SMITHTON CCSD 130
SMITHTON, ILLINOIS

2007 ILLINOIS DISTRICT REPORT CARD

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

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
District	97.6	0.0	0.0	1.2	0.0	1.2	4.8	0.0		0.0	7.2	96.7	415
State	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2		2.5	15.2	93.7	2,077,856

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

Limited-English-proficient students are those students eligible for transitional bilingual programs.
Mobility rate is based on the number of times students enroll in or leave a school during the school year.
Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
District	100.0
State	96.1

STUDENT-TO-STAFF RATIOS

	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
District	17.3		14.3	207.5
State	18.8		13.9	230.6

* 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
District	16.7	23.0	18.7	25.0	22.5	25.5	17.5	24.5	20.0	
State	20.9	21.0	21.3	21.8	22.5	22.8	22.6	21.8	21.9	

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

	Mathematics			Science			English/Language Arts			Social Science		
Grades	3	6	8	3	6	8	3	6	8	3	6	8
District	60	45	45	60	45	45	120	90	90	60	45	45
State	58	53	51	30	43	44	145	104	93	31	43	44

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	0.0	100.0	27
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

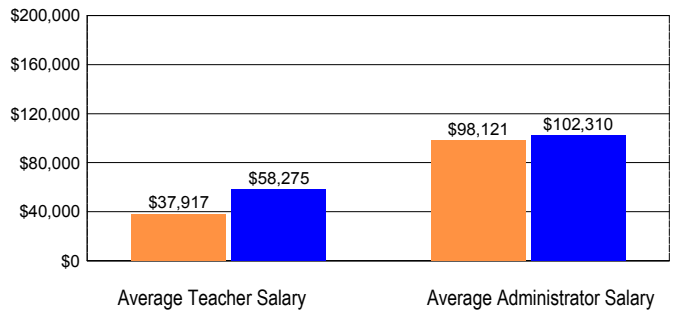
TEACHER INFORMATION (Continued)

		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**	5.9	92.6	7.4	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools					
State:	**All Schools**	12.9	47.6	52.3	1.5	3.2
	High Poverty Schools	12.5	50.3	49.6	2.6	13.4
	Low Poverty Schools	12.3	40.1	59.9	0.9	0.2

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

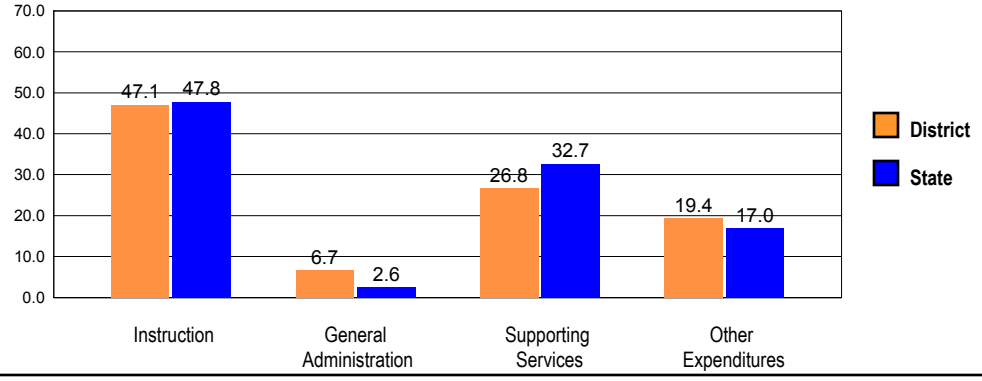
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

District
State

EXPENDITURE BY FUNCTION 2005-06 (Percentages)



REVENUE BY SOURCE 2005-06	District	District %	State %
Local Property Taxes	$1,940,797	62.2	58.8
Other Local Funding	$93,787	3.0	6.0
General State Aid	$747,553	24.0	18.2
Other State Funding	$144,370	4.6	9.3
Federal Funding	$191,918	6.2	7.7
TOTAL	$3,118,425		

EXPENDITURE BY FUND 2005-06	District	District %	State %
Education	$1,884,990	75.3	73.0
Operations & Maintenance	$133,004	5.3	8.6
Transportation	$100,798	4.0	3.9
Bond and Interest	$302,922	12.1	6.2
Rent	$0	0.0	0.0
Municipal Retirement/ Social Security	$45,316	1.8	1.8
Fire Prevention & Safety	$37,361	1.5	1.1
Site & Construction/ Capital Improvement	$0	0.0	5.4
TOTAL	$2,504,391		

OTHER FINANCIAL INDICATORS	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per $100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	$160,599	3.25	$3,212	$5,560
State	**	**	$5,567	$9,488

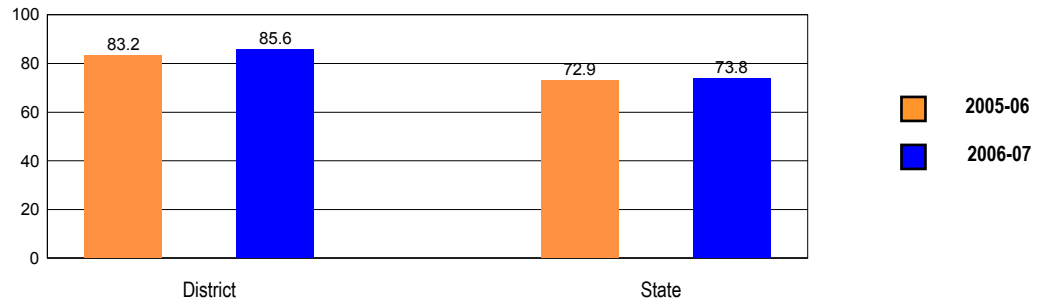
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per $100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school 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

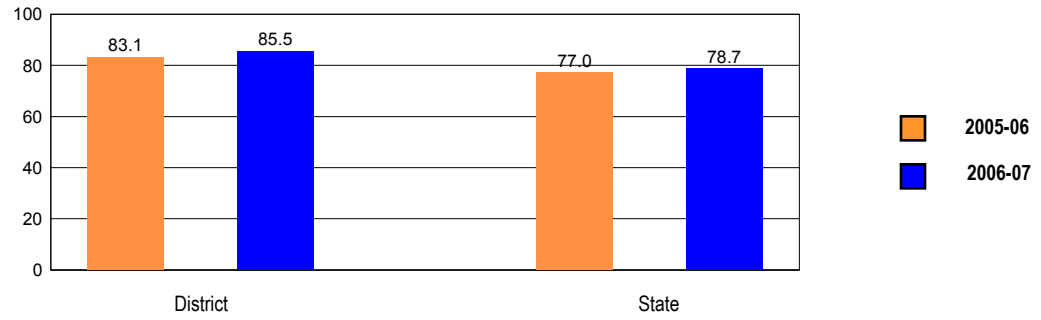
OVERALL STUDENT PERFORMANCE

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

OVERALL PERFORMANCE - ALL STATE TESTS



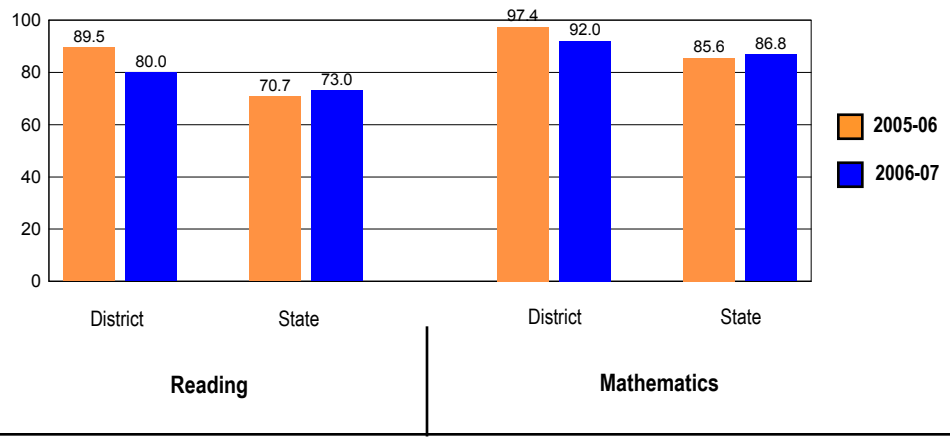
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



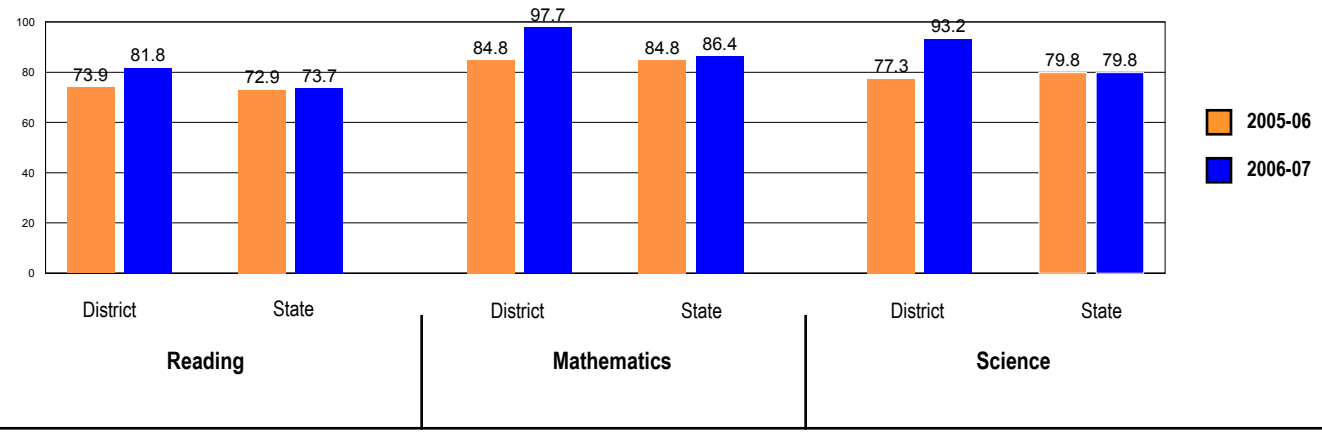
ISAT PERFORMANCE

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.

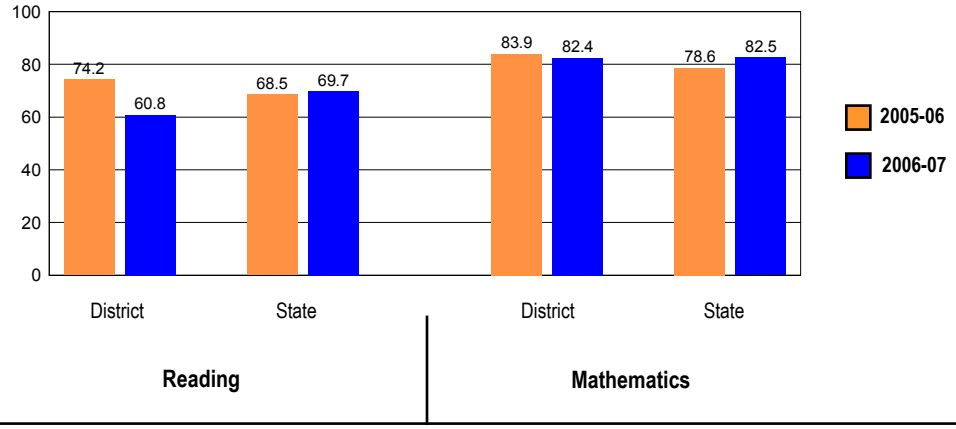
ISAT **Grade 3**



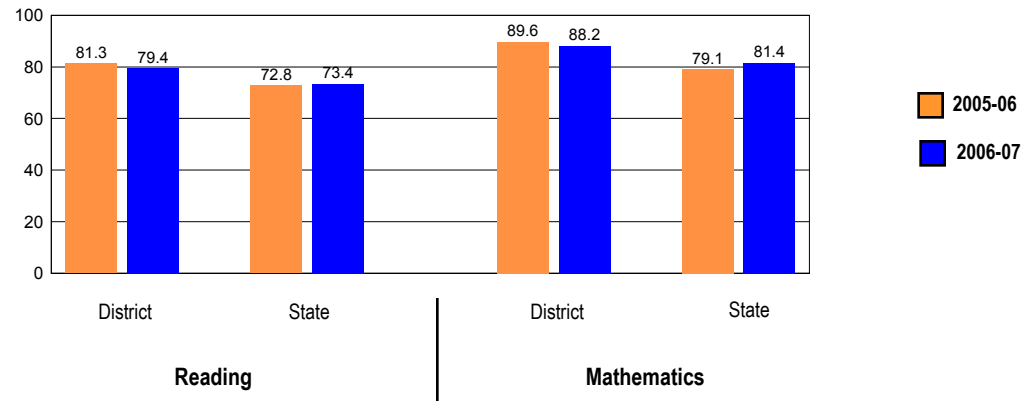
ISAT **Grade 4**



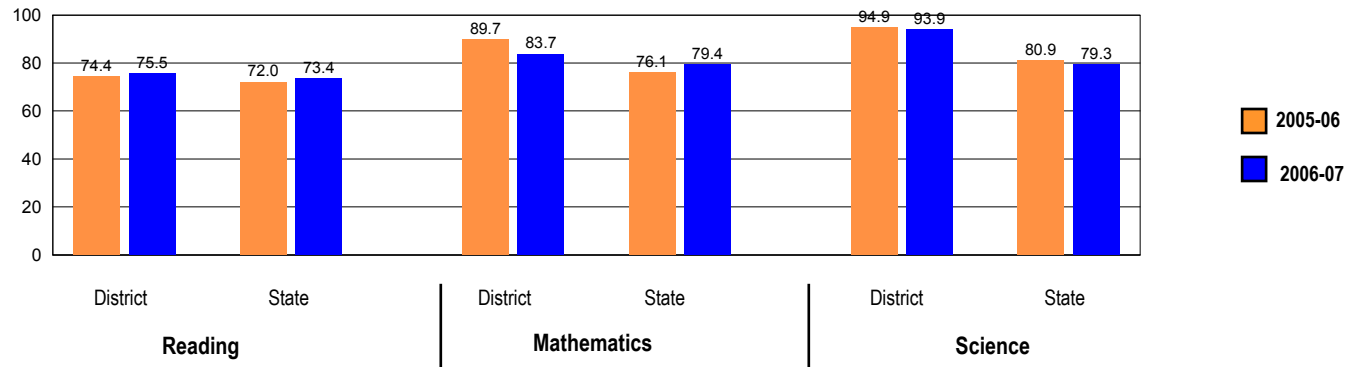
ISAT **Grade 5**



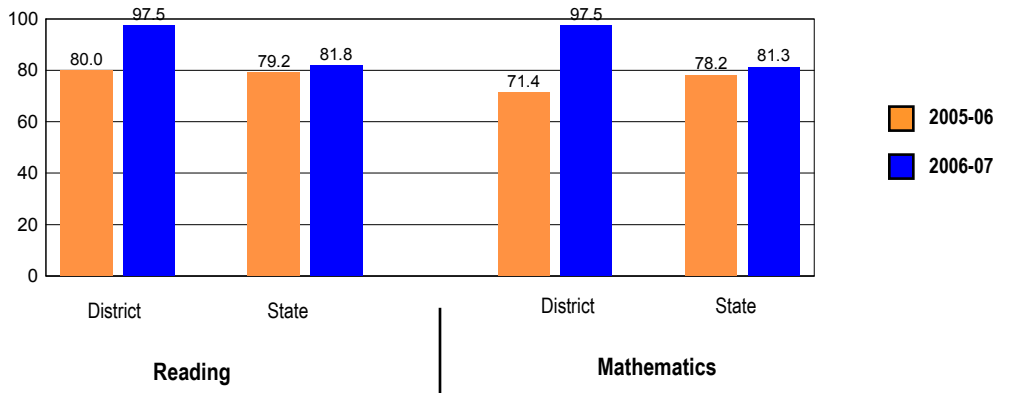
ISAT **Grade 6**



ISAT **Grade 7**



ISAT **Grade 8**



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 Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. 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.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS

			Gender		Racial/Ethnic Background									
		All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	LEP	Migrant	Students with Disabilities	Econo-mically Disadv-antaged
District	*Enrollment	270	146	124	261		4	4		1			20	15
	Reading	0.0	0.0	0.0	0.0								0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0								0.0	0.0
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1
	Mathematics	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1

* Enrollment as reported during the testing windows.

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

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
District	2.0	18.0	44.0	36.0	0.0	8.0	48.0	44.0
State	5.3	21.7	48.8	24.1	3.7	9.5	44.7	42.0

Grade 3 - Gender

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Male								
District	4.2	25.0	33.3	37.5	0.0	8.3	54.2	37.5
State	7.0	24.3	47.5	21.2	4.3	9.4	43.2	43.1
Female								
District	0.0	11.5	53.8	34.6	0.0	7.7	42.3	50.0
State	3.6	19.0	50.2	27.2	3.1	9.7	46.4	40.9

Grade 3 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White								
District	2.1	18.8	43.8	35.4	0.0	8.3	45.8	45.8
State	2.7	14.9	50.5	31.9	1.2	4.9	41.6	52.3
Black								
District								
State	12.3	37.2	42.4	8.1	10.8	21.0	49.7	18.4
Hispanic								
District								
State	6.1	28.2	52.2	13.5	3.5	11.7	53.8	31.0
Asian/Pacific Islander								
District								
State	1.1	9.2	48.4	41.4	0.5	2.4	27.8	69.2
Native American								
District								
State	4.7	16.4	56.9	22.0	1.7	7.8	50.2	40.3
Multiracial/Ethnic								
District								
State	4.9	22.3	50.0	22.8	2.8	9.9	47.9	39.5

Grade 4

Grade 4 - All

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	18.2	45.5	36.4	0.0	2.3	63.6	34.1	0.0	6.8	65.9	27.3
State	1.1	25.2	48.3	25.4	1.2	12.5	56.9	29.5	3.5	16.7	61.5	18.2

Grade 4 - Gender

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District	0.0	23.3	50.0	26.7	0.0	3.3	70.0	26.7	0.0	6.7	66.7	26.7
State	1.5	27.9	47.2	23.5	1.5	13.1	55.2	30.3	4.0	16.5	59.0	20.5
Female												
District	0.0	7.1	35.7	57.1	0.0	0.0	50.0	50.0	0.0	7.1	64.3	28.6
State	0.6	22.5	49.5	27.4	0.8	11.9	58.7	28.7	3.0	17.0	64.2	15.8

Grade 4 - Racial/Ethnic Background

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
White												
District	0.0	18.2	45.5	36.4	0.0	2.3	63.6	34.1	0.0	6.8	65.9	27.3
State	0.5	17.0	49.4	33.2	0.5	6.8	55.1	37.6	1.1	8.6	64.4	25.8
Black												
District												
State	2.7	47.1	41.9	8.3	3.4	28.7	58.2	9.8	10.8	37.4	48.5	3.2
Hispanic												
District												
State	1.1	30.5	53.7	14.8	0.9	13.5	66.4	19.1	3.3	21.9	67.8	7.0
Asian/Pacific Islander												
District												
State	0.2	9.2	48.6	42.0	0.2	3.1	40.6	56.1	0.6	6.1	64.5	28.8
Native American												
District												
State	1.7	27.1	47.6	23.6	0.9	14.4	57.6	27.1	3.1	14.9	65.8	16.2
Multiracial/Ethnic												
District												
State	1.0	25.7	49.4	23.9	1.2	12.9	59.8	26.1	3.2	16.3	65.4	15.1

Grade 5

Grade 5 - All

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
District	0.0	39.2	45.1	15.7	2.0	15.7	62.7	19.6
State	0.8	29.6	44.1	25.6	0.5	17.0	62.8	19.7

Grade 5 - Gender

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Male								
District	0.0	48.0	36.0	16.0	0.0	12.0	56.0	32.0
State	1.0	33.0	42.8	23.2	0.7	18.0	60.7	20.7
Female								
District	0.0	30.8	53.8	15.4	3.8	19.2	69.2	7.7
State	0.5	26.0	45.5	28.1	0.4	15.9	64.9	18.8

Grade 5 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White								
District	0.0	39.6	43.8	16.7	2.1	16.7	60.4	20.8
State	0.4	20.5	45.3	33.8	0.2	9.7	64.3	25.8
Black								
District								
State	2.0	53.2	36.6	8.2	1.6	38.2	55.1	5.1
Hispanic								
District								
State	0.7	35.0	49.6	14.7	0.3	18.1	70.5	11.1
Asian/Pacific Islander								
District								
State	0.1	12.2	44.8	42.8	0.1	3.7	49.7	46.5
Native American								
District								
State	0.0	29.6	43.5	26.9	0.4	18.8	67.3	13.5
Multiracial/Ethnic								
District								
State	0.8	28.9	45.7	24.7	0.4	16.6	64.7	18.3

Grade 6

Grade 6 - All

Levels	Reading 1	Reading 2	Reading 3	Reading 4	Mathematics 1	Mathematics 2	Mathematics 3	Mathematics 4
District	0.0	20.6	61.8	17.6	0.0	11.8	82.4	5.9
State	0.2	26.4	54.3	19.1	0.5	18.0	62.2	19.2

Grade 6 - Gender

Levels	Reading 1	Reading 2	Reading 3	Reading 4	Mathematics 1	Mathematics 2	Mathematics 3	Mathematics 4
Male								
District	0.0	31.3	56.3	12.5	0.0	25.0	68.8	6.3
State	0.3	29.9	53.7	16.2	0.7	19.5	60.1	19.7
Female								
District	0.0	11.1	66.7	22.2	0.0	0.0	94.4	5.6
State	0.1	22.8	54.9	22.2	0.3	16.5	64.4	18.7

Grade 6 - Racial/Ethnic Background

Levels	Reading 1	Reading 2	Reading 3	Reading 4	Mathematics 1	Mathematics 2	Mathematics 3	Mathematics 4
White								
District	0.0	21.2	60.6	18.2	0.0	12.1	81.8	6.1
State	0.1	16.5	57.1	26.2	0.3	10.1	64.2	25.5
Black								
District								
State	0.4	46.2	46.8	6.5	1.4	37.9	54.9	5.9
Hispanic								
District								
State	0.3	37.6	53.8	8.4	0.4	22.1	67.1	10.3
Asian/Pacific Islander								
District								
State	0.1	9.3	53.7	36.9	0.1	3.9	48.2	47.8
Native American								
District								
State	0.0	22.9	62.2	14.9	1.1	16.0	67.9	14.9
Multiracial/Ethnic								
District								
State	0.2	23.7	56.9	19.2	0.4	16.8	65.2	17.6

Grade 7

Grade 7 - All

Levels	Reading 1	Reading 2	Reading 3	Reading 4	Mathematics 1	Mathematics 2	Mathematics 3	Mathematics 4	Science 1	Science 2	Science 3	Science 4
District	0.0	24.5	63.3	12.2	2.0	14.3	34.7	49.0	0.0	6.1	63.3	30.6
State	0.5	26.1	58.3	15.0	2.3	18.3	54.2	25.2	7.0	13.7	55.2	24.1

Grade 7 - Gender

Levels	Reading 1	Reading 2	Reading 3	Reading 4	Mathematics 1	Mathematics 2	Mathematics 3	Mathematics 4	Science 1	Science 2	Science 3	Science 4
Male												
District	0.0	30.0	60.0	10.0	3.3	16.7	30.0	50.0	0.0	10.0	53.3	36.7
State	0.7	29.9	56.3	13.1	2.8	18.8	52.0	26.3	7.7	13.3	52.5	26.5
Female												
District	0.0	15.8	68.4	15.8	0.0	10.5	42.1	47.4	0.0	0.0	78.9	21.1
State	0.3	22.2	60.5	17.1	1.7	17.8	56.5	24.0	6.2	14.3	58.1	21.4

Grade 7 - Racial/Ethnic Background

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
White												
District	0.0	25.5	61.7	12.8	2.1	14.9	34.0	48.9	0.0	6.4	63.8	29.8
State	0.3	17.4	61.5	20.8	1.1	10.8	53.8	34.3	3.0	7.3	54.7	35.0
Black												
District												
State	1.2	44.2	50.0	4.6	5.5	36.3	51.2	7.0	16.3	26.8	51.9	5.0
Hispanic												
District												
State	0.5	35.1	57.7	6.7	2.3	22.8	61.8	13.1	9.5	20.3	61.2	9.1
Asian/Pacific Islander												
District												
State	0.1	9.3	61.4	29.3	0.5	4.3	39.1	56.0	1.5	4.5	50.9	43.0
Native American												
District												
State	0.4	21.1	69.1	9.3	3.3	19.1	57.3	20.3	5.7	9.0	60.8	24.5
Multiracial/Ethnic												
District												
State	0.5	23.4	61.0	15.1	1.9	17.8	57.1	23.2	5.9	11.6	60.0	22.5

Grade 8

Grade 8 - All

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
District	0.0	2.5	85.0	12.5	0.0	2.5	22.5	75.0
State	0.6	17.7	69.9	11.8	1.2	17.5	52.3	29.0

Grade 8 - Gender

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Male								
District	0.0	5.0	85.0	10.0	0.0	0.0	30.0	70.0
State	0.8	21.6	67.8	9.8	1.5	18.8	50.1	29.6
Female								
District	0.0	0.0	85.0	15.0	0.0	5.0	15.0	80.0
State	0.3	13.6	72.2	14.0	0.9	16.2	54.5	28.4

Grade 8 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White								
District	0.0	2.6	84.6	12.8	0.0	2.6	20.5	76.9
State	0.3	12.6	71.1	16.0	0.6	10.4	50.8	38.2
Black								
District								
State	1.3	28.9	66.1	3.7	3.0	35.4	52.3	9.2
Hispanic								
District								
State	0.6	23.2	70.8	5.4	1.0	22.2	60.4	16.4
Asian/Pacific Islander								
District								
State	0.2	6.2	70.3	23.4	0.2	4.3	35.5	60.0
Native American								
District								
State	0.0	17.7	73.2	9.1	1.5	20.0	51.3	27.2
Multiracial/Ethnic								
District								
State	0.5	16.5	70.6	12.4	1.2	16.3	54.8	27.7

2007 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
2007-08 Federal Improvement Status	
2007-08 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	78.5		Yes	90.0		Yes	96.7	Yes		
White	100.0	Yes	100.0	Yes	78.2		Yes	89.7		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% 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 55.0% 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 72% graduation rate for high schools.

*** Includes only students enrolled as of 05/01/2006.**

**** Safe Harbor Targets of 55.0% 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.**

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001.
Number of schools in this district: 1
Number of Title I schools: 1
Number of Title I schools in School Improvement Status: 0
Percent of schools in School Improvement Status: 0 %

School ID	School Name	Years in School Improvement