

**RICHMOND GRADE SCHOOL
NIPPERSINK SCHOOL DIST 2
RICHMOND, 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.

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	96.6	0.8	1.5	1.0	0.0	4.5	0.0		0.2	24.1	95.7	597
District	96.2	0.6	2.5	0.8	0.0	3.5	0.0		0.3	15.8	95.2	1,585
State	57.7	20.8	17.7	3.6	0.2	39.0	6.7		2.1	16.8	94.2	2,060,048

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*

	Percent
School	96.0
District	98.5
State	96.3

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
19.5	22.4	22.8			
20.0	21.3	24.0			
21.0	21.6	22.6			

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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17.5		13.7	211.3
19.4		14.1	208.7

* 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			45			170			45		
District	55			38			151			38		
State	57			30			146			31		

TEACHER INFORMATION (Full-Time Equivalents)

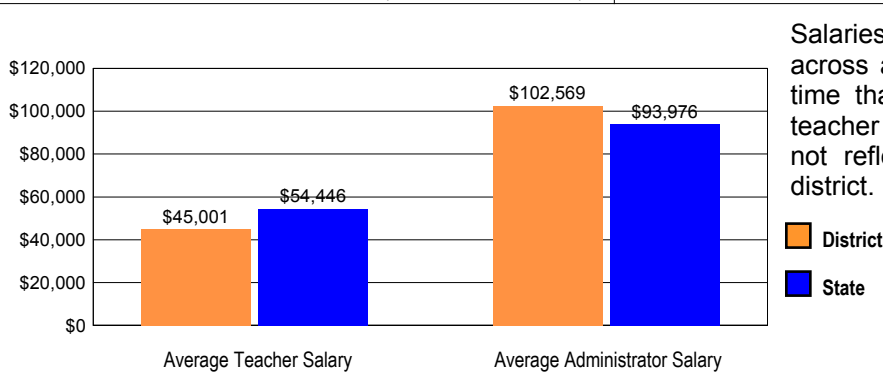
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	14.6	85.4	102
State	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

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	10.3	71.2	28.8	2.0	0.0
State	13.8	51.3	48.6	1.7	1.8

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

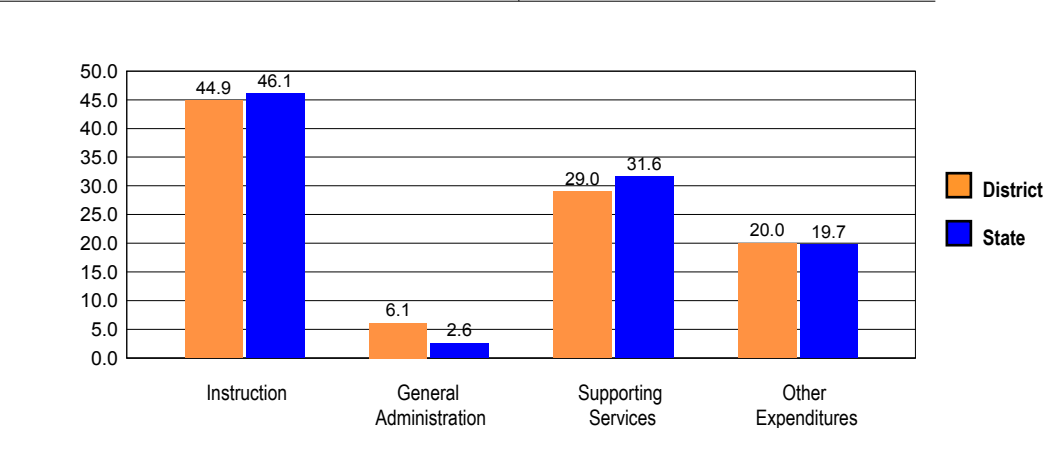
SCHOOL DISTRICT FINANCES

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 2002-03 (Percentages)



REVENUE BY SOURCE 2002-03				EXPENDITURE BY FUND 2002-03			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$7,818,524	66.9	56.6	Education	\$9,097,097	71.1	70.1
Other Local Funding	\$1,150,006	9.8	5.4	Operations & Maintenance	\$1,110,033	8.7	8.9
General State Aid	\$1,753,861	15.0	17.9	Transportation	\$809,658	6.3	3.5
Other State Funding	\$750,546	6.4	12.1	Bond and Interest	\$630,195	4.9	6.0
Federal Funding	\$210,634	1.8	8.0	Rent	\$0	0.0	0.0
TOTAL	\$11,683,571			Municipal Retirement/ Social Security	\$204,516	1.6	1.5
				Fire Prevention & Safety	\$1,932	0.0	0.9
				Site & Construction/ Capital Improvement	\$936,620	7.3	9.0
				TOTAL	\$12,790,051		

OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$172,169	3.38	\$4,096	\$7,208
State	**	**	\$5,022	\$8,482

** 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.

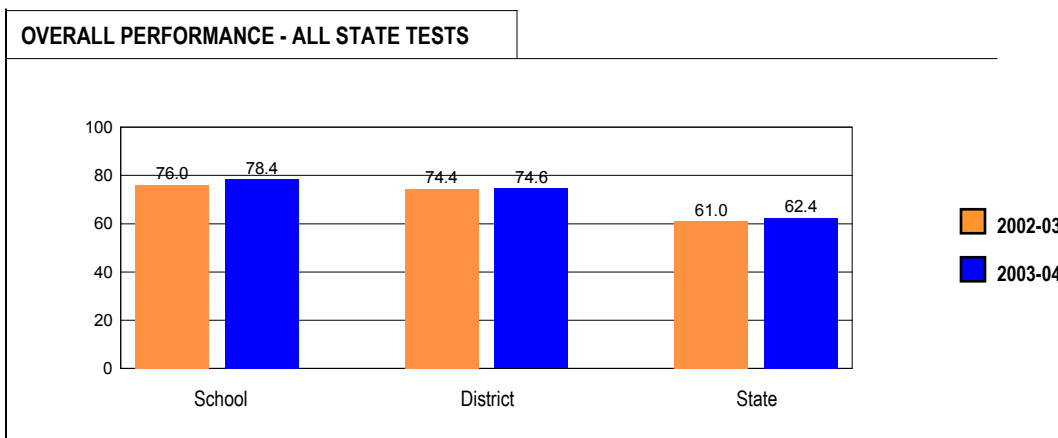
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

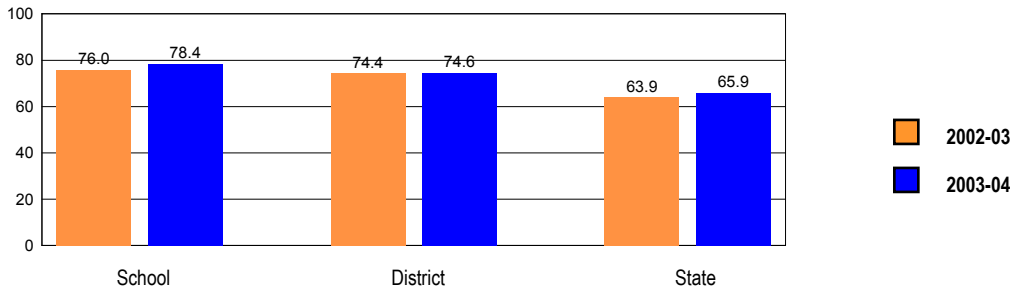
ACADEMIC PERFORMANCE

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.



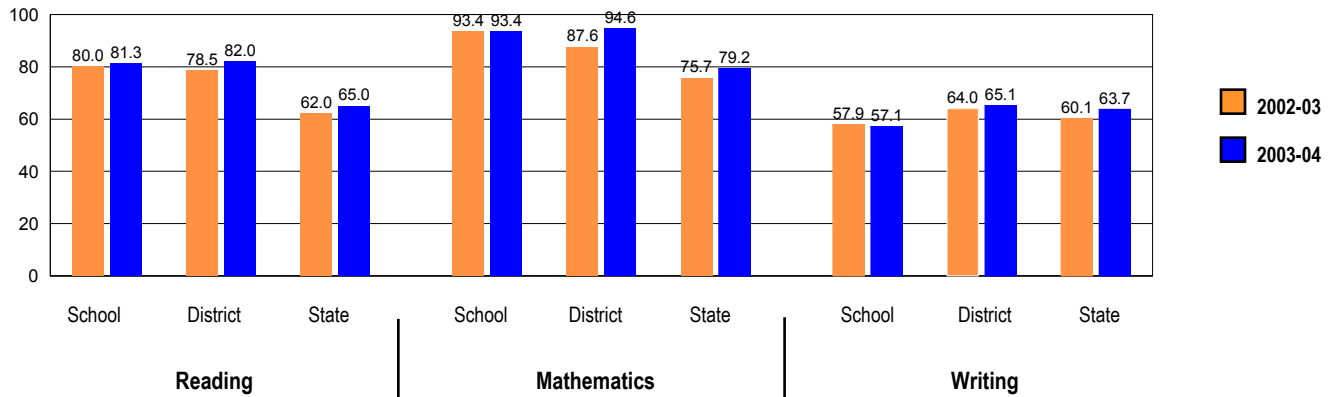
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



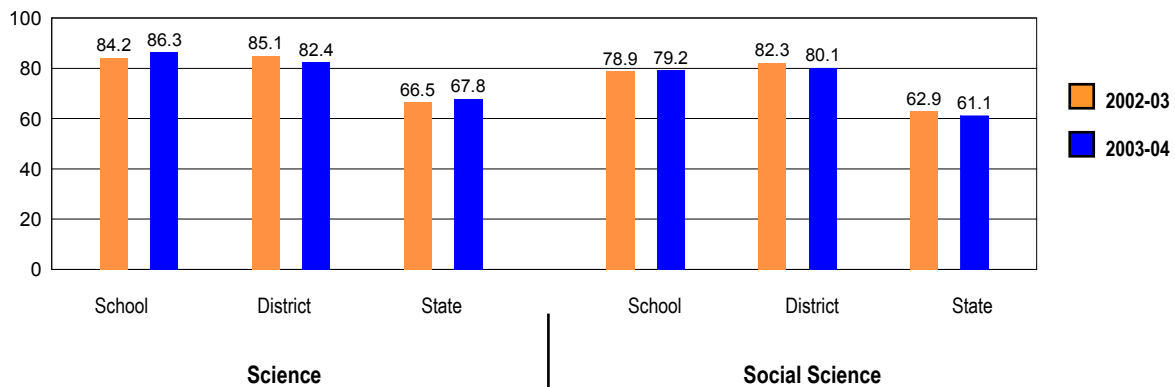
ISAT PERFORMANCE

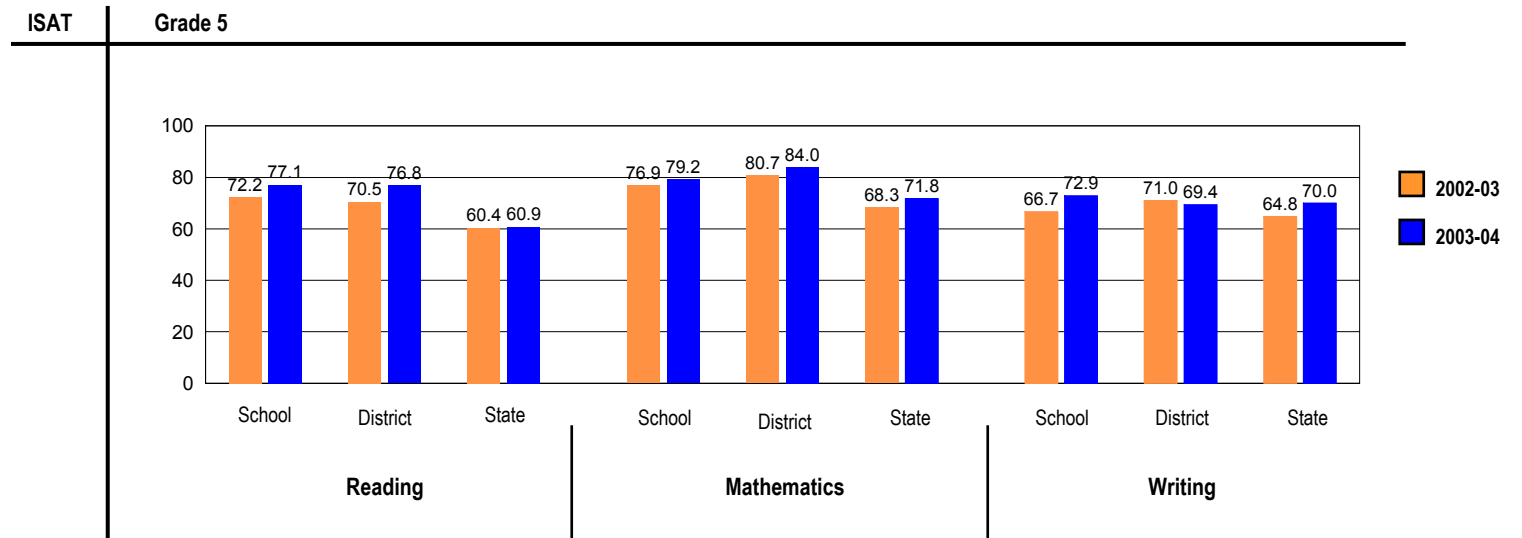
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

ISAT Grade 3



ISAT 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.

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 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.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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														
		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	189	99	90	186	0	2	1	0	0	0	0	30	12
	Reading	1.1	2.0	0.0	1.1								3.3	0.0
	Mathematics	1.1	2.0	0.0	1.1								3.3	0.0
District	*Enrollment	548	289	259	526	5	15	2	0	0	0	0	71	24
	Reading	0.4	0.0	0.8	0.4		0.0						1.4	0.0
	Mathematics	0.4	0.0	0.8	0.4		0.0						1.4	0.0
State	*Enrollment	618,426	315,150	303,276	362,539	126,432	103,851	22,726	1,038	1,840	43,504	259	89,425	239,387
	Reading	0.9	1.0	0.8	0.4	2.2	1.2	0.6	2.2	0.7	0.9	7.3	2.4	1.4
	Mathematics	0.9	1.1	0.9	0.4	2.3	1.3	0.6	1.9	0.8	1.3	6.9	2.5	1.5

* 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**Grade 3 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	4.4	14.3	54.9	26.4	0.0	6.6	52.7	40.7	6.6	36.3	54.9	2.2
District	3.6	14.4	49.1	32.9	0.6	4.8	50.9	43.7	4.2	30.7	63.9	1.2
State	7.0	27.9	42.4	22.7	6.8	14.0	46.1	33.0	5.2	31.1	61.0	2.8

Grade 3 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	7.0	18.6	44.2	30.2	0.0	7.0	46.5	46.5	9.3	46.5	41.9	2.3
	District	5.1	17.7	44.3	32.9	1.3	5.1	48.1	45.6	6.4	41.0	51.3	1.3
	State	8.6	29.4	41.7	20.2	7.5	13.4	44.4	34.7	7.1	35.6	55.5	1.8
Female	School	2.1	10.4	64.6	22.9	0.0	6.3	58.3	35.4	4.2	27.1	66.7	2.1
	District	2.3	11.4	53.4	33.0	0.0	4.5	53.4	42.0	2.3	21.6	75.0	1.1
	State	5.4	26.3	43.0	25.3	6.1	14.7	48.0	31.2	3.2	26.4	66.7	3.7

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	4.4	14.3	54.9	26.4	0.0	6.6	52.7	40.7	6.6	36.3	54.9	2.2
	District	3.7	14.3	49.1	32.9	0.6	5.0	50.3	44.1	4.4	30.6	63.8	1.3
	State	3.2	20.0	46.2	30.7	2.3	8.0	45.8	43.9	2.9	25.3	68.1	3.6
Black	School												
	District												
	State	16.5	44.6	32.2	6.8	18.3	28.0	44.4	9.3	10.8	44.0	44.2	1.0
Hispanic	School												
	District												
	State	8.0	36.2	43.8	12.0	6.5	17.5	54.5	21.6	5.7	36.3	56.5	1.5
Asian/Pacific Islander	School												
	District												
	State	1.5	13.2	45.6	39.7	1.1	4.2	34.8	59.9	1.1	18.2	74.8	5.9
Native American	School												
	District												
	State	7.3	33.0	41.3	18.3	7.3	14.2	46.8	31.7	5.1	40.7	50.5	3.7
Multiracial/Ethnic	School												
	District												
	State	3.8	24.7	45.9	25.6	4.0	10.4	49.5	36.1	3.7	30.6	63.7	2.0

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	25.0	33.3	41.7	0.0	0.0	33.3	50.0	16.7	16.7	41.7	41.7	0.0
	District	15.0	40.0	40.0	5.0	0.0	20.0	65.0	15.0	10.5	47.4	42.1	0.0
	State	22.3	42.1	27.2	8.4	17.3	23.0	43.5	16.2	17.3	41.7	40.0	1.0
Non-IEP	School	1.3	11.4	57.0	30.4	0.0	2.5	53.2	44.3	5.1	35.4	57.0	2.5
	District	2.0	10.9	50.3	36.7	0.7	2.7	49.0	47.6	3.4	28.6	66.7	1.4
	State	4.5	25.6	44.9	25.1	5.1	12.5	46.6	35.8	3.2	29.4	64.4	3.0

Grade 4**Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	2.0	11.8	62.7	23.5	2.0	18.8	71.3	7.9
District	2.2	15.4	64.8	17.6	2.8	17.1	72.9	7.2
State	6.0	26.2	54.6	13.2	9.7	29.3	53.9	7.1

Grade 4 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	School	0.0	9.4	69.8	20.8	3.8	13.2	69.8	13.2
	District	1.0	15.8	68.3	14.9	4.0	17.8	67.3	10.9
	State	6.4	24.7	53.6	15.2	10.4	27.9	53.5	8.2
Female	School	4.1	14.3	55.1	26.5	0.0	25.0	72.9	2.1
	District	3.7	14.8	60.5	21.0	1.3	16.3	80.0	2.5
	State	5.5	27.8	55.6	11.1	8.9	30.7	54.4	6.0

Grade 4 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	School	1.0	11.2	64.3	23.5	2.1	18.6	71.1	8.2
	District	1.7	15.4	65.1	17.7	2.9	17.2	72.4	7.5
	State	2.0	15.8	62.8	19.4	3.7	20.6	65.4	10.3
Black	School								
	District								
	State	16.5	48.1	33.6	1.8	25.1	45.8	28.0	1.0
Hispanic	School								
	District								
	State	5.5	35.5	54.3	4.7	9.9	40.3	47.4	2.5
Asian/Pacific Islander	School								
	District								
	State	1.2	12.7	63.3	22.8	1.6	15.6	68.1	14.7
Native American	School								
	District								
	State	4.1	18.8	59.7	17.4	5.3	22.9	63.0	8.7
Multiracial/Ethnic	School								
	District								
	State	3.5	23.7	60.0	12.8	6.0	27.1	60.4	6.5

Grade 4 - Students with Disabilities

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	School	7.7	15.4	69.2	7.7	0.0	38.5	61.5	0.0
	District	6.3	25.0	65.6	3.1	3.1	40.6	56.3	0.0
	State	13.6	38.4	42.1	5.8	22.7	39.7	34.9	2.7
Non-IEP	School	1.1	11.2	61.8	25.8	2.3	15.9	72.7	9.1
	District	1.3	13.3	64.7	20.7	2.7	12.1	76.5	8.7
	State	4.6	24.1	56.8	14.5	7.4	27.4	57.3	7.9

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	22.9	52.1	25.0	0.0	20.8	64.6	14.6	4.2	22.9	70.8	2.1
	0.0	23.2	47.5	29.3	0.0	16.0	66.3	17.7	3.9	26.7	67.2	2.2
	1.7	37.4	35.9	25.0	2.9	25.2	59.8	12.0	4.4	25.7	65.7	4.3

Grade 5 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	20.4	51.9	27.8	0.0	24.1	61.1	14.8	7.4	29.6	63.0	0.0
	District	0.0	24.8	45.5	29.7	0.0	16.8	68.3	14.9	7.0	36.0	56.0	1.0
	State	2.3	38.9	35.4	23.4	3.7	25.5	58.0	12.8	6.2	30.8	60.5	2.4
Female	School	0.0	26.2	52.4	21.4	0.0	16.7	69.0	14.3	0.0	14.3	81.0	4.8
	District	0.0	21.3	50.0	28.8	0.0	15.0	63.8	21.3	0.0	15.0	81.3	3.8
	State	1.1	35.9	36.3	26.7	2.2	25.0	61.6	11.2	2.4	20.4	71.1	6.1

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	23.7	52.7	23.7	0.0	20.4	66.7	12.9	4.3	23.7	69.9	2.2
	District	0.0	24.0	47.4	28.6	0.0	16.0	68.0	16.0	4.0	27.0	66.7	2.3
	State	0.9	27.4	38.7	33.0	1.3	16.2	66.1	16.4	2.7	19.9	71.7	5.7
Black	School												
	District												
	State	3.9	59.4	27.7	8.9	7.9	48.0	42.1	2.0	9.3	40.4	49.1	1.2
Hispanic	School												
	District												
	State	1.8	48.3	36.3	13.6	2.5	30.5	61.7	5.3	4.3	30.3	63.6	1.8
Asian/Pacific Islander	School												
	District												
	State	0.4	19.9	38.5	41.1	0.4	8.1	60.8	30.7	1.1	12.1	77.9	8.9
Native American	School												
	District												
	State	0.8	32.9	41.2	25.1	1.6	22.6	66.3	9.5	2.1	26.6	67.2	4.1
Multiracial/Ethnic	School												
	District												
	State	1.9	35.1	37.5	25.4	1.2	30.0	53.3	15.5	3.4	23.0	68.5	5.1

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	52.9	47.1	0.0	0.0	64.7	35.3	0.0	23.5	47.1	29.4	0.0
	District	0.0	60.0	36.7	3.3	0.0	53.3	46.7	0.0	17.2	55.2	27.6	0.0
	State	8.8	66.3	18.7	6.2	13.5	47.4	36.3	2.7	19.4	42.4	37.2	1.0
Non-IEP	School	0.0	16.5	53.2	30.4	0.0	11.4	70.9	17.7	0.0	17.7	79.7	2.5
	District	0.0	15.9	49.7	34.4	0.0	8.6	70.2	21.2	1.3	21.2	74.8	2.6
	State	0.5	32.4	38.8	28.3	1.1	21.4	63.8	13.7	1.9	22.9	70.4	4.8

2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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
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	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		40.0			40.0			89.0		66.0	
All	98.9	Yes	98.9	Yes	80.2		Yes	86.8		Yes	95.7	Yes		
White	98.9	Yes	98.9	Yes	79.9		Yes	87.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.

2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***

3. At least 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/03.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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. 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.

(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.)

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

RICHMOND GRADE SCHOOL
Nippersink School District 2
2004 School Report Card

We are pleased to share the results of our student's performance on the ISAT tests. Many of our students have met or exceeded state standards. We realize that these tests are just one measure of our students' achievement. In order to get a complete picture, we must also consider a student's grades on their report card, interactions and observations by the classroom teacher, and other formal and informal assessments.

Our teachers continue to work on committees and with their teams to accomplish district and building goals. These goals are meant to improve our students' achievement by working on areas that have been identified through test measures as needing improvement.

Areas for planned improvement:

- 1) Conduct a first level K-5 curriculum review of math.
- 2) Improve reading/language arts instruction by evaluating curriculum needs, assessing guided reading, and selecting new textbooks.
- 3) Improve writing instruction by extending the Four Square Writing Method by focusing on additional detail and creativity, and continue assessing student progress utilizing grade level exit criteria.
- 4) Research and study the Flexible Service Delivery model and identify the first core leadership team.
- 5) Continue to implement, articulate, and assess the integration of the Illinois Assessment Frameworks into our curriculum and evaluate the knowledge base developed with the ISAT test scores.

Nippersink School District 2

Nippersink District 2 is proud of its successful implementation of differentiated instruction and thinking skills that meet the diverse and unique needs of all student learners. This expectation was reached as instructional staff received training in levels #1 and #2 gifted instruction and when adopting the Curry/Samara Model for improving instruction. District 2 enhanced the use of the Curry/Samara Model by adding a trainer of trainer's component.

District 2 is in the process of realigning curriculum and instruction with state standards, in support of the No Child Left Behind Act. A 2004 curriculum gap analysis identified areas in which current curriculum required modifications in an effort to coordinate District efforts with the 2004 ISBE Assessment Frameworks. In addition, staff and administration continue to implement the use of S.M.A.R.T. goals (Specific, Measurable, Attainable, Relevant, and Time-frame-trackable) as a means for improving student achievement as measured by standardized tests. This program provides

instructional staff with detailed strategies for analyzing student achievement data and translating them into meaningful lesson and unit designs.

The Nippersink SD 2 Board of Education supports the following studies as district improvement goals for the 04-05 school year and beyond:

1. Research the continued implications of the No Child Left Behind Act.
2. Continue professional development activities that will align curriculum and instruction with NCLB mandates as well as the 2006 Illinois Enhanced Assessment System testing.
3. Evaluate the District 2/SEDOM special education service delivery model.
4. Implement a budget in which revenues exceed expenditures.
5. Determine appropriate budget reductions for the 05-06 school year.
6. Utilize PMA Financial Inc. software to share financial forecasts with the public.
7. Evaluate the efficacy of school boundary changes.
8. Pursue foundation and other grants, by creating a team of grant writers including parents and district staff members to develop grant proposals, and seek grant awards.

The Nippersink District 2 Board of Education, administrative team, faculty, and parent community have become actively involved in the political frameworks surrounding public school funding. The Nippersink Political Action web page may be accessed at each of our school web sites.