

Smith School Report Card Letter

September, 2009

Dear Smith Families,

The Illinois School Report Card is a summary of the Illinois Standards Achievement Test (ISAT) which is administered once a year and provides parents, schools and the community feedback on how students are performing in specific subject areas. Students in third and fifth grades are tested in reading and math. Students in fourth grade are tested in reading, math and science. Students in fifth grade are also tested in writing. Forty-five students in the grades assessed are needed to create a subgroup. State subgroups include Ethnicity, Limited English Proficient, Students with Disabilities and Economically Disadvantaged. The state's benchmark for Adequate Yearly Progress (AYP) for 2009 was 70% (students meeting or exceeding state standards) and will be 77% in 2010.

Under the guidelines of the Illinois State Board of Education, the 2009 state test results indicate that Smith School did make AYP in Math overall and in all subgroups. Unfortunately, Smith did not make AYP in Reading overall and in one subgroup. Smith School did make AYP in Reading for all other subgroups.

As we analyze each student's progress, we evaluate and revise programs to improve student achievement. During the 2009-2010 school year, we will:

- Conduct open discussions with staff and parents to recognize student strengths and develop changes to respond to needs
- Provide K-2 students with direct instruction using the WILSON "FUN" DATION Reading Intervention Program
- Provide targeted at-risk 3rd, 4th & 5th grade students with direct instruction using the WILSON "FUN" DATION Reading Intervention Program
- Improve Reading using the "95% Group" Inc. Lessons
- Continue with the implementation of DATA TEAMS for analysis of student progress, implementation of teaching strategies based on best practices and follow-up testing to determine student progress
- Implement the 4th year of the school-wide POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS (PBIS) program
- Provide all classrooms daily with an "intervention" time where highly qualified educators give additional instructional support using identified areas of need
- Provide additional technology-enhanced learning environments and TECHNOLOGY-INTEGRATED instruction in classrooms
- Offer math tutorial support services to students in need
- Continue NICOR'S SUPER READER-ADVENTURES IN READING motivational reading program
- Offer enrichment curriculum through a Enrichment Resource Teacher to our identified 4th and 5th grade students
- Promote PTA programs that encourage family involvement and interaction
- Continue to strengthen our school-business partnerships with the James Jordan Foundation, NICOR, Dreyer Medical, Alcatel Technologies and other local businesses and organizations

Our staff is committed to providing **ALL CHILDREN** with opportunities to develop to their fullest potential. Join us on our mission.

Sincerely,

Peter Clabough, Principal
Smith Elementary

Smith Elem School
Aurora West USD 129
Aurora, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5

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

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	15.1	15.5	62.5	1.9	0.0	5.0	58.6	41.6		0.2	38.2	96.5	483
District	33.7	16.3	44.2	2.4	0.2	3.2	42.8	14.8		1.7	20.6	94.5	11,953
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

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

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	99.7	18.9	19.0	13.5	255.3
State	96.7	18.4	18.0	13.3	201.8

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	13.2	18.5	14.0	19.0	19.5	22.0				
District	17.3	19.8	19.4	22.0	22.3	22.0				
State	20.5	20.9	21.3	21.8	22.2	22.6				

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			25			120			25		
District	60			25			120			25		
State	59			30			145			30		

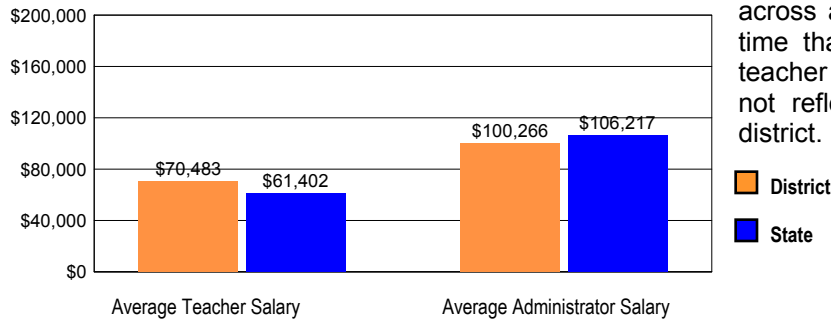
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	89.1	3.5	6.8	0.7	0.0	21.8	78.2	769
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	--	--	--	5.7	3.3
District	11.5	29.9	70.1	0.8	1.1
State	12.5	44.1	55.8	0.6	1.2

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

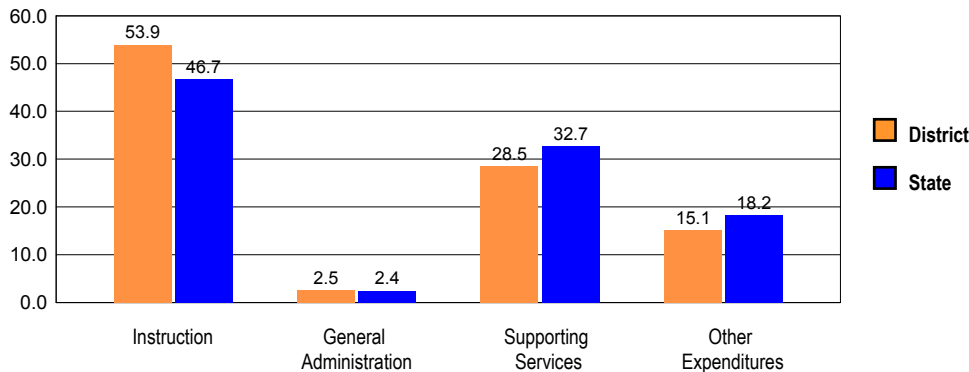
SCHOOL DISTRICT FINANCES

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 2007-08 (Percentages)



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$63,989,548	53.9	58.7	Education	\$89,695,841	74.8	71.5
Other Local Funding	\$6,004,857	5.1	6.3	Operations & Maintenance	\$11,000,495	9.2	8.6
General State Aid	\$26,706,128	22.5	18.6	Transportation	\$5,705,892	4.8	3.9
Other State Funding	\$12,739,847	10.7	9.0	Bond and Interest	\$10,457,770	8.7	6.3
Federal Funding	\$9,282,327	7.8	7.4	Rent	\$0	0.0	0.0
TOTAL	\$118,722,707			Municipal Retirement/ Social Security	\$2,352,671	2.0	1.8
				Fire Prevention & Safety	\$408,111	0.3	0.9
				Site & Construction/ Capital Improvement	\$280,158	0.2	6.8
				TOTAL	\$119,900,938		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$146,696	3.56	\$5,713	\$9,163
State	**	**	\$6,103	\$10,417

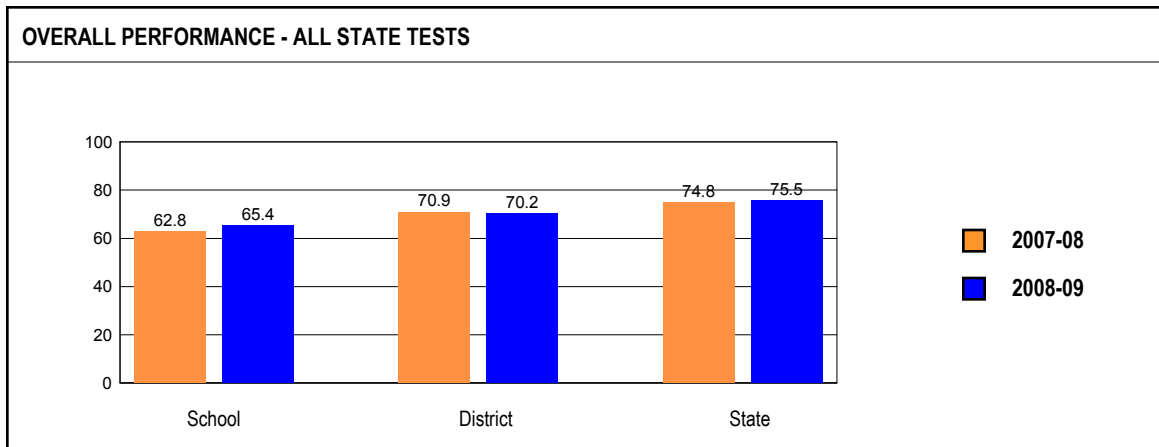
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school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

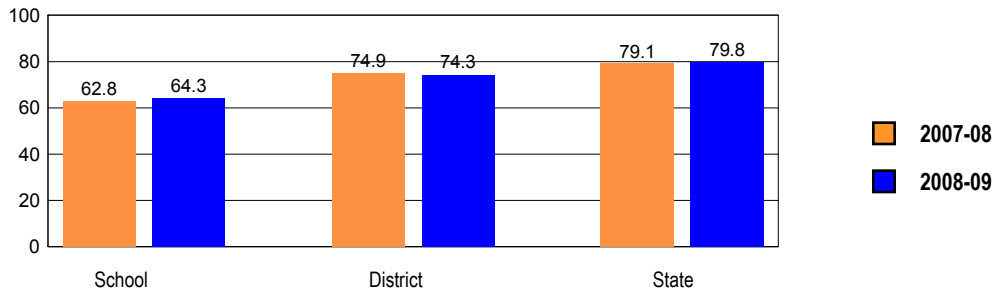
OVERALL STUDENT PERFORMANCE

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.

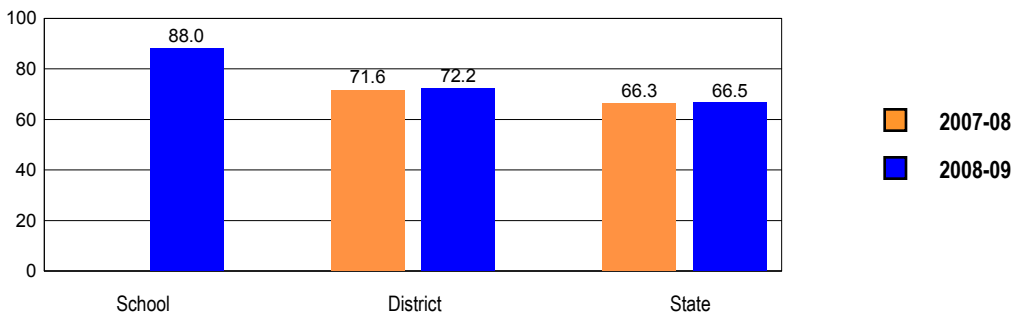
The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



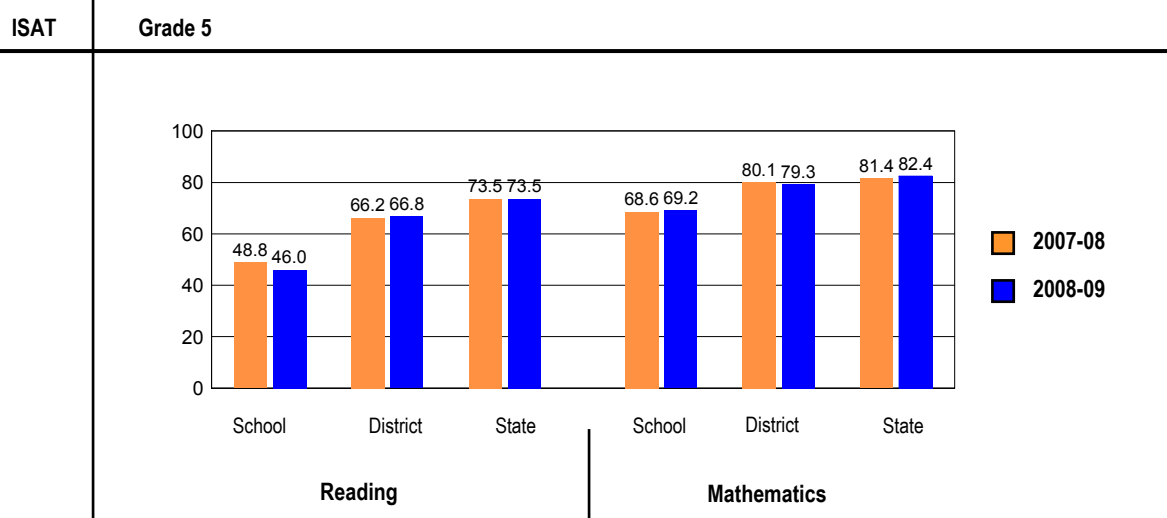
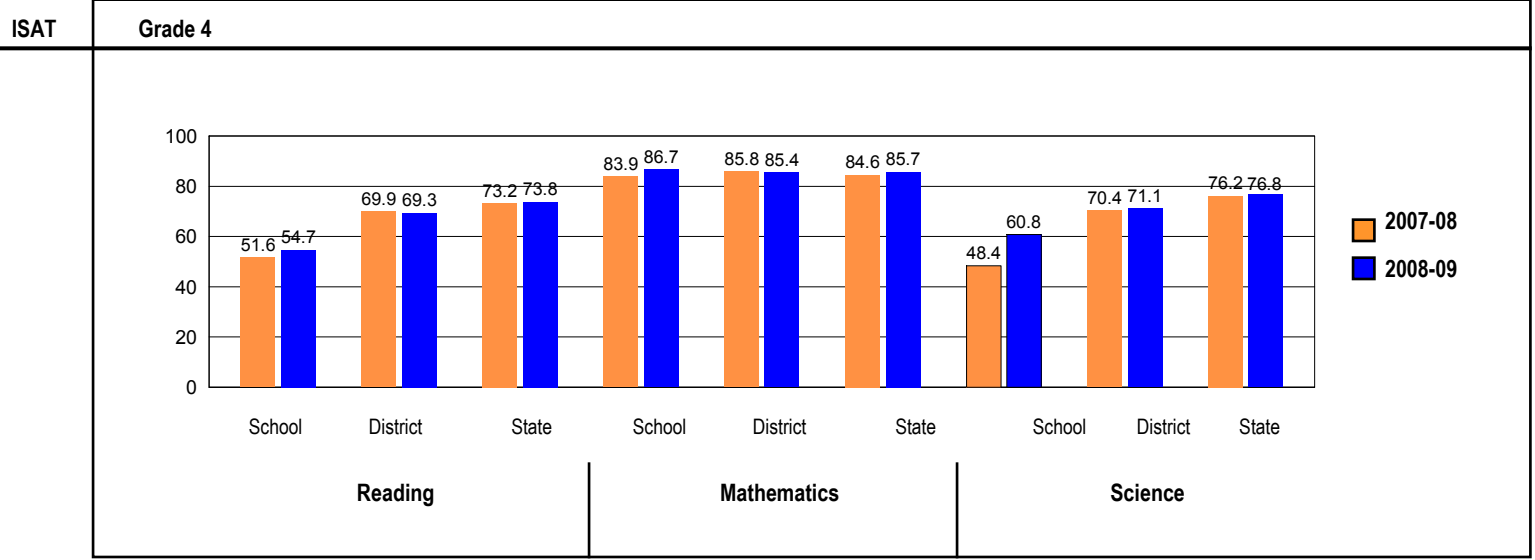
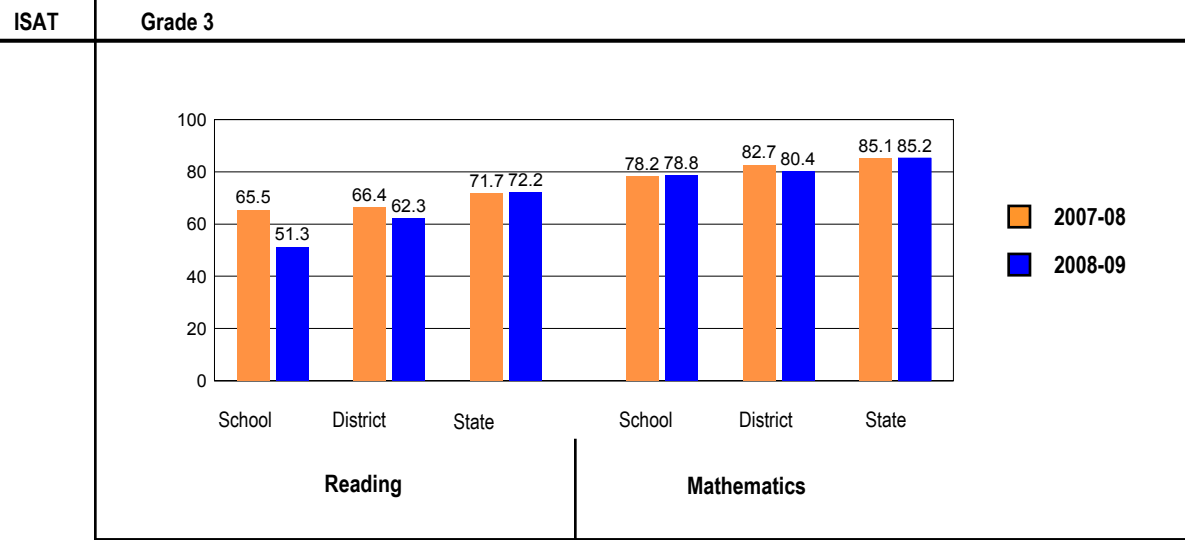
OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE



IAA scores in the Progressing and Attaining performance levels count the same, respectfully, 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.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	233	120	113	40	41	141	2	0	9	83	0	38	163
	Reading	0.4	0.8	0.0	0.0	0.0	0.7				0.0		0.0	0.6
	Mathematics	0.4	0.8	0.0	0.0	0.0	0.7				0.0		0.0	0.6
District	*Enrollment	6,438	3,183	3,255	2,185	1,027	2,861	160	8	197	819	0	855	3,152
	Reading	0.1	0.2	0.0	0.1	0.1	0.1	0.0		0.0	0.0		0.2	0.1
	Mathematics	0.1	0.2	0.0	0.1	0.1	0.1	0.0		0.0	0.0		0.2	0.1
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	77	36	41	19	16	39	1	0	2	22	0	9	52
	Science	1.3	2.8	0.0	0.0	0.0	2.6				0.0			1.9
District	*Enrollment	2,582	1,230	1,352	937	431	1,068	75	4	67	250	0	326	1,155
	Science	0.2	0.3	0.1	0.2	0.2	0.2	0.0		0.0	0.0		0.6	0.2
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* 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	8.8	40.0	41.3	10.0	0.0	21.3	65.0	13.8
District	7.3	30.4	43.7	18.6	3.2	16.4	51.5	28.9
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	12.2	46.3	29.3	12.2	0.0	22.0	61.0	17.1
	District	8.2	34.4	39.9	17.5	3.2	17.5	46.9	32.4
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	5.1	33.3	53.8	7.7	0.0	20.5	69.2	10.3
	District	6.3	26.5	47.5	19.7	3.2	15.4	56.0	25.5
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	27.3	45.5	27.3	0.0	0.0	72.7	27.3
	District	2.6	12.5	46.9	38.0	0.7	4.4	42.8	52.0
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School	8.3	25.0	58.3	8.3	0.0	25.0	66.7	8.3
	District	8.4	46.9	38.5	6.3	5.6	30.1	53.1	11.2
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School	11.3	47.2	35.8	5.7	0.0	24.5	64.2	11.3
	District	10.2	36.9	42.9	10.0	4.1	19.2	56.9	19.8
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District	10.0	20.0	45.0	25.0	4.8	14.3	33.3	47.6
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District	0.0	22.2	48.9	28.9	0.0	15.9	52.3	31.8
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

Grade 3 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		14.3	51.4	34.3	0.0	0.0	20.0	71.4	8.6
District		13.9	48.1	32.5	5.5	6.7	20.2	59.2	13.9
State		10.4	46.2	38.4	5.0	6.0	20.8	53.3	19.9

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	18.2	54.5	18.2	9.1	0.0	36.4	54.5	9.1
	District	22.2	48.1	22.2	7.4	12.0	30.6	42.6	14.8
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	7.2	37.7	44.9	10.1	0.0	18.8	66.7	14.5
	District	5.3	28.1	46.4	20.1	2.0	14.6	52.6	30.8
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	8.8	47.4	38.6	5.3	0.0	24.6	61.4	14.0
	District	10.9	39.1	39.5	10.5	5.0	20.8	56.0	18.3
	State	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible	School	8.7	21.7	47.8	21.7	0.0	13.0	73.9	13.0
	District	3.1	20.6	48.4	27.8	1.1	11.4	46.4	41.0
	State	1.7	12.4	46.5	39.3	0.9	5.1	37.2	56.8

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.3	44.0	37.3	17.3	0.0	13.3	68.0	18.7	2.7	36.5	50.0	10.8
District	1.7	29.0	45.4	23.9	1.4	13.2	61.3	24.1	3.3	25.6	58.7	12.4
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	2.9	40.0	37.1	20.0	0.0	17.1	60.0	22.9	2.9	35.3	50.0	11.8
	District	2.1	34.0	41.8	22.1	1.2	14.3	62.4	22.2	3.3	27.7	54.9	14.1
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	0.0	47.5	37.5	15.0	0.0	10.0	75.0	15.0	2.5	37.5	50.0	10.0
	District	1.4	24.6	48.5	25.5	1.6	12.3	60.4	25.7	3.3	23.8	62.0	11.0
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

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	15.8	52.6	31.6	0.0	5.3	47.4	47.4	0.0	22.2	50.0	27.8
	District	0.3	18.8	43.8	37.0	0.3	5.2	54.2	40.3	0.0	13.1	62.7	24.2
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School	0.0	50.0	25.0	25.0	0.0	25.0	56.3	18.8	6.3	31.3	43.8	18.8
	District	2.9	47.1	36.2	13.8	3.6	31.9	52.2	12.3	10.9	35.5	48.6	5.1
	State	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
Hispanic	School	2.7	54.1	35.1	8.1	0.0	10.8	86.5	2.7	0.0	45.9	54.1	0.0
	District	1.9	32.5	49.8	15.8	1.5	14.0	69.5	15.0	2.7	34.1	57.8	5.4
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School												
	District	8.3	8.3	45.8	37.5	4.2	4.2	62.5	29.2	4.2	8.3	79.2	8.3
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School												
	District	2.8	22.2	41.7	33.3	0.0	8.1	59.5	32.4	8.1	10.8	59.5	21.6
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	4.5	59.1	31.8	4.5	0.0	18.2	81.8	0.0	0.0	54.5	45.5	0.0
District	5.0	50.7	37.1	7.1	2.9	25.7	68.6	2.9	6.5	52.9	39.9	0.7
State	4.4	56.3	34.7	4.6	2.6	29.1	60.8	7.5	8.8	43.2	45.9	2.2

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	2.0	54.0	38.0	6.0	0.0	16.0	78.0	6.0	4.1	42.9	53.1	0.0
	District	2.9	41.1	44.9	11.1	2.5	19.1	65.4	13.0	5.0	38.1	54.0	2.9
	State	2.5	38.2	46.3	12.9	2.0	21.3	64.0	12.6	5.6	32.4	56.1	5.9
Not Eligible	School	0.0	24.0	36.0	40.0	0.0	8.0	48.0	44.0	0.0	24.0	44.0	32.0
	District	0.6	17.8	45.8	35.8	0.4	7.7	57.5	34.3	1.7	14.0	63.1	21.2
	State	0.4	12.9	45.6	41.1	0.4	5.8	52.9	40.9	0.8	9.2	61.9	28.1

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	1.6	52.4	36.5	9.5	1.5	29.2	66.2	3.1
District	0.3	32.9	47.4	19.4	0.2	20.5	65.7	13.5
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	55.6	30.6	13.9	0.0	27.8	66.7	5.6
	District	0.0	37.9	43.3	18.8	0.0	19.7	64.7	15.7
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	3.7	48.1	44.4	3.7	3.4	31.0	65.5	0.0
	District	0.6	27.5	51.8	20.0	0.4	21.4	66.9	11.3
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	20.0	40.0	40.0	0.0	0.0	80.0	20.0
	District	0.0	17.5	49.7	32.8	0.0	11.4	65.4	23.2
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School								
	District	1.4	54.4	35.4	8.8	0.7	40.4	55.5	3.4
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School	2.4	59.5	35.7	2.4	2.3	39.5	58.1	0.0
	District	0.2	38.8	49.3	11.7	0.2	21.7	69.3	8.7
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School								
	District	0.0	7.1	57.1	35.7	0.0	0.0	66.7	33.3
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	District	0.0	26.3	47.4	26.3	0.0	15.8	68.4	15.8
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

Grade 5 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	4.3	87.0	8.7	0.0	4.0	60.0	36.0	0.0
District	1.5	66.4	29.9	2.2	0.7	33.1	61.8	4.4
State	1.4	65.2	30.4	3.0	0.6	41.2	55.1	3.1

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	2.3	61.4	36.4	0.0	2.2	39.1	58.7	0.0
District	0.6	43.4	45.7	10.2	0.4	27.3	64.8	7.5
State	0.8	40.6	46.7	11.9	0.5	27.5	65.5	6.4
Not Eligible								
School	0.0	31.6	36.8	31.6	0.0	5.3	84.2	10.5
District	0.0	22.5	49.1	28.4	0.0	13.9	66.7	19.4
State	0.1	13.6	48.4	37.8	0.1	8.6	66.7	24.7

2009 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?	Yes
Is this school making AYP in Reading?	No	2009-10 Federal Improvement Status	Choice
Is this school making AYP in Mathematics?	Yes	2009-10 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		70.0			70.0			90.0		78.0	
All	99.6	Yes	99.6	Yes	55.4		No	81.4		Yes	96.5	Yes		
White														
Black														
Hispanic	99.3	Yes	99.3	Yes	44.2	51.8	No	76.0		Yes	96.9			
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes	28.6	26.2	Yes	69.6		Yes	97.1			
Students with Disabilities														
Economically Disadvantaged	99.4	Yes	99.4	Yes	44.9	48.6	Yes	76.3		Yes	96.3			

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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet 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.

2009 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Comprehensive
Is this school making (AYP) in the "ALL" subgroup in reading ?	No
Is this school making (AYP) in the "ALL" subgroup in math ?	Yes

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP.**

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

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