

CARROLLTON ELEM SCHOOL
CARROLLTON C U SCHOOL DIST 1
CARROLLTON, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5 6 7 8

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	97.4	0.3	2.1	0.0	0.3	24.0	0.0		0.0	13.2	95.5	388
District	98.3	0.1	1.4	0.0	0.1	22.3	0.0		0.1	10.6	95.3	705
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*		AVERAGE CLASS SIZE (as of the first school day in May)						STAFF-TO-STUDENT RATIOS			
	Percent	Grade 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	17.3	18.5	18.3	21.0	19.0		--	--	--	--
District	87.3	17.3	18.5	18.3	21.0	19.0		15.5	14.6	11.6	235.0
State	95.9	20.6	21.3	22.5	23.6	22.8		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	60	45	25	45	45	170	150	110	30	50	45
District	60	60	45	25	45	45	170	150	110	30	50	45
State	56	52	49	30	43	44	146	107	94	31	43	44

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	29.0	71.0	54
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

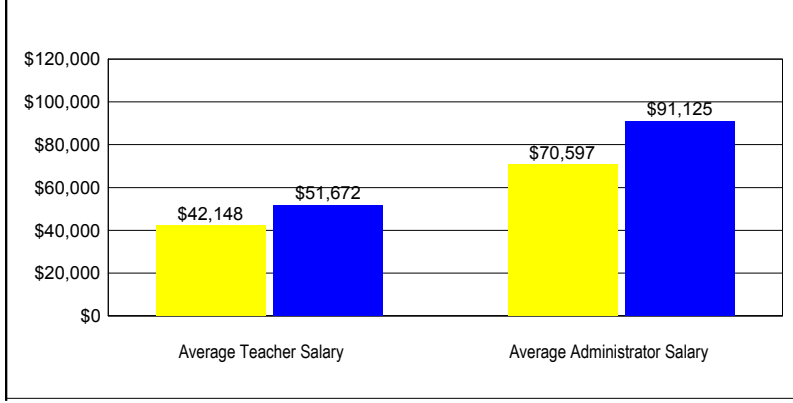
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	16.2	61.4	36.7	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

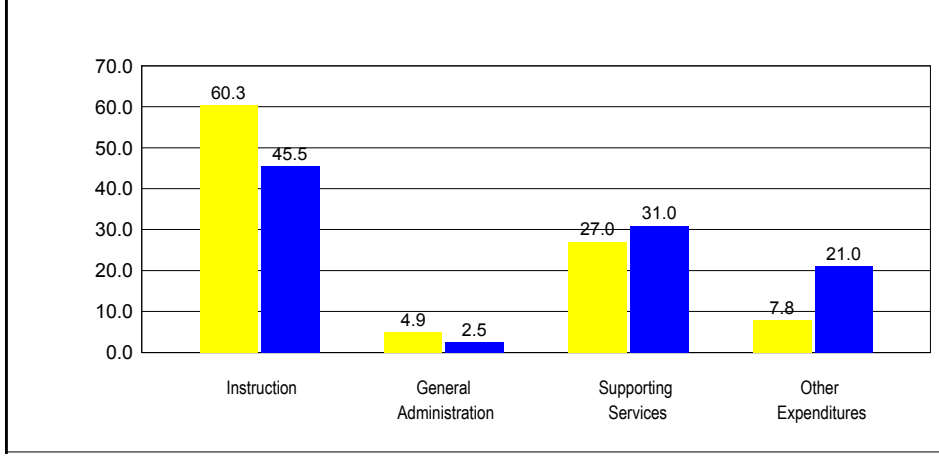
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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.

■ District
■ State

EXPENDITURE BY FUNCTION 2001-02 (Percentages)



■ District
■ State

REVENUE BY SOURCE 2001-02				EXPENDITURE BY FUND 2001-02			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$1,498,802	29.7	55.4	Education	\$4,271,163	79.0	69.7
Other Local Funding	\$256,579	5.1	6.1	Operations & Maintenance	\$350,632	6.5	8.9
General State Aid	\$1,997,435	39.6	18.7	Transportation	\$308,165	5.7	3.4
Other State Funding	\$618,979	12.3	12.5	Bond and Interest	\$87,611	1.6	5.7
Federal Funding	\$675,539	13.4	7.3	Rent			0.0
TOTAL	\$5,047,334			Municipal Retirement/ Social Security	\$122,823	2.3	1.5
				Fire Prevention & Safety	\$262,900	4.9	1.0
				Site & Construction/ Capital Improvement			9.8
				TOTAL	\$5,403,294		

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	\$65,942	3.24	\$4,895	\$7,302
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.

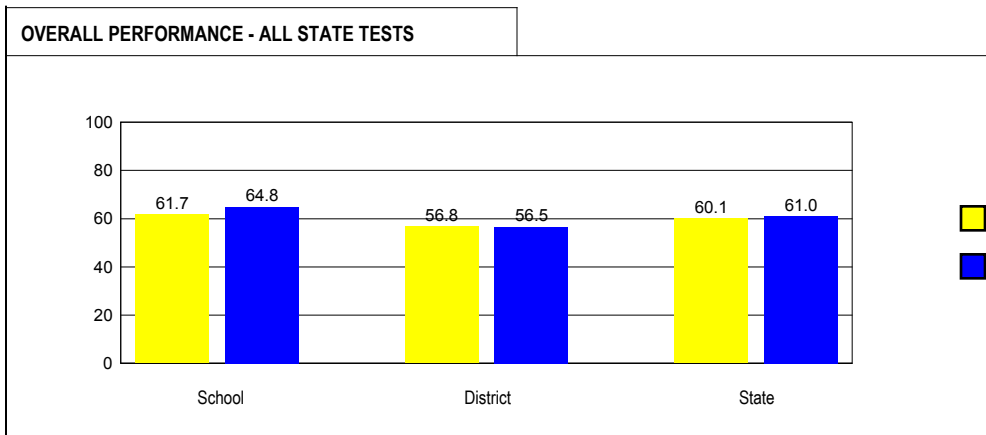
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

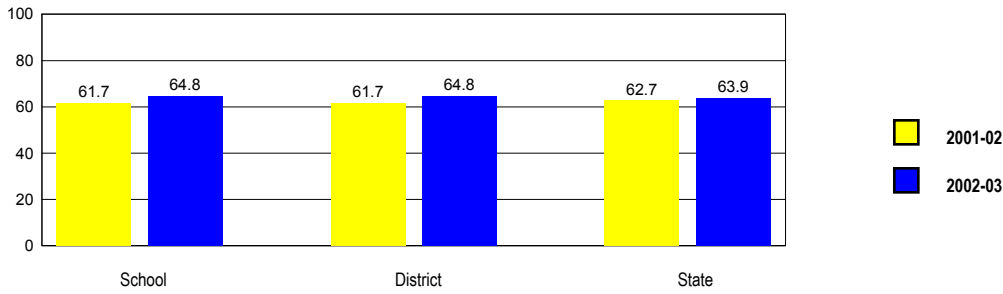
ACADEMIC PERFORMANCE

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.



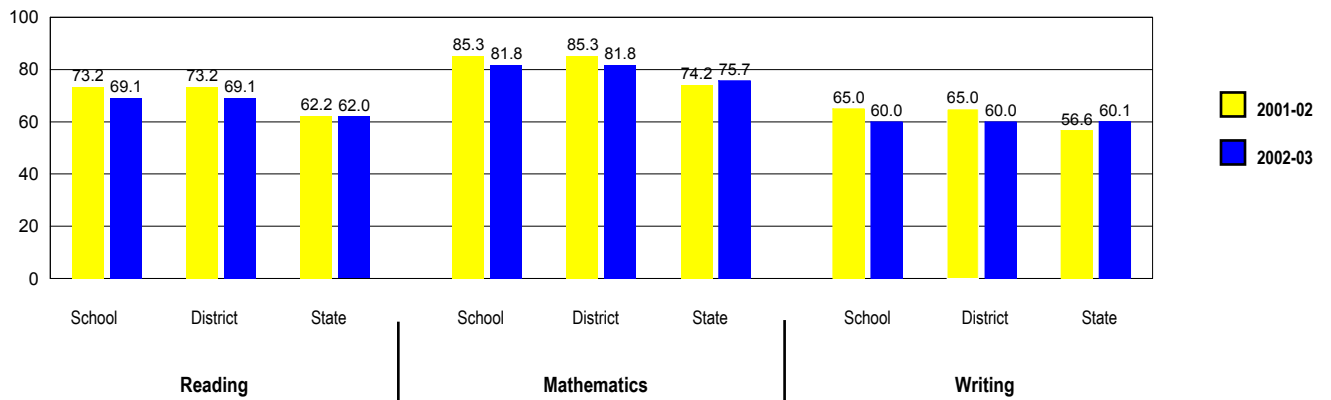
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



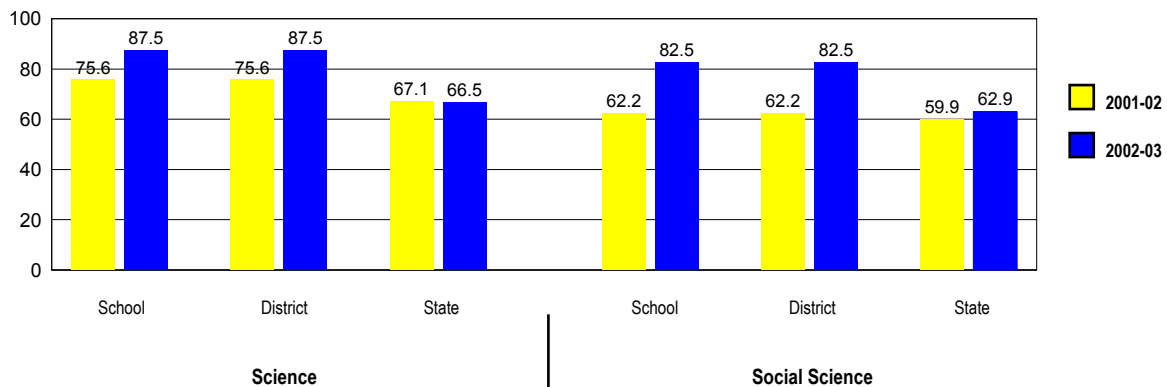
ISAT PERFORMANCE

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.

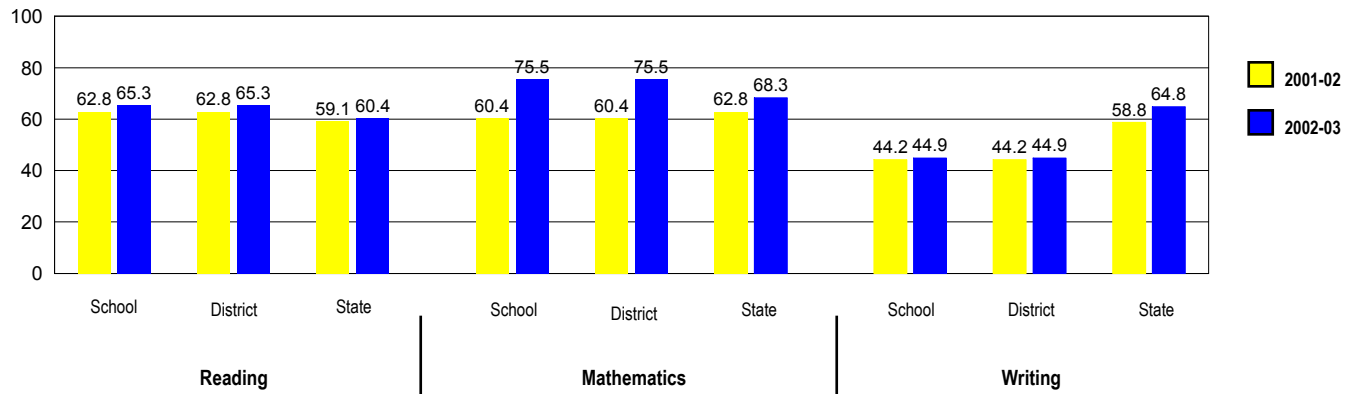
ISAT Grade 3



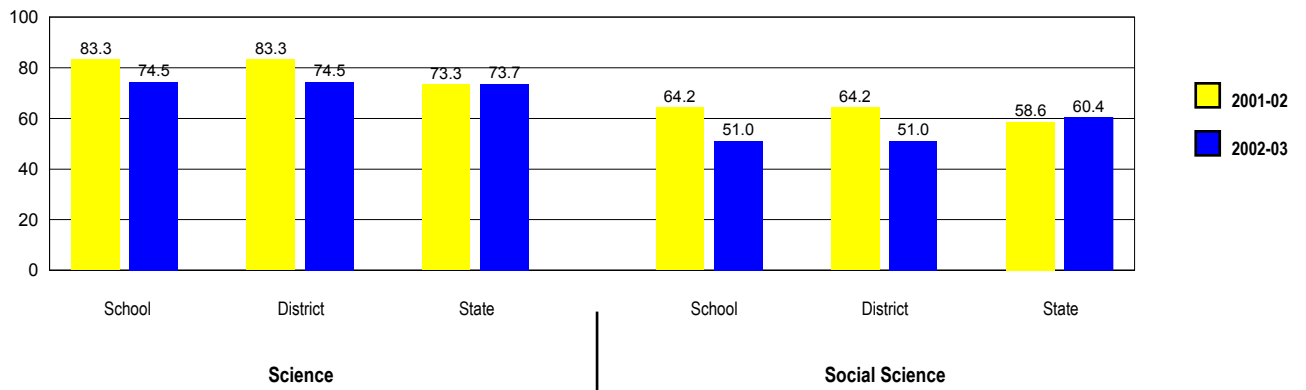
ISAT Grade 4



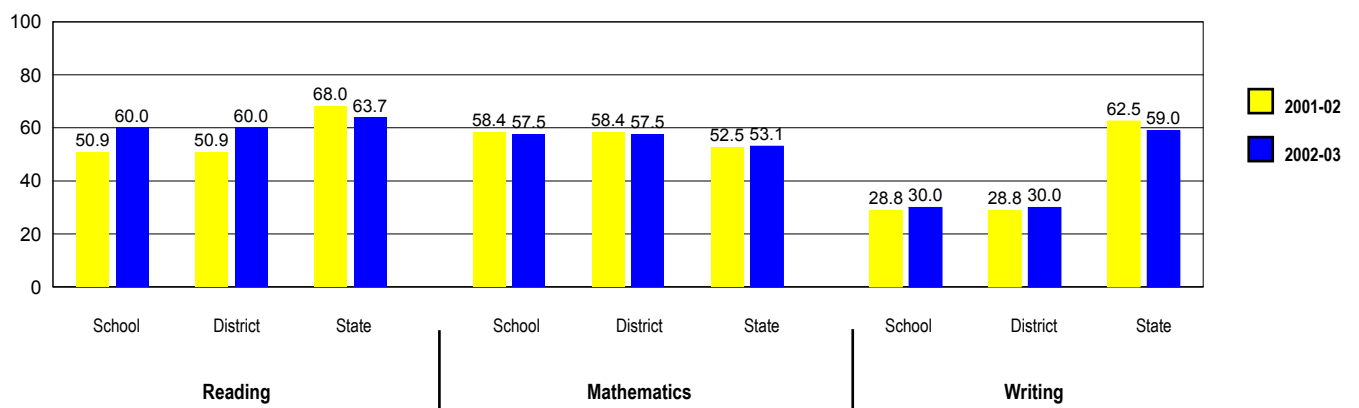
ISAT Grade 5



ISAT Grade 7



ISAT 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.

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	144	81	63	140	0	3	0	1	0	0	22	38
	Reading	0.0	0.0	0.0	0.0							0.0	10.5
	Mathematics	0.0	0.0	0.0	0.0							0.0	10.5
District	*Enrollment	213	116	97	209	0	3	0	1	0	0	30	44
	Reading	0.0	0.0	0.0	0.0							0.0	9.1
	Mathematics	0.0	0.0	0.0	0.0							0.0	9.1
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**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	5.5	25.5	45.5	23.6	1.8	16.4	43.6	38.2	3.6	36.4	58.2	1.8
District	5.5	25.5	45.5	23.6	1.8	16.4	43.6	38.2	3.6	36.4	58.2	1.8
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

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	7.1	25.0	50.0	17.9	3.6	14.3	42.9	39.3	7.1	39.3	50.0	3.6
District	7.1	25.0	50.0	17.9	3.6	14.3	42.9	39.3	7.1	39.3	50.0	3.6
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	3.7	25.9	40.7	29.6	0.0	18.5	44.4	37.0	0.0	33.3	66.7	0.0
District	3.7	25.9	40.7	29.6	0.0	18.5	44.4	37.0	0.0	33.3	66.7	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	5.6	25.9	44.4	24.1	1.9	16.7	42.6	38.9	3.7	37.0	57.4	1.9
District	5.6	25.9	44.4	24.1	1.9	16.7	42.6	38.9	3.7	37.0	57.4	1.9
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	12.5	62.5	25.0	0.0	17.5	70.0	12.5
District	0.0	12.5	62.5	25.0	0.0	17.5	70.0	12.5
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	8.3	58.3	33.3	0.0	12.5	75.0	12.5
District	0.0	8.3	58.3	33.3	0.0	12.5	75.0	12.5
State	7.3	24.6	51.6	16.5	8.2	28.1	56.3	7.4
Female								
School	0.0	18.8	68.8	12.5	0.0	25.0	62.5	12.5
District	0.0	18.8	68.8	12.5	0.0	25.0	62.5	12.5
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	13.2	60.5	26.3	0.0	15.8	71.1	13.2
District	0.0	13.2	60.5	26.3	0.0	15.8	71.1	13.2
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 4 - Economically Disadvantaged

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	21.4	78.6	0.0	0.0	28.6	64.3	7.1
District	0.0	21.4	78.6	0.0	0.0	28.6	64.3	7.1
State	13.1	41.8	41.1	3.9	14.2	45.8	38.6	1.3
Not Eligible								
School	0.0	7.7	53.8	38.5	0.0	11.5	73.1	15.4
District	0.0	7.7	53.8	38.5	0.0	11.5	73.1	15.4
State	3.2	16.9	59.1	20.7	3.5	19.4	67.6	9.6

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	34.7	40.8	24.5	4.1	20.4	67.3	8.2	12.2	42.9	42.9	2.0
District	0.0	34.7	40.8	24.5	4.1	20.4	67.3	8.2	12.2	42.9	42.9	2.0
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	39.4	39.4	21.2	6.1	24.2	60.6	9.1	15.2	42.4	39.4	3.0
District	0.0	39.4	39.4	21.2	6.1	24.2	60.6	9.1	15.2	42.4	39.4	3.0
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	25.0	43.8	31.3	0.0	12.5	81.3	6.3	6.3	43.8	50.0	0.0
District	0.0	25.0	43.8	31.3	0.0	12.5	81.3	6.3	6.3	43.8	50.0	0.0
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

ISAT continued**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	35.4	41.7	22.9	4.2	20.8	66.7	8.3	12.5	41.7	43.8	2.1
	District	0.0	35.4	41.7	22.9	4.2	20.8	66.7	8.3	12.5	41.7	43.8	2.1
	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
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

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	72.7	18.2	9.1	9.1	45.5	45.5	0.0	54.5	36.4	0.0	9.1
	District	0.0	72.7	18.2	9.1	9.1	45.5	45.5	0.0	54.5	36.4	0.0	9.1
	State	5.2	69.5	19.9	5.4	14.4	50.4	33.0	2.2	25.7	42.4	31.2	0.7
Section 504	State	0.6	39.4	41.1	18.9	1.3	29.6	61.0	8.0	7.0	41.4	49.5	2.1
Non-disabled	School	0.0	23.7	47.4	28.9	2.6	13.2	73.7	10.5	0.0	44.7	55.3	0.0
	District	0.0	23.7	47.4	28.9	2.6	13.2	73.7	10.5	0.0	44.7	55.3	0.0
	State	0.3	33.5	40.1	26.0	1.7	24.4	62.9	10.9	3.1	26.8	66.1	4.0

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	57.1	35.7	7.1	7.1	21.4	64.3	7.1	21.4	50.0	28.6	0.0
	District	0.0	57.1	35.7	7.1	7.1	21.4	64.3	7.1	21.4	50.0	28.6	0.0
	State	1.8	58.3	31.2	8.7	6.5	44.4	46.7	2.3	9.8	40.0	49.0	1.1
Not Eligible	School	0.0	25.7	42.9	31.4	2.9	20.0	68.6	8.6	8.6	40.0	48.6	2.9
	District	0.0	25.7	42.9	31.4	2.9	20.0	68.6	8.6	8.6	40.0	48.6	2.9
	State	0.5	26.5	41.0	31.9	1.7	18.1	65.9	14.2	4.0	22.3	68.8	5.0

Grade 7**Grade 7 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	9.8	15.7	60.8	13.7	2.0	47.1	39.2	11.8
District	9.8	15.7	60.8	13.7	2.0	47.1	39.2	11.8
State	9.7	16.6	56.2	17.5	1.5	38.1	45.7	14.7

Grade 7 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	School	13.8	13.8	58.6	13.8	3.4	44.8	41.4	10.3
	District	13.8	13.8	58.6	13.8	3.4	44.8	41.4	10.3
	State	10.6	15.7	53.6	20.2	1.9	36.7	44.1	17.3
Female	School	4.5	18.2	63.6	13.6	0.0	50.0	36.4	13.6
	District	4.5	18.2	63.6	13.6	0.0	50.0	36.4	13.6
	State	8.7	17.6	58.9	14.8	1.1	39.5	47.4	12.0

ISAT continued**Grade 7 - Racial/Ethnic Background**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
White								
School	9.8	15.7	60.8	13.7	2.0	47.1	39.2	11.8
District	9.8	15.7	60.8	13.7	2.0	47.1	39.2	11.8
State	5.0	10.7	59.8	24.5	0.7	26.6	52.0	20.6
Black								
State	20.5	29.8	46.9	2.8	3.5	64.5	29.6	2.4
Hispanic								
State	15.4	25.0	53.9	5.7	2.1	53.4	39.9	4.5
Asian/Pacific Islander								
State	3.2	8.0	57.2	31.6	0.2	17.5	55.1	27.2
Native American								
State	10.9	21.1	54.7	13.3	1.6	43.2	47.5	7.7

Grade 7 - Students with Disabilities

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
IEP								
School	21.4	7.1	64.3	7.1	7.1	85.7	0.0	7.1
District	21.4	7.1	64.3	7.1	7.1	85.7	0.0	7.1
State	32.2	28.3	36.0	3.5	7.2	67.4	22.4	3.1
Section 504								
State	9.5	19.5	54.1	16.9	1.2	38.7	42.8	17.2
Non-disabled								
School	5.4	18.9	59.5	16.2	0.0	32.4	54.1	13.5
District	5.4	18.9	59.5	16.2	0.0	32.4	54.1	13.5
State	5.9	14.7	59.5	19.8	0.5	33.2	49.6	16.7

Grade 7 - Economically Disadvantaged

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	7.7	15.4	69.2	7.7	7.7	46.2	38.5	7.7
District	7.7	15.4	69.2	7.7	7.7	46.2	38.5	7.7
State	17.2	26.8	50.9	5.1	2.8	59.0	34.5	3.7
Not Eligible								
School	10.5	15.8	57.9	15.8	0.0	47.4	39.5	13.2
District	10.5	15.8	57.9	15.8	0.0	47.4	39.5	13.2
State	6.0	11.6	58.8	23.6	0.9	27.7	51.3	20.1

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	2.5	37.5	60.0	0.0	2.5	40.0	55.0	2.5	10.0	60.0	30.0	0.0
District	2.5	37.5	60.0	0.0	2.5	40.0	55.0	2.5	10.0	60.0	30.0	0.0
State	0.5	35.8	54.0	9.7	6.3	40.6	37.6	15.5	6.2	34.8	54.8	4.2

Grade 8 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	5.0	50.0	45.0	0.0	0.0	55.0	45.0	0.0	10.0	65.0	25.0	0.0
District	5.0	50.0	45.0	0.0	0.0	55.0	45.0	0.0	10.0	65.0	25.0	0.0
State	0.7	40.6	51.5	7.2	7.5	39.7	36.5	16.3	9.4	41.5	46.7	2.4
Female												
School	0.0	25.0	75.0	0.0	5.0	25.0	65.0	5.0	10.0	55.0	35.0	0.0
District	0.0	25.0	75.0	0.0	5.0	25.0	65.0	5.0	10.0	55.0	35.0	0.0
State	0.2	30.8	56.6	12.3	5.1	41.6	38.6	14.7	2.9	27.9	63.2	6.0

ISAT continued**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
School	2.6	34.2	63.2	0.0	0.0	42.1	55.3	2.6	7.9	63.2	28.9	0.0	
District	2.6	34.2	63.2	0.0	0.0	42.1	55.3	2.6	7.9	63.2	28.9	0.0	
State	0.3	26.8	59.9	13.1	3.3	30.9	44.9	21.0	4.6	29.3	60.6	5.5	
Black													
State	1.0	53.7	42.6	2.7	15.1	61.9	20.2	2.8	10.7	47.7	40.6	1.0	
Hispanic													
State	0.8	52.3	43.8	3.1	7.7	56.8	30.4	5.1	7.4	43.5	47.7	1.3	
Asian/Pacific Islander													
State	0.1	20.1	59.6	20.3	1.3	19.7	40.6	38.3	1.8	20.7	67.1	10.4	
Native American													
State	0.6	45.1	48.2	6.1	7.2	49.3	32.0	11.6	6.5	44.9	45.2	3.4	

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	7.1	57.1	35.7	0.0	7.1	28.6	64.3	0.0	28.6	42.9	28.6	0.0	
District	7.1	57.1	35.7	0.0	7.1	28.6	64.3	0.0	28.6	42.9	28.6	0.0	
State	0.9	53.1	43.3	2.7	11.3	58.5	26.0	4.2	9.8	46.6	42.5	1.1	
Not Eligible													
School	0.0	26.9	73.1	0.0	0.0	46.2	50.0	3.8	0.0	69.2	30.8	0.0	
District	0.0	26.9	73.1	0.0	0.0	46.2	50.0	3.8	0.0	69.2	30.8	0.0	
State	0.3	27.6	59.0	13.0	4.0	32.2	43.0	20.8	4.5	29.3	60.6	5.6	

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
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Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	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	66.0		Yes	73.0		Yes	95.5	Yes		
White	100.0	Yes	100.0	Yes	66.4		Yes	73.0		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

See the next page for Carrollton Elembentary School successes and planned improvement.

Carrollton Grade School Successes:

The members of the Meet the Challenge Transition Team for pre-school through grade 3 have now extended their professional activities by participating in the state mathematics symposium.

Kindergarten and first grade have aligned the mathematics curriculum. Also, first grade through third grade now have social studies texts that are aligned with the state standards. We also have acquired a new series of texts for special education students for geography, history, reading, English, mathematics, and science. A new reading series was obtained for grades K, 2, 3, and 4.

The Carrollton Bank donated computers for the classroom to enhance student access to computers.

Our school welcomes community presenters from Boyd Hospital for smoke free/drug free programs and the University of Illinois Extension office for nutrition programs and the "Polite is Right" character education classes.

Carrollton Grade School supports the Brownies and Girl Scouts by providing facilities for meetings and activities.

Additional teachers were provided to reduce class size and to provide lower student/teacher ratio in kindergarten and third grade. Paraprofessionals offer small-group and one-on-one assistance and reinforcement for grades K-3.

A very active Parent Teacher Organization supports our educational program by fundraising and providing funds for many educational needs including classroom supplies, field trips, assemblies, school carnivals, book fairs, a Santa's Secret Shop, and other activities.

Carrollton Grade School continued before-school tutoring, the Junior Olympiad, and the joint Carrollton-Greenfield summer enrichment camp for students in grades 3-5. Remedial summer camp sponsored by the Title I Reading program continued for students who had completed kindergarten, first, second, or third grade with two additional teachers available to serve more students in the summer school program.

For the past two years, the seventh grade has participated in the Illinois Young Authors program, and one seventh grader each year has attended the Illinois Young Author's Conference at Illinois State University.

Parents, teachers, staff, and community members have served on a planning committee for the new building and provided valuable input for the architect who prepared the plans for the building and grounds.

A Teachers Assistance Team was formed to help regular education teachers make required accommodations for special education students.

Drug Abuse Resistance Education (DARE) instruction was continued at the sixth grade level and the school resource officer was available for student assistance.

Achievement test results were analyzed and notification was sent to parents of students who received test scores one or more years below grade level in language arts, mathematics, and science. Parent conferences were conducted, and individual remediation plans were made.

Teachers continued to work on recertification requirements, and paraprofessionals participated in college classes that were offered at the grade school through Lewis and Clark Community College.

Planned Improvements:

Monitor construction plans and activities for the new building.

Update our software and computers, continue to offer technology training to faculty and staff members, and continue to incorporate technology with instruction.

Implement the K-8 portion of the comprehensive K-12 Gretchen Courtney reading strategies program.