

Hall Elementary School Report Card Letter

September 2009

Dear Hall families,

At Hall Elementary we are dedicated to providing all of our students with the quality education necessary for academic achievement. We have high expectations for our students, which is evident in what is taught in our classrooms. Our curriculum reflects a commitment not only to the students' education, but also to their well-being and success in life.

As you may already know, federal legislation called *No Child Left Behind* (NCLB) is designed to ensure that all children have the opportunity to reach high state academic standards. Under NCLB, each state sets Adequate Yearly Progress (AYP) goals for a percent of students that must be proficient on the state tests each year. The state AYP goal for 2009 was 70% and will be 77% in 2010. With targets increasing yearly, the overarching goal is for *all* students to meet or exceed 100% of the standards in reading and math by 2014.

Overall this school year, 60% of our students did make AYP in reading and math scores improved from last school with 75.8% of our students making AYP. However, Hall School has been identified this school year as not making AYP because three of four subgroups -- economically disadvantaged, African American and Hispanic did not meet the AYP goal.

Due to this fact, Hall will continue to focus on innovative ways to close achievement gaps and bring every student to proficiency. Actions include:

- Continue to meet as a School Improvement Team to monitor and assess the program needs within our building
- Continue to implement a full 90-minute block of uninterrupted reading instruction with the implementation of literacy-guided reading groups
- Implement interventions at every grade level to support differentiated instruction
- Continue to utilize data as a reflective tool for guiding instruction
- Continue staff discussions on how to ensure that students are academically challenged and curriculum meets the needs of all students
- Continue to provide supplemental reading instruction to our Title I students through direct instruction by our Reading Specialist Team
- Continue to focus classroom curriculum and resources on Priority Learning Targets
- Continue to offer more parent education to our families to provide them with more tools to use at home with our students
- Continue to offer enrichment curriculum to our 4th and 5th grade students through a Enrichment Resource Teacher
- Continue our Positive Behavioral Interventions and Supports program
- Continue to offer the Before and After-School Academic Assistance Program to all of our at-risk students
- Continue to promote the PTA and their family-oriented activities, along with the continuation of promoting parent involvement and support in their children's education.

- Continue to offer Junior Achievement to students to provide students with the opportunity to engage in positive interaction with local business leaders.

Hall staff remains committed to supporting our students and we will continue to work toward reaching our goals. On behalf of the Hall School faculty and staff, we are dedicated to serving your child, and we will use all of the resources available to help our students achieve. Thank you for your continued interest in your child's education.

Sincerely,

Lisa Polomsky, Principal
Hall Elementary

Hall Elem School
Aurora West USD 129
Aurora, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5

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

Starting in 2009, charter school information is included in district statistics.

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
School	30.7	20.4	42.9	1.2	0.3	4.4	38.6	14.5		1.3	18.9	95.1	573
District	33.7	16.3	44.2	2.4	0.2	3.2	42.8	14.8		1.7	20.6	94.5	11,953
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

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
School	100.0	--	--	--	--
District	99.7	18.9	19.0	13.5	255.3
State	96.7	18.4	18.0	13.3	201.8

* 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
School	14.2	20.2	19.4	21.8	21.8	20.6				
District	17.3	19.8	19.4	22.0	22.3	22.0				
State	20.5	20.9	21.3	21.8	22.2	22.6				

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
School	60			25			120			25		
District	60			25			120			25		
State	59			30			145			30		

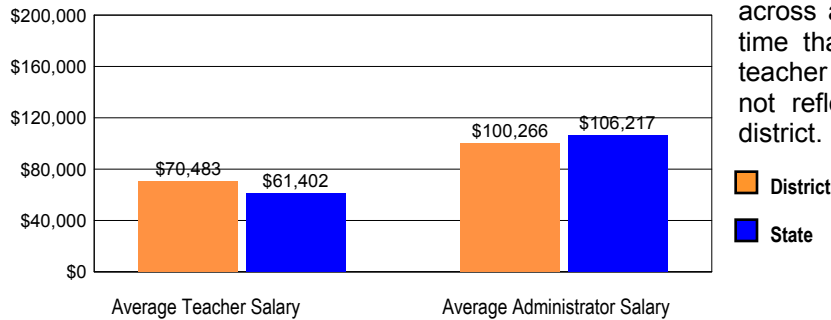
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	89.1	3.5	6.8	0.7	0.0	21.8	78.2	769
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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
School	--	--	--	0.0	0.0
District	11.5	29.9	70.1	0.8	1.1
State	12.5	44.1	55.8	0.6	1.2

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

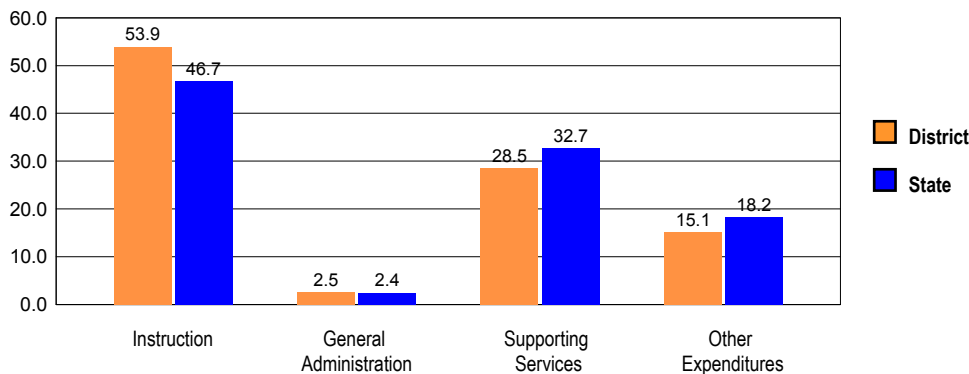
SCHOOL DISTRICT FINANCES

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 2007-08 (Percentages)



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$63,989,548	53.9	58.7	Education	\$89,695,841	74.8	71.5
Other Local Funding	\$6,004,857	5.1	6.3	Operations & Maintenance	\$11,000,495	9.2	8.6
General State Aid	\$26,706,128	22.5	18.6	Transportation	\$5,705,892	4.8	3.9
Other State Funding	\$12,739,847	10.7	9.0	Bond and Interest	\$10,457,770	8.7	6.3
Federal Funding	\$9,282,327	7.8	7.4	Rent	\$0	0.0	0.0
TOTAL	\$118,722,707			Municipal Retirement/ Social Security	\$2,352,671	2.0	1.8
				Fire Prevention & Safety	\$408,111	0.3	0.9
				Site & Construction/ Capital Improvement	\$280,158	0.2	6.8
				TOTAL	\$119,900,938		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$146,696	3.56	\$5,713	\$9,163
State	**	**	\$6,103	\$10,417

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

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

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

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

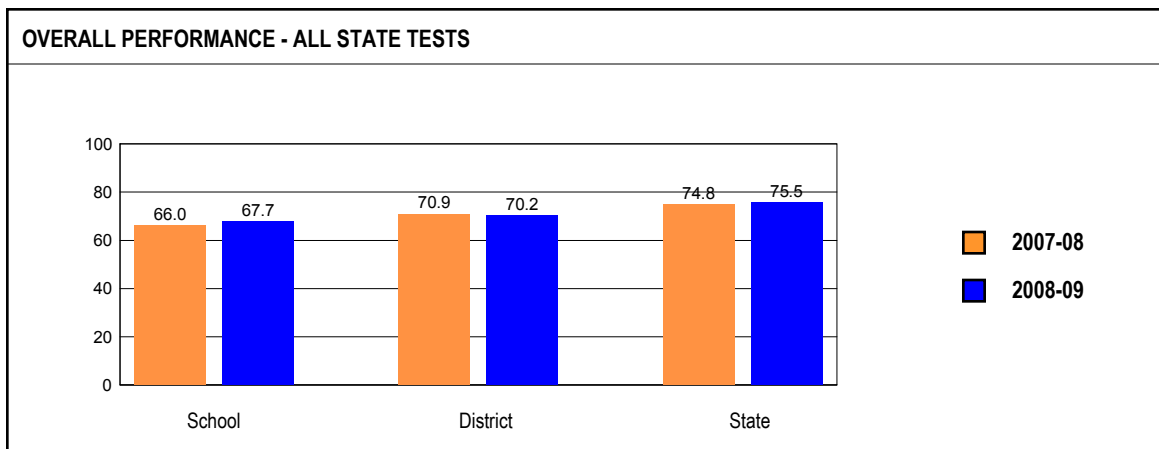
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

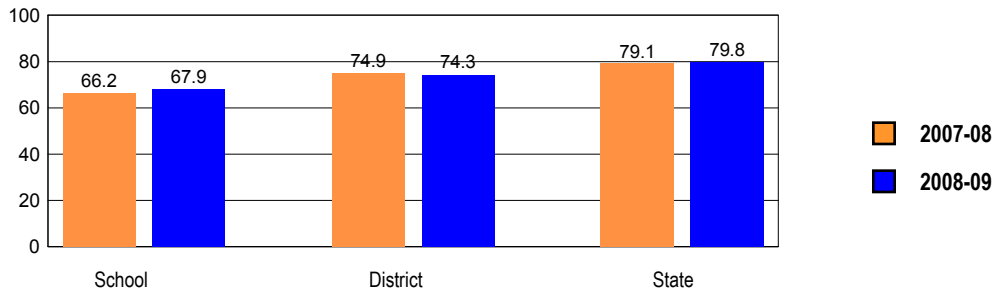
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

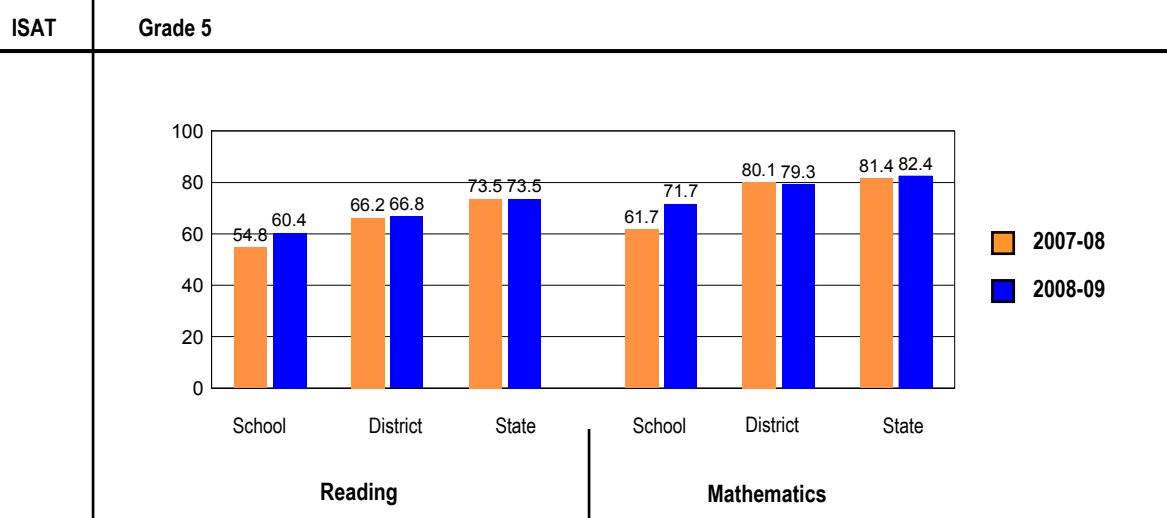
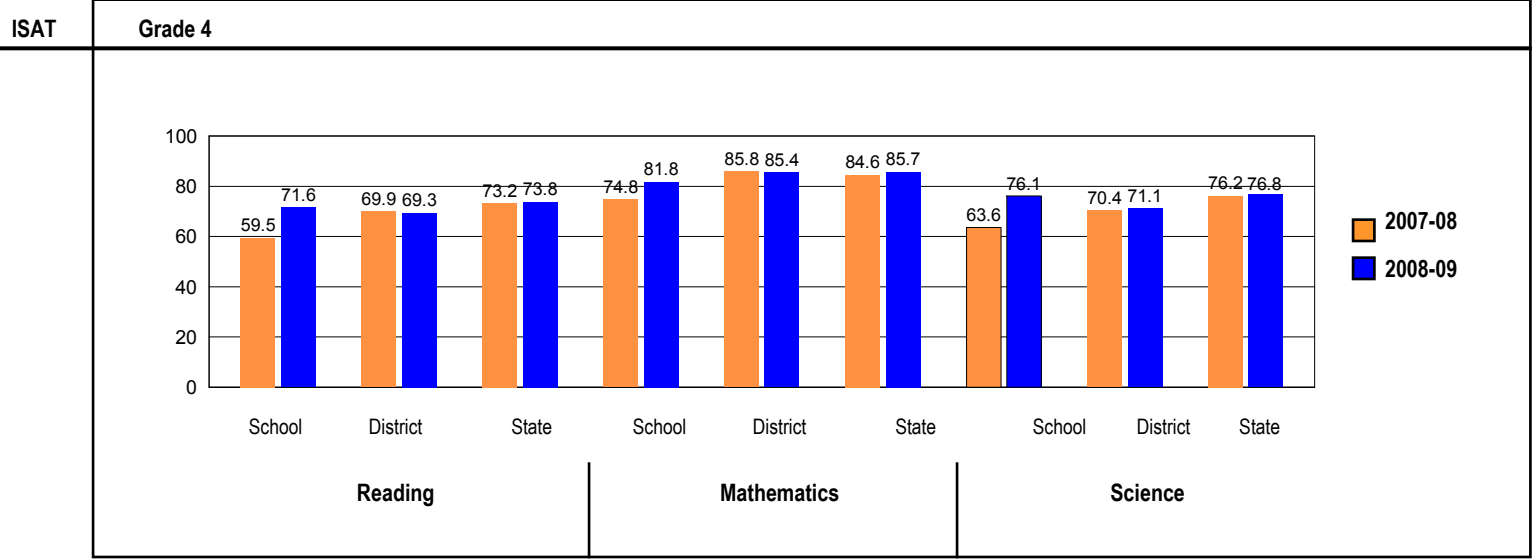
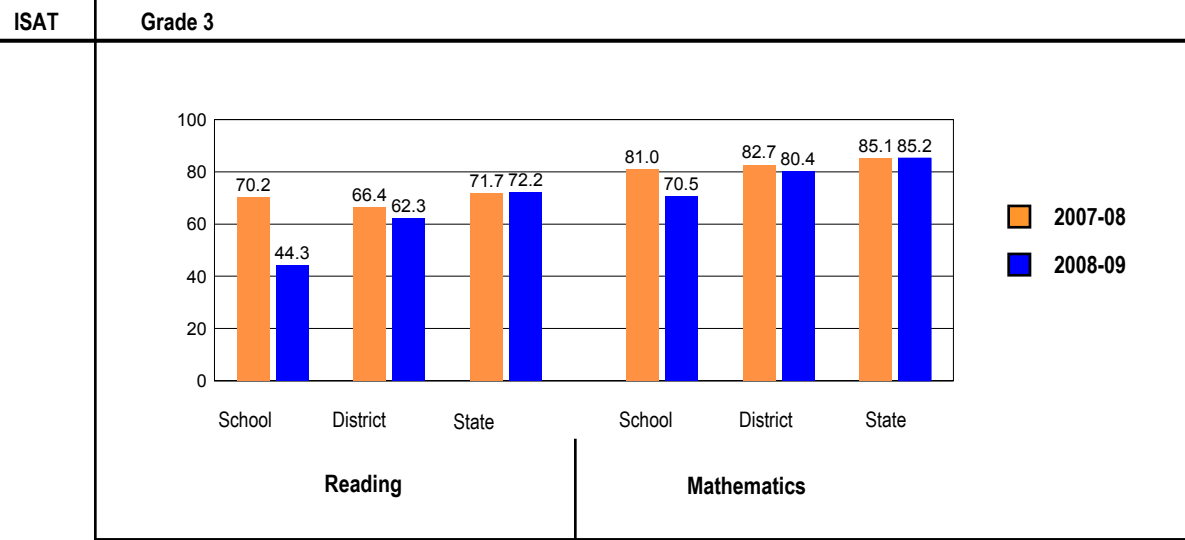


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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.



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				
School	*Enrollment	288	137	151	101	62	108	4	2	11	19	0	41	92
	Reading	0.3	0.7	0.0	1.0	0.0	0.0			0.00	0.0		0.0	0.0
	Mathematics	0.3	0.7	0.0	1.0	0.0	0.0			0.00	0.0		0.0	0.0
District	*Enrollment	6,438	3,183	3,255	2,185	1,027	2,861	160	8	197	819	0	855	3,152
	Reading	0.1	0.2	0.0	0.1	0.1	0.1	0.0		0.0	0.0		0.2	0.1
	Mathematics	0.1	0.2	0.0	0.1	0.1	0.1	0.0		0.0	0.0		0.2	0.1
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

* 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				
School	Enrollment	88	35	53	31	25	25	2	1	4	4	0	8	30
	Science	0.0	0.0	0.0	0.0	0.0	0.0							0.0
District	Enrollment	2,582	1,230	1,352	937	431	1,068	75	4	67	250	0	326	1,155
	Science	0.2	0.3	0.1	0.2	0.2	0.2	0.0		0.0	0.0		0.6	0.2
State	Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	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
School	12.5	43.2	33.0	11.4	6.8	22.7	61.4	9.1
District	7.3	30.4	43.7	18.6	3.2	16.4	51.5	28.9
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	17.4	43.5	23.9	15.2	2.2	28.3	56.5	13.0
	District	8.2	34.4	39.9	17.5	3.2	17.5	46.9	32.4
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	7.1	42.9	42.9	7.1	11.9	16.7	66.7	4.8
	District	6.3	26.5	47.5	19.7	3.2	15.4	56.0	25.5
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	9.1	22.7	40.9	27.3	9.1	13.6	54.5	22.7
	District	2.6	12.5	46.9	38.0	0.7	4.4	42.8	52.0
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School	18.2	54.5	27.3	0.0	13.6	13.6	72.7	0.0
	District	8.4	46.9	38.5	6.3	5.6	30.1	53.1	11.2
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School	12.5	47.5	32.5	7.5	2.5	32.5	60.0	5.0
	District	10.2	36.9	42.9	10.0	4.1	19.2	56.9	19.8
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District	10.0	20.0	45.0	25.0	4.8	14.3	33.3	47.6
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District	0.0	22.2	48.9	28.9	0.0	15.9	52.3	31.8
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	23.1	53.8	7.7	15.4	23.1	23.1	46.2	7.7
	District	22.2	48.1	22.2	7.4	12.0	30.6	42.6	14.8
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	10.7	41.3	37.3	10.7	4.0	22.7	64.0	9.3
	District	5.3	28.1	46.4	20.1	2.0	14.6	52.6	30.8
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	22.2	51.9	25.9	0.0	7.4	29.6	63.0	0.0
	District	10.9	39.1	39.5	10.5	5.0	20.8	56.0	18.3
	State	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible	School	8.2	39.3	36.1	16.4	6.6	19.7	60.7	13.1
	District	3.1	20.6	48.4	27.8	1.1	11.4	46.4	41.0
	State	1.7	12.4	46.5	39.3	0.9	5.1	37.2	56.8

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	28.4	53.4	18.2	1.1	17.0	68.2	13.6	3.4	20.5	64.8	11.4
District	1.7	29.0	45.4	23.9	1.4	13.2	61.3	24.1	3.3	25.6	58.7	12.4
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	40.0	45.7	14.3	0.0	22.9	65.7	11.4	2.9	31.4	57.1	8.6
	District	2.1	34.0	41.8	22.1	1.2	14.3	62.4	22.2	3.3	27.7	54.9	14.1
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	0.0	20.8	58.5	20.8	1.9	13.2	69.8	15.1	3.8	13.2	69.8	13.2
	District	1.4	24.6	48.5	25.5	1.6	12.3	60.4	25.7	3.3	23.8	62.0	11.0
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	22.6	48.4	29.0	0.0	12.9	64.5	22.6	0.0	16.1	64.5	19.4
	District	0.3	18.8	43.8	37.0	0.3	5.2	54.2	40.3	0.0	13.1	62.7	24.2
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School	0.0	36.0	52.0	12.0	4.0	36.0	56.0	4.0	8.0	32.0	52.0	8.0
	District	2.9	47.1	36.2	13.8	3.6	31.9	52.2	12.3	10.9	35.5	48.6	5.1
	State	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
Hispanic	School	0.0	28.0	64.0	8.0	0.0	8.0	84.0	8.0	4.0	20.0	76.0	0.0
	District	1.9	32.5	49.8	15.8	1.5	14.0	69.5	15.0	2.7	34.1	57.8	5.4
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School												
	District	8.3	8.3	45.8	37.5	4.2	4.2	62.5	29.2	4.2	8.3	79.2	8.3
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School												
	District	2.8	22.2	41.7	33.3	0.0	8.1	59.5	32.4	8.1	10.8	59.5	21.6
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	43.3	53.3	3.3	0.0	20.0	76.7	3.3	6.7	33.3	60.0	0.0
	District	2.9	41.1	44.9	11.1	2.5	19.1	65.4	13.0	5.0	38.1	54.0	2.9
	State	2.5	38.2	46.3	12.9	2.0	21.3	64.0	12.6	5.6	32.4	56.1	5.9
Not Eligible	School	0.0	20.7	53.4	25.9	1.7	15.5	63.8	19.0	1.7	13.8	67.2	17.2
	District	0.6	17.8	45.8	35.8	0.4	7.7	57.5	34.3	1.7	14.0	63.1	21.2
	State	0.4	12.9	45.6	41.1	0.4	5.8	52.9	40.9	0.8	9.2	61.9	28.1

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	39.6	43.4	17.0	0.0	28.3	60.4	11.3
District	0.3	32.9	47.4	19.4	0.2	20.5	65.7	13.5
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

Grade 5 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	53.8	32.7	13.5	0.0	34.6	59.6	5.8
	District	0.0	37.9	43.3	18.8	0.0	19.7	64.7	15.7
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.0	25.9	53.7	20.4	0.0	22.2	61.1	16.7
	District	0.6	27.5	51.8	20.0	0.4	21.4	66.9	11.3
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	24.4	46.7	28.9	0.0	6.7	71.1	22.2
	District	0.0	17.5	49.7	32.8	0.0	11.4	65.4	23.2
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School	0.0	57.1	42.9	0.0	0.0	71.4	28.6	0.0
	District	1.4	54.4	35.4	8.8	0.7	40.4	55.5	3.4
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School	0.0	50.0	38.1	11.9	0.0	35.7	59.5	4.8
	District	0.2	38.8	49.3	11.7	0.2	21.7	69.3	8.7
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School								
	District	0.0	7.1	57.1	35.7	0.0	0.0	66.7	33.3
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	District	0.0	26.3	47.4	26.3	0.0	15.8	68.4	15.8
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	86.7	13.3	0.0	0.0	73.3	26.7	0.0
	District	0.8	73.6	22.4	3.2	0.0	51.2	43.2	5.6
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	School	0.0	31.9	48.4	19.8	0.0	20.9	65.9	13.2
	District	0.2	26.8	51.1	21.8	0.2	16.0	69.1	14.7
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	51.5	36.4	12.1	0.0	48.5	48.5	3.0
	District	0.6	43.4	45.7	10.2	0.4	27.3	64.8	7.5
	State	0.8	40.6	46.7	11.9	0.5	27.5	65.5	6.4
Not Eligible	School	0.0	34.2	46.6	19.2	0.0	19.2	65.8	15.1
	District	0.0	22.5	49.1	28.4	0.0	13.9	66.7	19.4
	State	0.1	13.6	48.4	37.8	0.1	8.6	66.7	24.7

2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this school making AYP in Reading?	No	2009-10 Federal Improvement Status	Choice
Is this school making AYP in Mathematics?	Yes	2009-10 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
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	99.7	Yes	99.7	Yes	60.0		No	75.8		Yes	95.1	Yes		
White	99.0	Yes	99.0	Yes	73.1		Yes	88.2		Yes				
Black	100.0	Yes	100.0	Yes	51.9	60.8	No	61.5		Yes	94.5			
Hispanic	100.0	Yes	100.0	Yes	51.5	61.7	No	71.7		Yes	95.6			
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	47.0	58.1	No	65.1		Yes	95.0			

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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% 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 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

2009 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Comprehensive
Is this school making (AYP) in the "ALL" subgroup in reading ?	No
Is this school making (AYP) in the "ALL" subgroup in math ?	Yes

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP.**

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused supports verses more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.