

**SPRING AVE ELEM SCHOOL
LA GRANGE SCHOOL DIST 105 (SOUTH)
LA GRANGE, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : K 1 2 3 4 5 6

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	95.7	0.0	3.9	0.4	0.0	1.7	1.3		0.0	5.1	96.6	233
District	68.8	3.3	26.3	0.7	0.9	28.5	9.6		0.1	13.9	96.0	1,147
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3		1.9	16.4	94.0	2,044,539

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

Limited-English-proficient students are those students eligible for transitional bilingual programs
 Mobility rate is based on the number of times students enroll in or leave a school during the school year
 Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days

INSTRUCTIONAL SETTING

PARENTAL CONTACT*	
	Percent
School	100.0
District	100.0
State	95.9

AVERAGE CLASS SIZE (as of the first school day in May)					
Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
19.5	19.5	16.0	17.0		
17.1	18.6	14.1	16.3		
20.6	21.3	22.5	23.6		

STAFF-TO-STUDENT RATIOS			
Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
—	—	—	—
14.4		11.1	143.4
18.4	18.2	13.8	221.1

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

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60	60		30	40		160	150		30	40	
District	60	60		30	40		160	150		30	40	
State	56	52		30	43		146	107		31	43	

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.8	0.0	1.1	1.1	0.0	11.2	88.8	90
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

TEACHER INFORMATION (Continued)

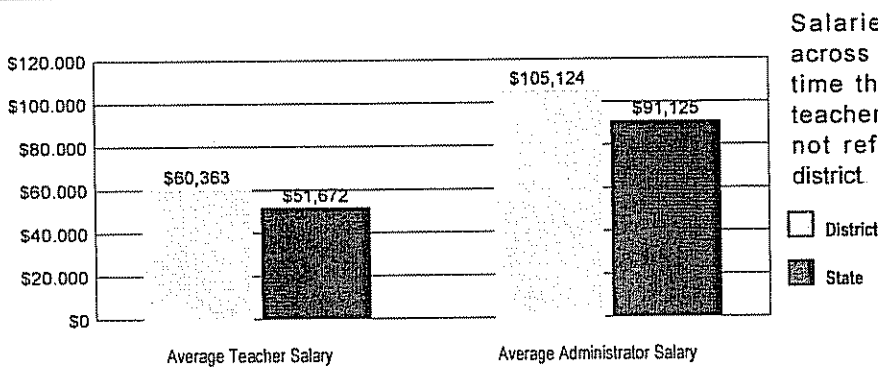
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	—	—	—	0.0	0.0
District	17.5	27.8	72.2	0.4	0.0
State	13.9	53.9	46.0	2.5	2.1

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

* Data based on No Child Left Behind (NCLB) definition

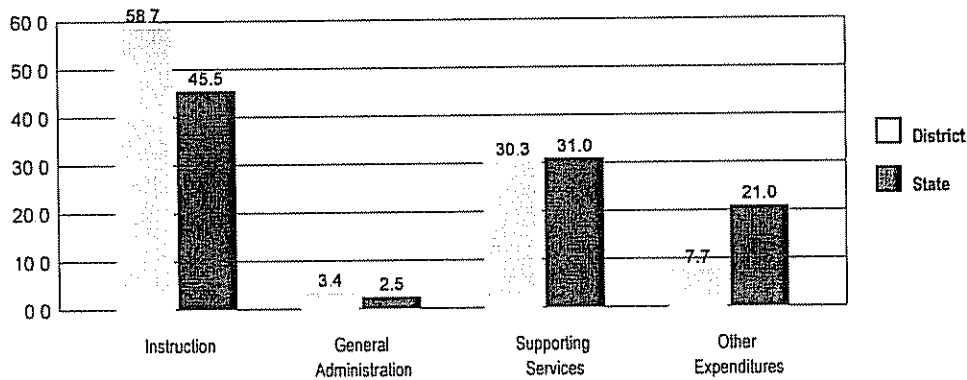
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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

EXPENDITURE BY FUNCTION 2001-02 (Percentages)



REVENUE BY SOURCE 2001-02				EXPENDITURE BY FUND 2001-02			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$9,270,288	82.9	55.4	Education	\$9,821,253	81.8	69.7
Other Local Funding	\$555,486	5.0	6.1	Operations & Maintenance	\$1,500,309	12.5	8.9
General State Aid	\$239,169	2.1	18.7	Transportation	\$394,525	3.3	3.4
Other State Funding	\$763,821	6.8	12.5	Bond and Interest			5.7
Federal Funding	\$347,286	3.1	7.3	Rent			0.0
TOTAL	\$11,176,050			Municipal Retirement/ Social Security	\$243,144	2.0	1.5
				Fire Prevention & Safety	\$45,595	0.4	1.0
				Site & Construction/ Capital Improvement			9.8
				TOTAL	\$12,004,826		

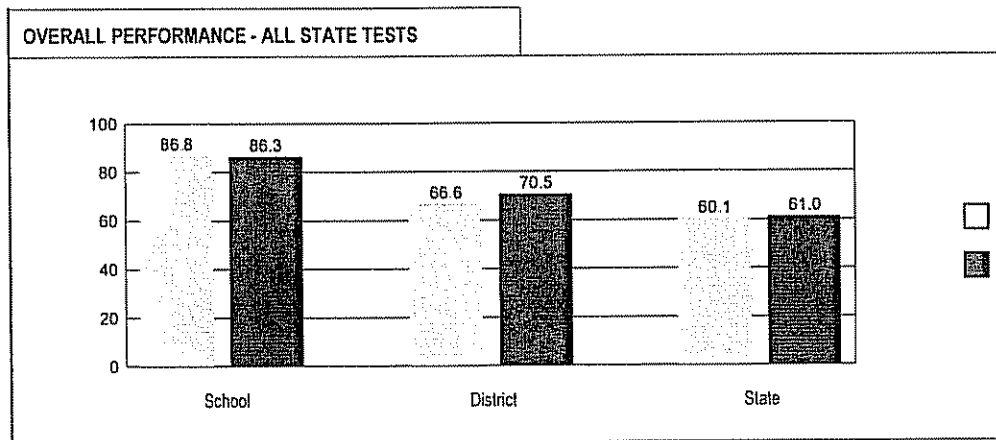
OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$399,539	2.28	\$7.213	\$10,899
State	**	**	\$4,842	\$8,181

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided
 Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated
 Total school tax rate is a district's total tax rate as it appears on local property tax bills
 Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils
 Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures

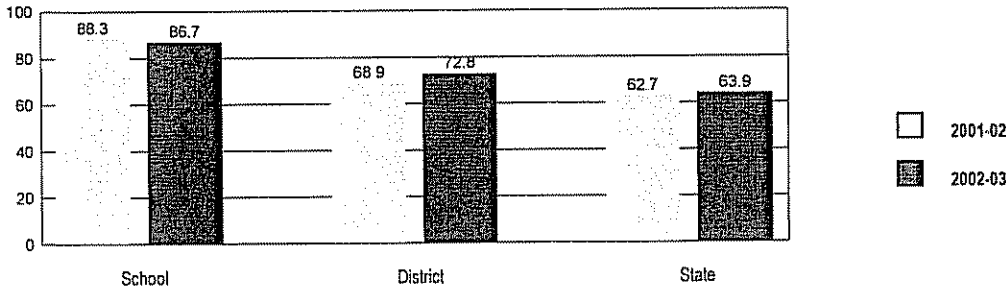
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



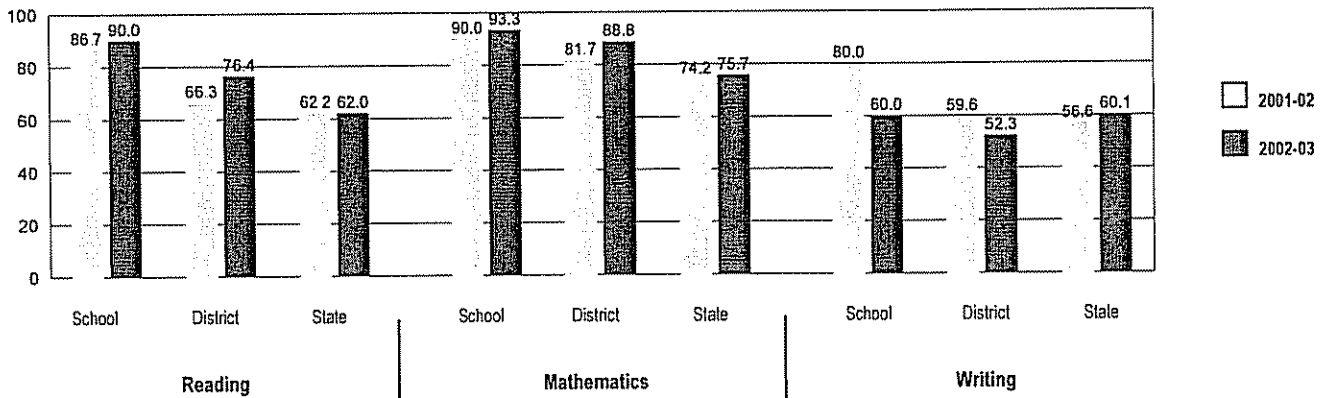
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



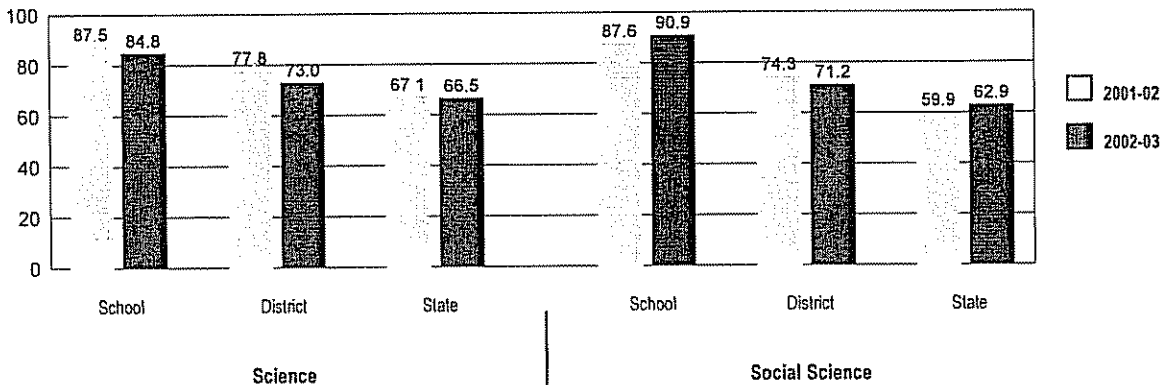
ISAT PERFORMANCE

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

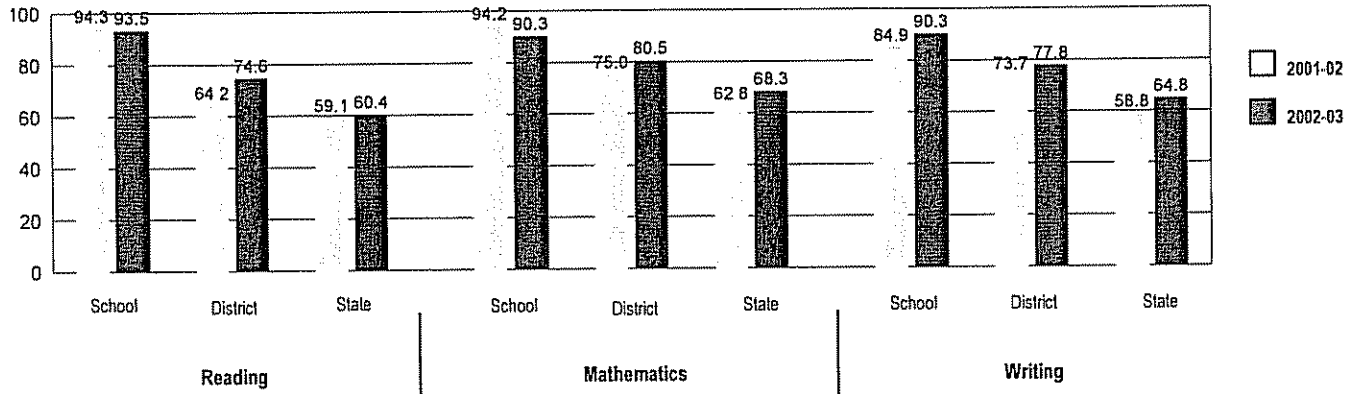
ISAT Grade 3



ISAT Grade 4



ISAT Grade 5



PERFORMANCE ON STATE ASSESSMENTS

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

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP or Section 504 Plan. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS

		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
School	*Enrollment	65	35	30	60	0	5	0	0	4	0	2	2
	Reading	0.0	0.0	0.0	11.7								
	Mathematics	0.0	0.0	0.0	11.7								
District	*Enrollment	344	167	177	239	11	87	2	0	21	0	34	97
	Reading	0.0	0.0	0.0	2.9	0.0	5.7			0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	2.9	0.0	5.7			0.0		0.0	0.0
State	*Enrollment	616,170	313,399	302,581	366,187	127,748	97,933	21,960	936	35,949	310	82,419	234,696
	Reading	0.4	0.4	0.5	1.4	2.6	2.0	1.2	0.0	4.1	0.0	0.0	10.4
	Mathematics	0.5	0.6	0.6	1.5	2.8	2.2	1.3	0.0	4.7	0.0	0.0	10.6

* Enrollment on the first day of state testing

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

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

Grade 3**Grade 3 – All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	10.0	60.0	30.0	0.0	6.7	40.0	53.3	0.0	40.0	60.0	0.0
District	1.9	21.7	58.5	17.9	2.8	8.4	55.1	33.6	5.6	42.1	52.3	0.0
State	8.1	29.8	40.1	21.9	6.8	17.4	44.6	31.1	7.1	32.9	57.3	2.8

Grade 3 – Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	13.3	60.0	26.7	0.0	0.0	33.3	66.7	0.0	40.0	60.0	0.0
District	2.0	23.5	56.9	17.6	3.8	3.8	53.8	38.5	5.8	53.8	40.4	0.0
State	9.8	31.4	39.2	19.6	7.6	16.9	43.1	32.4	9.5	35.7	52.9	1.9
Female												
School	0.0	6.7	60.0	33.3	0.0	13.3	46.7	40.0	0.0	40.0	60.0	0.0
District	1.8	20.0	60.0	18.2	1.8	12.7	56.4	29.1	5.5	30.9	63.6	0.0
State	6.4	28.1	41.1	24.3	6.0	17.9	46.2	29.9	4.5	29.9	61.8	3.8

Grade 3 – Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School	0.0	15.8	57.9	26.3	0.0	10.5	42.1	47.4	0.0	42.1	57.9	0.0
District	3.0	21.2	56.1	19.7	4.5	9.0	50.7	35.8	7.5	43.3	49.3	0.0
State	3.3	20.7	45.1	30.9	2.0	9.5	45.3	43.1	3.8	25.8	66.3	4.0
Black												
State	18.5	46.8	29.2	5.6	17.7	33.5	40.7	8.2	14.4	46.9	38.1	0.7
Hispanic												
District	0.0	33.3	57.1	9.5	0.0	14.3	66.7	19.0	4.8	47.6	47.6	0.0
State	10.5	40.2	39.3	10.0	7.3	23.3	51.8	17.6	8.0	39.2	51.7	1.1
Asian/Pacific Islander												
State	1.8	15.6	45.0	37.6	1.2	5.3	36.2	57.3	1.9	21.0	71.4	5.8
Native American												
State	6.5	34.8	35.7	23.0	3.0	18.1	52.6	26.3	8.3	39.1	51.3	1.3

Grade 4**Grade 4 – All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	3.0	12.1	48.5	36.4	3.0	6.1	72.7	18.2
District	1.8	25.2	52.3	20.7	5.4	23.4	63.1	8.1
State	7.0	26.5	52.2	14.3	7.6	29.5	56.4	6.4

ISAT continued

Grade 4 - Gender

Levels		Science				Social Science			
		1	2	3	4	1	2	3	4
Male	School	5.9	11.8	41.2	41.2	0.0	5.9	70.6	23.5
	District	1.8	22.8	50.9	24.6	1.8	28.1	59.6	10.5
	State	7.3	24.6	51.6	16.5	8.2	28.1	56.3	7.4
Female	School	0.0	12.5	56.3	31.3	6.3	6.3	75.0	12.5
	District	1.9	27.8	53.7	16.7	9.3	18.5	66.7	5.6
	State	6.7	28.5	52.9	12.0	7.0	31.1	56.6	5.4

Grade 4 - Racial/Ethnic Background

Levels		Science				Social Science			
		1	2	3	4	1	2	3	4
White	School	3.4	6.9	55.2	34.5	0.0	3.4	82.8	13.8
	District	1.3	9.2	63.2	26.3	1.3	10.5	80.3	7.9
	State	2.4	15.8	60.5	21.2	2.7	18.8	69.0	9.5
Black	State	16.2	46.2	35.1	2.5	17.7	48.3	32.9	1.1
Hispanic	District	4.3	65.2	30.4	0.0	21.7	52.2	26.1	0.0
	State	11.7	39.9	44.5	3.9	12.5	44.5	41.5	1.5
Asian/Pacific Islander	State	1.7	13.5	61.2	23.6	1.4	16.5	69.3	12.8
Native American	State	5.9	28.3	53.5	12.2	5.2	35.7	54.5	4.5

Grade 5

Grade 5 - All

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	6.5	29.0	64.5	0.0	9.7	38.7	51.6	0.0	9.7	77.4	12.9	
District	0.0	25.4	36.4	38.1	0.8	18.6	50.0	30.5	2.6	19.7	65.8	12.0	
State	1.0	38.6	37.3	23.1	3.5	28.1	58.6	9.7	6.2	29.0	61.3	3.5	

Grade 5 - Gender

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	5.6	33.3	61.1	0.0	16.7	38.9	44.4	0.0	16.7	72.2	11.1
	District	0.0	29.5	37.7	32.8	1.6	23.0	45.9	29.5	3.3	26.7	60.0	10.0
	State	1.4	40.0	37.0	21.6	4.2	28.3	56.9	10.6	8.8	34.3	54.9	2.0
Female	School	0.0	7.7	23.1	69.2	0.0	0.0	38.5	61.5	0.0	0.0	84.6	15.4
	District	0.0	21.1	35.1	43.9	0.0	14.0	54.4	31.6	1.8	12.3	71.9	14.0
	State	0.7	37.1	37.6	24.7	2.8	27.9	60.5	8.8	3.4	23.5	68.0	5.2

ISAT continued

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	7.1	25.0	67.9	0.0	7.1	35.7	57.1	0.0	10.7	75.0	14.3
	District	0.0	22.4	30.6	47.1	1.2	14.1	48.2	36.5	2.4	18.8	63.5	15.3
	State	0.5	26.0	41.7	31.8	1.3	17.3	67.6	13.7	4.2	22.8	68.3	4.7
Black	State	2.2	61.9	28.5	7.3	9.1	50.8	38.7	1.5	10.9	42.1	45.9	1.1
Hispanic	District	0.0	40.9	54.5	4.5	0.0	40.9	54.5	4.5	4.5	31.8	63.6	0.0
	State	1.4	56.3	32.4	9.8	4.6	40.1	52.2	3.1	7.7	36.6	54.0	1.7
Asian/Pacific Islander	State	0.2	20.9	40.5	38.4	0.8	10.2	62.7	26.3	1.9	17.3	72.3	8.5
Native American	State	0.7	36.4	43.1	19.9	3.0	29.1	61.1	6.8	7.9	29.0	61.0	2.1

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)? **No Incor.**

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act? **No**

“Incor.” denotes information that is incorrect. Spring Avenue School met AYP. Spring Avenue tested 100% of the students for the All Group and the White Subgroup.

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		40.0			40.0			88.0		65.0	
All	100.0	Yes	100.0	Yes	91.9		Yes	93.5		Yes	96.6	Yes		
White	88.3	No	88.3	No	90.0		Yes	92.0		Yes				
Black	Incor.	Incor.	Incor.	Incor.										
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

- At least 95.0% Tested for Reading and Mathematics for the All Group and Subgroups
- At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***
- At least 88.0% Attendance Rate for Non-High Schools or at least 65.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/02.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

On page 10, the test participation information shows Spring Avenue School as not making Adequate Yearly Progress (AYP) which is incorrect. Spring Avenue School met AYP and tested 100% of the students for the All Group and the White Subgroup.

Data Analysis for Reading, Science, and Social Science

For this analysis, the reading, science, and social science results are presented together because the science and social science tests require reading skills. Our plan for continual improvement addresses improving students' understanding of non-fiction reading material.

Reading: On the 2003 ISAT reading tests, 90% of Spring Avenue's 3rd grade students met or exceeded standards (60% met, 30% exceeded). 93.5% of Spring Avenue's 5th grade students met or exceeded standards (29% met, 64.5% exceeded).

Area of Greatest Success: This was the highest percentage of 5th grade students Spring Avenue has had in the exceeds category on the ISAT reading tests over the past five years. Also, the students' 2003 5th grade ISAT reading results show strong growth when comparing them with the students' 2001 3rd grade ISAT reading results.

Science and Social Science: On the 2003 ISAT science tests, 84.8% of Spring Avenue's 4th grade students met or exceeded standards (48.5% met, 36.4% exceeded). On the ISAT social science tests, 90.9% of Spring Avenue's 4th grade students met or exceeded standards (72.7% met, 18.2% exceeded).

Plans for Continual Improvement of Reading, Science, and Social Science Skills

Comprehension of Non-Fiction Reading Material

- Use graphic organizers in science and social studies.
- Encourage students to take Accelerated Reader tests on non-fiction books.
- Do research projects.
- Read and discuss current events magazines such as Time for Kids.
- Use the social studies textbook for a reading lesson.
- Have students do "tell backs" (repeat paragraph/directions).
- Do guided reading, shared reading, and modeled reading.
- Set up centers that have non-fiction books.

Data Analysis for Mathematics

Math: On the 2003 ISAT math tests, 93.3% of Spring Avenue's 3rd grade students met or exceeded standards (40.0% met, 53.3% exceeded). 90.3% of Spring Avenue's 5th grade students met or exceeded standards (38.7% met, 51.6% exceeded).

Area of Greatest Success: When looking at the percentage of students in each of the performance categories, these were the most successful ISAT math results Spring Avenue's 3rd grade students have had over the past 5 years. This was also the highest

Spring Avenue School (Continued)

percentage of 5th grade students Spring Avenue has had in the exceeds category on the ISAT math tests over the past five years.

Plans for Continual Improvement of Mathematical Skills

Math Problem Solving

- Model mathematical problem solving.
- Work on open-ended math problems that have 3 parts (mathematical knowledge, strategic knowledge, and explanation).
- Teach math vocabulary words.
- Teach the use of the math rubric.
- Administer school-wide quarterly math problem solving assessments.

Data Analysis for Writing

Writing: On the 2003 ISAT writing tests, 60% of Spring Avenue's 3rd grade students met standards (60% met, 0% exceeded). 90.3% of Spring Avenue's 5th grade students met or exceeded standards (77.4% met, 12.9% exceeded).

On the ISAT writing tests, each 5th grade student wrote two essays. We received word from the Illinois State Board of Education that the State lost 1600 of the 5th graders' essays before they were scored. 12 Spring Avenue students had one of their two essays lost. For these students, the State used the score on the remaining essay as the student's overall grade 5 writing results.

Area of Greatest Success: The students' 2003 5th grade ISAT writing results show strong growth when comparing them with the students' 2001 3rd grade ISAT writing results.

Plans for Continual Improvement of Writing Skills

Writing

- Set quarterly writing goals with students.
- Use the Wright Approach materials for teachers.
- Incorporate modeled writing, shared writing, guided writing, and independent writing within lessons.
- Provide practice with editing.
- Have revision conferences with students.
- Use the writing rubric to evaluate students' work.
- Administer school-wide quarterly writing assessments.
- Use literature when teaching writing skills.