

**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 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 | 97.1 | 0.5 | 1.2 | 1.2 | 0.0 | 4.4 | 0.0 | | 0.0 | 21.7 | 95.4 | 594 |
| District | 96.2 | 0.6 | 2.4 | 0.7 | 0.0 | 3.1 | 0.1 | | 0.0 | 11.7 | 95.3 | 1,571 |
| State | 58.6 | 20.7 | 17.0 | 3.6 | 0.2 | 37.9 | 6.3 | | 1.9 | 16.4 | 94.0 | 2,044,539 |

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 | 100.0 |
| District | 100.0 |
| State | 95.9 |

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

| Grade | Grade | Grade | Grade | Grade | High School |
|-------|-------|-------|-------|-------|----------------|
| K | 1 | 3 | 6 | 8 | |
| 18.7 | 21.0 | 23.3 | | | |
| 17.4 | 20.4 | 21.3 | | | |
| 20.6 | 21.3 | 22.5 | | | |

STAFF-TO-STUDENT RATIOS

| Pupil- Teacher Elementary | Pupil- Teacher Secondary | Pupil- Certified Staff | Pupil- Administrator |
|---------------------------------|--------------------------------|------------------------------|-------------------------|
| -- | -- | -- | -- |
| 16.3 | | 13.1 | 209.5 |
| 18.4 | 18.2 | 13.8 | 221.1 |

* 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 | 50 | | | 30 | | | 132 | | | 30 | | |
| District | 50 | | | 30 | | | 132 | | | 30 | | |
| State | 56 | | | 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 | 13.3 | 86.7 | 105 |
| State | 84.6 | 10.2 | 4.1 | 1.0 | 0.1 | 23.4 | 76.6 | 129,068 |

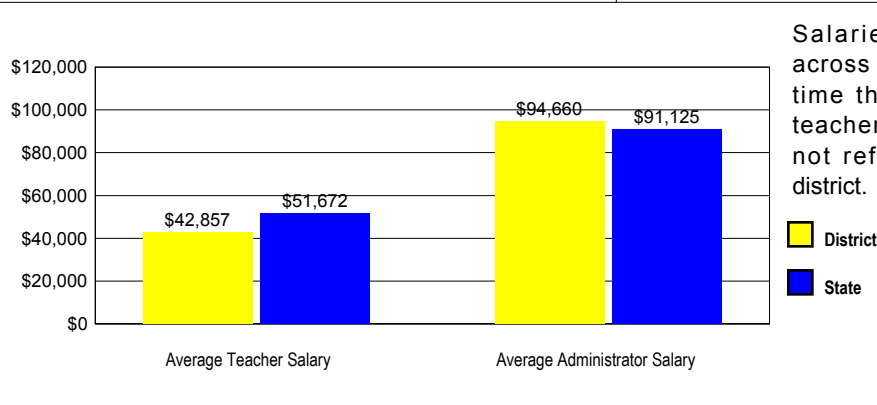
| TEACHER INFORMATION (Continued) | | | | | |
|-----------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|---|--|
| | Average Teaching Experience (Years) | % of Teachers with Bachelor's Degrees | % of Teachers 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 | 9.9 | 69.1 | 30.9 | 0.0 | 0.0 |
| State | 13.9 | 53.9 | 46.0 | 2.5 | 2.1 |

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

* Data based on No Child Left Behind (NCLB) definition.

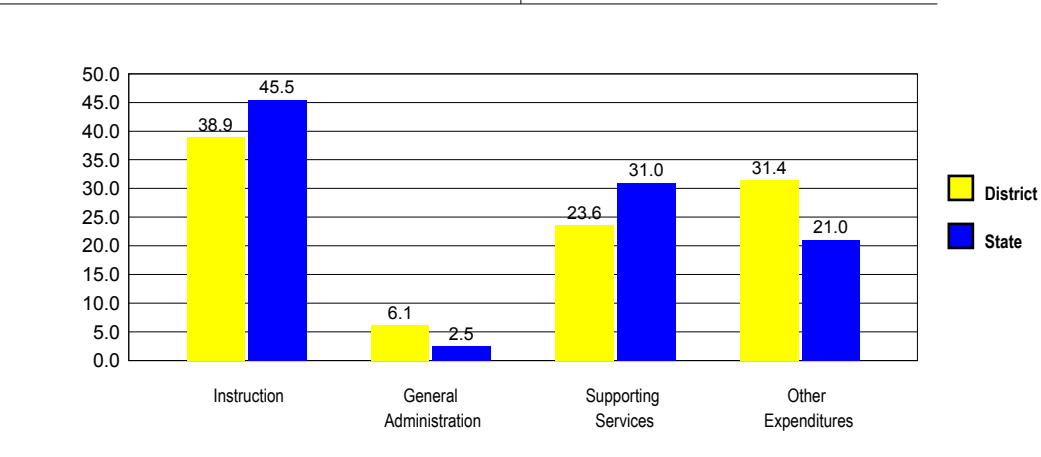
SCHOOL DISTRICT FINANCES

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 2001-02 (Percentages)



| REVENUE BY SOURCE 2001-02 | | | | EXPENDITURE BY FUND 2001-02 | | | |
|---------------------------|--------------|------------|---------|---|--------------|------------|---------|
| | District | District % | State % | | District | District % | State % |
| Local Property Taxes | \$7,272,030 | 57.4 | 55.4 | Education | \$9,107,697 | 63.6 | 69.7 |
| Other Local Funding | \$943,045 | 7.4 | 6.1 | Operations & Maintenance | \$1,562,810 | 10.9 | 8.9 |
| General State Aid | \$2,482,308 | 19.6 | 18.7 | Transportation | \$682,541 | 4.8 | 3.4 |
| Other State Funding | \$1,805,605 | 14.3 | 12.5 | Bond and Interest | \$583,930 | 4.1 | 5.7 |
| Federal Funding | \$162,062 | 1.3 | 7.3 | Rent | | | 0.0 |
| TOTAL | \$12,665,050 | | | Municipal Retirement/ Social Security | \$166,858 | 1.2 | 1.5 |
| | | | | Fire Prevention & Safety | \$124,932 | 0.9 | 1.0 |
| | | | | Site & Construction/ Capital Improvement | \$2,081,640 | 14.5 | 9.8 |
| | | | | TOTAL | \$14,310,408 | | |

| OTHER FINANCIAL INDICATORS | | | | |
|----------------------------|---|--------------------------------------|---|---|
| | 2000 Equalized Assessed Valuation per Pupil | 2000 Total School Tax Rate per \$100 | 2001-02 Instructional Expenditure per Pupil | 2001-02 Operating Expenditure per Pupil |
| District | \$170,717 | 3.13 | \$4,262 | \$7,579 |
| State | ** | ** | \$4,842 | \$8,181 |

** 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.

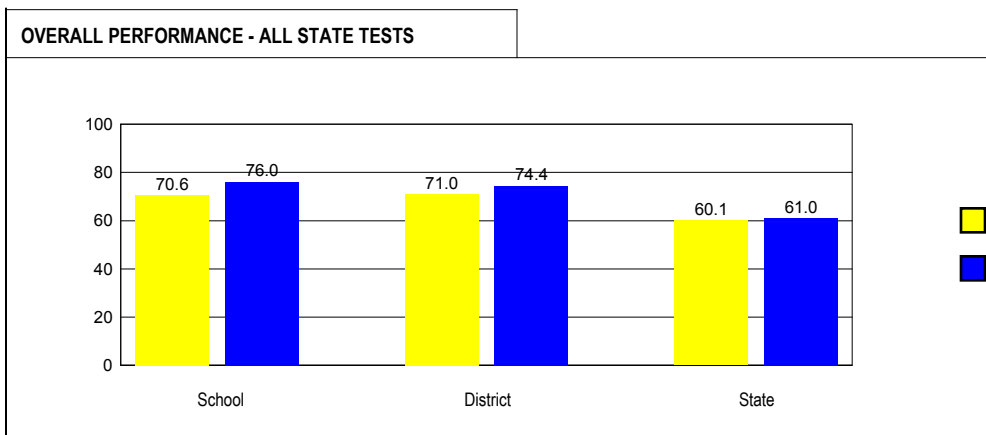
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

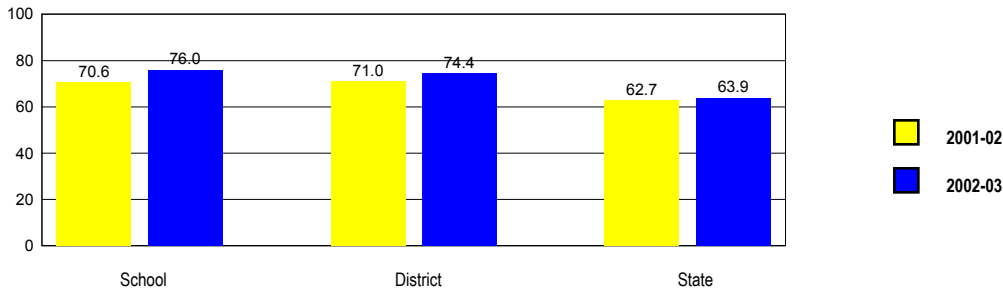
ACADEMIC PERFORMANCE

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.



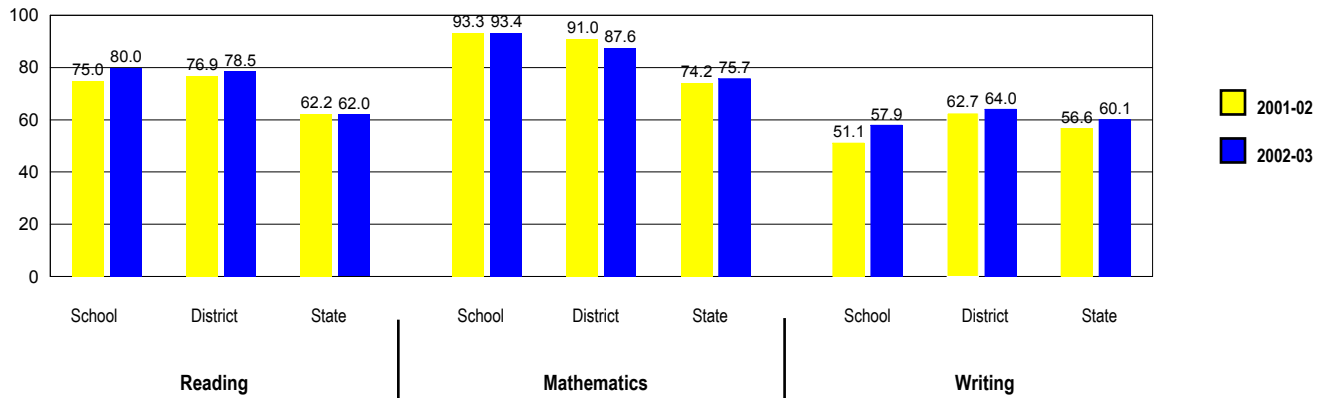
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



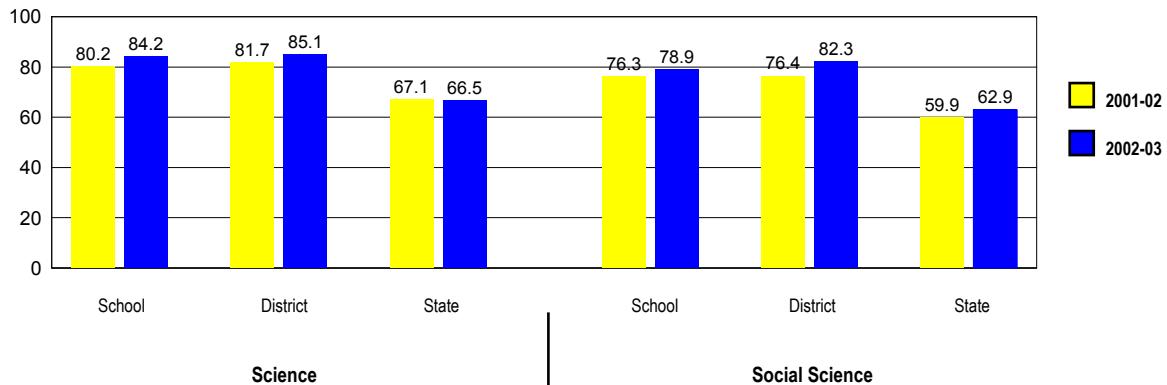
ISAT PERFORMANCE

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.

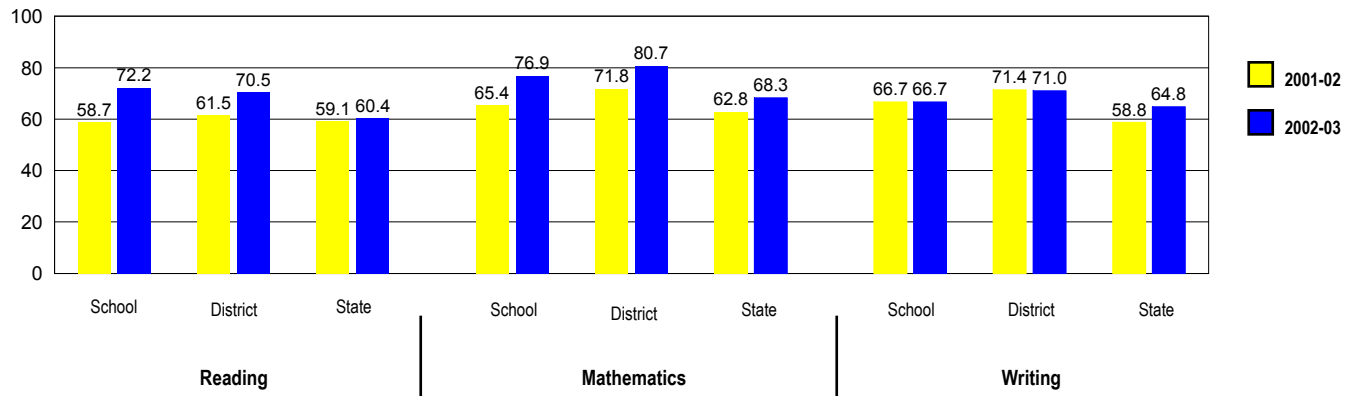
ISAT Grade 3



ISAT Grade 4



ISAT Grade 5



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 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.

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 | | | | |
| School | *Enrollment | 202 | 110 | 92 | 194 | 0 | 4 | 4 | 0 | 0 | 0 | 27 | 12 |
| | Reading | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | 0.0 | 0.0 |
| | Mathematics | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | 0.0 | 0.0 |
| District | *Enrollment | 524 | 280 | 244 | 504 | 2 | 13 | 5 | 0 | 0 | 0 | 75 | 22 |
| | Reading | 0.0 | 0.0 | 0.0 | 0.0 | | 0.0 | | | | | 4.0 | 22.7 |
| | Mathematics | 0.0 | 0.0 | 0.0 | 0.0 | | 0.0 | | | | | 4.0 | 22.7 |
| State | *Enrollment | 616,170 | 313,399 | 302,581 | 366,187 | 127,748 | 97,933 | 21,960 | 936 | 35,949 | 310 | 82,419 | 234,696 |
| | Reading | 0.4 | 0.4 | 0.5 | 1.4 | 2.6 | 2.0 | 1.2 | 0.0 | 4.1 | 0.0 | 0.0 | 10.4 |
| | Mathematics | 0.5 | 0.6 | 0.6 | 1.5 | 2.8 | 2.2 | 1.3 | 0.0 | 4.7 | 0.0 | 0.0 | 10.6 |

* 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 | 2.1 | 17.9 | 51.6 | 28.4 | 0.0 | 6.6 | 48.4 | 45.1 | 1.1 | 41.1 | 56.8 | 1.1 |
| District | 2.9 | 18.6 | 51.7 | 26.7 | 1.2 | 11.2 | 55.6 | 32.0 | 1.2 | 34.9 | 61.0 | 2.9 |
| State | 8.1 | 29.8 | 40.1 | 21.9 | 6.8 | 17.4 | 44.6 | 31.1 | 7.1 | 32.9 | 57.3 | 2.8 |

Grade 3 - Gender

| Levels | Reading | | | | Mathematics | | | | Writing | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male | | | | | | | | | | | | |
| School | 4.1 | 18.4 | 49.0 | 28.6 | 0.0 | 2.1 | 42.6 | 55.3 | 2.0 | 46.9 | 51.0 | 0.0 |
| District | 5.2 | 23.7 | 48.5 | 22.7 | 2.1 | 10.5 | 51.6 | 35.8 | 2.1 | 35.1 | 59.8 | 3.1 |
| State | 9.8 | 31.4 | 39.2 | 19.6 | 7.6 | 16.9 | 43.1 | 32.4 | 9.5 | 35.7 | 52.9 | 1.9 |
| Female | | | | | | | | | | | | |
| School | 0.0 | 17.4 | 54.3 | 28.3 | 0.0 | 11.4 | 54.5 | 34.1 | 0.0 | 34.8 | 63.0 | 2.2 |
| District | 0.0 | 12.0 | 56.0 | 32.0 | 0.0 | 12.2 | 60.8 | 27.0 | 0.0 | 34.7 | 62.7 | 2.7 |
| State | 6.4 | 28.1 | 41.1 | 24.3 | 6.0 | 17.9 | 46.2 | 29.9 | 4.5 | 29.9 | 61.8 | 3.8 |

Grade 3 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Writing | | | |
|------------------------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White | | | | | | | | | | | | |
| School | 2.2 | 16.3 | 52.2 | 29.3 | 0.0 | 5.7 | 48.9 | 45.5 | 1.1 | 41.3 | 56.5 | 1.1 |
| District | 3.0 | 18.0 | 51.5 | 27.5 | 1.2 | 11.0 | 55.5 | 32.3 | 1.2 | 34.7 | 61.1 | 3.0 |
| State | 3.3 | 20.7 | 45.1 | 30.9 | 2.0 | 9.5 | 45.3 | 43.1 | 3.8 | 25.8 | 66.3 | 4.0 |
| Black | | | | | | | | | | | | |
| State | 18.5 | 46.8 | 29.2 | 5.6 | 17.7 | 33.5 | 40.7 | 8.2 | 14.4 | 46.9 | 38.1 | 0.7 |
| Hispanic | | | | | | | | | | | | |
| State | 10.5 | 40.2 | 39.3 | 10.0 | 7.3 | 23.3 | 51.8 | 17.6 | 8.0 | 39.2 | 51.7 | 1.1 |
| Asian/Pacific Islander | | | | | | | | | | | | |
| State | 1.8 | 15.6 | 45.0 | 37.6 | 1.2 | 5.3 | 36.2 | 57.3 | 1.9 | 21.0 | 71.4 | 5.8 |
| Native American | | | | | | | | | | | | |
| State | 6.5 | 34.8 | 35.7 | 23.0 | 3.0 | 18.1 | 52.6 | 26.3 | 8.3 | 39.1 | 51.3 | 1.3 |

ISAT continued**Grade 3 - Students with Disabilities**

| Levels | Reading | | | | Mathematics | | | | Writing | | | | |
|-------------|--------------|--------|------|------|-------------|------|------|------|---------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | School | 18.2 | 9.1 | 45.5 | 27.3 | 0.0 | 30.0 | 30.0 | 40.0 | 9.1 | 36.4 | 54.5 | 0.0 |
| | District | 19.2 | 23.1 | 42.3 | 15.4 | 3.8 | 34.6 | 42.3 | 19.2 | 7.7 | 30.8 | 61.5 | 0.0 |
| | State | 24.3 | 43.5 | 24.4 | 7.8 | 17.3 | 27.7 | 40.6 | 14.4 | 22.1 | 40.0 | 36.9 | 1.0 |
| Section 504 | State | 7.5 | 29.5 | 43.0 | 20.0 | 4.1 | 17.1 | 48.8 | 30.0 | 7.9 | 35.2 | 53.9 | 3.0 |
| | Non-disabled | School | 0.0 | 19.0 | 52.4 | 28.6 | 0.0 | 3.7 | 50.6 | 45.7 | 0.0 | 41.7 | 57.1 |
| District | | 0.0 | 17.8 | 53.4 | 28.8 | 0.7 | 7.0 | 58.0 | 34.3 | 0.0 | 35.6 | 61.0 | 3.4 |
| State | | 5.6 | 27.7 | 42.6 | 24.1 | 5.2 | 15.8 | 45.2 | 33.8 | 4.7 | 31.8 | 60.4 | 3.1 |

Grade 4**Grade 4 - All**

| Levels | Science | | | | Social Science | | | |
|----------|---------|------|------|------|----------------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 2.1 | 13.7 | 64.2 | 20.0 | 1.1 | 20.0 | 71.6 | 7.4 |
| District | 2.8 | 12.2 | 68.5 | 16.6 | 2.2 | 15.5 | 76.8 | 5.5 |
| State | 7.0 | 26.5 | 52.2 | 14.3 | 7.6 | 29.5 | 56.4 | 6.4 |

Grade 4 - Gender

| Levels | Science | | | | Social Science | | | | |
|--------|----------|-----|------|------|----------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 1.8 | 10.7 | 62.5 | 25.0 | 0.0 | 17.9 | 76.8 | 5.4 |
| | District | 2.9 | 11.8 | 65.7 | 19.6 | 1.0 | 14.7 | 79.4 | 4.9 |
| | State | 7.3 | 24.6 | 51.6 | 16.5 | 8.2 | 28.1 | 56.3 | 7.4 |
| Female | School | 2.6 | 17.9 | 66.7 | 12.8 | 2.6 | 23.1 | 64.1 | 10.3 |
| | District | 2.5 | 12.7 | 72.2 | 12.7 | 3.8 | 16.5 | 73.4 | 6.3 |
| | State | 6.7 | 28.5 | 52.9 | 12.0 | 7.0 | 31.1 | 56.6 | 5.4 |

Grade 4 - Racial/Ethnic Background

| Levels | Science | | | | Social Science | | | | |
|------------------------|----------|------|------|------|----------------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 2.2 | 14.1 | 65.2 | 18.5 | 1.1 | 19.6 | 72.8 | 6.5 |
| | District | 2.8 | 12.5 | 69.9 | 14.8 | 2.3 | 15.3 | 77.8 | 4.5 |
| | State | 2.4 | 15.8 | 60.5 | 21.2 | 2.7 | 18.8 | 69.0 | 9.5 |
| Black | State | 16.2 | 46.2 | 35.1 | 2.5 | 17.7 | 48.3 | 32.9 | 1.1 |
| Hispanic | State | 11.7 | 39.9 | 44.5 | 3.9 | 12.5 | 44.5 | 41.5 | 1.5 |
| Asian/Pacific Islander | State | 1.7 | 13.5 | 61.2 | 23.6 | 1.4 | 16.5 | 69.3 | 12.8 |
| Native American | State | 5.9 | 28.3 | 53.5 | 12.2 | 5.2 | 35.7 | 54.5 | 4.5 |

Grade 4 - Students with Disabilities

| Levels | Science | | | | Social Science | | | | |
|--------------|----------|------|------|------|----------------|------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | School | 0.0 | 27.8 | 72.2 | 0.0 | 5.6 | 33.3 | 61.1 | 0.0 |
| | District | 3.0 | 27.3 | 69.7 | 0.0 | 3.0 | 30.3 | 66.7 | 0.0 |
| | State | 15.9 | 38.3 | 40.0 | 5.9 | 20.3 | 40.6 | 37.0 | 2.1 |
| Section 504 | State | 7.5 | 24.8 | 52.5 | 15.1 | 6.2 | 33.6 | 53.9 | 6.4 |
| Non-disabled | School | 2.6 | 10.4 | 62.3 | 24.7 | 0.0 | 16.9 | 74.0 | 9.1 |
| | District | 2.7 | 8.8 | 68.0 | 20.4 | 2.0 | 12.2 | 78.9 | 6.8 |
| | State | 5.6 | 24.6 | 54.2 | 15.6 | 5.5 | 27.7 | 59.7 | 7.1 |

Grade 5**Grade 5 - All**

| Levels | Reading | | | | Mathematics | | | | Writing | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.9 | 26.9 | 46.3 | 25.9 | 1.9 | 21.3 | 66.7 | 10.2 | 1.9 | 31.5 | 65.7 | 0.9 |
| District | 0.6 | 29.0 | 40.9 | 29.5 | 1.7 | 17.6 | 71.6 | 9.1 | 1.7 | 27.3 | 68.2 | 2.8 |
| State | 1.0 | 38.6 | 37.3 | 23.1 | 3.5 | 28.1 | 58.6 | 9.7 | 6.2 | 29.0 | 61.3 | 3.5 |

Grade 5 - Gender

| Levels | Reading | | | | Mathematics | | | | Writing | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male | | | | | | | | | | | | |
| School | 0.0 | 32.3 | 48.4 | 19.4 | 1.6 | 22.6 | 64.5 | 11.3 | 3.2 | 33.9 | 62.9 | 0.0 |
| District | 0.0 | 27.3 | 45.5 | 27.3 | 1.0 | 18.2 | 68.7 | 12.1 | 3.0 | 31.3 | 64.6 | 1.0 |
| State | 1.4 | 40.0 | 37.0 | 21.6 | 4.2 | 28.3 | 56.9 | 10.6 | 8.8 | 34.3 | 54.9 | 2.0 |
| Female | | | | | | | | | | | | |
| School | 2.2 | 19.6 | 43.5 | 34.8 | 2.2 | 19.6 | 69.6 | 8.7 | 0.0 | 28.3 | 69.6 | 2.2 |
| District | 1.3 | 31.2 | 35.1 | 32.5 | 2.6 | 16.9 | 75.3 | 5.2 | 0.0 | 22.1 | 72.7 | 5.2 |
| State | 0.7 | 37.1 | 37.6 | 24.7 | 2.8 | 27.9 | 60.5 | 8.8 | 3.4 | 23.5 | 68.0 | 5.2 |

Grade 5 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Writing | | | |
|------------------------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White | | | | | | | | | | | | |
| School | 1.0 | 26.2 | 47.6 | 25.2 | 1.9 | 21.4 | 66.0 | 10.7 | 1.9 | 32.0 | 65.0 | 1.0 |
| District | 0.6 | 28.2 | 41.8 | 29.4 | 1.8 | 17.6 | 71.2 | 9.4 | 1.8 | 27.6 | 67.6 | 2.9 |
| State | 0.5 | 26.0 | 41.7 | 31.8 | 1.3 | 17.3 | 67.6 | 13.7 | 4.2 | 22.8 | 68.3 | 4.7 |
| Black | | | | | | | | | | | | |
| State | 2.2 | 61.9 | 28.5 | 7.3 | 9.1 | 50.8 | 38.7 | 1.5 | 10.9 | 42.1 | 45.9 | 1.1 |
| Hispanic | | | | | | | | | | | | |
| State | 1.4 | 56.3 | 32.4 | 9.8 | 4.6 | 40.1 | 52.2 | 3.1 | 7.7 | 36.6 | 54.0 | 1.7 |
| Asian/Pacific Islander | | | | | | | | | | | | |
| State | 0.2 | 20.9 | 40.5 | 38.4 | 0.8 | 10.2 | 62.7 | 26.3 | 1.9 | 17.3 | 72.3 | 8.5 |
| Native American | | | | | | | | | | | | |
| State | 0.7 | 36.4 | 43.1 | 19.9 | 3.0 | 29.1 | 61.1 | 6.8 | 7.9 | 29.0 | 61.0 | 2.1 |

Grade 5 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | Writing | | | |
|--------------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| IEP | | | | | | | | | | | | |
| School | 5.9 | 70.6 | 11.8 | 11.8 | 11.8 | 52.9 | 35.3 | 0.0 | 11.8 | 58.8 | 29.4 | 0.0 |
| District | 3.6 | 75.0 | 14.3 | 7.1 | 10.7 | 46.4 | 42.9 | 0.0 | 10.7 | 53.6 | 35.7 | 0.0 |
| State | 5.2 | 69.5 | 19.9 | 5.4 | 14.4 | 50.4 | 33.0 | 2.2 | 25.7 | 42.4 | 31.2 | 0.7 |
| Section 504 | | | | | | | | | | | | |
| State | 0.6 | 39.4 | 41.1 | 18.9 | 1.3 | 29.6 | 61.0 | 8.0 | 7.0 | 41.4 | 49.5 | 2.1 |
| Non-disabled | | | | | | | | | | | | |
| School | 0.0 | 19.1 | 51.7 | 29.2 | 0.0 | 15.7 | 71.9 | 12.4 | 0.0 | 25.8 | 73.0 | 1.1 |
| District | 0.0 | 20.0 | 45.5 | 34.5 | 0.0 | 12.4 | 76.6 | 11.0 | 0.0 | 21.4 | 75.2 | 3.4 |
| State | 0.3 | 33.5 | 40.1 | 26.0 | 1.7 | 24.4 | 62.9 | 10.9 | 3.1 | 26.8 | 66.1 | 4.0 |

Grade 5 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | Writing | | | |
|--------------------------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Free/Reduced Price Lunch | | | | | | | | | | | | |
| School | 0.0 | 20.0 | 60.0 | 20.0 | 0.0 | 20.0 | 70.0 | 10.0 | 10.0 | 50.0 | 40.0 | 0.0 |
| District | 0.0 | 23.1 | 53.8 | 23.1 | 0.0 | 15.4 | 76.9 | 7.7 | 7.7 | 46.2 | 46.2 | 0.0 |
| State | 1.8 | 58.3 | 31.2 | 8.7 | 6.5 | 44.4 | 46.7 | 2.3 | 9.8 | 40.0 | 49.0 | 1.1 |
| Not Eligible | | | | | | | | | | | | |
| School | 1.0 | 27.6 | 44.9 | 26.5 | 2.0 | 21.4 | 66.3 | 10.2 | 1.0 | 29.6 | 68.4 | 1.0 |
| District | 0.6 | 29.4 | 39.9 | 30.1 | 1.8 | 17.8 | 71.2 | 9.2 | 1.2 | 25.8 | 69.9 | 3.1 |
| State | 0.5 | 26.5 | 41.0 | 31.9 | 1.7 | 18.1 | 65.9 | 14.2 | 4.0 | 22.3 | 68.8 | 5.0 |

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | |
|---|-----|
| Is this School making Adequate Yearly Progress (AYP)? | Yes |
|---|-----|

| | |
|---|----|
| Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act? | No |
|---|----|

| | 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 | | | 88.0 | | 65.0 | |
| All | 100.0 | Yes | 100.0 | Yes | 76.8 | | Yes | 85.6 | | Yes | 95.4 | Yes | | |
| White | 100.0 | Yes | 100.0 | Yes | 77.5 | | Yes | 86.2 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Native American | | | | | | | | | | | | | | |
| 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
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 88.0% Attendance Rate for Non-High Schools or at least 65.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/02.

** 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**RICHMOND GRADE SCHOOL
Nippersink School District 2
2003 SCHOOL REPORT CARD**

We are proud 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 demonstrate their strong commitment to working on district and building goals in order to help our students meet and exceed state standards. They also work very hard to help remediate students who are not meeting the standards.

Areas for planned improvement:

- 1) Improve writing instruction by implementing the Four Square Writing Method in the classroom and providing ongoing staff development for teachers.
- 2) Improve social studies instruction by evaluating curriculum needs and selecting new textbooks.
- 3) Conduct a first level K-5 curriculum review of reading/language arts.
- 4) Increase the math concepts, estimation, and computation ITBS scores by 2% implementing staff development and increased focus in these areas.
- 5) Research and assess classroom management plans and develop school-wide expectations and strategies.

Nippersink School District 2

Nippersink District 2 is proud of its history in the development of differentiated instruction and thinking skills that meet the unique needs of all student learners. This standard 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 will enhance the use of the Curry/Samara Model by adding a trainer of trainer's component. This new addition will create new and creative opportunities for teachers as they develop lesson plans and units of instruction.

District 2 has aligned all of its curriculum and instruction with state standards as part of its strategic planning process. Staff and administration are in the second year of implementing the use of S.M.A.R.T. goals (Specific, Measurable, Attainable, Relevant, and Time-frame-trackable). This program provides instructional staff with detailed strategies for analyzing student achievement data and translating them into meaningful lesson and unit designs.

The Nippersink Board of Education has endorsed the following studies as district improvement goals for the 03-04 school year and beyond:

1. Research the implications of the No Child Left Behind Act.
2. Prepare professional development activities that will align curriculum and instruction with NCLB.
3. Evaluate the District 2/SEDOM special education service delivery model.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

4. Determine appropriate budget reductions for the 04-05 school year.
5. Utilize PMA Financial, Inc. software to share financial forecasts with the public.
6. Evaluate the efficacy of school boundary changes.
7. Evaluate options for creating a more nutritious lunch program for all schools.

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.