

**IDEAL ELEM SCHOOL
LA GRANGE SCHOOL DIST 105 (SOUTH)
COUNTRYSIDE, 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	77.1	9.5	13.3	0.0	0.0	35.7	14.3		0.0	15.1	96.0	210
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 School
K	1	3	6	8	
School	17.0	24.0	12.5	16.0	
District	17.1	18.6	14.1	16.3	
State	20.6	21.3	22.5	23.6	

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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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)

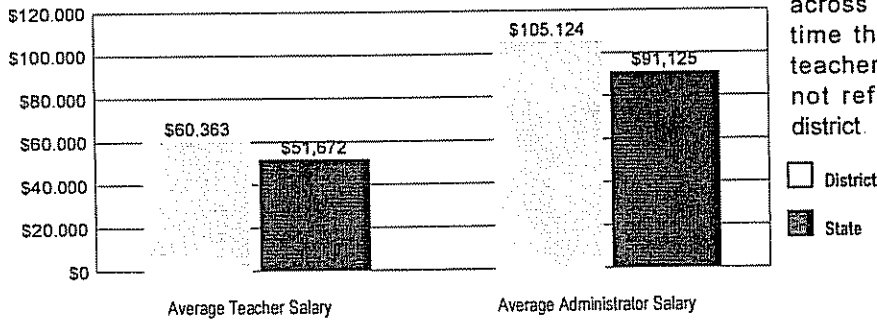
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	—	—	—	0.0	0.0
District	17.5	27.8	72.2	0.4	0.0
State	13.9	53.9	46.0	2.5	2.1

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

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

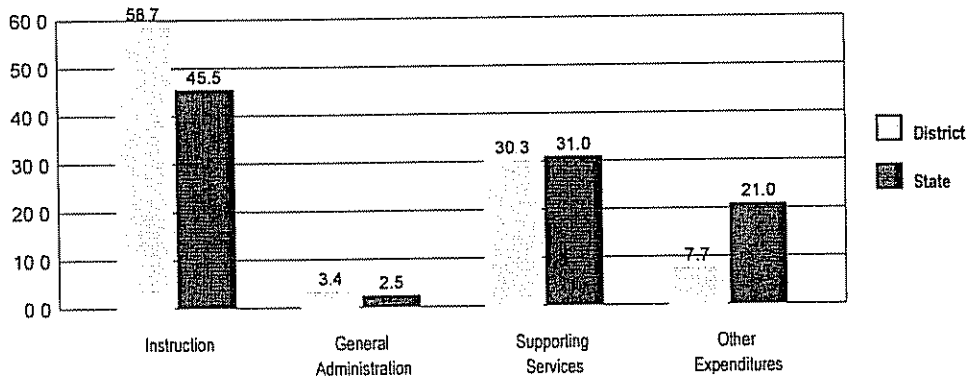
SCHOOL DISTRICT FINANCES

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		

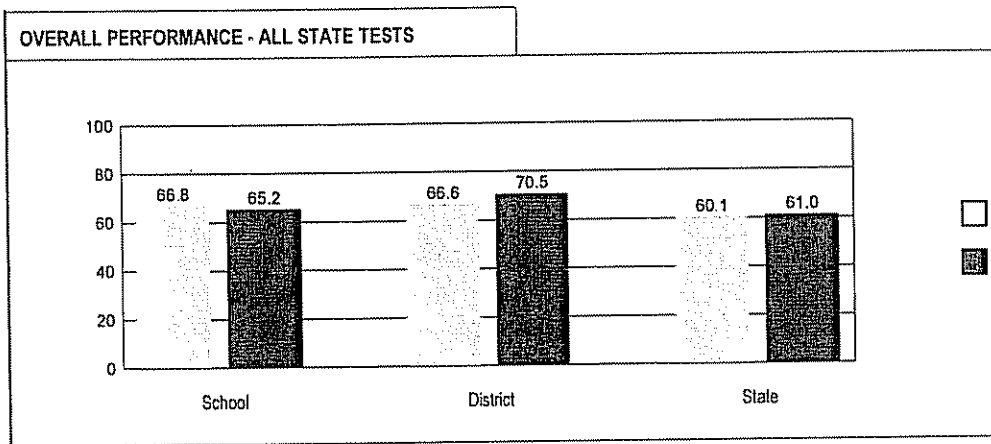
OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$399,539	2.28	\$7,213	\$10,899
State	**	**	\$4,842	\$8,181

** 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

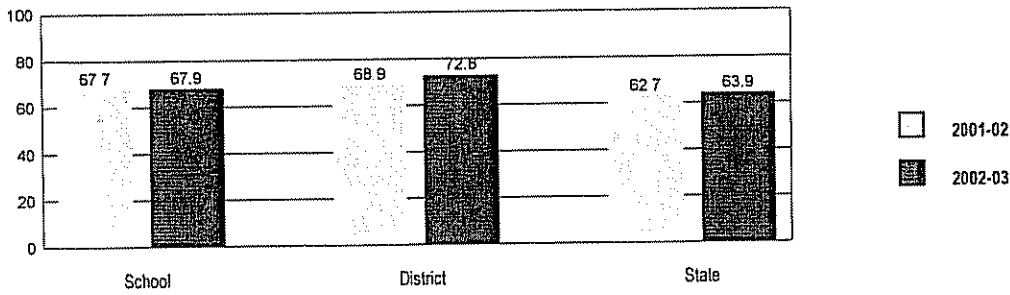
ACADEMIC PERFORMANCE

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.



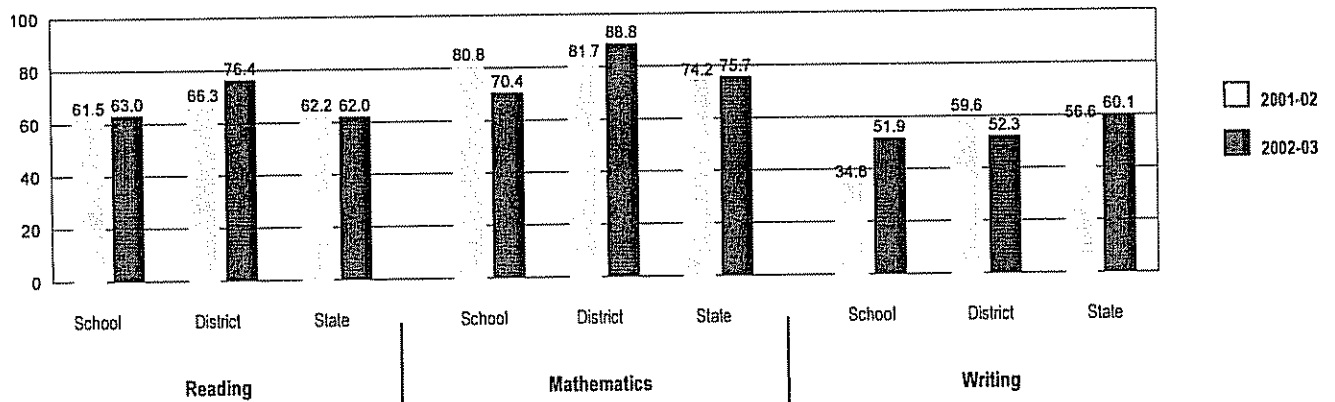
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



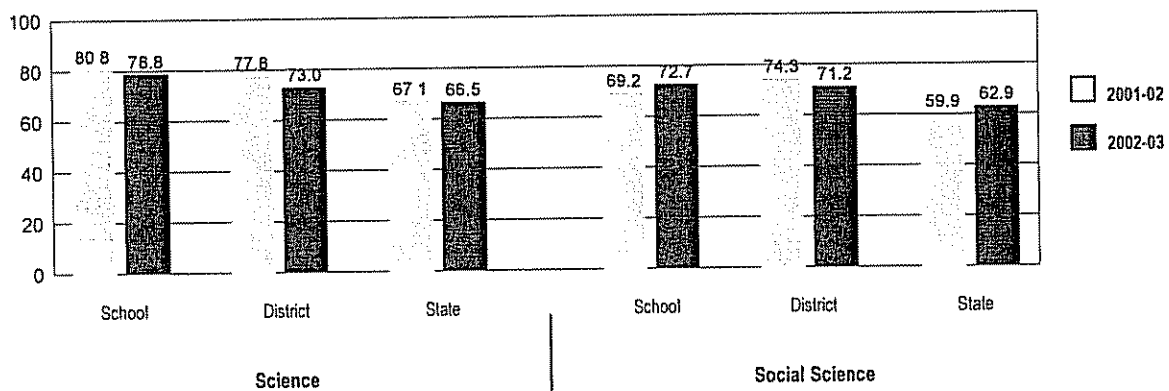
ISAT PERFORMANCE

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

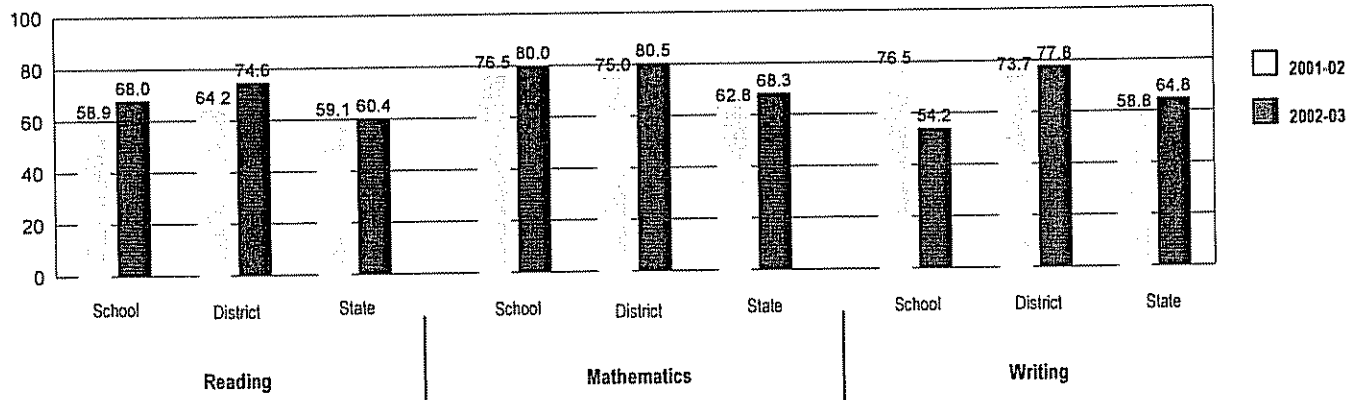


ISAT Grade 4



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	52	25	27	36	5	10	0	0	2	0	7	20
	Reading	0.0	0.0	0.0	0.0		10.0						0.0
	Mathematics	0.0	0.0	0.0	0.0		10.0						0.0
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	7.4	29.6	55.6	7.4	11.1	18.5	55.6	14.8	7.4	40.7	51.9	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	7.7	15.4	61.5	15.4	15.4	7.7	61.5	15.4	7.7	69.2	23.1	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	7.1	42.9	50.0	0.0	7.1	28.6	50.0	14.3	7.1	14.3	78.6	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	26.1	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	11.1	27.8	55.6	5.6	16.7	16.7	50.0	16.7	11.1	44.4	44.4	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

ISAT continued

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	10.0	30.0	50.0	10.0	10.0	30.0	50.0	10.0	10.0	50.0	40.0	0.0	
District	3.3	30.0	56.7	10.0	3.2	12.9	67.7	16.1	9.7	45.2	45.2	0.0	
State	15.1	43.6	33.7	7.6	13.3	29.1	45.1	12.5	12.2	44.3	42.7	0.8	
Not Eligible													
School	5.9	29.4	58.8	5.9	11.8	11.8	58.8	17.6	5.9	35.3	58.8	0.0	
District	1.3	18.4	59.2	21.1	2.6	6.6	50.0	40.8	3.9	40.8	55.3	0.0	
State	3.9	21.4	44.1	30.6	2.8	10.3	44.3	42.6	3.9	25.9	66.1	4.1	

Grade 4

Grade 4 - All

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	0.0	21.2	69.7	9.1	6.1	21.2	69.7	3.0
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

Grade 4 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male									
School	0.0	26.3	63.2	10.5	5.3	26.3	63.2	5.3	
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	14.3	78.6	7.1	7.1	14.3	78.6	0.0	
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	0.0	10.7	78.6	10.7	3.6	14.3	78.6	3.6	
District	1.3	9.2	63.2	25.3	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	32.0	40.0	28.0	0.0	20.0	64.0	16.0	4.2	41.7	50.0	4.2
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

ISAT continued

Grade 5 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	46.2	46.2	7.7	0.0	38.5	46.2	15.4	8.3	66.7	25.0	0.0
	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	16.7	33.3	50.0	0.0	0.0	83.3	16.7	0.0	16.7	75.0	8.3
	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

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	28.6	38.1	33.3	0.0	14.3	66.7	19.0	4.8	42.9	47.6	4.8
	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	6.5
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

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	45.5	27.3	27.3	0.0	27.3	72.7	0.0	10.0	40.0	40.0	10.0
	District	0.0	45.5	42.4	12.1	3.0	27.3	63.6	6.1	6.3	34.4	53.1	6.3
	State	1.8	58.3	31.2	8.7	6.5	44.4	46.7	2.3	9.8	40.0	49.0	1.1
Not Eligible	School	0.0	21.4	50.0	28.6	0.0	14.3	57.1	28.6	0.0	42.9	57.1	0.0
	District	0.0	17.6	34.1	48.2	0.0	15.3	44.7	40.0	1.2	14.1	70.6	14.1
	State	0.5	26.5	41.0	31.9	1.7	18.1	65.9	14.2	4.0	22.3	68.8	5.0

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
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Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	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	62.7		Yes	74.5		Yes	96.0	Yes		
White														
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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

1. At least 95.0% Tested for Reading and Mathematics for the All Group and Subgroups
2. 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***
3. 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

Our school Improvement plan is focusing on two priority areas for Ideal School:

- 1) Continuing to address our concerns with reading, specifically in the area of reading comprehension, and
- 2) Creating a safe, respectful culture to improve student progress.

Ideal School has implemented Positive Behavior Interventions and Supports (PBIS), a program sponsored by the US Department of Education. It is a systems approach to preventing and responding to classroom and school-wide behavior with the emphasis directed toward developing and maintaining safe learning environments where teachers can teach and students can learn.

Building on the Board of Education goal for continuous improvement of curriculum and instruction, we are developing a comprehensive assessment plan that reveals a more complete picture of student learning. We are applying data about student performance at the student and group level. Interventions are developed and student progress is monitored through data collection.