

Mendota CCSD 289

Mendota, 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/ Pacific Islander	Native American	Multi racial /Ethnic	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	61.8	0.5	34.3	0.3	0.0	3.1	57.0	11.9	16.7		0.9	15.5	95.6	1,306
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

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

IEP students are those students eligible to receive special education services.

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

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

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

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	98.9	18.6		14.1	237.6
State	96.2	18.2		13.3	203.8

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

AVERAGE CLASS SIZE (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
District	21.1	21.2	22.7	24.5	23.4	28.2	28.9	29.4	26.4	
State	20.7	21.2	21.4	22.1	22.6	22.8	21.5	21.1	21.0	

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
District	60	40	40	30	40	40	180	80	80	30	40	40
State	59	54	51	30	43	44	145	103	93	30	43	44

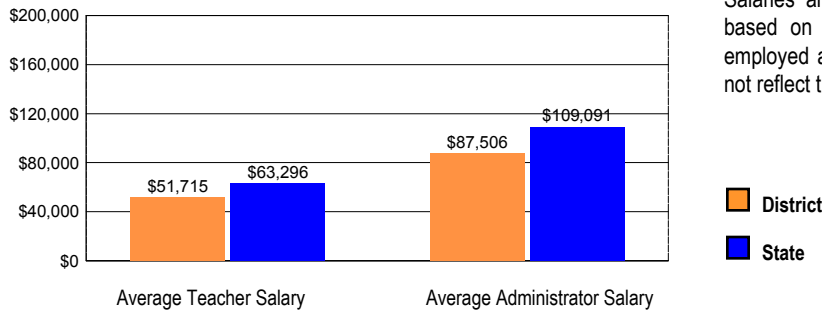
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	13.1	86.9	84
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

TEACHER INFORMATION (Continued)						
		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
District:	All Schools	17.0	30.7	69.3	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools					
State:	All Schools	12.7	42.2	57.4	0.5	0.7
	High Poverty Schools	12.4	43.8	55.7	1.2	2.1
	Low Poverty Schools	12.4	34.6	65.2	0.2	0.1

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

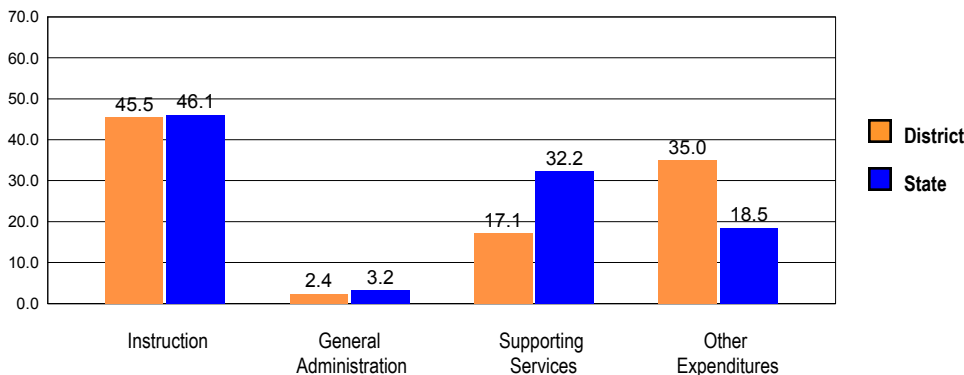
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2008-09 (Percentages)



REVENUE BY SOURCE 2008-09				EXPENDITURE BY FUND 2008-09			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$4,799,734	45.0	58.4	Education	\$8,433,835	60.1	69.6
Other Local Funding	\$659,729	6.2	6.9	Operations & Maintenance	\$659,484	4.7	7.9
General State Aid	\$2,588,185	24.3	14.5	Transportation	\$668,698	4.8	3.8
Other State Funding	\$975,606	9.1	8.3	Debt Service	\$439,840	3.1	7.0
Federal Funding	\$1,641,416	15.4	11.9	Tort	\$88,242	0.6	1.2
TOTAL	\$10,664,670			Municipal Retirement/ Social Security	\$291,806	2.1	1.8
				Fire Prevention & Safety	\$3,782	0.0	0.8
				Site & Construction/ Capital Improvement	\$3,445,851	24.6	7.9
				TOTAL	\$14,031,538		

OTHER FINANCIAL INDICATORS				
	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per \$100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	\$139,329	2.46	\$5,391	\$7,633
State	**	**	\$6,483	\$11,197

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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

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

ACADEMIC PERFORMANCE

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP is sponsored by the U.S. Department of Education and administered to students in grade 4, 8, and 12. Only grade 4 and 8 results are required to be reported.

Achievement levels reflect what students should know and be able to do. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board for NAEP sets specific achievement levels for each subject area and grade. To provide a context for interpreting student performance, NAEP results are reported as percentages of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels, and at the *Advanced* level.

Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced represents superior performance.

The four achievement levels (below basic, basic, proficient, and advanced) are reported as level 1 through level 4, respectively. Please note that only state results are reported.

Grade 4

Grade 4 - All

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/Pacific Islander	9.2	27.4	36.2	27.1	3.0	23.9	48.0	25.1
Native American								

Grade 4 - Limited-English-Proficient

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/Pacific Islander	7.6	32.5	52.1	7.8	10.8	29.6	40.6	19.0
Native American								

Grade 8 - Limited-English-Proficient

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

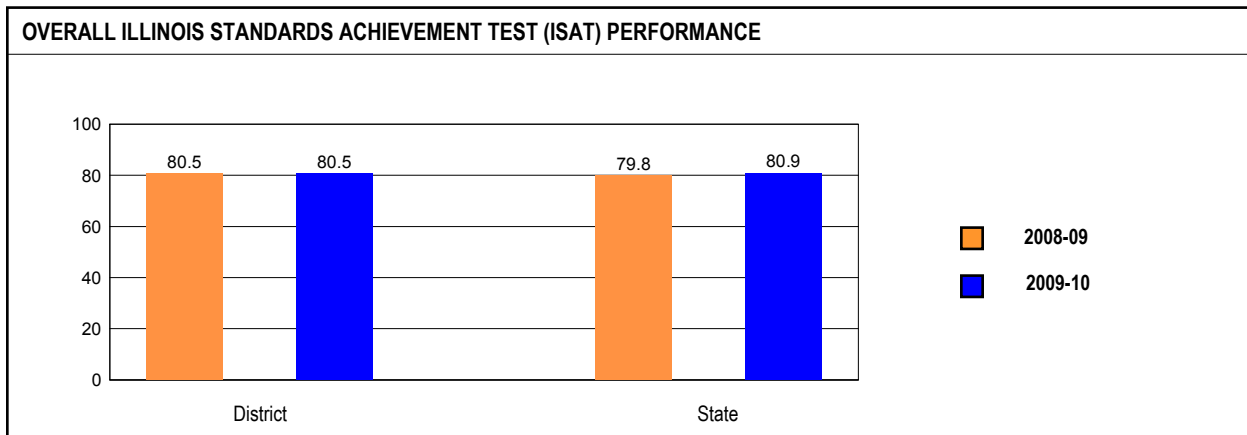
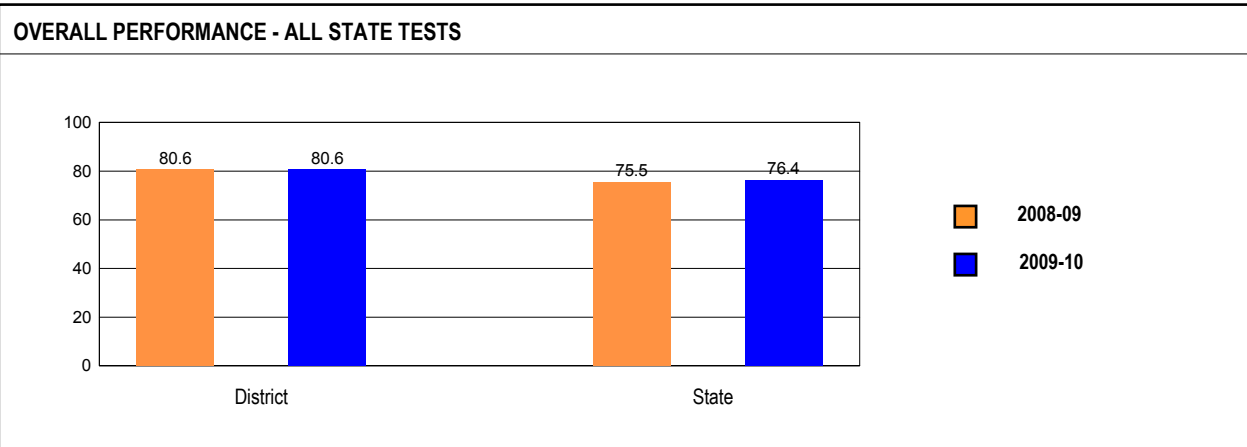
Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	40.2	43.6	15.7	0.5	46.9	38.6	12.8	1.7

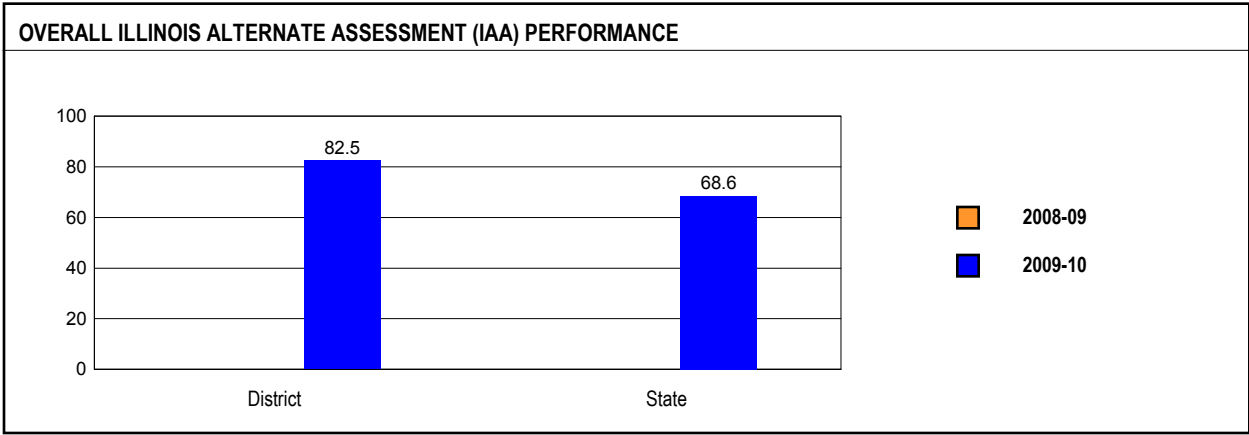
Grade 8 - NAEP Participation Rates

	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.

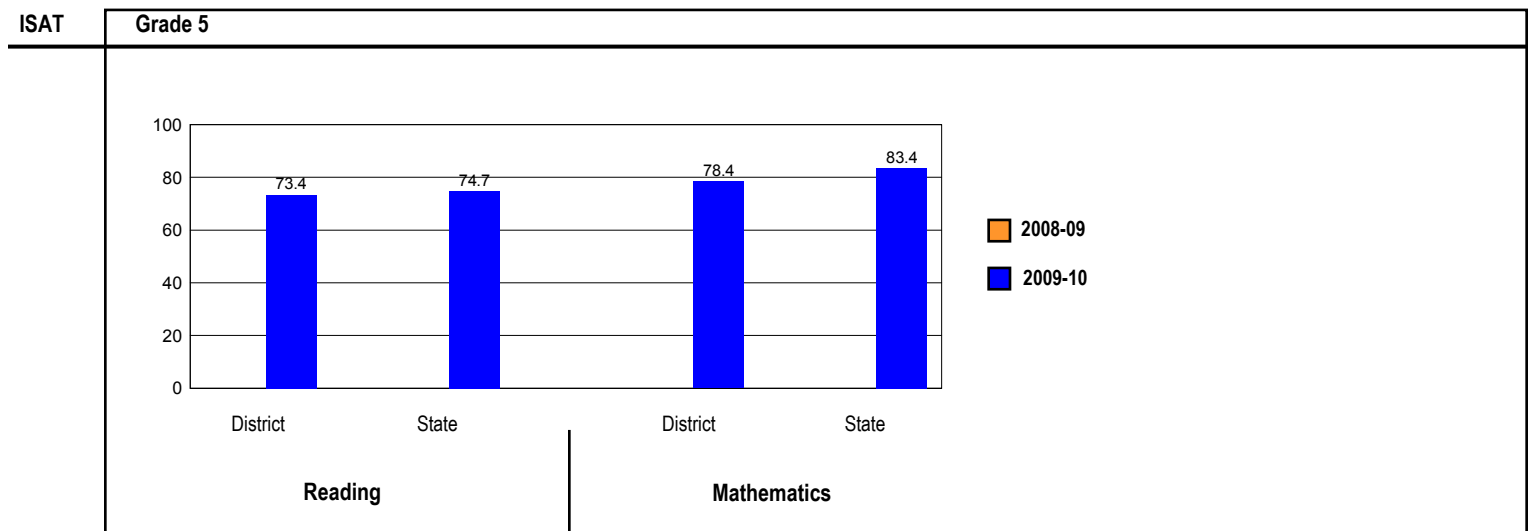
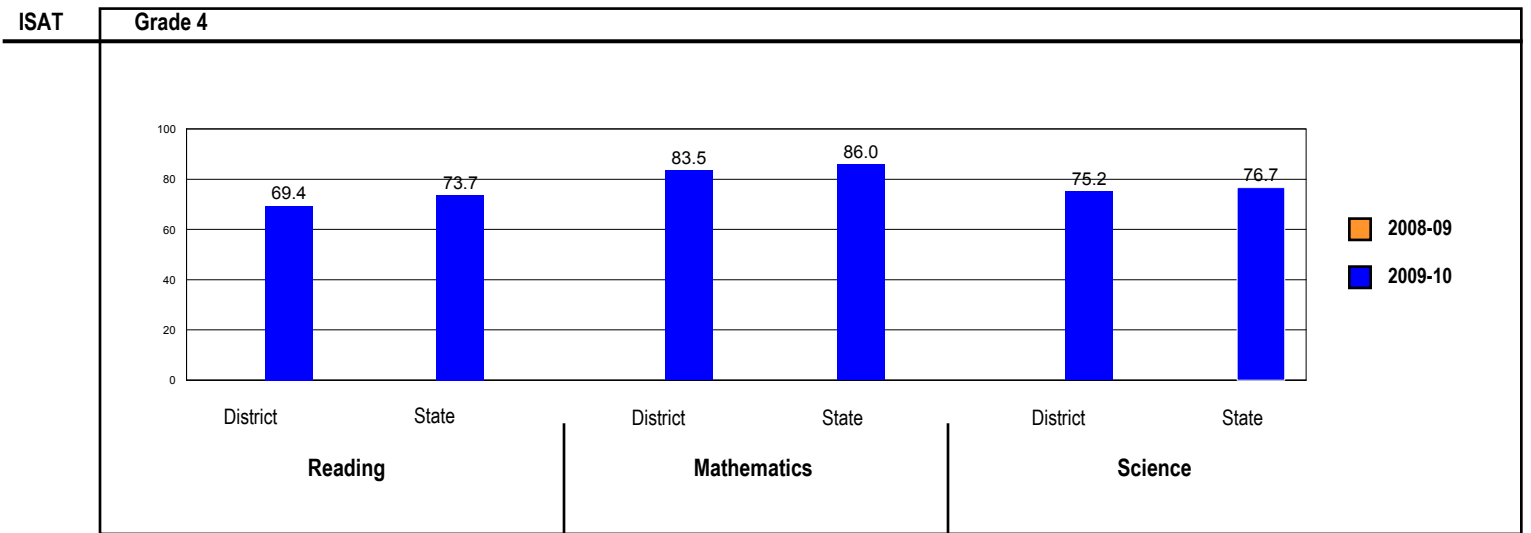
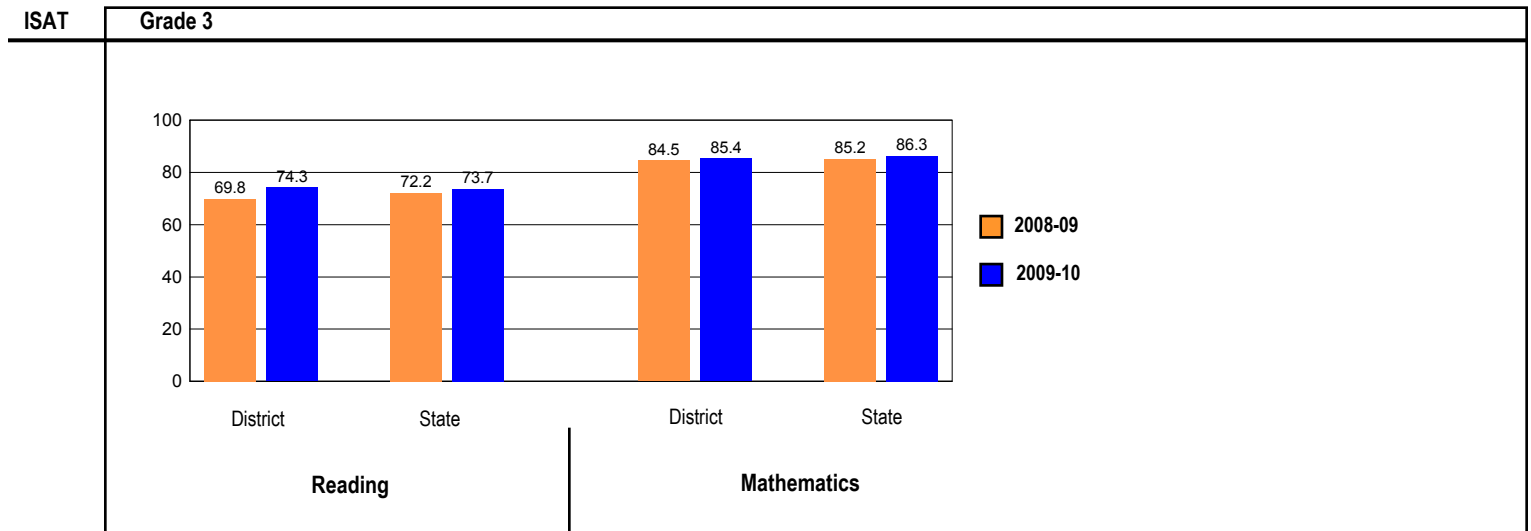




IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

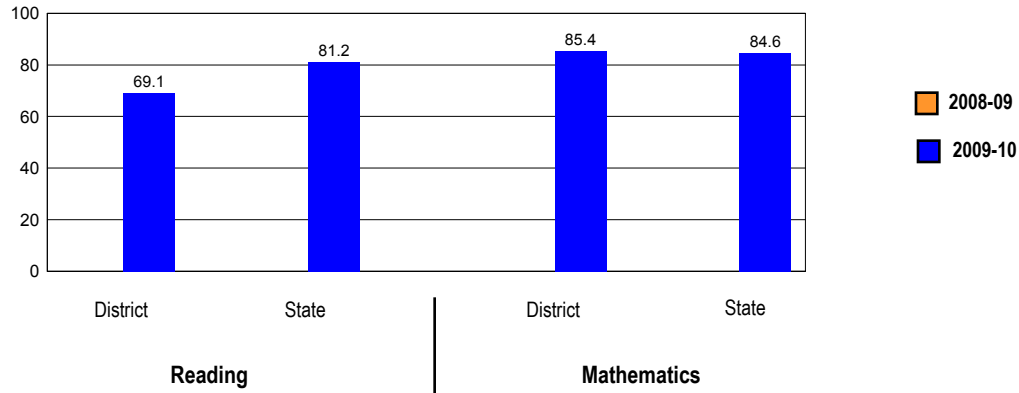
ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



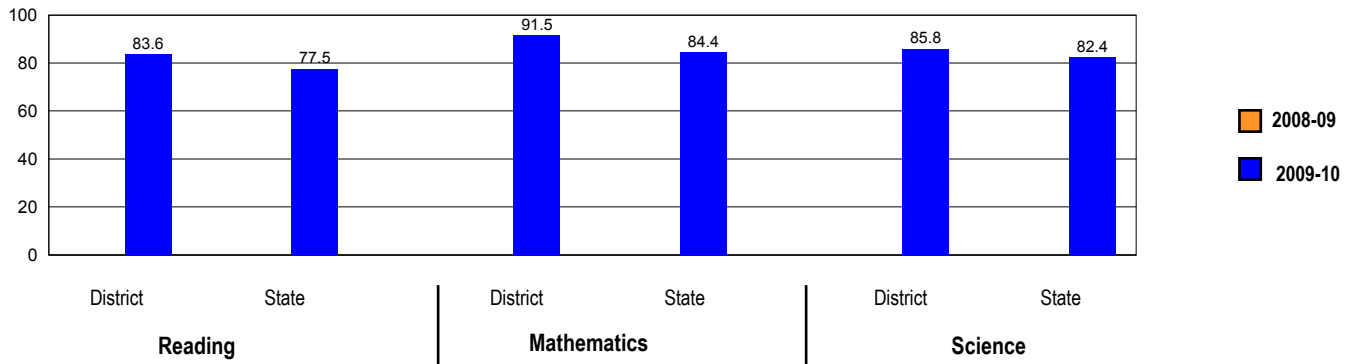
ISAT

Grade 6



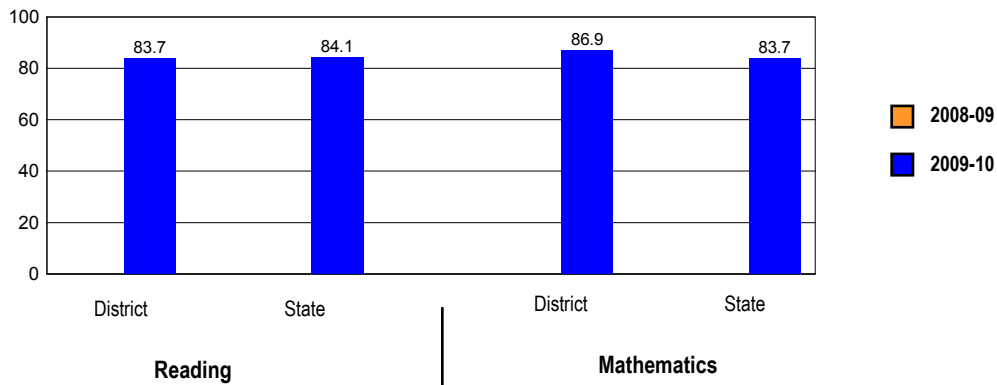
ISAT

Grade 7



ISAT

Grade 8



PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	831	420	411	537	3	263	4	0	24	86	21	134	458
	Reading	0.1	0.2	0.0	0.0		0.4			0.0	1.2	4.8	0.0	0.2
	Mathematics	0.1	0.2	0.0	0.0		0.4			0.0	1.2	4.8	0.0	0.2
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3
	Mathematics	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	270	129	141	171	0	90	1	0	8	27	11	46	161
	Science	0.4	0.8	0.0	0.0		1.1				3.7	9.1	0.0	0.6
State	*Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3**Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	3.5	22.2	55.6	18.8	2.1	12.5	72.2	13.2
State	5.4	20.9	45.9	27.8	2.9	10.7	44.7	41.7

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	4.8	21.0	56.5	17.7	3.2	6.5	77.4	12.9
	State	6.6	22.7	45.6	25.1	3.1	10.6	43.2	43.0
Female	District	2.4	23.2	54.9	19.5	1.2	17.1	68.3	13.4
	State	4.1	19.1	46.2	30.7	2.7	10.9	46.2	40.2

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	3.1	18.4	56.1	22.4	2.0	7.1	74.5	16.3
	State	2.2	11.9	46.6	39.3	1.0	5.3	39.0	54.7
Black	District	9.8	31.1	46.2	12.9	7.4	20.0	51.9	20.6
Hispanic	District	4.8	31.0	54.8	9.5	2.4	23.8	66.7	7.1
	State	9.7	35.1	44.2	11.0	4.1	16.7	54.3	24.9
Asian/Pacific Islander	District	1.7	10.0	43.5	44.9	0.9	3.5	27.3	68.4
Native American	District	3.8	19.8	48.3	28.1	2.3	8.0	46.8	43.0
Multiracial/Ethnic	District	3.7	17.3	48.2	30.7	2.1	9.0	45.8	43.1

Grade 3 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	9.5	42.9	47.6	0.0	0.0	28.6	71.4	0.0
State	14.9	47.0	34.1	4.1	5.9	22.6	55.1	16.4

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP District State	16.7	50.0	33.3	0.0	4.2	25.0	70.8	0.0
	18.9	36.6	33.4	11.1	9.3	22.4	46.7	21.7
Non-IEP District State	0.8	16.7	60.0	22.5	1.7	10.0	72.5	15.8
	3.4	18.6	47.7	30.2	2.0	9.1	44.4	44.5

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District State	4.9	29.3	53.7	12.2	2.4	17.1	76.8	3.7
	9.0	30.9	46.4	13.7	5.0	16.8	52.7	25.5
Not Eligible District State	1.6	12.9	58.1	27.4	1.6	6.5	66.1	25.8
	1.6	10.4	45.3	42.7	0.8	4.3	36.2	58.7

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District State	0.0	30.6	44.6	24.8	0.0	16.5	67.8	15.7	2.5	22.3	62.8	12.4
	1.2	25.1	44.8	28.9	1.1	12.9	57.7	28.2	2.8	20.5	59.6	17.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male District State	0.0	39.6	41.5	18.9	0.0	22.6	66.0	11.3	3.8	20.8	60.4	15.1
	1.7	27.7	43.9	26.7	1.3	13.3	56.1	29.3	3.2	20.1	57.4	19.4
Female District State	0.0	23.5	47.1	29.4	0.0	11.8	69.1	19.1	1.5	23.5	64.7	10.3
	0.7	22.3	45.7	31.2	0.9	12.5	59.5	27.1	2.5	21.0	62.0	14.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White District State	0.0	31.8	36.4	31.8	0.0	15.2	62.1	22.7	4.5	19.7	59.1	16.7
	0.5	15.1	45.0	39.4	0.5	6.6	54.4	38.5	0.8	10.2	63.7	25.4
Black District State												
	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
Hispanic District State	0.0	32.0	54.0	14.0	0.0	20.0	74.0	6.0	0.0	28.0	64.0	8.0
	2.1	38.8	45.3	13.9	1.5	18.7	65.5	14.2	4.5	31.2	58.6	5.7
Asian/Pacific Islander District State												
	0.4	10.7	39.6	49.2	0.5	4.2	41.2	54.1	1.3	9.1	57.7	31.9
Native American District State												
	0.7	21.7	44.9	32.6	0.4	13.0	59.8	26.8	3.3	17.4	58.7	20.7
Multiracial/Ethnic District State												
	0.5	21.0	47.2	31.2	0.6	11.4	59.9	28.0	1.7	17.2	63.0	18.1

Grade 5 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	5.9	70.6	23.5	0.0	0.0	58.8	41.2	0.0
State	1.1	67.5	28.3	3.1	1.1	40.4	55.7	2.8

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	5.6	61.1	22.2	11.1	0.0	50.0	50.0	0.0
	State	1.6	60.4	29.9	8.1	1.6	42.9	50.5	4.9
Non-IEP	District	0.0	20.7	59.5	19.8	0.0	17.4	77.7	5.0
	State	0.1	19.5	47.1	33.4	0.1	12.1	68.2	19.5

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	1.3	36.0	57.3	5.3	0.0	32.0	64.0	4.0
	State	0.5	38.3	45.8	15.4	0.6	25.5	66.6	7.4
Not Eligible	District	0.0	14.1	51.6	34.4	0.0	9.4	85.9	4.7
	State	0.1	12.2	43.8	43.9	0.1	7.4	65.1	27.4

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	30.9	56.6	12.5	0.0	14.6	73.7	11.7
State	0.2	18.6	55.1	26.1	0.5	14.9	60.2	24.4

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	30.4	62.3	7.2	0.0	18.6	70.0	11.4
	State	0.3	21.8	54.8	23.1	0.7	16.2	58.2	24.9
Female	District	0.0	31.3	50.7	17.9	0.0	10.4	77.6	11.9
	State	0.1	15.1	55.5	29.2	0.4	13.5	62.2	23.9

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	30.3	55.1	14.6	0.0	15.6	74.4	10.0
	State	0.1	10.9	53.8	35.2	0.2	8.3	59.0	32.4
Black	District								
	State	0.5	32.9	56.6	10.0	1.3	30.0	60.3	8.4
Hispanic	District	0.0	35.7	57.1	7.1	0.0	14.3	71.4	14.3
	State	0.3	27.0	59.2	13.5	0.7	19.6	66.1	13.6
Asian/Pacific Islander	District								
	State	0.2	7.4	43.3	49.1	0.4	4.5	42.0	53.1
Native American	District								
	State	0.0	20.1	63.3	16.6	0.0	15.7	66.6	17.8
Multiracial/Ethnic	District								
	State	0.2	16.1	56.4	27.3	0.5	13.9	62.1	23.5

Grade 6 - Limited-English-Proficient

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
District		0.0	60.0	40.0	0.0	0.0	33.3	60.0	6.7
	State	1.0	60.8	36.4	1.8	2.1	41.7	52.6	3.6

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	0.0	70.0	30.0	0.0	0.0	42.9	57.1	0.0
	State	1.2	55.0	37.9	5.9	2.9	43.7	47.6	5.9
Non-IEP	District	0.0	24.1	61.2	14.7	0.0	9.5	76.7	13.8
	State	0.1	13.1	57.7	29.1	0.2	10.6	62.1	27.2

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	40.8	50.7	8.5	0.0	15.5	76.1	8.5
	State	0.4	29.0	58.3	12.3	0.9	23.3	63.9	11.8
Not Eligible	District	0.0	20.0	63.1	16.9	0.0	13.6	71.2	15.2
	State	0.1	8.8	52.2	39.0	0.2	7.0	56.7	36.2

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
District		0.0	16.4	62.1	21.4	0.0	8.5	69.7	21.8	5.0	9.2	65.2	20.6
	State	0.3	22.3	57.8	19.6	1.6	14.1	56.2	28.2	5.4	12.2	60.4	22.0

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	16.4	65.8	17.8	0.0	13.5	62.2	24.3	5.4	6.8	63.5	24.3
	State	0.4	26.1	56.7	16.9	2.0	15.1	54.2	28.8	6.3	12.1	57.3	24.4
Female	District	0.0	16.4	58.2	25.4	0.0	2.9	77.9	19.1	4.5	11.9	67.2	16.4
	State	0.1	18.3	59.1	22.5	1.2	13.0	58.2	27.6	4.5	12.3	63.6	19.6

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	10.8	62.7	26.5	0.0	8.7	65.0	26.2	2.0	5.9	66.7	25.5
	State	0.1	14.2	59.0	26.7	0.8	8.4	53.9	36.9	2.5	6.3	59.2	32.0
Black	District												
	State	0.6	37.5	54.2	7.6	3.8	27.7	57.9	10.6	12.0	23.5	59.1	5.4
Hispanic	District	0.0	29.4	64.7	5.9	0.0	8.6	82.9	8.6	14.3	14.3	68.6	2.9
	State	0.4	32.1	58.9	8.5	1.8	18.3	63.9	16.0	7.8	18.7	65.3	8.2
Asian/Pacific Islander	District												
	State	0.1	8.4	53.8	37.8	0.5	4.3	38.0	57.2	2.3	4.5	55.4	37.8
Native American	District												
	State	0.0	24.8	58.9	16.2	2.0	13.6	60.9	23.5	7.6	10.0	58.5	23.9
Multiracial/Ethnic	District												
	State	0.2	21.6	57.7	20.4	1.4	14.0	58.0	26.6	4.7	11.6	63.4	20.4

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	0.0	56.3	37.5	6.3	0.0	43.8	56.3	0.0	18.8	18.8	62.5	0.0
	State	1.6	60.9	34.3	3.3	8.4	41.5	44.0	6.1	19.4	26.5	47.9	6.2
Non-IEP	District	0.0	11.3	65.3	23.4	0.0	4.0	71.4	24.6	3.2	8.0	65.6	23.2
	State	0.1	16.5	61.4	22.1	0.6	10.0	58.0	31.5	3.4	10.0	62.2	24.4

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	23.4	63.6	13.0	0.0	11.4	72.2	16.5	9.0	11.5	64.1	15.4
	State	0.5	34.1	57.0	8.3	2.7	21.9	61.4	14.0	9.1	19.5	62.6	8.8
Not Eligible	District	0.0	7.9	60.3	31.7	0.0	4.8	66.7	28.6	0.0	6.3	66.7	27.0
	State	0.1	11.7	58.6	29.6	0.6	7.1	51.5	40.8	2.2	5.7	58.4	33.7

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	16.3	72.1	11.6	0.8	12.3	57.7	29.2
	0.2	15.7	72.4	11.7	0.6	15.7	53.0	30.7

Grade 8 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	District	0.0	18.2	64.9	16.9	1.3	9.1	54.5	35.1
	State	0.3	19.0	70.4	10.3	0.8	17.5	51.3	30.4
Female	District	0.0	13.5	82.7	3.8	0.0	17.0	62.3	20.8
	State	0.1	12.2	74.6	13.1	0.5	13.7	54.8	31.0

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	District	0.0	11.0	74.4	14.6	1.2	4.9	56.1	37.8
	State	0.1	9.8	74.2	15.9	0.3	9.6	50.8	39.3
Black	District								
	State	0.4	27.4	69.0	3.2	1.5	30.4	55.7	12.3
Hispanic	District	0.0	24.4	70.7	4.9	0.0	24.4	61.0	14.6
	State	0.3	22.3	72.3	5.2	0.7	20.0	60.4	18.9
Asian/Pacific Islander	District								
	State	0.1	6.6	66.2	27.2	0.2	5.1	33.5	61.3
Native American	District								
	State	0.0	13.9	73.9	12.2	0.3	13.2	60.2	26.3
Multiracial/Ethnic	District								
	State	0.2	13.6	73.0	13.2	0.6	15.1	53.2	31.2

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	District	0.0	71.4	28.6	0.0	7.1	57.1	35.7	0.0
	State	1.0	52.0	45.2	1.7	3.6	49.9	41.0	5.4
Non-IEP	District	0.0	9.6	77.4	13.0	0.0	6.9	60.3	32.8
	State	0.1	10.2	76.5	13.2	0.2	10.6	54.8	34.4

Grade 8 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	District	0.0	21.3	75.4	3.3	1.6	22.6	56.5	19.4
	State	0.3	24.6	70.6	4.5	1.1	24.4	58.2	16.4
Not Eligible	District	0.0	11.8	69.1	19.1	0.0	2.9	58.8	38.2
	State	0.1	8.1	74.0	17.8	0.3	8.3	48.6	42.8

2010 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2010-11 Federal Improvement Status	
2010-11 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91.0		80.0	
All	99.9	Yes	99.9	Yes	76.7		Yes	85.6		Yes	95.6	Yes		
White	100.0	Yes	100.0	Yes	81.4		Yes	89.3		Yes				
Black														
Hispanic	99.6	Yes	99.6	Yes	67.9	72.8	No	78.6		Yes	95.8			
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP	98.8	Yes	98.8	Yes	46.1		No	59.6		No				
Students with Disabilities	100.0	Yes	100.0	Yes	41.9	50.8	No	59.3	67.7	No	94.6			
Economically Disadvantaged	99.8	Yes	99.8	Yes	67.6	73.6	No	79.3		Yes	95.1			

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.

2. At least 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***

3. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

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

** Safe Harbor Targets of 77.5% or above are not printed.

***Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

FEDERAL SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in Federal School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 3
Number of Title I schools: 3
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**

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

Based on the data from the School Improvement process, Blackstone School's areas of successes are:

Students in kindergarten and first grade were given the Developmental Reading Assessment last year. The DRA Continuum shows that kindergarten students should be reading at a level 3 at the end of kindergarten. The Blackstone kindergarten students had an average of 4.8. First graders should be reading at a level 16 at the end of 1st grade. Blackstone's 1st graders averaged 18.3 in the spring of 2010. Both grade levels' averages were above average.

With the Aims Web reading universal screener, the goal is for 80% of students to be in the green, or Tier 1. By the end of year in kindergarten, all of the areas screened met the criteria, except for letter naming which was off by 1%. The following areas are listed with their percentages: letter naming 79% - letter sounds 90% - phoneme segmentation 93% - nonsense words 90%.

The first grade goal was also to reach 80% in the green, or Tier 1. The following areas are listed with their percentages: letter naming 86% - letter sounds 94% - phoneme segmentation 96% - nonsense words 88% - oral reading fluency 75%. All areas were above the 80% target except for oral reading fluency at 75%.

A kindergarten Math CBM was given in the fall and spring of the 2009-2010 school year. The areas assessed were counting to 100, writing to 100 and number identification. The school average in kindergarten in the fall of 2009 was 80, or 35% correct and the spring was 195, or 84% correct out of a total possible of 231. There was significant growth shown as the percentage increased by 49%.

The first grade classes also took a Math CBM. The areas tested were counting/#order, addition/subtraction, fractions, time, place value, word problems, money and patterns. Each student's test was scored and compared to the school average on graphs. Students in first grade showed tremendous improvement from the fall of 2009 to the spring of 2010. In the fall of 2009, the student average for the total score was 29.4 out of 62 points, or 47% correct. In the spring, the average increased to 52.1, or 84% correct. We improved our scores by 37%.

Based on the data from the School Improvement process, Blackstone School needs to Plan for Improvement in the following areas:

- Provide professional development to the Response to Intervention Team to train all staff
- Continue to evaluate, reflect and refine the district/school's Response to Intervention Plan
- Provide appropriate interventions with fidelity to students who qualify through Aims Web
- Progress monitor students in between benchmark periods using Aims Web
- Train for and implement a universal math screener (Aims Web) for data collection in 2010-2011
- Pilot new math interventions with students who qualify through Aims Web
- Continue to look at ways to support our ELL and economically disadvantaged students
- Focus on improvement in guided reading implementation
- Provide professional development and collaboration for the new Storytown reading series in the 2010-2011 school year
- Implement a Positive Behavior Support System as part of Tier 1 in Response to Intervention

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

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Based on the data from the School Improvement process, Lincoln School's area of successes are:

- The 2010 ISAT scores for 3rd and 4th grade showed that our students once again made Annual Yearly Progress in math in all subgroups. The State AYP Minimum target for Math was 77.5%. The following were our subgroup scores ~ All 85%, White 87.9%, Hispanic 79.5%, and Economically Disadvantaged 78.8%.
- All of our students were tested three times throughout the year using the Developmental Reading Assessment (DRA). Every student showed growth throughout the year and our overall data showed that as an entire grade level, we were performing above the benchmarks set. At Lincoln School, the second grade's average reading level was 32.9 in the spring with a goal of 28. The third grade had an average of 49.0 with a spring goal of 38.
- Lincoln School administered the AIMSweb screener three times during the 2009-2010 school year. Overall almost every student showed growth in their words read per minute from the fall screener to the 3rd screener administered in the spring.
- We continued to progress monitor student's who were receiving an intervention so we could determine if they were making growth. The Response to Intervention team utilized this data to increase or decrease the intervention time based on these progress monitoring results.

Based on the data from the School Improvement process, Lincoln School needs to plan for improvement in the following areas:

- Continue to find ways to support our Economically Disadvantaged and Hispanic population as these two groups did not make AYP in Reading on the ISATS this year.
- Evaluate and make necessary revisions to the new core Reading program called Storytown. This is our first year of implementing this and we will need to make revisions as the year progresses.
- Continue with the implementation of guided reading through our core reading program Storytown.
- Continue to implement the SRA Direct Instruction program to our students with disabilities and our ELL population that fell in the yellow or red after our fall CBM Reading screener was given.
- Utilize the data gathered from the AIMSweb Reading and Math screeners, AIMSweb Reading progress monitoring, and the Developmental Reading Assessment that is given to our students who fall in the yellow and red to make important decisions on student instruction.
- Evaluate and make necessary revisions to the new behavior system we are using called Positive Behavior Support System. This was implemented at the beginning of the year and revisions will need to be made as we analyze our Minor Incident Referrals, as well as our Office Discipline Referrals.
- Continue to implement the BEST program as our character education program and analyze how it is affecting our behavior referrals.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

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Based on the data from the School Improvement process, Northbrook School's areas of successes are:

- The 2010 Adequate Yearly Progress Status Report from the State Board of Education indicates that Northbrook School made Annual Yearly Progress (AYP) overall in the areas of reading (78.1%) and mathematics (85.9%). For subgroups, the White subgroup made AYP for reading and mathematics, and the Hispanic and economically disadvantaged subgroups made AYP for mathematics.
- Northbrook has continued to show academic growth overall in reading. For all students, the school has shown 14.7% growth in reading achievement from 2004 (63.4% M&E) to 2010 (78.1% M&E). In the area of Students with Disabilities, ISAT scores have risen from 2004 (11.9% M&E) to 2010 (45.2% M&E) in reading. Our Hispanic subgroup has shown an 18.4% growth in reading during the last six years from 2004 (50% M&E) to 2010 (68.4% M&E). Economically Disadvantaged students' reading scores have risen 21.7% from 2004 (48.1% M&E) to 2010 (69.8% M&E).
- For math, Northbrook has made similar gains over the past six years. Our overall math scores have risen 17.4% (68.5% M&E in 2004 to 85.9% in 2010). Our Hispanic subgroup has shown a 26.7% growth in math during the past six year from 2004 (51.4%) to 2010 (78.1%). Our Students with Disabilities have risen from 2004 (23.8% to 58.1%) and our economically disadvantaged students have risen from 2004 (51.9% to 79.6%)
- Parent involvement continues to increase with a new computerized student management program and development of a new district website. We have had several parent nights to teach about RtI and ways parents can be actively involved in the educational process.

Based on the data from the School Improvement process, Northbrook School's area of planned improvement include:

- Based on 2010 student report card data, not all subgroups within the school are performing at state AYP minimum target levels. Based upon past report card data and the 2010 ISAT data, subgroups to target for improvement include Hispanic (reading), Students with Disabilities (reading and math), and Economically Disadvantaged (reading).
- Another major focus will be using the RtI period to its fullest by placing students in the interventions they require based on our standard protocol. The Building Leadership Team will monitor student progress and make adjustments as necessary.
- ISAT and AIMSweb data will be analyzed to identify areas where student achievement is low. We will use AIMSweb to universally screen each student and to progress monitor students who need tier two and three interventions for reading and math. Teacher teams will evaluate curriculum and recommend research-based interventions for purchase. AIMSweb will be correlated with ISAT cut scores to predict success on state tests