East Side Elementary School Hamilton Co CUSD 10 Mc Leansboro, ILLINOIS

GRADES: K123456



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

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/I	RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	/Pacific American Mo						Two or More Races	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	Percent Homeless	Total Enrollment		
School District State	93.6 95.8 50.6	1.0 0.5 17.6	2.3 1.7 24.1	0.4 0.2 4.3	0.0 0.0 0.1	0.6 0.2 0.3	2.1 1.5 3.0	55.6 51.1 49.9	0.6 0.3 9.5	18.0 20.5 13.6	5.0 3.7 2.0	516 1,207 2,054,155		

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. **Total Enrollment** is based on <u>Home School</u>.

Homeless students are who do not have permanent and adequate homes.

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School		4.2	12.9	94.5
District		2.5	14.9	94.3
State		9.8	12.8	94.2

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 9 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*									
	Percent								
School	100.0								
District	98.1								
State	95.5								

Total School Days								
	Days							
School	175							
District	175							
State	176							

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

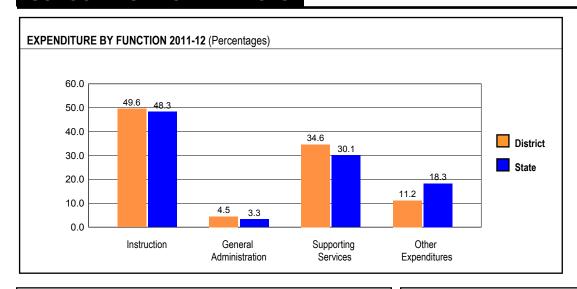
AVERAGE CL	AVERAGE CLASS SIZE (as of the first school day in May)													
Grades	К	1	2	3	4	5	6	7	8	9 - 12	Overall			
School	22.3	23.0	21.3	26.3	23.7	24.0	26.0				23.8			
District	23.3	24.0	20.8	26.3	22.8	24.3	25.8				19.3			
State	21.1	21.5	21.5	21.9	22.5	22.5	23.1				21.2			

TIME DEVO	TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)													
	 Ma	athemati	cs		Science		English	/Langua	ge Arts	Social Science				
Grades	3	6	8	3	6	8	3	6	8	3	6	8		
School	92	86		24	54		160	131		24	44			
District	76	73		27	47		160	133		27	45			
State	62	58		31	44		142	103		30	43			

TEACHER INFORMATION											
% of Classes Not Taught by Highly Qualified Teachers											
0.0 0.0 0.2											

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2011-	12			
	District	District %	State %	
Local Property Taxes	\$2,910,911	25.7	61.1	
Other Local Funding	\$558,074	4.9	4.8	
General State Aid	\$5,334,680	47.0	16.4	
Other State Funding	\$1,776,245	15.7	9.7	
Federal Funding	\$765,346	6.7	8.1	
TOTAL	\$11,345,256			

EXPENDITURE BY FUND 20	11-12		
	District	District %	State %
Education	\$9,348,406	76.3	73.4
Operations & Maintenance	\$588,521	4.8	6.2
Transportation	\$1,004,476	8.2	3.7
Debt Service	\$437,900	3.6	7.6
Tort	\$337,065	2.7	1.2
Municipal Retirement/			
Social Security	\$485,022	4.0	2.0
Fire Prevention & Safety	\$55,739	0.5	0.7
Capital Projects	\$0	0.0	5.2
TOTAL	\$12,257,129		

OTHER FINANCIAL INDICATORS											
	2010 Equalized Assessed Valuation per Pupil	2010 Total School Tax Rate per \$100	2011-12 Instructional Expenditure per Pupil	2011-12 Operating Expenditure per Pupil							
District	\$41,264	5.29	\$5,190	\$9,102							
State	**	**	\$6,974	\$11,842							

^{**} 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.

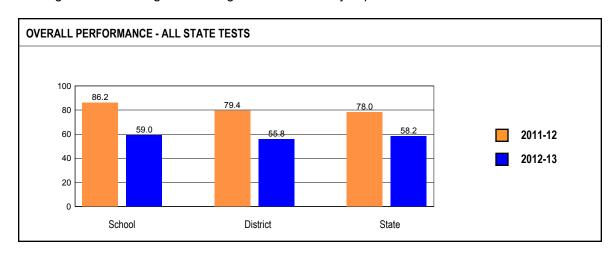
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

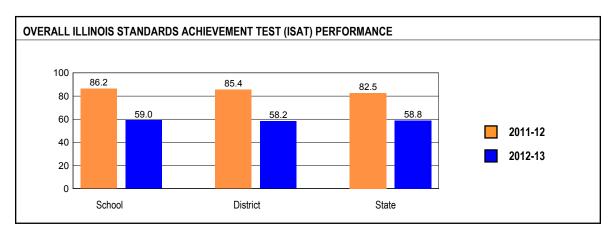
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

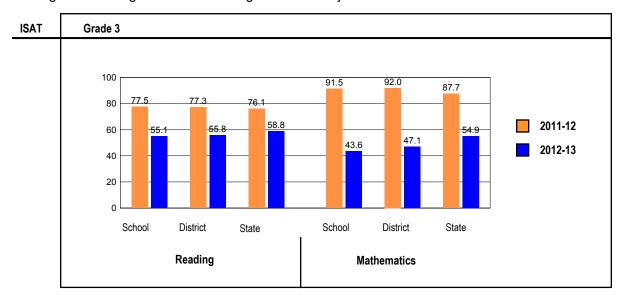
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They respresent your school's performance in reading and mathematics. The ISAT reading and math cut scores were reset for school year 2013. Starting in 2013, Illinois raised the performance cut scores in reading and math to align with college and career ready expectations.

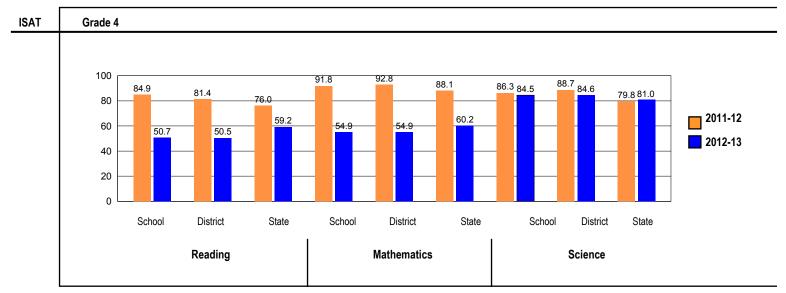


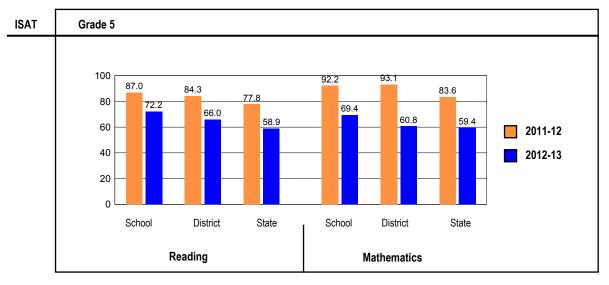


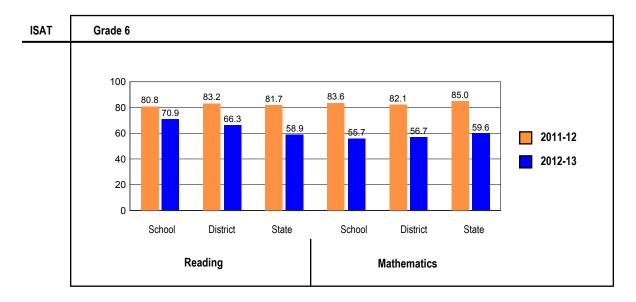
ISAT PERFORMANCE

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.

PERCE	PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING														
			Ge	nder	Racial/Ethnic Background										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	301	159	142	288	0	4	2	0	1	6	1	0	63	164
	Reading	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	664	351	313	645	1	6	2	0	1	9	1	0	143	339
	Reading	0.2	0.3	0.0	0.2									0.0	0.3
State	*Enrollment	1,067,095	545,884	521,053	542,053	188,403	253,427	46,751	1,561	3,694	30,704	73,555	276	143,695	542,427
	Reading	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.4	0.4	0.6	1.1	0.8	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: 0

PERCE	PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS														
			Ge	nder		F	Racial/Ethni	c Backgro	ound						
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	300	159	141	287	0	4	2	0	1	6	1	0	63	163
	Mathematics	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	663	351	312	644	1	6	2	0	1	9	1	0	143	338
	Mathematics	0.2	0.3	0.0	0.2									0.0	0.3
State	*Enrollment	1,068,846	546,846	521,842	542,440	188,509	254,061	47,334	1,565	3,709	30,726	75,331	278	143,714	543,668
State	Mathematics	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.3	0.4	0.3	0.7	0.9	0.5

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

PERCE	NTAGE OF S	TUDENTS	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR	SCIENCE							
			Ge	nder		F	Racial/Ethni	c Backgro	ound						
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	71	33	38	69	0	1	0	0	0	1	1	0	21	39
	Science	0.0	0.0	0.0	0.0									0.0	0.0
	*Enrollment	274	141	133	270	1	2	0	0	0	1	1	0	55	148
District	Science	0.4	0.7	0.0	0.4									0.0	0.7
State	*Enrollment	455,414	232,478	222,882	234,340	79,949	105,892	20,304	615	1,520	12,626	25,072	106	60,808	223,602
1	Science	0.6	0.7	0.5	0.5	1.1	0.6	0.3	0.7	0.7	0.7	0.7	0.9	1.4	0.8

^{*} 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

		Read	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
School District State	5.1 3.8 6.7	39.7 40.4 34.5	42.3 38.5 39.4	12.8 17.3 19.4	5.1 4.8 6.9	51.3 48.1 38.2	38.5 41.3 43.7	5.1 5.8 11.1

Grade 3 - Gender

			Rea	ding					
	Levels	1	2	3	4	1	2	3	4
Male	School	6.3	45.8	37.5	10.4	4.2	50.0	39.6	6.3
	District	4.8	47.6	36.5	11.1	4.8	47.6	41.3	6.3
	State	8.2	37.6	38.2	16.0	7.2	37.1	43.9	11.8
Female	School	3.3	30.0	50.0	16.7	6.7	53.3	36.7	3.3
	District	2.4	29.3	41.5	26.8	4.9	48.8	41.5	4.9
	State	5.1	31.3	40.7	23.0	6.6	39.4	43.5	10.4

Grade 3 - Racial/Ethnic Background

			Rea	ding			Mather	matics	
	Levels	1	2	3	4	1	2	3	4
White									
	School	5.6	40.3	44.4	9.7	5.6	52.8	37.5	4.2
	District	4.1	41.2	40.2	14.4	5.2	49.5	40.2	5.2
	State	3.3	25.2	44.7	26.8	3.0	28.8	53.2	15.0
Black									
	School								
	District						_		l
	State	11.8	47.7	32.4	8.1	15.5	53.5	27.9	3.1
Hispanic									
	School								
	District								
	State	10.8	46.7	33.2	9.3	9.6	50.0	35.5	4.9
Asian									
	School								
	District								
	State	2.2	18.1	42.5	37.1	2.2	18.0	47.4	32.4
Native Haw	aiian/Pacific								
Islander	0.11								
	School								
	District								١
	State	7.5	34.0	38.5	20.0	6.5	35.8	45.3	12.4
American I	ndian								
	School								
	District								
	State	8.7	41.6	36.7	13.0	7.2	46.8	38.9	7.2
Two or Mo	re Races								
	School								
	District								
	State	4.7	30.3	41.6	23.4	5.9	35.7	44.8	13.6

Grade 3 - Students with Disabilities

			Rea	ding			Mather	matics	
	Levels	1	2	3	4	1	2	3	4
IEP	School	11.1	55.6	27.8	5.6	11.1	55.6	33.3	0.0
	District	6.1	57.6	24.2	12.1	9.1	51.5	36.4	3.0
	State	25.5	49.1	19.7	5.8	19.6	50.5	26.1	3.8
Non-IEP	School	3.3	35.0	46.7	15.0	3.3	50.0	40.0	6.7
	District	2.8	32.4	45.1	19.7	2.8	46.5	43.7	7.0
	State	4.0	32.4	42.2	21.4	5.2	36.5	46.2	12.2

Grade 3 - Economically Disadvantaged

		Rea	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	8.5	48.9	36.2	6.4	8.5	57.4	29.8	4.3
District	7.0	50.9	35.1	7.0	8.8	56.1	31.6	3.5
State	10.6	46.1	34.4	8.9	11.1	50.0	34.6	4.3
Not Eligible								
School	0.0	25.8	51.6	22.6	0.0	41.9	51.6	6.5
District	0.0	27.7	42.6	29.8	0.0	38.3	53.2	8.5
State	2.1	20.9	45.3	31.7	2.1	24.5	54.4	19.1

Grade 4

Grade 4 - All

		Rea	ading			Mather	natics		Science				
Levels	1	2	3	4	1	2	3	4	1	2	3	4	
School	8.5	40.8	39.4	11.3	5.6	39.4	49.3	5.6	0.0	15.5	63.4	21.1	
District	7.7	41.8	41.8	8.8	6.6	38.5	50.5	4.4	0.0	15.4	63.7	20.9	
State	6.2	34.6	44.3	14.9	6.6	33.2	48.4	11.8	2.1	17.0	59.9	21.0	

Grade 4 - Gender

			Reading				Mather	natics		Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	School	12.1	39.4	39.4	9.1	6.1	42.4	48.5	3.0	0.0	21.2	60.6	18.2
	District	11.1	40.0	42.2	6.7	8.9	40.0	48.9	2.2	0.0	20.0	57.8	22.2
	State	7.9	36.1	43.0	13.0	7.3	32.8	47.5	12.4	2.4	16.8	58.2	22.6
Female	School	5.3	42.1	39.5	13.2	5.3	36.8	50.0	7.9	0.0	10.5	65.8	23.7
	District	4.3	43.5	41.3	10.9	4.3	37.0	52.2	6.5	0.0	10.9	69.6	19.6
	State	4.4	32.9	45.7	17.0	5.9	33.5	49.4	11.2	1.7	17.1	61.7	19.4

17
3
de
4 -
Ra
ici
a
/Ε
thi
nic
:
a
c
(0
ľ
วเ
Лì
0

			Rea	ding			Mathem	natics			Scie	ence	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
White	School District State	8.7 6.8 3.2	39.1 40.9 25.4	40.6 43.2 50.8	11.6 9.1 20.6	5.8 5.7 3.5	39.1 38.6 25.4	49.3 51.1 55.4	5.8 4.5 15.7	0.0 0.0 0.8	14.5 13.6 9.5	63.8 64.8 60.7	21.7 21.6 29.0
Black	School District State	12.3	48.9	33.3	5.6	13.8	47.4	35.4	3.4	4.9	31.8	55.7	7.7
Hispanic	School District State	8.8	46.8	37.7	6.6	8.8	42.5	43.6	5.1	2.8	23.8	62.8	10.6
Asian	School District State	2.2	16.3	49.6	31.9	2.4	13.4	48.5	35.8	1.1	6.8	51.4	40.6
Native Haw Islander	aiian/Pacific School District State	3.9	31.2	47.3	17.6	5.4	32.7	48.3	13.7	1.5	12.2	62.4	23.9
American II	ndian School District State	9.1	42.5	37.6	10.9	9.8	41.2	39.4	9.6	3.6	21.7	61.6	13.1
Two or Mor	re Races School District State	5.1	30.5	46.3	18.1	6.2	32.6	47.5	13.7	1.9	14.7	60.1	23.2

Frade 4 - Students with Disabilities

Oracio I	Students with			nding			Mathem	natics			Scie	nce	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	28.6	47.6	19.0	4.8	14.3	57.1	28.6	0.0	0.0	28.6	61.9	9.5
	District State	30.4 28.0	47.8 48.4	17.4 19.8	4.3 3.9	21.7 24.1	52.2 47.3	26.1 25.2	0.0 3.4	0.0 6.9	34.8 35.6	56.5 50.0	8.7 7.6
Non-IEP	School	0.0	38.0	48.0	14.0	2.0	32.0	58.0	8.0	0.0	10.0	64.0	26.0
	District	0.0	39.7	50.0	10.3	1.5	33.8	58.8	5.9	0.0	8.8	66.2	25.0
	State	3.0	32.6	47.9	16.5	4.1	31.1	51.8	13.0	1.4	14.3	61.4	23.0

Grade 4 - Economically Disadvantaged

,		5											
		Rea	ading			Mathe	matics		Science				
Levels	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch School District State	15.4 13.0 9.7	48.7 46.3 46.6	25.6 33.3 37.3	10.3 7.4 6.4	10.3 11.1 10.3	43.6 40.7 43.9	43.6 46.3 41.3	2.6 1.9 4.5	0.0 0.0 3.3	25.6 24.1 25.4	56.4 57.4 61.0	17.9 18.5 10.3	
Not Eligible School District State	0.0 0.0 2.2	31.3 35.1 21.0	56.3 54.1 52.2	12.5 10.8 24.6	0.0 0.0 2.5	34.4 35.1 21.0	56.3 56.8 56.4	9.4 8.1 20.1	0.0 0.0 0.7	3.1 2.7 7.4	71.9 73.0 58.7	25.0 24.3 33.2	

Grade 5

Grade 5 - All

-		Read	ding		Mathematics			
Levels	1	2	3	4	1	2	3	4
School District State	2.8 3.1 6.3	25.0 30.9 34.8	62.5 55.7 42.7	9.7 10.3 16.2	2.8 2.1 7.2	27.8 37.1 33.4	69.4 59.8 47.7	0.0 1.0 11.7

Grade 5 - Gender

			Rea	ding		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
Male	School	4.5	22.7	65.9	6.8	2.3	25.0	72.7	0.0	
	District	5.3	31.6	56.1	7.0	1.8	35.1	63.2	0.0	
	State	7.9	36.4	41.6	14.1	8.2	33.0	46.3	12.5	
Female	School	0.0	28.6	57.1	14.3	3.6	32.1	64.3	0.0	
	District	0.0	30.0	55.0	15.0	2.5	40.0	55.0	2.5	
	State	4.7	33.1	43.8	18.4	6.1	33.9	49.2	10.9	

Grade 5 - Racial/Ethnic Background

			Rea	iding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White	School District State	2.8 3.2 3.1	25.4 31.6 25.1	62.0 54.7 49.4	9.9 10.5 22.3	2.8 2.1 3.9	28.2 37.9 26.0	69.0 58.9 54.7	0.0 1.1 15.5
Black	School District State	12.4	50.4	31.8	5.5	15.2	48.1	33.8	2.9
Hispanic	School District State	9.4	46.7	36.2	7.6	9.1	41.9	43.7	5.3
Asian	School District State	2.3	17.7	44.9	35.1	2.4	14.1	46.7	36.9
Native Haw Islander	aiian/Pacific School District State	4.3	32.9	50.7	12.1	4.8	27.8	56.0	11.5
American lı	ndian School District State	9.4	43.3	38.7	8.7	8.4	41.0	44.7	5.9
Two or Mor	re Races School District State	5.2	31.6	43.9	19.3	6.9	32.0	46.1	15.0

Grade 5 - Students with Disabilities

			Rea	ding		Mathematics			
	Levels	1	2	3	4	1	2	3	4
IEP	School	8.3	25.0	58.3	8.3	16.7	16.7	66.7	0.0
	District	10.5	42.1	36.8	10.5	10.5	36.8	52.6	0.0
	State	28.4	50.6	17.5	3.5	26.2	47.7	23.3	2.7
Non-IEP	School	1.7	25.0	63.3	10.0	0.0	30.0	70.0	0.0
	District	1.3	28.2	60.3	10.3	0.0	37.2	61.5	1.3
	State	3.1	32.5	46.3	18.0	4.4	31.3	51.2	13.0

Grade 5 - Economically Disadvantaged

		Rea	ding		Mathematics			
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	2.8	30.6	63.9	2.8	5.6	33.3	61.1	0.0
District	2.4	35.7	59.5	2.4	4.8	38.1	57.1	0.0
State	10.2	47.1	35.9	6.8	11.0	44.1	40.6	4.2
Not Eligible								
School	2.8	19.4	61.1	16.7	0.0	22.2	77.8	0.0
District	3.6	27.3	52.7	16.4	0.0	36.4	61.8	1.8
State	2.1	21.2	50.2	26.5	2.9	21.6	55.5	19.9

Grade 6

Grade 6 - All

-		Read	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
School	1.3	27.8	60.8	10.1	3.8	40.5	50.6	5.1	
District State	4.8 6.1	28.8 35.0	57.7 42.7	8.7 16.2	3.8 7.2	39.4 33.1	51.9 47.0	4.8 12.6	

Grade 6 - Gender

		Reading				Mathematics			
	Levels	1	2	3	4	1	2	3	4
Male	School	2.9	29.4	67.6	0.0	0.0	47.1	52.9	0.0
	District	8.5	34.0	55.3	2.1	2.1	46.8	48.9	2.1
	State	8.0	37.9	41.2	13.0	8.4	33.6	45.0	13.0
Female	School	0.0	26.7	55.6	17.8	6.7	35.6	48.9	8.9
	District	1.8	24.6	59.6	14.0	5.3	33.3	54.4	7.0
	State	4.1	31.9	44.4	19.5	6.0	32.7	49.2	12.2

Grade 6 - Racial/Ethnic Background

			Reading Mathematics							
	Levels	1	2	3	4	1	2	3	4	
White										
	School	1.3	26.7	61.3	10.7	2.7	40.0	52.0	5.3	
	District State	5.0 3.5	28.0 27.1	58.0 47.8	9.0 21.6	3.0 4.1	39.0 25.6	53.0 53.7	5.0 16.7	
Black	State	0.0	21.1	47.0	21.0	7.1	20.0	55.7	10.7	
Didok	School									
	District									
	State	11.7	48.5	33.6	6.3	15.3	47.7	33.6	3.4	
Hispanic										
	School									
	District State	8.1	45.1	38.7	8.1	8.7	41.9	43.4	5.9	
Asian	State	0.1	10.1	00.1	0.1	0.1	71.0	70.7	0.0	
	School									
	District									
	State	2.2	17.5	43.4	36.8	2.5	14.2	45.2	38.1	
	aiian/Pacific									
Islander	School									
	District									
	State	10.6	32.4	42.1	14.8	8.3	36.1	43.5	12.0	
American I	ndian									
	School									
	District State	7.7	45.4	36.9	10.0	9.3	43.8	39.1	7.9	
Two or Moi		1.1	40.4	50.9	10.0	J.J	40.0	JJ. I	1.3	
I WU UI IVIOI	School									
	District									
	State	5.0	30.5	44.3	20.2	6.9	30.1	47.3	15.7	

Grade 6 - Students with Disabilities

			Rea	ding		Mathematics			
	Levels	1	2	3	4	1	2	3	4
IEP	School	8.3	50.0	41.7	0.0	16.7	75.0	8.3	0.0
	District	22.2	44.4	33.3	0.0	16.7	72.2	11.1	0.0
	State	29.0	52.7	15.6	2.8	29.4	49.4	18.9	2.3
Non-IEP	School	0.0	23.9	64.2	11.9	1.5	34.3	58.2	6.0
	District	1.2	25.6	62.8	10.5	1.2	32.6	60.5	5.8
	State	2.9	32.5	46.6	18.1	4.1	30.9	51.0	14.1

Grade 6 - Economically Disadvantaged

		Rea	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch									
School	2.4	29.3	65.9	2.4	4.9	48.8	43.9	2.4	
District	7.4	33.3	57.4	1.9	3.7	50.0	44.4	1.9	
State	9.6	46.2	37.1	7.2	11.1	43.9	40.0	5.0	
Not Eligible									
School	0.0	26.3	55.3	18.4	2.6	31.6	57.9	7.9	
District	2.0	24.0	58.0	16.0	4.0	28.0	60.0	8.0	
State	2.3	22.9	48.9	25.9	3.0	21.4	54.7	20.9	

2013 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	Yes
Is this school making AYP in Mathematics?	No

	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?				
2013-14 Federal Improvement Status					
2013-14 State Improvement Status					

	Percent Tested on State Tests			Percent Meeting/Exceeding Standards *						Other Indicators				
	Reading Mathematics		natics	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		92.5			92.5			92.0		85.0	
All	100.0	Yes	100.0	Yes	62.3	62.5	Yes	55.7	61.8	No	94.5	Yes		
White	100.0	Yes	100.0	Yes	62.7	63.3	Yes	55.7	62.9	No	94.6			
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	38.1	36.4	Yes	33.3	42.6	No	93.8			
Economically Disadvantaged	100.0	Yes	100.0	Yes	52.8	50.1	Yes	46.0	51.8	No	93.6			

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 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
- 3. At least 92% attendance rate for non-high schools.
- 4. At least 85% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

^{*} Includes only students enrolled as of 05/01/2012.

^{**} Safe Harbor Targets of 92.5% 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.

2013 STUDENT ACADEMIC GROWTH

Average Growth Value								
	Reading	Math						
School	103.1	98.5						
District	101.7	97.8						
State	102.1	101.4						

Illinois has chosen to use a value table methodology to determine the school and district growth metric based on student performance on large-scale assessments (the ISAT). The numbers contained in the value table represent the number of students in each cell.

The average of all students' academic growth over two year's performance will be used to determine the growth metric..

Reading

			Performance Level in Year 2								
			Academic Warning			elow ndards		leets ndards	Exceeds Standards		
			1A	1B	2A	2B	3A	3B	4A	4B	
Performance Level in Year 1	Academic Warning	1A			1						
		1B		2	1	1	3				
	Below Standards	2A	1	4	9	5					
		2B			6	26	29	4			
	Meets	3A			2	13	30	18	3	1	
	Standards	3B				3	10	6	3	1	
	Exceeds Standards	4A					4	6	9		
	Standards	4B					2	5	5	1	

Math

			Performance Level in Year 2								
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards		
			1A	1B	2A	2B	3A	3B	4A	4B	
	Academic Warning	1A		1							
Performance Level in Year 1		1B	1	3	1	2					
	Below Standards	2A	2	1	9	6	1				
		2B			12	20	30				
	Meets Standards	3A			4	20	49	6			
		3B				2	12	17	5		
	Exceeds	4A					2	5	2		
	Standards	4B								1	