

Harrison Primary School
Peoria SD 150
Peoria, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K 1 2 3 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/ 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	6.8	69.9	21.7	0.0	0.0	1.6	96.2	18.7		4.0	41.3	95.1	369
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	85.0	--	--	--	--
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	16.3	10.2	8.8	14.0	9.3	19.3				
District	19.2	15.3	15.4	15.5	15.5	15.9				
State	20.5	20.9	21.3	21.8	22.2	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
School	68			25			180			25		
District	64			28			167			27		
State	59			30			145			30		

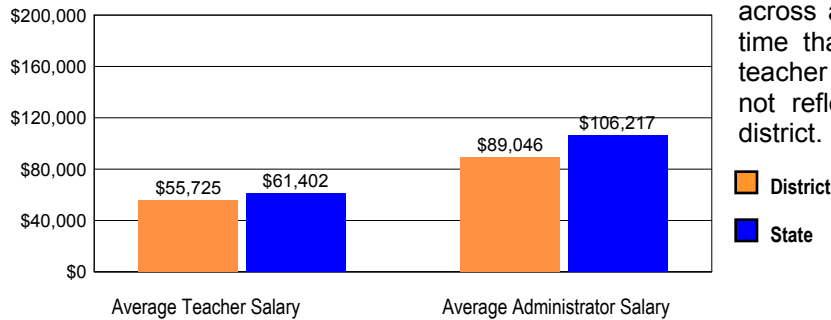
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	91.0	6.4	1.7	0.8	0.1	17.8	82.2	1,030
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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.

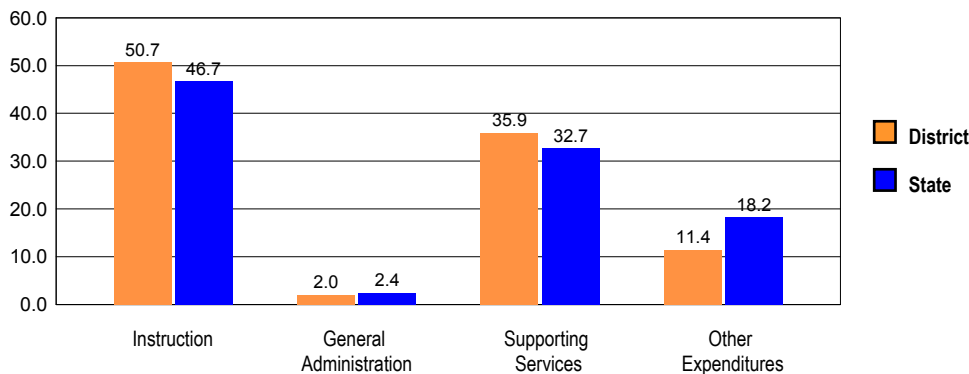
SCHOOL DISTRICT FINANCES

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

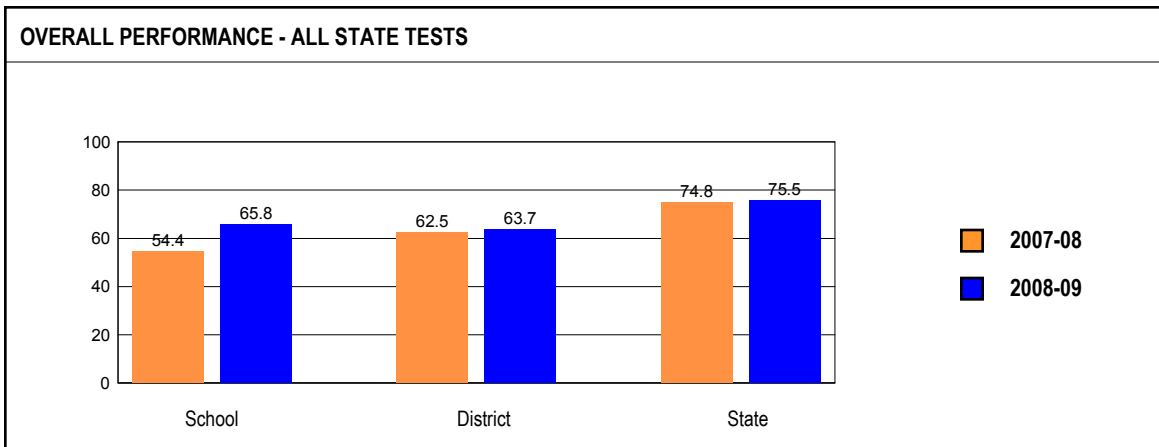
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school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

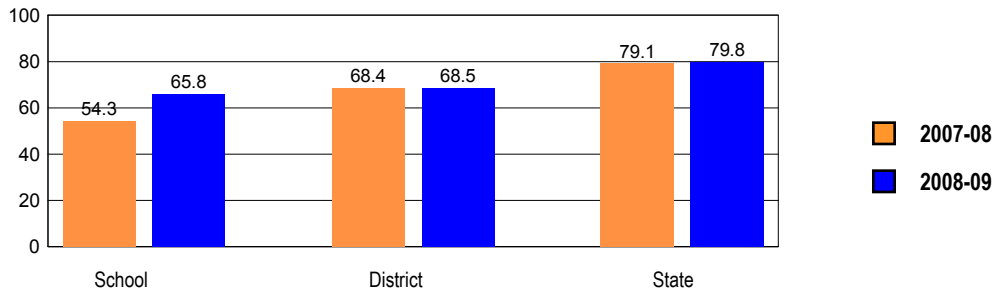
OVERALL STUDENT PERFORMANCE

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.

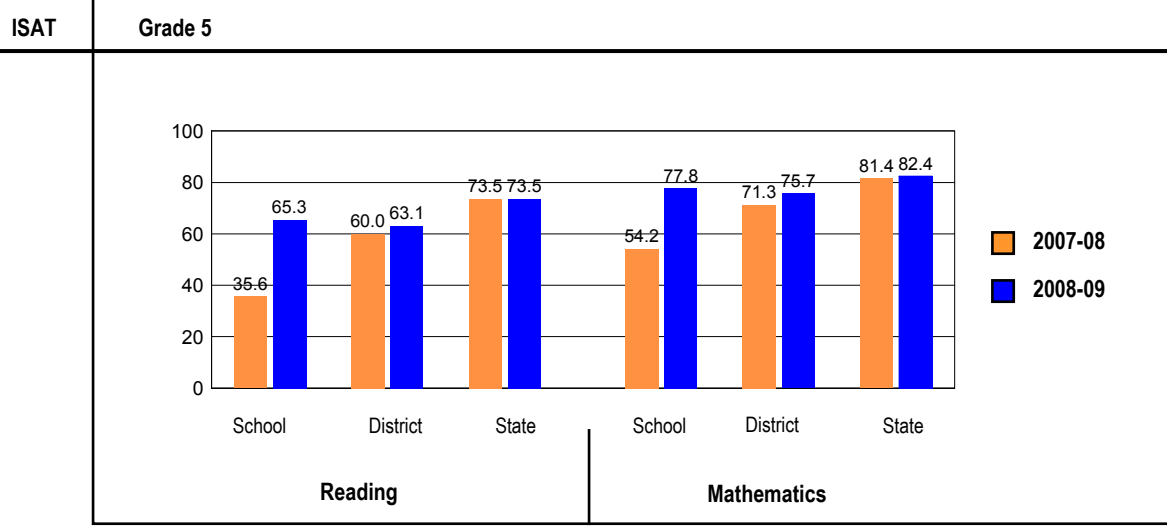
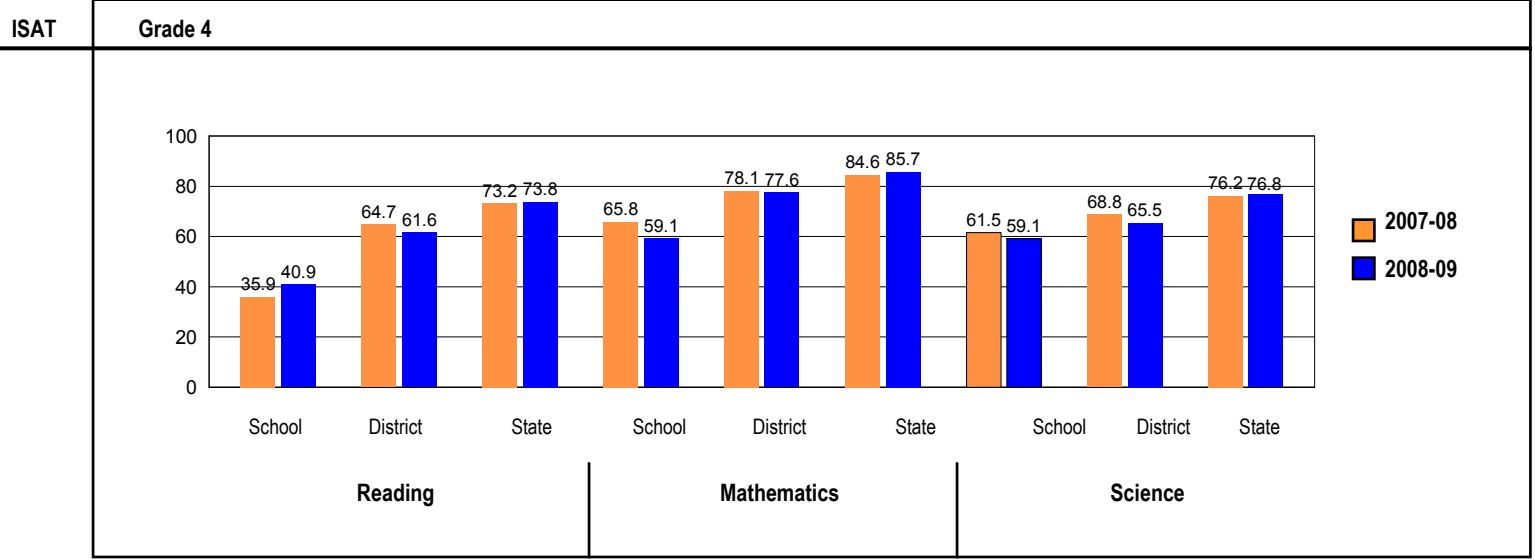
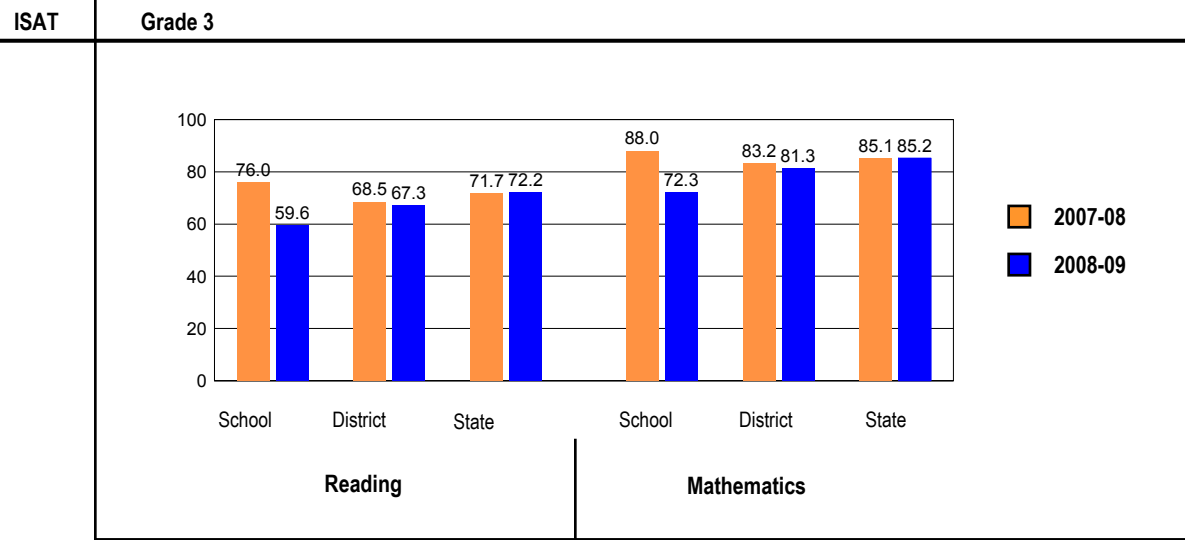


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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.



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	142	74	68	13	116	13	0	0	0	8	0	57	137
	Reading	0.7	1.4	0.0	0.0	0.9	0.0						1.8	0.7
	Mathematics	0.7	1.4	0.0	0.0	0.9	0.0						1.8	0.7
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	22	12	10	2	18	2	0	0	0	2	0	9	22
	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 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	8.5	31.9	57.4	2.1	6.4	21.3	57.4	14.9
District	5.6	27.0	47.5	19.9	4.9	13.8	49.6	31.7
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	15.0	30.0	50.0	5.0	0.0	15.0	70.0	15.0
	District	7.3	29.9	45.3	17.5	5.6	12.9	48.6	32.9
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	3.7	33.3	63.0	0.0	11.1	25.9	48.1	14.8
	District	4.0	24.5	49.5	22.0	4.2	14.6	50.6	30.5
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	3.5	14.9	43.9	37.7	1.4	7.3	36.0	55.4
	District	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
	State								
Black	School	7.0	34.9	58.1	0.0	7.0	23.3	58.1	11.6
	District	6.8	32.8	48.6	11.8	6.7	16.9	56.6	19.8
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School	3.8	24.4	52.6	19.2	1.3	13.9	48.1	36.7
	District	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
	State								
Asian/Pacific Islander	School	0.0	20.8	37.5	41.7	8.3	0.0	20.8	70.8
	District	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
	State								
Native American	School								
	District	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
	State								
Multiracial/Ethnic	School								
	District	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0
	State								

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	15.8	63.2	21.1	0.0	15.8	31.6	42.1	10.5
	District	16.5	46.0	31.2	6.3	12.7	25.3	45.6	16.5
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	3.6	10.7	82.1	3.6	0.0	14.3	67.9	17.9
	District	2.6	21.8	52.0	23.6	2.7	10.6	50.8	35.9
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	8.5	31.9	57.4	2.1	6.4	21.3	57.4	14.9
	District	6.7	31.7	49.3	12.2	5.6	16.8	54.7	22.9
	State	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible	School								
	District	2.0	11.5	41.3	45.2	2.4	4.0	32.9	60.7
	State	1.7	12.4	46.5	39.3	0.9	5.1	37.2	56.8

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	9.1	50.0	31.8	9.1	9.1	31.8	54.5	4.5	9.1	31.8	59.1	0.0
District	2.4	36.1	41.5	20.0	2.6	19.8	57.2	20.5	4.6	29.9	53.1	12.4
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	16.7	58.3	25.0	0.0	16.7	50.0	33.3	0.0	16.7	41.7	41.7	0.0
	District	3.4	39.4	39.8	17.3	2.8	20.9	56.6	19.7	5.6	28.8	51.8	13.7
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	0.0	40.0	40.0	20.0	0.0	10.0	80.0	10.0	0.0	20.0	80.0	0.0
	District	1.4	32.7	43.2	22.7	2.4	18.7	57.7	21.3	3.6	31.0	54.3	11.1
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School												
	District	1.0	17.1	43.8	38.1	0.7	8.7	47.3	43.3	1.7	10.7	58.0	29.7
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School	11.1	50.0	38.9	0.0	11.1	38.9	50.0	0.0	11.1	38.9	50.0	0.0
	District	2.9	45.2	40.7	11.2	3.9	25.2	61.6	9.3	6.4	40.3	48.8	4.6
	State	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
Hispanic	School												
	District	4.5	42.4	39.4	13.6	0.0	22.7	65.2	12.1	1.5	30.3	65.2	3.0
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School												
	District	0.0	21.7	39.1	39.1	0.0	12.5	41.7	45.8	4.2	8.3	66.7	20.8
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School												
	District												
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

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	9.1	50.0	31.8	9.1	9.1	31.8	54.5	4.5	9.1	31.8	59.1	0.0
	District	3.0	44.7	40.1	12.2	3.4	24.8	60.0	11.8	6.1	37.1	51.2	5.6
	State	2.5	38.2	46.3	12.9	2.0	21.3	64.0	12.6	5.6	32.4	56.1	5.9
Not Eligible	School												
	District	0.7	13.1	45.5	40.7	0.4	6.5	49.6	43.5	0.7	11.2	58.0	30.1
	State	0.4	12.9	45.6	41.1	0.4	5.8	52.9	40.9	0.8	9.2	61.9	28.1

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	34.7	58.3	6.9	0.0	22.2	70.8	6.9
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	34.1	61.0	4.9	0.0	19.5	75.6	4.9
	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	35.5	54.8	9.7	0.0	25.8	64.5	9.7
	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								
	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	42.6	50.0	7.4	0.0	25.9	66.7	7.4
	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 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	57.1	39.3	3.6	0.0	32.1	67.9	0.0
	District	1.7	64.5	30.3	3.5	0.9	44.2	51.5	3.5
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	School	0.0	20.5	70.5	9.1	0.0	15.9	72.7	11.4
	District	0.3	27.4	47.3	25.0	0.4	17.4	64.9	17.4
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	35.8	56.7	7.5	0.0	20.9	71.6	7.5
	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								
	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

2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this school making AYP in Reading?	No	2009-10 Federal Improvement Status	Restructuring
Is this school making AYP in Mathematics?	Yes	2009-10 State Improvement Status	Academic Watch Status Year 2

	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	99.3	Yes	99.3	Yes	62.0		No	75.9		Yes	95.1	Yes		
White														
Black	99.1	Yes	99.1	Yes	57.8	42.2	Yes	72.2		Yes	94.6			
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	98.2	Yes	98.2	Yes										
Economically Disadvantaged	99.3	Yes	99.3	Yes	61.7	45.8	Yes	75.7		Yes	95.1			

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.

2009 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 Report Card shows the percentages of students at Harrison Primary School who have met or exceeded state standards for the 2008-2009 school year. Data shows our Reading Scores increasing considerably by 32.7% over the last two school years. In 2007-2008 our reading scores reflected 29.3% of our students meeting or exceeding and in 2008-2009 we had 62.0% of our students meet or exceed. Our school has also continued to meet AYP in math for all areas.

The School Improvement Plan will continue to work towards increasing achievement scores in Reading by continuing many of the same initiatives but more thoroughly. We attribute much of our reading success to our team effort with all “hands on deck,” our data decision making, and our consistency in methods of differentiated instruction along with the Reading First, Comprehensive System of Student Support, PBIS and Volunteer initiatives. The team will continue implementing our three tiered intervention program in Reading and Math to fill gaps that enable students to move forward. We will supplement our Core Reading program with leveled text to maximize student success in reading according to data. Continue to progress monitor with appropriate measures to drive instructions. Teachers are also receiving professional development to enhance their knowledge of student engagement through the PAS program, Project Approach Learning, and IPI walk through data.

During School hours we have added Interventionist for each grade level to support classroom teachers and allow for smaller group settings. Our staff works diligently to make sure that all students receive additional support in the area of reading by providing intervention and enrichment in small groups. Professional development with Susan Hall’s 95% Group consultants has enriched our staff’s understanding of the early stages of reading which has enabled us to close student’s gaps earlier and increase reading achievement. Data has shown deficits in our students’ Phonological Awareness and Phonics skills, which has been a focus for our intervention groupings. We anticipate students needing fewer interventions in these areas due to more explicit classroom instruction. Therefore, we find that our intervention focus is able to move more toward fluency and comprehension.

After school programs have also assisted in growing our literacy rich environment at Harrison School. We have tutoring programs along with enrichment programs that students have access to throughout the year. We are very excited to include a new partnership to provide an after school activity that integrates the arts into the core subject areas while addressing the Illinois Learning Standards. This 21st Century Grant funded program will target 100 students in grades three through five. We also provide monthly family activities to foster a learning environment at home. The family nights include a Fall Literacy Nights, Math Night, ISAT Prep for Parents, and Bingo for Books.

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