

**OAKDALE ELEM SCHOOL
MCLEAN COUNTY UNIT DIST NO 5
NORMAL, 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	64.4	30.6	4.2	0.8	0.0	32.2	0.0		0.2	17.5	95.2	481
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*

	Percent
School	95.0
District	97.4
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	
23.3	17.8	17.3	19.5		
19.4	19.0	19.3	21.2		
20.6	21.3	22.5	23.6		

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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16.7	18.3	12.3	225.0
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

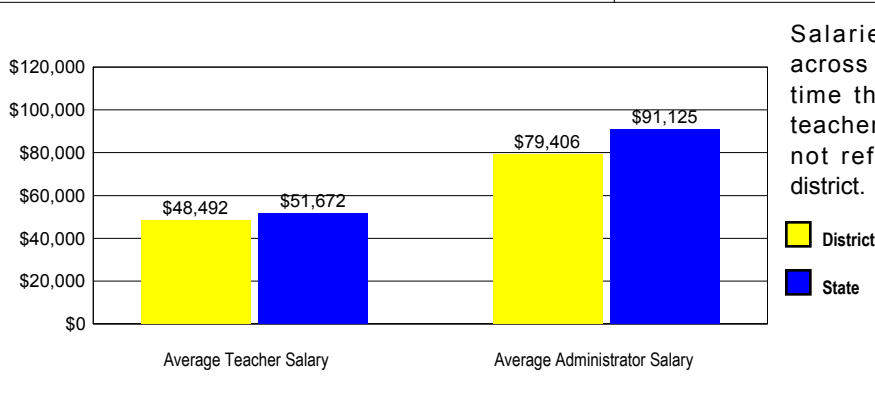
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	12.7	57.3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

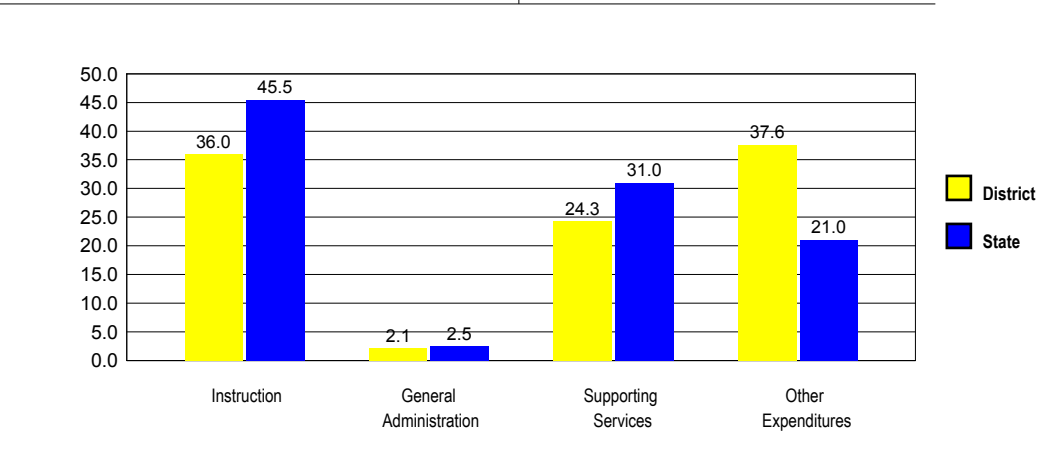
* Data based on No Child Left Behind (NCLB) definition.

SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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		

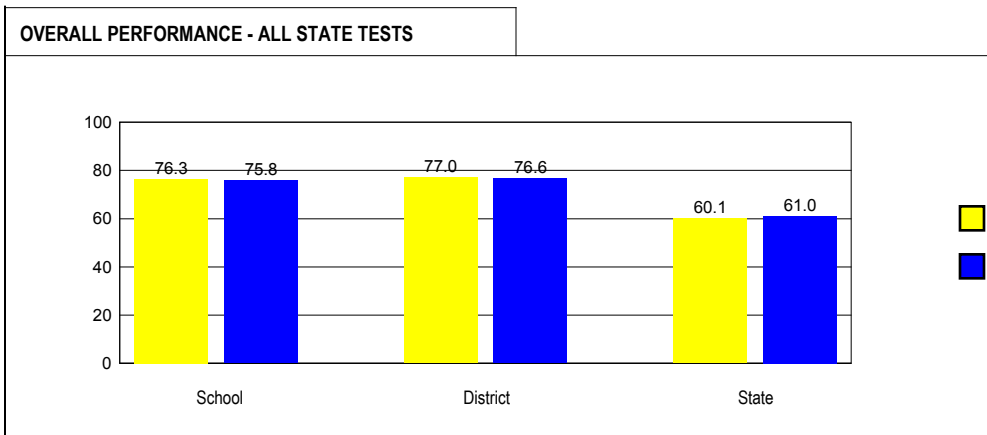
OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$119,220	4.43	\$4,517	\$8,716
State	**	**	\$4,842	\$8,181

** 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.

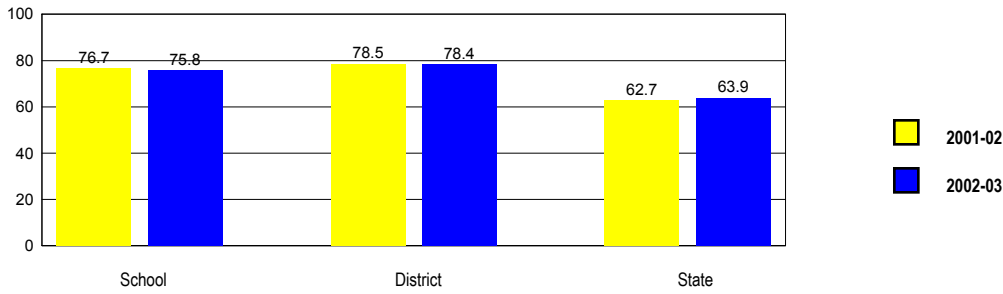
ACADEMIC PERFORMANCE

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.



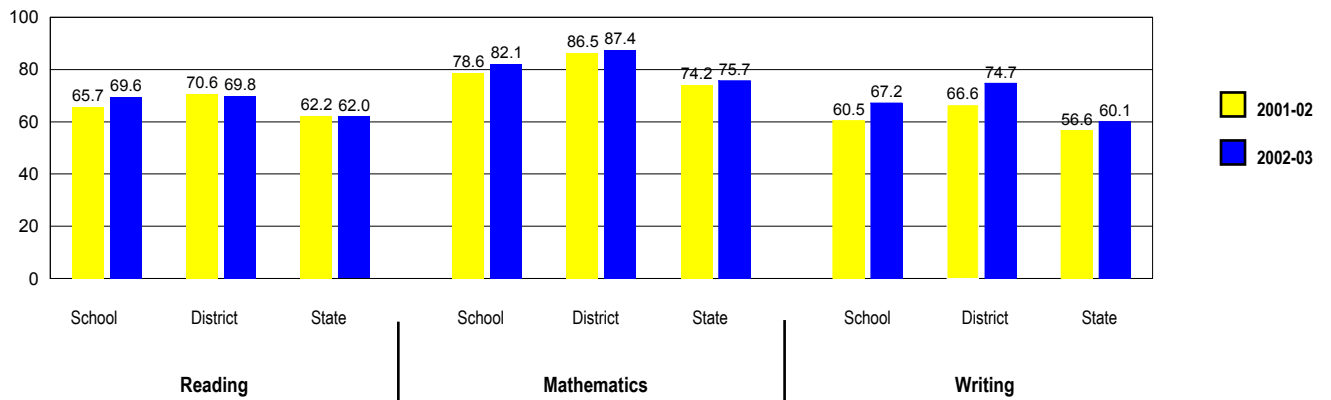
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



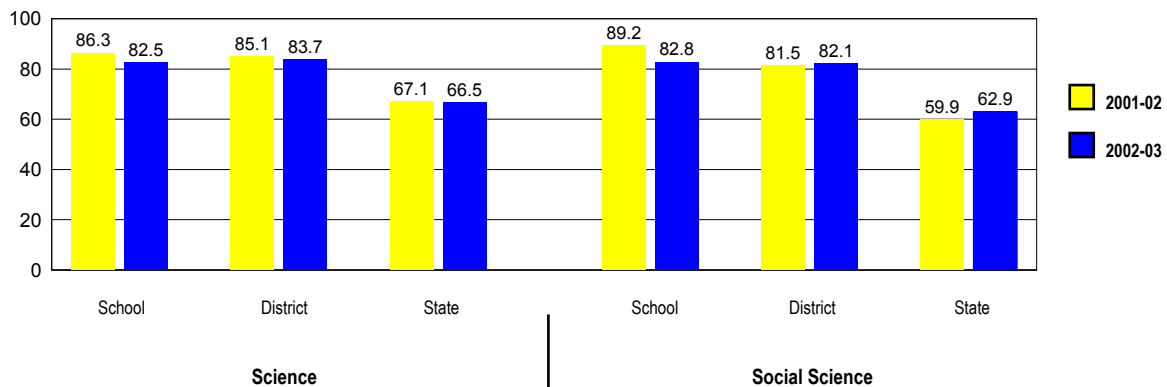
ISAT PERFORMANCE

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.

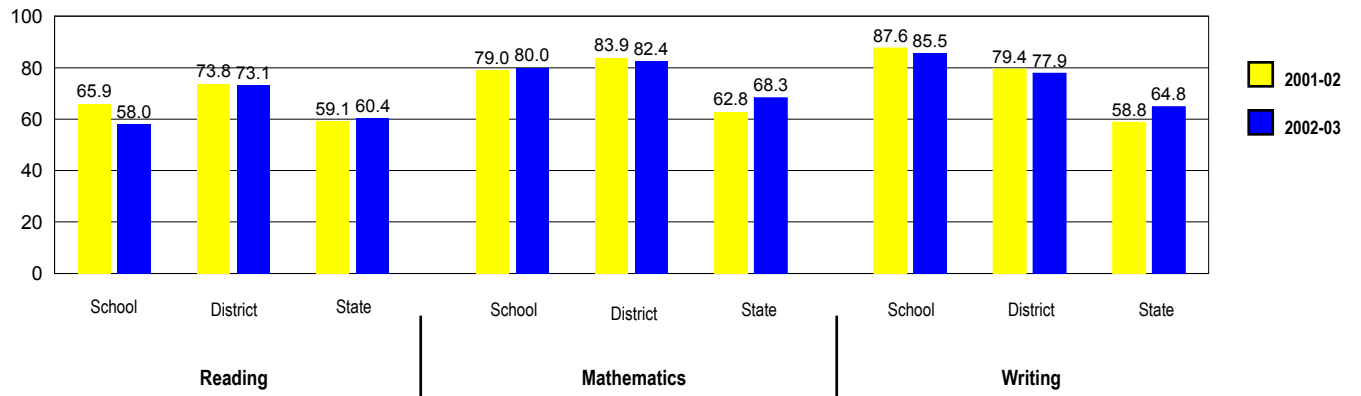
ISAT Grade 3



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	140	68	72	95	40	4	1	0	0	0	24	46
	Reading	0.0	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	0.0
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	2.9	27.5	37.7	31.9	1.5	16.4	38.8	43.3	3.0	29.9	61.2	6.0
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	2.8	27.8	41.7	27.8	2.8	16.7	33.3	47.2	5.6	30.6	55.6	8.3
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	3.0	27.3	33.3	36.4	0.0	16.1	45.2	38.7	0.0	29.0	67.7	3.2
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	0.0	20.0	37.8	42.2	0.0	9.1	36.4	54.5	2.3	27.3	61.4	9.1
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												
School	10.0	45.0	40.0	5.0	5.3	36.8	47.4	10.5	5.3	42.1	52.6	0.0
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 - Students with Disabilities**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP												
School	8.3	50.0	41.7	0.0	0.0	36.4	45.5	18.2	9.1	54.5	36.4	0.0
District	20.0	45.2	28.1	6.7	9.7	20.9	49.3	20.1	10.4	34.3	53.7	1.5
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	1.8	22.8	36.8	38.6	1.8	12.5	37.5	48.2	1.8	25.0	66.1	7.1
District	2.3	20.7	41.8	35.2	1.1	7.8	41.4	49.8	1.2	20.1	74.0	4.7
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 3 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch												
School	4.2	54.2	37.5	4.2	0.0	41.7	41.7	16.7	4.2	37.5	58.3	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	2.2	13.3	37.8	46.7	2.3	2.3	37.2	58.1	2.3	25.6	62.8	9.3
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	3.2	14.3	50.8	31.7	0.0	17.2	62.5	20.3
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	0.0	14.3	42.9	42.9	0.0	14.3	57.1	28.6
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	7.1	14.3	60.7	17.9	0.0	20.7	69.0	10.3
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

ISAT continued**Grade 4 - Racial/Ethnic Background**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	School	2.4	7.3	51.2	39.0	0.0	11.9	73.8	14.3
	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	School	6.7	40.0	46.7	6.7	0.0	40.0	40.0	20.0
	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 - Students with Disabilities

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	23.1	53.8	23.1	0.0	23.1	53.8	23.1
	District	6.0	28.4	54.5	11.2	9.0	31.3	54.5	5.2
	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	4.1	12.2	49.0	34.7	0.0	16.0	64.0	20.0
	District	2.5	10.1	60.1	27.3	1.3	12.1	72.8	13.8
	State	5.6	24.6	54.2	15.6	5.5	27.7	59.7	7.1

Grade 4 - Economically Disadvantaged

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	4.5	31.8	40.9	22.7	0.0	36.4	50.0	13.6
	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	2.4	4.9	56.1	36.6	0.0	7.1	69.0	23.8
	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	1.4	40.6	33.3	24.6	2.9	17.1	62.9	17.1	0.0	14.5	72.5	13.0
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

ISAT continued**Grade 5 - Gender**

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	29.0	41.9	29.0	0.0	12.9	64.5	22.6	0.0	22.6	67.7	9.7
	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	2.6	50.0	26.3	21.1	5.1	20.5	61.5	12.8	0.0	7.9	76.3	15.8
	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	39.6	27.1	33.3	0.0	18.4	61.2	20.4	0.0	14.3	73.5	12.2
	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	School	5.0	45.0	45.0	5.0	10.0	15.0	65.0	10.0	0.0	15.8	68.4	15.8
	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 - Students with Disabilities

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	8.3	91.7	0.0	0.0	8.3	75.0	16.7	0.0	0.0	9.1	90.9	0.0
	District	2.7	60.4	31.5	5.4	6.2	50.4	41.6	1.8	11.9	47.7	40.4	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	29.8	40.4	29.8	1.7	5.2	72.4	20.7	0.0	15.5	69.0	15.5
	District	0.1	21.7	40.9	37.3	0.6	11.3	66.6	21.4	0.9	15.7	77.1	6.3
	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	4.8	57.1	28.6	9.5	9.1	27.3	54.5	9.1	0.0	14.3	81.0	4.8
	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	33.3	35.4	31.3	0.0	12.5	66.7	20.8	0.0	14.6	68.8	16.7
	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

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
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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			88.0		65.0	
All	100.0	Yes	100.0	Yes	64.7		Yes	82.1		Yes	95.2	Yes		
White	100.0	Yes	100.0	Yes	70.3		Yes	87.8		Yes				
Black	100.0	Yes	100.0	Yes	50.0		Yes							
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	42.2		Yes	64.4		Yes				

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.

OAKDALE ELEMENTARY SCHOOL SCHOOL IMPROVEMENT SUMMARY 2003-2004

The primary goal of the Oakdale Elementary School staff is to provide all students with a quality, twenty-first century educational experience. Curriculum goals, which guide instruction in all Unit 5 schools, are written by teachers and administrators in our school district based on direction from the Illinois State Board of Education. These goals have been reviewed and adopted by the Unit 5 Board of Education. Measurement of goal achievement is based on state and national assessments as well as those developed locally, at the building level and within individual classrooms. Results from these assessments will continue to be analyzed by Oakdale staff members during faculty meetings, building improvement meetings and grade level meetings. Oakdale students consistently score at or above state and national averages on all normed assessments. It is the continued opinion of staff and parents that the children at Oakdale School are performing well academically.

All staff members will be encouraged to seek professional development activities that will enhance effectiveness and support best practice principles.

Each year, the Oakdale staff reviews current practices and student performance levels. Through these reviews, needs within the school are addressed through selection of staff development activities and school improvement activities. Several initiatives were addressed during the past school year. Among them were the development of a school wide behavior program that incorporated the "Character Counts" model and the implementation of reading strategies and activities designed to improve student reading scores on standardized as well as local assessments.

For the 2003-2004 school year, we have two primary goals that have been identified:

- Maintain the focus of improving reading scores initiated with the 2003-2004 school improvement plan.
- Maintain and enhance the "Character Counts" program for the 2003-2004 school year.

Oakdale Elementary School welcomes the support and involvement of our community in the school setting. We encourage parents and community members to be active participants in the education of Oakdale students. We recognize that only by working together can we provide a quality educational opportunity for all of our students.