

**PLEASANT HILL ELEM SCHOOL
COMMUNITY UNIT SCHOOL DIST 200
WINFIELD, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES: K 1 2 3 4 5

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	86.7	5.5	4.1	3.6	0.0	6.3	0.3		0.0	4.0	96.6	685
District	83.6	5.1	6.5	4.8	0.1	8.4	1.5		0.4	10.0	95.5	14,301
State	59.3	20.8	16.2	3.5	0.2	37.5	6.7		2.0	16.5	94.0	2,029,821

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	99.0
District	92.9
State	95.0

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

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
School	20.8	21.4	25.4			
District	20.1	20.2	21.6			
State	20.5	21.1	22.1			

STAFF-TO-STUDENT RATIOS

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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18.0	20.2	13.7	285.4
19.1	18.3	14.0	222.6

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

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	53			27			145			28		
District	53			27			145			28		
State	56			30			147			31		

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.4	0.9	1.0	0.6	0.0	23.2	76.8	898
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

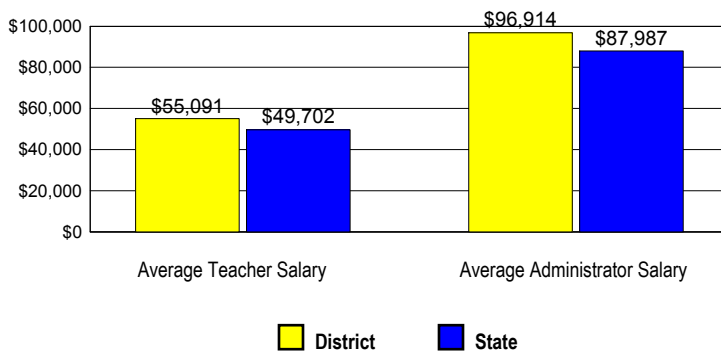
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	13.3	41.3	58.6	0.5	0.0
State	14.2	53.9	46.0	2.4	2.3

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

* Data based on preliminary NCLB definitions.

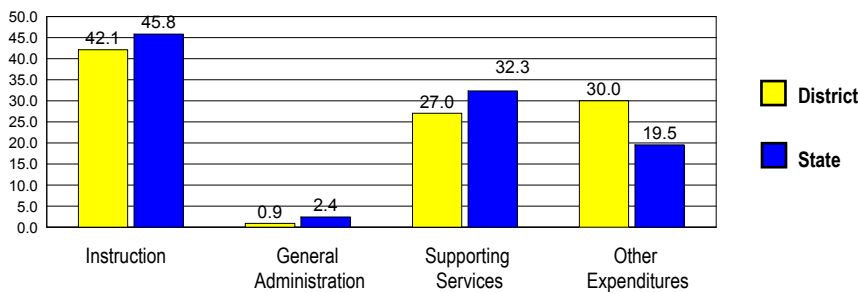
SCHOOL DISTRICT FINANCES

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 2000-01 (Percentages)



REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$86,052,645	70.3	54.4
Other Local Funding	\$6,997,040	5.7	7.5
General State Aid	\$10,409,892	8.5	17.9
Other State Funding	\$15,084,288	12.3	12.7
Federal Funding	\$3,833,490	3.1	7.4
TOTAL	\$122,377,355		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$86,384,397	60.4	70.0
Operations & Maintenance	\$11,323,945	7.9	9.2
Transportation	\$5,515,250	3.9	3.4
Bond and Interest	\$6,734,615	4.7	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$2,381,361	1.7	1.6
Fire Prevention & Safety	\$0	0.0	1.0
Site & Construction/ Capital Improvement	\$30,698,376	21.5	9.3
TOTAL	\$143,037,944		

OTHER FINANCIAL INDICATORS

	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$134,012	4.74	\$4,616	\$7,782
State	**	**	\$4,667	\$7,926

** 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.

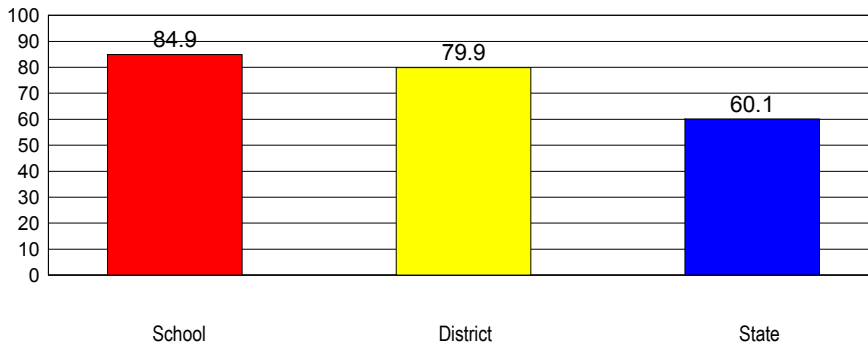
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

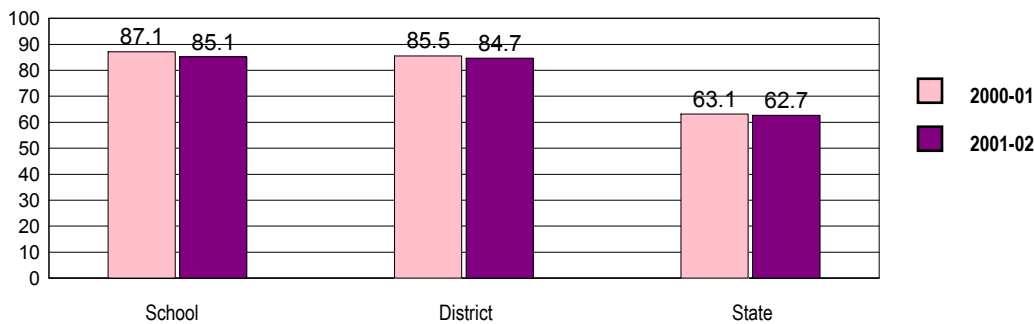
OVERALL STUDENT PERFORMANCE

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. These performance measures include only those test scores for the grades and subjects included in your school.

2001-02 OVERALL PERFORMANCE - ALL STATE TESTS



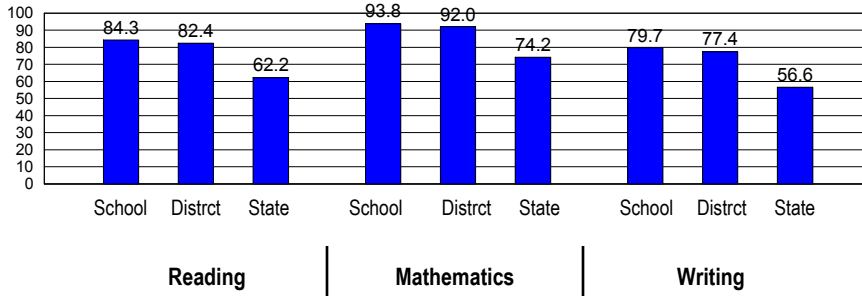
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



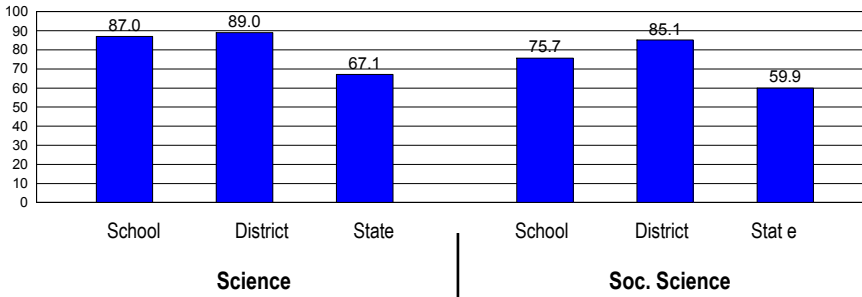
ISAT PERFORMANCE

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.

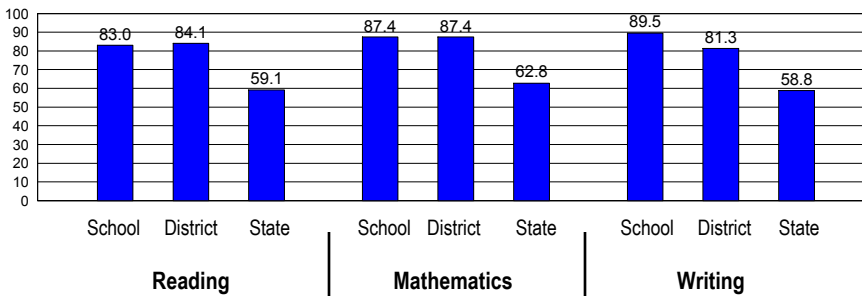
Grade 3



Grade 4



Grade 5



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public. Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the

Students with disabilities have an IEP or Section 504 Plan. 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. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS

		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
School	*Enrollment	259	139	120	231	6	9	13				25	9
	Reading	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
District	*Enrollment	4,430	2,311	2,119	3,748	214	261	203				503	406
	Reading	2.2	2.5	1.9	2.2	8.9	8.4	0.0				5.9	18.5
	Mathematics	1.7	1.8	1.6	1.7	8.9	7.7	0.0				5.2	19.0
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444				74,640	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8				0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7				0.6	16.3

* Enrollment on the first day of state testing.

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

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.0	15.6	52.3	32.0	0.8	5.4	39.5	54.3	1.6	18.8	72.7	7.0
	District	1.5	16.0	44.8	37.6	1.0	7.0	37.9	54.1	4.0	18.6	70.6	6.8
	State	6.8	31.0	43.6	18.6	7.2	18.6	43.9	30.3	9.0	34.3	53.6	3.0

Gender		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	12.9	57.1	30.0	1.4	5.6	28.2	64.8	2.9	20.0	70.0	7.1
	District	1.5	20.0	45.5	33.0	1.5	6.7	34.5	57.3	5.8	19.8	69.0	5.4
	State	8.2	32.8	42.5	16.5	7.9	18.0	42.4	31.7	11.9	37.1	49.0	2.1
Female	School	0.0	19.0	46.6	34.5	0.0	5.2	53.4	41.4	0.0	17.2	75.9	6.9
	District	1.5	11.7	44.1	42.7	0.4	7.3	41.6	50.6	2.1	17.3	72.3	8.2
	State	5.2	29.2	44.8	20.9	6.4	19.2	45.5	28.9	6.0	31.5	58.5	4.0

Racial/Ethnic Background		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	12.4	53.1	34.5	0.0	4.4	39.5	56.1	1.8	15.0	76.1	7.1
	District	0.8	13.2	44.3	41.7	0.5	4.9	37.0	57.6	3.1	16.6	72.7	7.6
	State	2.6	21.3	50.2	26.0	2.1	10.4	45.9	41.6	5.2	28.3	62.6	3.9
Black	School	0.0	80.0	20.0	0.0	20.0	20.0	60.0	0.0	0.0	60.0	40.0	0.0
	District	7.5	49.1	34.0	9.4	7.5	26.4	52.8	13.2	11.5	32.7	55.8	0.0
	State	16.1	49.9	29.3	4.8	19.2	35.4	37.7	7.7	18.1	47.1	33.9	0.9
Hispanic	School	0.0	33.3	66.7	0.0	0.0	16.7	33.3	50.0	0.0	66.7	33.3	0.0
	District	6.3	31.3	51.6	10.9	3.1	20.3	37.5	39.1	10.9	29.7	56.3	3.1
	State	9.0	42.9	39.9	8.2	7.6	26.2	49.5	16.7	10.2	40.9	47.2	1.8
Asian/ Pacific Islander	School												
	District	0.0	6.1	66.7	27.3	0.0	3.0	39.4	57.6	0.0	27.3	69.7	3.0
	State	1.2	17.1	49.9	31.8	1.0	6.3	38.0	54.7	2.5	22.0	68.9	6.6
Native American	School												
	District												
	State	3.3	31.0	47.3	18.4	3.0	19.8	48.9	28.2	6.9	36.1	54.5	2.4

Students with Disabilities		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	64.3	28.6	7.1	6.7	26.7	53.3	13.3	7.1	42.9	42.9	7.1
	District	9.5	51.8	27.7	10.9	5.8	25.2	45.3	23.7	18.4	31.6	48.5	1.5
	State	21.2	47.7	25.5	5.5	18.9	29.3	39.1	12.6	26.3	40.9	32.0	0.9
Section 504	School												
	District	0.0	22.2	55.6	22.2	0.0	0.0	77.8	22.2	0.0	44.4	55.6	0.0
	State	7.5	37.3	43.6	11.6	8.1	22.2	45.3	24.4	11.2	42.0	45.0	1.8
Non- disabled	School	0.0	9.7	54.9	35.4	0.0	2.7	37.2	60.2	0.9	15.0	77.0	7.1
	District	0.2	10.2	47.5	42.1	0.2	4.1	36.3	59.4	1.8	16.3	74.3	7.7
	State	4.6	28.6	46.2	20.6	5.5	17.0	44.6	32.9	6.6	33.4	56.8	3.3

Economically Disadvantaged		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	62.5	37.5	0.0	12.5	12.5	75.0	0.0	0.0	75.0	25.0	0.0
	District	4.9	45.1	37.8	12.2	3.7	25.6	50.0	20.7	13.8	30.0	53.8	2.5
	State	13.2	46.5	34.2	6.1	14.6	31.1	42.7	11.7	15.7	45.4	37.8	1.0
Not Eligible	School	0.0	12.5	53.3	34.2	0.0	5.0	37.2	57.9	1.7	15.0	75.8	7.5
	District	1.2	13.4	45.5	39.9	0.8	5.3	36.8	57.1	3.2	17.7	72.0	7.1
	State	3.2	22.4	48.9	25.6	3.1	11.6	44.6	40.7	5.3	28.2	62.3	4.1

GRADE 4

All		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
	School	1.6	11.4	67.5	19.5	0.8	23.6	72.4	3.3
	District	1.1	9.8	57.1	31.9	1.9	13.0	67.0	18.1
	State	7.6	25.2	53.3	13.8	9.6	30.5	53.7	6.2

Gender		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
Male	School		1.5	14.9	65.7	17.9	0.0	28.4	68.7	3.0
	District		1.3	9.3	51.9	37.6	2.3	12.5	65.1	20.0
	State		7.9	23.5	52.2	16.3	10.4	29.1	53.4	7.1
Female	School		1.8	7.1	69.6	21.4	1.8	17.9	76.8	3.6
	District		1.0	10.5	63.0	25.5	1.4	13.6	69.2	15.8
	State		7.2	27.0	54.6	11.2	8.8	32.0	54.0	5.2

Racial/Ethnic Background		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
White	School		1.9	9.4	66.0	22.6	0.9	21.7	73.6	3.8
	District		0.6	6.5	57.9	35.0	1.1	10.1	69.2	19.6
	State		2.5	15.1	61.9	20.5	3.3	20.8	66.8	9.1
Black	School		0.0	42.9	57.1	0.0	0.0	71.4	28.6	0.0
	District		7.5	35.8	54.7	1.9	5.7	41.5	49.1	3.8
	State		18.4	44.0	35.4	2.2	22.9	47.7	28.5	1.0
Hispanic	School		0.0	16.7	83.3	0.0	0.0	16.7	83.3	0.0
	District		4.3	24.3	55.7	15.7	8.6	24.3	58.6	8.6
	State		12.7	39.0	44.7	3.6	16.0	45.8	36.8	1.3
Asian/ Pacific Islander	School		0.0	18.6	48.8	32.6	2.3	18.6	55.8	23.3
	District		0.0	18.6	48.8	32.6	2.3	18.6	55.8	23.3
	State		1.8	14.6	61.6	22.1	2.6	18.3	66.2	12.9
Native American	School									
	District									
	State		3.4	19.9	62.3	14.4	7.1	24.1	61.9	6.9

Students with Disabilities		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
IEP	School		11.8	35.3	52.9	0.0	5.9	58.8	35.3	0.0
	District		3.0	23.2	53.6	20.2	5.4	31.0	53.6	10.1
	State		17.0	36.6	41.0	5.4	24.1	40.7	33.4	1.8
Section 504	School									
	District		12.5	0.0	50.0	37.5	0.0	12.5	62.5	25.0
	State		8.3	31.9	50.2	9.6	9.6	40.5	45.0	4.8
Non- disabled	School		0.0	7.5	69.8	22.6	0.0	17.9	78.3	3.8
	District		0.7	7.4	57.8	34.1	1.3	9.5	69.7	19.5
	State		6.1	23.4	55.3	15.2	7.3	28.9	56.9	6.9

Economically Disadvantaged		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School		0.0	33.3	55.6	11.1	0.0	55.6	44.4	0.0
	District		7.4	34.7	49.5	8.4	10.5	38.9	47.4	3.2
	State		14.6	40.1	41.7	3.7	18.5	45.9	34.3	1.2
Not Eligible	School		1.8	9.6	68.4	20.2	0.9	21.1	74.6	3.5
	District		0.5	7.4	57.8	34.3	1.1	10.4	69.0	19.6
	State		3.5	16.7	60.1	19.7	4.5	21.7	64.8	9.0

GRADE 5

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.0	17.0	35.6	47.4	0.7	11.9	63.0	24.4	2.3	8.3	65.4	24.1
	District	0.5	15.4	35.2	48.9	0.6	12.0	66.3	21.1	1.6	17.2	67.2	14.1
	State	1.5	39.4	36.8	22.3	5.2	32.0	54.9	7.9	5.8	35.4	53.9	4.9

Gender		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	19.2	41.1	39.7	1.4	15.1	56.2	27.4	4.2	9.7	69.4	16.7
	District	0.5	16.6	36.6	46.2	0.2	11.0	63.1	25.7	2.2	20.8	68.7	8.4
	State	1.9	41.1	36.4	20.6	6.0	31.7	53.6	8.6	8.2	40.4	48.6	2.9
Female	School	0.0	14.5	29.0	56.5	0.0	8.1	71.0	21.0	0.0	6.6	60.7	32.8
	District	0.4	14.1	33.8	51.8	0.9	13.0	69.6	16.4	0.9	13.4	65.6	20.0
	State	1.1	37.4	37.2	24.3	4.2	32.1	56.5	7.2	3.2	30.2	59.5	7.0
Racial/Ethnic Background		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	15.8	37.5	46.7	0.8	11.7	63.3	24.2	1.7	9.3	66.1	22.9
	District	0.2	12.4	34.7	52.7	0.4	9.1	67.8	22.6	1.1	15.0	68.9	15.0
	State	0.7	26.8	41.6	31.0	1.8	20.9	66.1	11.2	3.8	28.5	61.0	6.7
Black	School												
	District	3.6	38.2	47.3	10.9	1.8	47.3	49.1	1.8	7.5	32.1	60.4	0.0
	State	3.4	63.2	26.8	6.6	13.4	54.4	31.3	0.9	10.6	49.7	38.3	1.4
Hispanic	School												
	District	0.0	33.3	38.9	27.8	1.9	25.9	66.7	5.6	3.7	29.6	63.0	3.7
	State	2.1	57.4	31.9	8.6	7.1	46.6	44.2	2.1	7.4	44.6	46.0	2.0
Asian/ Pacific Islander	School	0.0	11.1	22.2	66.7	0.0	0.0	66.7	33.3	0.0	0.0	55.6	44.4
	District	2.3	27.3	27.3	43.2	0.0	11.4	59.1	29.5	2.3	27.3	45.5	25.0
	State	0.3	24.3	40.1	35.4	0.9	13.8	63.8	21.5	1.8	23.4	64.4	10.3
Native American	School												
	District												
	State	1.1	36.6	43.4	18.9	4.3	31.8	57.2	6.7	6.0	37.1	54.0	2.9
Students with Disabilities		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	59.1	27.3	13.6	4.5	40.9	50.0	4.5	4.8	33.3	57.1	4.8
	District	2.5	50.9	33.1	13.5	2.5	38.3	53.7	5.6	6.3	39.6	52.8	1.3
	State	7.3	68.4	19.2	5.1	18.5	50.2	29.7	1.6	23.2	48.1	27.8	0.9
Section 504	School												
	District	0.0	6.3	50.0	43.8	0.0	12.5	75.0	12.5	0.0	31.3	68.8	0.0
	State	1.3	47.7	35.7	15.3	6.0	41.1	48.4	4.5	7.4	43.7	45.9	3.0
Non- disabled	School	0.0	8.2	37.3	54.5	0.0	5.5	65.5	29.1	1.8	2.8	67.0	28.4
	District	0.1	9.2	35.3	55.4	0.2	7.3	68.4	24.0	0.8	13.0	69.7	16.6
	State	0.5	34.6	39.7	25.2	3.0	28.9	59.1	9.0	3.0	33.4	58.0	5.5
Economically Disadvantaged		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School												
	District	1.2	47.1	36.5	15.3	3.6	41.7	48.8	6.0	4.8	39.8	53.0	2.4
	State	2.7	59.9	30.0	7.5	9.9	49.3	39.1	1.6	9.5	48.1	41.0	1.5
Not Eligible	School	0.0	16.4	35.8	47.8	0.7	11.2	63.4	24.6	1.5	8.3	65.9	24.2
	District	0.4	12.7	35.1	51.8	0.3	9.5	67.8	22.4	1.3	15.3	68.3	15.1
	State	0.8	27.8	40.6	30.7	2.5	22.2	63.9	11.5	3.7	28.4	61.1	6.8

Dear Pleasant Hill Parents:

The 2001 – 2002 School Report Card is attached for your review. This annual report provides parents and individuals in the community with information about our school.

A Pleasant Hill team of staff members has completed our School Improvement Plan for this school year. It was developed using data from the Illinois Standards Achievement Test (ISAT) and other assessments. This school year we are adding mathematics as a focus area in our plan. Our students scored very well on the 2002 ISAT, but we are adding this area because of the No Child Left Behind Legislation. At the third grade level, 94% of our students scored in the meets/exceeds categories on the math ISAT. This is well above the State of Illinois average and also above the District 200 average. At the fifth grade level, 87% of our students scored in the meets/exceeds categories on the math ISAT. This score is also well above the State average and the same percentage as the District average. We are proud of how well our students performed on the 2002 math ISAT but are looking for continued improvement. Some areas that we will focus on this school year are Algebraic Relationships/Representations, Measurement, Probability, and Geometric Concepts.

The other areas that we have had in our School Improvement Plan in past years have been reading, writing, and social studies. Our staff will continue to focus on these areas as a part of our current School Improvement Plan. In reading, our third grade score on the ISAT in 2002 was 84% of students scoring in the meets/exceeds categories. This score is well above the State average and slightly above the District average. Our 2002 fifth grade ISAT reading score was at 83%. This score is well above the State average and slightly below the district average. Our teachers will continue to concentrate on the areas of Comprehension, Application of Strategies, Vocabulary, and Word Analysis. We will continue to analyze the test data in each of these areas to assist us in instructing the students.

In the area of writing, we had 80% of our students score in the meets/exceeds categories on the 2002 ISAT at grade three. This score is well above the State average and slightly above the District average. At the fifth grade level, our students scored at 89% on the 2002 ISAT. This score is much higher than the State average and significantly higher than the District average. Our teachers will continue to work with students in implementing the writing process of brainstorming, drafting, revising, editing, and publishing. We will continue to provide exposure and writing experiences in the areas of persuasive, expository, and narrative. Our teachers have had articulation meetings and agreed on common writing organizers for the sake of consistency. The School Improvement Team will continue to analyze each category of the writing ISAT to look for specific areas to concentrate our efforts.

In social studies, our students scored at 75% in the meets/exceeds categories at grade four on the 2002 ISAT. The score is well above the State average but below the District average. On September 27th, our teachers received a very effective inservice from Dr. Roger LaRaus. Dr. LaRaus is a professor at National-Louis University and considered an

expert in the area of social studies instruction. Dr. LaRaus received the Distinguished Service Award for 2002 from the Illinois Council for the Social Studies. We were very pleased to have someone of his stature working with our teachers. We will continue to focus instruction in the areas of Government, Economics, Geography, U.S. History, and Global Perspectives, which are the categories of the ISAT. Our School Improvement Team will continue to analyze assessment results in each category of the test to assist us in instructing our students.

The Pleasant Hill staff is committed to quality instruction. Our School Improvement Team spent a quality amount of time preparing our plan for this school year. We will continue to work hard to implement our plan throughout the school year.

Sincerely,

Mark DeMoulin
Principal