

**Sorrick School**  
**North Palos SD 117**  
**Palos Hills, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : PK K 1**

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

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

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	75.0	6.0	14.3	2.5	0.0	0.0	2.3	40.3	42.0	7.0		0.0	9.4	94.5	400
<b>District</b>	71.7	5.6	17.2	3.5	0.0	0.3	1.6	42.8	20.6	12.5		0.1	9.2	95.5	3,005
<b>State</b>	51.0	18.0	23.6	4.2	0.1	0.3	2.8	49.0	9.4	13.6		8.6	13.1	94.4	2,066,692

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

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

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

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

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

**Total Enrollment** is based on Home School.

**INSTRUCTIONAL SETTING**

<b>PARENTAL CONTACT*</b>		<b>STUDENT-TO-STAFF RATIOS</b>			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	99.3	18.8		12.8	273.2
<b>State</b>	95.3	18.9		13.7	205.0

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>	20.3	24.4								
<b>District</b>	19.5	22.4								
<b>State</b>	20.9	21.2								

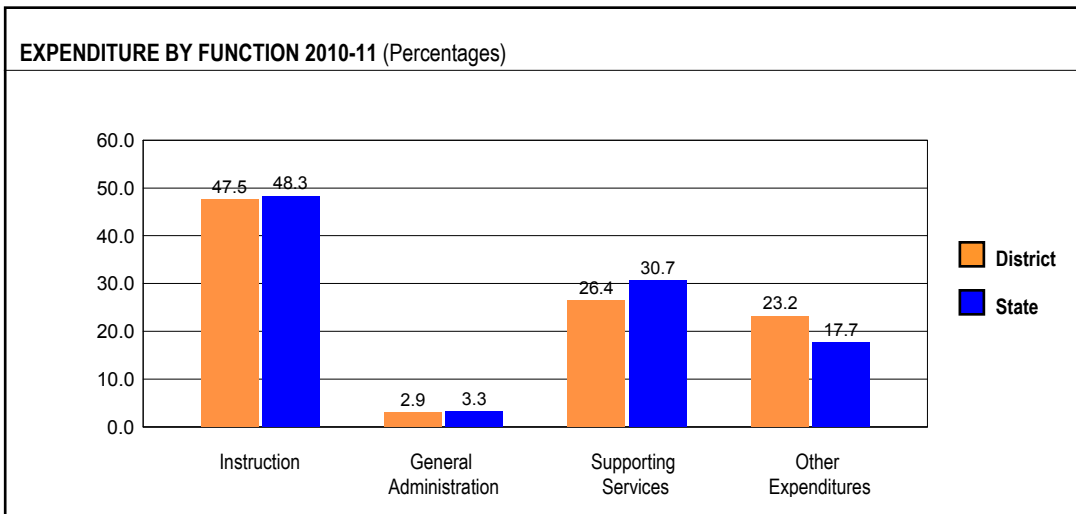
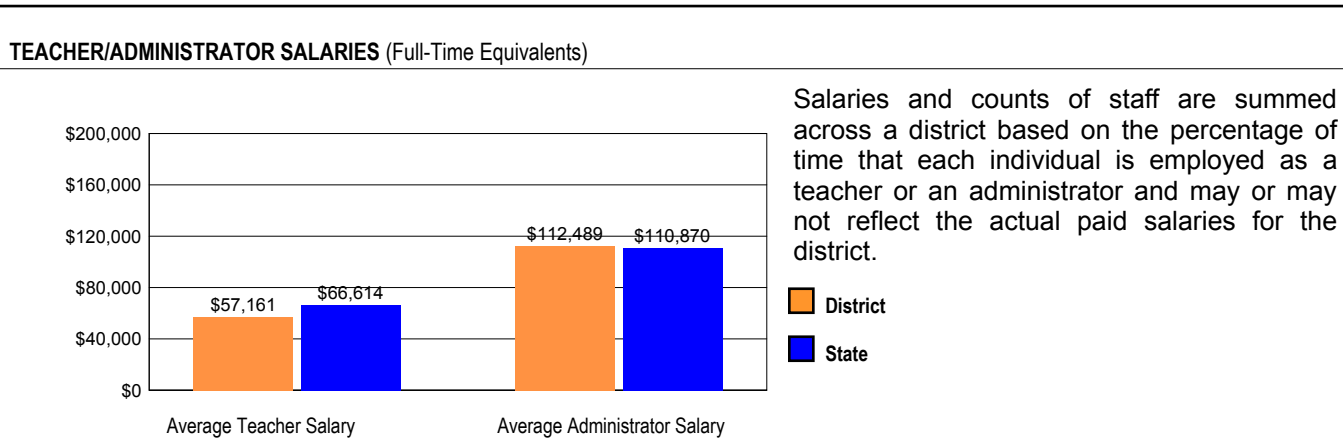
**TEACHER INFORMATION** (Full-Time Equivalents)

	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
<b>District</b>	97.3	0.0	2.7	0.0	0.0	0.0	0.0	0.0	12.6	87.4	185
<b>State</b>	83.3	7.1	5.3	1.3	0.1	0.2	0.8	2.0	23.1	76.9	127,830

TEACHER INFORMATION ( Continued )					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	9.6	29.8	69.7	0.5	0.0
State	12.9	37.8	61.7	0.6	0.7

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2010-11				EXPENDITURE BY FUND 2010-11			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$28,446,853	72.9	58.2	Education	\$26,451,834	70.7	73.7
Other Local Funding	\$873,275	2.2	5.1	Operations & Maintenance	\$2,110,853	5.6	5.9
General State Aid	\$2,521,646	6.5	17.1	Transportation	\$1,661,387	4.4	3.8
Other State Funding	\$3,922,800	10.1	9.5	Debt Service	\$1,618,471	4.3	7.4
Federal Funding	\$3,261,018	8.4	10.1	Tort	\$362,234	1.0	1.2
TOTAL	\$39,025,592			Municipal Retirement/ Social Security	\$994,357	2.7	2.0
				Fire Prevention & Safety	\$0	0.0	0.8
				Capital Projects	\$4,226,586	11.3	5.1
				TOTAL	\$37,425,722		

OTHER FINANCIAL INDICATORS				
	2009 Equalized Assessed Valuation per Pupil	2009 Total School Tax Rate per \$100	2010-11 Instructional Expenditure per Pupil	2010-11 Operating Expenditure per Pupil
District	\$300,154	3.51	\$6,635	\$10,790
State	**	**	\$6,824	\$11,664

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

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

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

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

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

**Sorrick Elementary School  
2012-2013  
School Improvement Goals**

**60% of students will meet expectations at the 50<sup>th</sup> percentile in Mathematics and 60% of students will meet their growth target on the MAP assessment**

- Sorrick will host a Family Math Night to get students excited about math.
- Teachers will implement the Common Core Math Standards in their classrooms this school year. New lessons, manipulatives, and strategies will be used.
- A new math MAP assessment will be administered to all students to reflect the new math curriculum. Students who exceed a RIT of 200 will now take the MAP instead of the MAP Primary.
- New quarterly assessments will be administered to all students to reflect the new math curriculum. Performance assessments will also be administered to all students this year to monitor growth.
- Modified and alternate math assessments will be administered to ELL students who qualify for such. This will be done to provide students of varying language levels the opportunity to be assessed appropriately.
- A math facts DVD will be shown to all staff at a faculty meeting to provide teachers with ideas for instructional activities that can be immediately used in the classroom.
- PLC discussions will be centered around the new math curriculum this year. Teachers will work collaboratively to plan lessons and share ideas. Teachers will identify students who are not meeting expectations and will generate ideas for assistance with PLC members. Teachers will identify students who are exceeding expectations and create plans to challenge them.
- Students of all languages have been mostly even distributed throughout the classrooms to encourage a community of diverse learners.
- Reading Enrichment teachers will target math story problems with their intervention students scoring below the 50<sup>th</sup> percentile on MAP.
- Targeted action plans will be written, including student achievement goals, on each student scoring below the 33<sup>rd</sup> percentile on math MAP.
- Math stations will be implemented in classrooms beginning on January. This will allow more time for review of difficult concepts and more time for small group instruction.

**75% of students will meet expectations at the 50<sup>th</sup> percentile in Reading and 65% of students will meet their growth target on the MAP assessment**

- All staff, including ELL teachers, will be trained on Fountas and Pinnell in order to ensure consistent administration and results.
- Substitute teachers will be provided to staff so that they can use the Fountas and Pinnell program with students to obtain benchmark reading levels and monitor student progress throughout the school year.
- Teachers will use Fountas and Pinnell data to provide students reading material that is consistent with the reading levels obtained from the assessment.
- Two, full-time reading specialists will work with students this year to increase the number of students who can receive assistance if they qualify for reading services, while still maintaining a small group setting.
- Reading specialists will service Kindergarten and ELL students this year to assist a broader range of students.
- Reading specialists will participate in a PLC of their own, along with the Principal and Team Leader. This affords them the opportunity to discuss student data, plan lessons together, and share ideas.
- Sorrick School hosted the “One Book, One School” event to get students excited about reading. School-wide activities were used to motivate students to read.
- Higher-level learners will be clustered into classrooms so that they can work collaboratively on assignments that are structured for their learning levels and styles.
- Students of all languages have been mostly even distributed throughout the classrooms to encourage a community of diverse learners.
- Reading specialists are pushing into classrooms with students scoring below expectations. These students will receive additional doses of reading instruction throughout the day.
- Family Reading Night will be hosted at Sorrick School to stress the importance of early literacy.