An Integrated School Improvement Plan for

West Central Elementary
School District #235

July 1, 2009 – June 30, 2010

# West Central Elementary

# TABLE OF CONTENTS

# I.  INTRODUCTION AND BACKGROUND

## I.1  SCHOOL COMMUNITY

**Boundaries**

The West Central School District consists of 298.7 square miles.  The most distal points from north to south would be approximately 26 miles and from east to west about 18 miles.  The western border of the school district is the Mississippi River. Townships (located in Henderson County) served by the West Central School District are Bald Bluff, Biggsville, Carman, Gladstone, Lomax, Media, Oquawka, Raritan, Rozetta, Stronghurst, and Terre Haute. Townships (located in Warren County) served by the West Central School District include Ellison, Point Pleasant and Tompkins. Blandinsville Township (located in McDonough County) is also served by the West Central School District.

**School History**

West Central School District is a newly consolidated district (4th year) approved by a large majority of voters in the November general elections of 2004.  The district was formed by the consolidation of the former Southern School District #120 and the former Union School District #115 and became officially known as the West Central School District #235 on July 1, 2005.  Pupil attendance centers were decided by the West Central School Board to be:

| | |
|---|---|
| Pre K | Media |
| K – 5 | Biggsville |
| 6 – 8 | Stronghurst |
| 9 – 12 | Biggsville |

**School Transportation**

All of the elementary students are transported by district school buses.  Some of the students spend just over an hour each way to school.  Shuttle buses are utilized to transport students from campus to campus before and after school, as well as for after school activities.

**Facilities**

West Central Elementary School is a relatively new facility opened in the fall of 1991.  It currently serves the students in grades K through 5.  West Central Elementary students share a common music room and library with the high school. New lighting and a new parking lot were installed during the summer of 2006. Improvements in the ventilation system were made in the fall of 2006.  A new phone system with phones in each classroom was installed in the fall of 2006.  The former science lab was divided into two classrooms during the summer of 2007. In the fall of 2008, West Central added a message alert system called Connect-ED. This allows the district to communicate with parents by phone, email and text.

**School Community**

Based on the 2008 September Fall Housing report, West Central Elementary School serves 326 families and a total of 423 students.  There are 199 male students and 224

female students. Kindergarten consists of 66 students, 61 first graders, 68 second graders, 78 third graders, 71 fourth graders, and 79 fifth graders. There are four sections of each grade. The average classroom has 17.6 students. One elementary student receives instruction outside of the district. 82 students have an Individual Education Plan. The Individual Education Plan would include direct instruction, speech, hearing, occupational therapy, and tutorial services. 56 of the 82 students receive speech services. 24 students receive instruction from Special Education Teachers or have modified instructional plans. 52% of our students qualify for free of reduced lunch. Students are served by 24 classroom teachers, two full-time Special Education Teachers, and three Title I Teachers. Fine Art Instruction includes one Art Teacher, two Music Instructors (shared with the middle school and the high school), and three Physical Education Instructors (two of these are also shared with the high school). One Librarian is shared between the elementary and the high school. One Speech Teacher serves primarily elementary students needs, one school Psychologist and one school Nurse are shared between the elementary, middle school and high school. One part-time Social Worker serves the needs of the district. We also have a part-time Behavioral Specialist. A part-time Curriculum Director is employed by the district. There are ten full-time associates and six part-time Title I associates. The full-time associates serve in various capacities: one-on-ones, computer lab associate, special education program associates, and library positions. There are three full-time custodians and one part-time custodian. One maintenance position is shared with the high school. One and one half time technology staff support the entire technology needs of the district. Administrative services are provided by one full-time administrator and two secretaries. Food services are provided by seven cooks which serve both the needs of the high school and elementary.

**After School Program**
West Central School District works with the Even Start Program (operated by the local Regional Office of Education) to provide after school care to 17 students. It utilizes classroom space and gymnasium space in the elementary facility.

## School Strengths

- **Teacher-Pupil Ratio**

West Central Elementary has maintained a low teacher-to-pupil ratio. The average class contains 18 students. The West Central School Board demonstrated it's commitment to maintaining small class sizes by expanding first and second grades from three sections to four sections two days before the start of the 06 - 07 school year.

- **Strong Emphasis On Reading**

A strong emphasis on reading is being made in the elementary. A new reading series was purchased at a cost of $21,791 for grades Kindergarten through Third Grade in 2006. Accelerated Reader is encouraged by all staff and quarterly ice cream celebrations are held. Over 7,000 books in the library have Accelerated Reader tests. Many staff development opportunities have occurred in the area of language arts. The federally funded Title I program provides additional support to the reading program by providing support and resources to strengthen classroom instruction.

Title Teachers provide screening and diagnostic testing on a regular basis. The analysis of these tests provides focus for the teachers' instruction.

- **Staff is Highly Qualified**

The West Central Elementary Staff is highly qualified and meets all the requirements as set forth by the No Child Left Behind rules and regulations. Professional development is offered in the district and resources are provided so that staff can attend educational activities outside of the district.

## School Challenges

- **Technology**

We need to continually update our technology to maintain and improve our current level of educational opportunities in the areas of Reading and Mathematics.

- **Scores of students on the Illinois Standards Achievement Test**

The benchmark scores for schools meeting the requirements of No Child Left Behind continue to rise. West Central Elementary surpassed all the requirements for the test administered in the Spring of 2008. Continued educational experiences need to be provided to our subgroups in order to provide the skills necessary to meet the Illinois Learning Standards as required by No Child Left Behind rules and regulations.

- **Incorporating Higher Order Thinking Skills into the classrooms**

General observations have indicated that the number of opportunities for students to utilize higher order thinking skills, in order to become problem solvers, needs to increase. This would include questions that require students to analyze, reason, comprehend, apply, and evaluate their answers. The staff will be encouraged to move away from simple memorization type activities to learning opportunities that require discussion and application of learned skills.

## I.2 SCHOOL IMPROVEMENT TEAM

School Improvement Team members are volunteers. Each member will serve a minimum of two years. Following the initial term, members will be replaced on a rotation schedule. New members will also be volunteers.

**Table 1:**

## School Improvement Team

| TEAM MEMBER | POSITION | ROLE | LENGTH OF SERVICE | # OF YEARS ON TEAM |
|---|---|---|---|---|
| Mr. Dale Buss | Principal | Team Member | Constant | 4 |
| Mrs. Lynn Ragar | 3<sup>rd</sup> Grade | Team Member | 2006 - 2009 | 3 |
| Mrs. Joy Lyon | 1<sup>st</sup> Grade | Team Member | 2006 - 2009 | 3 |
| Mrs. Cathy Smith | 5<sup>th</sup> Grade | Team Member | 2007 - 2010 | 2 |
| Mrs. Elaine Hull | Title I | Team Member | 2007 - 2010 | 2 |
| Mrs. Laura Lewis | Special Education | Team Member | 2008 - 2011 | 1 |

Sub-committees organized to support the School Improvement Leadership Team are:
- Parent Survey - Mrs. Meier, Mrs. Smith, Mrs. Thomas, Mrs. Wetterling
- Staff Survey - Mrs. Hennenfent, Mrs. Lewis, Mr. Stewart, Mr. Ricketts
- Open House/School Kick Off - Mr. Ricketts, Mrs. Schaley, Mr. Stewart, Mrs.Winters, Mr. Buss
- Curriculum Night/Title I Literacy - Mrs. Beavers, Mrs. Hull, Mrs. Ingles
- Movie Night/Family Literacy - Mr. Burrell, Mrs. Carnes, Ms. Green, Mrs. Mills, Mrs. Todd, Mr. Buss
- Parent Book Club - Mrs. Courtois
- OLWEUS - Mrs. Courtois, Mrs. Ford, Mrs. Kelly, Mrs. Lewis, Mrs. Ragar, Mrs. Ricketts, Mrs. Thompson
- Student Attendance - Ms. Hicks, Mrs. Lafary, Mrs. Lumbeck, Ms. Messner, Mrs. Nelson
- Public Relations - Mrs. Klossing, Mrs. Wright

## I.3 OTHER INFORMATION

In June of 2008, our school district was affected by major flooding. 27,000 acres of Henderson County were flooded and major highways, as well as local roads, were unusable for an extended period of time. Several communities in the district were affected by the flood requiring evacuation thus resulting in displacement of students and their families. Forty students lost their permanent residence and have been designated as homeless. Families and businesses in the school community have been economically disadvantage by the closure of major roadways through the county.

# II.  DATA COLLECTION, ORGANIZATION AND TRENDS

## II.1  DATA COLLECTION METHODS

The school improvement team members surveyed parents and staff in order to assess the attitudes on a number of school issues.  Staff was surveyed at their leisure and parents were surveyed during their school visit for parent/teacher conferences. As a group, the teachers gathered in the cafeteria to review data found in each chart and make observations.  School report cards and the fall housing reports were used to obtain data that had been reported to the state.  ISEL was a Reading assessment used with Grades K, 1st, 2nd. ISAT was the state assessment used to assess student progress in 3rd, 4th, 5th Grades in the areas of Reading, Math, and 4th Grade in Science. STAR Reading was used to assess instructional Reading level in 1st – 5th Grade.

**Table 2:**

## Data Collection Methods

**06 - 09 Methods**

| TYPE | NUMBER | TITLE | TIMEFRAME | RESPONSE RATE | PURPOSE |
|---|---|---|---|---|---|
| **Survey/Interview** | 2 | Parent Staff | Oct 06<br>Jan 07<br>Oct 07<br>Jan 08<br>Oct 08<br>Jan 09 | 140<br>44<br>127<br>32<br>133<br>78 | To survey parent and staff attitudes |
| **Observations** | 11 | Observations based on Tables | Fall 06<br>Fall 07<br>Fall 08 | | To interpret data |
| **Documents** | 2 | School Report Cards<br>Fall Housing Report | Fall 06<br>Fall 07<br>Fall 08 | | School data |
| **Formal Assessments** | 3 | ISAT<br>ISEL<br>STAR Reading | Fall 05 - 08<br>Mar 06 - 08<br>Sp   06 - 09 | 100%<br>100%<br>100% | To assess academic progress |

## II.2 DISTRICT ASSESSMENT DATA

**Table 3:**

## District ISAT/PSAE/ACT Profile

### West Central CUSD #235

|  | West Central 2006 | West Central 2007 | West Central 2008 | West Central 2009 | West Central 2010 | West Central 2011 |
|---|---|---|---|---|---|---|
| **AYP set by NCLB** | **47.5%** | **55%** | **62.5%** | **70%** | | |
| **3rd Grade – All** | | | | | | |
| **Reading** | 65% | 62% | 69% | | | |
| **Math** | 89% | 86% | 84% | | | |
| | | | | | | |
| **4th Grade – All** | | | | | | |
| **Reading** | 79% | 74% | 79% | | | |
| **Math** | 91% | 91% | 96% | | | |
| **Science** | 92% | 83% | 87% | | | |
| | | | | | | |
| **5th Grade – All** | | | | | | |
| **Reading** | 74% | 79% | 79% | | | |
| **Math** | 86% | 90% | 92% | | | |
| **Writing** | | 42% | 43% | | | |
| | | | | | | |
| **6th Grade – All** | | | | | | |
| **Reading** | 81% | 75% | 95% | | | |
| **Math** | 80% | 76% | 91% | | | |
| **Writing** | | | 63% | | | |
| | | | | | | |
| **7th Grade – All** | | | | | | |
| **Reading** | 68% | 76% | 76% | | | |
| **Math** | 76% | 81% | 79% | | | |
| **Science** | 81% | 91% | 85% | | | |
| | | | | | | |
| **8th Grade – All** | | | | | | |
| **Reading** | 75% | 74% | 82% | | | |
| **Math** | 65% | 65% | 75% | | | |
| **Writing** | | 61% | 67% | | | |
| | | | | | | |
| **11th Grade – All** | | | | | | |
| **Reading** | 52% | 46% | 57% | | | |
| **Math** | 35% | 31% | 36% | | | |
| **Writing** | | | 54% | | | |
| **Science** | 43% | 45% | 47% | | | |
| **Social Science** | | | | | | |
| | | | | | | |
| **ACT Summary** | | | | | | |
| **Composite** | 17.9 | 18.4 | 18.9 | | | |
| **English** | 17.1 | 18.5 | 18.6 | | | |
| **Math** | 17.5 | 17.3 | 17.7 | | | |
| **Reading** | 18.0 | 18.5 | 19.3 | | | |
| **Science Reasoning** | 18.5 | 18.8 | 19.0 | | | |
| **Percent Tested on ACT** | 100% | 100% | 100% | | | |

**General Reminder**
- There was a substantial change in the ISAT Test beginning with the 05 - 06 school year. This makes a meaningful comparison difficult as the test changed and new cut scores were established.

**Observations for 2005 - 2006**
- As a district in Reading, the 6th Graders performed the highest at 81% while the 11th Grade performed the lowest at 52%.
- As a district in Reading, the percentage of students who met or exceeded standards increased from 4% - 10% between the elementary and middle school building and decreased 20% - 31% between the middle school and high school.
- As a district in Math, the 4th Graders performed the highest at 91% while the 11th Grade performed the lowest at 35%.
- As a district in Math, the percentage of students who met or exceeded standards decreased from 8% - 20% between the elementary and middle school building and from 31% - 47% between the middle school and high school.
- As a district in Science, the percentage of students who met or exceeded standards decreased 6% from the elementary to middle school and decreased 42% from middle school to high school.
- In the elementary and middle school buildings, the percentage of students who met or exceeded standards in every subject area in 06 was equal to or increased when compared to the percentage of students who met or exceeded standards in every subject area in both the Union and Southern Districts in 05.

**Observations for 2006 - 2007**
- All 3rd through 5th Grade tested areas in Math and Reading met adequate yearly progress as required by No Child Left Behind.
- In 3rd through 8th Grade the Math percentage of the number of students that met/exceeded is considerably higher than Reading, ranging from 11% in 5th Grade to 17% in 4th Grade.
- 5th Grade Writing was below the targeted area in Writing by 13%.
- 4th Grade improved by 9% the number of students that met or exceeded in Reading from their 3rd Grade scores.
- 5th Grade Reading percentage that met or exceeded in Reading stayed the same from their previous 4th Grade Reading scores.
- 6th Grade Math percentage that met or exceeded in Math dropped by 10% from their previous 5th Grade Math scores.
- 3rd through 5th Grade Math scores stayed relatively consistent when compared to scores from the prior year.
- There was a slight decrease in 3rd and 4th Grade Reading percentage of students that met or exceeded from the prior year's 3rd and 4th Grade scores. Drop in scores was 3% in 3rd and 5% in 4th Grade.
- There was a 5% increase in 5th Grade Reading percentages that met or exceeded from the prior year's 5th Grade.

**Observations for 2007 - 2008**

- All elementary grades tested met Adequate Yearly Progress, as determined by No Child Left Behind.
- The 5th Grade had fewer than half of their students meet in Writing.
- This was the first year 5th Grade Writing was assessed on the ISAT.
- 5th Grade scores increased in Reading by 5% from the prior year.
- 5th Grade scores increased in Math from 86% to 90%.
- 3rd Grade Reading scores decreased by 3% from the preceding year.
- 3rd Grade Math scores decreased by 3% from the preceding year.
- 4th Grade Science scores declined by 9% from the preceding year.
- 4th Grade Reading scores declined by 5% from the preceding year.
- Students that were assessed in 3rd Grade, then again in 4th Grade, improved their Reading scores by 9%.
- Students that were assessed in 3rd Grade, then again in 4th Grade, improved their Math scores by 2%.
- Students that were assessed in 4th Grade, then again in 5th Grade, had the same Reading scores.
- Students that were assessed in 4th Grade, then again in 5th Grade, had a 1% drop in Math scores.
- Students that were assessed in 5th Grade, then again in 6th Grade, had the same Reading scores.
- Students that were assessed in 5th Grade, then again in 6th Grade, had a 10% drop in Math scores.
- Students that were assessed in 6th Grade, then again in 7th Grade, had a 5% drop in Reading scores.
- Students that were assessed in 6th Grade, then again in 7th Grade, had the same percentage meet in Math scores.
- Students that were assessed in 7th Grade, then again in 8th Grade, had a 6% increase in Reading scores.
- Students that were assessed in 7th Grade, then again in 8th Grade, had an 11% decrease in Math scores.

**Observations for 2008 - 2009**

- Adequate Yearly Progress required students meeting/exceeding percentage, as determined by No Child Left Behind, to increase from 47.5% to 62.5%.
- All 3rd - 8th Grades tested met Adequate Yearly Progress, as determined by No Child Left Behind.
- The 5th Grade had fewer than half of their students meet in Writing.
- This was the second year 5th Grade Writing was assessed on the ISAT.
- 5th Grade scores increased in Reading by 5% from the prior year.
- 5th Grade scores increased in Math from 90% to 92%.
- 3rd Grade Reading scores increased by 7% from the preceding year.
- 3rd Grade Math scores decreased by 2% from the preceding year.
- 4th Grade Science scores increased by 4% from the preceding year.
- 4th Grade Reading scores increased by 5% from the preceding year.
- Students that were assessed in 3rd Grade, then again in 4th Grade, improved their Reading scores by 17%.

- Students that were assessed in 3rd Grade, then again in 4th Grade, improved their Math scores by 10%.
- Students that were assessed in 4th Grade, then again in 5th Grade, improved their Reading scores by 5%.
- Students that were assessed in 4th Grade, then again in 5th Grade, improved their Math scores by 1%.
- Students that were assessed in 5th Grade, then again in 6th Grade, improved their Reading scores by 16%.
- Students that were assessed in 5th Grade, then again in 6th Grade, improved their Math scores by 1%.
- Students that were assessed in 6th Grade, then again in 7th Grade, had a 1% increase in Reading scores.
- Students that were assessed in 6th Grade, then again in 7th Grade, increased their Math scores by 4%.
- Students that were assessed in 7th Grade, then again in 8th Grade, had a 6% increase in Reading scores.
- Students that were assessed in 7th Grade, then again in 8th Grade, had a 16% decrease in Math scores.

## II.2A: SCHOOL BASED ASSESSMENT DATA

**Table 4A:**

# ISAT
# All Students

| ADEQUATE YEARLY PROGRESS DATA | | | | | | |
|---|---|---|---|---|---|---|
| **BASED ON ISAT MEETS and EXCEEDS** | | | | | | |
| **West Central CUSD #235** | | | | | | |
| | | | | | | |
| | **2006** WC/State Avg. | **2007** WC/State Avg. | **2008** WC/State Avg. | **2009** WC/State Avg. | **2010** | **2011** |
| **Adequate Yearly Progress Goals** | 47.5% | 55% | 62.5% | 70% | | |
| **3rd Grade – All** | | | | | | |
| Reading | 65%(89%) | 62%(73%) | 69%(72%) | | | |
| Math | 89%(86%) | 86%(87%) | 84%(85%) | | | |
| Writing | | | | | | |
| | | | | | | |
| **4th Grade – All** | | | | | | |
| Reading | 79%(73%) | 75%(74%) | 79%(73%) | | | |
| Math | 91%(85%) | 91%(86%) | 96%(85%) | | | |
| Science | 92%(80%) | 83%(80%) | 87%(76%) | | | |
| | | | | | | |
| **5th Grade – All** | | | | | | |
| Reading | 74%(68%) | 79%(70%) | 79%(74%) | | | |
| Math | 86%(79%) | 90%(83%) | 92%(81%) | | | |
| Writing | | 42%(50%) | 43%(55%) | | | |
| | | | | | | |

**Observations 2006 - 2007**

- As a school, when looking at the group of all students, Adequate Yearly Progress (48%) was achieved in each subject area tested.
- As an elementary school, the highest percentage of students who met or exceeded standards in any subject area was found in Science at 92%, followed closely in Math at an average of 88%, and Reading at 72%.
- In Reading, the percentage of students who met or exceeded state standards in Grades 3$^{rd}$, 4$^{th}$, 5$^{th}$ ranged from a low of 65% to a high of 79%.
- In Math, the percentage of students who met or exceeded state standards in Grades 3$^{rd}$, 4$^{th}$, 5$^{th}$ ranged from 86% to 91%.
- In Science, the percentage of students who met or exceeded state standards in Grade 4 was 92%.
- In six of the seven academic areas tested, the percentage of students that met/exceeded state standards exceeded the state average.
- 3$^{rd}$ Grade Reading was 6% lower for students meeting/exceeding state standards.
- 4$^{th}$ Grade Science scores exceeded the state average for students meet/exceeds state standards by 12%.

**Observations for 2007 - 2008**

- All grades tested met Adequate Yearly Progress, as determined by No Child Left Behind.
- The 5$^{th}$ Grade had fewer than half of their students meet in Writing.
- This was the first year 5$^{th}$ Grade Writing was assessed on the ISAT.
- 5$^{th}$ Grade scores increased in Reading by 5% from the prior year.
- 5$^{th}$ Grade scores increased in Math by 4% from the prior year.
- 3$^{rd}$ Grade Reading scores decreased by 3% from the preceding year.
- 3$^{rd}$ Grade Math scores decreased by 3% from the preceding year.
- 4$^{th}$ Grade Science scores declined by 9% from the preceding year.
- 4$^{th}$ Grade Reading scores declined by 5% from the preceding year.
- Students that were assessed in 3$^{rd}$ Grade, then again in 4$^{th}$ Grade, improved their Reading scores by 9%.
- Students that were assessed in 3$^{rd}$ Grade, then again in 4$^{th}$ Grade, improved their Math scores by 2%.
- Students that were assessed in 4$^{th}$ Grade, then again in 5$^{th}$ Grade, had the same Reading scores.
- Students that were assessed in 4$^{th}$ Grade, then again in 5$^{th}$ Grade, had a 1% drop in Math scores.

**Observations for 2008 - 2009**

- All grades tested met Adequate Yearly Progress, as determined by No Child Left Behind.
- The 5$^{th}$ Grade had fewer than half of their students meet in Writing.
- This was the second year 5$^{th}$ Grade Writing was assessed on the ISAT.
- 5$^{th}$ Grade scores in reading remained consistent from the prior year.
- 5$^{th}$ Grade scores increased in Math by 2% from the prior year.
- 3$^{rd}$ Grade Reading scores increased by 7% from the preceding year.
- 3$^{rd}$ Grade Math scores decreased by 2% from the preceding year.

- 4<sup>th</sup> Grade Science scores increased by 5% from the preceding year.
- 4<sup>th</sup> Grade Reading scores increased by 5% from the preceding year.
- Students that were assessed in 3<sup>rd</sup> Grade, then again in 4<sup>th</sup> Grade improved their Reading scores by 17%.
- Students that were assessed in 3<sup>rd</sup> Grade, then again in 4<sup>th</sup> Grade improved their Math scores by 12%.
- Students that were assessed in 4<sup>th</sup> Grade, then again in 5<sup>th</sup> Grade improved their Reading scores by 4%.
- Students that were assessed in 4<sup>th</sup> Grade, then again in 5<sup>th</sup> Grade had a 1% increase in Math scores.
- In 2008, five out of the eight areas tested exceeded the state average.
- In 2008, seven out of eight tested areas increased or remained constant.
- In 5<sup>th</sup> Grade, there has been a steady increase in Math scores during each of the past three years.
- In 2008, 3<sup>rd</sup> Grade Reading scores were higher than either of the two preceding years.
- 3<sup>rd</sup> Grade Math scores have decreased each of the past three years.
- 3<sup>rd</sup> Grade Reading scores have been below the state average each of the three years listed.
- 4<sup>th</sup> and 5<sup>th</sup> Grade Reading and Math scores have been above the state average each of the three preceding years.

**Table 4B:**

# ISAT
# Special Education and Low Income Subgroup
# Adequate Yearly Progress Data

|  | **2006** | **2007** | **2008** | **2009** |
|---|---|---|---|---|
| **Adequate Yearly Progress Goals** | **47.5%** | **55%** | **62.5%** | **70%** |
| **3<sup>rd</sup> Grade** |  |  |  |  |
| Reading – Low Inc/Non-Low Inc | 59%(70%) | 58%(65%) | 53%(81%) |  |
| Reading – IEP/Non-IEP | 17%(74%) | 43%(67%) | 23%(79%) |  |
| Math – Low Income/Non-Low Inc | 84%(93%) | 84%(88%) | 78%(90%) |  |
| Math – IEP/Non IEP | 58%(94%) | 71%(90%) | 46%(93%) |  |
|  |  |  |  |  |
| **4<sup>th</sup> Grade** |  |  |  |  |
| Reading – Low Inc/Non-Low Inc | 63%(91%) | 73%(78%) | 79%(79%) |  |
| Reading – IEP/Non-IEP | 50%(86%) | 7%(89%) | 62%(83%) |  |
| Math – Low Inc/Non-Low Inc | 84%(95%) | 95%(88%) | 93%(98%) |  |
| Math – IEP/Non-IEP | 56%(100%) | 54%(99%) | 77%(100%) |  |
| Science – Low Inc/Non-Low Inc | 84%(98%) | 82%(85%) | 82%(91%) |  |
| Science-IEP/Non-IEP | 75%(97%) | 46%(91%) | 62%(93%) |  |
|  |  |  |  |  |
| **5<sup>th</sup> Grade** |  |  |  |  |
| Reading – Low Inc/Non-Low Inc | 69%(78%) | 50%(98%) | 79%(78%) |  |
| Reading – IEP/Non-IEP | 32%(87%) | 33%(90%) | 14%(91%) |  |
| Math – Low Inc/Non-Low Inc | 77%(92%) | 77%(98%) | 94%(90%) |  |
| Math – IEP/Non-IEP | 63%(93%) | 53%(98%) | 64%(97%) |  |

**Observations 2006 - 2007**

- In 4th Grade, low income students scored 84% in both Math and Science.
- In 3rd Grade Reading, low income students scored 59%, while non-low income students scored 70%.
- All subgroups scored lower than non-subgroups in every grade and every area.
- IEP students scored higher on Math and Science tests than on Reading tests.
- 80% of students that receive free or reduced lunches met or exceeded state standards in Math.
- 36% of students that receive free or reduced lunches met or exceeded state standards in Reading.
- 46.6% of students that have an Individual Education Plan met or exceeded state standards in Reading. (No testing accommodations are allowed for students with a reading disability on the state test which is mandated by federal NCLB requirements.)
- 58.6% of students that have an Individual Education Plan met or exceeded state standards in Math.
- 73% of students that have an Individual Education Plan met or exceeded state standards in Science.


**Observations 2007 - 2008**

- In 3rd Grade, non-low income scored 7% higher than low income in Reading.
- In 4th Grade, non-low income scored 5% higher than low income in Reading.
- In 5th Grade, non-low income scored 48% higher than low income in Reading.
- In 3rd Grade, non-low income scored 4% higher than low income in Math.
- In 4th Grade, low income scored 7% higher than non-low income in Math.
- In 5th Grade, non-low income scored 22% higher than low income in Math.
- Special Education students scored higher in Math and Science than they did in Reading.
- In 3rd Grade, non-Special Education students' scored 24% higher in Reading than Special Education students.
- In 4th Grade, non-Special Education students' scored 82% higher in Reading than Special Education students.
- In 5th Grade, non-Special Education students' scored 57% higher in Reading than Special Education students.
- 4th Grade Special Education students' Reading scores declined by 10% from their 3rd Grade test scores.
- 5th Grade Special Education students' Reading scores declined by 17% from their 4th Grade test scores.
- 46% of the Special Education students met or exceeded standards in Science which is a 29% decrease from the prior year's test scores.
- 58% of the 3rd Grade low income students met/exceeded compared to 43% of the IEP students in Reading.
- 73% of the 4th Grade low income students met/exceeded compared to 7% of the IEP students in Reading.
- 50% of the 5th Grade low income students met/exceeded compared to 33% of the IEP students in Reading.
- 84% of the 3rd Grade low income students met/exceeded compared to 71% of the IEP students in Math.

- 95% of the 4<sup>th</sup> Grade low income students met/exceeded compared to 54% of the IEP students in Math.
- 77% of the 5<sup>th</sup> Grade low income students met/exceeded compared to 53% of the IEP students in Math.

**Observations 2008 – 2009**
- In 3 of the 7 tested areas, low income scores were the same or higher than non-low income.
- The average Special Education percentage in the seven tested areas in 07 - 08 was 50% met or exceeded which compares to 44% from 06 - 07.
- In 3$^{rd}$ Grade, non-low income scored 28% higher than low income in Reading.
- In 4$^{th}$ Grade, non-low income scored as well as low income in Reading.
- In 5$^{th}$ Grade, non-low income scored 1% lower than low income in Reading.
- In 3$^{rd}$ Grade, non-low income scored 5% higher than low income in Math.
- In 4$^{th}$ Grade, low income scored 12% lower than non-low income in Math.
- In 5$^{th}$ Grade, non-low income scored 4% lower than non -ow income in Math.
- Special Education students scored higher in Math and Science than they did in Reading.
- In 3$^{rd}$ Grade, non-Special Education students scored 56% higher in Reading than Special Education students.
- In 4$^{th}$ Grade, non-Special Education students scored 21% higher in Reading than Special Education students.
- In 5$^{th}$ Grade, non-Special Education students scored 77% higher in Reading than Special Education students.
- 4$^{th}$ Grade Special Education students' Reading scores increased by 19% from their 3$^{rd}$ Grade test scores.
- 5$^{th}$ Grade Special Education students' Reading scores declined by 7% from their 4$^{th}$ Grade test scores.
- 62% of the Special Education students' met or exceeded standards in Science which is a 16% increase from the prior year's test scores.
- 53% of the 3$^{rd}$ Grade low income students met/exceeded compared to 23% of the IEP students in Reading.
- 79% of the 4$^{th}$ Grade low income students met/exceeded compared to 62% of the IEP students in Reading.
- 79% of the 5$^{th}$ Grade low income students met/exceeded compared to 14% of the IEP students in Reading.
- 78% of the 3$^{rd}$ Grade low income students met/exceeded compared to 46% of the IEP students in Math.
- 93% of the 4$^{th}$ Grade low income students met/exceeded compared to 77% of the IEP students in Math.
- 79% of the 5$^{th}$ Grade low income students met/exceeded compared to 14% of the IEP students in Math.

**Table 4C:**

# ISAT
# Gender Subgroups'
# Percentages That Meet or Exceed

|  | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|
| **Adequate Yearly Progress Goals** | **47.5%** | **55%** | **62.5%** | **70%** |  |
| **Reading** |  |  |  |  |  |
| Male Students | 65% | 65% | 66% |  |  |
| Female Students | 80% | 79% | 85% |  |  |
| **Math** |  |  |  |  |  |
| Male Students | 85% | 87% | 91% |  |  |
| Female Students | 91% | 90% | 90% |  |  |
| **Science** |  |  |  |  |  |
| Male Students | 87% | 82% | 90% |  |  |
| Female Students | 97% | 85% | 85% |  |  |

**Observations for 2006 - 2007**
- 80% of female students met or exceeded state standards in Reading while 65% of male students met or exceeded state standards in Reading.
- Female students met or exceeded state standards in all tested areas at a higher percentage than male students.
- 97% of all female students met or exceeded state standards in Science.

**Observations for 2007 - 2008**
- 14% more female students met or exceeded state standards in Reading.
- In Math and Science, there is only a 3% difference in the number of male and female students that met the state standards.
- The number of male and female students that met or exceeded state standards in Science dropped from the preceding year.

**Observations for 2008 – 2009**
- In 07 - 08, the percentage of male students that met or exceeded in Reading increased by 1%.
- In 07 - 08, the percentage of female students that met or exceeded in Reading increased by 6%.
- In 07 - 08, the percentage of male students that met or exceeded in Math increased by 4%.
- In 07 - 08, the percentage of female students that met or exceeded in Reading remained the same as the prior year.
- In 07 - 08, the percentage of male students that met or exceeded in Science increased by 8%.
- In 07 - 08, the percentage of male students that met or exceeded is 15% lower in Reading than the male scores in Math or Science.
- Male Reading scores are significantly lower than female Reading scores in each of the past three years.

- Female Science scores have declined by 12% during the past three years.
- The overall comparison of 07 - 08 scores to 06 - 07 scores indicates that males that met or exceeded increased by 13%.
- The overall comparison of 07 - 08 scores to 06 - 07 scores indicate females that met or exceeded increased by 6%.

**Table 4D:**

# ISAT Gender Subgroup Scores

## Female

Data shows % of students who MEETS or EXCEEDS on ISAT & PSAE

|  | 2006 WC Female | 2007 WC Female | 2008 WC Female | 2006 State Female | 2007 State Female | 2008 State Female |
|---|---|---|---|---|---|---|
| **Adequate Yearly Progress Goals** | **47.5%** | **55%** | **62.5%** | **47.5%** | **55%** | **62.5%** |
| **3rd Grade** |  |  |  |  |  |  |
| Reading | 78% | 68% | 79% | 75% | 86% | 76% |
| Math | 92% | 83% | 82% | 86% | 87% | 85% |
|  |  |  |  |  |  |  |
| **4th Grade** |  |  |  |  |  |  |
| Reading | 84% | 82% | 85% | 78% | 77% | 77% |
| Math | 95% | 91% | 95% | 86% | 87% | 85% |
| Science | 97% | 85% | 85% | 80% | 80% | 76% |
|  |  |  |  |  |  |  |
| **5th Grade** |  |  |  |  |  |  |
| Reading | 76% | 88% | 90% | 72% | 74% | 77% |
| Math | 88% | 98% | 93% | 79% | 84% | 82% |
|  |  |  |  |  |  |  |
| **6th Grade** |  |  |  |  |  |  |
| Reading | 86% | 77% | 98% | 78% | 77% | 83% |
| Math | 81% | 74% | 98% | 81% | 83% | 85% |
|  |  |  |  |  |  |  |
| **7th grade** |  |  |  |  |  |  |
| Reading | 65% | 78% | 82 % | 76% | 78% | 82% |
| Math | 79% | 81% | 79% | 78% | 81% | 82% |
| Science | 79% | 92% | 82% | 82% | 80% | 79% |
|  |  |  |  |  |  |  |
| **8th Grade** |  |  |  |  |  |  |
| Reading | 73% | 77% | 86% | 82% | 86% | 86% |
| Math | 70% | 68% | 75% | 80% | 83% | 82% |
|  |  |  |  |  |  |  |
| **11th Grade** |  |  |  |  |  |  |
| Reading | 52% | 56% | 68% | 62% | 57% | 55% |
| Math | 24% | 35% | 36% | 51% | 50% | 56% |
| Science | 30% | 49% | 44% | 47% | 48% | 54% |

**Table 4E:**

# ISAT Gender Subgroup Scores

## Male

**Data shows % of students who MEETS or EXCEEDS on ISAT & PSAE**

| | 2006 WC Male | 2007 WC Male | 2008 WC Male | 2006 State Male | 2007 State Male | 2008 State Male |
|---|---|---|---|---|---|---|
| **Adequate Yearly Progress Goals** | **47.5%** | **55%** | **62.5%** | **47.5%** | **55%** | **62.5%** |
| **3rd Grade** | | | | | | |
| Reading | 54% | 55% | 59% | 67% | 69% | 67% |
| Math | 86% | 90% | 86% | 85% | 77% | 85% |
| | | | | | | |
| **4th Grade** | | | | | | |
| Reading | 73% | 68% | 71% | 68% | 71% | 70% |
| Math | 87% | 90% | 97% | 84% | 86% | 84% |
| Science | 87% | 82% | 90% | 79% | 80% | 76% |
| | | | | | | |
| **5th Grade** | | | | | | |
| Reading | 73% | 69% | 68% | 65% | 66% | 70% |
| Math | 85% | 81% | 91% | 78% | 81% | 80% |
| | | | | | | |
| **6th Grade** | | | | | | |
| Reading | 77% | 73% | 91% | 68% | 70% | 76% |
| Math | 80% | 77% | 82% | 78% | 80% | 81% |
| | | | | | | |
| **7th grade** | | | | | | |
| Reading | 71% | 74% | 71% | 68% | 69% | 72% |
| Math | 73% | 81% | 79% | 75% | 78% | 79% |
| Science | 83% | 91% | 88% | 80% | 79% | 79% |
| | | | | | | |
| **8th Grade** | | | | | | |
| Reading | 76% | 71% | 78% | 76% | 78% | 78% |
| Math | 61% | 61% | 75% | 77% | 80% | 79% |
| | | | | | | |
| **11th Grade** | | | | | | |
| Reading | 53% | 37% | 47% | 56% | 51% | 51% |
| Math | 47% | 27% | 38% | 56% | 56% | 56% |
| Science | 53% | 42% | 50% | 55% | 54% | 54% |

## Observations for 2007 - 2008

- 4th Grade male scores increased by 16% from their 3rd Grade Reading test.
- 4th Grade male scores increased by 5% from their 3rd Grade Reading test.
- 5th Grade male's scores decreased by 5% from their 4th Grade Math test.
- 5th Grade male's scores decreased by 6% from their 4th Grade Math test.
- 4th Grade female scores increased by 4% from their 3rd Grade Reading test.
- 5th Grade female scores increased by 3% from their 4th Grade Reading test.
- 4th Grade female scores increased by 4% from their 3rd Grade Math test.
- 5th Grade female scores stayed consistent with their 4th Grade Math test.
- Male test scores increased in 3rd Grade Reading by 11% from the prior year.
- Female test scores decreased by 12% in 3rd Grade Math from the prior year.

- In 06, female scores for the district were higher than males in 10 of the 17 tested areas.
- In 07, female scores for the district were higher than males in 13 of the 17 tested areas.
- In 06, female scores in the elementary were higher than the male scores in all 7 tested areas.
- In 07, female scores in the elementary were higher than the state average in 5 of the 7 tested areas.
- In 06, female test scores were higher than the state average until the 7$^{th}$ Grade.
- In 07, male scores in the elementary were higher than the state average in 3 of the 7 tested areas.
- In 06, male scores were higher in the elementary than the state average in 6 of the 7 tested areas

## Observations for 2008 - 2009 (Table 4D and 4E)

- Scores of boys and girls are within 10% of each other in Reading.
- Girls in all grade levels scored higher in Reading.
- 3$^{rd}$ Grade male Reading scores increase each year.
- 3$^{rd}$, 4$^{th}$, 5$^{th}$ Grade 08 female scores were higher than the state average with the exception of 3$^{rd}$ Grade Math.
- 4$^{th}$ Grade male scores were above the state average in all three tested areas.
- Male Math and Science scores are significantly higher than Reading scores until the 7$^{th}$ Grade.
- Male scores are lower than female scores in 15 of the 17 tested areas during the 08 tests.
- During the past three years, there has been a 5% decline in male 5$^{th}$ Grade Reading scores.
- During the past three years, there has been a 15% increase in female scores in 5$^{th}$ Grade Reading.
- 4$^{th}$ Grade male 07 - 08 scores increased by 17% from their 3$^{rd}$ Grade Reading test.
- 4$^{th}$ Grade male 07 - 08 scores increased by 6% from their 3$^{rd}$ Grade Math test.
- 5$^{th}$ Grade male 07 - 08 scores remained consistent from their 4$^{th}$ Grade Reading test.
- 5$^{th}$ Grade male 07 - 08 scores remained consistent from their 4$^{th}$ Grade Math test.
- 4$^{th}$ Grade female 07 - 08 scores increased by 17% from their 3$^{rd}$ Grade Reading test.
- 4$^{th}$ Grade female 07 - 08 scores increased by 12% from their 3$^{rd}$ Grade Math test.
- 5$^{th}$ Grade female 07 - 08 scores increased by 8% from their 4$^{th}$ Grade Reading test.
- 5$^{th}$ Grade female 07 - 08 scores increased by 1% from their 4$^{th}$ Grade Math test.

## 2006 - 2007
## 2nd Quarter Report Card Grades
## 3rd, 4th and 5th Grade

**3rd Grade** - 73 Students Total   44% of the 3rd Grade are boys and 56% of the 3rd Grade are girls

|  | Reading | | Language Arts | | Math | | Total | |
|---|---|---|---|---|---|---|---|---|
|  | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| A's | 16 | 19 | 19 | 23 | 23 | 25 | 58 | 67 |
| B's | 7 | 16 | 5 | 13 | 8 | 15 | 20 | 44 |
| C's | 8 | 6 | 4 | 4 | 3 | 1 | 15 | 11 |
| D's | 1 | 1 | 4 | 1 | - | - | 5 | 2 |
| F's | - | - | - | - | - | - | 0 | 0 |
|  |  |  |  |  |  |  | 98 | 124 |

**4th Grade** - 77 Students Total   56% of the 4th Grade are boys and 44% of the 4th Grade are girls

|  | Reading | | Language Arts | | Math | | Social Studies | | Science | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| A's | 14 | 15 | 16 | 22 | 13 | 16 | 17 | 16 | 16 | 23 | 76 | 92 |
| B's | 22 | 16 | 19 | 11 | 23 | 13 | 16 | 10 | 20 | 10 | 100 | 60 |
| C's | 6 | 3 | 9 | 1 | 8 | 4 | 5 | 7 | 6 | 2 | 34 | 17 |
| D's | 1 | - | - | - | - | 1 | 3 | 1 | 1 | - | 3 | 1 |
| F's | - | - | - | - | - | - | 3 | - | 1 | - | 4 | 0 |
|  |  |  |  |  |  |  |  |  |  |  | 217 | 170 |

**5th Grade -** 76 Students Total   45% of the 5th Grade are boys and 55% of the 5th Grade are girls

|  | Reading | | Language Arts | | Math | | Social Studies | | Science | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| A's | 23 | 33 | 21 | 35 | 19 | 32 | 23 | 29 | 31 | 39 | 117 | 168 |
| B's | 9 | 7 | 7 | 6 | 11 | 7 | 10 | 11 | 5 | 3 | 42 | 34 |
| C's | 1 | 2 | 4 | 1 | 3 | 3 | 2 | 2 | - | - | 10 | 8 |
| D's | - | - | - | - | - | - | 1 | - | - | - | 1 | 0 |
| F's | - | - | 1 | - | - | - | - | - | - | - | 1 | 0 |
|  |  |  |  |  |  |  |  |  |  |  | 171 | 210 |

# 2007 – 2008
## 2nd Quarter Report Card Grades
## 3rd, 4th and 5th Grade

**3rd Grade** - 65 Students Total   51% of the 3rd Grade are boys and 49% of the 3rd Grade are girls

|  | Reading | | Language Arts | | Math | | Total | |
|---|---|---|---|---|---|---|---|---|
|  | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** |
| **A's** | 10 | 18 | 13 | 20 | 10 | 19 | 33 | 57 |
| **B's** | 11 | 10 | 11 | 11 | 12 | 8 | 34 | 29 |
| **C's** | 4 | 3 | 7 | 1 | 8 | 4 | 19 | 8 |
| **D's** | 4 | - | 2 | - | 5 | 1 | 11 | 1 |
| **F's** | 4 | 1 | 4 | - | 1 | 1 | 9 | 2 |
|  |  |  |  |  |  |  | 106 | 97 |

**4th Grade** - 69 Students Total   43% of the 4th Grade are boys and 57% of the 4th Grade are girls

|  | Reading | | Language Arts | | Math | | Social Studies | | Science | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** |
| **A's** | 15 | 28 | 17 | 29 | 13 | 19 | 22 | 25 | 21 | 30 | 88 | 131 |
| **B's** | 13 | 9 | 10 | 9 | 16 | 16 | 5 | 13 | 8 | 7 | 52 | 54 |
| **C's** | 2 | 2 | 3 | 1 | 2 | 4 | 3 | 2 | 2 | 3 | 12 | 12 |
| **D's** | - | - | - | - | - | - | 1 | - | - | - | 1 | 0 |
| **F's** | - | - | - | - | - | - | - | - | - | - | - | - |
|  |  |  |  |  |  |  |  |  |  |  | 153 | 197 |

**5th Grade** - 73 Students Total   52% of the 5th Grade are boys and 48% of the 5th Grade are girls

|  | Reading | | Language Arts | | Math | | Social Studies | | Science | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** |
| **A's** | 22 | 26 | 17 | 25 | 12 | 21 | 21 | 19 | 21 | 25 | 83 | 116 |
| **B's** | 12 | 9 | 13 | 9 | 15 | 10 | 15 | 14 | 13 | 10 | 58 | 52 |
| **C's** | 4 | - | 8 | - | 11 | 3 | 7 | 4 | 5 | 2 | 45 | 9 |
| **D's** | 1 | - | 1 | - | 2 | - | - | - | 4 | - | 8 | - |
| **F's** | 1 | - | - | - | - | - | - | - | - | - | 1 | - |
|  |  |  |  |  |  |  |  |  |  |  | 195 | 177 |

# 2008 – 2009
## 2nd Quarter Report Card Grades
## 3rd, 4th and 5th Grade

**3rd Grade** - 77 Students Total   48% of the 3rd grade are boys and 52% of the 3rd Grade are girls

| | Reading | | Language Arts | | Math | | Total | |
|---|---|---|---|---|---|---|---|---|
| | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** |
| **A's** | 13 | 22 | 16 | 21 | 17 | 20 | 46 | 63 |
| **B's** | 20 | 14 | 17 | 9 | 17 | 10 | 54 | 34 |
| **C's** | 3 | 3 | 3 | 6 | 3 | 4 | 9 | 13 |
| **D's** | | 2 | 1 | 2 | 1 | 3 | 2 | 7 |
| **F's** | | | | | | | | |
| | | | | | | | 111 | 117 |

**4th Grade** - 75 Students Total   51% of the 4th Grade are boys and 49% of the 4th Grade are girls

| | Reading | | Language Arts | | Math | | Social Studies | | Science | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** |
| **A's** | 15 | 30 | 17 | 29 | 14 | 22 | 25 | 32 | 22 | 28 | 92 | 141 |
| **B's** | 21 | 4 | 16 | 5 | 17 | 6 | 11 | 2 | 11 | 4 | 76 | 27 |
| **C's** | 1 | 1 | 2 | | 5 | 2 | | 1 | 2 | 2 | 10 | 7 |
| **D's** | 1 | | 1 | | | | | | 1 | 1 | 3 | 1 |
| **F's** | | | | | 1 | | | | | | | |
| | | | | | | | | | | | 181 | 176 |

**5th Grade** - 76 Students Total   38% of the 5th Grade are boys and 62% of the 5th Grade are girls

| | Reading | | Language Arts | | Math | | Social Studies | | Science | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** |
| **A's** | 9 | 36 | 12 | 41 | 10 | 23 | 13 | 32 | 18 | 39 | 64 | 171 |
| **B's** | 16 | 9 | 13 | 3 | 12 | 16 | 13 | 13 | 7 | 6 | 60 | 47 |
| **C's** | 2 | | 2 | 1 | 4 | 6 | | | | | 8 | 7 |
| **D's** | 1 | | | | 1 | | | | | | 2 | |
| **F's** | | | | | | | 1 | | | | 1 | |
| | | | | | | | | | | | 135 | 225 |

**2006 - 2007 Observations**
- In the 3<sup>rd</sup> Grade, 56% of the total grades were A's.
- In the 4<sup>th</sup> Grade, 43% of the total grades were A's.
- In the 5<sup>th</sup> Grade, 75% of the total grades were A's.
- In the 3<sup>rd</sup> Grade, the boys received 47% of the A's. (44% of class)
- In the 4<sup>th</sup> Grade, the boys received 45% of the A's. (56% of class)
- In the 5<sup>th</sup> Grade, the boys received 41% of the A's. (45% of class)
- There were a total of 990 grades issued and of the 990 grades only 5 were F's.
- The five F grades were issued to male students.
- As the students move into the upper grades, a lower percentage of male students attain a grade of A.
- In 06 - 07, 990 letter grades were issued, 578 were A's.  (58%)

**2007 - 2008 Observations**
- The 3<sup>rd</sup> Grade had a 7% increase in boys to 51% from 06 - 07 to 07 - 08.
- In 07 - 08, 44% of the total 3<sup>rd</sup> Grade grades were an A.
- In 07 - 08, 31% of the 3<sup>rd</sup> Grade male grades were an A.
- In 07 - 08, 59% of the 3<sup>rd</sup> Grade female scores were an A.
- The 4<sup>th</sup> Grade had a 13% increase in girls from 06 - 07 to 07 - 08.
- In 07 - 08, 63% of the total 4<sup>th</sup> Grade grades were an A.
- In 07 - 08, 58% of the 4<sup>th</sup> Grade male's grades were an A.
- In 07 - 08, 66% of the 4<sup>th</sup> Grade female grades were an A.
- The 5<sup>th</sup> Grade had a 7% increase in male students from 06 - 07 to 07 - 08.
- In 07 - 08, 53% of the total 5<sup>th</sup> Grade grades were an A.
- In 07 - 08, 43% of the 5<sup>th</sup> Grade male grades were an A.
- In 07 - 08, 66% of the 5<sup>th</sup> Grade female grades were an A.
- In 07 - 08, there were a total of 925 letter grades issued and 508 were A's.  55% of 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> letter grades were A's.  This is a decrease by 3% in the total number of A's from the preceding year.
- In 07 - 08, of the 925 letter grades, 12 grades of F were reported.
- In 07 - 08, 10 of the 12 failing grades were issued to males.

**2008 - 2009 Observations**
- The 3<sup>rd</sup> Grade had a 4% increase in boys to 48% from 07 - 08 to 08 - 09.
- In 08 - 09, 228 total grades were issued in the 3<sup>rd</sup> Grade.
- In 08 - 09, 99 of the 228 grades were an A in the 3<sup>rd</sup> Grade, 43%.
- In 08 - 09, 46% of the A's in 3<sup>rd</sup> Grade went to boys.
- In 08 - 09, 54% of the A's in 3<sup>rd</sup> Grade went to girls.
- The 4<sup>th</sup> Grade had an 8% increase in boys to 51% from 07 - 08 to 08 - 09.
- In 08 - 09, 357 total grades were issued in the 4<sup>th</sup> Grade.
- In 08 - 09, 233 of the 357 total grades were an A in the 4<sup>th</sup> Grade, 65%.
- In 08 - 09, 39% of the A's in 4<sup>th</sup> Grade went to boys.
- In 08 - 09, 61% of the A's in 4<sup>th</sup> Grade went to girls.
- The 5<sup>th</sup> Grade had a 14% increase of girls to 62% from 07 - 08 to 08 - 09.
- In 08 - 09, 235 of the 360 total grades were an A in the 5<sup>th</sup> Grade, 65%.
- In 08 - 09, 27% of the A's in 5<sup>th</sup> Grade went to boys.
- In 08 - 09, 73% of the A's in 5<sup>th</sup> Grade went to girls.

- In 08 - 09, there were a total of 945 grades issued and 557 were A's. 59% of Grade 3rd, 4th, 5th letter grades were an A. This is an increase by 4% of A's from the preceding year.
- In 08 - 09, of the 945 grades issued in 3rd, 4th, 5th only 2 grades of F were recorded. This is a decrease of F's by 83% from the preceding year.
- In 08 - 09, both of the failing grades were issued to male students.

# ISEL

The ISEL test is a multifaceted kindergarten and first-grade, classroom-based Reading inventory. It is based on scientific Reading research and sound classroom practice and is administered to students individually. It reflects the National Standards for Reading, the Illinois Reading Standards, and is linked to the overall goals of the Illinois Reading Initiative. The ISEL provides information for classroom instructional planning, identifies students who may need an early Reading intervention program, and furnishes pre- and post assessment data to judge student progress. Here at West Central we have added the total class score and divided that by the total test possible score to receive an overall classroom average. We also found an average score for each individual student.

**Table 4G:**

# Illinois Snapshots of Early Literacy
# Assessment Scores

**Kindergarten Scores – WC Kgt class average is given first and the state's target score is listed second**

|  | Letter Recog | Story Listen | Phone Aware | Match Word | Letter Sound | Develop Spell | Word Recog | Vocab | Passage Rdg | Fluency |
|---|---|---|---|---|---|---|---|---|---|---|
|  | WC/ State | WC/ State | WC/ State | WC/ State | WC/ State | WC/ State | WC/ State | WC/ State | WC/ State | WC/ State |
| **Fall 2005** | 24/35 | 12/14 | 4/6 | 3/4 | 4/9 |  |  |  |  |  |
| **Fall 2006** | 26/35 | 13/14 | 5/6 | 5/4 | 4/9 |  |  |  |  |  |
| **Fall 2007** | 30/35 | 14/14 | 6/6 | 5/4 | 7/9 |  |  |  |  |  |
| **Fall 2008** | 28/35 | 14/14 | 4/6 | 3/4 | 5/9 |  |  |  |  |  |
| **Spring 2006** | 49/52 | 16/15 | 9/9 | 8/8 | 19/19 | 15/14 | 5/7 | 9/9 | 6/5 |  |
| **Spring 2007** | 53/52 | 18/15 | 10/9 | 9/8 | 24/19 | 19/14 | 11/7 | 8/9 | 10/5 | 13 |
| **Spring 2008** | 52/52 | 17/15 | 9/9 | 9/8 | 24/19 | 19/14 | 11/7 | 8/9 | 10/5 | 25 |

**1st Grade Scores – WC 1st Grade average is given first and state's target score is listed second**

|  | Letter Recog | Story Listen | Phone Aware | Match Word | Letter Sound | Develop Spell | Word Recog | Vocab | Passage Rdg | Fluency |
|---|---|---|---|---|---|---|---|---|---|---|
|  | WC/ State | WC/ State | WC/ State | WC/ State | WC/ State | WC/ State | WC/ State | WC/ State | WC/ State | WC/ State |
| **Fall 2005** | 50/53 | 16/17 | 8/10 | 8/9 | 20/20 | 16/15 | 10/11 | 7/9 | 7/3 | |
| **Fall 2006** | 49/53 | 16/17 | 7/10 | 7/9 | 18/20 | 14/15 | 9/11 | 9/9 | 7/3 | |
| **Fall 2007** | 52/53 | 17/17 | 9/10 | 8/9 | 23/20 | 17/15 | 13/11 | 10/9 | 9/3 | |
| **Fall 2008** | 52/53 | 17/17 | 9/10 | 8/9 | 23/20 | 18/15 | 14/11 | 10/9 | 11/3 | 24/0 |
| **Spring 2006** | 54/54 | 19/18 | 10/10 | 9/9 | 25/25 | 24/23 | 19/21 | 12/10 | 17/16 | 54/64 |
| **Spring 2007** | 53/54 | 19/18 | 9/9 | 26/25 | 24/23 | 24/23 | 19/21 | 11/10 | 17/16 | 62/64 |
| **Spring 2008** | 53/54 | 18/18 | 10/10 | 9/9 | 25/25 | 24/23 | 19/21 | 10/10 | 17/16 | 61/64 |

**2nd Grade Scores – WC 2nd Grade average is given first and state's target score is listed second**

|  | Spell | Word Recog | Fluen | Ext Resp | Pass Accur | Comp | Vocab |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | WC/ State | WC/ State | WC/ State | WC/ State | WC/ State | WC/ State | WC/ State |  |  |  |
| **Fall 2005** | 3/4 | 11/15 | 57/74 | 8/13 | 82/96 | 5/7 | 6/9 |  |  |  |
| **Fall 2006** | 3/4 | 11/15 | 58/74 | 6/13 | 70/96 | 5/7 | 8/9 |  |  |  |
| **Fall 2007** | 3/4 | 11/15 | 61/74 | 7/13 | 71/96 | 5/7 | 8/9 |  |  |  |
| **Fall 2008** | 4/4 | 12/15 | 64/74 | 10/13 | 81/96 | 6/7 | 9/9 |  |  |  |
| **Spring 2006** | 5/5 | 18/20 | 83/99 | 8/6 | 93/98 | 8/7 | 11/11 |  |  |  |
| **Spring 2007** | 5/5 | 18/20 | 94/99 | 9/6 | 96/98 | 12/7 | 14/11 |  |  |  |
| **Spring 2008** | 6/5 | 18/20 | 101/99 | 11/6 | 96/98 | 8/7 | 11/11 |  |  |  |

## Observations 2005 - 2006

- Some test givers were not trained, so scoring and administration were not consistent.  Scores indicate that all areas are weak.
- There were low fluency scores plus a decrease in overall vocabulary scores.
- All three classes had similar scores except for letter recognition/letter sounds.
- All were above state at-risk % but below state target %.
- Our at-risk categories are letter recognition and phonemic awareness.
- phonics
- Does low income/lack of experience affect test scores?
- There appears to be a lack of classroom sets of leveled books.

## Observations of 2006 - 2007

- In Spring 06, Kindergarten met or exceeded state targets in all areas but two.
- Letter recognition continues to be an area of weakness for Kindergarten.
- In Kindergarten, much improvement was made between the Fall test and the Spring test.
- 1st Grade met or exceeded state targets for Spring 06 in all areas but two.
- Reading fluency and word recognition are areas of weakness in 1st Grade.
- In 1st Grade, all scores were far above the state at-risk averages in Spring 06.
- 2nd Grade did not meet state targets in three areas in Spring 06.
- Comprehension, spelling, extended response, and vocabulary were areas of strength for 2nd Grade in Spring 06.
- Fluency is an area of concern in 2nd Grade as well as 1st Grade in Spring 06.
- 2nd Grade is above state at-risk averages in all areas but one.


## Observations of 2007 - 2008

- Spring 07 class averages in Kindergarten are higher than Spring 06 in every area except vocabulary.
- Word Recognition scores in Kindergarten more than doubled (from 5 to 11) from Spring 06 compared to Spring 07.
- 1st Graders in the Fall are lower than the state target in letter recognition, phonemic awareness and word match but only by 1 point.
- Word Recognition and Vocabulary for entering Fall 07, 1st Graders showed a 2 point growth when compared to the Spring 07 Kindergarten scores.
- Kindergarten class averages for Fall 07 compared to Fall 06 either remained the same in all subtests or showed an increase.
- In the Fall of 07, the entering Kindergarteners scored at or above the state target level in story listening, phonemic awareness, and match word.
- In the Fall of 07, the entering Kindergarteners scored below the state target in letter recognition and letter sounds.
- The students as Kindergarteners in Spring 07 demonstrated an increase in performance in word recognition and vocabulary when tested in 1st Grade in the Fall 07.
- The Fall 07 1st Grade scored higher in every subtest than the Fall 06 class.
- The Fall 07 Kindergarten class reached the target score in all 5 subtests.
- The Fall 07 1st Grade scored 5 points higher in letter sound relationships than the Fall 06 1st Grade.
- The Spring 07 1st Grade scores showed increased performance in every subtest area when compared with their Fall 06 scores.
- 2nd Grade Fluency scores in the Spring of 07 increased 11 points over those scores in the Spring of 06 testing.
- Extended Response scores in the 2nd Grade Spring of 07 testing increased 1 point over those scores in the Spring of 06.
- The Spring of 07 2nd Grade scores showed passage accuracy increasing by 3 pts, comprehension increasing by 4 points, and vocabulary increasing by 3 points when compared to the Spring of 06 2nd Grade scores.
- The average 2nd Grade student scores in the Spring of 07 either matched or increased when compared to those same scores in the Spring of 06.

- Scores for Spelling in 2$^{nd}$ Grade in the Spring of 07 matched the state's target score.
- Comprehension average scores for 2$^{nd}$ Grade in the Spring of 07 exceeded the state's target score by 5 points.
- Vocabulary average scores for 2$^{nd}$ Grade in the Spring of 07 exceeded the state's target score by 3 points.

**Observations of 2008 - 2009**
- In Spring of 08, Kindergarten was at or above the state average in all areas except word recognition.
- In Spring of 08, Kindergarten had a one year gain of 12 points in fluency.
- In Spring of 08, in Kindergarten 6 of the 10 assessed areas improved when compared to Spring of 06.
- The Spring of 08 passage reading scores for Kindergarten are double the state average.
- The Fall 08 Kindergarten scores are lower in 4 of the 5 assessed areas when compared to Fall of 07.
- The Fall of 08 Kindergarten scores are higher in 3 of the 5 assessed areas when compared to Fall of 06.
- The Spring of 08 1$^{st}$ Grade scores are fairly consistent with the Spring of 07 scores.
- The Spring 1$^{st}$ Grade scores are at or above the state average in 7 out of 10 areas.
- The Spring 1$^{st}$ Grade was below the state average in letter recognition, word recognition, and fluency.
- The Fall 1$^{st}$ Grade scores of 08 are consistent with the Fall of 07 except for the two point increase in passage reading.
- The Fall of 08 1$^{st}$ Grade scores increased in 8 out of 9 areas when compared to the Fall of 05.
- 1$^{st}$ Grade Spring fluency scores have been below the state average three consecutive years.
- The Fall of 08 2$^{nd}$ Grade scores were at or above the state average in 2 of 7 areas.
- The Spring of 08 2$^{nd}$ Grade scores were at or above the state average 5 of 7 areas.
- The Spring of 08 2$^{nd}$ Grade scores were above the 2$^{nd}$ Grade scores of the preceding year in 3 of 7 areas.
- The Spring of 08 fluency scores were 2 points above the state average.
- The Spring of 08 vocabulary scores were 3 points lower than the preceding year.
- The Spring of 08 fluency scores increased by 7 points from the preceding year.
- The Spring of 08 scored remained the same or improved in all seven categories when compared to Spring of 06 scores.

**Table 4H:**

# STAR Reading Assessment
## Average Grade Equivalent
## (Current Grade Placement 08-09)

## 2008 - 2009

All students tested.  Chart rows read from 1$^{st}$ to 5$^{th}$ Grade.

| | K Spring | 1$^{st}$ Fall | 1$^{st}$ Spring | 2$^{nd}$ Fall | 2$^{nd}$ Spring | 3$^{rd}$ Fall | 3$^{rd}$ Spring | 4$^{th}$ Fall | 4$^{th}$ Spring | 5$^{th}$ Fall |
|---|---|---|---|---|---|---|---|---|---|---|
| **First Grade** | 1.2 | 1.7 | | | | | | | | |
| **Second Grade** | 1.3 | 1.0 | 2.2 | 2.1 | | | | | | |
| **Third Grade** | | 1.5 | 2.0 | 2.0 | 3.1 | 2.5 | | | | |
| **Fourth Grade** | | 1.6 | 1.7 | 2.3 | 2.8 | 3.1 | 4.4 | 3.9 | | |
| **Fifth Grade** | | | | 2.3 | 2.7 | 3.3 | 4.1 | 4.1 | 5.4 | 5.1 |

## Observations of 2005 - 2006
- There are is a large selection of Accelerated Reader books in library.
- Almost all students have taken the STAR test and are involved in AR.
- 1$^{st}$ and 4$^{th}$ Grade scored at grade level.

## Observations of 2006 - 2007
- All grade levels K – 5$^{th}$ are taking the STAR Reading test.
- Each grade level's grade equivalency increased each testing period.

## Observations of 2007 - 2008
- 4$^{th}$ and 5$^{th}$ Grade scores decreased in the Fall 07 from the Spring scores.
- 1$^{st}$, 2$^{nd}$ and 3$^{rd}$ Grade scores increases in the Fall 07 from the Spring scores.
- 1$^{st}$, 2$^{nd}$ and 5$^{th}$ Grade scores are at or above grade level for the Fall 07.
- 3$^{rd}$ and 4$^{th}$ Grade scores are below grade level in the Fall 07.
- Scores stay within 3% from the Spring testing in 07 to the Fall testing in 07.

**Observations of 2008 - 2009**
- 1$^{st}$ Grade scores increased by .5 from the Kindergarten Spring to 1$^{st}$ Grade Fall.
- 2$^{nd}$ – 5$^{th}$ Grade scores showed a decrease from the Spring testing to the Fall testing.
- 5$^{th}$ Grade tested at or above grade level since 2$^{nd}$ Grade.
- 3$^{rd}$ Grade had the largest decrease in testing from the Spring to the Fall of .6.
- 1$^{st}$, 2$^{nd}$, and 5$^{th}$ Grades scores are above grade level in the Fall 08.
- 3$^{rd}$ and 4$^{th}$ Grade scores are below grade level in the Fall 08.

**Table 4I:**

## Accelerated Reading Summary
## Points Earned by Grade Level

|  | 2006 - 2007 | 2007 - 2008 | 2008 - 2009 | 2009 - 2010 |
|---|---|---|---|---|
| **Kindergarten** |  | 586.8 |  |  |
| **1$^{st}$ Grade** |  | 1843.5 |  |  |
| **2$^{nd}$ Grade** |  | 1946.1 |  |  |
| **3$^{rd}$ Grade** |  | 2640.6 |  |  |
| **4$^{th}$ Grade** |  | 3181.5 |  |  |
| **5$^{th}$ Grade** |  | 5050.4 |  |  |
| **Total Earned** **Total Attempt** | 17954 21314 | 19803 23405 |  |  |

**Observations of 2008 - 2009**
- The 07 - 08 school year was the first year the above points were collected by grade level.
- Students attempted 2091 more points in 07 - 08 than they did in 06 - 07.
- The percentage of points earned by students remained consistent.
- More points are earned as students move up through the different grade levels.
- 1$^{st}$ and 2$^{nd}$ Grade is only separated by 102 points.
- The biggest difference in points earned occurs between 4$^{th}$ and 5$^{th}$ Grade with 1869 points.

**Table 4J:**

# Local Reading and Math Exit Outcomes by Grade

## Kindergarten Exit Outcome Report
## Math

**Listed below is per cent of students per grade level who achieved 70% or better on the Exit Outcome Assessment.**

| Skills | 05 - 06 | 06 - 07 | 07 - 08 | 08 - 09 |
|---|---|---|---|---|
| **First Quarter – Number in Class** | **66** | **68** | **60** | |
| Identify circle, square, triangle and rectangle | 92% | 82% | 98% | |
| Make AB pattern | 91% | 97% | 100% | |
| Recognizes and writes numbers to five | 81% | 93% | 98% | |
| Counts 1 to 1 | 95% | 94% | 98% | |
| Can count to 10 | N/A | 97% | 98% | |
| Can draw a set up to 10 | N/A | 93% | 95% | |
| Writes numbers to 10 | N/A | N/A | 97% | |
| **Second Quarter** | **65** | **69** | **60** | |
| Demonstrate understanding of concepts of ordinals 1$^{st}$ thru 5$^{th}$ | 65% | 94% | 98% | |
| Can count to 25 | N/A | 94% | 100% | |
| Can draw a set up to 15 | N/A | 96% | 97% | |
| Writes numbers to 15 | 86% | 93% | 97% | |
| Demonstrates more, fewer, and equal sets | 84% | 93% | 98% | |
| **Third Quarter** | **65** | **69** | **59** | |
| Counts by 2's to 10 | 85% | 88% | 95% | |
| Counts by 10's to 100 | N/A | 94% | 97% | |
| Identifies clock time to the hour | 98% | 93% | 98% | |
| Counts to 50 | N/A | 91% | 97% | |
| Can draw a set up to 20 | N/A | 96% | 95% | |
| Identifies and writes numbers to 20 | 90% | 94% | 97% | |
| **Fourth Quarter** | **64** | **68** | **60** | |
| Write and identify numbers to 30 in correct numerical order | 94% | 96% | 95% | |
| Recognize and interpret a bar graph | 97% | 97% | 95% | |
| Add and subtract groups of six or less using manipulatives or pictures | 95% | 94% | 95% | |
| Identifies penny, nickel, dime, quarters | 84% | 93% | 86% | |
| Counts backward from 10 | 97% | 94% | 98% | |
| Counts to 100 | 92% | 88% | 90% | |
| Can draw a set up to 20 | N/A | 96% | 93% | |

# Kindergarten Exit Outcome Report
# Reading

**Listed below is the percent of students per grade level who achieved 70% or better on the Exit Outcome Assessment.**

| Skills | 05 - 06 | 06 - 07 | 07 - 08 | 08 – 09 |
|---|---|---|---|---|
| **First Quarter – Number in Class** | **66** | **68** | **60** | |
| Demonstrates that reading progresses from top to middle to bottom and left to right | 85% | 97% | 98% | |
| Completes predictable text orally | 89% | 96% | 100% | |
| Able to determine if 2 words begin or end with the same sound | 68% | 92% | 97% | |
| Knows 6 word wall words | N/A | 91% | 95% | |
| Writes introduced letters correctly | N/A | 85% | 98% | |
| Recalls details after hearing a story | N/A | 96% | 98% | |
| **Second Quarter** | **65** | **69** | **60** | |
| Able to recall sound for introduced letters | N/A | 90% | 97% | |
| Writes introduced letters correctly | N/A | 94% | 95% | |
| Can sequence 3 pictures | 87% | 96% | 98% | |
| Clap/count syllables in words and names | 91% | 83% | 95% | |
| Differentiates between real and make-believe | 93% | 97% | 100% | |
| Recites poem or nursery rhyme | 86% | 96% | 95% | |
| Knows 16 word wall words | N/A | 91% | 97% | |
| **Third Quarter** | **65** | **67** | **59** | |
| Provide a word that rhymes with given word  (word families) | 94% | 91% | 97% | |
| Can segment the individual sounds in a one-syllable word | 87% | 85% | 93% | |
| Identify colors and recognize color words | 94% | 96% | 97% | |
| Write and match  independently capital and lower case letters | 91% | 94% | 95% | |
| Identify sound for given letters | 87% | 93% | 97% | |
| Recognize and write first and last name | 94% | 99% | 100% | |
| Write introduced letters correctly | N/A | 94% | 95% | |
| Uses beginning sounds in writing | N/A | 91% | 97% | |
| Knows 26 word wall words | N/A | 94% | 97% | |
| **Fourth Quarter** | **64** | **68** | **60** | |
| Writes introduced letters correctly | N/A | 97% | 95% | |
| Uses ending sounds in writing | N/A | 96% | 97% | |
| Read simple books | N/A | 94% | 93% | |
| Write simple 2-3 word sentences using developmental spelling to construct the words | 83% | 97% | 86% | |
| Knows 43 word wall words | 68% | 91% | 93% | |

# 1st Grade Exit Outcome Report
# Math

**Listed below is the per cent of students per grade level who achieved 70% or better on the Exit Outcome Assessment.**

| Skills | 05 - 06 | 06 - 07 | 07 – 08 | 08 - 09 | 09 - 10 |
|---|---|---|---|---|---|
| **First Quarter – Number in Class** | **66** | **66** | **67** | | |
| Write and identify in random order numbers to 20 | 95% | 95% | 99% | | |
| Can give two pieces of information from a graph | 95% | 97% | 100% | | |
| Knows addition doubles facts to 18 | 94% | 98% | 100% | | |
| Identify ordinal position to sixth | 95% | 92% | 97% | | |
| **Second Quarter** | **65** | **70** | **67** | | |
| Adding and subtracting 1 and 0 to a number | 85% | 99% | 99% | | |
| Count by 2's to 20 | 89% | 84% | 94% | | |
| Count by 10's to 100 | 91% | 97% | 100% | | |
| Writes numbers to 50 | 86% | 87% | 99% | | |
| Identifies random numbers between 1 and 50 | 86% | 94% | 97% | | |
| Creates and reads a bar graph | 89% | 96% | 97% | | |
| Draw a circle, square, triangle and rectangle | N/A | 99% | 100% | | |
| **Third Quarter** | **65** | **74** | **66** | | |
| Writes numbers to 80 | N/A | 91% | 100% | | |
| Identify random numbers between 25 to 80 | 91% | 100% | 100% | | |
| Count by 5's to 50 | 92% | 95% | 95% | | |
| Knows the value and can count pennies and dimes | 86% | 88% | 92% | | |
| Adds and subtracts 2 to a number | 94% | 97% | 97% | | |
| Can continue any given pattern | 82% | 92% | 94% | | |
| Construct number sentence with sum missing to match one-step word problems | 89% | 91% | 92% | | |
| **Fourth Quarter** | **67** | **76** | **67** | | |
| Writes numbers to 110 | N/A | 99% | 99% | | |
| Tell time to the hour and half hour | N/A | 89% | 91% | | |
| Adds and subtracts two-digit numbers (no regrouping) | 90% | 93% | 91% | | |
| Knows math facts taught | N/A | 99% | 99% | | |
| Knows the value and can count a combination of pennies, nickels and dimes | 84% | 87% | 85% | | |
| Can measure and draw line segments to the nearest inch and centimeter | 96% | 95% | 95% | | |
| Identify parts of a whole (1/2, 1/3 and 1/4) | 96% | 99% | 99% | | |

# 1ˢᵗ Grade Exit Outcome Report
# Reading

**Listed below is the per cent of students per grade level who achieved 70% or better on the Exit Outcome Assessment.**

| Skills | 05 - 06 | 06 - 07 | 07 - 08 | 08 - 09 | 09 - 10 |
|---|---|---|---|---|---|
| **First Quarter – Number in Class** | **66** | **66** | **67** | | |
| Uses consonant and short vowel sounds to decode words | 83% | 71% | 93% | | |
| Writes dictated sentences using beginning and ending consonant sounds | 88% | 82% | 100% | | |
| Makes logical predictions using background knowledge before and during reading (ex. illustrations, title) | 92% | 89% | 97% | | |
| Identify rhyming words with a visual or auditory prompt | 88% | 95% | 97% | | |
| Identifies word wall words taught | N/A | 76% | 94% | | |
| **Second Quarter** | **65** | **70** | **67** | | |
| Identify beginning, middle, end story | 91% | 96% | 93% | | |
| Uses illustrations and text to answer questions about a story | 85% | 89% | 95% | | |
| Writes a simple sentence about a picture or experience using phonetic spelling | 88% | 89% | 93% | | |
| Uses beginning capitalization at the beginning of sentences and proper names | 78% | 81% | 81% | | |
| Identifies word wall words taught | N/A | 91% | 95% | | |
| **Third Quarter** | **67** | **74** | **66** | | |
| Compare and contrast two different things in a story | N/A | 86% | 83% | | |
| Identifies number of syllables in a word | N/A | 92% | 95% | | |
| Identifies the sounds of sh, th, ch, and wh | N/A | 92% | 95% | | |
| Identifies word endings s, er, ed, and ing | N/A | 74% | 85% | | |
| Identifies word wall words taught | N/A | 93% | 97% | | |
| **Fourth Quarter** | **67** | 76 | **67** | | |
| Identifies long vowel sounds (silent e, ee, ai, ea, ie, oa) | N/A | 95% | 96% | | |
| Identifies irregular vowel sounds (ou, ow, r controlled, oi, oy) | N/A | 88% | 94% | | |
| Recognizes 123 high frequency, word wall words | 86% | 97% | 97% | | |
| Identify characters, setting and topics in stories | N/A | 87% | 93% | | |
| Writes five sentences about a topic using phonetic spelling and appropriate ending punctuation | 96% | 94% | 99% | | |
| Reads aloud age appropriate text with fluency | 33% | 66% | 66% | | |

# 2<sup>nd</sup> Grade Exit Outcome Report
# Math

**Listed below is the number of students per grade level who achieved 70% or better on the Exit Outcome Assessment.**

| Skills | 05 - 06 | 06 - 07 | 07 - 08 | 08 - 09 | 09 - 10 |
|---|---|---|---|---|---|
| **First Quarter – Number in Class** | **77** | **76** | **73** | | |
| Create and read a pictograph | 84% | 95% | 96% | | |
| Add 9's and doubles plus one | 84% | 88% | 90% | | |
| **Second Quarter** | **74** | **74** | **73** | | |
| Create and write the fractions 1/2, 1/3, 1/4 and 1/8 of a given whole | 83% | 97% | 100% | | |
| Construct addition and subtraction sentences to match one-step word problems | 80% | 97% | 90% | | |
| Adding 3's, 4's, 5's, 6's, 7's and 8's | 80% | 91% | 96% | | |
| Given 3 numbers, students can write a fact family (addition and subtraction) | 91% | 99% | 97% | | |
| Given a figure or shape, students will divide it into 2 equal parts and shade ½ of it | N/A | 99% | 97% | | |
| **Third Quarter** | **78** | **76** | **74** | | |
| Measure and draw line segments to the nearest half inch | 74% | 90% | 92% | | |
| Tell time by five minute intervals | 62% | 82% | 84% | | |
| Subtracting 3's, 4's, 5's, and 6's | 85% | 94% | 97% | | |
| Skip counting by 2's, 5's and 10's starting with any given number | 88% | 94% | 96% | | |
| **Fourth Quarter** | **78** | **71** | **74** | | |
| Can count combinations of quarters, dimes, nickels and pennies and figure change for sums of less than $1.00 | 67% | 77% | 74% | | |
| Identify flat and solid geometric shapes (cone, cube, sphere and cylinder) | 82% | 93% | 97% | | |
| Add and subtract 2-digit numbers using regrouping | 73% | 86% | 85% | | |
| Measure and draw line segments to the nearest centimeter | 88% | 97% | 96% | | |
| Subtracting 7's, 8's, and 9's | 78% | 96% | 89% | | |

# 2<sup>nd</sup> Grade Exit Outcome Report
# Reading

**Listed below is the number of students per grade level who achieved 70% or better on the Exit Outcome Assessment.**

| Skills | 05 - 06 | 06 - 07 | 07 - 08 | 08 - 09 | 09 - 10 |
|---|---|---|---|---|---|
| **First Quarter – Number in Class** | **77** | **76** | **73** | | |
| Given several reading selections, students will distinguish between fiction and non-fiction as well as author's purpose for writing (to inform or entertain) | 81% | 89% | 79% | | |
| Use prewriting strategies to organize and generate ideas | 86% | 99% | 96% | | |
| Manipulate sounds and syllables to make new words | 78% | 88% | 85% | | |
| Recognizes 35 high-frequency words | N/A | 93% | 93% | | |
| Reads age appropriate text aloud with fluency | N/A | 63% | 63% | | |
| **Second Quarter** | **74** | **74** | **73** | | |
| Write a basic 5 sentence paragraph staying on subject with a strong topic sentence | 70% | 95% | 93% | | |
| Compare and Contrast two things using a Venn Diagram | 82% | 91% | 89% | | |
| Recognizes 35 high frequency words | N/A | 93% | 96% | | |
| Read age appropriate text aloud with fluency | 77% | 63% | 73% | | |
| **Third Quarter** | **78** | **71** | **74** | | |
| Identify story elements (character, setting, problem and solution) | 86% | 93% | 92% | | |
| Write a friendly letter (including the 5 parts) | N/A | 96% | 91% | | |
| Draw conclusions based on the text | N/A | 92% | 93% | | |
| Recognize 32 high frequency words | N/A | 94% | 99% | | |
| Read age appropriate text aloud with fluency | N/A | 75% | 65% | | |
| **Fourth Quarter** | **78** | **71** | **74** | | |
| Write a paper with appropriate focus, support, organization, and conventions | N/A | 96% | 95% | | |
| Read and retell a story with correct sequencing (with 5 events) | N/A | 83% | 88% | | |
| Identify root words in words which contain suffixes (ed, ing, s, and es) and prefixes (re, un) | 81% | 96% | 92% | | |
| Recognize 32 high frequency words | N/A | 97% | 99% | | |
| Read age appropriate text aloud with fluency | N/A | 62% | 78% | | |

# 3<sup>rd</sup> Grade Exit Outcome Report
## Math

**Listed below is the per cent of students per grade level who achieved 70% or better on the Exit Outcome Assessment.**

| Skills | 05 - 06 | 06 – 07 | 07 – 08 | 08 - 09 | 09 – 10 |
|---|---|---|---|---|---|
| **First Quarter – Number in Class** | **81** | **76** | **72** | | |
| Round a given number to the nearest 10 | 81% | 93% | 100% | | |
| Given an addition/subtraction word problem, write a number sentence to solve | 81% | 92% | 86% | | |
| Given 3 digits, write a fact family (addition/subtraction) | 80% | 87% | 93% | | |
| Given a number sentence, supply the missing addend | 83% | 91% | 94% | | |
| **Second Quarter** | **83** | **77** | **70** | | |
| Given an addition/subtraction problem, round and estimate the sum/difference | 61% | 92% | 97% | | |
| Given a group of whole numbers, order them from least to greatest | 89% | 95% | 93% | | |
| Compare two numbers using the following symbols (<,>,or =) | N/A | 99% | 94% | | |
| Solve a 2 digit addition problem using regrouping | 71% | 87% | 90% | | |
| Using information given, create their own graph | 80% | 96% | 99% | | |
| **Third Quarter** | **80** | **70** | **69** | | |
| Given a polygon, write a number sentence to determine the perimeter | 84% | 69% | 94% | | |
| Identify, write, and add simple fractions from a pictorial model | 84% | 65% | 91% | | |
| Describe chances/probability associated with given words such as likely, least likely, most likely | 75% | 66% | 91% | | |
| Solve problems involving simple elapsed time | 64% | 77% | 87% | | |
| **Fourth Quarter** | **80** | **70** | **68** | | |
| Know multiplication facts to 10 and know that it is repeated addition | 84% | 100% | 90% | | |
| Identify the following geometric solids:  pyramid, rectangular and triangular prisms | 69% | 86% | 94% | | |
| Solve problems containing simple measurement conversions involving time and length | 54% | 86% | 76% | | |
| Order and compare decimals expressed in monetary units | 90% | 91% | 99% | | |
| Solve 3 digit subtraction with regrouping | 73% | 90% | 90% | | |

# 3<sup>rd</sup> Grade Exit Outcome Report
## Reading

**Listed below is the per cent of students per grade level who achieved 70% or better on the Exit Outcome Assessment.**

| Skills | 05 - 06 | 06 - 07 | 07 - 08 | 08 – 09 | 09 - 10 |
|---|---|---|---|---|---|
| **First Quarter – Number in Class** | **81** | **76** | **72** | | |
| Follow written 3-step direction | 74% | 97% | 99% | | |
| Differentiate whether a statement is a fact or opinion | 74% | 84% | 90% | | |
| Based on story clues, make literal prediction for story ending | 78% | 91% | 96% | | |
| Use at least 3 vivid verbs in a written paragraph | N/A | 87% | 86% | | |
| **Second Quarter** | **83** | **77** | **70** | | |
| Identify topic and main idea of a story based on evidence from the text | 71% | 74% | 73% | | |
| Identify author's purpose for writing (to entertain, inform or persuade) | 36% | 75% | 74% | | |
| Identify the following genres: fiction, poem, fable, nonficiton | N/A | 62% | 79% | | |
| Using a graphic organizer, plan a piece of writing | N/A | 100% | 93% | | |
| **Third Quarter** | **80** | **70** | **69** | | |
| Using a graphic organizer, identify the characters, setting, plot (problem/conflict), and resolution in a story | 86% | 97% | 94% | | |
| Use context clues to determine the meaning of a word | N/A | 90% | 88% | | |
| Identify morphemes (base words and affixes) | 91% | 94% | 96% | | |
| Write a paragraph using a variety of sentences | N/A | 91% | 94% | | |
| **Fourth Quarter** | **80** | **70** | **68** | | |
| Read and spell 100 high frequency words | 88% | 98% | 94% | | |
| Utilize references resources to research a given topic | 85% | 100% | 100% | | |
| Use charts and graphs to interpret data | 65% | 94% | 99% | | |
| Use appropriate presentation techniques | 86% | 87% | 96% | | |
| Publish an expository paper with an introduction and conclusion | N/A | 100% | 99% | | |

# 4<sup>th</sup> Grade Exit Outcome Report
## Math

**Listed below is the per cent of students per grade level who achieved 70% or better on the Exit Outcome Assessment.**

| Skills | 05 - 06 | 06 - 07 | 07 - 08 | 08 – 09 | 09 – 10 |
|---|---|---|---|---|---|
| **First Quarter – Number in Class** | **75** | **78** | **72** | | |
| Complete a number sequence, tell rule | 95% | 92% | 94% | | |
| Measure to nearest cm, convert to mm | 93% | 88% | 96% | | |
| Differentiate parallel and perpendicular lines | 91% | 92% | 100% | | |
| Identify a selected point on a number line | 80% | 73% | 79% | | |
| **Second Quarter** | **74** | **78** | **71** | | |
| Given a line, measure to the nearest inch, ½ inch, and ¼ inch | 72% | 59% | 83% | | |
| Given an angle, identify if it is right, acute, or obtuse | 93% | 92% | 97% | | |
| Interpret data from a line graph | 84% | 99% | 94% | | |
| Add and subtract 3 digit numbers with an emphasis on 0 in the top number | 87% | 87% | 92% | | |
| **Third Quarter** | **75** | **78** | **70** | | |
| Given a polygon, figure area and perimeter | 57% | 74% | 100% | | |
| Solve 2 digit by 1 digit multiplication problems | 99% | 97% | 93% | | |
| Describe the probability of an event using terminology such as 5 chances out of 8, etc | N/A | 94% | 96% | | |
| Adding & Subtracting decimals | 84% | 86% | 84% | | |
| **Fourth Quarter** | **76** | **80** | **69** | | |
| Elapsed time | 75% | 83% | 97% | | |
| Correctly plot coordinates on a graph | 89% | 96% | 100% | | |
| Division – Two digit answers with remainders | 93% | 95% | 99% | | |
| Identify, write, and create pictorial models of mixed numbers (whole number and fraction) | 91% | 96% | 100% | | |

# 4<sup>th</sup> Grade Exit Outcome Report
# Reading/Language Arts

**Listed below is the per cent of students per grade level who achieved 70% or better on the Exit Outcome Assessment.**

| Skills | 05 - 06 | 06 - 07 | 07 - 08 | 08 – 09 | 09 - 10 |
|---|---|---|---|---|---|
| **First Quarter – Number in Class** | **75** | **78** | **72** | | |
| Figure word meaning using context | 96% | 85% | 93% | | |
| Identify 4 main types of sentences | 81% | 74% | 92% | | |
| Identify main idea and supporting details in a nonfiction text | 77% | 87% | 86% | | |
| **Second Quarter** | **74** | **78** | **71** | | |
| Given a word with an affix, match it to its meaning and identify the root word | 61% | 76% | 96% | | |
| Using a Venn Diagram, compare two texts that share a common theme | N/A | 94% | 96% | | |
| Given a paragraph with errors, the student will use editing marks and make the necessary corrections | 89% | 90% | 99% | | |
| **Third Quarter** | **75** | **78** | **71** | | |
| Given a reading selection, answer questions correctly using inferences based on evidence from the text and prior knowledge | 68% | 58% | 90% | | |
| Given a list of words, provide both a synonym and antonym for each | 100% | 99% | 100% | | |
| Using a self-created writing sample, identify the proper nouns and vary the use of action verbs correctly | 93% | 91% | 96% | | |
| Identify examples of figurative language: onomatopoeia, hyperbole, alliteration, personification, simile and metaphor | N/A | 26% | 94% | | |
| **Fourth Quarter** | **76** | **80** | **71** | | |
| Given a set of oral directions (oral and written) determine what is missing | 99% | 74% | 97% | | |
| Given two words, identify the homonym which correctly fits the context | 95% | 95% | 100% | | |
| Publish a persuasive paper with an introduction and conclusion | 88% | 79% | 99% | | |
| Spell and write dictation sentences using correct capitalization and punctuation. | 78% | 93% | 94% | | |

# 5<sup>th</sup> Grade Exit Outcome Report
# Math

**Listed below is the per cent of students per grade level who achieved 70% or better on the Exit Outcome Assessment.**

| Skills | 05 - 06 | 06 - 07 | 07 - 08 | 08 – 09 | 09 – 10 |
|---|---|---|---|---|---|
| **First Quarter – Number in Class** | **86** | **77** | **84** | | |
| Identify and draw lines and line segments | 91% | 97% | 94% | | |
| Identify place value through hundred thousands | 92% | 96% | 92% | | |
| Solve problems subtracting 4 digit whole numbers with multiple 0's in the top number | 80% | 90% | 92% | | |
| Solve for the missing value in an addition or subtraction problem | N/A | 96% | 93% | | |
| **Second Quarter** | **87** | **77** | **84** | | |
| Divide, writing quotient as a fraction | N/A | 93% | 89% | | |
| Add and subtract decimals through hundredths | 94% | 98% | 98% | | |
| Draw a right, acute, and obtuse angle | 98% | 96% | 98% | | |
| Round whole numbers through hundreds | 80% | 94% | 78% | | |
| **Third Quarter** | **84** | **77** | **84** | | |
| Create a diagram illustrating the probability of occurrence of multiple events | 93% | 99% | 90% | | |
| Divide a decimal number by a whole number | 88% | 100% | 94% | | |
| Identify decimal place value through hundredths | 95% | 93% | 88% | | |
| Find the mode, median, range and mean of a given set of data | 84% | 93% | 93% | | |
| **Fourth Quarter** | **85** | **77** | **84** | | |
| Add & subtract fractions with common denominators | 95% | 91% | 86% | | |
| Multiply by two digit whole numbers | 89% | 92% | 88% | | |
| Find the greatest common factor of two numbers | 93% | 96% | 81% | | |
| Divide with two digit divisor ending in 0 | 98% | 89% | 89% | | |

# 5<sup>th</sup> Grade Exit Outcome Report
# Reading/Language Arts

**Listed below is the per cent of students per grade level who achieved 70% or better on the Exit Outcome Assessment.**

| Skills | 05 - 06 | 06 - 07 | 07 - 08 | 08 – 09 | 09 – 10 |
|---|---|---|---|---|---|
| **First Quarter – Number in Class** | **86** | **77** | **84** | | |
| Write for a specific purpose (friendly or business letter) | N/A | 96% | 94% | | |
| Determine the meaning of an unknown word using word, sentence, and cross-sentence clues | 88% | 96% | 99% | | |
| Identify subject and predicate within a given sentence | 90% | 97% | 98% | | |
| **Second Quarter** | **87** | **77** | **84** | | |
| Identify the best summary of a given selection | 80% | 92% | 90% | | |
| Use basic transition words to connect ideas | N/A | 96% | 80% | | |
| Use a variety of sentence structures | N/A | 92% | 91% | | |
| Uses a prewriting strategy when responding to a prompt | N/A | 99% | 99% | | |
| **Third Quarter** | **85** | **77** | **84** | | |
| Develop 3 types of multi-paragraph compositions that include an introduction, first and second level support, and a conclusion | N/A | 72% | 89% | | |
| Identify the causes of events in a nonfiction account | N/A | N/A | 76% | | |
| Draw inferences, conclusions, or generalizations about text and support with prior knowledge | N/A | N/A | 76% | | |
| Using an editor's checklist, revise and edit their own writing | 83% | 83% | 55% | | |
| **Fourth Quarter** | **85** | **77** | **84** | | |
| Compare and contrast between selections to improve comprehension | 88% | 94% | 92% | | |
| Identify structure (e.g. description, compare/contrast, cause/effect, sequence) of non-fiction text to improve comprehension | N/A | 98% | 71% | | |
| Identify and explain examples of figurative language (metaphor, simile, and idiom) | N/A | 96% | 95% | | |
| Determine the meaning of an unknown word using knowledge of prefixes, suffixes, and word roots | 98% | 92% | 88% | | |

**Observations for 2006 - 2007**

- Kindergarten achieved 70% or better on 15/16 outcomes in Math for the 05 - 06 school year.
- The only area that Kindergarten did not achieve 70% or better for the 05 - 06 school year was understanding ordinal numbers 1 - 5.
- For Kindergarten in 05 - 06, 14 out of 16 of the Reading exit outcomes were achieved at 80% or better.
- In 1st Grade, Math in 05 - 06, 20 out of 20 outcomes were achieved at 70% or better.
- For 1st Grade in 05 - 06, the lowest area in Math was counting dimes, nickels, and pennies.
- For 1st Grade Reading in 05 - 06, 15 out of 16 outcomes were achieved at 70% or better.
- For 1st Grade Reading in 05 - 06, fluency was an area of concern.
- In 2nd Grade Math in 05 – 06, 13 out of 14 outcomes were achieved at 70% or better.
- 2nd Graders scored the lowest average in Math in counting money and telling time by 5 minute intervals.
- 2nd Grade exceeded the required score of 70% on all Reading exit outcomes in 05 – 06.
- 2nd Grade scored highest in Reading in the areas of using prewriting strategies and identifying story elements in 05 – 06.
- In 3rd Grade Math in 05 – 06, 14 out of 17 outcomes were achieved at 70% or better.
- In 05 – 06, 3rd Graders scored the highest average in Math in order and compared decimals expressed in monetary units.
- In 3rd Grade Reading in 05 – 06, 9 out of 11 outcomes were achieved at 70% or better.
- The lowest average score for 3rd Grade Reading in 05 – 06 was in identifying author's purpose for Writing.
- Measuring and figuring perimeter had the lowest average Math scores for 4th Grade.
- 4th Grade scored above the required 70% in all but two Math exit outcomes.
- 4th Graders scored the highest average on solving two digit by one digit multiplication problems.
- The lowest average score for 4th grade Language Arts was in identifying root words and affixes.
- The highest averages of 4th grade Language Arts scores were in naming synonyms, antonyms and following directions.
- 5th Graders achieved 80% or above on all Math exit outcomes.
- The lowest average score for 5th grade Math was in rounding through hundreds and subtracting 4 digit numbers with multiple 0 on top.
- 5th Graders scored the lowest average in Language Arts on identifying the best summary of a given selection.
- All Language Arts outcomes exceeded the required score of 70%.

**Observations for 2007 - 2008**

- The 07 - 08 Kindergartener ability to clap/count syllables increased by 12% from the preceding year.
- The 07 - 08 Kindergarten Math goals improved except money and draw sets to 20.
- The 07 - 08 Kindergarten Reading goals increased percentages of students that met first quarter.
- During 07 - 08 Kindergarten Reading goals had 90% of students meet goals except writing 2 - 3 word sentences.
- In 07 – 08, 93% of Kindergarten students knew at least 43 sight words.
- From the 05 - 06 school year to 07 - 08, all 1st Grade Reading scores have shown improvement.
- During the 07 - 08 school year for 1st Grade, knowing the value and ability to count pennies, nickels and dimes is the lowest scoring outcome with 85% of our students mastering this skill.
- During the 07 - 08 school, 66% of 1st Graders met fluency goals which is an increase from 33% from the preceding year.
- During the 07 - 08 school year, the 1st Grade had 81% of Reading exit outcomes meet at 90% or higher.
- During the 07 - 08 school year, the 1st Grade had 95% of Math exit outcomes meet at 90% or higher.
- Comparing the 07 – 08 2nd Grade Math scores to the preceding year, there was an improvement in 9 of the 16 outcomes.
- During the 07 - 08 school year, the counting money exit outcome for 2nd Grade was the lowest percentage of students meeting at 74%, which is a 3% decrease from the preceding year.
- During the 07 - 08 school year, fluency scores for 2nd Graders is at 63% of students mastering in the first quarter, and in the fourth quarter this percentage had increased to 78%.
- During the 07 - 08 school year, fourth quarter fluency scores increased by 16% from the preceding year.
- In 2nd Grade, high frequency word scores have increased from the preceding year and 99% of students had mastered by the fourth quarter.
- During the 07 - 08 school year, all 3rd Grade exit Math outcome goals were met.
- During the 07 - 08 school year, the 3rd Grade lowest exit outcome percentage of students mastering in Math were problems involving measurement conversions involving time and length.
- The percentage of students that have mastered the 3rd Grade exit outcome in identifying the author's purpose to a story has doubled when comparing the 07 - 08 results to the 05 - 06 school year results.
- During the 07 - 08 school year, the 4th Grade number line exit outcome had 79% student mastery, which is the lowest exit outcome percentage for 4th Grade Math.
- During the 07 - 08 school year, 4th Grade figurative language goals have improved to 94% mastery from 26%.
- During the 07 - 08 school year, 4th Grade third quarter inference skills have increased by 32% from the preceding year.
- During the 07 - 08 school year, 5th Grade Math exit outcomes all exceeded 80% except rounding whole numbers which was at 78%.
- During the 07 - 08 school year, 5th Grade met at least 80% of the students mastering 11 of the 15 Reading exit outcomes.

- 5th Grade scores have increased in each of the last three years for the exit outcome determine the meaning of an unknown word using word, sentence and cross sentence clues.
- During the 07 - 08 school year, the 5th Grade multi paragraph exit outcome improved by 17% from the preceding year.

**Observations for 2008-2009**
Data for the exit outcomes will not be entered until the summer of 2009.

## Overall Assessment Observations

**Observations of 2006 - 2007**
On the Illinois State Achievement test, West Central Elementary students exceeded the state average in 6 out of 7 tested academic areas. On the ISEL test, given to K, 1st, 2nd Grade twice a year, an area of weakness is fluency. On exit outcomes in Grades K – 5th in Reading and Math, 92% of the outcomes exceeded 70%.

**Observations of 2007 - 2008**
On the Illinois State Achievement Test, West Central Elementary students exceeded the state standards in all tested areas as required by No Child Left Behind. Students also exceeded the state average in 5 out of 8 tested academic areas. On the ISEL test, given to K, 1st, 2nd Grades twice a year, the fluency score increased in each grade level from Spring 06 to Spring 07. Also on the ISEL, the scores in 23 out of 26 tested areas in K, 1st, 2nd Grade increased or stayed the same from Spring 06 to Spring 07.

**Observations of 2008 - 2009**
On the Illinois State Achievement Test, West Central Elementary students exceeded the state standards in all tested areas as required by No Child Left Behind. Students also exceeded the state average in 5 out of 8 tested academic areas. The percentages of students with an Individual Education Plan that met or exceeded state standards also improved this year. On the ISEL, the scores in 19 out of 27 tested areas in K, 1st, 2nd Grade increased or stayed the same from Spring 07 to Spring 08.

## II.3 DEMOGRAPHIC DATA

**Table 5:**

### General School Data
### Provided by School Report Card

| | 2004 - 2005 #120 | | 2004 - 2005 #115 | | 2005 - 2006 | | 2006 - 2007 | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| **Attendance** | 164 | 95.2 | 458 | 95 | 453 | 94.3 | 446 | 94.9 |
| **Truancy Rate** | 4.4 | 2.6 | .96 | 0.2 | 3 | .07 | 2 | .04 |
| **Mobility Rate** | 20.2 | 11.8 | 78 | 16.2 | 56 | 9.5 | 60 | 13.5 |
| **Low Income Rate** | | | | | | 51.2 | | 48.7 |
| **Suspension Rate** | | | | | | | | |
| **Transfers IN** | 10 | | 15 | | 28 | 6.0 | 27 | 6.1 |
| **Transfers OUT** | 15 | | 17 | | 28 | 6.0 | 33 | 7.3 |
| **Promotion Rate** | | | | | | | | |
| **Retention Rate** | 1 | 0.5 | 1 | 0.3 | 5 | 1 | 7 | 1.5 |
| **HS Graduation Rate** | | | | | | | | |
| **Hs Drop-Out Rate** | | | | | | | | |
| **Gender** | M | F | M | F | M 235/52% | F 222/48% | M 213/50% | F 214/50% |
| **Caucasian** | 89 | 92 | 144 | 144 | 235 | 222 | 207 | 209 |
| **African-American** | | | | | 1 | | | |
| **Hispanic** | | | | | | 1 | 3 | 3 |
| **Other (Specify) Indian** | 1 | 1 | | | | 1 | 3 | 3 |
| **Multi-** | 1 | | 2 | 1 | | 1 | | |

| | 2007 - 2008 | | 2008 - 2009 | | 2009 - 2010 | | 2010 - 2011 | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| **Attendance** | 426 | 94.4 | | | | | | |
| **Truancy Rate** | 0 | 0 | | | | | | |
| **Mobility Rate** | 64 | 15.1 | | | | | | |
| **Low Income Rate** | | 46.2 | | | | | | |
| **Suspension Rate** | | | | | | | | |
| **Transfers IN** | 40 | 9.4 | | | | | | |
| **Transfers OUT** | 24 | 5.6 | | | | | | |
| **Promotion Rate** | | | | | | | | |
| **Retention Rate** | 3 | .07 | | | | | | |
| **HS Graduation Rate** | | | | | | | | |
| **Hs Drop-Out Rate** | | | | | | | | |
| **Gender** | M 210/49% | F 216/51% | | | | | | |
| **Caucasian** | 203 | 209 | | | | | | |
| **African-American** | | 1 | | | | | | |
| **Hispanic** | 2 | 4 | | | | | | |
| **Other (Specify) Indian** | 1 | | | | | | | |
| **Multi-** | 4 | 2 | | | | | | |

**Observations of 2005 - 2006**
- The mobility rate of students may affect ISAT/ISEL scores.


**Observations of 2006 - 2007**
- The same number of students that moved out of the district were replaced by the same number of students that moved into the district.
- There are 13 more male students than female students.
- The attendance rate dropped by .7% from the prior year.
- There was an increase by 3 in the number of students retained from 2 the prior year to 5 at the end of the 05 - 06 school year.


**Observations of 2007 - 2008**
- The loss of students that transferred out versus transferred in to the district was 5 in each other preceding two years.
- The number of retentions has increased each year.
- The ratio of male to female students is the same.
- There is a slight increase in the number of minority students.
- The number of truants dropped by one from the prior year.
- The mobility rate increased by 4% during the 06 - 07 school year.
- The transfer in of students increased by .1% during the 06 - 07 school year.
- The transfer out of students increased by 1.3% in the 06 - 07 school year.
- The attendance rate increased by .6% during the 06 - 07 school year.
- There was 22 fewer male students during the 06 - 07 school year than the prior year.
- There was 8 fewer female students during the 06 - 07 school year than the prior year.


**Observations of 2008 - 2009**
- Truancy rate has dropped from 2.6% over four years.
- Male and female population in the elementary is evenly split.
- 412 students out of 426 are Caucasian.
- 07 - 08 transfer in students was nearly double the number of students that transferred out.
- The number of students retained was lower than any of the preceding three years.
- Total student enrollment has dropped from 453 students in 05 - 06 to 426 students in 07 – 08.
- The mobility rate of students has increased each of the last four years.
- The transfer of students into the district increased by 13 students from the preceding year.
- The attendance rate has stayed within 1% during each of the four preceding years.
- The transfer of students out of the district decreased by 3 students from the preceding year.
- The number of minority students increased by 2 students.

**Table 6:**

# Enrollment Data
# Fall Housing Report

| | 2005 - 2006 | | 2006 - 2007 | | 2007 - 2008 | |
|---|---|---|---|---|---|---|
| **Grade Levels in School** | | | | | | |
| | # | % | # | % | # | % |
| **School Population** | 446 | | 446 | | 427 | |
| **Grade K** | 68 | 13.9 | 65 | 15.2 | 60 | 14.1 |
| **Grade 1** | 67 | 16.3 | 76 | 17 | 67 | 15.7 |
| **Grade 2** | 77 | 17.3 | 78 | 17.3 | 73 | 17.1 |
| **Grade 3** | 77 | 17.3 | 82 | 17.3 | 73 | 17.1 |
| **Grade 4** | 79 | 17.8 | 75 | 16.8 | 72 | 16.9 |
| **Grade 5** | 78 | 17.4 | 88 | 17.5 | 82 | 19.2 |

| | 2008 - 2009 | | 2009 - 2010 | | 2010 - 2011 | |
|---|---|---|---|---|---|---|
| **Grade Levels in school** | | | | | | |
| | # | % | # | % | # | % |
| **School Population** | 423 | | | | | |
| **Grade K** | 66 | 15.6 | | | | |
| **Grade 1** | 61 | 14.4 | | | | |
| **Grade 2** | 68 | 16.1 | | | | |
| **Grade 3** | 78 | 18.4 | | | | |
| **Grade 4** | 71 | 16.8 | | | | |
| **Grade 5** | 79 | 18.8 | | | | |

**Observations of 2006 - 2007**
- Overall enrollment decreased from 05 - 06 to 06 - 07.
- The number of total students enrolled is 20 less than last year.
- Kindergarten enrollment increased by 3 students.
- 1st Grade enrollment decreased by 4 students.
- 2nd Grade enrollment decreased by 1 student.
- 3rd Grade enrollment decreased by 5 students.
- 4th Grade enrollment increased by 4 students.
- 5th Grade enrollment decreased by 10 students.
- The highest percentage of students is in the 4th and 5th Grade.

**Observations of 2007 - 2008**
- Overall enrollment decreased from 05 - 06 to 07 - 08.
- The number of total students enrolled is 19 less than last year.
- The number of total students declined by 39 in two years.
- Kindergarten enrollment decreased by 5 students.
- 1st Grade enrollment decreased by 9 students.
- 2nd Grade enrollment decreased by 5 students.
- 3rd Grade enrollment decreased by 9 students.
- 4th Grade enrollment increased by 3 students.
- 5th Grade enrollment decreased by 6 students.
- The highest percentage of students is in the 5th Grade.

**Observations of 2008 - 2009**
- Overall enrollment decreased by 23 students from 05 - 06 to 08 - 09.
- The number of total students enrolled is 4 less than last year.
- Kindergarten enrollment increased by 6 students from last year.
- 1st Grade enrollment decreased by 6 students from last year.
- 2nd Grade enrollment decreased by 5 students from last year.
- 3rd Grade enrollment  increased by 5 students from last year.
- 4th Grade enrollment decreased by 1 student from last year.
- 5th Grade enrollment decreased by 3 students from last year.
- 3rd and 5th Grade have the highest percentage of students.
- 1st Grade has the lowest percentage of students.

**Table 7:**

# Student Subgroup Enrollment

|  | 05 - 06 | 06 - 07 | 07 - 08 | 08 - 09 |
|---|---|---|---|---|
|  | # | # | # | # |
| **Total Special Education*** | 115 | 107 | 82 | 69 |
| **Mental Impairment** | 12 | 10 | 8 | 8 |
| **Learning Impairment** |  |  |  |  |
| **Speech or Language Impairment** | 58 | 57 | 56 | 58 |
| **Visual Impairment** |  |  |  |  |
| **Emotionally Disturbed** |  | 3 | 2 | 2 |
| **Orthopedic** |  |  |  |  |
| **Other Health Impairment** | 11 | 10 | 6 | 6 |
| **Specific Learning Disability** | 34 | 27 | 15 | 11 |
| **Autism** |  |  |  | 3 |
| **Multiple Disabilities** |  |  |  |  |
| **Deaf/Blindness** |  |  |  |  |

*Students with IEPs; Data provided by school psychologist when received by state report in October.
*Students may receive services in more than one area.

**Observations 2006 - 2007**
- Four out of five categories have seen a decrease in the number of students served with an Individual Education Plan.
- Emotionally disturbed students increased from 0 to 3 students.
- There has been a decrease of 6.9% in students' plans for students that qualify for Special Education Services.
- The largest percentage decrease, 20.5%, occurred with Individual Education Plans for students identified with specific learning disabilities.

**Observations 2007 - 2008**

- The number of identified overall special education students has dropped by 33 students from the 05 - 06 school year to the 06 - 07 school year.
- Identified students for speech has stayed consistent over the last three years.
- Two students have been identified with emotional distress.
- The largest decrease in identified learning disabilities is the specific learning disability with a decline of 56% over the past three years.
- Speech and language remains the largest special education subgroup.

**Observations 2008 - 2009**

- The number of students that are being served in Special Education has declined by 46 students during the past four years, a decline of 40%.
- Students that have received Speech assistance have remained constant during the past four years.
- 3 students were identified as autistic during the 08 - 09 school year.
- There are no students identified in the areas of visual impairment, multiple disabilities, or deafness.
- Specific Learning Disabilities have decreased by 68% since 05.

## Demographic Comparisons and Trends

The enrollment for the 06 - 07 school year declined from 466 students in the 05 - 06 school year to 446 students. This is a drop in enrollment by 20 students. The average class size during the 05 - 06 school year was 21.18 students per classroom teacher, and the average class size for the 06 - 07 school year is 18.58 students per classroom teacher. There were twenty-two classroom teachers in the 05 - 06 school year and there were 24 classroom teachers in the 06 - 07 school year.

The enrollment for the 07 - 08 school year declined from 446 students in the 06 - 07 school year to 427 students. This is a drop of 19 students. This is a decrease of 39 students over the past two years. The average class size is 17.8 students. There were 24 classroom teachers during the 07 - 08 school year.

The enrollment for the 08 - 09 school year is 423 students. This is a decrease of 4 students from the preceding year. There are 24 classroom teachers and the average class size is 17.6. The enrollment during the past four years has decreased by 23 students.

# II.4 PROGRAM DATA

**Table 8:**

## Educator Data

| | 05 - 06 | 06 - 07 | 07 - 08 | 08 - 09 |
|---|---|---|---|---|
| **Total Full-Time Classroom Teachers** | 33 | 33 | 34 | 34 |
| **Average Years Teaching** | 14.2 | 15.4 | 13.1 | 13 |
| **# Teachers New to Building** | 5 | 7 | 1 | 3 |
| **# First Year Teachers** | 3 | 3 | 0 | 2 |
| **# with B. A. Degree** | 25 | 27 | 27 | 25 |
| **# with M.A. & Above** | 7 | 8 | 7 | 10 |
| **# with Emergency or Provisional Certificates** | 0 | 0 | 0 | 0 |
| **# Teachers Working Out of Field** | 0 | 0 | 0 | 0 |
| **% Caucasian Teachers** | 100% | 100% | 100% | 100% |
| **# Male Teachers** | 3 | 4 | 4 | 2.5 |
| **# Female Teachers** | 29 | 30 | 30 | 30.75 |
| **# Total Paraprofessionals** | 16 | 18 | 18 | 16 |
| **# Classroom Instructional Paraprofessionals** | 3 | 3 | 3 | 3 |
| **# Total Under-qualified paraprofessionals** | 0 | 0 | 0 | 0 |
| **# Total Counselors** | 0 | 0 | 0 | 0 |
| **# Total Librarians** | .5 | .5 | .5 | .5 |
| **# Total Social Workers/Psychologists** | 2 | 2 | 2 | 1 |
| **# Total Other Staff** | 5 | 5 | 5 | 5 |
| **# Speech Pathologist** | 1 | 1 | 1 | 1 |

> ➢ Out-of-field means that a teacher is teaching a class for which he/she has no certification in academic major or endorsement with sufficient credit hours in the content area taught.
> ➢ Under-qualified paraprofessional means that the paraprofessional has less than 2 years of training and/or education degree.
> ➢ Social Worker and Psychologists are shared with the rest of the district.

**Observations of 2005 - 2006**
- There is a need for more male teachers.
- There is a need for more teachers to attain M.A.
- There is no full-time elementary counselor.
- All teachers are highly-qualified.

**Observations of 2006 - 2007**
- The total number of full-time classroom teachers increased by 2 in 06 - 07.
- The number of first year teachers remained the same.

- 22.8% of full-time classroom teachers have M.A. and above.
- All teachers are working in their field; all are highly-qualified.
- There is one more male teacher in 06 - 07, but only 11.4% of all teachers are male.
- There were 2 more paraprofessionals in 06 - 07.
- All paraprofessionals are highly qualified.

**Observations of 2007 - 2008**
- All teachers have at least one year of experience.
- All teachers are working in their field; all are highly-qualified.
- All paraprofessionals are highly qualified.
- There was an increase by one of full-time teachers.
- There was a decrease by one of teachers with a master's degree.
- There is more than seven times the number of female teachers compared to male teachers.
- Average years of teaching declined from 06 - 07 to the 07 - 08 school year.
- 100% of the teachers are Caucasian.
- There is only one new teacher to the elementary when compared to twelve from the prior two years.

**Observations of 2008 - 2009**
- Two teachers are new teachers in their first year of teaching.
- Three teachers are new to the district.
- All teachers are highly qualified and teaching in their qualified field.
- All paraprofessionals are highly qualified.
- 100% of the teachers are Caucasian.
- There is not an elementary counselor.
- The average year of teaching experience has declined by 1.2 years during the last four years.
- The number of full-time classroom teachers has stayed steady during the last four years.
- The number of full-time paraprofessionals has stayed constant during the past four years.
- The number of male teachers has decreased by 1.5 during the past year.
- The number of teachers that have a Master's Degree increased from 7 to 10 during 08 - 09 school year.
- The number of teachers that has a Bachelor Degree decreased by 2 from 27 teachers to 25 during the 08 - 09 school year.

**Table 9:**

# Professional Growth Data

| TOPIC | MONTH YEAR | GRADE LEVELS | NO. ATTENDING | SCHOOL WIDE (YES/NO) | FORMAT |
|---|---|---|---|---|---|
| **Mapping Our Expectations for 06: Alignment of Curriculum** | June 05 | Pre K - 12 | | Yes | Powerpoint/ Small Group Discussions |
| **CRISS Training** | June 05 | 6 - 12 | | No | Interactive/ Lecture |
| **Four Block** | June 05 | 1 - 3 | 5 | No | Interactive/ Lecture |
| **Elementary Math Methods (Phoenix On-line)** | July 05 | 5 | 1 | No | College Course |
| **August Institute: Sp Ed, Technology, Reading** | Aug 05 | Pre K - 12 | | Yes | Lecture |
| **Defibrillator Training** | Aug 05 | Pre K - 12 | 18 | Yes | Demonstration Participation |
| **NCLB Training** | Sept 05 | Pre K - 12 | | Yes | Lecture |
| **District SIP Training** | Monthly 05 - 06 | Pre K - 12 | 15 | No | Interactive/ Lecture |
| **Certified Staff Evaluation Committee** | Sept, Oct, Nov, Jan 05 - 06 | Pre K - 12 | | No | Interactive/ Lecture |
| **District Reading Task Force** | Oct, Nov, Jan, April 05 - 06 | Pre K - 12 | 16 | No | Lecture/ Discussion Group |
| **ISAT Math (2 day)** | Nov 05 | K - 5 | 3 | No | Workshop |
| **ISAT Reading** | Nov 05 | K - 5 | 2 | No | Workshop |
| **SDE IL Differentiated Instruction** | Nov 05 | 3 | 2 | No | Workshop |
| **Tech-Prep Assessing Students Achievement** | Nov 05 | 3 | 2 | No | Workshop |
| **ISAT Prep** | Nov 05 | K - 5 | 2 | No | Workshop |
| **Summarizing & Inferencing** | Dec 05 | 4 - 5 | 10 | No | Lecture/ Discussion Group |
| **ISEL Training** | Jan 06 | K - 2 | 11 | No | Lecture/ Discussion Group |

| | | | | | |
|---|---|---|---|---|---|
| **Handwriting Without Tears** | Jan 06 | 2nd, Sp Ed | 8 | No | Lecture/ Discussion |
| **CPI Restraint Training** | Jan 06 | Pre K - 12 | | No | Demonstration Participation |
| **Drug Awareness - Drug Task Force** | Feb 06 | Pre K - 12 | 60 | Yes | Presentation |
| **Curriculum Alignment** | Feb 06 | Pre K - 12 | 60 | Yes | Interactive Work Sessions |
| **Intro to Digital Photography** | Mar 7, 2006 | Pre K - 12 | | No | Interactive Workshop |
| **Preparing Digital Images** | Mar 9, 2006 | Pre K - 12 | | No | Interactive Workshop |
| **Webdesign using Word** | Mar 14 & 16, 2006 | Pre K - 12 | | No | Interactive Workshop |
| **Tech-Prep Teaching to Diverse Learners** | Mar 06 | 3 | 2 | No | Workshop |
| **Tech-Prep Contextual Learning - Making Learning Real** | Apr 06 | 3 | 2 | No | Workshop |
| **IL 4th Grade Teachers' Conf** | Apr 06 | 4 | 4 | No | Workshop |
| **Contextual Learning for the 21st Century** | Apr 06 | K - 5 | 1 | No | Workshop |
| **Differentiated Instruction** | May 24, 2006 | Pre K - 5 | 25 | No | Presentation |
| **Curriculum Alignment** | May 24-26, 2006 | Pre K - 12 | | No | Interactive Work Sessions |
| **Building Blocks** | May 25, 2006 | Pre K - K | 12 | No | Presentation |
| **CRISS Training** | May 25-26, 2006 | 4 - 12 | | No | Interactive Presentation |
| **Teacher as a Professional** | 06 | K - 5 | 4 | No | College Course |
| **Foundation of Reading and Literacy** | 06 | K - 5 | 4 | No | College Course |
| **Effective Teaching Styles and Multiple Intelligence** | 06 | K - 5 | 4 | No | College Course |
| **Strategies For Literacy Instruction:Part I** | 06 | K - 5 | 4 | No | College Course |
| **Habits of Mind: Thinking Skills to** | 06 | K - 5 | 4 | No | College Course |

| | | | | | |
|---|---|---|---|---|---|
| **Promote Self Learning** | | | | | |
| **ISAT Writing Conference** | 06 | 3 - 5 | 2 | No | Workshop |
| **Meteorology Near and Far Science** | Summer 06 | K - 12 | 2 | No | College Course |
| **Astronomy Near and Far Science** | Summer 06 | K - 12 | 2 | No | College Course |
| **Geology Near and Far Science** | Summer 06 | K - 12 | 2 | No | College Course |
| **Writing Strategies** | Aug 14, 2006 | K - 5 | 25 | Yes | Interactive Presentation |
| **Curriculum Alignment** | Aug 15, 2006 | K - 12 | | No | Interactive Work Sessions |
| **Big Blocks** | Aug 15, 2006 | 3 - 5 | 15 | No | Interactive Presentation |
| **CPR, Defibulator Training** | Aug 16, 2006 | Pre K - 12 | | No | Interactive Presentation |
| **RTI Training** | Aug 16, 2006 | Sp Ed, Title I | | No | Presentation |
| **Understanding Autism** | Aug 17, 2006 | K - 5 | 6 | Yes | Presentation |
| **Coaching to Improve Reading** | Fall 06 | K - 5 | 4 | No | College Course |
| **Differentiating Instruction in the Regular Classroom** | Fall 06 | K - 5 | 4 | No | College Course |
| **CRISS Training** | Aug 06 | 4 - 12 | | No | Workshop |
| **Challenge Fine Arts Conference** | Fall 06 | K - 12 | 3 | No | Workshop |
| **Speech Language Pathologist Workshop** | Fall 07 | K - 12 | 1 | No | Workshop |
| **Illinois Association of Health, Physical Education, and Recreational Development State Convention** | Fall 07 | K - 12 | 3 | No | Workshop |
| **Literacy Connections:Each One Reach One** | Fall 06 | K - 5 | 2 | No | College Course |
| **Strategies For Literacy Instruction:PartII** | 07 | K - 5 | 4 | No | College Course |
| **RTI** | Feb 07 | K - 5 | | Yes | Workshop |
| **ADHD** | Feb 07 | K - 5 | | Yes | Workshop |

| | | | | | |
|---|---|---|---|---|---|
| **Action Research Near and Far Science** | Spring 07 | K - 5 | 2 | No | College Course |
| **PBIS Overview** | Sept 19, 2006 | Pre K - 8 | | Yes | Presentation |
| **SIP Leaders Training** | Aug - May 06 - 07 | Pre K - 12 | | No | Interactive Presentations |
| **District Reading Task Force** | Sept, Nov, Feb, April 06 - 07 | Pre K - 12 | | No | Interactive Presentations |
| **District Curriculum Mtgs** | Feb 16, 2007 | Pre K - 12 | 24 | No | Interactive Discussions |
| **Academic Transitions** | Feb 16, 2007 | K - 5 | | Yes | Interactive Discussions |
| **RTI Training** | Feb 16, 2007 | K - 5 | | Yes | Interactive Discussions |
| **Creating PowerPoints** | April 19, 2007 | Pre K - 12 | | Yes | Presentation |
| **Olweus Bullying Prevention Program** | May 24, 2007 | Pre K - 12 | | Yes | Presentation |
| **Teachers Change Lives** | May 29, 2007 | Pre K - 12 | | Yes | Presentation |
| **SIP Leaders Training** | Aug 6-9, 2007 | K - 12 | 2 | No | Interactive Work Sessions |
| **New Teacher Training** | Aug 10, 2007 | K - 12 | 1 | No | Interactive Discussions |
| **CRISS New Teacher Training** | Aug 13-14, 2007 | K - 12 | 1 | No | Interactive Presentation |
| **Four Block Refresher** | Aug 13, 2007 | K - 5 | | Yes | Interactive Presentation |
| **Fluency and Poetry** | Aug 13, 2007 | K - 5 | | Yes | Interactive Presentation |
| **Olweus Bullying Prevention Core Team Training** | Aug 14, 2007 | K - 8 | | Yes | Interactive Presentation |
| **Teaching Math Concepts** | Aug 14, 2007 | K - 5 | | Yes | Interactive Demonstration |
| **CPR and Defibrillator Training** | Aug 15, 2007 | Pre K - 12 | 6 | No | Interactive Demonstration |
| **Integrating Art Into the Curriculum** | Aug 15, 2007 | Pre K - 12 | | Yes | Interactive Demonstration |
| **Early Childhood 474** | Summer 07 | K - 5 | 1 | No | College Graduate Course |
| **Early Childhood 524** | Summer 07 | K - 5 | 1 | No | College Graduate Course |
| **Science Inquiry** | Summer 07 | K - 5 | 1 | No | College |

| | | | | | Graduate Course |
|---|---|---|---|---|---|
| **Strategies for Literacy Instruction** | Spring 07 | K - 5 | 4 | No | College Graduate Course |
| **Collaborative Action Research** | Summer 07 | K - 5 | 4 | No | College Graduate Course |
| **Supporting the Struggling Reader** | Summer 07 | K-5 | 4 | No | College Graduate Course |
| **Instruction Models and Teaching Strategies** | Summer 07 | K - 5 | 4 | No | College Graduate Course |
| **Planning and Managing the Literacy Classroom** | Fall 07 | K - 5 | 4 | No | College Graduate Course |
| **Workshop on Increasing Male Students' Academic Scores in Reading & Math** | Sept 18, 2007 | K - 5 | | Yes | Interactive Presentation |
| **ISAT Writing** | Jan 08 | K - 5 | 2 | No | Workshop |
| **IMEA Music Convention** | Jan 08 | K - 12 | 2 | No | State Conference |
| **Whole IEP Process** | Jan 08 | K - 12 | 1 | No | Workshop |
| **SOCS Website Training** | Jan 08 | K - 12 | 6 | No | Workshop |
| **NCLB Conference** | Feb 08 | K - 5 | 4 | No | State Conference |
| **Illinois Reading Conference** | Mar 08 | K - 5 | 4 | No | State Conference |
| **ILASCD Conference for Kindergarten Teachers** | Mar 08 | K | 3 | No | State Conference |
| **Differentiated Instruction** | Spring 08 | K - 12 | 2 | No | College Graduate Course |
| **Social Emotional Intelligence** | Spring 08 | K - 12 | 1 | No | College Graduate Course |
| **Writing Workshop, Judy Johnstone** | Summer 08 | K - 12 | 15 | No | Workshop |

| | | | | | |
|---|---|---|---|---|---|
| **Boys and Reading** | Summer 08 | K - 12 | 2 | No | Workshop |
| **Carl Sandburg College Tech** | Summer 08 | K - 12 | 1 | No | Workshop |
| **Excel Workshop, WIU** | Summer 08 | K - 12 | 1 | No | Workshop |
| **Word Workshop, WIU** | Summer 08 | K - 12 | 1 | No | Workshop |
| **Reaching Reading in the Elementary School** | Summer 08 | K - 6 | 2 | No | College Graduate Course |
| **Foundations of and Current Trends in Education** | Spring 08 | K - 12 | 1 | No | College Graduate Course |
| **Differentiating Instruction in the Regular Classroom** | Spring 08 | K - 12 | 1 | No | College Graduate Course |
| **Teaching Reading in the Early Childhood** | Summer 08 | K - 6 | 1 | No | College Graduate Course |
| **Giving Directions That Students Will Follow** | Summer 08 | K - 12 | 1 | No | College Graduate Course |
| **Stopping Disruptive Behavior** | Summer 08 | K - 12 | 1 | No | College Graduate Course |
| **Coaching to Improve Reading** | Summer 08 | K - 12 | 1 | No | College Graduate Course |
| **Proven Interventions Into RTI: Tier I, II Reading** | Summer 08 | K - 8 | 3 | No | College Graduate Course |
| **National Archery in the Schools Program** | Summer 08 | 3 - 12 | 3 | No | Workshop |
| **Stuff You Can Use for Managing and Motivating All Students** | Aug 08 | K - 8 | 8 | No | Workshop |
| **SIP Leaders Training** | Aug 08 | K - 12 | 5 | No | Workshop |
| **New Teacher Training** | Aug 08 | K - 12 | 3 | No | Workshop |
| **Accelerated Reading** | Aug 08 | K - 5 | | Yes | Workshop |
| **Psychology of Reading** | Fall 08 | K - 12 | 1 | No | Graduate Course |

| | | | | | |
|---|---|---|---|---|---|
| **Poverty Simulation** | Aug 08 | K - 12 | | Yes | Workshop |
| **K - 12 Book Study Groups** | Fall 08 | K - 12 | 12 | No | Discussion Groups |
| **Differentiated Instruction** | Oct 08 | K - 5 | | Yes | Workshop |
| **Design Jet Plotter/Printer Workshop** | Oct 08 | K - 5 | 6 | No | Workshop |
| **Access Workshop by WIU** | Fall 08 | K - 12 | 1 | No | Workshop |
| **Strategies for Teaching Higher Order Thinking and Questioning Techniques** | Nov 08 | K - 5 | | Yes | Workshop |
| **SLP and EC Teacher Inservice** | Fall 08 | K - 5 | 1 | No | Workshop |
| **Augmentative Communication** | Fall 08 | K - 5 | 1 | No | Workshop |
| **Early Childhood Outcomes** | Fall 08 | K - 5 | 1 | No | Workshop |
| **SIP Team Leader Training** | Jan 08 | K - 12 | 6 | No | Workshop |
| **Smartboard Training** | Jan 08 | K - 12 | 5 | No | Workshop |
| **Writing Follow Up Workshop** | Jan 08 | K - 12 | | No | Workshop |

**Observations in 2005 - 2006**
- There are few in-services for curriculum alignment.
- The staff is committed to improving themselves.

**Observations in 2006 - 2007**
- With April beginning the new cycle of School Improvement Activities, there was a total of 28 activities for staff development in 06 - 07.  During the 05 - 06 school year, there were 24 staff development opportunities.
- Four Reading and Writing workshops were provided to improve Reading and Writing for the Elementary teachers during the 06 - 07 school year.
- Curriculum alignment workshops have been presented for two consecutive years.
- The Reading Task Force has met on a regular basis for two consecutive years.
- School Improvement training has been provided to members of the School Improvement Team for two consecutive years.
- 27 members of the staff have attended workshops on Block Instruction during the 06 - 07 year versus 5 staff members during 05 - 06.
- 25 members of the staff participated in Writing workshops during 06 - 07.
- There has been an increase of staff development opportunities offered on the West Central premises which has increased the number of staff members able to participate.

- 13 different college courses have been taken by Elementary staff versus 1 college course the prior year.
- 4 workshops have been presented to address the needs of our Special Education students.

**Observations in 2007 - 2008**
- With April beginning the new cycle of school improvement activities, there were a total of 25 activities for staff development in 07 - 08. (Cycle is March to April)
- Nine of the staff development opportunities were offered to all staff.
- Eight of the staff development opportunities were college coursework.
- During the 07 - 08 school year, the Kindergarten Teachers attended the state wide Kindergarten Conference.
- No teachers attended the state wide Reading Conference during the 06 - 07 school year.  Four teachers attended during the 07 - 08 school year.
- Three staff development opportunities were offered for Reading improvement.
- There was an increase in school wide staff development opportunities by two from the prior school year.
- 23 college courses have been taken by staff versus 13 courses from the prior year.

**Observations in 2008 - 2009**
- With March 08 beginning the new cycle of school improvement activities, there were a total of 35 activities for staff development in the 08 - 09 school year.
- 5 of the 28 activities were offered to all staff.
- Eleven of the staff development opportunities were college graduate coursework.
- There was a decrease by 12 in the number of college courses taken when compared to the preceding year.
- There was an increase in school wide staff development opportunities by 3 from the previous year.
- Each of the staff development activities offered to all staff was on a different subject.
- The Physical Education Teachers did not attend the Illinois Association of Health, Physical Education, and Recreational Development State Conference.

## Curriculum Implementation Data

**Language Arts, Reading, Writing Curriculum Description:**  The Four-Block framework was implemented during the 05 - 06 school year.  This framework is used in Grades K - 5th, with Kindergarten using Building Blocks, Grades 1st, 2nd, 3rd using Four Blocks, and Grades 4th, 5th using Big Blocks.  The Four-Block framework consists of 4 different areas of focus.  These include Working with Words, Guided Reading, Writing, and Self-Selected Reading.  Each grade level has at least 16 exit outcomes for the school year.  These outcomes have been aligned with the Illinois State Standards.  In the 06 - 07 school year a new Houghton-Mifflin Reading series was purchased for Grades K - 3rd.  This will help to provide continuity in and among grade levels for the material being taught.

**Math Curriculum:**  All Grades K – 5th use Saxon Math.  Saxon Math stresses incremental development.  Concepts are practiced frequently and extensively over the

school year. Grades 1st, 2nd, 3rd have daily meeting board activities and use manipulatives on a regular basis. Supplemental materials are added as needed for extra practice throughout the grade levels.

**Social Studies Curriculum:**  The Elementary Social Studies curriculum in the lower grades is based on thematic units involving people or events in American History. Students will also explore family life, job careers, and community roles.  Beginning in the 3rd Grade, the students begin to explore how units of government work and an introduction into Illinois history.  4th and 5th Grades use a text from McGraw Hill and study early American History.  1st - 5th Grades work on map skills appropriate to their grade level and use Weekly Reader or Scholastic News magazine as a reference material. These magazines are also utilized to introduce and reinforce geographic map skills and understanding graphs.

**Science Curriculum:**  The Elementary Science curriculum in Grades K, 1st, 2nd is based around thematic units.  Supplemental materials are used for these, with field trips that correspond with the units.  3rd, 4th, 5th Grades use Scott Foresman textbooks.  1st - 5th Grades also use Weekly Reader as a reference material.

**Writing Curriculum:**  The purpose of the Writing curriculum is to provide students with the support needed to express themselves clearly and effectively to others.  It is our belief that in order to accomplish this, students must be offered the following instructional opportunities:  time to write each and every day, knowledge of and practice in the writing process, the teacher's role is as a coach to the writer, and that skills are not taught in isolation but in the context of the written pieces.  Each grade has defined the writing expectations and aligned the expectations to the Illinois Learning Standards.

**Title I Program:**  The Title I program assists all grades in focusing on exit outcomes performance, basic reading skills and strategies, ISAT preparation, and RTI interventions. It also provides support and resources to strengthen the classroom instruction.  Title I teachers do screening and diagnostic testing on a regular basis.  The analysis of these tests provides focus for the teacher's instruction.  In the morning, each Title I Teacher and two associates go into the Kindergarten, First, and Second Grade classrooms.  This makes a team of four to give intensive small group instruction at the student's ability level focusing on the student's developing reading needs.  The afternoon consists of the Title I Teachers working with small groups of students on individualized instruction in Reading and Math.

**Special Education:**  Students with Individualized Education Plans receive special services from the Special Education Department.  The range of services received is dependent upon the individual needs of the student.  Many of these students leave the regular classroom for Language Arts and Mathematics classes.  Others simply receive a little extra assistance during Study Hall.  Often, different small groups are occurring simultaneously in the classroom.  Instruction in the Resource Room attempts to teach grade level curriculum at every opportunity and Special Education students are responsible for grade level exit outcomes and are included in the grade level totals.  In the upper Elementary Grades, Special Education Teachers adapt Science and Social Studies. In the 06 - 07 school year, we began to implement the RTI system.  RTI, or Response to Intervention, is an emerging approach to the diagnosis of Learning Disabilities.  In the RTI model, a student with academic delays is given one or more research-validated interventions.  The student's academic progress is monitored frequently to see if those

interventions are sufficient to help the student catch up with his or her peers.  If the student fails to show significantly improved academic skills despite several well-designed and implemented interventions, this failure to "respond to intervention" can be viewed as evidence of an underlying Learning Disability.  One advantage of RTI in the diagnosis of educational disabilities is that it allows schools to intervene early to meet the needs of struggling learners.  Another is that RTI maps those specific instructional strategies found to benefit a particular student.  This information can be very helpful to both teachers and parents.  In the 07 - 08 school year, two teams were created from RTI. One team, RTI, will continue with students that may qualify for special education services, and one team will be called TAT and will work with students that may be having behavioral issues in the classroom.

**Physical Education:**  The West Central physical education program for elementary students is designed to develop the cognitive, affective, and psychomotor domains of students by providing a developmentally appropriate and sequentially progressive program.  The program enables students to acquire the basic foundations of movement skills and strategies needed to participate in a variety of games and sports.  Specific aspects of the program will aid in the development of higher fitness levels, thinking and problem solving, time, cooperation (sportsmanship) and decision-making skills.  These activities help to prepare them for adult life and the world of work.

**Art Education:**  The West Central Art Program for elementary students works toward meeting several different goals.  One is that students should be able to observe, name, and describe basic components in art.  Another is that students should know about basic tools and can shape simple ideas and emotions into visual art.  Students should also know about artistic tools and how they are used in art works.  They should be able to purposefully shape (plan and execute) visual art work to express an idea.  Elementary students should also know what artists do, where they work, and where their works are displayed.  To help attain these goals, time spent weekly in art class was extended in the 07 - 08 school year.  Instead of meeting for 35 minutes once a week, each class now meets for at least 50 minutes once a week.

**Enrichment Program:**  The West Central CUSD #235 Board of Education, has approved that the district provide an after school enrichment program one day a week for some of our academically-talented students.  The intent of the program is to provide an appropriate program of enrichment focused on the integration of technology in multi-disciplinary units of study, the development of individual student interests, growth in higher-level thinking skills, and the provision of an opportunity for interaction with other talented children in the district.  This program began in the Fall of 06.

**Tutoring Program:** A tutorial program was started in the Fall of 06.  This program is free to our $4^{th}$ and $5^{th}$ Grade students and is partially funded by the Regional Office of Education.  It meets on Tuesday and Thursday after school.  Academic assistance is provided in a variety of subject areas.  Free transportation is provided to Gladstone, Oquawka and Stronghurst.

**Keyboarding/Computer:**  First quarter (Fall 07), the $4^{th}$ and $5^{th}$ Grades come into the lab each week for three 40 minute periods to learn keyboarding.  We use Ainsworth Keyboard Trainer 5 as our training program. Second quarter, the $2^{nd}$ and $3^{rd}$ Grades are learning keyboarding.  The $3^{rd}$ Graders are using the Ainsworth Keyboard Trainer.  This program allows students to work at their own pace and encourages correct finger

positioning.  The 2$^{nd}$ Graders are using <u>Microsoft Word</u> (word processing) and are typing their word-wall words and weekly spelling words.  They are learning to use both hands at the keyboard and to distinguish between left-hand keys and right-hand keys.   At this grade level, we are not concerned about correct finger positioning. The lab is also utilized by Kindergarten through 5$^{th}$ Grades, when available, to take the Star Reading tests, as well as Accelerated Reading tests. The lab is also available for classes to use the internet for research, educational games and to view United Streaming videos.

**Olweus Bullying Prevention Program:** Olweus Bullying Prevention Program is a comprehensive, school wide program that is being used at West Central Elementary and Middle School.  It's goals are to reduce and prevent bullying problems among school children and improve peer relations at school.  At the Elementary there are classroom meetings being held at a minimum of three times a month.  During these classroom meetings the rules are discussed and many other character education programs are discussed.  Students and teacher also discuss many character education lessons such as respect, responsibility, empathy, listening, tolerance and other lessons.   The Olweus Committee has implemented Red Ribbon Week, Be A Buddy Weekly Recognition, and Bullying Prevention Week.  This program was introduced and added to the curriculum during the 07 - 08 school year.

## Program Comparisons and Trends

During the 06 - 07 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind.  Due to increases in enrollment in the lower grades, the West Central school board increased the number of teachers by two in August of 06.  There has been an increase of staff development opportunities offered on the West Central premises, which has increased the number of staff members able to participate.  In the 06 - 07 school year, a new Reading text book series was purchased for Grades K – 3$^{rd}$.   In the Fall of 06, an enrichment program and tutoring program were implemented.  In the 06 - 07 school year, we began to implement the RTI system.  RTI, or Response to Intervention, is an emerging approach to the diagnosis of Learning Disabilities.

During the 07 - 08 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind.  Art education, as a result of a Fine Arts Grant, has been expanded from 35 minutes per week, to at least 50 minutes per week.  Keyboarding instruction has been added for students in Grades 2$^{nd}$ – 5$^{th}$.  The Olweus Anti-Bullying Program is being implemented for students in Kindergarten - 8$^{th}$ Grades.

During the 08 - 09 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind.  The Olweus Anti Bullying Program has added Red Ribbon Week, recognition of students for making a positive difference through a "Be A Buddy" program, and a bullying prevention week of activities.  Writing style and format have been emphasized this year with writing formats and expectations developed for each grade level.  Low class size has been maintained with four sections at each grade level.  The average class size is approximately 18 students.

## II.5 PERCEPTION DATA

### TABLE 10:

### PARENT SURVEY

Parents received a survey when they attended Parent-Teacher conferences. There was no record kept of how many surveys were handed out, so a percentage of those returned cannot be obtained. In the future, we plan to track this information.

| 05 – 06    140 Surveys Returned | YES | NO |
|---|---|---|
| 1.  Home computer? | 113 | 30 |
| . . .connected printer | 97 | 34 |
| 2.  Internet access? | 102 | 34 |
| 3.  Use computer for work? | 88 | 48 |
| 4.  Interested in evening adult tech classes? | 42 | 92 |
| 5.  Attended Open House? | 92 | 47 |
| 6.  Ever attended a PTC meeting? | 36 | 99 |

| | Low Value 1 | 2 | 3 | 4 | 5 | High Value 6 |
|---|---|---|---|---|---|---|
| 7.  Rank technology in school needs. | 0 | 5 | 10 | 40 | 35 | 46 |
| 8.  I know how to help my child w/homework. | 1 | 3 | 3 | 11 | 25 | 89 |
| 9.  Child spends at least 15 min. nightly reading. | 0 | 7 | 18 | 29 | 31 | 53 |
| 10. Child can do most homework w/out help. | 1 | 9 | 12 | 21 | 46 | 46 |
| 11. Child feels safe at school. | 0 | 2 | 6 | 13 | 38 | 78 |
| 12. WCE Staff cares about kids. | 0 | 0 | 7 | 14 | 35 | 70 |
| 13. Read/Math are most important skills for children to learn. | 1 | 1 | 2 | 18 | 39 | 60 |
| 14. WCE has a staff that will work with parents. | 0 | 0 | 6 | 14 | 35 | 72 |

| 06 – 07    127 Surveys Returned | YES | NO |
|---|---|---|
| 1.  Home computer? | 97 | 27 |
| . . .connected printer? | 84 | 33 |
| 2.  Internet access? | 89 | 36 |
| 3.  Use computer for work? | 60 | 57 |
| 4.  Interested in evening adult tech classes? | 35 | 81 |
| 5.  Attended Open House? | 89 | N/A |
| 6.  Attended Curriculum Night? | 42 | N/A |
| 7.  Attended Parent Teacher Conferences? | 111 | N/A |
| 8.  Ever attended a PTC meeting? | 36 | 81 |
| 9.  What bus does your child ride? | North - 70 | South - 46 |

| | Low Value 0 | 1 | 2 | 3 | 4 | 5 | High Value 6 |
|---|---|---|---|---|---|---|---|
| 10. Rank technology in school needs. | 0 | 0 | 3 | 6 | 33 | 45 | 26 |
| 11. I know how to help my child with homework. | 1 | 1 | 0 | 8 | 7 | 33 | 61 |
| 12. My child spends at least 15 min. nightly reading. | 0 | 3 | 3 | 8 | 26 | 26 | 51 |
| 13. My child can do most homework w/out help. | 1 | 2 | 8 | 11 | 26 | 26 | 51 |
| 14. The amount of homework given is appropriate. | 2 | 1 | 3 | 15 | 32 | 30 | 28 |
| 15. My child feels safe at school. | 0 | 0 | 0 | 7 | 16 | 37 | 56 |
| 16. My child feels safe on the bus. | 2 | 0 | 5 | 6 | 19 | 34 | 39 |
| 17. WCE Staff cares about children. | 0 | 0 | 0 | 6 | 13 | 36 | 62 |
| 18. Reading and Math are the most important skills for children to learn. | 0 | 0 | 1 | 3 | 14 | 34 | 61 |
| 19. WCE has a staff that will work with parents. | 0 | 0 | 1 | 6 | 13 | 39 | 58 |
| 20. Circle the grades in which you currently have students. | K 25 | 1st 20 | 2nd 24 | 3rd 21 | 4th 28 | 5th 31 | |

| 07 – 08    133 Surveys Returned | YES | NO |
|---|---|---|
| 1.  Do you have a home computer with internet access? | 96 | 37 |
| 2.  Did you attend Open House? | 100 | 33 |
| 3.  Have you ever attended a PTC meeting? | 53 | 50 |
| 4.  Do you agree that the educational program offered to the students at this school is of high quality? | 129 | 4 |
| 5.  Do you feel welcome in our school? | 133 | 0 |
| 6.  Do you feel that it is important for your child to obey classroom and school rules? | 133 | 0 |
| 7.  Do you feel confident in helping your child with their homework? | 133 | 0 |
| 8.  Does your child spend at least 15 min a night reading? | 117 | 16 |
| 9.  Does your child feel safe at school? | 127 | 6 |
| 10. Do you feel the transportation services to and from school meet the needs of the students? | 127 | 6 |
| 11. Do you feel this school provides a clean and pleasant environment for learning? | 128 | 5 |
| 12. Do you feel that there is adequate communication between you and the school? | 132 | 1 |
| 13. As a parent, do you like this school? | 132 | 1 |

| 08 – 09     120 Surveys Returned | YES | NO |
|---|---|---|
| 1.  Do you have a home computer with internet access? | 84 | 36 |
| 2.  Did you attend Open House? | 87 | 33 |
| 3.  Have you ever attended a PTC meeting? | 27 | 93 |
| 4.  Do you agree that the educational program offered to the students at this school is of high quality? | 113 | 5 |
| 5.  Do you feel welcome in our school? | 124 | 3 |
| 6.  Do you feel that it is important for your child to obey classroom and school rules? | 120 | 0 |
| 7.  Do you feel confident in helping your child with their homework? | 118 | 2 |
| 8.  Does your child spend at least 15 min a night reading? | 105 | 15 |
| 9.  Does your child feel safe at school? | 117 | 1 |
| 10. Do you feel the transportation services to and from school meet the needs of the students? | 112 | 6 |
| 11. Do you feel this school provides a clean and pleasant environment for learning? | 120 | 0 |
| 12. Do you feel that there is adequate communication between you and the school? | 115 | 5 |
| 13.  As a parent, do you like this school? | 119 | 1 |
| 14.  Would you prefer making a cash donation to the PTC instead of doing a fundraiser? | 55 | 61 |

✳ **An additional question was asked on the 08 - 09 survey**

When do you prefer to have Open House?
     The night before school starts     82
     1 ½ weeks after school starts     33
     Either                                          5

**Observations in 2005 - 2006**
- Parents feel WCE has a caring staff.
- There is a lack of parental involvement (PTC meetings).
- Few parents returned the parent survey.

**Observations in 2006 - 2007**
- There were fewer surveys returned this year than last year.
- Many families do not have computer or internet access.
- There is not a high interest in adult tech classes.
- Many more parents attended Open House than Curriculum Night.
- 81 of the 127 surveys returned responded that they have never attended a PTC meeting.
- Parents seem to value technology in the Elementary.
- Most parents feel that they know how to help their child with homework.
- Most children are spending some time reading at home each night.

- Some parents feel that an inappropriate amount of homework is given.
- Parents report that overall, their children feel safe while at school.
- Bus safety seems to be somewhat of a concern.
- Parents feel that West Central staff really cares about the kids.
- Parents value Reading and Math as very important skills.
- Surveys returned were well distributed among grade levels.
- Parents feel that WC has a staff that is willing to work well with parents.

**Observations in 2007 - 2008**
- Survey is in a different format than the prior two years so the comparisons will be different.
- The number of survey's returned increased to 6 from the prior year.
- Parental involvement has increased by 17 at PTC meetings from the prior year.
- The percentage of families that have internet access at home dropped from the preceding year.
- 27% of our families surveyed (239 families) do not have a computer with internet access at home.
- All surveys returned indicated that parents felt welcome in the school.
- All parents surveyed feel comfortable helping their children.
- Most students spend at least 15 minutes a night reading.
- Six parents expressed a concern about the transportation of students to and from school.
- Six parents expressed a concern about their children feeling safe at school.
- Five parents were concerned about the cleanliness of the building.
- 132 of the 133 surveys returned indicated that the parents like this school.
- Eleven more parents attended Open House than the prior year.
- Only one parent does not like this school.
- Parent surveys are taken at the Fall Parent-Teacher Conferences.

**Observations in 2008 - 2009**
- There were 13 fewer surveys returned this year.
- Parents indicated that the school appears cleaner this year.
- 68% of parents who returned the survey prefer to have the Open House the night before school starts.
- All parents that returned this survey feel that the school rules are important for their children to follow.
- 30% of parents who returned this survey do not have home internet access.
- 96% of surveys indicated that the educational program offered to the students is of a high quality.
- 99% of the surveys returned indicate that the parent/guardian feels confident in helping their child complete homework.
- PTC attendance at meetings declined by 50%.
- Only one parent expressed a concern about their child feeling safe at school compared to six from the preceding year.
- Three surveys returned stated that they did not feel welcome in the school.
- Six surveys returned during each of the last two surveys indicate a concern about the transportation.

**Table 11:**

# 2007-2008 Faculty Survey

**Including associates, cooks, custodians, secretaries, teachers**

| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| **The principal supports and encourages high academic standards for students.** | 22 | 9 | 1 | 0 | 0 |
| **The principal maintains high standards for student conduct. Parents have a variety of opportunities to become involved (i.e. volunteering, parent conferences, PTC, etc.).** | 16 | 16 | 0 | 1 | 0 |
| **The teaching staff welcomes parent involvement.** | 13 | 15 | 9 | 0 | 0 |
| **The staff and teacher relationships are positive.** | 12 | 13 | 2 | 5 | 0 |
| **Teacher/teacher relationships are positive.** | 11 | 17 | 2 | 5 | 0 |
| **The teacher in-service provides beneficial information.** | 3 | 15 | 9 | 2 | 0 |
| **Family involvement activities are scheduled to allow working parents to participate.** | 13 | 16 | 1 | 0 | 0 |
| **Beginning the school year after Labor Day would be beneficial to the students and their families.** | 14 | 4 | 4 | 5 | 7 |
| **The school has high standards for student conduct.** | 10 | 19 | 1 | 0 | 0 |
| **The school is safe for students and staff.** | 11 | 18 | 1 | 2 | 0 |
| **The facilities are clean.** | 1 | 14 | 6 | 10 | 2 |
| **The schools furniture and equipment is in good working condition.** | 5 | 15 | 8 | 2 | 0 |
| **I have used Accelerated Math this year.** | 2 | 3 | 2 | 8 | 7 |
| **Accelerated Math is effective.** | 1 | 4 | 16 | 0 | 2 |
| **The school has a consistent writing program in place.** | 2 | 5 | 9 | 9 | 2 |
| **The schools computer facilities are kept updated with the latest technology.** | 8 | 21 | 1 | 1 | 0 |
| **The school has security procedures that are consistently followed (i.e. volunteer sign in, locked building, name tags, etc.)** | 14 | 13 | 0 | 5 | 1 |
| **There is good quality and frequency of communication between the school and parents.** | 6 | 22 | 2 | 1 | 0 |
| **I am aware of the school's discipline policies and procedures.** | 14 | 16 | 2 | 0 | 0 |
| **I feel comfortable and appreciated at the school.** | 11 | 13 | 5 | 4 | 0 |

# 2008-2009 Faculty Survey

**Including associates, cooks, custodians, secretaries, teachers**

| | Strongly Agree | Agree | Not sure | Disagree | Strongly Disagree | Does Not Apply |
|---|---|---|---|---|---|---|
| **The principal supports and encourages high academic standards for students.** | 42 | 20 | 7 | 1 | 3 | 1 |
| **The principal maintains high standards for student conduct.** | 38 | 21 | 3 | 6 | 2 | 2 |
| **Parents have a variety of opportunities to become involved (i.e. volunteering, parent conferences, PTC, etc.).** | 32 | 34 | 3 | 1 | 2 | 1 |
| **The teaching staff welcomes parent involvement.** | 26 | 36 | 3 | 1 | 2 | |
| **The staff and teacher relationships are positive.** | 25 | 34 | 5 | 5 | | 1 |
| **Teacher/teacher relationships are positive.** | 26 | 32 | 9 | 4 | 1 | 1 |
| **The teacher in-service provides beneficial information.** | 14 | 25 | 12 | 2 | 1 | 15 |
| **Family involvement activities are scheduled to allow working parents to participate.** | 18 | 35 | 11 | 6 | | 2 |
| **The school has high standards for student conduct.** | 23 | 32 | 7 | 7 | 1 | |
| **The school is safe for students and staff.** | 28 | 39 | 3 | 3 | | |
| **The facilities are clean.** | 9 | 37 | 12 | 10 | 1 | |
| **The schools furniture and equipment is in good working condition.** | 10 | 42 | 6 | 11 | | 2 |
| **Accelerated Reader is a valuable component in the curriculum.** | 27 | 24 | 6 | 2 | 4 | 8 |
| **Accelerated Math is a valuable component in the curriculum.** | 22 | 22 | 10 | 4 | 1 | 13 |
| **The school has a consistent writing program in place.** | 4 | 19 | 27 | 5 | 5 | 10 |
| **The schools computer facilities are kept updated with the latest technology.** | 16 | 36 | 12 | 2 | 1 | 6 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **The school has security procedures that are consistently followed (i.e. volunteer sign in, locked building, name tags, etc.).** | 30 | 31 | 6 | 6 | 1 | |
| **There is good quality and frequency of communication between the school and parents.** | 18 | 42 | 7 | 4 | | 1 |
| **I am aware of the school's discipline policies and procedures.** | 28 | 35 | 4 | 2 | 2 | 2 |
| **I feel comfortable and appreciated at the school.** | 29 | 29 | 7 | 3 | 5 | 1 |

**Observations from 2008 - 2009 Staff Survey**
- 74 staff members responded to the survey, up from only 32 in 07 - 08.
- 95%, 74 of 78, staff surveys were returned.
- 85% of staff feel the principal supports and encourages high academic standards.
- 82% of staff believe the principal maintains high standards for students conduct.
- 86% of staff think the teaching staff welcomes parent involvement.
- 78% of staff agrees or are neutral to the statement that the facilities are clean, up 14% from 07 - 08 survey.
- 85% of staff feel there is good quality and frequency of communication between school and parents.
- 61% of staff either are not sure or disagree that there is a consistent writing program in place.
- 77% of staff think Accelerated Reader is a valuable component in the curriculum.
- 92% of staff either agree or are not sure that Accelerated Math is a valuable component of our curriculum. Last year only 22% responded positively.
- The majority of hand-written comments requested more ELMO's for the classrooms.

**2006 - 2007 Parent/School Compact:**  The parent-school compact was distributed during parent/teacher conferences.  We had 82% of our parents attend conferences, and all of them received and signed a copy of the parent-school compact. Compacts were sent home with students of parents who did not attend conferences.  The compact can be used in parent/teacher conferences to verify the parent's agreement to abide by established rules and policies of the school, and can also be pulled out if disciplinary action needs to be taken.

**2007 - 2008 Parent/School Compact:**  The parent-school compact was included in the 07 - 08 student handbook.  We have had a 100% parent signage acknowledging receipt of the student handbook.


**2008 - 2009 Parent/School Compact:**  The parent-school compact was included in the 07 - 08 student handbook.  We have had a 100% parent signage acknowledging receipt of the student handbook.


**Teacher Daily Schedule**

       This survey represents the average minutes spent daily by grade level on each subject.


     **Table 12:**


# 2006 – 2007

## Average Daily Minutes
## by Subject and Grade

| 06 - 07 | Math | Science/SS | P.E. | Lunch/ Recess | Title 1 | Add. Recess | TOTAL Lang Arts BLOCK | Reading | Word Work | Writing | SSR |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Kinder** | 82.5 | 33 | 40 | 54.25 | 30 | 6 | 132.75 | 43 | 35 | 33.75 | 21 |
| **Grade 1** | 75 | 10 | 40 | 45 | 30 | 25 | 170 | 65 | 35 | 40 | 30 |
| **Grade 2** | 64 | 10 | 40 | 50 | 30 | 6 | 153 | 52.5 | 32.5 | 38 | 30 |
| **Grade 3** | 60 | 45 | 40 | 45 | 30 | 0 | 165 | 60 | 30 | 45 | 30 |
| **Grade 4** | 50 | 50 | 40 | 45 | 25 | 0 | 150 | 45 | 35 | 40 | 30 |
| **Grade 5** | 60 | 46 | 40 | 45 | 28 | 0 | 151 | 44 | 24 | 41 | 43 |

## 2007 - 2008

## Average Daily Minutes
## by Subject and Grade

| 07 - 08 | Math | Science/SS | P.E. | Lunch/ Recess | Title 1 | Add. Recess | TOTAL Lang Arts BLOCK | Reading | Word Work | Writing | SSR |
|---------|------|------------|------|---------------|---------|-------------|-----------------------|---------|-----------|---------|-----|
| **Kinder** | 86 | 20 | 40 | 45 | 30 | 6 | 140 | 50 | 30 | 35 | 25 |
| **Grade 1** | 75 | 10 | 40 | 45 | 30 | 0 | 170 | 65 | 35 | 40 | 30 |
| **Grade 2** | 70 | 10 | 40 | 45 | 30 | 6 | 171 | 60 | 32 | 42 | 37 |
| **Grade 3** | 60 | 45 | 40 | 45 | 30 | 0 | 165 | 60 | 30 | 45 | 30 |
| **Grade 4** | 50 | 60 | 40 | 45 | 30 | 0 | 150 | 45 | 30 | 45 | 30 |
| **Grade 5** | 64 | 44 | 40 | 45 | 30 | 0 | 153 | 46 | 23 | 40 | 44 |

## 2008 – 2009

## Average Daily Minutes
## by Subject and Grade

| 08 - 09 | Math | Science/SS | P.E. | Lunch/ Recess | Title 1 | Add. Recess | TOTAL Lang Arts BLOCK | Reading | Word Work | Writing | SSR |
|---------|------|------------|------|---------------|---------|-------------|-----------------------|---------|-----------|---------|-----|
| **Kinder** | 86 | 20 | 40 | 40 | 30 | 6 | 140 | 50 | 30 | 35 | 25 |
| **Grade 1** | 75 | 10 | 40 | 40 | 30 | 25 | 175 | 65 | 35 | 40 | 35 |
| **Grade 2** | 62 | 5 | 40 | 40 | 30 | 0 | 181 | 50 | 43 | 45 | 43 |
| **Grade 3** | 60 | 35 | 40 | 40 | 30 | 0 | 170 | 60 | 30 | 45 | 35 |
| **Grade 4** | 50 | 60 | 40 | 40 | 30 | 0 | 150 | 45 | 30 | 45 | 35 |
| **Grade 5** | 60 | 50 | 40 | 40 | 30 | 0 | 159 | 46 | 17 | 46 | 50 |

**Observations in 06 - 07**
- All grades, except for 2nd, have increased their minutes spent daily in Math, Science/Social Studies and their Language Arts Block in 06 – 07.
- P. E. times have remained the same at 40 minutes daily.
- All lunch and noon recess times decreased by 15 minutes in 06 - 07, except for 2nd Grade which decreased by 10 minutes.
- Title I times decreased in Grades 4th and 5th by five minutes and two minutes, respectively, in 06 – 07.
- Additional recess times decreased in Grades 1st, 2nd and 3rd in 06 – 07.

**Observations for 07 - 08**

- Time does not include keyboarding instruction: first quarter 90 minutes 4th and 5th Grade, Second Quarter 60 minutes 3rd Grade.
- Lunch/recess allotted time decreased by 15 minutes from 05 - 06 for all grades.
- Kindergarten Reading increased by 7 minutes from prior year.
- Kindergarten word wall activities decreased by 5 minutes from prior year.
- 2nd Grade increased Language Arts block by 18 minutes, with an increase in time for Reading and Writing.
- 2nd Grade increased Math instruction by 8 minutes from prior year.
- 4th Grade increased Science by 10 minutes from the prior year.
- 5th Grade increased Math and Language Arts by 11 minutes.
- 2nd Grade had the largest increase devoted to Language Arts during the 07 - 08 school year.
- In the Language Arts block of time, 5th Grade spends more time in Silent Sustained Reading and less time in word work instruction than any other grade.
- 5th Grade spends less time than 3rd or 4th Grade in writing activities per week.

**Observations for 08 – 09**

- Time does not include keyboarding instruction: first quarter 90 minutes 4th and 5th Grade, second quarter 60 minutes 3rd Grade.
- Noon recess allotted time decreased by 5 minutes from 07 - 08 for all grades.
- 1st Grade increased the Language Art Block by 5 minutes in the area of silent sustained reading.
- 2nd Grade increased Language Arts block by 18 minutes, with an increase in time for Reading and Writing.
- 2nd Grade decreased Math instruction by 8 minutes from prior year.
- 2nd Grade decreased Science and Social Studies instruction by 5 minutes from prior year.
- 2nd Grade increased minutes of instruction by 10 in the Language Arts block, primarily in Writing and Silent Sustained Reading.
- 3rd Grade decreased by 10 minutes instruction in Science and Social Studies and increased their time in Silent Sustained Reading.
- 4th Grade increased Silent Sustained Reading by 5 minutes from the prior year.
- 5th Grade increased time by 12 minutes for Writing and Silent Sustained Reading.
- In the Language Arts block of time, 2nd Grade spends 181 minutes, which is more than any other grade.
- 5th Grade devotes more time to Writing than any other grade.

## Special Education, Math, and English Audit Reports 08 – 09

These audits were conducted as a component of the school improvement action plans at the request of Building School Improvement Teams and District Administrators as part of our ongoing school improvement process.  The purpose was to provide qualified outside consultants the opportunity to conduct onsite visits in our schools, observe in classrooms, examine assessment data and curriculum, and speak with staff and students in order to provide recommendations to improve the teaching and learning in our schools.  The search for these consultants was conducted through the Illinois Association of Supervision and Curriculum Development listserv, the Illinois Association of Teachers of English listserv and the Illinois Council of Teachers of Mathematics listserv, along with the assistance of our Regional Office of Education.  Applicants were interviewed and references were contacted in order to find the best individuals to conduct the audits for our district.  The funding for these audits was obtained through our District NCLB Title II and RESPRO grants.  What follows is a brief listing of the recommendations from each audit that applied to our building:

Elementary suggestions to explore as a result of the English, Math, and Special Education Audits conducted in the Spring and Fall of 2008.

- ➢ **English**
  - Continue with staff development opportunities for writing.
  - Continue with implementation of a writing curriculum.

- ➢ **Math**
  - Review the newest edition of the Saxon Math textbooks and evaluate them in the area of improved problem solving skills for $4^{th}$ and $5^{th}$ Grade.
  - Review of software that is currently available to improve problem solving skills of all of our students.
  - Review of where we are and what we need to fully implement Accelerated Math into every upper level classroom.

- ➢ **Special Education**
  - Continue efforts to meet the grade level expectations for our special needs population.

Higher Order Thinking Skills and Questioning Techniques need to be increased building wide.

The reports also encouraged time be provided for the $5^{th}$ Grade Teachers to meet with the Middle School Teachers on what skills are necessary to improve the transition between $5^{th}$ and $6^{th}$ Grade.

# III. PROBLEM STATEMENTS AND HYPOTHESES

**Table 13:**

## Patterns of Strengths and Problems

| Patterns of Strengths | Bullet Data Upon Which Conclusion is Drawn |
|---|---|
| 1. On ISAT, each grade level as a whole met or exceeded at 62.5 % in each NCLB subject area. 84% of student test scores met/exceeded state standards in NCLB tested areas. | Table 3 – District ISAT<br>Table 4A – School ISAT |
| 2. On ISAT, there was an increase in Special Education students meeting standards by 10.5% when compared to the previous year's students' scores. | Table 4B –Special Education and Subgroups |
| 3. Between 84% - 96% of each grade level, 3rd - 5th, met or exceeded standards in ISAT in Mathematics. | Table 3 – District ISAT<br>Table 4A – School ISAT |
| 4. ISEL data indicated growth at each grade level from the Fall to the Spring assessment. | Table 4G – ISEL |
| 5. There is an increase in the number of points earned through Accelerated Reading as students progress up through each grade. Total points earned by all grades combined increased by 9.3% from the preceding year. | Table 4I – Accelerated Reading |
| 6. Of the 120 parent surveys returned, 119 (99.2%) parents reported liking this school. 37% of our families returned a survey. | Table 10 – Parent Survey |
| 7. There is a variety of professional development offered school wide. 58% of the staff development was related to a goal identified in the action plan of the 08 - 09 School Improvement Plan. 11 different college courses were taken by staff members. | Table 9 - Professional Growth |
| 8. 86% of our students had at least one parent/guardian attend parent/teacher conferences in the Fall of 08. | Statistics gathered from sign in sheets by the classroom teachers |

| Patterns of Problems | Bullet Data Upon Which Conclusion is Drawn |
|---|---|
| 1. Star Reading assessments show a decrease in student scores for each grade level from Spring to Fall. The average decline is .4 with the 3rd Grade having the largest decrease (.6) and the 2nd Grade having the least (.1). | Table 4H – Star Reading Assessment Grade Placement |
| 2. Enrollment has declined by 23 students in the prior four school years. | Table 6 – Enrollment Data: Fall Housing Report |
| 3. There is a need for additional updated technology available in the classrooms. This would include Elmos and classroom computers for student use. | Perception Data – Staff Discussion at Nov SIP Day Perception Data – Staff Survey Curriculum Audit Reports |
| 4. According to ISAT test performance, 5th Grade Writing scores (43% of students meeting or exceeding standards) were 12% below the state average. | Table 3 – District ISAT AYP data Table 4A – Elementary ISAT AYP data Perception Data - Staff Survey |
| 5. According to ISAT test performance, low income students' scores were lower than non-low income students' scores in four of the seven tested areas. The four test areas were 3rd Grade Reading and Math, 4th Grade Math and Science. | Table 4B – ISAT Special Education and Sub Groups |
| 6. On the 08 ISAT, students in Grades 3rd, 4th, 5th had 18% fewer male students meet or exceed in Reading when compared to female students. This is compared to 21% fewer male students meeting or exceeding when compared to female students on the 07 ISAT. | Table 4C – ISAT Gender Subgroups |
| 7. General observations included in the district wide Math Curriculum Audit indicate that there is a lack of higher order thinking skills included in our Math Curriculum. | District wide Math Audit conducted by Mrs. Fern Tibbey during a four day visit in Oct 08. Scores of students on the extended response formatted questions of the ISAT. |
| 8. General observations included in the district wide English Curriculum Audit indicates that a building wide Writing Curriculum needs to be developed and ongoing staff development would be beneficial. | District English Audit conducted by Mrs. Judy Johnstone during a 3 day visit in Mar 08. Table 4A – ISAT 5th Grade Writing scores |

**Table 14:**

# Problem Statements

| Problem Statement: According to ISAT test performance, low income student scores were lower than non-low income student scores in four of the seven tested areas. | | | | |
|---|---|---|---|---|
| **Priority Hypotheses** | **Data Source 1** | **Data Source 2** | **Data Source 3** | **Data Source 4** |
| **Students do not have adequate materials available to them at home.** | Parent Survey | Table 5 | | |
| **Students are not provided with sufficient differentiated instruction.** | Staff Survey | Audit | Table 4B | |
| **Low income students do not have the background knowledge or experience to have academic success.** | Table 4B | Parent Survey | Table 4A | |
| **Teachers lack the training to work with low income students successfully.** | Table 4B | Table 4B | Table 9 | Table 4J |
| **Teacher expectation for low income students is not as high as non-low income students.** | Table 4B | | | |
| **Low income students are not targeted and encouraged to attend after school tutoring.** | | | | |
| **Low income students have greater absentee rates and thus miss classroom instruction.** | | | | |

| **Problem Statement: Currently ISAT scores indicate a 4% increase in the number of students who meet/exceed standards in Reading each year. At the current rate, our student population will not meet AYP in 2010. We have met current AYP requirements as defined by No Child Left Behind.** | | | | |
|---|---|---|---|---|
| **Priority Hypotheses** | **Data Source 1** | **Data Source 2** | **Data Source 3** | **Data Source 4** |
| **We need more low readability, high interest books in the library for student practice.** | Teacher Feedback | | | |
| **We have a need for additional teacher training on specific Reading instruction.** | Table 9 | Table 4A | Table 4B | Table 4C |
| **Male students do not score as well as female students on ISAT or report cards.** | Table 4C | Table 4D | Table 4E | Table 4F |
| **We need to increase the number of students participating in the summer Reading program to maintain skills over the summer.** | Table 4H | Table 4G | | |
| **Students are discouraged from reading books in the classroom if the books are not part of the accelerated reading library.** | Teacher Observations | Table 4I | | |
| **We need to more accurately identify specific skill deficiencies and target whole class instruction.** | | | | |

| **Problem Statement: According to ISAT test performance, 5th grade Writing scores were 12% below the state average.** | | | | |
| --- | --- | --- | --- | --- |
| **Priority Hypotheses** | **Data Source 1** | **Data Source 2** | **Data Source 3** | **Data Source 4** |
| **We are in the first year of implementing a consistent Writing Curriculum.** | Curriculum Data | Staff Survey | Table 3 | Audit |
| **Parents do not understand how to help students with writing.** | | | | |
| **We need additional professional development opportunities in writing.** | Table 9 | Staff Survey | Table 3 | |
| **Additional technology needs to be available in the classroom to support the modeling of writing.** | Staff Survey | Audit | Table 3 | |
| **We need to identify areas of deficiency in student performance and target whole class instruction.** | | | | |
| **We need to determine if stated minutes spent on writing are accurate.** | Table 12 | | | |
| **We need to increase opportunities for students to publish writing.** | | | | |

# IV. GOALS, STRATEGIES, INTEGRATED ACTION PLAN

**Table 15:**

| IMPROVEMENT Goal # 1:   To improve the percentage of students, especially low income, that meet/exceed on the ISAT in Reading to 77.5% for the 09 – 10 school year | | | | |
|---|---|---|---|---|
| **DATA SOURCE:** Table 3A,  Table 4A | | | | |
| **SPECIFIC ACTIONS:** To improve the attendance rate of all students | | | | |
| **Specific Steps** | **Timeline** | **Person/ Group Responsible** | **Cost Funding Source** | **Evaluation** |
| **To award monthly pencils for perfect attendance** | To be done shortly after the end of each month | Principal | Office Budget | To compare the attendance rate from 09 - 10 to the 08 - 09 school year |
| **To place posters in the hallways recognizing students for perfect monthly attendance** | To be done shortly after the end of each month | Principal | None | To compare the attendance rate from 09 - 10 to the 08 - 09 school year |
| **Recognize students at the end of the school year for perfect attendance by quarter, semester, and year** | 09 - 10 | Principal | PTC Office | To compare the attendance rate from 09 - 10 to the 08 - 09 school year |
| **To compare attendance rates and how students perform on the fitness test administered during the Physical Education classes** | 09 - 10 | Physical Education Teachers | None | Activity completed |
| **Monitor progress and evaluate effectiveness of program** | 09 - 10 | SIP Team Principal | None | To compare the attendance rate from 09 - 10 to the 08 - 09 school year |

# Improvement Goals

<table>
<tr><td colspan="5"><strong><u>IMPROVEMENT Goal # 1:</u></strong>    <strong>To improve the percentage of students, especially low income, that meet/exceed on the ISAT in Reading to 77.5% for the 09 – 10 school year</strong></td></tr>
<tr><td colspan="5"><strong>DATA SOURCE:</strong> Table 3A,  Table 4A</td></tr>
<tr><td colspan="5"><strong>SPECIFIC ACTIONS:</strong> To monitor and improve Reading instruction through data acquired from Learnia assessments</td></tr>
</table>

| Specific Steps | Timeline | Person/ Group Responsible | Cost Funding Source | Evaluation |
|---|---|---|---|---|
| **Schedule Learnia Assessments** | Fall 09 | Curriculum Director | Title I $3100 | To evaluate the achievement and improvement rate during the school year |
| **Provide small group instruction in specific skill areas for students identified as below standards in Grades 3rd, 4th, 5th** | 09 - 10 | Title I Team | None | Monitor during the school year |
| **Reassess students in the Spring with Learnia and ISAT** | 09 - 10 | Title I Teachers and Classroom Teachers | None | Monitor during the school year |
| **Compare ISAT results to mastering of state standards as identified by Learnia assessments** | Fall 2010 | SIP Team Title I | None | To evaluate if the 09-10 assessments demonstrated increased performance on the ISAT's |
| **Identify instructional techniques which have the greatest impact on improved learning** | 09 - 10 | Teachers | None | Monitor during the school year |

| **IMPROVEMENT Goal # 1:** To improve the percentage of students, especially low income, that meet/exceed on the ISAT in Reading to 77.5% for the 09 – 10 school year |
|---|
| **DATA SOURCE:** Table 3A, Table 4A |
| **SPECIFIC ACTIONS:** To provide professional development to staff |

| Specific Steps | Timeline | Person/Group Responsible | Cost Funding Source | Evaluation |
|---|---|---|---|---|
| **Allow 2 teachers to attend the NCLB Conference in Chicago** | 09 - 10 | SIP Team | Title I $1500 | Teacher evaluation after attendance at conference must be completed |
| **Allow 5 teachers to attend the Illinois Reading Conference in Springfield (1 per grade level)** | 09 - 10 | SIP Team | Title I $1500 | Teacher evaluation after attendance at conference must be completed |
| **Provide time during staff meetings for teachers to share information on above conferences** | 09 - 10 | Principal | None | Principal |
| **In-service to staff on practical ways to provide differentiated instruction** | Aug 09 | Curriculum Director | Cost of Workshop $1000 | 09 - 10 ISAT scores |

| | | | | |
|---|---|---|---|---|
| **In-service on teaching higher order thinking and questioning strategies** | 09 - 10 | Curriculum Director | Cost of Workshop Title I $500 | 09 - 10 ISAT Scores |
| **In-service staff on how to use local assessment data to improve instruction and student learning** | 09 - 10 | Curriculum Director | None | SIP Team |
| **In-service on teaching strategies for low income students** | 09 - 10 | SIP Team | None | Review by SIP Team |
| **Webinar in-service provided by Renaissance Learning Enterprises: Reading and Math** | 09 – 10 | Librarian | $600 Title I | Review by SIP Team |
| **Monitor progress of implementation and evaluate activity** | 09 - 10 | SIP Team | None | Review by SIP Team |

**IMPROVEMENT Goal # 1:** __To improve the percentage of students, especially low income, that meet/exceed on the ISAT in Reading to 77.5% for the 09 – 10 school year__

**DATA SOURCE:** Table 3A, Table 4A, Table 4B, Table 4C

**SPECIFIC ACTIONS:** To increase the number of Accelerated Reading materials for students

| Specific Steps | Timeline | Person/ Group Responsible | Cost Funding Source | Evaluation |
|---|---|---|---|---|
| **Brainstorm topics** | 09 - 10 | Librarian, Teachers | None | Activity completed |
| **Order Accelerated Reading books** | 09 - 10 | Librarian | District Funds | Items ordered |
| **Implement the web based Accelerated Reading software program** | 09 - 10 | Librarian | Title I $2399 | Item installed |
| **Implement the web based Star Reader program** | 09 - 10 | Librarian | Title I $864.50 | Item installed |
| **Compare Accelerated Reading statistics** | 09 - 10 | Librarian | None | Statistics ISAT scores |

| **IMPROVEMENT Goal # 1:** To improve the percentage of students, especially low income, that meet/exceed on the ISAT in Reading to 77.5% for the 09 – 10 school year |
| :--- |
| **DATA SOURCE:** Table 3A, Table 4A, Table 4B, Table 4C |
| **SPECIFIC ACTIONS:** To attend professional development programs offered by the Regional Office of Education related to test taking practices |

| Specific Steps | Timeline | Person/ Group Responsible | Cost Funding Source | Evaluation |
| :--- | :---: | :---: | :---: | :---: |
| **To attend workshops related to ISAT test preparation** | 09 - 10 | Curriculum Director Staff Principal | Title I $200 | Number of workshops attended |
| **Provide time for teachers to share information** | 09 - 10 | Teachers | None | Staff Meetings |
| **Monitor progress of implementation and evaluate activity** | 09 - 10 | Principal | None | ISAT scores |

| **IMPROVEMENT Goal # 2:** To improve the percentage of students, especially low income, that meet/exceed on the ISAT in Math to 77.5% for the 09 - 10 school year |
| :--- |
| **DATA SOURCE:** Table 3A, Table 4A, Table 4B, Table 4C |
| **SPECIFIC ACTIONS:** To increase the number of Math materials for students |

| Specific Steps | Timeline | Person/ Group Responsible | Cost Funding Source | Evaluation |
| :--- | :---: | :---: | :---: | :---: |
| **Implement the web based Accelerated Math software** | 09 - 10 | Librarian | Title I $1599 | Items installed |
| **Implement the web based Star Math software** | 09 - 10 | Librarian | Title I $217 | Item installed |
| **Order new Saxon Math Books and materials for 4th and 5th Grades** | 09 - 10 | Curriculum Director | School Budget | Items purchased |

**IMPROVEMENT Goal # 3:** **To improve the percentage of students, especially low income, that meet/exceed on the ISAT to 77.5% for the 09 - 10 school year**

**DATA SOURCE:** Table 3A, Table 4A, Table 4B, Table 4C.

**SPECIFIC ACTIONS:** Increase parental involvement through providing assistance and training in reading

| Specific Steps | Timeline | Person/ Group Responsible | Cost Funding Source | Evaluation |
|---|---|---|---|---|
| **Appoint a committee to plan events** | Aug/ Sept 08 | School Improvement Team | None | Dates placed on school calendar |
| **Curriculum night/Abe Lincoln (guest) to introduce parents to reading and classroom expectations** | Aug/ Sept 09 | Title I Teachers Principal | Title I $1300 | Number of families in attendance |
| **Muffins with Mom to discuss reading** **Donuts with Dad to discuss reading** | First semester | Title I Principal | Title I $200 | Number of parents in attendance |
| **Family Movie Literacy Night to provide a school community connection** | Second semester | Teacher Committee | Books/Pop/ Popcorn | Number of families in attendance |
| **To host an Open House/School Kick Off to distribute educational hints prior to the start of the 09 - 10 school year** | Before school begins 09 - 10 | Teacher Committee | Title I $500 | Number of families in attendance |
| **To implement a Parent and Family Book Club** | 09 - 10 | Teacher Committee | Title I $1050 | Number of parents in attendance |
| **Monitor progress of implementation and evaluate activity** | 09 - 10 | SIP Team | None | Review by SIP Team |

| **IMPROVEMENT Goal # 4: To improve ISAT writing scores to meet or exceed the state average** |
| :--- |
| **DATA SOURCE:** Table 3A, Staff Survey |
| **SPECIFIC ACTIONS:** To provide professional development and time to implement a building wide Writing Curriculum |

| **Specific Steps** | **Timeline** | **Person/ Group Responsible** | **Cost Funding Source** | **Evaluation** |
| :--- | :---: | :---: | :---: | :---: |
| **Administer building wide Writing prompt to all students** | May 09 | Curriculum Director | None | Completed |
| **Identify student models of writing expectations for each grade using school wide prompts using papers from May 09.** | Aug 09 | Teachers | None | Curriculum Director |
| **Provide time for teachers to review prompts and identify common expectations and compare for alignment and growth across grade levels** | 1st Semester | Teachers | None | SIP Team |
| **Provide time for teachers to coordinate and plan for improvement in the K – 5th Writing Curriculum** | Institute before school starts in August | Curriculum Director | None | Writing Curriculum |
| **Find presenter for onsite training based on identified needs** | Institute before school starts in August | Curriculum Director | Presenter fee stipend $3000 Title IV | Staff Attendance |

| IMPROVEMENT Goal # 5:  To improve students' self esteem and increase student success during the 2009 - 2010 school year |
|---|

**DATA SOURCE:** Table 3A, Table 4A

**SPECIFIC ACTIONS:** Provide training in intrinsic motivation and bullying prevention

| Specific Steps | Timeline | Person/ Group Responsible | Cost Funding Source | Evaluation |
|---|---|---|---|---|
| **Find presenter for a school assembly on bullying prevention and set date** | 09 - 10 | Social Worker | Presenter fee stipend $1000 Title IV | Assembly held |
| **Motivational Award Recognition** | Weekly | Principal | Cost of Certificates Principals budget | Activity completed |
| **Provide training for any new staff in OLWEUS** | At beginning of school year | Social Worker | None | Training completed |
| **Monitor progress of implementation and evaluate activity** | 09 - 10 | OLWEUS Committee | None | OLWEUS Committee |

**Table 16:**

## Implementation of Activities Schedule
## 09 – 10

| Activity | Month Year | Grade Level | # of Anticipated Participants | School wide Yes/No | Format |
|---|---|---|---|---|---|
| **Open House/School Kick Off** | Aug 09 | K - 5 | 400 | Yes | Evening |
| **Curriculum Night/Abe Lincoln (guest)** | Sept 09 | K - 5 | 200 | Yes | Evening |
| **OLWEUS Anti-Bullying presenter** | 1st semester | K – 5 | Students | Yes | Assembly |
| **Provided OLWEUS training to new staff members** | 1st semester | K – 5 | As needed | Yes | In-service |
| **Learnia/ISEL** | Fall/Spring 09 - 10 | K - 5 | Students | Yes | Assessment |
| **Monthly attendance awards** | 09 - 10 | K - 5 | Students | Yes | Awards |
| **Attendance recognition at the end of the school year** | 09 - 10 | K - 5 | Students | Yes | Awards |
| **Additional Accelerated Reading books** | 09 - 10 | K - 5 | Students | Yes | Supplies |
| **Accelerated Reader software upgrade** | 09 - 10 | K - 5 | Students | Yes | Assessment |
| **Star Reader software upgrade** | 09 - 10 | K – 5 | Students | Yes | Assessment |
| **Accelerated Math software upgrade** | 09 - 10 | 1 – 5 | Students | Yes | Assessment |
| **Star Math software upgrade** | 09 - 10 | 1 - 5 | Students | Yes | Assessment |
| **Purchase of new Saxon Math textbooks and materials for Grades 4-5** | 09 - 10 | 4 - 5 | Students | No | Teaching materials |
| **Parent meetings** | 2 in first semester | K - 5 | 20 | | Interactive |
| **Parent Book Club** | 2 in first semester | 2, 3 parents 3 - 5 parents | 20 20 | | Interactive |
| **Family Movie Literacy Night** | Mar 09 | K - 5 parents/ students | 100 | Yes | Evening |
| **To compare attendance rates and how students perform on the fitness test administered during the Physical Education classes** | 09 - 10 | K - 5 | None | Yes | Assessment |

**Table 17:**

## Professional Development Activities
## 09 - 10

| Activity | Month Year | Grade Level | # of Anticipated Participant | School wide Yes/No | Format |
|---|---|---|---|---|---|
| **OLWEUS Presenter** | 1<sup>st</sup> Semester 09 - 10 | K - 5 | | Yes | Assembly |
| **Writing workshop** | 09 – 10 school year | K - 12 | | Yes | In-service |
| **ISAT workshops through ROE** | 09 - 10 school year | 3 - 5 | 12 | No | In-service |
| **Provide Teacher In-service on Accelerated Reading from Renaissance Learning** | 09 - 10 | K - 5 | Teachers | Yes | In-service |
| **Differentiated Instruction** | 1<sup>st</sup> Semester 09 - 10 | K – 5 staff | All | Yes | In-service |
| **Strategies for teaching higher order thinking and questioning techniques** | 1<sup>st</sup> Semester 09 - 10 | K – 5 staff | All | Yes | In-service |
| **Teaching strategies for low income students** | 1<sup>st</sup> Semester 09 - 10 | K – 5 staff | All | Yes | In-service |
| **NCLB Conference in Chicago** | Feb 2010 | K – 5 staff | 2 teachers | No | Conference |
| **Reading Conference in Springfield** | Mar 2010 | K – 5 staff | 5 teachers | No | Conference |
| **Identify instructional techniques which have the greatest impact on improved learning** | Fall 09 | K – 5 | All | Yes | In-service |
| **In-service staff on how to use local assessment data to improve instruction and student learning** | Fall 09 | K – 5 | All | Yes | In-service |
| **Webinar In-service provided by Renaissance Learning Enterprises: Reading and Math** | Fall 09 | K – 5 | All | Yes | In-service |

# V. REFLECTION, EVALUATION, REFINEMENT

### V.1    SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE

- Will meet monthly on the first and third Monday of each month to discuss our progress.

### V.2    MONITORING

- To monitor the progress on our goals throughout the year, we will utilize a quarterly progress report that has been created for this purpose.  It includes a checklist to help us as we progress through the year.

### V.3    COMMUNICATION PLAN

- Have copies of School Improvement Plan available at registration, plus a folder/flyer stating schools strengths and goals
- Regular conferences (one each semester) with students, teachers, and adult family members organized around a review of student work and academic progress
- Monthly newsletters
- Post School Improvement Plan and progress report on the school website