

# Oakland CUSD 5

## Oakland, 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
<b>District</b>	95.6	0.3	1.0	0.7	0.0	0.0	2.4	53.1	0.0	25.2	1.4	294
<b>State</b>	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
<b>District</b>	1.2	1.8	7.3	94.3
<b>State</b>	2.4	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
<b>District</b>	94.8
<b>State</b>	95.5

TOTAL SCHOOL DAY	
	Days
<b>District</b>	175
<b>State</b>	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)

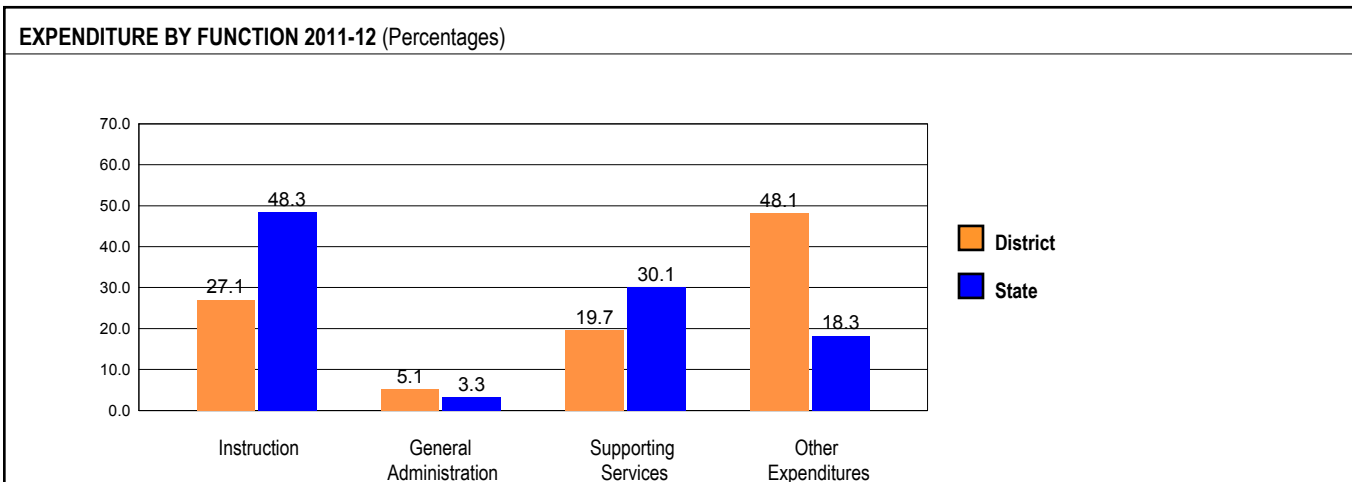
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
<b>District</b>	13.5	25.0	18.0	13.0	24.0	23.0	20.0	18.0	22.0	10.8	14.7
<b>State</b>	21.1	21.5	21.5	21.9	22.5	22.5	23.1	22.3	22.2	19.3	21.2

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	43	43	43	43	43	43	128	86	86	30	43	43
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	\$1,492,506	36.6	61.1
Other Local Funding	\$213,541	5.2	4.8
General State Aid	\$919,541	22.6	16.4
Other State Funding	\$1,124,847	27.6	9.7
Federal Funding	\$325,782	8.0	8.1
<b>TOTAL</b>	<b>\$4,076,217</b>		

EXPENDITURE BY FUND 2011-12			
	District	District %	State %
Education	\$2,248,836	42.6	73.4
Operations & Maintenance	\$99,065	1.9	6.2
Transportation	\$317,587	6.0	3.7
Debt Service	\$264,449	5.0	7.6
Tort	\$156,544	3.0	1.2
Municipal Retirement/ Social Security	\$71,553	1.4	2.0
Fire Prevention & Safety	\$60,280	1.1	0.7
Capital Projects	\$2,065,289	39.1	5.2
<b>TOTAL</b>	<b>\$5,283,603</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	\$111,067	5.42	\$5,413	\$11,155
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.

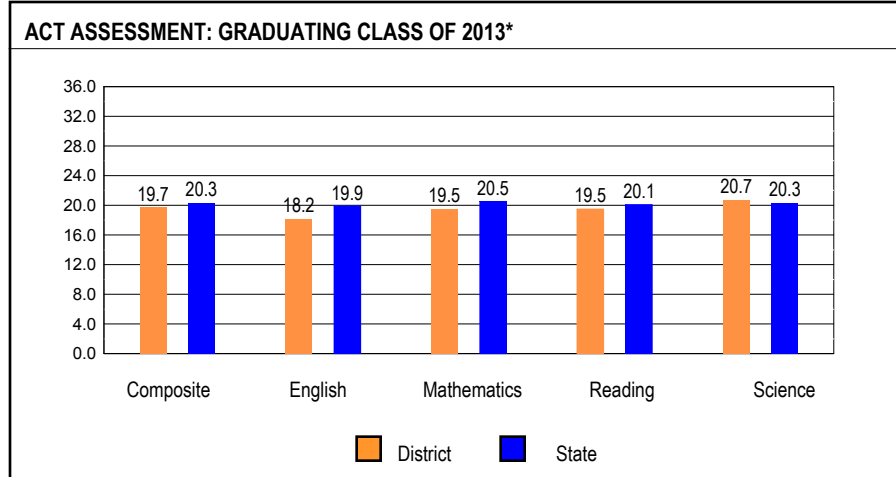
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

\* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. All students whose scores are college reportable, both standard and extended time tests, are now included. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

READY FOR COLLEGE COURSE WORK	
District	38.9
State	45.7

	HIGH SCHOOL 4-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							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	86.4	81.8	90.9	86.4									100.0	80.0
State	83.2	80.3	86.1	89.3									70.1	73.0

	HIGH SCHOOL 5-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							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	82.6	84.6	80.0	82.6									80.0	80.0
State	87.0	84.9	89.1	90.7									76.8	80.6

## 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**

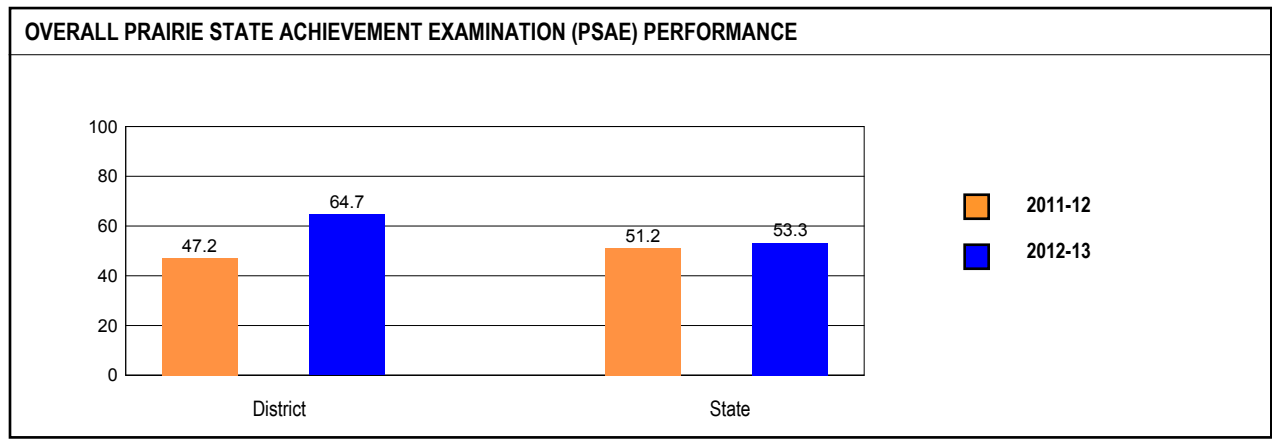
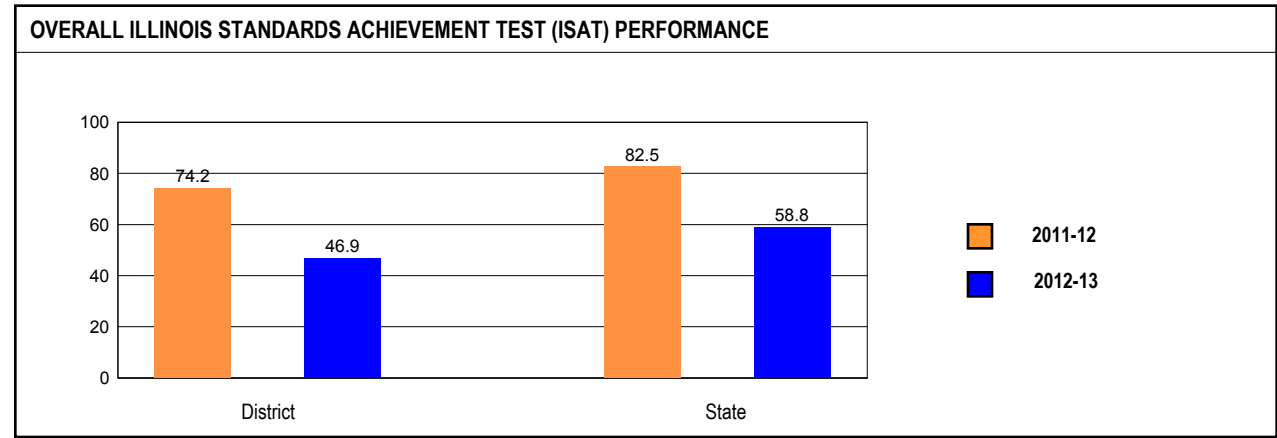
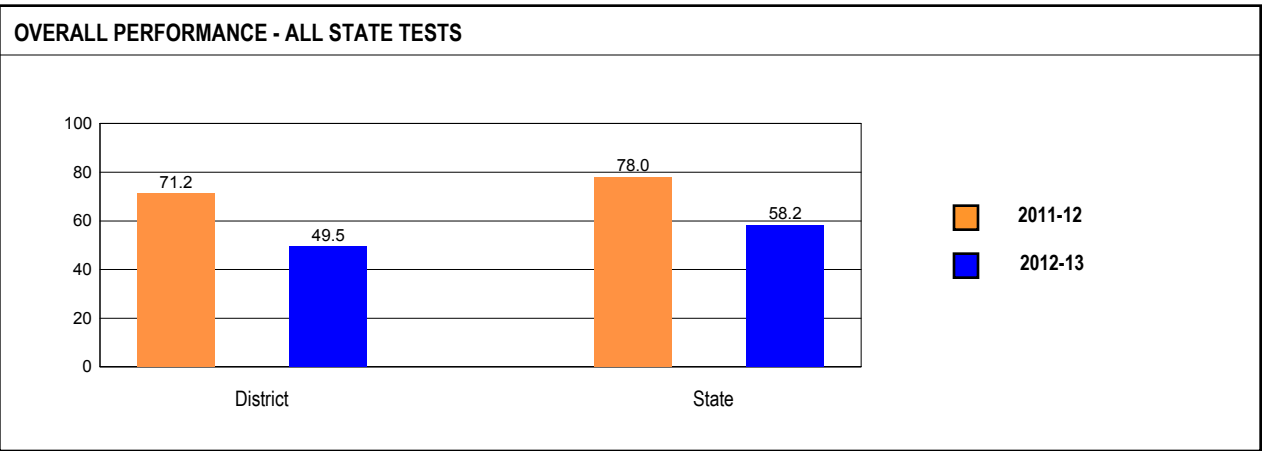
Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	34.4	47.0	17.8	0.9	39.3	43.7	15.0	2.1

**Grade 8 - NAEP Participation Rates**

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

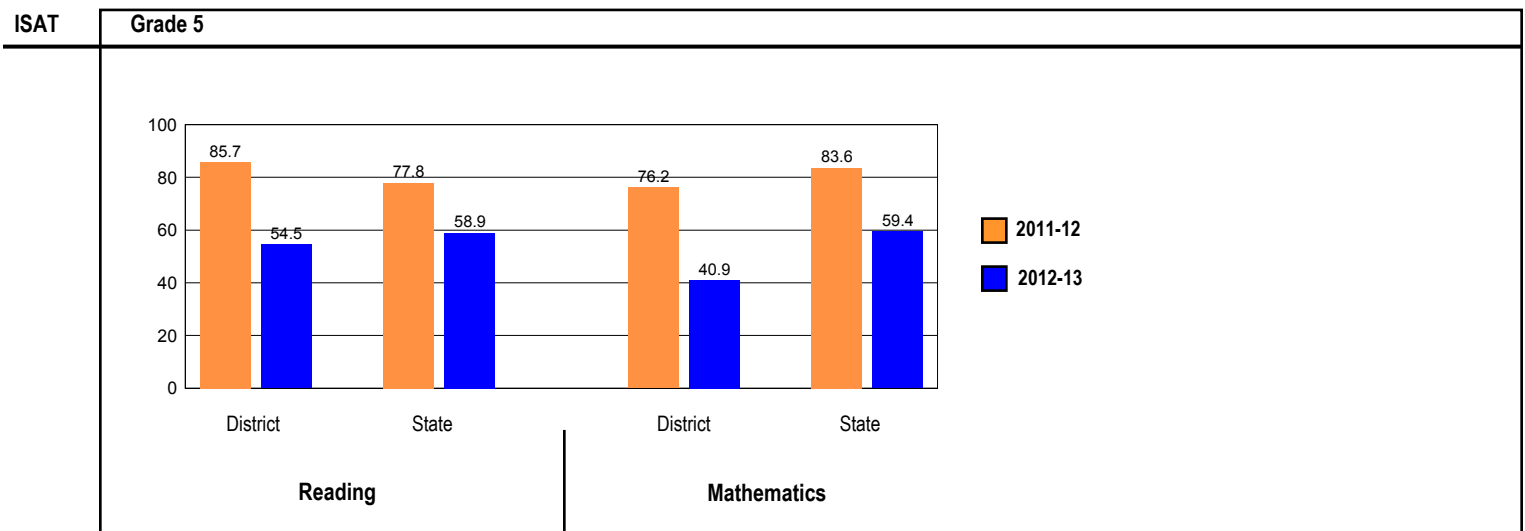
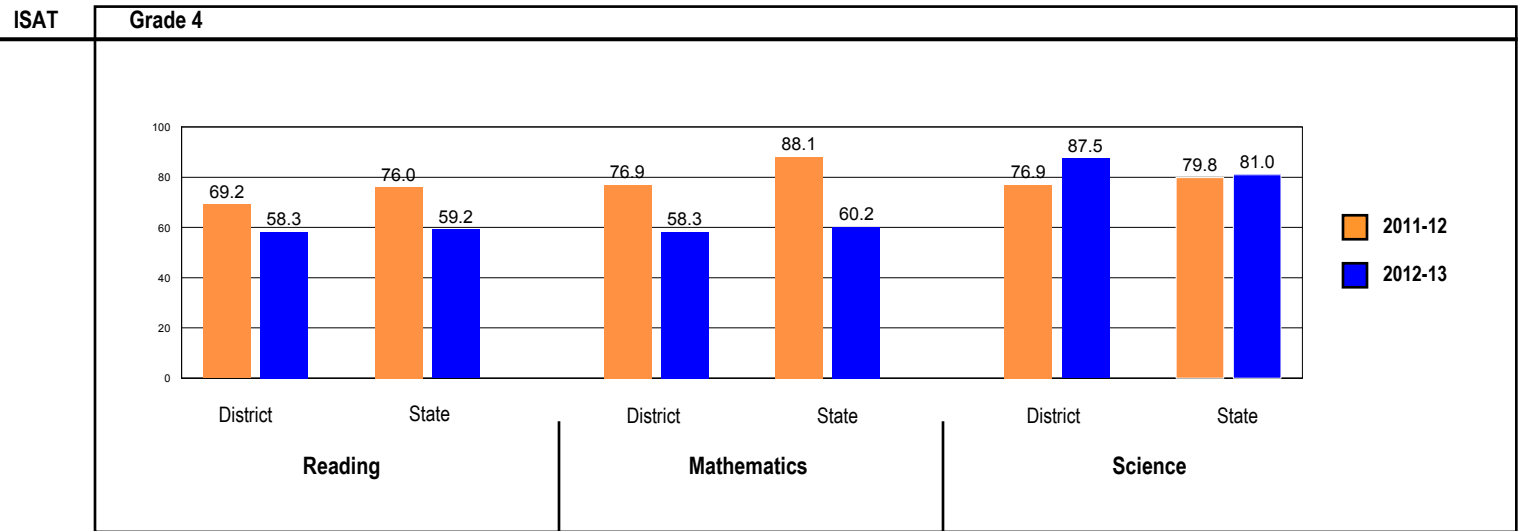
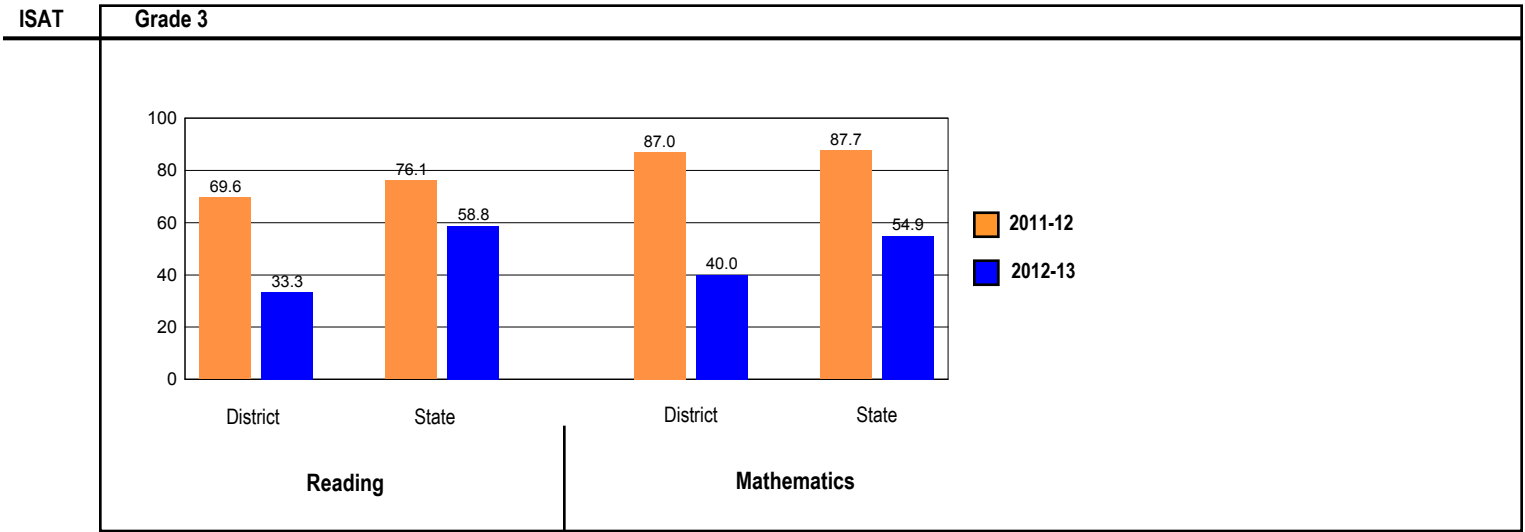
**OVERALL STUDENT PERFORMANCE**

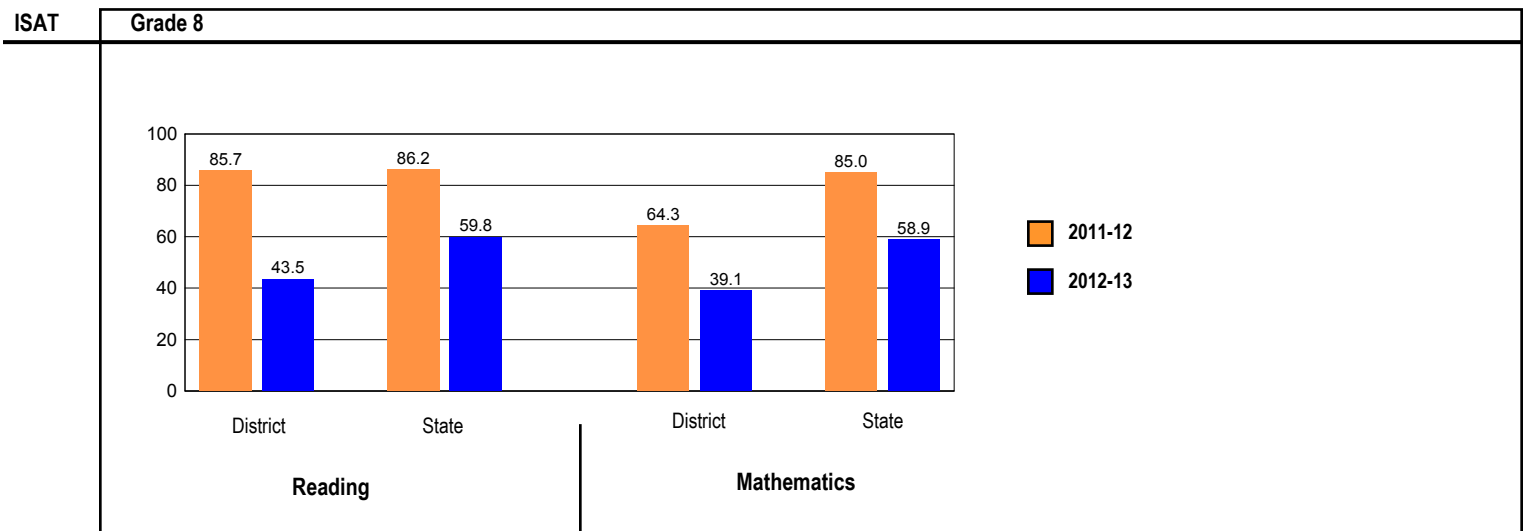
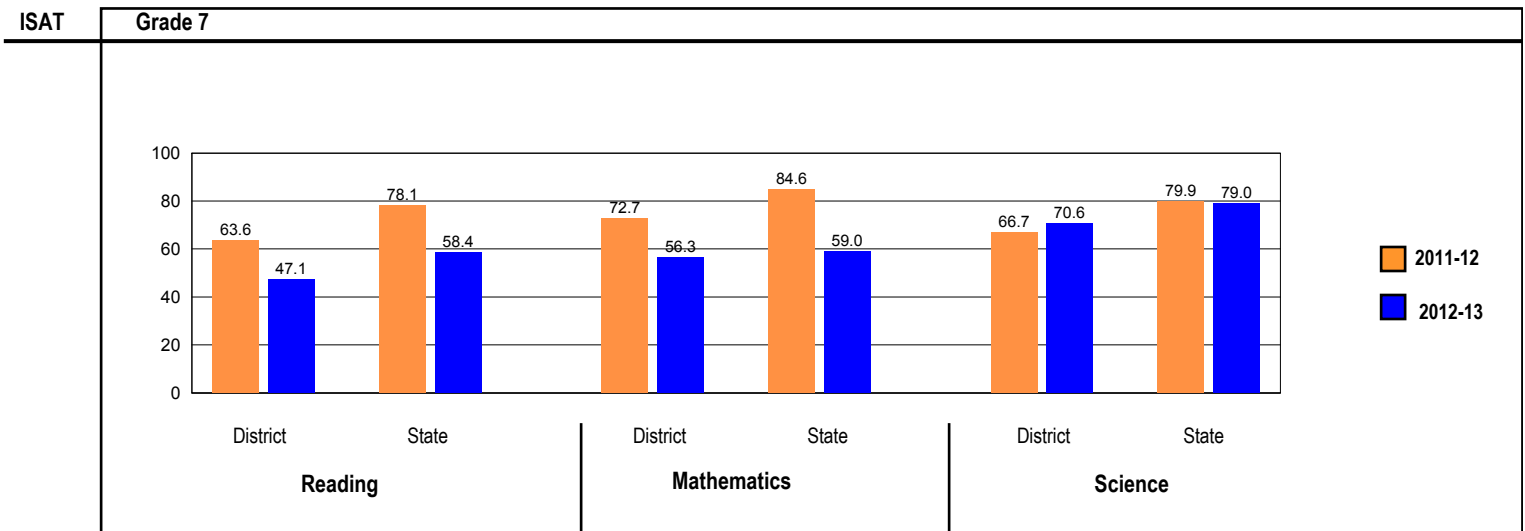
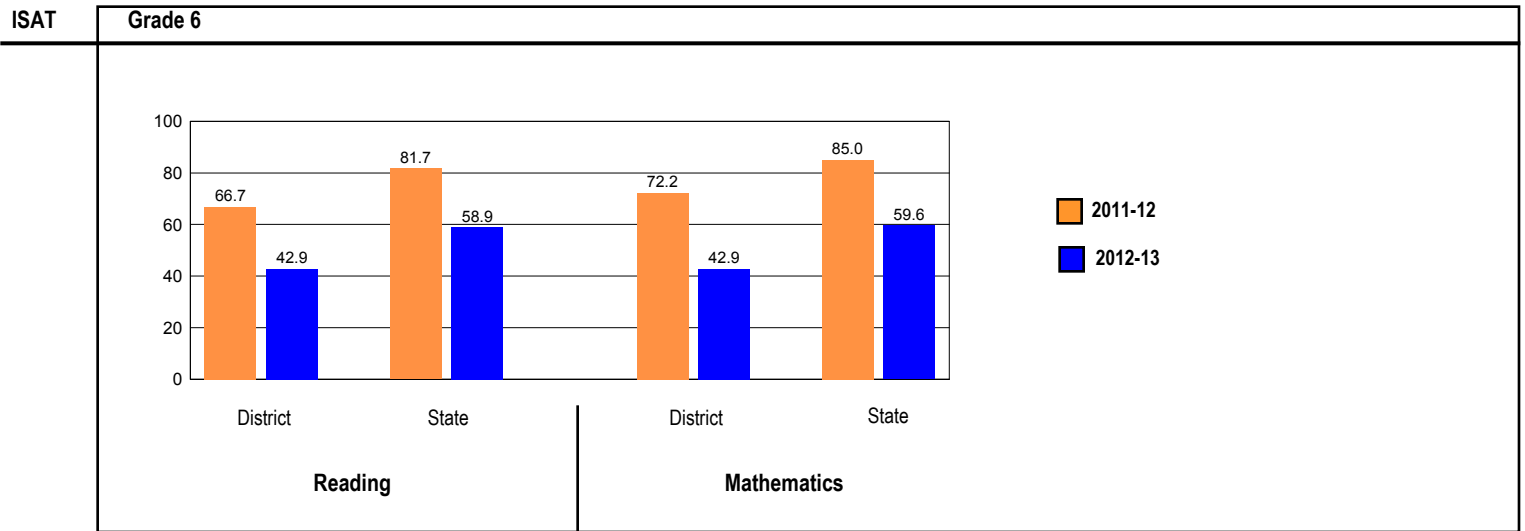
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading and mathematics. The ISAT reading and math cut scores were reset for school year 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.

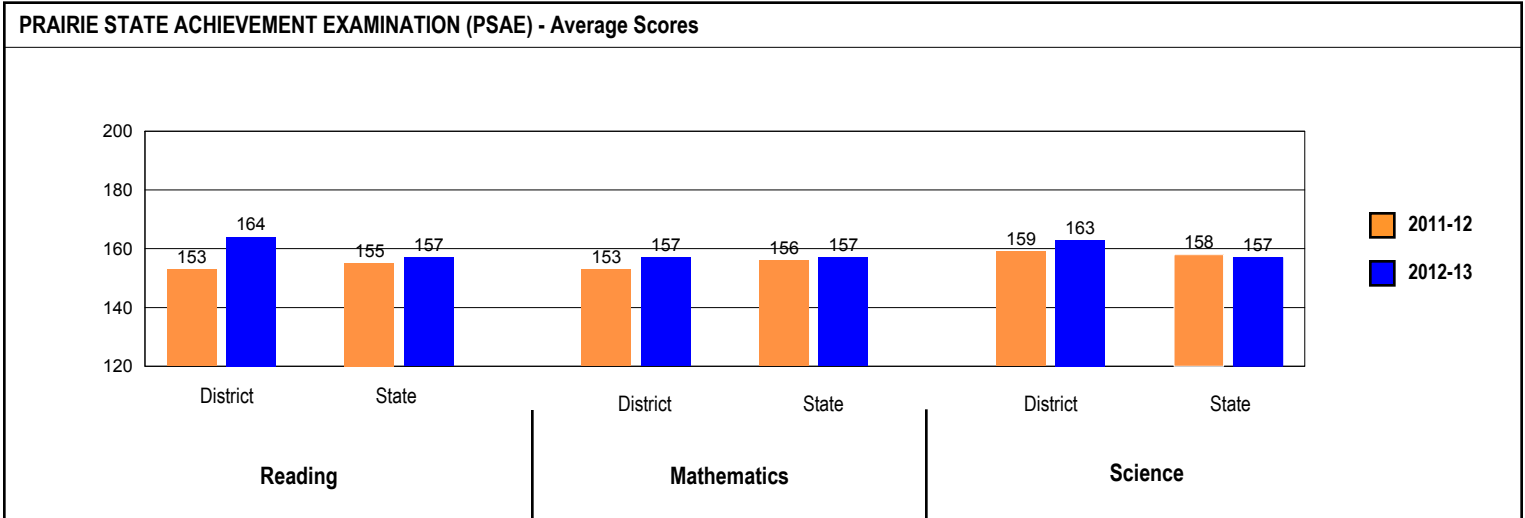




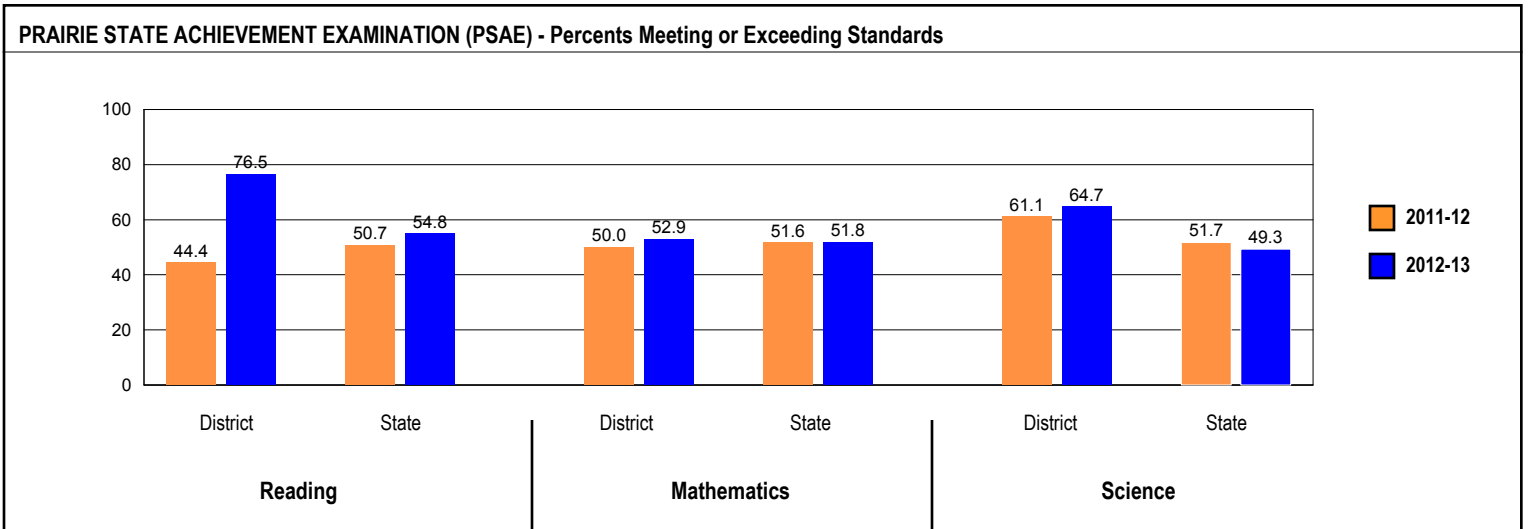


**PSAE PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding Standards in reading, mathematics, and science on PSAE.



PSAE scores range from 120 to 200.



Number of students in this District with PSAE scores in 2013: 17

**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										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Economically Disadvantaged
District	*Enrollment	142	80	62	137	1	1	1	0	0	2	0	0	40	82
	Reading	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: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Economically Disadvantaged
District	*Enrollment	142	80	62	137	1	1	1	0	0	2	0	0	40	82
	Mathematics	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
	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	58	29	29	54	1	0	1	0	0	2	0	0	11	28
	Science	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
	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	66.7	26.7	6.7	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	66.7	26.7	6.7	6.7	53.3	33.3	6.7
	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	8.3	33.3	45.8	12.5	0.0	41.7	50.0	8.3	0.0	12.5	37.5	50.0
	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	14.3	35.7	42.9	7.1	0.0	42.9	50.0	7.1	0.0	14.3	42.9	42.9
	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	District	0.0	30.0	50.0	20.0	0.0	40.0	50.0	10.0	0.0	10.0	30.0	60.0
	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

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	9.1	36.4	45.5	9.1	0.0	40.9	50.0	9.1	0.0	13.6	36.4	50.0
	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 4 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	16.7	25.0	58.3	0.0	0.0	58.3	25.0	16.7	0.0	16.7	33.3	50.0
	State	9.7	46.6	37.3	6.4	10.3	43.9	41.3	4.5	3.3	25.4	61.0	10.3
Not Eligible	District	0.0	41.7	33.3	25.0	0.0	25.0	75.0	0.0	0.0	8.3	41.7	50.0
	State	2.2	21.0	52.2	24.6	2.5	21.0	56.4	20.1	0.7	7.4	58.7	33.2

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	13.6	31.8	40.9	13.6	13.6	45.5	40.9	0.0
	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	20.0	20.0	53.3	6.7	13.3	46.7	40.0	0.0
	State	7.9	36.4	41.6	14.1	8.2	33.0	46.3	12.5
Female	District								
	State	4.7	33.1	43.8	18.4	6.1	33.9	49.2	10.9

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	District	14.3	33.3	38.1	14.3	42.9	42.9	0.0
	State	3.1	25.1	49.4	22.3	3.9	26.0	15.5
Black	District							
	State	12.4	50.4	31.8	5.5	15.2	48.1	33.8
Hispanic	District							
	State	9.4	46.7	36.2	7.6	9.1	41.9	43.7
Asian	District							
	State	2.3	17.7	44.9	35.1	2.4	14.1	46.7
Native Hawaiian/Pacific Islander	District							
	State	4.3	32.9	50.7	12.1	4.8	27.8	56.0
American Indian	District							
	State	9.4	43.3	38.7	8.7	8.4	41.0	44.7
Two or More Races	District							
	State	5.2	31.6	43.9	19.3	6.9	32.0	46.1

**Grade 5 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	20.0	33.3	40.0	6.7	20.0	53.3	26.7	0.0
	State	10.2	47.1	35.9	6.8	11.0	44.1	40.6	4.2
Not Eligible	District								
	State	2.1	21.2	50.2	26.5	2.9	21.6	55.5	19.9

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District								
	State	9.5	47.6	38.1	4.8	9.5	47.6	33.3
State								
		6.1	35.0	42.7	16.2	7.2	33.1	47.0

**Grade 6 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	8.3	41.7	41.7	8.3	8.3	50.0	33.3	8.3
	State	8.0	37.9	41.2	13.0	8.4	33.6	45.0	13.0
Female	District								
	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	9.5	47.6	38.1	4.8	9.5	47.6	33.3	9.5
	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 6 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	7.7	61.5	30.8	0.0	15.4	61.5	23.1	0.0
	State	9.6	46.2	37.1	7.2	11.1	43.9	40.0	5.0
Not Eligible	District								
	State	2.3	22.9	48.9	25.9	3.0	21.4	54.7	20.9

**Grade 7**

**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	29.4	23.5	35.3	11.8	18.8	25.0	50.0	6.3	17.6	11.8	64.7	5.9
	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												
	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	27.3	18.2	36.4	18.2	18.2	18.2	54.5	9.1	18.2	9.1	63.6	9.1
	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	29.4	23.5	35.3	11.8	18.8	25.0	50.0	6.3	17.6	11.8	64.7	5.9
	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 7 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	30.0	20.0	40.0	10.0					20.0	10.0	70.0	0.0
	State	10.3	45.9	37.1	6.8	10.8	44.8	39.6	4.8	10.8	20.7	56.7	11.7
Not Eligible	District												
	State	2.6	23.8	50.3	23.3	3.0	22.8	54.0	20.2	2.8	7.2	51.8	38.2

**Grade 8**

**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	17.4	39.1	39.1	4.3	4.3	56.5	39.1	0.0
	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	21.4	50.0	28.6	0.0	7.1	64.3	28.6	0.0
	8.0	36.9	39.5	15.6	6.5	36.1	44.0	13.4
Female								
	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	17.4	39.1	39.1	4.3	4.3	56.5	39.1	0.0
	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

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	28.6	50.0	21.4	0.0	7.1	64.3	28.6	0.0
	State	9.1	46.0	36.8	8.0	8.3	47.3	39.3	5.1
Not Eligible	District								
	State	2.7	22.8	46.5	28.1	2.5	24.3	52.0	21.1

**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****Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	23.5	52.9	23.5	0.0	47.1	47.1	5.9	0.0	35.3	47.1	17.6
	8.2	37.1	42.9	11.9	9.9	38.3	42.4	9.4	9.2	41.4	38.0	11.4

**Grade 11 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male													
District													
State	10.6	37.1	40.5	11.9	10.0	36.4	42.7	10.9	9.5	38.0	38.7	13.9	
Female													
District													
State	5.7	37.1	45.3	11.9	9.9	40.2	42.1	7.8	9.0	44.8	37.3	8.9	

**Grade 11 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
District													
State	0.0	20.0	53.3	26.7	0.0	46.7	46.7	6.7	0.0	33.3	46.7	20.0	
Black													
District													
State	15.7	55.4	27.0	1.9	24.2	54.7	20.3	0.8	22.5	59.8	16.6	1.1	
Hispanic													
District													
State	11.7	50.8	33.4	4.1	13.0	50.8	33.5	2.7	12.8	56.4	27.4	3.4	
Asian													
District													
State	4.8	23.3	48.7	23.2	3.5	20.4	48.5	27.5	4.4	25.9	46.3	23.4	
Native Hawaiian/Pacific Islander													
District													
State	8.9	35.8	44.7	10.6	7.3	38.2	47.2	7.3	5.7	42.3	43.9	8.1	
American Indian													
District													
State	8.6	42.1	39.2	10.1	14.0	41.6	39.5	4.9	10.9	43.7	37.5	8.0	
Two or More Races													
District													
State	7.2	32.8	44.3	15.7	8.4	37.3	42.2	12.1	7.3	39.1	39.2	14.4	

## 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?		Yes
2013-14 Federal Improvement Status	District Improvement Year 1	
2013-14 State Improvement Status	Academic Early Warning Year 1	

	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	
<b>All</b>	100.0	Yes	100.0	Yes	49.2	54.0	No	45.7	47.4	Yes	94.3	Yes	86.4	Yes
<b>White</b>	100.0	Yes	100.0	Yes	48.0	54.0	No	46.0	47.8	Yes	95.0		86.4	
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian</b>														
<b>Native Hawaiian/ Pacific Islander</b>														
<b>American Indian Two or More Races</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	36.1	46.5	No	29.6	37.4	No	93.9		80.0	

**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	96.8	98.2
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									
		1B		6		1					
	Below Standards	2A		7	7	1	3				
		2B		2	5	14	5	1	1		
	Meets Standards	3A				8	9	7	1		
		3B				1	4	9			
	Exceeds Standards	4A						2	4	1	
		4B						3	2		

### 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		1							
		1B		4	6						
	Below Standards	2A	1	3	11	6					
		2B			6	12	6	2			
	Meets Standards	3A			2	2	23	1			
		3B					6	5	2		
	Exceeds Standards	4A						2	1		
		4B							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: 2

Number of Title I schools: 1

Number of Title I schools in Federal School Improvement Status: 1

Percent of schools in Federal School Improvement Status: 50.0%

<b>School ID</b>	<b>School Name</b>	<b>Years in School Improvement</b>
110150050262001	Lake Crest Elem School	2