

Highland Elementary School

Skokie SD 68

Skokie, ILLINOIS



ILLINOIS SCHOOL REPORT CARD

GRADES : K 1 2 3 4 5

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	40.6	12.8	7.5	37.0	0.0	2.1	41.2	8.7		0.0	11.7	95.3	335
District	42.5	11.2	9.5	34.9	0.1	1.8	35.4	8.7		0.0	8.5	96.1	1,578
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

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

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

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

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

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	100.0
District	100.0
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	14.5		10.5	175.3
State	18.3		13.5	211.6

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	14.0	19.5	21.3	20.7	21.7	22.0				
District	16.4	17.0	19.9	22.1	22.6	20.0				
State	20.5	21.0	21.1	21.7	22.3	22.7				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	55			24			140			24		
District	55			24			140			24		
State	58			30			145			30		

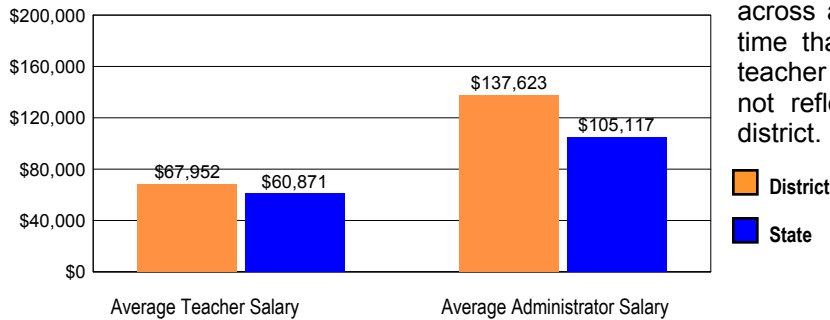
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	92.2	1.6	0.8	5.5	0.0	12.8	87.2	128
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	10.2	26.0	74.0	0.0	0.0
State	12.4	46.7	53.2	0.7	0.7

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

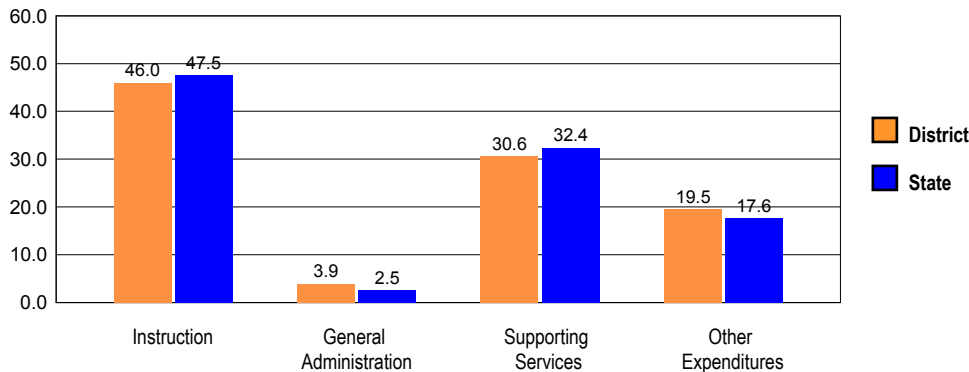
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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

EXPENDITURE BY FUNCTION 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$22,034,365	81.4	57.6	Education	\$18,758,495	73.7	72.6
Other Local Funding	\$2,896,878	10.7	7.3	Operations & Maintenance	\$2,856,984	11.2	8.5
General State Aid	\$522,665	1.9	18.1	Transportation	\$932,226	3.7	3.9
Other State Funding	\$1,195,509	4.4	9.7	Bond and Interest	\$2,258,740	8.9	6.7
Federal Funding	\$403,819	1.5	7.3	Rent	\$0	0.0	0.0
TOTAL	\$27,053,236			Municipal Retirement/ Social Security	\$645,997	2.5	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	5.6
				TOTAL	\$25,452,442		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$635,051	2.18	\$7,711	\$13,431
State	**	**	\$5,808	\$9,907

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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

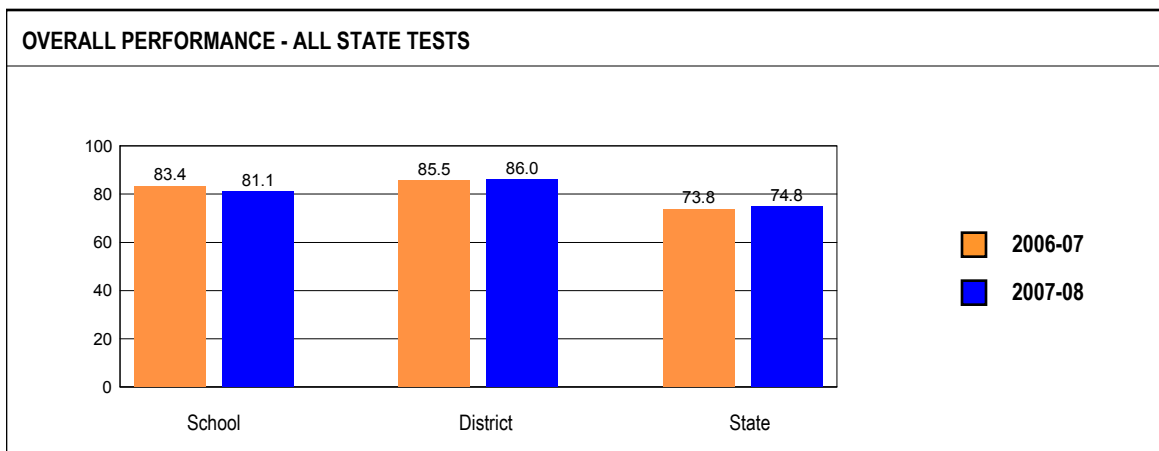
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

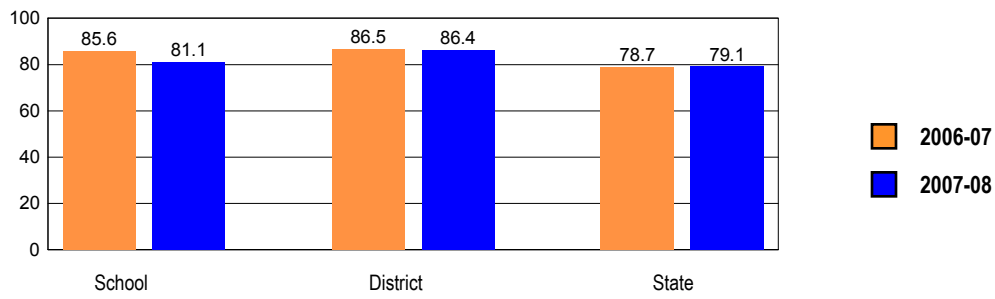
OVERALL STUDENT PERFORMANCE

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

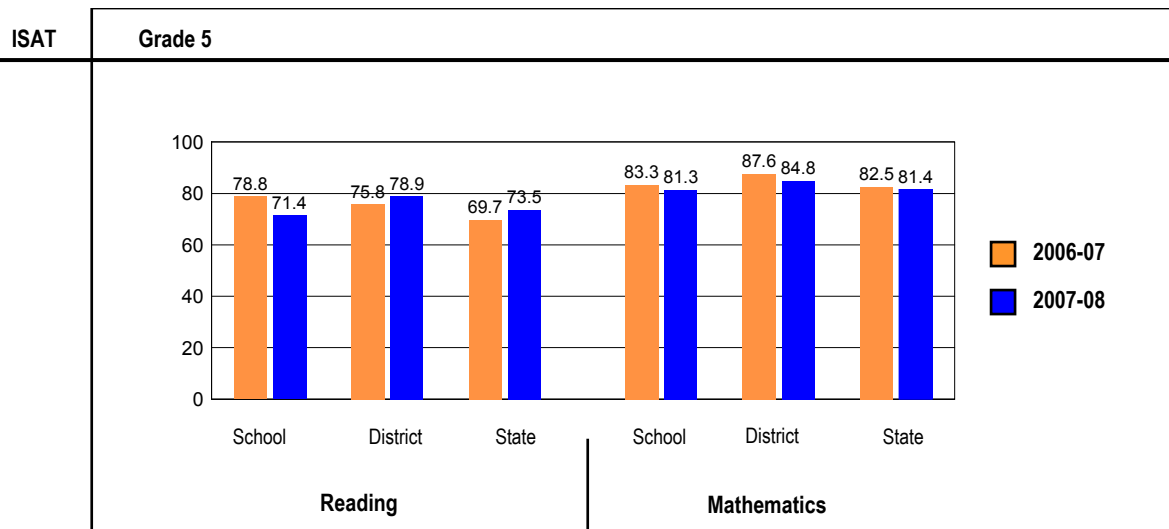
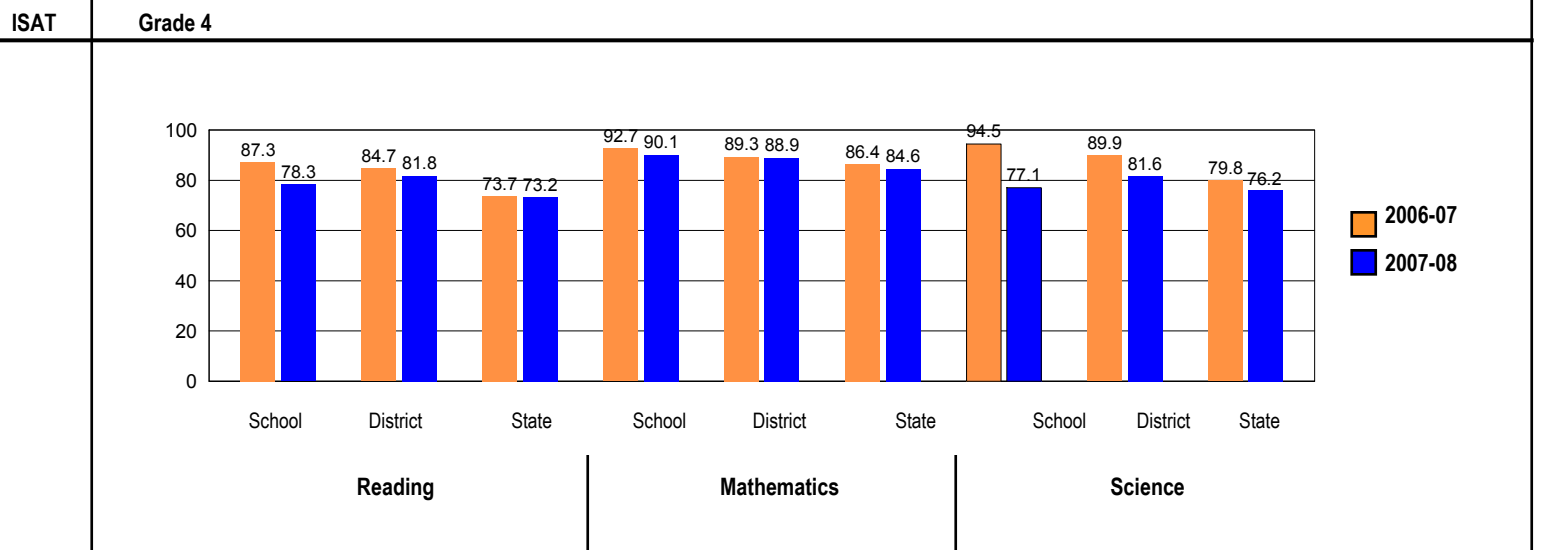
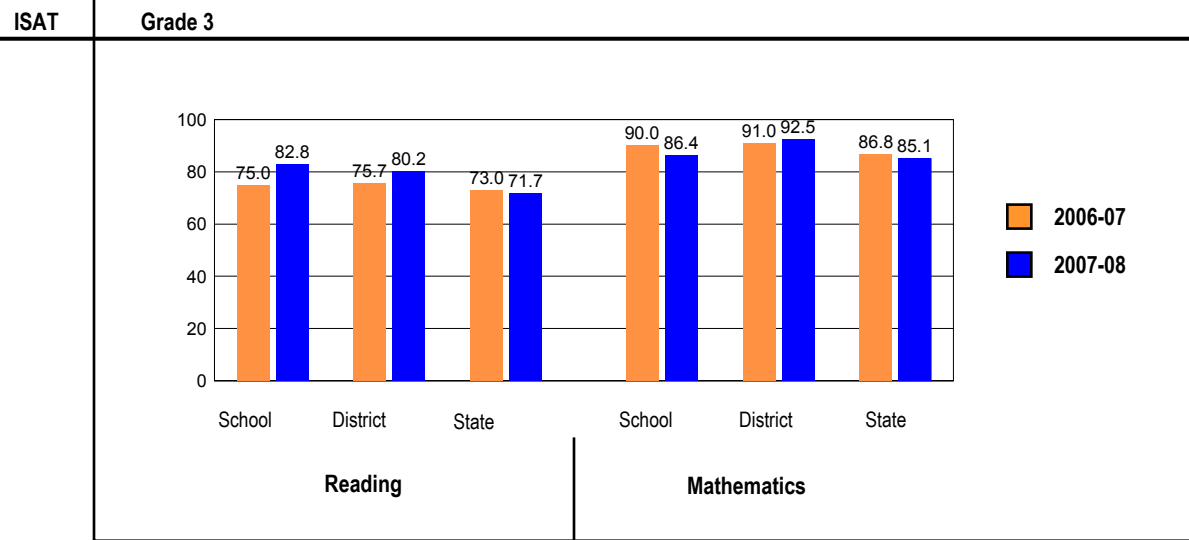


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

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



PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	196	85	111	79	24	18	70	1	4	19		34	67
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0		0.0	0.0
District	*Enrollment	1,182	595	587	503	128	113	418	2	18	93		213	380
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	71	31	40	28	7	9	25		2	9		12	25
	Science	0.0	0.0	0.0	0.0			0.0					0.0	0.0
District	*Enrollment	417	203	214	169	47	45	149	1	6	34		75	139
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0		0.0	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

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

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	8.6	8.6	51.7	31.0	5.1	8.5	23.7	62.7
District	4.7	15.1	48.8	31.4	1.7	5.7	31.0	61.5
State	6.8	21.5	47.6	24.2	3.5	11.4	44.1	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	11.1	11.1	59.3	18.5	7.1	3.6	21.4	67.9
	District	6.1	18.3	50.0	25.6	2.4	2.4	26.2	69.0
	State	8.5	23.8	46.4	21.3	4.0	11.2	42.3	42.5
Female	School	6.5	6.5	45.2	41.9	3.2	12.9	25.8	58.1
	District	3.3	12.2	47.8	36.7	1.1	8.9	35.6	54.4
	State	4.9	19.1	48.8	27.2	2.9	11.6	45.9	39.5

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	8.3	4.2	45.8	41.7	4.2	4.2	16.7	75.0
	District	3.7	12.3	49.4	34.6	1.2	4.9	28.4	65.4
	State	3.1	13.4	49.6	33.9	1.0	5.4	39.1	54.5
Black	School								
	District	6.7	26.7	46.7	20.0	0.0	20.0	53.3	26.7
	State	12.6	32.2	44.4	10.9	9.4	22.3	49.4	18.9
Hispanic	School								
	District	6.7	6.7	60.0	26.7	0.0	6.7	33.3	60.0
	State	11.4	33.5	45.4	9.8	4.6	17.4	53.5	24.6
Asian/Pacific Islander	School	4.5	13.6	59.1	22.7	4.3	4.3	26.1	65.2
	District	5.6	18.5	42.6	33.3	1.8	3.6	25.0	69.6
	State	2.0	10.8	46.8	40.4	0.6	3.5	28.9	67.0
Native American	School								
	District								
	State	5.5	18.9	54.2	21.4	1.7	6.3	43.9	48.1
Multiracial/Ethnic	School								
	District								
	State	5.2	19.4	49.9	25.5	2.1	10.2	47.2	40.5

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	30.0	10.0	30.0	30.0	10.0	10.0	10.0	70.0
	District	13.5	32.4	40.5	13.5	2.7	10.8	37.8	48.6
	State	22.5	34.7	32.8	10.0	10.2	22.0	44.5	23.3
Non-IEP	School	4.2	8.3	56.3	31.3	4.1	8.2	26.5	61.2
	District	2.2	10.4	51.1	36.3	1.5	4.4	29.2	65.0
	State	4.4	19.5	49.8	26.3	2.5	9.8	44.0	43.7

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	10.5	21.1	57.9	10.5	10.5	21.1	42.1	26.3
	District	6.1	26.5	57.1	10.2	4.0	12.0	48.0	36.0
	State	11.4	31.8	46.1	10.7	6.2	18.6	51.3	23.9
Not Eligible	School	7.7	2.6	48.7	41.0	2.5	2.5	15.0	80.0
	District	4.1	10.6	45.5	39.8	0.8	3.2	24.2	71.8
	State	2.7	12.4	48.9	36.0	1.0	5.0	37.7	56.3

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	21.7	46.4	31.9	0.0	9.9	64.8	25.4	2.9	20.0	58.6	18.6
District	0.5	17.7	52.7	29.1	0.0	11.1	63.3	25.6	2.9	15.5	62.1	19.4
State	1.8	25.0	46.6	26.6	0.9	14.5	58.3	26.3	3.5	20.3	59.1	17.1

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	29.0	38.7	32.3	0.0	6.5	61.3	32.3	3.3	23.3	53.3	20.0
	District	1.0	20.6	51.5	26.8	0.0	12.2	61.2	26.5	4.1	16.5	58.8	20.6
	State	2.4	27.9	45.6	24.0	1.0	15.0	56.3	27.7	3.9	20.0	57.1	19.0
Female	School	0.0	15.8	52.6	31.6	0.0	12.5	67.5	20.0	2.5	17.5	62.5	17.5
	District	0.0	15.1	53.8	31.1	0.0	10.1	65.1	24.8	1.8	14.7	65.1	18.3
	State	1.2	21.9	47.7	29.3	0.7	14.0	60.4	24.9	3.1	20.6	61.2	15.1

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	7.1	50.0	42.9	0.0	3.6	64.3	32.1	0.0	7.1	64.3	28.6
	District	0.0	6.9	50.6	42.5	0.0	4.6	58.6	36.8	0.0	6.9	60.9	32.2
	State	0.8	15.4	47.2	36.6	0.3	7.2	56.0	36.5	0.9	9.7	63.8	25.5
Black	School	5.9	35.3	52.9	5.9	0.0	29.4	70.6	0.0	5.9	35.3	58.8	0.0
	District	3.5	40.4	45.2	10.9	2.4	28.6	60.3	8.7	8.4	38.7	49.2	3.7
	State												
Hispanic	School	0.0	14.3	57.1	28.6	0.0	3.6	85.7	10.7	0.0	21.4	64.3	14.3
	District	3.0	37.7	46.9	12.5	1.1	22.1	64.2	12.6	6.0	32.3	55.8	5.9
	State												
Asian/Pacific Islander	School	0.0	34.8	34.8	30.4	0.0	24.0	48.0	28.0	4.2	29.2	54.2	12.5
	District	0.0	27.3	54.5	18.2	0.0	17.1	58.6	24.3	7.2	18.8	62.3	11.6
	State	0.5	11.9	43.5	44.1	0.4	4.5	44.9	50.2	1.6	10.3	59.3	28.8
Native American	School												
	District												
	State	2.6	23.8	49.4	24.2	0.9	14.8	62.4	21.8	3.0	19.2	62.4	15.4
Multiracial/Ethnic	School												
	District												
	State	1.8	22.5	47.7	28.0	0.7	12.8	61.5	25.1	2.2	17.9	62.4	17.5

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	50.0	25.0	25.0	0.0	25.0	66.7	8.3	0.0	27.3	54.5	18.2
	District	3.6	46.4	28.6	21.4	0.0	39.3	50.0	10.7	3.7	29.6	48.1	18.5
	State	7.7	51.1	31.6	9.6	3.7	32.5	52.0	11.8	8.5	32.5	50.6	8.3
Non-IEP	School	0.0	15.8	50.9	33.3	0.0	6.8	64.4	28.8	3.4	18.6	59.3	18.6
	District	0.0	13.1	56.6	30.3	0.0	6.7	65.4	27.9	2.8	13.4	64.2	19.6
	State	0.9	20.8	49.0	29.3	0.4	11.7	59.3	28.6	2.7	18.4	60.4	18.4

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	24.0	64.0	12.0	0.0	12.0	84.0	4.0	4.0	28.0	68.0	0.0
	District	0.0	29.9	55.2	14.9	0.0	19.1	73.5	7.4	4.4	26.5	64.7	4.4
	State	3.2	38.1	46.6	12.1	1.6	23.8	62.8	11.8	6.4	33.0	54.6	6.0
Not Eligible	School	0.0	20.5	36.4	43.2	0.0	8.7	54.3	37.0	2.2	15.6	53.3	28.9
	District	0.7	11.8	51.5	36.0	0.0	7.2	58.3	34.5	2.2	10.1	60.9	26.8
	State	0.7	14.2	46.7	38.5	0.3	6.8	54.6	38.3	1.1	9.9	62.8	26.2

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	28.6	49.2	22.2	0.0	18.8	64.1	17.2
District	0.6	20.6	46.3	32.6	0.0	15.2	68.0	16.9
State	0.5	25.9	46.3	27.3	0.5	18.1	64.2	17.1

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	36.0	52.0	12.0	0.0	15.4	69.2	15.4
	District	1.1	21.6	44.3	33.0	0.0	13.3	71.1	15.6
	State	0.7	29.2	45.7	24.4	0.7	19.0	62.4	17.9
Female	School	0.0	23.7	47.4	28.9	0.0	21.1	60.5	18.4
	District	0.0	19.5	48.3	32.2	0.0	17.0	64.8	18.2
	State	0.3	22.5	46.9	30.2	0.4	17.2	66.1	16.3

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	22.2	48.1	29.6	0.0	11.1	70.4	18.5
	District	1.4	11.1	45.8	41.7	0.0	11.0	68.5	20.5
	State	0.2	15.1	47.5	37.3	0.2	10.0	66.5	23.3
Black	School	0.0	60.0	40.0	0.0	0.0	50.0	50.0	0.0
	District	0.0	46.4	42.9	10.7	0.0	42.9	53.6	3.6
	State	1.0	43.2	43.9	11.9	1.4	35.5	57.8	5.3
Hispanic	School								
	District	0.0	30.8	46.2	23.1	0.0	15.4	76.9	7.7
	State	0.8	41.1	45.9	12.3	0.7	25.3	66.4	7.6
Asian/Pacific Islander	School	0.0	19.0	52.4	28.6	0.0	13.6	59.1	27.3
	District	0.0	18.0	47.5	34.4	0.0	7.9	71.4	20.6
	State	0.2	12.2	43.7	43.9	0.2	5.4	53.8	40.7
Native American	School								
	District								
	State	0.0	26.9	47.4	25.6	0.0	19.1	68.1	12.8
Multiracial/Ethnic	School								
	District								
	State	0.7	23.1	47.6	28.5	0.5	17.7	64.8	17.0

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	72.7	27.3	0.0	0.0	63.6	36.4	0.0
	District	3.0	57.6	24.2	15.2	0.0	45.5	48.5	6.1
	State	2.8	58.7	30.5	8.0	2.6	42.8	49.3	5.2
Non-IEP	School	0.0	19.2	53.8	26.9	0.0	9.4	69.8	20.8
	District	0.0	12.0	51.4	36.6	0.0	8.3	72.4	19.3
	State	0.1	20.8	48.8	30.3	0.2	14.2	66.6	19.0

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	35.0	50.0	15.0	0.0	23.8	66.7	9.5
District	0.0	29.6	51.9	18.5	0.0	23.2	69.6	7.1
State	0.9	41.1	45.6	12.4	1.0	29.0	63.1	6.9
Not Eligible								
School	0.0	25.6	48.8	25.6	0.0	16.3	62.8	20.9
District	0.8	16.5	43.8	38.8	0.0	11.5	67.2	21.3
State	0.2	13.9	46.8	39.1	0.2	9.3	65.1	25.4

2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	78.9		Yes	88.3		Yes	95.3	Yes		
White	100.0	Yes	100.0	Yes	85.5		Yes	92.1		Yes				
Black														
Hispanic														
Asian/Pacific Islander	100.0	Yes	100.0	Yes	80.0		Yes	88.3		Yes				
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	70.6		Yes	82.4		Yes				

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% or above are not printed.

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

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

During the 2007-2008 school year, the School District 68 Board of Education continued implementation of the Strategic Plan Goal Areas which included the following initiatives identified as district priorities for planned improvement in the schools and the district. The primary focus for the 2007-2008 school year was the analysis of both formative and summative student assessment data and its application to instruction.

Strategic Plan Goal Area 1: Curriculum Implementation Priorities

The District 68 curriculum will continue to reflect high academic standards in all subject areas and the curriculum will be implemented to optimize student achievement for students at all levels.

1. *Apply data analysis strategies with formal and informal student assessments to make informed decisions regarding daily instruction*
 - K-5 Data Teams were formed this past year in each of our elementary schools, mirroring the work of the Mind the Gap Team at OOJH. Data Team members have worked with groups of teachers to target and monitor the progress of students who were identified for assistance in each building based upon their respective MAP and ISAT scores.
 - During the 2008-2009 school year, the use of AIMSWEB data and *Just 5 Clicks* reporting capabilities will promote more efficient targeting and monitoring of student achievement. Extended teacher work time on Monday, Wednesday, and Thursday afternoons will be utilized for grade level lesson study, whereby job-alike teachers will examine and refine lessons based upon specific student responses to instruction.
2. *Develop a K-8 Response to Intervention (RtI) plan for the early identification of at-risk students and pilot intervention strategies*
 - Teams of teachers from each building have been trained by NTDSE staff in the three-tiered intervention model required by RtI. This model is known as problem solving within the RtI mandate.
 - Problem-solving teams from each building will be established and will meet frequently to review student progress using achievement data from AIMSWEB, Reading Actively, MAP, and ISAT in 2008-09. Progress monitoring will be systematically conducted and specific intervention plans will be developed for selected students. Academic assistance will be added for fourth and fifth grade students before school (8:00-8:40 a.m.).
3. *Utilize instructional coaches to provide structured support to both new and veteran K-8 teachers in the application of data to instructional strategies across the curriculum*
 - Two instructional coaches at the K-5 level have modeled lessons for new teachers with an emphasis on reading and writing instruction. The coaches worked with special services personnel to develop Tier I, II, and III interventions under RtI.
4. *Continue development of the literacy curriculum in grades 6-8, including special education*
 - Reading consultant, Cathee Elsbree, completed the formal training with OOJH teachers. Alignment of the curriculum with state standards will continue in 2008-09. Lesson study sessions with grade level, job-alike colleagues will begin and include the entire faculty at OOJH.

5. *Revise the PE/Encore program at OOJH*

- Health education at OOJH will expand to include sixth grade and will merge with physical education beginning with the 2008-2009 school year. Students will participate in physical education for five weeks and health education for one week on a rotating basis throughout the school year. Curriculum for the redesigned health program has been developed.
- OOJH will move from a nine-week, quarterly reporting calendar to a twelve-week, trimester calendar, resulting in an expansion of time for courses in the Encore program in 2008-09. Drama has been added as a new fine arts strand in grades six through eight.
- A community-based Learning Team will commence in the fall to develop recommendations for updating the K-8 General Music program.

6. *Implement full-day Kindergarten*

- The transition to full-day Kindergarten has been seamless. Examination of DIBELS data reveal that between 10 and 30 percent of students in the “at-risk” or “some risk” categories have moved to the “low-risk” in each sub-skill area. The number of students in the lowest performance band has been halved.

Strategic Plan Goal Area 2: Multiculturalism and Diversity Priority

District 68 will continue to embrace the diverse community within District 68 and increase cultural awareness.

1. *Continue professional development activities emphasizing socio-economic diversity and effective schooling practices*

- District 68 hosted TurnAround Schools, LLC, in August, 2008 to prepare for our application to the No Excuses University network. To date, seventy-four teachers and the full administrative team participated in this two-day workshop. We anticipate making application to the network in 2008-09.

2. *Implement the new ELL – Kindergarten program*

- The district-based ELL kindergarten program, housed at Stenson School, was positively received by parents and students. Transition activities to ease the Devonshire and Highland students back to their home schools were conducted in the spring. These activities included visits for free play with the classmates, e-mail communications, parent events at the home school, and specific K to 1st grade transition activities with their home school classmates.
- Free transportation for parents residing in the Devonshire and Highland attendance area was provided for ELL-K activities held at Stenson in the spring. We will continue to offer the parents of our ELL-K students from Devonshire and Highland free transportation to Stenson for parent events.
- The program concluded this school year with fifteen students. Two of these students entered just recently and will remain in the ELL-K program next year. Nine students will transition to building-based ELL support as first graders next year (30 minutes per day) and four will be served in a more intensive 90 minute program.

3. *Plans for a Niles Township ELL Newcomer Center*

- The ELL Parent Center opened in mid-July 2008 for a Family Literacy class sponsored by Oakton Community College. The Family Literacy class used the Parents as Educational Partners curriculum, which is specifically designed to acclimate parents to the American public school system.
- The Niles Township Intergovernmental Agreement was completed
- The Director of the Center was named.

Strategic Plan Goal Area 3: Communications Priority

District 68 will continue to demonstrate open communication between all interest groups.

- 1.-2. *Refine the District 68 Performance Scorecard to more efficiently document longitudinal district performance data; establish a data management warehouse system to provide secure access to student achievement data within the district and efficient reporting capabilities*
 - During the 2006-2007 school year, the Board of Education initiated the development of a performance scorecard as a district performance monitoring tool which provides district stakeholders with a snapshot of strategic initiatives, related Board goals, and specific indicators of district achievement. Data has been maintained on the scorecard and reported longitudinally. Baseline data was completed for the 2006-2007 school year, and 2007-2008 data has now been added. Refinements to the scorecard format have been made in order to more effectively present longitudinal data in graphic form.
 - *Just 5 Clicks* was selected this past school year as the data warehouse system to support the efficient monitoring of performance scorecard data. A core group of teachers were trained in using the system this past spring. Data synthesized by *Just 5 Clicks* has been incorporated into the revised scorecard.
3. *Continue to utilize the broadcast e-news service to engage community members with Board of Education discussions/actions and school activities*
 - In addition to monthly messages from each school and the Board of Education, other pertinent information has been sent out at various times this past school year. We sent a total of sixty-seven e-messages between August and June.

Ongoing curricular alignment, frequent assessment analysis and instructional modification, more focused attention to our district's diversity, and enhanced opportunities for communication among all district constituencies will be prioritized for the next several years as we meet the needs of all students in District 68.
