

**PRAIRIE CROSSING CHARTER SCHOOL
PRAIRIE CROSSING CHARTER SCHOOL
GRAYSLAKE, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES: K 1 2 3 4

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	88.7	1.9	3.8	5.7	0.0	0.0	0.0		0.0	9.0	96.1	159
State	59.3	20.8	16.2	3.5	0.2	37.5	6.7		2.0	16.5	94.0	2,029,821

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
State	95.0

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

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
School	20.0	21.0	10.0			
State	20.5	21.1	22.1			

STAFF-TO-STUDENT RATIOS

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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19.1		14.0	222.6

* 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	90			60			120			60		
State	56			30			147			31		

TEACHER INFORMATION (Full-Time Equivalents)

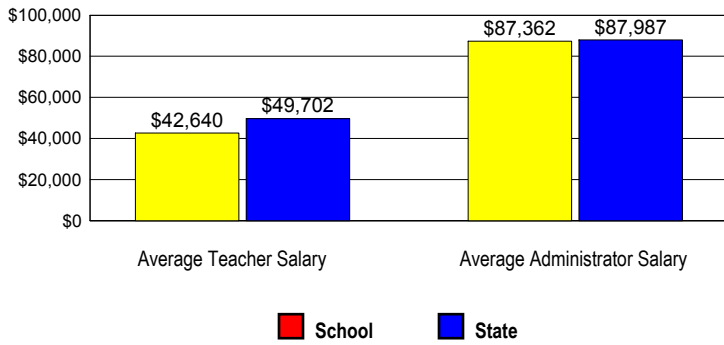
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
School	100.0	0.0	0.0	0.0	0.0	14.0	86.0	7
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

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	--	--	--		
State	14.2	53.9	46.0		

Most teacher/administrator data are not collected at the school level.
 * Data based on preliminary NCLB definitions.

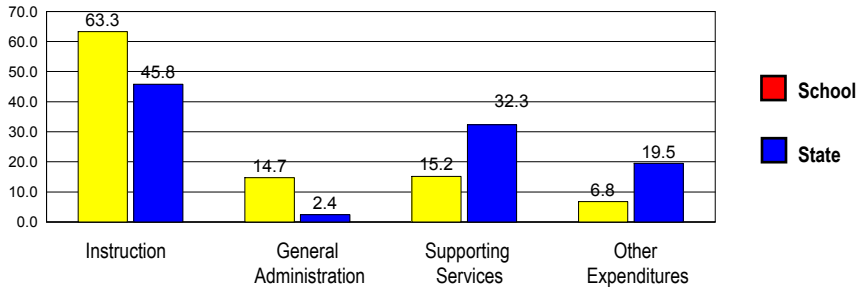
SCHOOL DISTRICT FINANCES

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 2000-01 (Percentages)



REVENUE BY SOURCE 2000-01			
	School	School %	State %
Local Property Taxes			
Other Local Funding			
General State Aid			
Other State Funding			
Federal Funding			
TOTAL			

EXPENDITURE BY FUND 2000-01			
	School	School %	State %
Education			
Operations & Maintenance			
Transportation			
Bond and Interest			
Rent			
Municipal Retirement/ Social Security			
Fire Prevention & Safety			
Site & Construction/ Capital Improvement			
TOTAL	\$688,509		

Expenditures by fund are not an exact comparison with those of the district(s) from which charter schools derive their enrollment because charter schools do not have taxing authority or separate funds as districts do. Instead, total expenditures of the charter school have been categorized according to purposes similar to those of public school districts.

OTHER FINANCIAL INDICATORS		
	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
School	\$3,632	\$5,493
State	\$4,667	\$7,926

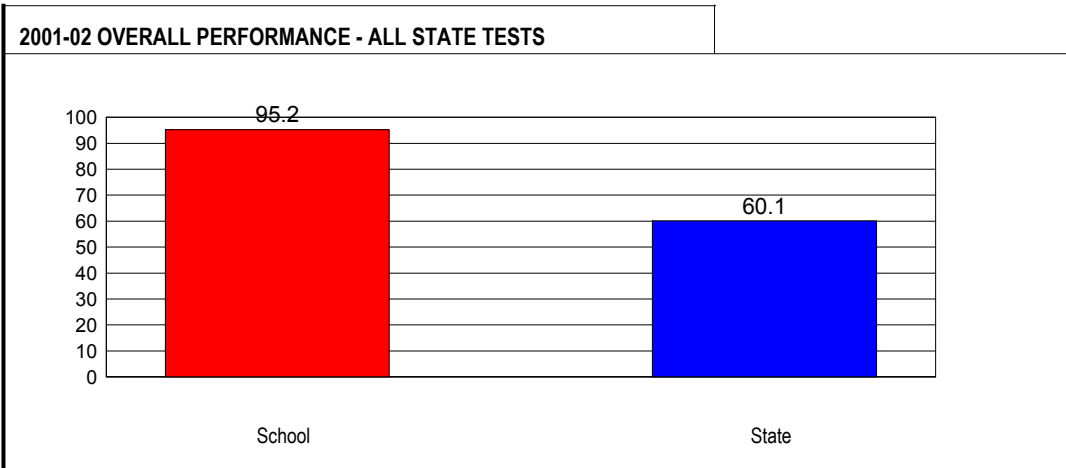
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

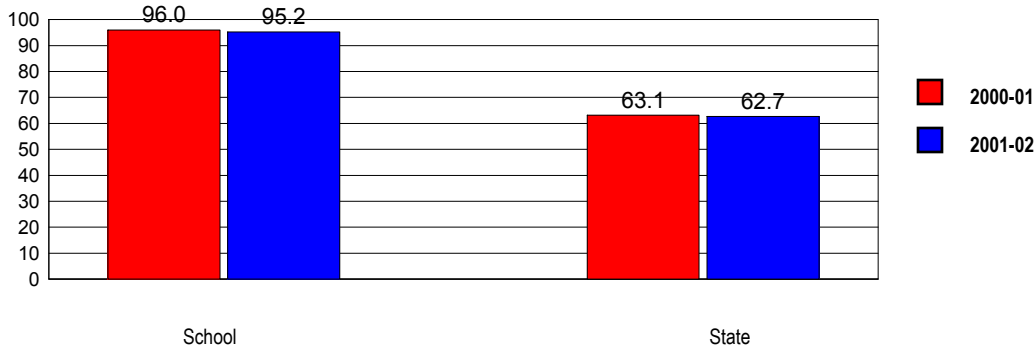
ACADEMIC PERFORMANCE

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 and the state. These performance measures include only those test scores for the grades and subjects included in your school.



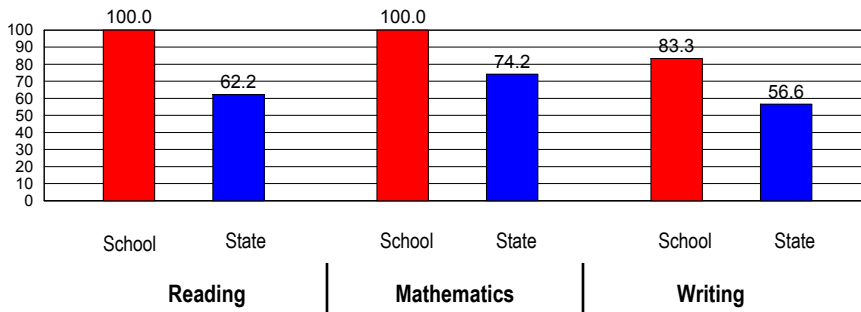
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



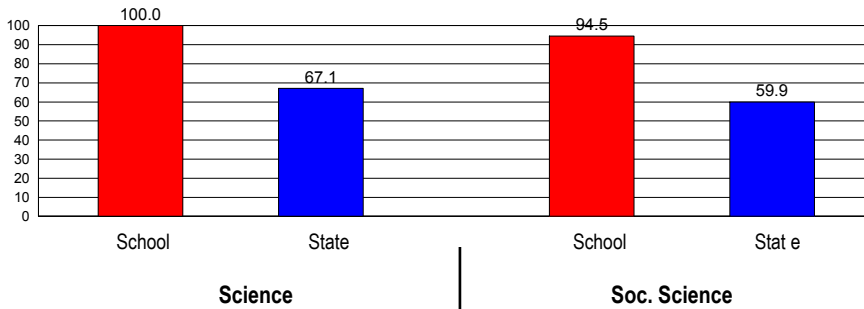
ISAT PERFORMANCE

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.

Grade 3



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

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.

In order to protect students' identities, test data for groups of fewer than five 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	30	15	15	30							4	
	Reading	0.0	0.0	0.0	0.0							0.0	
	Mathematics	0.0	0.0	0.0	0.0							0.0	
State	*Enrollment	610,328	310,180	300,148	369,979							78,455	
	Reading	2.6	3.0	2.6	4.1							0.9	
	Mathematics	2.4	2.8	2.5	4.0							0.6	

* 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

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.0	0.0	33.3	66.7	0.0	0.0	6.7	93.3	0.0	16.7	70.0	13.3
	State	6.8	31.0	43.6	18.6	7.2	18.6	43.9	30.3	9.0	34.3	53.6	3.0

Gender		Levels	Reading				Mathematics				Writing			
			1	2	3	4	1	2	3	4	1	2	3	4
Male	School		0.0	0.0	40.0	60.0	0.0	0.0	6.7	93.3	0.0	20.0	80.0	0.0
	State		8.2	32.8	42.5	16.5	7.9	18.0	42.4	31.7	11.9	37.1	49.0	2.1
Female	School		0.0	0.0	26.7	73.3	0.0	0.0	6.7	93.3	0.0	13.3	60.0	26.7
	State		5.2	29.2	44.8	20.9	6.4	19.2	45.5	28.9	6.0	31.5	58.5	4.0

Racial/Ethnic Background		Levels	Reading				Mathematics				Writing			
			1	2	3	4	1	2	3	4	1	2	3	4
White	School		0.0	0.0	33.3	66.7	0.0	0.0	6.7	93.3	0.0	16.7	70.0	13.3
	State		2.6	21.3	50.2	26.0	2.1	10.4	45.9	41.6	5.2	28.3	62.6	3.9
Black	School													
	State		16.1	49.9	29.3	4.8	19.2	35.4	37.7	7.7	18.1	47.1	33.9	0.9
Hispanic	School													
	State		9.0	42.9	39.9	8.2	7.6	26.2	49.5	16.7	10.2	40.9	47.2	1.8
Asian/ Pacific Islander	School													
	State		1.2	17.1	49.9	31.8	1.0	6.3	38.0	54.7	2.5	22.0	68.9	6.6
Native American	School													
	State		3.3	31.0	47.3	18.4	3.0	19.8	48.9	28.2	6.9	36.1	54.5	2.4

Students with Disabilities		Levels	Reading				Mathematics				Writing			
			1	2	3	4	1	2	3	4	1	2	3	4
IEP	School													
	State		21.2	47.7	25.5	5.5	18.9	29.3	39.1	12.6	26.3	40.9	32.0	0.9
Section 504	School													
	State		7.5	37.3	43.6	11.6	8.1	22.2	45.3	24.4	11.2	42.0	45.0	1.8
Non- disabled	School		0.0	0.0	30.8	69.2	0.0	0.0	3.8	96.2	0.0	15.4	69.2	15.4
	State		4.6	28.6	46.2	20.6	5.5	17.0	44.6	32.9	6.6	33.4	56.8	3.3

Economically Disadvantaged		Levels	Reading				Mathematics				Writing			
			1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School													
	State		13.2	46.5	34.2	6.1	14.6	31.1	42.7	11.7	15.7	45.4	37.8	1.0
Not Eligible	School		0.0	0.0	33.3	66.7	0.0	0.0	6.7	93.3	0.0	16.7	70.0	13.3
	State		3.2	22.4	48.9	25.6	3.1	11.6	44.6	40.7	5.3	28.2	62.3	4.1

GRADE 4

All		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
School			0.0	0.0	44.4	55.6	0.0	5.6	77.8	16.7
	State		7.6	25.2	53.3	13.8	9.6	30.5	53.7	6.2

Gender		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
Male	School		0.0	0.0	33.3	66.7	0.0	0.0	77.8	22.2
	State		7.9	23.5	52.2	16.3	10.4	29.1	53.4	7.1
Female	School		0.0	0.0	55.6	44.4	0.0	11.1	77.8	11.1
	State		7.2	27.0	54.6	11.2	8.8	32.0	54.0	5.2

Racial/Ethnic Background		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
White	School	0.0	0.0	37.5	62.5	0.0	0.0	81.3	18.8
	State	2.5	15.1	61.9	20.5	3.3	20.8	66.8	9.1
Black	School								
	State	18.4	44.0	35.4	2.2	22.9	47.7	28.5	1.0
Hispanic	School								
	State	12.7	39.0	44.7	3.6	16.0	45.8	36.8	1.3
Asian/ Pacific Islander	School								
	State	1.8	14.6	61.6	22.1	2.6	18.3	66.2	12.9
Native American	School								
	State	3.4	19.9	62.3	14.4	7.1	24.1	61.9	6.9

Students with Disabilities		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
IEP	School								
	State	17.0	36.6	41.0	5.4	24.1	40.7	33.4	1.8
Section 504	School								
	State	8.3	31.9	50.2	9.6	9.6	40.5	45.0	4.8
Non- disabled	School	0.0	0.0	40.0	60.0	0.0	6.7	73.3	20.0
	State	6.1	23.4	55.3	15.2	7.3	28.9	56.9	6.9

Economically Disadvantaged		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School								
	State	14.6	40.1	41.7	3.7	18.5	45.9	34.3	1.2
Not Eligible	School	0.0	0.0	44.4	55.6	0.0	5.6	77.8	16.7
	State	3.5	16.7	60.1	19.7	4.5	21.7	64.8	9.0

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.)