

MILLBURN C C SCHOOL DIST 24

WADSWORTH, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

Federal law requires public school districts to release district report cards to the public each year.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION												
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	82.6	4.8	5.4	7.0	0.2	2.0	0.0		0.2	7.5	95.2	1,256
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3		1.9	16.4	94.0	2,044,539

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*		AVERAGE CLASS SIZE (as of the first school day in May)						STAFF-TO-STUDENT RATIOS			
	Percent	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	100.0	19.1	20.3	19.1	18.3	21.0		16.8		13.7	343.2
State	95.9	20.6	21.3	22.5	23.6	22.8		18.4	18.2	13.8	221.1

* 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
District	60	41	41	30	41	41	135	82	82	30	41	41
State	56	52	49	30	43	44	146	107	94	31	43	44

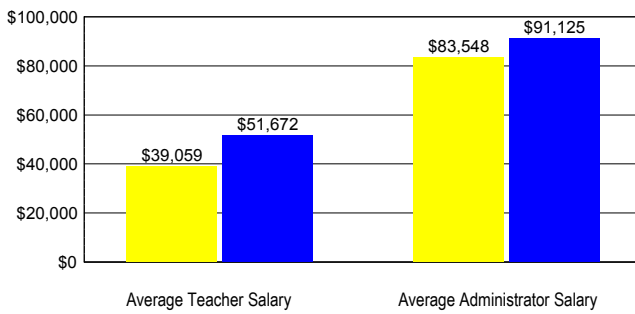
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.8	0.0	1.2	0.0	0.0	7.2	92.8	84
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

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 *
District	10.0	60.5	39.5	0.0	0.0
State	13.9	53.9	46.0	2.5	2.1

* Data based on No Child Left Behind (NCLB) definition.

SCHOOL DISTRICT FINANCES

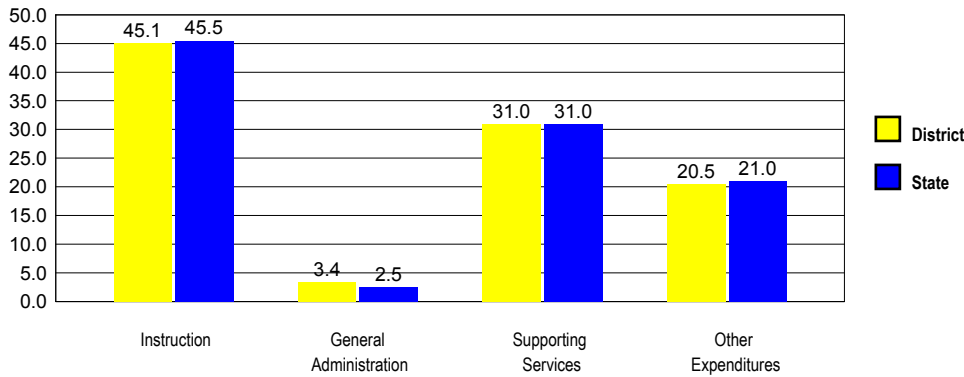
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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.

■ District
■ State

EXPENDITURE BY FUNCTION 2001-02 (Percentages)



■ District
■ State

REVENUE BY SOURCE 2001-02

	District	District %	State %
Local Property Taxes	\$4,885,432	59.8	55.4
Other Local Funding	\$797,135	9.8	6.1
General State Aid	\$1,692,152	20.7	18.7
Other State Funding	\$693,345	8.5	12.5
Federal Funding	\$96,026	1.2	7.3
TOTAL	\$8,164,090		

EXPENDITURE BY FUND 2001-02

	District	District %	State %
Education	\$5,535,166	61.5	69.7
Operations & Maintenance	\$623,819	6.9	8.9
Transportation	\$703,239	7.8	3.4
Bond and Interest	\$568,203	6.3	5.7
Rent			0.0
Municipal Retirement/ Social Security	\$203,282	2.3	1.5
Fire Prevention & Safety			1.0
Site & Construction/ Capital Improvement	\$1,364,817	15.2	9.8
TOTAL	\$8,998,526		

OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$143,317	3.12	\$3,957	\$6,295
State	**	**	\$4,842	\$8,181

** 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.

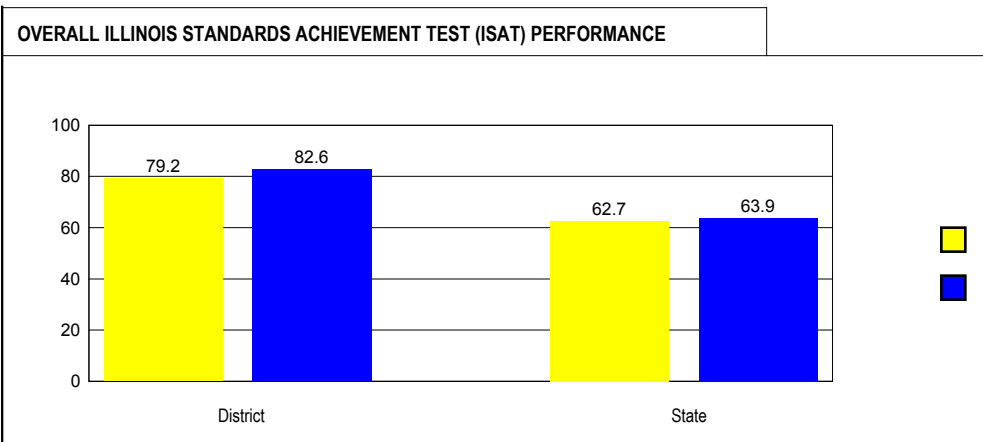
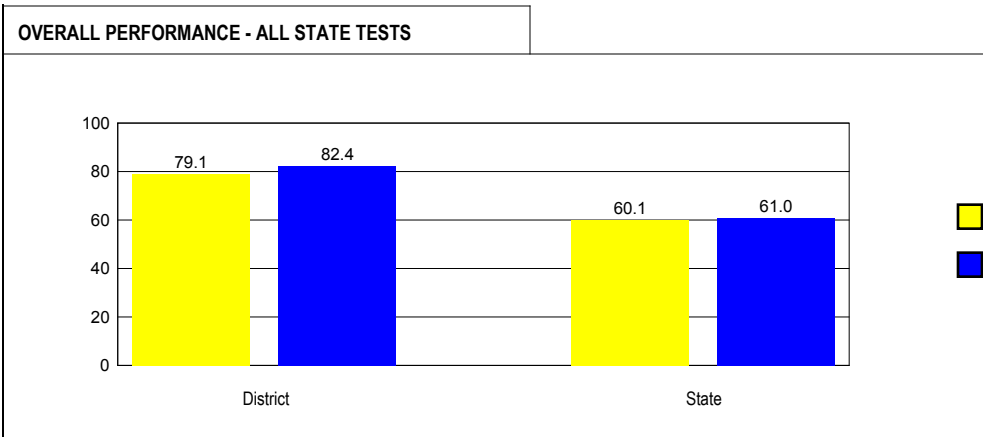
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

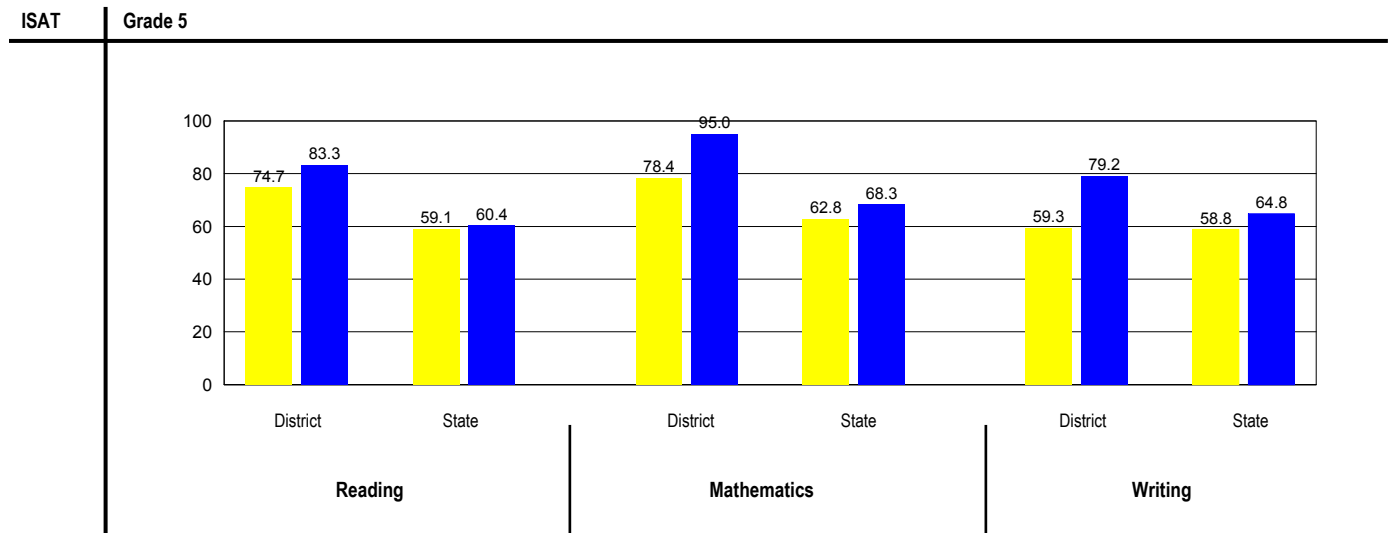
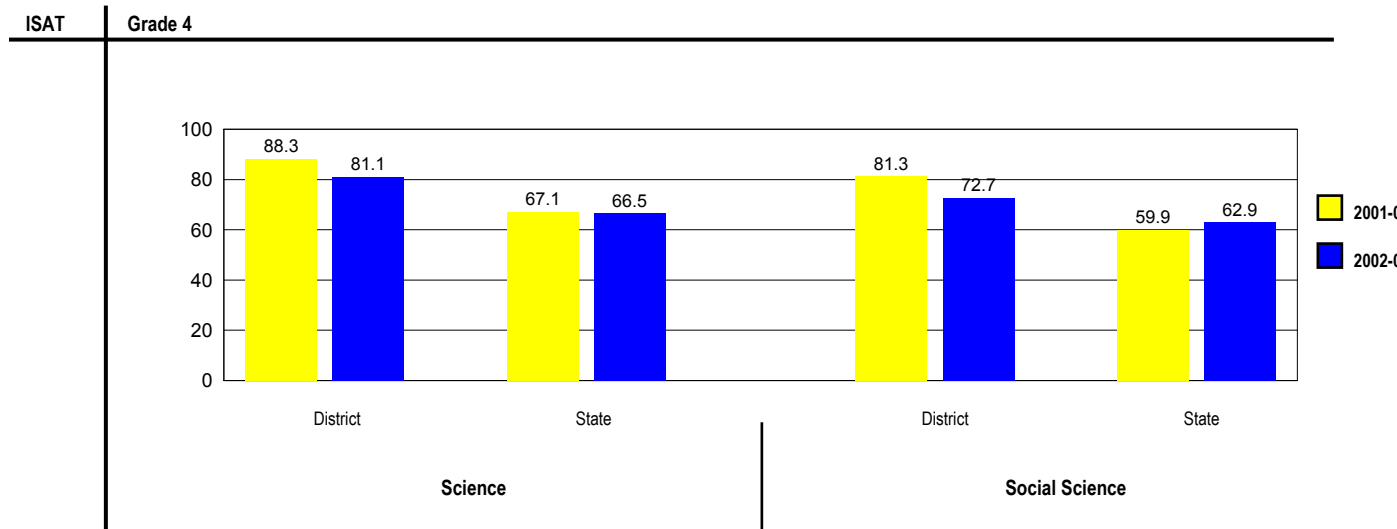
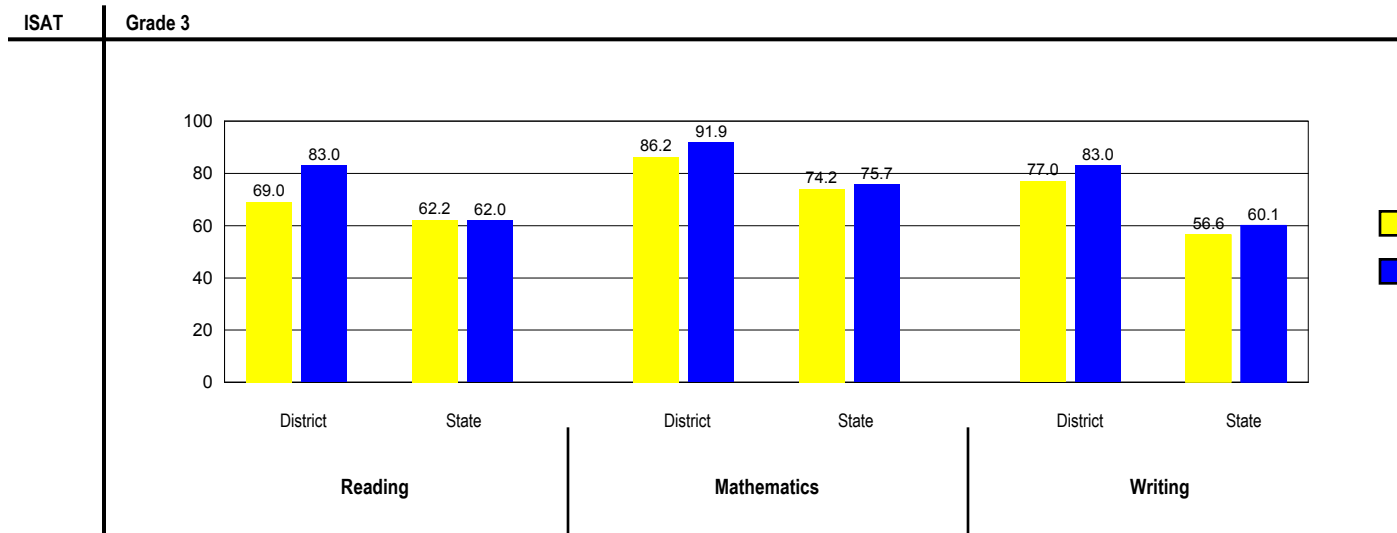
OVERALL STUDENT PERFORMANCE

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 included in your school.

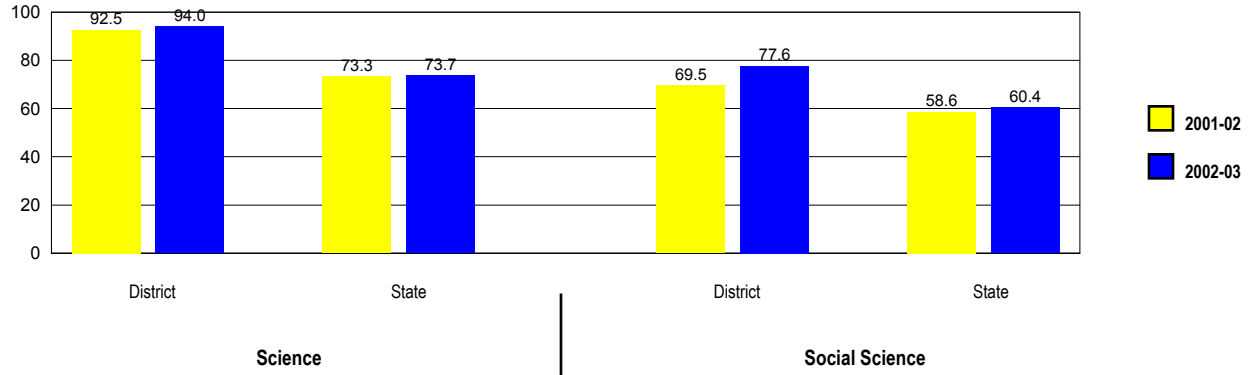


ISAT PERFORMANCE

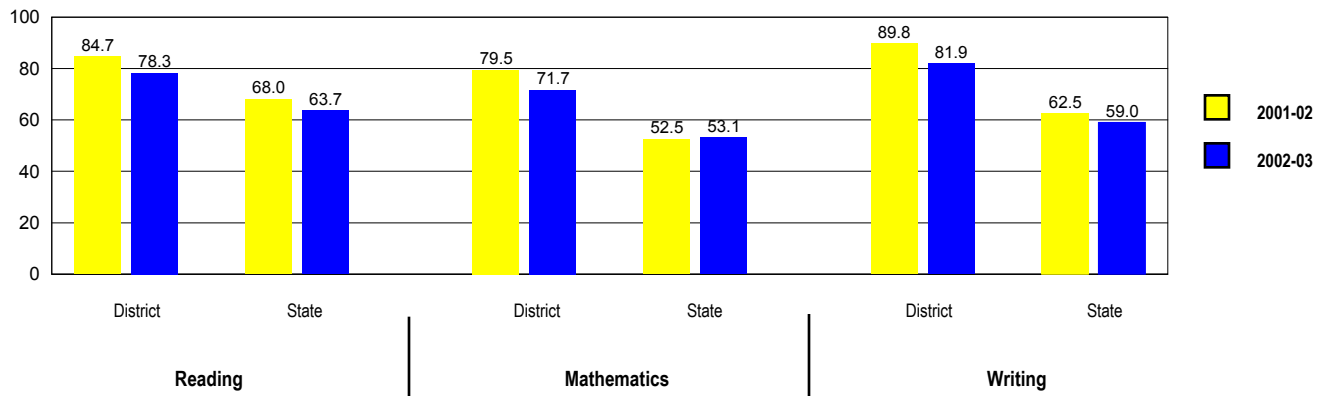
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



ISAT Grade 7



ISAT Grade 8



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results 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 or Section 504 Plan. 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. 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.

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				
District	*Enrollment	361	164	197	297	19	14	30	1	0	0	41	10
	Reading	0.0	0.0	0.0	0.3	0.0	0.0	0.0				0.0	0.0
	Mathematics	0.0	0.0	0.0	0.7	0.0	0.0	0.0				0.0	0.0
State	*Enrollment	616,170	313,399	302,581	366,187	127,748	97,933	21,960	936	35,949	310	82,419	234,696
	Reading	0.4	0.4	0.5	1.4	2.6	2.0	1.2	0.0	4.1	0.0	0.0	10.4
	Mathematics	0.5	0.6	0.6	1.5	2.8	2.2	1.3	0.0	4.7	0.0	0.0	10.6

* Enrollment on the first day of state testing.

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.

ISAT continued**Grade 3****Grade 3 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	17.0	43.7	39.3	0.0	8.1	39.3	52.6	2.2	14.8	77.0	5.9
State	8.1	29.8	40.1	21.9	6.8	17.4	44.6	31.1	7.1	32.9	57.3	2.8

Grade 3 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District	0.0	20.7	44.8	34.5	0.0	8.6	34.5	56.9	5.2	22.4	67.2	5.2
State	9.8	31.4	39.2	19.6	7.6	16.9	43.1	32.4	9.5	35.7	52.9	1.9
Female												
District	0.0	14.3	42.9	42.9	0.0	7.8	42.9	49.4	0.0	9.1	84.4	6.5
State	6.4	28.1	41.1	24.3	6.0	17.9	46.2	29.9	4.5	29.9	61.8	3.8

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
District	0.0	14.2	43.4	42.5	0.0	4.7	37.7	57.5	1.9	12.3	79.2	6.6
State	3.3	20.7	45.1	30.9	2.0	9.5	45.3	43.1	3.8	25.8	66.3	4.0
Black												
State	18.5	46.8	29.2	5.6	17.7	33.5	40.7	8.2	14.4	46.9	38.1	0.7
Hispanic												
State	10.5	40.2	39.3	10.0	7.3	23.3	51.8	17.6	8.0	39.2	51.7	1.1
Asian/Pacific Islander												
District	0.0	8.3	33.3	58.3	0.0	0.0	41.7	58.3	0.0	8.3	91.7	0.0
State	1.8	15.6	45.0	37.6	1.2	5.3	36.2	57.3	1.9	21.0	71.4	5.8
Native American												
State	6.5	34.8	35.7	23.0	3.0	18.1	52.6	26.3	8.3	39.1	51.3	1.3

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP												
District	0.0	43.8	56.3	0.0	0.0	25.0	56.3	18.8	18.8	31.3	43.8	6.3
State	24.3	43.5	24.4	7.8	17.3	27.7	40.6	14.4	22.1	40.0	36.9	1.0
Section 504												
State	7.5	29.5	43.0	20.0	4.1	17.1	48.8	30.0	7.9	35.2	53.9	3.0
Non-disabled												
District	0.0	12.7	42.4	44.9	0.0	5.9	36.4	57.6	0.0	12.7	81.4	5.9
State	5.6	27.7	42.6	24.1	5.2	15.8	45.2	33.8	4.7	31.8	60.4	3.1

Grade 4**Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
District	0.0	18.9	55.9	25.2	1.4	25.9	66.4	6.3
State	7.0	26.5	52.2	14.3	7.6	29.5	56.4	6.4

ISAT continued**Grade 4 - Gender**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Male								
District	0.0	16.9	57.1	26.0	1.3	22.1	67.5	9.1
State	7.3	24.6	51.6	16.5	8.2	28.1	56.3	7.4
Female								
District	0.0	21.2	54.5	24.2	1.5	30.3	65.2	3.0
State	6.7	28.5	52.9	12.0	7.0	31.1	56.6	5.4

Grade 4 - Racial/Ethnic Background

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
White								
District	0.0	18.6	54.2	27.1	1.7	27.1	63.6	7.6
State	2.4	15.8	60.5	21.2	2.7	18.8	69.0	9.5
Black								
State	16.2	46.2	35.1	2.5	17.7	48.3	32.9	1.1
Hispanic								
State	11.7	39.9	44.5	3.9	12.5	44.5	41.5	1.5
Asian/Pacific Islander								
District	0.0	0.0	90.0	10.0	0.0	0.0	100.0	0.0
State	1.7	13.5	61.2	23.6	1.4	16.5	69.3	12.8
Native American								
State	5.9	28.3	53.5	12.2	5.2	35.7	54.5	4.5

Grade 4 - Students with Disabilities

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
IEP								
District	0.0	63.2	31.6	5.3	0.0	73.7	26.3	0.0
State	15.9	38.3	40.0	5.9	20.3	40.6	37.0	2.1
Section 504								
State	7.5	24.8	52.5	15.1	6.2	33.6	53.9	6.4
Non-disabled								
District	0.0	12.1	59.7	28.2	1.6	18.5	72.6	7.3
State	5.6	24.6	54.2	15.6	5.5	27.7	59.7	7.1

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	16.7	45.0	38.3	0.0	5.0	75.8	19.2	1.7	19.2	74.2	5.0
State	1.0	38.6	37.3	23.1	3.5	28.1	58.6	9.7	6.2	29.0	61.3	3.5

Grade 5 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District	0.0	17.9	44.6	37.5	0.0	7.1	73.2	19.6	1.8	21.4	73.2	3.6
State	1.4	40.0	37.0	21.6	4.2	28.3	56.9	10.6	8.8	34.3	54.9	2.0
Female												
District	0.0	15.6	45.3	39.1	0.0	3.1	78.1	18.8	1.6	17.2	75.0	6.3
State	0.7	37.1	37.6	24.7	2.8	27.9	60.5	8.8	3.4	23.5	68.0	5.2

ISAT continued**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	17.6	40.2	42.2	0.0	2.9	76.5	20.6	2.0	21.6	71.6	4.9
	State	0.5	26.0	41.7	31.8	1.3	17.3	67.6	13.7	4.2	22.8	68.3	4.7
Black	State	2.2	61.9	28.5	7.3	9.1	50.8	38.7	1.5	10.9	42.1	45.9	1.1
Hispanic	State	1.4	56.3	32.4	9.8	4.6	40.1	52.2	3.1	7.7	36.6	54.0	1.7
Asian/Pacific Islander	District	0.0	0.0	70.0	30.0	0.0	0.0	80.0	20.0	0.0	10.0	80.0	10.0
	State	0.2	20.9	40.5	38.4	0.8	10.2	62.7	26.3	1.9	17.3	72.3	8.5
Native American	State	0.7	36.4	43.1	19.9	3.0	29.1	61.1	6.8	7.9	29.0	61.0	2.1

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	0.0	40.0	40.0	20.0	0.0	30.0	50.0	20.0	10.0	40.0	40.0	10.0
	State	5.2	69.5	19.9	5.4	14.4	50.4	33.0	2.2	25.7	42.4	31.2	0.7
Section 504	State	0.6	39.4	41.1	18.9	1.3	29.6	61.0	8.0	7.0	41.4	49.5	2.1
Non-disabled	District	0.0	13.8	45.9	40.4	0.0	2.8	78.0	19.3	0.9	16.5	78.0	4.6
	State	0.3	33.5	40.1	26.0	1.7	24.4	62.9	10.9	3.1	26.8	66.1	4.0

Grade 7**Grade 7 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
District	0.9	5.2	69.0	25.0	0.0	22.4	54.3	23.3
	State	9.7	16.6	56.2	17.5	1.5	38.1	45.7

Grade 7 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	District	0.0	4.8	71.0	24.2	0.0	22.6	54.8	22.6
	State	10.6	15.7	53.6	20.2	1.9	36.7	44.1	17.3
Female	District	1.9	5.6	66.7	25.9	0.0	22.2	53.7	24.1
	State	8.7	17.6	58.9	14.8	1.1	39.5	47.4	12.0

Grade 7 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	District	1.0	5.2	66.7	27.1	0.0	19.8	57.3	22.9
	State	5.0	10.7	59.8	24.5	0.7	26.6	52.0	20.6
Black	District	0.0	0.0	100.0	0.0	0.0	40.0	50.0	10.0
	State	20.5	29.8	46.9	2.8	3.5	64.5	29.6	2.4
Hispanic	State	15.4	25.0	53.9	5.7	2.1	53.4	39.9	4.5
Asian/Pacific Islander	State	3.2	8.0	57.2	31.6	0.2	17.5	55.1	27.2
Native American	State	10.9	21.1	54.7	13.3	1.6	43.2	47.5	7.7

ISAT continued**Grade 7 - Students with Disabilities**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	District	0.0	0.0	91.7	8.3	0.0	58.3	33.3	8.3
	State	32.2	28.3	36.0	3.5	7.2	67.4	22.4	3.1
Section 504	State	9.5	19.5	54.1	16.9	1.2	38.7	42.8	17.2
	Non-disabled	District	1.0	5.8	66.3	26.9	0.0	18.3	56.7
State		5.9	14.7	59.5	19.8	0.5	33.2	49.6	16.7

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	21.7	55.7	22.6	2.8	25.5	46.2	25.5	2.9	15.2	74.3	7.6
	0.5	35.8	54.0	9.7	6.3	40.6	37.6	15.5	6.2	34.8	54.8	4.2

Grade 8 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	34.7	57.1	8.2	4.1	30.6	42.9	22.4	6.3	31.3	60.4	2.1
	State	0.7	40.6	51.5	7.2	7.5	39.7	36.5	16.3	9.4	41.5	46.7	2.4
Female	District	0.0	10.5	54.4	35.1	1.8	21.1	49.1	28.1	0.0	1.8	86.0	12.3
	State	0.2	30.8	56.6	12.3	5.1	41.6	38.6	14.7	2.9	27.9	63.2	6.0

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	23.0	55.2	21.8	3.4	21.8	49.4	25.3	3.5	16.3	73.3	7.0
	State	0.3	26.8	59.9	13.1	3.3	30.9	44.9	21.0	4.6	29.3	60.6	5.5
Black	State	1.0	53.7	42.6	2.7	15.1	61.9	20.2	2.8	10.7	47.7	40.6	1.0
	Hispanic	State	0.8	52.3	43.8	3.1	7.7	56.8	30.4	5.1	7.4	43.5	47.7
Asian/Pacific Islander		State	0.1	20.1	59.6	20.3	1.3	19.7	40.6	38.3	1.8	20.7	67.1
	Native American	State	0.6	45.1	48.2	6.1	7.2	49.3	32.0	11.6	6.5	44.9	45.2

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	0.0	85.7	14.3	0.0	14.3	71.4	14.3	0.0	23.1	30.8	46.2	0.0
	State	2.7	77.8	18.6	0.9	28.8	58.2	11.2	1.8	30.1	51.0	18.4	0.4
Section 504	State	0.2	40.0	52.8	7.1	4.0	45.9	38.0	12.0	7.0	42.3	47.4	3.3
	Non-disabled	District	0.0	12.1	61.5	26.4	1.1	18.7	51.6	28.6	0.0	12.1	79.1
State		0.1	28.8	59.9	11.2	2.6	37.7	42.0	17.8	2.3	32.2	60.7	4.8

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 1
Number of Title I schools: 1
Number of Title I schools in School Improvement Status: 0
Percent of schools in School Improvement Status: 0%

School ID**School Name****Years in School
Improvement**

The Millburn School District is very proud of continuing success in the following areas:

- A literacy curriculum K-8 that is based on the Illinois Learning Standards and best practices for language arts instruction including the integration of reading, writing, spelling, grammar, and speech development;
- A math curriculum K-8 that encourages skill and process development and is based on both the Illinois Learning Standards as well as Principles and Standards for School Mathematics as developed by the National Council of the Teachers of Mathematics;
- A social studies curriculum K-8 that correlates to the Illinois Learning Standards, best practices for social science instruction and challenges students to become responsible citizens through active investigation of political science, economics, history, geography, and social science;
- A science curriculum that encourages engaged learning and problem-solving strategies based on the Illinois Learning Standards and that meets the National Science Education Standards;
- A gifted education program that has a comprehensive plan and curriculum aligned with the Illinois Learning Standards, the Illinois Performance Standards and uses the current best practices in gifted education;
- The middle school concept for students in grades 6-8 that offers an integrated curriculum that enhances interest, motivation, and meaning to the academic program along with revamped homeroom advisory-related activities and an emphasis on service to others;
- The continuation of grade level teaming K-8 that encourages collegiality, coordination of curriculum, and continuity of strategies, allowing better individualization of curriculum;
- A technology committee composed of faculty, administrators, and School Board members that is reviewing and updating our long-range district technology plan.
- A computer testing program called MAP from the Northwest Evaluation Association that provides teachers, students and parents with an accurate assessment of student progress in mastering the basic skills. When administered at regular intervals over time, it is possible to find out whether an individual student, or an entire grade level, is making satisfactory progress in the basic skills areas of reading, mathematics, and language usage.
- As part of the 2003 School Improvement Plan we will continue to make data-based decisions that will enable us to strive to meet the needs of all of our students (No Child Left Behind).