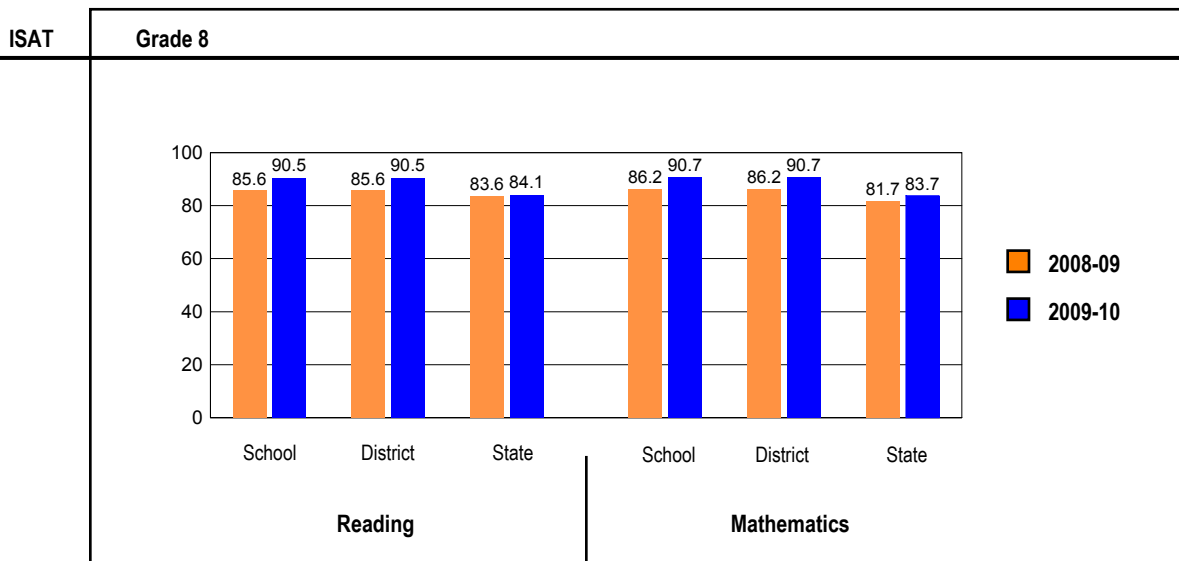
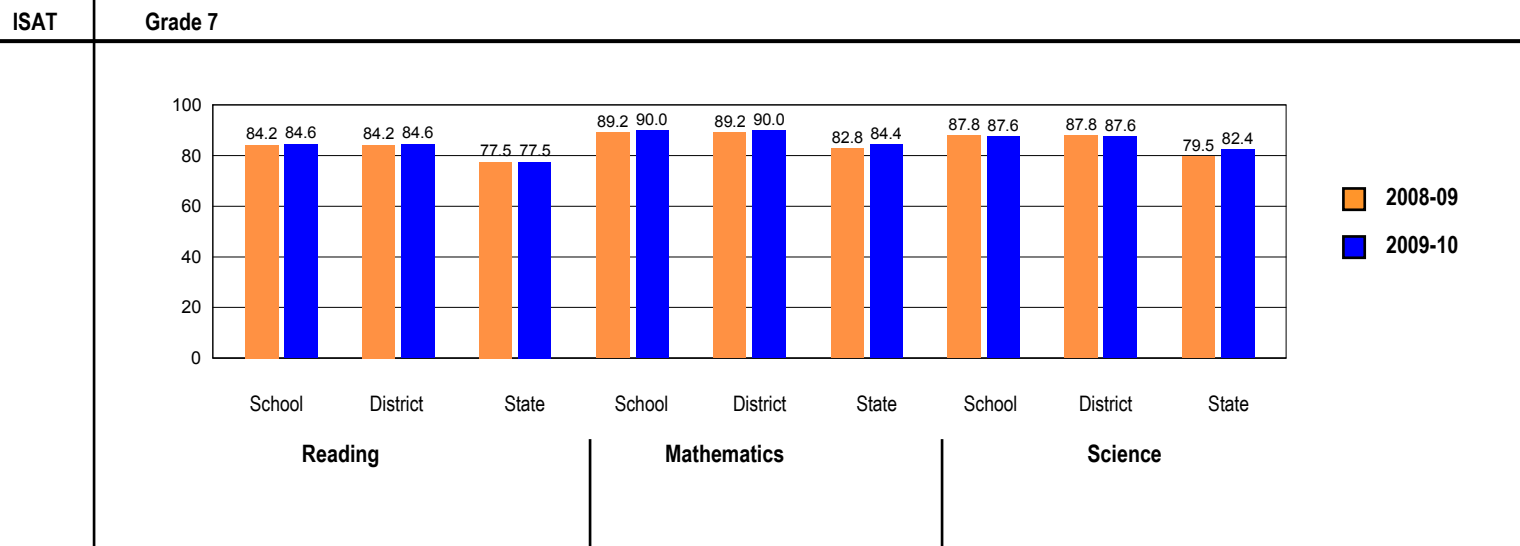


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE**

IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

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	783	384	399	581	31	106	32	5	28	10	0	104	159
	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	410	203	207	300	15	59	19	2	15	5	0	55	85
	Science	0.0	0.0	0.0	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 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	15.4	64.2	20.4	0.5	9.5	59.7	30.3	3.5	8.9	55.3	32.3
District	0.0	15.4	64.2	20.4	0.5	9.5	59.7	30.3	3.5	8.9	55.3	32.3
State	0.3	22.3	57.8	19.6	1.6	14.1	56.2	28.2	5.4	12.2	60.4	22.0

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	15.3	67.3	17.3	0.5	8.2	58.2	33.2	4.6	8.1	51.3	36.0
	District	0.0	15.3	67.3	17.3	0.5	8.2	58.2	33.2	4.6	8.1	51.3	36.0
	State	0.4	26.1	56.7	16.9	2.0	15.1	54.2	28.8	6.3	12.1	57.3	24.4
Female	School	0.0	15.5	61.2	23.3	0.5	10.7	61.2	27.7	2.4	9.7	59.2	28.6
	District	0.0	15.5	61.2	23.3	0.5	10.7	61.2	27.7	2.4	9.7	59.2	28.6
	State	0.1	18.3	59.1	22.5	1.2	13.0	58.2	27.6	4.5	12.3	63.6	19.6

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	11.4	66.3	22.2	0.3	9.1	57.2	33.3	3.0	6.7	55.2	35.0
	District	0.0	11.4	66.3	22.2	0.3	9.1	57.2	33.3	3.0	6.7	55.2	35.0
	State	0.1	14.2	59.0	26.7	0.8	8.4	53.9	36.9	2.5	6.3	59.2	32.0
Black	School	0.0	28.6	57.1	14.3	0.0	21.4	57.1	21.4	13.3	13.3	66.7	6.7
	District	0.0	28.6	57.1	14.3	0.0	21.4	57.1	21.4	13.3	13.3	66.7	6.7
	State	0.6	37.5	54.2	7.6	3.8	27.7	57.9	10.6	12.0	23.5	59.1	5.4
Hispanic	School	0.0	26.3	61.4	12.3	0.0	7.0	75.4	17.5	3.5	14.0	61.4	21.1
	District	0.0	26.3	61.4	12.3	0.0	7.0	75.4	17.5	3.5	14.0	61.4	21.1
	State	0.4	32.1	58.9	8.5	1.8	18.3	63.9	16.0	7.8	18.7	65.3	8.2
Asian/Pacific Islander	School	0.0	5.9	64.7	29.4	0.0	5.9	47.1	47.1	5.9	0.0	41.2	52.9
	District	0.0	5.9	64.7	29.4	0.0	5.9	47.1	47.1	5.9	0.0	41.2	52.9
	State	0.1	8.4	53.8	37.8	0.5	4.3	38.0	57.2	2.3	4.5	55.4	37.8
Native American	School												
	District												
	State	0.0	24.8	58.9	16.2	2.0	13.6	60.9	23.5	7.6	10.0	58.5	23.9
Multiracial/Ethnic	School	0.0	46.7	40.0	13.3	6.7	20.0	60.0	13.3	0.0	33.3	40.0	26.7
	District	0.0	46.7	40.0	13.3	6.7	20.0	60.0	13.3	0.0	33.3	40.0	26.7
	State	0.2	21.6	57.7	20.4	1.4	14.0	58.0	26.6	4.7	11.6	63.4	20.4

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	43.8	52.1	4.2	2.1	31.3	56.3	10.4	8.2	22.4	57.1	12.2
	District	0.0	43.8	52.1	4.2	2.1	31.3	56.3	10.4	8.2	22.4	57.1	12.2
	State	1.6	60.9	34.3	3.3	8.4	41.5	44.0	6.1	19.4	26.5	47.9	6.2
Non-IEP	School	0.0	11.6	65.8	22.6	0.3	6.5	60.2	33.1	2.8	7.1	55.1	35.0
	District	0.0	11.6	65.8	22.6	0.3	6.5	60.2	33.1	2.8	7.1	55.1	35.0
	State	0.1	16.5	61.4	22.1	0.6	10.0	58.0	31.5	3.4	10.0	62.2	24.4

Grade 7 - 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	26.8	58.5	14.6	0.0	14.6	61.0	24.4	6.0	9.6	61.4	22.9
	District	0.0	26.8	58.5	14.6	0.0	14.6	61.0	24.4	6.0	9.6	61.4	22.9
	State	0.5	34.1	57.0	8.3	2.7	21.9	61.4	14.0	9.1	19.5	62.6	8.8
Not Eligible	School	0.0	12.5	65.6	21.9	0.6	8.1	59.4	31.9	2.8	8.8	53.8	34.7
	District	0.0	12.5	65.6	21.9	0.6	8.1	59.4	31.9	2.8	8.8	53.8	34.7
	State	0.1	11.7	58.6	29.6	0.6	7.1	51.5	40.8	2.2	5.7	58.4	33.7

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	9.5	79.1	11.4	0.0	9.3	56.0	34.7
District	0.0	9.5	79.1	11.4	0.0	9.3	56.0	34.7
State	0.2	15.7	72.4	11.7	0.6	15.7	53.0	30.7

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	12.4	76.8	10.7	0.0	10.8	51.1	38.1
	District	0.0	12.4	76.8	10.7	0.0	10.8	51.1	38.1
	State	0.3	19.0	70.4	10.3	0.8	17.5	51.3	30.4
Female	School	0.0	6.8	81.2	12.0	0.0	7.9	60.5	31.6
	District	0.0	6.8	81.2	12.0	0.0	7.9	60.5	31.6
	State	0.1	12.2	74.6	13.1	0.5	13.7	54.8	31.0

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	8.0	79.7	12.3	0.0	6.9	56.6	36.5
	District	0.0	8.0	79.7	12.3	0.0	6.9	56.6	36.5
	State	0.1	9.8	74.2	15.9	0.3	9.6	50.8	39.3
Black	School	0.0	25.0	75.0	0.0	0.0	18.8	62.5	18.8
	District	0.0	25.0	75.0	0.0	0.0	18.8	62.5	18.8
	State	0.4	27.4	69.0	3.2	1.5	30.4	55.7	12.3
Hispanic	School	0.0	14.9	78.7	6.4	0.0	19.1	57.4	23.4
	District	0.0	14.9	78.7	6.4	0.0	19.1	57.4	23.4
	State	0.3	22.3	72.3	5.2	0.7	20.0	60.4	18.9
Asian/Pacific Islander	School	0.0	0.0	92.3	7.7	0.0	7.7	38.5	53.8
	District	0.0	0.0	92.3	7.7	0.0	7.7	38.5	53.8
	State	0.1	6.6	66.2	27.2	0.2	5.1	33.5	61.3
Native American	School								
	District								
	State	0.0	13.9	73.9	12.2	0.3	13.2	60.2	26.3
Multiracial/Ethnic	School	0.0	15.4	61.5	23.1	0.0	7.7	61.5	30.8
	District	0.0	15.4	61.5	23.1	0.0	7.7	61.5	30.8
	State	0.2	13.6	73.0	13.2	0.6	15.1	53.2	31.2

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	40.9	59.1	0.0	0.0	48.8	46.5	4.7
	District	0.0	40.9	59.1	0.0	0.0	48.8	46.5	4.7
	State	1.0	52.0	45.2	1.7	3.6	49.9	41.0	5.4
Non-IEP	School	0.0	5.2	81.8	13.0	0.0	4.0	57.3	38.7
	District	0.0	5.2	81.8	13.0	0.0	4.0	57.3	38.7
	State	0.1	10.2	76.5	13.2	0.2	10.6	54.8	34.4

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	20.0	74.3	5.7	0.0	23.2	56.5	20.3
	District	0.0	20.0	74.3	5.7	0.0	23.2	56.5	20.3
	State	0.3	24.6	70.6	4.5	1.1	24.4	58.2	16.4
Not Eligible	School	0.0	7.0	80.2	12.8	0.0	6.1	55.9	38.0
	District	0.0	7.0	80.2	12.8	0.0	6.1	55.9	38.0
	State	0.1	8.1	74.0	17.8	0.3	8.3	48.6	42.8

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	87.5		Yes	90.3		Yes	94.6	Yes		
White	100.0	Yes	100.0	Yes	89.9		Yes	91.7		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	79.8		Yes	85.9		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	61.6	61.3	Yes	62.2	66.3	Yes	93.5			
Economically Disadvantaged	100.0	Yes	100.0	Yes	76.7		Yes	81.2		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

Strategic Goal	District-Wide Indicator	Building/Central Office Indicator	Measures	Strategy/Activities
<p align="center">Improve the Academic Achievement of ALL Students</p>	<p>Percentage of students scoring proficient or higher in writing</p>	<p>Increase the percentage of students scoring proficient or higher in writing</p>	<p>ISAT, Common Formative Assessments</p>	<p>1-Review and train new staff in the use of the new writing program (initial). 2-Every content area teacher will assign one writing assignment each trimester using a common formative assessment (content area teachers will focus on organization, word choice, and ideas) (maintain). 3-LA teachers will focus on all parts of the Six Traits (maintain). 4-Continue to implement the ISAT Coach book to improve writing skills (maintain). 5-Data is to be reported on each trimester (maintain). 6-Incorporate "wrap-up" into all lessons (initial). 7-Train and survey staff on the use of "wrap up" (initial). 8-Focus on skills needed on Explore test (initial). 9-Schedule school time for all students to check grades on line (initial).</p>
	<p>Percentage of students scoring proficient or higher in all curricular areas</p>	<p>Increase the number of standards-based grading practices in the district</p>	<p>100% successful use of new report card</p>	<p>10-Train staff on use of new reporting system (initial). 11-Work with central administration to eliminate concerns (initial). 12-Train staff on both the use of achievement and standards based grading practices (initial). 13-Design lessons and goal setting to increase the number of students who move from the "meets" category to the "exceeds" category (initial). 14-Ensure all eighth grade students take the Explore practice test and analyze results to drive instruction (initial). 15-Encourage students to set goals for education beyond high school (initial).</p>
	<p>Percentage of students scoring proficient or higher in mathematics</p>	<p>Increase the percentage of students scoring proficient or higher in math</p>	<p>ISAT, Common Formative Assessments, NWEA</p>	<p>16-Utilize new math materials, strategies and intervention materials to address new national core math standards and raise achievement (initial). 17-Design and implement an ISAT preparation plan (maintain). 18-Analyze weak areas on ISAT and design a plan to address the weaknesses (maintain). 19-Submit our staff names differently to NWEA so we can print growth target sheets by teacher name (initial). 20-Train new staff and all students on the use of NWEA target growth goal setting form (initial).</p>
	<p>Percentage of students scoring proficient or higher in reading and language arts</p>	<p>Increase the percentage of students scoring proficient or higher in reading</p>	<p>Common Formative Assessments (R and LA), NWEA (R and LU), ISAT (R and W), F & P</p>	<p>21-Progress monitor every three weeks (initial). 22-Train all students on the use of NWEA target growth goal setting form (initial). 23-Share with the staff the new national core reading/language arts standards (initial). 24-Schedule times each month for the color teams and the special educators to meet to coordinate services for special education and RTI students and to develop lessons (initial). 25-Train content area teacher to learn, apply and support students in applying the reading strategies taught within the core reading curriculum (initial). 26-Use CBM as a universal screener throughout the school three times per year (initial). 27-Schedules times for collaboration and integration of specific technology skills taught across the curriculum (initial). 28-Increase rigor of honor's program by enhancing skills of teachers (book study, resources, workshops) (initial). 29-Provide staff training and follow up as to use across the curriculum of best practices (Marzano, Bloom, Anderson, 21st Century Skills, and whole child) (initial).</p>
	<p>Percentage of special population students scoring proficient or higher in reading</p>	<p>Increase targeted subgroups' ISAT reading results 2.5% resulting in an increase from 58.4% to 60.9%</p>	<p>ISAT, CFA's and NWEA scores for the subgroups of special education, ELL, economically disadvantaged, students with behavioral concerns, Hispanic population and at-risk readers</p>	<p>30-Increase use of technology for reading interventions (maintain). 31-Train teachers on Tier II and III interventions (maintain). 32-Increase articulation between special educators and academic teachers on the team (maintain). 33-Expand Read 180 program (initial). 34-Continue to monitor System 44 and Read Naturally Programs (maintain). 35-Implement Check and Connect Program for at-risk students (initial). 36-Implement tutoring (FLEX), study help and detention during lunch advisory (initial). 37-Implement math and reading tutoring/intervention during a.m. advisory (initial). 38-Target needs of students with behavior interventions who underachieve academically (initial). 39-Train Special Service Team in problem solving process (initial). 40-Special Services Team becomes Problem Solving Team (initial). 41-Color Teams to be trained in problem solving process and in group monitoring of at-risk populations for RTI (initial).</p>

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

PALOMBI MIDDLE SCHOOL

<p>Provide a Safe, Nurturing and Inviting Learning Environment</p>	<p>Percentage of students without disciplinary actions, suspensions or expulsion violations</p>	<p>Decrease the percentage of students receiving a Level II or III referral</p>	<p># of Level II and III referrals</p>	<p>42-Continue the Fred Jones Program (maintain). 43-Conduct Town Hall meetings each trimester with participation from the administrators (maintain). 44-Increase communication regarding the 100% Club and continue implementation of the program (maintain). 45-Order and disseminate new white t-shirts for use with students violating the dress code (initial). 46-Educate students on why it is unacceptable to bully and/or cyberbully (initial). 47-Increase number of advisory activities (initial). 48-Increase the number of character education activities to be used in advisory (initial). 49-Make bullying reports more available to students (initial). 50-Improve the use of passes in the school (initial). 51-Create anti-bullying brochure for use in classrooms (initial). 52-Provide student training in the "Stop, Block, Tell and Take Time Out" strategy (initial). 53-Encourage each advisory to take on a responsibility in the building (initial). 54-Ensure that there is one representative from each advisory on Leadership Corp. (initial). 55-Monitor and report on staff engagement with the advisory and character education program (initial). 56-Purchase character education, goal setting and dress code banners for the school (initial).</p>
<p>Provide a Safe, Nurturing and Inviting Learning Environment</p>	<p>Percentage of students involved in at least one extra-curricular activity</p>	<p>Increase the number of students involved in after school activities</p>	<p>percentage of students involved in extra-curricular activities</p>	<p>57-Continue to follow the procedure in identifying students who cannot afford the classes (maintain). 58-Create a list of possible enrichment activities to be offered during the 2010/11 school year (maintain). 59-Present to staff and get qualified sponsors for listed activities and add other activities that people are willing to sponsor (maintain). 60-Present to students and encourage them to sign up for areas of interest and utilize bus transportation (maintain). 61-Celebrate the successes of the after-school activities program by adding to the Extra-Curricular Activities Showcase (maintain). 62-In the newsletter, and on the website, update parents/guardians on the after school enrichment program (maintain). 63-Increase the number of one time after school activities (initial).</p>
<p>Enhance and Retain Competent and Caring Staff</p>	<p>Percentage of staff participating in staff development opportunities (i.e. Professional Learning Communities, Data Teams, Common Formative Assessments)</p>	<p>Increase the number of staff members who participate in all professional development activities related to Professional Learning Communities sponsored by the district and/or by outside sources</p>	<p>survey</p>	<p>64-Provide staff development for the instructional assistants (maintain). 65-Staff will share professional development opportunities they receive (maintain). 66-Staff will discuss information they acquire at conferences/workshops and in book study groups (maintain). 67-Staff will share expertise with others regarding differentiation, discipline, RTI, AIMS Web, reading, math and grading (maintain). 68-Provide staff with a list of resources from our Professional Learning Communities area of the library (maintain). 69-Staff will share material discovered during their professional development for the district to purchase that will be beneficial to Palombi's Learning Community (maintain). 70-All academic teachers will observe another teacher teaching at least one time per trimester (initial). 71-Increase the knowledge of our learning team leaders regarding teacher-leader (initial).</p>
	<p>Percentage of staff staying in the district</p>	<p>Improve staff relations</p>	<p>climate survey</p>	<p>72-Continue monthly staff birthday celebrations (maintain). 73-Continue PTO birthday lunch program (maintain). 74-Continue "potluck" days three times a year (maintain). 75-Develop a variety of social gatherings-at least 5 per year (maintain). 76-Continue to improve communication between staff and administration through Learning Team Leaders. Learning Team Leaders will add agenda items to the Staff Meeting Agenda and discuss items with the staff at appropriate times in the meeting (maintain). 77-Promote opening day unifier program (maintain). 78-Continue the celebration area in the staff lounge to remind everyone of all the fun things going on at Palombi (maintain). 79-Conduct a climate study in the fall and analyze the results so improvements can be made (maintain). 80-Encourage staff to recognize each other at staff meetings for best practices or going above and beyond (initial).</p>

<p>Actively Engage Our Community in the Life of the District</p>	<p>Number of volunteers/community members attending/participating in school related activities</p>	<p>Increase the number of volunteers who help in various positions throughout the building</p>	<p>log of volunteers</p>	<p>81-Secure a volunteer to assist in the coordination of our volunteer program (maintain). 82-Create a list of volunteer positions as well as a list of activities where we could use volunteer assistance (maintain). 83-Pass out a list of volunteer opportunities at Curriculum Nights and send a copy home with each student (maintain). 84-Encourage staff to complete a Volunteer Request Form (maintain). 85-Collect volunteer lists and give to Volunteer Coordinator so he/she can create an "approved" list of volunteers (maintain). 86-Encourage parents/guardians to volunteer by providing volunteer assistance lists at Curriculum Nights, Open House Night, in newsletters, and at PTO meetings (maintain). 87-Have Peggy K. talk to the parent/guardians at 7th Grade Orientation and Debby D. at Curriculum Nights emphasizing that they are very welcome in the buildings (initial). 88-Invite parents/guardians to attend assemblies in the building (maintain). 89-Log the number of volunteers who are contacted to help in the school (maintain). 90-Encourage parents/guardians to participate in the "Day of Service" on September 11th (initial).</p>
	<p>Increase the number of medias used to communicate with the parents and the community</p>	<p>Increase the communication between parents and teachers regarding academic progress</p>	<p>percentage of teachers utilizing the on-line grading program</p>	<p>91-Update web pages every month (maintain). 92-Train new teachers on the use of the on-line grading program (initial). 93-Update School Master grading portal every two weeks (maintain). 94-Inform parents/guardians on how to access the portal (maintain). 95-Calculate the percentage of teachers using the portal (maintain). 96-Train staff on the most efficient procedure to capture student academic information and transfer it to the grade reporting system (initial). 97-Contact parents/guardians whenever a student falls below a "C." (initial).</p>