

RIVERVIEW C C SCHOOL DISTRICT 2 EAST PEORIA, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

Federal law requires public school districts to release district 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
District	98.4	1.6	0.0	0.0	0.0	34.9	0.0		0.6	16.6	95.5	318
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
District	98.0
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
District	14.0	26.0	20.0	18.5	19.0	
State	20.5	21.1	22.1	23.6	22.3	

STAFF-TO-STUDENT RATIOS

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
17.7		14.5	318.0
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
District	45	45	45	45	45	45	90	90	90	45	45	45
State	56	51	49	30	43	43	147	107	93	31	43	44

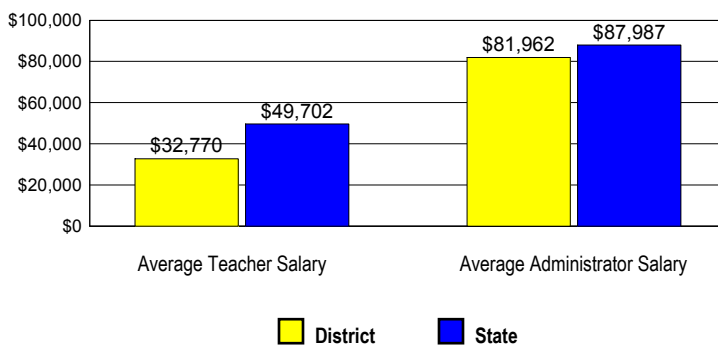
TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	19.0	81.0	21
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

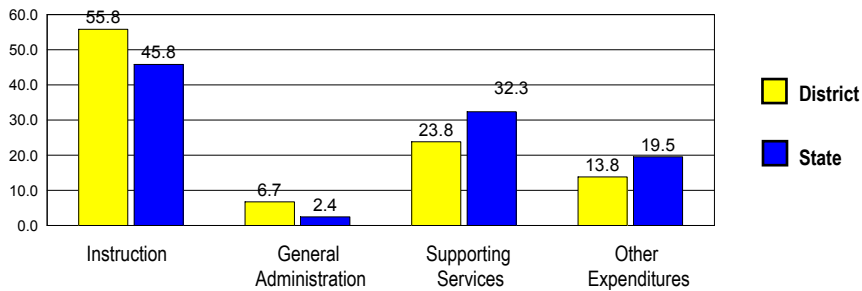
TEACHER INFORMATION (Continued)

	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 *
District	12.3	81.0	19.0	0.0	0.0
State	14.2	53.9	46.0	2.4	2.3

* 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

	District	District %	State %
Local Property Taxes	\$686,785	37.9	54.4
Other Local Funding	\$86,539	4.8	7.5
General State Aid	\$732,723	40.5	17.9
Other State Funding	\$222,905	12.3	12.7
Federal Funding	\$81,415	4.5	7.4
TOTAL	\$1,810,367		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$1,457,379	85.3	70.0
Operations & Maintenance	\$86,371	5.1	9.2
Transportation	\$132,275	7.7	3.4
Bond and Interest	\$0	0.0	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$29,523	1.7	1.6
Fire Prevention & Safety	\$3,622	0.2	1.0
Site & Construction/ Capital Improvement	\$0	0.0	9.3
TOTAL	\$1,709,170		

OTHER FINANCIAL INDICATORS

	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$84,021	2.52	\$3,051	\$4,688
State	**	**	\$4,667	\$7,926

** 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.

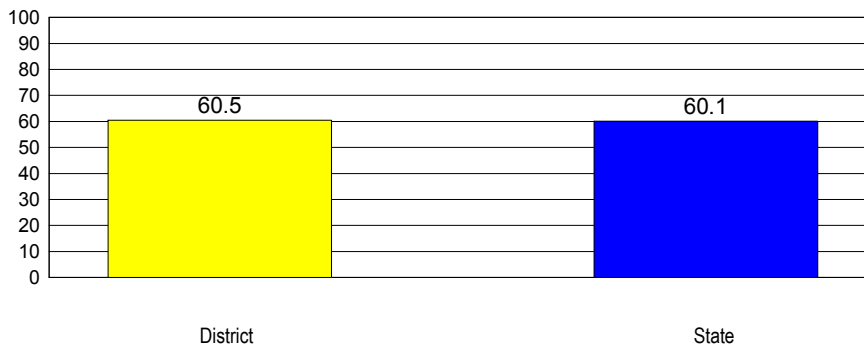
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

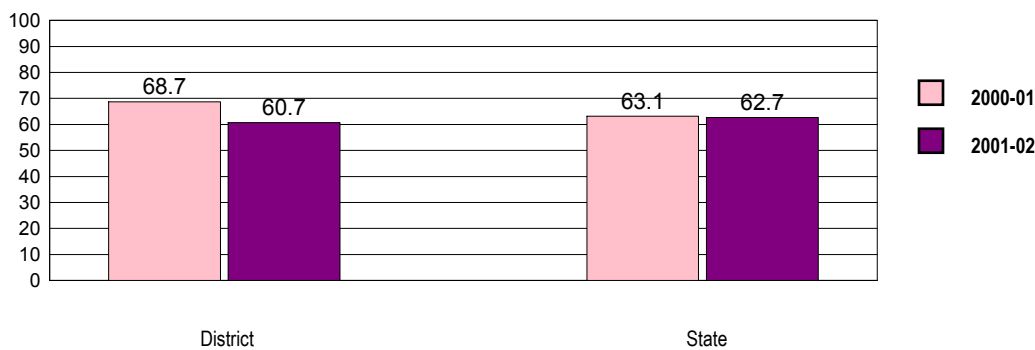
OVERALL STUDENT PERFORMANCE

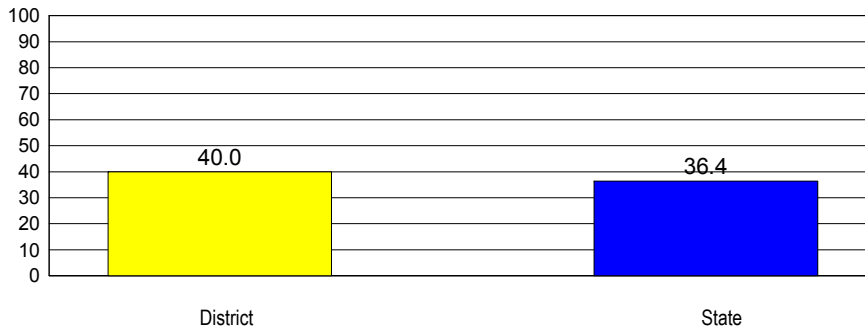
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. These performance measures include only those test scores for the grades and subjects included in your district.

2001-02 OVERALL PERFORMANCE - ALL STATE TESTS



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

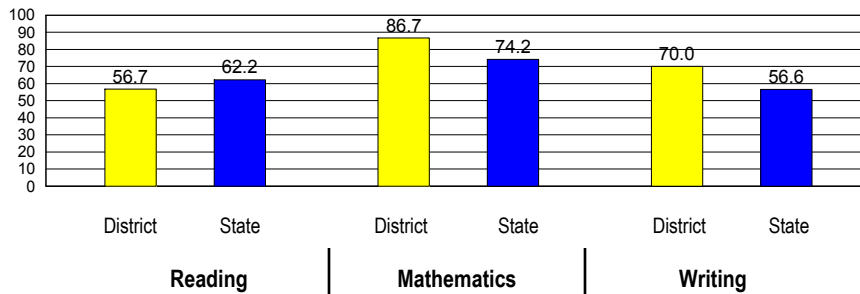
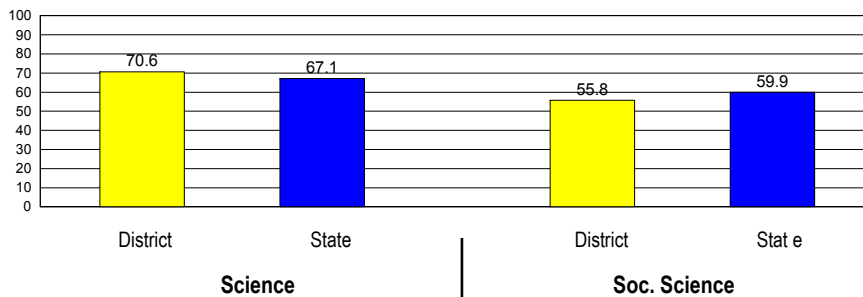


OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE 2001-02


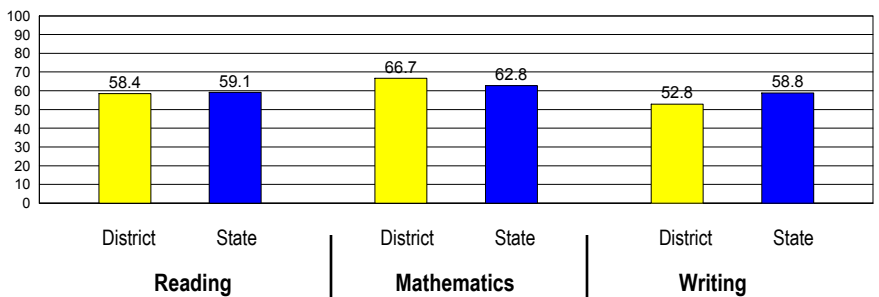
IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

ISAT PERFORMANCE

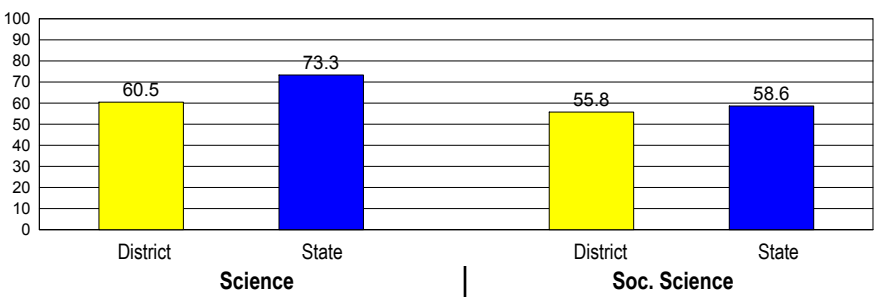
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

Grade 3

Grade 4


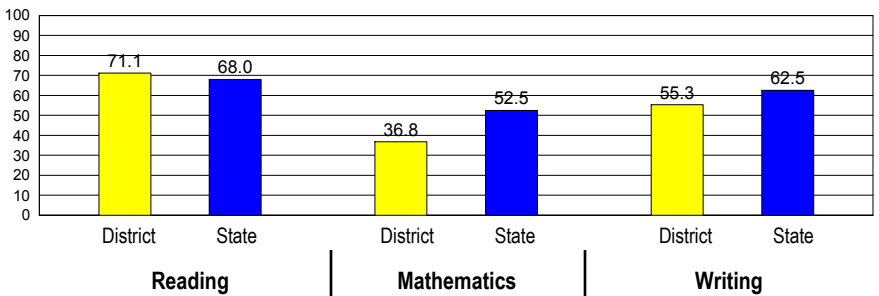
Grade 5



Grade 7



Grade 8



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				
District	*Enrollment	106	60	46	102	2	1	1					35
	Reading	0.0	0.0	6.5	0.0	0.0	100.	100.				0.0	100.
	Mathematics	0.0	0.0	6.5	0.0	0.0	100.	100.				0.0	100.
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444					226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8				0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7				0.6	16.3

* 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
District		6.7	36.7	50.0	6.7	0.0	13.3	60.0	26.7	3.3	26.7	70.0	0.0
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		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	District	5.0	40.0	50.0	5.0	0.0	10.0	75.0	15.0	5.0	30.0	65.0	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	District	10.0	30.0	50.0	10.0	0.0	20.0	30.0	50.0	0.0	20.0	80.0	0.0
	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		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	District	6.7	36.7	50.0	6.7	0.0	13.3	60.0	26.7	3.3	26.7	70.0	0.0
	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	District												
	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	District												
	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	District												
	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	District												
	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		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	District	40.0	60.0	0.0	0.0	0.0	40.0	60.0	0.0	20.0	60.0	20.0	0.0
	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	District												
	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	District	0.0	32.0	60.0	8.0	0.0	8.0	60.0	32.0	0.0	20.0	80.0	0.0
	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

GRADE 4

All		Science				Social Science			
		1	2	3	4	1	2	3	4
District		2.9	26.5	55.9	14.7	5.9	38.2	52.9	2.9
	State	7.6	25.2	53.3	13.8	9.6	30.5	53.7	6.2

Gender		Science				Social Science			
		1	2	3	4	1	2	3	4
Male	District	5.3	31.6	42.1	21.1	5.3	31.6	63.2	0.0
	State	7.9	23.5	52.2	16.3	10.4	29.1	53.4	7.1
Female	District	0.0	20.0	73.3	6.7	6.7	46.7	40.0	6.7
	State	7.2	27.0	54.6	11.2	8.8	32.0	54.0	5.2

Racial/Ethnic Background		Science				Social Science			
		1	2	3	4	1	2	3	4
White	District	3.0	27.3	54.5	15.2	6.1	39.4	51.5	3.0
	State	2.5	15.1	61.9	20.5	3.3	20.8	66.8	9.1
Black	District								
	State	18.4	44.0	35.4	2.2	22.9	47.7	28.5	1.0
Hispanic	District								
	State	12.7	39.0	44.7	3.6	16.0	45.8	36.8	1.3
Asian/Pacific Islander	District								
	State	1.8	14.6	61.6	22.1	2.6	18.3	66.2	12.9
Native American	District								
	State	3.4	19.9	62.3	14.4	7.1	24.1	61.9	6.9

Students with Disabilities		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
IEP	District		14.3	28.6	42.9	14.3	0.0	28.6	71.4	0.0
	State		17.0	36.6	41.0	5.4	24.1	40.7	33.4	1.8
Section 504	District									
	State		8.3	31.9	50.2	9.6	9.6	40.5	45.0	4.8
Non-disabled	District		0.0	25.9	59.3	14.8	7.4	40.7	48.1	3.7
	State		6.1	23.4	55.3	15.2	7.3	28.9	56.9	6.9

GRADE 5

All		Levels	Reading				Mathematics				Writing			
			1	2	3	4	1	2	3	4	1	2	3	4
	District		0.0	41.7	41.7	16.7	0.0	33.3	61.1	5.6	8.3	38.9	52.8	0.0
	State		1.5	39.4	36.8	22.3	5.2	32.0	54.9	7.9	5.8	35.4	53.9	4.9

Gender		Levels	Reading				Mathematics				Writing			
			1	2	3	4	1	2	3	4	1	2	3	4
Male	District		0.0	45.0	40.0	15.0	0.0	45.0	50.0	5.0	15.0	40.0	45.0	0.0
	State		1.9	41.1	36.4	20.6	6.0	31.7	53.6	8.6	8.2	40.4	48.6	2.9
Female	District		0.0	37.5	43.8	18.8	0.0	18.8	75.0	6.3	0.0	37.5	62.5	0.0
	State		1.1	37.4	37.2	24.3	4.2	32.1	56.5	7.2	3.2	30.2	59.5	7.0

Racial/Ethnic Background		Levels	Reading				Mathematics				Writing			
			1	2	3	4	1	2	3	4	1	2	3	4
White	District		0.0	42.9	40.0	17.1	0.0	34.3	60.0	5.7	8.6	37.1	54.3	0.0
	State		0.7	26.8	41.6	31.0	1.8	20.9	66.1	11.2	3.8	28.5	61.0	6.7
Black	District													
	State		3.4	63.2	26.8	6.6	13.4	54.4	31.3	0.9	10.6	49.7	38.3	1.4
Hispanic	District													
	State		2.1	57.4	31.9	8.6	7.1	46.6	44.2	2.1	7.4	44.6	46.0	2.0
Asian/Pacific Islander	District													
	State		0.3	24.3	40.1	35.4	0.9	13.8	63.8	21.5	1.8	23.4	64.4	10.3
Native American	District													
	State		1.1	36.6	43.4	18.9	4.3	31.8	57.2	6.7	6.0	37.1	54.0	2.9

Students with Disabilities		Levels	Reading				Mathematics				Writing			
			1	2	3	4	1	2	3	4	1	2	3	4
IEP	District		0.0	85.7	14.3	0.0	0.0	57.1	42.9	0.0	28.6	71.4	0.0	0.0
	State		7.3	68.4	19.2	5.1	18.5	50.2	29.7	1.6	23.2	48.1	27.8	0.9
Section 504	District													
	State		1.3	47.7	35.7	15.3	6.0	41.1	48.4	4.5	7.4	43.7	45.9	3.0
Non-disabled	District		0.0	31.0	48.3	20.7	0.0	27.6	65.5	6.9	3.4	31.0	65.5	0.0
	State		0.5	34.6	39.7	25.2	3.0	28.9	59.1	9.0	3.0	33.4	58.0	5.5

GRADE 7

All		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
	District		11.6	27.9	46.5	14.0	7.0	37.2	46.5	9.3
	State		9.9	16.8	56.2	17.1	1.8	39.6	47.5	11.1

Gender		Levels	Science				Social Science			
			1	2	3	4	1	2	3	4
Male	District		5.0	30.0	50.0	15.0	5.0	40.0	40.0	15.0
	State		10.7	15.7	53.5	20.1	2.3	38.8	45.9	13.1
Female	District		18.2	22.7	45.5	13.6	9.1	31.8	54.5	4.5
	State		9.1	18.0	59.1	13.9	1.3	40.3	49.2	9.1

Racial/Ethnic Background		Science				Social Science			
		1	2	3	4	1	2	3	4
White	District	9.1	27.3	45.5	18.2	6.1	39.4	42.4	12.1
	State	4.8	10.4	60.8	24.0	0.9	28.4	55.0	15.6
Black	District								
	State	22.3	31.2	43.9	2.6	4.2	64.2	29.9	1.7
Hispanic	District								
	State	16.0	25.7	53.3	5.1	2.4	56.7	37.9	3.1
Asian/Pacific Islander	District								
	State	3.0	9.4	59.8	27.8	0.4	20.9	58.1	20.6
Native American	District								
	State	11.2	17.3	59.9	11.6	1.2	47.4	43.9	7.4

Students with Disabilities		Science				Social Science			
		1	2	3	4	1	2	3	4
IEP	District	37.5	37.5	12.5	12.5	37.5	37.5	25.0	0.0
	State	30.9	28.1	37.2	3.8	7.9	68.0	22.2	2.0
Section 504	District								
	State	13.3	20.7	53.5	12.4	1.7	47.8	42.6	7.9
Non-disabled	District	5.7	25.7	54.3	14.3	0.0	37.1	51.4	11.4
	State	6.5	15.0	59.3	19.2	0.8	35.0	51.6	12.6

GRADE 8

All		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	District	5.3	23.7	65.8	5.3	13.2	50.0	34.2	2.6	15.8	28.9	55.3	0.0
	State	1.0	31.1	57.8	10.2	7.3	40.2	37.3	15.2	5.2	32.3	57.3	5.2

Gender		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	District	9.5	28.6	61.9	0.0	19.0	47.6	28.6	4.8	23.8	28.6	47.6	0.0
	State	1.3	31.6	57.7	9.4	8.6	39.8	35.9	15.8	7.9	39.7	49.5	2.9
Female	District	0.0	17.6	70.6	11.8	5.9	52.9	41.2	0.0	5.9	29.4	64.7	0.0
	State	0.6	30.4	58.0	11.0	5.8	40.5	38.9	14.7	2.4	24.7	65.3	7.5

Racial/Ethnic Background		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	District	5.4	24.3	64.9	5.4	13.5	51.4	35.1	0.0	16.2	29.7	54.1	0.0
	State	0.5	22.7	63.3	13.5	3.9	31.3	44.4	20.4	3.7	27.1	62.5	6.6
Black	District												
	State	2.2	49.0	46.0	2.7	17.2	60.7	19.8	2.3	9.9	46.0	42.7	1.5
Hispanic	District												
	State	1.4	47.6	47.6	3.3	10.2	56.6	28.5	4.8	6.4	40.4	50.8	2.3
Asian/Pacific Islander	District												
	State	0.4	16.8	63.1	19.7	1.6	20.8	41.9	35.7	1.6	18.3	68.7	11.5
Native American	District												
	State	2.0	35.5	54.5	7.9	7.9	47.8	34.1	10.1	6.9	40.4	50.6	2.2

Students with Disabilities		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	District	28.6	71.4	0.0	0.0	71.4	28.6	0.0	0.0	85.7	14.3	0.0	0.0
	State	5.7	69.1	24.3	1.0	32.7	54.3	11.4	1.6	26.3	50.9	22.3	0.6
Section 504	District												
	State	0.4	39.2	52.9	7.4	9.0	48.1	34.0	8.9	5.8	44.0	48.2	2.0
Non-disabled	District	0.0	12.9	80.6	6.5	0.0	54.8	41.9	3.2	0.0	32.3	67.7	0.0
	State	0.3	25.0	63.1	11.6	3.3	37.9	41.5	17.4	2.1	29.4	62.6	5.9

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001 . Out of 1 schools in the district, 0 schools or 0 percent are in School Improvement Status.

School ID	School Name	Years in School Improvement
-----------	-------------	-----------------------------