

**HODGKINS ELEM SCHOOL
LA GRANGE SCHOOL DIST 105 (SOUTH)
HODGKINS, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES: K 1 2 3 4 5 6

The Better Schools Accountability Law of 1985 requires public school districts to provide school report cards each year to parents (and others upon request). This report card contains information about your school and your district in the following categories: student characteristics, the instructional setting, the school district's finances, and student performance on state assessments.

The state assessments are designed to measure students' progress in mastering the Illinois Learning Standards. These Standards, adopted in 1997, express what Illinois students should know and be able to do. The Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE) were launched to measure student achievement of the Illinois Learning Standards. In addition, the Illinois Measure of Annual Growth in English (IMAGE) assesses the progress of limited-English-proficient students in attaining the English-language skills needed to achieve the Learning Standards. For students with disabilities whose Individualized Education Programs (IEP's) indicate that participation in the ISAT and the PSAE would not be appropriate, the Illinois Alternate Assessment (IAA) measures progress toward achievement of the Standards through a portfolio process.

Note: Title 1 of the Elementary and Secondary Education Act requires that the reporting of state assessment data be disaggregated by various student characteristics. This requirement significantly increases the volume of data reported. Therefore, blank tables and tables not relevant to a school are not printed. Also, in order to protect students' confidentiality, assessment data for groups of fewer than five students are not printed.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income	Limited- English- Proficient	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	30.7	0.0	68.8	0.5	0.0	63.0	32.3		0.0	18.2	95.1	192
District	70.5	1.8	26.3	1.2	0.1	23.4	8.7		0.0	9.5	96.2	1,048
State	60.1	20.9	15.4	3.4	0.2	36.9	6.3		2.2	17.2	93.7	2,007,170

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 CONTACTS*

	Percent
School	100.0
District	100.0
State	94.5

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

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
School	16.0	15.0	13.0	14.0		
District	14.4	15.3	15.1	15.5		
State	20.9	21.6	22.3	24.0		

STAFF-TO-STUDENT RATIOS**

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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13.5		10.1	151.9
19.1		13.9	233.9

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

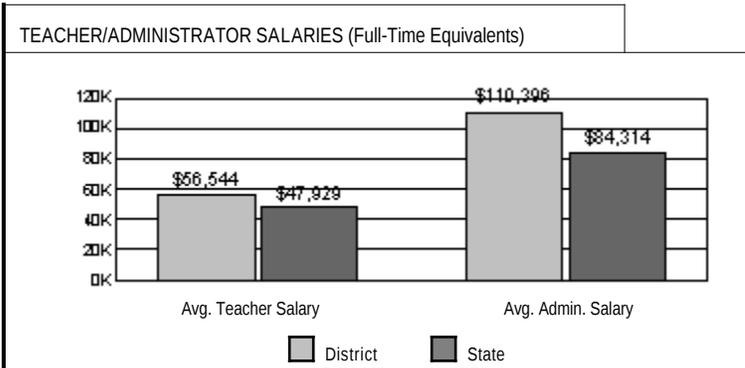
** With the exception of charter schools, staff-to-student ratios are not collected at the school building level.

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English*			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	45	50		20	50		150	120		20	40	
District	45	50		20	50		150	120		20	40	
State	55	51		30	43		147	107		31	43	

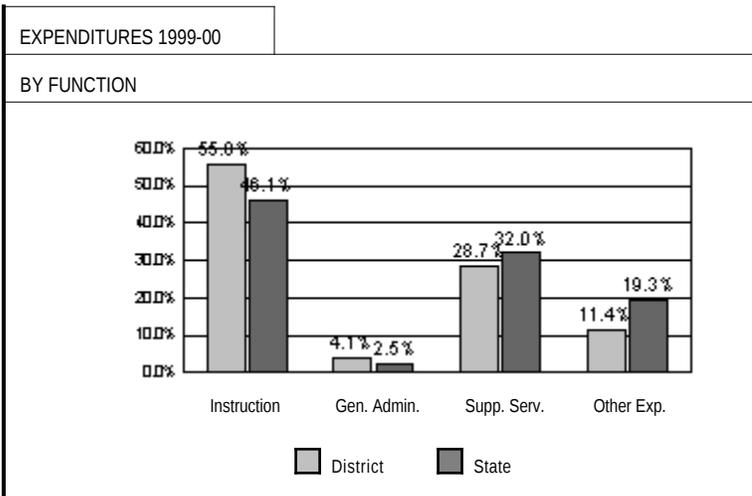
* English includes all language arts courses.

TEACHERS' INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Average Teaching Experience (Years)	Teachers with Bachelor's Degrees	Teachers with Master's & Above	Male	Female	Total Number
	District	98.0	0.0	0.9	1.1	0.0	17.0	25.4	74.6	9.8	90.2
State	84.7	10.6	3.7	0.9	0.1	14.5	53.8	46.0	24.0	76.0	125,735

SCHOOL DISTRICT'S FINANCES



Average salaries are based on full-time equivalents (FTE). 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.



BY FUND

	District	District %	State %
Education	\$8,595,440	79.4	70.6
Operations & Maintenance	\$1,552,590	14.4	8.8
Transportation	\$300,358	2.8	3.4
Bond and Interest	\$0	0.0	5.1
Rent	\$0	0.0	0.4
Municipal Retirement/ Social Security	\$254,222	2.3	1.6
Fire Prevention & Safety	\$116,377	1.1	1.2
Site & Construction/ Capital Improvement	\$0	0.0	9.0
TOTAL	\$10,818,987		

OTHER FINANCIAL INDICATORS

	1998 Equalized Assessed Valuation per Pupil	1998 Total School Tax Rate per \$100	1999-00 Instructional Expenditure per Pupil	1999-00 Operating Expenditure per Pupil
District	\$398,441	2.23	\$6,376	\$9,712
State	**	**	\$4,425	\$7,483

** 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.

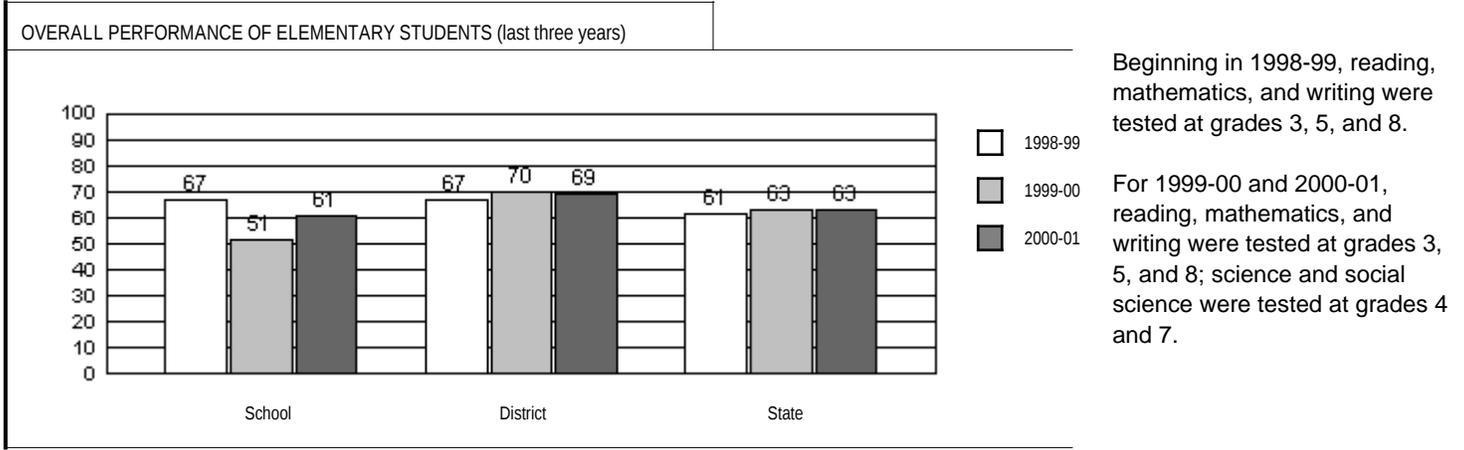
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes Instructional Expenditures, Pupil Support Services, Instructional Staff Support Services, School Administration, Business Support

ACADEMIC PERFORMANCE

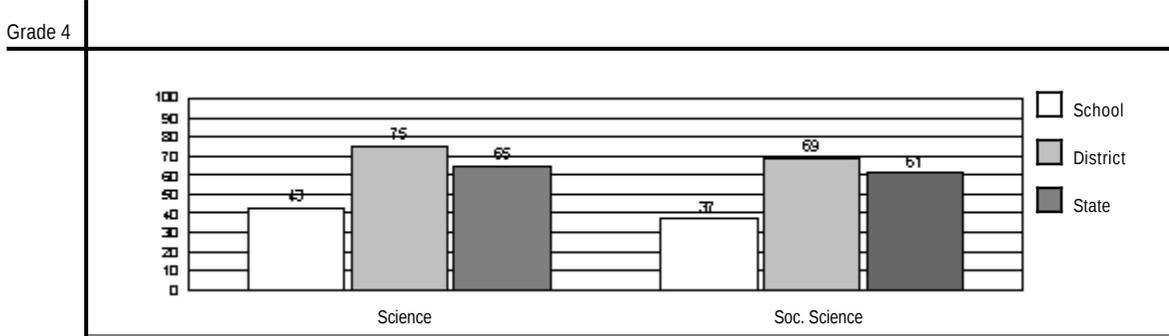
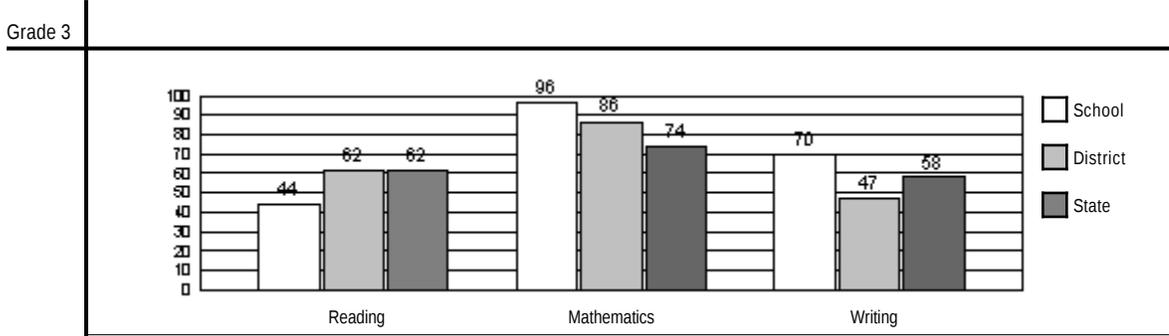
ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

This chart illustrates the overall performance of your school, district, and the state on the ISAT for the last three years. It shows the percent of elementary students meeting or exceeding the Illinois Learning Standards. The overall performance results displayed include only the grades and subjects tested on the ISAT in your school.

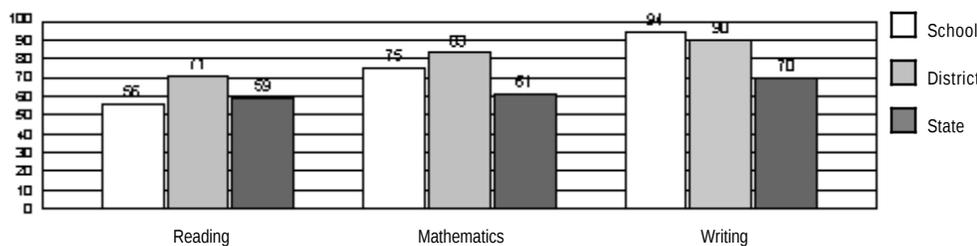


ISAT PERFORMANCE 2000-01

These charts provide information on the achievement of the Illinois Learning Standards. They show the percent of students meeting or exceeding Standards for various grade levels and subject areas tested on the ISAT.



Grade 5



PERFORMANCE ON STATE ASSESSMENTS

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 may have an IEP or Section 504 Plan. An IEP is a written plan for a child with a disability who is eligible for 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.

PARTICIPATION IN STATE TESTING PROGRAMS

The following table reports by grade the total enrollment, the number of students tested for each state test, and the overall percent of students tested in your school.

Grade	Total Enrollment	ISAT		PSAE		IMAGE	IAA	Percent Taking State Tests
		Disabled		Non-disabled				
		IEP	504	IEP	504			
3	30	3		20		5	1	97
4	34	4		26		2		94
5	22	1		15		6		100
6	2					2		100
7	1						1	100
8	1						1	100
9								
10								
11								

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of your school's students 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 percents 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		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
School		9	48	35	9	0	4	83	13	0	30	70	0
District		4	34	42	20	4	10	51	35	10	43	46	1
State		7	31	43	19	8	18	46	28	9	33	55	3

Gender		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	8	67	17	8	0	0	92	8	0	42	58	0
	District	5	40	40	15	8	8	50	33	15	50	35	0
	State	8	32	43	17	9	18	45	29	12	35	50	2
Female	School	9	27	55	9	0	9	73	18	0	18	82	0
	District	4	27	44	25	0	11	53	36	4	35	59	2
	State	5	29	44	21	7	19	47	27	7	30	59	4

Racial/Ethnic Background		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0	44	44	11	0	0	100	0	0	33	67	0
	District	3	29	45	23	6	9	46	39	12	44	44	1
	State	3	21	49	26	3	11	49	38	6	28	63	4
Black	School												
	District												
	State	17	50	29	4	21	35	38	6	19	44	36	1
Hispanic	School	15	54	31	0	0	8	77	15	0	31	69	0
	District	10	60	30	0	0	15	75	10	5	45	50	0
	State	10	44	39	8	10	27	50	13	13	40	46	1
Asian/ Pacific Islander	School												
	District												
	State	1	18	48	33	1	7	41	51	3	23	67	7
Native American	School												
	District												
	State	5	23	49	23	5	16	51	29	7	26	63	4

Economic Status		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Eligible for Free or Reduced- Price Lunch	School	18	64	18	0	0	9	73	18	0	36	64	0
	District	10	60	25	5	10	10	60	20	5	40	55	0
	State	14	46	34	6	16	31	43	10	17	43	39	1
Not Eligible	School	0	33	50	17	0	0	92	8	0	25	75	0
	District	3	28	45	23	3	9	49	38	11	44	44	1
	State	3	22	48	26	4	12	47	37	6	27	63	4

GRADE 4

All		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
School		17	40	40	3	13	50	37	0
District		7	18	59	16	6	25	57	12
State		8	26	54	11	11	28	55	6

Gender		Science				Social Science			
		1	2	3	4	1	2	3	4
Male	School	27	40	33	0	20	40	40	0
	District	10	17	53	20	8	25	48	20
	State	8	25	53	13	12	26	55	7
Female	School	7	40	47	7	7	60	33	0
	District	4	19	66	11	4	25	68	4
	State	8	27	56	9	11	30	55	5

Racial/Ethnic Background		Science				Social Science			
		1	2	3	4	1	2	3	4
White	School	0	38	50	13	0	38	63	0
	District	1	9	66	23	3	13	67	18
	State	2	16	64	17	4	19	69	9
Black	School								
	District								
	State	20	45	34	1	28	44	27	1
Hispanic	School	23	41	36	0	18	55	27	0
	District	23	33	43	0	17	50	33	0
	State	14	41	42	3	19	43	37	1
Asian/ Pacific Islander	School								
	District								
	State	2	15	65	18	3	17	70	11
Native American	School								
	District								
	State	7	24	57	12	12	26	56	6

Limited-English-Proficient		Science				Social Science			
		1	2	3	4	1	2	3	4
	School								
	District								
	State	28	52	19	1	35	48	16	0

Migrant		Science				Social Science			
		1	2	3	4	1	2	3	4
	School								
	District								
	State	19	35	41	5	26	33	40	1

Economic Status		Science				Social Science			
		1	2	3	4	1	2	3	4
Eligible for Free or Reduced- Price Lunch	School	17	56	28	0	11	67	22	0
	District	16	40	40	4	8	56	36	0
	State	16	42	39	3	23	43	33	1
Not Eligible	School	17	17	58	8	17	25	58	0
	District	5	11	65	19	6	16	63	16
	State	4	18	63	16	5	20	67	8

GRADE 5

All		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0	44	31	25	6	19	75	0	0	6	75	19
	District	0	29	32	39	1	16	71	12	0	10	69	21
	State	1	40	34	25	4	34	55	6	4	27	58	12

Gender		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0	44	22	33	11	22	67	0	0	11	89	0
	District	0	27	32	41	2	20	69	9	0	15	71	15
	State	1	41	33	24	5	34	54	7	5	32	55	8
Female	School	0	43	43	14	0	14	86	0	0	0	57	43
	District	0	31	31	37	0	12	73	16	0	6	67	27
	State	1	39	35	25	4	35	56	6	2	21	61	16

Racial/Ethnic Background		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0	0	43	57	0	0	100	0	0	0	71	29
	District	0	20	33	47	0	12	74	13	0	11	67	22
	State	1	27	38	34	2	22	67	9	2	20	62	16
Black	School												
	District												
	State	3	65	25	7	11	59	29	1	7	43	47	3
Hispanic	School	0	78	22	0	11	33	56	0	0	11	78	11
	District	0	71	24	6	6	35	53	6	0	12	76	12
	State	2	61	28	9	7	52	40	1	5	36	54	5
Asian/ Pacific Islander	School												
	District												
	State	0	22	38	40	1	16	66	18	1	15	62	22
Native American	School												
	District												
	State	1	45	36	18	5	38	52	4	4	27	60	9

Economic Status		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Eligible for Free or Reduced- Price Lunch	School	0	78	22	0	11	33	56	0	0	11	67	22
	District	0	53	35	12	6	24	71	0	0	24	59	18
	State	2	62	27	9	9	55	36	1	6	41	49	4
Not Eligible	School	0	0	43	57	0	0	100	0	0	0	86	14
	District	0	24	31	44	0	15	71	15	0	8	71	21
	State	1	29	37	33	2	24	65	9	2	20	62	16

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students in state-approved transitional bilingual programs for less than three years take the IMAGE state assessment if they are unable to take the ISAT/PSAE due to their lack of proficiency in English. The table below presents the results for these students. The effectiveness of your district's program may be judged by examining individual scores across time. Due to rounding, the sum of the percents in the four performance levels may not always equal 100.

- Beginning -** Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
- Strengthening -** Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
- Expanding -** Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
- Transitioning -** Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

Grades		Reading				Writing			
		Percent Beginning	Percent Strengthening	Percent Expanding	Percent Transitioning	Percent Beginning	Percent Strengthening	Percent Expanding	Percent Transitioning
3-5	School	54	15	23	8	23	31	23	23
	District	55	20	20	5	24	43	19	14
	State	33	36	22	9	15	21	41	24
6-8	School								
	District	57	43	0	0	75	13	13	0
	State	48	26	22	3	40	27	28	6
9-11	School								
	District								
	State								

ILLINOIS ALTERNATE ASSESSMENT (IAA)

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. The table below presents the number of students taking the IAA

Grades		Reading	Mathematics	Writing	Science	Social Science
3	School	1	1	1		
	District	1	1	1		
	State	1,006	955	1,006		
4	School					
	District					
	State					
5	School					
	District					
	State					
7	School				1	1
	District				1	1
	State				891	897
8	School	1	1	1		
	District	1	1	1		
	State	956	928	956		
11	School					
	District					
	State					

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 and/or on a separate sheet.