

Pawnee CUSD 11

Pawnee, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparison with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Multi racial /Ethnic | Low- Income Rate | Limited- English- Proficient Rate | High Sch. Dropout Rate | Chronic Truancy Rate | Mobility Rate | Attendance Rate | Total Enrollment |
|-----------------|-------|-------|----------|-------------------------------|--------------------|----------------------------|------------------------|--|------------------------------|----------------------------|------------------|--------------------|---------------------|
| District | 98.0 | 0.6 | 0.0 | 0.1 | 0.0 | 1.3 | 20.0 | 0.0 | 1.0 | 0.0 | 12.0 | 95.6 | 705 |
| State | 54.0 | 19.2 | 19.9 | 3.9 | 0.2 | 2.7 | 41.1 | 7.5 | 4.1 | 2.5 | 14.9 | 93.3 | 2,074,167 |

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* | | STUDENT-TO-STAFF RATIOS | | | |
|-------------------|---------|---------------------------------|--------------------------------|------------------------------|-------------------------|
| | Percent | Pupil- Teacher Elementary | Pupil- Teacher Secondary | Pupil- Certified Staff | Pupil- Administrator |
| District | 98.6 | 16.0 | 13.1 | 13.7 | 235.0 |
| State | 96.8 | 18.3 | 18.0 | 13.5 | 211.6 |

* 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 |
|-----------------|------|------|------|------|------|------|------|------|------|--------|
| District | 19.5 | 21.5 | 20.5 | 22.3 | 21.5 | 18.0 | 18.7 | 15.8 | 11.9 | 12.5 |
| State | 20.5 | 21.0 | 21.1 | 21.7 | 22.3 | 22.7 | 22.2 | 21.6 | 21.5 | 19.6 |

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

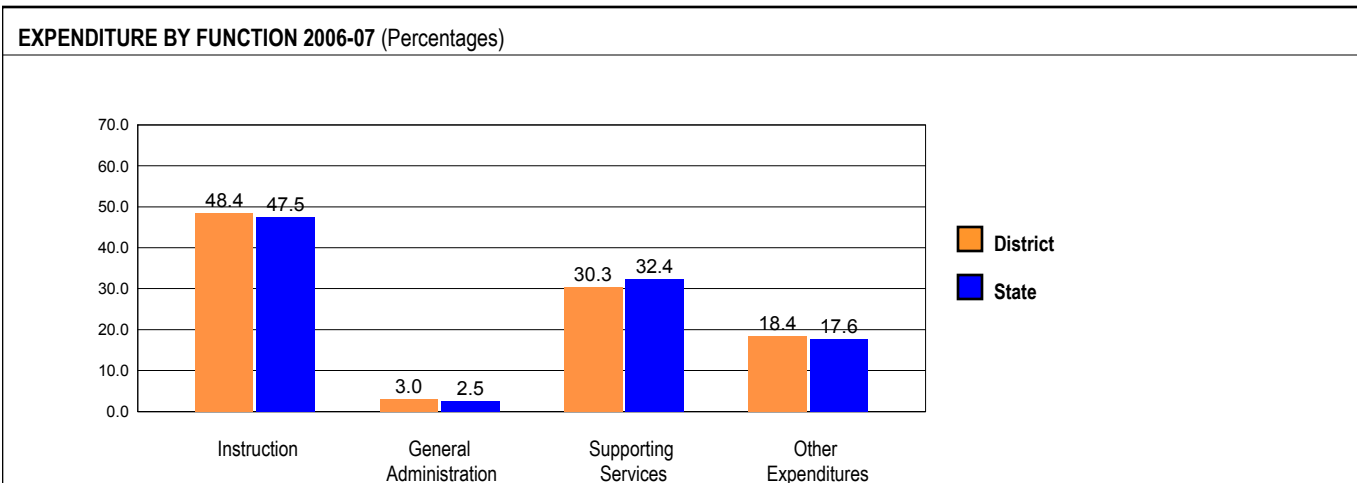
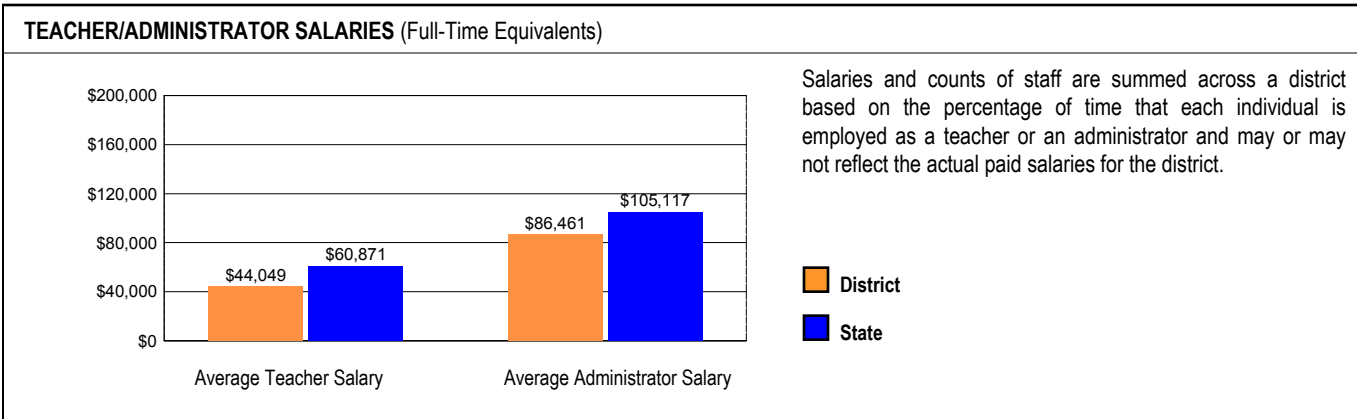
| Grades | Mathematics | | | Science | | | English/Language Arts | | | Social Science | | |
|-----------------|-------------|----|-----|---------|----|-----|-----------------------|-----|-----|----------------|----|-----|
| | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 |
| District | 60 | 45 | 129 | 30 | 45 | 129 | 171 | 90 | 258 | 30 | 45 | 129 |
| State | 58 | 54 | 51 | 30 | 43 | 44 | 145 | 104 | 93 | 30 | 43 | 44 |

| TEACHER INFORMATION (Full-Time Equivalents) | | | | | | | | |
|---|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Male | Female | Total Number |
| District | 97.9 | 0.0 | 2.1 | 0.0 | 0.0 | 26.2 | 73.8 | 47 |
| State | 84.9 | 8.7 | 4.9 | 1.3 | 0.2 | 22.9 | 77.1 | 131,488 |

| 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: | All Schools | 13.1 | 70.6 | 29.4 | 2.1 | 0.0 |
| | High Poverty Schools | | | | | |
| | Low Poverty Schools | | | | | |
| State: | All Schools | 12.4 | 46.7 | 53.2 | 0.7 | 0.7 |
| | High Poverty Schools | 11.9 | 49.3 | 50.6 | 1.2 | 2.0 |
| | Low Poverty Schools | 12.0 | 38.7 | 61.2 | 0.3 | 0.2 |

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



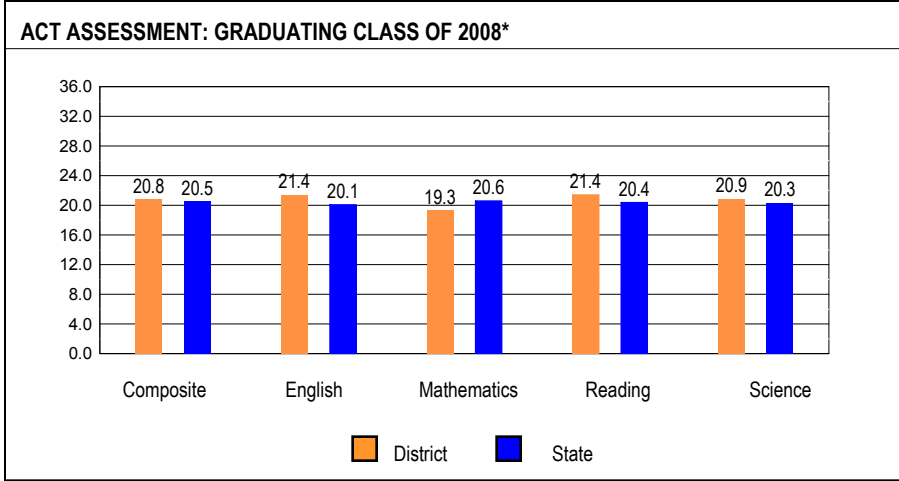
| REVENUE BY SOURCE 2006-07 | | | |
|---------------------------|--------------------|------------|---------|
| | District | District % | State % |
| Local Property Taxes | \$4,912,875 | 74.8 | 57.6 |
| Other Local Funding | \$429,874 | 6.5 | 7.3 |
| General State Aid | \$557,217 | 8.5 | 18.1 |
| Other State Funding | \$514,866 | 7.8 | 9.7 |
| Federal Funding | \$151,455 | 2.3 | 7.3 |
| TOTAL | \$6,566,287 | | |

| EXPENDITURE BY FUND 2006-07 | | | |
|---|--------------------|------------|---------|
| | District | District % | State % |
| Education | \$3,867,725 | 75.9 | 72.6 |
| Operations & Maintenance | \$535,191 | 10.5 | 8.5 |
| Transportation | \$164,588 | 3.2 | 3.9 |
| Bond and Interest | \$191,975 | 3.8 | 6.7 |
| Rent | \$0 | 0.0 | 0.0 |
| Municipal Retirement/ Social Security | \$132,456 | 2.6 | 1.8 |
| Fire Prevention & Safety | \$206,080 | 4.0 | 0.9 |
| Site & Construction/ Capital Improvement | \$0 | 0.0 | 5.6 |
| TOTAL | \$5,098,015 | | |

| OTHER FINANCIAL INDICATORS | | | | |
|----------------------------|---|--------------------------------------|---|---|
| | 2005 Equalized Assessed Valuation per Pupil | 2005 Total School Tax Rate per \$100 | 2006-07 Instructional Expenditure per Pupil | 2006-07 Operating Expenditure per Pupil |
| District | \$85,999 | 4.05 | \$3,902 | \$6,195 |
| State | ** | ** | \$5,808 | \$9,907 |

** 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.

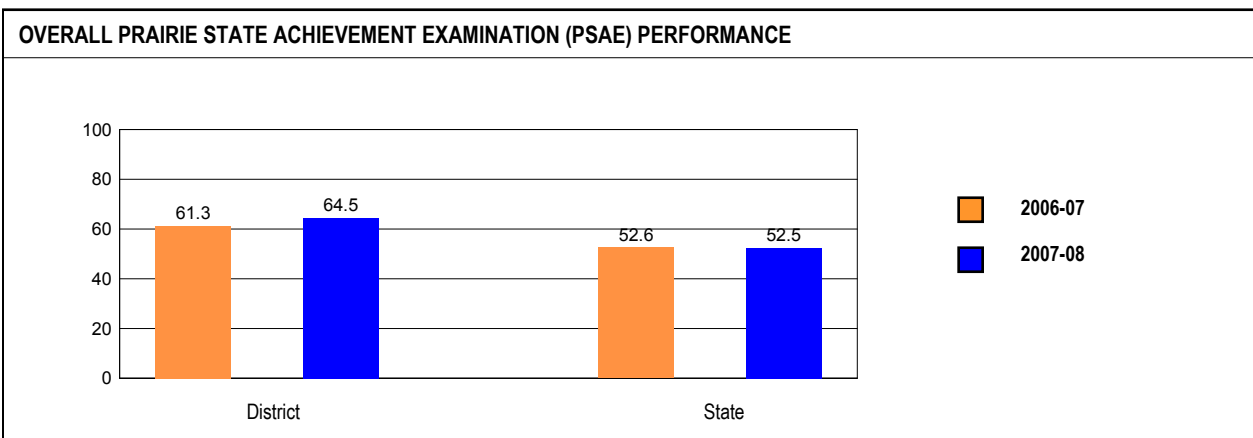
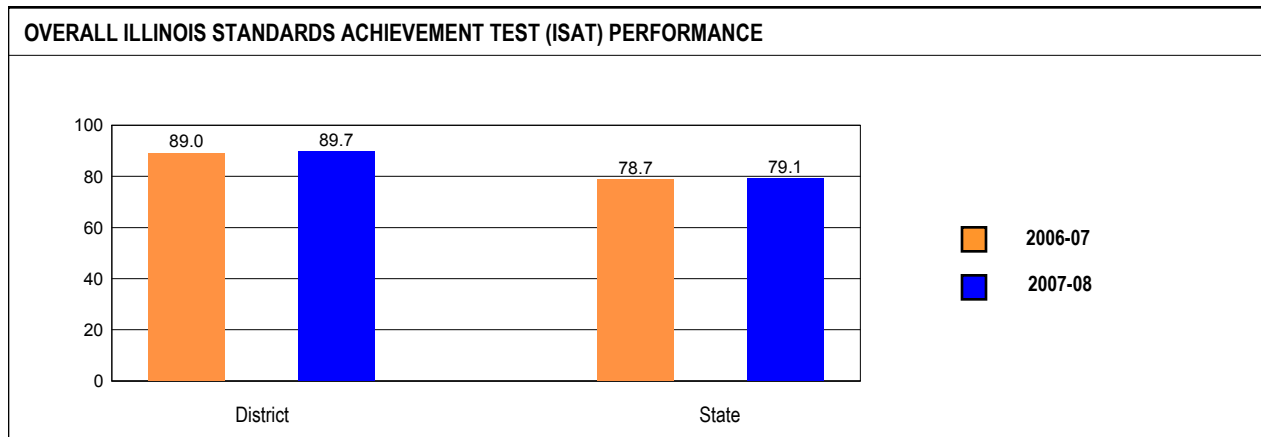
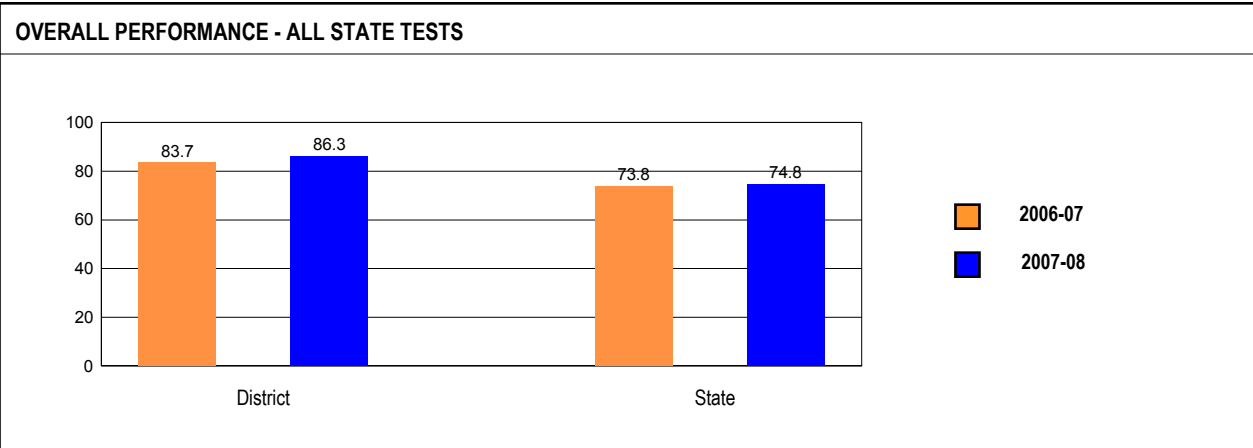
* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose 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 | Multi racial /Ethnic | | | | |
| District | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | | | | | 100.0 | 100.0 |
| State | 86.5 | 84.2 | 88.8 | 92.5 | 74.9 | 75.7 | 93.4 | | | | | 81.2 | 78.2 |

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. They represent your district's performance in reading, mathematics, and science.

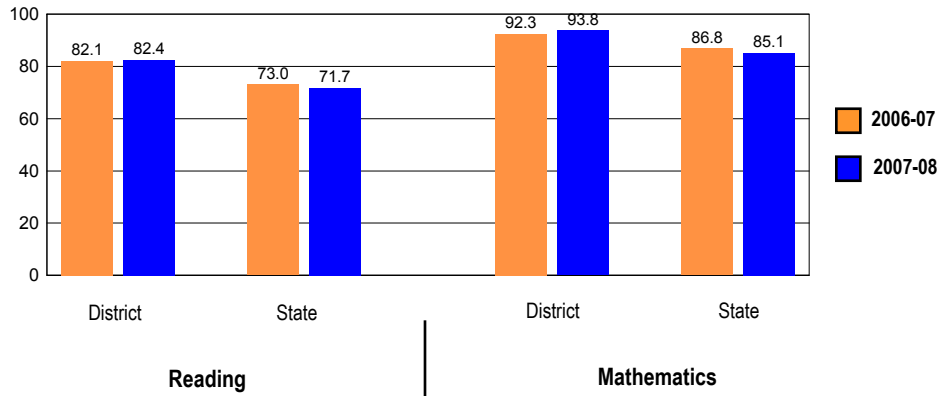
The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparison with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.



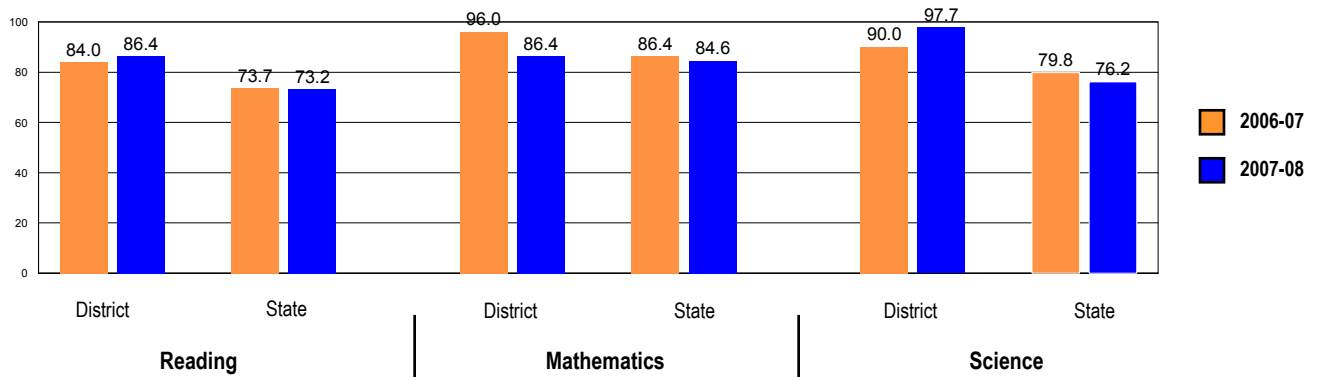
ISAT PERFORMANCE

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

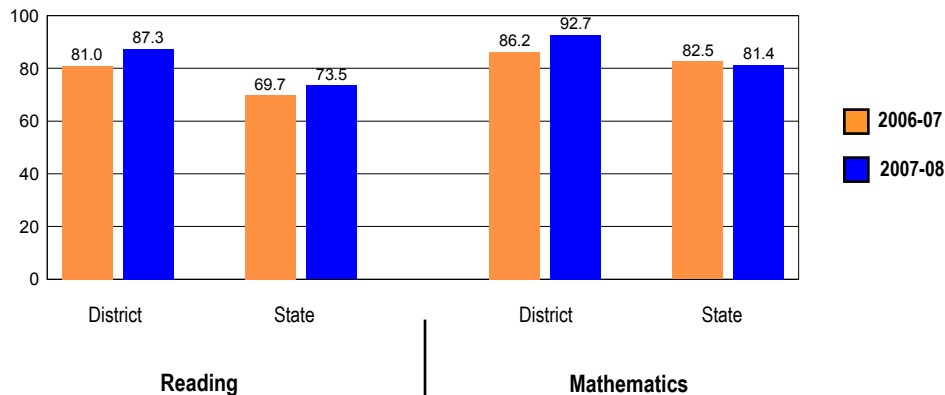
ISAT Grade 3



ISAT Grade 4

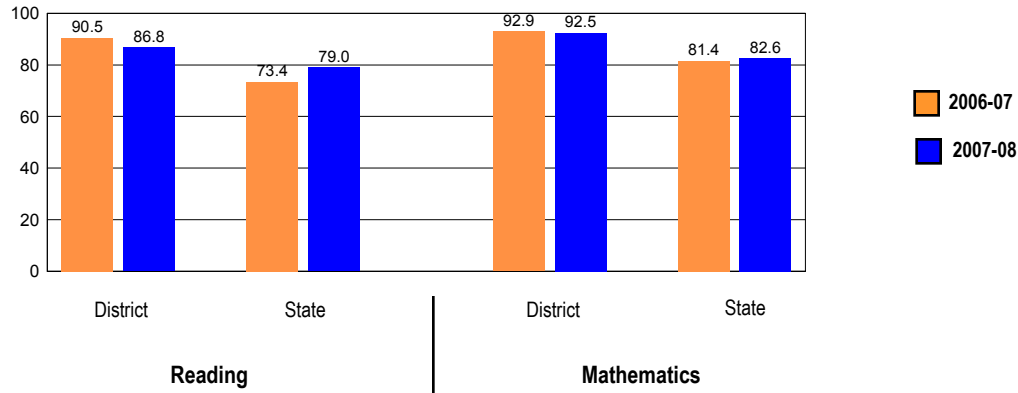


ISAT Grade 5



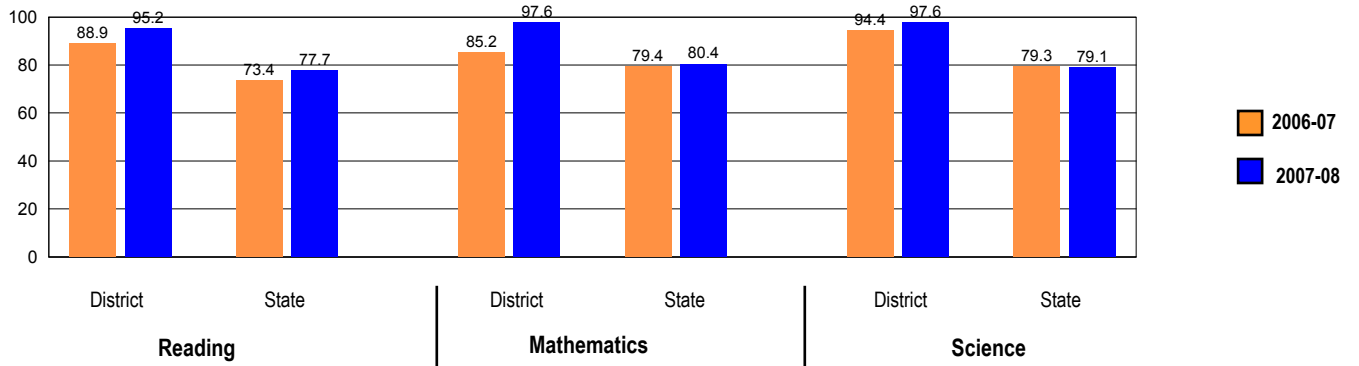
ISAT

Grade 6



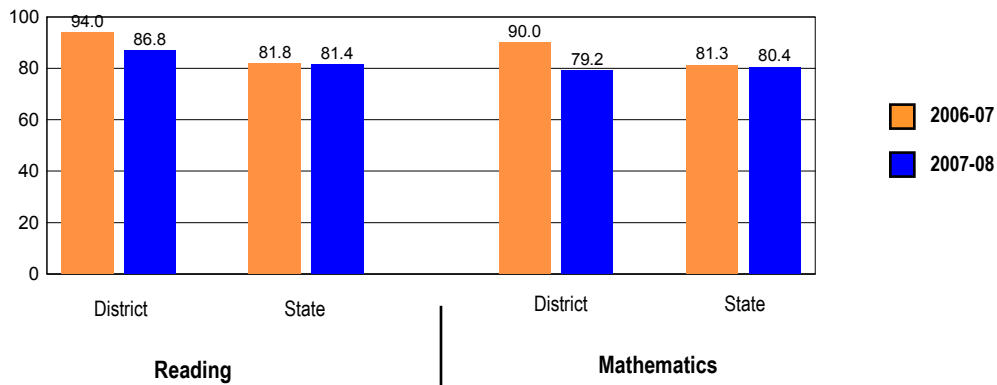
ISAT

Grade 7



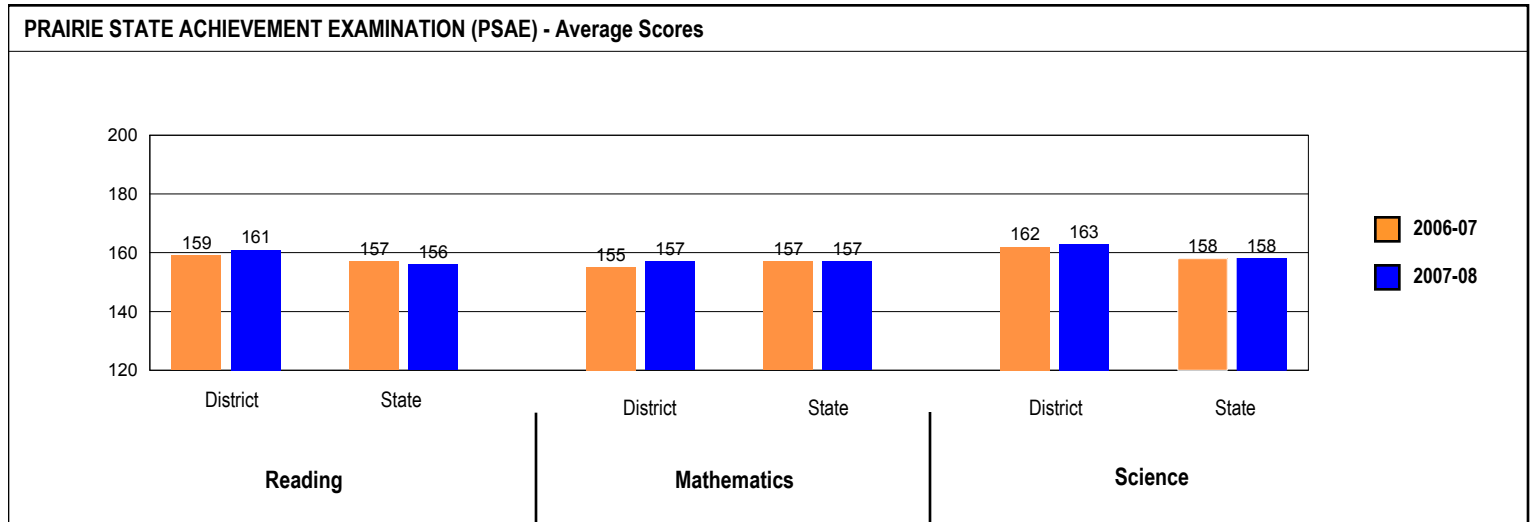
ISAT

Grade 8

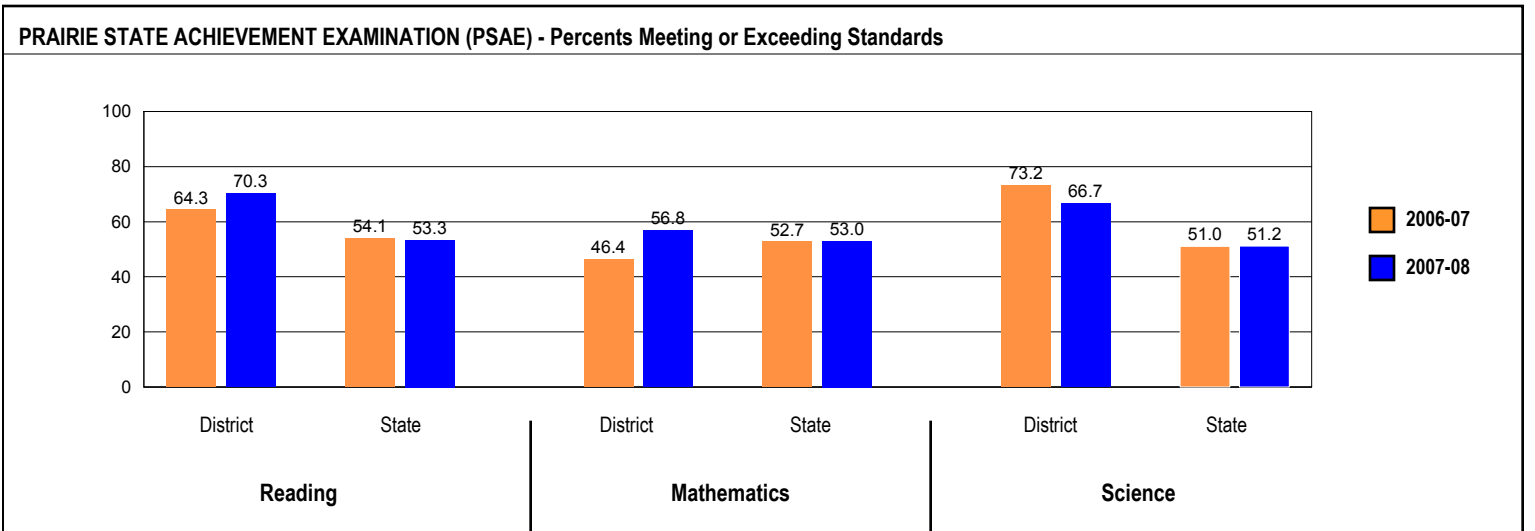


PSAE PERFORMANCE

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 2008: 37

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 AND MATHEMATICS | | | | | | | | | | | | | | |
|---|-------------|-----------|---------|---------|--------------------------|---------|----------|------------------------|-----------------|----------------------|--------|---------|----------------------------|----------------------------|
| | | Gender | | | Racial/Ethnic Background | | | | | | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
| | | All | Male | Female | White | Black | Hispanic | Asian/Pacific Islander | Native American | Multi racial /Ethnic | | | | |
| District | *Enrollment | 355 | 197 | 158 | 350 | | | | | 5 | 1 | | 44 | 23 |
| | Reading | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | | 0.0 | 0.0 |
| | Mathematics | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | | 0.0 | 0.0 |
| State | *Enrollment | 1,080,912 | 552,428 | 528,334 | 584,551 | 209,802 | 211,723 | 42,677 | 1,747 | 28,936 | 71,592 | 349 | 153,444 | 459,352 |
| | Reading | 0.3 | 0.3 | 0.2 | 0.1 | 0.6 | 0.3 | 0.1 | 0.2 | 0.2 | 0.2 | 0.3 | 0.5 | 0.3 |
| | Mathematics | 0.3 | 0.3 | 0.2 | 0.1 | 0.6 | 0.3 | 0.1 | 0.2 | 0.2 | 0.2 | 0.3 | 0.5 | 0.3 |

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

| PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY | | | | | | | | | | | | | | |
|--|-------------|---------|---------|---------|--------------------------|--------|----------|------------------------|-----------------|----------------------|--------|---------|----------------------------|----------------------------|
| | | Gender | | | Racial/Ethnic Background | | | | | | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
| | | All | Male | Female | White | Black | Hispanic | Asian/Pacific Islander | Native American | Multi racial /Ethnic | | | | |
| District | *Enrollment | 124 | 71 | 53 | 124 | | | | | | | | 13 | 7 |
| | Science | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | | 0.0 | |
| State | *Enrollment | 453,766 | 230,339 | 223,387 | 253,443 | 84,573 | 85,001 | 18,167 | 775 | 11,107 | 24,940 | 141 | 63,312 | 180,194 |
| | Science | 0.5 | 0.6 | 0.4 | 0.2 | 1.3 | 0.6 | 0.2 | 0.5 | 0.4 | 0.5 | 0.7 | 1.1 | 0.7 |

* 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 | 5.9 | 11.8 | 38.2 | 44.1 | 1.5 | 4.6 | 35.4 | 58.5 |
| State | 6.8 | 21.5 | 47.6 | 24.2 | 3.5 | 11.4 | 44.1 | 41.0 |

Grade 3 - Gender

| Levels | Reading | | | | Mathematics | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | District | 5.4 | 10.8 | 40.5 | 43.2 | 0.0 | 5.7 | 34.3 | 60.0 |
| | State | 8.5 | 23.8 | 46.4 | 21.3 | 4.0 | 11.2 | 42.3 | 42.5 |
| Female | District | 6.5 | 12.9 | 35.5 | 45.2 | 3.3 | 3.3 | 36.7 | 56.7 |
| | State | 4.9 | 19.1 | 48.8 | 27.2 | 2.9 | 11.6 | 45.9 | 39.5 |

Grade 3 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | |
|------------------------|----------|------|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | District | 6.0 | 11.9 | 37.3 | 44.8 | 1.6 | 4.7 | 34.4 | 59.4 |
| | State | 3.1 | 13.4 | 49.6 | 33.9 | 1.0 | 5.4 | 39.1 | 54.5 |
| Black | District | | | | | | | | |
| | State | 12.6 | 32.2 | 44.4 | 10.9 | 9.4 | 22.3 | 49.4 | 18.9 |
| Hispanic | District | | | | | | | | |
| | State | 11.4 | 33.5 | 45.4 | 9.8 | 4.6 | 17.4 | 53.5 | 24.6 |
| Asian/Pacific Islander | District | | | | | | | | |
| | State | 2.0 | 10.8 | 46.8 | 40.4 | 0.6 | 3.5 | 28.9 | 67.0 |
| Native American | District | | | | | | | | |
| | State | 5.5 | 18.9 | 54.2 | 21.4 | 1.7 | 6.3 | 43.9 | 48.1 |
| Multiracial/Ethnic | District | | | | | | | | |
| | State | 5.2 | 19.4 | 49.9 | 25.5 | 2.1 | 10.2 | 47.2 | 40.5 |

Grade 4**Grade 4 - All**

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | 2.3 | 11.4 | 45.5 | 40.9 | 0.0 | 13.6 | 54.5 | 31.8 | 0.0 | 2.3 | 65.9 | 31.8 |
| State | 1.8 | 25.0 | 46.6 | 26.6 | 0.9 | 14.5 | 58.3 | 26.3 | 3.5 | 20.3 | 59.1 | 17.1 |

Grade 4 - Gender

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | District | 4.8 | 14.3 | 42.9 | 38.1 | 0.0 | 19.0 | 42.9 | 38.1 | 0.0 | 4.8 | 52.4 | 42.9 |
| | State | 2.4 | 27.9 | 45.6 | 24.0 | 1.0 | 15.0 | 56.3 | 27.7 | 3.9 | 20.0 | 57.1 | 19.0 |
| Female | District | 0.0 | 8.7 | 47.8 | 43.5 | 0.0 | 8.7 | 65.2 | 26.1 | 0.0 | 0.0 | 78.3 | 21.7 |
| | State | 1.2 | 21.9 | 47.7 | 29.3 | 0.7 | 14.0 | 60.4 | 24.9 | 3.1 | 20.6 | 61.2 | 15.1 |

Grade 4 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|------------------------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | District | 2.3 | 11.4 | 45.5 | 40.9 | 0.0 | 13.6 | 54.5 | 31.8 | 0.0 | 2.3 | 65.9 | 31.8 |
| | State | 0.8 | 15.4 | 47.2 | 36.6 | 0.3 | 7.2 | 56.0 | 36.5 | 0.9 | 9.7 | 63.8 | 25.5 |
| Black | District | | | | | | | | | | | | |
| | State | 3.5 | 40.4 | 45.2 | 10.9 | 2.4 | 28.6 | 60.3 | 8.7 | 8.4 | 38.7 | 49.2 | 3.7 |
| Hispanic | District | | | | | | | | | | | | |
| | State | 3.0 | 37.7 | 46.9 | 12.5 | 1.1 | 22.1 | 64.2 | 12.6 | 6.0 | 32.3 | 55.8 | 5.9 |
| Asian/Pacific Islander | District | | | | | | | | | | | | |
| | State | 0.5 | 11.9 | 43.5 | 44.1 | 0.4 | 4.5 | 44.9 | 50.2 | 1.6 | 10.3 | 59.3 | 28.8 |
| Native American | District | | | | | | | | | | | | |
| | State | 2.6 | 23.8 | 49.4 | 24.2 | 0.9 | 14.8 | 62.4 | 21.8 | 3.0 | 19.2 | 62.4 | 15.4 |
| Multiracial/Ethnic | District | | | | | | | | | | | | |
| | State | 1.8 | 22.5 | 47.7 | 28.0 | 0.7 | 12.8 | 61.5 | 25.1 | 2.2 | 17.9 | 62.4 | 17.5 |

Grade 5**Grade 5 - All**

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | 0.0 | 12.7 | 49.1 | 38.2 | 0.0 | 7.3 | 85.5 | 7.3 |
| | 0.5 | 25.9 | 46.3 | 27.3 | 0.5 | 18.1 | 64.2 | 17.1 |

Grade 5 - Gender

| Levels | Reading | | | | Mathematics | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | District | 0.0 | 14.7 | 47.1 | 38.2 | 0.0 | 8.8 | 82.4 | 8.8 |
| | State | 0.7 | 29.2 | 45.7 | 24.4 | 0.7 | 19.0 | 62.4 | 17.9 |
| Female | District | 0.0 | 9.5 | 52.4 | 38.1 | 0.0 | 4.8 | 90.5 | 4.8 |
| | State | 0.3 | 22.5 | 46.9 | 30.2 | 0.4 | 17.2 | 66.1 | 16.3 |

Grade 5 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | |
|------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | District | 0.0 | 13.2 | 50.9 | 35.8 | 0.0 | 7.5 | 84.9 | 7.5 |
| | State | 0.2 | 15.1 | 47.5 | 37.3 | 0.2 | 10.0 | 66.5 | 23.3 |
| Black | District | | | | | | | | |
| | State | 1.0 | 43.2 | 43.9 | 11.9 | 1.4 | 35.5 | 57.8 | 5.3 |
| Hispanic | District | | | | | | | | |
| | State | 0.8 | 41.1 | 45.9 | 12.3 | 0.7 | 25.3 | 66.4 | 7.6 |
| Asian/Pacific Islander | District | | | | | | | | |
| | State | 0.2 | 12.2 | 43.7 | 43.9 | 0.2 | 5.4 | 53.8 | 40.7 |
| Native American | District | | | | | | | | |
| | State | 0.0 | 26.9 | 47.4 | 25.6 | 0.0 | 19.1 | 68.1 | 12.8 |
| Multiracial/Ethnic | District | | | | | | | | |
| | State | 0.7 | 23.1 | 47.6 | 28.5 | 0.5 | 17.7 | 64.8 | 17.0 |

Grade 6**Grade 6 - All**

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | 0.0 | 13.2 | 50.9 | 35.8 | 1.9 | 5.7 | 81.1 | 11.3 |
| State | 0.3 | 20.7 | 53.4 | 25.7 | 0.6 | 16.7 | 62.0 | 20.7 |

Grade 6 - Gender

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male | | | | | | | | |
| District | 0.0 | 14.8 | 51.9 | 33.3 | 0.0 | 11.1 | 74.1 | 14.8 |
| State | 0.4 | 23.9 | 53.0 | 22.7 | 0.8 | 18.4 | 59.9 | 20.9 |
| Female | | | | | | | | |
| District | 0.0 | 11.5 | 50.0 | 38.5 | 3.8 | 0.0 | 88.5 | 7.7 |
| State | 0.2 | 17.3 | 53.7 | 28.8 | 0.4 | 15.1 | 64.1 | 20.4 |

Grade 6 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | |
|------------------------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White | | | | | | | | |
| District | 0.0 | 13.7 | 49.0 | 37.3 | 2.0 | 5.9 | 80.4 | 11.8 |
| State | 0.1 | 11.8 | 53.1 | 35.0 | 0.2 | 8.9 | 63.4 | 27.5 |
| Black | | | | | | | | |
| District | 0.7 | 35.9 | 53.4 | 10.0 | 1.6 | 34.8 | 56.9 | 6.7 |
| Hispanic | | | | | | | | |
| District | 0.4 | 31.7 | 55.4 | 12.5 | 0.7 | 22.2 | 65.6 | 11.5 |
| Asian/Pacific Islander | | | | | | | | |
| District | 0.1 | 8.2 | 46.1 | 45.7 | 0.1 | 5.1 | 47.3 | 47.5 |
| Native American | | | | | | | | |
| District | 0.4 | 19.4 | 50.6 | 29.5 | 1.3 | 16.8 | 64.7 | 17.2 |
| Multiracial/Ethnic | | | | | | | | |
| District | 0.2 | 17.1 | 55.0 | 27.7 | 0.5 | 14.6 | 64.1 | 20.8 |
| State | | | | | | | | |

Grade 7**Grade 7 - All**

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | 0.0 | 4.8 | 61.9 | 33.3 | 0.0 | 2.4 | 73.2 | 24.4 | 2.4 | 0.0 | 47.6 | 50.0 |
| State | 0.5 | 21.8 | 59.1 | 18.6 | 1.8 | 17.8 | 54.5 | 25.9 | 6.4 | 14.5 | 55.8 | 23.4 |

Grade 7 - Gender

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male | | | | | | | | | | | | |
| District | 0.0 | 3.8 | 65.4 | 30.8 | 0.0 | 0.0 | 76.0 | 24.0 | 3.8 | 0.0 | 42.3 | 53.8 |
| State | 0.8 | 25.5 | 57.8 | 16.0 | 2.2 | 18.7 | 52.1 | 26.9 | 7.0 | 13.6 | 53.3 | 26.1 |
| Female | | | | | | | | | | | | |
| District | 0.0 | 6.3 | 56.3 | 37.5 | 0.0 | 6.3 | 68.8 | 25.0 | 0.0 | 0.0 | 56.3 | 43.8 |
| State | 0.3 | 17.9 | 60.4 | 21.4 | 1.3 | 16.8 | 56.9 | 24.9 | 5.8 | 15.3 | 58.4 | 20.5 |

Grade 7 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|------------------------|----------|-----|------|------|-------------|-----|------|------|---------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | District | 0.0 | 4.8 | 61.9 | 33.3 | 0.0 | 2.4 | 73.2 | 24.4 | 2.4 | 0.0 | 47.6 | 50.0 |
| | State | 0.3 | 14.2 | 60.3 | 25.2 | 0.8 | 10.3 | 53.9 | 34.9 | 2.8 | 7.5 | 55.5 | 34.2 |
| Black | District | | | | | | | | | | | | |
| | State | 1.0 | 35.3 | 56.3 | 7.4 | 4.4 | 35.9 | 52.0 | 7.7 | 13.9 | 27.3 | 53.7 | 5.1 |
| Hispanic | District | | | | | | | | | | | | |
| | State | 0.8 | 31.6 | 59.7 | 7.9 | 2.0 | 22.7 | 61.1 | 14.3 | 9.8 | 22.6 | 59.1 | 8.4 |
| Asian/Pacific Islander | District | | | | | | | | | | | | |
| | State | 0.2 | 8.3 | 54.1 | 37.4 | 0.6 | 5.3 | 39.2 | 54.9 | 2.1 | 6.0 | 50.7 | 41.2 |
| Native American | District | | | | | | | | | | | | |
| | State | 0.0 | 20.4 | 63.7 | 15.9 | 0.8 | 17.3 | 60.2 | 21.7 | 4.4 | 9.7 | 64.5 | 21.4 |
| Multiracial/Ethnic | District | | | | | | | | | | | | |
| | State | 0.4 | 19.9 | 59.3 | 20.4 | 1.4 | 16.8 | 57.4 | 24.4 | 5.6 | 12.8 | 59.6 | 22.1 |

Grade 8**Grade 8 - All**

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | 0.0 | 13.2 | 73.6 | 13.2 | 1.9 | 18.9 | 58.5 | 20.8 |
| | 0.4 | 18.2 | 73.0 | 8.4 | 1.6 | 18.0 | 53.1 | 27.2 |

Grade 8 - Gender

| Levels | Reading | | | | Mathematics | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | District | 0.0 | 22.2 | 66.7 | 11.1 | 3.7 | 22.2 | 55.6 | 18.5 |
| | State | 0.5 | 22.0 | 69.8 | 7.7 | 1.9 | 18.9 | 51.2 | 28.0 |
| Female | District | 0.0 | 3.8 | 80.8 | 15.4 | 0.0 | 15.4 | 61.5 | 23.1 |
| | State | 0.2 | 14.3 | 76.4 | 9.1 | 1.4 | 17.0 | 55.2 | 26.5 |

Grade 8 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | |
|------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | District | 0.0 | 13.2 | 73.6 | 13.2 | 1.9 | 18.9 | 58.5 | 20.8 |
| | State | 0.2 | 11.6 | 76.4 | 11.8 | 0.8 | 10.3 | 52.3 | 36.6 |
| Black | District | | | | | | | | |
| | State | 0.8 | 30.5 | 66.7 | 2.0 | 3.8 | 35.3 | 51.9 | 9.1 |
| Hispanic | District | | | | | | | | |
| | State | 0.4 | 26.1 | 70.3 | 3.2 | 1.9 | 23.6 | 59.9 | 14.6 |
| Asian/Pacific Islander | District | | | | | | | | |
| | State | 0.1 | 7.5 | 72.4 | 20.1 | 0.5 | 5.6 | 37.2 | 56.6 |
| Native American | District | | | | | | | | |
| | State | 0.8 | 17.4 | 74.3 | 7.5 | 1.2 | 16.5 | 61.2 | 21.1 |
| Multiracial/Ethnic | District | | | | | | | | |
| | State | 0.3 | 15.0 | 75.0 | 9.7 | 1.6 | 17.1 | 55.0 | 26.3 |

Grade 8 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | |
|---------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | District | 0.0 | 41.7 | 58.3 | 0.0 | 8.3 | 58.3 | 33.3 | 0.0 |
| | State | 2.0 | 55.7 | 41.4 | 0.9 | 7.6 | 49.2 | 38.7 | 4.5 |
| Non-IEP | District | 0.0 | 4.9 | 78.0 | 17.1 | 0.0 | 7.3 | 65.9 | 26.8 |
| | State | 0.1 | 12.4 | 77.9 | 9.5 | 0.7 | 13.2 | 55.4 | 30.7 |

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 | 5.4 | 24.3 | 59.5 | 10.8 | 8.1 | 35.1 | 51.4 | 5.4 | 2.8 | 30.6 | 58.3 | 8.3 |
| | 10.1 | 36.6 | 42.9 | 10.4 | 11.1 | 35.9 | 42.2 | 10.8 | 9.5 | 39.3 | 40.4 | 10.8 |

Grade 11 - Gender

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|--------|----------|------|------|------|-------------|------|------|------|---------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | District | 4.2 | 33.3 | 54.2 | 8.3 | 4.2 | 37.5 | 50.0 | 8.3 | 0.0 | 34.8 | 52.2 | 13.0 |
| | State | 12.4 | 36.3 | 41.1 | 10.1 | 11.0 | 33.5 | 42.8 | 12.7 | 10.0 | 35.7 | 40.7 | 13.7 |
| Female | District | 7.7 | 7.7 | 69.2 | 15.4 | 15.4 | 30.8 | 53.8 | 0.0 | 7.7 | 23.1 | 69.2 | 0.0 |
| | State | 7.9 | 36.8 | 44.6 | 10.7 | 11.2 | 38.2 | 41.7 | 8.9 | 8.9 | 42.9 | 40.2 | 8.0 |

Grade 11 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|------------------------|----------|------|------|------|-------------|------|------|------|---------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | District | 5.4 | 24.3 | 59.5 | 10.8 | 8.1 | 35.1 | 51.4 | 5.4 | 2.8 | 30.6 | 58.3 | 8.3 |
| | State | 6.0 | 29.3 | 50.8 | 13.9 | 6.0 | 29.9 | 50.1 | 13.9 | 5.2 | 31.3 | 49.0 | 14.5 |
| Black | District | | | | | | | | | | | | |
| | State | 20.2 | 54.9 | 23.3 | 1.6 | 27.5 | 51.8 | 19.6 | 1.0 | 21.3 | 60.4 | 17.3 | 1.0 |
| Hispanic | District | | | | | | | | | | | | |
| | State | 18.4 | 50.7 | 28.3 | 2.6 | 17.6 | 49.7 | 30.3 | 2.3 | 16.5 | 55.9 | 25.3 | 2.3 |
| Asian/Pacific Islander | District | | | | | | | | | | | | |
| | State | 6.3 | 29.8 | 47.3 | 16.6 | 3.7 | 18.9 | 49.0 | 28.5 | 4.6 | 25.1 | 50.1 | 20.2 |
| Native American | District | | | | | | | | | | | | |
| | State | 9.3 | 40.9 | 40.9 | 8.9 | 11.7 | 40.1 | 40.5 | 7.8 | 12.5 | 38.5 | 39.7 | 9.3 |
| Multiracial/Ethnic | District | | | | | | | | | | | | |
| | State | 8.0 | 37.6 | 43.3 | 11.1 | 11.1 | 36.6 | 42.4 | 9.9 | 8.4 | 41.1 | 40.4 | 10.0 |

2008 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | |
|---|-----|
| Is this district making Adequate Yearly Progress (AYP)? | Yes |
| Is this district making AYP in Reading? | Yes |
| Is this district making AYP in Mathematics? | Yes |

| | |
|---|----|
| Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act? | No |
| 2008-09 Federal Improvement Status | |
| 2008-09 State Improvement Status | |

| | Percent Tested on State Tests | | | | Percent Meeting/Exceeding Standards * | | | | | | Other Indicators | | | |
|-----------------------------------|-------------------------------|---------|-------------|---------|---------------------------------------|-----------------------|---------|-------------|-----------------------|---------|------------------|---------|-----------------|---------|
| | Reading | | Mathematics | | Reading | | | Mathematics | | | Attendance Rate | | Graduation Rate | |
| | % | Met AYP | % | Met AYP | % | Safe Harbor Target ** | Met AYP | % | Safe Harbor Target ** | Met AYP | % | Met AYP | % | Met AYP |
| State AYP Minimum Target | 95.0 | | 95.0 | | 62.5 | | | 62.5 | | | 90.0 | | 75.0 | |
| All | 100.0 | Yes | 100.0 | Yes | 85.9 | | Yes | 87.0 | | Yes | 95.6 | Yes | 100.0 | Yes |
| White | 100.0 | Yes | 100.0 | Yes | 85.7 | | Yes | 86.8 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Economically Disadvantaged | | | | | | | | | | | | | | |

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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.

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in 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 School Improvement Status: 0

Percent of schools in School Improvement Status: 0 %

School ID

School Name

**Years in School
Improvement**