

Deland-Weldon CUSD 57

De Land, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	Percent Homeless	Total Enrollment
District	95.9	2.3	1.8	0.0	0.0	0.0	0.0	51.1	0.0	8.1	2.3	221
State	50.6	17.6	24.1	4.3	0.1	0.3	3.0	49.9	9.5	13.6	2.0	2,054,155

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

IEP students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Total Enrollment** is based on [Home School](#).

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

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
District	0.0	3.0	19.0	93.6
State	2.4	9.8	12.8	94.2

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
District	100.0
State	95.5

TOTAL SCHOOL DAY

	Days
District	174
State	176

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

AVERAGE CLASS SIZE (as of the first school day in May)

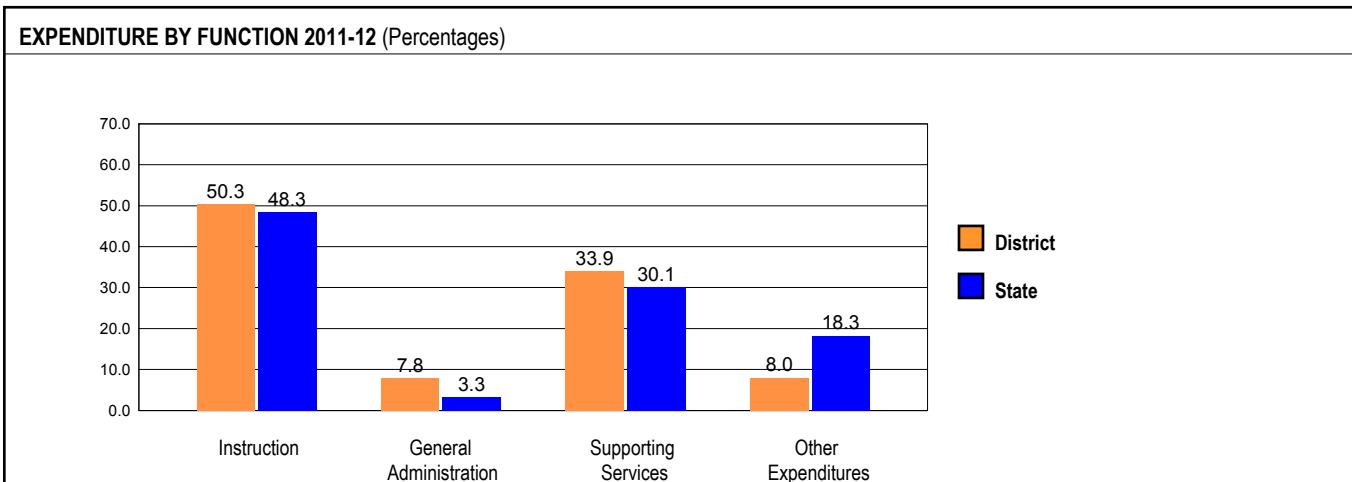
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
District	20.0	18.0	14.0	13.0	10.0	22.0	19.0	13.0	17.0	8.1	11.6
State	21.1	21.5	21.5	21.9	22.5	22.5	23.1	22.3	22.2	19.3	21.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
District	60	44	44	30	44	44	90	88	88	30	44	44
State	62	58	55	31	44	46	142	103	92	30	43	45

TEACHER INFORMATION		
		% of Classes Not Taught by Highly Qualified Teachers
District:	All Schools	0.0
	High Poverty Schools	
	Low Poverty Schools	
State:	All Schools	0.2
	High Poverty Schools	0.5
	Low Poverty Schools	0.0

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 2011-12			
	District	District %	State %
Local Property Taxes	\$2,205,625	80.7	61.1
Other Local Funding	\$74,450	2.7	4.8
General State Aid	\$105,410	3.9	16.4
Other State Funding	\$203,383	7.4	9.7
Federal Funding	\$142,689	5.2	8.1
TOTAL	\$2,731,557		

EXPENDITURE BY FUND 2011-12			
	District	District %	State %
Education	\$2,030,953	74.2	73.4
Operations & Maintenance	\$339,032	12.4	6.2
Transportation	\$181,997	6.6	3.7
Debt Service	\$66,755	2.4	7.6
Tort	\$31,891	1.2	1.2
Municipal Retirement/ Social Security	\$80,750	2.9	2.0
Fire Prevention & Safety	\$6,150	0.2	0.7
Capital Projects	\$0	0.0	5.2
TOTAL	\$2,737,528		

OTHER FINANCIAL INDICATORS				
	2010 Equalized Assessed Valuation per Pupil	2010 Total School Tax Rate per \$100	2011-12 Instructional Expenditure per Pupil	2011-12 Operating Expenditure per Pupil
District	\$261,071	4.35	\$7,303	\$13,039
State	**	**	\$6,974	\$11,842

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

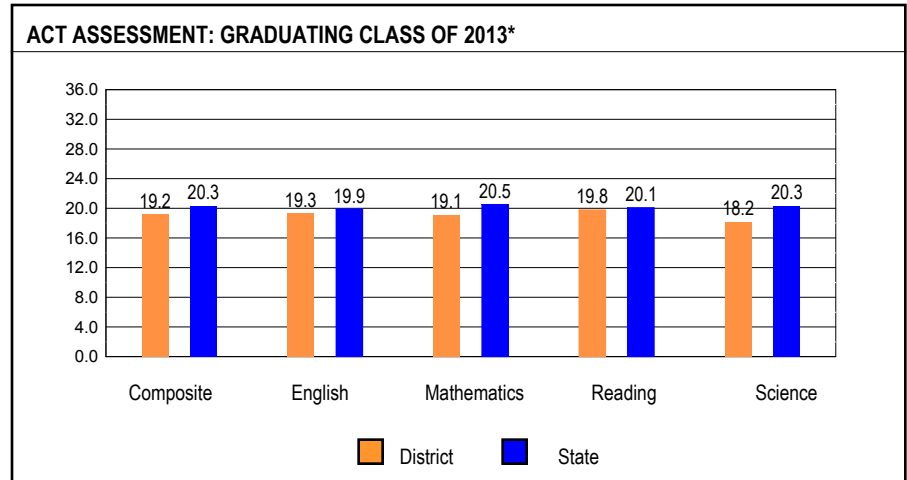
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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

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

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

ACADEMIC PERFORMANCE



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. All students whose scores are college reportable, both standard and extended time tests, are now included. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

READY FOR COLLEGE COURSE WORK	
District	40.0
State	45.7

	HIGH SCHOOL 4-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	92.3	100.0	87.5	91.7		100.0							75.0	100.0
State	83.2	80.3	86.1	89.3		76.3							70.1	73.0

	HIGH SCHOOL 5-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	100.0	100.0	100.0	100.0									100.0	100.0
State	87.0	84.9	89.1	90.7									76.8	80.6

2011 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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	34.7	32.0	24.7	8.6	20.2	41.5	31.4	6.9

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	21.8	33.6	32.2	12.3	10.2	38.4	41.6	9.9
Black	57.7	29.9	10.9	1.6	41.8	43.9	12.8	1.5
Hispanic	51.2	30.7	15.7	2.4	29.6	50.5	18.5	1.4
Asian	16.1	31.3	35.5	17.1	5.9	29.4	44.8	19.8
Native Hawaiian/Pacific Islander								
American Indian								

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	77.4	18.1	4.2	0.0	46.4	41.6	11.3	0.8

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	67.6	19.4	11.0	2.0	43.2	37.6	17.5	1.6

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	52.0	31.6	14.3	2.1	33.1	47.2	18.1	1.5

Grade 4 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	92.4	93.5
Students with Disabilities	91.1	86.1

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	23.2	43.0	30.3	3.6	26.9	40.2	24.7	8.1

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	15.3	41.2	38.8	4.7	15.7	40.2	32.8	11.2
Black	38.0	46.6	14.4	1.0	51.7	38.4	9.4	0.5
Hispanic	30.6	45.9	21.9	1.6	35.8	45.1	16.4	2.7
Asian	11.3	34.3	43.1	11.3	7.5	24.0	36.8	31.7
Native Hawaiian/Pacific Islander								
American Indian								

Grade 8 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	67.9	29.9	2.2	0.0	69.5	27.0	3.2	0.0

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	63.6	28.5	7.5	0.0	63.6	26.8	7.8	1.7

Grade 8 - Economically Disadvantaged

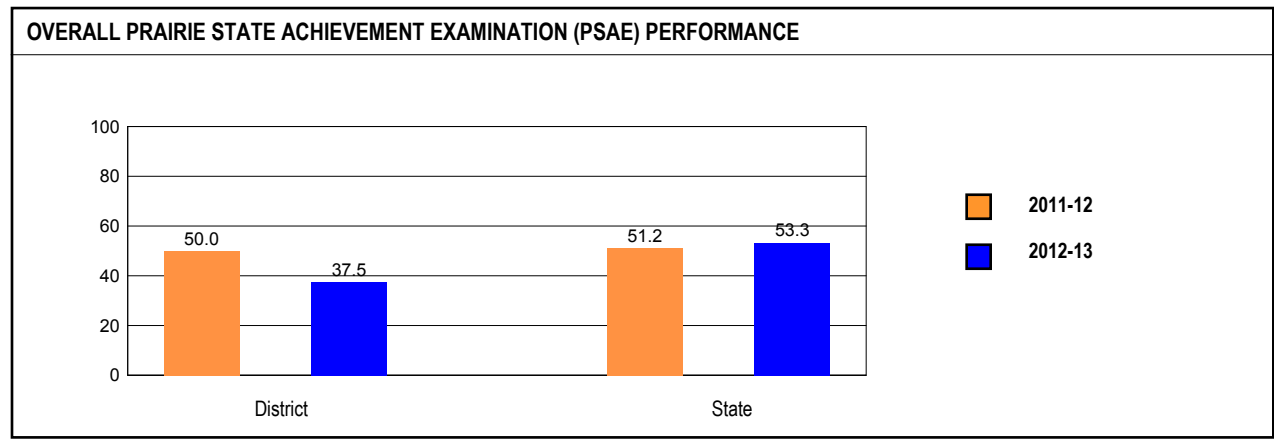
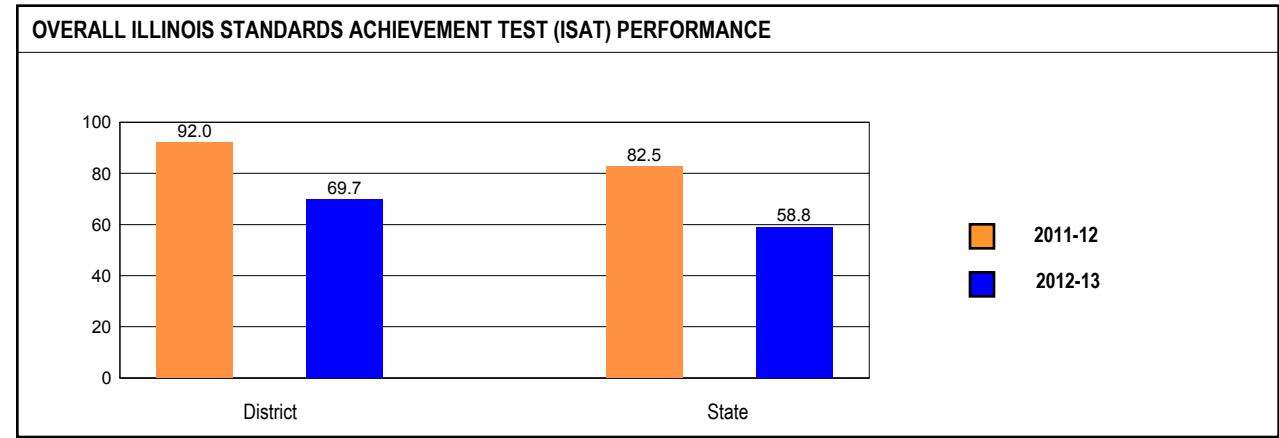
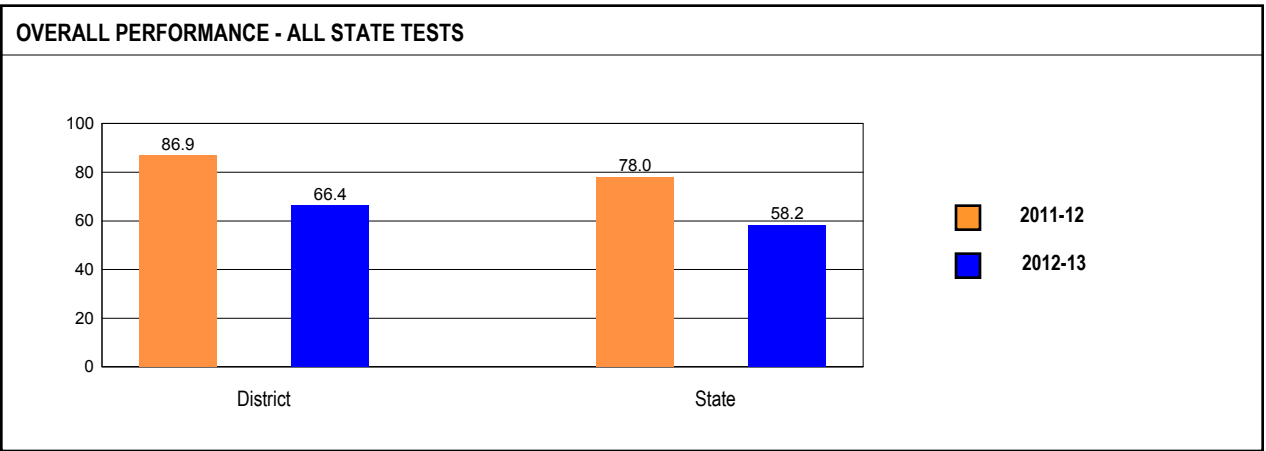
Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	34.4	47.0	17.8	0.9	39.3	43.7	15.0	2.1

Grade 8 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	91.2	89.9
Students with Disabilities	90.2	84.6

OVERALL STUDENT PERFORMANCE

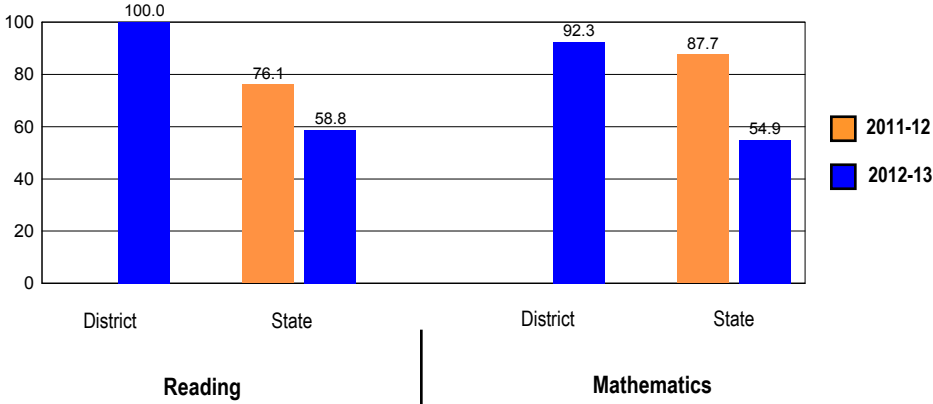
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading and mathematics. The ISAT reading and math cut scores were reset for school year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



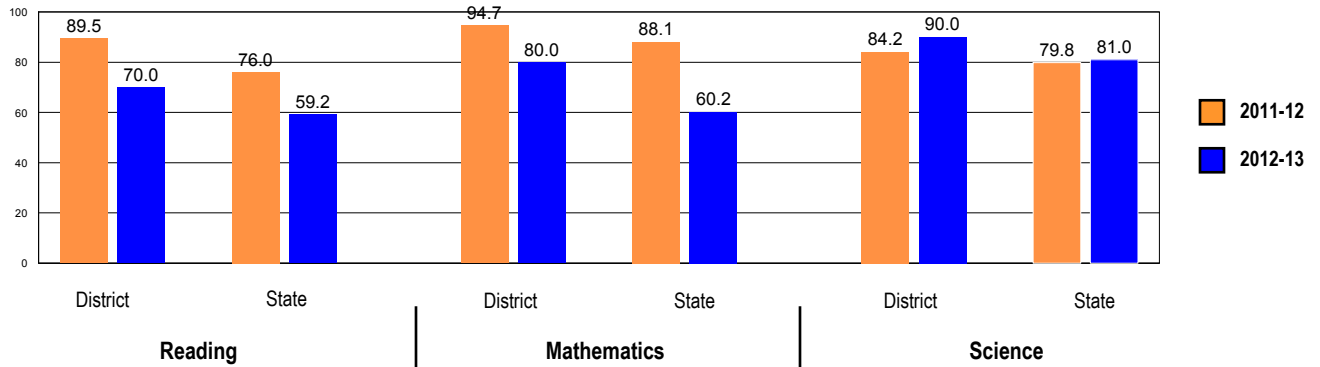
ISAT PERFORMANCE

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

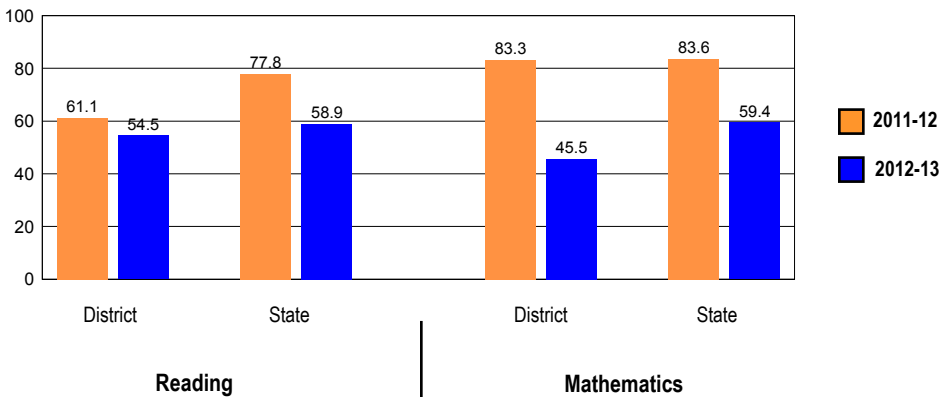
ISAT Grade 3

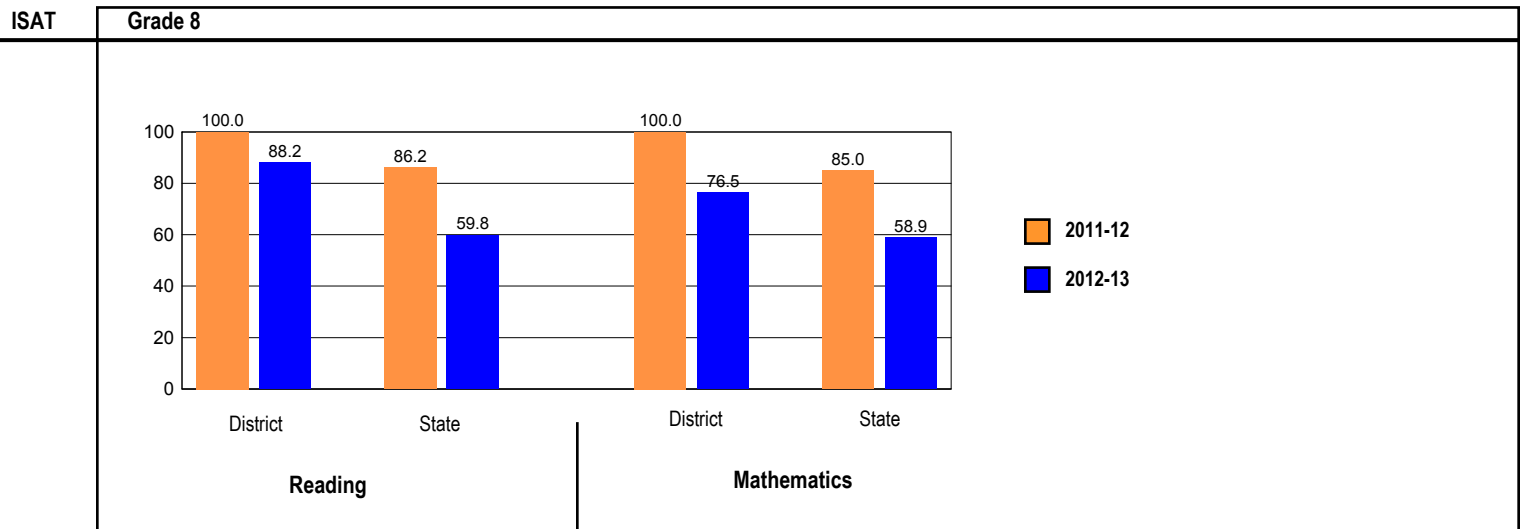
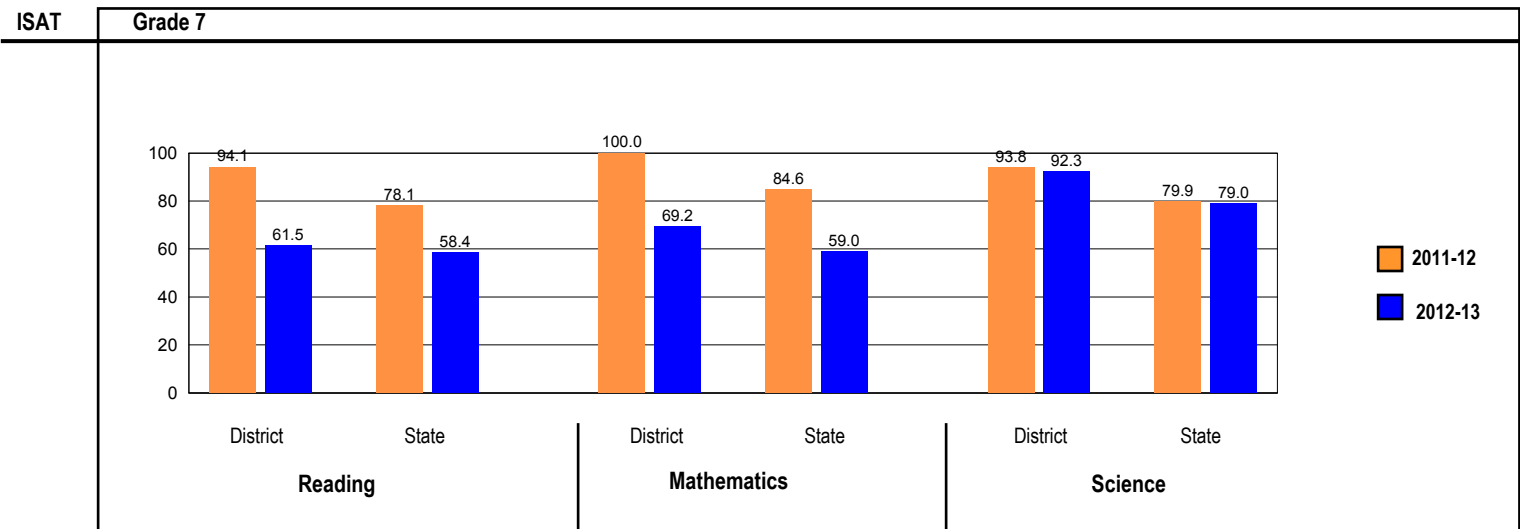
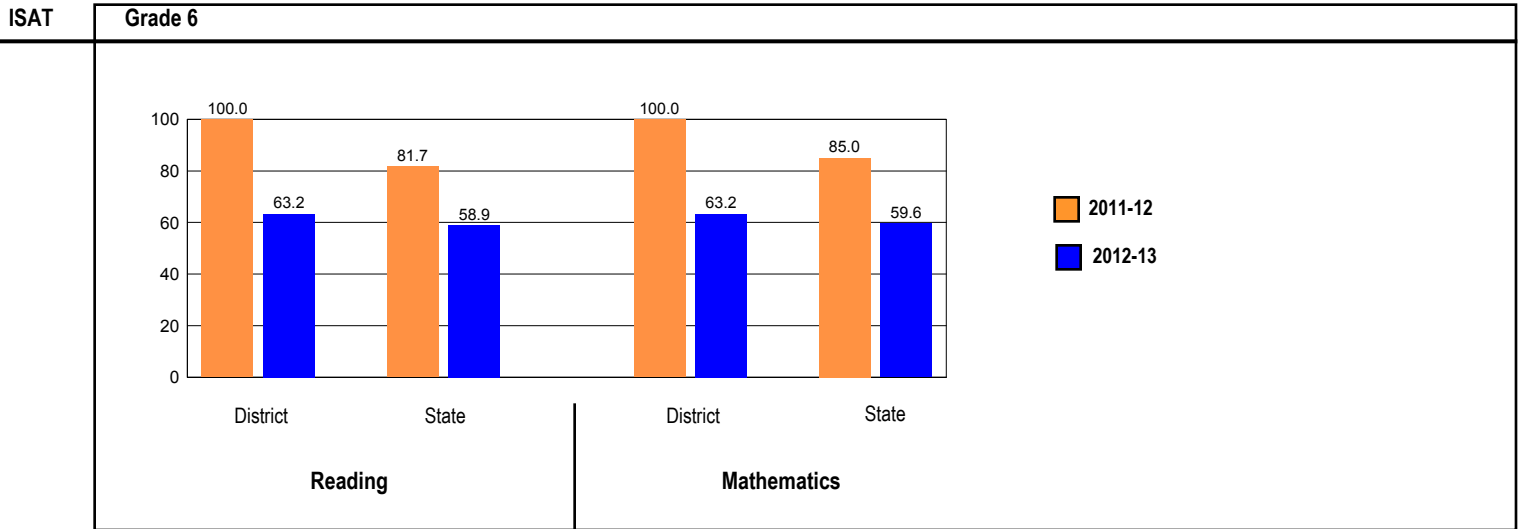


ISAT Grade 4



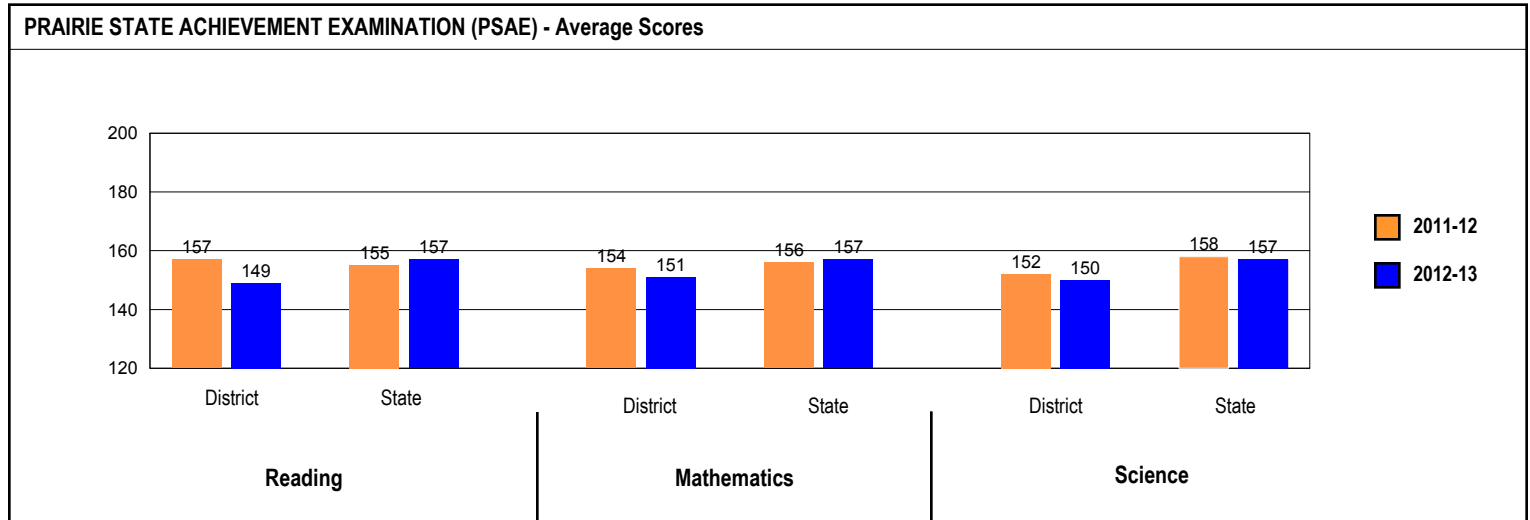
ISAT Grade 5



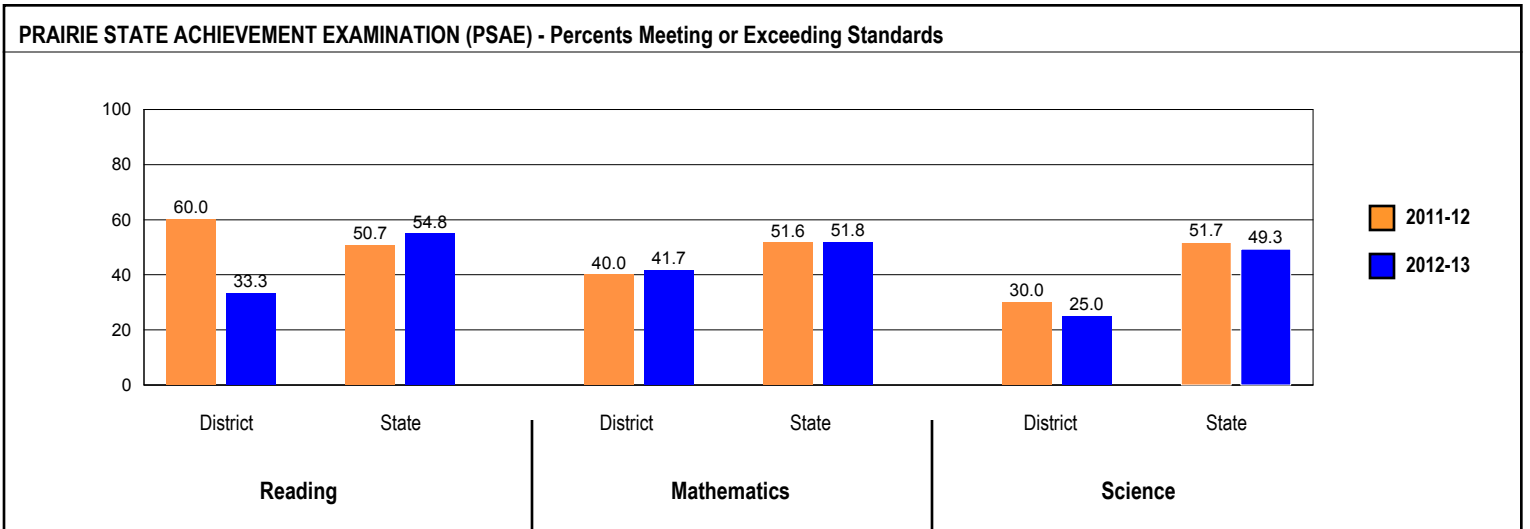


PSAE PERFORMANCE

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 District with PSAE scores in 2013: 12

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.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING																
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged	
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races					
District	*Enrollment	107	52	55	103	4	0	0	0	0	0	0	0	0	11	54
	Reading	0.0	0.0	0.0	0.0										0.0	0.0
State	*Enrollment	1,067,095	545,884	521,053	542,053	188,403	253,427	46,751	1,561	3,694	30,704	73,555	276	143,695	542,427	
	Reading	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.4	0.4	0.6	1.1	0.8	0.5	

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS																
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged	
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races					
District	*Enrollment	107	52	55	103	4	0	0	0	0	0	0	0	0	11	54
	Mathematics	0.0	0.0	0.0	0.0										0.0	0.0
State	*Enrollment	1,068,846	546,846	521,842	542,440	188,509	254,061	47,334	1,565	3,709	30,726	75,331	278	143,714	543,668	
	Mathematics	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.3	0.4	0.3	0.7	0.9	0.5	

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	36	19	17	33	3	0	0	0	0	0	0	0	5	14
	Science	0.0	0.0	0.0	0.0										0.0
State	*Enrollment	455,414	232,478	222,882	234,340	79,949	105,892	20,304	615	1,520	12,626	25,072	106	60,808	223,602
	Science	0.6	0.7	0.5	0.5	1.1	0.6	0.3	0.7	0.7	0.7	0.7	0.9	1.4	0.8

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	0.0	69.2	30.8	0.0	7.7	76.9	15.4
State	6.7	34.5	39.4	19.4	6.9	38.2	43.7	11.1

Grade 3 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District								
State	8.2	37.6	38.2	16.0	7.2	37.1	43.9	11.8
Female								
District								
State	5.1	31.3	40.7	23.0	6.6	39.4	43.5	10.4

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	0.0	66.7	33.3	0.0	8.3	75.0	16.7
	State	3.3	25.2	44.7	26.8	3.0	28.8	53.2	15.0
Black	District								
	State	11.8	47.7	32.4	8.1	15.5	53.5	27.9	3.1
Hispanic	District								
	State	10.8	46.7	33.2	9.3	9.6	50.0	35.5	4.9
Asian	District								
	State	2.2	18.1	42.5	37.1	2.2	18.0	47.4	32.4
Native Hawaiian/Pacific Islander	District								
	State	7.5	34.0	38.5	20.0	6.5	35.8	45.3	12.4
American Indian	District								
	State	8.7	41.6	36.7	13.0	7.2	46.8	38.9	7.2
Two or More Races	District								
	State	4.7	30.3	41.6	23.4	5.9	35.7	44.8	13.6

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	30.0	60.0	10.0	0.0	20.0	70.0	10.0	0.0	10.0	70.0	20.0
	6.2	34.6	44.3	14.9	6.6	33.2	48.4	11.8	2.1	17.0	59.9	21.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	District											
	State	7.9	36.1	43.0	13.0	7.3	32.8	47.5	12.4	2.4	16.8	58.2
Female	District											
	State	4.4	32.9	45.7	17.0	5.9	33.5	49.4	11.2	1.7	17.1	61.7

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	30.0	60.0	10.0	0.0	20.0	70.0	10.0	0.0	10.0	70.0	20.0
	State	3.2	25.4	50.8	20.6	3.5	25.4	55.4	15.7	0.8	9.5	60.7	29.0
Black	District												
	State	12.3	48.9	33.3	5.6	13.8	47.4	35.4	3.4	4.9	31.8	55.7	7.7
Hispanic	District												
	State	8.8	46.8	37.7	6.6	8.8	42.5	43.6	5.1	2.8	23.8	62.8	10.6
Asian	District												
	State	2.2	16.3	49.6	31.9	2.4	13.4	48.5	35.8	1.1	6.8	51.4	40.6
Native Hawaiian/Pacific Islander	District												
	State	3.9	31.2	47.3	17.6	5.4	32.7	48.3	13.7	1.5	12.2	62.4	23.9
American Indian	District												
	State	9.1	42.5	37.6	10.9	9.8	41.2	39.4	9.6	3.6	21.7	61.6	13.1
Two or More Races	District												
	State	5.1	30.5	46.3	18.1	6.2	32.6	47.5	13.7	1.9	14.7	60.1	23.2

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	9.1	36.4	40.9	13.6	9.1	45.5	45.5	0.0
	6.3	34.8	42.7	16.2	7.2	33.4	47.7	11.7

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	8.3	25.0	50.0	16.7	16.7	33.3	50.0	0.0
	State	7.9	36.4	41.6	14.1	8.2	33.0	46.3	12.5
Female	District	10.0	50.0	30.0	10.0	0.0	60.0	40.0	0.0
	State	4.7	33.1	43.8	18.4	6.1	33.9	49.2	10.9

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	9.1	36.4	40.9	13.6	9.1	45.5	45.5	0.0
	State	3.1	25.1	49.4	22.3	3.9	26.0	54.7	15.5
Black	District								
	State	12.4	50.4	31.8	5.5	15.2	48.1	33.8	2.9
Hispanic	District								
	State	9.4	46.7	36.2	7.6	9.1	41.9	43.7	5.3
Asian	District								
	State	2.3	17.7	44.9	35.1	2.4	14.1	46.7	36.9
Native Hawaiian/Pacific Islander	District								
	State	4.3	32.9	50.7	12.1	4.8	27.8	56.0	11.5
American Indian	District								
	State	9.4	43.3	38.7	8.7	8.4	41.0	44.7	5.9
Two or More Races	District								
	State	5.2	31.6	43.9	19.3	6.9	32.0	46.1	15.0

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	15.4	46.2	38.5	0.0	15.4	53.8	30.8	0.0
	State	10.2	47.1	35.9	6.8	11.0	44.1	40.6	4.2
Not Eligible	District								
	State	2.1	21.2	50.2	26.5	2.9	21.6	55.5	19.9

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
District									
	State	0.0	36.8	57.9	5.3	5.3	31.6	63.2	0.0
State									
		6.1	35.0	42.7	16.2	7.2	33.1	47.0	12.6

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District								
	State	8.0	37.9	41.2	13.0	8.4	33.6	45.0	13.0
Female	District								
	State	0.0	20.0	70.0	10.0	0.0	20.0	80.0	0.0
State									
		4.1	31.9	44.4	19.5	6.0	32.7	49.2	12.2

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	36.8	57.9	5.3	5.3	31.6	63.2	0.0
	State	3.5	27.1	47.8	21.6	4.1	25.6	53.7	16.7
Black	District								
	State	11.7	48.5	33.6	6.3	15.3	47.7	33.6	3.4
Hispanic	District								
	State	8.1	45.1	38.7	8.1	8.7	41.9	43.4	5.9
Asian	District								
	State	2.2	17.5	43.4	36.8	2.5	14.2	45.2	38.1
Native Hawaiian/Pacific Islander	District								
	State	10.6	32.4	42.1	14.8	8.3	36.1	43.5	12.0
American Indian	District								
	State	7.7	45.4	36.9	10.0	9.3	43.8	39.1	7.9
Two or More Races	District								
	State	5.0	30.5	44.3	20.2	6.9	30.1	47.3	15.7

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	36.4	63.6	0.0	9.1	27.3	63.6	0.0
	State	9.6	46.2	37.1	7.2	11.1	43.9	40.0	5.0
Not Eligible	District								
	State	2.3	22.9	48.9	25.9	3.0	21.4	54.7	20.9

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
District		7.7	30.8	53.8	7.7	0.0	30.8	69.2	0.0	0.0	7.7	46.2	46.2
	State	6.5	35.0	43.6	14.9	7.0	34.0	46.7	12.4	6.9	14.1	54.3	24.7

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District												
	State	8.5	37.4	42.1	11.9	8.5	34.5	44.2	12.8	8.3	14.6	50.6	26.5
Female	District												
	State	4.4	32.5	45.1	18.0	5.4	33.4	49.3	11.9	5.4	13.5	58.2	22.8

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	8.3	33.3	50.0	8.3	0.0	33.3	66.7	0.0	0.0	8.3	50.0	41.7
	State	4.0	28.2	48.4	19.4	4.1	27.3	52.5	16.1	3.6	9.0	53.2	34.2
Black	District												
	State	12.3	47.6	34.2	5.9	14.2	47.5	35.0	3.3	14.3	24.0	54.0	7.7
Hispanic	District												
	State	8.3	43.8	39.6	8.3	8.6	42.2	43.3	6.0	9.1	19.3	59.0	12.6
Asian	District												
	State	2.3	16.7	47.7	33.3	2.3	13.4	46.0	38.4	2.8	5.3	45.7	46.2
Native Hawaiian/Pacific Islander	District												
	State	5.2	36.6	43.3	14.9	6.7	34.9	44.6	13.8	6.0	15.3	55.6	23.1
American Indian	District												
	State	9.7	39.2	39.3	11.8	9.4	40.5	41.3	8.7	9.5	17.7	53.0	19.8
Two or More Races	District												
	State	6.1	31.3	43.7	18.9	6.9	31.6	45.5	15.9	6.4	12.4	51.2	29.9

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	11.8	64.7	23.5	0.0	23.5	76.5	0.0
	5.9	34.4	41.7	18.1	5.4	35.7	45.7	13.2

Grade 8 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	District							
	State	8.0	36.9	39.5	15.6	6.5	36.1	44.0
Female	District							
	State	3.7	31.7	43.9	20.7	4.2	35.4	47.4

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	11.8	64.7	23.5	0.0	23.5	76.5	0.0
	State	3.8	26.5	45.2	24.5	3.5	28.5	50.6	17.3
Black	District								
	State	11.1	48.9	33.9	6.1	11.2	51.9	33.6	3.3
Hispanic	District								
	State	7.1	44.0	39.5	9.4	5.5	43.4	44.6	6.5
Asian	District								
	State	2.5	17.0	43.6	36.8	1.9	14.2	44.6	39.3
Native Hawaiian/Pacific Islander	District								
	State	8.3	38.4	40.7	12.6	4.0	39.3	47.9	8.9
American Indian	District								
	State	6.8	40.2	42.8	10.2	7.5	41.7	41.1	9.7
Two or More Races	District								
	State	5.6	31.5	40.5	22.4	5.5	34.8	43.0	16.7

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	10.0	50.0	40.0	0.0	10.0	90.0	0.0
	State	9.1	46.0	36.8	8.0	8.3	47.3	39.3	5.1
Not Eligible	District								
	State	2.7	22.8	46.5	28.1	2.5	24.3	52.0	21.1

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**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	25.0	41.7	33.3	0.0	8.3	50.0	41.7	0.0	8.3	66.7	25.0	0.0
	8.2	37.1	42.9	11.9	9.9	38.3	42.4	9.4	9.2	41.4	38.0	11.4

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male													
District													
State	10.6	37.1	40.5	11.9	10.0	36.4	42.7	10.9	9.5	38.0	38.7	13.9	
Female													
District													
State	5.7	37.1	45.3	11.9	9.9	40.2	42.1	7.8	9.0	44.8	37.3	8.9	

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
District													
State	10.0	50.0	40.0	0.0	0.0	50.0	50.0	0.0	0.0	70.0	30.0	0.0	
Black													
District													
State	15.7	55.4	27.0	1.9	24.2	54.7	20.3	0.8	22.5	59.8	16.6	1.1	
Hispanic													
District													
State	11.7	50.8	33.4	4.1	13.0	50.8	33.5	2.7	12.8	56.4	27.4	3.4	
Asian													
District													
State	4.8	23.3	48.7	23.2	3.5	20.4	48.5	27.5	4.4	25.9	46.3	23.4	
Native Hawaiian/Pacific Islander													
District													
State	8.9	35.8	44.7	10.6	7.3	38.2	47.2	7.3	5.7	42.3	43.9	8.1	
American Indian													
District													
State	8.6	42.1	39.2	10.1	14.0	41.6	39.5	4.9	10.9	43.7	37.5	8.0	
Two or More Races													
District													
State	7.2	32.8	44.3	15.7	8.4	37.3	42.2	12.1	7.3	39.1	39.2	14.4	

2013 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

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

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2013-14 Federal Improvement Status	
2013-14 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		92.5			92.5			92.0		85.0	
All	100.0	Yes	100.0	Yes	72.6	74.2	Yes	70.5	78.3	No	93.6	Yes	100.0	Yes
White	100.0	Yes	100.0	Yes	73.6	73.8	Yes	71.4	78.0	No	93.6		100.0	
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	68.8		No	64.6		No				

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

- 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.
- At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
- At least 92% attendance rate for non-high schools.
- At least 85.0% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

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

** Safe Harbor Targets of 92.5% or above are not printed.

***Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

2013 STUDENT ACADEMIC GROWTH

Average Growth Value		
	Reading	Math
District	104.0	94.7
State	102.1	101.4

Illinois has chosen to use a value table methodology to determine the school and district growth metric based on student performance on large-scale assessments (the ISAT). The numbers contained in the value table represent the number of students in each cell. The average of all students' academic growth over two year's performance will be used to determine the growth metric.

Reading

			Performance Level in Year 2								
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards		
			1A	1B	2A	2B	3A	3B	4A	4B	
Performance Level in Year 1	Academic Warning	1A									
		1B			2	2					
	Below Standards	2A	1	3	3						
		2B	1		5	8					
	Meets Standards	3A			5	12	5				
		3B			1	8	8	3			
	Exceeds Standards	4A					2	3	1		
		4B					1	2			

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									
		1B			2						
	Below Standards	2A	1	2	1						
		2B		6	3	3					
	Meets Standards	3A			9	19	3				
		3B				10	9				
	Exceeds Standards	4A				1	6				
		4B						1			

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: 3

Number of Title I schools: 1

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**