

2000

ILLINOIS SCHOOL REPORT CARD

C O N T E N T S

THE STUDENTS2

INSTRUCTIONAL
SETTING3

SCHOOL DISTRICT'S
FINANCES5

ACADEMIC
PERFORMANCE.....6

 ILLINOIS
 STANDARDS
 ACHIEVEMENT
 TESTS (ISAT)6

PLANNED
IMPROVEMENT FOR
THE SCHOOL AND
DISTRICT9

SETH PAINE ELEM SCHOOL
LAKE ZURICH C U SCH DIST 95
LAKE ZURICH, ILLINOIS

Grades K 1 2 3 4 5

Public school districts are required to provide this report to parents and others upon request. This report card includes information about your school and district. Information about the students' performance on the Illinois Standards Achievement Test (ISAT) shows what percentages of your school's students are meeting the Illinois Learning Standards in reading, writing, mathematics, science and social science.

ISAT, staffing and financial indicators are based on data from all public schools, including those that are special-purpose. All other indicators are based on data from regular public schools only. Data from private schools are not included in this report card.

Seth Paine Elem School is in a Unit district. Generally, elementary districts have grades prekindergarten through eight; high school districts have grades nine through twelve; and unit districts have grades prekindergarten through twelve.

THE STUDENTS

RACIAL/ETHNIC BACKGROUND AND TOTAL ENROLLMENT

The major racial-ethnic groups in Illinois public schools are White non-Hispanic, Black non-Hispanic, Hispanic, Asian/Pacific Islander and Native American (American Indian/Alaskan Native). Enrollments were reported as of September 30, 1999.

	White	Black	Hispanic	Asian/Pacific Islander	Native American	TOTAL ENROLLMENT
School	92.7%	0.9%	4.7%	1.6%	0.2%	558
District	93.2%	1.0%	3.1%	2.7%	0.0%	6,068
State	61.1%	20.9%	14.6%	3.3%	0.2%	1,983,991

LOW-INCOME AND LIMITED-ENGLISH-PROFICIENT STUDENTS

Low-income students may come from families receiving public aid, may live in institutions for neglected or delinquent children, may be supported in foster homes with public funds, or may be eligible to receive free or reduced-price lunches.

Limited-English-proficient students include students whose first language is not English and who are eligible for bilingual education.

	Low-Income	Limited-English-Proficient
School	5.0%	0.4%
District	3.1%	0.5%
State	36.7%	6.1%

ATTENDANCE, MOBILITY AND CHRONIC TRUANCY

A perfect **attendance** rate (100%) means that all students attended school every day.

The student **mobility** rate is based on the number of students who enroll in or leave a school during the school year. Students are counted each time they transfer out or transfer in.

Chronic truants are students who were absent from school without valid cause for 18 or more of the last 180 school days.

	Attendance	Mobility	Chronic Truancy	Number of Chronic Truants
School	96.1%	6.4%	0.0%	0
District	96.1%	5.7%	0.1%	7
State	93.9%	17.5%	2.4%	45,109

INSTRUCTIONAL SETTING

AVERAGE CLASS SIZE

Average class size is a grade's total enrollment divided by the number of classes for that grade. It is reported for the first school day in May.

	Kindergarten	Grade 1	Grade 3	Grade 6	Grade 8
School	21.7	19.8	21.0		
District	21.1	22.4	23.2		
State	21.3	21.6	22.4		

TIME DEVOTED TO THE TEACHING OF CORE SUBJECTS (MINUTES PER DAY)

Time devoted to the teaching of core subjects is the average number of minutes of instruction per 5-day school week in each subject area divided by 5. English includes all language arts courses.

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			148			30		

CONTACT WITH PARENTS

At your school, 100.0% of students' parents/guardians had personal contact with the school staff during the school year. For comparison, the percentages of personal contacts between parents and school staff were 100.0% for your district and 97.2% for the state. "Personal contact" includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

TEACHERS BY RACIAL/ETHNIC BACKGROUND AND GENDER (FULL-TIME EQUIVALENTS)

Teachers include all school personnel categorized by the district as classroom teachers.

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	TOTAL NUMBER
District	98.5%	0.3%	0.4%	0.8%	0.0%	22.9%	77.1%	379
State	85.0%	10.7%	3.4%	0.8%	0.1%	24.4%	75.6%	122,671

DISTRICT BY TYPE AND ENROLLMENT

Districts may be organized by three types: **elementary** usually serving grades prekindergarten-8, **high school** serving grades 9-12, and **unit** serving prekindergarten-12.

DISTRICT TYPE	Small	Medium	Large
Elementary	Under 274	274-1756	Over 1756
High School	Under 662	662-2923	Over 2923
Unit	Under 539	539-1769	Over 1769

TEACHER/ADMINISTRATOR CHARACTERISTICS (FULL-TIME EQUIVALENTS)

Teacher information includes classroom teachers plus teachers specializing in art, physical education, music, etc.

	Average Teaching Experience	Teachers with Bachelor's Degree	Teachers with Master's & Above	(3) Pupil-Teacher Ratio: Elementary	Pupil-Certified Staff Ratio	Pupil-Administrator Ratio
District	11.6 Yrs.	41.7%	58.3%	17.6:1	14.3:1	303.4:1
Type (1)	14.9 Yrs.	56.5%	43.2%	19.9:1	14.4:1	261.8:1
Size (2)	14.8 Yrs.	52.4%	47.4%	20.7:1	14.8:1	279.3:1
State	14.8 Yrs.	53.2%	46.6%	19.3:1	14.1:1	239.3:1

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 an administrator or a teacher. These averages allow for comparisons among districts. They may or may not reflect the actual paid salaries for the district.

	Average Teacher Salary	Average Administrator Salary
District	\$48,155	\$83,418
Type (1)	\$44,648	\$76,372
Size (2)	\$46,988	\$79,715
State	\$46,584	\$80,495

- (1) Average for all Unit Districts.
- (2) Average for all Large Unit Districts.
- (3) Special education teachers are excluded.

SCHOOL DISTRICT'S FINANCES

AVERAGE FINANCIAL INDICATORS

Equalized assessed valuation (1997) includes all computed property values, less homestead exemptions and adjustments for tax abatements, upon which a district's local tax rate is calculated.

Total school tax rate (1997) is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure (1998-99) includes the direct costs of teaching pupils or the interaction between teachers and pupils. Instruction has a very narrow and restrictive definition.

Operating expenditure (1998-99) includes Instructional Expenditures, costs of 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.

All the above financial indicators were divided by the 9-month Average Daily Attendance to derive the per pupil figures.

	Equalized Assessed Valuation per Pupil	Total School Tax Rate per \$100	Instructional Expenditure per Pupil	Operating Expenditure per Pupil
District	\$152,391	\$3.91	\$3,681	\$7,659
Type (1)	\$83,266	\$4.37	\$4,190	\$6,816
Size (2)	\$88,401	\$4.40	\$4,374	\$7,091
State	N/A(3)	N/A(3)	\$4,291	\$7,146

(1) Average for all Unit Districts.

(2) Average for all Large Unit Districts.

(3) State averages are not meaningful because of overlaps in dual (elementary and high school) districts.

EXPENDITURE BY FUNCTION, 1998-99

	District	District	State
Instruction	\$19,848,589	40.5%	47.0%
General Administration	\$1,237,416	2.5%	2.5%
Supporting Services	\$19,298,218	39.4%	32.9%
Other Expenditures	\$8,616,746	17.6%	17.7%

EXPENDITURE BY FUND, 1998-99

	District	District	State
Education	\$29,738,160	60.7%	71.3%
Operations & Maintenance	\$11,152,970	22.8%	8.7%
Transportation	\$4,264,054	8.7%	3.3%
Bond and Interest	\$2,819,814	5.8%	5.0%
Rent	\$0	0.0%	0.4%
Municipal Retirement/Social Security	\$709,412	1.4%	1.7%
Fire Prevention & Safety	\$0	0.0%	1.1%
Site & Construction/Capital Improvement	\$316,559	0.6%	8.6%
TOTAL	\$49,000,969		

ACADEMIC PERFORMANCE

When interpreting the achievement data of smaller schools or districts, please note that the performance of a small number of students can substantially affect a school's achievement data. Thus, changes from one year to the next may be due to changes in the performance of a small group of students.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

Students at the following grade levels took the Illinois Standards Achievement Test (ISAT). The following table reports the school enrollment for each grade by the total number of students, students with an Individualized Education Program (IEP) and students without an IEP. A student with an IEP has a disability and is required to have a written statement of needed special education and related services that must be provided to the child under the *Individuals with Disabilities Education Act (IDEA)*.

Enrollment When Tests Were Administered

GRADE	Total Enrollment	IEP	Non-IEP
3	86	3	83
4	98	7	91
5	127	18	109
7			
8			

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.

- Level 1 – **Academic Warning** – Students' work shows an inconsistent command of the basic knowledge and skills. Students have major gaps in their knowledge and skills and little ability to apply them. They may have serious errors or misunderstandings.
- Level 2 – **Below Standards** – Students' work shows basic knowledge and skills in the learning area. However, students have some gaps in their learning and can apply it only in limited ways.
- Level 3 – **Meets Standards** – Students' work shows that they have knowledge and skills in the learning area. Students consistently use and apply their knowledge and skills to solve problems.
- Level 4 – **Exceeds Standards** – Students' work is outstanding and shows comprehensive knowledge and skills in the learning area. Students consistently use their knowledge and skills to solve problems and evaluate the results.

READING

GRADES	All Students Tested					IEP*					Non-IEP					
	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	
3	School	0	10	42	48	97	0	50	50	0	67	0	9	42	49	98
	District	1	15	47	37	99	9	50	41	0	96	0	13	48	39	99
	State	6	32	41	21	85	16	51	26	7	63	5	30	42	23	88
5	School	0	22	47	30	98	0	76	18	6	94	0	14	52	34	99
	District	0	23	44	33	99	2	79	17	2	98	0	17	47	36	99
	State	0	41	39	20	92	1	73	20	5	69	0	38	41	21	95
8	School															
	District															
	State															

*Students who have disabilities and are required to have written statements of needed special education and related services.

MATHEMATICS

		All Students Tested					IEP*					Non-IEP				
GRADES		% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
3	School	0	5	52	43	97	0	0	50	50	67	0	5	52	43	98
	District	2	8	48	43	98	24	29	43	5	91	0	7	48	45	98
	State	10	21	46	23	86	21	31	38	10	68	9	20	47	25	88
5	School	2	15	78	6	98	12	47	41	0	94	0	10	83	6	99
	District	2	18	70	9	99	15	48	37	0	96	1	15	74	10	99
	State	6	37	52	5	92	18	57	24	1	72	4	35	55	6	95
8	School															
	District															
	State															

WRITING

		All Students Tested					IEP*					Non-IEP				
GRADES		% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
3	School	1	26	67	6	95	0	50	50	0	67	1	25	68	6	96
	District	1	18	78	3	97	10	33	57	0	91	0	17	79	3	97
	State	6	38	53	2	84	18	48	34	1	61	5	37	55	2	87
5	School	1	10	60	29	97	0	35	47	18	94	1	6	62	31	97
	District	1	10	58	31	98	2	41	45	11	92	1	7	59	33	98
	State	3	26	57	14	91	15	45	37	3	66	2	24	59	15	94
8	School															
	District															
	State															

SCIENCE

		All Students Tested					IEP*					Non-IEP				
GRADES		% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
4	School	0	19	63	19	99	0	43	57	0	100	0	17	63	20	99
	District	0	16	63	21	99	0	47	47	7	93	0	14	64	22	99
	State	1	35	51	13	92	2	52	42	4	74	1	33	52	13	95
7	School															
	District															
	State															

*Students who have disabilities and are required to have written statements of needed special education and related services.

SOCIAL SCIENCE

GRADES		All Students Tested					IEP*					Non-IEP				
		% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
4	School	3	12	70	14	99	0	14	86	0	100	3	12	69	16	99
	District	3	16	72	8	99	14	33	53	0	93	2	15	74	9	99
	State	11	30	53	6	93	23	40	35	2	74	10	28	55	7	95
7	School															
	District															
	State															

*Students who have disabilities and are required to have written statements of needed special education and related services.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

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.