

ITASCA SCHOOL DIST 10

ITASCA, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

Federal law requires public school districts to release district 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
District	86.7	0.8	7.7	4.7	0.1	1.3	6.2		2.1	6.2	96.2	836
State	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
District	98.1
State	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
District	19.0	15.8	21.3	25.2	18.0	
State	20.5	21.1	22.1	23.6	22.3	

STAFF-TO-STUDENT RATIOS

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
16.3		12.5	167.2
19.1		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
District	62	61	61	32	61	61	146	61	61	30	61	61
State	56	51	49	30	43	43	147	107	93	31	43	44

TEACHER INFORMATION (Full-Time Equivalents)

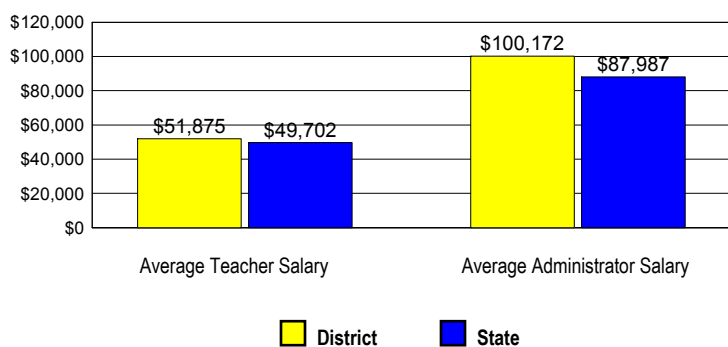
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.5	0.0	2.5	0.0	0.0	22.2	77.8	56
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

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 *
District	13.2	40.1	59.9	0.0	0.0
State	14.2	53.9	46.0	2.4	2.3

* Data based on preliminary NCLB definitions.

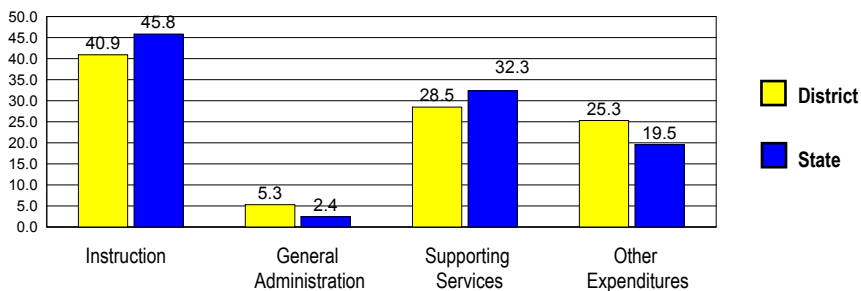
SCHOOL DISTRICT FINANCES

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 2000-01 (Percentages)



REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$7,463,046	85.5	54.4
Other Local Funding	\$508,482	5.8	7.5
General State Aid	\$170,541	2.0	17.9
Other State Funding	\$445,465	5.1	12.7
Federal Funding	\$139,164	1.6	7.4
TOTAL	\$8,726,698		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$6,607,470	73.1	70.0
Operations & Maintenance	\$1,012,270	11.2	9.2
Transportation	\$360,010	4.0	3.4
Bond and Interest	\$876,646	9.7	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$187,830	2.1	1.6
Fire Prevention & Safety	\$0	0.0	1.0
Site & Construction/ Capital Improvement	\$0	0.0	9.3
TOTAL	\$9,044,226		

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	\$501,404	2.01	\$5,122	\$9,653
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.

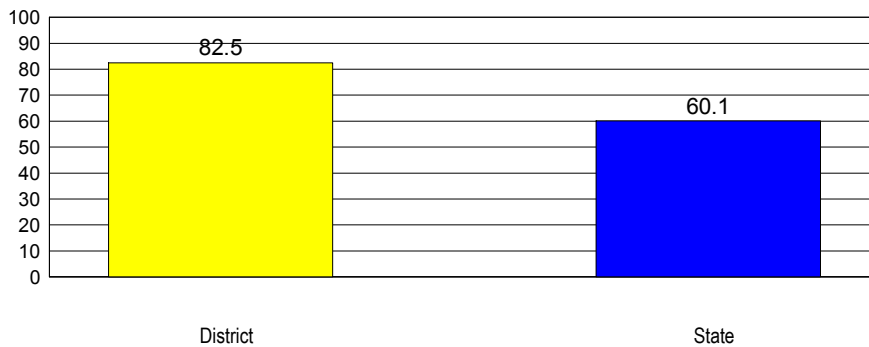
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

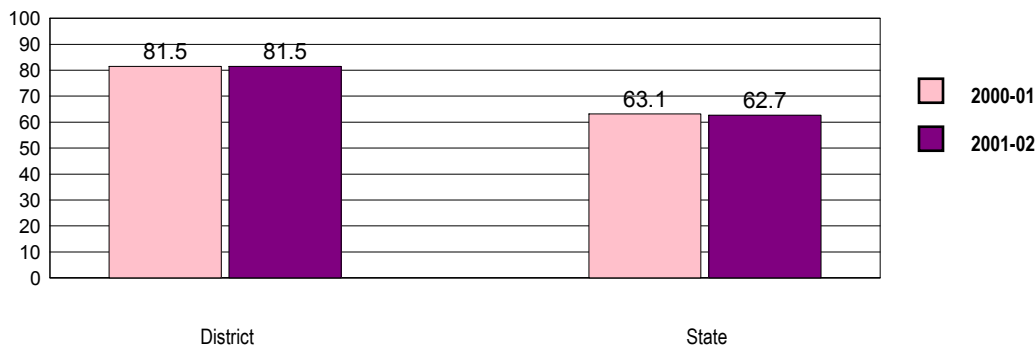
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. These performance measures include only those test scores for the grades and subjects included in your district.

2001-02 OVERALL PERFORMANCE - ALL STATE TESTS



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



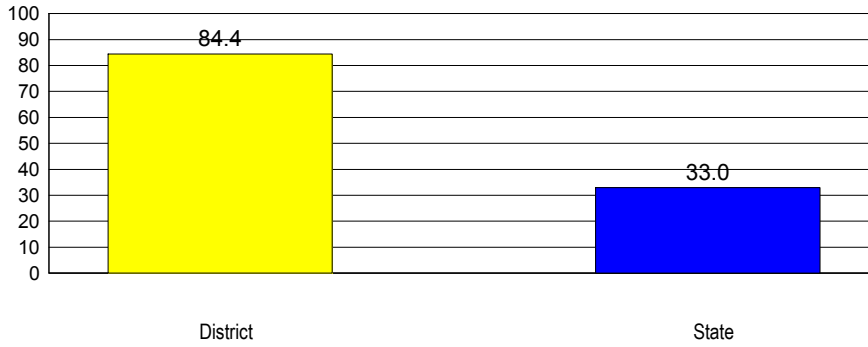
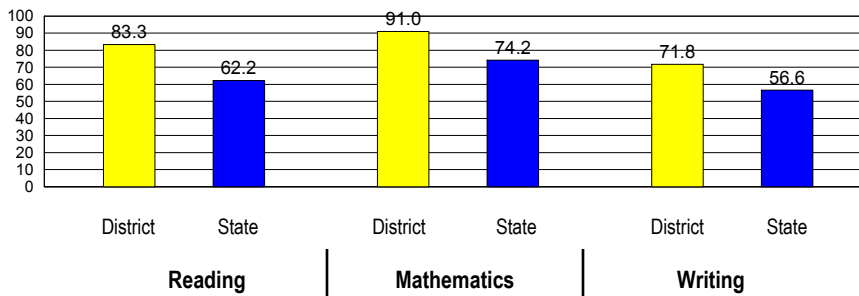
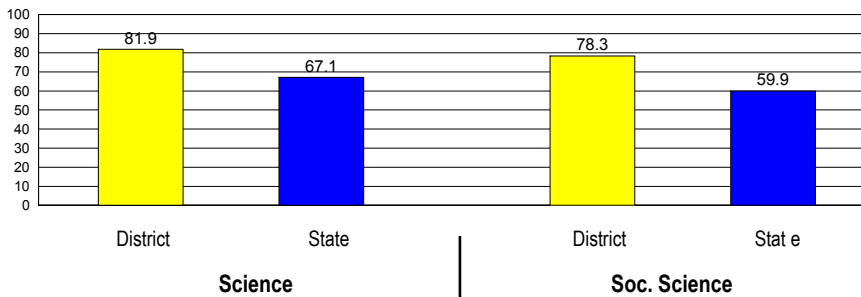
OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE 2001-02


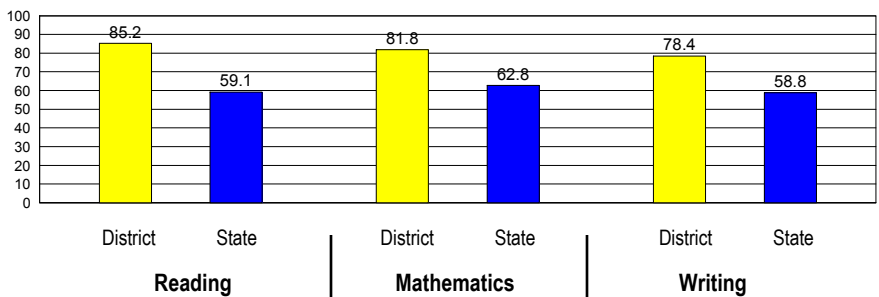
IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

ISAT PERFORMANCE

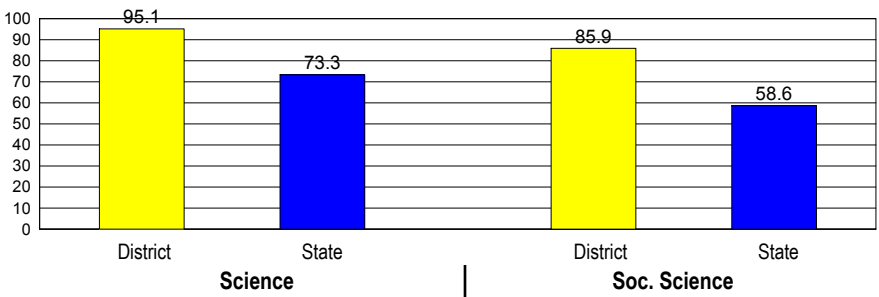
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

Grade 3

Grade 4


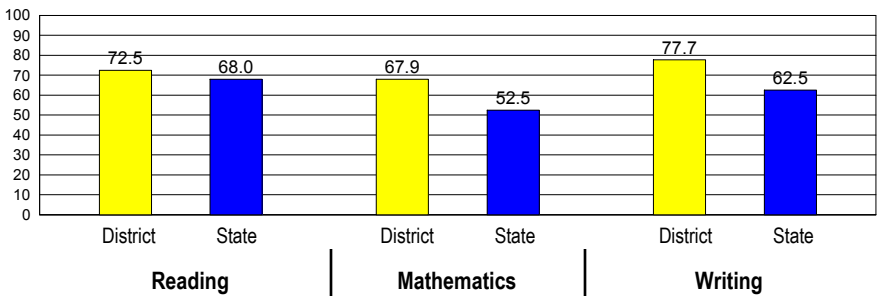
Grade 5



Grade 7



Grade 8



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				
District	*Enrollment	338	183	155	289	3	32	14		14		60	6
	Reading	2.4	4.4	0.0	2.1	0.0	6.2	7.1		0.0		1.7	0.0
	Mathematics	1.5	2.7	0.0	1.0	0.0	6.2	7.1		0.0		3.3	0.0
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444		37,080		78,455	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8		6.4		0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7		6.9		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.

GRADE 3

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
District		1.3	15.4	57.7	25.6	1.3	7.7	47.4	43.6	0.0	28.2	69.2	2.6
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

Gender		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	District	2.1	10.4	66.7	20.8	0.0	6.3	47.9	45.8	0.0	31.3	66.7	2.1
	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
Female	District	0.0	23.3	43.3	33.3	3.3	10.0	46.7	40.0	0.0	23.3	73.3	3.3
	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

Racial/Ethnic Background		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	District	1.4	17.4	55.1	26.1	1.4	8.7	46.4	43.5	0.0	27.5	69.6	2.9
	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
Black	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
Hispanic	District	0.0	0.0	71.4	28.6	0.0	0.0	57.1	42.9	0.0	42.9	57.1	0.0
	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
Asian/Pacific Islander	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
Native American	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	District	5.3	26.3	52.6	15.8	5.3	10.5	47.4	36.8	0.0	26.3	68.4	5.3
	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	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	District	0.0	11.9	59.3	28.8	0.0	6.8	47.5	45.8	0.0	28.8	69.5	1.7
	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

GRADE 4

All		Science				Social Science			
		1	2	3	4	1	2	3	4
District		3.6	14.5	60.2	21.7	1.2	20.5	66.3	12.0
	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	District	2.3	18.2	50.0	29.5	2.3	20.5	63.6	13.6
	State	7.9	23.5	52.2	16.3	10.4	29.1	53.4	7.1
Female	District	5.1	10.3	71.8	12.8	0.0	20.5	69.2	10.3
	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	District	1.4	13.0	60.9	24.6	0.0	17.4	71.0	11.6
	State	2.5	15.1	61.9	20.5	3.3	20.8	66.8	9.1
Black	District								
	State	18.4	44.0	35.4	2.2	22.9	47.7	28.5	1.0
Hispanic	District	12.5	12.5	75.0	0.0	12.5	25.0	50.0	12.5
	State	12.7	39.0	44.7	3.6	16.0	45.8	36.8	1.3
Asian/Pacific Islander	District	16.7	33.3	33.3	16.7	0.0	50.0	33.3	16.7
	State	1.8	14.6	61.6	22.1	2.6	18.3	66.2	12.9
Native American	District								
	State	3.4	19.9	62.3	14.4	7.1	24.1	61.9	6.9

Students with Disabilities		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
IEP	District		25.0	25.0	50.0	0.0	8.3	50.0	41.7	0.0
	State		17.0	36.6	41.0	5.4	24.1	40.7	33.4	1.8
Section 504	District									
	State		8.3	31.9	50.2	9.6	9.6	40.5	45.0	4.8
Non-disabled	District		0.0	12.7	62.0	25.4	0.0	15.5	70.4	14.1
	State		6.1	23.4	55.3	15.2	7.3	28.9	56.9	6.9

GRADE 5

All		Levels	Reading				Mathematics				Writing			
			1	2	3	4	1	2	3	4	1	2	3	4
	District		0.0	14.8	51.1	34.1	0.0	18.2	78.4	3.4	0.0	21.6	73.9	4.5
	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		Levels	Reading				Mathematics				Writing			
			1	2	3	4	1	2	3	4	1	2	3	4
Male	District		0.0	13.2	55.3	31.6	0.0	15.8	78.9	5.3	0.0	28.9	68.4	2.6
	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	District		0.0	16.0	48.0	36.0	0.0	20.0	78.0	2.0	0.0	16.0	78.0	6.0
	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		Levels	Reading				Mathematics				Writing			
			1	2	3	4	1	2	3	4	1	2	3	4
White	District		0.0	11.4	51.9	36.7	0.0	16.5	79.7	3.8	0.0	20.3	74.7	5.1
	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	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	District		0.0	60.0	20.0	20.0	0.0	40.0	60.0	0.0	0.0	20.0	80.0	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	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	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		Levels	Reading				Mathematics				Writing			
			1	2	3	4	1	2	3	4	1	2	3	4
IEP	District		0.0	38.5	46.2	15.4	0.0	46.2	53.8	0.0	0.0	69.2	30.8	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	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	District		0.0	10.7	52.0	37.3	0.0	13.3	82.7	4.0	0.0	13.3	81.3	5.3
	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

GRADE 7

All		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
	District		0.0	5.0	71.1	24.0	0.0	14.0	62.8	23.1
	State		9.9	16.8	56.2	17.1	1.8	39.6	47.5	11.1

Gender		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
Male	District		0.0	2.0	62.7	35.3	0.0	15.7	54.9	29.4
	State		10.7	15.7	53.5	20.1	2.3	38.8	45.9	13.1
Female	District		0.0	7.1	77.1	15.7	0.0	12.9	68.6	18.6
	State		9.1	18.0	59.1	13.9	1.3	40.3	49.2	9.1

Racial/Ethnic Background		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
White	District	0.0	5.5	68.8	25.7	0.0	12.8	62.4	24.8
	State	4.8	10.4	60.8	24.0	0.9	28.4	55.0	15.6
Black	District								
	State	22.3	31.2	43.9	2.6	4.2	64.2	29.9	1.7
Hispanic	District	0.0	0.0	100.	0.0	0.0	42.9	57.1	0.0
	State	16.0	25.7	53.3	5.1	2.4	56.7	37.9	3.1
Asian/Pacific Islander	District								
	State	3.0	9.4	59.8	27.8	0.4	20.9	58.1	20.6
Native American	District								
	State	11.2	17.3	59.9	11.6	1.2	47.4	43.9	7.4

Students with Disabilities		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
IEP	District	0.0	16.7	66.7	16.7	0.0	25.0	66.7	8.3
	State	30.9	28.1	37.2	3.8	7.9	68.0	22.2	2.0
Section 504	District								
	State	13.3	20.7	53.5	12.4	1.7	47.8	42.6	7.9
Non-disabled	District	0.0	3.7	71.6	24.8	0.0	12.8	62.4	24.8
	State	6.5	15.0	59.3	19.2	0.8	35.0	51.6	12.6

GRADE 8

All		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	District	0.0	27.5	57.5	15.0	3.7	28.4	39.5	28.4	1.2	21.0	72.8	4.9
	State	1.0	31.1	57.8	10.2	7.3	40.2	37.3	15.2	5.2	32.3	57.3	5.2

Gender		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	District	0.0	31.6	52.6	15.8	5.1	30.8	28.2	35.9	2.6	25.6	64.1	7.7
	State	1.3	31.6	57.7	9.4	8.6	39.8	35.9	15.8	7.9	39.7	49.5	2.9
Female	District	0.0	23.8	61.9	14.3	2.4	26.2	50.0	21.4	0.0	16.7	81.0	2.4
	State	0.6	30.4	58.0	11.0	5.8	40.5	38.9	14.7	2.4	24.7	65.3	7.5

Racial/Ethnic Background		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	District	0.0	25.0	58.3	16.7	4.1	27.4	39.7	28.8	1.4	19.2	74.0	5.5
	State	0.5	22.7	63.3	13.5	3.9	31.3	44.4	20.4	3.7	27.1	62.5	6.6
Black	District												
	State	2.2	49.0	46.0	2.7	17.2	60.7	19.8	2.3	9.9	46.0	42.7	1.5
Hispanic	District												
	State	1.4	47.6	47.6	3.3	10.2	56.6	28.5	4.8	6.4	40.4	50.8	2.3
Asian/Pacific Islander	District												
	State	0.4	16.8	63.1	19.7	1.6	20.8	41.9	35.7	1.6	18.3	68.7	11.5
Native American	District												
	State	2.0	35.5	54.5	7.9	7.9	47.8	34.1	10.1	6.9	40.4	50.6	2.2

Students with Disabilities		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	District	0.0	78.6	14.3	7.1	20.0	53.3	26.7	0.0	6.7	53.3	40.0	0.0
	State	5.7	69.1	24.3	1.0	32.7	54.3	11.4	1.6	26.3	50.9	22.3	0.6
Section 504	District												
	State	0.4	39.2	52.9	7.4	9.0	48.1	34.0	8.9	5.8	44.0	48.2	2.0
Non-disabled	District	0.0	16.7	66.7	16.7	0.0	22.7	42.4	34.8	0.0	13.6	80.3	6.1
	State	0.3	25.0	63.1	11.6	3.3	37.9	41.5	17.4	2.1	29.4	62.6	5.9

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages 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 District State	14.3	14.3	28.6	42.9	0.0	0.0	33.3	66.7
	29.1	32.9	24.0	14.0	8.7	16.2	47.9	27.2
5 District State	42.3	27.2	18.7	11.8	26.3	28.3	37.0	8.5
	49.2	32.2	16.1	2.4	42.1	29.8	23.1	5.1
11 District State								

Mathematics*

Grades	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
3 District State	14.3	14.3	71.4	0.0
	17.8	40.8	36.9	4.5
5 District State	21.9	56.0	21.3	0.8
	25.3	56.6	15.1	2.9
11 District State				

*See ISAT or PSAE description of the four performance levels.

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001. Out of 3 schools in the district, schools or percent are in School Improvement Status.

School ID	School Name	Years in School Improvement
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