

McKinley Elem School
South Holland SD 150
South Holland, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 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	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	0.0	87.9	9.4	0.0	0.0	0.0	2.7	70.4	0.4	9.9		0.9	31.0	95.9	223
District	0.4	88.5	7.9	0.3	0.1	0.0	2.8	65.7	0.1	9.7		0.8	22.5	95.9	1,010
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

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.

IEP Students are those students eligible to receive special education services.

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.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	100.0	--	--	--	--
District	98.5	18.2		13.3	155.4
State	96.0	18.8		13.6	211.3

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

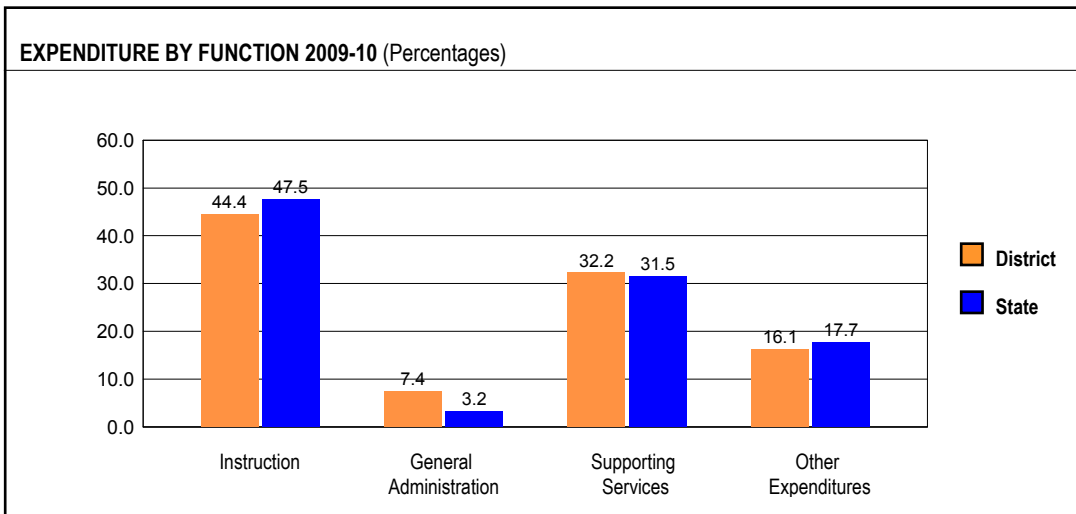
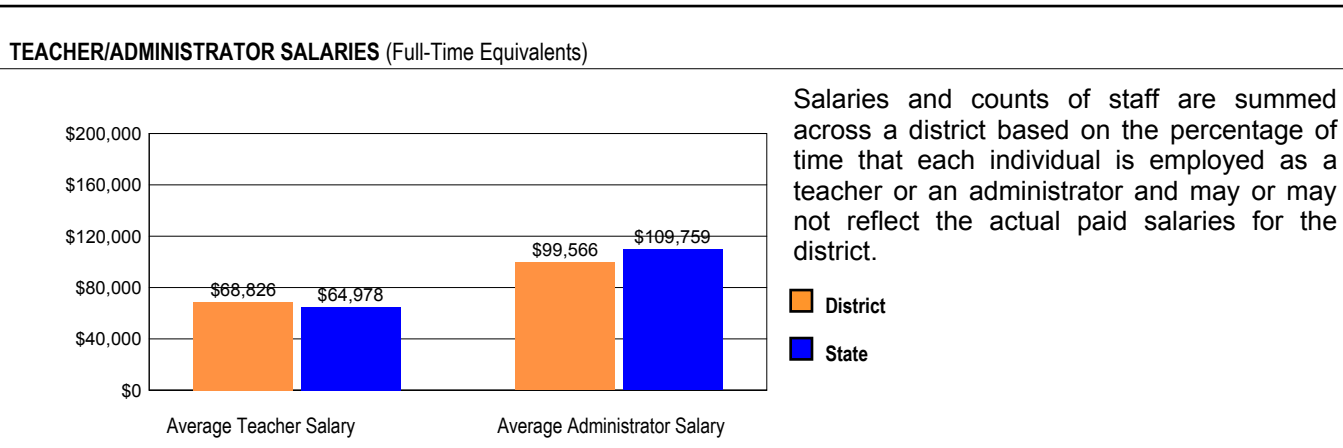
AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School					18.8	18.8				
District					18.8	18.8				
State					22.9	23.3				

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
District	64.5	33.9	0.0	0.0	0.0	0.0	1.6	0.0	16.1	83.9	62	
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262	

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	13.8	30.6	69.4	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$7,176,081	62.3	58.9	Education	\$9,011,895	81.2	72.9
Other Local Funding	\$661,090	5.7	6.4	Operations & Maintenance	\$530,264	4.8	6.0
General State Aid	\$1,533,759	13.3	14.9	Transportation	\$469,719	4.2	3.8
Other State Funding	\$977,070	8.5	7.5	Debt Service	\$417,744	3.8	7.2
Federal Funding	\$1,175,950	10.2	12.4	Tort	\$204,570	1.8	1.2
TOTAL	\$11,523,950			Municipal Retirement/ Social Security	\$225,149	2.0	1.9
				Fire Prevention & Safety	\$240,375	2.2	0.7
				Site & Construction/ Capital Improvement	\$0	0.0	6.4
				TOTAL	\$11,099,716		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$283,582	2.51	\$5,122	\$9,930
State	**	**	\$6,773	\$11,537

** 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.

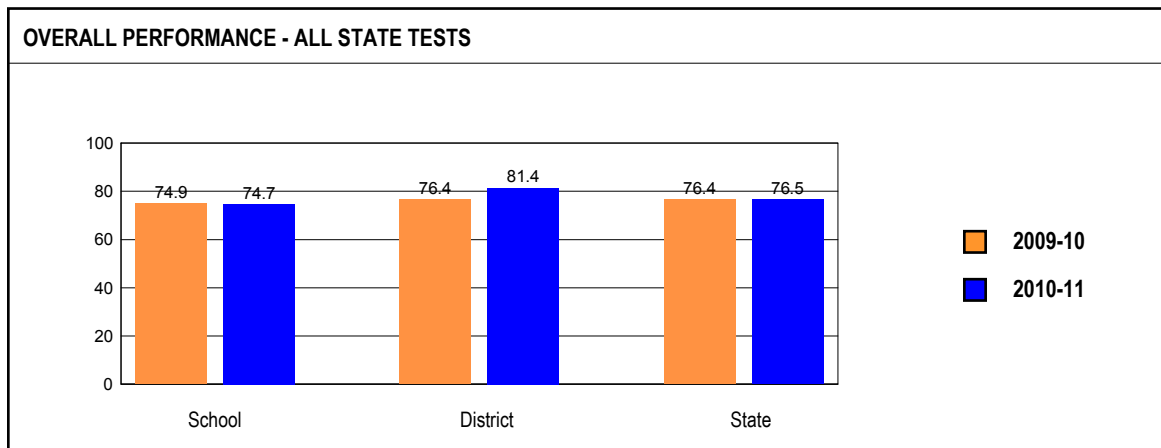
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

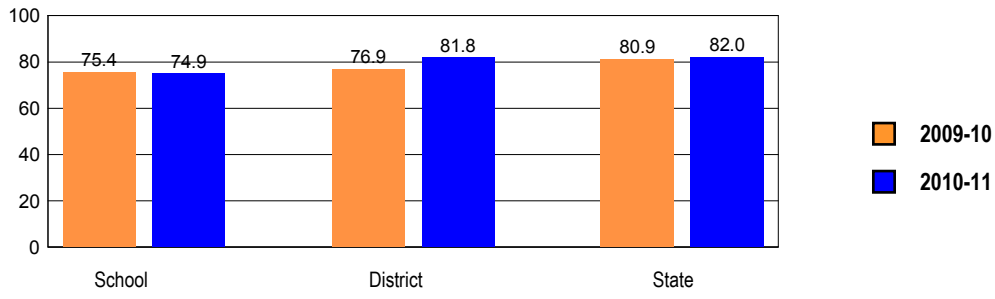
ACADEMIC PERFORMANCE

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.

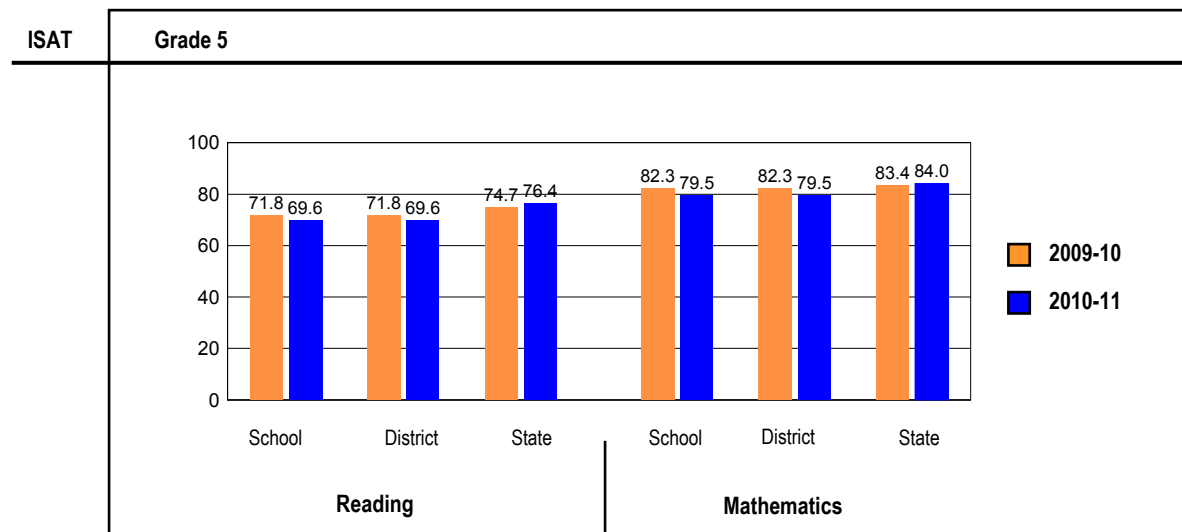
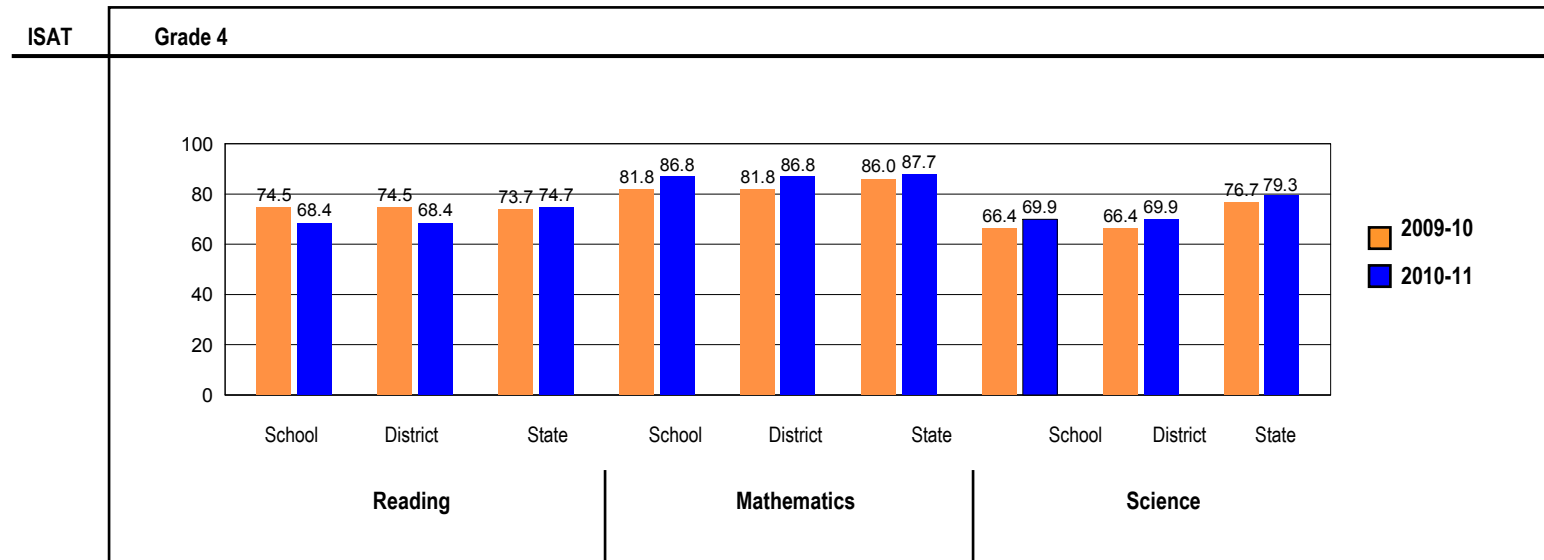


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	229	128	101	0	201	22	0	0	0	6	1	0	22	157
	Reading	0.4	0.8	0.0		0.5	0.0							4.5	0.6
District	*Enrollment	720	380	340	0	654	48	2	0	0	16	1	0	77	484
	Reading	0.1	0.3	0.0		0.2	0.0				0.0			1.3	0.2
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	229	128	101	0	201	22	0	0	0	6	1	0	22	157
	Mathematics	0.4	0.8	0.0		0.5	0.0							4.5	0.6
District	*Enrollment	720	380	340	0	654	48	2	0	0	16	1	0	77	484
	Mathematics	0.1	0.3	0.0		0.2	0.0				0.0			1.3	0.2
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	114	64	50	0	99	12	0	0	0	3	1	0	8	76
	Science	0.9	1.6	0.0		1.0	0.0								1.3
District	*Enrollment	242	133	109	0	215	20	1	0	0	6	1	0	23	161
	Science	0.4	0.8	0.0		0.5	0.0							0.0	0.6
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* 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 4

Grade 4 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.9	30.7	53.5	14.9	0.9	12.3	76.3	10.5	5.3	24.8	64.6	5.3
District	0.9	30.7	53.5	14.9	0.9	12.3	76.3	10.5	5.3	24.8	64.6	5.3
State	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	1.6	39.1	51.6	7.8	1.6	12.5	76.6	9.4	7.9	28.6	60.3	3.2
	District	1.6	39.1	51.6	7.8	1.6	12.5	76.6	9.4	7.9	28.6	60.3	3.2
	State	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female	School	0.0	20.0	56.0	24.0	0.0	12.0	76.0	12.0	2.0	20.0	70.0	8.0
	District	0.0	20.0	56.0	24.0	0.0	12.0	76.0	12.0	2.0	20.0	70.0	8.0
	State	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School												
	District												
	State	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black	School	1.0	31.3	52.5	15.2	1.0	9.1	78.8	11.1	4.1	26.5	63.3	6.1
	District	1.0	31.3	52.5	15.2	1.0	9.1	78.8	11.1	4.1	26.5	63.3	6.1
	State	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
Hispanic	School	0.0	33.3	50.0	16.7	0.0	33.3	58.3	8.3	16.7	8.3	75.0	0.0
	District	0.0	33.3	50.0	16.7	0.0	33.3	58.3	8.3	16.7	8.3	75.0	0.0
	State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	School												
	District												
	State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian	School												
	District												
	State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races	School												
	District												
	State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

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	1.3	34.2	51.3	13.2	1.3	13.2	76.3	9.2	8.0	25.3	61.3	5.3
	District	1.3	34.2	51.3	13.2	1.3	13.2	76.3	9.2	8.0	25.3	61.3	5.3
	State	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible	School	0.0	23.7	57.9	18.4	0.0	10.5	76.3	13.2	0.0	23.7	71.1	5.3
	District	0.0	23.7	57.9	18.4	0.0	10.5	76.3	13.2	0.0	23.7	71.1	5.3
	State	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	30.4	50.0	19.6	1.8	18.8	61.6	17.9
District	0.0	30.4	50.0	19.6	1.8	18.8	61.6	17.9
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	34.9	50.8	14.3	1.6	20.6	61.9	15.9
	District	0.0	34.9	50.8	14.3	1.6	20.6	61.9	15.9
	State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female	School	0.0	24.5	49.0	26.5	2.0	16.3	61.2	20.4
	District	0.0	24.5	49.0	26.5	2.0	16.3	61.2	20.4
	State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School								
	District								
	State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	School	0.0	28.3	50.5	21.2	2.0	17.2	62.6	18.2
	District	0.0	28.3	50.5	21.2	2.0	17.2	62.6	18.2
	State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic	School	0.0	40.0	50.0	10.0	0.0	40.0	40.0	20.0
	District	0.0	40.0	50.0	10.0	0.0	40.0	40.0	20.0
	State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian	School								
	District								
	State	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian	School								
	District								
	State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races	School								
	District								
	State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	72.7	27.3	0.0	18.2	36.4	27.3	18.2
	District	0.0	72.7	27.3	0.0	18.2	36.4	27.3	18.2
	State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP	School	0.0	25.7	52.5	21.8	0.0	16.8	65.3	17.8
	District	0.0	25.7	52.5	21.8	0.0	16.8	65.3	17.8
	State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	30.0	52.5	17.5	0.0	17.5	65.0	17.5
	District	0.0	30.0	52.5	17.5	0.0	17.5	65.0	17.5
	State	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible	School	0.0	31.3	43.8	25.0	6.3	21.9	53.1	18.8
	District	0.0	31.3	43.8	25.0	6.3	21.9	53.1	18.8
	State	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	No
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		Yes
2011-12 Federal Improvement Status	Choice	
2011-12 State Improvement Status	Academic Early Warning Year 1	

	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		85.0			85.0			91.0		82.0	
All	99.6	Yes	99.6	Yes	69.7		No	82.7		Yes	95.9	Yes		
White														
Black	99.5	Yes	99.5	Yes	70.0	75.3	No	85.0		Yes	95.8			
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged	99.4	Yes	99.4	Yes	68.4	71.6	Yes	85.0		Yes	95.5			

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% 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.

2011 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Comprehensive
Is this school making (AYP) in the "ALL" subgroup in reading ?	No
Is this school making (AYP) in the "ALL" subgroup in math ?	Yes

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP**.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused supports verses more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.

Planned Improvement for the School and District

The Illinois Standard Achievement Test (ISAT) results for McKinley Elementary state that 69.7% of our students met or exceeded the state standards in Reading and 82.7% met or exceeded the state standards in Math. McKinley Elementary did meet Adequate Yearly Progress (AYP) in Math for the 2010-2011 school year but we did not meet AYP in Reading.

We are working to strengthen our instructional program to meet the educational needs of all our fourth and fifth grade students. As an Administrative team, we continue to review what we currently have in place and its effectiveness, determine what we can do to improve, and identify the steps for successful implementation.

McKinley Elementary School has developed and will implement the following strategies as a way to improve student achievement in Reading and Math:

- Ensure all instruction is aligned with the Illinois Learning Standards utilizing curriculum mapping
- Monitor student academic progress through our trimester benchmark assessment tool, *Discovery Education*
- Provide ongoing professional development for all faculty and staff
- Provide weekly professional collaboration for teachers in grades four and five
- Balanced literacy taught and modeled at each grade level by a full time literacy coach
- Continue use of technology and educational software as an instructional tool in all classrooms (*Smart Boards, Discovery Education, A+, ABCteach, and Accelerated Reading*)
- Provide the Extended Day program that focuses on improving student reading and math skills
- Double dose of Reading for tier III students through RTI initiative
- ISAT Boot Camp sponsored by P&TA (Parent and Teacher Association)
- Continue with our Positive Behavioral Intervention and Support (PBIS) program
- Stress the importance of good character and integrity
- Continue parent communication through our website, Parent conferences, home-mailing, PowerSchool, Family Reading Night, Family Math Night, Read it and Sleep and P&TA meetings
- Comprehension strategies throughout instruction:
 - Common vocabulary words
 - Build word walls
 - Effective highlight text usage
 - Inferences and prediction
 - Use graphic organizers for Extended Response

McKinley Elementary is committed to providing a rigorous and relevant curriculum that allows students to become independent thinkers. We want to equip our students with the tools necessary for college and beyond.

Todd Whitaker, *Principal*
McKinley Elementary School