

# LAKE ZURICH C U SCH DIST 95 LAKE ZURICH, ILLINOIS



# ILLINOIS DISTRICT REPORT CARD

Federal law requires public school districts to release district report cards to the public each year.

## STUDENTS

### RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	91.9	0.8	3.6	3.5	0.2	2.4	1.1	0.0	0.0	5.7	96.1	6,357
State	59.3	20.8	16.2	3.5	0.2	37.5	6.7	5.1	2.0	16.5	94.0	2,029,821

**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\*

	Percent
District	98.4
State	95.0

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

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
District	24.0	23.2	23.7	22.1	25.8	16.8
State	20.5	21.1	22.1	23.6	22.3	18.8

### STAFF-TO-STUDENT RATIOS

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
17.7	17.6	14.0	334.6
19.1	18.3	14.0	222.6

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

### 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	44	44	30	44	44	150	88	88	30	44	44
State	56	51	49	30	43	43	147	107	93	31	43	44

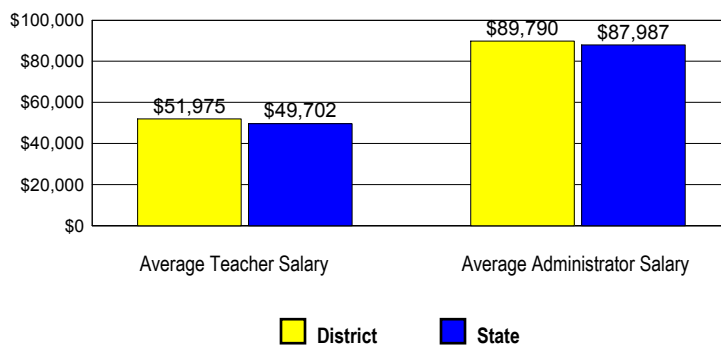
### TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.7	0.3	0.5	0.5	0.0	23.8	76.2	399
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

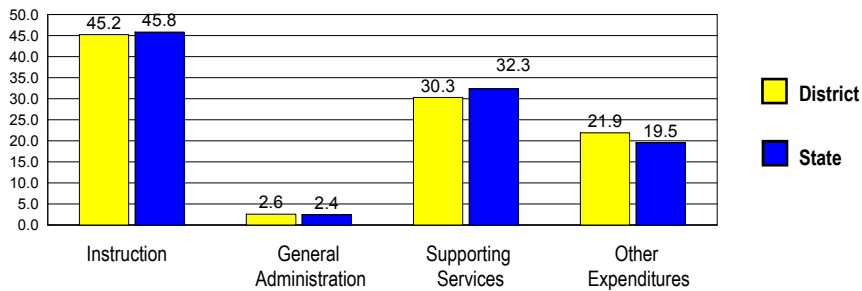
**TEACHER INFORMATION (Continued)**

	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
District	11.7	41.4	58.6	0.3	0.0
State	14.2	53.9	46.0	2.4	2.3

\* Data based on preliminary NCLB definitions.

**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 2000-01 (Percentages)**

**REVENUE BY SOURCE 2000-01**

	District	District %	State %
Local Property Taxes	\$36,173,372	77.5	54.4
Other Local Funding	\$4,871,138	10.4	7.5
General State Aid	\$1,731,049	3.7	17.9
Other State Funding	\$3,406,167	7.3	12.7
Federal Funding	\$495,528	1.1	7.4
<b>TOTAL</b>	<b>\$46,677,254</b>		

**EXPENDITURE BY FUND 2000-01**

	District	District %	State %
Education	\$35,354,575	66.9	70.0
Operations & Maintenance	\$4,797,612	9.1	9.2
Transportation	\$5,288,678	10.0	3.4
Bond and Interest	\$3,714,370	7.0	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$934,831	1.8	1.6
Fire Prevention & Safety	\$0	0.0	1.0
Site & Construction/ Capital Improvement	\$2,736,807	5.2	9.3
<b>TOTAL</b>	<b>\$52,826,873</b>		

**OTHER FINANCIAL INDICATORS**

	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$155,076	3.93	\$4,174	\$7,258
State	**	**	\$4,667	\$7,926

\*\* 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.

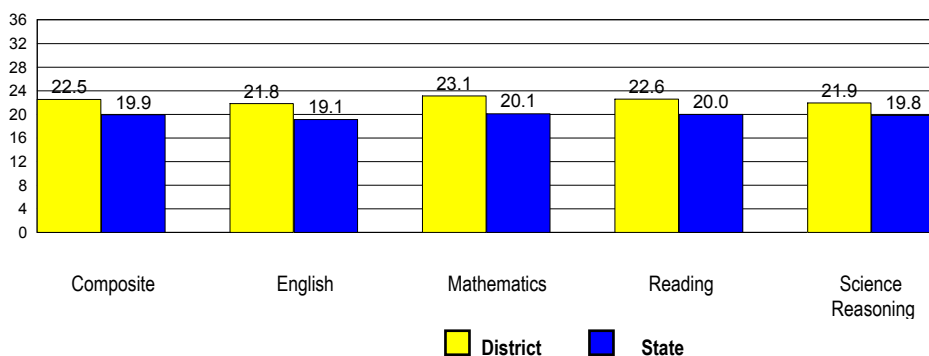
**Total school tax rate** is a district's total tax rate as it appears on local property tax bills.

**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**

**ACT ASSESSMENT: GRADUATING CLASS OF 2002\***



**ACT TEST TAKERS**

	Number	% Class
District	416	96.7
State	111,838	92.5

\* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAT testing. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

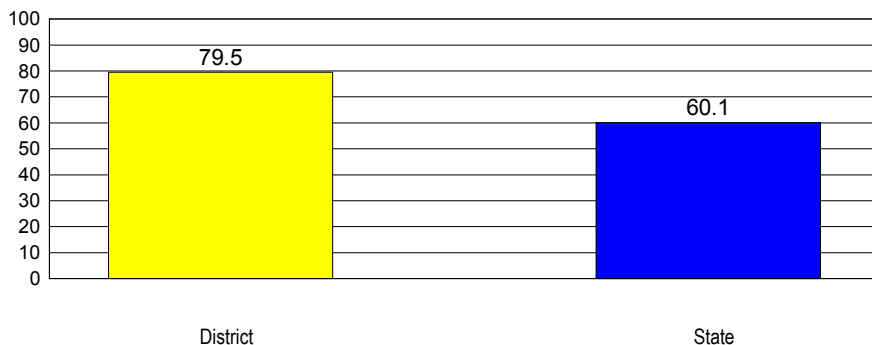
**HIGH SCHOOL GRADUATION RATE**

	All	Gender		Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American				
District	84.3	84.3	84.3	83.4	75.0	100.0	100.0		100.0		61.8	100.0
State	85.2	82.5	87.9	89.2	74.5	74.7	91.7		69.9		69.1	80.2

**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. These performance measures include only those test scores for the grades and subjects included in your district.

**2001-02 OVERALL PERFORMANCE - ALL STATE TESTS**



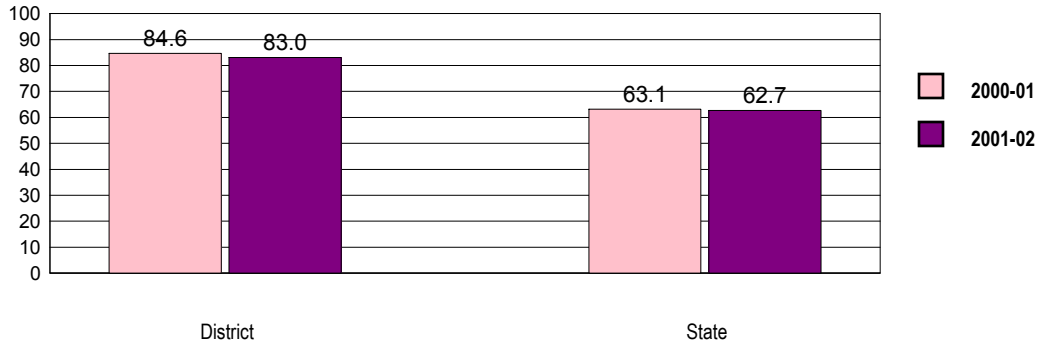
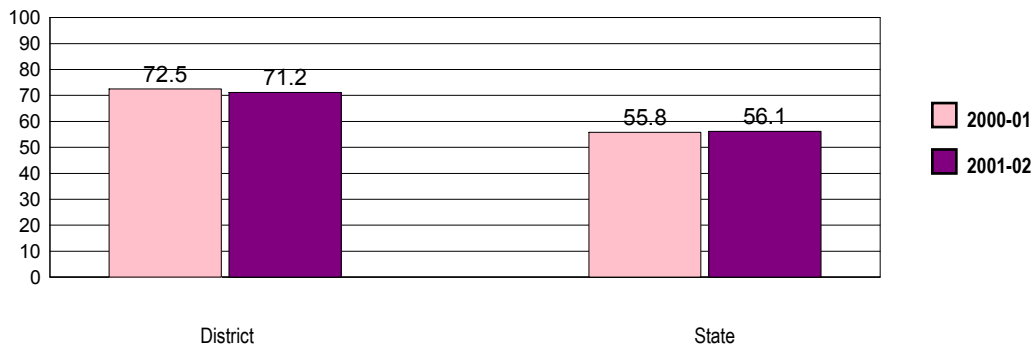
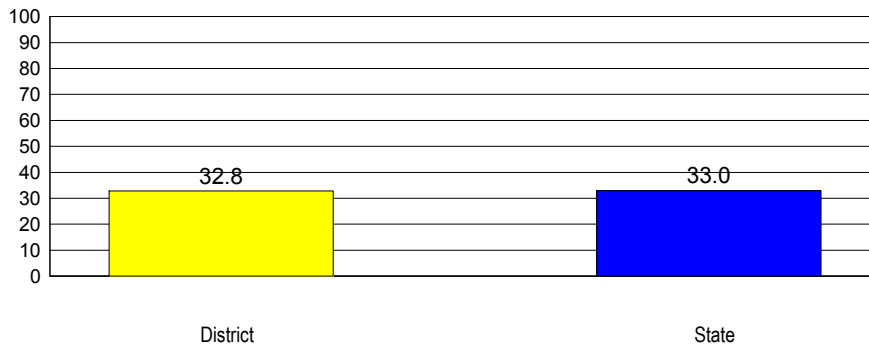
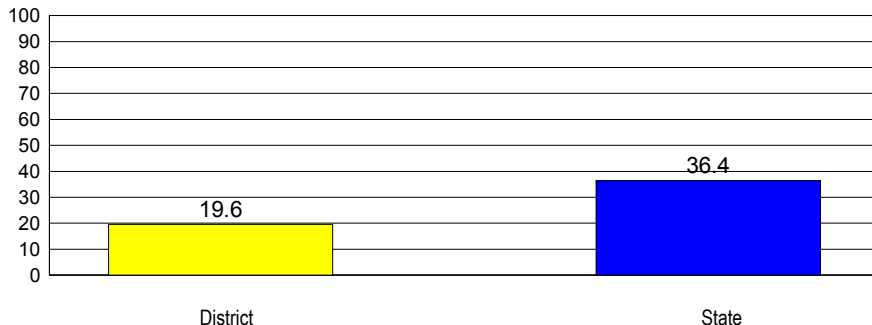
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**

**OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE**

**OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE 2001-02**


IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

**OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE 2001-02**

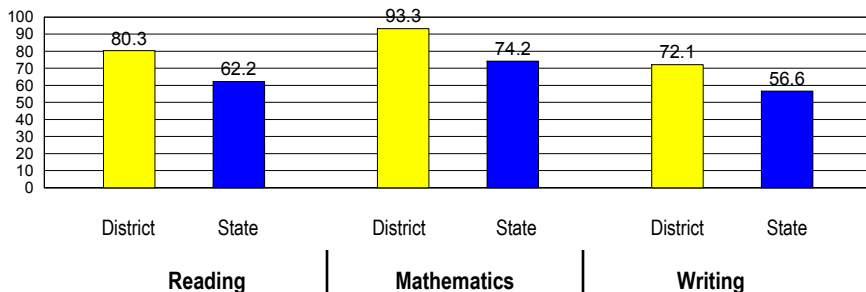


IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

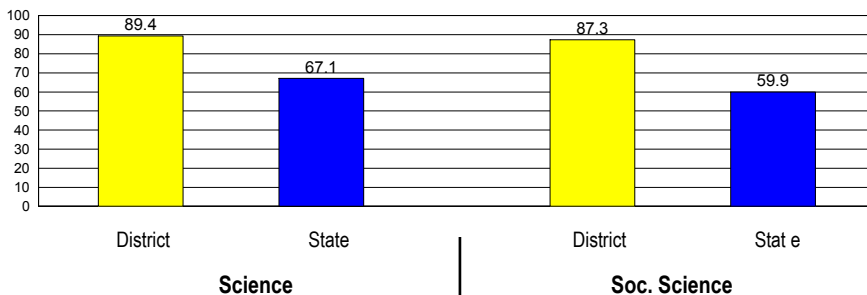
**ISAT PERFORMANCE**

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

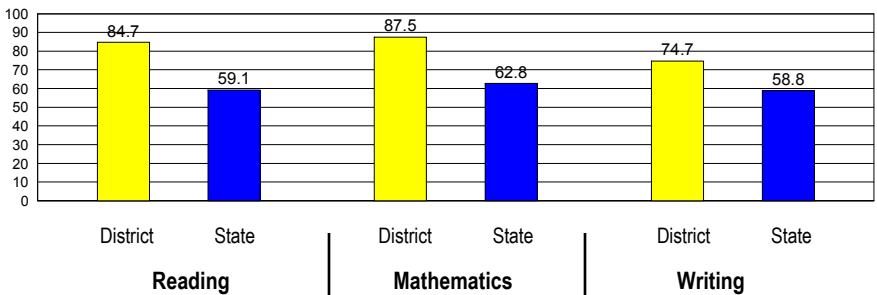
**Grade 3**



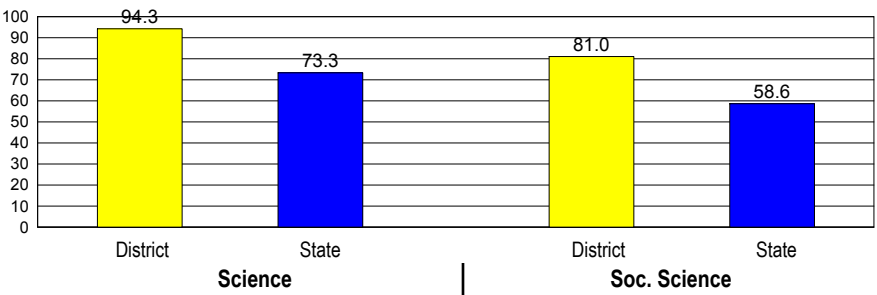
**Grade 4**



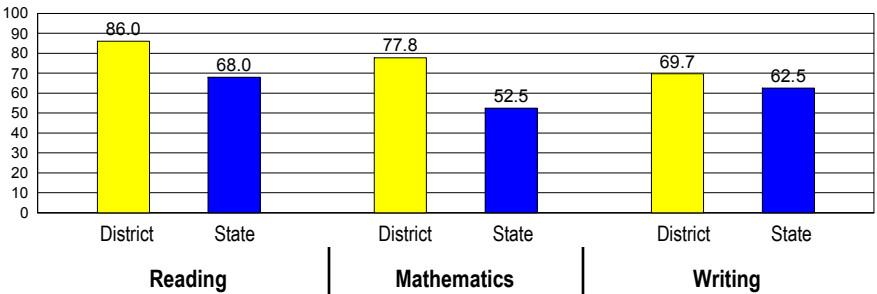
Grade 5



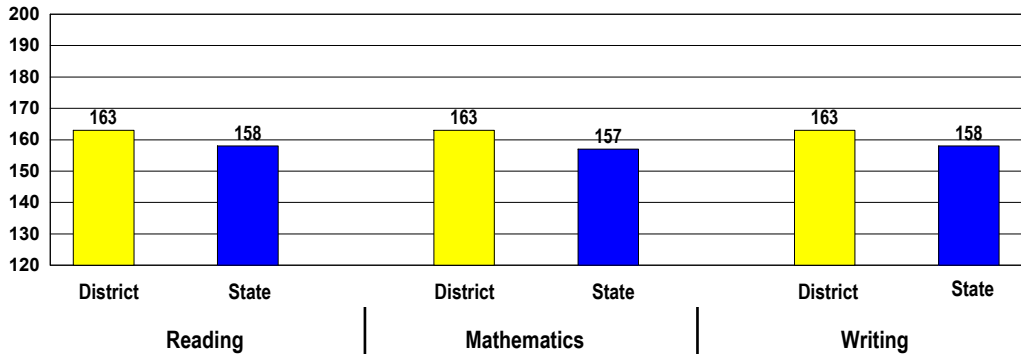
Grade 7

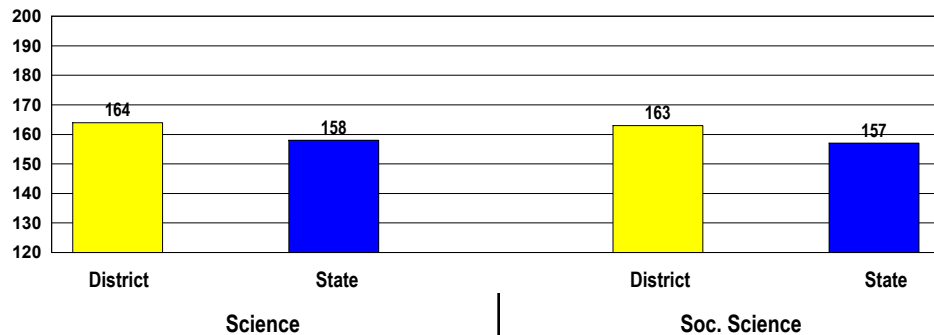


Grade 8



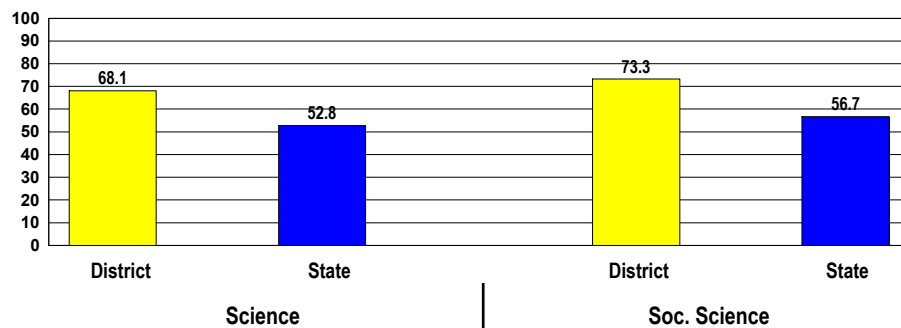
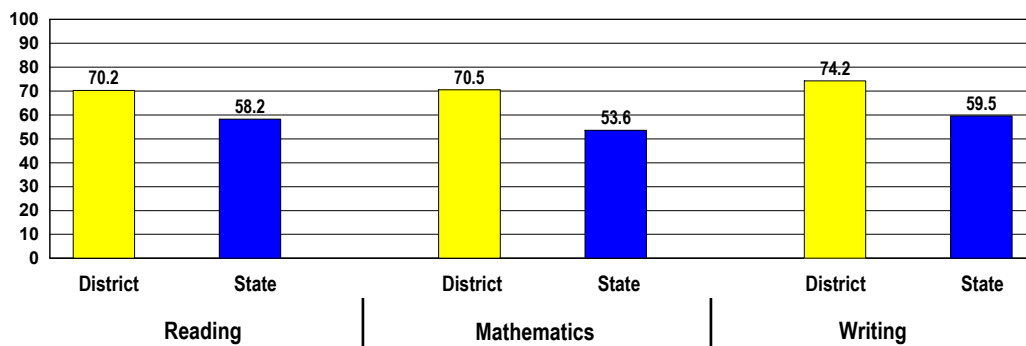
PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) --- Average Scores





\* PSAE scores range from 120 to 200.

**PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) --- Percents Meeting or Exceeding Standards**



## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public. Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the

Students with disabilities have an IEP or Section 504 Plan. 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. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS													
		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
District	*Enrollment	1,961	985	976	1,796	14	79	70	2	13		287	84
	Reading	1.1	0.0	2.4	1.1	7.1	0.0	2.9	0.0	84.6		32.4	46.4
	Mathematics	1.4	0.1	2.8	1.4	14.3	0.0	2.9	0.0	84.6		33.4	47.6
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444	1,216	37,080		78,455	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8	0.0	6.4		0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7	0.0	6.9		0.6	16.3

\* Enrollment on the first day of state testing.

### 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

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
District		1.6	18.1	52.6	27.7	0.8	5.8	41.1	52.2	2.2	25.7	68.0	4.1
State		6.8	31.0	43.6	18.6	7.2	18.6	43.9	30.3	9.0	34.3	53.6	3.0

<b>Gender</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
<b>Male</b>	District	2.4	22.4	51.4	23.9	1.6	7.1	35.0	56.3	3.6	31.2	64.0	1.2
	State	8.2	32.8	42.5	16.5	7.9	18.0	42.4	31.7	11.9	37.1	49.0	2.1
<b>Female</b>	District	0.8	14.0	53.9	31.4	0.0	4.6	47.1	48.3	0.8	20.5	71.8	6.9
	State	5.2	29.2	44.8	20.9	6.4	19.2	45.5	28.9	6.0	31.5	58.5	4.0
<b>Racial/Ethnic Background</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
<b>White</b>	District	1.7	15.8	53.8	28.7	0.8	4.9	40.1	54.2	1.9	25.3	68.3	4.5
	State	2.6	21.3	50.2	26.0	2.1	10.4	45.9	41.6	5.2	28.3	62.6	3.9
<b>Black</b>	District												
	State	16.1	49.9	29.3	4.8	19.2	35.4	37.7	7.7	18.1	47.1	33.9	0.9
<b>Hispanic</b>	District	0.0	68.8	25.0	6.3	0.0	25.0	68.8	6.3	6.3	31.3	62.5	0.0
	State	9.0	42.9	39.9	8.2	7.6	26.2	49.5	16.7	10.2	40.9	47.2	1.8
<b>Asian/Pacific Islander</b>	District	0.0	21.1	52.6	26.3	0.0	0.0	47.4	52.6	0.0	26.3	73.7	0.0
	State	1.2	17.1	49.9	31.8	1.0	6.3	38.0	54.7	2.5	22.0	68.9	6.6
<b>Native American</b>	District												
	State	3.3	31.0	47.3	18.4	3.0	19.8	48.9	28.2	6.9	36.1	54.5	2.4
<b>Students with Disabilities</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
<b>IEP</b>	District	12.7	52.7	29.1	5.5	3.6	29.1	54.5	12.7	16.7	50.0	33.3	0.0
	State	21.2	47.7	25.5	5.5	18.9	29.3	39.1	12.6	26.3	40.9	32.0	0.9
<b>Section 504</b>	District												
	State	7.5	37.3	43.6	11.6	8.1	22.2	45.3	24.4	11.2	42.0	45.0	1.8
<b>Non-disabled</b>	District	0.2	13.8	55.6	30.4	0.4	3.1	39.4	57.1	0.4	22.7	72.2	4.6
	State	4.6	28.6	46.2	20.6	5.5	17.0	44.6	32.9	6.6	33.4	56.8	3.3
<b>Economically Disadvantaged</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
<b>Free/Reduced Price Lunch</b>	District	22.2	44.4	22.2	11.1	0.0	33.3	55.6	11.1	11.1	33.3	55.6	0.0
	State	13.2	46.5	34.2	6.1	14.6	31.1	42.7	11.7	15.7	45.4	37.8	1.0
<b>Not Eligible</b>	District	1.2	17.7	53.2	28.0	0.8	5.4	40.9	53.0	2.0	25.6	68.2	4.2
	State	3.2	22.4	48.9	25.6	3.1	11.6	44.6	40.7	5.3	28.2	62.3	4.1

**GRADE 4**

<b>All</b>		<b>Science</b>				<b>Social Science</b>			
Levels		1	2	3	4	1	2	3	4
	District	1.9	8.7	61.7	27.7	2.5	10.3	71.5	15.8
	State	7.6	25.2	53.3	13.8	9.6	30.5	53.7	6.2
<b>Gender</b>		<b>Science</b>				<b>Social Science</b>			
Levels		1	2	3	4	1	2	3	4
<b>Male</b>	District	2.6	10.0	53.3	34.1	4.1	10.1	66.0	19.8
	State	7.9	23.5	52.2	16.3	10.4	29.1	53.4	7.1
<b>Female</b>	District	1.2	7.4	70.4	21.0	0.8	10.5	77.1	11.6
	State	7.2	27.0	54.6	11.2	8.8	32.0	54.0	5.2

Racial/Ethnic Background		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
White	District	1.5	8.0	62.9	27.7	1.7	9.5	73.9	14.9
	State	2.5	15.1	61.9	20.5	3.3	20.8	66.8	9.1
Black	District	28.6	0.0	71.4	0.0	14.3	14.3	71.4	0.0
	State	18.4	44.0	35.4	2.2	22.9	47.7	28.5	1.0
Hispanic	District	5.6	38.9	44.4	11.1	16.7	44.4	33.3	5.6
	State	12.7	39.0	44.7	3.6	16.0	45.8	36.8	1.3
Asian/Pacific Islander	District	0.0	4.2	45.8	50.0	4.2	0.0	54.2	41.7
	State	1.8	14.6	61.6	22.1	2.6	18.3	66.2	12.9
Native American	District								
	State	3.4	19.9	62.3	14.4	7.1	24.1	61.9	6.9

Students with Disabilities		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
IEP	District	9.4	22.6	64.2	3.8	15.1	28.3	54.7	1.9
	State	17.0	36.6	41.0	5.4	24.1	40.7	33.4	1.8
Section 504	District								
	State	8.3	31.9	50.2	9.6	9.6	40.5	45.0	4.8
Non-disabled	District	1.1	7.2	61.4	30.4	1.1	8.2	73.4	17.3
	State	6.1	23.4	55.3	15.2	7.3	28.9	56.9	6.9

Economically Disadvantaged		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	District	14.3	21.4	50.0	14.3	21.4	57.1	7.1	14.3
	State	14.6	40.1	41.7	3.7	18.5	45.9	34.3	1.2
Not Eligible	District	1.6	8.4	62.0	28.1	2.0	9.0	73.2	15.8
	State	3.5	16.7	60.1	19.7	4.5	21.7	64.8	9.0

## GRADE 5

All		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	District	0.0	15.3	40.7	44.0	0.4	12.0	76.6	10.9	1.5	23.8	67.2	7.5
	State	1.5	39.4	36.8	22.3	5.2	32.0	54.9	7.9	5.8	35.4	53.9	4.9

Gender		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	District	0.0	17.5	42.1	40.4	0.8	13.3	72.9	12.9	2.5	31.8	60.3	5.4
	State	1.9	41.1	36.4	20.6	6.0	31.7	53.6	8.6	8.2	40.4	48.6	2.9
Female	District	0.0	13.1	39.2	47.7	0.0	10.6	80.4	8.9	0.4	15.9	74.1	9.6
	State	1.1	37.4	37.2	24.3	4.2	32.1	56.5	7.2	3.2	30.2	59.5	7.0

Racial/Ethnic Background		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	District	0.0	14.6	40.7	44.6	0.2	11.5	77.9	10.4	0.7	24.2	67.1	8.0
	State	0.7	26.8	41.6	31.0	1.8	20.9	66.1	11.2	3.8	28.5	61.0	6.7
Black	District												
	State	3.4	63.2	26.8	6.6	13.4	54.4	31.3	0.9	10.6	49.7	38.3	1.4
Hispanic	District	0.0	35.3	23.5	41.2	0.0	22.2	61.1	16.7	11.1	27.8	55.6	5.6
	State	2.1	57.4	31.9	8.6	7.1	46.6	44.2	2.1	7.4	44.6	46.0	2.0
Asian/Pacific Islander	District	0.0	5.6	50.0	44.4	0.0	11.1	66.7	22.2	5.6	11.1	83.3	0.0
	State	0.3	24.3	40.1	35.4	0.9	13.8	63.8	21.5	1.8	23.4	64.4	10.3
Native American	District												
	State	1.1	36.6	43.4	18.9	4.3	31.8	57.2	6.7	6.0	37.1	54.0	2.9

Students with Disabilities		Reading				Mathematics				Writing			
		Levels	1	2	3	4	1	2	3	4	1	2	3
IEP	District	0.0	52.4	38.1	9.5	4.8	59.5	35.7	0.0	12.2	56.1	29.3	2.4
	State	7.3	68.4	19.2	5.1	18.5	50.2	29.7	1.6	23.2	48.1	27.8	0.9
Section 504	District												
	State	1.3	47.7	35.7	15.3	6.0	41.1	48.4	4.5	7.4	43.7	45.9	3.0
Non-disabled	District	0.0	11.8	41.0	47.2	0.0	7.4	80.6	12.0	0.5	20.6	70.9	8.0
	State	0.5	34.6	39.7	25.2	3.0	28.9	59.1	9.0	3.0	33.4	58.0	5.5

Economically Disadvantaged		Reading				Mathematics				Writing			
		Levels	1	2	3	4	1	2	3	4	1	2	3
Free/Reduced Price Lunch	District	0.0	50.0	50.0	0.0	7.1	21.4	71.4	0.0	14.3	42.9	35.7	7.1
	State	2.7	59.9	30.0	7.5	9.9	49.3	39.1	1.6	9.5	48.1	41.0	1.5
Not Eligible	District	0.0	14.3	40.4	45.4	0.2	11.7	76.8	11.3	1.1	23.3	68.1	7.5
	State	0.8	27.8	40.6	30.7	2.5	22.2	63.9	11.5	3.7	28.4	61.1	6.8

## GRADE 7

All		Science				Social Science			
		Levels	1	2	3	4	1	2	3
	District	1.5	4.2	57.8	36.5	0.0	19.0	61.0	20.0
	State	9.9	16.8	56.2	17.1	1.8	39.6	47.5	11.1

Gender		Science				Social Science			
		Levels	1	2	3	4	1	2	3
Male	District	0.7	4.1	55.8	39.4	0.0	17.1	59.9	23.0
	State	10.7	15.7	53.5	20.1	2.3	38.8	45.9	13.1
Female	District	2.4	4.4	59.9	33.3	0.0	21.0	62.3	16.7
	State	9.1	18.0	59.1	13.9	1.3	40.3	49.2	9.1

Racial/Ethnic Background		Science				Social Science			
		Levels	1	2	3	4	1	2	3
White	District	1.6	3.5	58.1	36.7	0.0	18.3	61.5	20.2
	State	4.8	10.4	60.8	24.0	0.9	28.4	55.0	15.6
Black	District	0.0	33.3	66.7	0.0	0.0	33.3	66.7	0.0
	State	22.3	31.2	43.9	2.6	4.2	64.2	29.9	1.7
Hispanic	District	0.0	23.1	76.9	0.0	0.0	66.7	33.3	0.0
	State	16.0	25.7	53.3	5.1	2.4	56.7	37.9	3.1
Asian/Pacific Islander	District	0.0	0.0	29.4	70.6	0.0	0.0	64.7	35.3
	State	3.0	9.4	59.8	27.8	0.4	20.9	58.1	20.6
Native American	District								
	State	11.2	17.3	59.9	11.6	1.2	47.4	43.9	7.4

Students with Disabilities		Science				Social Science			
		Levels	1	2	3	4	1	2	3
IEP	District	11.5	14.8	62.3	11.5	0.0	58.7	36.5	4.8
	State	30.9	28.1	37.2	3.8	7.9	68.0	22.2	2.0
Section 504	District								
	State	13.3	20.7	53.5	12.4	1.7	47.8	42.6	7.9
Non-disabled	District	0.2	2.8	56.9	40.0	0.0	13.6	64.2	22.2
	State	6.5	15.0	59.3	19.2	0.8	35.0	51.6	12.6

Economically Disadvantaged		Science				Social Science			
		Levels	1	2	3	4	1	2	3
Free/Reduced Price Lunch	District	10.0	15.0	70.0	5.0	0.0	65.0	35.0	0.0
	State	18.0	27.9	49.7	4.4	3.2	60.5	33.9	2.4
Not Eligible	District	1.2	3.8	57.3	37.7	0.0	17.2	62.1	20.8
	State	6.2	11.7	59.2	22.9	1.2	30.0	53.7	15.1

**GRADE 8**

<b>All</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	District	0.0	14.0	68.3	17.7	1.0	21.2	46.8	31.0	1.8	28.5	64.8	4.9
	State	1.0	31.1	57.8	10.2	7.3	40.2	37.3	15.2	5.2	32.3	57.3	5.2
<b>Gender</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Male</b>	District	0.0	14.7	72.1	13.2	1.2	20.5	43.8	34.5	3.5	38.8	55.8	1.9
	State	1.3	31.6	57.7	9.4	8.6	39.8	35.9	15.8	7.9	39.7	49.5	2.9
<b>Female</b>	District	0.0	13.2	64.1	22.6	0.9	21.9	50.2	27.0	0.0	17.2	74.7	8.2
	State	0.6	30.4	58.0	11.0	5.8	40.5	38.9	14.7	2.4	24.7	65.3	7.5
<b>Racial/Ethnic Background</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>White</b>	District	0.0	13.3	69.0	17.7	0.9	20.4	47.0	31.7	1.6	29.7	63.6	5.1
	State	0.5	22.7	63.3	13.5	3.9	31.3	44.4	20.4	3.7	27.1	62.5	6.6
<b>Black</b>	District												
	State	2.2	49.0	46.0	2.7	17.2	60.7	19.8	2.3	9.9	46.0	42.7	1.5
<b>Hispanic</b>	District	0.0	35.0	55.0	10.0	5.0	40.0	50.0	5.0	5.0	20.0	70.0	5.0
	State	1.4	47.6	47.6	3.3	10.2	56.6	28.5	4.8	6.4	40.4	50.8	2.3
<b>Asian/Pacific Islander</b>	District	0.0	0.0	70.6	29.4	0.0	11.8	41.2	47.1	5.9	5.9	88.2	0.0
	State	0.4	16.8	63.1	19.7	1.6	20.8	41.9	35.7	1.6	18.3	68.7	11.5
<b>Native American</b>	District												
	State	2.0	35.5	54.5	7.9	7.9	47.8	34.1	10.1	6.9	40.4	50.6	2.2
<b>Students with Disabilities</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>IEP</b>	District	0.0	39.6	56.3	4.2	10.4	47.9	35.4	6.3	10.4	60.4	25.0	4.2
	State	5.7	69.1	24.3	1.0	32.7	54.3	11.4	1.6	26.3	50.9	22.3	0.6
<b>Section 504</b>	District												
	State	0.4	39.2	52.9	7.4	9.0	48.1	34.0	8.9	5.8	44.0	48.2	2.0
<b>Non-disabled</b>	District	0.0	11.3	69.8	19.0	0.0	18.3	48.2	33.5	0.9	24.9	69.2	5.0
	State	0.3	25.0	63.1	11.6	3.3	37.9	41.5	17.4	2.1	29.4	62.6	5.9
<b>Economically Disadvantaged</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Free/Reduced Price Lunch</b>	District	0.0	38.5	61.5	0.0	0.0	41.7	58.3	0.0	0.0	58.3	41.7	0.0
	State	1.8	48.2	47.0	3.0	13.4	57.6	25.0	3.9	8.7	44.1	45.6	1.6
<b>Not Eligible</b>	District	0.0	13.4	68.5	18.2	1.0	20.7	46.6	31.7	1.9	27.8	65.3	5.0
	State	0.6	24.2	62.1	13.1	4.8	33.1	42.3	19.8	3.9	27.6	62.0	6.6

**PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)**

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 11**

<b>All</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>				<b>Science</b>				<b>Social Science</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>District</b>		6.2	23.7	49.7	20.5	5.7	23.7	52.6	17.9	3.4	22.3	59.5	14.7	5.3	26.7	49.0	19.1	3.2	23.6	50.6	22.7
	<b>State</b>	8.0	33.9	45.2	13.0	10.0	36.4	45.2	8.4	6.4	34.1	49.5	10.0	10.6	36.6	41.1	11.7	7.1	36.1	42.7	14.0
<b>Gender</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>				<b>Science</b>				<b>Social Science</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Male</b>	<b>District</b>	9.1	25.0	42.7	23.2	5.9	22.7	51.8	19.5	5.5	26.4	55.0	13.2	7.3	25.0	44.1	23.6	3.6	18.9	50.0	27.5
	<b>State</b>	10.4	34.3	42.6	12.7	9.9	34.0	45.6	10.4	9.0	37.1	45.4	8.4	10.7	34.0	40.9	14.4	7.8	31.2	42.8	18.2
<b>Female</b>	<b>District</b>	3.3	22.3	56.7	17.7	5.6	24.7	53.5	16.3	1.4	18.1	64.2	16.3	3.3	28.4	54.0	14.4	2.8	28.4	51.2	17.7
	<b>State</b>	5.6	33.5	47.6	13.3	10.1	38.6	44.8	6.5	3.9	31.2	53.4	11.4	10.5	39.1	41.3	9.1	6.5	40.9	42.7	9.9
<b>Racial/Ethnic Background</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>				<b>Science</b>				<b>Social Science</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>White</b>	<b>District</b>	5.7	21.4	51.6	21.2	5.2	22.7	53.6	18.5	3.0	20.2	61.8	15.0	4.5	25.4	50.6	19.5	3.0	21.9	50.7	24.4
	<b>State</b>	5.5	28.4	50.0	16.1	5.9	31.3	52.5	10.3	4.2	28.2	55.4	12.2	6.0	31.3	47.9	14.7	4.5	29.9	48.0	17.5
<b>Black</b>	<b>District</b>																				
	<b>State</b>	15.2	52.7	29.4	2.6	26.8	53.8	18.7	0.7	14.2	53.7	30.4	1.7	28.2	53.2	17.5	1.1	18.8	56.5	22.4	2.3
<b>Hispanic</b>	<b>District</b>	10.5	68.4	10.5	10.5	15.8	47.4	31.6	5.3	10.5	57.9	21.1	10.5	15.8	52.6	21.1	10.5	10.0	60.0	30.0	0.0
	<b>State</b>	15.5	48.5	32.2	3.7	18.1	53.2	27.3	1.5	12.4	52.9	32.5	2.2	21.1	53.8	22.9	2.2	10.6	54.2	31.1	4.1
<b>Asian/Pacific Islander</b>	<b>District</b>	8.3	25.0	50.0	16.7	8.3	8.3	58.3	25.0	8.3	16.7	58.3	16.7	8.3	25.0	41.7	25.0	0.0	8.3	83.3	8.3
	<b>State</b>	5.9	28.4	47.5	18.2	4.0	23.2	53.2	19.6	3.4	24.4	54.4	17.8	5.3	29.5	47.4	17.8	3.1	27.3	50.8	18.9
<b>Native American</b>	<b>District</b>																				
	<b>State</b>	11.5	31.3	44.8	12.4	11.2	36.6	47.3	4.9	8.1	31.0	51.2	9.7	11.7	34.6	43.3	10.4	8.7	34.3	44.6	12.4
<b>Students with Disabilities</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>				<b>Science</b>				<b>Social Science</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>IEP</b>	<b>District</b>	38.2	35.3	23.5	2.9	47.1	29.4	20.6	2.9	29.4	50.0	17.6	2.9	29.4	47.1	20.6	2.9	25.7	37.1	31.4	5.7
	<b>State</b>	37.2	45.7	15.0	2.1	42.8	43.4	12.9	0.9	34.8	49.6	14.6	1.0	42.4	43.9	11.7	2.0	29.6	52.1	15.5	2.7
<b>Section 504</b>	<b>District</b>																				
	<b>State</b>	12.6	33.3	40.7	13.4	14.0	36.6	41.3	8.1	9.8	35.3	46.1	8.8	12.2	36.4	39.0	12.4	7.7	38.3	38.7	15.3
<b>Non-disabled</b>	<b>District</b>	3.5	22.7	51.9	21.9	2.2	23.2	55.4	19.2	1.2	20.0	63.1	15.7	3.2	24.9	51.4	20.4	1.2	22.4	52.2	24.1
	<b>State</b>	5.1	32.7	48.1	14.1	6.9	35.7	48.3	9.2	3.8	32.7	52.8	10.8	7.6	35.9	43.9	12.6	4.9	34.5	45.4	15.1
<b>Economically Disadvantaged</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>				<b>Science</b>				<b>Social Science</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Free/Reduced Price Lunch</b>	<b>District</b>	22.2	66.7	11.1	0.0	33.3	55.6	11.1	0.0	33.3	55.6	11.1	0.0	44.4	44.4	11.1	0.0	22.2	66.7	11.1	0.0
	<b>State</b>	16.8	50.5	29.8	3.0	23.5	52.5	23.0	1.0	14.9	53.8	29.8	1.5	26.5	52.6	19.1	1.8	17.3	55.4	24.4	3.0
<b>Not Eligible</b>	<b>District</b>	5.9	22.8	50.5	20.9	5.2	23.0	53.5	18.3	2.8	21.6	60.6	15.0	4.5	26.3	49.8	19.5	2.8	22.7	51.4	23.1
	<b>State</b>	6.0	30.2	48.5	15.2	7.1	32.8	50.0	10.0	4.6	29.9	53.7	11.8	7.2	33.1	45.9	13.8	4.9	31.8	46.8	16.5

## ILLINOIS ALTERNATE ASSESSMENT (IAA)

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. The table below presents the percentages of student scores in each of four performance levels.

**Level 1 -- Attempting -** Student work does not demonstrate progress in knowledge and skills in the subject through connections to the Illinois Learning Standards. Students do not generalize their knowledge and skills.

**Level 2 -- Emerging -** Student work demonstrates limited progress in the knowledge and skills in the subject through minimal connections to the Illinois Learning Standards. Students exhibit an emerging ability to generalize their knowledge and skills.

**Level 3 -- Progressing -** Student work demonstrates moderate progress in the knowledge and skills in the subject through minimal connections to the Illinois Learning Standards. Students exhibit an emerging ability to generalize their knowledge and skills.

**Level 4 -- Attaining -** Student work demonstrates extensive progress in the knowledge and skills in the subject through multiple connections to the Illinois Learning Standards. Students exhibit a broad ability to generalize their knowledge and skills.

Grades	Levels	Reading				Mathematics				Writing				Science				Social Science				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
3	District State	6.2	49.0	37.1	7.6	7.0	51.1	36.1	5.8	7.2	50.6	38.1	4.1									
4	District State													10.4	57.7	28.5	3.4	12.8	55.8	27.5	3.9	
5	District State	9.9	47.2	36.9	6.0	8.3	48.8	37.5	5.5	10.4	50.9	33.4	5.3									
7	District State													11.7	60.0	26.7	1.5	12.8	59.9	25.0	2.3	
8	District State	16.7 9.3	50.0 45.5	33.3 39.3	0.0 5.8	20.0 8.3	80.0 47.4	0.0 37.4	0.0 6.9	0.0 10.5	83.3 47.9	16.7 34.8	0.0 6.8									
11	District State	12.6	55.8	28.0	3.6	13.1	54.1	30.8	2.0	16.2	59.7	22.5	1.6	14.6	56.2	27.6	1.6	20.2	53.5	24.4	1.9	

## **SCHOOL IMPROVEMENT STATUS**

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Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001 . Out of 8 schools in the district, schools or percent are in School Improvement Status.

School ID	School Name	Years in School Improvement
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