

CHSD 117

Lake Villa, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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
District	86.1	2.1	6.2	2.4	0.3	2.9	8.7	0.1	1.3	0.7	6.6	94.1	2,759
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0	3.5	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
District	99.1		16.8	11.4	118.3
State	96.7		18.0	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
District										20.1
State										19.2

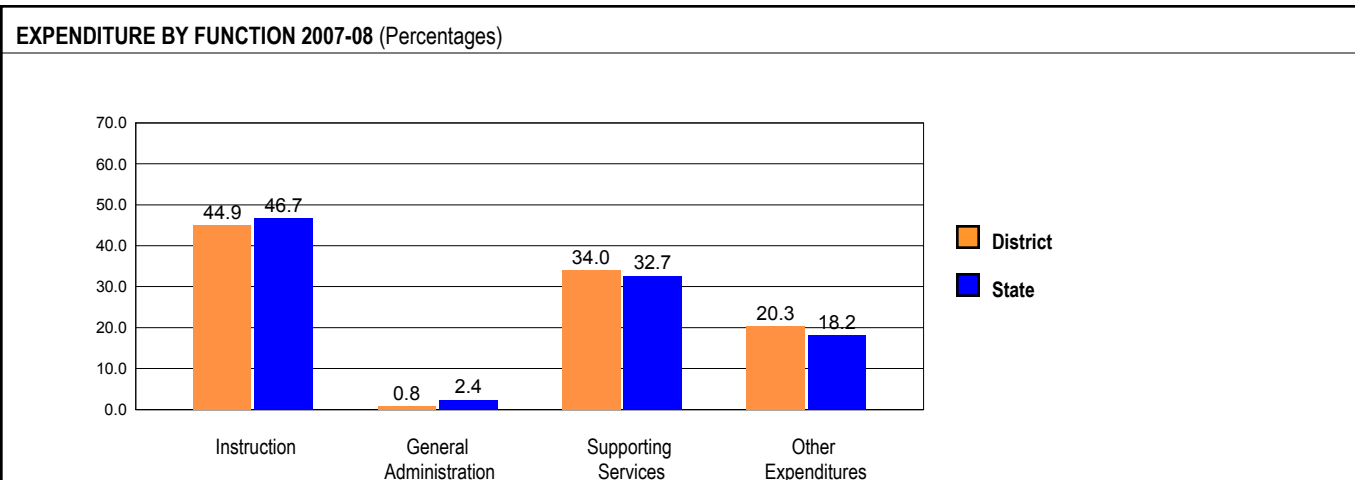
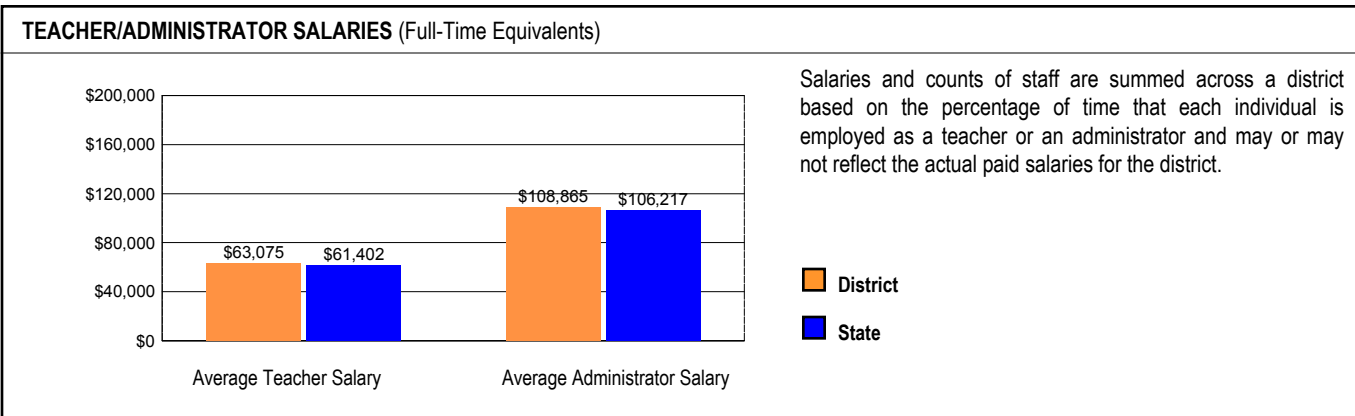
TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.0	2.0	0.5	1.0	0.5	42.3	57.7	199
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
District:	All Schools	10.3	40.4	59.6	0.5	0.0
	High Poverty Schools					
	Low Poverty Schools	10.0	41.3	58.7	0.6	0.0
State:	All Schools	12.5	44.1	55.8	0.6	1.2
	High Poverty Schools	12.2	45.1	54.6	1.1	4.7
	Low Poverty Schools	12.2	36.8	63.1	0.3	0.1

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

SCHOOL DISTRICT FINANCES



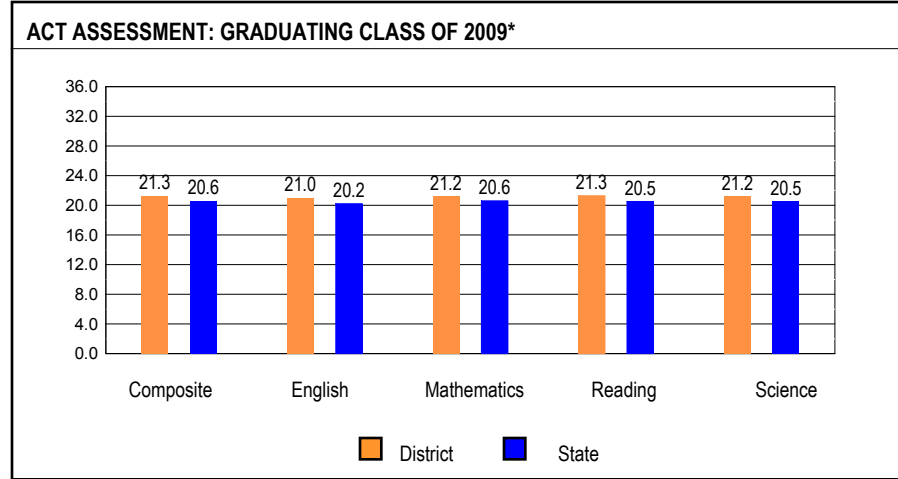
REVENUE BY SOURCE 2007-08			
	District	District %	State %
Local Property Taxes	\$31,939,937	72.5	58.7
Other Local Funding	\$3,839,282	8.7	6.3
General State Aid	\$1,885,128	4.3	18.6
Other State Funding	\$5,615,834	12.8	9.0
Federal Funding	\$749,434	1.7	7.4
TOTAL	\$44,029,615		

EXPENDITURE BY FUND 2007-08			
	District	District %	State %
Education	\$30,250,232	64.3	71.5
Operations & Maintenance	\$9,196,494	19.6	8.6
Transportation	\$2,657,754	5.7	3.9
Bond and Interest	\$4,394,868	9.3	6.3
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$524,982	1.1	1.8
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$0	0.0	6.8
TOTAL	\$47,024,330		

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	\$537,371	2.36	\$8,646	\$16,035
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



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

HIGH SCHOOL GRADUATION RATE													
	All	Gender		Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economic-ly Disadvantaged
		Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	96.7	97.6	95.8	97.1	100.0	92.3	100.0	100.0	88.2			90.0	91.1
State	87.1	84.5	89.7	92.3	76.7	76.8	94.0	79.4	88.9			78.1	76.6

2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP is sponsored by the U.S. Department of Education and administered to students in grade 4, 8, and 12. Only grade 4 and 8 results are required to be reported.

Achievement levels reflect what students should know and be able to do. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board for NAEP sets specific achievement levels for each subject area and grade. To provide a context for interpreting student performance, NAEP results are reported as percentages of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels, and at the *Advanced* level.

Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced represents superior performance.

The four achievement levels (below basic, basic, proficient, and advanced) are reported as level 1 through level 4, respectively. Please note that only state results are reported.

Grade 4

Grade 4 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	35.0	32.9	24.2	8.0	21.4	42.3	30.7	5.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	23.3	34.3	30.9	11.5	8.9	40.8	42.1	8.1
Black	56.3	29.5	12.5	1.7	46.0	44.6	9.0	0.4
Hispanic	50.1	32.2	14.7	3.0	35.8	45.2	17.6	1.3
Asian/Pacific Islander	13.1	33.0	37.5	16.4	5.1	32.4	45.0	17.5
Native American								

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	76.6	20.0	3.1	0.3	49.8	41.5	7.9	0.8

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	63.2	22.5	10.5	3.8	41.4	36.3	17.9	4.4

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	52.4	31.6	13.5	2.4	36.2	46.9	16.1	0.8

Grade 4 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	72.4	84.2
Students with Disabilities	64.9	76.9

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	25.1	45.1	27.5	2.3	29.7	39.5	23.8	7.0

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	17.2	44.6	34.9	3.3	18.5	40.8	31.3	9.4
Black	45.7	44.4	9.7	0.2	59.3	34.0	6.3	0.4
Hispanic	35.9	48.6	15.2	0.4	44.9	42.3	11.8	1.0
Asian/Pacific Islander	13.1	40.9	41.6	4.4	12.8	32.0	32.1	23.0
Native American								

Grade 8 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	75.1	22.3	2.6	0.0	56.3	31.6	9.1	3.0

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	64.6	27.0	7.4	0.9	67.7	25.3	6.8	0.2

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	39.2	46.0	14.2	0.6	48.7	38.4	11.3	1.6

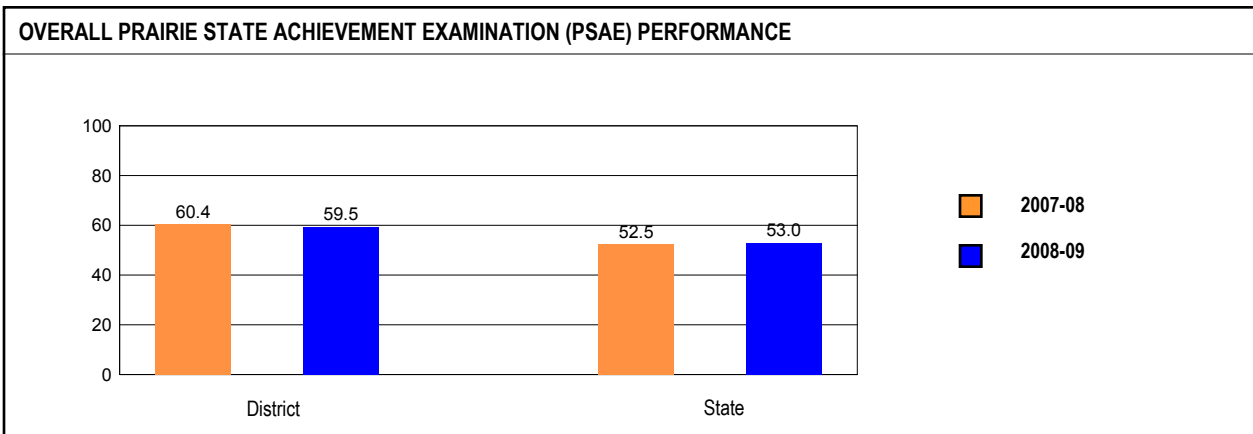
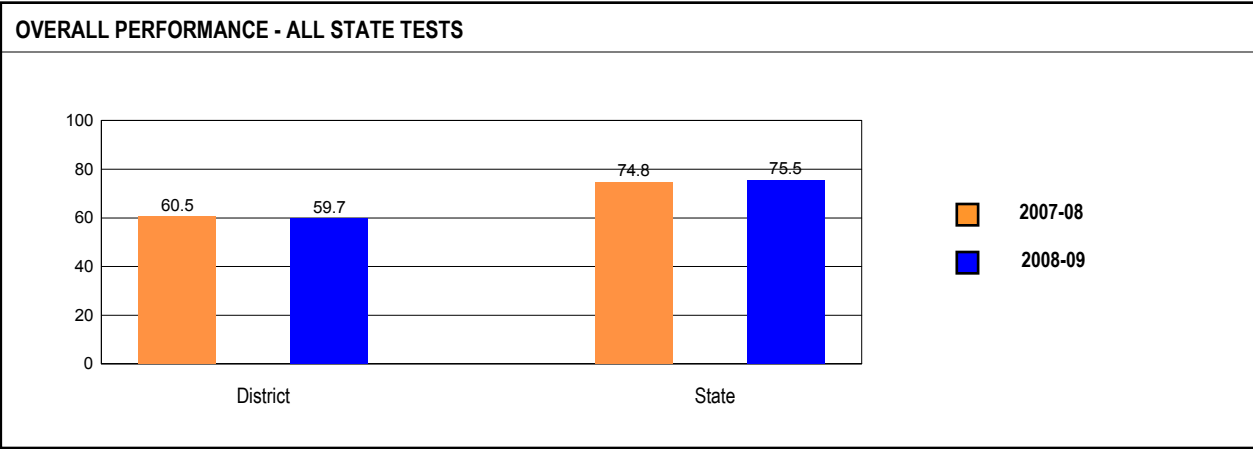
Grade 8 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	64.3	75.9
Students with Disabilities	71.0	64.9

OVERALL STUDENT PERFORMANCE

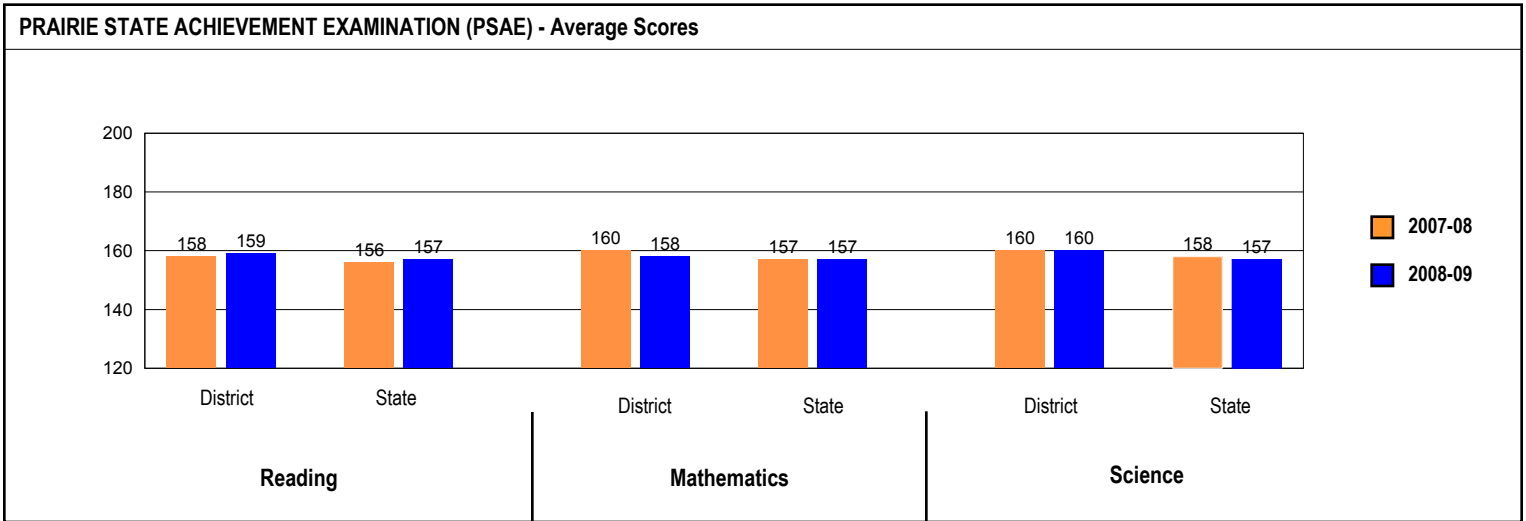
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading, mathematics, and science.

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.

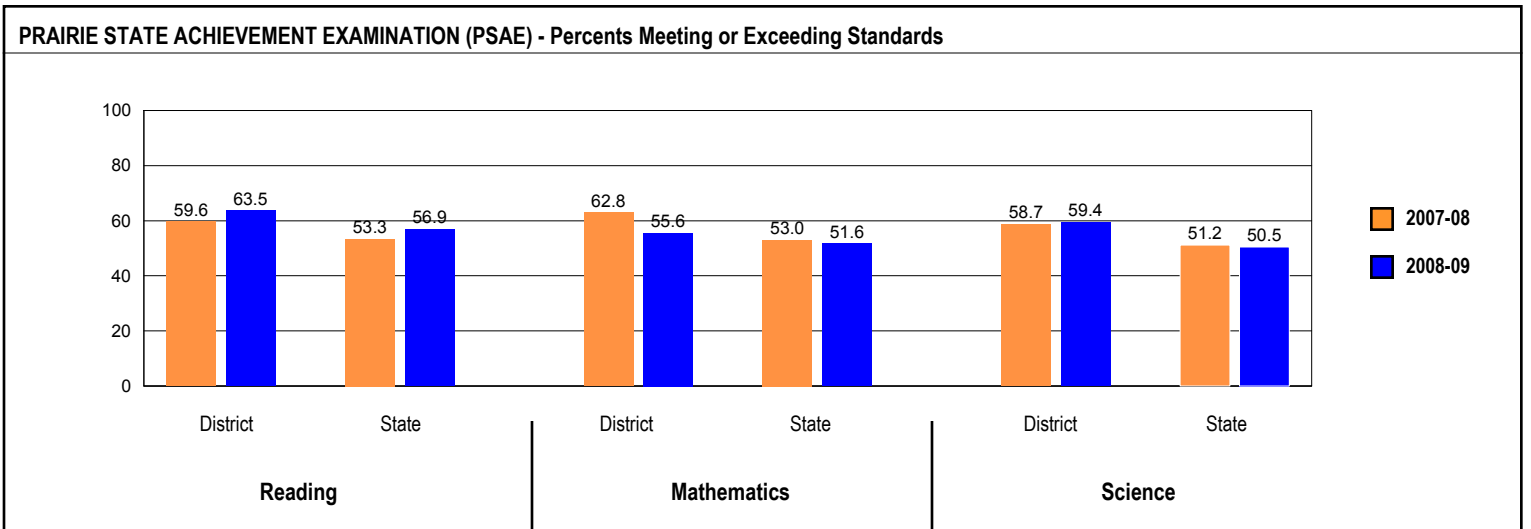


PSAE PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding Standards in reading, mathematics, and science on PSAE.



PSAE scores range from 120 to 200.



Number of students in this District with PSAE scores in 2009: 647

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				
District	*Enrollment	660	325	335	567	23	33	16	3	18	0	0	96	59
	Reading	0.5	0.3	0.6	0.5	0.0	0.0	0.0		0.0			0.0	0.0
	Mathematics	0.5	0.3	0.6	0.5	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	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				
District	*Enrollment	660	325	335	567	23	33	16	3	18	0	0	96	59
	Science	0.5	0.3	0.6	0.5	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.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

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 11**Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	6.3	30.2	51.5	11.9	9.0	35.4	45.8	9.8	7.0	33.7	49.0	10.4
State	8.5	34.6	45.0	11.9	11.0	37.4	42.2	9.4	8.9	40.7	40.3	10.2

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	7.5	32.6	49.5	10.3	9.4	31.3	48.3	11.0	6.9	29.7	49.7	13.8
	State	10.6	34.8	42.8	11.8	11.2	34.5	42.7	11.6	9.2	36.8	40.8	13.2
Female	District	5.2	27.8	53.5	13.5	8.6	39.4	43.4	8.6	7.0	37.6	48.3	7.0
	State	6.3	34.5	47.1	12.1	10.8	40.2	41.8	7.3	8.5	44.4	39.8	7.2

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	4.9	29.1	53.1	13.0	7.4	34.5	47.8	10.3	5.2	31.5	51.9	11.4
	State	5.0	26.5	52.5	15.9	5.9	30.6	51.0	12.4	4.5	32.1	49.5	13.9
Black	District	54.5	18.2	27.3	0.0	50.0	22.7	22.7	4.5	45.5	40.9	13.6	0.0
	State	16.9	55.1	26.0	2.0	26.9	54.5	18.0	0.6	21.3	61.4	16.5	0.7
Hispanic	District	6.1	48.5	45.5	0.0	12.1	63.6	21.2	3.0	15.2	54.5	27.3	3.0
	State	14.7	48.9	32.9	3.6	17.1	51.3	29.7	1.9	15.1	57.3	25.6	2.0
Asian/Pacific Islander	District	0.0	50.0	37.5	12.5	6.3	25.0	56.3	12.5	0.0	37.5	62.5	0.0
	State	5.0	26.3	48.7	20.0	3.7	20.5	50.1	25.7	3.9	28.4	47.1	20.6
Native American	District												
	State	6.8	32.7	50.2	10.4	9.6	42.6	39.4	8.4	8.0	39.4	42.6	10.0
Multiracial/Ethnic	District	0.0	33.3	50.0	16.7	0.0	44.4	44.4	11.1	5.6	44.4	33.3	16.7
	State	6.3	32.5	47.6	13.6	9.6	38.5	43.5	8.5	7.4	39.8	43.2	9.6

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	29.5	51.1	15.9	3.4	34.1	51.1	13.6	1.1	30.3	51.7	16.9	1.1
	State	40.3	42.8	14.7	2.1	46.7	41.2	10.9	1.2	40.0	46.1	12.1	1.8
Non-IEP	District	2.7	26.9	57.2	13.3	5.0	33.0	50.9	11.1	3.2	30.8	54.1	11.8
	State	4.5	33.6	48.7	13.1	6.6	36.9	46.1	10.4	5.0	40.0	43.8	11.2

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	27.6	37.9	31.0	3.4	24.1	53.4	20.7	1.7	25.9	44.8	29.3	0.0
	State	16.3	50.4	30.2	3.0	21.6	52.1	24.8	1.5	18.0	58.2	22.1	1.7
Not Eligible	District	4.3	29.4	53.6	12.8	7.5	33.7	48.3	10.5	5.1	32.6	50.9	11.4
	State	4.8	27.3	51.8	16.0	6.1	30.5	50.3	13.1	4.6	32.6	48.7	14.1

2009 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this district making Adequate Yearly Progress (AYP)?	No
Is this district making AYP in Reading?	No
Is this district making AYP in Mathematics?	No

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?		Yes
2009-10 Federal Improvement Status	Corrective Action Year 3	
2009-10 State Improvement Status	Academic Watch Status Year 3	

	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	99.5	Yes	99.5	Yes	64.0		No	56.3		No			96.7	Yes
White	99.5	Yes	99.5	Yes	66.4	65.7	Yes	58.7	68.7	No			97.1	
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	25.6	30.2	Yes	20.0	23.5	Yes			90.0	
Economically Disadvantaged	100.0	Yes	100.0	Yes	32.7	42.0	No	21.8	50.0	No			91.1	

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 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.

FEDERAL SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in Federal School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 2

Number of Title I schools: 2

Number of Title I schools in Federal School Improvement Status: 1

Percent of schools in Federal School Improvement Status: 50.0%

School ID	School Name	Years in School Improvement
340491170160001	Antioch Comm High School	1

2009 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability Classification for the district is:	Comprehensive
Is this district making AYP in the "ALL" subgroup in reading?	No
Is this district making AYP in the "ALL" subgroup in math?	No

In 2008, the Illinois State Board of Education was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to districts in federal improvement status that do not make AYP.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a district's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between districts that need focused supports verses more comprehensive interventions.

If a district does make AYP in ALL-student group in both reading and math, this district will be classified as a focused district; otherwise, the district will be identified as a comprehensive district.

CHSD 117

District Improvement Plan

Board Approval Date:	5/24/2007
Plan Submission Date & Ref No:	
ISBE Monitoring Completed:	8/3/2007

CHSD 117

PRELIMINARY INFORMATION

District Information

RCDT Code Number : 3404911700000

District Name: CHSD 117

Superintendent: DR JAY SABATINO

District Address: 1625 DEEP LAKE RD

Telephone # : 847-838-7170 X:

City/State/Zip: LAKE VILLA, IL 60046

Email : jsabatino@d117.org

Is this for a Title I district? No

Is this for a Title III district that did not meet AMAO? No

CHSD 117

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2006

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?		Yes
Is this School making AYP in Reading?	No	2006-07 Federal Improvement Status	District Improvement	
Is this School making AYP in Mathematics?	Yes	2006-07 State Improvement Status	Academic Early Warning	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	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		47.5			47.5			89.0		69.0	
All	100.0	Yes	100.0	Yes	60.9		Yes	63.7		Yes			100.0	Yes
White	100.0	Yes	100.0	Yes	61.3		Yes	64.1		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	11.9	21.7	No	23.7	19.4	Yes	92.3		100.0	
Economically Disadvantaged	100.0	Yes	100.0	Yes										

CHSD 117

Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2006

This district is not accountable for Annual Measurable Achievement Objectives (AMAO) for 2006.

CHSD 117

Section I-A Data & Analysis - Report Card Data

Item 3 - District Information

Basic Information	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006
Attendance Rate (%)	93.9	93.8	91.9	94.5	93.5	93.9
Truancy rate (%)	0.6	0.5	0.5	0.5	0.9	1.7
Mobility rate (%)	15.3	14.9	9.3	7.7	6.6	6.8
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	93.3	96.2	87.7	98.4	99.8	100.0
HS dropout rate, if applicable (%)	2.4	0.3	1.4	0.6	1.1	0.9
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	2,018	2,008	2,130	2,232	2,324	2,497
Economically disadvantaged (%)	5.1	5.5	7.0	6.3	6.8	7.8
Limited English proficient (LEP) (%)	0.2	0.0	0.3	0.0	0.3	0.1
Students with disabilities (%)						
White, non-Hispanic (%)	95.2	94.9	94.7	93.4	91.0	90.0
Black, non-Hispanic (%)	1.2	1.1	0.8	1.6	2.2	1.9
Hispanic (%)	2.2	2.6	3.0	3.1	3.5	4.5
Native American or Alaskan Native (%)	0.4	0.5	0.4	0.6	0.6	0.4
Asian/Pacific Islander (%)	0.9	0.9	1.0	1.3	1.7	2.0

CHSD 117

Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial./Ethnic(%)
D I S T R I C T	2000	93.6	1.7	3.1	1.1	0.5	-
	2001	95.2	1.2	2.2	0.9	0.4	-
	2002	94.9	1.1	2.6	0.9	0.5	-
	2003	94.7	0.8	3.0	1.0	0.4	-
	2004	93.4	1.6	3.1	1.3	0.6	-
	2005	91.0	2.2	3.5	1.7	0.6	1.0
	2006	90.0	1.9	4.5	2.0	0.4	1.1
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8

Note: Hyphens in the table indicate that data is not relevant for your DIP.

CHSD 117

Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment(under construction)

CHSD 117

Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2000	1,969.0	-	-	-	-	-	-
	2001	2,018.0	-	-	-	-	-	487.0
	2002	2,008.0	-	1.0	3.0	7.0	9.0	555.0
	2003	2,130.0	1.0	-	9.0	11.0	19.0	551.0
	2004	2,232.0	2.0	1.0	-	5.0	10.0	556.0
	2005	2,324.0	1.0	3.0	2.0	9.0	6.0	598.0
	2006	2,497.0	-	-	-	-	-	-
S T A T E	2000	1,983,991.0	-	-	-	-	-	-
	2001	2,007,170.0	164,791.0	161,546.0	162,001.0	151,270.0	148,194.0	123,816.0
	2002	2,029,821.0	-	-	-	-	-	-
	2003	2,044,539.0	-	-	-	-	-	-
	2004	2,060,048.0	-	-	-	-	-	-
	2005	2,062,912.0	-	-	-	-	-	-
	2006	2,075,277.0	136,123.0	139,619.0	146,935.0	153,566.0	154,856.0	-

CHSD 117

Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2000	109.0	17.5	53,533	31.3	68.7	-	22.3	-	-
	2001	120.0	15.9	52,741	39.7	60.3	-	21.2	-	-
	2002	124.0	16.1	53,853	38.2	61.8	-	20.4	-	-
	2003	127.0	15.8	53,534	40.9	59.1	-	22.0	1.3	-
	2004	131.0	13.8	56,009	44.3	55.7	-	21.6	4.4	-
	2005	156.0	12.7	55,367	41.4	58.6	-	19.4	3.2	10.0
	2006	178.0	11.4	58,425	42.0	58.0	-	18.7	2.8	-
S T A T E	2000	122,671.0	14.8	45,766	53.2	46.6	19.3	18.1	-	-
	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4

Note: Hyphens in the table indicate that data is not relevant for your DIP.

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

PSAE - % Meets + Exceeds for Reading - Grades 11				
Groups	2002-03	2003-04	2004-05	2005-06
All	56.1	57.8	59.8	59.0
White	57.6	59.7	62.1	60.7
Black	-	45.5	7.1	20.0
Hispanic	-	29.4	42.9	48.1
Asian/Pacific Islander	-	-	54.5	76.9
Native American	-	-	-	-
Multiracial/Ethnic	-	-	-	-
LEP	-	-	-	-
Student with Disabilities	10.2	15.9	10.3	9.2
Economically Disadvantaged	39.1	38.2	32.5	35.5

CHSD 117

Section I-A Data & Analysis - Report Card Data

Item 8b - Assessment Data (Mathematics)

PSAE - % Meets + Exceeds for Mathematics - Grades 11				
Groups	2002-03	2003-04	2004-05	2005-06
All	53.9	51.5	54.3	61.3
White	54.8	53.3	56.4	63.1
Black	-	27.3	-	26.7
Hispanic	-	29.4	33.3	44.4
Asian/Pacific Islander	-	-	81.8	76.9
Native American	-	-	-	-
Multiracial/Ethnic	-	-	-	-
LEP	-	-	-	-
Student with Disabilities	11.9	7.9	10.3	20.0
Economically Disadvantaged	43.5	26.4	27.5	33.3

CHSD 117

Section I-A Data & Analysis - Report Card Data

Data - What do your District Report Card data tell you about student performance in your district? What areas of weakness (if any) are indicated by these data?

The Report Card data show that our special education population needs a greater emphasis on reading instruction. The weak content strands of reading are vocabulary development, reading strategies, and reading comprehension. Student scores on vocabulary quizzes and comprehension of the novels read in their English classes are indicative of the problem.

CHSD 117

Section I-A Data & Analysis - Report Card Data

Factors - What factors are likely to have contributed to these results?

Some factors that contributed to these scores may include: student engagement and motivation, student's reading level, the need for reading expertise in the schools, not having a research based, district-wide reading/vocabulary program for struggling readers, lack of reading programs at elementary sender schools and having two therapeutic residential schools in the district boundaries.

CHSD 117

Section I-A Data & Analysis - Report Card Data

Conclusions - What conclusions for district improvement do you draw from the Report Card data?

As a result of the data supplied by the Report Card, the school district has a need for immediate improvement requiring intensive and thorough scientifically proven reading approaches. The staff must be prepared to incorporate these reading strategies in their classrooms as part of their curriculum. This process must be ongoing for continued growth in reading skills.

CHSD 117

Section I-B Data & Analysis - Local Assessment Data (Optional)

Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness (if any) are indicated by these data?

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Section I-B Data & Analysis - Local Assessment Data (Optional)

Factors - What factors are likely to have contributed to these results?

CHSD 117

Section I-B Data & Analysis - Local Assessment Data (Optional)

Conclusions - What conclusions for school improvement do you draw from the above local assessment data?

CHSD 117

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Data - Briefly describe attributes and challenges of the district and community that have affected student performance. What do these data and/or information tell you?

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Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Factors - In what ways (if any) have these attributes and challenges contributed to student performance results?

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Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

CHSD 117

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Data - Briefly describe data on educator qualifications. What do these data tell you?

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Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Factors - In what ways (if any) have educator qualifications contributed to student performance results?

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Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

CHSD 117

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Data - Briefly describe data on parent involvement. What do these data tell you?

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Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Factors - In what ways (if any) has parent involvement contributed to student performance results?

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Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Conclusions - What analysis and conclusions for district improvement do you draw from the above answers?

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Section I-D Data & Analysis - Key Factors

Key Factors – From the preceding pages, identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.

1-A. Report Card Data

The district needs to create a improvement plan that will include goals to increase student achievement in reading.

1-B. Local Assessment Data

There are five elementary school districts that feed into CHSD 117. All of these districts use NWEA as a means to determine student placement. We will start to use the data to determine which 9th grade students need to be placed in a reading improvement class.

1-C Item 1. Attributes and challenges of the district and community that have affected student learning.

CHSD 117 does articulate with the sender districts bi-annually to share curriculum. District 117 does not have control over what sender schools do with struggling readers.

The community is a constantly growing one with many special education students moving in each year. The district will need to review available incoming assessment data or test new arrivals to determine individual reading needs.

CHSD 117 is unique in that it houses two therapeutic residential facilities within its boundaries. Students are placed at these facilities through DCFS and thus are negatively impacting CHSD 117 special education sub-group scores. Many of these children have been in numerous educational systems and foster care placements throughout their lives and have experienced traumatic events which can greatly impede their learning.

1-C Item 2. Educator qualifications data

The special education staff in CHSD 117 are all highly qualified, and the state report card reflects that there are 0% of classes not taught by highly qualified teachers. However, there are a number of special education students who are schooled in an alternative placement. Educators’ qualifications in these settings may have an impact on students reading progress. The district has no control over the educator qualifications of students moving in and those attending off-site.

The district has implemented the co-teaching model in many subject areas so special education sub-group students are now being exposed to the regular education curricula. This best practice model should eventually have a positive impact on the district’s AYP.

The state requires that off-site students return to their home schools to be given the PSAE. Therefore, the staff at these alternative schools are unaware of the expectations that are part of the PSAE tests. Additionally, these schools are dealing with emotional and behavioral situations so that students can function academically.

In order to improve the above situation, the staff members of the alternative schools must be informed of how to prepare students for the ACT. Move-in students' reading abilities should be scrutinized closely upon enrollment in CHSD 117.

1-C Item 3. Parent Involvement Data

The state report card has parental contact at 99.4%. This data substantiates that parent involvement is excellent in CHSD 117. Since it appears that we have above-average parent involvement, the district needs to look at current parent involvement of the special education sub-group. This will help the district to determine how parent involvement has or has not contributed to student performance in reading.

In our SIP, there will be numerous opportunities offered to parents to be more involved in the education of the special education population.

1-D. Key Factors

Apathy of students.

Identifying the special education students with low reading scores and providing interventions dealing specifically with their individualized needs.

Correlating the educational programs of Allendale with the public high school.

Identifying where and when specific reading strategies are taught.

Concentrating on graduation requirements rather than teaching reading.

Ongoing assessment of students growth in reading.

CHSD 117

Section II-Action Plan

The following areas of deficiency have been identified from the most recent AYP Report for your school:

1. Students with disabilities are deficient in Reading Meets and Exceeds

CHSD 117

Section II-Action Plan

Part A. Objective 1

Title : Special Education and Reading Scores

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

While our current achievement for grade eleven in reading for the special education subgroup is eleven percent for PSAE, the subgroup will make AYP of at least Safe Harbor in 2007 and 2008.

CHSD 117

Section II-Action Plan

Part A. Objective 1

Title : Special Education and Reading Scores

This objective covers the following AYP deficiency areas.

1. Students with disabilities are deficient in Reading Meets and Exceeds

CHSD 117

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Special Education and Reading Scores

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Special Education students will be assessed in their study skills classes on a regular basis to determine their progress in reading for improvement based on Work Keys assessment.	August 2007	ongoing	During School	Local Funds	N/A
2. Freshmen and sophomore students with the lowest reading scores based on a district-wide assessment program and teacher recommendation will be enrolled in the Reading Improvement class where the focus will be reading strategies.	January 2008	ongoing	During School	Local Funds	N/A
3. Special education students will participate in a research based reading program.	August 2007	ongoing	During School	Local Funds	TBD
4. Special education students will participate in a research based vocabulary program.	August 2007	ongoing	During School	Local Funds	TBD
5. Allendale students will participate in the Work Keys assessment system.	August 2007	ongoing	During School	Local Funds	

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Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Special Education and Reading Scores

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. The special education staff who teach study skills will participate in training on how to use the information from the Work Keys program to analyze individual student needs in reading.	August 2007	June 2008	Summer School	Title I	3000.00
2. English department members will create a curriculum for the reading improvement class that incorporates reading strategies.	June 2007	Ongoing	During School	Local Funds	2000.00
3. Interns will research successful high school reading programs and make recommendations to the special education director.	June 2007	August 2007	During School	Local Funds	N/A
4. Interns will research successful high school vocabulary programs and make recommendations to the special education director.	June 2007	August 2007	During School	Local Funds	N/A
5. The Allendale staff will participate in Work Keys training.	August 2007	June 2008	During School	Local Funds	N/A

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Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Special Education and Reading Scores

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. During our Open House night, the parents of special education students will be familiarized with the Work Keys program.	September 2007	September 2007	After School	Local Funds	N/A
2. Parents of students enrolled in a reading improvement class will be informed on a quarterly basis of their student's reading progress.	September 2007	June 2008	During School	Local Funds	N/A
3. The reading improvement classes and English Seminar classes will create a video to be shared with their parents demonstrating reading strategies.	December 2007	May 2008	During School	Local Funds	N/A
4. An article in Headlines, a district-wide publication to parents, will include parental ideas for vocabulary development.	November 2007	November, 2007	During School	Local Funds	N/A
5. A survey will be sent to the Allendale Unit Coordinators to evaluate how they are incorporating reading in the cottages.	October 2007	October 2007	After School	Local Funds	\$20.00

CHSD 117

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Special Education and Reading Scores

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

- 1) The special education teachers will regularly evaluate the progress/growth of individual students. A two-level increase would be expected in a regular school year.
- 2) Guidance counselors will place freshmen and sophomore students with the lowest reading scores in the reading improvement class.
- 3) The Principals and other evaluators will specifically observe that reading strategies are being implemented during formal observations and walk-throughs: Study Skills, English Seminars, and Reading Improvement classes.
- 4) Special education staff will create a parent survey to monitor the activities of the students which have impacted vocabulary development at home.
- 5) The special education administrators will compile the data from the reading assessments to evaluate progress and share with students, staff members, and parents.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

<u>Name</u>	<u>Title</u>
Jim McKay	Principal, LCHS
Mike Nekritz	Principal, ACHS
Roberta Seigel	Director of Special Education

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Section II-Action Plan

Part A. Objective 2

Title :

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

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Section II-Action Plan

Part A. Objective 2

Title :

This objective covers the following AYP deficiency areas.

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Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title :

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1.			Before School	Title I	

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Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title :

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line		Budget		
	Start Date	End Date		Fund Source	Amount
1.			Before School	Title I	

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Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title :

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1.			Before School	Title I	

CHSD 117

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title :

- 1. Describe how school personnel will monitor the effectiveness of the strategies and activities.**

- 2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.**

Name _____

Title _____

CHSD 117

Section III - Development, Review and Implementation

Part A - Stakeholder Involvement

Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.

During the development of this plan, the following stakeholders have been consulted:

SIP team:

Kelly Taylor, English Teacher

Andrew Judson, Special Education Teacher

Nicole Sutherland, English Teacher

Emily Goldkind, English Teacher/Advisory Chair

Sandy Jarrett, Special Education Teacher

Jessica Bowman, English Teacher/Reading Specialist

Roberta Seigel, Director of Special Education #117

Dr. Harvey Smith, Director, Interactive Illinois Report Card

Training provided on usage of the interactive report card and interpretation of data.

Dr. Jay Sabatino

Dr. David Moyer, Asst. Superintendent #117

Mike Nekritz, Principal ACHS

Jim McKay, Principal LCHS

The above administrators reviewed and contributed to the SIP.

Anne Buck, RESPRO

Suggested continuity across the SIP.

Lynn Wetterberg, Parent

Vicki Sheehan, Parent

Terry Goth, Parent

Esther Hebbard, Parent

The aforementioned parents reviewed and contributed changes and ideas to the SIP at a two hour meeting on May 16th, 2007.

Peer Reviewers:

Warren School District Staff Members

Due to the delay in receiving the PSAE results made the stakeholders feel harried. Our hope is the 2007 PSAE test results will arrive in a more timely manner so changes for improvement is based on the most recent data.

CHSD 117

Section III - Development, Review and Implementation

Part B - District Responsibilities

Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). Identify corrective actions taken by the district if applicable.

- 1) Restructure the curriculum of English I, II, and III Seminars, reading improvement, and study skills classes to include reading strategies.
- 2) Provide funds to purchase necessary materials and resources.
- 3) Allow additional staff development in the area of reading.
- 4) Implement a research-based reading and vocabulary program.
- 5) Hire a reading specialist(s), if funds are available, or incorporate this position(s) into next year's budget.

- 6) The Reading Specialist will assist in the analysis of school-wide literacy strengths and weaknesses and formulate plans to improve student achievement in reading and teaching effectiveness.
- 7) The Reading Specialist will be a part of a problem-solving team to assist students struggling in academic classes (RTI).
- 8) The Reading Specialist will teach remedial reading as needed.
- 9) The reading specialists will train teachers to incorporate reading strategies across the curriculum.

CHSD 117

Section III - Development, Review and Implementation

Part C - State Responsibilities

Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

Dr. Harvey Smith training provided by RESPRO.
RESPRO consultant Anne Burke.

Jerry Van Pelt is going to provide the funds for schools to have Individual Student data accessible to them for further analysis of data.

The Work Keys Program is a district initiative and many of the changes are within course offerings, so it may not be necessary for ISBE and ROE to play a very active role in providing guidance to ensure the plan will be implemented.

CHSD 117

Section IV-A Local Board Action

DATE APPROVED by School Board : 5/24/2007

A. ASSURANCES

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

Signature of LEA Superintendent

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ISBE Monitoring - Part I

ANALYSIS OF DATA

REPORT CARD DATA

Yes Have the areas of low achievement been clearly identified? Does the DIP include analysis of report card data that clarifies the areas of weakness? Is it clear that the area of weakness is broad or narrow and whether this affects many or few students?

LOCAL ASSESSMENT DATA (OPTIONAL)

N/A If included, is there evidence that the DIP team analyzed optional data to clarify the areas of weakness? Do these local assessment results add clarity to the state assessment data?

OTHER DATA (OPTIONAL)

Yes If included, has the DIP team analyzed other available optional data to clarify the areas of weakness in order to target improvement strategies and activities? If included, do the other data provide clear direction for the selection of strategies and activities?

CLARITY OF OBJECTIVES

Yes Has the DIP team stated measurable objectives that clarify the present areas needed for improvement?

Yes Do the objectives address all areas of deficiency on the AYP sheet?

IDENTIFICATION OF KEY FACTORS

Yes Have data or research been used to determine the key factors believed to cause low performance?

Yes Are the key factors within the district's capacity to change or control?

ALIGNMENT OF STRATEGIES AND ACTIVITIES

No Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

Yes Will the selected strategies and activities likely improve student learning and achievement?

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- Yes Is professional development aligned with the objectives?
- Yes Do the professional development strategies and activities directly address the factors that caused the school to be identified in status?
- Yes Do the parent involvement strategies and activities clearly align with the objectives?
- Yes Will these parent activities positively affect the factors contributing to low achievement?
- Yes Are timelines reasonable and resources coordinated to achieve the objectives?
- Yes Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?

PART I - COMMENTS

Optional data discussed on pages 27-28 of the plan. My comments on this plan focus more on the factors discussed on page 13 rather than 28. Key factors on page 28 are not directly matched with strategies and activities but discussion on page 13 fits better. Timelines are generally vague. Overall, though, I believe that you have a plan that will improve achievement for your students. Best wishes as you implement this plan in consultation with your area RESPRO. I would be glad to talk with you about this plan as well. Carol Diedrichsen
cdiedric@isbe.net 217/524-4832

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ISBE Monitoring - Part II

PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

STAKEHOLDER INVOLVEMENT

Yes Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?

DISTRICT RESPONSIBILITIES

Yes Is it clear what support the district will provide to ensure the success of this plan? If applicable, is it clear what corrective action the district is taking with this school?

STATE RESPONSIBILITIES

Yes Does the plan indicate what support outside providers have given in developing the plan and what support (if any) is expected for its implementation?

APPROVAL DATE OF BOARD

Yes The plan indicates the approval date of this plan.

PART II - COMMENTS

Please implement this plan in consultation with your RESPRO.