

Waltham CCSD 185

Utica, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparison with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	94.0	0.9	3.9	0.9	0.0	0.4	6.5	0.0		0.4	8.9	96.2	232
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

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.

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
District	100.0	17.3		12.6	116.0
State	96.8	18.3		13.5	211.6

* 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
District	20.0	19.0	24.0	18.5	30.0	29.0	23.0	21.0	16.0	
State	20.5	21.0	21.1	21.7	22.3	22.7	22.2	21.6	21.5	

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
District	60	60	60	20	45	45	151	90	90	20	90	90
State	58	54	51	30	43	44	145	104	93	30	43	44

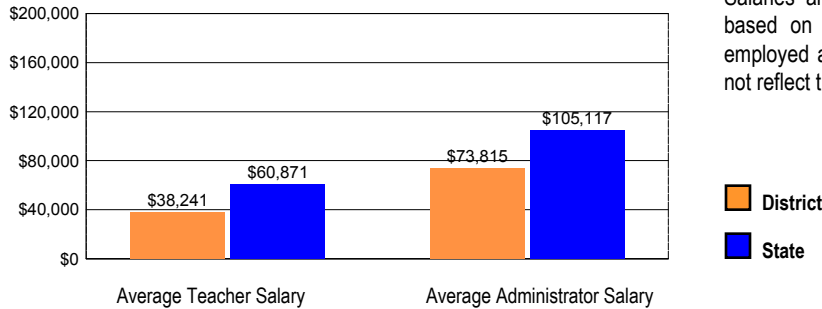
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	0.0	100.0	15
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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
District:	All Schools	12.3	87.0	13.0	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools					
State:	All Schools	12.4	46.7	53.2	0.7	0.7
	High Poverty Schools	11.9	49.3	50.6	1.2	2.0
	Low Poverty Schools	12.0	38.7	61.2	0.3	0.2

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

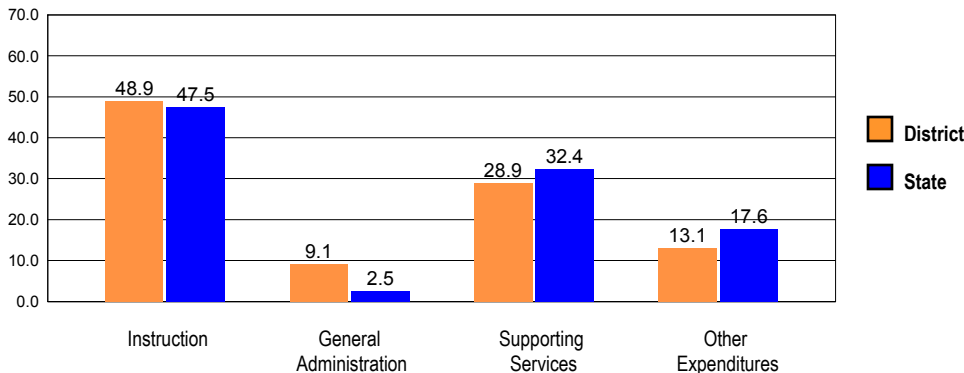
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07			
	District	District %	State %
Local Property Taxes	\$1,291,787	58.5	57.6
Other Local Funding	\$152,529	6.9	7.3
General State Aid	\$381,793	17.3	18.1
Other State Funding	\$293,298	13.3	9.7
Federal Funding	\$90,515	4.1	7.3
TOTAL	\$2,209,922		

EXPENDITURE BY FUND 2006-07			
	District	District %	State %
Education	\$1,517,759	80.4	72.6
Operations & Maintenance	\$113,241	6.0	8.5
Transportation	\$148,118	7.8	3.9
Bond and Interest	\$46,150	2.4	6.7
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$51,767	2.7	1.8
Fire Prevention & Safety	\$9,901	0.5	0.9
Site & Construction/ Capital Improvement	\$0	0.0	5.6
TOTAL	\$1,886,936		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$139,320	2.90	\$3,736	\$6,564
State	**	**	\$5,808	\$9,907

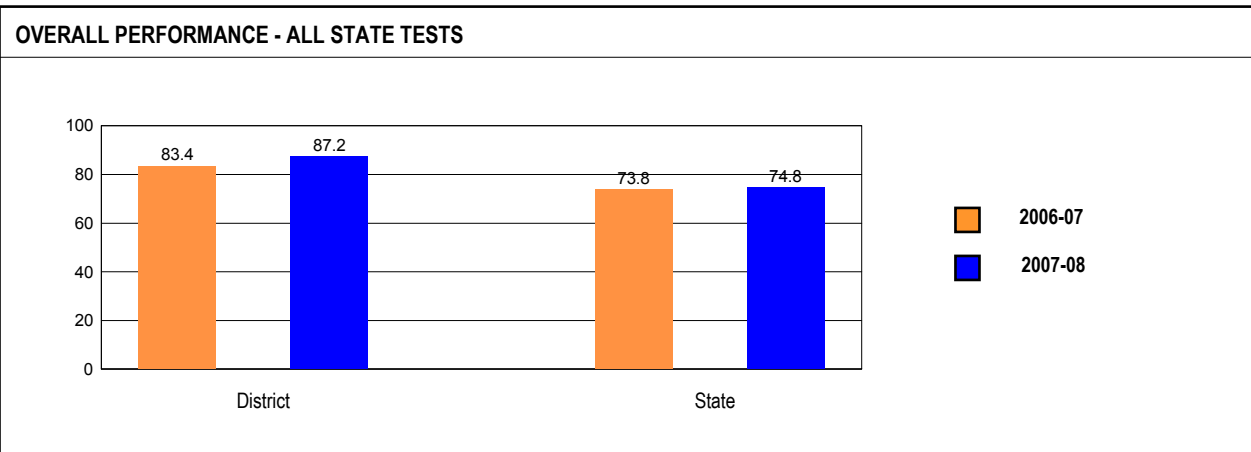
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school 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

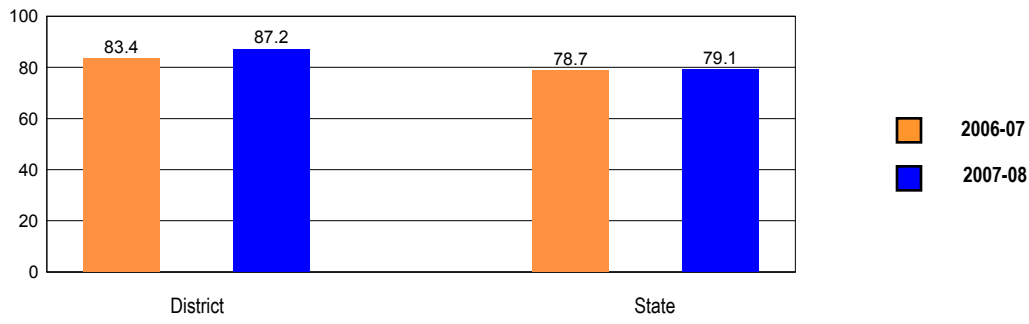
OVERALL STUDENT PERFORMANCE

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparison with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.



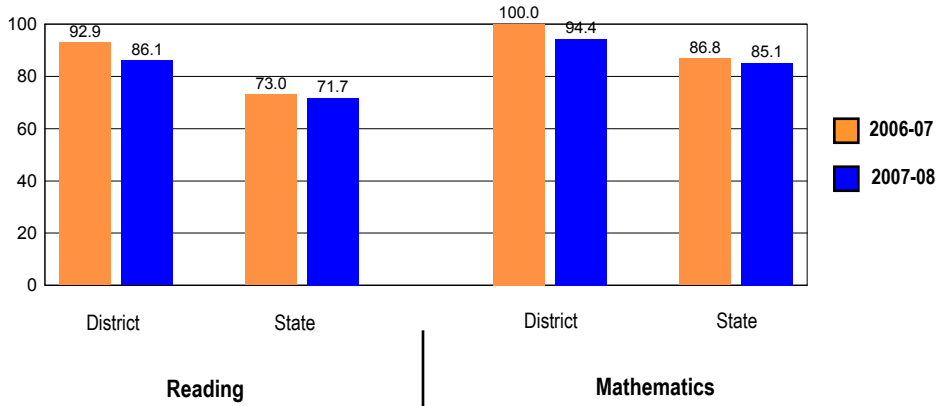
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



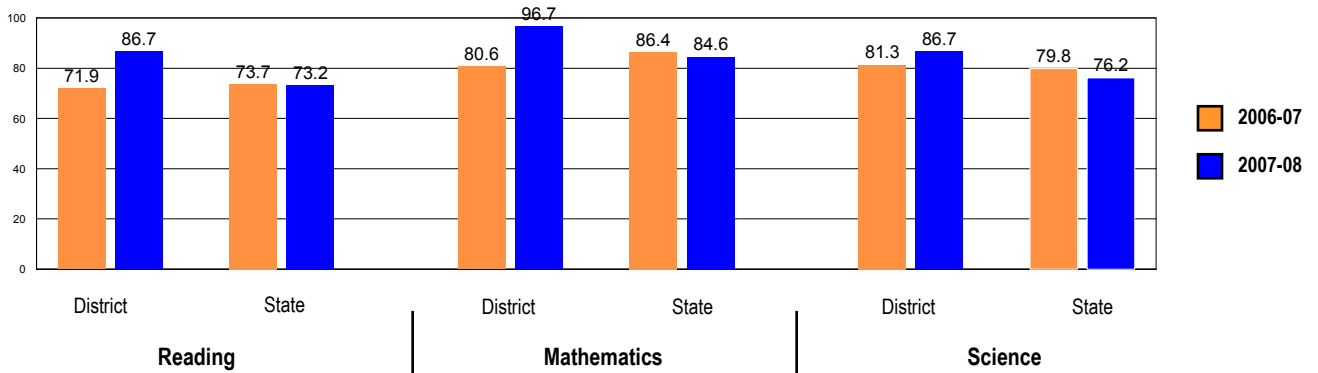
ISAT PERFORMANCE

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.

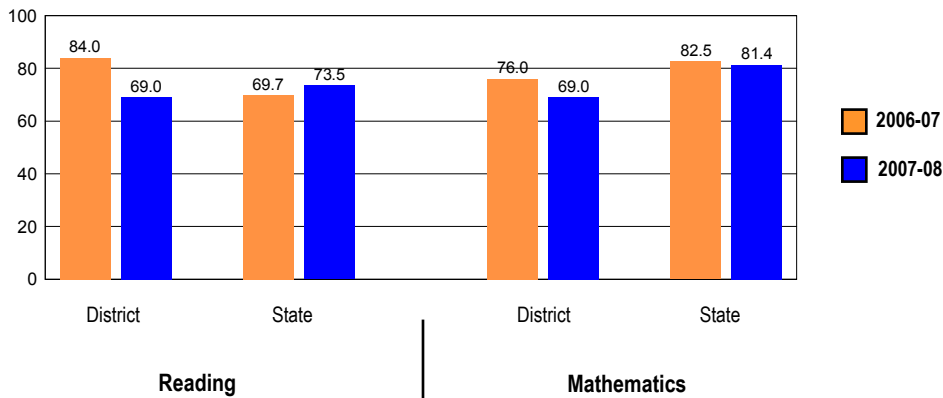
ISAT Grade 3

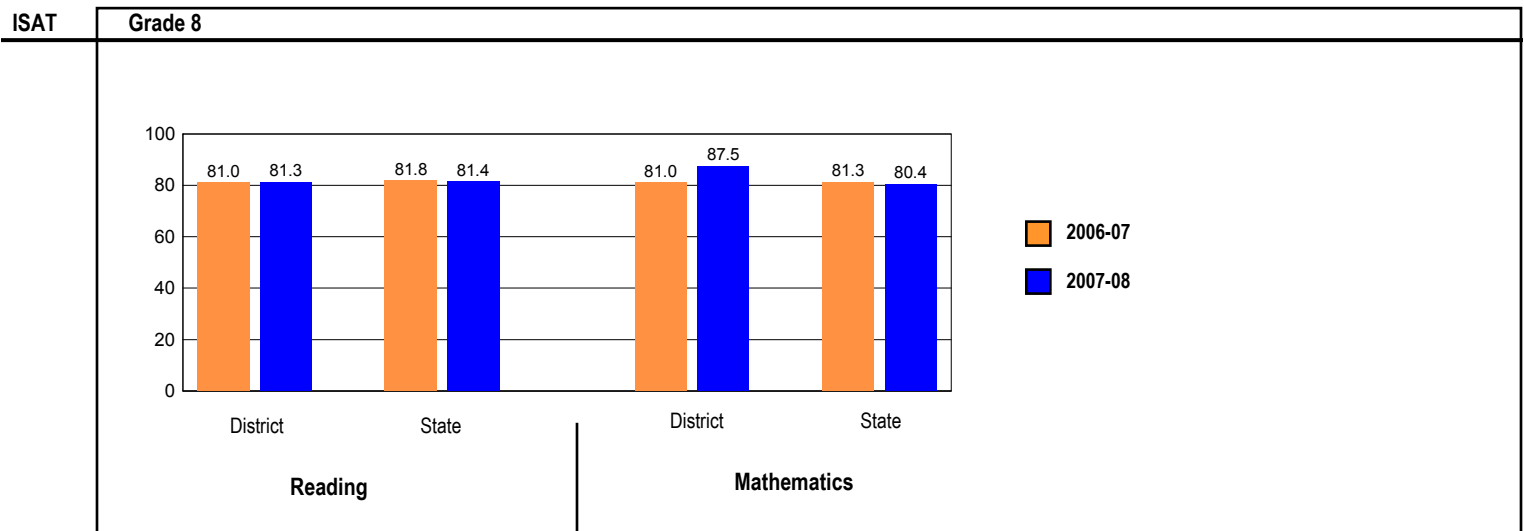
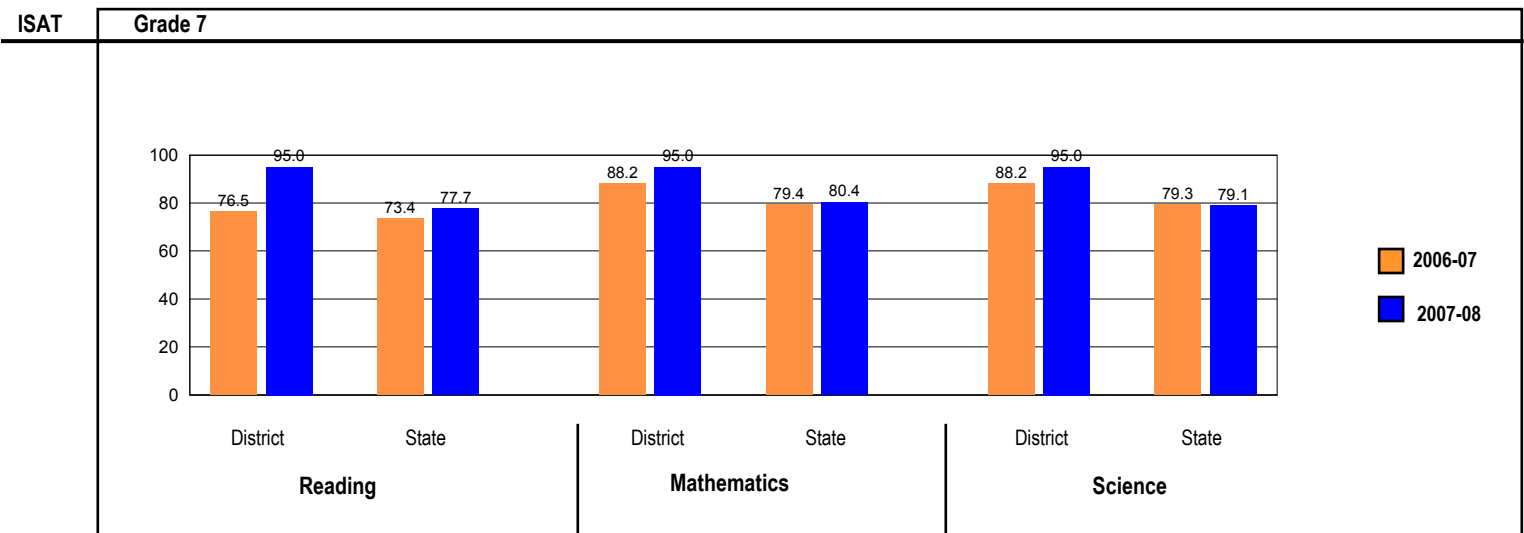
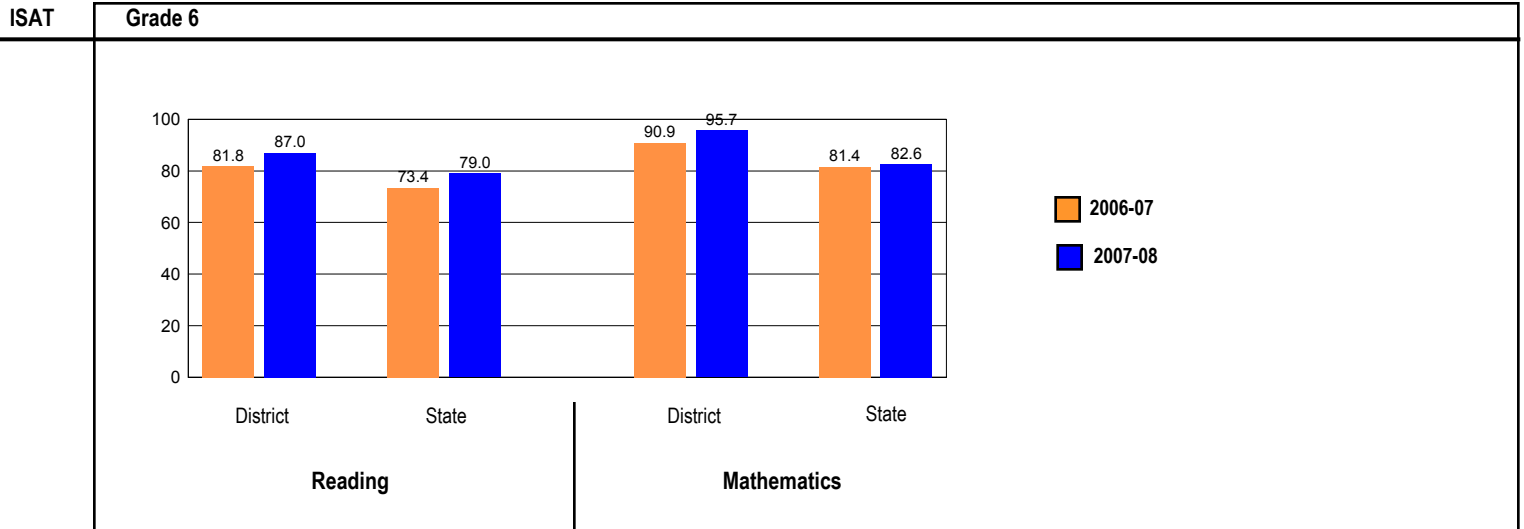


ISAT Grade 4



ISAT Grade 5





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				
District	*Enrollment	154	82	72	144	1	7	2					14	10
	Reading	0.0	0.0	0.0	0.0								0.0	0.0
		Mathematics	0.0	0.0	0.0	0.0							0.0	0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
		Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE 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				
District	*Enrollment	50	22	28	46		4						3	2
	Science	0.0	0.0	0.0	0.0									
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

* 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
District	0.0	13.9	50.0	36.1	0.0	5.6	55.6	38.9
State	6.8	21.5	47.6	24.2	3.5	11.4	44.1	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	12.5	58.3	29.2	0.0	4.2	50.0	45.8
	State	8.5	23.8	46.4	21.3	4.0	11.2	42.3	42.5
Female	District	0.0	16.7	33.3	50.0	0.0	8.3	66.7	25.0
	State	4.9	19.1	48.8	27.2	2.9	11.6	45.9	39.5

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	12.1	54.5	33.3	0.0	6.1	57.6	36.4
	State	3.1	13.4	49.6	33.9	1.0	5.4	39.1	54.5
Black	District								
	State	12.6	32.2	44.4	10.9	9.4	22.3	49.4	18.9
Hispanic	District								
	State	11.4	33.5	45.4	9.8	4.6	17.4	53.5	24.6
Asian/Pacific Islander	District								
	State	2.0	10.8	46.8	40.4	0.6	3.5	28.9	67.0
Native American	District								
	State	5.5	18.9	54.2	21.4	1.7	6.3	43.9	48.1
Multiracial/Ethnic	District								
	State	5.2	19.4	49.9	25.5	2.1	10.2	47.2	40.5

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	13.3	56.7	30.0	0.0	3.3	56.7	40.0	3.3	10.0	70.0	16.7
State	1.8	25.0	46.6	26.6	0.9	14.5	58.3	26.3	3.5	20.3	59.1	17.1

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	7.7	61.5	30.8	0.0	7.7	46.2	46.2	0.0	7.7	61.5	30.8
	State	2.4	27.9	45.6	24.0	1.0	15.0	56.3	27.7	3.9	20.0	57.1	19.0
Female	District	0.0	17.6	52.9	29.4	0.0	0.0	64.7	35.3	5.9	11.8	76.5	5.9
	State	1.2	21.9	47.7	29.3	0.7	14.0	60.4	24.9	3.1	20.6	61.2	15.1

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	14.3	57.1	28.6	0.0	3.6	60.7	35.7	3.6	10.7	67.9	17.9
	State	0.8	15.4	47.2	36.6	0.3	7.2	56.0	36.5	0.9	9.7	63.8	25.5
Black	District												
	State	3.5	40.4	45.2	10.9	2.4	28.6	60.3	8.7	8.4	38.7	49.2	3.7
Hispanic	District												
	State	3.0	37.7	46.9	12.5	1.1	22.1	64.2	12.6	6.0	32.3	55.8	5.9
Asian/Pacific Islander	District												
	State	0.5	11.9	43.5	44.1	0.4	4.5	44.9	50.2	1.6	10.3	59.3	28.8
Native American	District												
	State	2.6	23.8	49.4	24.2	0.9	14.8	62.4	21.8	3.0	19.2	62.4	15.4
Multiracial/Ethnic	District												
	State	1.8	22.5	47.7	28.0	0.7	12.8	61.5	25.1	2.2	17.9	62.4	17.5

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	31.0	51.7	17.2	0.0	31.0	69.0	0.0
	0.5	25.9	46.3	27.3	0.5	18.1	64.2	17.1

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	54.5	36.4	9.1	0.0	27.3	72.7	0.0
	State	0.7	29.2	45.7	24.4	0.7	19.0	62.4	17.9
Female	District	0.0	16.7	61.1	22.2	0.0	33.3	66.7	0.0
	State	0.3	22.5	46.9	30.2	0.4	17.2	66.1	16.3

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	33.3	48.1	18.5	0.0	29.6	70.4	0.0
	State	0.2	15.1	47.5	37.3	0.2	10.0	66.5	23.3
Black	District								
	State	1.0	43.2	43.9	11.9	1.4	35.5	57.8	5.3
Hispanic	District								
	State	0.8	41.1	45.9	12.3	0.7	25.3	66.4	7.6
Asian/Pacific Islander	District								
	State	0.2	12.2	43.7	43.9	0.2	5.4	53.8	40.7
Native American	District								
	State	0.0	26.9	47.4	25.6	0.0	19.1	68.1	12.8
Multiracial/Ethnic	District								
	State	0.7	23.1	47.6	28.5	0.5	17.7	64.8	17.0

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	13.0	56.5	30.4	0.0	4.3	78.3	17.4
	0.3	20.7	53.4	25.7	0.6	16.7	62.0	20.7

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	25.0	33.3	41.7	0.0	8.3	75.0	16.7
	State	0.4	23.9	53.0	22.7	0.8	18.4	59.9	20.9
Female	District	0.0	0.0	81.8	18.2	0.0	0.0	81.8	18.2
	State	0.2	17.3	53.7	28.8	0.4	15.1	64.1	20.4

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	9.1	59.1	31.8	0.0	4.5	77.3	18.2
	State	0.1	11.8	53.1	35.0	0.2	8.9	63.4	27.5
Black	District								
	State	0.7	35.9	53.4	10.0	1.6	34.8	56.9	6.7
Hispanic	District								
	State	0.4	31.7	55.4	12.5	0.7	22.2	65.6	11.5
Asian/Pacific Islander	District								
	State	0.1	8.2	46.1	45.7	0.1	5.1	47.3	47.5
Native American	District								
	State	0.4	19.4	50.6	29.5	1.3	16.8	64.7	17.2
Multiracial/Ethnic	District								
	State	0.2	17.1	55.0	27.7	0.5	14.6	64.1	20.8

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	5.0	0.0	75.0	20.0	0.0	5.0	35.0	60.0	0.0	5.0	55.0	40.0
State	0.5	21.8	59.1	18.6	1.8	17.8	54.5	25.9	6.4	14.5	55.8	23.4

Grade 7 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District												
State	0.8	25.5	57.8	16.0	2.2	18.7	52.1	26.9	7.0	13.6	53.3	26.1
Female												
District	0.0	0.0	72.7	27.3	0.0	0.0	45.5	54.5	0.0	9.1	54.5	36.4
State	0.3	17.9	60.4	21.4	1.3	16.8	56.9	24.9	5.8	15.3	58.4	20.5

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
District	0.0	0.0	77.8	22.2	0.0	0.0	38.9	61.1	0.0	5.6	50.0	44.4
State	0.3	14.2	60.3	25.2	0.8	10.3	53.9	34.9	2.8	7.5	55.5	34.2
Black												
District												
State	1.0	35.3	56.3	7.4	4.4	35.9	52.0	7.7	13.9	27.3	53.7	5.1
Hispanic												
District												
State	0.8	31.6	59.7	7.9	2.0	22.7	61.1	14.3	9.8	22.6	59.1	8.4
Asian/Pacific Islander												
District												
State	0.2	8.3	54.1	37.4	0.6	5.3	39.2	54.9	2.1	6.0	50.7	41.2
Native American												
District												
State	0.0	20.4	63.7	15.9	0.8	17.3	60.2	21.7	4.4	9.7	64.5	21.4
Multiracial/Ethnic												
District												
State	0.4	19.9	59.3	20.4	1.4	16.8	57.4	24.4	5.6	12.8	59.6	22.1

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	18.8	68.8	12.5	0.0	12.5	62.5	25.0
State	0.4	18.2	73.0	8.4	1.6	18.0	53.1	27.2

Grade 8 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	0.0	23.1	61.5	15.4	0.0	15.4	61.5	23.1
State	0.5	22.0	69.8	7.7	1.9	18.9	51.2	28.0
Female								
District								
State	0.2	14.3	76.4	9.1	1.4	17.0	55.2	26.5

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	District	0.0	18.8	68.8	12.5	0.0	12.5	62.5	25.0
	State	0.2	11.6	76.4	11.8	0.8	10.3	52.3	36.6
Black	District								
	State	0.8	30.5	66.7	2.0	3.8	35.3	51.9	9.1
Hispanic	District								
	State	0.4	26.1	70.3	3.2	1.9	23.6	59.9	14.6
Asian/Pacific Islander	District								
	State	0.1	7.5	72.4	20.1	0.5	5.6	37.2	56.6
Native American	District								
	State	0.8	17.4	74.3	7.5	1.2	16.5	61.2	21.1
Multiracial/Ethnic	District								
	State	0.3	15.0	75.0	9.7	1.6	17.1	55.0	26.3

2008 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this district making Adequate Yearly Progress (AYP)?	Yes
Is this district making AYP in Reading?	Yes
Is this district making AYP in Mathematics?	Yes

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2008-09 Federal Improvement Status	
2008-09 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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	84.6		Yes	88.8		Yes	96.2	Yes		
White	100.0	Yes	100.0	Yes	85.7		Yes	89.5		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.
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 05/01/2007.

** 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.

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 1

Number of Title I schools: 1

Number of Title I schools in School Improvement Status: 0

Percent of schools in School Improvement Status: 0 %

School ID

School Name

**Years in School
Improvement**

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

2008 Illinois District Report Card

Historically, Waltham has been a quality school. Our students continue to perform exceptionally well on the Illinois Standards Achievement Tests (ISAT) We are proud of past and present academic accomplishments of our students.

In order to help students better gain the academic skills necessary. We are beginning to implement Response to Intervention with our K-5 students. The RTI process will help us identify struggling students and provide research-based interventions to improve their reading skills. The data gained from AIMSWEB and other sources will guide instruction and will help give direction for the interventions.

The staff, administration, community, school improvement team, and board of education will continue efforts to provide progressive learning opportunities for students. To continue our commitment to excellence, the following areas will be the focus for the 2008-2009 School Improvement Plan.

TECHNOLOGY

- **Waltham staff and students will use current technology as a tool to integrate into authentic learning applications for students, staff, and community members.**
- Utilize the current technology to support a district wide theme of learning.
- To enhance our academic programs with the use of technology.
- Investigate innovative uses of current technology to support the math curriculum
- Offer use of the computer lab to the community through Tech Lab days.
- Continue to review, revise and implement the Waltham technology curriculum.

READING

- **Waltham students will increase their reading skills, comprehension levels and enjoyment of reading.**
- Continue to provide opportunities for students to read for enjoyment. (DEAR)
- Use data to determine reading level and areas for improvement for students. Provide this information to parents.
- Implement Tier 2 instruction to help struggling students gain needed skills.
- Students will use strategies to help improve reading comprehension.

MATH

- **Waltham students will increase knowledge and application of mathematics.**
- Use problem-solving strategies in a variety of situations, including authentic experiences and standardized tests.
- Utilize technology to reinforce concepts and collect, manipulate, and report data (integrated into classroom instruction)
- Be exposed to a variety of math disciplines (algebra, geometry, probability, basic math concepts) challenging all ability and grade levels
- Relate math to real life experiences as much as possible.
- Strengthen problem solving skills

CLIMATE

Waltham will maintain an environment that emphasizes mutual respect, appreciation, and responsibility.

- Students and Staff will show respect for each other in academic and non-academic situations.
- Staff will consistently communicate a school wide behavioral vocabulary and expectations. (Character Counts)
- Staff will promote communication and parental involvement in the school.