CRETE ELEMENTARY SCHOOL
CRETE MONEE C U SCHOOL DIST 201U
CRETE, ILLINOIS

GRADES : PK K 1 2 3 4

2003 ILLINOIS SCHOOL REPORT CARD

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	70.2	23.8	5.5	0.4	0.0	23.5	0.0		0.3	24.1	95.1	671
District	43.2	51.4	4.6	0.8	0.0	42.1	0.2		2.1	25.3	92.5	4,841
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	98.1
State	95.9

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

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
School	13.3	23.0	28.2			
District	18.4	23.6	25.9			
State	20.6	21.3	22.5			

STAFF-TO-STUDENT RATIOS

	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	21.1	23.5	15.9	284.8
State	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)

	Mathematics			Science			English/Language Arts			Social Science		
Grades	3	6	8	3	6	8	3	6	8	3	6	8
School	60			45			170			45		
District	60			45			170			45		
State	56			30			146			31		

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	92.6	6.2	1.2	0.0	0.0	22.8	77.2	259
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

TEACHER INFORMATION (Continued)

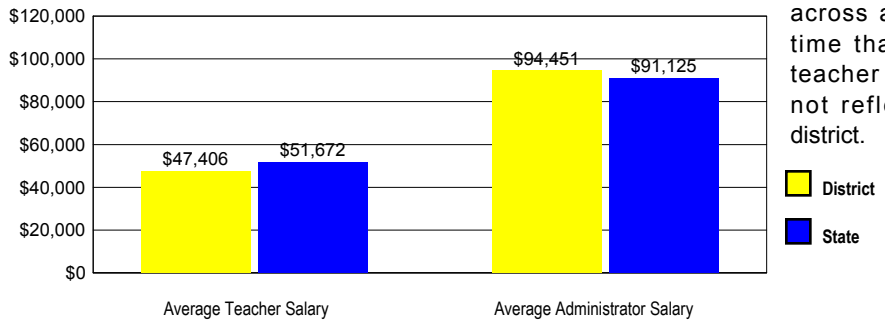
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	11.8	67.3	32.7	0.0	8.1
State	13.9	53.9	46.0	2.5	2.1

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

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

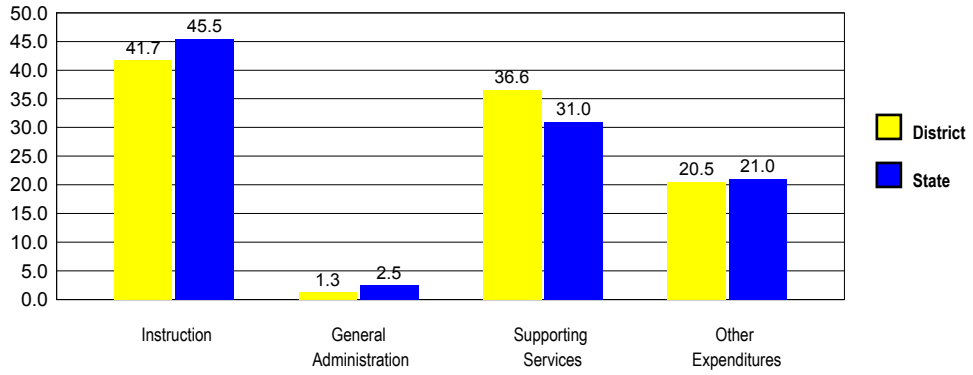
SCHOOL DISTRICT FINANCES

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

	District	District %	State %
Local Property Taxes	$24,746,360	62.3	55.4
Other Local Funding	$2,225,525	5.6	6.1
General State Aid	$5,575,982	14.0	18.7
Other State Funding	$5,152,657	13.0	12.5
Federal Funding	$2,037,489	5.1	7.3
TOTAL	$39,738,013		

EXPENDITURE BY FUND 2001-02

	District	District %	State %
Education	$29,515,419	72.3	69.7
Operations & Maintenance	$2,915,866	7.1	8.9
Transportation	$3,552,710	8.7	3.4
Bond and Interest	$3,943,128	9.7	5.7
Rent			0.0
Municipal Retirement/ Social Security	$842,123	2.1	1.5
Fire Prevention & Safety	$70,985	0.2	1.0
Site & Construction/ Capital Improvement	$22	0.0	9.8
TOTAL	$40,840,253		

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	$108,282	5.10	$4,103	$8,126
State	**	**	$4,842	$8,181

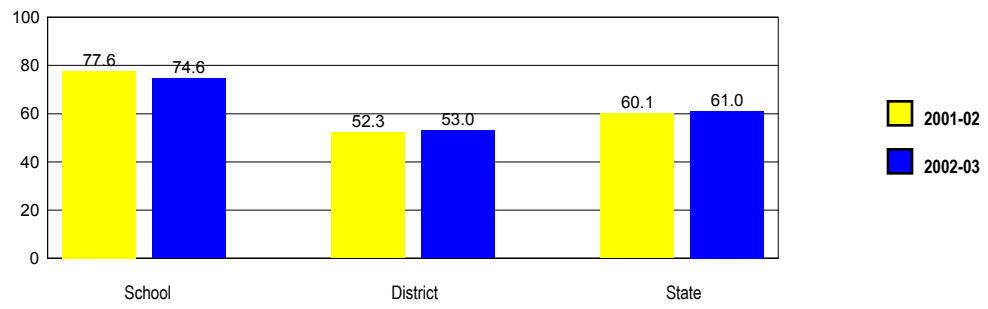
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per $100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school 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

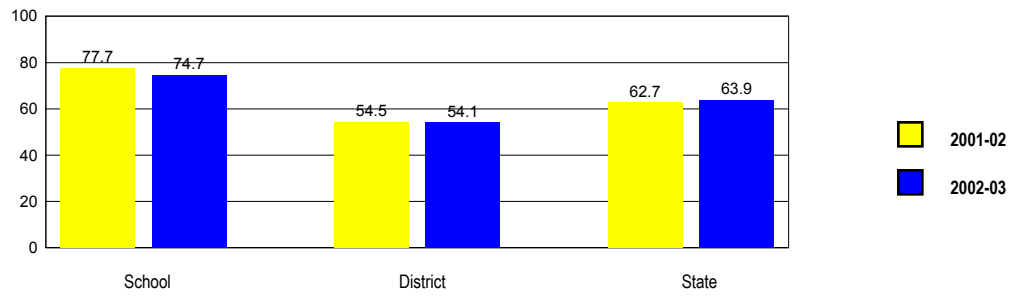
OVERALL STUDENT PERFORMANCE

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 PERFORMANCE - ALL STATE TESTS



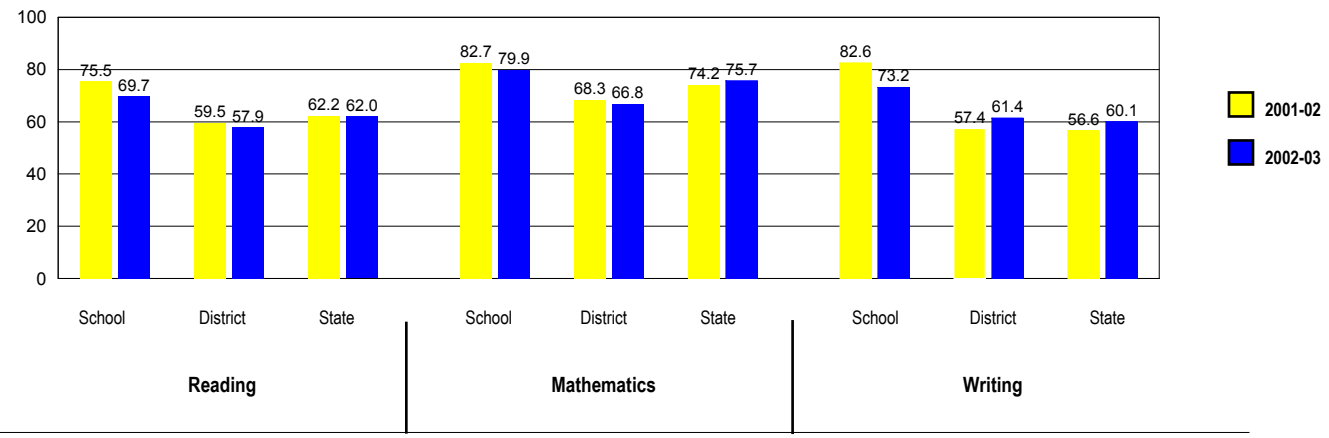
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



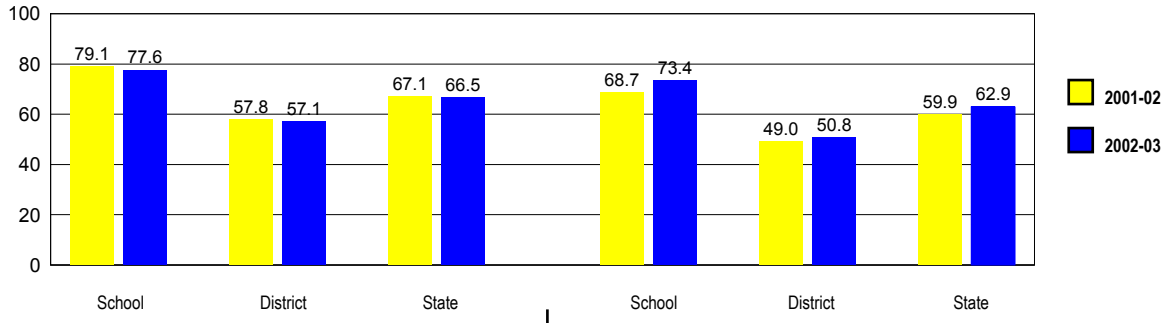
ISAT PERFORMANCE

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



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								
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American	LEP	Migrant	Students with Disabilities	Econo-mically Disadv-antaged
School	*Enrollment	155	80	75	106	37	10	1	0	1	0	24	37
	Reading	0.0	0.0	1.3	0.0	0.0	0.0					0.0	13.5
	Mathematics	0.0	0.0	1.3	0.0	0.0	0.0					0.0	13.5
District	*Enrollment	1,489	771	718	639	751	67	14	0	1	0	216	635
	Reading	0.0	0.0	0.0	0.9	0.0	1.5	0.0				0.0	13.1
	Mathematics	0.0	0.0	0.0	0.9	0.0	1.5	0.0				0.0	13.1
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

	Reading				Mathematics				Writing			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
School	4.6	25.7	46.1	23.7	5.8	14.3	49.4	30.5	1.3	25.5	72.5	0.7
District	12.8	29.3	42.4	15.5	12.7	20.5	45.6	21.3	8.2	30.4	60.6	0.8
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

	Reading				Mathematics				Writing			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	7.6	24.1	46.8	21.5	7.6	12.7	43.0	36.7	2.5	32.9	63.3	1.3
District	16.2	32.3	35.4	16.2	15.0	20.5	40.0	24.5	11.6	36.4	51.0	1.0
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	1.4	26.4	45.8	26.4	4.1	14.9	56.8	24.3	0.0	17.8	82.2	0.0
District	7.8	25.7	51.5	15.0	8.9	20.2	53.0	17.9	3.6	23.8	72.0	0.6
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

	Reading				Mathematics				Writing			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
White												
School	3.8	16.3	50.0	29.8	4.7	7.5	46.2	41.5	1.9	24.8	72.4	1.0
District	3.3	17.6	51.0	28.1	5.8	7.1	48.4	38.7	3.3	20.3	75.2	1.3
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												
School	8.1	48.6	37.8	5.4	10.8	29.7	56.8	2.7	0.0	27.0	73.0	0.0
District	21.2	37.4	35.9	5.6	18.7	29.8	42.9	8.6	12.6	37.9	49.0	0.5
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												
School	0.0	40.0	40.0	20.0	0.0	30.0	60.0	10.0	0.0	30.0	70.0	0.0
District	0.0	43.8	43.8	12.5	5.9	35.3	52.9	5.9	0.0	37.5	62.5	0.0
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

ISAT continued

Grade 3 - Students with Disabilities

		Reading				Mathematics				Writing			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP													
	School	15.2	57.6	21.2	6.1	21.2	18.2	45.5	15.2	6.1	39.4	54.5	0.0
	District	31.8	51.5	12.1	4.5	34.3	26.9	28.4	10.4	25.8	39.4	34.8	0.0
	State	24.3	43.5	24.4	7.8	17.3	27.7	40.6	14.4	22.1	40.0	36.9	1.0
Section 504													
	State	7.5	29.5	43.0	20.0	4.1	17.1	48.8	30.0	7.9	35.2	53.9	3.0
Non-disabled													
	School	1.7	16.9	52.5	28.8	1.7	13.3	50.0	35.0	0.0	21.0	78.2	0.8
	District	8.1	24.9	49.2	17.8	7.7	19.1	49.5	23.7	4.4	27.9	66.7	1.0
	State	5.6	27.7	42.6	24.1	5.2	15.8	45.2	33.8	4.7	31.8	60.4	3.1

Grade 3 - Economically Disadvantaged

		Reading				Mathematics				Writing			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch													
	School	10.0	26.7	50.0	13.3	6.7	26.7	40.0	26.7	0.0	25.8	74.2	0.0
	District	24.2	35.2	34.4	6.3	18.6	31.8	36.4	13.2	12.4	42.6	45.0	0.0
	State	15.1	43.6	33.7	7.6	13.3	29.1	45.1	12.5	12.2	44.3	42.7	0.8
Not Eligible													
	School	3.3	25.4	45.1	26.2	5.6	11.3	51.6	31.5	1.6	25.4	72.1	0.8
	District	6.7	26.3	46.7	20.4	9.5	14.5	50.4	25.6	5.9	23.8	69.0	1.3
	State	3.9	21.4	44.1	30.6	2.8	10.3	44.3	42.6	3.9	25.9	66.1	4.1

Grade 4

Grade 4 - All

		Science				Social Science			
	Levels	1	2	3	4	1	2	3	4
	School	4.0	18.4	64.8	12.8	3.9	22.7	70.3	3.1
	District	9.1	33.9	48.8	8.3	11.9	37.3	49.2	1.6
	State	7.0	26.5	52.2	14.3	7.6	29.5	56.4	6.4

Grade 4 - Gender

		Science				Social Science			
	Levels	1	2	3	4	1	2	3	4
Male									
	School	0.0	14.3	66.7	19.0	0.0	20.3	75.0	4.7
	District	6.5	32.6	49.5	11.4	11.4	38.9	47.6	2.2
	State	7.3	24.6	51.6	16.5	8.2	28.1	56.3	7.4
Female									
	School	8.1	22.6	62.9	6.5	7.8	25.0	65.6	1.6
	District	11.5	35.1	48.2	5.2	12.4	35.8	50.8	1.0
	State	6.7	28.5	52.9	12.0	7.0	31.1	56.6	5.4

ISAT continued

Grade 4 - Racial/Ethnic Background

		Science				Social Science			
	Levels	1	2	3	4	1	2	3	4
White									
	School	3.5	14.1	67.1	15.3	2.3	23.0	71.3	3.4
	District	2.0	18.0	64.7	15.3	2.6	21.1	73.7	2.6
	State	2.4	15.8	60.5	21.2	2.7	18.8	69.0	9.5
Black									
	School	3.3	33.3	56.7	6.7	6.5	19.4	74.2	0.0
	District	14.5	45.9	36.7	2.9	19.2	50.0	30.8	0.0
	State	16.2	46.2	35.1	2.5	17.7	48.3	32.9	1.1
Hispanic									
	District	7.7	30.8	61.5	0.0	7.7	30.8	61.5	0.0
	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 4 - Students with Disabilities

		Science				Social Science			
	Levels	1	2	3	4	1	2	3	4
IEP									
	School	18.8	12.5	68.8	0.0	27.8	44.4	27.8	0.0
	District	21.1	36.8	42.1	0.0	35.0	47.5	17.5	0.0
	State	15.9	38.3	40.0	5.9	20.3	40.6	37.0	2.1
Section 504									
	State	7.5	24.8	52.5	15.1	6.2	33.6	53.9	6.4
Non-disabled									
	School	1.9	19.4	63.9	14.8	0.0	19.3	77.1	3.7
	District	7.5	33.3	49.8	9.3	9.0	35.9	53.3	1.8
	State	5.6	24.6	54.2	15.6	5.5	27.7	59.7	7.1

Grade 4 - Economically Disadvantaged

		Science				Social Science			
	Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch									
	School	10.7	28.6	53.6	7.1	7.1	21.4	71.4	0.0
	District	13.5	46.8	35.5	4.3	18.4	48.9	32.6	0.0
	State	13.1	41.8	41.1	3.9	14.2	45.8	38.6	1.3
Not Eligible									
	School	2.1	15.5	68.0	14.4	3.0	23.0	70.0	4.0
	District	6.4	26.1	56.8	10.7	8.0	30.4	59.1	2.5
	State	3.2	16.9	59.1	20.7	3.5	19.4	67.6	9.6

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	70.7		Yes	80.5		Yes	95.1	Yes		
White	100.0	Yes	100.0	Yes	78.8		Yes	87.7		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.)