

**Spencer Loomis Elementary School**  
**Lake Zurich CUSD 95**  
**Hawthorn Woods, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : K 1 2 3 4 5**

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

Starting in 2009, charter school information is included in district statistics.

**STUDENTS**

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	81.3	0.2	5.7	10.3	0.0	2.5	3.2	3.9		0.0	1.8	96.0	438
<b>District</b>	85.1	0.8	6.3	5.8	0.1	2.0	6.4	2.3		0.2	3.7	95.1	6,288
<b>State</b>	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
<b>School</b>	100.0	--	--	--	--
<b>District</b>	99.5	16.4	18.6	12.3	208.6
<b>State</b>	96.7	18.4	18.0	13.3	201.8

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

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>	18.7	20.0	22.3	27.0	23.0	27.0				
<b>District</b>	16.7	19.7	21.9	23.1	24.6	23.3				
<b>State</b>	20.5	20.9	21.3	21.8	22.2	22.6				

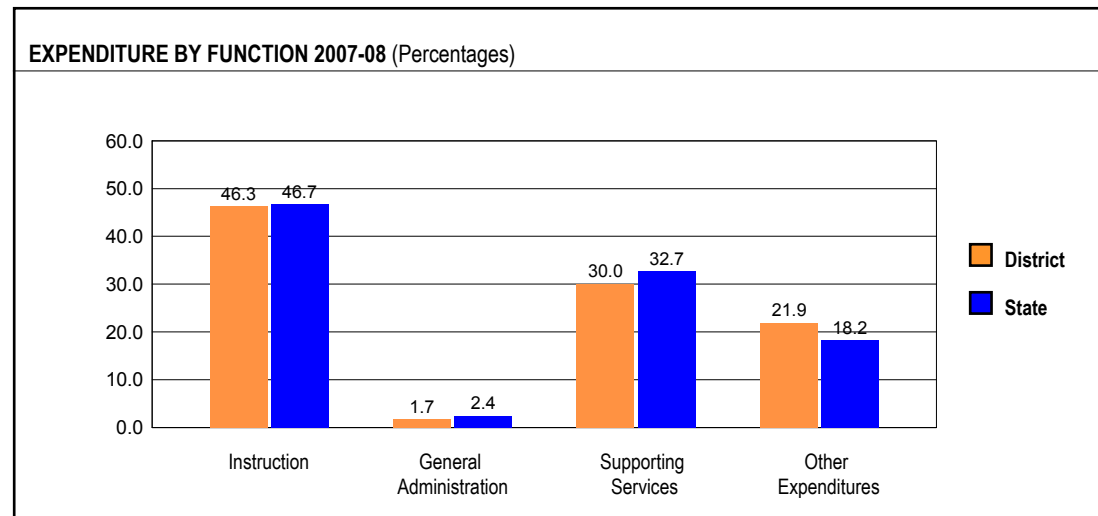
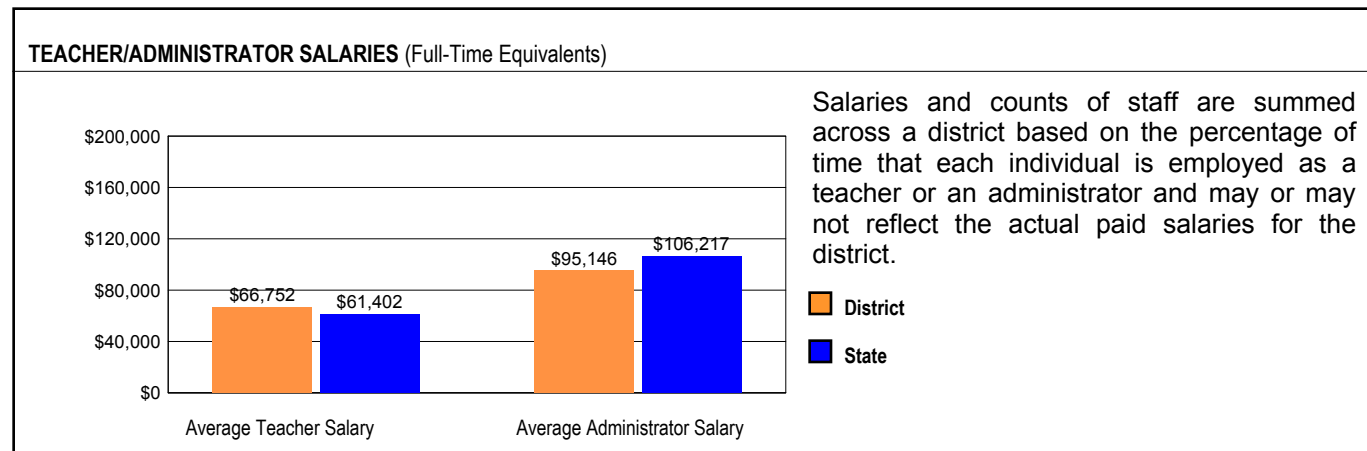
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	60			24			162			24		
<b>District</b>	60			28			154			28		
<b>State</b>	59			30			145			30		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.3	0.0	0.7	1.0	0.0	24.0	76.0	419
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	12.0	26.2	73.8	0.0	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



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$63,405,355	83.5	58.7	Education	\$52,372,825	67.8	71.5
Other Local Funding	\$4,744,277	6.2	6.3	Operations & Maintenance	\$6,570,739	8.5	8.6
General State Aid	\$2,404,452	3.2	18.6	Transportation	\$7,596,114	9.8	3.9
Other State Funding	\$4,830,985	6.4	9.0	Bond and Interest	\$7,050,169	9.1	6.3
Federal Funding	\$587,209	0.8	7.4	Rent	\$0	0.0	0.0
TOTAL	\$75,972,278			Municipal Retirement/ Social Security	\$1,341,090	1.7	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$2,315,007	3.0	6.8
				TOTAL	\$77,245,944		

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	\$257,706	3.99	\$5,959	\$10,179
State	**	**	\$6,103	\$10,417

\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

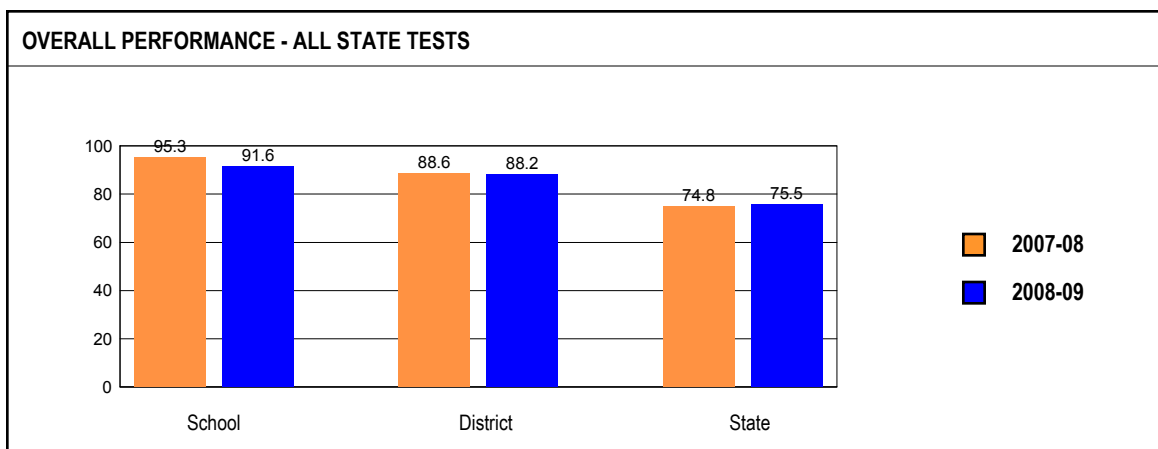
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE

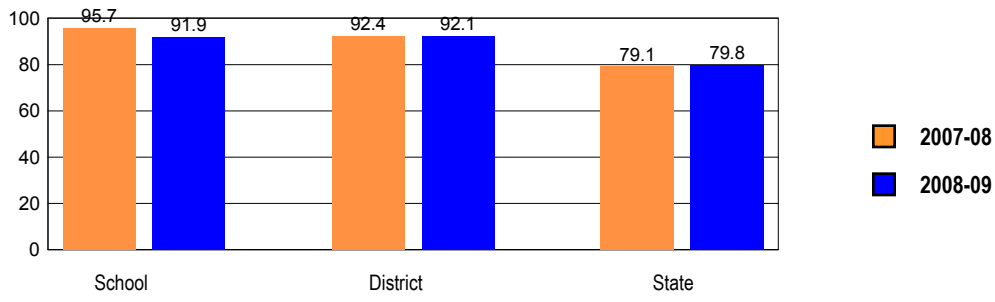
### OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

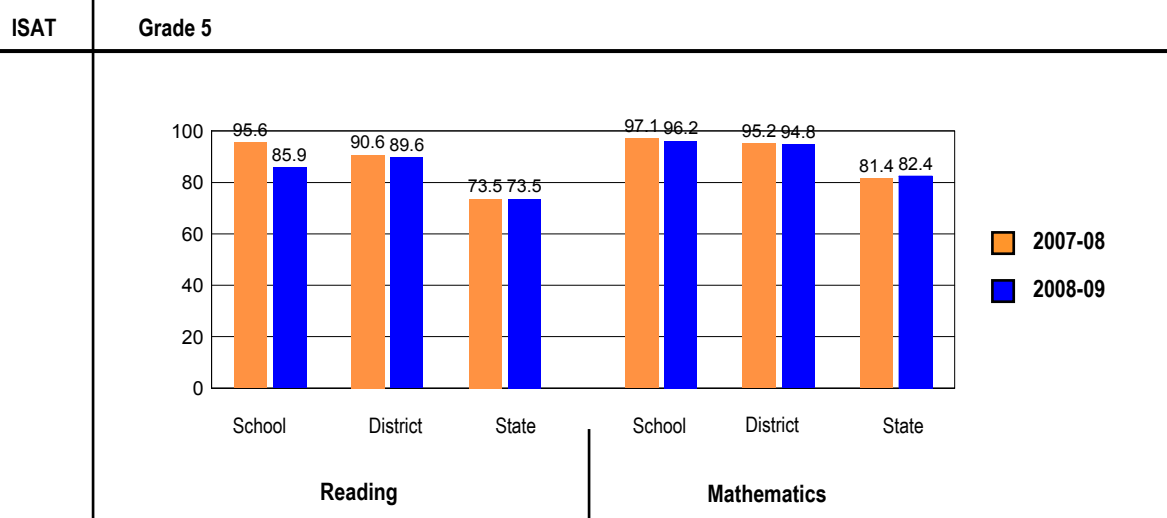
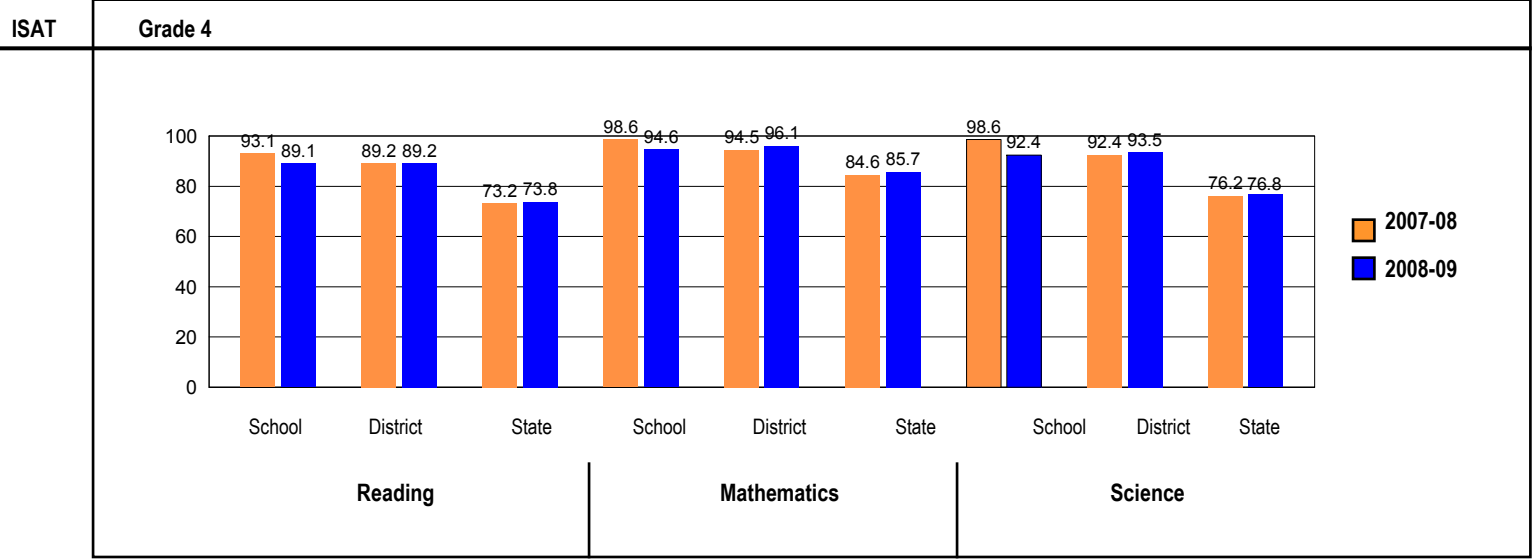
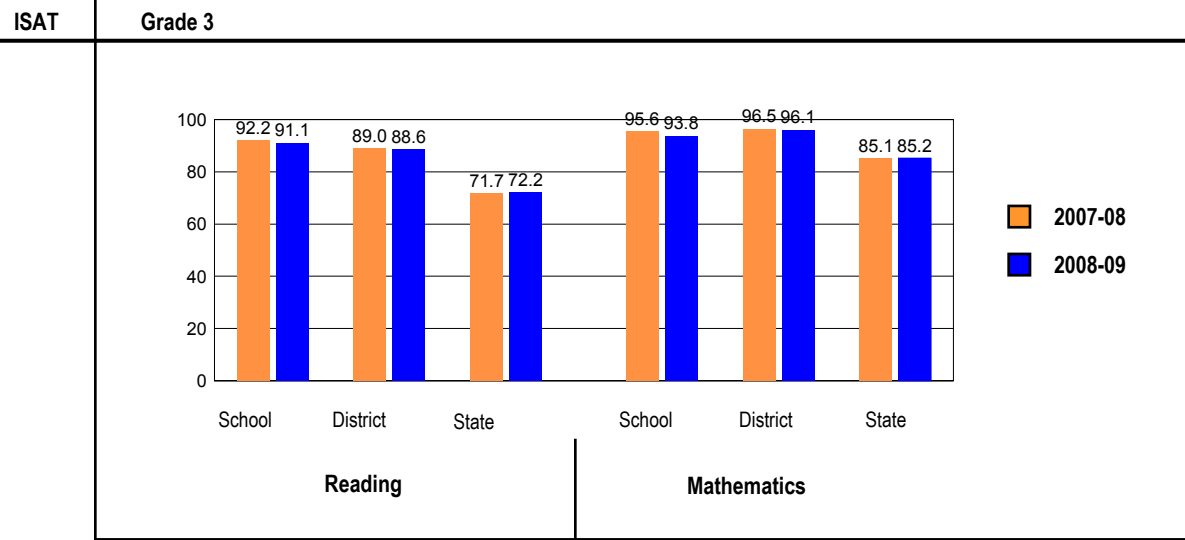


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**ISAT PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	252	135	117	211	1	14	23	0	3	6	0	47	8
	Reading	0.0	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					0.0	
District	*Enrollment	3,473	1,811	1,662	2,960	26	220	203	1	63	54	0	549	217
	Reading	0.1	0.2	0.1	0.1	0.0	0.5	0.5		0.0	0.0		0.5	0.0
	Mathematics	0.1	0.2	0.1	0.1	0.0	0.5	0.5		0.0	0.0		0.5	0.0
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	Enrollment	92	54	38	76	0	3	12	0	1	1	0	16	2
	Science	0.0	0.0	0.0	0.0			0.0					0.0	
District	Enrollment	1,588	829	759	1,368	11	95	95	1	18	25	0	229	90
	Science	0.2	0.2	0.1	0.1	0.0	1.1	0.0		0.0	0.0		0.9	0.0
State	Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

\* Enrollment as reported during the testing windows for grades 4, 7, and 11.

### ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

## Grade 3

### Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	8.9	57.0	34.2	2.5	3.8	28.8	65.0
District	1.5	9.8	48.0	40.6	1.7	2.2	33.3	62.8
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

### Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	11.1	66.7	22.2	0.0	5.6	30.6	63.9
	District	2.5	11.7	51.9	33.9	2.1	2.9	32.1	62.9
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	0.0	7.0	48.8	44.2	4.5	2.3	27.3	65.9
	District	0.5	7.8	43.8	47.9	1.4	1.4	34.5	62.7
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	5.9	54.4	39.7	1.5	2.9	25.0	70.6
	District	1.3	7.2	47.9	43.6	1.1	2.1	30.2	66.7
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School								
	District								
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School								
	District	5.4	29.7	51.4	13.5	5.6	2.8	66.7	25.0
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District	0.0	6.9	48.3	44.8	0.0	0.0	31.0	69.0
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District	0.0	16.7	50.0	33.3	8.3	0.0	33.3	58.3
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	26.7	53.3	20.0	6.7	6.7	40.0	46.7
	District	7.6	26.6	44.3	21.5	6.2	6.2	42.0	45.7
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	0.0	4.7	57.8	37.5	1.5	3.1	26.2	69.2
	District	0.3	6.3	48.8	44.6	0.8	1.3	31.4	66.5
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

**Grade 4****Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	10.9	51.1	38.0	0.0	5.4	48.9	45.7	0.0	7.6	60.9	31.5
District	0.2	10.6	45.5	43.7	0.0	3.9	47.3	48.9	0.0	6.5	59.2	34.3
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	9.3	53.7	37.0	0.0	3.7	46.3	50.0	0.0	5.6	63.0	31.5
	District	0.4	12.1	47.3	40.2	0.0	3.4	47.0	49.6	0.0	6.4	53.8	39.8
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	0.0	13.2	47.4	39.5	0.0	7.9	52.6	39.5	0.0	10.5	57.9	31.6
	District	0.0	8.8	43.4	47.8	0.0	4.4	47.6	48.0	0.0	6.6	65.5	27.9
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	10.5	52.6	36.8	0.0	5.3	47.4	47.4	0.0	5.3	63.2	31.6
	District	0.2	9.5	43.8	46.5	0.0	3.4	45.4	51.2	0.0	5.3	59.2	35.4
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School												
	District												
	State	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
Hispanic	School												
	District	0.0	38.2	61.8	0.0	0.0	14.7	70.6	14.7	0.0	29.4	64.7	5.9
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School	0.0	0.0	50.0	50.0	0.0	0.0	58.3	41.7	0.0	0.0	66.7	33.3
	District	0.0	0.0	50.0	50.0	0.0	0.0	45.0	55.0	0.0	0.0	57.5	42.5
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School												
	District												
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	31.3	43.8	25.0	0.0	12.5	56.3	31.3	0.0	12.5	68.8	18.8
	District	1.1	32.6	38.0	28.3	0.0	10.9	60.9	28.3	0.0	14.1	58.7	27.2
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	School	0.0	6.6	52.6	40.8	0.0	3.9	47.4	48.7	0.0	6.6	59.2	34.2
	District	0.0	5.5	47.3	47.3	0.0	2.2	44.1	53.6	0.0	4.7	59.4	35.9
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	14.1	59.0	26.9	0.0	3.8	61.5	34.6
District	0.2	10.2	46.0	43.5	0.0	5.2	62.4	32.4
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	14.0	67.4	18.6	0.0	4.7	60.5	34.9
	District	0.4	12.1	49.1	38.4	0.0	5.8	62.1	32.1
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.0	14.3	48.6	37.1	0.0	2.9	62.9	34.3
	District	0.0	8.3	42.9	48.8	0.0	4.6	62.8	32.6
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

**Grade 5 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	13.8	58.5	27.7	0.0	3.1	60.0	36.9
	District	0.0	8.7	44.7	46.6	0.0	3.2	62.2	34.6
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School								
	District								
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School								
	District	2.9	34.3	48.6	14.3	0.0	28.6	68.6	2.9
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School								
	District	0.0	4.0	56.0	40.0	0.0	0.0	60.0	40.0
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	District	0.0	0.0	50.0	50.0	0.0	0.0	60.0	40.0
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

**Grade 5 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	40.0	46.7	13.3	0.0	20.0	66.7	13.3
	District	0.0	36.3	45.0	18.8	0.0	25.0	62.5	12.5
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	School	0.0	7.9	61.9	30.2	0.0	0.0	60.3	39.7
	District	0.3	4.4	46.3	49.0	0.0	0.8	62.4	36.7
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

## 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
<b>State AYP Minimum Target</b>	95.0		95.0		70.0			70.0			90.0		78.0	
<b>All</b>	100.0	Yes	100.0	Yes	89.5		Yes	96.9		Yes	96.0	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	90.3		Yes	96.9		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes										
<b>Economically Disadvantaged</b>														

**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.

## PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

The No Child Left Behind Act of 2001 (NCLB) is the main federal law affecting education from kindergarten through high school. The overall purpose of the law is to ensure that each child in America is able to meet the high learning standards of the state where he or she lives. The school report card provides parents and community members with information indicating whether the individual school and school district have met the requirements that the state has set known as *Adequately Yearly Progress* or AYP. AYP is established for two content areas- reading and mathematics. For the 2008-2009 school year, each school needed to have 70% of students tested meet state standards. In addition, districts and schools must also meet participation, and attendance/graduation requirements to meet AYP. In 2009, CUSD 95 did not meet AYP for the first time in two NCLB categories. Hispanic students did not make AYP in reading and Students with Disabilities did not meet AYP in reading. Spencer Loomis Elementary School did meet AYP in all identified subgroups.

In addition to expecting students to master content knowledge, CUSD 95 understands the importance of developing the attributes of our mission statement in each of our students. We want students to be continuous learners who are responsible, caring citizens in a global community. The District's curriculum provides challenging and engaging learning experiences for students that ensures students have multiple opportunities to achieve the mission and deepen their understanding of content knowledge. CUSD 95 believes that the high percentage of students meeting and exceeding academic standards is one indicator that students are also acquiring the mission traits.

CUSD 95 is committed to continuous improvement. The District pursues continuous improvement through its Strategic Planning Process, and each of our eight schools annually participates in a continuous improvement process. Based on the analysis of data, the school determines School Improvement Goals (SIP). Each building then identifies and prioritizes the actions that will be taken. These actions identify steps that will not only enhance student achievement, but also promote professional growth.

Spencer Loomis Elementary demonstrates its commitment to continuous improvement by establishing the following multi-year goals developed during the 2008-2009 school year:

- ◆ Increase ISAT Reading Extended Response Scores
- ◆ Increase ISAT Math Scores in measurement and geometry
- ◆ Increase ISAT writing scores
- ◆ Increase. Reading – Strategies and Comprehension Scores
- ◆ Increase student and parent involvement in bullying prevention, community service and peer tutoring

A copy of the Spencer Loomis Elementary School Improvement Plan is available for your review in the school office. The CUSD 95 Strategic Plan may be reviewed on the district website at [www.lz95.org](http://www.lz95.org)

Sincerely,

Grant Seaholm, Principal

---