Winthrop Harbor SD 1
Winthrop Harbor, ILLINOIS

2010 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	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	77.1	0.5	9.5	2.6	0.5	9.8	23.5	0.3	12.4		0.0	7.5	94.1	660
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

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 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
District	100.0
State	96.2

STUDENT-TO-STAFF RATIOS

	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
District	18.1		14.1	144.7
State	18.2		13.3	203.8

* 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
District	21.0	20.0	21.7	21.7	22.0	22.3	24.7	27.0	22.3	
State	20.7	21.2	21.4	22.1	22.6	22.8	21.5	21.1	21.0	

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	68	54	54	44	54	54	138	94	94	32	54	54
State	59	54	51	30	43	44	145	103	93	30	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	17.4	82.6	40
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

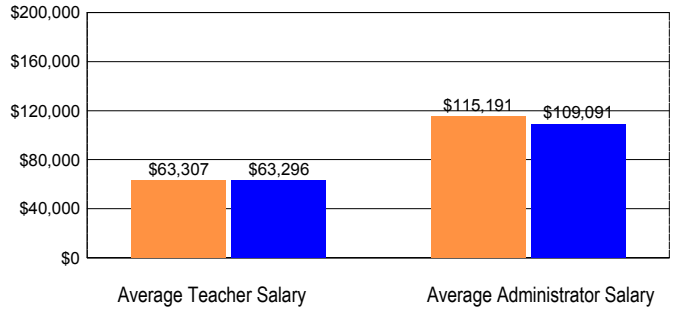
TEACHER INFORMATION (Continued)

		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	15.7	32.9	67.1	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools	14.0	14.8	85.2	0.0	0.0
State:	All Schools	12.7	42.2	57.4	0.5	0.7
	High Poverty Schools	12.4	43.8	55.7	1.2	2.1
	Low Poverty Schools	12.4	34.6	65.2	0.2	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

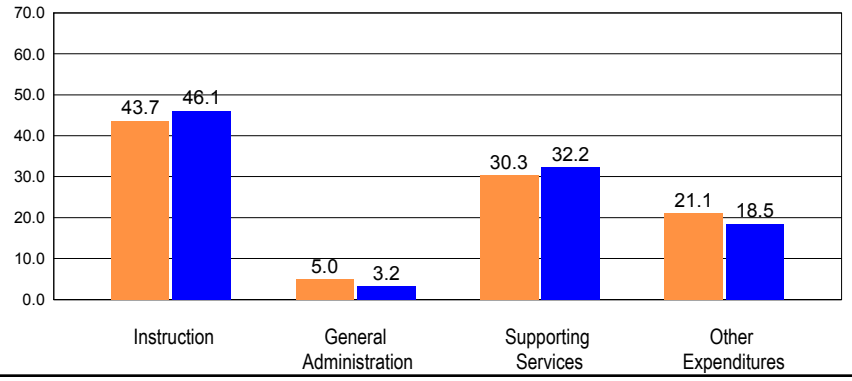
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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 2008-09 (Percentages)



District
State

REVENUE BY SOURCE 2008-09	District	District %	State %
Local Property Taxes	$4,833,825	70.6	58.4
Other Local Funding	$221,950	3.2	6.9
General State Aid	$985,042	14.4	14.5
Other State Funding	$457,370	6.7	8.3
Federal Funding	$344,182	5.0	11.9
TOTAL	$6,842,369		

EXPENDITURE BY FUND 2008-09	District	District %	State %
Education	$5,111,147	76.8	69.6
Operations & Maintenance	$442,083	6.6	7.9
Transportation	$341,851	5.1	3.8
Debt Service	$619,290	9.3	7.0
Tort	$0	0.0	1.2
Municipal Retirement/ Social Security	$138,691	2.1	1.8
Fire Prevention & Safety	$3,462	0.1	0.8
Site & Construction/ Capital Improvement	$0	0.0	7.9
TOTAL	$6,656,524		

OTHER FINANCIAL INDICATORS	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per $100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	$249,133	2.95	$4,567	$8,617
State	**	**	$6,483	$11,197

** 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

2009 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

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
	35.3	32.4	23.7	8.6	20.4	41.9	30.9	6.7

Grade 4 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White	22.0	34.2	31.8	12.0	9.5	38.9	42.1	9.5
Black	59.8	28.8	10.1	1.4	45.8	43.3	10.3	0.6
Hispanic	52.0	32.4	13.5	2.1	28.0	51.7	18.8	1.5
Asian/Pacific Islander	9.2	27.4	36.2	27.1	3.0	23.9	48.0	25.1
Native American								

Grade 4 - Limited-English-Proficient

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
	70.3	22.3	6.6	0.8	47.2	42.2	9.8	0.8

Grade 4 - Students with Disabilities

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
	67.2	18.1	10.6	4.1	38.2	38.6	19.3	3.9

Grade 4 - Economically Disadvantaged

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
	53.4	31.7	13.0	1.8	34.2	47.9	16.8	1.1

Grade 4 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	79.5	85.3
Students with Disabilities	81.6	88.2

Grade 8

Grade 8 - All

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
	23.5	43.8	30.4	2.3	27.4	39.5	25.9	7.2

Grade 8 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White	13.9	43.8	39.2	3.1	14.6	41.6	33.6	10.2
Black	46.2	43.6	10.0	0.2	58.6	32.6	8.1	0.7
Hispanic	34.9	46.7	18.1	0.3	40.6	42.4	15.9	1.1
Asian/Pacific Islander	7.6	32.5	52.1	7.8	10.8	29.6	40.6	19.0
Native American								

Grade 8 - Limited-English-Proficient

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
	72.0	23.5	4.5	0.0	68.3	24.3	7.1	0.3

Grade 8 - Students with Disabilities

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
	62.9	27.2	9.6	0.3	62.2	29.9	6.9	1.1

Grade 8 - Economically Disadvantaged

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
	40.2	43.6	15.7	0.5	46.9	38.6	12.8	1.7

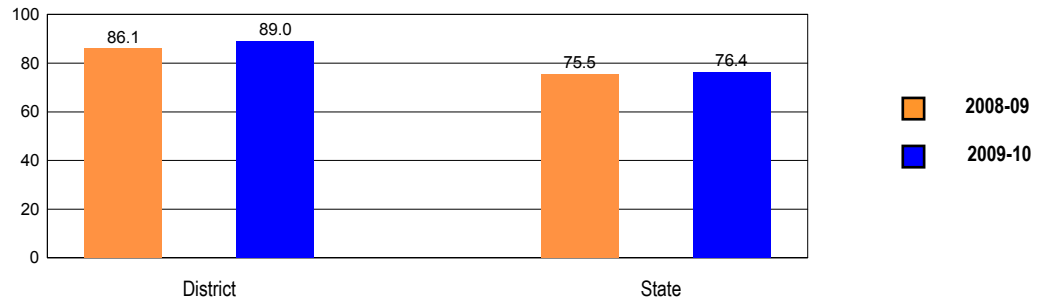
Grade 8 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	76.0	81.4
Students with Disabilities	78.0	80.3

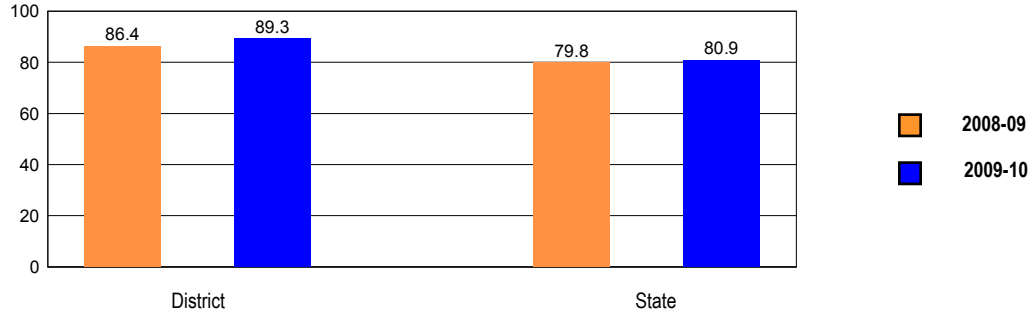
OVERALL STUDENT PERFORMANCE

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



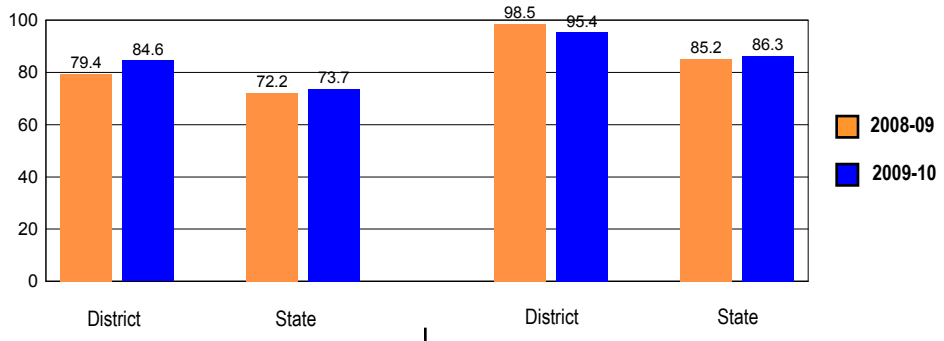
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



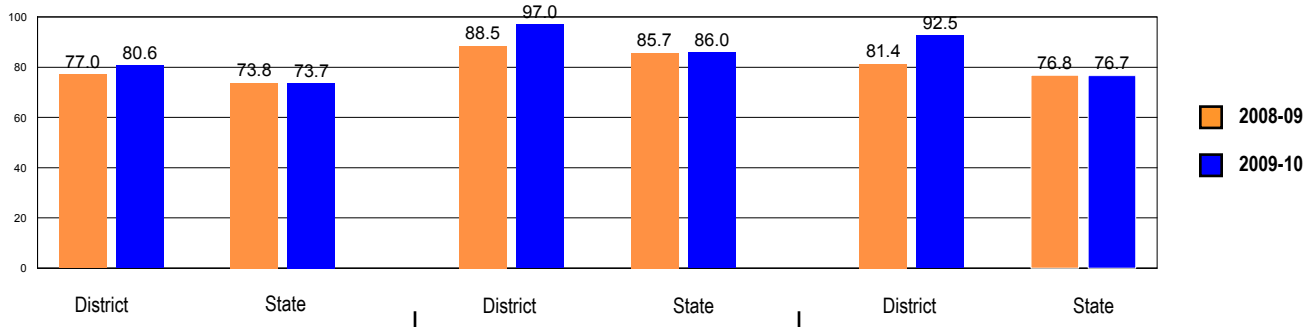
ISAT PERFORMANCE

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.

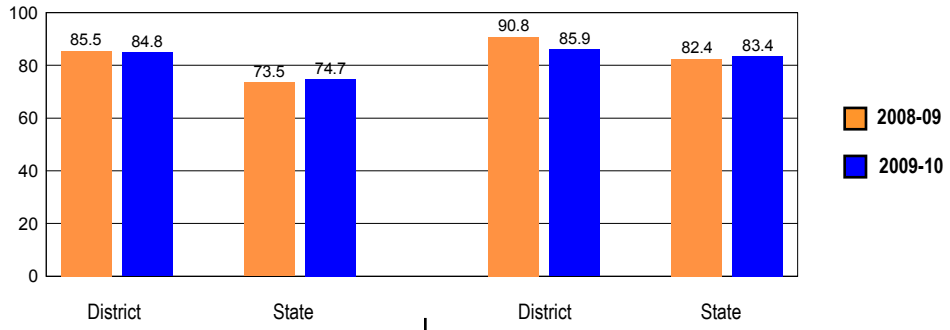
ISAT Grade 3



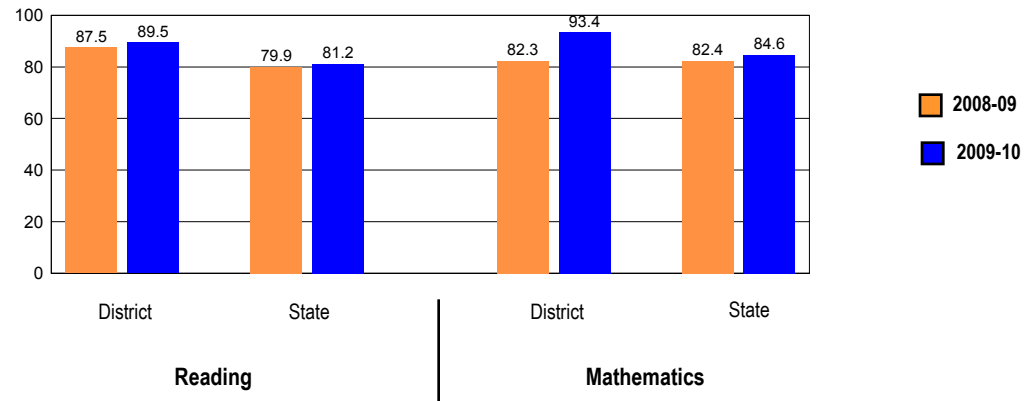
ISAT Grade 4



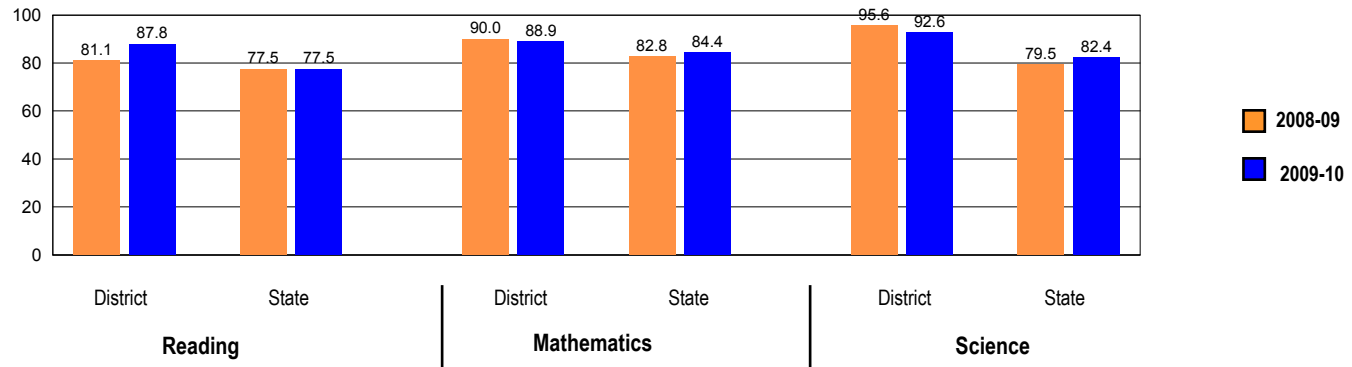
ISAT Grade 5



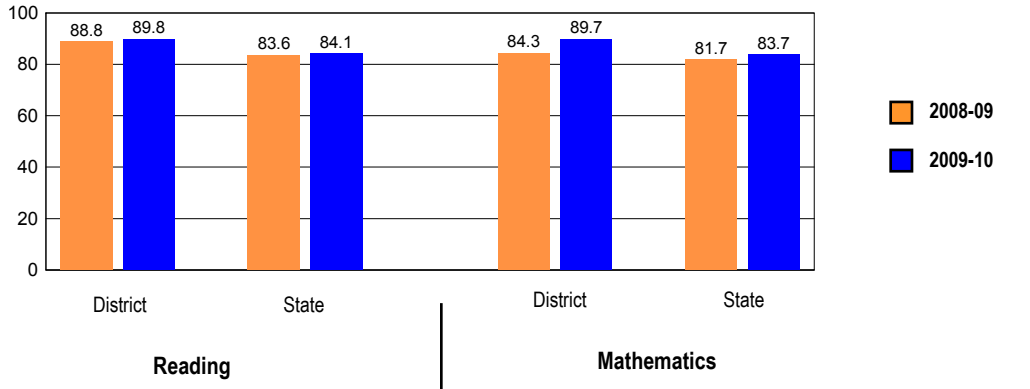
ISAT **Grade 6**



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 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									
		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	473	222	251	378	1	39	13	2	40	1	0	65	113
	Reading	0.0	0.0	0.0	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		0.0			0.0	0.0
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3
	Mathematics	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3

* 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									
		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	151	72	79	120	0	12	3	2	14	0	0	23	51
	Science	0.0	0.0	0.0	0.0		0.0			0.0			0.0	0.0
State	*Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

* 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

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
District	0.0	15.4	56.9	27.7	1.5	3.1	33.8	61.5
State	5.4	20.9	45.9	27.8	2.9	10.7	44.7	41.7

Grade 3 - Gender

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Male								
District	0.0	19.4	54.8	25.8	3.2	3.2	32.3	61.3
State	6.6	22.7	45.6	25.1	3.1	10.6	43.2	43.0
Female								
District	0.0	11.8	58.8	29.4	0.0	2.9	35.3	61.8
State	4.1	19.1	46.2	30.7	2.7	10.9	46.2	40.2

Grade 3 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White								
District	0.0	17.3	57.7	25.0	1.9	1.9	32.7	63.5
State	2.2	11.9	46.6	39.3	1.0	5.3	39.0	54.7
Black								
District								
State	9.8	31.1	46.2	12.9	7.4	20.0	51.9	20.6
Hispanic								
District								
State	9.7	35.1	44.2	11.0	4.1	16.7	54.3	24.9
Asian/Pacific Islander								
District								
State	1.7	10.0	43.5	44.9	0.9	3.5	27.3	68.4
Native American								
District								
State	3.8	19.8	48.3	28.1	2.3	8.0	46.8	43.0
Multiracial/Ethnic								
District								
State	3.7	17.3	48.2	30.7	2.1	9.0	45.8	43.1

Grade 3 - Students with Disabilities

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
IEP								
District	0.0	30.8	53.8	15.4	7.7	7.7	53.8	30.8
State	18.9	36.6	33.4	11.1	9.3	22.4	46.7	21.7
Non-IEP								
District	0.0	11.5	57.7	30.8	0.0	1.9	28.8	69.2
State	3.4	18.6	47.7	30.2	2.0	9.1	44.4	44.5

Grade 3 - Economically Disadvantaged

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	0.0	16.7	66.7	16.7	0.0	0.0	66.7	33.3
State	9.0	30.9	46.4	13.7	5.0	16.8	52.7	25.5
Not Eligible								
District	0.0	15.1	54.7	30.2	1.9	3.8	26.4	67.9
State	1.6	10.4	45.3	42.7	0.8	4.3	36.2	58.7

Grade 4

Grade 4 - All

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	19.4	52.2	28.4	1.5	1.5	67.2	29.9	0.0	7.5	83.6	9.0
State	1.2	25.1	44.8	28.9	1.1	12.9	57.7	28.2	2.8	20.5	59.6	17.0

Grade 4 - Gender

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District	0.0	16.7	53.3	30.0	3.3	3.3	66.7	26.7	0.0	6.7	76.7	16.7
State	1.7	27.7	43.9	26.7	1.3	13.3	56.1	29.3	3.2	20.1	57.4	19.4
Female												
District	0.0	21.6	51.4	27.0	0.0	0.0	67.6	32.4	0.0	8.1	89.2	2.7
State	0.7	22.3	45.7	31.2	0.9	12.5	59.5	27.1	2.5	21.0	62.0	14.6

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	17.3	51.9	30.8	0.0	1.9	71.2	26.9	0.0	5.8	82.7	11.5
State	0.5	15.1	45.0	39.4	0.5	6.6	54.4	38.5	0.8	10.2	63.7	25.4
Black												
District												
State	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
Hispanic												
District												
State	2.1	38.8	45.3	13.9	1.5	18.7	65.5	14.2	4.5	31.2	58.6	5.7
Asian/Pacific Islander												
District												
State	0.4	10.7	39.6	49.2	0.5	4.2	41.2	54.1	1.3	9.1	57.7	31.9
Native American												
District												
State	0.7	21.7	44.9	32.6	0.4	13.0	59.8	26.8	3.3	17.4	58.7	20.7
Multiracial/Ethnic												
District												
State	0.5	21.0	47.2	31.2	0.6	11.4	59.9	28.0	1.7	17.2	63.0	18.1

Grade 4 - Students with Disabilities

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP												
District	0.0	50.0	31.3	18.8	6.3	6.3	81.3	6.3	0.0	25.0	75.0	0.0
State	5.9	54.4	29.8	10.0	5.3	31.9	51.6	11.2	8.1	35.8	48.6	7.4
Non-IEP												
District	0.0	9.8	58.8	31.4	0.0	0.0	62.7	37.3	0.0	2.0	86.3	11.8
State	0.5	20.6	47.1	31.8	0.5	10.0	58.7	30.9	2.0	18.2	61.3	18.5

Grade 4 - Economically Disadvantaged

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch												
District	0.0	25.0	62.5	12.5	0.0	0.0	83.3	16.7	0.0	12.5	83.3	4.2
State	2.1	37.9	45.7	14.2	1.9	20.4	63.9	13.8	5.0	32.3	56.6	6.2
Not Eligible												
District	0.0	16.3	46.5	37.2	2.3	2.3	58.1	37.2	0.0	4.7	83.7	11.6
State	0.3	12.3	43.9	43.5	0.3	5.4	51.6	42.6	0.7	8.8	62.7	27.8

Grade 5

Grade 5 - All

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
District	0.0	15.2	53.3	31.5	0.0	14.1	65.2	20.7
State	0.3	25.0	44.7	30.0	0.3	16.3	65.8	17.6

Grade 5 - Gender

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Male								
District	0.0	19.1	48.9	31.9	0.0	21.3	59.6	19.1
State	0.4	28.5	44.1	27.0	0.4	17.1	64.4	18.0
Female								
District	0.0	11.1	57.8	31.1	0.0	6.7	71.1	22.2
State	0.2	21.3	45.5	33.1	0.3	15.4	67.3	17.1

Grade 5 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White								
District	0.0	13.2	52.9	33.8	0.0	16.2	64.7	19.1
State	0.2	14.8	45.1	40.0	0.1	9.1	67.0	23.8
Black								
District								
State	0.6	41.8	43.4	14.2	0.9	32.2	61.2	5.7
Hispanic								
District	0.0	27.3	63.6	9.1	0.0	0.0	63.6	36.4
State	0.4	38.6	45.9	15.0	0.4	22.5	69.4	7.7
Asian/Pacific Islander								
District								
State	0.0	10.8	38.4	50.8	0.1	4.8	51.1	44.1
Native American								
District								
State	0.0	24.9	44.6	30.5	0.0	13.4	70.6	16.0
Multiracial/Ethnic								
District								
State	0.3	21.4	47.1	31.2	0.2	14.6	68.6	16.5

Grade 5 - Students with Disabilities

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
IEP								
District	0.0	41.7	58.3	0.0	0.0	66.7	25.0	8.3
State	1.6	60.4	29.9	8.1	1.6	42.9	50.5	4.9
Non-IEP								
District	0.0	11.3	52.5	36.3	0.0	6.3	71.3	22.5
State	0.1	19.5	47.1	33.4	0.1	12.1	68.2	19.5

Grade 5 - Economically Disadvantaged

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	0.0	18.2	72.7	9.1	0.0	18.2	77.3	4.5
State	0.5	38.3	45.8	15.4	0.6	25.5	66.6	7.4
Not Eligible								
District	0.0	14.3	47.1	38.6	0.0	12.9	61.4	25.7
State	0.1	12.2	43.8	43.9	0.1	7.4	65.1	27.4

Grade 6

Grade 6 - All

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
District	0.0	10.5	48.7	40.8	0.0	6.6	64.5	28.9
State	0.2	18.6	55.1	26.1	0.5	14.9	60.2	24.4

Grade 6 - Gender

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Male								
District	0.0	6.5	58.1	35.5	0.0	3.2	67.7	29.0
State	0.3	21.8	54.8	23.1	0.7	16.2	58.2	24.9
Female								
District	0.0	13.3	42.2	44.4	0.0	8.9	62.2	28.9
State	0.1	15.1	55.5	29.2	0.4	13.5	62.2	23.9

Grade 6 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White								
District	0.0	9.5	46.0	44.4	0.0	6.3	63.5	30.2
State	0.1	10.9	53.8	35.2	0.2	8.3	59.0	32.4
Black								
District								
State	0.5	32.9	56.6	10.0	1.3	30.0	60.3	8.4
Hispanic								
District								
State	0.3	27.0	59.2	13.5	0.7	19.6	66.1	13.6
Asian/Pacific Islander								
District								
State	0.2	7.4	43.3	49.1	0.4	4.5	42.0	53.1
Native American								
District								
State	0.0	20.1	63.3	16.6	0.0	15.7	66.6	17.8
Multiracial/Ethnic								
District								
State	0.2	16.1	56.4	27.3	0.5	13.9	62.1	23.5

Grade 6 - Economically Disadvantaged

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	0.0	22.2	44.4	33.3	0.0	11.1	50.0	38.9
State	0.4	29.0	58.3	12.3	0.9	23.3	63.9	11.8
Not Eligible								
District	0.0	6.9	50.0	43.1	0.0	5.2	69.0	25.9
State	0.1	8.8	52.2	39.0	0.2	7.0	56.7	36.2

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	12.2	72.0	15.9	0.0	11.1	66.7	22.2	1.2	6.2	66.7	25.9
State	0.3	22.3	57.8	19.6	1.6	14.1	56.2	28.2	5.4	12.2	60.4	22.0

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	15.0	62.5	22.5	0.0	15.4	59.0	25.6	2.6	7.7	53.8	35.9
State	0.4	26.1	56.7	16.9	2.0	15.1	54.2	28.8	6.3	12.1	57.3	24.4
Female												
District	0.0	9.5	81.0	9.5	0.0	7.1	73.8	19.0	0.0	4.8	78.6	16.7
State	0.1	18.3	59.1	22.5	1.2	13.0	58.2	27.6	4.5	12.3	63.6	19.6

Grade 7 - Racial/Ethnic Background

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
White												
District	0.0	12.1	72.7	15.2	0.0	9.1	65.2	25.8	1.5	6.1	62.1	30.3
State	0.1	14.2	59.0	26.7	0.8	8.4	53.9	36.9	2.5	6.3	59.2	32.0
Black												
District												
State	0.6	37.5	54.2	7.6	3.8	27.7	57.9	10.6	12.0	23.5	59.1	5.4
Hispanic												
District												
State	0.4	32.1	58.9	8.5	1.8	18.3	63.9	16.0	7.8	18.7	65.3	8.2
Asian/Pacific Islander												
District												
State	0.1	8.4	53.8	37.8	0.5	4.3	38.0	57.2	2.3	4.5	55.4	37.8
Native American												
District												
State	0.0	24.8	58.9	16.2	2.0	13.6	60.9	23.5	7.6	10.0	58.5	23.9
Multiracial/Ethnic												
District												
State	0.2	21.6	57.7	20.4	1.4	14.0	58.0	26.6	4.7	11.6	63.4	20.4

Grade 7 - Economically Disadvantaged

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
Free/Reduced Price Lunch												
District	0.0	11.5	76.9	11.5	0.0	4.0	76.0	20.0	0.0	8.0	68.0	24.0
State	0.5	34.1	57.0	8.3	2.7	21.9	61.4	14.0	9.1	19.5	62.6	8.8
Not Eligible												
District	0.0	12.5	69.6	17.9	0.0	14.3	62.5	23.2	1.8	5.4	66.1	26.8
State	0.1	11.7	58.6	29.6	0.6	7.1	51.5	40.8	2.2	5.7	58.4	33.7

Grade 8

Grade 8 - All

Levels	Reading 1	Reading 2	Reading 3	Reading 4	Mathematics 1	Mathematics 2	Mathematics 3	Mathematics 4
District	0.0	10.2	78.4	11.4	1.1	9.2	49.4	40.2
State	0.2	15.7	72.4	11.7	0.6	15.7	53.0	30.7

Grade 8 - Gender

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Male								
District	0.0	12.5	72.5	15.0	0.0	10.0	50.0	40.0
State	0.3	19.0	70.4	10.3	0.8	17.5	51.3	30.4
Female								
District	0.0	8.3	83.3	8.3	2.1	8.5	48.9	40.4
State	0.1	12.2	74.6	13.1	0.5	13.7	54.8	31.0

Grade 8 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White								
District	0.0	12.2	77.0	10.8	0.0	11.0	50.7	38.4
State	0.1	9.8	74.2	15.9	0.3	9.6	50.8	39.3
Black								
District								
State	0.4	27.4	69.0	3.2	1.5	30.4	55.7	12.3
Hispanic								
District								
State	0.3	22.3	72.3	5.2	0.7	20.0	60.4	18.9
Asian/Pacific Islander								
District								
State	0.1	6.6	66.2	27.2	0.2	5.1	33.5	61.3
Native American								
District								
State	0.0	13.9	73.9	12.2	0.3	13.2	60.2	26.3
Multiracial/Ethnic								
District								
State	0.2	13.6	73.0	13.2	0.6	15.1	53.2	31.2

Grade 8 - Students with Disabilities

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
IEP								
District	0.0	60.0	40.0	0.0	10.0	60.0	30.0	0.0
State	1.0	52.0	45.2	1.7	3.6	49.9	41.0	5.4
Non-IEP								
District	0.0	3.8	83.3	12.8	0.0	2.6	51.9	45.5
State	0.1	10.2	76.5	13.2	0.2	10.6	54.8	34.4

Grade 8 - Economically Disadvantaged

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	0.0	20.0	80.0	0.0	0.0	20.0	50.0	30.0
State	0.3	24.6	70.6	4.5	1.1	24.4	58.2	16.4
Not Eligible								
District	0.0	9.0	78.2	12.8	1.3	7.8	49.4	41.6
State	0.1	8.1	74.0	17.8	0.3	8.3	48.6	42.8

2010 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2010-11 Federal Improvement Status	
2010-11 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		77.5			77.5			91.0		80.0	
All	100.0	Yes	100.0	Yes	86.0		Yes	91.1		Yes	94.1	Yes		
White	100.0	Yes	100.0	Yes	86.2		Yes	91.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	52.3	60.8	No	61.5	73.8	No	94.1			
Economically Disadvantaged	100.0	Yes	100.0	Yes	80.5		Yes	91.1		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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% 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 80% graduation rate for high schools.

*** Includes only students enrolled as of 05/01/2009.**

**** Safe Harbor Targets of 77.5% 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 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: 3
Number of Title I schools: 1
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