

Louise White 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 | 77.8 | 4.3 | 10.3 | 2.3 | 0.2 | 5.1 | 11.9 | 4.9 | 13.0 | | 0.2 | 3.4 | 95.8 | 486 |
| 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 | 20.8 | 22.3 | 22.0 | 22.3 | 21.3 | 26.0 | | | | |
| 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)

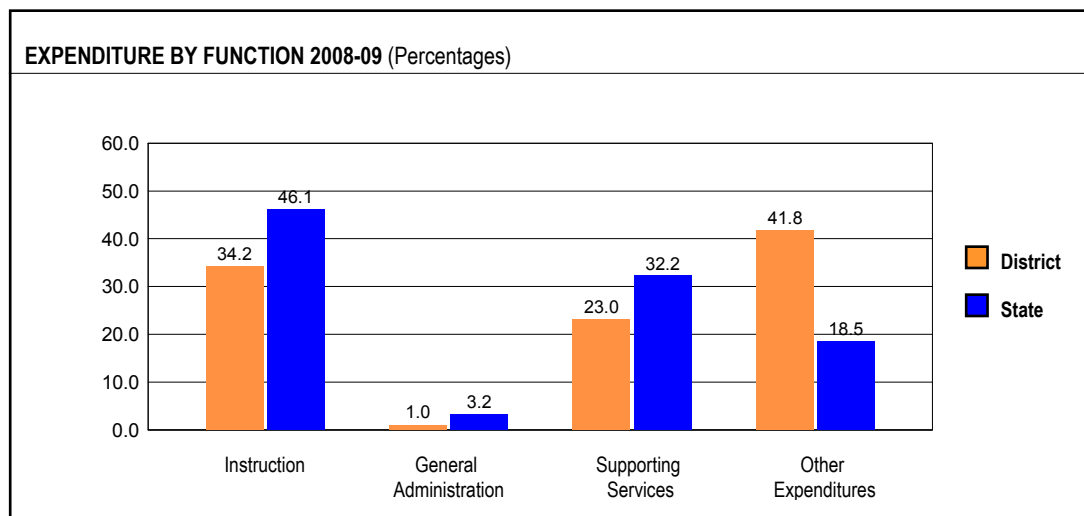
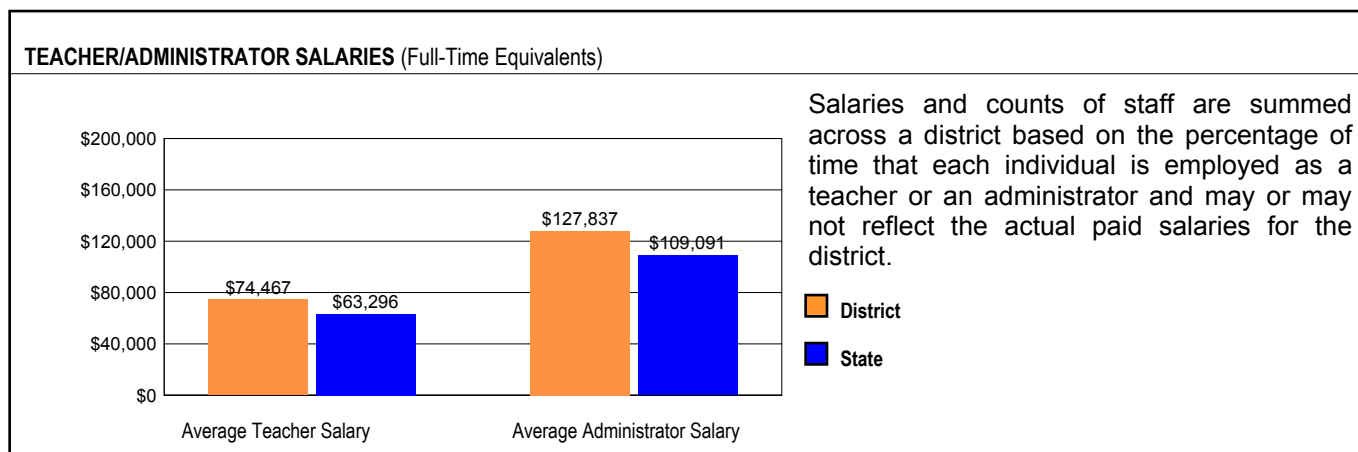
| Grades | Mathematics | | | Science | | | English/Language Arts | | | Social Science | | |
|-----------------|-------------|---|---|---------|---|---|-----------------------|---|---|----------------|---|---|
| | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 |
| School | 60 | | | 28 | | | 176 | | | 28 | | |
| 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.

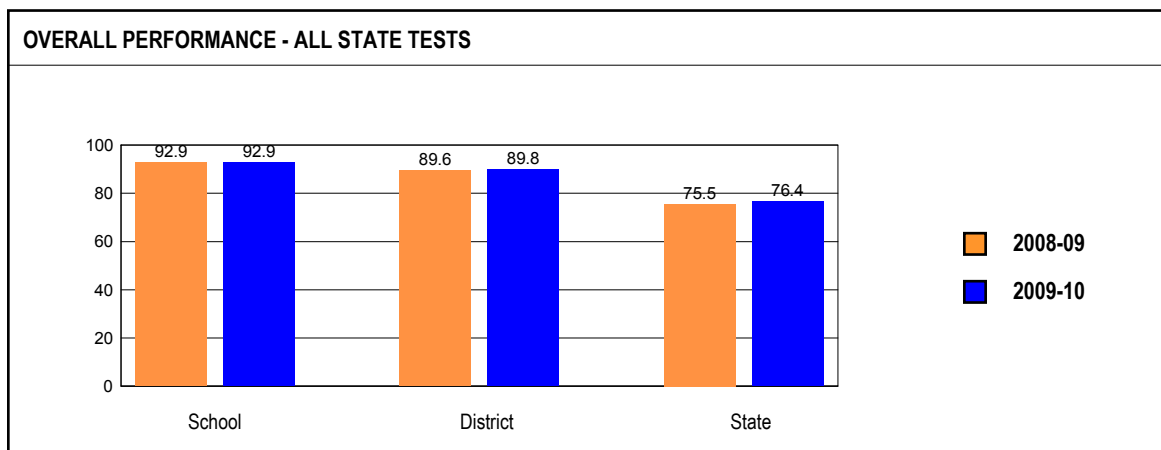
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

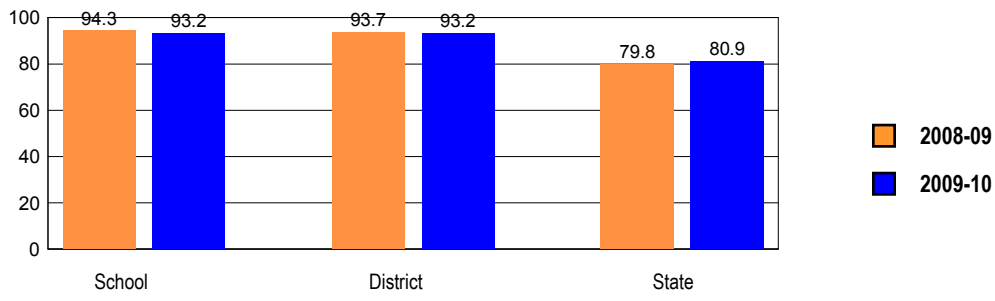
ACADEMIC PERFORMANCE

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.

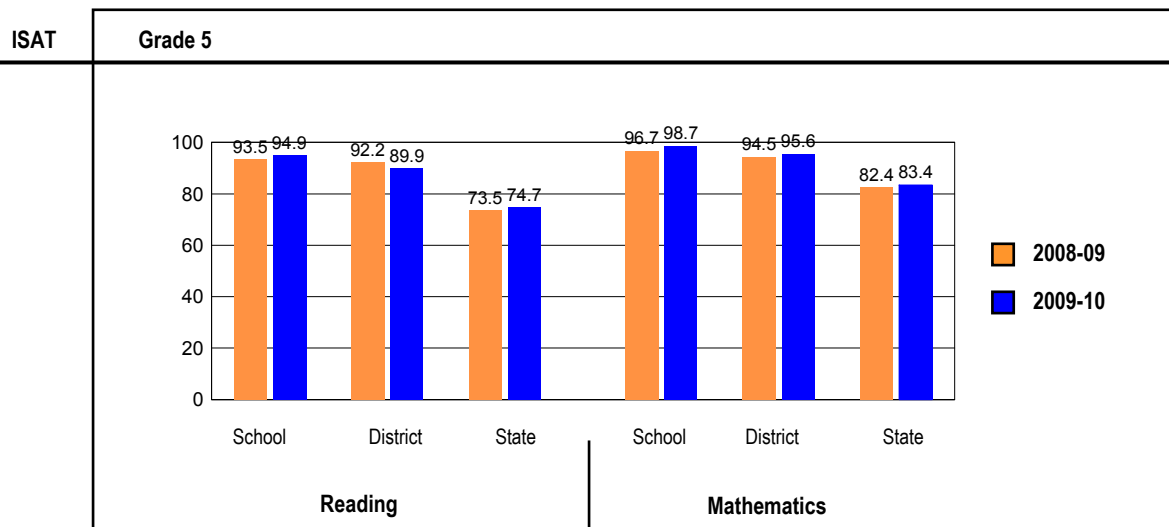
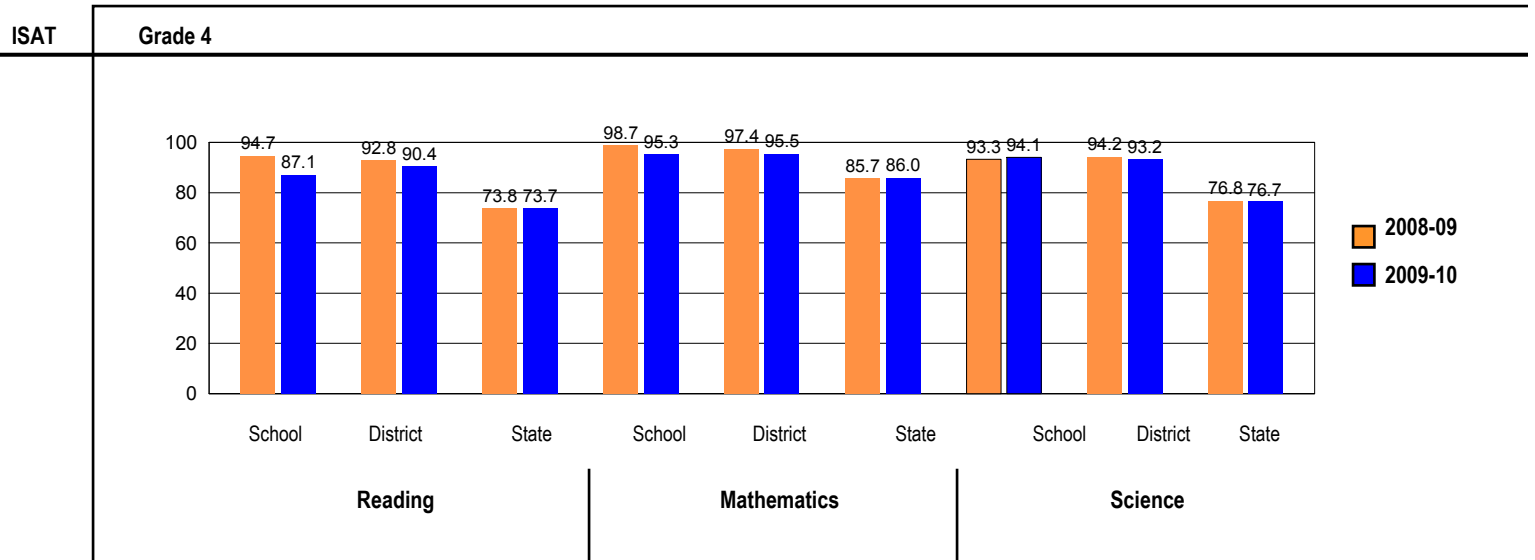
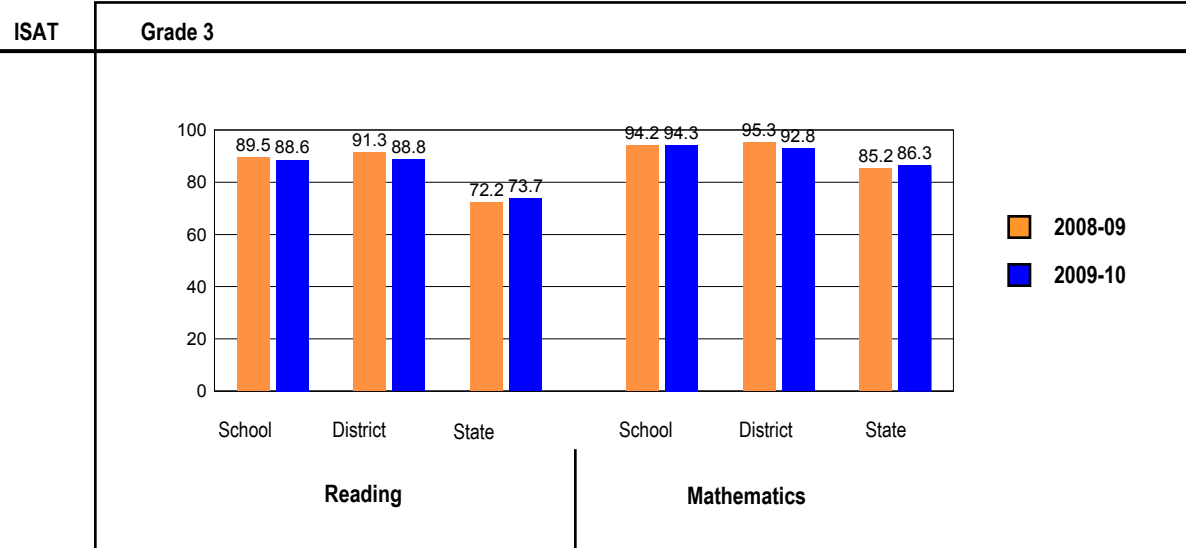


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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 | 252 | 127 | 125 | 193 | 9 | 32 | 6 | 0 | 12 | 14 | 0 | 34 | 28 |
| | Reading | 0.0 | 0.0 | 0.0 | 0.0 | | 0.0 | | | 0.00 | 0.0 | | 0.0 | 0.0 |
| | Mathematics | 0.0 | 0.0 | 0.0 | 0.0 | | 0.0 | | | 0.00 | 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 | 85 | 42 | 43 | 69 | 1 | 11 | 2 | 0 | 2 | 4 | 0 | 10 | 7 |
| | Science | 0.0 | 0.0 | 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 | 3.4 | 8.0 | 50.0 | 38.6 | 2.3 | 3.4 | 22.7 | 71.6 |
| 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 | 2.3 | 13.6 | 43.2 | 40.9 | 2.3 | 0.0 | 27.3 | 70.5 |
| | 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 | 4.5 | 2.3 | 56.8 | 36.4 | 2.3 | 6.8 | 18.2 | 72.7 |
| | 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 | 9.0 | 47.8 | 43.3 | 0.0 | 1.5 | 22.4 | 76.1 |
| | 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 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | |
|---------|----------|------|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | School | 7.1 | 14.3 | 42.9 | 35.7 | 0.0 | 7.1 | 35.7 | 57.1 |
| | District | 3.6 | 26.8 | 37.5 | 32.1 | 1.8 | 16.1 | 41.1 | 41.1 |
| | State | 18.9 | 36.6 | 33.4 | 11.1 | 9.3 | 22.4 | 46.7 | 21.7 |
| Non-IEP | School | 2.7 | 6.8 | 51.4 | 39.2 | 2.7 | 2.7 | 20.3 | 74.3 |
| | District | 1.7 | 7.0 | 41.5 | 49.9 | 0.7 | 5.0 | 28.6 | 65.6 |
| | State | 3.4 | 18.6 | 47.7 | 30.2 | 2.0 | 9.1 | 44.4 | 44.5 |

Grade 4**Grade 4 - All**

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 1.2 | 11.8 | 41.2 | 45.9 | 1.2 | 3.5 | 49.4 | 45.9 | 0.0 | 5.9 | 65.9 | 28.2 |
| 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 | 2.4 | 16.7 | 38.1 | 42.9 | 2.4 | 4.8 | 42.9 | 50.0 | 0.0 | 7.1 | 54.8 | 38.1 |
| | 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 | 7.0 | 44.2 | 48.8 | 0.0 | 2.3 | 55.8 | 41.9 | 0.0 | 4.7 | 76.7 | 18.6 |
| | 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 | 7.2 | 44.9 | 47.8 | 0.0 | 1.4 | 49.3 | 49.3 | 0.0 | 1.4 | 65.2 | 33.3 |
| | 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 | 9.1 | 27.3 | 27.3 | 36.4 | 9.1 | 18.2 | 45.5 | 27.3 | 0.0 | 36.4 | 63.6 | 0.0 |
| | 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 4 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|---------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | School | 0.0 | 50.0 | 20.0 | 30.0 | 0.0 | 10.0 | 60.0 | 30.0 | 0.0 | 20.0 | 60.0 | 20.0 |
| | 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 | School | 1.3 | 6.7 | 44.0 | 48.0 | 1.3 | 2.7 | 48.0 | 48.0 | 0.0 | 4.0 | 66.7 | 29.3 |
| | 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 5**Grade 5 - All**

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 5.1 | 37.2 | 57.7 | 0.0 | 1.3 | 59.0 | 39.7 |
| 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 | 5.0 | 50.0 | 45.0 | 0.0 | 0.0 | 60.0 | 40.0 |
| | 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 | 5.3 | 23.7 | 71.1 | 0.0 | 2.6 | 57.9 | 39.5 |
| | 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 | 5.4 | 33.9 | 60.7 | 0.0 | 0.0 | 57.1 | 42.9 |
| | 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 | 0.0 | 7.7 | 46.2 | 46.2 | 0.0 | 7.7 | 69.2 | 23.1 |
| | 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 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | |
|--------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | School | 0.0 | 8.3 | 50.0 | 41.7 | 0.0 | 8.3 | 83.3 | 8.3 |
| | 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 | 4.5 | 34.8 | 60.6 | 0.0 | 0.0 | 54.5 | 45.5 |
| | 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 | 90.8 | | Yes | 97.1 | | Yes | 95.8 | Yes | | |
| White | 100.0 | Yes | 100.0 | Yes | 92.5 | | Yes | 98.9 | | 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

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.

| SIP Goal | Strategies/Activities | Update |
|--|---|--|
| <p>By the end of 2009-2010 school year 100% of our kindergarten students will achieve at or above the 80th percentile on the ISEL Alphabet Recognition snapshot.</p> <p>By the end of the 2009-2010 school year 100% of our kindergarten students will achieve at or above the 80th percentile on the ISEL Phonemic Awareness snapshot.</p> | <ul style="list-style-type: none"> • Kindergarten students performing below the 20th percentile on the Alphabet Recognition and/or Phonemic Awareness snapshots on the fall ISEL will participate in the KLEAP intervention ▪ Underperforming kindergarten students will receive reading resource services from the building reading specialist ▪ All kindergarten students will participate in the Story Town reading series pilot. ▪ Staff providing the KLEAP intervention will be trained in the delivery of and monitoring processes contained in the KLEAP program. | <ul style="list-style-type: none"> ▪ <i>Achieved – 100% of our kindergarten students achieved this goal.</i> • <i>96% (75 of 78) of our students achieved this goal.</i> • <i>Achieved</i> ▪ <i>Due to the large caseload of the Reading Resource teacher, a classroom teacher and specials teachers were trained by the reading teacher and provided these services</i> ▪ <i>Achieved</i> ▪ <i>Achieved</i> |

| | | |
|--|--|--|
| <p>By the end of the 2009-2010 school year the School Improvement Team will investigate and implement a standardized first grade reading assessment.</p> | <ul style="list-style-type: none"> ▪ Kindergarten teachers will receive professional development in the area of developing alphabet recognition and phonemic awareness in students as part of the Story Town Pilot ▪ Alphabet recognition and/or Phonemic Awareness Strategy and Activity Packet will be created and shared with parents for home use for students who could benefit from this practice. ▪ The school improvement team will host a family literacy night where the school improvement plan will be shared with parents. The SIP team will share literacy building ideas for home as well. ▪ The school improvement team in conjunction with the first grade teachers, reading teacher, district reading specialist, and assistant superintendent for teaching and learning will research standardized assessments in reading for first grade students. ▪ The school improvement team will choose a standardized assessment tool for implementation with first graders in the 2010-2011 school year. | <ul style="list-style-type: none"> • <i>Achieved- teachers received training at the district and building level via the Reading Resource teacher as well as the District Literacy Coordinator</i> • <i>Achieved</i> • <i>Achieved. This literacy night was conducted in November, 2009. The evening was so successful that it was expanded and incorporated into this year's Curriculum Night.</i> ▪ <i>Achieved. From this conversation it was determined that first grade students district wide will participate in Aimsweb early literacy testing in September.</i> ▪ <i>Achieved. To maintain consistent data for this year, all first grade students will continue to participate in ISEL testing. Beginning with the 2011 school year, these students will participate in Aimsweb testing.</i> |
|--|--|--|

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> ▪ Information about the standardized assessment tool will be shared with parents during the school improvement team presentation at back to school night. ▪ Kindergarten students will be administered the ISEL test during the spring of 2010. ▪ First grade students will participate in a standardized assessment that measures current reading performance. ▪ The SIP team will review the data from the spring 2010 kindergarten ISEL and the fall 2010 standardized 1st grade assessment to develop a specific school improvement goal. ▪ A parent representative will be invited to participate on the SIP team. | <ul style="list-style-type: none"> • <i>Achieved</i> ▪ <i>Achieved</i> ▪ <i>Achieved. First grade students participated in ISEL testing.</i> ▪ <i>Benchmark data has just been collected and will be reviewed by the SIP team to determine the specific areas of need for our current first grade students.</i> • <i>In process</i> |
|--|--|--|