

LA GRANGE SCHOOL DIST 105 (SOUTH)

LA GRANGE, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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
District	64.9	2.8	30.6	1.0	0.2	0.4	28.3	10.1		0.0	14.8	95.4	1,159
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
District	99.8
State	95.7

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
District	15.7	15.7	18.6	19.2	26.2
State	20.9	21.5	22.3	23.4	22.9

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
14.9		11.2	144.9
18.9		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)

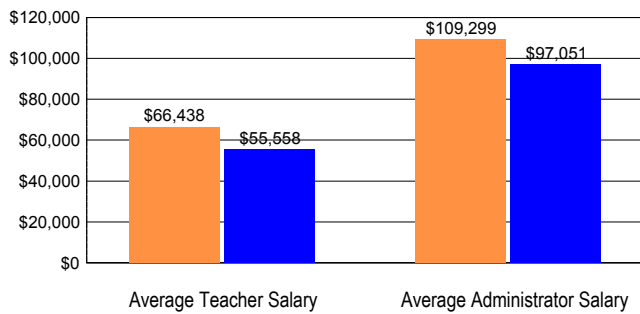
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
District	60	60	44	30	40	44	160	150	88	30	40	44
State	58	52	50	30	43	44	146	104	93	31	43	44

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.7	0.0	1.2	1.2	0.0	8.1	91.9	86
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

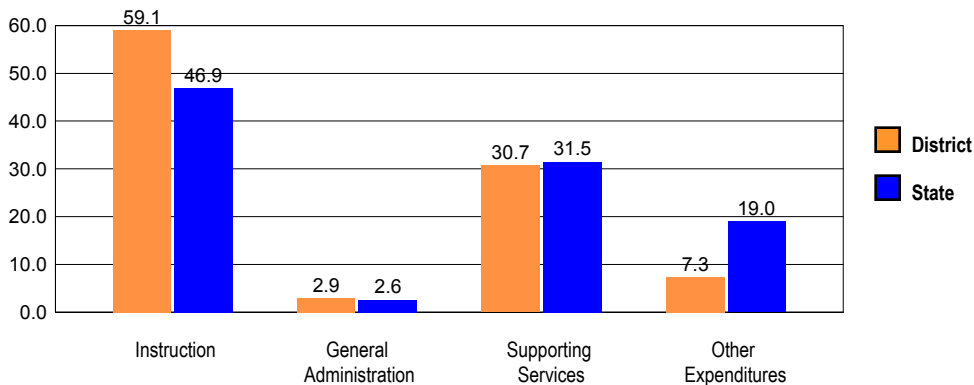
TEACHER INFORMATION (Continued)

	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
District	18.3	23.6	76.4	2.3	0.0
State	13.6	50.1	49.1	1.9	1.8

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.

■ District
■ State

EXPENDITURE BY FUNCTION 2003-04 (Percentages)**REVENUE BY SOURCE 2003-04**

	District	District %	State %
Local Property Taxes	\$10,163,498	86.3	57.0
Other Local Funding	\$331,952	2.8	5.0
General State Aid	\$256,354	2.2	18.0
Other State Funding	\$783,160	6.7	11.9
Federal Funding	\$236,920	2.0	8.0
TOTAL	\$11,771,884		

EXPENDITURE BY FUND 2003-04

	District	District %	State %
Education	\$10,289,474	79.7	71.5
Operations & Maintenance	\$1,618,926	12.5	8.4
Transportation	\$442,839	3.4	3.6
Bond and Interest	\$0	0.0	6.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$294,989	2.3	1.6
Fire Prevention & Safety	\$260,458	2.0	0.9
Site & Construction/ Capital Improvement	\$0	0.0	7.5
TOTAL	\$12,906,686		

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	\$474,942	1.99	\$7,409	\$11,103
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.

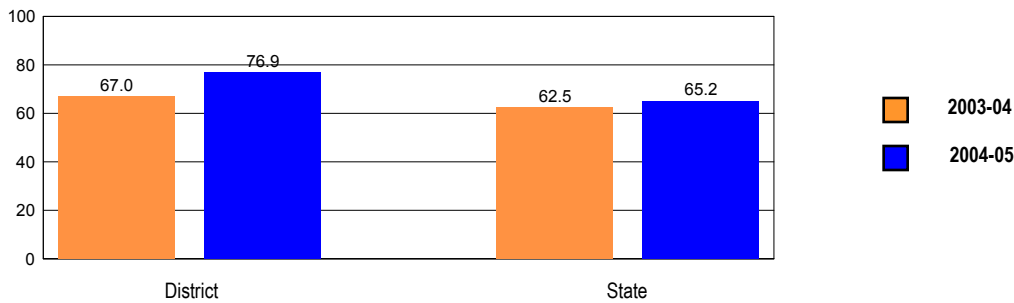
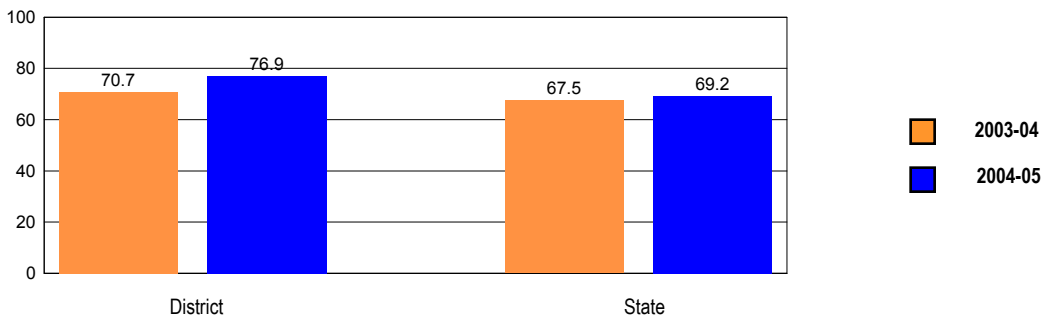
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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 district. 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**

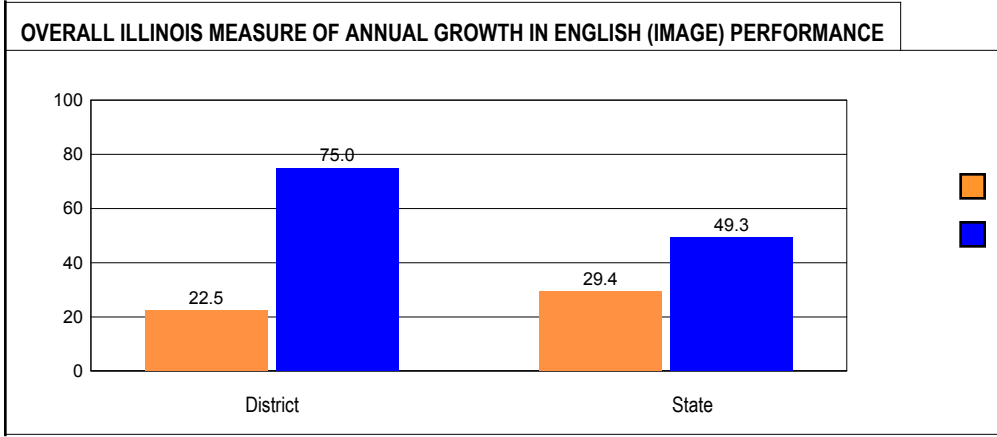
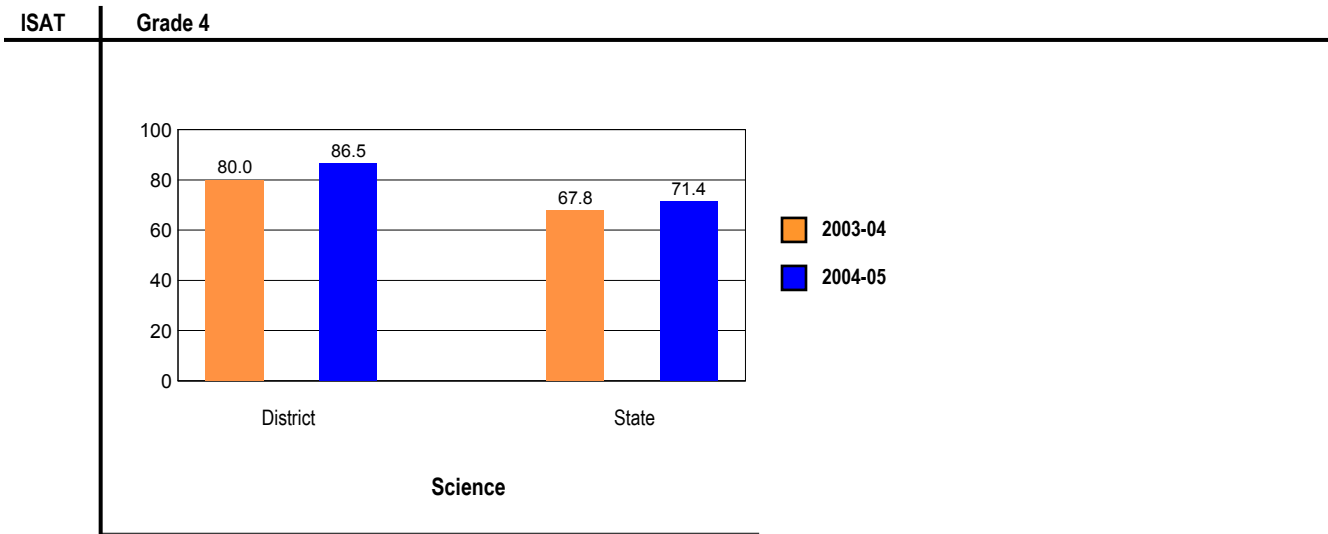
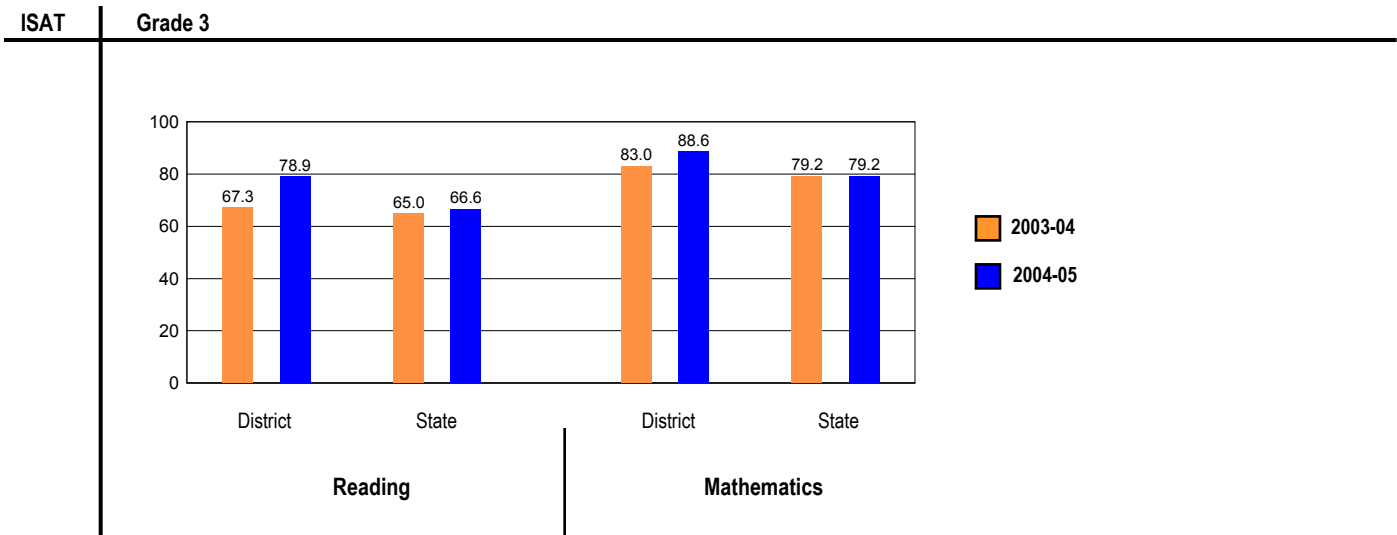
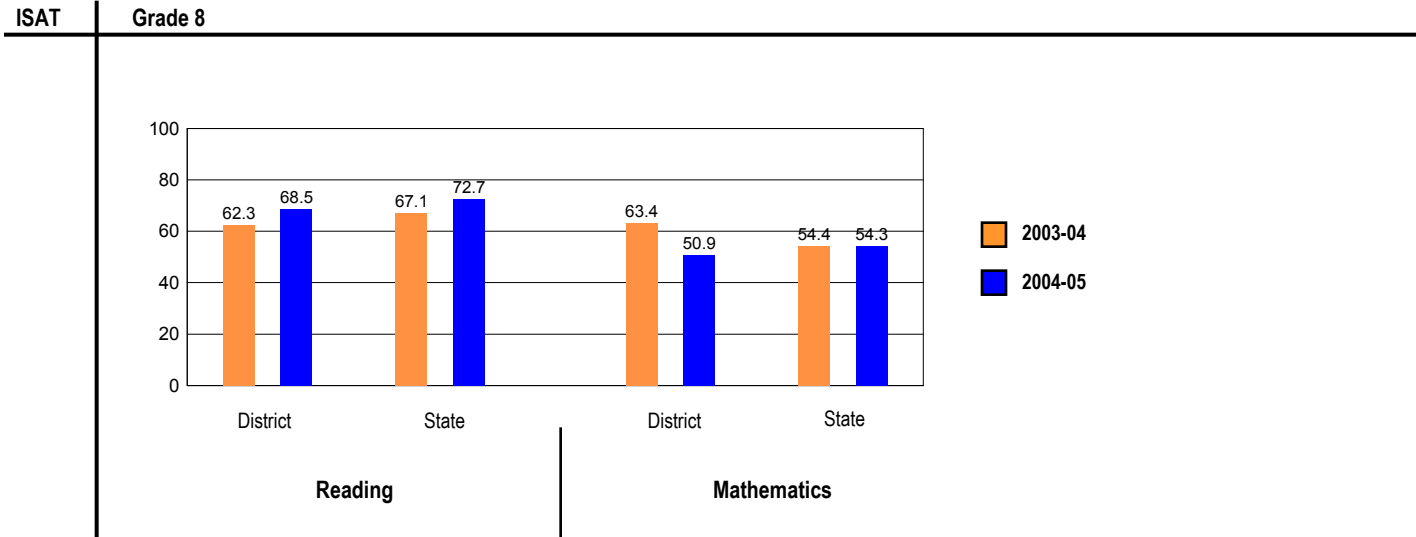
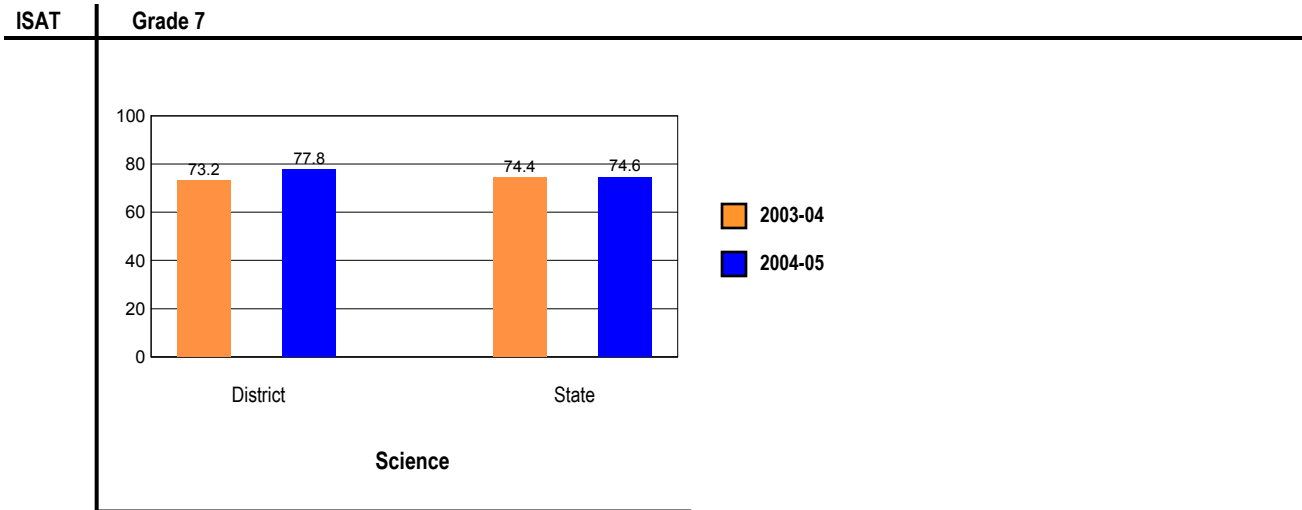
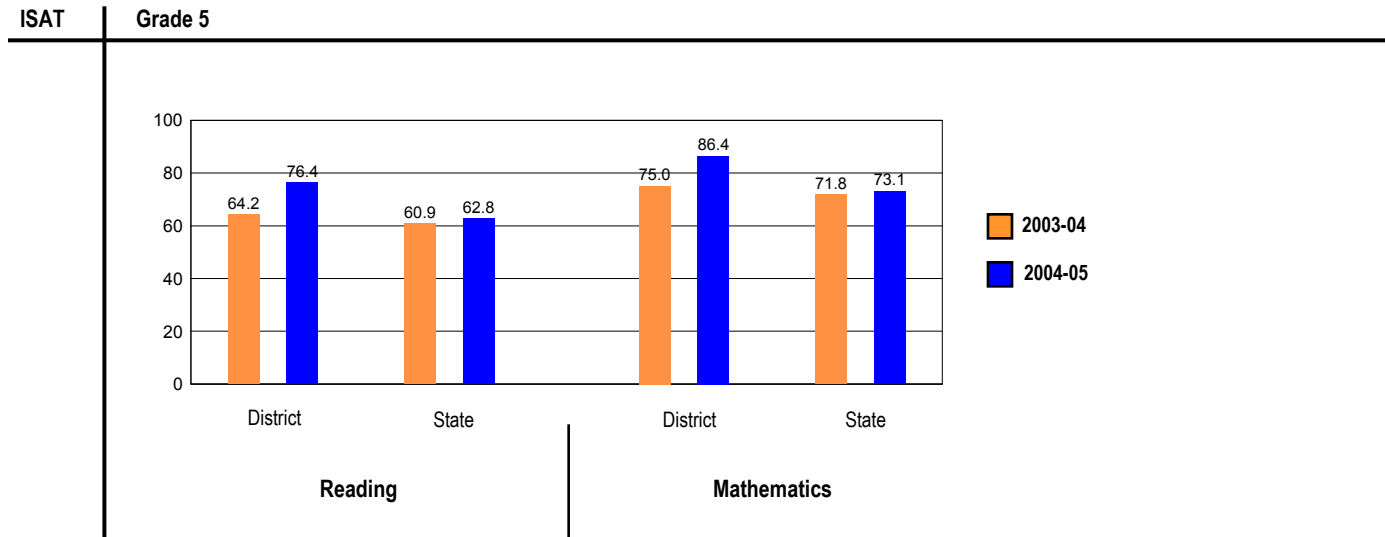


IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

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.





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									
		All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
District	*Enrollment	370	202	168	253	13	100	4	0	0	24	2	41	119
	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
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,798	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
District	1.6	19.5	53.7	25.2	2.4	8.9	46.3	42.3
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								
District	2.7	21.9	46.6	28.8	2.7	8.2	42.5	46.6
State	8.1	27.8	44.5	19.6	5.8	14.7	43.3	36.2
Female								
District	0.0	16.0	64.0	20.0	2.0	10.0	52.0	36.0
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								
District	1.0	18.2	54.5	26.3	3.0	7.1	43.4	46.5
State	2.9	18.9	49.4	28.8	1.8	9.1	44.6	44.5
Black								
District								
State	16.0	42.8	34.2	7.0	15.0	30.2	43.9	11.0
Hispanic								
District	0.0	21.1	57.9	21.1	0.0	10.5	63.2	26.3
State	8.2	36.2	44.6	11.1	5.2	19.9	53.0	21.8
Asian/Pacific Islander								
District								
State	1.6	14.2	49.0	35.1	0.9	5.1	33.4	60.6
Native American								
District								
State	8.0	21.7	50.4	19.9	4.9	17.9	42.0	35.3
Multiracial/Ethnic								
District								
State	4.4	26.9	47.1	21.7	3.0	15.0	50.4	31.5

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
District	16.7	58.3	25.0	0.0	16.7	25.0	41.7	16.7
State	21.3	40.1	30.0	8.6	14.4	25.4	41.6	18.5
Non-IEP								
District	0.0	15.3	56.8	27.9	0.9	7.2	46.8	45.0
State	4.2	24.5	47.6	23.6	3.8	13.8	45.8	36.7

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	8.0	20.0	56.0	16.0	12.0	4.0	56.0	28.0
State	12.4	39.3	39.4	9.0	10.4	25.3	48.0	16.3
Not Eligible								
District	0.0	19.4	53.1	27.6	0.0	10.2	43.9	45.9
State	2.5	17.8	49.2	30.4	1.7	8.4	43.1	46.7

Grade 4**Grade 4 - All**

Levels	Science			
	1	2	3	4
District	1.8	11.7	72.1	14.4
State	5.0	23.6	55.1	16.3

Grade 4 - Gender

Levels	Science			
	1	2	3	4
Male				
District	1.5	10.4	71.6	16.4
State	5.2	22.2	54.3	18.3
Female				
District	2.3	13.6	72.7	11.4
State	4.7	25.2	56.1	14.1

Grade 4 - Racial/Ethnic Background

Levels	Science			
	1	2	3	4
White				
District	2.5	9.9	69.1	18.5
State	1.4	13.5	61.7	23.4
Black				
District				
State	15.0	46.4	35.9	2.8
Hispanic				
District	0.0	20.8	75.0	4.2
State	4.8	32.2	57.1	5.9
Asian/Pacific Islander				
District				
State	1.1	10.9	60.3	27.7
Native American				
District				
State	3.2	21.7	58.9	16.2
Multiracial/Ethnic				
District				
State	2.5	21.6	60.4	15.5

Grade 4 - Students with Disabilities

Levels	Science			
	1	2	3	4
IEP				
District	13.3	13.3	66.7	6.7
State	10.8	34.0	47.3	7.9
Non-IEP				
District	0.0	11.5	72.9	15.6
State	4.0	21.8	56.5	17.7

Grade 4 - Economically Disadvantaged

Levels	Science			
	1	2	3	4
Free/Reduced Price Lunch				
District	0.0	22.2	75.0	2.8
State	9.7	38.0	46.8	5.4
Not Eligible				
District	2.7	6.7	70.7	20.0
State	1.6	13.5	61.0	23.9

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	23.6	44.5	31.8	0.0	13.6	62.7	23.6
State	1.8	35.4	43.3	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								
District	0.0	27.8	44.4	27.8	0.0	18.5	57.4	24.1
State	2.3	36.8	43.0	18.0	4.0	23.8	59.0	13.1
Female								
District	0.0	19.6	44.6	35.7	0.0	8.9	67.9	23.2
State	1.4	34.0	43.7	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								
District	0.0	19.7	46.1	34.2	0.0	13.2	56.6	30.3
State	0.8	25.5	48.1	25.5	1.4	14.8	67.1	16.8
Black								
District								
State	4.4	57.0	31.5	7.1	8.6	45.1	43.9	2.5
Hispanic								
District	0.0	32.1	46.4	21.4	0.0	10.7	78.6	10.7
State	1.9	44.1	42.5	11.5	2.7	28.1	63.3	5.9
Asian/Pacific Islander								
District								
State	0.4	17.7	45.0	36.8	0.7	7.2	57.9	34.3
Native American								
District								
State	1.6	31.0	47.2	20.2	2.0	21.1	66.8	10.1
Multiracial/Ethnic								
District								
State	2.3	32.9	47.0	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								
District	0.0	45.5	54.5	0.0	0.0	27.3	63.6	9.1
State	8.6	62.7	23.6	5.1	14.7	43.6	38.5	3.2
Non-IEP								
District	0.0	21.2	43.4	35.4	0.0	12.1	62.6	25.3
State	0.7	30.7	46.7	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								
District	0.0	43.6	41.0	15.4	0.0	23.1	71.8	5.1
State	3.3	51.1	36.9	8.6	6.0	37.4	52.7	3.9
Not Eligible								
District	0.0	12.7	46.5	40.8	0.0	8.5	57.7	33.8
State	0.7	23.9	48.0	27.3	1.2	13.5	66.7	18.6

Grade 7**Grade 7 - All**

Levels	Science			
	1	2	3	4
District	8.7	13.5	51.6	26.2
State	10.4	15.0	54.3	20.3

Grade 7 - Gender

Levels	Science			
	1	2	3	4
Male				
District	7.0	15.8	45.6	31.6
State	11.1	14.0	51.9	23.0
Female				
District	9.0	10.4	58.2	22.4
State	9.7	16.1	56.8	17.4

Grade 7 - Racial/Ethnic Background

Levels	Science			
	1	2	3	4
White				
District	3.2	7.5	55.9	33.3
State	4.4	8.9	57.7	29.0
Black				
District				
State	23.7	27.1	45.5	3.7
Hispanic				
District	30.4	21.7	47.8	0.0
State	16.3	23.1	53.4	7.2
Asian/Pacific Islander				
District				
State	3.0	6.7	54.7	35.5
Native American				
District				
State	10.1	15.9	51.9	22.1
Multiracial/Ethnic				
District				
State	7.4	12.6	61.3	18.8

Grade 7 - Students with Disabilities

Levels	Science			
	1	2	3	4
IEP				
District	28.6	42.9	28.6	0.0
State	31.1	24.0	39.9	5.0
Non-IEP				
District	6.3	9.8	54.5	29.5
State	6.9	13.5	56.7	22.9

Grade 7 - Economically Disadvantaged

Levels	Science			
	1	2	3	4
Free/Reduced Price Lunch				
District	17.1	29.3	46.3	7.3
State	19.0	23.9	50.6	6.5
Not Eligible				
District	4.7	5.9	54.1	35.3
State	4.7	9.1	56.8	29.4

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	5.4	26.1	57.7	10.8	8.0	41.1	36.6	14.3
State	0.7	26.6	61.3	11.5	5.9	39.7	37.4	16.9

Grade 8 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	10.5	29.8	49.1	10.5	12.1	37.9	34.5	15.5
State	1.0	28.4	60.5	10.1	7.3	38.9	36.0	17.8
Female								
District	0.0	22.2	66.7	11.1	3.7	44.4	38.9	13.0
State	0.3	24.7	62.1	12.8	4.6	40.6	38.8	16.0

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	5.3	18.4	60.5	15.8	5.2	37.7	37.7	19.5
State	0.4	17.5	66.4	15.7	3.1	29.6	44.1	23.2
Black								
District	1.6	44.8	50.3	3.4	14.2	61.0	21.6	3.2
State								
Hispanic								
District	6.7	43.3	50.0	0.0	13.3	50.0	36.7	0.0
State	0.7	39.6	55.7	4.0	6.6	54.1	32.7	6.6
Asian/Pacific Islander								
District	0.1	13.0	64.6	22.2	1.1	16.7	40.7	41.6
State								
Native American								
District	1.3	25.0	65.9	7.8	6.8	42.4	33.9	16.9
State								
Multiracial/Ethnic								
District	0.7	25.9	61.3	12.1	7.3	39.8	38.0	14.8
State								

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
District	10.0	90.0	0.0	0.0	40.0	60.0	0.0	0.0
State	4.0	65.1	29.5	1.4	27.3	57.6	12.9	2.2
Non-IEP								
District	5.0	19.8	63.4	11.9	4.9	39.2	40.2	15.7
State	0.1	19.9	66.8	13.2	2.2	36.6	41.7	19.5

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	6.1	45.5	48.5	0.0	15.2	51.5	30.3	3.0
State	1.2	42.0	53.3	3.5	10.7	57.0	27.2	5.1
Not Eligible								
District	5.1	17.9	61.5	15.4	5.1	36.7	39.2	19.0
State	0.3	16.8	66.3	16.5	2.9	28.7	43.9	24.5

2005 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this district making Adequate Yearly Progress (AYP)?	Yes	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this district making AYP in Reading?	Yes	2005-06 Federal Improvement Status	District Improvement
Is this district making AYP in Mathematics?	Yes	2005-06 State Improvement Status	Academic Early Warning

	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	100.0	Yes	75.7		Yes	76.3		Yes	95.4	Yes		
White	100.0	Yes	100.0	Yes	79.5		Yes	79.2		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	68.0		Yes	71.1		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	62.9		Yes	66.4		Yes				

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 elementary school districts or at least 67.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

* 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 school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 5
Number of Title I schools: 1
Number of Title I schools in School Improvement Status: 0
Percent of schools in School Improvement Status: 0%

School ID	School Name	Years in School Improvement
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