Millburn School District 24

Illinois State Report Card

2012

Millburn CCSD 24 Old Mill Creek, ILLINOIS



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

R	RACIAL/E	THNIC B	ACKGRO	OUND AND	OTHER INF	ORMATIO	N		_							
		White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	Americar	More	Percent Low- Income	English-	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
D	istrict	78.0	2.2	6.1	8.8	0.0	0.1	4.9	3.1	1.9	12.4		0.0	5.0	95.9	1,541
St	tate	51.0	18.0	23.6	4.2	0.1	0.3	2.8	49.0	9.4	13.6		8.6	13.1	94.4	2,066,692

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. **IEP** students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Mobility rate** is based on the number of times students enroll in or leave a school during the school year. **Chronic truants** are students who are absent from school without valid cause for 9 or more of the last 180 school days.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL	CONTACT*						
	Percent						
District	100.0						
State 95.3							

STUDENT-TO-	STAFF RATIOS		
Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
19.6 18.9		13.8 13.7	220.1 205.0

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

AVERAGE C	AVERAGE CLASS SIZE (as of the first school day in May)									
Grades	к	1	2	3	4	5	6	7	8	9 - 12
District State	26.8 20.9	27.4 21.2	28.2 21.5	27.2 22.0	30.8 22.4	28.1 22.8	31.2 22.4	34.4 21.3	35.8 21.5	

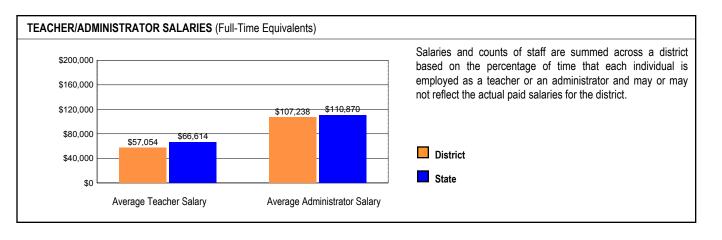
TIME DEVO	TED TO 1	TEACHIN	G CORE	SUBJEC	TS (Minu	ıtes Per D	Day)					
Mathematics				Science			English/Language Arts			Social Science		
Grades	3	6	8	3	6	8	3	6	8	3	6	8
District State	60 61	41 56	41 54	30 31	41 44	41 46	135 143	82 103	82 92	30 30	41 43	41 44

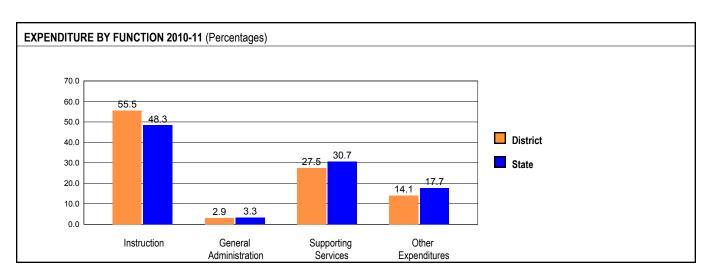
TEACHER	INFORMATIO	N (Full-Time E	quivalents)								
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District State	98.9 83.3	0.0 7.1	1.1 5.3	0.0 1.3	0.0 0.1	0.0 0.2	0.0 0.8	0.0 2.0	12.0 23.1	88.0 76.9	91 127,830

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	13.5	27.3	72.2	0.5	0.0
	High Poverty Schools					
	Low Poverty Schools	13.7	27.4	72.1	0.5	0.0
State:	All Schools	12.9	37.8	61.7	0.6	0.7
	High Poverty Schools	12.0	39.5	59.7	1.3	0.9
	Low Poverty Schools	13.1	29.3	70.5	0.2	0.1

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 2010-	11		
	District	District %	State %
Local Property Taxes	\$10,244,530	65.9	58.2
Other Local Funding	\$886,461	5.7	5.1
General State Aid	\$3,082,422	19.8	17.1
Other State Funding	\$987,206	6.4	9.5
Federal Funding	\$336,807	2.2	10.1
TOTAL	\$15,537,426		

EXPENDITURE BY FUND 201	0-11		
	District	District %	State %
Education	\$11,276,026	69.9	73.7
Operations & Maintenance	\$1,223,277	7.6	5.9
Transportation	\$1,076,251	6.7	3.8
Debt Service	\$1,840,056	11.4	7.4
Tort	\$174,760	1.1	1.2
Municipal Retirement/ Social Security	\$497,985	3.1	2.0
Fire Prevention & Safety	\$0	0.0	0.8
Capital Projects	\$44,183	0.3	5.1
TOTAL	\$16,132,538		

OTHER FINA	NCIAL INDICATORS			
	2009 Equalized	2009 Total School	2010-11 Instructional	2010-11 Operating
	Assessed Valuation	Tax Rate	Expenditure	Expenditure
	per Pupil	per \$100	per Pupil	per Pupil
District	\$202,868	3.45	\$6,142	\$9,766
State	**	**	\$6,824	\$11,664

^{**} 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.

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

2011 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP is sponsored by the U.S. Department of Education and administered to students in grade 4, 8, and 12. Only grade 4 and 8 results are required to be reported.

Achievement levels reflect what students should know and be able to do. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board for NAEP sets specific achievement levels for each subject area and grade. To provide a context for interpreting student performance, NAEP results are reported as percentages of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels, and at the *Advanced* level.

Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced represents superior performance.

The four achievement levels (below basic, basic, proficient, and advanced) are reported as level 1 through level 4, respectively. Please note that only **state results** are reported.

Grade 4

Grade 4 - All

		Read	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
	34.7	32.0	24.7	8.6	20.2	41.5	31.4	6.9

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

Grade 4 - Racial/Ethnic	Backgro	und —							
		Read	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
White	21.8	33.6	32.2	12.3	10.2	38.4	41.6	9.9	
Black	57.7	29.9	10.9	1.6	41.8	43.9	12.8	1.5	
Hispanic	51.2	30.7	15.7	2.4	29.6	50.5	18.5	1.4	
Asian	16.1	31.3	35.5	17.1	5.9	29.4	44.8	19.8	
Native Hawaiian/Pacific Islander									
American Indian									

Grade 4 - Limited-English-Proficient

		Read	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
	77.4	18.1	4.2	0.0	46.4	41.6	11.3	0.8

Grade 4 - Students with Disabilities

		Read	ding		Mathematics			
Levels	1	2	3	4	1	2	3	4
	67.6	19.4	11.0	2.0	43.2	37.6	17.5	1.6

Grade 4 - Economically Disadvantaged

		Read	ding		Mathematics			
Levels	1	2	3	4	1	2	3	4
	52.0	31.6	14.3	2.1	33.1	47.2	18.1	1.5

Grade 4 - NAEP Participation Rates

O. 4.0.0	3.00			
	Reading	Mathematics		
Limited English Proficient	92.4	93.5		
Students with Disabilities	91.1	86.1		

Grade 8

Grade 8 - All

		Read	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
	23.2	43.0	30.3	3.6	26.9	40.2	24.7	8.1

Grade 8 - Racial/Ethnic Background

		Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4	
White	15.3	41.2	38.8	4.7	15.7	40.2	32.8	11.2	
Black	38.0	46.6	14.4	1.0	51.7	38.4	9.4	0.5	
Hispanic	30.6	45.9	21.9	1.6	35.8	45.1	16.4	2.7	
Asian	11.3	34.3	43.1	11.3	7.5	24.0	36.8	31.7	
Native Hawaiian/Pacific Islander									
American Indian									

Grade 8 - Limited-English-Proficient

		Read	ding		Mathematics			
Levels	1	2	3	4	1	2	3	4
	67.9	29.9	2.2	0.0	69.5	27.0	3.2	0.0

Grade 8	- Students	with Die:	ahilitiae
Graue o	- Students	WILLI DISC	aviiilles

		-							
		Rea	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
	63.6	28.5	7.5	0.0	63.6	26.8	7.8	1.7	

Grade 8 - Economically Disadvantaged

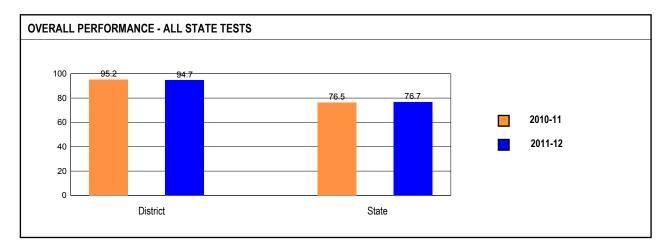
		Read	ding		Mathematics			
Levels	1	2	3	4	1	2	3	4
	34.4	47.0	17.8	0.9	39.3	43.7	15.0	2.1

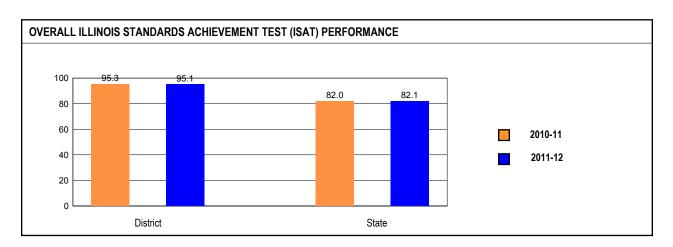
Grade	ا . 8 د	VΔI	EP I	Pari	icina	tion F	?ai	100
	-2.5		_		11414	иопт	VИ	1-1-1

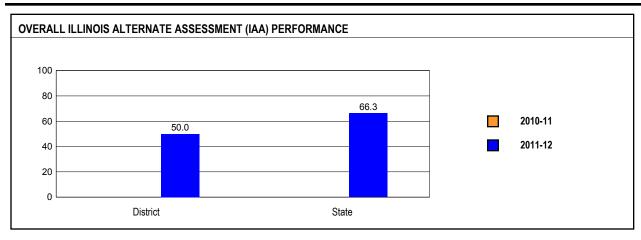
	Reading	Mathematics		
Limited English Proficient	91.2	89.9		
Students with Disabilities	90.2	84.6		

OVERALL STUDENT PERFORMANCE

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



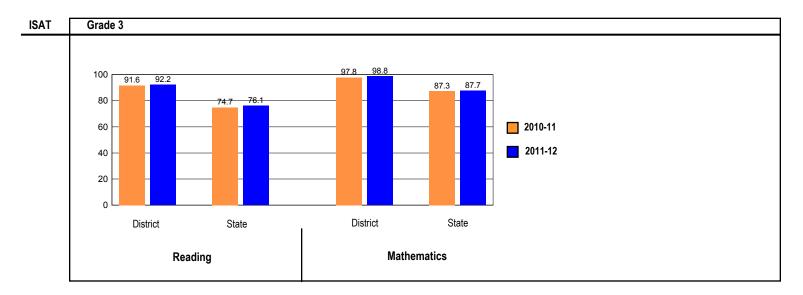


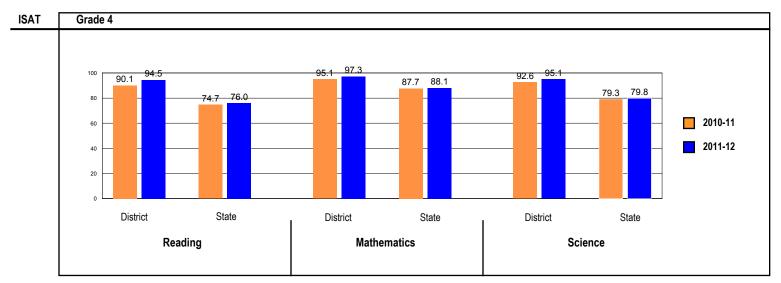


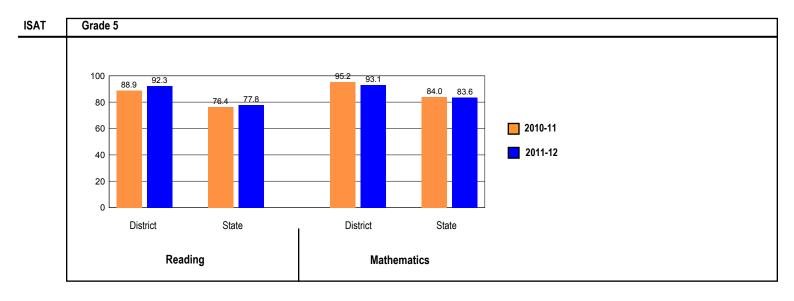
IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

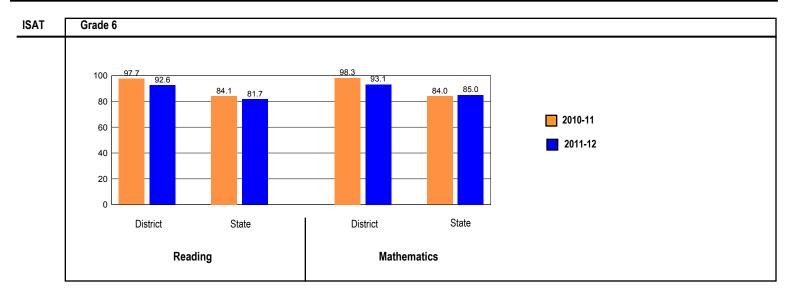
ISAT PERFORMANCE

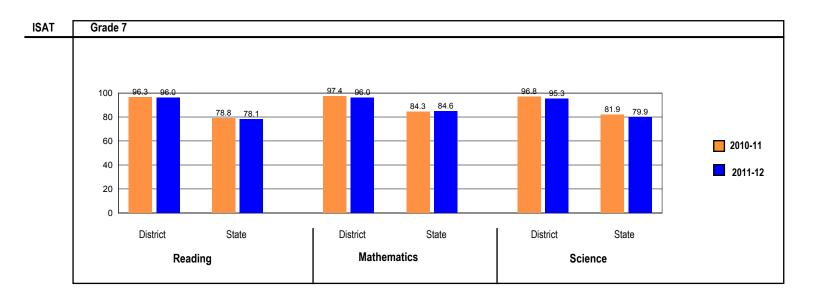
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

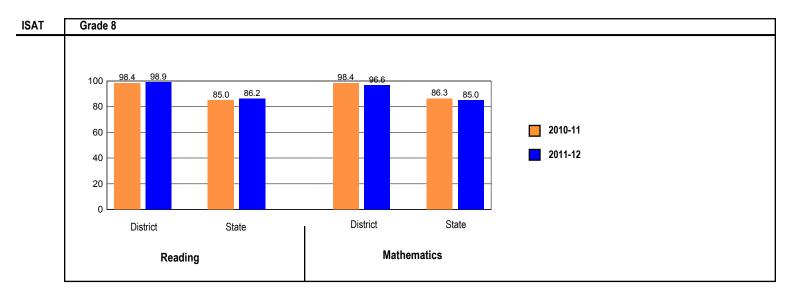












PERFORMANCE ON STATE ASSESSMENTS

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.

PERCE	NTAGE OF S	TUDENTS N	OT TESTE	D IN STAT	E TESTING	G PROGR/	AMS FOR F	READING							
			Ge	nder		R	acial/Ethni	c Backgr	ound						
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
	*Enrollment	1,094	564	530	874	23	66	84	0	1	46	19	0	121	30
District	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
State	*Enrollment	1,072,304	548,690	523,352	547,900	192,977	251,440	45,188	977	3,177	29,968	75,031	261	146,113	531,157
	Reading	0.4	0.5	0.3	0.3	0.7	0.4	0.3	0.6	0.6	0.4	0.6	2.3	0.9	0.5

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCE	NTAGE OF ST	UDENTS NO	OT TESTE	D IN STAT	E TESTING	G PROGRA	AMS FOR I	MATHEM <i>A</i>	ATICS						
			Ge	nder		R	acial/Ethni	c Backgr	ound						
	*Enrollment		Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
	*Enrollment	1,094	564	530	874	23	66	84	0	1	46	19	0	121	30
District	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
	*Enrollment	1,073,764	549,462	524,040	548,234	193,064	252,013	45,638	983	3,180	29,975	76,502	271	146,133	532,214
State -	Mathematics	0.4	0.4	0.3	0.3	0.7	0.4	0.2	0.5	0.5	0.4	0.3	1.1	0.9	0.5

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

PERCE	NTAGE OF ST	UDENTS NO	OT TESTE	D IN STAT	TE TESTIN	G PROGR	AMS FOR S	CIENCE							
			Ge	nder		R	acial/Ethni	c Backgr	ound						
	*Enrollment	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
	*Enrollment	358	181	177	286	6	22	29	0	1	14	2	0	35	9
District	Science	0.0	0.0	0.0	0.0		0.0	0.0			0.0			0.0	
	*Enrollment	456,721	232,992	223,651	237,912	81,780	103,594	19,211	393	1,359	12,254	25,859	107	61,941	217,988
State	Science	0.7	0.8	0.6	0.5	1.4	0.7	0.3	1.0	0.9	0.7	0.8	0.9	1.6	1.0

^{*} 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 Reading **Mathematics** Levels 2 3 4 3 4 0.0 7.8 42.5 49.7 0.6 0.6 31.7 67.1 District 46.1 29.9 45.2 42.5 State

Grade 3 -	Gender								
			Rea	ding			Mathe	matics	
	Levels	1	2	3	4	1	2	3	4
Male	District State	0.0 6.4	12.2 20.8	44.4 46.1	43.3 26.7	1.1 3.2	1.1 9.3	35.6 44.0	62.2 43.5
Female	District State	0.0 3.9	2.6 16.6	40.3 46.2	57.1 33.3	0.0 2.6	0.0 9.4	27.3 46.6	72.7 41.4

Grade 3 - Racial/Ethnic Background

			Rea	ding			Mathe	matics	
	Levels	1	2	3	4	1	2	3	4
White									
	District	0.0	6.6	43.8	49.6	0.0	0.8	33.1	66.1
	State	2.5	11.7	45.9	39.9	1.1	4.6	39.2	55.0
Black									
	District								
	State	9.3	28.3	46.9	15.4	7.1	17.9	53.8	21.2
Hispanic									
	District	0.0	20.0	40.0	40.0	6.7	0.0	46.7	46.7
	State	8.3	28.0	47.6	16.1	3.8	13.8	54.7	27.7
Asian									
	District	0.0	0.0	37.5	62.5	0.0	0.0	12.5	87.5
	State	2.0	7.4	36.7	53.9	1.0	3.0	25.1	70.8
Native Haw	aiian/Pacific								
Islander									
	District								
	State	3.4	7.4	45.9	43.2	2.0	3.4	37.8	56.8
American I	ndian								
	District								
	State	3.9	24.8	45.1	26.2	2.0	12.3	51.0	34.8
Two or Moi	re Races								
	District	0.0	0.0	45.5	54.5	0.0	0.0	9.1	90.9
	State	3.7	15.0	46.7	34.6	2.0	7.9	44.0	46.1

Grade 3 - Students with Disabilities

			Rea	ding			Mathe	matics	
	Levels	1	2	3	4	1	2	3	4
IEP	District	0.0	20.4	E0.0	47.0	F 0	0.0	C4.7	20.4
	District State	0.0 21.1	29.4 37.1	52.9 31.6	17.6 10.3	5.9 9.9	0.0 21.0	64.7 48.6	29.4 20.5
Non-IEP									
	District State	0.0 3.0	5.3 16.2	41.3 48.2	53.3 32.7	0.0 1.9	0.7 7.7	28.0 44.8	71.3 45.6

Grade 4

Grade 4 - All

		Read	ding			Mather	matics			Scie	nce	
Levels	1	1 2 3 4				2	3	4	1	2	3	4
District State	0.0 1.0	5.5 23.0	45.9 47.1	48.6 28.9	0.0 1.2	2.7 10.7	50.3 57.1	47.0 31.0	0.5 2.6	4.4 17.6	55.2 59.7	39.9 20.1

Grade 4 - Gender

			Rea	ding			Mathe	matics			Scie	nce	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	District	0.0	5.8	47.7	46.5	0.0	3.5	50.0	46.5	1.2	3.5	52.3	43.0
	State	1.3	26.7	46.8	25.2	1.5	11.4	56.0	31.1	2.9	17.4	57.4	22.3
Female	District	0.0	5.2	44.3	50.5	0.0	2.1	50.5	47.4	0.0	5.2	57.7	37.1
	State	0.6	19.2	47.4	32.8	0.9	9.9	58.4	30.8	2.3	17.9	62.0	17.8

Grade 4 - Racial/Ethnic Background

			Rea	ding			Mathe	matics			Scie	nce	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
White													
	District	0.0	5.4	47.3	47.3	0.0	3.4	52.0	44.6	0.7	3.4	56.8	39.2
	State	0.5	14.3	46.9	38.3	0.6	6.0	53.6	39.8	1.0	9.6	61.2	28.2
Black													
	District												
	State	2.0	39.0	45.6	13.5	3.0	20.9	61.8	14.3	6.1	33.8	54.1	6.0
Hispanic													
-	District												
	State	1.3	32.3	50.0	16.4	1.4	14.5	64.7	19.4	3.8	24.6	61.8	9.9
Asian													
	District	0.0	6.7	26.7	66.7	0.0	0.0	26.7	73.3	0.0	6.7	40.0	53.3
	State	0.4	9.1	38.2	52.3	0.6	3.3	35.9	60.2	1.4	7.3	52.6	38.7
Native Haw	/aiian/Pacific												
Islander													
	District												
	State	0.8	14.4	48.8	36.0	0.0	6.3	50.0	43.8	0.8	13.4	58.3	27.6
American I	ndian												
	District												
	State	1.0	25.5	51.6	22.0	1.4	10.5	64.2	23.9	3.3	21.5	60.4	14.8
Two or Mo													
	District	0.0	0.0	36.4	63.6	0.0	0.0	27.3	72.7	0.0	0.0	54.5	45.5
	State	0.6	19.4	46.7	33.3	0.8	9.1	55.8	34.3	1.9	15.1	58.6	24.4

Grade 4 - Students with Disabilities

			Rea	ding			Mathe	matics			Scie	nce	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP	District	0.0	30.0	65.0	5.0	0.0	20.0	80.0	0.0	5.0	5.0	75.0	15.0
	State	5.3	55.8	30.7	8.2	6.1	29.7	53.2	11.0	7.7	34.4	49.9	8.1
Non-IEP	District	0.0	2.5	43.6	54.0	0.0	0.6	46.6	52.8	0.0	4.3	52.8	42.9
	State	0.3	18.2	49.5	32.0	0.5	7.9	57.7	33.9	1.9	15.2	61.1	21.8

Grade 5

Grade 5 - All

		Read	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
District State	0.0 0.2	7.7 22.0	44.4 47.2	48.0 30.6	0.0 0.6	6.9 15.7	62.9 65.9	30.3 17.7

Grade 5 - Gender

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
Male	District	0.0	10.0	46.0	44.0	0.0	8.0	58.0	34.1
	State	0.2	25.5	47.4	26.9	0.8	16.8	64.3	18.1
Female	District	0.0	5.2	42.7	52.1	0.0	5.7	67.8	26.4
	State	0.1	18.4	47.0	34.5	0.5	14.6	67.6	17.2

Grade 5 - Racial/Ethnic Background

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White									
	District	0.0	7.9	45.5	46.7	0.0	7.4	64.4	28.2
	State	0.1	12.7	46.3	41.0	0.3	9.1	66.6	24.0
Black									
	District								
	State	0.4	38.1	48.0	13.5	1.5	30.3	63.1	5.1
Hispanic									
	District	0.0	10.0	50.0	40.0				
	State	0.2	32.5	49.8	17.5	0.8	21.0	69.6	8.6
Asian									
	District								
	State	0.1	9.2	39.1	51.7	0.3	5.3	49.5	44.9
Native Hawaii	ian/Pacific								
Islander	idilii doillo								
	District								
	State	0.0	12.6	50.5	36.9	0.0	9.1	69.1	21.8
							• • • •		
American Ind									
	District	0.2	26.3	53.8	19.6	0.5	20.6	67.2	11.7
	State	U.Z	20.3	ეე.0	13.0	0.5	20.0	01.2	11.7
Two or More									
	District	0.0	0.0	30.0	70.0				
	State	0.2	16.5	46.9	36.4	0.5	13.1	64.9	21.4

Grade 5 - Students with Disabilities

			Reading Mathematics								
	Levels	1	2	3	4	1	2	3	4		
IEP	District	0.0	40.9	40.9	18.2	0.0	38.1	52.4	9.5		
	State	0.9	60.2	31.5	7.3	3.2	42.7	49.4	4.7		
Non-IEP	District	0.0	3.4	44.8	51.7	0.0	2.6	64.3	33.1		
	State	0.1	16.5	49.5	34.0	0.3	11.8	68.3	19.6		

Grade 6

Grade 6 - All

		Rea	ading			Mathe	matics	
Levels	1	2	3	4	1	2	3	4
District State	0.0 0.2	7.4 18.1	54.8 56.5	37.8 25.2	0.0 0.4	6.9 14.6	53.7 58.9	39.4 26.0

Grade 6 - Gender

			Rea	ding			Mather	matics	
	Levels	1	2	3	4	1	2	3	4
Male	District	0.0	10.5	60.0	29.5	0.0	7.4	48.4	44.2
	State	0.3	21.2	55.3	23.1	0.5	15.8	56.8	26.9
Female	District	0.0	4.3	49.5	46.2	0.0	6.5	59.1	34.4
	State	0.1	14.8	57.8	27.3	0.3	13.4	61.2	25.1

Grade 6 - Racial/Ethnic Background

			Rea	ding			Mathen	natics	
	Levels	1	2	3	4	1	2	3	4
White									
	District	0.0	7.3	52.0	40.7	0.0	6.7	50.7	42.7
	State	0.1	10.9	55.2	33.7	0.2	8.3	57.2	34.4
Black									
	District								
	State	0.4	32.3	57.3	10.0	1.0	28.0	61.3	9.7
Hispanic									
	District	0.0	10.0	70.0	20.0	0.0	10.0	70.0	20.0
	State	0.2	24.8	61.0	13.9	0.5	19.7	64.8	15.0
Asian									
	District	0.0	6.7	60.0	33.3	0.0	6.7	60.0	33.3
	State	0.1	6.6	45.3	48.0	0.1	4.8	38.6	56.5
Native Hawa	aiian/Pacific								
Islander									
	District								
	State	0.0	9.6	57.4	33.1	0.0	7.3	56.9	35.8
American In	ndian								
	District								
	State	0.2	23.4	55.6	20.8	8.0	19.0	59.1	21.2
Two or More	e Races								
0. 141011	District								
	State	0.3	14.6	54.3	30.8	0.3	13.1	57.5	29.1

Grade 6 - Students with Disabilities

			Rea	ding			Mathe	matics	
	Levels	1	2	3	4	1	2	3	4
IEP									
	District	0.0	33.3	62.5	4.2	0.0	25.0	66.7	8.3
	State	1.2	56.2	37.4	5.2	2.3	45.3	46.6	5.9
Non-IEP									
	District	0.0	3.7	53.7	42.7	0.0	4.3	51.8	43.9
	State	0.1	12.6	59.3	28.1	0.1	10.2	60.7	28.9

Grade 7

Grade 7 - All

Cidde i All												
		Reading				Math	ematics			Sc	ience	
Levels	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	4.0	56.1	39.9	0.0	4.0	43.9	52.0	1.7	2.9	58.1	37.2
State	0.4	21.5	58.0	20.1	1.4	14.0	53.5	31.1	8.6	11.6	54.6	25.3

Grade 7 - Gender

			Reading				Mathe	matics		Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male													
	District	0.0	6.4	56.4	37.2	0.0	6.4	40.4	53.2	3.2	5.3	50.0	41.5
	State	0.6	25.0	56.9	17.5	1.8	15.6	51.6	31.0	10.0	11.7	51.3	26.9
Female													
	District	0.0	1.3	55.7	43.0	0.0	1.3	48.1	50.6	0.0	0.0	67.9	32.1
	State	0.2	17.8	59.3	22.7	1.0	12.3	55.6	31.1	7.0	11.4	58.1	23.5

Grade 7 - Racial/Ethnic Background Reading Mathematics Science 1 2 4 1 2 4 1 2 3 4 Levels White 39.0 District 0.0 2.9 58.1 0.0 2.2 44.9 52.9 0.7 3.0 58.5 37.8 State 0.2 13.9 58.9 27.0 8.0 9.0 50.8 39.4 4.4 53.1 35.5 7.1 Black District State 0.9 36.6 54.6 7.9 2.9 25.9 57.1 14.1 17.4 20.4 54.5 7.7 Hispanic District 0.0 13.3 53.3 33.3 0.0 20.0 46.7 33.3 13.3 6.7 60.0 20.0 0.5 10.7 59.7 State 29.2 59.7 1.6 17.9 60.7 19.8 12.1 16.1 12.1 Asian District 0.0 7.1 50.0 42.9 0.0 0.0 35.7 64.3 0.0 0.0 57.1 42.9 State 0.2 8.5 53.6 37.7 0.7 3.6 32.0 63.8 3.3 4.6 47.0 45.1 Native Hawaiian/Pacific Islander District 0.0 17.1 57.7 25.2 0.9 4.5 55.4 39.3 8.0 6.3 59.8 25.9 State American Indian District

Grade 7 - Students with Disabilities

State

District State

Two or More Races

0.0

0.2

23.6

18.4

			Reading				Mathe	matics			Scie	ence	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP													
	District State	0.0 2.4	30.8 61.0	61.5 33.3	7.7 3.3	0.0 7.7	30.8 44.0	53.8 42.2	15.4 6.1	15.4 28.6	30.8 24.5	46.2 40.8	7.7 6.1
Non-IEP	District State	0.0 0.1	1.9 15.8	55.6 61.6	42.5 22.5	0.0 0.5	1.9 9.7	43.1 55.2	55.0 34.7	0.6 5.7	0.6 9.7	59.1 56.6	39.6 28.0

1.5

1.2

16.2

12.6

56.0

52.3

26.3

33.9

9.1

7.1

12.7

10.5

58.1

51.6

20.1

30.8

Grade 8

Grade 8 - All

0.440 0 7	_							
		Read	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
District State	0.0 0.1	1.1 13.6	79.5 76.1	19.3 10.1	0.0 0.3	3.4 14.7	39.8 52.4	56.8 32.6

60.1

57.4

16.2

24.0

Grade 8 - Gender

	·		Rea	ding		Mathematics					
	Levels	1	2	3	4	1	2	3	4		
Male	District	0.0	0.0	82.8	17.2	0.0	4.3	32.3	63.4		
	State	0.2	17.2	74.3	8.3	0.4	16.8	50.1	32.7		
Female	District	0.0	2.4	75.9	21.7	0.0	2.4	48.2	49.4		
	State	0.1	10.0	78.0	12.0	0.2	12.5	54.7	32.5		

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White									
	District	0.0	1.4	79.9	18.8	0.0	1.4	41.0	57.6
	State	0.1	9.1	77.0	13.8	0.2	9.4	48.8	41.5
Black	District.								
	District State	0.3	23.6	73.3	2.8	0.7	27.6	58.1	13.7
Hispanic	State	0.5	23.0	10.0	2.0	0.1	21.0	30.1	10.7
пізрапіс	District								
	State	0.1	17.3	77.6	4.9	0.3	18.1	59.7	21.9
Asian									
	District	0.0	0.0	71.4	28.6	0.0	7.1	7.1	85.7
	State	0.0	5.2	70.1	24.7	0.1	4.7	32.0	63.2
Native Hawa	iian/Pacific								
Islander									
	District								
	State	0.0	9.6	78.1	12.4	0.6	7.3	50.0	42.1
American Inc	dian								
	District								
	State	0.2	19.0	73.4	7.4	1.1	21.0	53.2	24.8
Two or More	Races								
	District								
	State	0.1	13.5	74.5	11.9	0.3	14.9	51.0	33.9

Grade 8 - Students with Disabilities

			Rea	ding		Mathematics							
	Levels	1	2	3	4	1	2	3	4				
IEP	District	0.0	14.3	85.7	0.0	0.0	28.6	57.1	14.3				
	State	0.9	50.8	47.2	1.1	2.0	50.6	41.6	5.9				
Non-IEP	District	0.0	0.0	79.0	21.0	0.0	1.2	38.3	60.5				
	State	0.0	8.3	80.3	11.4	0.1	9.6	53.9	36.4				

2012 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

Is this district making Adequate Yearly Progress (AYP)?	No	Has this district been identified AYP specifications of the feder
Is this district making AYP in Reading?	No	2012-13 Federal Improvement S
Is this district making AYP in Mathematics?	No	2012-13 State Improvement Sta

	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?									
2012-13 Federal Improvement Status										
2012-13 State Improvement Status										

	Percent Tested on State Tests				Percent N	leeting/Exc	ceeding St		Other Indicators					
	Read	ding	Mathe	matics		Reading		N	/lathematic	s	Attenda	nce Rate	5-YEAR 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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	93.9		Yes	95.3		Yes	95.9	Yes		
White	100.0	Yes	100.0	Yes	94.2		Yes	95.8		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	87.9		Yes	87.7		Yes				
Asian	100.0	Yes	100.0	Yes	94.0		Yes	96.3		Yes				
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races	100.0	Yes	100.0	Yes	97.8		Yes	97.8		Yes				
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	66.7	72.7	No	73.1	83.9	No	95.1			
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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
- 3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

^{*} Includes only students enrolled as of 05/01/2011.

^{**} Safe Harbor Targets of 85% 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.

FEDERAL SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in Federal School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 2 Number of Title I schools: 1

Number of Title I schools in Federal School Improvement Status: 0 % Percent of schools in Federal School Improvement Status: 0 %

School ID School Name

Years in School Improvement

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

- ⇒ A curriculum in grades K-8 that will continue to increase in rigor by implementing Common Core State Standards;
- ⇒ A gifted education program guided by a comprehensive plan and whose curriculum is aligning with the Common Core State Standards and uses the current best practices in gifted education;
- ⇒ A middle school program for grades 6-8 that is based on best practices in working with adolescences. The curriculum offers an integrated curriculum that gives meaning to the academic program;
- ⇒ A district-wide, computer-based, testing program called MAP from the Northwest Evaluation Association that provides teachers, students, and parents with an accurate assessment of student progress in mastering the basic skills;
- ⇒ The guidance of the Response to Intervention Problem Solving model to support the growth and development of all our students in the areas of reading, math, and behaviors;
- ⇒ A commitment to continue to progress monitor the students using multiple measures
- ⇒ A focus on district staff development that aligns teachers with best practices for instruction in the Common Core State Standards, and alignment with the Charlotte Danielson Teaching Model;
- \Rightarrow Projections for 2012-2013:
 - An increase the numbers of students who fall into the "exceeds" categories of the ISAT
 - Maintenance or increase in the number of students scoring in the combined "meets" and "exceeds" categories of ISAT
 - Support for the teachers of students with disabilities in regular and special education classrooms as they strive to help these students meet Adequate Yearly Progress in reading and math.
 - Continued implementation of PBIS as a behavior intervention program
 - Continued implementation of the Common Core State Standards
 - Begin the implementation of the PERA Evaluation system as aligned with the State Requirements and the Charlotte Danielson Teaching Model

PART 1

LEGISLATIVE DIST. 31 I L L I N O I S S T A T E B O A R D O F E D U C A T I O N

34-049-0240-04 Millburn CCSD 24 2011-12 SCHOOL YEAR REPORT CARD DISTRICT SUMMARY

34-049-0240-04 Millburn C	CSD 24			2011	-12 S	CHOOL Y	EAR RE	PORT C	ARD DI	STRIC	T SUMMA	RY					
						SCH00L	AND ST	TUDENT	INFORM	MATION							
	% %	%	%	%	%	%	%	%	%	ENROL %	LMENT % NATIVE HAWAIN		% TWO OR			%	% CLAS
SCHOOL NAME	DROP LOW OUT INCOM	LEP		ATTEND	MOBI		WHITE			ASIAN	PACIF. ISLNDR	NAT.	MORE			EMGC	Y QUAL
Millburn Central School Millburn West	3.4 2.5		11.9 13.6	95.9 95.9	5.6 3.6		74.4 86.0	2.7 1.0		11.3 3.1	0.0 0.0	0.0	4.9 4.8		3 100. 8 100.		
DISTRICT HIGH POVERTY LOW POVERTY	3.1	1.9	12.4	95.9	5.0	0.0	78.0	2.2	6.1	8.8	0.0	0.1	4.9	1,54	1 100.	0 0.5 0.5	
STATE HIGH POVERTY LOW POVERTY	49.0	9.4	13.6	94.4	13.1	8.6	51.0	18.0	23.6	4.2	0.1	0.3	2.8	2,066,	692 95.	3 0.0 1.1 0.1	3 0.
LEGISLATIVE DIST. 31				тат) 0 F	E D U	CAT	10	N					PART	4
34-049-0240-04 Millburn C	CSD 24			2011							T SUMMA	RY					
						MINUTES	PER D	DAY DEV					*** **	TENCE			
SCHOOL NAME	3RI GRAI	IATHEMA 6TH E GRADI	8TH GRAD	E G	3RD RADE	CIENCE 6TH GRADE G	RADE	GRA	ENGL D 6T DE GRA	TH 8	ADE	3RD GRAD	E GRAD	8TH E GRAD	E		
Millburn Central School Millburn West	66 66		41 41		30 30	41 41	41 41	13 13			82 82	30 30	41 41				
DISTRICT	66	41	41		30	41	41	13	5 8	32	82	30	41	41			
STATE	61	. 56	54		31	44	46	14	3 10	13	92	30	43	44			
LEGISLATIVE DIST. 31				T A T			0 F	E D U	CAT	10	N					PART	5
34-049-0240-04 Millburn C	CSD 24			2011	-12 S	CHOOL Y	EAR RE	PORT C	ARD DI	STRIC	T SUMMA	RY					
							AVERAG	E CLAS	S SIZE								
SCHOOL NAME	KINDE GARTE		FIRST	SECO		THIRD		OURTH GRADE	FIF		SIXTH		SEVEN GRADE	GR.	HTH ADE	HIGH SCHOOL	
Millburn Central School Millburn West	25. 31.		26.5 31.0	30 24	.5	27.8 26.0		32.3 28.0		.2).5	33.8 26.0		37.0 30.5		6.3 5.0		
DISTRICT	26.	8	27.4	28	.2	27.2	2	30.8	28	3.1	31.2		34.4	3	5.8		
STATE	20.	9	21.2	21	.5	22.0)	22.4	22	2.8	22.4		21.3	2	1.5		
LEGISLATIVE DIST. 31	ILL	I N O :		тат	Е В (O A R D	0 F	E D U	CAT	10	N					PART	6
34-049-0240-04 Millburn C	CSD 24			2011	-12 S	CHOOL Y	EAR RE	PORT C	ARD DI	STRIC	T SUMMA	RY					
		PEI	RCENT	OF STUD	ENTS I	MEETING	OR EX	CEEDIN	GTHE I	LLINO	IS LEAR	NING	STANDA	RDS			
SCHOOL NAME	OVE 2011	RALL 201	2	ISA 2011	T 201	2 2	PSA 2011	NE 2012	2	IA 2011	A 2012						
Millburn Central School Millburn West	94.4 97.0	94.3 95.9		94.4 97.0	94.1 96.1												
DISTRICT	95.2	94.	7	95.3	95.	1					50.0						
STATE	76.5	76.	7	82.0	82.	1					66.3						
LEGISLATIVE DIST. 31				тат			0 F	E D U	CAT	10	N					PART	7-1
34-049-0240-04 Millburn C	CSD 24			2011	-12 S	CHOOL Y	EAR RE	PORT C	ARD DI	STRIC	T SUMMA	RY					
		PEI	RCENT	OF STUD	ENTS I	NOT PAR	RTICIPA	ATING I	N STAT	E TES	TING PR	OGRAM	S - RE	ADING			
										NAT HAW	AI.	T	ORE HAN				
SCHOOL NAME		NER ALL	MALE	FEMALE	WH	ITE B	BLACK	HISP ANIC	ASIA		I. NAT NDR AME		NE ACES	LEP	MIG RANT	IEP	DISAD
Millburn Central School		739 0.0	392 0.0	347 0.0		560 0.0	21 0.0	50 0.0		77	0	0	31 0.0	12 0.0	0	76 0.0	2: 0.0
Millburn West		355 0.0	172 0.0	183 0.0		314 0.0	2	16 0.0		7	0	1	15 0.0	7	0	45 0.0	9
DISTRICT		094 0.0	564 0.0	530 0.0		874 0.0	23 0.0	66 0.0		84	0	1	46 0.0	19 0.0	0	121 0.0	36 0.0
STATE	ENROLL 1,072, READING	304 541 0.4	8,690 0.5	523,352 0.3		900 192 0.3	977 2 0.7	251,440 0.4			977 3,1 0.6 0	.77 29 1.6	,968 7 0.4	5,031 0.6		6,113 ! 0.9	531,15 0.5
LEGISLATIVE DIST. 31 34-049-0240-04 Millburn C		INO:	IS S	T A T							n T Summa	DV				PART	7-2
2. 235 OE 10 OT MEETINGTH C		PEI	RCENT								TING PR		S - MA	тн			
										NAT	IVE	м	ORE				
SCHOOL NAME		IVER ALL	MAIE	FEMALE	was	ITE B	BLACK	HISP	ACT.		AI. I. NAT NDR AME	I. 0	HAN NE ACES	LEP	MIG	IEP	ECOM DISAD
SCHOOL NAME Millburn Central School		739	MALE 392	FEMALE 347		560 560	21	ANIC 50	ASIA 7		NUK AME	кn к. 0	ACES 31	12	KAN I Ø	76	D15AD
am contrat striot		0.0	0.0	0.0		0.0	0.0	0.0					0.0	0.0	J	0.0	0.0

Millburn West	ENROLL MATH	355 0.0	172 0.0	183 31- 0.0 0.0		16 0.0	7 0 1	15 7 0.0	0 4	5 9 0
DISTRICT	ENROLL MATH	1,094 0.0	564 0.0	530 87- 0.0 0.0			84 0 1 .0	46 19 0.0 0.0		
STATE	ENROLL 1 MATH	,073,764 0.4		4,040 548,23 0.3 0.			38 983 3,180 .2 0.5 0.5		271 146,13 1.1 0	
LEGISLATIVE DIST. 31	I	LLIN	0 I S S T	ATE BO	RD OF	EDUCA	TION		P/	IRT 7-3
34-049-0240-04 Millburn CCS	SD 24			2011-12 SCH	OL YEAR F	REPORT CARD D	ISTRICT SUMMARY			
			PERCENT OF	STUDENTS NO	PARTICIE	PATING IN STA	TE TESTING PROG	RAMS - SCIENCE		
		OVER				HISP	NATIVE HAWAI. PACI. NATI.		MIG	ECON

SCHOOL NAME ALL MALE FEMALE WHITE BLACK ANIC ASIAN ISLNDR AMERN RACES LEP RANT 132 0.0 17 27 0 0 8 2 0 0.0 0.0 Millburn Central School ENROLL SCIENCE ENROLL SCIENCE Millburn West ENROLL SCIENCE DISTRICT STATE ENROLL 456,721 232,992 223,651 237,912 81,780 103,594 19,211 393 1,359 12,254 25,859 107 61,941 217,988 SCIENCE 0.7 0.8 0.6 0.5 1.4 0.7 0.3 1.0 0.9 0.7 0.8 0.0 1.6 1.0

LEGISLATIVE DIST. 31 ILLINOIS STATE BOARD OF EDUCATION

34-049-0240-04 Millburn CCSD 24

2011-12 SCHOOL YEAR REPORT CARD DISTRICT SUMMARY

PART 8

PART 8

PART 9

ILLINOIS STANDARDS ACHIEVEMENT TEST: GRADE 3

		REA	DING				MATICS	
	% WARN	% BELO	% MEET	% EXCD	% WARN	% BELO	% MEET	% EXCD
Millburn Central School								
ALL STUDENTS	0.0	8.7	44.3	47.0	0.9	0.9	38.3	60.0
MALE	0.0	15.0	43.3	41.7	1.7	1.7	41.7	55.0
FEMALE	0.0		45.5		0.0	0.0	34.5	65.5
WHITE	0.0		46.2		0.0	1.3	42.3	56.4
HISPANIC	0.0		41.7	41.7	8.3	0.0	41.7	50.0
ASIAN	0.0	0.0	35.7	64.3	0.0	0.0	14.3	85.7
IEP	0.0	25.0	58.3	16.7	8.3	0.0	66.7	25.0
NON-IEP	0.0	6.8	42.7	50.5	0.0	1.0	35.0	64.1
Millburn West								
ALL STUDENTS	0.0	5.8	38.5	55.8	0.0	0.0	17.3	82.7
MALE	0.0	6.7	46.7		0.0	0.0	23.3	76.7
FEMALE	0.0	4.5			0.0	0.0	9.1	90.9
WHITE	0.0	4.7	39.5	55.8	0.0	0.0	16.3	83.7
DISTRICT								
ALL STUDENTS	0.0	7.8			0.6	0.6	31.7	67.1
MALE	0.0	12.2	44.4		1.1	1.1	35.6	62.2
FEMALE	0.0		40.3		0.0	0.0	27.3	72.7
WHITE	0.0		43.8		0.0	0.8	33.1	66.1
HISPANIC	0.0		40.0		6.7	0.0	46.7	46.7
ASIAN	0.0	0.0	37.5		0.0	0.0	12.5	87.5
TWO OR MORE RACES	0.0	0.0	45.5		0.0		9.1	90.9
IEP	0.0		52.9		5.9	0.0	64.7	29.4
NON-IEP	0.0	5.3	41.3	53.3	0.0	0.7	28.0	71.3
STATE								
ALL STUDENTS	5.2	18.7	46.1		2.9		45.2	42.5
MALE	6.4	20.8	46.1		3.2	9.3	44.0	43.5
FEMALE	3.9		46.2		2.6		46.6	41.4
WHITE	2.5		45.9		1.1		39.2	55.0
BLACK	9.3		46.9		7.1		53.8	21.2
HISPANIC	8.3		47.6		3.8		54.7	27.7
ASIAN	2.0		36.7		1.0	3.0	25.1	70.8
NATIVE HAWAIIAN/PACIFIC ISLANDER	3.4	7.4	45.9	43.2	2.0	3.4	37.8	56.8

LEGISLATIVE DIST. 31 I L L I N O I S S T A T E B O A R D O F E D U C A T I O N

34-049-0240-04 Millburn CCSD 24

2011-12 SCHOOL YEAR REPORT CARD DISTRICT SUMMARY

ILLINOIS STANDARDS ACHIEVEMENT TEST: GRADE 3

MATHEMATICS READING % WARN % % % % WARN BELO MEET EXCD BELO MEET EXCD 24.8 15.0 37.1 16.2 12.3 7.9 21.0 7.7 NON-IEP

LEGISLATIVE DIST. 31 ILLINOIS STATE BOARD OF EDUCATION

34-049-0240-04 Millburn CCSD 24

2011-12 SCHOOL YEAR REPORT CARD DISTRICT SUMMARY

ILLINOIS STANDARDS ACHIEVEMENT TEST: GRADE 4

		READ	ING			MATHEM	MATICS		SCIENCE				
	% WARN	% BELO	% MEET	% EXCD	% WARN	% BELO	% MEET	% EXCD	% WARN	% BELO	% MEET	% EXCD	
Millburn Central School													
ALL STUDENTS	0.0	5.4	42.6	51.9	0.0	3.1	47.3	49.6	0.8	3.9	51.9	43.4	
MALE	0.0	6.3	44.4	49.2	0.0	3.2	46.0	50.8	1.6	3.2	46.0	49.2	
FEMALE	0.0	4.5	40.9	54.5	0.0	3.0	48.5	48.5	0.0	4.5	57.6	37.9	
WHITE	0.0	4.9	44.1	51.0	0.0	3.9	49.0	47.1	1.0	3.9	52.0	43.1	
ASIAN	0.0	7.1	28.6	64.3	0.0	0.0	28.6	71.4	0.0	7.1	42.9	50.0	
IEP	0.0	30.8	61.5	7.7	0.0	23.1	76.9	0.0	7.7	7.7	76.9	7.7	

NON-IEP	0.0	2.6	40.5	56.9	0.0	0.9	44.0	55.2	0.0	3.4	49.1	47.4
Millburn West												
ALL STUDENTS	0.0	5.6	53.7	40.7	0.0	1.9	57.4	40.7	0.0	5.6	63.0	31.5
MALE	0.0	4.3	56.5	39.1	0.0	4.3	60.9	34.8	0.0	4.3	69.6	26.1
FEMALE	0.0	6.5	51.6	41.9	0.0	0.0	54.8	45.2	0.0	6.5	58.1	35.5
WHITE	0.0	6.5	54.3	39.1	0.0	2.2	58.7	39.1	0.0	2.2	67.4	30.4
DISTRICT												
ALL STUDENTS	0.0	5.5	45.9	48.6	0.0	2.7	50.3	47.0	0.5	4.4	55.2	39.9
MALE	0.0	5.8	47.7	46.5	0.0	3.5	50.0	46.5	1.2	3.5	52.3	43.0
FEMALE	0.0	5.2	44.3	50.5	0.0	2.1	50.5	47.4	0.0	5.2	57.7	37.1
WHITE	0.0	5.4	47.3	47.3	0.0	3.4	52.0	44.6	0.7	3.4	56.8	39.2
ASIAN	0.0	6.7	26.7	66.7	0.0	0.0	26.7	73.3	0.0	6.7	40.0	53.3
TWO OR MORE RACES	0.0	0.0	36.4	63.6	0.0	0.0	27.3	72.7	0.0	0.0	54.5	45.5
IEP	0.0	30.0	65.0	5.0	0.0	20.0	80.0	0.0	5.0	5.0	75.0	15.0
NON-IEP	0.0	2.5	43.6	54.0	0.0	0.6	46.6	52.8	0.0	4.3	52.8	42.9
STATE												
ALL STUDENTS	1.0	23.0	47.1	28.9	1.2	10.7	57.1	31.0	2.6	17.6	59.7	20.1
MALE	1.3	26.7	46.8	25.2	1.5	11.4	56.0	31.1	2.9	17.4	57.4	22.3
FEMALE	0.6	19.2	47.4	32.8	0.9	9.9	58.4	30.8	2.3	17.9	62.0	17.8
WHITE	0.5	14.3	46.9	38.3	0.6	6.0	53.6	39.8	1.0	9.6	61.2	28.2
BLACK	2.0	39.0	45.6	13.5	3.0	20.9	61.8	14.3	6.1	33.8	54.1	6.0
HISPANIC	1.3	32.3	50.0	16.4	1.4	14.5	64.7	19.4	3.8	24.6	61.8	9.9
ASIAN	0.4	9.1	38.2	52.3	0.6	3.3	35.9	60.2	1.4	7.3	52.6	38.7
NATIVE HAWAIIAN/PCIFC ISLNDR	0.8	14.4	48.8	36.0	0.0	6.3	50.0	43.8	0.8	13.4	58.3	27.6
NATIVE AMERICAN	1.0	25.5	51.6	22.0	1.4	10.5	64.2	23.9	3.3	21.5	60.4	14.8
TWO OR MORE RACES	0.6	19.4	46.7	33.3	0.8	9.1	55.8	34.3	1.9	15.1	58.6	24.4

ILLINOIS STATE BOARD OF EDUCATION LEGISLATIVE DIST. 31

34-049-0240-04 Millburn CCSD 24

2011-12 SCHOOL YEAR REPORT CARD DISTRICT SUMMARY

PART 9

PART 10

PART 11

ILLINOIS STANDARDS ACHIEVEMENT TEST: GRADE 4

		READ	ING			MATHEM	MTICS		SCIENCE					
	%	%	%	%	%	%	%	%	%	%	%	%		
	WARN	BELO	MEET	EXCD	WARN	BELO	MEET	EXCD	WARN	BELO	MEET	EXCD		
IEP	5.3	55.8	30.7	8.2	6.1	29.7	53.2	11.0	7.7	34.4	49.9	8.1		
NON-IEP	0.3	18.2	49.5	32.0	0.5	7.9	57.7	33.9	1.9	15.2	61.1	21.8		

ILLINOIS STATE BOARD OF EDUCATION

34-049-0240-04 Millburn CCSD 24 2011-12 SCHOOL YEAR REPORT CARD DISTRICT SUMMARY

TILITADES STANDARDS ACHTEVEMENT TEST: GRADE 5

READING MATHEMATICS % WARN % % %
BELO MEET EXCD % Warn % MEET % EXCD BELO FEMALE

Millburn Central School ALL STUDENTS MALE 43.4 42.6 44.1 43.6 57.1 41.8 50.0 50.0 50.0 49.1 7.1 54.9 60.9 53.6 67.8 61.7 69.2 59.8 WHITE IEP NON-IEP Millburn West
ALL STUDENTS
MALE
FEMALE
WHITE DISTRICT
ALL STUDENTS
MALE
FEMALE
WHITE
HISPANIC
TWO OR MORE RACES
IEP
NON-IEP 62.9 58.0 67.8 64.4 30.3 34.1 26.4 28.2 0.0 7.7 10.0 5.2 7.9 10.0 0.0 40.9 3.4 44.4 46.0 42.7 45.5 50.0 30.0 40.9 44.8 48.0 44.0 52.1 46.7 40.0 70.0 18.2 51.7 0.0 0.0 0.0 0.0 0.0 0.0 9.5 33.1 STATE ALL STUDENTS 22.0 25.5 18.4 12.7 38.1 32.5 9.2 12.6 26.3 16.5 47.2 47.4 47.0 46.3 48.0 49.8 39.1 50.5 53.8 46.9 31.5 30.6 26.9 34.5 41.0 13.5 17.5 51.7 36.9 19.6 36.4 15.7 16.8 14.6 9.1 30.3 21.0 5.3 9.1 20.6 13.1 42.7 65.9 64.3 67.6 66.6 63.1 69.6 49.5 69.1 67.2 64.9 49.4 MALE
FEMALE
WHITE
BLACK
HISPANIC
ASIAN
MATIVE HAWAIIAN/PACIFIC ISLANDER
MATIVE AMERICAN
TWO OR MORE RACES
IEP 18.1 17.2 24.0 5.1 8.6 44.9 21.8 11.7 21.4

LEGISLATIVE DIST. 31 ILLINOIS STATE BOARD OF EDUCATION PART 10

34-049-0240-04 Millburn CCSD 24

2011-12 SCHOOL YEAR REPORT CARD DISTRICT SUMMARY ILLINOIS STANDARDS ACHIEVEMENT TEST: GRADE 5

MATHEMATICS READING % % % %
WARN BELO MEET EXCD % % % % WARN BELO MEET EXCD NON-IEP 0.1 16.5 49.5 34.0 0.3 11.8 68.3

ILLINOIS STATE BOARD OF EDUCATION LEGISLATIVE DIST. 31 34-049-0240-04 Millburn CCSD 24

2011-12 SCHOOL YEAR REPORT CARD DISTRICT SUMMARY ILLINOIS STANDARDS ACHIEVEMENT TEST: GRADE 6

READING MATHEMATICS % % % BELO MEET EXCD % % % % WARN BELO MEET EXCD WARN

Millburn Central School

	ALL STUDENTS	0.0	9.6	54.4	36.0	0.0	6.6	55.9	37.5
	MALE	0.0	13.7	53.4	32.9	0.0	8.2	49.3	42.5
	FEMALE	0.0	4.8	55.6	39.7	0.0	4.8	63.5	31.7
	WHITE	0.0	10.5	51.4	38.1	0.0	7.6	51.4	41.0
	ASIAN	0.0	7.1	57.1	35.7	0.0	7.1	64.3	28.6
	IEP	0.0	43.8	50.0	6.3	0.0	25.0	68.8	6.3
	NON-IEP	0.0	5.0	55.0	40.0	0.0	4.2	54.2	41.7
Mill	burn West								
	ALL STUDENTS	0.0	1.9	55.8	42.3	0.0	7.7	48.1	44.2
	MALE	0.0	0.0	81.8	18.2	0.0	4.5	45.5	50.0
	FEMALE	0.0	3.3	36.7	60.0	0.0	10.0	50.0	40.0
	WHITE	0.0	0.0	53.3	46.7	0.0	4.4	48.9	46.7
DTS	STRICT								
	ALL STUDENTS	0.0	7.4	54.8	37.8	0.0	6.9	53.7	39.4
	MALE	0.0	10.5	60.0	29.5	0.0	7.4	48.4	44.2
	FEMALE	0.0	4.3	49.5	46.2	0.0	6.5	59.1	34.4
	WHITE	0.0	7.3	52.0	40.7	0.0	6.7	50.7	42.7
	HTSPANTC	0.0	10.0	70.0	20.0	0.0	10.0	70.0	20.0
	ASIAN	0.0	6.7	60.0	33.3	0.0	6.7	60.0	33.3
	IEP	0.0	33.3	62.5	4.2	0.0	25.0	66.7	8.3
	NON-IEP	0.0	3.7	53.7	42.7	0.0	4.3	51.8	43.9
STA	ATF.								
	ALL STUDENTS	0.2	18.1	56.5	25.2	0.4	14.6	58.9	26.0
	MALE	0.3	21.2	55.3	23.1	0.5	15.8	56.8	26.9
	FEMALE	0.1	14.8	57.8	27.3	0.3	13.4	61.2	25.1
	WHITE	0.1	10.9	55.2	33.7	0.2	8.3	57.2	34.4
	BI ACK	0.4	32.3	57.3	10.0	1.0	28.0	61.3	9.7
	HISPANIC	0.2	24.8	61.0	13.9	0.5	19.7	64.8	15.0
	ASIAN	0.1	6.6	45.3	48.0	0.1	4.8	38.6	56.5
	NATIVE HAWATTAN/PACTETC ISLANDER	0.0	9.6	57.4	33.1	0.0	7.3	56.9	35.8
	NATIVE AMERICAN	0.2	23.4	55.6	20.8	0.8	19.0	59.1	21.2
	TWO OR MORE RACES	0.3	14.6	54.3	30.8	0.3	13.1	57.5	29.1

LEGISLATIVE DIST. 31 I L L I N O I S S T A T E B O A R D O F E D U C A T I O N

34-049-0240-04 Millburn CCSD 24 2011-12 SCHOOL YEAR REPORT CARD DISTRICT SUMMARY

ILLINOIS STANDARDS ACHIEVEMENT TEST: GRADE 6

PART 11

PART 12

		REA	DING		MATHEMATICS						
	% WARN	% BELO	% MEET	% EXCD	% WARN	% BELO	% MEET	% EXCD			
IEP	1.2	56.2	37.4	5.2	2.3	45.3	46.6	5.9			
NON-IEP	0.1	12.6	59.3	28.1	0.1	10.2	60.7	28.9			

LEGISLATIVE DIST. 31 ILLINOIS STATE BOARD OF EDUCATION

34-049-0240-04 Millburn CCSD 24 2011-12 SCHOOL YEAR REPORT CARD DISTRICT SUMMARY

ILLINOIS STANDARDS ACHIEVEMENT TEST: GRADE 7

		READ	DING			MATHEM	MTICS			SCIE	NCE	
	%	%	%	%	%	%	%	%	%	%	%	%
	WARN	BELO	MEET	EXCD	WARN	BELO	MEET	EXCD	WARN	BELO	MEET	EXCD
Millburn Central School												
ALL STUDENTS	0.0	4.5	57.7	37.8	0.0	6.3	44.1	49.5	1.8	4.5	55.9	37.8
MALE	0.0	5.9	55.9	38.2	0.0	8.8	41.2	50.0	2.9	7.4	48.5	41.2
FEMALE	0.0	2.3	60.5	37.2	0.0	2.3	48.8	48.8	0.0	0.0	67.4	32.6
WHITE	0.0	3.8	61.3	35.0	0.0	3.8	46.3	50.0	1.3	5.0	55.0	38.8
HISPANIC	0.0	8.3	50.0	41.7	0.0	25.0	41.7	33.3	8.3	8.3	58.3	25.0
ASIAN	0.0	7.7	53.8	38.5	0.0	0.0	38.5	61.5	0.0	0.0	61.5	38.5
Millburn West												
ALL STUDENTS	0.0	3.2	53.2	43.5	0.0	0.0	43.5	56.5	1.6	0.0	62.3	36.1
MALE	0.0	7.7	57.7	34.6	0.0	0.0	38.5	61.5	3.8	0.0	53.8	42.3
FEMALE	0.0	0.0	50.0	50.0	0.0	0.0	47.2	52.8	0.0	0.0	68.6	31.4
WHITE	0.0	1.8	53.6	44.6	0.0	0.0	42.9	57.1	0.0	0.0	63.6	36.4
DISTRICT												
ALL STUDENTS	0.0	4.0	56.1	39.9	0.0	4.0	43.9	52.0	1.7	2.9	58.1	37.2
MALE	0.0	6.4	56.4	37.2	0.0	6.4	40.4	53.2	3.2	5.3	50.0	41.5
FEMALE	0.0	1.3	55.7	43.0	0.0	1.3	48.1	50.6	0.0	0.0	67.9	32.1
WHITE	0.0	2.9	58.1	39.0	0.0	2.2	44.9	52.9	0.7	3.0	58.5	37.8
HISPANIC	0.0	13.3	53.3	33.3	0.0	20.0	46.7	33.3	13.3	6.7	60.0	20.0
ASIAN	0.0	7.1	50.0	42.9	0.0	0.0	35.7	64.3	0.0	0.0	57.1	42.9
IEP	0.0	30.8	61.5	7.7	0.0	30.8	53.8	15.4	15.4	30.8	46.2	7.7
NON-IEP	0.0	1.9	55.6	42.5	0.0	1.9	43.1	55.0	0.6	0.6	59.1	39.6
STATE												
ALL STUDENTS	0.4	21.5	58.0	20.1	1.4	14.0	53.5	31.1	8.6	11.6	54.6	25.3
MALE	0.6	25.0	56.9	17.5	1.8	15.6	51.6	31.0	10.0	11.7	51.3	26.9
FEMALE	0.2	17.8	59.3	22.7	1.0	12.3	55.6	31.1	7.0	11.4	58.1	23.5
WHITE	0.2	13.9	58.9	27.0	0.8	9.0	50.8	39.4	4.4	7.1	53.1	35.5
BLACK	0.9	36.6	54.6	7.9	2.9	25.9	57.1	14.1	17.4	20.4	54.5	7.7
HISPANIC	0.5	29.2	59.7	10.7	1.6	17.9	60.7	19.8	12.1	16.1	59.7	12.1
ASIAN	0.2	8.5	53.6	37.7	0.7	3.6	32.0	63.8	3.3	4.6	47.0	45.1
NATIVE HAWAIIAN/PCIFC ISLNDR	0.0	17.1	57.7	25.2	0.9	4.5	55.4	39.3	8.0	6.3	59.8	25.9
NATIVE AMERICAN	0.0	23.6	60.1	16.2	1.5	16.2	56.0	26.3	9.1	12.7	58.1	20.1
TWO OR MORE RACES	0.2	18.4	57.4	24.0	1.2	12.6	52.3	33.9	7.1	10.5	51.6	30.8
IEP	2.4	61.0	33.3	3.3	7.7	44.0	42.2	6.1	28.6	24.5	40.8	6.1

LEGISLATIVE DIST. 31 I L L I N O I S S T A T E B O A R D O F E D U C A T I O N PART 12

34-049-0240-04 Millburn CCSD 24 2011-12 SCHOOL YEAR REPORT CARD DISTRICT SUMMARY

ILLINOIS STANDARDS ACHIEVEMENT TEST: GRADE 7

		READ	ING			MATHEM	MTICS			SCIE	NCE	
	% WARN	% BELO	% MEET	% EXCD	% WARN	% BELO	% MEET	% EXCD	% WARN	% BELO	% MEET	% EXCD
NON-IEP	0.1	15.8	61.6	22.5	0.5	9.7	55.2	34.7	5.7	9.7	56.6	28.0

LEGISLATIVE DIST. 31 I L L I N O I S S T A T E B O A R D O F E D U C A T I O N PART 13

34-049-0240-04 Milburn CCSD 24 2011-12 SCHOOL YEAR REPORT CARD DISTRICT SUMMARY

ILLINOIS STANDARDS ACHIEVEMENT TEST: GRADE 8

		REA	DING			MATHE	MATICS	
	%	%	%	%	*	%	%	%
	WARN	BELO	MEET	EXCD	WARN	BELO	MEET	EXCD
Millburn Central School								
ALL STUDENTS	0.0	0.9	77.4	21.7	0.0	4.7	40.6	54.7
MALE	0.0	0.0	80.4		0.0			64.3
FEMALE	0.0		74.0		0.0			44.0
WHITE	0.0	1.3	77.5	21.3	0.0	1.3	42.5	56.3
ASIAN	0.0	0.0	66.7	33.3	0.0	8.3	8.3	83.3
Millburn West								
ALL STUDENTS	0.0	1.4	82.9	15.7	0.0	1.4	38.6	60.0
MALE	0.0		86.5		0.0	2.7	35.1	62.2
FEMALE	0.0		78.8		0.0			57.6
WHITE	0.0	1.6	82.8	15.6	0.0	1.6	39.1	59.4
DISTRICT								
ALL STUDENTS	0.0	1.1	79.5	19.3	0.0	3.4	39.8	56.8
MALE	0.0	0.0	82.8		0.0	4.3	32.3	63.4
FEMALE	0.0	2.4	75.9	21.7	0.0	2.4	48.2	49.4
WHITE		1.4					41.0	57.6
ASIAN	0.0		71.4		0.0	7.1	7.1	85.7
IEP	0.0	14.3	85.7 79.0	0.0	0.0	28.6	57.1	14.3
NON-IEP	0.0	0.0	79.0	21.0	0.0	1.2	38.3	60.5
STATE								
ALL STUDENTS	0.1	13.6			0.3	14.7	52.4	32.6
MALE	0.2	17.2			0.4		50.1	32.7
FEMALE			78.0		0.2			32.5
WHITE	0.1	9.1	77.0		0.2	9.4	48.8	41.5
BLACK	0.3	23.6	73.3	2.8	0.7	27.6	58.1	13.7
HISPANIC	0.1	17.3	77.6	4.9	0.3			21.9
ASIAN			70.1		0.1	4.7	32.0	63.2
NATIVE HAWAIIAN/PACIFIC ISLANDER	0.0	9.6	78.1	12.4		7.3		42.1
NATIVE AMERICAN	0.2	19.0	73.4	7.4	1.1	21.0	53.2	24.8
TWO OR MORE RACES	0.1	13.5	74.5	11.9	0.3			
IEP		50.8			2.0			5.9
NON-IEP	0.0	8.3	80.3	11.4	0.1	9.6	53.9	36.4

LEGISLATIVE DIST. 31 ILLINOIS STATE BOARD OF EDUCATION

LEGISLATI	.VL D131	,1		LLIM	0133		5 U A	K D 0	1	UCAII	0 14				PAICI
34-049-02	140-04 N	tillburn (CSD 24			2011-12	SCH00	L YEAR	REPORT	CARD DISTR	ICT SUMMAR	RY			
DISTRICT	STATISTICS	5					EDUC	ATOR I	NFORMAT:	ION					
					% NAT. I										
			% HISPANIC						% IWU/I	MORE RACES					TOTAL
DISTRICT	98.9	0.0	1.1	0.0	0	.0	0	.0		0.0	0.0	12.0	88.0		91
STATE	83.3	7.1	5.3	1.3	0	.1	0	. 2		0.8	2.0	23.1	76.9	12	27,830
					DISTRICT	STAT	 F	ΔVFI	RAGE FO	R DISTRICTS	OF:	High-P	overtv	l ow-l	Poverty
					AVERAGE	AVERA		SAME		SIMILAR		DIST		DIST	STATE
YEARS	OF TEACHIN	IG EXP			13.5	12.	9	12	.7	13.1			12.0	13.7	13.1
% OF T	EACHERS WI	TH: BACHEL	OR'S DEGREE		27.3	37.	В	36	.5	40.4			39.5	27.4	29.3
		MASTER	'S DEGREE/+		72.2	61.	7	63	.1	59.3			59.7	72.1	70.5
PUPIL-	TEACHER RA	TIO: ELEME	NTARY (PK-8)		19.6 : 1	18.9	: 1	17.3	: 1	16.9 :	1				
		SECON	IDARY (9-12)		: 1		: 1		: 1		1				
PUPIL-	CERTIFIED	STAFF RAT	10		13.8 : 1	13.7	: 1	12.7	: 1	12.5 :	1				
PUPIL-	ADMIN RATI	0		2	20.1 : 1	205.0	: 1	195.2	: 1	180.6 :	1				
PUPIL-	ADMIN KAII	.0		-	20.1 . 1	203.0	. 1	193.2	. 1	100.0 .	1				

PART 23

FINANCIAL INFORMATION \$57,054 \$66,614 \$63,151 \$60,221 (2011-2012) TEACHER SALARY

ADMINISTRATOR SALARY	\$107,238	\$110,870	\$115,190	\$116,247	(2011-2012)	
EAV PER PUPIL	\$202,868		\$348,788	\$363,050	(2009)	
TOTAL SCHOOL TAX RATE PER \$100	3.45		2.57	2.41	(2009)	
INSTRUCTIONAL EXPENDITURE PER PUPIL	\$6,142	\$6,824	\$6,534	\$6,360	(2010-2011)	
OPERATING EXPENDITURE PER PUPIL	\$9,766	\$11,664	\$11,190	\$10,912	(2010-2011)	

	DISTRICT	DISTRICT %	STATE %		DISTRICT	DISTRICT %	STATE %	
EXPENDITURE BY FUNCTION - 2010-11				REVENUE BY SOURCE 2009-10				
INSTRUCTION	\$8,945,910	55.5	48.3	LOCAL PROPERTY TAXES	\$10,244,530	65.9	58.2	
GENERAL ADMINISTRATION	\$464,533	2.9	3.3	OTHER LOCAL FUNDING	\$886,461	5.7	5.1	
SUPPORTING SERVICES	\$4,441,858	27.5	30.7	GENERAL STATE AID	\$3,082,422	19.8	17.1	
OTHER EXPENDITURES	\$2,280,237	14.1	17.7	OTHER STATE FUNDING	\$987,206	6.4	9.5	
				FEDERAL FUNDING	\$336,807	2.2	10.1	
EXPENDITURE BY FUND - 2010-11				TOTAL REVENUE	\$15,537,426			
EDUCATION	\$11,276,026	69.9	73.7					
OPERATIONS AND MAINTENANCE	\$1,223,277	7.6	5.9					

EDUCATION	\$11,276,026	69.9	/3./				
OPERATIONS AND MAINTENANCE	\$1,223,277	7.6	5.9				
TRANSPORTATION	\$1,076,251	6.7	3.8	*DISTRICT	S BY TYPE AND	SIZE (ENROL	LMENT)
DEBT SERVICE	\$1,840,056	11.4	7.4				
TORT	\$174,760	1.1	1.2		SMALL	MEDIUM	LARGE
MUNICIPAL RETIREMENT/SOCIAL SECURITY	\$497,985	3.1	2.0				
FIRE PREVENTION AND SAFETY	\$0	0.0	0.8	ELEMENTARY	UNDER 277	277-1805	OVER 1805
CAPITAL PROJECTS	\$44,183	0.3	5.1	HIGH SCHOOL	UNDER 634	634-3674	OVER 3674
TOTAL EXPENDITURES	\$16,132,538			UNIT DIST.	UNDER 509	509-1882	OVER 1882

Millburn Central School Millburn CCSD 24 Old Mill Creek, ILLINOIS

GRADES: PKK12345678



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/I	ETHNIC E	BACKGR	OUND AND	OTHER	INFORMA	TION									
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American	Two or More Races	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School District	74.4 78.0	2.7 2.2	6.7 6.1	11.3 8.8	0.0	0.0 0.1	4.9 4.9	3.4 3.1	2.1 1.9	11.9 12.4		0.0	5.6 5.0	95.9 95.9	1,063 1,541
State	51.0	18.0	23.6	4.2	0.1	0.3	2.8	49.0	9.4	13.6		8.6	13.1	94.4	2,066,692

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. **IEP** Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Mobility rate** is based on the number of times students enroll in or leave a school during the school year. **Chronic truants** are students who are absent from school without valid cause for 9 or more of the last 180 school days.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL	CONTACT*
	Percent
School	100.0
District	100.0
State	95.3
I	1

STUDENT-TO	-STAFF RATIOS	}	
Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
19.6		13.8	220.1
18.9		13.7	205.0

^{*} 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	25.3	26.5	30.0	27.8	32.3	27.2	33.8	37.0	36.3			
District	26.8	27.4	28.2	27.2	30.8	28.1	31.2	34.4	35.8			
State	20.9	21.2	21.5	22.0	22.4	22.8	22.4	21.3	21.5			

TIME DEVO	TED TO I	TEACHIN	G CORE	SUBJEC	CTS (Minu	ıtes Per [Day)					
	Ma	athematic	cs	Science English/Language Arts Social Scien						nce		
Grades	3	6	8	3	6	8	3	6	8	3	6	8
School	60	41	41	30	41	41	135	82	82	30	41	41
District	60	41	41	30	41	41	135	82	82	30	41	41
State	61	56	54	31	44	46	143	103	92	30	43	44

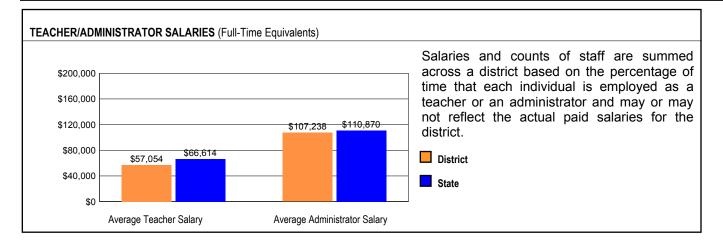
2

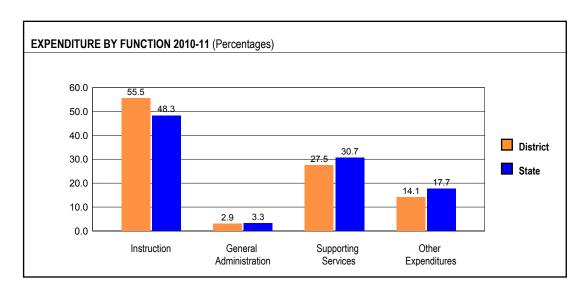
TEACHER	INFORMATION	(Full-Time E	quivalents)								
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District State	98.9 83.3	0.0 7.1	1.1 5.3	0.0 1.3	0.0 0.1	0.0 0.2	0.0 0.8	0.0 2.0	12.0 23.1	88.0 76.9	91 127,830

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										
			0.7	0.0										
				0.0 0.7										
	Average Teaching Experience (Years)	Average Teachers Teaching Experience (Years) 13.5 % of Teachers with Bachelor's Degrees 27.3	Average Teaching Experience (Years) 13.5 27.3 72.2	Average Teaching Experience (Years) 13.5 27.3 4 27.3 4 3.5 4 3.5 4 3.5 4 3.5 5 47.3 6 5 6 7 6 7 70 6 7 70 70 70 70 70 70 70 70 70 70 70 70 7										

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

SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2010-11	1		
	District	District %	State %
Local Property Taxes	\$10,244,530	65.9	58.2
Other Local Funding	\$886,461	5.7	5.1
General State Aid	\$3,082,422	19.8	17.1
Other State Funding	\$987,206	6.4	9.5
Federal Funding	\$336,807	2.2	10.1
TOTAL	\$15,537,426		

EXPENDITURE BY FUND 2010	-11		
	District	District %	State %
Education	\$11,276,026	69.9	73.7
Operations & Maintenance	\$1,223,277	7.6	5.9
Transportation	\$1,076,251	6.7	3.8
Debt Service	\$1,840,056	11.4	7.4
Tort	\$174,760	1.1	1.2
Municipal Retirement/			
Social Security	\$497,985	3.1	2.0
Fire Prevention & Safety	\$0	0.0	8.0
Capital Projects	\$44,183	0.3	5.1
TOTAL	\$16,132,538		

OTHER FINA	ANCIAL INDICATORS			
	2009 Equalized	2009 Total School	2010-11 Instructional	2010-11 Operating
	Assessed Valuation	Tax Rate	Expenditure	Expenditure
	per Pupil	per \$100	per Pupil	per Pupil
District	\$202,868	3.45	\$6,142	\$9,766
State	**	**	\$6,824	\$11,664

^{**} 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.

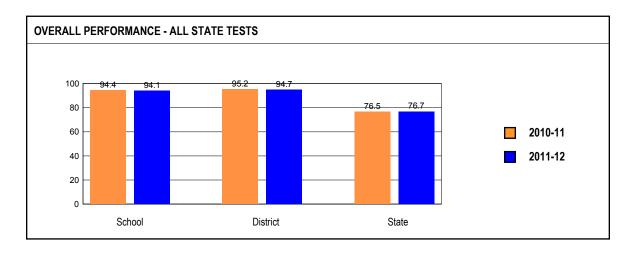
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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

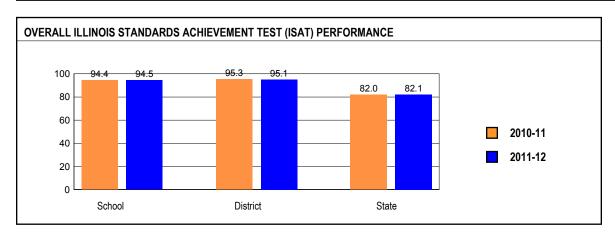
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They respresent your school's performance in reading, mathematics, and science.



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.

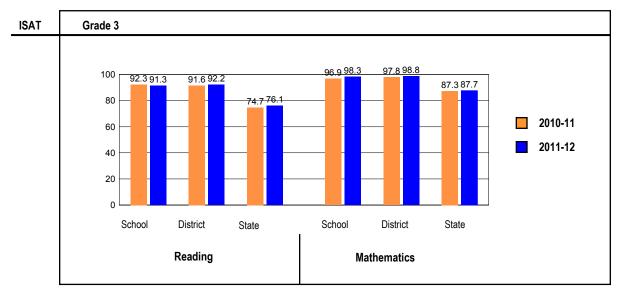
4

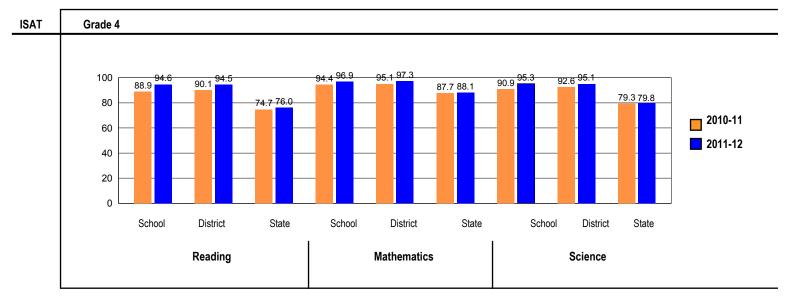


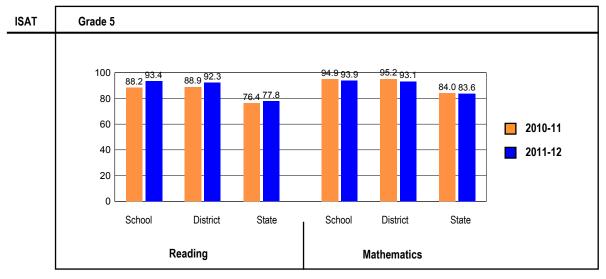
5

ISAT PERFORMANCE

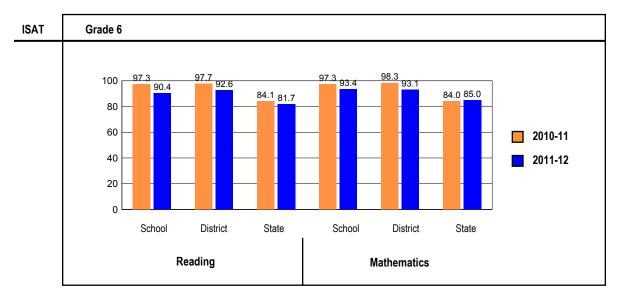
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

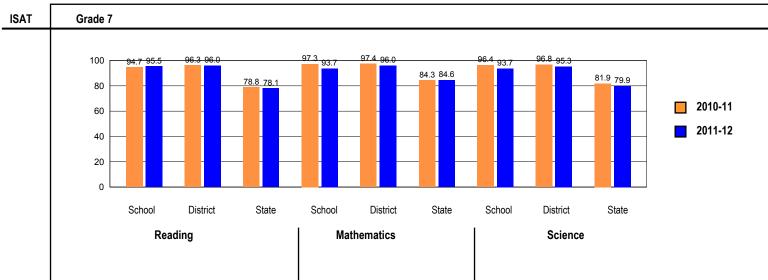


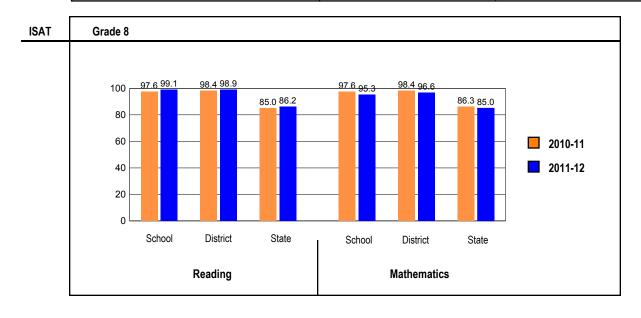




6







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.

PERCE	NTAGE OF ST	TUDENTS I	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR F	READING							
			Ge	nder		R	acial/Ethni	c Backgro	ound						
		AII	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	739	392	347	560	21	50	77	0	0	31	12	0	76	21
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
District	*Enrollment	1,094	564	530	874	23	66	84	0	1	46	19	0	121	30
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
State *Enrollment		1,072,304	548,690	523,352	547,900	192,977	251,440	45,188	977	3,177	29,968	75,031	261	146,113	531,157
1	Reading	0.4	0.5	0.3	0.3	0.7	0.4	0.3	0.6	0.6	0.4	0.6	2.3	0.9	0.5

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCE	NTAGE OF ST	TUDENTS I	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR I	MATHEM/	ATICS						
			Ge	nder		F	Racial/Ethni	c Backgro	ound						Econo- mically Disadv- antaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American	Two or More Races	LEP	Migrant D	Students with Disabilities	
School	*Enrollment	739	392	347	560	21	50	77	0	0	31	12	0	76	21
3011001	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
District	*Enrollment	1,094	564	530	874	23	66	84	0	1	46	19	0	121	30
District	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
State	*Enrollment	1,073,764	549,462	524,040	548,234	193,064	252,013	45,638	983	3,180	29,975	76,502	271	146,133	532,214
	Mathematics	0.4	0.4	0.3	0.3	0.7	0.4	0.2	0.5	0.5	0.4	0.3	1.1	0.9	0.5

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

PERCE	NTAGE OF S	TUDENTS	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR	SCIENCE							
			Ge	nder		F	Racial/Ethni	c Backgro	ound						
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races	LEP		Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	241	132	109	183	6	17	27	0	0	8	2	0	22	6
School	Science	0.0	0.0	0.0	0.0		0.0	0.0						0.0	
District	*Enrollment	358	181	177	286	6	22	29	0	1	14	2	0	35	9
District	Science	0.0	0.0	0.0	0.0		0.0	0.0			0.0			0.0	
*Enrollment		456,721	232,992	223,651	237,912	81,780	103,594	19,211	393	1,359	12,254	25,859	107	61,941	217,988
	Science	0.7	0.8	0.6	0.5	1.4	0.7	0.3	1.0	0.9	0.7	0.8	0.9	1.6	1.0

^{*} 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

		Read	ding		Mathematics				
Levels	1	2	3	4	1	2	3	4	
School District State	0.0 0.0 5.2	8.7 7.8 18.7	44.3 42.5 46.1	47.0 49.7 29.9	0.9 0.6 2.9	0.9 0.6 9.3	38.3 31.7 45.2	60.0 67.1 42.5	

Grade 3 - Gender

		Reading				Mathematics				
	Levels	1	2	3	4	1	2	3	4	
Male	School	0.0	15.0	43.3	41.7	1.7	1.7	41.7	55.0	
	District	0.0	12.2	44.4	43.3	1.1	1.1	35.6	62.2	
	State	6.4	20.8	46.1	26.7	3.2	9.3	44.0	43.5	
Female	School	0.0	1.8	45.5	52.7	0.0	0.0	34.5	65.5	
	District	0.0	2.6	40.3	57.1	0.0	0.0	27.3	72.7	
	State	3.9	16.6	46.2	33.3	2.6	9.4	46.6	41.4	

9

Grade 3 - Racial/Ethnic Background

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White									
	School	0.0	7.7	46.2	46.2	0.0	1.3	42.3	56.4
	District	0.0	6.6	43.8	49.6	0.0	0.8	33.1	66.1
	State	2.5	11.7	45.9	39.9	1.1	4.6	39.2	55.0
Black	0.11								
	School								
	District State	9.3	28.3	46.9	15.4	7.1	17.9	53.8	21.2
	State	9.3	28.3	40.9	15.4	7.1	17.9	53.8	21.2
Hispanic	0.11	0.0	16.7	41.7	41.7	8.3	0.0	41.7	50.0
	School								50.0
	District	0.0 8.3	20.0 28.0	40.0 47.6	40.0 16.1	6.7 3.8	0.0 13.8	46.7 54.7	46.7 27.7
A - ' - ·	State	0.3	20.0	47.0	10.1	ა.0	13.0	54.7	21.1
Asian	School	0.0	0.0	35.7	64.3	0.0	0.0	14.3	85.7
	District	0.0	0.0	37.5	62.5	0.0	0.0	14.5	87.5
	State	2.0	7.4	36.7	53.9	1.0	3.0	25.1	70.8
Nativo Hau	/aiian/Pacific	2.0	7.7	00.7	00.0	1.0	0.0	20.1	70.0
Islander	aliali/Facilic								
isiailuei	School								
	District								
	State	3.4	7.4	45.9	43.2	2.0	3.4	37.8	56.8
American I	ndian								
,	School								
	District								
	State	3.9	24.8	45.1	26.2	2.0	12.3	51.0	34.8
Two or Mo	re Races								
	School								
	District	0.0	0.0	45.5	54.5	0.0	0.0	9.1	90.9
	State	3.7	15.0	46.7	34.6	2.0	7.9	44.0	46.1

Grade 3 - Students with Disabilities

			Rea	ding		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
IEP	School	0.0	25.0	58.3	16.7	8.3	0.0	66.7	25.0	
	District	0.0	29.4	52.9	17.6	5.9	0.0	64.7	29.4	
	State	21.1	37.1	31.6	10.3	9.9	21.0	48.6	20.5	
Non-IEP	School	0.0	6.8	42.7	50.5	0.0	1.0	35.0	64.1	
	District	0.0	5.3	41.3	53.3	0.0	0.7	28.0	71.3	
	State	3.0	16.2	48.2	32.7	1.9	7.7	44.8	45.6	

Grade 4

Grade 4 - All

		Rea	nding		Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	5.4	42.6	51.9	0.0	3.1	47.3	49.6	0.8	3.9	51.9	43.4
District	0.0	5.5	45.9	48.6	0.0	2.7	50.3	47.0	0.5	4.4	55.2	39.9
State	1.0	23.0	47.1	28.9	1.2	10.7	57.1	31.0	2.6	17.6	59.7	20.1

Grade 4 - Gender

		Reading				Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	6.3	44.4	49.2	0.0	3.2	46.0	50.8	1.6	3.2	46.0	49.2
	District	0.0	5.8	47.7	46.5	0.0	3.5	50.0	46.5	1.2	3.5	52.3	43.0
	State	1.3	26.7	46.8	25.2	1.5	11.4	56.0	31.1	2.9	17.4	57.4	22.3
Female	School	0.0	4.5	40.9	54.5	0.0	3.0	48.5	48.5	0.0	4.5	57.6	37.9
	District	0.0	5.2	44.3	50.5	0.0	2.1	50.5	47.4	0.0	5.2	57.7	37.1
	State	0.6	19.2	47.4	32.8	0.9	9.9	58.4	30.8	2.3	17.9	62.0	17.8

10

Grade 4 - Racial/Ethnic Background

			Rea	ding			Mather	natics			Scie	ence	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
White	Cabaal	0.0	4.9	44.1	51.0	0.0	3.9	49.0	47.1	1.0	3.9	50.0	43.1
	School	0.0	5.4	44.1	47.3	0.0	3.9	52.0	47.1	0.7	3.9	52.0 56.8	39.2
	District State	0.0	14.3	46.9	38.3	0.0	6.0	53.6	39.8	1.0	9.6	61.2	28.2
	State	0.5	14.5	40.3	30.3	0.0	0.0	33.0	33.0	1.0	3.0	01.2	20.2
Black	School												
	District	0.0	20.0	45.0	40.5		00.0	04.0	440	0.4	20.0	544	
	State	2.0	39.0	45.6	13.5	3.0	20.9	61.8	14.3	6.1	33.8	54.1	6.0
Hispanic	0.11												
•	School												
	District State	1.3	32.3	50.0	16.4	1.4	14.5	64.7	19.4	3.8	24.6	61.8	9.9
Asian	State	1.0	02.0	30.0	10.4	1.7	14.0	04.7	10.4	0.0	24.0	01.0	3.3
ASIAII	Cabaal	0.0	7.1	28.6	64.3	0.0	0.0	28.6	71.4	0.0	7.1	42.9	50.0
	School							1					
	District	0.0	6.7	26.7	66.7	0.0	0.0	26.7	73.3	0.0	6.7	40.0	53.3
	State	0.4	9.1	38.2	52.3	0.6	3.3	35.9	60.2	1.4	7.3	52.6	38.7
	aiian/Pacific												
Islander	School												
	District												
	State	0.8	14.4	48.8	36.0	0.0	6.3	50.0	43.8	0.8	13.4	58.3	27.6
American Ir	ndian												
	School												
	District												
	State	1.0	25.5	51.6	22.0	1.4	10.5	64.2	23.9	3.3	21.5	60.4	14.8
Two or Mor	e Races School						_						
	District	0.0	0.0	36.4	63.6	0.0	0.0	27.3	72.7	0.0	0.0	54.5	45.5
	State	0.6	19.4	46.7	33.3	0.8	9.1	55.8	34.3	1.9	15.1	58.6	24.4

Grade 4 - Students with Disabilities

			Rea	nding			Mathem	natics		Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	30.8	61.5	7.7	0.0	23.1	76.9	0.0	7.7	7.7	76.9	7.7
	District State	0.0 5.3	30.0 55.8	65.0 30.7	5.0 8.2	0.0 6.1	20.0 29.7	80.0 53.2	0.0 11.0	5.0 7.7	5.0 34.4	75.0 49.9	15.0 8.1
Non-IEP	School	0.0	2.6	40.5	56.9	0.0	0.9	44.0	55.2	0.0	3.4	49.1	47.4
	District State	0.0 0.3	2.5 18.2	43.6 49.5	54.0 32.0	0.0 0.5	0.6 7.9	46.6 57.7	52.8 33.9	0.0 1.9	4.3 15.2	52.8 61.1	42.9 21.8

Grade 5

Grade 5 - All

ſ			Read	ding		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
	School District State	0.0 0.0 0.2	6.6 7.7 22.0	43.4 44.4 47.2	50.0 48.0 30.6	0.0 0.0 0.6	6.1 6.9 15.7	60.9 62.9 65.9	33.0 30.3 17.7	

11

Grade 5 - Gender

			Rea	ding		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
Male	School	0.0	7.4	42.6	50.0	0.0	7.1	53.6	39.3	
	District	0.0	10.0	46.0	44.0	0.0	8.0	58.0	34.1	
	State	0.2	25.5	47.4	26.9	0.8	16.8	64.3	18.1	
Female	School	0.0	5.9	44.1	50.0	0.0	5.1	67.8	27.1	
	District	0.0	5.2	42.7	52.1	0.0	5.7	67.8	26.4	
	State	0.1	18.4	47.0	34.5	0.5	14.6	67.6	17.2	

Grade 5 - Racial/Ethnic Background

		Reading Mathematics										
	Levels	1	2	3	4	1	2	3	4			
White												
	School	0.0	7.3	43.6	49.1	0.0	7.4	61.7	30.9			
	District	0.0	7.9	45.5	46.7	0.0	7.4	64.4	28.2			
	State	0.1	12.7	46.3	41.0	0.3	9.1	66.6	24.0			
Black												
	School											
	District	0.4	00.4	40.0	40.5	4-		00.4				
	State	0.4	38.1	48.0	13.5	1.5	30.3	63.1	5.1			
Hispanic												
	School											
	District	0.0	10.0	50.0	40.0							
	State	0.2	32.5	49.8	17.5	0.8	21.0	69.6	8.6			
Asian												
	School											
	District State	0.4	9.2	39.1	51.7	0.3	5.3	49.5	44.9			
		0.1	9.2	39.1	51.7	0.5	5.3	49.5	44.9			
	aiian/Pacific											
Islander	School											
	District											
	State	0.0	12.6	50.5	36.9	0.0	9.1	69.1	21.8			
American lı		0.0	12.0	30.3	30.3	0.0	3.1	00.1	21.0			
Aniencalili	School											
	District											
	State	0.2	26.3	53.8	19.6	0.5	20.6	67.2	11.7			
Two or Mor	re Races											
0 01 1/101	School											
	District	0.0	0.0	30.0	70.0							
	State	0.0	16.5	46.9	36.4	0.5	13.1	64.9	21.4			

Grade 5 - Students with Disabilities

			Rea	ding		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
IEP	School	0.0	35.7	57.1	7.1	0.0	30.8	69.2	0.0	
	District	0.0	40.9	40.9	18.2	0.0	38.1	52.4	9.5	
	State	0.9	60.2	31.5	7.3	3.2	42.7	49.4	4.7	
Non-IEP	School	0.0	3.3	41.8	54.9	0.0	2.9	59.8	37.3	
	District	0.0	3.4	44.8	51.7	0.0	2.6	64.3	33.1	
	State	0.1	16.5	49.5	34.0	0.3	11.8	68.3	19.6	

Grade 6

Grade 6 - All

		Read	ding		Mathematics				
Levels	1	1 2 3 4				2	3	4	
School	0.0	9.6	54.4	36.0	0.0	6.6	55.9	37.5	
District State	0.0 0.2	7.4 18.1	54.8 56.5	37.8 25.2	0.0 0.4	6.9 14.6	53.7 58.9	39.4 26.0	

12

Grade 6 - Gender

			Rea	ding		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
Male	School	0.0	13.7	53.4	32.9	0.0	8.2	49.3	42.5	
	District	0.0	10.5	60.0	29.5	0.0	7.4	48.4	44.2	
	State	0.3	21.2	55.3	23.1	0.5	15.8	56.8	26.9	
Female	School	0.0	4.8	55.6	39.7	0.0	4.8	63.5	31.7	
	District	0.0	4.3	49.5	46.2	0.0	6.5	59.1	34.4	
	State	0.1	14.8	57.8	27.3	0.3	13.4	61.2	25.1	

Grade 6 - Racial/Ethnic Background

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White									
	School	0.0	10.5	51.4	38.1	0.0	7.6	51.4	41.0
	District	0.0	7.3	52.0	40.7	0.0	6.7 8.3	50.7	42.7
	State	0.1	10.9	55.2	33.7	0.2	8.3	57.2	34.4
Black	School								
	District								
	State	0.4	32.3	57.3	10.0	1.0	28.0	61.3	9.7
Hispanic	- Clair	•••	02.0	0.10	1010			00	
ilispailic	School								
	District	0.0	10.0	70.0	20.0	0.0	10.0	70.0	20.0
	State	0.2	24.8	61.0	13.9	0.5	19.7	64.8	15.0
Asian									
	School	0.0	7.1	57.1	35.7	0.0	7.1	64.3	28.6
	District	0.0	6.7	60.0	33.3	0.0	6.7	60.0	33.3
	State	0.1	6.6	45.3	48.0	0.1	4.8	38.6	56.5
	aiian/Pacific								
Islander	Cabaal								
	School								
	District State	0.0	9.6	57.4	33.1	0.0	7.3	56.9	35.8
		0.0	9.0	57.4	აა. I	0.0	1.5	50.9	33.0
American Ir									
	School								
	District State	0.2	23.4	55.6	20.8	0.8	19.0	59.1	21.2
Two or Mor		V.2	20.7	00.0	20.0	0.0	10.0	00.1	21.2
I WO OF INOT	e Races School								
	District								
		0.3	14.6	54.3	30.8	0.3	13.1	57.5	29.1
	State	0.3	14.6	54.3	30.8	0.3	13.1	5/.5	

Grade 6 - Students with Disabilities

Oldar U	Otalaonto min													
			Rea	ding		Mathematics								
	Levels	1	2	3	4	1	2	3	4					
IEP	School District State	0.0 0.0 1.2	43.8 33.3 56.2	50.0 62.5 37.4	6.3 4.2 5.2	0.0 0.0 2.3	25.0 25.0 45.3	68.8 66.7 46.6	6.3 8.3 5.9					
Non-IEP	School District State	0.0 0.0 0.1	5.0 3.7 12.6	55.0 53.7 59.3	40.0 42.7 28.1	0.0 0.0 0.1	4.2 4.3 10.2	54.2 51.8 60.7	41.7 43.9 28.9					

Grade 7

Grade 7 - All

•		Rea	ding			Mathe	matics		Science				
Levels	1	2	3	4	1	2	3	4	1	2	3	4	
School	0.0	4.5	57.7	37.8	0.0	6.3	44.1	49.5	1.8	4.5	55.9	37.8	
District	0.0	4.0	56.1	39.9	0.0	4.0	43.9	52.0	1.7	2.9	58.1	37.2	
State	0.4	21.5	58.0	20.1	1.4	14.0	53.5	31.1	8.6	11.6	54.6	25.3	

13

Grade 7 - Gender

			Rea	nding			Mathe	matics		Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	5.9	55.9	38.2	0.0	8.8	41.2	50.0	2.9	7.4	48.5	41.2
	District	0.0	6.4	56.4	37.2	0.0	6.4	40.4	53.2	3.2	5.3	50.0	41.5
	State	0.6	25.0	56.9	17.5	1.8	15.6	51.6	31.0	10.0	11.7	51.3	26.9
Female	School	0.0	2.3	60.5	37.2	0.0	2.3	48.8	48.8	0.0	0.0	67.4	32.6
	District	0.0	1.3	55.7	43.0	0.0	1.3	48.1	50.6	0.0	0.0	67.9	32.1
	State	0.2	17.8	59.3	22.7	1.0	12.3	55.6	31.1	7.0	11.4	58.1	23.5

Grade 7 - Racial/Ethnic Background

			Rea	ding			Mather	natics			Scie	ence	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
White	0.11	0.0	3.8	61.3	35.0	0.0	3.8	46.3	50.0	1.3	5.0	55.0	38.8
	School	0.0	2.9	58.1	39.0	0.0	2.2	44.9	52.9	0.7	3.0	58.5	37.8
	District							· ·				l	
B	State	0.2	13.9	58.9	27.0	0.8	9.0	50.8	39.4	4.4	7.1	53.1	35.5
Black	School District State	0.9	36.6	54.6	7.9	2.9	25.9	57.1	14.1	17.4	20.4	54.5	7.7
Hispanic													
	School	0.0	8.3	50.0	41.7	0.0	25.0	41.7	33.3	8.3	8.3	58.3	25.0
	District	0.0	13.3	53.3	33.3	0.0	20.0	46.7	33.3	13.3	6.7	60.0	20.0
	State	0.5	29.2	59.7	10.7	1.6	17.9	60.7	19.8	12.1	16.1	59.7	12.1
Asian													
	School	0.0	7.7	53.8	38.5	0.0	0.0	38.5	61.5	0.0	0.0	61.5	38.5
	District State	0.0 0.2	7.1 8.5	50.0 53.6	42.9 37.7	0.0 0.7	0.0 3.6	35.7 32.0	64.3 63.8	0.0 3.3	0.0 4.6	57.1 47.0	42.9 45.1
		0.2	0.5	33.0	31.1	0.1	3.0	32.0	03.0	5.5	4.0	47.0	40.1
	waiian/Pacific												
Islander	School												
	District												
	State	0.0	17.1	57.7	25.2	0.9	4.5	55.4	39.3	8.0	6.3	59.8	25.9
American	Indian												
	School												
	District												
	State	0.0	23.6	60.1	16.2	1.5	16.2	56.0	26.3	9.1	12.7	58.1	20.1
Two or Mo													
	School												
	District		١.,,				40.0			_ ,			
	State	0.2	18.4	57.4	24.0	1.2	12.6	52.3	33.9	7.1	10.5	51.6	30.8

Grade 8

Grade 8 - All

			Read	ding		Mathematics						
L	Levels	1	2	3	4	1	2	3	4			
Scho Distr State	rict	0.0 0.0 0.1	0.9 1.1 13.6	77.4 79.5 76.1	21.7 19.3 10.1	0.0 0.0 0.3	4.7 3.4 14.7	40.6 39.8 52.4	54.7 56.8 32.6			

Grade 8 - Gender

			Rea	ding		Mathematics					
	Levels	1	2	3	4	1	2	3	4		
Male	School	0.0	0.0	80.4	19.6	0.0	5.4	30.4	64.3		
	District	0.0	0.0	82.8	17.2	0.0	4.3	32.3	63.4		
	State	0.2	17.2	74.3	8.3	0.4	16.8	50.1	32.7		
Female	School	0.0	2.0	74.0	24.0	0.0	4.0	52.0	44.0		
	District	0.0	2.4	75.9	21.7	0.0	2.4	48.2	49.4		
	State	0.1	10.0	78.0	12.0	0.2	12.5	54.7	32.5		

14

Grade 8 - Racial/Ethnic Background

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White									
	School	0.0	1.3	77.5	21.3	0.0	1.3	42.5	56.3
	District	0.0	1.4	79.9	18.8	0.0	1.4	41.0	57.6
	State	0.1	9.1	77.0	13.8	0.2	9.4	48.8	41.5
Black	School								
	District								
	State	0.3	23.6	73.3	2.8	0.7	27.6	58.1	13.7
Historia	State	0.5	23.0	10.0	2.0	0.1	21.0	30.1	10.7
Hispanic	School								
	District								
	State	0.1	17.3	77.6	4.9	0.3	18.1	59.7	21.9
Asian	Otate	•••							
	School	0.0	0.0	66.7	33.3	0.0	8.3	8.3	83.3
	District	0.0	0.0	71.4	28.6	0.0	7.1	7.1	85.7
	State	0.0	5.2	70.1	24.7	0.1	4.7	32.0	63.2
	aiian/Pacific								
Islander	School								
	District								
	State	0.0	9.6	78.1	12.4	0.6	7.3	50.0	42.1
American In	ndian								
	School								
	District								
	State	0.2	19.0	73.4	7.4	1.1	21.0	53.2	24.8
Two or More	e Races								
	School								
	District								
	State	0.1	13.5	74.5	11.9	0.3	14.9	51.0	33.9

2012 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	Yes
Is this school making AYP in Mathematics?	No

Has this school been identified for School Improve AYP specifications of the federal No Child Left Beh		No				
2012-13 Federal Improvement Status						
2012-13 State Improvement Status Academic Early Warning Year 1						

		Percent T State				Percent N	leeting/Ex	ceeding S	tandards *		Other Indicators			
	Read	ding	Mather	matics		Reading		N	/lathematic	s	Attendance Rate		5-YEAR 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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	93.4		Yes	94.7		Yes	95.9	Yes		
White	100.0	Yes	100.0	Yes	93.4		Yes	95.0		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	90.0		Yes	87.8		Yes				
Asian	100.0	Yes	100.0	Yes	93.5		Yes	96.0		Yes				
Native Hawaiian/ Pacific Islander American Indian Two or More Races														
LEP Students with Disabilities Economically Disadvantaged	100.0	Yes	100.0	Yes	65.8	66.5	Yes	69.3	78.9	No	94.9			

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
- 3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

^{*} Includes only students enrolled as of 05/01/2011.

^{**} Safe Harbor Targets of 85% 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.

Millburn West Millburn CCSD 24 Lindenhurst, ILLINOIS

GRADES: K12345678



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/E	ETHNIC E	BACKGR	OUND AND	OTHER	INFORMA	TION									
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American	Two or More Races	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	86.0	1.0	4.8	3.1	0.0	0.2	4.8	2.5	1.7	13.6		0.0	3.6	95.9	478
District	78.0	2.2	6.1	8.8	0.0	0.1	4.9	3.1	1.9	12.4		0.0	5.0	95.9	1,541
State	51.0	18.0	23.6	4.2	0.1	0.3	2.8	49.0	9.4	13.6		8.6	13.1	94.4	2,066,692

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. **IEP** Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Mobility rate** is based on the number of times students enroll in or leave a school during the school year. **Chronic truants** are students who are absent from school without valid cause for 9 or more of the last 180 school days.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*										
	Percent									
School	100.0									
District	100.0									
State	95.3									

STUDENT-TO-STAFF RATIOS											
Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator								
19.6		13.8	220.1								
18.9		13.7	205.0								

^{*} 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	31.0	31.0	24.5	26.0	28.0	30.5	26.0	30.5	35.0			
District	26.8	27.4	28.2	27.2	30.8	28.1	31.2	34.4	35.8			
State	20.9	21.2	21.5	22.0	22.4	22.8	22.4	21.3	21.5			

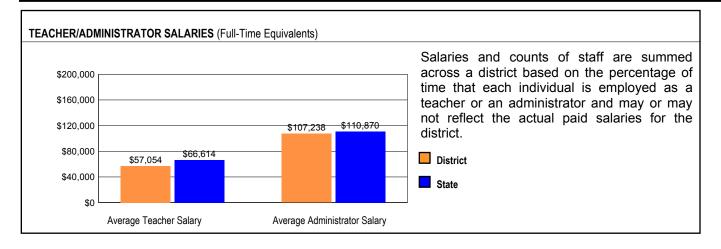
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)													
Mathematics Science English/Language Arts Social Science												nce	
Grades	3	6	8	3	6	8	3	6	8	3	6	8	
School	60	41	41	30	41	41	135	82	82	30	41	41	
District	60	41	41	30	41	41	135	82	82	30	41	41	
State	61	56	54	31	44	46	143	103	92	30	43	44	

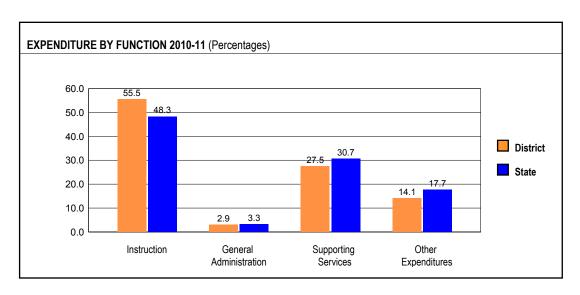
TEACHER	INFORMATION	(Full-Time E	quivalents)								
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District State	98.9 83.3	0.0 7.1	1.1 5.3	0.0 1.3	0.0 0.1	0.0 0.2	0.0 0.8	0.0 2.0	12.0 23.1	88.0 76.9	91 127,830

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	13.5	27.3	72.2	0.5	0.0							
State	12.9	37.8	61.7	0.6	0.7							

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

SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2010-11											
	District	District %	State %								
Local Property Taxes	\$10,244,530	65.9	58.2								
Other Local Funding	\$886,461	5.7	5.1								
General State Aid	\$3,082,422	19.8	17.1								
Other State Funding	\$987,206	6.4	9.5								
Federal Funding	\$336,807	2.2	10.1								
TOTAL	\$15,537,426										

EXPENDITURE BY FUND 2010-11											
	District	District %	State %								
Education	\$11,276,026	69.9	73.7								
Operations & Maintenance	\$1,223,277	7.6	5.9								
Transportation	\$1,076,251	6.7	3.8								
Debt Service	\$1,840,056	11.4	7.4								
Tort	\$174,760	1.1	1.2								
Municipal Retirement/	^ 40= 00=		•								
Social Security	\$497,985	3.1	2.0								
Fire Prevention & Safety	\$0	0.0	8.0								
Capital Projects	\$44,183	0.3	5.1								
TOTAL	\$16,132,538										

OTHER FINANCIAL INDICATORS												
	2009 Equalized	2009 Total School	2010-11 Instructional	2010-11 Operating								
	Assessed Valuation	Tax Rate	Expenditure	Expenditure								
	per Pupil	per \$100	per Pupil	per Pupil								
District	\$202,868	3.45	\$6,142	\$9,766								
State	**	**	\$6,824	\$11,664								

^{**} 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.

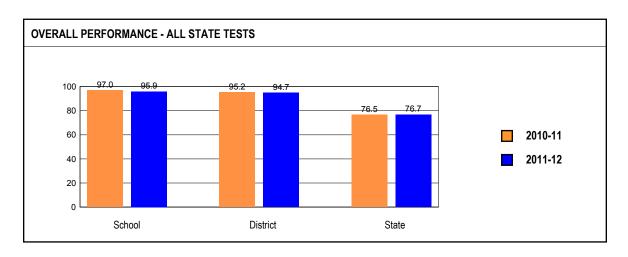
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

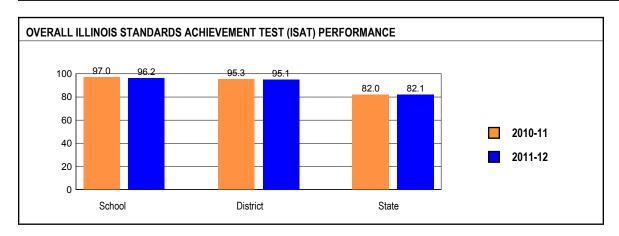
ACADEMIC PERFORMANCE

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 respresent your school's performance in reading, mathematics, and science.

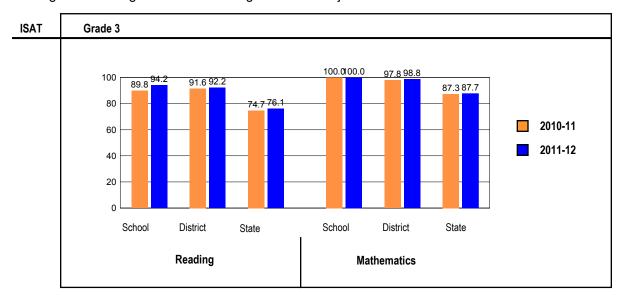


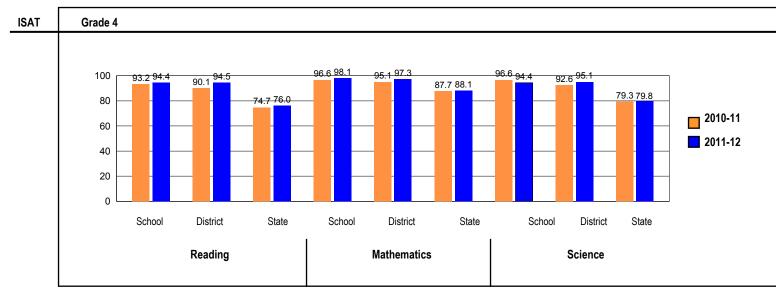
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

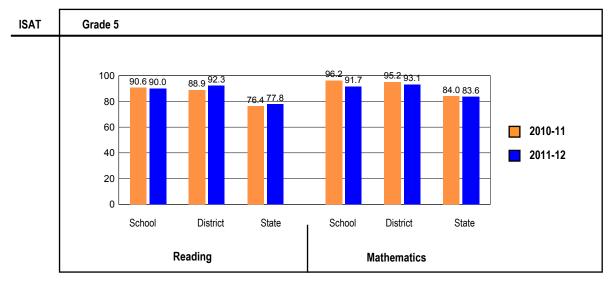


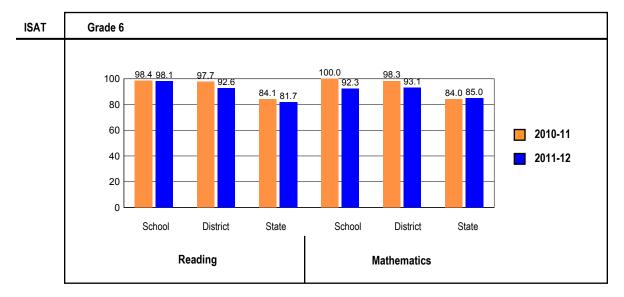
ISAT PERFORMANCE

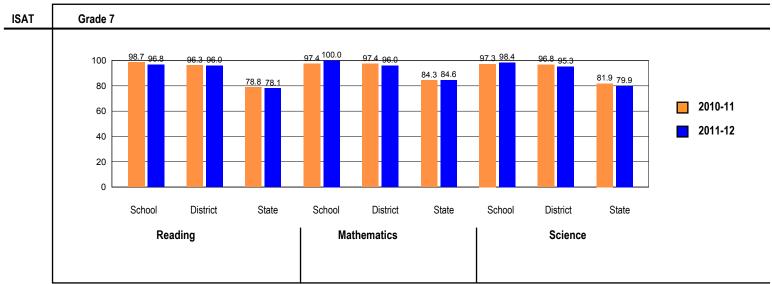
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

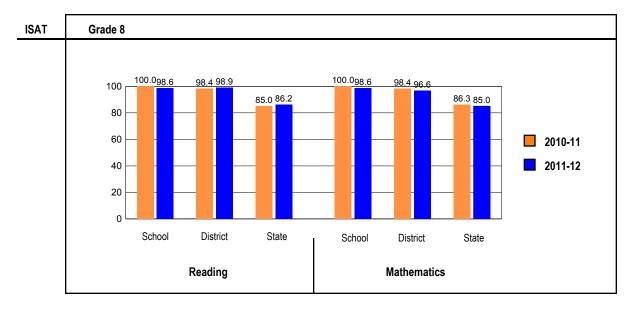












PERFORMANCE ON STATE ASSESSMENTS

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.

PERCE	PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING														
			Ge	nder	Racial/Ethnic Background										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	355	172	183	314	2	16	7	0	1	15	7	0	45	9
	Reading	0.0	0.0	0.0	0.0		0.0				0.0			0.0	
District	*Enrollment	1,094	564	530	874	23	66	84	0	1	46	19	0	121	30
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
State	*Enrollment	1,072,304	548,690	523,352	547,900	192,977	251,440	45,188	977	3,177	29,968	75,031	261	146,113	531,157
State F	Reading	0.4	0.5	0.3	0.3	0.7	0.4	0.3	0.6	0.6	0.4	0.6	2.3	0.9	0.5

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCE	PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS														
			Ge	nder		F	Racial/Ethni								
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	355	172	183	314	2	16	7	0	1	15	7	0	45	9
School	Mathematics	0.0	0.0	0.0	0.0		0.0				0.0			0.0	
District	*Enrollment	1,094	564	530	874	23	66	84	0	1	46	19	0	121	30
District	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
State	*Enrollment	1,073,764	549,462	524,040	548,234	193,064	252,013	45,638	983	3,180	29,975	76,502	271	146,133	532,214
State -	Mathematics	0.4	0.4	0.3	0.3	0.7	0.4	0.2	0.5	0.5	0.4	0.3	1.1	0.9	0.5

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

PERCE	NTAGE OF S	TUDENTS I	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR S	SCIENCE							
			Ge	nder		R	acial/Ethni	c Backgro	ound						
		All	Male	Female	White								Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	117	49	68	103	103 0 5 2 0 1 6							0	13	3
	Science	0.0	0.0	0.0	0.0									0.0	
	*Enrollment	358	181	177	286	6	22	29	0	1	14	2	0	35	9
District	Science	0.0	0.0	0.0	0.0		0.0	0.0			0.0			0.0	
State	*Enrollment	456,721	232,992	223,651	237,912	237,912 81,780 103,594 19,211 393 1,359 12,254							107	61,941	217,988
	Science	0.7	0.8	0.6	0.6 0.5 1.4 0.7 0.3 1.0 0.9 0.7							0.8	0.9	1.6	1.0

^{*} 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

		Read	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
School District State	0.0 0.0 5.2	5.8 7.8 18.7	38.5 42.5 46.1	55.8 49.7 29.9	0.0 0.6 2.9	0.0 0.6 9.3	17.3 31.7 45.2	82.7 67.1 42.5

Grade 3 - Gender

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
Male	School	0.0	6.7	46.7	46.7	0.0	0.0	23.3	76.7
	District	0.0	12.2	44.4	43.3	1.1	1.1	35.6	62.2
	State	6.4	20.8	46.1	26.7	3.2	9.3	44.0	43.5
Female	School	0.0	4.5	27.3	68.2	0.0	0.0	9.1	90.9
	District	0.0	2.6	40.3	57.1	0.0	0.0	27.3	72.7
	State	3.9	16.6	46.2	33.3	2.6	9.4	46.6	41.4

9

Grade 3 - Racial/Ethnic Background

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White									
	School	0.0	4.7	39.5	55.8	0.0	0.0	16.3	83.7
	District	0.0	6.6	43.8	49.6	0.0	0.8	33.1	66.1
	State	2.5	11.7	45.9	39.9	1.1	4.6	39.2	55.0
Black									
	School								
	District	١							
	State	9.3	28.3	46.9	15.4	7.1	17.9	53.8	21.2
Hispanic									
	School								
	District	0.0	20.0	40.0	40.0	6.7	0.0	46.7	46.7
	State	8.3	28.0	47.6	16.1	3.8	13.8	54.7	27.7
Asian									
	School								
	District	0.0	0.0	37.5	62.5	0.0	0.0	12.5	87.5
	State	2.0	7.4	36.7	53.9	1.0	3.0	25.1	70.8
	aiian/Pacific								
Islander	School								
	District State	2.4	7.4	45.0	43.2	2.0	3.4	27.0	56.8
	State	3.4	7.4	45.9	43.2	2.0	3.4	37.8	0.00
American II									
	School								
	District						40.0		
	State	3.9	24.8	45.1	26.2	2.0	12.3	51.0	34.8
Two or Mor									
	School								
	District	0.0	0.0	45.5	54.5	0.0	0.0	9.1	90.9
	State	3.7	15.0	46.7	34.6	2.0	7.9	44.0	46.1

Grade 4

Grade 4 - All

		Rea	ding			Mathem	natics			Scie	nce	
Levels	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	5.6	53.7	40.7	0.0	1.9	57.4	40.7	0.0	5.6	63.0	31.5
District	0.0	5.5	45.9	48.6	0.0	2.7	50.3	47.0	0.5	4.4	55.2	39.9
State	1.0	23.0	47.1	28.9	1.2	10.7	57.1	31.0	2.6	17.6	59.7	20.1

Grade 4 - Gender

			Rea	ading			Mather	natics		Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	4.3	56.5	39.1	0.0	4.3	60.9	34.8	0.0	4.3	69.6	26.1
	District	0.0	5.8	47.7	46.5	0.0	3.5	50.0	46.5	1.2	3.5	52.3	43.0
	State	1.3	26.7	46.8	25.2	1.5	11.4	56.0	31.1	2.9	17.4	57.4	22.3
Female	School	0.0	6.5	51.6	41.9	0.0	0.0	54.8	45.2	0.0	6.5	58.1	35.5
	District	0.0	5.2	44.3	50.5	0.0	2.1	50.5	47.4	0.0	5.2	57.7	37.1
	State	0.6	19.2	47.4	32.8	0.9	9.9	58.4	30.8	2.3	17.9	62.0	17.8

Grade 4 - Racial/Ethnic Background

			Rea	ding			Mathem	natics			Scie	nce	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	6.5	54.3	39.1	0.0	2.2	58.7	39.1	0.0	2.2	07.4	30.4
		0.0	5.4	47.3	47.3	0.0	3.4	52.0	44.6	0.0	3.4	67.4 56.8	39.2
	District State	0.0	14.3	46.9	38.3	0.6	6.0	53.6	39.8	1.0	9.6	61.2	28.2
	State	0.5	14.5	40.3	30.3	0.0	0.0	33.0	33.0	1.0	3.0	01.2	20.2
Black	School												
	District	0.0	20.0	45.0	40.5		00.0	04.0	440	0.4	22.0	-44	0.0
	State	2.0	39.0	45.6	13.5	3.0	20.9	61.8	14.3	6.1	33.8	54.1	6.0
Hispanic	Cabaal												
·	School District												
	State	1.3	32.3	50.0	16.4	1.4	14.5	64.7	19.4	3.8	24.6	61.8	9.9
Asian	Otate	1.0	02.0	00.0	10.1	1.7	14.0	04.7	10.4	0.0	24.0	01.0	0.0
Asian	School												
		0.0	6.7	26.7	66.7	0.0	0.0	26.7	73.3	0.0	6.7	40.0	53.3
	District		l *					1					
	State	0.4	9.1	38.2	52.3	0.6	3.3	35.9	60.2	1.4	7.3	52.6	38.7
	/aiian/Pacific												
Islander	School												
	District												
	State	0.8	14.4	48.8	36.0	0.0	6.3	50.0	43.8	0.8	13.4	58.3	27.6
American I	ndian												
	School												
	District												
	State	1.0	25.5	51.6	22.0	1.4	10.5	64.2	23.9	3.3	21.5	60.4	14.8
Two or Moi	re Races School												
	District	0.0	0.0	36.4	63.6	0.0	0.0	27.3	72.7	0.0	0.0	54.5	45.5
	State	0.6	19.4	46.7	33.3	0.8	9.1	55.8	34.3	1.9	15.1	58.6	24.4
	State	0.0	13.4	40.7	33.3	0.0	9.1] 33.0	٥4.٥	1.5	13.1	30.0	24.4

Grade 5

Grade 5 - All

-		Read	ding			Mather	natics	
Levels	1	2	3	4	1	2	3	4
School District State	0.0 0.0 0.2	10.0 7.7 22.0	46.7 44.4 47.2	43.3 48.0 30.6	0.0 0.0 0.6	8.3 6.9 15.7	66.7 62.9 65.9	25.0 30.3 17.7

Grade 5 - Gender

			Rea	ding		Mathematics					
	Levels	1	2	3	4	1	2	3	4		
Male	School	0.0	15.6	53.1	31.3	0.0	9.4	65.6	25.0		
	District	0.0	10.0	46.0	44.0	0.0	8.0	58.0	34.1		
	State	0.2	25.5	47.4	26.9	0.8	16.8	64.3	18.1		
Female	School	0.0	3.6	39.3	57.1	0.0	7.1	67.9	25.0		
	District	0.0	5.2	42.7	52.1	0.0	5.7	67.8	26.4		
	State	0.1	18.4	47.0	34.5	0.5	14.6	67.6	17.2		

Grade 5 - Racial/Ethnic Background

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White	School District State	0.0 0.0 0.1	9.1 7.9 12.7	49.1 45.5 46.3	41.8 46.7 41.0	0.0 0.0 0.3	7.3 7.4 9.1	69.1 64.4 66.6	23.6 28.2 24.0
Black	School District State	0.4	38.1	48.0	13.5	1.5	30.3	63.1	5.1
Hispanic	School District State	0.0 0.2	10.0 32.5	50.0 49.8	40.0 17.5	0.8	21.0	69.6	8.6
Asian	School District State	0.1	9.2	39.1	51.7	0.3	5.3	49.5	44.9
Native Haw Islander	raiian/Pacific School District State	0.0	12.6	50.5	36.9	0.0	9.1	69.1	21.8
American I	ndian School District State	0.2	26.3	53.8	19.6	0.5	20.6	67.2	11.7
Two or Mor	re Races School District State	0.0 0.2	0.0 16.5	30.0 46.9	70.0 36.4	0.5	13.1	64.9	21.4

Grade 6

Grade 6 - All

		Read	ding		Mathematics					
Levels	1	2	3	4	1	2	3	4		
School	0.0	1.9	55.8	42.3	0.0	7.7	48.1	44.2		
District State	0.0 0.2	7.4 18.1	54.8 56.5	37.8 25.2	0.0 0.4	6.9 14.6	53.7 58.9	39.4 26.0		

Grade 6 - Gender

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
Male	School	0.0	0.0	81.8	18.2	0.0	4.5	45.5	50.0
	District	0.0	10.5	60.0	29.5	0.0	7.4	48.4	44.2
	State	0.3	21.2	55.3	23.1	0.5	15.8	56.8	26.9
Female	School	0.0	3.3	36.7	60.0	0.0	10.0	50.0	40.0
	District	0.0	4.3	49.5	46.2	0.0	6.5	59.1	34.4
	State	0.1	14.8	57.8	27.3	0.3	13.4	61.2	25.1

Grade 6 - Racial/Ethnic Background

		Rea	ding		Mathematics					
Levels	1	2	3	4	1	2	3	4		
White										
School	0.0	0.0	53.3	46.7	0.0	4.4	48.9	46.7		
District	0.0	7.3 10.9	52.0	40.7	0.0	6.7 8.3	50.7	42.7		
State	0.1	10.9	55.2	33.7	0.2	8.3	57.2	34.4		
Black School										
District										
State	0.4	32.3	57.3	10.0	1.0	28.0	61.3	9.7		
Hispanic										
School										
District	0.0	10.0	70.0	20.0	0.0	10.0	70.0	20.0		
State	0.2	24.8	61.0	13.9	0.5	19.7	64.8	15.0		
Asian										
School	١									
District	0.0	6.7	60.0	33.3	0.0	6.7	60.0	33.3		
State	0.1	6.6	45.3	48.0	0.1	4.8	38.6	56.5		
Native Hawaiian/Pacific										
Islander School										
District										
State	0.0	9.6	57.4	33.1	0.0	7.3	56.9	35.8		
American Indian										
School										
District		00.4	55.0	00.0	0.0	40.0	F0.4	04.0		
State	0.2	23.4	55.6	20.8	0.8	19.0	59.1	21.2		
Two or More Races										
School										
District	0.3	14.6	54.3	30.8	0.3	13.1	57.5	29.1		
State	0.5	14.0	54.5	ას.0	0.5	13.1	01.0	29.1		

Grade 7

Grade 7 - All

71440 I 7 III	_													
		Rea	ding			Mathe	matics		Science					
Levels	1	2	3	4	1	2	3	4	1	2	3	4		
School	0.0	3.2	53.2	43.5	0.0	0.0	43.5	56.5	1.6	0.0	62.3	36.1		
District	0.0	4.0	56.1	39.9	0.0	4.0	43.9	52.0	1.7	2.9	58.1	37.2		
State	0.4	21.5	58.0	20.1	1.4	14.0	53.5	31.1	8.6	11.6	54.6	25.3		

Grade 7 - Gender

			Rea	nding			Mathe	matics		Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	7.7	57.7	34.6	0.0	0.0	38.5	61.5	3.8	0.0	53.8	42.3
	District	0.0	6.4	56.4	37.2	0.0	6.4	40.4	53.2	3.2	5.3	50.0	41.5
	State	0.6	25.0	56.9	17.5	1.8	15.6	51.6	31.0	10.0	11.7	51.3	26.9
Female	School	0.0	0.0	50.0	50.0	0.0	0.0	47.2	52.8	0.0	0.0	68.6	31.4
	District	0.0	1.3	55.7	43.0	0.0	1.3	48.1	50.6	0.0	0.0	67.9	32.1
	State	0.2	17.8	59.3	22.7	1.0	12.3	55.6	31.1	7.0	11.4	58.1	23.5

Grade 7 - Racial/Ethnic Background

	Kaciai/Luiiiic			iding			Mather	natics			Scie	ence	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
White	School District State	0.0 0.0 0.2	1.8 2.9 13.9	53.6 58.1 58.9	44.6 39.0 27.0	0.0 0.0 0.8	0.0 2.2 9.0	42.9 44.9 50.8	57.1 52.9 39.4	0.0 0.7 4.4	0.0 3.0 7.1	63.6 58.5 53.1	36.4 37.8 35.5
Black	School District State	0.9	36.6	54.6	7.9	2.9	25.9	57.1	14.1	17.4	20.4	54.5	7.7
Hispanic	School District State	0.0 0.5	13.3 29.2	53.3 59.7	33.3 10.7	0.0 1.6	20.0 17.9	46.7 60.7	33.3 19.8	13.3 12.1	6.7 16.1	60.0 59.7	20.0 12.1
Asian	School District State	0.0 0.2	7.1 8.5	50.0 53.6	42.9 37.7	0.0 0.7	0.0 3.6	35.7 32.0	64.3 63.8	0.0 3.3	0.0 4.6	57.1 47.0	42.9 45.1
Native Haw Islander	vaiian/Pacific School District State	0.0	17.1	57.7	25.2	0.9	4.5	55.4	39.3	8.0	6.3	59.8	25.9
American I	ndian School District State	0.0	23.6	60.1	16.2	1.5	16.2	56.0	26.3	9.1	12.7	58.1	20.1
Two or More Races School District State		0.2	18.4	57.4	24.0	1.2	12.6	52.3	33.9	7.1	10.5	51.6	30.8

Grade 8

Grade 8 - All

		Read	ding		Mathematics					
Levels	1	2	3	4	1	2	3	4		
School District State	0.0 0.0 0.1	1.4 1.1 13.6	82.9 79.5 76.1	15.7 19.3 10.1	0.0 0.0 0.3	1.4 3.4 14.7	38.6 39.8 52.4	60.0 56.8 32.6		

Grade 8 - Gender

			Rea	ding		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
Male	School	0.0	0.0	86.5	13.5	0.0	2.7	35.1	62.2	
	District	0.0	0.0	82.8	17.2	0.0	4.3	32.3	63.4	
	State	0.2	17.2	74.3	8.3	0.4	16.8	50.1	32.7	
Female	School	0.0	3.0	78.8	18.2	0.0	0.0	42.4	57.6	
	District	0.0	2.4	75.9	21.7	0.0	2.4	48.2	49.4	
	State	0.1	10.0	78.0	12.0	0.2	12.5	54.7	32.5	

Grade 8 - Racial/Ethnic Background

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White									
	School	0.0	1.6	82.8	15.6	0.0	1.6	39.1	59.4
	District	0.0	1.4	79.9	18.8	0.0	1.4	41.0	57.6
	State	0.1	9.1	77.0	13.8	0.2	9.4	48.8	41.5
Black	School								
	District								
	State	0.3	23.6	73.3	2.8	0.7	27.6	58.1	13.7
Hispanic		4.4							
mopumo	School								
	District								
	State	0.1	17.3	77.6	4.9	0.3	18.1	59.7	21.9
Asian									
	School								
	District	0.0	0.0	71.4	28.6	0.0	7.1	7.1	85.7
	State	0.0	5.2	70.1	24.7	0.1	4.7	32.0	63.2
Native Hawa	iian/Pacific								
Islander	School								
	District								
	State	0.0	9.6	78.1	12.4	0.6	7.3	50.0	42.1
American In	dian								
	School								
	District		40.0						
	State	0.2	19.0	73.4	7.4	1.1	21.0	53.2	24.8
Two or More Races									
School									
	District		40.5	74.5	44.0		440	54.0	
	State	0.1	13.5	74.5	11.9	0.3	14.9	51.0	33.9

2012 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identifi AYP specifications of the fed
Is this school making AYP in Reading?	Yes	2012-13 Federal Improvemen
Is this school making AYP in Mathematics?	Yes	2012-13 State Improvement S

Has this school been identified for School Improve AYP specifications of the federal No Child Left Beh	· ·	No
2012-13 Federal Improvement Status		
2012-13 State Improvement Status		

		Percent 1 State	ested on Tests			Percent N	leeting/Ex	ceeding St	tandards *		Other Indicators				
	Read	ding	Mathei	matics		Reading			Mathematics			Attendance Rate		5-YEAR 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		85.0			85.0			91.0		82.0		
All	100.0	Yes	100.0	Yes	94.9		Yes	96.6		Yes	95.9	Yes			
White	100.0	Yes	100.0	Yes	95.5		Yes	97.1		Yes					
Black															
Hispanic															
Asian															
Native Hawaiian/ Pacific Islander															
American Indian															
Two or More Races															
LEP															
Students with Disabilities	100.0	Yes	100.0	Yes											
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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
- 3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

^{*} Includes only students enrolled as of 05/01/2011.

^{**} Safe Harbor Targets of 85% 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.