

**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	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	76.5	1.1	11.9	5.1	0.0	5.3	14.8	14.4	13.1		0.0	5.1	95.6	452
District	70.4	1.5	11.7	12.7	0.0	3.7	17.4	14.2	13.7		0.1	7.9	95.9	4,565
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

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.

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	14.7		10.8	217.3
State	96.2	18.2		13.3	203.8

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

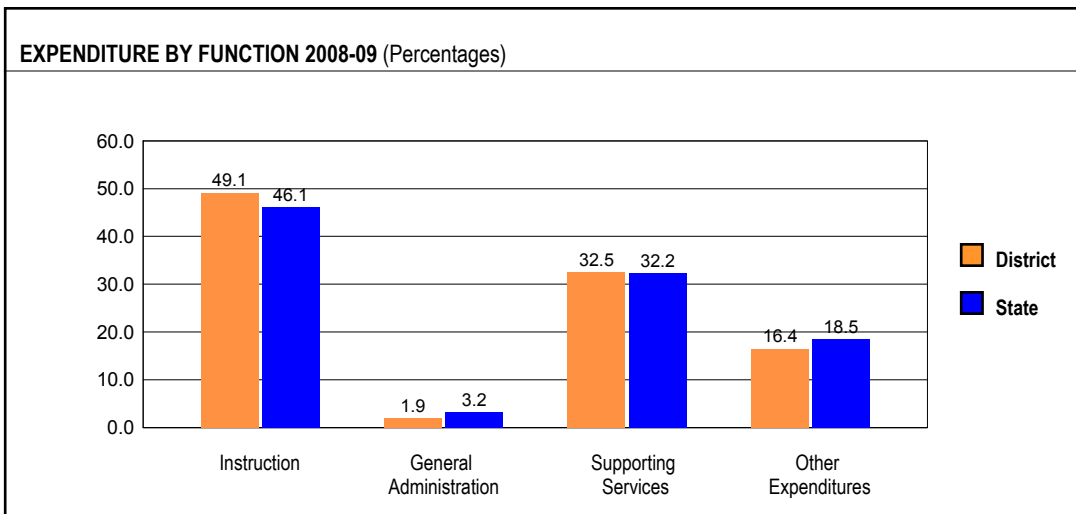
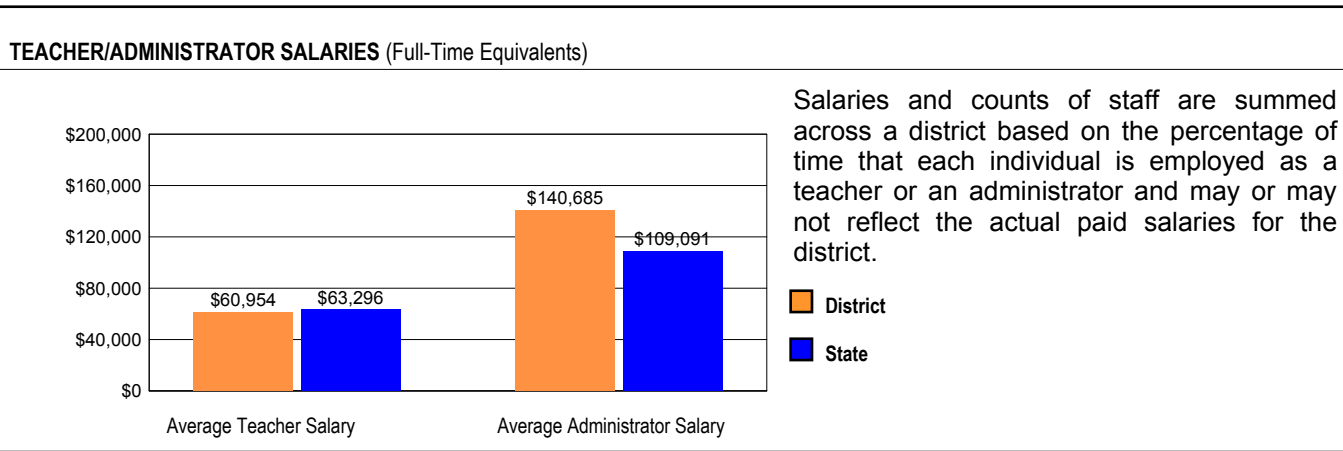
AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	17.4	19.0	18.3							
District	17.2	18.7	18.8							
State	20.7	21.2	21.4							

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	94.0	0.6	2.8	2.7	0.0	13.3	86.7	343
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

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	9.6	27.1	72.4	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2008-09				EXPENDITURE BY FUND 2008-09			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$49,377,125	82.4	58.4	Education	\$45,561,209	73.6	69.6
Other Local Funding	\$3,210,039	5.4	6.9	Operations & Maintenance	\$4,466,976	7.2	7.9
General State Aid	\$1,253,713	2.1	14.5	Transportation	\$2,776,517	4.5	3.8
Other State Funding	\$3,248,488	5.4	8.3	Debt Service	\$3,514,820	5.7	7.0
Federal Funding	\$2,825,213	4.7	11.9	Tort	\$304,973	0.5	1.2
TOTAL	\$59,914,578			Municipal Retirement/ Social Security	\$1,463,072	2.4	1.8
				Fire Prevention & Safety	\$42,147	0.1	0.8
				Site & Construction/ Capital Improvement	\$3,767,876	6.1	7.9
				TOTAL	\$61,897,590		

OTHER FINANCIAL INDICATORS				
	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per \$100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	\$544,034	2.33	\$7,685	\$13,204
State	**	**	\$6,483	\$11,197

** 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.

2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes
Is this school making AYP in Reading?	Yes
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2010-11 Federal Improvement Status	
2010-11 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		77.5			77.5			91.0		80.0	
All	100.0	Yes	100.0	Yes	87.9		Yes	95.0		Yes	95.6	Yes		
White	100.0	Yes	100.0	Yes	90.4		Yes	95.6		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% 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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% 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 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% 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 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 2010-2011 Lyon School Improvement Plan continues to build upon goals identified and achieved during the 2009-2010 school year. Consistent with the district-wide commitment to our Strategic Plan and Learning Process, a 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 2010-2011 will focus on further increasing individual student growth in 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 and purposeful collaboration among Lyon School staff members to benefit students.
Rationale	<ul style="list-style-type: none"> • This is consistent with current research on effective practices in schools leading to high quality instruction and student achievement through greater staff collaboration and focused teamwork. • This aligns with the District 34 Strategic Plan and Learning Process.
Indicators	<ul style="list-style-type: none"> • Collaborative teams will continue to implement and refine the District 34 Learning Process. • Teams will collaborate to create integrated learning experiences for students that embed 21st Century Skills. • Staff will implement Response to Intervention and corresponding problem solving processes in timely and effective ways.
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 and Learning Process.
Indicators	<ul style="list-style-type: none"> • Students and staff can articulate what the learning objectives are for instructional lessons and units. • Students can identify their areas of strength and goals for growth. • Students will participate in a consistently implemented Balanced Literacy framework. • Students performing in the bottom 25th and 10th percentile (respectively) will participate in directed interventions (tier 2 and tier 3) to increase growth and achievement. • Students identified for enrichment will participate in literacy activities to increase growth and achievement.