

# Hollis Cons SD 328

## Peoria, ILLINOIS



# ILLINOIS DISTRICT REPORT CARD

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

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on [illinoisreportcard.com](http://illinoisreportcard.com). All of the metrics posted on [illinoisreportcard.com](http://illinoisreportcard.com) are also included in this report.

## STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION												
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Total Enrollment
District	92.1	1.2	2.4	0.0	0.0	0.0	4.3	18.3	0.0	7.3	0.6	164
State	50.6	17.6	24.1	4.3	0.1	0.3	3.0	49.9	9.5	13.6	2.0	2,054,155

**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. **Total Enrollment** is based on [Home School](#).

**Homeless** students are students who do not have permanent and adequate homes.

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION				
	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
District		0.6	5.0	96.0
State		9.8	12.8	94.2

**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.

## INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAY	
	Percent		Days
District	100.0	District	174
State	95.5	State	176

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

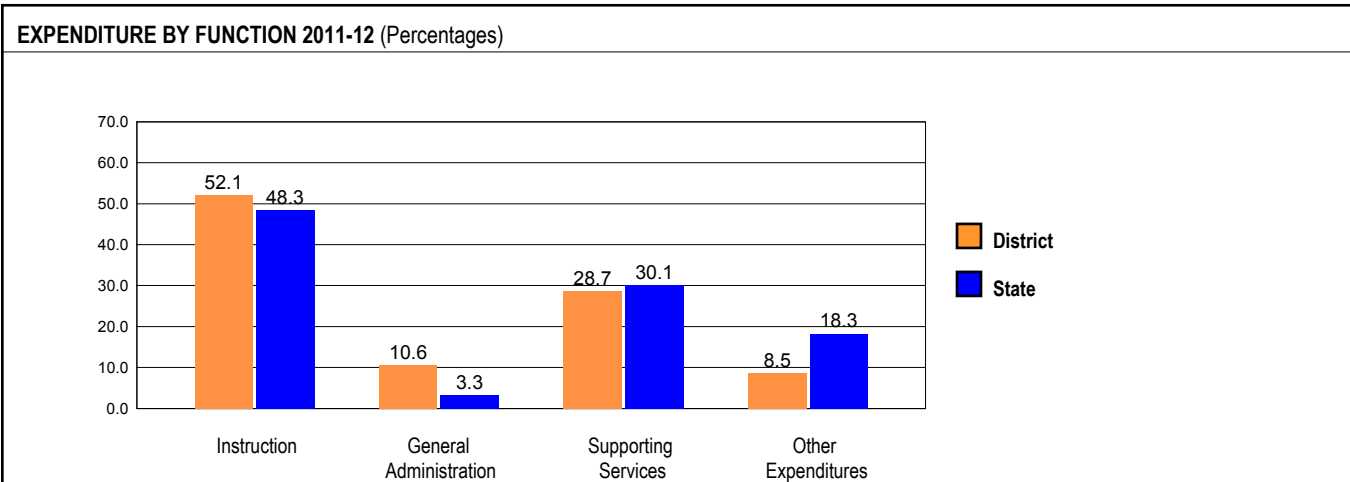
AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
District	18.0	18.0	21.0	15.0	17.0	12.0	21.0	20.0	18.0		17.8
State	21.1	21.5	21.5	21.9	22.5	22.5	23.1	22.3	22.2		21.2

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	45	45	40	45	45	151	105	105	40	45	45
State	62	58	55	31	44	46	142	103	92	30	43	45

TEACHER INFORMATION		
		% of Classes Not Taught by Highly Qualified Teachers
District:	All Schools	0.0
	High Poverty Schools	
	Low Poverty Schools	
State:	All Schools	0.2
	High Poverty Schools	0.5
	Low Poverty Schools	0.0

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2011-12			
	District	District %	State %
Local Property Taxes	\$1,184,845	75.0	61.1
Other Local Funding	\$234,689	14.9	4.8
General State Aid	\$28,617	1.8	16.4
Other State Funding	\$73,469	4.7	9.7
Federal Funding	\$57,798	3.7	8.1
<b>TOTAL</b>	<b>\$1,579,418</b>		

EXPENDITURE BY FUND 2011-12			
	District	District %	State %
Education	\$1,123,571	78.5	73.4
Operations & Maintenance	\$105,927	7.4	6.2
Transportation	\$48,306	3.4	3.7
Debt Service	\$40,685	2.8	7.6
Tort	\$61,901	4.3	1.2
Municipal Retirement/ Social Security	\$36,721	2.6	2.0
Fire Prevention & Safety	\$14,238	1.0	0.7
Capital Projects	\$0	0.0	5.2
<b>TOTAL</b>	<b>\$1,431,349</b>		

OTHER FINANCIAL INDICATORS				
	2010 Equalized Assessed Valuation per Pupil	2010 Total School Tax Rate per \$100	2011-12 Instructional Expenditure per Pupil	2011-12 Operating Expenditure per Pupil
District	\$146,901	2.02	\$5,126	\$8,937
State	**	**	\$6,974	\$11,842

\*\* 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

### 2011 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
	34.7	32.0	24.7	8.6	20.2	41.5	31.4	6.9

#### Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	21.8	33.6	32.2	12.3	10.2	38.4	41.6	9.9
Black	57.7	29.9	10.9	1.6	41.8	43.9	12.8	1.5
Hispanic	51.2	30.7	15.7	2.4	29.6	50.5	18.5	1.4
Asian	16.1	31.3	35.5	17.1	5.9	29.4	44.8	19.8
Native Hawaiian/Pacific Islander								
American Indian								

#### Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	77.4	18.1	4.2	0.0	46.4	41.6	11.3	0.8

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	67.6	19.4	11.0	2.0	43.2	37.6	17.5	1.6

**Grade 4 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	52.0	31.6	14.3	2.1	33.1	47.2	18.1	1.5

**Grade 4 - NAEP Participation Rates**

	Reading	Mathematics
Limited English Proficient	92.4	93.5
Students with Disabilities	91.1	86.1

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	23.2	43.0	30.3	3.6	26.9	40.2	24.7	8.1

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	15.3	41.2	38.8	4.7	15.7	40.2	32.8	11.2
Black	38.0	46.6	14.4	1.0	51.7	38.4	9.4	0.5
Hispanic	30.6	45.9	21.9	1.6	35.8	45.1	16.4	2.7
Asian	11.3	34.3	43.1	11.3	7.5	24.0	36.8	31.7
Native Hawaiian/Pacific Islander								
American Indian								

**Grade 8 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	67.9	29.9	2.2	0.0	69.5	27.0	3.2	0.0

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	63.6	28.5	7.5	0.0	63.6	26.8	7.8	1.7

**Grade 8 - Economically Disadvantaged**

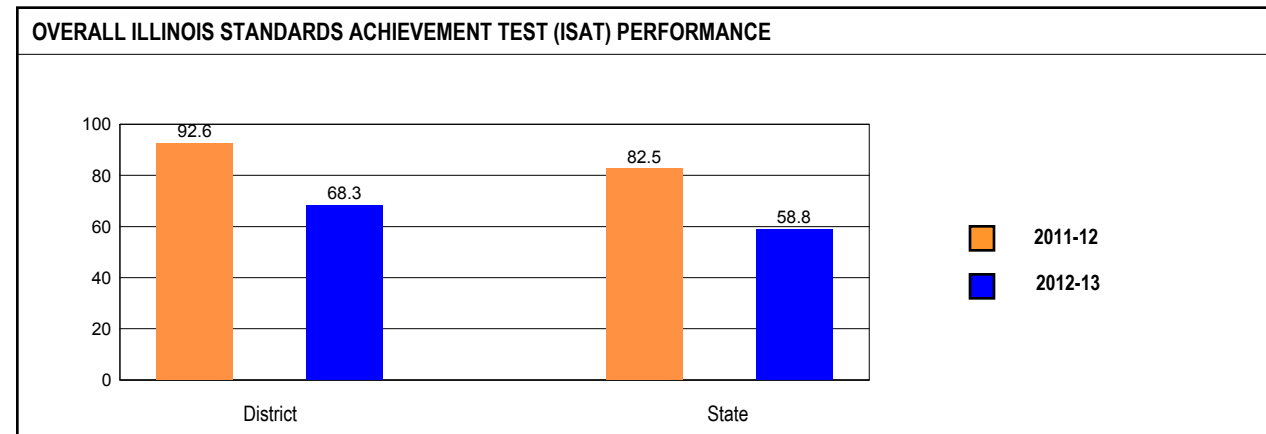
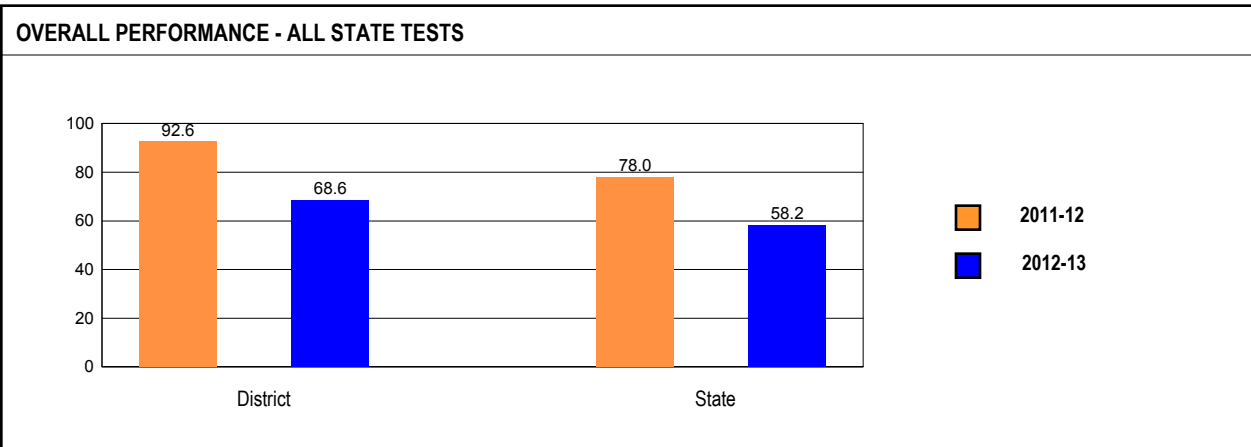
Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	34.4	47.0	17.8	0.9	39.3	43.7	15.0	2.1

**Grade 8 - NAEP Participation Rates**

	Reading	Mathematics
Limited English Proficient	91.2	89.9
Students with Disabilities	90.2	84.6

**OVERALL STUDENT PERFORMANCE**

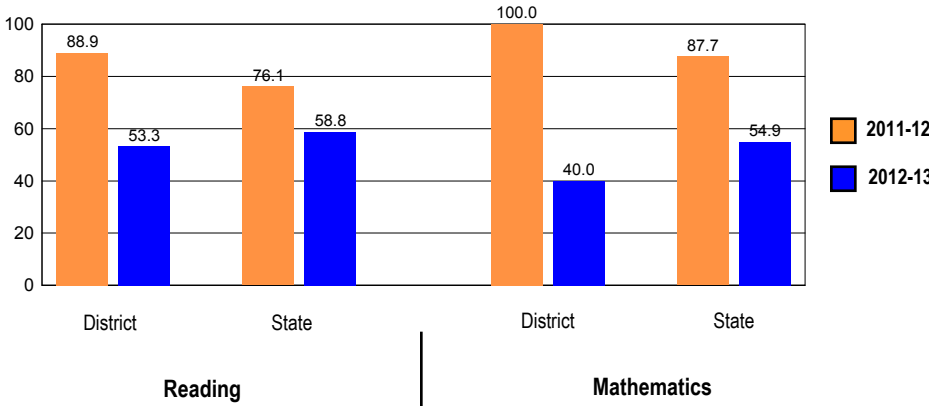
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading and mathematics. The ISAT reading and math cut scores were reset for school year 2013. Starting in 2013, Illinois raised the performance cut scores in reading and math to align with college and career ready expectations.



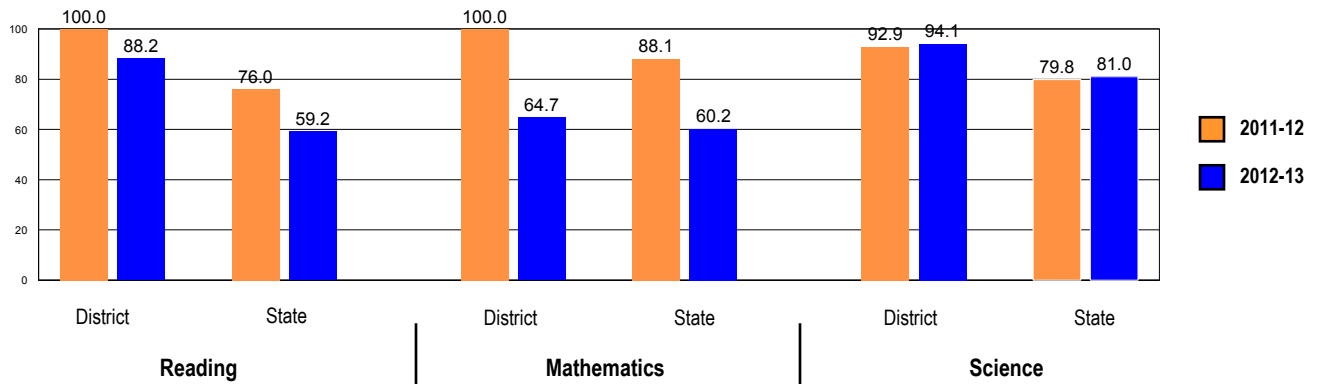
**ISAT PERFORMANCE**

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

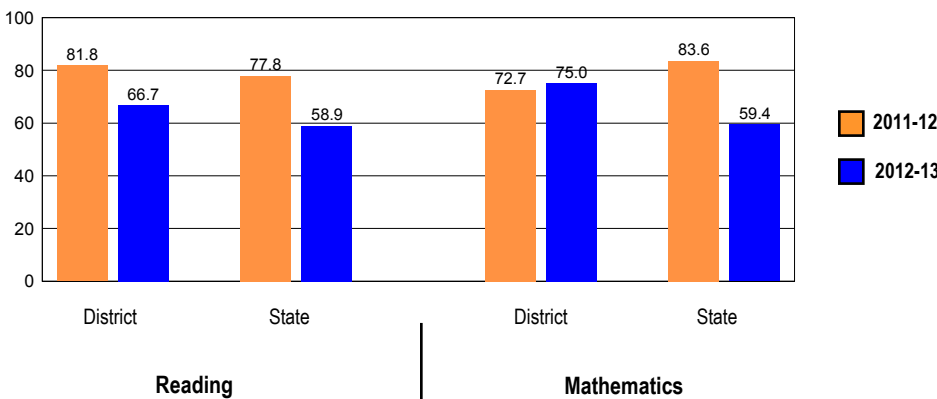
**ISAT Grade 3**

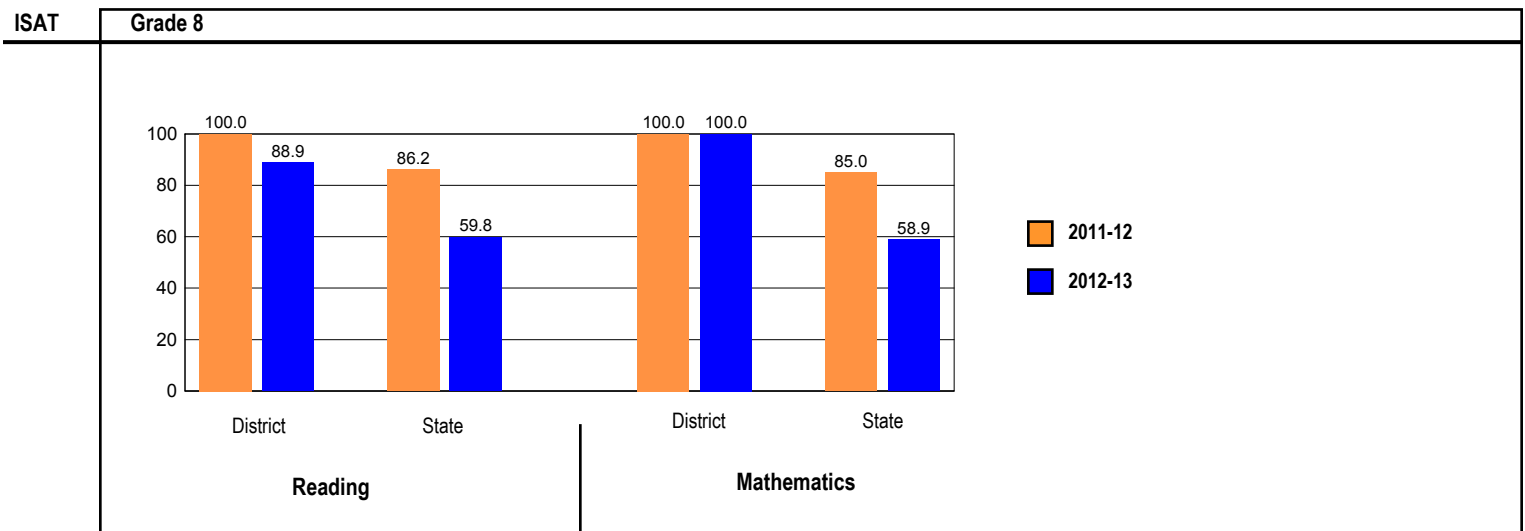
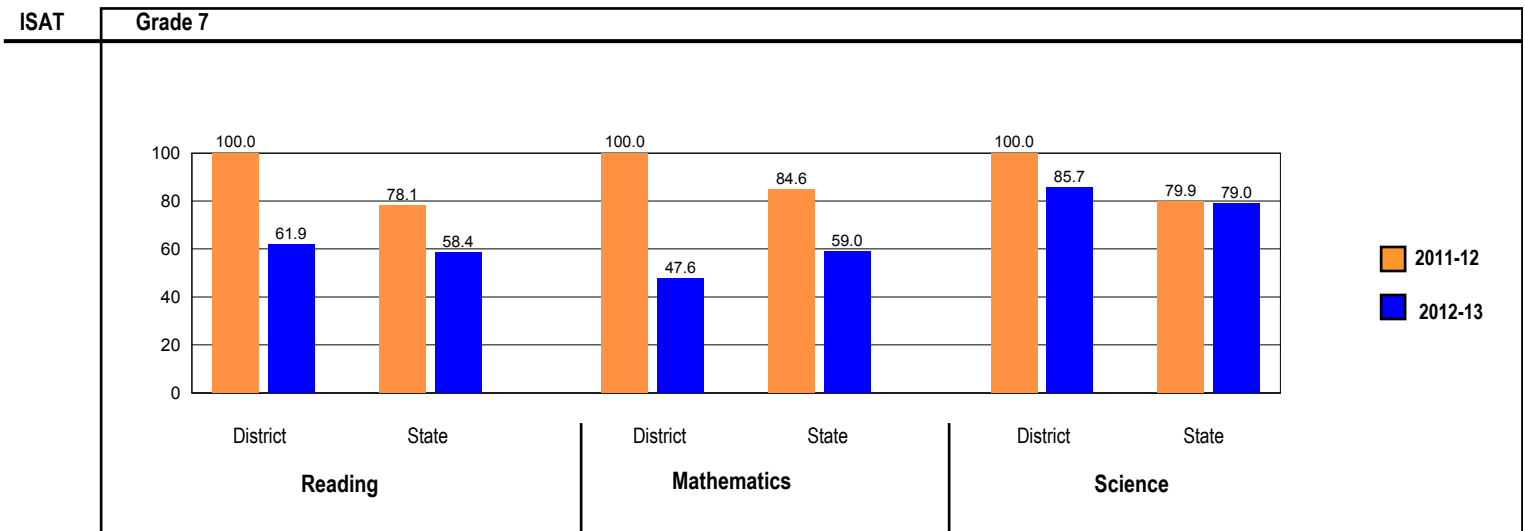
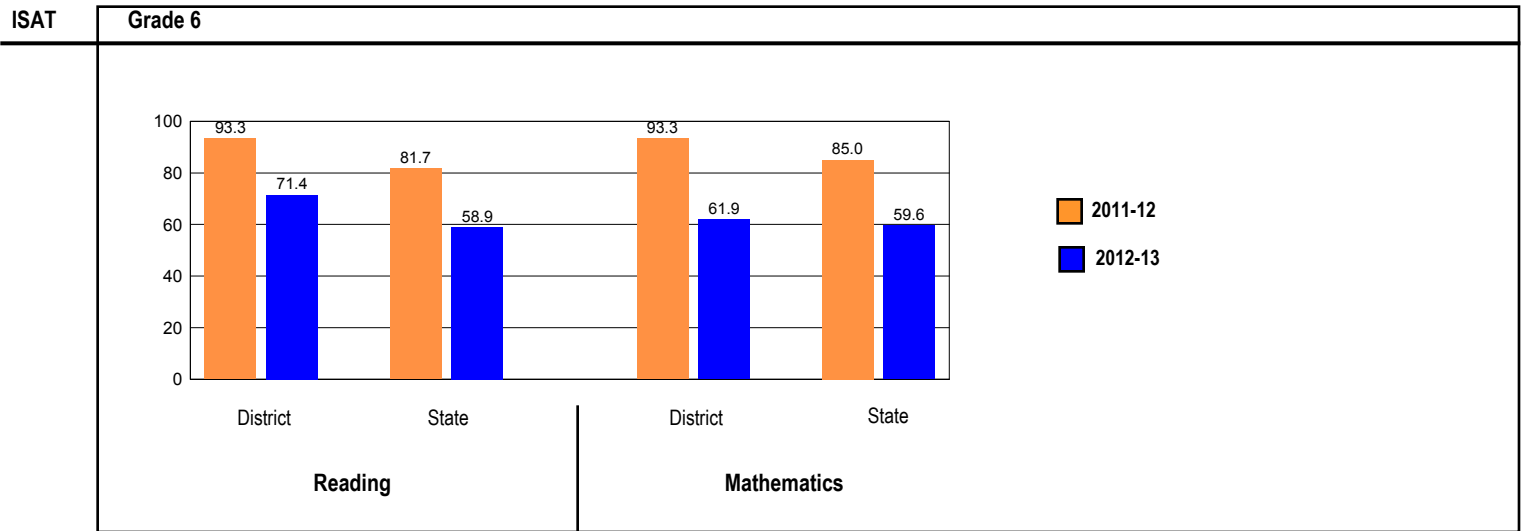


**ISAT Grade 4**



**ISAT Grade 5**





## PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	105	49	56	94	2	4	0	0	0	5	0	0	8	17
	Reading	0.0	0.0	0.0	0.0										0.0
State	*Enrollment	1,067,095	545,884	521,053	542,053	188,403	253,427	46,751	1,561	3,694	30,704	73,555	276	143,695	542,427
	Reading	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.4	0.4	0.6	1.1	0.8	0.5

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	105	49	56	94	2	4	0	0	0	5	0	0	8	17
	Mathematics	0.0	0.0	0.0	0.0										0.0
State	*Enrollment	1,068,846	546,846	521,842	542,440	188,509	254,061	47,334	1,565	3,709	30,726	75,331	278	143,714	543,668
	Mathematics	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.3	0.4	0.3	0.7	0.9	0.5

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



PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	38	19	19	34	0	2	0	0	0	2	0	0	2	8
	Science	0.0	0.0	0.0	0.0										
State	*Enrollment	455,414	232,478	222,882	234,340	79,949	105,892	20,304	615	1,520	12,626	25,072	106	60,808	223,602
	Science	0.6	0.7	0.5	0.5	1.1	0.6	0.3	0.7	0.7	0.7	0.7	0.9	1.4	0.8

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

### ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

### Grade 3

#### Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	46.7	20.0	33.3	6.7	53.3	33.3	6.7
State	6.7	34.5	39.4	19.4	6.9	38.2	43.7	11.1

#### Grade 3 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District								
State	8.2	37.6	38.2	16.0	7.2	37.1	43.9	11.8
Female								
District								
State	5.1	31.3	40.7	23.0	6.6	39.4	43.5	10.4

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	33.3	25.0	41.7	0.0	50.0	41.7	8.3
	State	3.3	25.2	44.7	26.8	3.0	28.8	53.2	15.0
Black	District								
	State	11.8	47.7	32.4	8.1	15.5	53.5	27.9	3.1
Hispanic	District								
	State	10.8	46.7	33.2	9.3	9.6	50.0	35.5	4.9
Asian	District								
	State	2.2	18.1	42.5	37.1	2.2	18.0	47.4	32.4
Native Hawaiian/Pacific Islander	District								
	State	7.5	34.0	38.5	20.0	6.5	35.8	45.3	12.4
American Indian	District								
	State	8.7	41.6	36.7	13.0	7.2	46.8	38.9	7.2
Two or More Races	District								
	State	4.7	30.3	41.6	23.4	5.9	35.7	44.8	13.6

**Grade 4****Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	5.9	5.9	64.7	23.5	5.9	29.4	64.7	0.0	0.0	5.9	52.9	41.2
	6.2	34.6	44.3	14.9	6.6	33.2	48.4	11.8	2.1	17.0	59.9	21.0

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	District											
	State	7.9	36.1	43.0	13.0	7.3	32.8	47.5	12.4	2.4	16.8	58.2
Female	District											
	State	4.4	32.9	45.7	17.0	5.9	33.5	49.4	11.2	1.7	17.1	61.7

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	6.7	66.7	26.7	6.7	20.0	73.3	0.0	0.0	6.7	46.7	46.7
	State	3.2	25.4	50.8	20.6	3.5	25.4	55.4	15.7	0.8	9.5	60.7	29.0
Black	District												
	State	12.3	48.9	33.3	5.6	13.8	47.4	35.4	3.4	4.9	31.8	55.7	7.7
Hispanic	District												
	State	8.8	46.8	37.7	6.6	8.8	42.5	43.6	5.1	2.8	23.8	62.8	10.6
Asian	District												
	State	2.2	16.3	49.6	31.9	2.4	13.4	48.5	35.8	1.1	6.8	51.4	40.6
Native Hawaiian/Pacific Islander	District												
	State	3.9	31.2	47.3	17.6	5.4	32.7	48.3	13.7	1.5	12.2	62.4	23.9
American Indian	District												
	State	9.1	42.5	37.6	10.9	9.8	41.2	39.4	9.6	3.6	21.7	61.6	13.1
Two or More Races	District												
	State	5.1	30.5	46.3	18.1	6.2	32.6	47.5	13.7	1.9	14.7	60.1	23.2

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	33.3	25.0	41.7	0.0	25.0	58.3	16.7
	6.3	34.8	42.7	16.2	7.2	33.4	47.7	11.7

**Grade 5 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	District							
	State	7.9	36.4	41.6	14.1	8.2	33.0	46.3
Female	District							
	State	4.7	33.1	43.8	18.4	6.1	33.9	49.2

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	36.4	18.2	45.5	0.0	27.3	54.5	18.2
	State	3.1	25.1	49.4	22.3	3.9	26.0	54.7	15.5
Black	District								
	State	12.4	50.4	31.8	5.5	15.2	48.1	33.8	2.9
Hispanic	District								
	State	9.4	46.7	36.2	7.6	9.1	41.9	43.7	5.3
Asian	District								
	State	2.3	17.7	44.9	35.1	2.4	14.1	46.7	36.9
Native Hawaiian/Pacific Islander	District								
	State	4.3	32.9	50.7	12.1	4.8	27.8	56.0	11.5
American Indian	District								
	State	9.4	43.3	38.7	8.7	8.4	41.0	44.7	5.9
Two or More Races	District								
	State	5.2	31.6	43.9	19.3	6.9	32.0	46.1	15.0

**Grade 6****Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	4.8	23.8	57.1	14.3	4.8	33.3	47.6	14.3
	6.1	35.0	42.7	16.2	7.2	33.1	47.0	12.6

**Grade 6 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District								
	State	8.0	37.9	41.2	13.0	8.4	33.6	45.0	13.0
Female	District	0.0	16.7	58.3	25.0	0.0	16.7	66.7	16.7
	State	4.1	31.9	44.4	19.5	6.0	32.7	49.2	12.2

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	5.0	20.0	60.0	15.0	5.0	30.0	50.0	15.0
	State	3.5	27.1	47.8	21.6	4.1	25.6	53.7	16.7
Black	District								
	State	11.7	48.5	33.6	6.3	15.3	47.7	33.6	3.4
Hispanic	District								
	State	8.1	45.1	38.7	8.1	8.7	41.9	43.4	5.9
Asian	District								
	State	2.2	17.5	43.4	36.8	2.5	14.2	45.2	38.1
Native Hawaiian/Pacific Islander	District								
	State	10.6	32.4	42.1	14.8	8.3	36.1	43.5	12.0
American Indian	District								
	State	7.7	45.4	36.9	10.0	9.3	43.8	39.1	7.9
Two or More Races	District								
	State	5.0	30.5	44.3	20.2	6.9	30.1	47.3	15.7

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

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
District													
	0.0	38.1	38.1	23.8	9.5	42.9	33.3	14.3	0.0	14.3	61.9	23.8	
State													
	6.5	35.0	43.6	14.9	7.0	34.0	46.7	12.4	6.9	14.1	54.3	24.7	

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	54.5	36.4	9.1	18.2	54.5	18.2	9.1	0.0	27.3	54.5	18.2
	State	8.5	37.4	42.1	11.9	8.5	34.5	44.2	12.8	8.3	14.6	50.6	26.5
Female	District	0.0	20.0	40.0	40.0	0.0	30.0	50.0	20.0	0.0	0.0	70.0	30.0
	State	4.4	32.5	45.1	18.0	5.4	33.4	49.3	11.9	5.4	13.5	58.2	22.8

**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	36.8	42.1	21.1	5.3	42.1	36.8	15.8	0.0	15.8	57.9	26.3
	State	4.0	28.2	48.4	19.4	4.1	27.3	52.5	16.1	3.6	9.0	53.2	34.2
Black	District												
	State	12.3	47.6	34.2	5.9	14.2	47.5	35.0	3.3	14.3	24.0	54.0	7.7
Hispanic	District												
	State	8.3	43.8	39.6	8.3	8.6	42.2	43.3	6.0	9.1	19.3	59.0	12.6
Asian	District												
	State	2.3	16.7	47.7	33.3	2.3	13.4	46.0	38.4	2.8	5.3	45.7	46.2
Native Hawaiian/Pacific Islander	District												
	State	5.2	36.6	43.3	14.9	6.7	34.9	44.6	13.8	6.0	15.3	55.6	23.1
American Indian	District												
	State	9.7	39.2	39.3	11.8	9.4	40.5	41.3	8.7	9.5	17.7	53.0	19.8
Two or More Races	District												
	State	6.1	31.3	43.7	18.9	6.9	31.6	45.5	15.9	6.4	12.4	51.2	29.9

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	11.1	61.1	27.8	0.0	0.0	72.2	27.8
	5.9	34.4	41.7	18.1	5.4	35.7	45.7	13.2

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District								
	State	8.0	36.9	39.5	15.6	6.5	36.1	44.0	13.4
Female	District	0.0	0.0	72.7	27.3	0.0	0.0	81.8	18.2
	State	3.7	31.7	43.9	20.7	4.2	35.4	47.4	12.9

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	11.8	58.8	29.4	0.0	0.0	70.6	29.4
	State	3.8	26.5	45.2	24.5	3.5	28.5	50.6	17.3
Black	District								
	State	11.1	48.9	33.9	6.1	11.2	51.9	33.6	3.3
Hispanic	District								
	State	7.1	44.0	39.5	9.4	5.5	43.4	44.6	6.5
Asian	District								
	State	2.5	17.0	43.6	36.8	1.9	14.2	44.6	39.3
Native Hawaiian/Pacific Islander	District								
	State	8.3	38.4	40.7	12.6	4.0	39.3	47.9	8.9
American Indian	District								
	State	6.8	40.2	42.8	10.2	7.5	41.7	41.1	9.7
Two or More Races	District								
	State	5.6	31.5	40.5	22.4	5.5	34.8	43.0	16.7

## 2013 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

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
2013-14 Federal Improvement Status	
2013-14 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		92.5			92.5			92.0		85.0	
All	100.0	Yes	100.0	Yes	71.1	76.2	No	65.6	74.0	No	96.0	Yes		
White	100.0	Yes	100.0	Yes	75.0	80.3	No	71.3	80.3	No	96.0			
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
3. At least 92% attendance rate for non-high schools.
4. At least 85.0% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

\* Includes only students enrolled as of 05/01/2012.

\*\* Safe Harbor Targets of 92.5% 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.



## 2013 STUDENT ACADEMIC GROWTH

Average Growth Value		
	Reading	Math
District	105.9	100.1
State	102.1	101.4

Illinois has chosen to use a value table methodology to determine the school and district growth metric based on student performance on large-scale assessments (the ISAT). The numbers contained in the value table represent the number of students in each cell. The average of all students' academic growth over two year's performance will be used to determine the growth metric.

### Reading

			Performance Level in Year 2								
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards		
			1A	1B	2A	2B	3A	3B	4A	4B	
Performance Level in Year 1	Academic Warning	1A		1							
		1B			2						
	Below Standards	2A		1	2						
		2B			1	5	3	1			
	Meets Standards	3A			1	7	5	5	3		
		3B				1	5	14	6	2	
	Exceeds Standards	4A					4	5	3	3	
		4B							2	3	

### Math

			Performance Level in Year 2								
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards		
			1A	1B	2A	2B	3A	3B	4A	4B	
Performance Level in Year 1	Academic Warning	1A									
		1B	1	1	1						
	Below Standards	2A		1	2	1					
		2B		1	4	6	5				
	Meets Standards	3A			1	6	13	6			
		3B					7	11	6		
	Exceeds Standards	4A						3	5	1	
		4B						2		1	

## **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: 1

Number of Title I schools: 1

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**