John Middleton Elem School Skokie SD 73-5 Skokie, ILLINOIS

GRADES: 12345



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. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/E	RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	/Pacific American More						Two or More Races	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	Percent Homeless	Total Enrollment		
School District State	41.1 40.1 50.6	11.5 11.1 17.6	10.9 11.7 24.1	30.7 31.5 4.3	0.2 0.1 0.1	0.2 0.3 0.3	5.5 5.2 3.0	34.7 33.8 49.9	14.9 15.7 9.5	14.4 15.1 13.6	0.9 0.9 2.0	550 1,054 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 <u>Home School</u>.

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

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School		0.0	3.2	96.1
District		0.0	4.3	96.2
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*
	Percent
School District State	100.0 100.0 95.5

Total School Days									
	Days								
School	174								
District	174								
State	176								

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

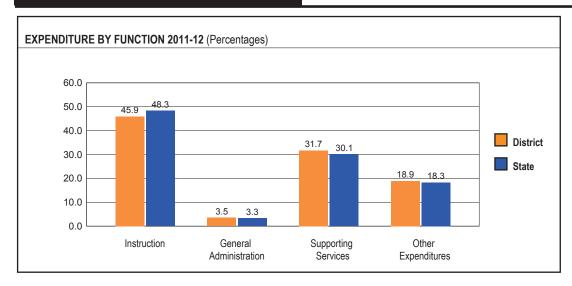
AVERAGE CL	AVERAGE CLASS SIZE (as of the first school day in May)													
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall			
School		19.4	19.3	21.4	23.4	22.2					21.1			
District		19.4	19.3	21.4	23.4	22.2					19.7			
State		21.5	21.5	21.9	22.5	22.5					21.2			

TIME DEVO	TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)													
	Ma	themati	cs	Science English/Language				ge Arts	e Arts Social Science					
Grades	3	6	8	3	6	8	3	6	8	3	6	8		
School	60			35			150			30				
District	60			35			150			30				
State	62			31			142			30				

TEACHER	INFORMATION
	% of Classes Not Taught by Highly Qualified Teachers
School District State	0.0 0.0 0.2

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2011-	12		
	District	District %	State %
Local Property Taxes	\$14,940,670	84.4	61.1
Other Local Funding	\$1,217,698	6.9	4.8
General State Aid	\$553,972	3.1	16.4
Other State Funding	\$631,814	3.6	9.7
Federal Funding	\$358,762	2.0	8.1
TOTAL	\$17,702,916		

EXPENDITURE BY FUND 2011-12												
	District	District %	State %									
Education	\$12,335,025	76.7	73.4									
Operations & Maintenance	\$1,094,006	6.8	6.2									
Transportation	\$543,904	3.4	3.7									
Debt Service	\$1,419,528	8.8	7.6									
Tort	\$103,555	0.6	1.2									
Municipal Retirement/												
Social Security	\$439,960	2.7	2.0									
Fire Prevention & Safety	\$1,780	0.0	0.7									
Capital Projects	\$137,590	0.9	5.2									
TOTAL	\$16,075,348											

2

OTHER FINA	ANCIAL 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	\$350,927	4.28	\$7,373	\$13,052
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.

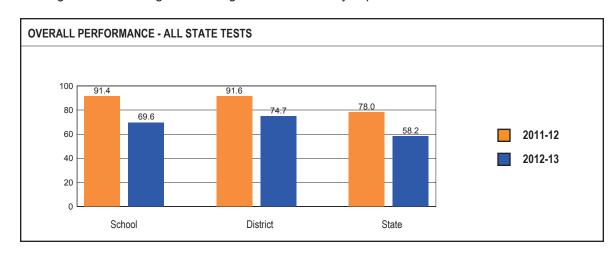
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

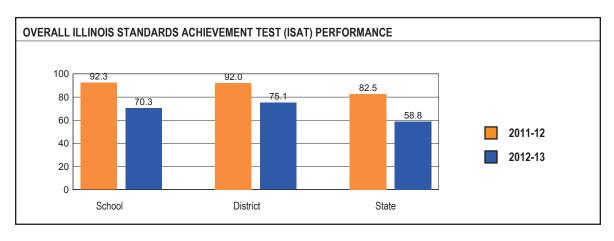
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

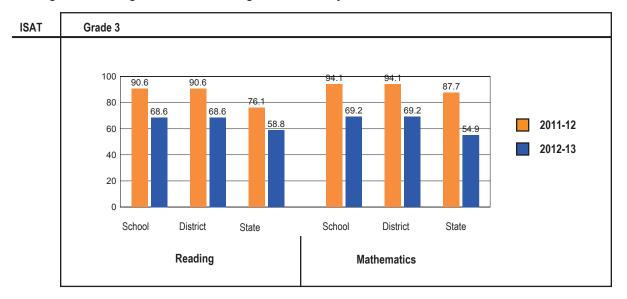
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They respresent your school's performance in reading and mathematics. The ISAT reading and math cut scores were reset for school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

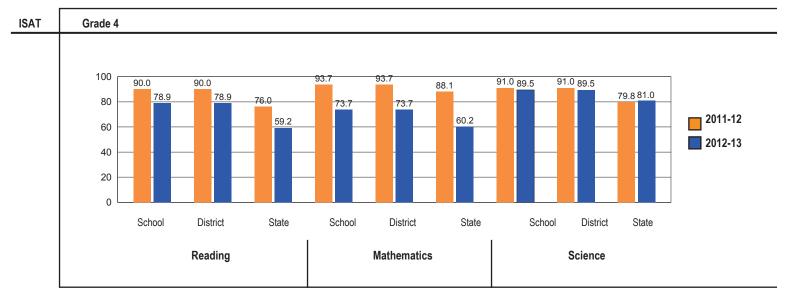


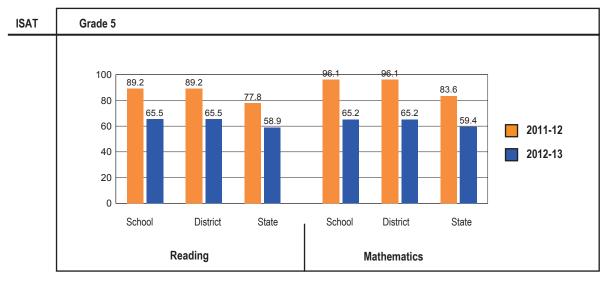


ISAT PERFORMANCE

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.







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.

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	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	334	159	175	137	41	35	105	0	2	14	24	0	58	120
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
District	*Enrollment	665	325	340	267	84	74	209	0	3	28	35	0	101	234
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	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: 4

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	338	162	176	139	41	35	106	0	2	15	28	0	58	123
School	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
District	*Enrollment	671	329	342	269	84	74	211	0	4	29	41	0	101	237
DISTRICT	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	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
State	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.

PERCE	NTAGE OF S	TUDENTS	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR S	SCIENCE							
			Ge	nder		R	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	117	58	59	49	8	10	44	0	2	4	3	0	15	37
	Science	0.0	0.0	0.0	0.0		0.0	0.0						0.0	0.0
	*Enrollment	231	118	113	91	26	23	80	0	2	9	8	0	29	79
District	Science	0.0	0.0	0.0	0.0	0.0	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
1	State Science		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

		Read	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
School District State	2.0 2.0 6.7	29.4 29.4 34.5	37.3 37.3 39.4	31.4 31.4 19.4	0.0 0.0 6.9	30.8 30.8 38.2	51.9 51.9 43.7	17.3 17.3 11.1

Grade 3 - Gender

			Rea	ding		Mathematics					
	Levels	1	2	3	4	1	2	3	4		
Male	School	2.0	34.7	30.6	32.7	0.0	31.4	45.1	23.5		
	District	2.0	34.7	30.6	32.7	0.0	31.4	45.1	23.5		
	State	8.2	37.6	38.2	16.0	7.2	37.1	43.9	11.8		
Female	School	1.9	24.5	43.4	30.2	0.0	30.2	58.5	11.3		
	District	1.9	24.5	43.4	30.2	0.0	30.2	58.5	11.3		
	State	5.1	31.3	40.7	23.0	6.6	39.4	43.5	10.4		

Grade 3 - Racial/Ethnic Background

Jiddo V	Racial/Ethnic			ar				41	
				ding			Mather		
	Levels	1	2	3	4	1	2	3	4
White									
	School	2.4	24.4	29.3	43.9	0.0	23.8	54.8	21.4
	District	2.4	24.4	29.3	43.9	0.0	23.8	54.8	21.4
	State	3.3	25.2	44.7	26.8	3.0	28.8	53.2	15.0
Black									
	School	0.0	42.9	35.7	21.4	0.0	35.7	64.3	0.0
	District	0.0	42.9	35.7	21.4	0.0	35.7	64.3	0.0
	State	11.8	47.7	32.4	8.1	15.5	53.5	27.9	3.1
Hispanic									
	School								
	District								
	State	10.8	46.7	33.2	9.3	9.6	50.0	35.5	4.9
Asian									
	School	2.6	28.9	42.1	26.3	0.0	30.8	48.7	20.5
	District	2.6	28.9	42.1	26.3	0.0	30.8	48.7	20.5
	State	2.2	18.1	42.5	37.1	2.2	18.0	47.4	32.4
Native Haw	/aiian/Pacific								
Islander	School								
	District		040	00.5	000	0.5	05.0	45.0	40.4
	State	7.5	34.0	38.5	20.0	6.5	35.8	45.3	12.4
American I									
	School								
	District							l	
	State	8.7	41.6	36.7	13.0	7.2	46.8	38.9	7.2
Two or Mo	re Races								
	School								
	District								
	State	4.7	30.3	41.6	23.4	5.9	35.7	44.8	13.6

Grade 3 - Limited-English-Proficient

<u> </u>			ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
School	13.3	60.0	26.7	0.0	0.0	76.5	23.5	0.0
District State	13.3 15.6	60.0 59.5	26.7 22.4	0.0 2.4	0.0 12.9	76.5 58.1	23.5 26.6	0.0 2.3

8

Grade 3 - Students with Disabilities

			Rea	ding			Mathe	matics	
	Levels	1	2	3	4	1	2	3	4
IEP	School	12.5	31.3	43.8	12.5	0.0	43.8	50.0	6.3
	District	12.5	31.3	43.8	12.5	0.0	43.8	50.0	6.3
	State	25.5	49.1	19.7	5.8	19.6	50.5	26.1	3.8
Non-IEP	School	0.0	29.1	36.0	34.9	0.0	28.4	52.3	19.3
	District	0.0	29.1	36.0	34.9	0.0	28.4	52.3	19.3
	State	4.0	32.4	42.2	21.4	5.2	36.5	46.2	12.2

Grade 3 - Economically Disadvantaged

		Rea	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	2.8	47.2	36.1	13.9	0.0	55.3	36.8	7.9
District	2.8	47.2	36.1	13.9	0.0	55.3	36.8	7.9
State	10.6	46.1	34.4	8.9	11.1	50.0	34.6	4.3
Not Eligible								
School	1.5	19.7	37.9	40.9	0.0	16.7	60.6	22.7
District	1.5	19.7	37.9	40.9	0.0	16.7	60.6	22.7
State	2.1	20.9	45.3	31.7	2.1	24.5	54.4	19.1

Grade 4

Grade 4 - All

,		Rea	ding			Mathem	natics		Science				
Levels	1	2	3	4	1	2	3	4	1	2	3	4	
School	0.9	20.2	53.5	25.4	4.4	21.9	53.5	20.2	0.0	10.5	60.5	28.9	
District	0.9	20.2	53.5	25.4	4.4	21.9	53.5	20.2	0.0	10.5	60.5	28.9	
State	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

		Reading					Mather	matics		Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	23.2	55.4	21.4	1.8	21.4	53.6	23.2	0.0	7.1	62.5	30.4
	District	0.0	23.2	55.4	21.4	1.8	21.4	53.6	23.2	0.0	7.1	62.5	30.4
	State	7.9	36.1	43.0	13.0	7.3	32.8	47.5	12.4	2.4	16.8	58.2	22.6
Female	School	1.7	17.2	51.7	29.3	6.9	22.4	53.4	17.2	0.0	13.8	58.6	27.6
	District	1.7	17.2	51.7	29.3	6.9	22.4	53.4	17.2	0.0	13.8	58.6	27.6
	State	4.4	32.9	45.7	17.0	5.9	33.5	49.4	11.2	1.7	17.1	61.7	19.4

9

Grade 4 - Racial/Ethnic Background

			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 0.0 3.2	10.4 10.4 25.4	50.0 50.0 50.8	39.6 39.6 20.6	4.2 4.2 3.5	14.6 14.6 25.4	50.0 50.0 55.4	31.3 31.3 15.7	0.0 0.0 0.8	4.2 4.2 9.5	56.3 56.3 60.7	39.6 39.6 29.0
Black	School 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	School District State	0.0 0.0 8.8	40.0 40.0 46.8	50.0 50.0 37.7	10.0 10.0 6.6	0.0 0.0 8.8	80.0 80.0 42.5	20.0 20.0 43.6	0.0 0.0 5.1	0.0 0.0 2.8	40.0 40.0 23.8	40.0 40.0 62.8	20.0 20.0 10.6
Asian	School District State	0.0 0.0 2.2	21.4 21.4 16.3	61.9 61.9 49.6	16.7 16.7 31.9	0.0 0.0 2.4	16.7 16.7 13.4	64.3 64.3 48.5	19.0 19.0 35.8	0.0 0.0 1.1	7.1 7.1 6.8	69.0 69.0 51.4	23.8 23.8 40.6
Native Haw Islander	raiian/Pacific School 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 I	ndian School 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 Mor	re Races School 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 4 - Students with Disabilities

			Rea	ading			Mathem	natics		Science				
	Levels	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	33.3	50.0	16.7	16.7	33.3	33.3	16.7	0.0	16.7	58.3	25.0	
	District State	0.0 28.0	33.3 48.4	50.0 19.8	16.7 3.9	16.7 24.1	33.3 47.3	33.3 25.2	16.7 3.4	0.0 6.9	16.7 35.6	58.3 50.0	25.0 7.6	
Non-IEP	School	1.0	18.6	53.9	26.5	2.9	20.6	55.9	20.6	0.0	9.8	60.8	29.4	
	District State	1.0 3.0	18.6 32.6	53.9 47.9	26.5 16.5	2.9 4.1	20.6 31.1	55.9 51.8	20.6 13.0	0.0 1.4	9.8 14.3	60.8 61.4	29.4 23.0	

Grade 4 - Economically Disadvantaged

		Rea	ading			Mather	matics		Science				
Levels	1	1 2 3 4				2	3	4	1	2	3	4	
Free/Reduced Price Lunch School District State	2.9 2.9 9.7	25.7 25.7 46.6	60.0 60.0 37.3	11.4 11.4 6.4	11.4 11.4 10.3	34.3 34.3 43.9	51.4 51.4 41.3	2.9 2.9 4.5	0.0 0.0 3.3	20.0 20.0 25.4	68.6 68.6 61.0	11.4 11.4 10.3	
Not Eligible School District State	0.0 0.0 2.2	17.7 17.7 21.0	50.6 50.6 52.2	31.6 31.6 24.6	1.3 1.3 2.5	16.5 16.5 21.0	54.4 54.4 56.4	27.8 27.8 20.1	0.0 0.0 0.7	6.3 6.3 7.4	57.0 57.0 58.7	36.7 36.7 33.2	

10

Grade 5

Grade 5 - All

		Read	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
School District State	6.4 6.4 6.3	28.2 28.2 34.8	48.2 48.2 42.7	17.3 17.3 16.2	5.4 5.4 7.2	29.5 29.5 33.4	49.1 49.1 47.7	16.1 16.1 11.7	

Grade 5 - Gender

			Rea	ding		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
Male	School	12.0	28.0	48.0	12.0	7.8	19.6	54.9	17.6	
	District	12.0	28.0	48.0	12.0	7.8	19.6	54.9	17.6	
	State	7.9	36.4	41.6	14.1	8.2	33.0	46.3	12.5	
Female	School	1.7	28.3	48.3	21.7	3.3	37.7	44.3	14.8	
	District	1.7	28.3	48.3	21.7	3.3	37.7	44.3	14.8	
	State	4.7	33.1	43.8	18.4	6.1	33.9	49.2	10.9	

Grade 5 - Racial/Ethnic Background

			Rea	iding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White									
	School	2.2	24.4	48.9	24.4	2.2	28.3	47.8	21.7
	District	2.2	24.4	48.9	24.4	2.2	28.3	47.8	21.7
	State	3.1	25.1	49.4	22.3	3.9	26.0	54.7	15.5
Black	0.11	44.4	44.4	20.0	F 0	40.7	07.0	50.0	F 0
	School	11.1	44.4	38.9	5.6	16.7	27.8	50.0	5.6
	District	11.1	44.4	38.9	5.6	16.7	27.8	50.0	5.6
	State	12.4	50.4	31.8	5.5	15.2	48.1	33.8	2.9
Hispanic		40.0	40.0	40.0	C 7	C 7	40.7	40.7	0.0
	School	13.3	40.0	40.0	6.7	6.7	46.7	46.7	0.0
	District	13.3 9.4	40.0	40.0 36.2	6.7 7.6	6.7 9.1	46.7	46.7	0.0 5.3
	State	9.4	46.7	30.2	7.0	9.1	41.9	43.7	5.3
Asian	School	4.5	27.3	45.5	22.7	0.0	31.8	40.9	27.3
	District	4.5	27.3	45.5	22.7	0.0	31.8	40.9	27.3
	State	2.3	17.7	44.9	35.1	2.4	14.1	46.7	36.9
Mac a Ha		2.0	17.7	11.0	00.1	2.7	17.1	40.7	00.0
Native Haw Islander	aiian/Pacific								
isianuei	School								
	District								
	State	4.3	32.9	50.7	12.1	4.8	27.8	56.0	11.5
American Ir	ndian								
	School								
	District								
	State	9.4	43.3	38.7	8.7	8.4	41.0	44.7	5.9
Two or Mor	e Races								
	School	10.0	0.0	80.0	10.0	9.1	9.1	72.7	9.1
	District	10.0	0.0	80.0	10.0	9.1	9.1	72.7	9.1
	State	5.2	31.6	43.9	19.3	6.9	32.0	46.1	15.0

Grade 5 - Students with Disabilities

			Rea	ding		Mathematics			
	Levels	1	2	3	4	1	2	3	4
IEP	School	21.7	52.2	21.7	4.3	17.4	60.9	17.4	4.3
	District	21.7	52.2	21.7	4.3	17.4	60.9	17.4	4.3
	State	28.4	50.6	17.5	3.5	26.2	47.7	23.3	2.7
Non-IEP	School	2.3	21.8	55.2	20.7	2.2	21.3	57.3	19.1
	District	2.3	21.8	55.2	20.7	2.2	21.3	57.3	19.1
	State	3.1	32.5	46.3	18.0	4.4	31.3	51.2	13.0

11

Grade 5 - Economically Disadvantaged

Reading Mathematics Levels 1 2 3 4 1 2 3	4
	4
Free/Reduced Price Lunch	
School 11.1 42.2 44.4 2.2 13.0 43.5 39.1	4.3
District 11.1 42.2 44.4 2.2 13.0 43.5 39.1	4.3
State 10.2 47.1 35.9 6.8 11.0 44.1 40.6	4.2
Not Eligible	
School 3.1 18.5 50.8 27.7 0.0 19.7 56.1	24.2
District 3.1 18.5 50.8 27.7 0.0 19.7 56.1	24.2
State 2.1 21.2 50.2 26.5 2.9 21.6 55.5	19.9

2013 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?							
2013-14 Federal Improvement Status							
2013-14 State Improvement Status							

		Percent Tested on State Tests				Percent N	leeting/Ex	ceeding St	tandards *		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		92.5			92.5			92.0		85.0	
All	100.0	Yes	100.0	Yes	70.9	75.9	No	70.0	78.9	No	96.1	Yes		
White	100.0	Yes	100.0	Yes	79.1	82.5	No	76.9	84.5	No	96.2			
Black Hispanic														
Asian Native Hawaiian/ Pacific Islander American Indian Two or More Races		Yes	100.0	Yes	69.1	75.9	No	72.2	85.2	No	95.5			
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	41.8	51.4	No	38.2	58.6	No	96.0			
Economically Disadvantaged	100.0	Yes	100.0	Yes	55.7	58.3	Yes	48.1	61.1	No	96.4			

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% 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 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.

2013 STUDENT ACADEMIC GROWTH

Average Growth Value									
	Reading	Math							
School	100.2	102.1							
District	109.7	107.0							
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.

13

The average of all students' academic growth over two year's performance will be used to determine the growth metric..

Reading

					Per	formance I	Level in Ye	ar 2		
			Academic Warning		Below Standards		Meets Standards			eds dards
			1A	1B	2A	2B	3A	3B	4A	4B
Performance Level in Year 1	Academic Warning	1A								
		1B		1	3	1				
	Below Standards	2A	1	2	4	2				
ce Leve		2B		4	8	19	16	4		
forman	Meets	3A			4	6	18	11	3	1
Per	Standards	3B				4	12	22	4	2
	Exceeds Standards	4A				1	6	16	13	7
		4B					1	8	11	7

Math

			Performance Level in Year 2										
			Academic Warning		Below Standards		Meets Standards			eeds idards			
			1A	1B	2A	2B	3A	3B	4A	4B			
	Academic	1A		1	1								
1.	Warning	1B		1	1	1							
Performance Level in Year 1	Below Standards	2A		3	12	6							
ce Leve		2B		4	5	15	12	2					
forman	Meets	3A		1	2	14	32	10	1	1			
Per	Standards	3B					17	29	12	1			
	Exceeds	4A						10	9	4			
	Standards	4B						3	9	4			