

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



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

**GRADES : 2 3 4**

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

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

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	80.5	1.3	13.6	1.6	0.0	0.3	2.6	41.6	6.5	11.0		0.0	11.1	96.3	308
<b>District</b>	81.5	1.0	11.5	2.4	0.0	0.1	3.4	41.1	5.3	13.0		0.2	11.4	96.0	1,062
<b>State</b>	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

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

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

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

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

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

**Total Enrollment** is based on Home School.

**INSTRUCTIONAL SETTING**

<b>PARENTAL CONTACT*</b>		<b>STUDENT-TO-STAFF RATIOS</b>			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	16.9		12.5	236.0
<b>State</b>	96.0	18.8		13.6	211.3

\* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

**AVERAGE CLASS SIZE** (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>			19.4	19.6	21.6					
<b>District</b>			19.4	19.6	21.6					
<b>State</b>			21.8	22.3	22.9					

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

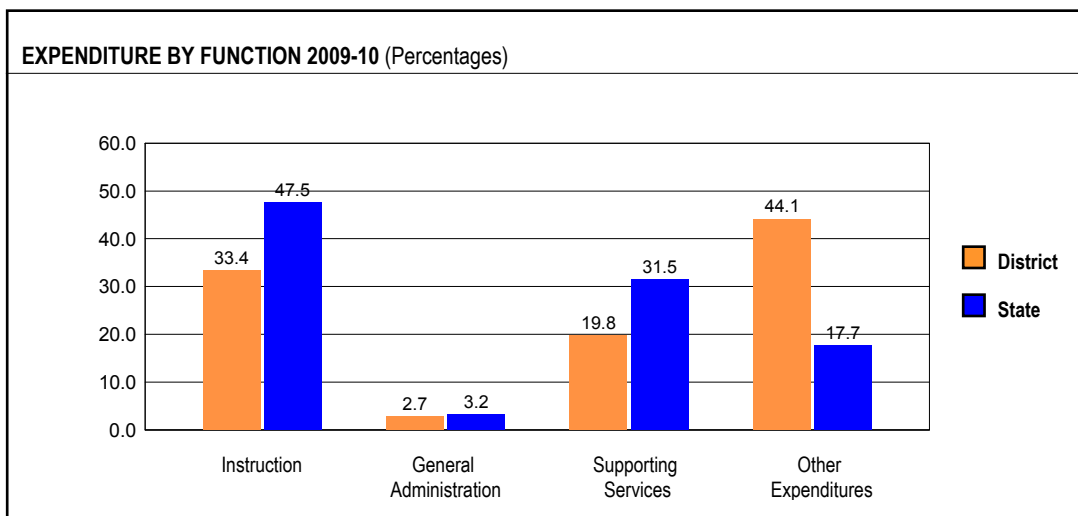
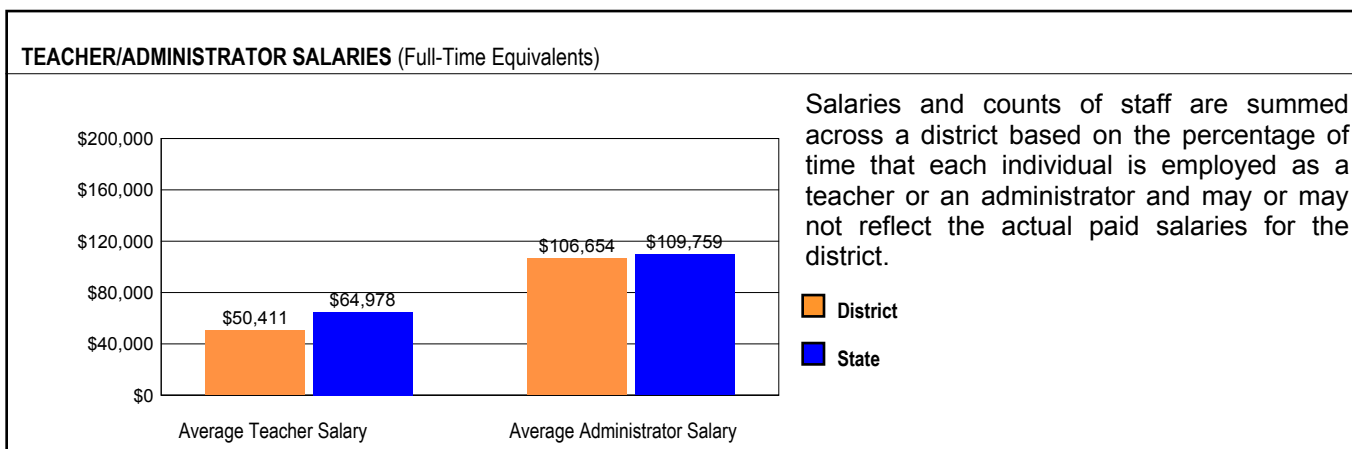
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	50			20			195			20		
<b>District</b>	50			20			195			20		
<b>State</b>	60			30			143			30		

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13.6	86.4	74
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	12.9	68.8	31.2	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$5,718,004	52.2	58.9	Education	\$7,097,098	45.7	72.9
Other Local Funding	\$2,714,028	24.8	6.4	Operations & Maintenance	\$1,765,409	11.4	6.0
General State Aid	\$1,061,960	9.7	14.9	Transportation	\$335,099	2.2	3.8
Other State Funding	\$533,174	4.9	7.5	Debt Service	\$1,170,854	7.5	7.2
Federal Funding	\$926,583	8.5	12.4	Tort	\$81,673	0.5	1.2
TOTAL	\$10,953,749			Municipal Retirement/ Social Security	\$246,747	1.6	1.9
				Fire Prevention & Safety	\$202,240	1.3	0.7
				Site & Construction/ Capital Improvement	\$4,631,368	29.8	6.4
				TOTAL	\$15,530,488		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$200,872	2.97	\$5,724	\$9,893
State	**	**	\$6,773	\$11,537

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

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

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

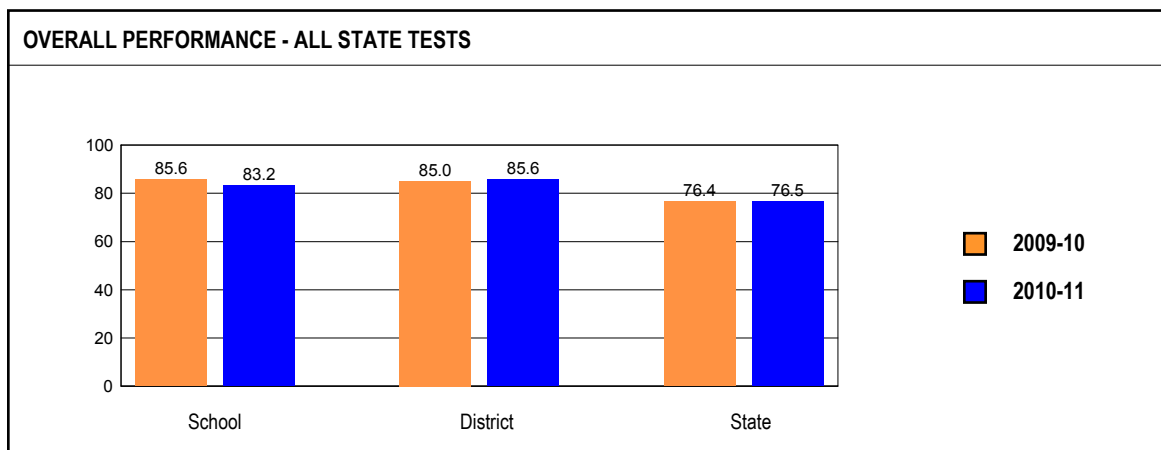
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

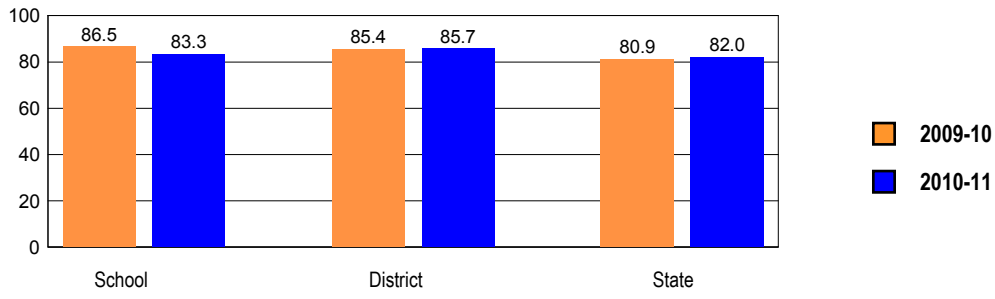
## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

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

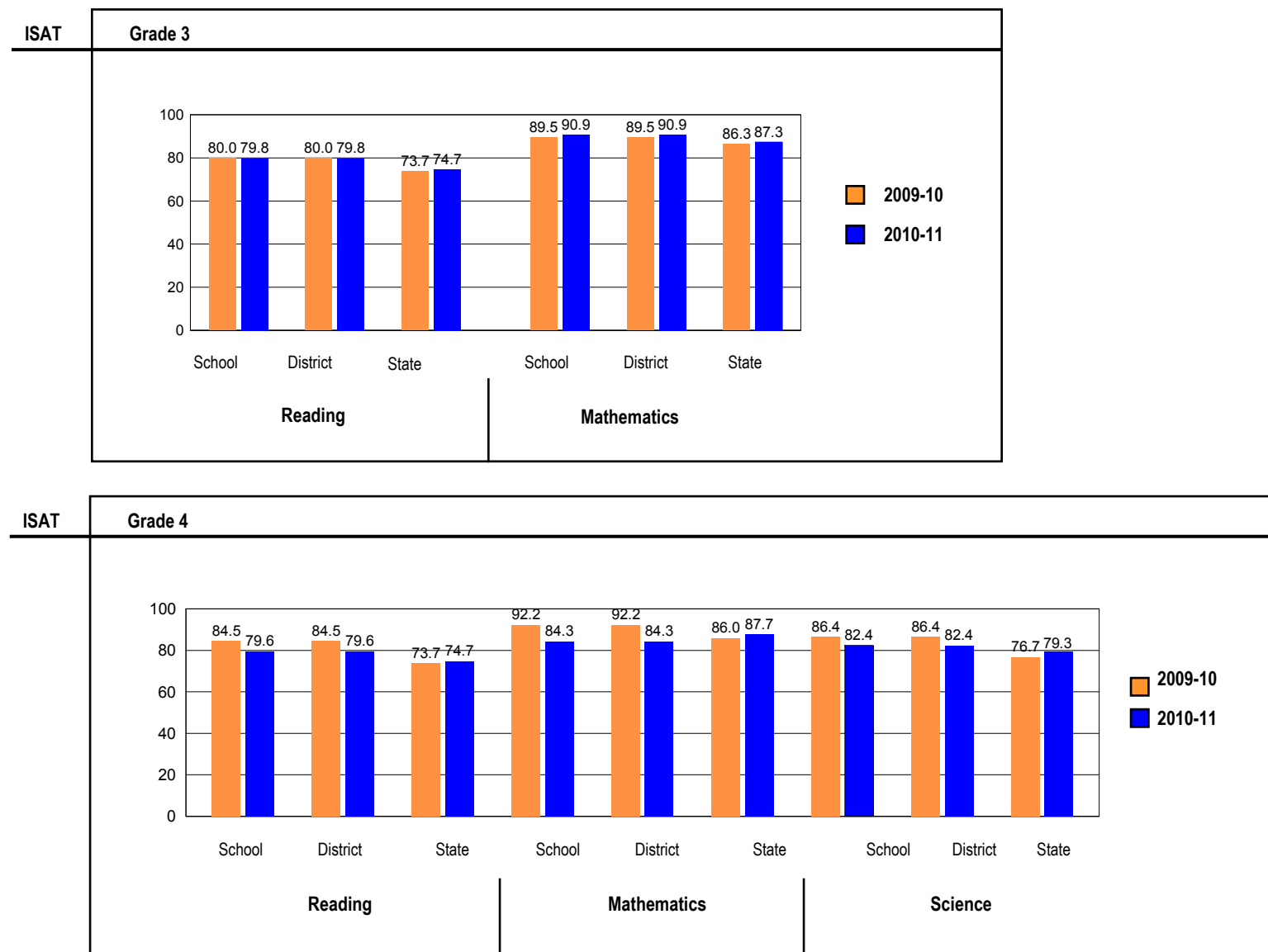


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**ISAT PERFORMANCE**

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

**PERFORMANCE ON STATE ASSESSMENTS**

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	208	109	99	172	2	25	3	0	0	6	11	0	22	79
	Reading	0.0	0.0	0.0	0.0		0.0					0.0		0.0	0.0
District	*Enrollment	681	351	330	578	6	69	10	0	0	18	21	0	84	263
	Reading	1.0	1.1	0.9	0.7		1.4	0.0			5.6	0.0		7.1	1.5
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	208	109	99	172	2	25	3	0	0	6	11	0	22	79
	Mathematics	0.0	0.0	0.0	0.0		0.0					0.0		0.0	0.0
District	*Enrollment	681	351	330	578	6	69	10	0	0	18	21	0	84	263
	Mathematics	0.9	1.1	0.6	0.7		0.0	0.0			5.6	0.0		6.0	1.1
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	109	58	51	91	2	12	1	0	0	3	4	0	10	43
	Science	0.0	0.0	0.0	0.0		0.0							0.0	0.0
District	*Enrollment	238	126	112	206	4	21	1	0	0	6	6	0	28	94
	Science	0.8	1.6	0.0	0.5		0.0							3.6	1.1
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

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

### ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

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

## Grade 3

### Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	4.0	16.2	54.5	25.3	3.0	6.1	46.5	44.4
District	4.0	16.2	54.5	25.3	3.0	6.1	46.5	44.4
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

### Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	3.9	17.6	56.9	21.6	2.0	2.0	47.1	49.0
	District	3.9	17.6	56.9	21.6	2.0	2.0	47.1	49.0
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	School	4.2	14.6	52.1	29.2	4.2	10.4	45.8	39.6
	District	4.2	14.6	52.1	29.2	4.2	10.4	45.8	39.6
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	2.5	14.8	53.1	29.6	2.5	2.5	48.1	46.9
	District	2.5	14.8	53.1	29.6	2.5	2.5	48.1	46.9
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	School								
	District								
	State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic	School	7.7	30.8	61.5	0.0	7.7	30.8	38.5	23.1
	District	7.7	30.8	61.5	0.0	7.7	30.8	38.5	23.1
	State	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	School								
	District								
	State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	School								
	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	School								
	District								
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	25.0	41.7	33.3	0.0	16.7	16.7	50.0	16.7
	District	25.0	41.7	33.3	0.0	16.7	16.7	50.0	16.7
	State	20.9	35.2	33.4	10.4	9.2	21.3	46.9	22.5
Non-IEP	School	1.1	12.6	57.5	28.7	1.1	4.6	46.0	48.3
	District	1.1	12.6	57.5	28.7	1.1	4.6	46.0	48.3
	State	3.6	17.2	49.6	29.5	2.0	8.2	42.6	47.2

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	11.1	30.6	44.4	13.9	5.6	13.9	55.6	25.0
	District	11.1	30.6	44.4	13.9	5.6	13.9	55.6	25.0
	State	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible	School	0.0	7.9	60.3	31.7	1.6	1.6	41.3	55.6
	District	0.0	7.9	60.3	31.7	1.6	1.6	41.3	55.6
	State	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	20.4	51.9	27.8	0.0	15.7	60.2	24.1	2.8	14.8	63.9	18.5
District	0.0	20.4	51.9	27.8	0.0	15.7	60.2	24.1	2.8	14.8	63.9	18.5
State	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	20.7	60.3	19.0	0.0	13.8	65.5	20.7	1.7	13.8	69.0	15.5
	District	0.0	20.7	60.3	19.0	0.0	13.8	65.5	20.7	1.7	13.8	69.0	15.5
	State	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female	School	0.0	20.0	42.0	38.0	0.0	18.0	54.0	28.0	4.0	16.0	58.0	22.0
	District	0.0	20.0	42.0	38.0	0.0	18.0	54.0	28.0	4.0	16.0	58.0	22.0
	State	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	17.8	54.4	27.8	0.0	15.6	60.0	24.4	3.3	12.2	63.3	21.1
	District	0.0	17.8	54.4	27.8	0.0	15.6	60.0	24.4	3.3	12.2	63.3	21.1
	State	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black	School												
	District												
	State	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
Hispanic	School	0.0	33.3	41.7	25.0	0.0	8.3	66.7	25.0	0.0	16.7	75.0	8.3
	District	0.0	33.3	41.7	25.0	0.0	8.3	66.7	25.0	0.0	16.7	75.0	8.3
	State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	School												
	District												
	State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian	School												
	District												
	State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races	School												
	District												
	State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

**Grade 4 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	31.0	54.8	14.3	0.0	23.8	59.5	16.7	4.8	31.0	54.8	9.5
	District	0.0	31.0	54.8	14.3	0.0	23.8	59.5	16.7	4.8	31.0	54.8	9.5
	State	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible	School	0.0	13.6	50.0	36.4	0.0	10.6	60.6	28.8	1.5	4.5	69.7	24.2
	District	0.0	13.6	50.0	36.4	0.0	10.6	60.6	28.8	1.5	4.5	69.7	24.2
	State	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

## 2011 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	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2011-12 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	81.7		Yes	89.0		Yes	96.3	Yes		
White	100.0	Yes	100.0	Yes	83.1		Yes	90.0		Yes				
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	67.2	70.5	Yes	80.6		Yes	95.3			

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

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

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

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

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

## PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

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.

### **Peru Elementary School District 124 Achievement Information**

Students in Peru Elementary School District continue to grow in their academic achievement as indicated on the Illinois Standards Achievement Test (ISAT), as well as on local assessments. Overall district scores from the spring 2011 ISAT were once again very strong, with 87.8 percent of all students in grades 3 through 8 meeting or exceeding standards in mathematics, while 83.6 percent did so in reading.

Overall student ISAT scores in Peru ESD 124 have continued on a seven year upward trend in both reading and math. As a comparison, the overall ISAT scores were 75.5 percent meeting and exceeding in mathematics in 2004-05 and 71.3 percent in reading that same year. In that same time period, the district's percentage of economically disadvantaged students has climbed from 24.9 percent to 41.1 percent, providing clear evidence that the students and staff of Peru Schools have completely bucked the trend of increasing low income rates predicating lower overall student achievement scores.

These improvements are very noteworthy and we are proud of the growth of our students; however, the teachers, administration and staff will continue to focus not on a state test, but on authentic learning opportunities and developing a deep, meaningful curriculum for our students. Ongoing efforts to improve student achievement will continue with even more focus as the district focuses on aligning with the Common Core Standards.

**Washington Elementary School**  
**Areas of Success and Targeted Improvements for 2010-11**

Teaching and Learning	
Successes	Areas of Improvement
<p>Technology:</p> <ul style="list-style-type: none"> <li>▪ Addition of 9 Smartboards in classrooms to enhance instruction</li> <li>▪ Computer lab with 27 stations</li> <li>▪ Mobile Lab with 25 stations</li> <li>▪ Addition of 9 iPads to be used for instructional purposes within the classrooms</li> <li>▪ 2 Elmo's on carts for classroom use</li> <li>▪ LCD projector for use in classrooms for instruction</li> <li>▪ New digital camera, video camera, and Flip videos used to capture instructional highlights.</li> </ul> <p>Academic Assistance Available:</p> <ul style="list-style-type: none"> <li>▪ Project Success after school</li> <li>▪ Social Work Services</li> <li>▪ Paraprofessionals to assist in meeting individual student needs</li> <li>▪ Reading Lab utilizing Guided Reading Plus for Title I students</li> <li>▪ Online access of grades for parents</li> </ul> <p>Reading Specialists that work with students and staff to implement instructional strategies that will help improve reading achievement.</p> <p>Special Education staff that work directly with students identified as having special needs requiring additional assistance.</p> <p>Student work is displayed throughout the building to celebrate achievement.</p> <p>Intervention blocks provides an opportunity for all students to either be challenged or receive more support in reading.</p>	<p>Academically At Risk Students</p> <ul style="list-style-type: none"> <li>▪ Use ISAT, MAP, AIMSweb and other data to identify at risk students</li> <li>▪ Continue an intervention block at all grade levels and implementing SRA Corrective Reading and Leveled Literacy Interventions with Tier III students</li> <li>▪ Continue with Rigby reading series and work on consistent implementation of the core reading curriculum</li> <li>▪ Continue with 6 Traits of Writing to support writing instruction.</li> </ul> <p>Response to Intervention (RtI)</p> <ul style="list-style-type: none"> <li>▪ Utilize a data assessment wall to monitor student progression in reading and look for trends and patterns within groups.</li> <li>▪ Continued staff training</li> <li>▪ Review and analyze success of SRA Corrective Reading and Leveled Literacy Interventions.</li> </ul> <p>Provide staff training and informational resources to staff, specifically on Differentiated Instruction, and the Common Core Standards.</p>

Student Learning, Progress and Achievement	
Successes	Areas of Improvement
<p>Continue to compare Common Core Standards to IAFS and curriculum maps to become familiar with the changes to come.</p> <p>MAP testing three times a year</p> <ul style="list-style-type: none"> <li>Immediate data available showing student progress.</li> <li>Data utilized in instructional decision making.</li> <li>Incentive for any student that increases their personal score from the previous testing date.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> and 4<sup>th</sup> grade scored above state averages.</li> <li>Addition of Fountas and Pinnell Leveled Literacy Intervention.</li> <li>Use of Accelerated Reading program and additional reading incentives to encourage students to read</li> <li>Use STAR reading test to help determine students Instructional Level and Zone of Proximal Development for use with the AR program.</li> <li>Six Minute Solutions is used with students in 3<sup>rd</sup> and 4<sup>th</sup> grade to help improve fluency.</li> <li>Library Aide to assist students in selection of books and providing additional resources for students and teachers.</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> and 4<sup>th</sup> grade scores were above state averages.</li> <li>Rocket Math is used in most classrooms to help improve basic math facts.</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>ISAT scores in 4<sup>th</sup> grade were above state average in science.</li> </ul>	<p>Data driven decision making regarding instruction done consistently to improve overall instruction.</p> <p>MAP Assessment</p> <ul style="list-style-type: none"> <li>Staff will utilize DesCartes tool in MAP to determine strengths and program development or revision.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Continue to emphasize the importance of writing being done across the curriculum and consistently across all three grade levels.</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Emphasis on using more hands on instructional approach</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Emphasize importance of using Rocket Math across third and fourth grade levels</li> <li>AIMSweb used to benchmark all students in math and determine those in need of additional math support.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Continued planning and articulation regarding Rigby Literacy by Design and ensuring a building wide core reading curriculum</li> <li>Analyze data to determine if the gap between special education and regular education students is decreasing. Make any necessary adjustments based on the findings.</li> </ul> <p>Curriculum Mapping</p> <ul style="list-style-type: none"> <li>Continued staff development for horizontal and vertical articulation identifying common core standards that may already be included.</li> </ul>

Learning Community

Successes

Areas of Improvement

Student participation in intramural activities for 4<sup>th</sup> grade.

Students involved in community activities that use the school facilities for events.

Articles or pictures of students recognized in the local paper are posted on a hallway bulletin board.

Parent Communication

- Monthly newsletters and calendars available on the website and mailed to those that don't have email access
- Up – to – date website
- Progress reports sent home each quarter
- Sign for posting events in front of school
- What's Happening? Board outside of the school office

School Safety

- PBIS implementation district wide.
- Behavior expectations taught with incentives
- Crisis plan in place
- Practice emergency evacuations and crisis response plans
- Building doors locked
- Surveillance cameras
- Phones in classrooms
- Crisis response team in place
- CPI training provided for all staff

Staff Leadership Teams and Committees

- School Improvement Team
- RtI Committee
- Literacy Leadership Team
- Crisis Response Team
- Curriculum Mapping Committee
- Assessment Committee

PTC is very active and parental involvement is excellent

Utilize AlertNow notification system as needed for important or emergency announcements.

Utilize the school website to notify the community of school events and announcements.

Expand community resource pool and community involvement to help them become more aware of what is available to students through their educational experience at school.