

COMMUNITY UNIT SCHOOL DIST 200 WHEATON, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

Federal law requires public school districts to release district report cards to the public each year.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	83.6	5.1	6.5	4.8	0.1	8.4	1.5	2.6	0.4	10.0	95.5	14,301
State	59.3	20.8	16.2	3.5	0.2	37.5	6.7	5.1	2.0	16.5	94.0	2,029,821

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 CONTACT*

	Percent
District	92.9
State	95.0

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

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
District	20.1	20.2	21.6	28.0	26.7	22.9
State	20.5	21.1	22.1	23.6	22.3	18.8

STAFF-TO-STUDENT RATIOS

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
18.0	20.2	13.7	285.4
19.1	18.3	14.0	222.6

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

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	53	45	45	27	45	45	145	90	90	28	45	45
State	56	51	49	30	43	43	147	107	93	31	43	44

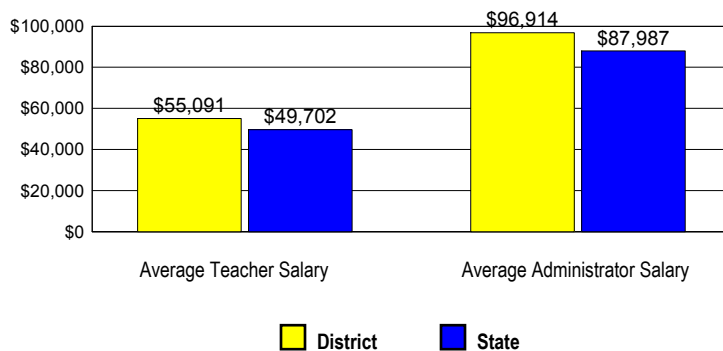
TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.4	0.9	1.0	0.6	0.0	23.2	76.8	898
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

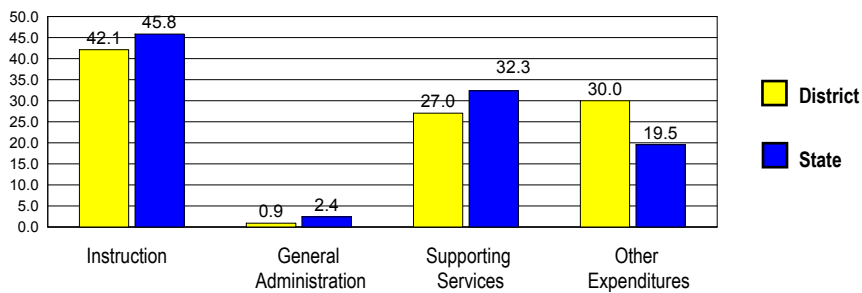
TEACHER INFORMATION (Continued)

	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	13.3	41.3	58.6	0.5	0.0
State	14.2	53.9	46.0	2.4	2.3

* Data based on preliminary NCLB definitions.

SCHOOL DISTRICT FINANCES
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)


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.

EXPENDITURE BY FUNCTION 2000-01 (Percentages)

REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$86,052,645	70.3	54.4
Other Local Funding	\$6,997,040	5.7	7.5
General State Aid	\$10,409,892	8.5	17.9
Other State Funding	\$15,084,288	12.3	12.7
Federal Funding	\$3,833,490	3.1	7.4
TOTAL	\$122,377,355		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$86,384,397	60.4	70.0
Operations & Maintenance	\$11,323,945	7.9	9.2
Transportation	\$5,515,250	3.9	3.4
Bond and Interest	\$6,734,615	4.7	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$2,381,361	1.7	1.6
Fire Prevention & Safety	\$0	0.0	1.0
Site & Construction/ Capital Improvement	\$30,698,376	21.5	9.3
TOTAL	\$143,037,944		

OTHER FINANCIAL INDICATORS

	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$134,012	4.74	\$4,616	\$7,782
State	**	**	\$4,667	\$7,926

** 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.

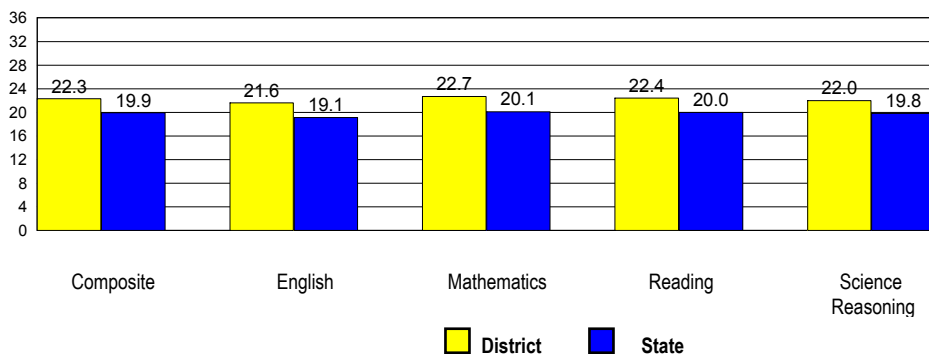
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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

ACT ASSESSMENT: GRADUATING CLASS OF 2002*



ACT TEST TAKERS

	Number	% Class
District	994	94.7
State	111,838	92.5

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAT testing. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

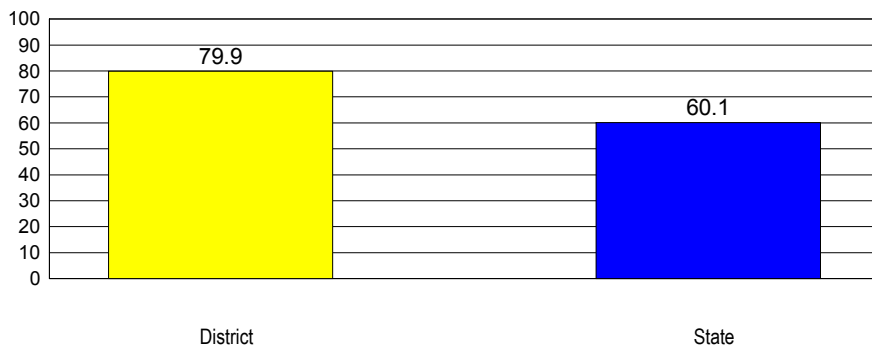
HIGH SCHOOL GRADUATION RATE

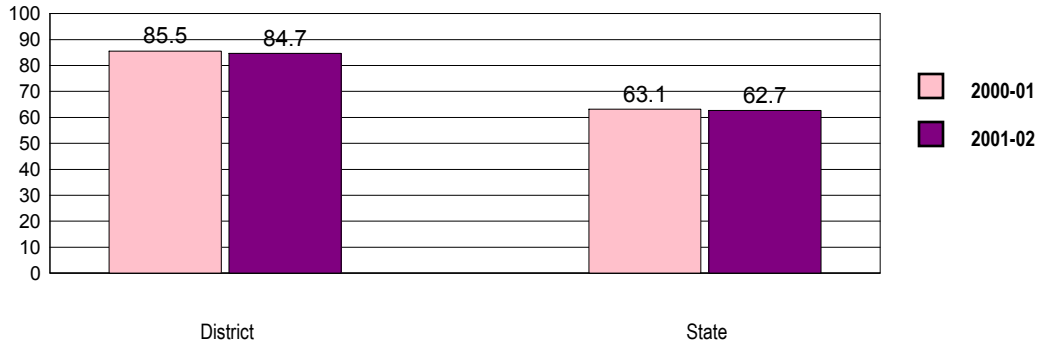
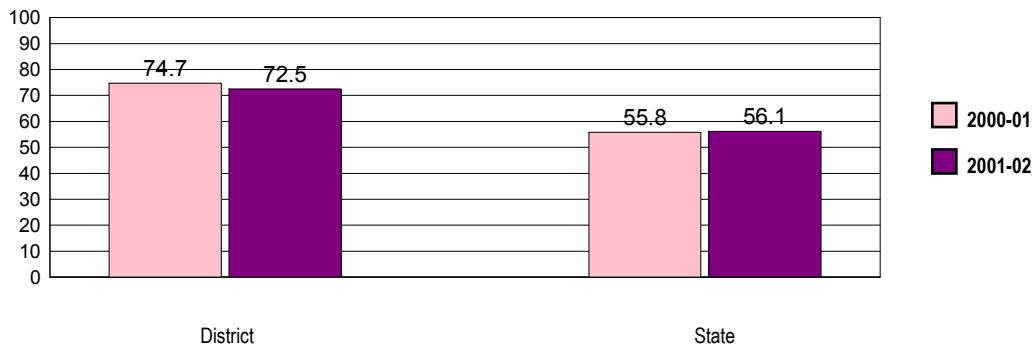
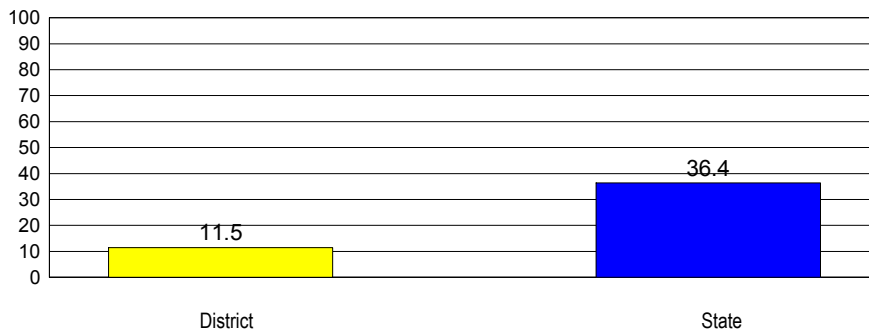
	Gender			Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American				
District	94.1	94.6	93.2	94.3	77.3	84.1	98.3	0.0	25.9		88.8	93.4
State	85.2	82.5	87.9	89.2	74.5	74.7	91.7	73.9	69.9		69.1	80.2

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. These performance measures include only those test scores for the grades and subjects included in your district.

2001-02 OVERALL PERFORMANCE - ALL STATE TESTS



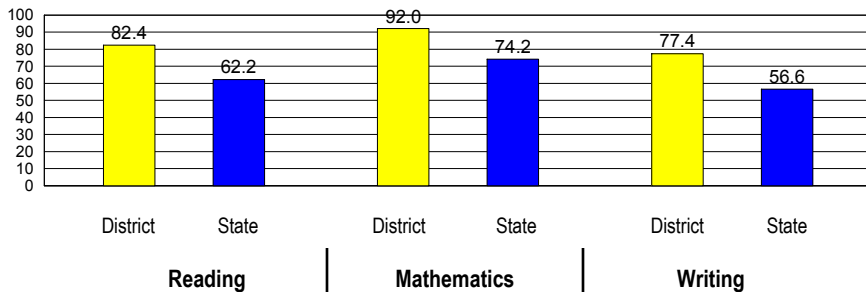
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE

OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE 2001-02


IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

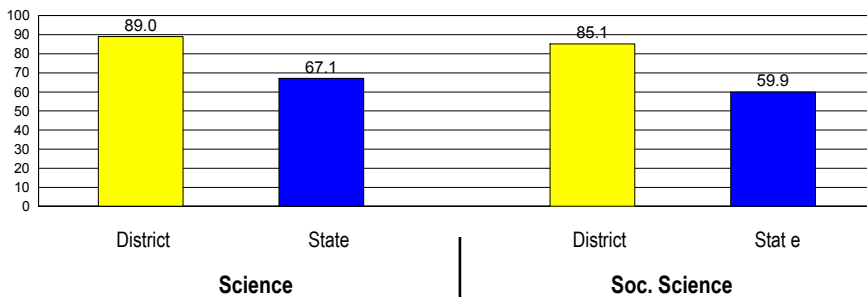
ISAT PERFORMANCE

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.

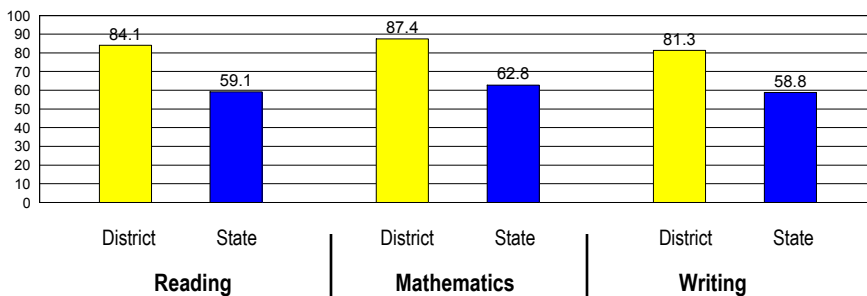
Grade 3



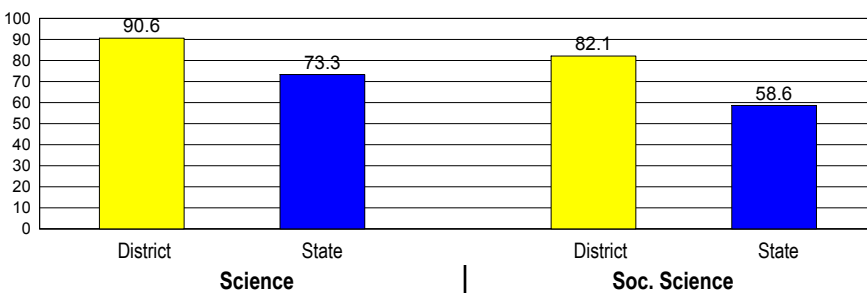
Grade 4

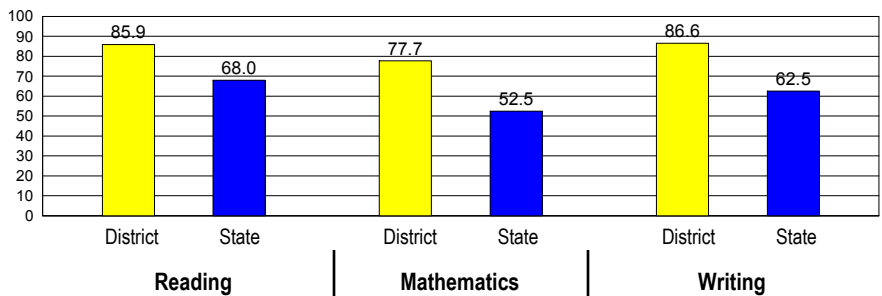


Grade 5

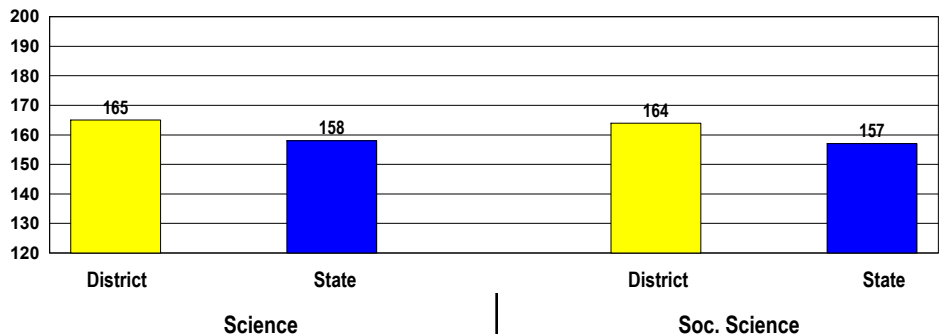
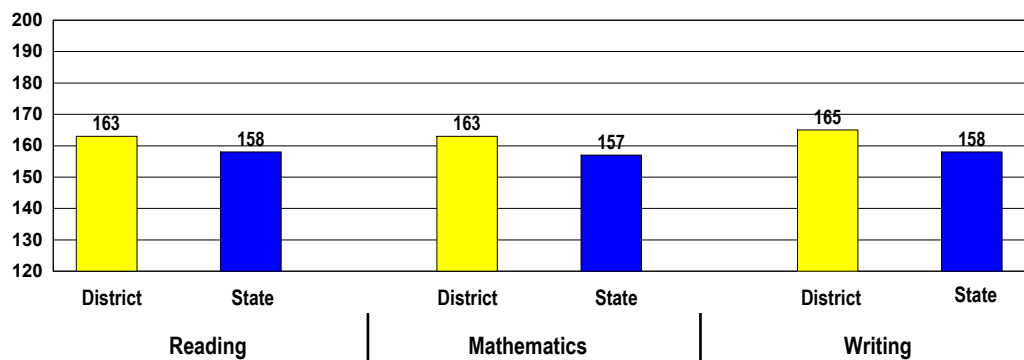


Grade 7

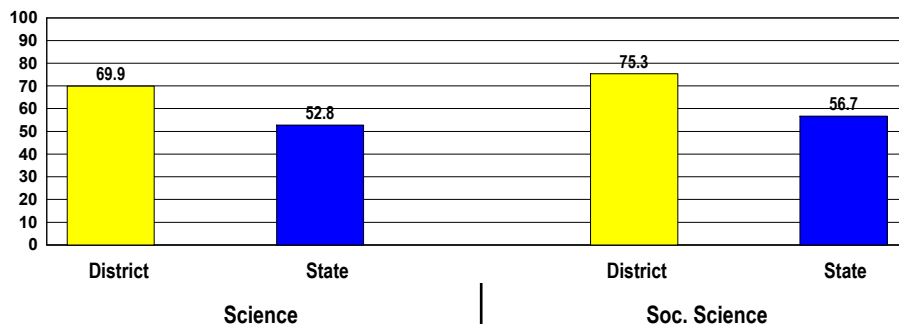
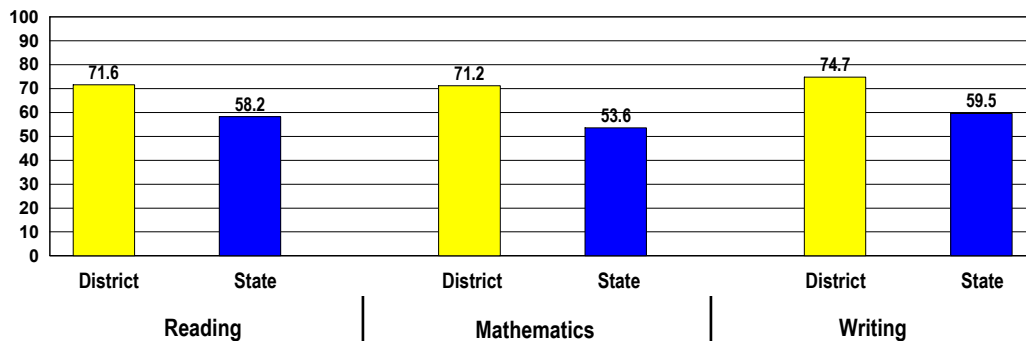




PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) --- Average Scores



* PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) --- Percents Meeting or Exceeding Standards

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public. Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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

Students with disabilities have an IEP or Section 504 Plan. 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. 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.

In order to protect students' identities, test data for groups of fewer than five students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS

		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
District	*Enrollment	4,430	2,311	2,119	3,748	214	261	203	4	74		578	406
	Reading	2.2	2.5	1.9	2.2	8.9	8.4	0.0	0.0	0.0		5.9	18.5
	Mathematics	1.7	1.8	1.6	1.7	8.9	7.7	0.0	0.0	0.0		5.2	19.0
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444	1,216	37,080		78,455	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8	0.0	6.4		0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7	0.0	6.9		0.6	16.3

* Enrollment on the first day of state testing.

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

All		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	District	1.5	16.0	44.8	37.6	1.0	7.0	37.9	54.1	4.0	18.6	70.6	6.8
	State	6.8	31.0	43.6	18.6	7.2	18.6	43.9	30.3	9.0	34.3	53.6	3.0
Gender		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	District	1.5	20.0	45.5	33.0	1.5	6.7	34.5	57.3	5.8	19.8	69.0	5.4
	State	8.2	32.8	42.5	16.5	7.9	18.0	42.4	31.7	11.9	37.1	49.0	2.1
Female	District	1.5	11.7	44.1	42.7	0.4	7.3	41.6	50.6	2.1	17.3	72.3	8.2
	State	5.2	29.2	44.8	20.9	6.4	19.2	45.5	28.9	6.0	31.5	58.5	4.0
Racial/Ethnic Background		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	District	0.8	13.2	44.3	41.7	0.5	4.9	37.0	57.6	3.1	16.6	72.7	7.6
	State	2.6	21.3	50.2	26.0	2.1	10.4	45.9	41.6	5.2	28.3	62.6	3.9
Black	District	7.5	49.1	34.0	9.4	7.5	26.4	52.8	13.2	11.5	32.7	55.8	0.0
	State	16.1	49.9	29.3	4.8	19.2	35.4	37.7	7.7	18.1	47.1	33.9	0.9
Hispanic	District	6.3	31.3	51.6	10.9	3.1	20.3	37.5	39.1	10.9	29.7	56.3	3.1
	State	9.0	42.9	39.9	8.2	7.6	26.2	49.5	16.7	10.2	40.9	47.2	1.8
Asian/Pacific Islander	District	0.0	6.1	66.7	27.3	0.0	3.0	39.4	57.6	0.0	27.3	69.7	3.0
	State	1.2	17.1	49.9	31.8	1.0	6.3	38.0	54.7	2.5	22.0	68.9	6.6
Native American	District												
	State	3.3	31.0	47.3	18.4	3.0	19.8	48.9	28.2	6.9	36.1	54.5	2.4
Limited-English-Proficient		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	District	36.4	36.4	27.3	0.0	9.1	45.5	27.3	18.2	18.2	36.4	45.5	0.0
	State	10.1	28.9	38.9	22.1	6.8	17.6	37.2	38.5	10.1	22.8	63.1	4.0
Students with Disabilities		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	District	9.5	51.8	27.7	10.9	5.8	25.2	45.3	23.7	18.4	31.6	48.5	1.5
	State	21.2	47.7	25.5	5.5	18.9	29.3	39.1	12.6	26.3	40.9	32.0	0.9
Section 504	District	0.0	22.2	55.6	22.2	0.0	0.0	77.8	22.2	0.0	44.4	55.6	0.0
	State	7.5	37.3	43.6	11.6	8.1	22.2	45.3	24.4	11.2	42.0	45.0	1.8
Non-disabled	District	0.2	10.2	47.5	42.1	0.2	4.1	36.3	59.4	1.8	16.3	74.3	7.7
	State	4.6	28.6	46.2	20.6	5.5	17.0	44.6	32.9	6.6	33.4	56.8	3.3

Economically Disadvantaged		Reading				Mathematics				Writing			
		Levels	1	2	3	4	1	2	3	4	1	2	3
Free/Reduced Price Lunch	District	4.9	45.1	37.8	12.2	3.7	25.6	50.0	20.7	13.8	30.0	53.8	2.5
	State	13.2	46.5	34.2	6.1	14.6	31.1	42.7	11.7	15.7	45.4	37.8	1.0
Not Eligible	District	1.2	13.4	45.5	39.9	0.8	5.3	36.8	57.1	3.2	17.7	72.0	7.1
	State	3.2	22.4	48.9	25.6	3.1	11.6	44.6	40.7	5.3	28.2	62.3	4.1

GRADE 4

All		Science				Social Science			
		Levels	1	2	3	4	1	2	3
	District	1.1	9.8	57.1	31.9	1.9	13.0	67.0	18.1
	State	7.6	25.2	53.3	13.8	9.6	30.5	53.7	6.2

Gender		Science				Social Science			
		Levels	1	2	3	4	1	2	3
Male	District	1.3	9.3	51.9	37.6	2.3	12.5	65.1	20.0
	State	7.9	23.5	52.2	16.3	10.4	29.1	53.4	7.1
Female	District	1.0	10.5	63.0	25.5	1.4	13.6	69.2	15.8
	State	7.2	27.0	54.6	11.2	8.8	32.0	54.0	5.2

Racial/Ethnic Background		Science				Social Science			
		Levels	1	2	3	4	1	2	3
White	District	0.6	6.5	57.9	35.0	1.1	10.1	69.2	19.6
	State	2.5	15.1	61.9	20.5	3.3	20.8	66.8	9.1
Black	District	7.5	35.8	54.7	1.9	5.7	41.5	49.1	3.8
	State	18.4	44.0	35.4	2.2	22.9	47.7	28.5	1.0
Hispanic	District	4.3	24.3	55.7	15.7	8.6	24.3	58.6	8.6
	State	12.7	39.0	44.7	3.6	16.0	45.8	36.8	1.3
Asian/Pacific Islander	District	0.0	18.6	48.8	32.6	2.3	18.6	55.8	23.3
	State	1.8	14.6	61.6	22.1	2.6	18.3	66.2	12.9
Native American	District								
	State	3.4	19.9	62.3	14.4	7.1	24.1	61.9	6.9

Limited-English-Proficient		Science				Social Science			
		Levels	1	2	3	4	1	2	3
	District	18.8	43.8	37.5	0.0	25.0	50.0	25.0	0.0
	State	7.7	26.2	46.4	19.6	10.1	26.8	52.4	10.7

Students with Disabilities		Science				Social Science			
		Levels	1	2	3	4	1	2	3
IEP	District	3.0	23.2	53.6	20.2	5.4	31.0	53.6	10.1
	State	17.0	36.6	41.0	5.4	24.1	40.7	33.4	1.8
Section 504	District	12.5	0.0	50.0	37.5	0.0	12.5	62.5	25.0
	State	8.3	31.9	50.2	9.6	9.6	40.5	45.0	4.8
Non-disabled	District	0.7	7.4	57.8	34.1	1.3	9.5	69.7	19.5
	State	6.1	23.4	55.3	15.2	7.3	28.9	56.9	6.9

Economically Disadvantaged		Science				Social Science			
		Levels	1	2	3	4	1	2	3
Free/Reduced Price Lunch	District	7.4	34.7	49.5	8.4	10.5	38.9	47.4	3.2
	State	14.6	40.1	41.7	3.7	18.5	45.9	34.3	1.2
Not Eligible	District	0.5	7.4	57.8	34.3	1.1	10.4	69.0	19.6
	State	3.5	16.7	60.1	19.7	4.5	21.7	64.8	9.0

GRADE 5

All		Reading				Mathematics				Writing			
		Levels	1	2	3	4	1	2	3	4	1	2	3
	District	0.5	15.4	35.2	48.9	0.6	12.0	66.3	21.1	1.6	17.2	67.2	14.1
	State	1.5	39.4	36.8	22.3	5.2	32.0	54.9	7.9	5.8	35.4	53.9	4.9

Gender		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	District	0.5	16.6	36.6	46.2	0.2	11.0	63.1	25.7	2.2	20.8	68.7	8.4
	State	1.9	41.1	36.4	20.6	6.0	31.7	53.6	8.6	8.2	40.4	48.6	2.9
Female	District	0.4	14.1	33.8	51.8	0.9	13.0	69.6	16.4	0.9	13.4	65.6	20.0
	State	1.1	37.4	37.2	24.3	4.2	32.1	56.5	7.2	3.2	30.2	59.5	7.0
Racial/Ethnic Background		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	District	0.2	12.4	34.7	52.7	0.4	9.1	67.8	22.6	1.1	15.0	68.9	15.0
	State	0.7	26.8	41.6	31.0	1.8	20.9	66.1	11.2	3.8	28.5	61.0	6.7
Black	District	3.6	38.2	47.3	10.9	1.8	47.3	49.1	1.8	7.5	32.1	60.4	0.0
	State	3.4	63.2	26.8	6.6	13.4	54.4	31.3	0.9	10.6	49.7	38.3	1.4
Hispanic	District	0.0	33.3	38.9	27.8	1.9	25.9	66.7	5.6	3.7	29.6	63.0	3.7
	State	2.1	57.4	31.9	8.6	7.1	46.6	44.2	2.1	7.4	44.6	46.0	2.0
Asian/Pacific Islander	District	2.3	27.3	27.3	43.2	0.0	11.4	59.1	29.5	2.3	27.3	45.5	25.0
	State	0.3	24.3	40.1	35.4	0.9	13.8	63.8	21.5	1.8	23.4	64.4	10.3
Native American	District												
	State	1.1	36.6	43.4	18.9	4.3	31.8	57.2	6.7	6.0	37.1	54.0	2.9
Limited-English-Proficient		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	District	0.0	83.3	16.7	0.0	16.7	50.0	33.3	0.0	16.7	66.7	16.7	0.0
	State	2.7	60.3	28.8	8.2	8.3	51.4	38.9	1.4	9.9	42.3	43.7	4.2
Students with Disabilities		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	District	2.5	50.9	33.1	13.5	2.5	38.3	53.7	5.6	6.3	39.6	52.8	1.3
	State	7.3	68.4	19.2	5.1	18.5	50.2	29.7	1.6	23.2	48.1	27.8	0.9
Section 504	District	0.0	6.3	50.0	43.8	0.0	12.5	75.0	12.5	0.0	31.3	68.8	0.0
	State	1.3	47.7	35.7	15.3	6.0	41.1	48.4	4.5	7.4	43.7	45.9	3.0
Non-disabled	District	0.1	9.2	35.3	55.4	0.2	7.3	68.4	24.0	0.8	13.0	69.7	16.6
	State	0.5	34.6	39.7	25.2	3.0	28.9	59.1	9.0	3.0	33.4	58.0	5.5
Economically Disadvantaged		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	District	1.2	47.1	36.5	15.3	3.6	41.7	48.8	6.0	4.8	39.8	53.0	2.4
	State	2.7	59.9	30.0	7.5	9.9	49.3	39.1	1.6	9.5	48.1	41.0	1.5
Not Eligible	District	0.4	12.7	35.1	51.8	0.3	9.5	67.8	22.4	1.3	15.3	68.3	15.1
	State	0.8	27.8	40.6	30.7	2.5	22.2	63.9	11.5	3.7	28.4	61.1	6.8

GRADE 7

All		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
	District	3.7	5.7	53.7	36.9	0.3	17.7	53.5	28.6
	State	9.9	16.8	56.2	17.1	1.8	39.6	47.5	11.1
Gender		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
Male	District	4.5	5.1	50.4	40.0	0.3	18.2	50.9	30.5
	State	10.7	15.7	53.5	20.1	2.3	38.8	45.9	13.1
Female	District	2.9	6.2	57.3	33.5	0.2	16.9	56.2	26.7
	State	9.1	18.0	59.1	13.9	1.3	40.3	49.2	9.1

Racial/Ethnic Background		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
White	District	2.0	4.8	53.0	40.3	0.2	14.6	54.1	31.1
	State	4.8	10.4	60.8	24.0	0.9	28.4	55.0	15.6
Black	District	19.6	17.6	54.9	7.8	0.0	49.0	43.1	7.8
	State	22.3	31.2	43.9	2.6	4.2	64.2	29.9	1.7
Hispanic	District	15.2	10.9	58.7	15.2	2.2	43.5	41.3	13.0
	State	16.0	25.7	53.3	5.1	2.4	56.7	37.9	3.1
Asian/Pacific Islander	District	4.1	4.1	65.3	26.5	0.0	12.2	65.3	22.4
	State	3.0	9.4	59.8	27.8	0.4	20.9	58.1	20.6
Native American	District								
	State	11.2	17.3	59.9	11.6	1.2	47.4	43.9	7.4

Limited-English-Proficient		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
	District	28.6	28.6	28.6	14.3	0.0	83.3	16.7	0.0
	State	21.4	17.1	40.0	21.4	2.9	55.1	24.6	17.4

Students with Disabilities		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
IEP	District	21.4	19.3	53.6	5.7	2.1	62.1	32.9	2.9
	State	30.9	28.1	37.2	3.8	7.9	68.0	22.2	2.0
Section 504	District	0.0	18.8	62.5	18.8	0.0	25.0	62.5	12.5
	State	13.3	20.7	53.5	12.4	1.7	47.8	42.6	7.9
Non-disabled	District	1.2	3.5	53.5	41.8	0.0	11.1	56.3	32.6
	State	6.5	15.0	59.3	19.2	0.8	35.0	51.6	12.6

Economically Disadvantaged		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	District	17.2	12.6	63.2	6.9	1.1	50.0	45.5	3.4
	State	18.0	27.9	49.7	4.4	3.2	60.5	33.9	2.4
Not Eligible	District	2.6	5.1	52.9	39.4	0.2	14.9	54.1	30.7
	State	6.2	11.7	59.2	22.9	1.2	30.0	53.7	15.1

GRADE 8

All		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	District	0.1	14.0	65.0	20.9	2.8	19.5	40.4	37.3	1.4	12.0	72.0	14.6
	State	1.0	31.1	57.8	10.2	7.3	40.2	37.3	15.2	5.2	32.3	57.3	5.2

Gender		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	District	0.2	14.2	66.2	19.5	4.0	17.6	38.8	39.5	2.3	17.0	73.8	6.8
	State	1.3	31.6	57.7	9.4	8.6	39.8	35.9	15.8	7.9	39.7	49.5	2.9
Female	District	0.0	13.8	63.8	22.4	1.5	21.5	42.1	34.9	0.4	6.5	70.0	23.1
	State	0.6	30.4	58.0	11.0	5.8	40.5	38.9	14.7	2.4	24.7	65.3	7.5

Racial/Ethnic Background		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	District	0.1	12.5	65.4	22.0	2.2	17.5	41.6	38.8	1.2	11.0	73.0	14.8
	State	0.5	22.7	63.3	13.5	3.9	31.3	44.4	20.4	3.7	27.1	62.5	6.6
Black	District	0.0	29.8	66.0	4.3	10.6	44.7	36.2	8.5	4.3	25.5	63.8	6.4
	State	2.2	49.0	46.0	2.7	17.2	60.7	19.8	2.3	9.9	46.0	42.7	1.5
Hispanic	District	0.0	32.5	62.5	5.0	6.8	43.2	31.8	18.2	2.4	21.4	66.7	9.5
	State	1.4	47.6	47.6	3.3	10.2	56.6	28.5	4.8	6.4	40.4	50.8	2.3
Asian/Pacific Islander	District	0.0	11.9	59.5	28.6	4.8	11.9	26.2	57.1	0.0	9.8	68.3	22.0
	State	0.4	16.8	63.1	19.7	1.6	20.8	41.9	35.7	1.6	18.3	68.7	11.5
Native American	District												
	State	2.0	35.5	54.5	7.9	7.9	47.8	34.1	10.1	6.9	40.4	50.6	2.2

Limited-English-Proficient		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	District	0.0	80.0	20.0	0.0	20.0	50.0	20.0	10.0	11.1	55.6	33.3	0.0
	State	0.0	57.1	35.7	7.1	8.9	53.6	32.1	5.4	10.5	47.4	38.6	3.5
Students with Disabilities		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	IEP District	0.9	57.3	41.0	0.9	22.0	54.5	20.3	3.3	9.2	37.8	52.9	0.0
	IEP State	5.7	69.1	24.3	1.0	32.7	54.3	11.4	1.6	26.3	50.9	22.3	0.6
	Section 504 District	0.0	16.7	61.1	22.2	0.0	16.7	55.6	27.8	0.0	17.6	82.4	0.0
	Section 504 State	0.4	39.2	52.9	7.4	9.0	48.1	34.0	8.9	5.8	44.0	48.2	2.0
	Non-disabled District	0.0	8.5	68.1	23.4	0.4	15.0	42.7	41.9	0.4	8.6	74.2	16.7
	Non-disabled State	0.3	25.0	63.1	11.6	3.3	37.9	41.5	17.4	2.1	29.4	62.6	5.9
Economically Disadvantaged		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	Free/Reduced Price Lunch District	0.0	45.6	48.5	5.9	11.3	57.7	23.9	7.0	6.2	35.4	53.8	4.6
	Free/Reduced Price Lunch State	1.8	48.2	47.0	3.0	13.4	57.6	25.0	3.9	8.7	44.1	45.6	1.6
	Not Eligible District	0.1	11.8	66.2	21.9	2.2	16.8	41.5	39.4	1.1	10.5	73.2	15.2
	Not Eligible State	0.6	24.2	62.1	13.1	4.8	33.1	42.3	19.8	3.9	27.6	62.0	6.6

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

All		Reading				Mathematics				Writing				Science				Social Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	District	5.2	23.2	49.8	21.8	5.8	23.0	54.5	16.7	2.4	23.0	54.9	19.8	5.9	24.2	48.1	21.8	3.4	21.3	50.4	24.9
	State	8.0	33.9	45.2	13.0	10.0	36.4	45.2	8.4	6.4	34.1	49.5	10.0	10.6	36.6	41.1	11.7	7.1	36.1	42.7	14.0
Gender		Reading				Mathematics				Writing				Science				Social Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	Male District	6.4	25.6	47.7	20.3	5.9	20.3	55.5	18.3	3.2	26.6	52.9	17.3	5.5	23.0	47.5	24.0	4.1	18.9	46.6	30.5
	Male State	10.4	34.3	42.6	12.7	9.9	34.0	45.6	10.4	9.0	37.1	45.4	8.4	10.7	34.0	40.9	14.4	7.8	31.2	42.8	18.2
	Female District	3.8	20.5	52.1	23.5	5.6	26.2	53.3	14.9	1.4	18.9	57.1	22.5	6.4	25.6	48.7	19.3	2.6	24.2	54.7	18.6
	Female State	5.6	33.5	47.6	13.3	10.1	38.6	44.8	6.5	3.9	31.2	53.4	11.4	10.5	39.1	41.3	9.1	6.5	40.9	42.7	9.9

Racial/Ethnic Background		Reading				Mathematics				Writing				Science				Social Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
White	District	3.9	22.0	51.1	23.0	4.4	21.3	57.2	17.2	1.8	20.2	57.5	20.5	4.7	21.3	50.8	23.2	2.9	18.3	52.0	26.7
	State	5.5	28.4	50.0	16.1	5.9	31.3	52.5	10.3	4.2	28.2	55.4	12.2	6.0	31.3	47.9	14.7	4.5	29.9	48.0	17.5
Black	District	19.4	33.3	41.7	5.6	16.7	47.2	30.6	5.6	8.6	54.3	34.3	2.9	25.0	47.2	25.0	2.8	17.9	35.9	38.5	7.7
	State	15.2	52.7	29.4	2.6	26.8	53.8	18.7	0.7	14.2	53.7	30.4	1.7	28.2	53.2	17.5	1.1	18.8	56.5	22.4	2.3
Hispanic	District	19.4	44.4	25.0	11.1	25.0	41.7	27.8	5.6	11.1	47.2	33.3	8.3	19.4	52.8	19.4	8.3	2.8	52.8	38.9	5.6
	State	15.5	48.5	32.2	3.7	18.1	53.2	27.3	1.5	12.4	52.9	32.5	2.2	21.1	53.8	22.9	2.2	10.6	54.2	31.1	4.1
Asian/Pacific Islander	District	4.5	23.9	49.3	22.4	4.5	22.4	49.3	23.9	1.5	28.4	43.3	26.9	1.5	35.8	40.3	22.4	0.0	35.8	43.3	20.9
	State	5.9	28.4	47.5	18.2	4.0	23.2	53.2	19.6	3.4	24.4	54.4	17.8	5.3	29.5	47.4	17.8	3.1	27.3	50.8	18.9
Native American	District																				
	State	11.5	31.3	44.8	12.4	11.2	36.6	47.3	4.9	8.1	31.0	51.2	9.7	11.7	34.6	43.3	10.4	8.7	34.3	44.6	12.4
Limited-English-Proficient		Reading				Mathematics				Writing				Science				Social Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	District	40.0	60.0	0.0	0.0	20.0	40.0	40.0	0.0	0.0	100.	0.0	0.0	40.0	60.0	0.0	0.0	0.0	100.	0.0	0.0
	State	17.2	47.3	31.1	4.4	18.1	51.0	29.0	1.9	13.2	51.7	32.3	2.8	22.9	53.2	21.4	2.5	12.6	54.6	28.8	4.0
Students with Disabilities		Reading				Mathematics				Writing				Science				Social Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
IEP	District	27.9	53.5	16.3	2.3	30.2	44.2	25.6	0.0	19.5	68.3	12.2	0.0	37.2	41.9	18.6	2.3	29.5	40.9	22.7	6.8
	State	37.2	45.7	15.0	2.1	42.8	43.4	12.9	0.9	34.8	49.6	14.6	1.0	42.4	43.9	11.7	2.0	29.6	52.1	15.5	2.7
Section 504	District	16.0	20.0	52.0	12.0	16.0	28.0	44.0	12.0	8.0	20.0	68.0	4.0	12.0	28.0	44.0	16.0	4.0	36.0	48.0	12.0
	State	12.6	33.3	40.7	13.4	14.0	36.6	41.3	8.1	9.8	35.3	46.1	8.8	12.2	36.4	39.0	12.4	7.7	38.3	38.7	15.3
Non-disabled	District	3.9	22.0	51.2	22.9	4.4	22.0	56.0	17.6	1.5	21.2	56.3	21.0	4.4	23.3	49.4	22.8	2.2	20.1	51.7	26.0
	State	5.1	32.7	48.1	14.1	6.9	35.7	48.3	9.2	3.8	32.7	52.8	10.8	7.6	35.9	43.9	12.6	4.9	34.5	45.4	15.1
Economically Disadvantaged		Reading				Mathematics				Writing				Science				Social Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	District	17.1	41.5	39.0	2.4	22.0	41.5	34.1	2.4	7.3	51.2	36.6	4.9	19.5	51.2	26.8	2.4	13.6	43.2	38.6	4.5
	State	16.8	50.5	29.8	3.0	23.5	52.5	23.0	1.0	14.9	53.8	29.8	1.5	26.5	52.6	19.1	1.8	17.3	55.4	24.4	3.0
Not Eligible	District	4.7	22.5	50.2	22.6	5.1	22.3	55.3	17.3	2.2	21.9	55.6	20.4	5.4	23.1	48.9	22.6	2.9	20.4	50.9	25.8
	State	6.0	30.2	48.5	15.2	7.1	32.8	50.0	10.0	4.6	29.9	53.7	11.8	7.2	33.1	45.9	13.8	4.9	31.8	46.8	16.5

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Beginning** - Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
- Strengthening** - Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
- Expanding** - Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
- Transitioning** - Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

Grades		Reading				Writing			
		Percent Beginning	Percent Strengthening	Percent Expanding	Percent Transitioning	Percent Beginning	Percent Strengthening	Percent Expanding	Percent Transitioning
3	District	30.4	28.3	26.1	15.2	9.1	15.9	56.8	18.2
	State	29.1	32.9	24.0	14.0	8.7	16.2	47.9	27.2
5	District	19.0	33.3	28.6	19.0	23.8	9.5	52.4	14.3
	State	42.3	27.2	18.7	11.8	26.3	28.3	37.0	8.5
8	District	34.8	26.1	39.1	0.0	30.4	21.7	34.8	13.0
	State	49.2	32.2	16.1	2.4	42.1	29.8	23.1	5.1
11	District	64.3	35.7	0.0	0.0	76.9	23.1	0.0	0.0
	State	54.3	39.9	5.2	0.7	50.2	30.0	18.3	1.6

Mathematics*

Grades		Academic Warning	Below Standards	Meets Standards	Exceeds Standards
3	District	21.3	40.4	36.2	2.1
	State	17.8	40.8	36.9	4.5
5	District	14.3	52.4	33.3	0.0
	State	21.9	56.0	21.3	0.8
8	District	13.6	68.2	18.2	0.0
	State	25.3	56.6	15.1	2.9
11	District	8.3	83.3	8.3	0.0
	State	18.0	58.8	21.2	2.1

*See ISAT or PSAE description of the four performance levels.

ILLINOIS ALTERNATE ASSESSMENT (IAA)

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. The table below presents the percentages of student scores in each of four performance levels.

- Level 1 -- Attempting -** Student work does not demonstrate progress in knowledge and skills in the subject through connections to the Illinois Learning Standards. Students do not generalize their knowledge and skills.
- Level 2 -- Emerging -** Student work demonstrates limited progress in the knowledge and skills in the subject through minimal connections to the Illinois Learning Standards. Students exhibit an emerging ability to generalize their knowledge and skills.
- Level 3 -- Progressing -** Student work demonstrates moderate progress in the knowledge and skills in the subject through minimal connections to the Illinois Learning Standards. Students exhibit an emerging ability to generalize their knowledge and skills.
- Level 4 -- Attaining -** Student work demonstrates extensive progress in the knowledge and skills in the subject through multiple connections to the Illinois Learning Standards. Students exhibit a broad ability to generalize their knowledge and skills.

Grades	Levels	Reading				Mathematics				Writing				Science				Social Science					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
3	District	0.0	87.5	12.5	0.0					0.0	83.3	16.7	0.0										
	State	6.2	49.0	37.1	7.6	7.0	51.1	36.1	5.8	7.2	50.6	38.1	4.1										
4	District													20.0	80.0	0.0	0.0						
	State													10.4	57.7	28.5	3.4	12.8	55.8	27.5	3.9		
5	District																						
	State	9.9	47.2	36.9	6.0	8.3	48.8	37.5	5.5	10.4	50.9	33.4	5.3										
7	District													11.7	60.0	26.7	1.5	12.8	59.9	25.0	2.3		
	State																						
8	District																						
	State	9.3	45.5	39.3	5.8	8.3	47.4	37.4	6.9	10.5	47.9	34.8	6.8										
11	District																						
	State	12.6	55.8	28.0	3.6	13.1	54.1	30.8	2.0	16.2	59.7	22.5	1.6	14.6	56.2	27.6	1.6	20.2	53.5	24.4	1.9		

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001 . Out of 19 schools in the district, 0 schools or 0 percent are in School Improvement Status.

School ID	School Name	Years in School Improvement
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