

WASHINGTON ELEMENTARY SCHOOL
CUSD 200
WHEATON, 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	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	70.7	7.8	10.6	7.3	0.0	3.5	21.5	12.3		0.0	22.9	95.5	423
District	77.7	6.4	9.6	4.1	0.0	2.3	16.9	5.7		0.9	9.8	95.1	13,597
State	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2		2.5	15.2	93.7	2,077,856

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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	99.3	--	--	--	--
District	98.3	17.9	20.2	12.9	274.0
State	96.1	18.8	18.8	13.9	230.6

* 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	19.5	23.7	23.3	23.0	25.3	22.7				
District	19.6	20.1	21.8	20.5	23.6	23.7				
State	20.9	21.0	21.3	21.8	22.5	22.8				

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	51			27			145			28		
State	58			30			145			31		

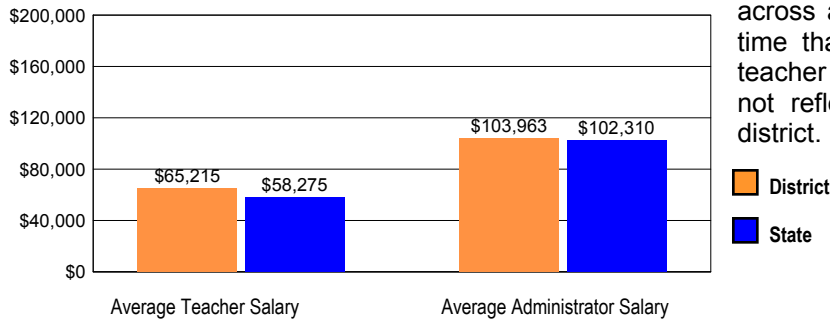
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.6	0.5	1.8	0.9	0.1	23.8	76.2	868
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

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	12.2	25.4	74.5	0.7	0.0
State	12.9	47.6	52.3	1.5	3.2

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

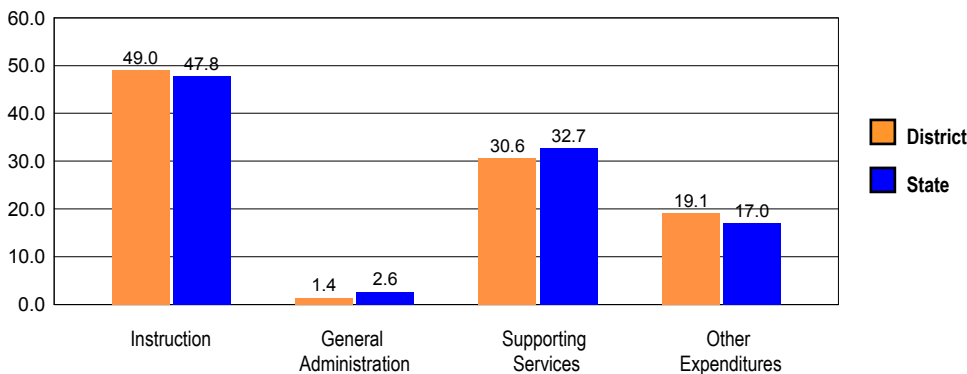
SCHOOL DISTRICT FINANCES

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 2005-06 (Percentages)



REVENUE BY SOURCE 2005-06				EXPENDITURE BY FUND 2005-06			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$103,658,526	74.0	58.8	Education	\$106,607,192	68.7	73.0
Other Local Funding	\$8,317,011	5.9	6.0	Operations & Maintenance	\$11,302,348	7.3	8.6
General State Aid	\$9,341,206	6.7	18.2	Transportation	\$7,471,604	4.8	3.9
Other State Funding	\$12,119,620	8.6	9.3	Bond and Interest	\$11,193,379	7.2	6.2
Federal Funding	\$6,697,573	4.8	7.7	Rent	\$0	0.0	0.0
TOTAL	\$140,133,936			Municipal Retirement/ Social Security	\$3,007,892	1.9	1.8
				Fire Prevention & Safety	\$0	0.0	1.1
				Site & Construction/ Capital Improvement	\$15,563,785	10.0	5.4
				TOTAL	\$155,146,200		

OTHER FINANCIAL INDICATORS				
	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per \$100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	\$190,562	4.14	\$5,934	\$9,996
State	**	**	\$5,567	\$9,488

** 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.

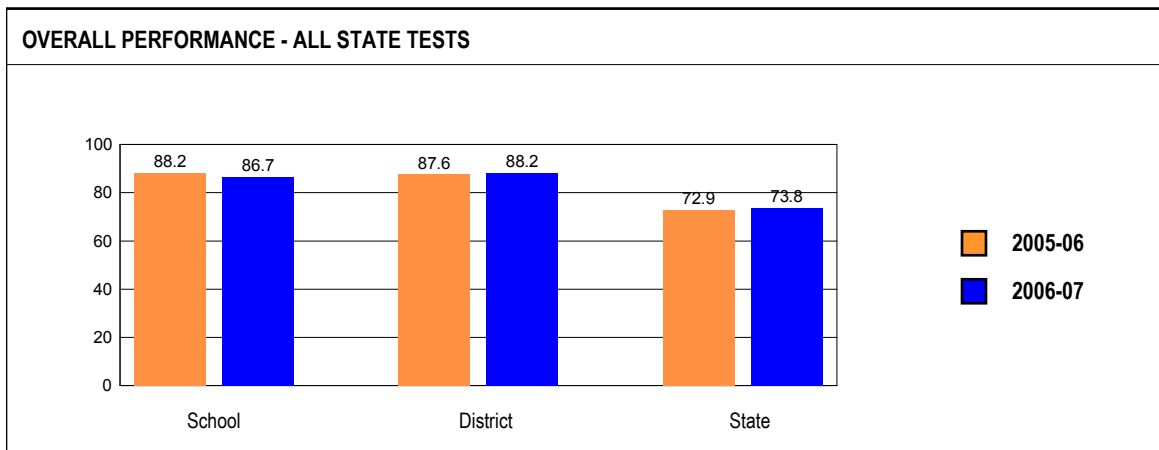
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

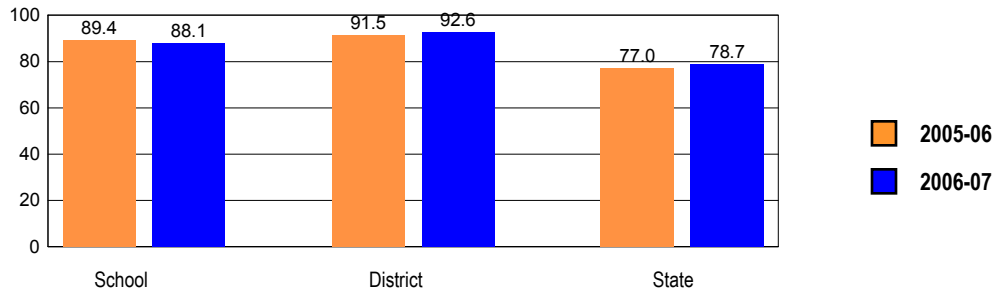
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

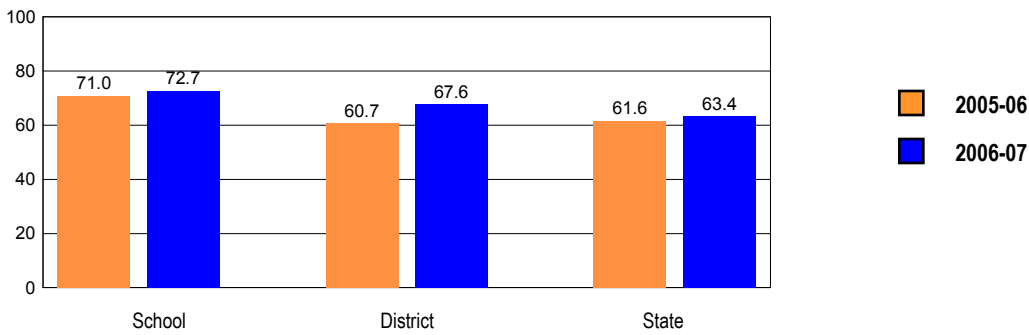
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics and science.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

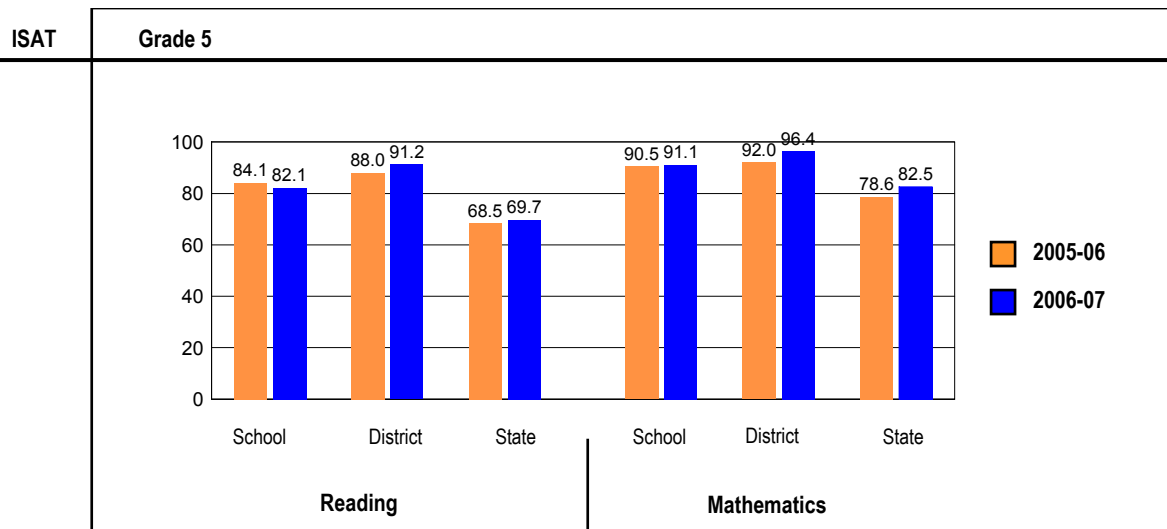
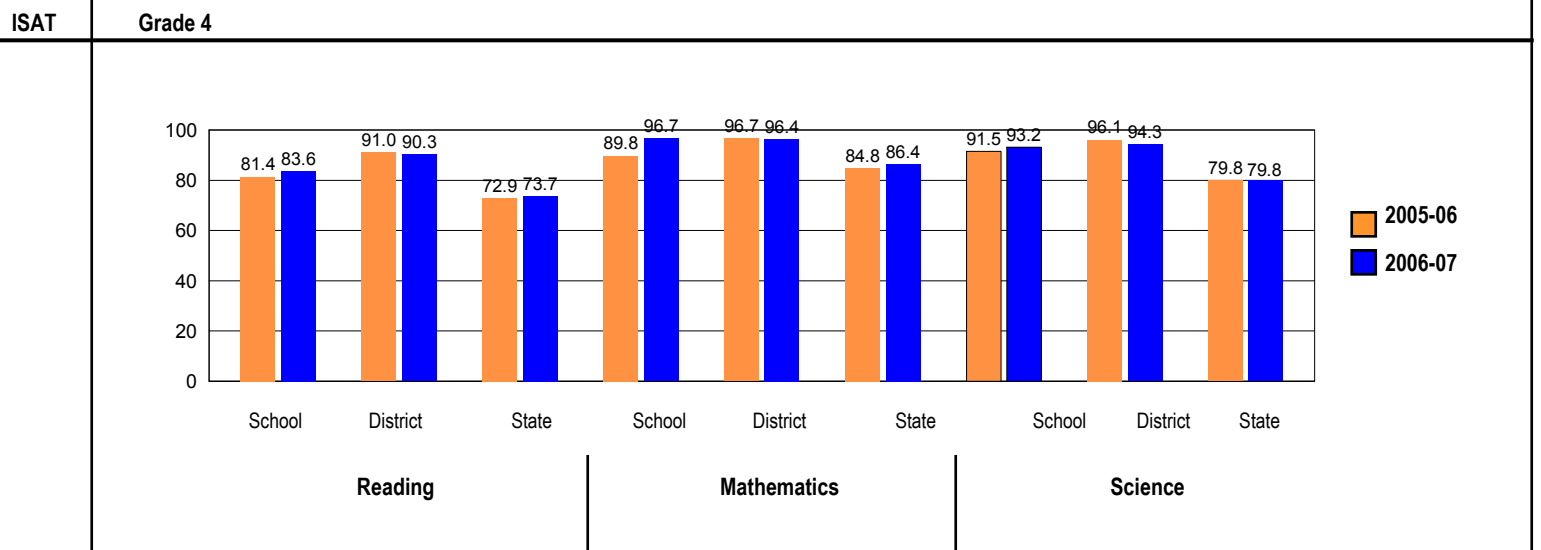
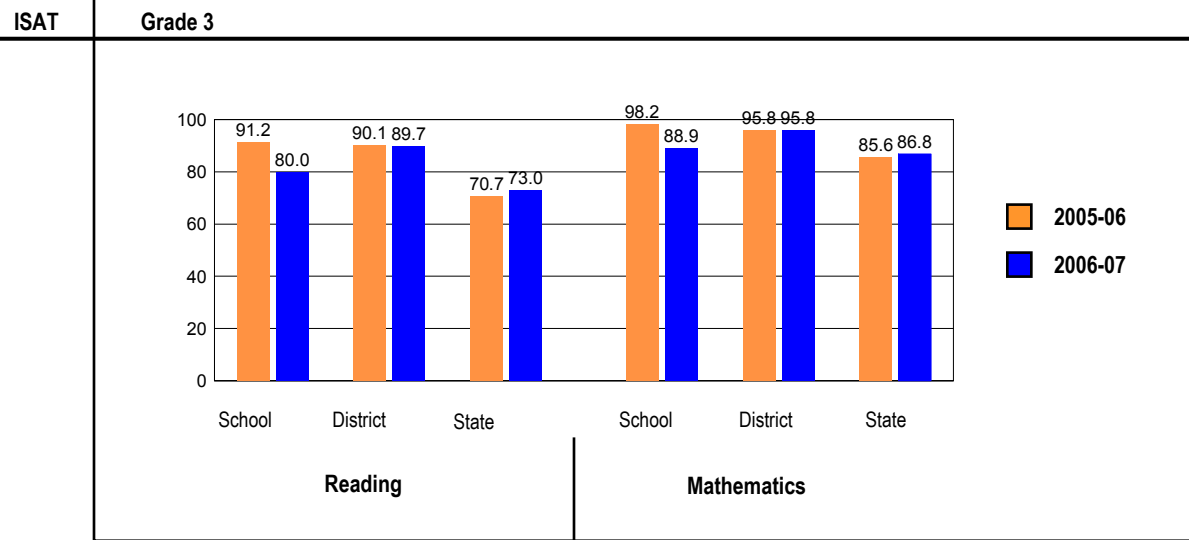


OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE



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 Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. 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.

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	197	103	94	146	10	22	15		4	24		38	39
	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	7,306	3,763	3,543	5,718	471	684	292	2	138	393		1,146	1,300
	Reading	0.0	0.0	0.0	0.0	0.0	0.1	0.0		0.0	0.3		0.0	0.1
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.1	0.0		0.0	0.3		0.0	0.1
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1
	Mathematics	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1

* Enrollment as reported during the testing windows.

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	3.6	16.4	27.3	52.7	3.7	7.4	22.2	66.7
District	1.5	8.8	40.3	49.5	1.1	3.1	28.5	67.3
State	5.3	21.7	48.8	24.1	3.7	9.5	44.7	42.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	6.9	10.3	31.0	51.7	3.6	7.1	21.4	67.9
	District	2.0	9.6	42.8	45.7	1.0	3.9	25.1	70.0
	State	7.0	24.3	47.5	21.2	4.3	9.4	43.2	43.1
Female	School	0.0	23.1	23.1	53.8	3.8	7.7	23.1	65.4
	District	1.0	8.1	37.9	53.1	1.2	2.4	31.7	64.7
	State	3.6	19.0	50.2	27.2	3.1	9.7	46.4	40.9

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	2.1	12.8	25.5	59.6	0.0	4.3	23.9	71.7
	District	0.9	6.6	39.1	53.4	0.6	1.5	26.1	71.9
	State	2.7	14.9	50.5	31.9	1.2	4.9	41.6	52.3
Black	School								
	District	10.2	28.6	51.0	10.2	8.2	18.4	51.0	22.4
	State	12.3	37.2	42.4	8.1	10.8	21.0	49.7	18.4
Hispanic	School								
	District	2.9	20.0	45.7	31.4	2.9	11.4	42.9	42.9
	State	6.1	28.2	52.2	13.5	3.5	11.7	53.8	31.0
Asian/Pacific Islander	School								
	District	0.0	6.7	43.3	50.0	0.0	0.0	30.0	70.0
	State	1.1	9.2	48.4	41.4	0.5	2.4	27.8	69.2
Native American	School								
	District								
	State	4.7	16.4	56.9	22.0	1.7	7.8	50.2	40.3
Multiracial/Ethnic	School								
	District	0.0	13.3	40.0	46.7	0.0	9.7	29.0	61.3
	State	4.9	22.3	50.0	22.8	2.8	9.9	47.9	39.5

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	18.2	54.5	18.2	9.1	18.2	36.4	27.3	18.2
	District	8.6	28.9	34.4	28.1	7.0	10.2	32.8	50.0
	State	19.9	37.2	32.7	10.2	11.2	18.8	47.0	23.0
Non-IEP	School	0.0	6.8	29.5	63.6	0.0	0.0	20.9	79.1
	District	0.1	5.2	41.3	53.4	0.0	1.9	27.7	70.5
	State	3.0	19.2	51.5	26.4	2.5	8.0	44.4	45.1

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.6	14.8	44.3	39.3	0.0	3.3	52.5	44.3	0.0	6.8	61.0	32.2
District	0.1	9.6	44.3	45.9	0.1	3.5	45.5	50.8	0.3	5.4	59.8	34.5
State	1.1	25.2	48.3	25.4	1.2	12.5	56.9	29.5	3.5	16.7	61.5	18.2

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	3.4	20.7	41.4	34.5	0.0	0.0	55.2	44.8	0.0	7.1	57.1	35.7
	District	0.2	11.0	47.5	41.3	0.2	2.4	45.0	52.3	0.7	5.2	56.7	37.5
	State	1.5	27.9	47.2	23.5	1.5	13.1	55.2	30.3	4.0	16.5	59.0	20.5
Female	School	0.0	9.4	46.9	43.8	0.0	6.3	50.0	43.8	0.0	6.5	64.5	29.0
	District	0.0	8.1	41.1	50.8	0.0	4.6	46.1	49.3	0.0	5.6	63.0	31.4
	State	0.6	22.5	49.5	27.4	0.8	11.9	58.7	28.7	3.0	17.0	64.2	15.8

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	1.9	14.8	42.6	40.7	0.0	1.9	53.7	44.4	0.0	5.8	59.6	34.6
	District	0.1	8.1	43.8	48.0	0.1	2.7	43.0	54.1	0.4	3.6	57.5	38.4
	State	0.5	17.0	49.4	33.2	0.5	6.8	55.1	37.6	1.1	8.6	64.4	25.8
Black	School	0.0	34.6	51.9	13.5	0.0	13.2	73.6	13.2	0.0	32.1	64.2	3.8
	District	0.0	34.6	51.9	13.5	0.0	13.2	73.6	13.2	0.0	32.1	64.2	3.8
	State	2.7	47.1	41.9	8.3	3.4	28.7	58.2	9.8	10.8	37.4	48.5	3.2
Hispanic	School	0.0	8.9	48.9	42.2	0.0	2.2	60.9	37.0	0.0	4.5	81.8	13.6
	District	0.0	8.9	48.9	42.2	0.0	2.2	60.9	37.0	0.0	4.5	81.8	13.6
	State	1.1	30.5	53.7	14.8	0.9	13.5	66.4	19.1	3.3	21.9	67.8	7.0
Asian/Pacific Islander	School	0.0	3.2	48.4	48.4	0.0	3.2	29.0	67.7	0.0	0.0	64.5	35.5
	District	0.0	3.2	48.4	48.4	0.0	3.2	29.0	67.7	0.0	0.0	64.5	35.5
	State	0.2	9.2	48.6	42.0	0.2	3.1	40.6	56.1	0.6	6.1	64.5	28.8
Native American	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	District	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	State	1.7	27.1	47.6	23.6	0.9	14.4	57.6	27.1	3.1	14.9	65.8	16.2
Multiracial/Ethnic	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	District	0.0	12.0	32.0	56.0	0.0	0.0	0.0	0.0	0.0	8.3	70.8	20.8
	State	1.0	25.7	49.4	23.9	1.2	12.9	59.8	26.1	3.2	16.3	65.4	15.1

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	10.0	50.0	20.0	20.0	0.0	10.0	70.0	20.0	0.0	20.0	60.0	20.0
	District	0.8	30.5	43.8	25.0	0.8	10.7	56.5	32.1	0.8	11.6	65.9	21.7
	State	5.1	53.8	31.8	9.3	5.4	30.1	52.5	12.0	9.4	28.9	53.2	8.5
Non-IEP	School	0.0	7.8	49.0	43.1	0.0	2.0	49.0	49.0	0.0	4.1	61.2	34.7
	District	0.0	6.1	44.4	49.5	0.0	2.3	43.6	54.1	0.3	4.3	58.7	36.7
	State	0.4	20.4	51.2	28.1	0.4	9.5	57.7	32.5	2.5	14.7	63.0	19.9

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	17.9	50.0	32.1	0.0	8.9	57.1	33.9
District	0.0	8.8	40.7	50.5	0.0	3.6	57.8	38.6
State	0.8	29.6	44.1	25.6	0.5	17.0	62.8	19.7

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	16.7	46.7	36.7	0.0	3.3	46.7	50.0
	District	0.0	10.1	42.1	47.8	0.0	3.8	55.0	41.3
	State	1.0	33.0	42.8	23.2	0.7	18.0	60.7	20.7
Female	School	0.0	19.2	53.8	26.9	0.0	15.4	69.2	15.4
	District	0.0	7.5	39.2	53.3	0.0	3.5	60.7	35.8
	State	0.5	26.0	45.5	28.1	0.4	15.9	64.9	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	20.0	42.5	37.5	0.0	10.0	52.5	37.5
	District	0.0	7.3	38.2	54.5	0.0	2.2	56.2	41.6
	State	0.4	20.5	45.3	33.8	0.2	9.7	64.3	25.8
Black	School								
	District	0.0	23.3	62.8	14.0	0.0	20.9	60.5	18.6
	State	2.0	53.2	36.6	8.2	1.6	38.2	55.1	5.1
Hispanic	School								
	District	0.0	15.3	55.9	28.8	0.0	10.2	76.3	13.6
	State	0.7	35.0	49.6	14.7	0.3	18.1	70.5	11.1
Asian/Pacific Islander	School								
	District	0.0	8.1	45.9	45.9	0.0	2.7	56.8	40.5
	State	0.1	12.2	44.8	42.8	0.1	3.7	49.7	46.5
Native American	School								
	District								
	State	0.0	29.6	43.5	26.9	0.4	18.8	67.3	13.5
Multiracial/Ethnic	School								
	District	0.0	18.2	36.4	45.5	0.0	4.5	59.1	36.4
	State	0.8	28.9	45.7	24.7	0.4	16.6	64.7	18.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	45.5	45.5	9.1	0.0	36.4	36.4	27.3
	District	0.0	41.1	42.6	16.3	0.0	16.2	69.2	14.6
	State	4.2	62.2	26.1	7.6	2.6	41.5	50.0	5.9
Non-IEP	School	0.0	11.1	51.1	37.8	0.0	2.2	62.2	35.6
	District	0.0	3.6	40.4	56.0	0.0	1.6	55.9	42.5
	State	0.2	24.1	47.1	28.6	0.2	12.9	64.9	22.0

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 --Academic Warning - Students work demonstrates limited knowledge and skills in the subject. Due to 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. Student creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	9.1	27.3	36.4	27.3	0.0	18.2	72.7	9.1
District	7.6	16.5	45.6	30.4	2.4	18.3	69.5	9.8
State	8.3	23.1	46.7	21.9	3.3	27.5	61.6	7.6

Grade 4 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School								
District	8.9	15.6	46.7	28.9	4.2	12.5	70.8	12.5
State	9.3	23.6	47.1	20.0	3.5	26.6	61.6	8.3
Female								
School								
District	5.9	17.6	44.1	32.4	0.0	26.5	67.6	5.9
State	7.2	22.5	46.3	24.0	3.2	28.4	61.6	6.9

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School								
District	15.4	23.1	30.8	30.8	7.1	28.6	50.0	14.3
State	5.5	17.6	45.5	31.4	2.7	20.5	64.4	12.3
Black								
School								
District								
State	15.4	28.5	39.8	16.3	10.4	42.2	43.7	3.7
Hispanic								
School								
District	5.9	13.7	49.0	31.4	1.9	9.6	80.8	7.7
State	8.7	24.3	47.0	19.9	3.4	29.0	61.3	6.3
Asian/Pacific Islander								
School								
District								
State	4.8	12.8	44.4	38.0	2.4	13.9	63.8	20.0
Native American								
School								
District								
State	0.0	20.0	80.0	0.0	0.0	30.0	70.0	0.0
Multiracial/Ethnic								
School								
District								
State	5.1	11.4	50.6	32.9	2.5	19.8	67.9	9.9

2007 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	2007-08 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2007-08 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		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	85.9		Yes	94.1		Yes	95.5	Yes		
White	100.0	Yes	100.0	Yes	86.2		Yes	96.9		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% 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 55.0% 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 72% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2006.

** Safe Harbor Targets of 55.0% 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.

Washington Elementary School Report Card Letter

Target Area for Student Improvement

Based on the 2007 State Testing:

- 85.9% of the third through fifth grade students at Washington Elementary School scored Meet or Exceed standards in reading while 94.1% scored Meet or Exceed standards in mathematics.
- Students identified with an Individual Education Plan (IEP) are the most at risk for not making adequate yearly progress in reading.
- Target areas for improved student achievement for all students, with an emphasis on those identified with an IEP have been identified in reading and mathematics including:
 - Improved vocabulary development
 - Improve use of specific reading strategies with a focus on non-fiction text
 - Improve written response to problem solving in mathematics
- The percentage of students identified with an IEP who score Meet or Exceed standards will increase to a minimum of 62.5% as measured by Illinois state testing.

Rationale for Target Selection

The School Improvement Team, consisting of staff from all grade levels and areas of specialty in the school, reviewed data obtained through state assessments including the Illinois Standards Achievement Test (ISAT), Illinois Measure of Annual Growth in English (IMAGE), ACCESS for English Language Learners. Additional data were obtained through local assessments including Curriculum Based Measures in both reading and mathematics, the Qualitative Reading Inventory, and the Illinois Snapshot of Early Learning. This team participated in a “data dive” providing an opportunity to dig deeper into the scores in order to identify the specific areas in reading and mathematics to be targeted.

Strategies for Improvement

- Students at all grade levels will receive specific daily instruction in vocabulary using strategies from Isabel Beck and Robert Marzano.
- Students identified with an Individual Education Plan in reading decoding will receive computer assisted instruction using Lexia and/or Earobics.
- An after school reading intervention program will be provided for students at fourth and fifth grades identified as at risk in reading.
- Students at fourth and fifth grades who scored a 1 or 2 on the extended response for mathematics but a 3 or 4 on both strategic knowledge and mathematics knowledge will receive additional instruction on strategies for constructing an extended response that includes the use of a T chart.
- Curriculum Based Measures will be used to regularly monitor any student who is receiving an intervention in reading or mathematics in order to measure the effectiveness of the intervention and to plan for instructional needs of the students.

Professional Development

- All new teachers will receive classroom coaching on effective strategies for teaching students how to construct an extended response in mathematics. The coaching will include classroom modeling.
- All teachers will participate in a workshop focused on effective strategies for teaching vocabulary in the classroom.
- All teachers will participate in a workshop focused on using the World-Class Instructional Design and Assessment English Language Proficiency Standards to plan instruction in content areas for students identified as English Language Learners.
- Teachers will attend a one day workshop on providing effective reading interventions in the classroom with an emphasis on meeting the reading needs of students identified with an IEP.