

ROCHELLE COMM CONS DIST 231 ROCHELLE, 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 | 70.5 | 2.3 | 27.1 | 0.1 | 0.0 | 27.0 | 7.7 | | 0.5 | 13.5 | 95.1 | 1,849 |
| State | 59.3 | 20.8 | 16.2 | 3.5 | 0.2 | 37.5 | 6.7 | | 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 | 98.8 |
| 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 | 20.4 | 21.5 | 21.8 | 20.2 | 21.3 | |
| State | 20.5 | 21.1 | 22.1 | 23.6 | 22.3 | |

STAFF-TO-STUDENT RATIOS

| Pupil- Teacher: Elementary | Pupil- Teacher: Secondary | Pupil- Certified Staff | Pupil- Administrator |
|----------------------------------|---------------------------------|------------------------------|-------------------------|
| 17.6 | | 13.5 | 231.1 |
| 19.1 | | 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 | 58 | 44 | 44 | 34 | 44 | 44 | 150 | 88 | 88 | 34 | 44 | 44 |
| State | 56 | 51 | 49 | 30 | 43 | 43 | 147 | 107 | 93 | 31 | 43 | 44 |

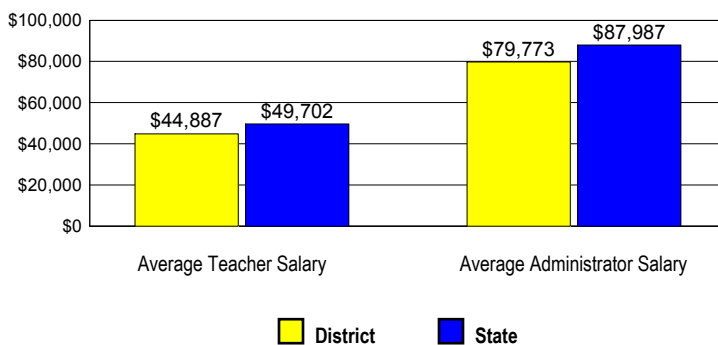
TEACHER INFORMATION (Full-Time Equivalents)

| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Male | Female | Total Number |
|----------|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| District | 99.2 | 0.0 | 0.8 | 0.0 | 0.0 | 17.3 | 82.7 | 122 |
| State | 85.0 | 10.2 | 3.7 | 0.9 | 0.1 | 23.4 | 76.6 | 126,544 |

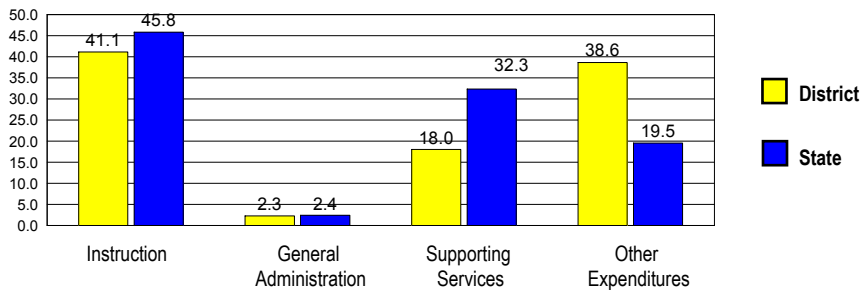
TEACHER INFORMATION (Continued)

| | 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 | 16.8 | 44.9 | 55.1 | 0.0 | 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 | \$5,162,127 | 40.7 | 54.4 |
| Other Local Funding | \$854,450 | 6.7 | 7.5 |
| General State Aid | \$3,547,367 | 28.0 | 17.9 |
| Other State Funding | \$2,566,645 | 20.2 | 12.7 |
| Federal Funding | \$554,423 | 4.4 | 7.4 |
| TOTAL | \$12,685,012 | | |

EXPENDITURE BY FUND 2000-01

| | District | District % | State % |
|---|---------------------|------------|---------|
| Education | \$8,424,353 | 57.2 | 70.0 |
| Operations & Maintenance | \$774,497 | 5.3 | 9.2 |
| Transportation | \$595,695 | 4.0 | 3.4 |
| Bond and Interest | \$451,646 | 3.1 | 5.5 |
| Rent | \$0 | 0.0 | 0.0 |
| Municipal Retirement/ Social Security | \$164,309 | 1.1 | 1.6 |
| Fire Prevention & Safety | \$61,357 | 0.4 | 1.0 |
| Site & Construction/ Capital Improvement | \$4,246,936 | 28.9 | 9.3 |
| TOTAL | \$14,718,793 | | |

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 | \$90,555 | 3.12 | \$3,696 | \$5,602 |
| 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.

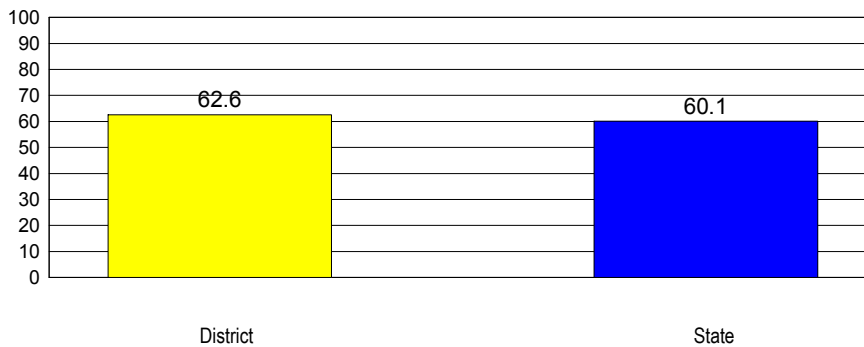
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

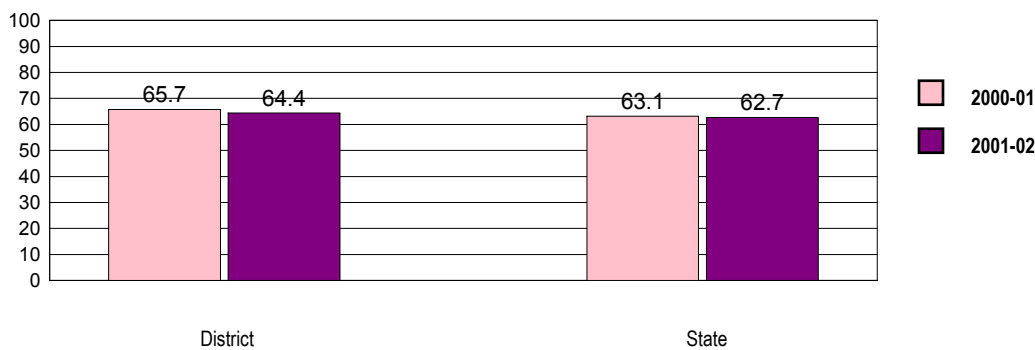
OVERALL STUDENT PERFORMANCE

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

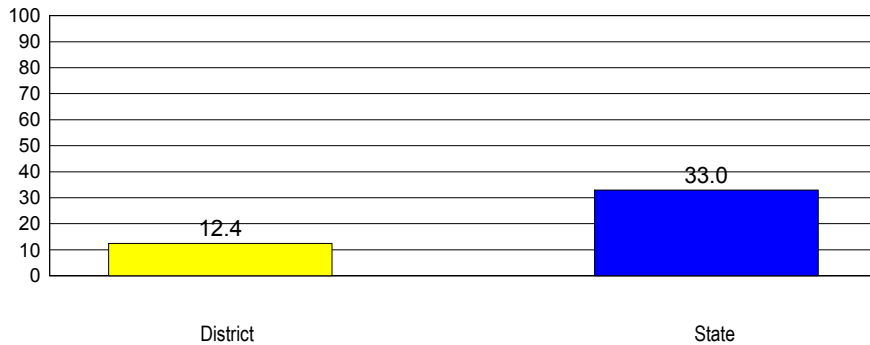
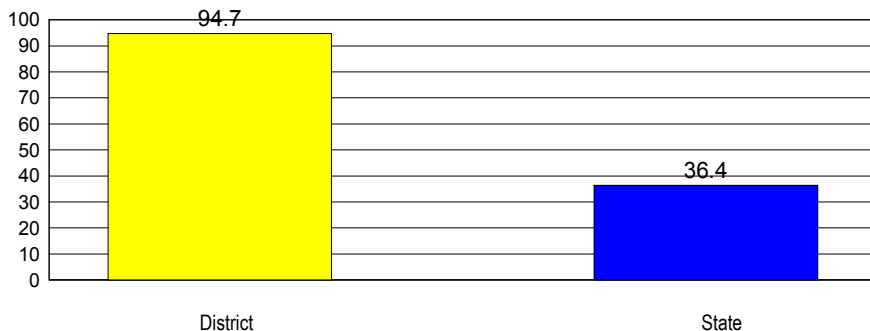


IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE 2001-02

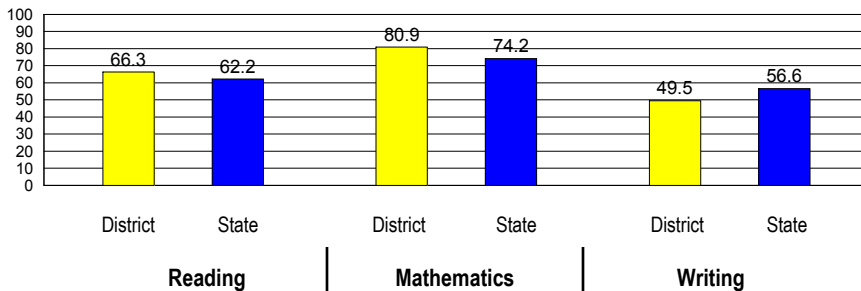


IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

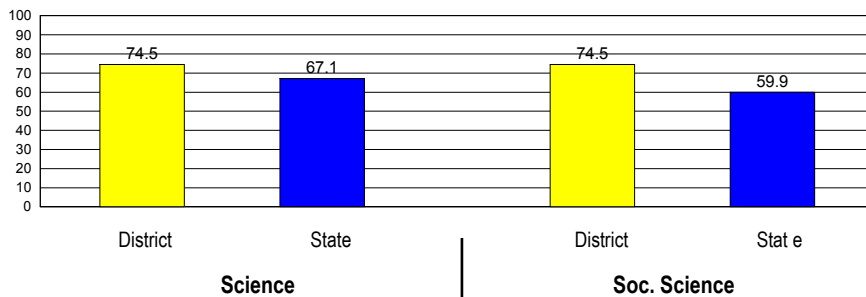
ISAT PERFORMANCE

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.

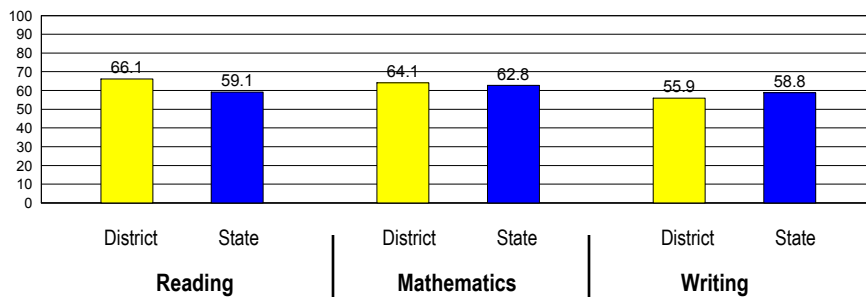
Grade 3



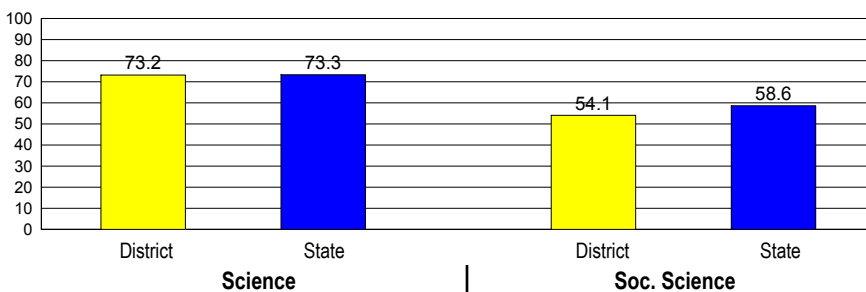
Grade 4



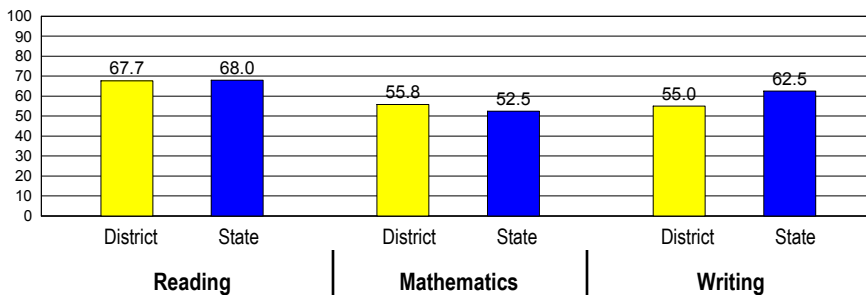
Grade 5



Grade 7



Grade 8



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 ISAT or PSAE would not be appropriate.

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 | 620 | 303 | 317 | 437 | 13 | 170 | | | 48 | 11 | 80 | 176 |
| | Reading | 0.0 | 0.0 | 0.9 | 0.0 | 23.1 | 0.0 | | | 47.9 | 100. | 0.0 | 16.5 |
| | Mathematics | 0.0 | 0.0 | 0.9 | 0.0 | 15.4 | 0.6 | | | 47.9 | 100. | 0.0 | 16.5 |
| State | *Enrollment | 610,328 | 310,180 | 300,148 | 369,979 | 124,787 | 92,959 | | | 37,080 | 405 | 74,640 | 226,724 |
| | Reading | 2.6 | 3.0 | 2.6 | 4.1 | 6.8 | 5.3 | | | 6.4 | 0.0 | 0.9 | 16.3 |
| | Mathematics | 2.4 | 2.8 | 2.5 | 4.0 | 6.5 | 5.2 | | | 6.9 | 0.0 | 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 | | 7.5 | 26.2 | 50.3 | 16.0 | 3.2 | 16.0 | 54.8 | 26.1 | 8.1 | 42.5 | 49.5 | 0.0 |
| 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 |

| Gender | | Reading | | | | Mathematics | | | | Writing | | | |
|--------|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | | Levels | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 |
| Male | District | 10.6 | 25.5 | 47.9 | 16.0 | 4.3 | 16.0 | 51.1 | 28.7 | 8.6 | 47.3 | 44.1 | 0.0 |
| | 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 |
| Female | District | 4.3 | 26.9 | 52.7 | 16.1 | 2.1 | 16.0 | 58.5 | 23.4 | 7.5 | 37.6 | 54.8 | 0.0 |
| | 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 |

| Racial/Ethnic Background | | Reading | | | | Mathematics | | | | Writing | | | |
|--------------------------|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | | Levels | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 |
| White | District | 4.4 | 23.0 | 52.6 | 20.0 | 3.0 | 9.6 | 57.0 | 30.4 | 7.5 | 38.8 | 53.7 | 0.0 |
| | 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 |
| Black | District | 40.0 | 40.0 | 20.0 | 0.0 | 16.7 | 83.3 | 0.0 | 0.0 | 33.3 | 66.7 | 0.0 | 0.0 |
| | 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 |
| Hispanic | District | 12.8 | 34.0 | 46.8 | 6.4 | 2.1 | 25.5 | 55.3 | 17.0 | 6.5 | 50.0 | 43.5 | 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 |
| Asian/Pacific Islander | District | | | | | | | | | | | | |
| | 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 |
| Native American | 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 |

| Students with Disabilities | | Reading | | | | Mathematics | | | | Writing | | | |
|----------------------------|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | | Levels | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 |
| IEP | District | 33.3 | 52.4 | 14.3 | 0.0 | 14.3 | 28.6 | 47.6 | 9.5 | 47.6 | 42.9 | 9.5 | 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 |
| Section 504 | 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 |
| Non-disabled | District | 4.2 | 22.9 | 54.8 | 18.1 | 1.8 | 14.4 | 55.7 | 28.1 | 3.0 | 42.4 | 54.5 | 0.0 |
| | 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 |

| Economically Disadvantaged | | Reading | | | | Mathematics | | | | Writing | | | |
|----------------------------|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | | Levels | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 |
| Free/Reduced Price Lunch | District | 19.0 | 35.7 | 35.7 | 9.5 | 7.1 | 33.3 | 47.6 | 11.9 | 12.2 | 56.1 | 31.7 | 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 |
| Not Eligible | District | 4.1 | 23.4 | 54.5 | 17.9 | 2.1 | 11.0 | 56.8 | 30.1 | 6.9 | 38.6 | 54.5 | 0.0 |
| | 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

| All | | Science | | | | Social Science | | | |
|----------|----------|---------|------|------|------|----------------|------|------|-----|
| | | Levels | 1 | 2 | 3 | 4 | 1 | 2 | 3 |
| District | District | 4.1 | 21.4 | 54.1 | 20.4 | 4.1 | 21.4 | 64.8 | 9.7 |
| | State | 7.6 | 25.2 | 53.3 | 13.8 | 9.6 | 30.5 | 53.7 | 6.2 |

| Gender | | Science | | | | Social Science | | | |
|--------|----------|---------|------|------|------|----------------|------|------|------|
| | | Levels | 1 | 2 | 3 | 4 | 1 | 2 | 3 |
| Male | District | 1.1 | 21.1 | 53.7 | 24.2 | 1.1 | 17.9 | 65.3 | 15.8 |
| | State | 7.9 | 23.5 | 52.2 | 16.3 | 10.4 | 29.1 | 53.4 | 7.1 |
| Female | District | 6.9 | 21.8 | 54.5 | 16.8 | 6.9 | 24.8 | 64.4 | 4.0 |
| | 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 | 2.0 | 17.1 | 55.9 | 25.0 | 3.3 | 16.4 | 68.4 | 11.8 |
| | State | 2.5 | 15.1 | 61.9 | 20.5 | 3.3 | 20.8 | 66.8 | 9.1 |
| Black | District | | | | | | | | |
| | State | 18.4 | 44.0 | 35.4 | 2.2 | 22.9 | 47.7 | 28.5 | 1.0 |
| Hispanic | District | 11.9 | 33.3 | 50.0 | 4.8 | 7.1 | 35.7 | 54.8 | 2.4 |
| | State | 12.7 | 39.0 | 44.7 | 3.6 | 16.0 | 45.8 | 36.8 | 1.3 |
| Asian/Pacific Islander | District | | | | | | | | |
| | 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 |
| Limited-English-Proficient | | Science | | | | Social Science | | | |
| Levels | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | District | 42.9 | 28.6 | 28.6 | 0.0 | 14.3 | 71.4 | 14.3 | 0.0 |
| | State | 7.7 | 26.2 | 46.4 | 19.6 | 10.1 | 26.8 | 52.4 | 10.7 |
| Students with Disabilities | | Science | | | | Social Science | | | |
| Levels | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| IEP | District | 3.3 | 40.0 | 53.3 | 3.3 | 6.7 | 46.7 | 43.3 | 3.3 |
| | 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 | 4.2 | 18.1 | 54.2 | 23.5 | 3.6 | 16.9 | 68.7 | 10.8 |
| | 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 | 9.8 | 34.1 | 46.3 | 9.8 | 4.9 | 41.5 | 43.9 | 9.8 |
| | State | 14.6 | 40.1 | 41.7 | 3.7 | 18.5 | 45.9 | 34.3 | 1.2 |
| Not Eligible | District | 2.6 | 18.1 | 56.1 | 23.2 | 3.9 | 16.1 | 70.3 | 9.7 |
| | 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 | 0.5 | 33.5 | 45.6 | 20.5 | 1.4 | 34.4 | 58.1 | 6.0 | 3.8 | 40.4 | 55.4 | 0.5 |
| | 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 | 37.3 | 44.1 | 18.6 | 1.0 | 40.2 | 52.0 | 6.9 | 7.9 | 39.6 | 51.5 | 1.0 |
| | 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 | 0.9 | 30.1 | 46.9 | 22.1 | 1.8 | 29.2 | 63.7 | 5.3 | 0.0 | 41.1 | 58.9 | 0.0 |
| | 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 | 29.1 | 47.5 | 23.4 | 1.3 | 28.5 | 62.7 | 7.6 | 3.2 | 38.2 | 58.0 | 0.6 |
| | 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 | 0.0 | 60.0 | 40.0 | 0.0 | 0.0 | 60.0 | 40.0 | 0.0 | | | | |
| | 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 | 2.0 | 43.1 | 41.2 | 13.7 | 2.0 | 49.0 | 47.1 | 2.0 | 5.9 | 45.1 | 49.0 | 0.0 |
| | 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 | | | | | | | | | | | | |
| | 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 |

| Limited-English-Proficient | | Reading | | | | Mathematics | | | | Writing | | | |
|-----------------------------------|-----------------------------------|----------------|------|------|------|--------------------|------|------|------|----------------|------|------|-----|
| Levels | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | District | 0.0 | 60.0 | 20.0 | 20.0 | 0.0 | 60.0 | 40.0 | 0.0 | 20.0 | 80.0 | 0.0 | 0.0 |
| | State | 2.7 | 60.3 | 28.8 | 8.2 | 8.3 | 51.4 | 38.9 | 1.4 | 9.9 | 42.3 | 43.7 | 4.2 |
| Students with Disabilities | | Reading | | | | Mathematics | | | | Writing | | | |
| Levels | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | IEP District | 0.0 | 82.1 | 14.3 | 3.6 | 7.1 | 53.6 | 35.7 | 3.6 | 17.9 | 67.9 | 14.3 | 0.0 |
| | IEP 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 | | | | | | | | | | | | |
| | Section 504 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 | 0.5 | 26.2 | 50.3 | 23.0 | 0.5 | 31.6 | 61.5 | 6.4 | 1.6 | 36.2 | 61.6 | 0.5 |
| | Non-disabled 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 | 4 |
| | Free/Reduced Price Lunch District | 1.9 | 48.1 | 40.4 | 9.6 | 3.8 | 46.2 | 50.0 | 0.0 | 5.9 | 45.1 | 49.0 | 0.0 |
| | Free/Reduced Price Lunch 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 | 28.8 | 47.2 | 23.9 | 0.6 | 30.7 | 60.7 | 8.0 | 3.1 | 38.9 | 57.4 | 0.6 |
| | Not Eligible 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 | 4 |
| | District | 7.7 | 19.1 | 62.2 | 11.0 | 0.5 | 45.5 | 47.4 | 6.7 |
| | 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 | 4 |
| | Male District | 9.1 | 18.2 | 60.9 | 11.8 | 0.9 | 45.5 | 47.3 | 6.4 |
| | Male State | 10.7 | 15.7 | 53.5 | 20.1 | 2.3 | 38.8 | 45.9 | 13.1 |
| | Female District | 6.1 | 20.2 | 63.6 | 10.1 | 0.0 | 45.5 | 47.5 | 7.1 |
| | Female 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 | 4 |
| | White District | 5.9 | 18.2 | 62.9 | 12.9 | 0.6 | 44.7 | 47.1 | 7.6 |
| | White State | 4.8 | 10.4 | 60.8 | 24.0 | 0.9 | 28.4 | 55.0 | 15.6 |
| | Black District | | | | | | | | |
| | Black State | 22.3 | 31.2 | 43.9 | 2.6 | 4.2 | 64.2 | 29.9 | 1.7 |
| | Hispanic District | 10.8 | 24.3 | 62.2 | 2.7 | 0.0 | 45.9 | 51.4 | 2.7 |
| | Hispanic State | 16.0 | 25.7 | 53.3 | 5.1 | 2.4 | 56.7 | 37.9 | 3.1 |
| | Asian/Pacific Islander District | | | | | | | | |
| | Asian/Pacific Islander State | 3.0 | 9.4 | 59.8 | 27.8 | 0.4 | 20.9 | 58.1 | 20.6 |
| | Native American District | | | | | | | | |
| | Native American 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 | 4 |
| | IEP District | 18.5 | 37.0 | 44.4 | 0.0 | 3.7 | 88.9 | 7.4 | 0.0 |
| | IEP State | 30.9 | 28.1 | 37.2 | 3.8 | 7.9 | 68.0 | 22.2 | 2.0 |
| | Section 504 District | | | | | | | | |
| | Section 504 State | 13.3 | 20.7 | 53.5 | 12.4 | 1.7 | 47.8 | 42.6 | 7.9 |
| | Non-disabled District | 6.0 | 16.5 | 64.8 | 12.6 | 0.0 | 39.0 | 53.3 | 7.7 |
| | Non-disabled State | 6.5 | 15.0 | 59.3 | 19.2 | 0.8 | 35.0 | 51.6 | 12.6 |

| Economically Disadvantaged | | Science | | | | Social Science | | | |
|----------------------------|----------|---------|------|------|------|----------------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Free/Reduced Price Lunch | District | 8.5 | 23.4 | 59.6 | 8.5 | 0.0 | 57.4 | 36.2 | 6.4 |
| | State | 18.0 | 27.9 | 49.7 | 4.4 | 3.2 | 60.5 | 33.9 | 2.4 |
| Not Eligible | District | 7.4 | 17.9 | 63.0 | 11.7 | 0.6 | 42.0 | 50.6 | 6.8 |
| | State | 6.2 | 11.7 | 59.2 | 22.9 | 1.2 | 30.0 | 53.7 | 15.1 |

GRADE 8

| All | | Reading | | | | Mathematics | | | | Writing | | | |
|----------|-------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | | 0.0 | 32.3 | 62.0 | 5.7 | 3.7 | 40.5 | 45.3 | 10.5 | 7.3 | 37.7 | 53.4 | 1.6 |
| | 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 |

| Gender | | Reading | | | | Mathematics | | | | Writing | | | |
|--------|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male | District | 0.0 | 33.7 | 62.1 | 4.2 | 7.4 | 41.5 | 39.4 | 11.7 | 14.0 | 41.9 | 43.0 | 1.1 |
| | 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 |
| Female | District | 0.0 | 30.9 | 61.9 | 7.2 | 0.0 | 39.6 | 51.0 | 9.4 | 1.0 | 33.7 | 63.3 | 2.0 |
| | 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 |

| Racial/Ethnic Background | | Reading | | | | Mathematics | | | | Writing | | | |
|--------------------------|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White | District | 0.0 | 24.6 | 67.6 | 7.7 | 4.3 | 35.0 | 47.9 | 12.9 | 5.6 | 32.9 | 59.4 | 2.1 |
| | 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 |
| Black | 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 |
| Hispanic | District | 0.0 | 54.0 | 46.0 | 0.0 | 2.0 | 56.0 | 38.0 | 4.0 | 12.5 | 52.1 | 35.4 | 0.0 |
| | 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 |
| Asian/Pacific Islander | District | | | | | | | | | | | | |
| | 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 |
| Native American | 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 |

| Limited-English-Proficient | | Reading | | | | Mathematics | | | | Writing | | | |
|----------------------------|-------|---------|------|------|-----|-------------|------|------|-----|---------|------|------|-----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | | 0.0 | 71.4 | 28.6 | 0.0 | 14.3 | 42.9 | 42.9 | 0.0 | 0.0 | 57.1 | 42.9 | 0.0 |
| | State | 0.0 | 57.1 | 35.7 | 7.1 | 8.9 | 53.6 | 32.1 | 5.4 | 10.5 | 47.4 | 38.6 | 3.5 |

| Students with Disabilities | | Reading | | | | Mathematics | | | | Writing | | | |
|----------------------------|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| IEP | District | 0.0 | 60.6 | 39.4 | 0.0 | 15.2 | 69.7 | 15.2 | 0.0 | 38.2 | 47.1 | 14.7 | 0.0 |
| | 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 |
| Section 504 | 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 |
| Non-disabled | District | 0.0 | 26.4 | 66.7 | 6.9 | 1.3 | 34.4 | 51.6 | 12.7 | 0.6 | 35.7 | 61.8 | 1.9 |
| | 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 |

| Economically Disadvantaged | | Reading | | | | Mathematics | | | | Writing | | | |
|----------------------------|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|-----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Free/Reduced Price Lunch | District | 0.0 | 55.3 | 44.7 | 0.0 | 5.3 | 65.8 | 28.9 | 0.0 | 16.2 | 51.4 | 32.4 | 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 |
| Not Eligible | District | 0.0 | 26.6 | 66.2 | 7.1 | 3.3 | 34.2 | 49.3 | 13.2 | 5.2 | 34.4 | 58.4 | 1.9 |
| | 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 |

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Beginning - Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.

Strengthening - Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.

Expanding - Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.

Transitioning - Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

| Grades | Reading | | | | Writing | | | |
|----------------------|-------------------|-----------------------|-------------------|-----------------------|-------------------|-----------------------|-------------------|-----------------------|
| | Percent Beginning | Percent Strengthening | Percent Expanding | Percent Transitioning | Percent Beginning | Percent Strengthening | Percent Expanding | Percent Transitioning |
| 3 District State | 66.7 | 33.3 | 0.0 | 0.0 | 16.7 | 50.0 | 33.3 | 0.0 |
| | 29.1 | 32.9 | 24.0 | 14.0 | 8.7 | 16.2 | 47.9 | 27.2 |
| 5 District State | 16.7 | 50.0 | 16.7 | 16.7 | 50.0 | 16.7 | 33.3 | 0.0 |
| | 42.3 | 27.2 | 18.7 | 11.8 | 26.3 | 28.3 | 37.0 | 8.5 |
| 8 District State | 77.8 | 22.2 | 0.0 | 0.0 | 100. | 0.0 | 0.0 | 0.0 |
| | 49.2 | 32.2 | 16.1 | 2.4 | 42.1 | 29.8 | 23.1 | 5.1 |
| 11 District State | | | | | | | | |

Mathematics*

| Grades | Academic Warning | Below Standards | Meets Standards | Exceeds Standards |
|----------------------|------------------|-----------------|-----------------|-------------------|
| 3 District State | 33.3 | 33.3 | 33.3 | 0.0 |
| | 17.8 | 40.8 | 36.9 | 4.5 |
| 5 District State | 50.0 | 50.0 | 0.0 | 0.0 |
| | 21.9 | 56.0 | 21.3 | 0.8 |
| 8 District State | 60.0 | 40.0 | 0.0 | 0.0 |
| | 25.3 | 56.6 | 15.1 | 2.9 |
| 11 District State | | | | |

*See ISAT or PSAE description of the four performance levels.

SCHOOL IMPROVEMENT STATUS

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 5 schools in the district, 0 schools or 0 percent are in School Improvement Status.

| School ID | School Name | Years in School Improvement |
|-----------|-------------|-----------------------------|
|-----------|-------------|-----------------------------|