

Whitman Post Elem School
Rockton SD 140
Rockton, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 3 4 5

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	88.8	2.2	3.8	2.4	0.2	2.6	21.6	1.3	15.2		0.0	6.1	96.0	547
District	88.9	2.8	3.6	2.2	0.1	2.4	20.4	1.3	12.7		0.0	6.1	95.7	1,566
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	98.0	--	--	--	--
District	97.4	17.3		13.7	261.2
State	96.2	18.2		13.3	203.8

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School				25.9	23.4	22.3				
District				25.9	23.4	22.3				
State				22.1	22.6	22.8				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

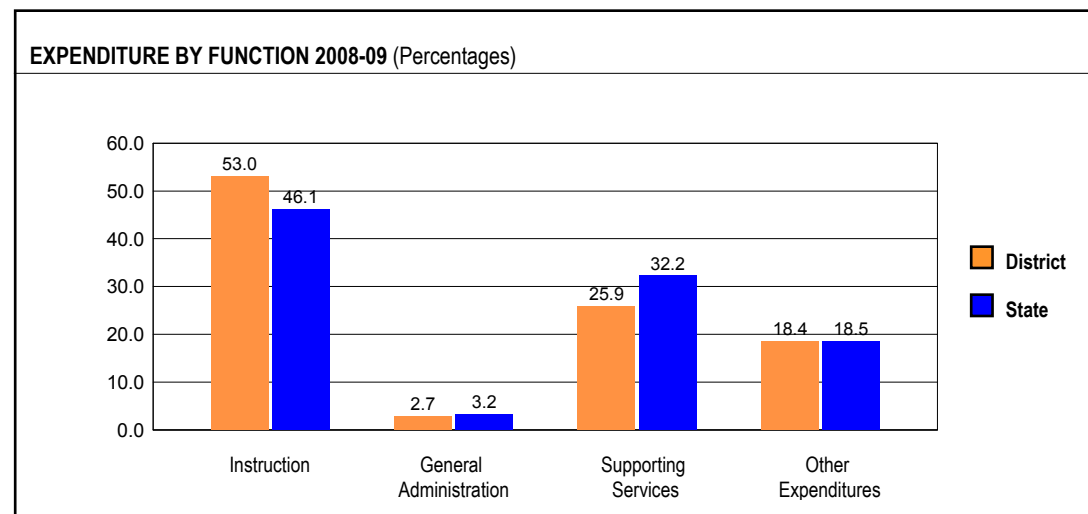
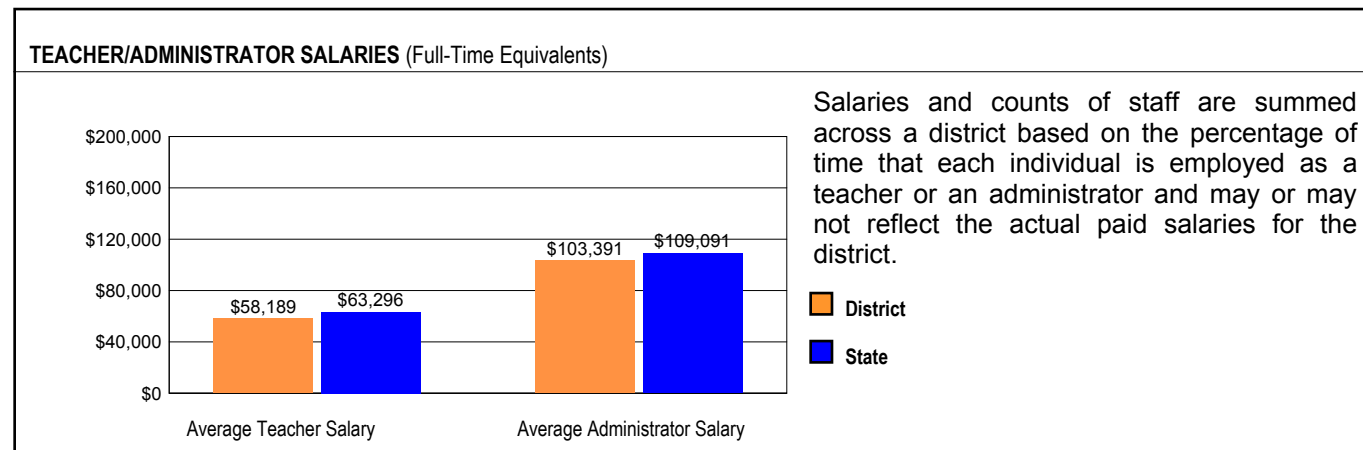
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	70			30			150			30		
District	70			30			150			30		
State	59			30			145			30		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.0	0.0	0.0	1.0	0.0	18.6	81.4	102
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	12.2	32.2	67.8	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2008-09				EXPENDITURE BY FUND 2008-09			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$7,268,230	51.6	58.4	Education	\$11,023,846	73.4	69.6
Other Local Funding	\$1,342,359	9.5	6.9	Operations & Maintenance	\$1,575,032	10.5	7.9
General State Aid	\$3,218,454	22.9	14.5	Transportation	\$678,396	4.5	3.8
Other State Funding	\$1,011,263	7.2	8.3	Debt Service	\$1,073,354	7.1	7.0
Federal Funding	\$1,235,335	8.8	11.9	Tort	\$94,407	0.6	1.2
TOTAL	\$14,075,641			Municipal Retirement/ Social Security	\$351,096	2.3	1.8
				Fire Prevention & Safety	\$224,127	1.5	0.8
				Site & Construction/ Capital Improvement	\$0	0.0	7.9
				TOTAL	\$15,020,258		

OTHER FINANCIAL INDICATORS				
	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per \$100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	\$145,061	3.37	\$5,195	\$8,091
State	**	**	\$6,483	\$11,197

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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

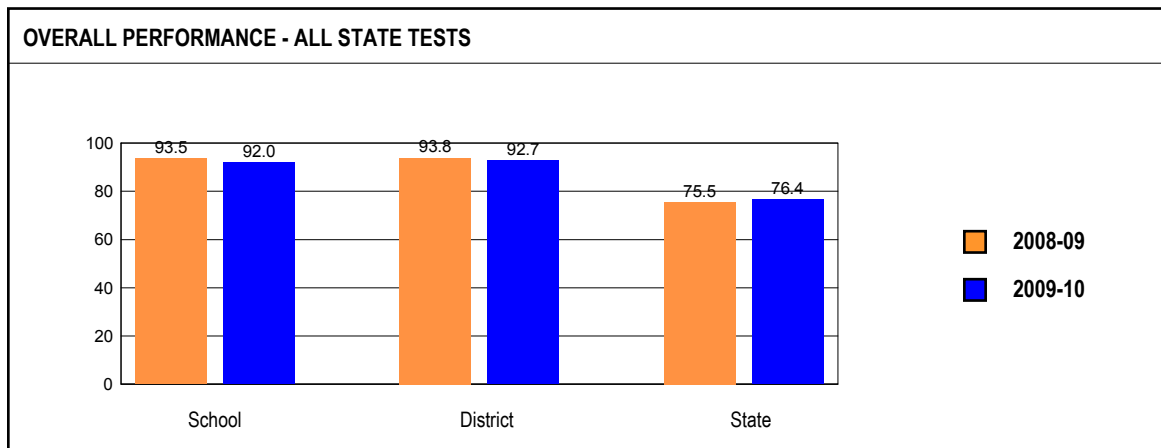
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

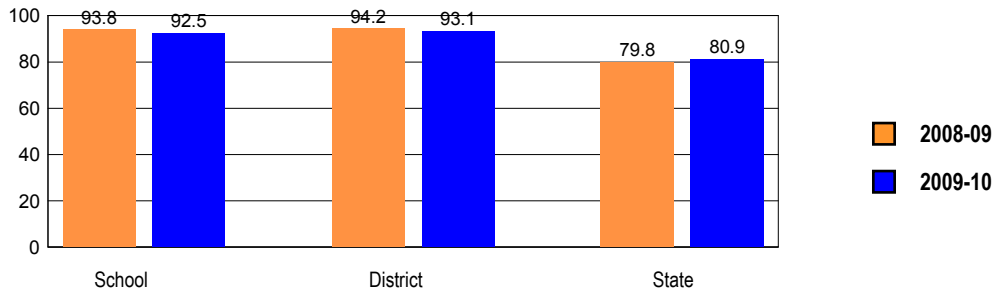
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

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

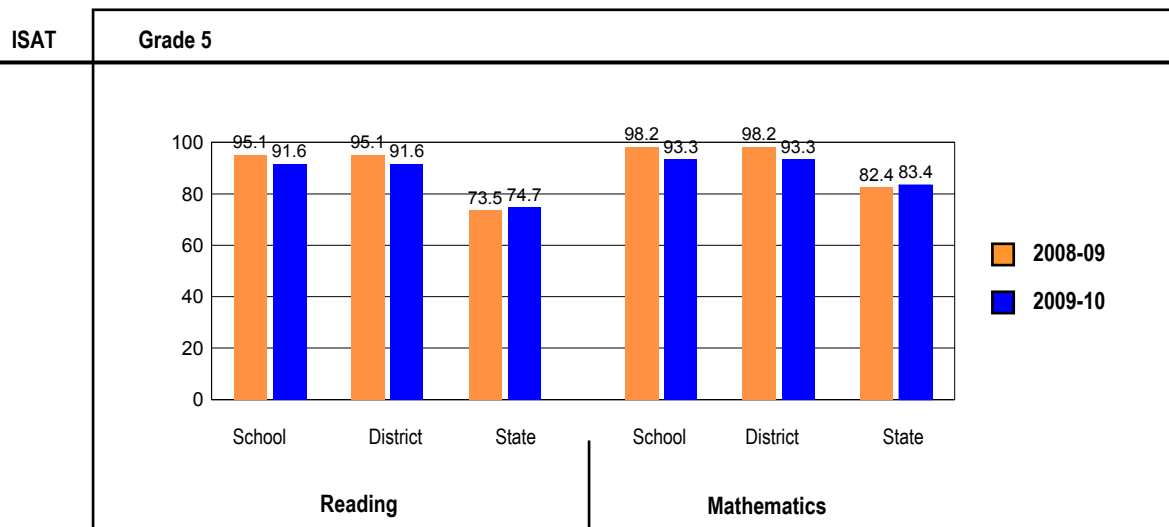
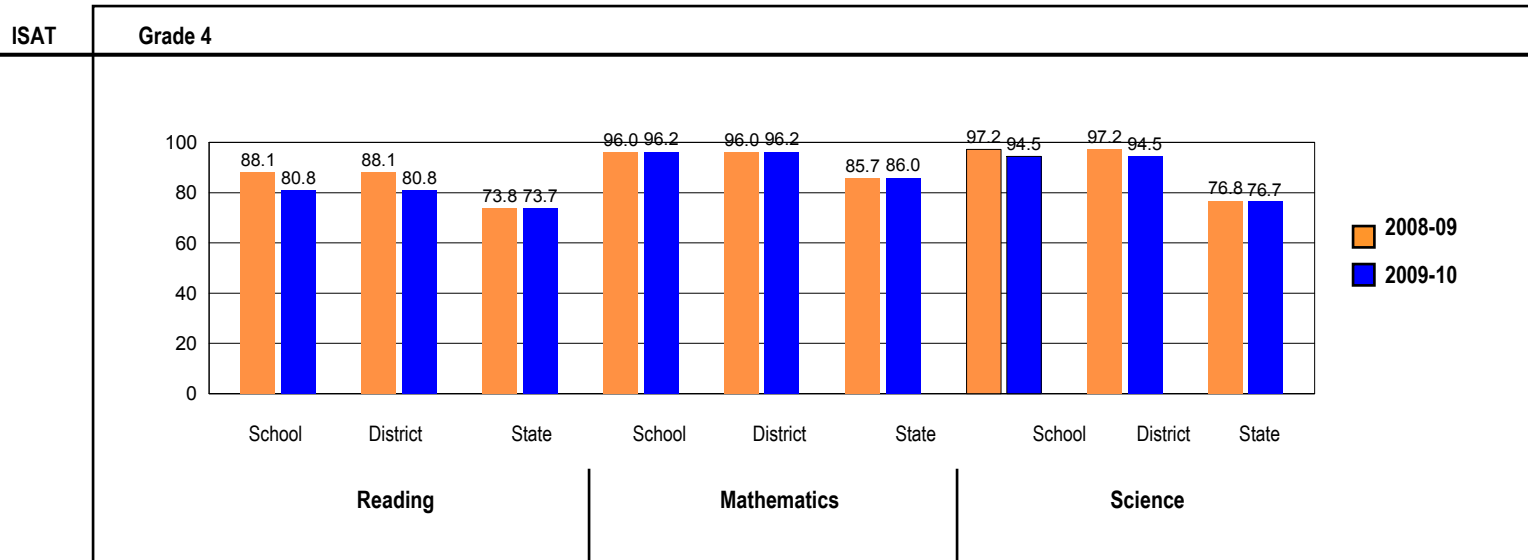
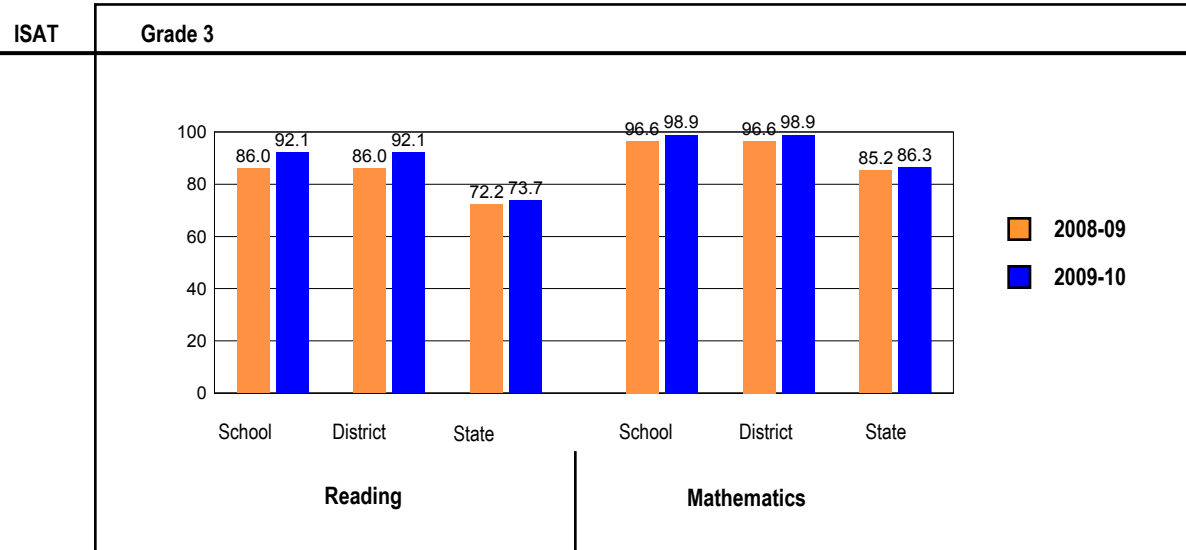


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	547	294	253	485	11	22	12	1	16	6	0	82	120
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00			0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00			0.0	0.0
District	*Enrollment	1,085	556	529	974	23	34	24	2	28	7	0	157	224
	Reading	0.1	0.2	0.0	0.1	0.0	0.0	0.0		0.0			0.0	0.4
	Mathematics	0.1	0.2	0.0	0.1	0.0	0.0	0.0		0.0			0.0	0.4
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3
	Mathematics	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	186	100	86	167	4	5	5	0	5	0	0	31	47
	Science	0.0	0.0	0.0	0.0								0.0	0.0
District	*Enrollment	368	196	172	329	8	10	11	0	10	1	0	59	87
	Science	0.0	0.0	0.0	0.0		0.0	0.0		0.0			0.0	0.0
State	*Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

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

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.6	7.3	52.2	39.9	0.6	0.6	25.1	73.7
District	0.6	7.3	52.2	39.9	0.6	0.6	25.1	73.7
State	5.4	20.9	45.9	27.8	2.9	10.7	44.7	41.7

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	7.7	51.0	41.3	1.0	1.0	22.1	76.0
	District	0.0	7.7	51.0	41.3	1.0	1.0	22.1	76.0
	State	6.6	22.7	45.6	25.1	3.1	10.6	43.2	43.0
Female	School	1.4	6.8	54.1	37.8	0.0	0.0	29.3	70.7
	District	1.4	6.8	54.1	37.8	0.0	0.0	29.3	70.7
	State	4.1	19.1	46.2	30.7	2.7	10.9	46.2	40.2

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.6	6.3	51.9	41.1	0.0	0.6	23.4	75.9
	District	0.6	6.3	51.9	41.1	0.0	0.6	23.4	75.9
	State	2.2	11.9	46.6	39.3	1.0	5.3	39.0	54.7
Black	School								
	District								
	State	9.8	31.1	46.2	12.9	7.4	20.0	51.9	20.6
Hispanic	School								
	District								
	State	9.7	35.1	44.2	11.0	4.1	16.7	54.3	24.9
Asian/Pacific Islander	School								
	District								
	State	1.7	10.0	43.5	44.9	0.9	3.5	27.3	68.4
Native American	School								
	District								
	State	3.8	19.8	48.3	28.1	2.3	8.0	46.8	43.0
Multiracial/Ethnic	School								
	District								
	State	3.7	17.3	48.2	30.7	2.1	9.0	45.8	43.1

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	26.9	61.5	11.5	3.8	3.8	46.2	46.2
	District	0.0	26.9	61.5	11.5	3.8	3.8	46.2	46.2
	State	18.9	36.6	33.4	11.1	9.3	22.4	46.7	21.7
Non-IEP	School	0.7	3.9	50.7	44.7	0.0	0.0	21.6	78.4
	District	0.7	3.9	50.7	44.7	0.0	0.0	21.6	78.4
	State	3.4	18.6	47.7	30.2	2.0	9.1	44.4	44.5

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	2.8	16.7	61.1	19.4	0.0	0.0	52.8	47.2
	District	2.8	16.7	61.1	19.4	0.0	0.0	52.8	47.2
	State	9.0	30.9	46.4	13.7	5.0	16.8	52.7	25.5
Not Eligible	School	0.0	4.9	50.0	45.1	0.7	0.7	18.2	80.4
	District	0.0	4.9	50.0	45.1	0.7	0.7	18.2	80.4
	State	1.6	10.4	45.3	42.7	0.8	4.3	36.2	58.7

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.5	18.7	44.5	36.3	0.0	3.8	50.5	45.6	0.0	5.5	65.4	29.1
District	0.5	18.7	44.5	36.3	0.0	3.8	50.5	45.6	0.0	5.5	65.4	29.1
State	1.2	25.1	44.8	28.9	1.1	12.9	57.7	28.2	2.8	20.5	59.6	17.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	1.0	20.6	41.2	37.1	0.0	3.1	48.5	48.5	0.0	5.2	62.9	32.0
	District	1.0	20.6	41.2	37.1	0.0	3.1	48.5	48.5	0.0	5.2	62.9	32.0
	State	1.7	27.7	43.9	26.7	1.3	13.3	56.1	29.3	3.2	20.1	57.4	19.4
Female	School	0.0	16.5	48.2	35.3	0.0	4.7	52.9	42.4	0.0	5.9	68.2	25.9
	District	0.0	16.5	48.2	35.3	0.0	4.7	52.9	42.4	0.0	5.9	68.2	25.9
	State	0.7	22.3	45.7	31.2	0.9	12.5	59.5	27.1	2.5	21.0	62.0	14.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.6	17.6	44.2	37.6	0.0	4.2	49.1	46.7	0.0	4.8	64.8	30.3
	District	0.6	17.6	44.2	37.6	0.0	4.2	49.1	46.7	0.0	4.8	64.8	30.3
	State	0.5	15.1	45.0	39.4	0.5	6.6	54.4	38.5	0.8	10.2	63.7	25.4
Black	School												
	District												
	State	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
Hispanic	School												
	District												
	State	2.1	38.8	45.3	13.9	1.5	18.7	65.5	14.2	4.5	31.2	58.6	5.7
Asian/Pacific Islander	School												
	District												
	State	0.4	10.7	39.6	49.2	0.5	4.2	41.2	54.1	1.3	9.1	57.7	31.9
Native American	School												
	District												
	State	0.7	21.7	44.9	32.6	0.4	13.0	59.8	26.8	3.3	17.4	58.7	20.7
Multiracial/Ethnic	School												
	District												
	State	0.5	21.0	47.2	31.2	0.6	11.4	59.9	28.0	1.7	17.2	63.0	18.1

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	3.7	48.1	29.6	18.5	0.0	18.5	59.3	22.2	0.0	18.5	70.4	11.1
	District	3.7	48.1	29.6	18.5	0.0	18.5	59.3	22.2	0.0	18.5	70.4	11.1
	State	5.9	54.4	29.8	10.0	5.3	31.9	51.6	11.2	8.1	35.8	48.6	7.4
Non-IEP	School	0.0	13.5	47.1	39.4	0.0	1.3	49.0	49.7	0.0	3.2	64.5	32.3
	District	0.0	13.5	47.1	39.4	0.0	1.3	49.0	49.7	0.0	3.2	64.5	32.3
	State	0.5	20.6	47.1	31.8	0.5	10.0	58.7	30.9	2.0	18.2	61.3	18.5

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	2.2	24.4	46.7	26.7	0.0	4.4	66.7	28.9	0.0	4.4	75.6	20.0
	District	2.2	24.4	46.7	26.7	0.0	4.4	66.7	28.9	0.0	4.4	75.6	20.0
	State	2.1	37.9	45.7	14.2	1.9	20.4	63.9	13.8	5.0	32.3	56.6	6.2
Not Eligible	School	0.0	16.8	43.8	39.4	0.0	3.6	45.3	51.1	0.0	5.8	62.0	32.1
	District	0.0	16.8	43.8	39.4	0.0	3.6	45.3	51.1	0.0	5.8	62.0	32.1
	State	0.3	12.3	43.9	43.5	0.3	5.4	51.6	42.6	0.7	8.8	62.7	27.8

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	8.4	52.5	39.1	0.0	6.7	62.9	30.3
District	0.0	8.4	52.5	39.1	0.0	6.7	62.9	30.3
State	0.3	25.0	44.7	30.0	0.3	16.3	65.8	17.6

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	8.0	52.3	39.8	0.0	2.3	65.9	31.8
	District	0.0	8.0	52.3	39.8	0.0	2.3	65.9	31.8
	State	0.4	28.5	44.1	27.0	0.4	17.1	64.4	18.0
Female	School	0.0	8.8	52.7	38.5	0.0	11.1	60.0	28.9
	District	0.0	8.8	52.7	38.5	0.0	11.1	60.0	28.9
	State	0.2	21.3	45.5	33.1	0.3	15.4	67.3	17.1

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	6.4	52.2	41.4	0.0	5.7	61.1	33.1
	District	0.0	6.4	52.2	41.4	0.0	5.7	61.1	33.1
	State	0.2	14.8	45.1	40.0	0.1	9.1	67.0	23.8
Black	School								
	District								
	State	0.6	41.8	43.4	14.2	0.9	32.2	61.2	5.7
Hispanic	School	0.0	40.0	50.0	10.0	0.0	10.0	90.0	0.0
	District	0.0	40.0	50.0	10.0	0.0	10.0	90.0	0.0
	State	0.4	38.6	45.9	15.0	0.4	22.5	69.4	7.7
Asian/Pacific Islander	School								
	District								
	State	0.0	10.8	38.4	50.8	0.1	4.8	51.1	44.1
Native American	School								
	District								
	State	0.0	24.9	44.6	30.5	0.0	13.4	70.6	16.0
Multiracial/Ethnic	School								
	District								
	State	0.3	21.4	47.1	31.2	0.2	14.6	68.6	16.5

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	40.9	59.1	0.0	0.0	50.0	50.0	0.0
	District	0.0	40.9	59.1	0.0	0.0	50.0	50.0	0.0
	State	1.6	60.4	29.9	8.1	1.6	42.9	50.5	4.9
Non-IEP	School	0.0	3.8	51.6	44.6	0.0	0.6	64.7	34.6
	District	0.0	3.8	51.6	44.6	0.0	0.6	64.7	34.6
	State	0.1	19.5	47.1	33.4	0.1	12.1	68.2	19.5

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	19.4	58.3	22.2	0.0	13.9	72.2	13.9
District	0.0	19.4	58.3	22.2	0.0	13.9	72.2	13.9
State	0.5	38.3	45.8	15.4	0.6	25.5	66.6	7.4
Not Eligible								
School	0.0	5.6	51.0	43.4	0.0	4.9	60.6	34.5
District	0.0	5.6	51.0	43.4	0.0	4.9	60.6	34.5
State	0.1	12.2	43.8	43.9	0.1	7.4	65.1	27.4

2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	No	2010-11 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2010-11 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		77.5			77.5			91.0		80.0	
All	100.0	Yes	100.0	Yes	88.2		Yes	95.6		Yes	96.0	Yes		
White	100.0	Yes	100.0	Yes	89.2		Yes	96.1		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	61.0	72.0	No	74.4		Yes	95.0			
Economically Disadvantaged	100.0	Yes	100.0	Yes	77.8		Yes	93.2		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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planning improvement based on you school's improvement plan. (For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact you school or district office.)

Whitman Post Elementary School continues to strive for academic excellence as is evidenced by our ISAT test results. While we continue to exceed state standards in all areas, we want to challenge ourselves to continue to improve our curriculum in order to maintain this high level of excellence.

The major focus of our school improvement plan for the 2010-2012 school years will be to analyze data from both the ISAT test and from our local assessment tool, the MAP test (Measure of Academic Progress, now given in the fall, winter, and spring of each year) and use this data to target areas in which we feel need improvement. Our teachers meet four times a year to analyze and interpret this data. In addition to these meetings, the WPES teachers gather as collaboration teams each week to plan and evaluate the curriculum, as well as to make decisions about academic interventions that may need to be implemented in order to ensure the success of each student.

Teachers are also working closely with the district curriculum coordinator to fine-tune our curriculum at every grade level. We also have an after school program that targets our students who may be struggling in math or reading, and offers them additional small group instruction in those areas twice a week. In addition to these services, we have dedicated our school improvement funding to attending conferences and workshops relating to the goals in our school improvement plan.

As educators, we understand that while academics are extremely important, it is also our goal to educate the whole child. Because of this belief, our school improvement plan also has a focus on continuing our character education program as well as improving our art, music, and physical education programs. We welcome parents to become involved in their children's education and to participate in the many activities we offer at WPES! For more information about Whitman Post Elementary school, please visit our website at www.rockton140.org.