

Devonshire Elem 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.

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	43.5	10.9	10.9	28.0	0.0	0.6	6.1	48.0	18.2	18.5		0.0	7.9	95.8	329
District	36.5	11.7	15.7	31.3	0.0	0.2	4.6	46.6	14.0	17.0		0.0	6.8	96.3	1,769
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

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

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

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

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

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

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	100.0	--	--	--	--
District	100.0	14.9		11.2	196.6
State	96.0	18.8		13.6	211.3

* 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	18.7	18.0	20.3	23.0	25.0	19.0				
District	17.1	19.1	18.8	20.6	20.4	21.2				
State	20.9	21.6	21.8	22.3	22.9	23.3				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

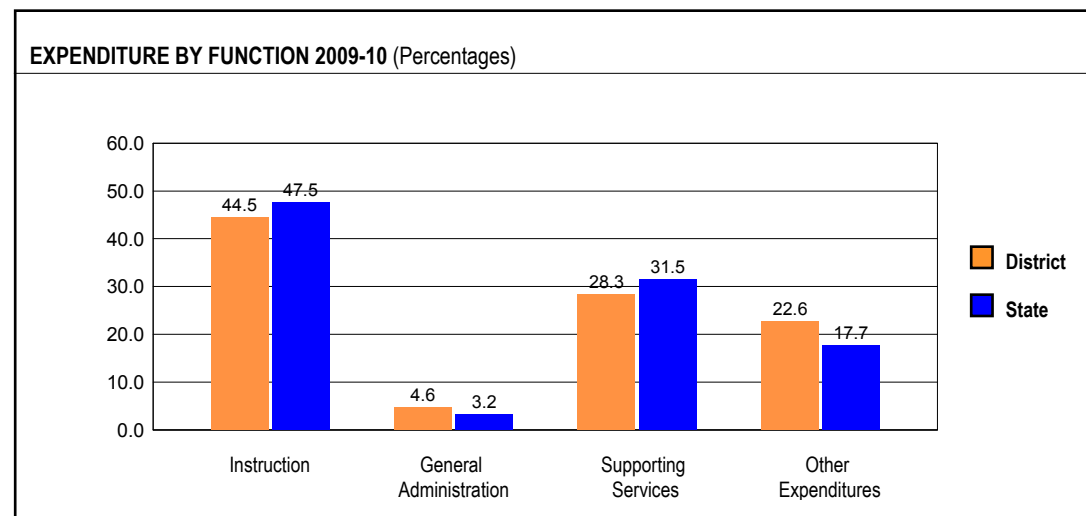
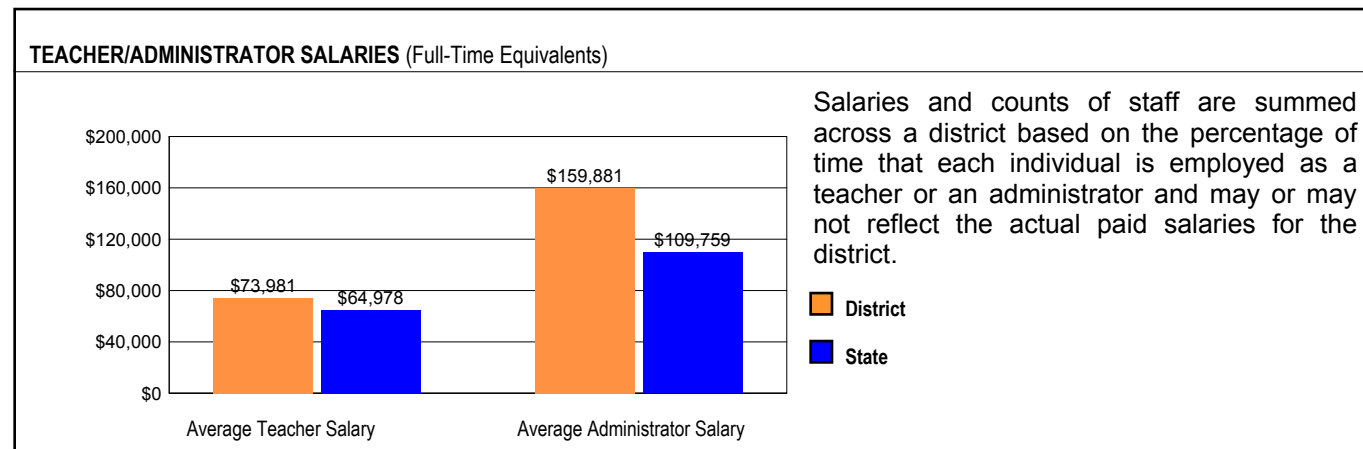
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	55			24			140			24		
District	55			24			140			24		
State	60			30			143			30		

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	91.7	0.8	2.3	3.8	0.0	0.0	1.5	0.0	13.6	86.4	133
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	11.2	23.1	76.9	0.8	0.0
State	13.2	39.5	60.4	0.6	0.8

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$26,337,944	83.4	58.9	Education	\$21,879,945	75.0	72.9
Other Local Funding	\$2,202,804	7.0	6.4	Operations & Maintenance	\$2,392,163	8.2	6.0
General State Aid	\$628,348	2.0	14.9	Transportation	\$1,084,548	3.7	3.8
Other State Funding	\$1,211,384	3.8	7.5	Debt Service	\$2,316,204	7.9	7.2
Federal Funding	\$1,210,989	3.8	12.4	Tort	\$0	0.0	1.2
TOTAL	\$31,591,469			Municipal Retirement/ Social Security	\$806,362	2.8	1.9
				Fire Prevention & Safety	\$0	0.0	0.7
				Site & Construction/ Capital Improvement	\$706,708	2.4	6.4
				TOTAL	\$29,185,930		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$818,908	1.88	\$8,269	\$14,388
State	**	**	\$6,773	\$11,537

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

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

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

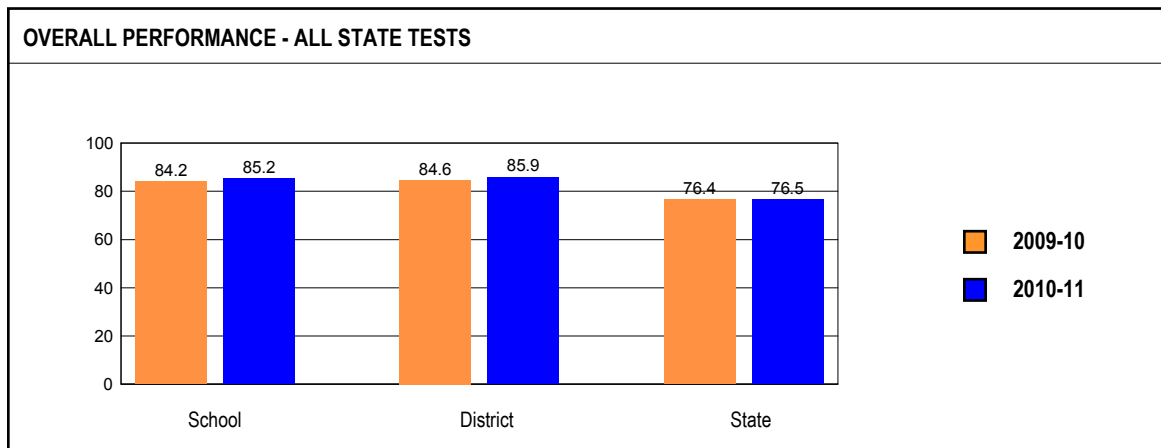
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

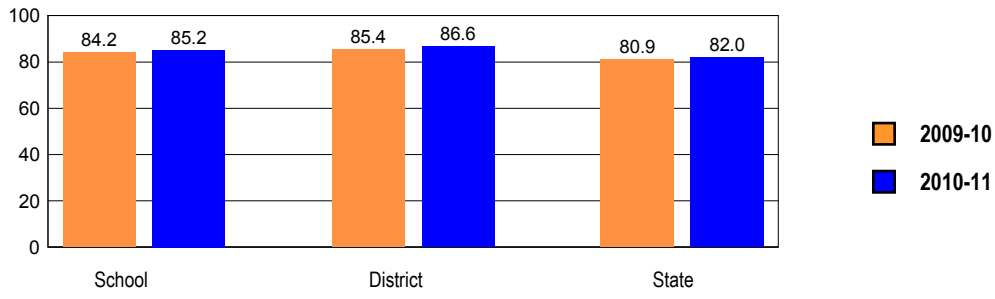
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

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

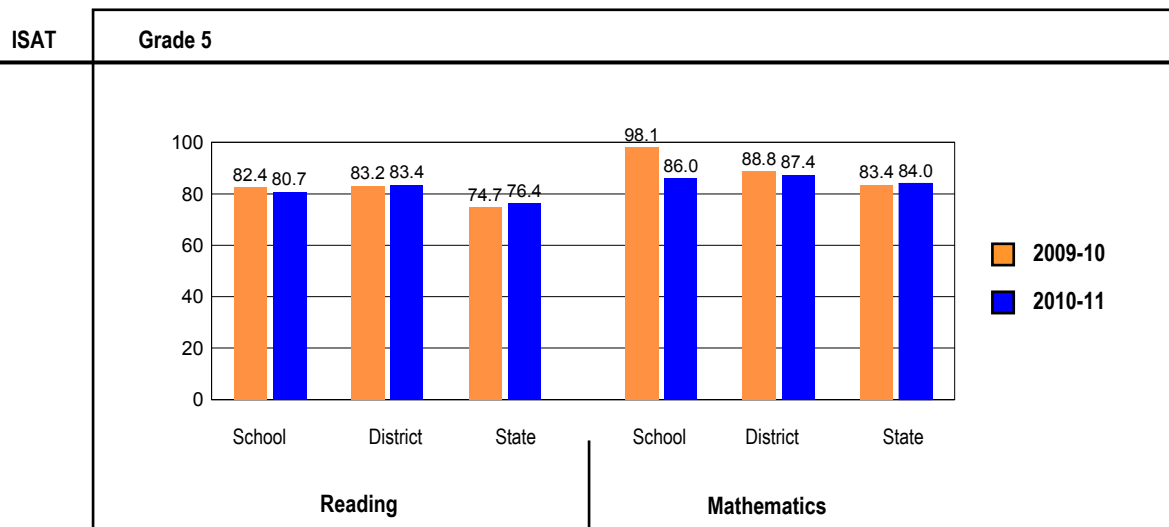
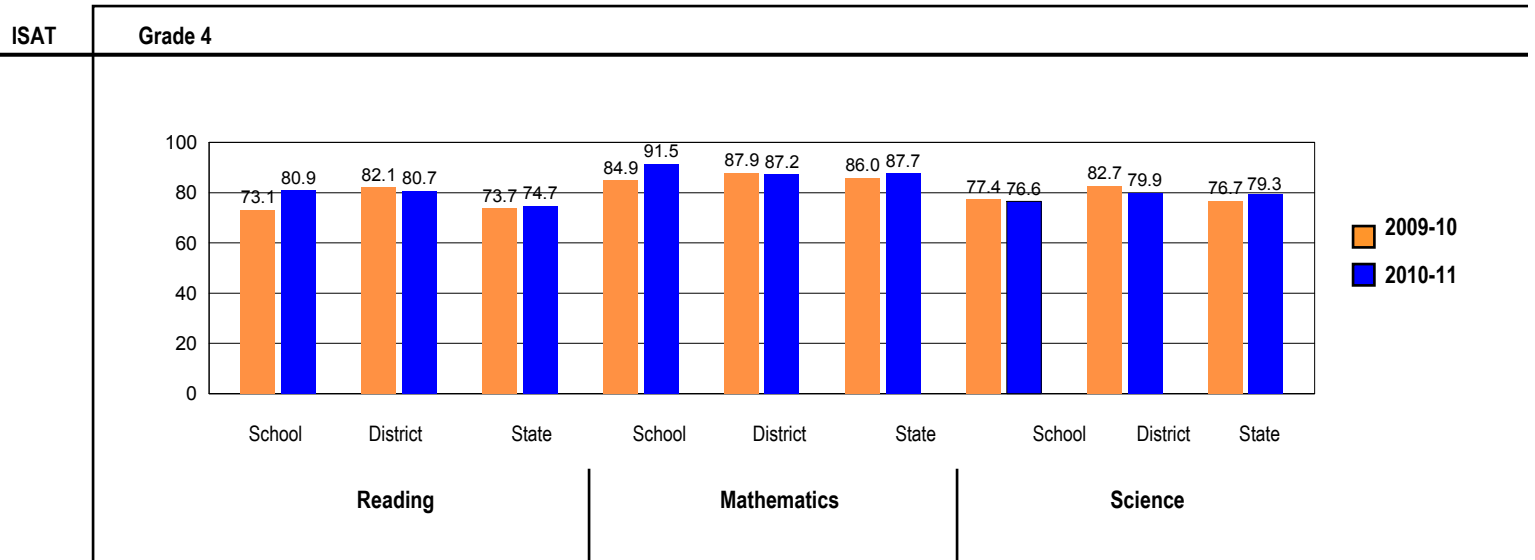
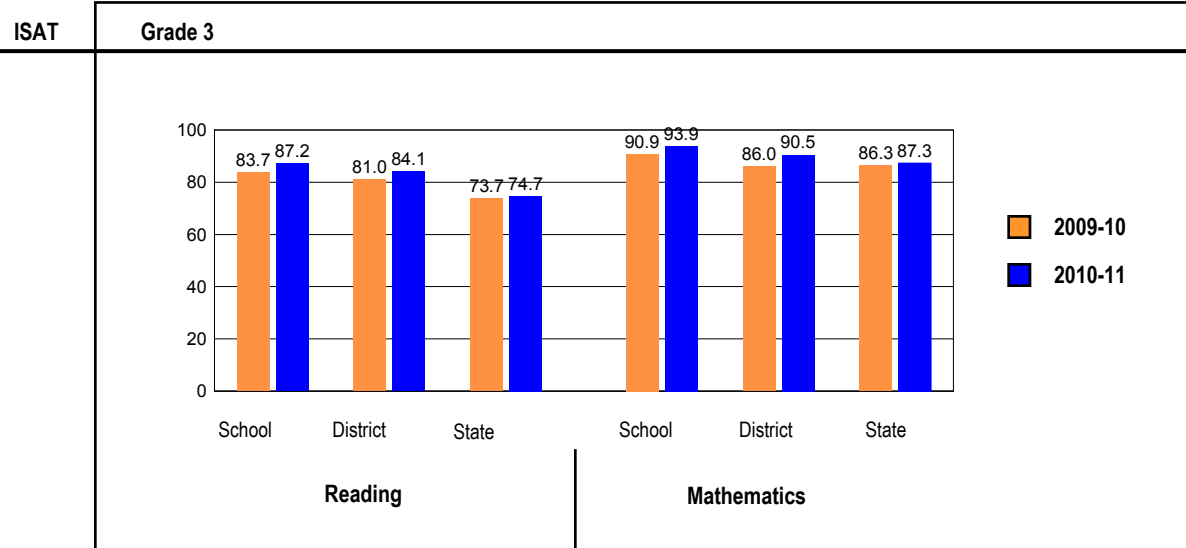


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

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



PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	151	76	75	65	23	14	39	0	0	10	16	0	27	79
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
District	*Enrollment	1,191	604	587	436	158	177	368	0	0	52	116	0	201	556
	Reading	0.1	0.2	0.0	0.2	0.0	0.0	0.0			0.0	0.9		0.0	0.2
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 2

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	153	77	76	67	23	14	39	0	0	10	18	0	27	80
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
District	*Enrollment	1,207	613	594	444	158	178	375	0	0	52	132	0	201	569
	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	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	47	24	23	18	6	5	14	0	0	4	8	0	7	31
	Science	0.0	0.0	0.0	0.0			0.0							0.0
District	*Enrollment	405	200	205	156	44	74	117	0	0	14	47	0	61	197
	Science	0.2	0.5	0.0	0.6	0.0	0.0	0.0			0.0	0.0		0.0	0.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* 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	4.3	8.5	53.2	34.0	2.0	4.1	34.7	59.2
District	3.0	12.8	53.7	30.5	3.6	5.9	36.7	53.8
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	4.2	8.3	45.8	41.7	4.0	4.0	20.0	72.0
	District	3.8	16.3	53.8	26.3	7.1	4.8	28.6	59.5
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	School	4.3	8.7	60.9	26.1	0.0	4.2	50.0	45.8
	District	2.4	9.5	53.6	34.5	0.0	7.1	44.7	48.2
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	0.0	64.7	35.3	0.0	0.0	42.1	57.9
	District	3.4	8.5	54.2	33.9	0.0	6.3	36.5	57.1
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	School								
	District	5.0	30.0	50.0	15.0	10.0	15.0	40.0	35.0
	State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic	School								
	District	9.5	14.3	57.1	19.0	4.8	4.8	47.6	42.9
	State	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	School	0.0	7.1	57.1	35.7	0.0	0.0	28.6	71.4
	District	0.0	8.8	54.4	36.8	5.2	1.7	29.3	63.8
	State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	School								
	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	School								
	District								
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	9.1	13.6	50.0	27.3	4.3	8.7	43.5	43.5
	District	5.1	24.1	54.4	16.5	6.1	9.8	47.6	36.6
	State	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible	School	0.0	4.0	56.0	40.0	0.0	0.0	26.9	73.1
	District	1.2	2.4	52.9	43.5	1.1	2.3	26.4	70.1
	State	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	19.1	51.1	29.8	0.0	8.5	70.2	21.3	4.3	19.1	55.3	21.3
District	0.6	18.6	44.7	36.0	1.8	11.0	60.4	26.8	4.9	15.2	59.1	20.7
State	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	25.0	41.7	33.3	0.0	8.3	62.5	29.2	8.3	25.0	37.5	29.2
	District	1.2	21.4	45.2	32.1	2.3	10.5	58.1	29.1	7.0	15.1	53.5	24.4
	State	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female	School	0.0	13.0	60.9	26.1	0.0	8.7	78.3	13.0	0.0	13.0	73.9	13.0
	District	0.0	15.6	44.2	40.3	1.3	11.5	62.8	24.4	2.6	15.4	65.4	16.7
	State	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

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	16.7	50.0	33.3	0.0	5.6	72.2	22.2	0.0	22.2	61.1	16.7
	District	1.6	17.2	35.9	45.3	1.5	7.7	53.8	36.9	3.1	16.9	55.4	24.6
	State	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black	School	0.0	27.3	45.5	27.3	9.1	18.2	59.1	13.6	4.5	27.3	54.5	13.6
	State	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
Hispanic	School	0.0	16.7	58.3	25.0	0.0	12.0	76.0	12.0	8.0	12.0	60.0	20.0
	District	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
	State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	School	0.0	14.3	57.1	28.6	0.0	7.1	64.3	28.6	7.1	14.3	57.1	21.4
	District	0.0	16.7	45.2	38.1	0.0	11.6	60.5	27.9	4.7	11.6	65.1	18.6
	State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian	School												
	District												
	State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races	School												
	District												
	State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

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	22.6	58.1	19.4	0.0	12.9	77.4	9.7	6.5	25.8	54.8	12.9
	District	0.0	29.4	49.4	21.2	2.3	18.4	65.5	13.8	6.9	25.3	55.2	12.6
	State	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible	School	0.0	12.5	37.5	50.0	0.0	0.0	56.3	43.8	0.0	6.3	56.3	37.5
	District	1.3	6.6	39.5	52.6	1.3	2.6	54.5	41.6	2.6	3.9	63.6	29.9
	State	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	19.3	52.6	28.1	0.0	14.0	73.7	12.3
District	0.0	16.6	52.4	31.0	0.0	12.6	66.0	21.5
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	21.4	53.6	25.0	0.0	17.9	71.4	10.7
	District	0.0	20.6	53.6	25.8	0.0	13.3	67.3	19.4
	State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female	School	0.0	17.2	51.7	31.0	0.0	10.3	75.9	13.8
	District	0.0	12.2	51.1	36.7	0.0	11.8	64.5	23.7
	State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	13.3	53.3	33.3	0.0	13.3	73.3	13.3
	District	0.0	9.9	54.9	35.2	0.0	9.6	67.1	23.3
	State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	School	0.0	36.4	45.5	18.2	0.0	27.3	72.7	0.0
	District	0.0	33.3	51.9	14.8	0.0	33.3	63.0	3.7
	State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic	School								
	District	0.0	29.4	64.7	5.9	0.0	11.8	76.5	11.8
	State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian	School	0.0	27.3	45.5	27.3	0.0	9.1	63.6	27.3
	District	0.0	14.8	50.8	34.4	0.0	9.5	63.5	27.0
	State	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian	School								
	District								
	State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races	School								
	District	0.0	9.1	27.3	63.6	0.0	0.0	63.6	36.4
	State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	63.6	36.4	0.0	0.0	54.5	45.5	0.0
	District	0.0	60.7	28.6	10.7	0.0	50.0	39.3	10.7
	State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP	School	0.0	8.7	56.5	34.8	0.0	4.3	80.4	15.2
	District	0.0	8.8	56.6	34.6	0.0	6.1	70.6	23.3
	State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	19.2	61.5	19.2	0.0	15.4	76.9	7.7
	District	0.0	24.4	59.3	16.3	0.0	20.0	71.1	8.9
	State	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible	School	0.0	19.4	45.2	35.5	0.0	12.9	71.0	16.1
	District	0.0	9.9	46.5	43.6	0.0	5.9	61.4	32.7
	State	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

2011 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	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2011-12 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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	81.3		Yes	90.3		Yes	95.8	Yes		
White	100.0	Yes	100.0	Yes	88.1		Yes	93.2		Yes				
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	75.4	74.3	Yes	84.6		Yes	95.2			

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% 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

With the completion of the 2010-2011 school year, we are pleased to provide you with a summary of achievements in meeting our annual district priorities, which are guided by the 2006 Strategic Plan and the District 68 Performance Scorecard. These annual priorities have continued to expand our focus on student achievement, with particular emphasis on the relationship between at-risk students, ongoing formative assessment, and daily instructional practice.

Strategic Initiative – Curriculum

- *Increase the aggregate ISAT percentage of students meeting and/or exceeding state learning standards in both reading and mathematics by one point, toward a minimum goal of 90%*
- *Increase the ISAT percentage of students exceeding state learning standards in both reading and math to a minimum of 40%*

We expect to receive our final ISAT results in early October, 2011 and the Board will be presented with this data at its October meeting. However, our teachers have set trimester achievement goals and developed ongoing formative assessments in either reading or mathematics throughout the past school year to measure student progress and better inform daily instructional practices. The sharing of student achievement data among K-5 grade-level teachers and 6-8 content-area department members, along with ongoing, collaborative instructional planning, supports the achievement of all students and builds instructional competency and leadership among our faculty. This collaborative work aligns with the principles of Professional Learning Communities, a highly regarded, research-based model for improving student achievement in schools with diverse student demographics.

Examples of third trimester goals and associated data gathered from MAP and AIMSweb assessments are listed below:

➤ **GRADE K**

12-Week Goal: 90% of Kindergartners will know number names and the count sequence, and recognize “how many” in sets of objects.

March baseline: 85% of Kindergartners could count to 100 by ones and tens.

May data: 90% of Kindergartners could write numbers from 0-20 and represent a number of objects with a written numeral from 0-20.

➤ **GRADE 1**

12-Week Goal: 90% of first graders will read grade-level text with appropriate rate and fluency.

March baseline: 47% of first graders could accurately read 60 words per minute.

May data: 90% of first graders could accurately read 60 words per minute.

➤ **GRADE 2**

12-Week Goal: 90% of second graders will identify the main topic of an informational, multi-paragraph text and the author's purpose (answer; explain; or describe).

March baseline: 77% of second graders could explain the difference between main ideas and paragraph details.

May data: 92% of second graders could identify the main topic by highlighting repeated, important words, summarizing first and last sentences in a multi-paragraph text, and by matching author's purpose with specific descriptors from the text.

➤ **GRADE 5**

12-Week Goal: 85% of fifth grade students will be able to identify three different text structures (description; cause/effect; compare/contrast) in multi-paragraph, informational texts.

March baseline data: 72% of fifth grade students could explain the text structure in three passages.

May data: 92% of fifth grade students could identify and explain three different text structures in multi-paragraph texts.

➤ **GRADE 8**

12-Week Goal: 90% of eighth grade students will be able to make meaning from vocabulary word analysis strategies.

March baseline data: 68% of eighth grade students could determine the meaning of an unknown word using a known root as a clue.

May data: 75% of eighth grade students could determine the meaning of words using semantic clues (textual context), syntactic clues (word position and function), and by using known Greek/Latin roots.

- ***Increase the percentage of students meeting individual fall-to-spring growth targets on MAP assessments to a minimum of 60%***

We are pleased to report that Grades 2, 4, 5, 6, and 7 increased the percentage of students meeting individual growth targets at or above 60% in both reading and math this past year, with Grades 4 and 5 increasing individual growth targets in reading above 70% and Grades 5 and 6 in mathematics above 70%.

Grades 3 and 8 did not increase individual fall-to-spring student growth targets to 60% in reading or math. Students meeting individual growth targets in reading for Grade 3 fell this past year by 10 points and fell nearly 5 points in math. This unusual anomaly will be analyzed in more depth once ISAT scores are received in the fall. In Grade 8, students missed the 60% individual growth target by 2 points, but show an increase of 4 points from last year's performance.

- ***Continue to refine the role of the K-5 grade level team and 6-8 content-area departments in using ongoing formative assessment data to set student achievement goals as the Tier I component of Response to Intervention (RtI)***

As noted above, the tenets of Professional Learning Communities were applied by K-8 faculty this past year. Teachers set student achievement goals for each trimester based on MAP, AIMSweb, and/or ISAT data. Collaborative lesson-planning and the development of formative assessments representing key skills and content needed to reach student achievement goals were points of focus for teacher teams. Teachers analyzed student progress by both individual achievement data and class/grade-level data on each formative assessment, and students in the junior high charted their own progress. Teachers modified their instructional strategies based on formative assessment data so that a greater percentage of students would reach the trimester goal.

- ***Expand the incorporation of technology applications in teaching and learning to include Web 2.0 resources***

The second half of the school year has been particularly productive in the area of technology as roles within the Technology Department have been better defined and project management has been refined with the part-time services of our Revere Group consultant acting as our interim Information Technology Director. We now review a weekly job status chart which pinpoints our progress on various technology initiatives and who is responsible for remaining tasks. We have also developed a detailed schedule of technology work to be completed during the upcoming summer. We have finalized an inventory of all hardware and software across the district and have dedicated a network server to the storage of instructional resources to support teacher collaboration. Finally, we have reduced the number of outstanding help desk tickets and have established a more efficient system for tracking technology issues and their resolution, allowing us to better apply root cause analyses of technology problems.

The improvements in infrastructure efficiencies have allowed more time to be directed to the integration of technology in the classroom. This past spring, K-5 teacher leaders utilized *Google Docs* to collaborate during the math implementation pilot. A teacher resource blog site has been developed to house demonstration videos which outline the steps to implementing Response to Intervention (RtI) programs. *Wikis* and *Moodle* have been used across the district as interactive learning and communication tools, and teachers have updated their classroom blogs on a weekly basis to strengthen communication between home and school.

In April, the Board approved the allocation of a new position for the Director of Information Technology. We received over 120 applications for the position, interviewed 30 candidates, and have presented the Board with a recommendation for employment. The addition of this technology leadership position will extend the progress we have made in technology applications this past spring.

- ***Facilitate K-8 Math Learning and Implementation Teams***

The Mathematics Learning Team completed a set of recommendations this past fall based on research, best practice, and alignment with the new Common Core Standards in Mathematics that have guided implementation efforts this past spring. Two new math programs were piloted at the K-5 level; *Math in Focus* (Singapore Math) was selected as the best match to our recommendations and the Common Core Standards and will be

implemented in the 2011-2012 school year. Professional development for K-5 mathematics instruction began in April and will continue throughout next school year. Additionally, two new mathematics intervention programs were selected for implementation next fall, one for K-5 and one for 6-8. Although implementation of a new 6-8 mathematics curriculum will be delayed until the 2012-13 school year, when curriculum materials aligned to the Common Core Standards will become available, mathematics faculty will begin to align instruction to the new standards at the start of the 2011-2012 school year. This alignment will increase the level of rigor in the current program by approximately one year.

Strategic Initiative – Multiculturalism/Diversity

- ***Expand participation of District 68 ELL parents in opportunities provided by the Niles Township ELL Parent Center***
- ***Continue to develop a faculty/staff reflective of our diverse student body***

We have hired ESL/Bilingual teachers in Spanish, Urdu, and Assyrian effective with the 2011-2012 school year. A recent survey of bilingualism within our faculty and staff revealed that 57% of our employees are fluent in at least one language other than English.

Skokie School District 68 is now listed in the nationally distributed, online and print employment resource manual for the Historically Black Colleges and Universities (HBCU). This professional register is available at over 100 colleges and/or universities offering teacher education programs to a diverse student body.

Strategic Initiative – Communication

- ***Refine the District 68 web site to ease navigation***
- ***Develop individual K-8 teacher web pages or other forms of electronic communication with stakeholders***

As indicated in the Mid-Year Report, we published new district and school web pages in January, 2011, along with teacher blogs across the district. Having 100% of our faculty now using active blogs, we are encouraging timely parent-teacher communication as well as student engagement in classroom work.

The web pages have a refreshed and improved appearance and make navigation easier through drop-down menus and bulletin board features. Some parents have opted to receive e-mail notification when new information is posted to web pages and/or teacher blogs, and this subscription feature supports our strategic goal of improved communication with stakeholders.

- ***Survey faculty/staff, parents, and students on perceptions of district performance related to involvement, engagement, safety, and communication within our school community***

In November, 2011, we sent parents, faculty/staff, and students in grades 4-8 an electronic *School Perceptions* survey to assess perceptions on topics ranging from curriculum and instruction to student achievement, physical and emotional safety, communication, and district planning. While our parent response rate was low, overall perceptions from the three stakeholder groups were generally positive.

Additionally, the township elementary districts cooperatively developed a 9th grade *School Perceptions* survey to ascertain the perceptions of our graduates on their preparedness for high school. The survey was administered electronically to all District 219 students in the freshman class in February, 2011.

An aggregated and triangulated analysis from *School Perceptions* was used to record the initial performance indicators on our Performance Scorecard. The freshman survey will be administered annually, while the parent, faculty/staff, and student surveys will be distributed again during the 2012-2013 school year as part of the district's long-range strategic planning process.

Conclusion

The 2010-2011 school year has again been very active and productive, as many large-scale projects were initiated. Our Performance Scorecard has established the student achievement benchmarks and stakeholder perceptions that define our success. Our grade-level work on student achievement, data collection, and data analysis under the Professional Learning Communities model focused our efforts toward a results orientation from our Tier I interventions, and we are pleased that student achievement growth has been evidenced by our spring, 2011 summative assessments. Our ELL/Bilingual Learning Team supported our efforts at further engaging our diverse school community in the core work of the district and will result in more effective educational programs for our English language learners. A bilingual parent advisory council will be initiated during the 2011-2012 school year as an outgrowth of our anticipated bilingual instructional programs. The revision of our district and school web pages, along with teacher blogs, has made electronic communication among district stakeholders more timely and efficient.

Together, these projects have integrated our overall focus on improving student achievement, communication, and engagement across the district, and position us well for the next long-range strategic planning initiative in 2012-2013. By all measures, the 2010-2011 school year has been a success.