

ILLINOIS e-Plans

TECHNOLOGY INTEGRATION PLAN TEMPLATE

DISTRICT INFORMATION: All district information and fields must be completed in this form.

Technology Integration Plan (TIP) Contact—Name and contact information of the district contact person who is able to answer questions concerning the content of the technology plan. RCDT information can be found at website—<http://www.isbe.net/sis>

District Name	Chadwick-Milledgeville CUSD #399		
District address	15 School Street		
City/State/Zip	Chadwick, IL 61014	RCDT Number	08008399026
Superintendent Name	Roy Webb	Superintendent e-mail address	rwebb@dist399.net
District Phone Number	815-684-5191	District Fax Number	815-684-5241
TIP Contact Name	Eric Haan	TIP Contact e-mail address	ehaan@dist399.net
TIP Contact Phone Number	815-225-7141 x. 239	TIP Contact Fax Number	815-225-7847

2. Check appropriate line:

Original Submission —Check this line if this is the first submission of a 3-year technology plan by your district.

Amended Submission—Check this line for any resubmission of the plan (returning for peer review, etc)

3. Annual Review – Write the date of the Annual Review of your district’s approved 3-year technology plan if there are no major changes to the plan.

The plan was reviewed and evaluated on _____
(month/day/year)

4. Mid Course Correction - Check this line if during your Annual Review you had major changes to the plan. Midcourse Corrections will require a Peer Review of the plan.

Mid course correction was needed yes no

VISION:

State the district's vision and then explain how telecommunications, instructional technology and information technology in instructional and administrative programs support the vision. Incorporate a forward-thinking process which will identify needs that may emerge during or even beyond the life of the technology plan. It should demonstrate that the district has planned for things such as change in funding, student population growth and building construction, expansion, etc, which may occur beyond the life of the plan.

A technology plan's vision may be a separate district vision for technology, or a restatement of the district's strategic vision with an explanation of how the technology plan supports the district vision.

The stakeholders of Chadwick-Milledgeville CUSD #399 must **continue to expand and support** the technical resources needed to have the greatest impact on student achievement. Experiences will be **maintained and expanded** focusing on what students **know and need to learn**. **Telecommunication, infrastructures and data delivery systems** will provide access to information that supports instruction and experiences that challenge students to achieve through effective **technology integration** now and far into the **future**.

SECTION 1: DATA AND ANALYSIS:

Part A - Data Collection and Information

A.1 District Report Card

Please submit a copy of your district report card as an attachment to the technology plan. This will count as the Description for Part A.1.

Summarize the Data – This box should include a summary and analysis of the significant data

To **analyze** the data collected through the district report card, school report cards, surveys, teacher observations and local assessment tools, we aggregated the data to gain an understanding of the current academic strengths and weaknesses within our school district.

Chadwick-Milledgeville CUSD #399 has a student population of about 600 students, over 97% of which are white. The attendance rate of our students is over 96%, and the graduation rate is almost 97%. Approximately 16% of our students come from families that are considered low-income and there are no limited English proficiency students. There are no significant truancy issues and the mobility rate is lower than the state average. In addition, the school district has a high level of community involvement with over 99% parental contact throughout the school year.

The district has a total of 45 teachers/administrators with an average of approximately 17 years of experience. The pupil-to-certified staff ratio of 11.8 to 1 and the average class size is 18 students. Our staff is 100% white with 73% holding only a bachelor's degree and 27% with a master's degree or above. All teachers are highly qualified and there are no teachers with emergency or provisional credentials.

In **summary** we have found that Chadwick-Milledgeville CUSD #399 continues to exceed the state average on the **ISAT** tests. In the year 2004-2005, our students surpassed the overall state by 16.5%. Our students also exceeded the state average on the **PSAE**, however, only by 3%. Our **local assessment** also shows a strong performing elementary population, however, in consecutive grades the level of performance drops significantly.

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

After analyzing the data, it is determined that even though we as a district currently exceed the state standards, have highly qualified teachers, curriculum aligned with the state standards, it is determined that our student achievement drops as they enter upper grades. Therefore, we have decided that a **key factor** contributing to this is the lack of student motivation and **engaged learning strategies** in the upper grade levels.

Conclusions – The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the action plan. The data collected in this box will focus on Student Achievement.

In order to increase student achievement, we have **concluded** that we must develop a method to motivate and engage upper level students in the classroom. We plan to do this through the use of engaging technologies such as SmartBoards in the high school English and Math classrooms.

A.2 Other Data

Attributes and challenges of the district and community that have affected student learning

Description – Provide a description of other data collected during the development of the action plan. It may include existing data considered in the writing of this plan. This is a list of tools and, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request

Data was collected using the Budget Analysis Tool, previous tech plan, technology survey administered in 03/2007, school report cards, and community demographic information from the United States Census Bureau.

- Budget Analysis Tool included in this document.
- Previous tech plan available at http://www.dist399.net/District_Files/04-07_Tech_Plan.pdf
- Technology Survey available at http://www.dist399.net/District_Files/07techsurvey.pdf
- School Report Cards available at http://www.dist399.net/school_report_cards.htm
- NETS available at <http://cnets.iste.org/>

Summarize the Data – This box should include a summary and analysis of the significant data

After analyzing the **Budget Analysis Tool** the committee has determined that funding for technology is stable and technology initiatives are well funded. The committee has also found that the majority of the technology decisions are made at the district level without much input from building personnel.

According to 98% of the staff that completed the technology survey, **curriculum integration** has been progressing at an acceptable rate. 100% of the responding staff believes that **integrating technology into the curriculum** should remain a priority for district funds. 79% of the respondents feel that there should be more **staff development** in order to maximize the benefits of **integrating technology** into the **curriculum**, also, a majority of the staff feels there should be a more extensive integration of the **National Education Technology Standards** into the district's curriculum.

According to the school report cards and census data Chadwick – Milledgeville CUSD #399 exists in a small rural community in Carroll County, Illinois. Carroll County has one of the highest unemployment rates in the state of Illinois. Over 90% of the community has only a high school diploma or lower. The district is not racially diverse and has an aged population.

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

Insufficient integration of technology into the curriculum and alignment with **NETS** due to a lack of staff development on the subject has **contributed** to the absence of engaged learning in some classrooms.

An aged, uneducated populace with few employment opportunities makes it difficult for the school district to attract young families. This has lead to a decline in student enrollment.

Conclusions – The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the action plan. The data collected in this box will focus on Curriculum Integration.

In order to **enhance the access and use of technology** by our students we will increase the amount of staff development focused on the integration of technology aligned with **National Education Technology Standards** into the district curriculum.

Local Assessment Data

Description – Provide a description of other data collected during the development of the action plan. It may include existing data considered in the writing of this plan. This is a list of tools and, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request

The school district has used results from the following local assessment tools:

- Think Link Learning – ISAT and PSAE equivalents given three times a year.
- Learning Express Advantage – ACT equivalent given during the spring of each year
- Star Reading – Gauges a student’s reading level and given three times a year.
- Star Math – Gauges a student’s math level and given three times a year.
- Accelerated Reading – Tests students’ reading abilities used throughout the entire school year.
- Accelerated Math – Test students’ math abilities and used throughout the entire school year.
- Student Transcripts – To evaluate student opportunities and course selections.
- Graduation Requirements – To determine if the requirements are sufficient to meet high student achievement levels.

Summarize the Data – This box should include a summary and analysis of the significant data

After analyzing the local assessment data it is clear that as students progress through the district their achievement scores steadily decline. We are weakest in the areas of upper grade level **reading comprehension** and upper grade level **algebraic concepts**. It is also evident that at the HS level many of our students are not taking enough of the **core courses** that would increase achievement levels.

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

Due to the district’s small size we are unable to create a schedule that affords all students with the opportunity to take the necessary classes that would help to improve the student’s achievement levels in their weak areas.

Conclusions – The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the action plan. The data collected in this box will focus on Student Achievement.

The district will **leverage our computer labs** and **high speed internet access** to provide **distance learning opportunities** to enhance the core curriculum available to our HS students.

Educator qualifications and professional growth and development data

Description – Provide a description of other data collected during the development of the action plan. It may include existing data considered in the writing of this plan. This is a list of tools and, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request

The school district has used results from the following:

- LPDC compilations of teacher professional development records.
- District Staff Education Level Chart
- District Report Card
- District Budget
- Notes from the technology committee meetings.

Summarize the Data – This box should include a summary and analysis of the significant data

A review of the available data has shown that very few teachers have participated in professional development that focuses on the integration of technology into the curriculum. In addition, very few staff members have furthered their education beyond the Bachelor's level.

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

There has been a lack of opportunities provided by the school district to the staff for **technology integration** training. Also, the prioritizing of professional development funds has moved away from technology integration.

Conclusions – The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the action plan. The data collected in this box will focus on Professional Development.

The district will provide funding and personnel to deliver in-house staff development sessions focusing on the **integration of technology into the curriculum and improvement of instruction through the use of technology.**

Parent / Community Involvement Data

Description – Provide a description of other data collected during the development of the action plan. It may include existing data considered in the writing of this plan. This is a list of tools and, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request

The school district has used results from the following:

- District Technology Survey
- Data on usage of the Parent Connect website
- Notes from the technology committee meetings.

Summarize the Data – This box should include a summary and analysis of the significant data

After reviewing the data we have found that vast majority of our parents and community members have computers with an internet connection in their home and access the information provided electronically by the district. These systems include email communications, the district website, and Parent Connect (student grade, attendance, and discipline information).

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

In order to increase the likelihood of student success it is **imperative** that **parents** are involved in the education process. Though the majority of our parents are utilizing the **data delivery systems** provided by the school district there is still a large percentage that do not take advantage of the systems.

Conclusions – The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the action plan. The data collected in this box will focus on Parent and Community Involvement.

The district will continue providing the **data delivery systems** it does now. To improve parental usage of the systems the district will hold training sessions on use of the systems during the evening hours. The training sessions will be advertised in the district newsletter that is sent to every parent in the district.

A.3 Technology Deployment Data

Please complete the Technology Inventory Spreadsheet and include as an attachment to the plan

Description – Provide a description of other data collected during the development of the action plan. It may include existing data considered in the writing of this plan. This is a list of tools and, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request

The school district has used results from the following:

- District Technology Inventory – Included with this document.
- Building Walk Through
- Maintenance Logs
- Last three years of E-Rate submissions
- AUP
- Tech Coordinator job description
- **District Budgets for the past five years**

Summarize the Data – This box should include a summary and analysis of the significant data

An analysis of the data has shown that the district has a large investment in the **technology infrastructure**. There is a **high speed data network** throughout the district with **wireless connectivity** available throughout the district as well. There is a high speed WAN connection between the two buildings in the district. All computers in the district have **high speed internet connectivity**. The district has approximately 200 computers available for student usage which is about a **3-to-1 student to computer ratio**. The district has a **recycling program** in place to dispose of obsolete technology and a **four year replacement** schedule for computers in the district. Our **acceptable use policy** has been approved by the school board and is **CIPA** compliant. There is a district technology coordinator to resolve all **tech support** issues. The school district has an agreement with Essex Computers to handle any **tech support** issue that the district technology coordinator cannot resolve. The amount of funding for technology has declined over the past five years.

Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

To increase the **level of technology integration** into the classroom it is important to maintain the technology in place and obtain **new and innovative technologies**. Because of the decrease in technology funds it has become more difficult over the past few years to purchase **new and innovative technology**.

Conclusions – The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the action plan. The data collected in this box will focus on technology systems/equipment, support, tools and policies.

The district needs to be proactive to find alternative funding sources for our technology needs.

Part B. Data Analysis—(Meta-Analysis Section)

The district will provide an analysis of the data by identifying patterns and trends. The analysis of data will be used to provide the basis for defining objectives, strategies and activities by identifying at least one key factor or need in each of the following areas:

- curriculum integration
- professional development
- parental/community involvement
- technology deployment

Key factors or needs may include (but are not limited to):

- indicators of why the district's prior plan failed to increase student academic
- achievement based on an analysis of student achievement data
- district and community characteristics that affect student learning
- educators' qualifications and professional growth
- parent involvement affecting student performance
- indicators of why the district did not achieve AMAO, if applicable

B. 1 Copy and paste the **conclusions** identified in the Conclusions boxes from A.1, A.2 and A.3. The work done and **conclusions** drawn in A.1, A.2 and A.3 will lead to the development of your strategies in your Action Plan in support of the objective.

A.1 District Report Card

In order to increase student achievement, we have **concluded** that we must develop a method to motivate and engage upper level students in the classroom. We plan to do this through the use of engaging technologies such as SmartBoards in the high school English and Math classrooms.

A.2 Other Data

In order to **enhance the access and use of technology** by our students we will increase the amount of staff development focused on the integration of technology aligned with **National Education Technology Standards** into the district curriculum.

The district will **leverage our computer labs** and **high speed internet access** to provide **distance learning opportunities** to enhance the core curriculum available to our HS students.

The district will provide funding and personnel to deliver in-house staff development sessions focusing on the **integration of technology into the curriculum and improvement of instruction through the use of technology**.

The district will continue providing the **data delivery systems** it does now. To improve parental usage of the systems the district will hold training sessions on use of the systems during the evening hours. The training sessions will be advertised in the district newsletter that is sent to every parent in the district.

A.3 Technology Deployment Data

The district needs to be proactive to find alternative funding sources for our technology needs.

B. 2 An analysis of the student achievement data found in A.1 and the local assessment section will be used to define your **S.M.A.R.T objective(s)**. This box should (1) identify patterns and trends in student achievement, (2) summarize key factors related to student achievement and (3) draw at least one or two prevailing conclusions that will lead to the development of your objective(s).

1. An **analysis** of the **student achievement data** has shown that achievement levels dramatically decrease as the students' progress in grade level through the school system. Specifically, analysis of our local assessment data has shown that reading comprehension declines considerably beginning in grade five.
2. Key Factors
 - a. Curriculum Integration – Lack of student motivation and engaged learning opportunities at the upper grade levels.
 - b. Professional Development – Insufficient alignment of technology curriculum integration with NETS due to lack of staff training on the subject.
 - c. Parental/Community Involvement – A large percentage of our parents and community members are not utilizing the data delivery systems that the school district provides.
 - d. Technology deployment – Due to the decrease in technology funding it is becoming difficult to purchase new and innovative technologies.
3. The school district needs to provide more engaged learning opportunities and greater integration of technology into the curriculum in order to increase student achievement levels. By offering engaged learning/technology based curriculum, students will take a more active role in the learning process leading to higher student test scores.

S.M.A.R.T. Objective – The number of students meeting or exceeding on the reading portion of the ISAT and PSAE will increase by 15% at the end of three years.

SECTION II: ACTION PLAN

Complete the Action Plan and Budget Template for Tech Plan.xls for Section II Parts A-E.

Part F. Monitoring Process (This section may be duplicated as often as needed)

The technology plan should outline a forward-looking evaluation process for future technology implementation measures that compensate or adjust to changing conditions that might occur beyond the life of the plan. Describe how the district will assess the effectiveness of hardware, software and other telecommunication services that will be needed to improve education.

District will need to do an annual evaluation that will allow for midcourse correction in response to new developments and opportunities as they arise.

F.1 Describe how district personnel will monitor the effectiveness of the strategies and activities by measuring progress toward the specified objectives. Description should address:

- Integrating technology into curriculum and instruction
- Increasing the ability of teachers to teach
- Enabling students to reach challenging state academic standards

Information within this section should:

- Establish an on-going, measurable process for monitoring the effectiveness of strategies and activities toward the achievement of the objective(s)
- Identify the tools that will be used to monitor the process
- Identify the indicators that will show progress toward the objective
- Identify the frequency of evaluation

The district personnel and technology/curriculum committees will monitor the effectiveness of the strategies and activities by measuring progress toward our objective. The data will be analyzed in order to determine if curriculum changes and modifications are necessary. If the indicators find changes to be necessary, they will be implemented using NETS as a guide. The process will include monitoring integrating technology into curriculum and instruction, increasing the ability of teachers to teach and enabling students to reach challenging state academic standards. The tools that will be used for this ongoing measurable process for monitoring the effectiveness will include annual surveys of staff and students, weekly logs of equipment use by classroom teachers, ISAT, PSAE, ITBS, and local pre and post assessment tests. Indicators that will show progress will be higher tests scores, higher frequency of use of the equipment and surveys indicating more integration of the technology into the curriculum. Evaluations will be on a yearly basis or when events occur such as funding decreases or increases, decline or rise in student population, buildings become inadequate or new technologies require investigation.

F.2 Designate the name and role of the person (e.g., Karen Smith, assistant principal) overseeing the objective(s).

Phase 1

Objective 1: The number of students in grades 5 – 11 meeting or exceeding on the reading portion of the ISAT and PASE will increase by 15% at the end of three years.

Strategy B.1 – Eric Haan, District Technology Coordinator

Activity B.1.1 - Eric Haan, District Technology Coordinator

Strategy B.2 - Eric Haan, District Technology Coordinator

Activity B.2.1 - Eric Haan, District Technology Coordinator

Strategy B.3 – Roy Webb, Superintendent - Eric Haan, District Technology Coordinator

Activity B.3.1 - Eric Haan, District Technology Coordinator

Activity B.3.2 – Roy Webb, Superintendent

Strategy C.1 - Eric Haan, District Technology Coordinator

Activity C.1.1 - Eric Haan, District Technology Coordinator

Strategy C.2 - Eric Haan, District Technology Coordinator

Activity C.2.1 - Eric Haan, District Technology Coordinator

Strategy C.3 – Roy Webb, Superintendent – Tim Schurman, Building Principal - Eric Haan, District Technology Coordinator – Lisa Richter, District Librarian

Activity C.3.1 – Roy Webb, Superintendent – Tim Schurman, Building Principal

Activity C.3.2 – Roy Webb, Superintendent – Tim Schurman, Building Principal

Activity C.3.3 – Eric Haan, District Technology Coordinator

Activity C.3.4 - Roy Webb, Superintendent – Tim Schurman, Building Principal

Activity C.3.5 – Eric Haan, District Technology Coordinator – Lisa Richter, District Librarian

Strategy D.1 – Eric Haan, District Technology Coordinator

Activity D.1.1 - Eric Haan, District Technology Coordinator

Activity D.1.2 - Eric Haan, District Technology Coordinator

Activity D.1.3 - Eric Haan, District Technology Coordinator

Activity D.1.4 - Eric Haan, District Technology Coordinator

Strategy D.2 – Eric Haan, District Technology Coordinator
Activity D.2.1 - Eric Haan, District Technology Coordinator
Activity D.2.2 - Eric Haan, District Technology Coordinator
Activity D.2.3 - Eric Haan, District Technology Coordinator

Strategy E.1 – Roy Webb, Superintendent
E.1.1 – Roy Webb, Superintendent
E.1.2 – Roy Webb, Superintendent

Strategy E.2 - Eric Haan, District Technology Coordinator
Activity E.2.1 - Eric Haan, District Technology Coordinator
Activity E.2.2 - Eric Haan, District Technology Coordinator

Strategy E.3 - Eric Haan, District Technology Coordinator
Activity E.3.1 - Eric Haan, District Technology Coordinator

Phase 2

Objective 1: The number of students in grades 5 – 11 meeting or exceeding on the reading portion of the ISAT and PASE will increase by 15% at the end of three years.

Strategy B.1 – Eric Haan, District Technology Coordinator
Activity B.1.1 - Eric Haan, District Technology Coordinator

Strategy B.2 - Eric Haan, District Technology Coordinator
Activity B.2.1 - Eric Haan, District Technology Coordinator

Strategy B.3 – Roy Webb, Superintendent - Eric Haan, District Technology Coordinator
Activity B.3.1 - Eric Haan, District Technology Coordinator
Activity B.3.2 – Roy Webb, Superintendent

Strategy C.1 - Eric Haan, District Technology Coordinator
Activity C.1.1 - Eric Haan, District Technology Coordinator

Strategy C.2 – Roy Webb, Superintendent – Tim Schurman, Building Principal - Eric Haan, District Technology Coordinator – Lisa Richter, District Librarian

Activity C.2.1 – Roy Webb, Superintendent – Tim Schurman, Building Principal

Activity C.2.2 – Roy Webb, Superintendent – Tim Schurman, Building Principal

Activity C.2.3 – Eric Haan, District Technology Coordinator

Activity C.2.4 - Roy Webb, Superintendent – Tim Schurman, Building Principal

Activity C.2.5 – Eric Haan, District Technology Coordinator – Lisa Richter, District Librarian

Strategy C.3 - Eric Haan, District Technology Coordinator

Activity C.3.1 - Eric Haan, District Technology Coordinator

Strategy D.1 – Eric Haan, District Technology Coordinator

Activity D.1.1 - Eric Haan, District Technology Coordinator

Activity D.1.2 - Eric Haan, District Technology Coordinator

Activity D.1.3 - Eric Haan, District Technology Coordinator

Activity D.1.4 - Eric Haan, District Technology Coordinator

Strategy D.2 – Eric Haan, District Technology Coordinator

Activity D.2.1 - Eric Haan, District Technology Coordinator

Activity D.2.2 - Eric Haan, District Technology Coordinator

Activity D.2.3 - Eric Haan, District Technology Coordinator

Strategy E.1 – Roy Webb, Superintendent

E.1.1 – Roy Webb, Superintendent

E.1.2 – Roy Webb, Superintendent

Strategy E.2 - Eric Haan, District Technology Coordinator

Activity E.2.1 - Eric Haan, District Technology Coordinator

Strategy E.3 - Eric Haan, District Technology Coordinator

Activity E.3.1 - Eric Haan, District Technology Coordinator

Phase 3

Objective 1: The number of students in grades 5 – 11 meeting or exceeding on the reading portion of the ISAT and PASE will increase by 15% at the end of three years.

Strategy B.1 – Eric Haan, District Technology Coordinator

Activity B.1.1 - Eric Haan, District Technology Coordinator

Strategy B.2 - Eric Haan, District Technology Coordinator

Activity B.2.1 - Eric Haan, District Technology Coordinator

Strategy B.3 – Roy Webb, Superintendent - Eric Haan, District Technology Coordinator

Activity B.3.1 - Eric Haan, District Technology Coordinator

Activity B.3.2 – Roy Webb, Superintendent

Strategy C.1 - Eric Haan, District Technology Coordinator

Activity C.1.1 - Eric Haan, District Technology Coordinator

Strategy C.2 – Roy Webb, Superintendent – Tim Schurman, Building Principal - Eric Haan, District Technology Coordinator – Lisa Richter, District Librarian

Activity C.2.1 – Roy Webb, Superintendent – Tim Schurman, Building Principal

Activity C.2.2 – Roy Webb, Superintendent – Tim Schurman, Building Principal

Activity C.2.3 – Eric Haan, District Technology Coordinator

Activity C.2.4 - Roy Webb, Superintendent – Tim Schurman, Building Principal

Activity C.2.5 – Eric Haan, District Technology Coordinator – Lisa Richter, District Librarian

Strategy C.3 - Eric Haan, District Technology Coordinator

Activity C.3.1 - Eric Haan, District Technology Coordinator

Strategy D.1 – Eric Haan, District Technology Coordinator

Activity D.1.1 - Eric Haan, District Technology Coordinator

Activity D.1.2 - Eric Haan, District Technology Coordinator

Activity D.1.3 - Eric Haan, District Technology Coordinator

Activity D.1.4 - Eric Haan, District Technology Coordinator

Strategy D.2 – Eric Haan, District Technology Coordinator
Activity D.2.1 - Eric Haan, District Technology Coordinator
Activity D.2.2 - Eric Haan, District Technology Coordinator
Activity D.2.3 - Eric Haan, District Technology Coordinator

Strategy E.1 – Roy Webb, Superintendent
E.1.1 – Roy Webb, Superintendent
E.1.2 – Roy Webb, Superintendent

Strategy E.2 - Eric Haan, District Technology Coordinator
Activity E.2.1 - Eric Haan, District Technology Coordinator

Strategy E.3 - Eric Haan, District Technology Coordinator
Activity E.3.1 - Eric Haan, District Technology Coordinator

SECTION III: PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

Part A - Description of Stakeholder Involvement:

Using a narrative, describe specifically how stakeholders (including parents, school staff and others) have been consulted in the development or revision of the plan. Also describe how the adult literacy service providers and public libraries were consulted when preparing this plan. (If no adult literacy service provider or library exists, please explain your attempts at locating these entities within your narrative.)

Technology Committee

Members:

Eric Haan	District Technology Coordinator
Martin Stauffer	HS Science
Jean Livengood	JH/HS Technology Teacher
Paula Rademacher	Administrator
Tim Schurman	Administrator
Roy Webb	Administrator
Sheila Brunner	JH English Teacher
Amy Workman	Community Member/Parent
Stephanie Workman	JH Student
Sue Litwiller	JH Special Education Teacher
Barb Puegh	Community Member/Parent
Katie Peugh	HS Student
Nicole Brokaw	HS Student/Student Council President
Bryclynn Hartman	Elementary Teacher
DiAnn Adolph	Board Member

The technology committee meets three times annually and is made up of community members, students, teachers, and administrators. The technology committee assesses the technology needs of the district by developing technology surveys to be sent to students, community members, and staff. They also prioritize the spending of technology funds. The technology committee also investigates best educational practices through technology integration.

The school district has consulted both of the community libraries that fall within our district and have included their feedback into the technology plan.

Both the ROE and our local community college where consulted to provide adult literacy classes.

ROE 8/Sauk Valley Community College

- offers adult literacy classes, staff development classes

Chadwick Community Library

- offers computers with internet access for the students and community members
- access to books and references

Milledgeville Community Library

- offers computers with internet access for the students and community members
- access to books and references

Part B - State the district's internet safety policy:

Copy and paste the sections of "board adopted" policy that relates to Internet Safety and address CIPA requirements.

THIS IS NOT YOUR AUP or HANDBOOK

Internet Safety – All district computers with access to the Internet are behind a filtering device that blocks entry to visual depictions and/or text representations that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may request that the filtering device be disabled for bona fide research or other lawful purpose. Permission from the Superintendent or system administrator to disable the filtering device may be granted if they deem the request is reasonable.

LEGAL REF: Children's Internet Protection Act, P.L. 106-554/
 20 U.S.C. § 6801 et seq.
 47 U.S.C § 254(h) and (1).
 720 ILCS 135/0.01.

Policy # 645.03
Adopted – Feb, 21st, 2006

CERTIFICATION AND ASSURANCES

Plans submitted electronically shall be deemed to be executed by the superintendent on behalf of the district.

ASSURANCES

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116 (c)(7)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving the schools is founded on scientifically based research (NCLB, Section 1116(b)(4)(C) as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and Performance Descriptors and reflect the alignment of curricula, instruction, and assessment with the Illinois Learning Standards and, if applicable, with the Illinois English Language Proficiency Standards.
4. The district will spend at least 25 percent of the funds made available under Title II-D of NCLB, for the purpose of providing high-quality professional development in the integration of advanced technologies including emerging technologies, into curricula and instruction.
5. The district has complied with the requirements of the Children's Internet Protection Act, as codified at 47 U.S.C. 254(h) and (l).

B.3.1	Purchase yearly license for Think Link Learning assessment testing to find students reading comprehension levels.	Jul-09	Jul-09	\$1,500								
B.3.2	Continue the STAR reading program for grades 5 - 11. -- \$500 minimum yearly fee.	Jul-09	Jun-10	\$500								

Part C: Professional Development

Phase II: 2008-2009

Strategy C.1	<i>100% of Chadwick - Milledgeville CUSD #399 staff will use technology resources to gather and interpret student data to drive District instructional goals.</i>	Date		Budget & Funding Sources								
	Activities	Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other	
	C.1.1	Train all district staff in use of our SDS Student Management and Grading Software, IIRC (Illinois Interactive Report Card), Think Link Learning Assessment, and Learning Express Advantage Assessment.	Aug-09	Aug-09	\$0							
Strategy C.2	<i>100% of staff will have access to a variety of high quality professional development opportunities that support technology integration best practice and ongoing use of technology for instruction.</i>	Date		Budget & Funding Sources								
	Activities	Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other	
	C.2.1	Facilitators will continue to support best practice of technology integration into instruction to increase student achievement in both schools. -- Handled in-house by administration.	Jul-09	Jun-10	\$0							

C.2.2	All staff will have access to high quality technology integration courses and opportunities offered during school year and summer. Staff are encouraged to take college courses as our District offers stipends for this. -- \$100 per credit hour stipend for graduate classes. Two professional days per year.	Jul-09	Jun-10	\$5,000								\$10,000
C.2.3	Technology resources and use will be included in Curriculum training. -- Handled in-house by our technology coordinator.	Jul-09	Jun-10	\$0								
C.2.4	Skill-based professional development will be introduced as new technologies become adopted by the District.	Jul-09	Jun-10	\$1,000								
C.2.5	Online technology integration training will be purchased. -- United Steaming will be purchased at an annual cost of \$1570.00	Jul-09	Jun-10	\$670						\$900		
Strategy C.3	<i>Fifth grade English staff will be trained to effectively use SMART boards to enhance reading instruction.</i>	Date		Budget & Funding Sources								
	Activities	Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other	
C.3.1	Train two fifth grade English staff on the use of SMART board technologies in the classroom.	Aug-09	Aug-09	\$500								

Part D: Parental/Community Involvement
Phase II: 2008-2009

Strategy D.1 <i>100% of parents will be contacted through the school year by utilizing the school district's data delivery systems.</i>		Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
D.1.1	Maintain Internet connection so parents have access to the student management system allowing them to access their children's grade, attendance, and demographic information.	Jul-09	Jun-10	\$2,477	43%	\$3,283	57%	R			
D.1.2	Continue to maintain our district email system so parents and staff may develop a back and forth dialogue. -- Annual licensing fee for SPAM, Content, and Virus Filter.	Jul-09	Jun-10	\$1,495							
D.1.3	Utilize the district's phone system, including long distance, to contact parents.	Jul-09	Jun-10	\$5,418	43%	\$6,122	57%	R			
D.1.4	Provide cell phones for district staff to ensure communication with parents.	Jul-09	Jun-10	\$1,032	43%	\$1,368	57%	D			
Strategy D.2 <i>Parents will be trained to utilize the district's data delivery systems.</i>		Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
Activities		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
D.2.1	Training on the use of the Parent Connect portion of the student management system will be held twice a year.	Sep-09	Jan-10	\$100							
D.2.2	A demonstration of the information available on the district website will be held twice a year.	Sep-09	Jan-10	\$100							
D.2.3	Training on using email to contact staff members will be held twice a year.	Sep-09	Jan-10	\$100							

**Part E: Technology Deployment
Phase II: 2008-2009**

Strategy E.1	<i>The district's technology infrastructure and hardware will be maintained to ensure maximum up time.</i>	Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
	Activities										
E.1.1	Employ a district technology coordinator to repair and maintain the district's hardware and infrastructure.	Jul-09	Jun-10	\$48,700							
E.1.2	Continue our relationship with our outside contractor Essex Computers to help maintain infrastructure reliability and connectivity.	Jul-09	Jun-10	\$1,500							
Strategy E.2	<i>Utilize the HS lab computers to offer distance learning courses to compliment our reading curriculum.</i>	Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
	Activities										
E.2.1	Continue to maintain and upgrade the HS lab to meet the distance learning system requirements.	Jul-09	Jun-10	\$1,000							
Strategy E.3	<i>Integrate technology into the English classrooms to improve reading comprehension and writing skills.</i>	Date		Budget & Funding Sources							
		Start	End	District	%	e-Rate	%	R/D	EETT	Title I	Other
	Activities										
E.3.1	Continue to maintain and upgrade the mobile lab used by the English department.	Jul-09	Jun-10	\$1,000							

Totals for Objective 1--Phase I	Budget Totals	\$81,297	\$10,773	\$900	\$0	\$10,000
		District	e-Rate	EETT	Title I	Other

TECHNOLOGY BUDGET ANALYSIS

This section to be completed after responses to items below

Qualities Summary

	Not in Place			Emerging			Developing			In Place	
	0	1	2	3	4	5	6	7	8	9	10
Available, sustainable funds											
Funding of system elements											
Clear, adequate & accountable budget process											

Available Funds

Year	District Funds	State Funds	Federal Funds	Grants	Other		Total Tech Funds
	Amount	Amount	Amount	Amount	Source	Amount	Amount
FY 2008	65,500			60,000	VPP	1,000	126,500
2009	67,000			60,000	VPP	1,000	128,000
2010	69,000			60,000	VPP	1,000	130,000

1. In the last 3 – 5 years, how much money has been spent to support technology initiatives? \$ \$350,000.00 total = \$ \$580.00 per student allocation

2. Of total annual funds used presently, what is the estimated percentage used to support technology initiatives? 64% %

Budget Process

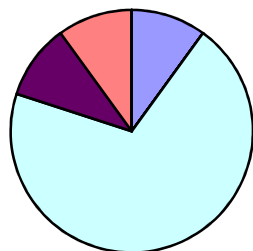
3. Groups involved with technology budget decisions:

Qualities Summary	Not Involved			Some			Significant			Major Involvement	
	0	1	2	3	4	5	6	7	8	9	10
District-Wide Leadership Groups											X
District Technology Committees											X
Curriculum Committees							X				
District Personnel											X
Building Planning Committees						X					
Building Personnel						X					
Individual Teachers								X			
Grant Writing Teams						X					

What is the percentage of each group's involvement in the decision-making process for technology purchases:

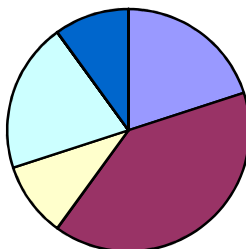
	% Infrastructure Decisions	% Hardware Decisions	% Software Decisions
District-Wide Leadership Groups	10	20	10
District Technology Committees		40	20
Curriculum Committees		10	20
District Personnel	70	20	30
Building Planning Committees	10		
Building Personnel	10		
Individual Teachers		10	15
Grant Writing Teams			5
Totals MUST = 100%	100	100	100

Infrastructure Decisions



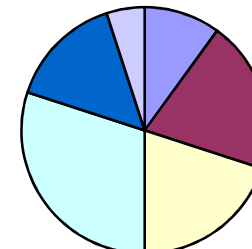
- District-Wide Leadership Groups
- District Technology Committees
- Curriculum Committees
- District Personnel
- Building Planning Committees
- Building Personnel
- Individual Teachers
- Grant Writing Teams

Hardware Decisions



- District-Wide Leadership Groups
- District Technology Committees
- Curriculum Committees
- District Personnel
- Building Planning Committees
- Building Personnel
- Individual Teachers
- Grant Writing Teams

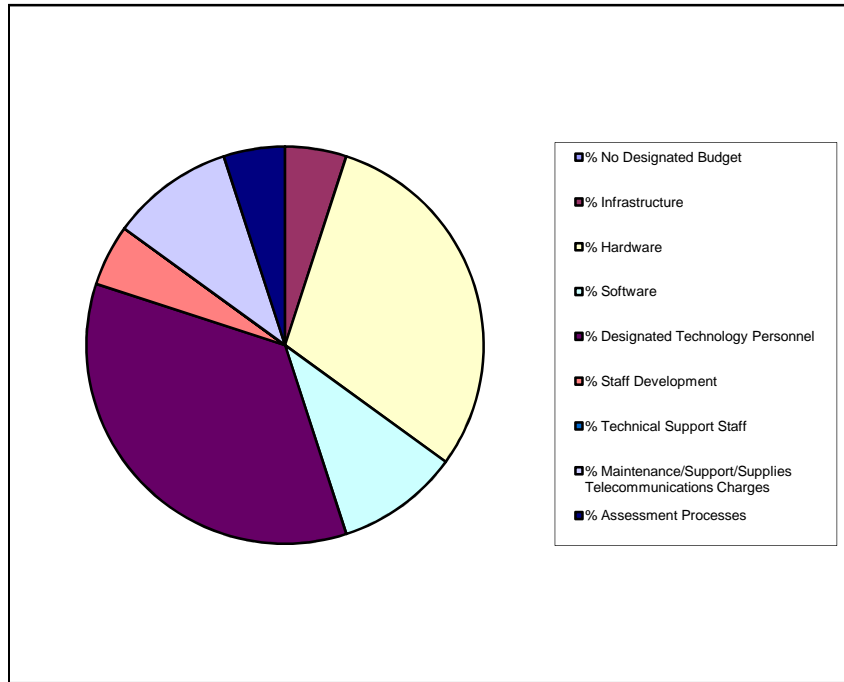
Software Decisions



- District-Wide Leadership Groups
- District Technology Committees
- Curriculum Committees
- District Personnel
- Building Planning Committees
- Building Personnel
- Individual Teachers
- Grant Writing Teams

4. Indicate the percentage of the total technology budget allocated for each in Column E:

Budget Percentages Pie Chart

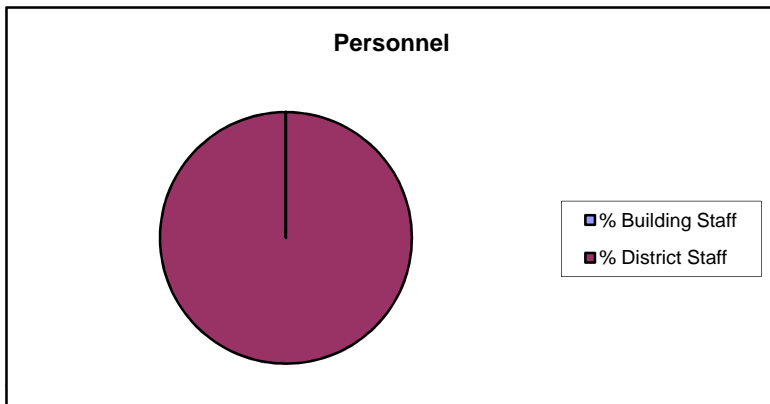


0 % No Designated Budget
0.05 % Infrastructure
0.3 % Hardware
0.1 % Software
0.35 % Designated Technology Personnel
0.05 % Staff Development
0 % Technical Support Staff
0.1 % Maintenance/Support/Supplies Telecommunications Charges
0.05 % Assessment Processes
100% Total (Must = 100%)

5. Identify the technology personnel and the budget allocated for personnel:

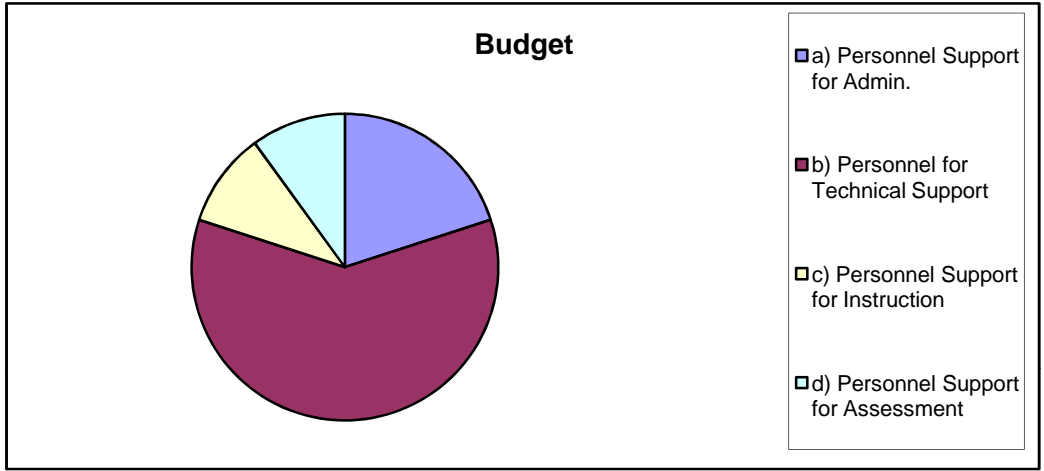
Is there a budget for technology personnel? _____ NONE _____ YES

Number of total technology personnel _____ 1 % Building Staff _____ % District Staff _____ 100
% Building Staff + % District Staff MUST = 100%



% of Personnel Budget Spent on the Following

a) Personnel Support for Admin.	<u>0.2</u>
b) Personnel for Technical Support	<u>0.6</u>
c) Personnel Support for Instruction	<u>0.1</u>
d) Personnel Support for Assessment	<u>0.1</u>
Total MUST = 100%	100%



6. In the foreseeable future, I predict technology budgets will:

_____ most likely increase

x _____ most likely continue as presently provided

_____ most likely shrink

_____ most likely “dry up”

CHADWICK-MILLEDGEVILLE CUSD 399

MILLEDGEVILLE, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

State and federal laws require public school districts to release report cards to the public each year.

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
District	97.5	0.5	0.3	0.5	0.0	1.2	16.1	0.0	0.0	0.2	13.4	96.1	590
State	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6	4.0	2.2	16.1	93.9	2,062,912

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*		AVERAGE CLASS SIZE (as of the first school day in May)						STUDENT-TO-STAFF RATIOS			
	Percent	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	99.1	20.5	16.5	13.5	16.4	19.7	17.0	14.5	13.5	11.8	196.7
State	95.7	20.9	21.5	22.3	23.4	22.9	19.7	18.9	18.4	13.8	209.5

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

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
District	51	42	42	24	42	42	146	84	84	24	42	42
State	58	52	50	30	43	44	146	104	93	31	43	44

TEACHER INFORMATION (Full-Time Equivalents)

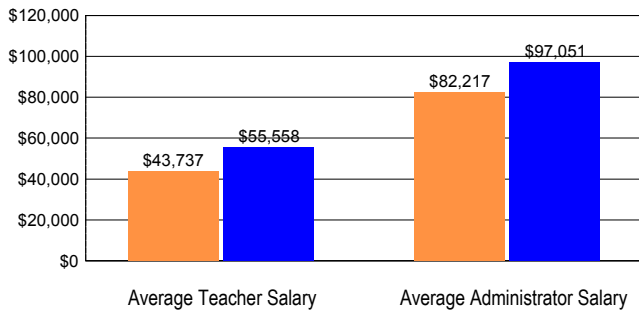
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	31.0	69.0	45
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

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
District	16.6	73.5	26.5	0.0	0.0
State	13.6	50.1	49.1	1.9	1.9

SCHOOL DISTRICT FINANCES

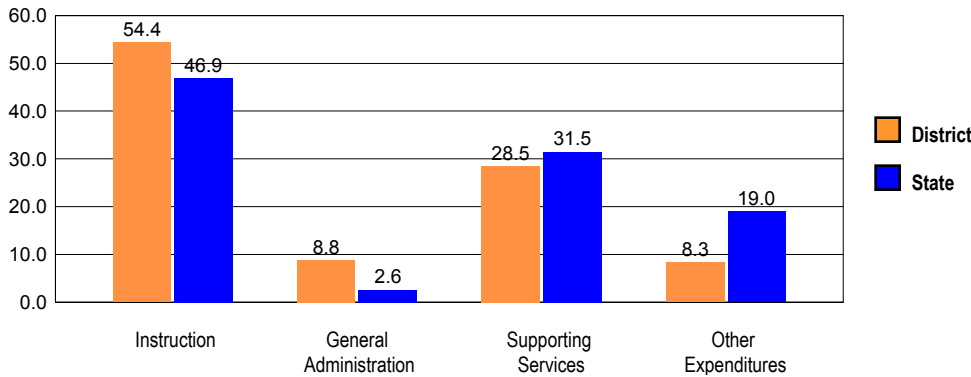
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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.

■ District
■ State

EXPENDITURE BY FUNCTION 2003-04 (Percentages)



REVENUE BY SOURCE 2003-04

	District	District %	State %
Local Property Taxes	\$2,273,374	49.7	57.0
Other Local Funding	\$192,331	4.2	5.0
General State Aid	\$1,310,615	28.7	18.0
Other State Funding	\$491,632	10.7	11.9
Federal Funding	\$306,539	6.7	8.0
TOTAL	\$4,574,491		

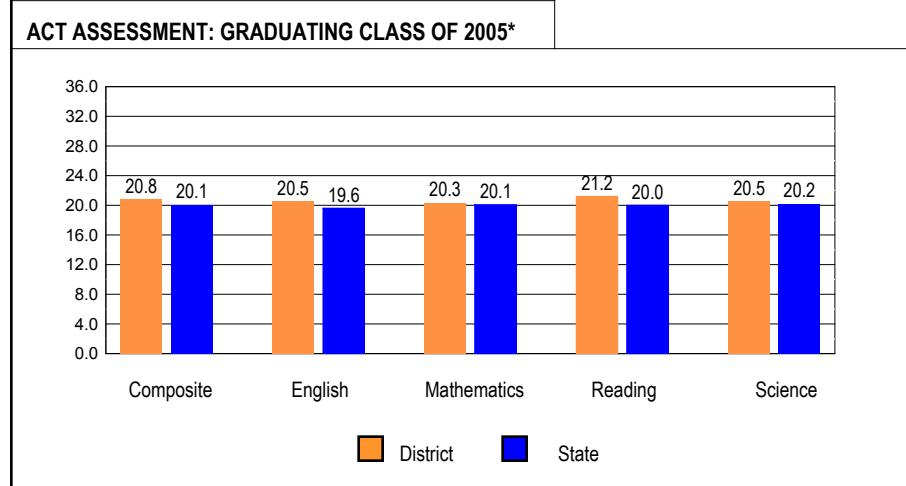
EXPENDITURE BY FUND 2003-04

	District	District %	State %
Education	\$3,486,598	78.5	71.5
Operations & Maintenance	\$395,463	8.9	8.4
Transportation	\$262,979	5.9	3.6
Bond and Interest	\$190,381	4.3	6.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$86,676	2.0	1.6
Fire Prevention & Safety	\$19,128	0.4	0.9
Site & Construction/ Capital Improvement	\$0	0.0	7.5
TOTAL	\$4,441,225		

OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$87,764	4.58	\$4,704	\$7,936
State	**	**	\$5,216	\$8,786

** 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



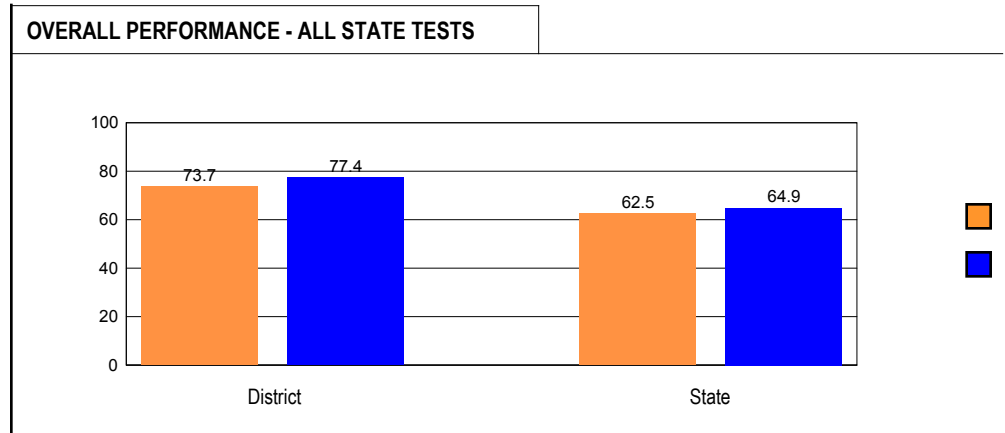
ACT TEST TAKERS		
	Number	% Class
District	54	91.5
State	120,729	93.9

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAT testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

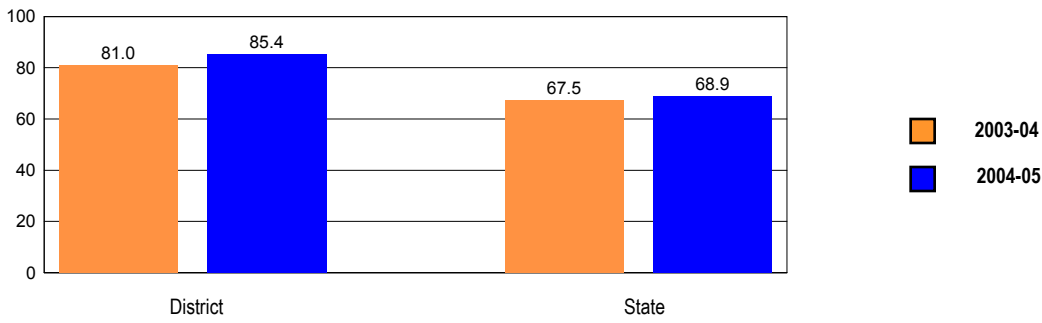
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	96.6	96.2	97.0	96.6		100.0						100.0	66.7
State	87.4	85.4	89.4	92.2		76.0						76.1	75.8

OVERALL STUDENT PERFORMANCE

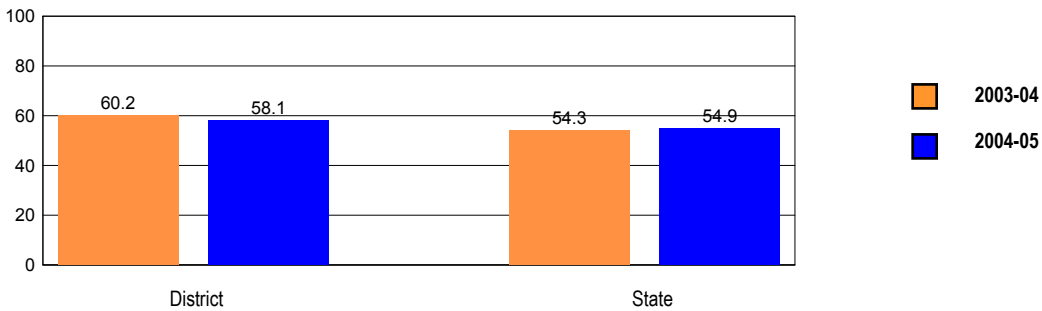
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects (reading, mathematics and science) included in your district. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



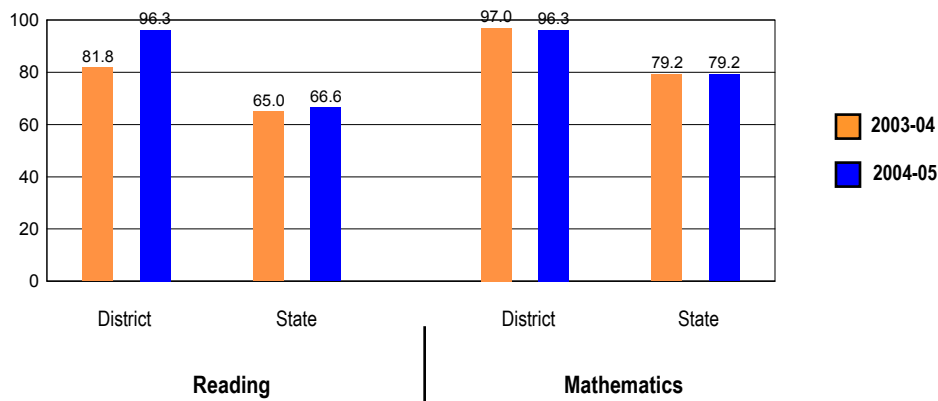
OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



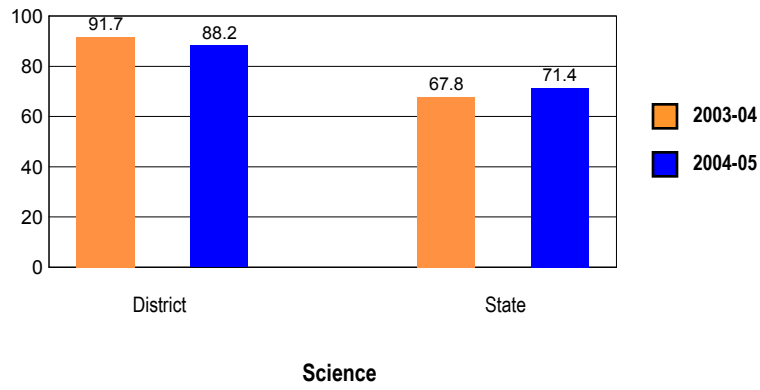
ISAT PERFORMANCE

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.

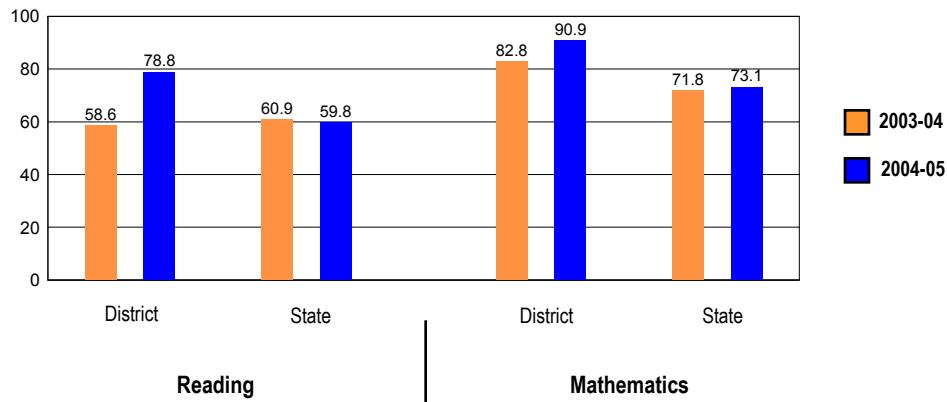
ISAT Grade 3



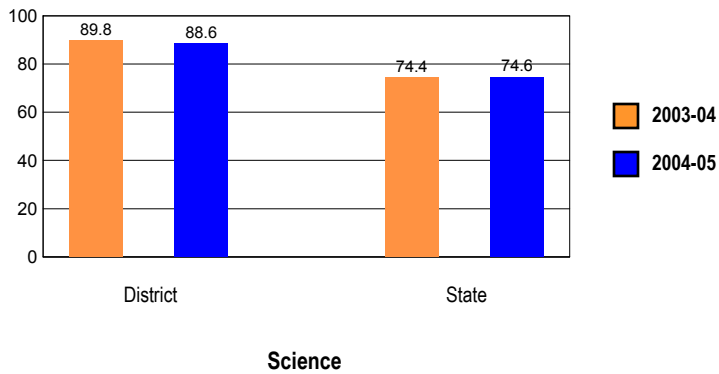
ISAT Grade 4



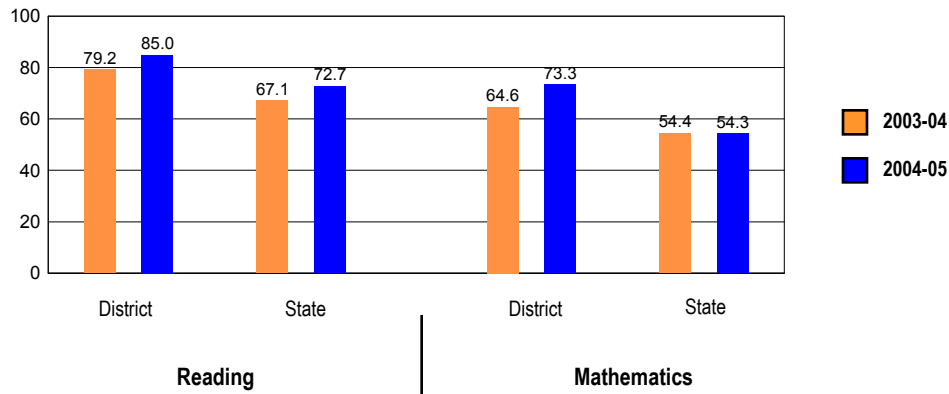
ISAT Grade 5



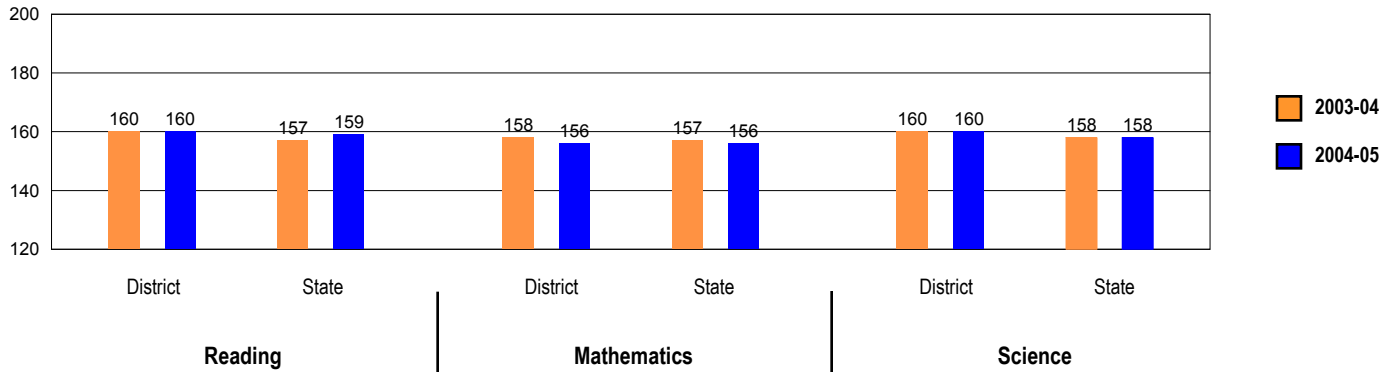
ISAT Grade 7



ISAT Grade 8

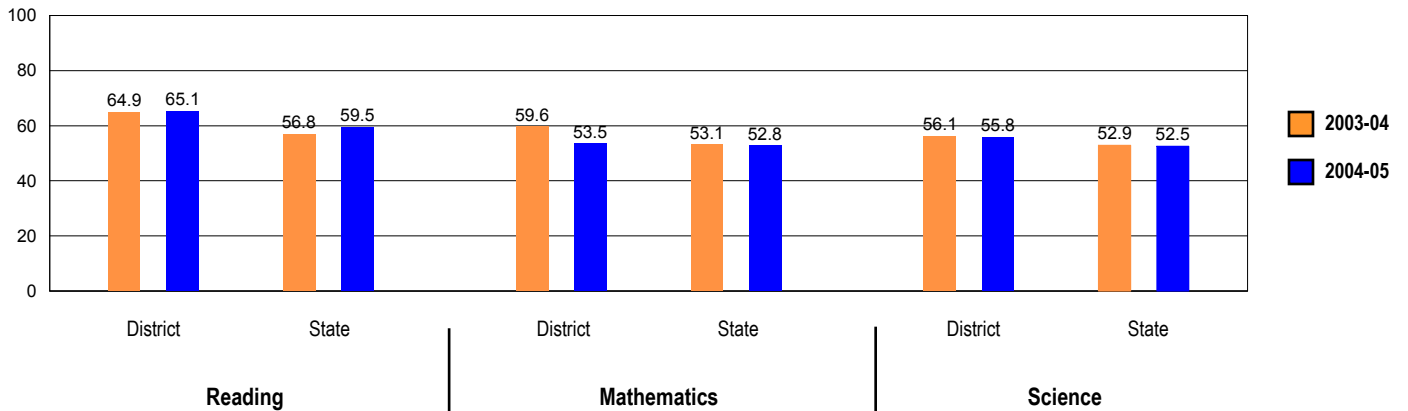


PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards



Number of students in this District taking the PSAE in 2005: 43

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, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. 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.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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

		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				
District	*Enrollment	163	78	85	159	2	1	0	0	1	0	0	20	24
	Reading	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
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,978	43,196	194	89,769	248,030
	Reading	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
	Mathematics	0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

* Enrollment as reported by schools/districts during the testing window.

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
District		0.0	3.7	63.0	33.3	0.0	3.7	33.3	63.0
	State	6.6	26.7	45.1	21.5	5.3	15.4	45.2	34.1

Grade 3 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	District	0.0	0.0	66.7	33.3	0.0	0.0	25.0	75.0
	State	8.1	27.8	44.5	19.6	5.8	14.7	43.3	36.2
Female	District	0.0	6.7	60.0	33.3	0.0	6.7	40.0	53.3
	State	5.1	25.6	45.8	23.5	4.8	16.2	47.2	31.9

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	District	0.0	3.8	61.5	34.6	0.0	3.8	34.6	61.5
	State	2.9	18.9	49.4	28.8	1.8	9.1	44.6	44.5
Black	District								
	State	16.0	42.8	34.2	7.0	15.0	30.2	43.9	11.0
Hispanic	District								
	State	8.2	36.2	44.6	11.1	5.2	19.9	53.0	21.8
Asian/Pacific Islander	District								
	State	1.6	14.2	49.0	35.1	0.9	5.1	33.4	60.6
Native American	District								
	State	8.0	21.7	50.4	19.9	4.9	17.9	42.0	35.3
Multiracial/Ethnic	District								
	State	4.4	26.9	47.1	21.7	3.0	15.0	50.4	31.5

Grade 4**Grade 4 - All**

Levels		Science			
		1	2	3	4
District		0.0	11.8	70.6	17.6
	State	5.0	23.6	55.1	16.3

Grade 4 - Gender

Levels		Science			
		1	2	3	4
Male	District				
	State	5.2	22.2	54.3	18.3
Female	District	0.0	11.5	73.1	15.4
	State	4.7	25.2	56.1	14.1

Grade 4 - Racial/Ethnic Background

Levels		Science			
		1	2	3	4
White	District	0.0	12.1	69.7	18.2
	State	1.4	13.5	61.7	23.4
Black	District				
	State	15.0	46.4	35.9	2.8
Hispanic	District				
	State	4.8	32.2	57.1	5.9
Asian/Pacific Islander	District				
	State	1.1	10.9	60.3	27.7
Native American	District				
	State	3.2	21.7	58.9	16.2
Multiracial/Ethnic	District				
	State	2.5	21.6	60.4	15.5

Grade 4 - Economically Disadvantaged

Levels		Science			
		1	2	3	4
Free/Reduced Price Lunch	District	0.0	18.2	81.8	0.0
	State	9.7	38.0	46.8	5.4
Not Eligible	District	0.0	8.7	65.2	26.1
	State	1.6	13.5	61.0	23.9

Grade 5**Grade 5 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
District		0.0	21.2	57.6	21.2	0.0	9.1	81.8	9.1
	State	1.8	38.3	40.4	19.4	3.2	23.6	60.8	12.4

Grade 5 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	District	0.0	38.5	53.8	7.7	0.0	7.7	84.6	7.7
	State	2.3	39.7	40.1	18.0	4.0	23.8	59.0	13.1
Female	District	0.0	10.0	60.0	30.0	0.0	10.0	80.0	10.0
	State	1.4	36.9	40.8	21.0	2.4	23.4	62.6	11.6

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	21.2	57.6	21.2	0.0	9.1	81.8	9.1
	State	0.8	28.2	45.4	25.5	1.4	14.8	67.1	16.8
Black	District								
	State	4.4	60.1	28.4	7.1	8.6	45.1	43.9	2.5
Hispanic	District								
	State	1.9	47.7	39.0	11.5	2.7	28.1	63.3	5.9
Asian/Pacific Islander	District								
	State	0.4	19.9	42.8	36.8	0.7	7.2	57.9	34.3
Native American	District								
	State	1.6	35.9	42.3	20.2	2.0	21.1	66.8	10.1
Multiracial/Ethnic	District								
	State	2.3	36.0	43.8	17.9	3.4	22.6	63.3	10.8

Grade 7**Grade 7 - All**

Levels	Science			
	1	2	3	4
District	8.6	2.9	65.7	22.9
	10.4	15.0	54.3	20.3

Grade 7 - Gender

Levels	Science				
	1	2	3	4	
Male	District	0.0	0.0	76.2	23.8
	State	11.1	14.0	51.9	23.0
Female	District	21.4	7.1	50.0	21.4
	State	9.7	16.1	56.8	17.4

Grade 7 - Racial/Ethnic Background

Levels	Science				
	1	2	3	4	
White	District	8.6	2.9	65.7	22.9
	State	4.4	8.9	57.7	29.0
Black	District				
	State	23.7	27.1	45.5	3.7
Hispanic	District				
	State	16.3	23.1	53.4	7.2
Asian/Pacific Islander	District				
	State	3.0	6.7	54.7	35.5
Native American	District				
	State	10.1	15.9	51.9	22.1
Multiracial/Ethnic	District				
	State	7.4	12.6	61.3	18.8

Grade 7 - Students with Disabilities

Levels		Science			
		1	2	3	4
IEP	District	30.0	10.0	50.0	10.0
	State	31.1	24.0	39.9	5.0
Non-IEP	District	0.0	0.0	72.0	28.0
	State	6.9	13.5	56.7	22.9

Grade 8**Grade 8 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
District		0.0	15.0	78.3	6.7	3.3	23.3	51.7	21.7
	State	0.7	26.6	61.3	11.5	5.9	39.7	37.4	16.9

Grade 8 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	District	0.0	6.1	87.9	6.1	0.0	18.2	51.5	30.3
	State	1.0	28.4	60.5	10.1	7.3	38.9	36.0	17.8
Female	District	0.0	25.9	66.7	7.4	7.4	29.6	51.9	11.1
	State	0.3	24.7	62.1	12.8	4.6	40.6	38.8	16.0

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	District	0.0	15.3	78.0	6.8	3.4	23.7	50.8	22.0
	State	0.4	17.5	66.4	15.7	3.1	29.6	44.1	23.2
Black	District								
	State	1.6	44.8	50.3	3.4	14.2	61.0	21.6	3.2
Hispanic	District								
	State	0.7	39.6	55.7	4.0	6.6	54.1	32.7	6.6
Asian/Pacific Islander	District								
	State	0.1	13.0	64.6	22.2	1.1	16.7	40.7	41.6
Native American	District								
	State	1.3	25.0	65.9	7.8	6.8	42.4	33.9	16.9
Multiracial/Ethnic	District								
	State	0.7	25.9	61.3	12.1	7.3	39.8	38.0	14.8

Grade 8 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	District	0.0	16.7	83.3	0.0	8.3	33.3	58.3	0.0
	State	1.2	42.0	53.3	3.5	10.7	57.0	27.2	5.1
Not Eligible	District	0.0	14.6	77.1	8.3	2.1	20.8	50.0	27.1
	State	0.3	16.8	66.3	16.5	2.9	28.7	43.9	24.5

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

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 11**Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	4.7	30.2	53.5	11.6	7.0	39.5	53.5	0.0	9.3	34.9	37.2	18.6
State	7.9	32.6	46.4	13.1	9.8	37.4	45.6	7.2	10.2	37.3	41.4	11.1

Grade 11 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District	0.0	45.0	40.0	15.0	0.0	40.0	60.0	0.0	5.0	45.0	15.0	35.0
State	10.5	33.7	43.7	12.2	9.9	35.7	45.8	8.7	10.9	34.4	40.7	14.0
Female												
District	8.7	17.4	65.2	8.7	13.0	39.1	47.8	0.0	13.0	26.1	56.5	4.3
State	5.4	31.5	49.0	14.0	9.8	39.1	45.5	5.7	9.6	40.1	42.0	8.3

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
District	4.9	29.3	53.7	12.2	7.3	39.0	53.7	0.0	9.8	34.1	36.6	19.5	
State	5.5	26.6	51.3	16.5	5.6	31.3	54.1	8.9	5.7	30.9	48.9	14.5	
Black													
District													
State	14.8	50.1	32.4	2.7	25.5	55.9	18.1	0.5	26.0	55.5	17.6	0.9	
Hispanic													
District													
State	13.8	46.0	35.9	4.4	15.3	54.0	29.5	1.3	17.6	53.8	26.3	2.4	
Asian/Pacific Islander													
District													
State	3.9	25.1	50.0	21.0	3.8	20.6	55.4	20.2	3.5	26.9	50.3	19.3	
Native American													
District													
State	8.9	34.6	42.2	14.3	10.5	38.4	46.0	5.1	10.5	37.8	42.0	9.7	
Multiracial/Ethnic													
District													
State	9.1	34.7	41.6	14.7	10.8	41.4	42.0	5.8	11.0	38.0	41.9	9.1	

2005 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this district making Adequate Yearly Progress (AYP)?	Yes	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this district making AYP in Reading?	Yes	2005-06 Federal Improvement Status	
Is this district making AYP in Mathematics?	Yes	2005-06 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		47.5			47.5			89.0		67.0	
All	100.0	Yes	100.0	Yes	81.3		Yes	75.6		Yes	96.1	Yes	96.6	Yes
White	100.0	Yes	100.0	Yes	81.4		Yes	75.6		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 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.***
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for elementary school districts or at least 67.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

* Includes only students enrolled as of 9/30/2004.

** Safe Harbor Targets of 47.5% 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 school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 4

Number of Title I schools: 3

Number of Title I schools in School Improvement Status: 0

Percent of schools in School Improvement Status: 0%

School ID

School Name

**Years in School
Improvement**