

**LIBERTY ELEM SCHOOL
ORLAND SD 135
ORLAND PARK, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : 3 4 5

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
School	88.3	1.2	6.0	2.3	0.2	1.9	17.2	3.3		0.0	4.9	96.4	513
District	89.2	1.7	4.1	3.5	0.1	1.4	8.7	2.4		0.1	4.2	95.9	5,933
State	55.7	19.9	18.7	3.8	0.2	1.8	40.0	6.6		2.2	16.0	94.0	2,075,277

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*

	Percent
School	100.0
District	100.0
State	96.6

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	20.2		13.9	258.0
State	19.1		13.9	221.9

* 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				19.0	25.6	28.0				
District				21.3	25.6	26.4				
State				22.1	22.9	23.4				

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
School	60			45			120			45		
District	60			45			120			45		
State	58			31			145			31		

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.4	1.2	1.2	0.3	0.0	10.8	89.2	346
State	84.9	9.2	4.6	1.2	0.2	23.1	76.9	127,010

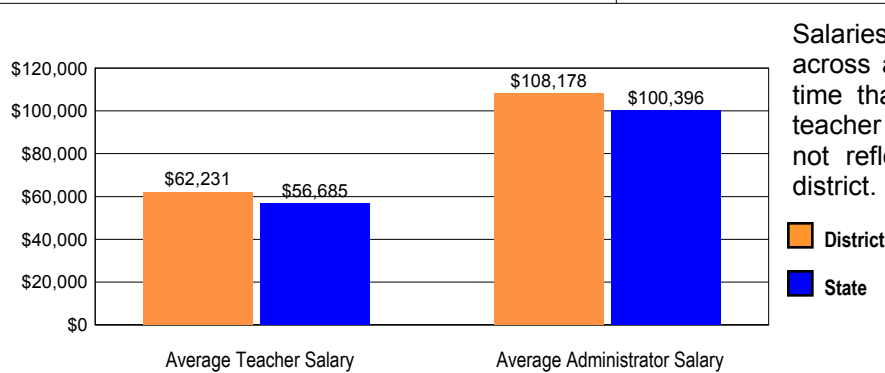
TEACHER INFORMATION (Continued)

	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	13.6	32.5	67.5	0.0	0.0
State	13.0	49.3	50.6	1.6	1.4

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

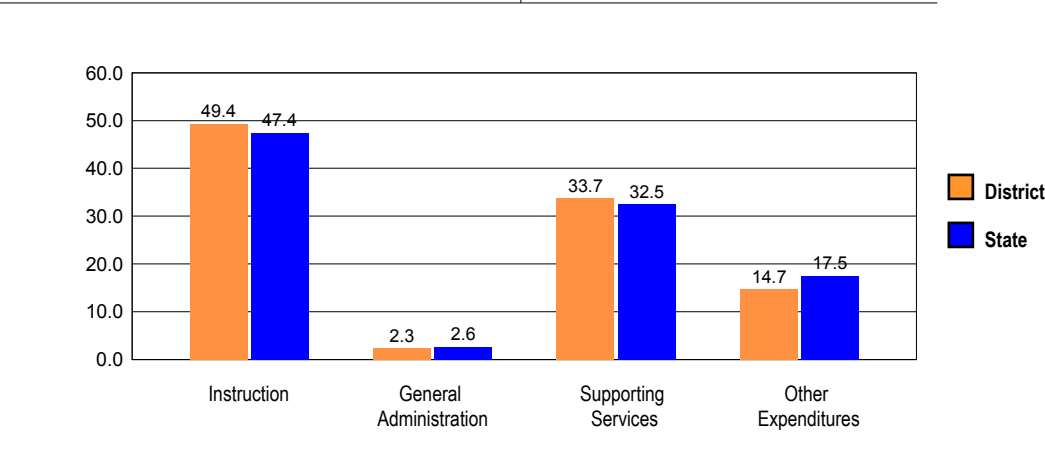
SCHOOL DISTRICT FINANCES

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 2004-05 (Percentages)



REVENUE BY SOURCE 2004-05				EXPENDITURE BY FUND 2004-05			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$43,244,529	77.8	58.2	Education	\$42,681,481	71.1	72.2
Other Local Funding	\$2,132,338	3.8	5.1	Operations & Maintenance	\$4,328,151	7.2	8.4
General State Aid	\$1,934,100	3.5	18.5	Transportation	\$4,696,151	7.8	3.6
Other State Funding	\$6,032,254	10.9	10.1	Bond and Interest	\$6,519,615	10.9	6.6
Federal Funding	\$2,229,087	4.0	8.1	Rent	\$0	0.0	0.0
TOTAL	\$55,572,308			Municipal Retirement/ Social Security	\$1,501,910	2.5	1.7
				Fire Prevention & Safety	\$422	0.0	1.1
				Site & Construction/ Capital Improvement	\$282,299	0.5	6.5
				TOTAL	\$60,010,029		

OTHER FINANCIAL INDICATORS				
	2003 Equalized Assessed Valuation per Pupil	2003 Total School Tax Rate per \$100	2004-05 Instructional Expenditure per Pupil	2004-05 Operating Expenditure per Pupil
District	\$292,266	2.71	\$5,464	\$9,766
State	**	**	\$5,366	\$9,099

** 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.

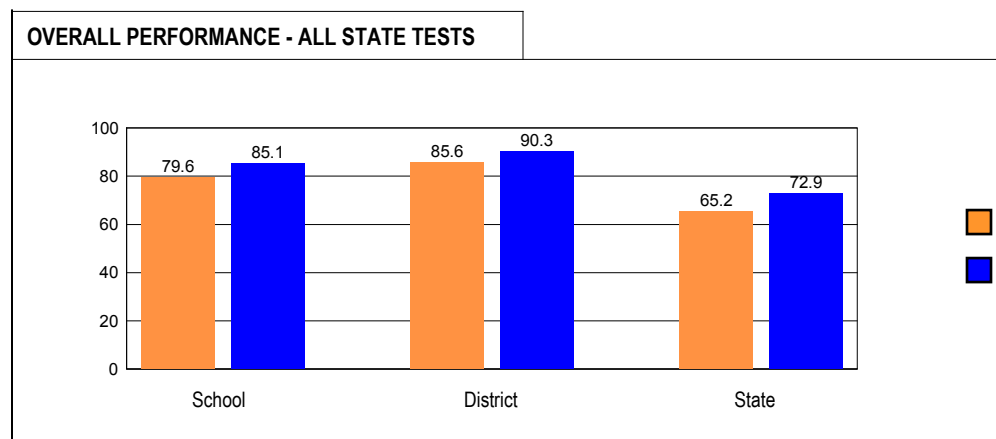
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

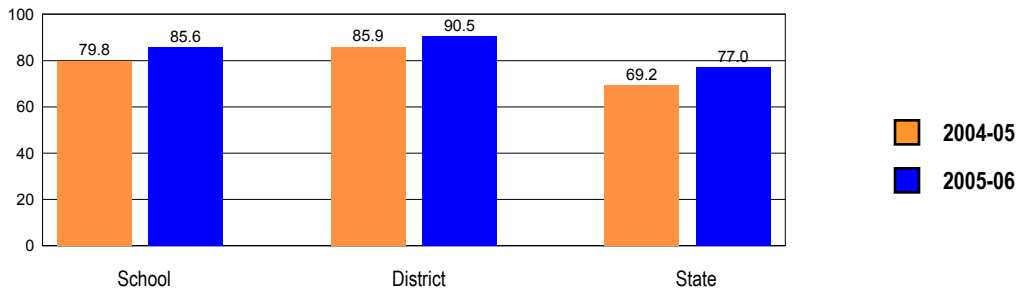
OVERALL STUDENT PERFORMANCE

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.

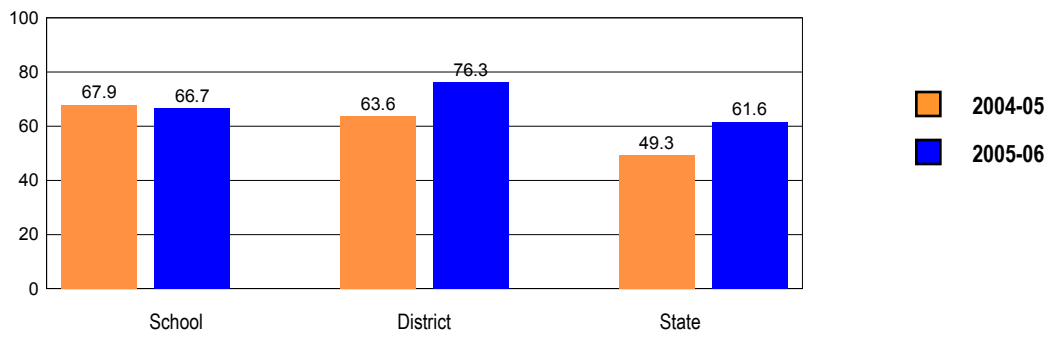
Caution: Data for 2004-05 should not be compared to data for 2005-06 because substantial changes were made to the state test in 2005-06 when testing in reading and mathematics was expanded to include all grades from grade 3 through grade 8. In 2004-05, such testing was limited only to selected grades. Although there were no changes in high school testing, data in high school report cards at the state level (and also at the district level for unit districts) are not comparable between the two years because of changes in elementary school testing mentioned above.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

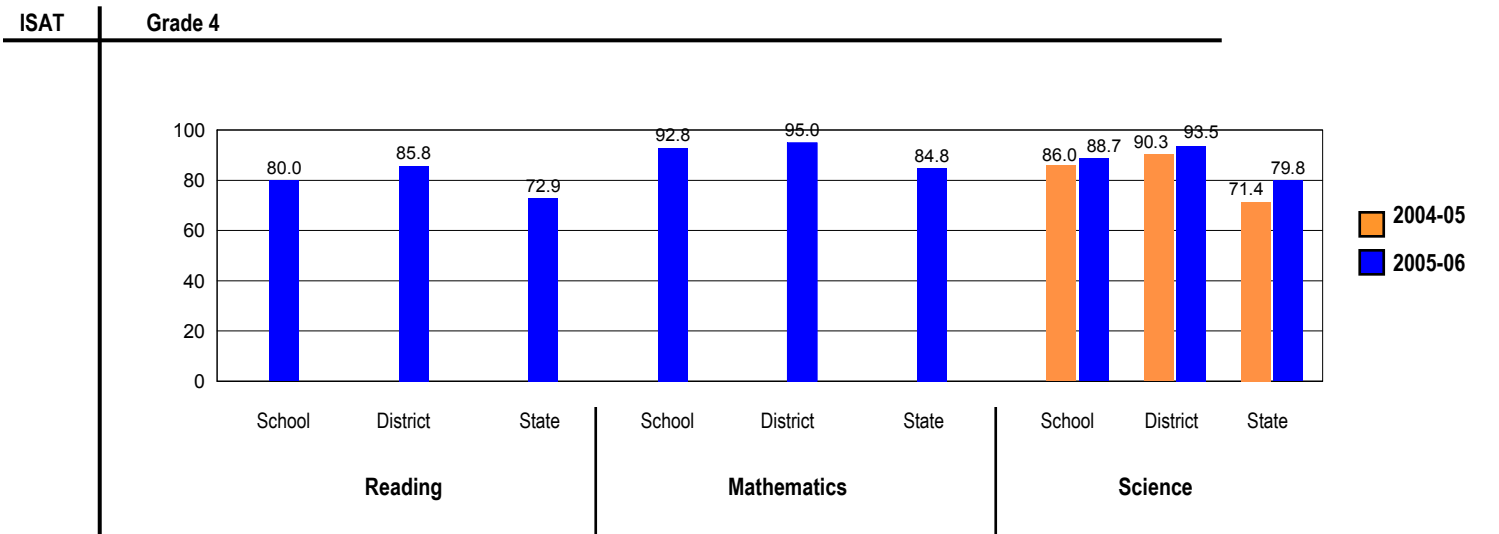
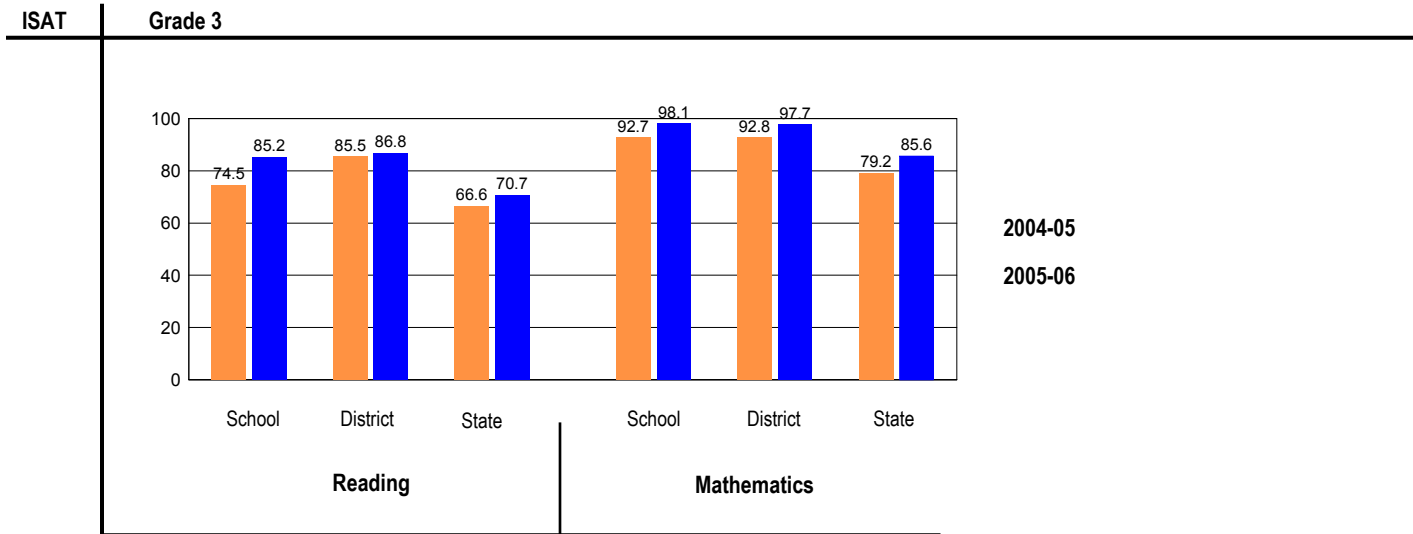


OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE

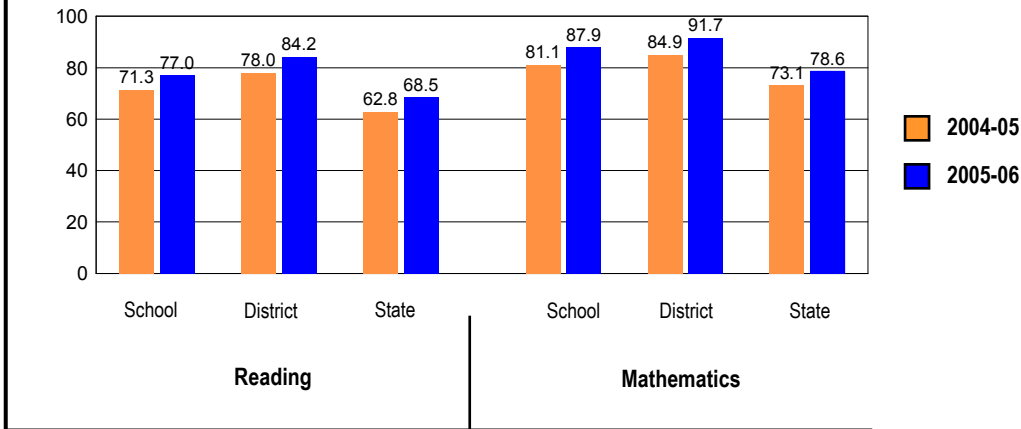


ISAT PERFORMANCE

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. Data for 2004-05 in reading and mathematics for grades 4, 6, and 7 are not available because testing in these subjects for these grades began in 2005-06.



ISAT | **Grade 5**



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 Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. 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				
School	*Enrollment	516	288	228	431	16	37	18	1	13	16		101	91
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0		0.0 0.0	0.0 0.0
District	*Enrollment	4,207	2,225	1,982	3,603	100	229	183	4	88	62		613	426
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0		0.0 0.0	0.0 0.0
State	*Enrollment	1,098,045	561,165	536,855	610,423	220,763	201,615	41,305	2,480	19,623	67,463	368	160,118	461,218
	Reading Mathematics	0.7 0.7	0.7 0.7	0.7 0.7	0.5 0.5	1.7 1.7	0.8 0.8	0.6 0.6	1.0 1.0	1.0 1.0	0.4 0.4	1.9 1.9	1.2 1.2	1.3 1.3

* Enrollment as reported during the testing windows.

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	3.7	11.1	57.4	27.8	0.0	1.9	37.0	61.1
District	1.5	11.7	49.7	37.2	0.8	1.5	38.2	59.5
State	5.7	23.6	47.3	23.4	3.9	10.5	47.1	38.5

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	6.5	12.9	58.1	22.6	0.0	0.0	45.2	54.8
	District	2.5	14.2	51.6	31.6	1.6	1.3	36.4	60.8
	State	7.3	26.1	46.5	20.0	4.5	10.4	45.2	39.8
Female	School	0.0	8.7	56.5	34.8	0.0	4.3	26.1	69.6
	District	0.3	8.9	47.6	43.2	0.0	1.7	40.1	58.2
	State	3.9	21.0	48.2	26.9	3.1	10.6	49.2	37.1

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	4.2	10.4	58.3	27.1	0.0	2.1	39.6	58.3
	District	1.3	10.4	50.0	38.3	0.6	1.2	36.7	61.5
	State	3.0	16.6	49.3	31.1	1.4	5.5	44.4	48.7
Black	School								
	District	0.0	26.7	66.7	6.7	6.7	13.3	73.3	6.7
	State	12.8	38.9	40.1	8.3	10.5	22.8	50.9	15.8
Hispanic	School								
	District	6.7	26.7	30.0	36.7	3.3	3.3	43.3	50.0
	State	6.3	31.4	50.8	11.5	3.7	13.5	56.6	26.1
Asian/Pacific Islander	School								
	District	0.0	13.6	50.0	36.4	0.0	0.0	40.9	59.1
	State	1.2	11.6	50.2	37.0	0.8	2.9	32.7	63.7
Native American	School								
	District								
	State	5.3	20.5	50.3	23.8	3.0	10.7	48.7	37.7
Multiracial/Ethnic	School								
	District	0.0	9.5	57.1	33.3	0.0	0.0	38.1	61.9
	State	6.4	25.3	47.4	20.9	3.9	11.8	50.3	34.1

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	15.4	23.1	46.2	15.4	0.0	7.7	46.2	46.2
	District	8.2	32.7	42.9	16.3	5.1	7.1	51.0	36.7
	State	20.8	39.4	30.6	9.2	12.6	20.7	47.5	19.3
Non-IEP	School	0.0	7.3	61.0	31.7	0.0	0.0	34.1	65.9
	District	0.2	7.6	51.0	41.2	0.0	0.4	35.7	63.9
	State	3.2	21.0	50.1	25.7	2.4	8.9	47.1	41.6

Grade 4**Grade 4 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School	School	3.1	16.9	49.7	30.3	0.0	7.2	56.4	36.4	0.5	10.8	65.6	23.1
	District	1.3	12.9	44.6	41.2	0.0	5.0	50.6	44.4	0.5	6.0	63.9	29.5
	State	1.6	25.5	46.6	26.3	1.6	13.6	58.7	26.1	2.8	17.4	64.5	15.4

Grade 4 - Gender

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	2.6	23.1	44.4	29.9	0.0	7.8	56.0	36.2	0.9	11.2	63.8	24.1
	District	1.6	17.7	44.5	36.3	0.0	5.4	49.7	44.9	0.6	7.9	61.1	30.4
	State	2.2	29.5	46.2	22.1	1.9	14.0	57.1	27.0	3.2	17.4	62.2	17.2
Female	School	3.8	7.7	57.7	30.8	0.0	6.3	57.0	36.7	0.0	10.1	68.4	21.5
	District	1.1	7.5	44.6	46.8	0.0	4.6	51.6	43.8	0.4	3.9	67.1	28.6
	State	0.9	21.3	47.0	30.8	1.2	13.3	60.4	25.2	2.4	17.4	66.8	13.5

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	2.4	16.2	51.5	29.9	0.0	6.0	57.1	36.9	0.6	7.7	70.8	20.8
	District	1.0	12.5	44.5	42.1	0.0	4.3	50.5	45.2	0.6	4.7	65.8	28.9
	State	0.8	17.4	47.5	34.3	0.6	7.3	58.3	33.8	0.7	8.4	68.9	22.0
Black	School												
	District												
	State	3.8	46.3	40.9	9.1	4.5	31.1	56.4	8.0	8.8	40.0	48.8	2.5
Hispanic	School	0.0	36.4	36.4	27.3	0.0	20.0	60.0	20.0	0.0	20.0	50.0	30.0
	District	3.3	23.3	50.0	23.3	0.0	17.2	65.5	17.2	0.0	17.2	72.4	10.3
	State	1.6	30.3	51.7	16.5	1.3	15.2	67.1	16.4	2.6	22.5	69.1	5.8
Asian/Pacific Islander	School												
	District	0.0	13.9	41.7	44.4	0.0	2.8	36.1	61.1	0.0	2.8	47.2	50.0
	State	0.3	11.4	45.8	42.5	0.3	3.9	44.7	51.1	0.7	6.9	65.7	26.7
Native American	School												
	District												
	State	0.9	20.4	48.9	29.7	0.6	10.0	60.0	29.4	1.2	9.7	69.9	19.1
Multiracial/Ethnic	School												
	District	6.3	6.3	43.8	43.8	0.0				0.0	12.5	43.8	43.8
	State	1.5	25.1	48.0	25.4	1.2	13.3	62.8	22.7	1.8	16.4	68.3	13.5

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	13.5	40.5	27.0	18.9	0.0	21.6	67.6	10.8	2.7	21.6	64.9	10.8
	District	7.3	38.5	31.3	22.9	0.0	18.8	67.7	13.5	1.0	18.8	64.6	15.6
	State	7.5	52.8	30.6	9.1	6.9	31.1	51.9	10.1	8.1	29.1	55.5	7.2
Non-IEP	School	0.6	11.4	55.1	32.9	0.0	3.8	53.8	42.4	0.0	8.2	65.8	25.9
	District	0.2	8.0	47.1	44.7	0.0	2.4	47.3	50.3	0.4	3.6	63.8	32.2
	State	0.6	20.9	49.3	29.3	0.7	10.7	59.9	28.8	1.9	15.4	66.0	16.8

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	5.7	34.3	45.7	14.3	0.0	14.3	65.7	20.0	2.9	34.3	54.3	8.6
	District	4.8	37.1	40.3	17.7	0.0	17.7	61.3	21.0	3.2	32.3	54.8	9.7
	State	2.8	39.2	45.6	12.4	3.0	23.5	61.7	11.9	5.6	30.3	59.4	4.8
Not Eligible	School	2.5	13.1	50.6	33.8	0.0	5.6	54.4	40.0	0.0	5.6	68.1	26.3
	District	0.9	10.1	45.0	43.9	0.0	3.6	49.3	47.1	0.2	3.0	65.0	31.8
	State	0.7	15.8	47.3	36.2	0.6	6.6	56.6	36.2	0.8	8.3	68.1	22.9

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	23.0	48.4	28.6	0.4	11.7	67.7	20.2
District	0.0	15.8	46.3	37.9	0.1	8.1	63.2	28.5
State	1.2	30.4	46.5	22.0	0.6	20.8	64.0	14.6

Grade 5 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	27.7	47.7	24.6	0.0	11.5	66.2	22.3
	District	0.0	18.3	47.2	34.5	0.0	8.6	61.9	29.5
	State	1.6	33.7	45.6	19.1	0.8	21.0	62.4	15.8
Female	School	0.0	17.8	49.2	33.1	0.8	11.9	69.5	17.8
	District	0.0	13.0	45.3	41.7	0.3	7.6	64.7	27.5
	State	0.7	26.9	47.4	25.0	0.4	20.6	65.6	13.4

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	19.0	49.8	31.2	0.5	10.7	68.8	20.0
	District	0.0	14.3	47.3	38.4	0.2	7.4	63.7	28.7
	State	0.6	20.2	49.6	29.6	0.3	11.6	68.3	19.9
Black	School	0.0	75.0	25.0	0.0	0.0	41.7	58.3	0.0
	District	0.0	73.7	21.1	5.3	0.0	36.8	57.9	5.3
	State	2.8	55.0	35.6	6.6	1.8	45.7	49.6	2.8
Hispanic	School	0.0	42.1	47.4	10.5	0.0	10.5	63.2	26.3
	District	0.0	23.7	55.3	21.1	0.0	13.2	65.8	21.1
	State	1.3	37.0	49.7	12.0	0.4	22.9	69.8	7.0
Asian/Pacific Islander	School								
	District	0.0	3.6	17.9	78.6	0.0	0.0	42.9	57.1
	State	0.2	13.9	48.3	37.6	0.2	6.2	57.1	36.5
Native American	School								
	District								
	State	0.8	25.3	50.1	23.7	0.6	16.7	64.1	18.7
Multiracial/Ethnic	School								
	District	0.0	0.0	80.0	20.0	0.0	0.0	90.0	10.0
	State	0.8	29.2	48.9	21.1	0.3	20.3	66.6	12.7

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	54.5	43.2	2.3	2.3	45.5	50.0	2.3
	District	0.0	46.1	40.9	13.0	0.9	36.5	52.2	10.4
	State	6.2	62.9	25.5	5.4	3.1	46.6	46.3	4.1
Non-IEP	School	0.0	16.2	49.5	34.3	0.0	4.4	71.6	24.0
	District	0.0	9.9	47.4	42.8	0.0	2.6	65.4	32.1
	State	0.3	25.0	49.9	24.7	0.2	16.6	66.9	16.4

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	50.0	44.7	5.3	2.6	21.1	73.7	2.6
	District	0.0	50.0	42.9	7.1	1.8	25.0	67.9	5.4
	State	2.1	46.4	42.4	9.1	1.1	34.7	59.3	4.9
Not Eligible	School	0.0	18.1	49.0	32.9	0.0	10.0	66.7	23.3
	District	0.0	12.8	46.6	40.6	0.0	6.7	62.8	30.5
	State	0.5	18.8	49.4	31.3	0.3	10.8	67.3	21.6

2006 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
2006-07 Federal Improvement Status	
2006-07 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		69.0	
All	100.0	Yes	100.0	Yes	79.4		Yes	90.5		Yes	96.4	Yes		
White	100.0	Yes	100.0	Yes	81.7		Yes	91.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	47.9		Yes	67.7		Yes				
Economically Disadvantaged	100.0	Yes	100.0	Yes	53.5		Yes	78.9		Yes				

The four conditions for making Adequate Yearly Progress (AYP) are:

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 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% 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 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2005.

** 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 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.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

Liberty School 2006 State Report Card Narrative**Accomplishments for 2005-06 School Year****Reading:**

We made a commitment to provide the best possible reading instruction for all students using the Balanced Literacy model. Liberty School staff members continued to monitor students' strengths and weaknesses in reading through data collection. Holistic assessments were given to all students throughout the year; the data from these assessments guided teachers as they planned for instruction. Based on the MAP tests, teachers were able to identify trends to assist with grouping and planning for all students (including after school programs for at-risk students). The Reading Council, made up of teachers representing the various grade levels and disciplines, met quarterly to discuss current trends in reading instruction and to keep abreast of the best practices in this key content area.

Writing:

The Liberty School Writing Council (four teachers and one administrator) met throughout the school year as a group as well as with grade level teams to make certain that the writing instruction for all students was consistent and appropriate. Student writing samples were evaluated using common rubrics in the fall and again in the spring. During follow-up grade level meetings, teachers discussed the strengths and weaknesses of students based on collected data; teachers then assisted one another in putting together instructional strategies to support student growth. Placing emphasis on writing as a school-wide initiative has had a positive impact on student growth in this area.

Math:

To assess our goal for 80% of the students to demonstrate improvement in extended response/problem solving performance by meeting or exceeding growth targets, teachers used a common rubric. Students were measured on their performance during the fall and spring. Teachers also took time to become familiar with the new math series and the Illinois Assessment Framework. Liberty's Math Council focused on learning for both teachers and students as it related to the new math series, mathematics vocabulary and problem solving.

Initiatives for 2006-07 School Year**Reading:**

The Reading Council members will research age-appropriate novels of high interest with a wide variety of topics and genres to use as "read-aloud" in the classroom. Data collection will continue using both the holistic assessments as well as data from the MAP tests. Trends will be noted in order to focus instruction to the specific needs of students.

Writing:

Writing samples will be collected from all students in September and in February; these essays will be evaluated by the teachers and the data will be used to determine specific instruction to meet student needs. In addition, several teachers will be asked to attend out-of-district writing workshops with the commitment of presenting the acquired information to colleagues at scheduled grade level collaboration sessions.

Math:

Based on the recommendation of the Math Council, we will continue to measure student progress with extended response, again using common rubrics. In addition, student growth will be monitored using the local assessment: MAP, from fall to spring. Finally, a detailed math brochure will be distributed to parents detailing the components and standards for mathematics in today's world.