

Avoca's Journey from "Good to Great"

2008-2009 Greatness Indicators Report

Indicators

- **Student academic achievement**
- **Recognition of students, staff, school and district**
- **High levels of satisfaction**
- **Leadership in innovation**
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- **Success in high school and beyond**
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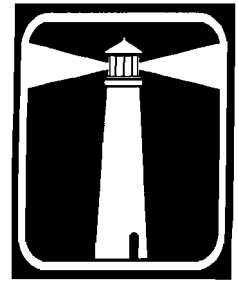
- Freshmen survey report

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Greatness for Avoca

Greatness Component	<ul style="list-style-type: none"> • Greatness Indicator - Selected measurements <i>(Year Implemented)</i>
<p>Superior Performance</p>	<ul style="list-style-type: none"> • Student academic achievement <ul style="list-style-type: none"> -Administer ISAT tests yearly (2008-2009) -Conduct MAP tests twice per year (2008-2009) -Clay Graham report (2009-2010, every other year) • Recognition of students, staff, school, district <ul style="list-style-type: none"> -Create District Recognition Portfolio (2008-2009) -Monitor employment applications (2008-2009) -Gather evidence from teacher evaluation (2010-2011) • High levels of satisfaction <ul style="list-style-type: none"> -Administer triennial surveys to parents, staff, student and broader community (2009-2010) -Conduct focus groups, blogs and specialized surveys, as needed (2008-2009) -Conduct, exit interviews of employees (2008-2009)
<p>Distinctive Impact</p>	<ul style="list-style-type: none"> • Leadership in Innovation <ul style="list-style-type: none"> -Create Distinctive Impact Inventory (2008-2009) -Publish Avoca materials and practices (2010-2011) -Implement Professional Review Panel (2009-2010) • Student Connectedness <ul style="list-style-type: none"> -Create Student Connectedness Data Base (2009-2010) -Analyze extracurricular activity participation (2009-2010) -Monitor attendance and discipline referrals (2008-2009) -Conduct student surveys (as needed)
<p>Lasting Endurance</p>	<ul style="list-style-type: none"> • Success in High School and Beyond <ul style="list-style-type: none"> -Analyze high school data on achievement (2009-2010) -Analyze high school data on extracurriculars (09-10) -Survey freshman students and their parents (June 2008) -Create Avoca Alumni Association (Summer 2008) • Fiscal Responsibility <ul style="list-style-type: none"> -Pass the 2009 referendum



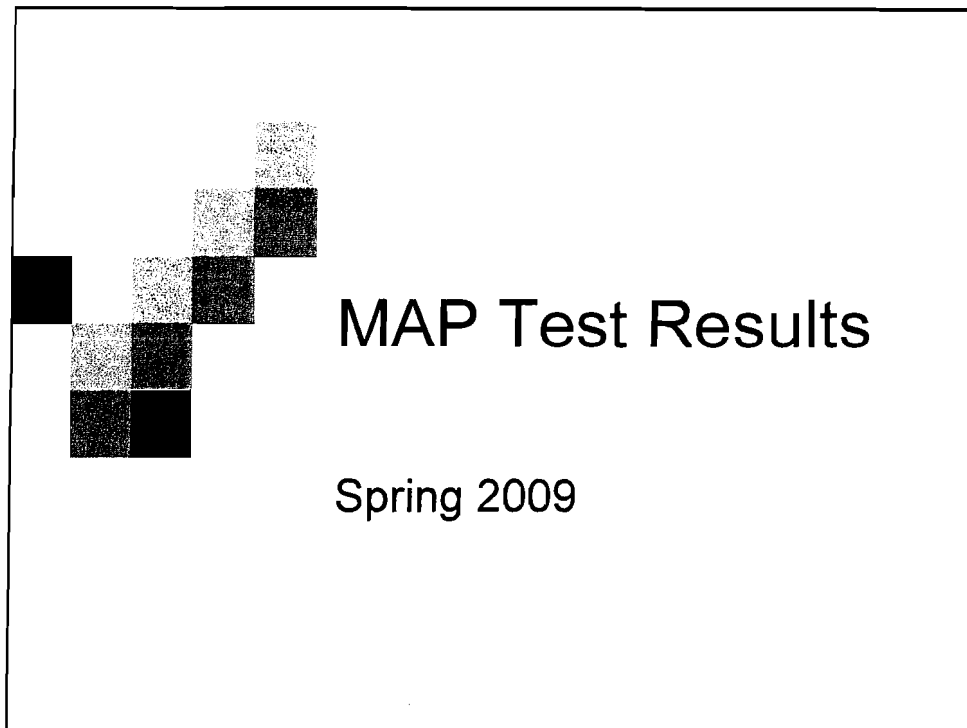
Avoca School District 37

Indicator:

**Student Academic
Achievement**

Measure:

MAP Test Report, 2009



Overall Analysis of Test Results

- The total number of students in grades 3rd-8th who scored below grade level in reading dropped from 51 to 36 to 33 between 2006-2008. The number is now down to 20 this year. Grade levels are doing an outstanding job bringing target students up to grade level expectations in reading.
- The total number of students in grades 3rd-8th who scored below grade level in math dropped from 47 to 40 to 39 between 2006-2008. The number is now down to 29 this year. Grade levels are doing an outstanding job bringing target students up to grade level expectations in reading.
- In 2006, there were 51 target students in reading; three years later there are 20 (61% decline).
- In 2006 there were 54 target students in math; three years later there are 29 (46% decline).
- The highest growth scores were earned in 3rd math, 5th math, 7th math and 3rd reading.

Overall Analysis of Test Results

- The highest number of students who moved from below average to average occurred in 3rd math (7), 3rd reading (5) and 5th reading (5)
- Students in Avoca score between 1.0 years to 3.0 years above grade level in reading and math. The years above grade level grow as children progress through the grades.
- Overall student achievement is on the rise. In 7 of the 14 tests administered this year, grade levels achieved the highest RIT averages ever attained. In 6 other tests, the 2009 score was the second highest ever achieved. In 13 of 14 tests this year, Avoca students scored the highest or second highest RIT average attained since we started using the exam.

Overall Analysis of Test Results

- As a result of the growing high achievement, Avoca's growth above the expected growth levels was down this year. That is because the higher you achieve, the less growth is expected each year. Our decrease in growth gains above the expected levels is not a concern, but actually an affirmation of the district's steady march toward higher achievement.
- The gender gap in reading is beginning to reappear. District-wide in grades 3rd through 8th girls outperform boys in reading by an average of 2.2 RIT points. In middle school, the gender gap is even more pronounced, with girls averaging 3.5 RIT points higher than boys.
- Asian students outperformed Caucasian students in math at all grade levels but one.
- In reading, the differences in Asian and Caucasian student performance are not statistically significant, although the gap does begin to rise a bit in the upper grades, with white students outperforming Asian students.

Overall Analysis of Test Results

- In 10 out of the 12 tests, students with IEPs exceeded their yearly growth goal expectation. Grade levels with the highest gains for students with IEPs are 3rd math, 6th math, 6th reading and 7th math. We maintain high expectations for these students and our goal is to have all students meet their growth goals, regardless of their disabilities.
- The students in the gifted program continue to score significantly above grade level on all tests. However, in 4 of 10 tests, gifted students did not meet their expected growth goals and in 2 tests, they only met but did not exceed growth goals. The pullout gifted program, as well as differentiation expectations in all classrooms, need to be reviewed at district-wide to assure that these students are being appropriately challenged.

Overall Analysis of Test Results

- Avoca's Hispanic and Multi-Racial students generally do not score as high as the Caucasian and Asian students. Differences vary greatly by grade level, so no significant generalizations can be gleaned from the data. In some cases, these children achieve below the district average, but are making significant growth gains, enabling them to be on the path to catch up. In other cases, these students are not even meeting their growth goals. We need to examine this issue in depth at each grade level.
- ELL students are making significant progress at all grade levels. They are far exceeding their growth goals and appear to be on a path to catch up to grade level peers in a reasonable amount of time. Changes to the ELL program in recent years appear to be having a very positive impact.

Rit Score Averages, 2005-2009

	National Average	Avoca 2005	Avoca 2006	Avoca 2007	Avoca 2008	Avoca 2009
2 nd Math	190.5	No Test	No Test	199.5	194.6	197.4
2 nd Rdg.	189.0	No Test	No Test	200.6	198.3	199.7
3 rd Math	201.7	211.1	210.7	211.5	214.3	210.4
3 rd Rdg.	197.9	207.3	208.8	207.8	211.6	209.7
4 th Math	210.4	218.1	220.5	220.2	221.0	224.7
4 th Rdg.	205.0	212.3	211.7	215.5	216.3	219.3

Rit Score Averages, 2005-2009

	National Average	Avoca 2005	Avoca 2006	Avoca 2007	Avoca 2008	Avoca 2009
5 th Math	218.3	229.2	228.0	230.5	232.1	232.4
5 th Rdg.	210.6	218.7	219.9	221.4	222.7	223.0
6 th Math	223.3	233.5	237.1	237.3	236.6	238.5
6 th Rdg.	215.0	222.5	225.1	225.2	225.3	226.3
7 th Math	228.0	229.4	244.1	248.5	245.5	245.9
7 th Rdg.	218.1	227.1	226.7	230.7	229.8	230.3
8 th Math	No Test	No Test	No Test	249.9	250.4	252.2
8 th Rdg.	221.3	226.7	232.2	234.0	235.6	235.0

Grade Level Achievement

Grade/Subject	Expected Growth	Years Above Grade Level
3 rd Reading	Exceeds	+1.0 years
3 rd Math	Exceeds	+1.0 years
4 th Reading	Exceeds	+1.5 years
4 th Math	Exceeds	+2.5 years
5 th Reading	Exceeds	+1.5 years
5 th Math	Exceeds	+2.5 years
6 th Reading	Exceeds	+1.0 years
6 th Math	Exceeds	+2.5 years
7 th Reading	Exceeds	+3.0 years
7 th Math	Exceeds	+3.0 years
8 th Reading	Exceeds	+3.0 years
8 th Math	Exceeds	+3.0 years

Number of 3rd – 8th Target Students, 07-09

	2006	2007	2008	2009
Math	47	40	39	29
Reading	51	36	33	20
Total	98	76	72	49

3rd Grade Math – MAP Spring 2009

(# in group)	AV RIT 2008	AV RIT 2009	AV Growth	Exp. Growth	Difference Exp. Growth/ Actual Growth	# Students Below AV 2008	# Students Below AV 2009
All	194.3	210.4	16.1	11.7	+4.4	11	4
Boys	192.7	210.3	17.6	12.0	+5.6		
Girls	195.6	210.5	14.9	11.5	+3.4		
Caucasian	195.0	211.6	16.6	11.7	+4.9		
Asian	194.0	207.5	13.5	11.6	+1.9		
Hisp. (3)	183.3	200.7	17.4	13.3	+4.1		
Multi (4)	195.0	221.8	17.8	11.3	+6.5		
ELL (1)	191.0	211.0	20.0	12.0	+8.0		
IEP (7)	180.1	197.7	17.6	13.1	+4.4		

3rd Grade Reading – MAP Spring 2009

(# in group)	AV RIT 2008	AV RIT 2009	AV Growth	Exp. Growth	Difference Exp. Growth/ Actual Growth	# Students Below AV 2008	# Students Below AV 2009
All	198.3	209.7	11.4	8.7	+2.6	6	1
Boys	196.9	208.5	11.6	9.0	+2.7		
Girls	199.4	210.6	11.2	8.6	+2.6		
Caucasian	199.2	210.2	11.0	8.6	+2.4		
Asian	195.4	208.8	13.4	9.3	+4.1		
Hisp. (3)	193.3	201.3	8.0	9.7	-1.7		
Multi (4)	200.0	212.3	12.3	8.3	+4.0		
ELL (1)	191.0	211.0	20.0	10.0	+10.0		
IEP (7)	183.0	196.0	13.0	11.6	+1.4		

4th Grade Math – MAP Spring 2009

(# in group)	AV RIT 2008	AV RIT 2009	AV Growth	Exp. Growth	Difference Exp. Growth/ Actual Growth	# Students Below AV 2008	# Students Below AV 2009
All	214.3	224.7	10.4	9.3	+1.1	3	6
Boys	216.4	226.9	10.5	9.2	+1.4		
Girls	211.3	221.5	10.2	9.5	+0.6		
Caucasian	212.5	223.2	10.7	9.4	+1.3		
Asian	218.5	229.4	10.9	9.1	+1.8		
Hisp. (3)	217.5	230.0	12.5	9.5	+3.0		
Multi (4)	216.2	220.8	4.6	9.2	-4.6		
ELL (0)	-	-	-	-	-		
IEP (4)	195.5	204.5	9.0	10.0	-1.0		
Gifted (3)	230.7	238.7	8.0	8.0	0.0		

4th Grade Reading – MAP Spring 2009

(# in group)	AV RIT 2008	AV RIT 2009	AV Growth	Exp. Growth	Difference Exp. Growth/ Actual Growth	# Students Below AV 2008	# Students Below AV 2009
All	211.5	219.3	7.8	5.8	+2.0	3	3
Boys	211.4	219.5	8.1	5.8	+2.4		
Girls	211.6	218.9	7.3	5.8	+1.5		
Caucasian	212.1	220.8	8.7	5.7	+3.0		
Asian	211.5	218.6	7.1	5.8	+1.3		
Hisp. (3)	209.5	209.5	0.0	6.0	-6.0		
Multi (4)	210.4	216.6	6.2	6.0	+0.2		
ELL (0)	-	-	-	-	-		
IEP (4)	201.5	209.3	7.8	7.3	+0.5		
Gifted (3)	232.0	230.7	-1.3	3.0	-4.3		

5th Grade Math – MAP Spring 2009

(# in group)	AV RIT 2008	AV RIT 2009	AV Growth	Exp. Growth	Difference Exp. Growth/ Actual Growth	# Students Below AV 2008	# Students Below AV 2009
All	221.3	232.4	11.1	7.7	+3.5	7	4
Boys	224.4	234.9	10.5	7.7	+2.8		
Girls	218.8	230.5	11.7	7.7	+4.0		
Caucasian	221.9	232.7	10.8	7.7	+3.1		
Asian	222.5	234.3	11.8	7.6	+4.2		
Hisp. (3)	214.5	224.3	9.8	8.0	+1.8		
Multi (4)	212.0	228.5	16.5	8.0	+8.5		
ELL (1)	212.0	231.0	19.0	8.0	+11.0		
IEP (11)	210.8	221.2	10.4	8.0	+2.4		
Gifted (4)	249.3	256.3	7.0	6.5	+0.5		

5th Grade Reading – MAP Spring 2009

(# in group)	AV RIT 2008	AV RIT 2009	AV Growth	Exp. Growth	Difference Exp. Growth/ Actual Growth	# Students Below AV 2008	# Students Below AV 2009
All	216.5	223.0	6.5	4.5	+2.0	9	4
Boys	217.6	223.9	6.3	4.4	+1.9		
Girls	215.6	222.3	6.7	4.7	+2.0		
Caucasian	216.5	223.5	7.0	4.6	+2.4		
Asian	219.0	224.4	5.4	4.2	+1.2		
Hisp. (3)	207.0	214.5	7.5	5.5	+2.0		
Multi (4)	217.5	221.0	3.5	4.5	-1.0		
ELL (1)	185.0	210.0	25.0	9.0	+16.0		
IEP (11)	206.5	213.0	6.5	5.7	+0.8		
Gifted (4)	234.3	234.8	0.5	2.5	-2.0		

6th Grade Math – MAP Spring 2009

(# in group)	AV RIT 2008	AV RIT 2009	AV Growth	Exp. Growth	Difference Exp. Growth/ Actual Growth	# Students Below AV 2008	# Students Below AV 2009
All	231.6	238.5	6.9	5.8	+1.1	6	3
Boys	231.1	239.1	8.0	5.8	+2.2		
Girls	232.1	238.0	5.9	5.8	+0.1		
Caucasian	229.9	237.2	7.3	5.9	+1.4		
Asian	238.7	244.1	5.4	5.5	-0.1		
Hisp. (3)	214.0	222.0	8.0	6.0	+2.0		
Multi (4)	227.0	238.0	11.0	6.0	+5.0		
ELL (2)	222.5	244.5	22.0	6.0	+16.0		
IEP (6)	218.2	230.5	12.3	6.0	+6.3		
Gifted (3)	258.0	255.7	-2.3	4.3	-6.6		

6th Grade Reading – MAP Spring 2009

(# in group)	AV RIT 2008	AV RIT 2009	AV Growth	Exp. Growth	Difference Exp. Growth/ Actual Growth	# Students Below AV 2008	# Students Below AV 2009
All	222.3	226.3	4.0	3.3	+0.6	4	5
Boys	220.8	225.8	5.0	3.5	+1.5		
Girls	223.8	226.8	3.0	3.2	-0.2		
Caucasian	223.1	225.9	2.8	3.3	-0.5		
Asian	220.7	228.0	7.3	3.6	+3.7		
Hisp. (3)	217.0	220.0	3.0	3.5	-0.5		
Multi (4)	221.5	224.5	3.0	3.5	-0.5		
ELL (2)	192.5	211.5	19.0	7.0	+12.0		
IEP (6)	203.2	213.3	10.1	5.5	+4.6		
Gifted (3)	234.0	238.0	4.0	2.3	+1.7		

7th Grade Math – MAP Spring 2009

(# in group)	AV RIT 2008	AV RIT 2009	AV Growth	Exp. Growth	Difference Exp. Growth/ Actual Growth	# Students Below AV 2008	# Students Below AV 2009
All	236.0	245.9	9.9	5.5	+4.4	8	6
Boys	236.5	246.3	9.8	5.5	+4.3		
Girls	235.4	245.3	9.9	5.5	+4.4		
Caucasian	234.4	244.2	9.8	5.6	+4.3		
Asian	244.8	253.6	8.8	5.1	+3.7		
Hisp. (3)	230.6	245.3	14.7	5.8	+9.8		
Multi (4)	240.5	245.0	4.5	5.3	-0.8		
ELL (0)	-	-	-	-	-		
IEP (13)	218.2	232.2	14.0	6.4	+7.7		
Gifted (4)	255.8	260.8	5.0	5.0	0.0		

7th Grade Reading – MAP Spring 2009

(# in group)	AV RIT 2008	AV RIT 2009	AV Growth	Exp. Growth	Difference Exp. Growth/ Actual Growth	# Students Below AV 2008	# Students Below AV 2009
All	225.4	230.3	4.9	3.0	+1.9	6	3
Boys	224.0	229.8	5.8	3.1	+2.8		
Girls	227.3	230.9	3.6	2.8	+0.8		
Caucasian	225.4	229.7	4.3	3.0	+1.3		
Asian	228.4	234.6	6.2	2.6	+3.6		
Hisp. (3)	221.9	229.5	7.6	3.3	+4.3		
Multi (4)	222.8	226.8	4.0	3.3	+0.7		
ELL (0)	-	-	-	-	-		
IEP (13)	210.2	217.7	7.5	4.7	+2.8		
Gifted (4)	241.8	241.5	-0.3	2.0	-2.3		

8th Grade Math – MAP Spring 2009

(# in group)	AV RIT 2008	AV RIT 2009	AV Growth	Exp. Growth	Difference Exp. Growth/ Actual Growth	# Students Below AV 2008	# Students Below AV 2009
All	246.4	252.2	5.8	4.2	+1.5	4	6
Boys	244.8	250.7	5.9	4.3	+1.6		
Girls	248.7	254.3	5.6	4.1	+1.4		
Caucasian	245.6	251.6	6.0	4.3	+1.7		
Asian	248.6	253.6	5.0	4.1	+0.9		
Hisp. (3)	250.0	259.0	9.0	4.0	+5.0		
Multi (4)	246.3	252.0	5.7	4.0	+1.7		
ELL (0)	-	-	-	-			
IEP (9)	240.1	241.8	1.7	4.4	-2.8		
Gifted (8)	257.8	263.1	5.3	4.0	+1.3		

8th Grade Reading – MAP Spring 2009

(# in group)	AV RIT 2008	AV RIT 2009	AV Growth	Exp. Growth	Difference Exp. Growth/ Actual Growth	# Students Below AV 2008	# Students Below AV 2009
All	230.8	235.0	4.2	2.4	+1.8	5	4
Boys	229.0	232.8	3.8	2.5	+1.3		
Girls	233.2	237.9	4.7	2.2	+2.5		
Caucasian	231.1	234.9	3.8	2.4	+1.4		
Asian	230.6	234.7	4.1	2.4	+1.7		
Hisp. (3)	234.0	247.0	13.0	2.0	+11.0		
Multi (4)	226.3	234.0	7.7	2.3	+5.4		
ELL (0)	-	-	-	-			
IEP (9)	223.4	227.0	3.6	3.1	+0.4		
Gifted (8)	238.4	243.3	4.9	2.0	+2.9		

2nd Grade Math – MAP Spring 2009

(# in group)	AV RIT 2009	Nat. RIT 2009	# Students Below AV 2009
All 0	197.4	190.5	10
Boys 0			
Girls 0			
Caucasian 0			
Asian 0			
Hisp. ()			
ESL ()			
IEP ()			

2nd Grade Reading – MAP Spring 2009

(# in group)	AV RIT 2009	Nat. RIT 2009	# Students Below AV 2009
All 0	199.7	189.0	5
Boys 0			
Girls 0			
Caucasian 0			
Asian 0			
Hisp. ()			
ESL ()			
IEP ()			

**2009 3rd Grade Cohort
Math Target**

2nd - 2008	3th - 2009
11 Students	4 Students 3 repeat 1 Slip 0 New to Avoca 8 of 11 from 2008 advanced out of target range

**2009 3rd Grade Cohort
Reading Target**

2nd - 2008	3th - 2009
6 Students	1 Students 1 Repeat 0 Slip 0 New to Avoca 5 of 6 from 2008 advanced out of target range

2009 4th Grade Cohort
Math Target

3 rd - 2008	4 th - 2009
3 Total	6 Total 2 Repeat 3 Slip 1 New to Avoca 1 of 3 from 2008 advanced out of target range

2009 4th Grade Cohort
Reading Target

3 rd - 2008	4 th - 2009
3 Total	3 Total 0 Repeat 1 Slip 2 New to Avoca 3 of 3 from 2008 advanced out of target range

2009 5th Grade Cohort
Math Target

4 th - 2008	5 th - 2009
7 Total	<p>4 Total</p> <p>3 Repeat 1 Slip 0 New to Avoca</p> <p>4 of 7 from 2008 advanced out of target range</p>

2009 5th Grade Cohort
Reading Target

4 th - 2008	5 th - 2009
9 Total	<p>4 Total</p> <p>3 Repeat 1 Slip 0 New to Avoca</p> <p>6 of 9 from 2008 advanced out of target range</p>

2009 6th Grade Cohort
Math Target

5 th - 2008	6 th - 2009
6 Total	3 Total 3 Repeat 0 Slip 0 New to Avoca 3 of 6 from 2008 advanced out of target range

2009 6th Grade Cohort
Reading Target

5 th - 2008	6 th - 2009
4 Total	5 Total 1 Repeat 4 Slip 0 New to Avoca 3 of 4 from 2008 advanced out of target range

2009 7th Grade Cohort
Math Target

6 th - 2008	7 th - 2009
8 Total	6 Total 5 Repeat 1 Slip 0 New to Avoca 3 of 8 from 2008 advanced out of target range

2009 7th Grade Cohort
Reading Target

6 th - 8	7 th - 2009
6 Total	3 Total 2 Repeat 1 Slip 0 New to Avoca 4 of 6 from 2008 advanced out of target range

2009 8th Grade Cohort
Math Target

7 th - 2008	8 th - 2009
4 Total	6 Total 2 Repeat 2 Slip 2 New to Avoca 2 of 4 from 2008 advanced out of target range

2009 8th Grade Cohort
Reading Target

7 th - 2008	8 th - 2009
5 Total	4 Total 0 Repeat 2 Slip 2 New to Avoca 5 of 5 from 2008 advanced out of target range

2009 2nd Grade Cohort
Math Target

2 nd - 2009	2 nd - 2009
10 Students	9 Avoca students 1 new students to Avoca

2009 2nd Grade Cohort
Reading Target

2 nd - 2009	2 nd - 2009
5 Students	3 Avoca students 2 new students to Avoca



Avoca School District 37

Indicator:

**Student Academic
Achievement**

Measure:

**Preliminary 2009 ISAT
Results**

2009 ISAT REPORT

	MATH	READING	SCIENCE	WRITING
Grade 3				
Exceeds	76%	48%		37%
Meets	24%	45%		59%
Below	0%	7%		4%
Meets or Exceeds	100%	93%		96%
Grade 4				
Exceeds	61%	66%	50%	
Meets	35%	33%	50%	
Below	4%	1%	0%	
Meets or Exceeds	96%	99%	100%	
Grade 5				
Exceeds	39%	51%		47%
Meets	58%	45%		51%
Below	3%	4%		2%
Meets or Exceeds	97%	96%		98%
Grade 6				
Exceeds	56%	52%		26%
Meets	44%	42%		73%
Below	0%	6%		1%
Meets or Exceeds	100%	94%		99%
Grade 7				
Exceeds	72%	47%	58%	
Meets	24%	49%	37%	
Below	4%	4%	5%	
Meets or Exceeds	96%	96%	95%	
Grade 8				
Exceeds	79%	24%		15%
Meets	21%	74%		80%
Below	0%	2%		5%
Meets or Exceeds	100%	98%		95%

ISAT Results from 2003-2008

Percentage of students who meet and exceed standards

	2005	2006	2007	2008	2009
3rd Reading	88%	96%	93%	95%	93%
3rd Math	96%	100%	100%	100%	100%
3rd Writing					96%
4th Reading		91%	99%	93%	99%
4th Math		98%	99%	98%	96%
4th Science	91%	96%	99%	96%	100%
5th Reading	80%	81%	96%	95%	96%
5th Math	87%	97%	96%	98%	97%
5th Writing				87%	98%
6th Reading		92%	98%	95%	94%
6th Math		97%	100%	98%	100%
6th Writing				85%	99%
7th Reading		94%	93%	96%	96%
7th Math		96%	99%	100%	96%
7th Science	99%	99%	99%	98%	95%
8th Reading	86%	95%	99%	98%	98%
8th Math	84%	96%	98%	99%	100%
8th Writing				86%	95%

**2009 Total ISAT Results
All Grades Combined (3rd – 8th)**

	Reading	Math	Science
Exceeds	48%	63%	54%
Meets	48%	35%	43%
Below	4%	2%	3%
Meets and Exceeds	96%	98%	97%

2008-2009 Total ISAT Results Comparison

	Reading		Math		Science	
	<u>08</u>	<u>09</u>	<u>08</u>	<u>09</u>	<u>08</u>	<u>09</u>
Exceeds	49%	48%	57%	63%	49%	54%
Meets	46%	48%	41%	35%	48%	43%
Below	5%	4%	2%	2%	3%	3%
Meets and Exceeds	95%	96%	98%	98%	97%	97%

2009 ISAT Results

Total Score Comparisons 2007-2009

	2007	2008	2009
Total Math			
exceeds	58%	57%	63%
meets	40%	41%	35%
below	1.5%	2%	2%
M and E	98.5%	98%	98%
Total Reading			
exceeds	48%	49%	48%
meets	48%	46%	48%
below	4%	5%	4%
M and E	96%	95%	96%
Total Science			
exceeds	43%	49%	54%
meets	56%	48%	43%
below	1%	3%	3%
M and E	99%	97%	97%
Total ALL TESTS			
exceeds	52%	53%	55%
meets	46%	44%	42%
below	2%	3%	3%
M and E	98%	97%	97%

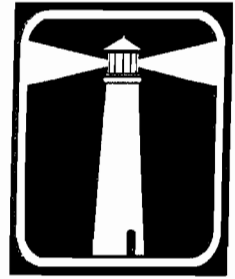
Awards and Recognition Log

Summary and Analysis

- 1. There were a total of 13 entries in the Awards and Recognition Log.**
- 2. There were 6 district awards, 3 school awards, 2 teacher awards and 2 student awards (same student).**
- 3. The 13 awards broke down into the following categories: Technology (5), Overall Student Achievement (3), Science (4), and Finance.(1).**
- 4. Excellence in Avoca is balanced among district, school, staff and students, as evidenced by the 2008-2009 awards and recognition. This is a very positive result, as we seek greatness in all aspects of the educational endeavor.**
- 5. Excellence in Avoca is also balanced among several key arenas: student achievement, technology, science and finance. This is another very positive outcome, as we seek excellence in several major educational areas. Since we strive to educate the “whole child,” it is important that we achieve excellence in as broad a spectrum of areas as possible.**
- 6. This year’s awards will serve as a baseline for future comparisons. However, in a category of excellence such as this, it would be inappropriate to set guidelines and benchmarks.**

Date	Activity or Inquiry	Type of Award
7-08	Avoca won the Technology Leadership Salute District Award from the National School Boards Association. One of three districts honored nationally	National Technology (district)
9-08	Gail Soriano received the designation of "Twenty to Watch" from the National School Boards Association for technology leadership nationwide	National Technology (teacher)
9-08	Gail Soriano was selected to be a member of the exclusive Google Teacher Academy	National Teaching (teacher)
10-08	Avoca won third in the nation for the 2008 Digital School District Survey award sponsored by the Center for Digital Education and the National School Boards Association	National Technology (district)
2-09	Bright Red Apple Award from SchoolSearch (top 10% in state on four basic criteria, including student achievement, per pupil expenditure, pupil-teacher ratio, level of education of teachers, teacher salary)	Student Achievement (district)
2-09	Bright Red A+ Apple Award from SchoolSearch (top 5% in state for student achievement)	Student Achievement (district)
2-09	Marie Murphy Distinguished School Status officially renewed by Apple	National Technology (school)
2-09	Marie Murphy student Audrey Gomez (8 th grade) placed 2 nd in the region and Jessica Ackerman (8 th grade) placed 3 rd in the region in <i>You be the Chemist Challenge</i> , sponsored by the Illinois Chemical Education Foundation. Both girls now qualify for the state finals	Science Achievement (individual)
2-09	Both Marie Murphy and Avoca West were awarded the 2008 Academic Excellence Award from the state of Illinois. The award was recognition of the fact that 90%+ of the students met or exceeded expectations in reading and math for three consecutive years.	Student Achievement (district)
4-09	Audrey Gomez (8 th grade) wins 1 st in the State in <i>You be the Chemist Challenge</i> , sponsored by the Illinois Chemical Education Foundation	Science Achievement (individual)
4-09	State of Illinois awards the district with the rating of "Financial Recognition," which is the highest category obtainable for the School District Financial Profile kept by the state	Finance/ Budget (district)

4-09	Marie Murphy Science Olympiad Team wins the state championship for the fourth time in the past five years. Multiple medals were won in multiple events	Science Achievement (Team)
5-09	Marie Murphy Science Olympiad Team takes 12th in the nation at the national competition. There were over 60 teams. Four Avoca students won a total of 6 medals	Science Achievement (Team)



Avoca School District 37

Indicator:

**Recognition of students,
staff, school and district**

Measure:

**Employment application
analysis**

2008-2009 Employment Application Log

Summary and Analysis

1. Avoca School District 37 averaged 74 applicants for each opening this year.
2. Classroom teaching positions generated significantly more applications than most of the special area teaching positions, except for comprehensive music.
3. Typically, a little over a quarter of all applicants had a Masters degree or higher.
4. Typically, approximately 20% of all applicants had five or more years of experience.
5. The percentage of candidates with 5 or more years of experience tended to be less for the classroom teaching positions.

District Opening	Total Number of Applicants	Masters Degree	5 Years or +
Middle School Language Arts	124	27%	14%
.75 Kindergarten	79	28%	11%
Comprehensive Music	93	33%	24%
Instrumental Music: Strings	43	26%	19%
Reading Specialist	29	76%	31%
Averages	74	38%	20%
Median	79	28%	19%



Avoca School District 37

Indicator:

**High levels of
satisfaction**

Measure:

**Conduct exit interviews
of employees**

2008-2009 Exit Interviews

Summary and Analysis

1. **Nine former Avoca School District 37 employees participated in the exit interview process, seven certified staff members and two non-certified.**
2. **The average exit interviewee had 16 years of experience in Avoca School District 37, with the longest tenure being 27 years and the shortest 2.**
3. **The exit interviews revealed the top aspects of Avoca School District 37 that were valued by this groups were the staff (7 out of 9 responses) and students (5 out of 9)**
4. **Dislikes about Avoca School District 37 were mostly single responses which did not lend themselves to a trend, however, 3 of 9 felt they did not have time to accomplish what they wanted/were asked to do, and 2 of 9 thought the school year started too early in August.**
5. **The question, “What changes would you recommend?” also did not provide any trends, and, not unexpectedly, only reflected the same dislikes the candidates had mentioned previously.**

View Summary


[Browse Responses >>](#)

Page:


1. Please select the response(s) that best describes your position in the school district:

	Avoca West	Marie Murphy	District Office	Response Count
Certified	28.6% (2)	71.4% (5)	0.0% (0)	7
Non-Certified	50.0% (1)	0.0% (0)	50.0% (1)	2
			<i>answered question</i>	9
			<i>skipped question</i>	0

2. Length of Employment

	Response Count
 Show replies	9
<i>answered question</i>	9
<i>skipped question</i>	0

3. Reason(s) for leaving the district:

	Response Count
 Show replies	9
<i>answered question</i>	9
<i>skipped question</i>	0

4. This job was what you expected when you were offered the position.

		Response Percent	Response Count
Agree Strongly	<input type="checkbox"/>	44.4%	4
Agree Somewhat	<input type="checkbox"/>	44.4%	4
Neutral		0.0%	0
Disagree Somewhat	<input type="checkbox"/>	11.1%	1
Disagree Strongly		0.0%	0
answered question			9
skipped question			0

5. You were provided with adequate training to perform your duties.

		Response Percent	Response Count
Agree Strongly	<input type="checkbox"/>	77.8%	7
Agree Somewhat		0.0%	0
Neutral	<input type="checkbox"/>	11.1%	1
Disagree Somewhat	<input type="checkbox"/>	11.1%	1
Disagree Strongly		0.0%	0
answered question			9
skipped question			0

6. You were provided with adequate mentoring to perform your duties.

	Response Percent	Response Count
answered question		9
skipped question		0

6. You were provided with adequate mentoring to perform your duties.

Agree Strongly	<input type="text"/>	33.3%	3
Agree Somewhat	<input type="text"/>	44.4%	4
Neutral	<input type="text"/>	11.1%	1
Disagree Somewhat		0.0%	0
Disagree Strongly	<input type="text"/>	11.1%	1
answered question			9
skipped question			0

7. You were provided adequate supervision.

		Response Percent	Response Count
Agree Strongly	<input type="text"/>	77.8%	7
Agree Somewhat	<input type="text"/>	11.1%	1
Neutral	<input type="text"/>	11.1%	1
Disagree Somewhat		0.0%	0
Disagree Strongly		0.0%	0
answered question			9
skipped question			0

8. You received feedback on your performance.

		Response Percent	Response Count
Agree Strongly	<input type="text"/>	88.9%	8
answered question			9
skipped question			0

8. You received feedback on your performance.

Agree Somewhat	0.0%	0
Neutral	0.0%	0
Disagree Somewhat	0.0%	0
Disagree Strongly <input type="checkbox"/>	11.1%	1
answered question		9
skipped question		0

9. The feedback you received was timely.

	Response Percent	Response Count
Agree Strongly <input type="checkbox"/>	77.8%	7
Agree Somewhat <input type="checkbox"/>	11.1%	1
Neutral	0.0%	0
Disagree Somewhat	0.0%	0
Disagree Strongly <input type="checkbox"/>	11.1%	1
answered question		9
skipped question		0

10. The feedback you received was beneficial.

	Response Percent	Response Count
Agree Strongly <input type="checkbox"/>	77.8%	7
Agree Somewhat <input type="checkbox"/>	11.1%	1
answered question		9
skipped question		0

10. The feedback you received was beneficial.

Neutral	0.0%	0
Disagree Somewhat	0.0%	0
Disagree Strongly <input type="checkbox"/>	11.1%	1
answered question		9
skipped question		0

11. You received the necessary materials and/or resources to perform your job adequately.

	Response Percent	Response Count
Agree Strongly <input type="checkbox"/>	77.8%	7
Agree Somewhat	0.0%	0
Neutral <input type="checkbox"/>	11.1%	1
Disagree Somewhat <input type="checkbox"/>	11.1%	1
Disagree Strongly	0.0%	0
answered question		9
skipped question		0

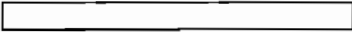
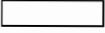
12. You grew professionally while working in the school system.

	Response Percent	Response Count
Agree Strongly <input type="checkbox"/>	77.8%	7
Agree Somewhat <input type="checkbox"/>	11.1%	1
Neutral <input type="checkbox"/>	11.1%	1
answered question		9
skipped question		0




12. You grew professionally while working in the school system.

Disagree Somewhat	0.0%	0
Disagree Strongly	0.0%	0
answered question		9
skipped question		0

13. You would recommend the Avoca School District to others.


	Response Percent	Response Count
Agree Strongly 	77.8%	7
Agree Somewhat 	22.2%	2
Neutral	0.0%	0
Disagree Somewhat	0.0%	0
Disagree Strongly	0.0%	0
answered question		9
skipped question		0

14. What did you value about working for the Avoca School District?







	Response Count	
 Hide replies	8	
1. I valued the students, their families, and the staff. Fri, Jun 5, 2009 9:51 AM  Find...		
2. The freedom to teach my classes the way I wanted The support staff and custodial staff Friends I made Fri, Jun 5, 2009 8:47 AM  Find...		
answered question		8
skipped question		1

15. What did you dislike about working for the Avoca School District?

**Response
Count**

 Hide replies

6


- | | | |
|---|-----------------------------------|--|
| <p>1. Lack of verbal appreciation;
Beginning the school year before Labor Day
Lack of time to put into practice what was presented at professional development days</p> | <p>Fri, Jun 5, 2009 8:47 AM</p> | <p> Find...</p> |
| <hr/> | | |
| <p>2. having to work on the computers</p> | <p>Thu, Jun 4, 2009 11:33 AM</p> | <p> Find...</p> |
| <hr/> | | |
| <p>3. I don't dislike anything about working for the Avoca School District. Sometimes timelines are uncomfortably short for activities/assignments beyond normal responsibilities. I miss full staff meetings on a regular basis since implementation of teaming/team leader meetings. The school year has started very early the last few years; by mid-August teachers are back in school (even if not officially until the third week of the month).</p> | <p>Wed, Jun 3, 2009 1:14 PM</p> | <p> Find...</p> |
| <hr/> | | |
| <p>4. I loved working at Avoca. I was saddened when there was such a shift of focus on standardized test scores.</p> | <p>Wed, May 20, 2009 12:18 PM</p> | <p> Find...</p> |
| <hr/> | | |
| <p>5. That Kevin does not hire within... If you want to move up or change your position at the school everyone says Kevin will not consider you if you have a current position at the time. I do believe switching me to an aide or inclusion position would have been benifical to the school, I know all the kids, staff and school rules, that could have saved time money and resources in the long run. When I inquired about it I was told you only hire people with their teaching degrees, well those people move on to teach and you need to rehire agian, I would have stayed and that would have saved time resources and money.</p> | <p>Wed, May 20, 2009 9:20 AM</p> | <p> Find...</p> |
| <hr/> | | |
| <p>6. demands of unnecessary paperwork, inappropriate institute sessions, no time to meet with colleagues in the same field, and even same building</p> | <p>Tue, May 19, 2009 2:46 PM</p> | <p> Find...</p> |









answered question 6

skipped question 3

16. What changes would you recommend?

**Response
Count**

 Hide replies **8**

- | | | |
|--|----------------------------|---|
| 1. Non-core teams need to be made aware of student issues. Otherwise, you are not able to do the very best for the child in your class. | Fri, Jun 5, 2009 9:51 AM |  Find... |
| 2. Rotation of team leaders every 3 to 4 years
Graduation focus should be on the students and less on what the board has accomplished | Fri, Jun 5, 2009 8:47 AM |  Find... |
| 3. less computers for the students | Thu, Jun 4, 2009 11:33 AM |  Find... |
| 4. I would recommend more full staff meetings to discuss whole school concerns/issues, not just as fun, team building opportunities. | Wed, Jun 3, 2009 1:14 PM |  Find... |
| 5. In the past few years, I have noticed a disconnection between the middle school staff and the elementary staff. If I were an administrator, I would try to bring those two groups together and try to encourage a sharing of ideas, and a mutual respect between the two staffs. Some of the Avoca West staff feel that their expertise and preparation of students for the middle school is not valued by the middle school staff. | Wed, Jun 3, 2009 10:47 AM |  Find... |
| 6. I am unable to come up with any suggestions (except perhaps less emphasis on scores) as I would want my own grandchildren to matriculate in these two schools. I have always been proud to say I teach in District 37. | Wed, May 20, 2009 12:18 PM |  Find... |
| 7. Maybe have someone else involved in the hiring process and interviews leaving it up to one person is not always best. | Wed, May 20, 2009 9:20 AM |  Find... |
| 8. more freedom to use the institute sessions for classes that pertain to the subject matter that we teach, to visit other districts, to use the time to seek out other resources to improve our own teaching | Tue, May 19, 2009 2:46 PM |  Find... |

answered question **8**

skipped question **1**



Avoca School District 37

Indicator:

Leadership in innovation

Measure:

**Distinctive Impact
Inventory (Comparison
and analysis of 07-08
with 08-09)**

2008-2009 Distinctive Impact Log

Summary, Analysis, and Comparison to 2007-2008

1. There were a total of 35 entries in the Distinctive Impact Log in 2008-2009. This compares to 26 entries last year. In addition to having more entries in 2008-2009, the entries are now a bit more diverse and reflect more areas of Avoca expertise beyond just our technology initiatives.
2. The entries break down into the following categories:

	2008-2009	2007-2008
Technology	40%	54%
Strategic Plan	17%	15%
Master Schedule	11%	4%
Assessment	8%	8%
Math and Science	8%	-
Referendum	6%	-
Gender studies	3%	4%
Negotiations	3%	4%
PE	3%	-
Leadership	3%	-
Reading	-	4%
Foreign Language	-	4%
State Compliance	-	4%

3. Technology and strategic planning dominated the entries in 2007-2008. These are still the top two areas in 08-09, but master schedule became an important factor, as well. This is because Dr. Porto, Dr. Reed and Mr. Jauch presented information about the Avoca master schedules at a New Trier Superintendent's meeting this winter, and it triggered quite a bit of follow-up for the area superintendents. At least two districts are now working on schedules like Avoca.
4. Assessment is another area that is starting to rise in interest. This is because of Avoca's work with the Professional Learning Communities model and its growing focus on data-driven decision-making.
5. We anticipate a rise in referendum planning entries in 2009-2010. This is because of Avoca's unique success in April 2009, passing a referendum during very difficult economic times.
6. It is clear that Avoca's Distinctive Impact is very much alive, vibrant and growing. We remain a true lighthouse district in the country.

**DISTINCTIVE IMPACT
LEADERSHIP IN INNOVATION
2008-2009
Anecdotal Log**

Date	Activity or Inquiry	Person Contacted	Topic
7-08	Katie Bader, Diane Bilcer and Gail Soriano present at the Laptop Institute in Memphis.	Tech Team	Technology
8-08	Received tentative approval for publishing an article on the Avoca Strategic Plan by <i>The Journal</i> , from IASB.	Dr. Porto	Strategic Planning
8-08	Contacted by Donna Baiocchi of Apple on behalf of the Superintendents of Lake County to present a workshop on technology integration.	Dr. Porto	Technology
8-08	Contacted by Rich Voltz, President of the Illinois Association of School Administrators, to present at the annual Lake County Superintendents conference in Galena, on the topic of technology leadership.	Dr. Porto	Technology
8-08	Received formal approval for publishing an article on the Avoca Strategic Plan by <i>The Journal</i> , from IASB.	Dr. Porto	Strategic Planning
9-08	Gail Soriano was selected to be a member of the exclusive Google Teacher Academy.	Gail Soriano	Technology
9-08	Doctoral student from National-Lewis called to see if Dr. Porto would supervise her superintendent internship in Avoca. She researched many districts and chose Avoca because of its vision and commitment to excellence.	Dr. Porto	Leadership
9-08	Contacted by tech administrator in North Shore District 112 (Highland Park) to set up a visit to see Promethean boards in action. Also wants to see Avoca's work on integrating tech skills expectations into the teacher evaluation process.	Dr. Porto	Technology
9-08	Contacted by Follet Corp. The company developed a new software product for managing digital content for teachers and students. Wants Dr. Porto's input on the product's effectiveness.	Dr. Porto	Technology
10-08	Guidance Educational Academy, a private Islamic school in Chicago, wanted to see Marie Murphy School in action, particularly the math and science programs.	Dr. Reed	Math and Science
10-08	Group from New Trier High School wanted to visit Marie Murphy School to observe the 1:1 laptop program and to see the Avoca tech plan in action. New Trier is working on a new tech plan and wanted to see one of the more progressive	Dr. Reed	Technology

	sender. districts in the township		
10-08	Contacted by superintendent from South Dakota who attended the Strategic Planning workshop we conducted in Seattle. He wants follow-up information about the strategic planning process as well as Avoca's laptop initiative.	Dr. Porto	Strategic Planning
11-08	Contacted by Sunset Ridge Superintendent to cover an entire series of specific questions she had about launching a laptop initiative. Sunset Ridge is planning its laptop rollout, and Graph Tech recommended that the superintendent contact us with her specific questions and concerns.	Dr. Porto	Technology
11-08	Another large group of visitors from the Chicago area came to spend an entire day observing Avoca's Technology Plan. Apple sponsored the visit, and tours and observations were conducted at both schools. Laptops, interactive boards and the school master schedules were the key areas of focus.	Chris Brown	Technology
11-08	Dr. Porto asked by Apple to be interviewed for a promotional/marketing video that will be on the Apple web site. The interview will focus on the 1:1 laptop program and its effects on student learning.	Dr. Porto	Technology
11-08	Dr. Porto contacted by Superintendent of Gower School District in Burr Ridge. He wanted to know more about the achievement study we conducted with Clay Graham, and how we used the data in our plan for excellence. Gower was one of the comparison districts in the Avoca achievement study.	Dr. Porto	Assessment
11-08	Mr. Brown and Dr. Porto met with the Superintendent and Business Manager of the Schiller Park school district. They wanted information on Avoca's technology support structure and advice on how to proceed with their own technology plan.	Chris Brown Steve Feldman (GraphTech)	Technology
11-08	Contacted by John Cassel of the IASB, who wants permission to use the Avoca Good to Great strategic planning model as a component of a three hour workshop he is conducting at the NSBA Annual Conference in the spring. Mr. Cassel also asked Dr. Porto if he would be interested in presenting the workshop with him.	Dr. Porto	Strategic Planning
1-09	Selected by NSBA as one of three districts nationwide to host its annual technology site visit tours. 60-80 visitors from across the nation will travel to Avoca for a three-day visit. Technology	Dr. Porto	Technology

	innovations and other educational initiatives will all be highlighted by Avoca staff.		
1-09	Contacted by the Gurian Institute and asked to host a lecture by Michael Gurian. Gurian would lecture on his new book, The Purpose of Boys, and then highlight the gender-related innovations that Avoca staff has embraced over the past few years. Only a handful of districts nationwide were approached by Michael Gurian to participate in this opportunity. When Dr. Porto had to decline due to budget restraints and timing, Michael Gurian himself called and offered to waive his fee if he could speak in Avoca. He admires what the district is doing on this issue.	Dr. Porto	Gender and Learning Differences
1-09	Dr. Porto contacted by a school board member in Park City, Utah who saw his strategic planning workshop at the T + L Tech Conference in Seattle. Park City wants to hire Dr. Porto as a consultant to facilitate a strategic planning process using the Avoca model.	Dr. Porto	Strategic Planning
1-09	Dr. Porto asked to present a negotiations workshop to the Sunset Ridge superintendent and school board. A board member had seen the workshop Dr. Porto, Beth Dever, Jeff Greengoss and Phil Gerner presented at the Joint Conference in Chicago last year, and wanted their team to receive that advice.	Dr. Porto	Negotiations
1-09	AW gifted instructor, Jennifer Rachmiel, contacted by staff of Solomon Schechter Jewish Day School, about Avoca's gifted math enrichment program. A team of teachers will travel to Avoca to observe the program in action and speak to Ms. Rachmiel.	K. Jauch J. Rachmiel	Math Enrichment
2-09	Kevin Jauch and Dr. Reed are invited to the New Trier Superintendents Council to present the group with information on the Marie Murphy and Avoca West master schedules.	Dr. Porto	Master Schedules
2-09	Contacted by the director of Countryside Montessori School in Northbrook. Wanted assistance with setting up MAP testing and reporting. Also wanted to use Avoca's MAP norms to set up as their benchmark for success.	Dr. Porto	Assessment
3-09	A group of teachers from Burr Ridge District 181 want to visit AW to observe our PE program in action and to speak with our PE instructors.	Kevin Jauch	Physical Education
3-09	Dr. Reed, Kevin Jauch and teacher representatives are asked to join Master Schedule Planning Committees in Kenilworth (one elementary committee and one middle school committee). The Avoca people will share	Dr. Reed Kevin Jauch	Master Schedules

	highlights from District 37's master schedules.		
4-09	Dr. Porto contacted by the Superintendent of Sunnybrook District 171 in Lansing, IL. Their referendum failed on April 7 and they plan to run again in 2010. Since Avoca was the only district that passed a referendum in Cook County, they wanted to meet with us to review our campaign strategies and to offer advice...	Dr. Porto	Referendum Campaign
4-09	Chairpersons of the Avoca KIDS referendum committee contacted by parent leaders in Wilmette 39. Want to meet about the Avoca referendum campaign to share ideas, plans, materials, etc.	KIDS Committee	Referendum
4-09	Dr. Porto contacted by Superintendent of Fairview District 72 in Skokie. Asked to facilitate an upcoming strategic planning process in the district scheduled for fall 2009.	Dr. Porto	Strategic Planning
4-09	Teachers from St. Francis Xavier School in Wilmette visit Marie Murphy School to observe the science program. They were researching top science programs in the area.	Dr. Reed	Science
5-09	Marie Murphy teacher Marla Gunderson specifically asked back by the Kenilworth Master Schedule Committee to assist them in the actual creation of their new schedule. Marla was instrumental in creating the Marie Murphy schedule which the Kenilworth committee modeled.	Dr. Reed	Master Schedule
5-09	Sunset Ridge drops its antiquated "exploratory" program in middle school and adopts an allied arts block they modeled from the Marie Murphy master schedule.	Dr. Porto	Master Schedule
5-09	Dr. Porto asked to serve as a judge in the 2009 NSBA Technology Salute District Award program.	Dr. Porto	Technology
5-09	Dr. Porto contacted by the Superintendent of Fairview School District 72 and asked if he could share the staff, parent and student satisfaction surveys created by Avoca.	Dr. Porto	Assessment/ Surveys

**DISTINCTIVE IMPACT
LEADERSHIP IN INNOVATION
2007-2008
Anecdotal Log**

DATE	GENERAL TOPIC	SPECIFIC CONTACT REQUEST	PERSON CONTACTED
June 2007	Strategic Planning	Board member from Arlington Heights District 25 seeks information and documents regarding Avoca's "Good to Great" strategic planning model.	Dr. Porto
June 2007	Reading	Diane Bilcer contacted by a teacher from out of state who read about the new vocabulary program created by the grade team on the Avoca Web site. She wanted more detailed information on the program.	Diane Bilcer (5 th)
July 2007	Strategic Planning	Board member from Wilmette #39 wants a copy of Avoca's new strategic plan and information about the "Good to Great" strategic planning model.	Dr. Porto
August 2007	Technology	Sunset Ridge District #29 requests that Chris Brown conduct a staff development workshop on the 1:1 laptop program and, specifically, the discipline and management expectations for children.	Chris Brown
August 2007	Technology	Kenilworth District #38 asks that Chris Brown conduct a staff workshop on the use of laptops in the classroom.	Chris Brown
August 2007	Strategic Planning	Superintendent of Antioch District seeks information about the "Good to Great" strategic planning model and asks Dr. Porto if he is interested in facilitating his district's planning process.	Dr. Porto
August 2007	Technology	Superintendent of Kenilworth District #38 requests that Dr. Porto and members of the Avoca technology team directly address her school board regarding the success to date of the 1:1 laptop program. The Kenilworth board was having difficulty making the final decision on a 1:1 laptop initiative in that district.	Dr. Porto and Chris Brown
September 2007	Foreign Language	Superintendent of Glencoe District #35 seeks information regarding Avoca's K-5 Spanish program. That district was researching whether or not to expand its foreign language program to the	Dr. Porto

		elementary school.	
September 2007	Technology	Representative from Follett Corporation asks permission to conduct a panel discussion with Dr. Porto, Dr. Reed, and Chris Brown. The company has some new technology products and services, and they wanted initial feedback from Avoca as one of the "leaders in the industry."	Dr. Porto
September 2007	Gender Study	Gurian Institute (gender studies by Dr. David Gurian) asks Avoca to be a "Success Story" reference on its Web site because of Avoca's success in reducing the gender gap in reading. Also, Dr. Gurian personally asks Dr. Porto to write a recommendation "blurb" to be used on the back cover of his upcoming book.	Dr. Porto
October 2007	Teacher Evaluation	Superintendent of New Trier High School seeks information about Avoca's superintendent and administration team evaluation process. Avoca was one of the only districts she could find that used narratives and portfolios, instead of simple checklists.	Dr. Porto
October 2007	Satisfaction Surveys	Teacher from Sunset Ridge District #29 seeks copies of Avoca's 2006 parent and staff satisfaction survey. This district wants to create a similar document to gather data prior to strategic planning.	Dr. Porto
November 2007	Technology	Marie Murphy School hosts a Leadership Institute for a number of Chicago-area schools regarding the 1:1 laptop initiative. Schools were at varying levels of implementation.	Chris Brown
November 2007	Collective Bargaining	Beth Dever, Dr. Porto, Jeff Greengoss, and Phil Gerner conduct a workshop at the IASB Joint Conference in Chicago. The topic is Collective Bargaining.	Beth Dever
February 2008	Technology	The 5 th grade team and Julie Haney present at the Illinois ICE Technology Conference. The topic is technology infusion with 1:1 laptops.	Julie Haney
February 2008	Technology	Chris Brown presents at the Illinois ICE Technology Conference. The topic is Garage Band.	Chris Brown
February 2008	Technology	Gail Soriano and Julie Haney present at the Illinois ICE Technology Conference.	Gail Soriano

		The topic is Promethean Boards.	
February 2008	Master Schedules	A parent/staff committee from Wilmette District #39 requests detailed information about the new master schedules at Avoca West and Marie Murphy. This committee is charged with the task of creating in-school planning time for staff to improve professional development.	Dr. Porto
March 2008	Technology	Apple Corporation invites Dr. Porto and Chris Brown to fly to its California studios to take part in the taping of a podcast video that the company was producing for potential customers. The topics were implementation of the 1:1 laptop initiative and funding options for technology plans.	Dr. Porto and Chris Brown
April 2008	Strategic Planning	Sunset Ridge District #29 contracts with Dr. Porto to facilitate its strategic planning process, which will utilize the Avoca planning model	Dr. Porto
April 2008	Technology	Teams of teachers from several schools visit Avoca West to observe the successful implementation of Promethean Boards.	Kevin Jauch and Chris Brown
May 2008	Technology Planning	Parent from the 2006 Avoca Technology Committee seeks information and documents regarding the technology planning process used in Avoca. He has a friend on a similar committee in Glenview, and Glenview wanted to know how Avoca's process was structured.	Dr. Porto
May 2008	State Compliance and Grants	Dr. Reed is informed by the state that the compliance template she created is so effective that it is being used as the example template statewide.	Dr. Reed
July 2008	Technology	Chris Brown and Gail Soriano scheduled to present a workshop at the National Educational Computing Conference (NECC). The topic is Avitiv Studio and Google Earth.	Gail Soriano and Chris Brown
July 2008	Technology	Chris Brown, Hyung Ro, and Diane Bilcer scheduled to present three workshops at the Laptop Institute Conference.	Chris Brown
October 2008	Technology	Dr. Porto and Chris Brown scheduled to present a two-hour session at the NSBA T+L2 Conference in Seattle. The topic is creating a strategic plan based on the "Good to Great" model and the role	Chris Brown

		technology plays in it.	
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Avoca School District 37

Indicator:

Student connectedness

Measure:

**Template for Student
Connectedness Data
Base**



Avoca School District 37

Indicator:

Student connectedness

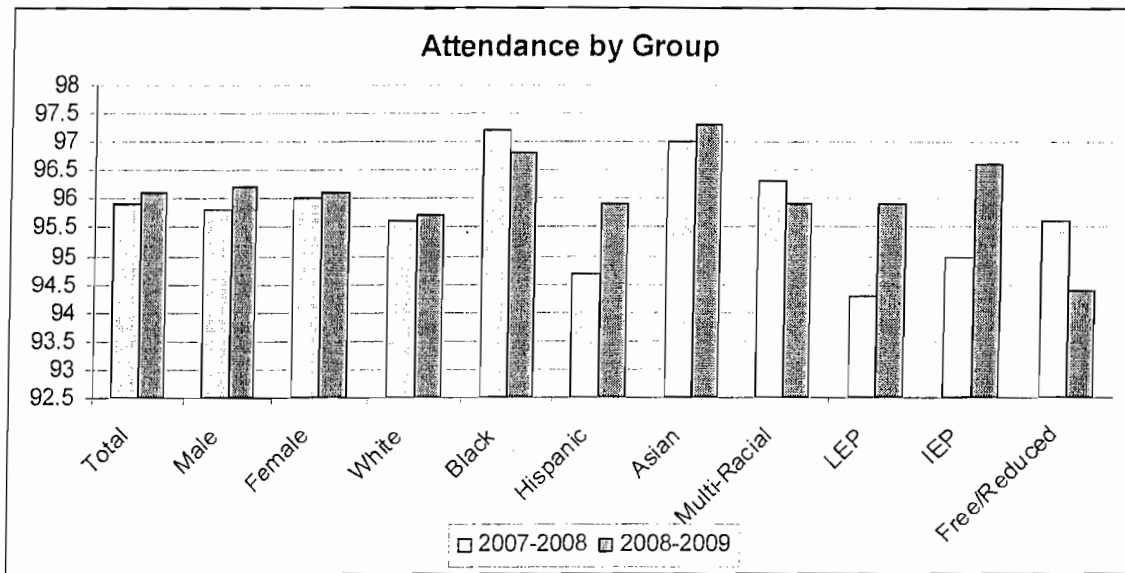
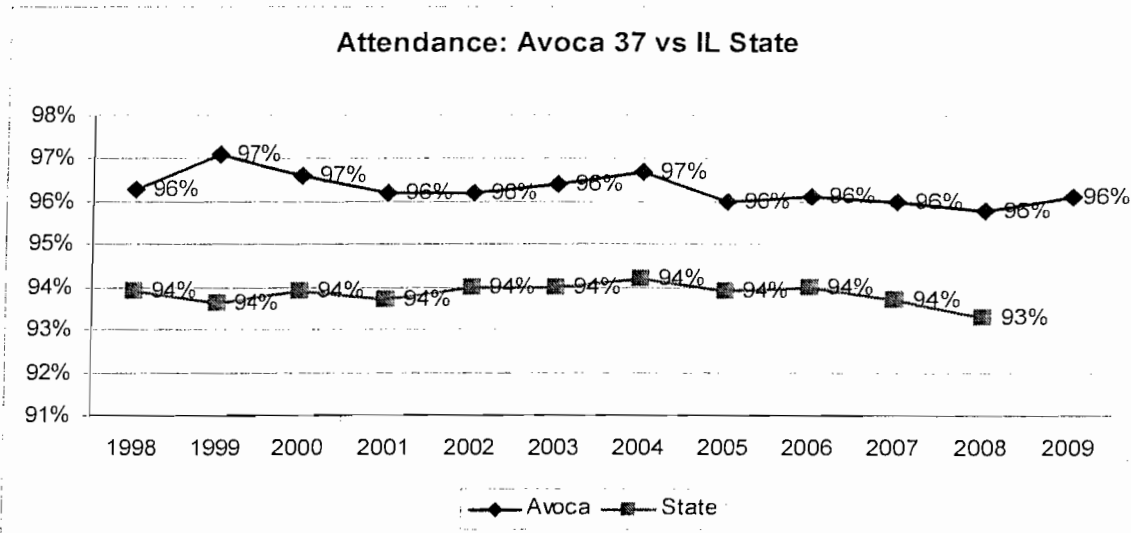
Measure:

**Discipline and
attendance analysis**

2008-2009 Student Attendance Log

Summary and Analysis

1. Avoca School District 37 students consistently attend school at a greater rate than students across the state.
2. For 2008-2009, most student subgroups are within reasonable limits to the district rate.
3. The exceptions to item number 3 are limited English proficient (LEP) students and Hispanic students whose attendance rates are slightly lower.



2008-2009 Discipline Referral Log

Summary and Analysis

1. District-wide there were a total of 95 discipline referrals.
2. Out of the 682 students who are enrolled in Avoca School District 37, 51 children, 7%, were referred to the office for disciplinary reasons.
3. Of all discipline referrals, 83% occurred at the middle school.
4. 54% of all discipline referrals stemmed from “non-compliance” (failure to follow school rules); 32% of all discipline referrals stemmed from physical aggression; 15% stemmed from verbal aggression.
5. As a result of the discipline referrals, there were a total of 31 in-school suspensions (ISS) and 9 out-of-school suspensions.
6. Both schools noted students who were referred to the office multiple times for disciplinary reasons.



Avoca School District 37

Indicator:

**Success in high school
and beyond**

Measure:

**New Trier freshmen
survey report**

New Trier Freshmen Survey

Summary and Analysis

- (Survey Question 2) The most significant finding in the survey affirms something that we have known and are working to correct. Avoca students clearly identify English (writing in particular) as the area they feel least prepared for at New Trier. It is interesting to note that English is also identified by students from the other sender districts as the subject they were least prepared to deal with at New Trier. However, Avoca students rated English in even stronger percentages than the other schools. We believe the reason and the solution are fairly straight forward. The sender districts have been emphasizing the ISAT writing model (narrative, expository and persuasive) and creative writing in middle school. New Trier places a major focus on analytic writing and essays. We are working on finding a better balance here in Avoca. We need to make sure our students are prepared for the ISAT writing models they are expected to master. Without de-emphasizing this, we need to introduce a stronger analytic writing component into our curriculum. This is a major focus for Avoca and for the entire township in 2009-2010 and beyond.
- (Survey Question 2) It was gratifying that Avoca students exceeded township averages in their perception of preparedness for Technology, Science, Performing Arts and extracurricular opportunities. These are all programs and innovations we have worked hard to enhance during the last two strategic plans.
- (Survey Question 2) In all other areas noted, Avoca students were very close to township averages in their perceptions of preparedness.
- (Survey Questions 3,4,5 and 6) For English, Science, Math and History, Avoca students placed in the various ability levels in nearly the exact same proportions as the township averages. This is a very positive result. Avoca students are entering New Trier able to compete in the various levels at the same rates as students from other schools.
- (Survey Questions 7,8) As expected, Avoca students tend to continue on in Spanish and French; however, there are some students who choose to veer off into Chinese and Hebrew once they enter New Trier. The effectiveness of Avoca's K-5 Spanish program and 6-8 Spanish and French options is affirmed, as Avoca students are strongly represented in the higher levels of Spanish and French as freshmen at New Trier.
- (Question 10) In higher numbers than the township average, Avoca students identify extracurricular opportunities as something very important

to them. For a small school district, we have worked hard to provide our students with a wide array of extracurricular options, and it is nice to know that our students view this as an area very important to them.

- (Question 10) Avoca students rated “technology as a tool for learning” as less important to them than the township average. This is a very interesting result. I honestly think that the reason for this is that Avoca has integrated technology into curriculum and instruction so seamlessly and consistently, that our students don’t think of technology as a big deal anymore. It’s just the way we learn in Avoca.
- (Question 12, 13) It is not a surprise that Avoca students are over-represented in orchestra and under-represented in band. This is a natural outcome of our 1st-5th Suzuki and strings program and the fact that we share our band instructor with Wilmette 39. Avoca girls are a bit under-represented in chorus, which is a bit of a surprise considering the great job Jill vonTrebra does at Marie Murphy.
- (Question 14) More Avoca students took Public Speaking and Argumentation than the township average. This may be because we introduced Speech/Drama into our Allied Arts sequence five years ago; a nice affirmation of Kara Janssen’s program.
- (Question 14) Fewer Avoca students take Computer Lab and Computer Aided Design than the township average. I believe this is another positive finding, because the content of both New Trier courses are fully covered in Avoca’s Creative Technology program in 6th-8th. Avoca students come to New Trier already enriched in these two areas.
- (Question 16) 71% of Avoca students listed involvement in at least one extracurricular activity at New Trier. The township average was 66%. This is a positive result, as we know from educational research that students who take part in sports and extracurricular activities in high school perform significantly better academically than those who do not. In addition, this affirms Avoca’s quest to educate the “whole child.”
- (Question 16) Avoca students lean a bit toward extracurricular activities that focus on social consciousness and community outreach (Social Service, Erika’s Lighthouse, Global Activities and Animal Protection).
- (Question 18) Avoca students participated in sports at the same percentage as the township average, which was 79%. Students played a very wide variety of sports at New Trier.
- (Question 20) 59% of Avoca students listed involvement in at least one performing arts program. The township average was 55%. This is

another nice result, and affirmation of our band, orchestra, chorus and drama programs at Avoca.

- (Question 21) Preparation for New Trier, the amount of homework and having an adult who cared were all fairly close to the township averages. Avoca was a bit below township averages in having opportunities for community service. This is something we will want to take into consideration when we begin work on the District Community Outreach Committee in 2009-2010.

New Trier High School
2009 Freshmen Survey:
Avoca Results

Question Avoca
1

High School Freshmen Survey 2009 v2

Please select your middle school/junior high school from the drop-down menu.

Answer Options	Response Percent	Response Count
Avoca/Marie Murphy	100.0%	58
Baker Demonstration School	0.0%	0
Central School	0.0%	0
Christian Heritage Academy	0.0%	0
Home School	0.0%	0
Illinois Private	0.0%	0
Illinois Public	0.0%	0
Immanuel Lutheran	0.0%	0
Non-US International	0.0%	0
North Shore Country Day School	0.0%	0
Our Lady of Perpetual Help	0.0%	0
Out of State Private	0.0%	0
Out of State Public	0.0%	0
Sacred Heart	0.0%	0
Sears	0.0%	0
Solomon Schechter	0.0%	0
St Athanasius	0.0%	0
St Francis	0.0%	0
St Joseph	0.0%	0
St Philip	0.0%	0
Sts Faith, Hope and Charity	0.0%	0
Sunset Ridge School	0.0%	0
Unknown	0.0%	0
US International	0.0%	0
Wilmette Junior High	0.0%	0
Winnetka/Washburne	0.0%	0
	answered question	58
	skipped question	0

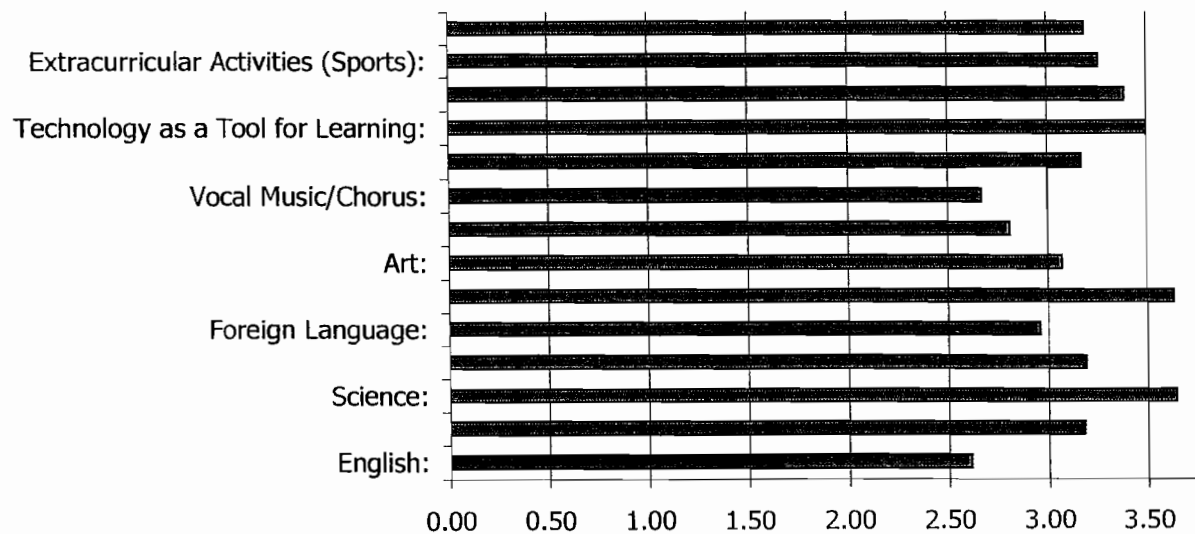
WVMA
Question 2

Avoca - High School Freshmen Survey 2009 v2

Please indicate how you would rate your level of preparation for high school classes in each of the following core subjects and specialty areas:

Answer Options	Well Prepared	Adequately Prepared	Somewhat Prepared	Not Prepared	Rating Average	Response Count
English:	8	24	20	5	2.61	57
Mathematics:	22	25	8	2	3.18	57
Science:	41	9	4	1	3.64	55
Social Studies:	22	20	8	2	3.19	52
Foreign Language:	18	16	8	6	2.96	48
Physical Education:	40	14	2	1	3.63	57
Art:	11	11	3	3	3.07	28
Orchestra or Band:	11	6	2	7	2.81	26
Vocal Music/Chorus:	7	8	3	6	2.67	24
Other Specials Courses (speech, theater, technology)	17	10	5	3	3.17	35
Technology as a Tool for Learning:	28	10	1	3	3.50	42
Extracurricular Activities (Non-sports such as clubs,	19	8	1	3	3.39	31
Extracurricular Activities (Sports):	22	13	3	4	3.26	42
Extracurricular Activities (Performing Arts):	16	4	3	4	3.19	27
					answered question	57
					skipped question	1

Please indicate how you would rate your level of preparation for high school classes in each of the following core subjects and specialty areas:

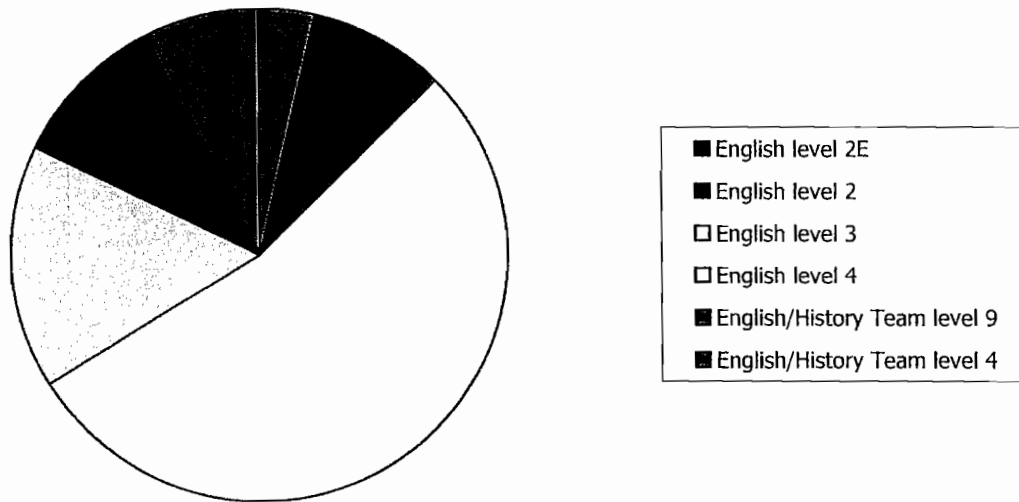


*Avoca
Question
3*

High School Freshmen Survey 2009 v2

Answer Options	Response Percent	Response Count
English level 2E	3.6%	2
English level 2	8.9%	5
English level 3	53.6%	30
English level 4	16.1%	9
English/History Team level 9	10.7%	6
English/History Team level 4	7.1%	4
answered question		56
skipped question		2

English:



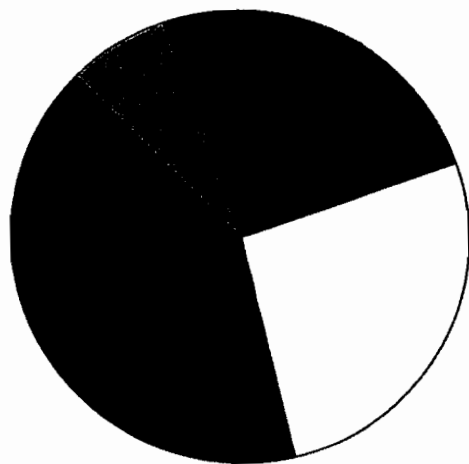
Answers -
Question
41

High School Freshmen Survey 2009 v2

Mathematics:

Answer Options	Response Percent	Response Count
Algebra Double-period level 2	0.0%	0
Algebra level 2	19.6%	11
Algebra level 3	26.8%	15
Plane Geometry level 2	0.0%	0
Plane Geometry level 3	41.1%	23
Plane Geometry level 4	7.1%	4
Algebra 2/College Algebra Trigonometry level 4	5.4%	3
	answered question	56
	skipped question	2

Mathematics:



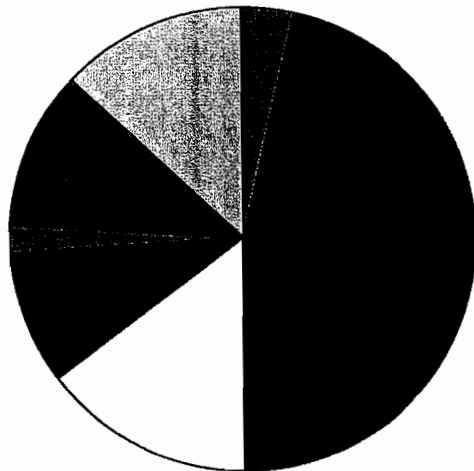
- Algebra Double-period level 2
- Algebra level 2
- Algebra level 3
- Plane Geometry level 2
- Plane Geometry level 3
- Plane Geometry level 4
- Algebra 2/College Algebra Trigonometry level 4

Avoc
Question
5

High School Freshmen Survey 2009 v2

Answer Options	Response Percent	Response Count
Biology level 2E	3.7%	2
Biology level 9	46.3%	25
Biology level 4	14.8%	8
Environmental Geoscience level 2E	0.0%	0
Environmental Geoscience level 9	9.3%	5
Environmental Geoscience level 4	1.9%	1
Physics PCB level 3	11.1%	6
Physics PCB level 4	13.0%	7
answered question		54
skipped question		4

Science:



- Biology level 2E
- Biology level 9
- Biology level 4
- Environmental Geoscience level 2E
- Environmental Geoscience level 9
- Environmental Geoscience level 4
- Physics PCB level 3
- Physics PCB level 4

Avoca
Question
6

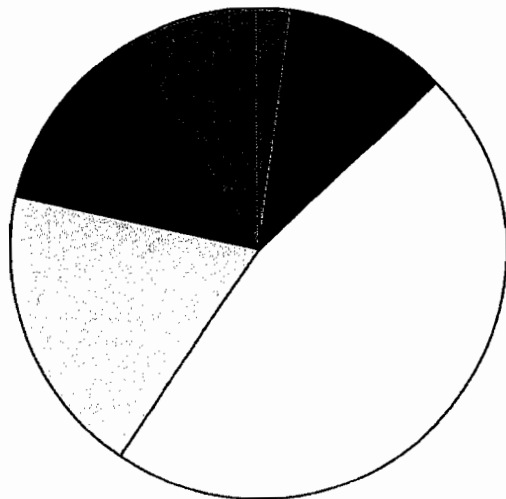
High School Freshmen Survey 2009 v2

Social Studies:

Answer Options

	Response Percent	Response Count
World History level 2E	2.1%	1
World History level 2	10.6%	5
World History level 3	46.8%	22
World History level 4	19.1%	9
English/History Team level 9	12.8%	6
English/History Team level 4	8.5%	4
	answered question	47
	skipped question	11

Social Studies:



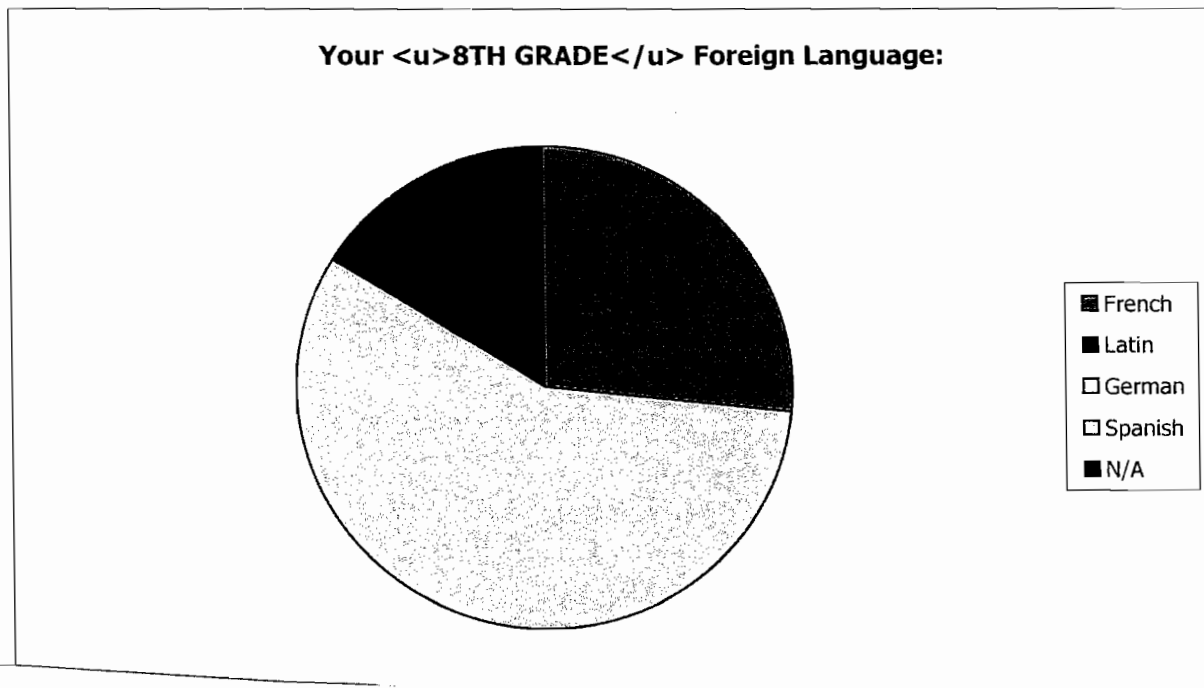
- World History level 2E
- World History level 2
- World History level 3
- World History level 4
- English/History Team level 9
- English/History Team level 4

*Word
Question
7*

High School Freshmen Survey 2009 v2

Your <u>8TH GRADE</u> Foreign Language:

Answer Options	Response Percent	Response Count
French	26.8%	15
Latin	0.0%	0
German	0.0%	0
Spanish	57.1%	32
N/A	16.1%	9
answered question		56
skipped question		2

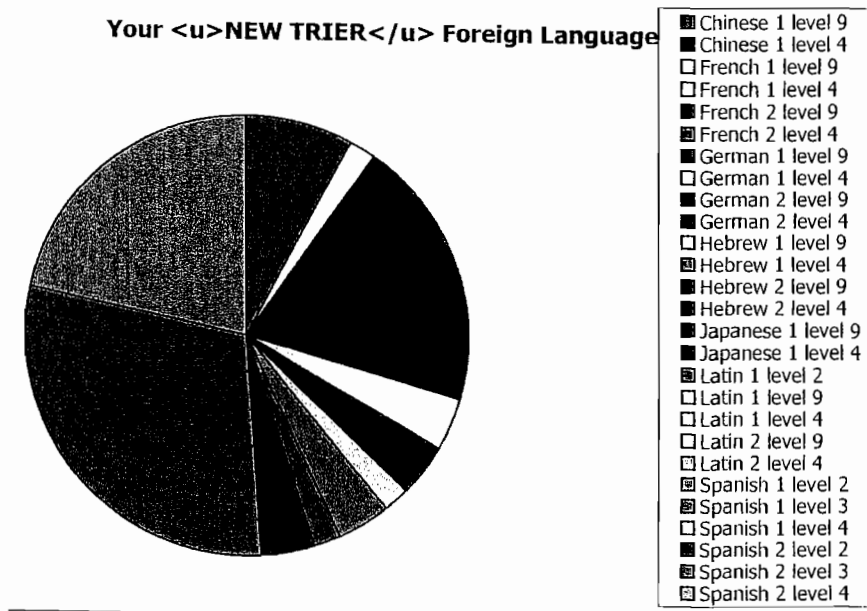


High School Freshmen Survey 2009 v2

*Avoca
Question
8*

Your <u>NEW TRIER</u> Foreign Language:

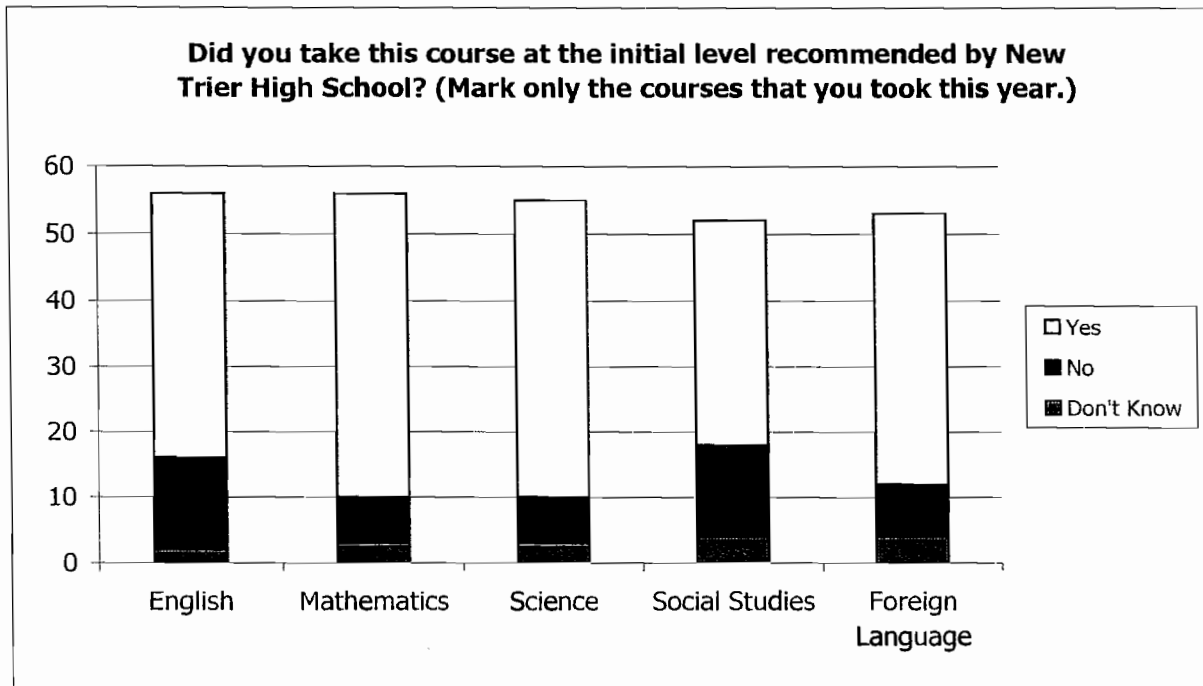
Answer Options	Response Percent	Response Count
Chinese 1 level 9	7.8%	4
Chinese 1 level 4	0.0%	0
French 1 level 9	2.0%	1
French 1 level 4	0.0%	0
French 2 level 9	19.6%	10
French 2 level 4	0.0%	0
German 1 level 9	0.0%	0
German 1 level 4	0.0%	0
German 2 level 9	0.0%	0
German 2 level 4	0.0%	0
Hebrew 1 level 9	3.9%	2
Hebrew 1 level 4	0.0%	0
Hebrew 2 level 9	0.0%	0
Hebrew 2 level 4	0.0%	0
Japanese 1 level 9	3.9%	2
Japanese 1 level 4	0.0%	0
Latin 1 level 2	0.0%	0
Latin 1 level 9	0.0%	0
Latin 1 level 4	2.0%	1
Latin 2 level 9	0.0%	0
Latin 2 level 4	0.0%	0
Spanish 1 level 2	3.9%	2
Spanish 1 level 3	2.0%	1
Spanish 1 level 4	0.0%	0
Spanish 2 level 2	3.9%	2
Spanish 2 level 3	29.4%	15
Spanish 2 level 4	21.6%	11
answered question		51
skipped question		7



*Avoca
Question
9*

High School Freshmen Survey 2009 v2

Did you take this course at the initial level recommended by New Trier High School? (Mark only the courses that you took this year.)				
Answer Options	Yes	No	Don't Know	Response Count
English	40	14	2	56
Mathematics	46	7	3	56
Science	45	7	3	55
Social Studies	34	14	4	52
Foreign Language	41	8	4	53
			<i>answered question</i>	56
			<i>skipped question</i>	2



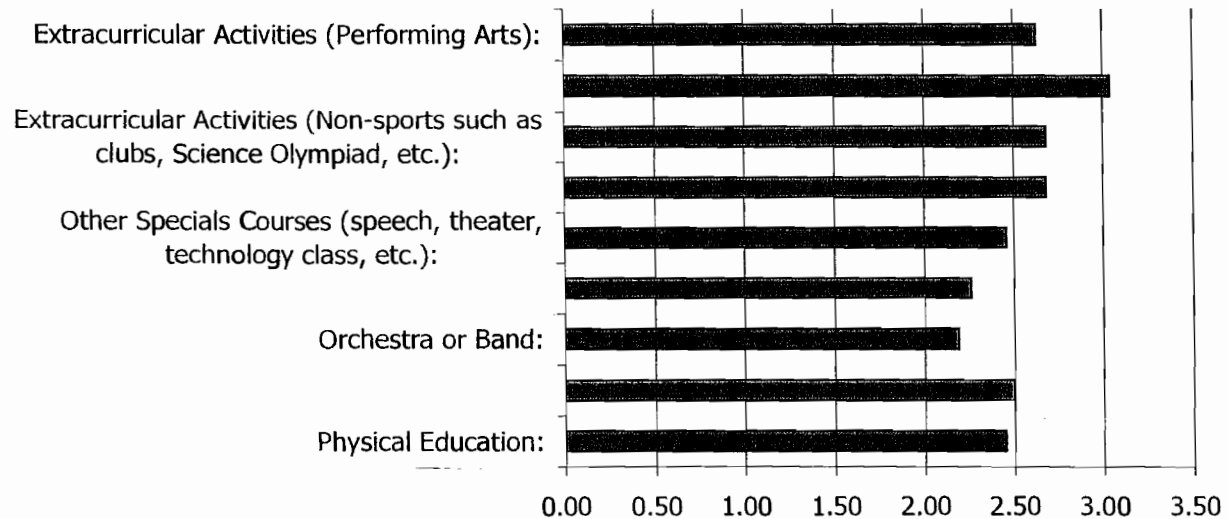
Avon
Question
10

High School Freshmen Survey 2009 v2

How important was this experience to you when you were a middle school student?

Answer Options	Very Important	Important	Not Important	Don't Know	Rating Average	Response Count
Physical Education:	6	14	34	1	2.45	55
Art:	7	16	28	3	2.50	54
Orchestra or Band:	2	10	18	7	2.19	37
Vocal Music/Chorus:	3	10	30	4	2.26	47
Other Specials Courses (speech, theater, technology	5	15	25	3	2.46	48
Technology as a Tool for Learning:	7	21	16	3	2.68	47
Extracurricular Activities (Non-sports such as clubs,	10	11	17	3	2.68	41
Extracurricular Activities (Sports):	20	15	10	4	3.04	49
Extracurricular Activities (Performing Arts):	5	18	14	3	2.63	40
					<i>answered question</i>	56
					<i>skipped question</i>	2

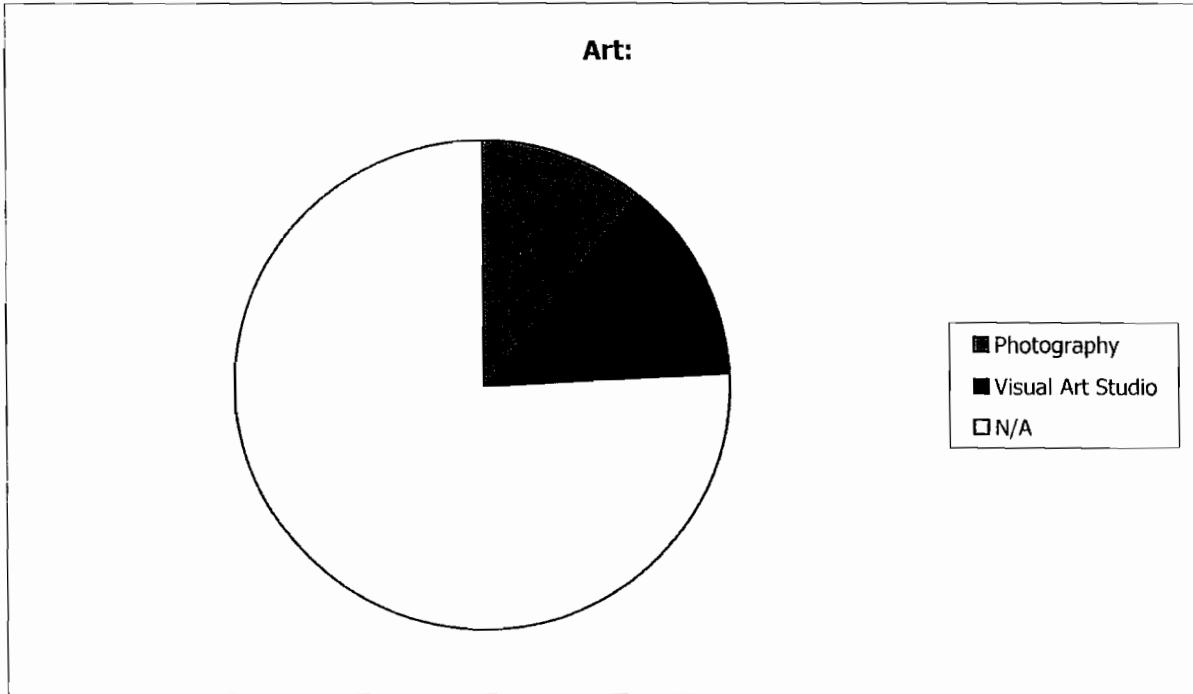
How important was this experience to you when you were a middle school student?



Avoca, Weston
17

High School Freshmen Survey 2009 v2

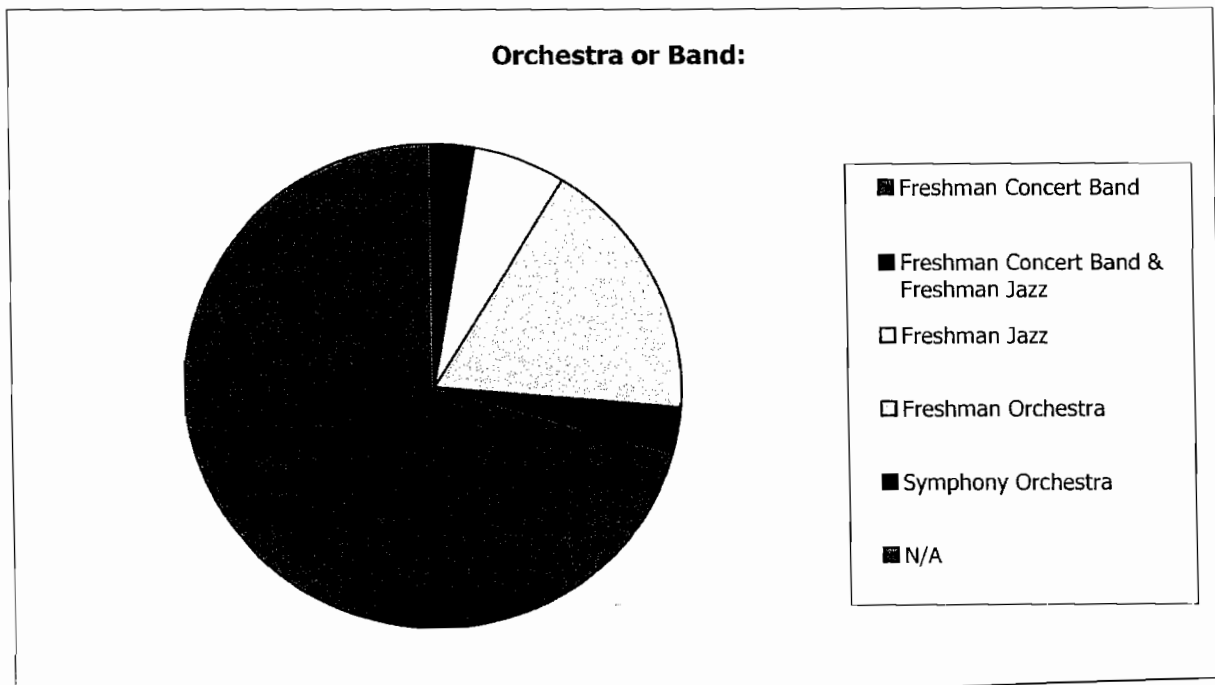
Art:		
Answer Options	Response Percent	Response Count
Photography	10.8%	4
Visual Art Studio	13.5%	5
N/A	75.7%	28
answered question		37
skipped question		21



Avoca
Question
17

High School Freshmen Survey 2009 v2

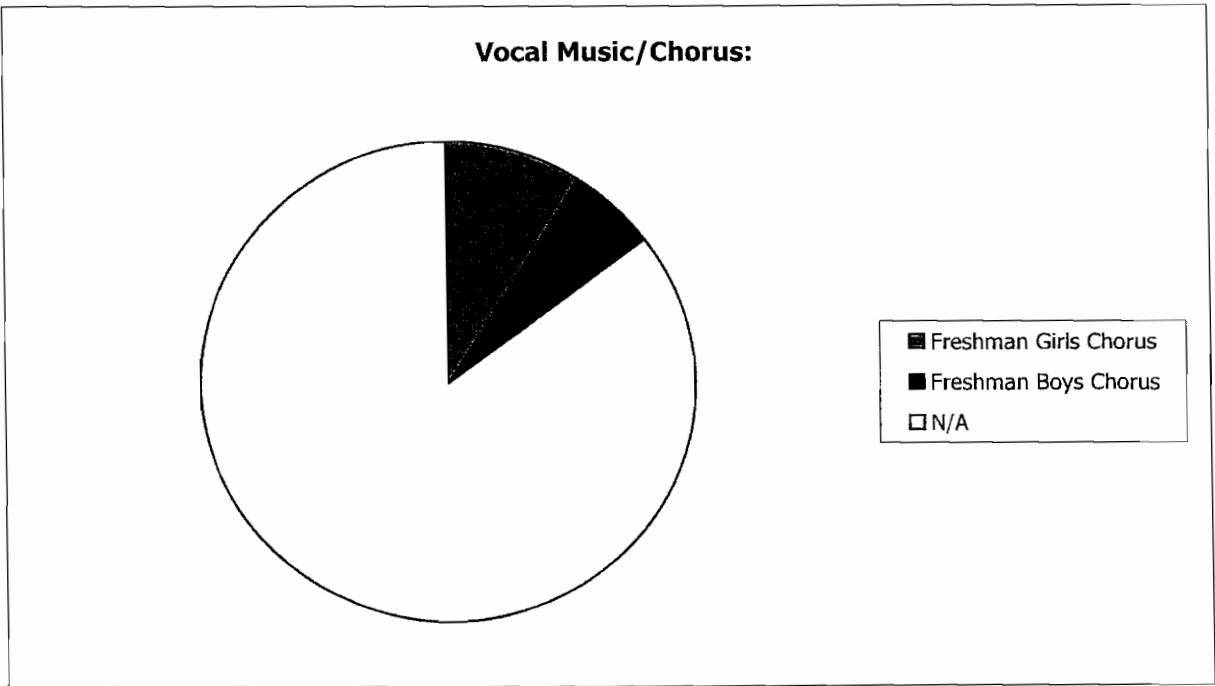
Orchestra or Band:		
Answer Options	Response Percent	Response Count
Freshman Concert Band	0.0%	0
Freshman Concert Band & Freshman Jazz	2.9%	1
Freshman Jazz	5.9%	2
Freshman Orchestra	17.6%	6
Symphony Orchestra	2.9%	1
N/A	70.6%	24
answered question		34
skipped question		24



*Avoca
Quarter
13*

High School Freshmen Survey 2009 v2

Vocal Music/Chorus:		
Answer Options	Response Percent	Response Count
Freshman Girls Chorus	8.8%	3
Freshman Boys Chorus	5.9%	2
N/A	85.3%	29
answered question		34
skipped question		24



Avoca Weston 14

High School Freshmen Survey 2009 v2

Answer Options	Response Percent	Response Count
Computer Applications	0.0%	0
Web Design	0.0%	0
Multimedia Development	0.0%	0
Introduction to Business	7.3%	3
Beginning Freshman Dance	2.4%	1
Intermediate/Advanced Freshman Dance	4.9%	2
Computer Aided Design	0.0%	0
Contemporary Living	2.4%	1
Technology Lab	9.8%	4
Media Workshop	0.0%	0
Journalism	7.3%	3
Public Speaking and Argumentation	14.6%	6
Theatre 1: Theatre Workshop	14.6%	6
Theatre Technology and Design	0.0%	0
N/A	36.6%	15
	answered question	41
	skipped question	17

High School Freshmen Survey 2009 v2

Over a
Question
15

Answer Options	Response Count
answered question	35
skipped question	23

Number	Response Date	Response Text
1	05/04/2009	Creative Fiction Club
2	05/04/2009	Science Olympiad
3	05/04/2009	Science OlympiadStudent GovernmnetStudent CouncilSnowflake Council
4	05/04/2009	Roots and Shoots
5	05/04/2009	Science Olympiad
6	05/04/2009	None
7	05/04/2009	Volleyball team, chorus
8	05/04/2009	N/A
9	05/04/2009	None
10	05/04/2009	none
11	05/04/2009	Snowflake CouncilStudent Council
12	05/04/2009	none
13	05/04/2009	Creative Writing, Newspaper
14	05/04/2009	wjhs band
15	05/04/2009	Basketball Team, School Play, Student Council, Student Government
16	05/05/2009	none
17	05/06/2009	I sometimes participated in girls club.
18	05/06/2009	none
19	05/06/2009	None
20	05/06/2009	None
21	05/06/2009	none
22	05/06/2009	None
23	05/08/2009	Creative writing
24	05/11/2009	Science Olympiad
25	05/12/2009	Snowflake CommitteeStudent Government

26	05/12/2009 None
27	05/12/2009 Newspaper, Creative writing, Chorus
28	05/13/2009 I participated in Newspaper club, Snowflake council, and student council.
29	05/13/2009 Newspaper
30	05/14/2009 IDEEKAY,
31	05/14/2009 student council
32	05/14/2009 None
33	05/15/2009 none
34	05/15/2009 None
35	05/21/2009 Snowflake

*Over a
Question
16*

High School Freshmen Survey 2009 v2

Please list any clubs you have joined <u>THIS</u> year.	
Answer Options	Response Count
	41
<i>answered question</i>	41
<i>skipped question</i>	17

Number	Response Date	Response Text
1	05/04/2009	Anime ClubRussian ClubStrategy Gaming ClubDungeons and Dragons ClubFantasy Fiction Club
2	05/04/2009	Global Activism
3	05/04/2009	N/A
4	05/04/2009	Student Senate
5	05/04/2009	Animal Protection Club, Environmental Club, CTA/GSA
6	05/04/2009	I was involved in Albany Park, and Northfield Dance Ensemble
7	05/04/2009	Freshman Senate
8	05/04/2009	None
9	05/04/2009	volleyball
10	05/04/2009	ping-pong club
11	05/04/2009	Environmental Club, Albany Park
12	05/04/2009	None
13	05/04/2009	albany park, nde
14	05/04/2009	Northfield Dance EnsembleFilipino Club
15	05/04/2009	Science Olympiad, ping pong, chess
16	05/04/2009	none
17	05/04/2009	Jazz combo
18	05/04/2009	Basketball Team
19	05/05/2009	Tri-Ship
20	05/05/2009	none
21	05/06/2009	NO questions asked
22	05/06/2009	none
23	05/06/2009	Night League Basketball, weight training club
24	05/06/2009	None
25	05/06/2009	none

26 **05/06/2009** Tri-ship
27 **05/06/2009** Young democratic club
28 **05/08/2009** Erika's LighthouseAlbany Park
29 **05/12/2009** Erika's Lighthouse
30 **05/12/2009** None
31 **05/12/2009** Social service/ Frosh board
32 **05/13/2009** Albany Park, Relay For Life (cancer prevention), and No Questions Asked.
33 **05/13/2009** Social Service Frosh Board, Jazz Combo
34 **05/13/2009** Social Service
35 **05/14/2009** Girls Club, Albany Park
36 **05/14/2009** tri-ship
37 **05/14/2009** Lagniappe/Potpourri Costume Crew
38 **05/14/2009** Animal Protection Club
39 **05/15/2009** pep club and student senate
40 **05/15/2009** None
41 **05/21/2009** Social Service

Avoca
Question

17

High School Freshmen Survey 2009 v2

What school sports did you participate in during your **8TH** GRADE year?

Answer Options

Response Count

<i>answered question</i>	46
<i>skipped question</i>	12

Number	Response Date	Response Text
1	05/04/2009	intermural basketballintermural flag-football
2	05/04/2009	Varsity Volleyball
3	05/04/2009	Basketball
4	05/04/2009	N/A
5	05/04/2009	Swimming
6	05/04/2009	Gymnastics
7	05/04/2009	none
8	05/04/2009	football, wrestling
9	05/04/2009	Soccer and Basketball
10	05/04/2009	volleyball
11	05/04/2009	N/A
12	05/04/2009	Soccer
13	05/04/2009	Volleyball, basketball
14	05/04/2009	none
15	05/04/2009	volleyball and basketball
16	05/04/2009	None
17	05/04/2009	none
18	05/04/2009	Soccer, Basketball
19	05/04/2009	Soccer
20	05/04/2009	soccer
21	05/04/2009	Basketball
22	05/05/2009	Volleyball
23	05/05/2009	volleyball
24	05/05/2009	Volleyball
25	05/06/2009	basketball

26	05/06/2009 I did volleyball
27	05/06/2009 volleyball, basketball
28	05/06/2009 Basketball team
29	05/06/2009 VolleyballBasketball
30	05/06/2009 basketball
31	05/06/2009 Basketball, soccer
32	05/06/2009 soccer, basketball
33	05/11/2009 volleyball
34	05/11/2009 Volleyball, Basketball
35	05/12/2009 BasketballStud Team
36	05/12/2009 Volleyball
37	05/13/2009 Volleyball
38	05/13/2009 Basketball
39	05/13/2009 None
40	05/13/2009 Volleyball
41	05/14/2009 Basketball, Soccer, Volleyball
42	05/14/2009 volleyball, soccer, and basketball
43	05/14/2009 Volleyball
44	05/14/2009 Volleyball
45	05/15/2009 none
46	05/15/2009 Basketball and Volleyball

Avoca
 Quarter
 18

High School Freshmen Survey 2009 v2

Please list any school sports that you have played <u>THIS</u> year.	
Answer Options	Response Count
	46
<i>answered question</i>	46
<i>skipped question</i>	12

Number	Response Date	Response Text
1	05/04/2009	night league basketball
2	05/04/2009	Lacrosse
3	05/04/2009	N/A
4	05/04/2009	Swimming and Water polo
5	05/04/2009	Gymnastics
6	05/04/2009	none
7	05/04/2009	Freshman Lacrosse
8	05/04/2009	football, wrestling
9	05/04/2009	Tennis
10	05/04/2009	Soccer
11	05/04/2009	volleyball
12	05/04/2009	N.A
13	05/04/2009	Badminton
14	05/04/2009	Volleyball, basketball, soccer
15	05/04/2009	track and field
16	05/04/2009	Badminton
17	05/04/2009	none
18	05/04/2009	Track, Cross Country
19	05/04/2009	none
20	05/04/2009	none
21	05/04/2009	Basketball
22	05/05/2009	Swimming
23	05/05/2009	volleyball
24	05/05/2009	Cross Country
25	05/06/2009	none

26	05/06/2009 No organized interscholastic sports
27	05/06/2009 BasketballLacrosse
28	05/06/2009 wrestling, baseball
29	05/06/2009 Basketball and football
30	05/06/2009 soccer, basketball, and baseball
31	05/06/2009 basketballvolley ballsoccer
32	05/08/2009 Cross CountryTrack
33	05/11/2009 volleyball
34	05/11/2009 Volleyball
35	05/12/2009 Baseball and Hockey
36	05/13/2009 Track and Field
37	05/13/2009 intamural basketball
38	05/13/2009 Swimming
39	05/13/2009 Volleyball, badminton
40	05/13/2009 Freshman Football
41	05/14/2009 Track and Field
42	05/14/2009 volleyball
43	05/14/2009 None
44	05/14/2009 Volleyball
45	05/15/2009 none
46	05/15/2009 Volleyball

High School Freshmen Survey 2009 v2

What performing arts opportunities did you participate in during your <u>8TH GRADE</u> year?	
Answer Options	Response Count
	40
<i>answered question</i>	40
<i>skipped question</i>	18

*Avoca
Question
19*

Number	Response Date	Response Text
1	05/04/2009	Choir, Orchestra
2	05/04/2009	Dance
3	05/04/2009	Spring Play
4	05/04/2009	orchestra and choir
5	05/04/2009	I was in girls chorus
6	05/04/2009	drama (class)
7	05/04/2009	School orchestra
8	05/04/2009	Music, Art, and Theatre
9	05/04/2009	chorus
10	05/04/2009	orchestra
11	05/04/2009	Orchestra
12	05/04/2009	none
13	05/04/2009	None
14	05/04/2009	dont know
15	05/04/2009	School Play
16	05/04/2009	none
17	05/04/2009	wjhs band
18	05/04/2009	none
19	05/05/2009	choir,
20	05/05/2009	none
21	05/05/2009	ChorusMusicSpeech/Drama
22	05/06/2009	spring play
23	05/06/2009	every year we had speech/theatre
24	05/06/2009	7th and 8th grade play
25	05/06/2009	Art class, Music Class

26	05/06/2009 N/A
27	05/06/2009 none
28	05/06/2009 Drama Class
29	05/11/2009 chorus
30	05/12/2009 8th grade play
31	05/12/2009 Two school plays, Three chorus concerts
32	05/13/2009 We had drama as a class.
33	05/13/2009 None
34	05/13/2009 school play
35	05/14/2009 NONEE
36	05/14/2009 none
37	05/14/2009 Speech/Theatre Chorus
38	05/15/2009 speech/theater class
39	05/15/2009 Drama class
40	05/21/2009 Play

High School Freshmen Survey 2009 v2

*Arora
Question
20*

Please list any performing arts opportunities that you have participated in <u>THIS</u> year.

Answer Options	Response Count
	34
<i>answered question</i>	34
<i>skipped question</i>	24

Number	Response Date	Response Text
1	05/04/2009	Orchestra
2	05/04/2009	Dance
3	05/04/2009	Page to Stage
4	05/04/2009	orchestra and jazz
5	05/04/2009	I am in intermediate/advanced freshman dance class and i did northfield dance ensemble in the winter
6	05/04/2009	Symphony Orchestra
7	05/04/2009	None
8	05/04/2009	chorus
9	05/04/2009	orchestra
10	05/04/2009	Orchestra
11	05/04/2009	nde
12	05/04/2009	public speaking and debate
13	05/04/2009	Dancing in Dance Day Winnetka and Northfield?
14	05/04/2009	none
15	05/04/2009	none
16	05/04/2009	jazz combo, pep band
17	05/04/2009	none
18	05/05/2009	none
19	05/06/2009	tryouts for plays
20	05/06/2009	freshman play
21	05/06/2009	Chorus
22	05/06/2009	Freshman Play
23	05/06/2009	none
24	05/06/2009	N/A
25	05/11/2009	chorus

26	05/12/2009 Northfield Dance Ensemble
27	05/12/2009 None
28	05/13/2009 No Questions asked, which is improv.
29	05/13/2009 Jazz Performances
30	05/14/2009 NOOOOOONE
31	05/14/2009 none
32	05/14/2009 Chorus
33	05/15/2009 theater class, page to stage, spf
34	05/15/2009 None

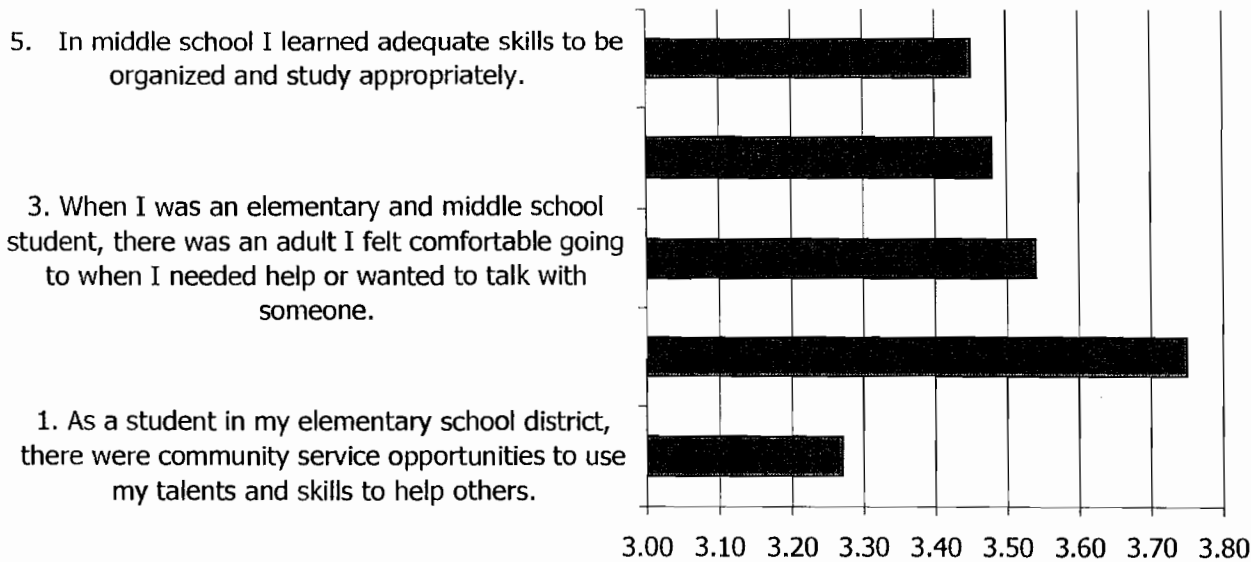
11
 voca
 Question
 21

High School Freshmen Survey 2009 v2

Please indicate how you feel about the following statements.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count	
1. As a student in my elementary school district, there were community service opportunities to use my talents and skills to help others.	6	17	21	10	2	3.27	56	
2. I feel my elementary and middle school experiences prepared me for HS.	12	28	9	4	3	3.75	56	
3. When I was an elementary and middle school student, there was an adult who cared for me when I needed help or wanted to talk with someone.	14	18	12	8	4	3.54	56	
4. The amount of homework I received in middle school was appropriate.	13	17	15	6	5	3.48	56	
5. In middle school I learned adequate skills to be successful in HS.	10	22	12	7	5	3.45	56	
							answered question	56
							skipped question	2

Please indicate how you feel about the following statements.



High School Freshmen Survey 2009 v2

Avoca
 Quarter
 22

Answer Options	Response Count
<i>answered question</i>	9
<i>skipped question</i>	49

Number	Response Date	Response Text
1	05/04/2009	Middle School did not prepare me for Freshman English, and my teacher and i struggled to comply with each other's requirement
2	05/04/2009	none
3	05/04/2009	I believe my middle school gave too much homework. Surprisingly, i'm getting less homework as a freshman and still learning as much as I had last year
4	05/04/2009	Much more homework in HS than junior high.
5	05/04/2009	The strongest classes that prepared me for my Freshman year were 8th Grade Science Class, and Algebra Level 4 in 8 th grade
6	05/11/2009	Not adequately prepared for English
7	05/12/2009	GREAT SURVEY!!!!!!
8	05/13/2009	Too much focus on science and math not enough on english
9	05/13/2009	High school's level of stress was much higher than expected than middle school.

New Trier High School

2009 Freshmen Survey:

Total Township Results

Friendship
Question 1

High School Freshmen Survey 2009 v2

Please select your middle school/junior high school from the drop-down menu.

Answer Options	Response Percent	Response Count
Avoca/Marie Murphy	7.0%	58
Baker Demonstration School	0.4%	3
Central School	13.1%	108
Christian Heritage Academy	1.0%	8
Home School	0.1%	1
Illinois Private	0.2%	2
Illinois Public	1.2%	10
Immanuel Lutheran	0.0%	0
Non-US International	0.1%	1
North Shore Country Day School	0.1%	1
Our Lady of Perpetual Help	0.0%	0
Out of State Private	0.2%	2
Out of State Public	0.7%	6
Sacred Heart	0.7%	6
Sears	4.4%	36
Solomon Schechter	0.5%	4
St Athanasius	0.0%	0
St Francis	1.3%	11
St Joseph	0.7%	6
St Philip	0.0%	0
Sts Faith, Hope and Charity	0.5%	4
Sunset Ridge School	5.7%	47
Unknown	0.5%	4
US International	0.1%	1
Wilmette Junior High	39.3%	325
Winnetka/Washburne	22.0%	182
	answered question	826
	skipped question	0

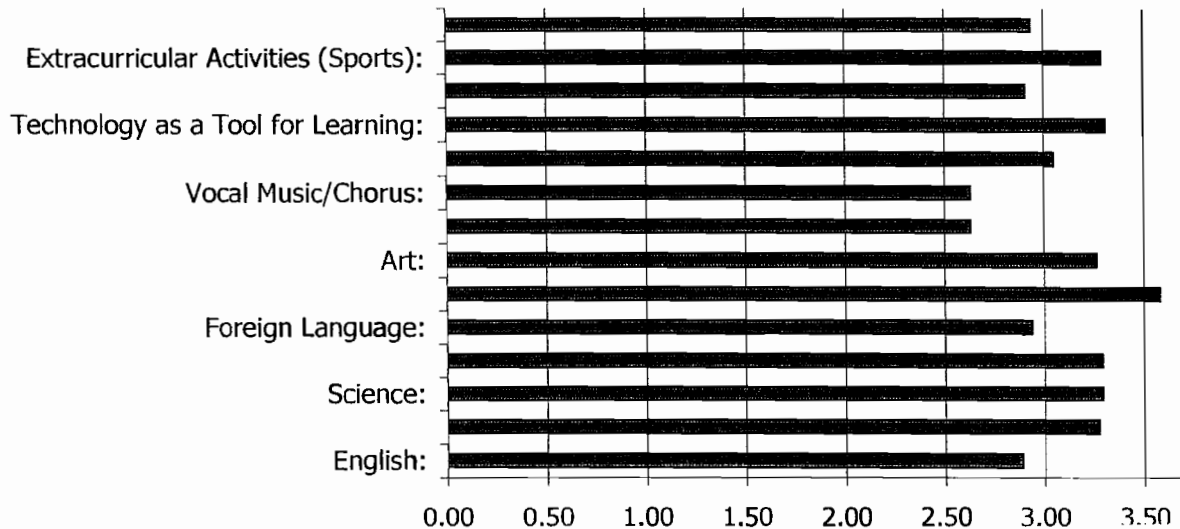
Township Question 2

High School Freshmen Survey 2009 v2

Please indicate how you would rate your level of preparation for high school classes in each of the following core subjects and specialty areas:

Answer Options	Well Prepared	Adequately Prepared	Somewhat Prepared	Not Prepared	Rating Average	Response Count
English:	234	333	185	71	2.89	823
Mathematics:	398	276	106	35	3.27	815
Science:	398	257	106	31	3.29	792
Social Studies:	347	297	90	18	3.29	752
Foreign Language:	298	212	142	99	2.94	751
Physical Education:	553	186	54	16	3.58	809
Art:	280	169	49	44	3.26	542
Orchestra or Band:	135	108	47	120	2.63	410
Vocal Music/Chorus:	124	113	55	109	2.63	401
Other Specials Courses (speech, theater, technology	216	173	54	68	3.05	511
Technology as a Tool for Learning:	303	180	50	38	3.31	571
Extracurricular Activities (Non-sports such as clubs,	193	148	78	80	2.91	499
Extracurricular Activities (Sports):	361	194	61	53	3.29	669
Extracurricular Activities (Performing Arts):	196	130	69	77	2.94	472
					<i>answered question</i>	823
					<i>skipped question</i>	3

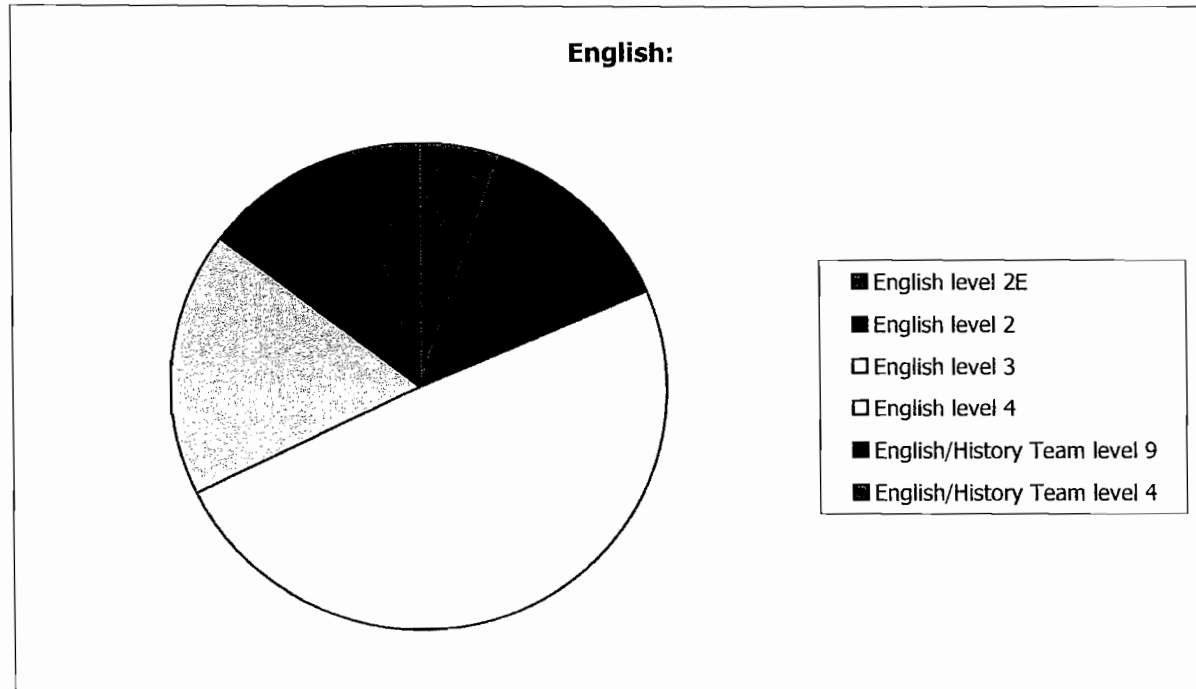
Please indicate how you would rate your level of preparation for high school classes in each of the following core subjects and specialty areas:



High School Freshmen Survey 2009 v2

Township
Question 3

English:		
Answer Options	Response Percent	Response Count
English level 2E	5.2%	42
English level 2	13.4%	108
English level 3	49.1%	395
English level 4	17.7%	142
English/History Team level 9	10.0%	80
English/History Team level 4	4.6%	37
	answered question	804
	skipped question	22



High School Freshmen Survey 2009 v2

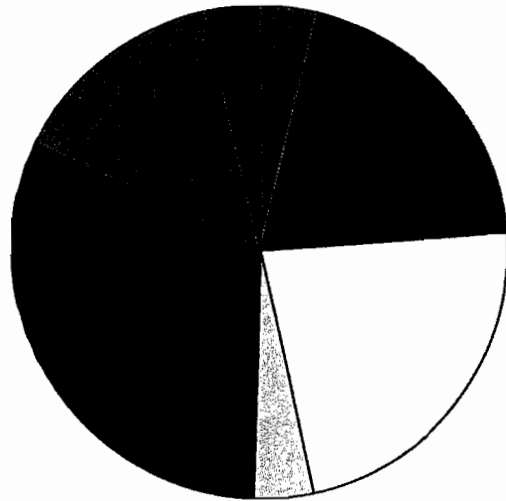
Mathematics:

Answer Options

Answer Options	Response Percent	Response Count
Algebra Double-period level 2	3.9%	31
Algebra level 2	20.0%	160
Algebra level 3	22.7%	182
Plane Geometry level 2	4.0%	32
Plane Geometry level 3	31.7%	254
Plane Geometry level 4	14.6%	117
Algebra 2/College Algebra Trigonometry level 4	3.2%	26
<i>answered question</i>		802
<i>skipped question</i>		24

Township
Question
4

Mathematics:



- Algebra Double-period level 2
- Algebra level 2
- Algebra level 3
- Plane Geometry level 2
- Plane Geometry level 3
- Plane Geometry level 4
- Algebra 2/College Algebra Trigonometry level 4

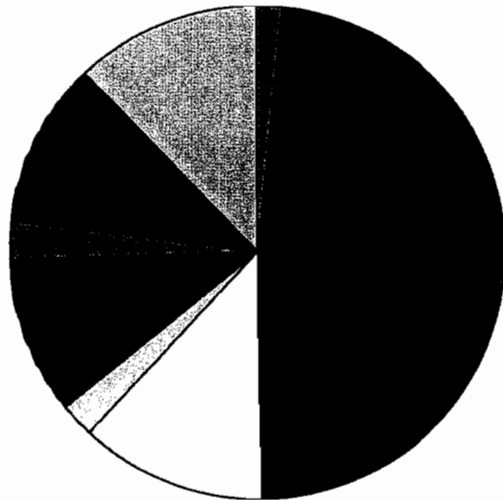
High School Freshmen Survey 2009 v2

Township
Question
5

Science:

Answer Options	Response Percent	Response Count
Biology level 2E	1.8%	13
Biology level 9	47.8%	353
Biology level 4	12.3%	91
Environmental Geoscience level 2E	2.3%	17
Environmental Geoscience level 9	10.2%	75
Environmental Geoscience level 4	2.6%	19
Physics PCB level 3	10.7%	79
Physics PCB level 4	12.3%	91
answered question		738
skipped question		88

Science:



- Biology level 2E
- Biology level 9
- Biology level 4
- Environmental Geoscience level 2E
- Environmental Geoscience level 9
- Environmental Geoscience level 4
- Physics PCB level 3
- Physics PCB level 4

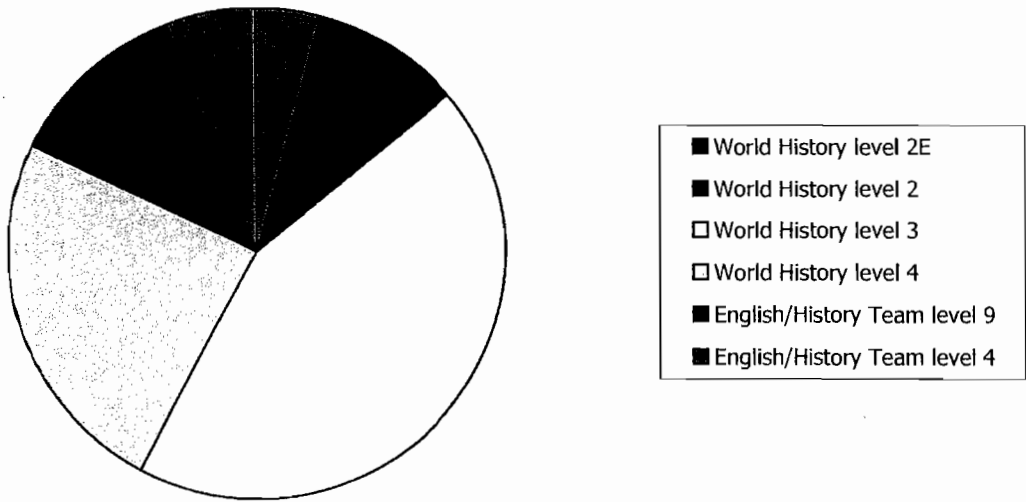
High School Freshmen Survey 2009 v2

Township
Question
6

Social Studies:

Answer Options	Response Percent	Response Count
World History level 2E	4.3%	29
World History level 2	9.6%	65
World History level 3	44.0%	297
World History level 4	24.4%	165
English/History Team level 9	11.9%	80
English/History Team level 4	5.8%	39
answered question		675
skipped question		151

Social Studies:



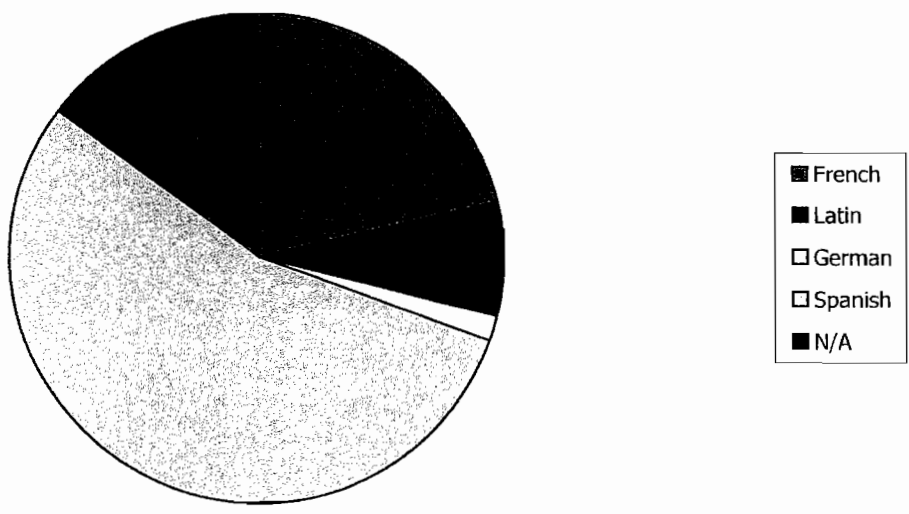
High School Freshmen Survey 2009 v2

Township
Question 7

Your <u>8TH GRADE</u> Foreign Language:

Answer Options	Response Percent	Response Count
French	21.5%	166
Latin	7.5%	58
German	1.6%	12
Spanish	54.7%	422
N/A	14.7%	113
answered question		771 771
skipped question		55 55

Your <u>8TH GRADE</u> Foreign Language:



Township Questionnaire

High School Freshmen Survey 2009 v2

Your NEW TRIER Foreign Language:

Answer Options	Response Percent	Response Count
Chinese 1 level 9	4.1%	30
Chinese 1 level 4	2.0%	15
French 1 level 9	2.2%	16
French 1 level 4	0.4%	3
French 2 level 9	11.3%	83
French 2 level 4	4.4%	32
German 1 level 9	1.4%	10
German 1 level 4	0.0%	0
German 2 level 9	2.0%	15
German 2 level 4	1.4%	10
Hebrew 1 level 9	0.5%	4
Hebrew 1 level 4	1.1%	8
Hebrew 2 level 9	0.1%	1
Hebrew 2 level 4	0.1%	1
Japanese 1 level 9	1.6%	12
Japanese 1 level 4	1.2%	9
Latin 1 level 2	0.0%	0
Latin 1 level 9	2.2%	16
Latin 1 level 4	1.6%	12
Latin 2 level 9	2.2%	16
Latin 2 level 4	2.3%	17
Spanish 1 level 2	7.2%	53
Spanish 1 level 3	5.5%	40
Spanish 1 level 4	0.4%	3
Spanish 2 level 2	6.5%	48
Spanish 2 level 3	26.6%	195
Spanish 2 level 4	11.5%	84
	answered question	733
	skipped question	93

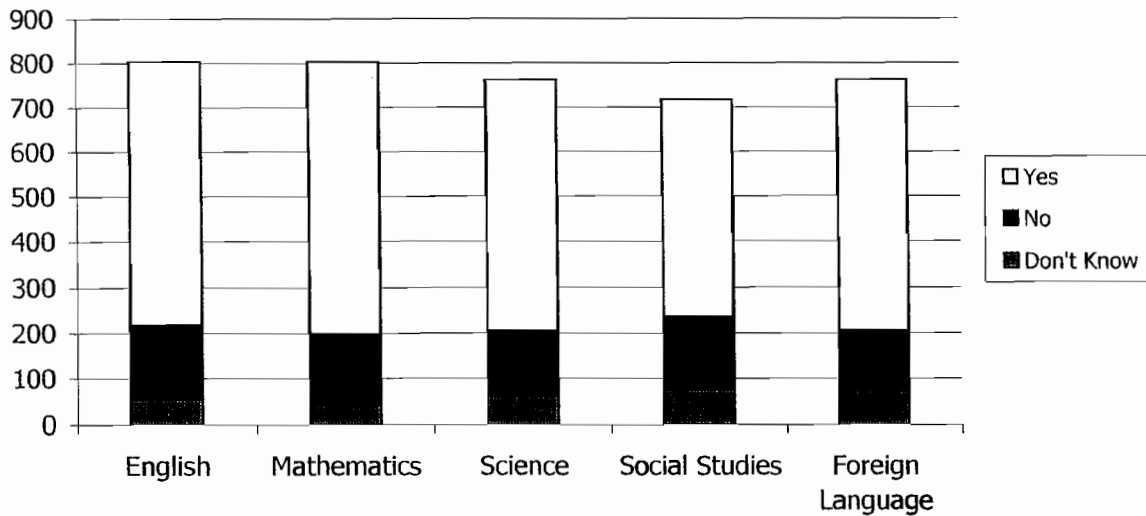
Township
Question 9

High School Freshmen Survey 2009 v2

Did you take this course at the initial level recommended by New Trier High School? (Mark only the courses that you took this year.)

Answer Options	Yes	No	Don't Know	Response Count
English	585	164	54	803
Mathematics	604	157	42	803
Science	556	144	61	761
Social Studies	482	159	75	716
Foreign Language	557	131	73	761
	answered question			803
	skipped question			23

Did you take this course at the initial level recommended by New Trier High School? (Mark only the courses that you took this year.)



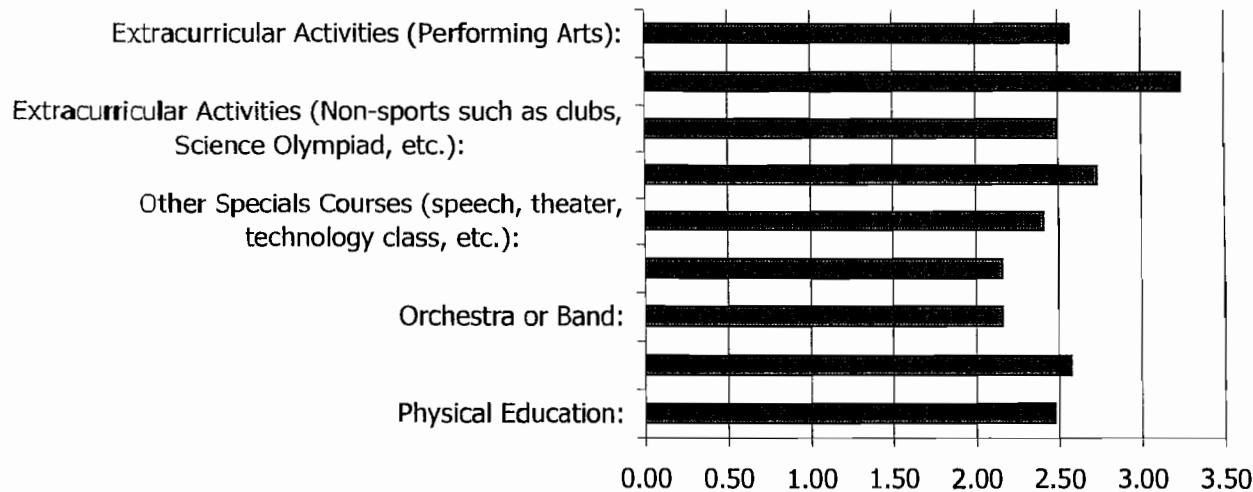
701 skip
Question
10

High School Freshmen Survey 2009 v2

How important was this experience to you when you were a middle school student?

Answer Options	Very Important	Important	Not Important	Don't Know	Rating Average	Response Count
Physical Education:	80	233	461	22	2.47	796
Art:	107	250	369	32	2.57	758
Orchestra or Band:	52	99	361	103	2.16	615
Vocal Music/Chorus:	51	95	371	99	2.16	616
Other Specials Courses (speech, theater, technology	74	197	319	71	2.41	661
Technology as a Tool for Learning:	134	256	218	47	2.73	655
Extracurricular Activities (Non-sports such as clubs,	98	185	274	71	2.49	628
Extracurricular Activities (Sports):	352	203	124	30	3.24	709
Extracurricular Activities (Performing Arts):	135	144	267	67	2.57	613
					answered question	797
					skipped question	29

How important was this experience to you when you were a middle school student?



Township Question

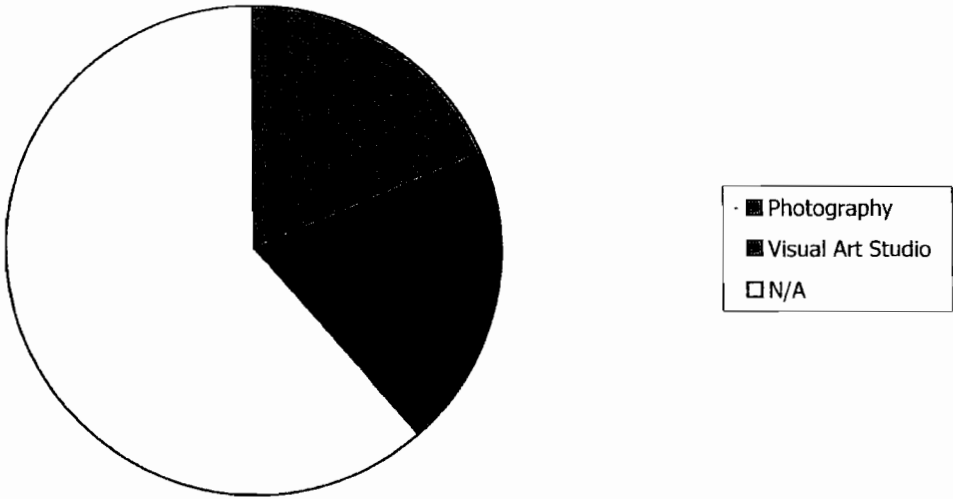
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High School Freshmen Survey 2009 v2

Art:

Answer Options	Response Percent	Response Count
Photography	18.6%	103
Visual Art Studio	20.1%	111
N/A	61.3%	339
<i>answered question</i>		553
<i>skipped question</i>		273

Art:



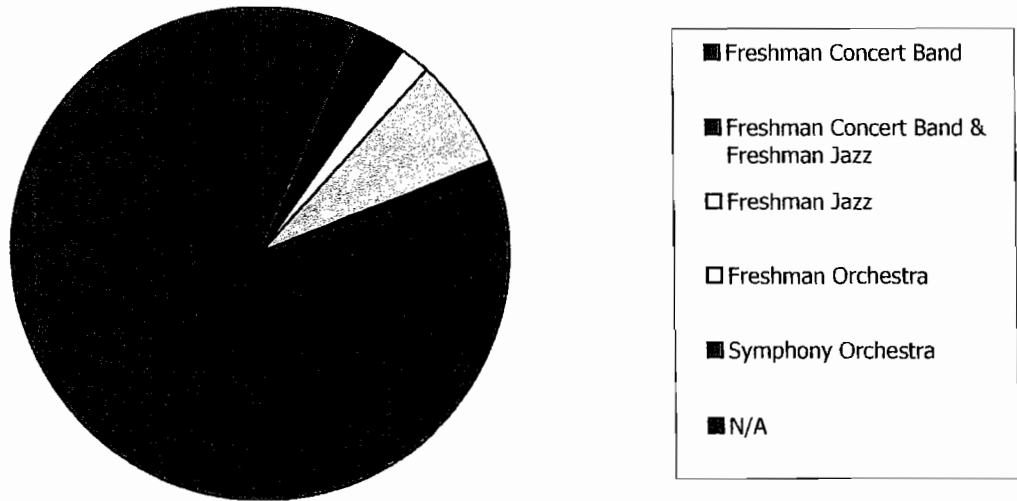
High School Freshmen Survey 2009 v2

*Township
 Avenir
 12*

Orchestra or Band:

Answer Options	Response Percent	Response Count
Freshman Concert Band	6.7%	33
Freshman Concert Band & Freshman Jazz	2.9%	14
Freshman Jazz	2.0%	10
Freshman Orchestra	7.4%	36
Symphony Orchestra	1.0%	5
V/A	80.0%	391
answered question		489
skipped question		337

Orchestra or Band:



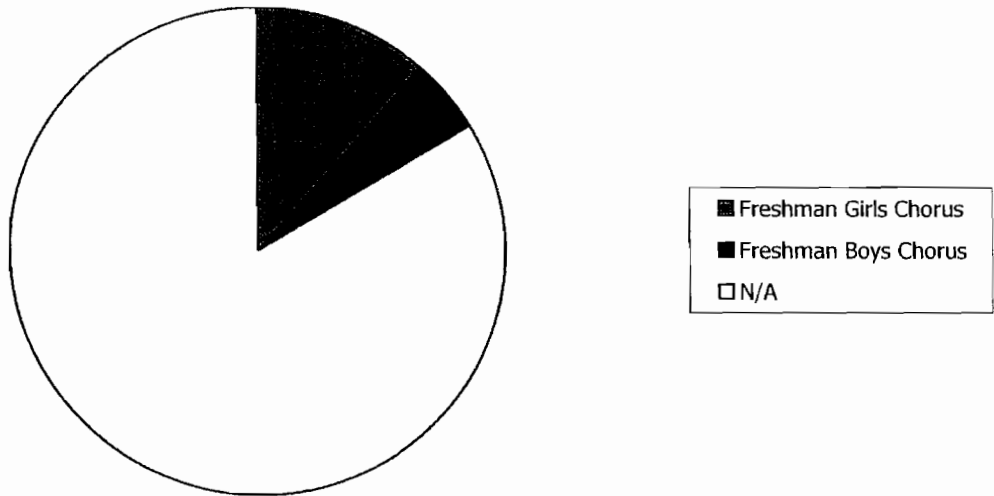
High School Freshmen Survey 2009 v2

Township
Question
13

Vocal Music/Chorus:

Answer Options	Response Percent	Response Count
Freshman Girls Chorus	11.5%	55
Freshman Boys Chorus	4.8%	23
N/A	83.6%	399
	answered question	477
	skipped question	349

Vocal Music/Chorus:



Township Question

14

High School Freshmen Survey 2009 v2

Other Specials Courses (speech, theater, technology class, etc.):

Answer Options	Response Percent	Response Count
Computer Applications	0.0%	0
Web Design	0.5%	3
Multimedia Development	2.8%	16
Introduction to Business	6.1%	35
Beginning Freshman Dance	2.6%	15
Intermediate/Advanced Freshman Dance	2.6%	15
Computer Aided Design	3.5%	20
Contemporary Living	2.4%	14
Technology Lab	12.5%	72
Media Workshop	2.4%	14
Journalism	3.1%	18
Public Speaking and Argumentation	5.7%	33
Theatre 1: Theatre Workshop	10.9%	63
Theatre Technology and Design	0.9%	5
N/A	44.0%	254
	answered question	577
	skipped question	249

High School Freshmen Survey 2009 v2

Answer Options	Response Count
answered question	463
skipped question	363

Number	Response Date	Response Text
1	05/04/2009	Science Olympiad
2	05/04/2009	Latin club, certamin
3	05/04/2009	None
4	05/04/2009	The only club I participated in last year was a club created by me and my friends called the "Manga
5	05/04/2009	None
6	05/04/2009	Latin club, student counsel
7	05/04/2009	none
8	05/04/2009	none
9	05/04/2009	Yearbook
10	05/04/2009	None
11	05/04/2009	SEEK Science FairYearbook Club
12	05/04/2009	none
13	05/04/2009	none
14	05/04/2009	Choir
15	05/04/2009	Art Club,
16	05/04/2009	None. Washburne didn't offer anything. I would have if they did.
17	05/04/2009	none
18	05/04/2009	Creative Fiction Club
19	05/04/2009	no school related clubs
20	05/04/2009	None
21	05/04/2009	year book, baby-sitting course, student government, homework club
22	05/04/2009	art club, photo club,
23	05/04/2009	homework club, I do not really remember.
24	05/04/2009	Science Olympiad
25	05/04/2009	none

Township
Question 15

Too many responses
to list here -
see Dr Porto if you
want to review complete
list of 463 responses

High School Freshmen Survey 2009 v2

Please list any clubs you have joined <u>THIS</u> year.	
Answer Options	Response Count
	548
<i>answered question</i>	548
<i>skipped question</i>	278

Township Overton 16

Too many responses to list here -

see Di Porto if you want to review complete list of 548 responses

Number	Response Date	Response Text
1	05/04/2009	Science Olympiad, Math Team, Global Activism, No Questions Asked Improv
2	05/04/2009	n/a
3	05/04/2009	Environmental Tennis Team Glass Club
4	05/04/2009	None
5	05/04/2009	Science Olympiad, Math team
6	05/04/2009	Global Activism Club Pep Band
7	05/04/2009	Science Olympiad
8	05/04/2009	Global Activism Club
9	05/04/2009	AYS
10	05/04/2009	Global Activism, Environmental Club, Improv
11	05/04/2009	Global Activism Club
12	05/04/2009	Erika's Light house---a few times
13	05/04/2009	Albany Park, Ukalele club
14	05/04/2009	Muthos Science Olympiad
15	05/04/2009	Albany Park
16	05/04/2009	Global Activism Club
17	05/04/2009	none
18	05/04/2009	Science Olympiad
19	05/04/2009	Tri-ship
20	05/04/2009	Paintball
21	05/04/2009	Photography Club, Erika's Lighthouse Club, Global Activism Club,
22	05/04/2009	Science Olympiad, Social Service Board, Global Activism, Albany Park, Boys and Girls Club
23	05/04/2009	none
24	05/04/2009	Anime Club Russian Club Strategy Gaming Club Dungeons and Dragons Club Fantasy Fiction Club
25	05/04/2009	Albany Park

High School Freshmen Survey 2009 v2

Answer Options	Response Count
What school sports did you participate in during your <u>8TH GRADE</u> year?	609
<i>answered question</i>	609
<i>skipped question</i>	217

Number	Response Date	Response Text
1	05/04/2009	none
2	05/04/2009	n/a
3	05/04/2009	Basketball
4	05/04/2009	Boys X-Country
5	05/04/2009	TRack & Field
6	05/04/2009	Basketball, Volleyball
7	05/04/2009	None
8	05/04/2009	basketball and volleyball
9	05/04/2009	NA
10	05/04/2009	Lacrosse
11	05/04/2009	Basketball, Track and Field
12	05/04/2009	none
13	05/04/2009	fc united soccer clubwinnetka all-stars girls basketbaellfull package basketball
14	05/04/2009	None
15	05/04/2009	intermural basketballintermural flag-football
16	05/04/2009	basketball, volleyball, softball
17	05/04/2009	Dance
18	05/04/2009	soccer, lacrosse, golf, hockey, basketball
19	05/04/2009	School SoccerTravel Soccer (Wilmette Wings)Volleyball
20	05/04/2009	Soccer, basketball
21	05/04/2009	Paddle Tennis, Golf
22	05/04/2009	Intramural Softball
23	05/04/2009	none
24	05/04/2009	Varsity Volleyball
25	05/04/2009	NO SCHOOL SPORTS AVAILABLE

Township Auerston
17

Too many responses
to list here -
see Di Porto if you
want to review complete
list of 609 responses

High School Freshmen Survey 2009 v2

Please list any school sports that you have played
THIS year.

Answer Options	Response Count
	656
<i>answered question</i>	656
<i>skipped question</i>	170

Number	Response Date	Response Text
1	05/04/2009	none
2	05/04/2009	Freshman girls soccer
3	05/04/2009	football
4	05/04/2009	Tennis
5	05/04/2009	Rowing
6	05/04/2009	Boys X-Country
7	05/04/2009	None
8	05/04/2009	tennis, badminton
9	05/04/2009	Basketball, softball
10	05/04/2009	None
11	05/04/2009	basketball
12	05/04/2009	NA
13	05/04/2009	Lacrosse
14	05/04/2009	none
15	05/04/2009	Crew team
16	05/04/2009	girls basketballgirls soccer
17	05/04/2009	Swimming
18	05/04/2009	night league basketball
19	05/04/2009	volleyball
20	05/04/2009	Dance
21	05/04/2009	lacrosse, golf
22	05/04/2009	Soccer
23	05/04/2009	Soccer, tennis
24	05/04/2009	Track and Field
25	05/04/2009	N/A

Township
 Question
 18

Too many responses
 to list here -
 see DiPerto if you
 want to review complete
 list of 656 responses

High School Freshmen Survey 2009 v2

What performing arts opportunities did you participate in during your 8TH GRADE year?

Answer Options	Response Count
	508
<i>answered question</i>	508
<i>skipped question</i>	318

Township
Question
19

Number	Response Date	Response Text
1	05/04/2009	none
2	05/04/2009	n/a
3	05/04/2009	Orchestra
4	05/04/2009	Band
5	05/04/2009	8th grade play
6	05/04/2009	theater class
7	05/04/2009	none
8	05/04/2009	none
9	05/04/2009	Ceramics, 2D art, Music,
10	05/04/2009	musical theater class that put on a musical production
11	05/04/2009	Dance
12	05/04/2009	none
13	05/04/2009	Choir- A series of performances Sound Engineer for:Fiddler on the Roof A Night at the Melodramas 8th Grad
14	05/04/2009	N/A
15	05/04/2009	One play as an actor and crewmember
16	05/04/2009	none
17	05/04/2009	theater arts class- performed a play at the end of the year
18	05/04/2009	I took a theatre class and participated in a play.
19	05/04/2009	musicals
20	05/04/2009	Theatre class
21	05/04/2009	theatre/musical, choir
22	05/04/2009	none
23	05/04/2009	Choir, Orchestra
24	05/04/2009	none
25	05/04/2009	Drama class Gjhp play (once on this island) Chorus Vocal Ensemble

Too many responses
to list here -
see Di Porto if you
want to review complete
list of 508 responses

High School Freshmen Survey 2009 v2

Please list any performing arts opportunities that you have participated in THIS year.

Answer Options	Response Count
	455
<i>answered question</i>	455
<i>skipped question</i>	371

Number	Response Date	Response Text
1	05/04/2009	No Questions Asked Improv
2	05/04/2009	n/a
3	05/04/2009	Symphony Orchestra
4	05/04/2009	Band
5	05/04/2009	theater class
6	05/04/2009	theater workshop, freshman play
7	05/04/2009	none
8	05/04/2009	theater workshop class and the freshman play page to stage
9	05/04/2009	Dance
10	05/04/2009	none
11	05/04/2009	None
12	05/04/2009	N/A
13	05/04/2009	None
14	05/04/2009	none
15	05/04/2009	I have attempted to make it in to Lagniappe and the Frosh/Soph Musical.
16	05/04/2009	only auditioned for shows, didn't make any
17	05/04/2009	choir
18	05/04/2009	none
19	05/04/2009	dance
20	05/04/2009	Orchestra
21	05/04/2009	none
22	05/04/2009	Theatre 1ChorusFreshman play
23	05/04/2009	jazzband
24	05/04/2009	Dance
25	05/04/2009	None.

Arora
Question 20

Too many responses to list here - see Di Porto if you want to review complete list of 455 responses

Township Question 21

High School Freshmen Survey 2009 v2

Please indicate how you feel about the following statements.

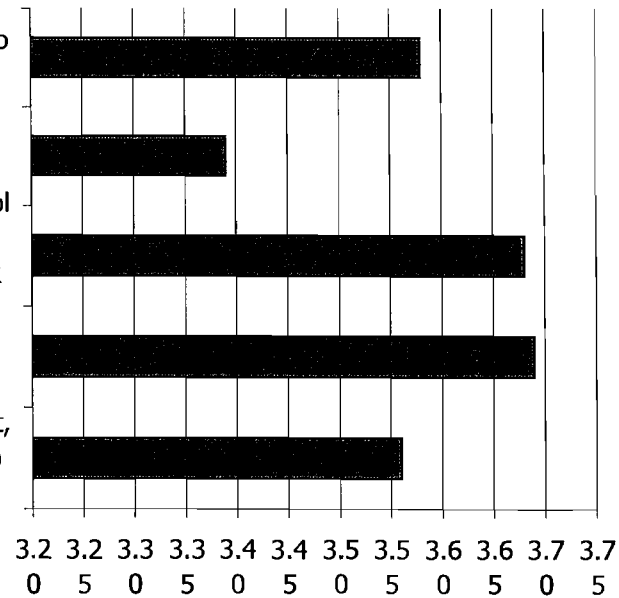
Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
1. As a student in my elementary school district, there	136	281	247	81	20	3.56	765
2. I feel my elementary and middle school experiences	162	334	169	72	28	3.69	765
3. When I was an elementary and middle school	219	255	165	77	48	3.68	764
4. The amount of homework I received in middle	163	233	179	118	73	3.39	766
5. In middle school I learned adequate skills to be	182	280	164	83	57	3.58	766
<i>answered question</i>							767
<i>skipped question</i>							59

Please indicate how you feel about the following statements.

5. In middle school I learned adequate skills to be organized and study appropriately.

3. When I was an elementary and middle school student, there was an adult I felt comfortable going to when I needed help or wanted to talk with someone.

1. As a student in my elementary school district, there were community service opportunities to use my talents and skills to help others.



High School Freshmen Survey 2009 v2

Comments:	
Answer Options	Response Count
	122
<i>answered question</i>	122
<i>skipped question</i>	704

Township Question 22

Too many responses to list here.

See Dr Porto if you want to review complete list of 122 responses

Number	Response Date	Response Text
1	05/04/2009	had barely any work in middle school plus was not challenged at all then
2	05/04/2009	I did not learn how to study in middle school, and I was not adequately trained to use the technology that I
3	05/04/2009	How can someone ask this kind of question? It vastly depends on the person taking the quiz. For me personally
4	05/04/2009	I think Washburne should have organized school sports
5	05/04/2009	Um. Yes. Washburne was... loose. I felt that middle and elementary school prepared me to be a good artist
6	05/04/2009	There is a lot more work in high school than there was in middle school. I had 20 minutes of homework every
7	05/04/2009	Middle school was kind of a joke, come on, if we're going to be there for so long we might as well learn something
8	05/04/2009	In elementary school and middle school there were many adults that I could talk to and have positive relationships
9	05/04/2009	high school is such a serious thing, these problems matter
10	05/04/2009	Middle School did not prepare me for Freshman English, and my teacher and I struggled to comply with expectations
11	05/04/2009	way too much homework in middle school compared to high school. freshman year is nothing like what 8th grade was
12	05/04/2009	none
13	05/04/2009	I was not prepared at all for English in high school. My junior high did a very poor job for that class the amount of
14	05/04/2009	I believe my middle school gave too much homework. Surprisingly, I'm getting less homework as a freshman
15	05/04/2009	Strong in the academic department, but little extracurricular activities not involving sports.
16	05/04/2009	FHC AND NEW TRIER ARE AWESOME!
17	05/04/2009	Much more homework in HS than junior high.
18	05/04/2009	gave us more homework than in high school all the teachers consulted each other about what students said
19	05/04/2009	Middle School was easy which made High school very difficult
20	05/04/2009	Good study habits were only taught if we had one test
21	05/04/2009	I probably have less homework in high school than I did at Sunset Ridge.
22	05/04/2009	New Trier is the definition of hell itself, but at least it could be a heck of a lot worse.
23	05/04/2009	Middle school teachers try to scare you for high school when high school is much easier and better. Also, I
24	05/04/2009	I was overprepared for high school though Highcrest and Wilmette Jr. High cramed in work and made me
25	05/04/2009	I had barely any homework last year, which did not prepare me for the large amount I receive this year.



Avoca School District 37

Indicator:

Fiscal Responsibility

Measure:

**Referendum election
canvass results**

Cook County Clerk

Official Certificate of Results

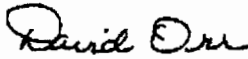
April 7, 2009 Consolidated Election

The Cook County Clerk's office, having completed a canvass of all votes cast for School District 37 - Increase Limiting Rate, hereby certifies the following vote totals.

Candidates	Votes	Percentage
YES	794	58.95%
NO	553	41.05%
Total	1,347	100%

There being more YES votes than NO votes, the referendum passes. Attached is the abstract of votes by precinct.

Dated this 28th day of April, 2009



David Orr, Cook County Clerk