

Carl Sandburg Elem School
Charleston CUSD 1
Charleston, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 1 2 3

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	89.5	2.8	1.4	1.6	0.0	0.5	4.3	39.9	1.2	16.8		0.7	13.0	95.4	579
District	90.3	3.2	1.2	1.1	0.0	0.5	3.6	36.2	0.5	18.5		0.6	10.3	94.6	2,849
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

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.

IEP Students are those students eligible to receive special education services.

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.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	98.0	--	--	--	--
District	99.6	20.3	22.7	14.4	284.9
State	96.0	18.8	18.9	13.6	211.3

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School		26.6	23.9	27.0						
District		26.7	23.0	25.9						
State		21.6	21.8	22.3						

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

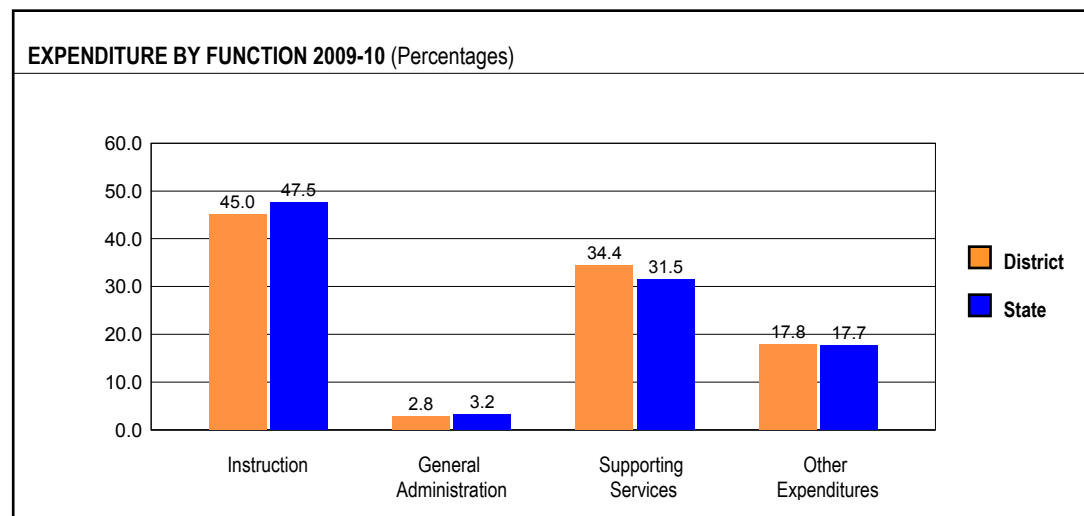
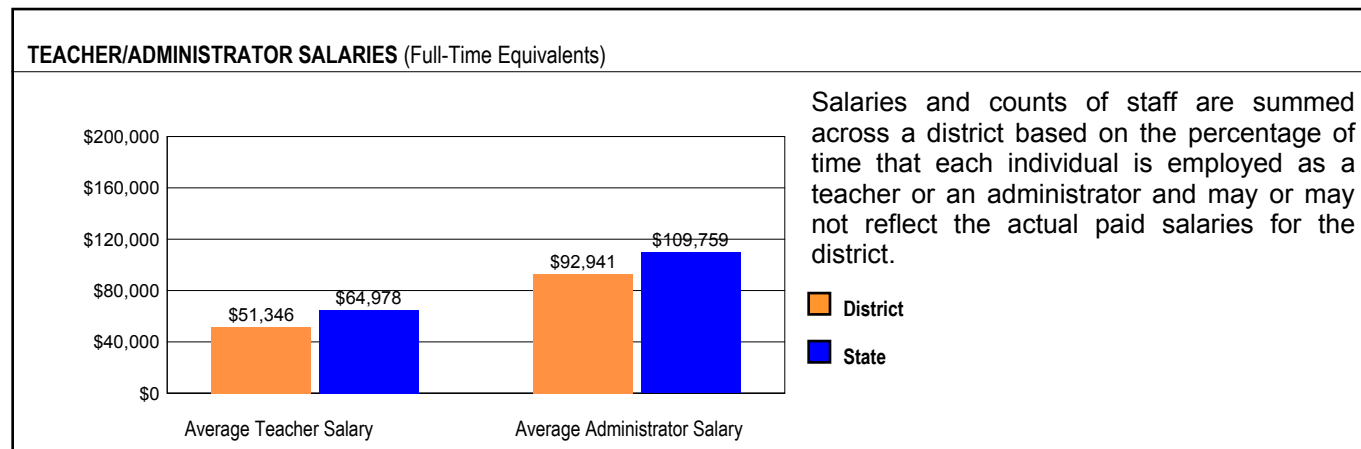
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	55			50			145			40		
District	77			31			154			26		
State	60			30			143			30		

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17.0	83.0	167
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	15.8	37.7	62.3	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10			
	District	District %	State %
Local Property Taxes	\$20,100,474	60.4	58.9
Other Local Funding	\$995,168	3.0	6.4
General State Aid	\$6,575,013	19.8	14.9
Other State Funding	\$2,225,320	6.7	7.5
Federal Funding	\$3,379,411	10.2	12.4
TOTAL	\$33,275,386		

EXPENDITURE BY FUND 2009-10			
	District	District %	State %
Education	\$21,001,792	74.0	72.9
Operations & Maintenance	\$2,218,660	7.8	6.0
Transportation	\$1,791,788	6.3	3.8
Debt Service	\$2,770,130	9.8	7.2
Tort	\$0	0.0	1.2
Municipal Retirement/ Social Security	\$539,152	1.9	1.9
Fire Prevention & Safety	\$41,944	0.1	0.7
Site & Construction/ Capital Improvement	\$0	0.0	6.4
TOTAL	\$28,363,466		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$107,987	4.70	\$4,961	\$9,335
State	**	**	\$6,773	\$11,537

** 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.

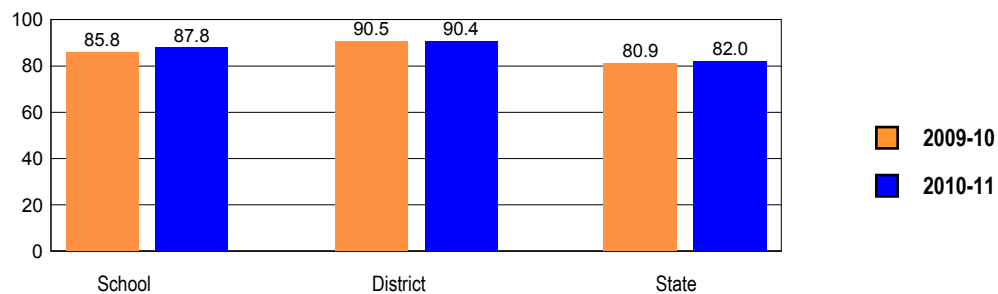
ACADEMIC PERFORMANCE

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. They represent your school's performance in reading, mathematics, and science.

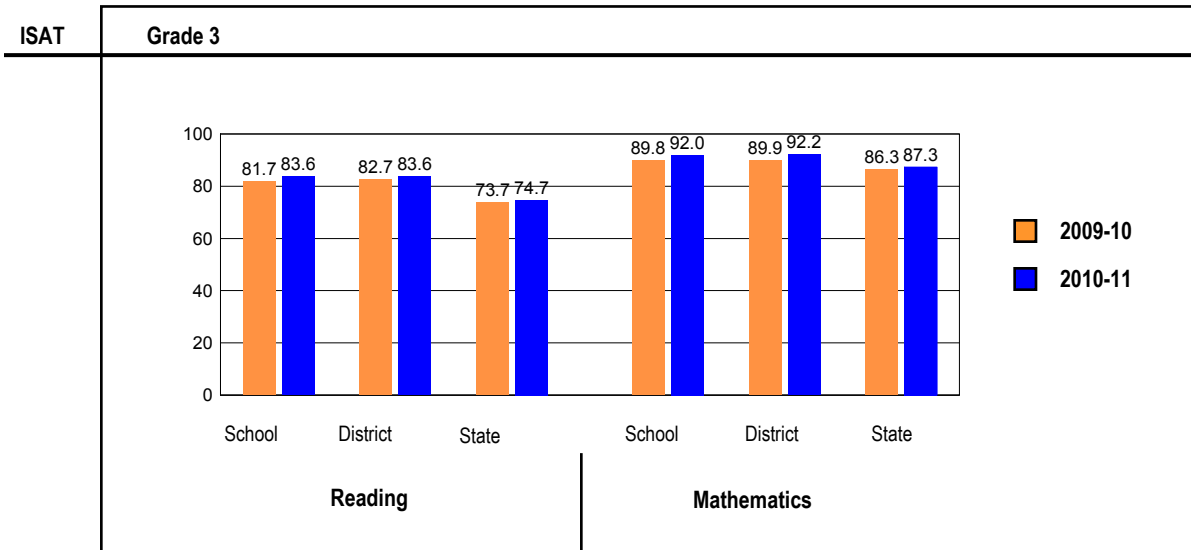


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science 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 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. 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.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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 FOR READING															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	191	98	93	175	4	5	2	0	1	4	1	0	33	75
	Reading	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	1,439	766	673	1,318	37	23	15	0	6	40	4	0	240	534
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0			0.0	0.0
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	191	98	93	175	4	5	2	0	1	4	1	0	33	75
	Mathematics	0.5	0.0	1.1	0.6									0.0	1.3
District	*Enrollment	1,440	767	673	1,318	37	23	16	0	6	40	5	0	240	535
	Mathematics	0.1	0.0	0.3	0.1	0.0	0.0	0.0			2.5			0.0	0.2
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

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			
	1	2	3	4	1	2	3	4
School	4.2	12.2	58.7	24.9	1.6	6.4	43.1	48.9
District	4.3	12.1	59.4	24.2	1.5	6.3	44.2	48.1
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	6.2	14.4	58.8	20.6	3.1	7.2	37.1	52.6
	District	6.4	13.8	58.7	21.1	2.8	6.4	39.4	51.4
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	School	2.2	9.8	58.7	29.3	0.0	5.5	49.5	45.1
	District	2.0	10.2	60.2	27.6	0.0	6.2	49.5	44.3
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	4.0	12.1	59.0	24.9	1.7	5.8	41.9	50.6
	District	4.2	12.0	59.7	24.1	1.6	5.8	43.2	49.5
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	School								
	District								
	State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic	School								
	District								
	State	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	School								
	District								
	State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	School								
	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	School								
	District								
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	19.4	22.6	48.4	9.7	3.2	22.6	48.4	25.8
	District	20.6	20.6	50.0	8.8	2.9	20.6	52.9	23.5
	State	20.9	35.2	33.4	10.4	9.2	21.3	46.9	22.5
Non-IEP	School	1.3	10.1	60.8	27.8	1.3	3.2	42.0	53.5
	District	1.2	10.4	61.3	27.2	1.2	3.5	42.4	52.9
	State	3.6	17.2	49.6	29.5	2.0	8.2	42.6	47.2

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	6.7	18.7	61.3	13.3	4.1	10.8	55.4	29.7
District	6.2	17.3	63.0	13.6	3.8	10.0	56.3	30.0
State	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible								
School	2.6	7.9	57.0	32.5	0.0	3.5	35.1	61.4
District	3.2	8.7	57.1	31.0	0.0	4.0	36.5	59.5
State	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

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
2011-12 Federal Improvement Status	
2011-12 State Improvement Status	

	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		85.0			85.0			91.0		82.0	
All	100.0	Yes	99.5	Yes	84.1		Yes	92.0		Yes	95.4	Yes		
White	100.0	Yes	99.4	Yes	84.0		Yes	92.5		Yes				
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	98.7	Yes	77.3	69.1	Yes	87.7		Yes	94.4			

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. 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. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. 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.)

Summary of Achievement Results from the 2010-2011 school year.

ISAT Results:

3rd Grade Reading – 84% Math – 92%

Strengths:

- Carl Sandburg Elementary Adequate Yearly Progress (AYP) scores were higher than the state average, however the Economically Disadvantaged subgroup did perform as well as others in the school.
- Currently implementing Partnership in Comprehensive Literacy Model in grades 1-3. Our goal is to have continuity between all teachers and grade levels.
- Interventions groups have continued in grades 1-3.
- The Reading Recovery helps students who are struggling readers
- Teacher Collaboration Teams meet with parents to discuss students who are struggling academically or behaviorally
- Professional Learning Communities are established and meet to discuss curriculum, best practices and student work.
- Inclusion program is implemented in each grade level allowing special education students the opportunity to be mainstreamed in core curriculum areas
- Working relationship with Eastern Illinois University's Elementary Education and Special Education department
- All teachers at Carl Sandburg are Highly Qualified

Opportunities for Improvement:

- Continue to increase the percentage of students who meet and/or exceed the state standards in reading and math
- Use ongoing assessments (MAP testing, running record information) and student data to help guide instruction
- Getting more teachers to progress monitor on a regular basis and using that data to rotate students in intervention groups
- We hope to have demonstration classroom developed by year's end to sustain instructional goals set during the Comprehensive Literacy Grant's implementation
- We are focusing on data analysis of the effectiveness of the reading interventions. Assessment wall information will be part of this data.

Improvement goals: School Improvement goals are based on periodic classroom assessments through Map Assessment data and ISAT scores. School improvement goals were developed with input from teachers across grade levels. The School Improvement Plan was presented and discussed during staff meetings in the spring and this fall.