# Lynne Thigpen Elem School Joliet PSD 86 Joliet, ILLINOIS

**GRADES: K12345** 



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/I	RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American	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	21.5	31.9	37.8	0.8	0.0	0.3	7.6	79.2	12.0	16.9		21.8	20.6	93.9	592
District	14.9	28.1	51.1	0.6	0.0	0.2	5.1	77.1	19.1	13.2		23.5	18.5	94.5	11,103
State	51.0	18.0	23.6	4.2	0.1	0.3	2.8	49.0	9.4	13.6		8.6	13.1	94.4	2,066,692

**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 9 or more of the last 180 school days.

Total Enrollment is based on Home School.

## **INSTRUCTIONAL SETTING**

PARENTAL	CONTACT*
	Percent
School	94.0
District	98.1
State	95.3
I	

STUDENT-TO-STAFF RATIOS												
Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator									
-			-									
22.3		15.3	171.3									
18.9		13.7	205.0									

<sup>\*</sup> 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	К	1	2	3	4	5	6	7	8	9 - 12		
School	16.0	15.0	19.3	15.8	19.4	20.0						
District	22.7	22.0	21.9	21.9	22.6	23.2						
State	20.9	21.2	21.5	22.0	22.4	22.8						

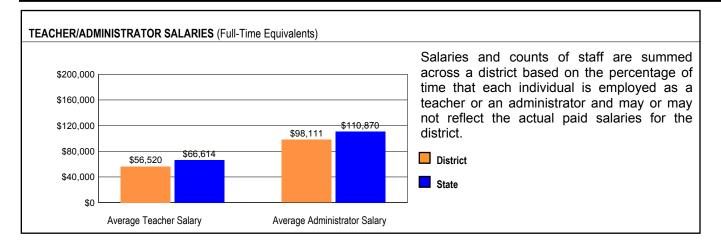
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)													
	   Ma	thematic	cs	Science			English/Language Arts			Social Science			
Grades	3	6	8	3	6	8	3	6	8	3	6	8	
School	60			40			110			30			
District	69			33			130			33			
State	61			31			143			30			

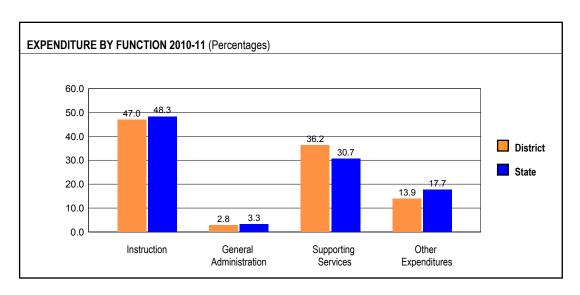
TEACHER	TEACHER INFORMATION (Full-Time Equivalents)													
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number			
District State	77.7 83.3	10.4 7.1	10.5 5.3	1.2 1.3	0.0 0.1	0.0 0.2	0.2 0.8	0.0 2.0	12.4 23.1	87.6 76.9	624 127,830			

TEACHER	TEACHER INFORMATION ( Continued )													
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers									
School				0.0	0.0									
District	10.5	59.0	40.6	0.7	0.0									
State	12.9	37.8	61.7	0.6	0.7									

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

# SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2010-11											
	District	District %	State %								
Local Property Taxes	\$35,199,673	25.1	58.2								
Other Local Funding	\$2,955,800	2.1	5.1								
General State Aid	\$49,114,094	35.0	17.1								
Other State Funding	\$33,225,069	23.6	9.5								
Federal Funding	\$19,998,772	14.2	10.1								
TOTAL	\$140,493,408										

EXPENDITURE BY FUND 201	10-11		
	District	District %	State %
Education	\$83,927,261	70.1	73.7
Operations & Maintenance	\$8,969,956	7.5	5.9
Transportation	\$7,261,014	6.1	3.8
Debt Service	\$6,034,409	5.0	7.4
Tort	\$125,000	0.1	1.2
Municipal Retirement/ Social Security	\$2,823,654	2.4	2.0
Fire Prevention & Safety	\$240,276	0.2	0.8
Capital Projects	\$10,262,889	8.6	5.1
TOTAL	\$119,644,459		

OTHER FINANCIAL INDICATORS												
	2009 Equalized	2009 Total School	2010-11 Instructional	2010-11 Operating								
	Assessed Valuation	Tax Rate	Expenditure	Expenditure								
	per Pupil	per \$100	per Pupil	per Pupil								
District	\$121,325	2.61	\$5,453	\$9,746								
State	**	**	\$6,824	\$11,664								

<sup>\*\*</sup> 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.

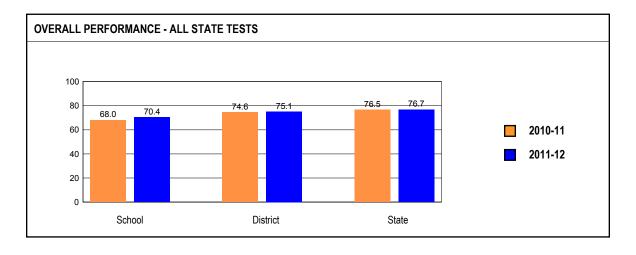
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

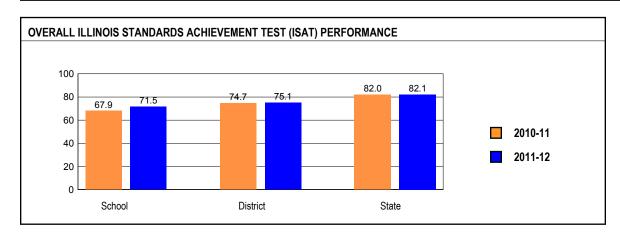
### **ACADEMIC PERFORMANCE**

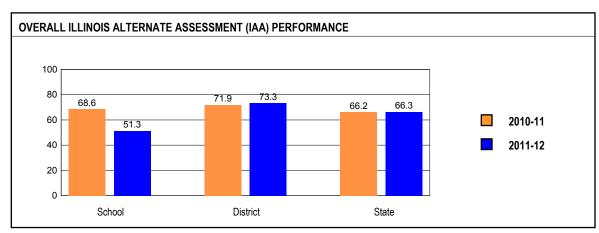
#### **OVERALL STUDENT PERFORMANCE**

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



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

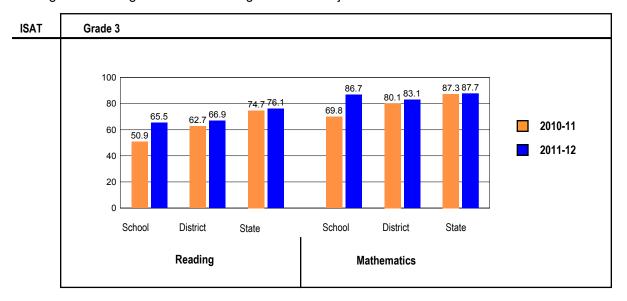


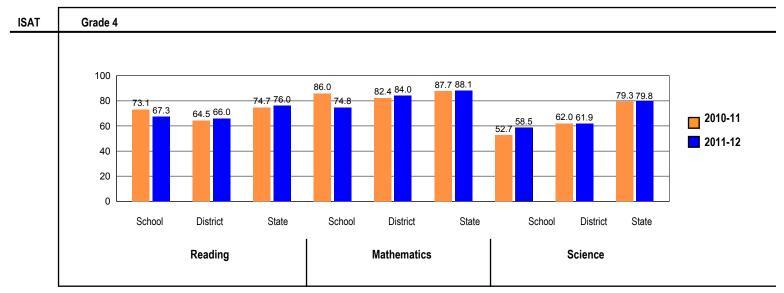


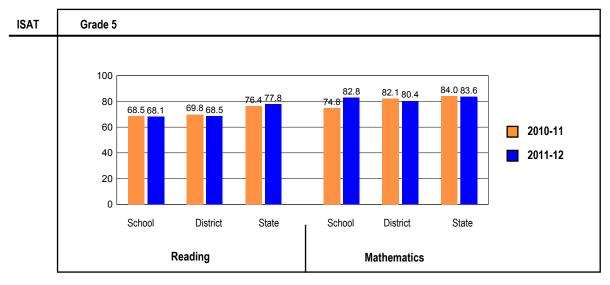
IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

#### **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.

PERCE	PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING														
			Ge	nder	Racial/Ethnic Background										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	301	173	128	64	107	111	3	0	0	16	21	0	62	241
	Reading	0.0	0.0	0.0	0.0	0.0	0.0				0.0	0.0		0.0	0.0
District	*Enrollment	6,909	3,563	3,346	1,057	2,028	3,423	45	0	8	348	783	0	1,012	5,504
	Reading	0.2	0.2	0.2	0.3	0.2	0.2	0.0			0.0	0.4		0.5	0.2
	*Enrollment	1,072,304	548,690	523,352	547,900	192,977	251,440	45,188	977	3,177	29,968	75,031	261	146,113	531,157
State F	Reading	0.4	0.5	0.3	0.3	0.7	0.4	0.3	0.6	0.6	0.4	0.6	2.3	0.9	0.5

<sup>\*</sup> 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

PERCE	PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS														
			Ge	nder	Racial/Ethnic Background										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	301	173	128	64	107	111	3	0	0	16	21	0	62	241
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0				0.0	0.0		0.0	0.0
District	*Enrollment	6,916	3,566	3,350	1,057	2,029	3,428	45	0	8	349	789	0	1,012	5,512
	Mathematics	0.2	0.1	0.2	0.3	0.1	0.1	0.0			0.0	0.3		0.4	0.1
State	*Enrollment	1,073,764	549,462	524,040	548,234	193,064	252,013	45,638	983	3,180	29,975	76,502	271	146,133	532,214
State	Mathematics	0.4	0.4	0.3	0.3	0.7	0.4	0.2	0.5	0.5	0.4	0.3	1.1	0.9	0.5

<sup>\*</sup> Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCE	NTAGE OF S	TUDENTS	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR S	SCIENCE							
			Ge	nder		F	acial/Ethni	c Backgro	ound						
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	114	65	49	26	29	47	3	0	0	9	8	0	21	93
	Science	0.9	0.0	2.0	0.0	3.4	0.0							4.8	1.1
	*Enrollment	2,266	1,164	1,102	347	669	1,104	20	0	5	121	234	0	327	1,819
District	Science	0.7	0.8	0.6	1.2	1.0	0.4	0.0			0.8	0.4		0.9	0.6
State	*Enrollment	456,721	232,992	223,651	237,912	81,780	103,594	19,211	393	1,359	12,254	25,859	107	61,941	217,988
	Science	0.7	0.8	0.6	0.5	1.4	0.7	0.3	1.0	0.9	0.7	0.8	0.9	1.6	1.0

<sup>\*</sup> 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

-		Read	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
School District State	9.5 7.6 5.2	25.0 25.5 18.7	52.4 48.3 46.1	13.1 18.6 29.9	3.6 3.2 2.9	9.6 13.6 9.3	67.5 53.8 45.2	19.3 29.3 42.5

## Grade 3 - Gender

			Rea	ding		Mathematics					
	Levels	1	2	3	4	1	2	3	4		
Male	School	12.2	26.5	51.0	10.2	2.1	8.3	72.9	16.7		
	District	9.5	28.0	46.6	15.9	3.6	14.2	53.6	28.6		
	State	6.4	20.8	46.1	26.7	3.2	9.3	44.0	43.5		
Female	School	5.7	22.9	54.3	17.1	5.7	11.4	60.0	22.9		
	District	5.6	22.8	50.1	21.5	2.9	13.0	54.1	30.1		
	State	3.9	16.6	46.2	33.3	2.6	9.4	46.6	41.4		

Grade 3 - Racial/Ethnic Background

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White									
	School	16.7	44.4	33.3	5.6	5.6	11.1	77.8	5.6
	District	8.3	15.4	41.4	34.9	0.6	8.9	42.6	47.9
	State	2.5	11.7	45.9	39.9	1.1	4.6	39.2	55.0
Black	School	11.4	20.0	57.1	11.4	5.9	14.7	55.9	23.5
	District	8.8	29.9	47.8	13.5	6.7	19.9	53.7	19.6
	State	9.3	28.3	46.9	15.5	7.1	17.9	53.8	21.2
Hispanic	Otate	3.0	20.0	40.5	10.4	7.1	17.5	30.0	21.2
inspanic	School	3.8	23.1	61.5	11.5	0.0	3.8	80.8	15.4
	District	6.9	27.3	50.1	15.7	2.1	12.0	57.4	28.5
	State	8.3	28.0	47.6	16.1	3.8	13.8	54.7	27.7
Asian									
	School								
	District								
	State	2.0	7.4	36.7	53.9	1.0	3.0	25.1	70.8
	aiian/Pacific								
Islander	School								
	District								
	State	3.4	7.4	45.9	43.2	2.0	3.4	37.8	56.8
American I	ndian								
Amendani	School								
	District								
	State	3.9	24.8	45.1	26.2	2.0	12.3	51.0	34.8
Two or Moi	re Races								
	School								
	District	7.4	13.2	51.5	27.9	2.9	8.8	52.9	35.3
	State	3.7	15.0	46.7	34.6	2.0	7.9	44.0	46.1

Grade 3 - Limited-English-Proficient

Grade 3 - Lillilled-Eligii	SII-PIOIIC	ent						
		Rea	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
School	9.1	45.5	45.5	0.0	0.0	0.0	100.0	0.0
District	12.4	43.6	42.5	1.5	3.2	18.1	65.7	13.0
State	12.3	38.7	43.0	6.1	5.4	18.7	58.3	17.6

Grade 3 - Students with Disabilities

			Rea	ding		Mathematics					
	Levels	1	2	3	4	1	2	3	4		
IEP	School	25.0	37.5	25.0	12.5	0.0	6.3	81.3	12.5		
	District	31.1	37.8	28.1	3.0	6.7	26.7	57.0	9.6		
	State	21.1	37.1	31.6	10.3	9.9	21.0	48.6	20.5		
Non-IEP	School	5.9	22.1	58.8	13.2	4.5	10.4	64.2	20.9		
	District	4.7	23.9	50.8	20.6	2.8	12.0	53.4	31.8		
	State	3.0	16.2	48.2	32.7	1.9	7.7	44.8	45.6		

Grade 3 - Economically Disadvantaged

		Rea	ding		Mathematics					
Levels	1	2	3	4	1	2	3	4		
Free/Reduced Price Lunch										
School	10.9	21.9	57.8	9.4	4.8	11.1	65.1	19.0		
District	8.7	27.8	48.2	15.3	3.6	15.4	56.6	24.4		
State	8.3	27.4	48.5	15.9	4.7	14.5	54.3	26.4		
Not Eligible										
School	5.0	35.0	35.0	25.0	0.0	5.0	75.0	20.0		
District	3.6	16.4	48.8	31.2	1.6	6.8	43.2	48.4		
State	1.7	9.1	43.5	45.7	0.9	3.5	35.1	60.5		

# Grade 4

Grade 4 - All

		Rea	nding		Mathematics				Science				
Levels	1	2	3	4	1	2	3	4	1	2	3	4	
School	0.0	32.7	56.1	11.2	0.9	24.3	66.4	8.4	7.5	34.0	57.5	0.9	
District	1.5	32.5	49.7	16.2	1.3	14.7	66.3	17.7	6.2	31.9	54.1	7.7	
State	1.0	23.0	47.1	28.9	1.2	10.7	57.1	31.0	2.6	17.6	59.7	20.1	

Grade 4 - Gender

			Rea	ding			Mather	matics		Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	35.5	58.1	6.5	1.6	24.2	67.7	6.5	8.1	35.5	56.5	0.0
	District	2.3	37.8	47.1	12.8	1.7	16.1	66.3	15.9	6.6	31.9	53.6	7.9
	State	1.3	26.7	46.8	25.2	1.5	11.4	56.0	31.1	2.9	17.4	57.4	22.3
Female	School	0.0	28.9	53.3	17.8	0.0	24.4	64.4	11.1	6.8	31.8	59.1	2.3
	District	0.7	27.3	52.3	19.7	1.0	13.3	66.2	19.5	5.9	31.9	54.7	7.5
	State	0.6	19.2	47.4	32.8	0.9	9.9	58.4	30.8	2.3	17.9	62.0	17.8

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			Rea	ding			Mathem	atics			Scie	ence	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
White	School District State	0.0 0.5 0.5	29.2 21.1 14.3	54.2 52.4 46.9	16.7 25.9 38.3	0.0 1.6 0.6	20.8 9.1 6.0	66.7 58.6 53.6	12.5 30.6 39.8	4.2 3.3 1.0	25.0 19.0 9.6	70.8 60.9 61.2	0.0 16.8 28.2
Black	School District State	0.0 2.0 2.0	40.7 40.1 39.0	48.1 46.2 45.6	11.1 11.7 13.5	0.0 2.3 3.0	33.3 20.6 20.9	63.0 67.7 61.8	3.7 9.3 14.3	7.7 9.4 6.1	46.2 40.5 33.8	46.2 46.6 54.1	0.0 3.5 6.0
Hispanic	School District State	0.0 1.7 1.3	25.0 31.1 32.3	63.6 50.8 50.0	11.4 16.4 16.4	0.0 0.5 1.4	18.2 12.1 14.5	70.5 68.3 64.7	11.4 19.1 19.4	4.5 4.9 3.8	34.1 31.6 24.6	59.1 56.0 61.8	2.3 7.5 9.9
Asian	School												
	District State	0.0 0.4	27.3 9.1	54.5 38.2	18.2 52.3	9.1 0.6	9.1 3.3	45.5 35.9	36.4 60.2	18.2 1.4	9.1 7.3	54.5 52.6	18.2 38.7
Native Haw Islander	vaiian/Pacific School District State	0.8	14.4	48.8	36.0	0.0	6.3	50.0	43.8	0.8	13.4	58.3	27.6
American II	ndian School District State	1.0	25.5	51.6	22.0	1.4	10.5	64.2	23.9	3.3	21.5	60.4	14.8
Two or Mor	School								40.6	_,		/	
	District State	0.0 0.6	38.2 19.4	50.0 46.7	11.8 33.3	1.5 0.8	22.1 9.1	66.2 55.8	10.3 34.3	7.4 1.9	30.9 15.1	57.4 58.6	4.4 24.4

Grade 4 - Students with Disabilities

			Rea	nding			Mathem	natics		Science				
	Levels	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	71.4	21.4	7.1	0.0	64.3	35.7	0.0	15.4	46.2	38.5	0.0	
	District State	6.2 5.3	70.8 55.8	21.5 30.7	1.5 8.2	4.6 6.1	36.9 29.7	54.6 53.2	3.8 11.0	14.8 7.7	46.1 34.4	36.7 49.9	2.3 8.1	
Non-IEP	School	0.0	26.9	61.3	11.8	1.1	18.3	71.0	9.7	6.5	32.3	60.2	1.1	
	District	0.9	27.8	53.2	18.0	0.9	12.0	67.7	19.4	5.2	30.2	56.2	8.4	
	State	0.3	18.2	49.5	32.0	0.5	7.9	57.7	33.9	1.9	15.2	61.1	21.8	

Grade 4 - Economically Disadvantaged

		<del></del>											
		Rea	ading			Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch School District State	0.0 1.9 1.6	33.7 36.3 34.2	56.2 49.2 49.0	10.1 12.6 15.2	1.1 1.5 2.0	25.8 16.4 16.5	65.2 68.4 64.2	7.9 13.7 17.4	8.0 7.1 4.3	35.2 35.6 26.7	55.7 51.7 59.7	1.1 5.6 9.4	
Not Eligible School District State	0.0 0.0 0.3	27.8 16.3 10.9	55.6 52.0 45.1	16.7 31.7 43.7	0.0 0.4 0.4	16.7 7.5 4.5	72.2 57.5 49.5	11.1 34.6 45.6	5.6 2.2 0.8	27.8 16.3 7.9	66.7 64.8 59.7	0.0 16.7 31.6	

# Grade 5

### Grade 5 - All

-		Read	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
School District State	0.0 0.1 0.2	31.9 31.4 22.0	51.1 52.3 47.2	17.0 16.3 30.6	1.1 0.7 0.6	16.1 18.9 15.7	77.4 73.6 65.9	5.4 6.8 17.7	

## Grade 5 - Gender

			Rea	ding		Mathematics					
	Levels	1	2	3	4	1	2	3	4		
Male	School	0.0	41.5	41.5	17.0	1.9	18.9	73.6	5.7		
	District	0.2	38.8	46.2	14.8	1.2	20.8	70.7	7.3		
	State	0.2	25.5	47.4	26.9	0.8	16.8	64.3	18.1		
Female	School	0.0	19.5	63.4	17.1	0.0	12.5	82.5	5.0		
	District	0.0	23.6	58.6	17.8	0.2	16.9	76.7	6.2		
	State	0.1	18.4	47.0	34.5	0.5	14.6	67.6	17.2		

Grade 5 - Racial/Ethnic Background

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White									
	School	0.0	21.1	47.4	31.6	0.0	5.3	78.9	15.8
	District	0.0	18.0	52.3	29.7	0.0	9.3	76.2	14.5
	State	0.1	12.7	46.3	41.0	0.3	9.1	66.6	24.0
Black								_	
	School	0.0	43.2	45.9	10.8	2.8	38.9	55.6	2.8
	District	0.3	41.8	48.2	9.7	1.5	31.0	63.8	3.6
	State	0.4	38.1	48.0	13.5	1.5	30.3	63.1	5.1
Hispanic									
	School	0.0	27.8	58.3	13.9	0.0	0.0	97.2	2.8
	District	0.0	30.6	54.9	14.5	0.3	15.6	77.9	6.2
	State	0.2	32.5	49.8	17.5	8.0	21.0	69.6	8.6
Asian	School								
	District								
	State	0.1	9.2	39.1	51.7	0.3	5.3	49.5	44.9
		0.1	J.Z	00.1	01.7	0.0	0.0	40.0	77.5
Native Haw Islander	aiian/Pacific								
isianuei	School								
	District								
	State	0.0	12.6	50.5	36.9	0.0	9.1	69.1	21.8
American I	ndian								
	School								
	District								
	State	0.2	26.3	53.8	19.6	0.5	20.6	67.2	11.7
Two or Mor	re Races								
	School								
	District	0.0	20.4	49.0	30.6	2.0	14.3	79.6	4.1
	State	0.2	16.5	46.9	36.4	0.5	13.1	64.9	21.4

# Grade 5 - Students with Disabilities

			Rea	ding		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
IEP	School	0.0	75.0	12.5	12.5	6.3	31.3	56.3	6.3	
	District	0.7	72.1	24.3	2.9	4.3	47.1	45.0	3.6	
	State	0.9	60.2	31.5	7.3	3.2	42.7	49.4	4.7	
Non-IEP	School	0.0	23.1	59.0	17.9	0.0	13.0	81.8	5.2	
	District	0.0	25.7	56.1	18.1	0.2	15.0	77.6	7.2	
	State	0.1	16.5	49.5	34.0	0.3	11.8	68.3	19.6	

Grade 5 - Economically Disadvantaged

		Rea	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch									
School	0.0	38.5	51.3	10.3	1.3	19.5	74.0	5.2	
District	0.1	34.3	53.4	12.1	0.7	21.3	72.4	5.6	
State	0.3	33.5	49.7	16.5	1.0	24.0	67.6	7.4	
Not Eligible									
School	0.0	0.0	50.0	50.0	0.0	0.0	93.8	6.3	
District	0.0	16.7	46.4	37.0	0.5	7.3	79.7	12.5	
State	0.1	10.0	44.5	45.5	0.2	7.1	64.2	28.4	

## 2012 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

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

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?						
2012-13 Federal Improvement Status Restructuring						
2012-13 State Improvement Status Academic Watch Status Year 2						

		Percent T State	ested on Tests			Percent N	leeting/Ex	ceeding S		Other Indicators				
	Read	ding	Mathe	matics		Reading		N	/lathematic	s	Attenda	nce Rate	5-YEAR 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	64.5		No	80.0		No	93.9	Yes		
White	100.0	Yes	100.0	Yes	62.5	69.5	No	82.1		Yes	92.9			
Black	100.0	Yes	100.0	Yes	59.5	60.2	Yes	68.7	67.8	Yes	94.2			
Hispanic	100.0	Yes	100.0	Yes	69.9	70.7	Yes	90.3		Yes	94.1			
Asian														
Native Hawaiian/ Pacific Islander American Indian Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	34.5	47.2	No	65.5	62.8	Yes	91.9			
Economically Disadvantaged	100.0	Yes	100.0	Yes	63.3	66.4	Yes	78.5	77.5	Yes	93.7			

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.

<sup>\*</sup> Includes only students enrolled as of 05/01/2011.

<sup>\*\*</sup> Safe Harbor Targets of 85% or above are not printed.

<sup>\*\*\*</sup> 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.

# 2012 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

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

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

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

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