

Maryville Elementary School

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

October 25, 2013

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%
- 3rd Grade ISAT Reading Scores increased from 76% to 85%

AREAS OF PLANNED IMPROVEMENT

- Continue to analyze data to improve our students’ ISAT scores.
- Continue STAR and ISEL testing to guide student instruction.
- Continue to use the universal screener “Discovery Education” to assess students’ 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 score.
- Use of the “Anna Plan” in kindergarten, first and second grade to improve reading scores.
- Use of Scholastic’s Read 180 programs in grade 4 to improve reading scores.
- Allow and encourage workshop time for all teachers.
- Teachers trained on the “Read & Write Gold” program will continue to work with intermediate resource students to improve instruction.
- Continuous improvement in individualizing and differentiating instruction for all our students to meet their educational needs.
- Continued use of ESL tutor to support our English as a Second Language.
- Continued use of support services (social worker, nurse, truancy officer) to improve attendance and academic improvement.
- Continue training through the CharacterPlus program to improve discipline and behavior.
- Provide professional development in curriculum and instruction.
- Leveled Literacy Instruction (LLI) use with first and second grade students.

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.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION												
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Total Enrollment
School	79.4	7.8	9.1	1.6	0.0	0.0	2.1	62.0	2.9	23.7	7.3	384
District	74.0	11.2	9.3	0.6	0.2	0.7	4.1	60.6	2.2	19.6	6.5	6,474
State	50.6	17.6	24.1	4.3	0.1	0.3	3.0	49.9	9.5	13.6	2.0	2,054,155

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

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

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

Total Enrollment is based on Home School.

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

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School		4.7	18.3	93.1
District		9.1	20.0	91.8
State		9.8	12.8	94.2

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

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

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		Total School Days	
	Percent		Days
School	100.0	School	174
District	99.1	District	174
State	95.5	State	176

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

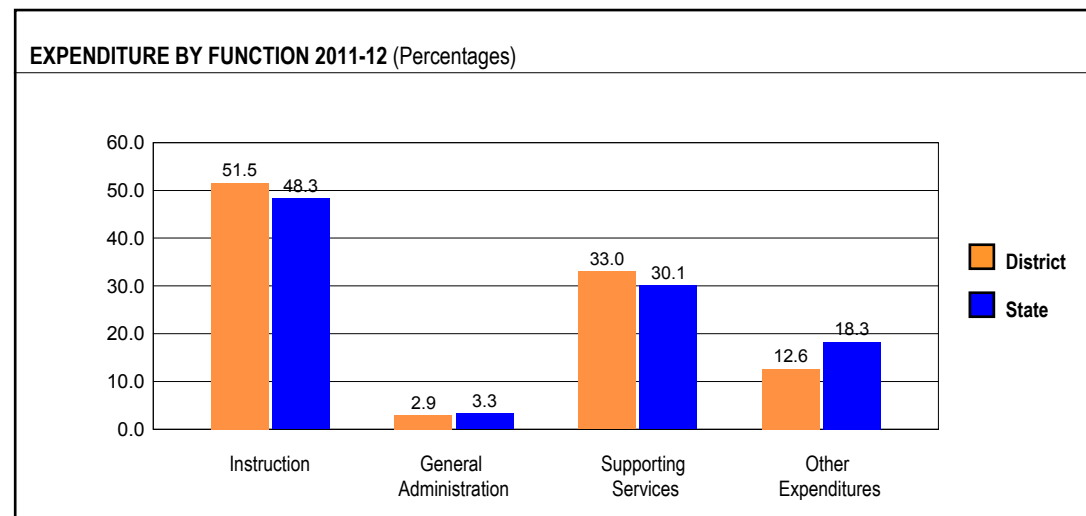
AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	14.8	13.8	15.0	19.0	15.8	17.0					15.7
District	21.2	19.0	18.0	18.9	18.6	20.5					20.3
State	21.1	21.5	21.5	21.9	22.5	22.5					21.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			15			170			20		
District	60			15			170			20		
State	62			31			142			30		

TEACHER INFORMATION	
	% of Classes Not Taught by Highly Qualified Teachers
School	0.0
District	0.0
State	0.2

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2011-12			
	District	District %	State %
Local Property Taxes	\$28,708,009	43.3	61.1
Other Local Funding	\$3,093,048	4.7	4.8
General State Aid	\$19,427,773	29.3	16.4
Other State Funding	\$8,358,907	12.6	9.7
Federal Funding	\$6,769,509	10.2	8.1
TOTAL	\$66,357,246		

EXPENDITURE BY FUND 2011-12			
	District	District %	State %
Education	\$53,082,034	71.0	73.4
Operations & Maintenance	\$8,077,888	10.8	6.2
Transportation	\$3,880,222	5.2	3.7
Debt Service	\$2,479,848	3.3	7.6
Tort	\$1,145,854	1.5	1.2
Municipal Retirement/ Social Security	\$2,224,284	3.0	2.0
Fire Prevention & Safety	\$602,661	0.8	0.7
Capital Projects	\$3,252,058	4.4	5.2
TOTAL	\$74,744,849		

OTHER FINANCIAL INDICATORS				
	2010 Equalized Assessed Valuation per Pupil	2010 Total School Tax Rate per \$100	2011-12 Instructional Expenditure per Pupil	2011-12 Operating Expenditure per Pupil
District	\$82,987	4.26	\$6,339	\$9,867
State	**	**	\$6,974	\$11,842

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

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

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

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

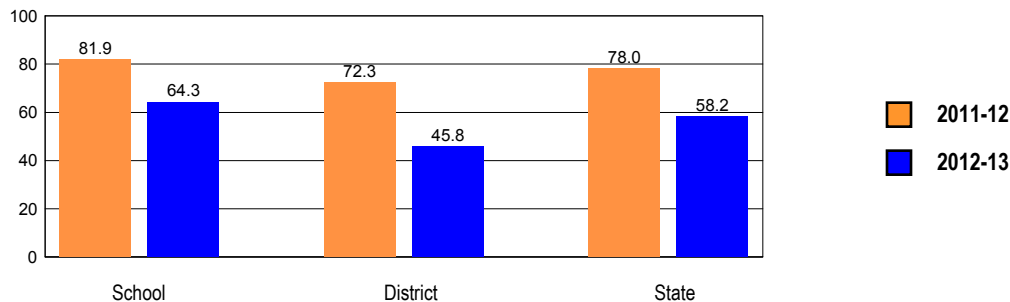
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

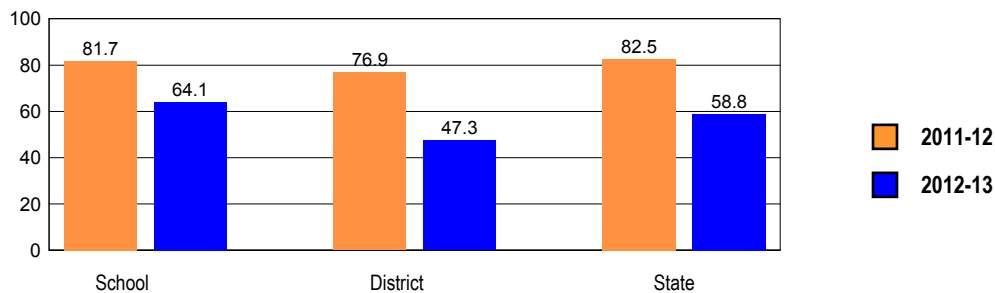
OVERALL STUDENT PERFORMANCE

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 and mathematics. The ISAT reading and math cut scores were reset for school year 2013. Starting in 2013, Illinois raised the performance cut scores in reading and math to align with college and career ready expectations.

OVERALL PERFORMANCE - ALL STATE TESTS

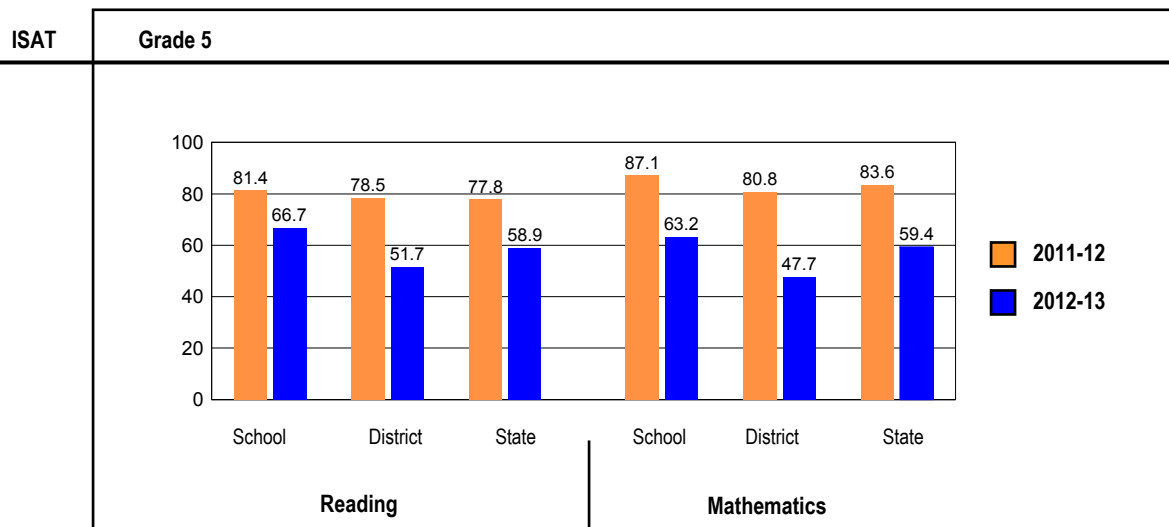
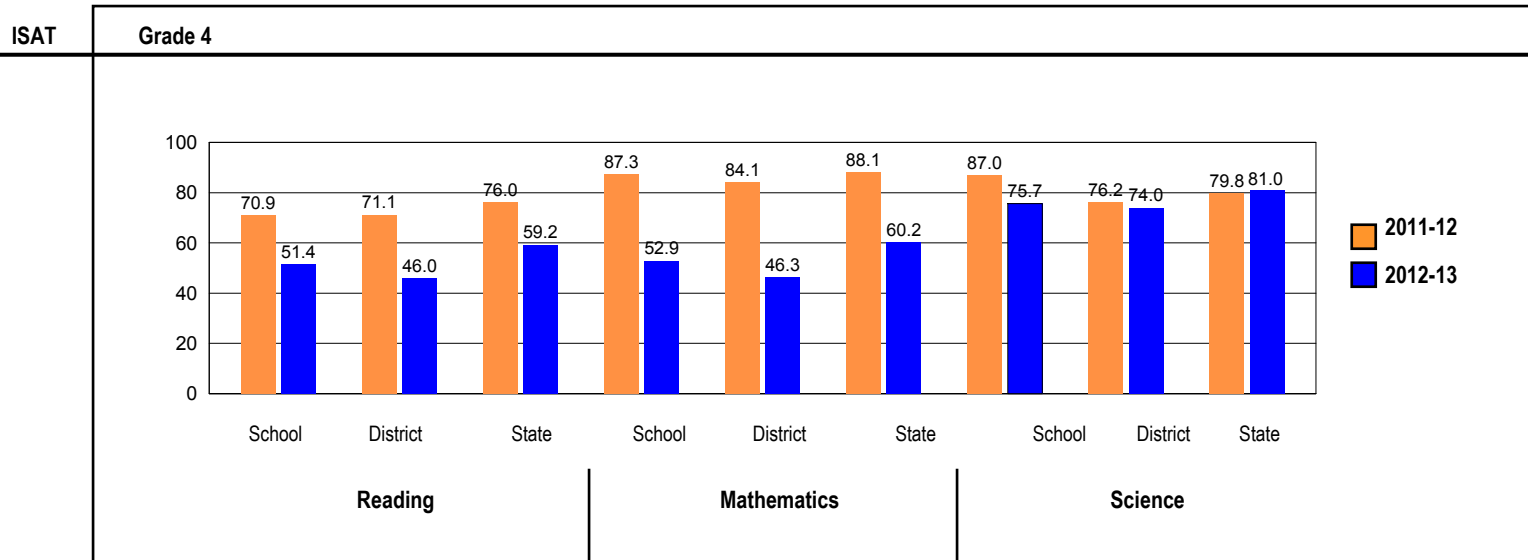
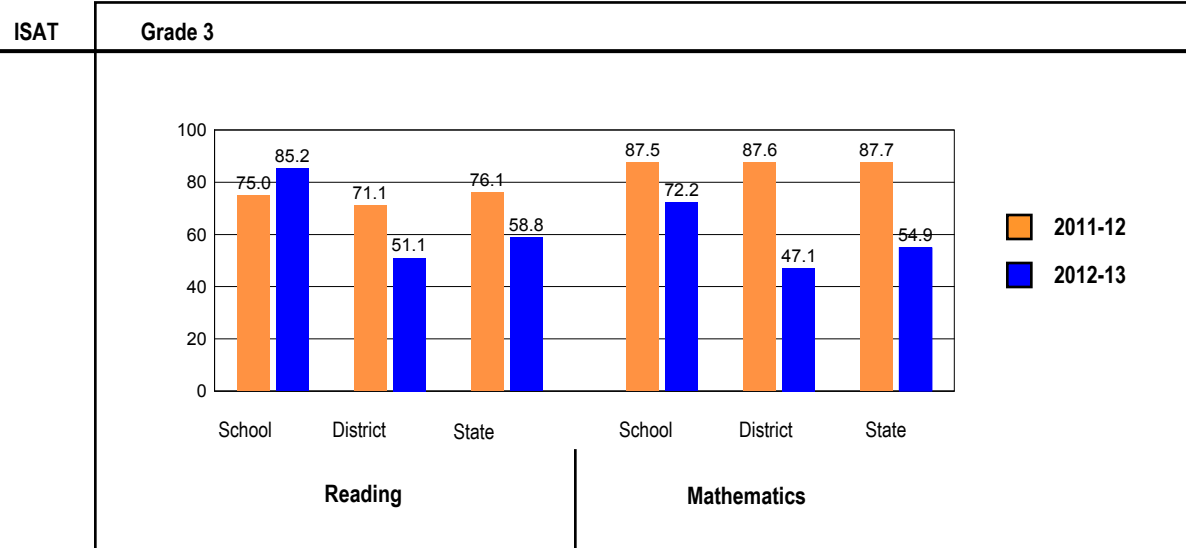


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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	182	94	88	147	13	17	2	0	0	3	2	0	32	107
	Reading	0.0	0.0	0.0	0.0	0.0	0.0							0.0	0.0
District	*Enrollment	3,450	1,793	1,657	2,587	381	317	19	4	19	123	57	0	677	2,086
	Reading	0.4	0.4	0.4	0.4	0.0	0.6	0.0		0.0	0.8	0.0		0.3	0.6
State	*Enrollment	1,067,095	545,884	521,053	542,053	188,403	253,427	46,751	1,561	3,694	30,704	73,555	276	143,695	542,427
	Reading	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.4	0.4	0.6	1.1	0.8	0.5

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	182	94	88	147	13	17	2	0	0	3	2	0	32	107
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0							0.0	0.0
District	*Enrollment	3,454	1,796	1,658	2,587	381	319	19	4	21	123	61	0	677	2,089
	Mathematics	0.5	0.6	0.4	0.5	0.3	0.6	0.0		0.0	0.8	0.0		0.6	0.7
State	*Enrollment	1,068,846	546,846	521,842	542,440	188,509	254,061	47,334	1,565	3,709	30,726	75,331	278	143,714	543,668
	Mathematics	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.3	0.4	0.3	0.7	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	71	41	30	54	6	10	0	0	0	1	0	0	17	46
	Science	0.0	0.0	0.0	0.0		0.0							0.0	0.0
District	*Enrollment	1,501	767	734	1,124	168	138	9	0	8	54	21	0	282	876
	Science	0.9	1.0	0.8	0.9	0.6	1.4				1.9	0.0		1.8	1.4
State	*Enrollment	455,414	232,478	222,882	234,340	79,949	105,892	20,304	615	1,520	12,626	25,072	106	60,808	223,602
	Science	0.6	0.7	0.5	0.5	1.1	0.6	0.3	0.7	0.7	0.7	0.7	0.9	1.4	0.8

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

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

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

Grade 3**Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	1.9	13.0	48.1	37.0	1.9	25.9	50.0	22.2
District	9.3	39.6	35.8	15.3	9.7	43.1	40.8	6.3
State	6.7	34.5	39.4	19.4	6.9	38.2	43.7	11.1

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	3.3	16.7	46.7	33.3	3.3	20.0	53.3	23.3
	District	8.8	44.2	35.8	11.2	7.3	45.2	41.0	6.5
	State	8.2	37.6	38.2	16.0	7.2	37.1	43.9	11.8
Female	School	0.0	8.3	50.0	41.7	0.0	33.3	45.8	20.8
	District	9.9	34.0	35.8	20.3	12.7	40.6	40.6	6.1
	State	5.1	31.3	40.7	23.0	6.6	39.4	43.5	10.4

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	2.1	14.9	42.6	40.4	2.1	23.4	51.1	23.4
	District	8.4	35.5	37.6	18.5	8.9	37.5	46.1	7.5
	State	3.3	25.2	44.7	26.8	3.0	28.8	53.2	15.0
Black	School								
	District	19.6	48.2	28.6	3.6	17.9	58.9	21.4	1.8
	State	11.8	47.7	32.4	8.1	15.5	53.5	27.9	3.1
Hispanic	School								
	District	4.5	63.6	27.3	4.5	4.5	65.9	27.3	2.3
	State	10.8	46.7	33.2	9.3	9.6	50.0	35.5	4.9
Asian	School								
	District								
	State	2.2	18.1	42.5	37.1	2.2	18.0	47.4	32.4
Native Hawaiian/Pacific Islander	School								
	District								
	State	7.5	34.0	38.5	20.0	6.5	35.8	45.3	12.4
American Indian	School								
	District								
	State	8.7	41.6	36.7	13.0	7.2	46.8	38.9	7.2
Two or More Races	School								
	District	10.5	26.3	42.1	21.1	15.8	36.8	36.8	10.5
	State	4.7	30.3	41.6	23.4	5.9	35.7	44.8	13.6

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	3.4	13.8	69.0	13.8	3.4	31.0	58.6	6.9
	District	12.1	47.3	33.2	7.4	12.7	50.2	35.1	2.0
	State	10.6	46.1	34.4	8.9	11.1	50.0	34.6	4.3
Not Eligible	School	0.0	12.0	24.0	64.0	0.0	20.0	40.0	40.0
	District	4.6	26.4	40.2	28.7	4.6	31.0	50.6	13.8
	State	2.1	20.9	45.3	31.7	2.1	24.5	54.4	19.1

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	5.7	42.9	42.9	8.6	5.7	41.4	47.1	5.7	2.9	21.4	60.0	15.7
District	8.5	45.5	39.5	6.5	10.5	43.3	41.6	4.6	3.8	22.2	62.7	11.3
State	6.2	34.6	44.3	14.9	6.6	33.2	48.4	11.8	2.1	17.0	59.9	21.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	5.0	42.5	47.5	5.0	5.0	30.0	57.5	7.5	5.0	15.0	62.5	17.5
	District	9.9	50.2	35.4	4.6	10.6	43.0	39.6	6.8	4.9	20.8	61.0	13.3
	State	7.9	36.1	43.0	13.0	7.3	32.8	47.5	12.4	2.4	16.8	58.2	22.6
Female	School	6.7	43.3	36.7	13.3	6.7	56.7	33.3	3.3	0.0	30.0	56.7	13.3
	District	6.9	40.3	44.2	8.7	10.3	43.5	44.0	2.2	2.6	23.7	64.7	9.1
	State	4.4	32.9	45.7	17.0	5.9	33.5	49.4	11.2	1.7	17.1	61.7	19.4

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	7.4	44.4	37.0	11.1	7.4	37.0	48.1	7.4	1.9	20.4	61.1	16.7
	District	8.5	44.1	40.4	6.9	9.6	43.6	41.2	5.6	3.5	20.3	63.5	12.8
	State	3.2	25.4	50.8	20.6	3.5	25.4	55.4	15.7	0.8	9.5	60.7	29.0
Black	School	13.0	52.2	30.4	4.3	21.7	45.7	32.6	0.0	4.3	41.3	45.7	8.7
	District State	12.3	48.9	33.3	5.6	13.8	47.4	35.4	3.4	4.9	31.8	55.7	7.7
Hispanic	School												
	District	6.0	50.0	40.0	4.0	5.9	47.1	45.1	2.0	5.9	21.6	64.7	7.8
	State	8.8	46.8	37.7	6.6	8.8	42.5	43.6	5.1	2.8	23.8	62.8	10.6
Asian	School												
	District												
	State	2.2	16.3	49.6	31.9	2.4	13.4	48.5	35.8	1.1	6.8	51.4	40.6
Native Hawaiian/Pacific Islander	School												
	District												
	State	3.9	31.2	47.3	17.6	5.4	32.7	48.3	13.7	1.5	12.2	62.4	23.9
American Indian	School												
	District												
	State	9.1	42.5	37.6	10.9	9.8	41.2	39.4	9.6	3.6	21.7	61.6	13.1
Two or More Races	School												
	District	0.0	47.1	47.1	5.9	5.9	29.4	58.8	5.9	0.0	11.8	88.2	0.0
	State	5.1	30.5	46.3	18.1	6.2	32.6	47.5	13.7	1.9	14.7	60.1	23.2

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	18.8	50.0	31.3	0.0	25.0	50.0	25.0	0.0	0.0	37.5	62.5	0.0
	District	28.4	52.0	18.6	1.0	28.4	52.0	19.6	0.0	7.8	35.3	52.0	4.9
	State	28.0	48.4	19.8	3.9	24.1	47.3	25.2	3.4	6.9	35.6	50.0	7.6
Non-IEP	School	1.9	40.7	46.3	11.1	0.0	38.9	53.7	7.4	3.7	16.7	59.3	20.4
	District	3.3	43.9	44.9	7.9	5.8	41.0	47.3	5.8	2.8	18.8	65.5	12.9
	State	3.0	32.6	47.9	16.5	4.1	31.1	51.8	13.0	1.4	14.3	61.4	23.0

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	8.9	51.1	31.1	8.9	6.7	51.1	37.8	4.4	4.4	26.7	62.2	6.7
	District	11.7	52.9	30.6	4.8	16.0	48.5	33.8	1.7	5.8	28.8	58.9	6.5
	State	9.7	46.6	37.3	6.4	10.3	43.9	41.3	4.5	3.3	25.4	61.0	10.3
Not Eligible	School	0.0	28.0	64.0	8.0	4.0	24.0	64.0	8.0	0.0	12.0	56.0	32.0
	District	3.9	35.0	52.2	8.9	2.5	35.8	52.9	8.8	1.0	12.7	68.1	18.1
	State	2.2	21.0	52.2	24.6	2.5	21.0	56.4	20.1	0.7	7.4	58.7	33.2

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	8.8	24.6	52.6	14.0	3.5	33.3	57.9	5.3
District	10.9	37.5	42.1	9.5	10.1	42.2	44.0	3.7
State	6.3	34.8	42.7	16.2	7.2	33.4	47.7	11.7

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	4.3	21.7	65.2	8.7	4.3	17.4	69.6	8.7
	District	12.7	40.3	41.0	6.0	12.4	41.9	41.6	4.1
	State	7.9	36.4	41.6	14.1	8.2	33.0	46.3	12.5
Female	School	11.8	26.5	44.1	17.6	2.9	44.1	50.0	2.9
	District	8.9	34.4	43.3	13.4	7.7	42.5	46.6	3.2
	State	4.7	33.1	43.8	18.4	6.1	33.9	49.2	10.9

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	8.7	21.7	56.5	13.0	4.3	28.3	63.0	4.3
	District	9.2	34.4	45.4	11.0	9.3	41.6	45.0	4.1
	State	3.1	25.1	49.4	22.3	3.9	26.0	54.7	15.5
Black	School								
	District	21.1	49.1	28.1	1.8	15.8	52.6	29.8	1.8
	State	12.4	50.4	31.8	5.5	15.2	48.1	33.8	2.9
Hispanic	School								
	District	10.2	53.1	32.7	4.1	10.2	40.8	44.9	4.1
	State	9.4	46.7	36.2	7.6	9.1	41.9	43.7	5.3
Asian	School								
	District								
	State	2.3	17.7	44.9	35.1	2.4	14.1	46.7	36.9
Native Hawaiian/Pacific Islander	School								
	District								
	State	4.3	32.9	50.7	12.1	4.8	27.8	56.0	11.5
American Indian	School								
	District								
	State	9.4	43.3	38.7	8.7	8.4	41.0	44.7	5.9
Two or More Races	School								
	District	7.7	30.8	46.2	15.4	15.4	15.4	69.2	0.0
	State	5.2	31.6	43.9	19.3	6.9	32.0	46.1	15.0

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	20.0	40.0	40.0	0.0	20.0	50.0	30.0	0.0
	District	42.4	32.6	23.9	1.1	38.5	46.2	13.2	2.2
	State	28.4	50.6	17.5	3.5	26.2	47.7	23.3	2.7
Non-IEP	School	6.4	21.3	55.3	17.0	0.0	29.8	63.8	6.4
	District	4.0	38.5	46.1	11.3	4.0	41.4	50.6	4.0
	State	3.1	32.5	46.3	18.0	4.4	31.3	51.2	13.0

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	12.5	31.3	46.9	9.4	6.3	37.5	53.1	3.1
	District	14.6	43.2	36.0	6.2	14.0	47.2	36.8	2.0
	State	10.2	47.1	35.9	6.8	11.0	44.1	40.6	4.2
Not Eligible	School	4.0	16.0	60.0	20.0	0.0	28.0	64.0	8.0
	District	5.3	29.0	51.2	14.5	4.3	34.8	54.6	6.3
	State	2.1	21.2	50.2	26.5	2.9	21.6	55.5	19.9

2013 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

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

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
2013-14 Federal Improvement Status	Restructuring
2013-14 State Improvement Status	Academic Watch Status Year 2

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
All	100.0	Yes	100.0	Yes	66.2	61.2	Yes	64.9	62.3	Yes	93.1	Yes		
White	100.0	Yes	100.0	Yes	65.6	61.0	Yes	66.4	63.8	Yes	93.2			
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	55.1	52.5	No	56.4	54.5	No	91.8			

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 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 92% attendance rate for non-high schools.
4. At least 85% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

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

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

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet 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.

2013 STUDENT ACADEMIC GROWTH

Average Growth Value		
	Reading	Math
School	98.0	98.2
District	96.4	94.1
State	102.1	101.4

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

Reading

			Performance Level in Year 2								
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards		
			1A	1B	2A	2B	3A	3B	4A	4B	
Performance Level in Year 1	Academic Warning	1A									
		1B		3							
	Below Standards	2A		4	7	5	2				
		2B		2	5	14	12				
	Meets Standards	3A			2	4	11	9			
		3B			1	1	5	8	4	1	
	Exceeds Standards	4A				1	2	4	1	2	
		4B					1	5	1	3	

Math

			Performance Level in Year 2								
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards		
			1A	1B	2A	2B	3A	3B	4A	4B	
Performance Level in Year 1	Academic Warning	1A		1							
		1B		4		1	1				
	Below Standards	2A		1	4	7		1			
		2B			7	14	11				
	Meets Standards	3A			1	8	16	4			
		3B			2		13	11	2		
	Exceeds Standards	4A					2	2	2	1	
		4B						2	2		