# Washington Junior High
# Dolton SD 148
# Riverdale, ILLINOIS

## GRADES : 7 8

**ILLINOIS SCHOOL 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 | 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** | 0.0 | 99.4 | 0.6 | 0.0 | 0.0 | 0.0 | 0.0 | 91.7 | 1.2 | 13.6 | | 0.0 | 18.9 | 92.7 | 169 |
| **District** | 0.4 | 96.8 | 1.5 | 0.0 | 0.0 | 0.0 | 1.4 | 86.8 | 1.4 | 10.4 | | 0.0 | 23.9 | 93.2 | 2,441 |
| **State** | 51.4 | 18.3 | 23.0 | 4.1 | 0.1 | 0.3 | 2.8 | 48.1 | 8.8 | 14.0 | | 3.2 | 12.8 | 94.0 | 2,074,806 |

**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.
**Total Enrollment** is based on Home School.

## INSTRUCTIONAL SETTING

**PARENTAL CONTACT***

| | Percent |
|---|---|
| **School** | 42.0 |
| **District** | 85.2 |
| **State** | 96.0 |

**STUDENT-TO-STAFF RATIOS**

| | Pupil-Teacher Elementary | Pupil-Teacher Secondary | Pupil-Certified Staff | Pupil-Administrator |
|---|---|---|---|---|
| **School** | -- | -- | -- | -- |
| **District** | 13.3 | | 9.9 | 195.6 |
| **State** | 18.8 | | 13.6 | 211.3 |

* 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** | | | | | | | | 23.0 | 25.0 | |
| **District** | | | | | | | | 18.1 | 21.1 | |
| **State** | | | | | | | | 21.3 | 21.3 | |

**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 |
| **School** | | | 45 | | | 45 | | | 45 | | | 45 |
| **District** | | | 55 | | | 43 | | | 80 | | | 43 |
| **State** | | | 52 | | | 44 | | | 91 | | | 44 |

**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** | 56.5 | 41.8 | 1.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 17.6 | 82.4 | 214 |
| **State** | 82.4 | 6.1 | 5.0 | 1.2 | 0.1 | 0.1 | 0.7 | 4.3 | 23.1 | 76.9 | 128,262 |

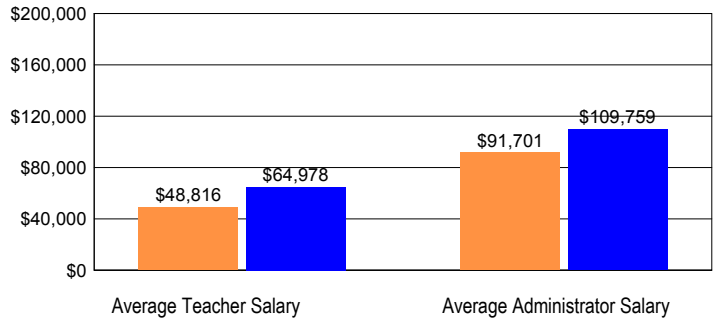
**TEACHER INFORMATION** ( Continued )

| | 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** | 10.9 | 51.4 | 48.6 | 0.0 | 0.0 |
| **State** | 13.2 | 39.5 | 60.4 | 0.6 | 0.8 |

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

## SCHOOL DISTRICT FINANCES

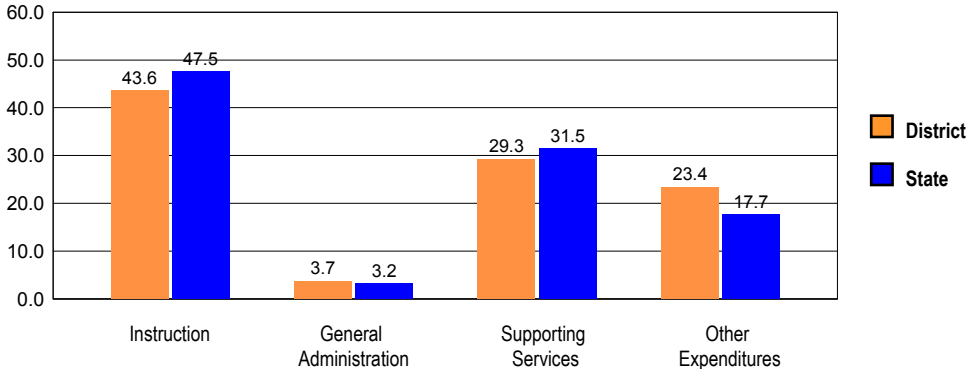
**TEACHER/ADMINISTRATOR SALARIES** (Full-Time Equivalents)




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 2009-10** (Percentages)



**REVENUE BY SOURCE 2009-10**

| | District | District % | State % |
|---|---|---|---|
| Local Property Taxes | $11,579,328 | 31.7 | 58.9 |
| Other Local Funding | $726,053 | 2.0 | 6.4 |
| General State Aid | $13,505,439 | 36.9 | 14.9 |
| Other State Funding | $2,091,722 | 5.7 | 7.5 |
| Federal Funding | $8,679,050 | 23.7 | 12.4 |
| TOTAL | $36,581,592 | | |

**EXPENDITURE BY FUND 2009-10**

| | District | District % | State % |
|---|---|---|---|
| Education | $30,705,271 | 73.1 | 72.9 |
| Operations & Maintenance | $1,992,112 | 4.7 | 6.0 |
| Transportation | $1,132,407 | 2.7 | 3.8 |
| Debt Service | $2,046,844 | 4.9 | 7.2 |
| Tort | $133,242 | 0.3 | 1.2 |
| Municipal Retirement/ Social Security | $670,500 | 1.6 | 1.9 |
| Fire Prevention & Safety | $0 | 0.0 | 0.7 |
| Site & Construction/ Capital Improvement | $5,304,053 | 12.6 | 6.4 |
| TOTAL | $41,984,429 | | |

**OTHER FINANCIAL INDICATORS**

| | 2008 Equalized Assessed Valuation per Pupil | 2008 Total School Tax Rate per $100 | 2009-10 Instructional Expenditure per Pupil | 2009-10 Operating Expenditure per Pupil |
|---|---|---|---|---|
| District | $110,811 | 4.77 | $7,935 | $14,596 |
| State | ** | ** | $6,773 | $11,537 |

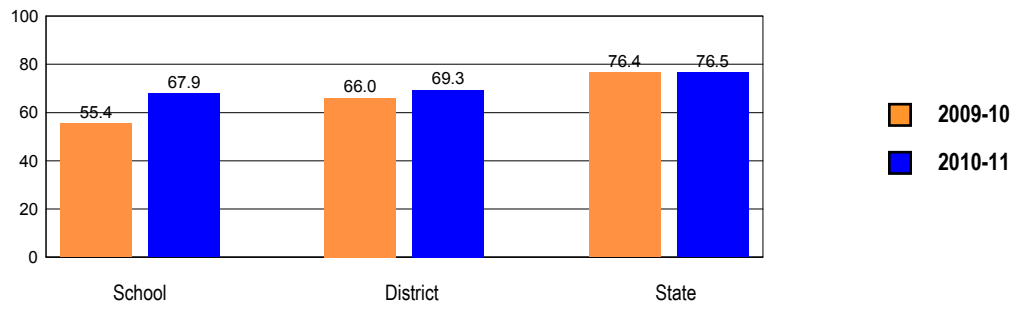
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per $100 are not provided.
**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.
**Total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

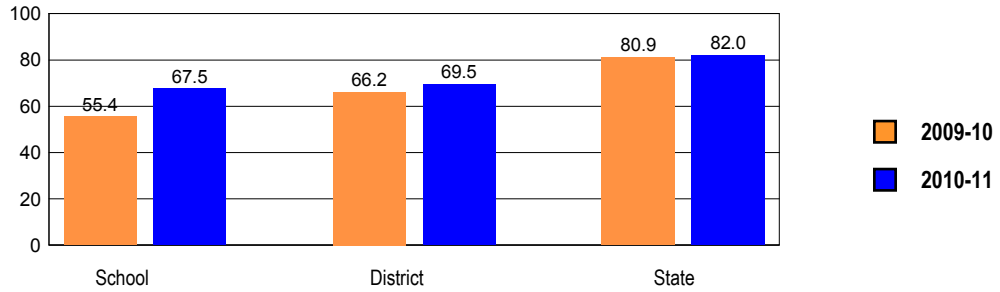
### *OVERALL STUDENT PERFORMANCE*

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 respresent your school's performance in reading, mathematics, and science.

**OVERALL PERFORMANCE - ALL STATE TESTS**



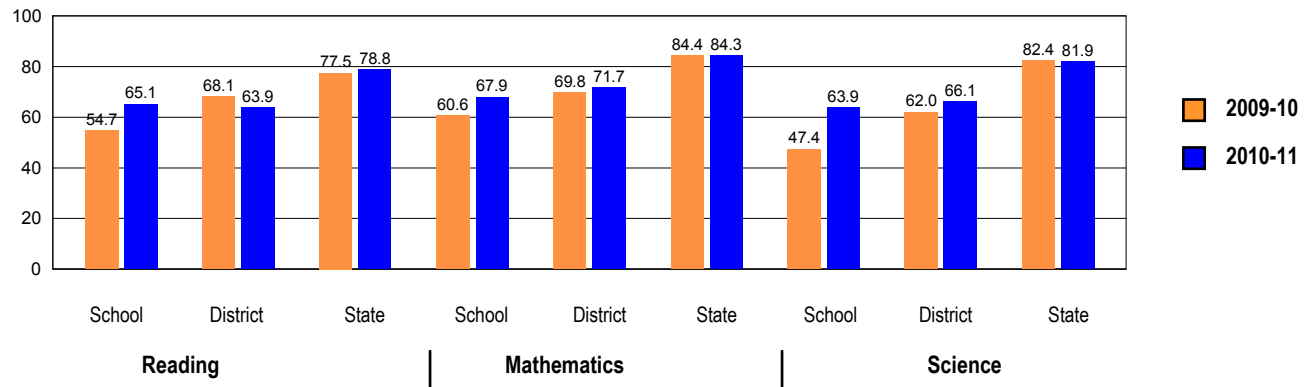
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



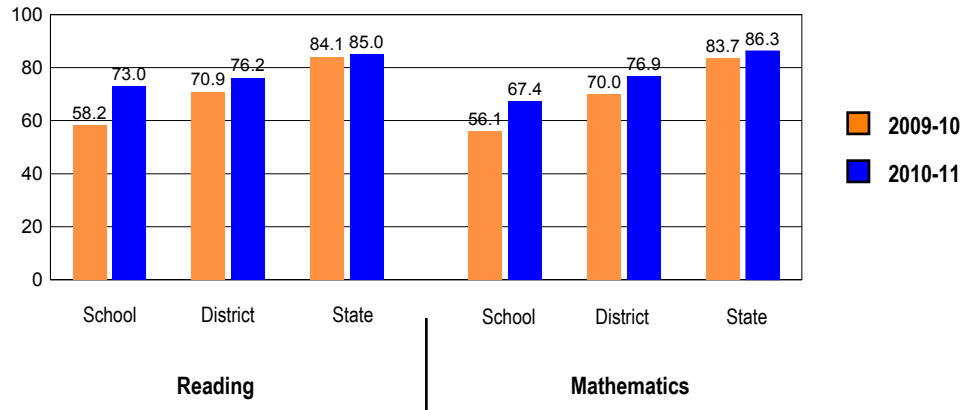
## ISAT PERFORMANCE

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 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**

| | | | Gender | | Racial/Ethnic Background | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific islander | American Indian | Two or More Races | LEP | Migrant | Students with Disabilities | Econo-mically Disadv-antaged |
| School | *Enrollment | 177 | 93 | 84 | 0 | 176 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 28 | 162 |
| | Reading | 1.1 | 1.1 | 1.2 | | 1.1 | | | | | | | | 7.1 | 1.2 |
| District | *Enrollment | 1,833 | 956 | 877 | 6 | 1,783 | 24 | 0 | 0 | 0 | 20 | 21 | 0 | 220 | 1,605 |
| | Reading | 0.3 | 0.3 | 0.2 | | 0.3 | 0.0 | | | | 0.0 | 4.8 | | 1.8 | 0.2 |
| State | *Enrollment | 1,075,993 | 550,552 | 525,225 | 554,770 | 197,979 | 244,338 | 44,033 | 976 | 3,305 | 29,668 | 65,498 | 276 | 150,007 | 522,525 |
| | Reading | 0.5 | 0.5 | 0.4 | 0.4 | 0.7 | 0.3 | 0.9 | 0.5 | 0.5 | 0.4 | 0.7 | 0.4 | 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 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific islander | American Indian | Two or More Races | LEP | Migrant | Students with Disabilities | Econo-mically Disadv-antaged |
| School | *Enrollment | 177 | 93 | 84 | 0 | 176 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 28 | 162 |
| | Mathematics | 1.1 | 1.1 | 1.2 | | 1.1 | | | | | | | | 7.1 | 1.2 |
| District | *Enrollment | 1,833 | 956 | 877 | 6 | 1,783 | 24 | 0 | 0 | 0 | 20 | 21 | 0 | 220 | 1,605 |
| | Mathematics | 0.2 | 0.3 | 0.1 | | 0.2 | 0.0 | | | | 0.0 | 0.0 | | 1.8 | 0.2 |
| State | *Enrollment | 1,077,714 | 551,494 | 526,004 | 555,155 | 198,036 | 244,999 | 44,624 | 980 | 3,312 | 29,684 | 67,235 | 282 | 150,024 | 523,732 |
| | Mathematics | 0.4 | 0.5 | 0.4 | 0.4 | 0.7 | 0.3 | 0.7 | 0.4 | 0.5 | 0.4 | 0.4 | 0.4 | 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 | | | | | | | | | | |
| | | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific islander | American Indian | Two or More Races | LEP | Migrant | Students with Disabilities | Econo-mically Disadv-antaged |
| School | *Enrollment | 85 | 42 | 43 | 0 | 84 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 15 | 78 |
| | Science | 0.0 | 0.0 | 0.0 | | 0.0 | | | | | | | | 0.0 | 0.0 |
| District | *Enrollment | 600 | 324 | 276 | 3 | 586 | 5 | 0 | 0 | 0 | 6 | 3 | 0 | 81 | 529 |
| | Science | 0.2 | 0.0 | 0.4 | | 0.2 | | | | | | | | 0.0 | 0.2 |
| State | *Enrollment | 460,543 | 234,564 | 225,880 | 241,336 | 84,536 | 101,176 | 19,148 | 441 | 1,439 | 12,080 | 23,708 | 123 | 63,609 | 214,960 |
| | Science | 0.8 | 0.9 | 0.7 | 0.6 | 1.3 | 0.7 | 1.5 | 0.7 | 0.8 | 0.7 | 0.7 | 0.0 | 1.4 | 0.9 |

* 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 7

### Grade 7 - All

| | Reading | | | | Mathematics | | | | Science | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Levels | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 2.4 | 32.5 | 61.4 | 3.6 | 4.8 | 27.4 | 58.3 | 9.5 | 13.3 | 22.9 | 60.2 | 3.6 |
| District | 1.8 | 34.4 | 56.1 | 7.7 | 5.6 | 22.7 | 56.3 | 15.4 | 11.2 | 22.7 | 60.8 | 5.2 |
| State | 0.4 | 20.8 | 58.0 | 20.8 | 2.2 | 13.5 | 53.9 | 30.4 | 5.7 | 12.4 | 57.8 | 24.1 |

### Grade 7 - Gender

| | | Reading | | | | Mathematics | | | | Science | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Levels | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male | School | 2.5 | 32.5 | 60.0 | 5.0 | 4.9 | 26.8 | 63.4 | 4.9 | 15.0 | 25.0 | 52.5 | 7.5 |
| | District | 2.6 | 38.5 | 51.9 | 7.1 | 7.1 | 24.4 | 56.4 | 12.2 | 14.1 | 20.5 | 59.0 | 6.4 |
| | State | 0.6 | 24.9 | 56.8 | 17.7 | 2.8 | 15.0 | 51.7 | 30.5 | 6.8 | 12.4 | 54.5 | 26.4 |
| Female | School | 2.3 | 32.6 | 62.8 | 2.3 | 4.7 | 27.9 | 53.5 | 14.0 | 11.6 | 20.9 | 67.4 | 0.0 |
| | District | 0.8 | 29.5 | 61.2 | 8.5 | 3.8 | 20.8 | 56.2 | 19.2 | 7.7 | 25.4 | 63.1 | 3.8 |
| | State | 0.2 | 16.5 | 59.3 | 24.1 | 1.5 | 12.0 | 56.2 | 30.3 | 4.6 | 12.4 | 61.3 | 21.7 |

## Grade 7 - Racial/Ethnic Background

| | | Reading | | | | Mathematics | | | | Science | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Levels | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 0.2 | 14.4 | 58.3 | 27.1 | 1.1 | 8.5 | 51.4 | 38.9 | 2.9 | 6.8 | 55.9 | 34.5 |
| Black | School | 2.4 | 31.7 | 62.2 | 3.7 | 4.8 | 26.5 | 59.0 | 9.6 | 12.2 | 23.2 | 61.0 | 3.7 |
| | District | 1.8 | 34.3 | 56.2 | 7.8 | 5.6 | 22.5 | 56.7 | 15.1 | 10.9 | 22.9 | 60.9 | 5.3 |
| | State | 0.9 | 34.3 | 55.7 | 9.1 | 4.9 | 24.4 | 58.3 | 12.4 | 12.3 | 22.9 | 58.4 | 6.5 |
| Hispanic | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 0.5 | 26.6 | 60.9 | 11.9 | 2.6 | 17.7 | 59.8 | 19.9 | 7.5 | 17.9 | 63.3 | 11.3 |
| Asian | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 0.2 | 8.2 | 48.9 | 42.6 | 0.8 | 4.8 | 33.6 | 60.9 | 2.4 | 5.3 | 50.2 | 42.0 |
| Native Hawaiian/Pacific Islander | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 0.0 | 13.6 | 57.4 | 29.0 | 0.6 | 7.1 | 50.0 | 42.3 | 4.2 | 7.7 | 59.5 | 28.6 |
| American Indian | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 1.0 | 30.4 | 55.5 | 13.1 | 3.5 | 19.3 | 56.4 | 20.7 | 8.3 | 16.3 | 59.1 | 16.3 |
| Two or More Races | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 0.3 | 19.2 | 57.6 | 22.9 | 2.1 | 13.3 | 52.6 | 32.0 | 4.8 | 11.3 | 55.9 | 28.1 |

## Grade 7 - Students with Disabilities

| | | Reading | | | | Mathematics | | | | Science | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Levels | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| IEP | School | 15.4 | 69.2 | 15.4 | 0.0 | 14.3 | 64.3 | 21.4 | 0.0 | 57.1 | 28.6 | 14.3 | 0.0 |
| | District | 8.7 | 80.4 | 10.9 | 0.0 | 21.7 | 56.5 | 21.7 | 0.0 | 48.9 | 25.5 | 25.5 | 0.0 |
| | State | 2.4 | 61.2 | 33.0 | 3.4 | 11.1 | 39.7 | 42.9 | 6.2 | 20.4 | 27.0 | 46.1 | 6.5 |
| Non-IEP | School | 0.0 | 25.7 | 70.0 | 4.3 | 2.9 | 20.0 | 65.7 | 11.4 | 4.3 | 21.7 | 69.6 | 4.3 |
| | District | 0.4 | 25.5 | 64.9 | 9.2 | 2.5 | 16.3 | 62.9 | 18.3 | 3.8 | 22.2 | 67.8 | 6.3 |
| | State | 0.1 | 14.8 | 61.7 | 23.4 | 0.9 | 9.7 | 55.5 | 33.9 | 3.5 | 10.2 | 59.5 | 26.7 |

## Grade 7 - Economically Disadvantaged

| | | Reading | | | | Mathematics | | | | Science | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Levels | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Free/Reduced Price Lunch | School | 2.6 | 33.8 | 59.7 | 3.9 | 3.8 | 29.5 | 57.7 | 9.0 | 14.3 | 23.4 | 59.7 | 2.6 |
| | District | 1.6 | 36.2 | 55.5 | 6.7 | 5.5 | 24.3 | 56.9 | 13.3 | 11.4 | 23.1 | 62.0 | 3.5 |
| | State | 0.7 | 31.0 | 58.3 | 10.0 | 3.5 | 20.6 | 59.4 | 16.4 | 9.2 | 19.3 | 61.1 | 10.4 |
| Not Eligible | School | | | | | | | | | | | | |
| | District | 3.2 | 19.4 | 61.3 | 16.1 | 6.5 | 9.7 | 51.6 | 32.3 | 9.7 | 19.4 | 51.6 | 19.4 |
| | State | 0.1 | 11.2 | 57.7 | 30.9 | 0.9 | 6.9 | 48.7 | 43.4 | 2.4 | 5.9 | 54.7 | 36.9 |

## Grade 8

### Grade 8 - All

| Levels | Reading 1 | Reading 2 | Reading 3 | Reading 4 | Mathematics 1 | Mathematics 2 | Mathematics 3 | Mathematics 4 |
|---|---|---|---|---|---|---|---|---|
| School | 0.0 | 27.0 | 73.0 | 0.0 | 0.0 | 32.6 | 64.0 | 3.4 |
| District | 0.0 | 23.8 | 74.4 | 1.9 | 0.6 | 22.5 | 63.9 | 13.0 |
| State | 0.2 | 14.8 | 74.9 | 10.1 | 0.4 | 13.3 | 54.5 | 31.8 |

### Grade 8 - Gender

| Levels | Reading 1 | Reading 2 | Reading 3 | Reading 4 | Mathematics 1 | Mathematics 2 | Mathematics 3 | Mathematics 4 |
|---|---|---|---|---|---|---|---|---|
| **Male** | | | | | | | | |
| School | 0.0 | 32.7 | 67.3 | 0.0 | 0.0 | 38.8 | 55.1 | 6.1 |
| District | 0.0 | 28.8 | 69.4 | 1.8 | 1.2 | 25.3 | 58.2 | 15.3 |
| State | 0.3 | 17.9 | 73.0 | 8.9 | 0.5 | 15.1 | 53.1 | 31.3 |
| **Female** | | | | | | | | |
| School | 0.0 | 20.0 | 80.0 | 0.0 | 0.0 | 25.0 | 75.0 | 0.0 |
| District | 0.0 | 18.2 | 79.9 | 1.9 | 0.0 | 19.5 | 70.1 | 10.4 |
| State | 0.1 | 11.6 | 76.8 | 11.5 | 0.3 | 11.5 | 56.0 | 32.2 |

### Grade 8 - Racial/Ethnic Background

| Levels | Reading 1 | Reading 2 | Reading 3 | Reading 4 | Mathematics 1 | Mathematics 2 | Mathematics 3 | Mathematics 4 |
|---|---|---|---|---|---|---|---|---|
| **White** | | | | | | | | |
| School | | | | | | | | |
| District | | | | | | | | |
| State | 0.1 | 9.7 | 75.9 | 14.3 | 0.3 | 8.4 | 50.9 | 40.5 |
| **Black** | | | | | | | | |
| School | 0.0 | 27.0 | 73.0 | 0.0 | 0.0 | 32.6 | 64.0 | 3.4 |
| District | 0.0 | 23.9 | 74.5 | 1.6 | 0.6 | 23.0 | 63.5 | 12.9 |
| State | 0.3 | 25.6 | 71.7 | 2.4 | 0.8 | 25.4 | 60.6 | 13.2 |
| **Hispanic** | | | | | | | | |
| School | | | | | | | | |
| District | | | | | | | | |
| State | 0.2 | 19.7 | 76.0 | 4.1 | 0.5 | 17.0 | 61.8 | 20.8 |
| **Asian** | | | | | | | | |
| School | | | | | | | | |
| District | | | | | | | | |
| State | 0.1 | 5.9 | 70.6 | 23.4 | 0.2 | 3.7 | 34.3 | 61.9 |
| **Native Hawaiian/Pacific Islander** | | | | | | | | |
| School | | | | | | | | |
| District | | | | | | | | |
| State | 0.6 | 9.7 | 73.3 | 16.4 | 1.2 | 8.5 | 48.5 | 41.8 |
| **American Indian** | | | | | | | | |
| School | | | | | | | | |
| District | | | | | | | | |
| State | 0.0 | 20.8 | 74.0 | 5.2 | 1.1 | 19.4 | 55.3 | 24.2 |
| **Two or More Races** | | | | | | | | |
| School | | | | | | | | |
| District | | | | | | | | |
| State | 0.1 | 14.3 | 73.4 | 12.2 | 0.6 | 11.8 | 54.3 | 33.3 |

### Grade 8 - Students with Disabilities

| Levels | Reading 1 | Reading 2 | Reading 3 | Reading 4 | Mathematics 1 | Mathematics 2 | Mathematics 3 | Mathematics 4 |
|---|---|---|---|---|---|---|---|---|
| **IEP** | | | | | | | | |
| School | 0.0 | 80.0 | 20.0 | 0.0 | 0.0 | 90.0 | 10.0 | 0.0 |
| District | 0.0 | 78.0 | 22.0 | 0.0 | 4.9 | 82.9 | 9.8 | 2.4 |
| State | 1.0 | 51.5 | 46.2 | 1.3 | 2.4 | 46.6 | 45.3 | 5.7 |
| **Non-IEP** | | | | | | | | |
| School | 0.0 | 20.3 | 79.7 | 0.0 | 0.0 | 25.3 | 70.9 | 3.8 |
| District | 0.0 | 15.9 | 82.0 | 2.1 | 0.0 | 13.8 | 71.7 | 14.5 |
| State | 0.1 | 9.4 | 79.1 | 11.4 | 0.1 | 8.5 | 55.8 | 35.6 |

**Grade 8 - Economically Disadvantaged**

| | Reading | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Levels** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** |
| **Free/Reduced Price Lunch** | | | | | | | | |
| **School** | 0.0 | 28.0 | 72.0 | 0.0 | 0.0 | 32.9 | 63.4 | 3.7 |
| **District** | 0.0 | 24.6 | 73.7 | 1.7 | 0.7 | 22.1 | 63.7 | 13.5 |
| **State** | 0.3 | 22.7 | 73.5 | 3.4 | 0.7 | 20.6 | 61.3 | 17.4 |
| **Not Eligible** | | | | | | | | |
| **School** | | | | | | | | |
| **District** | 0.0 | 17.1 | 80.0 | 2.9 | 0.0 | 25.7 | 65.7 | 8.6 |
| **State** | 0.1 | 7.8 | 76.1 | 16.1 | 0.2 | 6.8 | 48.4 | 44.6 |

# 2011 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 |
| 2011-12 Federal Improvement Status | Choice SES |
| 2011-12 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 | | 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 | 98.9 | Yes | 98.9 | Yes | 72.1 | | No | 70.2 | | No | 92.7 | Yes | | |
| White | | | | | | | | | | | | | | |
| Black | 98.9 | Yes | 98.9 | Yes | 72.7 | 61.2 | Yes | 70.7 | 62.5 | Yes | 92.7 | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian | | | | | | | | | | | | | | |
| Native Hawaiian/ Pacific Islander | | | | | | | | | | | | | | |
| American Indian | | | | | | | | | | | | | | |
| Two or More Races | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Economically Disadvantaged | 98.8 | Yes | 98.8 | Yes | 70.1 | 62.3 | Yes | 68.8 | 61.5 | Yes | 92.6 | | | |

**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 05/01/2010.**

**** 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.**

## 2011 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**? | No |

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.