

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.)

White Oak Elementary School is proud of the performance indicators on the Illinois School Report Card. Students at White Oak scored above state levels in all subjects tested. Subgroups, as defined by NCLB guidelines, all met or exceeded the targeted percentage set forth by federal and state guidelines.

White Oak Elementary is entering its fifth year of service. The 2005 school report card is reflective of an enrollment of 913. 85% of the student population was Caucasian. 12% was Hispanic. 1% was African-American. 1% was designated as multi-racial/ethnic. 0.3% was Asian/Pacific Islander. Low income students made up 16% of the student population. The average class size of grade levels K-2 was 21. For FY 06 the average class size in first remained at 21 while second increased to 26 due to financial needs of the district. For grades 3-5, the average class size in 2005 was 25-26. For FY 06, third grade numbers will be 29-30. Fourth and fifth grade numbers are 34-35. Students received instruction from gen-ed teachers, art instructors, music teachers, and qualified physical education teachers in 05. Art and music programs will not be taught separately in FY 06. ESL is provided to 3.8% of the student population. Resource L.D. classes are available to all grade levels. REI classes are available in grades three through five. There are three self contained cross categorical classes serving grades one through through five.

The focus of the school improvement plan for FY 06 is on reading. Teachers are being introduced to DIBELS at all grade levels. DIBELS is used to a great deal in kindergarten and first as both a measure of student progress in reading and as a diagnostic indicator for the focus of instruction. DIBELS is used heavily by district's reading teachers as a support to the classroom teacher in both kindergarten and first.

Wilson Reading Training has been attended by several staff members and the principal. Wilson is a method of reading instruction specifically designed for those students with a reading level of two or more years below grade level—or as a means of instruction for those pre-readers who struggle with learning to read even at their early school experience.

Differentiated instruction training and workshops have been made available to teachers. The school administration attended a four day national convention on differentiated instruction hosted by Staff Development for Educators during the summer.

Specific detailed results of testing are available for review at the White Oak office. Parents and interested parties may review the White Oak school improvement plan and internal review by contacting the White Oak office.