

**COOKE SCHOOL  
GALESBURG C U SCHOOL DIST 205  
GALESBURG, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

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

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	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	22.8	39.5	32.5	0.0	0.0	5.3	97.4	14.0		0.0	40.4	93.7	114
<b>District</b>	73.1	15.6	5.3	0.6	0.1	5.1	52.8	0.3		3.8	25.4	93.5	4,832
<b>State</b>	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6		2.2	16.1	93.9	2,062,912

**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
<b>School</b>	100.0
<b>District</b>	92.8
<b>State</b>	95.7

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

Grade	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
<b>School</b>	23.0	20.0	14.0			
<b>District</b>	20.2	17.9	18.6			
<b>State</b>	20.9	21.5	22.3			

**STUDENT-TO-STAFF RATIOS**

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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16.8	18.0	15.3	225.7
18.9	18.4	13.8	209.5

\* 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
<b>School</b>	60			30			153			30		
<b>District</b>	60			30			150			30		
<b>State</b>	58			30			146			31		

**TEACHER INFORMATION (Full-Time Equivalents)**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	95.1	3.5	1.0	0.3	0.0	25.0	75.0	288
<b>State</b>	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

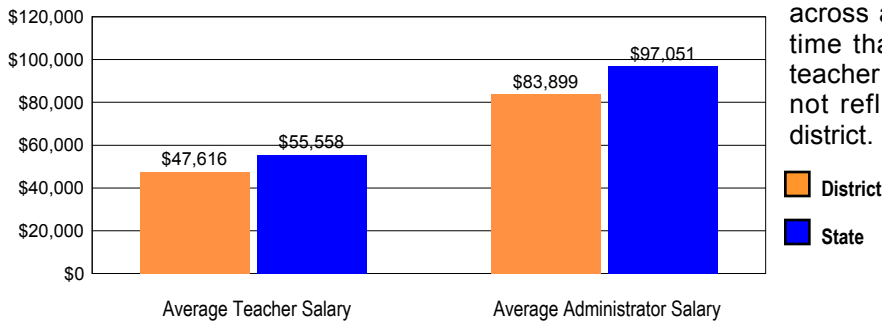
**TEACHER INFORMATION (Continued)**

	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	14.8	55.4	44.6	0.7	0.0
State	13.6	50.1	49.1	1.9	1.9

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

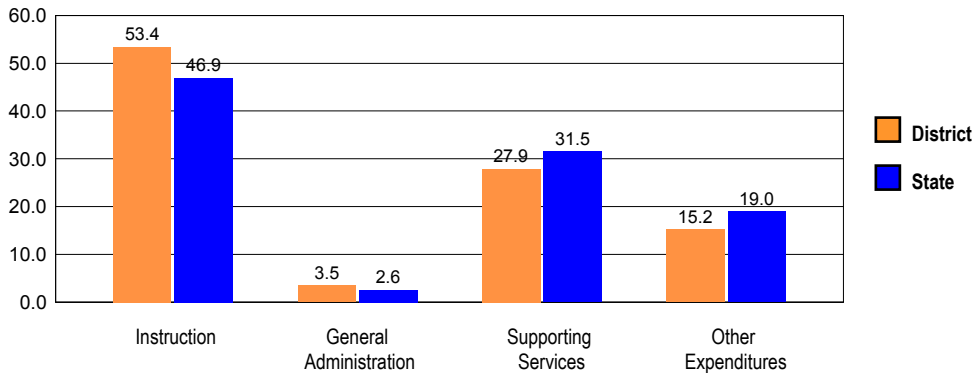
**SCHOOL DISTRICT FINANCES**

**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 2003-04 (Percentages)**



REVENUE BY SOURCE 2003-04				EXPENDITURE BY FUND 2003-04			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$9,477,092	32.4	57.0	Education	\$30,825,678	85.9	71.5
Other Local Funding	\$1,750,906	6.0	5.0	Operations & Maintenance	\$2,136,977	6.0	8.4
General State Aid	\$12,258,289	41.9	18.0	Transportation	\$1,392,243	3.9	3.6
Other State Funding	\$2,803,495	9.6	11.9	Bond and Interest	\$589,790	1.6	6.5
Federal Funding	\$2,979,615	10.2	8.0	Rent	\$0	0.0	0.0
TOTAL	\$29,269,397			Municipal Retirement/ Social Security	\$711,034	2.0	1.6
				Fire Prevention & Safety	\$185,090	0.5	0.9
				Site & Construction/ Capital Improvement	\$40,430	0.1	7.5
				TOTAL	\$35,881,242		

OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$80,503	3.93	\$4,312	\$6,506
State	**	**	\$5,216	\$8,786

\*\* 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.

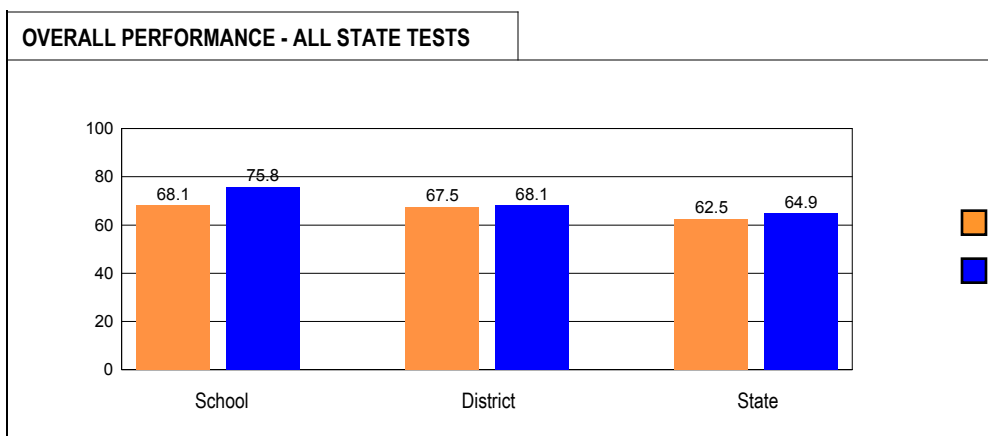
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

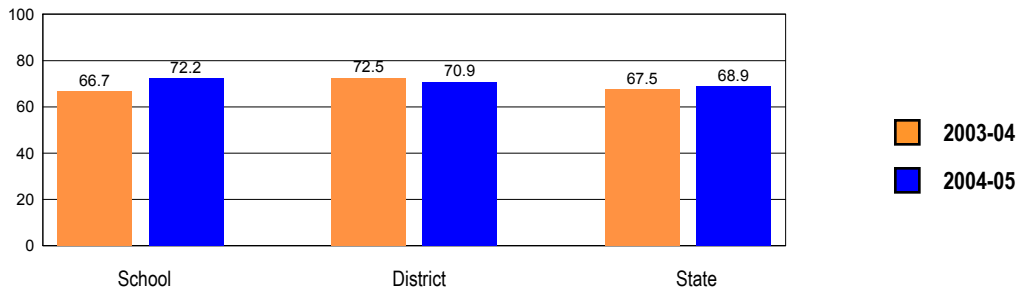
## ACADEMIC PERFORMANCE

### 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 (reading, mathematics and science) included in your school. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.



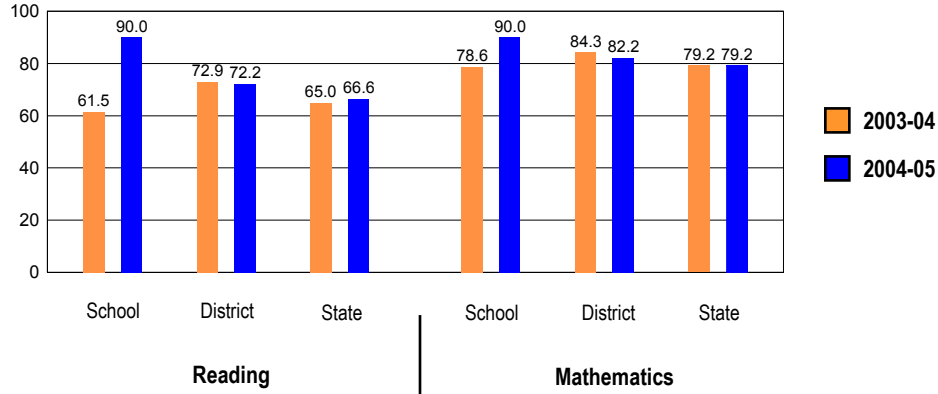
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



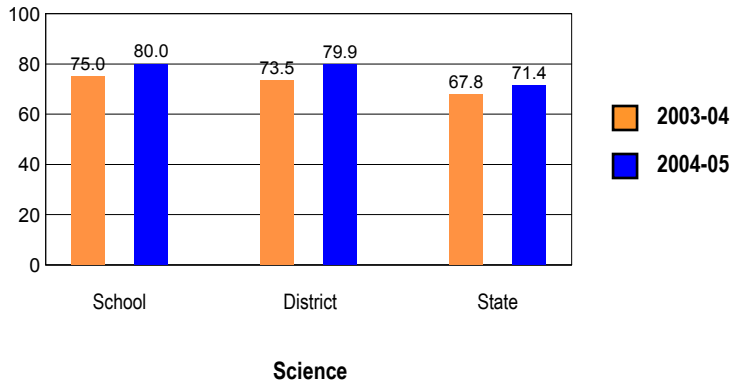
**ISAT PERFORMANCE**

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.

**ISAT | Grade 3**

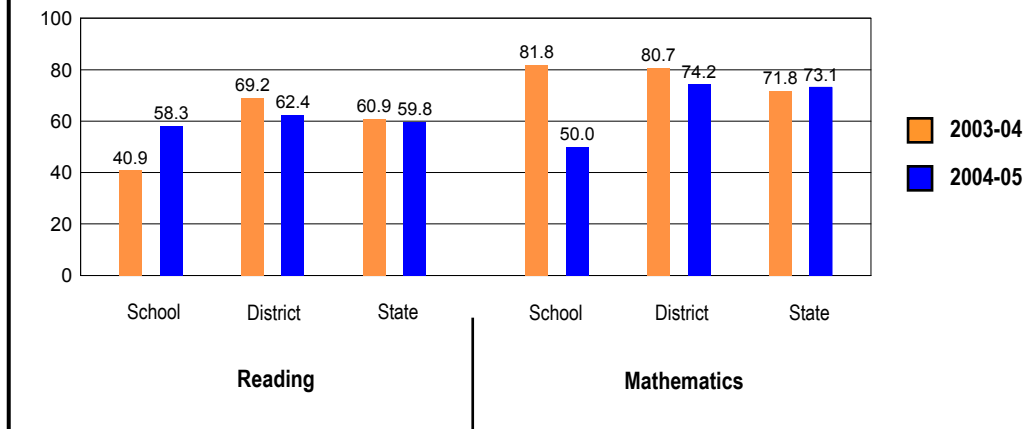


**ISAT | Grade 4**



ISAT

Grade 5



## 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, 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	26	12	14	4	15	6	0	0	1	4	0	5	24
	Reading	0.0	0.0	0.0		0.0								0.0
	Mathematics	0.0	0.0	0.0		0.0								0.0
District	*Enrollment	1,322	711	611	994	184	62	10	3	69	4	0	193	636
	Reading	0.1	0.1	0.0	0.0	0.0	1.6	0.0		0.0			0.0	0.0
	Mathematics	0.1	0.1	0.0	0.0	0.0	1.6	0.0		0.0			0.0	0.0
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,978	43,196	194	89,769	248,030
	Reading	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
	Mathematics	0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

\* Enrollment as reported by schools/districts during the testing window.

**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	0.0	10.0	40.0	50.0	0.0	10.0	50.0	40.0
District	4.2	23.6	45.0	27.2	2.5	15.3	48.4	33.8
State	6.6	26.7	45.1	21.5	5.3	15.4	45.2	34.1

**Grade 3 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School								
	District	4.7	24.1	44.1	27.1	2.4	12.9	46.5	38.2
	State	8.1	27.8	44.5	19.6	5.8	14.7	43.3	36.2
Female	School								
	District	3.5	23.1	46.2	27.3	2.8	18.1	50.7	28.5
	State	5.1	25.6	45.8	23.5	4.8	16.2	47.2	31.9

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School								
	District	3.1	22.8	46.9	27.2	2.6	13.2	47.4	36.8
	State	2.9	18.9	49.4	28.8	1.8	9.1	44.6	44.5
Black	School								
	District	9.8	37.3	41.2	11.8	3.9	27.5	54.9	13.7
	State	16.0	42.8	34.2	7.0	15.0	30.2	43.9	11.0
Hispanic	School								
	District	9.1	9.1	9.1	72.7	0.0	8.3	33.3	58.3
	State	8.2	36.2	44.6	11.1	5.2	19.9	53.0	21.8
Asian/Pacific Islander	School								
	District								
	State	1.6	14.2	49.0	35.1	0.9	5.1	33.4	60.6
Native American	School								
	District								
	State	8.0	21.7	50.4	19.9	4.9	17.9	42.0	35.3
Multiracial/Ethnic	School								
	District	0.0	9.5	52.4	38.1	0.0	14.3	52.4	33.3
	State	4.4	26.9	47.1	21.7	3.0	15.0	50.4	31.5

**Grade 4****Grade 4 - All**

Levels	Science			
	1	2	3	4
School	0.0	20.0	80.0	0.0
District	2.3	17.7	63.7	16.3
State	5.0	23.6	55.1	16.3

**Grade 4 - Gender**

Levels	Science			
	1	2	3	4
Male				
School				
District	3.3	13.0	63.0	20.7
State	5.2	22.2	54.3	18.3
Female				
School				
District	1.3	23.1	64.4	11.3
State	4.7	25.2	56.1	14.1

**Grade 4 - Racial/Ethnic Background**

Levels	Science			
	1	2	3	4
White				
School				
District	0.8	12.1	67.1	20.0
State	1.4	13.5	61.7	23.4
Black				
School				
District	5.6	38.9	53.7	1.9
State	15.0	46.4	35.9	2.8
Hispanic				
School				
District	9.5	23.8	57.1	9.5
State	4.8	32.2	57.1	5.9
Asian/Pacific Islander				
School				
District				
State	1.1	10.9	60.3	27.7
Native American				
School				
District				
State	3.2	21.7	58.9	16.2
Multiracial/Ethnic				
School				
District	3.7	18.5	59.3	18.5
State	2.5	21.6	60.4	15.5

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	41.7	33.3	25.0	0.0	50.0	41.7	8.3
District	0.6	37.0	43.9	18.5	3.3	22.6	64.1	10.1
State	1.8	38.3	40.4	19.4	3.2	23.6	60.8	12.4

**Grade 5 - Gender**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School								
	District	0.5	37.4	47.6	14.4	4.3	22.5	63.1	10.2
	State	2.3	39.7	40.1	18.0	4.0	23.8	59.0	13.1
Female	School								
	District	0.7	36.5	39.2	23.6	2.0	22.7	65.3	10.0
	State	1.4	36.9	40.8	21.0	2.4	23.4	62.6	11.6

**Grade 5 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School								
	District	0.4	34.9	42.2	22.4	1.7	18.9	67.0	12.4
	State	0.8	28.2	45.4	25.5	1.4	14.8	67.1	16.8
Black	School								
	District	1.9	56.6	34.0	7.5	13.0	38.9	46.3	1.9
	State	4.4	60.1	28.4	7.1	8.6	45.1	43.9	2.5
Hispanic	School								
	District	0.0	29.4	52.9	17.6	0.0	29.4	64.7	5.9
	State	1.9	47.7	39.0	11.5	2.7	28.1	63.3	5.9
Asian/Pacific Islander	School								
	District								
	State	0.4	19.9	42.8	36.8	0.7	7.2	57.9	34.3
Native American	School								
	District								
	State	1.6	35.9	42.3	20.2	2.0	21.1	66.8	10.1
Multiracial/Ethnic	School								
	District	0.0	22.6	67.7	9.7	0.0	16.1	74.2	9.7
	State	2.3	36.0	43.8	17.9	3.4	22.6	63.3	10.8

**Grade 5 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	41.7	33.3	25.0	0.0	50.0	41.7	8.3
	District	1.1	44.9	46.5	7.6	5.3	32.1	57.8	4.8
	State	3.3	54.3	33.7	8.6	6.0	37.4	52.7	3.9
Not Eligible	School								
	District	0.0	27.3	40.7	32.0	0.7	10.7	72.0	16.7
	State	0.7	26.6	45.3	27.3	1.2	13.5	66.7	18.6

## 2005 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
2005-06 Federal Improvement Status	
2005-06 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
<b>State AYP Minimum Target</b>	95.0		95.0		47.5			47.5			89.0		67.0	
<b>All</b>	100.0	Yes	100.0	Yes	71.4		Yes	66.7		Yes	93.7	Yes		
<b>White</b>														
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>														

**Four 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 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.\*\*\*
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for non-high schools or at least 67.0% Graduation Rate for high schools

\* Includes only students enrolled as of 9/30/2004.

\*\* Safe Harbor Targets of 47.5% 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. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

Cooke School has established a school-wide building improvement team to address areas of concerns and has developed specific projects and programs to improve all learning conditions. Cooke School is going into its fourth year with this team made up of staff, certified and paraprofessional, and Cooke parents.

The school wide team has met throughout the year to review the School Improvement Plan and make changes as needed focusing on student achievement. The team reviewed the ISAT results and identified the strengths and weaknesses of our students.

The ISAT scores have improved a great deal over the past four years. The team identified target areas which needed improvement as indicated from previous test scores. The team focuses on providing ongoing professional support for the staff such as A Framework for Understanding Poverty, SAC Training, parent training, teaching strategies workshops, and other educational resources. The school team built a climate of trust and mutual respect between staff, students, parents and the larger community.