

Meeting of the Board of Education Park Ridge-Niles School District 64

Board of Education Agenda
Monday, July 12, 2010
Hendee Educational Service Center
164 S. Prospect Avenue

Please note that the starting times after the first session are estimates. If a session ends earlier than expected, the next session scheduled may convene immediately. In addition, on some occasions the order of business may be adjusted as the meeting progresses to accommodate Board members' schedules, the length of session, breaks and other needs.

Monday, July 12, 2010

TIME

APPENDIX

6:30 p.m.	Meeting of the Board Convenes <ul style="list-style-type: none"> • Roll Call • Introductions • Opening Remarks from the President of the Board 		
6:30 p.m.	• Board Adjourns to Closed Session		
7:30 p.m.	• Board Adjourns from Closed Session and Resumes Regular Board Meeting		
7:30-7:35 p.m.	• Public Comments		
7:35-7:40 p.m.	• Appointment of Hearing Officer -- Superintendent	Action Item 10-07-1	A-1
7:40-7:50 p.m.	• Report on MAP Results -- Assistant Superintendent for Student Learning		A-2
7:50-7:55 p.m.	• Resolution #1055 Regarding the School District to Pay Certain Invoices Prior to Board Approval of the August 9, 2010 Board of Education Meeting -- Business Manager	Action Item 10-07-2	A-3
7:55-8:00 p.m.	• Resolution #1056 Authorizing the Superintendent to Execute a Construction Project Labor Agreement -- Superintendent	Action Item 10-07-3	A-4
8:00-8:05 p.m.	• Consent Agenda -- Board President <ul style="list-style-type: none"> • Personnel Report • Bills and Payrolls • Approval of Custodial Supply Bid 2010-11 • Approval of Student/Parent Handbook • Destruction of Audio Closed Minutes (none) 	Action Item 10-07-4	A-5

8:05-8:10 p.m. • **Approval of Minutes** **Action Item 10-07-5** **A-6**
 -- Board President
 • Open and Closed Minutes of June 28, 2010

8:10-8:15 p.m. • **Other Items of Information** **A-7**
 -- Superintendent
 • Upcoming Agenda
 • FOIA Request
 • Discussion on Board Retreat – July 16 and 17, 2010
 • Memoranda of Information
 - Update on Summer Construction Projects
 - Consultant for Noise Level Testing at Carpenter School
 • Minutes of Board Committees (none)

8:15 p.m. • **Adjournment**

Next Regular Meeting: Monday, August 9, 2010 – 7:30 p.m
 Raymond Hendee ESC
 164 S. Prospect Avenue
 Park Ridge, IL 60068

August 9, 2010

- Committee of the Whole: Finance (4th Quarter Financials)
- Discussion on Board Focus for 2010-11
- Presentation of Updates on Board of Education Operating Principles
- Approval of Medical and Dental Insurance Carriers
- Update on Summer Construction Projects (memo of information)

August 23, 2010

- Committee of the Whole: Finance (Budget Review)
- Department of Student Learning Goals
- Update on Institute Day & Opening Day of School • Preliminary Enrollment Report
- Update on Crossing Guards (memo of information)
- Update on Summer Construction Projects (memo of information)

TBD

- Board Reviews Final Draft of 2010-11 Budget
- Background Information on Employee Wellness (Memo of Information)
- Committee of the Whole: Wellness
- Results from Youth Survey and Drug Abuse
- Approval of Staff Development Wednesday Calendar
- Annual Application of Recognition of Schools – September 13, 2010)
- Public Hearing on the 2010-11 Budget (September 27, 2010)
- Update on Educational Ends (September 27, 2010)
- Update on Strategic Plan (October 2010)
- Strategic Plan Progress Report (December 13, 2010)
- Strategic Plan Progress Report (April 4, 2011) • Strategic Plan Progress Report (June 13, 2011)
- Strategic Plan Report on 2011-12 Action Plans and Budget (April 25, 2011)
- Strategic Plan Adoption 2011-12 Actions Plans and Budget (May 9, 2011)

In accordance with the Americans with Disabilities Act (ADA), the Board of Education of Community Consolidated School District 64 Park Ridge-Niles will provide access to public meetings to persons with disabilities who request special accommodations. Any persons requiring special accommodations should contact the Director of Buildings and Grounds at (847) 318-4313 to arrange assistance or obtain information on accessibility. It is recommended that you contact the District, 3 business days prior to a school board meeting, so we can make every effort to accommodate you or provide for any special needs.

TO: Board Members
FROM: Philip Bender
DATE: July 12, 2010
RE: Appointment of Hearing Officer

I recommend that the Board of Education ratify my appointment of Richard P. Majka to serve as a Hearing Officer for District 64.

ACTION ITEM 10-07-1

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, appoint Richard P. Majka as the Hearing Officer for School District 64.

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

PB:mw

DATE: July 12, 2010

TO: District 64 Board of Education
Dr. Philip Bender

FROM: Diane Betts, Assistant Superintendent for Student Learning

RE: 2009/2010 Northwest Evaluation Association (NWEA) Measure
of Academic Progress (MAP) Results

RELATION OF REPORT TO:

State/Federal Mandates:

Board Goal: Assessment and Educational Ends

Board Policy: 6:340 Student Testing and Assessment Program

Board Procedure: 6:340-R2 Student Assessment

Budget Implications: \$38,500 Annual Subscription

OVERVIEW

This report shares results of the Measures of Academic Progress (MAP) assessments that were administered to students in grades three through eight in fall 2009 and administered to students in grades three through seven in spring 2010. All elementary schools also administered MAP assessments to grade two students in winter 2010. As a reminder, this is the fourth year that we administered MAP assessments to students.

This MAP report is divided into three sections.

1. The first section will focus on an overview of MAP and the results for this school year. District level MAP scores will be reported and compared with national norms. Grade level cohort data over time will be shared as well as information regarding the percentage of students achieving growth targets.
2. The second section will share teacher reports and how teachers examine and use data. We will share numerous ways that teachers utilize the RtI problem solving process using MAP data to analyze student achievement and plan for instruction.
3. The final section discusses conclusions and next steps. We will share a synopsis of our fourth year of using MAP assessments and next steps for the future.

OVERVIEW of MAP AND 2009-10 RESULTS

Measures of Academic Progress (MAP) are computerized adaptive tests aligned to State Standards. MAP scores accurately reflect the instructional level of each student and measure growth over time.

MAP tests provide highly accurate results that can be used to:

- Identify the skills and concepts individual students have learned
- Diagnose instructional needs
- Monitor academic growth over time
- Make data-driven decisions at the classroom, school, and district levels
- Place new students into appropriate instructional programs

MAP tests dynamically adjust to a student's performance level, and as a result, test scores are more accurate. The assessment itself is unique in that it adapts to the student's ability and current level of knowledge, accurately measuring what a child knows and needs to learn. In addition, MAP tests measure academic growth over time, independent of grade level or age. Most importantly, the results educators receive have timely and practical application to teaching and learning.

MAP results are reported using a RIT scale. Tests developed by NWEA use a scale called RIT to measure student achievement and growth. RIT stands for Rasch unIT, which is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages. This type of score makes it possible to follow a student's educational growth from year to year.

Students Tested

District 64 students take the following tests:

Grade 2	Reading & Math	Winter Only
Grade 3	Reading & Math	Fall & Spring
Grade 4	Reading & Math	Fall & Spring
	Language Arts	Spring
Grade 5	Reading & Math	Fall & Spring
Grade 6	Reading & Math	Fall & Spring
Grade 7	Reading & Math	Fall & Spring
	Language Arts	Spring
Grade 8	Reading & Math	Fall

District 64 versus National NWEA RIT Scores

District 64 students continue to achieve at levels higher than national norms. Attachment 1 graphically shows the District 64 Fall 2009 and Spring 2010 mean RIT scores for each grade level versus National NWEA RIT norms for these testing same times. The mean District 64 RIT score for both Reading and Math has remained relatively stable at all grade levels over the four years we have administered the test.

Grade Level Cohort Data

The equal interval RIT score makes it extremely easy to examine the growth of particular groups of students over time. Attachment 2 shares MAP achievement data over time for specific cohort groups of students. For each cohort grade level group, the blue bar shows the District RIT mean score. The red bar represents the national norms. As you can see by the results that are shared on these graphs, our students at all grade levels and in both subject areas perform higher than national norms and continue to demonstrate growth over time.

Projected Performance and Growth Distribution

A major benefit of MAP assessments is the opportunity to measure an individual student's academic growth. Growth targets can be developed from the normative data to predict anticipated growth for a particular student from one year to the next. Growth targets are set based on the 2008 normative data study. This study examined students at each grade level and looked at their growth from fall to spring.

Growth targets can be used to set specific learning goals for a below-proficient student to increase the odds of reaching proficiency. Growth targets can also be used to encourage schools to pay attention to students who have already met proficiency standards and design appropriately challenging instruction to meet their needs. MAP reports place students into one of four categories. They are:

- (G+P+) Students are above typical growth and above projected proficiency on the state exam (ISAT)
- (G-P+) Students are below typical growth, but remain above projected proficiency on the state exam (ISAT)
- (G-P-) Students are below typical growth and below projected proficiency on the state exam (ISAT)
- (G+P-) Students are above typical growth but remain below projected proficiency on the state exam (ISAT)

For the past two years, we have monitored students in the District as to whether they are making their predicted growth targets and their projected performance on the ISAT state assessment. Attachment 3 provides District and school level results on growth targets and expected proficiency for reading and math. It shows the percent of students in each of the four categories. It also shares the percent of students who reached their growth targets and the percent of students who are projected to be proficient on the State exam. The "Percentage of Students who met or exceeded their Target RIT" represents the percentage of students who have met their individual RIT target. As an example, in a school of 400 students, if 200 met or exceeded their Target RIT the percentage would be 50%. This statistic is related to individual student growth.

Preliminary 2010 District 64 ISAT results mirror the projected results from MAP. Although the majority of our students are projected to be proficient on the State exam, many are not reaching their full growth targets according to MAP projections. In NWEA partner districts that perform well in terms of growth, about 70% of students meet or exceed average growth. During the 2009-10 school year 56.7% of students reached their full growth target in reading and 57.2% of students reached their full growth target in math. This is a decrease from the 2008-09 school year where 60.5% of students reached their growth target in reading and 61.4% reached their growth target in math.

We are able to provide District, school and individual classroom reports that share which students fall into each category. While teachers have been trained regarding growth targets and expected levels of proficiency on the ISAT, additional staff

development on how this information can be used to increase student achievement is needed. We also need increased emphasis on providing appropriately challenging instruction to those students who meet ISAT standards but are not reaching their MAP growth targets. Strategy II of the District Strategic Plan (individual goal setting) and Strategy IV (using data to provide differentiated instruction) are designed to address these needs.

District Summary Reports by Grade

NWEA provides District Summary Reports by Grade according to the Illinois State Standards. This report is included as Attachment 4. This report documents areas of relative strength or weakness within our own curriculum. It highlights areas where we might want to provide increased instructional emphasis. Areas of possible emphasis are in ***bold italic*** and represent areas in which we score three points lower than the mean RIT score. Areas of relative strength are reported as **bold underlined** and represent instructional areas in which we score three points above the mean RIT score. As you can see from these reports, Geometry continues to stand out as an area of strong performance in mathematics at several grade levels, whereas Number Sense is an area to further emphasize at the younger grade levels. This data will be further analyzed by our curriculum department and used as part of our continuous curricular improvement process.

TEACHER REPORTS AND USE OF DATA

Teachers are able to generate numerous reports for their students using MAP data. A sample of a 5th grade teacher's report is included in Attachment 5. This report breaks the students' RIT scores down by specific instructional goal areas that are aligned with Illinois Learning Standards in Reading and Math. Teachers can use the data from this report to plan for differentiated instruction in the classroom.

DesCartes

The DesCartes report is another beneficial tool that helps teachers to match instruction to students' current instructional levels. A sample DesCartes report is located in Attachment 6. By referencing a student's RIT score in DesCartes, teachers gain an indication of what skills and concepts a student understands, what skills the student is developing, and what skills need to be introduced and will be academically challenging. This information assists teachers in determining appropriate instructional emphasis for each individual student or for groups of students.

Lexile Scores

Teachers also receive Lexile scores on their students as a result of MAP assessments. The Lexile range is a score (displayed as a 150-point range) that gives an approximate of the text level a student is able to read proficiently. The Lexile range is included on the projected performance by category reports as well as the parent report. It allows educators and parents to find appropriately challenging books, periodicals, and other reading material for students. A sample of a lexile report is included as Attachment 7.

Using Data to Plan Instruction

Using the RtI problem solving approach, grade level or team level groups of teachers carefully examine the fall and spring MAP data to gain important information about their students' current level of achievement and instructional needs. Working in

groups, teachers examine which students might need additional support and which students are ready for curricular acceleration or enhancement. This information is combined with information from other assessments such as the DIBELS reading fluency measure and locally developed classroom assessments to determine which students would benefit from support from our Literacy teachers. Teachers also use these assessment results to group students for instruction on specific skills within their classroom or between classrooms.

Analysis of MAP results also reveals where instruction is strong and producing desired results and which skills need to receive additional emphasis. Classroom teachers can use this information to determine instructional pacing. If for example, the class results indicate that the majority of students have mastered a specific skill, the teacher may choose to focus instructional time on more advanced skills with the majority of students and work in a small group setting to further develop the skill with those few students who have not demonstrated mastery.

We are also beginning to use data from the MAP assessments to identify students for the Channels of Challenge program and other informal enrichment opportunities. Now that we have four years of data on our students, we have been able to develop local norms and consequently identify which students' score significantly higher than their local District 64 peers.

Maine Township High School District 207 now uses MAP data as part of the process to place all eighth grade students into classes as freshman. All eighth grade students in Districts 62, 63, 64 and the private schools now take MAP assessments. These assessments are used as part of the process to place students at the high school.

Sharing Results with Parents

Parents receive results of MAP assessments twice during the school year. A sample of a parent report is included as Attachment 8. This report shares the RIT score and a percentile range, which shows how students scored nationally. It shares the District average RIT score at each grade level so parents can understand how their child performs compared to the District score. It also provides a Lexile score for the reading.

CONCLUSIONS AND NEXT STEPS

Conclusions

We are pleased with the fourth year of this assessment measure and the results our students have achieved. Online test administration continues to go smoothly in all buildings and is well received by our students. Over 3,000 students in our District take the MAP assessments generated on computers in grades two through eight.

Celebrations

- Overall, our results continue to demonstrate that District 64 students score well above national averages.
- We are also seeing aggregate RIT growth in our students from one grade level to the next grade level as shared in Attachment 2.
- Looking at our MAP data over time, the mean and median RIT scores in reading are the highest they have been in the elementary grade levels since we began this

testing in the fall of 2006. This is also true in the breakout categories of Word Analysis/Vocabulary, Reading Strategies/Comprehension, Literature and Literary Works. This increase may be attributable to our new reading curriculum and/or the increased literacy support available at all grade levels.

- Literature and Literary Works continue to be the highest area of achievement for students in upper elementary and middle school grade levels. Staff members see the benefits of the MAP test and are regularly using MAP results as an indicator of student learning.

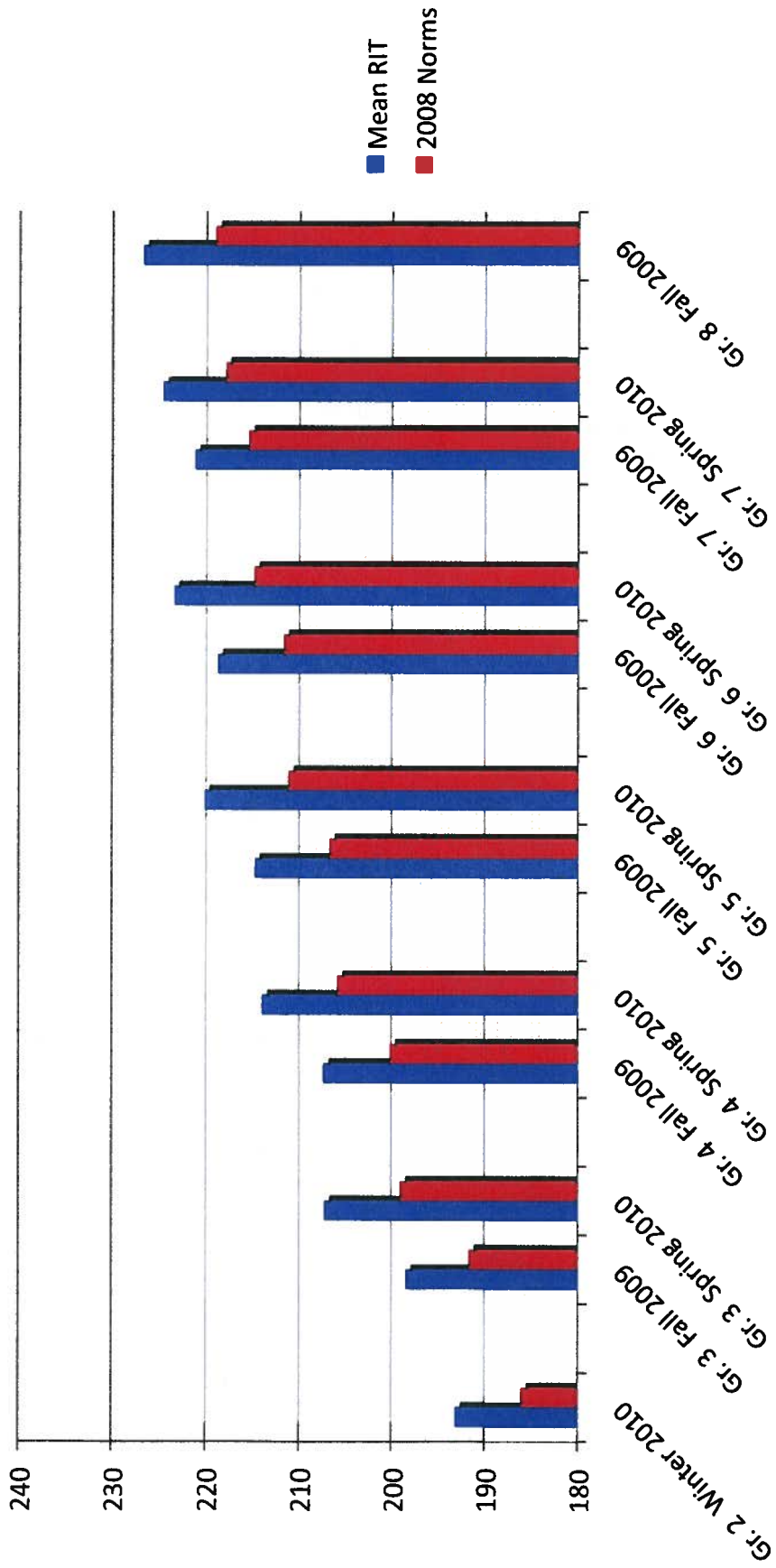
Next Steps

1. We will continue to provide all teachers in grade three through eight with a Class Summary of their student results. This summary will show which students have not met their goal targets in the past. It will also share which students are not projected to “meet or exceed” standards based on MAP assessment for the 2011 ISAT. Teachers will be expected to use this data as they meet in problem solving teams during the school year and plan interventions and differentiated instruction.
2. We will continue to provide education on MAP data for principals, curriculum specialists and teachers. In addition to reports from MAP, we will highlight how the INFORM student achievement database can be used to analyze student data from a variety of assessment measures. We now have results from MAP, ISAT, DIBELS, middle school grades and some other locally developed assessments inputted into this database. Teachers can access scores from these various assessments for a single student or their entire class.
3. We will continue to have teachers who have the majority of their students reaching growth targets share effective instructional strategies and ideas they use with other grade level, department and building colleagues. In particular, we want to know what practices they have used to work with students to achieve their individual growth targets goals, how they have involved the students in goal setting as well as how they have involved parents. Ideas gained from these discussions can be shared with the committee that will be working on Strategy II – Individual Goal Setting.
4. We will also work directly with schools and their Quality Improvement Teams (QITs) as they analyze assessment data and establish improvement goals for their buildings.
5. As part of the review of the Channels of Challenge identification process, we will examine and determine how MAP results will specifically be used as part of the identification matrix.
6. We will continue to highlight for both our teachers and community how the use of assessment data relates to our Strategic Plan Mission and the specific work of Strategy II – Goal Setting and Strategy IV – Differentiated Instruction.

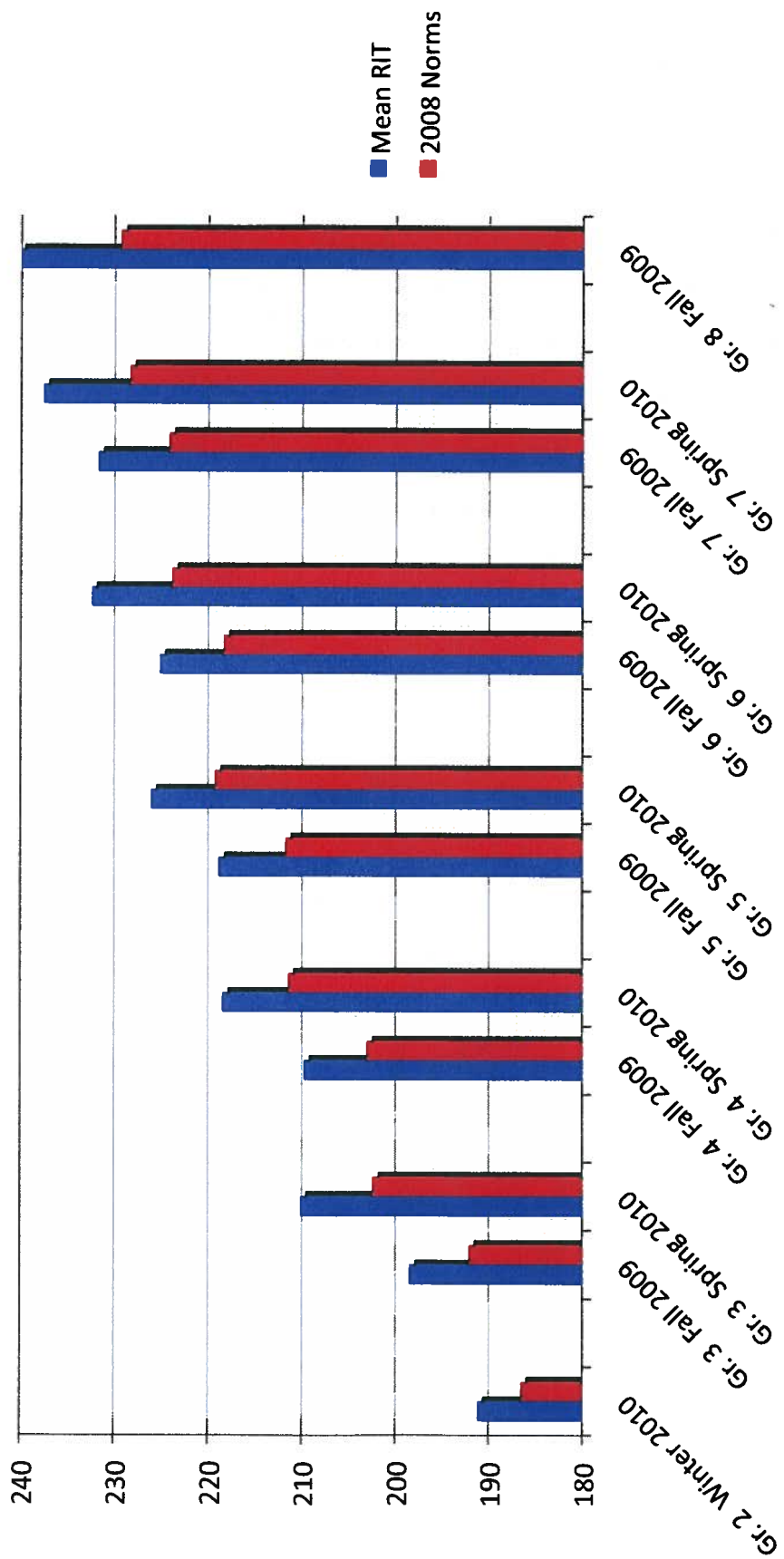
Questions concerning this report may be addressed to Diane Betts, Assistant Superintendent for Student Learning.

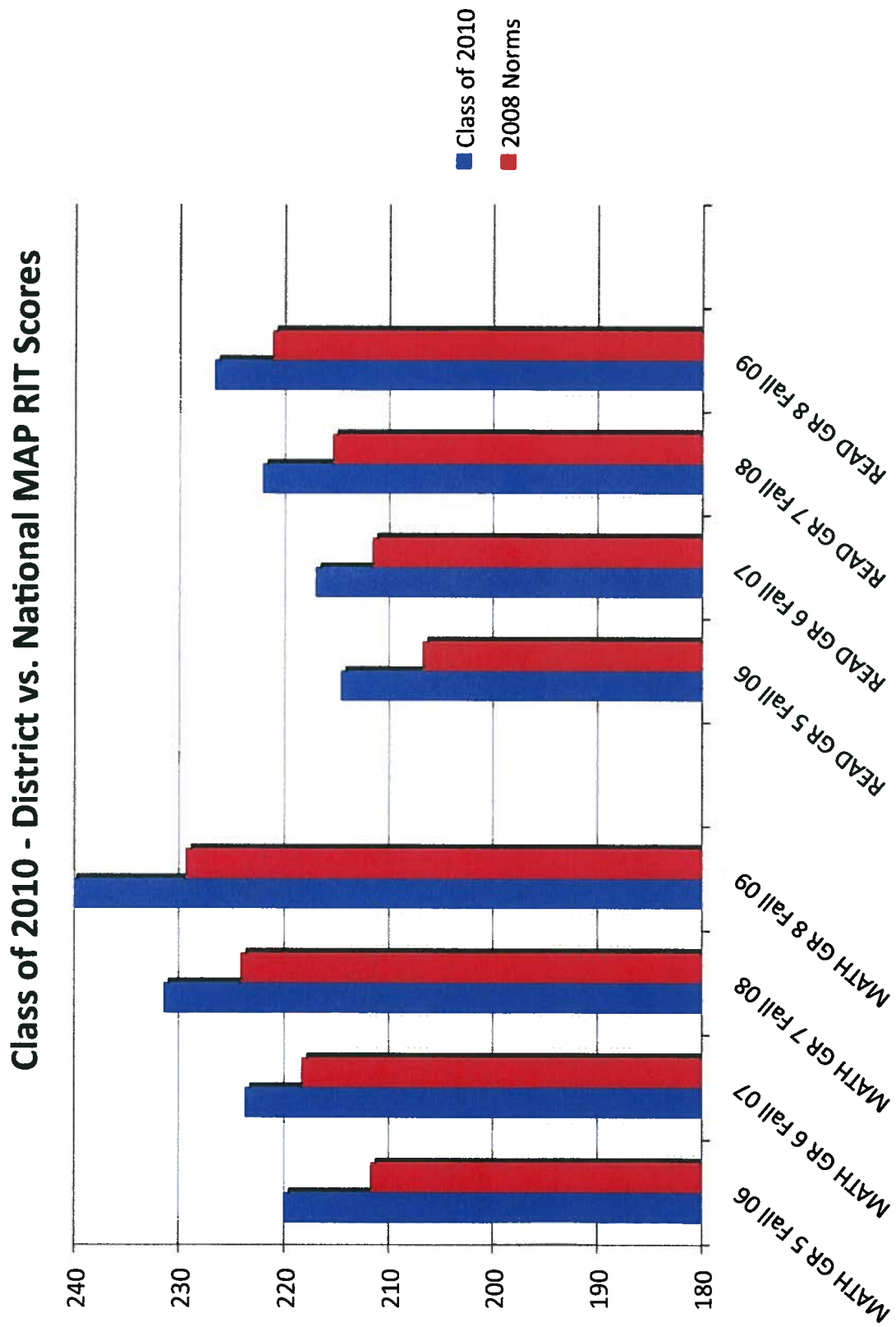
DB:km

MAP 2009/2010 Reading

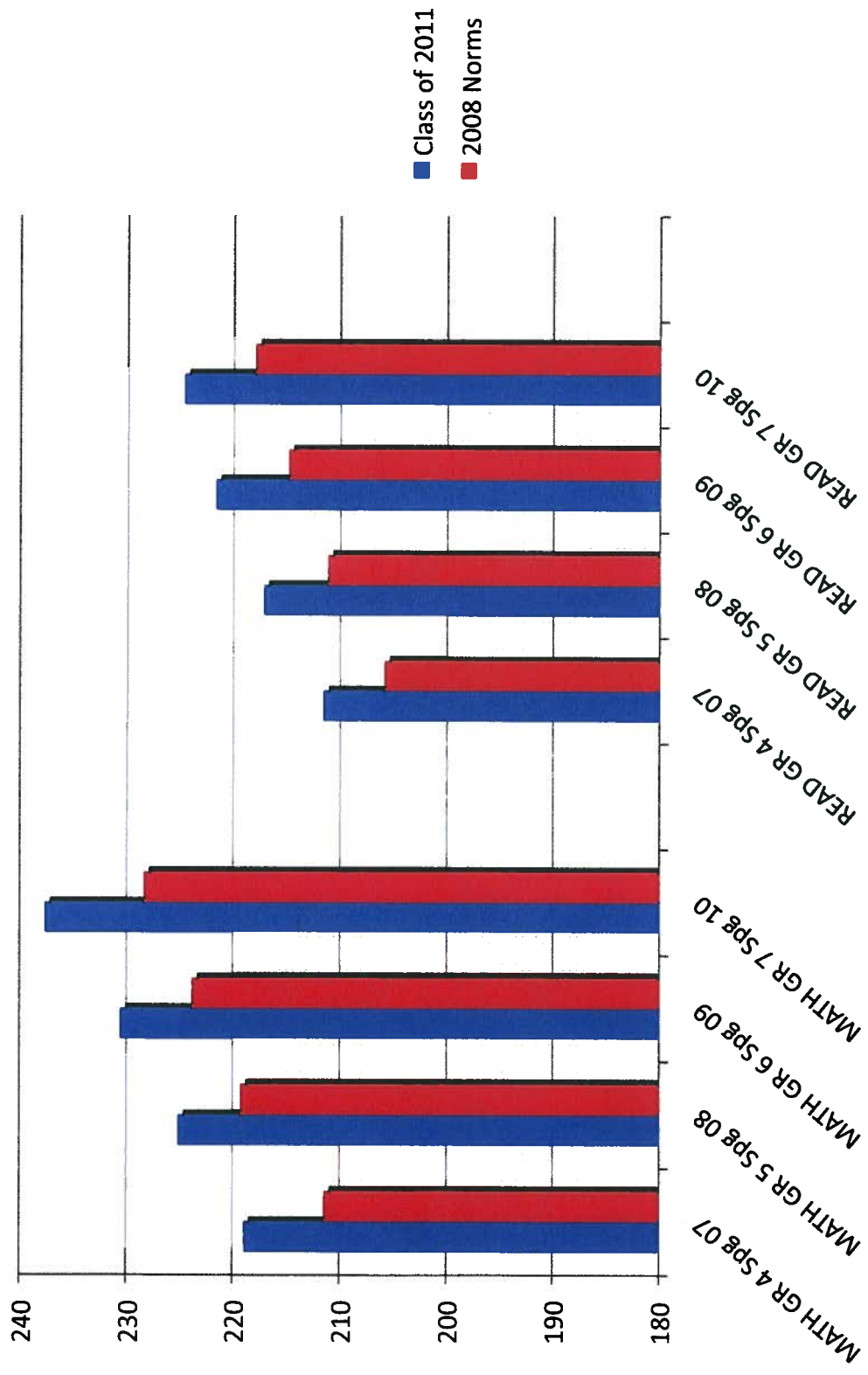


MAP 2009/2010 Math

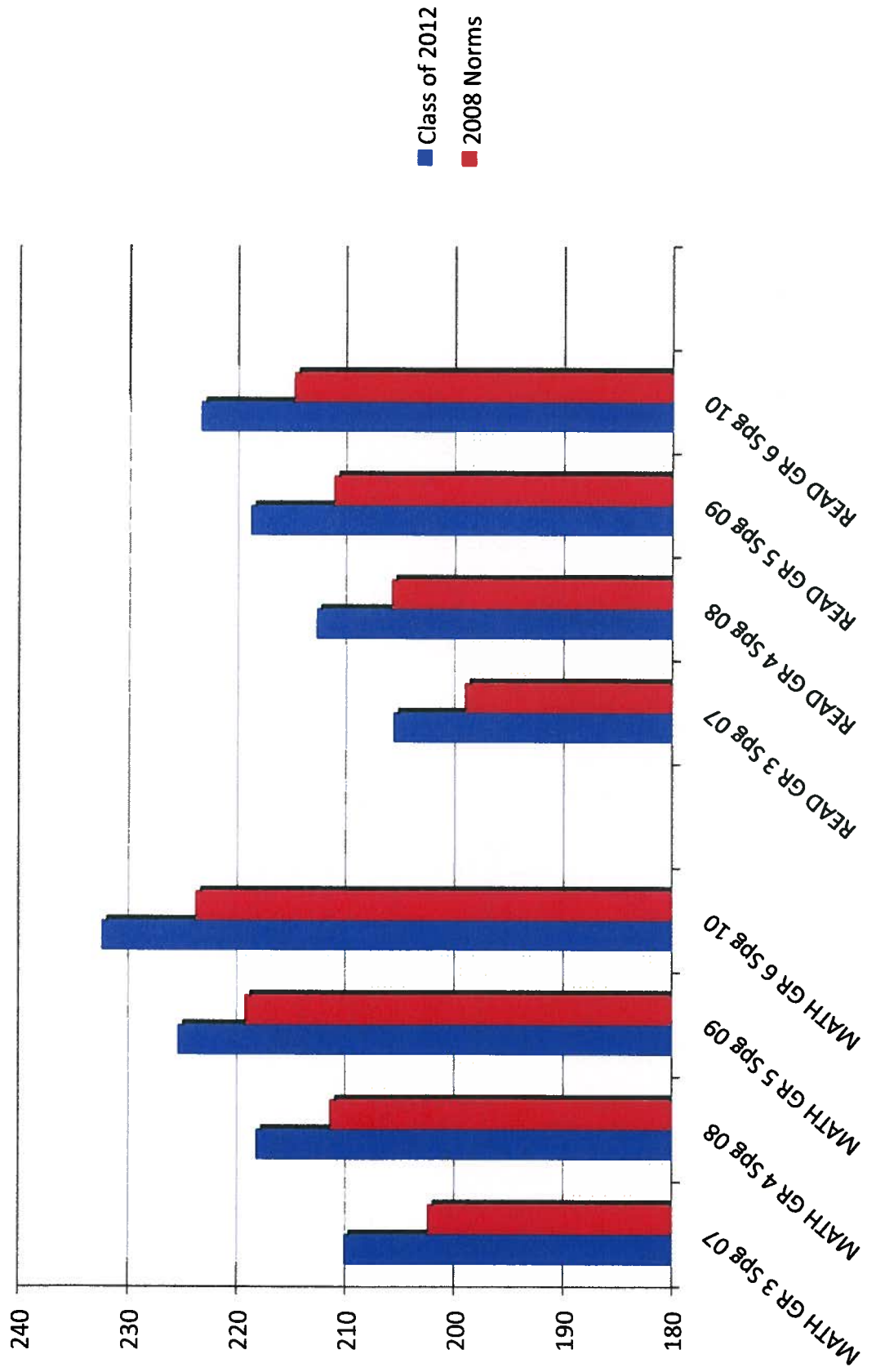




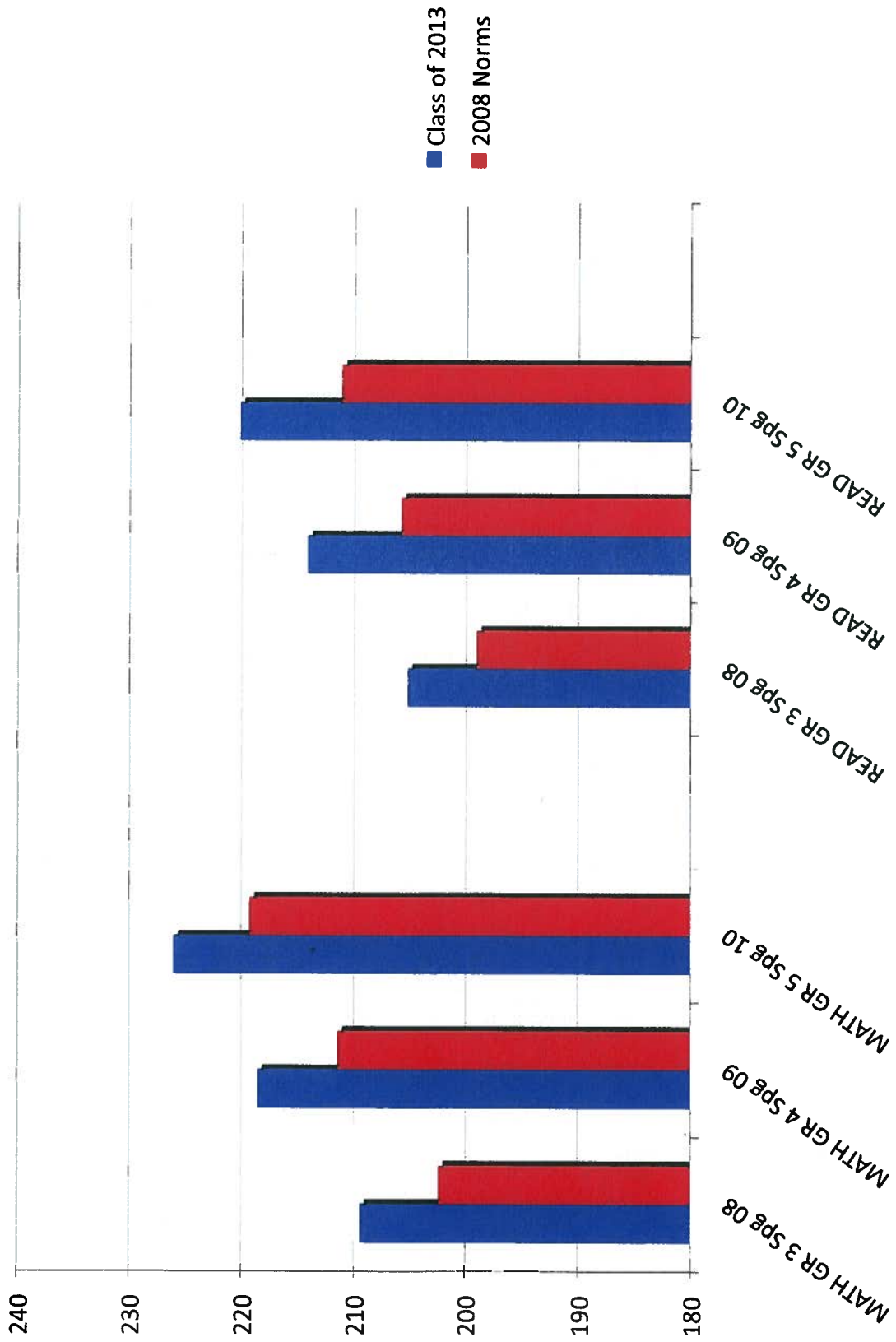
Class of 2011 - District vs. National MAP RIT Scores



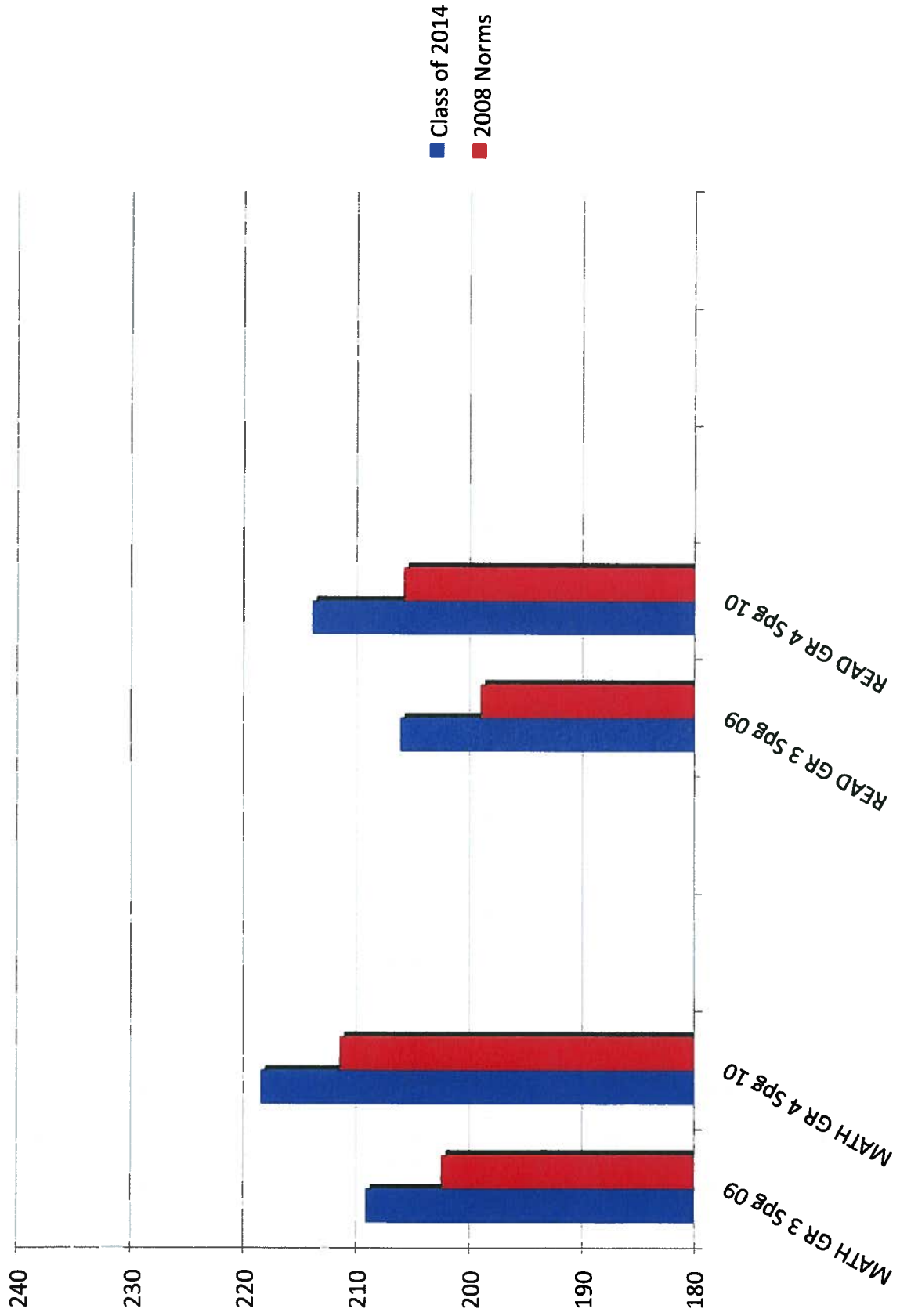
Class of 2012 - District vs. National MAP RIT Scores



Class of 2013 - District vs. National MAP RIT Scores



Class of 2014 - District vs. National MAP RIT Scores



NWEA District by School

View District by Grade
Run this report for a different term

District: Park Ridge Community Consolidated School District 64

Roster Term: Spring 2010














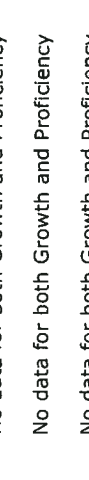

	Projected Performance and Growth Distribution				Growth		Projected Performance		Median				
	Percent				Fall 09 - Spring 10		Spring 2010						
	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	Count/Percent	Count/Percent	Count/Percent	Percent					
Reading	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	6.9	2.8	53.9	36.4	2,397	56.7	2,443	90.0	75.8
Benjamin Franklin Sc	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	9.0	3.1	51.1	36.8	223	54.3	234	87.6	70.5
Eugene Field School	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	6.2	4.1	59.9	29.8	339	64.0	347	89.0	76.4
George B Carpenter S	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	5.1	3.2	56.3	35.4	158	59.5	163	90.2	78.5
George Washington Sc	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	5.0	1.6	58.5	34.9	318	60.1	320	93.4	83.1
Theodore Roosevelt S	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	6.6	2.1	54.1	37.2	331	56.2	334	90.7	79.0
Abraham Lincoln Midd	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	6.4	1.7	50.6	41.3	516	52.3	519	91.7	73.8
Emerson Middle Schoo	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	8.8	3.7	51.0	36.5	512	54.7	526	87.5	72.6

NWEA District by School

View District by Grade
Run this report for a different term

District: Park Ridge Community Consolidated School District 64

Roster Term: Spring 2010

	Projected Performance and Growth Distribution					Growth		Projected Performance		Median
	Percent					Fall 09 - Spring 10		Spring 2010		Percent
						Count/Percent		Count/Percent		
Mathematics		4.3	1.0	56.2	38.4	2,484	57.2	2,530	94.5	73.4
Benjamin Franklin Sc		5.3	0.9	49.8	44.0	225	50.7	235	93.2	66.4
Eugene Field School		3.8	0.3	52.5	43.4	339	52.8	347	95.7	73.2
George B Carpenter S		4.4	1.3	60.4	34.0	159	61.6	163	93.9	74.8
George Washington Sc		3.8	0.9	65.1	30.2	318	66.0	320	95.3	79.7
Theodore Roosevelt S		3.9	0.6	55.0	40.5	331	55.6	334	95.2	72.2
Abraham Lincoln Midd		4.0	1.3	57.8	36.9	607	59.1	614	94.8	75.9
Emerson Middle Schoo		5.3	1.6	53.3	39.8	505	54.9	517	93.0	70.4
Language Usage	No data for both Growth and Proficiency	-	-	-	-	683	54.8	698	-	75.9
Benjamin Franklin Sc	No data for both Growth and Proficiency	-	-	-	-	80	62.5	84	-	75.0
Eugene Field School	No data for both Growth and Proficiency	-	-	-	-	107	41.1	110	-	69.1
George B Carpenter S	No data for both Growth and Proficiency	-	-	-	-	54	46.3	56	-	75.0
George Washington Sc	No data for both Growth and Proficiency	-	-	-	-	102	52.9	103	-	81.6
Theodore Roosevelt S	No data for both Growth and Proficiency	-	-	-	-	99	70.7	100	-	80.0
Abraham Lincoln Midd	No data for both Growth and Proficiency	-	-	-	-	241	54.4	245	-	75.5

District Summary Report by Grade - Spring 2010

Park Ridge Community Consolidated School District 64

Attachment 4

Reading

Reading Survey w/ Goals 2-5 IL V2.1													
Term	Grade	Student Count	Mean RIT	Std Dev	Median								
Winter 2010	2	493	193.1	13.1	195								
Winter 2009	2	472	192.3	13.6	195								
Spring 2010	3	483	207.2	12.0	209								
Spring 2009	3	427	206.1	12.5	208								
Spring 2008	3	444	205.2	13.1	207								
Spring 2007	3	462	205.6	12.2	207								
Spring 2010	4	452	213.9	11.5	214								
Spring 2009	4	459	214.1	12.6	215								
Spring 2008	4	475	212.7	11.9	213								
Spring 2007	4	478	211.5	12.7	213								
Spring 2010	5	461	220.1	11.8	221								
Spring 2009	5	484	218.8	11.3	219								
Spring 2008	5	493	217.1	12.7	218								
Spring 2007	5	487	218.0	11.5	219								
Spring 2010	6	482	223.4	10.5	224								
Spring 2009	6	497	221.6	13.1	222								
Spring 2008	6	501	222.4	12.2	223								
Spring 2007	6	540	222.3	11.5	223								
Spring 2010	7	505	224.6	12.7	225								
Spring 2009	7	515	225.3	12.0	226								
Spring 2008	7	554	225.1	11.1	226								
Spring 2007	7	498	224.7	11.8	226								
Spring 2010	8	58	215.0	14.8	217								
Spring 2009	8	558	230.0	10.3	231								
Spring 2008	8	504	229.1	11.5	230								
Spring 2007	8	517	228.6	10.5	229								

Groups with less than students are suppressed because they are not statistically reliable.

* A goal mean in **bold italic** represents performance that might be considered an area of concern. A goal mean in **bold underlined** represents relatively strong performance.

District Summary Report by Grade - Spring 2010

Park Ridge Community Consolidated School District 64

Mathematics

Math Survey w/ Goals 2-5 IL V2.1															
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Number Sense		Measurement		Algebra		Geometry		Data Analysis & Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2010	2	492	191.2	11.3	192	190.5	13.7	189.4	13.3	191.2	13.9	191.9	11.8	192.9	12.4
Spring 2010	3	483	210.1	11.9	210	207.0	13.4	211.2	13.7	207.2	14.6	214.4	13.8	210.7	13.1
Spring 2009	3	427	209.1	11.7	209	206.2	13.1	209.6	14.4	207.3	14.0	213.6	14.9	209.3	13.2
Spring 2008	3	446	209.4	12.5	209	205.1	14.3	210.1	15.2	207.3	15.4	215.5	15.0	209.7	13.7
Spring 2007	3	462	210.1	11.1	209	206.9	13.2	210.3	13.3	208.9	14.1	214.9	13.2	209.8	12.8
Spring 2010	4	453	218.4	13.0	218	214.5	14.4	218.0	14.3	217.4	14.8	222.1	14.5	220.6	15.0
Spring 2009	4	461	218.5	13.6	219	215.6	15.5	217.7	15.8	216.7	15.6	222.6	15.6	219.9	15.5
Spring 2008	4	475	218.2	12.8	218	214.3	14.8	217.1	15.0	218.0	14.5	222.6	15.5	219.7	14.6
Spring 2007	4	478	218.9	13.4	219	215.0	15.5	217.9	15.5	218.3	15.4	222.7	15.8	221.0	15.0
Spring 2010	5	463	226.0	15.1	226	223.2	17.1	224.8	17.0	224.7	15.5	229.4	16.3	228.2	16.9
Spring 2009	5	483	225.4	14.3	226	223.3	16.2	224.0	16.2	223.3	15.7	229.0	15.4	227.6	17.1
Spring 2008	5	493	225.1	14.2	225	222.2	16.0	223.4	16.2	223.5	15.8	229.8	15.3	227.5	16.7
Spring 2007	5	485	225.6	14.2	226	224.6	16.1	224.0	16.2	224.0	15.6	229.6	16.5	226.7	16.4
Math Survey w/ Goals 6+ IL V2.1															
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Number Sense		Measurement		Algebra		Geometry		Data Analysis & Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2010	6	484	232.4	13.1	233	232.0	15.4	231.8	15.3	231.4	14.8	232.5	14.4	234.7	14.2
Spring 2009	6	496	230.5	13.8	231	229.6	17.0	230.6	16.1	228.5	15.5	231.9	14.5	232.1	15.3
Spring 2008	6	500	231.1	13.7	233	229.9	15.6	229.9	16.0	229.9	15.1	232.7	15.3	233.3	15.7
Spring 2007	6	544	231.0	13.9	231	230.5	16.0	230.5	16.5	230.1	14.9	231.2	15.9	233.1	15.7
Spring 2010	7	504	237.6	15.2	239	237.8	17.0	236.9	17.0	237.9	17.0	237.9	15.4	237.9	16.9
Spring 2009	7	514	237.9	14.2	239	236.7	16.5	236.7	15.9	239.0	16.9	238.3	14.6	239.1	16.5
Spring 2008	7	553	237.3	14.2	239	236.4	15.8	236.2	16.4	237.7	17.4	237.8	15.3	238.6	15.9
Spring 2007	7	502	237.8	15.9	240	236.3	18.3	237.8	17.6	236.0	17.9	240.0	16.8	239.0	17.4
Fall 2009	8	517	240.2	14.9	241	240.6	17.2	238.5	16.6	240.4	16.9	240.3	14.4	241.3	16.8
Fall 2008	8	556	239.6	14.1	241	239.5	16.8	239.6	16.3	239.8	16.2	238.7	14.8	240.3	15.4
Fall 2007	8	499	239.4	15.3	241	238.1	18.1	238.7	17.7	239.5	17.5	239.9	15.7	240.7	16.9
Fall 2006	8	521	241.1	14.9	243	240.7	18.8	239.6	16.9	241.5	16.4	241.3	15.7	243.1	16.7

Groups with less than students are suppressed because they are not statistically reliable.

* A goal mean in **bold italic** represents performance that might be considered an area of concern. A goal mean in bold underlined represents relatively strong performance.

5th Grade Class Breakdown By Goal for Reading
Test Name: Reading Survey w/Goals 2-5 IL V2.1

The following table shows how the class is broken down by RIT and goal. Student names have been removed from this report. The number represents the student's overall RIT score. The student's performance in each specific goal area falls within the RIT range of the column.

	<201	201-210	211-220	221-230	231-240	+ 240
Literary Works		200 201 210 211	205 209 216 217 219 225	217 220 224 224 225 228	232	227 232
Literature		200 201 211	205 209 210 216 217 217 220	224 227 228	219 224 225 225 232 232	
Reading Strat/ Comprehension	200 201 205	209 216	210 211 217 220 224	217 219 224 225 225 227 232	228 232	
Word Analysis Vocabulary	200	201 205 209 210 217 217 219	211 216 220 225 227	224 224 225 232 232	228	

5th Grade Class Breakdown By Goal for Math
Test Name: Math Survey w/Goals 2-5 IL V2.1

The following table shows how the class is broken down by RIT and goal. Student names have been removed from this report. The number represents the student's overall RIT score. The student's performance in each specific goal area falls within the RIT range of the column.

	<201	201-210	211-220	221-230	231-240	241-250	251+
Algebra		207 211 213 214	201 209 210 212 221	213 219 219 224 227 227 228 231	235	242	
Data Analysis & Probability		201 209 214	207 211 212 213 221	210 213 219 227 227 228 231	219 224 235 242		
Geometry	201 207	209 210 213	211 213 219 224	212 214 219 227 228	221 227 235 242	231	
Measurement	210 212	201 207 209 213 219	211 213 214 219 224 227	221 227 228 231	235	242	
Number Sense	201 211	213 219	207 209 210 212 213 214 219 221 224	227 231	227 228 235		242

Subject: Mathematics
Goal Strand: Number Sense
RIT Score Range: 171 - 180

Skills and Concepts to Enhance 161 - 170	Skills and Concepts to Develop 171 - 180	Skills and Concepts to Introduce 181 - 190
Read, Write, and Represent Numbers <ul style="list-style-type: none"> Counts 1 to 10 objects Counts numbers 0-20* Identifies missing numbers in a series through 100 Counts ordinal numbers (1st to 10th) Writes whole numbers in standard and expanded form through the tens 	Read, Write, and Represent Numbers <ul style="list-style-type: none"> Identifies the numerical and written name for whole numbers 21 to 100 (e.g., 62 is sixty-two, and vice versa)* Identifies the numeral and written name for whole numbers 101 to 999 (e.g., 342 is three hundred forty-two, and vice versa)* Identifies the numeral and written name for ordinal numbers 1st to 20th (e.g., 1st is first, and vice versa)* Counts numbers 0-100 Counts numbers 0-1000* Identifies missing numbers in a series through 100 Counts by 2's to 100 Counts and writes by 5's* Counts backwards from a given number (given number greater than 10)* Counts ordinal numbers (first to tenth) Identifies the ordinal number that comes before, between, or after a given ordinal number (first to tenth)* Writes equivalent forms of whole number expressions (e.g., $15 + 5 = 10 + 10$) Counts objects that are grouped into tens and ones Identifies the place value and value of each digit in whole numbers through the tens place* Represents $1/2$ with a diagram or model Identifies equivalent fractions using visual representations* 	Read, Write, and Represent Numbers <ul style="list-style-type: none"> Identifies the numeral and written name for whole numbers 101 to 999 (e.g., 342 is three hundred forty-two, and vice versa)* Identifies the numeral and written name for whole numbers to 1000 to 9999 (e.g., 3456 is three thousand, four hundred fifty-six, and vice versa) Identifies the numeral and written name for whole numbers 10,000 to 100,000 Counts numbers 0-1000* Counts and writes by 3's* Counts and writes by 4's* Counts and writes by 6's, 7's, 8's, or 9's* Counts ordinal numbers (first to tenth) Identifies the ordinal number that comes before, between, or after a given ordinal number (first to tenth)* Counts and converts to dozens with models* Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., $14 = 7 + 7$)* Writes equivalent forms of whole numbers using multiplication (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$)* Converts to dozens without models Counts objects that are grouped into tens and ones Identifies whole numbers under 100 given place value terms (e.g., 3 tens and 4 ones = 34) Identifies the place value and value of each digit in whole numbers through the tens place* Identifies the place value and value of each digit in whole numbers through the hundreds place Identifies the place value and value of each digit in whole numbers through the thousands Identifies the place value and value of each digit in whole numbers through the hundred thousands Represents $1/4$ with a diagram or model* Represents $3/4$ with a diagram or model*

©2006 NWEA. DesCartes: A Continuum of Learning is the exclusive copyrighted property of NWEA. Unauthorized use, reproduction, or distribution is prohibited.



















IL 3.2.1

* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.

NWEA Lexile Report

Roster Term: Spring 2009
Test Term: Spring 2009

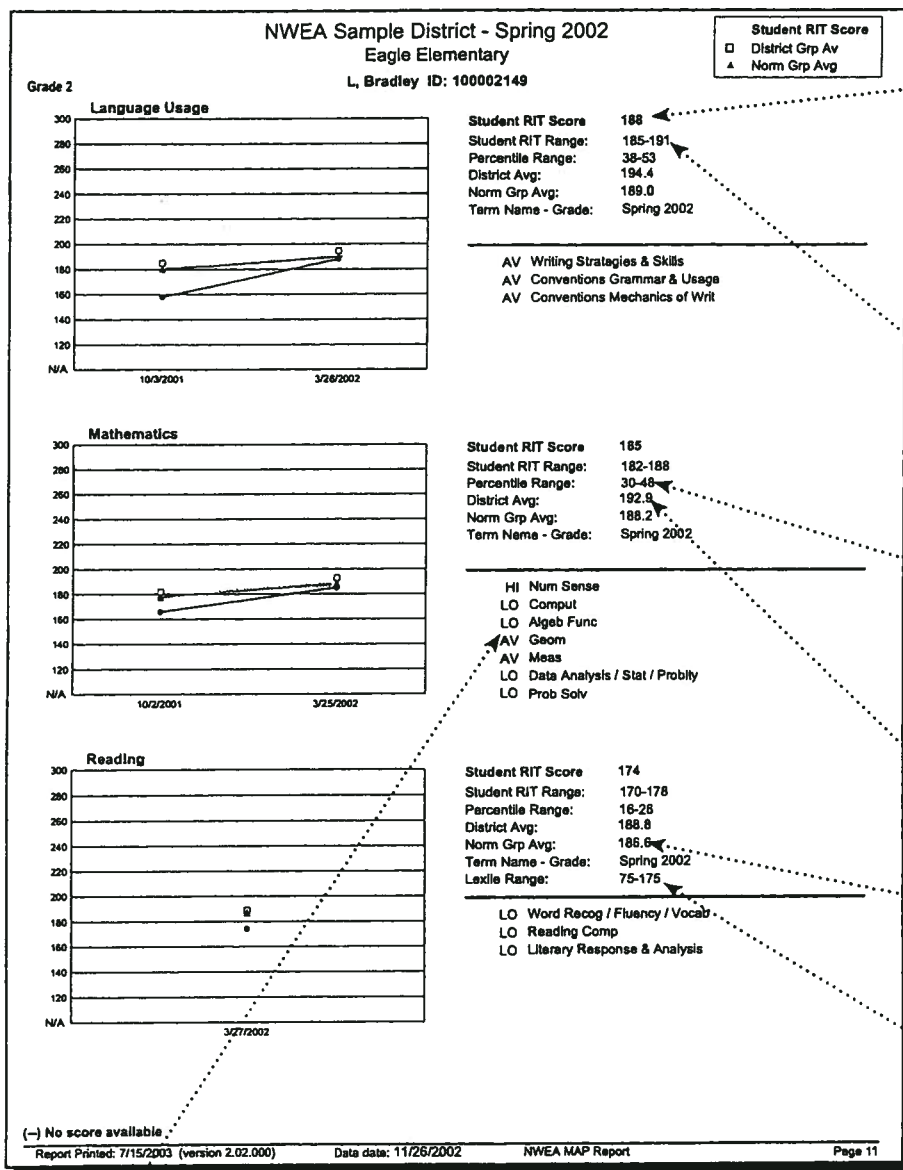
Class:

Student Name	Lexile Range	500	1000	1500	2000
	568-718				
	621-771				
	676-826				
	690-840				
	714-864				
	733-883				
	772-922				
	783-933				
	811-961				
	823-973				
	824-974				
	842-992				
	902-1052				
	925-1075				
	935-1085				
	945-1095				
	1058-1208				
	1059-1209				



Understanding the Individual Student Report

Plotted on the graph are the student's RIT score, the District Average, and the NWEA Norm Group* Average for the subject in which a student was tested.



RIT Score: This is the student's overall score on the test. This is one of the most important pieces of information on the entire report. This score is unrelated to the age or grade of the student, but reflects the level at which the student is currently performing. RIT stands for Rasch Unit, which is used to measure a child's achievement growth similar to how inches are used to measure a child's height.

RIT Range: No score is absolute. We would expect that if a student took the test again relatively soon, that his or her score would fall within this range most of the time.

Percentile Range: Percentiles are used to compare one student's performance to that of a larger group (norm group*). Percentile means the student scored as well as or better than that percent of students taking the test in his/her grade. There is about a 68% chance that a student's percentile ranking would fall within this range if the student tested again relatively soon.

District Average: The average RIT score for all students in the school district in the same grade who were tested at the same time as this student.

Norm Group* Average: The average score observed for students in the norm group.*

Lexile: Some districts have chosen to subscribe to MetaMetrics Lexile Framework. This information can help in choosing appropriate reading materials based on a student's RIT score. For more information, go to <http://www.lexile.com>.

Goal Performance: The column(s) to the right of the graph show the student's performance in the goal strands (subtests) tested in this subject. Data will only show up in these columns if a student took a Goals Survey test.

- Goal performance scores may be listed as descriptors (LO, AV, HI). LO means that the student is performing at the 33rd percentile or lower. Goal performance of AV means that the student is performing between the 34th and 66th percentile. Goal performance of HI means that the student is performing at or above the 67th percentile.
- They also may be listed as RIT ranges. The RIT ranges, used alongside the NWEA Learning Continuum, provide a snapshot of the skills in each goal area at the student's instructional level.

*Norm Group: Approximately 1,050,000 NWEA test scores from students across the United States.

ADOPTION OF RESOLUTION #1055 REGARDING THE SCHOOL DISTRICT TO PAY
CERTAIN INVOICES PRIOR TO BOARD APPROVAL OF THE AUGUST 9, 2010
BOARD OF EDUCATION MEETING

A special resolution is required to pay invoices prior to the August 9, 2010 Board of Education meeting.

ACTION ITEM 10-07-2

I move that the Board of Education of Community Consolidated School District #64, Park Ridge-Niles, Illinois, adopt Resolution #1055 regarding the School District to pay certain invoices prior to Board approval.

Moved by: _____ Seconded by: _____

AYES:

NAYS:

PRESENT:

ABSENT:

**RESOLUTION #1055 REGARDING THE SCHOOL DISTRICT TO PAY CERTAIN
INVOICES PRIOR TO BOARD APPROVAL OF THE AUGUST 9, 2010 BOARD OF
EDUCATION MEETING**

WHEREAS, the Board of Education of Community Consolidated School District 64 has determined that it is in the best interest of the school district to pay certain invoices prior to board approval, and

WHEREAS, a special resolution is required to pay invoices prior to the August 9, 2010, Board of Education meeting,

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Community Consolidated School District 64 that upon certification of the invoices by the superintendent or his designee, the school treasurer is hereby directed to sign payments for approved expenditures that are due and payable by July 26, 2010. Check registers will be provided at the August 9, 2010, Board of Education Meeting.

BE IT FURTHER RESOLVED that this resolution will terminate effective July 26, 2010.

Adopted this 12th day of July, 2010 by the following vote:

President
Board of Education
COMMUNITY CONSOLIDATED
SCHOOL DISTRICT #64
Cook County, Illinois

Secretary

ADOPTION OF RESOLUTION #1056 AUTHORIZING THE
SUPERINTENDENT TO EXECUTE A CONSTRUCTION PROJECT LABOR
AGREEMENT

A resolution is required to authorize the Superintendent to execute an agreement prior to the next regular Board meeting.

ACTION ITEM 10-07-3

I move that the Board of Education of Community Consolidated School District #64, Park Ridge-Niles, Illinois, adopt Resolution # 1056 authorizing the Superintendent to execute a construction project labor agreement.

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

Meeting of the Board of Education Park Ridge-Niles School District 64

Board of Education Agenda
Monday, August 9, 2010
Hendee Educational Service Center
164 S. Prospect Avenue

Please note that the starting times after the first session are estimates. If a session ends earlier than expected, the next session scheduled may convene immediately. In addition, on some occasions the order of business may be adjusted as the meeting progresses to accommodate Board members' schedules, the length of session, breaks and other needs.

Monday, August 9, 2010

TIME

APPENDIX

7:00 p.m.	<ul style="list-style-type: none"> • Meeting of the Board Convenes • Roll Call • Introductions • Opening Remarks from President of the Board 		
7:00 p.m.	• Board Recesses and Adjourns to a Committee of the Whole: Finance		
7:30 p.m.	• Board Adjourns from a Committee of the Whole: Finance and Resumes Regular Board Meeting		
7:30-7:35 p.m.	• Public Comments		
7:35-7:50 p.m.	<ul style="list-style-type: none"> • Discussion on Board Focus for 2010-11 -- Board President		A-1
7:50-8:00 p.m.	<ul style="list-style-type: none"> • Presentation of Updates on Board of Education Operating Principles -- Board of Education President		A-2
8:00-8:05 p.m.	<ul style="list-style-type: none"> • Approval of Medical and Dental Insurance Carriers -- Business Manager		A-3
8:05-8:10 p.m.	<ul style="list-style-type: none"> • Consent Agenda -- Board President <ul style="list-style-type: none"> • Personnel Report • Bills and Payroll • Destruction of Audio Closed Minutes 	Action Item 10-08-1	A-4
8:10-8:15 p.m.	<ul style="list-style-type: none"> • Approval of Minutes -- Board President <ul style="list-style-type: none"> • Open Minutes of 7/12/10 • Open Minutes of Board Retreat July 16 and July 17, 2010 	Action Item 10-08-2	A-5

8:15-8:20 p.m.

- **Other Items of Information**

A-6

- Superintendent

- Upcoming Agenda
- Memorandum of Information
 - Update on Summer Construction Projects
- Minutes of Board Committees (None)

8:20 p.m.

- Adjournment

Next Regular Meeting: **Monday, August 23, 2010 – 7:30 p.m.**
Hendee Educational Service Center
164 S. Prospect Avenue

August 23, 2010

- Committee of the Whole: Finance (Budget Review)
- Department of Student Learning Goals
- Update on Institute Day & Opening Day of School • Preliminary Enrollment Report
- Update on Crossing Guards (memo of information)
- Update on Summer Construction Projects (memo of information)

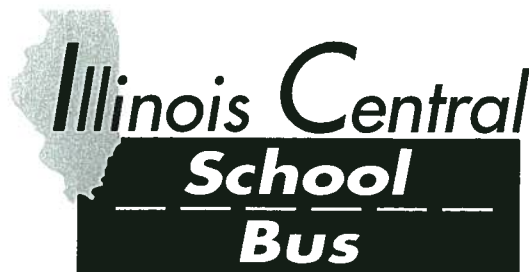
TBD

- Board Reviews Final Draft of 2010-11 Budget
- Background Information on Employee Wellness (Memo of Information)
- Committee of the Whole: Wellness
- Results from Youth Survey and Drug Abuse
- Approval of Staff Development Wednesday Calendar
- Annual Application of Recognition of Schools – September 13, 2010)
- Public Hearing on the 2010-11 Budget (September 27, 2010)
- Update on Educational Ends (September 27, 2010)
- Update on Strategic Plan (October 2010)
- Strategic Plan Progress Report (December 13, 2010)
- Strategic Plan Progress Report (April 4, 2011)
- Strategic Plan Report on 2011-12 Action Plans and Budget (April 25, 2011)
- Strategic Plan Adoption 2011-12 Actions Plans and Budget (May 9, 2011)
- Strategic Plan Progress Report (June 13, 2011)

In accordance with the Americans with Disabilities Act (ADA), the Board of Education of Community Consolidated School District 64 Park Ridge-Niles will provide access to public meetings to persons with disabilities who request special accommodations. Any persons requiring special accommodations should contact the Director of Buildings and Grounds at (847) 318-4313 to arrange assistance or obtain information on accessibility. It is recommended that you contact the District, 3 business days prior to a school board meeting, so we can make every effort to accommodate you or provide for any special needs.

RECEIVED

JUL 06 2010

BOARD OF EDUCATION
DISTRICT 6424305 Riverside Drive, Suite 1A
Channahon, IL 60410www.illinois-central.com

Office: 815-467-4500

Fax: 815-467-7854

Monday, June 28, 2010

Attn: Dr. Philip V. Bender, Superintendent
Park Ridge – Niles School District 64
164 South Prospect Avenue
Park Ridge, IL 60068

Dear Dr. Philip V. Bender,

I am requesting the following information through the Freedom of Information Act. We ask that you please forward a copy of the following to my attention at: Illinois Central School Bus, 24305 Riverside Drive, Suite 1A, Channahon, IL 60410.

1. Copies of all detailed transportation invoices from May 2010, both regular education and special education.
2. Copies of your last bid form from your current vendor.
3. Copies of your current transportation contract.
4. Copies of any extension of your contract.

If there is any copying charge, please let me know so that we can reimburse your school district.
Thank you in advance for your attention to this matter.

Best Regards,

A handwritten signature in black ink, appearing to read "Dan O'Brien".

Dan O'Brien
Business Development Manager
Illinois Central School Bus, LLC
d.obrien@illinois-central.com

Discussion on Board Retreat

The Superintendent, Dr. Bender, will conduct a discussion regarding the Board Retreat scheduled for July 16 and 17, 2010

**Elementary School District 64
Park Ridge – Niles, Illinois**

MEMO

TO: Board of Education

FROM: Roy Jensen, Director of Buildings and Grounds

DATE: July 12, 2010

SUBJECT: Summer Construction Projects Update

Along with the attached weekly construction updates from Dave Fleming of Bovis Lend Lease for Roosevelt and Lincoln Schools, the following is a report on the status of the projects at Washington and Jefferson Schools.

Washington School

- The new boilers and chiller have been set in place in the boiler room.
- The rooftop condenser unit has been installed.
- Unit ventilators are on-site and await piping and duct connections.
- Piping of the new system is taking place.
- Ductwork installation for the new system is taking place.
- Asbestos work on this project is complete.
- The warehouse remains open and unaffected by work at this location.
- Weekly construction meetings are being held and include the general contractor, the architect, the Principal, the Head Custodian, and the Director of Buildings and Grounds.

Jefferson School

- The courtyard demolition is complete.
- The next phase of the courtyard project will include improving site drainage, which is scheduled for the next two weeks. Landscaping will follow.
- The wall in the kitchen adjacent to the multi-purpose room (MPR), which divided this room from a storage room, has been demolished and rebuilt to provide more kitchen space.
- The curbing for the air conditioner equipment will be installed next week.
- Work on the renovation of the staff lounge continues. The asbestos containing floor tile has been abated. New kitchen cabinets will be delivered in late July. Upgrades to electrical and plumbing will be done in July.

Painting Projects

- Summer painting projects will begin soon at Franklin, Lincoln, and Field Schools.

**Elementary School District 64
Park Ridge – Niles, Illinois**

MEMO

TO: Board of Education

FROM: Roy Jensen

DATE: July 12, 2010

SUBJECT: Consultant for Noise Level Testing at Carpenter School

Carpenter School will be re-tested this summer for airplane noise levels by the Chicago Department of Aviation. This testing is in response to a request to the FAA by School District 64, Elk Grove High School, and Ridgewood High School to reconsider their August, 2009 decision to remove these three schools from the sound insulation project funding eligibility list. In order for Carpenter school to be reinstated to this eligibility list, the FAA has set a standard of 45 Leq or greater between 8 AM – 4 PM. In 2004, the recorded noise level at Carpenter School was 46.4.

School District 64 is anticipating this testing will take place in July or August of 2010. The District recently accepted a proposal from Shiner and Associates, Inc. to serve as our consultant during this process. Shiner is a well-established firm of Acoustical Engineers with FAA sound insulation project experience. They would advise on optimal testing locations within the school, testing procedures, and the reported results in order to make sure the new Carpenter School results accurately reflect the noise levels our students and teachers are exposed to every day.

Shiner has estimated their fees to be \$3,300 which would include on-site visits, communications with the Chicago Department of Aviation, and a final report upon the release of the test results.

RJ



Washington School ceiling work



Jefferson School courtyard demolition