

The mission of Community Unit School District 95 is to inspire all students to be passionate, continuous learners and to prepare them with the skills to achieve their goals and flourish as responsible, caring citizens in a global community.

November 14, 2001

Dear Parents,

Enclosed with this letter is the 2001 Report Card for your school. The School Report Card includes information about students, the instructional setting, district finances, academic performance, and school improvement strategies.

The schools within District 95 are committed to the process of continuous improvement of student learning. The requirements of the Illinois State Board of Education, initiated in January 1997, support the efforts of schools to develop an improvement plan tailored to meet the needs of each school.

Each school improvement plan is developed through a process of gathering, analyzing and utilizing data to make changes that result in improved student learning.

We are pleased to report the positive achievement profile in District scores on Illinois Standards Achievement Test (ISAT), ACT, PSAE, and other student performance data. We realize that without motivated students, supportive parents, and a highly committed staff, this success would not be possible. We will continue to move forward and improve the educational opportunities for the students of District 95.

Sincerely,

Dr. Michael F. Paskewicz
Superintendent of Schools

Constance C. Spenko
Assistant Superintendent for
Education and Learning Services

**SETH PAINE ELEM SCHOOL
LAKE ZURICH C U SCH DIST 95
LAKE ZURICH, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES: K 1 2 3 4 5

The Better Schools Accountability Law of 1985 requires public school districts to provide school report cards each year to parents (and others upon request). This report card contains information about your school and your district in the following categories: student characteristics, the instructional setting, the school district's finances, and student performance on state assessments.

The state assessments are designed to measure students' progress in mastering the Illinois Learning Standards. These Standards, adopted in 1997, express what Illinois students should know and be able to do. The Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE) were launched to measure student achievement of the Illinois Learning Standards. In addition, the Illinois Measure of Annual Growth in English (IMAGE) assesses the progress of limited-English-proficient students in attaining the English-language skills needed to achieve the Learning Standards. For students with disabilities whose Individualized Education Programs (IEP's) indicate that participation in the ISAT and the PSAE would not be appropriate, the Illinois Alternate Assessment (IAA) measures progress toward achievement of the Standards through a portfolio process.

Note: Title 1 of the Elementary and Secondary Education Act requires that the reporting of state assessment data be disaggregated by various student characteristics. This requirement significantly increases the volume of data reported. Therefore, blank tables and tables not relevant to a school are not printed. Also, in order to protect students' confidentiality, assessment data for groups of fewer than five students are not printed.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income	Limited- English- Proficient	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	92.2	0.9	5.0	1.7	0.2	2.4	0.7		0.0	4.3	95.6	540
District	92.5	0.9	3.5	3.1	0.1	2.5	0.5		0.0	4.5	96.0	6,156
State	60.1	20.9	15.4	3.4	0.2	36.9	6.3		2.2	17.2	93.7	2,007,170

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 CONTACTS*

	Percent
School	100.0
District	98.8
State	94.5

AVERAGE CLASS SIZE (as of the first school day in

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
School	19.0	20.5	23.2			
District	20.8	22.4	23.3			
State	20.9	21.6	22.3			

STAFF-TO-STUDENT RATIOS**

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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17.1	16.9	13.6	293.1
19.1	18.0	13.9	233.9

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

** With the exception of charter schools, staff-to-student ratios are not collected at the school building level.

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English*			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			30			150			30		
District	60			30			150			30		
State	55			30			147			31		

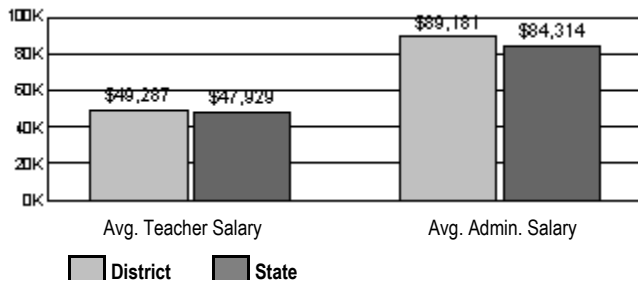
* English includes all language arts courses.

TEACHERS' INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Average Teaching Experience (Years)	Teachers with Bachelor's Degrees	Teachers with Master's & Above	Male	Female	Total Number
State	84.7	10.6	3.7	0.9	0.1	14.5	53.8	46.0	24.0	76.0	125,735

SCHOOL DISTRICT'S FINANCES

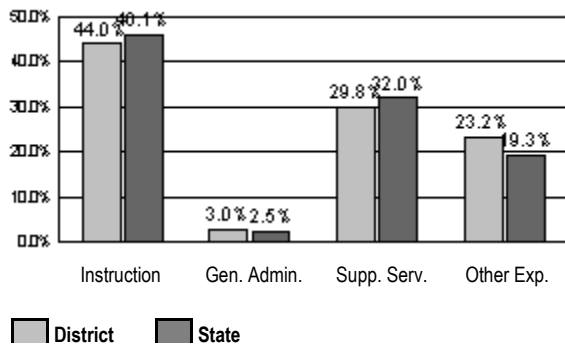
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Average salaries are based on full-time equivalents (FTE). 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.

EXPENDITURES 1999-00

BY FUNCTION



BY FUND

	District	District %	State %
Education	\$32,739,792	65.1	70.6
Operations & Maintenance	\$8,074,199	16.0	8.8
Transportation	\$4,993,332	9.9	3.4
Bond and Interest	\$2,924,116	5.8	5.1
Rent	\$0	0.0	0.4
Municipal Retirement/ Social Security	\$765,042	1.5	1.6
Fire Prevention & Safety	\$0	0.0	1.2
Site & Construction/ Capital Improvement	\$832,092	1.7	9.0
TOTAL	\$50,328,573		

OTHER FINANCIAL INDICATORS

	1998 Equalized Assessed Valuation per Pupil	1998 Total School Tax Rate per \$100	1999-00 Instructional Expenditure per Pupil	1999-00 Operating Expenditure per Pupil
District	\$151,364	3.96	\$3,953	\$7,027
State	**	**	\$4,425	\$7,483

** 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.

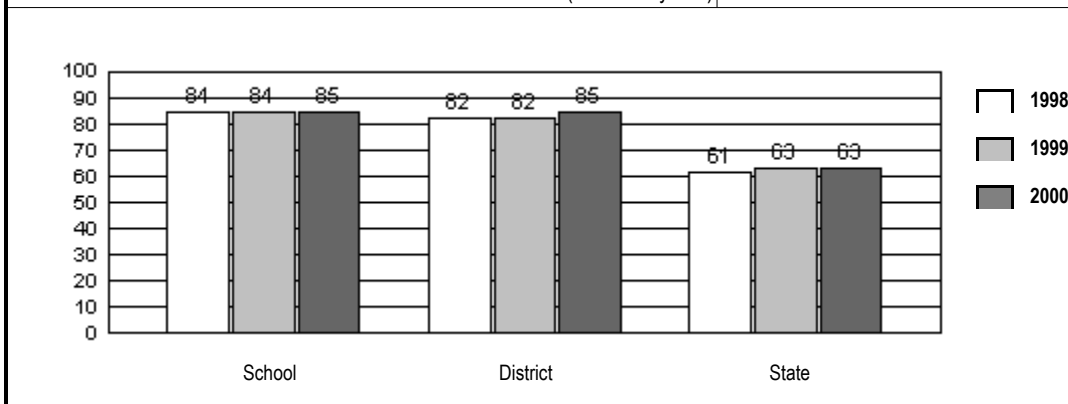
Operating expenditure per pupil includes Instructional Expenditures, Pupil Support Services, Instructional Staff Support Services, School Administration, Business Support Services, Central Support Services, Community Services, Debt Services, Payments to Other Governmental Units for Services Provided, and Central Administration Services.

ACADEMIC PERFORMANCE

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

This chart illustrates the overall performance of your school, district, and the state on the ISAT for the last three years. It shows the percent of elementary students meeting or exceeding the Illinois Learning Standards. The overall performance results displayed include only the grades and subjects tested on the ISAT in your school.

OVERALL PERFORMANCE OF ELEMENTARY STUDENTS (last three years)



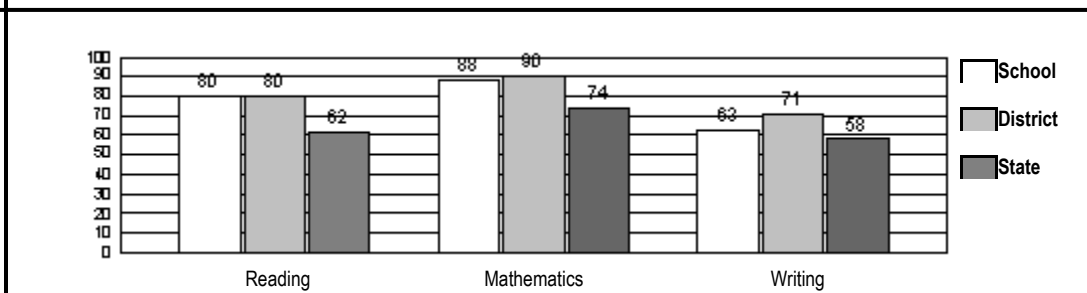
Beginning in 1998-99, reading, mathematics, and writing were tested at grades 3, 5, and 8.

For 1999-00 and 2000-01, reading, mathematics, and writing were tested at grades 3, 5, and 8; science and social science were tested at grades 4 and 7.

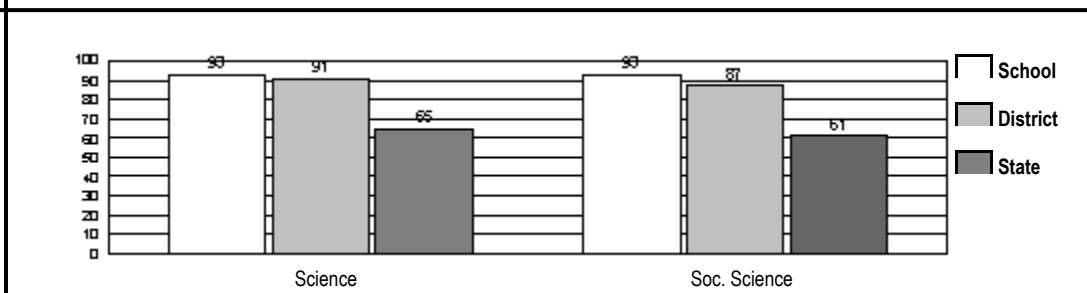
ISAT PERFORMANCE 2000-01

These charts provide information on the achievement of the Illinois Learning Standards. They show the percent of students meeting or exceeding Standards for various grade levels and subject areas tested on the ISAT.

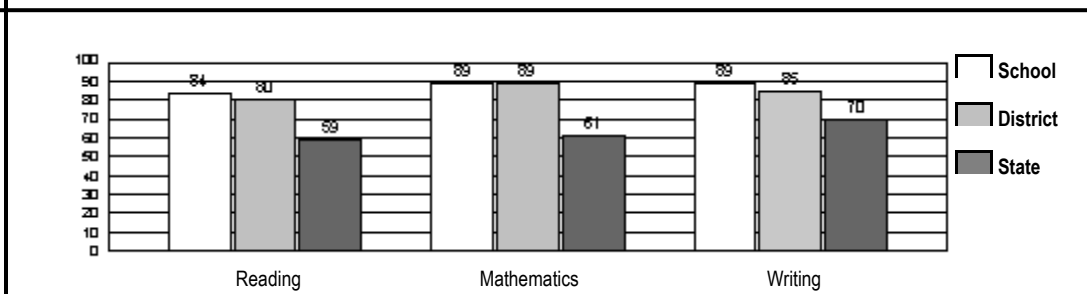
Grade 3



Grade 4



Grade 5



PERFORMANCE ON STATE ASSESSMENTS

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 may have an IEP or Section 504 Plan. An IEP is a written plan for a child with a disability who is eligible for special education services under the Individuals with Disabilities Education Act. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

PARTICIPATION IN STATE TESTING PROGRAMS

The following table reports by grade the total enrollment, the number of students tested for each state test, and the overall percent of students tested in your school.

Grade	Total Enrollment	ISAT		PSAE		IMAGE	IAA	Percent Taking State Tests
		Disabled		Non-disabled				
		IEP	504	IEP	504			
3	116	6		104		5	1	100
4	93	4		87				98
5	92	9		81				98
6								
7								
8								
9								
10								
11								

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of your school's students 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 percents 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.

GRADE 3

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	1	18	50	30	5	7	49	39	7	30	63	0
	District	2	18	50	30	3	7	46	44	4	25	68	3
	State	7	31	43	19	8	18	46	28	9	33	55	3

SETH PAINE ELEM SCHOOL

Gender		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	2	27	44	27	10	8	40	42	14	36	50	0
	District	3	21	50	26	5	7	44	45	6	26	66	2
	State	8	32	43	17	9	18	45	29	12	35	50	2
Female	School	0	11	56	33	0	6	56	37	2	25	73	0
	District	2	16	50	33	2	7	49	42	2	23	70	5
	State	5	29	44	21	7	19	47	27	7	30	59	4
Racial/Ethnic Background		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0	14	54	32	3	6	49	42	6	29	65	0
	District	2	17	51	30	3	6	47	44	4	24	69	3
	State	3	21	49	26	3	11	49	38	6	28	63	4
Black	School												
	District	0	33	67	0	33	0	67	0	0	60	40	0
	State	17	50	29	4	21	35	38	6	19	44	36	1
Hispanic	School	17	83	0	0	33	17	50	0	20	60	20	0
	District	11	67	11	11	22	22	44	11	13	50	38	0
	State	10	44	39	8	10	27	50	13	13	40	46	1
Asian/ Pacific Islander	School												
	District	7	7	53	33	0	13	13	75	0	27	67	7
	State	1	18	48	33	1	7	41	51	3	23	67	7
Native American	School												
	District	29	43	29	0	0	29	57	14	43	29	14	14
	State	5	23	49	23	5	16	51	29	7	26	63	4
Limited-English-Proficient		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School												
	District												
	State	16	48	30	6	12	30	47	11	17	39	42	2
Migrant		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School												
	District												
	State	22	43	26	9	21	33	34	13	17	42	40	2
Disabled		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0	67	33	0	50	33	0	17	17	83	0	0
	District	21	51	21	6	17	26	43	15	24	52	24	0
	State	23	47	24	6	21	29	38	11	29	38	32	1
Section 504	School												
	District												
	State	10	34	41	16	10	22	45	23	13	38	48	2
Non- disabled	School	1	16	51	32	2	6	52	40	6	27	67	0
	District	1	15	53	32	2	5	47	46	2	22	72	4
	State	5	28	46	21	6	17	47	30	7	32	58	4
Economic Status		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Eligible for Free or Reduced- Price Lunch	School												
	District	27	47	20	7	33	20	40	7	20	47	27	7
	State	14	46	34	6	16	31	43	10	17	43	39	1
Not Eligible	School	1	18	50	30	5	7	49	39	7	30	63	0
	District	2	17	51	30	2	7	46	45	4	24	69	3
	State	3	22	48	26	4	12	47	37	6	27	63	4

GRADE 4

All		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
	School	0	7	68	25	1	6	90	3
	District	1	8	67	24	1	12	75	12
	State	8	26	54	11	11	28	55	6

Gender		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
Male	School	0	3	66	31	0	6	94	0
	District	0	8	65	27	1	12	71	15
	State	8	25	53	13	12	26	55	7
Female	School	0	9	70	21	2	6	87	6
	District	1	8	70	21	2	11	79	8
	State	8	27	56	9	11	30	55	5

Racial/Ethnic Background		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
White	School	0	5	69	26	0	2	94	4
	District	1	7	68	24	1	11	76	12
	State	2	16	64	17	4	19	69	9
Black	School								
	District								
	State	20	45	34	1	28	44	27	1
Hispanic	School	0	20	60	20	20	40	40	0
	District	0	30	30	40	10	20	50	20
	State	14	41	42	3	19	43	37	1
Asian/ Pacific Islander	School	0	21	57	21	0	14	71	14
	District	0	15	65	18	3	17	70	11
	State	2	15	65	18	3	17	70	11
Native American	School								
	District	0	13	88	0	0	38	63	0
	State	7	24	57	12	12	26	56	6

Limited-English-Proficient		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
	School								
	District								
	State	28	52	19	1	35	48	16	0

Migrant		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
	School								
	District								
	State	19	35	41	5	26	33	40	1

Economic Status		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
Eligible for Free or Reduced- Price Lunch	School								
	District	0	30	70	0	0	20	80	0
	State	16	42	39	3	23	43	33	1
Not Eligible	School	0	7	68	25	1	6	90	3
	District	1	8	67	25	1	12	75	12
	State	4	18	63	16	5	20	67	8

GRADE 5

All		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School	0	16	39	45	0	10	80	9	0	11	66	23
	District	1	19	36	44	0	11	79	10	1	13	59	26
	State	1	40	34	25	4	34	55	6	4	27	58	12
Gender		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0	23	28	49	0	12	73	15	0	18	69	13
	District	1	20	35	44	0	12	78	10	2	18	61	19
	State	1	41	33	24	5	34	54	7	5	32	55	8
Female	School	0	11	48	41	0	9	87	4	0	6	63	31
	District	0	18	38	45	0	10	81	9	0	7	57	35
	State	1	39	35	25	4	35	56	6	2	21	61	16
Racial/Ethnic Background		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0	14	41	45	0	7	83	10	0	11	65	24
	District	0	18	37	44	0	10	80	9	1	13	59	27
	State	1	27	38	34	2	22	67	9	2	20	62	16
Black	School												
	District												
	State	3	65	25	7	11	59	29	1	7	43	47	3
Hispanic	School												
	District	0	56	0	44	0	44	56	0	0	13	75	13
	State	2	61	28	9	7	52	40	1	5	36	54	5
Asian/ Pacific Islander	School												
	District	7	7	33	53	0	7	60	33	0	7	67	27
	State	0	22	38	40	1	16	66	18	1	15	62	22
Native American	School												
	District	0	40	40	20	20	20	60	0	0	40	60	0
	State	1	45	36	18	5	38	52	4	4	27	60	9
Disabled		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0	67	33	0	0	33	67	0	0	13	88	0
	District	6	61	26	7	2	43	54	2	11	28	55	6
	State	6	72	17	6	17	54	28	1	18	45	34	3
Section 504	School												
	District												
	State	1	50	32	17	7	42	47	4	4	38	48	9
Non- disabled	School	0	11	39	50	0	8	82	10	0	11	63	25
	District	0	14	37	48	0	7	82	10	0	11	60	29
	State	0	35	36	28	2	31	60	7	1	24	61	13

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students in state-approved transitional bilingual programs for less than three years take the IMAGE state assessment if they are unable to take the ISAT/PSAE due to their lack of proficiency in English. The table below presents the results for these students. The effectiveness of your district's program may be judged by examining individual scores across time. Due to rounding, the sum of the percents in the four performance levels may not always equal 100.

Beginning - Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.

Strengthening - Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.

Expanding - Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.

Transitioning - Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

Grades		Reading				Writing			
		Percent Beginning	Percent Strengthening	Percent Expanding	Percent Transitioning	Percent Beginning	Percent Strengthening	Percent Expanding	Percent Transitioning
3-5	School	0	40	60	0	0	40	60	0
	District	27	45	27	0	0	38	63	0
	State	33	36	22	9	15	21	41	24
6-8	School								
	District								
	State								
9-11	School								
	District								
	State								

ILLINOIS ALTERNATE ASSESSMENT (IAA)

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. The table below presents the number of students taking the IAA

Grades		Reading	Mathematics	Writing	Science	Social Science
3	School	1	1	1		
	District	2	2	2		
	State	1,006	955	1,006		
4	School					
	District					
	State					
5	School					
	District					
	State					
7	School					
	District					
	State					
8	School					
	District					
	State					
11	School					
	District					
	State					

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Based on your school's improvement plan, your school and district are providing information on areas of success and areas for planned improvement below and/or on a separate sheet.

LAKE ZURICH COMMUNITY UNIT SCHOOL DISTRICT 95

**STRENGTHS AND AREAS OF PLANNED IMPROVEMENT FOR
SETH PAINE ELEMENTARY SCHOOL
2001-2002 School Year**

Illinois Schools are required, as part of Senate Bill 730, to develop School Improvement Plans based on the results of the Illinois Standards Achievement Tests (ISAT). ISAT measures the extent to which students are meeting the Illinois Learning Standards (1997).

Areas of Strength – Third Grade

The areas of strength on the ISAT assessment for third grade were in the areas of reading and math. In reading, 80% of the Seth Paine students either met or exceeded the state standards. In math, 88% of the students met or exceeded the state standards.

Areas of Strength – Fourth Grade

The areas of strength on the ISAT assessment for the fourth grade were in the areas of Social Science and Science. In Social Science, 89% of the Seth Paine students either met or exceeded the state standards. In science, 94% of the students either met or exceeded the state standards.

Areas of Strength – Fifth Grade

The areas of strength on the ISAT assessment for the fifth grade were in the areas of reading, mathematics and writing. In reading, 94% of the Seth Paine students either met or exceeded the state standards. In mathematics, 89% of the students met or exceeded the state standards. In writing, 89% of the students met or exceeded the state standards.

Areas of Focus

3RD Grade

Improvement Plan

Reading

Reading - 77% met or exceeded the state standard in making inferences from the text.

Goal

Improve comprehension by drawing conclusions; inferring relationships, such as cause and effect; and identifying theme and story elements; such as plot, climax, character, and setting.

Using graphic organizers three to five times a week the students will:

- Write responses that show an understanding of the text that goes beyond surface meaning.
- Write responses that make connections between texts based on common themes and concepts; evaluate author purpose and effectiveness, and extend meaning to other contexts.
- Write responses that interpret and extend the use of information from documents and forms, and that demonstrate knowledge and use of a variety of strategies.
- Communicate ideas in writing to accomplish a variety of purposes.

Math

Math - 64% met or exceeded the state standards in measurements.

Goal

Students will demonstrate an understanding of measurement systems, units, and tools by describing, calculating, or estimating size, location, and time: by using concepts of perimeter, area, volume, capacity, weight, mass; and by identifying appropriate degrees of accuracy. They will solve problems involving principles of measurement, rate, and scale.

Using formal lessons in measurement the students will:

- Use measurement throughout the science curriculum to improve measurement skills.
- Use measurement tools to develop skills.
- Use real life situations to develop appropriate vocabulary.

4th Grade

Improvement Plan

Science

Science - 70% were able to demonstrate an understanding of the concept of science inquiry.

Goal

Demonstrate an understanding and applying knowledge of experimental and technological design, including data analysis, use of scientific instruments, and the metric system.

Utilizing the scientific inquiry method students will:

- Formulate questions and design data collection methods
- Gather and analyze data effectively to communicate findings
- Make connections to relevant real life situations using appropriate scientific terminology.

Social Science

Social Science - 67% met or exceeded state standards in US History.

Goal

Understand and analyze events, trends, personalities, and movements shaping the history of the United States.

Students will improve the scores of the social science tests with the following strategies:

- The children will be encouraged to clip and bring articles of topical interest.
- The Weekly Reader will be used for whole class discussions of current topics for class discussion throughout the year.
- Focus on government from the aspect of the events of September 11, 2001.
- Appropriately utilize the curriculum presented in the new social studies series.

5th Grade

Improvement Plan

Math

Math - 68% of the students met or exceeded the state standards in utilizing algebraic relationships and representations.

Goal

Recognize and extend patterns. Demonstrate an understanding of functional relationships, algebraic processes, variables, and inequality.

Using manipulatives, tables, graphs, graphic organizers, and math journals the students will:

- Demonstrate an understanding of functional relationships, algebraic processes, variables, and inequality.
- Recognize algebraic representations of problem situations and apply algebraic methods to solve real-world problems.
- Create and model patterns and functional relationships, and use algebraic representations to model problems.

Reading

Reading - 76% met or exceeded the state standard in reading comprehension.

Goal

Demonstrate comprehension by drawing conclusions; inferring relationships, such as cause and effect; and identifying theme and story elements; such as plot, climax, character, and setting.

Using graphic organizers, charts, and literature circles the students will:

- Make inferences from written materials in reading and the content areas.
- Comprehend questioning techniques that employ higher level thinking skills.
- Demonstrate knowledge through the use of a variety of book projects.
- Understand passages taken from sources such as novel and short stories.
- Read and interpret a variety of literary works.

As educators we recognize that an assessment at one level not only reflects on the lessons at that grade, but also reflects a cumulative effort to that point. As a result, staff members will:

- Make a continuing effort to insure student growth in all academic areas.
- Continue to have team meetings to address the strengths and areas of concern within a specific grade level.
- Continue to make the curriculum meaningful by providing real life connections.
- Provide lessons and activities utilizing multiple intelligences.
- At-risk students will be defined and strategies determined to help these students.