

**BRAIDWOOD ELEMENTARY SCHOOL  
REED CUSTER C U SCH DIST 255U  
BRAIDWOOD, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES: PK 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
<b>School</b>	96.0	0.6	3.2	0.2	0.0	22.9	0.0		0.4	13.0	95.3	632
<b>District</b>	96.6	0.3	2.8	0.2	0.1	20.5	0.0		1.0	9.2	95.2	1,762
<b>State</b>	59.3	20.8	16.2	3.5	0.2	37.5	6.7		2.0	16.5	94.0	2,029,821

**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
<b>School</b>	100.0
<b>District</b>	100.0
<b>State</b>	95.0

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

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
<b>School</b>	20.5	20.6	20.0			
<b>District</b>	17.8	18.6	18.9			
<b>State</b>	20.5	21.1	22.1			

**STAFF-TO-STUDENT RATIOS**

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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15.6	13.2	11.4	135.5
19.1	18.3	14.0	222.6

\* 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
<b>School</b>	60			24			150			40		
<b>District</b>	60			24			150			40		
<b>State</b>	56			30			147			31		

**TEACHER INFORMATION** (Full-Time Equivalents)

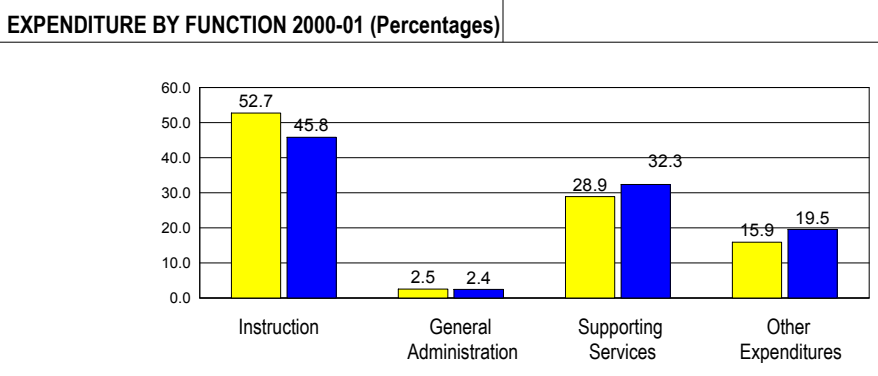
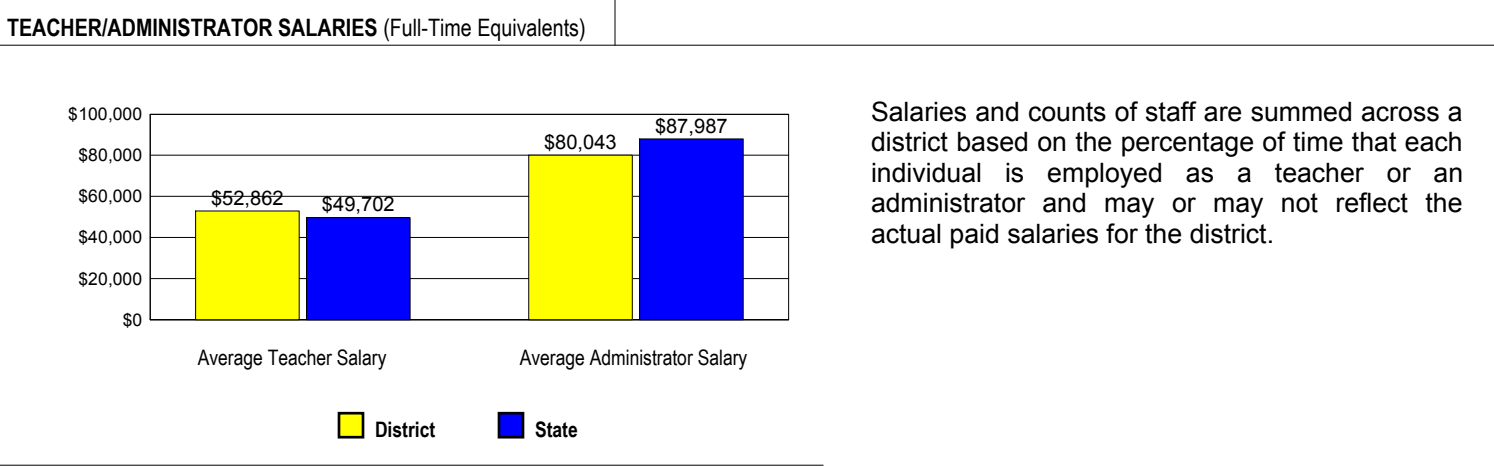
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	99.2	0.8	0.0	0.0	0.0	28.6	71.4	131
<b>State</b>	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

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	16.1	33.2	66.8	0.4	0.0
State	14.2	53.9	46.0	2.4	2.3

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

\* Data based on preliminary NCLB definitions.

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$17,709,135	79.6	54.4
Other Local Funding	\$2,458,931	11.0	7.5
General State Aid	\$399,994	1.8	17.9
Other State Funding	\$940,046	4.2	12.7
Federal Funding	\$749,711	3.4	7.4
<b>TOTAL</b>	<b>\$22,257,817</b>		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$15,143,468	75.5	70.0
Operations & Maintenance	\$2,818,622	14.1	9.2
Transportation	\$790,708	3.9	3.4
Bond and Interest	\$898,297	4.5	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$397,354	2.0	1.6
Fire Prevention & Safety	\$0	0.0	1.0
Site & Construction/ Capital Improvement	\$0	0.0	9.3
<b>TOTAL</b>	<b>\$20,048,449</b>		

**OTHER FINANCIAL INDICATORS**

	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$425,310	2.71	\$6,924	\$11,009
State	**	**	\$4,667	\$7,926

\*\* 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.

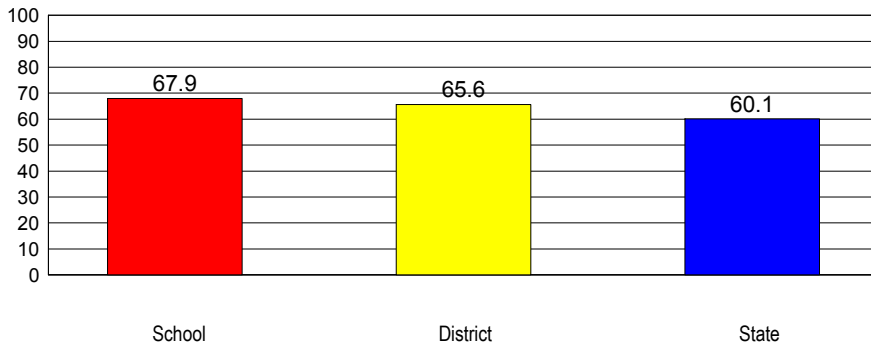
**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

**ACADEMIC PERFORMANCE**

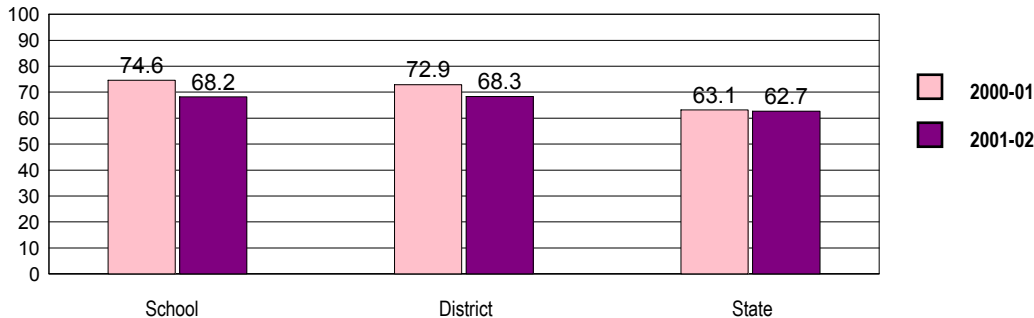
**OVERALL STUDENT PERFORMANCE**

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.

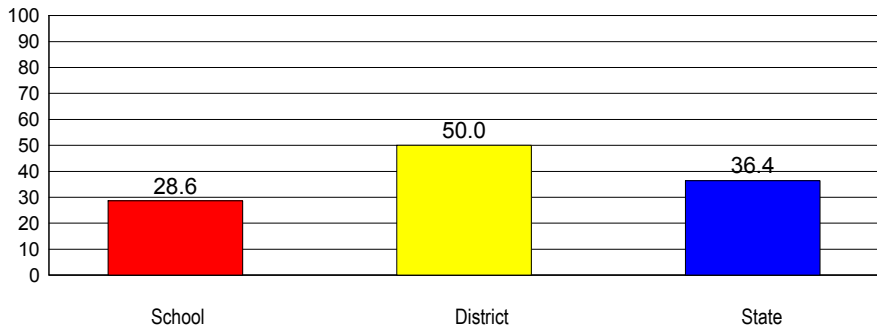
**2001-02 OVERALL PERFORMANCE - ALL STATE TESTS**



**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE 2001-02**

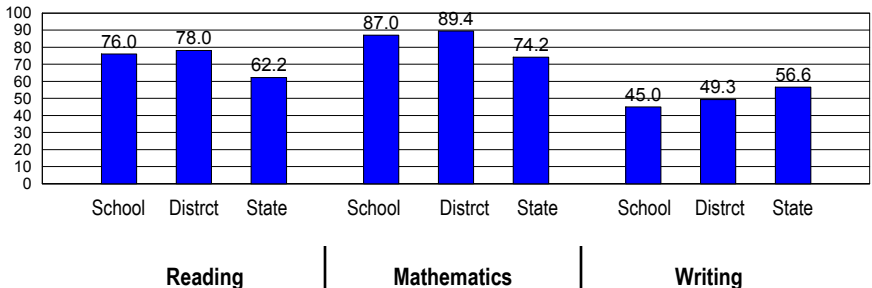


IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

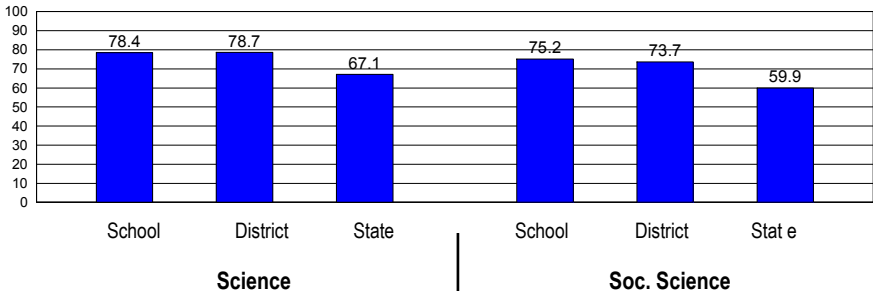
**ISAT PERFORMANCE**

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.

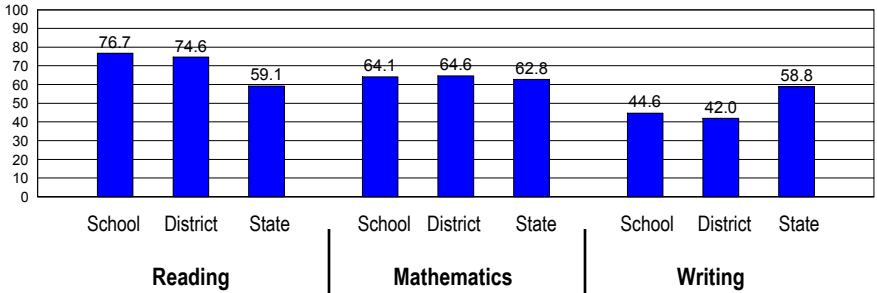
**Grade 3**



**Grade 4**



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. Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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

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.

In order to protect students' identities, test data for groups of fewer than five 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	202	100	102	194		8					19	57
	Reading	0.0	6.0	0.0	0.0		25.0		0.0			0.0	3.5
	Mathematics	0.0	6.0	0.0	0.0		25.0		0.0			0.0	3.5
District	*Enrollment	530	263	267	511		17					51	95
	Reading	0.0	3.8	0.0	0.0		0.0		0.0			0.0	0.0
	Mathematics	0.0	3.8	0.0	0.0		0.0		0.0			0.0	0.0
State	*Enrollment	610,328	310,180	300,148	369,979		92,959					74,640	226,724
	Reading	2.6	3.0	2.6	4.1		5.3		0.0			0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0		5.2		0.0			0.6	16.3

\* 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.

<b>GRADE 3</b>													
<b>All</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.0	24.0	62.0	14.0	0.0	13.0	57.0	30.0	8.0	47.0	44.0	1.0
	District	0.0	22.0	62.1	15.9	0.0	10.6	56.1	33.3	7.6	43.2	47.0	2.3
	State	6.8	31.0	43.6	18.6	7.2	18.6	43.9	30.3	9.0	34.3	53.6	3.0
<b>Gender</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
<b>Male</b>	School	0.0	28.3	58.7	13.0	0.0	8.7	56.5	34.8	15.2	45.7	39.1	0.0
	District	0.0	24.6	60.0	15.4	0.0	6.2	53.8	40.0	13.8	41.5	43.1	1.5
	State	8.2	32.8	42.5	16.5	7.9	18.0	42.4	31.7	11.9	37.1	49.0	2.1
<b>Female</b>	School	0.0	20.4	64.8	14.8	0.0	16.7	57.4	25.9	1.9	48.1	48.1	1.9
	District	0.0	19.7	63.6	16.7	0.0	15.2	59.1	25.8	1.5	43.9	51.5	3.0
	State	5.2	29.2	44.8	20.9	6.4	19.2	45.5	28.9	6.0	31.5	58.5	4.0
<b>Racial/Ethnic Background</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
<b>White</b>	School	0.0	24.0	62.0	14.0	0.0	13.0	57.0	30.0	8.0	47.0	44.0	1.0
	District	0.0	22.1	61.8	16.0	0.0	10.7	56.5	32.8	7.6	42.7	47.3	2.3
	State	2.6	21.3	50.2	26.0	2.1	10.4	45.9	41.6	5.2	28.3	62.6	3.9
<b>Black</b>	School												
	District												
	State	16.1	49.9	29.3	4.8	19.2	35.4	37.7	7.7	18.1	47.1	33.9	0.9
<b>Hispanic</b>	School												
	District												
	State	9.0	42.9	39.9	8.2	7.6	26.2	49.5	16.7	10.2	40.9	47.2	1.8
<b>Asian/ Pacific Islander</b>	School												
	District												
	State	1.2	17.1	49.9	31.8	1.0	6.3	38.0	54.7	2.5	22.0	68.9	6.6
<b>Native American</b>	School												
	District												
	State	3.3	31.0	47.3	18.4	3.0	19.8	48.9	28.2	6.9	36.1	54.5	2.4

Students with Disabilities		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	100.	0.0	0.0	0.0	37.5	62.5	0.0	62.5	12.5	25.0	0.0
	District	0.0	83.3	16.7	0.0	0.0	33.3	66.7	0.0	41.7	25.0	33.3	0.0
	State	21.2	47.7	25.5	5.5	18.9	29.3	39.1	12.6	26.3	40.9	32.0	0.9
Section 504	School												
	District												
	State	7.5	37.3	43.6	11.6	8.1	22.2	45.3	24.4	11.2	42.0	45.0	1.8
Non-disabled	School	0.0	17.4	67.4	15.2	0.0	10.9	56.5	32.6	3.3	50.0	45.7	1.1
	District	0.0	15.8	66.7	17.5	0.0	8.3	55.0	36.7	4.2	45.0	48.3	2.5
	State	4.6	28.6	46.2	20.6	5.5	17.0	44.6	32.9	6.6	33.4	56.8	3.3

Economically Disadvantaged		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	32.1	60.7	7.1	0.0	25.0	46.4	28.6	17.9	35.7	46.4	0.0
	District	0.0	33.3	60.6	6.1	0.0	21.2	51.5	27.3	21.2	33.3	45.5	0.0
	State	13.2	46.5	34.2	6.1	14.6	31.1	42.7	11.7	15.7	45.4	37.8	1.0
Not Eligible	School	0.0	20.8	62.5	16.7	0.0	8.3	61.1	30.6	4.2	51.4	43.1	1.4
	District	0.0	18.2	62.6	19.2	0.0	7.1	57.6	35.4	3.0	46.5	47.5	3.0
	State	3.2	22.4	48.9	25.6	3.1	11.6	44.6	40.7	5.3	28.2	62.3	4.1

**GRADE 4**

All		Science				Social Science			
		1	2	3	4	1	2	3	4
Levels	School	1.0	20.6	59.8	18.6	1.0	23.7	60.8	14.4
	District	0.8	20.5	62.3	16.4	0.8	25.4	59.8	13.9
	State	7.6	25.2	53.3	13.8	9.6	30.5	53.7	6.2

Gender		Science				Social Science			
		1	2	3	4	1	2	3	4
Male	School	0.0	21.4	57.1	21.4	1.8	23.2	60.7	14.3
	District	0.0	17.6	61.8	20.6	1.5	25.0	60.3	13.2
	State	7.9	23.5	52.2	16.3	10.4	29.1	53.4	7.1
Female	School	2.4	19.5	63.4	14.6	0.0	24.4	61.0	14.6
	District	1.9	24.1	63.0	11.1	0.0	25.9	59.3	14.8
	State	7.2	27.0	54.6	11.2	8.8	32.0	54.0	5.2

Racial/Ethnic Background		Science				Social Science			
		1	2	3	4	1	2	3	4
White	School	1.1	20.2	60.6	18.1	1.1	23.4	60.6	14.9
	District	0.8	20.3	62.7	16.1	0.8	25.4	59.3	14.4
	State	2.5	15.1	61.9	20.5	3.3	20.8	66.8	9.1
Black	School								
	District								
	State	18.4	44.0	35.4	2.2	22.9	47.7	28.5	1.0
Hispanic	School								
	District								
	State	12.7	39.0	44.7	3.6	16.0	45.8	36.8	1.3
Asian/Pacific Islander	School								
	District								
	State	1.8	14.6	61.6	22.1	2.6	18.3	66.2	12.9
Native American	School								
	District								
	State	3.4	19.9	62.3	14.4	7.1	24.1	61.9	6.9

Students with Disabilities		Science				Social Science			
		1	2	3	4	1	2	3	4
IEP	School	0.0	42.9	50.0	7.1	7.1	50.0	35.7	7.1
	District	0.0	40.0	53.3	6.7	6.7	46.7	40.0	6.7
	State	17.0	36.6	41.0	5.4	24.1	40.7	33.4	1.8
Section 504	School								
	District								
	State	8.3	31.9	50.2	9.6	9.6	40.5	45.0	4.8
Non-disabled	School	1.2	16.9	61.4	20.5	0.0	19.3	65.1	15.7
	District	0.9	17.8	63.6	17.8	0.0	22.4	62.6	15.0
	State	6.1	23.4	55.3	15.2	7.3	28.9	56.9	6.9

Economically Disadvantaged		Science				Social Science			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	3.8	30.8	61.5	3.8	3.8	38.5	50.0	7.7
	District	3.4	31.0	62.1	3.4	3.4	37.9	51.7	6.9
	State	14.6	40.1	41.7	3.7	18.5	45.9	34.3	1.2
Not Eligible	School	0.0	16.9	59.2	23.9	0.0	18.3	64.8	16.9
	District	0.0	17.2	62.4	20.4	0.0	21.5	62.4	16.1
	State	3.5	16.7	60.1	19.7	4.5	21.7	64.8	9.0

**GRADE 5**

All		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Levels	School	0.0	23.3	44.7	32.0	1.0	35.0	64.1	0.0	3.9	51.5	41.7	2.9
	District	0.0	25.3	45.3	29.3	1.3	34.0	63.3	1.3	3.3	54.7	40.0	2.0
	State	1.5	39.4	36.8	22.3	5.2	32.0	54.9	7.9	5.8	35.4	53.9	4.9

Gender		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	23.4	42.6	34.0	0.0	36.2	63.8	0.0	4.3	51.1	44.7	0.0
	District	0.0	25.0	42.6	32.4	0.0	32.4	64.7	2.9	4.4	52.9	42.6	0.0
	State	1.9	41.1	36.4	20.6	6.0	31.7	53.6	8.6	8.2	40.4	48.6	2.9
Female	School	0.0	23.2	46.4	30.4	1.8	33.9	64.3	0.0	3.6	51.8	39.3	5.4
	District	0.0	25.6	47.6	26.8	2.4	35.4	62.2	0.0	2.4	56.1	37.8	3.7
	State	1.1	37.4	37.2	24.3	4.2	32.1	56.5	7.2	3.2	30.2	59.5	7.0

Racial/Ethnic Background		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	24.0	44.8	31.3	1.0	36.5	62.5	0.0	4.2	50.0	42.7	3.1
	District	0.0	26.1	45.8	28.2	1.4	35.2	62.0	1.4	3.5	54.2	40.1	2.1
	State	0.7	26.8	41.6	31.0	1.8	20.9	66.1	11.2	3.8	28.5	61.0	6.7
Black	School												
	District												
	State	3.4	63.2	26.8	6.6	13.4	54.4	31.3	0.9	10.6	49.7	38.3	1.4
Hispanic	School	0.0	16.7	50.0	33.3	0.0	16.7	83.3	0.0	0.0	66.7	33.3	0.0
	District	0.0	14.3	42.9	42.9	0.0	14.3	85.7	0.0	0.0	57.1	42.9	0.0
	State	2.1	57.4	31.9	8.6	7.1	46.6	44.2	2.1	7.4	44.6	46.0	2.0
Asian/Pacific Islander	School												
	District												
	State	0.3	24.3	40.1	35.4	0.9	13.8	63.8	21.5	1.8	23.4	64.4	10.3
Native American	School												
	District												
	State	1.1	36.6	43.4	18.9	4.3	31.8	57.2	6.7	6.0	37.1	54.0	2.9

Students with Disabilities		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	64.3	21.4	14.3	7.1	42.9	50.0	0.0	7.1	71.4	21.4	0.0
	District	0.0	61.1	27.8	11.1	5.6	50.0	44.4	0.0	5.6	72.2	22.2	0.0
	State	7.3	68.4	19.2	5.1	18.5	50.2	29.7	1.6	23.2	48.1	27.8	0.9
Section 504	School												
	District												
	State	1.3	47.7	35.7	15.3	6.0	41.1	48.4	4.5	7.4	43.7	45.9	3.0
Non-disabled	School	0.0	16.9	48.3	34.8	0.0	33.7	66.3	0.0	3.4	48.3	44.9	3.4
	District	0.0	20.5	47.7	31.8	0.8	31.8	65.9	1.5	3.0	52.3	42.4	2.3
	State	0.5	34.6	39.7	25.2	3.0	28.9	59.1	9.0	3.0	33.4	58.0	5.5

Economically Disadvantaged		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	48.1	37.0	14.8	0.0	48.1	51.9	0.0	11.1	59.3	29.6	0.0
	District	0.0	48.6	37.8	13.5	2.7	43.2	54.1	0.0	10.8	62.2	27.0	0.0
	State	2.7	59.9	30.0	7.5	9.9	49.3	39.1	1.6	9.5	48.1	41.0	1.5
Not Eligible	School	0.0	14.5	47.4	38.2	1.3	30.3	68.4	0.0	1.3	48.7	46.1	3.9
	District	0.0	17.7	47.8	34.5	0.9	31.0	66.4	1.8	0.9	52.2	44.2	2.7
	State	0.8	27.8	40.6	30.7	2.5	22.2	63.9	11.5	3.7	28.4	61.1	6.8

**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

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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.)

Scroll to page 11 to view BES areas of success and planned improvement

## **Reed-Custer Elementary Schools Mission Statement**

The elementary staff of Reed-Custer School District 255U believes that a quality education creates a foundation for each student to be:

- A. A contributing member of the school community by developing qualities of character.
- B. Successful at the next school building level.
- C. A responsible, life long learner.

Accordingly, the elementary schools of Reed-Custer School District will develop the following 21<sup>st</sup> Century skills in every student:

- Literacy
  - a) Basic literacies of language arts, arithmetic, and technology.
  - b) Cultural and global awareness.
- Reasoning and Thinking Skills
  - a. Creativity, curiosity, and risk taking.
  - b. Problem solving.
  - c. Critical thinking.
- Social Skills
  - a) Interpersonal skills and interactive communication.
  - b) Personal and social responsibility.
- High Productivity
  - a) Prioritizing, planning, and managing for results.
  - b) Relevant, high quality products.

We are committed as a school to fostering these ideas, and we encourage all students to strive to attain their maximum educational potential.

In December of 2001, the Reed-Custer School District began a new cycle of School Improvement within the framework of the North Central Accreditation Process. One of the first steps of the process is to create a school profile. As the two elementary schools prepare to merge, a decision was made to create one elementary school profile for the two buildings. The profile includes unique insights such as test scores, feedback from teachers, feedback from former students and information about the community. Along with the profile, a mission statement was created with input from all elementary school staff. The next step will be to generate goals.

Grade level and subject area teams had the opportunity to look over last year's test results to determine areas for improvement. When looking at overall scores, writing stands out as an area that needs attention. One of our institute days this year will focus on best practices in language arts. Staff will research programs and strategies for improving student writing.

A new math curriculum was adopted at the end of the 2001-02 school year and is in its first year of implementation. Staff received training from the publishing company at the start of this school year. Our teacher institute day in March will host a speaker on best practices in math instruction.

Planning for the reconfiguration to grade level centers will continue to be a focus for this school year. Beginning in January, staff will meet in their new building teams to plan for next year. These plans will include curriculum articulation, building schedules and behavioral expectations.