Hamilton County Jr/Sr High School Hamilton Co CUSD 10 Mc Leansboro, ILLINOIS

GRADES: 789101112



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/E	ETHNIC E	BACKGRO	OUND AND	OTHER IN	IFORMATIO	N								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	97.6	0.2	0.7	0.2	0.7	0.7	44.5	0.0	21.3	3.8	0.9	13.4	93.4	577
District	97.4	0.2	0.5	0.2	0.3	1.4	45.0	0.0	22.8	3.8	2.7	15.7	93.7	1,209
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1	3.8	3.6	13.0	93.9	2,064,312

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.

INSTRUCTIONAL SETTING

PARENTAL	CONTACT*
	Percent
School	93.9
District	96.7
State	96.2
I	

STUDENT-TO	-STAFF RATIOS	}	
Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
18.4	18.6	13.4	197.8
18.2	18.2	13.3	203.8

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

AVERAGE CL	ASS SIZE	(as of the f	irst school	day in May)					
Grades	к	1	2	3	4	5	6	7	8	9 - 12
School District State								19.4 19.4 21.1	20.6 20.6 21.0	15.7 15.7 19.7

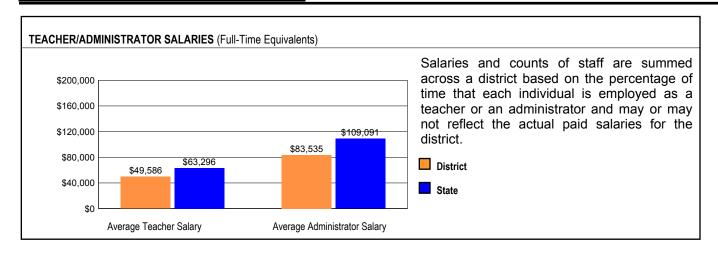
TIME DEVO	TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)													
	Mathematics Science English/Language Arts Social Science													
Grades	3	6	8	3	6	8	3	6	8	3	6	8		
School			44			44			88			44		
District			44			44			88			44		
State			51			44			93			44		

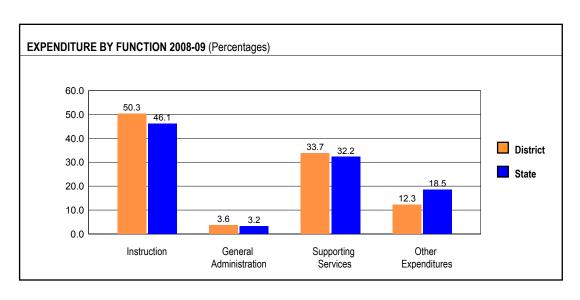
TEACHER	INFORMATION	N (Full-Time E	quivalents)					
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District State	98.8 85.2	0.0 8.1	1.2 5.2	0.0 1.4	0.0 0.2	26.4 23.0	73.6 77.0	83 132,502

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	13.4	52.7	46.1	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

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

SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2008-	09		
	District	District %	State %
Local Property Taxes	\$2,572,912	22.5	58.4
Other Local Funding	\$863,665	7.6	6.9
General State Aid	\$4,287,820	37.6	14.5
Other State Funding	\$1,627,038	14.3	8.3
Federal Funding	\$2,061,174	18.1	11.9
TOTAL	\$11,412,609		

EXPENDITURE BY FUND 20	08-09		
	District	District %	State %
Education	\$9,080,292	77.3	69.6
Operations & Maintenance	\$643,625	5.5	7.9
Transportation	\$796,194	6.8	3.8
Debt Service	\$440,494	3.8	7.0
Tort	\$243,482	2.1	1.2
Municipal Retirement/			
Social Security	\$383,360	3.3	1.8
Fire Prevention & Safety	\$152,671	1.3	0.8
Site & Construction/			
Capital Improvement	\$0	0.0	7.9
TOTAL	\$11,740,118		

OTHER FINA	ANCIAL INDICATORS			
	2007 Equalized	2007 Total School	2008-09 Instructional	2008-09 Operating
	Assessed Valuation	Tax Rate	Expenditure	Expenditure
	per Pupil	per \$100	per Pupil	per Pupil
District	\$42,349	5.23	\$5,084	\$8,684
State	**	**	\$6,483	\$11,197

^{**} 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.

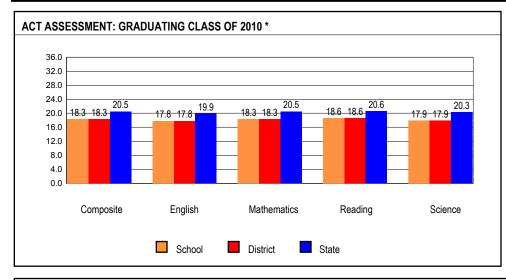
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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



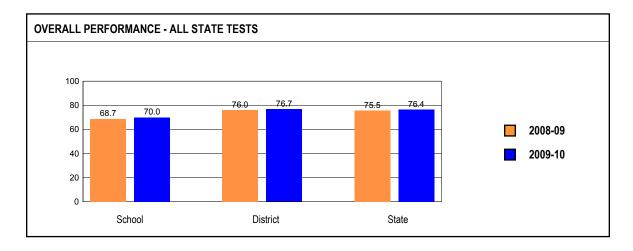
The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

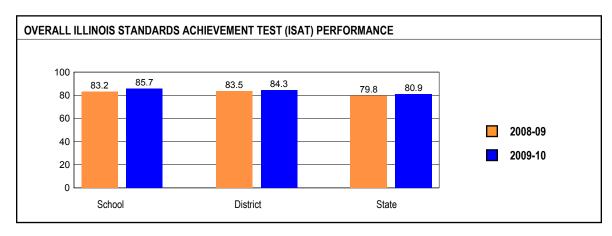
* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

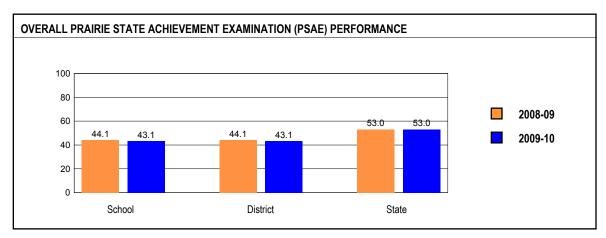
HIGH SCHO	HIGH SCHOOL GRADUATION RATE													
		Gei	nder			Race /	Ethnicity						Econo-	
	All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	LEP Migr	Migrant	Students with Disabilities	mically Disad- vantaged	
School	88.5	82.7	94.2	88.2		100.0		100.0				83.3	91.4	
District State	88.5 87.8	82.7 87.3	94.2 88.4	88.2 93.3		100.0 79.4		100.0 86.0				83.3 78.2	91.4 79.3	

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, mathematics, and science.

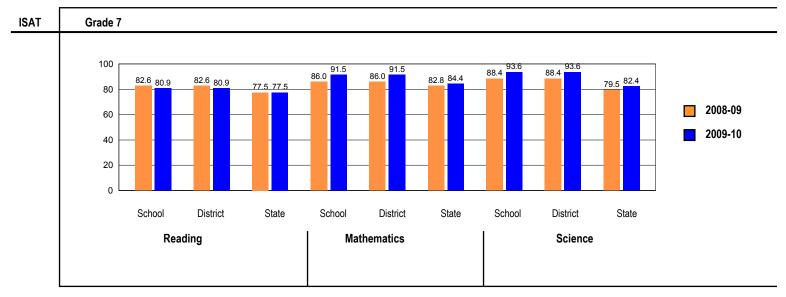


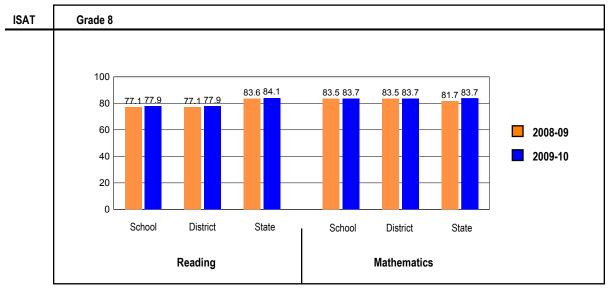




ISAT PERFORMANCE

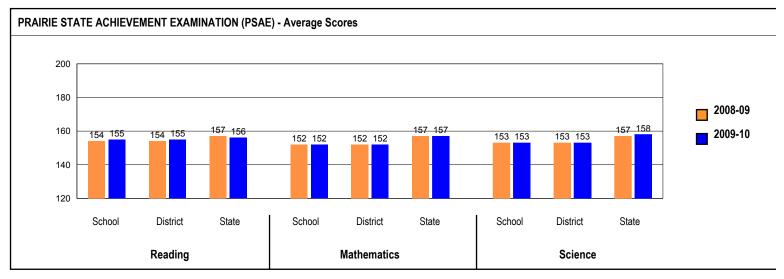
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



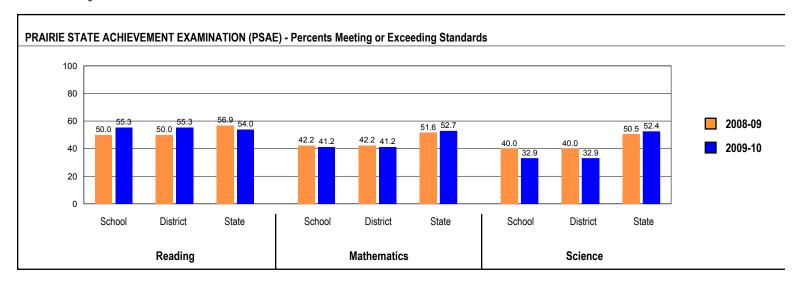


PSAE PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.



PSAE scores range from 120 to 200.



Number of students in this school with PSAE scores in 2010: 85

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.

			Ger	nder		Rad	cial/Ethnic	Backgroui	nd					Econo-
		All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	LEP	Migrant	Students with Disabilities	mically Disadv- antaged
	*Enrollment	272	148	124	265	1	2	1	1	2	0	0	58	122
School	Reading Mathematics	1.8 1.8	1.4 1.4	2.4 2.4	1.5 1.5								3.4 3.4	4.1 4.1
	*Enrollment	602	308	294	588	1	2	3	1	7	0	0	128	275
	Reading Mathematics	0.8 0.8	0.6 0.6	1.0 1.0	0.7 0.7								1.6 1.6	1.8 1.8
	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
State	Reading Mathematics	0.2 0.2	0.3 0.3	0.2 0.2	0.1 0.1	0.5 0.5	0.2 0.2	0.2 0.2	0.2 0.2	0.2 0.2	0.3 0.3	0.9 0.9	0.5 0.5	0.3 0.3

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

PERCEN	NTAGE OF S	TUDENTS	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR S	CIENCE ON	LY		_	-		
			Ge	nder		R	tacial/Ethnic	Backgroun	d					Econo-
		All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	LEP	Migrant	Students with Disabilities	mically Disadv- antaged
School	Enrollment	185	97	88	179	1	2	1	1	1	0	0	41	78
SCHOOL	Science	2.7	2.1	3.4	2.2								4.9	6.4
District	*Enrollment	269	138	131	263	1	2	1	1	1	0	0	56	119
District	Science	1.9	1.4	2.3	1.5								3.6	4.2
State	*Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
State	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

^{*} 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 7

Grade 7 - All

		Rea	ading			Mathe	matics			Scie	ence	
Levels	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	19.1	59.6	21.3	0.0	8.5	66.0	25.5	2.1	4.3	66.0	27.7
District	0.0	19.1	59.6	21.3	0.0	8.5	66.0	25.5	2.1	4.3	66.0	27.7
State	0.3	22.3	57.8	19.6	1.6	14.1	56.2	28.2	5.4	12.2	60.4	22.0

Grade 7 - Gender

			Rea	ding			Mathe	matics			Scie	nce	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	12.8	66.0	21.3	0.0	8.5	66.0	25.5	2.1	6.4	55.3	36.2
	District	0.0	12.8	66.0	21.3	0.0	8.5	66.0	25.5	2.1	6.4	55.3	36.2
	State	0.4	26.1	56.7	16.9	2.0	15.1	54.2	28.8	6.3	12.1	57.3	24.4
Female	School	0.0	25.5	53.2	21.3	0.0	8.5	66.0	25.5	2.1	2.1	76.6	19.1
	District	0.0	25.5	53.2	21.3	0.0	8.5	66.0	25.5	2.1	2.1	76.6	19.1
	State	0.1	18.3	59.1	22.5	1.2	13.0	58.2	27.6	4.5	12.3	63.6	19.6

Grade 7 - Racial/Ethnic Background

	aoiai/Etiiiio	J		ding			Mather	natics			Scie	ence	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	19.8	58.2	22.0	0.0	7.7	65.9	26.4	2.2	4.4	65.9	27.5
	District	0.0	19.8	58.2	22.0	0.0	7.7	65.9	26.4	2.2	4.4	65.9	27.5
	State	0.1	14.2	59.0	26.7	0.8	8.4	53.9	36.9	2.5	6.3	59.2	32.0
Black	School District State	0.6	37.5	54.2	7.6	3.8	27.7	57.9	10.6	12.0	23.5	59.1	5.4
Hispanic	School District State	0.4	32.1	58.9	8.5	1.8	18.3	63.9	16.0	7.8	18.7	65.3	8.2
Asian/Pacifi	c Islander School District State	0.1	8.4	53.8	37.8	0.5	4.3	38.0	57.2	2.3	4.5	55.4	37.8
Native Amer	rican School District State	0.0	24.8	58.9	16.2	2.0	13.6	60.9	23.5	7.6	10.0	58.5	23.9
Multiracial/E	thnic School District State	0.2	21.6	57.7	20.4	1.4	14.0	58.0	26.6	4.7	11.6	63.4	20.4

Grade 7 - Students with Disabilities

			Rea	ding			Mather	natics			Scie	nce	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	60.0	35.0	5.0	0.0	25.0	65.0	10.0	10.0	10.0	65.0	15.0
	District	0.0	60.0	35.0	5.0	0.0	25.0	65.0	10.0	10.0	10.0	65.0	15.0
	State	1.6	60.9	34.3	3.3	8.4	41.5	44.0	6.1	19.4	26.5	47.9	6.2
Non-IEP	School	0.0	8.1	66.2	25.7	0.0	4.1	66.2	29.7	0.0	2.7	66.2	31.1
	District	0.0	8.1	66.2	25.7	0.0	4.1	66.2	29.7	0.0	2.7	66.2	31.1
	State	0.1	16.5	61.4	22.1	0.6	10.0	58.0	31.5	3.4	10.0	62.2	24.4

Grade 7 - Economically Disadvantaged

		Rea	ding			Mathe	ematics			Scie	ence	
Levels	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch												
School	0.0	19.4	72.2	8.3	0.0	11.1	83.3	5.6	5.6	11.1	72.2	11.1
District	0.0	19.4	72.2	8.3	0.0	11.1	83.3	5.6	5.6	11.1	72.2	11.1
State	0.5	34.1	57.0	8.3	2.7	21.9	61.4	14.0	9.1	19.5	62.6	8.8
Not Eligible												
School	0.0	19.0	51.7	29.3	0.0	6.9	55.2	37.9	0.0	0.0	62.1	37.9
District	0.0	19.0	51.7	29.3	0.0	6.9	55.2	37.9	0.0	0.0	62.1	37.9
State	0.1	11.7	58.6	29.6	0.6	7.1	51.5	40.8	2.2	5.7	58.4	33.7

Grade 8

Grade 8 - All

		Read	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
School District State	0.0 0.0 0.2	22.1 22.1 15.7	72.1 72.1 72.4	5.8 5.8 11.7	1.2 1.2 0.6	15.1 15.1 15.7	61.6 61.6 53.0	22.1 22.1 30.7

Grade 8 - Gender

			Rea	ding			Mathe	matics	
	Levels	1	2	3	4	1	2	3	4
Male	School	0.0	28.0	68.0	4.0	2.0	16.0	70.0	12.0
	District	0.0	28.0	68.0	4.0	2.0	16.0	70.0	12.0
	State	0.3	19.0	70.4	10.3	0.8	17.5	51.3	30.4
Female	School	0.0	13.9	77.8	8.3	0.0	13.9	50.0	36.1
	District	0.0	13.9	77.8	8.3	0.0	13.9	50.0	36.1
	State	0.1	12.2	74.6	13.1	0.5	13.7	54.8	31.0

Grade 8 - Racial/Ethnic Background

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White									
	School	0.0	22.4	71.8	5.9	1.2	14.1	62.4	22.4
	District	0.0	22.4	71.8	5.9	1.2	14.1	62.4	22.4
	State	0.1	9.8	74.2	15.9	0.3	9.6	50.8	39.3
Black									
	School								
	District								
	State	0.4	27.4	69.0	3.2	1.5	30.4	55.7	12.3
Hispanic									
	School								
	District								
	State	0.3	22.3	72.3	5.2	0.7	20.0	60.4	18.9
Asian/Paci	ific Islander								
	School								
	District								
	State	0.1	6.6	66.2	27.2	0.2	5.1	33.5	61.3
Native Am									
	School								
	District								
	State	0.0	13.9	73.9	12.2	0.3	13.2	60.2	26.3
Multiracial	/Ethnic								
	School								
	District								
	State	0.2	13.6	73.0	13.2	0.6	15.1	53.2	31.2

Grade 8 - Students with Disabilities

			Rea	ding			Mathe	matics	
	Levels	1	2	3	4	1	2	3	4
IEP	School	0.0	68.8	31.3	0.0	6.3	56.3	37.5	0.0
	District	0.0	68.8	31.3	0.0	6.3	56.3	37.5	0.0
	State	1.0	52.0	45.2	1.7	3.6	49.9	41.0	5.4
Non-IEP	School	0.0	11.4	81.4	7.1	0.0	5.7	67.1	27.1
	District	0.0	11.4	81.4	7.1	0.0	5.7	67.1	27.1
	State	0.1	10.2	76.5	13.2	0.2	10.6	54.8	34.4

		Rea	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	29.5	70.5	0.0	2.3	18.2	61.4	18.2
District	0.0	29.5	70.5	0.0	2.3	18.2	61.4	18.2
State	0.3	24.6	70.6	4.5	1.1	24.4	58.2	16.4
Not Eligible								
School	0.0	14.3	73.8	11.9	0.0	11.9	61.9	26.2
District	0.0	14.3	73.8	11.9	0.0	11.9	61.9	26.2
State	0.1	8.1	74.0	17.8	0.3	8.3	48.6	42.8

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

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 11

Grade 11 - All

	-											
		Rea	nding			Mathe	matics			Scie	nce	
Levels	1	2	3	4	1	2	3	4	1	2	3	4
School	9.4	35.3	50.6	4.7	11.8	47.1	40.0	1.2	9.4	57.6	29.4	3.5
District	9.4	35.3	50.6	4.7	11.8	47.1	40.0	1.2	9.4	57.6	29.4	3.5
State	9.0	37.0	44.1	9.9	10.6	36.7	42.4	10.3	9.7	37.9	41.6	10.8

Grade 11 - Gender

		Reading					Mather	natics		Science				
	Levels	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	8.3	41.7	43.8	6.3	6.3	50.0	41.7	2.1	4.2	58.3	31.3	6.3	
	District	8.3	41.7	43.8	6.3	6.3	50.0	41.7	2.1	4.2	58.3	31.3	6.3	
	State	11.3	37.3	41.9	9.5	10.9	34.2	42.4	12.5	10.2	34.6	41.5	13.7	
Female	School	10.8	27.0	59.5	2.7	18.9	43.2	37.8	0.0	16.2	56.8	27.0	0.0	
	District	10.8	27.0	59.5	2.7	18.9	43.2	37.8	0.0	16.2	56.8	27.0	0.0	
	State	6.8	36.7	46.2	10.2	10.4	39.1	42.4	8.1	9.3	41.1	41.7	7.9	

Grade 11 - Racial/Ethnic Background

			Rea	ding			Mather	natics		Science					
	Levels	1	2	3	4	1	2	3	4	1	2	3	4		
White	Cabaal	9.6	33.7	51.8	4.8	9.6	48.2	41.0	1.2	7.2	59.0	30.1	3.6		
	School				4.0 4.8		-		1						
	District	9.6	33.7	51.8	-	9.6	48.2	41.0	1.2	7.2	59.0	30.1	3.6		
	State	5.3	29.0	52.2	13.5	5.7	29.6	51.0	13.8	4.8	29.4	50.9	14.9		
Black	School														
	District														
	State	17.1	55.2	26.0	1.6	26.0	53.5	19.5	0.9	23.1	57.2	18.8	0.9		
Hispanic	School														
	District														
	State	15.6	51.2	30.7	2.5	15.5	50.7	31.4	2.4	16.1	54.0	27.5	2.4		
Asian/Pacif	ic Islander School														
	District														
	State	6.0	28.2	48.7	17.1	3.6	19.0	50.4	27.0	4.5	24.5	49.8	21.3		
Native Ame	erican School														
	District														
	State	8.3	37.0	43.9	10.9	10.6	37.3	42.6	9.6	10.2	37.6	42.9	9.2		
Multiracial/	Ethnic														
	School														
	District														
	State	7.2	35.4	46.0	11.4	9.3	38.1	43.6	9.0	8.0	37.1	44.4	10.5		

Grade 11 - Students with Disabilities

		Reading					Mathe	matics		Science				
	Levels	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	44.4	50.0	5.6	0.0	50.0	50.0	0.0	0.0	38.9	61.1	0.0	0.0	
	District	44.4	50.0	5.6	0.0	50.0	50.0	0.0	0.0	38.9	61.1	0.0	0.0	
	State	40.1	42.7	14.8	2.4	45.8	40.9	12.2	1.2	42.1	43.9	11.9	2.1	
Non-IEP	School	0.0	31.3	62.7	6.0	1.5	46.3	50.7	1.5	1.5	56.7	37.3	4.5	
	District	0.0	31.3	62.7	6.0	1.5	46.3	50.7	1.5	1.5	56.7	37.3	4.5	
	State	5.2	36.3	47.7	10.8	6.3	36.2	46.2	11.4	5.7	37.2	45.3	11.8	

Grade 11 - Economically Disadvantaged

	_			1								
	Rea	Reading				matics		Science				
1	2	3	4	1	2	3	4	1	2	3	4	
10.8	40.5	43.2	5.4	18.9	51.4	27.0	2.7	13.5	59.5	24.3	2.7	
10.8	40.5	43.2	5.4	18.9	51.4	27.0	2.7	13.5	59.5	24.3	2.7	
16.4	51.7	29.5	2.4	20.1	50.9	27.0	2.0	18.9	54.0	25.1	2.1	
8.3	31.3	56.3	4.2	6.3	43.8	50.0	0.0	6.3	56.3	33.3	4.2	
8.3	31.3	56.3	4.2	6.3	43.8	50.0	0.0	6.3	56.3	33.3	4.2	
5.0	29.0	52.1	14.0	5.5	28.9	50.9	14.8	4.7	29.1	50.6	15.5	
	10.8 16.4 8.3 8.3	10.8 40.5 16.4 51.7 8.3 31.3 8.3 31.3	10.8 40.5 43.2 16.4 51.7 29.5 8.3 31.3 56.3 8.3 31.3 56.3	10.8 40.5 43.2 5.4 16.4 51.7 29.5 2.4 8.3 31.3 56.3 4.2 8.3 31.3 56.3 4.2	10.8 40.5 43.2 5.4 18.9 16.4 51.7 29.5 2.4 20.1 8.3 31.3 56.3 4.2 6.3 8.3 31.3 56.3 4.2 6.3	10.8 40.5 43.2 5.4 18.9 51.4 16.4 51.7 29.5 2.4 20.1 50.9 8.3 31.3 56.3 4.2 6.3 43.8 8.3 31.3 56.3 4.2 6.3 43.8	10.8 40.5 43.2 5.4 18.9 51.4 27.0 16.4 51.7 29.5 2.4 20.1 50.9 27.0 8.3 31.3 56.3 4.2 6.3 43.8 50.0 8.3 31.3 56.3 4.2 6.3 43.8 50.0 8.3 31.3 56.3 4.2 6.3 43.8 50.0	10.8 40.5 43.2 5.4 18.9 51.4 27.0 2.7 16.4 51.7 29.5 2.4 20.1 50.9 27.0 2.0 8.3 31.3 56.3 4.2 6.3 43.8 50.0 0.0 8.3 31.3 56.3 4.2 6.3 43.8 50.0 0.0	10.8 40.5 43.2 5.4 18.9 51.4 27.0 2.7 13.5 16.4 51.7 29.5 2.4 20.1 50.9 27.0 2.0 18.9 8.3 31.3 56.3 4.2 6.3 43.8 50.0 0.0 6.3 8.3 31.3 56.3 4.2 6.3 43.8 50.0 0.0 6.3	10.8 40.5 43.2 5.4 18.9 51.4 27.0 2.7 13.5 59.5 16.4 51.7 29.5 2.4 20.1 50.9 27.0 2.0 18.9 54.0 8.3 31.3 56.3 4.2 6.3 43.8 50.0 0.0 6.3 56.3 8.3 31.3 56.3 4.2 6.3 43.8 50.0 0.0 6.3 56.3 8.3 31.3 56.3 4.2 6.3 43.8 50.0 0.0 6.3 56.3	10.8 40.5 43.2 5.4 18.9 51.4 27.0 2.7 13.5 59.5 24.3 16.4 51.7 29.5 2.4 20.1 50.9 27.0 2.0 18.9 54.0 25.1 8.3 31.3 56.3 4.2 6.3 43.8 50.0 0.0 6.3 56.3 33.3 8.3 31.3 56.3 4.2 6.3 43.8 50.0 0.0 6.3 56.3 33.3 8.3 31.3 56.3 4.2 6.3 43.8 50.0 0.0 6.3 56.3 33.3	

2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	No
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?						
2010-11 Federal Improvement Status						
2010-11 State Improvement Status Academic Early Warning Year						

	Percent Tested on State Tests					Percent M	leeting/Ex	Other Indicators							
	Read	ding	Mather	natics		Reading		N	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		77.5			77.5			91.0		80.0		
All	98.2	Yes	98.2	Yes	71.1		No	71.1		No			88.5	Yes	
White	98.5	Yes	98.5	Yes	71.4	73.9	Yes	72.2	74.6	Yes			88.2		
Black Hispanic															
Asian/Pacific Islander															
Native American															
Multiracial /Ethnic															
LEP															
Students with Disabilities	96.6	Yes	96.6	Yes	24.5	33.4	No	35.8	40.6	Yes			83.3		
Economically Disadvantaged	95.9	Yes	95.9	Yes	66.4	71.5	No	64.5		No			91.4		

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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% 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 80% graduation rate for high schools.

^{*} Includes only students enrolled as of 05/01/2009.

^{**} Safe Harbor Targets of 77.5% 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.