

Maryville Elementary School

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

August 24, 2012

The following “companion statement” for Maryville School is being submitted to all parents based on ISAT/PSAE data given to local districts by the Illinois State Board of Education.

ACCOMPLISHMENTS

- Continued alignment with Common Core standards.
- Continue and promote use of technology in the classroom.
- Positive discipline with rewards and assemblies for good behavior and attendance.
- Continued parent involvement through planned activities, agenda books, monthly parent newsletter and PTA.
- Continued success in the Accelerated Reading Program.
- Met AYP in attendance rate with 94.5% which was an improvement from 92.6% in 2011.
- Met AYP in math for all students: went from 78.8% to 86.9%.
- Improved in all categories on the ISAT: Reading for all students went from 65 % to 76.2%, white students went from 65.4% to 76.4% in reading, and economically disadvantaged went from 56.2% to 68.5% in reading. White students went from 80% to 89% in math. Economically disadvantaged went from 74.2 to 82.0% in math.

AREAS OF PLANNED IMPROVEMENT

- Continue to analyze data to improve our students’ ISAT scores.
- Continue to use the universal screener “Discovery Education” to assess student’s deficiencies and to plan Tier 2 and Tier 3 interventions and small groups.
- Continue to use the universal screener, Study Island or EasyCBM to progress monitor students.
- Assist intermediate students in math with small group instruction with the Title teacher.
- Increase access, training and use of the Internet, Discovery Education and “Study Island” to improve ISAT scores.
- Use of the “Anna Plan” in kindergarten, first and second grade to improve reading scores.
- Use of Scholastic’s Read 180 program in grade 4 to improve reading scores.
- Allow and encourage workshop time for all teachers
- Teachers trained on the “Read & Write Gold” program. Intermediate resource students were trained to use this program and will continue training this year.
- Continuous improvement in individualizing and differentiating instruction for all our students to meet their educational needs
- Continue training through the CharacterPlus program to improve discipline and behavior.

Maryville Elem School
Granite City CUSD 9
Granite City, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5

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	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	77.3	9.0	9.7	1.2	0.0	0.2	2.6	63.1	3.0	25.5		4.3	20.4	94.5	431
District	74.9	10.9	8.9	0.6	0.1	0.8	3.8	59.3	2.1	19.1		7.0	16.7	91.2	6,580
State	51.0	18.0	23.6	4.2	0.1	0.3	2.8	49.0	9.4	13.6		8.6	13.1	94.4	2,066,692

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

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

Limited-English-proficient students are those students eligible for transitional bilingual programs.

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

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

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	100.0	--	--	--	--
District	99.0	21.9	24.6	16.3	274.9
State	95.3	18.9	18.8	13.7	205.0

* 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
School	15.0	15.6	15.0	12.8	16.8	18.5				
District	19.0	19.4	19.4	19.7	20.6	20.3				
State	20.9	21.2	21.5	22.0	22.4	22.8				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

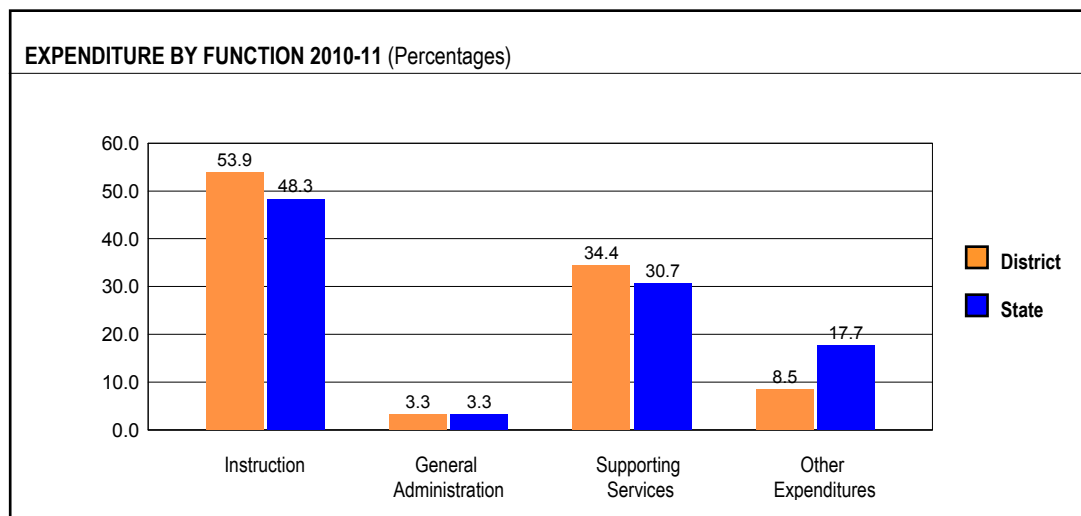
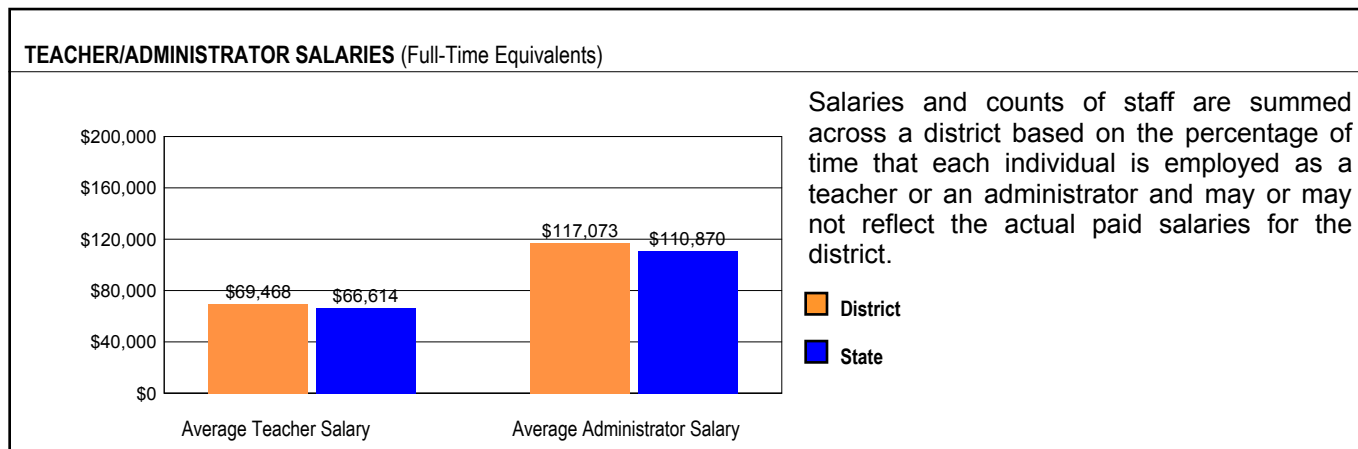
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			15			170			20		
District	60			15			170			20		
State	61			31			143			30		

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	99.2	0.0	0.0	0.0	0.0	0.3	0.0	0.5	22.5	77.5	364
State	83.3	7.1	5.3	1.3	0.1	0.2	0.8	2.0	23.1	76.9	127,830

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
School	--	--	--	0.0	0.0
District	14.3	54.4	44.2	0.0	0.0
State	12.9	37.8	61.7	0.6	0.7

Some teacher/administrator data are not collected at the school level.

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2010-11				EXPENDITURE BY FUND 2010-11			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$31,478,590	42.8	58.2	Education	\$54,816,085	79.6	73.7
Other Local Funding	\$1,788,639	2.4	5.1	Operations & Maintenance	\$4,326,459	6.3	5.9
General State Aid	\$21,382,695	29.0	17.1	Transportation	\$3,725,483	5.4	3.8
Other State Funding	\$9,673,815	13.1	9.5	Debt Service	\$2,329,111	3.4	7.4
Federal Funding	\$9,300,951	12.6	10.1	Tort	\$1,275,720	1.9	1.2
TOTAL	\$73,624,690			Municipal Retirement/ Social Security	\$2,075,006	3.0	2.0
				Fire Prevention & Safety	\$325,194	0.5	0.8
				Capital Projects	\$0	0.0	5.1
				TOTAL	\$68,873,058		

OTHER FINANCIAL INDICATORS				
	2009 Equalized Assessed Valuation per Pupil	2009 Total School Tax Rate per \$100	2010-11 Instructional Expenditure per Pupil	2010-11 Operating Expenditure per Pupil
District	\$85,137	4.26	\$6,099	\$9,861
State	**	**	\$6,824	\$11,664

** 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.

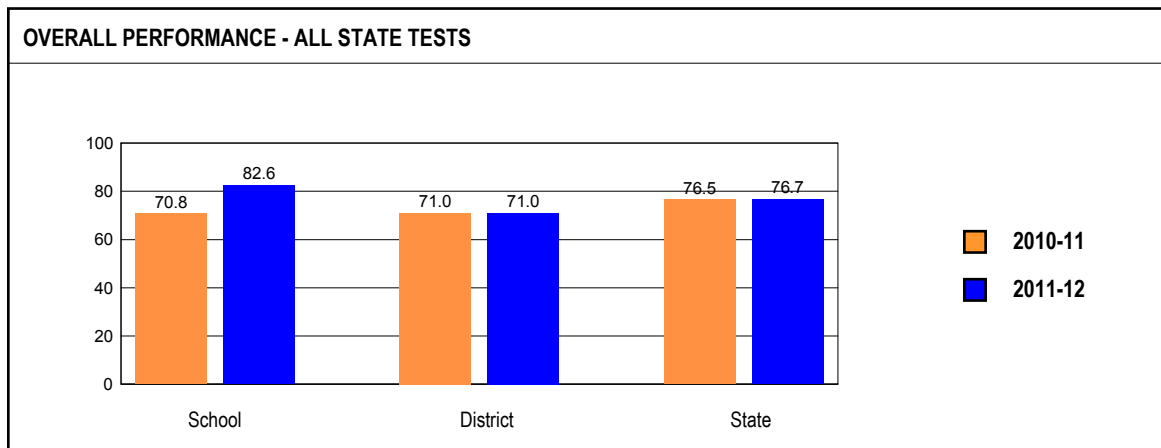
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

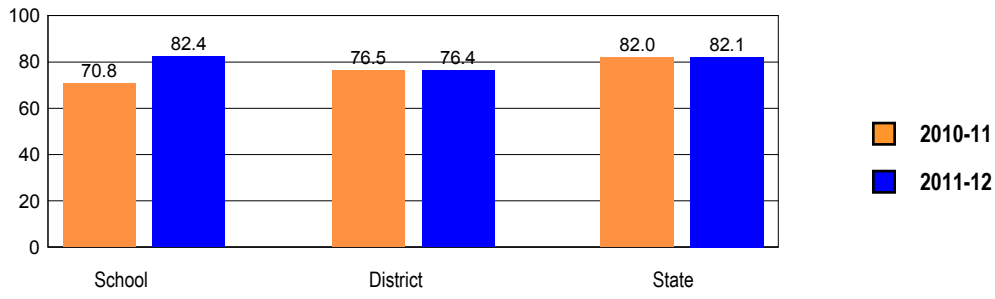
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

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

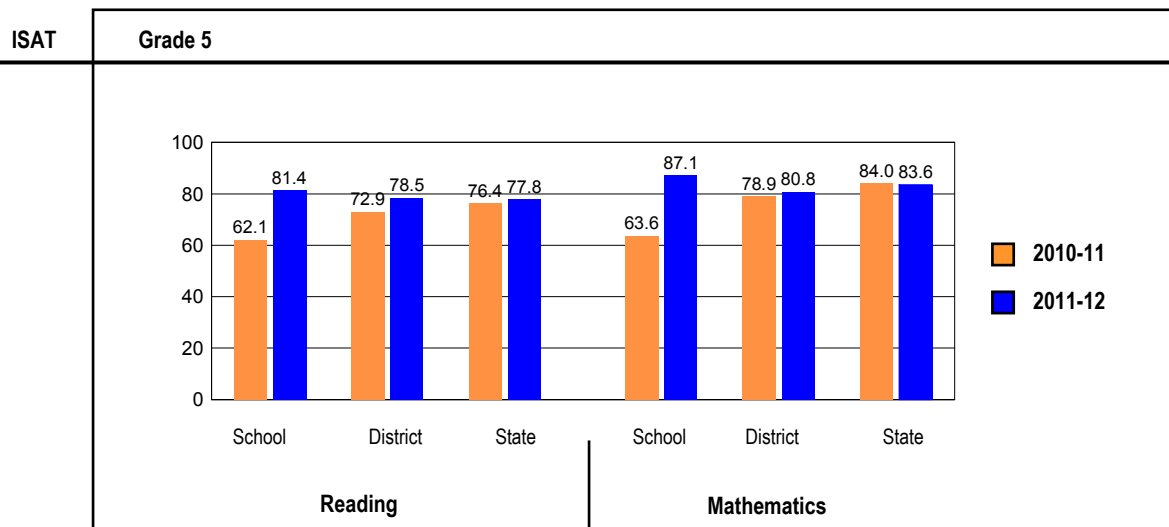
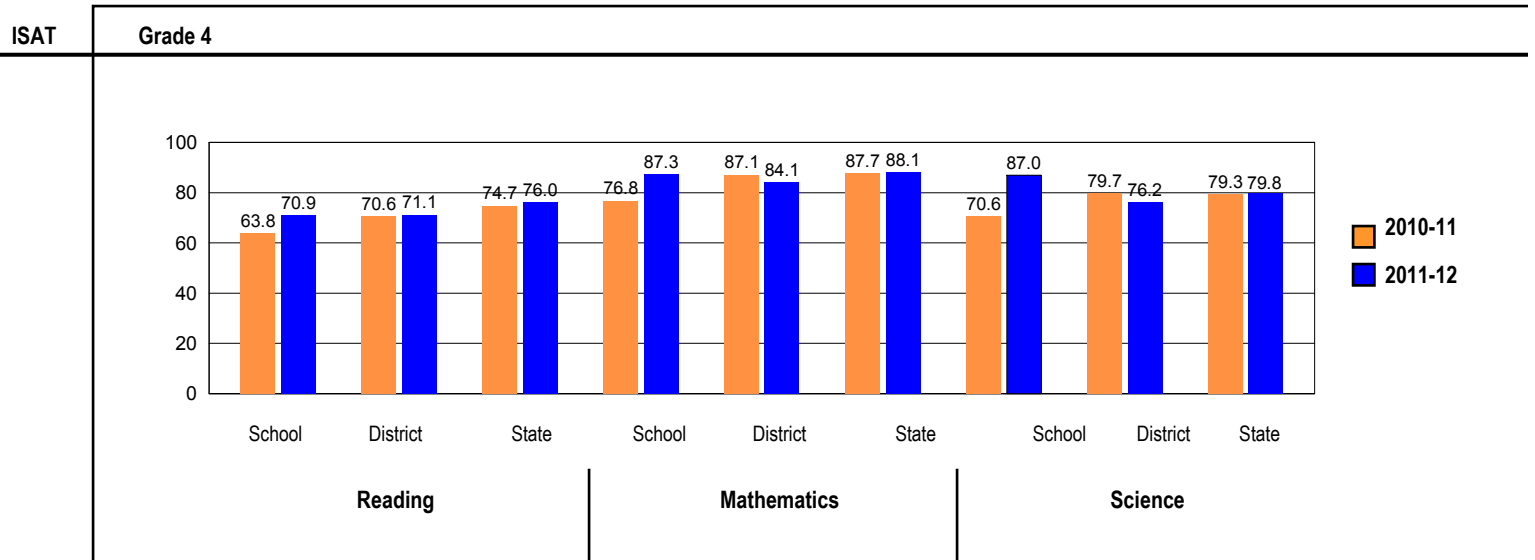
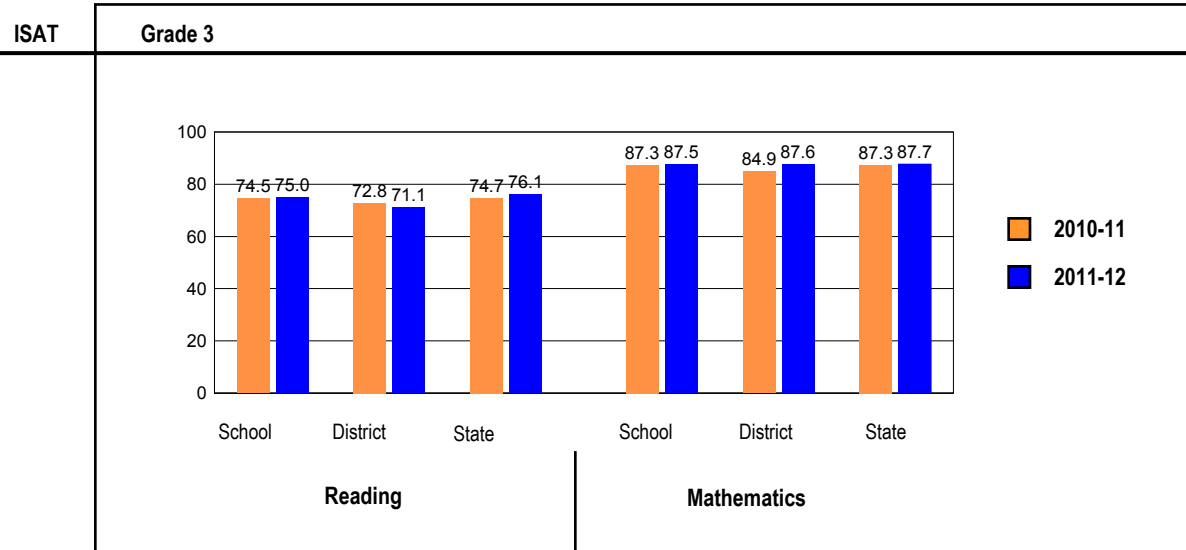


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

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



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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

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				
School	*Enrollment	199	103	96	152	18	20	2	0	1	6	3	0	48	121
	Reading	0.0	0.0	0.0	0.0	0.0	0.0							0.0	0.0
District	*Enrollment	3,398	1,773	1,625	2,549	351	332	17	4	28	117	54	0	623	2,014
	Reading	0.2	0.1	0.3	0.2	0.6	0.0	0.0		3.6	0.0	0.0		0.3	0.3
State	*Enrollment	1,072,304	548,690	523,352	547,900	192,977	251,440	45,188	977	3,177	29,968	75,031	261	146,113	531,157
	Reading	0.4	0.5	0.3	0.3	0.7	0.4	0.3	0.6	0.6	0.4	0.6	2.3	0.9	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				
School	*Enrollment	199	103	96	152	18	20	2	0	1	6	3	0	48	121
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0							0.0	0.0
District	*Enrollment	3,398	1,772	1,626	2,548	351	333	17	4	28	117	55	0	622	2,014
	Mathematics	0.2	0.1	0.3	0.1	0.6	0.0	0.0		3.6	0.0	0.0		0.2	0.2
State	*Enrollment	1,073,764	549,462	524,040	548,234	193,064	252,013	45,638	983	3,180	29,975	76,502	271	146,133	532,214
	Mathematics	0.4	0.4	0.3	0.3	0.7	0.4	0.2	0.5	0.5	0.4	0.3	1.1	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				
School	*Enrollment	56	25	31	45	5	3	2	0	0	1	0	0	15	28
	Science	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	1,434	763	671	1,078	156	139	9	1	12	39	21	0	262	810
	Science	0.6	0.7	0.6	0.6	1.3	0.0			0.0	0.0	0.0		1.1	1.0
State	*Enrollment	456,721	232,992	223,651	237,912	81,780	103,594	19,211	393	1,359	12,254	25,859	107	61,941	217,988
	Science	0.7	0.8	0.6	0.5	1.4	0.7	0.3	1.0	0.9	0.7	0.8	0.9	1.6	1.0

* 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
School	1.4	23.6	47.2	27.8	6.9	5.6	41.7	45.8
District	5.6	23.3	46.8	24.3	3.8	8.6	51.2	36.5
State	5.2	18.7	46.1	29.9	2.9	9.3	45.2	42.5

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	2.3	25.6	48.8	23.3	7.0	4.7	41.9	46.5
	District	7.2	26.1	46.6	20.1	4.5	9.8	47.7	37.9
	State	6.4	20.8	46.1	26.7	3.2	9.3	44.0	43.5
Female	School	0.0	20.7	44.8	34.5	6.9	6.9	41.4	44.8
	District	3.8	20.2	47.1	29.0	2.9	7.1	55.0	34.9
	State	3.9	16.6	46.2	33.3	2.6	9.4	46.6	41.4

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	1.8	19.3	49.1	29.8	5.3	5.3	40.4	49.1
	District	6.0	21.7	46.5	25.8	2.9	7.3	49.5	40.3
	State	2.5	11.7	45.9	39.9	1.1	4.6	39.2	55.0
Black	School								
	District	6.8	36.4	45.5	11.4	11.4	20.5	52.3	15.9
	State	9.3	28.3	46.9	15.4	7.1	17.9	53.8	21.2
Hispanic	School								
	District	1.9	30.8	46.2	21.2	5.7	7.5	58.5	28.3
	State	8.3	28.0	47.6	16.1	3.8	13.8	54.7	27.7
Asian	School								
	District								
	State	2.0	7.4	36.7	53.9	1.0	3.0	25.1	70.8
Native Hawaiian/Pacific Islander	School								
	District								
	State	3.4	7.4	45.9	43.2	2.0	3.4	37.8	56.8
American Indian	School								
	District								
	State	3.9	24.8	45.1	26.2	2.0	12.3	51.0	34.8
Two or More Races	School								
	District	0.0	11.8	64.7	23.5	0.0	5.9	70.6	23.5
	State	3.7	15.0	46.7	34.6	2.0	7.9	44.0	46.1

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	4.5	45.5	50.0	0.0	18.2	9.1	50.0	22.7
	District	21.8	40.3	34.5	3.4	12.6	19.3	50.4	17.6
	State	21.1	37.1	31.6	10.3	9.9	21.0	48.6	20.5
Non-IEP	School	0.0	14.0	46.0	40.0	2.0	4.0	38.0	56.0
	District	0.5	18.0	50.7	30.8	1.0	5.2	51.4	42.3
	State	3.0	16.2	48.2	32.7	1.9	7.7	44.8	45.6

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	2.0	31.4	51.0	15.7	7.8	7.8	45.1	39.2
District	7.6	29.7	43.2	19.5	5.6	11.9	54.1	28.4
State	8.3	27.4	48.5	15.9	4.7	14.5	54.3	26.4
Not Eligible								
School	0.0	4.8	38.1	57.1	4.8	0.0	33.3	61.9
District	2.5	13.6	52.3	31.7	1.0	3.5	46.7	48.7
State	1.7	9.1	43.5	45.7	0.9	3.5	35.1	60.5

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.8	27.3	45.5	25.5	3.6	9.1	63.6	23.6	1.9	11.1	61.1	25.9
District	1.4	27.6	52.6	18.5	2.4	13.6	63.7	20.4	2.2	21.7	61.8	14.4
State	1.0	23.0	47.1	28.9	1.2	10.7	57.1	31.0	2.6	17.6	59.7	20.1

Grade 4 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	4.0	20.0	52.0	24.0	4.0	12.0	64.0	20.0	4.2	4.2	62.5	29.2
District	1.5	33.0	47.9	17.6	3.4	13.1	64.6	19.0	2.6	19.9	60.7	16.9
State	1.3	26.7	46.8	25.2	1.5	11.4	56.0	31.1	2.9	17.4	57.4	22.3
Female												
School	0.0	33.3	40.0	26.7	3.3	6.7	63.3	26.7	0.0	16.7	60.0	23.3
District	1.2	21.6	57.7	19.5	1.2	14.1	62.7	22.0	1.7	23.7	63.1	11.6
State	0.6	19.2	47.4	32.8	0.9	9.9	58.4	30.8	2.3	17.9	62.0	17.8

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	2.3	25.0	47.7	25.0	4.5	6.8	65.9	22.7	0.0	11.6	60.5	27.9
	District	1.6	23.8	53.7	20.9	2.3	11.5	64.0	22.2	1.3	18.1	63.6	17.0
	State	0.5	14.3	46.9	38.3	0.6	6.0	53.6	39.8	1.0	9.6	61.2	28.2
Black	School	1.9	48.1	37.0	13.0	1.9	31.5	57.4	9.3	11.1	40.7	46.3	1.9
	District State	2.0	39.0	45.6	13.5	3.0	20.9	61.8	14.3	6.1	33.8	54.1	6.0
Hispanic	School												
	District State	0.0 1.3	32.1 32.3	60.4 50.0	7.5 16.4	3.8 1.4	13.2 14.5	64.2 64.7	18.9 19.4	0.0 3.8	28.3 24.6	64.2 61.8	7.5 9.9
Asian	School												
	District State	0.4	9.1	38.2	52.3	0.6	3.3	35.9	60.2	1.4	7.3	52.6	38.7
Native Hawaiian/Pacific Islander	School												
	District State	0.8	14.4	48.8	36.0	0.0	6.3	50.0	43.8	0.8	13.4	58.3	27.6
American Indian	School												
	District State	1.0	25.5	51.6	22.0	1.4	10.5	64.2	23.9	3.3	21.5	60.4	14.8
Two or More Races	School												
	District State	0.0 0.6	27.3 19.4	54.5 46.7	18.2 33.3	0.0 0.8	9.1 9.1	63.6 55.8	27.3 34.3	0.0 1.9	18.2 15.1	63.6 58.6	18.2 24.4

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	7.1	42.9	35.7	14.3	14.3	21.4	57.1	7.1	0.0	23.1	69.2	7.7
	District	7.1	59.2	28.6	5.1	12.1	34.3	47.5	6.1	6.1	40.8	46.9	6.1
	State	5.3	55.8	30.7	8.2	6.1	29.7	53.2	11.0	7.7	34.4	49.9	8.1
Non-IEP	School	0.0	22.0	48.8	29.3	0.0	4.9	65.9	29.3	2.4	7.3	58.5	31.7
	District	0.0	20.0	58.3	21.7	0.0	8.5	67.6	23.9	1.2	17.1	65.4	16.3
	State	0.3	18.2	49.5	32.0	0.5	7.9	57.7	33.9	1.9	15.2	61.1	21.8

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	3.7	33.3	44.4	18.5	3.7	14.8	70.4	11.1	3.7	18.5	59.3	18.5
	District	2.0	35.0	52.5	10.4	3.0	16.8	67.7	12.5	3.7	26.9	62.6	6.7
	State	1.6	34.2	49.0	15.2	2.0	16.5	64.2	17.4	4.3	26.7	59.7	9.4
Not Eligible	School	0.0	21.4	46.4	32.1	3.6	3.6	57.1	35.7	0.0	3.7	63.0	33.3
	District	0.5	17.1	52.6	29.9	1.4	9.0	58.0	31.6	0.0	14.2	60.7	25.1
	State	0.3	10.9	45.1	43.7	0.4	4.5	49.5	45.6	0.8	7.9	59.7	31.6

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	18.6	57.1	24.3	0.0	12.9	74.3	12.9
District	0.2	21.3	52.4	26.1	0.8	18.4	70.1	10.6
State	0.2	22.0	47.2	30.6	0.6	15.7	65.9	17.7

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	20.6	67.6	11.8	0.0	11.8	82.4	5.9
	District	0.0	26.3	51.0	22.6	1.2	19.3	69.1	10.3
	State	0.2	25.5	47.4	26.9	0.8	16.8	64.3	18.1
Female	School	0.0	16.7	47.2	36.1	0.0	13.9	66.7	19.4
	District	0.4	16.1	53.8	29.7	0.4	17.4	71.2	11.0
	State	0.1	18.4	47.0	34.5	0.5	14.6	67.6	17.2

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	20.0	52.0	28.0	0.0	10.0	74.0	16.0
	District	0.3	18.2	50.9	30.6	0.5	15.7	71.8	11.9
	State	0.1	12.7	46.3	41.0	0.3	9.1	66.6	24.0
Black	School								
	District	0.0	47.2	44.4	8.3	2.8	41.7	55.6	0.0
	State	0.4	38.1	48.0	13.5	1.5	30.3	63.1	5.1
Hispanic	School								
	District	0.0	27.1	58.3	14.6	0.0	20.8	70.8	8.3
	State	0.2	32.5	49.8	17.5	0.8	21.0	69.6	8.6
Asian	School								
	District								
	State	0.1	9.2	39.1	51.7	0.3	5.3	49.5	44.9
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	12.6	50.5	36.9	0.0	9.1	69.1	21.8
American Indian	School								
	District								
	State	0.2	26.3	53.8	19.6	0.5	20.6	67.2	11.7
Two or More Races	School								
	District	0.0	22.7	68.2	9.1	4.5	22.7	63.6	9.1
	State	0.2	16.5	46.9	36.4	0.5	13.1	64.9	21.4

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	50.0	50.0	0.0	0.0	30.0	70.0	0.0
	District	1.2	47.0	41.0	10.8	3.6	42.2	49.4	4.8
	State	0.9	60.2	31.5	7.3	3.2	42.7	49.4	4.7
Non-IEP	School	0.0	13.3	58.3	28.3	0.0	10.0	75.0	15.0
	District	0.0	15.9	54.8	29.3	0.3	13.4	74.5	11.9
	State	0.1	16.5	49.5	34.0	0.3	11.8	68.3	19.6

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	22.0	70.7	7.3	0.0	14.6	82.9	2.4
District	0.4	28.6	56.9	14.1	1.1	23.9	69.9	5.1
State	0.3	33.5	49.7	16.5	1.0	24.0	67.6	7.4
Not Eligible								
School	0.0	13.8	37.9	48.3	0.0	10.3	62.1	27.6
District	0.0	11.3	46.3	42.4	0.5	10.8	70.4	18.2
State	0.1	10.0	44.5	45.5	0.2	7.1	64.2	28.4

2012 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this school making AYP in Reading?	No	2012-13 Federal Improvement Status	Corrective Action
Is this school making AYP in Mathematics?	Yes	2012-13 State Improvement Status	Academic Watch Status Year 1

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		5-YEAR 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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	76.3		No	86.9		Yes	94.5	Yes		
White	100.0	Yes	100.0	Yes	76.4	68.9	Yes	89.0		Yes	94.5			
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes										
Economically Disadvantaged	100.0	Yes	100.0	Yes	68.5	60.6	Yes	82.0		Yes	93.7			

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2011.

** Safe Harbor Targets of 85% 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 state 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.

2012 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Comprehensive
Is this school making (AYP) in the "ALL" subgroup in reading ?	No
Is this school making (AYP) in the "ALL" subgroup in math ?	Yes

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP.**

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused supports verses more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.