

**Earl Pritchett School**  
**Aptakistic-Tripp CCSD 102**  
**Buffalo Grove, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

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

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	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	69.7	0.6	5.9	22.3	0.4	1.0	6.1	22.7	12.7		0.0	5.8	95.2	488
<b>District</b>	69.7	2.0	4.7	22.8	0.2	0.6	7.9	14.0	14.9		0.0	7.0	95.7	2,003
<b>State</b>	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

**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.

**INSTRUCTIONAL SETTING**

<b>PARENTAL CONTACT*</b>		<b>STUDENT-TO-STAFF RATIOS</b>			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	15.2		10.3	143.1
<b>State</b>	96.2	18.2		13.3	203.8

\* 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
<b>School</b>	21.5	22.8	21.5	20.3	22.0					
<b>District</b>	22.9	23.1	23.7	22.6	23.2					
<b>State</b>	20.7	21.2	21.4	22.1	22.6					

**TIME DEVOTED TO TEACHING CORE SUBJECTS** (Minutes Per Day)

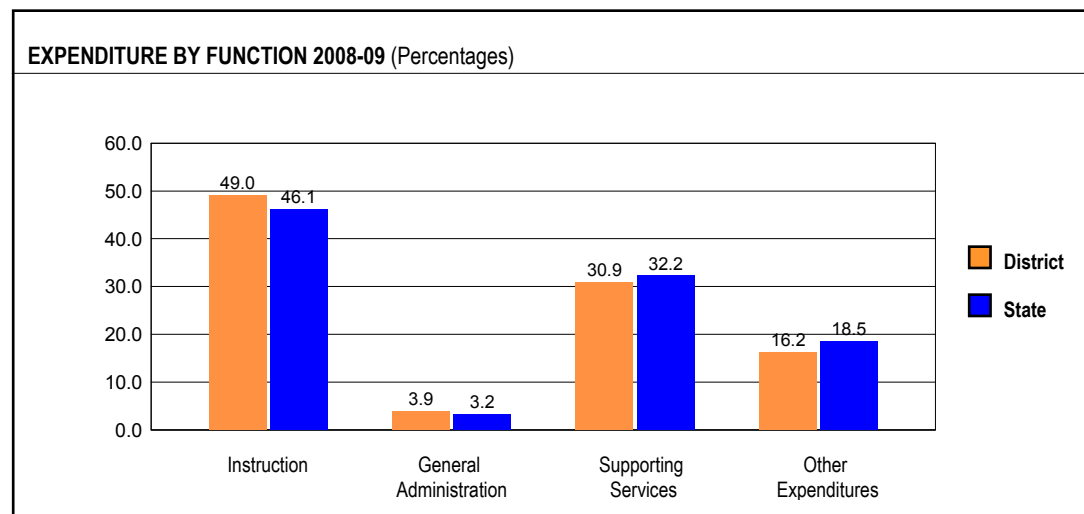
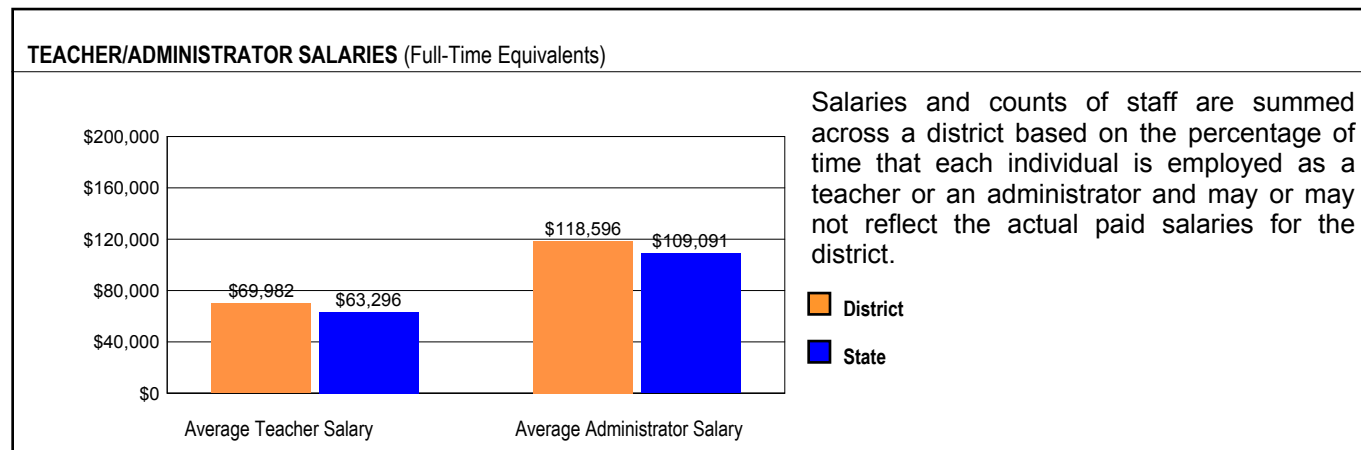
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	60			50			90			50		
<b>District</b>	60			50			90			50		
<b>State</b>	59			30			145			30		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.3	0.3	0.0	1.3	0.0	12.6	87.4	150
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

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	24.6	75.4	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2008-09				EXPENDITURE BY FUND 2008-09			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$26,104,101	82.8	58.4	Education	\$22,491,421	70.5	69.6
Other Local Funding	\$1,966,812	6.2	6.9	Operations & Maintenance	\$3,438,373	10.8	7.9
General State Aid	\$533,392	1.7	14.5	Transportation	\$1,564,856	4.9	3.8
Other State Funding	\$2,255,819	7.2	8.3	Debt Service	\$2,377,889	7.5	7.0
Federal Funding	\$663,091	2.1	11.9	Tort	\$428,717	1.3	1.2
TOTAL	\$31,523,215			Municipal Retirement/ Social Security	\$761,014	2.4	1.8
				Fire Prevention & Safety	\$0	0.0	0.8
				Site & Construction/ Capital Improvement	\$829,448	2.6	7.9
				TOTAL	\$31,891,718		

OTHER FINANCIAL INDICATORS				
	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per \$100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	\$530,885	2.87	\$8,668	\$14,525
State	**	**	\$6,483	\$11,197

\*\* 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.

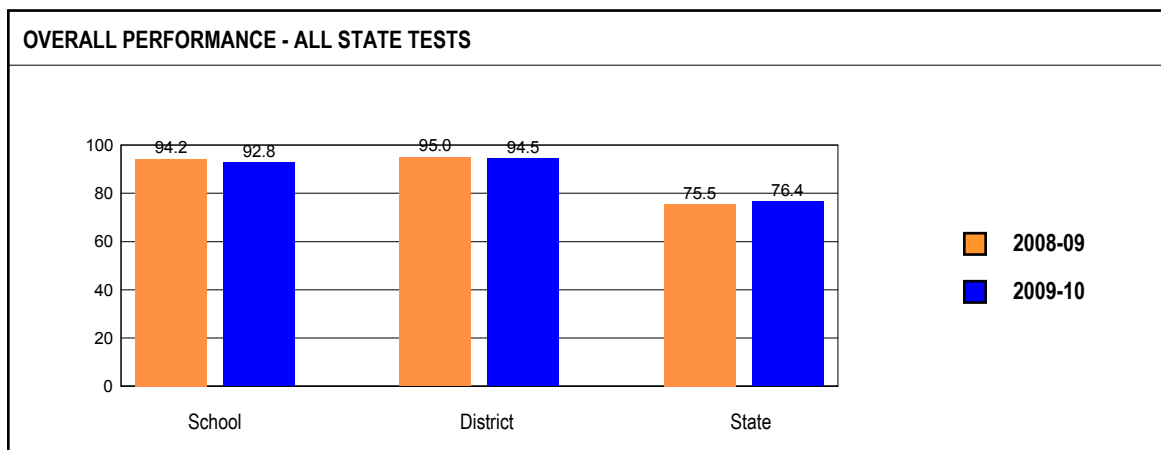
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

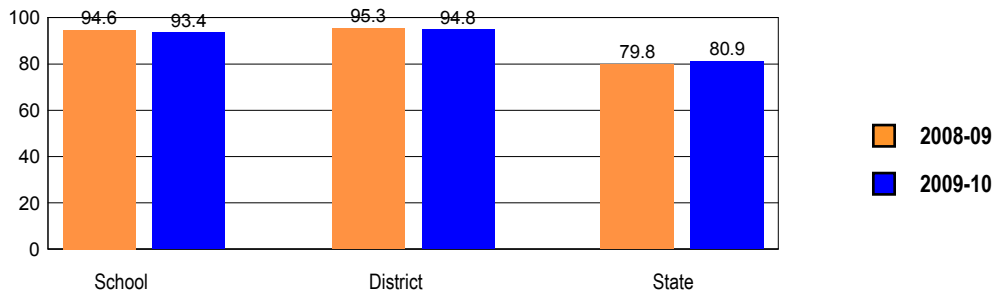
## ACADEMIC PERFORMANCE

### 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.

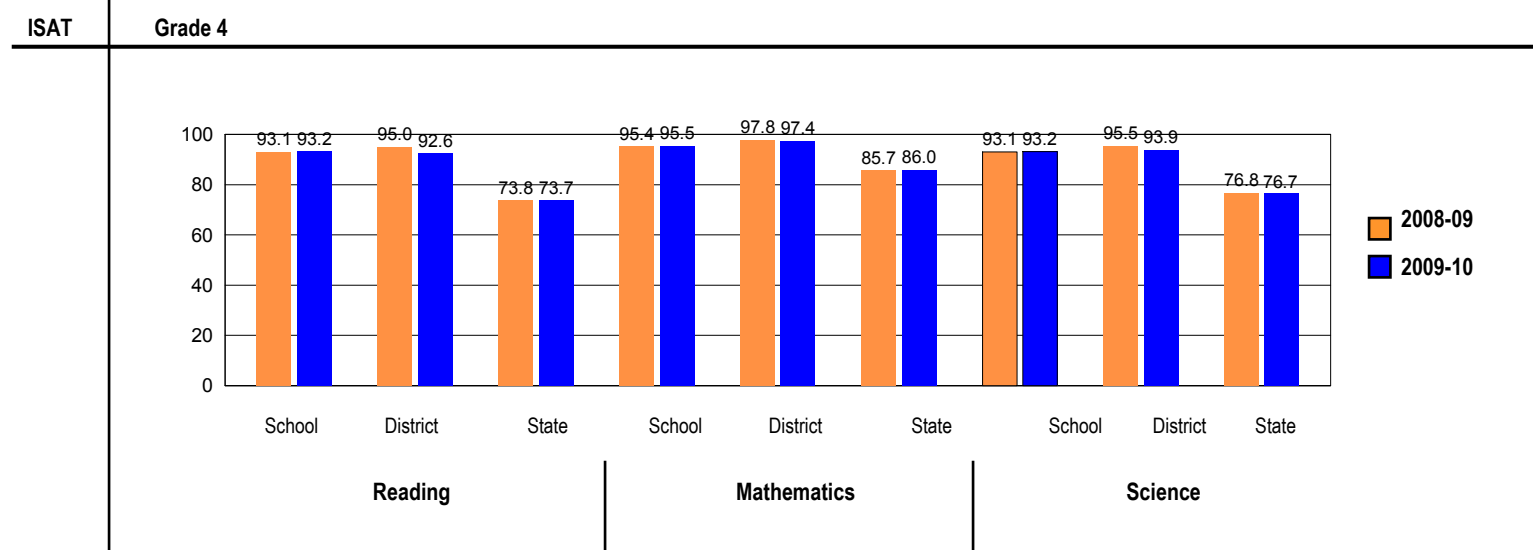
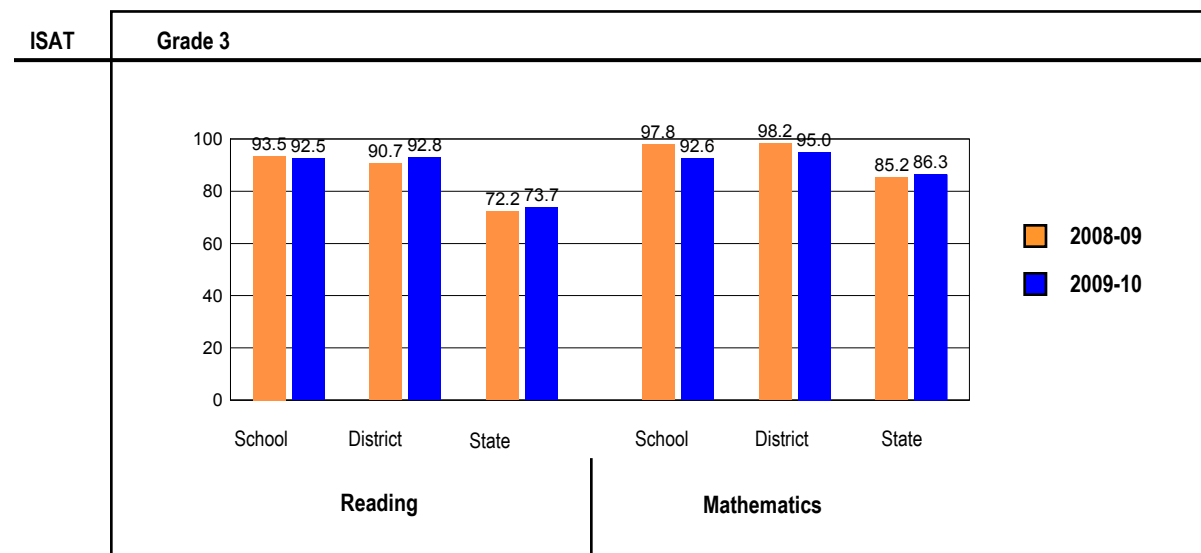


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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 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	171	91	80	120	2	9	39	1	0	27	0	20	15
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0			0.0 0.0			0.0 0.0		0.0 0.0	0.0 0.0
District	*Enrollment	1,370	688	682	973	31	58	302	1	5	112	0	171	117
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0			0.0 0.0		0.0 0.0	0.0 0.0
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading Mathematics	0.2 0.2	0.3 0.3	0.2 0.2	0.1 0.1	0.5 0.5	0.2 0.2	0.2 0.2	0.2 0.2	0.2 0.2	0.3 0.3	0.9 0.9	0.5 0.5	0.3 0.3

\* 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	89	48	41	61	1	4	23	0	0	11	0	12	3
	Science	0.0	0.0	0.0	0.0			0.0			0.0		0.0	
District	*Enrollment	474	226	248	336	15	22	99	0	2	30	0	67	30
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0		0.0	0.0
State	*Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

\* 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	0.0	7.5	43.8	48.8	0.0	7.4	40.7	51.9
District	0.5	6.7	41.5	51.3	0.5	4.5	26.4	68.7
State	5.4	20.9	45.9	27.8	2.9	10.7	44.7	41.7

**Grade 3 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	7.3	48.8	43.9	0.0	9.5	33.3	57.1
	District	0.9	6.5	46.7	45.8	0.9	3.6	19.8	75.7
	State	6.6	22.7	45.6	25.1	3.1	10.6	43.2	43.0
Female	School	0.0	7.7	38.5	53.8	0.0	5.1	48.7	46.2
	District	0.0	6.8	35.2	58.0	0.0	5.6	34.4	60.0
	State	4.1	19.1	46.2	30.7	2.7	10.9	46.2	40.2

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	6.9	43.1	50.0	0.0	5.2	44.8	50.0
	District	0.0	6.5	43.9	49.6	0.0	4.3	30.0	65.7
	State	2.2	11.9	46.6	39.3	1.0	5.3	39.0	54.7
Black	School								
	District								
	State	9.8	31.1	46.2	12.9	7.4	20.0	51.9	20.6
Hispanic	School								
	District								
	State	9.7	35.1	44.2	11.0	4.1	16.7	54.3	24.9
Asian/Pacific Islander	School	0.0	0.0	46.7	53.3	0.0	6.3	25.0	68.8
	District	0.0	0.0	37.8	62.2	0.0	2.0	16.0	82.0
	State	1.7	10.0	43.5	44.9	0.9	3.5	27.3	68.4
Native American	School								
	District								
	State	3.8	19.8	48.3	28.1	2.3	8.0	46.8	43.0
Multiracial/Ethnic	School								
	District								
	State	3.7	17.3	48.2	30.7	2.1	9.0	45.8	43.1

**Grade 3 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	13.3	73.3	13.3	0.0	12.5	50.0	37.5
District	0.0	21.4	67.9	10.7	0.0	11.8	47.1	41.2
State	14.9	47.0	34.1	4.1	5.9	22.6	55.1	16.4

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	16.7	50.0	33.3	0.0	16.7	33.3	50.0
	District	4.8	14.3	57.1	23.8	4.8	9.5	38.1	47.6
	State	9.0	30.9	46.4	13.7	5.0	16.8	52.7	25.5
Not Eligible	School	0.0	5.9	42.6	51.5	0.0	5.8	42.0	52.2
	District	0.0	5.7	39.7	54.6	0.0	3.9	25.0	71.1
	State	1.6	10.4	45.3	42.7	0.8	4.3	36.2	58.7

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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	6.8	22.7	70.5	0.0	4.5	27.3	68.2	0.0	6.8	54.5	38.6
District	0.4	7.0	30.6	62.0	0.0	2.6	30.7	66.7	0.9	5.2	50.6	43.3
State	1.2	25.1	44.8	28.9	1.1	12.9	57.7	28.2	2.8	20.5	59.6	17.0

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	8.3	25.0	66.7	0.0	4.2	18.8	77.1	0.0	6.3	50.0	43.8
	District	0.9	9.6	33.3	56.1	0.0	3.5	26.3	70.2	1.8	4.4	47.4	46.5
	State	1.7	27.7	43.9	26.7	1.3	13.3	56.1	29.3	3.2	20.1	57.4	19.4
Female	School	0.0	5.0	20.0	75.0	0.0	5.0	37.5	57.5	0.0	7.5	60.0	32.5
	District	0.0	4.3	27.8	67.8	0.0	1.7	35.0	63.2	0.0	6.0	53.8	40.2
	State	0.7	22.3	45.7	31.2	0.9	12.5	59.5	27.1	2.5	21.0	62.0	14.6

**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	6.7	25.0	68.3	0.0	6.7	30.0	63.3	0.0	6.7	63.3	30.0
	District	0.6	6.8	27.8	64.8	0.0	3.1	30.7	66.3	1.2	3.7	54.0	41.1
	State	0.5	15.1	45.0	39.4	0.5	6.6	54.4	38.5	0.8	10.2	63.7	25.4
Black	School												
	District												
	State	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
Hispanic	School												
	District												
	State	2.1	38.8	45.3	13.9	1.5	18.7	65.5	14.2	4.5	31.2	58.6	5.7
Asian/Pacific Islander	School	0.0	4.3	17.4	78.3	0.0	0.0	17.4	82.6	0.0	4.3	34.8	60.9
	District	0.0	3.8	30.8	65.4	0.0	0.0	22.6	77.4	0.0	5.7	35.8	58.5
	State	0.4	10.7	39.6	49.2	0.5	4.2	41.2	54.1	1.3	9.1	57.7	31.9
Native American	School												
	District												
	State	0.7	21.7	44.9	32.6	0.4	13.0	59.8	26.8	3.3	17.4	58.7	20.7
Multiracial/Ethnic	School												
	District												
	State	0.5	21.0	47.2	31.2	0.6	11.4	59.9	28.0	1.7	17.2	63.0	18.1

**Grade 4 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	18.2	45.5	36.4	0.0	0.0	36.4	63.6	0.0	18.2	54.5	27.3
District	0.0	12.5	58.3	29.2	0.0	3.8	46.2	50.0	3.8	15.4	53.8	26.9
State	4.3	59.7	32.1	3.9	3.0	30.1	60.0	6.9	8.9	45.2	44.2	1.7

**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	45.5	45.5	9.1	0.0	36.4	63.6	0.0	0.0	45.5	45.5	9.1
	District	3.0	39.4	48.5	9.1	0.0	15.2	69.7	15.2	3.0	24.2	60.6	12.1
	State	5.9	54.4	29.8	10.0	5.3	31.9	51.6	11.2	8.1	35.8	48.6	7.4
Non-IEP	School	0.0	1.3	19.5	79.2	0.0	0.0	22.1	77.9	0.0	1.3	55.8	42.9
	District	0.0	1.5	27.6	70.9	0.0	0.5	24.2	75.3	0.5	2.0	49.0	48.5
	State	0.5	20.6	47.1	31.8	0.5	10.0	58.7	30.9	2.0	18.2	61.3	18.5

## 2010 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	2010-11 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2010-11 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		77.5			77.5			91.0		80.0	
<b>All</b>	100.0	Yes	100.0	Yes	92.0		Yes	93.8		Yes	95.2	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	92.3		Yes	93.2		Yes				
<b>Black</b>														
<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>														

### 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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% 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 80% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2009.

\*\* Safe Harbor Targets of 77.5% 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

Pritchett serves children in the Early Childhood program through fourth grade. The school serves 493 students from diverse backgrounds. Together with a caring, concerned parent community, the staff works each day to *Empower All Learners to Excel!*

Pritchett School is in the 1<sup>st</sup> year of the School Improvement Plan (SIP). In November the staff met to examine data and adjust goals as necessary. They reviewed the following goals:

**Goal One:** To provide explicit, corrective instruction in reading and mathematics for our Special Education students.

- Communicate student IEP goals with all staff members.
- Collaborate on lesson plans and classroom assignment and assessments.
- Provide specific, corrective and individualized reading and reading instruction by better utilizing available resources and review student-reading progress at team meetings, share meetings and watch list meetings.

**Goal Two:** To provide explicit, corrective instruction in reading and mathematics for our ELL and RtI students.

- Communicate student goals with all staff.
- Staff will differentiate instruction, process, and products for ELL and RtI students.
- Focused intervention groups for students who have been identified as at-risk in reading, math and (writing).
- Staff development in the area of math to provide more individualized support for students who do not qualify for services.

**Goal Three:** All students, across all sub groups, will improve communication skills.

- Teachers will continue to learn the various aspects of D102 writing rubrics, specifically voice, focus, support and organization, and use them to assess student writing.
- Teachers will expose children to various formats of communication. As a result, students will demonstrate communication through through a variety of ways including technology.
- Pritchett School will utilize a common writing prompt for each trimester. Grade level and cross grade level articulation meetings will occur to discuss results and ways to improve student writing.
-