

**Washington Elem School**  
**Mundelein ESD 75**  
**Mundelein, ILLINOIS**



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

**GRADES : PK K 1**

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
<b>School</b>	41.8	0.8	42.8	6.5	0.2	7.9	13.6	19.8		0.0	10.9	95.2	491
<b>District</b>	47.5	1.3	39.2	5.5	0.2	6.4	18.7	17.5		0.0	6.9	95.3	1,933
<b>State</b>	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
<b>School</b>	100.0	--	--	--	--
<b>District</b>	98.9	15.3		11.3	193.3
<b>State</b>	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
<b>School</b>	22.0	20.0								
<b>District</b>	22.0	20.0								
<b>State</b>	20.5	20.9								

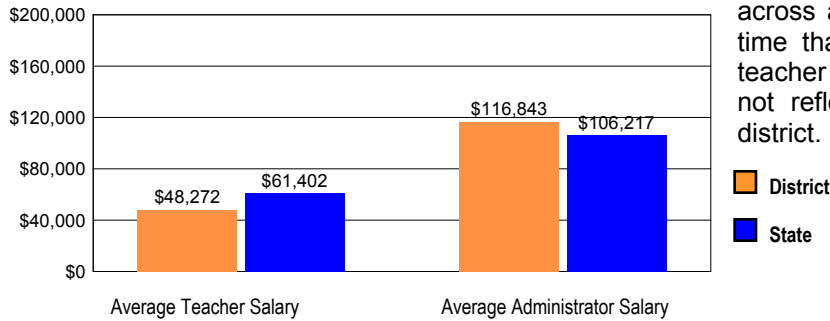
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	89.7	0.0	9.6	0.7	0.0	17.5	82.5	141
<b>State</b>	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	10.5	48.8	51.2	0.0	2.2
State	12.5	44.1	55.8	0.6	1.2

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

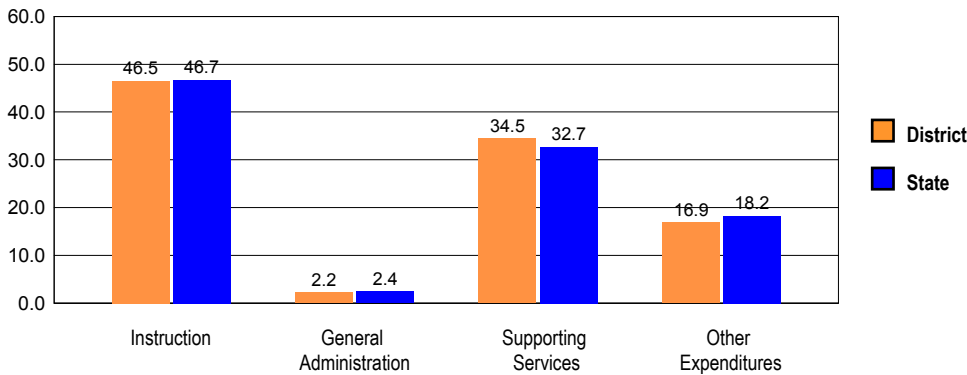
## SCHOOL DISTRICT FINANCES

### 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	\$13,472,844	67.9	58.7	Education	\$14,273,117	73.4	71.5
Other Local Funding	\$1,269,676	6.4	6.3	Operations & Maintenance	\$1,683,496	8.7	8.6
General State Aid	\$3,059,374	15.4	18.6	Transportation	\$1,181,333	6.1	3.9
Other State Funding	\$1,397,742	7.0	9.0	Bond and Interest	\$1,667,750	8.6	6.3
Federal Funding	\$652,513	3.3	7.4	Rent	\$0	0.0	0.0
TOTAL	\$19,852,149			Municipal Retirement/ Social Security	\$433,124	2.2	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$215,509	1.1	6.8
				TOTAL	\$19,454,329		

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	\$213,172	3.35	\$4,881	\$8,485
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.

## PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Washington School is a Pre-kindergarten through 1<sup>st</sup> grade school. Washington School had set a goal for 90% of students in kindergarten and first grade would perform at the 50<sup>th</sup> percentile or better on specific Snapshots of ISEL in Spring 2009. On several of the ISEL Snapshot assessments students were nearing the 90% goal. There were however some snapshots that they demonstrated a weaker performance level. (See chart below.) This staff of Washington School is proud of the accomplishments that they have made and are using this data as well as Fall 2009 data to support instructional planning to support the needs for 2009-2010. Washington is continuing to refine instructional practices to maximize literacy growth for the students.

<b>ISIP Data</b>					
<b>Kindergarten Target ISEL Snapshots</b>			<b>First Grade Target ISEL Snapshots</b>		
	2008	2009		2008	2009
Alphabet Recognition	87%	92%	Word Recognition	53%*	49%
Story Listening	62%*	79%	Vocabulary	55%*	70%
Phonemic Awareness	72%*	89%	Passage Reading	78%	82%
Letter Sounds	84%	95%	Fluency	NA	50%
Developmental Spelling**	NA	75%			

\*The Spring 2008 data doesn't include all students, \*\*Snapshot to monitor in future years

The kindergarten staff will continue to work closely with the reading specialists to more effectively address *Story Listening & Phonemic Awareness*. Fall 2009 data indicates that we should continue to monitor these Snapshots. A close look at the beginning of the year 1<sup>st</sup> grade data demonstrates a need to monitor Developmental Spelling performance. The Kindergarten team will be implementing literacy instruction to further support the development of these skills. A collective inquiry into effective word study is being explored to address the target areas. An increased focus on vocabulary, decoding and word recognition practices should positively impact student performance. The intervention team will provide direct targeted instruction to students who are having difficulty mastering these skills. The students' progress will be closely monitored through the Data Review Team.

The first grade staff will implement the district's literacy framework with increased attention to the components that will support the students with increased mastery of *Word Recognition, Vocabulary, Fluency as well as Passage Reading and Developmental Spelling*. The increased implementation of developmental writing across students writing opportunities enhanced "think alouds" along with the increased focus on effective word study including vocabulary, decoding and word recognition will support the commitment to target improvements. Students who have identified gaps in their learning will receive intervention support services through Reading Recovery or Project Reach small group targeted instruction.

The implementation of the Standards Based Report, clarified Power Standards, and standards based assessments along with the insights from the Primary MAP data will assist the staff in monitoring progress towards a 90% or better performance at the 50<sup>th</sup> percentile or higher as indicated on the snapshots listed above for the kindergarten and 1<sup>st</sup> grade students