

Armstrong-Oakview Elem School
East Peoria SD 86
East Peoria, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 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
School	90.2	0.5	0.5	2.7	1.6	4.4	19.7	1.6		0.0	9.8	95.6	183
District	90.5	1.1	1.7	1.3	0.4	5.1	36.3	0.3		0.2	16.7	95.2	1,811
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	98.2	18.2		12.3	139.3
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	21.0	21.0	18.7							
District	19.6	20.4	18.0							
State	20.5	20.9	21.3							

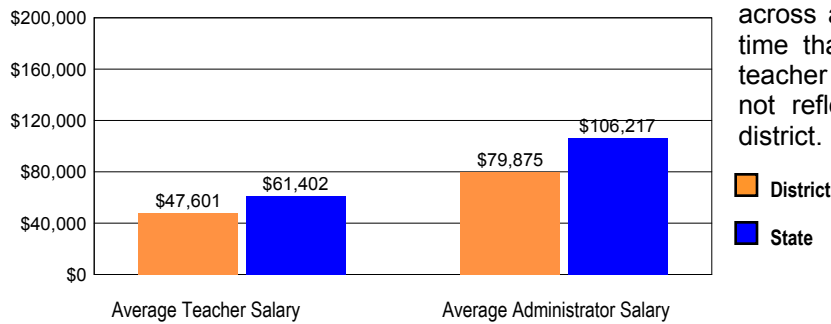
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.2	0.8	0.0	0.0	0.0	10.7	89.3	122
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	10.8	54.9	45.1	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.

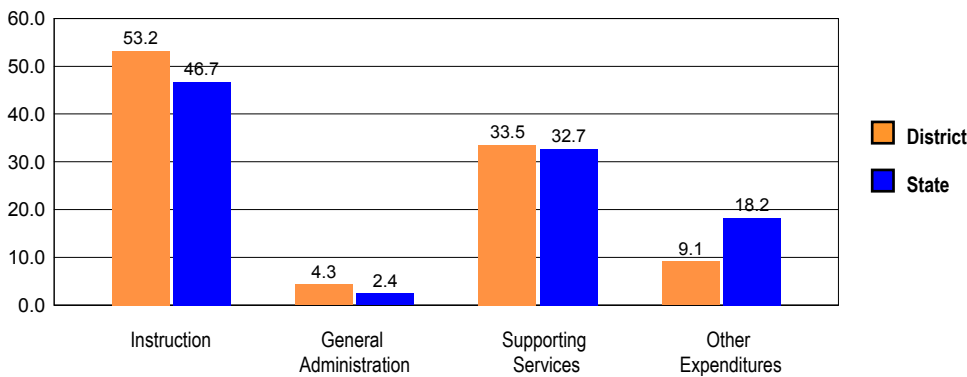
SCHOOL DISTRICT FINANCES

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	\$11,982,051	65.4	58.7	Education	\$12,223,524	77.0	71.5
Other Local Funding	\$1,823,328	10.0	6.3	Operations & Maintenance	\$1,722,643	10.9	8.6
General State Aid	\$2,356,470	12.9	18.6	Transportation	\$780,563	4.9	3.9
Other State Funding	\$1,038,707	5.7	9.0	Bond and Interest	\$721,700	4.5	6.3
Federal Funding	\$1,107,763	6.1	7.4	Rent	\$0	0.0	0.0
TOTAL	\$18,308,319			Municipal Retirement/ Social Security	\$350,629	2.2	1.8
				Fire Prevention & Safety	\$73,126	0.5	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	6.8
				TOTAL	\$15,872,185		

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	\$186,026	2.87	\$4,921	\$8,418
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
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	87.0		Yes	94.2		Yes	95.6	Yes		
White	100.0	Yes	100.0	Yes	88.7		Yes	93.5		Yes				
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.)



Expanding the selection of teaching activities will adequately improve performance in language arts.

- Flexible reading groups in kindergarten
- Utilize a variety of assessments to guide instruction and identify at-risk students (MAP, ISEL, Running Records, and AIMS Web)
- Increase the use / variety of comprehension activities in 1st and 2nd grade
- Increase instruction in the area of phonemic awareness
- Utilize Writer's Workshop
- Building-wide writing prompts done in Fall, Winter, and Spring
- Utilize journal writing in content areas
- Increase the use of non-fiction books to support science and social studies curriculum
- Purchase additional non-fiction books to add to the Literacy Library
- Use of Kindergarten teachers and classroom aides in providing research based tier two and tier three interventions
- The full implementation of new core reading series ~ STORYtown
- The implementation of Handwriting Without Tears at the kindergarten and first grade level



Expanding the selection of teaching activities will adequately improve performance in mathematics.

- Utilize the PAW strategy for extended response problems
- Utilize the MAP and AIMS Web Assessments to target areas of strength and weakness
- Fully utilize the Saxon Math curriculum
- Incentive programs to encourage students to improve their knowledge of basic math facts using Rocket Math (graphing progress on fact assessments)
- District Math curriculum review to identify standards as introduce, develop, or master for each grade level
- District committee comprised to review textbooks for possible renewal at the k-2 level



Having Kindergarten-2nd grade students actively participate in technology for learning will enhance student involvement and improve academic achievement.

- Technology Integration- LCD projectors in all rooms and the use of United Streaming Website to enhance daily lessons
- Kidspiration and/or Microsoft Office for writing activities
- Keyboarding skills as introduced in library lessons
- District implementation of Techno Expo to enhance professional development in the area of technology