

# CUSD 200

## Wheaton, ILLINOIS



# ILLINOIS DISTRICT REPORT CARD

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

### STUDENTS

#### RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>District</b>	75.0	7.0	10.6	4.3	0.0	3.1	20.5	7.4	1.9	0.9	12.5	95.2	13,299
<b>State</b>	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0	3.5	3.7	13.5	93.7	2,070,125

**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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>District</b>	98.7	17.2	19.1	12.1	249.7
<b>State</b>	96.7	18.4	18.0	13.3	201.8

\* 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
<b>District</b>	18.9	20.7	21.1	22.6	23.0	23.4	20.0	22.1	20.0	23.3
<b>State</b>	20.5	20.9	21.3	21.8	22.2	22.6	22.0	21.1	21.4	19.2

#### TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

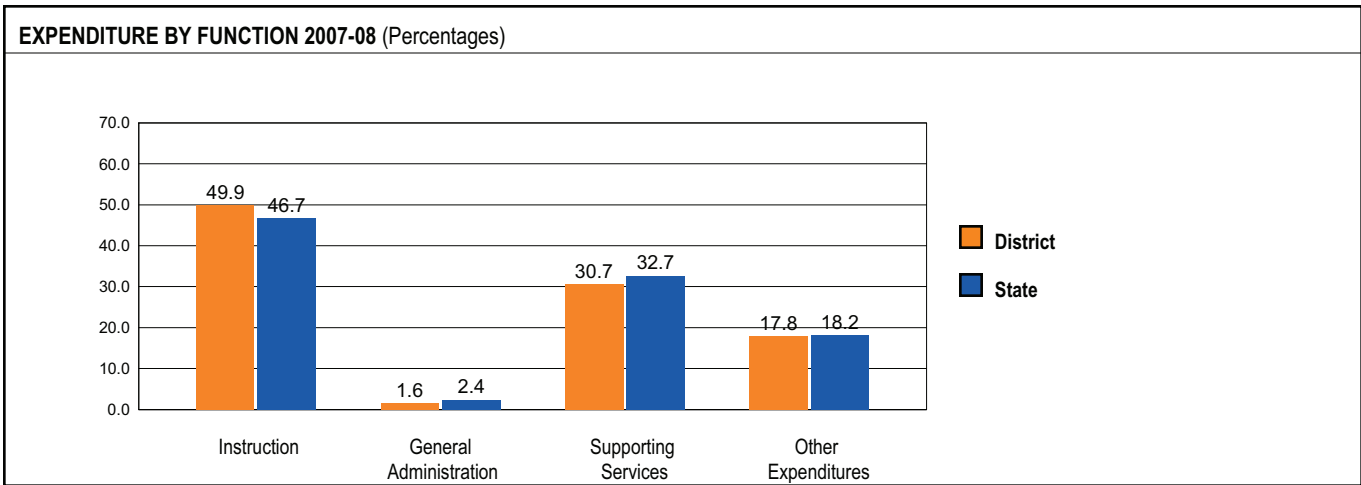
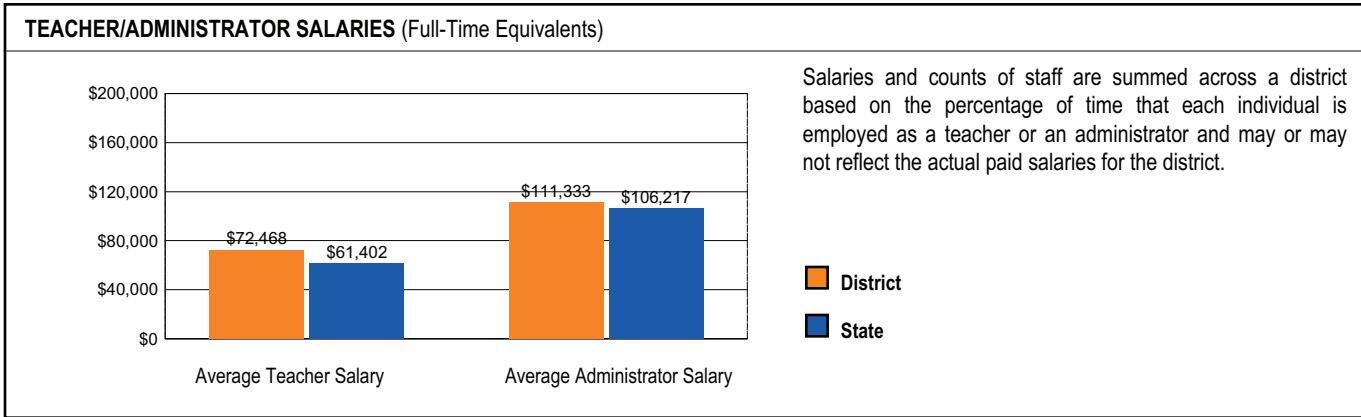
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>District</b>	53	45	45	27	45	45	145	90	90	28	45	45
<b>State</b>	59	54	51	30	43	44	145	104	92	30	43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.5	0.5	1.9	1.0	0.1	23.5	76.5	894
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	13.2	20.1	79.8	0.2	0.0
	High Poverty Schools					
	Low Poverty Schools	13.7	19.3	80.3	0.0	0.0
State:	All Schools	12.5	44.1	55.8	0.6	1.2
	High Poverty Schools	12.2	45.1	54.6	1.1	4.7
	Low Poverty Schools	12.2	36.8	63.1	0.3	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



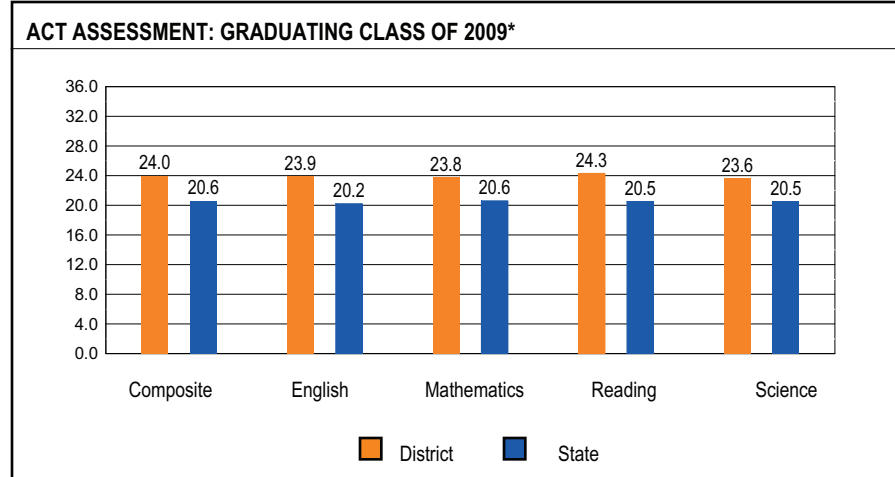
REVENUE BY SOURCE 2007-08			
	District	District %	State %
Local Property Taxes	\$114,265,925	75.2	58.7
Other Local Funding	\$8,187,723	5.4	6.3
General State Aid	\$9,636,410	6.3	18.6
Other State Funding	\$13,544,472	8.9	9.0
Federal Funding	\$6,357,884	4.2	7.4
<b>TOTAL</b>	<b>\$151,992,414</b>		

EXPENDITURE BY FUND 2007-08			
	District	District %	State %
Education	\$118,459,078	69.9	71.5
Operations & Maintenance	\$11,868,148	7.0	8.6
Transportation	\$8,170,636	4.8	3.9
Bond and Interest	\$12,415,133	7.3	6.3
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$3,303,540	1.9	1.8
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$15,251,163	9.0	6.8
<b>TOTAL</b>	<b>\$169,467,698</b>		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$228,016	3.88	\$6,780	\$11,189
State	**	**	\$6,103	\$10,417

\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.  
**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.  
**Total school tax rate** is a district's total tax rate as it appears on local property tax bills.  
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.  
**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE



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

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

HIGH SCHOOL GRADUATION RATE													
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economicallly Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	99.7	99.8	99.6	99.7	100.0	100.0	100.0		100.0	100.0		99.2	98.9
State	87.1	84.5	89.7	92.3	76.7	76.8	94.0		88.9	63.1		78.1	76.6

## 2007 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
	35.0	32.9	24.2	8.0	21.4	42.3	30.7	5.6

#### Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	23.3	34.3	30.9	11.5	8.9	40.8	42.1	8.1
Black	56.3	29.5	12.5	1.7	46.0	44.6	9.0	0.4
Hispanic	50.1	32.2	14.7	3.0	35.8	45.2	17.6	1.3
Asian/Pacific Islander	13.1	33.0	37.5	16.4	5.1	32.4	45.0	17.5
Native American								

#### Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	76.6	20.0	3.1	0.3	49.8	41.5	7.9	0.8

#### Grade 4 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	63.2	22.5	10.5	3.8	41.4	36.3	17.9	4.4

#### Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	52.4	31.6	13.5	2.4	36.2	46.9	16.1	0.8

#### Grade 4 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	72.4	84.2
Students with Disabilities	64.9	76.9

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	25.1	45.1	27.5	2.3	29.7	39.5	23.8	7.0

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	17.2	44.6	34.9	3.3	18.5	40.8	31.3	9.4
Black	45.7	44.4	9.7	0.2	59.3	34.0	6.3	0.4
Hispanic	35.9	48.6	15.2	0.4	44.9	42.3	11.8	1.0
Asian/Pacific Islander	13.1	40.9	41.6	4.4	12.8	32.0	32.1	23.0
Native American								

**Grade 8 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	75.1	22.3	2.6	0.0	56.3	31.6	9.1	3.0

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	64.6	27.0	7.4	0.9	67.7	25.3	6.8	0.2

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	39.2	46.0	14.2	0.6	48.7	38.4	11.3	1.6

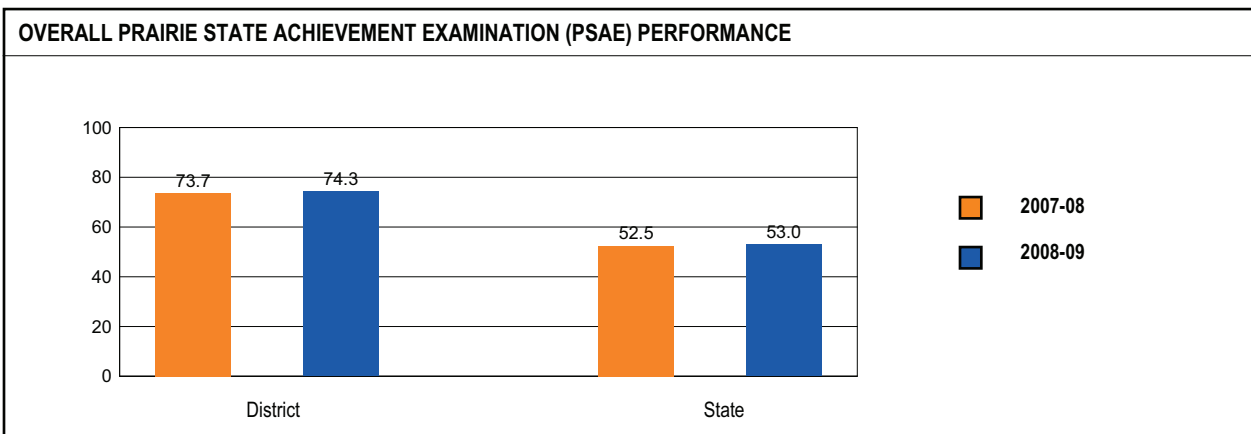
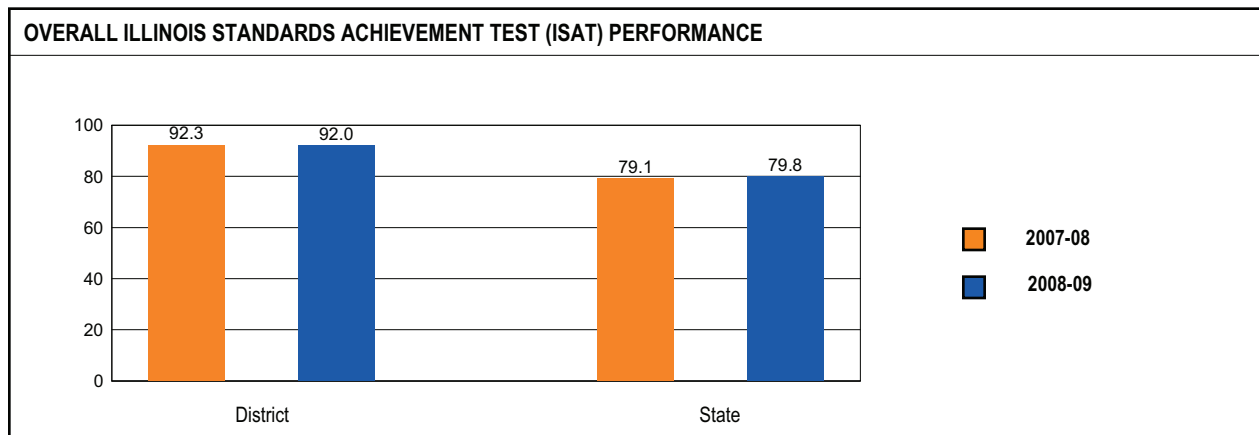
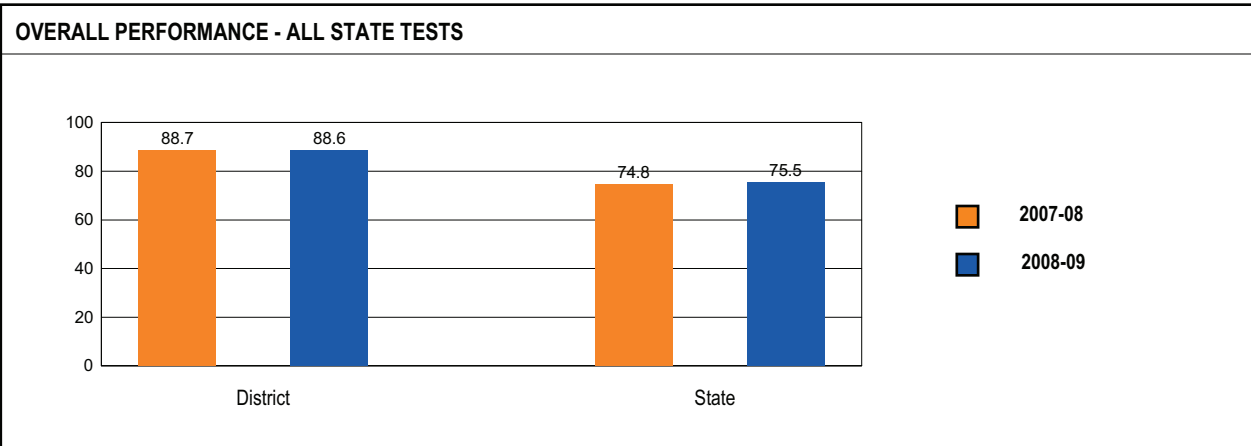
**Grade 8 - NAEP Participation Rates**

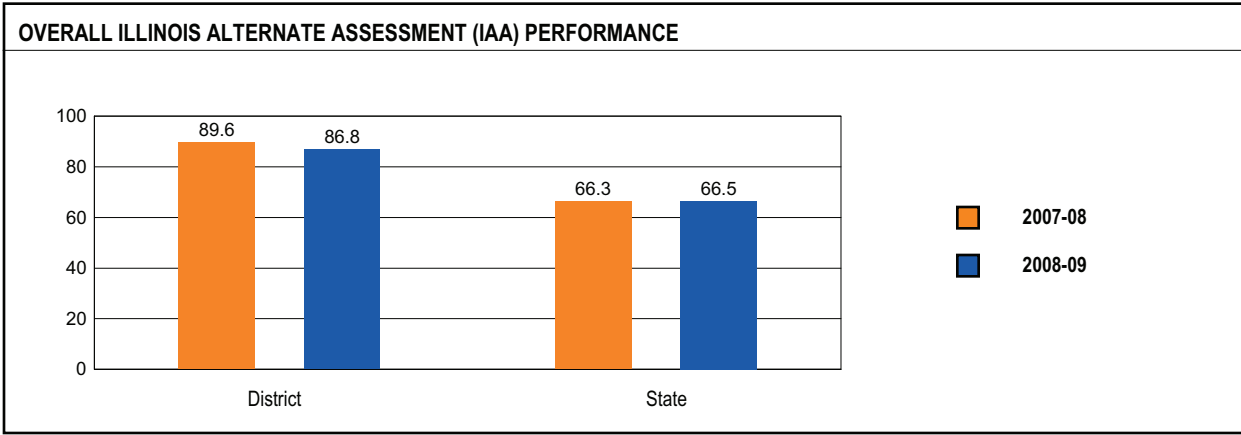
	Reading	Mathematics
Limited English Proficient	64.3	75.9
Students with Disabilities	71.0	64.9

### 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.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

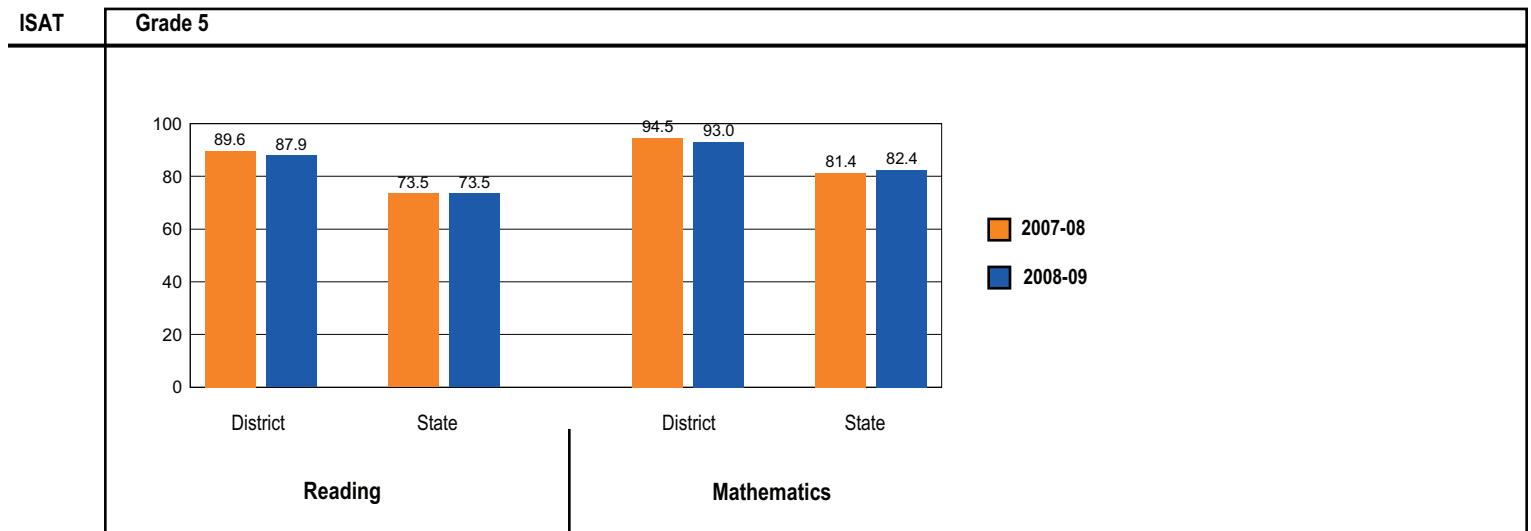
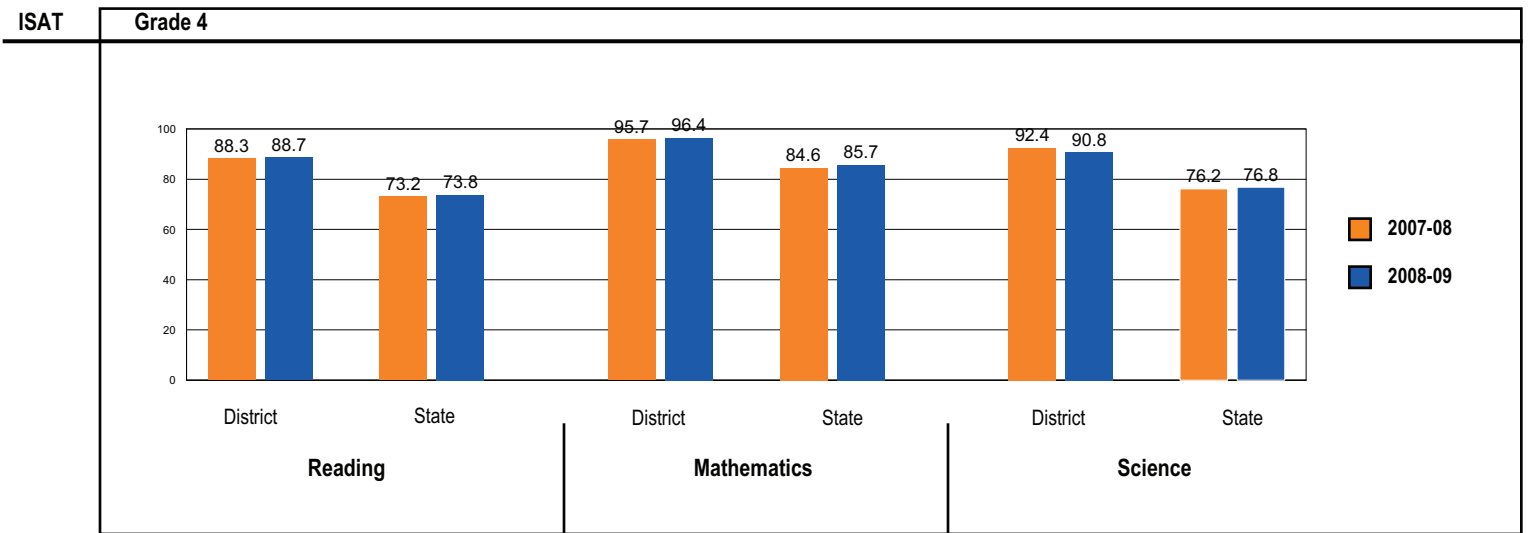
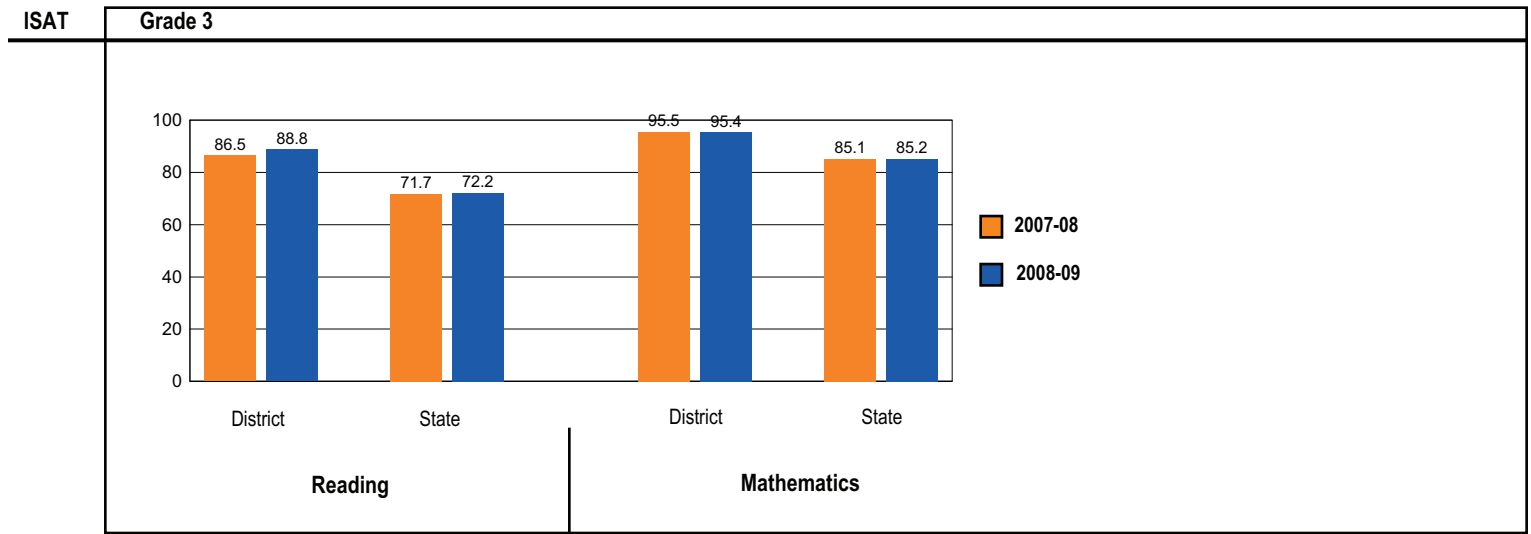




IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

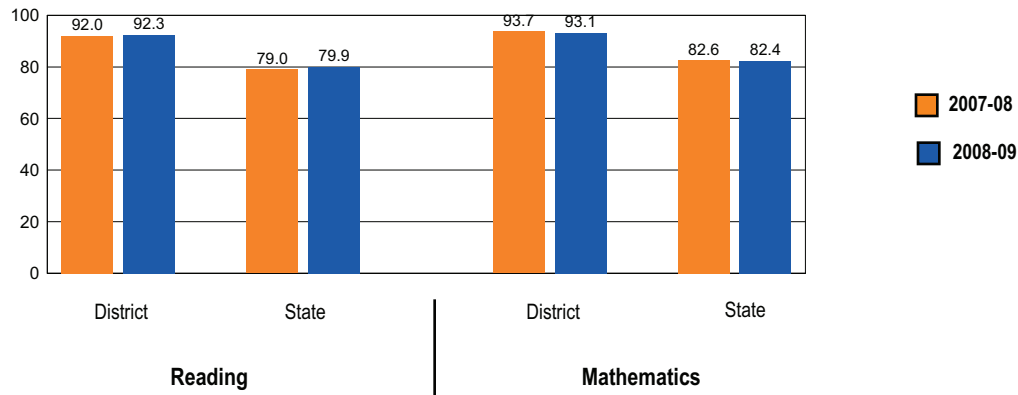
**ISAT PERFORMANCE**

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.



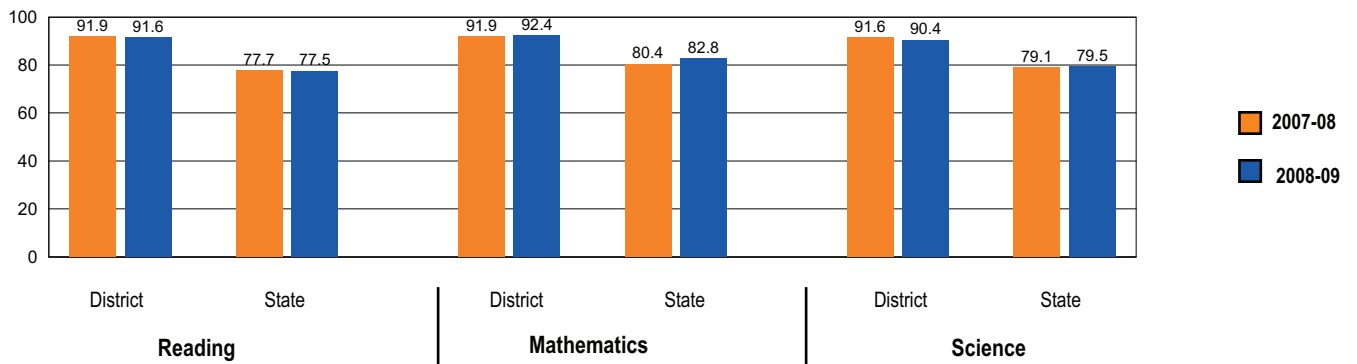
ISAT

Grade 6



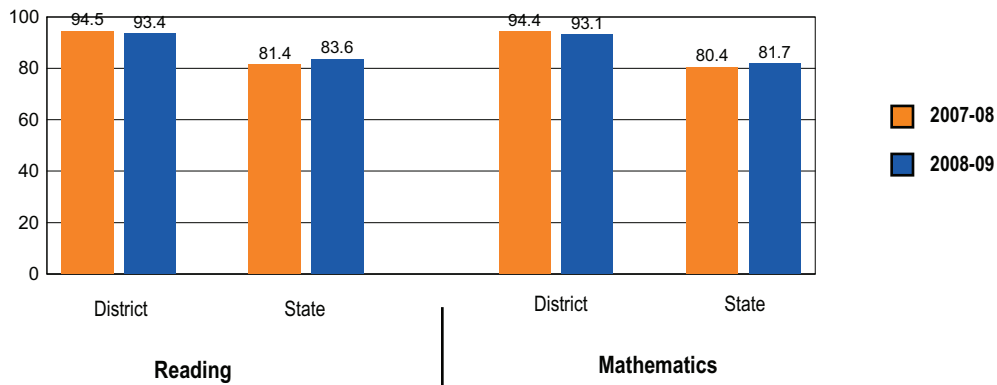
ISAT

Grade 7



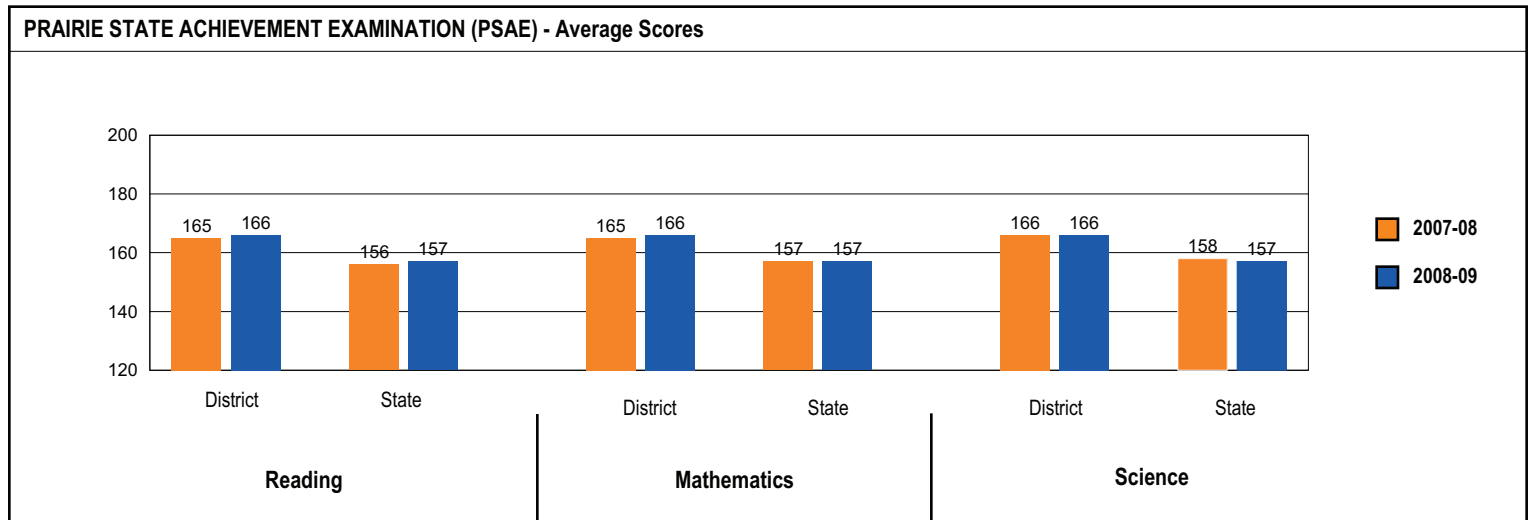
ISAT

Grade 8

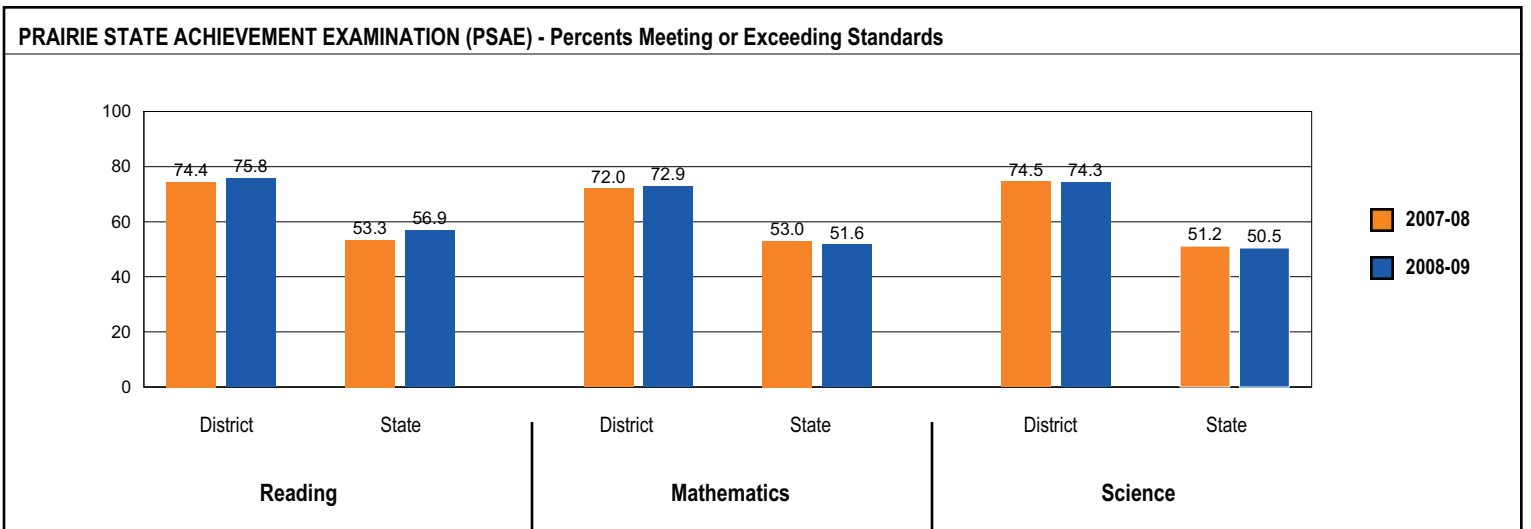


**PSAE PERFORMANCE**

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 2009: 1,029

**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 AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	7,088	3,632	3,456	5,328	486	726	329	1	218	548	0	1,057	1,502
	Reading	0.1	0.1	0.1	0.1	0.0	0.3	0.0		0.0	0.2		0.1	0.2
	Mathematics	0.1	0.1	0.1	0.1	0.0	0.3	0.0		0.0	0.2		0.1	0.2
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	3,071	1,591	1,480	2,335	198	305	152	0	81	196	0	464	624
	Science	0.1	0.2	0.1	0.1	0.0	0.7	0.0		0.0	0.5		0.2	0.3
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	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	1.4	9.8	41.6	47.2	0.6	4.0	28.8	66.7
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

**Grade 3 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	1.9	12.4	40.4	45.4	0.6	2.9	28.4	68.1
State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female								
District	0.8	7.2	42.8	49.2	0.6	5.1	29.1	65.2
State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	0.3	6.3	37.1	56.3	0.3	1.4	22.3	76.0
State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black								
District	1.5	27.9	54.4	16.2	1.5	13.2	61.8	23.5
State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic								
District	5.1	26.3	55.6	13.1	1.0	11.0	52.0	36.0
State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander								
District	8.3	4.2	54.2	33.3	4.0	10.0	24.0	62.0
State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American								
District								
State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic								
District	2.2	6.5	47.8	43.5	0.0	6.5	32.6	60.9
State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

**Grade 3 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	7.8	27.8	56.5	7.8	2.5	14.3	51.3	31.9
State	10.4	46.2	38.4	5.0	6.0	20.8	53.3	19.9

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
District	3.8	21.5	50.0	24.6	0.8	5.4	44.2	49.6
State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP								
District	1.0	8.0	40.3	50.8	0.6	3.7	26.4	69.3
State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	5.2	22.9	52.9	19.0	0.9	11.8	50.9	36.3
State	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible								
District	0.3	6.2	38.4	55.2	0.5	1.7	22.5	75.3
State	1.7	12.4	46.5	39.3	0.9	5.1	37.2	56.8

**Grade 4****Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.2	11.1	37.4	51.4	0.1	3.5	44.0	52.4	0.2	8.9	51.6	39.3
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.4	11.0	40.8	47.7	0.2	2.6	41.2	56.0	0.4	7.9	49.7	42.0
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	District	0.0	11.1	33.8	55.0	0.0	4.4	46.9	48.7	0.0	10.0	53.5	36.4
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.1	5.7	33.9	60.2	0.1	2.1	37.7	60.1	0.3	3.7	49.7	46.3
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	District	0.0	34.5	58.2	7.3	0.0	12.7	74.5	12.7	0.0	32.7	61.5	5.8
	State	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
Hispanic	District	1.0	34.0	49.0	16.0	0.0	8.8	69.6	21.6	0.0	29.8	58.5	11.7
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	District	0.0	9.5	35.7	54.8	0.0	2.4	33.3	64.3	0.0	7.1	57.1	35.7
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	District	0.0	14.0	39.5	46.5	0.0	2.3	54.5	43.2	0.0	16.7	47.6	35.7
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

**Grade 4 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	44.4	53.5	2.0	0.0	11.9	78.2	9.9	1.1	31.5	64.1	3.3
State	4.4	56.3	34.7	4.6	2.6	29.1	60.8	7.5	8.8	43.2	45.9	2.2

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	1.5	28.7	41.9	27.9	0.7	9.6	57.4	32.4	0.8	20.8	53.1	25.4
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	District	0.0	8.0	36.6	55.4	0.0	2.4	41.7	55.9	0.1	6.9	51.3	41.6
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

**Grade 4 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District State	0.5	34.7	47.7	17.1	0.5	11.4	66.7	21.4	0.5	29.3	59.7	10.5
	2.5	38.2	46.3	12.9	2.0	21.3	64.0	12.6	5.6	32.4	56.1	5.9
Not Eligible District State	0.1	4.6	34.5	60.8	0.0	1.2	37.7	61.0	0.1	3.3	49.4	47.2
	0.4	12.9	45.6	41.1	0.4	5.8	52.9	40.9	0.8	9.2	61.9	28.1

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District State	0.1	12.0	43.2	44.7	0.1	6.9	58.8	34.2
	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

**Grade 5 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male District State	0.2	13.8	43.1	42.9	0.2	6.9	57.2	35.6
	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female District State	0.0	10.3	43.3	46.4	0.0	6.9	60.3	32.8
	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White District State	0.0	6.5	40.2	53.3	0.1	3.1	56.5	40.3
	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black District State	0.0	32.8	64.1	3.1	0.0	32.8	60.9	6.3
	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic District State	0.0	33.7	54.7	11.6	0.0	13.5	82.3	4.2
	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander District State	2.5	22.5	35.0	40.0	0.0	17.1	43.9	39.0
	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American District State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
	0.0	13.9	41.7	44.4	0.0	5.4	54.1	40.5
Multiracial/Ethnic District State	0.0	13.9	41.7	44.4	0.0	5.4	54.1	40.5
	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

**Grade 5 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District State	1.1	45.6	48.9	4.4	0.0	20.7	76.1	3.3
	1.4	65.2	30.4	3.0	0.6	41.2	55.1	3.1

**Grade 5 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP District State	0.0	37.5	39.2	23.3	0.8	25.2	58.0	16.0
	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP District State	0.1	8.3	43.8	47.8	0.0	4.2	58.9	36.8
	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

**Grade 5 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	0.5	36.4	56.1	7.1	0.0	22.5	69.0	8.5
State	0.8	40.6	46.7	11.9	0.5	27.5	65.5	6.4
Not Eligible								
District	0.0	5.5	39.8	54.7	0.1	2.7	56.0	41.1
State	0.1	13.6	48.4	37.8	0.1	8.6	66.7	24.7

**Grade 6****Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.1	7.6	45.8	46.5	0.2	6.7	49.0	44.0
State	0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

**Grade 6 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	0.2	9.8	44.2	45.8	0.2	5.5	48.8	45.5
State	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female								
District	0.0	5.5	47.4	47.2	0.2	7.9	49.3	42.6
State	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	0.1	4.2	42.0	53.6	0.1	4.0	45.0	50.9
State	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black								
District	0.0	25.4	67.8	6.8	1.7	27.1	69.5	1.7
State	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic								
District	0.0	22.7	57.7	19.6	0.0	12.2	74.5	13.3
State	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander								
District	0.0	10.0	45.0	45.0	0.0	9.8	31.7	58.5
State	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American								
District	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
State								
Multiracial/Ethnic								
District	0.0	6.7	60.0	33.3	0.0	13.3	50.0	36.7
State	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

**Grade 6 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	38.8	52.9	8.2	1.1	23.9	70.5	4.5
State	0.5	58.4	37.6	3.4	1.6	42.6	51.0	4.8

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	1.0	29.8	59.6	9.6	0.0	28.8	64.4	6.7
	State	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP	District	0.0	5.0	44.1	50.9	0.2	4.1	47.2	48.5
	State	0.1	14.5	55.1	30.3	0.2	12.5	61.1	26.2

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	22.9	58.5	18.5	1.0	16.5	71.8	10.7
	State	0.3	31.7	55.2	12.7	1.0	27.1	61.1	10.8
Not Eligible	District	0.1	3.6	42.4	53.9	0.0	4.1	43.0	52.9
	State	0.1	10.2	50.5	39.3	0.2	8.6	57.2	34.0

**Grade 7**

**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.1	8.3	47.0	44.6	0.5	7.1	39.6	52.8	4.0	5.6	41.1	49.3
	0.5	22.0	56.8	20.7	1.6	15.6	55.0	27.7	7.0	13.6	55.7	23.8

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.2	8.8	50.5	40.5	0.4	8.1	37.1	54.4	4.0	6.0	40.0	50.0
	State	0.7	26.1	55.4	17.9	2.1	17.1	52.8	28.0	7.9	13.0	52.8	26.4
Female	District	0.0	7.7	43.3	49.0	0.6	5.9	42.2	51.2	3.9	5.3	42.2	48.6
	State	0.3	17.8	58.2	23.7	1.2	14.0	57.4	27.4	6.0	14.2	58.7	21.1

**Grade 7 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	3.5	44.7	51.8	0.4	3.3	35.8	60.5	1.1	3.0	38.4	57.5
	State	0.2	14.2	57.6	28.0	0.7	9.1	53.4	36.7	2.9	7.1	55.2	34.8
Black	District	1.7	35.6	55.9	6.8	3.3	28.3	58.3	10.0	16.1	23.2	53.6	7.1
	State	1.0	35.9	54.7	8.4	4.1	31.3	55.4	9.3	15.3	25.4	54.1	5.3
Hispanic	District	0.0	28.1	60.4	11.5	0.0	20.8	60.4	18.8	14.6	13.5	55.1	16.9
	State	0.8	32.4	57.5	9.3	1.9	20.0	62.4	15.7	10.8	21.4	59.0	8.7
Asian/Pacific Islander	District	0.0	14.3	46.9	38.8	0.0	14.0	36.0	50.0	12.8	6.4	44.7	36.2
	State	0.2	9.4	51.3	39.2	0.5	4.9	37.8	56.8	2.8	5.4	51.0	40.8
Native American	District												
	State	0.0	19.1	56.4	24.5	0.8	12.8	60.3	26.0	5.0	11.2	55.6	28.2
Multiracial/Ethnic	District	0.0	4.3	47.8	47.8	0.0	5.0	40.0	55.0	0.0	11.1	27.8	61.1
	State	0.5	19.6	57.3	22.6	1.8	14.9	55.5	27.8	6.2	12.0	58.4	23.4

**Grade 7 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	51.9	44.2	3.8	3.4	31.0	53.4	12.1	30.5	23.7	44.1	1.7
State	2.3	64.0	32.0	1.7	4.7	38.5	51.0	5.8	25.6	35.2	37.3	1.9

**Grade 7 - Students with Disabilities**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP												
District	0.8	30.9	58.5	9.8	2.5	28.9	56.2	12.4	10.1	20.2	51.4	18.3
State	2.7	59.0	34.6	3.7	8.3	44.0	42.0	5.7	24.1	26.5	42.5	6.8
Non-IEP												
District	0.0	5.1	45.4	49.4	0.2	4.1	37.3	58.4	3.1	3.6	39.6	53.6
State	0.2	16.4	60.1	23.3	0.6	11.3	57.0	31.1	4.4	11.6	57.7	26.3

**Grade 7 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch												
District	0.5	30.2	53.8	15.6	1.5	21.3	55.9	21.3	17.2	14.5	51.6	16.7
State	0.9	34.1	56.3	8.8	2.9	24.7	59.3	13.1	12.2	21.9	57.1	8.7
Not Eligible												
District	0.0	2.9	45.4	51.7	0.2	3.5	35.5	60.8	0.6	3.3	38.3	57.8
State	0.2	12.6	57.1	30.1	0.7	8.4	51.7	39.3	2.9	7.0	54.6	35.6

**Grade 8**

**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	6.6	69.4	24.0	0.3	6.6	39.1	54.0
State	0.4	16.0	74.6	9.0	0.8	17.5	54.5	27.2

**Grade 8 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	0.0	6.9	70.4	22.8	0.0	7.3	36.4	56.3
State	0.5	19.0	72.5	7.9	0.9	18.6	53.1	27.4
Female								
District	0.0	6.3	68.3	25.4	0.6	5.8	42.1	51.5
State	0.2	12.9	76.7	10.2	0.6	16.4	56.0	27.0

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	0.0	4.0	68.3	27.7	0.3	3.2	34.8	61.7
State	0.2	10.0	77.2	12.6	0.4	10.3	53.4	35.9
Black								
District	0.0	20.0	74.3	5.7	0.0	26.1	56.5	17.4
State	0.7	28.6	68.7	2.1	1.9	34.5	54.4	9.2
Hispanic								
District	0.0	14.7	79.4	5.9	0.0	17.6	55.9	26.5
State	0.5	22.2	73.6	3.7	0.8	22.9	61.3	15.0
Asian/Pacific Islander								
District	0.0	7.5	57.5	35.0	2.6	2.6	38.5	56.4
State	0.2	6.3	72.5	21.0	0.4	5.7	36.0	57.9
Native American								
District	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8
Multiracial/Ethnic								
District	0.0	17.4	65.2	17.4	0.0	17.4	60.9	21.7
State	0.2	14.6	75.5	9.6	0.5	16.7	56.0	26.7

**Grade 8 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	45.7	54.3	0.0	5.7	48.6	37.1	8.6
State	1.4	51.9	46.3	0.5	2.3	43.3	48.8	5.6

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	0.0	30.3	64.8	4.9	0.7	30.0	51.4	17.9
	State	2.0	51.8	44.9	1.3	4.0	51.3	40.0	4.7
Non-IEP	District	0.0	2.8	70.1	27.1	0.2	2.8	37.2	59.8
	State	0.1	10.6	79.1	10.2	0.3	12.4	56.7	30.6

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	19.4	71.4	9.2	1.5	20.0	56.4	22.1
	State	0.6	25.8	70.5	3.0	1.3	28.1	58.1	12.4
Not Eligible	District	0.0	3.6	68.9	27.6	0.0	3.3	35.0	61.7
	State	0.1	8.6	77.7	13.6	0.4	9.4	51.8	38.4

**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	4.2	20.0	47.9	27.8	4.7	22.4	49.2	23.7	4.4	21.3	46.6	27.8
State	8.5	34.6	45.0	11.9	11.0	37.4	42.2	9.4	8.9	40.7	40.3	10.2

**Grade 11 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	5.3	19.4	48.6	26.6	6.2	20.3	44.9	28.6	4.6	18.6	42.5	34.3
	State	10.6	34.8	42.8	11.8	11.2	34.5	42.7	11.6	9.2	36.8	40.8	13.2
Female	District	2.9	20.7	47.2	29.2	2.9	24.9	54.1	18.1	4.2	24.3	51.1	20.4
	State	6.3	34.5	47.1	12.1	10.8	40.2	41.8	7.3	8.5	44.4	39.8	7.2

**Grade 11 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	2.2	14.6	52.0	31.2	2.3	17.2	54.0	26.6	1.9	15.6	50.9	31.5
	State	5.0	26.5	52.5	15.9	5.9	30.6	51.0	12.4	4.5	32.1	49.5	13.9
Black	District	21.9	57.8	18.8	1.6	26.6	53.1	18.8	1.6	21.9	60.9	15.6	1.6
	State	16.9	55.1	26.0	2.0	26.9	54.5	18.0	0.6	21.3	61.4	16.5	0.7
Hispanic	District	11.1	39.5	34.6	14.8	8.6	45.7	38.3	7.4	12.3	43.2	38.3	6.2
	State	14.7	48.9	32.9	3.6	17.1	51.3	29.7	1.9	15.1	57.3	25.6	2.0
Asian/Pacific Islander	District	4.3	25.5	40.4	29.8	9.6	30.8	30.8	28.8	9.6	26.9	30.8	32.7
	State	5.0	26.3	48.7	20.0	3.7	20.5	50.1	25.7	3.9	28.4	47.1	20.6
Native American	District												
	State	6.8	32.7	50.2	10.4	9.6	42.6	39.4	8.4	8.0	39.4	42.6	10.0
Multiracial/Ethnic	District	0.0	36.4	45.5	18.2	0.0	27.3	36.4	36.4	0.0	27.3	36.4	36.4
	State	6.3	32.5	47.6	13.6	9.6	38.5	43.5	8.5	7.4	39.8	43.2	9.6

**Grade 11 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
District		66.7	33.3	0.0	0.0	37.9	55.2	3.4	3.4	62.1	34.5	3.4	0.0
	State	45.3	46.6	7.9	0.2	37.6	44.6	15.6	2.2	36.5	55.4	7.7	0.5

**Grade 11 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	15.7	50.4	29.8	4.1	22.3	53.7	21.5	2.5	15.7	56.2	25.6	2.5
	State	40.3	42.8	14.7	2.1	46.7	41.2	10.9	1.2	40.0	46.1	12.1	1.8
Non-IEP	District	2.7	15.9	50.4	31.0	2.3	18.3	52.9	26.5	2.9	16.6	49.3	31.2
	State	4.5	33.6	48.7	13.1	6.6	36.9	46.1	10.4	5.0	40.0	43.8	11.2

**Grade 11 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	16.7	44.6	33.3	5.4	15.0	53.2	28.3	3.5	19.7	48.0	30.1	2.3
	State	16.3	50.4	30.2	3.0	21.6	52.1	24.8	1.5	18.0	58.2	22.1	1.7
Not Eligible	District	1.8	15.2	50.8	32.2	2.6	16.2	53.4	27.8	1.3	15.9	49.9	32.9
	State	4.8	27.3	51.8	16.0	6.1	30.5	50.3	13.1	4.6	32.6	48.7	14.1

**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 -- Entry - Students do not demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards.
- Level 2 --Foundational- Students demonstrate emerging knowledge and skills in the subject as linked to the Illinois Learning Standards. Students exhibit an ability to reproduce knowledge and skills.
- Level 3 -- Satisfactory - Students demonstrate basic knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit an ability to associate their knowledge and skills.
- Level 4 -- Mastery - Students demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit the ability to apply their knowledge and skills.

**Grade 3****Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	5.0	25.0	25.0	45.0	20.0	5.0	20.0	55.0
State	19.8	24.0	32.5	23.8	22.4	17.3	34.8	25.5

**Grade 3 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	21.4	21.4	57.1	7.1	7.1	28.6	57.1
	State	19.9	22.8	33.2	24.1	21.3	16.7	35.3	26.7
Female	District								
	State	19.6	25.9	31.0	23.5	24.6	18.4	33.7	23.2

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	8.3	33.3	25.0	33.3	25.0	8.3	8.3	58.3
	State	17.5	24.6	32.5	25.4	20.2	18.0	33.6	28.3
Black	District								
	State	24.9	21.3	30.8	23.0	25.9	18.9	33.9	21.3
Hispanic	District								
	State	17.8	26.1	33.7	22.5	22.5	14.4	39.9	23.2
Asian/Pacific Islander	District								
	State	30.8	26.9	26.9	15.4	33.3	17.9	25.6	23.1
Native American	District								
	State								
Multiracial/Ethnic	District								
	State	17.5	12.7	44.4	25.4	17.5	11.1	38.1	33.3

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch									
District	0.0	10.0	30.0	60.0	10.0	0.0	30.0	60.0	
State	17.2	20.9	33.9	28.0	20.4	15.6	36.3	27.7	
Not Eligible									
District	10.0	40.0	20.0	30.0	30.0	10.0	10.0	50.0	
State	22.5	27.2	31.0	19.4	24.5	19.1	33.4	23.1	

**Grade 4**

**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	12.9	0.0	29.0	58.1	3.2	3.2	22.6	71.0	3.2	9.7	6.5	80.6
State	20.7	20.0	34.7	24.6	16.9	17.9	35.5	29.7	15.3	17.8	26.1	40.8

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District	11.8	0.0	23.5	64.7	5.9	0.0	17.6	76.5	5.9	11.8	5.9	76.5
State	21.5	20.1	33.8	24.6	17.4	17.6	33.6	31.5	15.8	18.3	24.4	41.4
Female												
District	14.3	0.0	35.7	50.0	0.0	7.1	28.6	64.3	0.0	7.1	7.1	85.7
State	19.0	19.9	36.7	24.5	16.0	18.7	39.0	26.4	14.3	16.7	29.3	39.6

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
District	27.3	0.0	36.4	36.4	9.1	0.0	36.4	54.5	9.1	18.2	0.0	72.7
State	18.3	19.3	35.1	27.3	14.0	17.6	37.3	31.1	12.4	17.7	26.4	43.5
Black												
District												
State	23.3	21.6	33.7	21.4	21.8	18.1	33.7	26.4	20.0	19.2	24.7	36.1
Hispanic												
District	10.0	0.0	10.0	80.0	0.0	10.0	10.0	80.0	0.0	10.0	0.0	90.0
State	22.8	19.6	34.0	23.6	18.6	18.4	33.0	30.1	17.0	16.5	25.3	41.2
Asian/Pacific Islander												
District												
State	33.8	20.0	30.8	15.4	26.2	16.9	32.3	24.6	23.1	21.5	29.2	26.2
Native American												
District												
State												
Multiracial/Ethnic												
District												
State	14.1	21.2	42.4	22.2	9.1	20.2	37.4	33.3	9.2	15.3	31.6	43.9

**Grade 4 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
District	6.3	0.0	12.5	81.3	0.0	6.3	6.3	87.5	0.0	6.3	0.0	93.8	
State	17.0	20.0	35.3	27.7	14.9	16.5	37.1	31.6	13.6	15.7	26.2	44.5	
Not Eligible													
District	20.0	0.0	46.7	33.3	6.7	0.0	40.0	53.3	6.7	13.3	13.3	66.7	
State	24.6	20.1	34.1	21.3	19.0	19.4	33.8	27.8	17.2	20.1	25.9	36.9	

**Grade 5**

**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	16.7	0.0	20.8	62.5	4.2	20.8	16.7	58.3
State	23.4	18.0	23.0	35.6	15.5	19.8	41.4	23.3

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male									
District	17.6	0.0	11.8	70.6	5.9	17.6	5.9	70.6	
State	23.2	17.4	22.6	36.8	15.4	19.1	41.9	23.6	
Female									
District									
State	23.6	19.1	23.9	33.5	15.7	21.1	40.3	22.9	

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White									
District	16.7	0.0	41.7	41.7	8.3	25.0	25.0	41.7	
State	22.0	17.4	23.7	37.0	14.1	19.1	41.6	25.2	
Black									
District									
State	23.2	17.9	23.8	35.1	15.8	18.8	42.6	22.8	
Hispanic									
District									
State	25.4	19.9	20.5	34.1	17.9	24.0	37.9	20.2	
Asian/Pacific Islander									
District									
State	39.7	13.8	24.1	22.4	22.4	19.0	41.4	17.2	
Native American									
District									
State									
Multiracial/Ethnic									
District									
State	17.9	21.4	21.4	39.3	14.3	16.1	46.4	23.2	

**Grade 5 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch									
District	16.7	0.0	0.0	83.3	0.0	16.7	0.0	83.3	
State	16.9	17.3	24.9	40.8	11.1	18.8	43.9	26.1	
Not Eligible									
District	16.7	0.0	41.7	41.7	8.3	25.0	33.3	33.3	
State	30.0	18.6	21.1	30.3	20.0	20.8	38.8	20.5	

**Grade 6****Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	3.6	7.1	21.4	67.9	0.0	7.1	25.0	67.9
State	14.1	18.2	35.7	32.0	13.7	15.2	32.8	38.3

**Grade 6 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	0.0	13.3	13.3	73.3	0.0	6.7	26.7	66.7
State	13.6	19.4	36.4	30.7	12.3	16.7	33.3	37.6
Female								
District	7.7	0.0	30.8	61.5	0.0	7.7	23.1	69.2
State	14.8	16.1	34.3	34.8	15.9	12.8	31.5	39.8

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	0.0	9.1	45.5	45.5	0.0	0.0	54.5	45.5
State	12.4	17.5	35.9	34.2	11.5	14.3	34.2	40.0
Black								
District								
State	14.8	17.9	35.6	31.7	16.8	14.7	32.7	35.8
Hispanic								
District								
State	14.8	18.8	35.5	30.9	13.4	17.1	27.6	41.9
Asian/Pacific Islander								
District								
State	29.9	22.4	31.3	16.4	24.2	22.7	31.8	21.2
Native American								
District								
State								
Multiracial/Ethnic								
District								
State	12.5	23.2	37.5	26.8	12.7	20.0	36.4	30.9

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	0.0	0.0	0.0	100.0	0.0	0.0	6.3	93.8
State	11.6	15.6	37.2	35.5	12.5	12.6	32.6	42.3
Not Eligible								
District	8.3	16.7	50.0	25.0	0.0	16.7	50.0	33.3
State	16.9	21.2	33.8	28.1	15.1	18.2	32.9	33.8

**Grade 7****Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	3.7	11.1	63.0	22.2	0.0	3.7	55.6	40.7	0.0	3.7	40.7	55.6
State	15.1	19.6	41.5	23.9	15.5	14.5	41.3	28.6	11.3	16.6	28.6	43.5

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	27.3	63.6	9.1	0.0	9.1	54.5	36.4	0.0	9.1	54.5	36.4
	State	14.6	20.5	40.0	24.9	15.4	14.7	39.6	30.4	10.8	17.3	27.9	44.0
Female	District	6.3	0.0	62.5	31.3	0.0	0.0	56.3	43.8	0.0	0.0	31.3	68.8
	State	16.0	18.0	43.8	22.2	15.9	14.2	44.5	25.4	12.2	15.3	30.1	42.4

**Grade 7 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	10.0	60.0	30.0	0.0	0.0	70.0	30.0	0.0	10.0	20.0	70.0
	State	13.1	18.8	43.1	25.0	13.8	15.0	42.6	28.6	9.6	15.2	27.6	47.6
Black	District												
	State	16.4	20.6	37.7	25.4	17.5	14.9	37.1	30.5	13.6	16.4	27.4	42.6
Hispanic	District												
	State	18.8	18.8	40.9	21.5	18.0	11.6	42.8	27.6	13.0	19.3	32.9	34.8
Asian/Pacific Islander	District												
	State	20.0	33.3	35.0	11.7	18.3	25.0	41.7	15.0	13.3	25.0	33.3	28.3
Native American	District												
	State												
Multiracial/Ethnic	District												
	State	4.2	16.7	56.3	22.9	4.2	12.5	45.8	37.5	2.1	14.6	29.2	54.2

**Grade 7 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	12.5	62.5	25.0	0.0	6.3	37.5	56.3	0.0	0.0	50.0	50.0
	State	14.0	17.9	41.8	26.4	14.9	12.4	41.1	31.6	11.2	14.4	30.2	44.2
Not Eligible	District	9.1	9.1	63.6	18.2	0.0	0.0	81.8	18.2	0.0	9.1	27.3	63.6
	State	16.3	21.5	41.1	21.1	16.2	16.9	41.5	25.3	11.4	18.9	26.8	42.8

**Grade 8**

**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	10.0	25.0	35.0	30.0	5.0	15.0	35.0	45.0
State	17.9	13.9	36.6	31.6	12.3	19.2	37.4	31.1

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	16.7	25.0	33.3	25.0	8.3	16.7	33.3	41.7
	State	18.0	13.7	38.4	30.0	12.5	19.2	37.3	31.1
Female	District								
	State	17.6	14.4	33.6	34.5	11.9	19.2	37.6	31.3

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District								
State	16.3	13.3	38.1	32.4	11.0	18.9	38.3	31.8
Black								
District								
State	21.1	14.7	32.5	31.7	15.1	19.8	37.0	28.2
Hispanic								
District								
State	17.0	14.4	38.8	29.8	9.6	19.9	37.2	33.2
Asian/Pacific Islander								
District								
State	24.6	13.8	33.8	27.7	23.1	21.5	30.8	24.6
Native American								
District								
State								
Multiracial/Ethnic								
District								
State	11.8	15.7	35.3	37.3	13.7	7.8	37.3	41.2

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District								
State	7.1	14.3	35.7	42.9	0.0	14.3	21.4	64.3
Not Eligible								
District								
State	16.0	12.7	36.2	35.1	10.2	17.3	37.5	35.1
Not Eligible								
District								
State	19.8	15.1	37.0	28.1	14.5	21.1	37.4	27.0

**Grade 11**

**Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	5.9	23.5	70.6	0.0	0.0	41.2	58.8	0.0	0.0	29.4	70.6
State	13.1	17.4	30.8	38.8	15.8	13.9	43.7	26.7	11.4	13.2	28.4	47.0

**Grade 11 - Gender**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District	0.0	0.0	27.3	72.7	0.0	0.0	27.3	72.7	0.0	0.0	18.2	81.8
State	13.7	17.8	29.7	38.8	16.3	14.0	41.7	28.1	11.0	13.8	29.0	46.2
Female												
District												
State	11.5	16.4	32.5	39.7	14.2	13.4	47.2	25.2	11.2	11.7	28.0	49.0

**Grade 11 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White District State	11.0	16.6	28.9	43.6	13.5	13.4	45.1	28.0	9.7	11.9	28.1	50.3
Black District State	15.4	18.0	33.2	33.4	18.8	13.8	43.5	23.8	13.3	13.7	30.8	42.3
Hispanic District State	14.6	19.2	34.1	32.1	17.2	15.8	40.0	27.0	11.6	16.8	28.4	43.2
Asian/Pacific Islander District State	14.9	12.8	34.0	38.3	19.1	4.3	46.8	29.8	19.1	6.4	25.5	48.9
Native American District State												
Multiracial/Ethnic District State	9.7	19.4	19.4	51.6	3.2	22.6	38.7	35.5	6.5	12.9	19.4	61.3

**2009 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION**

Is this district making Adequate Yearly Progress (AYP)?	Yes
Is this district making AYP in Reading?	Yes
Is this district making AYP in Mathematics?	Yes

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2009-10 Federal Improvement Status	
2009-10 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
<b>State AYP Minimum Target</b>	95.0		95.0		70.0			70.0			90.0		78.0	
<b>All</b>	99.9	Yes	99.9	Yes	89.1		Yes	91.5		Yes	95.2	Yes	99.7	Yes
<b>White</b>	99.9	Yes	99.9	Yes	93.1		Yes	94.4		Yes				
<b>Black</b>	100.0	Yes	100.0	Yes	68.1		Yes	71.9		Yes				
<b>Hispanic</b>	99.7	Yes	99.7	Yes	72.6		Yes	82.5		Yes				
<b>Asian/Pacific Islander</b>	100.0	Yes	100.0	Yes	85.2		Yes	87.7		Yes				
<b>Native American</b>														
<b>Multiracial /Ethnic</b>	100.0	Yes	100.0	Yes	87.6		Yes	90.5		Yes				
<b>LEP</b>	99.8	Yes	99.8	Yes	60.9	55.9	Yes	76.8		Yes	95.7		100.0	
<b>Students with Disabilities</b>	99.9	Yes	99.9	Yes	68.5		Yes	73.9		Yes				
<b>Economically Disadvantaged</b>	99.8	Yes	99.8	Yes	70.7		Yes	78.4		Yes				

**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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2008.

\*\* Safe Harbor Targets of 70.0% 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.

**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: 19

Number of Title I schools: 9

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**

## DISTRICT 200 IMPROVEMENT PLAN 2009 – 2010

### Target Areas for Student Improvement

- Continued emphasis on non-fiction comprehension will increase student proficiency in 21<sup>st</sup> Century Skills and increase the percent of students meeting or exceeding standards in reading to 91%.
  - Identify the structure and format of non-fiction text, including headers, graphs, diagrams, and pictures.
  - Distinguish among the main ideas and supporting details in any text.
  - Identify cause and effect organizational patterns in non-fiction.
  - Determine the author’s purpose and choice of words.
  - Access information efficiently and effectively. 
  - Evaluate information critically and competently. 
- Emphasis on targeted math skills, most of which involve the application of mathematics to real-life situations, will increase student proficiency in 21<sup>st</sup> Century Skills and increase the percent of students meeting or exceeding standards in math to 91.5%.
  - Apply expressions and equations to real-life situations. 
  - Use multiple representations of numbers, including fractions, percentages, and decimals/money. 
  - Solve measurement problems involving compound units. 
  - Apply measurement and/or geometry to real-world situations. 
  - Interpret and Analyze Data, including problems involving measures of central tendency. 
- Equipping staff to analyze multiple data sources will increase student proficiency in 21<sup>st</sup> Century Skills, increase the percent of students meeting or exceeding standards in reading to 91%, and increase the percent of students meeting or exceeding standards in math to 91.5%.

### Rationale for Target Selection

- The Local Assessment item analysis for students scoring “Cusp” (low meets) on ISAT was compared to the Local Assessment item analysis for students scoring “On-Level” (high meets) on ISAT for students in third through eighth grade. The ACT PLAN item analysis for “Cusp” students who went on to score “Meets” on PSAE was compared to the ACT PLAN item analysis for “Cusp” students who went on to score “Below” on PSAE. The reading and math items with the most significant differences in percent of students answering correctly were identified for both grade spans. Common skills and concepts were identified, grouped by standard, and spiraled down to the primary grades to form a cohesive set of reading and math targets.

### Strategies for Improvement

- Students will read leveled supplemental texts during social studies and science instruction.
- Students will receive instruction on will be instructed on non-fiction text structure and comprehension during language arts and content-area classes.
- Students will receive instruction on the targeted math skills as needs are identified using data.

### Professional Development

- Sunday Cummings will provide ongoing training in non-fiction comprehension through University 200.
- Teachers at the middle and high school levels will receive CRISS training.
- The targeted math skills and concepts will be included in planning for future professional development.



This symbol denotes a 21<sup>st</sup> Century Skill.



This symbol denotes a 21<sup>st</sup> Century enabling objective.