

Oakwood School
Lemont-Bromberek CSD 113A
Lemont, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2

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	81.6	0.5	11.0	4.5	0.0	0.3	2.1	8.6	13.2	8.4		0.0	8.7	95.4	771
District	83.5	0.4	9.6	4.4	0.0	0.2	1.7	10.2	7.4	9.6		0.0	4.5	95.8	2,532
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	100.0	26.9		19.3	281.3
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.

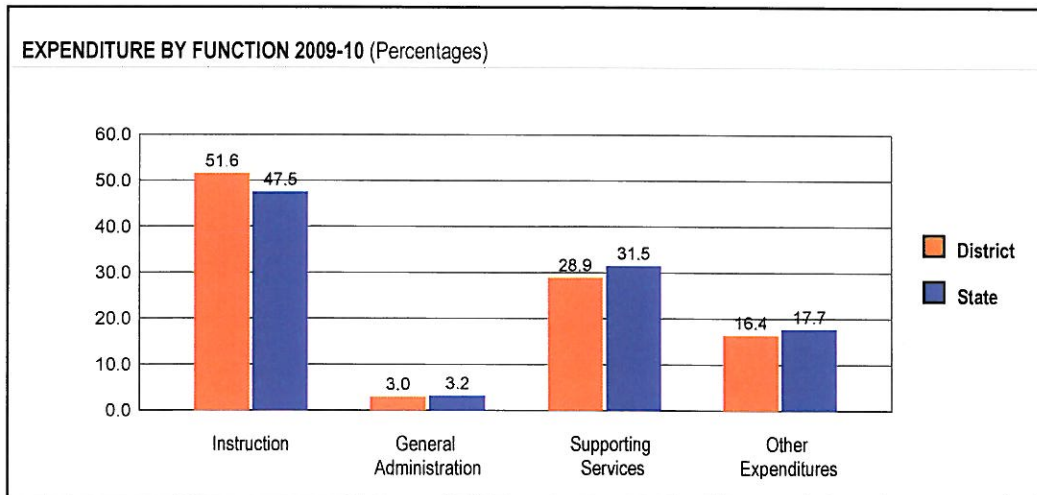
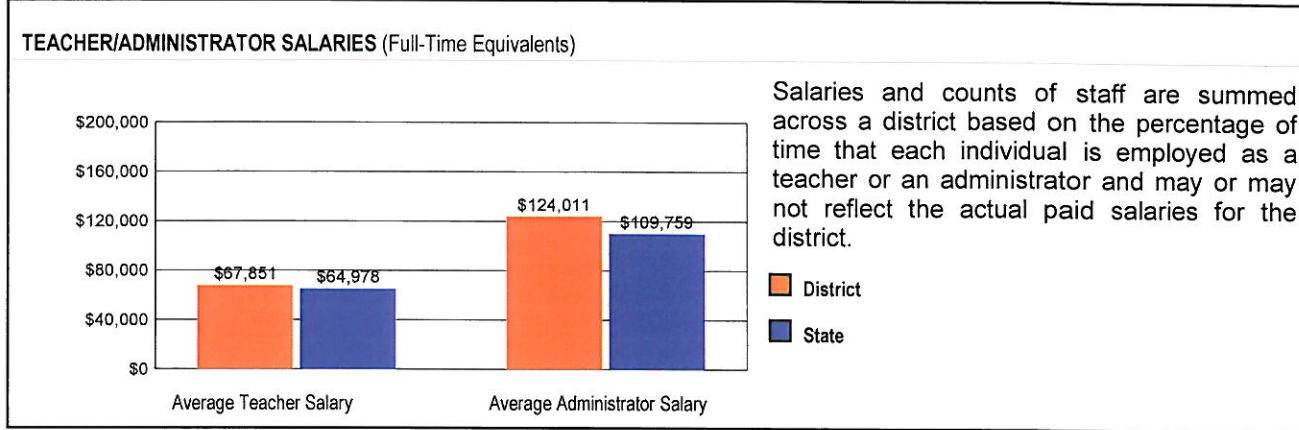
AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	28.1	28.1	31.7							
District	28.1	28.1	31.7							
State	20.9	21.6	21.8							

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	99.5	0.0	0.5	0.0	0.0	0.0	0.0	0.0	9.5	90.5	106	
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	15.2	18.5	81.5	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	\$21,045,312	80.6	58.9	Education	\$19,409,979	70.8	72.9
Other Local Funding	\$1,311,378	5.0	6.4	Operations & Maintenance	\$2,388,347	8.7	6.0
General State Aid	\$859,106	3.3	14.9	Transportation	\$1,459,084	5.3	3.8
Other State Funding	\$1,612,800	6.2	7.5	Debt Service	\$3,507,566	12.8	7.2
Federal Funding	\$1,268,921	4.9	12.4	Tort	\$0	0.0	1.2
TOTAL	\$26,097,517			Municipal Retirement/ Social Security	\$657,839	2.4	1.9
				Fire Prevention & Safety	\$0	0.0	0.7
				Site & Construction/ Capital Improvement	\$0	0.0	6.4
				TOTAL	\$27,422,815		

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	\$534,133	1.55	\$5,879	\$10,472
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.

2011 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	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2011-12 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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	86.4		Yes	95.1		Yes	95.4	Yes		
White	100.0	Yes	100.0	Yes	86.8		Yes	94.9		Yes				
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
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 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.

Oakwood School

2011-2012

AREAS OF SUCCESS

- Increased Dynamic Indicators of Early Literacy Skills (DIBELS) benchmark scores by an average of 7% at each grade level;
- Used Measures of Academic Progress (MAP) student assessment data from 2nd grade to develop the following projections for students' performance on the third grade Illinois Standards Achievement Test (ISAT):
 - 79% proficient in reading
 - 89% proficient in math(% proficient is % projected to "meet standards" on the next state assessment);
- Incorporated the use of varied research-based programs, including Lexia, Leveled Literacy Intervention (LLI), and Foundations to enhance and support our tiered literacy intervention program;
- Purchased technology tools, including Mimeoos and iPADS, to enhance learning in our classrooms through generous grants from the School District 113A Educational Foundation and the PTO.

AREAS FOR PLANNED IMPROVEMENT

- Identify, develop and implement research-based math interventions to support Tier II and Tier III student needs within our Response to Intervention problem-solving model;
- Incorporate the use of intervention programs, including Reading Eggs, Heggerty's Preschool Phonemic Awareness Program, and Foundations to support students in our special education programs;
- Provide advanced training with the MAP assessment program (Stepping Stones to Using Data and Climbing the Data Ladder) for teachers/staff leaders who will then train their grade level staff during institutes and after school sessions so that we can improve data analysis and, subsequently, differentiation of instruction; and
- Analyze the DIBELS Next and Easy CBM data to determine if any modifications need to be made to our existing curriculum.