

Lyon Elem School
Glenview CCSD 34
Glenview, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK 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/ 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	77.5	1.1	12.8	5.0	0.0	3.6	13.5	15.1		0.0	4.8	95.3	444
District	71.6	1.4	11.3	12.3	0.0	3.4	15.3	13.8		0.0	5.1	95.5	4,440
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	100.0	--	--	--	--
District	100.0	14.6		10.9	211.4
State	96.7	18.4		13.3	201.8

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

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	19.9	20.4	20.6							
District	19.1	19.7	19.5							
State	20.5	20.9	21.3							

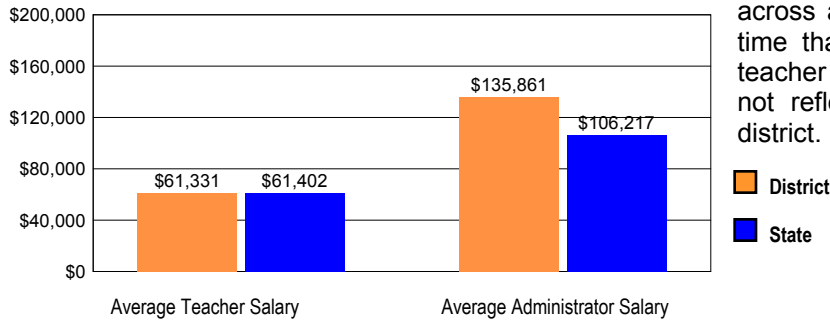
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	94.3	0.6	2.4	2.7	0.0	14.3	85.7	335
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	10.4	23.2	76.8	0.6	0.0
State	12.5	44.1	55.8	0.6	1.2

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

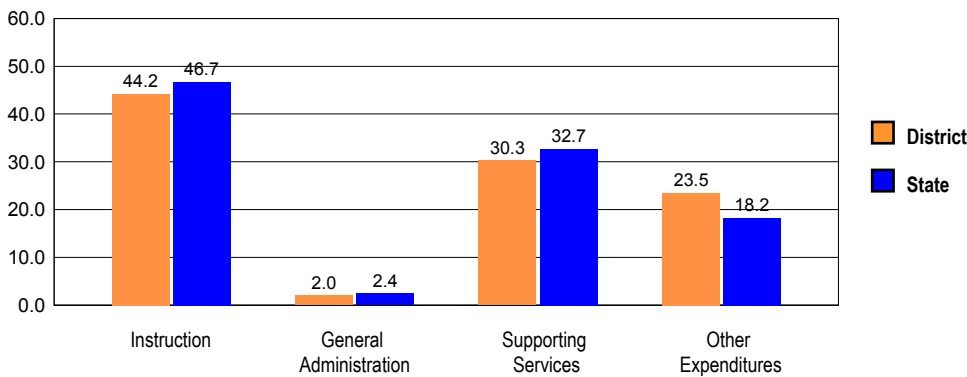
SCHOOL DISTRICT FINANCES

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	\$46,295,004	83.2	58.7	Education	\$41,807,032	68.1	71.5
Other Local Funding	\$3,632,066	6.5	6.3	Operations & Maintenance	\$4,005,609	6.5	8.6
General State Aid	\$1,496,061	2.7	18.6	Transportation	\$2,502,050	4.1	3.9
Other State Funding	\$2,883,704	5.2	9.0	Bond and Interest	\$3,486,138	5.7	6.3
Federal Funding	\$1,344,693	2.4	7.4	Rent	\$0	0.0	0.0
TOTAL	\$55,651,528			Municipal Retirement/ Social Security	\$1,366,645	2.2	1.8
				Fire Prevention & Safety	\$593,130	1.0	0.9
				Site & Construction/ Capital Improvement	\$7,597,005	12.4	6.8
				TOTAL	\$61,357,609		

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	\$443,566	2.33	\$7,005	\$12,220
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.

2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

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

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	92.2		Yes	97.0		Yes	95.3	Yes		
White	100.0	Yes	100.0	Yes	92.0		Yes	97.1		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Executive Summary

The 2009-2010 Lyon School Improvement Plan continues to build upon goals identified and achieved throughout the 2006-2007 through 2008-2009 school years. Consistent with the district-wide commitment to our Strategic Plan, this multi-year focus emphasizes a sustained effort and continuous improvement as achievement targets in the identified areas are increased as appropriate and additional activities are added to facilitate reaching these increased targets. Lyon School improvement efforts for 2009-2010 will focus on further increasing individual student growth in Literacy by refining and implementing a highly effective Balanced Literacy model in Reading/Language Arts, measuring and documenting student growth in Aesthetic Literacy, and increasing Staff Interdependence. These goals, as described in the table below, are in alignment with professional development efforts across the Glenview Schools and directly connect to District 34 achievement, climate and resource goals. This alignment and consistency of focus will help to leverage resources at the school and district level.

GOAL 1:	In order to ensure a healthy, nurturing and empowering learning community, we will improve the level of interdependence among Lyon School staff members.
Rationale	<ul style="list-style-type: none"> • This will fulfill an expressed need by staff members to build upon the contributions of a high quality staff through greater collaboration, teaming and interdependence. • This aligns with the District 34 strategic plan.
Strategies/Activities	<p>Implement and refine the Professional Learning Community concept at Lyon School.</p> <ul style="list-style-type: none"> • Continue to develop and implement Professional Learning Communities concepts at Lyon School. • Implement and refine structures that facilitate collaboration at various team meetings and throughout Lyon School (e.g., grade level, Fine Arts, PST, problem-solving, etc.). • Continue to enhance staff knowledge and skill in implementing the Problem-Solving process and Response to Intervention.
GOAL 2:	To ensure student progress, we will increase the number of students meeting and exceeding their literacy growth goals as measured by achievement indicators.
Rationale	<ul style="list-style-type: none"> • This aligns with the District 34 strategic plan. • This aligns with the District 34 implementation of a Balanced Literacy model.
Strategies/Activities	<p>Implement a Balanced Literacy model across grade levels.</p> <ul style="list-style-type: none"> • Refine and improve Shared Reading, Independent Reading, Guided Reading and Word Study practices. • Implement highly effective Writing instruction, including Writer’s Workshop, in all K-2 classrooms. <p>Measure and document student growth in aesthetic literacy.</p> <ul style="list-style-type: none"> • Continue to develop and refine essential common outcomes for Fine Arts and Physical Education curricula. • Develop/refine portfolio system in Fine Arts and Physical Education. • Develop and implement rubrics to assess student understanding of essential common outcomes.