

**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 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
School	91.9	2.9	1.5	2.9	0.0	0.9	2.4	0.0		0.0	5.6	96.1	454
District	80.1	5.7	8.6	4.2	0.1	1.4	15.2	5.1		0.6	8.0	94.0	13,920
State	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
School	100.0
District	97.3
State	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
School	20.0	19.0	19.0			
District	18.7	19.8	21.2			
State	20.9	21.5	22.3			

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
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
School	53			27			145			28		
District	51			27			145			28		
State	58			30			146			31		

TEACHER INFORMATION (Full-Time Equivalents)

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

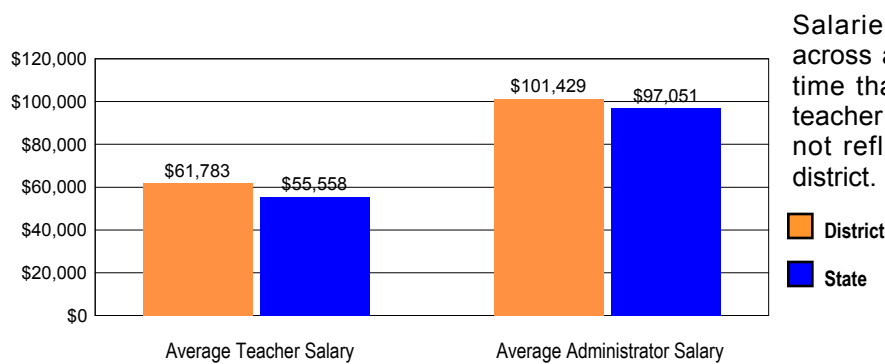
TEACHER INFORMATION (Continued)

	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.

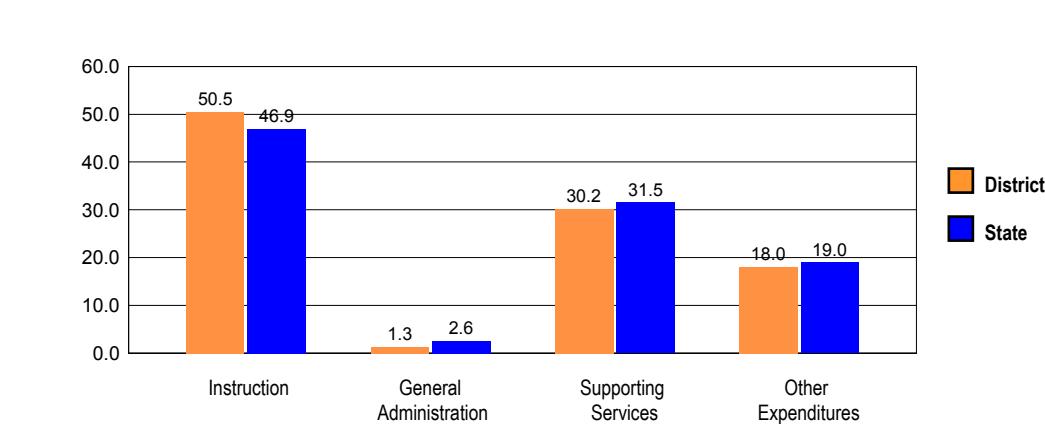
SCHOOL DISTRICT FINANCES

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		

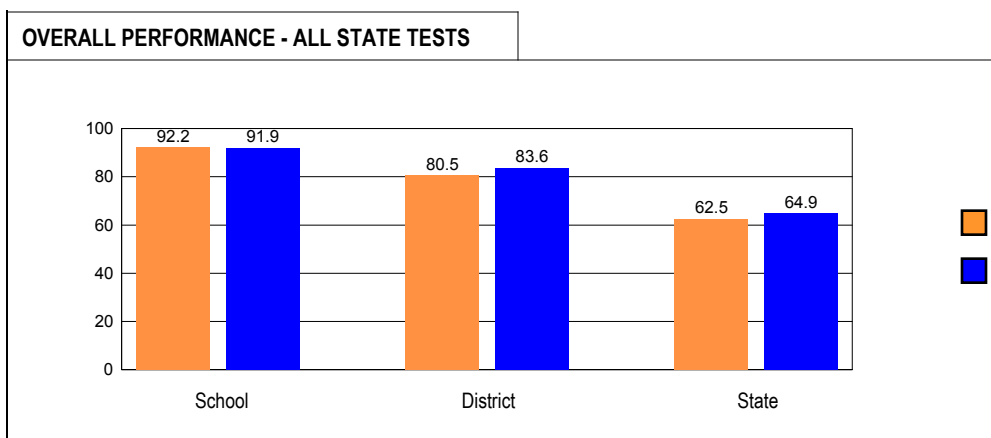
OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$161,389	4.36	\$5,556	\$9,133
State	**	**	\$5,216	\$8,786

** 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.

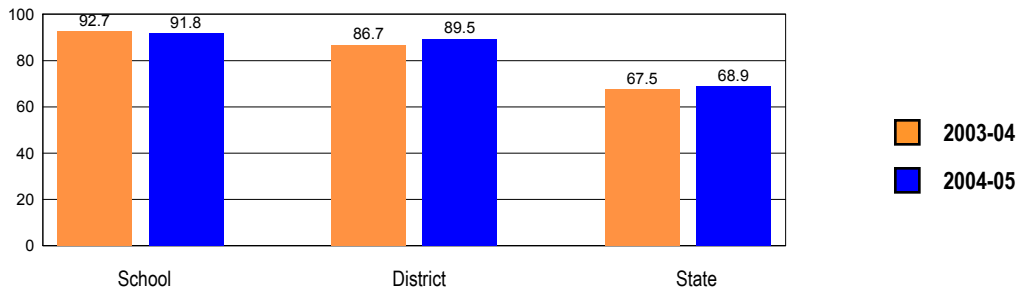
ACADEMIC PERFORMANCE

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.



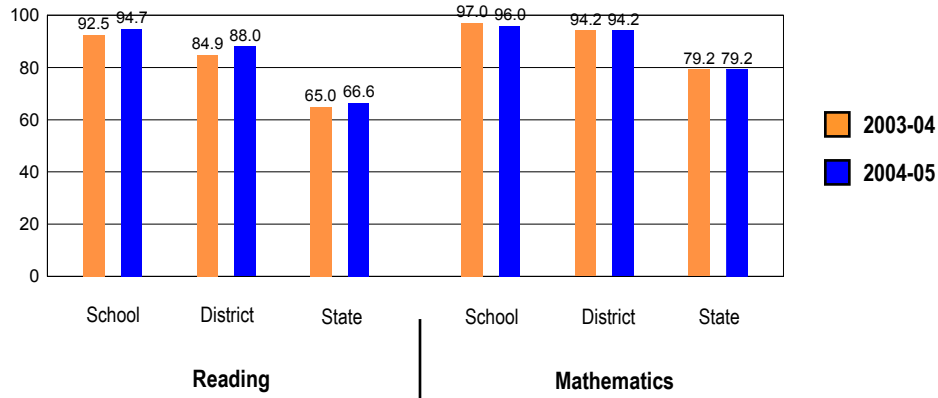
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



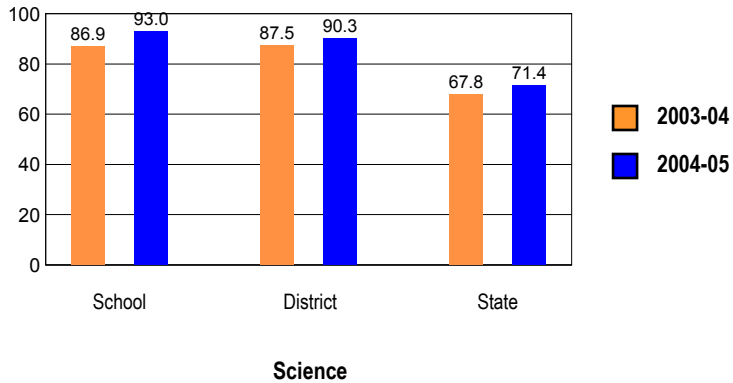
ISAT PERFORMANCE

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

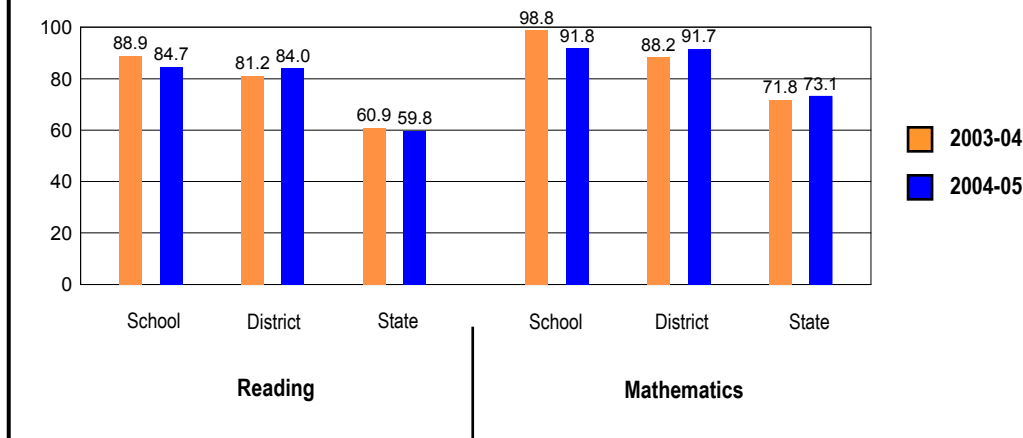


ISAT Grade 4



ISAT

Grade 5



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for 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	163	86	77	151	3	3	5	0	1	1	0	29	5
	Reading	0.0	0.0	0.0	0.0								0.0	
	Mathematics	1.2	0.0	2.6	1.3								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.

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	16.7	58.3	25.0	0.0	15.4	61.5	23.1
	District	6.9	30.6	40.3	22.2	4.1	12.4	51.0	32.4
	State	21.3	40.1	30.0	8.6	14.4	25.4	41.6	18.5
Non-IEP	School	0.0	3.1	29.7	67.2	0.0	1.6	25.8	72.6
	District	0.1	7.0	42.6	50.3	0.0	3.8	35.2	61.0
	State	4.2	24.5	47.6	23.6	3.8	13.8	45.8	36.7

Grade 4**Grade 4 - All**

Levels		Science			
		1	2	3	4
School	School	1.4	5.6	50.7	42.3
	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	10.3	38.5	51.3
	District	0.4	9.9	50.2	39.5
	State	5.2	22.2	54.3	18.3
Female	School	3.1	0.0	65.6	31.3
	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	3.1	53.8	43.1
	District	0.1	5.5	54.2	40.2
	State	1.4	13.5	61.7	23.4
Black	School	5.6	35.2	52.1	7.0
	District	15.0	46.4	35.9	2.8
	State				
Hispanic	School	0.0	21.2	72.7	6.1
	District	4.8	32.2	57.1	5.9
	State				
Asian/Pacific Islander	School	0.0	12.1	54.5	33.3
	District	1.1	10.9	60.3	27.7
	State				
Native American	School	3.2	21.7	58.9	16.2
	District				
	State				
Multiracial/Ethnic	School	0.0	13.3	46.7	40.0
	District	2.5	21.6	60.4	15.5
	State				

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	1.2	14.1	42.4	42.4	0.0	8.2	64.7	27.1
District	0.2	15.8	43.7	40.3	0.4	7.9	65.7	25.9
State	1.8	38.3	40.4	19.4	3.2	23.6	60.8	12.4

Grade 5 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School	2.3	15.9	36.4	45.5	0.0	11.4	59.1	29.5
District	0.2	15.4	47.5	36.8	0.4	6.5	65.9	27.1
State	2.3	39.7	40.1	18.0	4.0	23.8	59.0	13.1
Female								
School	0.0	12.2	48.8	39.0	0.0	4.9	70.7	24.4
District	0.2	16.1	39.8	43.9	0.4	9.4	65.5	24.7
State	1.4	36.9	40.8	21.0	2.4	23.4	62.6	11.6

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School	1.3	12.8	42.3	43.6	0.0	6.4	64.1	29.5
District	0.2	12.3	43.6	43.8	0.4	5.0	65.8	28.9
State	0.8	28.2	45.4	25.5	1.4	14.8	67.1	16.8
Black								
School								
District	0.0	43.1	50.0	6.9	1.7	37.9	55.2	5.2
State	4.4	60.1	28.4	7.1	8.6	45.1	43.9	2.5
Hispanic								
School								
District	0.0	34.5	43.1	22.4	0.0	19.0	74.1	6.9
State	1.9	47.7	39.0	11.5	2.7	28.1	63.3	5.9
Asian/Pacific Islander								
School								
District	0.0	14.3	42.9	42.9	0.0	9.5	64.3	26.2
State	0.4	19.9	42.8	36.8	0.7	7.2	57.9	34.3
Native American								
School								
District								
State	1.6	35.9	42.3	20.2	2.0	21.1	66.8	10.1
Multiracial/Ethnic								
School								
District								
State	2.3	36.0	43.8	17.9	3.4	22.6	63.3	10.8

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
School	6.7	53.3	13.3	26.7	0.0	40.0	53.3	6.7
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	5.7	48.6	45.7	0.0	1.4	67.1	31.4
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

2005 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this School making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes	2005-06 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	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
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
All	100.0	Yes	98.8	Yes	89.9		Yes	93.6		Yes	96.1	Yes		
White	100.0	Yes	98.7	Yes	91.2		Yes	95.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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.)

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Based on your school's improvement plan, your school and district are providing information on areas of success and areas for planned improvement below. The information below is taken from Wiesbrook's School Improvement Plan. A complete copy of the plan is available for parent review in the school office.

Target Areas for Student Improvement

- Students in 3rd, 4th, 5th grade and IEP population will improve performance in each of the 3 sections (mathematical knowledge, strategic knowledge, and explanation) of the ISAT extended response math scores.
- The percentage of students that score in the meets and exceeds category in reading including extended response at the third, fourth and fifth grades will increase. We will continue to monitor the growth of IEP and TAG populations.

Rationale for Target Selection

- 91.8 % of fifth grade students scored in meets or exceeds on the 2005 math ISAT test. This is a decrease of 5.2% from the previous year. 96% of 3rd grade students scored in meets or exceeds on the 2005 math ISAT test, a decrease of 1% from the previous year.
- 8.2% of the fifth grade students, and 4.0% of third grade students were below standards on the math ISAT test.
- On the 2005 math ISAT test, 85.7% of the 3rd grade students with disabilities and 64.7% of the 5th grade students with disabilities scored meets or exceeds in state expectations.
- On the 2005 reading ISAT test, 94.7% of 3rd grade students met or exceeded state standards, 5.3% scored below standards. 84.8% of fifth grade students met or exceeded stated standards, 14.1% scored below standards, and 1.2% scored in academic warning.

Strategies for Improvement

- Teachers will focus on reading strategies to improve reading instruction.
- School-wide graphic organizers will be developed and used in classrooms.
- Teachers will use 6 + 1 Traits of Writing lessons, strategies, and activities in classrooms.
- Students in grades K-5 will continue to use "student friendly" rubrics to assess extended responses in math and reading.
- Teachers will develop extended-response questions for basal stories and classroom novels.
- Identify at risk readers and provide support through the reading department.
- A math extended response organizer will be created for IEP students and for differentiated instruction by classroom teachers.

Professional Development Opportunities

- Building in-service days, staff meetings, and team meetings will be devoted to working with teachers on reading strategies, 6 + 1 Traits of Writing, modeling differentiated instruction as well as math extended response activities.
- Building and district funds to be used to purchase leveled readers for students and professional books for teacher.
- Professional binders will be updated containing support for extended response activities in reading, writing and math.
- Faculty, students and staff will attend a 6 + 1 Traits of Writing assembly by Mr. Billy.

Quantifiable Measures of Success

- Our goals will be met within the school year.

Quality Improvement Team

- Principal, School Improvement Team, Teachers, Reading Specialist, Parents, Peer Reviewer

Auditors

- School Improvement Team, Collaborative Committee, Assistant Superintendent of Curriculum and Instruction

Reporting Method

- Semi-annual updates will be provided to the Superintendent and Assistant Superintendent of Curriculum and Instruction.
- Identification of goals and progress toward meeting them will be reported to parents through PTA meetings, newsletters, and school report card.