

**WASHINGTON ELEMENTARY 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 report cards to the public each year.

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	67.6	8.5	11.0	8.8	0.0	4.1	24.9	13.7		0.0	15.3	95.8	410
<b>District</b>	80.1	5.7	8.6	4.2	0.1	1.4	15.2	5.1		0.6	8.0	94.0	13,920
<b>State</b>	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6		2.2	16.1	93.9	2,062,912

**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
<b>School</b>	100.0
<b>District</b>	97.3
<b>State</b>	95.7

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

Grade	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
<b>School</b>	21.7	20.3	21.3			
<b>District</b>	18.7	19.8	21.2			
<b>State</b>	20.9	21.5	22.3			

**STUDENT-TO-STAFF RATIOS**

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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18.2	20.3	13.4	267.8
18.9	18.4	13.8	209.5

\* 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
<b>School</b>	53			27			145			28		
<b>District</b>	51			27			145			28		
<b>State</b>	58			30			146			31		

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

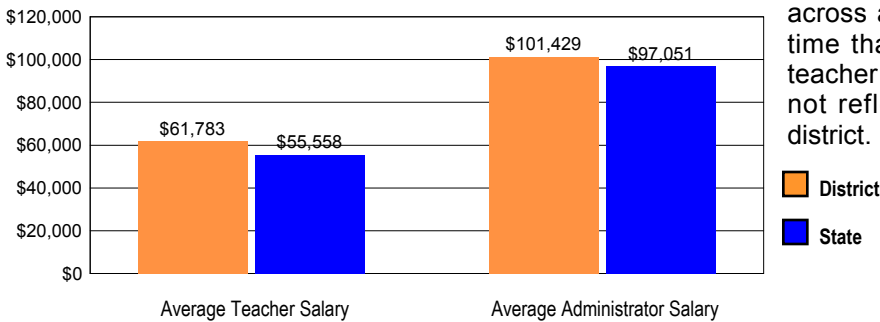
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	97.4	0.5	0.9	1.2	0.0	24.0	76.0	863
<b>State</b>	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

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	12.3	36.3	63.6	0.6	0.1
State	13.6	50.1	49.1	1.9	1.9

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

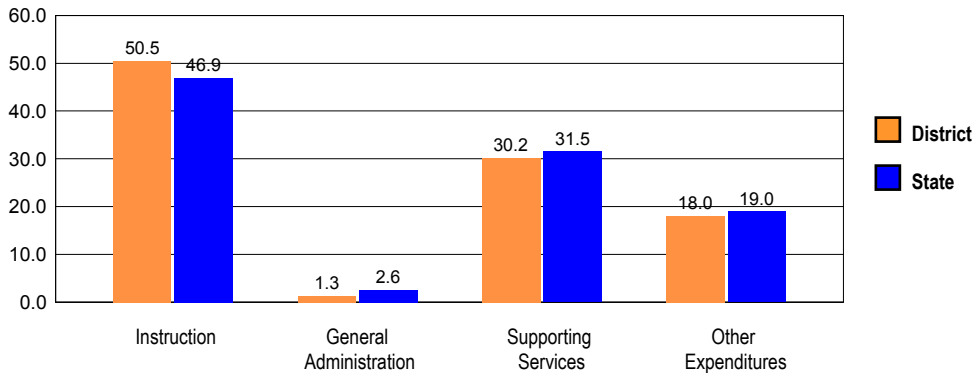
## SCHOOL DISTRICT FINANCES

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 2003-04 (Percentages)



REVENUE BY SOURCE 2003-04				EXPENDITURE BY FUND 2003-04			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$96,160,669	74.8	57.0	Education	\$101,626,786	70.9	71.5
Other Local Funding	\$6,480,154	5.0	5.0	Operations & Maintenance	\$10,676,086	7.4	8.4
General State Aid	\$8,528,244	6.6	18.0	Transportation	\$6,676,573	4.7	3.6
Other State Funding	\$11,751,727	9.1	11.9	Bond and Interest	\$7,588,197	5.3	6.5
Federal Funding	\$5,704,498	4.4	8.0	Rent	\$0	0.0	0.0
TOTAL	\$128,625,292			Municipal Retirement/ Social Security	\$2,684,479	1.9	1.6
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$14,058,994	9.8	7.5
				TOTAL	\$143,311,115		

OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$161,389	4.36	\$5,556	\$9,133
State	**	**	\$5,216	\$8,786

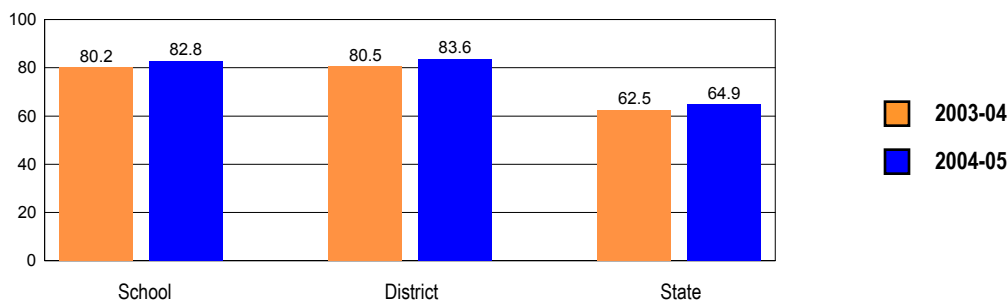
\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.  
**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.  
**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

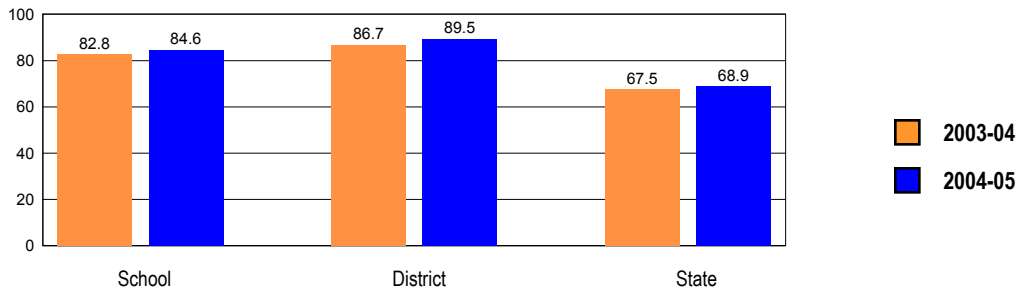
### OVERALL STUDENT PERFORMANCE

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 (reading, mathematics and science) included in your school. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.

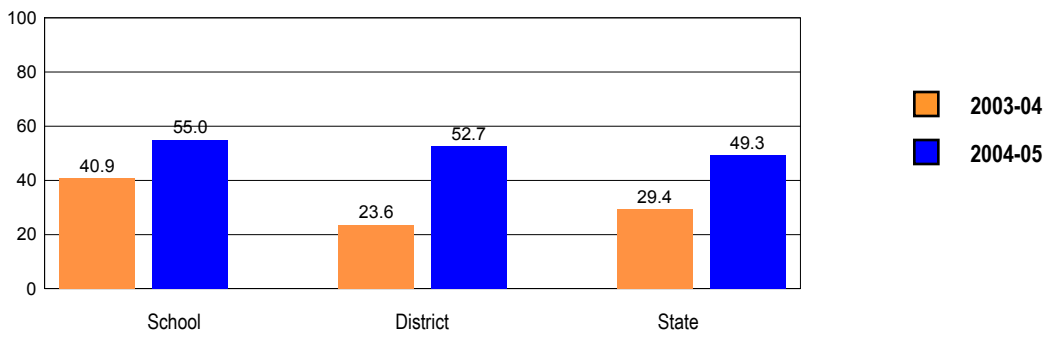
#### OVERALL PERFORMANCE - ALL STATE TESTS



**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



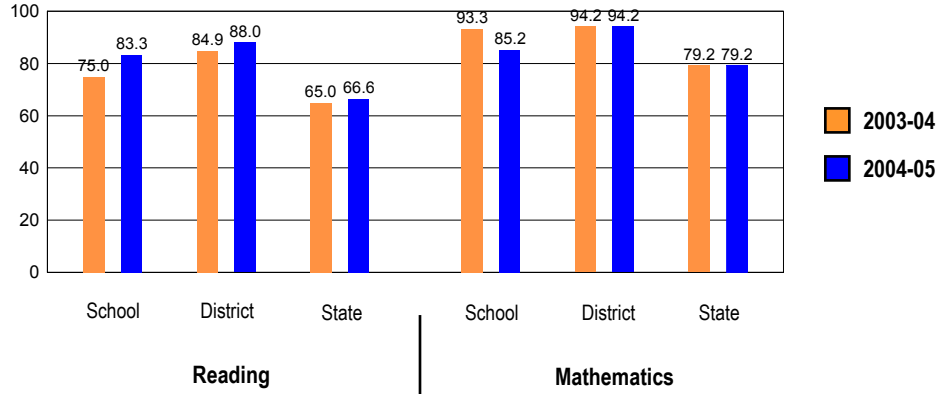
**OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE**



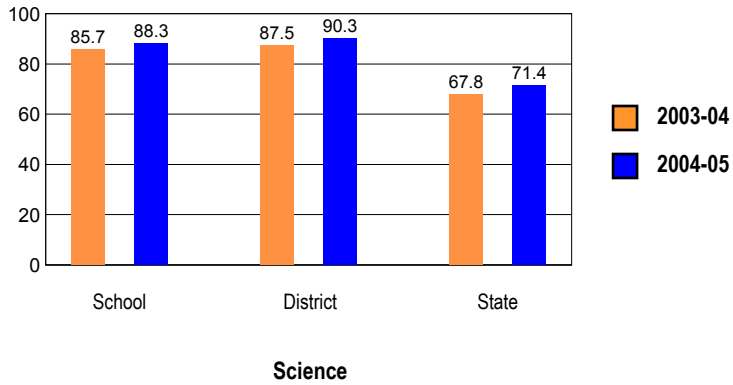
**ISAT PERFORMANCE**

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.

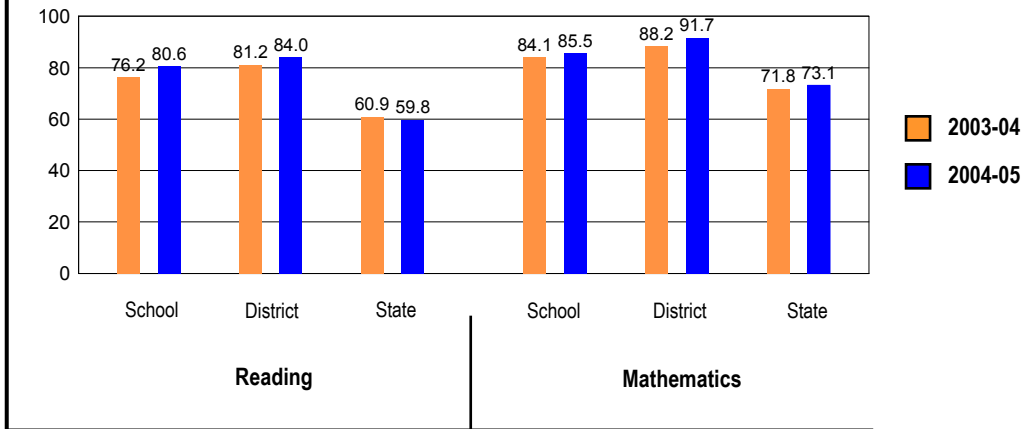
**ISAT Grade 3**



**ISAT Grade 4**



ISAT Grade 5



**PERFORMANCE ON STATE ASSESSMENTS**

Federal law requires that student achievement results for reading, mathematics and science 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 (No Child Left Behind Act). 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.

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	Multi racial /Ethnic				
School	*Enrollment	128	76	52	90	7	15	13	0	3	13	0	22	23
	Reading	0.0	0.0	0.0	0.0		0.0	0.0			0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0			0.0		0.0	0.0
District	*Enrollment	4,298	2,193	2,105	3,504	219	353	180	1	41	225	0	614	617
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.2	0.0
	Mathematics	0.0	0.0	0.1	0.1	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,978	43,196	194	89,769	248,030
	Reading	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
	Mathematics	0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

\* Enrollment as reported by schools/districts during the testing window.

**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			
	1	2	3	4	1	2	3	4
School	5.6	11.1	55.6	27.8	3.7	11.1	37.0	48.1
District	1.2	10.7	42.2	45.8	0.7	5.2	37.7	56.5
State	6.6	26.7	45.1	21.5	5.3	15.4	45.2	34.1

**Grade 3 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	6.9	13.8	48.3	31.0	3.4	13.8	27.6	55.2
	District	1.3	12.9	44.0	41.8	0.6	5.8	33.8	59.7
	State	8.1	27.8	44.5	19.6	5.8	14.7	43.3	36.2
Female	School	4.0	8.0	64.0	24.0	4.0	8.0	48.0	40.0
	District	1.1	8.5	40.4	50.0	0.7	4.5	41.8	53.0
	State	5.1	25.6	45.8	23.5	4.8	16.2	47.2	31.9

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	7.5	5.0	55.0	32.5	5.0	5.0	35.0	55.0
	District	0.8	8.1	41.2	49.9	0.5	3.3	35.1	61.1
	State	2.9	18.9	49.4	28.8	1.8	9.1	44.6	44.5
Black	School								
	District	7.3	36.6	46.3	9.8	5.0	17.5	62.5	15.0
	State	16.0	42.8	34.2	7.0	15.0	30.2	43.9	11.0
Hispanic	School								
	District	3.2	24.2	59.7	12.9	0.0	22.6	59.7	17.7
	State	8.2	36.2	44.6	11.1	5.2	19.9	53.0	21.8
Asian/Pacific Islander	School								
	District	0.0	10.0	33.3	56.7	0.0	0.0	30.0	70.0
	State	1.6	14.2	49.0	35.1	0.9	5.1	33.4	60.6
Native American	School								
	District								
	State	8.0	21.7	50.4	19.9	4.9	17.9	42.0	35.3
Multiracial/Ethnic	School								
	District	0.0	17.6	29.4	52.9	0.0	5.9	29.4	64.7
	State	4.4	26.9	47.1	21.7	3.0	15.0	50.4	31.5

**Grade 4****Grade 4 - All**

Levels		Science			
		1	2	3	4
School		0.0	11.7	63.3	25.0
District		0.5	9.1	55.2	35.2
State		5.0	23.6	55.1	16.3

**Grade 4 - Gender**

Levels		Science			
		1	2	3	4
Male	School	0.0	10.8	64.9	24.3
	District	0.4	9.9	50.2	39.5
	State	5.2	22.2	54.3	18.3
Female	School	0.0	13.0	60.9	26.1
	District	0.7	8.2	60.8	30.3
	State	4.7	25.2	56.1	14.1

**Grade 4 - Racial/Ethnic Background**

Levels		Science			
		1	2	3	4
White	School	0.0	4.8	64.3	31.0
	District	0.1	5.5	54.2	40.2
	State	1.4	13.5	61.7	23.4
Black	School				
	District	5.6	35.2	52.1	7.0
	State	15.0	46.4	35.9	2.8
Hispanic	School				
	District	0.0	21.2	72.7	6.1
	State	4.8	32.2	57.1	5.9
Asian/Pacific Islander	School				
	District	0.0	12.1	54.5	33.3
	State	1.1	10.9	60.3	27.7
Native American	School				
	District				
	State	3.2	21.7	58.9	16.2
Multiracial/Ethnic	School				
	District	0.0	13.3	46.7	40.0
	State	2.5	21.6	60.4	15.5

**Grade 4 - Students with Disabilities**

Levels		Science			
		1	2	3	4
IEP	School	0.0	8.3	50.0	41.7
	District	1.2	23.1	51.5	24.3
	State	10.8	34.0	47.3	7.9
Non-IEP	School	0.0	12.5	66.7	20.8
	District	0.4	6.1	56.0	37.5
	State	4.0	21.8	56.5	17.7



**Grade 5 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	50.0	37.5	12.5	6.3	37.5	43.8	12.5
	District	1.3	44.0	38.0	16.7	2.7	27.3	56.0	14.0
	State	8.6	65.3	21.1	5.1	14.7	43.6	38.5	3.2
Non-IEP	School	0.0	8.7	54.3	37.0	0.0	4.3	78.3	17.4
	District	0.0	10.8	44.7	44.5	0.0	4.5	67.5	28.0
	State	0.7	33.7	43.8	21.9	1.3	20.1	64.6	14.0

**Grade 5 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	20.0	70.0	10.0	10.0	30.0	60.0	0.0
	District	0.8	38.3	48.3	12.5	1.7	28.3	65.0	5.0
	State	3.3	54.3	33.7	8.6	6.0	37.4	52.7	3.9
Not Eligible	School	0.0	19.2	46.2	34.6	0.0	9.6	71.2	19.2
	District	0.1	12.7	43.1	44.1	0.2	5.1	65.8	28.8
	State	0.7	26.6	45.3	27.3	1.2	13.5	66.7	18.6

## 2005 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this School making Adequate Yearly Progress (AYP)?	Yes
Is this School making AYP in Reading?	Yes
Is this School making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2005-06 Federal Improvement Status	
2005-06 State Improvement Status	

	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
<b>State AYP Minimum Target</b>	95.0		95.0		47.5			47.5			89.0		67.0	
<b>All</b>	100.0	Yes	100.0	Yes	81.3		Yes	82.1		Yes	95.8	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	83.0		Yes	88.6		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>														

**Four 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. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.\*\*\*
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for non-high schools or at least 67.0% Graduation Rate for high schools

\* Includes only students enrolled as of 9/30/2004.

\*\* Safe Harbor Targets of 47.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups of 45 or more. 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.)

Dear Parents,

Washington Elementary School is dedicated to increased student achievement for all students. Over the last several years we have realized an increase in the percentage of students who meet and/or exceed the learning standards set by the State of Illinois in the areas of reading and mathematics. As the result of a comprehensive analysis of the data available to us, we have developed a school improvement plan that continues to address specific areas of improvement for our school.

### **Target Areas for Student Improvement and Measure of Achievement**

The following target areas have been identified:

- At Washington Elementary target areas include reading and mathematics. Specific areas of improvement will include:
- Increase the use of inferential comprehension strategies with informational text that will lead to high quality written response to what is read.
- Increase vocabulary strategies to improve comprehension.
- Increase student's application of measurement strategies during problem solving.
- Increase student's application of algebraic principals and patterns during problem solving.

The following Measures of Achievement will be used:

- Students will increase in the number of students meeting or exceeding state standards in both reading and mathematics by 5%. This will increase the percentage of students meeting or exceeding in the area of reading from 82% to at least 87% and in the area of mathematics from 85% to 90%.

### **Rationale for Target Selection**

The rationale is based on an analysis of data obtained from local assessments in language arts, Title One reading and mathematics assessments, Reading assessments, special education data, and state data from the Illinois Standards Achievement Test, Illinois Measure of Annual Growth in English, and Illinois Alternative Assessments.

### **Strategies for Improvement**

Specific strategies for improvement will include:

- The improvement of instructional methodologies used by teachers in the areas of literacy and mathematics instruction, including:
- Analysis of data to determine instructional needs
- Development of differentiated lessons for the targeted areas in all classrooms
- Implementation of a standards aligned mathematics curriculum K-5
- Implementation of an extended day learning opportunity in the area of literacy
- Alignment of instructional strategies and content across ELL, special education, Title One, and reading with those used in the classrooms using a Response to Intervention problem solving model

### **Professional Development Opportunities**

Staff will receive ongoing systemic staff development in the area of developing reading comprehension strategies leading to written responses to reading. Teachers will also receive staff development in the area of number sense and algebraic concepts.