# La Grange SD 105 South La Grange, ILLINOIS



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**

RACIA	RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	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	
District	60.4	2.4	31.5	1.6	0.5	3.6	39.3	10.2	14.5		0.0	13.0	95.4	1,312	
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		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				
District	100.0				
State	96.2				

STUDENT-TO-	STAFF RATIOS		
Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
14.7 18.2		10.6 13.3	154.4 203.8

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

AVERAGE C	AVERAGE CLASS SIZE (as of the first school day in May)													
Grades	К	1	2	3	4	5	6	7	8	9 - 12				
District State	13.0 20.7	15.9 21.2	14.6 21.4	16.9 22.1	17.1 22.6	14.5 22.8	17.0 21.5	21.7 21.1	23.2 21.0					

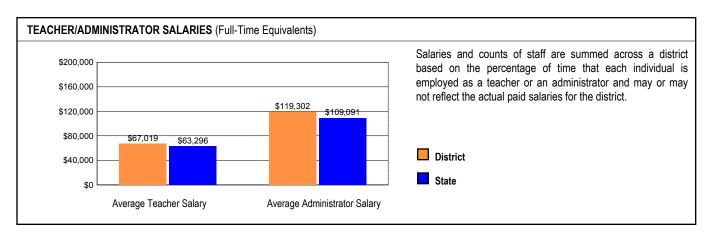
TIME DEVO	TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)														
	Mathematics			Science En			   English	English/Language Arts			Social Science				
Grades	3	6	8	3	6	8	3	6	8	3	6	8			
District State	60 59	60 54	42 51	30 30	40 43	42 44	160 145	150 103	84 93	30 30	40 43	42 44			

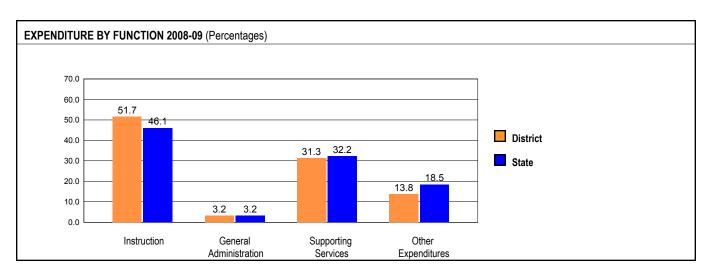
TEACHER	TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number					
District State	95.9 85.2	0.0 8.1	2.1 5.2	2.1 1.4	0.0 0.2	12.3 23.0	87.7 77.0	97 132,502					

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
District:	All Schools	11.5	30.2	69.8	0.0	0.0
	High Poverty Schools	7.6	53.2	46.8	0.0	0.0
	Low Poverty Schools	10.3	22.2	77.8	0.0	0.0
State:	All Schools	12.7	42.2	57.4	0.5	0.7
	High Poverty Schools	12.4	43.8	55.7	1.2	2.1
	Low Poverty Schools	12.4	34.6	65.2	0.2	0.1

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. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

## **SCHOOL DISTRICT FINANCES**





REVENUE BY SOURCE 2008-	09		
	District	District %	State %
Local Property Taxes	\$17,349,926	85.6	58.4
Other Local Funding	\$597,062	2.9	6.9
General State Aid	\$326,413	1.6	14.5
Other State Funding	\$1,509,691	7.4	8.3
Federal Funding	\$486,122	2.4	11.9
TOTAL	\$20,269,214		

EXPENDITURE BY FUND 20	08-09		
	District	District %	State %
Education	\$14,276,653	74.7	69.6
Operations & Maintenance	\$3,084,672	16.1	7.9
Transportation	\$743,383	3.9	3.8
Debt Service	\$293,975	1.5	7.0
Tort	\$103,114	0.5	1.2
Municipal Retirement/			
Social Security	\$513,233	2.7	1.8
Fire Prevention & Safety	\$102,678	0.5	0.8
Site & Construction/			
Capital Improvement	\$0	0.0	7.9
TOTAL	\$19,117,708		

OTHER FINA	OTHER FINANCIAL 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	\$519,514	2.38	\$7,726	\$11,768								
State	**	**	\$6,483	\$11,197								

<sup>\*\*</sup> 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.

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**

#### 2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP is sponsored by the U.S. Department of Education and administered to students in grade 4, 8, and 12. Only grade 4 and 8 results are required to be reported.

Achievement levels reflect what students should know and be able to do. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board for NAEP sets specific achievement levels for each subject area and grade. To provide a context for interpreting student performance, NAEP results are reported as percentages of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels, and at the *Advanced* level.

**Basic** denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

**Proficient** represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced represents superior performance.

The four achievement levels (below basic, basic, proficient, and advanced) are reported as level 1 through level 4, respectively. Please note that only state results are reported.

#### Grade 4

#### Grade 4 - All

		Read	ding		Mathematics			
Levels	1	2	3	4	1	2	3	4
	35.3	32.4	23.7	8.6	20.4	41.9	30.9	6.7

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Grade 4 - Racial/Ethnic Background

		Read	ding		Mathematics			
Levels	1	2	3	4	1	2	3	4
White	22.0	34.2	31.8	12.0	9.5	38.9	42.1	9.5
Black	59.8	28.8	10.1	1.4	45.8	43.3	10.3	0.6
Hispanic	52.0	32.4	13.5	2.1	28.0	51.7	18.8	1.5
Asian/Pacific Islander	9.2	27.4	36.2	27.1	3.0	23.9	48.0	25.1
Native American								

Grade 4 - Limited-English-Proficient

		Read	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
	70.3	22.3	6.6	0.8	47.2	42.2	9.8	0.8	

Grade 4 - Students with Disabilities

		Read	ding		Mathematics					
Levels	1	2	3	4	1	2	3	4		
	67.2	18.1	10.6	4.1	38.2	38.6	19.3	3.9		

Grade 4 - Economically Disadvantaged

		Read	ding		Mathematics					
Levels	1	2	3	4	1	2 3		4		
	53.4	31.7	13.0	1.8	34.2	47.9	16.8	1.1		

Grade 4 - NAEP Participation Rates

	Reading	Mathematics		
Limited English Proficient	79.5	85.3		
Students with Disabilities	81.6	88.2		

## Grade 8

Grade 8 - All

		Read	ding		Mathematics					
Levels	1	2	3	4	1	2	3	4		
	23.5	43.8	30.4	2.3	27.4	39.5	25.9	7.2		

Grade 8 - Racial/Ethnic Background

		Rea	ding			Mathe	matics	
Levels	1	2	3	4	1	2	3	4
White	13.9	43.8	39.2	3.1	14.6	41.6	33.6	10.2
Black	46.2	43.6	10.0	0.2	58.6	32.6	8.1	0.7
Hispanic	34.9	46.7	18.1	0.3	40.6	42.4	15.9	1.1
Asian/Pacific Islander	7.6	32.5	52.1	7.8	10.8	29.6	40.6	19.0
Native American								

Grade 8 - Limited-English-Proficient

		Read	ding		Mathematics					
Levels	1	2	3	4	1	2	3	4		
	72.0	23.5	4.5	0.0	68.3	24.3	7.1	0.3		

5

Grade 8 - Students with	n Disabilities

		Read	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
	62.9	27.2	9.6	0.3	62.2	29.9	6.9	1.1	

Grade 8 - Economically Disadvantaged

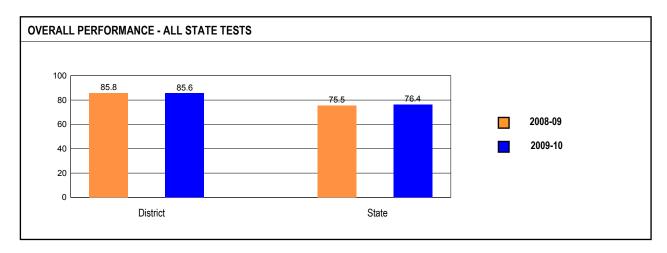
		Read	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
	40.2	43.6	15.7	0.5	46.9	38.6	12.8	1.7	

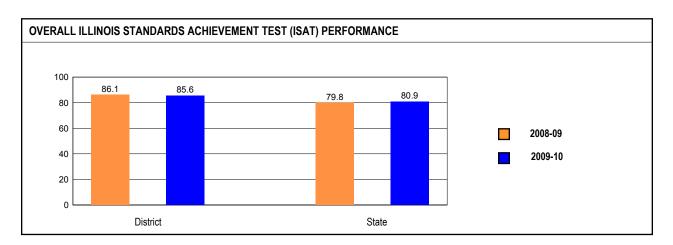
Grade 8 - NAEP Participation Rates

	Reading	Mathematics		
Limited English Proficient	76.0	81.4		
Students with Disabilities	78.0	80.3		

#### **OVERALL STUDENT PERFORMANCE**

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading, mathematics, and science.

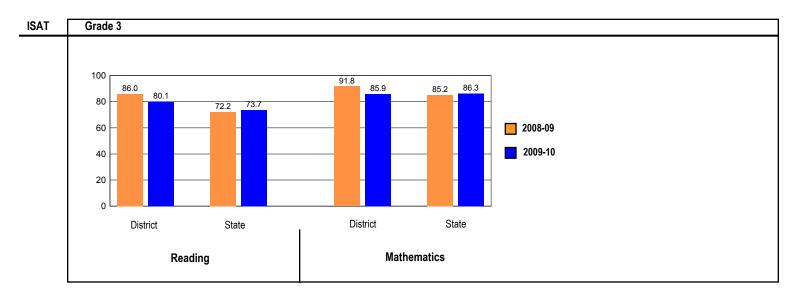


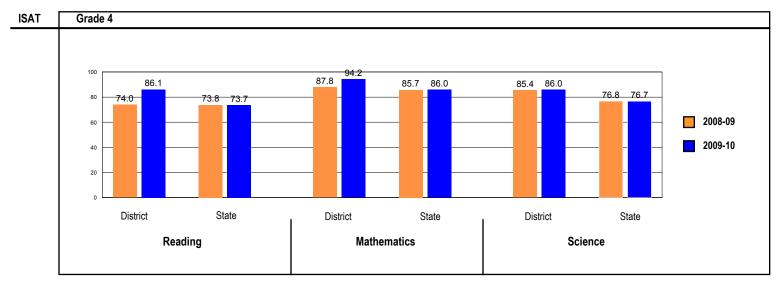


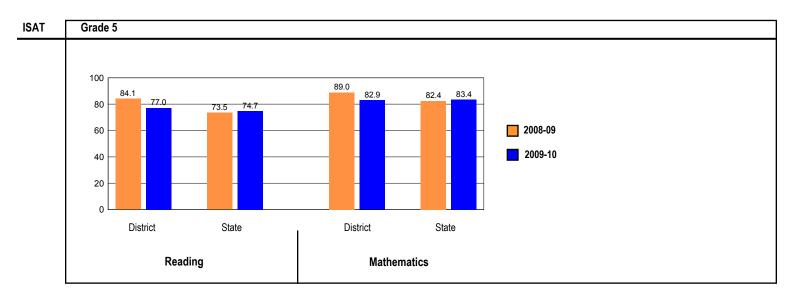
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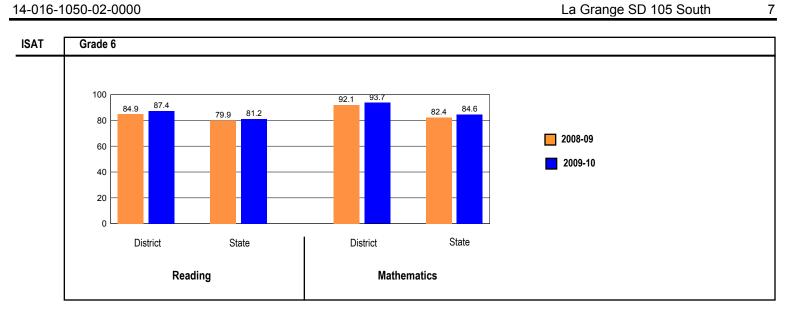
#### **ISAT PERFORMANCE**

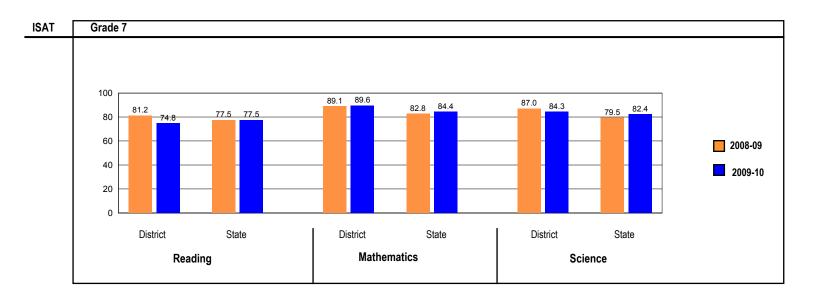
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

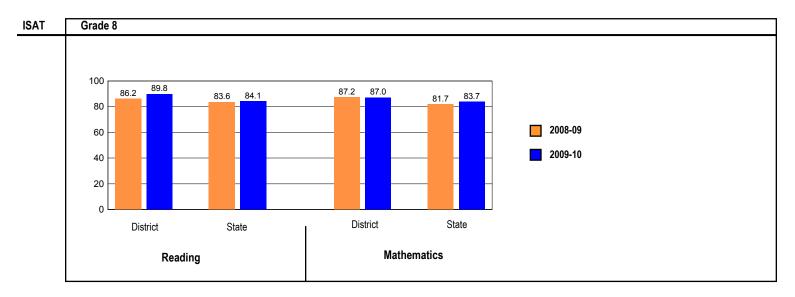












## PERFORMANCE ON STATE ASSESSMENTS

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 NO	OT TESTE	ED IN STA	TE TESTIN	G PROGR	AMS FOR	READING	AND MATHE	MATICS				
			Gei	nder		R	acial/Ethni	c Backgro	und					Econo-
		All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	LEP	Migrant	Students with Disabilities	mically Disadv-
	*Enrollment	791	410	381	509	25	223	11	1	22	60	0	90	297
	Reading Mathematics	0.0 0.0		0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0		0.0 0.0	0.0 0.0		0.0 0.0	0.0 0.0
	*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

<sup>\*</sup> Enrollment as reported during the testing windows for grades 3-8 and 11.

PERCE	NTAGE OF ST	UDENTS NO	OT TESTE	D IN STAT	E TESTING	3 PROGR/	AMS FOR S	SCIENCE (	ONLY					
			Ger	nder		R	acial/Ethni	c Backgro	und					F
*Enrollment	All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged	
District -	*Enrollment	258	133	125	176	7	63	3	1	8	11	0	31	94
	Science	0.0	0.0	0.0	0.0		0.0				0.0		0.0	0.0
	*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
	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

<sup>\*</sup> 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

Olddo o All					_			
		Read	ding					
Levels	1	2	3	4	1	2	3	4
District State	5.7 5.4	14.2 20.9	44.7 45.9	35.5 27.8	2.1 2.9	12.0 10.7	40.8 44.7	45.1 41.7

#### Grade 3 - Gender

			Rea	ding			Mathe	matics	
	Levels	1	2	3	4	1	2	3	4
Male	District	8.8	17.6	48.5	25.0	4.4	8.8	47.1	39.7
	State	6.6	22.7	45.6	25.1	3.1	10.6	43.2	43.0
Female	District	2.7	11.0	41.1	45.2	0.0	14.9	35.1	50.0
	State	4.1	19.1	46.2	30.7	2.7	10.9	46.2	40.2

#### Grade 3 - Racial/Ethnic Background

			Rea	ding			Mathe	matics	
	Levels	1	2	3	4	1	2	3	4
White									
	District	1.2	3.6	45.2	50.0	0.0	7.1	35.7	57.1
	State	2.2	11.9	46.6	39.3	1.0	5.3	39.0	54.7
Black									
	District					l			
	State	9.8	31.1	46.2	12.9	7.4	20.0	51.9	20.6
Hispanic									
•	District	13.7	31.4	45.1	9.8	5.8	21.2	50.0	23.1
	State	9.7	35.1	44.2	11.0	4.1	16.7	54.3	24.9
Asian/Pacifi	c Islander								
	District								
	State	1.7	10.0	43.5	44.9	0.9	3.5	27.3	68.4
Native Amer	rican								
	District								
	State	3.8	19.8	48.3	28.1	2.3	8.0	46.8	43.0
Multiracial/E	thnic								
	District								
	State	3.7	17.3	48.2	30.7	2.1	9.0	45.8	43.1

Grade 3 - Limited-English-Proficient

		Rea	ding			Mather	natics	
Levels	1	2	3 4		1	2	3	4
District	19.4	41.9	35.5	3.2	0.0	34.4	50.0	15.6
State	14.9	47.0	34.1	4.1	5.9	22.6	55.1	16.4

10

Grade 3 - Students with Disabilities

Grade 0	otaaciito witi	DISUBILIE	100						
			Rea	ding			Mathe	matics	
	Levels	1	2	3	4	1	2	3	4
IEP									
	District	25.0	41.7	25.0	8.3	8.3	33.3	58.3	0.0
	State	18.9	36.6	33.4	11.1	9.3	22.4	46.7	21.7
Non-IEP									
	District	3.9	11.6	46.5	38.0	1.5	10.0	39.2	49.2
	State	3.4	18.6	47.7	30.2	2.0	9.1	44.4	44.5

Grade 3 - Economically Disadvantaged

Orace 5 - Economicany	Disauvai	Hage						
		Rea	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	12.0	34.0	40.0	14.0	3.9	23.5	45.1	27.5
State	9.0	30.9	46.4	13.7	5.0	16.8	52.7	25.5
Not Eligible								
District	2.2	3.3	47.3	47.3	1.1	5.5	38.5	54.9
State	1.6	10.4	45.3	42.7	0.8	4.3	36.2	58.7

# Grade 4

Grade 4 - All

		Read	ding			Mather	matics		Science				
Levels	1	2	3	4	1	2	3	4	1	2	3	4	
District State	0.0 1.2	13.9 25.1	50.0 44.8	36.1 28.9	0.8 1.1	5.0 12.9	67.8 57.7	26.4 28.2	0.0 2.8	14.0 20.5	64.5 59.6	21.5 17.0	

Grade 4 - Gender

			Reading				Mathe	matics		Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	District	0.0	19.3	42.1	38.6	1.8	5.3	59.6	33.3	0.0	17.5	50.9	31.6
	State	1.7	27.7	43.9	26.7	1.3	13.3	56.1	29.3	3.2	20.1	57.4	19.4
Female	District	0.0	9.2	56.9	33.8	0.0	4.7	75.0	20.3	0.0	10.9	76.6	12.5
	State	0.7	22.3	45.7	31.2	0.9	12.5	59.5	27.1	2.5	21.0	62.0	14.6

Grade 4 - Racial/Ethnic Background

		Rea	ding			Mathe	matics			Scie	nce	
Levels	1	2	3	4	1	2	3	4	1	2	3	4
White												
District	0.0	6.0	45.8	48.2	1.2	3.6	62.7	32.5	0.0	10.8	60.2	28.9
State	0.5	15.1	45.0	39.4	0.5	6.6	54.4	38.5	0.8	10.2	63.7	25.4
Black												
District												
State	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
Hispanic												
District	0.0	32.1	57.1	10.7	0.0	11.1	77.8	11.1	0.0	22.2	74.1	3.7
State	2.1	38.8	45.3	13.9	1.5	18.7	65.5	14.2	4.5	31.2	58.6	5.7
Asian/Pacific Islander												
District												
State	0.4	10.7	39.6	49.2	0.5	4.2	41.2	54.1	1.3	9.1	57.7	31.9
Native American												
District											_	
State	0.7	21.7	44.9	32.6	0.4	13.0	59.8	26.8	3.3	17.4	58.7	20.7
Multiracial/Ethnic												
District												
State	0.5	21.0	47.2	31.2	0.6	11.4	59.9	28.0	1.7	17.2	63.0	18.1

11

Grade 4 - Students with Disabilities

			Rea	ding			Mathe	matics		Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP	District	0.0	61.5	30.8	7.7	7.7	23.1	61.5	7.7	0.0	61.5	30.8	7.7
	State	5.9	54.4	29.8	10.0	5.3	31.9	51.6	11.2	8.1	35.8	48.6	7.4
Non-IEP	District	0.0	8.3	52.3	39.4	0.0	2.8	68.5	28.7	0.0	8.3	68.5	23.1
	State	0.5	20.6	47.1	31.8	0.5	10.0	58.7	30.9	2.0	18.2	61.3	18.5

Grade 4 - Economically Disadvantaged

		Reading Mathematics Science										
		Rea	ding			Mathen	natics			Scie	ence	
Levels	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District State	0.0 2.1	20.0 37.9	60.0 45.7	20.0 14.2	0.0 1.9	11.4 20.4	75.0 63.9	13.6 13.8	0.0 5.0	18.2 32.3	72.7 56.6	9.1 6.2
Not Eligible District State	0.0 0.3	10.4 12.3	44.2 43.9	45.5 43.5	1.3 0.3	1.3 5.4	63.6 51.6	33.8 42.6	0.0 0.7	11.7 8.8	59.7 62.7	28.6 27.8

# Grade 5

Grade 5 - All

		Read	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
District State	0.0 0.3	23.0 25.0	45.9 44.7	31.1 30.0	0.0 0.3	17.1 16.3	62.6 65.8	20.3 17.6	

Grade 5 - Gender

			Rea	ding		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
Male	District	0.0	27.9	42.6	29.5	0.0	14.5	71.0	14.5	
	State	0.4	28.5	44.1	27.0	0.4	17.1	64.4	18.0	
Female	District	0.0	18.0	49.2	32.8	0.0	19.7	54.1	26.2	
	State	0.2	21.3	45.5	33.1	0.3	15.4	67.3	17.1	

Grade 5 - Racial/Ethnic Background

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White									
	District	0.0	12.2	51.4	36.5	0.0	9.3	64.0	26.7
	State	0.2	14.8	45.1	40.0	0.1	9.1	67.0	23.8
Black									
	District								
	State	0.6	41.8	43.4	14.2	0.9	32.2	61.2	5.7
Hispanic									
	District	0.0	42.4	45.5	12.1	0.0	27.3	66.7	6.1
	State	0.4	38.6	45.9	15.0	0.4	22.5	69.4	7.7
Asian/Paci	ific Islander								
	District								
	State	0.0	10.8	38.4	50.8	0.1	4.8	51.1	44.1
Native Am	erican								
	District								
	State	0.0	24.9	44.6	30.5	0.0	13.4	70.6	16.0
Multiracial	/Ethnic								
	District								
	State	0.3	21.4	47.1	31.2	0.2	14.6	68.6	16.5

Grade 5 - Limited-English-Proficient

		Rea	ding		Mathematics					
Levels	1	2	3	4	1	2	3	4		
District					0.0	50.0	40.0	10.0		
State	1.1	67.5	28.3	3.1	1.1	40.4	55.7	2.8		

12

Grade 5 - Students with Disabilities

			Rea	ding			Mathe	matics	
	Levels	1	2	3	4	1	2	3	4
IEP	District	0.0	57.1	38.1	4.8	0.0	42.9	57.1	0.0
	State	1.6	60.4	29.9	8.1	1.6	42.9	50.5	4.9
Non-IEP	District	0.0	15.8	47.5	36.6	0.0	11.8	63.7	24.5
	State	0.1	19.5	47.1	33.4	0.1	12.1	68.2	19.5

Grade 5 - Economically Disadvantaged

		Rea	ding			Mather	natics				
Levels	1	2	3	4	1	2	3	4			
Free/Reduced Price Lunch											
District	0.0	35.2	48.1	16.7	0.0	23.6	67.3	9.1			
State	0.5	38.3	45.8	15.4	0.6	25.5	66.6	7.4			
Not Eligible											
District	0.0	13.2	44.1	42.6	0.0	11.8	58.8	29.4			
State	0.1	12.2	43.8	43.9	0.1	7.4	65.1	27.4			

# Grade 6

Grade 6 - All

		Rea	ading		Mathematics				
Levels	1	2	3	4	1	2	3	4	
District State	0.0 0.2	12.6 18.6	52.8 55.1	34.6 26.1	0.0 0.5	6.3 14.9	56.7 60.2	37.0 24.4	

Grade 6 - Gender

			Rea	ding	Mathematics				
	Levels	1	2	3	4	1	2	3	4
Male	District	0.0	19.7	47.0	33.3	0.0	7.6	48.5	43.9
	State	0.3	21.8	54.8	23.1	0.7	16.2	58.2	24.9
Female	District	0.0	4.9	59.0	36.1	0.0	4.9	65.6	29.5
	State	0.1	15.1	55.5	29.2	0.4	13.5	62.2	23.9

Grade 6 - Racial/Ethnic Background

	Ĭ		ding			Mathen	natics	
Levels	1	2	3	4	1	2	3	4
White								
District	0.0	9.5	41.9	48.6	0.0	6.8	45.9	47.3
State	0.1	10.9	53.8	35.2	0.2	8.3	59.0	32.4
Black								
District State	0.5	32.9	56.6	10.0	1.3	30.0	60.3	8.4
Hispanic								
District	0.0	19.0	73.8	7.1	0.0	4.8	73.8	21.4
State	0.3	27.0	59.2	13.5	0.7	19.6	66.1	13.6
Asian/Pacific Islander								
District								
State	0.2	7.4	43.3	49.1	0.4	4.5	42.0	53.1
Native American District								
State	0.0	20.1	63.3	16.6	0.0	15.7	66.6	17.8
Multiracial/Ethnic								
District								
State	0.2	16.1	56.4	27.3	0.5	13.9	62.1	23.5

13

Grade 6 - Economically Disadvantaged

Orace o - Economican	Disauvai	Hay Gu							
		Rea	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch									
District	0.0	23.9	67.4	8.7	0.0	13.0	76.1	10.9	
State	0.4	29.0	58.3	12.3	0.9	23.3	63.9	11.8	
Not Eligible									
District	0.0	6.2	44.4	49.4	0.0	2.5	45.7	51.9	
State	0.1	8.8	52.2	39.0	0.2	7.0	56.7	36.2	

# Grade 7

Crada 7 A	Ш
Grade / - A	ш

		Read	ding			Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4	
District	0.0	25.2	51.9	23.0	0.7	9.6	54.8	34.8	5.2	10.4	66.4	17.9	
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

			Reading				Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4	
Male														
	District	0.0	28.9	53.9	17.1	1.3	10.5	51.3	36.8	9.3	8.0	62.7	20.0	
	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														
	District	0.0	20.3	49.2	30.5	0.0	8.5	59.3	32.2	0.0	13.6	71.2	15.3	
	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

		Rea	ding			Mathe	matics			Scie	nce	
Levels	1	2	3	4	1	2	3	4	1	2	3	4
White												
District State	0.0 0.1	17.4 14.2	55.4 59.0	27.2 26.7	1.1 0.8	3.3 8.4	56.5 53.9	39.1 36.9	2.2 2.5	5.5 6.3	72.5 59.2	19.8 32.0
Black	0.1	17.2	55.0	20.1	0.0	0.4	30.3	30.3	2.0	0.0	55.Z	02.0
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												
District	0.0	42.9	40.0	17.1	0.0	22.9	48.6	28.6	8.6	22.9	51.4	17.1
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/Pacific Islander 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 American District	0.0	04.0	50.0	10.0	0.0	40.0	20.0	00.5	7.0	40.0	50.5	20.0
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/Ethnic 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

			Reading				Mathe	matics		Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP													
	District State	0.0 1.6	76.5 60.9	17.6 34.3	5.9 3.3	0.0 8.4	41.2 41.5	41.2 44.0	17.6 6.1	23.5 19.4	29.4 26.5	47.1 47.9	0.0 6.2
Non-IEP	District State	0.0 0.1	17.8 16.5	56.8 61.4	25.4 22.1	0.8 0.6	5.1 10.0	56.8 58.0	37.3 31.5	2.6 3.4	7.7 10.0	69.2 62.2	20.5 24.4

14

Grade 7 - Economically Disadvantaged

Stade 1 - Economicany	Disauva												
		Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch District State	0.0 0.5	49.0 34.1	42.9 57.0	8.2 8.3	2.0 2.7	20.4 21.9	59.2 61.4	18.4 14.0	8.2 9.1	18.4 19.5	67.3 62.6	6.1 8.8	
Not Eligible District State	0.0 0.1	11.6 11.7	57.0 58.6	31.4 29.6	0.0 0.6	3.5 7.1	52.3 51.5	44.2 40.8	3.5 2.2	5.9 5.7	65.9 58.4	24.7 33.7	

## Grade 8

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		Read	ding		Mathematics					
Levels	1	2	3	4	1	2	3	4		
District State	0.0 0.2	10.2 15.7	81.8 72.4	8.0 11.7	2.2 0.6	10.9 15.7	51.4 53.0	35.5 30.7		

Grade 8 - Gender

			Rea	ding		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
Male	District	0.0	14.3	77.9	7.8	3.8	12.8	48.7	34.6	
	State	0.3	19.0	70.4	10.3	0.8	17.5	51.3	30.4	
Female	District	0.0	5.0	86.7	8.3	0.0	8.3	55.0	36.7	
	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									
	District	0.0	8.2	80.6	11.2	1.0	10.2	44.9	43.9
	State	0.1	9.8	74.2	15.9	0.3	9.6	50.8	39.3
Black	<b>-</b>								
	District	0.4	07.4	20.0		4.5	20.4	FF 7	40.0
	State	0.4	27.4	69.0	3.2	1.5	30.4	55.7	12.3
Hispanic									
	District	0.0	15.6	84.4	0.0	6.1	12.1	63.6	18.2
	State	0.3	22.3	72.3	5.2	0.7	20.0	60.4	18.9
Asian/Pac	ific Islander								
	District								
	State	0.1	6.6	66.2	27.2	0.2	5.1	33.5	61.3
Native Am									
	District								
	State	0.0	13.9	73.9	12.2	0.3	13.2	60.2	26.3
Multiracial	l/Ethnic								
	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		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
IEP	District	0.0	43.8	56.3	0.0	6.3	50.0	43.8	0.0	
	State	1.0	52.0	45.2	1.7	3.6	49.9	41.0	5.4	
Non-IEP	District	0.0	5.8	85.1	9.1	1.6	5.7	52.5	40.2	
	State	0.1	10.2	76.5	13.2	0.2	10.6	54.8	34.4	

15

Grade 8 - Economically Disadvantaged

Disauvantageu								
	Rea	ding		Mathematics				
1	2	3	4	1	2	3	4	
0.0	22.4	75.5	2.0	2.0	16.3	73.5	8.2	
0.3	24.6	70.6	4.5	1.1	24.4	58.2	16.4	
0.0	3.4	85.2	11.4	2.2	7.9	39.3	50.6	
0.1	8.1	74.0	17.8	0.3	8.3	48.6	42.8	
	0.0 0.3 0.0	Rea 1 2 0.0 22.4 0.3 24.6 0.0 3.4	Reading           1         2         3           0.0         22.4         75.5           0.3         24.6         70.6           0.0         3.4         85.2	Reading       1     2     3     4       0.0     22.4     75.5     2.0       0.3     24.6     70.6     4.5       0.0     3.4     85.2     11.4	Reading       1     2     3     4     1       0.0     22.4     75.5     2.0     2.0       0.3     24.6     70.6     4.5     1.1       0.0     3.4     85.2     11.4     2.2	Reading         Mather           1         2         3         4         1         2           0.0         22.4         75.5         2.0         2.0         16.3           0.3         24.6         70.6         4.5         1.1         24.4           0.0         3.4         85.2         11.4         2.2         7.9	Reading         Mathematics           1         2         3         4         1         2         3           0.0         22.4         75.5         2.0         2.0         16.3         73.5           0.3         24.6         70.6         4.5         1.1         24.4         58.2           0.0         3.4         85.2         11.4         2.2         7.9         39.3	

#### 2010 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this district making Adequate Yearly Progress (AYP)?	No	Has this d AYP speci
Is this district making AYP in Reading?	No	2010-11 Fe
Is this district making AYP in Mathematics?	No	2010-11 St

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?							
2010-11 Federal Improvement Status							
2010-11 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		77.5			77.5			91.0		80.0	
All	100.0	Yes	100.0	Yes	82.7		Yes	89.1		Yes	95.4	Yes		
White Black Hispanic Asian/Pacific Islander Native American Multiracial /Ethnic	100.0	Yes Yes	100.0	Yes Yes	90.4 66.5	74.3	Yes No	92.9 81.3		Yes Yes	95.2			
LEP Students with Disabilities Economically Disadvantaged	100.0 100.0 100.0	Yes Yes Yes	100.0 100.0 100.0	Yes Yes Yes	38.4 40.0 67.4	60.6 58.6 74.4	No No No	67.1 62.4 80.4	76.2 72.7	No No Yes	94.2 94.5 94.5			

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.

<sup>\*</sup> Includes only students enrolled as of 05/01/2009.

<sup>\*\*</sup> Safe Harbor Targets of 77.5% or above are not printed.

<sup>\*\*\*</sup>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 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.

# FEDERAL SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in Federal School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 5 Number of Title I schools: 2

Number of Title I schools in Federal School Improvement Status: 0 % Percent of schools in Federal School Improvement Status: 0 %

School ID School Name

Years in School Improvement