

Woodland Intermediate Sch
Woodland CCSD 50
Gurnee, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 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/ 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	56.4	6.6	20.8	12.0	0.1	4.0	19.5	7.6		0.2	6.7	95.7	1,546
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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	100.0	16.4		12.7	240.6
State	96.7	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.

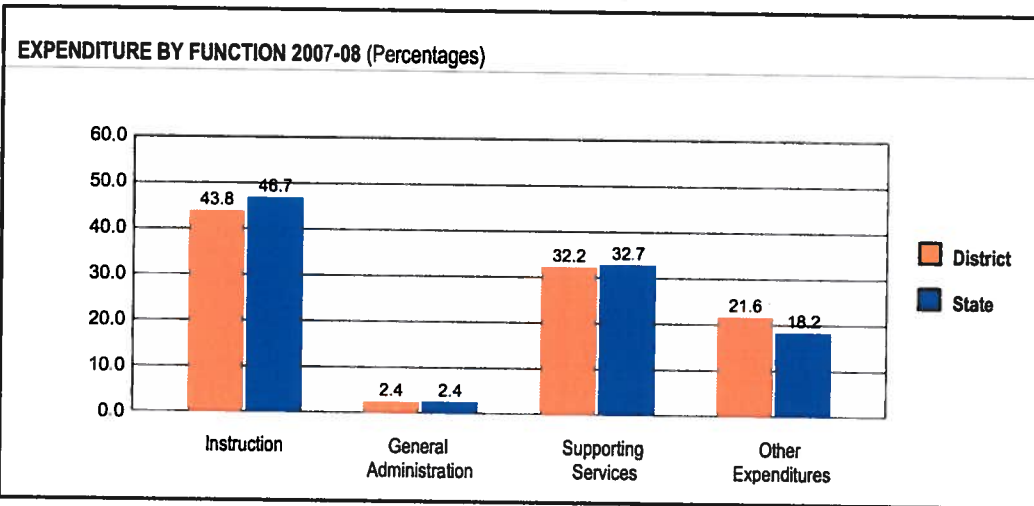
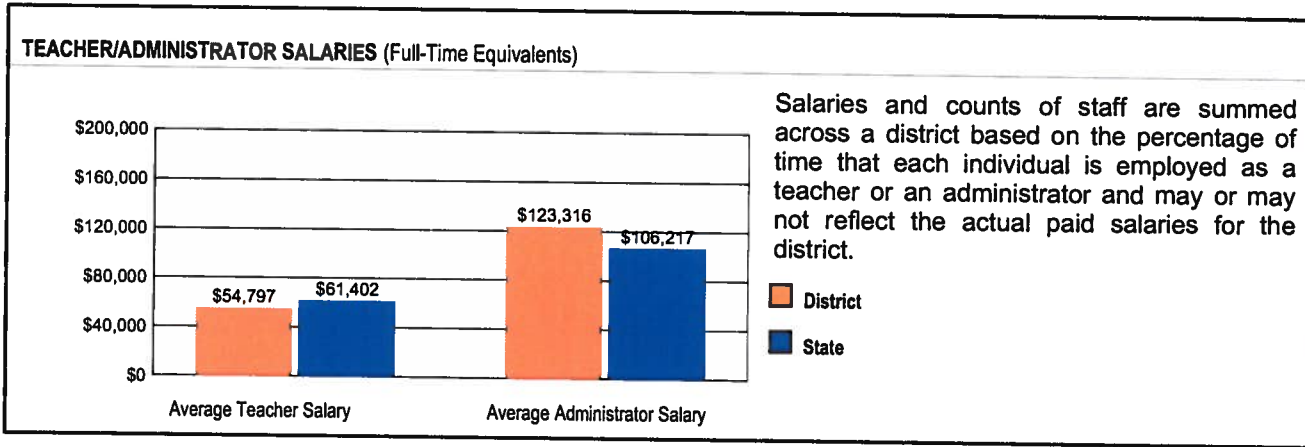
AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School					19.3	19.0				
District					19.3	19.0				
State					22.2	22.6				

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	--	--	--	0.0	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			
	District	District %	State %
Local Property Taxes	\$60,347,036	79.5	58.7
Other Local Funding	\$4,821,954	6.4	6.3
General State Aid	\$2,459,853	3.2	18.6
Other State Funding	\$7,059,254	9.3	9.0
Federal Funding	\$1,178,224	1.6	7.4
TOTAL	\$75,866,321		

EXPENDITURE BY FUND 2007-08			
	District	District %	State %
Education	\$50,129,712	63.9	71.5
Operations & Maintenance	\$5,958,101	7.6	8.6
Transportation	\$4,742,648	6.0	3.9
Bond and Interest	\$9,248,923	11.8	6.3
Rent	\$0	0.0	0.0
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

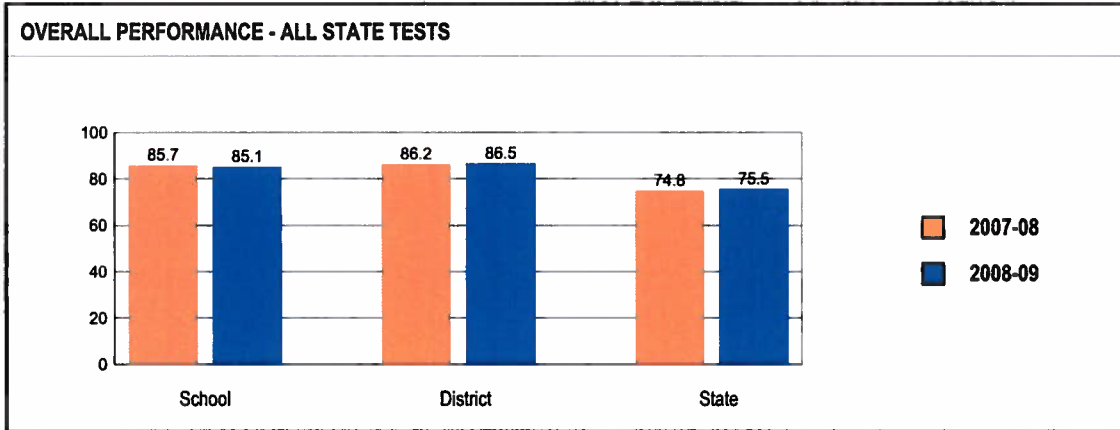
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
 Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
 Total 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.

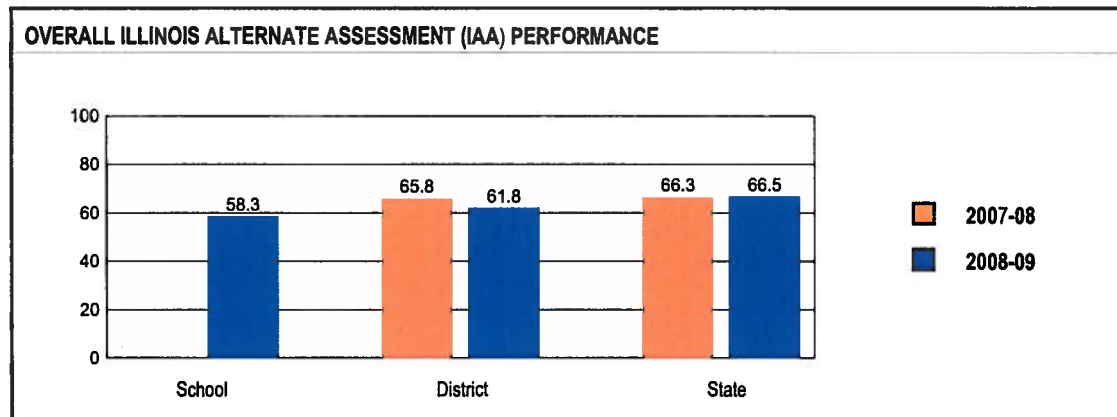
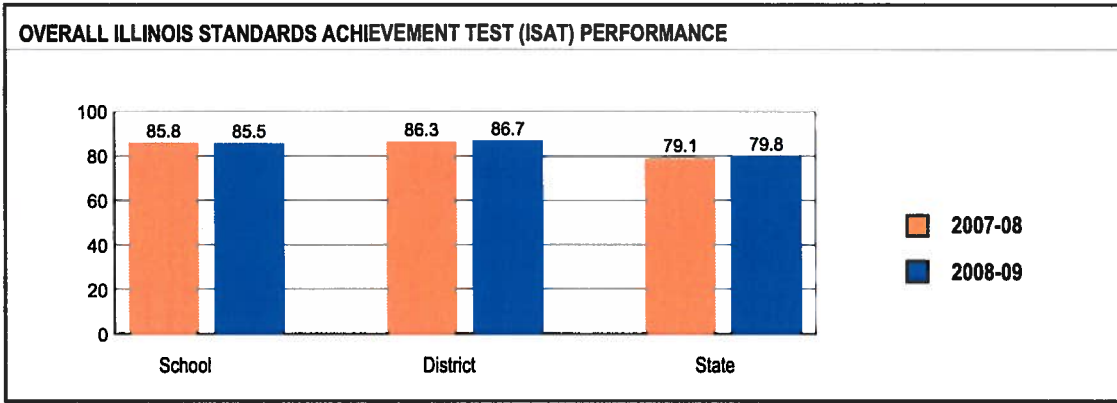
ACADEMIC PERFORMANCE

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.

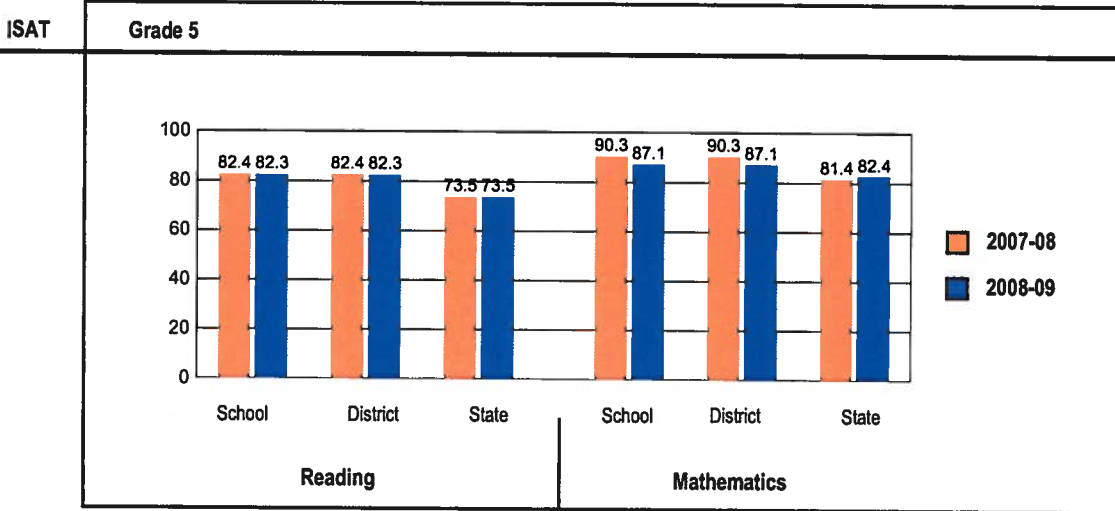
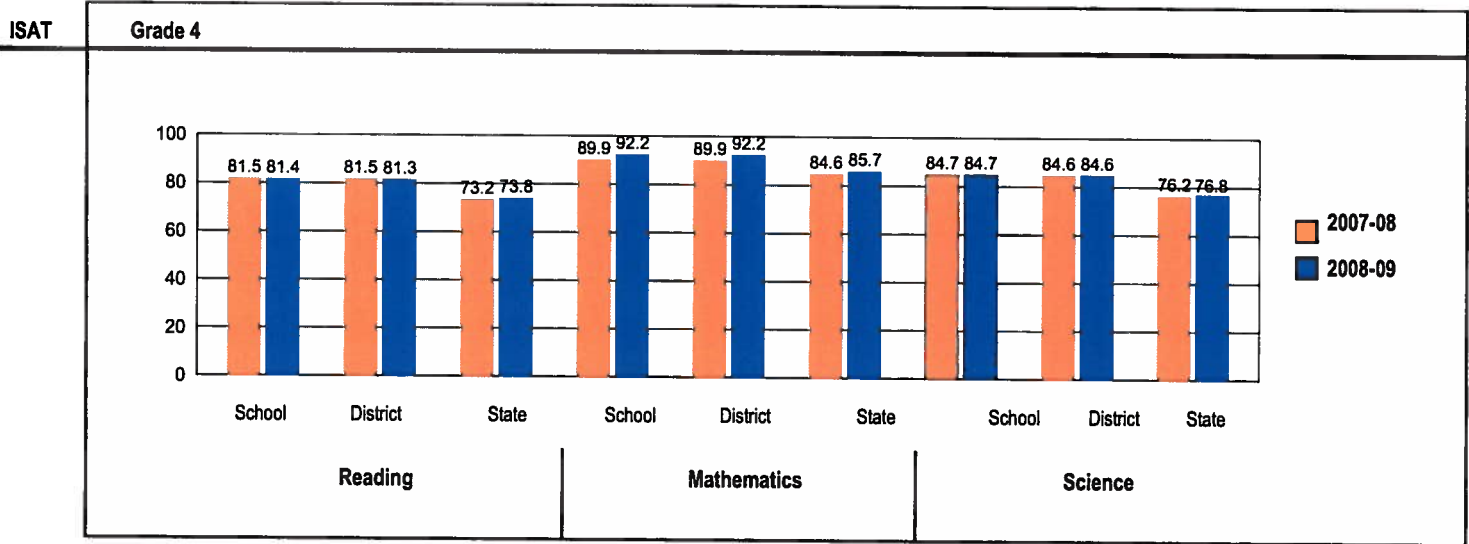




IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

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	1,539	798	741	873	103	320	183	1	59	116	0	247	303
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0		0.00 0.00	0.0 0.0		0.0 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 Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.2 0.2		0.0 0.0	0.0 0.0		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 Mathematics	0.3 0.3	0.3 0.3	0.2 0.2	0.1 0.1	0.6 0.6	0.3 0.3	0.1 0.1	0.2 0.2	0.3 0.3	0.2 0.2	0.8 0.8	0.4 0.4	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	780	399	381	435	46	172	92	0	35	82	0	125	170
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
District	*Enrollment	1,597	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 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.5	18.0	43.7	37.8	0.3	7.6	50.7	41.5	1.6	13.7	62.4	22.3
District	0.5	18.1	43.6	37.7	0.3	7.6	50.7	41.5	1.6	13.8	62.3	22.3
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.8	21.2	44.6	33.4	0.3	7.7	50.3	41.8	1.8	13.5	61.2	23.5
	District	0.8	21.4	44.5	33.3	0.3	7.7	50.3	41.8	1.8	13.7	61.1	23.4
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	0.3	14.7	42.6	42.4	0.3	7.5	51.1	41.2	1.3	13.9	63.6	21.1
	District	0.3	14.7	42.6	42.4	0.3	7.5	51.1	41.2	1.3	13.9	63.6	21.1
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.2	10.9	42.6	46.3	0.0	3.3	44.4	52.3	0.9	4.7	64.9	29.5
	District	0.2	11.1	42.5	46.2	0.0	3.3	44.4	52.3	0.9	4.9	64.7	29.5
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School	2.2	32.6	47.8	17.4	0.0	17.4	60.9	21.7	4.3	26.1	63.0	6.5
	District	2.2	32.6	47.8	17.4	0.0	17.4	60.9	21.7	4.3	26.1	63.0	6.5
	State	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
Hispanic	School	1.2	39.8	46.4	12.7	1.2	19.2	64.1	15.6	3.6	36.5	54.5	5.4
	District	1.2	39.8	46.4	12.7	1.2	19.2	64.1	15.6	3.6	36.5	54.5	5.4
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School	0.0	7.7	37.4	54.9	0.0	4.4	46.2	49.5	0.0	9.9	62.6	27.5
	District	0.0	7.7	37.4	54.9	0.0	4.4	46.2	49.5	0.0	9.9	62.6	27.5
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School	0.0	9.4	56.3	34.4	0.0	0.0	62.5	37.5	0.0	9.4	68.8	21.9
	District	0.0	9.4	56.3	34.4	0.0	0.0	62.5	37.5	0.0	9.4	68.8	21.9
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	2.5	67.1	30.4	0.0	2.5	36.3	58.8	2.5	6.3	61.3	32.5	0.0
District	2.5	67.1	30.4	0.0	2.5	36.3	58.8	2.5	6.3	61.3	32.5	0.0
State	4.4	56.3	34.7	4.6	2.6	29.1	60.8	7.5	8.8	43.2	45.9	2.2

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	3.6	35.7	46.4	14.3	0.9	23.2	55.4	20.5	4.5	19.6	67.9	8.0
	District	3.5	36.3	46.0	14.2	0.9	23.2	55.4	20.5	4.4	20.4	67.3	8.0
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	School	0.0	15.0	43.2	41.8	0.2	4.9	49.8	45.1	1.1	12.7	61.5	24.8
	District	0.0	15.0	43.2	41.8	0.2	4.9	49.8	45.1	1.1	12.7	61.5	24.8
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

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	0.6	44.8	43.0	11.5	0.6	22.4	63.6	13.3	4.8	32.7	58.2	4.2
	District	0.6	44.8	43.0	11.5	0.6	22.4	63.6	13.3	4.8	32.7	58.2	4.2
	State	2.5	38.2	46.3	12.9	2.0	21.3	64.0	12.6	5.6	32.4	56.1	5.9
Not Eligible	School	0.5	10.7	43.8	45.0	0.2	3.5	47.1	49.3	0.7	8.5	63.6	27.3
	District	0.5	10.8	43.8	44.9	0.2	3.5	47.1	49.3	0.7	8.6	63.5	27.2
	State	0.4	12.9	45.6	41.1	0.4	5.8	52.9	40.9	0.8	9.2	61.9	28.1

Grade 5

Grade 5 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.3	17.4	48.6	33.7	0.0	12.9	62.4	24.7
District	0.3	17.4	48.6	33.7	0.0	12.9	62.4	24.7
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.3	19.4	50.0	30.3	0.0	14.2	57.0	28.9
	District	0.3	19.4	50.0	30.3	0.0	14.2	57.0	28.9
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.3	15.1	47.1	37.5	0.0	11.5	68.3	20.2
	District	0.3	15.1	47.1	37.5	0.0	11.5	68.3	20.2
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	9.6	49.3	41.1	0.0	6.4	63.5	30.1
	District	0.0	9.6	49.3	41.1	0.0	6.4	63.5	30.1
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School	1.9	35.2	51.9	11.1	0.0	44.4	55.6	0.0
	District	1.9	35.2	51.9	11.1	0.0	44.4	55.6	0.0
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School	0.7	40.1	47.6	11.6	0.0	27.4	63.7	8.9
	District	0.7	40.1	47.6	11.6	0.0	27.4	63.7	8.9
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School	0.0	9.0	42.7	48.3	0.0	4.5	59.6	36.0
	District	0.0	9.0	42.7	48.3	0.0	4.5	59.6	36.0
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School	0.0	12.5	54.2	33.3	0.0	4.2	58.3	37.5
	District	0.0	12.5	54.2	33.3	0.0	4.2	58.3	37.5
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

Grade 5 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	0.0	73.5	26.5	0.0	0.0	44.1	55.9	0.0
	District	0.0	73.5	26.5	0.0	0.0	44.1	55.9	0.0
	State	1.4	65.2	30.4	3.0	0.6	41.2	55.1	3.1

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.9	51.7	33.6	13.8	0.0	45.7	45.7	8.6
	District	0.9	51.7	33.6	13.8	0.0	45.7	45.7	8.6
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	School	0.2	11.1	51.3	37.4	0.0	6.9	65.4	27.7
	District	0.2	11.1	51.3	37.4	0.0	6.9	65.4	27.7
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	1.5	38.2	48.1	12.2	0.0	27.7	67.7	4.6
	District	1.5	38.2	48.1	12.2	0.0	27.7	67.7	4.6
	State	0.8	40.6	46.7	11.9	0.5	27.5	65.5	6.4
Not Eligible	School	0.0	13.0	48.7	38.3	0.0	9.8	61.3	28.9
	District	0.0	13.0	48.7	38.3	0.0	9.8	61.3	28.9
	State	0.1	13.6	48.4	37.8	0.1	8.6	66.7	24.7

ILLINOIS ALTERNATE ASSESSMENT (IAA)

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. The table below presents the percentages of student scores in each of four performance levels.

- Level 1 -- Entry - Students do not demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards.
- Level 2 --Foundational - Students demonstrate emerging knowledge and skills in the subject as linked to the Illinois Learning Standards. Students exhibit an ability to reproduce knowledge and skills.
- Level 3 -- Satisfactory - Students demonstrate basic knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit an ability to associate their knowledge and skills.
- Level 4 -- Mastery - Students demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit the ability to apply their knowledge and skills.

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	8.3	25.0	50.0	16.7	8.3	16.7	50.0	25.0	8.3	33.3	25.0	33.3
District	8.3	25.0	50.0	16.7	8.3	16.7	50.0	25.0	8.3	33.3	25.0	33.3
State	20.7	20.0	34.7	24.6	16.9	17.9	35.5	29.7	15.3	17.8	26.1	40.8

Grade 4 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	School											
	District											
	State	21.5	20.1	33.8	24.6	17.4	17.6	33.6	31.5	15.8	18.3	24.4
Female	School											
	District											
	State	19.0	19.9	36.7	24.5	16.0	18.7	39.0	26.4	14.3	16.7	29.3

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White	School											
	District											
	State	18.3	19.3	35.1	27.3	14.0	17.6	37.3	31.1	12.4	17.7	26.4
Black	School											
	District											
	State	23.3	21.6	33.7	21.4	21.8	18.1	33.7	26.4	20.0	19.2	24.7
Hispanic	School											
	District											
	State	22.8	19.6	34.0	23.6	18.6	18.4	33.0	30.1	17.0	16.5	25.3
Asian/Pacific Islander	School											
	District											
	State	33.8	20.0	30.8	15.4	26.2	16.9	32.3	24.6	23.1	21.5	29.2
Native American	School											
	District											
	State											
Multiracial/Ethnic	School											
	District											
	State	14.1	21.2	42.4	22.2	9.1	20.2	37.4	33.3	9.2	15.3	31.6

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?	No	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	100.0	Yes	100.0	Yes	82.5		Yes	90.3		Yes	95.7	Yes		
White	100.0	Yes	100.0	Yes	89.6		Yes	95.1		Yes				
Black	100.0	Yes	100.0	Yes	56.8	65.9	No	66.2		Yes	95.6			
Hispanic	100.0	Yes	100.0	Yes	61.0	64.2	No	77.6		Yes	95.8			
Asian/Pacific Islander	100.0	Yes	100.0	Yes	91.8		Yes	95.3		Yes				
Native American														
Multiracial /Ethnic	100.0	Yes	100.0	Yes	88.1		Yes	98.3		Yes				
LEP	100.0	Yes	100.0	Yes	59.4	47.4	Yes	76.4		Yes	95.3			
Students with Disabilities	100.0	Yes	100.0	Yes	53.4	56.4	Yes	65.0		No	94.9			
Economically Disadvantaged	100.0	Yes	100.0	Yes	56.8	61.9	No	75.2		Yes	94.8			

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.)

General

Woodland Intermediate School is pleased with our continued overall growth in the academic areas measured by ISAT. In general, our fourth and fifth grade students experienced gains, with overall scores surpassing state averages.

Areas of Strength

Math continues to be our strongest subject, with students meeting or exceeding state standards at a rate of 92.2% meets or exceeds for our fourth grade students, and 87.1% for our fifth grade students. These consistently high math scores are a result of continued effort by math specialists and classroom teachers to incorporate more flexible grouping strategies, math centers, leveled materials, and additional best practices that have resulted in continued growth for our students. In an effort assist our students with disabilities in Math, we are implementing a new researched based curriculum for this student group during the FY10 school year that will be monitored for effectiveness.

Science continues to be a strong area for the Intermediate fourth grade students scoring above state averages with an 84.7% meets or exceeds score. Our unique, standards-based, staff developed science curriculum has benefited our students through the variety of hands-on learning experiences and differentiated materials.

Areas of Focus and Improvement

While our students perform well compared to state averages we have implemented and continue to refine our new reading and writing curriculum. Our test scores for the FY09 school year have stayed basically the same in reading from FY08. Fourth grade scored at 81.5% meets or exceeds in 2008 to 81.3% for 2009. Fifth grade 82.4% for 2008 to 82.3% 2009. These scores are encouraging in light of the fact that we implemented a new research based reading curriculum that is aligned with state standards during the FY09 school year. This curriculum has brought guided reading to both fourth and fifth grades. For FY10 we are changing the service delivery model for our ELL students moving their services from a replacement program to a supplemental program allowing these students to be in greater contact with language rich environments. Reading specialists provide support by modeling reading strategies, securing resources for teachers, and facilitating the implementation of guided reading and flexible grouping strategies to better target instruction based on student need. A supplemental reading program, Bridges, will continue in order to provide intensive reading remediation at a tier two level to our most at-risk readers. This year we are implementing new tier one interventions for struggling readers to occur during an academic flex period to provide additional supplemental assistance. Greater use of our school wide reading incentive program, Scholastic Reading Counts, will be used in all classrooms to promote reading and provide lexile information for students, parents and teachers. Staff development will occur weekly during common planning time to ensure the use of best practices for reading and writing in the classroom. As we become more adept with our reading curriculum during this second year of implementation, writing will be the next area to focus on for improvement. We continue to see gains in our writing scores for our fifth grade students from previous years. The FY09 score was 63.3% meets or exceeds. We hope to see similar gains in this area as we have seen in reading.