

JANE STENSON SCHOOL
SKOKIE SD 68
SKOKIE, 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 | 41.4 | 9.3 | 12.0 | 36.7 | 0.0 | 0.6 | 30.2 | 11.7 | | 0.0 | 6.8 | 95.5 | 324 |
| District | 43.6 | 10.3 | 9.5 | 36.1 | 0.0 | 0.6 | 29.5 | 9.3 | | 0.0 | 7.5 | 96.0 | 1,586 |
| 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 | 100.0 | -- | -- | -- | -- |
| District | 100.0 | 15.3 | | 11.0 | 176.2 |
| State | 96.1 | 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 | 20.0 | 17.7 | 17.3 | 19.0 | 16.3 | 18.0 | | | | |
| District | 17.9 | 18.6 | 19.1 | 20.6 | 17.8 | 18.8 | | | | |
| 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 | 55 | | | 24 | | | 140 | | | 24 | | |
| District | 55 | | | 24 | | | 140 | | | 24 | | |
| State | 58 | | | 30 | | | 145 | | | 31 | | |

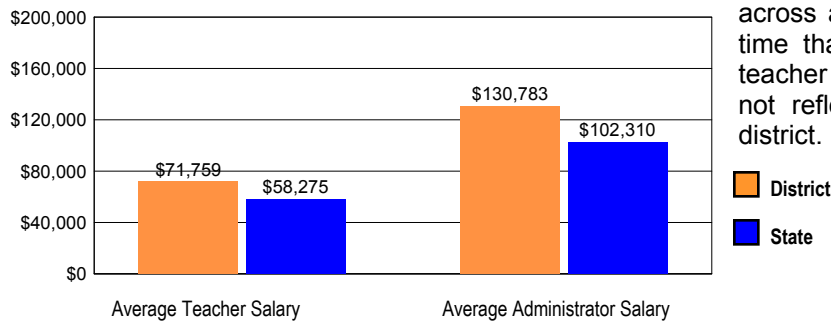
| TEACHER INFORMATION (Full-Time Equivalents) | | | | | | | | |
|---|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Male | Female | Total Number |
| District | 93.5 | 0.8 | 1.6 | 4.1 | 0.0 | 12.4 | 87.6 | 121 |
| 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 | 12.7 | 19.3 | 80.7 | 0.0 | 0.0 |
| State | 12.9 | 47.6 | 52.3 | 1.5 | 3.2 |

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

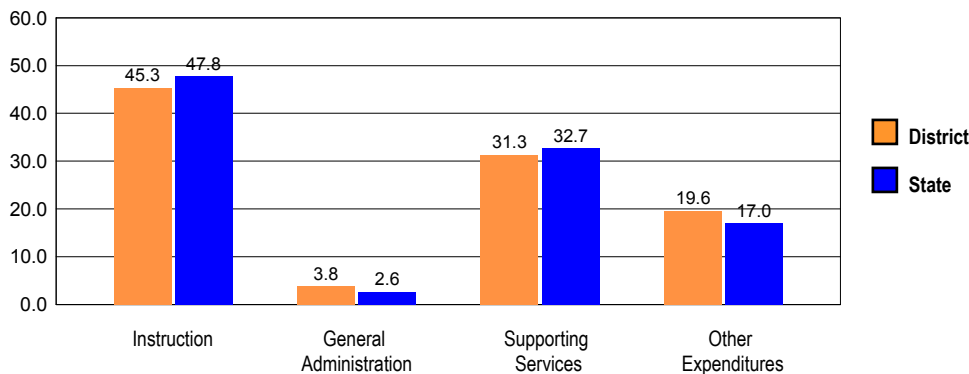
SCHOOL DISTRICT FINANCES

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 | \$19,042,782 | 82.8 | 58.8 | Education | \$17,916,508 | 73.5 | 73.0 |
| Other Local Funding | \$1,886,065 | 8.2 | 6.0 | Operations & Maintenance | \$2,661,471 | 10.9 | 8.6 |
| General State Aid | \$455,434 | 2.0 | 18.2 | Transportation | \$973,075 | 4.0 | 3.9 |
| Other State Funding | \$1,230,021 | 5.3 | 9.3 | Bond and Interest | \$2,202,368 | 9.0 | 6.2 |
| Federal Funding | \$379,689 | 1.7 | 7.7 | Rent | \$0 | 0.0 | 0.0 |
| TOTAL | \$22,993,991 | | | Municipal Retirement/ Social Security | \$616,137 | 2.5 | 1.8 |
| | | | | Fire Prevention & Safety | \$0 | 0.0 | 1.1 |
| | | | | Site & Construction/ Capital Improvement | \$0 | 0.0 | 5.4 |
| | | | | TOTAL | \$24,369,559 | | |

| 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 | \$586,678 | 2.18 | \$7,265 | \$12,908 |
| 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.

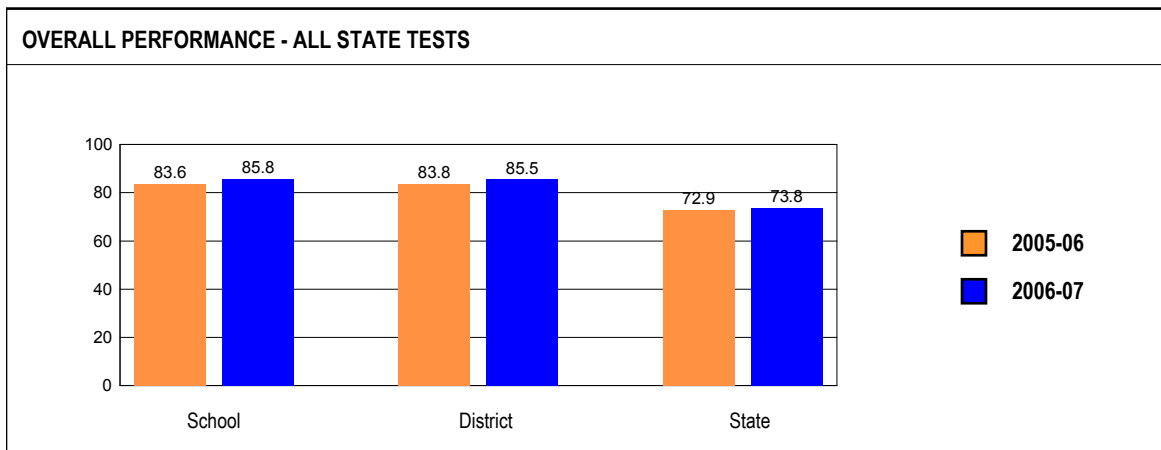
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

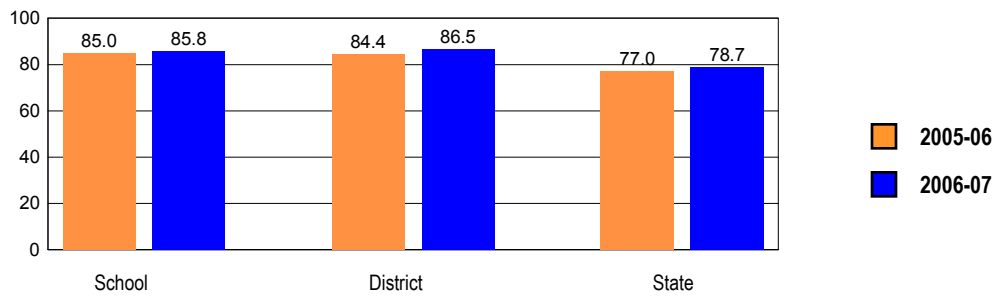
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

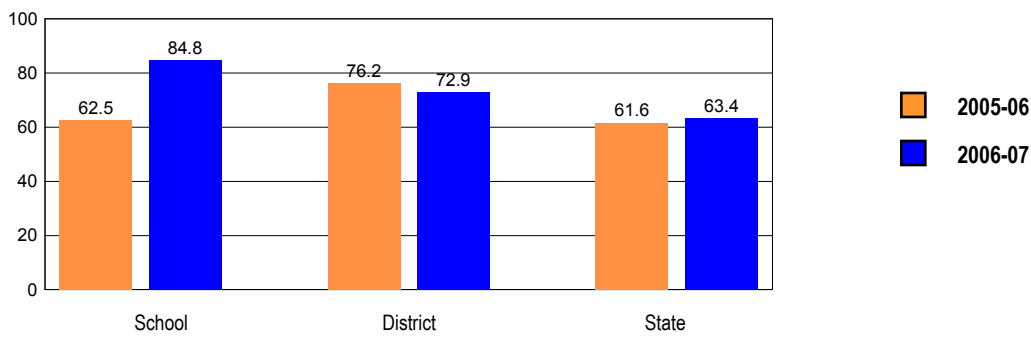
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics and science.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

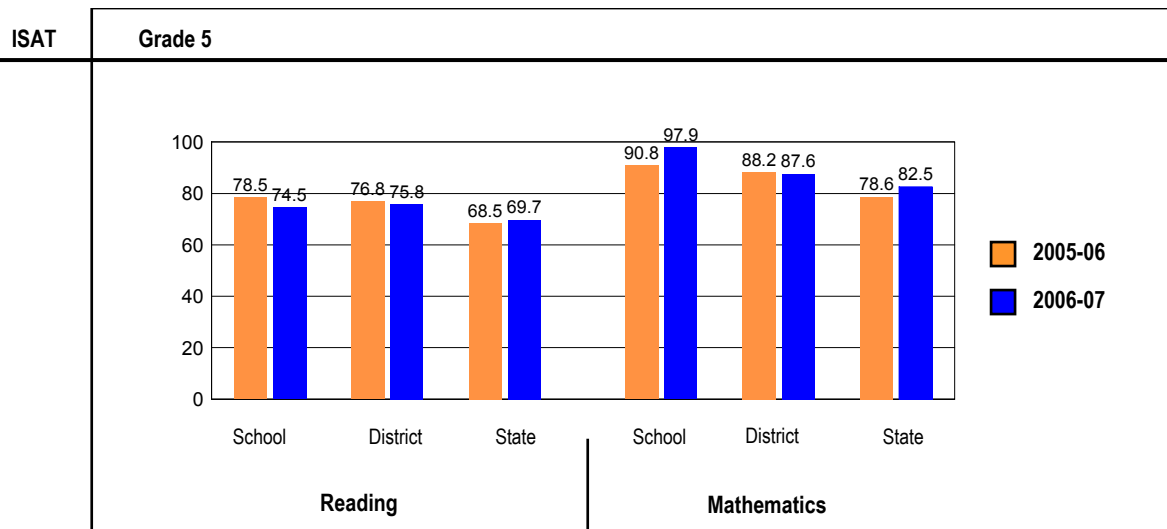
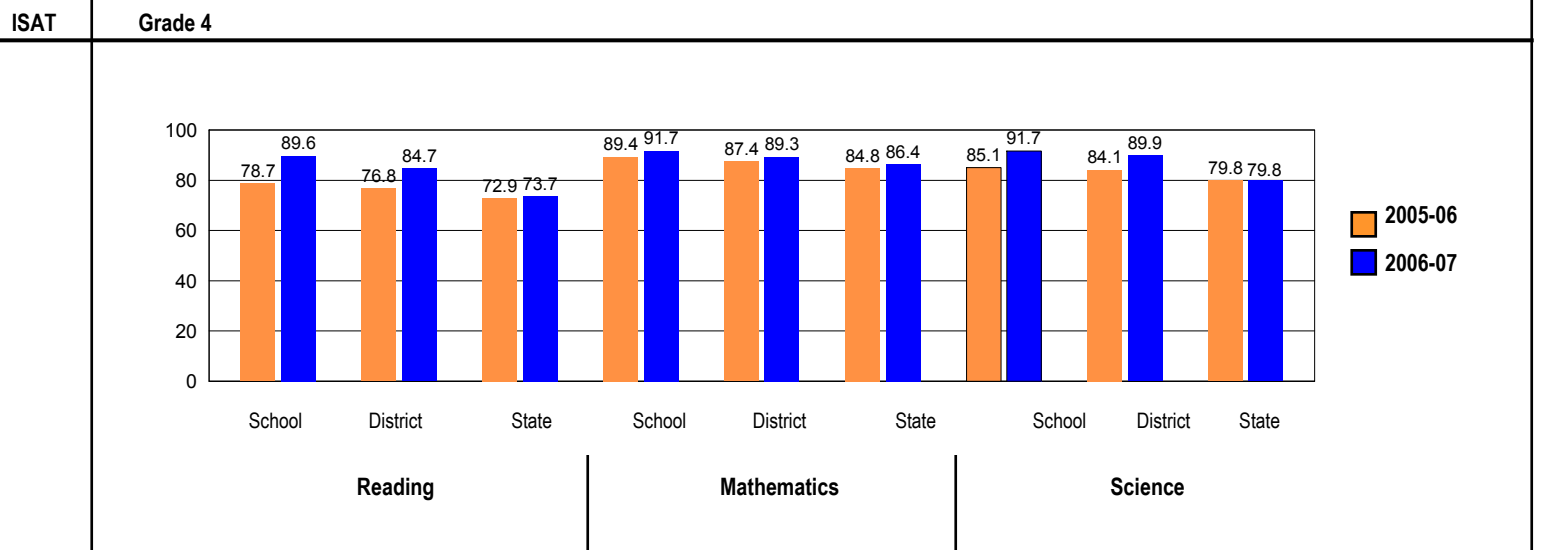
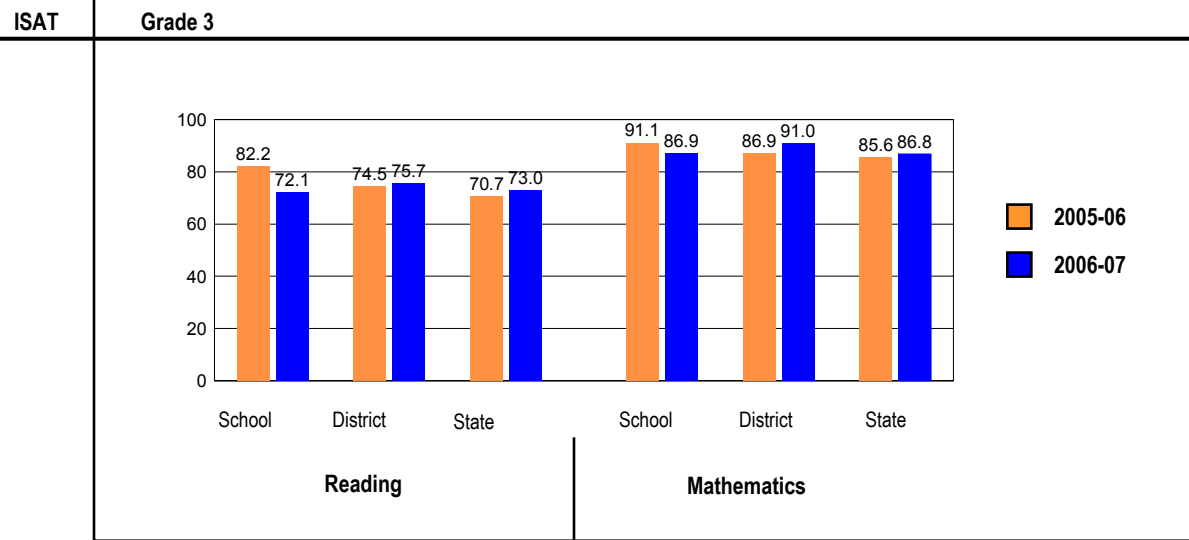


OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE



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 | 174 | 97 | 77 | 67 | 15 | 22 | 69 | | 1 | 20 | | 24 | 59 |
| | 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 | 1,167 | 594 | 573 | 504 | 128 | 110 | 420 | | 5 | 98 | | 194 | 363 |
| | 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 |
| 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 | 8.2 | 19.7 | 47.5 | 24.6 | 0.0 | 13.1 | 39.3 | 47.5 |
| District | 4.5 | 19.8 | 51.4 | 24.3 | 0.6 | 8.5 | 45.8 | 45.2 |
| 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 | 10.0 | 20.0 | 56.7 | 13.3 | 0.0 | 13.3 | 43.3 | 43.3 |
| | District | 5.8 | 23.3 | 54.7 | 16.3 | 1.2 | 8.1 | 47.7 | 43.0 |
| | State | 7.0 | 24.3 | 47.5 | 21.2 | 4.3 | 9.4 | 43.2 | 43.1 |
| Female | School | 6.5 | 19.4 | 38.7 | 35.5 | 0.0 | 12.9 | 35.5 | 51.6 |
| | District | 3.3 | 16.5 | 48.4 | 31.9 | 0.0 | 8.8 | 44.0 | 47.3 |
| | 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 | 0.0 | 27.3 | 27.3 | 45.5 | 0.0 | 9.1 | 31.8 | 59.1 |
| | District | 1.2 | 18.8 | 47.1 | 32.9 | 0.0 | 3.5 | 44.7 | 51.8 |
| | State | 2.7 | 14.9 | 50.5 | 31.9 | 1.2 | 4.9 | 41.6 | 52.3 |
| Black | School | | | | | | | | |
| | District | 23.5 | 29.4 | 47.1 | 0.0 | 5.9 | 11.8 | 76.5 | 5.9 |
| | State | 12.3 | 37.2 | 42.4 | 8.1 | 10.8 | 21.0 | 49.7 | 18.4 |
| Hispanic | School | | | | | | | | |
| | District | 4.8 | 4.8 | 76.2 | 14.3 | 0.0 | 4.8 | 52.4 | 42.9 |
| | State | 6.1 | 28.2 | 52.2 | 13.5 | 3.5 | 11.7 | 53.8 | 31.0 |
| Asian/Pacific Islander | School | 9.1 | 22.7 | 50.0 | 18.2 | 0.0 | 22.7 | 27.3 | 50.0 |
| | District | 3.8 | 25.0 | 48.1 | 23.1 | 0.0 | 17.3 | 36.5 | 46.2 |
| | 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 | | | | | | | | |
| | 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 | 30.0 | 50.0 | 20.0 | 0.0 | 0.0 | 50.0 | 50.0 | 0.0 |
| | District | 22.2 | 44.4 | 18.5 | 14.8 | 3.7 | 25.9 | 51.9 | 18.5 |
| | State | 19.9 | 37.2 | 32.7 | 10.2 | 11.2 | 18.8 | 47.0 | 23.0 |
| Non-IEP | School | 3.9 | 13.7 | 52.9 | 29.4 | 0.0 | 5.9 | 37.3 | 56.9 |
| | District | 1.3 | 15.3 | 57.3 | 26.0 | 0.0 | 5.3 | 44.7 | 50.0 |
| | State | 3.0 | 19.2 | 51.5 | 26.4 | 2.5 | 8.0 | 44.4 | 45.1 |

Grade 3 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | |
|--------------------------|---------|------|------|------|-------------|------|------|------|--|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | | | | | | | | | |
| School | 12.0 | 28.0 | 56.0 | 4.0 | 0.0 | 16.0 | 56.0 | 28.0 | |
| District | 8.6 | 31.0 | 53.4 | 6.9 | 1.7 | 13.8 | 55.2 | 29.3 | |
| State | 9.8 | 33.1 | 46.4 | 10.8 | 7.2 | 16.5 | 51.6 | 24.6 | |
| Not Eligible | | | | | | | | | |
| School | 5.6 | 13.9 | 41.7 | 38.9 | 0.0 | 11.1 | 27.8 | 61.1 | |
| District | 2.5 | 14.3 | 50.4 | 32.8 | 0.0 | 5.9 | 41.2 | 52.9 | |
| State | 2.2 | 13.5 | 50.6 | 33.8 | 1.1 | 4.5 | 39.8 | 54.6 | |

Grade 4**Grade 4 - All**

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 10.4 | 54.2 | 35.4 | 0.0 | 8.3 | 45.8 | 45.8 | 0.0 | 8.3 | 62.5 | 29.2 |
| District | 0.7 | 14.7 | 53.3 | 31.3 | 0.7 | 10.0 | 50.7 | 38.7 | 0.7 | 9.4 | 63.8 | 26.2 |
| 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 | 0.0 | 10.3 | 51.7 | 37.9 | 0.0 | 6.9 | 34.5 | 58.6 | 0.0 | 3.4 | 62.1 | 34.5 |
| District | 0.0 | 16.0 | 53.3 | 30.7 | 1.3 | 9.3 | 46.7 | 42.7 | 0.0 | 9.5 | 60.8 | 29.7 |
| 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 | 10.5 | 57.9 | 31.6 | 0.0 | 10.5 | 63.2 | 26.3 | 0.0 | 15.8 | 63.2 | 21.1 |
| District | 1.3 | 13.3 | 53.3 | 32.0 | 0.0 | 10.7 | 54.7 | 34.7 | 1.3 | 9.3 | 66.7 | 22.7 |
| 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 | 0.0 | 10.0 | 45.0 | 45.0 | 0.0 | 10.0 | 40.0 | 50.0 | 0.0 | 5.0 | 60.0 | 35.0 |
| District | 0.0 | 10.6 | 51.5 | 37.9 | 0.0 | 6.1 | 50.0 | 43.9 | 0.0 | 4.5 | 66.7 | 28.8 |
| 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 | 4.2 | 41.7 | 54.2 | 0.0 | 4.2 | 33.3 | 54.2 | 8.3 | 4.3 | 30.4 | 60.9 | 4.3 |
| District | 2.7 | 47.1 | 41.9 | 8.3 | 3.4 | 28.7 | 58.2 | 9.8 | 10.8 | 37.4 | 48.5 | 3.2 |
| State | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | |
| School | 0.0 | 10.0 | 60.0 | 30.0 | 0.0 | 20.0 | 40.0 | 40.0 | 0.0 | 10.0 | 60.0 | 30.0 |
| District | 1.1 | 30.5 | 53.7 | 14.8 | 0.9 | 13.5 | 66.4 | 19.1 | 3.3 | 21.9 | 67.8 | 7.0 |
| State | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | |
| School | 0.0 | 5.6 | 61.1 | 33.3 | 0.0 | 0.0 | 50.0 | 50.0 | 0.0 | 5.6 | 66.7 | 27.8 |
| District | 0.0 | 8.2 | 53.1 | 38.8 | 0.0 | 2.0 | 51.0 | 46.9 | 0.0 | 6.1 | 61.2 | 32.7 |
| 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 | | | | | | | | | | | | |
| District | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | |
| District | | | | | | | | | | | | |
| 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 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|--------------------------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | School | 0.0 | 18.8 | 62.5 | 18.8 | 0.0 | 12.5 | 68.8 | 18.8 | 0.0 | 18.8 | 75.0 | 6.3 |
| | District | 2.0 | 21.6 | 58.8 | 17.6 | 2.0 | 15.7 | 62.7 | 19.6 | 2.0 | 15.7 | 66.7 | 15.7 |
| | State | 2.0 | 40.0 | 46.6 | 11.4 | 2.2 | 21.4 | 62.1 | 14.3 | 7.0 | 28.8 | 57.9 | 6.3 |
| Not Eligible | School | 0.0 | 6.3 | 50.0 | 43.8 | 0.0 | 6.3 | 34.4 | 59.4 | 0.0 | 3.1 | 56.3 | 40.6 |
| | District | 0.0 | 11.1 | 50.5 | 38.4 | 0.0 | 7.1 | 44.4 | 48.5 | 0.0 | 6.1 | 62.2 | 31.6 |
| | State | 0.4 | 15.0 | 49.6 | 35.1 | 0.4 | 6.3 | 53.3 | 40.0 | 1.1 | 8.4 | 64.1 | 26.5 |

Grade 5**Grade 5 - All**

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 25.5 | 44.7 | 29.8 | 0.0 | 2.1 | 76.6 | 21.3 |
| District | 0.0 | 24.2 | 42.2 | 33.5 | 0.6 | 11.8 | 64.0 | 23.6 |
| 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 | 19.2 | 53.8 | 26.9 | 0.0 | 0.0 | 76.9 | 23.1 |
| | District | 0.0 | 26.4 | 42.5 | 31.0 | 1.1 | 13.8 | 62.1 | 23.0 |
| | State | 1.0 | 33.0 | 42.8 | 23.2 | 0.7 | 18.0 | 60.7 | 20.7 |
| Female | School | 0.0 | 33.3 | 33.3 | 33.3 | 0.0 | 4.8 | 76.2 | 19.0 |
| | District | 0.0 | 21.6 | 41.9 | 36.5 | 0.0 | 9.5 | 66.2 | 24.3 |
| | 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 | 26.1 | 39.1 | 34.8 | 0.0 | 4.3 | 69.6 | 26.1 |
| | District | 0.0 | 19.7 | 39.5 | 40.8 | 1.3 | 9.2 | 61.8 | 27.6 |
| | State | 0.4 | 20.5 | 45.3 | 33.8 | 0.2 | 9.7 | 64.3 | 25.8 |
| Black | School | | | | | | | | |
| | District | 0.0 | 80.0 | 10.0 | 10.0 | 0.0 | 40.0 | 50.0 | 10.0 |
| | State | 2.0 | 53.2 | 36.6 | 8.2 | 1.6 | 38.2 | 55.1 | 5.1 |
| Hispanic | School | | | | | | | | |
| | District | 0.0 | 31.6 | 36.8 | 31.6 | 0.0 | 15.8 | 68.4 | 15.8 |
| | State | 0.7 | 35.0 | 49.6 | 14.7 | 0.3 | 18.1 | 70.5 | 11.1 |
| Asian/Pacific Islander | School | 0.0 | 18.8 | 56.3 | 25.0 | 0.0 | 0.0 | 75.0 | 25.0 |
| | District | 0.0 | 17.9 | 53.6 | 28.6 | 0.0 | 8.9 | 67.9 | 23.2 |
| | 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 | | | | | | | | |
| | State | 0.8 | 28.9 | 45.7 | 24.7 | 0.4 | 16.6 | 64.7 | 18.3 |

Grade 5 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | |
|---------------------------------|---------|------|------|------|-------------|------|-------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Free/Reduced Price Lunch | | | | | | | | |
| School | 0.0 | 36.4 | 54.5 | 9.1 | 0.0 | 0.0 | 100.0 | 0.0 |
| District | 0.0 | 40.8 | 42.9 | 16.3 | 2.0 | 20.4 | 67.3 | 10.2 |
| State | 1.4 | 45.5 | 42.1 | 11.0 | 1.0 | 28.4 | 62.7 | 7.8 |
| Not Eligible | | | | | | | | |
| School | 0.0 | 22.2 | 41.7 | 36.1 | 0.0 | 2.8 | 69.4 | 27.8 |
| District | 0.0 | 17.0 | 42.0 | 41.1 | 0.0 | 8.0 | 62.5 | 29.5 |
| State | 0.3 | 18.2 | 45.6 | 36.0 | 0.2 | 8.8 | 62.8 | 28.2 |

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 | 80.3 | | Yes | 91.2 | | Yes | 95.5 | Yes | | |
| White | 100.0 | Yes | 100.0 | Yes | 82.3 | | Yes | 93.5 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian/Pacific Islander | 100.0 | Yes | 100.0 | Yes | 78.9 | | Yes | 89.5 | | Yes | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Economically Disadvantaged | 100.0 | Yes | 100.0 | Yes | | | | | | | | | | |

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.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

During the 2006-2007 school year, the School District 68 Board of Education continued implementation of the District Strategic Plan Goal Areas, which included the following initiatives identified as district priorities: 1) curriculum implementation, 2) multiculturalism/diversity, and 3) communication.

1. Curriculum Implementation Priorities

A. Extend the K-5 reading implementation

- Following the scoring of reading assessments by individual teachers, grade level teams met to compare performance of students and plan re-teaching of skills based on student performance
- Reading Teacher Assistants (RTA's) continued to meet each guided reading group in each classroom once per week with lessons that enhanced, reinforced, or re-taught skills in comprehension, word work, vocabulary, and fluency
- Sub-skills assessments in grades 1 and 2 were utilized to target 10-12% of students scoring lowest on classroom-based assessments; three additional intervention support sessions per week targeting needed skills resulted in a 25% improvement by students on the sub-skills test in spring, 2007
- Reading teacher leaders and our literacy coach conducted initial training of new teachers and provided monthly introduction of each new reading strategy; new teachers were supported by our instructional coach, teacher leaders, and had an opportunity for one of the consultants to observe a lesson with a follow-up discussion

B. Implement 6-8 reading curriculum

- Teachers completed training in each of the six comprehension strategies and developed reading assessments
- *Reading* assessments were utilized to assess progress of students in mastering each strategy with lexile levels utilized to select texts for independent reading
- The OOJH Reading/Math Intervention (RMI) teachers read and reviewed texts and novels at a variety of reading levels so differentiation of instruction could occur more readily; an analysis of MAP performance in the spring indicated a need for the development of literary concepts and vocabulary in 2007-08

C. Implement K-5 social studies curriculum and refine 6-8 social studies units and assessments

- Units developed by the social studies teacher leaders were implemented at every grade level
- Teachers received training in concept-based social studies instruction; emphasis on essential questions and review of student assessments by grade levels resulted in lesson modifications and the re-teaching of concepts
- Teachers developed a set of video clips from *United Streaming* to enhance understanding of the concepts
- Teachers read and incorporated related literature books to integrate social studies and reading; core literature texts were selected for 2007-2008
- Sixth grade language arts/social studies teachers revised units to better integrate reading, writing, and social studies; performance assessments were developed with accompanying rubrics for each revised unit
- Seventh and eighth grade teachers focused on formative and summative assessment revisions; additional traditional forms of assessments were incorporated along with performance assessments to ensure a balance

D. Develop a K-8 PE and health curriculum

- K-8 PE/health curriculum development was completed and aligned with state standards; new units include movement, physical fitness, team building, health promotion, the human body, and communication and decision making
- Each P.E. unit includes targeted skill development and an assessment ranging from a checklist to recording pre-and post-skill levels

- The K-8 health curriculum includes opportunities to understand nutrition and make healthy food choices, keeping the human body clean and healthy, communicating feelings and needs in group settings, and practicing safety in multiple contexts
- The principal, health clerk, bus drivers, teachers, dentists, and other health practitioners in Skokie will serve as adult role models for our K-5 health curriculum via classroom presentations
- A pilot circuit training program was initiated in grades 6-8 so students could learn how to assess and plan a program for physical fitness improvement; cardiovascular fitness, strength, and flexibility were recorded and progress charted by students; equipment was purchased to provide for 60 circuit stations during a class period

E. Initiate the new K-8 student assessment program

- In September and May, *Measures of Academic Progress* (MAP) in reading and math was administered to all students in grades 2-7
- Teachers from the OOJH *Mind the Gap* school improvement planning committee attended their fourth data retreat

2. Multiculturalism and Diversity Priority

A. Enhance appreciation and understanding of D68 cultural diversity

- Principals attended four university-sponsored teacher job fairs to recruit 2007-2008 teacher candidates who reflect the cultural diversity of our community
- An English Language Learner (ELL) Kindergarten classroom was established for the 2007-2008 school year
- A discussion among the township superintendents was held in July, 2007 to explore the possibility of developing a Township ELL Newcomer Center; the Center would be housed in our ESC rental space and would facilitate community-based resources for immigrant and refugee families
- Board of Education policy regarding transportation fees was revised; free busing is now available to low-income families living within 1.5 miles of school
- Faculty and staff participated in a spring, 2007 Institute Day professional development workshop on understanding the culture of poverty
- Additional staffing allocations for a K-5 instructional coach and a part-time junior high SRO (to be shared with Skokie School District 69) were approved by the board and were hired to commence in Fall 2007
- An intergovernmental agreement among Skokie School District 68, Skokie School District 69 and the Village of Skokie has been developed to delineate the shared SRO concept

3. Communications Priority

A. Enhance communication among district constituencies

- A *School Perceptions* survey was administered to all OOJH students, parents, and faculty and staff as a component of ongoing school improvement efforts. Survey results were analyzed by OOJH faculty and were presented to the Board of Education in July, 2007
- A free, subscriber-based broadcast e-mail system was implemented; broadcasts with Board of Education discussion items along with invitations to upcoming Board meetings as well as school information items were sent monthly to subscribers; over 175 subscribers representing district parents, faculty and staff, and community members exist
- A township-wide public forum on school funding and legislative issues, organized by local advocacy groups and school superintendents, was held this past May; a township-wide parent information workshop, "Raising Teens: A Risky Business", sponsored by the township school districts, was held in March, 2007
- The Niles Township Youth Coalition (formally the Township Youth-At-Risk Committee) was initiated in spring, 2007; the Coalition will begin its work in fall, 2007 to develop proactive, community-based parent information networks and workshops. District 68 parent representatives from each of our four schools were recruited this past spring via the PTAs

Ongoing curriculum refinements, more directed attention to assessment data and its application to instruction, more focused attention to our district's diversity, and enhanced opportunities for communication between all district constituencies will drive our professional development and administrative activity for the next several years.