Dolton SD 148
Riverdale, ILLINOIS

2011 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	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
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
District	85.2
State	96.0

STUDENT-TO-STAFF RATIOS

	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
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
District	14.2	17.9	18.0	19.7	21.7	23.4	22.6	18.1	21.1	
State	20.9	21.6	21.8	22.3	22.9	23.3	22.0	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
District	45	50	55	41	45	43	155	137	80	40	45	43
State	60	55	52	30	43	44	143	103	91	30	43	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

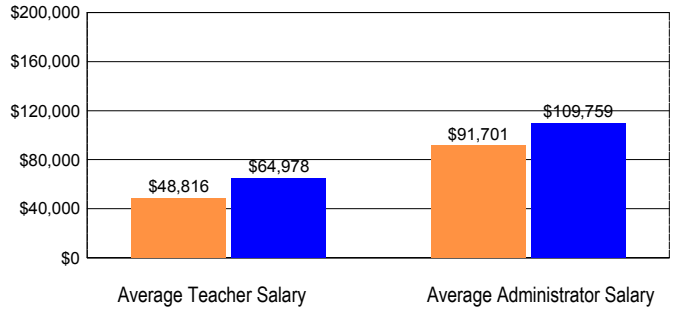
TEACHER INFORMATION (Continued)

		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
District:	All Schools	10.9	51.4	48.6	0.0	0.0
	High Poverty Schools	11.3	51.2	48.8	0.0	0.0
	Low Poverty Schools					
State:	All Schools	13.2	39.5	60.4	0.6	0.8
	High Poverty Schools	13.0	41.4	58.5	1.4	3.3
	Low Poverty Schools	12.9	31.5	68.4	0.2	0.0

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

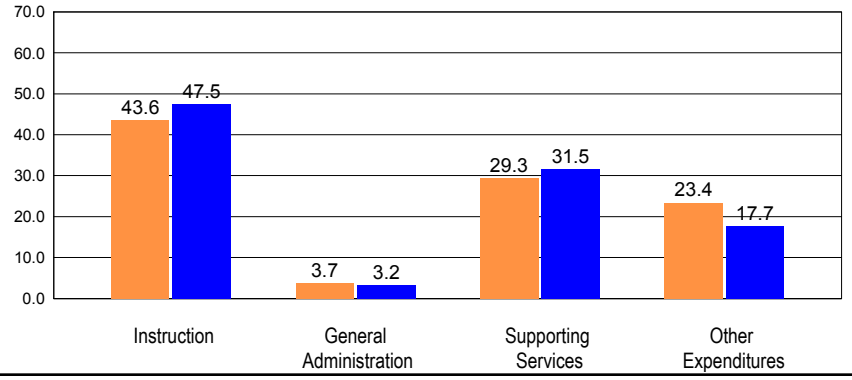
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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 2009-10 (Percentages)



District
State

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

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	9.2	27.4	36.2	27.1	3.0	23.9	48.0	25.1
American Indian								

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	7.6	32.5	52.1	7.8	10.8	29.6	40.6	19.0
American Indian								

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

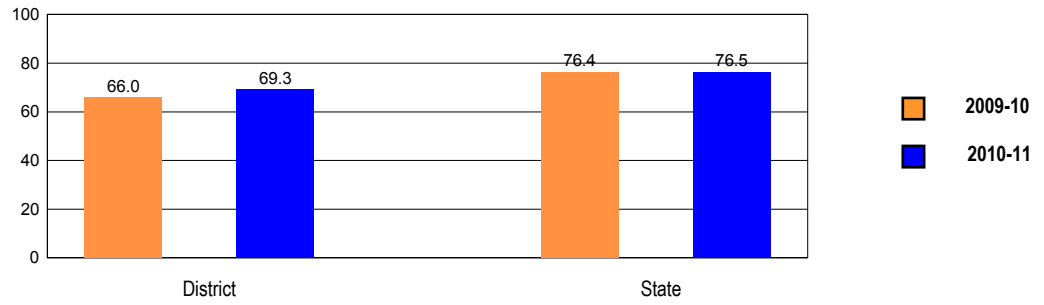
Grade 8 - NAEP Participation Rates

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

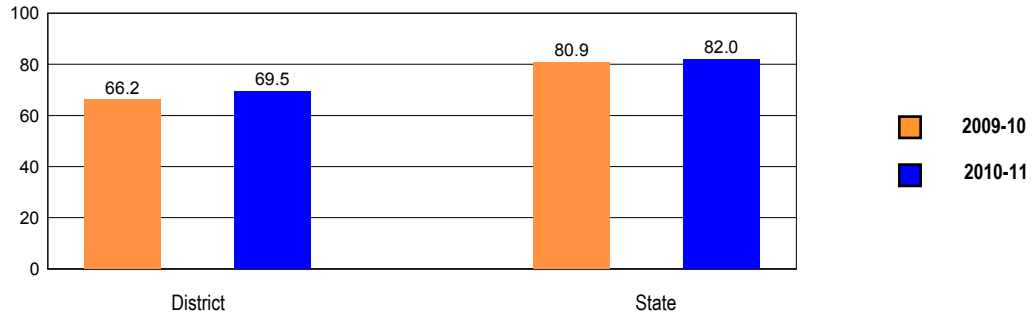
OVERALL STUDENT PERFORMANCE

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.

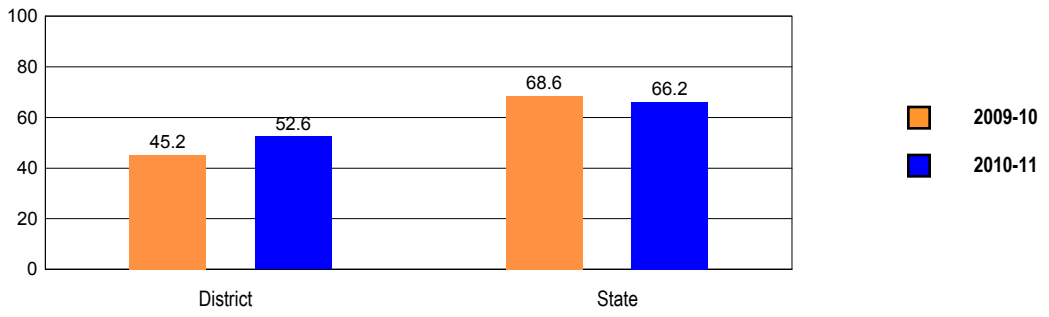
OVERALL PERFORMANCE - ALL STATE TESTS



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE

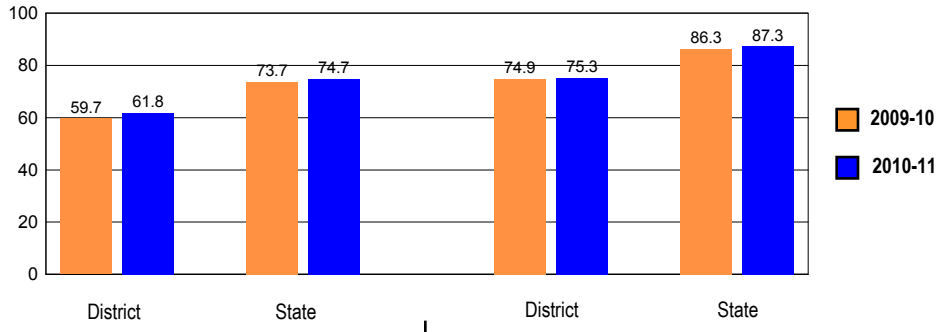


IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

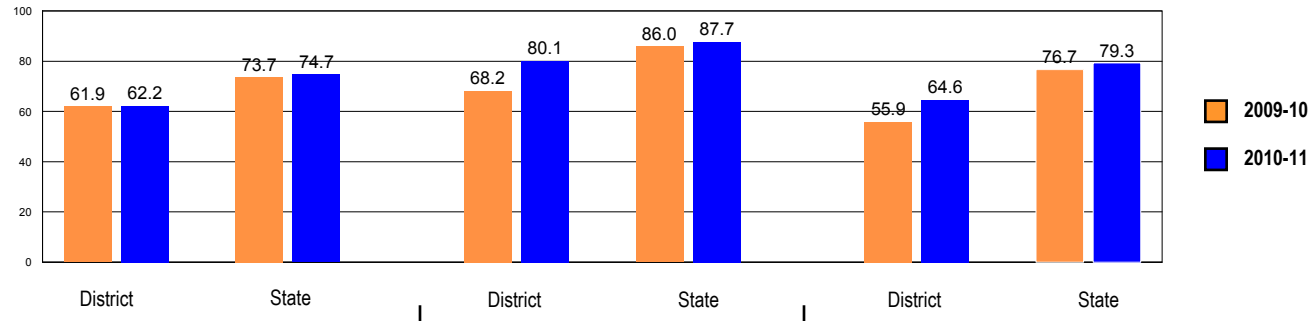
ISAT PERFORMANCE

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.

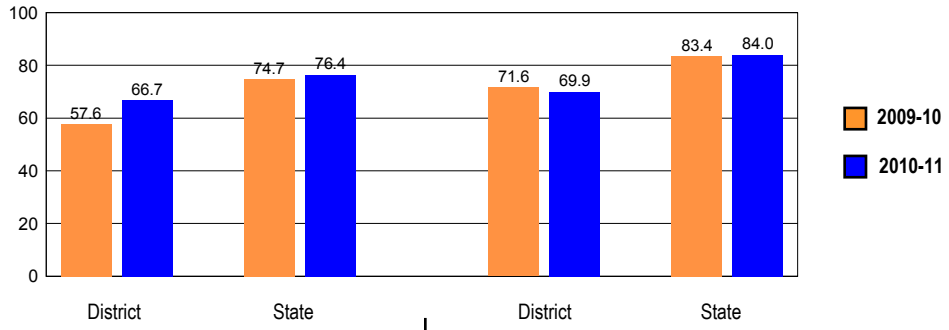
ISAT **Grade 3**



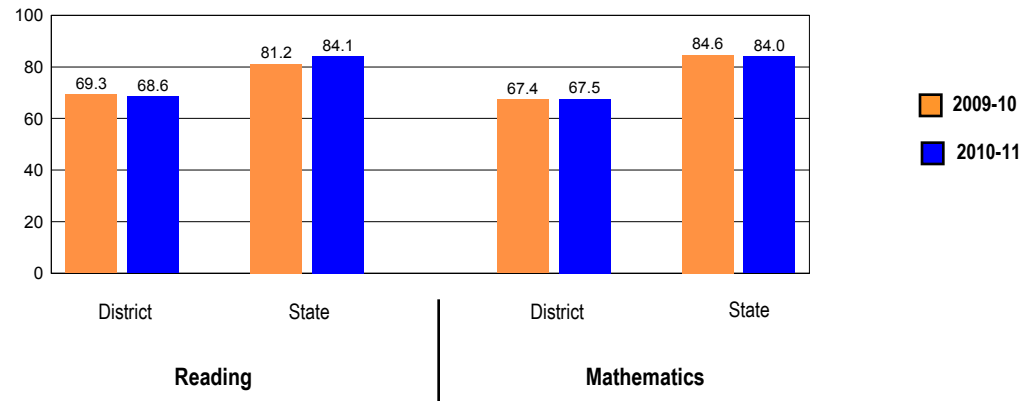
ISAT **Grade 4**



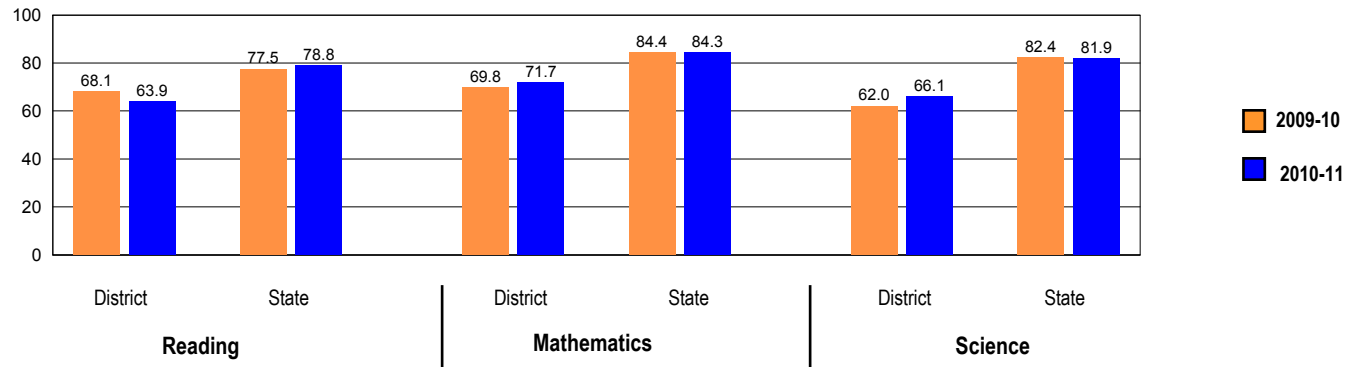
ISAT **Grade 5**



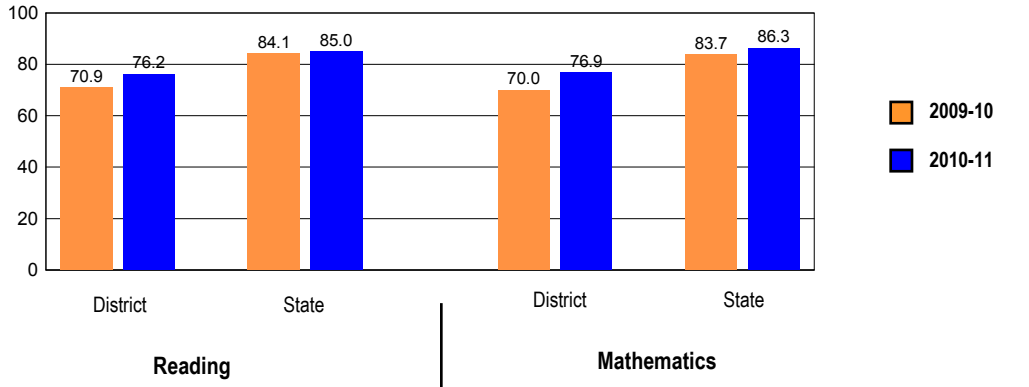
ISAT **Grade 6**



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

			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
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	0.4	0.5	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
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
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 3

Grade 3 - All

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
District	10.3	27.9	47.8	14.0	6.3	18.5	53.9	21.4
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Male								
District	13.5	31.2	44.0	11.3	9.2	19.9	48.9	22.0
State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female								
District	6.9	24.4	51.9	16.8	3.1	16.9	59.2	20.8
State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White								
District								
State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black								
District	10.7	28.2	48.1	13.0	6.1	19.2	54.4	20.3
State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic								
District								
State	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian								
District								
State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander								
District								
State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian								
District								
State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races								
District								
State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 3 - Students with Disabilities

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
IEP								
District	28.6	52.4	19.0	0.0	19.0	23.8	52.4	4.8
State	20.9	35.2	33.4	10.4	9.2	21.3	46.9	22.5
Non-IEP								
District	8.8	25.9	50.2	15.1	5.2	18.0	54.0	22.8
State	3.6	17.2	49.6	29.5	2.0	8.2	42.6	47.2

Grade 3 - Economically Disadvantaged

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	10.8	28.2	47.7	13.3	5.8	19.2	54.2	20.8
State	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible								
District	6.5	25.8	48.4	19.4	9.7	12.9	51.6	25.8
State	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

Grade 4

Grade 4 - All

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
District	1.3	36.5	47.6	14.7	1.3	18.6	66.1	14.0	6.6	28.9	60.3	4.3
State	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

Grade 4 - Gender

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District	2.4	38.2	46.7	12.7	1.8	18.2	63.6	16.4	7.3	23.6	64.2	4.8
State	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female												
District	0.0	34.5	48.6	16.9	0.7	19.0	69.0	11.3	5.7	35.0	55.7	3.6
State	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

Grade 4 - Racial/Ethnic Background

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
White												
District												
State	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black												
District	1.4	36.6	47.8	14.2	1.4	19.0	66.1	13.6	6.8	29.7	59.7	3.8
State	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
Hispanic												
District												
State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian												
District												
State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander												
District												
State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian												
District												
State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races												
District												
State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

Grade 4 - Students with Disabilities

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP												
District	14.3	64.3	17.9	3.6	7.1	42.9	42.9	7.1	17.9	39.3	39.3	3.6
State	4.9	56.0	29.4	9.8	5.7	29.0	55.0	10.3	9.9	31.2	50.1	8.8
Non-IEP												
District	0.0	33.7	50.5	15.8	0.7	16.1	68.5	14.7	5.4	27.8	62.5	4.3
State	0.3	19.6	46.8	33.3	0.5	8.4	60.9	30.2	2.5	15.1	59.6	22.8

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	1.5	38.0	45.8	14.8	1.5	19.2	67.5	11.8	7.1	30.1	58.4	4.5
State	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible												
District	0.0	25.0	61.1	13.9	0.0	13.9	55.6	30.6	2.8	19.4	75.0	2.8
State	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

Grade 5

Grade 5 - All

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
District	0.0	33.3	53.7	13.0	1.7	28.4	63.2	6.7
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Male								
District	0.0	39.2	53.1	7.7	2.1	31.5	62.9	3.5
State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female								
District	0.0	28.0	54.1	17.8	1.3	25.6	63.5	9.6
State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White								
District								
State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black								
District	0.0	33.4	53.7	12.9	1.7	29.0	63.3	5.9
State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic								
District								
State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian								
District								
State	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander								
District								
State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian								
District								
State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races								
District								
State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 5 - Students with Disabilities

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
IEP								
District	0.0	78.8	21.2	0.0	9.1	57.6	33.3	0.0
State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP								
District	0.0	27.7	57.7	14.6	0.8	24.8	66.9	7.5
State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 5 - Economically Disadvantaged

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	0.0	35.2	54.5	10.2	1.9	28.9	64.3	4.9
State	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible								
District	0.0	19.4	47.2	33.3	0.0	25.0	55.6	19.4
State	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

Grade 6

Grade 6 - All

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
District	0.9	30.4	62.7	5.9	1.2	31.3	63.2	4.3
State	0.2	15.7	56.8	27.3	0.6	15.5	58.0	25.9

Grade 6 - Gender

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Male								
District	1.2	39.8	52.4	6.6	2.4	36.7	54.8	6.0
State	0.3	19.1	57.1	23.5	0.7	16.8	56.2	26.3
Female								
District	0.6	20.5	73.7	5.1	0.0	25.5	72.0	2.5
State	0.1	12.2	56.5	31.3	0.5	14.0	59.9	25.6

Grade 6 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White								
District								
State	0.1	9.4	54.7	35.8	0.3	8.9	56.8	34.0
Black								
District	1.0	30.5	62.5	6.0	1.3	31.0	63.3	4.4
State	0.4	28.1	60.0	11.4	1.3	30.1	58.6	10.0
Hispanic								
District								
State	0.2	21.7	61.6	16.4	0.7	20.5	63.8	15.1
Asian								
District								
State	0.1	6.0	41.5	52.4	0.2	4.7	38.4	56.6
Native Hawaiian/Pacific Islander								
District								
State	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
American Indian								
District								
State	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
Two or More Races								
District								
State	0.1	12.9	55.1	31.8	0.4	13.3	57.1	29.1

Grade 6 - Students with Disabilities

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
IEP								
District	10.0	70.0	20.0	0.0	6.7	63.3	30.0	0.0
State	1.3	51.5	41.8	5.4	3.1	46.0	45.0	5.9
Non-IEP								
District	0.0	26.4	67.1	6.5	0.7	28.0	66.6	4.8
State	0.0	10.3	59.1	30.6	0.2	10.9	60.0	28.9

Grade 6 - Economically Disadvantaged

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	0.7	31.5	61.6	6.1	0.7	32.5	62.5	4.3
State	0.3	24.5	61.2	13.9	0.9	24.0	62.0	13.1
Not Eligible								
District	2.3	23.3	69.8	4.7	4.7	23.3	67.4	4.7
State	0.1	7.0	52.4	40.5	0.2	7.0	54.1	38.7

Grade 7

Grade 7 - All

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
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												
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												
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												
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												
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												
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												
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												
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												
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												
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												
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												
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												
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												
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

	Reading				Mathematics			
Levels	1	2	3	4	1	2	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

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Male								
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								
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

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White								
District								
State	0.1	9.7	75.9	14.3	0.3	8.4	50.9	40.5
Black								
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								
District								
State	0.2	19.7	76.0	4.1	0.5	17.0	61.8	20.8
Asian								
District								
State	0.1	5.9	70.6	23.4	0.2	3.7	34.3	61.9
Native Hawaiian/Pacific Islander								
District								
State	0.6	9.7	73.3	16.4	1.2	8.5	48.5	41.8
American Indian								
District								
State	0.0	20.8	74.0	5.2	1.1	19.4	55.3	24.2
Two or More Races								
District								
State	0.1	14.3	73.4	12.2	0.6	11.8	54.3	33.3

Grade 8 - Students with Disabilities

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
IEP								
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								
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								
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								
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) 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?	Yes
2011-12 Federal Improvement Status	Corrective Action Year 1
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	99.7	Yes	99.8	Yes	69.9		No	75.0		No	93.2	Yes		
White Black Hispanic Asian Native Hawaiian/ Pacific Islander American Indian Two or More Races	99.7	Yes	99.8	Yes	69.8	69.0	Yes	74.8	74.4	Yes	93.2			
LEP														
Students with Disabilities	98.2	Yes	98.2	Yes	20.6	30.8	No	32.3	39.3	No	92.1			
Economically Disadvantaged	99.8	Yes	99.8	Yes	69.2	68.1	Yes	74.8	73.4	Yes	93.5			

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 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: 10
Number of Title I schools: 9
Number of Title I schools in Federal School Improvement Status: 6
Percent of schools in Federal School Improvement Status: 60.0%

School ID	School Name	Years in School Improvement
070161480021004	Washington Junior High	2
070161480022002	Riverdale School	3
070161480022003	Lincoln Elementary School	1
070161480022006	Washington Elem School	10
070161480022007	Franklin Elementary School	1
070161480022010	Park Elementary School	2

2011 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability Classification for the district is:	Comprehensive

Is this district making AYP in the "ALL" subgroup in reading?	No
Is this district making AYP in the "ALL" subgroup in math?	No

In 2008, the Illinois State Board of Education 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 districts in federal improvement status that do not make AYP.

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

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