

**PERU WASHINGTON SCHOOL
PERU ELEM SCHOOL DISTRICT 124
PERU, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : 6 7 8

State and federal laws require public school districts to release 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	87.2	2.1	8.3	2.4	0.0	26.2	1.4		0.4	11.3	96.1	290
District	87.8	2.2	7.8	2.2	0.1	25.2	2.3		0.5	11.0	96.2	876
State	57.7	20.8	17.7	3.6	0.2	39.0	6.7		2.1	16.8	94.2	2,060,048

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	96.3

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

Grade	Grade	Grade	Grade	Grade	High School
K	1	3	6	8	
			25.0	23.0	
			25.0	23.0	
			23.7	23.1	

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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16.2		12.1	219.0
19.4		14.1	208.7

* 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		45	50		45	50		85	80		45	45
District		45	50		45	50		85	80		45	45
State		52	50		43	44		105	93		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	13.5	86.5	67
State	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

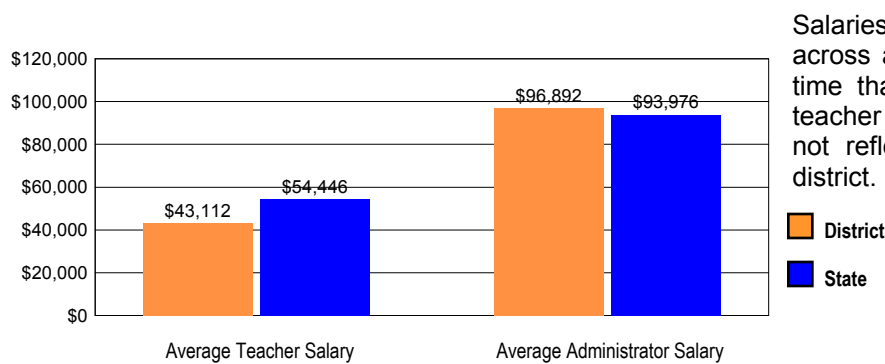
TEACHER INFORMATION (Continued)

	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	16.5	67.0	33.0	0.0	0.0
State	13.8	51.3	48.6	1.7	1.8

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

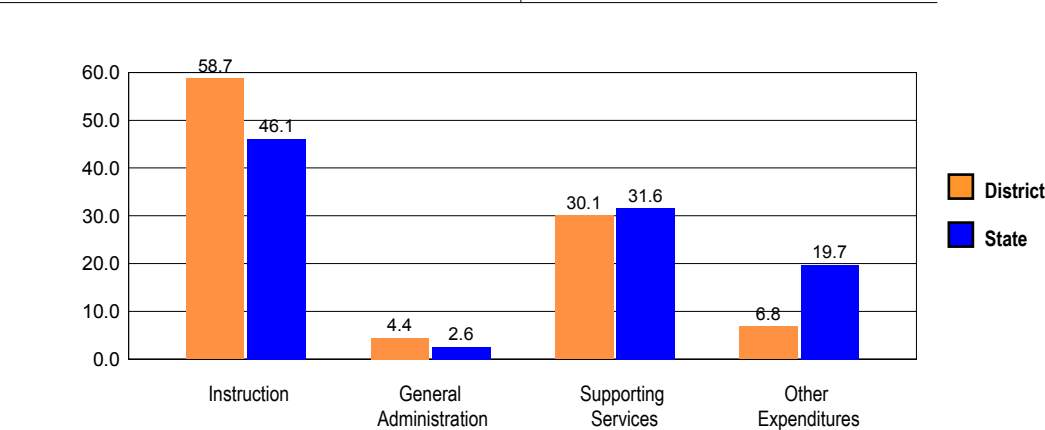
SCHOOL DISTRICT FINANCES

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 2002-03 (Percentages)



REVENUE BY SOURCE 2002-03				EXPENDITURE BY FUND 2002-03			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$3,938,936	63.5	56.6	Education	\$4,948,288	80.1	70.1
Other Local Funding	\$386,457	6.2	5.4	Operations & Maintenance	\$768,957	12.5	8.9
General State Aid	\$1,050,072	16.9	17.9	Transportation	\$273,895	4.4	3.5
Other State Funding	\$557,471	9.0	12.1	Bond and Interest	\$0	0.0	6.0
Federal Funding	\$269,535	4.3	8.0	Rent	\$0	0.0	0.0
TOTAL	\$6,202,471			Municipal Retirement/ Social Security	\$179,596	2.9	1.5
				Fire Prevention & Safety	\$3,920	0.1	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	9.0
				TOTAL	\$6,174,656		

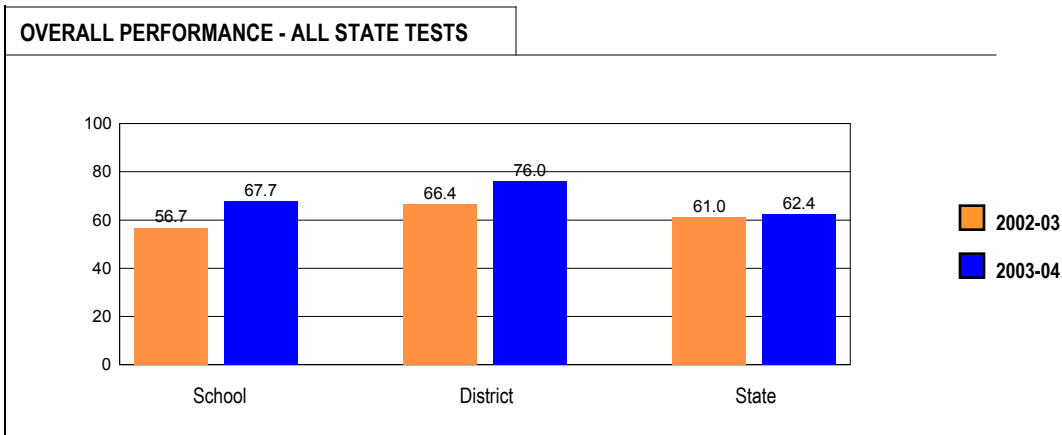
OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$145,271	2.91	\$4,192	\$6,570
State	**	**	\$5,022	\$8,482

** 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.

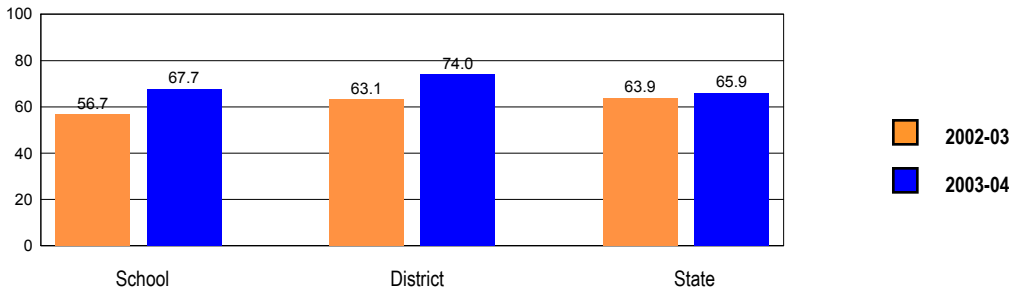
ACADEMIC PERFORMANCE

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.



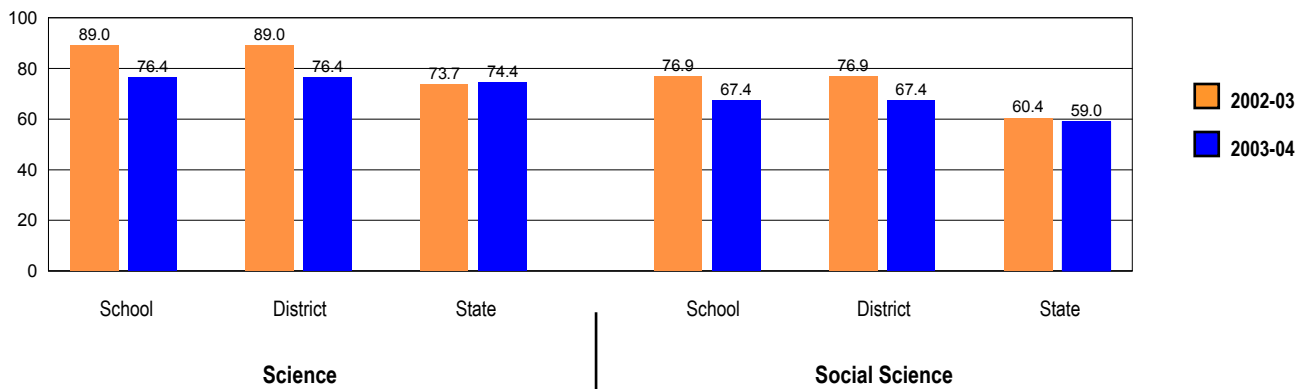
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



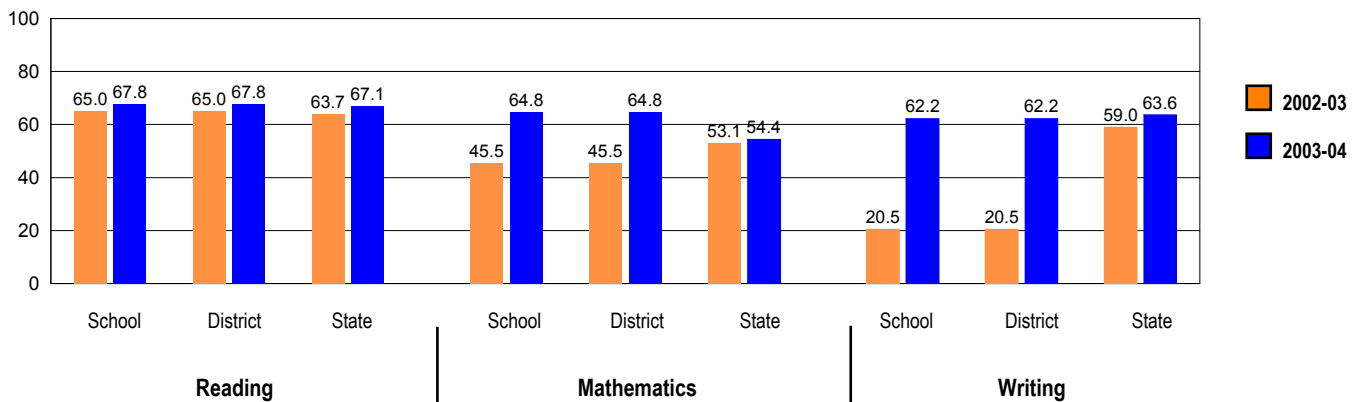
ISAT PERFORMANCE

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 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 (No Child Left Behind Act). 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.

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	Multi racial /Ethnic				
School	*Enrollment	92	40	52	82	1	6	3	0	0	0	0	8	20
	Reading	1.1	2.5	0.0	1.2									5.0
	Mathematics	1.1	2.5	0.0	1.2									5.0
District	*Enrollment	384	180	204	336	7	28	11	0	2	4	0	38	88
	Reading	0.8	1.7	0.0	0.9		0.0	0.0					5.3	3.4
	Mathematics	0.8	1.7	0.0	0.9		0.0	0.0					5.3	3.4
State	*Enrollment	618,426	315,150	303,276	362,539	126,432	103,851	22,726	1,038	1,840	43,504	259	89,425	239,387
	Reading	0.9	1.0	0.8	0.4	2.2	1.2	0.6	2.2	0.7	0.9	7.3	2.4	1.4
	Mathematics	0.9	1.1	0.9	0.4	2.3	1.3	0.6	1.9	0.8	1.3	6.9	2.5	1.5

* 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 7**Grade 7 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	6.7	16.9	68.5	7.9	0.0	32.6	52.8	14.6
District	6.7	16.9	68.5	7.9	0.0	32.6	52.8	14.6
State	10.4	15.2	57.8	16.6	1.7	39.3	44.3	14.7

Grade 7 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	School	6.7	15.6	68.9	8.9	0.0	31.1	53.3	15.6
	District	6.7	15.6	68.9	8.9	0.0	31.1	53.3	15.6
	State	11.4	14.3	55.1	19.2	2.1	37.7	43.1	17.1
Female	School	6.8	18.2	68.2	6.8	0.0	34.1	52.3	13.6
	District	6.8	18.2	68.2	6.8	0.0	34.1	52.3	13.6
	State	9.4	16.1	60.6	13.9	1.3	41.0	45.6	12.1

Grade 7 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	School	6.8	16.2	67.6	9.5	0.0	31.1	51.4	17.6
	District	6.8	16.2	67.6	9.5	0.0	31.1	51.4	17.6
	State	5.0	9.3	62.2	23.6	0.8	26.2	51.9	21.2
Black	School								
	District								
	State	22.8	27.5	46.9	2.8	4.1	67.3	26.3	2.3
Hispanic	School								
	District								
	State	15.8	22.7	55.8	5.7	2.1	55.5	37.8	4.5
Asian/Pacific Islander	School								
	District								
	State	3.0	6.8	58.8	31.4	0.3	17.9	55.3	26.5
Native American	School								
	District								
	State	11.7	15.0	58.6	14.7	1.3	45.1	45.1	8.4
Multiracial/Ethnic	School								
	District								
	State	8.6	15.2	59.2	17.0	1.0	38.2	46.3	14.4

Grade 7 - Students with Disabilities

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	School	26.7	40.0	33.3	0.0	0.0	86.7	13.3	0.0
	District	26.7	40.0	33.3	0.0	0.0	86.7	13.3	0.0
	State	32.9	24.4	38.8	3.9	7.9	67.2	21.8	3.0
Non-IEP	School	2.7	12.2	75.7	9.5	0.0	21.6	60.8	17.6
	District	2.7	12.2	75.7	9.5	0.0	21.6	60.8	17.6
	State	6.6	13.6	61.1	18.8	0.6	34.5	48.2	16.7

Grade 7 - Economically Disadvantaged

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch									
School	11.1	18.5	66.7	3.7	0.0	59.3	33.3	7.4	
District	11.1	18.5	66.7	3.7	0.0	59.3	33.3	7.4	
State	18.6	24.2	52.2	5.0	3.1	60.7	32.5	3.7	
Not Eligible									
School	4.8	16.1	69.4	9.7	0.0	21.0	61.3	17.7	
District	4.8	16.1	69.4	9.7	0.0	21.0	61.3	17.7	
State	5.3	9.6	61.3	23.8	0.8	26.0	51.7	21.5	

Grade 8

Grade 8 - All

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	32.2	60.0	7.8	2.2	33.0	51.6	13.2	4.4	33.3	60.0	2.2
District	0.0	32.2	60.0	7.8	2.2	33.0	51.6	13.2	4.4	33.3	60.0	2.2
State	1.6	31.3	57.4	9.7	5.6	40.0	37.5	16.9	4.9	31.5	58.7	4.9

Grade 8 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	33.3	64.1	2.6	0.0	30.8	53.8	15.4	7.7	51.3	38.5	2.6
District	0.0	33.3	64.1	2.6	0.0	30.8	53.8	15.4	7.7	51.3	38.5	2.6
State	2.3	35.2	54.6	7.9	6.7	39.4	36.0	17.8	7.5	38.8	50.7	3.0
Female												
School	0.0	31.4	56.9	11.8	3.8	34.6	50.0	11.5	2.0	19.6	76.5	2.0
District	0.0	31.4	56.9	11.8	3.8	34.6	50.0	11.5	2.0	19.6	76.5	2.0
State	0.8	27.3	60.3	11.5	4.4	40.5	39.0	16.1	2.2	24.0	66.8	6.9

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School	0.0	32.5	60.0	7.5	2.5	33.3	51.9	12.3	3.8	33.8	60.0	2.5
District	0.0	32.5	60.0	7.5	2.5	33.3	51.9	12.3	3.8	33.8	60.0	2.5
State	0.9	22.8	63.2	13.1	3.1	30.2	43.8	22.9	3.6	26.4	63.6	6.4
Black												
School												
District												
State	3.4	48.3	45.7	2.6	13.3	62.1	21.6	3.0	9.1	44.7	45.0	1.3
Hispanic												
School												
District												
State	2.0	46.7	48.3	3.0	6.2	55.1	32.7	6.0	5.3	38.2	54.5	2.0
Asian/Pacific Islander												
School												
District												
State	0.4	18.1	62.1	19.4	1.2	17.8	39.4	41.6	1.4	16.7	69.9	12.0
Native American												
School												
District												
State	0.8	27.2	61.9	10.1	5.8	38.8	43.5	11.9	7.3	30.9	57.1	4.6
Multiracial/Ethnic												
School												
District												
State	1.8	31.7	57.7	8.8	6.2	47.4	31.3	15.1	4.4	33.4	59.1	3.1

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	0.0	38.9	61.1	0.0	0.0	42.1	52.6	5.3	11.1	50.0	38.9	0.0
District	0.0	38.9	61.1	0.0	0.0	42.1	52.6	5.3	11.1	50.0	38.9	0.0
State	2.9	47.3	47.1	2.7	10.3	57.2	27.5	5.0	8.3	42.3	47.8	1.6
Not Eligible												
School	0.0	30.6	59.7	9.7	2.8	30.6	51.4	15.3	2.8	29.2	65.3	2.8
District	0.0	30.6	59.7	9.7	2.8	30.6	51.4	15.3	2.8	29.2	65.3	2.8
State	0.8	22.3	63.2	13.7	2.9	30.2	43.2	23.7	3.0	25.4	64.7	6.8

2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
Is this School making AYP in Reading?	Yes
Is this School making AYP in Mathematics?	Yes

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			89.0		66.0	
All	98.9	Yes	98.9	Yes	68.6		Yes	66.3		Yes	96.1	Yes		
White	98.8	Yes	98.8	Yes	68.4		Yes	65.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
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. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.

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 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/03.

** 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 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.

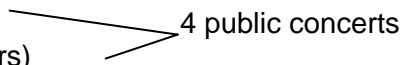
(For report cards disseminated electronically this information may be provided in a separate document due to the differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

Successes at Washington School for 2003-04

- **Technology**
 - Installed electronic message board in the cafeteria
 - Upgraded science and math software – Project Jason (6th grade)
 - Computer Lab Open before and after school for student use – 2X per week
 - Maintained grades with computer-managed program (facilitates ability to keep parents informed of student progress and achievement)

- **Wide variety of Enrichment courses and Programs**
 - Advisory Period to discuss adolescent issues (bullying, peer pressure, safety)
 - Algebra offered in house to qualifying 8th grade students
 - Foreign Language (Introductory French and Spanish)
 - Annual Field Trips at each grade level
 - Technology courses - keyboarding, web development, Microsoft office products

- **Student Academic Assistance**
 - Weekly progress reports upon request (mailed home 2X per quarter for all students)
 - Academically At-Risk Study Hall (homework assistance during regular school day)
 - Project Success (after school homework club at all grade levels)
 - Bilingual aide provides daily academic assistance for ESL students

- **Strong Fine Arts Program**
 - 3 levels of band (cadet, concert and jazz)
 - 2 levels of chorus (concert and singing Raiders)
 - Spring Musical Performance
 - 3 Competitions – various awards earned

4 public concerts

- **Wide range of extra-curricular activities**
 - Athletics (baseball, basketball, volleyball, track)
 - Scholastic Bowl (academic team)
 - Student Council
 - School-wide Spelling Bee
 - School-wide Geography Bee
 - Math Counts Contest
 - Ecology Meet

- **Student Recognition**
 - Scholastic Honors Banquet
 - Extra-curricular Banquet
 - Quarterly assemblies - Honor Roll, Attendance, Accelerated Reader, Detention Free
 - Student of the Month Awards (Physical Education and Art)
 - A variety of End-of-the-Year Awards – Academics, art, chorus, athletics, attendance, Presidential Fitness, band,

- **Communication**
 - Newsletter mailed home monthly
 - Quarterly District Newsletter
 - Website updated regularly by building webmaster

- **Community Participation**
 - District Curriculum Committee (PACE)
 - Committee participation in Student and Athletic Handbook Review
 - American Education Week Luncheon
 - Veteran's Day Recognition Program
 - Volunteer Recognition Banquet

- **Staff commitment to Educational Excellence**
 - High standards for achievement – above state standards in reading, science, social science and math)
 - Staff encouraged and funded to attend workshops (lifelong learners)
 - Daily Team Planning
 - Mentoring program for all new staff (2 year program)

- **Physical Plant**
 - Building in excellent condition – very clean, well maintained
 - Improvements to auditorium – replaced and upgraded stage curtains
 - Replaced entry rugs and painted walls
 - Improved landscaping around building and at the entrance

- **Health and Wellness**
 - Increased healthy food choices in lunch program (salads, fruit, cheese)
 - Offered a second entrée option (decreases unhealthy snacking)
 - Wellness Clinic offered to all Staff
 - Red Ribbon Week activities – emphasizing a drug-free lifestyle

Planned Improvements for 2004-05

- New Modular Technology Lab (Synergistics)
- Replace/Update computers in each of two labs
- Emphasize technology integration in all classrooms
- New Language Arts and Literature texts
- Review and Improve Math Curriculum
- Emphasize health and fitness in physical education
- Increase class time in core courses (math, science, language arts, social science)
- Increase Student Recognition
 - Add A. Tude Award
 - Citizenship Award
 - You Be the Chemist Challenge
- Review Expo Course offerings
 - expand foreign language curriculum to 1 quarter (Spanish)
 - offer elective classes at 8th grade
 - increase technology courses
- Review and Improve Extra Curricular Activities
 - Emphasize Sportsmanship: Add A. Tude Sportsmanship Award
 - Review and revise Extra-curricular Handbook
 - Research addition of new sports – ie. soccer, softball, football
- Emphasize a Positive Home/School Relationship