

**NORTH WARD ELEMENTARY SCHOOL
TUSCOLA C U SCHOOL DIST 301
TUSCOLA, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES: PK K 1 2 3 4

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	96.9	1.3	1.8	0.0	0.0	19.1	0.0		1.4	17.0	95.8	383
District	97.8	0.8	1.4	0.0	0.0	17.0	0.0		1.2	12.5	95.7	1,014
State	59.3	20.8	16.2	3.5	0.2	37.5	6.7		2.0	16.5	94.0	2,029,821

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*		AVERAGE CLASS SIZE (as of the first school day in May)					STAFF-TO-STUDENT RATIOS				
	Percent	K	Grade 1	Grade 3	Grade 6	Grade 8	High School	Pupil-Teacher: Elementary	Pupil-Teacher: Secondary	Pupil-Certified Staff	Pupil-Administrator
School	93.0	18.5	14.3	15.3				--	--	--	--
District	86.4	18.5	14.3	15.3				15.1	13.8	11.7	253.5
State	95.0	20.5	21.1	22.1				19.1	18.3	14.0	222.6

* 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			30			180			30		
District	60			30			180			30		
State	56			30			147			31		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.7	1.3	0.0	0.0	0.0	25.5	74.5	78
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

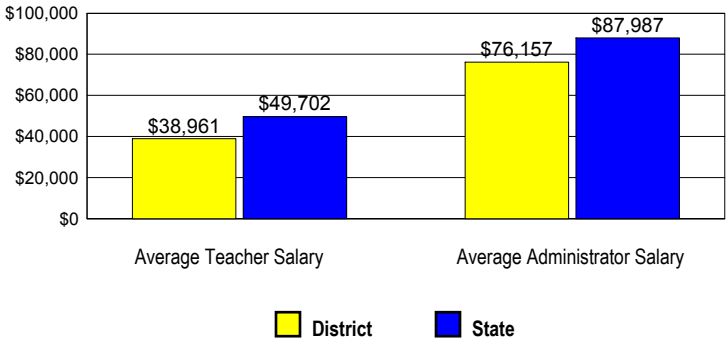
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	17.1	62.7	37.3	0.0	0.0
State	14.2	53.9	46.0	2.4	2.3

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

* Data based on preliminary NCLB definitions.

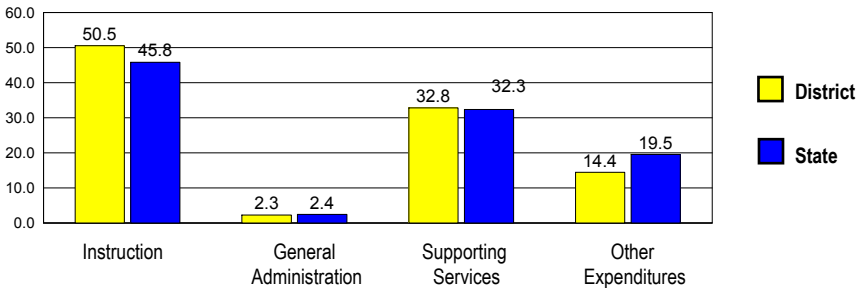
SCHOOL DISTRICT FINANCES

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 2000-01 (Percentages)



REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$4,267,782	52.7	54.4
Other Local Funding	\$1,017,680	12.6	7.5
General State Aid	\$1,713,085	21.1	17.9
Other State Funding	\$788,604	9.7	12.7
Federal Funding	\$314,255	3.9	7.4
TOTAL	\$8,101,406		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$5,035,494	72.3	70.0
Operations & Maintenance	\$697,179	10.0	9.2
Transportation	\$363,324	5.2	3.4
Bond and Interest	\$46,275	0.7	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$60,941	0.9	1.6
Fire Prevention & Safety	\$5,032	0.1	1.0
Site & Construction/ Capital Improvement	\$761,054	10.9	9.3
TOTAL	\$6,969,299		

OTHER FINANCIAL INDICATORS				
	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$86,126	3.89	\$3,847	\$6,104
State	**	**	\$4,667	\$7,926

** 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.

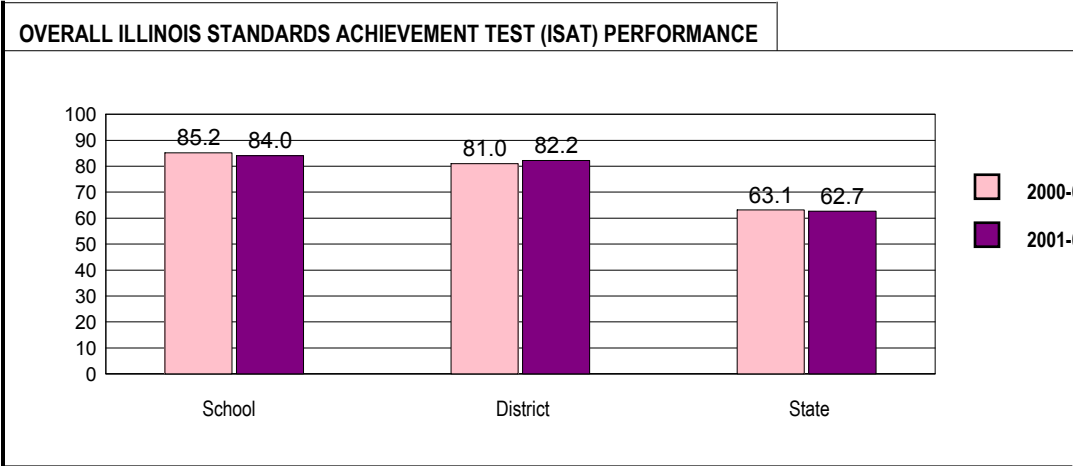
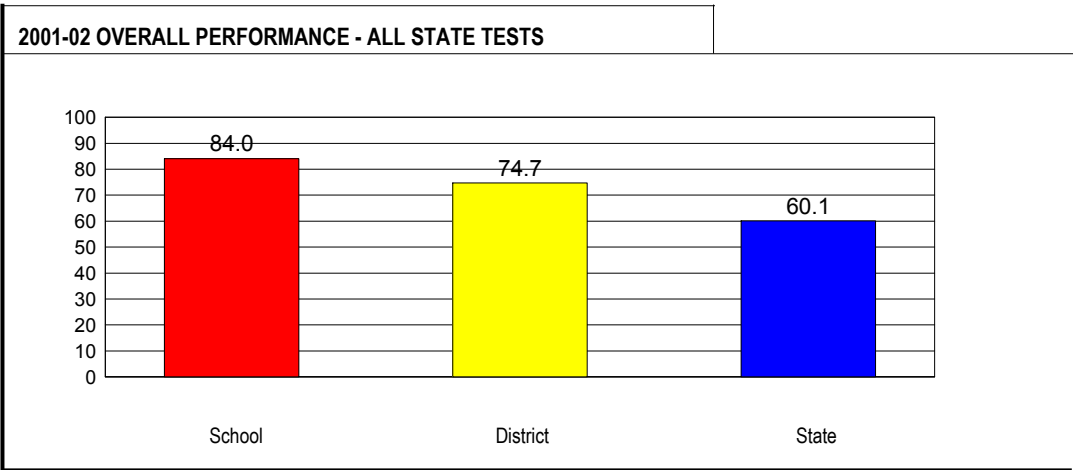
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

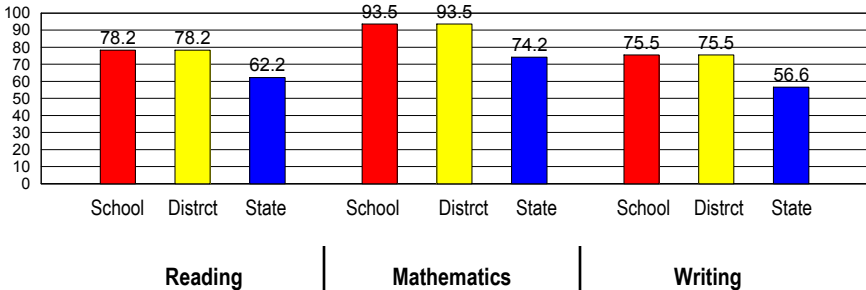
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



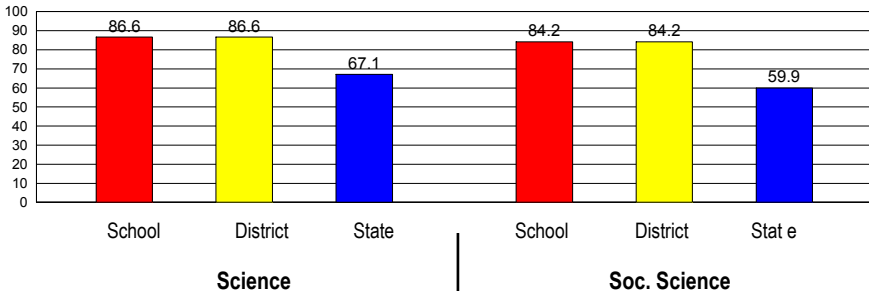
ISAT PERFORMANCE

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.

Grade 3



Grade 4



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public. Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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.

In order to protect students' identities, test data for groups of fewer than five 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	63	35	28	63							19	15
	Reading	12.7	17.1	7.1	14.3							15.8	6.7
	Mathematics	3.2	8.6	0.0	4.8							10.5	0.0
District	*Enrollment	275	138	137	270							57	48
	Reading	1.8	3.6	0.7	2.2							7.0	25.0
	Mathematics	0.0	1.4	0.0	0.0							5.3	22.9
State	*Enrollment	610,328	310,180	300,148	369,979							78,455	226,724
	Reading	2.6	3.0	2.6	4.1							0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0							0.6	16.3

* 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

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.0	21.8	52.7	25.5	0.0	6.6	49.2	44.3	7.0	17.5	70.2	5.3
	District	0.0	21.8	52.7	25.5	0.0	6.6	49.2	44.3	7.0	17.5	70.2	5.3
	State	6.8	31.0	43.6	18.6	7.2	18.6	43.9	30.3	9.0	34.3	53.6	3.0

Gender		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	17.2	62.1	20.7	0.0	6.3	46.9	46.9	6.5	19.4	74.2	0.0
	District	0.0	17.2	62.1	20.7	0.0	6.3	46.9	46.9	6.5	19.4	74.2	0.0
	State	8.2	32.8	42.5	16.5	7.9	18.0	42.4	31.7	11.9	37.1	49.0	2.1
Female	School	0.0	26.9	42.3	30.8	0.0	6.9	51.7	41.4	7.7	15.4	65.4	11.5
	District	0.0	26.9	42.3	30.8	0.0	6.9	51.7	41.4	7.7	15.4	65.4	11.5
	State	5.2	29.2	44.8	20.9	6.4	19.2	45.5	28.9	6.0	31.5	58.5	4.0

Racial/Ethnic Background		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	20.4	53.7	25.9	0.0	6.7	48.3	45.0	7.1	17.9	69.6	5.4
	District	0.0	20.4	53.7	25.9	0.0	6.7	48.3	45.0	7.1	17.9	69.6	5.4
	State	2.6	21.3	50.2	26.0	2.1	10.4	45.9	41.6	5.2	28.3	62.6	3.9
Black	School												
	District												
	State	16.1	49.9	29.3	4.8	19.2	35.4	37.7	7.7	18.1	47.1	33.9	0.9
Hispanic	School												
	District												
	State	9.0	42.9	39.9	8.2	7.6	26.2	49.5	16.7	10.2	40.9	47.2	1.8
Asian/ Pacific Islander	School												
	District												
	State	1.2	17.1	49.9	31.8	1.0	6.3	38.0	54.7	2.5	22.0	68.9	6.6
Native American	School												
	District												
	State	3.3	31.0	47.3	18.4	3.0	19.8	48.9	28.2	6.9	36.1	54.5	2.4

Students with Disabilities		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	56.3	31.3	12.5	0.0	11.8	70.6	17.6	11.8	23.5	64.7	0.0
	District	0.0	56.3	31.3	12.5	0.0	11.8	70.6	17.6	11.8	23.5	64.7	0.0
	State	21.2	47.7	25.5	5.5	18.9	29.3	39.1	12.6	26.3	40.9	32.0	0.9
Section 504	School												
	District												
	State	7.5	37.3	43.6	11.6	8.1	22.2	45.3	24.4	11.2	42.0	45.0	1.8
Non- disabled	School	0.0	7.7	61.5	30.8	0.0	4.5	40.9	54.5	5.0	15.0	72.5	7.5
	District	0.0	7.7	61.5	30.8	0.0	4.5	40.9	54.5	5.0	15.0	72.5	7.5
	State	4.6	28.6	46.2	20.6	5.5	17.0	44.6	32.9	6.6	33.4	56.8	3.3

Economically Disadvantaged		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	42.9	57.1	0.0	0.0	13.3	60.0	26.7	7.1	14.3	78.6	0.0
	District	0.0	42.9	57.1	0.0	0.0	13.3	60.0	26.7	7.1	14.3	78.6	0.0
	State	13.2	46.5	34.2	6.1	14.6	31.1	42.7	11.7	15.7	45.4	37.8	1.0
Not Eligible	School	0.0	14.6	51.2	34.1	0.0	4.3	45.7	50.0	7.0	18.6	67.4	7.0
	District	0.0	14.6	51.2	34.1	0.0	4.3	45.7	50.0	7.0	18.6	67.4	7.0
	State	3.2	22.4	48.9	25.6	3.1	11.6	44.6	40.7	5.3	28.2	62.3	4.1

GRADE 4

All		Science				Social Science			
		1	2	3	4	1	2	3	4
	School	4.9	8.5	61.0	25.6	2.4	13.4	74.4	9.8
	District	4.9	8.5	61.0	25.6	2.4	13.4	74.4	9.8
	State	7.6	25.2	53.3	13.8	9.6	30.5	53.7	6.2

Gender		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
Male	School		8.8	0.0	55.9	35.3	5.9	5.9	73.5	14.7
	District		8.8	0.0	55.9	35.3	5.9	5.9	73.5	14.7
	State		7.9	23.5	52.2	16.3	10.4	29.1	53.4	7.1
Female	School		2.1	12.8	66.0	19.1	0.0	17.0	76.6	6.4
	District		2.1	12.8	66.0	19.1	0.0	17.0	76.6	6.4
	State		7.2	27.0	54.6	11.2	8.8	32.0	54.0	5.2

Racial/Ethnic Background		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
White	School		1.4	8.1	62.2	28.4	1.4	10.8	77.0	10.8
	District		1.4	8.1	62.2	28.4	1.4	10.8	77.0	10.8
	State		2.5	15.1	61.9	20.5	3.3	20.8	66.8	9.1
Black	School									
	District									
	State		18.4	44.0	35.4	2.2	22.9	47.7	28.5	1.0
Hispanic	School									
	District									
	State		12.7	39.0	44.7	3.6	16.0	45.8	36.8	1.3
Asian/ Pacific Islander	School									
	District									
	State		1.8	14.6	61.6	22.1	2.6	18.3	66.2	12.9
Native American	School									
	District									
	State		3.4	19.9	62.3	14.4	7.1	24.1	61.9	6.9

Students with Disabilities		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
IEP	School		14.3	7.1	78.6	0.0	7.1	14.3	78.6	0.0
	District		14.3	7.1	78.6	0.0	7.1	14.3	78.6	0.0
	State		17.0	36.6	41.0	5.4	24.1	40.7	33.4	1.8
Section 504	School									
	District									
	State		8.3	31.9	50.2	9.6	9.6	40.5	45.0	4.8
Non- disabled	School		2.9	8.8	57.4	30.9	1.5	13.2	73.5	11.8
	District		2.9	8.8	57.4	30.9	1.5	13.2	73.5	11.8
	State		6.1	23.4	55.3	15.2	7.3	28.9	56.9	6.9

Economically Disadvantaged		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School		4.5	13.6	77.3	4.5	0.0	31.8	68.2	0.0
	District		4.5	13.6	77.3	4.5	0.0	31.8	68.2	0.0
	State		14.6	40.1	41.7	3.7	18.5	45.9	34.3	1.2
Not Eligible	School		5.0	6.7	55.0	33.3	3.3	6.7	76.7	13.3
	District		5.0	6.7	55.0	33.3	3.3	6.7	76.7	13.3
	State		3.5	16.7	60.1	19.7	4.5	21.7	64.8	9.0

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.)