

# Batavia USD 101

## Batavia, ILLINOIS



# ILLINOIS DISTRICT REPORT CARD

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

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

## STUDENTS

### RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>District</b>	82.5	3.2	7.2	2.9	0.3	4.0	9.5	2.8	11.7	2.2	0.6	4.0	94.3	6,225
<b>State</b>	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1	3.8	3.6	13.0	93.9	2,064,312

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

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

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

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

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

## INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>District</b>	99.6	18.3	19.0	14.3	325.5
<b>State</b>	96.2	18.2	18.2	13.3	203.8

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>District</b>	20.0	21.5	20.9	23.9	23.9	24.0	28.4	29.3	27.9	24.1
<b>State</b>	20.7	21.2	21.4	22.1	22.6	22.8	21.5	21.1	21.0	19.7

### 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>District</b>	60	40	40	29	40	40	167	80	80	29	40	40
<b>State</b>	59	54	51	30	43	44	145	103	93	30	43	44

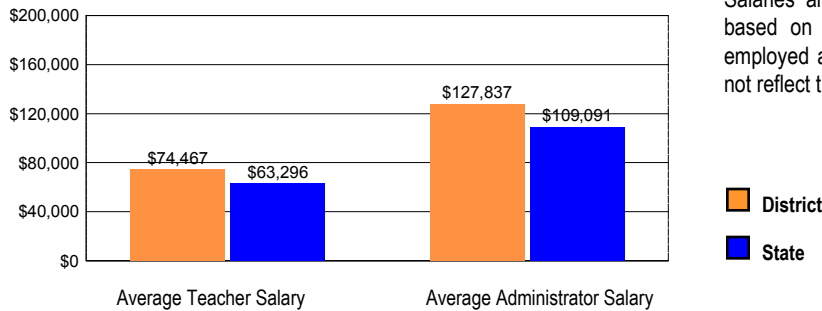
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.5	0.5	1.7	0.3	0.0	24.0	76.0	368
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

TEACHER INFORMATION (Continued)						
		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
District:	All Schools	12.9	24.0	76.0	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools	12.9	24.0	76.0	0.0	0.0
State:	All Schools	12.7	42.2	57.4	0.5	0.7
	High Poverty Schools	12.4	43.8	55.7	1.2	2.1
	Low Poverty Schools	12.4	34.6	65.2	0.2	0.1

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

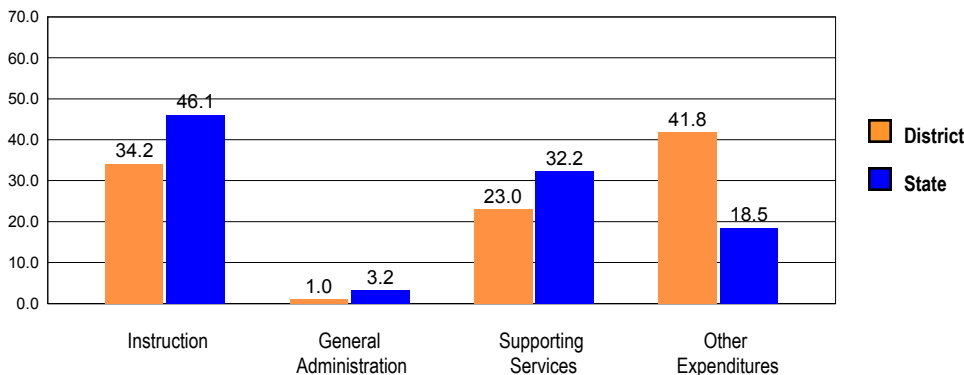
## SCHOOL DISTRICT FINANCES

### TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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

### EXPENDITURE BY FUNCTION 2008-09 (Percentages)



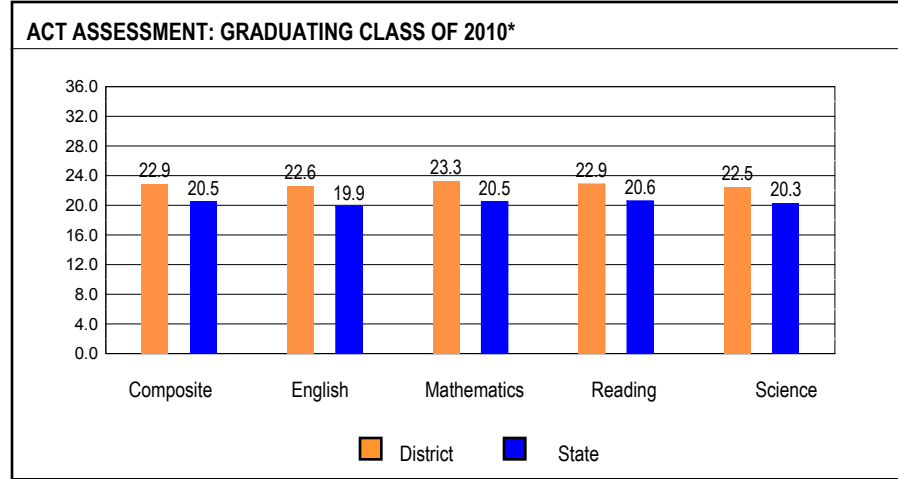
REVENUE BY SOURCE 2008-09			
	District	District %	State %
Local Property Taxes	\$57,144,757	80.7	58.4
Other Local Funding	\$5,338,698	7.5	6.9
General State Aid	\$2,514,620	3.6	14.5
Other State Funding	\$3,141,808	4.4	8.3
Federal Funding	\$2,684,846	3.8	11.9
<b>TOTAL</b>	<b>\$70,824,729</b>		

EXPENDITURE BY FUND 2008-09			
	District	District %	State %
Education	\$53,642,478	48.4	69.6
Operations & Maintenance	\$6,249,911	5.6	7.9
Transportation	\$3,209,196	2.9	3.8
Debt Service	\$12,004,310	10.8	7.0
Tort	\$382,487	0.3	1.2
Municipal Retirement/ Social Security	\$1,290,460	1.2	1.8
Fire Prevention & Safety	\$0	0.0	0.8
Site & Construction/ Capital Improvement	\$34,153,484	30.8	7.9
<b>TOTAL</b>	<b>\$110,932,326</b>		

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	\$205,194	4.70	\$6,569	\$11,296
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



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

\* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

HIGH SCHOOL GRADUATION RATE													
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economic-ly Disad-vantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	95.9	96.9	94.9	98.6	72.7	90.0	85.7	50.0	64.3	100.0		60.4	88.0
State	87.8	87.3	88.4	93.3	78.0	79.4	95.0	86.0	89.5	63.0		78.2	79.3

## 2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

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

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

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

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

**Advanced** represents superior performance.

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

### Grade 4

#### Grade 4 - All

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

#### Grade 4 - Racial/Ethnic Background

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

#### Grade 4 - Limited-English-Proficient

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

#### Grade 4 - Students with Disabilities

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

#### Grade 4 - Economically Disadvantaged

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

#### Grade 4 - NAEP Participation Rates

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

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

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

**Grade 8 - Racial/Ethnic Background**

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

**Grade 8 - Limited-English-Proficient**

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

**Grade 8 - Students with Disabilities**

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

**Grade 8 - Economically Disadvantaged**

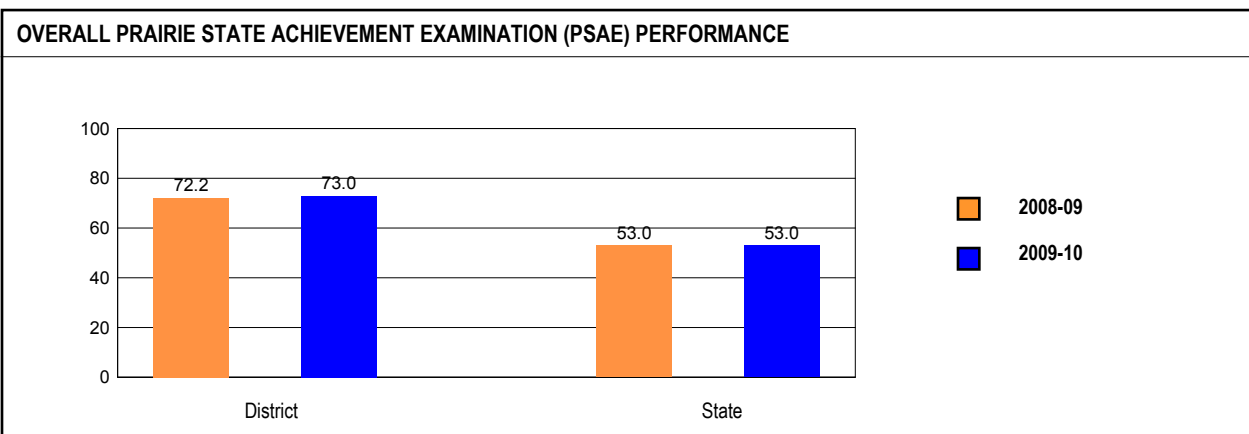
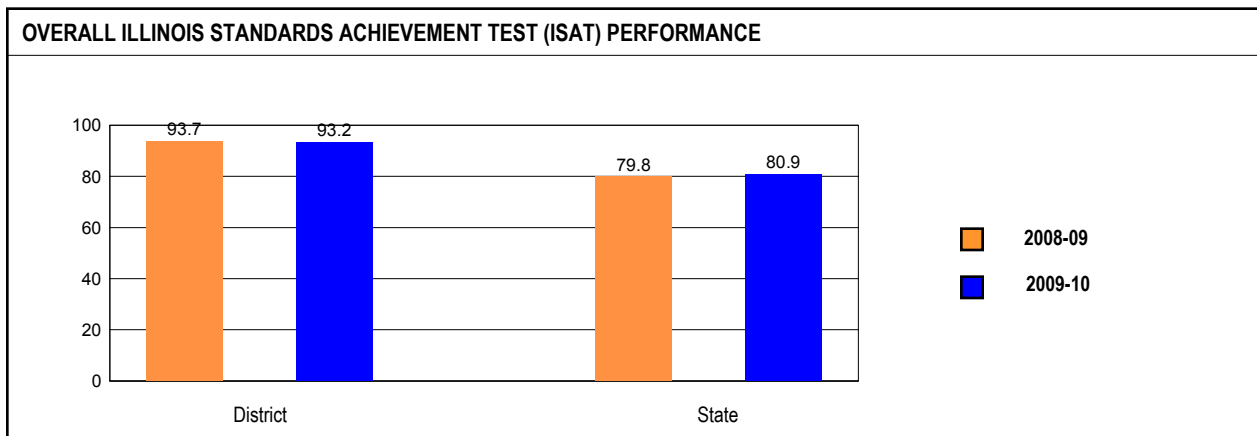
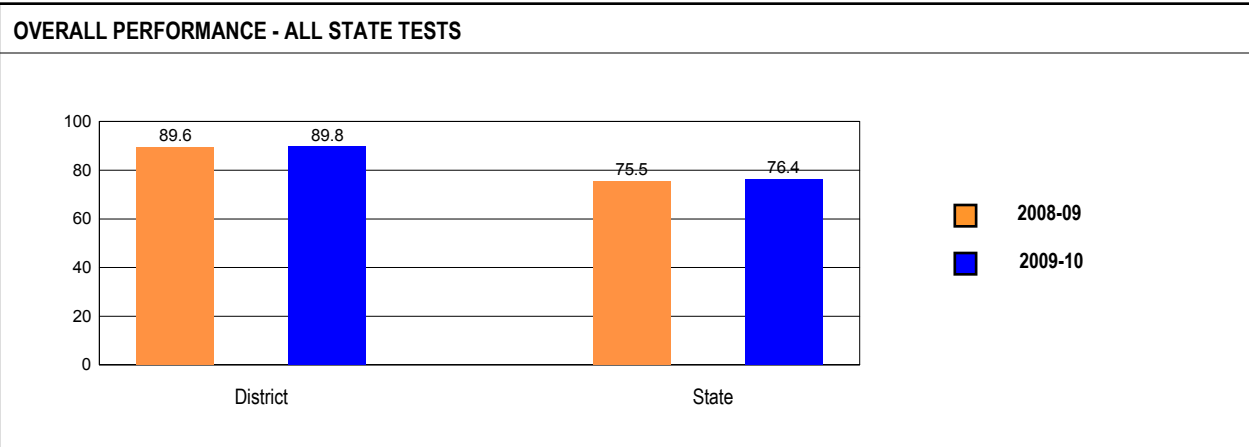
Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	40.2	43.6	15.7	0.5	46.9	38.6	12.8	1.7

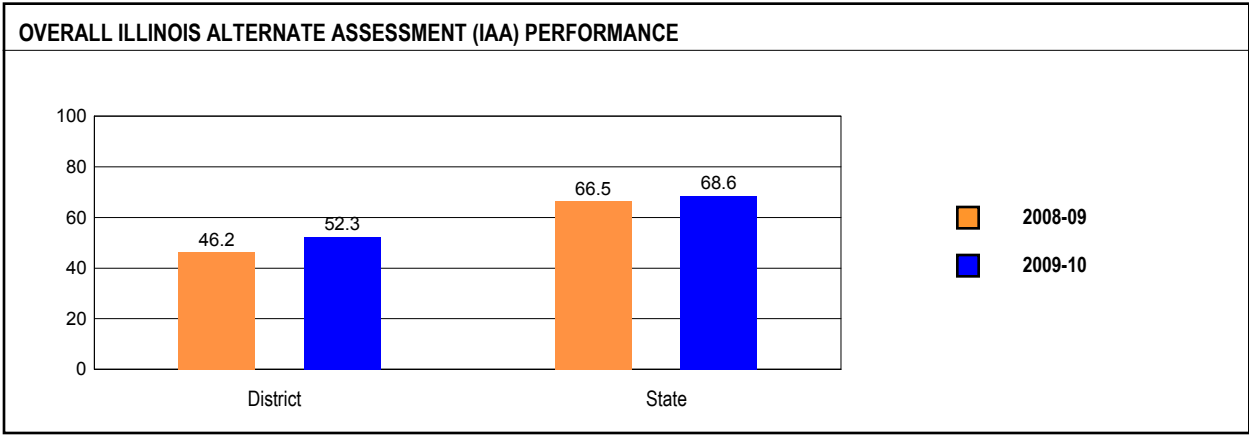
**Grade 8 - NAEP Participation Rates**

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

**OVERALL STUDENT PERFORMANCE**

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

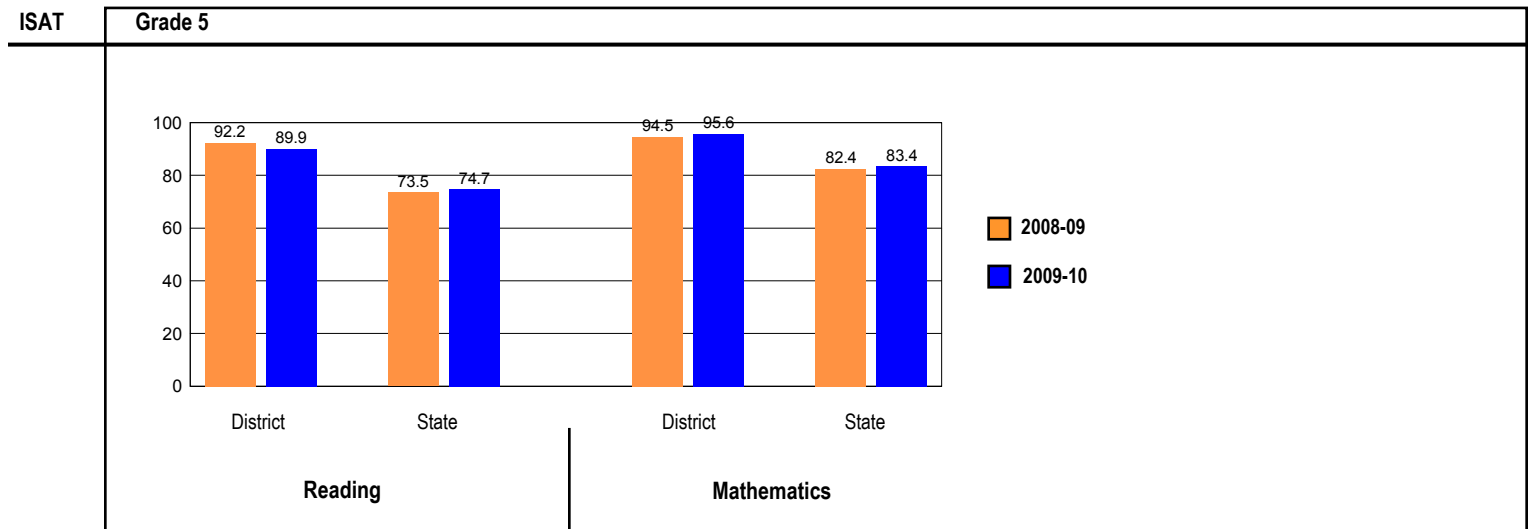
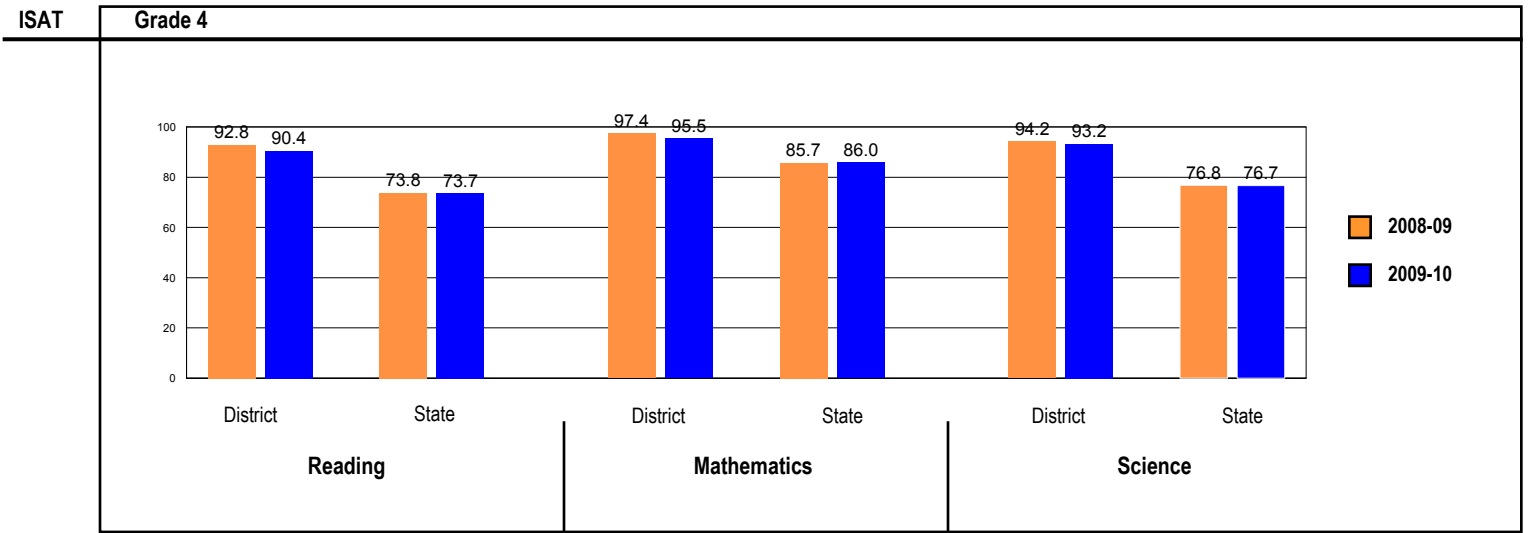
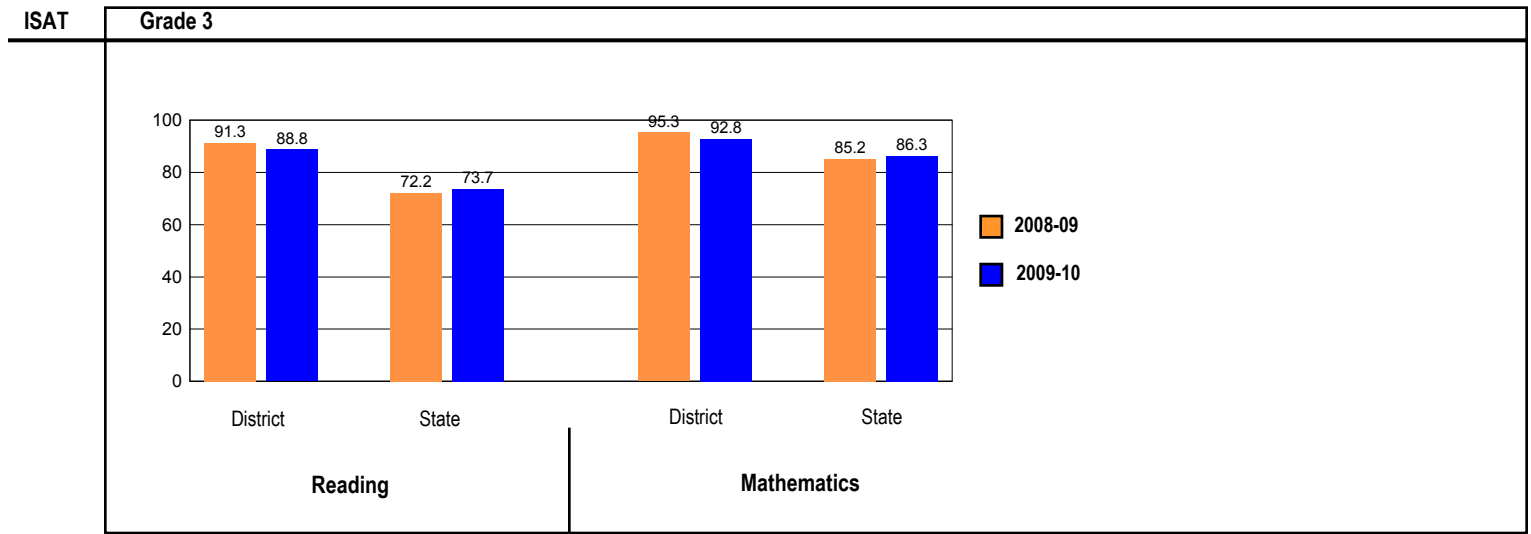




IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

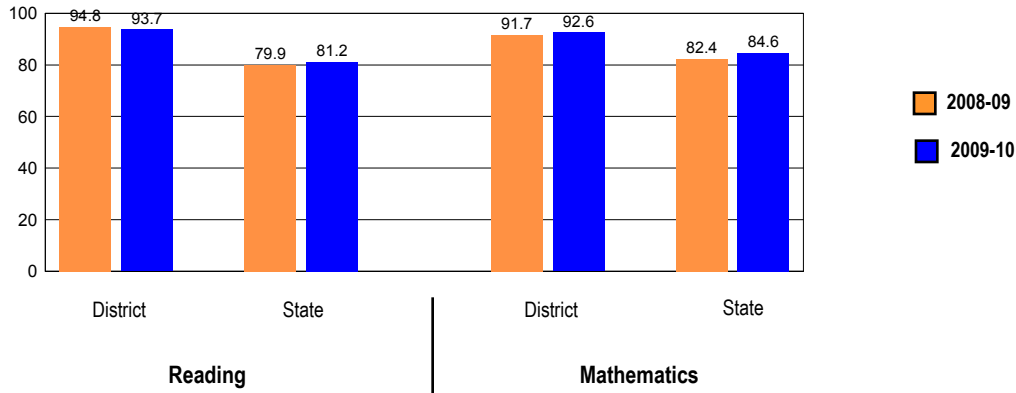
**ISAT PERFORMANCE**

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



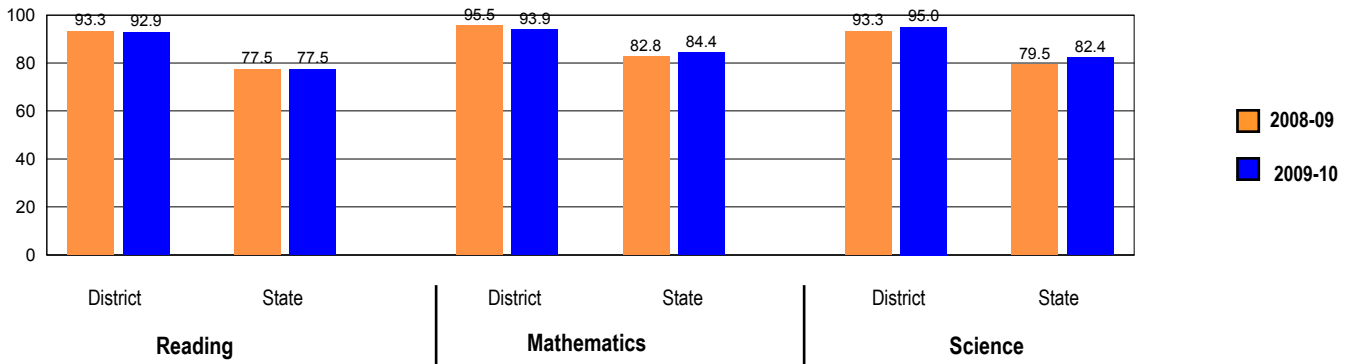
ISAT

Grade 6



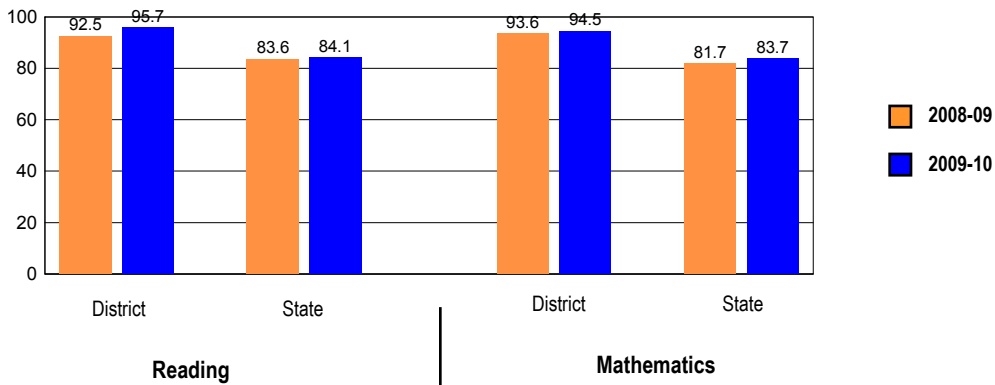
ISAT

Grade 7



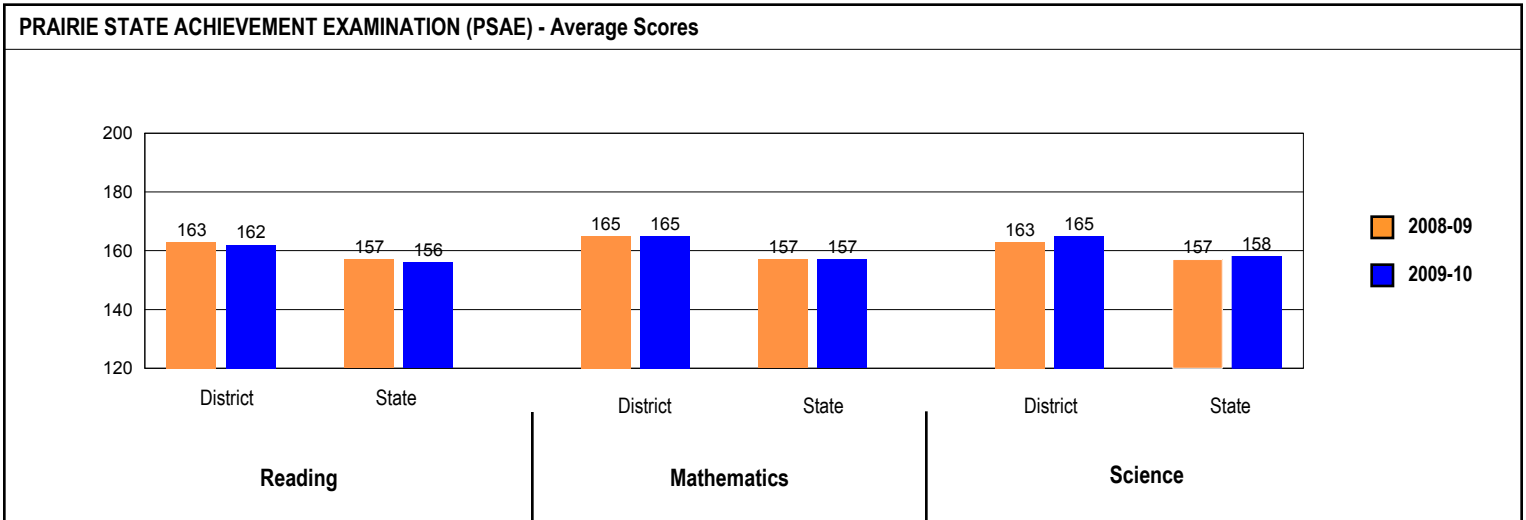
ISAT

Grade 8

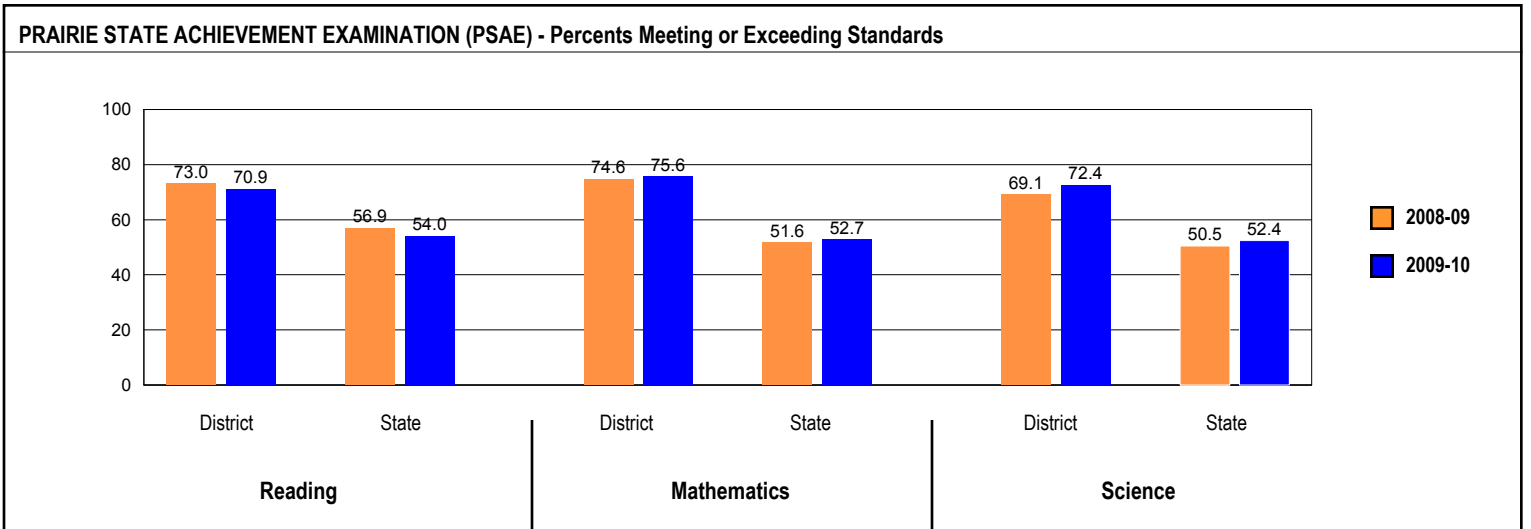


**PSAE PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding Standards in reading, mathematics, and science on PSAE.



PSAE scores range from 120 to 200.



Number of students in this District with PSAE scores in 2010: 410

## PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	3,360	1,733	1,627	2,798	96	238	105	9	114	105	0	364	303
	Reading	0.1	0.2	0.1	0.1	0.0	0.4	0.0		1.8	0.0		0.8	0.0
	Mathematics	0.1	0.2	0.1	0.1	0.0	0.4	0.0		1.8	0.0		0.8	0.0
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3
	Mathematics	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	1,428	749	679	1,205	31	96	46	4	46	39	0	146	103
	Science	0.4	0.4	0.3	0.2	0.0	1.0	0.0		4.3	0.0		2.1	0.0
State	*Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

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

**ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)**

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

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	1.9	9.3	41.0	47.8	0.8	6.4	30.1	62.7
State	5.4	20.9	45.9	27.8	2.9	10.7	44.7	41.7

**Grade 3 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	2.6	12.7	38.9	45.9	0.9	3.9	31.9	63.3
	State	6.6	22.7	45.6	25.1	3.1	10.6	43.2	43.0
Female	District	1.2	6.1	43.0	49.6	0.8	8.6	28.4	62.1
	State	4.1	19.1	46.2	30.7	2.7	10.9	46.2	40.2

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.3	7.1	40.1	52.5	0.0	3.2	29.1	67.7
	State	2.2	11.9	46.6	39.3	1.0	5.3	39.0	54.7
Black	District	11.8	35.3	47.1	5.9	5.9	41.2	47.1	5.9
	State	9.8	31.1	46.2	12.9	7.4	20.0	51.9	20.6
Hispanic	District	14.3	22.9	42.9	20.0	5.7	22.9	34.3	37.1
	State	9.7	35.1	44.2	11.0	4.1	16.7	54.3	24.9
Asian/Pacific Islander	District	0.0	11.8	41.2	47.1	0.0	11.8	29.4	58.8
	State	1.7	10.0	43.5	44.9	0.9	3.5	27.3	68.4
Native American	District								
	State	3.8	19.8	48.3	28.1	2.3	8.0	46.8	43.0
Multiracial/Ethnic	District	4.2	4.2	45.8	45.8	4.2	4.2	25.0	66.7
	State	3.7	17.3	48.2	30.7	2.1	9.0	45.8	43.1

**Grade 3 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	12.0	28.0	52.0	8.0	4.0	24.0	44.0	28.0
State	14.9	47.0	34.1	4.1	5.9	22.6	55.1	16.4

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP District	3.6	26.8	37.5	32.1	1.8	16.1	41.1	41.1
	18.9	36.6	33.4	11.1	9.3	22.4	46.7	21.7
Non-IEP District	1.7	7.0	41.5	49.9	0.7	5.0	28.6	65.6
	3.4	18.6	47.7	30.2	2.0	9.1	44.4	44.5

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District	4.8	29.0	45.2	21.0	3.2	25.8	40.3	30.6
	9.0	30.9	46.4	13.7	5.0	16.8	52.7	25.5
Not Eligible District	1.5	6.3	40.4	51.8	0.5	3.4	28.5	67.6
	1.6	10.4	45.3	42.7	0.8	4.3	36.2	58.7

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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.2	9.4	38.9	51.5	0.2	4.3	41.7	53.8	0.0	6.8	66.2	27.0
	1.2	25.1	44.8	28.9	1.1	12.9	57.7	28.2	2.8	20.5	59.6	17.0

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male District	0.4	10.2	37.3	52.2	0.4	4.7	36.9	58.0	0.0	6.3	58.8	34.9
	1.7	27.7	43.9	26.7	1.3	13.3	56.1	29.3	3.2	20.1	57.4	19.4
Female District	0.0	8.4	40.9	50.7	0.0	3.7	47.4	48.8	0.0	7.4	74.9	17.7
	0.7	22.3	45.7	31.2	0.9	12.5	59.5	27.1	2.5	21.0	62.0	14.6

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White District	0.0	5.8	39.0	55.2	0.0	1.6	39.8	58.6	0.0	3.7	66.8	29.6
	0.5	15.1	45.0	39.4	0.5	6.6	54.4	38.5	0.8	10.2	63.7	25.4
Black District	0.0	25.0	58.3	16.7	0.0	41.7	41.7	16.7	0.0	25.0	75.0	0.0
	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
Hispanic District	2.9	35.3	38.2	23.5	2.9	23.5	44.1	29.4	0.0	38.2	58.8	2.9
	2.1	38.8	45.3	13.9	1.5	18.7	65.5	14.2	4.5	31.2	58.6	5.7
Asian/Pacific Islander District	0.0	8.3	33.3	58.3	0.0	0.0	54.2	45.8	0.0	0.0	66.7	33.3
	0.4	10.7	39.6	49.2	0.5	4.2	41.2	54.1	1.3	9.1	57.7	31.9
Native American District												
	0.7	21.7	44.9	32.6	0.4	13.0	59.8	26.8	3.3	17.4	58.7	20.7
Multiracial/Ethnic District	0.0	29.4	35.3	35.3	0.0	5.9	64.7	29.4	0.0	11.8	64.7	23.5
	0.5	21.0	47.2	31.2	0.6	11.4	59.9	28.0	1.7	17.2	63.0	18.1

**Grade 4 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	50.0	35.0	15.0	0.0	30.0	50.0	20.0	0.0	45.0	55.0	0.0
State	4.3	59.7	32.1	3.9	3.0	30.1	60.0	6.9	8.9	45.2	44.2	1.7

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	0.0	37.8	35.1	27.0	0.0	16.2	56.8	27.0	0.0	16.2	64.9	18.9
	State	5.9	54.4	29.8	10.0	5.3	31.9	51.6	11.2	8.1	35.8	48.6	7.4
Non-IEP	District	0.2	6.9	39.3	53.6	0.2	3.2	40.4	56.1	0.0	6.0	66.3	27.7
	State	0.5	20.6	47.1	31.8	0.5	10.0	58.7	30.9	2.0	18.2	61.3	18.5

**Grade 4 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	41.9	35.5	22.6	0.0	29.0	58.1	12.9	0.0	41.9	54.8	3.2
	State	2.1	37.9	45.7	14.2	1.9	20.4	63.9	13.8	5.0	32.3	56.6	6.2
Not Eligible	District	0.2	7.1	39.2	53.5	0.2	2.5	40.5	56.7	0.0	4.3	67.0	28.7
	State	0.3	12.3	43.9	43.5	0.3	5.4	51.6	42.6	0.7	8.8	62.7	27.8

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	10.1	38.2	51.7	0.0	4.4	57.1	38.4
State	0.3	25.0	44.7	30.0	0.3	16.3	65.8	17.6

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	13.6	40.8	45.6	0.0	4.8	58.0	37.2
	State	0.4	28.5	44.1	27.0	0.4	17.1	64.4	18.0
Female	District	0.0	6.2	35.4	58.4	0.0	4.0	56.2	39.8
	State	0.2	21.3	45.5	33.1	0.3	15.4	67.3	17.1

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	8.1	36.1	55.8	0.0	2.8	55.3	41.9
	State	0.2	14.8	45.1	40.0	0.1	9.1	67.0	23.8
Black	District	0.0	38.9	38.9	22.2	0.0	22.2	66.7	11.1
	State	0.6	41.8	43.4	14.2	0.9	32.2	61.2	5.7
Hispanic	District	0.0	20.0	51.4	28.6	0.0	14.3	74.3	11.4
	State	0.4	38.6	45.9	15.0	0.4	22.5	69.4	7.7
Asian/Pacific Islander	District	0.0	0.0	50.0	50.0	0.0	8.3	33.3	58.3
	State	0.0	10.8	38.4	50.8	0.1	4.8	51.1	44.1
Native American	District	0.0	24.9	44.6	30.5	0.0	13.4	70.6	16.0
	State	0.0	24.9	44.6	30.5	0.0	13.4	70.6	16.0
Multiracial/Ethnic	District	0.0	14.3	50.0	35.7	0.0	0.0	71.4	28.6
	State	0.3	21.4	47.1	31.2	0.2	14.6	68.6	16.5

**Grade 5 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	36.4	45.5	18.2	0.0	13.6	86.4	0.0
State	1.1	67.5	28.3	3.1	1.1	40.4	55.7	2.8

**Grade 5 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	0.0	28.6	53.6	17.9	0.0	10.7	80.4	8.9
	State	1.6	60.4	29.9	8.1	1.6	42.9	50.5	4.9
Non-IEP	District	0.0	7.6	36.2	56.2	0.0	3.6	54.0	42.4
	State	0.1	19.5	47.1	33.4	0.1	12.1	68.2	19.5

**Grade 5 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	25.9	48.1	25.9	0.0	11.1	77.8	11.1
	State	0.5	38.3	45.8	15.4	0.6	25.5	66.6	7.4
Not Eligible	District	0.0	8.1	37.0	55.0	0.0	3.6	54.5	41.9
	State	0.1	12.2	43.8	43.9	0.1	7.4	65.1	27.4

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	6.3	50.5	43.1	0.2	7.2	55.0	37.6
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	District	0.0	7.8	53.9	38.3	0.4	9.9	54.3	35.4
	State	0.3	21.8	54.8	23.1	0.7	16.2	58.2	24.9
Female	District	0.0	4.8	47.0	48.3	0.0	4.3	55.7	40.0
	State	0.1	15.1	55.5	29.2	0.4	13.5	62.2	23.9

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	4.6	48.7	46.7	0.0	4.9	54.6	40.5
	State	0.1	10.9	53.8	35.2	0.2	8.3	59.0	32.4
Black	District	0.0	22.2	77.8	0.0	0.0	27.8	72.2	0.0
	State	0.5	32.9	56.6	10.0	1.3	30.0	60.3	8.4
Hispanic	District	0.0	18.8	59.4	21.9	3.1	25.0	46.9	25.0
	State	0.3	27.0	59.2	13.5	0.7	19.6	66.1	13.6
Asian/Pacific Islander	District	0.0	5.9	52.9	41.2	0.0	11.8	47.1	41.2
	State	0.2	7.4	43.3	49.1	0.4	4.5	42.0	53.1
Native American	District								
	State	0.0	20.1	63.3	16.6	0.0	15.7	66.6	17.8
Multiracial/Ethnic	District	0.0	6.7	46.7	46.7	0.0	0.0	73.3	26.7
	State	0.2	16.1	56.4	27.3	0.5	13.9	62.1	23.5

**Grade 6 - Limited-English-Proficient**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
District		0.0	20.0	60.0	20.0	0.0	20.0	70.0	10.0
	State	1.0	60.8	36.4	1.8	2.1	41.7	52.6	3.6

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	0.0	35.7	50.0	14.3	0.0	40.5	50.0	9.5
	State	1.2	55.0	37.9	5.9	2.9	43.7	47.6	5.9
Non-IEP	District	0.0	3.5	50.6	45.9	0.2	3.9	55.5	40.4
	State	0.1	13.1	57.7	29.1	0.2	10.6	62.1	27.2

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	27.9	55.8	16.3	2.3	25.6	69.8	2.3
	State	0.4	29.0	58.3	12.3	0.9	23.3	63.9	11.8
Not Eligible	District	0.0	4.2	50.0	45.8	0.0	5.3	53.5	41.2
	State	0.1	8.8	52.2	39.0	0.2	7.0	56.7	36.2

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

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
District		0.0	7.1	57.3	35.7	0.6	5.5	43.0	50.9	0.8	4.2	60.1	34.9
	State	0.3	22.3	57.8	19.6	1.6	14.1	56.2	28.2	5.4	12.2	60.4	22.0

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	9.6	58.5	31.9	0.8	5.8	42.1	51.4	0.4	5.4	58.3	35.9
	State	0.4	26.1	56.7	16.9	2.0	15.1	54.2	28.8	6.3	12.1	57.3	24.4
Female	District	0.0	4.5	56.1	39.4	0.4	5.3	43.9	50.4	1.1	3.0	61.9	34.0
	State	0.1	18.3	59.1	22.5	1.2	13.0	58.2	27.6	4.5	12.3	63.6	19.6

**Grade 7 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	5.6	57.2	37.2	0.4	4.7	41.4	53.5	0.7	3.1	58.0	38.2
	State	0.1	14.2	59.0	26.7	0.8	8.4	53.9	36.9	2.5	6.3	59.2	32.0
Black	District	0.0	23.1	38.5	38.5	7.7	7.7	53.8	30.8	0.0	7.7	76.9	15.4
	State	0.6	37.5	54.2	7.6	3.8	27.7	57.9	10.6	12.0	23.5	59.1	5.4
Hispanic	District	0.0	14.7	73.5	11.8	0.0	12.1	66.7	21.2	2.9	11.4	77.1	8.6
	State	0.4	32.1	58.9	8.5	1.8	18.3	63.9	16.0	7.8	18.7	65.3	8.2
Asian/Pacific Islander	District	0.0	14.3	42.9	42.9	0.0	14.3	28.6	57.1	0.0	14.3	50.0	35.7
	State	0.1	8.4	53.8	37.8	0.5	4.3	38.0	57.2	2.3	4.5	55.4	37.8
Native American	District												
	State	0.0	24.8	58.9	16.2	2.0	13.6	60.9	23.5	7.6	10.0	58.5	23.9
Multiracial/Ethnic	District	0.0	14.3	50.0	35.7	0.0	7.1	42.9	50.0	0.0	7.1	78.6	14.3
	State	0.2	21.6	57.7	20.4	1.4	14.0	58.0	26.6	4.7	11.6	63.4	20.4

**Grade 7 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
District		0.0	58.3	41.7	0.0	0.0	36.4	63.6	0.0	0.0	41.7	58.3	0.0
	State	1.3	69.0	28.6	1.1	5.4	39.4	50.8	4.4	22.6	35.2	40.8	1.5

**Grade 7 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	0.0	40.0	52.0	8.0	6.1	26.5	51.0	16.3	2.0	18.0	66.0	14.0
	State	1.6	60.9	34.3	3.3	8.4	41.5	44.0	6.1	19.4	26.5	47.9	6.2
Non-IEP	District	0.0	3.6	57.8	38.6	0.0	3.4	42.2	54.4	0.6	2.7	59.5	37.1
	State	0.1	16.5	61.4	22.1	0.6	10.0	58.0	31.5	3.4	10.0	62.2	24.4

**Grade 7 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	28.6	61.9	9.5	0.0	26.2	59.5	14.3	2.4	22.0	61.0	14.6
	State	0.5	34.1	57.0	8.3	2.7	21.9	61.4	14.0	9.1	19.5	62.6	8.8
Not Eligible	District	0.0	5.2	56.8	38.0	0.6	3.7	41.6	54.1	0.6	2.7	60.0	36.6
	State	0.1	11.7	58.6	29.6	0.6	7.1	51.5	40.8	2.2	5.7	58.4	33.7

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District State	0.2	4.1	76.5	19.2	0.2	5.3	44.2	50.3
	0.2	15.7	72.4	11.7	0.6	15.7	53.0	30.7

**Grade 8 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male District State	0.4	5.6	79.3	14.7	0.4	8.7	38.5	52.4
	0.3	19.0	70.4	10.3	0.8	17.5	51.3	30.4
Female District State	0.0	2.5	73.6	23.8	0.0	1.7	50.2	48.1
	0.1	12.2	74.6	13.1	0.5	13.7	54.8	31.0

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White District State	0.0	2.2	77.4	20.4	0.0	3.1	43.1	53.8
	0.1	9.8	74.2	15.9	0.3	9.6	50.8	39.3
Black District State	0.0	16.7	83.3	0.0	0.0	16.7	83.3	0.0
	0.4	27.4	69.0	3.2	1.5	30.4	55.7	12.3
Hispanic District State	0.0	21.1	71.1	7.9	2.6	21.1	60.5	15.8
	0.3	22.3	72.3	5.2	0.7	20.0	60.4	18.9
Asian/Pacific Islander District State	7.7	7.7	53.8	30.8	0.0	15.4	7.7	76.9
	0.1	6.6	66.2	27.2	0.2	5.1	33.5	61.3
Native American District State								
	0.0	13.9	73.9	12.2	0.3	13.2	60.2	26.3
Multiracial/Ethnic District State	0.0	0.0	76.9	23.1	0.0	7.7	30.8	61.5
	0.2	13.6	73.0	13.2	0.6	15.1	53.2	31.2

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP District State	0.0	21.3	68.1	10.6	2.1	29.8	44.7	23.4
	1.0	52.0	45.2	1.7	3.6	49.9	41.0	5.4
Non-IEP District State	0.2	2.3	77.4	20.1	0.0	2.7	44.1	53.2
	0.1	10.2	76.5	13.2	0.2	10.6	54.8	34.4

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District State	2.6	18.4	78.9	0.0	2.6	18.4	60.5	18.4
	0.3	24.6	70.6	4.5	1.1	24.4	58.2	16.4
Not Eligible District State	0.0	2.9	76.3	20.8	0.0	4.2	42.8	53.0
	0.1	8.1	74.0	17.8	0.3	8.3	48.6	42.8

**PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)**

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 11****Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	4.6	24.4	58.4	12.5	5.9	18.5	58.3	17.3	4.9	22.7	53.8	18.6
State	9.0	37.0	44.1	9.9	10.6	36.7	42.4	10.3	9.7	37.9	41.6	10.8

**Grade 11 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	6.9	22.9	58.3	11.9	8.7	12.8	58.4	20.1	6.4	15.1	53.0	25.6
	State	11.3	37.3	41.9	9.5	10.9	34.2	42.4	12.5	10.2	34.6	41.5	13.7
Female	District	2.1	26.2	58.6	13.1	2.6	25.1	58.1	14.1	3.2	31.6	54.7	10.5
	State	6.8	36.7	46.2	10.2	10.4	39.1	42.4	8.1	9.3	41.1	41.7	7.9

**Grade 11 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	3.4	22.8	60.3	13.5	4.8	16.6	60.3	18.3	3.4	20.6	56.2	19.8
	State	5.3	29.0	52.2	13.5	5.7	29.6	51.0	13.8	4.8	29.4	50.9	14.9
Black	District												
	State	17.1	55.2	26.0	1.6	26.0	53.5	19.5	0.9	23.1	57.2	18.8	0.9
Hispanic	District	8.0	48.0	44.0	0.0	16.0	32.0	52.0	0.0	8.0	52.0	28.0	12.0
	State	15.6	51.2	30.7	2.5	15.5	50.7	31.4	2.4	16.1	54.0	27.5	2.4
Asian/Pacific Islander	District												
	State	6.0	28.2	48.7	17.1	3.6	19.0	50.4	27.0	4.5	24.5	49.8	21.3
Native American	District												
	State	8.3	37.0	43.9	10.9	10.6	37.3	42.6	9.6	10.2	37.6	42.9	9.2
Multiracial/Ethnic	District	8.3	25.0	50.0	16.7	7.7	23.1	46.2	23.1	15.4	23.1	53.8	7.7
	State	7.2	35.4	46.0	11.4	9.3	38.1	43.6	9.0	8.0	37.1	44.4	10.5

**Grade 11 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	28.6	42.9	26.2	2.4	41.9	37.2	18.6	2.3	34.9	44.2	18.6	2.3
	State	40.1	42.7	14.8	2.4	45.8	40.9	12.2	1.2	42.1	43.9	11.9	2.1
Non-IEP	District	1.9	22.3	62.1	13.6	1.6	16.3	62.9	19.1	1.4	20.2	57.9	20.5
	State	5.2	36.3	47.7	10.8	6.3	36.2	46.2	11.4	5.7	37.2	45.3	11.8

**Grade 11 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	29.6	37.0	25.9	7.4	25.0	32.1	39.3	3.6	32.1	32.1	32.1	3.6
	State	16.4	51.7	29.5	2.4	20.1	50.9	27.0	2.0	18.9	54.0	25.1	2.1
Not Eligible	District	2.9	23.6	60.7	12.8	4.5	17.5	59.7	18.3	2.9	22.0	55.4	19.7
	State	5.0	29.0	52.1	14.0	5.5	28.9	50.9	14.8	4.7	29.1	50.6	15.5

## 2010 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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

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

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		77.5			77.5			91.0		80.0	
<b>All</b>	99.9	Yes	99.9	Yes	89.5		Yes	92.0		Yes	94.3	Yes	95.9	Yes
<b>White</b>	99.9	Yes	99.9	Yes	91.5		Yes	94.0		Yes				
<b>Black</b>	100.0	Yes	100.0	Yes	67.4	72.8	No	67.4		No	94.6		72.7	
<b>Hispanic</b>	99.6	Yes	99.6	Yes	75.1		Yes	77.4		Yes				
<b>Asian/Pacific Islander</b>	100.0	Yes	100.0	Yes	88.8		Yes	88.8		Yes				
<b>Native American</b>														
<b>Multiracial /Ethnic</b>	98.2	Yes	98.2	Yes	85.8		Yes	92.5		Yes				
<b>LEP</b>	100.0	Yes	100.0	Yes	57.5	57.3	Yes	68.6	65.6	Yes	94.3		100.0	
<b>Students with Disabilities</b>	99.2	Yes	99.2	Yes	62.1	65.5	No	67.9	73.2	No	94.2		60.4	
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	67.7	71.1	No	73.3		Yes	93.6		88.0	

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.

2. At least 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*

3. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

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

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

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

**FEDERAL SCHOOL IMPROVEMENT STATUS**

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

Number of schools in this district: 8

Number of Title I schools: 6

Number of Title I schools in Federal School Improvement Status: 0

Percent of schools in Federal School Improvement Status: 0 %

**School ID**

**School Name**

**Years in School  
Improvement**

## 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.

DIP Goal	Strategies/Activities	Comments
<p>In 2010, the percent of limited English proficiency (LEP) students meeting state standards in reading will increase from 52.6% to 77.5% or achieve Safe Harbor, and in 2011, the percent will increase to 80% or achieve Safe Harbor.</p> <p><b>Current Progress:</b></p> <p><b>The results of the 2010 state testing shows that 57.5% of LEP students met state standards in reading. The Safe Harbor target was 57.3%. Therefore, the district met adequate yearly progress.</b></p>	<p><b>Strategies and Activities for Students</b></p> <ul style="list-style-type: none"> <li>• LEP Students will be provided prescribed interventions, when necessary, through the RTI process</li> <li>• LEP Students will be provided strategies for taking state assessments.</li> <li>• LEP Students will be provided services in our summer school program with a focus on reading and writing.</li> <li>• LEP Student performance will be evaluated using the ELL Assessment Plan and data will be collected in a systematic manner three times a year.</li> <li>• LEP Students at each grade level will learn core subject content vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• This was provided and will continue as needed.</li> <li>• This was provided and will continue.</li> <li>• Over 80 LEP students attended the program last summer. Transportation was provided to and from school. In addition, a field trip was taken each week to provide background knowledge.</li> <li>• Students were assessed three times during the year and data was collected. This will continue.</li> <li>• The core vocabulary lists have not yet been developed.</li> </ul>
	<p><b>Professional Development Strategies and Activities</b></p> <ul style="list-style-type: none"> <li>• Classroom teachers at all levels will be provided professional development on language acquisition and sheltered instruction strategies.</li> <li>• Teachers at all levels will be provided professional development on focused interventions for ELL students that are determined through the RTI process.</li> <li>• Middle and High School teachers and administrators will research improved programming designs for ELL students.</li> </ul>	<ul style="list-style-type: none"> <li>• This occurred during monthly staff meetings</li> <li>• This occurred when interventions were put in place and will continue as needed.</li> <li>• Staff collaborated to identify the need for a shelter social studies class at the high school. Beginning this year, LEP students will take Sheltered English American History. Next year Shelter English American Government will be offered to LEP</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide classroom teachers professional development on the interpretation of data from the ELL Assessment Plan.</li> <li>• Provide focused collaboration time between ELL teachers and classroom teachers during the school day at a frequency appropriate for the students' proficiency level</li> <li>• Provide professional development on the social emotional needs of adolescent ELL students</li> <li>• Using ACCESS scores, research the minimum score needed to meet state standards in reading and math. Use this to revise exit criteria.</li> <li>• Provide classroom teachers training on how to embed the WIDA standards into their instruction.</li> <li>• Develop academic and content vocabulary lists in each core subject at each grade level.</li> </ul>	<p>students.</p> <ul style="list-style-type: none"> <li>• This was provided through flexible institute opportunities and at staff meetings.</li> <li>• This year teachers will be provided collaboration time through flexible institute offerings.</li> <li>• This was provided through flexible institute opportunities</li> <li>• The team researched this, however, the State Board now mandates that students be exited with a composite score on the ACCESS of 4.8 and a Literacy score of 4.2. Our research indicates that students need a 5.0 to meet state standards.</li> <li>• This was provided through flexible institute opportunities</li> <li>• A committee was formed this year to begin this work.</li> </ul>
	<p><b>Parent Involvement Strategies and Activities</b></p> <ul style="list-style-type: none"> <li>• Increase ELL parent communication with classroom teacher with the use of translation services.</li> <li>• Provide ELL parents with information about meaningful involvement in their child's education through newsletters written in both English and</li> </ul>	<ul style="list-style-type: none"> <li>• This has been provided and will continue</li> <li>• This has been provided and will continue</li> </ul>

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	<p>Spanish</p> <ul style="list-style-type: none"><li>• Provide ELL parents with information on how to support literacy at home.</li><li>• Engage the Bilingual Parent Advisory Committee to provide strategies to improve parent involvement four times per year.</li></ul>	<ul style="list-style-type: none"><li>• This has been provided and will continue</li><li>• This has been provided and will continue</li></ul>
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