

**Woodland Primary School
Woodland CCSD 50
Gages Lake, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : PK K

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	52.1	7.6	23.9	15.7	0.4	0.3	9.3	16.9		0.3	8.3	97.1	781
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.

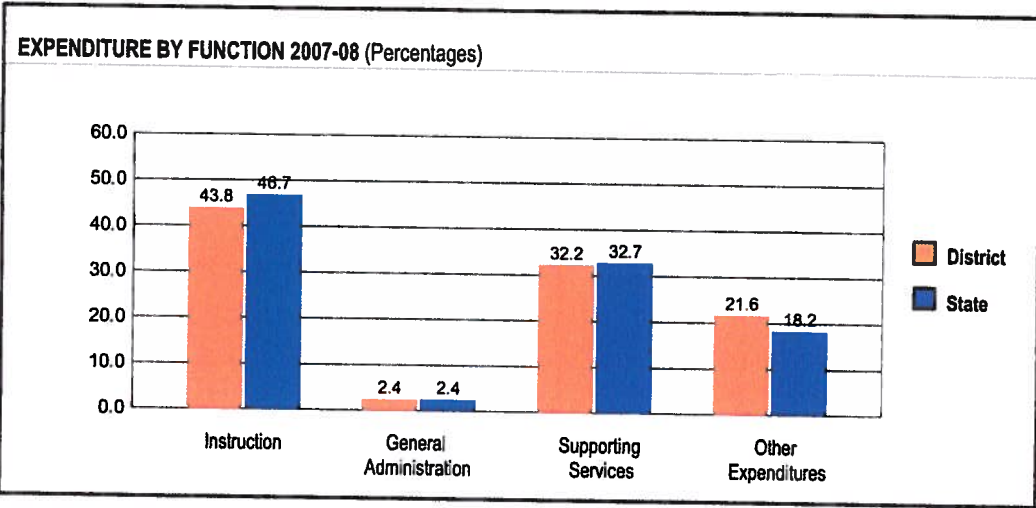
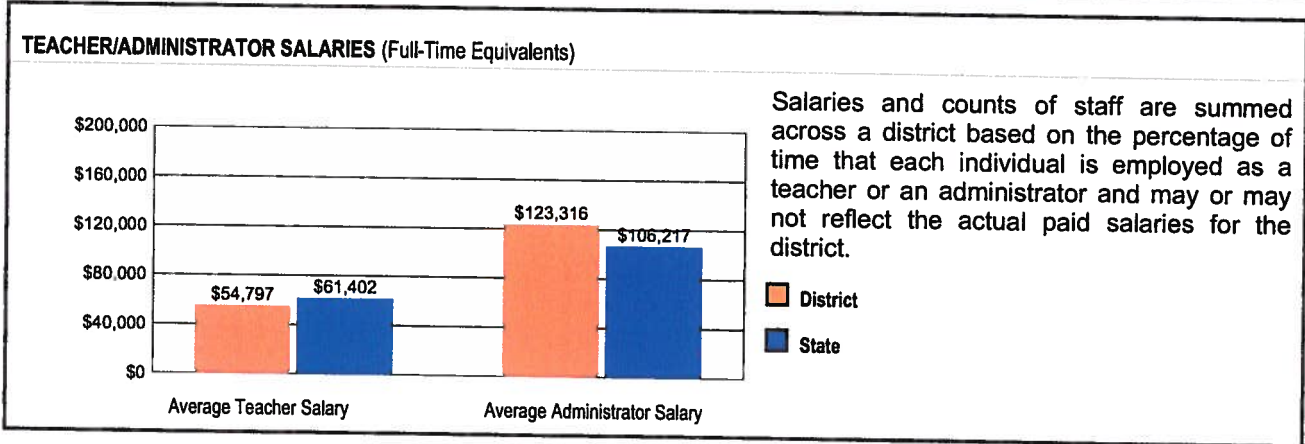
AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	17.2									
District	17.2									
State	20.5									

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	--	--	--	2.4	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.

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 Strength

Primary has a rigorous monthly assessment system and database to support teachers as they differentiate instruction for students. The assessments indicate that the overwhelming majority of kindergarten students are fully prepared to enter 1st grade and have begun reading at, minimally, a B level.

Full Day English as a Second Language Program

As data was analyzed in the past in reference to Adequate Yearly Progress and subgroups it was determined that we needed to further our early intervention with our students who speak English as a second language. This year we have changed our delivery model so students will receive instruction in an General Education Kindergarten for a half-day and instruction in an English as a Second Language (ESL) Kindergarten for the other half of the day. This is an expansion of services that previously offered the full-day option to only bilingual Spanish children.

Kindergarten Plus

The purpose of Kindergarten Plus is to identify academically at-risk students and provide support. The goal for this year is to continue to meet the needs of those students who are in the bottom quartile of our assessments through a full day kindergarten program.

Response to Intervention

The Response to Intervention Committee is continuing to develop Tier I interventions and data collection methods for classroom teachers in the areas of math and literacy. This year we will be expanding our at home interventions using books on MP3 players and expanding our Phonological Awareness at Woodland Program.