

**BRIGHAM ELEM SCHOOL  
MCLEAN COUNTY UNIT DIST NO 5  
BLOOMINGTON, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES : K 1 2 3 4 5 6**

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	67.5	10.2	21.0	1.3	0.0	50.7	14.4		0.0	27.0	94.4	381
District	79.8	12.8	4.0	3.3	0.1	19.5	1.3		0.2	12.9	95.4	10,564
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*		AVERAGE CLASS SIZE (as of the first school day in May)						STAFF-TO-STUDENT RATIOS			
	Percent	Grade 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	19.7	18.7	17.0	17.0			--	--	--	--
District	97.4	19.4	19.0	19.3	21.2			16.7	18.3	12.3	225.0
State	95.9	20.6	21.3	22.5	23.6			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	40	40		35	40		163	160		35	40	
District	40	40		35	40		163	160		35	40	
State	56	52		30	43		146	107		31	43	

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.8	1.6	0.5	0.1	0.0	20.5	79.5	762
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

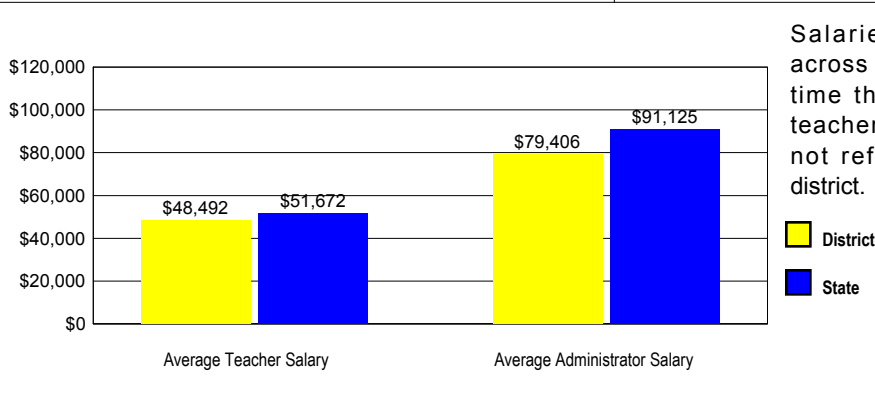
TEACHER INFORMATION ( Continued )					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	2.7	0.0
District	12.7	57.3	42.7	0.3	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.

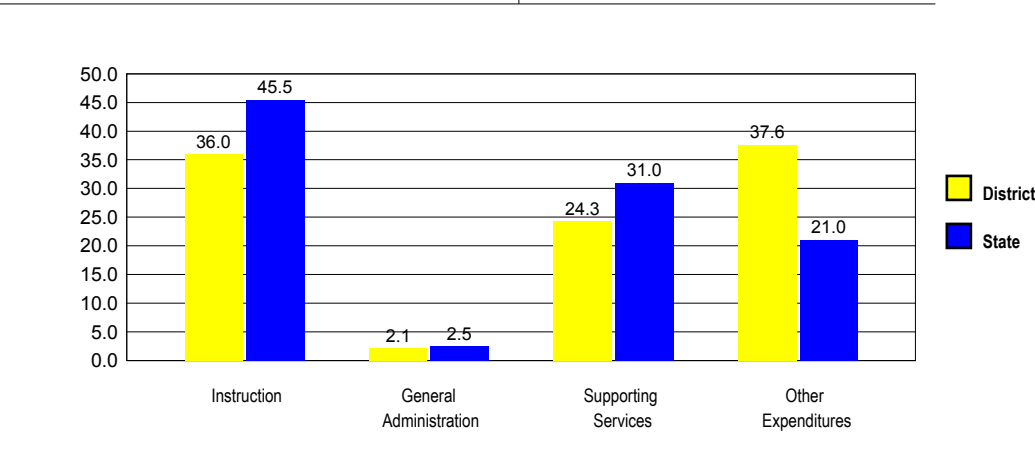
## SCHOOL DISTRICT FINANCES

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	\$52,613,708	64.8	55.4	Education	\$60,514,705	50.9	69.7
Other Local Funding	\$6,826,515	8.4	6.1	Operations & Maintenance	\$7,173,618	6.0	8.9
General State Aid	\$12,605,523	15.5	18.7	Transportation	\$3,231,061	2.7	3.4
Other State Funding	\$7,353,866	9.1	12.5	Bond and Interest	\$14,114,772	11.9	5.7
Federal Funding	\$1,819,422	2.2	7.3	Rent			0.0
TOTAL	\$81,219,034			Municipal Retirement/ Social Security	\$2,118,550	1.8	1.5
				Fire Prevention & Safety	\$127,952	0.1	1.0
				Site & Construction/ Capital Improvement	\$31,498,568	26.5	9.8
				TOTAL	\$118,779,226		

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	\$119,220	4.43	\$4,517	\$8,716
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.

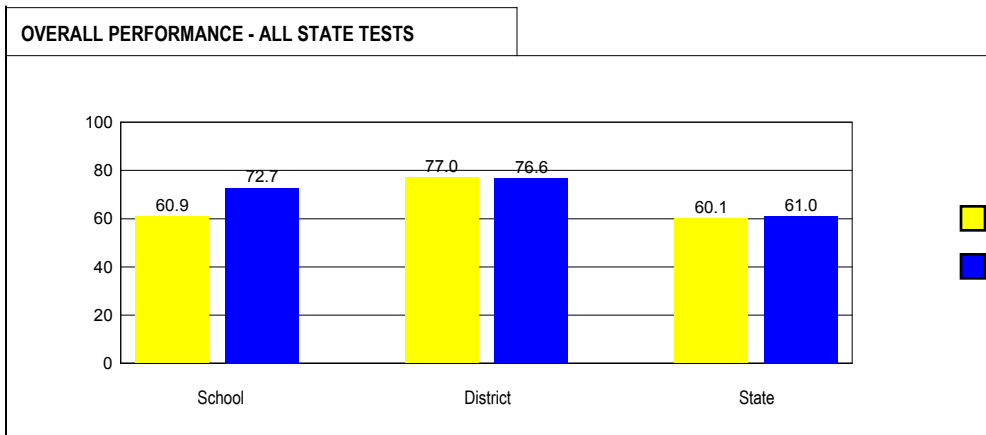
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

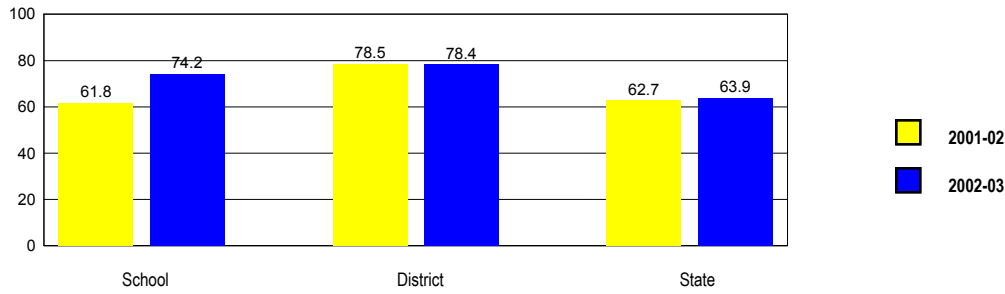
## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

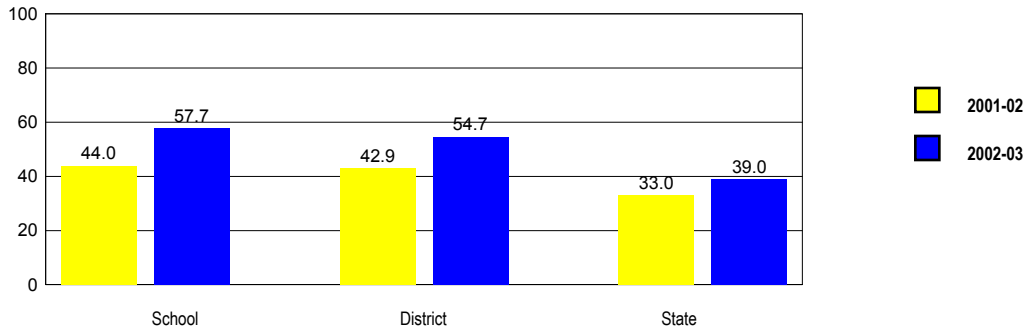
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



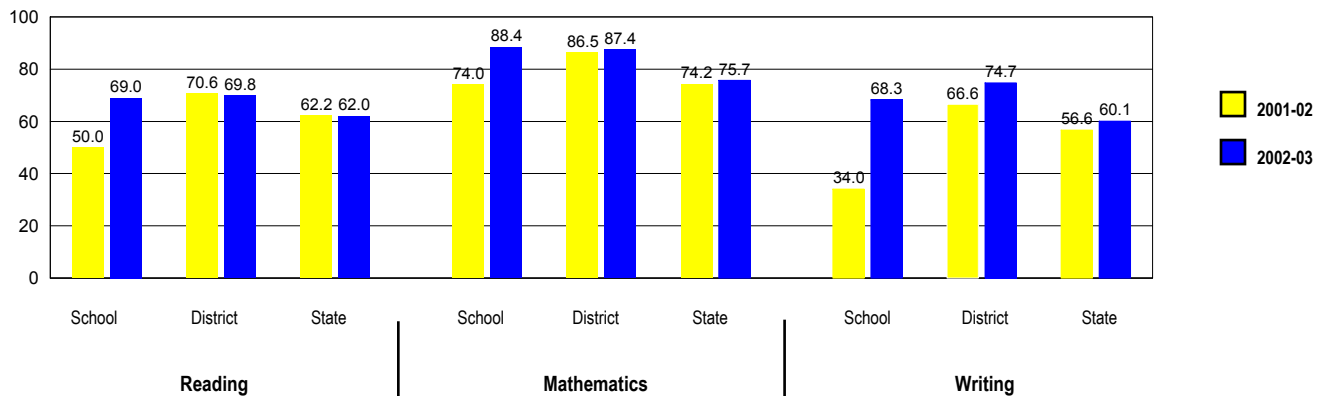
**OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE**



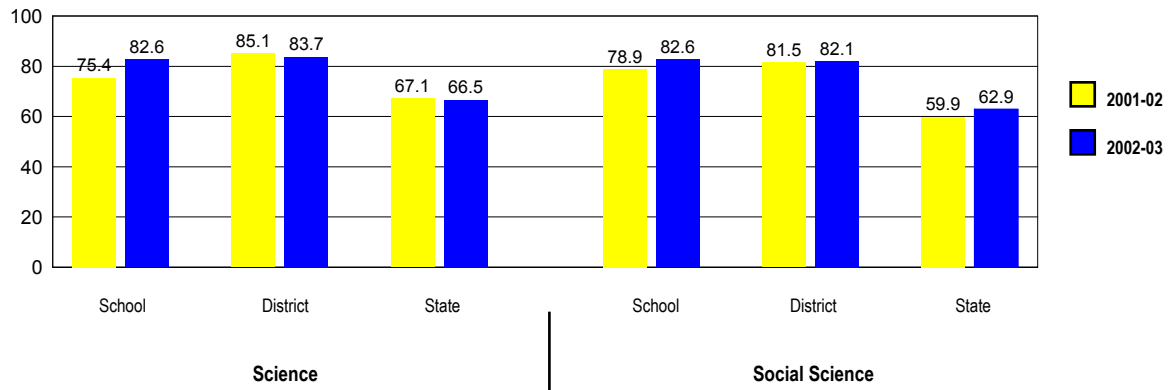
**ISAT PERFORMANCE**

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.

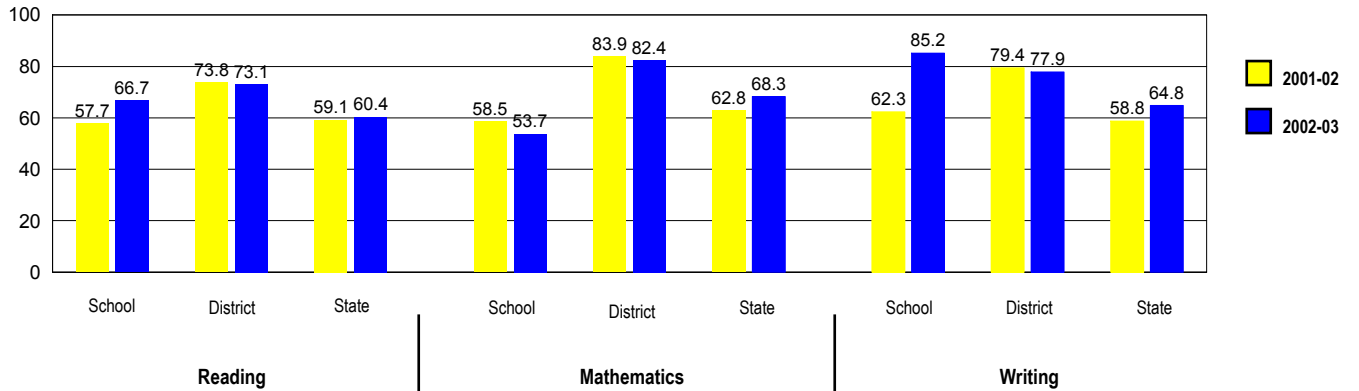
**ISAT Grade 3**



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	106	57	49	73	10	20	2	1	15	0	12	57
	Reading	0.0	1.8	0.0	0.0	0.0	5.0			0.0		8.3	17.5
	Mathematics	0.0	1.8	0.0	0.0	0.0	5.0			0.0		8.3	17.5
District	*Enrollment	3,193	1,641	1,552	2,585	370	109	119	6	53	0	470	553
	Reading	0.0	0.0	0.2	0.5	0.0	0.9	0.0		11.3		5.7	2.4
	Mathematics	0.0	0.1	0.2	0.5	0.0	0.9	0.0		11.3		6.0	2.5
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	7.1	23.8	50.0	19.0	2.3	9.3	46.5	41.9	0.0	31.7	68.3	0.0
District	5.3	24.9	39.5	30.3	2.5	10.1	42.7	44.7	2.8	22.5	70.6	4.2
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	8.3	29.2	54.2	8.3	4.2	4.2	62.5	29.2	0.0	21.7	78.3	0.0
District	5.9	26.2	38.2	29.7	2.8	9.9	40.4	46.9	3.8	24.6	67.8	3.8
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	5.6	16.7	44.4	33.3	0.0	15.8	26.3	57.9	0.0	44.4	55.6	0.0
District	4.6	23.4	41.0	31.0	2.2	10.4	45.4	42.1	1.6	20.0	73.7	4.7
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	6.1	27.3	45.5	21.2	3.0	6.1	48.5	42.4	0.0	33.3	66.7	0.0
District	4.2	20.3	40.7	34.9	2.0	6.1	41.4	50.5	2.3	19.7	73.3	4.7
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												
District	9.7	43.4	40.7	6.2	4.5	28.6	53.6	13.4	4.5	37.8	55.0	2.7
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												
District	12.1	45.5	24.2	18.2	2.9	23.5	41.2	32.4	6.1	15.2	78.8	0.0
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												
District	2.5	22.5	35.0	40.0	2.5	2.5	37.5	57.5	0.0	22.5	72.5	5.0
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 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	17.6	29.4	41.2	11.8	5.9	5.9	58.8	29.4	0.0	50.0	50.0	0.0	
District	16.5	42.0	36.9	4.5	6.8	24.3	54.8	14.1	5.7	39.8	53.4	1.1	
State	15.1	43.6	33.7	7.6	13.3	29.1	45.1	12.5	12.2	44.3	42.7	0.8	
Not Eligible													
School	0.0	20.0	56.0	24.0	0.0	11.5	38.5	50.0	0.0	20.0	80.0	0.0	
District	2.1	20.0	40.3	37.7	1.3	6.0	39.2	53.5	2.0	17.5	75.5	5.1	
State	3.9	21.4	44.1	30.6	2.8	10.3	44.3	42.6	3.9	25.9	66.1	4.1	

**Grade 4****Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	2.2	15.2	45.7	37.0	0.0	17.4	63.0	19.6
District	3.2	13.1	59.2	24.5	2.6	15.3	69.8	12.3
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	3.6	10.7	35.7	50.0	0.0	7.1	67.9	25.0	
District	3.2	9.8	58.1	28.9	2.3	12.8	70.2	14.8	
State	7.3	24.6	51.6	16.5	8.2	28.1	56.3	7.4	
Female									
School	0.0	22.2	61.1	16.7	0.0	33.3	55.6	11.1	
District	3.2	17.0	60.6	19.1	3.0	18.3	69.4	9.4	
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	2.9	11.8	41.2	44.1	0.0	11.8	67.6	20.6	
District	1.9	10.5	58.5	29.1	1.9	11.8	72.4	13.9	
State	2.4	15.8	60.5	21.2	2.7	18.8	69.0	9.5	
Black									
District	9.7	25.8	59.7	4.8	6.5	28.2	60.5	4.8	
State	16.2	46.2	35.1	2.5	17.7	48.3	32.9	1.1	
Hispanic									
District	5.3	15.8	65.8	13.2	0.0	34.2	57.9	7.9	
State	11.7	39.9	44.5	3.9	12.5	44.5	41.5	1.5	
Asian/Pacific Islander									
District	0.0	4.8	66.7	28.6	0.0	4.8	71.4	23.8	
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 - Economically Disadvantaged**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch									
School	4.8	23.8	57.1	14.3	0.0	28.6	61.9	9.5	
District	6.2	34.5	50.0	9.3	6.7	33.5	55.7	4.1	
State	13.1	41.8	41.1	3.9	14.2	45.8	38.6	1.3	
Not Eligible									
School	0.0	8.0	36.0	56.0	0.0	8.0	64.0	28.0	
District	2.3	6.3	62.1	29.3	1.3	9.5	74.3	14.9	
State	3.2	16.9	59.1	20.7	3.5	19.4	67.6	9.6	



**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	33.3	50.0	16.7	1.9	44.4	51.9	1.9	0.0	14.8	81.5	3.7
District	0.5	26.4	40.0	33.2	1.4	16.2	63.6	18.8	2.4	19.8	72.3	5.5
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	29.6	51.9	18.5	3.7	37.0	55.6	3.7	0.0	18.5	81.5	0.0
District	0.7	25.2	40.3	33.8	1.8	14.6	62.0	21.6	3.4	25.6	68.5	2.5
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	0.0	37.0	48.1	14.8	0.0	51.9	48.1	0.0	0.0	11.1	81.5	7.4
District	0.2	27.7	39.5	32.7	0.9	17.9	65.2	16.1	1.4	13.6	76.4	8.6
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	0.0	22.5	55.0	22.5	2.5	35.0	60.0	2.5	0.0	12.5	82.5	5.0
District	0.0	22.1	40.7	37.2	0.8	13.0	65.1	21.1	2.0	18.1	74.1	5.9
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												
District	3.7	53.3	33.6	9.3	5.6	34.6	54.2	5.6	3.8	31.4	61.9	2.9
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												
District	0.0	47.1	44.1	8.8	0.0	38.2	55.9	5.9	5.9	29.4	64.7	0.0
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												
District	0.0	8.0	36.0	56.0	0.0	0.0	68.0	32.0	0.0	8.0	76.0	16.0
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 - 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	43.3	53.3	3.3	0.0	63.3	33.3	3.3	0.0	20.0	80.0	0.0
District	2.4	52.1	37.1	8.4	3.5	44.1	48.8	3.5	7.8	31.9	58.4	1.8
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	0.0	20.8	45.8	33.3	4.2	20.8	75.0	0.0	0.0	8.3	83.3	8.3
District	0.0	20.4	40.6	38.9	0.8	9.6	67.1	22.4	1.1	16.9	75.6	6.4
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

**The Illinois State Board of Education (ISBE) is in the process of reviewing anomalies in the data for Brigham Elementary School. Therefore, the Adequate Yearly Progress (AYP) information is not available at this time. AYP status will be posted immediately upon receipt from ISBE.**

Brigham Elementary School  
Planned Improvement  
2003-2004

The Brigham community continues to analyze ways to improve our school. It is our goal to provide our students with a quality, twenty-first century educational experience. Teachers and administration write curriculum goals, which guide instruction in all Unit 5 schools. These goals align with the Illinois State Board of Education Standards and are adopted and reviewed by the Unit 5 Board of Education. Measurements of goal achievement are based on state and national assessments as well as those developed locally, at the building level and within classrooms.

Each year, the Brigham staff and School Improvement Team review current teaching practices and student performance levels. Through these reviews, a needs assessment is developed. This assessment drives our annual school improvement action plan. A number of new or updated initiatives are being addressed during the 2003-2004 school year. Among them are: Implementation of a revised school mission statement, creation of a more intensive bilingual instruction program including a full day bilingual kindergarten classroom, continuing to increase technology training for teachers, supporting the standards aligned classroom initiative by having three leveled teams, alignment of assemblies focusing on curricular goals, maintenance of "reading clubs" to better meet the needs of the intermediate readers, set classroom attendance goals and enhancement of current building writing plan. As a staff we look at schools with similar demographics and review teaching ideas from various websites.

As the Brigham community moves into the 2003-2004 school year, we will focus on two main goal areas. These goals are: Development of a new student survey geared towards highlighting performance issues, which will better prepare teachers for new student needs. Implementation of school wide Title 1 program, that features intense data analysis targeting students most at risk for failure. Other goals from 2002-2003 will be reviewed, maintained and enhanced. A list of support goals for 2003-2004 is below.

Support goals for the school year 2003-2004

- Emphasis on scheduling blocks to meet the needs of our Reading curriculum in primary grades
- Emphasis on improving Reading scores at all grades levels
- Maintain after school Reading book clubs for intermediate readers
- Enhance established Character Counts! program at all grade levels by increasing parent involvement with program
- Continue with more in depth staff technology training
- Enhancement of all school writing plan
- Continue to analyze higher performing schools and strategies used by teaching staff at these schools
- Continue with the Standards Aligned Classroom initiatives with the formation of an additional 1<sup>st</sup> year team, enhance participation with 2<sup>nd</sup> year and 3<sup>rd</sup> year team initiatives
- Continue to make attendance issues more visible and aware to all stakeholders within the Brigham Community
- Investigate Math component for 2004-2005 school year action plan