

Washington Gifted School
Peoria SD 150
Peoria, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 5 6 7 8

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	71.4	12.0	1.7	15.0	0.0	0.0	13.7	0.0		0.0	0.9	96.7	234
District	29.8	61.2	5.9	2.5	0.1	0.6	69.7	3.2		4.3	28.8	92.7	13,825
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	99.0	--	--	--	--
District	96.5	18.1	19.8	12.2	164.6
State	96.7	18.4	18.0	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						20.0	19.0	20.0	28.5	
District						15.9	17.1	16.7	18.6	
State						22.6	22.0	21.1	21.4	

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
School		40	40		40	40		80	80		40	40
District		74	78		44	44		77	73		44	44
State		54	51		43	44		104	92		43	44

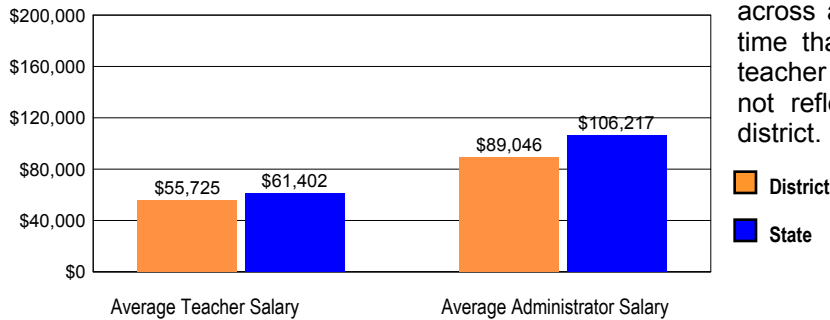
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	91.0	6.4	1.7	0.8	0.1	17.8	82.2	1,030
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	13.7	48.7	51.3	0.6	0.1
State	12.5	44.1	55.8	0.6	1.2

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

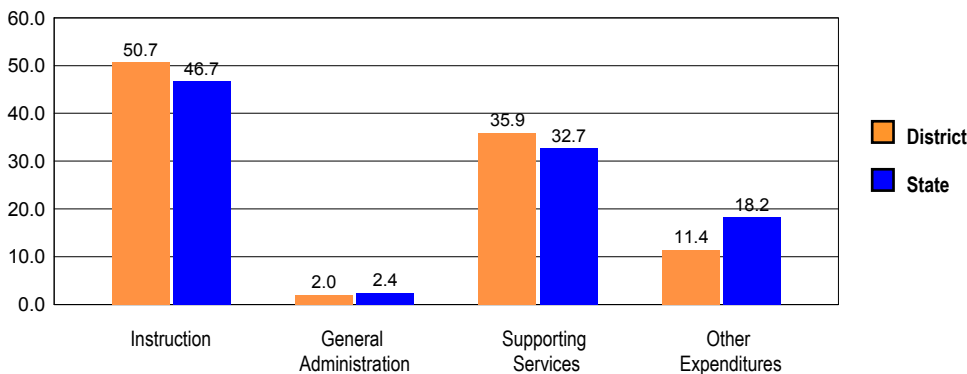
SCHOOL DISTRICT FINANCES

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	\$72,519,527	43.5	58.7	Education	\$126,325,755	75.9	71.5
Other Local Funding	\$12,028,957	7.2	6.3	Operations & Maintenance	\$14,066,678	8.4	8.6
General State Aid	\$42,744,403	25.7	18.6	Transportation	\$6,420,462	3.9	3.9
Other State Funding	\$19,197,175	11.5	9.0	Bond and Interest	\$3,278,068	2.0	6.3
Federal Funding	\$20,119,597	12.1	7.4	Rent	\$6,536,549	3.9	0.0
TOTAL	\$166,609,659			Municipal Retirement/ Social Security	\$4,594,615	2.8	1.8
				Fire Prevention & Safety	\$718,458	0.4	0.9
				Site & Construction/ Capital Improvement	\$4,562,613	2.7	6.8
				TOTAL	\$166,503,198		

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	\$98,937	4.48	\$6,518	\$11,398
State	**	**	\$6,103	\$10,417

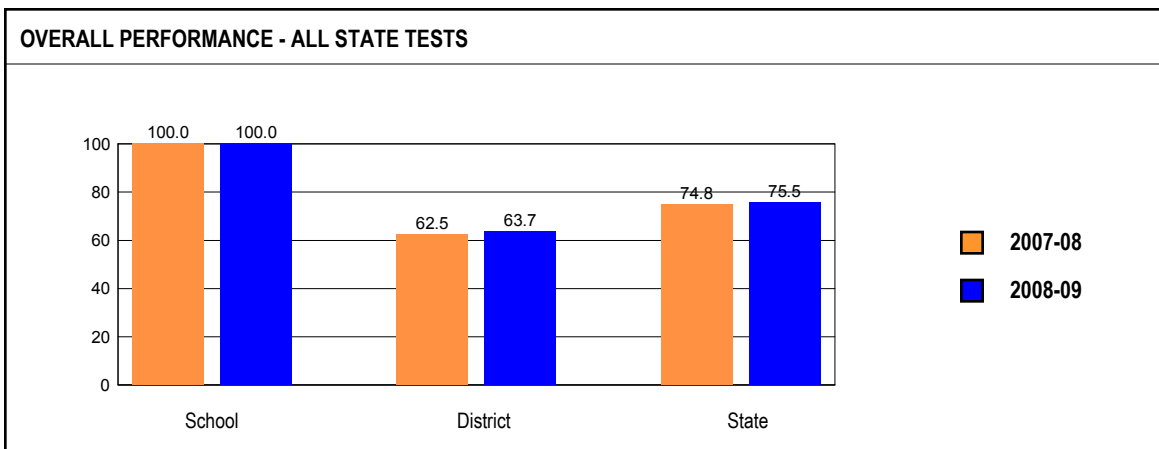
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school 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.

ACADEMIC PERFORMANCE

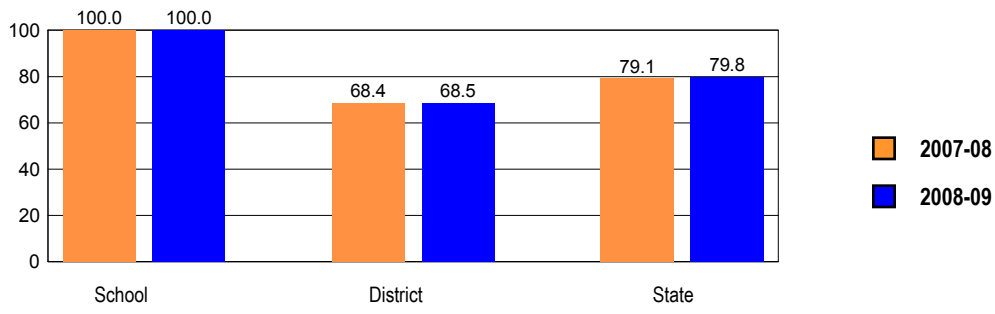
OVERALL STUDENT PERFORMANCE

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.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.



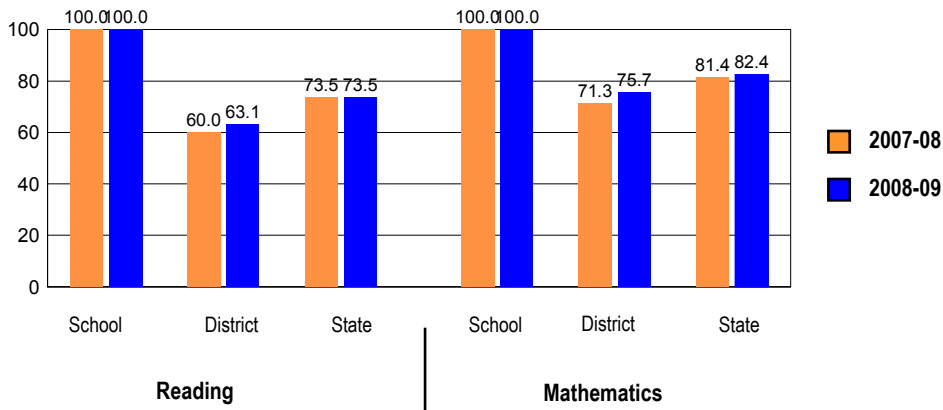
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



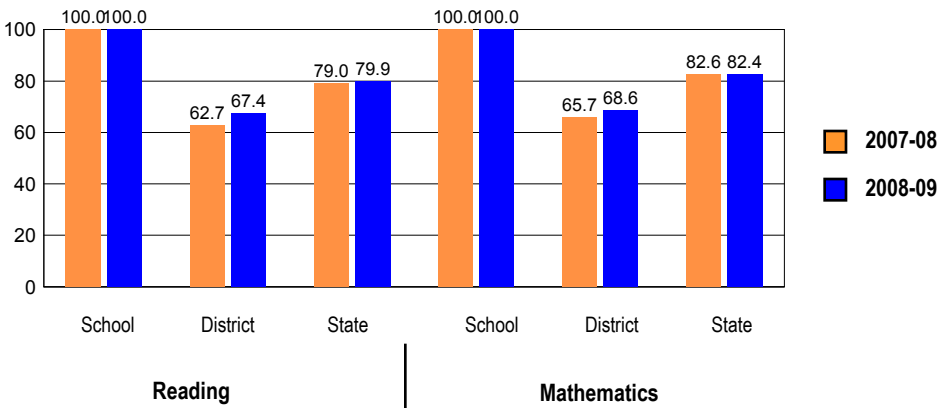
ISAT PERFORMANCE

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.

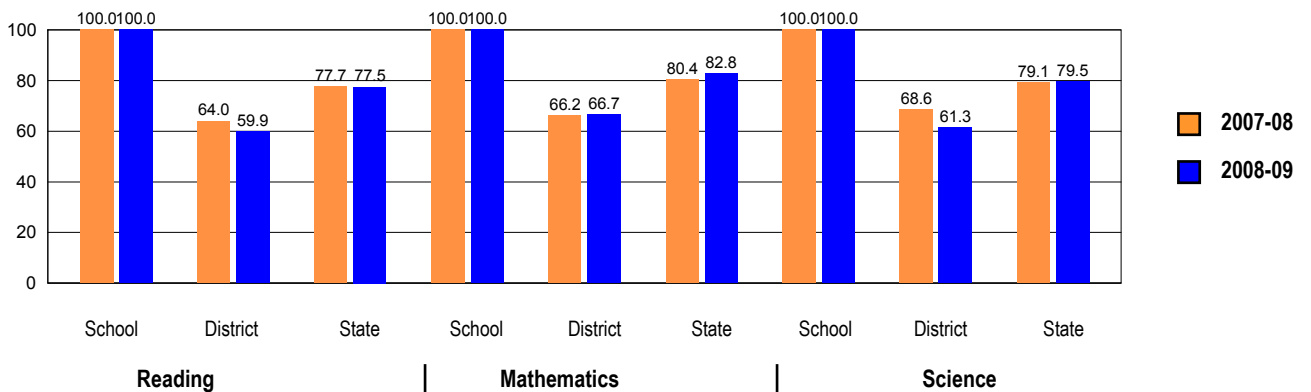
ISAT Grade 5

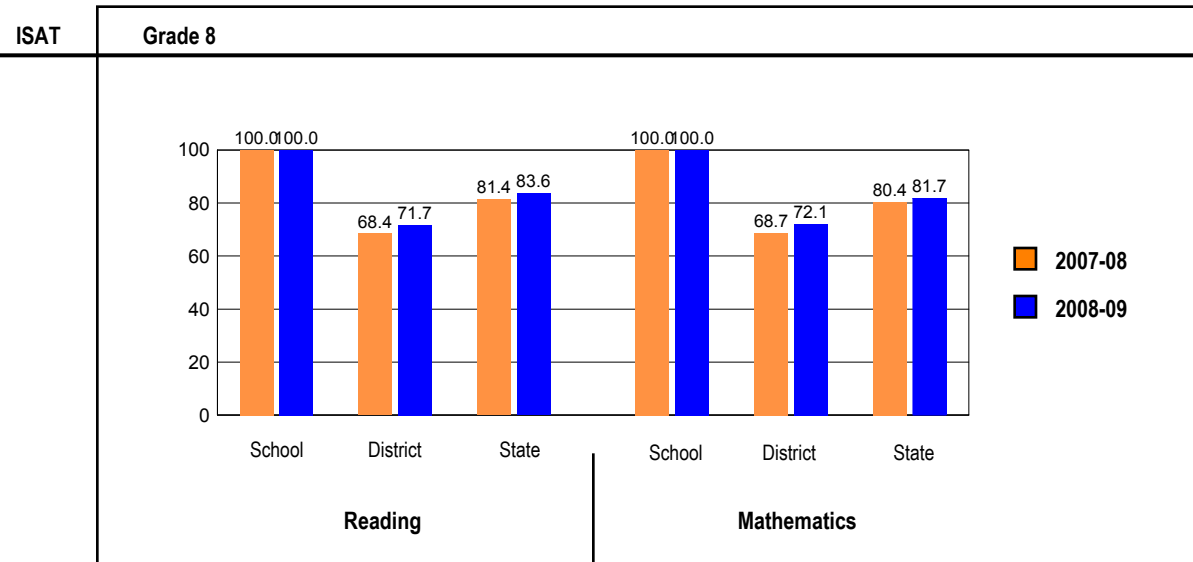


ISAT Grade 6



ISAT Grade 7





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	234	118	116	166	27	4	37	0	0	0	0	13	32
	Reading	0.0	0.0	0.0	0.0	0.0		0.0					0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0		0.0					0.0	0.0
District	*Enrollment	7,077	3,539	3,538	2,012	4,435	457	155	2	16	186	1	1,681	5,049
	Reading	0.2	0.3	0.1	0.1	0.3	0.2	0.0		0.0	0.0		0.7	0.3
	Mathematics	0.2	0.3	0.1	0.1	0.3	0.2	0.0		0.0	0.0		0.7	0.3
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

* 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	60	33	27	46	6	1	7	0	0	0	0	6	10
	Science	0.0	0.0	0.0	0.0									0.0
District	*Enrollment	2,931	1,478	1,453	906	1,789	177	55	0	4	62	0	708	2,007
	Science	0.2	0.2	0.1	0.1	0.2	0.0	0.0			0.0		0.6	0.2
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* 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 5

Grade 5 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	0.0	8.3	91.7	0.0	0.0	26.7	73.3
District	0.6	36.3	43.3	19.9	0.5	23.8	61.7	14.0
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	0.0	8.8	91.2	0.0	0.0	23.5	76.5
	District	0.8	41.5	40.3	17.5	0.6	26.5	59.0	13.9
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.0	0.0	7.7	92.3	0.0	0.0	30.8	69.2
	District	0.4	30.6	46.5	22.5	0.4	20.8	64.6	14.2
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	0.0	12.5	87.5	0.0	0.0	30.0	70.0
	District	0.7	17.4	46.4	35.5	0.7	10.1	61.2	27.9
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School	0.0	0.0	0.0	100.0	0.0	0.0	10.0	90.0
	District	0.7	45.8	42.4	11.2	0.5	31.6	61.4	6.4
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School								
	District	0.0	38.3	46.7	15.0	0.0	16.9	72.9	10.2
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School								
	District	0.0	8.3	16.7	75.0	0.0	0.0	41.7	58.3
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	District								
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	0.0	0.0	100.0	0.0	0.0	40.0	60.0
	District	0.9	44.2	44.2	10.8	0.7	29.1	64.2	5.9
	State	0.8	40.6	46.7	11.9	0.5	27.5	65.5	6.4
Not Eligible	School	0.0	0.0	10.0	90.0	0.0	0.0	24.0	76.0
	District	0.0	16.5	41.0	42.4	0.0	10.4	55.4	34.2
	State	0.1	13.6	48.4	37.8	0.1	8.6	66.7	24.7

Grade 6**Grade 6 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	0.0	0.0	8.8	91.2	0.0	0.0	15.8	84.2
	District	0.5	32.0	49.6	17.9	1.2	30.2	51.5	17.1
	State	0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

Grade 6 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	0.0	8.3	91.7	0.0	0.0	29.2	70.8
	District	1.0	37.4	45.7	15.9	1.8	34.8	46.7	16.7
	State	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female	School	0.0	0.0	9.1	90.9	0.0	0.0	6.1	93.9
	District	0.0	26.5	53.6	19.9	0.6	25.5	56.4	17.5
	State	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

Grade 6 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	0.0	8.3	91.7	0.0	0.0	19.4	80.6
	District	0.8	15.5	46.4	37.2	0.8	13.3	48.8	37.1
	State	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black	School								
	District	0.5	39.4	51.3	8.8	1.6	38.5	51.3	8.6
	State	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic	School								
	District	0.0	34.7	48.0	17.3	0.0	26.7	64.0	9.3
	State	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander	School	0.0	0.0	0.0	100.0	0.0	0.0	7.1	92.9
	District	0.0	3.4	37.9	58.6	0.0	0.0	41.4	58.6
	State	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American	School								
	District								
	State	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic	School								
	District								
	State	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

Grade 7**Grade 7 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School	School	0.0	0.0	15.0	85.0	0.0	0.0	15.0	85.0	0.0	0.0	1.7	98.3
	District	0.8	39.3	45.5	14.4	4.1	29.2	47.1	19.6	16.0	22.6	47.0	14.4
	State	0.5	22.0	56.8	20.7	1.6	15.6	55.0	27.7	7.0	13.6	55.7	23.8

Grade 7 - Gender

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	0.0	15.2	84.8	0.0	0.0	9.1	90.9	0.0	0.0	0.0	100.0
	District	1.5	44.5	41.9	12.1	5.8	31.4	43.3	19.5	17.5	20.9	45.6	16.0
	State	0.7	26.1	55.4	17.9	2.1	17.1	52.8	28.0	7.9	13.0	52.8	26.4
Female	School	0.0	0.0	14.8	85.2	0.0	0.0	22.2	77.8	0.0	0.0	3.7	96.3
	District	0.2	34.1	49.1	16.6	2.4	27.1	50.8	19.7	14.6	24.4	48.3	12.7
	State	0.3	17.8	58.2	23.7	1.2	14.0	57.4	27.4	6.0	14.2	58.7	21.1

Grade 7 - Racial/Ethnic Background

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	0.0	15.2	84.8	0.0	0.0	15.2	84.8	0.0	0.0	2.2	97.8
	District	0.3	18.7	51.5	29.4	1.7	13.7	43.0	41.7	5.4	9.0	51.5	34.1
	State	0.2	14.2	57.6	28.0	0.7	9.1	53.4	36.7	2.9	7.1	55.2	34.8
Black	School	0.7	50.2	41.4	7.6	5.4	36.3	48.7	9.6	21.2	28.8	44.5	5.5
	District	1.0	35.9	54.7	8.4	4.1	31.3	55.4	9.3	15.3	25.4	54.1	5.3
	State												
Hispanic	School	3.7	29.6	59.3	7.4	2.5	32.5	55.0	10.0	16.0	25.9	53.1	4.9
	District	0.8	32.4	57.5	9.3	1.9	20.0	62.4	15.7	10.8	21.4	59.0	8.7
	State												
Asian/Pacific Islander	School	0.0	5.3	42.1	52.6	0.0	5.3	21.1	73.7	0.0	5.3	36.8	57.9
	District	0.2	9.4	51.3	39.2	0.5	4.9	37.8	56.8	2.8	5.4	51.0	40.8
	State												
Native American	School												
	District	0.0	19.1	56.4	24.5	0.8	12.8	60.3	26.0	5.0	11.2	55.6	28.2
	State												
Multiracial/Ethnic	School												
	District	0.5	19.6	57.3	22.6	1.8	14.9	55.5	27.8	6.2	12.0	58.4	23.4
	State												

Grade 7 - Economically Disadvantaged

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	0.0	10.0	90.0	0.0	0.0	20.0	80.0	0.0	0.0	0.0	100.0
	District	1.1	46.6	44.3	8.0	5.0	35.2	48.7	11.1	20.0	27.9	46.7	5.4
	State	0.9	34.1	56.3	8.8	2.9	24.7	59.3	13.1	12.2	21.9	57.1	8.7
Not Eligible	School	0.0	0.0	16.0	84.0	0.0	0.0	14.0	86.0	0.0	0.0	2.0	98.0
	District	0.0	20.2	48.7	31.1	1.7	13.6	42.9	41.9	6.0	9.3	47.7	37.1
	State	0.2	12.6	57.1	30.1	0.7	8.4	51.7	39.3	2.9	7.0	54.6	35.6

Grade 8

Grade 8 - All

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	0.0	0.0	47.4	52.6	0.0	0.0	19.3	80.7	
District	0.6	27.8	66.0	5.6	1.3	26.6	49.5	22.6	
State	0.4	16.0	74.6	9.0	0.8	17.5	54.5	27.2	

Grade 8 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	0.0	48.1	51.9	0.0	0.0	14.8	85.2
	District	0.8	32.0	61.9	5.3	1.3	28.1	48.0	22.7
	State	0.5	19.0	72.5	7.9	0.9	18.6	53.1	27.4
Female	School	0.0	0.0	46.7	53.3	0.0	0.0	23.3	76.7
	District	0.4	24.0	69.7	6.0	1.3	25.3	50.9	22.5
	State	0.2	12.9	76.7	10.2	0.6	16.4	56.0	27.0

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	0.0	45.5	54.5	0.0	0.0	18.2	81.8
	District	0.4	12.6	72.2	14.8	0.0	12.4	40.4	47.2
	State	0.2	10.0	77.2	12.6	0.4	10.3	53.4	35.9
Black	School								
	District	0.8	35.0	63.3	0.9	2.0	33.7	53.8	10.4
	State	0.7	28.6	68.7	2.1	1.9	34.5	54.4	9.2
Hispanic	School								
	District	0.0	26.6	64.1	9.4	0.0	21.9	54.7	23.4
	State	0.5	22.2	73.6	3.7	0.8	22.9	61.3	15.0
Asian/Pacific Islander	School								
	District	0.0	4.8	71.4	23.8	0.0	4.8	19.0	76.2
	State	0.2	6.3	72.5	21.0	0.4	5.7	36.0	57.9
Native American	School								
	District								
	State	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8
Multiracial/Ethnic	School								
	District								
	State	0.2	14.6	75.5	9.6	0.5	16.7	56.0	26.7

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	100.0		Yes	100.0		Yes	96.7	Yes		
White	100.0	Yes	100.0	Yes	100.0		Yes	100.0		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

Washington Gifted School's staff is proud of our students who continue to do well on the state assessments in math, reading, and science. We celebrate the success of our students in that **100%** of our students meet or exceed state standards in these critical areas of learning. The parents and community support of our school endeavors have assisted our staff members in addressing the needs of the gifted child.

Our goal is to have our students score in the exceeds category of ISAT testing as they demonstrate advanced knowledge and skills in the areas of reading, math, and science. We address state standards in all areas of learning and expose our students to critical thinking skills and real-world problem solving. Our days are not spent practicing for the ISAT group of tests. However, we do address standards that prepare students for scoring well against the performance standards set by the state of Illinois.

Reading ISAT 2009:

At the fifth grade level, 91.7 % of our students exceed standards in reading. Students in sixth grade scored 91.2% in exceeds. At the seventh grade, 85% fall in the exceeds category, and at the eighth grade, 52.6% of students are in exceeds. Fifth and sixth graders are trained in critical thinking skills as they use the literature curriculum designed for gifted students by the Center for Gifted Education at the College of William and Mary. Within the reading area, the over-all weakest area is in extended responses to what is read. Reading and English teachers will require students to write responses to what they have read as they practice substantiating their stance with evidence from the stories, articles, etc. There is very little difference (less than 2%) between the scores of males and females in the exceeds area of reading at all grade levels. Ninety percent or higher of the economically disadvantaged students scored in the exceeds category of reading. The only concern we have at the eighth grade level is addressing the scale score of exceeds in the area of reading. The ISAT scale jumps quite high from seventh to eighth grade making the exceeds category difficult to meet. In our opinion, the scale is not a true gage of the skills we continue to build in our students. Students are required to do research, study topics in depth, read various genres, and write across the curriculum. Teachers have attended workshops and will continue to be trained in state standards and expectations in the area of reading. We also offer study groups after school for students to receive additional assistance in class and home work.

Math ISAT 2009:

At the fifth grade, 76.5 % of students were in the exceeds category. At the sixth grade, 84.2% exceed. Eighty-five percent at the seventh grade and 80.7% of eighth graders exceed standards in math. Every grade level improved in math over the 2008 scores. With the exception of grade 6, more males than females scored in the exceeds range. Eighty percent or higher of the economically disadvantaged students were in the exceeds category in math. After school study groups are provided for students who need assistance in math work. In addition, Math Counts offers challenges to students who are very gifted in the area of math. At the end of sixth grade, students who score well and who have met specific criteria exhibiting math giftedness are placed in algebra in seventh grade and then geometry at the eighth grade level. We will continue to try to close the gaps between girls and boys through classroom instruction and challenging activities.

Science ISAT 2009:

Science is only tested at the seventh grade, and 98.3% of students were in the exceeds category. For economically disadvantaged students, 100% were in the exceeds category. One hundred percent of males and 96.3% of females were in exceeds. Science is one of our strongest areas at Washington. Collaboration is done between the science teachers as standards are addressed. Our curriculum is enhanced by field trips and lab studies.

Our school's support team consists of staff members who arrange study classes for students who need additional assistance. For some students, having to really study for the first time is a challenge. Some of our students need assistance with organizational skills and time management. The study classes are offered to select students who need extra assistance in order to get on the path of success at our school.

Study skills are offered at each grade level as quarter classes. The intent of these classes is to support career education, reading skills, vocabulary, and organizational skills. Students also address how to study and how to take notes.

We are fortunate to have a wonderfully supportive PTO that offers community-building activities for our families. During the 2009-2010 school year, the PTO is teaming with the school staff to offer workshops and informational evenings for parents and students. The PTO also does fund-raising to support teacher needs. One new committee consisting of parents, staff, and community members is called "Catch Up with the Kids." This committee is planning a fund-drive to investigate technology needs at Washington School. Efforts are in place to garner the district, alumni, and community support needed to equip our school with technology that teachers and students find necessary to fully address real world situations and problem-solving at school.

For a number of years, the Chicago Sun Times has ranked Washington Gifted School in the top five middle schools in the state of Illinois. The ranking speaks well of the parental support, the student achievements, and the hard work put forth by the staff of our school.

School Improvement Days are spent analyzing data as we continue to address gifted needs in our unique, energetic, and fantastic student body!

Planned Improvement for the District

Peoria Public Schools continues to work to provide the highest quality education for every student. Increasing student achievement continues to be the driving force behind all District initiatives. The District continues to develop strategies that meet the varied needs of students, families and the community at large. Strategies incorporated into the District Improvement Plan include focused professional development, review of reading curriculum, implementation of early math strategies, provision of early intervening services, introduction of co-teaching, and development of parent academies. Activities currently being implemented to increase student learning include:

- Focus on high school achievement through enhanced student support and increased learning opportunities
- Develop plans for closing Woodruff High School
- Implementation of Comprehensive System of Student Support
- Student centered instructional programs in content areas
- Universal Leadership Teams at each building