

**Libertyville High School**  
**CHSD 128**  
**Libertyville, ILLINOIS**  
**GRADES : 9 10 11 12**



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

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	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	83.9	1.8	5.5	5.5	0.0	0.0	3.1	5.0	0.4	12.2	0.3	0.9	4.4	95.2	2,037
<b>District</b>	76.4	1.8	8.5	9.8	0.1	0.0	3.5	6.8	0.8	11.9	0.4	0.7	3.5	95.4	3,391
<b>State</b>	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0	2.7	3.2	12.8	94.0	2,074,806

**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.

**Total Enrollment** is based on Home School.

## INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
<b>School</b>	99.9	--	--	--	--
<b>District</b>	99.9		17.0	11.7	119.4
<b>State</b>	96.0		18.9	13.6	211.3

\* 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>										22.8
<b>District</b>										22.1
<b>State</b>										19.2

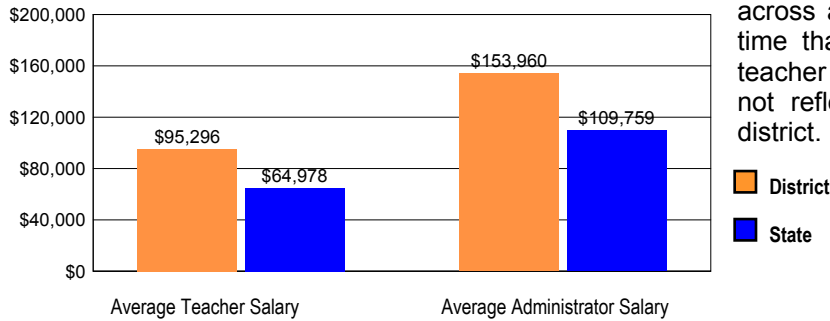
TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
<b>District</b>	94.9	0.5	2.9	0.5	0.0	0.5	0.9	0.0	48.5	51.5	220	
<b>State</b>	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262	

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	--	--	--	2.2	0.0
District	13.3	16.3	83.7	1.3	0.0
State	13.2	39.5	60.4	0.6	0.8

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

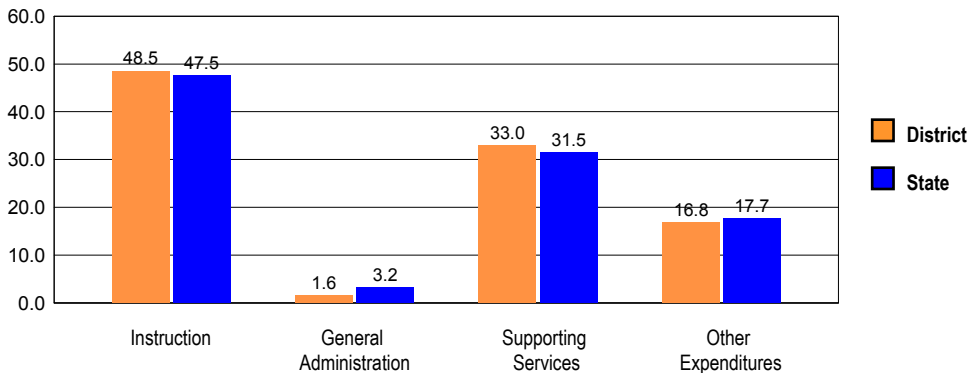
## SCHOOL DISTRICT FINANCES

### 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 2009-10 (Percentages)



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$69,880,528	87.7	58.9	Education	\$51,187,847	73.5	72.9
Other Local Funding	\$5,263,847	6.6	6.4	Operations & Maintenance	\$8,268,577	11.9	6.0
General State Aid	\$999,666	1.3	14.9	Transportation	\$2,575,811	3.7	3.8
Other State Funding	\$2,195,722	2.8	7.5	Debt Service	\$5,776,865	8.3	7.2
Federal Funding	\$1,314,186	1.6	12.4	Tort	\$355,788	0.5	1.2
<b>TOTAL</b>	<b>\$79,653,949</b>			Municipal Retirement/ Social Security	\$1,464,028	2.1	1.9
				Fire Prevention & Safety	\$0	0.0	0.7
				Site & Construction/ Capital Improvement	\$0	0.0	6.4
				<b>TOTAL</b>	<b>\$69,628,916</b>		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$1,058,495	2.16	\$11,178	\$18,602
State	**	**	\$6,773	\$11,537

\*\* 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.

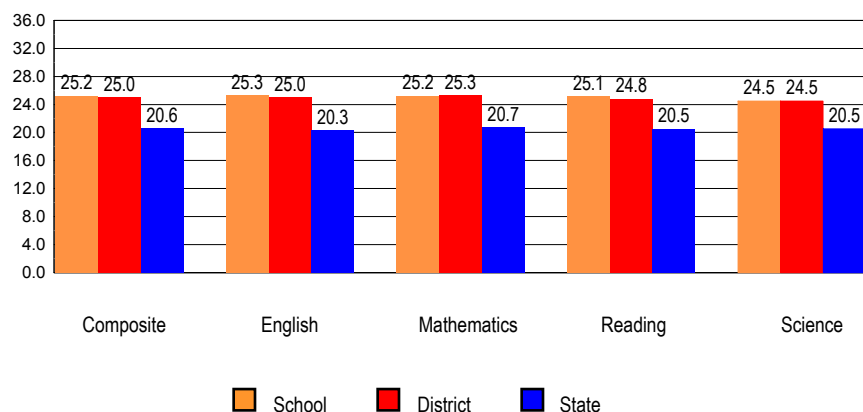
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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

### ACT ASSESSMENT: GRADUATING CLASS OF 2011 \*



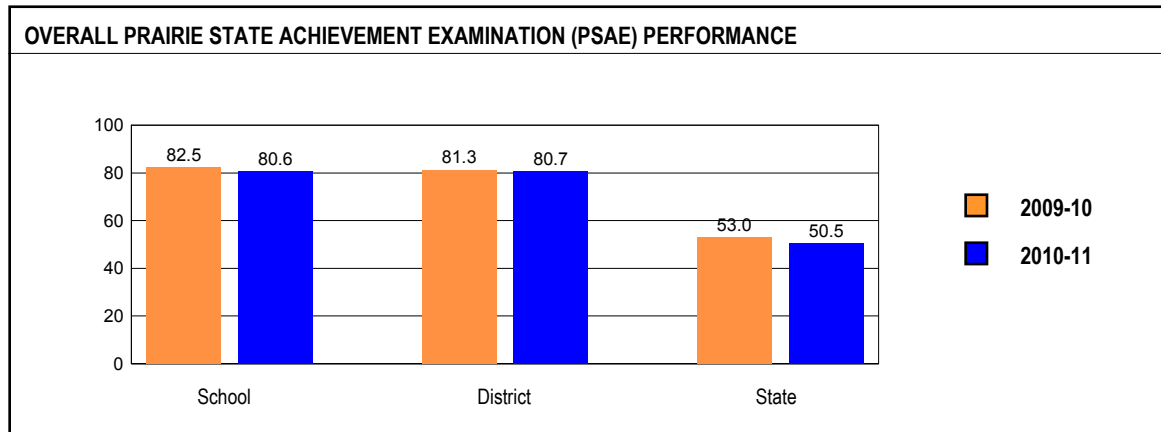
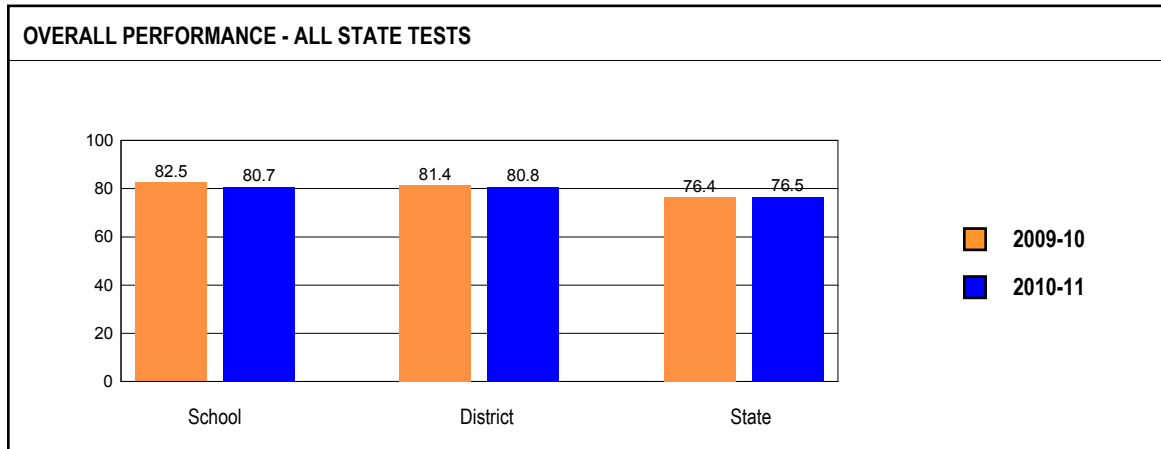
The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

\* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

HIGH SCHOOL GRADUATION RATE													
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian				
School	95.8	95.4	96.2	96.4	91.7	88.5	96.3			94.1	50.0	87.5	85.7
District	94.5	93.7	95.3	95.0	90.5	87.0	97.5			96.7	66.7	84.4	77.0
State	83.8	80.9	86.7	89.1	74.0	76.8	92.3			81.4	67.7	66.2	75.1

**OVERALL STUDENT PERFORMANCE**

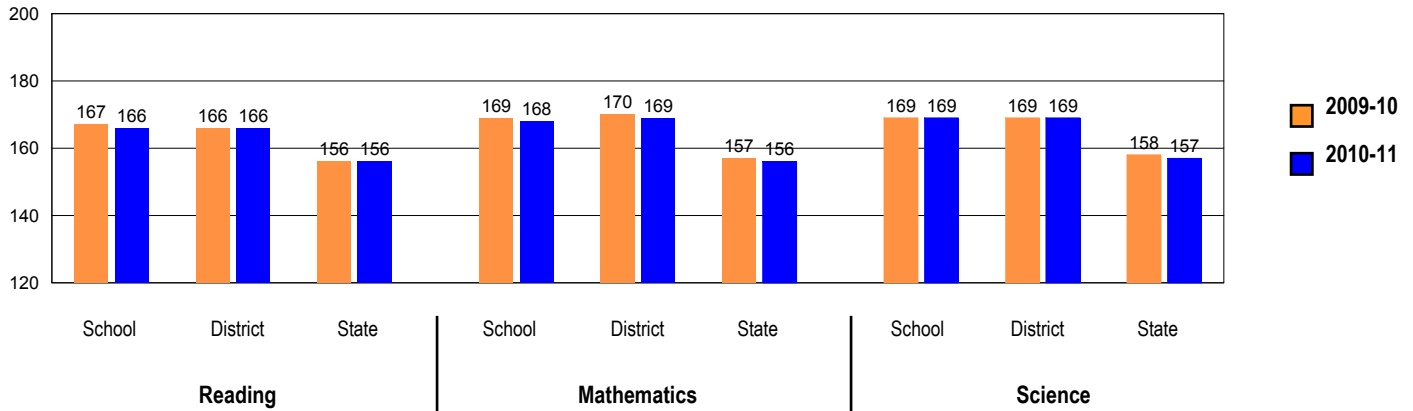
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.



**PSAE PERFORMANCE**

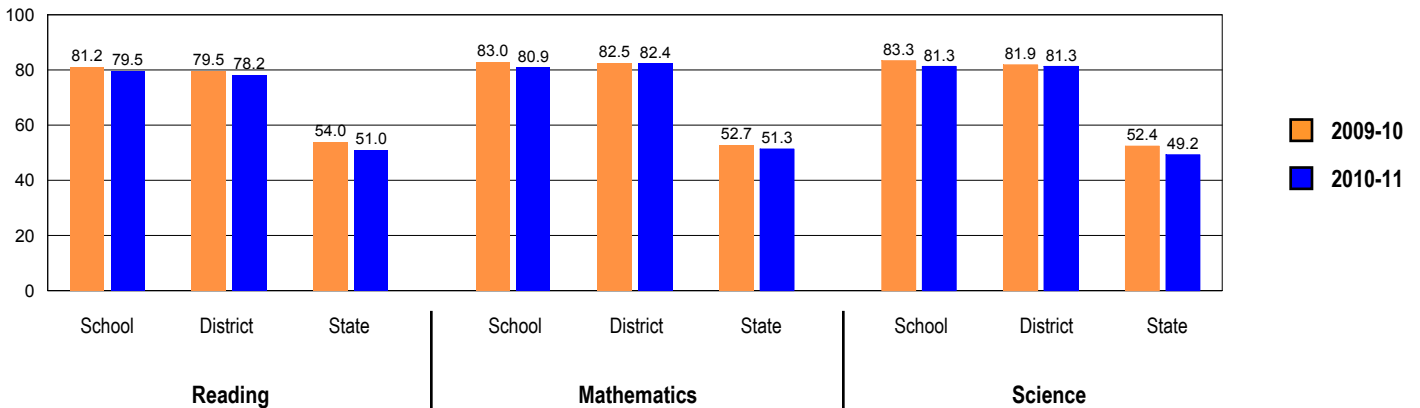
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

**PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores**



PSAE scores range from 120 to 200.

**PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards**



Number of students in this school with PSAE scores in 2011: 482

**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															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	488	251	237	425	7	20	23	1	0	12	2	0	54	25
	Reading	0.0	0.0	0.0	0.0		0.0	0.0			0.0			0.0	0.0
District	*Enrollment	831	424	407	647	11	58	87	1	0	27	13	0	93	56
	Reading	0.2	0.0	0.5	0.2	0.0	0.0	1.1			0.0	0.0		2.2	0.0
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	488	251	237	425	7	20	23	1	0	12	2	0	54	25
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0			0.0			0.0	0.0
District	*Enrollment	831	424	407	647	11	58	87	1	0	27	13	0	93	56
	Mathematics	0.2	0.0	0.5	0.2	0.0	0.0	1.1			0.0	0.0		2.2	0.0
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	488	251	237	425	7	20	23	1	0	12	2	0	54	25
	Science	0.0	0.0	0.0	0.0		0.0	0.0			0.0			0.0	0.0
District	*Enrollment	831	424	407	647	11	58	87	1	0	27	13	0	93	56
	Science	0.2	0.0	0.5	0.2	0.0	0.0	1.1			0.0	0.0		2.2	0.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

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

### PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

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 11

### Grade 11 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	3.1	17.4	55.0	24.5	1.7	17.4	57.7	23.2	1.0	17.6	55.0	26.3
District	2.9	18.9	53.5	24.6	1.5	16.1	56.7	25.7	1.2	17.4	54.4	27.0
State	10.1	38.9	40.7	10.4	10.0	38.7	43.1	8.2	8.6	42.2	39.6	9.6

### Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	4.5	20.6	48.6	26.3	2.4	15.8	54.7	27.1	1.2	16.2	50.6	32.0
	District	4.1	20.9	48.9	26.1	1.9	14.4	53.0	30.7	1.4	15.3	49.6	33.6
	State	12.7	39.3	38.2	9.8	10.6	35.9	43.3	10.2	9.0	38.6	40.1	12.3
Female	School	1.7	14.0	61.7	22.6	0.9	19.1	60.9	19.1	0.9	19.1	59.6	20.4
	District	1.7	16.9	58.3	23.1	1.0	17.9	60.5	20.6	1.0	19.6	59.3	20.1
	State	7.5	38.5	43.2	10.9	9.4	41.5	42.9	6.2	8.1	45.8	39.2	6.9

**Grade 11 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	2.6	16.7	56.9	23.8	1.4	16.0	60.7	21.9	1.0	16.2	57.9	25.0
	District	2.7	18.0	55.4	23.9	1.4	15.3	59.0	24.3	1.4	15.5	57.9	25.2
	State	6.1	29.6	49.4	14.9	5.3	29.8	53.5	11.4	4.2	31.3	50.4	14.0
Black	School												
	District	18.2	36.4	27.3	18.2	18.2	36.4	36.4	9.1	0.0	63.6	27.3	9.1
	State	18.5	56.7	23.2	1.6	23.0	56.8	19.6	0.6	19.9	63.2	16.2	0.7
Hispanic	School	5.3	26.3	52.6	15.8	0.0	47.4	36.8	15.8	0.0	42.1	36.8	21.1
	District	7.0	35.1	49.1	8.8	1.8	40.4	49.1	8.8	0.0	47.4	40.4	12.3
	State	14.7	52.2	30.0	3.1	13.2	51.9	33.0	1.9	11.9	58.1	27.7	2.2
Asian	School	4.3	8.7	39.1	47.8	0.0	13.0	26.1	60.9	4.3	8.7	39.1	47.8
	District	1.2	11.8	48.2	38.8	0.0	5.9	40.0	54.1	1.2	10.6	42.4	45.9
	State	6.7	27.3	46.3	19.7	3.2	19.0	52.0	25.7	3.9	25.7	49.3	21.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	8.0	43.8	41.6	6.6	5.8	40.1	46.7	7.3	2.9	49.6	38.7	8.8
American Indian	School												
	District												
	State	12.5	42.4	36.7	8.4	11.9	42.5	40.3	5.3	8.6	48.1	38.0	5.3
Two or More Races	School	0.0	16.7	58.3	25.0	0.0	8.3	66.7	25.0	0.0	8.3	33.3	58.3
	District	0.0	18.5	48.1	33.3	0.0	7.4	77.8	14.8	0.0	3.7	48.1	48.1
	State	7.6	35.9	43.6	12.9	8.5	38.6	44.1	8.7	6.5	40.2	41.8	11.5

**Grade 11 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	24.0	46.0	20.0	10.0	14.0	58.0	22.0	6.0	8.0	54.0	30.0	8.0
	District	20.0	44.7	24.7	10.6	12.9	52.9	28.2	5.9	10.6	51.8	29.4	8.2
	State	46.5	37.9	13.4	2.2	46.1	41.8	11.2	0.9	39.6	46.9	11.5	2.1
Non-IEP	School	0.7	14.1	59.0	26.2	0.2	12.7	61.8	25.2	0.2	13.4	57.9	28.5
	District	1.0	15.9	56.9	26.3	0.1	11.8	60.0	28.0	0.1	13.5	57.3	29.1
	State	5.2	39.0	44.3	11.4	5.2	38.3	47.4	9.1	4.5	41.6	43.4	10.6

**Grade 11 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	24.0	28.0	40.0	8.0	4.0	36.0	44.0	16.0	8.0	44.0	36.0	12.0
	District	14.3	30.4	46.4	8.9	5.4	32.1	48.2	14.3	5.4	42.9	35.7	16.1
	State	17.1	53.1	27.3	2.6	17.8	53.4	27.3	1.5	15.6	59.0	23.6	1.8
Not Eligible	School	2.0	16.8	55.8	25.4	1.5	16.4	58.4	23.6	0.7	16.2	56.0	27.1
	District	2.1	18.1	54.1	25.8	1.2	14.9	57.3	26.6	0.9	15.6	55.8	27.7
	State	5.5	29.7	49.4	15.4	5.0	29.1	53.4	12.5	4.0	31.3	50.0	14.6

## 2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	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?	No	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	2011-12 State Improvement Status	Academic Early Warning Year 1

	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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	80.3		No	82.6		Yes			95.8	Yes
White	100.0	Yes	100.0	Yes	80.9	84.6	No	83.6		Yes			96.4	
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	34.0	56.5	No	34.0	52.8	No			87.5	
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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% 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 82% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2010.

\*\* Safe Harbor Targets of 85% 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.)

### *Planned Improvement for the School and District*

*The Mission of Community High School District 128 is to provide quality educational opportunities for all students, including developing within each student:*

- Respectful, responsible and ethical attitudes and behaviors
- An awareness and appreciation of the diverse cultures in our learning community and our world
- An ability to think critically and solve problems
- An ability to communicate effectively
- An ability to appreciate and demonstrate creativity
- A life-long desire to pursue knowledge

Community High School District 128 staff members have analyzed student data and conducted program reviews at both schools. New programs have been developed and implemented in response to taking a closer look at student achievement patterns of both individual students and various student subgroups. These programs include:

- The PAWS program was added to the curriculum. This at-risk program, designed to support 9th and 10th grade students to prepare for and meet academic challenges, meets on a daily basis in a small group setting.
- The District has expanded its testing program to include the EXPLORE test for all incoming 8th grade students and the PLAN test for all current 10th grade students. These tests will assist in identifying those who may benefit from additional support, as well as give students more experience with standardized testing.
- Staff members at both schools are analyzing data and implementing strategies to help those students with an Individualized Education Program (IEP) to succeed.
- Intense tutorials are available during study halls and lunch study halls for select junior students in preparation for the Prairie State Achievement Examination (PSAE) in April.
- Each department has begun to integrate the core academic themes and skill sets that students will need to experience success on the PSAE.
- Both schools have increased participation in the prep ACT program.
- All juniors have taken a practice WorkKeys mathematics test in their mathematics class.
- The KeyTrain software has been purchased and is being used in various programs to prepare students for the WorkKeys portion of the PSAE test.
- Practice ACT software has been purchased and students are now able to take a practice ACT test online.
- Beginning in 2007, all juniors will take a practice ACT test in October. A lunch study hall program for juniors has been implemented to help prepare juniors for the PSAE.
- Beginning in the fall of 2007, the District implemented TeenBiz 3000, now EMPOWER 3000, a reading intervention program for targeted programs and students.
- Implementation of a summer academy program focusing on English and mathematics for incoming freshmen students during the summer of 2008.
- Establishment of district and school Response to Intervention (RtI) committees to develop a district wide plan that designates tiers of intervention to support increased student academic and behavioral performance.
- Implementation of a double period Algebra I course to accelerate student achievement in mathematics.
- Investigation and implementation in Fall 2009 of co-teaching sections of Freshman Literature and Comprehension and Sophomore Literature and Comprehension.
- A new student information system, PowerSchool, was implemented in the fall of 2010 to provide students and parents with student achievement feedback.
- Literacy Specialists have been hired at each school to coach teachers in strategies that assist students in increasing performance in reading.
- On-line curriculum software has been acquired to assist students with credit recovery and individualized learning situations.
- Student assessment data collection software has been acquired and teachers are using this to analyze student performance on common assessments.

During the 2006-2007 school year, Community High School District 128 developed a District Strategic Plan. Within that plan, three initiatives were identified that will guide our work. These three initiatives are: ensure that all students meet and/or exceed district academic standards; integrate technologies that enhance teaching, learning, and communicating; and maintain the financial stability of the school district. The community was informed of the progress of the strategic plan initiatives in the spring of 2009 at a public meeting.

With Student Achievement as our focus, initiatives in curriculum revision, instructional delivery, assessment framework and feedback have begun. Curriculum renewal and revision work is always ongoing in District 128, but in the fall of 2009, the District commenced a new revision initiative to identify standards and learning targets in all subjects. At the end of the 2011-2012 school year, all courses will have had an intense review of standards and learning targets. School improvement will focus on staff development in curriculum standards, effective instructional practices, and effective assessment and feedback practices. The curriculum revision work will continue this year. All faculty members were trained in the protocols of Professional Learning Teams and are working in teams in the four areas of curriculum, instruction, assessment and feedback to improve student learning. Staff development and new teacher induction programs continue to focus the development of staff in the four areas of curriculum, instruction, assessment and feedback.