



## SCHOOL REPORT CARD INFORMATION

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### Joliet Public Schools

Results from last year's Illinois Standards Achievement Test (ISAT) are now being released. ISAT measures individual student achievement relative to the Illinois Learning Standards. Students in grades 3-8 are tested in mathematics, reading, science, or writing. ISAT scores represent only one snapshot of a child's learning and helps us measure how students in a given class or school perform in relation to other students who take the test. Additional assessments are given throughout the year. A student's achievement on the ISAT, combined with the District assessments given over the entire school year, provide a more accurate overview of student learning.

ISAT information can be a powerful tool for supporting student learning, however, the problem schools face is the negative publicity that states a school or district is "failing." ISAT scores do not define us. The extraordinary effort put forth by every staff member in District 86 to make all children successful is not represented at all by the term "failure." It certainly does not describe a school like Hufford Junior High where 72% of the students met the state expectations in reading and 83% met in math yet it still did not meet adequate yearly progress due to one subpopulation. It is our daily hard work and the growth that is achieved that make our students successful.

Our schools are doing what is expected by providing a strong continuous growth pattern in both reading and math for the past five years. District-wide, test scores in reading have risen 19.4% since 2004. Our math scores are even better with a growth of 25.8%. We will continue to work very hard to meet the needs of each child in District 86. We are confident that our students and schools test results will continue to improve and every challenge met. With your support, we will be able to provide all children with the best education possible.

If you have specific questions regarding your child's scores, please contact your school principal. Thank you for your ongoing support and commitment to District 86.

Sincerely,

Phyllis M. Wilson, Ph.D.  
Superintendent



## INFORMACIÓN DE LAS CALIFICACIONES

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### Joliet Public Schools

Los resultados de la Prueba de Logro de Estándares de Illinois (ISAT) del año pasado están disponibles. ISAT mide el logro de los estudiantes relativo a las Normas de Aprendizaje de Illinois. Los estudiantes de grados 3-8 son examinados en matemáticas, lectura, ciencias, o escrito. Las puntuaciones del ISAT representan sólo una evaluación del aprendizaje del niño y nos ayuda a medir a un estudiante en una escuela o en una clase en comparación a otros estudiantes que toman la misma prueba. Las evaluaciones adicionales son dadas a lo largo del año. El logro del estudiante en el ISAT, combinado con las evaluaciones de todo el año escolar proporciona una visión más exacta del aprendizaje del estudiante.

La información del ISAT es una herramienta poderosa para apoyar el aprendizaje de los estudiantes, sin embargo, los problemas que las escuelas están enfrentando ha tenido publicidad negativa en el cual indican que las escuelas o el distrito está fallando a los estudiantes. Las puntuaciones de ISAT no nos definen. El extraordinario esfuerzo de cada miembro del personal del distrito 86 para adquirir el éxito de todos los niños no es representado en absoluto por el término “fallando”. Por ejemplo, no describe una escuela como HUFFORD donde 72 % de los estudiantes cumplieron las expectativas del Estado en lectura y el 83 % cumplieron las expectativas en matemáticas, pero todavía no satisface las metas de “adecuado progreso anual” debido a un de los subgrupos. Es nuestro trabajo diario y el crecimiento que se logra el cual hace que nuestros estudiantes adquieran éxito.

Nuestras escuelas están haciendo lo que es requerido al proporcionar un patrón fuerte de crecimiento continuo en lectura y matemáticas en los últimos cinco años. En todo el distrito, puntuaciones en lectura han aumentado 19.4 % desde 2004. Nuestras puntuaciones de matemáticas son incluso mejores con un crecimiento del 25.8 %. Seguiremos trabajando duro para satisfacer las necesidades de cada niño en el distrito de 86. Estamos confidentes de que nuestros estudiantes y los resultados de las escuelas seguirán mejorando y cada reto adquirido. Con su apoyo, podremos proporcionar a todos los niños la mejor educación posible.

Si tiene algunas preguntas específicas con respecto a las puntuaciones de su hijo, póngase en contacto con el principal de la escuela de su niño. Gracias por su continuo apoyo y dedicación al Distrito 86.

Sinceramente,

Phyllis M. Wilson, Ph.D.  
Superintendente

Dear Dirksen Junior High Families,

The 2009 Illinois School Report Card for Dirksen Junior High School provides us with information in regard to achievement for all students (grades 6, 7, and 8) in reading and math. These test results give us the opportunity to measure growth every year in reading and math, providing teachers with data to plan instruction based on students' needs. In addition, 7<sup>th</sup> grade also tests in the area of science.

**We are proud to announce that Dirksen Junior High continues to meet Adequate Yearly Progress, by exceeding the state standard of 70% in both reading and math, as well as in all subgroup populations! This great success classifies Dirksen Junior high School as a high performing school!** Students exceeded this percentage, with **80%** meeting/exceeding the state reading standards; and with **89%** of our students meeting/exceeding state math standards. We attribute our continued success with the many reading interventions/tutoring opportunities that were offered to our students last year, along with our "Plugged into Reading" program that motivates students to read for learning as well as for enjoyment. This program is a research based program for adolescents that offer students many different novels to read that capture their interests. While the language and/or story lines may be controversial, these stories clearly depict adolescents facing challenges of today. Research shows that students that read daily outside of the school day significantly increase their reading levels. Our students are showing much more interest in reading both in and outside of the school day.

Many district and school intervention programs are being implemented to promote continuous growth, to provide additional assistance for at-risk students, and to provide additional reinforcement in reading and math. With the success that we have seen with our recent test scores, we will continue to implement the programs that are promoting student success while we look to provide individual students interventions based on their needs. We continue to provide a number of reading interventions for our special education students. Many of these students are included in the general education classrooms, while some receive instruction in the Scholastic Read 180 Lab. The 21<sup>st</sup> Century Kids' Club after school program continues to be offered to students three sessions throughout the school year. Math teachers will continue to provide individual assistance for students in the areas that our data indicates as weak. Attendance incentives are offered, as well, to encourage students to attend school daily.

Dirksen Junior High has many components in place to promote a positive learning environment. The Star Senator program recognizes students for positive behaviors, rewarding students for following "Cool Tool" areas, such as: "Be on time, Be Responsible, Be Safe, Follow Directions". Building and classroom incentives have been implemented to promote student behavior and success. In addition, students attend a nine week character education class. A Peer Mediation program will begin implementation this year after student training is complete. This program will provide students with strategies to mediate conflicts as a way of problem solving.

Staff members at Dirksen are highly qualified teachers that continue to attend several opportunities for professional development outside of the school day. Training focus areas continue to be in the following areas: ISAT prep., differentiating instruction, reading literacy, positive behavior systems, technology integration, math intervention programs, and teacher teaming/collaboration. Dirksen Junior High is in the third year of a partnership with the University of St. Francis as "Professional Development School". University students have the opportunity to learn from the very best, the staff at Dirksen Junior High School! This partnership has allowed their students great pre-teaching opportunities, and provided funding for our classrooms to purchase additional materials. We look forward to expanding shared opportunities with the University of St. Francis.

Parent training sessions pertaining to academic and social success will be offered for parents/guardians throughout this school year. Parent participation and involvement is always encouraged. The home and school working relationship is vital to student success. Again, congratulations! Your child attends a high performing school! Help us continue our success by working as a partner in your child's education.

Sincerely,

Kimberly A. Pfoutz, Principal

Kyle Sartain Assistant Principal

**Dirksen Junior High School**  
**Joliet PSD 86**  
**Joliet, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : 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/ 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
<b>School</b>	23.5	31.5	35.5	0.8	0.2	8.6	62.3	0.0		3.2	20.1	94.0	533
<b>District</b>	16.0	29.7	48.1	0.6	0.1	5.5	67.5	14.3		2.7	26.0	94.3	10,316
<b>State</b>	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
<b>School</b>	100.0	--	--	--	--
<b>District</b>	97.8	21.0		14.4	156.9
<b>State</b>	96.7	18.4		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
<b>School</b>							29.5	29.2	29.3	
<b>District</b>							27.0	26.8	27.1	
<b>State</b>							22.0	21.1	21.4	

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
<b>School</b>		88	88		44	44		88	88		44	44
<b>District</b>		85	84		41	41		113	114		41	41
<b>State</b>		54	51		43	44		104	92		43	44

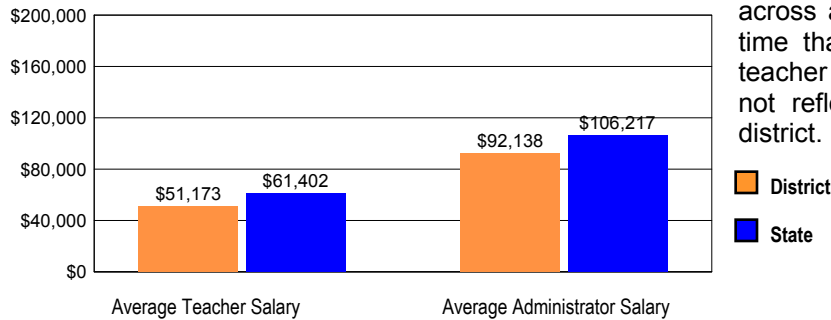
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	82.0	8.9	7.9	0.9	0.2	13.3	86.7	625
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	--	--	--	0.0	0.0
District	10.2	66.1	33.9	3.0	3.0
State	12.5	44.1	55.8	0.6	1.2

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

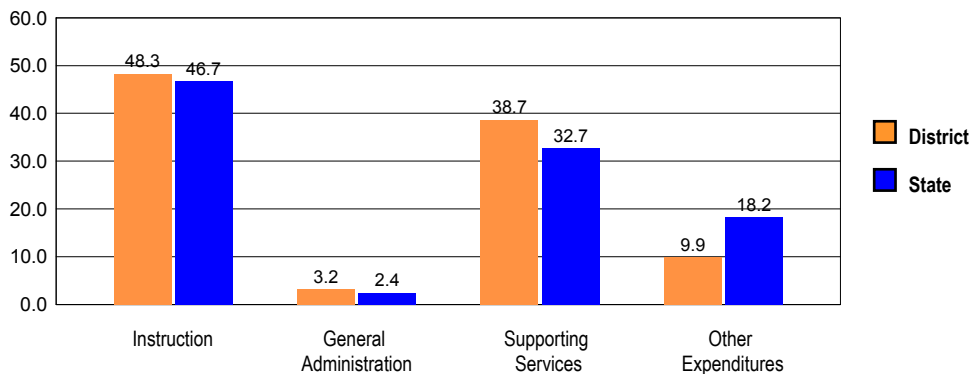
## SCHOOL DISTRICT FINANCES

### 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	\$31,271,938	31.0	58.7	Education	\$75,482,303	74.7	71.5
Other Local Funding	\$4,231,002	4.2	6.3	Operations & Maintenance	\$8,651,616	8.6	8.6
General State Aid	\$38,022,564	37.7	18.6	Transportation	\$6,108,135	6.0	3.9
Other State Funding	\$12,608,577	12.5	9.0	Bond and Interest	\$4,218,214	4.2	6.3
Federal Funding	\$14,812,014	14.7	7.4	Rent	\$0	0.0	0.0
TOTAL	\$100,946,095			Municipal Retirement/ Social Security	\$2,286,602	2.3	1.8
				Fire Prevention & Safety	\$126,304	0.1	0.9
				Site & Construction/ Capital Improvement	\$4,131,120	4.1	6.8
				TOTAL	\$101,004,294		

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	\$111,556	2.63	\$5,037	\$9,446
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.

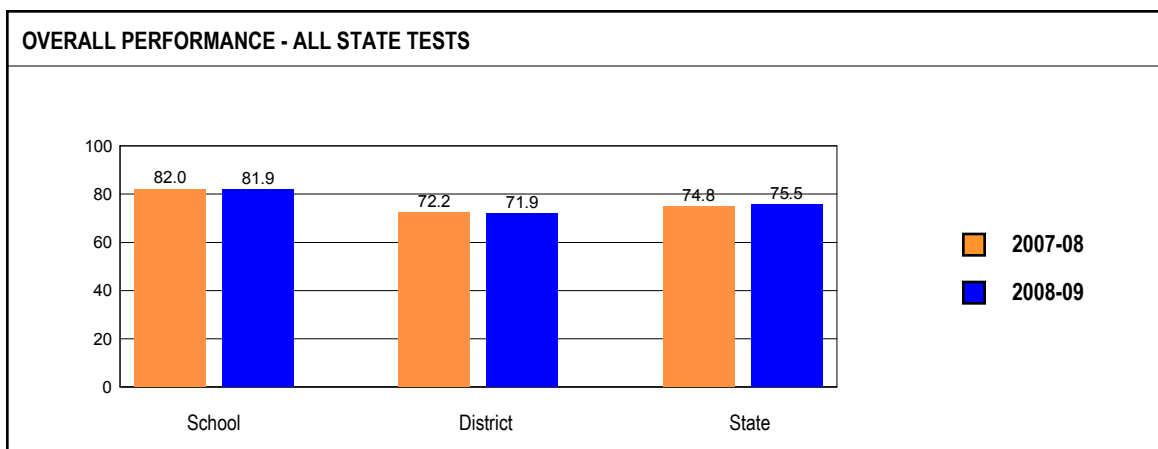
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE

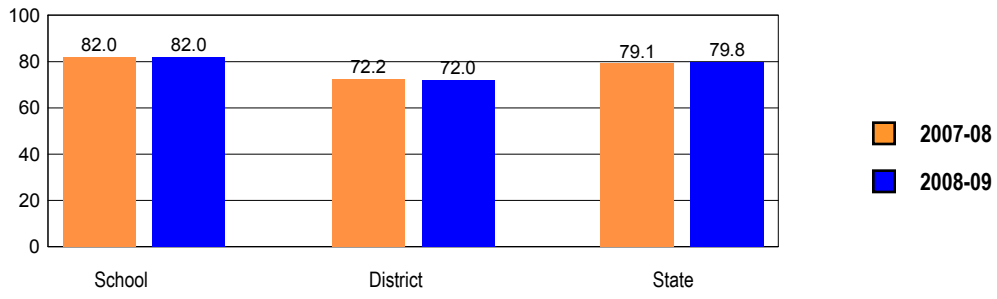
### OVERALL STUDENT PERFORMANCE

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.



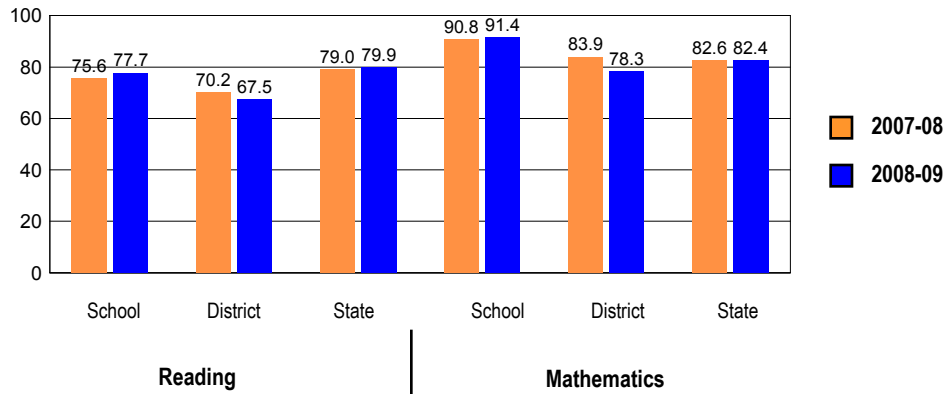
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



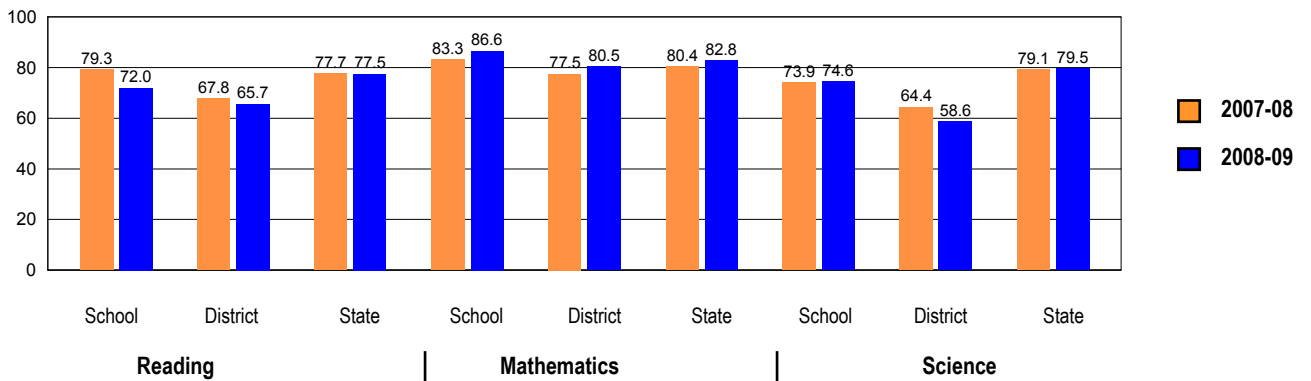
**ISAT PERFORMANCE**

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.

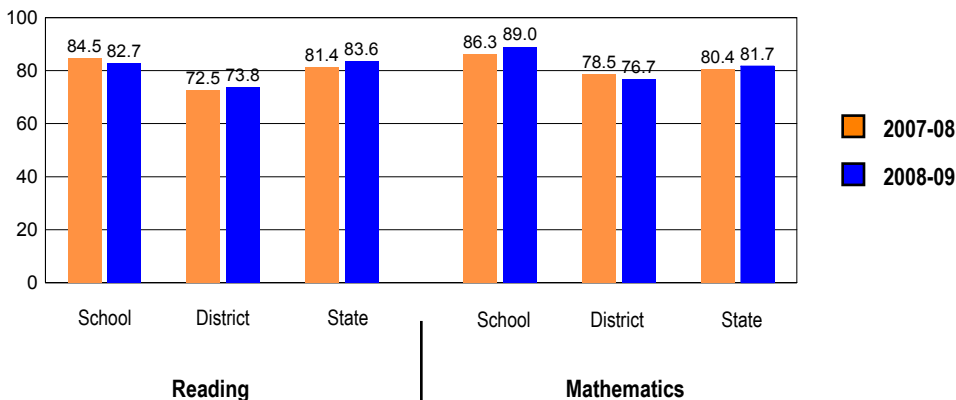
**ISAT Grade 6**



**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				
School	*Enrollment	541	275	266	129	176	188	5	1	42	0	0	97	340
	Reading	0.4	0.4	0.4	0.0	0.6	0.5			0.00			1.0	0.6
	Mathematics	0.4	0.4	0.4	0.0	0.6	0.5			0.00			1.0	0.6
District	*Enrollment	6,411	3,295	3,116	1,041	1,997	2,990	43	6	334	672	0	1,078	4,472
	Reading	0.1	0.1	0.1	0.1	0.1	0.1	0.0		0.0	0.0		0.3	0.1
	Mathematics	0.1	0.1	0.1	0.1	0.1	0.1	0.0		0.0	0.0		0.3	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	188	104	84	43	64	60	3	0	18	0	0	30	110
	Science	0.5	0.0	1.2	0.0	0.0	1.7			0.0			3.3	0.9
District	*Enrollment	2,066	1,077	989	336	654	943	15	3	115	182	0	366	1,425
	Science	0.0	0.0	0.1	0.0	0.0	0.1	0.0		0.0	0.0		0.3	0.1
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 6****Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	22.3	64.0	13.7	0.0	8.6	74.3	17.1
District	0.0	32.5	53.5	14.0	0.3	21.4	62.2	16.1
State	0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

**Grade 6 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	23.8	64.3	11.9	0.0	9.5	73.8	16.7
	District	0.0	35.7	50.4	13.9	0.4	22.6	62.0	14.9
	State	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female	School	0.0	20.9	63.7	15.4	0.0	7.7	74.7	17.6
	District	0.0	29.6	56.3	14.0	0.2	20.2	62.4	17.2
	State	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	17.1	57.1	25.7	0.0	0.0	71.4	28.6
	District	0.0	19.2	54.8	26.0	0.7	6.9	64.1	28.3
	State	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black	School	0.0	24.2	67.7	8.1	0.0	14.5	75.8	9.7
	District	0.0	36.2	54.7	9.1	0.6	30.1	59.0	10.3
	State	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic	School	0.0	23.9	65.7	10.4	0.0	7.5	77.6	14.9
	District	0.0	34.9	53.2	11.9	0.0	20.3	65.0	14.7
	State	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander	School								
	District								
	State	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American	School								
	District								
	State	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic	School								
	District	0.0	28.3	43.5	28.3	0.0	17.4	54.3	28.3
	State	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

**Grade 6 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	55.2	44.8	0.0	0.0	13.8	86.2	0.0
	District	0.0	76.5	19.9	3.6	1.8	47.0	47.0	4.2
	State	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP	School	0.0	15.8	67.8	16.4	0.0	7.5	71.9	20.5
	District	0.0	23.8	60.2	16.0	0.0	16.3	65.2	18.5
	State	0.1	14.5	55.1	30.3	0.2	12.5	61.1	26.2

**Grade 6 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	24.2	65.0	10.8	0.0	9.2	76.7	14.2
	District	0.0	35.7	53.5	10.8	0.3	23.0	63.9	12.8
	State	0.3	31.7	55.2	12.7	1.0	27.1	61.1	10.8
Not Eligible	School	0.0	18.2	61.8	20.0	0.0	7.3	69.1	23.6
	District	0.0	24.7	53.5	21.9	0.3	17.3	58.1	24.2
	State	0.1	10.2	50.5	39.3	0.2	8.6	57.2	34.0

**Grade 7****Grade 7 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School	School	0.0	28.0	64.0	8.1	0.5	12.9	65.6	21.0	8.1	17.3	64.2	10.4
	District	0.6	33.7	56.2	9.5	1.5	18.0	60.2	20.3	17.4	23.9	50.9	7.7
	State	0.5	22.0	56.8	20.7	1.6	15.6	55.0	27.7	7.0	13.6	55.7	23.8

**Grade 7 - Gender**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	33.0	61.2	5.8	1.0	16.5	64.1	18.4	6.5	18.3	64.5	10.8
	District	1.0	38.2	52.5	8.2	1.6	21.1	57.2	20.2	18.4	22.2	50.5	9.0
	State	0.7	26.1	55.4	17.9	2.1	17.1	52.8	28.0	7.9	13.0	52.8	26.4
Female	School	0.0	21.7	67.5	10.8	0.0	8.4	67.5	24.1	10.0	16.3	63.8	10.0
	District	0.2	28.8	60.1	10.9	1.5	14.6	63.4	20.5	16.5	25.9	51.3	6.4
	State	0.3	17.8	58.2	23.7	1.2	14.0	57.4	27.4	6.0	14.2	58.7	21.1

**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	20.9	62.8	16.3	0.0	11.6	51.2	37.2	2.4	22.0	48.8	26.8
	District	0.0	25.6	55.4	19.0	1.8	14.3	50.6	33.3	9.1	19.5	50.6	20.7
	State	0.2	14.2	57.6	28.0	0.7	9.1	53.4	36.7	2.9	7.1	55.2	34.8
Black	School	0.0	32.8	60.9	6.3	1.6	17.2	67.2	14.1	10.2	15.3	69.5	5.1
	District	0.3	40.4	51.9	7.4	3.2	20.8	62.8	13.1	21.1	23.8	52.5	2.6
	State	1.0	35.9	54.7	8.4	4.1	31.3	55.4	9.3	15.3	25.4	54.1	5.3
Hispanic	School	0.0	25.4	69.5	5.1	0.0	8.5	71.2	20.3	7.3	16.4	70.9	5.5
	District	0.9	33.1	58.9	7.1	0.4	16.7	62.5	20.3	17.6	26.0	50.1	6.3
	State	0.8	32.4	57.5	9.3	1.9	20.0	62.4	15.7	10.8	21.4	59.0	8.7
Asian/Pacific Islander	School												
	District												
	State	0.2	9.4	51.3	39.2	0.5	4.9	37.8	56.8	2.8	5.4	51.0	40.8
Native American	School												
	District												
	State	0.0	19.1	56.4	24.5	0.8	12.8	60.3	26.0	5.0	11.2	55.6	28.2
Multiracial/Ethnic	School	0.0	41.2	58.8	0.0	0.0	17.6	76.5	5.9	20.0	20.0	60.0	0.0
	District	1.9	29.6	59.3	9.3	0.0	24.1	57.4	18.5	21.2	23.1	51.9	3.8
	State	0.5	19.6	57.3	22.6	1.8	14.9	55.5	27.8	6.2	12.0	58.4	23.4

**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	60.7	35.7	3.6	3.6	28.6	64.3	3.6	26.9	34.6	34.6	3.8
	District	2.1	68.9	27.9	1.1	6.3	45.0	46.1	2.6	42.6	32.4	23.9	1.1
	State	2.7	59.0	34.6	3.7	8.3	44.0	42.0	5.7	24.1	26.5	42.5	6.8
Non-IEP	School	0.0	22.2	69.0	8.9	0.0	10.1	65.8	24.1	4.8	14.3	69.4	11.6
	District	0.3	25.2	63.0	11.5	0.4	11.5	63.5	24.6	11.4	21.9	57.4	9.3
	State	0.2	16.4	60.1	23.3	0.6	11.3	57.0	31.1	4.4	11.6	57.7	26.3

**Grade 7 - 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	29.6	63.9	6.5	0.9	13.9	64.8	20.4	10.0	15.0	69.0	6.0
	District	0.9	36.9	55.2	7.0	2.0	18.9	61.0	18.2	20.2	25.7	48.1	6.0
	State	0.9	34.1	56.3	8.8	2.9	24.7	59.3	13.1	12.2	21.9	57.1	8.7
Not Eligible	School	0.0	25.6	64.1	10.3	0.0	11.5	66.7	21.8	5.5	20.5	57.5	16.4
	District	0.0	27.2	58.1	14.7	0.6	16.1	58.5	24.8	11.7	20.3	56.6	11.4
	State	0.2	12.6	57.1	30.1	0.7	8.4	51.7	39.3	2.9	7.0	54.6	35.6

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.6	16.8	75.7	6.9	0.0	11.0	56.1	32.9
District	0.4	25.8	69.1	4.7	0.3	23.0	53.6	23.0
State	0.4	16.0	74.6	9.0	0.8	17.5	54.5	27.2

**Grade 8 - Gender**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	1.2	20.5	72.3	6.0	0.0	12.0	51.8	36.1
	District	0.6	28.1	66.9	4.3	0.6	24.4	50.7	24.2
	State	0.5	19.0	72.5	7.9	0.9	18.6	53.1	27.4
Female	School	0.0	13.3	78.9	7.8	0.0	10.0	60.0	30.0
	District	0.2	23.3	71.4	5.1	0.0	21.5	56.7	21.7
	State	0.2	12.9	76.7	10.2	0.6	16.4	56.0	27.0

**Grade 8 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	2.0	14.0	70.0	14.0	0.0	10.0	50.0	40.0
	District	0.6	18.4	68.4	12.6	0.0	15.5	50.6	33.9
	State	0.2	10.0	77.2	12.6	0.4	10.3	53.4	35.9
Black	School	0.0	27.1	70.8	2.1	0.0	16.7	60.4	22.9
	District	0.4	35.3	63.3	1.1	1.1	35.6	51.3	12.0
	State	0.7	28.6	68.7	2.1	1.9	34.5	54.4	9.2
Hispanic	School	0.0	13.6	81.4	5.1	0.0	10.2	59.3	30.5
	District	0.4	23.6	72.7	3.2	0.0	19.5	56.3	24.2
	State	0.5	22.2	73.6	3.7	0.8	22.9	61.3	15.0
Asian/Pacific Islander	School								
	District								
	State	0.2	6.3	72.5	21.0	0.4	5.7	36.0	57.9
Native American	School								
	District								
	State	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8
Multiracial/Ethnic	School	0.0	6.7	93.3	0.0	0.0	0.0	53.3	46.7
	District	0.0	21.1	73.7	5.3	0.0	13.2	55.3	31.6
	State	0.2	14.6	75.5	9.6	0.5	16.7	56.0	26.7

**Grade 8 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	2.8	52.8	44.4	0.0	0.0	33.3	63.9	2.8
	District	1.6	59.7	37.6	1.1	1.6	56.1	38.5	3.7
	State	2.0	51.8	44.9	1.3	4.0	51.3	40.0	4.7
Non-IEP	School	0.0	7.3	83.9	8.8	0.0	5.1	54.0	40.9
	District	0.1	17.6	76.7	5.6	0.0	15.0	57.3	27.7
	State	0.1	10.6	79.1	10.2	0.3	12.4	56.7	30.6

**Grade 8 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.9	19.6	75.7	3.7	0.0	13.1	58.9	28.0
	District	0.4	29.0	68.4	2.1	0.3	26.0	54.9	18.8
	State	0.6	25.8	70.5	3.0	1.3	28.1	58.1	12.4
Not Eligible	School	0.0	12.1	75.8	12.1	0.0	7.6	51.5	40.9
	District	0.3	18.1	70.7	10.8	0.3	16.2	50.7	32.8
	State	0.1	8.6	77.7	13.6	0.4	9.4	51.8	38.4

## 2009 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	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 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
<b>State AYP Minimum Target</b>	95.0		95.0		70.0			70.0			90.0		78.0	
<b>All</b>	99.6	Yes	99.6	Yes	77.8		Yes	89.4		Yes	94.0	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	82.5		Yes	93.9		Yes				
<b>Black</b>	99.4	Yes	99.4	Yes	72.2		Yes	82.7		Yes				
<b>Hispanic</b>	99.5	Yes	99.5	Yes	78.7		Yes	90.9		Yes				
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	99.0	Yes	99.0	Yes	43.8	47.4	Yes	72.5		Yes	92.7			
<b>Economically Disadvantaged</b>	99.4	Yes	99.4	Yes	76.1		Yes	88.0		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 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.