

Beebe Elem School
Naperville CUSD 203
Naperville, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	51.5	7.6	14.3	23.9	0.4	0.3	2.0	19.6	15.0	6.4		0.0	9.9	96.4	746
District	69.0	4.9	7.6	14.7	0.1	0.1	3.6	10.4	3.4	9.1		0.3	4.5	96.3	17,563
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

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.

IEP Students are those students eligible to receive special education services.

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.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	100.0	--	--	--	--
District	100.0	19.1	19.3	13.0	214.2
State	96.0	18.8	18.9	13.6	211.3

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	24.0	24.7	26.6	26.8	26.0	27.0				
District	22.2	24.7	24.7	25.3	26.1	24.4				
State	20.9	21.6	21.8	22.3	22.9	23.3				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

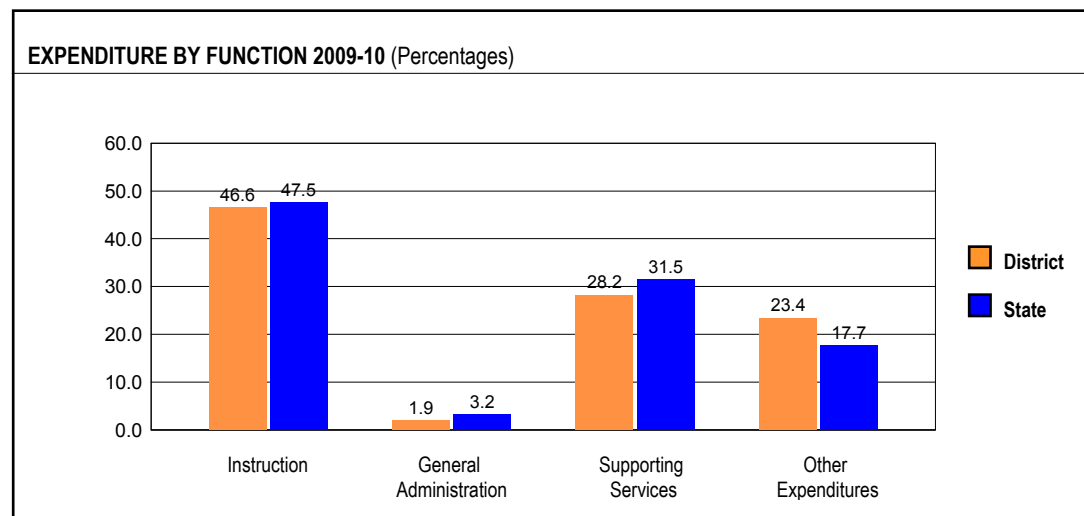
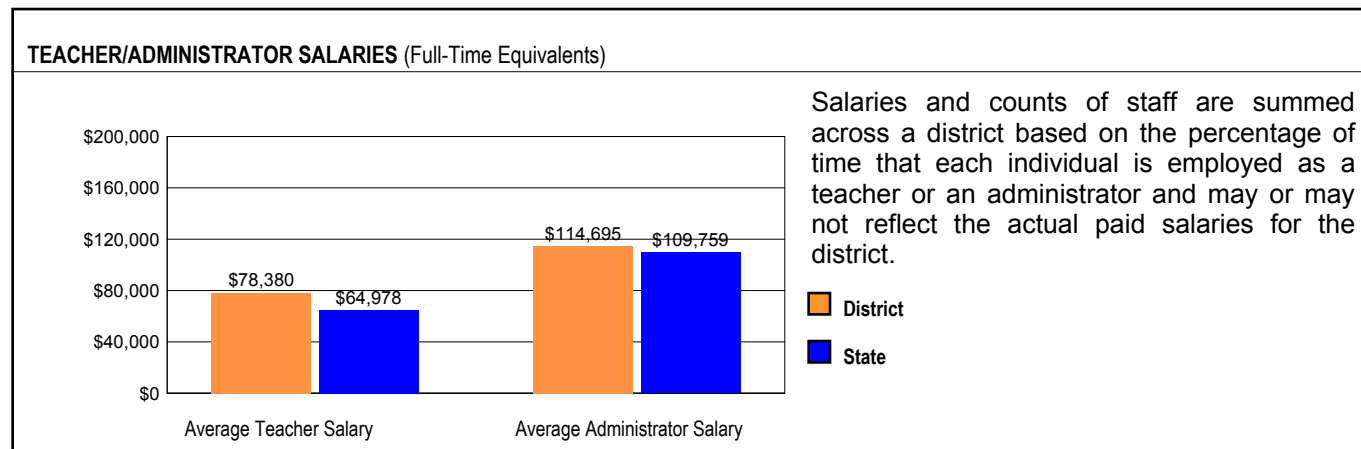
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			30			150			30		
District	60			30			150			30		
State	60			30			143			30		

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	94.7	1.1	1.8	1.3	0.1	0.0	0.9	0.1	28.2	71.8	1,061
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	13.5	33.4	66.6	0.3	0.0
State	13.2	39.5	60.4	0.6	0.8

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$195,208,963	82.6	58.9	Education	\$176,524,416	65.6	72.9
Other Local Funding	\$12,857,390	5.4	6.4	Operations & Maintenance	\$22,430,602	8.3	6.0
General State Aid	\$6,695,954	2.8	14.9	Transportation	\$9,868,094	3.7	3.8
Other State Funding	\$10,968,029	4.6	7.5	Debt Service	\$1,115,107	0.4	7.2
Federal Funding	\$10,668,920	4.5	12.4	Tort	\$1,810,538	0.7	1.2
TOTAL	\$236,399,256			Municipal Retirement/ Social Security	\$6,165,544	2.3	1.9
				Fire Prevention & Safety	\$997,801	0.4	0.7
				Site & Construction/ Capital Improvement	\$50,043,016	18.6	6.4
				TOTAL	\$268,955,118		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$294,406	3.90	\$7,458	\$11,864
State	**	**	\$6,773	\$11,537

** 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.

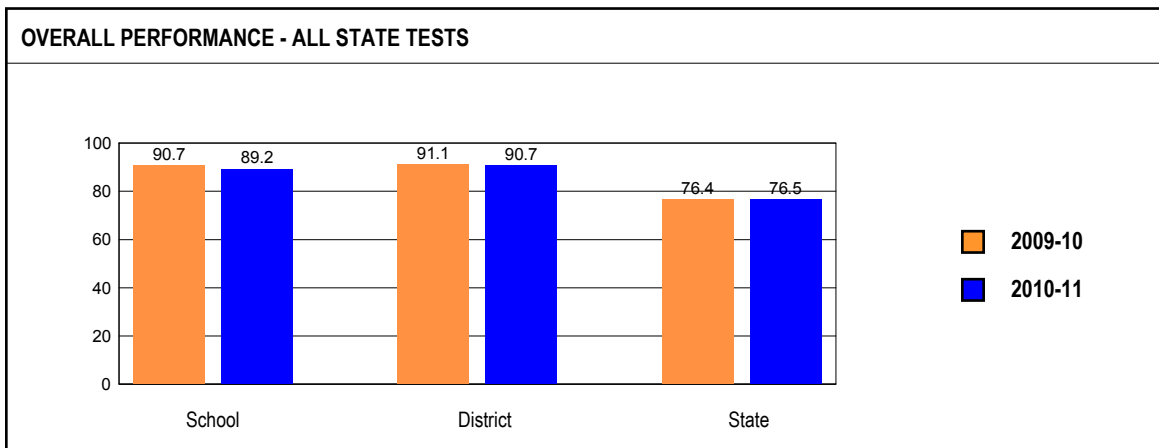
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

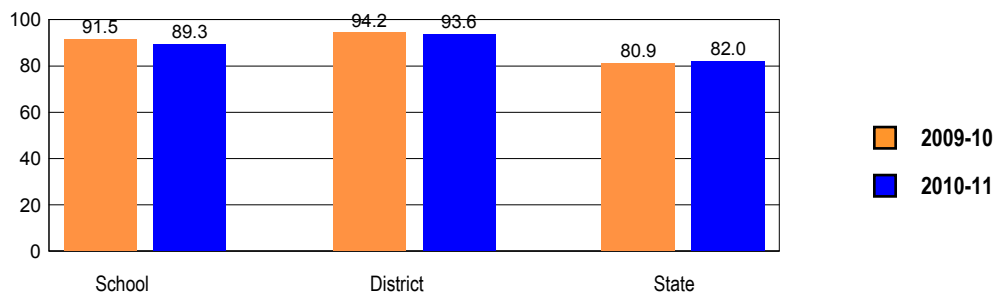
ACADEMIC PERFORMANCE

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. They represent your school's performance in reading, mathematics, and science.

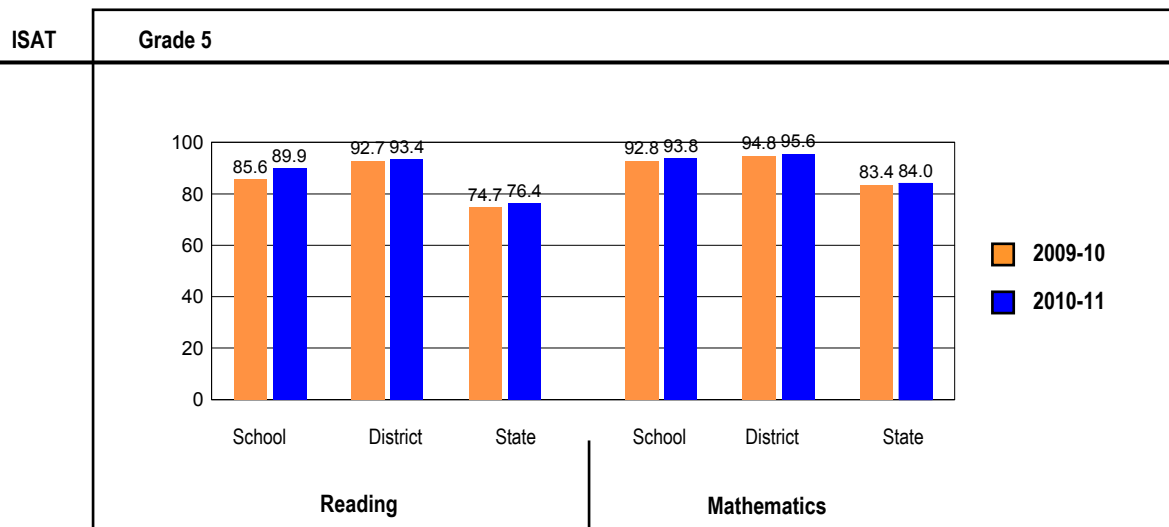
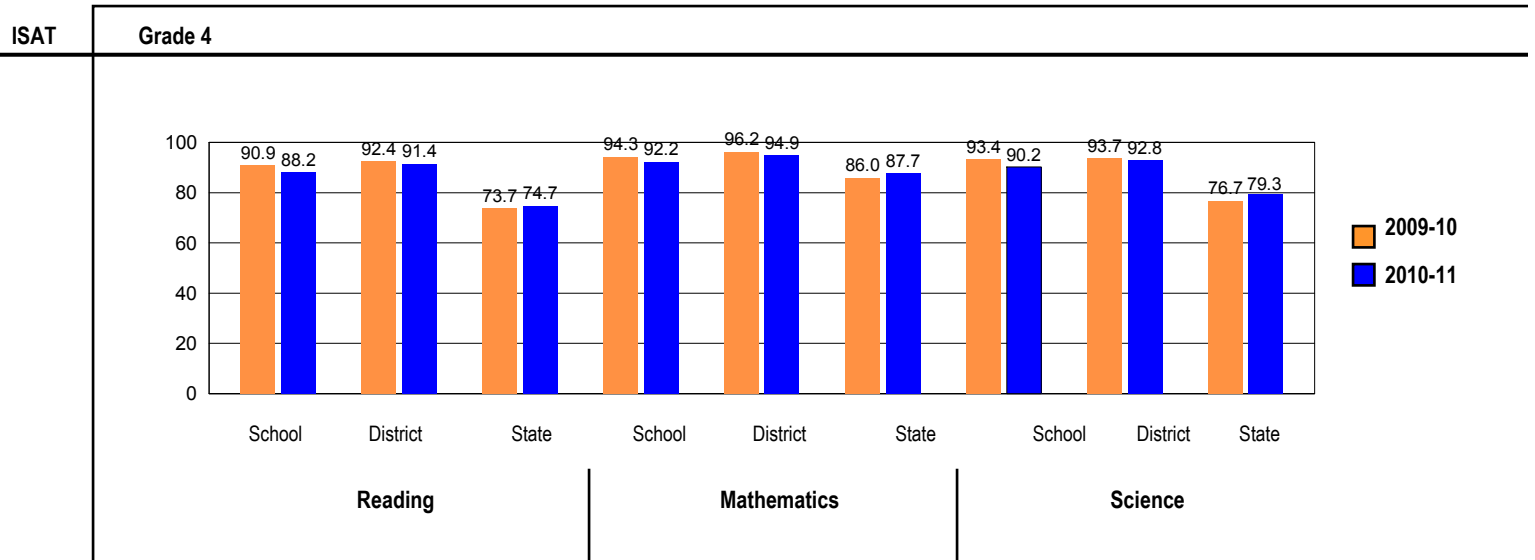
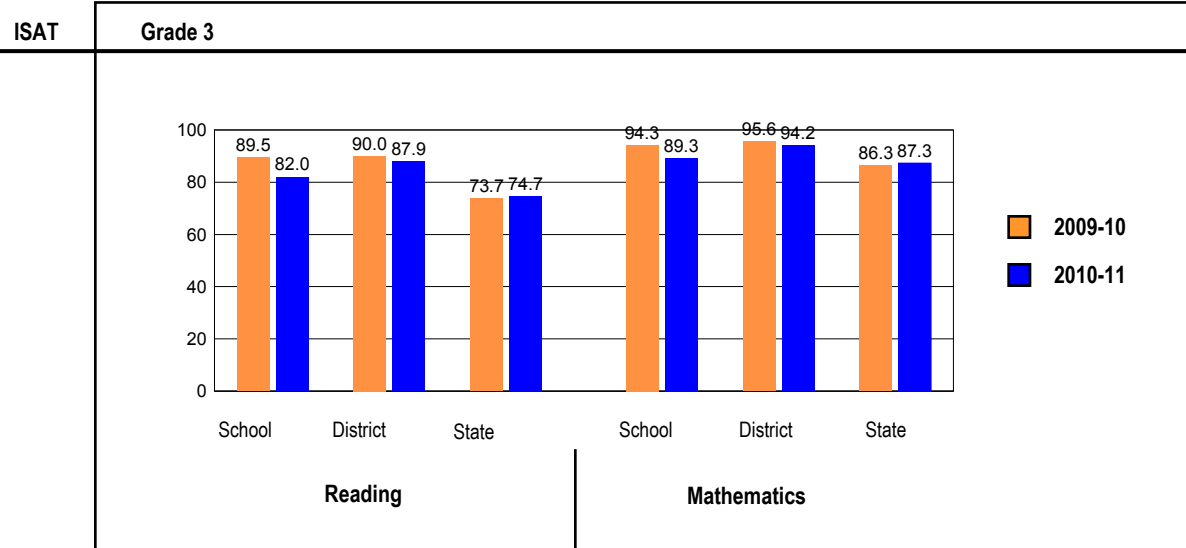


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science 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 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. 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 (No Child Left Behind Act). 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.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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 FOR READING															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	362	181	181	187	31	48	87	1	1	7	28	0	25	78
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0				0.0		0.0	0.0
District	*Enrollment	9,529	4,958	4,571	6,552	486	696	1,425	12	14	344	184	0	868	1,054
	Reading	0.1	0.1	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.3	0.0		0.2	0.1
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 3

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	365	182	183	187	31	49	89	1	1	7	31	0	25	78
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0				0.0		0.0	0.0
District	*Enrollment	9,541	4,965	4,576	6,555	487	697	1,432	12	14	344	195	0	868	1,053
	Mathematics	0.1	0.1	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.3	0.0		0.2	0.1
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	103	46	57	54	10	16	18	1	1	3	10	0	5	23
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0				0.0			0.0
District	*Enrollment	4,150	2,158	1,992	2,915	225	280	584	7	3	136	74	0	401	453
	Science	0.1	0.2	0.1	0.1	0.4	0.0	0.0			0.7	0.0		0.5	0.2
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

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			
	1	2	3	4	1	2	3	4
School	7.8	10.2	35.2	46.9	3.1	7.6	28.2	61.1
District	2.8	9.3	38.7	49.2	1.1	4.7	28.3	65.8
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	9.7	11.3	29.0	50.0	4.8	6.3	22.2	66.7
	District	4.0	10.7	38.8	46.5	1.3	4.7	25.9	68.2
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	School	6.1	9.1	40.9	43.9	1.5	8.8	33.8	55.9
	District	1.5	7.9	38.6	52.0	1.0	4.7	30.9	63.4
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	4.8	6.3	49.2	39.7	1.6	6.3	30.2	61.9
	District	1.5	6.4	41.9	50.2	0.9	2.0	28.3	68.8
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	School	30.0	20.0	30.0	20.0	10.0	30.0	50.0	10.0
	District	12.7	30.9	43.6	12.7	5.4	28.6	50.0	16.1
	State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic	School	21.1	36.8	26.3	15.8	10.0	15.0	50.0	25.0
	District	9.6	27.0	42.6	20.9	3.4	14.5	49.6	32.5
	State	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	School	0.0	0.0	14.7	85.3	0.0	0.0	2.8	97.2
	District	2.1	3.6	24.0	70.3	0.0	4.1	9.8	86.1
	State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	School								
	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	School								
	District	0.0	11.5	30.8	57.7	0.0	0.0	28.8	71.2
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 3 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	36.4	45.5	18.2	0.0	14.3	14.3	42.9	28.6
District	19.0	48.3	29.3	3.4	3.2	27.4	50.0	19.4
State	15.4	42.1	37.7	4.8	6.0	20.6	55.5	18.0

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	20.7	27.6	31.0	20.7	10.3	13.8	48.3	27.6
District	11.2	34.2	42.8	11.8	3.9	19.1	48.0	28.9
State	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible								
School	4.0	5.1	36.4	54.5	1.0	5.9	22.5	70.6
District	1.6	5.7	38.1	54.6	0.7	2.6	25.5	71.1
State	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	11.8	36.3	52.0	1.0	6.9	53.9	38.2	0.0	9.8	50.0	40.2
District	0.2	8.5	34.8	56.6	0.2	4.9	47.9	47.0	0.9	6.2	50.3	42.5
State	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	13.3	40.0	46.7	2.2	4.4	48.9	44.4	0.0	13.3	46.7	40.0
District	0.0	9.0	38.4	52.6	0.5	4.5	46.4	48.6	0.8	5.6	48.0	45.6
State	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female												
School	0.0	10.5	33.3	56.1	0.0	8.8	57.9	33.3	0.0	7.0	52.6	40.4
District	0.3	7.8	31.0	60.8	0.0	5.3	49.4	45.3	1.1	6.9	52.7	39.3
State	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	1.9	37.7	60.4	0.0	1.9	62.3	35.8	0.0	0.0	62.3	37.7
	District	0.0	5.9	37.0	57.1	0.0	2.7	50.0	47.3	0.4	3.5	53.5	42.6
	State	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black	School	0.0	30.0	40.0	30.0	10.0	0.0	70.0	20.0	0.0	20.0	50.0	30.0
	District	1.5	30.9	51.5	16.2	3.0	19.7	66.7	10.6	4.4	23.5	67.6	4.4
	State	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
Hispanic	School	0.0	50.0	37.5	12.5	0.0	31.3	62.5	6.3	0.0	43.8	37.5	18.8
	District	0.0	27.9	37.5	34.6	0.0	17.3	56.7	26.0	2.9	21.2	51.0	25.0
	State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	School	0.0	0.0	22.2	77.8	0.0	5.6	16.7	77.8	0.0	5.6	22.2	72.2
	District	0.5	2.7	18.6	78.2	0.5	3.2	28.6	67.7	1.6	4.2	33.3	60.8
	State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian	School												
	District												
	State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races	School												
	District	0.0	3.6	30.9	65.5	0.0	3.6	43.6	52.7	0.0	5.5	36.4	58.2
	State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	70.0	30.0	0.0	0.0	40.0	60.0	0.0	0.0	70.0	30.0	0.0
District	2.6	57.9	34.2	5.3	0.0	35.9	56.4	7.7	15.4	41.0	33.3	10.3
State	3.2	62.9	30.6	3.2	3.7	29.7	61.2	5.4	13.3	41.5	43.2	2.0

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	45.5	40.9	13.6	4.5	18.2	72.7	4.5	0.0	31.8	59.1	9.1
	District	0.0	32.1	45.1	22.8	1.3	19.4	63.1	16.3	2.5	24.1	57.4	16.0
	State	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible	School	0.0	2.5	35.0	62.5	0.0	3.8	48.8	47.5	0.0	3.8	47.5	48.8
	District	0.2	5.0	33.2	61.6	0.1	2.8	45.7	51.4	0.7	3.6	49.3	46.4
	State	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	10.1	41.1	48.8	0.0	6.2	54.3	39.5
District	0.2	6.4	42.0	51.4	0.1	4.3	56.8	38.8
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	8.5	47.9	43.7	0.0	2.8	56.3	40.8
	District	0.2	7.8	45.4	46.7	0.0	3.9	56.5	39.7
	State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female	School	0.0	12.1	32.8	55.2	0.0	10.3	51.7	37.9
	District	0.1	5.2	38.8	55.9	0.1	4.7	57.1	38.1
	State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	7.2	43.5	49.3	0.0	2.9	50.7	46.4
	District	0.1	3.6	45.6	50.7	0.0	2.9	60.7	36.4
	State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	School	0.0	9.1	63.6	27.3	0.0	18.2	63.6	18.2
	District	1.6	24.2	58.1	16.1	0.0	19.4	74.2	6.5
	State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic	School	0.0	23.1	61.5	15.4	0.0	15.4	76.9	7.7
	District	0.0	29.7	46.2	24.2	0.0	15.4	69.2	15.4
	State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian	School	0.0	11.8	23.5	64.7	0.0	5.9	47.1	47.1
	District	0.0	4.5	21.9	73.7	0.4	1.3	33.2	65.0
	State	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian	School								
	District								
	State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races	School								
	District	0.0	2.2	43.5	54.3	0.0	4.3	52.2	43.5
	State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	40.0	40.0	20.0	0.0	30.0	30.0	40.0
	District	2.4	36.1	55.4	6.0	0.0	27.7	65.1	7.2
	State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP	School	0.0	7.6	41.2	51.3	0.0	4.2	56.3	39.5
	District	0.0	4.4	41.1	54.4	0.1	2.7	56.2	41.0
	State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	15.4	69.2	15.4	0.0	11.5	76.9	11.5
	District	0.7	23.4	59.3	16.6	0.0	17.2	69.0	13.8
	State	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible	School	0.0	8.7	34.0	57.3	0.0	4.9	48.5	46.6
	District	0.1	4.3	39.9	55.7	0.1	2.7	55.3	41.9
	State	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes
Is this school making AYP in Reading?	Yes
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2011-12 Federal Improvement Status	
2011-12 State Improvement Status	

	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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	88.2		Yes	92.5		Yes	96.4	Yes		
White	100.0	Yes	100.0	Yes	92.5		Yes	94.8		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes										
Asian	100.0	Yes	100.0	Yes	95.3		Yes	96.5		Yes				
Native Hawaiian/ Pacific Islander American Indian Two or More Races														
LEP Students with Disabilities Economically Disadvantaged	100.0	Yes	100.0	Yes	66.7	67.6	Yes	82.5		Yes	95.8			

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. 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. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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.

The No Child Left Behind Act of 2001 (NCLB) is the main federal law affecting education from kindergarten through high school. The overall purpose of the law is to ensure that each child in America is able to meet the high learning standards of the state where he or she lives. The school report card provides parents and community members with information about whether the individual school and school district have met the requirements that the state has set known as *Adequate Yearly Progress* or AYP. AYP is established for two content areas- reading and mathematics. For the 2010-2011 school year, each school needed to have 85% of students tested meet state standards. In 2011, District 203 met 332 out of 363 NCLB categories as measured in the areas of participation, achievement, and attendance/graduation by No Child Left Behind.

In addition to expecting students to master content knowledge, District 203 is committed to developing the attributes of our mission statement in each of our students. We want students to be self-directed learners, complex thinkers, quality producers, collaborative workers, and community contributors. The District's curriculum provides challenging and engaging learning experiences for students which ensures students have multiple opportunities to achieve the mission and deepen content knowledge. District 203 believes that the high percentage of students meeting and exceeding academic standards is one indicator that students are acquiring the mission traits. In addition, these scores also reflect that we are meeting the needs of each of our students.

District 203 is committed to continuous improvement. Each of our 22 schools participates in a continuous improvement process on an annual basis. During this process, the building team comprised of teachers and administrators analyzes student achievement data and other pertinent information to determine areas of strength and areas for improvement. Based on the analysis of data, the school determines School Improvement Plan (SIP) Goals. Each building then identifies and prioritizes the actions that will not only enhance student achievement, but also promote professional growth.

Beebe Elementary School demonstrates its commitment to continuous improvement by establishing the following multi-year goals developed during the 2011-2012 school year:

- Beebe staff will develop a deep understanding of the Common Core Standards so that students will demonstrate proficiency in comprehending complex texts as well as be able to justify mathematical concepts.
- To develop a deep and common understanding of the Nurtured Heart Approach to support the social and emotional well-being of our students.

A copy of the Beebe Elementary School Improvement Plan is available for your review in the school office. The District 203 Strategic Plan may be reviewed on the district website at www.naperville203.org (see Quick Links).

Sincerely,

Chuck Freundt, Principal