

**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/<br>Pacific<br>Islander | Native<br>American | Multi<br>racial<br>/Ethnic | Percent<br>Low-<br>Income | Percent<br>Limited-<br>English-<br>Proficient | Percent<br>IEP | High<br>Sch.<br>Dropout<br>Rate | Chronic<br>Truancy<br>Rate | Mobility<br>Rate | Attendance<br>Rate | Total<br>Enrollment |
|-----------------|-------|-------|----------|-------------------------------|--------------------|----------------------------|---------------------------|---|----------------|---------------------------------|----------------------------|------------------|--------------------|---------------------|
| <b>School</b>   | 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                 |
| <b>District</b> | 73.4  | 3.0   | 12.9     | 4.6                           | 0.5                | 5.7                        | 18.5                      | 5.4   | 13.0           |                                 | 0.2                        | 5.7              | 95.3               | 3,231               |
| <b>State</b>    | 52.8  | 18.8  | 21.1     | 4.2                           | 0.2                | 2.9                        | 45.4                      | 7.6   | 13.1           |                                 | 3.6                        | 13.0             | 93.9               | 2,064,312           |

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

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

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

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

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

**INSTRUCTIONAL SETTING**

| <b>PARENTAL CONTACT*</b> |         |
|--------------------------|---------|
|                          | Percent |
| <b>School</b>            | 100.0   |
| <b>District</b>          | 100.0   |
| <b>State</b>             | 96.2    |

| <b>STUDENT-TO-STAFF RATIOS</b>  |                                |                              |                         |
|---------------------------------|--------------------------------|------------------------------|-------------------------|
| Pupil-<br>Teacher<br>Elementary | Pupil-<br>Teacher<br>Secondary | Pupil-<br>Certified<br>Staff | Pupil-<br>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 |
|-----------------|------|------|------|------|------|------|------|---|---|--------|
| <b>School</b>   | 19.8 | 21.8 | 23.3 | 26.7 | 25.5 | 24.8 | 22.2 |   |   |        |
| <b>District</b> | 19.3 | 20.9 | 21.8 | 23.9 | 23.5 | 23.9 | 23.7 |   |   |        |
| <b>State</b>    | 20.7 | 21.2 | 21.4 | 22.1 | 22.6 | 22.8 | 21.5 |   |   |        |

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

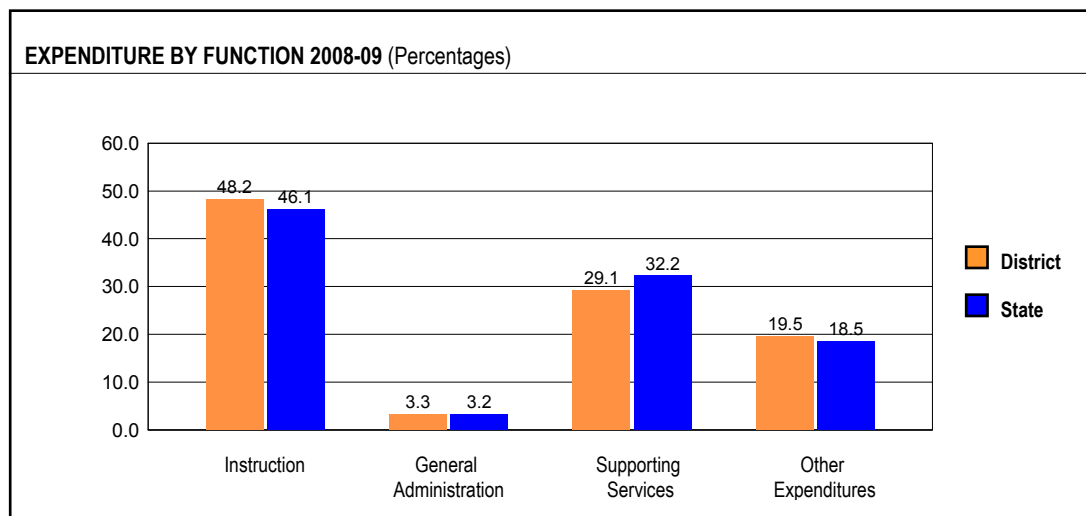
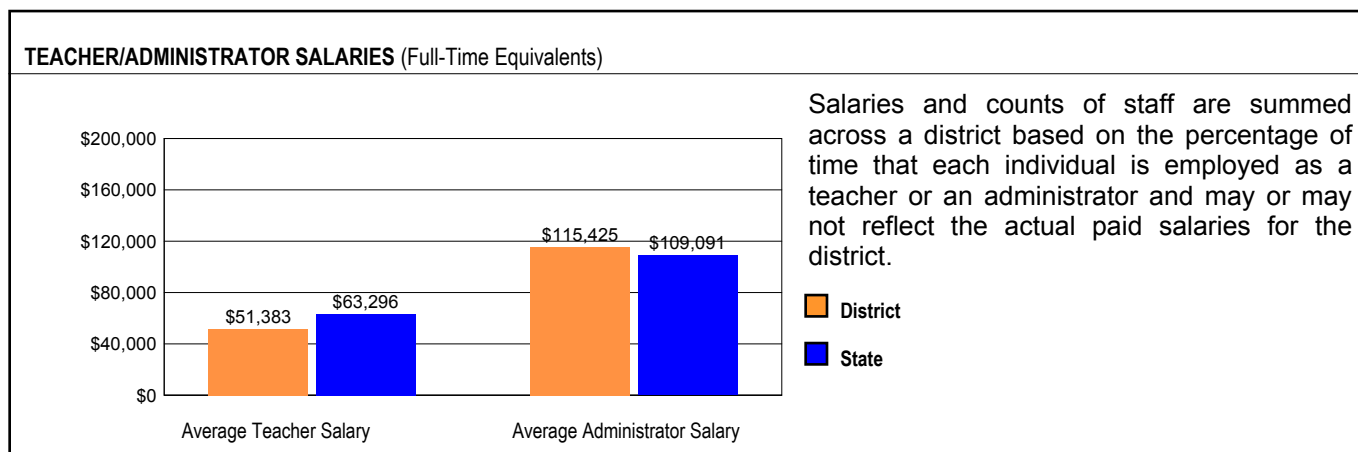
| Grades          | Mathematics |    |   | Science |    |   | English/Language Arts |     |   | Social Science |    |   |
|-----------------|-------------|----|---|---------|----|---|-----------------------|-----|---|----------------|----|---|
|                 | 3           | 6  | 8 | 3       | 6  |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

| TEACHER INFORMATION (Full-Time Equivalents) |       |       |          |                               |                    |      |        |                 |
|---|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
|   | White | Black | Hispanic | Asian/<br>Pacific<br>Islander | Native<br>American | Male | Female | Total<br>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<br>Teaching<br>Experience<br>(Years) | % of<br>Teachers<br>with<br>Bachelor's<br>Degrees | % of<br>Teachers<br>with<br>Master's<br>& Above | % of<br>Teachers with<br>Emergency or<br>Provisional<br>Credentials | % of<br>Classes Not<br>Taught by<br>Highly Qualified<br>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/<br>Social Security    | \$560,582    | 2.0        | 1.8     |
|                           |              |            |         | Fire Prevention & Safety                    | \$254,063    | 0.9        | 0.8     |
|                           |              |            |         | Site & Construction/<br>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.

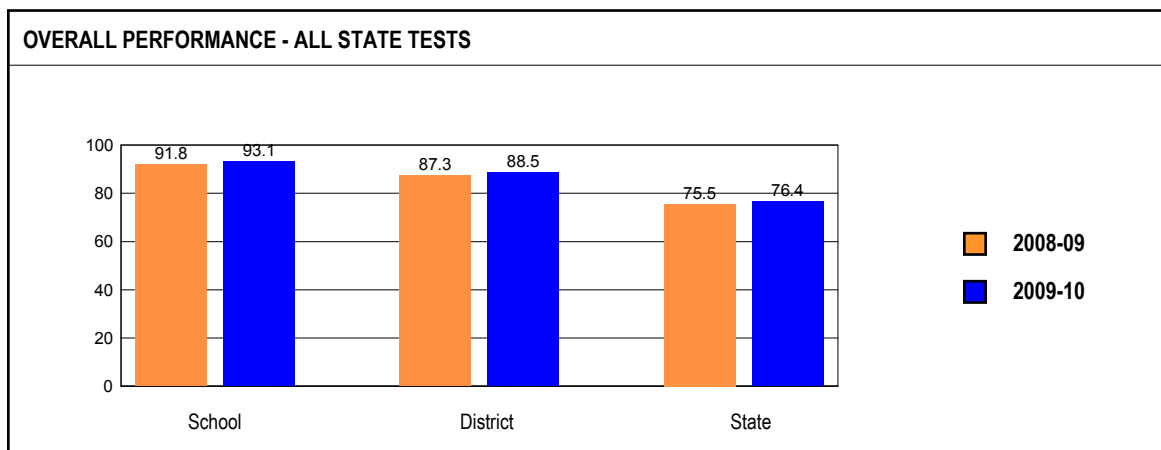
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

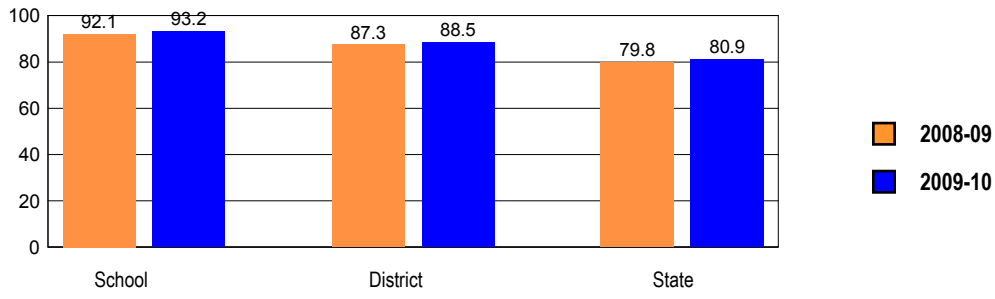
## ACADEMIC PERFORMANCE

### 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.

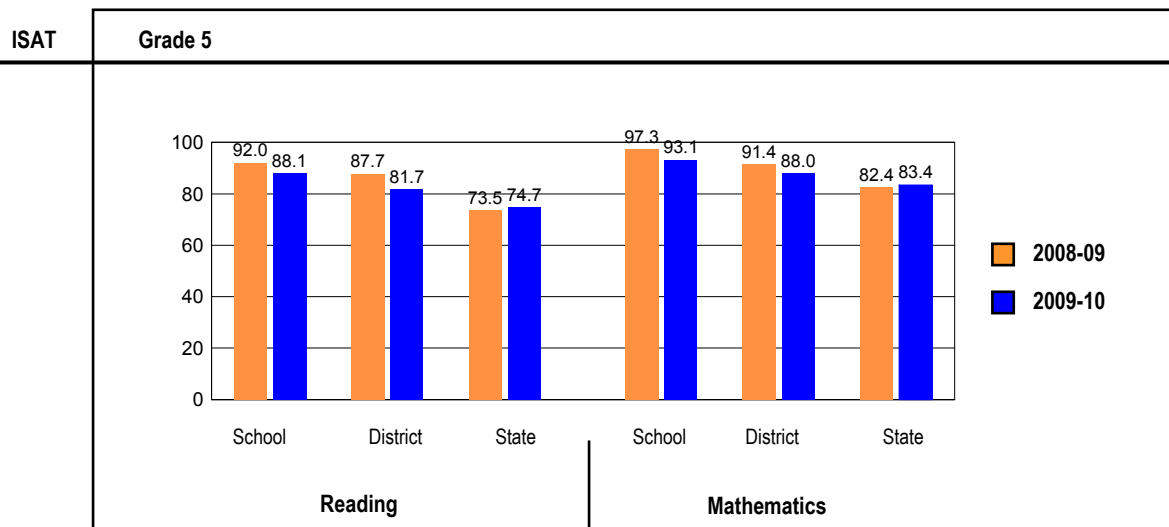
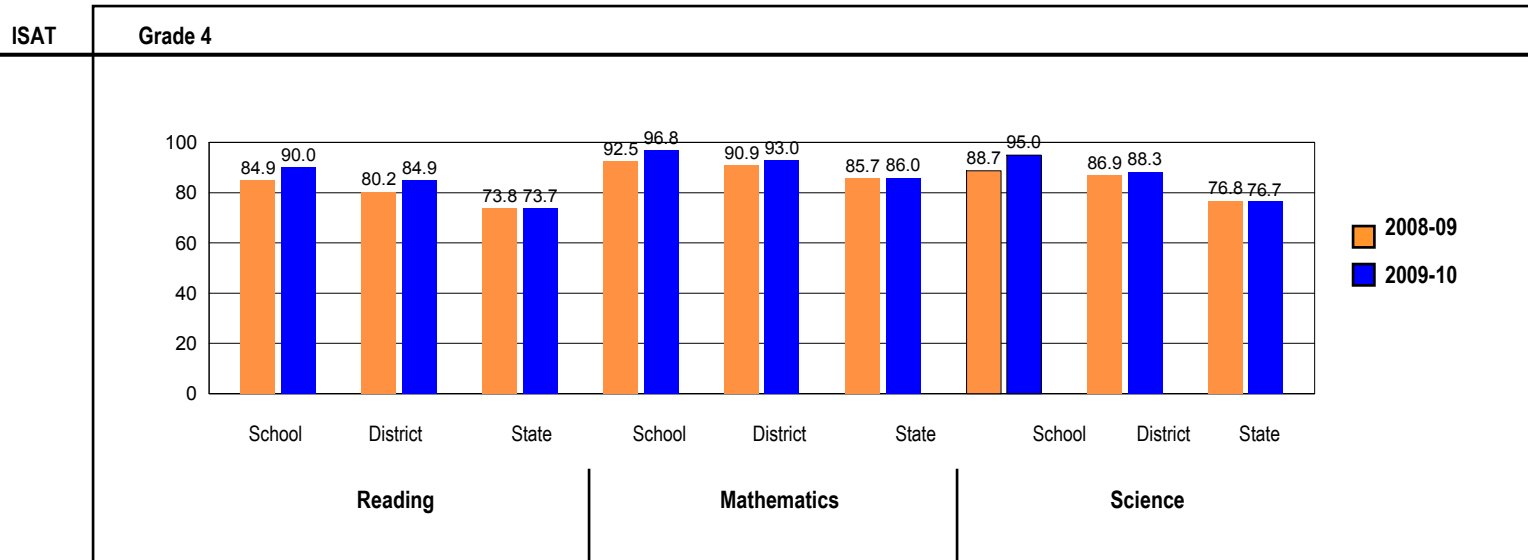
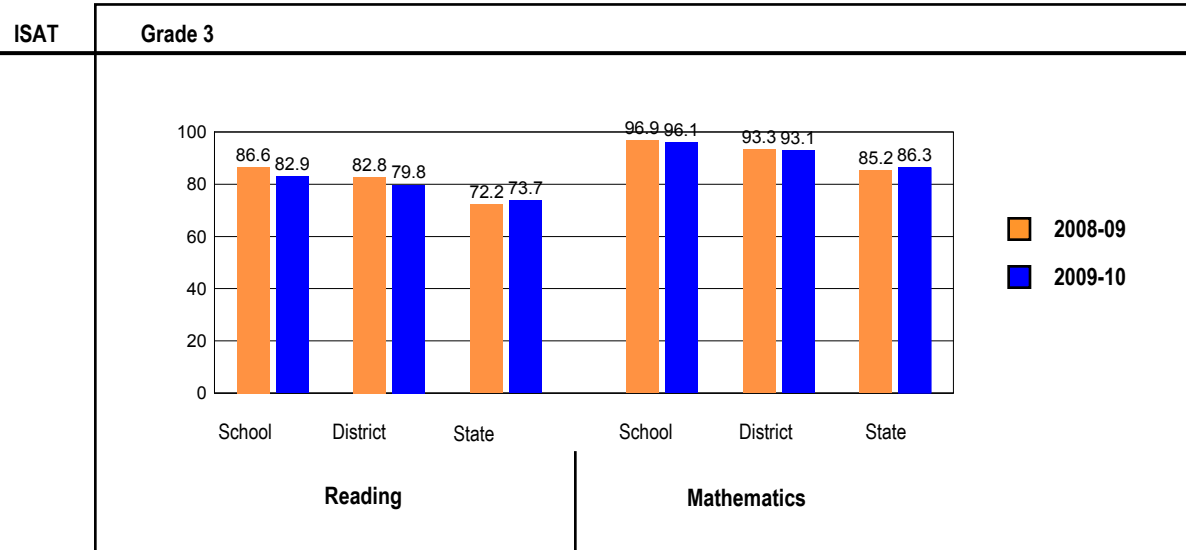


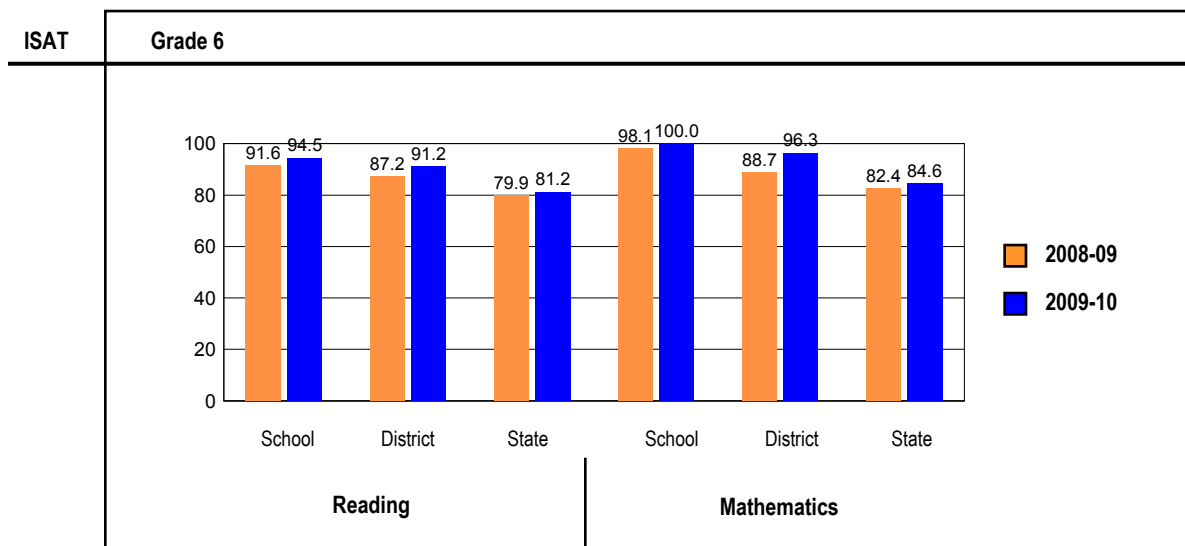
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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 |
| <b>State AYP Minimum Target</b>   | 95.0                          |         | 95.0        |         | 77.5                                  |                       |         | 77.5        |                       |         | 91.0             |         | 80.0            |         |
| <b>All</b>                        | 100.0                         | Yes     | 100.0       | Yes     | 89.5                                  |                       | Yes     | 96.3        |                       | Yes     | 96.2             | Yes     |                 |         |
| <b>White</b>                      | 100.0                         | Yes     | 100.0       | Yes     | 94.0                                  |                       | Yes     | 98.1        |                       | Yes     |                  |         |                 |         |
| <b>Black</b>                      |                               |         |             |         |                                       |                       |         |             |                       |         |                  |         |                 |         |
| <b>Hispanic</b>                   | 100.0                         | Yes     | 100.0       | Yes     | 75.0                                  |                       | Yes     | 89.7        |                       | Yes     |                  |         |                 |         |
| <b>Asian/Pacific Islander</b>     |                               |         |             |         |                                       |                       |         |             |                       |         |                  |         |                 |         |
| <b>Native American</b>            |                               |         |             |         |                                       |                       |         |             |                       |         |                  |         |                 |         |
| <b>Multiracial /Ethnic</b>        |                               |         |             |         |                                       |                       |         |             |                       |         |                  |         |                 |         |
| <b>LEP</b>                        |                               |         |             |         |                                       |                       |         |             |                       |         |                  |         |                 |         |
| <b>Students with Disabilities</b> | 100.0                         | Yes     | 100.0       | Yes     | 63.6                                  | 67.2                  | Yes     | 87.3        |                       | Yes     | 95.5             |         |                 |         |
| <b>Economically Disadvantaged</b> | 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.

# PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

WILLIAM L. THOMPSON SCHOOL

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

# PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

WILLIAM L. THOMPSON SCHOOL

|  |   |  |   |   |
|--|---|--|---|---|
| <p><b>Provide a Safe, Nurturing and Inviting Learning Environment</b></p>      | <p>Promote a positive school culture</p>                                    | <p>Increase or maintain the percent of students without level two or level three disciplinary actions</p>          | <p>Percentage of students without level two or level three disciplinary actions</p>                                   | <p><b>Activity #1: Introduce character education themes at the beginning of the school year at a school-wide assembly</b><br/> <b>Activity #2: Review expectations at the beginning of the year within each classroom (and as needed)</b><br/> <b>Activity #3: Implement team building activities throughout the school year with sixth grade materials and themes within the classrooms</b><br/> <b>Activity #4: Conduct character education activities based on Core Essential character education materials and themes within the classrooms</b><br/> <b>Activity #5: Reinforce how classes studied such themes at corresponding Citizen of the Month assemblies</b><br/> <b>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</b></p> |
| <p><b>Enhance and Retain Competent and Caring Staff</b></p>                    | <p>Utilize literacy coaches as a form of job embedded staff development</p> | <p>Increase the number of in-house staff development opportunities</p>   | <p>Results on benchmark and Fountas and Pinnell Benchmark assessment, NWEA, and ISAT assessments</p>                  | <p><b>Activity #1: Continue and increase the utilization of literacy coaches for peer observation, collaborative discussions, and reflection</b><br/> <b>Activity #2: Utilize literacy coaches to provide teachers with feedback on the implementation of the reading curriculum</b><br/> <b>Activity #3: Ensure that all staff members have proper knowledge to implement the reading program</b><br/> <b>Activity #4: Collaborate and utilize staff members that are having greatest impact on student achievement as a resource</b><br/> <b>Activity #5: Observe staff members that are having greatest impact on student achievement as a resource</b></p>  |
| <p><b>Actively Engage Our Community in the Life of the School District</b></p> | <p>Transparency of student achievement</p>                                  | <p>Maintain communication available to parents, guardians, and community members regarding student achievement</p> | <p>Frequency of communication provided to parents, guardians, and community members regarding student achievement</p> | <p><b>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</b></p>  |