We Build the Future

Beye School 1996-2001

2001 Illinois School Report Card 2
Stanford 9 Performance, 1996-2001 12
2000 Illinois School Report Card 16

2001 Illinois State Report Card—Oak Park District 97

BEYE School

Students

Instructional Setting

Finances

Academic Performance--Last Three years

2001 ISAT Scores

Planned Improvement For The School

WILLIAM BEYE ELEM SCHOOL
OAK PARK ELEM SCHOOL DIST 97
OAK PARK, ILLINOIS

GRADES: K 1 2 3 4 5 6

ILLINOIS SCHOOL REPORT CARD

The Better Schools Accountability Law of 1985 requires public school districts to provide school report cards each year to parents (and others upon request). This report card contains information about your school and your district in the following categories: student characteristics, the instructional setting, the school district's finances, and student performance on state assessments.

The state assessments are designed to measure students' progress in mastering the Illinois Learning Standards. These Standards, adopted in 1997, express what Illinois students should know and be able to do. The Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE) were launched to measure student achievement of the Illinois Learning Standards. In addition, the Illinois Measure of Annual Growth in English (IMAGE) assesses the progress of limited-English-proficient students in attaining the English-language skills needed to achieve the Learning Standards. For students with disabilities whose Individualized Education Programs (IEP's) indicate that participation in the ISAT and the PSAE would not be appropriate, the Illinois Alternate Assessment (IAA) measures progress toward achievement of the Standards through a portfolio process.

Note: Title 1 of the Elementary and Secondary Education Act requires that the reporting of state assessment data be disaggregated by various student characteristics. This requirement significantly increases the volume of data reported. Therefore, blank tables and tables not relevant to a school are not printed. Also, in order to protect students' confidentiality, assessment data for groups of fewer than five students are not printed.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low-Income	Limited-English-Proficient	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	62.0	33.7	3.3	1.1	0.0	15.9	1.7		0.0	6.4	96.3	460
District	58.4	34.4	3.8	3.1	0.2	10.6	1.7		0.1	8.2	95.8	5,035
State	60.1	20.9	15.4	3.4	0.2	36.9	6.3		2.2	17.2	93.7	2,007,170

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 CONTACTS*

	Percent
School	100.0
District	99.2
State	94.5

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

	K	Grade 1	Grade 3	Grade 6	Grade 8	High School
School	15.3	18.5	20.0	25.0		
District	16.3	18.1	19.7	21.7		
State	20.9	21.6	22.3	24.0		

STAFF-TO-STUDENT RATIOS**

	Pupil-Teacher: Elementary	Pupil-Teacher: Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	15.5		11.4	193.7
State	19.1		13.9	233.9

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

** With the exception of charter schools, staff-to-student ratios are not collected at the school building level.

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

	Mathematics			Science			English*			Social Science		
Grades	3	6	8	3	6	8	3	6	8	3	6	8
School	50	50		45	45		120	120		45	45	
District	50	50		45	45		120	120		45	45	
State	55	51		30	43		147	107		31	43	

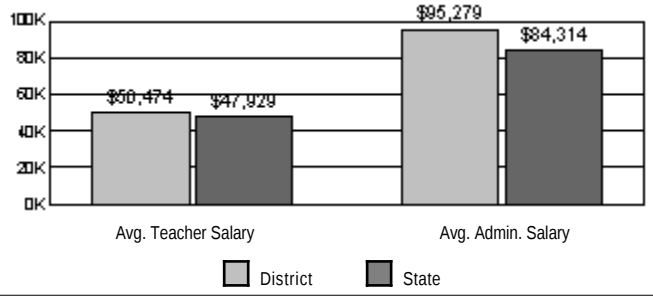
* English includes all language arts courses.

TEACHERS' INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Average Teaching Experience (Years)	Teachers with Bachelor's Degrees	Teachers with Master's & Above	Male	Female	Total Number
District	82.8	13.4	2.4	1.5	0.0	15.3	34.6	65.4	19.1	80.9	377
State	84.7	10.6	3.7	0.9	0.1	14.5	53.8	46.0	24.0	76.0	125,735

SCHOOL DISTRICT'S FINANCES

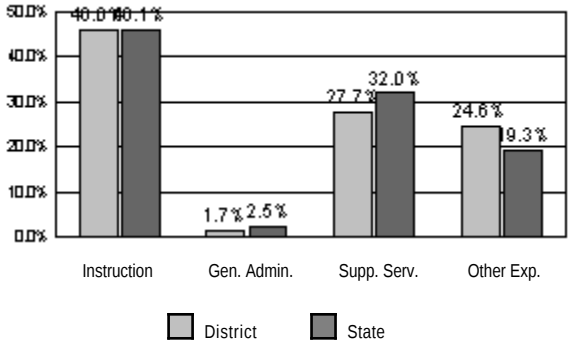
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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 a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURES 1999-00

BY FUNCTION



BY FUND

	District	District %	State %
Education	$36,874,901	65.7	70.6
Operations & Maintenance	$4,818,596	8.6	8.8
Transportation	$1,596,244	2.8	3.4
Bond and Interest	$5,416,160	9.6	5.1
Rent	$0	0.0	0.4
Municipal Retirement/ Social Security	$1,000,175	1.8	1.6
Fire Prevention & Safety	$365,095	0.7	1.2
Site & Construction/ Capital Improvement	$6,088,137	10.8	9.0
TOTAL	$56,159,308		

OTHER FINANCIAL INDICATORS

	1998 Equalized Assessed Valuation per Pupil	1998 Total School Tax Rate per $100	1999-00 Instructional Expenditure per Pupil	1999-00 Operating Expenditure per Pupil
District	$142,639	4.88	$5,598	$9,612
State	**	**	$4,425	$7,483

** 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 Instructional Expenditures, Pupil Support Services, Instructional Staff Support Services, School Administration, Business Support

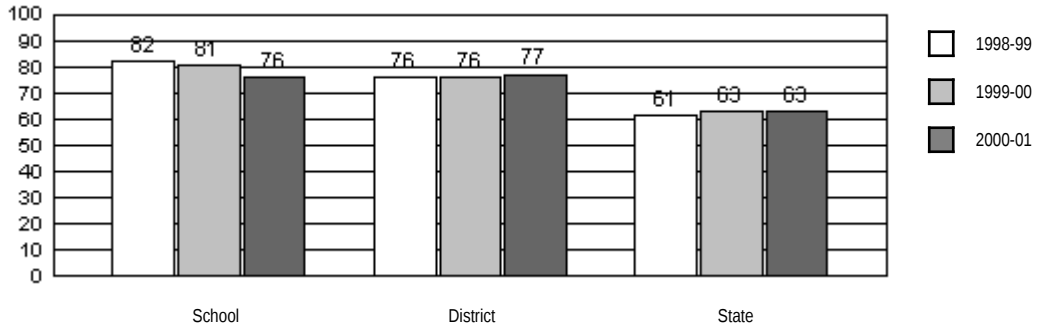
Services, Central Support Services, Community Services, Debt Services, Payments to Other Governmental Units for Services Provided, and Central Administration Services.

ACADEMIC PERFORMANCE

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

This chart illustrates the overall performance of your school, district, and the state on the ISAT for the last three years. It shows the percent of elementary students meeting or exceeding the Illinois Learning Standards. The overall performance results displayed include only the grades and subjects tested on the ISAT in your school.

OVERALL PERFORMANCE OF ELEMENTARY STUDENTS (last three years)



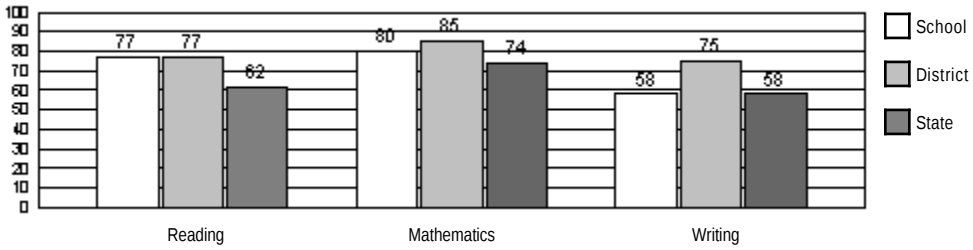
Beginning in 1998-99, reading, mathematics, and writing were tested at grades 3, 5, and 8.

For 1999-00 and 2000-01, reading, mathematics, and writing were tested at grades 3, 5, and 8; science and social science were tested at grades 4 and 7.

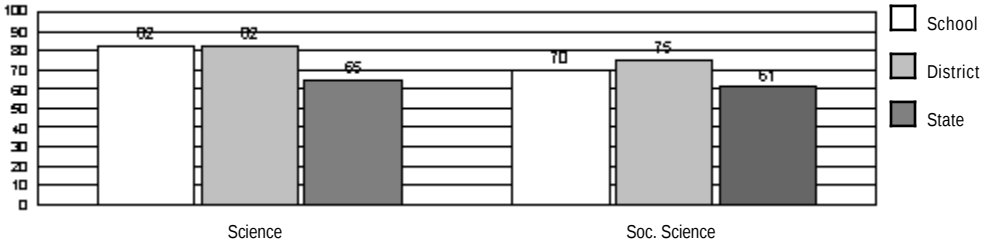
ISAT PERFORMANCE 2000-01

These charts provide information on the achievement of the Illinois Learning Standards. They show the percent of students meeting or exceeding Standards for various grade levels and subject areas tested on the ISAT.

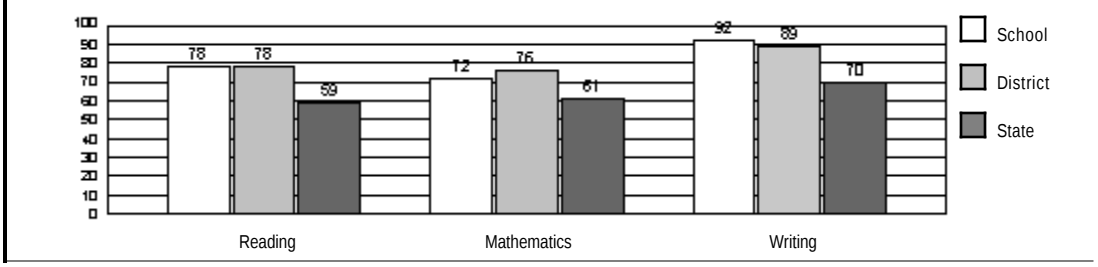
Grade 3



Grade 4



Grade 5



PERFORMANCE ON STATE ASSESSMENTS

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 may have an IEP or Section 504 Plan. An IEP is a written plan for a child with a disability who is eligible for 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.

PARTICIPATION IN STATE TESTING PROGRAMS

The following table reports by grade the total enrollment, the number of students tested for eac state test, and the overall percent of students tested in your school.

		ISAT			PSAE			IMAGE	IAA	
		Disabled		Non-disabled	Disabled		Non-disabled			
Grade	Total Enrollment	IEP	504		IEP	504				Percent Taking State Tests
3	60	12		48						100
4	73	15		56				2		100
5	78	8	1	65				1	1	97
6	2							2		100
7										
8	1								1	100
9										
10										
11										

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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. Due to rounding, the sum of the percents 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

All

		Reading				Mathematics				Writing			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
	School	2	22	32	45	3	17	27	53	10	32	58	0
	District	3	20	38	39	4	12	37	48	5	21	69	6
	State	7	31	43	19	8	18	46	28	9	33	55	3

Gender

		Reading				Mathematics				Writing			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	School	3	22	33	42	6	14	31	50	14	36	50	0
	District	4	22	37	37	4	12	35	48	6	24	65	4
	State	8	32	43	17	9	18	45	29	12	35	50	2
Female	School	0	21	29	50	0	21	21	58	4	25	71	0
	District	1	19	39	41	3	11	38	47	3	16	73	8
	State	5	29	44	21	7	19	47	27	7	30	59	4

Racial/Ethnic Background

		Reading				Mathematics				Writing			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
White	School	0	3	33	64	0	6	19	75	14	22	64	0
	District	1	9	35	55	1	5	26	67	4	18	70	8
	State	3	21	49	26	3	11	49	38	6	28	63	4
Black	School	5	53	26	16	11	32	32	26	5	42	53	0
	District	5	40	41	14	8	24	51	17	7	22	69	2
	State	17	50	29	4	21	35	38	6	19	44	36	1
Hispanic	School												
	District	5	37	32	26	11	11	53	26	0	26	68	5
	State	10	44	39	8	10	27	50	13	13	40	46	1
Asian/ Pacific Islander	School												
	District	0	11	58	32	0	0	63	37	0	26	68	5
	State	1	18	48	33	1	7	41	51	3	23	67	7
Native American	School												
	District												
	State	5	23	49	23	5	16	51	29	7	26	63	4

Disabled

		Reading				Mathematics				Writing			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	8	50	33	8	8	33	33	25	25	42	33	0
	District	16	41	26	16	20	28	37	15	22	41	34	3
	State	23	47	24	6	21	29	38	11	29	38	32	1
Section 504	School												
	District												
	State	10	34	41	16	10	22	45	23	13	38	48	2
Non-disabled	School	0	15	31	54	2	13	25	60	6	29	65	0
	District	0	17	40	42	1	9	37	53	2	17	74	6
	State	5	28	46	21	6	17	47	30	7	32	58	4

Economic Status

		Reading				Mathematics				Writing			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Eligible for Free or Reduced-Price Lunch	School	0	75	13	13	13	63	0	25	0	38	63	0
	District	0	65	26	9	13	35	39	13	5	36	59	0
	State	14	46	34	6	16	31	43	10	17	43	39	1
Not Eligible	School	2	13	35	50	2	10	31	58	12	31	58	0
	District	3	18	39	40	3	11	37	49	5	20	69	6
	State	3	22	48	26	4	12	47	37	6	27	63	4

GRADE 4

All

		Science				Social Science			
	Levels	1	2	3	4	1	2	3	4
	School	3	15	58	24	1	29	64	6
	District	2	16	57	25	4	21	66	9
	State	8	26	54	11	11	28	55	6

Gender

		Science				Social Science			
	Levels	1	2	3	4	1	2	3	4
Male	School	2	21	51	26	0	31	62	7
	District	2	16	55	28	4	21	63	12
	State	8	25	53	13	12	26	55	7
Female	School	0	7	70	22	0	26	70	4
	District	2	15	61	22	3	21	70	6
	State	8	27	56	9	11	30	55	5

Racial/Ethnic Background

		Science				Social Science			
	Levels	1	2	3	4	1	2	3	4
White	School	0	3	61	37	0	11	79	11
	District	0	6	57	36	0	10	75	14
	State	2	16	64	17	4	19	69	9
Black	School	8	32	56	4	4	58	38	0
	District	5	32	57	5	10	41	47	1
	State	20	45	34	1	28	44	27	1
Hispanic	School								
	District	0	19	69	13	0	13	81	6
	State	14	41	42	3	19	43	37	1
Asian/ Pacific Islander	School								
	District	0	7	50	43	0	14	71	14
	State	2	15	65	18	3	17	70	11
Native American	School								
	District								
	State	7	24	57	12	12	26	56	6

Limited-English-Proficient

		Science				Social Science			
	Levels	1	2	3	4	1	2	3	4
	School								
	District								
	State	28	52	19	1	35	48	16	0

Migrant

		Science				Social Science			
	Levels	1	2	3	4	1	2	3	4
	School								
	District								
	State	19	35	41	5	26	33	40	1

Disabled

		Science				Social Science			
	Levels	1	2	3	4	1	2	3	4
IEP	School	0	53	27	20	0	57	43	0
	District	7	49	31	13	10	51	37	1
	State	17	37	41	4	26	37	35	2
Section 504	School								
	District								
	State	8	31	52	9	14	33	50	3
Non-disabled	School	4	5	66	25	2	21	70	7
	District	1	11	61	27	3	17	70	10
	State	7	25	56	12	9	27	58	6

Economic Status

		Science				Social Science			
	Levels	1	2	3	4	1	2	3	4
Eligible for Free or Reduced-Price Lunch	School	8	42	50	0	8	75	17	0
	District	6	53	38	3	13	56	31	0
	State	16	42	39	3	23	43	33	1
Not Eligible	School	2	10	59	29	0	19	74	7
	District	2	13	59	27	3	19	68	10
	State	4	18	63	16	5	20	67	8

GRADE 5

All

		Reading				Mathematics				Writing			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
	School	0	22	32	46	5	23	53	19	1	7	58	34
	District	0	22	32	46	4	20	59	17	2	9	61	28
	State	1	40	34	25	4	34	55	6	4	27	58	12

Gender

		Reading				Mathematics				Writing			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0	14	36	50	6	17	56	22	3	11	64	22
	District	0	25	29	46	4	19	57	20	4	13	63	21
	State	1	41	33	24	5	34	54	7	5	32	55	8
Female	School	0	29	29	42	5	29	50	16	0	3	51	46
	District	0	19	35	46	3	21	62	13	1	5	59	35
	State	1	39	35	25	4	35	56	6	2	21	61	16

Racial/Ethnic Background

		Reading				Mathematics				Writing			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
White	School	0	10	33	57	0	14	61	24	0	2	53	45
	District	0	10	29	61	1	7	66	26	0	5	63	32
	State	1	27	38	34	2	22	67	9	2	20	62	16
Black	School	0	55	30	15	20	50	30	0	5	21	68	5
	District	1	46	39	14	9	46	43	2	7	17	60	17
	State	3	65	25	7	11	59	29	1	7	43	47	3
Hispanic	School												
	District	6	22	22	50	0	17	83	0	0	17	44	39
	State	2	61	28	9	7	52	40	1	5	36	54	5
Asian/ Pacific Islander	School												
	District	0	0	31	69	0	0	69	31	0	0	38	62
	State	0	22	38	40	1	16	66	18	1	15	62	22
Native American	School												
	District												
	State	1	45	36	18	5	38	52	4	4	27	60	9

Disabled

		Reading				Mathematics				Writing			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0	38	38	25	38	25	38	0	13	25	50	13
	District	3	55	30	12	23	40	34	3	17	34	44	6
	State	6	72	17	6	17	54	28	1	18	45	34	3
Section 504	School												
	District												
	State	1	50	32	17	7	42	47	4	4	38	48	9
Non-disabled	School	0	20	31	49	2	22	55	22	0	5	58	38
	District	0	17	32	51	0	17	63	19	0	5	63	31
	State	0	35	36	28	2	31	60	7	1	24	61	13

Economic Status		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Eligible for Free or Reduced-Price Lunch	School	0	58	33	8	8	50	42	0	0	18	64	18
	District	0	50	45	5	5	50	45	0	5	19	57	19
	State	2	62	27	9	9	55	36	1	6	41	49	4
Not Eligible	School	0	15	32	53	5	18	55	23	2	5	56	37
	District	0	21	31	48	3	19	60	18	2	9	61	28
	State	1	29	37	33	2	24	65	9	2	20	62	16

ILLINOIS ALTERNATE ASSESSMENT (IAA)

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. The table below presents the number of students taking the IAA

Grades		Reading	Mathematics	Writing	Science	Social Science
3	School					
	District					
	State					
4	School					
	District					
	State					
5	School	1	1	1		
	District	5	6	5		
	State	1,183	1,128	1,183		
7	School					
	District					
	State					
8	School	1	1	1		
	District	5	5	5		
	State	956	928	956		
11	School					
	District					
	State					

PLANNED IMPROVEMENT FOR THE SCHOOL

Beye School Educational Plan
2001-2002

Beye School has a school development plan, which is a document that has been written to reflect our plans to address the ever-changing needs of our school. The staff, parents and students all have a role in the successful implementation of the plans. The goals of our Board of Education and the standards of the State of Illinois guided us as we developed our plans. Noted here are the academic achievement goals for this school year. At your request a full copy of the school development plan will be available which will detail other aspects we plan to address.

Primary Grades

1) Continuation of the implementation of the Open Court reading program
2) Introduction of the math benchmarks for each trimester
    a) Ordering the instruction to match the benchmark recommendations
    b) Instruction to support mastery of the benchmark skills
    c) At the trimester, testing and recording data of test results
3) Introduction to Spanish
4) Continuation of the language arts support program for selected students including Waterford for K-2

Intermediate Grades

1) Introduction of Open Court reading program at grade 3
2) Development of the language support program
3) Introduction of new science units and materials
4) Continuation of the implementation of math benchmarks with appropriate testing and data collection
5) Continuation of Spanish language instruction

Middle Level

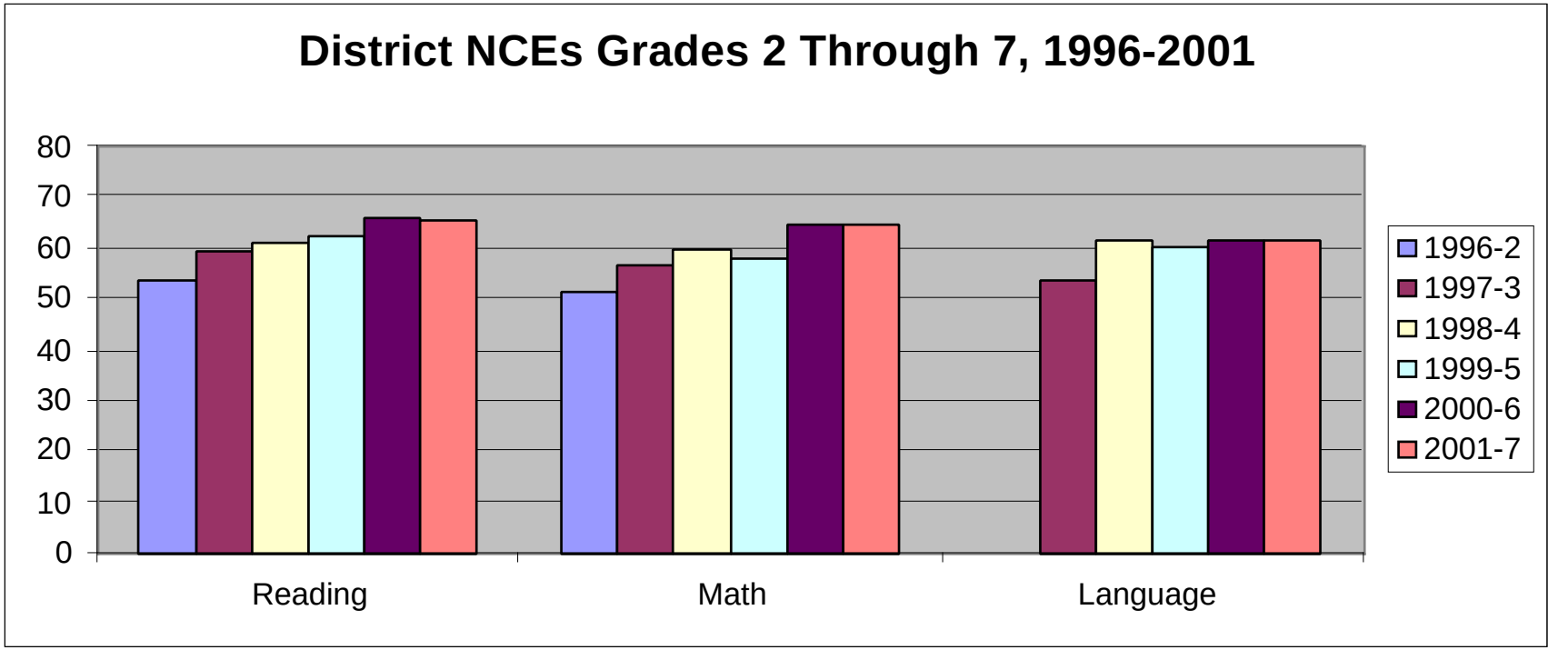
1) Continuation of math seminars
2) Continuation of math labs lead by resource teacher
3) Introduction of language support programs in writing
4) Introduction of new science units and materials
5) Emphasis on community building advisory strategies
6) Development of transition plans for transfer to middle school
7) Continuation of the Spanish language program in grade 5

Stanford 9 Performance, 1996-2001

The bar charts on the following pages look at the same groups of District 97 students through a period from 1996 to 2001. The Stanford 9 scores are one of the primary methods District 97 uses to measure academic progress. The bar charts illustrate Stanford 9 performance based on Normal Curve Equivalent scores.

The first page shows district scores for the same group of students moving through grades 2 through 7 in Reading, Math, and Language Arts (a test not given in 2nd grade in 1996) for the period 1996-2001.
The second page shows district scores for the same group of students moving through grades 3 through 8 in Reading and Math, and Language Arts for the period 1996-2001.
The third page shows this school's scores for the same group of students moving through grades 2 through 6 in Reading and Math for the period 1997-2001.

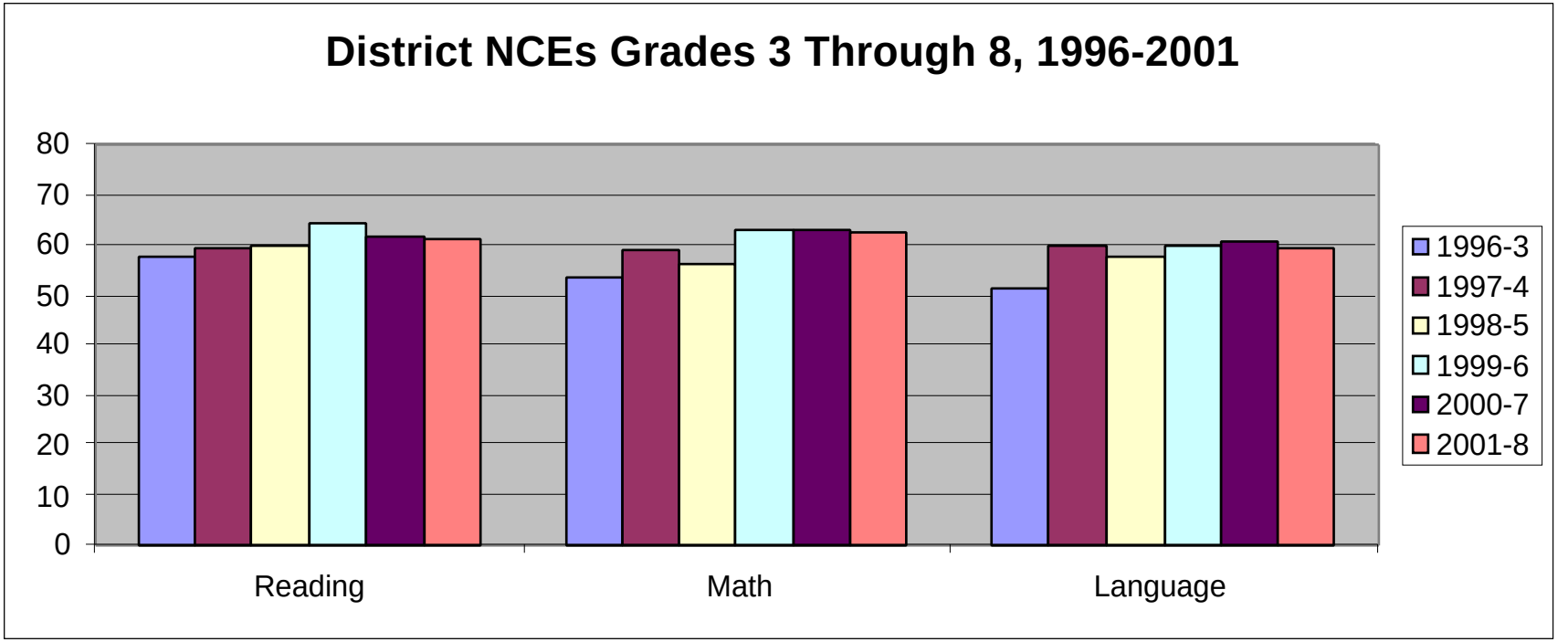
Normal Curve Equivalent (NCE) scores are normalized standard scores on an equal interval scale from 1 to 99. The NCE was developed by RMC Research Corporation in 1976 to measure the effectiveness of the Title I program across the United States and is generally recognized as a standard measure of academic progress. From one year to the next, an NCE gain of 0 reflects the expected gain over the given period. All NCE gains greater than zero are better than expected gains for the period. Thus, an NCE in 2001 that is higher than an NCE in 1996 would indicate that better than expected gains have been achieved over the six-year period.
As many as 20% of students in a given grade may change from year to year, and to that extent these figures may not accurately represent the same individual students from year to year. The margin of error is approximately +/-5 NCE points.
For more information on the Stanford 9, click here to contact the Department of Curriculum, Instruction, and Assessment.



District NCEs, Grades 2 Through 7, 1996-2001

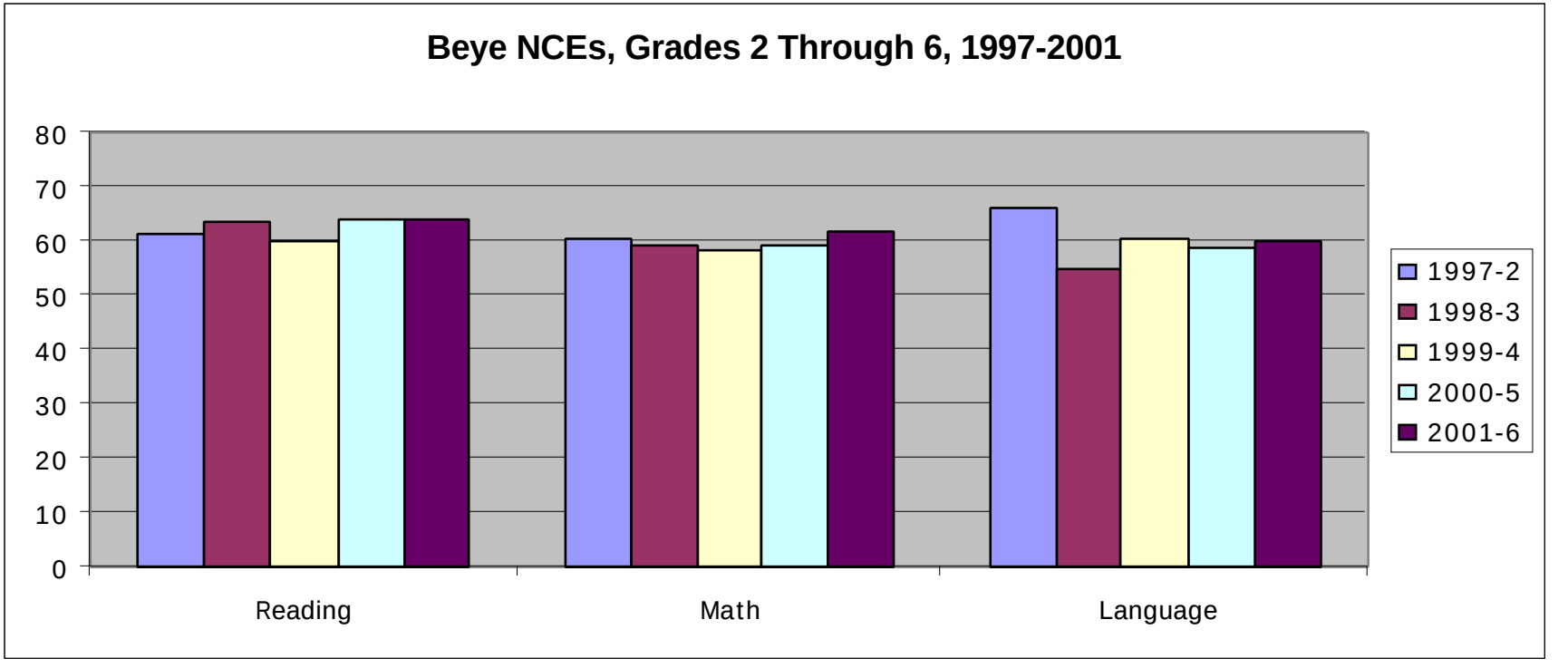
	1996-2	1997-3	1998-4	1999-5	2000-6	2001-7
Reading	53.88	59.01	60.87	62.04	65.80	65.15
Math	51.06	56.54	59.81	58.06	64.81	64.71
Language	0.00*	53.66	61.50	60.19	61.63	61.45

*2nd grade not tested in Language Arts in 1996



District NCEs, Grades 3 Through 8, 1996-2001

	1996-3	1997-4	1998-5	1999-6	2000-7	2001-8
Reading	57.38	59.19	60.11	64.09	61.88	61.51
Math	53.14	58.49	56.16	63.13	63.16	62.17
Language	51.45	59.93	57.83	60.01	60.58	59.32



Beye NCEs, Grades 2 Through 6, 1997-2001

	1997-2	1998-3	1999-4	2000-5	2001-6
Reading	61.47	63.48	59.82	64.13	64.16
Math	60.67	59.45	58.25	59.56	61.94
Language	66.32	54.78	60.52	58.81	59.89

2000

ILLINOIS SCHOOL REPORT CARD

CONTENTS

THE STUDENTS..... 2

INSTRUCTIONAL SETTING..... 3

SCHOOL DISTRICT'S FINANCES..... 5

ACADEMIC PERFORMANCE..... 6

ILLINOIS STANDARDS ACHIEVEMENT TESTS (ISAT) 6

LETTERS, PLANNED IMPROVEMENT FOR SCHOOL..... 9

WILLIAM BEYE ELEM SCHOOL
OAK PARK ELEM SCHOOL DIST 97
OAK PARK, ILLINOIS

Grades K 1 2 3 4 5 6

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.

William Beye Elem School is in an Elementary district.
Generally, elementary districts have grades prekindergarten through eight; high school districts have grades nine through twelve; and unit districts have grades prekinder- garten 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	60.6%	35.4%	2.7%	1.3%	0.0%	480
District	58.8%	34.7%	3.6%	2.6%	0.3%	5,075
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	19.6%	1.0%
District	14.5%	1.4%
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	96.2%	6.0%	0.0%	0
District	95.7%	8.7%	0.1%	3
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	20.3	19.0	21.7	23.0	
District	16.4	18.0	20.7	21.1	
State	21.3	21.6	22.4	23.9	

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.

	Mathematics			Science			English			Social Science		
GRADES	**3**	**6**	**8**	**3**	**6**	**8**	**3**	**6**	**8**	**3**	**6**	**8**
School	50	50		45	45		120	120		45	45	
District	50	50		45	45		120	120		45	45	
State	55	50		30	43		148	108		30	43	

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	83.0%	12.9%	1.9%	2.2%	0.0%	18.9%	81.1%	366
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	16.2 Yrs.	30.9%	69.1%	16.2:1	11.7:1	195.2:1
Type (1)	13.9 Yrs.	54.4%	45.6%	18.4:1	13.9:1	219.6:1
Size (2)	13.8 Yrs.	50.8%	49.2%	19.2:1	14.3:1	234.5:1
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.

	(4) Average Teacher Salary	(4) Average Administrator Salary
District	$50,834	$91,121
Type (1)	$44,182	$81,054
Size (2)	$45,711	$82,938
State	$45,766	$79,017

(1) Average for all Elementary Districts.
(2) Average for all Large Elementary Districts.
(3) Special education teachers are excluded.
(4) Due to the unavailability of salaries from one large unit district, this year's unit district type, unit district size, and state average teacher/administrator salaries are based on incomplete data.

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	$136,414	$4.86	$4,970	$8,143
Type (1)	$167,675	$2.97	$3,883	$6,614
Size (2)	$166,248	$3.13	$3,906	$6,719
State	N/A(3)	N/A(3)	$4,291	$7,146

(1) Average for all Elementary Districts.
(2) Average for all Large Elementary 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	$23,706,311	52.0%	47.0%
General Administration	$736,654	1.6%	2.5%
Supporting Services	$14,624,754	32.1%	32.9%
Other Expenditures	$6,519,600	14.3%	17.7%

EXPENDITURE BY FUND, 1998-99

	District	District	State
Education	$33,637,534	73.8%	71.3%
Operations & Maintenance	$4,527,483	9.9%	8.7%
Transportation	$1,379,628	3.0%	3.3%
Bond and Interest	$3,951,064	8.7%	5.0%
Rent	$0	0.0%	0.4%
Municipal Retirement/Social Security	$988,115	2.2%	1.7%
Fire Prevention & Safety	$400,660	0.9%	1.1%
Site & Construction/Capital Improvement	$702,835	1.5%	8.6%
TOTAL	**$45,587,319**		

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	65	14	51
4	73	7	66
5	73	10	63
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

		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**	2	26	28	45	100	7	43	14	36	100	0	22	31	47	100
	District	2	21	37	40	96	1	45	34	19	85	2	17	38	43	98
	State	6	32	41	21	85	16	51	26	7	63	5	30	42	23	88
5	**School**	0	10	54	36	99	0	30	60	10	100	0	6	53	40	98
	District	0	19	40	42	97	0	53	26	21	96	0	13	42	45	97
	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

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	2	18	49	31	100	7	29	36	29	100	0	16	53	31	100
	District	4	11	39	46	96	10	25	37	27	85	3	9	39	49	98
	State	10	21	46	23	86	21	31	38	10	68	9	20	47	25	88
5	School	3	15	74	8	99	20	30	50	0	100	0	13	77	10	98
	District	2	21	66	12	97	9	43	44	4	96	1	17	69	13	97
	State	6	37	52	5	92	18	57	24	1	72	4	35	55	6	95
8	School															
	District															
	State															

WRITING

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	5	28	58	9	100	14	29	57	0	100	2	27	59	12	100
	District	2	29	63	6	96	9	33	56	2	84	1	28	64	7	98
	State	6	38	53	2	84	18	48	34	1	61	5	37	55	2	87
5	School	0	10	53	37	96	0	25	75	0	80	0	8	50	42	98
	District	1	11	58	30	96	9	30	52	9	92	0	8	58	34	97
	State	3	26	57	14	91	15	45	37	3	66	2	24	59	15	94
8	School															
	District															
	State															

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	11	58	29	100	29	14	57	0	100	0	11	58	32	100
	District	1	21	54	25	96	3	46	39	12	93	0	17	56	27	97
	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	1	23	66	10	100	0	43	57	0	100	2	21	67	11	100
	District	5	20	63	12	96	15	36	40	9	93	3	18	67	12	97
	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.

LETTERS, PLANNED IMPROVEMENT FOR THE SCHOOL

October 2000

Dear Oak Park Families:

Oak Park Elementary School District 97 has a strong tradition of educational excellence. We are proud of our collaborative efforts to create a Culture of Achievement learning environment in which all students are challenged to perform to their highest potential. This year's report card is one measure of our success.

While our students' test scores are a source of pride, they serve as only one indicator of student progress. We are also attentive to the social, emotional, and developmental needs of our students as well as our commitment to fostering human dignity and cultural pluralism.

This year's report card is a direct result of the support of our community, the dedication of our professional staff, and the efforts of our students and parents. All of you share in District 97's accomplishments.

Sincerely,

John C. Fagan
Superintendent

Beye School
230 N Cuyler
Oak Park, IL 60302

Susan C. Gibson **Principal**

October, 2000

Dear Parents and Guardians,

The School Report Card provides valuable information for you about Beye School. The statistics help describe characteristics about Beye School and compare our school profile with other schools in District 97 and the State of Illinois. The test scores for students in Third, fourth and fifth grades on the Illinois Standards Achievement Tests are indicators about the general achievement of students in those grades based on exams that are administered to public school students in the state. Students in third and fifth grade are tested in reading, math, and writing. The fourth graders are tested in science, health, fine arts and social studies. The ISAT tests were administered in late January and test results are returned to the students with their final progress reports. The data from the standardized tests is added to the fund of information about daily achievement to help the teachers and parents guide the education of the children.

It is our expectation that students will do very well on these standardized tests. Our goal is to decrease the number of students “below standards” to zero and to ever increase the number of students in “exceeds standards”. It is only one type of measure but the students experience this form of testing throughout their school careers. Students need strategies and practice for many forms of assessment. We want our students to do very well in school every day as joyful and engaged learners who are excited about challenging their thinking in many ways. We invite parents and students to school for further discussion about test scores.

Sincerely,

Susan Cruttenden Gibson
Principal

Beye School Educational Plan
2000-2001

There are three major focus points for our school. The first focus is reading. Every student is expected to be at grade level in reading by the end of second grade. We will develop our reading instruction using the new applications from the Open Court reading adoption. Our resource teachers will have specific jobs. The speech and language pathologist will work with two kindergarten sections with phonemic awareness and language experiences for young children. In the afternoon, one of the morning kindergarten teachers will be a resource teacher for first and second grades using support materials for specific skill instruction for reading and writing. She also will be a parent-support teacher for parents and will conduct workshops to promote parent confidence about early reading experiences. The language arts specialists do diagnostic work, co-plan and teach additional lessons in Open Court for selected readers. The instruments used for measuring the success of the learning are the TOPA, a Darryl Morris instrument, teacher assessment, Open Court assessments and the Stanford 9 results for second graders.

Secondly, our in-curriculum instruction in Spanish will be a new initiative for Beye. Spanish instruction will be provided for 3rd and 4th graders. A certified Spanish teacher will teach Spanish via culture and geography for a 30-minute class, 4 sessions per week to homeroom. Our goals are the introduction of conversational Spanish and the cultural awareness of people around the world who speak Spanish. The homeroom teacher will learn Spanish with the students and will apply their new vocabulary during the day. We will video-tape and broadcast Spanish instruction for other classes who are interested in the lessons. This program will parallel the PTO sponsored FLIP program for world language instruction.

Lastly, for the middle level students we will focus on mathematics. We will lower the class sizes in grades 5 and 6 to optimize individual attention by partnering teachers to work with one homeroom. The students will be grouped for instruction and assessed regularly. The math resource teacher will coordinate and direct weekly hands-on sessions using manipulatives and Investigations labs for application and strategy development. Students will tie the understanding of concept with application and practice by using the computer software, SuccessMaker. It is our academic goal to provide engaging and challenging math for every student so every student will meet District 97 math standards. The continuation of a full time science teacher to the middle school teams enables us to create these different teaching teams.

Organizationally, we continue to strive for collaborative teaching experiences and long term relationships with students. Every teacher at Beye will be part of a team with two, three or four members. Each team will be represented on the Beye School Leadership Council which helps set direction and frame recommendations for school programs. This council includes PTO appointed parents at every meeting. Our teams of teachers work together to improve the educational experience for the students, stay connected with parents and support the teaching of each other. Program adjustments can make teams look different from each other but the members of the team must agree on the instructional objectives. Two-year cycles for all students will begin in first grade. The students and teachers will stay together through second grade. In one first grade, two teachers will team-teach. In the multiage pod, the grade span will continue with a two-year age span. In the middle school, the fifth and sixth grade students will continue as grade level teams.

The teachers of art, music and p.e. will continue to coordinate instruction with the units of instruction in the homeroom and the curricular needs of the special areas. In art, the cultural connection to units of study enhances our understanding and respect for our diverse world. The exploding number of students in instrumental music is a testimony to sound general music instruction and the excitement about the instrumental program. (We are anxious to recruit more cellists, however.) In p.e., an additional focus on health will support the instruction of state standards in this area. In the media center we have a year of experience with a full Accelerated Reader program and we use it to help motivate and manage the wide array of books read for pleasure. The Accelerated Reader program will provide additional documentation for the students who meet the standard of reading two books per month. We will continue to explore ways to make the media center a learning hub for our school with flexible hours to encourage full use of the computers and books by our students and parents.

Beye School Improvement Plan

1999-2000

Primary: Grades K-1-2

Goals:

1. develop language skills in reading, writing and speaking
2. develop number sense and operations, develop ability to think and calculate mathematically
3. forge deep relationships among students and adults
4. develop problem solving strategies to address social/academic difficulties
5. make progress reporting more meaningful

Organization:

1. "front load" services from a language specialist at the beginning learning stages to concentrate on the acquisition of reading skills for every child
2. provide daily computer-assisted instruction using SuccessMaker for students needing reading support
3. provide a half-time resource teacher to work collaboratively with homeroom teachers and provide more time for students to learn essential skills
4. recommend summer programs to parents for students who need additional learning time and develop an August early-start program
5. continue to use flexible groupings for instruction for enrichment, skill work and cooperative learning
6. continue two year relationships with classes and teachers (cycles)
7. open with goal setting session and follow with trimester reporting

Intermediate Level: Grades 3-4

Goals:

1. mastery of fundamental skills by the end of 4th grade based on recommendations from the Standardswork committee, teacher input and standardized test scores
2. coordinate computer-assisted instruction with teacher-directed instruction
3. expand opportunities for enrichment and exploration
4. increase connection among parents, teachers, students
5. make progress reporting more meaningful
6. maintain a standard of performance at levels 3 or 4 on rubrics and tests

Organization:

1. lower class size and use small group instruction in reading and math
2. provide a full-time resource person to support reading using computer-assisted instruction on a daily basis for students who have learning challenges
3. use Accelerated Reader to promote reading for pleasure and enrichment
4. open the school year with a goal setting session with parents, students and teachers
5. schedule Standardswork folder review with parents and students

Upper Level: Grades 5-6

Goals:

1. continue to develop a strong relationship between students and teachers in advisory sessions
2. seek more ways to find time for additional instruction/learning time and focus on uninterrupted learning time for core instruction
3. make progress reporting more meaningful
4. provide extension for talented learners
5. maintain a standard of performance at levels 3 or 4 on rubrics and tests

Organization:

1. coordinate advisory conversations within teams.
2. (a) two teachers share the responsibility for reading instruction for one homeroom of students to provide skill instruction and acceleration
   (b) add a summer "jump start" program for students who are almost at performance level 3 in reading, math and language arts
   (c) use computer labs before and after school and during lunch for tutorial groups for basic skill practice and enrichment using SuccessMaker software
3. include parents and students in the review of Standardswork folder
4. redefine instruction for the gifted program
5. use data to measure progress of each student

Faculty Learning:

Goals:

1. provide additional strategies for the teaching of reading
2. continue the development of a school leadership team and consider the role of parents on this team
3. consider alternative ways to provide instruction including technology
4. continue work on the development of standards and assessment

Organization:

1. complete the training for phonemic awareness for the full faculty
2. expand the leadership council to include recommendations about programs and learning options that represent the best interests for the students
3. train for the use of SuccessMaker computer-assisted instruction
4. expand Standardswork folders to include third through sixth and use rubrics in every grade as measures for essential learning

RESOURCES:

1. Standards for Our Schools by Marc Tucker and Judy Codding
2. Phonemic Awareness training and readings for District 97 teachers
3. Parent responses and questions from PTO and parent forums
4. Middle school survey results for Beye, 1998

Result analysis from standardized tests: IGAP/ISAT, Stanford 9 and authentic assessments for district standards