

**SEVENTH AVE ELEM SCHOOL
LA GRANGE SCHOOL DIST 105 (SOUTH)
LA GRANGE, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES: PK K 1 2 3 4 5 6

The Better Schools Accountability Law of 1985 requires public school districts to provide school report cards each year to parents (and others upon request). This report card contains information about your school and your district in the following categories: student characteristics, the instructional setting, the school district's finances, and student performance on state assessments.

The state assessments are designed to measure students' progress in mastering the Illinois Learning Standards. These Standards, adopted in 1997, express what Illinois students should know and be able to do. The Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE) were launched to measure student achievement of the Illinois Learning Standards. In addition, the Illinois Measure of Annual Growth in English (IMAGE) assesses the progress of limited-English-proficient students in attaining the English-language skills needed to achieve the Learning Standards. For students with disabilities whose Individualized Education Programs (IEP's) indicate that participation in the ISAT and the PSAE would not be appropriate, the Illinois Alternate Assessment (IAA) measures progress toward achievement of the Standards through a portfolio process.

Note: Title 1 of the Elementary and Secondary Education Act requires that the reporting of state assessment data be disaggregated by various student characteristics. This requirement significantly increases the volume of data reported. Therefore, blank tables and tables not relevant to a school are not printed. Also, in order to protect students' confidentiality, assessment data for groups of fewer than five students are not printed.

STUDENTS

| RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION | | | | | | | | | | | | |
|--|-------|-------|----------|-------------------------------|--------------------|----------------|------------------------------------|------------------------------|----------------------------|------------------|--------------------|---------------------|
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Low- Income | Limited- English- Proficient | High Sch. Dropout Rate | Chronic Truancy Rate | Mobility Rate | Attendance Rate | Total Enrollment |
| School | 63.7 | 1.8 | 32.3 | 2.2 | 0.0 | 12.4 | 5.8 | | 0.0 | 9.9 | 96.2 | 226 |
| District | 70.5 | 1.8 | 26.3 | 1.2 | 0.1 | 23.4 | 8.7 | | 0.0 | 9.5 | 96.2 | 1,048 |
| State | 60.1 | 20.9 | 15.4 | 3.4 | 0.2 | 36.9 | 6.3 | | 2.2 | 17.2 | 93.7 | 2,007,170 |

Low-income students come from families receiving public aid, live in institutions for neglected or delinquent children, are supported in foster homes with public funds, or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs. Mobility rate is based on the number of times students enroll in or leave a school during the school year. Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

| PARENTAL CONTACTS* | | AVERAGE CLASS SIZE (as of the first school day in May) | | | | | STAFF-TO-STUDENT RATIOS** | | | | |
|--------------------|---------|--|---------|---------|---------|---------|---------------------------|---------------------------|--------------------------|-----------------------|---------------------|
| | Percent | K | Grade 1 | Grade 3 | Grade 6 | Grade 8 | High School | Pupil-Teacher: Elementary | Pupil-Teacher: Secondary | Pupil-Certified Staff | Pupil-Administrator |
| School | 100.0 | 16.0 | 15.5 | 14.5 | 21.0 | | | -- | -- | -- | -- |
| District | 100.0 | 14.4 | 15.3 | 15.1 | 15.5 | | | 13.5 | | 10.1 | 151.9 |
| State | 94.5 | 20.9 | 21.6 | 22.3 | 24.0 | | | 19.1 | | 13.9 | 233.9 |

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

** With the exception of charter schools, staff-to-student ratios are not collected at the school building level.

| TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day) | | | | | | | | | | | | |
|--|-------------|----|---|---------|----|---|----------|-----|---|----------------|----|---|
| Grades | Mathematics | | | Science | | | English* | | | Social Science | | |
| | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 |
| School | 45 | 50 | | 20 | 50 | | 150 | 120 | | 20 | 40 | |
| District | 45 | 50 | | 20 | 50 | | 150 | 120 | | 20 | 40 | |
| State | 55 | 51 | | 30 | 43 | | 147 | 107 | | 31 | 43 | |

* English includes all language arts courses.

| TEACHERS' INFORMATION (Full-Time Equivalents) | | | | | | | | | | | |
|---|----------|-------|----------|-------------------------------|--------------------|--|---|---|------|--------|-----------------|
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Average Teaching Experience (Years) | Teachers with Bachelor's Degrees | Teachers with Master's & Above | Male | Female | Total Number |
| | District | 98.0 | 0.0 | 0.9 | 1.1 | 0.0 | 17.0 | 25.4 | 74.6 | 9.8 | 90.2 |
| State | 84.7 | 10.6 | 3.7 | 0.9 | 0.1 | 14.5 | 53.8 | 46.0 | 24.0 | 76.0 | 125,735 |

SCHOOL DISTRICT'S FINANCES

| TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents) | | | | | | | | | | |
|---|-----------|----------|-------|---------------------|----------|----------|--------------------|-----------|----------|---|
| <table border="1"> <caption>Average Salaries (FTE)</caption> <thead> <tr> <th>Category</th> <th>District</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Avg. Teacher Salary</td> <td>\$56,544</td> <td>\$47,929</td> </tr> <tr> <td>Avg. Admin. Salary</td> <td>\$110,396</td> <td>\$84,314</td> </tr> </tbody> </table> | Category | District | State | Avg. Teacher Salary | \$56,544 | \$47,929 | Avg. Admin. Salary | \$110,396 | \$84,314 | <p>Average salaries are based on full-time equivalents (FTE). Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.</p> |
| Category | District | State | | | | | | | | |
| Avg. Teacher Salary | \$56,544 | \$47,929 | | | | | | | | |
| Avg. Admin. Salary | \$110,396 | \$84,314 | | | | | | | | |

| EXPENDITURES 1999-00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------------|------------|---------|-------------|-------|-------|-------------|------|------|-------------|-------|-------|------------|-------|-------|---|--|----------|------------|---------|-----------|-------------|------|------|--------------------------|-------------|------|-----|----------------|-----------|-----|-----|-------------------|-----|-----|-----|------|-----|-----|-----|--|-----------|-----|-----|--------------------------|-----------|-----|-----|---|-----|-----|-----|--------------|---------------------|--|--|
| <p>BY FUNCTION</p> <table border="1"> <caption>Expenditures by Function (%)</caption> <thead> <tr> <th>Function</th> <th>District</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Instruction</td> <td>55.0%</td> <td>46.1%</td> </tr> <tr> <td>Gen. Admin.</td> <td>4.1%</td> <td>2.5%</td> </tr> <tr> <td>Supp. Serv.</td> <td>28.7%</td> <td>32.0%</td> </tr> <tr> <td>Other Exp.</td> <td>11.4%</td> <td>19.3%</td> </tr> </tbody> </table> | Function | District | State | Instruction | 55.0% | 46.1% | Gen. Admin. | 4.1% | 2.5% | Supp. Serv. | 28.7% | 32.0% | Other Exp. | 11.4% | 19.3% | <p>BY FUND</p> <table border="1"> <thead> <tr> <th></th> <th>District</th> <th>District %</th> <th>State %</th> </tr> </thead> <tbody> <tr> <td>Education</td> <td>\$8,595,440</td> <td>79.4</td> <td>70.6</td> </tr> <tr> <td>Operations & Maintenance</td> <td>\$1,552,590</td> <td>14.4</td> <td>8.8</td> </tr> <tr> <td>Transportation</td> <td>\$300,358</td> <td>2.8</td> <td>3.4</td> </tr> <tr> <td>Bond and Interest</td> <td>\$0</td> <td>0.0</td> <td>5.1</td> </tr> <tr> <td>Rent</td> <td>\$0</td> <td>0.0</td> <td>0.4</td> </tr> <tr> <td>Municipal Retirement/ Social Security</td> <td>\$254,222</td> <td>2.3</td> <td>1.6</td> </tr> <tr> <td>Fire Prevention & Safety</td> <td>\$116,377</td> <td>1.1</td> <td>1.2</td> </tr> <tr> <td>Site & Construction/ Capital Improvement</td> <td>\$0</td> <td>0.0</td> <td>9.0</td> </tr> <tr> <td>TOTAL</td> <td>\$10,818,987</td> <td></td> <td></td> </tr> </tbody> </table> | | District | District % | State % | Education | \$8,595,440 | 79.4 | 70.6 | Operations & Maintenance | \$1,552,590 | 14.4 | 8.8 | Transportation | \$300,358 | 2.8 | 3.4 | Bond and Interest | \$0 | 0.0 | 5.1 | Rent | \$0 | 0.0 | 0.4 | Municipal Retirement/ Social Security | \$254,222 | 2.3 | 1.6 | Fire Prevention & Safety | \$116,377 | 1.1 | 1.2 | Site & Construction/ Capital Improvement | \$0 | 0.0 | 9.0 | TOTAL | \$10,818,987 | | |
| Function | District | State | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Instruction | 55.0% | 46.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gen. Admin. | 4.1% | 2.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supp. Serv. | 28.7% | 32.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other Exp. | 11.4% | 19.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | District | District % | State % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Education | \$8,595,440 | 79.4 | 70.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Operations & Maintenance | \$1,552,590 | 14.4 | 8.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Transportation | \$300,358 | 2.8 | 3.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bond and Interest | \$0 | 0.0 | 5.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rent | \$0 | 0.0 | 0.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Municipal Retirement/ Social Security | \$254,222 | 2.3 | 1.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fire Prevention & Safety | \$116,377 | 1.1 | 1.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Site & Construction/ Capital Improvement | \$0 | 0.0 | 9.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | \$10,818,987 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| OTHER FINANCIAL INDICATORS | | | |
|----------------------------|--|---|--|
| | 1998 Equalized Assessed Valuation per Pupil | 1998 Total School Tax Rate per \$100 | 1999-00 Instructional Expenditure per Pupil |
| District | \$398,441 | 2.23 | \$6,376 |
| State | ** | ** | \$4,425 |

** 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.

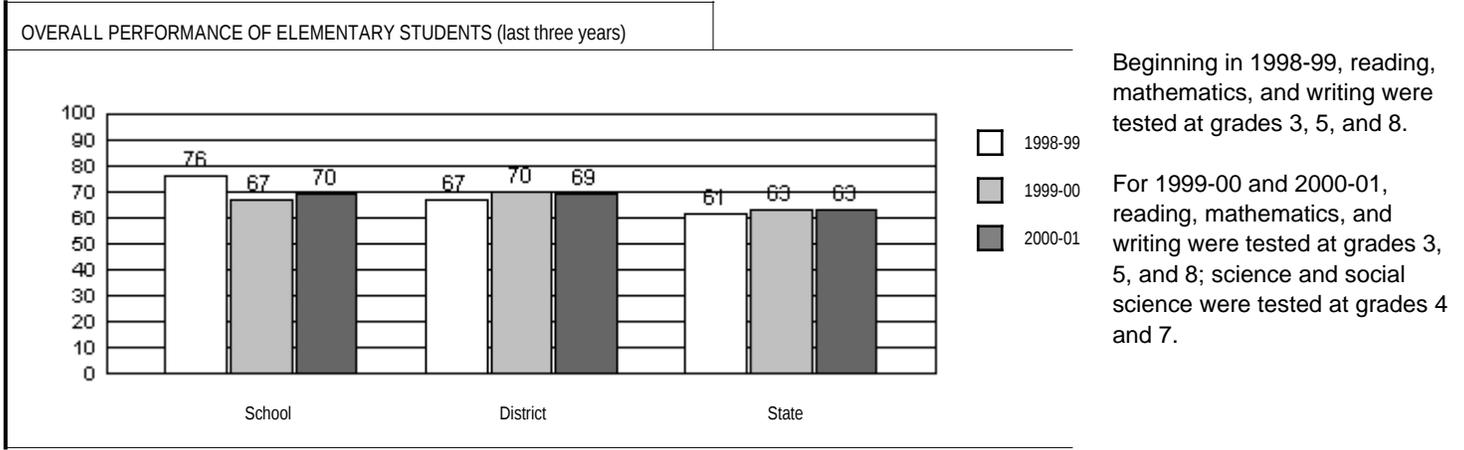
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes Instructional Expenditures, Pupil Support Services, Instructional Staff Support Services, School Administration, Business Support

ACADEMIC PERFORMANCE

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

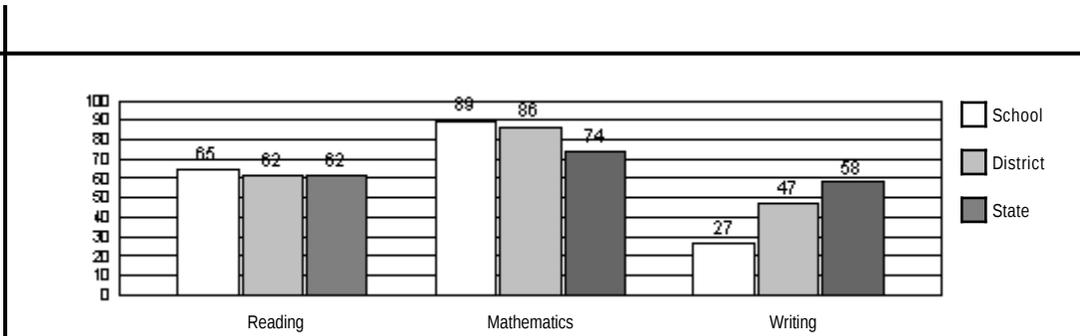
This chart illustrates the overall performance of your school, district, and the state on the ISAT for the last three years. It shows the percent of elementary students meeting or exceeding the Illinois Learning Standards. The overall performance results displayed include only the grades and subjects tested on the ISAT in your school.



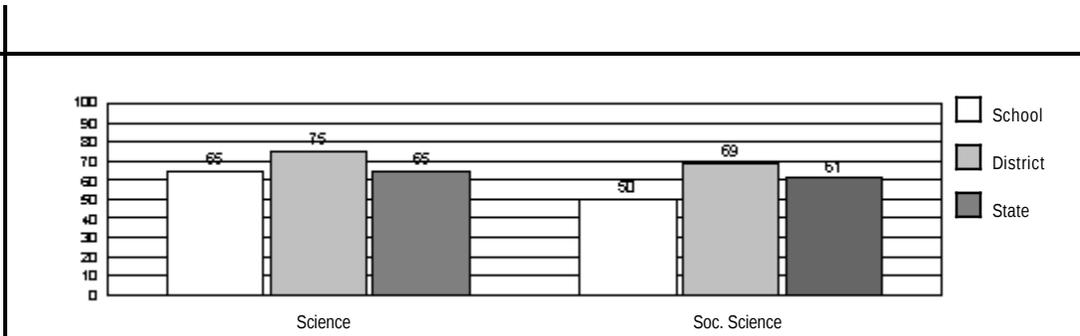
ISAT PERFORMANCE 2000-01

These charts provide information on the achievement of the Illinois Learning Standards. They show the percent of students meeting or exceeding Standards for various grade levels and subject areas tested on the ISAT.

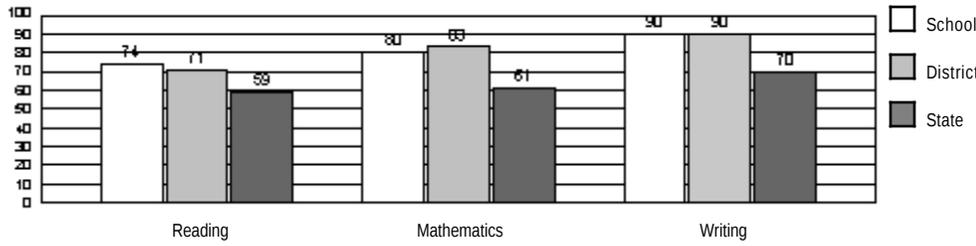
Grade 3



Grade 4



Grade 5



PERFORMANCE ON STATE ASSESSMENTS

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. 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 may have an IEP or Section 504 Plan. An IEP is a written plan for a child with a disability who is eligible for special education services under the Individuals with Disabilities Education Act. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

PARTICIPATION IN STATE TESTING PROGRAMS

The following table reports by grade the total enrollment, the number of students tested for each state test, and the overall percent of students tested in your school.

| Grade | Total Enrollment | ISAT | | PSAE | | IMAGE | IAA | Percent Taking State Tests |
|-------|------------------|----------|-----|--------------|-----|-------|-----|----------------------------|
| | | Disabled | | Non-disabled | | | | |
| | | IEP | 504 | IEP | 504 | | | |
| 3 | 30 | 2 | | 26 | | 2 | | 100 |
| 4 | 19 | 6 | | 12 | | 1 | | 100 |
| 5 | 35 | 5 | | 26 | | 2 | | 94 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of your school's students 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 percents 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

| All | | Reading | | | | Mathematics | | | | Writing | | | |
|--------|----------|---------|----|----|----|-------------|----|----|----|---------|----|----|---|
| Levels | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | School | 4 | 32 | 36 | 29 | 0 | 11 | 50 | 39 | 12 | 62 | 27 | 0 |
| | District | 4 | 34 | 42 | 20 | 4 | 10 | 51 | 35 | 10 | 43 | 46 | 1 |
| | State | 7 | 31 | 43 | 19 | 8 | 18 | 46 | 28 | 9 | 33 | 55 | 3 |

| Gender | | Reading | | | | Mathematics | | | | Writing | | | |
|--------|----------|---------|----|----|----|-------------|----|----|----|---------|----|----|---|
| Levels | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male | School | 0 | 29 | 43 | 29 | 0 | 7 | 43 | 50 | 14 | 64 | 21 | 0 |
| | District | 5 | 40 | 40 | 15 | 8 | 8 | 50 | 33 | 15 | 50 | 35 | 0 |
| | State | 8 | 32 | 43 | 17 | 9 | 18 | 45 | 29 | 12 | 35 | 50 | 2 |
| Female | School | 7 | 36 | 29 | 29 | 0 | 14 | 57 | 29 | 8 | 58 | 33 | 0 |
| | District | 4 | 27 | 44 | 25 | 0 | 11 | 53 | 36 | 4 | 35 | 59 | 2 |
| | State | 5 | 29 | 44 | 21 | 7 | 19 | 47 | 27 | 7 | 30 | 59 | 4 |

| Racial/Ethnic Background | | Reading | | | | Mathematics | | | | Writing | | | |
|-------------------------------|----------|---------|----|----|----|-------------|----|----|----|---------|----|----|---|
| Levels | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White | School | 5 | 25 | 40 | 30 | 0 | 15 | 40 | 45 | 11 | 63 | 26 | 0 |
| | District | 3 | 29 | 45 | 23 | 6 | 9 | 46 | 39 | 12 | 44 | 44 | 1 |
| | State | 3 | 21 | 49 | 26 | 3 | 11 | 49 | 38 | 6 | 28 | 63 | 4 |
| Black | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 17 | 50 | 29 | 4 | 21 | 35 | 38 | 6 | 19 | 44 | 36 | 1 |
| Hispanic | School | | | | | | | | | | | | |
| | District | 10 | 60 | 30 | 0 | 0 | 15 | 75 | 10 | 5 | 45 | 50 | 0 |
| | State | 10 | 44 | 39 | 8 | 10 | 27 | 50 | 13 | 13 | 40 | 46 | 1 |
| Asian/ Pacific Islander | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 1 | 18 | 48 | 33 | 1 | 7 | 41 | 51 | 3 | 23 | 67 | 7 |
| Native American | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 5 | 23 | 49 | 23 | 5 | 16 | 51 | 29 | 7 | 26 | 63 | 4 |

GRADE 4

| All | | Science | | | | Social Science | | | |
|--------|----------|---------|----|----|----|----------------|----|----|----|
| Levels | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | School | 12 | 24 | 65 | 0 | 17 | 33 | 50 | 0 |
| | District | 7 | 18 | 59 | 16 | 6 | 25 | 57 | 12 |
| | State | 8 | 26 | 54 | 11 | 11 | 28 | 55 | 6 |

| Gender | | Science | | | | Social Science | | | |
|--------|----------|---------|----|----|----|----------------|----|----|----|
| Levels | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male | School | 18 | 18 | 64 | 0 | 17 | 50 | 33 | 0 |
| | District | 10 | 17 | 53 | 20 | 8 | 25 | 48 | 20 |
| | State | 8 | 25 | 53 | 13 | 12 | 26 | 55 | 7 |
| Female | School | 0 | 33 | 67 | 0 | 17 | 0 | 83 | 0 |
| | District | 4 | 19 | 66 | 11 | 4 | 25 | 68 | 4 |
| | State | 8 | 27 | 56 | 9 | 11 | 30 | 55 | 5 |

| Racial/Ethnic Background | | Science | | | | Social Science | | | |
|-------------------------------|----------|---------|----|----|----|----------------|----|----|----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White | School | 9 | 18 | 73 | 0 | 17 | 33 | 50 | 0 |
| | District | 1 | 9 | 66 | 23 | 3 | 13 | 67 | 18 |
| | State | 2 | 16 | 64 | 17 | 4 | 19 | 69 | 9 |
| Black | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 20 | 45 | 34 | 1 | 28 | 44 | 27 | 1 |
| Hispanic | School | | | | | | | | |
| | District | 23 | 33 | 43 | 0 | 17 | 50 | 33 | 0 |
| | State | 14 | 41 | 42 | 3 | 19 | 43 | 37 | 1 |
| Asian/ Pacific Islander | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 2 | 15 | 65 | 18 | 3 | 17 | 70 | 11 |
| Native American | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 7 | 24 | 57 | 12 | 12 | 26 | 56 | 6 |

| Migrant | | Science | | | | Social Science | | | |
|---------|----------|---------|----|----|---|----------------|----|----|---|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Levels | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 19 | 35 | 41 | 5 | 26 | 33 | 40 | 1 |

| Disabled | | Science | | | | Social Science | | | |
|------------------|----------|---------|----|----|----|----------------|----|----|----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| IEP | School | 20 | 40 | 40 | 0 | 33 | 67 | 0 | 0 |
| | District | 36 | 27 | 27 | 9 | 50 | 42 | 0 | 8 |
| | State | 17 | 37 | 41 | 4 | 26 | 37 | 35 | 2 |
| Section 504 | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 8 | 31 | 52 | 9 | 14 | 33 | 50 | 3 |
| Non- disabled | School | 8 | 17 | 75 | 0 | 8 | 17 | 75 | 0 |
| | District | 4 | 17 | 62 | 17 | 1 | 23 | 63 | 13 |
| | State | 7 | 25 | 56 | 12 | 9 | 27 | 58 | 6 |

GRADE 5

| All | | Reading | | | | Mathematics | | | | Writing | | | |
|--------|----------|---------|----|----|----|-------------|----|----|----|---------|----|----|----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Levels | School | 0 | 26 | 26 | 48 | 0 | 19 | 61 | 19 | 0 | 10 | 61 | 29 |
| | District | 0 | 29 | 32 | 39 | 1 | 16 | 71 | 12 | 0 | 10 | 69 | 21 |
| | State | 1 | 40 | 34 | 25 | 4 | 34 | 55 | 6 | 4 | 27 | 58 | 12 |

| Gender | | Reading | | | | Mathematics | | | | Writing | | | |
|--------|----------|---------|----|----|----|-------------|----|----|----|---------|----|----|----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male | School | 0 | 32 | 32 | 37 | 0 | 26 | 63 | 11 | 0 | 11 | 68 | 21 |
| | District | 0 | 27 | 32 | 41 | 2 | 20 | 69 | 9 | 0 | 15 | 71 | 15 |
| | State | 1 | 41 | 33 | 24 | 5 | 34 | 54 | 7 | 5 | 32 | 55 | 8 |
| Female | School | 0 | 17 | 17 | 67 | 0 | 8 | 58 | 33 | 0 | 8 | 50 | 42 |
| | District | 0 | 31 | 31 | 37 | 0 | 12 | 73 | 16 | 0 | 6 | 67 | 27 |
| | State | 1 | 39 | 35 | 25 | 4 | 35 | 56 | 6 | 2 | 21 | 61 | 16 |

| Racial/Ethnic Background | | Reading | | | | Mathematics | | | | Writing | | | | |
|-------------------------------|----------|----------|----|----|----|-------------|----|----|----|---------|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 0 | 17 | 22 | 61 | 0 | 13 | 70 | 17 | 0 | 9 | 61 | 30 | |
| | District | 0 | 20 | 33 | 47 | 0 | 12 | 74 | 13 | 0 | 11 | 67 | 22 | |
| | State | 1 | 27 | 38 | 34 | 2 | 22 | 67 | 9 | 2 | 20 | 62 | 16 | |
| | Black | School | | | | | | | | | | | | |
| | | District | | | | | | | | | | | | |
| | | State | 3 | 65 | 25 | 7 | 11 | 59 | 29 | 1 | 7 | 43 | 47 | 3 |
| | Hispanic | School | 0 | 60 | 40 | 0 | 0 | 40 | 40 | 20 | 0 | 20 | 60 | 20 |
| | | District | 0 | 71 | 24 | 6 | 6 | 35 | 53 | 6 | 0 | 12 | 76 | 12 |
| | | State | 2 | 61 | 28 | 9 | 7 | 52 | 40 | 1 | 5 | 36 | 54 | 5 |
| Asian/ Pacific Islander | School | | | | | | | | | | | | | |
| | District | | | | | | | | | | | | | |
| | State | 0 | 22 | 38 | 40 | 1 | 16 | 66 | 18 | 1 | 15 | 62 | 22 | |
| Native American | School | | | | | | | | | | | | | |
| | District | | | | | | | | | | | | | |
| | State | 1 | 45 | 36 | 18 | 5 | 38 | 52 | 4 | 4 | 27 | 60 | 9 | |

| Disabled | | Reading | | | | Mathematics | | | | Writing | | | |
|------------------|----------|---------|-----|----|----|-------------|-----|----|----|---------|----|----|----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| IEP | School | 0 | 100 | 0 | 0 | 0 | 100 | 0 | 0 | 0 | 20 | 60 | 20 |
| | District | 0 | 85 | 15 | 0 | 8 | 67 | 25 | 0 | 0 | 31 | 62 | 8 |
| | State | 6 | 72 | 17 | 6 | 17 | 54 | 28 | 1 | 18 | 45 | 34 | 3 |
| Section 504 | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 1 | 50 | 32 | 17 | 7 | 42 | 47 | 4 | 4 | 38 | 48 | 9 |
| Non- disabled | School | 0 | 12 | 31 | 58 | 0 | 4 | 73 | 23 | 0 | 8 | 62 | 31 |
| | District | 0 | 20 | 34 | 45 | 0 | 10 | 76 | 14 | 0 | 7 | 71 | 23 |
| | State | 0 | 35 | 36 | 28 | 2 | 31 | 60 | 7 | 1 | 24 | 61 | 13 |

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Based on your school's improvement plan, your school and district are providing information on areas of success and areas for planned improvement below and/or on a separate sheet.