

**SPRING AVE ELEM SCHOOL**  
**LA GRANGE SCHOOL DIST 105 (SOUTH)**  
**LA GRANGE, 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	99.1	0.0	0.5	0.5	0.0	1.4	0.9		0.0	2.8	96.9	211
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*		AVERAGE CLASS SIZE (as of the first school day in May)						STAFF-TO-STUDENT RATIOS**			
	Percent	K	Grade 1	Grade 3	Grade 6	Grade 8	High School	Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	10.0	15.0	18.5	14.0			--	--	--	--
District	100.0	14.4	15.3	15.1	15.5			13.5		10.1	151.9
State	94.5	20.9	21.6	22.3	24.0			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	

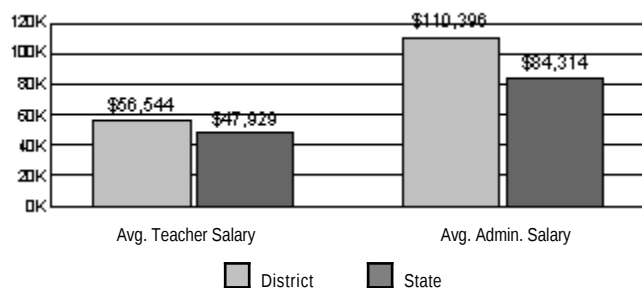
\* English includes all language arts courses.

## 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	89
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

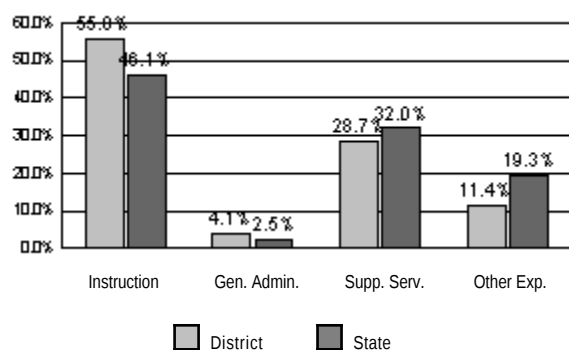
## TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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.

## EXPENDITURES 1999-00

## BY FUNCTION



## 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.

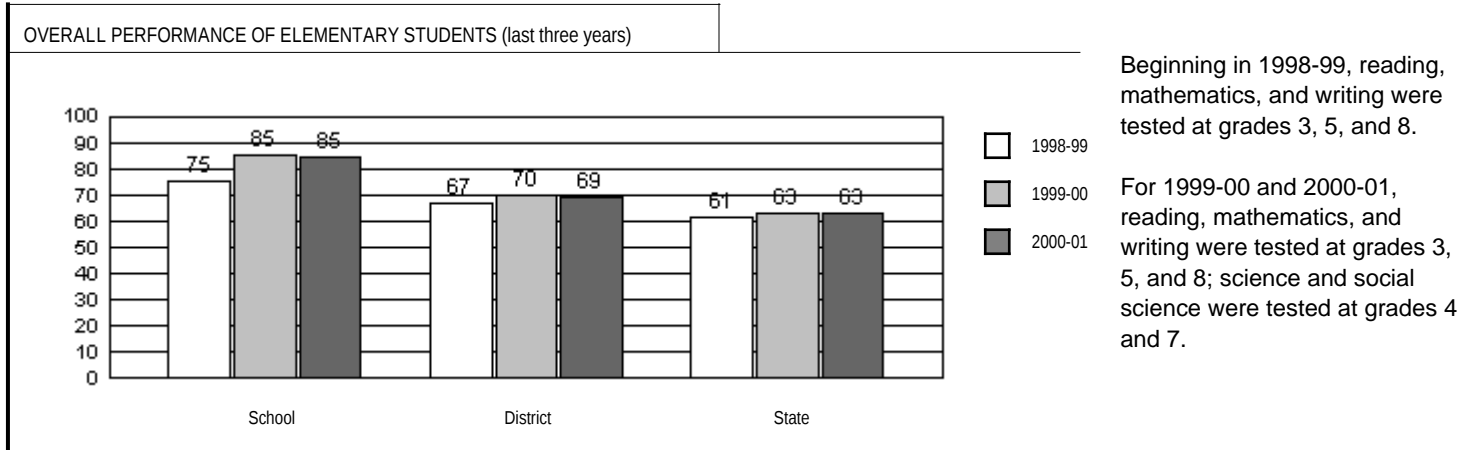
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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)

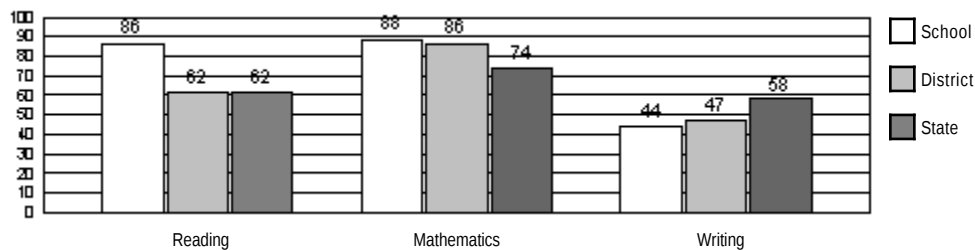
This chart illustrates the overall performance of your school, district, and the state on the ISAT for the last three years. It shows the percent of elementary students meeting or exceeding the Illinois Learning Standards. The overall performance results displayed include only the grades and subjects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



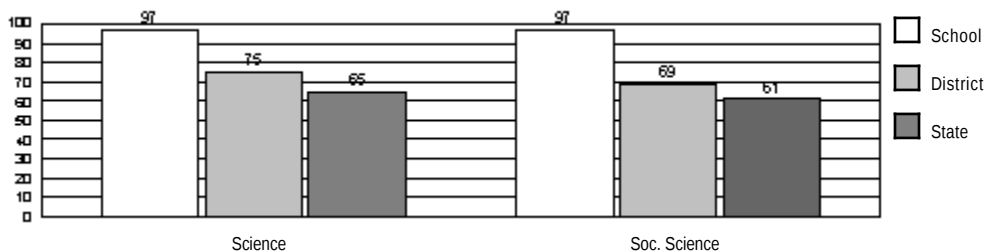
## ISAT PERFORMANCE 2000-01

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.

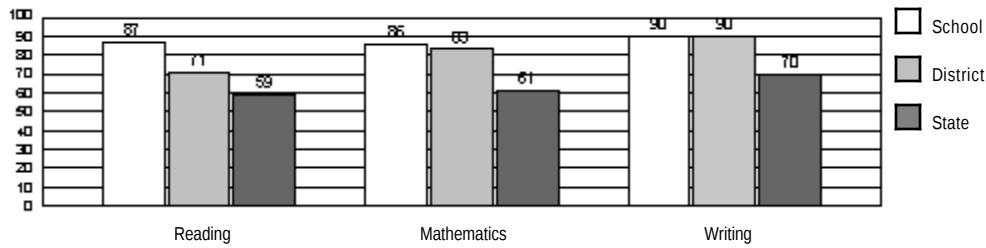
### Grade 3



### Grade 4



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		Disabled		Non-disabled		
		IEP	504			IEP	504			
3	36			35				1		100
4	35	1	1	33						100
5	32	2		29				1		100
6										
7										
8										
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.

<b>Level 1 -- Academic Warning -</b>	Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
<b>Level 2 -- Below Standards -</b>	Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
<b>Level 3 -- Meets Standards -</b>	Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
<b>Level 4 -- Exceeds Standards -</b>	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	0	14	63	23	3	9	34	54	12	44	41	3
	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	0	17	61	22	6	11	33	50	22	44	33	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	0	12	65	24	0	6	35	59	0	44	50	6
	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	12	64	24	3	6	33	58	13	41	44	3
	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												
	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
Disabled													
		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School												
	District	33	44	22	0	22	33	33	11	33	44	22	0
	State	23	47	24	6	21	29	38	11	29	38	32	1
Section 504	School												
	District												
	State	10	34	41	16	10	22	45	23	13	38	48	2
Non- disabled	School	0	14	63	23	3	9	34	54	12	44	41	3
	District	2	33	43	22	3	8	53	37	8	43	48	1
	State	5	28	46	21	6	17	47	30	7	32	58	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												
	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	14	63	23	3	9	34	54	12	44	41	3
	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	3	0	60	37	0	3	60	37
	District	7	18	59	16	6	25	57	12
	State	8	26	54	11	11	28	55	6
Gender									
		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
Male	School	0	0	47	53	0	0	35	65
	District	10	17	53	20	8	25	48	20
	State	8	25	53	13	12	26	55	7
Female	School	6	0	72	22	0	6	83	11
	District	4	19	66	11	4	25	68	4
	State	8	27	56	9	11	30	55	5
Racial/Ethnic Background									
		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
White	School	0	0	61	39	0	0	61	39
	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								
	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			
Levels		1	2	3	4	1	2	3	4
	School								
	District								
	State	28	52	19	1	35	48	16	0
Migrant									
		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
	School								
	District								
	State	19	35	41	5	26	33	40	1
Economic Status									
		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
Eligible for Free or Reduced- Price Lunch	School								
	District	16	40	40	4	8	56	36	0
	State	16	42	39	3	23	43	33	1
Not Eligible	School	3	0	60	37	0	3	60	37
	District	5	11	65	19	6	16	63	16
	State	4	18	63	16	5	20	67	8

## GRADE 5

All		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School	0	13	32	55	0	13	63	23	0	10	67	23
	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			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0	16	32	53	0	17	67	17	0	17	67	17
	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	8	33	58	0	8	58	33	0	0	67	33
	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			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0	13	32	55	0	13	63	23	0	10	67	23
	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												
	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

## 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.