

**WIESBROOK ELEM SCHOOL
COMMUNITY UNIT SCHOOL DIST 200
WHEATON, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES: K 1 2 3 4 5

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	90.8	3.5	2.4	3.3	0.0	0.2	0.0		0.0	4.8	96.3	491
District	83.6	5.1	6.5	4.8	0.1	8.4	1.5		0.4	10.0	95.5	14,301
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*

	Percent
School	100.0
District	92.9
State	95.0

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

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
School	18.8	20.3	19.3			
District	20.1	20.2	21.6			
State	20.5	21.1	22.1			

STAFF-TO-STUDENT RATIOS

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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18.0	20.2	13.7	285.4
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	53			27			145			28		
District	53			27			145			28		
State	56			30			147			31		

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.4	0.9	1.0	0.6	0.0	23.2	76.8	898
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

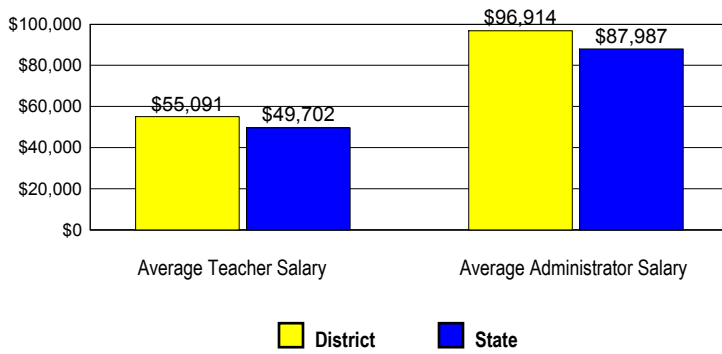
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	13.3	41.3	58.6	0.5	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.

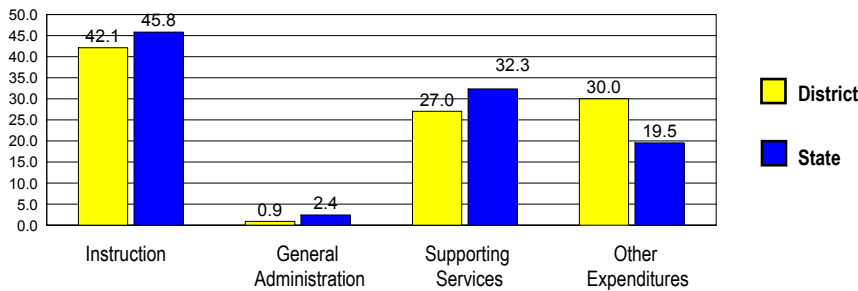
SCHOOL DISTRICT FINANCES

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	\$86,052,645	70.3	54.4
Other Local Funding	\$6,997,040	5.7	7.5
General State Aid	\$10,409,892	8.5	17.9
Other State Funding	\$15,084,288	12.3	12.7
Federal Funding	\$3,833,490	3.1	7.4
TOTAL	\$122,377,355		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$86,384,397	60.4	70.0
Operations & Maintenance	\$11,323,945	7.9	9.2
Transportation	\$5,515,250	3.9	3.4
Bond and Interest	\$6,734,615	4.7	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$2,381,361	1.7	1.6
Fire Prevention & Safety	\$0	0.0	1.0
Site & Construction/ Capital Improvement	\$30,698,376	21.5	9.3
TOTAL	\$143,037,944		

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	\$134,012	4.74	\$4,616	\$7,782
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.

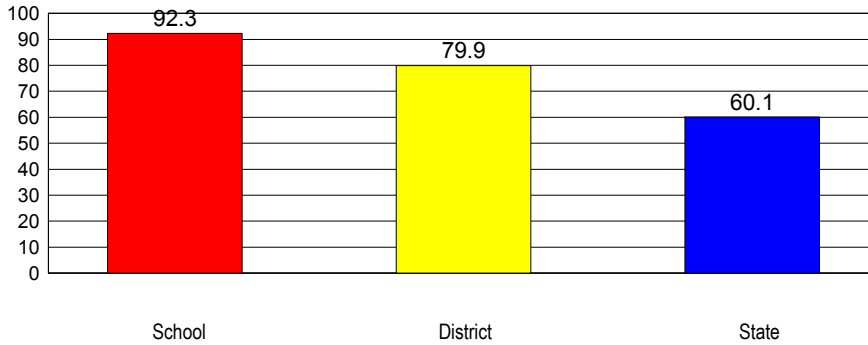
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

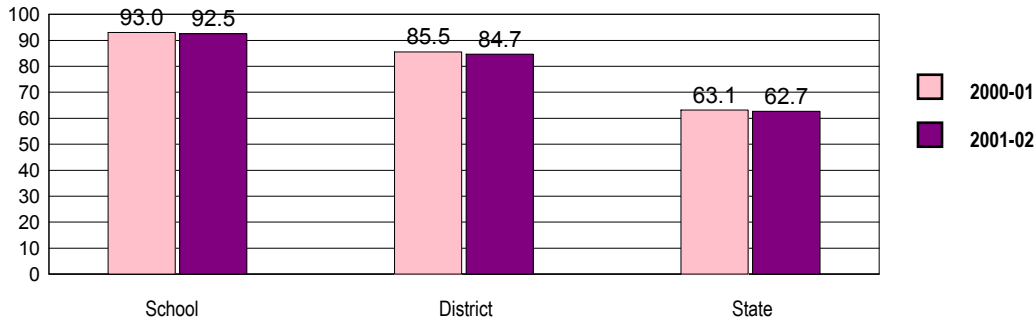
OVERALL STUDENT PERFORMANCE

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.

2001-02 OVERALL PERFORMANCE - ALL STATE TESTS



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE 2001-02

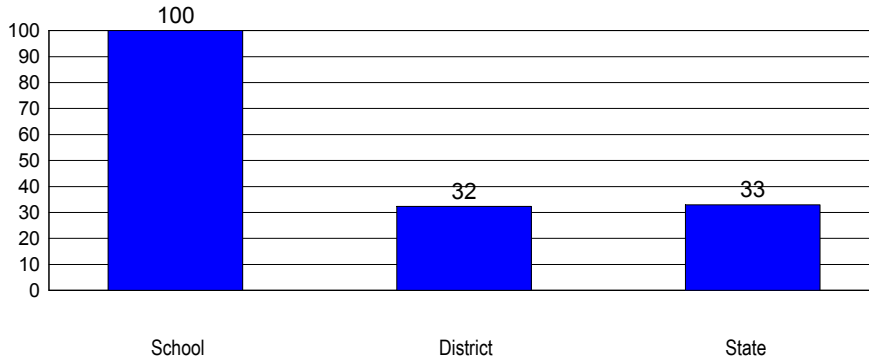
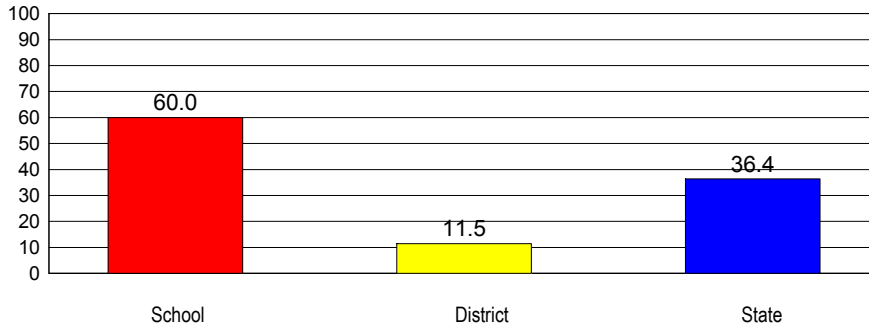


IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE 2001-02

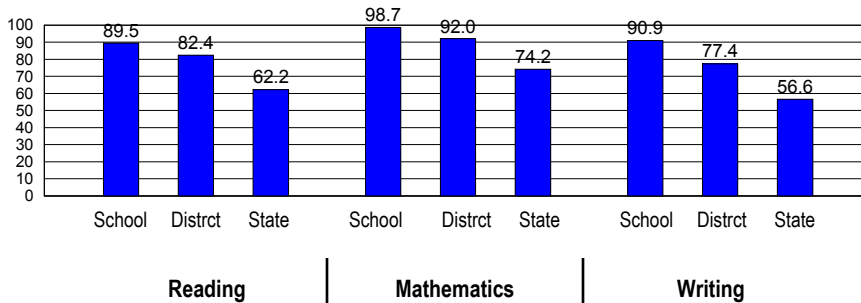


IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

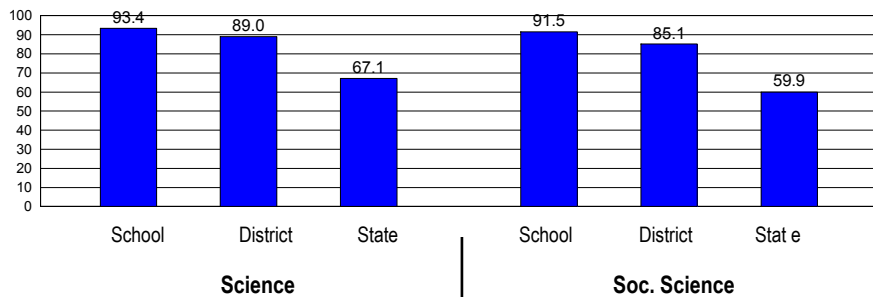
ISAT PERFORMANCE

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.

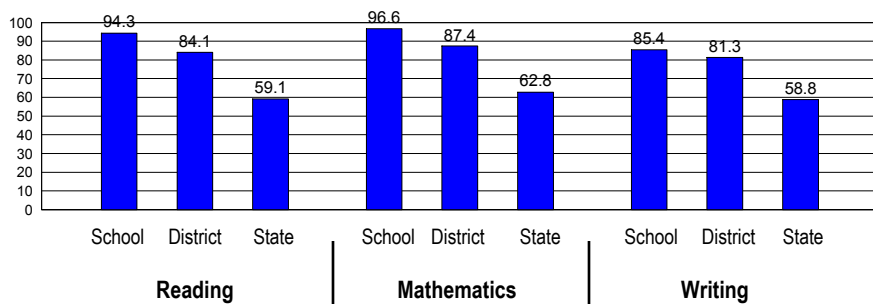
Grade 3



Grade 4



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. 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

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	Economic-ally Disad-vantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
School	*Enrollment	168	73	95	147	9	5	7				23	
	Reading	0.0	0.0	3.2	0.7	33.3	0.0	0.0				13.0	
	Mathematics	0.0	0.0	2.1	0.7	33.3	0.0	0.0				13.0	
District	*Enrollment	4,430	2,311	2,119	3,748	214	261	203				578	
	Reading	2.2	2.5	1.9	2.2	8.9	8.4	0.0				5.9	
	Mathematics	1.7	1.8	1.6	1.7	8.9	7.7	0.0				5.2	
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444				78,455	
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8				0.9	
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7				0.6	

* 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

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	1.3	9.2	34.2	55.3	0.0	1.3	25.0	73.7	1.3	7.8	83.1	7.8
	District	1.5	16.0	44.8	37.6	1.0	7.0	37.9	54.1	4.0	18.6	70.6	6.8
	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			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	14.3	37.1	48.6	0.0	2.9	22.9	74.3	2.9	8.6	77.1	11.4
	District	1.5	20.0	45.5	33.0	1.5	6.7	34.5	57.3	5.8	19.8	69.0	5.4
	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	2.4	4.9	31.7	61.0	0.0	0.0	26.8	73.2	0.0	7.1	88.1	4.8
	District	1.5	11.7	44.1	42.7	0.4	7.3	41.6	50.6	2.1	17.3	72.3	8.2
	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			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School	1.5	10.4	31.3	56.7	0.0	0.0	26.9	73.1	1.5	5.9	83.8	8.8
	District	0.8	13.2	44.3	41.7	0.5	4.9	37.0	57.6	3.1	16.6	72.7	7.6
	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	7.5	49.1	34.0	9.4	7.5	26.4	52.8	13.2	11.5	32.7	55.8	0.0
	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	6.3	31.3	51.6	10.9	3.1	20.3	37.5	39.1	10.9	29.7	56.3	3.1
	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	0.0	6.1	66.7	27.3	0.0	3.0	39.4	57.6	0.0	27.3	69.7	3.0
	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			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	12.5	37.5	25.0	25.0	0.0	0.0	50.0	50.0	0.0	0.0	100.0	0.0
	District	9.5	51.8	27.7	10.9	5.8	25.2	45.3	23.7	18.4	31.6	48.5	1.5
	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	0.0	22.2	55.6	22.2	0.0	0.0	77.8	22.2	0.0	44.4	55.6	0.0
	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	5.9	35.3	58.8	0.0	1.5	22.1	76.5	1.4	8.7	81.2	8.7
	District	0.2	10.2	47.5	42.1	0.2	4.1	36.3	59.4	1.8	16.3	74.3	7.7
	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			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School												
	District	4.9	45.1	37.8	12.2	3.7	25.6	50.0	20.7	13.8	30.0	53.8	2.5
	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	1.3	9.2	34.2	55.3	0.0	1.3	25.0	73.7	1.3	7.8	83.1	7.8
	District	1.2	13.4	45.5	39.9	0.8	5.3	36.8	57.1	3.2	17.7	72.0	7.1
	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		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
	School	0.0	6.6	53.8	39.6	0.9	7.5	68.9	22.6
	District	1.1	9.8	57.1	31.9	1.9	13.0	67.0	18.1
	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	0.0	3.7	38.9	57.4	1.9	7.4	64.8	25.9	
	District	1.3	9.3	51.9	37.6	2.3	12.5	65.1	20.0	
	State	7.9	23.5	52.2	16.3	10.4	29.1	53.4	7.1	
Female	School	0.0	9.6	69.2	21.2	0.0	7.7	73.1	19.2	
	District	1.0	10.5	63.0	25.5	1.4	13.6	69.2	15.8	
	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	0.0	6.1	55.6	38.4	1.0	8.1	68.7	22.2	
	District	0.6	6.5	57.9	35.0	1.1	10.1	69.2	19.6	
	State	2.5	15.1	61.9	20.5	3.3	20.8	66.8	9.1	
Black	School	7.5	35.8	54.7	1.9	5.7	41.5	49.1	3.8	
	District	18.4	44.0	35.4	2.2	22.9	47.7	28.5	1.0	
	State									
Hispanic	School	4.3	24.3	55.7	15.7	8.6	24.3	58.6	8.6	
	District	12.7	39.0	44.7	3.6	16.0	45.8	36.8	1.3	
	State									
Asian/ Pacific Islander	School	0.0	18.6	48.8	32.6	2.3	18.6	55.8	23.3	
	District	1.8	14.6	61.6	22.1	2.6	18.3	66.2	12.9	
	State									
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	0.0	18.2	54.5	27.3	0.0	36.4	45.5	18.2	
	District	3.0	23.2	53.6	20.2	5.4	31.0	53.6	10.1	
	State	17.0	36.6	41.0	5.4	24.1	40.7	33.4	1.8	
Section 504	School									
	District	12.5	0.0	50.0	37.5	0.0	12.5	62.5	25.0	
	State	8.3	31.9	50.2	9.6	9.6	40.5	45.0	4.8	
Non- disabled	School	0.0	5.3	53.7	41.1	1.1	4.2	71.6	23.2	
	District	0.7	7.4	57.8	34.1	1.3	9.5	69.7	19.5	
	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									
	District	7.4	34.7	49.5	8.4	10.5	38.9	47.4	3.2	
	State	14.6	40.1	41.7	3.7	18.5	45.9	34.3	1.2	
Not Eligible	School	0.0	6.6	53.8	39.6	0.9	7.5	68.9	22.6	
	District	0.5	7.4	57.8	34.3	1.1	10.4	69.0	19.6	
	State	3.5	16.7	60.1	19.7	4.5	21.7	64.8	9.0	

GRADE 5

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.0	5.7	35.2	59.1	0.0	3.4	71.6	25.0	1.1	13.5	71.9	13.5
	District	0.5	15.4	35.2	48.9	0.6	12.0	66.3	21.1	1.6	17.2	67.2	14.1
	State	1.5	39.4	36.8	22.3	5.2	32.0	54.9	7.9	5.8	35.4	53.9	4.9

Gender		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	2.6	31.6	65.8	0.0	2.6	60.5	36.8	2.6	17.9	71.8	7.7
	District	0.5	16.6	36.6	46.2	0.2	11.0	63.1	25.7	2.2	20.8	68.7	8.4
	State	1.9	41.1	36.4	20.6	6.0	31.7	53.6	8.6	8.2	40.4	48.6	2.9
Female	School	0.0	8.0	38.0	54.0	0.0	4.0	80.0	16.0	0.0	10.0	72.0	18.0
	District	0.4	14.1	33.8	51.8	0.9	13.0	69.6	16.4	0.9	13.4	65.6	20.0
	State	1.1	37.4	37.2	24.3	4.2	32.1	56.5	7.2	3.2	30.2	59.5	7.0

Racial/Ethnic Background		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	5.1	36.7	58.2	0.0	3.8	72.2	24.1	0.0	12.7	72.2	15.2
	District	0.2	12.4	34.7	52.7	0.4	9.1	67.8	22.6	1.1	15.0	68.9	15.0
	State	0.7	26.8	41.6	31.0	1.8	20.9	66.1	11.2	3.8	28.5	61.0	6.7
Black	School												
	District	3.6	38.2	47.3	10.9	1.8	47.3	49.1	1.8	7.5	32.1	60.4	0.0
	State	3.4	63.2	26.8	6.6	13.4	54.4	31.3	0.9	10.6	49.7	38.3	1.4
Hispanic	School												
	District	0.0	33.3	38.9	27.8	1.9	25.9	66.7	5.6	3.7	29.6	63.0	3.7
	State	2.1	57.4	31.9	8.6	7.1	46.6	44.2	2.1	7.4	44.6	46.0	2.0
Asian/ Pacific Islander	School												
	District	2.3	27.3	27.3	43.2	0.0	11.4	59.1	29.5	2.3	27.3	45.5	25.0
	State	0.3	24.3	40.1	35.4	0.9	13.8	63.8	21.5	1.8	23.4	64.4	10.3
Native American	School												
	District												
	State	1.1	36.6	43.4	18.9	4.3	31.8	57.2	6.7	6.0	37.1	54.0	2.9

Students with Disabilities		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	50.0	33.3	16.7	0.0	33.3	50.0	16.7	14.3	42.9	42.9	0.0
	District	2.5	50.9	33.1	13.5	2.5	38.3	53.7	5.6	6.3	39.6	52.8	1.3
	State	7.3	68.4	19.2	5.1	18.5	50.2	29.7	1.6	23.2	48.1	27.8	0.9
Section 504	School												
	District	0.0	6.3	50.0	43.8	0.0	12.5	75.0	12.5	0.0	31.3	68.8	0.0
	State	1.3	47.7	35.7	15.3	6.0	41.1	48.4	4.5	7.4	43.7	45.9	3.0
Non- disabled	School	0.0	2.6	35.9	61.5	0.0	1.3	74.4	24.4	0.0	10.3	74.4	15.4
	District	0.1	9.2	35.3	55.4	0.2	7.3	68.4	24.0	0.8	13.0	69.7	16.6
	State	0.5	34.6	39.7	25.2	3.0	28.9	59.1	9.0	3.0	33.4	58.0	5.5

Economically Disadvantaged		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School												
	District	1.2	47.1	36.5	15.3	3.6	41.7	48.8	6.0	4.8	39.8	53.0	2.4
	State	2.7	59.9	30.0	7.5	9.9	49.3	39.1	1.6	9.5	48.1	41.0	1.5
Not Eligible	School	0.0	5.7	35.2	59.1	0.0	3.4	71.6	25.0	1.1	13.5	71.9	13.5
	District	0.4	12.7	35.1	51.8	0.3	9.5	67.8	22.4	1.3	15.3	68.3	15.1
	State	0.8	27.8	40.6	30.7	2.5	22.2	63.9	11.5	3.7	28.4	61.1	6.8

Dear Parents:

The information provided in the annual School Report Card developed and published by the Illinois State Board of Education provides our school improvement team with one measurement of results to determine our school improvement plan.

You will be pleased to see that Wiesbrook School students continue to perform very well in all academic categories presented. We also strive for growth and improvement each year by setting new goals. We use the ISAT results along with the Terra Nova test results, and local grade level assessments to construct our individual school improvement plan that is required as part of the state's Internal Review Process for Quality Assurance.

Our goals for the 2002-2003 school year are:

1. Improve student performance in reading with a focus on written response.
2. Improve student performance in math with a focus on the explanation portion of the extended response questions.

We have addressed strategies for improvement in each of these goal areas that will be addressed throughout the school year. These strategies include professional development opportunities, reading and math strategy modeling, creation of grade level spiraling activities to develop math extended response skills, and reading support and reading fluency programs.

Wiesbrook School's goal is to advance all students through our curriculum by guiding them to apply themselves and achieve their greatest potential.

On behalf of the Wiesbrook School staff, I thank you for all that you do to strengthen our school and support our children.

Sincerely,

Dianne Thornburg
Principal