

**Peru Washington School**  
**Peru ESD 124**  
**Peru, ILLINOIS**



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

**GRADES : 6 7 8**

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	87.3	1.2	8.1	1.2	0.3	1.9	27.3	1.2		0.3	9.1	95.7	322
<b>District</b>	84.9	1.2	8.3	1.7	0.5	3.3	30.9	2.7		0.1	10.0	96.2	927
<b>State</b>	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

**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.

**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
<b>School</b>	100.0
<b>District</b>	100.0
<b>State</b>	96.8

**STUDENT-TO-STAFF RATIOS**

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	--	--	--	--
<b>District</b>	15.9		11.7	231.8
<b>State</b>	18.3		13.5	211.6

\* 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>							21.4	22.0	27.3	
<b>District</b>							21.4	22.0	27.3	
<b>State</b>							22.2	21.6	21.5	

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

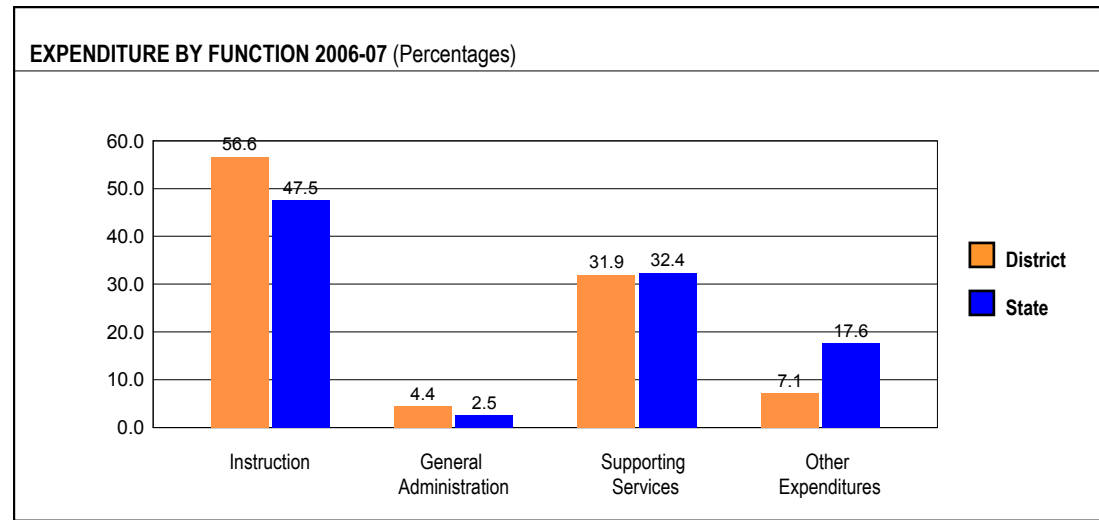
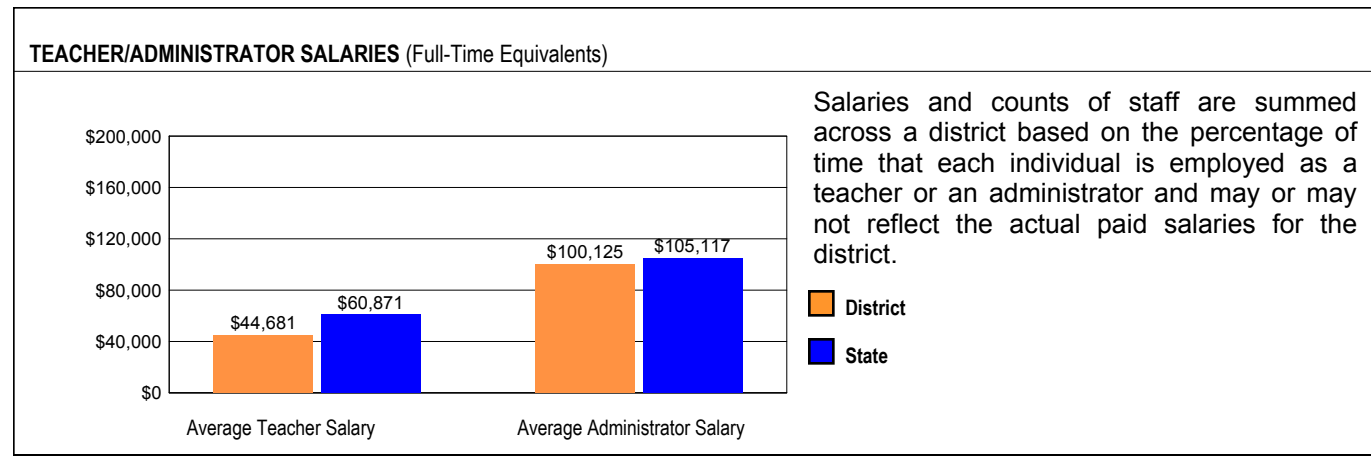
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>		44	44		44	44		88	88		44	44
<b>District</b>		44	44		44	44		88	88		44	44
<b>State</b>		54	51		43	44		104	93		43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	11.3	88.7	71
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	13.2	68.8	31.2	0.0	0.0
State	12.4	46.7	53.2	0.7	0.7

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$5,049,134	60.7	57.6	Education	\$5,980,076	79.8	72.6
Other Local Funding	\$580,806	7.0	7.3	Operations & Maintenance	\$999,114	13.3	8.5
General State Aid	\$1,475,506	17.7	18.1	Transportation	\$261,872	3.5	3.9
Other State Funding	\$621,599	7.5	9.7	Bond and Interest	\$56,019	0.7	6.7
Federal Funding	\$592,320	7.1	7.3	Rent	\$0	0.0	0.0
TOTAL	\$8,319,365			Municipal Retirement/ Social Security	\$190,201	2.5	1.8
				Fire Prevention & Safety	\$2,100	0.0	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	5.6
				TOTAL	\$7,489,382		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$165,908	3.10	\$4,716	\$7,722
State	**	**	\$5,808	\$9,907

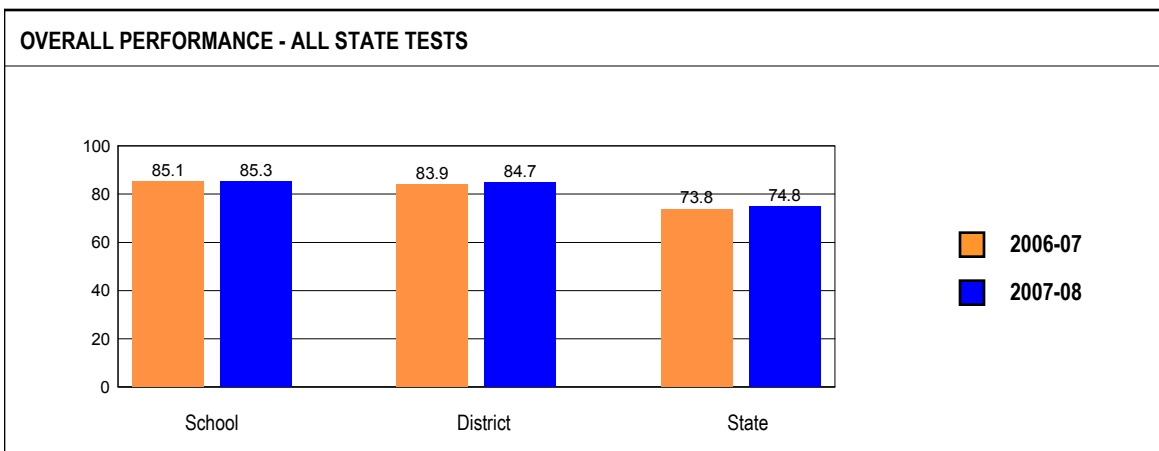
\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.  
**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.  
**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

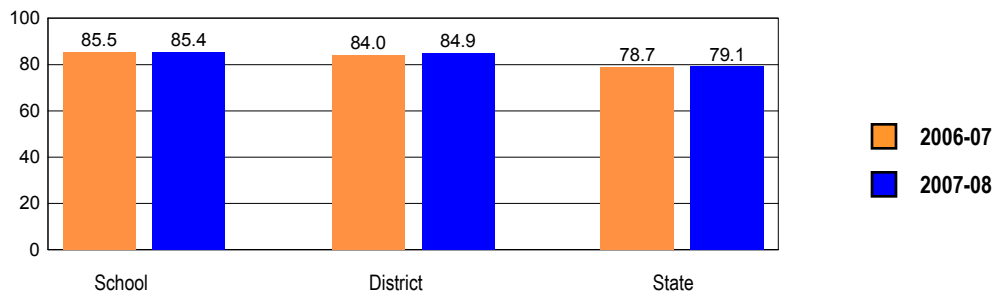
### OVERALL STUDENT PERFORMANCE

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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.



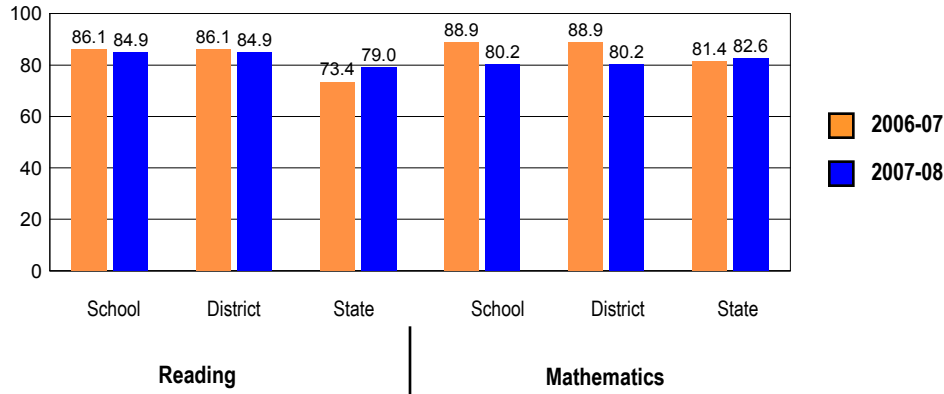
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



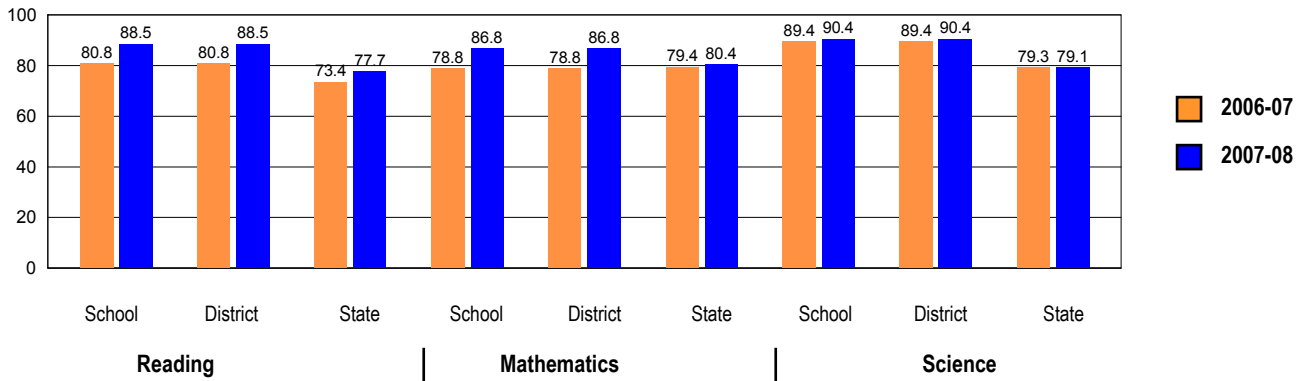
**ISAT PERFORMANCE**

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.

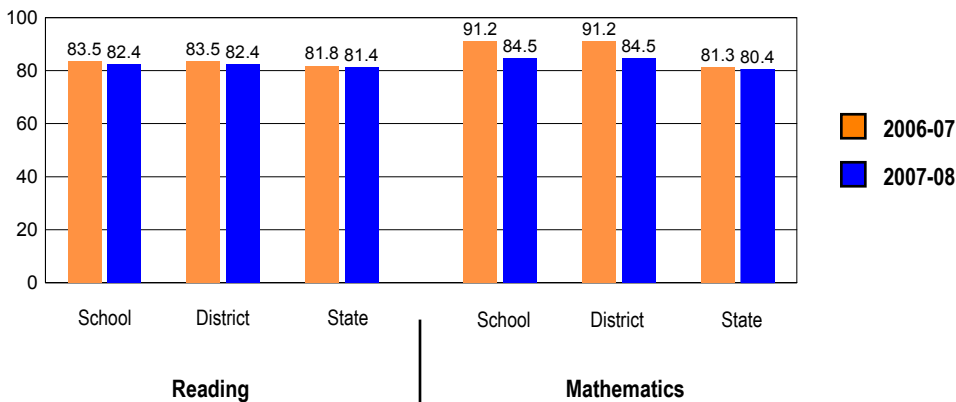
**ISAT Grade 6**



**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				
School	*Enrollment	322	150	172	279	6	25	6	1	5	4		4	89
	Reading	0.9	0.7	1.2	1.1		0.0							1.1
	Mathematics	0.9	0.7	1.2	1.1		0.0							1.1
District	*Enrollment	651	325	326	544	13	59	13	4	18	14		7	196
	Reading	0.5	0.3	0.6	0.6	0.0	0.0	0.0		0.0	7.1			0.5
	Mathematics	0.5	0.3	0.6	0.6	0.0	0.0	0.0		0.0	7.1			0.5
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	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	110	54	56	101	2	4	1		2	3		2	29
	Science	1.8	0.0	3.6	2.0									3.4
District	*Enrollment	226	114	112	196	5	13	3	2	7	6		3	66
	Science	0.9	0.0	1.8	1.0		0.0							1.5
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	15.1	56.6	28.3	0.0	19.8	73.6	6.6
District	0.0	15.1	56.6	28.3	0.0	19.8	73.6	6.6
State	0.3	20.7	53.4	25.7	0.6	16.7	62.0	20.7

**Grade 6 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	22.4	59.2	18.4	0.0	26.5	71.4	2.0
	District	0.0	22.4	59.2	18.4	0.0	26.5	71.4	2.0
	State	0.4	23.9	53.0	22.7	0.8	18.4	59.9	20.9
Female	School	0.0	8.8	54.4	36.8	0.0	14.0	75.4	10.5
	District	0.0	8.8	54.4	36.8	0.0	14.0	75.4	10.5
	State	0.2	17.3	53.7	28.8	0.4	15.1	64.1	20.4

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	14.9	57.5	27.6	0.0	19.5	74.7	5.7
	District	0.0	14.9	57.5	27.6	0.0	19.5	74.7	5.7
	State	0.1	11.8	53.1	35.0	0.2	8.9	63.4	27.5
Black	School								
	District								
	State	0.7	35.9	53.4	10.0	1.6	34.8	56.9	6.7
Hispanic	School	0.0	18.2	63.6	18.2	0.0	27.3	72.7	0.0
	District	0.0	18.2	63.6	18.2	0.0	27.3	72.7	0.0
	State	0.4	31.7	55.4	12.5	0.7	22.2	65.6	11.5
Asian/Pacific Islander	School								
	District								
	State	0.1	8.2	46.1	45.7	0.1	5.1	47.3	47.5
Native American	School								
	District								
	State	0.4	19.4	50.6	29.5	1.3	16.8	64.7	17.2
Multiracial/Ethnic	School								
	District								
	State	0.2	17.1	55.0	27.7	0.5	14.6	64.1	20.8

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	25.0	56.3	18.8	0.0	34.4	62.5	3.1
	District	0.0	25.0	56.3	18.8	0.0	34.4	62.5	3.1
	State	0.5	33.1	54.7	11.7	1.1	27.3	62.3	9.3
Not Eligible	School	0.0	10.8	56.8	32.4	0.0	13.5	78.4	8.1
	District	0.0	10.8	56.8	32.4	0.0	13.5	78.4	8.1
	State	0.1	10.9	52.3	36.7	0.2	8.4	61.7	29.7

**Grade 7****Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	11.5	73.1	15.4	0.9	12.3	67.9	18.9	1.0	8.7	61.5	28.8
District	0.0	11.5	73.1	15.4	0.9	12.3	67.9	18.9	1.0	8.7	61.5	28.8
State	0.5	21.8	59.1	18.6	1.8	17.8	54.5	25.9	6.4	14.5	55.8	23.4

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	19.6	66.7	13.7	0.0	13.5	61.5	25.0	0.0	11.8	58.8	29.4
	District	0.0	19.6	66.7	13.7	0.0	13.5	61.5	25.0	0.0	11.8	58.8	29.4
	State	0.8	25.5	57.8	16.0	2.2	18.7	52.1	26.9	7.0	13.6	53.3	26.1
Female	School	0.0	3.8	79.2	17.0	1.9	11.1	74.1	13.0	1.9	5.7	64.2	28.3
	District	0.0	3.8	79.2	17.0	1.9	11.1	74.1	13.0	1.9	5.7	64.2	28.3
	State	0.3	17.9	60.4	21.4	1.3	16.8	56.9	24.9	5.8	15.3	58.4	20.5

**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	11.3	74.2	14.4	0.0	12.2	68.4	19.4	1.0	7.2	61.9	29.9
	District	0.0	11.3	74.2	14.4	0.0	12.2	68.4	19.4	1.0	7.2	61.9	29.9
	State	0.3	14.2	60.3	25.2	0.8	10.3	53.9	34.9	2.8	7.5	55.5	34.2
Black	School												
	District												
	State	1.0	35.3	56.3	7.4	4.4	35.9	52.0	7.7	13.9	27.3	53.7	5.1
Hispanic	School												
	District												
	State	0.8	31.6	59.7	7.9	2.0	22.7	61.1	14.3	9.8	22.6	59.1	8.4
Asian/Pacific Islander	School												
	District												
	State	0.2	8.3	54.1	37.4	0.6	5.3	39.2	54.9	2.1	6.0	50.7	41.2
Native American	School												
	District												
	State	0.0	20.4	63.7	15.9	0.8	17.3	60.2	21.7	4.4	9.7	64.5	21.4
Multiracial/Ethnic	School												
	District												
	State	0.4	19.9	59.3	20.4	1.4	16.8	57.4	24.4	5.6	12.8	59.6	22.1

**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	20.0	64.0	16.0	3.8	15.4	65.4	15.4	4.0	16.0	60.0	20.0
	District	0.0	20.0	64.0	16.0	3.8	15.4	65.4	15.4	4.0	16.0	60.0	20.0
	State	0.9	33.8	57.5	7.7	3.1	28.5	57.0	11.4	11.3	23.7	56.7	8.2
Not Eligible	School	0.0	8.9	75.9	15.2	0.0	11.3	68.8	20.0	0.0	6.3	62.0	31.6
	District	0.0	8.9	75.9	15.2	0.0	11.3	68.8	20.0	0.0	6.3	62.0	31.6
	State	0.2	12.8	60.3	26.7	0.8	9.8	52.6	36.8	2.7	7.6	55.1	34.6

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	17.6	77.5	4.9	0.0	15.5	60.2	24.3
District	0.0	17.6	77.5	4.9	0.0	15.5	60.2	24.3
State	0.4	18.2	73.0	8.4	1.6	18.0	53.1	27.2

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	18.2	75.0	6.8	0.0	13.6	61.4	25.0
	District	0.0	18.2	75.0	6.8	0.0	13.6	61.4	25.0
	State	0.5	22.0	69.8	7.7	1.9	18.9	51.2	28.0
Female	School	0.0	17.2	79.3	3.4	0.0	16.9	59.3	23.7
	District	0.0	17.2	79.3	3.4	0.0	16.9	59.3	23.7
	State	0.2	14.3	76.4	9.1	1.4	17.0	55.2	26.5

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	12.2	82.2	5.6	0.0	12.2	60.0	27.8
	District	0.0	12.2	82.2	5.6	0.0	12.2	60.0	27.8
	State	0.2	11.6	76.4	11.8	0.8	10.3	52.3	36.6
Black	School								
	District								
	State	0.8	30.5	66.7	2.0	3.8	35.3	51.9	9.1
Hispanic	School	0.0	70.0	30.0	0.0	0.0	40.0	60.0	0.0
	District	0.0	70.0	30.0	0.0	0.0	40.0	60.0	0.0
	State	0.4	26.1	70.3	3.2	1.9	23.6	59.9	14.6
Asian/Pacific Islander	School								
	District								
	State	0.1	7.5	72.4	20.1	0.5	5.6	37.2	56.6
Native American	School								
	District								
	State	0.8	17.4	74.3	7.5	1.2	16.5	61.2	21.1
Multiracial/Ethnic	School								
	District								
	State	0.3	15.0	75.0	9.7	1.6	17.1	55.0	26.3

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
<b>Free/Reduced Price Lunch</b>								
<b>School</b>	0.0	16.0	80.0	4.0	0.0	15.4	73.1	11.5
<b>District</b>	0.0	16.0	80.0	4.0	0.0	15.4	73.1	11.5
<b>State</b>	0.7	28.9	67.8	2.6	2.8	29.0	56.1	12.2
<b>Not Eligible</b>								
<b>School</b>	0.0	18.2	76.6	5.2	0.0	15.6	55.8	28.6
<b>District</b>	0.0	18.2	76.6	5.2	0.0	15.6	55.8	28.6
<b>State</b>	0.2	10.5	76.8	12.6	0.8	10.0	51.0	38.1

## 2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 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		62.5			62.5			90.0		75.0	
<b>All</b>	99.1	Yes	99.1	Yes	85.1		Yes	84.5		Yes	95.7	Yes		
<b>White</b>	98.9	Yes	98.9	Yes	86.6		Yes	85.9		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>	98.9	Yes	98.9	Yes	79.7		Yes	78.7		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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2007.

\*\* Safe Harbor Targets of 62.5% 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

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

### AREAS OF SUCCESSES AND IMPROVEMENT Washington School 2007-08

Teaching and Learning	
Successes	Areas of Improvement
<p>Technology:</p> <ul style="list-style-type: none"> <li>• 29 station computer lab</li> <li>• 28 station Mobile Labs (2)</li> <li>• 15 station Mobile Lab</li> <li>• LCD projectors for instruction at each grade level</li> <li>• Digital cameras and video camera for classroom use</li> </ul> <p>A variety of Academic Assistance offered:</p> <ul style="list-style-type: none"> <li>• At-Risk Study Hall</li> <li>• Project Success (after school)</li> <li>• Social Work Assistance</li> <li>• Bilingual Aide</li> <li>• Math Aide</li> <li>• Homework Hotline</li> <li>• Textbooks Online</li> </ul> <p>Excellent Special Education Staff to work with students with special needs</p> <p>Excellent Gifted Education Program (GATE) to challenge and address the needs of students identified as gifted</p>	<p><i>Response to Intervention (Rtl)</i></p> <ul style="list-style-type: none"> <li>• Staff Training</li> <li>• Review potential Interventions</li> <li>• Purchase and implement scientifically based Interventions</li> <li>• Develop a system to monitor student progress (AimsWeb?)</li> </ul> <p>Academically At-Risk Students</p> <ul style="list-style-type: none"> <li>• Use data from ISAT and MAP (in addition to grades) to identify at-risk students</li> <li>• Use Rtl strategies to help AAR students to be successful</li> <li>• Modify study hall to provide more intensive interventions</li> </ul> <p>More training for staff with ELL students</p> <p>More staff training on Differentiated Classrooms to address a variety of learning styles</p>

<b>Student Learning, Progress and Achievement</b>	
<b>Successes</b>	<b>Areas of Improvement</b>
<p>IL Learning Standards (ILS) or Assessment Framework (IAF) are used in weekly planning to drive instruction</p> <p>New Local Assessment (MAP)</p> <ul style="list-style-type: none"> <li>• provides immediate feedback to students on individual progress</li> <li>• provides reports to teachers to guide instruction</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• All Grade Levels are above state averages in Reading Scores</li> <li>• Reading Incentives in Conjunction with Accelerated Reader have helped to encourage all students to read</li> <li>• Washington Library Aide is an excellent resource for students and staff</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• ISAT scores at all grade levels remain above state standards</li> <li>• Daily Math Facts activity has helped to improve math skills</li> </ul>	<p>Utilizing Data-driven instruction strategies to improve overall instruction</p> <p>MAP Assessment</p> <ul style="list-style-type: none"> <li>• more staff training needed in using data from MAP Assessment to guide instruction</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> grade Writing scores down significantly – continue to emphasize writing across the curriculum</li> </ul> <p>Curriculum Mapping</p> <ul style="list-style-type: none"> <li>• more horizontal and vertical articulation for staff to identify gaps and redundancies in the curriculum</li> <li>• refresher training on CM software to maximize the benefits of the program</li> </ul>

<b>Learning Community</b>	
<b>Successes</b>	<b>Areas of Improvement</b>
<p>Clean and Well Maintained Facility</p> <p>Parent Communication</p> <ul style="list-style-type: none"> <li>• Website kept up-to-date</li> <li>• Monthly Newsletter mailed home</li> <li>• Progress Reports mailed and available online</li> <li>• Phones in Classrooms</li> </ul> <p>Student Safety Emphasized</p> <ul style="list-style-type: none"> <li>• Revised and Improved Crisis Plan with emergency personnel</li> <li>• Locked Building with 13 Digital Surveillance Cameras</li> <li>• Phones in Classrooms</li> <li>• Crisis Response team created</li> <li>• All Staff trained in CPI</li> </ul> <p>Staff Leadership Teams Identified</p> <ul style="list-style-type: none"> <li>• School Improvement</li> <li>• LA/Reading Curriculum Review</li> <li>• Curriculum Mapping</li> <li>• MAP Assessment</li> </ul> <p>Variety of Intra and Extra-Curricular Activities for Students</p> <ul style="list-style-type: none"> <li>• Fine Arts</li> <li>• Athletic</li> <li>• Academic</li> </ul> <p>Strong Parent Teacher Club (PTC) which supports students, staff and administration</p>	<p>Student Management Program</p> <ul style="list-style-type: none"> <li>• Eliminated STI program which was very unreliable for staff and parents</li> <li>• Purchased <i>Teacher Ease</i> Program for 2008-09 school year</li> </ul> <p>Install Safety Handrail at steps to Main Entrance</p> <p>Increase Parental Attendance at school functions:</p> <ul style="list-style-type: none"> <li>• Meet the Teacher Night</li> <li>• Parent Teacher Conferences</li> <li>• American Education Week Activities</li> <li>• Fine Arts Events</li> </ul>