

Millburn CCSD 24

Old Mill Creek, ILLINOIS



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	79.1	2.1	5.8	9.0	0.0	0.2	3.8	5.0	1.6	13.3		0.0	6.2	96.4	1,606
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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	100.0	16.3		12.3	229.4
State	96.0	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	21.0	20.3	22.7	26.0	22.7	23.4	25.6	27.0	26.4	
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)

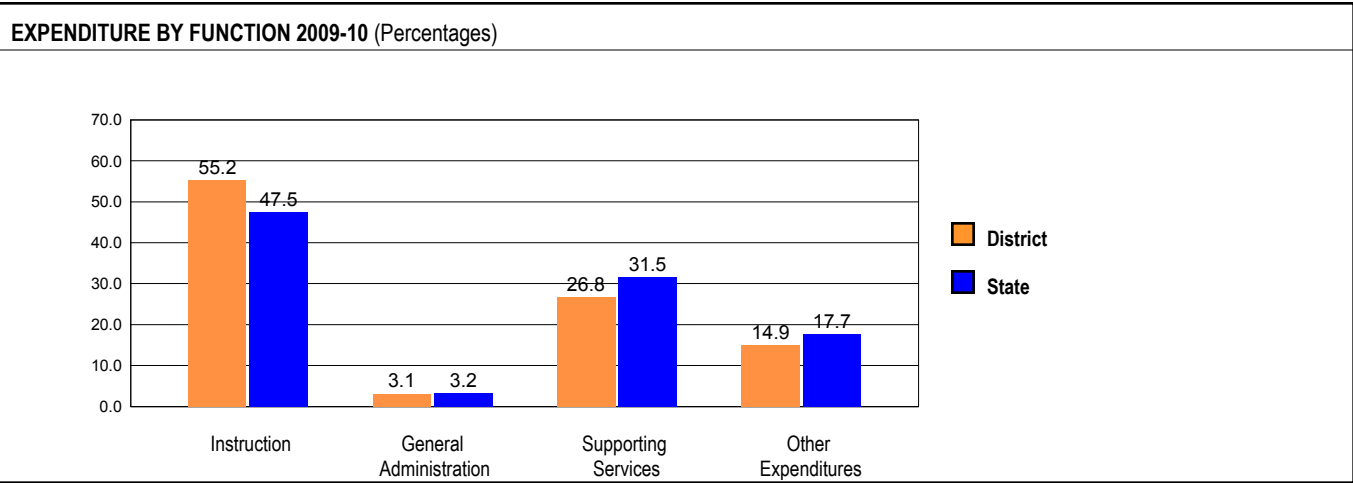
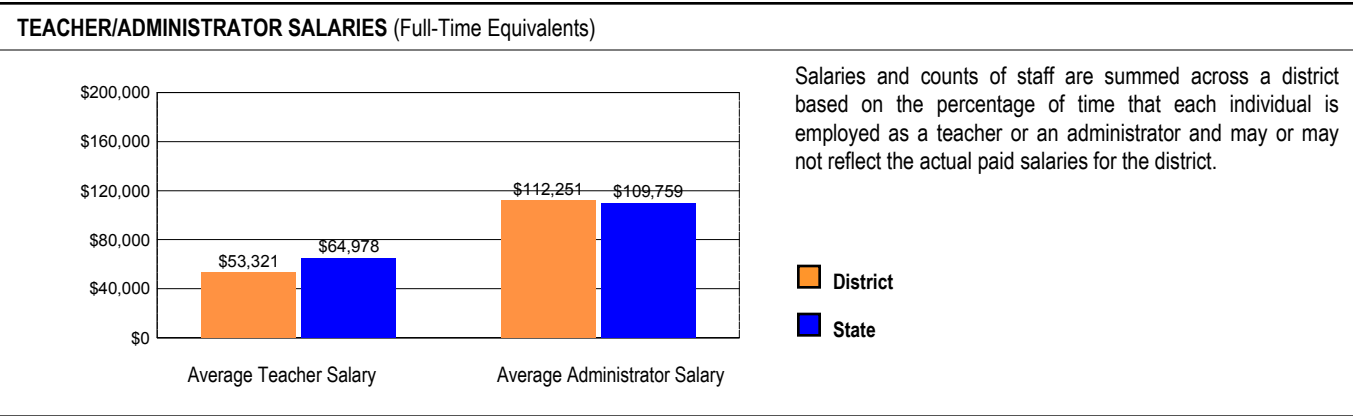
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
District	60	41	41	30	41	41	135	82	82	30	41	41
State	60	55	52	30	43	44	143	103	91	30	43	44

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	97.5	0.7	0.9	0.0	0.9	0.0	0.0	0.0	11.7	88.3	112
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	12.8	45.7	54.3	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools	13.1	45.8	54.2	0.0	0.0
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



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$10,083,751	62.2	58.9	Education	\$11,427,059	71.4	72.9
Other Local Funding	\$1,066,702	6.6	6.4	Operations & Maintenance	\$1,296,378	8.1	6.0
General State Aid	\$2,850,695	17.6	14.9	Transportation	\$933,878	5.8	3.8
Other State Funding	\$1,198,536	7.4	7.5	Debt Service	\$1,703,207	10.6	7.2
Federal Funding	\$1,002,281	6.2	12.4	Tort	\$199,104	1.2	1.2
TOTAL	\$16,201,965			Municipal Retirement/ Social Security	\$455,171	2.8	1.9
				Fire Prevention & Safety	\$0	0.0	0.7
				Site & Construction/ Capital Improvement	\$0	0.0	6.4
				TOTAL	\$16,014,797		

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	\$199,229	3.42	\$5,960	\$9,743
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

Levels	Reading				Mathematics			
	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

Levels	Reading				Mathematics			
	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

Levels	Reading				Mathematics			
	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

Levels	Reading				Mathematics			
	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

Levels	Reading				Mathematics			
	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**

Levels	Reading				Mathematics			
	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

Levels	Reading				Mathematics			
	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

Levels	Reading				Mathematics			
	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

Levels	Reading				Mathematics			
	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

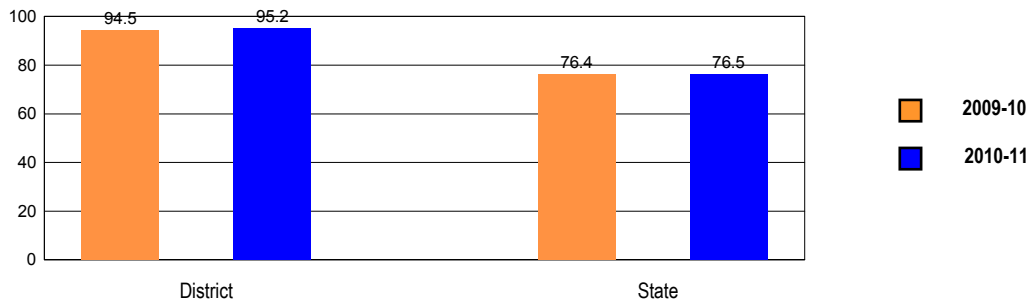
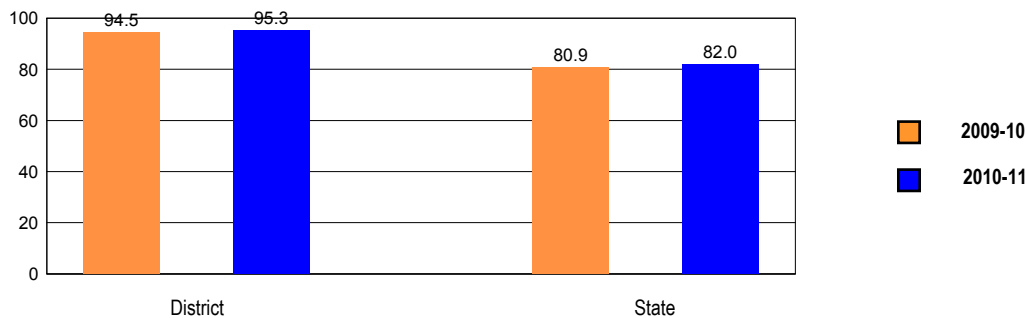
Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	40.2	43.6	15.7	0.5	46.9	38.6	12.8	1.7

Grade 8 - NAEP Participation Rates

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

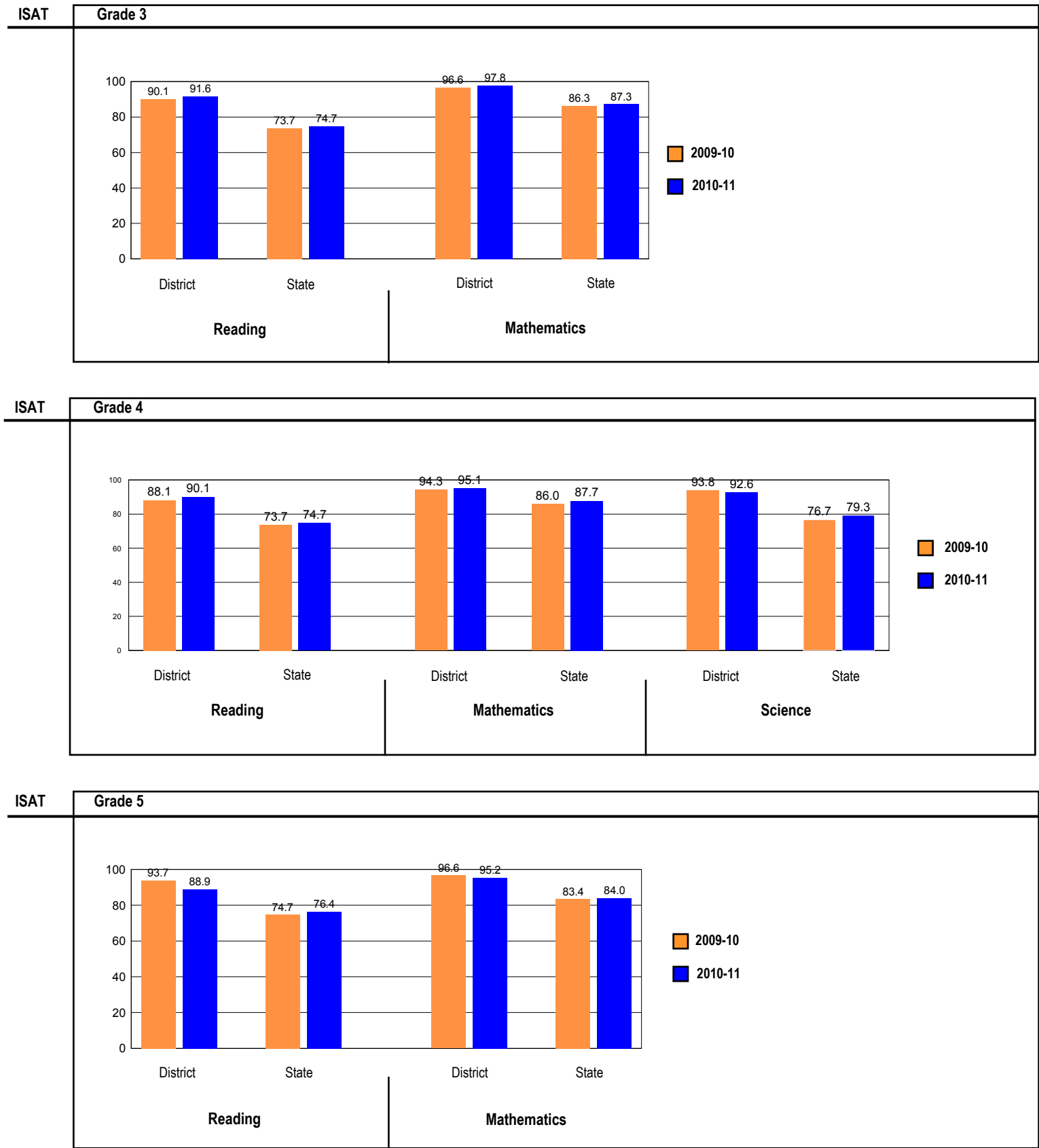
OVERALL STUDENT PERFORMANCE

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**

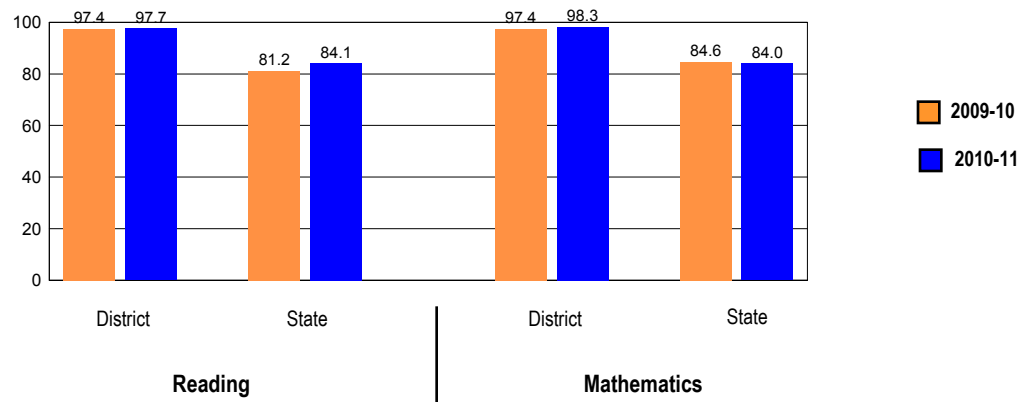
ISAT PERFORMANCE

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.



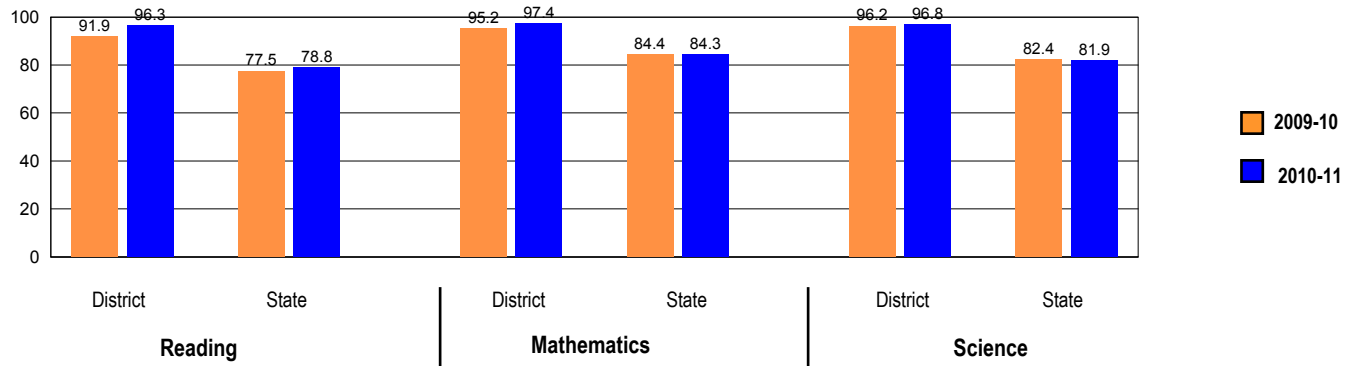
ISAT

Grade 6



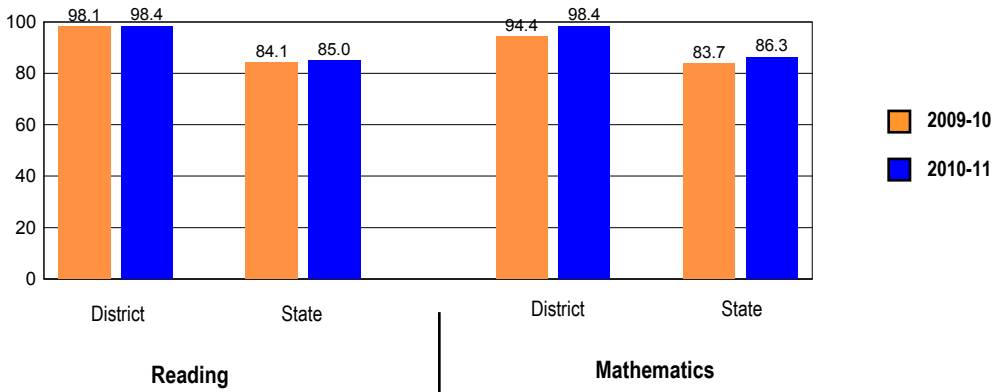
ISAT

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							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	1,138	587	551	912	28	65	91	0	3	39	15	0	145	59
	Reading	0.7	0.7	0.7	0.3	3.6	0.0	4.4			0.0	13.3		0.0	0.0
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							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	1,138	587	551	912	28	65	91	0	3	39	15	0	145	59
	Mathematics	0.7	0.7	0.7	0.3	3.6	0.0	4.4			0.0	13.3		0.0	0.0
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							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	398	200	198	322	10	21	30	0	2	13	7	0	48	27
	Science	0.5	0.5	0.5	0.0	10.0	0.0	3.3			0.0			0.0	0.0
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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	1.1	7.3	44.7	46.9	0.6	1.7	30.2	67.6
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	1.2	10.6	42.4	45.9	0.0	2.4	25.9	71.8
	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	1.1	4.3	46.8	47.9	1.1	1.1	34.0	63.8
	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	District	1.4	8.2	44.2	46.3	0.7	2.0	30.6	66.7
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	District								
	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	0.0	0.0	38.5	61.5	0.0	0.0	7.7	92.3
	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	0.0	0.0	40.0	60.0	0.0	0.0	10.0	90.0
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	District	8.0	24.0	60.0	8.0	4.0	12.0	48.0	36.0
	State	20.9	35.2	33.4	10.4	9.2	21.3	46.9	22.5
Non-IEP	District	0.0	4.5	42.2	53.2	0.0	0.0	27.3	72.7
	State	3.6	17.2	49.6	29.5	2.0	8.2	42.6	47.2

Grade 4**Grade 4 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
District		0.0	9.9	38.4	51.7	0.5	4.4	49.3	45.8	0.5	6.9	54.0	38.6
	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

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	District	0.0	14.6	35.0	50.5	0.0	4.9	40.8	54.4	0.0	7.8	51.0	41.2
	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	5.0	42.0	53.0	1.0	4.0	58.0	37.0	1.0	6.0	57.0	36.0
	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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
District	0.0	7.7	41.1	51.2	0.6	2.4	50.6	46.4	0.6	3.6	57.5	38.3
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												
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	0.0	14.3	28.6	57.1	0.0	14.3	35.7	50.0	0.0	28.6	21.4	50.0
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	0.0	10.0	30.0	60.0	0.0	20.0	40.0	40.0	0.0	20.0	30.0	50.0
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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP												
District	0.0	46.2	38.5	15.4	3.8	19.2	61.5	15.4	4.0	36.0	48.0	12.0
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	4.5	38.4	57.1	0.0	2.3	47.5	50.3	0.0	2.8	54.8	42.4
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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch												
District	0.0	7.1	71.4	21.4	0.0	14.3	64.3	21.4	0.0	14.3	71.4	14.3
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	10.1	36.0	54.0	0.5	3.7	48.1	47.6	0.5	6.4	52.7	40.4
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**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	11.1	46.6	42.3	0.0	4.8	61.4	33.9
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	0.0	13.1	51.5	35.4	0.0	5.1	61.6	33.3
State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female								
District	0.0	8.9	41.1	50.0	0.0	4.4	61.1	34.4
State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	District	0.0	10.7	43.3	46.0	0.0	4.0	61.3	34.7
	State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	District								
	State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic	District	0.0	16.7	58.3	25.0	0.0	8.3	75.0	16.7
	State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian	District	0.0	6.3	62.5	31.3	0.0	6.3	43.8	50.0
	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

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	District	0.0	46.4	46.4	7.1	0.0	25.0	67.9	7.1
	State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP	District	0.0	5.0	46.6	48.4	0.0	1.2	60.2	38.5
	State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 6**Grade 6 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
District		0.0	2.3	48.0	49.7	0.0	1.7	48.6	49.7
	State	0.2	15.7	56.8	27.3	0.6	15.5	58.0	25.9

Grade 6 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	District	0.0	4.0	52.5	43.4	0.0	2.0	51.5	46.5
	State	0.3	19.1	57.1	23.5	0.7	16.8	56.2	26.3
Female	District	0.0	0.0	42.3	57.7	0.0	1.3	44.9	53.8
	State	0.1	12.2	56.5	31.3	0.5	14.0	59.9	25.6

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	0.0	2.2	47.8	50.0	0.0	1.4	47.1	51.4
State	0.1	9.4	54.7	35.8	0.3	8.9	56.8	34.0
Black								
District								
State	0.4	28.1	60.0	11.4	1.3	30.1	58.6	10.0
Hispanic								
District	0.0	7.1	57.1	35.7	0.0	0.0	64.3	35.7
State	0.2	21.7	61.6	16.4	0.7	20.5	63.8	15.1
Asian								
District	0.0	0.0	28.6	71.4	0.0	0.0	42.9	57.1
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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
District	0.0	16.7	72.2	11.1	0.0	5.6	77.8	16.7
State	1.3	51.5	41.8	5.4	3.1	46.0	45.0	5.9
Non-IEP								
District	0.0	0.6	45.3	54.1	0.0	1.3	45.3	53.5
State	0.0	10.3	59.1	30.6	0.2	10.9	60.0	28.9

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	0.0	16.7	58.3	25.0	0.0	0.0	91.7	8.3
State	0.3	24.5	61.2	13.9	0.9	24.0	62.0	13.1
Not Eligible								
District	0.0	1.2	47.3	51.5	0.0	1.8	45.5	52.7
State	0.1	7.0	52.4	40.5	0.2	7.0	54.1	38.7

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	3.7	56.6	39.7	0.0	2.6	49.2	48.1	0.0	3.2	51.9	44.9
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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District	0.0	4.3	58.5	37.2	0.0	2.1	42.6	55.3	0.0	3.2	44.1	52.7
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	0.0	3.2	54.7	42.1	0.0	3.2	55.8	41.1	0.0	3.2	59.6	37.2
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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
District	0.0	2.0	56.7	41.3	0.0	2.7	48.7	48.7	0.0	1.4	49.3	49.3
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	0.9	34.3	55.7	9.1	4.9	24.4	58.3	12.4	12.3	22.9	58.4	6.5
State												
Hispanic												
District	0.0	25.0	58.3	16.7	0.0	0.0	83.3	16.7	0.0	16.7	66.7	16.7
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	0.0	0.0	46.7	53.3	0.0	0.0	13.3	86.7	0.0	6.7	53.3	40.0
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	0.0	13.6	57.4	29.0	0.6	7.1	50.0	42.3	4.2	7.7	59.5	28.6
State												
American Indian												
District	1.0	30.4	55.5	13.1	3.5	19.3	56.4	20.7	8.3	16.3	59.1	16.3
State												
Two or More Races												
District	0.3	19.2	57.6	22.9	2.1	13.3	52.6	32.0	4.8	11.3	55.9	28.1
State												

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP												
District	0.0	27.8	66.7	5.6	0.0	22.2	66.7	11.1	0.0	16.7	72.2	11.1
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	0.0	1.2	55.6	43.3	0.0	0.6	47.4	52.0	0.0	1.8	49.7	48.5
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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch												
District	0.0	15.4	69.2	15.4	0.0	7.7	84.6	7.7	0.0	23.1	53.8	23.1
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	0.0	2.8	55.7	41.5	0.0	2.3	46.6	51.1	0.0	1.7	51.7	46.6
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				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	1.6	83.3	15.1	0.0	1.6	51.1	47.3
State	0.2	14.8	74.9	10.1	0.4	13.3	54.5	31.8

Grade 8 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	0.0	3.0	82.8	14.1	0.0	2.0	47.5	50.5
State	0.3	17.9	73.0	8.9	0.5	15.1	53.1	31.3
Female								
District	0.0	0.0	83.9	16.1	0.0	1.1	55.2	43.7
State	0.1	11.6	76.8	11.5	0.3	11.5	56.0	32.2

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	District	0.0	2.0	83.2	14.8	0.0	2.0	51.0	47.0
	State	0.1	9.7	75.9	14.3	0.3	8.4	50.9	40.5
Black	District								
	State	0.3	25.6	71.7	2.4	0.8	25.4	60.6	13.2
Hispanic	District	0.0	0.0	100.0	0.0	0.0	0.0	66.7	33.3
	State	0.2	19.7	76.0	4.1	0.5	17.0	61.8	20.8
Asian	District	0.0	0.0	73.3	26.7	0.0	0.0	40.0	60.0
	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

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	District	0.0	8.7	82.6	8.7	0.0	13.0	65.2	21.7
	State	1.0	51.5	46.2	1.3	2.4	46.6	45.3	5.7
Non-IEP	District	0.0	0.6	83.4	16.0	0.0	0.0	49.1	50.9
	State	0.1	9.4	79.1	11.4	0.1	8.5	55.8	35.6

2011 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
2011-12 Federal Improvement Status	
2011-12 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		85.0			85.0			91.0		82.0	
All	99.3	Yes	99.3	Yes	93.7		Yes	96.9		Yes	96.4	Yes		
White	99.7	Yes	99.7	Yes	94.2		Yes	97.2		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	84.6		Yes	96.9		Yes				
Asian	95.6	Yes	95.6	Yes	96.6		Yes	96.6		Yes				
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	69.7	72.4	Yes	82.1		Yes	95.5			
Economically Disadvantaged	100.0	Yes	100.0	Yes	89.8		Yes	94.9		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 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: 2
Number of Title I schools: 0
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
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Millburn C. C. District 24 – Reflections on our areas of success:

- ⇒ A curriculum in grades K-8 that is based on the Illinois Learning Standards, the Illinois Performance Standards, and best practices in instruction;
- ⇒ A gifted education program guided by a comprehensive plan and whose curriculum is aligned with the Illinois Learning Standards and uses the current best practices in gifted education;
- ⇒ A middle school program for grades 6-8 that is based on best practices in working with adolescences. The curriculum offers an integrated curriculum that gives meaning to the academic program;
- ⇒ A district-wide, computer-based, testing program called MAP from the Northwest Evaluation Association that provides teachers, students, and parents with an accurate assessment of student progress in mastering the basic skills;
- ⇒ The implementation of the Response to Intervention Problem Solving model to support the growth and development of all our students in the areas of reading and math;
- ⇒ Ongoing progress monitoring of students using multiple measures;
- ⇒ The focus on district staff development and intervention programs in math, reading, and behavior;
- ⇒ Projections for 2011-2012:
 - An increase the numbers of students who fall into the “exceeds” categories of the ISAT
 - Maintenance or increase in the number of students scoring in the combined “meets” and “exceeds” categories of ISAT
 - Support for the teachers of students with disabilities in regular and special education classrooms as they strive to help these students meet Adequate Yearly Progress in reading and math.
 - Efficient implementation of PBIS as a behavior intervention program

Millburn Central School
Millburn CCSD 24
Old Mill Creek, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K 1 2 3 4 5 6 7 8

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	75.6	2.7	6.6	11.2	0.0	0.2	3.8	5.3	1.6	12.4		0.0	6.3	96.3	1,110
District	79.1	2.1	5.8	9.0	0.0	0.2	3.8	5.0	1.6	13.3		0.0	6.2	96.4	1,606
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	100.0
District	100.0
State	96.0

STUDENT-TO-STAFF RATIOS

Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
--	--	--	--
16.3		12.3	229.4
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	20.8	19.5	22.2	26.0	23.7	22.5	29.0	28.8	25.0	
District	21.0	20.3	22.7	26.0	22.7	23.4	25.6	27.0	26.4	
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)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60	41	41	30	41	41	135	82	82	30	41	41
District	60	41	41	30	41	41	135	82	82	30	41	41
State	60	55	52	30	43	44	143	103	91	30	43	44

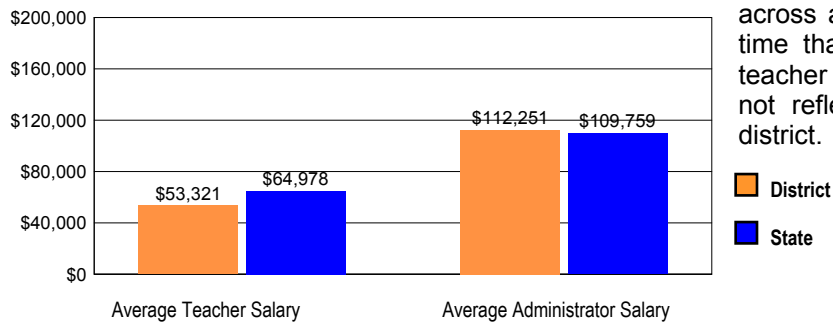
TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	97.5	0.7	0.9	0.0	0.9	0.0	0.0	0.0	11.7	88.3	112
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	12.8	45.7	54.3	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.

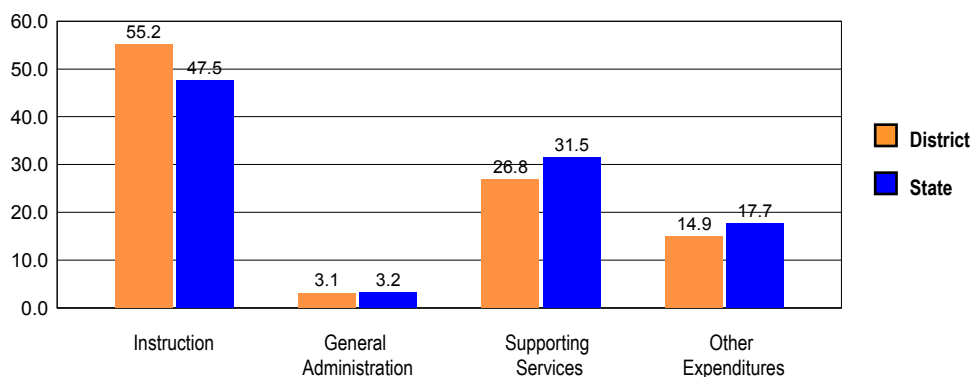
SCHOOL DISTRICT FINANCES

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.

EXPENDITURE BY FUNCTION 2009-10 (Percentages)



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$10,083,751	62.2	58.9	Education	\$11,427,059	71.4	72.9
Other Local Funding	\$1,066,702	6.6	6.4	Operations & Maintenance	\$1,296,378	8.1	6.0
General State Aid	\$2,850,695	17.6	14.9	Transportation	\$933,878	5.8	3.8
Other State Funding	\$1,198,536	7.4	7.5	Debt Service	\$1,703,207	10.6	7.2
Federal Funding	\$1,002,281	6.2	12.4	Tort	\$199,104	1.2	1.2
TOTAL	\$16,201,965			Municipal Retirement/ Social Security	\$455,171	2.8	1.9
				Fire Prevention & Safety	\$0	0.0	0.7
				Site & Construction/ Capital Improvement	\$0	0.0	6.4
				TOTAL	\$16,014,797		

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	\$199,229	3.42	\$5,960	\$9,743
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.

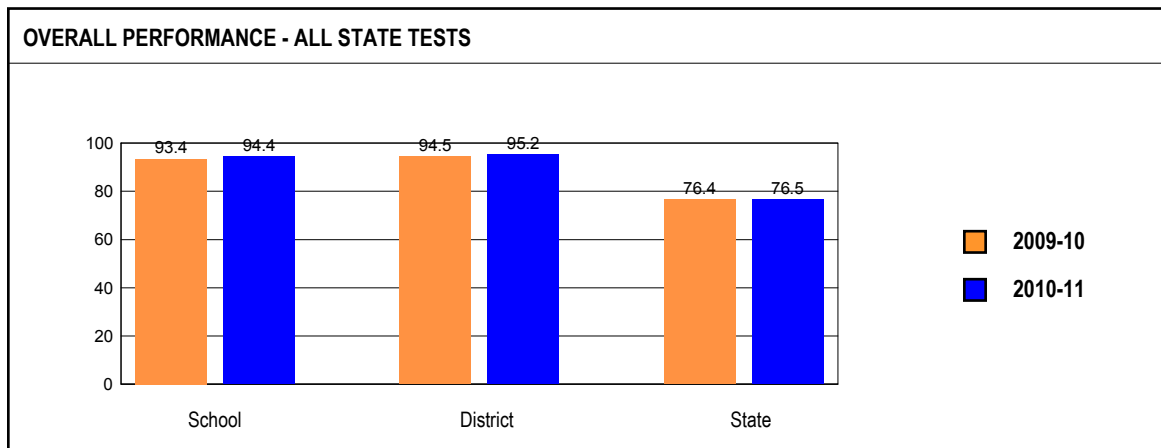
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

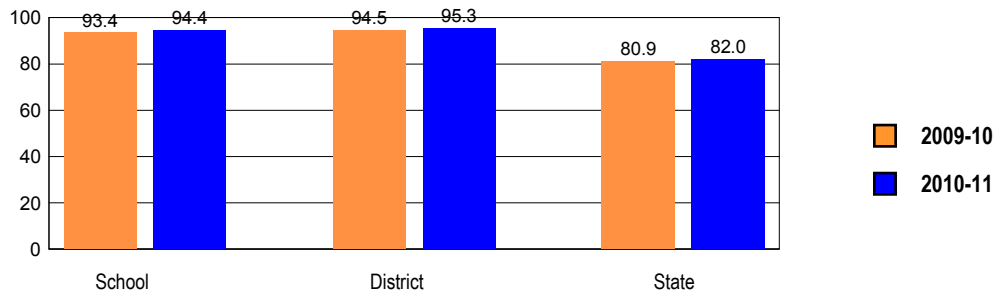
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

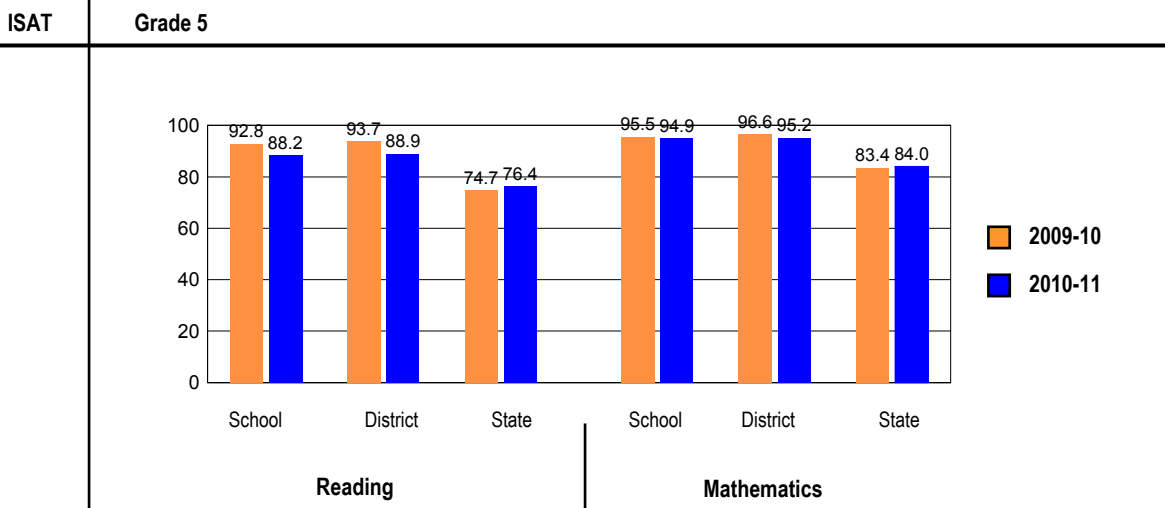
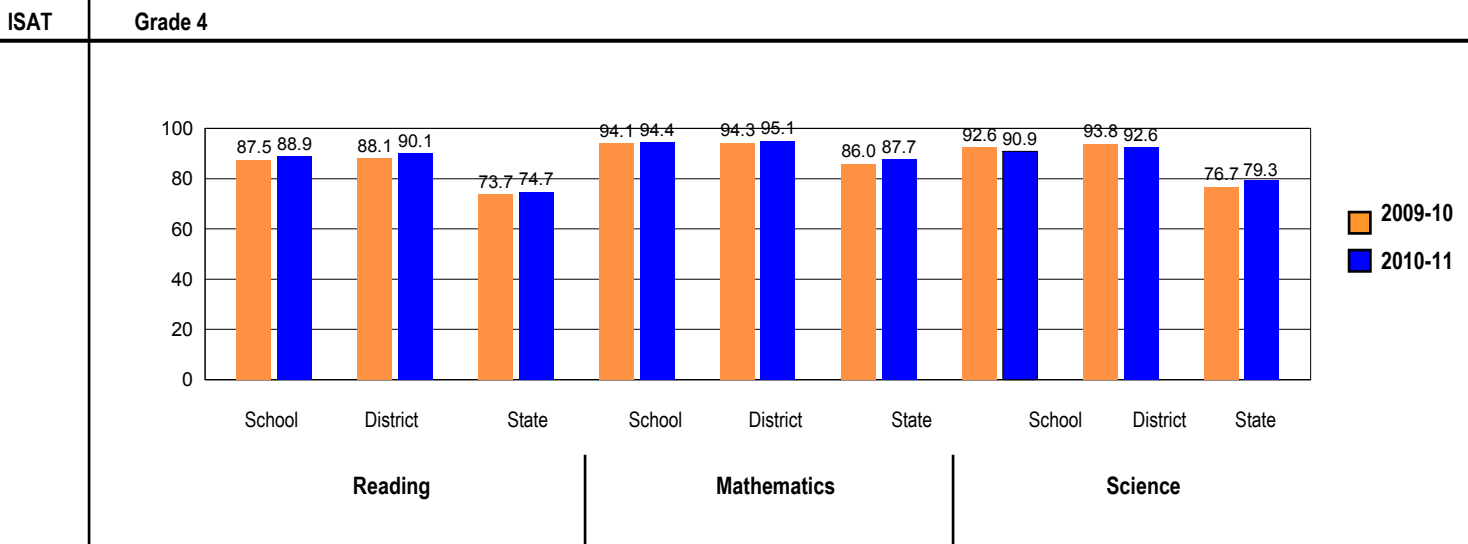
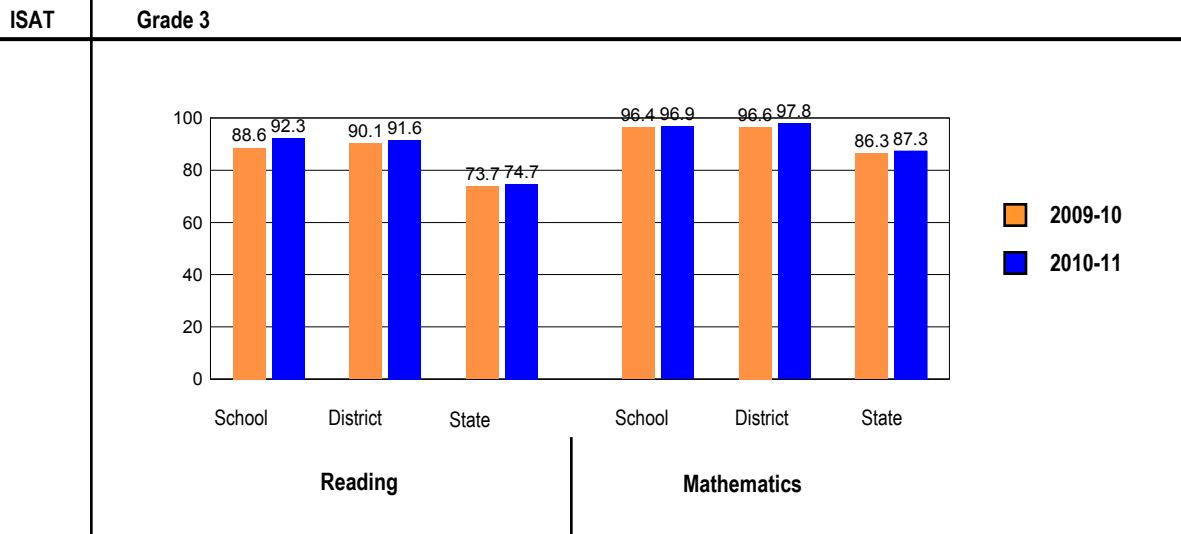
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

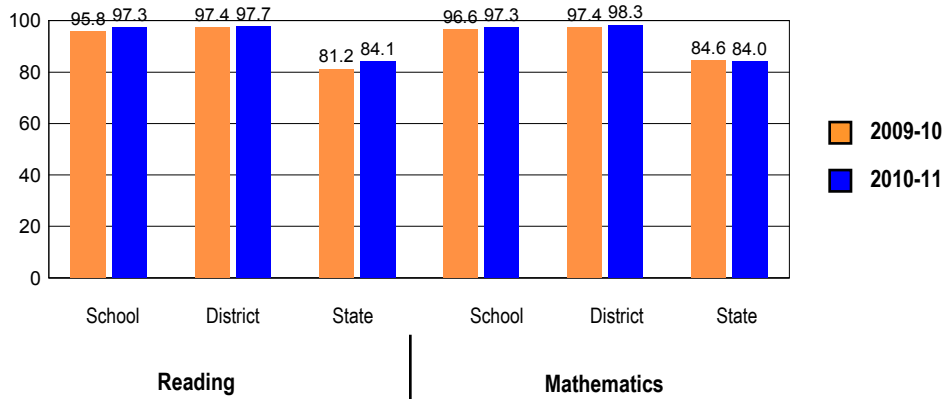
ISAT PERFORMANCE

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.



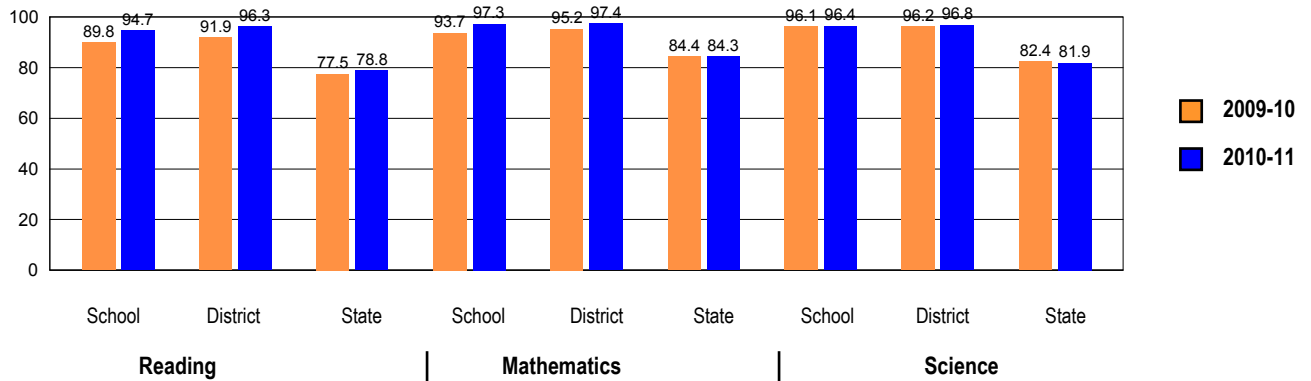
ISAT

Grade 6



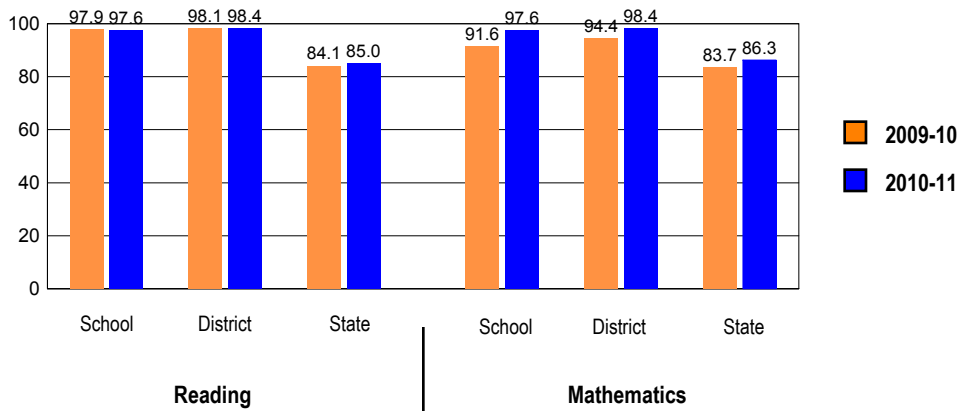
ISAT

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							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	774	413	361	591	26	49	79	0	2	27	11	0	94	42
	Reading	1.0	1.0	1.1	0.5	3.8	0.0	5.1			0.0	18.2		0.0	0.0
District	*Enrollment	1,138	587	551	912	28	65	91	0	3	39	15	0	145	59
	Reading	0.7	0.7	0.7	0.3	3.6	0.0	4.4			0.0	13.3		0.0	0.0
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							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	774	413	361	591	26	49	79	0	2	27	11	0	94	42
	Mathematics	1.0	1.0	1.1	0.5	3.8	0.0	5.1			0.0	18.2		0.0	0.0
District	*Enrollment	1,138	587	551	912	28	65	91	0	3	39	15	0	145	59
	Mathematics	0.7	0.7	0.7	0.3	3.6	0.0	4.4			0.0	13.3		0.0	0.0
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							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	261	127	134	197	8	18	26	0	2	10	4	0	30	18
	Science	0.8	0.8	0.7	0.0		0.0	3.8			0.0			0.0	0.0
District	*Enrollment	398	200	198	322	10	21	30	0	2	13	7	0	48	27
	Science	0.5	0.5	0.5	0.0	10.0	0.0	3.3			0.0			0.0	0.0
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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	1.5	6.2	42.3	50.0	0.8	2.3	28.5	68.5
District	1.1	7.3	44.7	46.9	0.6	1.7	30.2	67.6
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	1.6	7.8	35.9	54.7	0.0	3.1	21.9	75.0
	District	1.2	10.6	42.4	45.9	0.0	2.4	25.9	71.8
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	School	1.5	4.5	48.5	45.5	1.5	1.5	34.8	62.1
	District	1.1	4.3	46.8	47.9	1.1	1.1	34.0	63.8
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	1.9	7.7	41.3	49.0	1.0	2.9	27.9	68.3
	District	1.4	8.2	44.2	46.3	0.7	2.0	30.6	66.7
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	School								
	District								
	State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic	School								
	District								
	State	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	School	0.0	0.0	41.7	58.3	0.0	0.0	8.3	91.7
	District	0.0	0.0	38.5	61.5	0.0	0.0	7.7	92.3
	State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	School								
	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	School								
	District	0.0	0.0	40.0	60.0	0.0	0.0	10.0	90.0
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	11.8	23.5	52.9	11.8	5.9	17.6	35.3	41.2
	District	8.0	24.0	60.0	8.0	4.0	12.0	48.0	36.0
	State	20.9	35.2	33.4	10.4	9.2	21.3	46.9	22.5
Non-IEP	School	0.0	3.5	40.7	55.8	0.0	0.0	27.4	72.6
	District	0.0	4.5	42.2	53.2	0.0	0.0	27.3	72.7
	State	3.6	17.2	49.6	29.5	2.0	8.2	42.6	47.2

Grade 4**Grade 4 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School		0.0	11.1	39.6	49.3	0.0	5.6	53.5	41.0	0.7	8.4	55.9	35.0
	District	0.0	9.9	38.4	51.7	0.5	4.4	49.3	45.8	0.5	6.9	54.0	38.6
	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

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	17.4	31.9	50.7	0.0	5.8	43.5	50.7	0.0	8.8	51.5	39.7
	District	0.0	14.6	35.0	50.5	0.0	4.9	40.8	54.4	0.0	7.8	51.0	41.2
	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	School	0.0	5.3	46.7	48.0	0.0	5.3	62.7	32.0	1.3	8.0	60.0	30.7
	District	0.0	5.0	42.0	53.0	1.0	4.0	58.0	37.0	1.0	6.0	57.0	36.0
	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

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	8.8	43.0	48.2	0.0	3.5	56.1	40.4	0.9	4.4	61.1	33.6
	District	0.0	7.7	41.1	51.2	0.6	2.4	50.6	46.4	0.6	3.6	57.5	38.3
	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	School												
	District												
	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	School												
	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	School	0.0	15.4	23.1	61.5	0.0	15.4	30.8	53.8	0.0	30.8	15.4	53.8
	District	0.0	14.3	28.6	57.1	0.0	14.3	35.7	50.0	0.0	28.6	21.4	50.0
	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	School												
	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	School												
	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	School												
	District	0.0	10.0	30.0	60.0	0.0	20.0	40.0	40.0	0.0	20.0	30.0	50.0
	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

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	55.6	44.4	0.0	0.0	27.8	66.7	5.6	5.9	47.1	47.1	0.0
	District	0.0	46.2	38.5	15.4	3.8	19.2	61.5	15.4	4.0	36.0	48.0	12.0
	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	School	0.0	4.8	38.9	56.3	0.0	2.4	51.6	46.0	0.0	3.2	57.1	39.7
	District	0.0	4.5	38.4	57.1	0.0	2.3	47.5	50.3	0.0	2.8	54.8	42.4
	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

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	9.1	63.6	27.3	0.0	18.2	63.6	18.2	0.0	18.2	72.7	9.1
	District	0.0	7.1	71.4	21.4	0.0	14.3	64.3	21.4	0.0	14.3	71.4	14.3
	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	School	0.0	11.3	37.6	51.1	0.0	4.5	52.6	42.9	0.8	7.6	54.5	37.1
	District	0.0	10.1	36.0	54.0	0.5	3.7	48.1	47.6	0.5	6.4	52.7	40.4
	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**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	11.8	50.7	37.5	0.0	5.1	65.4	29.4
District	0.0	11.1	46.6	42.3	0.0	4.8	61.4	33.9
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School	0.0	14.3	50.6	35.1	0.0	6.5	64.9	28.6
District	0.0	13.1	51.5	35.4	0.0	5.1	61.6	33.3
State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female								
School	0.0	8.5	50.8	40.7	0.0	3.4	66.1	30.5
District	0.0	8.9	41.1	50.0	0.0	4.4	61.1	34.4
State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School	0.0	13.5	46.2	40.4	0.0	5.8	66.3	27.9
District	0.0	10.7	43.3	46.0	0.0	4.0	61.3	34.7
State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black								
School								
District								
State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic								
School								
District	0.0	16.7	58.3	25.0	0.0	8.3	75.0	16.7
State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian								
School	0.0	6.7	60.0	33.3	0.0	6.7	46.7	46.7
District	0.0	6.3	62.5	31.3	0.0	6.3	43.8	50.0
State	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander								
School								
District								
State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian								
School								
District								
State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races								
School								
District								
State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
School	0.0	50.0	45.0	5.0	0.0	30.0	65.0	5.0
District	0.0	46.4	46.4	7.1	0.0	25.0	67.9	7.1
State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP								
School	0.0	5.2	51.7	43.1	0.0	0.9	65.5	33.6
District	0.0	5.0	46.6	48.4	0.0	1.2	60.2	38.5
State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	2.7	49.6	47.8	0.0	2.7	48.7	48.7
District	0.0	2.3	48.0	49.7	0.0	1.7	48.6	49.7
State	0.2	15.7	56.8	27.3	0.6	15.5	58.0	25.9

Grade 6 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School	0.0	4.2	53.5	42.3	0.0	2.8	53.5	43.7
District	0.0	4.0	52.5	43.4	0.0	2.0	51.5	46.5
State	0.3	19.1	57.1	23.5	0.7	16.8	56.2	26.3
Female								
School	0.0	0.0	42.9	57.1	0.0	2.4	40.5	57.1
District	0.0	0.0	42.3	57.7	0.0	1.3	44.9	53.8
State	0.1	12.2	56.5	31.3	0.5	14.0	59.9	25.6

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School	0.0	2.4	52.4	45.1	0.0	2.4	47.6	50.0
District	0.0	2.2	47.8	50.0	0.0	1.4	47.1	51.4
State	0.1	9.4	54.7	35.8	0.3	8.9	56.8	34.0
Black								
School								
District								
State	0.4	28.1	60.0	11.4	1.3	30.1	58.6	10.0
Hispanic								
School	0.0	9.1	45.5	45.5	0.0	0.0	63.6	36.4
District	0.0	7.1	57.1	35.7	0.0	0.0	64.3	35.7
State	0.2	21.7	61.6	16.4	0.7	20.5	63.8	15.1
Asian								
School	0.0	0.0	25.0	75.0	0.0	0.0	41.7	58.3
District	0.0	0.0	28.6	71.4	0.0	0.0	42.9	57.1
State	0.1	6.0	41.5	52.4	0.2	4.7	38.4	56.6
Native Hawaiian/Pacific Islander								
School								
District								
State	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
American Indian								
School								
District								
State	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
Two or More Races								
School								
District								
State	0.1	12.9	55.1	31.8	0.4	13.3	57.1	29.1

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
School	0.0	18.2	63.6	18.2	0.0	9.1	72.7	18.2
District	0.0	16.7	72.2	11.1	0.0	5.6	77.8	16.7
State	1.3	51.5	41.8	5.4	3.1	46.0	45.0	5.9
Non-IEP								
School	0.0	1.0	48.0	51.0	0.0	2.0	46.1	52.0
District	0.0	0.6	45.3	54.1	0.0	1.3	45.3	53.5
State	0.0	10.3	59.1	30.6	0.2	10.9	60.0	28.9

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	5.3	54.9	39.8	0.0	2.7	50.4	46.9	0.0	3.6	50.9	45.5
District	0.0	3.7	56.6	39.7	0.0	2.6	49.2	48.1	0.0	3.2	51.9	44.9
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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male School	0.0	5.4	57.1	37.5	0.0	1.8	42.9	55.4	0.0	1.8	44.6	53.6
Male District	0.0	4.3	58.5	37.2	0.0	2.1	42.6	55.3	0.0	3.2	44.1	52.7
Male 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	0.0	5.3	52.6	42.1	0.0	3.5	57.9	38.6	0.0	5.4	57.1	37.5
Female District	0.0	3.2	54.7	42.1	0.0	3.2	55.8	41.1	0.0	3.2	59.6	37.2
Female 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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White School	0.0	2.5	55.6	42.0	0.0	2.5	48.1	49.4	0.0	0.0	47.5	52.5
White District	0.0	2.0	56.7	41.3	0.0	2.7	48.7	48.7	0.0	1.4	49.3	49.3
White 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												
Black District												
Black 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	0.0	30.0	50.0	20.0	0.0	0.0	90.0	10.0	0.0	20.0	60.0	20.0
Hispanic District	0.0	25.0	58.3	16.7	0.0	0.0	83.3	16.7	0.0	16.7	66.7	16.7
Hispanic 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	0.0	0.0	41.7	58.3	0.0	0.0	16.7	83.3	0.0	8.3	50.0	41.7
Asian District	0.0	0.0	46.7	53.3	0.0	0.0	13.3	86.7	0.0	6.7	53.3	40.0
Asian 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												
Native Hawaiian/Pacific Islander District												
Native Hawaiian/Pacific Islander 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												
American Indian District												
American Indian 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												
Two or More Races District												
Two or More Races 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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP School	0.0	40.0	60.0	0.0	0.0	20.0	80.0	0.0	0.0	20.0	80.0	0.0
IEP District	0.0	27.8	66.7	5.6	0.0	22.2	66.7	11.1	0.0	16.7	72.2	11.1
IEP 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	1.9	54.4	43.7	0.0	1.0	47.6	51.5	0.0	2.0	48.0	50.0
Non-IEP District	0.0	1.2	55.6	43.3	0.0	0.6	47.4	52.0	0.0	1.8	49.7	48.5
Non-IEP 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 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	2.4	81.9	15.7	0.0	2.4	53.5	44.1
District	0.0	1.6	83.3	15.1	0.0	1.6	51.1	47.3
State	0.2	14.8	74.9	10.1	0.4	13.3	54.5	31.8

Grade 8 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School	0.0	4.3	82.9	12.9	0.0	2.9	48.6	48.6
District	0.0	3.0	82.8	14.1	0.0	2.0	47.5	50.5
State	0.3	17.9	73.0	8.9	0.5	15.1	53.1	31.3
Female								
School	0.0	0.0	80.7	19.3	0.0	1.8	59.6	38.6
District	0.0	0.0	83.9	16.1	0.0	1.1	55.2	43.7
State	0.1	11.6	76.8	11.5	0.3	11.5	56.0	32.2

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School	0.0	3.0	81.0	16.0	0.0	3.0	53.0	44.0
District	0.0	2.0	83.2	14.8	0.0	2.0	51.0	47.0
State	0.1	9.7	75.9	14.3	0.3	8.4	50.9	40.5
Black								
School								
District								
State	0.3	25.6	71.7	2.4	0.8	25.4	60.6	13.2
Hispanic								
School	0.0	0.0	100.0	0.0	0.0	0.0	66.7	33.3
District	0.2	19.7	76.0	4.1	0.5	17.0	61.8	20.8
State								
Asian								
School	0.0	0.0	81.8	18.2	0.0	0.0	45.5	54.5
District	0.0	0.0	73.3	26.7	0.0	0.0	40.0	60.0
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				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
School	0.0	13.3	86.7	0.0	0.0	20.0	60.0	20.0
District	0.0	8.7	82.6	8.7	0.0	13.0	65.2	21.7
State	1.0	51.5	46.2	1.3	2.4	46.6	45.3	5.7
Non-IEP								
School	0.0	0.9	81.3	17.9	0.0	0.0	52.7	47.3
District	0.0	0.6	83.4	16.0	0.0	0.0	49.1	50.9
State	0.1	9.4	79.1	11.4	0.1	8.5	55.8	35.6

2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	No	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2011-12 State Improvement Status	Academic Early Warning 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	99.0	Yes	99.0	Yes	92.8		Yes	96.2		Yes	96.3	Yes		
White	99.5	Yes	99.5	Yes	92.9		Yes	96.3		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	85.7		Yes	100.0		Yes				
Asian	94.9	Yes	94.9	Yes	96.0		Yes	96.0		Yes				
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	62.8	69.4	No	76.6	76.6	Yes	95.1			
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 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.

Millburn West
Millburn CCSD 24
Lindenhurst, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K 1 2 3 4 5 6 7 8

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	86.9	0.8	4.0	4.2	0.0	0.2	3.8	4.4	1.6	15.1		0.0	5.8	96.6	496
District	79.1	2.1	5.8	9.0	0.0	0.2	3.8	5.0	1.6	13.3		0.0	6.2	96.4	1,606
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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	100.0	--	--	--	--
District	100.0	16.3		12.3	229.4
State	96.0	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	22.0	22.5	24.0	26.0	20.7	26.0	21.0	24.7	30.0	
District	21.0	20.3	22.7	26.0	22.7	23.4	25.6	27.0	26.4	
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)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60	41	41	30	41	41	135	82	82	30	41	41
District	60	41	41	30	41	41	135	82	82	30	41	41
State	60	55	52	30	43	44	143	103	91	30	43	44

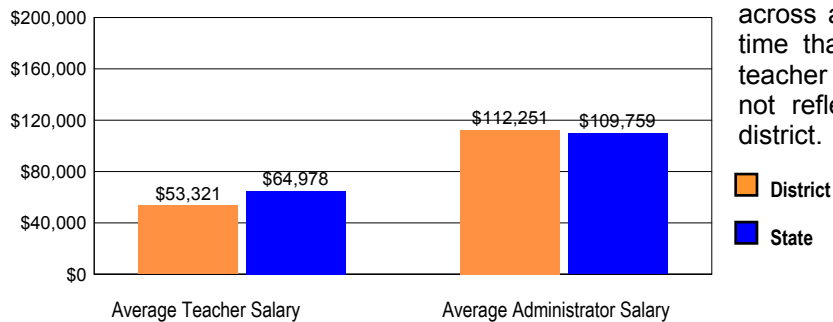
TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	97.5	0.7	0.9	0.0	0.9	0.0	0.0	0.0	11.7	88.3	112
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	12.8	45.7	54.3	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.

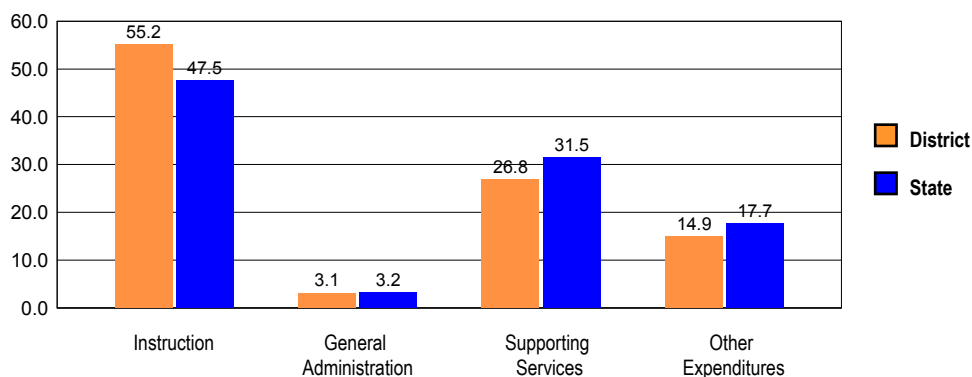
SCHOOL DISTRICT FINANCES

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.

EXPENDITURE BY FUNCTION 2009-10 (Percentages)



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$10,083,751	62.2	58.9	Education	\$11,427,059	71.4	72.9
Other Local Funding	\$1,066,702	6.6	6.4	Operations & Maintenance	\$1,296,378	8.1	6.0
General State Aid	\$2,850,695	17.6	14.9	Transportation	\$933,878	5.8	3.8
Other State Funding	\$1,198,536	7.4	7.5	Debt Service	\$1,703,207	10.6	7.2
Federal Funding	\$1,002,281	6.2	12.4	Tort	\$199,104	1.2	1.2
TOTAL	\$16,201,965			Municipal Retirement/ Social Security	\$455,171	2.8	1.9
				Fire Prevention & Safety	\$0	0.0	0.7
				Site & Construction/ Capital Improvement	\$0	0.0	6.4
				TOTAL	\$16,014,797		

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	\$199,229	3.42	\$5,960	\$9,743
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.

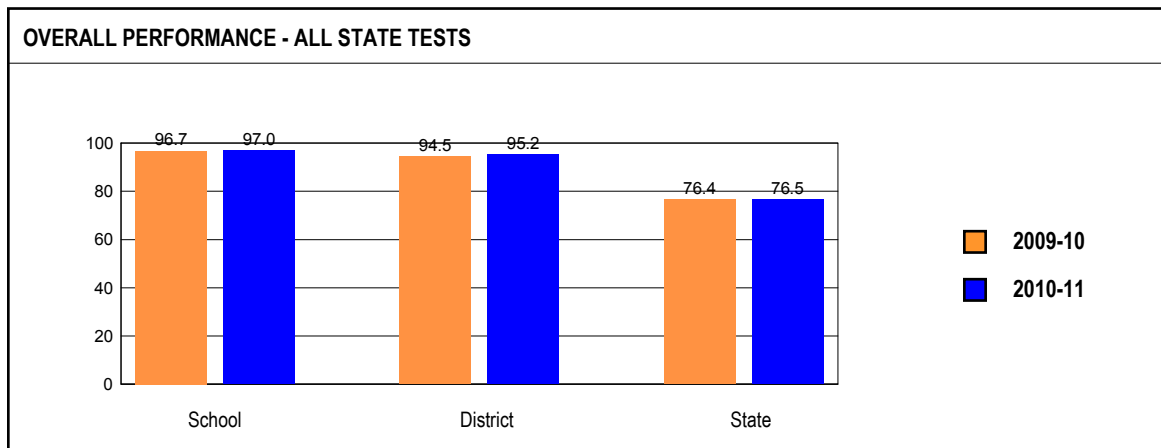
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

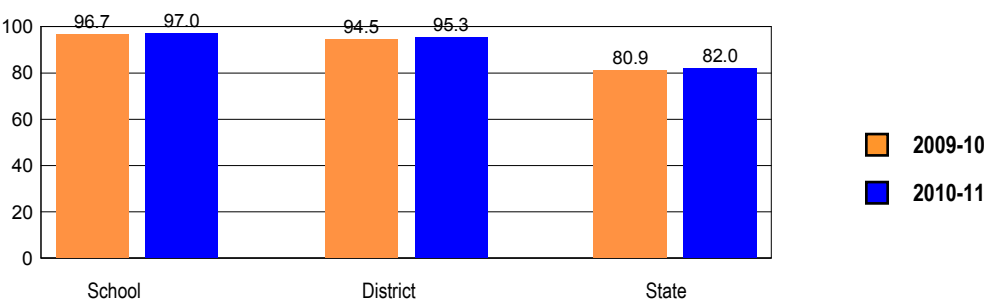
ACADEMIC PERFORMANCE

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

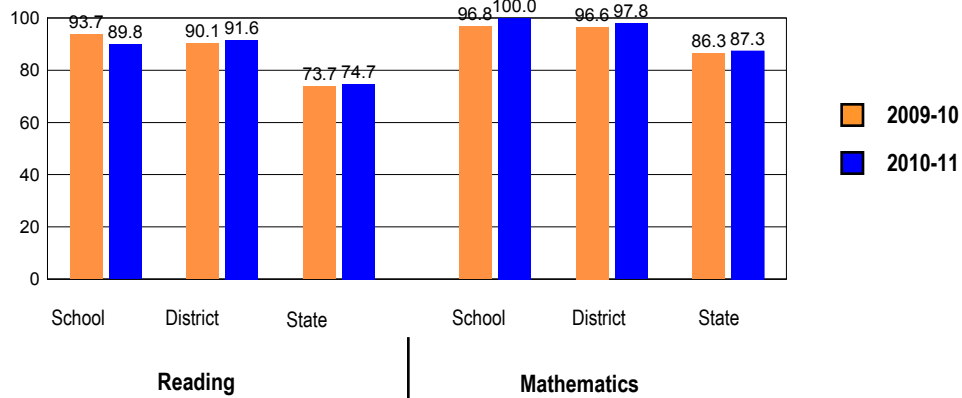
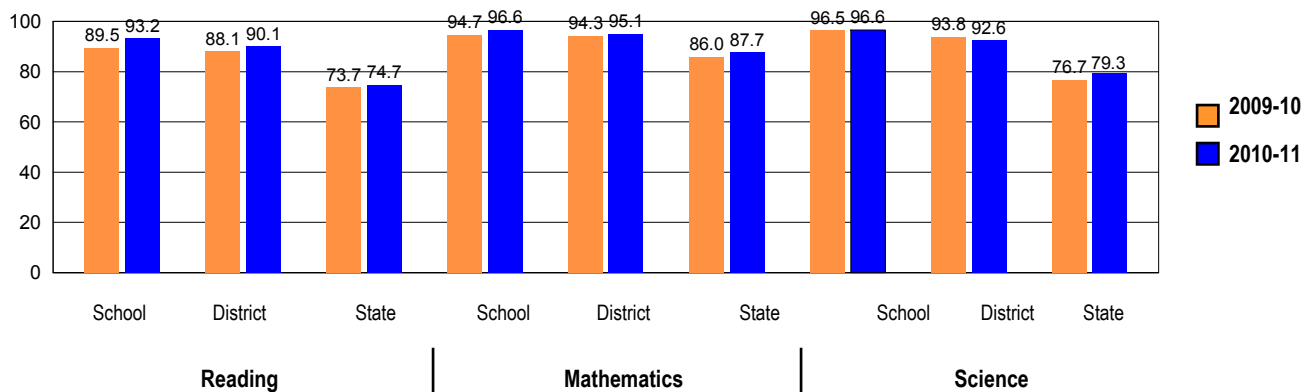
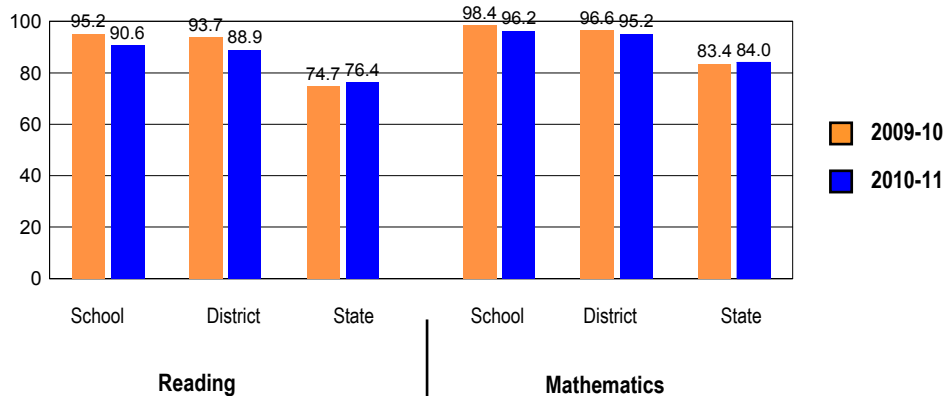


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



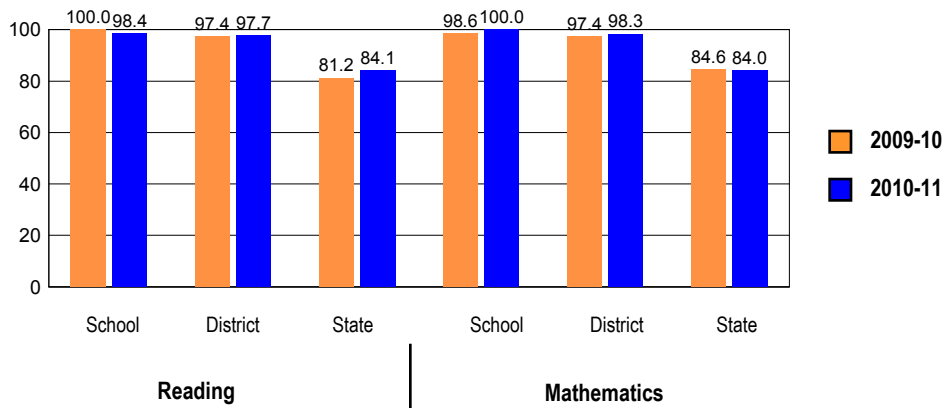
ISAT PERFORMANCE

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**

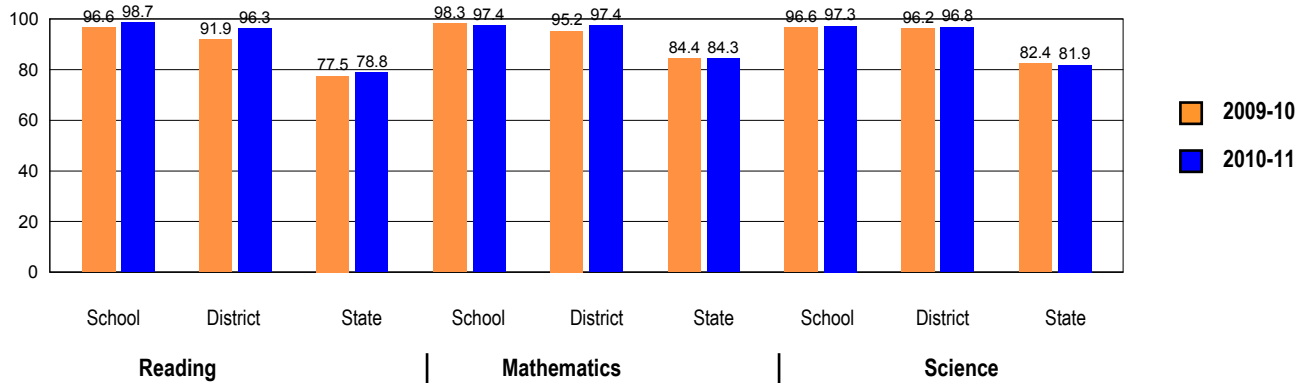
ISAT

Grade 6



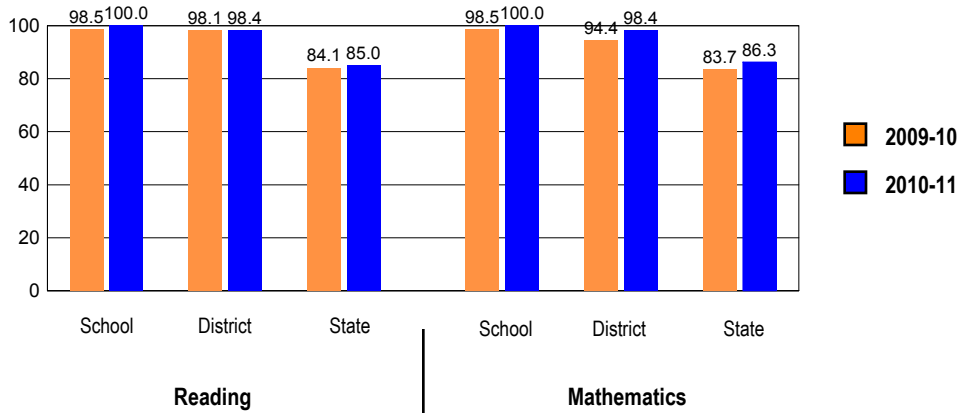
ISAT

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															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	364	174	190	321	2	16	12	0	1	12	4	0	51	17
	Reading	0.0	0.0	0.0	0.0		0.0	0.0			0.0			0.0	0.0
District	*Enrollment	1,138	587	551	912	28	65	91	0	3	39	15	0	145	59
	Reading	0.7	0.7	0.7	0.3	3.6	0.0	4.4			0.0	13.3		0.0	0.0
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							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	364	174	190	321	2	16	12	0	1	12	4	0	51	17
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0			0.0			0.0	0.0
District	*Enrollment	1,138	587	551	912	28	65	91	0	3	39	15	0	145	59
	Mathematics	0.7	0.7	0.7	0.3	3.6	0.0	4.4			0.0	13.3		0.0	0.0
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							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	137	73	64	125	2	3	4	0	0	3	3	0	18	9
	Science	0.0	0.0	0.0	0.0									0.0	
District	*Enrollment	398	200	198	322	10	21	30	0	2	13	7	0	48	27
	Science	0.5	0.5	0.5	0.0	10.0	0.0	3.3			0.0			0.0	0.0
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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	10.2	51.0	38.8	0.0	0.0	34.7	65.3
District	1.1	7.3	44.7	46.9	0.6	1.7	30.2	67.6
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	19.0	61.9	19.0	0.0	0.0	38.1	61.9
	District	1.2	10.6	42.4	45.9	0.0	2.4	25.9	71.8
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	School	0.0	3.6	42.9	53.6	0.0	0.0	32.1	67.9
	District	1.1	4.3	46.8	47.9	1.1	1.1	34.0	63.8
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	9.3	51.2	39.5	0.0	0.0	37.2	62.8
	District	1.4	8.2	44.2	46.3	0.7	2.0	30.6	66.7
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	School								
	District								
	State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic	School								
	District								
	State	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	School								
	District	0.0	0.0	38.5	61.5	0.0	0.0	7.7	92.3
	State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	School								
	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	School								
	District	0.0	0.0	40.0	60.0	0.0	0.0	10.0	90.0
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 4**Grade 4 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School		0.0	6.8	35.6	57.6	1.7	1.7	39.0	57.6	0.0	3.4	49.2	47.5
	District	0.0	9.9	38.4	51.7	0.5	4.4	49.3	45.8	0.5	6.9	54.0	38.6
	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

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	8.8	41.2	50.0	0.0	2.9	35.3	61.8	0.0	5.9	50.0	44.1
	District	0.0	14.6	35.0	50.5	0.0	4.9	40.8	54.4	0.0	7.8	51.0	41.2
	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	School	0.0	4.0	28.0	68.0	4.0	0.0	44.0	52.0	0.0	0.0	48.0	52.0
	District	0.0	5.0	42.0	53.0	1.0	4.0	58.0	37.0	1.0	6.0	57.0	36.0
	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

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	5.6	37.0	57.4	1.9	0.0	38.9	59.3	0.0	1.9	50.0	48.1
	District	0.0	7.7	41.1	51.2	0.6	2.4	50.6	46.4	0.6	3.6	57.5	38.3
	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	School												
	District												
	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	School												
	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	School												
	District	0.0	14.3	28.6	57.1	0.0	14.3	35.7	50.0	0.0	28.6	21.4	50.0
	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	School												
	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	School												
	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	School												
	District	0.0	10.0	30.0	60.0	0.0	20.0	40.0	40.0	0.0	20.0	30.0	50.0
	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 5**Grade 5 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	9.4	35.8	54.7	0.0	3.8	50.9	45.3
	District	0.0	11.1	46.6	42.3	0.0	4.8	61.4	33.9
	State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	9.1	54.5	36.4	0.0	0.0	50.0	50.0
	District	0.0	13.1	51.5	35.4	0.0	5.1	61.6	33.3
	State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female	School	0.0	9.7	22.6	67.7	0.0	6.5	51.6	41.9
	District	0.0	8.9	41.1	50.0	0.0	4.4	61.1	34.4
	State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	4.3	37.0	58.7	0.0	0.0	50.0	50.0
	District	0.0	10.7	43.3	46.0	0.0	4.0	61.3	34.7
	State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	School								
	District								
	State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic	School								
	District	0.0	16.7	58.3	25.0	0.0	8.3	75.0	16.7
	State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian	School								
	District	0.0	6.3	62.5	31.3	0.0	6.3	43.8	50.0
	State	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian	School								
	District								
	State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races	School								
	District								
	State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 6**Grade 6 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	1.6	45.3	53.1	0.0	0.0	48.4	51.6
	District	0.0	2.3	48.0	49.7	0.0	1.7	48.6	49.7
	State	0.2	15.7	56.8	27.3	0.6	15.5	58.0	25.9

Grade 6 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	3.6	50.0	46.4	0.0	0.0	46.4	53.6
	District	0.0	4.0	52.5	43.4	0.0	2.0	51.5	46.5
	State	0.3	19.1	57.1	23.5	0.7	16.8	56.2	26.3
Female	School	0.0	0.0	41.7	58.3	0.0	0.0	50.0	50.0
	District	0.0	0.0	42.3	57.7	0.0	1.3	44.9	53.8
	State	0.1	12.2	56.5	31.3	0.5	14.0	59.9	25.6

Grade 6 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	1.8	41.1	57.1	0.0	0.0	46.4	53.6
	District	0.0	2.2	47.8	50.0	0.0	1.4	47.1	51.4
	State	0.1	9.4	54.7	35.8	0.3	8.9	56.8	34.0
Black	School								
	District								
	State	0.4	28.1	60.0	11.4	1.3	30.1	58.6	10.0
Hispanic	School	0.0	7.1	57.1	35.7	0.0	0.0	64.3	35.7
	District	0.2	21.7	61.6	16.4	0.7	20.5	63.8	15.1
	State								
Asian	School	0.0	0.0	28.6	71.4	0.0	0.0	42.9	57.1
	District	0.1	6.0	41.5	52.4	0.2	4.7	38.4	56.6
	State								
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
American Indian	School								
	District								
	State	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
Two or More Races	School								
	District								
	State	0.1	12.9	55.1	31.8	0.4	13.3	57.1	29.1

Grade 7**Grade 7 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School		0.0	1.3	59.2	39.5	0.0	2.6	47.4	50.0	0.0	2.7	53.3	44.0
	District	0.0	3.7	56.6	39.7	0.0	2.6	49.2	48.1	0.0	3.2	51.9	44.9
	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

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	2.6	60.5	36.8	0.0	2.6	42.1	55.3	0.0	5.4	43.2	51.4
	District	0.0	4.3	58.5	37.2	0.0	2.1	42.6	55.3	0.0	3.2	44.1	52.7
	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	0.0	0.0	57.9	42.1	0.0	2.6	52.6	44.7	0.0	0.0	63.2	36.8
	District	0.0	3.2	54.7	42.1	0.0	3.2	55.8	41.1	0.0	3.2	59.6	37.2
	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

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	1.4	58.0	40.6	0.0	2.9	49.3	47.8	0.0	2.9	51.5	45.6
	District	0.0	2.0	56.7	41.3	0.0	2.7	48.7	48.7	0.0	1.4	49.3	49.3
	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												
	District												
	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	0.0	25.0	58.3	16.7	0.0	0.0	83.3	16.7	0.0	16.7	66.7	16.7
	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	0.0	0.0	46.7	53.3	0.0	0.0	13.3	86.7	0.0	6.7	53.3	40.0
	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 8**Grade 8 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	0.0	86.4	13.6	0.0	0.0	45.8	54.2
	District	0.0	1.6	83.3	15.1	0.0	1.6	51.1	47.3
	State	0.2	14.8	74.9	10.1	0.4	13.3	54.5	31.8

Grade 8 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	0.0	82.8	17.2	0.0	0.0	44.8	55.2
	District	0.0	3.0	82.8	14.1	0.0	2.0	47.5	50.5
	State	0.3	17.9	73.0	8.9	0.5	15.1	53.1	31.3
Female	School	0.0	0.0	90.0	10.0	0.0	0.0	46.7	53.3
	District	0.0	0.0	83.9	16.1	0.0	1.1	55.2	43.7
	State	0.1	11.6	76.8	11.5	0.3	11.5	56.0	32.2

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	0.0	87.8	12.2	0.0	0.0	46.9	53.1
	District	0.0	2.0	83.2	14.8	0.0	2.0	51.0	47.0
	State	0.1	9.7	75.9	14.3	0.3	8.4	50.9	40.5
Black	School								
	District								
	State	0.3	25.6	71.7	2.4	0.8	25.4	60.6	13.2
Hispanic	School								
	District	0.0	0.0	100.0	0.0	0.0	0.0	66.7	33.3
	State	0.2	19.7	76.0	4.1	0.5	17.0	61.8	20.8
Asian	School								
	District	0.0	0.0	73.3	26.7	0.0	0.0	40.0	60.0
	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

2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2011-12 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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	95.6		Yes	98.4		Yes	96.6	Yes		
White	100.0	Yes	100.0	Yes	96.6		Yes	99.1		Yes				
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	82.4		Yes	92.2		Yes				
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 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.