

Blackstone Elem School
Mendota CCSD 289
Mendota, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1

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

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	57.9	0.4	39.5	0.0	0.0	2.2	60.9	18.5	17.0		0.0	15.3	95.1	271
District	61.8	0.5	34.3	0.3	0.0	3.1	57.0	11.9	16.7		0.9	15.5	95.6	1,306
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

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

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	98.9	18.6		14.1	237.6
State	96.2	18.2		13.3	203.8

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

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	21.1	21.2								
District	21.1	21.2								
State	20.7	21.2								

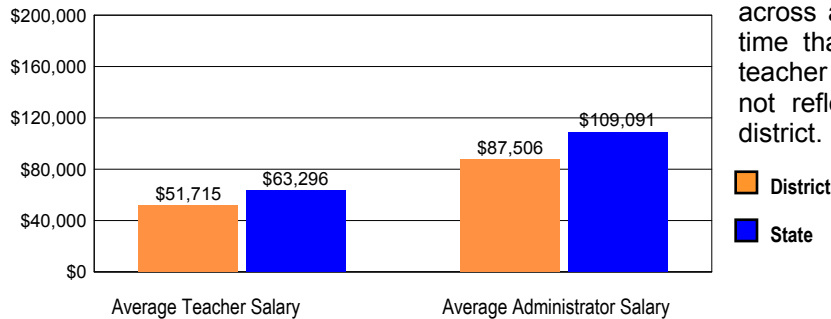
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	13.1	86.9	84
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

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	17.0	30.7	69.3	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

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

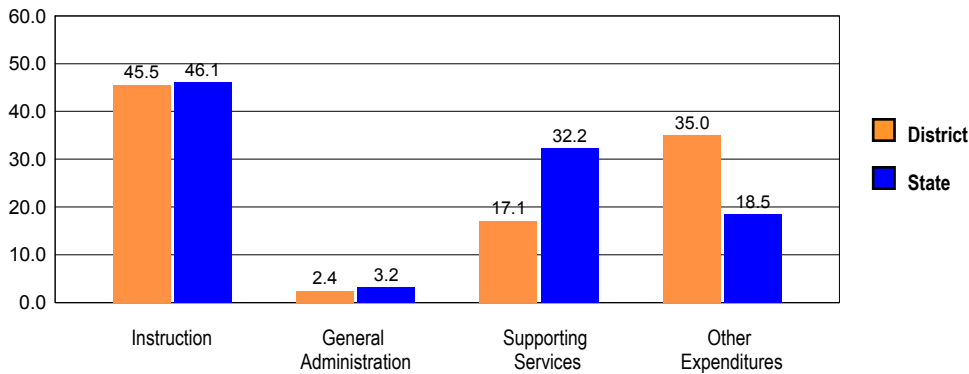
SCHOOL DISTRICT FINANCES

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 2008-09 (Percentages)



REVENUE BY SOURCE 2008-09				EXPENDITURE BY FUND 2008-09			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$4,799,734	45.0	58.4	Education	\$8,433,835	60.1	69.6
Other Local Funding	\$659,729	6.2	6.9	Operations & Maintenance	\$659,484	4.7	7.9
General State Aid	\$2,588,185	24.3	14.5	Transportation	\$668,698	4.8	3.8
Other State Funding	\$975,606	9.1	8.3	Debt Service	\$439,840	3.1	7.0
Federal Funding	\$1,641,416	15.4	11.9	Tort	\$88,242	0.6	1.2
TOTAL	\$10,664,670			Municipal Retirement/ Social Security	\$291,806	2.1	1.8
				Fire Prevention & Safety	\$3,782	0.0	0.8
				Site & Construction/ Capital Improvement	\$3,445,851	24.6	7.9
				TOTAL	\$14,031,538		

OTHER FINANCIAL INDICATORS				
	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per \$100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	\$139,329	2.46	\$5,391	\$7,633
State	**	**	\$6,483	\$11,197

** 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.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

Based on the data from the School Improvement process, Blackstone School's areas of successes are:

Students in kindergarten and first grade were given the Developmental Reading Assessment last year. The DRA Continuum shows that kindergarten students should be reading at a level 3 at the end of kindergarten. The Blackstone kindergarten students had an average of 4.8. First graders should be reading at a level 16 at the end of 1st grade. Blackstone's 1st graders averaged 18.3 in the spring of 2010. Both grade levels' averages were above average.

With the Aims Web reading universal screener, the goal is for 80% of students to be in the green, or Tier 1. By the end of year in kindergarten, all of the areas screened met the criteria, except for letter naming which was off by 1%. The following areas are listed with their percentages: letter naming 79% - letter sounds 90% - phoneme segmentation 93% - nonsense words 90%.

The first grade goal was also to reach 80% in the green, or Tier 1. The following areas are listed with their percentages: letter naming 86% - letter sounds 94% - phoneme segmentation 96% - nonsense words 88% - oral reading fluency 75%. All areas were above the 80% target except for oral reading fluency at 75%.

A kindergarten Math CBM was given in the fall and spring of the 2009-2010 school year. The areas assessed were counting to 100, writing to 100 and number identification. The school average in kindergarten in the fall of 2009 was 80, or 35% correct and the spring was 195, or 84% correct out of a total possible of 231. There was significant growth shown as the percentage increased by 49%.

The first grade classes also took a Math CBM. The areas tested were counting/#order, addition/subtraction, fractions, time, place value, word problems, money and patterns. Each student's test was scored and compared to the school average on graphs. Students in first grade showed tremendous improvement from the fall of 2009 to the spring of 2010. In the fall of 2009, the student average for the total score was 29.4 out of 62 points, or 47% correct. In the spring, the average increased to 52.1, or 84% correct. We improved our scores by 37%.

Based on the data from the School Improvement process, Blackstone School needs to Plan for Improvement in the following areas:

- Provide professional development to the Response to Intervention Team to train all staff
- Continue to evaluate, reflect and refine the district/school's Response to Intervention Plan
- Provide appropriate interventions with fidelity to students who qualify through Aims Web
- Progress monitor students in between benchmark periods using Aims Web
- Train for and implement a universal math screener (Aims Web) for data collection in 2010-2011
- Pilot new math interventions with students who qualify through Aims Web
- Continue to look at ways to support our ELL and economically disadvantaged students
- Focus on improvement in guided reading implementation
- Provide professional development and collaboration for the new Storytown reading series in the 2010-2011 school year
- Implement a Positive Behavior Support System as part of Tier 1 in Response to Intervention