

WHAT DO WE WANT TO DO?	WHO WILL BE INVOLVED?	WHAT IS OUR TIMELINE?	WHAT BOARD POLICIES ARE CONNECTED?	HOW ARE WE DOING?
Complete a vertical articulation and curriculum revision project in Grades K-5	<ul style="list-style-type: none"> • K-5 teachers • Curriculum/Policy Committee • Full Board • K-5 and District Administration 	July 1, 2009 to April 30, 2010	6:40 6:60	Dr. Swanson has made initial presentation and explanation to CPC.
Review District Grading System	<ul style="list-style-type: none"> • K-12 teachers • Parent Focus Group • Curriculum/Policy Committee • Full Board • District Administration 	July 1, 2009 to June 30, 2010	6:280 6:340	Building Administrators shared building trends and analysis at Administrator meeting on September 11.
Review and Adopt District Curriculum related to Textbook Purchases and those not related to instructional materials.	<ul style="list-style-type: none"> • K-12 Faculty • Curriculum/Policy Committee • Full Board • District Administration 	July 1, 2009 to June 1, 2010	6:40 6:60 6:210	Dr. Swanson has made preliminary presentations to CPC and begins working with teachers.
Complete a study of facility needs for possible renovations and building additions	<ul style="list-style-type: none"> • Operations Committee • Full Board • District Administration • Community stakeholders 	July 1, 2009 to March 30, 2010	4:150	Operations Committee working on Summer '10 work. Supt will begin working with parent groups and teacher groups.
Complete a study of safety and security measures at each building	<ul style="list-style-type: none"> • Operations Committee • Full Board • District Administration • Community stakeholders 	July 1, 2009 to June 30, 2010	4:150 4:170	Administration reviewing fall drill procedures with faculty. Director of Operations has met with ADT for camera review.
Develop a budget plan(s)	<ul style="list-style-type: none"> • District Administration • Superintendent Committee • Full Board • Community Stakeholders 	July 1, 2009 to June 30, 2010	4:10 4:20	Data collection and initial entry into PMA forecasting software has begun.
Effectively connect the Board of Education with the Community	<ul style="list-style-type: none"> • Full Board • Superintendent • Community Stakeholders 	July 1, 2009 to June 30, 2010	2:240 8:10	Superintendent working with IASB for upcoming workshop on Community Engagement.

October 8, 2009

To: Members of the Geneseo Board of Education

From: Joni Swanson

In your packet this month you will find one large *separate enclosure* pertaining to two sets of test scores:

- the Illinois Standards Achievement Test results from the assessments given during March, 2009.
- the Prairie State Achievement Exam results from April, 2009.

As in previous years, I have included data showing comparisons of our students' ISAT and PSAE scores to state scores, as well as longitudinal results for the ISAT. A press release is found at the very end of the document with summary statements regarding both tests.

Geneseo Community Unit School District #228

Assessment Results

Illinois Standards Achievement Test
(1999-2009)

and

Prairie State Achievement Exam
(2000-2009)

Presented to
The Geneseo Board of Education
October 8, 2009

**Illinois Standards Achievement Test
(1999-2009)**

District ISAT Results – Reading 1999-2009

Grade 3 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
1999	24%	39%	76%	61%
2000	19%	38%	81%	62%
2001	17%	38%	83%	62%
2002	10%	39%	90%	63%
2003	13%	38%	87%	62%
2004	15%	35%	85%	65%
2005	21%	33%	79%	67%
2006	14%	30%	86%	70%
2007	12%	27%	88%	73%
2008	11%	28%	89%	72%
2009	17%	24%	83%	72%

Grade 4 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006	15%	27%	85%	73%
2007	15%	26%	85%	74%
2008	11%	27%	89%	73%
2009	11%	26%	89%	74%

Grade 5 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
1999	22%	39%	78%	61%
2000	24%	41%	76%	59%
2001	24%	41%	76%	59%
2002	19%	40%	81%	59%
2003	21%	40%	80%	60%
2004	15%	39%	85%	61%
2005	23%	40%	77%	60%
2006	12%	31%	88%	69%
2007	17%	31%	83%	69%
2008	10%	26%	90%	74%
2009	12%	26%	88%	74%

Grade 6 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006	11%	27%	89%	73%
2007	13%	26%	87%	74%

2008	12%	21%	88%	79%
2009	13%	20%	87%	80%

Grade 7 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006	15%	28%	85%	72%
2007	13%	27%	86%	73%
2008	14%	22%	86%	78%
2009	18%	23%	82%	77%

Grade 8 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
1999	27%	28%	73%	72%
2000	19%	28%	81%	72%
2001	22%	35%	77%	66%
2002	21%	32%	79%	68%
2003	27%	37%	73%	64%
2004	20%	33%	80%	67%
2005	11%	27%	89%	73%
2006	16%	21%	84%	79%
2007	11%	18%	89%	82%
2008	11%	19%	89%	81%
2009	9%	16%	92%	84%

District ISAT Results – Math 1999-2009

Grade 3 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
1999	11%	32%	89%	68%
2000	7%	31%	93%	69%
2001	6%	26%	94%	74%
2002	3%	26%	98%	74%
2003	7%	24%	93%	62%
2004	7%	21%	93%	79%
2005	11%	33%	89%	67%
2006	4%	15%	96%	85%
2007	4%	14%	96%	86%
2008	2%	15%	98%	85%
2009	5%	15%	95%	85%

Grade 4 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006	5%	16%	95%	84%
2007	7%	13%	93%	87%
2008	3%	15%	97%	85%
2009	4%	14%	97%	86%

Grade 5 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
1999	24%	45%	76%	56%
2000	20%	43%	80%	57%
2001	11%	38%	89%	61%
2002	13%	37%	87%	63%
2003	11%	32%	89%	69%
2004	7%	28%	93%	72%
2005	8%	27%	92%	73%
2006	5%	22%	95%	78%
2007	5%	18%	95%	82%
2008	7%	19%	93%	81%
2009	4%	18%	96%	82%

Grade 6 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006	8%	21%	92%	79%
2007	8%	19%	92%	81%
2008	10%	17%	90%	83%
2009	12%	18%	88%	82%

Grade 7 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006	11%	24%	89%	76%
2007	9%	20%	91%	80%
2008	9%	20%	91%	80%
2009	10%	17%	90%	83%

Grade 8 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
1999	49%	57%	51%	43%
2000	36%	54%	64%	47%
2001	29%	49%	71%	50%
2002	33%	47%	67%	52%

2003	43%	41%	57%	59%
2004	23%	45%	77%	55%
2005	18%	46%	82%	54%
2006	12%	22%	88%	78%
2007	9%	19%	91%	81%
2008	7%	20%	93%	80%
2009	7%	18%	93%	82%

**District ISAT Results – Writing 1999-2004,
2007-2009**

Grade 3 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2009	28%	38%	72%	62%

Grade 5 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
1999	8%	25%	92%	75%
2000	12%	29%	88%	71%
2001	27%	31%	74%	70%
2002	24%	41%	75%	59%
2003	18%	35%	82%	65%
2004	18%	30%	82%	70%
2007	32%	50%	68%	50%
2008	34%	45%	66%	55%
2009	42%	46%	58%	54%

Grade 6 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2008	39%	40%	61%	60%
2009	25%	31%	75%	69%

Grade 8 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
1999	42%	41%	59%	59%
2000	25%	30%	75%	70%
2001	34%	38%	65%	62%
2002	30%	37%	71%	62%
2003	43%	41%	55%	59%

2004	34%	36%	66%	64%
2007	27%	37%	73%	63%
2008	23%	37%	77%	63%
2009	18%	34%	82%	66%

District ISAT Results – Science 2000-2009

Grade 4 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2000	17%	36%	83%	64%
2001	9%	34%	91%	65%
2002	11%	33%	89%	67%
2003	6%	34%	94%	66%
2004	8%	32%	92%	68%
2005	5%	29%	95%	71%
2006	6%	20%	94%	80%
2007	6%	21%	94%	79%
2008	4%	24%	96%	76%
2009	6%	23%	94%	77%

Grade 7 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2000	15%	28%	85%	72%
2001	16%	28%	84%	72%
2002	15%	27%	85%	73%
2003	14%	27%	86%	74%
2004	7%	25%	93%	75%
2005	14%	25%	86%	75%
2006	7%	19%	93%	81%
2007	7%	21%	93%	79%
2008	9%	21%	91%	79%
2009	8%	21%	92%	79%

Low Income ISAT Results – Reading 2001-2009

Grade 3 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2001(30)	36%	60%	64%	40%
2002(33)	13%	60%	87%	40%
2003(30)	31%	59%	69%	41%

2004(30)	17%	54%	83%	46%
2005(29)	41%	52%	59%	48%
2006(25)	12%		88%	
2007(41)	29%		71%	
2008(29)	17%		83%	
2009(38)	26%		74%	

Grade 4 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006(35)	32%		69%	
2007(24)	25%		75%	
2008(40)	28%		72%	
2009(28)	29%		71%	

Grade 5 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2001(32)	33%	64%	67%	36%
2002(25)	50%	63%	50%	37%
2003(35)	25%	60%	75%	40%
2004(38)	26%	58%	74%	42%
2005(31)	42%	58%	58%	42%
2006(34)	15%		85%	
2007(31)	26%		74%	
2008(32)	19%		81%	
2009(39)	28%		72%	

Grade 6 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006(36)	19%		81%	
2007(39)	21%		79%	
2008(30)	27%		73%	
2009(34)	27%		73%	

Grade 7 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006(35)	29%		71%	
2007(34)	24%		76%	
2008(36)	11%		89%	
2009(38)	39%		61%	

Grade 8 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2001(23)	39%	56%	61%	44%
2002(19)	53%	50%	47%	50%
2003(37)	52%	54%	48%	46%
2004(42)	33%	50%	67%	50%
2005(29)	14%	43%	86%	57%
2006(27)	33%		67%	
2007(43)	23%		77%	
2008(29)	17%		83%	
2009(39)	10%		90%	

Low Income ISAT Results – Math 2001-2009

Grade 3 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2001	6%	47%	94%	53%
2002	6%	46%	94%	54%
2003	19%	43%	81%	57%
2004	13%	37%	87%	63%
2005	29%	36%	71%	64%
2006	4%		96%	
2007	12%		88%	
2008	7%		93%	
2009	11%		89%	

Grade 4 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006	14%		86%	
2007	21%		79%	
2008	5%		95%	
2009	7%		93%	

Grade 5 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2001	25%	64%	75%	36%
2002	28%	59%	72%	41%
2003	25%	51%	75%	49%
2004	13%	46%	87%	54%
2005	23%	43%	77%	57%

2006	9%	91%
2007	13%	87%
2008	9%	91%
2009	5%	95%

Grade 6 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006	19%		81%	
2007	15%		85%	
2008	20%		80%	
2009	26%		74%	

Grade 7 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006	24%		76%	
2007	15%		85%	
2008	14%		86%	
2009	21%		79%	

Grade 8 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2001	52%	75%	48%	25%
2002	85%	53%	15%	47%
2003	59%	70%	41%	30%
2004	38%	67%	62%	33%
2005	34%	68%	66%	32%
2006	19%		81%	
2007	23%		77%	
2008	14%		86%	
2009	10%		90%	

**Low Income ISAT Results – Writing 2001-2004,
2007-2009**

Grade 3 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2009	46%		54%	

Grade 5 AW/Below Standards Meets/Exceeds Standards

District	Illinois	District	Illinois
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2001	39%	47%	61%	53%
2002	36%	57%	64%	43%
2003	34%	65%	66%	35%
2004	23%	44%	77%	56%
2007	45%		55%	
2008	39%		61%	
2009	47%		53%	

Grade 6 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2008	55%		45%	
2009	41%		59%	

Grade 8 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2001	55%	59%	45%	41%
2002	74%	53%	26%	47%
2003	62%	56%	38%	44%
2004	56%	51%	44%	49%
2007	51%		49%	
2008	41%		59%	
2009	15%		85%	

Low Income ISAT Results – Science 2001-2009

Grade 4 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2001	11%	58%	89%	42%
2002	30%	55%	70%	45%
2003	10%	55%	90%	45%
2004	19%	53%	82%	47%
2005	6%	48%	94%	52%
2006	20%		80%	
2007	21%		79%	
2008	8%		92%	
2009	14%		86%	

Grade 7 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2001	28%	49%	62%	51%

2002	35%	46%	65%	54%
2003	27%	43%	73%	57%
2004	13%	43%	87%	57%
2005	24%	43%	76%	57%
2006	15%		85%	
2007	12%		88%	
2008	9%		91%	
2009	29%		71%	

Disabled ISAT Results – Reading 1999-2009

Grade 3 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
1999(16)	56%	N/A	44%	N/A
2000(18)	61%	N/A	39%	N/A
2001(19)	63%	69%	37%	31%
2002(20)	27%	68%	73%	32%
2003(20)	40%	67%	60%	33%
2004(13)	30%	63%	70%	37%
2005(27)	74%	61%	26%	39%
2006(21)	54%		48%	
2007(16)	44%		56%	
2008(14)	36%		64%	
2009(27)	59%		41%	

Grade 4 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006(27)	70%		30%	
2007(19)	63%		37%	
2008(14)	43%		57%	
2009(20)	40%		60%	

Grade 5 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
1999(24)	79%	N/A	21%	N/A
2000(36)	67%	N/A	33%	N/A
2001(29)	65%	76%	35%	24%
2002(28)	54%	75%	46%	25%
2003(31)	53%	74%	47%	26%
2004(22)	50%	74%	50%	26%

2005(24)	63%	73%	37%	27%
2006(18)	56%		44%	
2007(22)	73%		27%	
2008(11)	46%		55%	
2009(15)	60%		40%	

Grade 6 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006(23)	48%		52%	
2007(21)	67%		33%	
2008(26)	61%		39%	
2009(18)	56%		44%	

Grade 7 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006(26)	73%		27%	
2007(20)	85%		15%	
2008(23)	56%		44%	
2009(23)	78%		22%	

Grade 8 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
1999(42)	79%	N/A	21%	N/A
2000(23)	78%	N/A	22%	N/A
2001(30)	80%	77%	20%	23%
2002(31)	80%	73%	20%	27%
2003(36)	89%	80%	11%	20%
2004(28)	71%	76%	29%	24%
2005(23)	70%	67%	30%	33%
2006(33)	55%		45%	
2007(24)	67%		33%	
2008(21)	62%		38%	
2009(19)	37%		63%	

Disabled ISAT Results - Math 1999-2009

Grade 3 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
1999	44%	N/A	56%	N/A
2000	33%	N/A	67%	N/A

2001	30%	50%	70%	50%
2002	5%	48%	95%	52%
2003	30%	45%	70%	55%
2004	9%	40%	81%	60%
2005	51%	40%	49%	60%
2006	24%		76%	
2007	19%		81%	
2008	0%		100%	
2009	18%		82%	

Grade 4 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006	33%		67%	
2007	21%		79%	
2008	7%		93%	
2009	20%		80%	

Grade 5 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
1999	88%	N/A	22%	N/A
2000	50%	N/A	50%	N/A
2001	46%	70%	54%	30%
2002	50%	68%	50%	32%
2003	47%	64%	53%	36%
2004	43%	60%	57%	40%
2005	29%	58%	71%	42%
2006	6%		94%	
2007	27%		73%	
2008	36%		64%	
2009	13%		87%	

Grade 6 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2006	39%		61%	
2007	43%		57%	
2008	61%		39%	
2009	56%		44%	

Grade 7 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
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2006	59%	41%
2007	60%	41%
2008	30%	70%
2009	61%	39%

Grade 8 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
1999	90%	N/A	10%	N/A
2000	100%	N/A	0%	N/A
2001	90%	88%	10%	22%
2002	97%	87%	3%	13%
2003	89%	86%	11%	14%
2004	71%	85%	29%	15%
2005	71%	84%	29%	16%
2006	45%		55%	
2007	54%		46%	
2008	52%		48%	
2009	26%		74%	

**Disabled ISAT Results – Writing 1999-2004,
2007-2009**

Grade 3 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2009	56%		44%	

Grade 5 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
1999	32%	N/A	68%	N/A
2000	28%	N/A	72%	N/A
2001	62%	62%	38%	38%
2002	60%	71%	40%	29%
2003	53%	68%	47%	32%
2004	52%	62%	48%	38%
2007	63%		36%	
2008	73%		27%	
2009	67%		33%	

Grade 6 AW/Below Standards Meets/Exceeds Standards

District	Illinois	District	Illinois
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2008	92%	8%
2009	82%	18%

Grade 8 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
1999	81%	N/A	19%	N/A
2000	78%	N/A	22%	N/A
2001	83%	78%	17%	22%
2002	93%	77%	7%	23%
2003	97%	80%	3%	20%
2004	78%	76%	22%	24%
2007	87%		13%	
2008	80%		20%	
2009	89%		11%	

Disabled ISAT Results – Science 2000-2009

Grade 4 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2000	38%	N/A	62%	N/A
2001	37%	54%	63%	46%
2002	33%	53%	67%	47%
2003	21%	54%	79%	46%
2004	24%	52%	76%	48%
2005	19%	41%	81%	59%
2006	37%		63%	
2007	26%		74%	
2008	7%		93%	
2009	25%		75%	

Grade 7 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2000	67%	N/A	33%	N/A
2001	65%	62%	35%	38%
2002	43%	58%	57%	42%
2003	35%	59%	65%	41%
2004	30%	56%	70%	44%
2005	33%	55%	67%	45%
2006	33%		77%	
2007	65%		35%	

2008	17%	83%
2009	26%	74%

**Prairie State Achievement Exam
(2001-2009)**

District Prairie State Achievement Exam Results - 2001-2009

Reading:

Grade 11 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2001	37%	42%	64%	58%
2002	37%	42%	62%	58%
2003	36%	44%	64%	56%
2004	36%	43%	64%	57%
2005	34%	41%	66%	59%
2006	38%	41%	62%	59%
2007	38%	46%	62%	54%
2008	33%	48%	67%	52%
2009	35%	43%	65%	57%

Mathematics:

Grade 11 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2001	44%	46%	56%	54%
2002	39%	46%	60%	53%
2003	33%	47%	67%	54%
2004	34%	47%	66%	54%
2005	39%	47%	61%	54%
2006	39%	47%	61%	54%
2007	36%	47%	64%	54%
2008	36%	47%	64%	54%
2009	41%	48%	59%	52%

Writing:

Grade 11 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2001	32%	41%	67%	59%
2002	35%	40%	65%	59%
2003	33%	41%	67%	59%
2004	36%	40%	64%	60%
2007	34%	43%	66%	57%
2008	37%	44%	63%	56%
2009	37%	43%	63%	57%

Science:

Grade 11 AW/Below Standards Meets/Exceeds Standards

	District	Illinois	District	Illinois
2001	45%	50%	54%	50%
2002	39%	48%	60%	52%
2003	36%	49%	64%	51%
2004	40%	47%	60%	53%
2005	40%	48%	60%	52%
2006	37%	49%	63%	51%
2007	41%	49%	59%	51%
2008	31%	49%	69%	51%
2009	33%	50%	67%	50%

Prairie State ACT Scores: (Average Scores)

(The ACT tests are scored on a 1-36 scale.)

2001	Reading:	District: 20	State: 20
2002	Reading:	District: 21	State: 20
2003	Reading:	District: 21	State: 20
2004	Reading:	District: 21	State: 20
2005	Reading:	District: 21	State: 20
2006	Reading:	District: 21	State: 20
2007	Reading:	District: 22	State: 20
2008	Reading:	District: 22	State: 20
2009	Reading:	District: 21	State: 20

2001	Math:	District: 20	State: 20
2002	Math:	District: 20	State: 20
2003	Math:	District: 21	State: 20
2004	Math:	District: 21	State: 20
2005	Math:	District: 20	State: 20
2006	Math:	District: 21	State: 20
2007	Math:	District: 21	State: 20
2008	Math:	District: 21	State: 20
2009	Math:	District: 21	State: 20

2001	Science:	District: 20	State: 19
2002	Science:	District: 21	State: 20
2003	Science:	District: 21	State: 20
2004	Science:	District: 21	State: 20
2005	Science:	District: 20	State: 20
2006	Science:	District: 21	State: 20
2007	Science:	District: 21	State: 20
2008	Science:	District: 22	State: 20
2009	Science:	District: 21	State: 20

2007	English:	District: 20	State: 20
2008	English:	District: 21	State: 20
2009	English:	District: 20	State: 19

2007	Writing	District: 7	State: 7
2008	Writing:	District: 7	State: 7
2009	Writing:	District: 7	State: 7

(The Writing exam is scored on a scale of 2-12)

COMPOSITE SCORES: ACT

2001	Composite:	District: 19.75	State: 19.25
2002	Composite:	District: 20.25	State: 19.75
2003	Composite:	District: 20.75	State: 19.75
2004	Composite:	District: 20.75	State: 19.75
2005	Composite:	District: 20.3	State: 20.0
2006	Composite:	District: 21.0	State: 20.0
2007	Composite:	District: 21.0	

2008	Composite:	State: 20.0
		District: 21.5
		State: 20.0
2009	Composite:	District: 20.75
		State: 19.75

Press Release

October 9, 2008

For Immediate Release

Results of ISAT State Testing Released

During the regular meeting of the Geneseo Board of Education on October 9, 2008, Assistant Superintendent for Curriculum and Instruction, Joni Swanson, reported on the results of the Illinois Standards Achievement Test (ISAT).

The ISAT was given for the eighth time to students across the State of Illinois in early March of 2009. ISAT tests were taken by all students, including those who receive special education services. Students in grades 3, 4, 5, 6, 7 and 8 completed tests in reading and mathematics. Students in grades 4 and 7 completed tests in science. Writing assessments were given to students in grades 3, 5, 6 and 8. The ISAT tests also utilize open-ended questions, which require students to describe the processes needed to solve math problems or to refer to a passage read previously to support answers in the reading portion of the test.

The level of progress required to meet targets set by the state and in compliance with the federal NCLB legislation in 2008-09 were that 70% of all students tested would meet or exceed established standardized levels of achievement.

In Reading, an average of 86.8% of all Geneseo students in grades 3-8 met or exceeded that quality standard, while 76.8% of students across the state met their progress goals.

In Mathematics, an average of 93.2% of Geneseo students in grades 3-8 met or exceeded the standards, while across the state 83.3% of students met that same standard in Mathematics.

In Science, an average of 93% of Geneseo 4th and 7th grade students met or exceeded the science standards, as compared to 78% of students in these same grade levels across the state of Illinois. This was the second year that Science assessment results were included in calculations for adequate yearly progress.

The ISAT tests are evaluated using cut scores which separate student results into four categories: Exceeds Standards, Meets Standards, Below Standards and Academic Warning. In all individual test areas and grade levels, Geneseo students' scores were better than or equal to the state average for students in the meets and exceeds standards categories.

While larger percentages of students with disabilities continue to score below the state standard for meet or exceeds expected results on the ISAT test, this year we saw our the numbers of students meeting the standard achievement level rise dramatically in the 8th grade reading test, but also decrease in other grade levels (3rd, 5th and 7th). Elementary students with learning disabilities averaged 84% meeting and exceeding in Mathematics.

Eighth grade students with learning disabilities made impressive gains over last year's group and mirrored their accomplishments in 7th grade in Mathematics. Science scores for this subgroup of students averaged 74.5% of students in 4th and 7th grade meeting or exceeding the state standards.

Highlights of this year's tests include:

4th Grade Reading –	89% meets and exceeds standards
5th Grade Reading –	88% meets and exceeds standards
6th Grade Reading -	87% meets and exceeds standards
8th Grade Reading –	92% meets and exceeds standards
3rd Grade Math -	95% meets and exceeds standards
4th Grade Math –	97% meets and exceeds standards
5th Grade Math –	96% meets and exceeds standards
4th Grade Math -	94% meets and exceeds standards
7th Grade Science –	92% meets and exceeds standards

The District now has ten years of data for the ISAT tests in the areas of Reading, Mathematics and Science. However, due to the fact that ISAT tests were produced by Harcourt in the 2006 testing cycle, valid comparisons can only be made between results on this year's test and last three years' administrations.

Although not yet included in adequate yearly progress computation, a writing assessment was implemented for grades 5 and 8 in the spring 2007 and for 6th grade students in 2008. This year, the state implemented a writing test for the first time in 3rd grade. Students in the 6th and 8th grades improved their results on the writing exam, while 5th grade results declined by 8%. Writing is a large emphasis point for staff development in the 2009-2010 school year, with several grade levels working to improve instruction and assessment in this area so vital to student literacy. Reading and writing responses will become a special emphasis area of instruction for students in grades 1-8.

Considering the implications of the No Child Left Behind Federal legislation, the District overall is well ahead of the 2008-09 70.0% level for students meeting and/or exceeding state standards this year for the entirety of all students tested. Keeping on track with the State of Illinois' standards for adequate yearly progress for students in the District will continue as a concern for all of us in the coming years. To continue to meet progress standards, the district must ensure that 77.5% of our students meet or exceed standards in 2009-2010. Personnel and administrators at each building will review the scores and other indicators of student performance with the intent of identifying improvement strategies for future student performance.

For more information, contact Joni Swanson, 309-945-0450.

Results of Prairie State Testing Released

During the regular meeting of the Geneseo Board of Education on October 8, 2009, Assistant Superintendent for Curriculum and Instruction, Joni Swanson, reported on the results of the Prairie State Achievement Exam (PSAE).

The Prairie State Achievement Exam (PSAE) was completed in April of 2009. All juniors at Geneseo High School participated in the exam. The ACT college entrance test, including exams in English Language Usage, Mathematics, Reading (content area) and Science Reasoning, is given on the first day of the two-day PSAE examination. As a part of the ACT, a writing sample is required. Students complete two Work Keys exams as a part of the Prairie State Assessment - one assessment is in Math, the other in Reading. Finally, Science assessments, produced by the ISBE, are administered to students covering the topics of Life, Physical, Earth and Technological Sciences. Student results from all parts of the exam are combined to create a composite PSAE score, from which cut scores determine ranges of scores that meet or exceed Illinois standards for 11th grade students.

The average composite score for the junior class (2008-09) ACT portion of the Prairie State exam was 20.75. . The State of Illinois average for the ACT tests, as a part of the PSAE testing, was 19.75. Although last year's graduating class of 2009 had produced the highest overall composite and science reasoning scores, this year's class of 2010 saw their overall percentage of students meeting or exceeding Illinois State Standards on the Reading and Science test fall by 2 percentage points. While the same percentage of students met the standards in writing as was seen in 2008, the percentage of students meeting the requirements in mathematics dropped by 5%. Because the percentage of students meeting or exceeding the state standards fell below 70%, the high school did not meet the minimum to show adequate yearly progress according to the expectations of the Illinois State Board of Education

The range of the Illinois State scores continue on a course of little or no increase in the numbers of students meeting the AYP standard. From 7% - 17% more Geneseo students than the state average showed competency in these subject areas, and met or exceeded the Illinois standards. The eleventh grade scores in Math and Reading are currently below the 70% level as established by the NCLB legislation, with an average of 62% of the students meeting or exceeding standards. Geneseo High School students did not make AYP goals for 2008-09.

For more information, contact Joni Swanson, 309-945-0450.

GENESEO CUSD #228 CAFETERIA
PRODUCTION REPORT

MONTH/YR.	# OF DAYS BREAK. SERVED	TOTAL # OF BREAK. SERVED FOR MONTH	# OF DAYS LUNCH SERVED	TOTAL # OF LUNCHES SERVED FOR MONTH	TOTAL LOCAL REVENUE FOR MONTH	TOTAL # OF ABSENT EMPLOYEE DAYS PER MONTH	# OF SUBSTITUTE WORKER DAYS PER MONTH
2009-10							
August	5	1235	5	9885	\$88,565.00	1	1
September	21	8059	21	41763	\$80,841.00	21	15+5*
October							
November							
December							
January							
February							
March							
April							
May							
June							

* added number is for employee training
^ added number is for open positions

Millikin PTA Meeting Schedule 2009-2010

Executive Board Meetings:

September 8, 2009/Night Meeting

October 14, 2009

November 10, 2009

December 2, 2009

January 13, 2010

February 10, 2010

March 10, 2010

April 13, 2010/Night Meeting

May 12, 2010

*All meetings are open to all PTA members and we encourage you to attend and have a voice!

*The day meetings are held in the Millikin Library from 8:30 to 10:00 a.m.

*The night meetings are held in the Millikin Library at 6:30 p.m.

General Membership Meetings:

Tuesday, September 8, 2009

Approval of 2009/2010 audit & voting on 2009/2010 budget

Tuesday, April 23, 2010

Election fo 2010/2011 officers

Officers:

President	Chris Miller	792-9506
Vice Predident	Gloria Miller	792-9396
Treasurer	Tracy Yager	944-5411
Secretary	Janet Larson	944-6931

If you are unable to attend a meeting and have a topic to discuss please contact an officer. Thank you for all your help to make this a great year for our children!



Illinois State Board of Education

Gov. Rod Blagojevich

Jesse Ruiz, Board Chair
Dr. Christopher Koch, State Superintendent

28-037-2280-26

GENESE0 CUSD 228

2007 Adequate Yearly Progress (AYP) Information

Calculated based on 08/10/07 Approved Assessment Data and E-report Card 86-43 Data

Is this district making AYP?	No	Has this district been identified for Federal Improvement Status according to the AYP specification of the federal No Child Left Behind Act?	Yes
Is this district making AYP in reading?	No		
Is this district making AYP in mathematics?	Yes		
2007-08 Federal Improvement Status		District Improvement	
2007-08 State Improvement Status		Academic Early Warning	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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		55.0			55.0			90.0		72.0	
ALL	99.9	Yes	99.9	Yes	83.2		Yes	88.5		Yes	95.5	Yes	90.9	Yes
White	99.9	Yes	99.9	Yes	83.2		Yes	88.9		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities	99.3	Yes	99.3	Yes	34.6	43.4	No	56.6		Yes	95.7		78.8	
Economically Disadvantaged	99.6	Yes	99.6	Yes	75.1		Yes	82.1		Yes				

Four conditions required 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 55% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55% 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 55% 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 72% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2006.

** Safe Harbor Targets of 55% 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 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.



Illinois State Board of Education

Gov. Rod Blagojevich

Jesse Ruiz, Board Chair

Dr. Christopher Koch, State Superintendent

28-037-2280-26

Geneseo CUSD 228

2008 Adequate Yearly Progress (AYP) Information

Calculated based on 08/05/08 Approved Assessment Data and E-report Card 86-43 Data

Is this district making AYP?	Yes	Has this district been identified for Federal Improvement Status according to the AYP specification of the federal No Child Left Behind Act?	Yes
Is this district making AYP in reading?	Yes	2008-09 Federal Improvement Status	District Improvement Year 1
Is this district making AYP in mathematics?	Yes	2008-09 State Improvement Status	Academic Early Warning Year 1

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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		62.5			62.5			90.0		75.0	
ALL	100.0	Yes	100.0	Yes	80.7		Yes	88.5		Yes	95.6	Yes	91.8	Yes
White	100.0	Yes	100.0	Yes	80.8		Yes	88.9		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	43.9	41.1	Yes	66.4		Yes	95.2		83.3	
Economically Disadvantaged	100.0	Yes	100.0	Yes	66.0		Yes	77.7		Yes				

Four conditions required 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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75.0% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2007.

** Safe Harbor Targets of 62.5% 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 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.



Illinois State Board of Education

Jesse Ruiz, Board Chair Christopher A. Koch, State Superintendent

28-037-2280-26

Geneseo CUSD 228

2009 Adequate Yearly Progress (AYP) Information

Calculated based on 07/07/09 Approved Assessment Data and E-report Card 86-43 Data

Is this district making AYP?	No	Has this district been identified for Federal Improvement Status according to the AYP specification of the federal No Child Left Behind Act?	Yes
Is this district making AYP in reading?	No		
Is this district making AYP in mathematics?	Yes		
2009-10 Federal Improvement Status		District Improvement Year 1	
2009-10 State Improvement Status		Academic Early Warning Year 1	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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		70.0			70.0			90.0		78.0	
ALL	99.9	Yes	99.9	Yes	83.9		Yes	88.0		Yes	96.2	Yes	100.0	Yes
White	99.9	Yes	99.9	Yes	83.8		Yes	88.0		Yes				
Black						↑ Up					↓			
Hispanic						3.2%				Down	Up			
Asian/Pacific Islander						from 08				0.5%	0.6%			
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities	99.4	Yes	99.4	Yes	43.2		No	61.5		Yes	95.8	↑ Up 0.6%	88.2	
Economically Disadvantaged	100.0	Yes	100.0	Yes	69.2		Yes	81.7		Yes				

Four conditions required 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 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 78.0% graduation rate for high schools.

GHS AYP Narrative

The Illinois PSAE testing consists of: Day 1 the ACT and Day 2 the Work Keys. The state judges schools on a combination of Day 1 & Day 2, but I am not sure of their exact formula? This is the first year that GHS has not made AYP. The NCLB target for 2009 was 70% meets/exceeds (M/E) on Day 2 (Work keys). GHS scored 66.5% in reading and 61% in math. Next year will not be any easier as the NCLB requirement goes up to 77%M/E. Even though there is a yearly score, I do not think it is practical to compare scores from year to year. I think it is more important to compare yearly progress or growth. The problem with that being the Day 2 test (Work Keys) has no series of exams for growth models to help measure. Because of this, we at GHS tend to use the EPAS (educational planning and assessment system that consists of the EXPLORE, PLAN, and ACT) system over the course of a students high school career to monitor their academic progress. NOTE: The school board established a goal of 80% of GHS students hitting the post-secondary readiness benchmark of 19 on the ACT.

The class of 09 had 70% (34% exceed predicted benchmark and 36% meet predicted benchmark) M/E their predicted Day 1 (ACT) test score. We are using the EXPLORE, PLAN, and ACT to measure post secondary readiness. These three tests help us to measure academic progress/growth not just compare a score from year to year. The class of 2011 will take their Day 1 ACT this April and if all of them hit the predicted benchmark of 19, it would be a total of 72%; that is if they all grow or learn up to their potential of staying above the ACT benchmark of 19. That does not take into account the students who are below the predicted benchmark of 19, but still score higher than their predicted score (7). The class of 2009 has the highest composite average for any class (22.1) and the GHS composite score has risen steadily in the past few years. The class of 2009 was the first class to top the national average; we beat the state average every year.

Category - juniors	2007	2008	2009
PSAE Reading	63.7	(74.6) 66	66.5
PSAE math	64.6	(80) 64	61
ACT Reading	21	21.7	22.8
ACT math	21.1	21.3	21.7
ACT composite	20.8	21.2	22.1

Action steps:

1. Teachers were given class lists with their student's most recent EPAS score. They were also given the score range explanation sheet that lists out what each score range means in terms of what student skills are if scoring in a certain range. The goal was for staff to understand on day one the ability levels of each student in their class.
2. Teachers were also given the ACT "Ideas for Progress" which is a suggestion sheet for how to move students from one range to the next higher score range.
3. The GHS administration developed a GHS data analysis worksheet for staff to work through based upon the PLAN test score. We recently were shown the PLAN test item analysis booklet that accompanies the test result and teachers will use that, a copy of the PLAN test, and complete a worksheet that walks them through the test items and the standards that are covered. The goal is to have teachers analyze student strengths and areas to improve as they plan their second quarter and second semester curriculum.
4. Targeted student meetings with administrators. Each administrator has three groups of students that they are meeting with once a month. The three groups are: freshman academy students (7 each), juniors whose projected PLAN score was just below the readiness benchmark of 19 (10 each), and former freshman academy students from the first year of the program (4 each). We have a set battery of questions and talking points that we will each use. The goal is to track the progress of each student and keep an eye on their academic progress, social issues, attendance, etc; with the ultimate goal of having each student more aware of their responsibilities for their own achievement and planning for their future post-secondary choices.

2007 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	2007-08 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2007-08 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		55.0			55.0			90.0		72.0	
All	99.6	Yes	99.6	Yes	63.7		Yes	64.6		Yes			90.9	Yes
White	99.6	Yes	99.6	Yes	62.9		Yes	64.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
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 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% 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 55.0% 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 72% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2006.

** Safe Harbor Targets of 55.0% 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.

2008 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT - STATE

Is the state making Adequate Yearly Progress (AYP)?	No
Is the state making AYP in Reading?	No
Is the state making AYP in Mathematics?	No

	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		62.5			62.5			90.0		75.0	
All	99.7	Yes	99.7	Yes	74.6		Yes	80.0		Yes	93.3		86.5	Yes
White	99.9	Yes	99.9	Yes	83.1		Yes	87.1		Yes				
Black	99.4	Yes	99.4	Yes	58.5	56.4	No	61.1	62.4	No	92.9		74.9	
Hispanic	99.7	Yes	99.7	Yes	61.4		No	72.9		Yes				
Asian/Pacific Islander	99.9	Yes	99.9	Yes	86.8		Yes	92.9		Yes				
Native American	99.8	Yes	99.8	Yes	73.5		Yes	79.8		Yes				
Multiracial /Ethnic	99.8	Yes	99.8	Yes	77.8		Yes	82.8		Yes				
LEP	99.8	Yes	99.8	Yes	48.4		No	68.7		Yes				
Students with Disabilities	99.5	Yes	99.5	Yes	42.0	43.8	No	52.9	54.5	No	93.9		81.2	
Economically Disadvantaged	99.7	Yes	99.7	Yes	60.8	62.2	No	69.0		Yes	93.4		78.2	

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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. If State did not make AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate and at least 75% graduation rate.

* The Full Academic Year provision does not apply at the state level.

** Safe Harbor Targets of 62.5% 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 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.



Illinois State Board of Education

Jesse Ruiz, Board Chair

Christopher A. Koch, State Superintendent

28-037-2280-26-0001 Geneseo CUSD 228

Geneseo High School

2009 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/17/09 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	No	Has this school been identified for School Improvement according to the AYP specification 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?	No	2009-10 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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		70.0			70.0			90.0		78.0	
ALL	100.0	Yes	100.0	Yes	66.5		Yes	61.0		No			97.8	Yes
White	100.0	Yes	100.0	Yes	67.0		Yes	60.9	68.8	No			97.7	
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Four conditions required 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 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 78.0% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2008.

** 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 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.

Geneseo Middle School AYP Report

Overall, scores at Geneseo Middle School have remained fairly similar through the last three years with some slight variance in percentage of students meeting and exceeding standards. The largest jump of any single score was students with disabilities meeting and exceeding standards in reading. In 2007, this subgroup was 26.3% meeting and exceeding standards. Consequently, GMS did not make AYP that year. In 2008, that percentage grew to 42.2% and 44.1% in 2009. Currently, GMS is not making AYP because of students with disabilities meeting and exceeding standards in math. In 2009, 54.2% of this subgroup meet or exceeded standards in math. That is up 5.1% from 2007 but down 2.1% in 2008. Geneseo Middle School is focusing on identifying students in the subgroup and revisiting their individual education plans to see how we can better service them. Overall performance for reading has been maintaining on average 87-88% meeting and exceeding standards. Overall performance for math has staying on average between 90-92%. Economically disadvantaged children have been meeting and exceeding standards 6-10% less than the overall population. Although this is not a huge difference between the subgroup and general population, it is something we are getting better at addressing through work such as increasing vocabulary, reading instruction, leveled math, etc.

	2007	2008	2009
Reading	87.5	88.4	87.2
Math	91.7	92.2	90.2
IEP			
Reading	26.3	42.2	44.1
IEP Math	49.1	56.3	54.2
SES Read	79.4	82.2	77.4
SES Math	84.5	84.3	83.9

Adequate Yearly Progress Report 2007 GENESEO MIDDLE SCHOOL - GENESEO CUSD 228

Is this School making Adequate Yearly Progress (AYP)?	No	Has this School been identified for School Improvement according to the No AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	No	2007-08 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2007-08 State Improvement Status	

Student Groups	Percentage 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		55.0			55.0			90.0			72.0	
All	100.0	Yes	100.0	Yes	87.5		Yes	91.7		Yes	96.4				
White	100.0	Yes	100.0	Yes	87.8		Yes	92.1		Yes					
Black															
Hispanic															
Asian/Pacific Islander															
Native American															
Multiracial/Ethnic															
LEP															

IRIS Interactive Illinois Report Card

Students with Disabilities	100.0	Yes	100.0	Yes	26.3	48.3	No	49.1	Yes	96.2
Economically Disadvantaged	100.0	Yes	100.0	Yes	79.4		Yes	84.5	Yes	

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 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% 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 55.0% 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 5/01/2006.

** Safe Harbor Targets of 55.0% 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.

Adequate Yearly Progress Report 2008 GENESEO MIDDLE SCHOOL - GENESEO CUSD 228

Is this School making Adequate Yearly Progress (AYP)?	Yes	Has this School been identified for School Improvement according to the No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes	2008-09 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2008-09 State Improvement Status	

Student Groups	Percentage 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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	88.4		Yes	92.2		Yes	96.2	Yes		
White	100.0	Yes	100.0	Yes	88.5		Yes	92.5		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														

Interactive Illinois Report Card

Students with Disabilities	100.0	Yes	100.0	Yes	42.2	33.7	Yes	56.3	Yes	95.9
Economically Disadvantaged	100.0	Yes	100.0	Yes	82.2		Yes	84.3	Yes	

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.
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3. For schools not making AYP solely because the IEP group fails to have 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2007.

** Safe Harbor Targets of 62.5% 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.



Illinois State Board of Education

Jesse Ruiz, Board Chair Christopher A. Koch, State Superintendent

28-037-2280-26-1002

Geneseo CUSD 228

Geneseo Middle School

2009 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/17/09 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	No	Has this school been identified for School Improvement according to the AYP specification 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?	No	2009-10 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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		70.0			70.0			90.0		78.0	
ALL	100.0	Yes	100.0	Yes	87.2		Yes	90.2		Yes	96.5	Yes		
White	100.0	Yes	100.0	Yes	87.1		Yes	90.7		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	44.1	48.0	Yes	54.2	60.7	No	96.0			
Economically Disadvantaged	100.0	Yes	100.0	Yes	77.4		Yes	83.9		Yes				

Four conditions required 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 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 78.0% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2008.

** 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 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.

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Millikin

AYP Observations and Inquiries

- The three year consistency of scores in given areas is startling. Often the scores are virtually the same over that span.
- Consistent does not necessarily mean acceptable excellence. For example overall reading scores over three years are at about 85% in the Meets and Exceeds categories. That would mean that 15% or right about twenty five students are falling in the Below category. Most of those students are relatively close to the Meets status.
- With attendance at over 95% (that is less than one student per class, per day) we are getting the exposure that we must use wisely.
- Informal item analysis at tested grade levels does show some common deficit areas.
- While overall perceptions can vary; it appears to me that Millikin School has ISAT test results that vary from the other two schools to a degree that we need to take note and attempt to find out why.
- Three year Meets and Exceeds average in Math appears to be a relative strength.

Inquiries

- Will new grouping strategies in the fourth and fifth grades result in higher scores? It seems to be the case at SW if we assume any great degree of similarity between groups.

- Even using alternate assessment is it legitimate to expect Meets scores from self contained students. Do these scores make a noticeable building difference.
- How do we use the practices of those teachers who produce ongoing high results and convince other teachers to try them?
- There are a considerable number of students who narrowly miss the Meets level. Would AYP considerations be best served by more attention to these students rather than the concentrated use of resources at the very lowest level?

Adequate Yearly Progress Report 2007 MILLIKIN ELEM SCHOOL - GENESEO CUSD 228

Is this School making Adequate Yearly Progress (AYP)?	Yes	Has this School been identified for School Improvement according to the No Child Left Behind Act?
Is this School making AYP in Reading?	Yes	2007-08 Federal Improvement Status
Is this School making AYP in Mathematics?	Yes	2007-08 State Improvement Status

Student Groups	Percentage 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		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	82.4		Yes	94.1		Yes	95.4			
White	100.0	Yes	100.0	Yes	81.7		Yes	93.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														

Adequate Yearly Progress Report 2008 MILLIKIN ELEM SCHOOL - GENESEO CUSD 228

Is this School making Adequate Yearly Progress (AYP)?	Yes	Has this School been identified for School Improvement according to the No Child Left Behind Act?
Is this School making AYP in Reading?	Yes	2008-09 Federal Improvement Status
Is this School making AYP in Mathematics?	Yes	2008-09 State Improvement Status

Student Groups	Percentage 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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	90.3		Yes	94.8		Yes	95.5	Yes		
White	100.0	Yes	100.0	Yes	90.0		Yes	95.4		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														



Illinois State Board of Education

Jesse Ruiz, Board Chair Christopher A. Koch, State Superintendent

28-037-2280-26-2003

Geneseo CUSD 228

Millikin Elem School

2009 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/17/09 Approved Assessment Data and E-report Card 86-43 Data

Is this school making 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 specification of the federal No Child Left Behind Act?		No
2009-10 Federal Improvement Status		
2009-10 State Improvement Status		

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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		70.0			70.0			90.0		78.0	
ALL	100.0	Yes	100.0	Yes	84.1		Yes	95.1		Yes	96.1	Yes		
White	100.0	Yes	100.0	Yes	84.4		Yes	95.0		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Four conditions required 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.
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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 78.0% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2008.

** Safe Harbor Targets of 70.0% or above are not printed.

Northside Elementary School – AYP Report Synopsis

Throughout the years in question – 2007 – 2009 – Northside School's students met AYP growth targets for Math and Reading. There were not enough students in any one of the test grade levels to make a subgroup in any category. Only in 2009 did less than 100% of the students complete the testing battery (99.4%).

Yearly attendance rates were identical in 2007 and 2008 (96.4%) and slightly higher in 2009 (97.0%).

Reading scores were at their highest level in 2008 (92% of students meeting or exceeding standards). Math scores peaked also in 2008 (98.6% of students meeting or exceeding standards). Northside was honored by the ISBE with their 2008 Excellence Award for Exemplary Academic Performance on the Illinois Learning Standards.

With three years of data, generalizations for trends are suspect. The percentage of students meeting or exceeding standards varied only 2% in Math and 2.3% in Reading. With cut scores changing on a yearly basis, these variations are not cause for alarm or concern. More details concerning the 2008-09 test results will be shared at the Curriculum Policy Committee meeting.

**Adequate Yearly Progress Report 2007
NORTHSIDE ELEM SCHOOL - GENESEO CUSD 228**

Student Groups	Percentage 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		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	89.9		Yes	97.1		Yes	96.4			
White	100.0	Yes	100.0	Yes	89.7		Yes	97.1		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
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.
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August 30, 2009

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Adequate Yearly Progress Report 2008
NORTHSIDE ELEM SCHOOL - GENESEO CUSD 228

Student Groups	Percentage 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	Yes	62.5		Yes	62.5		Yes	90.0	Yes	75.0	
All	100.0	Yes	100.0	Yes	92.2		Yes	98.6		Yes	96.4	Yes		
White	100.0	Yes	100.0	Yes	92.0		Yes	98.5		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
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.
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3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
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* Includes only students enrolled as of 5/01/2007.

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August 30, 2009

Updated: Sunday,



Illinois State Board of Education

Jesse Ruiz, Board Chair Christopher A. Koch, State Superintendent

28-037-2280-26-2004

Geneseo CUSD 228

Northside Elem School

2009 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/17/09 Approved Assessment Data and E-report Card 86-43 Data

Is this school making 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 specification of the federal No Child Left Behind Act?	No
2009-10 Federal Improvement Status	
2009-10 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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		70.0			70.0			90.0		78.0	
ALL	99.4	Yes	99.4	Yes	91.2		Yes	96.6		Yes	97.0	Yes		
White	99.4	Yes	99.4	Yes	91.4		Yes	96.4		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Four conditions required 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 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 78.0% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2008.

** 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 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.

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Southwest Elementary

715 South Center Street, Geneseo, IL 61254

Mrs. Nancy Wiese, Principal

To: Board of Education
From: Nancy Wiese, Principal Southwest Elementary
Regarding: AYP Trend Data

Looking at the trend data from 2007 to 2009 we find that the reading scores are steadily declining while the math scores remain relatively the same. The reading series, through these years, has remained the same but with more emphasis on guided reading at the lower grades. More instruction for students in grades 3-5 may be indicated by this data. Math has adopted a more rigorous series, but has not shown any significant growth.

Adequate Yearly Progress Report 2007
SOUTHWEST ELEM SCHOOL - GENESEO CUSD 228

Student Groups	Percentage Tested on State Tests					Percent Meeting/Exceeding Standards*					Other Indicators			
	Reading		Mathematics			Reading Safe**		Mathematics Safe**			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Harbor Target	Met AYP	%	Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	90.3		Yes	95.4		Yes	96.6			
White	100.0	Yes	100.0	Yes	90.4		Yes	95.7		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
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 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% 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 55.0% 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 5/01/2006.

** Safe Harbor Targets of 55.0% 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.

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Updated: Sunday, August 30, 2009

Adequate Yearly Progress Report 2008
 SOUTHWEST ELEM SCHOOL - GENESEO CUSD 228

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*					Other Indicators				
	Reading		Mathematics		Reading Safe**		Mathematics Safe**			Attendance Rate		Graduation Rate		
	%	Met AYP	%	Met AYP	%	Harbor Target	Met AYP	%	Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	88.7		Yes	95.9		Yes	96.2	Yes		
White	100.0	Yes	100.0	Yes	88.2		Yes	96.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2007.

** Safe Harbor Targets of 62.5% 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.

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Updated: Sunday, August 30, 2009



Illinois State Board of Education

Jesse Ruiz, Board Chair

Christopher A. Koch, State Superintendent

28-037-2280-26-2005 Geneseo CUSD 228

Southwest Elem School

2009 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/17/09 Approved Assessment Data and E-report Card 86-43 Data

Is this school making 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 specification of the federal No Child Left Behind Act?		No
2009-10 Federal Improvement Status		
2009-10 State Improvement Status		

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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		70.0			70.0			90.0		78.0	
ALL	100.0	Yes	100.0	Yes	87.0		Yes	95.9		Yes	96.8	Yes		
White	100.0	Yes	100.0	Yes	86.8		Yes	96.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Four conditions required 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.
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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 78.0% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2008.

** Safe Harbor Targets of 70.0% or above are not printed.

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Geneseo Community Unit School District No. 228

209 SOUTH COLLEGE AVENUE • GENESEO, ILLINOIS 61254 • (309) 945-0450 • FAX: (309) 945-0445
www.geneseoschools.org

Mrs. Joni L Swanson
Assistant Superintendent

Mr. Jack B. Schlindwein
Director of Operations

Mr. Scott D. Kuffel
Superintendent

September 25, 2009

Mr. William Kested
Regional Office of Education - Bureau, Henry, and Stark Counties
107 South State St.
Atkinson, IL 61235

Dear Mr. Kested:

Listed below is a response to each of the areas that were cited on your recent building inspections in the Geneseo CUSD #228 on September 21, 2009.

Northside Elementary School

Janitor's Closet – Flammable paints not stored in approved cabinets.	The paint cans were properly disposed of.
--	---

Geneseo High School

Stage – Exit sign not lighted and emergency lighting failed test.	The maintenance department has already been given direction to repair/replace the malfunctioning exit light on the stage.
---	---

Southwest Elementary School

Room #24 – Storage area requires fire detectors.	The room in question is part of the Music Room. The chairs and risers that are currently being stored in this are will be relocated to an approved storage room. Therefore, a fire detector will not be needed.
--	---

Library Office – Improper use of power strips – “daisy chained.”	The improper electrical connections will be removed.
--	--

Geneseo Community Unit School District No. 228

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www.geneseoschools.org

Mrs. Joni L Swanson
Assistant Superintendent

Mr. Jack B. Schlindwein
Director of Operations

Mr. Scott D. Kuffel
Superintendent

Please let me know, if you need anything else. Thanks.

Sincerely,

Jack B. Schlindwein, Director of Operations

cc.: Mr. Scott Kuffel, Superintendent
Geneseo Board of Education



Restatement of the Geneseo School District Plan Document Effective 1/1/10

Summary of Plan Benefit Changes –

Added coverage for the following expenses:

- Occupational therapy (recommended enhancement to provide industry standard benefits)
- Diagnosis and treatment of autism spectrum disorders for children under age 21 (State mandate)
- Rehabilitative services to enhance the ability of a child to function with a congenital, genetic, or early acquired disorder (State mandate)
- Shingles vaccine for age 60 and over (State mandate)
- Skilled Nursing Facility Confinement will be considered a covered expense now under the following conditions: It is certified by a Physician as essential for recuperation from a sickness or injury that caused a hospital confinement and it is not for custodial care. (recommended enhancement to provide industry standard benefits)

Changes/Limits to existing benefits:

- Second Surgical Opinions – outdated 100% benefit for which there is no separate code to identify as such - these services will now be treated as any other office visit subject to deductible and coinsurance
- Emergency Room Visits – each visit will be subject to a separate \$100 deductible, then coinsurance – copay waived if admitted. (to discourage use of ER for non-emergency treatment)
- Out of Network coinsurance decreased from 60% to 50% to encourage in-network utilization of services
- Increase of maximum out of pocket for non-network services from \$1100 single and \$2200 family to \$1250 single and \$2500 family to encourage in-network utilization of services
- Benefits for services of a Chiropractor will be subject to an annual limit of \$1200 (industry standard to place a limit on this benefit)

Outline of Plan Provision Changes –

Eligibility language clarified and expanded as follows:

Spouses of all insured Plan members covered by this Plan will not be eligible for this Plan if the spouse's employer or previous employer has medical coverage available to employees or retirees or if the spouse is eligible for TRIP because they were a TRS member. ~~An employee may appeal this if the cost of such insurance is greater than the current year premium equivalent cost of the Gageson School District Health Care Plan for Single coverage.~~ Any exceptions to this provision must be approved by the Plan Sponsor. Not applicable to Dental/Vision and Wrap Around Plan.

NOTICES

- I. It is the Covered Person's or Covered Dependent's responsibility to notify the Employer or Plan Administrator within fifteen (15) days of any event which would cause such person or a family member to (i) gain or lose eligibility for coverage under the Plan, (ii) become eligible for or entitled to any Plan benefit, or (iii) lose eligibility for or entitlement to any Plan benefit; unless the Plan elsewhere specifically provides for a longer notice provision. The foregoing includes, but is not limited to, the following:
 - a) Notifying the District Office of an address change within fifteen (15) days of such change;
 - b) Notifying the District Office of a name change within fifteen (15) days of such change; and
 - c) Notifying the District Office of a change in dependent child status within fifteen (15) days of such change; and
 - d) Notifying the District Office when a spouse becomes eligible for other medical coverage or loses other medical coverage.

- II. It is the covered person's or covered dependent's responsibility to notify the employer or plan administrator within 60 days of (i) the termination of Medicaid CHIP coverage or (ii) the eligibility for Medicaid or CHIP coverage.

Dependent Definition change to comply with IL HB5285:

Eligible Dependent: An Employee's lawful spouse under Illinois law, and unmarried natural or adopted child or child where adoption is pending and primarily dependent on you for support. The term child will include a step-child or other child for whom you have assumed legal custody when such child resides in your home and is primarily dependent upon you for support. Children who meet this definition may continue coverage to their 26th birthday (30th birthday if a veteran who resides in Illinois and was honorably discharged) whether or not the child is a full time student. If you have a child that is not currently enrolled in the Plan, you may add the child to your coverage subject to the child being unmarried and primarily dependent on you for support. Primarily dependent means you are paying for more than 1/2 of the child's support. You should contact the plan administrator if you have a child that you feel might qualify and complete an evidence of good health form. An initial enrollment will run from 1-1-2010 to 3-31-2010 for children age 19 or over and under age 26 (age 30 if a veteran residing in Illinois). Evidence of good health and the pre-existing exclusion applies. Future enrollments for qualified dependents are available each year in the final month of the Plan year for dependents who have had at least 90 days of coverage with another private or public health care plan without a 63 day gap in coverage prior to the date a signed application is received by the Plan Sponsor. Note that not meeting the more restricted IRS definition of dependent may cause contributions and/or benefits to be taxable

Extension of Benefits has been expanded:

(a) Disability

If coverage under the Plan would terminate with respect to a Covered Person who is unable to work due to illness or injury may continue in the Plan under FMLA or USERRA military leave guidelines, or other employer approved leave of absence, or until the plan sponsor terminates employment in accordance with its own internal policy

(a) Dependent Child age 19 or over during a leave of absence from post secondary educational institution or institution of higher education.

If coverage under the plan would otherwise terminate with respect to a Covered Dependent, benefits will continue to be provided for those individuals for a Medically Necessary Leave of Absence that (i) commences while such child is suffering from a serious sickness or Injury, (ii) is certified in writing by treating Physician as suffering from a serious Sickness or Injury that the leave of absence from Postsecondary educational institution or institution of higher education is medically necessary, and (iii) terminates upon the earlier of (a) the date the leave of absence no longer meets the requirements of (i) or (ii) above, (b) the date the child is no longer an Eligible Dependent.

September, 2009

ORGANIZATION	DESCRIPTION OF FUNDRAISER	AMOUNT EXPECTED TO COLLECT
<i>Northside PTA</i>	<i>Magazine Sales - Grades K-5</i>	<i>\$ 8000</i>
	↓	
	<i>Used for:</i>	
	<i>1. Assemblies</i>	
	<i>2. Field Trips</i>	
	<i>3. Teacher Supplies</i>	
	<i>4. Possibly for new</i>	
	<i>playground equipment</i>	

JBS

September, 2009

ORGANIZATION	DESCRIPTION OF FUNDRAISER	AMOUNT EXPECTED TO COLLECT
PTA	Fall Fundraiser: Great American Products	\$8,000 - \$10,000
	Market Day	\$200 - \$300 per month
	Book Fair - December 1 - 3	\$2,000 to benefit books for classrooms and library

September 23, 2009

ORGANIZATION	DESCRIPTION OF FUNDRAISER	AMOUNT EXPECTED TO COLLECT
Building	Chocolate sales	\$8,000
7 th Grade	Dinner club coupon books	\$5-6,000
6 th Grade	Pie sales	\$8,000
8 th Grade	Trivia night	\$2,000
Library	October and April book fairs	\$1,000 in cash and \$1,000 in books for each fair
Fine arts	Concession stand at GMS games	\$750
PTA	Book covers	\$400
PTA	School pictures	PTA \$2,000, GHS and GMS yearbook \$2,000
PTA	Concession sales	\$22,000 used for MS and HS PTA grants
PE Dept.	Jump Rope for Heart	\$3,000
GPAC	Fall fruit sales	\$8,000
GPAC	Spring fundraiser – last year pizza and pretzels were sold	\$5,000
Building pop machines	Teacher lounge pop machine and two student juice/water machines	Students machines: \$1500 Teacher machine: \$150
6 th Student Senate	Hollygrams	\$100

September 23, 2009

ORGANIZATION	DESCRIPTION OF FUNDRAISER	AMOUNT EXPECTED TO COLLECT
6 th Student Senate	Valentine Grams	\$100
6 th Student Senate	Coin flood to donate to flood relief	\$300
6 th Student Senate	GMS T-shirt and sweatshirt sales	\$500
6 th Student Senate	6 th grade school supply store	\$500
6 th Student Senate	Smencils (scented pencils)	\$300
7 th /8 th Student Council	Back to school sale during registration	Have not yet covered cost. Expecting \$200
7 th /8 th Student Council	School dances (4 total)	\$200-\$1,000 per dance
7 th /8 th Student Council	October fundraising for Trick or Treat for UNICEF – donations taken during lunch	\$250 max
7 th /8 th Student Council	Snowmen on Parade – Homerooms decorate snowmen and students use change during lunch to vote on favorite	\$150
7 th /8 th Student Council	Hat Day during Red Ribbon Week – Pay \$1 to wear a hat. Proceeds go to Student Council activities (i.e. improving school dances, etc.)	\$150-200
7 th /8 th Student Council	Holiday Grams – Purchase a gram during lunch and then delivered to someone during homeroom. Last year it was a bracelet.	\$150
7 th /8 th Student Council	Have a Heart Week – Purchase a gram during lunch and then delivered to someone during homeroom. Proceeds go to a charity of the student body choice.	\$100-150
Builder's Club	Volleyball concession stands	\$450

GHS Fundraiser Report 10/1/2009

Organization	Description of Fundraiser	Amount Expected to be Collected	Date
Baseball Boosters	Membership/Sponsorship	\$1,000	Annual
Baseball Boosters	Concession Stands	\$500	Annual
Baseball Boosters	Varsity Gold Cards	\$2,500	Annual
Baseball Boosters	Trivia Night	\$4,000	March, 2010
Basketball, Boys - Boosters	Concession Stands	\$1,700	November 24-28, 2009
Basketball, Boys - Boosters	50/50 & Culver's Shoot-Out	\$600	Season
Basketball, Boys - Boosters	Pizza Hut Spaghetti Night	\$1,500	February, 2010
Basketball, Girls - Boosters	Pizza Hut	\$400	November 10, 2008
Basketball, Girls - Boosters	Youth Girls B-Ball Tournament	\$3,000	December 6, 2008
Basketball, Girls - Boosters	Trivia Night	\$1,500	October 18, 2008
Basketball, Girls - Boosters	50/50 Drawing	1/3 of the collection	October 16, 2009
Cheer Boosters	Wreaths	\$1,486	November, 2008
Cheer Boosters	Summer Mini Cheer Camp	\$1,081	Summer, 2009
Cheer Boosters	Planners	\$1,500	August - Fall, 2009
Cheer Boosters	Fall Leaf Clinic	\$1,608	Sept 19, 2009
Cheer Boosters	Cookie Dough Sale	varies	March - April, 2009
Class of 2011	Football Shirts	\$3,000 - \$5,000	August - Fall, 2009
Class of 2011	\$5.00 student dues	depends on participation	October, 2009
Class of 2012	\$5.00 student dues	depends on participation	October, 2009
Class of 2013	Football Game Cleanup	\$300	October 24, 2009

GHS Fundraiser Report 10/1/2009

Organization	Description of Fundraiser	Amount Expected to be Collected	Date
Cross Country Boosters	Concession Stands	??	October 16, 2009
FFA	Handgun Raffle	\$500	September-October, 2008
FFA	Beef Snack Sticks	\$1,000	October - January, 2009
FFA	Pancake Breakfast	\$1,500	January 18, 2009
FFA	Raffle Tickets	\$1,000	March - April, 2009
FFA	Mulch	\$1,500	March - April, 2009
Football & Baseball Boosters	Varsity Gold Cards	\$15,000	June 11-18, 2009
Football Boosters	50/50 Drawing	Total approx \$1,400 for year	August 28, 2009
Football Boosters	Hog Roast	\$3,500 - \$4,000	July, 2009
Football Boosters	Membership/Sponsorship	??	Season
French & Spanish 4 & AP	Sweets and Cookie Dough	\$1,200	March - April, 2009
Golf Boosters	Golf Outing	\$2,500	July or August, 2009
GPAC	Trivia Night	\$2,000 - \$2,400	February 13, 2009
GPAC	Spring Fundraiser	\$5,000	February 9-20, 2009
GPAC	Pizza Hut	\$500	June 1, 2009
GPAC	Fall Fruit Sale	\$6,000	Oct 27 - Nov 6, 2009
GPAC	Harvest Festival	\$20,000 est.	September 2009
GPAC	Concession Stands	??	Basketball & Speech Meet Concessions
GPAC - Color Guard	Garage Sale	\$800	May, 16, 2009
J. Kyle Braid	Volley Tennis Tournament	\$800	February 23, 2009

GHS Fundraiser Report 10/1/2009

Organization	Description of Fundraiser	Amount Expected to be Collected	Date
Key Club	Ping Pong Tournament	\$200	March 31, 2009
Key Club	Candy Sales	\$250	April - May, 2009
Key Club	Football Game Cleanup	\$300	September 25, 2009
Key Club	Pumpkins	\$500	September, October, 2009
Key Club	Homecoming T-Shirts	\$1,000	September, October, 2009
Key Club	Candy and Suckers	\$500	September - December, 2009
Key Club	Glo Sticks and Beads	\$300	October, 2009
Key Club	Chocolate Roses	\$200	February 14, 2010
Key Club	Scrolling Message Board	varies	School Year
Kiwanis Club	Peanut Sales	\$750	October 16, 2009
Knights of Columbus	Tootsie Rolls	??	September 25, 2009
Link Crew	Football Game Cleanup	\$300	October 16, 2009
Lions Club	Candy Day Sales	\$1,000	October 9, 2009
Maplettes Boosters	Pizza Hut	??	August 18, 2008
Maplettes Boosters	Trivia Night	??	October 4, 2008
Maplettes Boosters	50/50 Drawing	1/3 of the collection	October 24, 2009
PTA	Book Covers	\$400	School Start
PTA (for grants)	Football Concessions	??	Season
PTA (for HS yearbook)	School Pictures Volunteers	\$2,000	September (annual)
Radio Club	Enjoy the City Coupon Book	\$500 - \$800	Nov 9 - Nov 30, 2009

GHS Fundraiser Report 10/1/2009

Organization	Description of Fundraiser	Amount Expected to be Collected	Date
Radio Club	Football Game Cleanup	\$300	August 28, 2009
Soccer Boosters	Concession Stands	??	Season
Soccer Boosters	Seth Ernst Memorial Indoor Soccer	\$4,750	
Soccer Boosters	Trivia Night (possibly)	\$2,000	Undetermined
Softball Boosters	Flag Sale @ Labor Day Parades	\$1,500	September, 2009
Softball Boosters	Culver's Night	\$500	November, 2009
Softball Boosters	Concession Stands	\$2,200	March - May, 2010
Softball Boosters	Kettle Corn outside Fareway	\$700	October 2009 or March 2010
Softball Boosters	Membership/Sponsorship	\$2,200	March, 2010
Softball Boosters	Cubs Ticket Raffle	\$800	April, 2010
Tennis, Girls & Boys Boosters	Membership/Sponsorship	\$25/family	Fall, 2009
Voc Careers Club/ Class of 2012	Fanny May Box Chocolates	\$4,000	Oct 7 - Nov 4, 2009
Voc Careers Club/ Class of 2012	Butter Braids	\$4,000	September, October, 2009
Vocational Careers Club	Play-off T-Shirts	\$4,000	October, November, 2009
Volleyball Boosters	Serve-a-Thon	\$1,000	May-June, 2009
Volleyball Boosters	50/50 Drawing	1/3 of the collection	September 25, 2009
Volleyball Boosters	Concession Stands	??	Season
Wrestling Boosters	50/50 Drawing	1/3 of the collection	October 9, 2009
Wrestling Boosters	Concession Stands	??	Duals & Tournaments
Wrestling Boosters	Football Game Cleanup	\$300	October 9, 2009

INTERGOVERNMENTAL AGREEMENT

THIS AGREEMENT is made and entered into this ___ day of September, 2009, by and between the CITY OF GENESEO, Illinois, an Illinois Municipality (hereinafter referred to as "CITY") and GENESEO COMMUNITY SCHOOL DISTRICT NO. 228 (hereinafter referred to as "DISTRICT");

WITNESSETH:

WHEREAS, the CITY and the DISTRICT are each units of local government under Section 10 of Article VII of the Constitution of the State of Illinois (hereinafter referred to as the "CONSTITUTION") and the Intergovernmental Cooperation Act (hereinafter referred to as the "ICA") and pursuant thereto may contract or otherwise associate with other units of local government to obtain or share services and to exercise, combine, or transfer any power or function, in any manner not prohibited by law or by ordinance (Ill. Const. Art. VII §10 and 5 ILCS 220/1 *et seq.* and 5 ILCS 220/5);

WHEREAS, Section 10 of Article VII of the CONSTITUTION and the ICA encourage intergovernmental cooperation an the use of state technical and financial resources to assist with intergovernmental activities;

WHEREAS, the CITY has established a full-time position for the employment of an ECONOMIC DEVELOPMENT DIRECTOR (hereinafter referred to as the "DIRECTOR") to promote and assist economic growth within the CITY; and,

WHEREAS, the DISTRICT recognizes the numerous ways in which economic growth within the CITY will be corresponding benefits to the DISTRICT; and,

WHEREAS, the DISTRICT and the CITY wish to establish an arrangement by which the DISTRICT contributes to the financial cost of the DIRECTOR position in exchange for services to be provided to the DISTRICT by the DIRECTOR;

NOW THEREFORE, in consideration of the mutual covenants and premises hereinafter set forth, the parties hereto agree as follows:

1. The DISTRICT shall pay to the CITY the sum of _____ (\$) dollars per year, payable on or before the ___ day of _____ each year, said sum to be applied by the CITY to the salary or other costs of employing the DIRECTOR.
2. In exchange for this payment by the DISTRICT, the CITY shall instruct the DIRECTOR to provide the following services to the DISTRICT as part of his duties:
 - A. Provide a report for projected enrollment change (+/-) based upon new business/business retention.
 - B. Attend quarterly meetings on behalf of the CITY as part of Community Leaders Forum.
 - C. Consult with Geneseo High School Vocational Department for purposes of collaborating with teachers for business opportunities within the community for students and to develop entrepreneurial curricula at Geneseo High School.
 - D. Prepare a report twice a year regarding TIF activities within the DISTRICT boundaries.

- E. Provide assistance to DISTRICT regarding recruitment of DISTRICT vendors who may be desirable businesses to relocate to who may expand into the DISTRICT boundaries.
3. The parties understand that the DIRECTOR shall at all times remain an employee of the CITY, not of the DISTRICT, and the DISTRICT shall not be responsible for withholding taxes of any kind from its payment to the CITY, nor to provide any type of employment related benefits to the DIRECTOR.
 4. This AGREEMENT shall be in full force and effect for a term of ___ years.
 5. TORT IMMUNITY ACT. None of the provisions of this AGREEMENT are intended by the parties, nor shall any provision be deemed, to waive any of the protections conferred on either party by the Local Governmental and Governmental Employees Tort Immunity Action (745 ILCS 10/1-101 *et seq.*).
 6. ENFORCEMENT OF RIGHTS. If any action is brought to enforce rights hereunder, or any provision thereof, to rescind the same, to collect damages for an alleged breach, or for a declaratory judgment hereunder, the prevailing party in such action, whether Plaintiff or Defendant, shall be entitled to recover, either in such action, or in separate action, costs and expenses, including reasonable attorneys' fees, reasonably incurred by such prevailing party in prosecuting or defending such action. Further, either party shall pay to the other party all costs and expenses, including reasonable attorneys' fees, incurred by the other party in any action or proceeding to which the other party may be made a party by reason of being a party to this AGREEMENT, and either party shall pay to the other party all costs and expenses, including reasonable attorneys' fees, incurred by the other party in enforcing any of the covenants or provisions of this AGREEMENT and incurred in the action brought by the other party on account of the provisions hereof, and all such costs, expenses and attorneys' fees may be included in and from a part of any judgment entered in any proceeding brought by the other party on or under this AGREEMENT. Said costs and expenses shall include the cost and expense of preparing the serving notices and demand for compliance with the terms hereof.
 7. APPLICABLE LAW. The parties intend this contract to conform with all applicable laws and ordinances in effect on this date. Any provision hereof which violates such law or ordinance, in whole or in part, is amended so far as necessary to remove the discrepancy. All implied provisions thereof are adopted. Any mandatory provisions thereby shall be supplied by construction or reformation, as fully as a court of equity is able to do so.
 8. GENERAL PROVISIONS:
 - A. NOTICES. All notices and other communications required under this AGREEMENT shall be in writing and shall be deemed to have been given on the date of actual delivery if mailed, first class, registered or certified mail, return receipt requested, postage paid to the following respective addresses:
City: 115 South Oakwood Avenue, Geneseo, Illinois 61254
District: 209 South College Avenue, Geneseo, Illinois 61254
 - B. ASSIGNMENT. Neither party may assign any of its rights or duties under this AGREEMENT without the prior written consent of the other party.
 - C. GOVERNING LAW. This AGREEMENT shall be governed and construed in accordance with the laws of the State of Illinois. *Any disputes involving the interpretation or enforcement of this AGREEMENT shall be resolved in the Circuit Court of Henry County, Illinois.*

- D. CONSTRUCTION. Whenever the singular number is used in this AGREEMENT and when required by the context, the same shall include the plural and vice versa, and the masculine gender shall include the feminine and neuter genders and vice versa.
- E. ENTIRE AGREEMENT. This AGREEMENT incorporates all agreements and understandings of the parties hereto as of the date of its execution and each party acknowledges that no representation or warranties have been made which have not been set forth herein.
- F. RECITALS. The recitals on pages one and two of this AGREEMENT are made a part of the AGREEMENT in their entirety.
- G. AMENDMENTS. This AGREEMENT may be supplemented, amended or revised only by an instrument in writing, signed by the parties hereto, their heirs, legal representatives, successors or assigns.
- H. SEVERABILITY. If any clause or provision of this AGREEMENT is declared to be invalid by any court of law having jurisdiction, the invalid portions shall not effect any of the other portions of this AGREEMENT, and this AGREEMENT shall be taken and construed as if the invalid portion was never included in or formed a part of this AGREEMENT.
- I. BINDING EFFECT. This AGREEMENT shall be binding not only upon the parties hereto, but also upon their successors or assigns, and the parties hereby agree for themselves and their successors or assigns, to execute all instruments and to perform all acts which may be necessary or proper to carry out the purposes and intent of this AGREEMENT.
- J. INTERPRETATION. This AGREEMENT is a result of negotiations between the parties, none of whom have acted under any duress or compulsion, whether legal, economic or otherwise. Accordingly, the parties hereby waive the application of any rule or law that would otherwise be applicable in connection with the construction of this AGREEMENT that ambiguous or conflicting terms or provisions should be construed against the party who (or whose attorney) prepared the executed AGREEMENT or any earlier draft of the same.
- K. NO THIRD-PARTY BENEFICIARY. Except as otherwise expressly provided in this AGREEMENT, none of the provisions herein contained are intended by the parties, nor shall they be deemed, to confer any benefit on any person not a party of this AGREEMENT.

IN WITNESS WHEREOF, the parties hereto have executed two (2) originals of this AGREEMENT on the day and year first above written and each party acknowledges receipt of one of the originals.

CITY OF GENESEO

GENESEO COMMUNITY SCHOOL DISTRICT #228

Patrick Eberhardt, Mayor

Scott D. Kuffel, Superintendent

Attest:

Attest:

Tracy A. Kotecki,
City Clerk

Secretary

State of Illinois)
) SS
County of Henry)

The undersigned, a Notary Public in, and for said County and State aforesaid, does hereby certify, that Scott D. Kuffel, personally known to me to be the Superintendent of Geneseo Community School District #228 personally known to me to be the same person whose name is subscribed to the foregoing instrument, appeared before me this day in person and acknowledges that as such Superintendent, he signed and delivered the said instrument as Superintendent of said Geneseo Community School District #228 pursuant to authority given by the Board of Education, as their free and voluntary act, for the uses and purposes therein set forth.

Subscribed and sworn to this ____ day of September, 2009.

NOTARY PUBLIC

Professional Personnel

Terms and Conditions of Employment and Dismissal

The School Board delegates authority and responsibility to the Superintendent to manage the terms and conditions for the employment of professional personnel. The Superintendent shall act reasonably and comply with State and federal law as well as any applicable collective bargaining agreement in effect. The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff.

Duty-Free Lunch

Teachers employed for at least 4 hours per day shall receive a duty-free lunch equivalent to the student lunch period, or 30 minutes, whichever is longer.

Holidays

Teachers shall be paid for, but shall not be required to work on, legal school holidays.

School Year and Day

Teachers shall work according to the school calendar adopted by the Board, which shall have a minimum of 176 student attendance days and a minimum of 180 teacher work days, including teacher institute days.

Teachers are required to work the school day adopted by the Board. The District accommodates employees who are nursing mothers according to provisions in the Nursing Mothers in the Workplace Act.

Salary

Teachers shall be paid according to the salary schedule adopted by the Board, but in no case less than the minimum salary provided by The School Code. Teachers shall be paid at least monthly on a 10- or 12-month basis.

Assignments and Transfers

The Superintendent is authorized to make teaching, study hall, extra class duty, and extracurricular assignments. In order of priority, assignments shall be made based on the District's needs and best interests, employee qualifications, and employee desires.

Dismissal

The District will follow State law when dismissing a teacher.

Evaluation

The District's teacher evaluation system will be conducted under the plan filed with the Illinois State Board of Education.

On an annual basis, the Superintendent, upon request, may provide the Board with a written report, which outlines the results of the District's teacher evaluation system.

Reduction in Force

If the Board of Education determines to decrease the number of teachers employed or to discontinue some particular type of teaching service, the Board of Education will follow all legal and contractual requirements necessary for a Reduction in Force.

LEGAL REF.: 105 ILCS 5/10-19, 5/18-8, 5/24-2, 5/24-8, 5/24-9, 5/24-21, 5/24A-4, and 5/24A-5.
820 ILCS 260/1 et seq.
Cleveland Board of Education v. Loudermill 105 S.Ct. 1487(1985).

CROSS REF.: 5:290 (Employment Termination and Suspensions)

Adopted By Board Action 03/03/2003
Amended By Board Action 04/09/2008
Amended by Board Action 11/12/2009