

Woodrow Wilson 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	95.2	0.0	1.8	0.6	0.6	1.8	50.6	0.0		0.0	26.6	95.1	168
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	16.7	19.7	16.7							
District	19.6	20.4	18.0							
State	20.5	20.9	21.3							

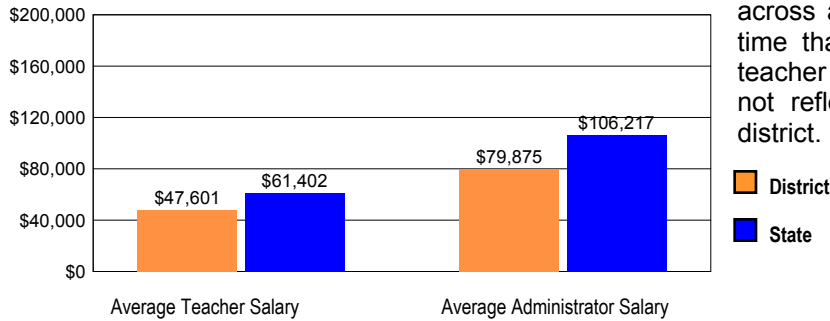
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.2	0.8	0.0	0.0	0.0	10.7	89.3	122
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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.

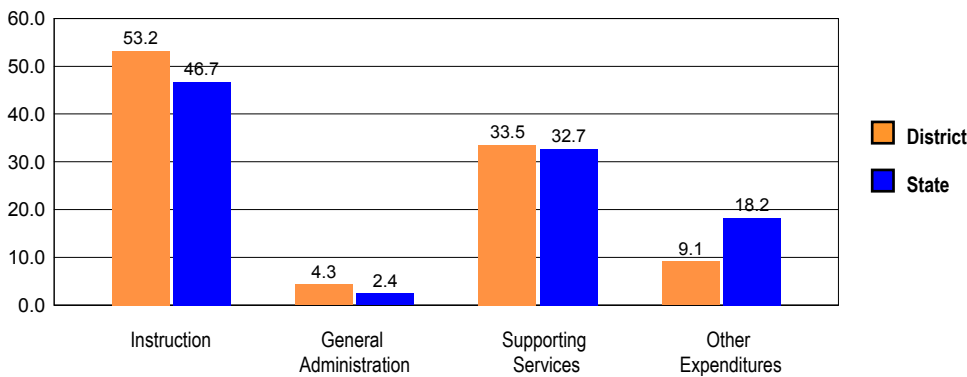
SCHOOL DISTRICT FINANCES

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	80.7		Yes	86.0		Yes	95.1	Yes		
White	100.0	Yes	100.0	Yes	83.7		Yes	85.7		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.)



Woodrow Wilson's 2009-2010

School Improvement Plan Summary

Target #1: Improvement of student achievement reading. 80% of K-2 students will read at grade level by the end of the school year by utilizing:

- Building-wide intervention block in master schedule
- Flexible reading groupings
- Research-based basal and intervention materials
- Title 1 Literacy Program support
- Multiple Intelligences/ Differentiated instruction
- Interventions with staff and community piece
- Weekly grade level articulation-data teams
- IAT/RtI team support

Target #2: Improvement of student achievement in writing. 80% of K-2 students will Meet/Exceed on our district writing prompts by utilizing:

- Bi-monthly writing probes
- Handwriting without Tears
- District Writing Prompts
- Writing centers
- Technology piece-programs and software
- PAW-the Explanation section

Target #3: Improvement of student achievement in mathematics. 80% of K-2 students will Meet/Exceed on our PAW assessment. Second grade must score at least a '2' in the explanation. This will be accomplished by utilizing:

- Flexible math groupings pilot
- Rocket math and advance one corresponding level for 1st and 2nd
- Participate in PAW and individual components
- Practice for recognizing, sequencing, and writing numbers
- Differentiated and hands-on lessons
- Interventions with the community piece
- Weekly grade level articulation-data teams
- IAT/RtI team support

Target #4: Improvement of student achievement in Character Education and the School Environment. 80% of our students will meet the bi-yearly behavior expectations by utilizing:

- Social emotional learning standards supported by BESSTWEB
- Assurance check for consistent implementation of building behavior programs
- Wilson's Character Traits
- Social-Emotional direct instruction with research-based program and role modeling
- Technology piece-Skills Streaming
- IAT and RtI support teams
- Establishing individual behavior plans when a child is identified as resistant



Woodrow Wilson ... where students, staff, and families are working together toward academic and personal success