

**FAIRVIEW ELEM SCHOOL  
MCLEAN COUNTY USD 5  
NORMAL, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES : PK K 1 2 3 4 5**

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

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	47.2	33.1	4.2	4.0	0.2	11.4	62.0	0.0		0.0	31.4	94.7	405
<b>District</b>	75.1	12.1	4.7	3.8	0.1	4.3	23.8	2.1		0.1	15.4	95.0	11,760
<b>State</b>	55.6	20.0	18.7	3.8	0.2	1.8	40.0	6.6		2.2	16.0	94.0	2,075,277

**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\***

	Percent
<b>School</b>	100.0
<b>District</b>	98.9
<b>State</b>	96.6

**STUDENT-TO-STAFF RATIOS**

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	--	--	--	--
<b>District</b>	19.2	20.7	13.7	286.8
<b>State</b>	19.1	18.9	13.9	222.3

\* 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>	21.7	21.0	19.7	24.5	20.0	25.0				
<b>District</b>	22.5	22.2	21.6	23.1	21.9	24.2				
<b>State</b>	20.9	21.5	21.6	22.1	22.9	23.4				

**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
<b>School</b>	60			35			170			35		
<b>District</b>	60			35			170			35		
<b>State</b>	58			31			145			31		

**TEACHER INFORMATION (Full-Time Equivalents)**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.2	1.8	0.7	0.3	0.0	20.0	80.0	725
State	84.9	9.2	4.6	1.2	0.2	23.1	76.9	126,996

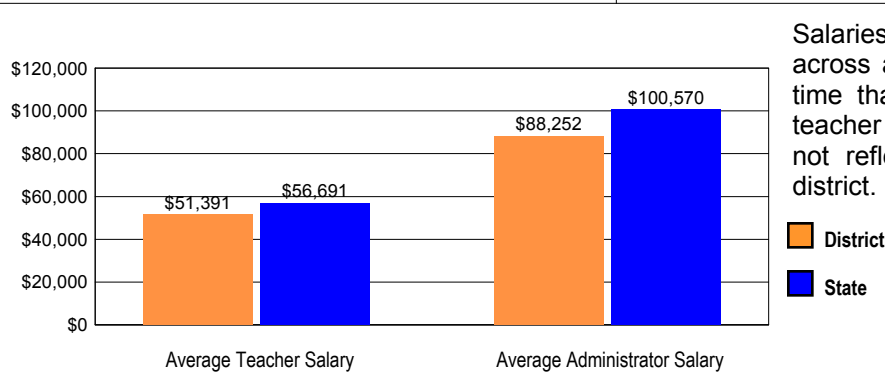
**TEACHER INFORMATION (Continued)**

	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	12.8	53.1	46.9	0.1	0.0
State	13.0	49.3	50.6	1.6	3.9

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

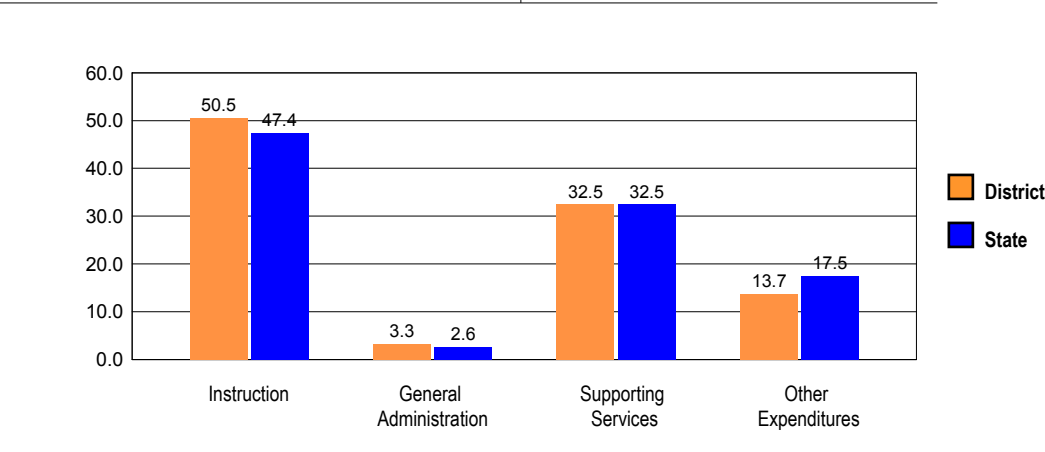
**SCHOOL DISTRICT FINANCES**

**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 2004-05 (Percentages)**



REVENUE BY SOURCE 2004-05				EXPENDITURE BY FUND 2004-05			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$71,886,587	73.4	58.2	Education	\$64,942,220	68.9	72.2
Other Local Funding	\$4,997,846	5.1	5.1	Operations & Maintenance	\$12,214,551	13.0	8.4
General State Aid	\$11,970,699	12.2	18.5	Transportation	\$5,033,628	5.3	3.6
Other State Funding	\$6,416,110	6.6	10.1	Bond and Interest	\$8,849,786	9.4	6.6
Federal Funding	\$2,652,067	2.7	8.1	Rent	\$0	0.0	0.0
TOTAL	\$97,923,309			Municipal Retirement/ Social Security	\$2,614,012	2.8	1.7
				Fire Prevention & Safety	\$327,271	0.3	1.1
				Site & Construction/ Capital Improvement	\$297,750	0.3	6.5
				TOTAL	\$94,279,218		

OTHER FINANCIAL INDICATORS				
	2003 Equalized Assessed Valuation per Pupil	2003 Total School Tax Rate per \$100	2004-05 Instructional Expenditure per Pupil	2004-05 Operating Expenditure per Pupil
District	\$135,452	4.43	\$4,514	\$8,056
State	**	**	\$5,366	\$9,099

\*\* 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.

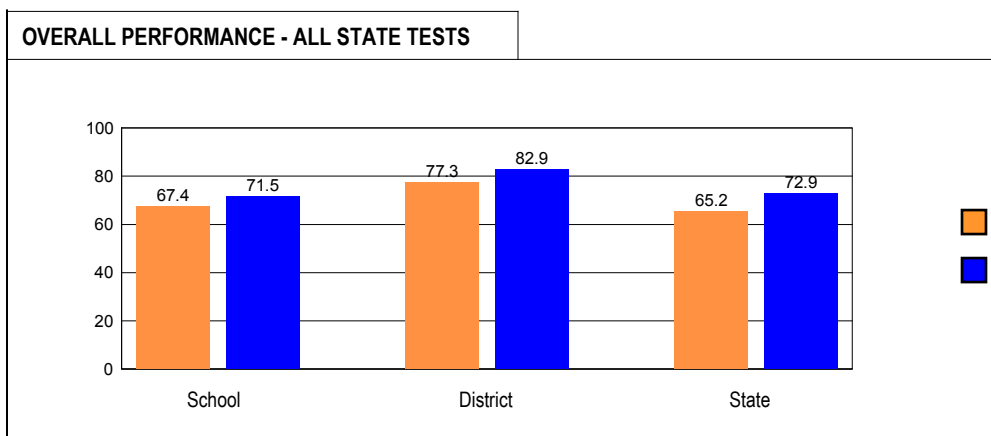
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE

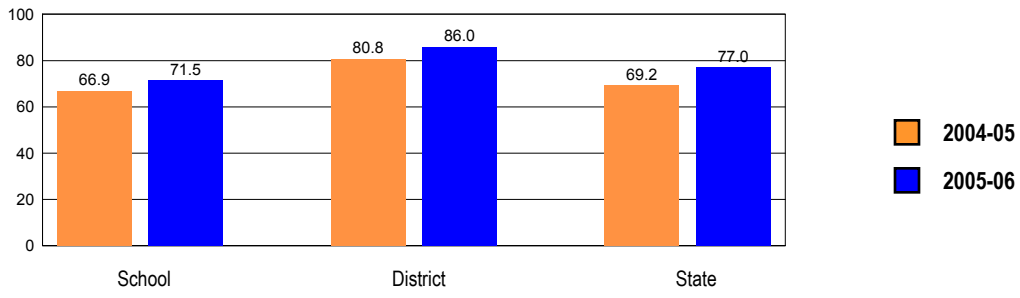
### OVERALL STUDENT PERFORMANCE

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.

Caution: Data for 2004-05 should not be compared to data for 2005-06 because substantial changes were made to the state test in 2005-06 when testing in reading and mathematics was expanded to include all grades from grade 3 through grade 8. In 2004-05, such testing was limited only to selected grades. Although there were no changes in high school testing, data in high school report cards at the state level ( and also at the district level for unit districts) are not comparable between the two years because of changes in elementary school testing mentioned above.

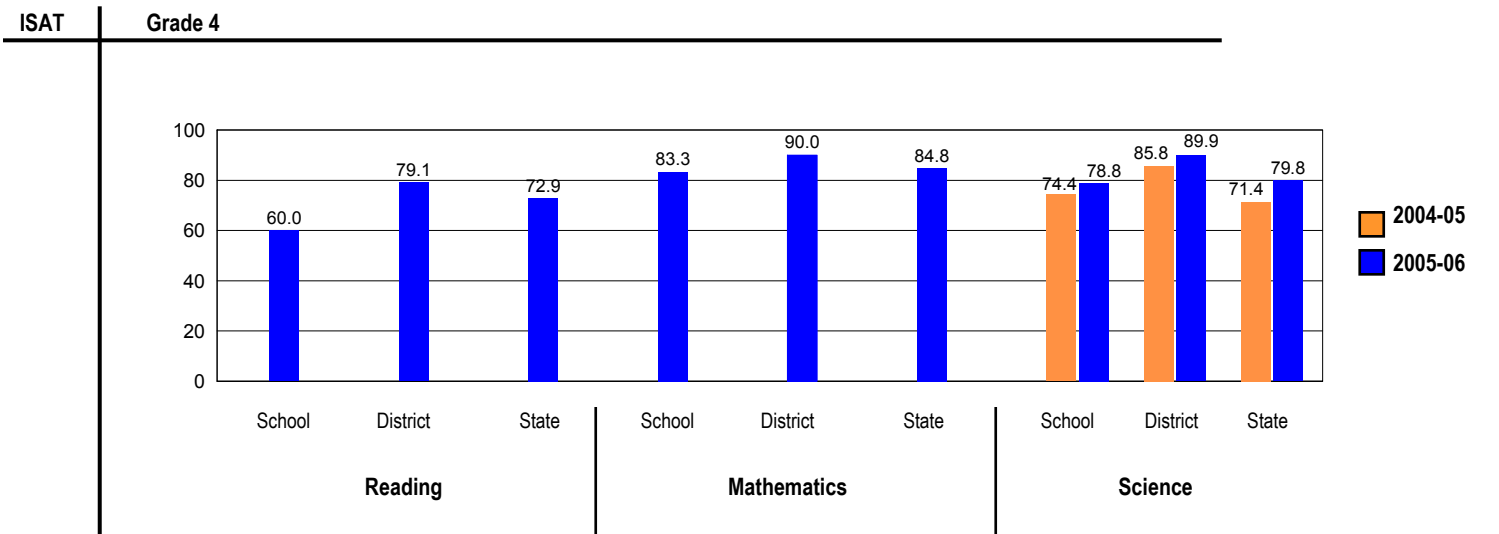
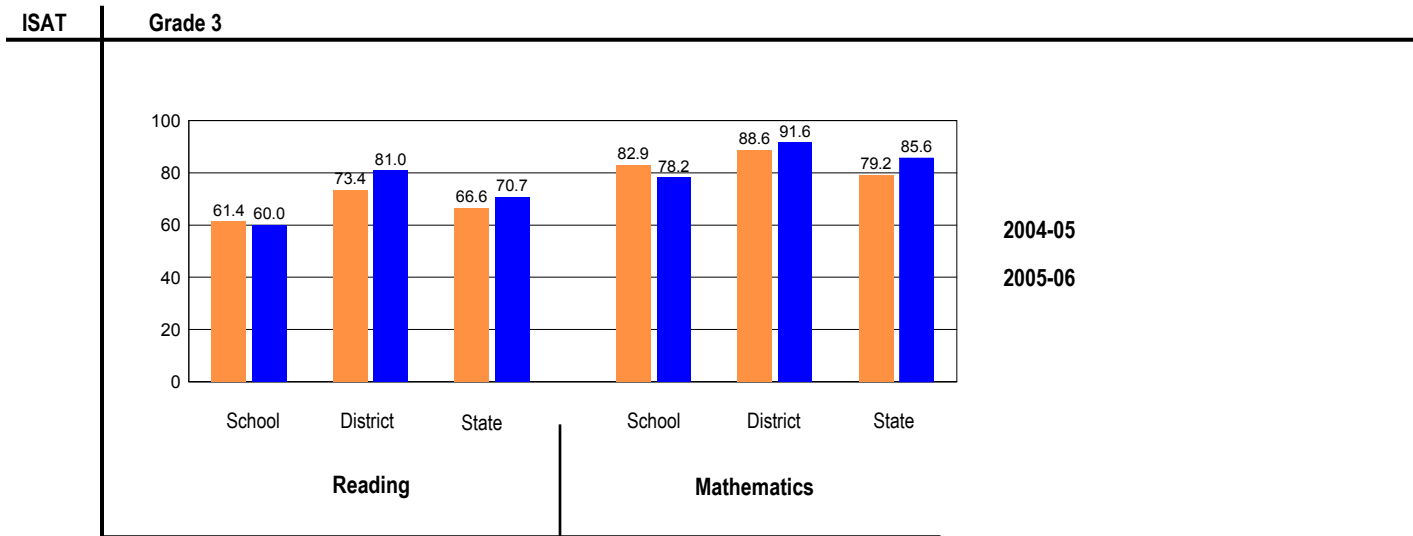


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



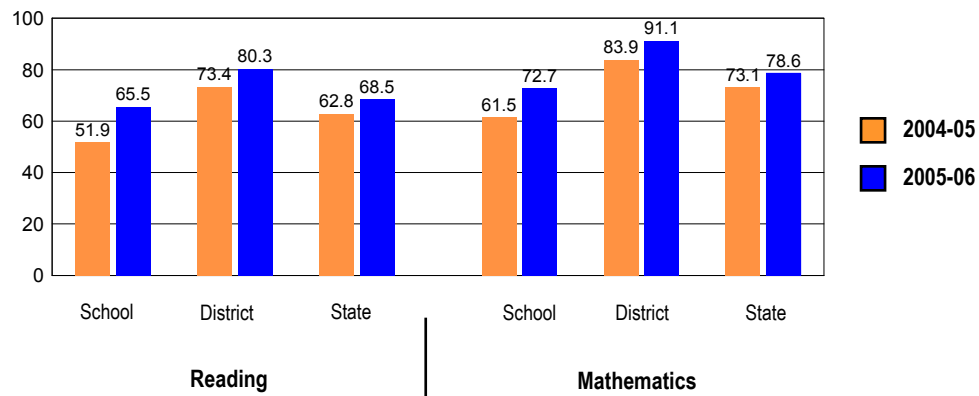
**ISAT PERFORMANCE**

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. Data for 2004-05 in reading and mathematics for grades 4, 6, and 7 are not available because testing in these subjects for these grades began in 2005-06.



ISAT

Grade 5



## PERFORMANCE ON STATE ASSESSMENTS

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

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

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

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

## PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS

		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	178	84	94	89	64	3	5		17			42	90
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0				0.00 0.00			0.0 0.0	0.0 0.0
District	*Enrollment	6,284	3,226	3,058	4,709	773	288	251	7	256	124		1,028	1,445
	Reading Mathematics	0.3 0.3	0.2 0.2	0.3 0.3	0.4 0.4	0.8 0.8	0.0 0.0	0.4 0.4		0.0 0.0	0.0 0.0		0.6 0.6	1.0 1.0
State	*Enrollment	1,097,519	560,894	536,602	610,160	220,827	201,628	41,301	2,481	19,622	67,464	368	160,049	461,179
	Reading Mathematics	0.5 0.5	0.5 0.5	0.4 0.4	0.3 0.3	1.3 1.3	0.7 0.7	0.5 0.5	0.6 0.6	0.4 0.4	0.4 0.4	1.9 1.9	0.9 0.9	0.9 0.9

\* Enrollment as reported during the testing windows.

**ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)**

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

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

**Grade 3****Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	5.5	34.5	43.6	16.4	7.3	14.5	58.2	20.0
District	3.7	15.3	42.1	38.8	2.1	6.3	37.3	54.3
State	5.7	23.6	47.3	23.4	3.9	10.5	47.1	38.5

**Grade 3 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School	4.2	45.8	37.5	12.5	8.3	12.5	58.3	20.8
District	4.8	19.3	39.9	36.0	2.8	5.7	35.3	56.2
State	7.3	26.1	46.5	20.0	4.5	10.4	45.2	39.8
Female								
School	6.5	25.8	48.4	19.4	6.5	16.1	58.1	19.4
District	2.7	11.6	44.2	41.4	1.5	6.8	39.1	52.6
State	3.9	21.0	48.2	26.9	3.1	10.6	49.2	37.1

**Grade 3 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	3.8	23.1	42.3	30.8	7.7	7.7	53.8	30.8
	District	2.8	13.9	41.7	41.6	1.2	4.8	36.4	57.7
	State	3.0	16.6	49.3	31.1	1.4	5.5	44.4	48.7
Black	School	11.8	41.2	47.1	0.0	5.9	23.5	64.7	5.9
	District	10.7	23.3	46.6	19.4	7.8	15.5	46.6	30.1
	State	12.8	38.9	40.1	8.3	10.5	22.8	50.9	15.8
Hispanic	School								
	District	3.7	14.8	48.1	33.3	3.7	11.1	37.0	48.1
	State	6.3	31.4	50.8	11.5	3.7	13.5	56.6	26.1
Asian/Pacific Islander	School								
	District	1.9	9.4	28.3	60.4	1.9	1.9	18.9	77.4
	State	1.2	11.6	50.2	37.0	0.8	2.9	32.7	63.7
Native American	School								
	District								
	State	5.3	20.5	50.3	23.8	3.0	10.7	48.7	37.7
Multiracial/Ethnic	School								
	District	3.8	25.0	48.1	23.1	1.9	7.7	50.0	40.4
	State	6.4	25.3	47.4	20.9	3.9	11.8	50.3	34.1

**Grade 3 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	20.0	33.3	40.0	6.7	26.7	20.0	46.7	6.7
	District	14.7	34.0	36.5	14.7	7.7	16.0	50.0	26.3
	State	20.8	39.4	30.6	9.2	12.6	20.7	47.5	19.3
Non-IEP	School	0.0	35.0	45.0	20.0	0.0	12.5	62.5	25.0
	District	1.5	11.4	43.3	43.8	0.9	4.2	34.7	60.2
	State	3.2	21.0	50.1	25.7	2.4	8.9	47.1	41.6

**Grade 3 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	7.1	46.4	39.3	7.1	7.1	14.3	71.4	7.1
	District	8.8	30.7	49.8	10.7	4.4	15.6	58.0	22.0
	State	10.2	35.5	44.3	9.9	7.4	18.3	53.5	20.8
Not Eligible	School	3.7	22.2	48.1	25.9	7.4	14.8	44.4	33.3
	District	2.3	10.8	39.9	47.0	1.4	3.6	31.3	63.8
	State	2.4	15.2	49.5	32.9	1.3	5.0	42.7	51.0

**Grade 4****Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	4.6	35.4	41.5	18.5	4.5	12.1	57.6	25.8	1.5	19.7	63.6	15.2
District	0.9	20.0	42.3	36.7	1.9	8.1	54.4	35.7	1.3	8.8	61.9	28.0
State	1.6	25.5	46.6	26.3	1.6	13.6	58.7	26.1	2.8	17.4	64.5	15.4



**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	5.9	38.2	38.2	17.6	5.7	14.3	54.3	25.7	0.0	22.9	54.3	22.9
	District	1.5	22.9	43.8	31.7	2.6	7.9	56.4	33.0	1.5	9.2	60.7	28.6
	State	2.2	29.5	46.2	22.1	1.9	14.0	57.1	27.0	3.2	17.4	62.2	17.2
Female	School	3.2	32.3	45.2	19.4	3.2	9.7	61.3	25.8	3.2	16.1	74.2	6.5
	District	0.2	16.7	40.6	42.4	1.0	8.4	52.1	38.6	1.0	8.4	63.3	27.3
	State	0.9	21.3	47.0	30.8	1.2	13.3	60.4	25.2	2.4	17.4	66.8	13.5

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	2.9	32.4	35.3	29.4	2.9	5.9	47.1	44.1	0.0	11.8	61.8	26.5
	District	0.6	15.9	41.5	42.0	1.6	5.6	52.3	40.5	1.1	4.8	61.2	32.9
	State	0.8	17.4	47.5	34.3	0.6	7.3	58.3	33.8	0.7	8.4	68.9	22.0
Black	School	9.1	50.0	36.4	4.5	8.7	26.1	65.2	0.0	4.3	39.1	56.5	0.0
	District	3.4	40.2	42.7	13.7	3.4	25.4	65.3	5.9	2.5	28.8	62.7	5.9
	State	3.8	46.3	40.9	9.1	4.5	31.1	56.4	8.0	8.8	40.0	48.8	2.5
Hispanic	School	0.0	27.6	48.3	24.1	0.0	10.3	62.1	27.6	0.0	17.9	71.4	10.7
	District	1.6	30.3	51.7	16.5	1.3	15.2	67.1	16.4	2.6	22.5	69.1	5.8
	State												
Asian/Pacific Islander	School												
	District	0.0	7.7	33.3	59.0	0.0	0.0	30.8	69.2	0.0	5.1	51.3	43.6
	State	0.3	11.4	45.8	42.5	0.3	3.9	44.7	51.1	0.7	6.9	65.7	26.7
Native American	School												
	District												
	State	0.9	20.4	48.9	29.7	0.6	10.0	60.0	29.4	1.2	9.7	69.9	19.1
Multiracial/Ethnic	School												
	District	0.0	28.8	53.8	17.3	3.8				1.9	9.6	71.2	17.3
	State	1.5	25.1	48.0	25.4	1.2	13.3	62.8	22.7	1.8	16.4	68.3	13.5

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	20.0	73.3	0.0	6.7	20.0	40.0	40.0	0.0	6.7	46.7	40.0	6.7
	District	3.7	54.3	26.8	15.2	8.0	24.7	56.2	11.1	3.7	19.5	65.2	11.6
	State	7.5	52.7	30.6	9.1	6.9	31.1	51.9	10.1	8.1	29.1	55.5	7.2
Non-IEP	School	0.0	24.0	54.0	22.0	0.0	3.9	62.7	33.3	0.0	11.8	70.6	17.6
	District	0.3	11.9	46.0	41.8	0.4	4.3	53.9	41.3	0.7	6.3	61.1	31.9
	State	0.6	20.9	49.3	29.3	0.7	10.7	59.9	28.8	1.9	15.4	66.0	16.8

**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	6.3	40.6	43.8	9.4	3.0	18.2	69.7	9.1	0.0	30.3	66.7	3.0
	District	2.3	39.2	44.6	14.0	4.0	19.3	64.1	12.6	3.2	21.6	65.3	9.9
	State	2.8	39.2	45.6	12.4	3.0	23.5	61.7	11.9	5.6	30.3	59.4	4.8
Not Eligible	School	3.0	30.3	39.4	27.3	6.1	6.1	45.5	42.4	3.0	9.1	60.6	27.3
	District	0.5	13.3	41.5	44.7	1.1	4.2	50.9	43.7	0.6	4.4	60.7	34.3
	State	0.7	15.8	47.3	36.2	0.6	6.6	56.6	36.2	0.8	8.3	68.1	22.9

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	34.5	54.5	10.9	1.8	25.5	69.1	3.6
District	0.2	19.5	50.8	29.5	0.2	8.7	68.5	22.5
State	1.2	30.4	46.5	22.0	0.6	20.8	64.0	14.6

**Grade 5 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School	0.0	33.3	66.7	0.0	4.2	20.8	70.8	4.2
District	0.5	23.1	50.3	26.1	0.2	8.1	70.0	21.7
State	1.6	33.7	45.6	19.1	0.8	21.0	62.4	15.8
Female								
School	0.0	35.5	45.2	19.4	0.0	29.0	67.7	3.2
District	0.0	15.9	51.2	32.9	0.2	9.3	67.1	23.4
State	0.7	26.9	47.4	25.0	0.4	20.6	65.6	13.4

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School	0.0	22.2	63.0	14.8	0.0	14.8	81.5	3.7
District	0.1	15.0	51.0	33.9	0.1	5.4	69.7	24.7
State	0.6	20.2	49.6	29.6	0.3	11.6	68.3	19.9
Black								
School	0.0	54.2	45.8	0.0	4.2	41.7	50.0	4.2
District	1.0	48.0	41.8	9.2	1.0	30.6	62.2	6.1
State	2.8	55.0	35.6	6.6	1.8	45.7	49.6	2.8
Hispanic								
School								
District	0.0	39.4	51.5	9.1	0.0	18.2	72.7	9.1
State	1.3	37.0	49.7	12.0	0.4	22.9	69.8	7.0
Asian/Pacific Islander								
School								
District	0.0	4.2	58.3	37.5	0.0	0.0	41.7	58.3
State	0.2	13.9	48.3	37.6	0.2	6.2	57.1	36.5
Native American								
School								
District								
State	0.8	25.3	50.1	23.7	0.6	16.7	64.1	18.7
Multiracial/Ethnic								
School								
District	0.0	17.9	60.7	21.4	0.0	7.1	75.0	17.9
State	0.8	29.2	48.9	21.1	0.3	20.3	66.6	12.7

**Grade 5 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
School	0.0	70.0	30.0	0.0	10.0	50.0	40.0	0.0
District	1.6	56.3	34.9	7.1	1.6	30.7	62.2	5.5
State	6.2	62.9	25.5	5.4	3.1	46.6	46.3	4.1
Non-IEP								
School	0.0	26.7	60.0	13.3	0.0	20.0	75.6	4.4
District	0.0	13.4	53.4	33.2	0.0	5.1	69.6	25.4
State	0.3	25.0	49.9	24.7	0.2	16.6	66.9	16.4

**Grade 5 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
<b>Free/Reduced Price Lunch</b>								
<b>School</b>	0.0	55.6	44.4	0.0	0.0	44.4	55.6	0.0
<b>District</b>	0.5	43.3	49.5	6.7	0.0	27.7	68.2	4.1
<b>State</b>	2.1	46.4	42.4	9.1	1.1	34.7	59.3	4.9
<b>Not Eligible</b>								
<b>School</b>	0.0	14.3	64.3	21.4	3.6	7.1	82.1	7.1
<b>District</b>	0.1	12.9	51.1	35.9	0.3	3.4	68.6	27.7
<b>State</b>	0.5	18.8	49.4	31.3	0.3	10.8	67.3	21.6

## 2006 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	2006-07 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2006-07 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		47.5			47.5			89.0		69.0	
<b>All</b>	100.0	Yes	100.0	Yes	67.7		Yes	84.0		Yes	94.7	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	77.3		Yes	93.9		Yes				
<b>Black</b>	100.0	Yes	100.0	Yes										
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	52.5		Yes	73.3		Yes				

The four conditions for making Adequate Yearly Progress (AYP) are:

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 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% 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 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2005.

\*\* Safe Harbor Targets of 47.5% 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

The mission of Fairview Elementary School is to educate every child to his/her full potential. Our commitment is to foster lifelong learning by recognizing and encouraging individual talents and capabilities through diverse opportunities. We also strive to create a sense of community through respect, responsibility and cooperation in a safe, caring and healthy environment.

The academic instruction at Fairview continues to be guided by the goals and objectives in all content areas that have been developed by the teachers and administrators in the Unit 5 School District and approved by the Unit 5 Board of Education. These goals and objectives align with the standards set by the Illinois State Board of Education. Measurement of student achievement of these goals and objectives are based on state and national assessments, as well as tests developed by the district and the classroom teachers at Fairview.

Again the Fairview Building Leadership Team and the Fairview staff analyzed the results of the Stanford Achievement Test for second grade, and the Illinois Standards Achievement Test for grades three, four, and five. We also analyzed the Naglieri results for first grade and the local assessments. The BLT and staff also examine the number of behavior referrals to the office, via the Skyward system, and in-school and out-of-school suspensions. The above data drives our school improvement action plan. During the 2006-2007 school year a major goal was to decrease the number of referrals to the office by way of full implementation of the PBIS (Positive Behavior and Reinforcements) program. Students were rewarded, instantaneously, with C.U.F. cash when complying with school and classroom expectations. The students were able to use the C.U.F. cash for the Falcon candy cart, school store purchases, classroom rewards, and a trip to the "Fairview Falcon Fly Zone. As a result, office referrals have decreased by 43%.

Another goal for the year was to improve student performance in language arts and math. Administering the Harcourt pre and post tests and the SAT10 provided the staff with data relative to students who might need assistance. Consequently, there were two after school tutoring programs offered during the school year. One of the programs was offered by the Illinois State University Prism Fellows. Through this collaborative effort, second through fifth grade students were tutored twice a week in the areas of reading and math. There was no cost to the parents. The other after school tutoring program consisted of ten teachers tutoring two to three students twice a week. This was funded by Title. Again the grade range was 2<sup>nd</sup> through 5<sup>th</sup>.

As a school, we have seen growth in both reading and math on the ISAT. For example, a comparison of ISAT results from 2005 and 2006 indicated the number of third grade students who met and exceeded in reading increased by 11%. Math showed an increase of 6%. The results for 5<sup>th</sup> grade showed an increase in reading, comparing 2005 and 2006, of 19%. Math showed a 15% increase.

As we begin the 2007-2008 school year, we will continue to focus on the same goals to allow time for school improvement to take place. These goals will be reviewed, maintained and enhanced throughout the year.

Fairview will be working to enhance the technology equipment at the school. The building technologist and IMC coordinator will be working with central office staff to upgrade technology at Fairview. We feel that with the advanced technological society in which we live, it is imperative that we provide the students at Fairview with technology resources that are current.

### Goals for the 2007-2008 School Year

#### **Increase the number of students who comply with being respectful, responsible and ready**

- Continue with the Second Step program in all classrooms
- Continue daily, weekly, and monthly recognition of students with appropriate behavior
- Continue with the PBIS (Positive Behavior Intervention Supports) at Fairview and add interventions.
- In-services on Response to Intervention
- Become more aggressive with the implementation of Love and Logic

#### **Improve student performance in language arts**

- Continue pre and post reading tests
- Fully implement the use of book buckets for reading time before school begins
- Vocabulary development and comprehension a focal point at each grade level
- Title 1 will continue to integrate guided reading and step-up into instruction

#### **Improve student performance in language arts cont...**

- Schedule block times for Title teachers to work with individual grade levels
- Implement three-minute writing samples three times a year
- Attend professional development activities.
- Provide time for teachers to articulate within and between grade levels
- Provide after-school tutoring programs
- Two Parent Academic Enhancement Nights

#### **Improve student performance in math**

- Continue pre and post testing of Everyday Math skills
- Focus on mastery of basic math facts; grade level appropriate
- Continue to provide a summer math booklet
- Attend professional development activities
- Provide opportunities for teachers to articulate within and between grade levels
- Provide after-school tutoring programs
- Two parent Academic Enhancement Nights