

**Woodland Elementary
Woodland CCSD 50
Gages Lake, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : 1 2 3

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/ 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	57.3	7.0	18.3	13.9	0.1	3.3	20.6	12.9		0.3	7.1	94.9	2,209
District	57.6	7.4	19.2	12.4	0.2	3.2	18.5	8.7		0.2	6.5	95.6	6,977
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

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

Limited-English-proficient students are those students eligible for transitional bilingual programs. Mobility rate is based on the number of times students enroll in or leave a school during the school year. Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*	
	Percent
School	100.0
District	100.0
State	96.7

STUDENT-TO-STAFF RATIOS			
Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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16.4		12.7	240.6
18.4		13.3	201.8

* 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		20.2	20.0	20.0						
District		20.2	20.0	20.0						
State		20.9	21.3	21.8						

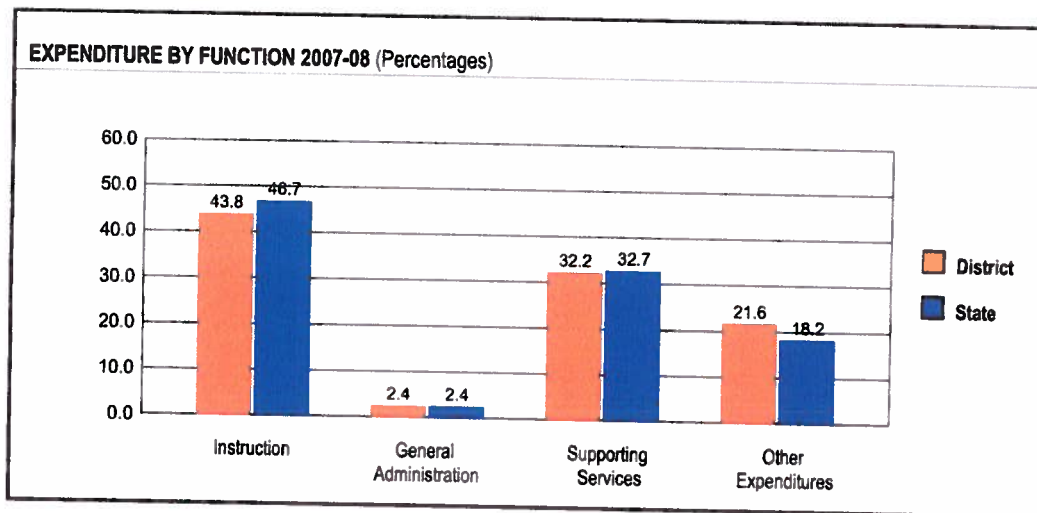
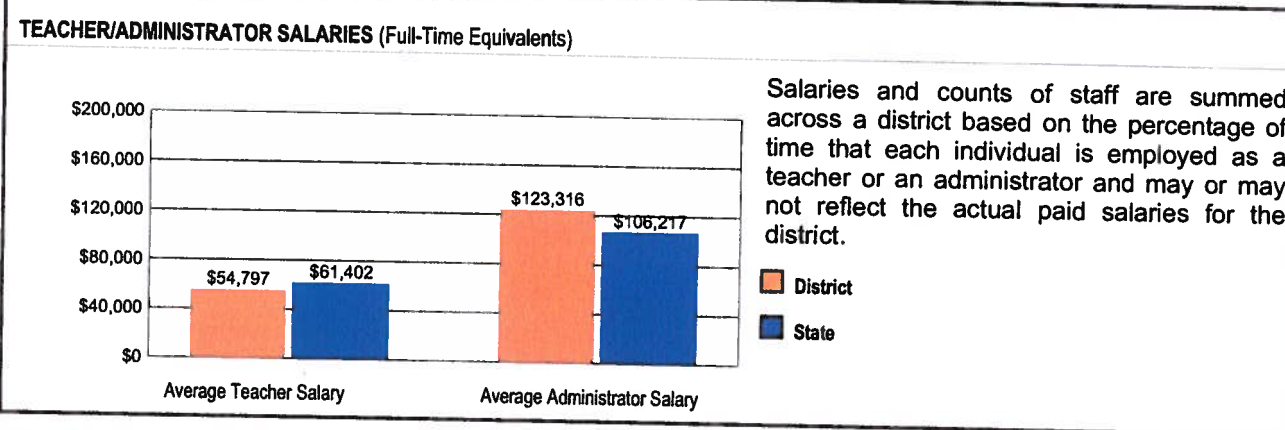
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			45			180			45		
District	60			45			180			45		
State	59			30			145			30		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	94.4	1.3	3.0	1.3	0.0	11.7	88.3	477
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	--	--	--	1.9	0.0
District	10.0	43.0	57.0	0.8	0.6
State	12.5	44.1	55.8	0.6	1.2

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$60,347,036	79.5	58.7	Education	\$50,129,712	63.9	71.5
Other Local Funding	\$4,821,954	6.4	6.3	Operations & Maintenance	\$5,958,101	7.6	8.6
General State Aid	\$2,459,853	3.2	18.6	Transportation	\$4,742,648	6.0	3.9
Other State Funding	\$7,059,254	9.3	9.0	Bond and Interest	\$9,248,923	11.8	6.3
Federal Funding	\$1,178,224	1.6	7.4	Rent	\$0	0.0	0.0
TOTAL	\$75,866,321			Municipal Retirement/ Social Security	\$1,993,439	2.5	1.8
				Fire Prevention & Safety	\$6,353,480	8.1	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	6.8
				TOTAL	\$78,426,303		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$272,072	3.19	\$5,200	\$9,737
State	**	**	\$6,103	\$10,417

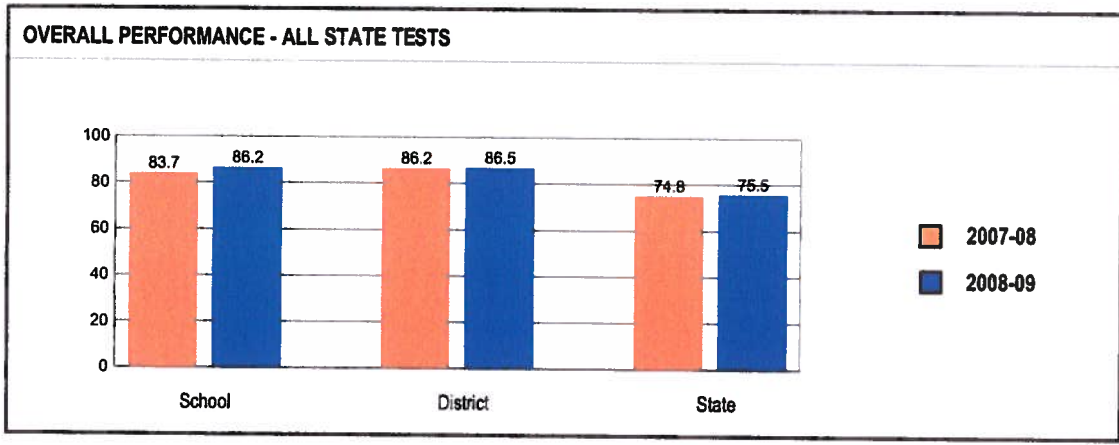
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
 Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
 Total school tax rate is a district's total tax rate as it appears on local property tax bills.
 Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
 Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

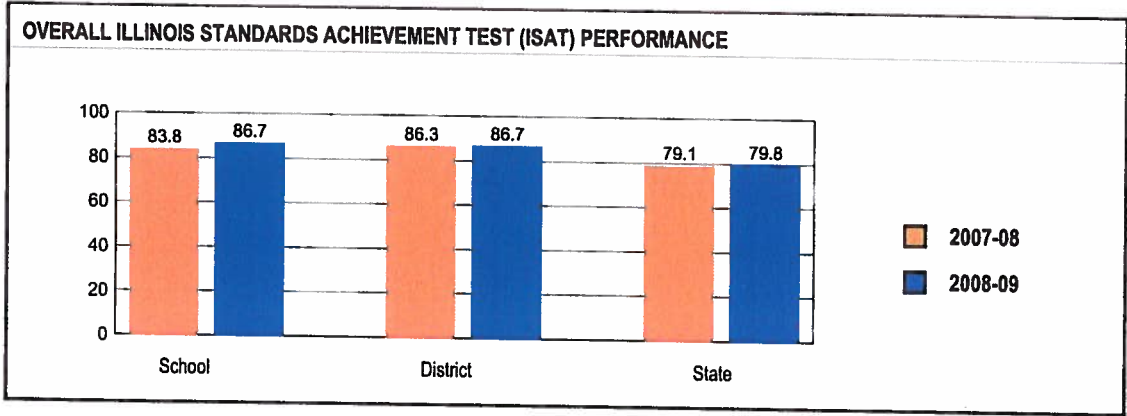
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

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

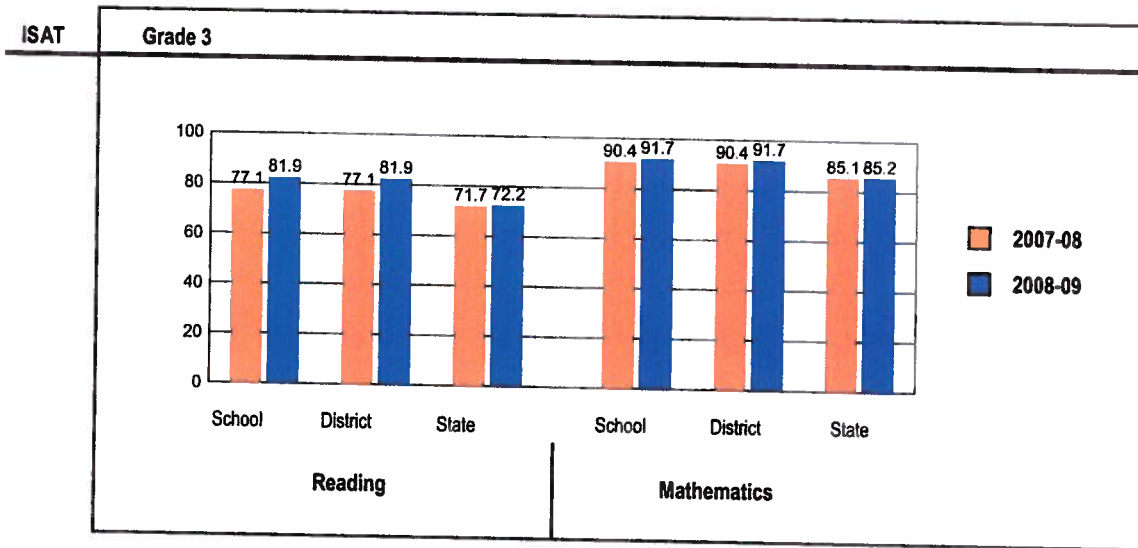
The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.





ISAT PERFORMANCE

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



PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	749	387	362	439	54	132	98	0	26	68	0	136	139
	Reading	0.1	0.0	0.3	0.0	0.0	0.0	1.0		0.00	0.0		0.0	0.0
	Mathematics	0.1	0.0	0.3	0.0	0.0	0.0	1.0		0.00	0.0		0.0	0.0
District	*Enrollment	4,719	2,440	2,279	2,776	355	890	525	5	168	259	0	714	907
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.2		0.0	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.2		0.0	0.0		0.0	0.0
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	Enrollment	1	1	0	1	0	0	0	0	0	0	0	1	0
	Science													
District	Enrollment	1,597	815	782	939	116	307	171	2	62	111	0	245	304
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* 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	2.2	15.9	43.5	38.4	1.2	7.1	37.3	54.4
District	2.2	15.9	43.5	38.4	1.2	7.1	37.3	54.4
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	3.5	18.9	43.7	33.9	2.4	5.6	36.9	55.2
	District	3.5	18.9	43.7	33.9	2.4	5.6	36.9	55.2
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	0.8	12.8	43.2	43.2	0.0	8.6	37.8	53.6
	District	0.8	12.8	43.2	43.2	0.0	8.6	37.8	53.6
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.9	10.2	41.4	47.5	0.5	5.1	30.3	64.2
	District	0.9	10.2	41.4	47.5	0.5	5.1	30.3	64.2
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School	3.7	33.3	44.4	18.5	3.7	18.5	50.0	27.8
	District	3.7	33.3	44.4	18.5	3.7	18.5	50.0	27.8
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School	5.4	36.9	43.8	13.8	3.8	13.8	60.8	21.5
	District	5.4	36.9	43.8	13.8	3.8	13.8	60.8	21.5
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School	2.2	3.2	52.7	41.9	0.0	1.1	30.5	68.4
	District	2.2	3.2	52.7	41.9	0.0	1.1	30.5	68.4
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School	4.0	16.0	40.0	40.0	0.0	4.0	36.0	60.0
	District	4.0	16.0	40.0	40.0	0.0	4.0	36.0	60.0
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

Grade 3 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	7.7	61.5	30.8	0.0	4.5	21.2	59.1	15.2
District	7.7	61.5	30.8	0.0	4.5	21.2	59.1	15.2
State	10.4	46.2	38.4	5.0	6.0	20.8	53.3	19.9

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	8.8	37.6	36.0	17.6	6.4	16.8	44.0	32.8
	District	8.8	37.6	36.0	17.6	6.4	16.8	44.0	32.8
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	0.8	11.5	45.0	42.7	0.2	5.1	35.9	58.8
	District	0.8	11.5	45.0	42.7	0.2	5.1	35.9	58.8
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	4.4	35.3	47.1	13.2	2.9	15.4	58.8	22.8
	District	4.4	35.3	47.1	13.2	2.9	15.4	58.8	22.8
	State	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible	School	1.7	11.5	42.6	44.1	0.8	5.2	32.4	61.6
	District	1.7	11.5	42.6	44.1	0.8	5.2	32.4	61.6
	State	1.7	12.4	46.5	39.3	0.9	5.1	37.2	56.8

2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	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?	No	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 State Improvement Status	Academic Early Warning Year 1

	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		70.0			70.0			90.0		78.0	
All	99.9	Yes	99.9	Yes	82.6		Yes	92.1		Yes	94.9	Yes		
White	100.0	Yes	100.0	Yes	88.9		Yes	94.8		Yes				
Black	100.0	Yes	100.0	Yes										
Hispanic	100.0	Yes	100.0	Yes	57.5	58.9	Yes	81.4		Yes	94.5			
Asian/Pacific Islander	99.0	Yes	99.0	Yes	93.1		Yes	96.6		Yes				
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes	57.1	45.6	Yes	83.8		Yes	94.3			
Students with Disabilities	100.0	Yes	100.0	Yes	53.1	60.7	No	75.6		Yes	94.5			
Economically Disadvantaged	100.0	Yes	100.0	Yes	61.4	53.0	Yes	83.3		Yes	93.9			

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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% 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 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% 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.

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.)

Areas of Strengths

Woodland Elementary 3rd graders students increased from 77.1% (2008) to 81.9% (2009) meeting or exceeding reading standards as measured on ISAT. In addition, 3rd graders increased from 90.4% (2008) to 91.7% (2009) meeting or exceeding math standards as measured by ISAT.

In order to meet the needs of all our Woodland learners, Woodland Elementary has a variety of interventions in place for children below-grade level (Reading Recovery, Reading and Math specialists support and Bridges), at grade level (strong Tier 1 curriculum) and above-grade level (advanced programs in math and language arts). This year we will continue to improve and expand these resources.

Areas of Focus and Improvement

Overall 81.8% of our student met or exceeded ISAT standards in Reading for 2009, but this achievement level was not uniform among all subgroups. Our objective is for all students in each of our subgroups to make adequate yearly progress. Plans for improving reading among all students: balanced literacy for all students, silent reading at their independent level each day, Guided Reading at least two times per week, word work and Word Wall daily, formative assessments for classroom teachers to monitor student progress in reading and 6+1 Traits Writing to improve writing. Teachers will monitor students who are at risk and students who need acceleration. Parents will be informed and invited to be active participants in their children's education. Staff will monitor trends in the data will be analyzed to determine adjustments in our plan.

- i. ISAT data will be collected and analyzed each year
- ii. MAP data will be collected and analyzed each year
- iii. Benchmark data will be implemented in 2010 with limited teacher analysis
- iv. Full collection and analysis of benchmark data will begin FY 2011

Overall 92.1% of our student met or exceeded ISAT standards in Math for 2009, but this achievement level was not uniform among all students. Our objective is for all students to close the achievement gap in math. Plans for improving math among all students: balanced math program for all students, all students will receive differentiated math as part of their Tier 1/Core curriculum, all students will receive enhanced computation instruction, Math Specialists will conduct Tier 2 group intervention - *Developing Number Concepts* by Kathy Richardson and *Do the Math* by Marilyn Burns. The school will create a parent volunteer program to work with students in need of support.

Conclusion

Student achievement is rising, but not keeping up with the pace of NCLB increases of 7.5% per year. Our Limited English Proficient, Hispanic, Economically Disadvantaged, Students with Disabilities and Black non-Hispanic students are at risk for not meeting 2010 AYP targets. We continue to focus on educating all our students to the best of their ability.