

**The mission of Community Unit School District 95 is to inspire all students to be passionate, continuous learners and to prepare them with the skills to achieve their goals and flourish as responsible, caring citizens in a global community.**

November 14, 2001

Dear Parents,

Enclosed with this letter is the 2001 Report Card for your school. The School Report Card includes information about students, the instructional setting, district finances, academic performance, and school improvement strategies.

The schools within District 95 are committed to the process of continuous improvement of student learning. The requirements of the Illinois State Board of Education, initiated in January 1997, support the efforts of schools to develop an improvement plan tailored to meet the needs of each school.

Each school improvement plan is developed through a process of gathering, analyzing and utilizing data to make changes that result in improved student learning.

We are pleased to report the positive achievement profile in District scores on Illinois Standards Achievement Test (ISAT), ACT, PSAE, and other student performance data. We realize that without motivated students, supportive parents, and a highly committed staff, this success would not be possible. We will continue to move forward and improve the educational opportunities for the students of District 95.

Sincerely,

Dr. Michael F. Paskewicz  
Superintendent of Schools

Constance C. Spenko  
Assistant Superintendent for  
Education and Learning Services

**CHARLES QUENTIN ELEM SCHOOL  
LAKE ZURICH C U SCH DIST 95  
PALATINE, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES: K 1 2 3 4 5**

The Better Schools Accountability Law of 1985 requires public school districts to provide school report cards each year to parents (and others upon request). This report card contains information about your school and your district in the following categories: student characteristics, the instructional setting, the school district's finances, and student performance on state assessments.

The state assessments are designed to measure students' progress in mastering the Illinois Learning Standards. These Standards, adopted in 1997, express what Illinois students should know and be able to do. The Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE) were launched to measure student achievement of the Illinois Learning Standards. In addition, the Illinois Measure of Annual Growth in English (IMAGE) assesses the progress of limited-English-proficient students in attaining the English-language skills needed to achieve the Learning Standards. For students with disabilities whose Individualized Education Programs (IEP's) indicate that participation in the ISAT and the PSAE would not be appropriate, the Illinois Alternate Assessment (IAA) measures progress toward achievement of the Standards through a portfolio process.

**Note:** Title 1 of the Elementary and Secondary Education Act requires that the reporting of state assessment data be disaggregated by various student characteristics. This requirement significantly increases the volume of data reported. Therefore, blank tables and tables not relevant to a school are not printed. Also, in order to protect students' confidentiality, assessment data for groups of fewer than five students are not printed.

## STUDENTS

### RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income	Limited- English- Proficient	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	92.3	0.7	2.0	5.1	0.0	0.5	2.8		0.0	4.6	96.2	609
<b>District</b>	92.5	0.9	3.5	3.1	0.1	2.5	0.5		0.0	4.5	96.0	6,156
<b>State</b>	60.1	20.9	15.4	3.4	0.2	36.9	6.3		2.2	17.2	93.7	2,007,170

**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 CONTACTS\*

	Percent
<b>School</b>	98.0
<b>District</b>	98.8
<b>State</b>	94.5

### AVERAGE CLASS SIZE (as of the first school day in

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
<b>School</b>	20.5	25.8	25.0			
<b>District</b>	20.8	22.4	23.3			
<b>State</b>	20.9	21.6	22.3			

### STAFF-TO-STUDENT RATIOS\*\*

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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17.1	16.9	13.6	293.1
19.1	18.0	13.9	233.9

\* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

\*\* With the exception of charter schools, staff-to-student ratios are not collected at the school building level.

**TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)**

Grades	Mathematics			Science			English*			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			30			150			30		
District	60			30			150			30		
State	55			30			147			31		

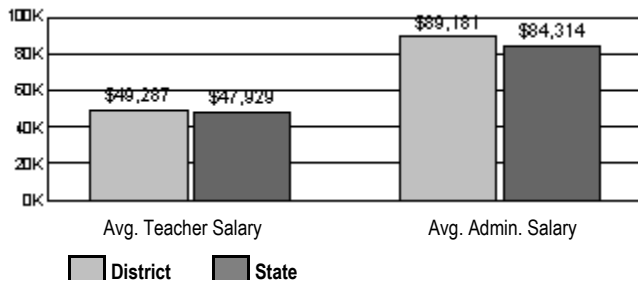
\* English includes all language arts courses.

**TEACHERS' INFORMATION (Full-Time Equivalents)**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Average Teaching Experience (Years)	Teachers with Bachelor's Degrees	Teachers with Master's & Above	Male	Female	Total Number
State	84.7	10.6	3.7	0.9	0.1	14.5	53.8	46.0	24.0	76.0	125,735

**SCHOOL DISTRICT'S FINANCES**

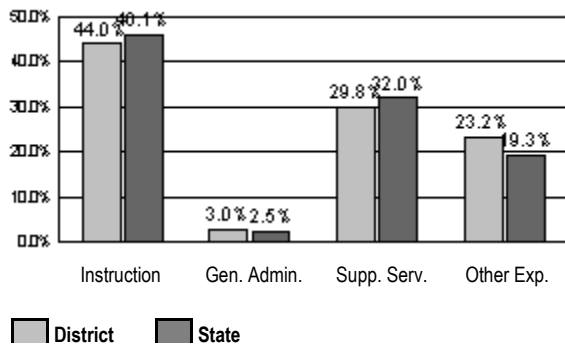
**TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)**



Average salaries are based on full-time equivalents (FTE). 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.

**EXPENDITURES 1999-00**

**BY FUNCTION**



**BY FUND**

	District	District %	State %
Education	\$32,739,792	65.1	70.6
Operations & Maintenance	\$8,074,199	16.0	8.8
Transportation	\$4,993,332	9.9	3.4
Bond and Interest	\$2,924,116	5.8	5.1
Rent	\$0	0.0	0.4
Municipal Retirement/ Social Security	\$765,042	1.5	1.6
Fire Prevention & Safety	\$0	0.0	1.2
Site & Construction/ Capital Improvement	\$832,092	1.7	9.0
<b>TOTAL</b>	<b>\$50,328,573</b>		

**OTHER FINANCIAL INDICATORS**

	1998 Equalized Assessed Valuation per Pupil	1998 Total School Tax Rate per \$100	1999-00 Instructional Expenditure per Pupil	1999-00 Operating Expenditure per Pupil
District	\$151,364	3.96	\$3,953	\$7,027
State	**	**	\$4,425	\$7,483

\*\* 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.

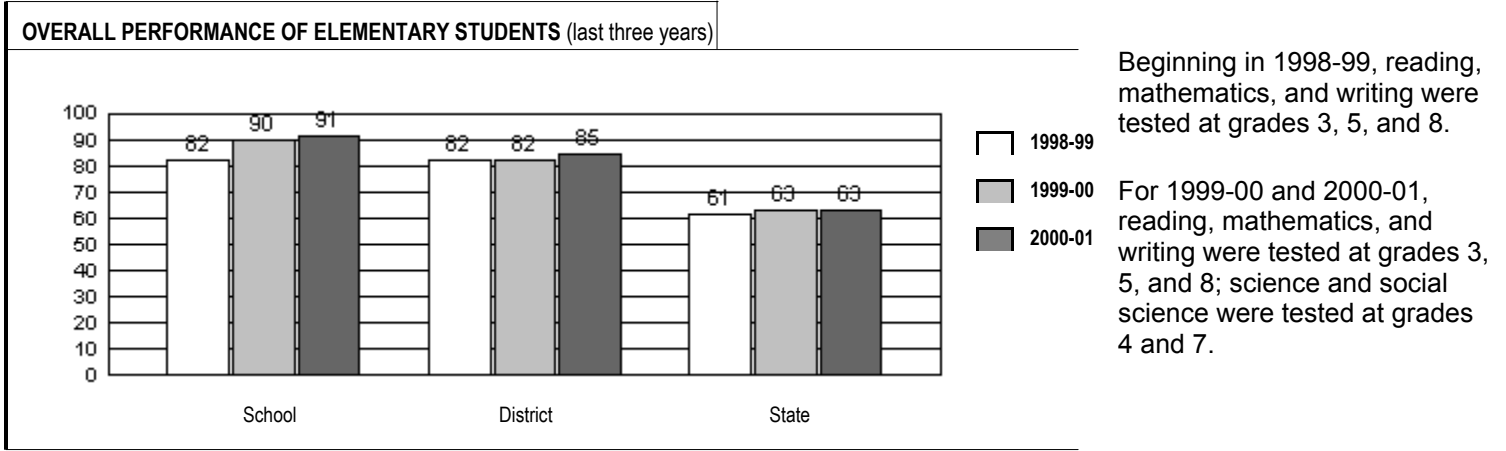
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes Instructional Expenditures, Pupil Support Services, Instructional Staff Support Services, School Administration, Business Support Services, Central Support Services, Community Services, Debt Services, Payments to Other Governmental Units for Services Provided, and Central Administration Services.

**ACADEMIC PERFORMANCE**

**ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)**

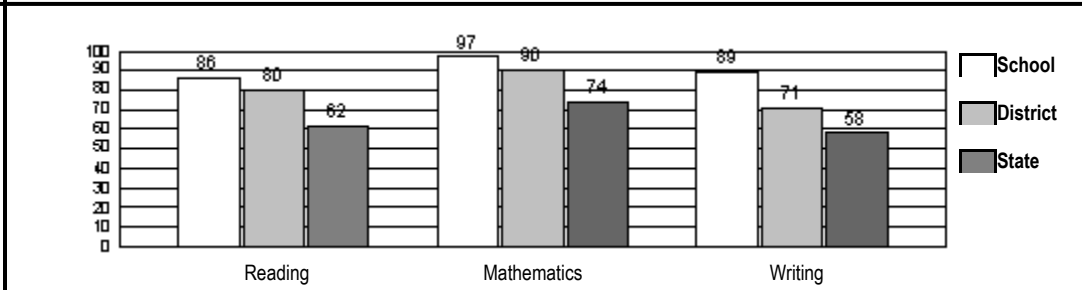
This chart illustrates the overall performance of your school, district, and the state on the ISAT for the last three years. It shows the percent of elementary students meeting or exceeding the Illinois Learning Standards. The overall performance results displayed include only the grades and subjects tested on the ISAT in your school.



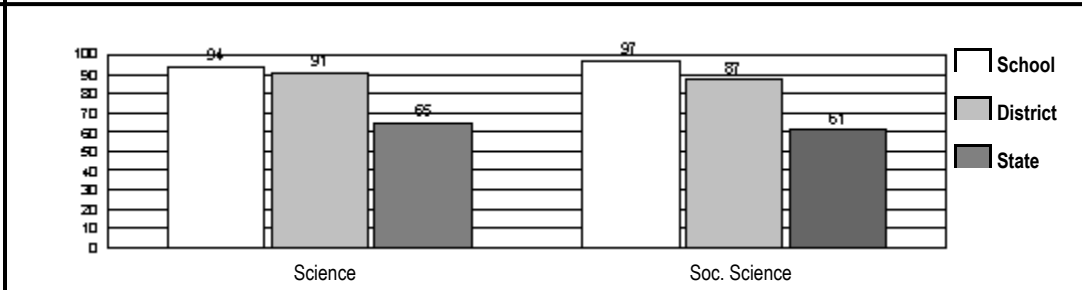
**ISAT PERFORMANCE 2000-01**

These charts provide information on the achievement of the Illinois Learning Standards. They show the percent of students meeting or exceeding Standards for various grade levels and subject areas tested on the ISAT.

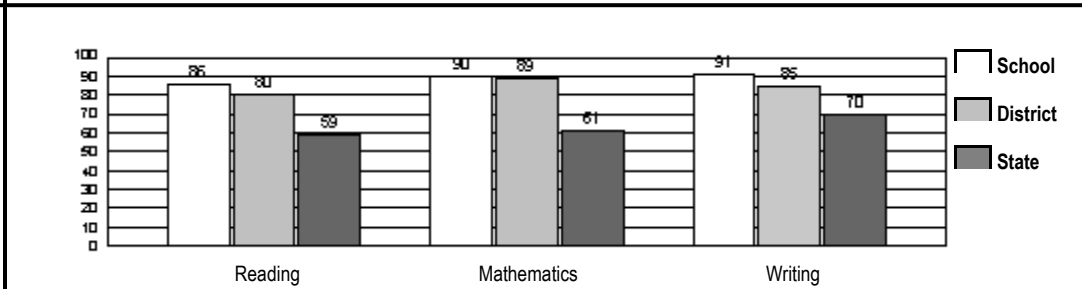
**Grade 3**



**Grade 4**



**Grade 5**



## PERFORMANCE ON STATE ASSESSMENTS

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 may have an IEP or Section 504 Plan. An IEP is a written plan for a child with a disability who is eligible for 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.

### PARTICIPATION IN STATE TESTING PROGRAMS

The following table reports by grade the total enrollment, the number of students tested for each state test, and the overall percent of students tested in your school.

Grade	Total Enrollment	ISAT		PSAE		IMAGE	IAA	Percent Taking State Tests
		Disabled		Non-disabled				
		IEP	504	IEP	504			
3	100	8		90		1	1	100
4	106	3		102		1		100
5	112	16		94		1	1	100
6								
7								
8								
9								
10								
11								

### ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of your school's students 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 percents 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

### GRADE 3

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0	14	50	36	1	2	35	62	1	10	87	2
	District	2	18	50	30	3	7	46	44	4	25	68	3
	State	7	31	43	19	8	18	46	28	9	33	55	3

CHARLES QUENTIN ELEM SCHOOL

Gender		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0	16	48	36	2	4	30	64	0	5	95	0
	District	3	21	50	26	5	7	44	45	6	26	66	2
	State	8	32	43	17	9	18	45	29	12	35	50	2
Female	School	0	12	52	36	0	0	40	60	2	17	76	5
	District	2	16	50	33	2	7	49	42	2	23	70	5
	State	5	29	44	21	7	19	47	27	7	30	59	4

Racial/Ethnic Background		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0	16	47	38	1	2	36	61	1	10	88	1
	District	2	17	51	30	3	6	47	44	4	24	69	3
	State	3	21	49	26	3	11	49	38	6	28	63	4
Black	School												
	District	0	33	67	0	33	0	67	0	0	60	40	0
	State	17	50	29	4	21	35	38	6	19	44	36	1
Hispanic	School												
	District	11	67	11	11	22	22	44	11	13	50	38	0
	State	10	44	39	8	10	27	50	13	13	40	46	1
Asian/ Pacific Islander	School	0	0	88	13	0	0	25	75	0	13	75	13
	District	7	7	53	33	0	13	13	75	0	27	67	7
	State	1	18	48	33	1	7	41	51	3	23	67	7
Native American	School												
	District	29	43	29	0	0	29	57	14	43	29	14	14
	State	5	23	49	23	5	16	51	29	7	26	63	4

Limited-English-Proficient		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School												
	District												
	State	16	48	30	6	12	30	47	11	17	39	42	2

Migrant		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School												
	District												
	State	22	43	26	9	21	33	34	13	17	42	40	2

Disabled		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0	50	50	0	13	0	63	25	0	50	50	0
	District	21	51	21	6	17	26	43	15	24	52	24	0
	State	23	47	24	6	21	29	38	11	29	38	32	1
Section 504	School												
	District												
	State	10	34	41	16	10	22	45	23	13	38	48	2
Non- disabled	School	0	11	50	39	0	2	32	66	1	7	90	2
	District	1	15	53	32	2	5	47	46	2	22	72	4
	State	5	28	46	21	6	17	47	30	7	32	58	4

GRADE 4

All		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
	School	0	6	58	36	0	4	68	29
	District	1	8	67	24	1	12	75	12
	State	8	26	54	11	11	28	55	6

Gender		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
Male	School	0	4	54	42	0	2	60	38	
	District	0	8	65	27	1	12	71	15	
	State	8	25	53	13	12	26	55	7	
Female	School	0	7	62	31	0	5	75	20	
	District	1	8	70	21	2	11	79	8	
	State	8	27	56	9	11	30	55	5	

Racial/Ethnic Background		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
White	School	0	5	58	37	0	4	67	28	
	District	1	7	68	24	1	11	76	12	
	State	2	16	64	17	4	19	69	9	
Black	School									
	District									
	State	20	45	34	1	28	44	27	1	
Hispanic	School									
	District	0	30	30	40	10	20	50	20	
	State	14	41	42	3	19	43	37	1	
Asian/ Pacific Islander	School	0	0	83	17	0	0	83	17	
	District	0	21	57	21	0	14	71	14	
	State	2	15	65	18	3	17	70	11	
Native American	School									
	District	0	13	88	0	0	38	63	0	
	State	7	24	57	12	12	26	56	6	

Limited-English-Proficient		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
	School									
	District									
	State	28	52	19	1	35	48	16	0	

Migrant		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
	School									
	District									
	State	19	35	41	5	26	33	40	1	

**GRADE 5**

All		Levels	Reading				Mathematics				Writing			
			1	2	3	4	1	2	3	4	1	2	3	4
	School	0	14	36	50	0	10	81	9	0	8	55	36	
	District	1	19	36	44	0	11	79	10	1	13	59	26	
	State	1	40	34	25	4	34	55	6	4	27	58	12	

Gender		Levels	Reading				Mathematics				Writing			
			1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0	10	41	48	0	10	79	10	0	12	54	34	
	District	1	20	35	44	0	12	78	10	2	18	61	19	
	State	1	41	33	24	5	34	54	7	5	32	55	8	
Female	School	0	18	29	53	0	10	82	8	0	4	57	39	
	District	0	18	38	45	0	10	81	9	0	7	57	35	
	State	1	39	35	25	4	35	56	6	2	21	61	16	

CHARLES QUENTIN ELEM SCHOOL

Racial/Ethnic Background		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0	14	36	50	0	11	82	8	0	9	54	37
	District	0	18	37	44	0	10	80	9	1	13	59	27
	State	1	27	38	34	2	22	67	9	2	20	62	16
Black	School												
	District												
	State	3	65	25	7	11	59	29	1	7	43	47	3
Hispanic	School												
	District	0	56	0	44	0	44	56	0	0	13	75	13
	State	2	61	28	9	7	52	40	1	5	36	54	5
Asian/ Pacific Islander	School												
	District	7	7	33	53	0	7	60	33	0	7	67	27
	State	0	22	38	40	1	16	66	18	1	15	62	22
Native American	School												
	District	0	40	40	20	20	20	60	0	0	40	60	0
	State	1	45	36	18	5	38	52	4	4	27	60	9

Disabled		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0	53	40	7	0	33	67	0	0	19	69	13
	District	6	61	26	7	2	43	54	2	11	28	55	6
	State	6	72	17	6	17	54	28	1	18	45	34	3
Section 504	School												
	District												
	State	1	50	32	17	7	42	47	4	4	38	48	9
Non- disabled	School	0	7	35	57	0	6	83	11	0	6	53	40
	District	0	14	37	48	0	7	82	10	0	11	60	29
	State	0	35	36	28	2	31	60	7	1	24	61	13

**ILLINOIS ALTERNATE ASSESSMENT (IAA)**

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. The table below presents the number of students taking the IAA

Grades		Reading	Mathematics	Writing	Science	Social Science
3	School	1	1	1		
	District	2	2	2		
	State	1,006	955	1,006		
4	School					
	District					
	State					
5	School	1	1	1		
	District	9	9	9		
	State	1,183	1,128	1,183		
7	School					
	District					
	State					
8	School					
	District					
	State					
11	School					
	District					
	State					

**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

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Based on your school's improvement plan, your school and district are providing information on areas of success and areas for planned improvement below and/or on a separate sheet.

## LAKE ZURICH COMMUNITY UNIT SCHOOL DISTRICT 95

### STRENGTHS AND AREAS OF PLANNED IMPROVEMENT FOR CHARLES QUENTIN ELEMENTARY SCHOOL 2001-02 School Year

Illinois schools are required, as part of Senate Bill 730, to develop School Improvement Plans based on the results of the Illinois Standards Achievement Tests (ISAT). ISAT measures the extent to which students are meeting the Illinois Learning Standards (1997).

#### **Areas of Strength-Third Grade**

The areas of strength on the ISAT assessment for third grade were in the areas of reading, math, and writing. In reading, 86% of the Charles Quentin students either met or exceeded the state standards. In math, 97% of the students met or exceeded the state standards. 89% of the Charles Quentin Students met or exceeded the state standards in writing.

#### **Areas of Strength-Fourth Grade**

The areas of strength on the ISAT assessment for the fourth grade were in the areas of Social Science and Science. In Social Science, 97% of the Charles Quentin students either met or exceeded the state goal. In science, 94% of the students either met or exceeded the state goals.

#### **Areas of Strength-Fifth Grade**

The areas of strength on the ISAT assessment for the fifth grade were in the areas of reading, math, and writing. In reading, 86% of the Charles Quentin students either met or exceeded the state standards. In math, 91% of the students met or exceeded the state standards. In writing, 91% of the students met or exceeded the state standards.

#### **IMPROVEMENT PLANS:**

We recognize that an assessment at one level not only reflects on the lessons at that grade, but a cumulative effort to that point.

- In-service will be available to assist with the ISAT Reading, Writing and Math testing.
- At-risk students will be defined and strategies determined to help the students.
- A continuing effort will be made by all staff members to insure growth in all academic areas.

#### **AREAS OF FOCUS**

##### **Primary Grades-Kindergarten-2<sup>nd</sup> Grade**

##### **Area of Focus**

\*Math

##### **Improvement Plan:**

\*Utilize the 3 step math exemplars with students:

1. Draw a picture
2. Write a number sentence
3. Explain your work and why

##### **Area of Focus**

\*Reading

##### **Improvement Plan:**

\*All teachers will increase the integration of non-fiction reading into the

instruction.

- \*All teachers will integrate specific comprehension reading strategies towards higher level thinking skills.

### **Area of Focus**

\*Writing

#### **Improvement Plan:**

- \*All teachers will continue to implement the ISAT writing process.

### **AREAS OF FOCUS**

#### **Intermediate Grades-3rd Grade-5<sup>th</sup> Grade**

### **Area of Focus**

\*Math

#### **Improvement Plan:**

- \*Continue the 3 step math exemplars with students.
- \*Provide more exposure and experiences for students to utilize measurement concepts and skills in both metric and customary units of measurement.
- \*Provide more experiences and opportunities for student to manipulate algebraic concepts.

### **Area of Focus**

\*Reading

#### **Improvement Plan:**

- \*Provide specific strategies for student to utilize when reading literary works and informational sources in order to improve reading comprehension.
- \*Integrate science and social science vocabulary into reading instruction.

### **Area of Focus**

\* Writing

#### **Improvement Plan**

- \*All teachers will continue to implement the ISAT writing process.