

BELL-GRAHAM ELEMENTARY SCHOOL
ST CHARLES CUSD 303
ST CHARLES, 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.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	91.3	0.5	1.0	2.1	0.2	5.0	0.3	0.0		0.0	7.1	96.1	624
District	86.1	1.2	6.4	4.4	0.4	1.5	5.5	1.7		0.2	5.4	94.7	13,694
State	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2		2.5	15.2	93.7	2,077,856

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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	96.8	20.1	18.4	13.9	216.7
State	96.1	18.8	18.8	13.9	230.6

* 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	21.8	22.8	26.5	28.5	25.0	30.0				
District	23.2	22.9	23.0	24.6	24.8	25.2				
State	20.9	21.0	21.3	21.8	22.5	22.8				

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	50			30			154			30		
District	50			30			154			30		
State	58			30			145			31		

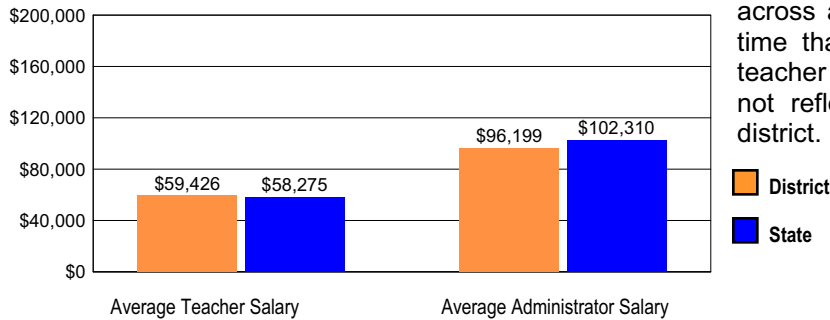
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.0	0.1	0.4	0.5	0.0	23.9	76.1	817
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

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	11.5	35.4	64.6	0.3	0.2
State	12.9	47.6	52.3	1.5	3.2

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

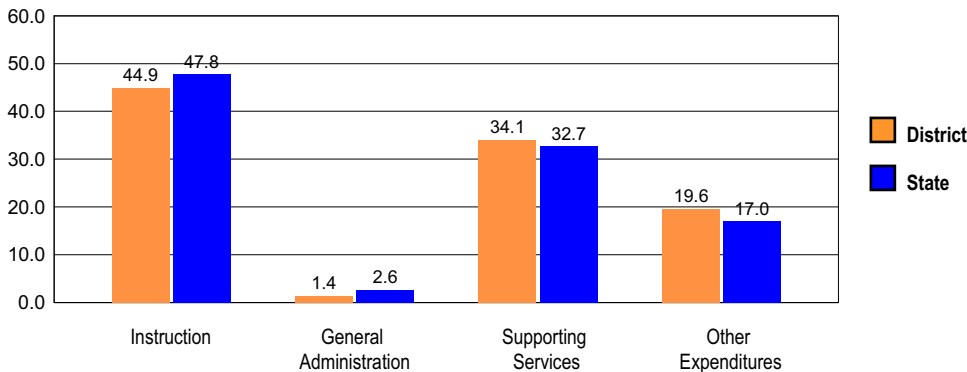
SCHOOL DISTRICT FINANCES

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 2005-06 (Percentages)



REVENUE BY SOURCE 2005-06				EXPENDITURE BY FUND 2005-06			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$114,596,949	81.1	58.8	Education	\$94,142,378	70.1	73.0
Other Local Funding	\$10,512,048	7.4	6.0	Operations & Maintenance	\$13,872,935	10.3	8.6
General State Aid	\$4,211,200	3.0	18.2	Transportation	\$5,806,609	4.3	3.9
Other State Funding	\$7,998,428	5.7	9.3	Bond and Interest	\$13,673,043	10.2	6.2
Federal Funding	\$3,922,049	2.8	7.7	Rent	\$0	0.0	0.0
TOTAL	\$141,240,674			Municipal Retirement/ Social Security	\$3,127,999	2.3	1.8
				Fire Prevention & Safety	\$0	0.0	1.1
				Site & Construction/ Capital Improvement	\$3,713,029	2.8	5.4
				TOTAL	\$134,335,993		

OTHER FINANCIAL INDICATORS				
	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per \$100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	\$209,867	4.27	\$4,953	\$9,345
State	**	**	\$5,567	\$9,488

** 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.

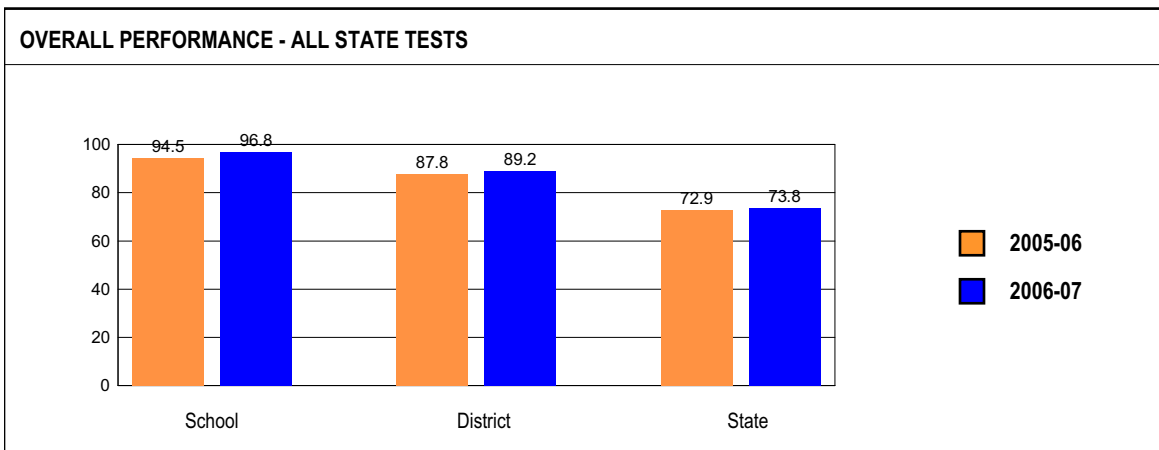
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

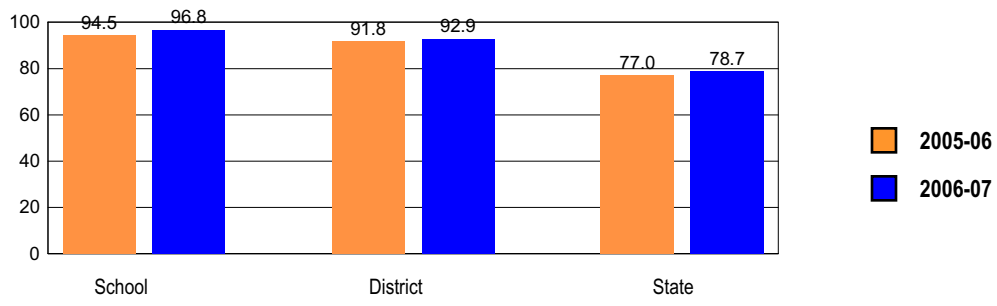
ACADEMIC PERFORMANCE

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

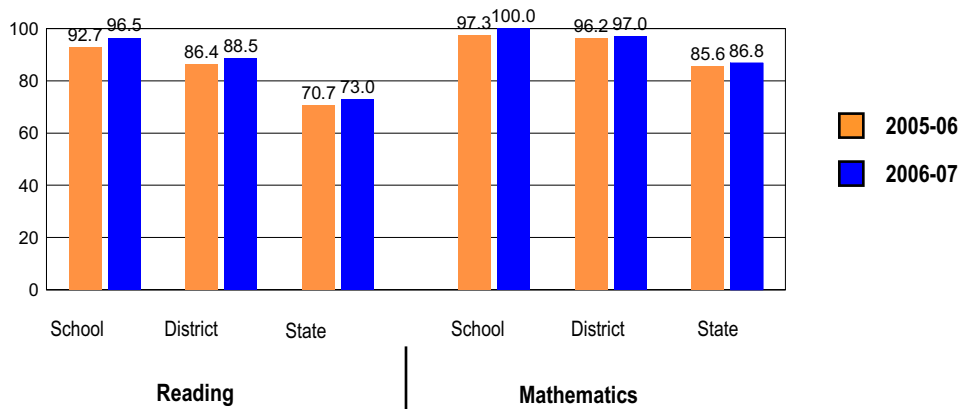


ISAT PERFORMANCE

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.

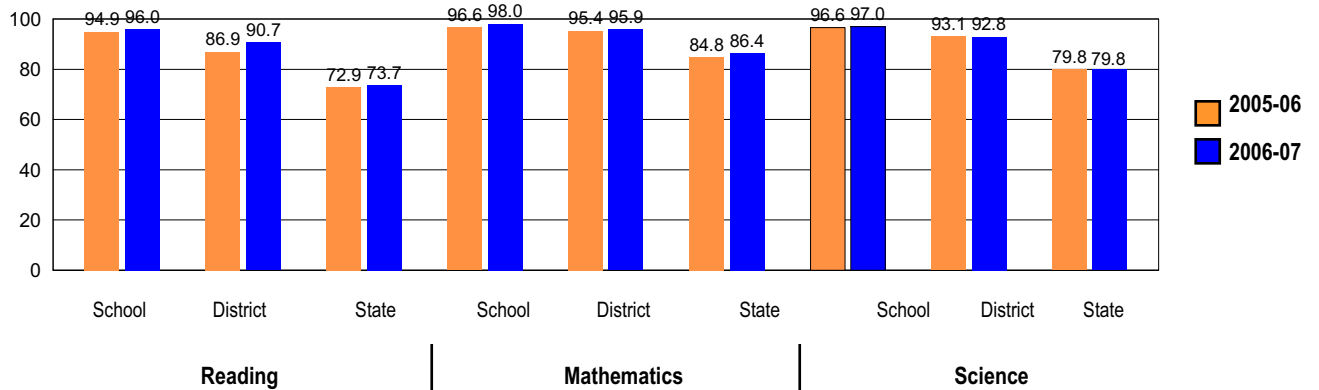
ISAT

Grade 3



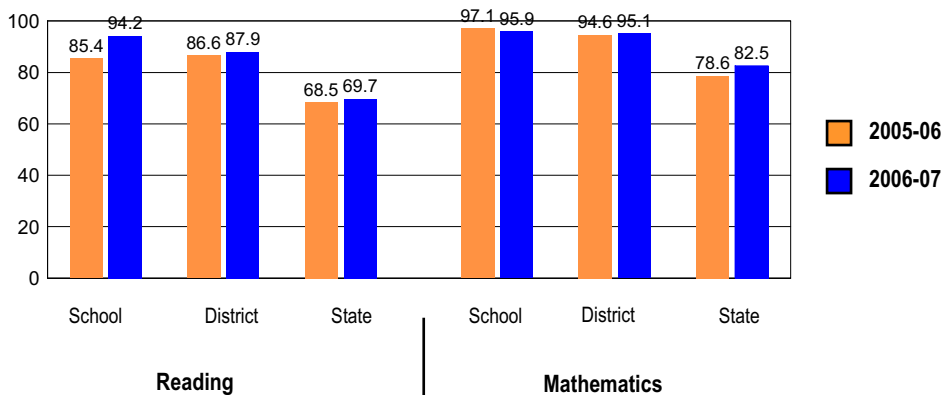
ISAT

Grade 4



ISAT

Grade 5



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 Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. 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.

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	Multi racial /Ethnic				
School	*Enrollment	337	191	146	315	3	3	5		11			39	
	Reading	0.0	0.0	0.0	0.0					0.00			0.0	
	Mathematics	0.0	0.0	0.0	0.0					0.00			0.0	
District	*Enrollment	7,425	3,849	3,576	6,390	95	453	331	34	122	134		1,007	424
	Reading	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.2	0.0
	Mathematics	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.2	0.0
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1
	Mathematics	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1

* Enrollment as reported during the testing windows.

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	0.9	2.7	50.4	46.0	0.0	0.0	15.9	84.1
District	1.7	9.8	49.1	39.4	0.3	2.7	32.4	64.6
State	5.3	21.7	48.8	24.1	3.7	9.5	44.7	42.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	1.6	3.3	55.7	39.3	0.0	0.0	14.8	85.2
	District	2.2	11.0	51.9	35.0	0.0	2.2	30.5	67.3
	State	7.0	24.3	47.5	21.2	4.3	9.4	43.2	43.1
Female	School	0.0	1.9	44.2	53.8	0.0	0.0	17.3	82.7
	District	1.2	8.6	46.1	44.1	0.6	3.3	34.4	61.7
	State	3.6	19.0	50.2	27.2	3.1	9.7	46.4	40.9

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	1.0	2.9	52.0	44.1	0.0	0.0	16.7	83.3
	District	1.6	9.3	48.8	40.3	0.3	1.9	31.7	66.0
	State	2.7	14.9	50.5	31.9	1.2	4.9	41.6	52.3
Black	School	0.0	10.0	50.0	40.0	0.0	0.0	50.0	50.0
	District	12.3	37.2	42.4	8.1	10.8	21.0	49.7	18.4
	State								
Hispanic	School	4.8	16.7	66.7	11.9	0.0	14.3	52.4	33.3
	District	6.1	28.2	52.2	13.5	3.5	11.7	53.8	31.0
	State								
Asian/Pacific Islander	School	0.0	8.3	43.8	47.9	0.0	2.1	22.9	75.0
	District	1.1	9.2	48.4	41.4	0.5	2.4	27.8	69.2
	State								
Native American	School	4.7	16.4	56.9	22.0	1.7	7.8	50.2	40.3
	District								
	State								
Multiracial/Ethnic	School	3.2	16.1	41.9	38.7	0.0	12.9	32.3	54.8
	District	4.9	22.3	50.0	22.8	2.8	9.9	47.9	39.5
	State								

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	6.7	13.3	53.3	26.7	0.0	0.0	46.7	53.3
	District	9.7	25.5	43.0	21.8	1.2	9.1	51.5	38.2
	State	19.9	37.2	32.7	10.2	11.2	18.8	47.0	23.0
Non-IEP	School	0.0	1.0	50.0	49.0	0.0	0.0	11.2	88.8
	District	0.2	7.0	50.2	42.6	0.1	1.5	28.9	69.5
	State	3.0	19.2	51.5	26.4	2.5	8.0	44.4	45.1

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	4.0	43.6	52.5	0.0	2.0	18.8	79.2	0.0	3.0	58.4	38.6
District	0.2	9.1	46.8	43.9	0.2	3.9	40.1	55.8	0.8	6.3	71.2	21.7
State	1.1	25.2	48.3	25.4	1.2	12.5	56.9	29.5	3.5	16.7	61.5	18.2

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	6.8	49.2	44.1	0.0	1.7	28.8	69.5	0.0	5.1	54.2	40.7
	District	0.2	12.3	47.6	39.9	0.2	4.4	40.7	54.6	0.8	6.8	68.4	23.9
	State	1.5	27.9	47.2	23.5	1.5	13.1	55.2	30.3	4.0	16.5	59.0	20.5
Female	School	0.0	0.0	35.7	64.3	0.0	2.4	4.8	92.9	0.0	0.0	64.3	35.7
	District	0.2	5.8	46.0	47.9	0.2	3.3	39.5	57.0	0.8	5.8	74.0	19.3
	State	0.6	22.5	49.5	27.4	0.8	11.9	58.7	28.7	3.0	17.0	64.2	15.8

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	4.2	44.8	51.0	0.0	2.1	18.8	79.2	0.0	3.1	59.4	37.5
	District	0.0	8.5	45.9	45.6	0.1	3.3	39.8	56.8	0.6	5.7	71.3	22.5
	State	0.5	17.0	49.4	33.2	0.5	6.8	55.1	37.6	1.1	8.6	64.4	25.8
Black	School	0.0	20.0	60.0	20.0	0.0	26.7	53.3	20.0	0.0	20.0	66.7	13.3
	District	0.0	20.0	60.0	20.0	0.0	26.7	53.3	20.0	0.0	20.0	66.7	13.3
	State	2.7	47.1	41.9	8.3	3.4	28.7	58.2	9.8	10.8	37.4	48.5	3.2
Hispanic	School	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	District	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	State	1.1	30.5	53.7	14.8	0.9	13.5	66.4	19.1	3.3	21.9	67.8	7.0
Asian/Pacific Islander	School	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	District	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	State	4.1	10.2	55.1	30.6	2.0	4.1	36.7	57.1	4.1	14.3	61.2	20.4
Native American	School	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	District	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	State	0.2	9.2	48.6	42.0	0.2	3.1	40.6	56.1	0.6	6.1	64.5	28.8
Multiracial/Ethnic	School	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	District	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	State	1.7	27.1	47.6	23.6	0.9	14.4	57.6	27.1	3.1	14.9	65.8	16.2
Multiracial/Ethnic	School	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	District	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	State	0.0	15.0	40.0	45.0	0.0	12.9	59.8	26.1	3.2	16.3	65.4	15.1

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	14.3	42.9	42.9	0.0	14.3	42.9	42.9	0.0	14.3	64.3	21.4
	District	0.7	31.8	48.0	19.6	1.4	12.8	61.5	24.3	3.4	16.9	68.2	11.5
	State	5.1	53.8	31.8	9.3	5.4	30.1	52.5	12.0	9.4	28.9	53.2	8.5
Non-IEP	School	0.0	2.3	43.7	54.0	0.0	0.0	14.9	85.1	0.0	1.1	57.5	41.4
	District	0.1	5.1	46.6	48.2	0.0	2.3	36.3	61.4	0.4	4.5	71.7	23.5
	State	0.4	20.4	51.2	28.1	0.4	9.5	57.7	32.5	2.5	14.7	63.0	19.9

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	5.8	37.2	57.0	0.0	4.1	48.8	47.1
District	0.1	12.0	41.9	46.0	0.1	4.8	52.7	42.4
State	0.8	29.6	44.1	25.6	0.5	17.0	62.8	19.7

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	4.3	40.0	55.7	0.0	2.9	51.4	45.7
	District	0.2	14.2	42.7	42.9	0.2	5.2	51.7	42.8
	State	1.0	33.0	42.8	23.2	0.7	18.0	60.7	20.7
Female	School	0.0	7.8	33.3	58.8	0.0	5.9	45.1	49.0
	District	0.0	9.5	41.0	49.5	0.0	4.3	53.8	41.8
	State	0.5	26.0	45.5	28.1	0.4	15.9	64.9	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	6.0	37.1	56.9	0.0	4.3	48.3	47.4
	District	0.0	11.6	40.4	48.0	0.1	4.9	51.1	43.9
	State	0.4	20.5	45.3	33.8	0.2	9.7	64.3	25.8
Black	School								
	District	7.1	28.6	50.0	14.3	0.0	21.4	71.4	7.1
	State	2.0	53.2	36.6	8.2	1.6	38.2	55.1	5.1
Hispanic	School								
	District	0.0	17.0	57.4	25.5	0.0	2.1	78.7	19.1
	State	0.7	35.0	49.6	14.7	0.3	18.1	70.5	11.1
Asian/Pacific Islander	School								
	District	0.0	10.9	54.3	34.8	0.0	0.0	54.3	45.7
	State	0.1	12.2	44.8	42.8	0.1	3.7	49.7	46.5
Native American	School								
	District								
	State	0.0	29.6	43.5	26.9	0.4	18.8	67.3	13.5
Multiracial/Ethnic	School								
	District	0.0	6.3	43.8	50.0	0.0	0.0	56.3	43.8
	State	0.8	28.9	45.7	24.7	0.4	16.6	64.7	18.3

2007 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2007-08 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2007-08 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		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	95.2		Yes	97.7		Yes	96.1	Yes		
White	100.0	Yes	100.0	Yes	94.9		Yes	97.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 72% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2006.

** Safe Harbor Targets of 55.0% 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.

Bell-Graham Elementary School Improvement Plan for 2007-2008

The mission at Bell-Graham School is to foster a reflective and joyful learning community where students respect diversity and use their hearts and minds to positively impact the world and set the course for their life long journeys. Bell-Graham Elementary School is currently in its eighth year of operation serving 567 students. The Bell-Graham staff, families, and administration work collaboratively to improve our school and the performance of our students. This "School Report Card" has been compiled by the Illinois State Board of Education as a means by which school districts communicate local and statewide information to the public. The No Child Left Behind Act of 2001 (NCLBA) requires states to establish annual achievement targets which are used to calculate Adequate Yearly Progress (AYP). The purpose of this "School Report Card" is to communicate the school's and district's performance under the annual targets. Our goal is to provide all students an education that helps them both academically and emotionally.

Findings for the Improvement Plan

Bell-Graham uses information such as standardized test scores, classroom assessments and observations, district assessments, student report cards, and surveys to determine target areas for school improvement. The Illinois Standards Achievement Test (ISAT) is an important part of our data. This exam measures student performance against a fixed set of learning standards developed by the State of Illinois. This past spring, ISAT tests were given to our third, fourth, and fifth grade students. At grade three, 97% of our students met or exceeded standards in reading and 100% in math. At grade four, 96% of our students met or exceeded standards in reading and 98% in math. Fourth grade students also took the science tests with 97% of students meeting or exceeding standards. At fifth grade 94% of our students met or exceeded standards in reading and 96% of our students met or exceeded standards in math. The federal law "No Child Left Behind" requires that all schools meet or exceed set standards, which we have done. Another tool we use to monitor how our students are doing toward meeting standards is the Tungsten Assessment Program. Through this monthly online assessment of students in grades 2-5, teachers understand how students are doing on the subcomponents of the Illinois State Standards in reading and math. This assessment data helps teachers make informed decisions about instruction to help students meet state standards. The district's affective survey helps us measure the school climate and level of respect at Bell-Graham. In addition, we are continuing to develop common grade level formative assessments based on standards to improve the performance of our students. We are committed to analyzing our instructional program to make certain we continue to meet or exceed standards in the future.

Goals for the Current Year

The Bell-Graham School Improvement Team analyzed the data to determine strengths and areas of improvement. Based on their work, the Bell-Graham School Improvement Plan was developed to focus on three goals:

- To increase the percentage of all students who meet and exceed standards on the 2008 ISAT Reading by 1%
- To increase the percentage of all students who meet and exceed standards on the 2008 ISAT Math by 1%
- To increase the level of respect and responsibility shown by the students of Bell-Graham throughout the building

In order to help students meet identified goals, Bell-Graham's School Improvement Plan targets specific skills/strategies in reading and math. For reading, targets include comprehension of non-fiction and fiction text, ability to obtain and interpret information from visual aids, and word study. Our targets in math are problem solving, measurement, and analysis of graphs and data. At staff meetings and on Institute Days teachers participate in professional development focused on improving instruction in literacy and math. They are also implementing strategies school-wide to encourage respect and responsibility in our building. Overriding foci include differentiation of instruction to meet all students' needs and continued implementation of our Professional Learning Communities to improve instruction.

Contact Information

We welcome your comments. You may e-mail me, the Bell-Graham Principal, at RuthAnn.Dunton@d303.org or write to me at Bell-Graham Elementary School, 4N505 Fox Mill Blvd., St. Charles, Illinois 60175. Also, the Community Unit School District 303 website, www.d303.org links to our school website for additional information about Bell-Graham or the school district.