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CCSD 93
Hanover Park, 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	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	39.5	8.4	27.2	19.5	0.0	5.3	22.8	33.5		0.7	10.9	95.3	430
District	53.6	6.9	16.7	18.7	0.2	3.9	14.1	12.1		1.1	12.9	95.5	4,074
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

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

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

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

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

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	99.2	15.6		11.4	177.1
State	96.7	18.4		13.3	201.8

* 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	20.7	21.3	18.0	24.0	22.0	23.0				
District	19.5	19.0	19.0	20.3	20.9	20.6				
State	20.5	20.9	21.3	21.8	22.2	22.6				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

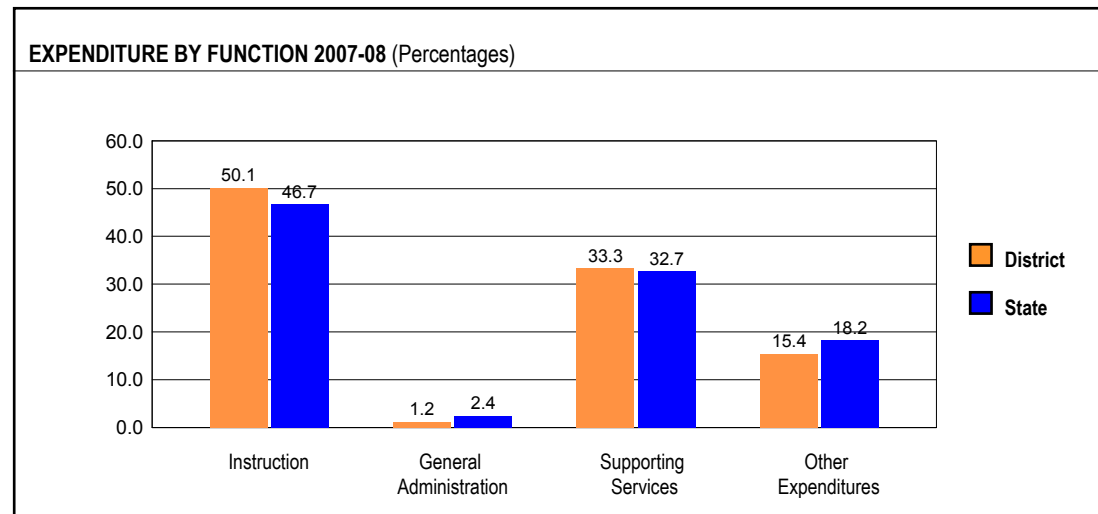
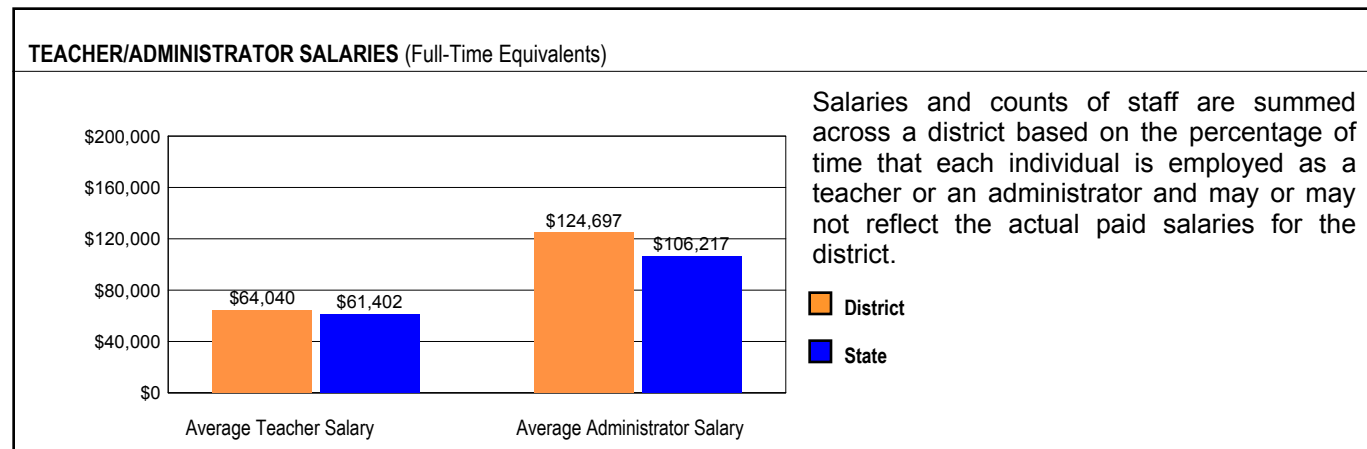
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			20			180			20		
District	60			23			170			23		
State	59			30			145			30		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.6	1.0	1.0	0.0	0.3	11.9	88.1	291
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	13.2	33.3	66.7	0.0	0.0
State	12.5	44.1	55.8	0.6	1.2

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$50,169,019	84.0	58.7	Education	\$40,422,867	76.4	71.5
Other Local Funding	\$2,869,163	4.8	6.3	Operations & Maintenance	\$7,513,132	14.2	8.6
General State Aid	\$2,698,241	4.5	18.6	Transportation	\$2,605,604	4.9	3.9
Other State Funding	\$3,453,966	5.8	9.0	Bond and Interest	\$1,172,159	2.2	6.3
Federal Funding	\$524,149	0.9	7.4	Rent	\$0	0.0	0.0
TOTAL	\$59,714,538			Municipal Retirement/ Social Security	\$1,170,352	2.2	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	6.8
				TOTAL	\$52,884,114		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$338,090	3.65	\$6,741	\$11,426
State	**	**	\$6,103	\$10,417

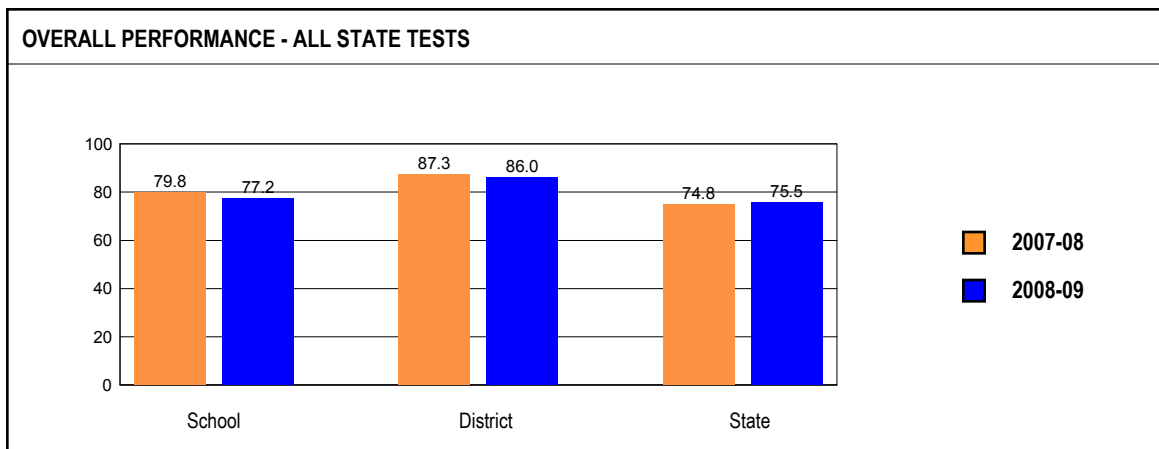
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

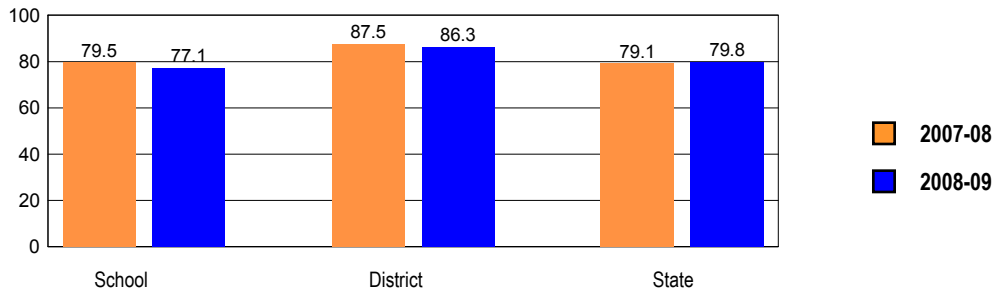
OVERALL STUDENT PERFORMANCE

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

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

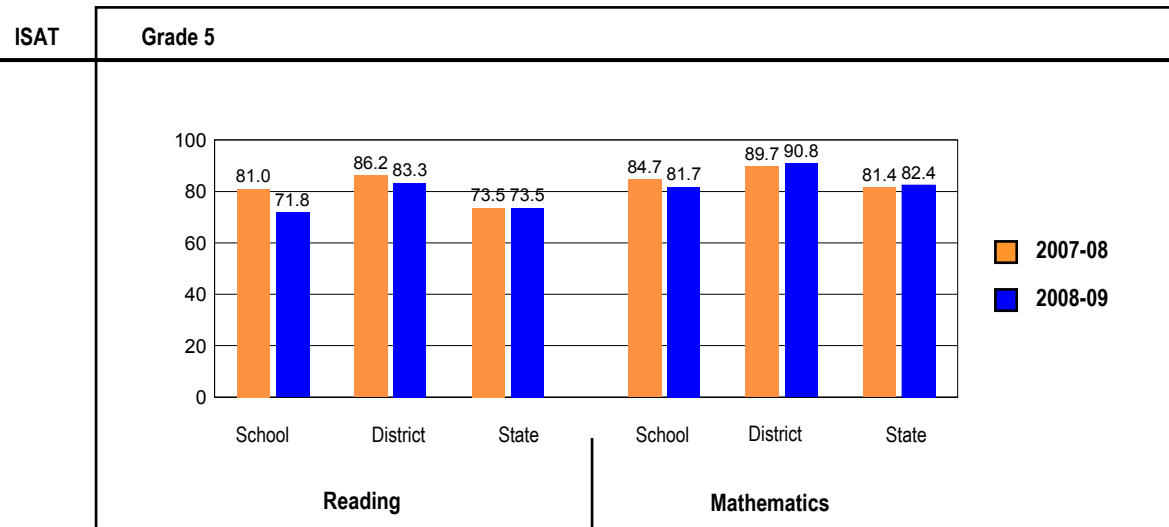
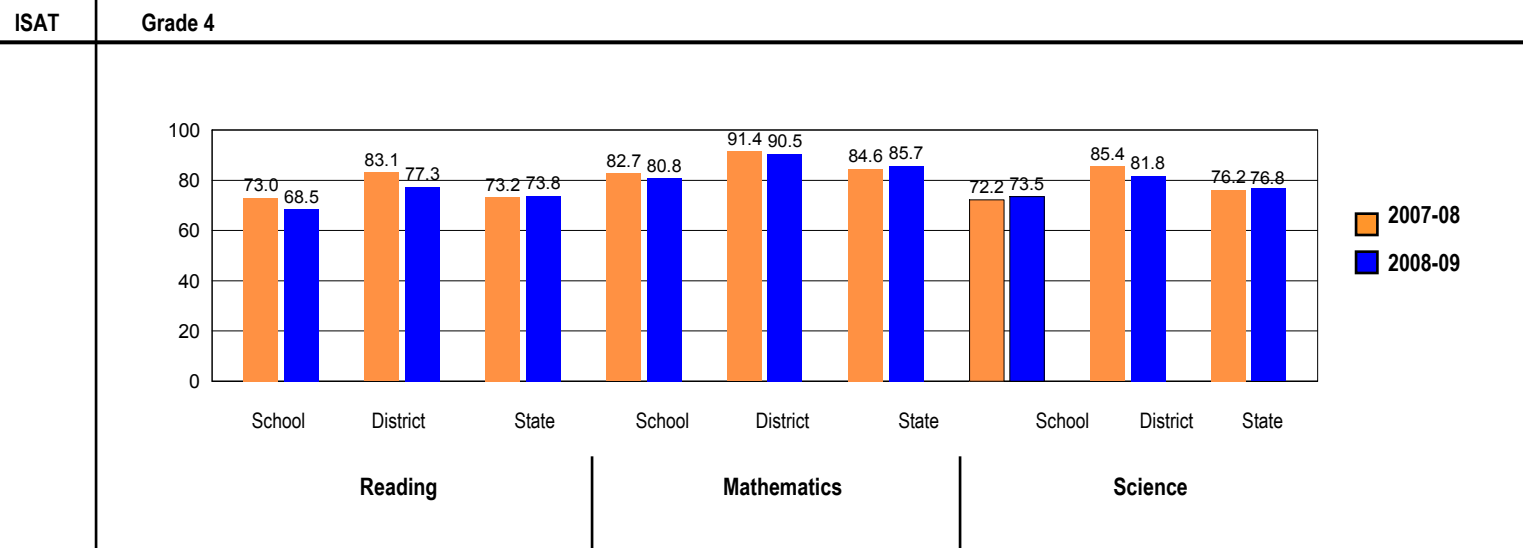
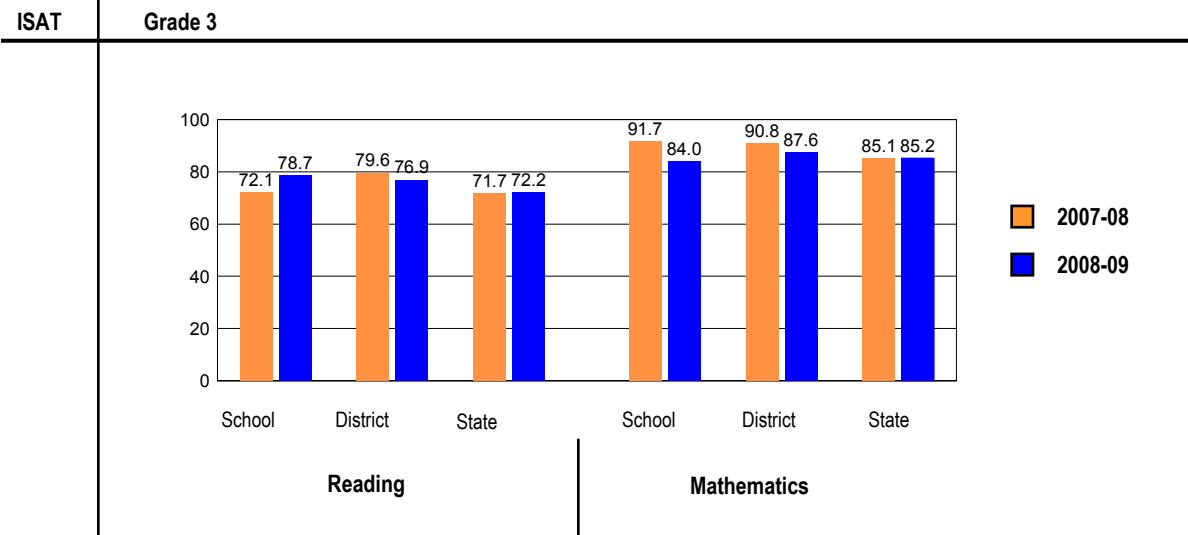


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

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



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	221	119	102	94	18	52	42	1	14	60	0	36	43
	Reading	0.0	0.0	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	0.0	0.0		0.00	0.0		0.0	0.0
District	*Enrollment	2,806	1,454	1,352	1,558	202	465	491	5	85	226	0	488	399
	Reading	0.0	0.1	0.0	0.0	0.0	0.2	0.0		0.0	0.4		0.0	0.3
	Mathematics	0.0	0.1	0.0	0.0	0.0	0.2	0.0		0.0	0.4		0.0	0.3
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

* 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	73	42	31	26	5	19	17	1	5	27	0	10	15
	Science	0.0	0.0	0.0	0.0		0.0	0.0			0.0		0.0	0.0
District	*Enrollment	985	513	472	518	83	168	180	4	32	87	0	168	156
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* 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	5.3	16.0	56.0	22.7	2.7	13.3	48.0	36.0
District	4.3	18.8	50.3	26.6	1.5	10.9	45.2	42.4
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	5.4	21.6	48.6	24.3	5.4	10.8	45.9	37.8
	District	4.5	19.9	50.7	24.9	2.0	10.4	41.1	46.5
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	5.3	10.5	63.2	21.1	0.0	15.8	50.0	34.2
	District	4.1	17.6	49.7	28.5	1.0	11.5	49.5	38.0
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	17.6	55.9	26.5	0.0	11.8	52.9	35.3
	District	1.0	16.3	48.3	34.5	0.0	6.9	40.1	53.0
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School								
	District	13.9	27.8	55.6	2.8	8.3	22.2	58.3	11.1
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School	11.1	22.2	55.6	11.1	0.0	22.2	55.6	22.2
	District	10.3	30.9	48.5	10.3	1.4	21.7	56.5	20.3
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District	2.9	12.9	54.3	30.0	2.8	7.0	42.3	47.9
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District	6.3	6.3	50.0	37.5	0.0	6.7	46.7	46.7
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

Grade 3 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		11.8	23.5	58.8	5.9	0.0	29.4	52.9	17.6
District		11.3	35.5	51.6	1.6	3.1	23.4	64.1	9.4
State		10.4	46.2	38.4	5.0	6.0	20.8	53.3	19.9

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	16.7	41.7	33.3	8.3	8.3	25.0	41.7	25.0
	District	14.3	41.6	27.3	16.9	2.6	28.6	42.9	26.0
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	3.2	11.1	60.3	25.4	1.6	11.1	49.2	38.1
	District	1.9	13.2	55.8	29.0	1.3	6.6	45.7	46.4
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	28.6	14.3	42.9	14.3	7.1	21.4	50.0	21.4
	District	12.1	31.8	50.0	6.1	3.0	19.7	60.6	16.7
	State	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible	School	0.0	16.4	59.0	24.6	1.6	11.5	47.5	39.3
	District	2.7	16.2	50.3	30.8	1.2	9.1	42.1	47.6
	State	1.7	12.4	46.5	39.3	0.9	5.1	37.2	56.8

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	2.7	28.8	45.2	23.3	4.1	15.1	57.5	23.3	2.9	23.5	55.9	17.6
District	1.0	21.7	45.4	32.0	1.7	7.8	56.5	34.0	1.5	16.7	61.1	20.7
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	4.8	35.7	40.5	19.0	7.1	16.7	54.8	21.4	5.1	20.5	59.0	15.4
	District	1.3	27.4	42.9	28.3	2.6	8.8	54.2	34.4	2.3	15.4	62.4	19.9
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	0.0	19.4	51.6	29.0	0.0	12.9	61.3	25.8	0.0	27.6	51.7	20.7
	District	0.5	14.7	48.4	36.4	0.5	6.6	59.3	33.5	0.6	18.3	59.4	21.7
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

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	7.7	61.5	30.8	0.0	3.8	50.0	46.2	0.0	8.7	60.9	30.4
	District	0.0	13.1	49.5	37.4	0.0	4.2	52.4	43.4	0.0	8.8	63.7	27.5
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School	0.0	45.5	45.5	9.1	0.0	18.8	62.5	18.8	0.0	51.5	48.5	0.0
	District	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
	State	0.0	45.5	45.5	9.1	0.0	18.8	62.5	18.8	0.0	51.5	48.5	0.0
Hispanic	School	5.3	52.6	21.1	21.1	10.5	21.1	57.9	10.5	5.6	27.8	50.0	16.7
	District	4.1	37.8	36.5	21.6	6.7	13.3	65.3	14.7	5.4	25.7	56.8	12.2
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School	0.0	29.4	47.1	23.5	5.9	17.6	64.7	11.8	6.3	25.0	56.3	12.5
	District	0.0	21.1	42.3	36.6	2.8	8.5	57.7	31.0	2.8	14.1	63.4	19.7
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School												
	District	0.0	12.5	50.0	37.5	0.0	5.9	47.1	47.1	0.0	5.9	70.6	23.5
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	3.7	48.1	44.4	3.7	11.1	18.5	63.0	7.4	8.0	32.0	56.0	4.0
District	5.3	54.4	36.8	3.5	10.3	20.7	65.5	3.4	8.9	39.3	50.0	1.8
State	4.4	56.3	34.7	4.6	2.6	29.1	60.8	7.5	8.8	43.2	45.9	2.2

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	20.0	50.0	30.0	0.0	0.0	60.0	30.0	10.0				
	District	4.4	52.9	35.3	7.4	2.9	29.4	61.8	5.9	3.0	39.4	50.0	7.6
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	School	0.0	25.4	47.6	27.0	4.8	7.9	61.9	25.4	3.4	22.0	55.9	18.6
	District	0.3	15.5	47.4	36.8	1.5	3.5	55.4	39.6	1.2	12.2	63.3	23.3
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	13.3	53.3	33.3	0.0	6.7	33.3	53.3	6.7	7.1	42.9	50.0	0.0
	District	4.1	43.8	32.9	19.2	4.2	19.4	58.3	18.1	5.6	34.7	51.4	8.3
	State	2.5	38.2	46.3	12.9	2.0	21.3	64.0	12.6	5.6	32.4	56.1	5.9
Not Eligible	School	0.0	22.4	48.3	29.3	3.4	10.3	58.6	27.6	1.9	18.5	57.4	22.2
	District	0.3	16.9	48.1	34.7	1.2	5.3	56.1	37.4	0.6	12.8	63.2	23.4
	State	0.4	12.9	45.6	41.1	0.4	5.8	52.9	40.9	0.8	9.2	61.9	28.1

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	28.2	38.0	33.8	0.0	18.3	67.6	14.1
District	0.5	16.2	50.4	32.9	0.0	9.2	70.0	20.8
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	23.7	39.5	36.8	0.0	13.2	71.1	15.8
	District	0.5	17.2	52.0	30.3	0.0	8.1	70.1	21.7
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.0	33.3	36.4	30.3	0.0	24.2	63.6	12.1
	District	0.5	15.2	48.5	35.8	0.0	10.3	70.0	19.7
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	30.3	30.3	39.4	0.0	23.5	55.9	20.6
	District	0.0	11.6	49.0	39.4	0.0	6.6	68.0	25.3
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School								
	District	0.0	11.1	72.2	16.7	0.0	5.6	83.3	11.1
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School	0.0	53.3	26.7	20.0	0.0	14.3	78.6	7.1
	District	1.4	44.4	40.3	13.9	0.0	21.1	70.4	8.5
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School	0.0	13.3	53.3	33.3	0.0	13.3	80.0	6.7
	District	1.2	7.4	58.0	33.3	0.0	6.2	71.6	22.2
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	District	0.0	7.7	53.8	38.5	0.0	15.4	76.9	7.7
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

Grade 5 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	75.0	25.0	0.0	0.0	40.0	60.0	0.0
District		5.7	68.6	25.7	0.0	0.0	44.1	55.9	0.0
State		1.4	65.2	30.4	3.0	0.6	41.2	55.1	3.1

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	76.9	7.7	15.4	0.0	46.2	53.8	0.0
	District	0.0	52.5	42.6	4.9	0.0	33.3	65.0	1.7
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	School	0.0	17.2	44.8	37.9	0.0	12.1	70.7	17.2
	District	0.5	10.2	51.6	37.6	0.0	5.2	70.9	23.9
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	30.8	46.2	23.1	0.0	41.7	58.3	0.0
	District	1.9	33.3	51.9	13.0	0.0	26.4	66.0	7.5
	State	0.8	40.6	46.7	11.9	0.5	27.5	65.5	6.4
Not Eligible	School	0.0	27.6	36.2	36.2	0.0	13.6	69.5	16.9
	District	0.3	13.7	50.1	35.8	0.0	6.7	70.6	22.6
	State	0.1	13.6	48.4	37.8	0.1	8.6	66.7	24.7

2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	No	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 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		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	74.1		Yes	84.1		Yes	95.3	Yes		
White	100.0	Yes	100.0	Yes	80.9		Yes	86.7		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	51.0		No	77.1		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes	55.6		No	74.2		Yes				
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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% 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**Elsie Johnson School
2009-2010 School Improvement Plan**

During the 2008-2009 school year, Elsie Johnson School's Building Leadership Team (BLT) and staff focused on reading strategies and increasing student performance on the ISAT in reading, as well as meeting standards on the ISAT in math. Grade levels participated in curriculum meetings with building administration and support staff. Student data was collected and discussed with administrators at grade level meetings.

2008-2009 ISAT Performance Data

- 78.7% of third grade students met or exceeded state standards in reading.
- 84.0% of third graders met or exceeded state standards in math.
- 64.9% of third graders met or exceeded standards in writing.
- 68.5% of fourth graders met or exceeded standards in reading.
- 80.8% of fourth graders met or exceeded standards in math.
- 73.5% of fourth graders met or exceeded standards in science
- 71.8% of fifth graders met or exceeded standards in reading
- 81.7% of fifth graders met or exceeded standards in math
- 68.5% of fifth graders met or exceeded standards in writing.

Goals for Improvement: 2009-2010/ 2010-2011

The Elsie Johnson Building Leadership Team (BLT) and staff will focus on the following goals for the 2009-2010 and 2010-2011 academic years:

- **Continue to have discussions and show evidence that all staff are aware and teaching the curriculum and implementing the appropriate tools as established by District 93.**
- **Have all student subgroups meet reading ISAT annually yearly progress (AYP) targets by 2011.**
- **Implement technology to support teachers and students in meeting target goals.**

Key Strategies for Achievement of Goals

- Establish professional learning communities that meet weekly to look at student progress, discuss instructional practices, and review curricular standards and operational definitions in reading.
- Continue to conduct administrator-led classroom observations to determine if the curriculum and tools are being implemented correctly and with fidelity.
- Pilot a computer program that is aligned to NWEA goals and state standards that will help strengthen weak skills in reading and math.
- Pilot an extended-day program to provide support to students in school work and study skills.
- Pilot a student monitoring program that gives information regarding student progress in reading.