

**REED-CUSTER PRIMARY SCHOOL
REED CUSTER C U SCH DIST 255U
CUSTER PARK, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : K 1 2 3 4 5

State and federal laws require public school districts to release school report cards to the public each year.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Low- Income Rate | Limited- English- Proficient Rate | High Sch. Dropout Rate | Chronic Truancy Rate | Mobility Rate | Attendance Rate | Total Enrollment |
|----------|-------|-------|----------|-------------------------------|--------------------|------------------------|--------------------------------------------|------------------------------|----------------------------|------------------|--------------------|---------------------|
| School | 97.6 | 1.2 | 0.6 | 0.6 | 0.0 | 8.4 | 0.0 | | 0.0 | 13.5 | 95.7 | 167 |
| District | 95.8 | 1.0 | 3.0 | 0.2 | 0.1 | 21.2 | 0.0 | | 0.5 | 10.9 | 95.1 | 1,771 |
| State | 58.6 | 20.7 | 17.0 | 3.6 | 0.2 | 37.9 | 6.3 | | 1.9 | 16.4 | 94.0 | 2,044,539 |

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 | 100.0 |
| State | 95.9 |

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

| Grade | Grade | Grade | Grade | Grade | High |
|-------|-------|-------|-------|-------|--------|
| K | 1 | 3 | 6 | 8 | School |
| 13.5 | 12.5 | 15.5 | | | |
| 19.3 | 19.5 | 22.0 | | | |
| 20.6 | 21.3 | 22.5 | | | |

STAFF-TO-STUDENT RATIOS

| Pupil- Teacher Elementary | Pupil- Teacher Secondary | Pupil- Certified Staff | Pupil- Administrator |
|---------------------------------|--------------------------------|------------------------------|-------------------------|
| -- | -- | -- | -- |
| 17.4 | 13.4 | 12.2 | 147.6 |
| 18.4 | 18.2 | 13.8 | 221.1 |

* 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 | 60 | | | 24 | | | 150 | | | 40 | | |
| District | 60 | | | 13 | | | 150 | | | 40 | | |
| State | 56 | | | 30 | | | 146 | | | 31 | | |

TEACHER INFORMATION (Full-Time Equivalents)

| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Male | Female | Total Number |
|----------|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| District | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 27.2 | 72.8 | 123 |
| State | 84.6 | 10.2 | 4.1 | 1.0 | 0.1 | 23.4 | 76.6 | 129,068 |

TEACHER INFORMATION (Continued)

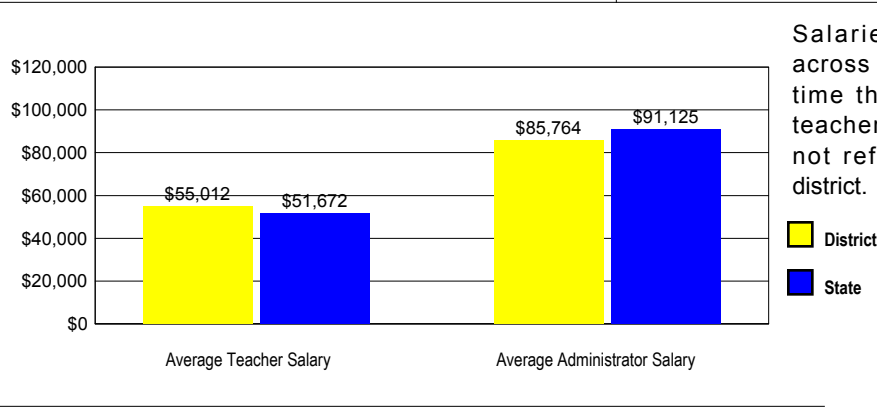
| | Average Teaching Experience (Years) | % of Teachers with Bachelor's Degrees | % of Teachers with Master's & Above | % of Teachers with Emergency or Provisional Credentials | % of Classes Not Taught by Highly Qualified Teachers * |
|----------|-------------------------------------|---------------------------------------|-------------------------------------|---------------------------------------------------------|--------------------------------------------------------|
| School | -- | -- | -- | 0.0 | 0.0 |
| District | 16.6 | 29.7 | 70.3 | 0.0 | 0.0 |
| State | 13.9 | 53.9 | 46.0 | 2.5 | 2.1 |

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

* Data based on No Child Left Behind (NCLB) definition.

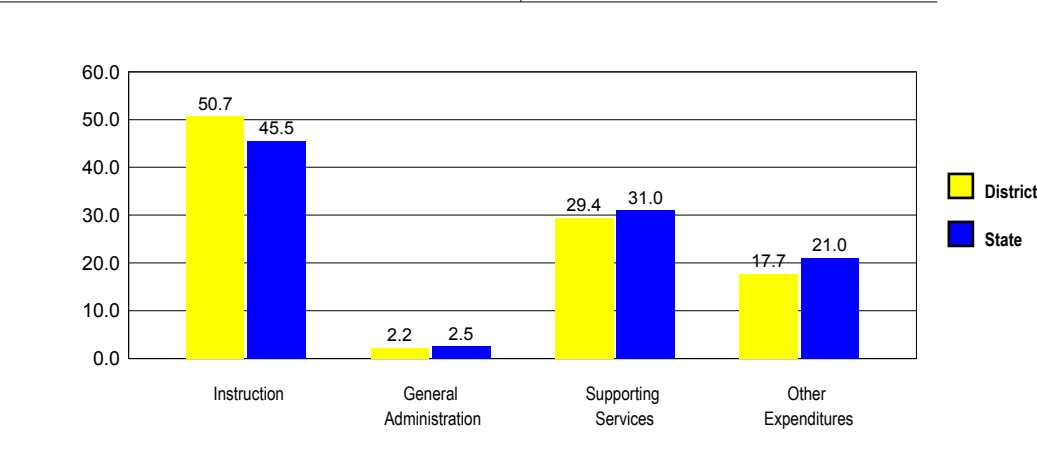
SCHOOL DISTRICT FINANCES

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 2001-02 (Percentages)



| REVENUE BY SOURCE 2001-02 | | | | EXPENDITURE BY FUND 2001-02 | | | |
|---------------------------|--------------|------------|---------|---------------------------------------------|--------------|------------|---------|
| | District | District % | State % | | District | District % | State % |
| Local Property Taxes | \$18,105,943 | 80.5 | 55.4 | Education | \$14,273,198 | 73.1 | 69.7 |
| Other Local Funding | \$2,282,115 | 10.1 | 6.1 | Operations & Maintenance | \$3,298,558 | 16.9 | 8.9 |
| General State Aid | \$468,753 | 2.1 | 18.7 | Transportation | \$736,364 | 3.8 | 3.4 |
| Other State Funding | \$838,405 | 3.7 | 12.5 | Bond and Interest | \$844,238 | 4.3 | 5.7 |
| Federal Funding | \$802,033 | 3.6 | 7.3 | Rent | | | 0.0 |
| TOTAL | \$22,497,249 | | | Municipal Retirement/ Social Security | \$371,188 | 1.9 | 1.5 |
| | | | | Fire Prevention & Safety | | | 1.0 |
| | | | | Site & Construction/ Capital Improvement | | | 9.8 |
| | | | | TOTAL | \$19,523,546 | | |

| OTHER FINANCIAL INDICATORS | | | | |
|----------------------------|---------------------------------------------|--------------------------------------|---------------------------------------------|-----------------------------------------|
| | 2000 Equalized Assessed Valuation per Pupil | 2000 Total School Tax Rate per \$100 | 2001-02 Instructional Expenditure per Pupil | 2001-02 Operating Expenditure per Pupil |
| District | \$381,085 | 2.99 | \$6,262 | \$10,168 |
| State | ** | ** | \$4,842 | \$8,181 |

** 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.

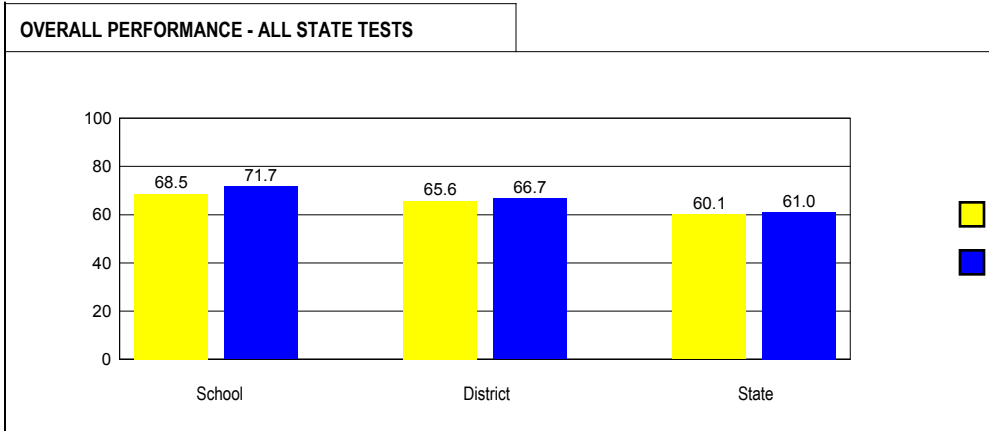
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

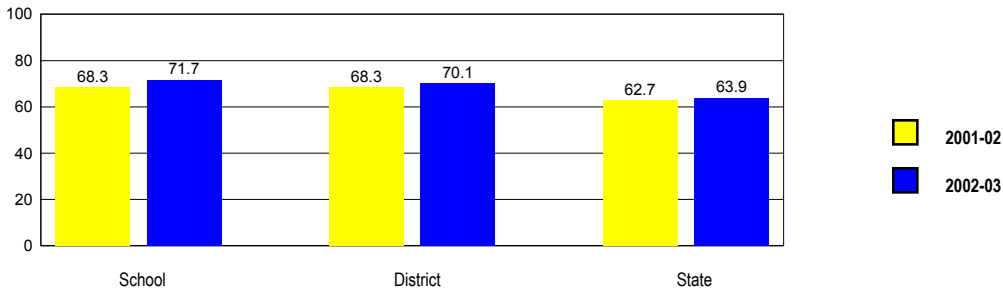
ACADEMIC PERFORMANCE

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 included in your school.



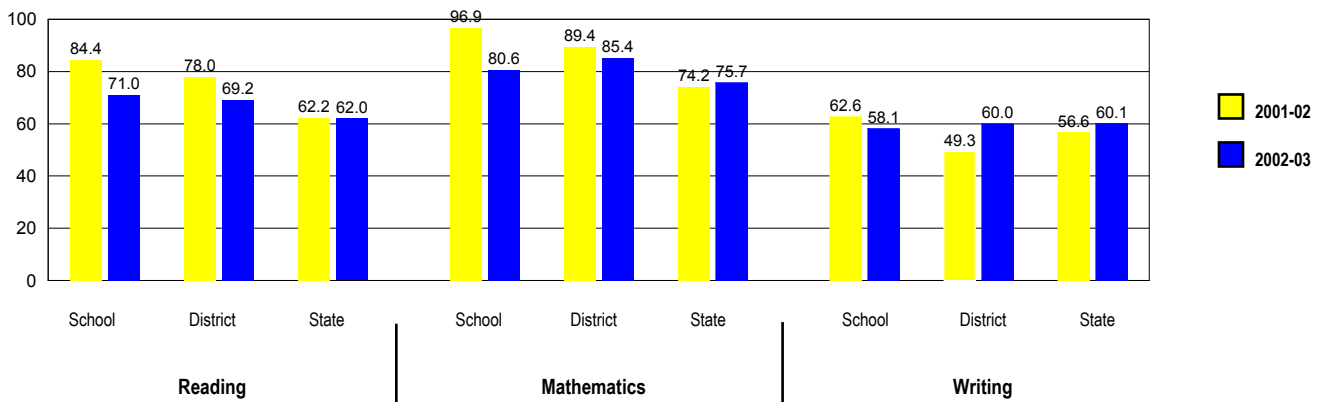
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



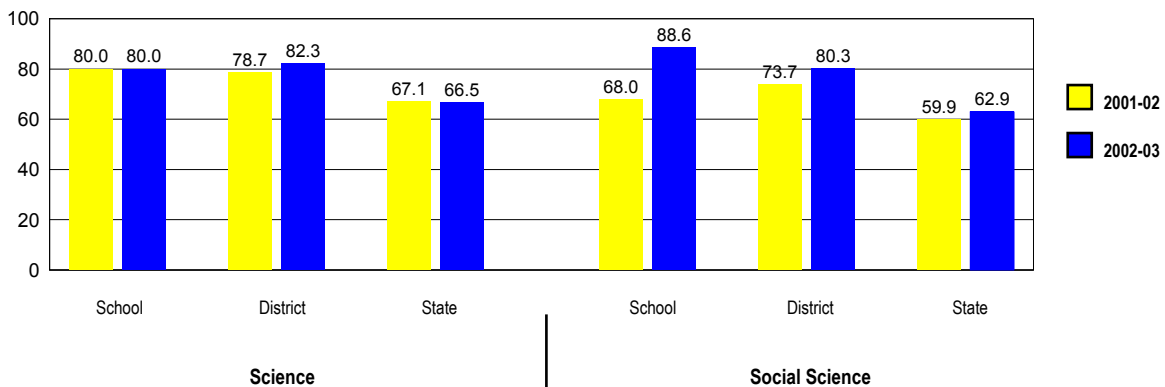
ISAT PERFORMANCE

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.

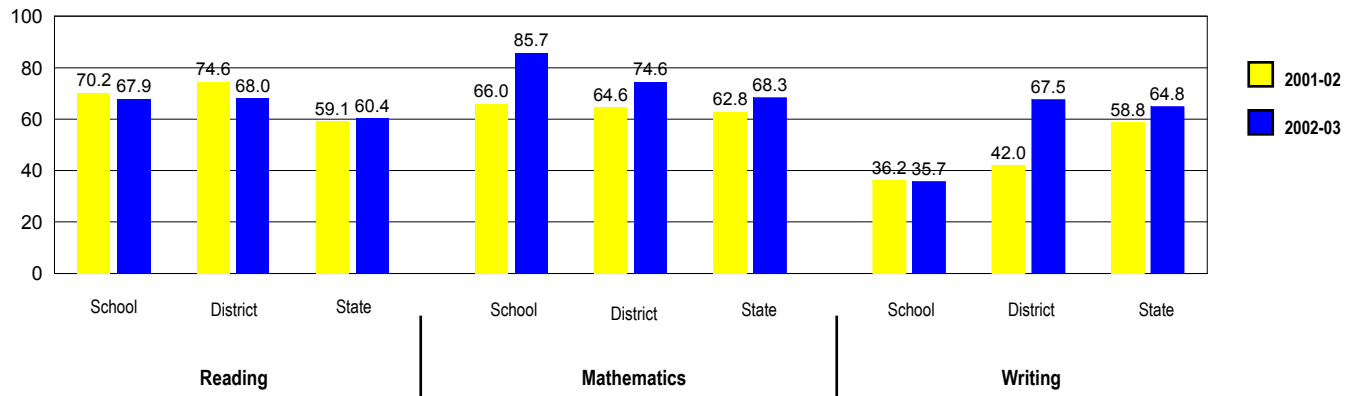
ISAT Grade 3



ISAT Grade 4



ISAT Grade 5



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for 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 or Section 504 Plan. 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. 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.

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 | | | | |
| School | *Enrollment | 59 | 30 | 29 | 58 | 0 | 1 | 0 | 0 | 0 | 0 | 5 | 11 |
| | Reading | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | | 0.0 |
| | Mathematics | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | | 0.0 |
| District | *Enrollment | 534 | 279 | 255 | 502 | 3 | 25 | 1 | 0 | 0 | 0 | 72 | 137 |
| | Reading | 0.4 | 0.4 | 0.4 | 1.6 | | 8.0 | | | | | 0.0 | 0.0 |
| | Mathematics | 0.6 | 0.7 | 0.4 | 1.8 | | 8.0 | | | | | 0.0 | 0.0 |
| State | *Enrollment | 616,170 | 313,399 | 302,581 | 366,187 | 127,748 | 97,933 | 21,960 | 936 | 35,949 | 310 | 82,419 | 234,696 |
| | Reading | 0.4 | 0.4 | 0.5 | 1.4 | 2.6 | 2.0 | 1.2 | 0.0 | 4.1 | 0.0 | 0.0 | 10.4 |
| | Mathematics | 0.5 | 0.6 | 0.6 | 1.5 | 2.8 | 2.2 | 1.3 | 0.0 | 4.7 | 0.0 | 0.0 | 10.6 |

* Enrollment on the first day of state testing.

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 | | | | Writing | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 3.2 | 25.8 | 51.6 | 19.4 | 0.0 | 19.4 | 64.5 | 16.1 | 3.2 | 38.7 | 58.1 | 0.0 |
| District | 1.5 | 29.2 | 45.4 | 23.8 | 0.8 | 13.8 | 56.2 | 29.2 | 1.5 | 38.5 | 58.5 | 1.5 |
| State | 8.1 | 29.8 | 40.1 | 21.9 | 6.8 | 17.4 | 44.6 | 31.1 | 7.1 | 32.9 | 57.3 | 2.8 |

Grade 3 - Gender

| Levels | Reading | | | | Mathematics | | | | Writing | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 6.3 | 25.0 | 56.3 | 12.5 | 0.0 | 18.8 | 62.5 | 18.8 | 6.3 | 31.3 | 62.5 | 0.0 |
| | District | 1.6 | 23.4 | 54.7 | 20.3 | 0.0 | 7.8 | 62.5 | 29.7 | 1.6 | 40.6 | 54.7 | 3.1 |
| | State | 9.8 | 31.4 | 39.2 | 19.6 | 7.6 | 16.9 | 43.1 | 32.4 | 9.5 | 35.7 | 52.9 | 1.9 |
| Female | School | 0.0 | 26.7 | 46.7 | 26.7 | 0.0 | 20.0 | 66.7 | 13.3 | 0.0 | 46.7 | 53.3 | 0.0 |
| | District | 1.5 | 34.8 | 36.4 | 27.3 | 1.5 | 19.7 | 50.0 | 28.8 | 1.5 | 36.4 | 62.1 | 0.0 |
| | State | 6.4 | 28.1 | 41.1 | 24.3 | 6.0 | 17.9 | 46.2 | 29.9 | 4.5 | 29.9 | 61.8 | 3.8 |

Grade 3 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Writing | | | | |
|------------------------|----------|------|------|------|-------------|------|------|------|---------|------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 3.2 | 25.8 | 51.6 | 19.4 | 0.0 | 19.4 | 64.5 | 16.1 | 3.2 | 38.7 | 58.1 | 0.0 |
| | District | 1.7 | 29.7 | 44.1 | 24.6 | 0.8 | 15.3 | 55.1 | 28.8 | 1.7 | 38.1 | 58.5 | 1.7 |
| | State | 3.3 | 20.7 | 45.1 | 30.9 | 2.0 | 9.5 | 45.3 | 43.1 | 3.8 | 25.8 | 66.3 | 4.0 |
| Black | State | 18.5 | 46.8 | 29.2 | 5.6 | 17.7 | 33.5 | 40.7 | 8.2 | 14.4 | 46.9 | 38.1 | 0.7 |
| Hispanic | State | 10.5 | 40.2 | 39.3 | 10.0 | 7.3 | 23.3 | 51.8 | 17.6 | 8.0 | 39.2 | 51.7 | 1.1 |
| Asian/Pacific Islander | State | 1.8 | 15.6 | 45.0 | 37.6 | 1.2 | 5.3 | 36.2 | 57.3 | 1.9 | 21.0 | 71.4 | 5.8 |
| Native American | State | 6.5 | 34.8 | 35.7 | 23.0 | 3.0 | 18.1 | 52.6 | 26.3 | 8.3 | 39.1 | 51.3 | 1.3 |

Grade 4**Grade 4 - All**

| Levels | Science | | | | Social Science | | | |
|----------|---------|------|------|------|----------------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 20.0 | 65.7 | 14.3 | 0.0 | 11.4 | 82.9 | 5.7 |
| District | 1.4 | 16.3 | 71.4 | 10.9 | 0.7 | 19.0 | 74.1 | 6.1 |
| State | 7.0 | 26.5 | 52.2 | 14.3 | 7.6 | 29.5 | 56.4 | 6.4 |

ISAT continued**Grade 4 - Gender**

| Levels | | Science | | | | Social Science | | | |
|--------|----------|---------|------|------|------|----------------|------|------|-----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male | School | 0.0 | 13.0 | 65.2 | 21.7 | 0.0 | 8.7 | 82.6 | 8.7 |
| | District | 0.0 | 15.5 | 71.8 | 12.7 | 0.0 | 15.5 | 74.6 | 9.9 |
| | State | 7.3 | 24.6 | 51.6 | 16.5 | 8.2 | 28.1 | 56.3 | 7.4 |
| Female | School | 0.0 | 33.3 | 66.7 | 0.0 | 0.0 | 16.7 | 83.3 | 0.0 |
| | District | 2.6 | 17.1 | 71.1 | 9.2 | 1.3 | 22.4 | 73.7 | 2.6 |
| | State | 6.7 | 28.5 | 52.9 | 12.0 | 7.0 | 31.1 | 56.6 | 5.4 |

Grade 4 - Racial/Ethnic Background

| Levels | | Science | | | | Social Science | | | |
|------------------------|----------|---------|------|------|------|----------------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White | School | 0.0 | 20.0 | 65.7 | 14.3 | 0.0 | 11.4 | 82.9 | 5.7 |
| | District | 1.4 | 13.6 | 73.6 | 11.4 | 0.7 | 16.4 | 76.4 | 6.4 |
| | State | 2.4 | 15.8 | 60.5 | 21.2 | 2.7 | 18.8 | 69.0 | 9.5 |
| Black | State | 16.2 | 46.2 | 35.1 | 2.5 | 17.7 | 48.3 | 32.9 | 1.1 |
| Hispanic | State | 11.7 | 39.9 | 44.5 | 3.9 | 12.5 | 44.5 | 41.5 | 1.5 |
| Asian/Pacific Islander | State | 1.7 | 13.5 | 61.2 | 23.6 | 1.4 | 16.5 | 69.3 | 12.8 |
| Native American | State | 5.9 | 28.3 | 53.5 | 12.2 | 5.2 | 35.7 | 54.5 | 4.5 |

Grade 5**Grade 5 - All**

| Levels | | Reading | | | | Mathematics | | | | Writing | | | |
|--------|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | School | 0.0 | 32.1 | 35.7 | 32.1 | 0.0 | 14.3 | 67.9 | 17.9 | 10.7 | 53.6 | 35.7 | 0.0 |
| | District | 0.0 | 32.0 | 36.8 | 31.2 | 0.8 | 24.6 | 66.7 | 7.9 | 5.6 | 27.0 | 62.7 | 4.8 |
| | State | 1.0 | 38.6 | 37.3 | 23.1 | 3.5 | 28.1 | 58.6 | 9.7 | 6.2 | 29.0 | 61.3 | 3.5 |

Grade 5 - Gender

| Levels | | Reading | | | | Mathematics | | | | Writing | | | |
|--------|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male | School | 0.0 | 28.6 | 50.0 | 21.4 | 0.0 | 14.3 | 71.4 | 14.3 | 14.3 | 57.1 | 28.6 | 0.0 |
| | District | 0.0 | 30.9 | 42.6 | 26.5 | 1.4 | 24.6 | 68.1 | 5.8 | 8.7 | 33.3 | 56.5 | 1.4 |
| | State | 1.4 | 40.0 | 37.0 | 21.6 | 4.2 | 28.3 | 56.9 | 10.6 | 8.8 | 34.3 | 54.9 | 2.0 |
| Female | School | 0.0 | 35.7 | 21.4 | 42.9 | 0.0 | 14.3 | 64.3 | 21.4 | 7.1 | 50.0 | 42.9 | 0.0 |
| | District | 0.0 | 33.3 | 29.8 | 36.8 | 0.0 | 24.6 | 64.9 | 10.5 | 1.8 | 19.3 | 70.2 | 8.8 |
| | State | 0.7 | 37.1 | 37.6 | 24.7 | 2.8 | 27.9 | 60.5 | 8.8 | 3.4 | 23.5 | 68.0 | 5.2 |

Grade 5 - Racial/Ethnic Background

| Levels | | Reading | | | | Mathematics | | | | Writing | | | |
|------------------------|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White | School | 0.0 | 33.3 | 37.0 | 29.6 | 0.0 | 14.8 | 66.7 | 18.5 | 11.1 | 51.9 | 37.0 | 0.0 |
| | District | 0.0 | 29.6 | 37.4 | 33.0 | 0.0 | 22.6 | 68.7 | 8.7 | 5.2 | 26.1 | 63.5 | 5.2 |
| | State | 0.5 | 26.0 | 41.7 | 31.8 | 1.3 | 17.3 | 67.6 | 13.7 | 4.2 | 22.8 | 68.3 | 4.7 |
| Black | State | 2.2 | 61.9 | 28.5 | 7.3 | 9.1 | 50.8 | 38.7 | 1.5 | 10.9 | 42.1 | 45.9 | 1.1 |
| Hispanic | State | 1.4 | 56.3 | 32.4 | 9.8 | 4.6 | 40.1 | 52.2 | 3.1 | 7.7 | 36.6 | 54.0 | 1.7 |
| Asian/Pacific Islander | State | 0.2 | 20.9 | 40.5 | 38.4 | 0.8 | 10.2 | 62.7 | 26.3 | 1.9 | 17.3 | 72.3 | 8.5 |
| Native American | State | 0.7 | 36.4 | 43.1 | 19.9 | 3.0 | 29.1 | 61.1 | 6.8 | 7.9 | 29.0 | 61.0 | 2.1 |

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | |
|-------------------------------------------------------|-----|
| 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 |
|-------------------------------------------------------------------------------------------------------------------------------------|----|

| | 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 | | 40.0 | | | 40.0 | | | 88.0 | | 65.0 | |
| All | 100.0 | Yes | 100.0 | Yes | 69.5 | | Yes | 83.1 | | Yes | 95.7 | Yes | | |
| White | 100.0 | Yes | 100.0 | Yes | 69.0 | | Yes | 82.8 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Native American | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Economically Disadvantaged | | | | | | | | | | | | | | |

Three 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
2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***
3. At least 88.0% Attendance Rate for Non-High Schools or at least 65.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/02.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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.)

See next page for areas of success and planned improvements.

Reed Custer Primary School

The Academic Goal for Reed-Custer Primary School will be to improve student achievement in reading, writing, and math. Student achievement will be monitored by teachers and administrators through our local district assessments, the State Second Grade Achievement Test, and the Gates-MacGinitie Reading Test.

DISTRICT ASSESSMENTS

Students at Reed-Custer Primary School will take district assessments in the following areas: language arts and math.

STATE SECOND GRADE ACHIEVEMENT TESTS

The Second Grade Achievement Test will be a nationally normed test that assesses achievement in language arts and math. Second grade students will be administered this test annually.

GATES-MACGINITIE READING TEST

Students in first and second grades are administered the Gates-MacGinitie Reading test annually. First grade students are given the test in the fall and the spring. Second grade students are given the test in the spring.

STAFF DEVELOPMENT PLANS FOR 2003-2004

Staff will address reading, writing, and math curriculum improvement by meeting weekly by grade level to discuss curricular issues, concerns, and suggested changes. Four early release days have been scheduled to allow staff the opportunity for needed staff development and assessment monitoring. Throughout the school year consultants from Gretchen Courtney and Associates will work with staff in the area of writing by providing training, model teaching, and group planning for curriculum and assessment.