

Westchester Intermediate School
Westchester SD 92-5
Westchester, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 3 4 5

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

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	38.9	24.8	27.1	2.6	0.0	6.6	10.2	12.5		0.0	7.5	95.8	391
District	40.2	24.8	24.1	2.4	0.0	8.5	9.6	11.6		0.0	6.2	95.8	1,205
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

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

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

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

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

INSTRUCTIONAL SETTING

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

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

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School				19.6	18.4	20.6				
District				19.6	18.4	20.6				
State				21.8	22.2	22.6				

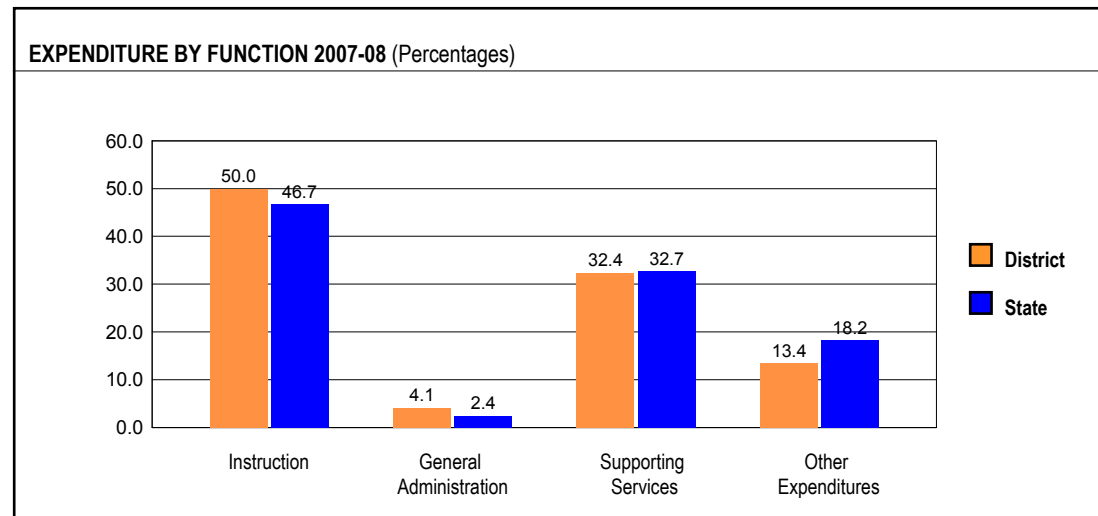
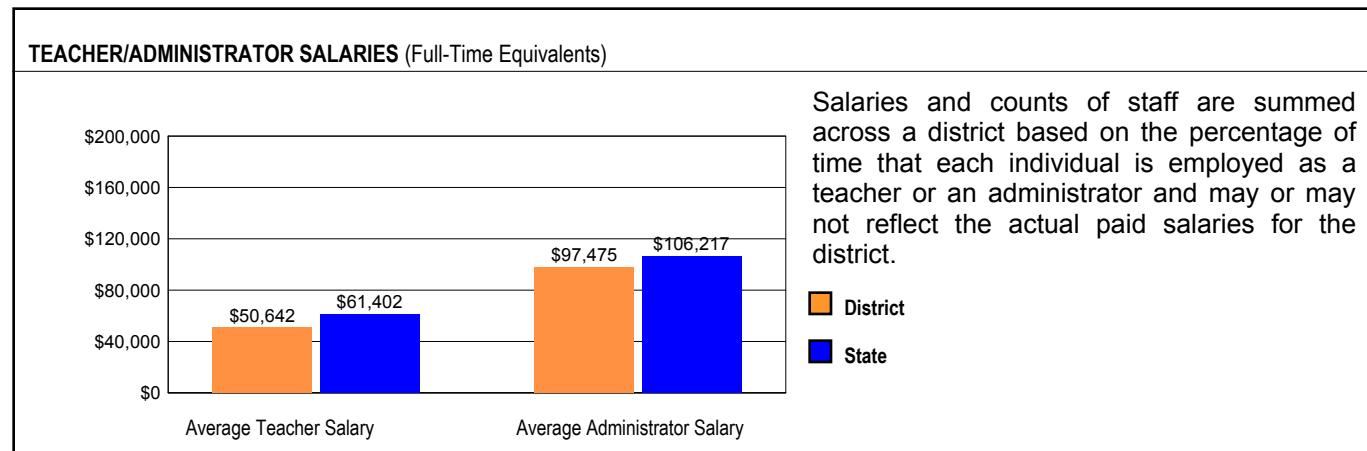
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			30			150			30		
District	60			30			150			30		
State	59			30			145			30		

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

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	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



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

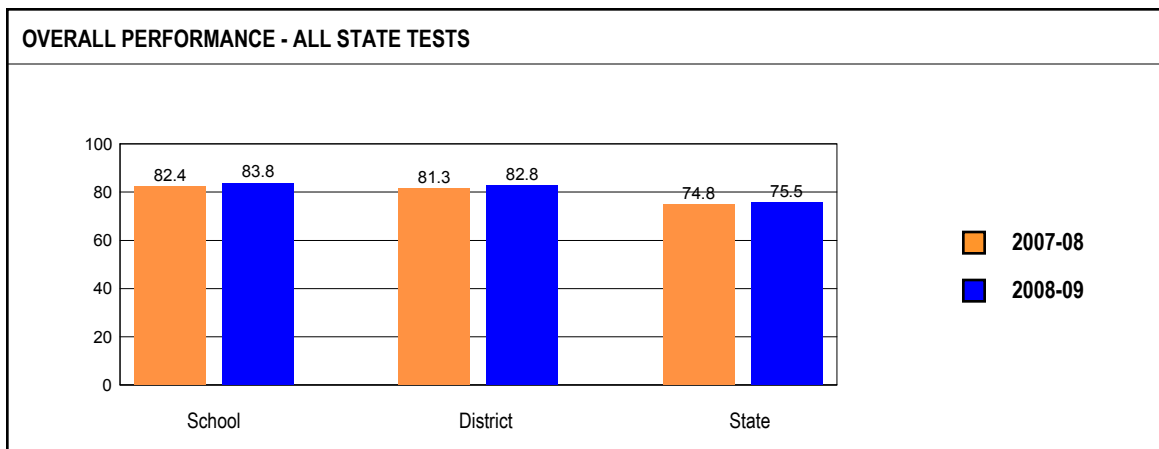
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school 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.

ACADEMIC PERFORMANCE

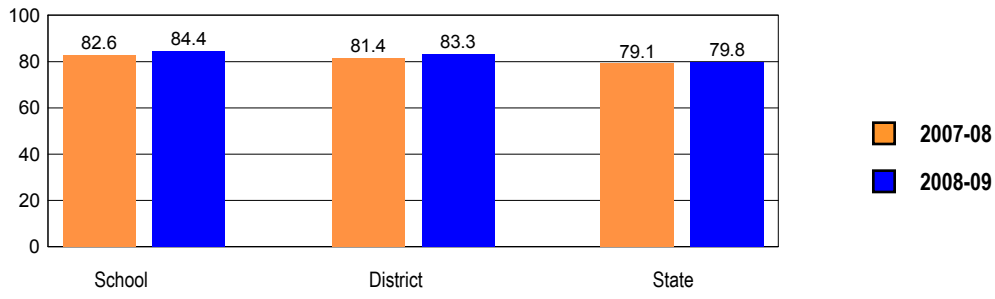
OVERALL STUDENT PERFORMANCE

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

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.

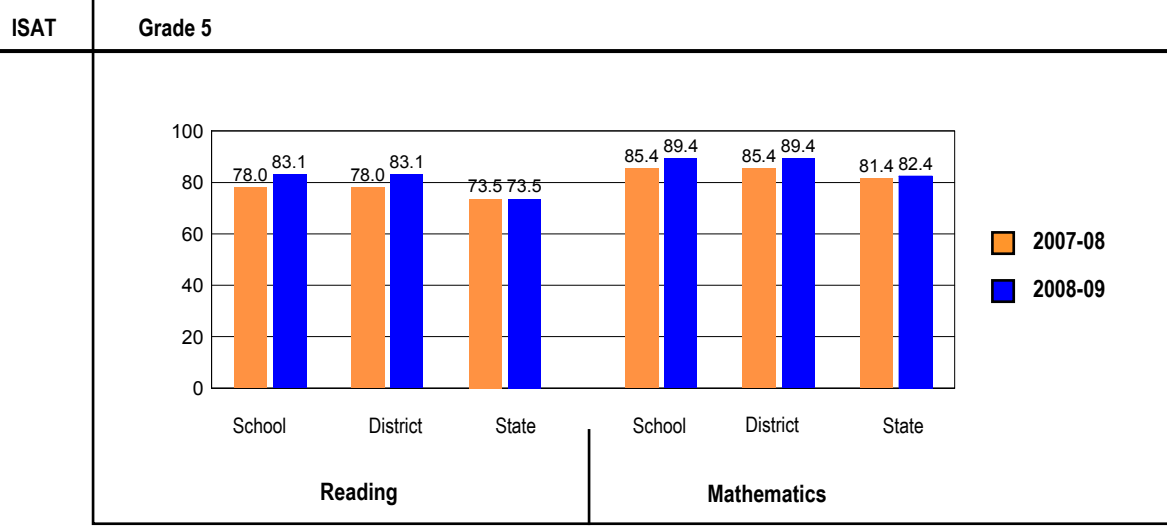
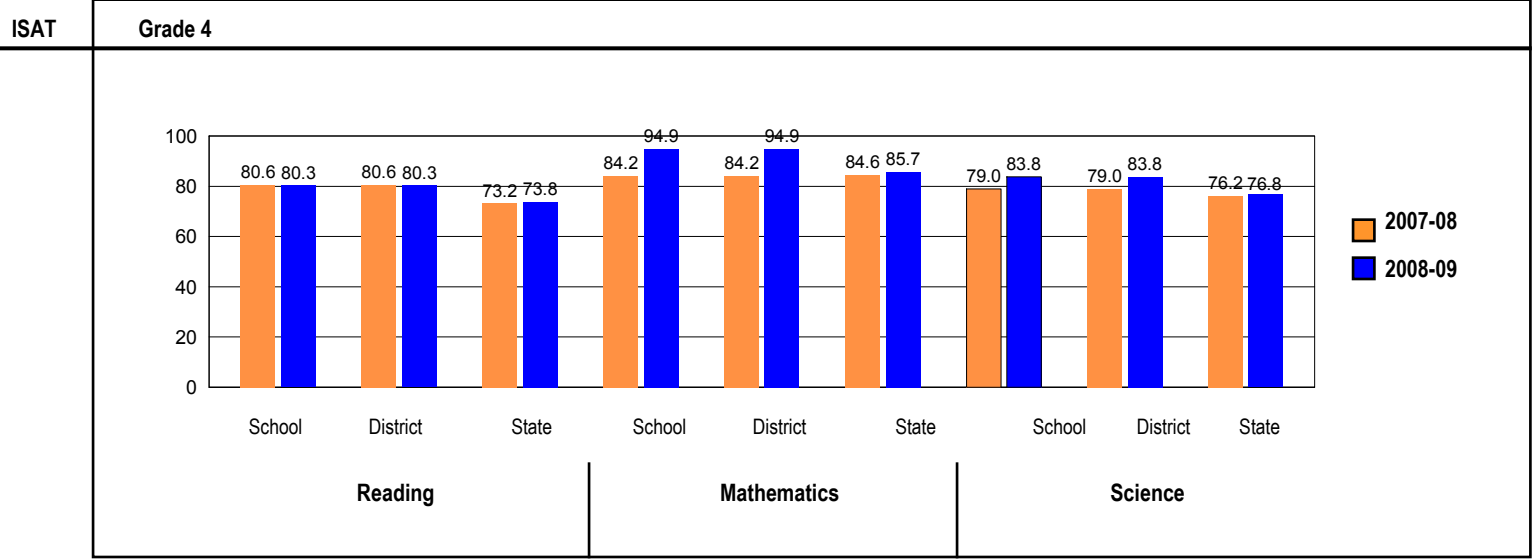
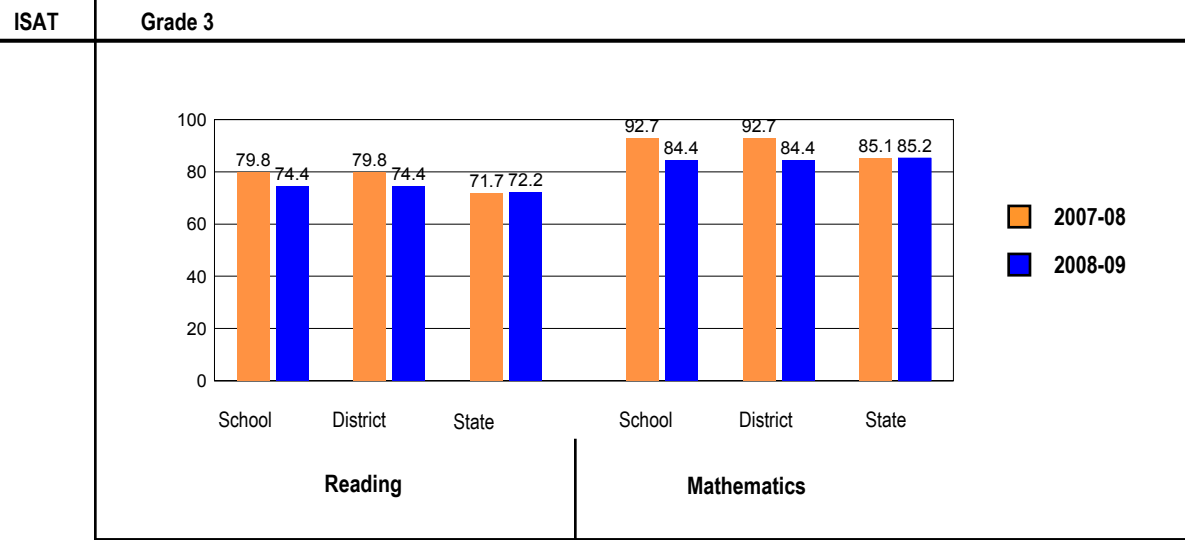


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois 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				
School	*Enrollment	389	196	193	151	96	107	10	0	25	45	0	54	41
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00	0.0		0.0	0.0
District	*Enrollment	788	405	383	319	213	183	21	0	52	77	0	90	86
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	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				
School	*Enrollment	118	66	52	51	25	28	6	0	8	13	0	15	11
	Science	0.0	0.0	0.0	0.0	0.0	0.0				0.0		0.0	0.0
District	*Enrollment	256	135	121	106	66	50	14	0	20	17	0	30	30
	Science	0.0	0.0	0.0	0.0	0.0	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.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	1.7	24.0	43.8	30.6	4.1	11.5	42.6	41.8
District	1.7	24.0	43.8	30.6	4.1	11.5	42.6	41.8
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	1.7	36.2	39.7	22.4	3.4	15.5	36.2	44.8
	District	1.7	36.2	39.7	22.4	3.4	15.5	36.2	44.8
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	1.6	12.7	47.6	38.1	4.7	7.8	48.4	39.1
	District	1.6	12.7	47.6	38.1	4.7	7.8	48.4	39.1
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	7.0	39.5	53.5	0.0	2.3	38.6	59.1
	District	0.0	7.0	39.5	53.5	0.0	2.3	38.6	59.1
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School	5.9	38.2	50.0	5.9	11.8	17.6	50.0	20.6
	District	5.9	38.2	50.0	5.9	11.8	17.6	50.0	20.6
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School	0.0	23.7	47.4	28.9	2.6	10.5	39.5	47.4
	District	0.0	23.7	47.4	28.9	2.6	10.5	39.5	47.4
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District								
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District								
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

Grade 3 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	0.0	42.9	50.0	7.1	6.7	20.0	33.3	40.0
	District	0.0	42.9	50.0	7.1	6.7	20.0	33.3	40.0
	State	10.4	46.2	38.4	5.0	6.0	20.8	53.3	19.9

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	5.9	58.8	23.5	11.8	17.6	23.5	29.4	29.4
	District	5.9	58.8	23.5	11.8	17.6	23.5	29.4	29.4
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	1.0	18.3	47.1	33.7	1.9	9.5	44.8	43.8
	District	1.0	18.3	47.1	33.7	1.9	9.5	44.8	43.8
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	5.3	31.6	42.1	21.1	15.8	21.1	42.1	21.1
	District	5.3	31.6	42.1	21.1	15.8	21.1	42.1	21.1
	State	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible	School	1.0	22.5	44.1	32.4	1.9	9.7	42.7	45.6
	District	1.0	22.5	44.1	32.4	1.9	9.7	42.7	45.6
	State	1.7	12.4	46.5	39.3	0.9	5.1	37.2	56.8

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	19.7	47.0	33.3	0.0	5.1	66.7	28.2	0.9	15.4	67.5	16.2
District	0.0	19.7	47.0	33.3	0.0	5.1	66.7	28.2	0.9	15.4	67.5	16.2
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	18.5	49.2	32.3	0.0	4.6	61.5	33.8	1.5	7.7	69.2	21.5
	District	0.0	18.5	49.2	32.3	0.0	4.6	61.5	33.8	1.5	7.7	69.2	21.5
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	0.0	21.2	44.2	34.6	0.0	5.8	73.1	21.2	0.0	25.0	65.4	9.6
	District	0.0	21.2	44.2	34.6	0.0	5.8	73.1	21.2	0.0	25.0	65.4	9.6
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	13.7	37.3	49.0	0.0	3.9	49.0	47.1	0.0	9.8	60.8	29.4
	District	0.0	13.7	37.3	49.0	0.0	3.9	49.0	47.1	0.0	9.8	60.8	29.4
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School	0.0	36.0	52.0	12.0	0.0	8.0	88.0	4.0	0.0	24.0	76.0	0.0
	District	0.0	36.0	52.0	12.0	0.0	8.0	88.0	4.0	0.0	24.0	76.0	0.0
	State	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
Hispanic	School	0.0	25.0	53.6	21.4	0.0	3.6	78.6	17.9	0.0	25.0	64.3	10.7
	District	0.0	25.0	53.6	21.4	0.0	3.6	78.6	17.9	0.0	25.0	64.3	10.7
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School												
	District												
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School												
	District												
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	46.2	53.8	0.0	0.0	15.4	84.6	0.0	0.0	46.2	53.8	0.0
District	0.0	46.2	53.8	0.0	0.0	15.4	84.6	0.0	0.0	46.2	53.8	0.0
State	4.4	56.3	34.7	4.6	2.6	29.1	60.8	7.5	8.8	43.2	45.9	2.2

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	64.3	7.1	28.6	0.0	7.1	71.4	21.4	0.0	28.6	35.7	35.7
	District	0.0	64.3	7.1	28.6	0.0	7.1	71.4	21.4	0.0	28.6	35.7	35.7
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	School	0.0	13.6	52.4	34.0	0.0	4.9	66.0	29.1	1.0	13.6	71.8	13.6
	District	0.0	13.6	52.4	34.0	0.0	4.9	66.0	29.1	1.0	13.6	71.8	13.6
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	36.4	27.3	36.4	0.0	0.0	81.8	18.2	0.0	27.3	54.5	18.2
	District	0.0	36.4	27.3	36.4	0.0	0.0	81.8	18.2	0.0	27.3	54.5	18.2
	State	2.5	38.2	46.3	12.9	2.0	21.3	64.0	12.6	5.6	32.4	56.1	5.9
Not Eligible	School	0.0	17.9	49.1	33.0	0.0	5.7	65.1	29.2	0.9	14.2	68.9	16.0
	District	0.0	17.9	49.1	33.0	0.0	5.7	65.1	29.2	0.9	14.2	68.9	16.0
	State	0.4	12.9	45.6	41.1	0.4	5.8	52.9	40.9	0.8	9.2	61.9	28.1

Grade 5

Grade 5 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	16.9	56.3	26.8	0.0	10.6	73.9	15.5
District	0.0	16.9	56.3	26.8	0.0	10.6	73.9	15.5
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	21.7	47.8	30.4	0.0	13.0	69.6	17.4
	District	0.0	21.7	47.8	30.4	0.0	13.0	69.6	17.4
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.0	12.3	64.4	23.3	0.0	8.2	78.1	13.7
	District	0.0	12.3	64.4	23.3	0.0	8.2	78.1	13.7
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	8.9	51.8	39.3	0.0	8.9	62.5	28.6
	District	0.0	8.9	51.8	39.3	0.0	8.9	62.5	28.6
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School	0.0	21.2	60.6	18.2	0.0	9.1	87.9	3.0
	District	0.0	21.2	60.6	18.2	0.0	9.1	87.9	3.0
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School	0.0	25.6	59.0	15.4	0.0	12.8	79.5	7.7
	District	0.0	25.6	59.0	15.4	0.0	12.8	79.5	7.7
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School								
	District								
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School	0.0	15.4	53.8	30.8	0.0	15.4	69.2	15.4
	District	0.0	15.4	53.8	30.8	0.0	15.4	69.2	15.4
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

Grade 5 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	0.0	41.2	58.8	0.0	0.0	17.6	82.4	0.0
	District	0.0	41.2	58.8	0.0	0.0	17.6	82.4	0.0
	State	1.4	65.2	30.4	3.0	0.6	41.2	55.1	3.1

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	53.3	40.0	6.7	0.0	33.3	60.0	6.7
	District	0.0	53.3	40.0	6.7	0.0	33.3	60.0	6.7
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	School	0.0	12.6	58.3	29.1	0.0	7.9	75.6	16.5
	District	0.0	12.6	58.3	29.1	0.0	7.9	75.6	16.5
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	18.2	54.5	27.3	0.0	0.0	90.9	9.1
	District	0.0	18.2	54.5	27.3	0.0	0.0	90.9	9.1
	State	0.8	40.6	46.7	11.9	0.5	27.5	65.5	6.4
Not Eligible	School	0.0	16.8	56.5	26.7	0.0	11.5	72.5	16.0
	District	0.0	16.8	56.5	26.7	0.0	11.5	72.5	16.0
	State	0.1	13.6	48.4	37.8	0.1	8.6	66.7	24.7

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
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	83.2		Yes	90.8		Yes	95.8	Yes		
White	100.0	Yes	100.0	Yes	88.6		Yes	93.3		Yes				
Black	100.0	Yes	100.0	Yes										
Hispanic	100.0	Yes	100.0	Yes	75.0		Yes	90.6		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes										
Students with Disabilities	100.0	Yes	100.0	Yes										
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 Intermediate School Report Card 2008-2009

During the 2008-2009 school year, the Westchester Intermediate School staff focused on the school improvement goals of closing the achievement gap by improving student performance in reading achievement. Teachers worked to enhance reading instruction by implementing guided reading in a balanced literacy program. Faculty meetings were used to share and articulate information about research-based instructional strategies demonstrated to be effective in closing the achievement gap.

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

- Implementation of a new reading series in order to support the various needs of their particular students. Teacher analyzed and addressed individual student needs through differentiation of instruction.
- Professional development on the topics of cultural awareness with the process of writing extended math response and strategies to enhance differentiated instruction in the areas of reading and math.
- A consultant modeled effective ways to teach the process of writing extended math response.
- RtI Universal Assessments Measurement Model. Teachers evaluated data in the areas of reading, math and behavior and appropriate interventions were implemented within the classroom setting.

- Teachers provided parents with supplemental math facts and materials for review and practice outside of school.
- WIS supported continuous improvement of all student behavior through the implementation of the PBIS model.

Plans for the 2009-2010 School Year

Westchester Intermediate School will work toward meeting its priority goals as identified in the 2009-2010 School Improvement Plan:

- Teachers will implement best practice, differentiate instruction and use technology in the new reading series in order to support the needs of their students.
- Teachers will assist students with setting a goal for improvement and analyze their progress towards their goal to increase student motivation and progress in reading and math.
- Staff will develop a plan for implementing instruction of academic vocabulary, will share information and resources, including goal setting and data collection information, and will participate in staff development in the integration of technology to enhance core reading and math instruction.
- Teachers will partner with parents to improve reading and math through curriculum night, parent nights, At Home Tutor, and tips in the school and classroom newsletters.
- Teachers will use their understanding of how Social Emotional Learning (SEL) affects student achievement and implement the Second Step program.
- Teachers will continue to develop the universal level of PBIS for student understanding.
- Data Day meetings will be used to evaluate benchmark data in the areas of reading, mathematics, and behavior. Teachers will develop plans to support students based on the data gathered.