

STEELE SCHOOL
GALESBURG C U SCHOOL DIST 205
GALESBURG, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 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
School	67.9	20.5	5.4	0.3	0.0	6.0	63.7	0.0		0.3	32.8	94.9	336
District	73.1	15.6	5.3	0.6	0.1	5.1	52.8	0.3		3.8	25.4	93.5	4,832
State	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
School	100.0
District	92.8
State	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
School	17.7	18.7	18.3			
District	20.2	17.9	18.6			
State	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
School	60			30			153			30		
District	60			30			150			30		
State	58			30			146			31		

TEACHER INFORMATION (Full-Time Equivalents)

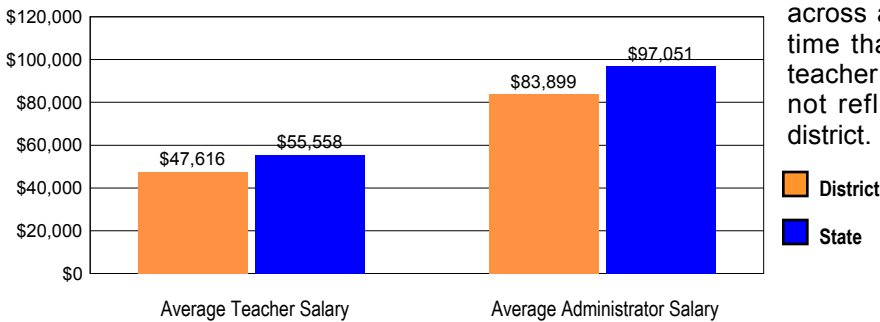
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	95.1	3.5	1.0	0.3	0.0	25.0	75.0	288
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

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	--	--	--	4.8	0.0
District	14.8	55.4	44.6	0.7	0.0
State	13.6	50.1	49.1	1.9	1.8

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

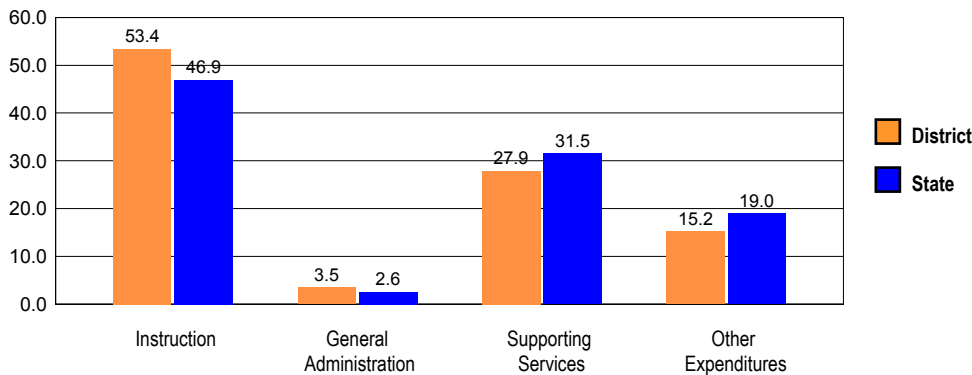
SCHOOL DISTRICT FINANCES

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 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.

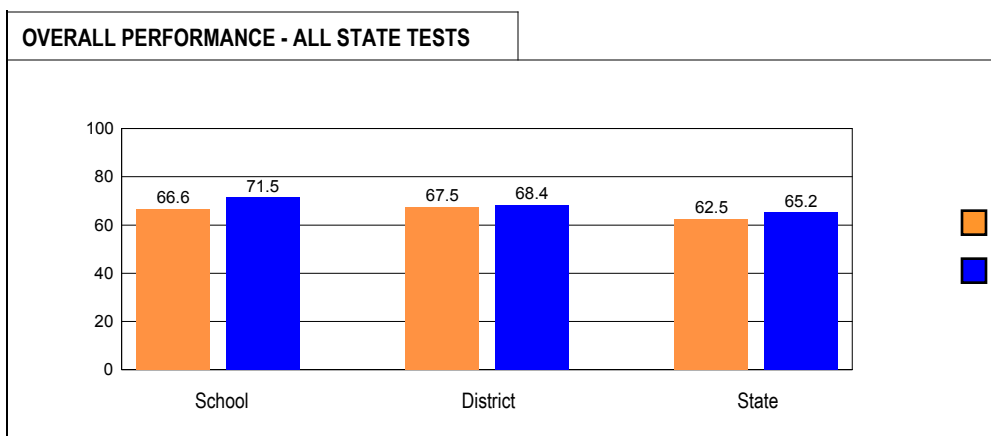
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

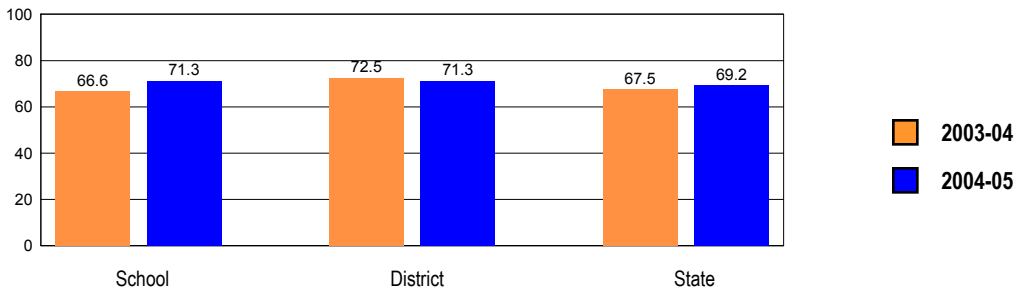
ACADEMIC PERFORMANCE

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.



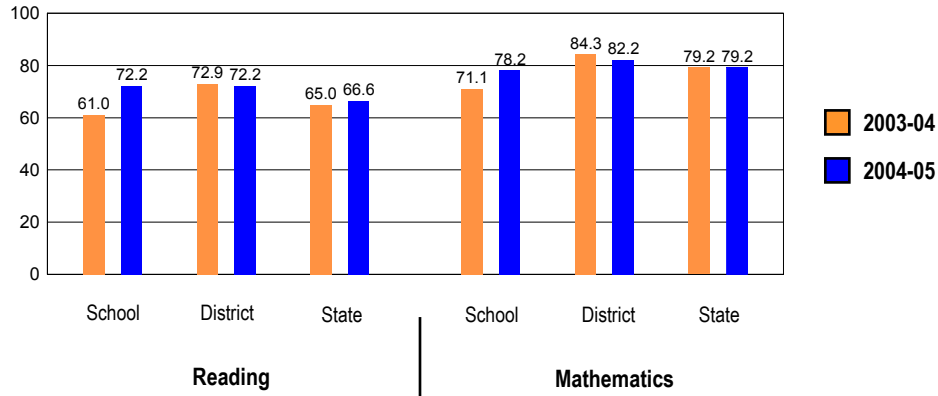
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



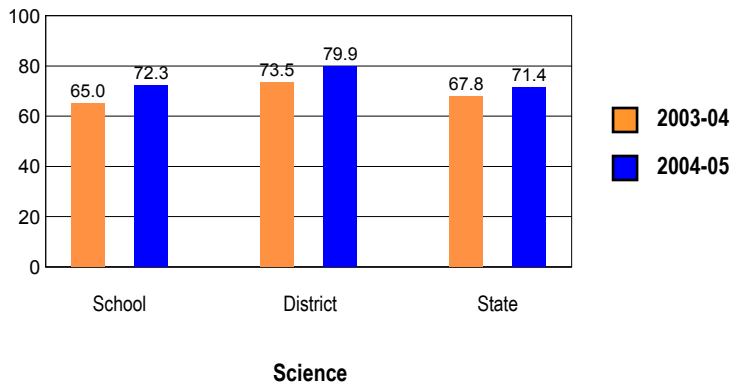
ISAT PERFORMANCE

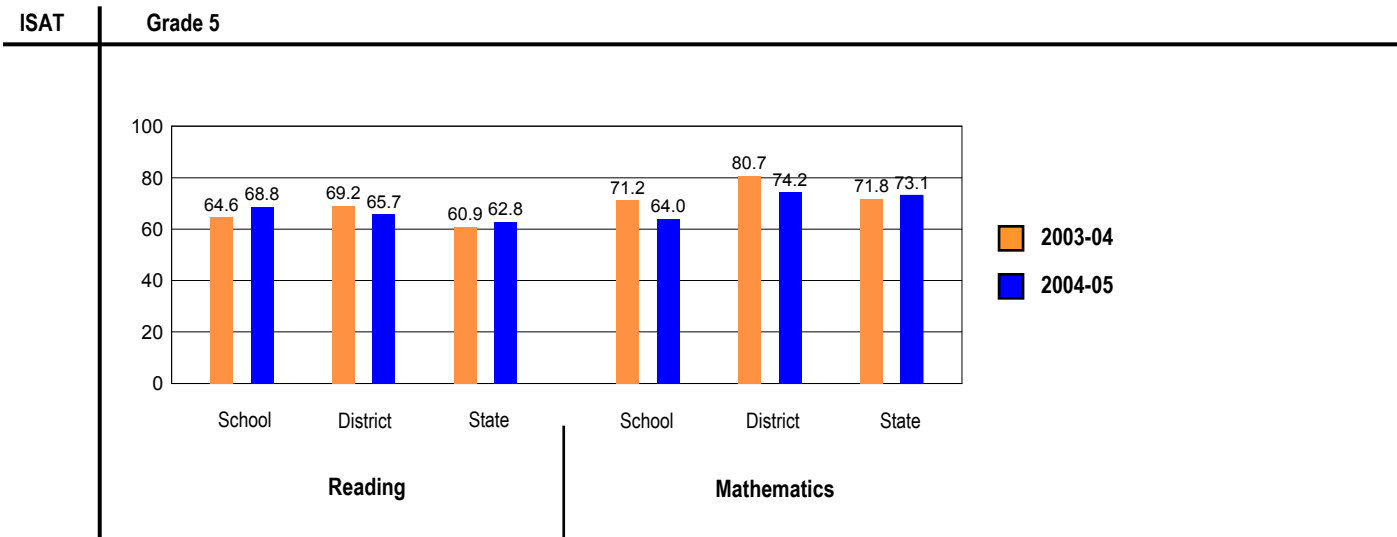
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

ISAT Grade 3



ISAT Grade 4





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	106	54	52	81	17	4	1	0	3	0	0	16	64
	Reading	0.0	0.0	0.0	0.0	0.0							0.0	0.0
	Mathematics	0.0	0.0	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	4,798	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	9.3	18.5	46.3	25.9	5.5	16.4	47.3	30.9
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	7.4	18.5	48.1	25.9	7.4	18.5	44.4	29.6
	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	11.1	18.5	44.4	25.9	3.6	14.3	50.0	32.1
	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	2.4	16.7	54.8	26.2	2.4	11.9	50.0	35.7
	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	36.4	27.3	18.2	18.2	18.2	36.4	36.4	9.1
	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 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	11.1	14.8	44.4	29.6	0.0	25.0	42.9	32.1
District	5.4	31.1	44.3	19.2	2.4	20.2	54.8	22.6
State	12.4	39.3	39.4	9.0	10.4	25.3	48.0	16.3
Not Eligible								
School	7.4	22.2	48.1	22.2	11.1	7.4	51.9	29.6
District	2.7	15.1	45.9	36.3	2.7	9.6	41.1	46.6
State	2.5	17.8	49.2	30.4	1.7	8.4	43.1	46.7

Grade 4**Grade 4 - All**

Levels	Science			
	1	2	3	4
School	4.6	23.1	58.5	13.8
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	8.8	11.8	55.9	23.5
District	3.3	13.0	63.0	20.7
State	5.2	22.2	54.3	18.3
Female				
School	0.0	35.5	61.3	3.2
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	0.0	14.6	63.4	22.0
District	0.8	12.1	67.1	20.0
State	1.4	13.5	61.7	23.4
Black				
School	7.1	42.9	50.0	0.0
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 4 - Students with Disabilities

Levels		Science			
		1	2	3	4
IEP	School	7.7	30.8	61.5	0.0
	District	1.9	32.1	60.4	5.7
	State	10.8	34.0	47.3	7.9
Non-IEP	School	3.8	21.2	57.7	17.3
	District	2.4	15.1	64.3	18.2
	State	4.0	21.8	56.5	17.7

Grade 4 - Economically Disadvantaged

Levels		Science			
		1	2	3	4
Free/Reduced Price Lunch	School	2.9	34.3	62.9	0.0
	District	1.7	23.9	67.0	7.4
	State	9.7	38.0	46.8	5.4
Not Eligible	School	6.7	10.0	53.3	30.0
	District	3.0	11.3	60.1	25.6
	State	1.6	13.5	61.0	23.9

Grade 5**Grade 5 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	31.3	47.9	20.8	2.0	34.0	60.0	4.0
	District	0.6	33.7	47.2	18.5	3.3	22.6	64.1	10.1
	State	1.8	35.4	43.3	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	0.0	30.8	57.7	11.5	0.0	38.5	57.7	3.8
	District	0.5	33.2	51.9	14.4	4.3	22.5	63.1	10.2
	State	2.3	36.8	43.0	18.0	4.0	23.8	59.0	13.1
Female	School	0.0	31.8	36.4	31.8	4.2	29.2	62.5	4.2
	District	0.7	34.5	41.2	23.6	2.0	22.7	65.3	10.0
	State	1.4	34.0	43.7	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	0.0	27.0	45.9	27.0	0.0	31.6	63.2	5.3
	District	0.4	31.9	45.3	22.4	1.7	18.9	67.0	12.4
	State	0.8	25.5	48.1	25.5	1.4	14.8	67.1	16.8
Black	School								
	District	1.9	54.7	35.8	7.5	13.0	38.9	46.3	1.9
	State	4.4	57.0	31.5	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	44.1	42.5	11.5	2.7	28.1	63.3	5.9
Asian/Pacific Islander	School								
	District								
	State	0.4	17.7	45.0	36.8	0.7	7.2	57.9	34.3
Native American	School								
	District								
	State	1.6	31.0	47.2	20.2	2.0	21.1	66.8	10.1
Multiracial/Ethnic	School								
	District	0.0	12.9	77.4	9.7	0.0	16.1	74.2	9.7
	State	2.3	32.9	47.0	17.9	3.4	22.6	63.3	10.8

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	63.6	36.4	0.0	9.1	72.7	18.2	0.0
	District	3.2	65.1	28.6	3.2	11.1	46.0	36.5	6.3
	State	8.6	62.7	23.6	5.1	14.7	43.6	38.5	3.2
Non-IEP	School	0.0	21.6	51.4	27.0	0.0	23.1	71.8	5.1
	District	0.0	26.5	51.5	22.1	1.5	17.2	70.4	10.9
	State	0.7	30.7	46.7	21.9	1.3	20.1	64.6	14.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	42.4	51.5	6.1	2.9	45.7	48.6	2.9
	District	1.1	40.5	50.8	7.6	5.3	32.1	57.8	4.8
	State	3.3	51.1	36.9	8.6	6.0	37.4	52.7	3.9
Not Eligible	School	0.0	6.7	40.0	53.3	0.0	6.7	86.7	6.7
	District	0.0	25.3	42.7	32.0	0.7	10.7	72.0	16.7
	State	0.7	23.9	48.0	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	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes	2005-06 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	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
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
All	100.0	Yes	100.0	Yes	74.5		Yes	73.0		Yes	94.9	Yes		
White	100.0	Yes	100.0	Yes	79.5		Yes	78.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	67.8		Yes	62.3		Yes				

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.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Steele Elementary School believes in shared decision-making, unity of purpose, and building on strengths. As a representative body, the Steele School Steering Committee is responsible for charting the direction of the school. Three Cadres have been established to address the school's greatest challenges.

Curriculum/Assessment Cadre Challenge Areas:

- ❖ Expanding current modes of reading and math instruction with an emphasis in vocabulary, word analysis, and comprehension will adequately improve performance in low income students' scores in grades 3, 4, and 5.

Curriculum/Assessment Cadre Activities:

- ❖ Steele will continue to develop and define school-wide curriculum based on reading and math best practices and assessment results. Our focus this year is to strengthen comprehension skills, fluency, and writing skills.
- ❖ Our Standards Aligned Classroom team will participate in Level II training conducted by Two Rivers Professional Development Center.
- ❖ The After School Tutoring program will be expanded during the 2005-06 school year to include one section of each grade level with partnerships formed with local agencies to support our efforts.
- ❖ Assessment data will be analyzed to identify student reading and math challenges and to modify and focus instruction accordingly.
- ❖ The Reading Recovery program will be implemented with first graders.
- ❖ New mathematics textbooks will be implemented as a resource to enrich our current curriculum K-5.
- ❖ Best practices in reading and math will be researched, shared, modeled, and assessed for effectiveness.
- ❖ Professional development in reading and math will be implemented throughout the elementary curriculum.
- ❖ The Flexible Delivery Systems intervention methods will be studied with professional development provided school-wide. Our goal this year is to develop a plan to be implemented in the 06-07 school year.

Technology Cadre Challenge Areas:

- ❖ Continued integration of technology into the curriculum with an emphasis on performance based student products will adequately improve performance in all learning areas in all grades tested. Additionally teachers will increase their use of data analysis techniques to enhance and inform instruction.

Technology Cadre Activities:

- ❖ Curriculum will emphasize effective integration of technology to encourage research based instructional methods.
- ❖ All staff will participate in technological professional development to enhance instruction based on identified needs.
- ❖ Students will develop products that emphasize performance-based assessments.

School-wide Discipline Cadre Challenge Area:

- ❖ Implementing a consistent system of school-wide discipline with dignity.

School-wide Discipline Cadre Activities:

- ❖ Record and analyze discipline data throughout the school year.
- ❖ Develop systemic plan for defining procedures and universal expectations.
- ❖ Develop "cool tools" to actively teach and pre-correct desired behaviors.
- ❖ Implement a consistent system of school-wide discipline with dignity.
- ❖ Decreased numbers of students absent or tardy as indicated by the attendance rate, mobility rate, and daily attendance.
- ❖ A part-time outreach worker will facilitate communication between home and school to decrease absences and tardiness, improve home/school communication, and increase parental involvement.
- ❖ Family events will be developed to engage the support of parents.
- ❖ Parents will be active members in this process.