

**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 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	85.6	7.3	4.7	2.3	0.0	7.8	0.0		0.0	3.4	96.4	641
District	81.4	6.2	8.0	4.4	0.1	12.6	4.4		0.9	10.1	93.6	14,024
State	57.7	20.8	17.7	3.6	0.2	39.0	6.7		2.1	16.8	94.2	2,060,048

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	97.7
State	96.3

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
19.8	22.6	22.0			
18.3	21.2	21.5			
21.0	21.6	22.6			

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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18.4	20.0	13.5	274.2
19.4	18.8	14.1	208.7

* 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	57			30			146			31		

TEACHER INFORMATION (Full-Time Equivalents)

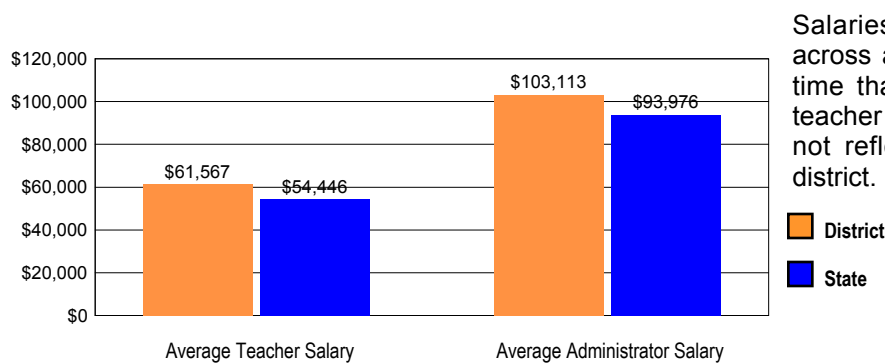
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.7	0.8	0.5	1.0	0.0	24.0	76.0	861
State	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

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	12.8	41.1	58.8	0.3	0.1
State	13.8	51.3	48.6	1.7	1.8

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

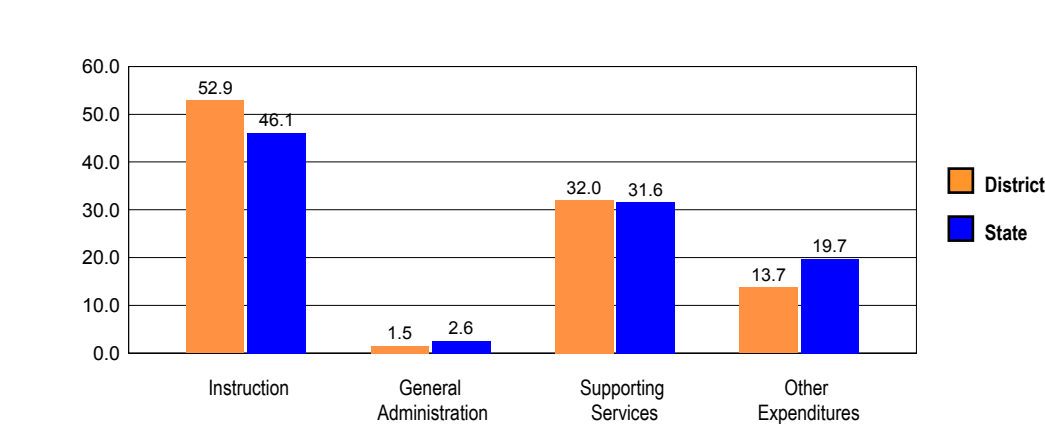
SCHOOL DISTRICT FINANCES

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 2002-03 (Percentages)



REVENUE BY SOURCE 2002-03				EXPENDITURE BY FUND 2002-03			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$91,577,352	74.5	56.6	Education	\$99,737,369	75.0	70.1
Other Local Funding	\$6,418,201	5.2	5.4	Operations & Maintenance	\$15,221,222	11.4	8.9
General State Aid	\$8,118,564	6.6	17.9	Transportation	\$6,371,058	4.8	3.5
Other State Funding	\$10,281,360	8.4	12.1	Bond and Interest	\$8,296,490	6.2	6.0
Federal Funding	\$6,547,180	5.3	8.0	Rent	\$0	0.0	0.0
TOTAL	\$122,942,657			Municipal Retirement/ Social Security	\$2,467,067	1.9	1.5
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$851,849	0.6	9.0
				TOTAL	\$132,945,055		

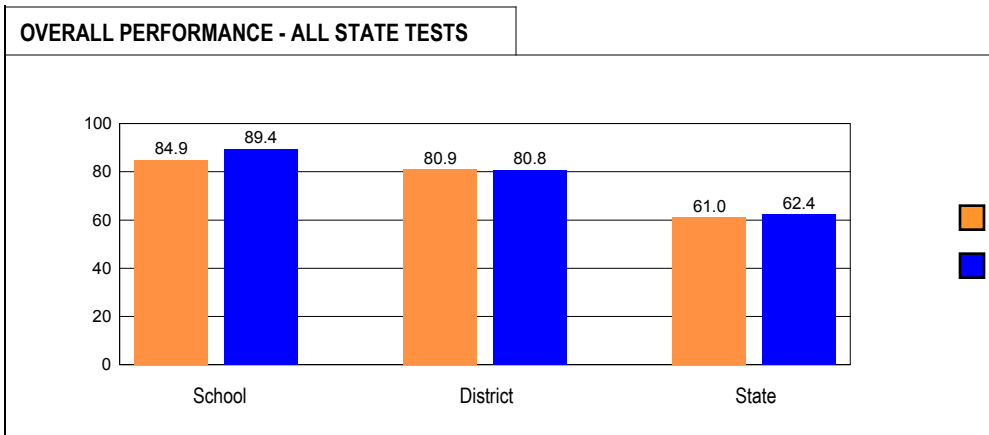
OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$148,186	4.61	\$5,375	\$8,860
State	**	**	\$5,022	\$8,482

** 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.

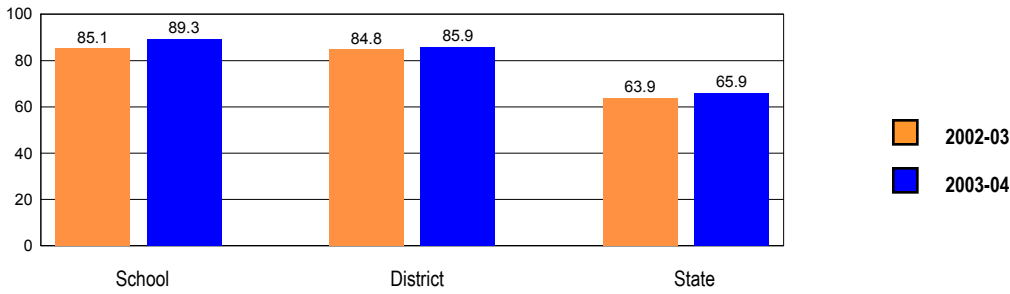
ACADEMIC PERFORMANCE

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.



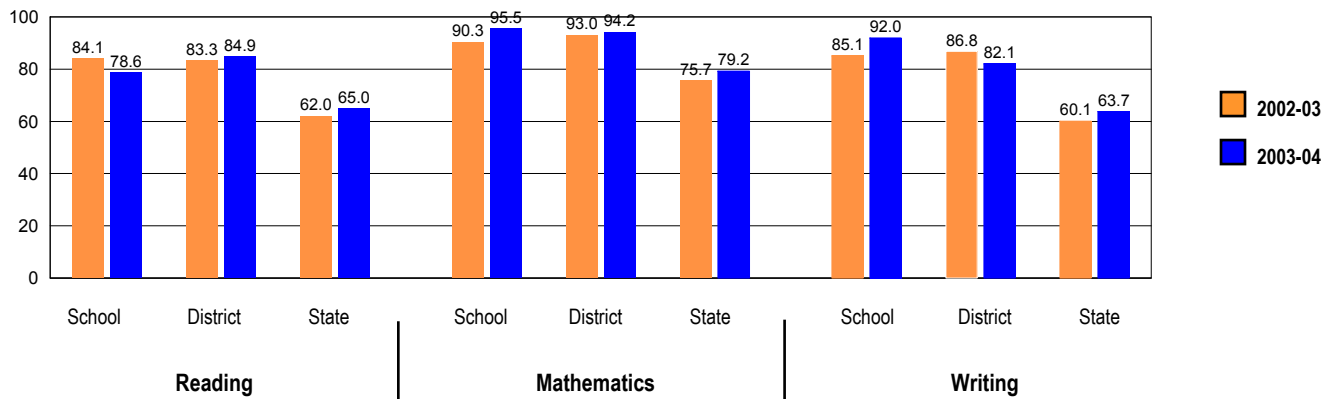
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



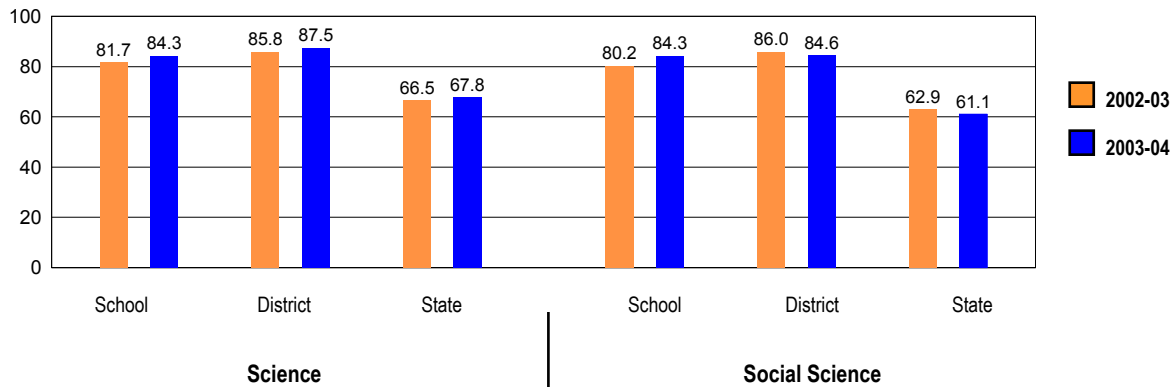
ISAT PERFORMANCE

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.

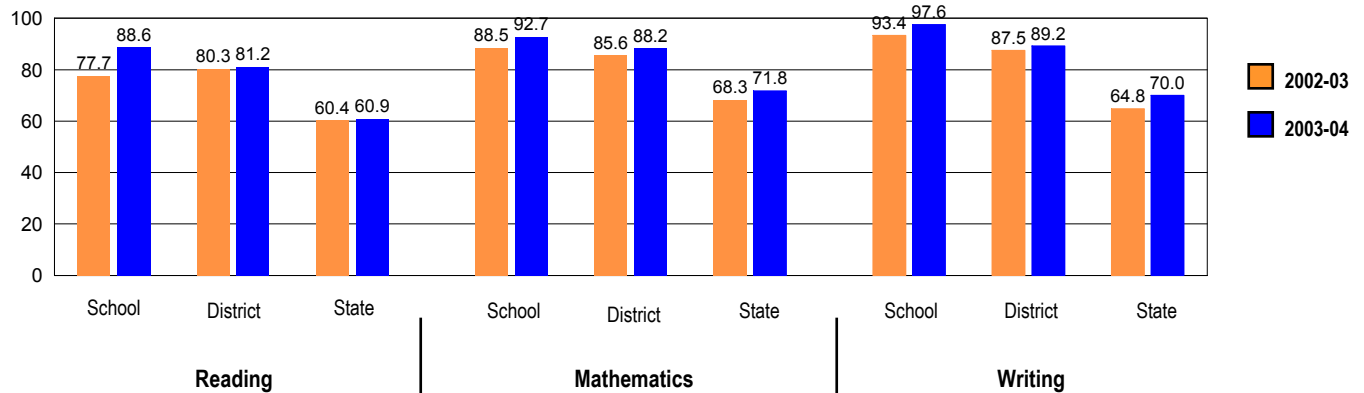
ISAT Grade 3



ISAT Grade 4



ISAT 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.

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 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.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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

		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	238	124	114	210	12	10	6	0	0	2	0	37	17
	Reading	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
District	*Enrollment	4,344	2,243	2,101	3,588	236	335	160	6	19	179	0	665	577
	Reading	0.1	0.0	0.2	0.1	0.0	0.6	0.6		0.0	1.1		0.2	0.5
	Mathematics	0.1	0.0	0.2	0.1	0.0	0.9	0.0		0.0	1.1		0.2	0.5
State	*Enrollment	618,426	315,150	303,276	362,539	126,432	103,851	22,726	1,038	1,840	43,504	259	89,425	239,387
	Reading	0.9	1.0	0.8	0.4	2.2	1.2	0.6	2.2	0.7	0.9	7.3	2.4	1.4
	Mathematics	0.9	1.1	0.9	0.4	2.3	1.3	0.6	1.9	0.8	1.3	6.9	2.5	1.5

* 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**Grade 3 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	3.6	17.9	42.0	36.6	0.0	4.5	46.4	49.1	0.9	7.1	86.6	5.4
District	2.4	12.6	44.1	40.8	1.0	4.9	37.6	56.6	1.3	16.6	75.8	6.3
State	7.0	27.9	42.4	22.7	6.8	14.0	46.1	33.0	5.2	31.1	61.0	2.8

Grade 3 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	29.1	38.2	32.7	0.0	3.6	47.3	49.1	1.8	10.9	80.0	7.3
	District	3.2	15.5	41.2	40.0	1.0	5.8	34.7	58.5	2.0	19.4	73.3	5.2
	State	8.6	29.4	41.7	20.2	7.5	13.4	44.4	34.7	7.1	35.6	55.5	1.8
Female	School	7.0	7.0	45.6	40.4	0.0	5.3	45.6	49.1	0.0	3.5	93.0	3.5
	District	1.6	9.5	47.3	41.7	0.9	3.8	40.8	54.5	0.4	13.5	78.7	7.4
	State	5.4	26.3	43.0	25.3	6.1	14.7	48.0	31.2	3.2	26.4	66.7	3.7

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	3.1	15.3	41.8	39.8	0.0	2.0	46.9	51.0	0.0	5.1	88.8	6.1
	District	1.3	9.9	43.2	45.6	0.6	2.4	35.0	61.9	0.8	13.2	78.9	7.2
	State	3.2	20.0	46.2	30.7	2.3	8.0	45.8	43.9	2.9	25.3	68.1	3.6
Black	School												
	District	14.1	37.5	39.1	9.4	4.7	28.1	51.6	15.6	6.3	44.4	49.2	0.0
	State	16.5	44.6	32.2	6.8	18.3	28.0	44.4	9.3	10.8	44.0	44.2	1.0
Hispanic	School												
	District	3.4	19.0	65.5	12.1	1.7	10.3	55.2	32.8	1.7	31.0	67.2	0.0
	State	8.0	36.2	43.8	12.0	6.5	17.5	54.5	21.6	5.7	36.3	56.5	1.5
Asian/Pacific Islander	School												
	District	3.3	13.3	40.0	43.3	0.0	6.7	36.7	56.7	3.3	13.3	73.3	10.0
	State	1.5	13.2	45.6	39.7	1.1	4.2	34.8	59.9	1.1	18.2	74.8	5.9
Native American	School												
	District												
	State	7.3	33.0	41.3	18.3	7.3	14.2	46.8	31.7	5.1	40.7	50.5	3.7
Multiracial/Ethnic	School												
	District	9.1	27.3	36.4	27.3	0.0	9.1	45.5	45.5	0.0	36.4	63.6	0.0
	State	3.8	24.7	45.9	25.6	4.0	10.4	49.5	36.1	3.7	30.6	63.7	2.0

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	15.0	30.0	40.0	15.0	0.0	20.0	50.0	30.0	5.0	25.0	65.0	5.0
	District	11.2	29.6	39.1	20.1	2.9	16.4	45.0	35.7	6.5	28.8	61.8	2.9
	State	22.3	42.1	27.2	8.4	17.3	23.0	43.5	16.2	17.3	41.7	40.0	1.0
Non-IEP	School	1.1	15.2	42.4	41.3	0.0	1.1	45.7	53.3	0.0	3.3	91.3	5.4
	District	0.5	8.9	45.2	45.3	0.5	2.3	35.9	61.2	0.1	14.0	78.9	7.0
	State	4.5	25.6	44.9	25.1	5.1	12.5	46.6	35.8	3.2	29.4	64.4	3.0

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	8.3	50.0	33.3	8.3	0.0	25.0	66.7	8.3	8.3	25.0	66.7	0.0
	District	8.6	31.4	42.9	17.1	4.7	19.8	50.0	25.5	6.7	40.0	51.4	1.9
	State	13.1	40.7	36.9	9.3	13.3	23.3	48.4	14.9	9.1	41.0	48.8	1.1
Not Eligible	School	3.0	14.0	43.0	40.0	0.0	2.0	44.0	54.0	0.0	5.0	89.0	6.0
	District	1.7	10.3	44.3	43.8	0.5	3.0	36.0	60.5	0.6	13.7	78.9	6.8
	State	2.8	18.9	46.2	32.1	2.2	7.5	44.5	45.8	2.4	24.2	69.5	3.9

Grade 4**Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	1.7	13.9	64.3	20.0	1.7	13.9	72.2	12.2
District	0.7	11.8	61.1	26.4	1.1	14.3	66.0	18.6
State	6.0	26.2	54.6	13.2	9.7	29.3	53.9	7.1

Grade 4 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	School	3.7	13.0	64.8	18.5	3.7	11.1	72.2	13.0
	District	0.8	8.8	61.0	29.4	1.4	11.7	66.9	20.1
	State	6.4	24.7	53.6	15.2	10.4	27.9	53.5	8.2
Female	School	0.0	14.8	63.9	21.3	0.0	16.4	72.1	11.5
	District	0.6	14.9	61.3	23.2	0.8	16.9	65.1	17.1
	State	5.5	27.8	55.6	11.1	8.9	30.7	54.4	6.0

Grade 4 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	School	0.0	7.5	69.9	22.6	1.1	7.5	77.4	14.0
	District	0.0	7.7	62.6	29.7	0.6	9.7	68.9	20.8
	State	2.0	15.8	62.8	19.4	3.7	20.6	65.4	10.3
Black	School	18.2	63.6	18.2	0.0	9.1	63.6	27.3	0.0
	District	7.9	50.8	38.1	3.2	3.2	57.1	38.1	1.6
	State	16.5	48.1	33.6	1.8	25.1	45.8	28.0	1.0
Hispanic	School								
	District	3.2	27.4	61.3	8.1	3.2	32.3	58.1	6.5
	State	5.5	35.5	54.3	4.7	9.9	40.3	47.4	2.5
Asian/Pacific Islander	School								
	District	0.0	10.3	69.2	20.5	2.6	12.8	64.1	20.5
	State	1.2	12.7	63.3	22.8	1.6	15.6	68.1	14.7
Native American	School								
	District								
	State	4.1	18.8	59.7	17.4	5.3	22.9	63.0	8.7
Multiracial/Ethnic	School								
	District								
	State	3.5	23.7	60.0	12.8	6.0	27.1	60.4	6.5

Grade 4 - Students with Disabilities

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	School	6.3	43.8	43.8	6.3	12.5	18.8	68.8	0.0
	District	1.9	28.8	50.0	19.4	5.6	27.5	57.5	9.4
	State	13.6	38.4	42.1	5.8	22.7	39.7	34.9	2.7
Non-IEP	School	1.0	9.1	67.7	22.2	0.0	13.1	72.7	14.1
	District	0.5	8.6	63.3	27.7	0.2	11.8	67.6	20.4
	State	4.6	24.1	56.8	14.5	7.4	27.4	57.3	7.9

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	11.4	35.8	52.8	0.0	7.3	61.3	31.5	1.6	0.8	71.0	26.6
	0.6	18.2	31.6	49.6	0.9	10.9	61.9	26.3	0.9	10.0	78.4	10.7
	1.7	37.4	35.9	25.0	2.9	25.2	59.8	12.0	4.4	25.7	65.7	4.3

Grade 5 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	9.1	45.5	45.5	0.0	7.5	56.7	35.8	3.0	1.5	68.7	26.9
	District	0.8	20.5	32.6	46.1	1.1	12.0	57.6	29.3	1.3	13.4	76.7	8.6
	State	2.3	38.9	35.4	23.4	3.7	25.5	58.0	12.8	6.2	30.8	60.5	2.4
Female	School	0.0	14.0	24.6	61.4	0.0	7.0	66.7	26.3	0.0	0.0	73.7	26.3
	District	0.4	15.7	30.5	53.4	0.6	9.8	66.5	23.2	0.4	6.3	80.3	13.0
	State	1.1	35.9	36.3	26.7	2.2	25.0	61.6	11.2	2.4	20.4	71.1	6.1

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	7.3	36.7	56.0	0.0	3.6	62.7	33.6	1.8	0.9	68.2	29.1
	District	0.4	13.9	32.0	53.7	0.6	7.4	62.6	29.4	0.8	7.8	79.6	11.8
	State	0.9	27.4	38.7	33.0	1.3	16.2	66.1	16.4	2.7	19.9	71.7	5.7
Black	School												
	District	1.9	59.3	16.7	22.2	1.8	45.5	47.3	5.5	1.9	24.1	72.2	1.9
	State	3.9	59.4	27.7	8.9	7.9	48.0	42.1	2.0	9.3	40.4	49.1	1.2
Hispanic	School												
	District	1.4	37.5	38.9	22.2	2.7	26.0	64.4	6.8	0.0	26.0	71.2	2.7
	State	1.8	48.3	36.3	13.6	2.5	30.5	61.7	5.3	4.3	30.3	63.6	1.8
Asian/Pacific Islander	School												
	District	3.8	15.4	26.9	53.8	3.8	11.5	57.7	26.9	3.8	7.7	69.2	19.2
	State	0.4	19.9	38.5	41.1	0.4	8.1	60.8	30.7	1.1	12.1	77.9	8.9
Native American	School												
	District												
	State	0.8	32.9	41.2	25.1	1.6	22.6	66.3	9.5	2.1	26.6	67.2	4.1
Multiracial/Ethnic	School												
	District												
	State	1.9	35.1	37.5	25.4	1.2	30.0	53.3	15.5	3.4	23.0	68.5	5.1

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	60.0	33.3	6.7	0.0	33.3	60.0	6.7	13.3	0.0	80.0	6.7
	District	3.7	54.3	29.3	12.8	5.4	32.3	55.1	7.2	4.8	30.1	63.9	1.2
	State	8.8	66.3	18.7	6.2	13.5	47.4	36.3	2.7	19.4	42.4	37.2	1.0
Non-IEP	School	0.0	4.6	36.1	59.3	0.0	3.7	61.5	34.9	0.0	0.9	69.7	29.4
	District	0.0	11.2	32.0	56.7	0.0	6.7	63.2	30.1	0.1	6.0	81.3	12.6
	State	0.5	32.4	38.8	28.3	1.1	21.4	63.8	13.7	1.9	22.9	70.4	4.8

2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
Is this School making AYP in Reading?	Yes
Is this School making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	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		40.0			40.0			89.0		66.0	
All	100.0	Yes	100.0	Yes	85.3		Yes	94.8		Yes	96.4	Yes		
White	100.0	Yes	100.0	Yes	88.7		Yes	97.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.

2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***

3. At least 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/03.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

Based on your school's improvement plan, your school and district are providing information on areas of success and areas for planned improvement below. The information below is taken from Pleasant Hill's School Improvement Plan. A complete copy of the plan is available for parent review in the school office.

Target Areas for Student Improvement

- The percent of 3rd grade students who will meet/exceed expectations in the content area of reading will increase by 3%
- The percent of 5th grade students who will meet/exceed expectations in the content area of reading will increase by 1% and those who exceed will increase by 2%
- The percent of 3rd and 5th grade students who will meet/exceed expectations in the content area of math will increase by 1% and those who exceed will increase by 2%
- All identified subgroups will meet a minimum level of proficiency at 50% in both reading and math

Rationale for Target Selection

- On the 2003 ISAT Reading test, 84.1% of Pleasant Hill 3rd grade students and 77.7% of the 5th grade students scored in the meets/exceeds level - In 2004, 3rd grade scores declined slightly to 78.6% and 5th grade scores increased to 88.6%
- On the 2003 ISAT Math test, 90.3% of Pleasant Hill 3rd grade students and 88.5% of the 5th grade students scored in the meets/exceeds level - In 2004, 3rd grade scores increased to 95.5% and 5th grade scores increased to 92.8%
- Continue to focus efforts to ensure that all student subgroups meet AYP

Strategies for Improvement

- Use data analysis as the basis for determining appropriate instructional interventions and strategies in the areas of reading and math
- Identify the students with reading concerns and the instructional reading level of students by assessment and analysis of data
- Identify students with math concerns by assessment and analysis of data
- Continue to articulate, apply and assess reading and math activities used in classroom lessons

Professional Development Opportunities

- Building level professional development needs for staff will be based on analysis of assessment data to best meet the needs of Pleasant Hill students
- Building in-service days, staff meetings, and team meetings will be devoted to working with teachers on reading and math strategies in identified areas

Quantifiable Measures of Success

- As indicated by achievement data from assessments in the 2005 ISAT

Quality Improvement Team

- Principal, Assistant Principal, School Improvement Team, Peer School Review

Auditors

- School Improvement Team, Assistant Superintendent of Curriculum and Instruction

Reporting Method

- Semi-annual updates will be provided to the Superintendent and Assistant Superintendent of Curriculum and Instruction
- Identification of goals and progress toward meeting them will be reported to parents through PTA meetings, newsletters, and school report card