

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	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	59.1	1.6	36.6	0.0	0.0	2.8	54.3	15.0		0.4	14.7	95.8	254
District	62.9	0.9	33.6	0.4	0.1	2.1	50.7	8.2		0.4	13.3	95.8	1,287
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	99.2	18.6		14.0	257.4
State	96.7	18.4		13.3	201.8

* 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	18.7	21.7								
District	18.7	21.7								
State	20.5	20.9								

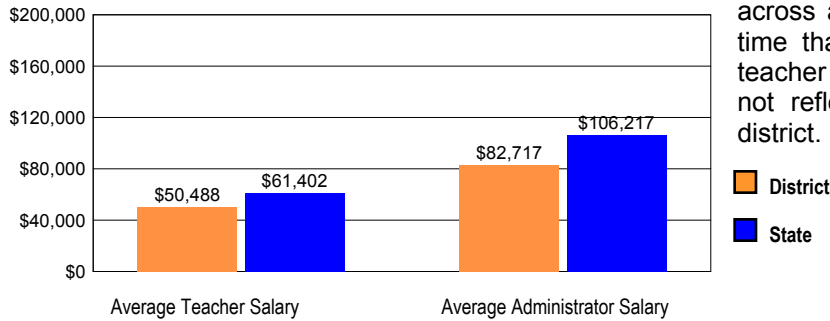
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.8	0.0	1.2	0.0	0.0	14.5	85.5	83
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	17.2	29.9	70.1	0.0	0.0
State	12.5	44.1	55.8	0.6	1.2

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

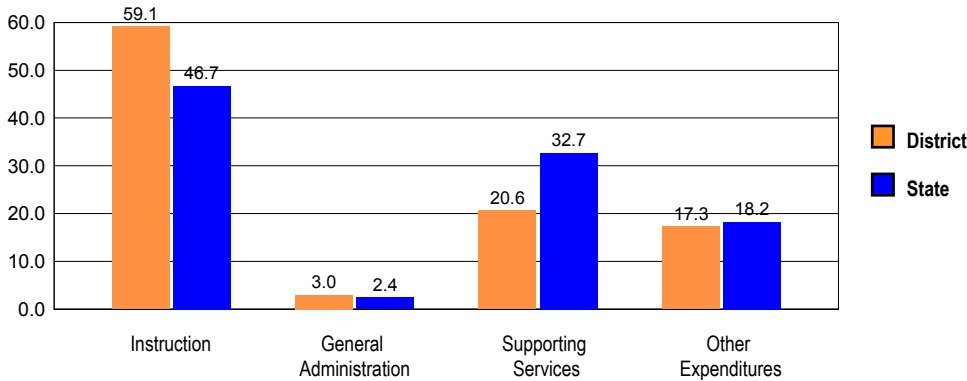
SCHOOL DISTRICT FINANCES

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 2007-08 (Percentages)



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$4,658,686	44.1	58.7	Education	\$8,591,692	78.8	71.5
Other Local Funding	\$518,480	4.9	6.3	Operations & Maintenance	\$700,973	6.4	8.6
General State Aid	\$3,387,078	32.1	18.6	Transportation	\$560,755	5.1	3.9
Other State Funding	\$1,101,797	10.4	9.0	Bond and Interest	\$528,357	4.8	6.3
Federal Funding	\$899,536	8.5	7.4	Rent	\$0	0.0	0.0
TOTAL	\$10,565,577			Municipal Retirement/ Social Security	\$282,838	2.6	1.8
				Fire Prevention & Safety	\$210,438	1.9	0.9
				Site & Construction/ Capital Improvement	\$33,600	0.3	6.8
				TOTAL	\$10,908,653		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$127,709	2.46	\$5,330	\$7,272
State	**	**	\$6,103	\$10,417

** 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:

Blackstone School implemented the Aims Web universal screener for reading this past year. After fall testing, classroom and individual interventions were put into place after fall testing to support students. The following percentages show growth made in kindergarten and first grade from the fall of 2008 to the spring of 2009.

	Fall % in Tier 1	Spring % in Tier 1
Kind. – Letter naming	62%	88%
Kind. – Letter sounds	81%	93%
1 st – Letter naming	47%	90%
1 st – Letter sounds	75%	91%
1 st – Phoneme segmentation	55%	95%
1 st – Nonsense Words	68%	86%
1 st – Reading CBM	78%	65%

The number of behavioral referrals to the office have decreased due to the implementation of school-wide rules that every staff member is responsible to implement

The Developmental Reading Assessment is successfully used in conjunction with guided reading. Our kindergarten and first grade averages were above the target levels at the end of the year. For example, at the end of kindergarten, each student should be reading at a level 3. The Blackstone kindergarten students averaged 5.86. A first grader in May should be reading at a level 16. The Blackstone first-graders averaged a reading level of 16.83.

The first grade math CBM scores showed tremendous improvement from the fall to the spring. In the fall, students averaged 68% correct and in the spring they averaged 90% correct.

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

- Continue to focus improvement in guided reading implementation
- Investigate potential new reading series to implement in 2010-2011
- Continue to look at ways to support our ELL and economically disadvantaged students
- Find an appropriate tool for a math CBM Assessment for kindergarten and 1st grade
- Continue to analyze AimsWeb data in Early Literacy (K & 1st) and Reading CBM (1st)
- Implement appropriate interventions to at-risk students
- Progress monitor students in between benchmark periods with AimsWeb
- Develop a district-wide behavior matrix for Response to Intervention
- Look for behavioral interventions appropriate for K & 1st students