

**ROBERT CROWN ELEMENTARY SCHOOL
WAUCONDA COMM UNIT S DIST 118
WAUCONDA, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : PK K 1 2 3 4

State and federal laws require public school districts to release school report cards to the public each year.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION												
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	79.5	1.1	17.0	2.1	0.2	11.5	12.1		0.0	13.3	94.4	887
District	84.2	0.8	13.0	1.8	0.2	9.8	5.9		0.2	9.9	94.0	3,909
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3		1.9	16.4	94.0	2,044,539

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*		AVERAGE CLASS SIZE (as of the first school day in May)						STAFF-TO-STUDENT RATIOS			
	Percent	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	21.3	23.3	23.6				--	--	--	--
District	100.0	21.1	23.7	23.1				19.1	21.7	14.4	279.2
State	95.9	20.6	21.3	22.5				18.4	18.2	13.8	221.1

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

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			30			90			30		
District	55			30			90			30		
State	56			30			146			31		

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.6	0.0	0.4	0.0	0.0	21.4	78.6	236
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

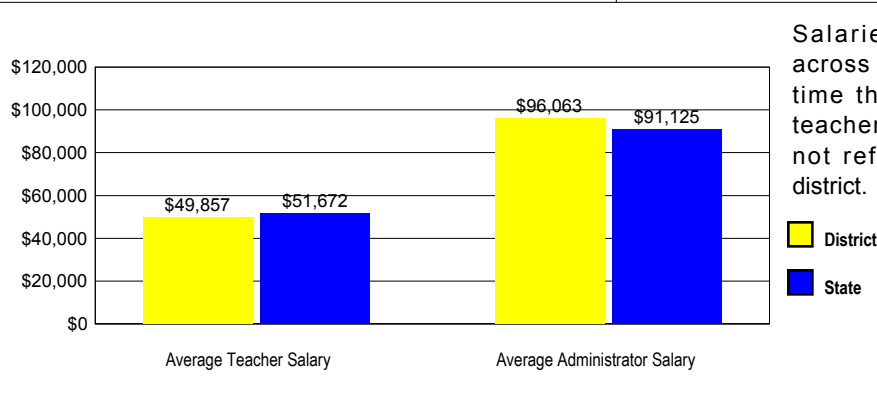
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	10.9	44.7	55.3	0.8	0.0
State	13.9	53.9	46.0	2.5	2.1

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

* Data based on No Child Left Behind (NCLB) definition.

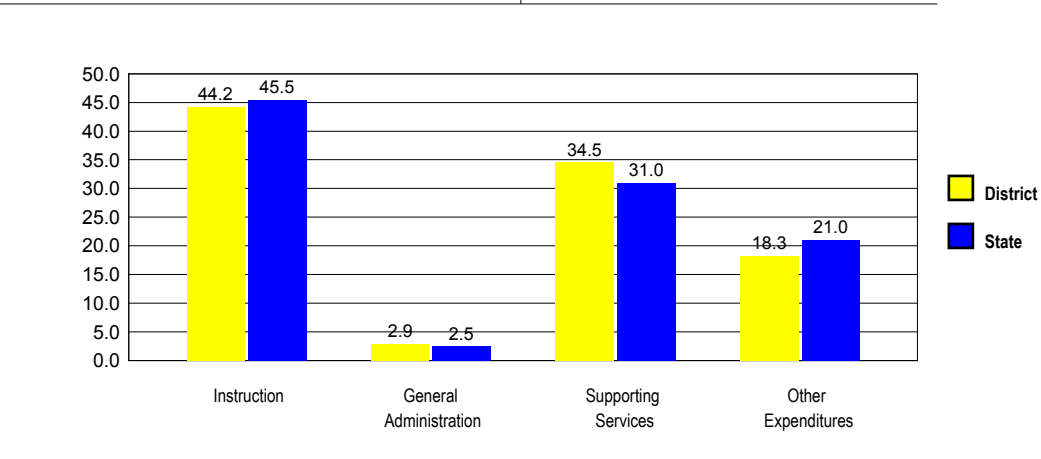
SCHOOL DISTRICT FINANCES

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 2001-02 (Percentages)



REVENUE BY SOURCE 2001-02				EXPENDITURE BY FUND 2001-02			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$20,348,249	72.7	55.4	Education	\$21,332,159	71.2	69.7
Other Local Funding	\$1,610,092	5.8	6.1	Operations & Maintenance	\$2,410,765	8.0	8.9
General State Aid	\$2,685,874	9.6	18.7	Transportation	\$2,194,782	7.3	3.4
Other State Funding	\$2,564,782	9.2	12.5	Bond and Interest	\$3,247,272	10.8	5.7
Federal Funding	\$773,162	2.8	7.3	Rent			0.0
TOTAL	\$27,982,159			Municipal Retirement/ Social Security	\$785,806	2.6	1.5
				Fire Prevention & Safety			1.0
				Site & Construction/ Capital Improvement			9.8
				TOTAL	\$29,970,784		

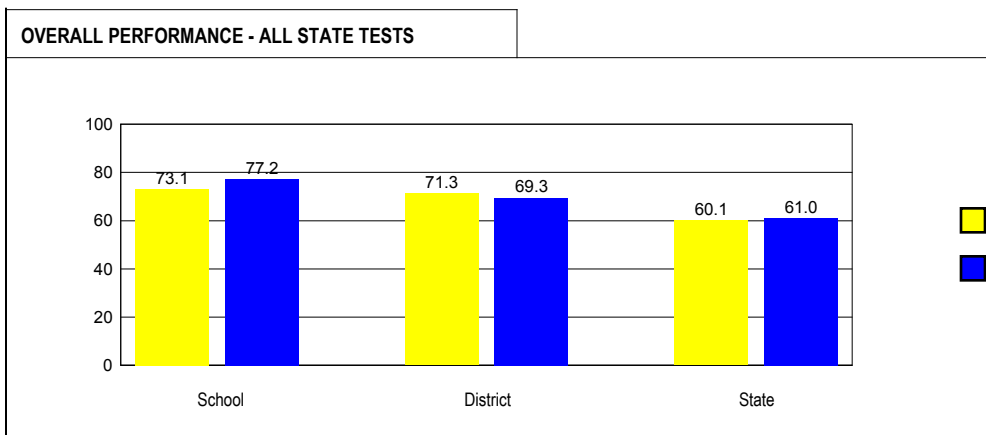
OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$136,229	4.32	\$3,868	\$7,211
State	**	**	\$4,842	\$8,181

** 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.

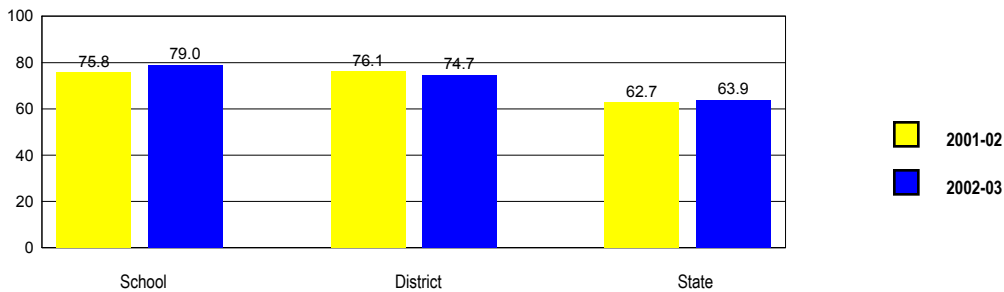
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

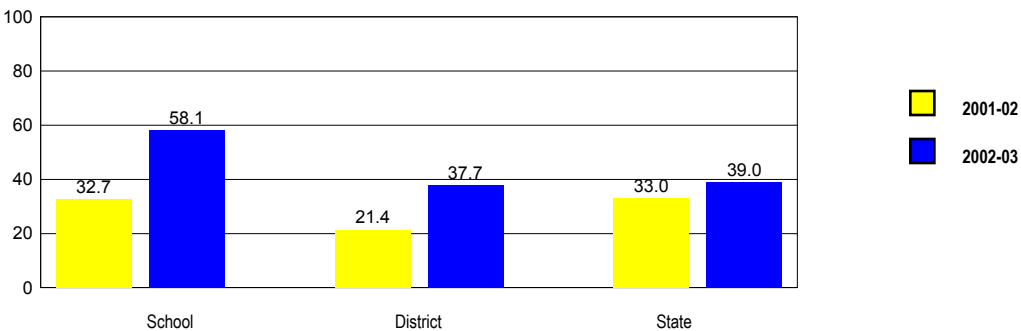
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



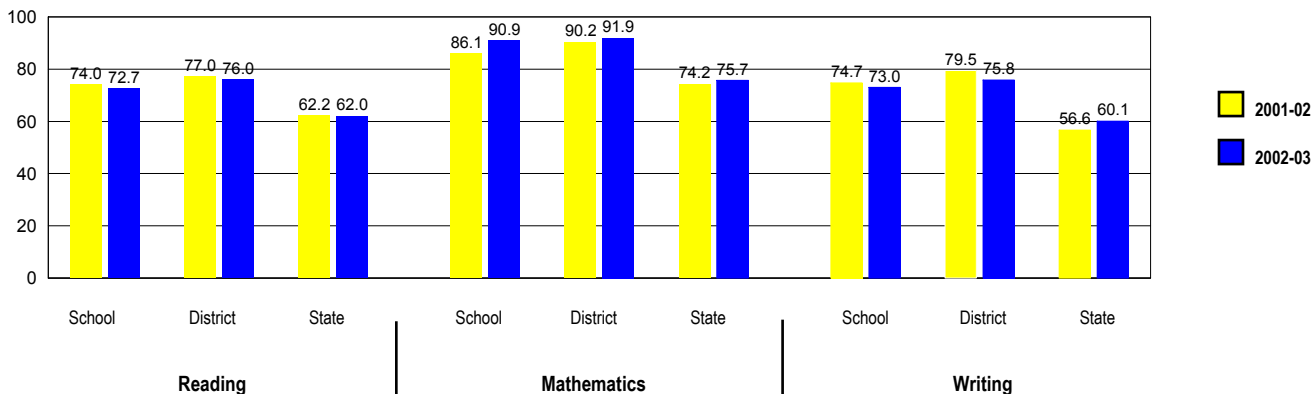
OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE



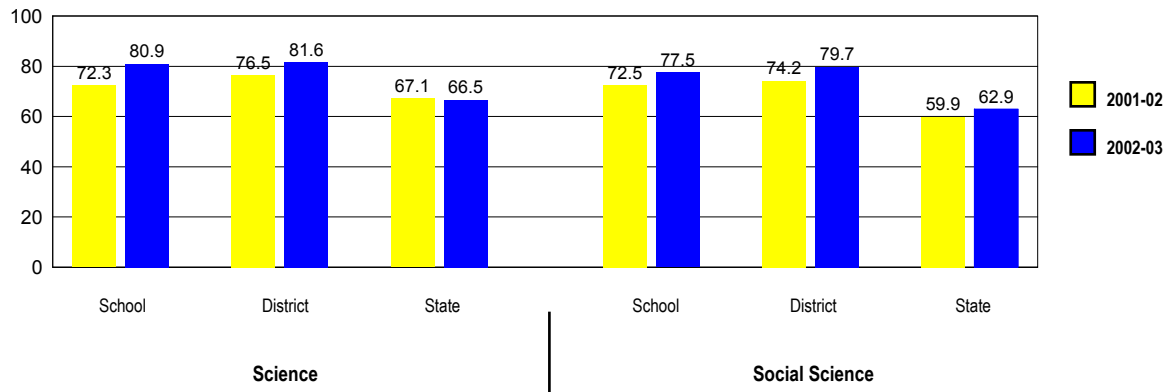
ISAT PERFORMANCE

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.

ISAT | Grade 3



ISAT Grade 4



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results 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, 4, 5, 7, and 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 students in state-approved transitional bilingual programs. 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 or Section 504 Plan. 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. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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				
School	*Enrollment	169	90	79	140	1	26	2	0	11	0	26	26
	Reading	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			9.1		0.0	0.0
District	*Enrollment	1,119	578	539	961	4	138	16	0	48	0	183	123
	Reading	0.0	0.0	0.0	0.0		0.7	0.0		14.6		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0		12.5		0.0	0.0
State	*Enrollment	616,170	313,399	302,581	366,187	127,748	97,933	21,960	936	35,949	310	82,419	234,696
	Reading	0.4	0.4	0.5	1.4	2.6	2.0	1.2	0.0	4.1	0.0	0.0	10.4
	Mathematics	0.5	0.6	0.6	1.5	2.8	2.2	1.3	0.0	4.7	0.0	0.0	10.6

* Enrollment on the first day of state testing.

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				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	3.6	23.6	38.2	34.5	3.0	6.1	39.4	51.5	4.9	22.1	69.9	3.1
District	3.2	20.8	42.9	33.1	1.9	6.2	42.2	49.7	2.9	21.2	70.3	5.6
State	8.1	29.8	40.1	21.9	6.8	17.4	44.6	31.1	7.1	32.9	57.3	2.8

Grade 3 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	1.2	29.1	34.9	34.9	2.3	4.7	38.4	54.7	6.0	27.4	63.1	3.6
District	3.2	26.0	40.3	30.5	1.3	5.2	42.9	50.6	3.9	30.3	62.5	3.3
State	9.8	31.4	39.2	19.6	7.6	16.9	43.1	32.4	9.5	35.7	52.9	1.9
Female												
School	6.3	17.7	41.8	34.2	3.8	7.6	40.5	48.1	3.8	16.5	77.2	2.5
District	3.2	15.6	45.5	35.7	2.6	7.1	41.6	48.7	1.9	12.3	77.9	7.8
State	6.4	28.1	41.1	24.3	6.0	17.9	46.2	29.9	4.5	29.9	61.8	3.8

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School	3.4	22.1	37.9	36.6	2.1	4.8	40.0	53.1	3.5	21.7	71.3	3.5
District	3.2	19.1	43.3	34.4	1.4	5.7	42.2	50.7	2.1	21.4	71.1	5.4
State	3.3	20.7	45.1	30.9	2.0	9.5	45.3	43.1	3.8	25.8	66.3	4.0
Black												
State	18.5	46.8	29.2	5.6	17.7	33.5	40.7	8.2	14.4	46.9	38.1	0.7
Hispanic												
School	6.3	31.3	37.5	25.0	6.3	18.8	31.3	43.8	12.5	31.3	56.3	0.0
District	4.8	38.1	33.3	23.8	4.8	14.3	38.1	42.9	9.5	23.8	61.9	4.8
State	10.5	40.2	39.3	10.0	7.3	23.3	51.8	17.6	8.0	39.2	51.7	1.1
Asian/Pacific Islander												
State	1.8	15.6	45.0	37.6	1.2	5.3	36.2	57.3	1.9	21.0	71.4	5.8
Native American												
State	6.5	34.8	35.7	23.0	3.0	18.1	52.6	26.3	8.3	39.1	51.3	1.3

ISAT continued**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	24.0	52.0	16.0	8.0	20.0	24.0	44.0	12.0	32.0	32.0	36.0	0.0
	District	22.9	54.3	17.1	5.7	17.1	20.0	54.3	8.6	25.7	45.7	28.6	0.0
	State	24.3	43.5	24.4	7.8	17.3	27.7	40.6	14.4	22.1	40.0	36.9	1.0
Section 504	State	7.5	29.5	43.0	20.0	4.1	17.1	48.8	30.0	7.9	35.2	53.9	3.0
	Non-disabled	School	0.0	18.6	42.1	39.3	0.0	2.9	38.6	58.6	0.0	20.3	76.1
District		0.7	16.5	46.2	36.6	0.0	4.4	40.7	54.9	0.0	18.1	75.6	6.3
State		5.6	27.7	42.6	24.1	5.2	15.8	45.2	33.8	4.7	31.8	60.4	3.1

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	10.5	26.3	42.1	21.1	10.5	0.0	52.6	36.8	10.5	26.3	63.2	0.0
	District	6.3	28.1	43.8	21.9	6.3	3.1	56.3	34.4	6.3	21.9	71.9	0.0
	State	15.1	43.6	33.7	7.6	13.3	29.1	45.1	12.5	12.2	44.3	42.7	0.8
Not Eligible	School	2.7	23.3	37.7	36.3	2.1	6.8	37.7	53.4	4.2	21.5	70.8	3.5
	District	2.9	19.9	42.8	34.4	1.4	6.5	40.6	51.4	2.6	21.2	70.1	6.2
	State	3.9	21.4	44.1	30.6	2.8	10.3	44.3	42.6	3.9	25.9	66.1	4.1

Grade 4**Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	3.5	15.6	66.5	14.5	3.5	19.1	72.8	4.6
District	2.3	16.1	62.6	19.0	3.0	17.4	72.5	7.2
State	7.0	26.5	52.2	14.3	7.6	29.5	56.4	6.4

Grade 4 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	School	3.7	11.0	65.9	19.5	3.7	15.9	73.2	7.3
	District	2.7	12.7	59.3	25.3	3.3	14.7	71.3	10.7
	State	7.3	24.6	51.6	16.5	8.2	28.1	56.3	7.4
Female	School	3.3	19.8	67.0	9.9	3.3	22.0	72.5	2.2
	District	1.9	19.4	65.8	12.9	2.6	20.0	73.5	3.9
	State	6.7	28.5	52.9	12.0	7.0	31.1	56.6	5.4

Grade 4 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	School	2.7	11.3	70.0	16.0	2.7	14.7	78.0	4.7
	District	1.5	12.5	64.8	21.2	2.3	13.6	76.5	7.6
	State	2.4	15.8	60.5	21.2	2.7	18.8	69.0	9.5
Black	State	16.2	46.2	35.1	2.5	17.7	48.3	32.9	1.1
Hispanic	School	5.0	40.0	50.0	5.0	5.0	45.0	45.0	5.0
	District	5.3	36.8	52.6	5.3	5.3	39.5	50.0	5.3
	State	11.7	39.9	44.5	3.9	12.5	44.5	41.5	1.5
Asian/Pacific Islander	State	1.7	13.5	61.2	23.6	1.4	16.5	69.3	12.8
Native American	State	5.9	28.3	53.5	12.2	5.2	35.7	54.5	4.5

ISAT continued**Grade 4 - Students with Disabilities**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
IEP								
School	8.8	17.6	67.6	5.9	14.7	26.5	58.8	0.0
District	6.3	20.8	68.8	4.2	10.4	31.3	58.3	0.0
State	15.9	38.3	40.0	5.9	20.3	40.6	37.0	2.1
Section 504								
State	7.5	24.8	52.5	15.1	6.2	33.6	53.9	6.4
Non-disabled								
School	2.2	15.2	66.7	15.9	0.7	17.4	76.1	5.8
District	1.6	15.2	61.7	21.5	1.6	14.8	75.0	8.6
State	5.6	24.6	54.2	15.6	5.5	27.7	59.7	7.1

Grade 4 - Economically Disadvantaged

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	4.2	41.7	54.2	0.0	8.3	50.0	41.7	0.0
District	2.7	43.2	54.1	0.0	10.8	45.9	43.2	0.0
State	13.1	41.8	41.1	3.9	14.2	45.8	38.6	1.3
Not Eligible								
School	3.4	11.4	68.5	16.8	2.7	14.1	77.9	5.4
District	2.2	12.3	63.8	21.6	1.9	13.4	76.5	8.2
State	3.2	16.9	59.1	20.7	3.5	19.4	67.6	9.6

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 -- Beginning -	Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
Level 2 --Strengthening -	Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
Level 3 -- Expanding -	Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
Level 4 -- Transitioning -	Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

For Mathematics see ISAT or PSAE descriptions of the performance levels.

Grade 3**Grade 3 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	12.5	37.5	41.7	8.3	0.0	30.0	60.0	10.0	0.0	4.2	66.7	29.2
District	12.5	37.5	41.7	8.3	0.0	23.1	69.2	7.7	0.0	4.2	66.7	29.2
State	24.5	34.3	24.8	16.4	15.9	35.3	42.7	6.0	5.4	12.5	47.9	34.2

IMAGE continued**Grade 3 - Gender**

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	6.7	46.7	46.7	0.0					0.0	6.7	73.3	20.0
	District	6.7	46.7	46.7	0.0	0.0	12.5	81.3	6.3	0.0	6.7	73.3	20.0
	State	25.5	35.3	23.9	15.3	16.1	33.3	44.0	6.5	7.0	15.6	50.7	26.7
Female	District					0.0	40.0	50.0	10.0				
	State	23.3	33.4	25.7	17.6	15.6	37.3	41.6	5.5	3.7	9.4	45.1	41.8

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	State	12.4	25.8	31.9	29.8	8.1	26.4	50.7	14.9	1.9	8.3	40.2	49.6
Black	State	34.7	31.6	20.4	13.3	29.1	31.1	35.9	3.9	9.5	15.8	46.3	28.4
Hispanic	School	15.0	40.0	35.0	10.0					0.0	5.0	70.0	25.0
	District	15.0	40.0	35.0	10.0	0.0	27.3	63.6	9.1	0.0	5.0	70.0	25.0
	State	26.5	35.6	23.5	14.4	17.2	37.1	41.3	4.3	5.9	13.3	48.8	32.0
Asian/Pacific Islander	State	10.6	26.1	34.4	28.9	5.0	21.7	53.7	19.6	1.5	7.8	46.2	44.5
Native American	State	7.1	50.0	14.3	28.6	8.3	25.0	50.0	16.7	0.0	0.0	50.0	50.0

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	16.7	58.3	16.7	8.3					0.0	8.3	75.0	16.7
	District	16.7	58.3	16.7	8.3	0.0	33.3	58.3	8.3	0.0	8.3	75.0	16.7
	State	25.9	35.1	23.8	15.2	16.9	36.3	41.6	5.1	5.7	13.0	48.4	32.8
Not Eligible	School	8.3	16.7	66.7	8.3					0.0	0.0	58.3	41.7
	District	8.3	16.7	66.7	8.3	0.0	14.3	78.6	7.1	0.0	0.0	58.3	41.7
	State	20.4	31.9	27.9	19.9	12.8	32.4	46.1	8.7	4.3	11.0	46.3	38.4

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
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Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	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		40.0			40.0			88.0		65.0	
All	100.0	Yes	100.0	Yes	70.9		Yes	89.9		Yes	94.4	Yes		
White	100.0	Yes	100.0	Yes	75.9		Yes	94.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% Tested for Reading and Mathematics for the All Group and Subgroups
2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***
3. At least 88.0% Attendance Rate for Non-High Schools or at least 65.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/02.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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. 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.)

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Based upon extensive data analysis results presented in our "Integrated School Improvement Plan", we have identified the following areas of success and planned improvement.

Areas of Success

- The percentage of students in 3rd and 4th grade who met and exceeded on the ISATs were above state averages.
- Ninety-one percent of our 3rd grade students met or exceeded on the Mathematics portion of the ISATs.
- Whole Faculty Study Groups continue as an initiative to examine student work, share successful instructional strategies, and improve student performance.
- Curriculum mapping continues, in an effort to address the Illinois Learning Standards and identify gaps and overlaps in instruction.
- All Robert Crown faculty has received additional training in reading instruction from our Reading Specialists.
- Reading assessments are administered to all students in order to drive instruction and track student skills development (the Illinois Snapshot of Early Literacy, K-2, and the Informal Reading Inventory, 3-4).
- Staff development funds are committed to areas of need identified in our Integrated School Improvement Plan.

Areas for Planned Improvement

- Whole Faculty Study Groups will address, through study and professional development, identified student weaknesses.
- Friday Late-Starts will be structured to allow for increased professional sharing and cross articulation of effective teaching strategies.
- Classroom assessments and performance descriptors aligned with the Illinois Learning Standards will be further incorporated into instruction and a focus of our staff development initiatives.
- LEP program will undergo change to better address the needs of our student population.

