

**ROMONA ELEM SCHOOL  
WILMETTE SCHOOL DIST 39  
WILMETTE, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES: PK K 1 2 3 4**

State and federal laws require public school districts to release school 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
School	82.2	0.7	1.4	15.7	0.0	0.2	8.0		0.0	7.7	95.8	439
District	89.4	0.4	1.9	8.1	0.1	0.5	2.5		0.0	3.7	95.5	3,469
State	59.3	20.8	16.2	3.5	0.2	37.5	6.7		2.0	16.5	94.0	2,029,821

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	K	Grade 1	Grade 3	Grade 6	Grade 8	High School	Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	19.8	19.8	19.3				--	--	--	--
District	100.0	19.4	20.4	21.8				16.1		12.0	266.8
State	95.0	20.5	21.1	22.1				19.1		14.0	222.6

\* 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			150			30		
District	60			30			150			30		
State	56			30			147			31		

**TEACHER INFORMATION (Full-Time Equivalents)**

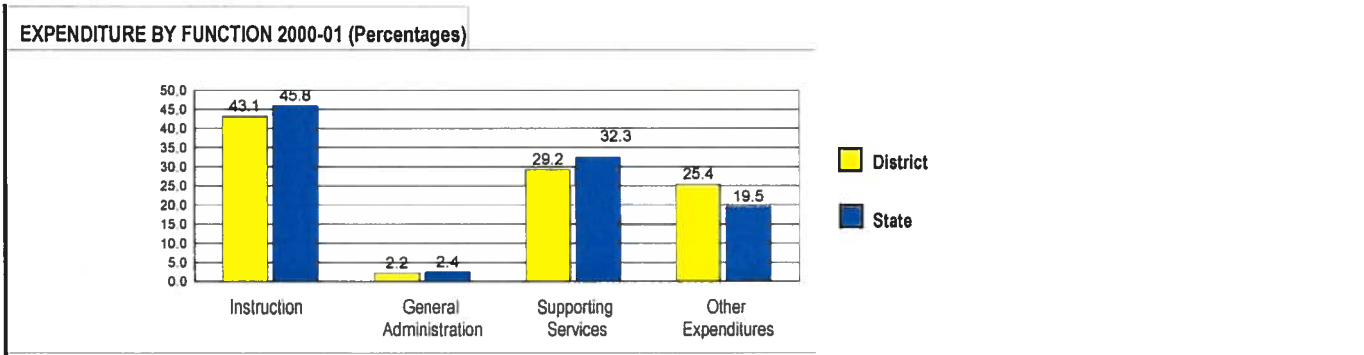
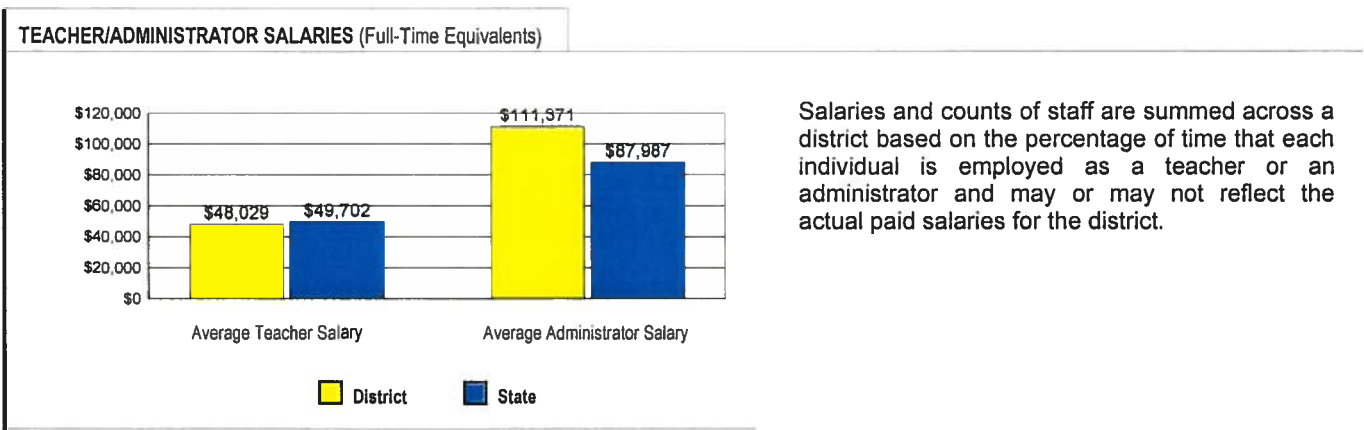
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.8	0.4	0.0	0.8	0.0	15.2	84.8	258
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

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	12.2	35.9	64.1	0.8	0.0
State	14.2	53.9	46.0	2.4	2.3

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

\* Data based on preliminary NCLB definitions.

## SCHOOL DISTRICT FINANCES



	REVENUE BY SOURCE 2000-01		
	District	District %	State %
Local Property Taxes	\$27,664,348	79.9	54.4
Other Local Funding	\$3,311,708	9.6	7.5
General State Aid	\$888,121	2.6	17.9
Other State Funding	\$2,227,806	6.4	12.7
Federal Funding	\$542,748	1.6	7.4
<b>TOTAL</b>	<b>\$34,634,731</b>		

	EXPENDITURE BY FUND 2000-01		
	District	District %	State %
Education	\$23,122,930	67.9	70.0
Operations & Maintenance	\$7,028,060	20.6	9.2
Transportation	\$1,008,420	3.0	3.4
Bond and Interest	\$1,349,047	4.0	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$864,667	2.5	1.6
Fire Prevention & Safety	\$665,787	2.0	1.0
Site & Construction/ Capital Improvement	\$0	0.0	9.3
<b>TOTAL</b>	<b>\$34,038,911</b>		

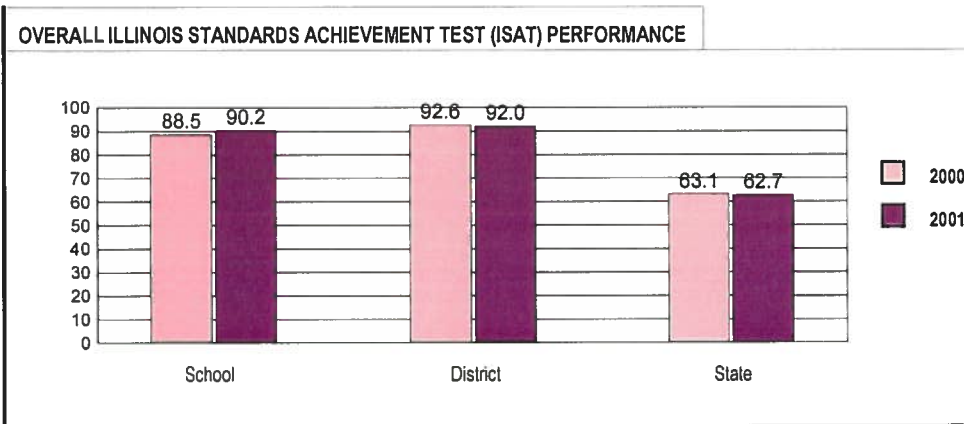
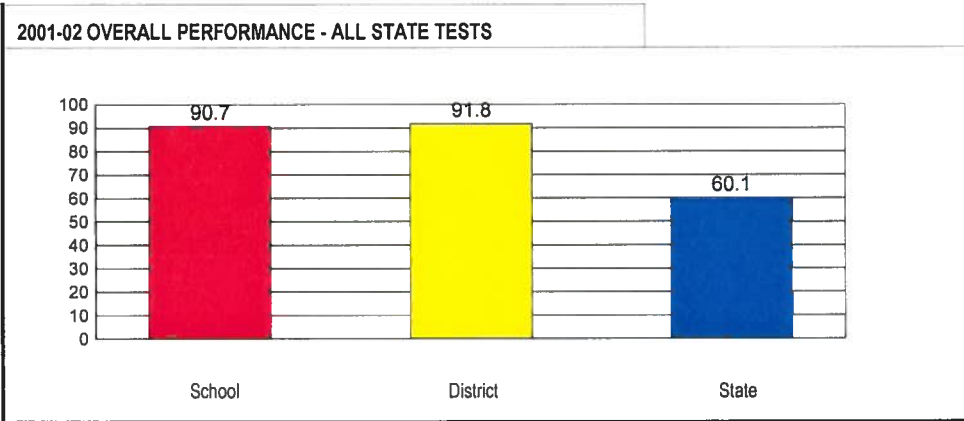
OTHER FINANCIAL INDICATORS				
	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$262,418	3.19	\$4,688	\$8,128
State	**	**	\$4,667	\$7,926

\*\* 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.



**OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE 2001-02**

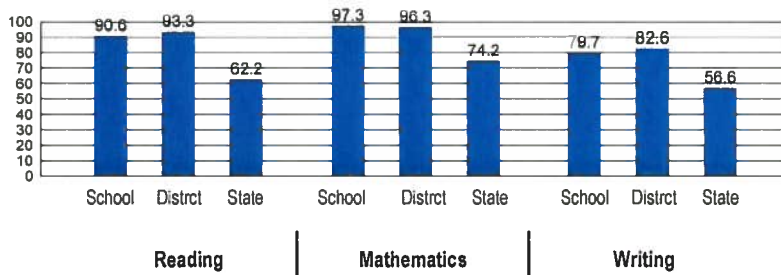


IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

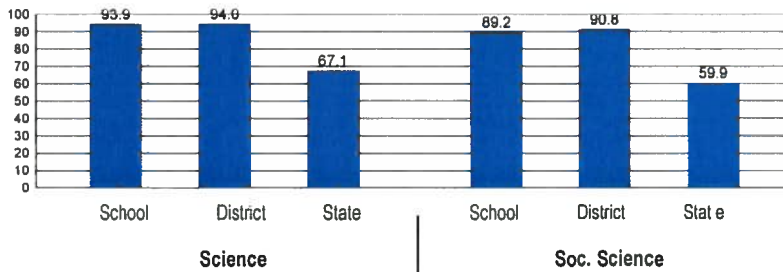
**ISAT PERFORMANCE**

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.

**Grade 3**



**Grade 4**



**PERFORMANCE ON STATE ASSESSMENTS**

Federal law requires that student achievement results for schools providing Title I services be reported to the general public. Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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

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.

In order to protect students' identities, test data for groups of fewer than five 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				
School	*Enrollment	87	40	47	66		2	19		10		6	
	Reading	3.4	5.0	2.1	6.1		0.0	0.0		0.0		0.0	0.0
	Mathematics	3.4	5.0	2.1	6.1		0.0	0.0		0.0		0.0	0.0
District	*Enrollment	1,131	566	565	1,008		14	96		29		154	
	Reading	0.9	1.2	0.5	1.3		0.0	1.0		0.0		9.7	50.0
	Mathematics	1.1	1.4	0.9	1.6		0.0	0.0		0.0		9.7	50.0
State	*Enrollment	610,328	310,180	300,148	369,979		92,959	21,444		37,080		78,455	
	Reading	2.6	3.0	2.6	4.1		5.3	3.8		6.4		0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0		5.2	3.7		6.9		0.6	16.3

\* 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.

**GRADE 3**

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.0	9.5	31.1	59.5	0.0	2.7	29.7	67.6	1.4	18.9	77.0	2.7
	District	0.3	6.4	42.6	50.7	0.3	3.4	29.1	67.2	1.1	16.3	72.7	9.9
	State	6.8	31.0	43.6	18.6	7.2	18.6	43.9	30.3	9.0	34.3	53.6	3.0

Gender		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	12.9	38.7	48.4	0.0	0.0	29.0	71.0	3.2	25.8	67.7	3.2
	District	0.6	6.3	45.4	47.7	0.0	2.3	27.6	70.1	1.7	21.5	68.6	8.1
	State	8.2	32.8	42.5	16.5	7.9	18.0	42.4	31.7	11.9	37.1	49.0	2.1
Female	School	0.0	7.0	25.6	67.4	0.0	4.7	30.2	65.1	0.0	14.0	83.7	2.3
	District	0.0	6.6	39.9	53.6	0.5	4.4	30.6	64.5	0.5	11.5	76.5	11.5
	State	5.2	29.2	44.8	20.9	6.4	19.2	45.5	28.9	6.0	31.5	58.5	4.0

Racial/Ethnic Background		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	11.9	30.5	57.6	0.0	3.4	27.1	69.5	1.7	18.6	76.3	3.4
	District	0.3	6.9	42.5	50.3	0.3	3.8	28.1	67.8	1.3	16.4	72.0	10.4
	State	2.6	21.3	50.2	26.0	2.1	10.4	45.9	41.6	5.2	28.3	62.6	3.9
Black	School												
	District												
	State	16.1	49.9	29.3	4.8	19.2	35.4	37.7	7.7	18.1	47.1	33.9	0.9
Hispanic	School												
	District	0.0	0.0	57.1	42.9	0.0	0.0	57.1	42.9	0.0	14.3	85.7	0.0
	State	9.0	42.9	39.9	8.2	7.6	26.2	49.5	16.7	10.2	40.9	47.2	1.8
Asian/ Pacific Islander	School	0.0	0.0	30.8	69.2	0.0	0.0	38.5	61.5	0.0	23.1	76.9	0.0
	District	0.0	3.4	37.9	58.6	0.0	0.0	31.0	69.0	0.0	17.2	75.9	6.9
	State	1.2	17.1	49.9	31.8	1.0	6.3	38.0	54.7	2.5	22.0	68.9	6.6
Native American	School												
	District												
	State	3.3	31.0	47.3	18.4	3.0	19.8	48.9	28.2	6.9	36.1	54.5	2.4

Students with Disabilities		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	37.5	37.5	25.0	0.0	0.0	62.5	37.5	0.0	50.0	50.0	0.0
	District	2.6	28.2	48.7	20.5	2.6	15.4	59.0	23.1	2.6	28.9	65.8	2.6
	State	21.2	47.7	25.5	5.5	18.9	29.3	39.1	12.6	26.3	40.9	32.0	0.9
Section 504	School												
	District												
	State	7.5	37.3	43.6	11.6	8.1	22.2	45.3	24.4	11.2	42.0	45.0	1.8
Non- disabled	School	0.0	6.2	29.2	64.6	0.0	3.1	26.2	70.8	0.0	15.4	81.5	3.1
	District	0.0	3.8	41.6	54.6	0.0	1.9	25.4	72.7	0.6	15.0	73.6	10.8
	State	4.6	28.6	46.2	20.6	5.5	17.0	44.6	32.9	6.6	33.4	56.8	3.3

Economically Disadvantaged		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School												
	District												
	State	13.2	46.5	34.2	6.1	14.6	31.1	42.7	11.7	15.7	45.4	37.8	1.0
Not Eligible	School	0.0	9.6	31.5	58.9	0.0	2.7	30.1	67.1	1.4	19.2	76.7	2.7
	District	0.3	6.5	42.9	50.3	0.3	3.4	29.1	67.2	1.1	16.2	72.7	9.9
	State	3.2	22.4	48.9	25.6	3.1	11.6	44.6	40.7	5.3	28.2	62.3	4.1

**GRADE 4**

All		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
School		1.2	4.9	56.1	37.8	1.2	9.6	71.1	18.1
District		0.3	5.7	56.6	37.4	0.3	8.9	74.3	16.5
State		7.6	25.2	53.3	13.8	9.6	30.5	53.7	6.2

Gender		Science				Social Science			
		1	2	3	4	1	2	3	4
Male	School	0.0	2.7	51.4	45.9	0.0	8.1	67.6	24.3
	District	0.0	3.8	49.2	47.0	0.0	7.1	73.2	19.7
	State	7.9	23.5	52.2	16.3	10.4	29.1	53.4	7.1
Female	School	2.2	6.7	60.0	31.1	2.2	10.9	73.9	13.0
	District	0.5	7.5	64.0	28.0	0.5	10.7	75.4	13.4
	State	7.2	27.0	54.6	11.2	8.8	32.0	54.0	5.2

Racial/Ethnic Background		Science				Social Science			
		1	2	3	4	1	2	3	4
White	School	1.4	4.3	58.0	36.2	1.4	10.0	71.4	17.1
	District	0.3	5.7	56.4	37.6	0.3	8.6	74.1	17.0
	State	2.5	15.1	61.9	20.5	3.3	20.8	66.8	9.1
Black	School								
	District								
	State	18.4	44.0	35.4	2.2	22.9	47.7	28.5	1.0
Hispanic	School								
	District	0.0	14.3	71.4	14.3	0.0	28.6	71.4	0.0
	State	12.7	39.0	44.7	3.6	16.0	45.8	36.8	1.3
Asian/ Pacific Islander	School	0.0	12.5	25.0	62.5	0.0	12.5	50.0	37.5
	District	0.0	5.0	45.0	50.0	0.0	10.0	70.0	20.0
	State	1.8	14.6	61.6	22.1	2.6	18.3	66.2	12.9
Native American	School								
	District								
	State	3.4	19.9	62.3	14.4	7.1	24.1	61.9	6.9

Students with Disabilities		Science				Social Science			
		1	2	3	4	1	2	3	4
IEP	School	10.0	20.0	60.0	10.0	9.1	27.3	63.6	0.0
	District	1.7	15.0	55.0	28.3	1.6	24.6	67.2	6.6
	State	17.0	36.6	41.0	5.4	24.1	40.7	33.4	1.8
Section 504	School								
	District								
	State	8.3	31.9	50.2	9.6	9.6	40.5	45.0	4.8
Non- disabled	School	0.0	2.8	55.6	41.7	0.0	6.9	72.2	20.8
	District	0.0	3.9	57.0	39.1	0.0	5.9	75.6	18.6
	State	6.1	23.4	55.3	15.2	7.3	28.9	56.9	6.9

Economically Disadvantaged		Science				Social Science			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School								
	District								
	State	14.6	40.1	41.7	3.7	18.5	45.9	34.3	1.2
Not Eligible	School	1.2	4.9	56.1	37.8	1.2	9.6	71.1	18.1
	District	0.3	5.5	56.4	37.8	0.3	8.7	74.3	16.7
	State	3.5	16.7	60.1	19.7	4.5	21.7	64.8	9.0

**ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)**

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Beginning -** Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
- Strengthening -** Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
- Expanding -** Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
- Transitioning -** Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

Grades	Reading				Writing				
	Percent Beginning	Percent Strengthening	Percent Expanding	Percent Transitioning	Percent Beginning	Percent Strengthening	Percent Expanding	Percent Transitioning	
3	School	0.0	0.0	60.0	40.0	0.0	0.0	20.0	80.0
	District	0.0	6.3	56.3	37.5	0.0	0.0	12.5	87.5
	State	29.1	32.9	24.0	14.0	8.7	16.2	47.9	27.2
5	School								
	District								
	State								
8	School								
	District								
	State								
11	School								
	District								
	State								

**Mathematics\***

Grades	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	
3	School	0.0	0.0	40.0	60.0
	District	0.0	6.3	37.5	56.3
	State	17.8	40.8	36.9	4.5
5	School				
	District				
	State				
8	School				
	District				
	State				
11	School				
	District				
	State				

\*See ISAT or PSAE description of the four performance levels.