

**Westchester Primary School**  
**Westchester SD 92-5**  
**Westchester, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : PK K 1 2**

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
<b>School</b>	40.2	19.9	26.6	1.9	0.0	11.5	6.5	13.9		0.0	4.6	95.7	418
<b>District</b>	40.2	24.8	24.1	2.4	0.0	8.5	9.6	11.6		0.0	6.2	95.8	1,205
<b>State</b>	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

**Low-income** students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

**Limited-English-proficient** students are those students eligible for transitional bilingual programs.

**Mobility rate** is based on the number of times students enroll in or leave a school during the school year.

**Chronic truants** are students who are absent from school without valid cause for 18 or more of the last 180 school days.

**INSTRUCTIONAL SETTING**

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	18.0		12.5	150.6
<b>State</b>	96.7	18.4		13.3	201.8

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

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>	19.7	19.0	20.1							
<b>District</b>	19.7	19.0	20.1							
<b>State</b>	20.5	20.9	21.3							

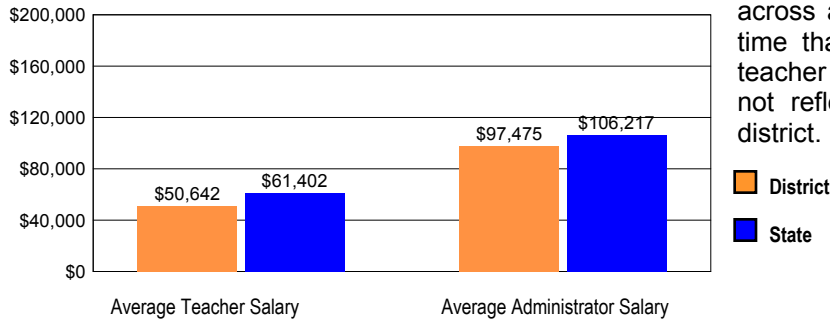
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	92.5	0.0	6.3	1.3	0.0	13.8	86.2	80
<b>State</b>	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	10.1	35.3	64.7	0.0	0.0
State	12.5	44.1	55.8	0.6	1.2

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

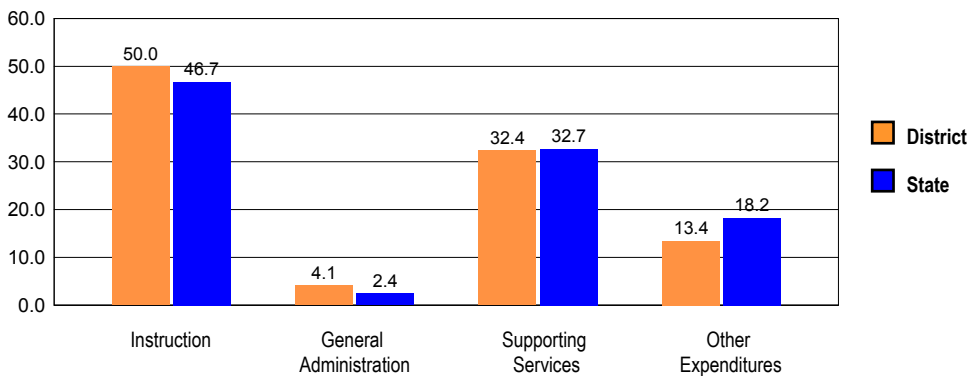
## SCHOOL DISTRICT FINANCES

### 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 2007-08 (Percentages)



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$10,032,382	80.5	58.7	Education	\$8,526,592	69.9	71.5
Other Local Funding	\$1,215,486	9.8	6.3	Operations & Maintenance	\$1,897,141	15.5	8.6
General State Aid	\$426,334	3.4	18.6	Transportation	\$577,683	4.7	3.9
Other State Funding	\$615,367	4.9	9.0	Bond and Interest	\$815,324	6.7	6.3
Federal Funding	\$167,736	1.3	7.4	Rent	\$0	0.0	0.0
TOTAL	\$12,457,305			Municipal Retirement/ Social Security	\$289,750	2.4	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$96,096	0.8	6.8
				TOTAL	\$12,202,586		

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	\$402,949	2.32	\$5,733	\$9,667
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.

## 2009 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	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 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
<b>State AYP Minimum Target</b>	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes							95.7	Yes		
White														
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

**Four Conditions Are Required For Making Adequate Yearly Progress (AYP):**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2008.

\*\* Safe Harbor Targets of 70.0% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

**District 92½**

Westchester Public Schools, District 92½, has an ongoing commitment to focus resources on improving instructional programs, services, and facilities. Professional development, alignment of curriculum to state standards and implementation of research-based programs are priorities. Overall performance on the 2008-2009 state tests (ISAT, IAA) indicates that 82.8% of our students meet or exceed standards, up from 81.3% last year. State tests include the Illinois Standards Achievement Test (ISAT) and the Illinois Alternate Assessment (IAA). Students continue to score above national averages on the Terra Nova tests.

District improvements and areas of success for the 2008-2009 school year included:

- Implementation of Response to Intervention, a state mandated program developed to monitor student progress in meeting or exceeding state standards.
- Professional development in differentiating math instruction to meet the need of high achieving students and students who struggle with learning, effective co-teaching strategies, social-emotional learning, cultural awareness and wellness.
- Implementation of the adopted core reading program in grades Kindergarten through eight.
- Implementation of the Positive Behavioral Interventions & Supports (PBIS) model to teach students to engage in positive behaviors while discouraging problem behaviors. The District uses SWIS, a School-Wide Information System, to track PBIS data and trends. Social Workers support students with special needs to reinforce, clarify and practice the components of the PBIS philosophy.
- Collaboration with LADSE, the LaGrange Area Department of Special Education, in providing training for teachers of special needs students in the use of EasyIEP™, a computer based IEP system for special education management; professional development opportunities and opportunities for parents to attend workshops on a variety of topics.
- Teachers participated in team data days to analyze student achievement data. Data is used to identify students who would benefit from intervention strategies, enrichment, or modification of instruction.
- A committee of teachers reviewed and revised the science philosophy and evaluated textbooks and materials for the adoption of a science textbook.
- The strategic planning process began. The Board of Education developed District goals to improve schools. District staff has initiated several of the action plans and has made progress in each of the goal areas.

Westchester Public Schools, District 92½, continues its commitment to excellence in our schools. District goals for the 2009-2010 school year are:

- Continue professional development in differentiating instruction to meet the need of high achieving students and students who struggle with learning. Teachers will work with a consultant throughout the school year to study, practice and implement a variety of instructional strategies, make data-driven decisions and to scaffold and extend instruction with the goal of improved student achievement.
- A District committee will meet to revise the teacher evaluation tool to reflect the professional teaching standards and to have a positive impact on student learning.
- The District will offer newly employed teachers an enhanced orientation, mentor program and support throughout the school year.
- A Curriculum Advisory Committee will advise district administrators on issues such as Response to Intervention, assessment and professional development needs.
- The technology teachers will provide additional support to classroom teachers with the goal of integrating technology in daily instruction.
- The district is committed to advance Response to Intervention (RtI) and will work with LADSE (LaGrange Area Department of Special Education) to move forward with further implementation. Staff members will investigate and make a recommendation to purchase research-based math interventions. Tier three reading interventions and supports will be implemented at each of the schools: At WPS, Triumphs; at WIS Read 180 and at WMS, Reading Navigator.
- Middle School math teachers will work with a math consultant to study algebra for all eighth grade students.
- The district continues its commitment to working with parents and plans additional activities such as a welcome back to school day, coffees sponsored by principals, and a parent advisory committee as part of the Strategic Plan to build partnerships with families.

### **Westchester Primary School Report Card 2008-2009**

Westchester Primary School made significant progress toward meeting the goals stated in the 2008-2009 School Improvement Plan: improving reading and math achievement to 80% on Terra Novas while closing the achievement gap for black and Hispanic students.

During the 2008-2009 school year specific improvements and areas of success included:

- At data meetings, staff monitored the progress of state-identified subgroups, Progress-monitoring data was analyzed for problem-solving at grade level team collaborations. Staff identified low achieving students based on benchmarking and classroom performance.
- Staff utilized reading strategy charts and new curriculum materials within a balanced literacy curriculum. Staff incorporated culturally supportive literature and discussion into balanced literacy instruction.
- Staff integrated bilingual students into general education classroom for science and social studies.

- The WPS Reading Committee developed opportunities for increased family involvement. Staff provided training for literacy volunteers and sponsored Family Reading Night.
- Staff implemented effective strategies to improve student math achievement by integrating comprehension strategies and increasing cooperative learning opportunities.
- Staff provided real-life math explorations and language to improve math understanding. Staff participated in articulation on supporting math extended response and differentiation of math concepts across grades and schools. Through the school committee, staff developed a plan to support family involvement at all levels.

### **Plans for the 2009-2010 School Year**

Westchester Primary School will work toward meeting the goals stated in the 2009-2010 School Improvement Plan: Benchmark data will demonstrate reading and math achievement with 80% of the students successful with the core curriculum. SWIS data will demonstrate SEL achievement with 95% of the students successful with universal and secondary interventions.

- Staff will increase instruction of academic vocabulary with research-based activities and use experiential learning to increase background knowledge with science and social studies activities.
- Staff will implement a reading intervention block schedule.
- Parents, students and teachers will work together to set improvement goals. Students will monitor the progress toward their personal goals. Staff will create interactive family backpacks, plan a family reading night involving literature circles, and a parent night focusing on academic vocabulary.
- Staff will be provided with monthly focus support on utilizing the 6 Traits of Writing. Staff will participate in district staff development on differentiation, and develop a school plan for implementation. The kindergarten team will learn about The Creative Curriculum and Read Play Learn curriculum framework.
- Teachers will utilize document cameras, projectors, digital cameras and web cam to enhance instruction.
- Staff will utilize research-based practices to increase automaticity with number sense.
- Staff will receive Tier 2 PBIS training to develop and implement Tier 2 supports and data collection.
- Students will learn and utilize revised PBIS Cool Tools, participate in Tier 2 skills groups and in a bully prevention curriculum. New students will participate in a newcomers club. Staff will identify Second Step lessons that address end of year SWIS data.
- Staff will plan a reading assistance program for struggling readers through the extended day Radical Readers program for kindergarten.