

Hoover Wood Elem School
Batavia USD 101
Batavia, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5

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

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	78.2	5.9	7.4	4.4	0.6	3.6	14.3	5.7	12.0		0.0	3.2	95.9	476
District	82.5	3.2	7.2	2.9	0.3	4.0	9.5	2.8	11.7		0.6	4.0	94.3	6,225
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

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

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

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

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

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

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	99.6	18.3	19.0	14.3	325.5
State	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
School	14.2	21.7	21.0	27.0	26.7	23.5				
District	20.0	21.5	20.9	23.9	23.9	24.0				
State	20.7	21.2	21.4	22.1	22.6	22.8				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

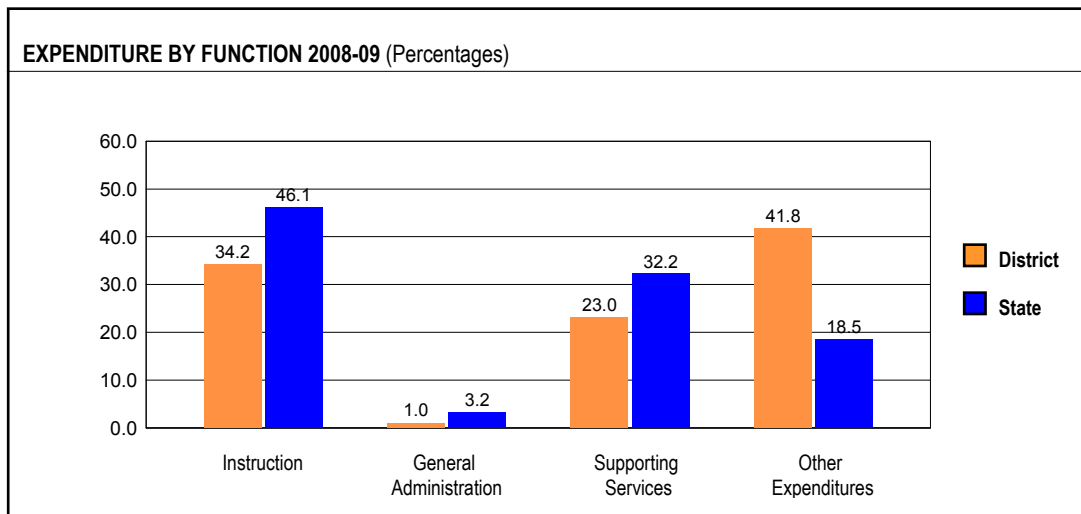
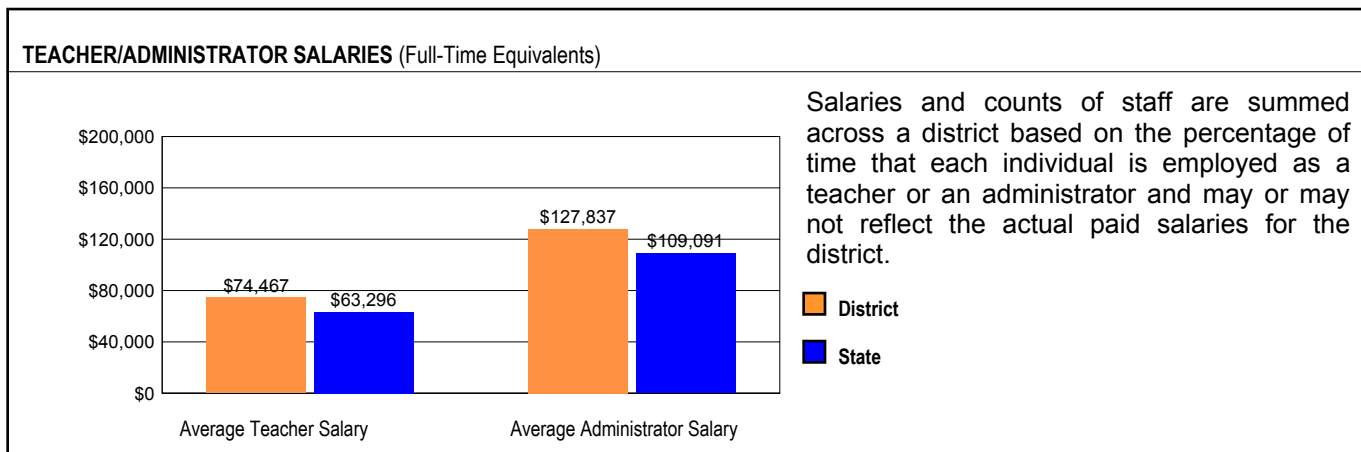
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			30			176			30		
District	60			29			167			29		
State	59			30			145			30		

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
School	--	--	--	0.0	0.0
District	12.9	24.0	76.0	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2008-09				EXPENDITURE BY FUND 2008-09			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$57,144,757	80.7	58.4	Education	\$53,642,478	48.4	69.6
Other Local Funding	\$5,338,698	7.5	6.9	Operations & Maintenance	\$6,249,911	5.6	7.9
General State Aid	\$2,514,620	3.6	14.5	Transportation	\$3,209,196	2.9	3.8
Other State Funding	\$3,141,808	4.4	8.3	Debt Service	\$12,004,310	10.8	7.0
Federal Funding	\$2,684,846	3.8	11.9	Tort	\$382,487	0.3	1.2
TOTAL	\$70,824,729			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
				TOTAL	\$110,932,326		

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.

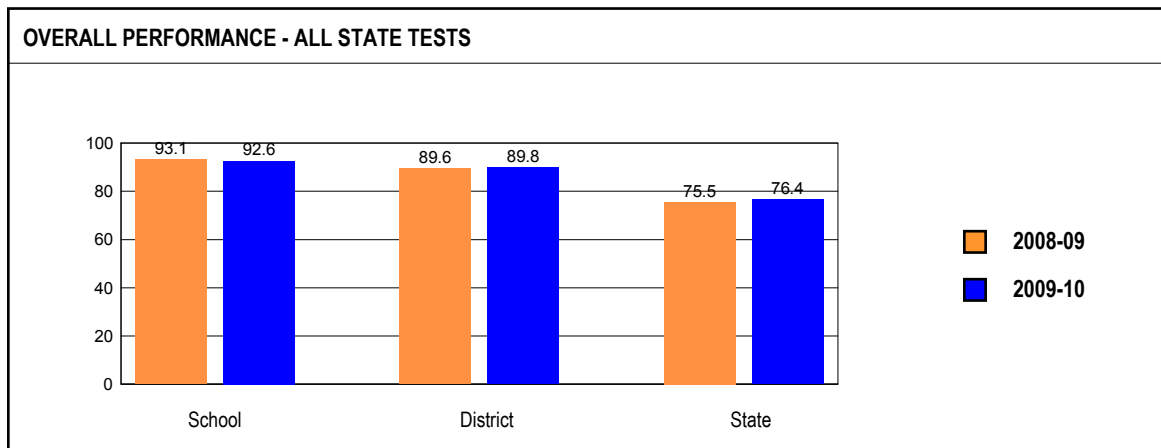
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

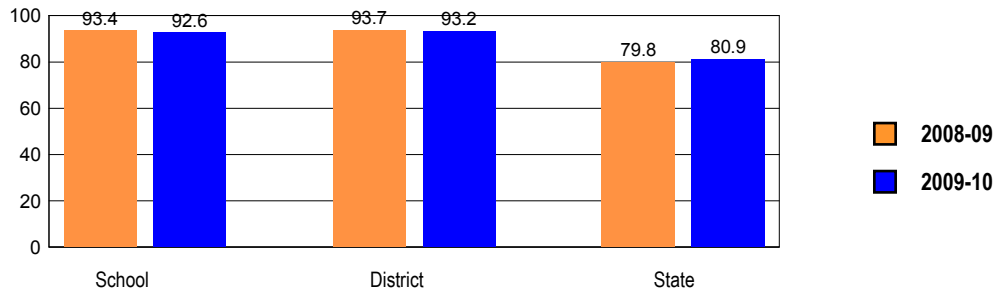
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

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

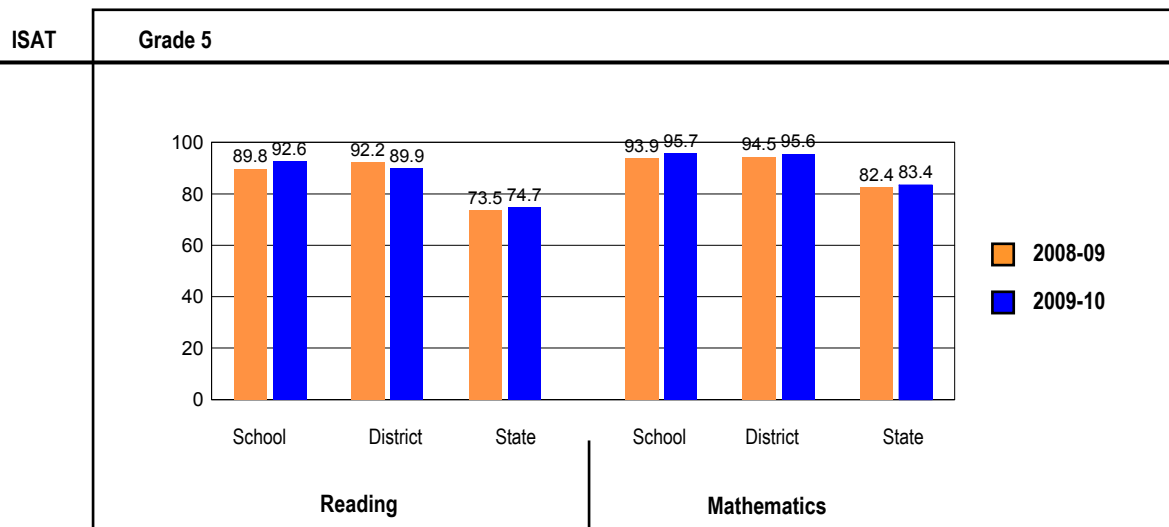
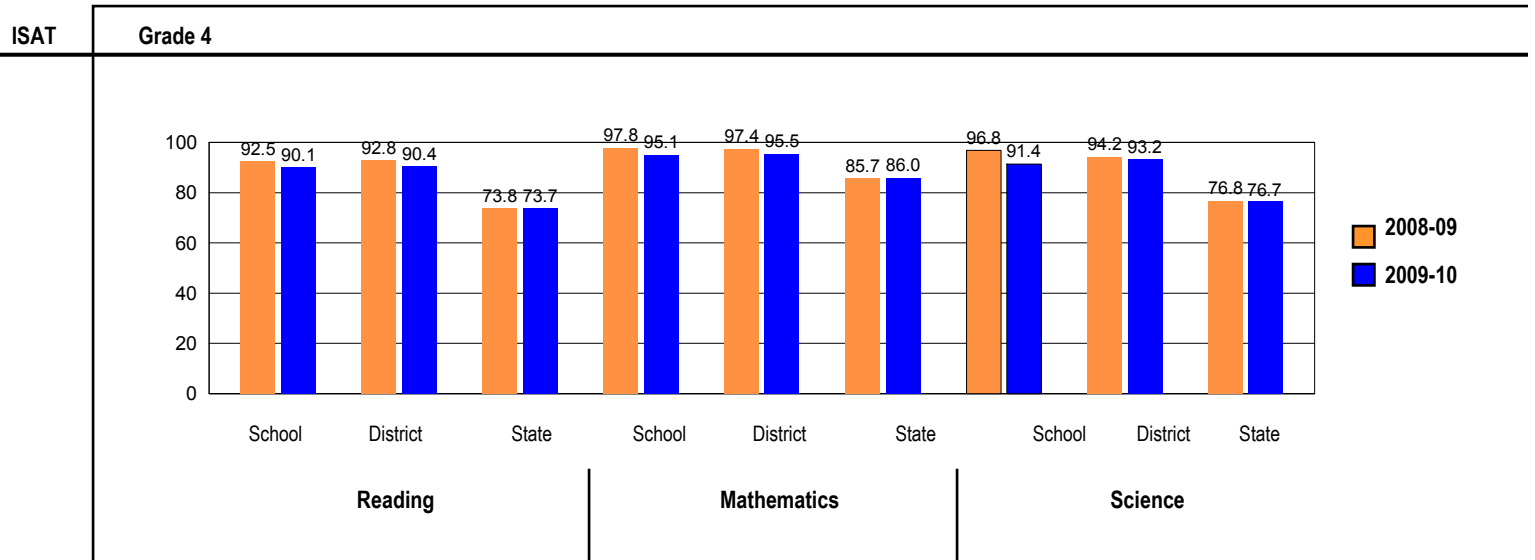
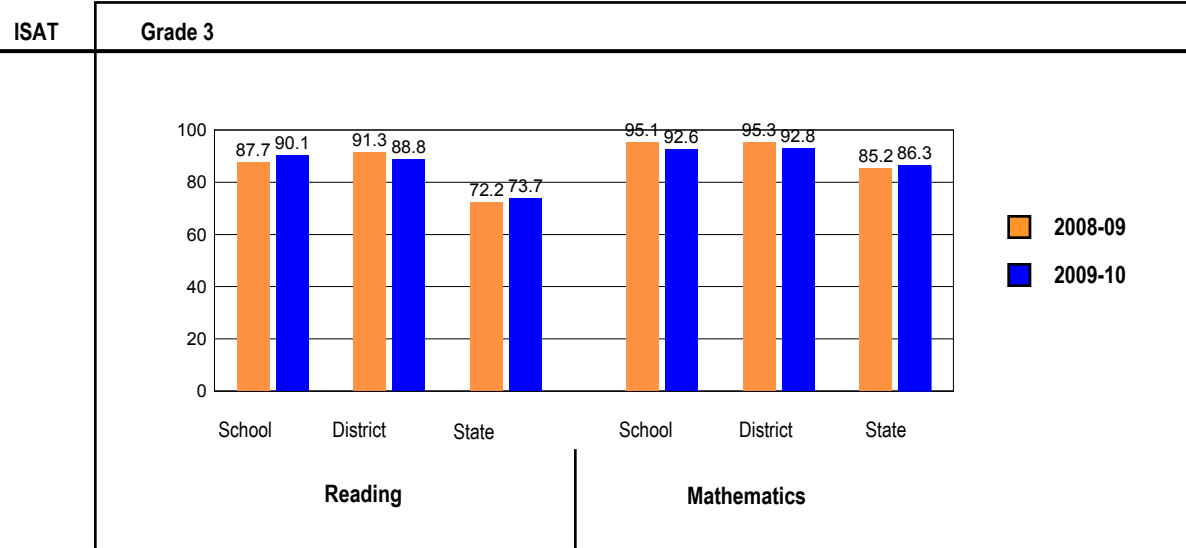


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

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



PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	256	142	114	209	8	18	12	1	8	12	0	30	30
	Reading	0.0	0.0	0.0	0.0		0.0	0.0			0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0			0.0		0.0	0.0
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				
School	*Enrollment	81	47	34	64	3	6	5	0	3	5	0	8	9
	Science	0.0	0.0	0.0	0.0									
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
School	0.0	9.9	42.0	48.1	0.0	7.4	25.9	66.7
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	School	0.0	10.0	32.5	57.5	0.0	2.5	22.5	75.0
	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	School	0.0	9.8	51.2	39.0	0.0	12.2	29.3	58.5
	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	School	0.0	6.2	40.0	53.8	0.0	3.1	24.6	72.3
	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	School								
	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	School								
	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	School								
	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	School								
	District								
	State	3.8	19.8	48.3	28.1	2.3	8.0	46.8	43.0
Multiracial/Ethnic	School								
	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 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	36.4	27.3	36.4	0.0	36.4	18.2	45.5
	District	4.8	29.0	45.2	21.0	3.2	25.8	40.3	30.6
	State	9.0	30.9	46.4	13.7	5.0	16.8	52.7	25.5
Not Eligible	School	0.0	5.7	44.3	50.0	0.0	2.9	27.1	70.0
	District	1.5	6.3	40.4	51.8	0.5	3.4	28.5	67.6
	State	1.6	10.4	45.3	42.7	0.8	4.3	36.2	58.7

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	9.9	48.1	42.0	0.0	4.9	49.4	45.7	0.0	8.6	67.9	23.5
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
State	1.2	25.1	44.8	28.9	1.1	12.9	57.7	28.2	2.8	20.5	59.6	17.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	6.4	46.8	46.8	0.0	6.4	44.7	48.9	0.0	6.4	63.8	29.8
	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
	State	1.7	27.7	43.9	26.7	1.3	13.3	56.1	29.3	3.2	20.1	57.4	19.4
Female	School	0.0	14.7	50.0	35.3	0.0	2.9	55.9	41.2	0.0	11.8	73.5	14.7
	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
	State	0.7	22.3	45.7	31.2	0.9	12.5	59.5	27.1	2.5	21.0	62.0	14.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	6.3	45.3	48.4	0.0	3.1	42.2	54.7	0.0	4.7	68.8	26.6
	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
	State	0.5	15.1	45.0	39.4	0.5	6.6	54.4	38.5	0.8	10.2	63.7	25.4
Black	School	0.0	25.0	58.3	16.7	0.0	41.7	41.7	16.7	0.0	25.0	75.0	0.0
	District	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
	State												
Hispanic	School												
	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
	State	2.1	38.8	45.3	13.9	1.5	18.7	65.5	14.2	4.5	31.2	58.6	5.7
Asian/Pacific Islander	School												
	District	0.0	8.3	33.3	58.3	0.0	0.0	54.2	45.8	0.0	0.0	66.7	33.3
	State	0.4	10.7	39.6	49.2	0.5	4.2	41.2	54.1	1.3	9.1	57.7	31.9
Native American	School												
	District												
	State	0.7	21.7	44.9	32.6	0.4	13.0	59.8	26.8	3.3	17.4	58.7	20.7
Multiracial/Ethnic	School												
	District	0.0	29.4	35.3	35.3	0.0	5.9	64.7	29.4	0.0	11.8	64.7	23.5
	State	0.5	21.0	47.2	31.2	0.6	11.4	59.9	28.0	1.7	17.2	63.0	18.1

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	7.4	40.4	52.1	0.0	4.3	56.4	39.4
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	School	0.0	9.1	40.0	50.9	0.0	5.5	63.6	30.9
	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	School	0.0	5.1	41.0	53.8	0.0	2.6	46.2	51.3
	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	School	0.0	5.0	37.5	57.5	0.0	5.0	51.3	43.8
	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	School								
	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	School								
	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	School								
	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	School								
	District								
	State	0.0	24.9	44.6	30.5	0.0	13.4	70.6	16.0
Multiracial/Ethnic	School								
	District	0.0	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 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	20.0	60.0	20.0	0.0	13.3	80.0	6.7
	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	School	0.0	5.1	36.7	58.2	0.0	2.5	51.9	45.6
	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	School	0.0	30.0	50.0	20.0	0.0	10.0	80.0	10.0
	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	School	0.0	4.8	39.3	56.0	0.0	3.6	53.6	42.9
	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

2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

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

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

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91.0		80.0	
All	100.0	Yes	100.0	Yes	92.1		Yes	94.6		Yes	95.9	Yes		
White	100.0	Yes	100.0	Yes	95.5		Yes	96.5		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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

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

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

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

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

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Hoover – Wood Elementary SIP Update 10/2010

SIP Goal	Strategies/Activities	Update
By the end of the 2011 school year, 95% of all students will meet or exceed State or local standards in reading as measured by ISAT.	<ul style="list-style-type: none"> ▪ Implement data meetings at all grade levels to determine student needs ▪ Participate in ongoing professional development in: ELL learners, culture of poverty, The Daily Five and CAFÉ. • Use a SWAT Team approach to complete grade level universal screenings to determine building norms. 	<ul style="list-style-type: none"> • 2010 ISAT 92.1% Met and exceeded. • Low income students scored considerably lower than their peers. • Developing greatest area of need 2010-11 to develop SMART goals for 2011-12.
By the end of the 2011 school year, 97% of all students will meet or exceed State or local standards in math as measured by ISAT.	<ul style="list-style-type: none"> • Grade level teams will use the universal data to determine Tier II students and create classroom interventions and CBM's ▪ Grade level teams will use data (MAP, pre-test scores, quarterly reports) to create flexible groups to meet the needs of all learners 	<ul style="list-style-type: none"> ▪ 2010 ISAT 94.6% met and exceeded. ▪ Low income students scored slightly lower than their peers. • Developing greatest area of need 2010-11 to develop SMART goals for 2011-12.
By October 2010, 80% of staff will indicate that a small number of positively and clearly stated student expectations or rules are defined and that expected student behaviors are taught directly as measured by the PBIS Self Assessment Survey. (Positive Behavior Intervention System)	<ul style="list-style-type: none"> • "Green Team" maintains support of universal expectations. • Green team uses discipline data to determine needs for developing and teaching universal expectations. • Teachers develop acknowledgements to reinforce positive behaviors. 	<ul style="list-style-type: none"> • Last fall prior to kick off of PBIS we were at 21% of our goal for this year. • The 21% was before teaching our staff and implementing PBIS school-wide. • We take the self assessment on October 8th to measure our progress toward our goal. • When we reach our current goal we will develop our next goals from the data gathered in the 2010 self assessment.

Hoover – Wood Elementary teachers completed initial problem solving team training in the 2009-2010 school year. Teachers and specialists meet at the grade level and building level to collaborate on students, intervention and progress monitor at each level for math and reading. Grade levels focus on the areas of reading and math for interventions. The building schedule includes a common intervention time 4 days a week which allows for additional staff and student support during this time.

The academic school improvement goals of 95% and 97% of students meeting and exceeding expectations as measured by the ISAT in reading and math remain the focus for 2010-2011. As measured by the 2010 ISAT, 92.1% and 94.6% of students met and exceeded expectations in reading and math. Currently the staff is in the process of identifying the greatest area of need in these two areas as led by the School Improvement Team and a continuous improvement model for school improvement.

In 2010 Hoover – Wood staff launched Positive Behavior Intervention Supports. This is a school wide system that specifically teaches a small number of clearly defined behavior expectations to all students and reinforces them through a series of positive acknowledgements. The goal is to have 80% of staff indicate that a small number of positively and clearly stated student expectations or rules are defined and that expected student behaviors are taught directly as measured by the PBIS Self Assessment Survey. (Positive Behavior Intervention System) As measured in October less than one year after implementation, 78% of staff indicated the small number of expectations are clearly defined. 75% of staff indicated the expected behaviors are taught directly as measured by the self assessment.

The PBIS committee analyzes data to determine needs for increased teaching opportunities or introduction of expectations in other areas based on need. In 2011 Hoover – Wood will train staff to help identify need and develop tier three behavior interventions.

The Hoover – Wood PTO has supported both academic and behavior school improvement goals. They have supported reading by purchasing a novel for each family at Hoover – Wood Elementary to support the family reading incentive program at Hoover – Wood. They have supported the PBIS goals by purchasing acknowledgements and assemblies that are used as acknowledgement and positive reinforcement. Hoover – Wood continues to pursue ways to include all stakeholders in learning, growing and succeeding.