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/E	RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION											
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American	Two or More Races	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	Percent Homeless	Total Enrollment
School District State	95.6 96.9 49.9	0.4 0.3 17.5	2.1 1.4 24.6	0.0 0.2 4.5	0.0 0.0 0.1	0.4 0.3 0.3	1.5 0.9 3.1	54.6 51.4 51.5	0.2 0.1 9.5	18.9 20.1 13.7	5.7 4.7 2.4	476 1,177 2,046,857

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		1.7	12.8	95.2
District		2.1	15.7	95.0
State		8.7	12.3	94.5

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	98.2				
State	95.7				
I	1				

Total School Days					
	Days				
School	169				
District	169				
State	174				

^{*} 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	21.7	20.0	22.3	19.7	25.7	24.3	24.7				22.6
District	21.0	21.5	23.3	19.8	25.5	23.8	25.0				18.6
State	21.2	21.6	21.8	22.5	22.8	23.2	23.1				21.4

TIME DEVO	TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)											
	Ma	athematic	cs		Science English/Language Arts				So	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	56		30	43		141	101		30	42	

TEACHER	INFORMATION	(Full-Time E	quivalents)								
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	97.4	0.0	1.3	0.0	0.0	0.0	0.0	1.3	26.0	74.0	76
State	81.6	6.5	5.5	1.4	0.1	0.2	0.7	4.1	22.9	77.1	130,066

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		38.8	59.9	0.0	0.0			
State		41.2	58.2	0.6	0.6			

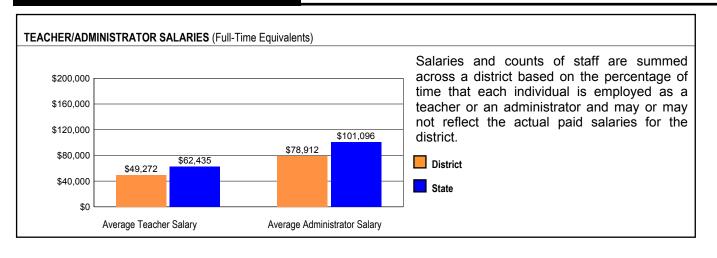
The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

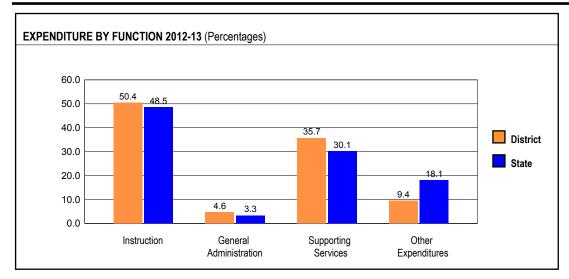
Some teacher/administrator data are not collected at the school level.

TEACHER RETENTION RATE						

PRINCIPAL TURNOVER (Count)						
School 1						
District	2					
State	2					

SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2012-13								
	District	District %	State %					
Local Property Taxes	\$3,035,614	26.4	61.3					
Other Local Funding	\$580,711	5.0	4.7					
General State Aid	\$5,215,444	45.3	16.1					
Other State Funding	\$1,853,292	16.1	10.0					
Federal Funding	\$832,590	7.2	7.9					
TOTAL	\$11,517,651							

EXPENDITURE BY FUND 2012-13								
	District	District %	State %					
Education	\$9,297,304	76.6	73.6					
Operations & Maintenance	\$554,370	4.6	6.2					
Transportation	\$780,516	6.4	3.8					
Debt Service	\$438,613	3.6	7.8					
Tort	\$370,498	3.1	1.2					
Municipal Retirement/								
Social Security	\$511,963	4.2	2.1					
Fire Prevention & Safety	\$186,994	1.5	0.6					
Capital Projects	\$0	0.0	4.7					
TOTAL	\$12,140,258							

OTHER FINA	ANCIAL INDICATORS			
	2011 Equalized	2011 Total School	2012-13 Instructional	2012-13 Operating
	Assessed Valuation	Tax Rate	Expenditure	Expenditure
	per Pupil	per \$100	per Pupil	per Pupil
District	\$46,762	4.86	\$5,192	\$9,157
State	**	**	\$7,094	\$12,045

^{**} 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.

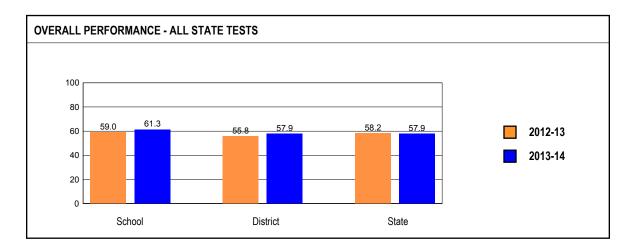
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

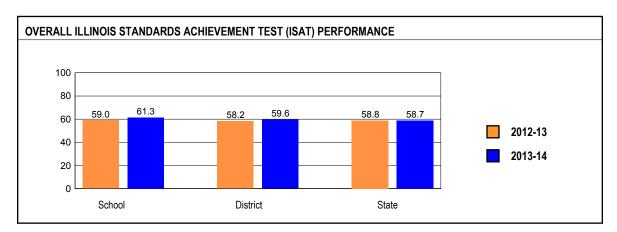
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

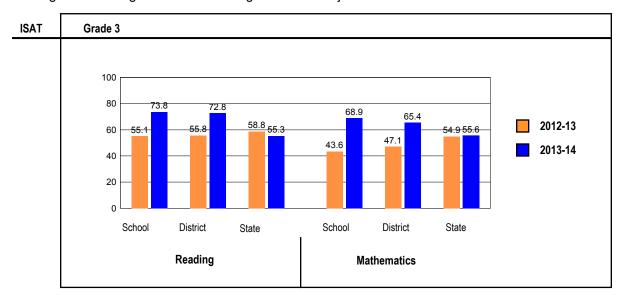
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They respresent your school's performance in reading and mathematics. The ISAT reading and math cut scores were reset for school year 2013. Starting in 2013, Illinois raised the performance cut scores in reading and math to align with college and career ready expectations. In Order to align the Illinois Alternative Assessment (IAA) with the content standards of the Common Core Essentials Elements, Illinois raised the performance cut scores of IAA in reading and math in 2014.

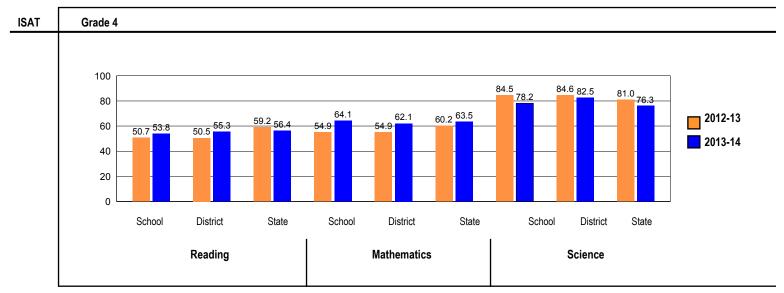


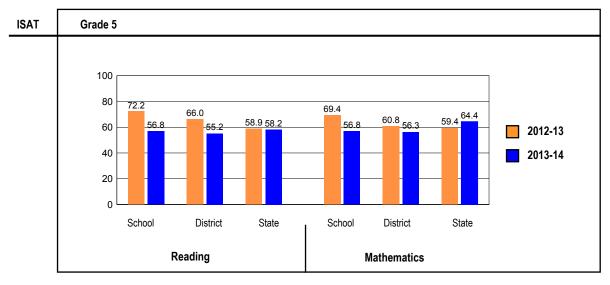


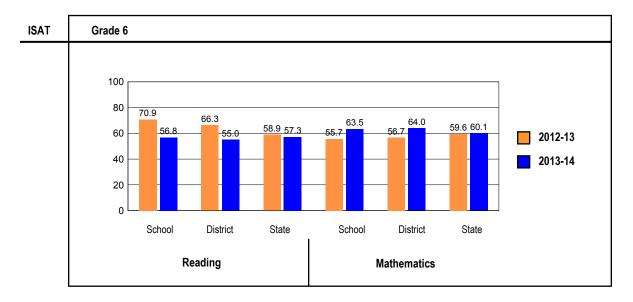
ISAT PERFORMANCE

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	NTAGE OF ST	TUDENTS I	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR I	READING							
			Ge	nder		R	acial/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	287	154	133	275	0	4	0	0	1	7	1	0	57	150
	Reading	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	668	341	327	644	2	9	2	0	2	9	1	0	136	339
	Reading	0.6	0.6	0.6	0.6									0.7	1.2
State	*Enrollment	1,060,658	543,109	517,316	532,220	183,481	260,114	48,330	1,029	2,982	31,812	70,904	280	143,042	547,763
State	Reading	0.6	0.6	0.5	0.4	0.8	0.6	0.5	1.2	0.8	0.6	1.1	2.5	1.2	0.7

^{*} 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	NTAGE OF ST	TUDENTS I	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR I	MATHEMA	ATICS						
			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	287	154	133	275	0	4	0	0	1	7	1	0	57	150
School	Mathematics	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	668	341	327	644	2	9	2	0	2	9	1	0	136	339
	Mathematics	0.6	0.6	0.6	0.6						·			0.7	1.2
State	*Enrollment	1,062,316	543,976	518,107	532,697	183,560	260,674	48,844	1,035	2,994	31,822	72,621	281	143,066	548,764
State	Mathematics	0.5	0.6	0.5	0.4	0.9	0.5	0.3	0.4	0.6	0.6	0.6	1.4	1.2	0.6

^{*} 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		R	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 Science	*Enrollment	78	48	30	73	0	2	0	0	0	3	0	0	15	44
	0.0	0.0	0.0	0.0									0.0	0.0	
District	*Enrollment	294	152	142	280	1	6	2	0	1	4	0	0	57	144
DISTRICT	Science	1.0	1.3	0.7	1.1									1.8	2.1
State	*Enrollment	454,072	231,511	222,497	231,754	77,973	108,437	20,846	425	1,245	13,169	23,463	112	60,394	226,620
State ——	Science	0.7	0.8	0.6	0.5	1.3	0.7	0.3	0.2	1.1	0.8	0.9	0.9	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

		Read	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
School District State	4.9 3.7 7.4	21.3 23.5 37.2	52.5 53.1 35.9	21.3 19.8 19.4	4.9 3.7 7.3	26.2 30.9 37.1	63.9 59.3 42.4	4.9 6.2 13.2

Grade 3 - Gender

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
Male	School	6.9	27.6	58.6	6.9	6.9	31.0	62.1	0.0
	District	5.6	27.8	58.3	8.3	5.6	36.1	58.3	0.0
	State	8.6	38.9	35.2	17.2	8.1	36.9	41.2	13.8
Female	School	3.1	15.6	46.9	34.4	3.1	21.9	65.6	9.4
	District	2.2	20.0	48.9	28.9	2.2	26.7	60.0	11.1
	State	6.2	35.5	36.6	21.8	6.5	37.2	43.6	12.6

Grade 3 - Racial/Ethnic Background

			Rea	ding			Mather	matics	
	Levels	1	2	3	4	1	2	3	4
White									
	School	5.3	22.8	52.6	19.3	5.3	26.3	64.9	3.5
	District	3.9	24.7	53.2	18.2	3.9	31.2	59.7	5.2
	State	3.4	28.0	41.6	26.9	3.8	29.7	49.4	17.1
Black									
	School								
	District								l
	State	14.0	50.3	27.6	8.0	15.3	49.7	29.9	5.2
Hispanic									
	School								
	District								
	State	11.5	49.4	30.3	8.7	9.7	46.7	37.6	6.0
Asian									
	School								
	District		4			4.0		40.0	40-
	State	2.3	17.5	38.3	41.9	1.6	14.3	43.6	40.5
	aiian/Pacific								
Islander	School								
	District								
	State	2.6	31.1	42.4	23.8	3.2	33.3	46.8	16.7
		2.0	01.1	72.7	20.0	0.2	00.0	40.0	10.7
American I	ndian School								
	District								
	State	9.7	42.7	36.3	11.3	8.3	44.2	40.7	6.9
Tura av Mari		5.7	74.1	00.0	11.0	0.0	77.2	70.7	0.5
Two or Mo	re Races School								
	District	_ _{- ،}	240	27.0	22.0	C 7	25.7	40.0	45.0
	State	5.4	34.0	37.0	23.6	6.7	35.7	42.0	15.6

Grade 3 - Economically Disadvantaged

		Rea	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch School District State	6.7 5.0 11.5	20.0 22.5 48.9	66.7 67.5 30.9	6.7 5.0 8.7	6.7 5.0 11.3	33.3 40.0 47.6	56.7 52.5 35.4	3.3 2.5 5.8
Not Eligible School District State	3.2 2.4 2.5	22.6 24.4 23.0	38.7 39.0 42.0	35.5 34.1 32.6	3.2 2.4 2.5	19.4 22.0 24.3	71.0 65.9 50.9	6.5 9.8 22.3

Grade 4

Grade 4 - All

		Rea	ading			Mathem	natics			Scie	nce	
Levels	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	46.2	43.6	10.3	5.1	30.8	57.7	6.4	1.3	20.5	62.8	15.4
District	0.0	44.7	41.7	13.6	4.9	33.0	54.4	7.8	1.0	16.5	62.1	20.4
State	5.1	38.6	39.5	16.8	6.6	29.9	51.8	11.7	3.3	20.4	59.9	16.3

Grade 4 - Gender

			Rea	ading			Mathe	matics			Scie	nce	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	43.8	50.0	6.3	2.1	29.2	64.6	4.2	2.1	12.5	68.8	16.7
	District	0.0	45.9	47.5	6.6	3.3	29.5	63.9	3.3	1.6	11.5	68.9	18.0
	State	6.4	40.7	38.2	14.8	7.3	29.3	50.0	13.3	3.7	21.0	58.2	17.1
Female	School	0.0	50.0	33.3	16.7	10.0	33.3	46.7	10.0	0.0	33.3	53.3	13.3
	District	0.0	42.9	33.3	23.8	7.1	38.1	40.5	14.3	0.0	23.8	52.4	23.8
	State	3.7	36.4	40.9	19.0	5.8	30.5	53.7	10.0	2.8	19.9	61.7	15.6

Grade 4 - Racial/Ethnic Background

			Rea	ding	_		Mathem	natics			Scie	nce	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
White	School District State	0.0 0.0 2.5	47.9 46.4 29.2	43.8 42.3 45.4	8.2 11.3 23.0	5.5 5.2 3.7	31.5 34.0 22.1	56.2 53.6 58.4	6.8 7.2 15.7	1.4 1.0 1.5	20.5 16.5 12.1	64.4 63.9 63.6	13.7 18.6 22.9
Black	School District State	9.9	54.6	29.3	6.2	13.5	44.6	39.0	2.8	7.4	36.4	51.3	5.0
Hispanic	School District State	7.7	50.2	33.9	8.2	8.4	39.1	47.7	4.8	4.5	28.7	59.4	7.4
Asian	School District State	1.8	18.4	45.0	34.8	2.0	10.7	51.4	35.9	1.3	8.0	56.3	34.4
Native Haw Islander	vaiian/Pacific School District State	1.7	28.6	41.2	28.6	1.6	23.0	55.7	19.7	0.8	13.8	55.3	30.1
American I	ndian School District State	6.6	42.5	36.9	14.0	5.8	35.0	51.5	7.6	3.3	22.8	59.2	14.7
Two or Mor	re Races School District State	3.8	34.4	41.7	20.2	6.3	27.7	50.5	15.5	2.7	18.1	59.6	19.7

Grade 4 - Students with Disabilities

			Rea	ding			Mathem	natics			Scie	nce	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	73.3	20.0	6.7	13.3	40.0	40.0	6.7	0.0	40.0	53.3	6.7
	District State	0.0 22.0	66.7 56.2	22.2 17.4	11.1 4.5	11.1 24.7	40.7 44.4	40.7 27.2	7.4 3.6	0.0 9.4	25.9 40.3	55.6 44.7	18.5 5.6
Non-IEP	School	0.0	39.7	49.2	11.1	3.2	28.6	61.9	6.3	1.6	15.9	65.1	17.5
	District State	0.0 2.6	36.8 35.9	48.7 42.8	14.5 18.6	2.6 3.9	30.3 27.8	59.2 55.4	7.9 12.9	1.3 2.4	13.2 17.5	64.5 62.2	21.1 17.9

Grade 4 - Economically Disadvantaged

		Rea	ading		Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch School District State	0.0 0.0 8.0	59.1 58.2 51.0	38.6 38.2 33.6	2.3 3.6 7.4	9.1 9.1 10.2	38.6 38.2 40.5	45.5 47.3 45.1	6.8 5.5 4.1	0.0 0.0 5.2	31.8 25.5 30.0	52.3 58.2 57.8	15.9 16.4 7.0
Not Eligible School District State	0.0 0.0 1.7	29.4 29.2 24.2	50.0 45.8 46.4	20.6 25.0 27.7	0.0 0.0 2.3	20.6 27.1 17.7	73.5 62.5 59.5	5.9 10.4 20.4	2.9 2.1 1.1	5.9 6.3 9.5	76.5 66.7 62.4	14.7 25.0 27.0

Grade 5

Grade 5 - All

		Read	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
School District State	8.1 8.3 8.0	35.1 36.5 33.8	48.6 49.0 43.9	8.1 6.3 14.3	5.4 6.3 5.6	37.8 37.5 30.0	45.9 47.9 49.0	10.8 8.3 15.4	

Grade 5 - Gender

		Reading				Mathematics			
	Levels	1	2	3	4	1	2	3	4
Male	School	9.4	56.3	28.1	6.3	6.3	46.9	37.5	9.4
	District	11.1	48.9	35.6	4.4	6.7	44.4	42.2	6.7
	State	9.8	35.7	42.2	12.3	6.3	30.7	46.8	16.2
Female	School	7.1	19.0	64.3	9.5	4.8	31.0	52.4	11.9
	District	5.9	25.5	60.8	7.8	5.9	31.4	52.9	9.8
	State	6.1	31.9	45.6	16.4	4.8	29.4	51.2	14.6

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			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White									
	School	8.3	36.1	47.2	8.3	5.6	38.9	44.4	11.1
	District	8.6	36.6	48.4	6.5	6.5	37.6	47.3	8.6
	State	4.5	25.3	50.8	19.4	3.5	23.5	53.0	20.0
Black	School								
	District State	15.4	48.3	31.6	4.8	10.6	43.7	40.8	4.8
112	State	13.4	40.3	31.0	4.0	10.0	43.7	40.0	4.0
Hispanic	Cabaal								
	School								
	District State	11.1	44.5	37.9	6.4	7.0	37.4	48.0	7.6
Asian	State	11.1	44.5	31.9	0.4	7.0	31.4	40.0	7.0
ASIAII	School								
	District								
	State	2.4	16.0	46.1	35.4	1.6	10.3	42.4	45.7
Nativo Haw	aiian/Pacific								
Islander	allali/Pacilic								
isianuci	School								
	District								
	State	3.4	29.5	48.3	18.8	3.3	24.3	52.0	20.4
American Ir	ndian								
	School								
	District								
	State	6.2	39.1	41.2	13.5	6.4	35.5	45.2	12.9
Two or Mor	e Races								
	School								
	District								
	State	7.6	30.7	44.4	17.3	5.7	28.9	47.7	17.7

Grade 5 - Students with Disabilities

Stade 3 -	Students With	Disabilit	165							
			Rea	ding		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
IEP										
	School	22.7	36.4	31.8	9.1	13.6	45.5	31.8	9.1	
	District	25.0	37.5	29.2	8.3	16.7	45.8	29.2	8.3	
	State	31.8	48.2	17.1	2.9	20.9	50.1	25.5	3.6	
Non-IEP										
	School	1.9	34.6	55.8	7.7	1.9	34.6	51.9	11.5	
	District	2.8	36.1	55.6	5.6	2.8	34.7	54.2	8.3	
	State	4.5	31.7	47.8	16.0	3.3	27.1	52.4	17.1	

Grade 5 - Economically Disadvantaged

		Rea	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch									
School	11.6	41.9	44.2	2.3	7.0	46.5	41.9	4.7	
District	11.7	41.7	45.0	1.7	8.3	45.0	43.3	3.3	
State	12.5	45.4	36.4	5.7	8.4	40.0	45.1	6.5	
Not Eligible									
School	3.2	25.8	54.8	16.1	3.2	25.8	51.6	19.4	
District	2.8	27.8	55.6	13.9	2.8	25.0	55.6	16.7	
State	3.0	20.7	52.3	24.0	2.4	18.7	53.4	25.6	

Grade 6

Grade 6 - All

		Read	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
School	4.1	39.2	50.0	6.8	4.1	32.4	62.2	1.4	
District State	3.0 6.1	42.0 36.6	47.0 43.2	8.0 14.1	4.0 9.0	32.0 30.8	61.0 46.5	3.0 13.6	

Grade 6 - Gender

			Rea	ding		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
Male	School	4.4	40.0	48.9	6.7	4.4	33.3	62.2	0.0	
	District	3.4	47.5	42.4	6.8	3.4	37.3	57.6	1.7	
	State	7.9	38.6	41.3	12.1	10.2	31.2	44.6	14.0	
Female	School	3.4	37.9	51.7	6.9	3.4	31.0	62.1	3.4	
	District	2.4	34.1	53.7	9.8	4.9	24.4	65.9	4.9	
	State	4.3	34.5	45.2	16.1	7.8	30.4	48.6	13.2	

Grade 6 - Racial/Ethnic Background

			Rea	ding		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
White			00 =	40.0			20.0			
	School	4.1	39.7	49.3	6.8	4.1	32.9	61.6	1.4	
	District State	3.1 3.5	42.9 28.3	45.9 49.2	8.2 19.1	4.1 5.3	32.7 24.1	60.2 52.8	3.1 17.8	
Black	State	3.3	20.5	43.2	13.1	5.5	24.1	32.0	17.0	
Diack	School									
	District									
	State	11.7	51.8	32.1	4.4	18.5	43.9	33.8	3.8	
Hispanic										
	School									
	District	8.4	46.4	38.5	6.8	11.1	38.8	43.8	6.3	
Asian	State	0.4	40.4	30.3	0.0	11.1	30.0	43.0	0.3	
Asidii	School									
	District									
	State	2.2	17.2	46.9	33.7	2.8	11.9	42.6	42.7	
	aiian/Pacific									
Islander	School									
	District									
	State	4.0	29.6	52.8	13.6	3.9	26.6	52.3	17.2	
American I	ndian									
Allicitouiti	School									
	District						_			
	State	6.5	44.9	38.3	10.3	8.1	37.5	46.3	8.1	
Two or Mor										
	School									
	District	E /	34.4	42.6	17.5	9.2	29.7	44.1	16.9	
	State	5.4	34.4	42.0	17.5	9.2	29.7	44.1	10.9	

Grade 6 - Students with Disabilities

			Rea	ding		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
IEP	School	23.1	46.2	23.1	7.7	15.4	30.8	53.8	0.0	
	District	15.0	60.0	20.0	5.0	15.0	35.0	50.0	0.0	
	State	27.8	55.1	14.9	2.3	31.7	46.4	19.3	2.6	
Non-IEP	School	0.0	37.7	55.7	6.6	1.6	32.8	63.9	1.6	
	District	0.0	37.5	53.8	8.8	1.3	31.3	63.8	3.8	
	State	3.0	34.0	47.3	15.7	5.8	28.6	50.4	15.2	

Grade 6 - Economically Disadvantaged

		Rea	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch School District State	9.1 7.3 9.6	39.4 46.3 48.7	48.5 41.5 36.1	3.0 4.9 5.6	6.1 7.3 13.7	45.5 41.5 40.8	48.5 48.8 40.3	0.0 2.4 5.2	
Not Eligible School District State	0.0 0.0 2.3	39.0 39.0 23.2	51.2 50.8 51.1	9.8 10.2 23.4	2.4 1.7 3.9	22.0 25.4 19.8	73.2 69.5 53.4	2.4 3.4 22.9	

2014 STUDENT ACADEMIC GROWTH

Average Growth Value						
	Reading	Math				
School	97.9	103.6				
District	98.4	103.1				
State	99.4	102.9				

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		Below Standards		Meets Standards		Exceeds Standards		
			1A	1B	2A	2B	3A	3B	4A	4B
Performance Level in Year 1	Academic Warning	1A		1	1					
		1B	2	1	4	1				
	Below Standards	2A		4	14	6	2	1		
		2B			9	24	19			
	Meets Standards	3A		1	3	24	31	7	1	
		3B			1	2	12	19	4	1
	Exceeds Standards	4A					1	8	6	1
		4B					1		5	1

Math

Performance Level in Year 2										
		Academic Warning		Below Standards		Meets Standards		Exceeds Standards		
			1A	1B	2A	2B	3A	3B	4A	4B
Performance Level in Year 1	Academic Warning	1A	1	1		1	1			
		1B	1	2	1	1				
	Below Standards	2A	1	1	8	10	4	2		
		2B			9	18	30	4		
	Meets Standards	3A		2	6	21	43	8	1	
		3B					9	16	7	
	Exceeds Standards	4A						3	5	
		4B								