

J B Nelson Elem School
Batavia USD 101
Batavia, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5

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	75.9	7.4	4.8	3.5	0.0	8.5	11.3	6.1	12.6		0.0	3.2	95.7	460
District	82.5	3.2	7.2	2.9	0.3	4.0	9.5	2.8	11.7		0.6	4.0	94.3	6,225
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	99.6	18.3	19.0	14.3	325.5
State	96.2	18.2	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	21.3	18.8	20.3	20.3	27.7	24.3				
District	20.0	21.5	20.9	23.9	23.9	24.0				
State	20.7	21.2	21.4	22.1	22.6	22.8				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

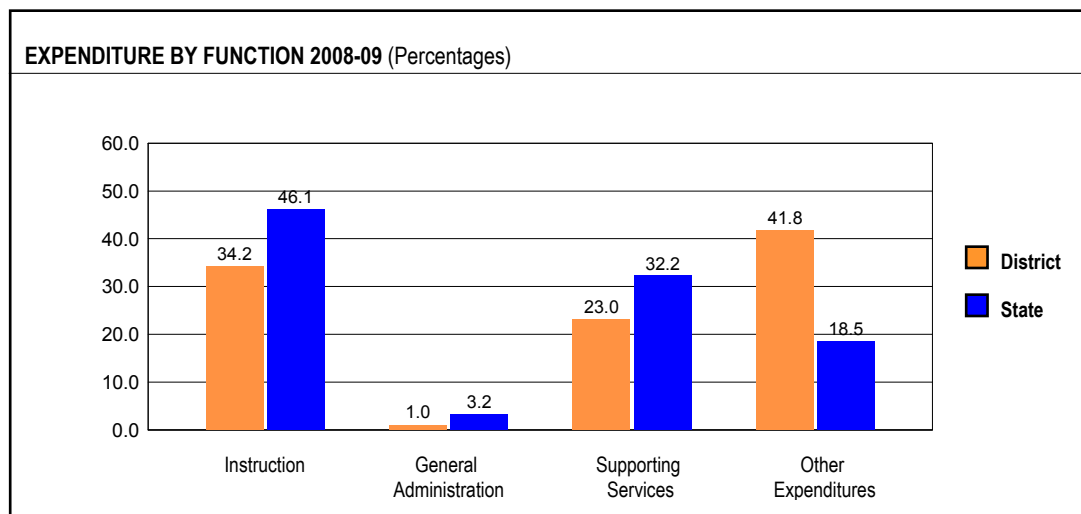
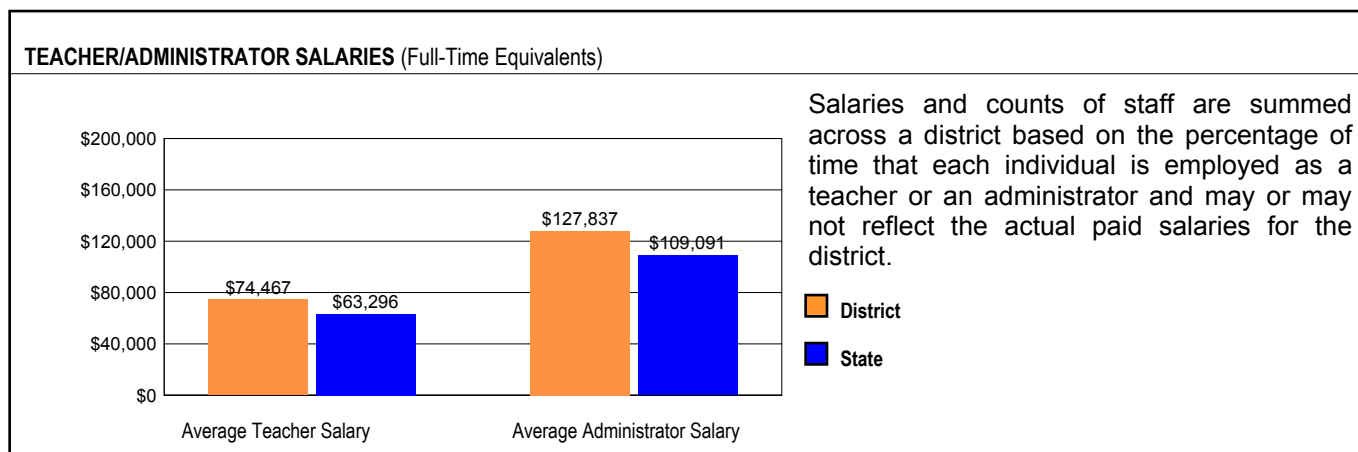
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			28			176			28		
District	60			29			167			29		
State	59			30			145			30		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.5	0.5	1.7	0.3	0.0	24.0	76.0	368
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	12.9	24.0	76.0	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



REVENUE BY SOURCE 2008-09				EXPENDITURE BY FUND 2008-09			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$57,144,757	80.7	58.4	Education	\$53,642,478	48.4	69.6
Other Local Funding	\$5,338,698	7.5	6.9	Operations & Maintenance	\$6,249,911	5.6	7.9
General State Aid	\$2,514,620	3.6	14.5	Transportation	\$3,209,196	2.9	3.8
Other State Funding	\$3,141,808	4.4	8.3	Debt Service	\$12,004,310	10.8	7.0
Federal Funding	\$2,684,846	3.8	11.9	Tort	\$382,487	0.3	1.2
TOTAL	\$70,824,729			Municipal Retirement/ Social Security	\$1,290,460	1.2	1.8
				Fire Prevention & Safety	\$0	0.0	0.8
				Site & Construction/ Capital Improvement	\$34,153,484	30.8	7.9
				TOTAL	\$110,932,326		

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	\$205,194	4.70	\$6,569	\$11,296
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.

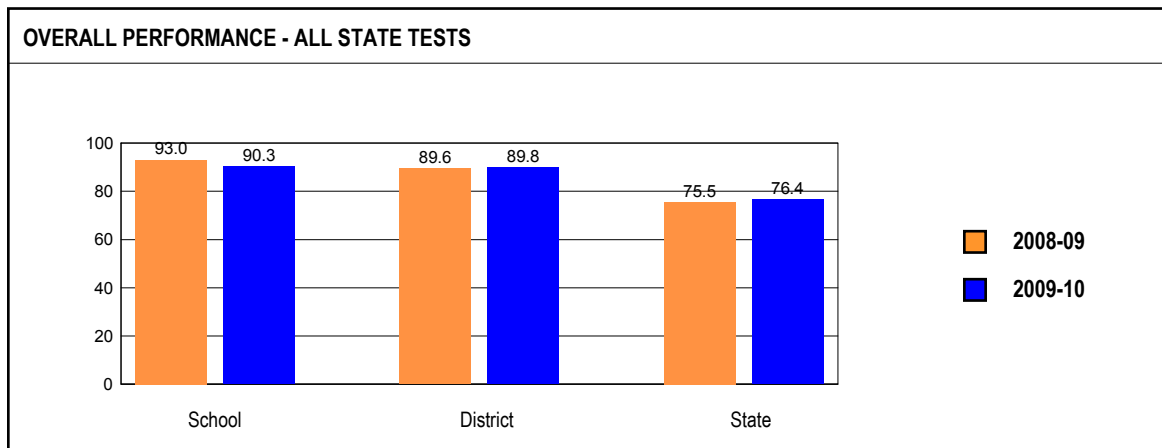
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

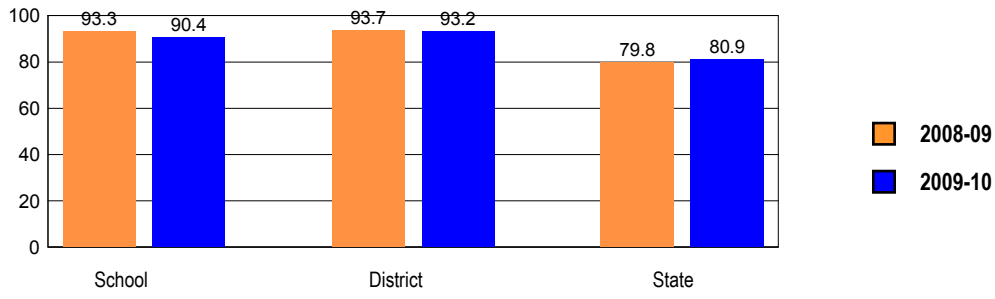
ACADEMIC PERFORMANCE

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. They represent your school's performance in reading, mathematics, and science.

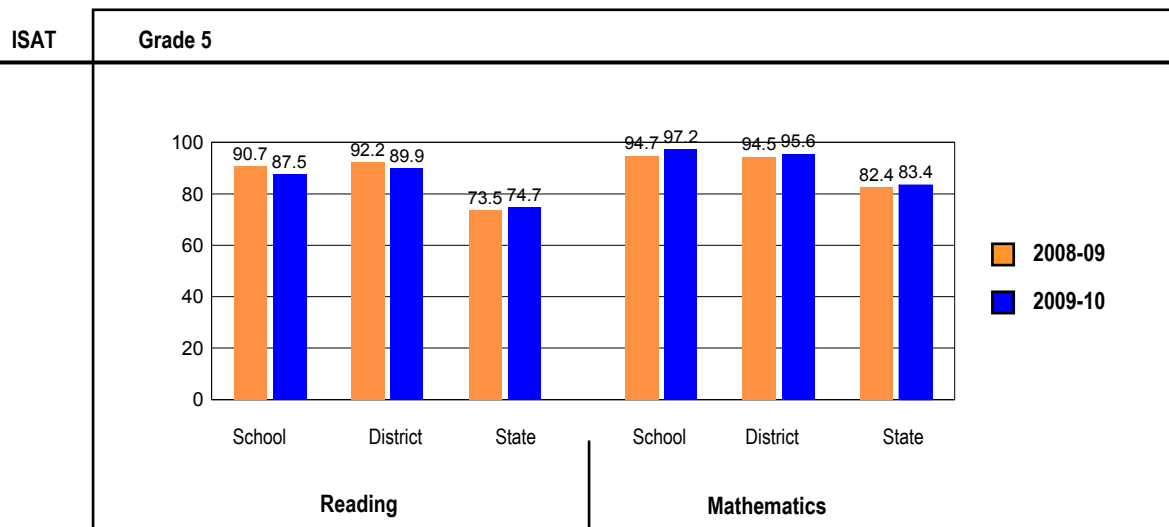
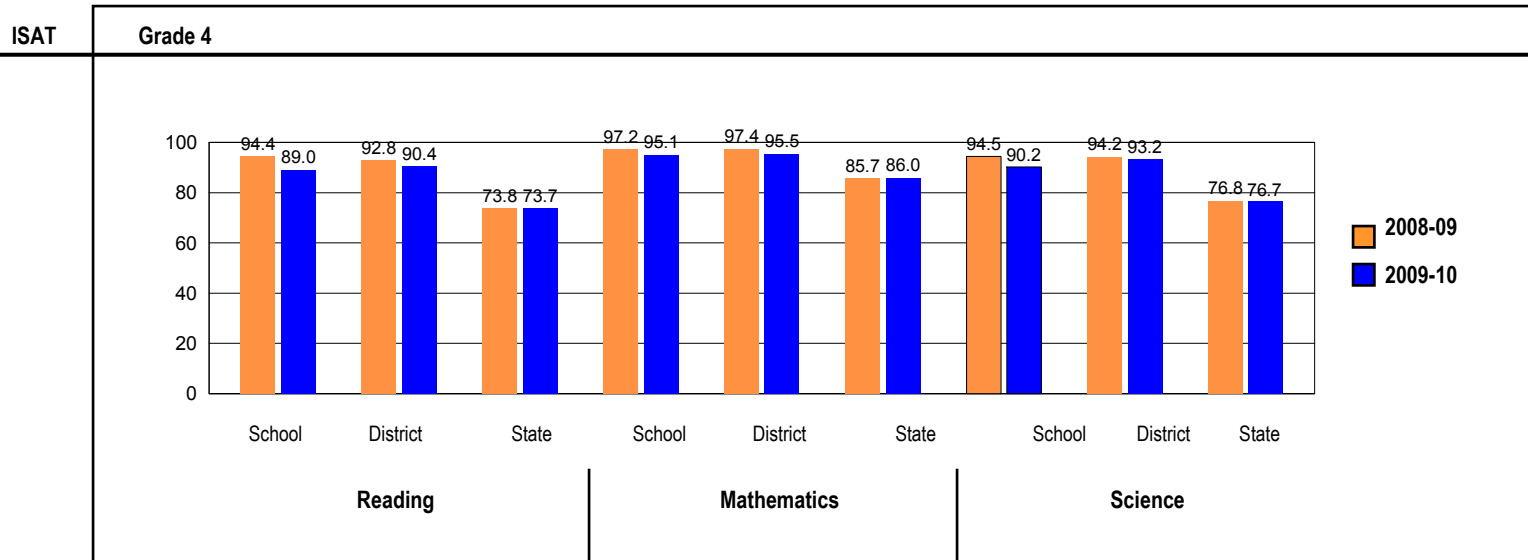
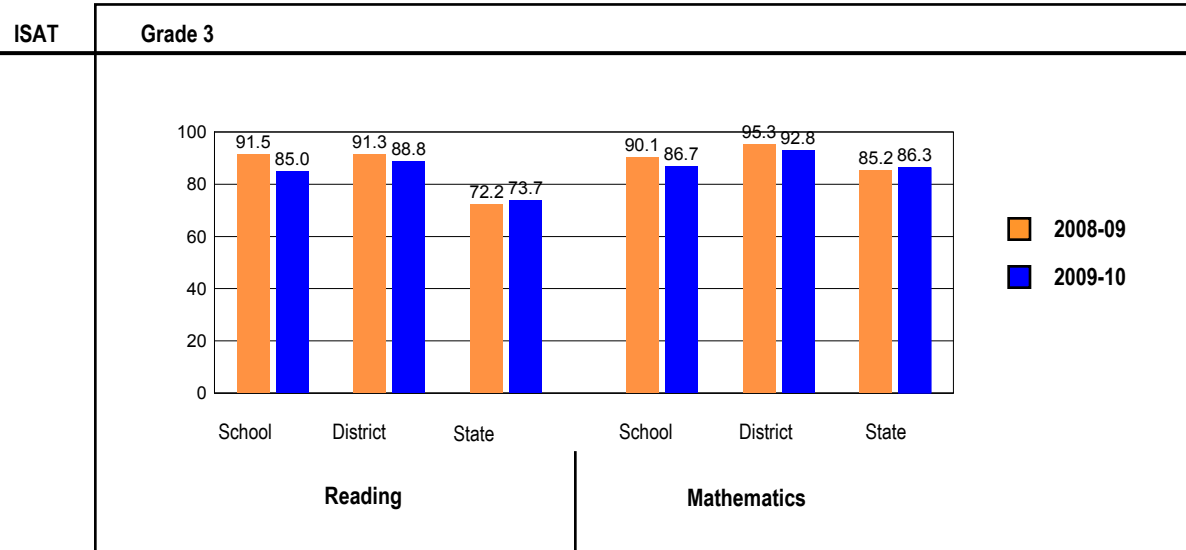


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science 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 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. 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 (No Child Left Behind Act). 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.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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 FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	217	115	102	173	17	9	7	0	11	15	0	29	27
	Reading	0.0	0.0	0.0	0.0	0.0				0.00	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0				0.00	0.0		0.0	0.0
District	*Enrollment	3,360	1,733	1,627	2,798	96	238	105	9	114	105	0	364	303
	Reading	0.1	0.2	0.1	0.1	0.0	0.4	0.0		1.8	0.0		0.8	0.0
	Mathematics	0.1	0.2	0.1	0.1	0.0	0.4	0.0		1.8	0.0		0.8	0.0
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3
	Mathematics	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	83	46	37	66	6	4	4	0	3	5	0	9	9
	Science	0.0	0.0	0.0	0.0									
District	*Enrollment	1,428	749	679	1,205	31	96	46	4	46	39	0	146	103
	Science	0.4	0.4	0.3	0.2	0.0	1.0	0.0		4.3	0.0		2.1	0.0
State	*Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

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

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	3.3	11.7	35.0	50.0	0.0	13.3	38.3	48.3
District	1.9	9.3	41.0	47.8	0.8	6.4	30.1	62.7
State	5.4	20.9	45.9	27.8	2.9	10.7	44.7	41.7

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	3.8	7.7	46.2	42.3	0.0	7.7	34.6	57.7
	District	2.6	12.7	38.9	45.9	0.9	3.9	31.9	63.3
	State	6.6	22.7	45.6	25.1	3.1	10.6	43.2	43.0
Female	School	2.9	14.7	26.5	55.9	0.0	17.6	41.2	41.2
	District	1.2	6.1	43.0	49.6	0.8	8.6	28.4	62.1
	State	4.1	19.1	46.2	30.7	2.7	10.9	46.2	40.2

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	8.5	34.0	57.4	0.0	8.5	36.2	55.3
	District	0.3	7.1	40.1	52.5	0.0	3.2	29.1	67.7
	State	2.2	11.9	46.6	39.3	1.0	5.3	39.0	54.7
Black	School								
	District	11.8	35.3	47.1	5.9	5.9	41.2	47.1	5.9
	State	9.8	31.1	46.2	12.9	7.4	20.0	51.9	20.6
Hispanic	School								
	District	14.3	22.9	42.9	20.0	5.7	22.9	34.3	37.1
	State	9.7	35.1	44.2	11.0	4.1	16.7	54.3	24.9
Asian/Pacific Islander	School								
	District	0.0	11.8	41.2	47.1	0.0	11.8	29.4	58.8
	State	1.7	10.0	43.5	44.9	0.9	3.5	27.3	68.4
Native American	School								
	District								
	State	3.8	19.8	48.3	28.1	2.3	8.0	46.8	43.0
Multiracial/Ethnic	School								
	District	4.2	4.2	45.8	45.8	4.2	4.2	25.0	66.7
	State	3.7	17.3	48.2	30.7	2.1	9.0	45.8	43.1

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	20.0	30.0	50.0	0.0	20.0	30.0	50.0
	District	3.6	26.8	37.5	32.1	1.8	16.1	41.1	41.1
	State	18.9	36.6	33.4	11.1	9.3	22.4	46.7	21.7
Non-IEP	School	4.0	10.0	36.0	50.0	0.0	12.0	40.0	48.0
	District	1.7	7.0	41.5	49.9	0.7	5.0	28.6	65.6
	State	3.4	18.6	47.7	30.2	2.0	9.1	44.4	44.5

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	10.0	20.0	40.0	30.0	0.0	40.0	50.0	10.0
	District	4.8	29.0	45.2	21.0	3.2	25.8	40.3	30.6
	State	9.0	30.9	46.4	13.7	5.0	16.8	52.7	25.5
Not Eligible	School	2.0	10.0	34.0	54.0	0.0	8.0	36.0	56.0
	District	1.5	6.3	40.4	51.8	0.5	3.4	28.5	67.6
	State	1.6	10.4	45.3	42.7	0.8	4.3	36.2	58.7

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	11.0	25.6	63.4	0.0	4.9	35.4	59.8	0.0	9.8	69.5	20.7
District	0.2	9.4	38.9	51.5	0.2	4.3	41.7	53.8	0.0	6.8	66.2	27.0
State	1.2	25.1	44.8	28.9	1.1	12.9	57.7	28.2	2.8	20.5	59.6	17.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	11.1	28.9	60.0	0.0	4.4	28.9	66.7	0.0	13.3	62.2	24.4
	District	0.4	10.2	37.3	52.2	0.4	4.7	36.9	58.0	0.0	6.3	58.8	34.9
	State	1.7	27.7	43.9	26.7	1.3	13.3	56.1	29.3	3.2	20.1	57.4	19.4
Female	School	0.0	10.8	21.6	67.6	0.0	5.4	43.2	51.4	0.0	5.4	78.4	16.2
	District	0.0	8.4	40.9	50.7	0.0	3.7	47.4	48.8	0.0	7.4	74.9	17.7
	State	0.7	22.3	45.7	31.2	0.9	12.5	59.5	27.1	2.5	21.0	62.0	14.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	4.6	23.1	72.3	0.0	1.5	30.8	67.7	0.0	4.6	70.8	24.6
	District	0.0	5.8	39.0	55.2	0.0	1.6	39.8	58.6	0.0	3.7	66.8	29.6
	State	0.5	15.1	45.0	39.4	0.5	6.6	54.4	38.5	0.8	10.2	63.7	25.4
Black	School	0.0	25.0	58.3	16.7	0.0	41.7	41.7	16.7	0.0	25.0	75.0	0.0
	District	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
	State												
Hispanic	School	2.9	35.3	38.2	23.5	2.9	23.5	44.1	29.4	0.0	38.2	58.8	2.9
	District	2.1	38.8	45.3	13.9	1.5	18.7	65.5	14.2	4.5	31.2	58.6	5.7
	State												
Asian/Pacific Islander	School	0.0	8.3	33.3	58.3	0.0	0.0	54.2	45.8	0.0	0.0	66.7	33.3
	District	0.4	10.7	39.6	49.2	0.5	4.2	41.2	54.1	1.3	9.1	57.7	31.9
	State												
Native American	School												
	District	0.7	21.7	44.9	32.6	0.4	13.0	59.8	26.8	3.3	17.4	58.7	20.7
	State												
Multiracial/Ethnic	School												
	District	0.0	29.4	35.3	35.3	0.0	5.9	64.7	29.4	0.0	11.8	64.7	23.5
	State	0.5	21.0	47.2	31.2	0.6	11.4	59.9	28.0	1.7	17.2	63.0	18.1

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	12.5	36.1	51.4	0.0	2.8	65.3	31.9
District	0.0	10.1	38.2	51.7	0.0	4.4	57.1	38.4
State	0.3	25.0	44.7	30.0	0.3	16.3	65.8	17.6

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	16.7	40.5	42.9	0.0	2.4	64.3	33.3
	District	0.0	13.6	40.8	45.6	0.0	4.8	58.0	37.2
	State	0.4	28.5	44.1	27.0	0.4	17.1	64.4	18.0
Female	School	0.0	6.7	30.0	63.3	0.0	3.3	66.7	30.0
	District	0.0	6.2	35.4	58.4	0.0	4.0	56.2	39.8
	State	0.2	21.3	45.5	33.1	0.3	15.4	67.3	17.1

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	10.2	32.2	57.6	0.0	0.0	66.1	33.9
	District	0.0	8.1	36.1	55.8	0.0	2.8	55.3	41.9
	State	0.2	14.8	45.1	40.0	0.1	9.1	67.0	23.8
Black	School								
	District	0.0	38.9	38.9	22.2	0.0	22.2	66.7	11.1
	State	0.6	41.8	43.4	14.2	0.9	32.2	61.2	5.7
Hispanic	School								
	District	0.0	20.0	51.4	28.6	0.0	14.3	74.3	11.4
	State	0.4	38.6	45.9	15.0	0.4	22.5	69.4	7.7
Asian/Pacific Islander	School								
	District	0.0	0.0	50.0	50.0	0.0	8.3	33.3	58.3
	State	0.0	10.8	38.4	50.8	0.1	4.8	51.1	44.1
Native American	School								
	District								
	State	0.0	24.9	44.6	30.5	0.0	13.4	70.6	16.0
Multiracial/Ethnic	School								
	District	0.0	14.3	50.0	35.7	0.0	0.0	71.4	28.6
	State	0.3	21.4	47.1	31.2	0.2	14.6	68.6	16.5

2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes
Is this school making AYP in Reading?	Yes
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2010-11 Federal Improvement Status	
2010-11 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91.0		80.0	
All	100.0	Yes	100.0	Yes	87.8		Yes	93.9		Yes	95.7	Yes		
White	100.0	Yes	100.0	Yes	91.4		Yes	97.5		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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.

[By May of 2011, 95% of all students will be performing at or above grade level expectations in reading, as evidenced by the District Assessment Plan and ISAT \(grades 3-5\)](#)

Data demonstrates a decrease in the number of students meeting or exceeding on ISAT. Our School Improvement Team is in the process of being trained on the use of Greatest Area of Need (GAN) to assist us in determining the specific skill strands that our students are not meeting ISAT performance targets on. Our plan is to use this information to make instructional decisions, establish grade level goals and create a more skill-specific School Improvement Plan.

Our data also indicates that we need to investigate and implement problem-solving strategies specific to students who are low-income and also fall into other sub-groups such as Special Education and English Language Learners.

Action Plan Steps:

- Implement flexible, skill-based instructional reading groups K K-5
- Implement data meetings at all grade levels to determine student needs
- Implement student led reading goals in grades 2-5 using CAFÉ
- Participate in ongoing professional development in ELL strategies, supporting homeless students, Daily Five and CAFÉ
- Parents will be participate in Family Reading Night in November 2010

[By May of 2010, 95% of students involved in problem solving interventions for reading, will make a minimum of 125% growth per school year, as evidenced by the District Assessment Plan and problem solving data.](#)

**Preliminary ISAT data demonstrates that our ELL learners, Special Education and students identified as low income are not making expected growth nor are they responding to intensive interventions.

- *6/15 (40%) of our ELL students scored in the Below or Warning category on ISAT*
- *10/28 (36%) of our students on Free/Reduced lunch scored in the Below or Warning category*
- *9/29 (31%) of our students with IEPs scored in the below or warning category.*

Our data indicates that our students involved in problem-solving are demonstrating growth as measured by MAP, Fountas & Pinnell and Aimsweb. Our SIP team is currently investigating the variances between these assessment scores and ISAT. The District Improvement Team is also going to investigate this issue and develop recommendations.

[By May 2010, our school will demonstrate 95% implementation on the Universal PBIS plan and 50% implementation of the Secondary PBIS Plan, as evidenced by the PBIS Systems Evaluation Tool.](#)

Currently, JBN has maintained an implementation rate of 95% on our universal system of support and an implementation rate of 80% of our secondary system. Our universal and secondary systems are considered "fully implemented" as per the criteria established by the PBIS network.

Our plan for improvement is to begin our planning for our Tertiary (Tier 3 or Red) Level of Support. We will begin this process by the following:

-Mapping out a process with the district PBIS coordinator for Tertiary Level implementation, including any necessary professional development for Tertiary coaches and staff.