

MILLBURN CCSD 24 WADSWORTH, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	81.7	3.9	4.2	8.0	0.1	2.1	2.6	0.5		0.0	4.8	95.9	1,537
State	55.6	20.0	18.7	3.8	0.2	1.8	40.0	6.6		2.2	16.0	94.0	2,075,277

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

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
District	100.0
State	96.6

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	14.5		11.7	256.2
State	19.1		13.9	222.3

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

AVERAGE CLASS SIZE (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
District	15.0	20.3	18.9	19.3	19.8	21.0	18.9	19.0	19.4	
State	20.9	21.5	21.6	22.1	22.9	23.4	23.4	22.6	22.7	

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
District	60	41	41	30	41	41	135	82	82	30	41	41
State	58	53	51	31	43	44	145	105	93	31	43	45

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.3	0.0	0.8	0.8	0.0	11.9	88.1	118
State	84.9	9.2	4.6	1.2	0.2	23.1	76.9	126,996

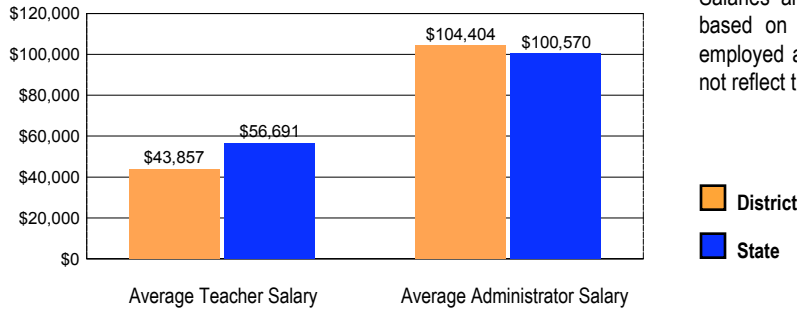
TEACHER INFORMATION (Continued)

		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	9.7	53.9	46.1	2.5	0.0
	High Poverty Schools					
	Low Poverty Schools	9.7	53.9	46.1	2.5	0.0
State:	All Schools	13.0	49.3	50.6	1.6	3.9
	High Poverty Schools	12.6	52.7	47.1	3.1	16.6
	Low Poverty Schools	12.5	41.4	58.5	0.8	0.2

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

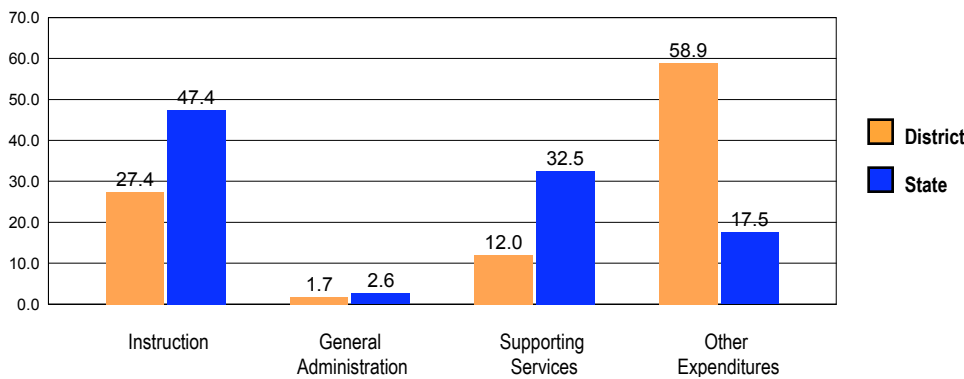
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2004-05 (Percentages)



REVENUE BY SOURCE 2004-05			
	District	District %	State %
Local Property Taxes	\$7,599,016	64.8	58.2
Other Local Funding	\$986,413	8.4	5.1
General State Aid	\$2,054,395	17.5	18.5
Other State Funding	\$1,025,381	8.7	10.1
Federal Funding	\$56,433	0.5	8.1
TOTAL	\$11,721,638		

EXPENDITURE BY FUND 2004-05			
	District	District %	State %
Education	\$7,749,499	36.0	72.2
Operations & Maintenance	\$744,576	3.5	8.4
Transportation	\$880,885	4.1	3.6
Bond and Interest	\$1,276,588	5.9	6.6
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$282,674	1.3	1.7
Fire Prevention & Safety	\$0	0.0	1.1
Site & Construction/ Capital Improvement	\$10,597,965	49.2	6.5
TOTAL	\$21,532,187		

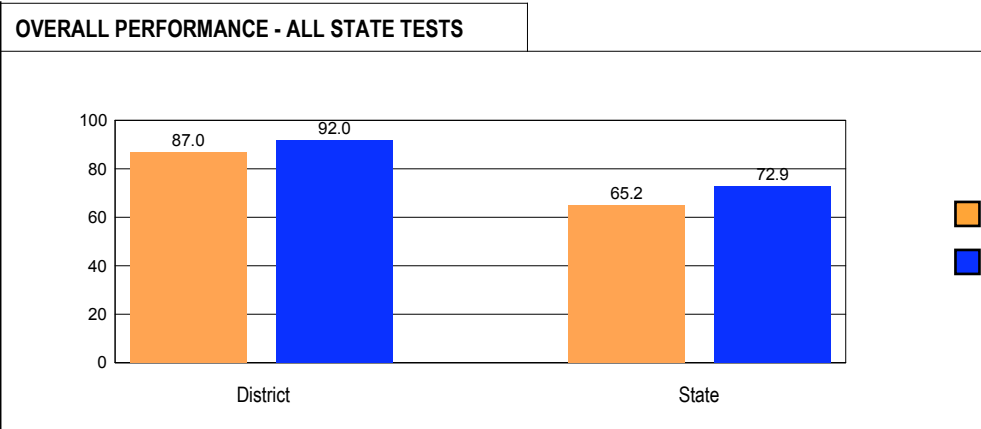
OTHER FINANCIAL INDICATORS				
	2003 Equalized Assessed Valuation per Pupil	2003 Total School Tax Rate per \$100	2004-05 Instructional Expenditure per Pupil	2004-05 Operating Expenditure per Pupil
District	\$166,083	3.49	\$4,665	\$7,331
State	**	**	\$5,366	\$9,099

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

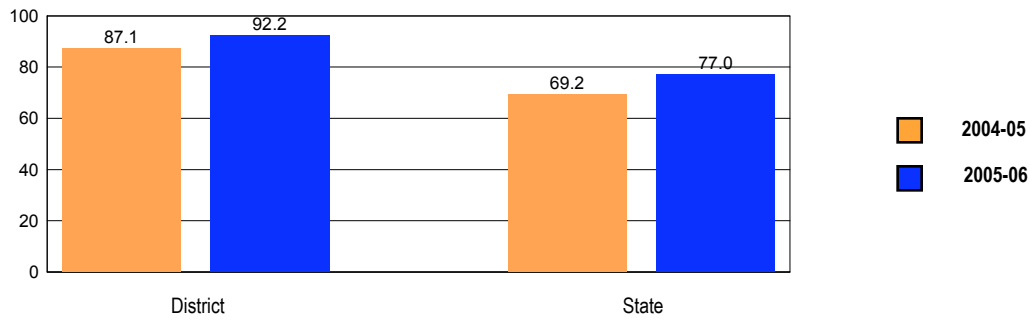
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading, mathematics and science. Caution: Data for 2004-05 should not be compared to data for 2005-06 because substantial changes were made to the state tests in 2005-06 when testing in reading and mathematics was expanded to include all grades from grade 3 through grade 8. In 2004-05, such testing was limited only to selected grades.

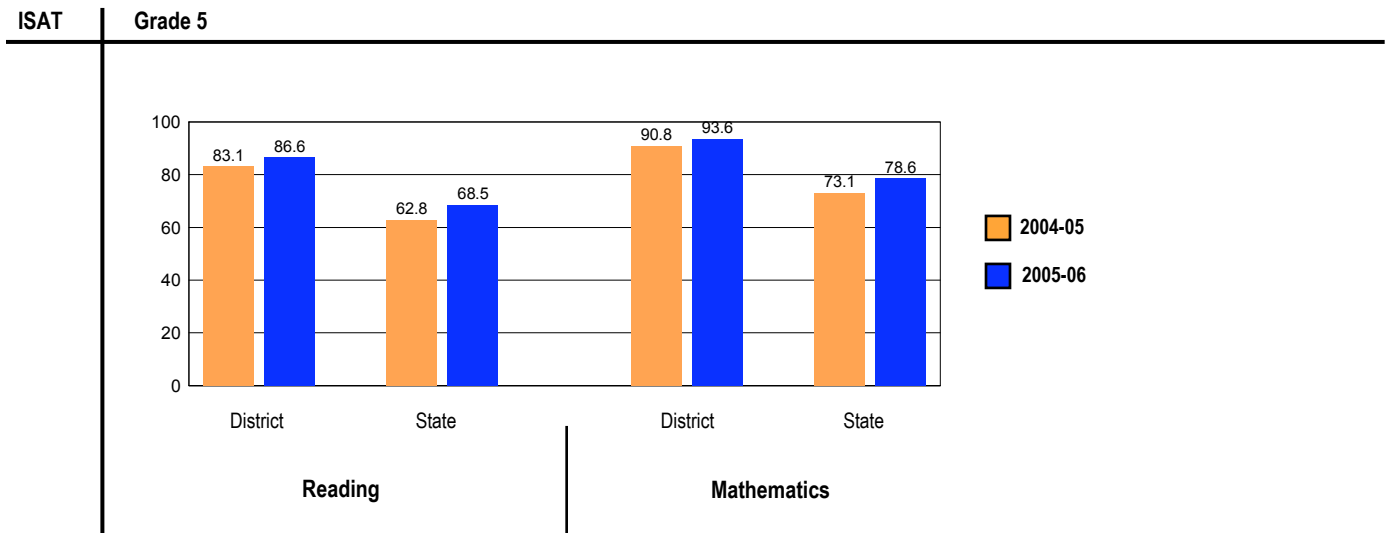
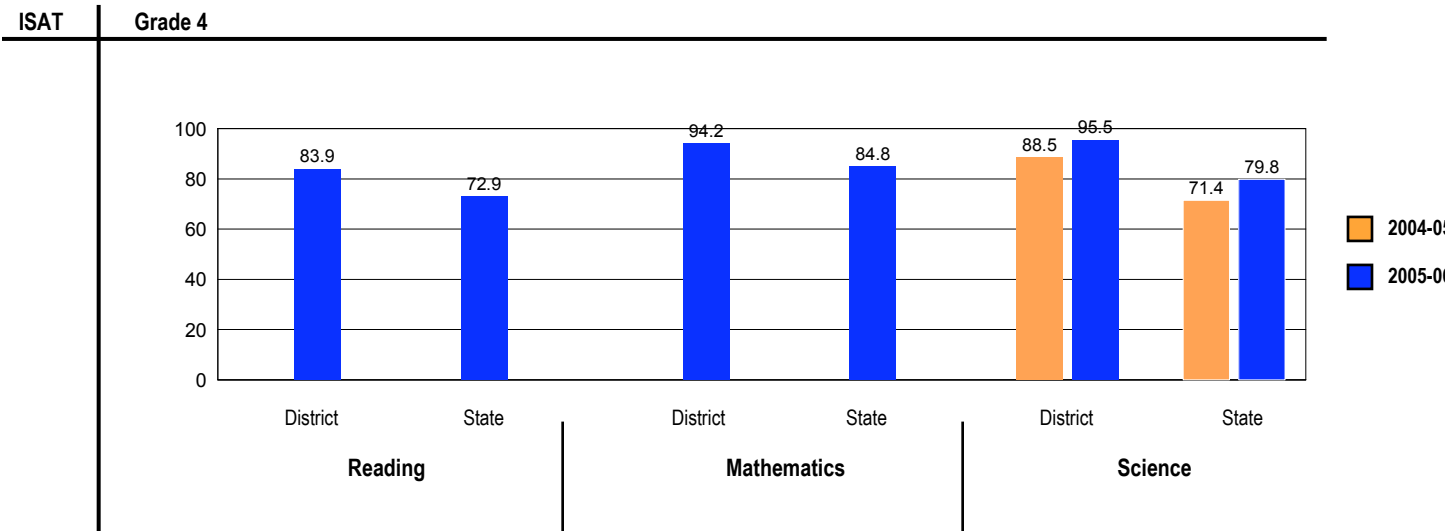
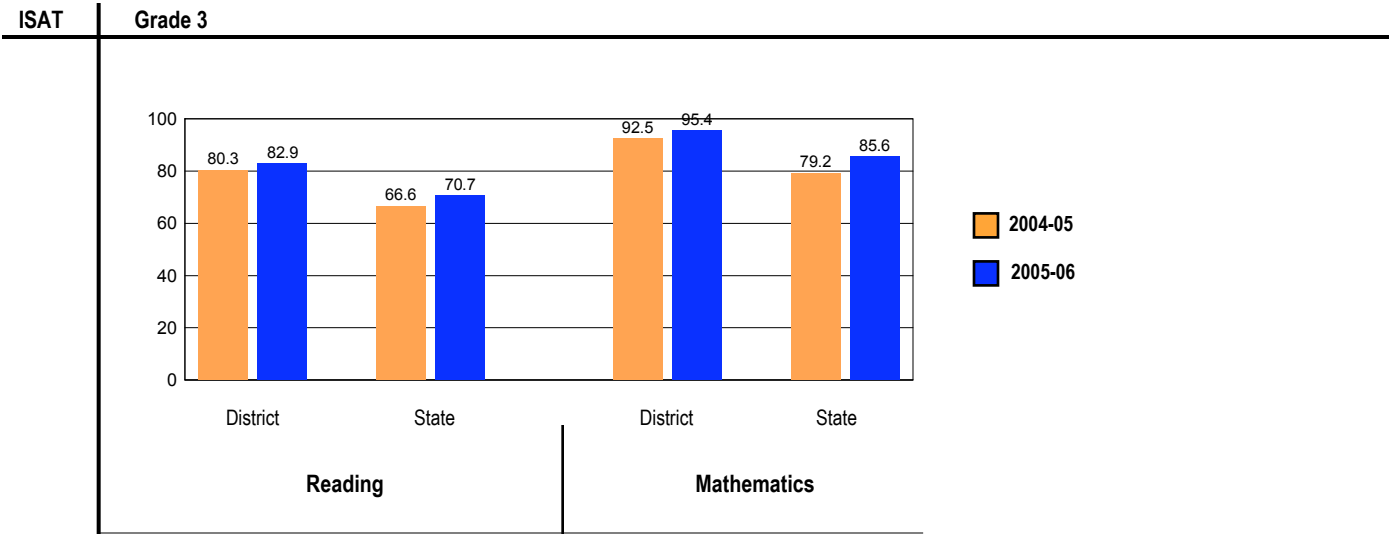


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

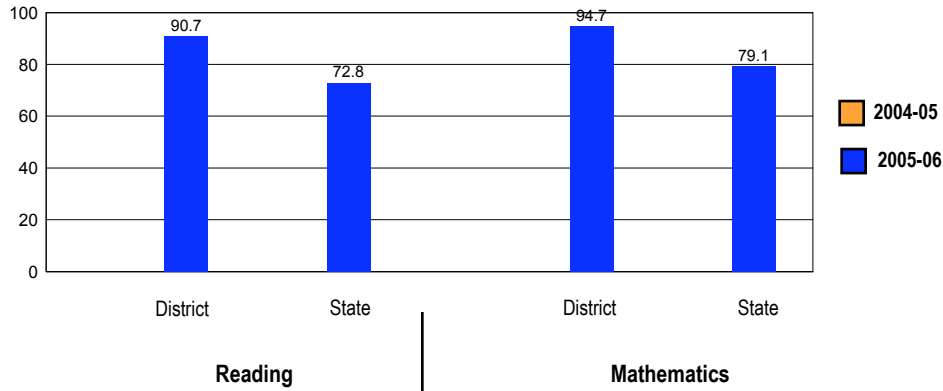


ISAT PERFORMANCE

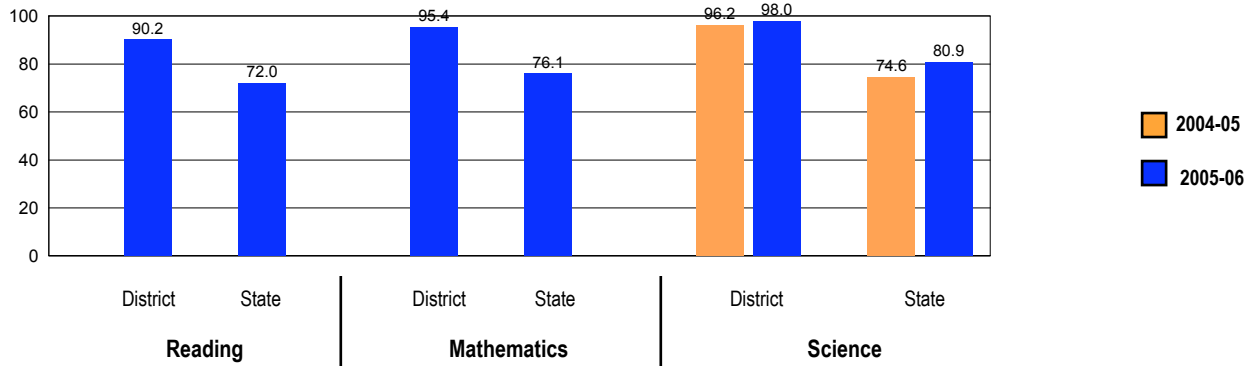
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT. Data for 2004-05 in reading and mathematics for grades 4, 6 and 7 are not available because testing in these subjects for these grades began in 2005-06.



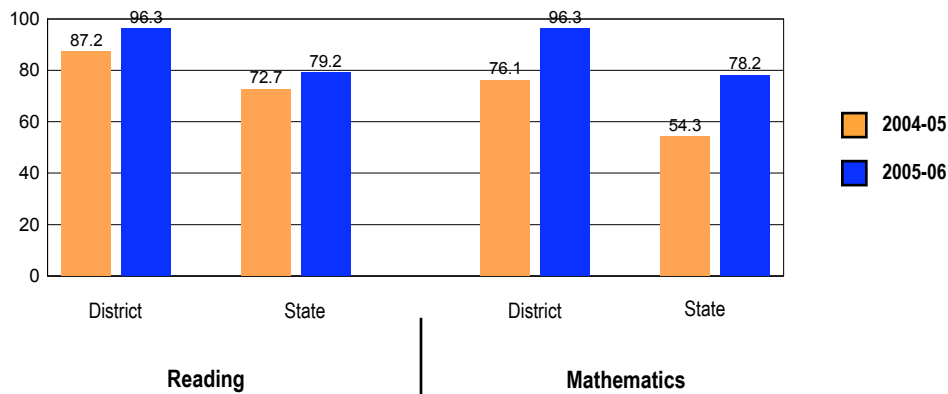
ISAT Grade 6



ISAT Grade 7



ISAT Grade 8



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 Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. 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.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS

		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	967	489	478	784	41	42	74	2	24	1		104	28
	Reading	0.3	0.2	0.4	0.4	0.0	0.0	0.0		0.0			0.0	0.0
	Mathematics	0.3	0.2	0.4	0.4	0.0	0.0	0.0		0.0			0.0	0.0
State	*Enrollment	1,097,519	560,894	536,602	610,160	220,827	201,628	41,301	2,481	19,622	67,464	368	160,049	461,179
	Reading	0.5	0.5	0.4	0.3	1.3	0.7	0.5	0.6	0.4	0.4	1.9	0.9	0.9
	Mathematics	0.5	0.5	0.4	0.3	1.3	0.7	0.5	0.6	0.4	0.4	1.9	0.9	0.9

* Enrollment as reported during the testing windows.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3**Grade 3 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
District		0.6	16.6	53.7	29.1	0.0	4.6	42.3	53.1
	State	5.7	23.6	47.3	23.4	3.9	10.5	47.1	38.5

Grade 3 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	District	1.0	19.6	59.8	19.6	0.0	6.2	35.1	58.8
	State	7.3	26.1	46.5	20.0	4.5	10.4	45.2	39.8
Female	District	0.0	12.8	46.2	41.0	0.0	2.6	51.3	46.2
	State	3.9	21.0	48.2	26.9	3.1	10.6	49.2	37.1

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	District	0.7	17.9	53.8	27.6	0.0	4.8	44.1	51.0
	State	3.0	16.6	49.3	31.1	1.4	5.5	44.4	48.7
Black	District								
	State	12.8	38.9	40.1	8.3	10.5	22.8	50.9	15.8
Hispanic	District								
	State	6.3	31.4	50.8	11.5	3.7	13.5	56.6	26.1
Asian/Pacific Islander	District	0.0	7.1	42.9	50.0	0.0	0.0	14.3	85.7
	State	1.2	11.6	50.2	37.0	0.8	2.9	32.7	63.7
Native American	District								
	State	5.3	20.5	50.3	23.8	3.0	10.7	48.7	37.7
Multiracial/Ethnic	District								
	State	6.4	25.3	47.4	20.9	3.9	11.8	50.3	34.1

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	District	4.3	34.8	47.8	13.0	0.0	13.0	52.2	34.8
	State	20.8	39.4	30.6	9.2	12.6	20.7	47.5	19.3
Non-IEP	District	0.0	13.8	54.6	31.6	0.0	3.3	40.8	55.9
	State	3.2	21.0	50.1	25.7	2.4	8.9	47.1	41.6

Grade 4**Grade 4 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
District		0.0	16.1	50.3	33.5	0.0	5.8	56.8	37.4	0.0	4.5	71.0	24.5
	State	1.6	25.5	46.6	26.3	1.6	13.6	58.7	26.1	2.8	17.4	64.5	15.4

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	22.6	51.2	26.2	0.0	8.3	57.1	34.5	0.0	6.0	69.0	25.0
	State	2.2	29.5	46.2	22.1	1.9	14.0	57.1	27.0	3.2	17.4	62.2	17.2
Female	District	0.0	8.5	49.3	42.3	0.0	2.8	56.3	40.8	0.0	2.8	73.2	23.9
	State	0.9	21.3	47.0	30.8	1.2	13.3	60.4	25.2	2.4	17.4	66.8	13.5

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	12.9	51.6	35.5	0.0	4.0	54.8	41.1	0.0	4.0	70.2	25.8
	State	0.8	17.4	47.5	34.3	0.6	7.3	58.3	33.8	0.7	8.4	68.9	22.0
Black	District												
	State	3.8	46.3	40.9	9.1	4.5	31.1	56.4	8.0	8.8	40.0	48.8	2.5
Hispanic	District	0.0	30.0	50.0	20.0	0.0	20.0	70.0	10.0	0.0	0.0	90.0	10.0
	State	1.6	30.3	51.7	16.5	1.3	15.2	67.1	16.4	2.6	22.5	69.1	5.8
Asian/Pacific Islander	District	0.0	18.2	54.5	27.3	0.0	0.0	72.7	27.3	0.0	0.0	72.7	27.3
	State	0.3	11.4	45.8	42.5	0.3	3.9	44.7	51.1	0.7	6.9	65.7	26.7
Native American	District												
	State	0.9	20.4	48.9	29.7	0.6	10.0	60.0	29.4	1.2	9.7	69.9	19.1
Multiracial/Ethnic	District												
	State	1.5	25.1	48.0	25.4	1.2	13.3	62.8	22.7	1.8	16.4	68.3	13.5

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	0.0	38.1	52.4	9.5	0.0	14.3	71.4	14.3	0.0	14.3	71.4	14.3
	State	7.5	52.7	30.6	9.1	6.9	31.1	51.9	10.1	8.1	29.1	55.5	7.2
Non-IEP	District	0.0	12.7	50.0	37.3	0.0	4.5	54.5	41.0	0.0	3.0	70.9	26.1
	State	0.6	20.9	49.3	29.3	0.7	10.7	59.9	28.8	1.9	15.4	66.0	16.8

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	13.4	53.5	33.2	0.0	6.4	71.1	22.5
	1.2	30.4	46.5	22.0	0.6	20.8	64.0	14.6

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	12.5	57.3	30.2	0.0	4.2	74.0	21.9
	State	1.6	33.7	45.6	19.1	0.8	21.0	62.4	15.8
Female	District	0.0	14.3	49.5	36.3	0.0	8.8	68.1	23.1
	State	0.7	26.9	47.4	25.0	0.4	20.6	65.6	13.4

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	12.5	51.9	35.6	0.0	5.6	71.3	23.1
	State	0.6	20.2	49.6	29.6	0.3	11.6	68.3	19.9
Black	District								
	State	2.8	55.0	35.6	6.6	1.8	45.7	49.6	2.8
Hispanic	District								
	State	1.3	37.0	49.7	12.0	0.4	22.9	69.8	7.0
Asian/Pacific Islander	District	0.0	14.3	64.3	21.4	0.0	7.1	57.1	35.7
	State	0.2	13.9	48.3	37.6	0.2	6.2	57.1	36.5
Native American	District								
	State	0.8	25.3	50.1	23.7	0.6	16.7	64.1	18.7
Multiracial/Ethnic	District								
	State	0.8	29.2	48.9	21.1	0.3	20.3	66.6	12.7

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	0.0	42.1	47.4	10.5	0.0	26.3	63.2	10.5
	State	6.2	62.9	25.5	5.4	3.1	46.6	46.3	4.1
Non-IEP	District	0.0	10.1	54.2	35.7	0.0	4.2	72.0	23.8
	State	0.3	25.0	49.9	24.7	0.2	16.6	66.9	16.4

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	9.3	51.0	39.7	0.0	5.3	59.6	35.1
	0.4	26.9	53.4	19.4	0.8	20.1	62.9	16.2

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	12.9	50.0	37.1	0.0	6.5	58.1	35.5
	State	0.6	31.2	52.5	15.7	1.1	21.2	60.8	16.8
Female	District	0.0	6.7	51.7	41.6	0.0	4.5	60.7	34.8
	State	0.2	22.2	54.3	23.2	0.6	18.9	65.1	15.5

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	8.5	50.0	41.5	0.0	5.1	57.6	37.3
	State	0.2	16.7	56.4	26.7	0.3	10.7	66.6	22.4
Black	District	0.0	36.4	36.4	27.3	0.0	18.2	63.6	18.2
	State	0.9	44.9	47.1	7.1	2.3	41.8	52.0	4.0
Hispanic	District								
	State	0.4	38.6	51.9	9.1	0.8	24.5	67.1	7.6
Asian/Pacific Islander	District	0.0	0.0	54.5	45.5	0.0	0.0	45.5	54.5
	State	0.1	11.4	53.8	34.8	0.2	5.8	53.5	40.5
Native American	District								
	State	0.6	23.2	58.5	17.6	0.8	15.4	66.4	17.4
Multiracial/Ethnic	District								
	State	0.2	24.2	55.4	20.2	0.6	18.9	65.5	14.9

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	0.0	58.3	41.7	0.0	0.0	50.0	50.0	0.0
	State	2.2	64.8	29.5	3.5	4.1	50.3	42.5	3.1
Non-IEP	District	0.0	5.0	51.8	43.2	0.0	1.4	60.4	38.1
	State	0.1	20.7	57.3	22.0	0.3	15.2	66.2	18.3

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
District		0.0	9.8	69.3	20.9	0.0	4.6	58.2	37.3	0.0	2.0	49.0	49.0
	State	0.5	27.5	60.0	12.0	2.7	21.3	55.4	20.6	6.3	12.8	61.7	19.2

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	13.6	66.7	19.8	0.0	4.9	54.3	40.7	0.0	3.7	43.2	53.1
	State	0.8	31.0	57.7	10.5	3.3	22.1	53.0	21.6	7.5	12.8	58.3	21.4
Female	District	0.0	5.6	72.2	22.2	0.0	4.2	62.5	33.3	0.0	0.0	55.6	44.4
	State	0.3	23.9	62.3	13.5	2.0	20.4	58.0	19.6	5.1	12.8	65.2	16.9

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	10.7	65.3	24.0	0.0	3.3	57.0	39.7	0.0	2.5	43.8	53.7
	State	0.3	18.9	64.6	16.2	1.3	12.9	57.5	28.2	3.1	7.3	61.8	27.9
Black	District												
	State	1.2	46.2	48.8	3.8	6.5	41.1	47.5	4.9	14.1	24.2	58.0	3.6
Hispanic	District												
	State	0.5	36.3	57.6	5.7	2.8	27.1	60.6	9.5	8.2	18.8	66.8	6.3
Asian/Pacific Islander	District	0.0	0.0	100.0	0.0	0.0	54.5	45.5	0.0	0.0	72.7	27.3	
	State	0.1	11.7	65.5	22.7	0.6	6.5	45.3	47.6	2.0	4.6	57.7	35.7
Native American	District												
	State	0.8	20.8	63.8	14.8	3.0	17.8	58.0	21.3	4.8	10.3	62.7	22.3
Multiracial/Ethnic	District												
	State	0.3	27.3	58.7	13.7	2.7	21.8	55.6	19.9	5.7	12.7	63.2	18.4

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	0.0	66.7	33.3	0.0	0.0	16.7	83.3	0.0	0.0	11.1	83.3	5.6
	State	3.0	67.3	27.9	1.7	13.3	50.5	32.8	3.4	24.6	26.8	44.1	4.5
Non-IEP	District	0.0	2.2	74.1	23.7	0.0	3.0	54.8	42.2	0.0	0.7	44.4	54.8
	State	0.1	20.9	65.3	13.7	0.9	16.4	59.2	23.5	3.3	10.5	64.6	21.6

Grade 8

Grade 8 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	3.7	81.6	14.7	0.7	2.9	50.0	46.3
	0.2	20.6	70.2	9.0	2.1	19.7	52.7	25.5

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	4.7	82.8	12.5	1.6	1.6	50.0	46.9
	State	0.3	23.6	68.3	7.8	2.4	20.8	50.8	26.0
Female	District	0.0	2.8	80.6	16.7	0.0	4.2	50.0	45.8
	State	0.1	17.5	72.1	10.3	1.7	18.5	54.8	25.0

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	3.6	79.3	17.1	0.0	1.8	50.5	47.7
	State	0.1	13.5	73.9	12.4	1.0	12.0	52.9	34.1
Black	District								
	State	0.5	35.9	61.7	1.9	5.2	38.6	49.1	7.1
Hispanic	District								
	State	0.2	28.7	67.5	3.6	2.0	25.8	59.3	12.9
Asian/Pacific Islander	District	0.0	0.0	90.9	9.1	0.0	0.0	36.4	63.6
	State	0.0	9.0	71.9	19.0	0.5	6.4	40.0	53.1
Native American	District								
	State	0.3	18.0	73.5	8.2	0.8	17.3	58.4	23.6
Multiracial/Ethnic	District								
	State	0.4	19.4	70.9	9.3	1.9	19.7	55.1	23.3

2006 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2006-07 Federal Improvement Status	
2006-07 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		69.0	
All	99.7	Yes	99.7	Yes	88.0		Yes	94.9		Yes	95.9	Yes		
White	99.6	Yes	99.6	Yes	88.6		Yes	95.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander	100.0	Yes	100.0	Yes	88.7		Yes	98.4		Yes				
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	54.1		Yes	77.3		Yes				
Economically Disadvantaged														

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

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 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2005.

** Safe Harbor Targets of 47.5% or above are not printed.

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

SCHOOL IMPROVEMENT STATUS

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

Number of schools in this district: 2

Number of Title I schools: 0

Number of Title I schools in School Improvement Status: 0

Percent of schools in School Improvement Status: 0%

School ID

School Name

**Years in School
Improvement**

Millburn C. C. District is very proud of the continuing success in the following areas:

- ⇒ A curriculum in grades K-8 that is based on the Illinois Learning Standards, the Illinois Performance Standards, and best practices in instruction;
- ⇒ A gifted education program guided by a comprehensive plan and whose curriculum is aligned with the Illinois Learning Standards and uses the current best practices in gifted education;
- ⇒ A middle school program for grades 6-8 that is based on the best for adolescences. The curriculum offers an integrated curriculum that enhances interest, motivation, and meaning to the academic program. The homeroom includes advisory-related activities, exploratory classes, and emphasizes service to others;
- ⇒ The continuation of grade level teaming K-8 that encourages collegiality, coordination of curriculum, and the continuity of strategies, allowing for better individualization of curriculum;
- ⇒ A School Improvement Plan based on data-based decisions that enables us to differentiate more effectively and to better meet the needs of all of our students;
- ⇒ 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 use of student assessment at regular intervals to chart the progress of our students over time in reading and math;
- ⇒ The emphasis on differentiation of instruction as the focus for district staff development, internet graduate classes, and staff development from the Regional Office of Education;
- ⇒ The continuing professional, collegial dialogue and interaction of faculty and students within the district to encourage alignment of goals and culture.

MILLBURN CCSD 24

WADSWORTH, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	81.7	3.9	4.2	8.0	0.1	2.1	2.6	0.5		0.0	4.8	95.9	1,537
State	55.6	20.0	18.7	3.8	0.2	1.8	40.0	6.6		2.2	16.0	94.0	2,075,277

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

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
District	100.0
State	96.6

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	14.5		11.7	256.2
State	19.1		13.9	222.3

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

AVERAGE CLASS SIZE (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
District	15.0	20.3	18.9	19.3	19.8	21.0	18.9	19.0	19.4	
State	20.9	21.5	21.6	22.1	22.9	23.4	23.4	22.6	22.7	

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
District	60	41	41	30	41	41	135	82	82	30	41	41
State	58	53	51	31	43	44	145	105	93	31	43	45

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.3	0.0	0.8	0.8	0.0	11.9	88.1	118
State	84.9	9.2	4.6	1.2	0.2	23.1	76.9	126,996

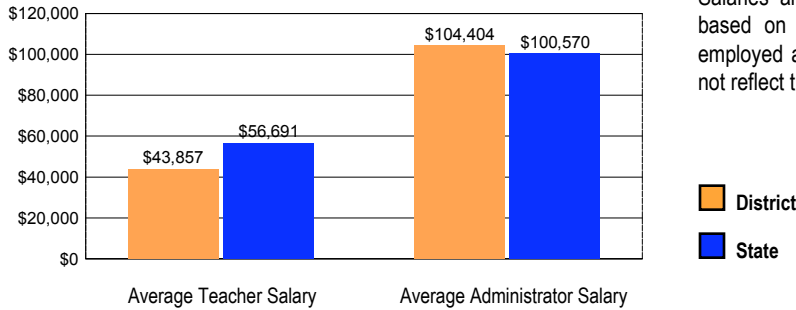
TEACHER INFORMATION (Continued)

		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	9.7	53.9	46.1	2.5	0.0
	High Poverty Schools					
	Low Poverty Schools	9.7	53.9	46.1	2.5	0.0
State:	All Schools	13.0	49.3	50.6	1.6	3.9
	High Poverty Schools	12.6	52.7	47.1	3.1	16.6
	Low Poverty Schools	12.5	41.4	58.5	0.8	0.2

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

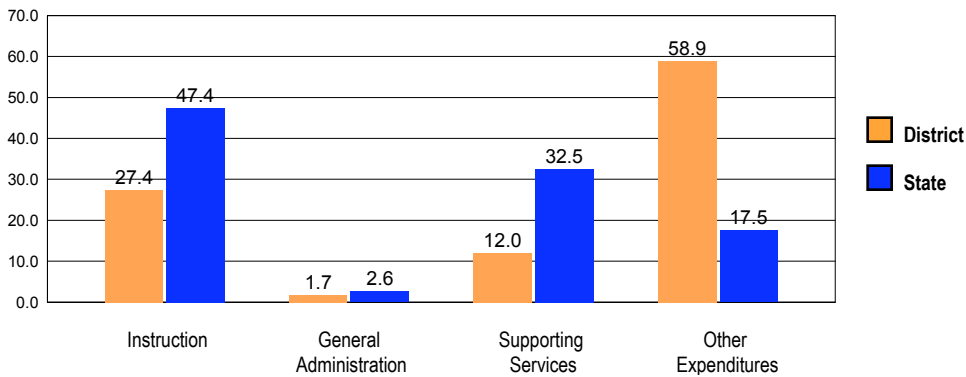
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2004-05 (Percentages)



REVENUE BY SOURCE 2004-05			
	District	District %	State %
Local Property Taxes	\$7,599,016	64.8	58.2
Other Local Funding	\$986,413	8.4	5.1
General State Aid	\$2,054,395	17.5	18.5
Other State Funding	\$1,025,381	8.7	10.1
Federal Funding	\$56,433	0.5	8.1
TOTAL	\$11,721,638		

EXPENDITURE BY FUND 2004-05			
	District	District %	State %
Education	\$7,749,499	36.0	72.2
Operations & Maintenance	\$744,576	3.5	8.4
Transportation	\$880,885	4.1	3.6
Bond and Interest	\$1,276,588	5.9	6.6
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$282,674	1.3	1.7
Fire Prevention & Safety	\$0	0.0	1.1
Site & Construction/ Capital Improvement	\$10,597,965	49.2	6.5
TOTAL	\$21,532,187		

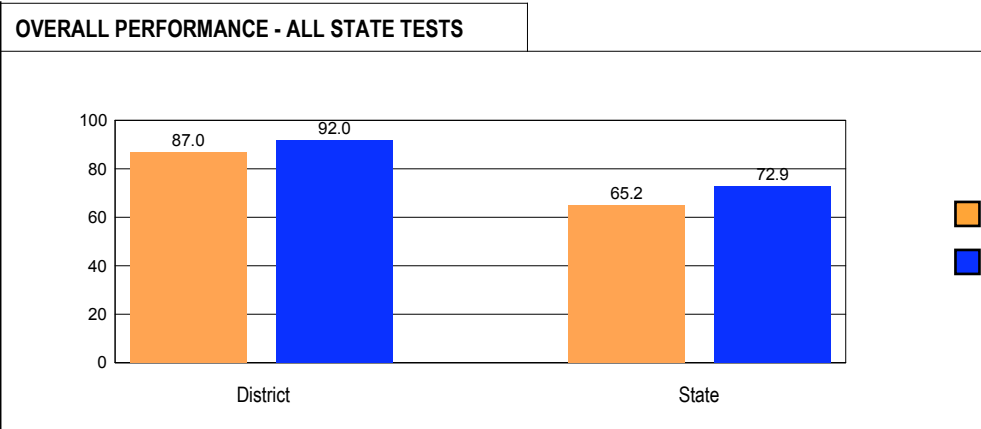
OTHER FINANCIAL INDICATORS				
	2003 Equalized Assessed Valuation per Pupil	2003 Total School Tax Rate per \$100	2004-05 Instructional Expenditure per Pupil	2004-05 Operating Expenditure per Pupil
District	\$166,083	3.49	\$4,665	\$7,331
State	**	**	\$5,366	\$9,099

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

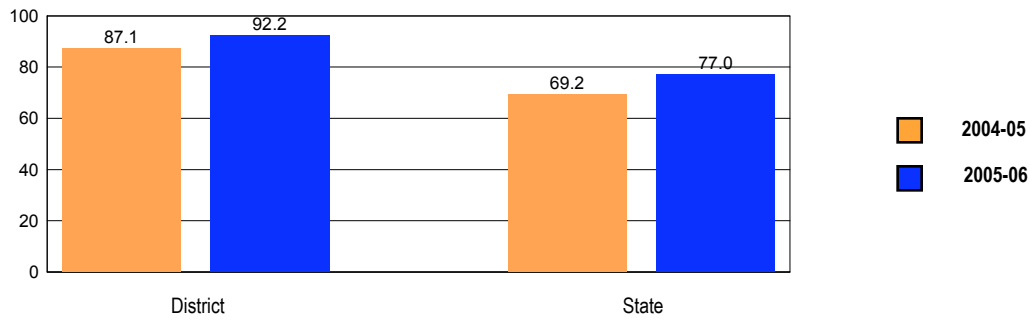
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading, mathematics and science. Caution: Data for 2004-05 should not be compared to data for 2005-06 because substantial changes were made to the state tests in 2005-06 when testing in reading and mathematics was expanded to include all grades from grade 3 through grade 8. In 2004-05, such testing was limited only to selected grades.

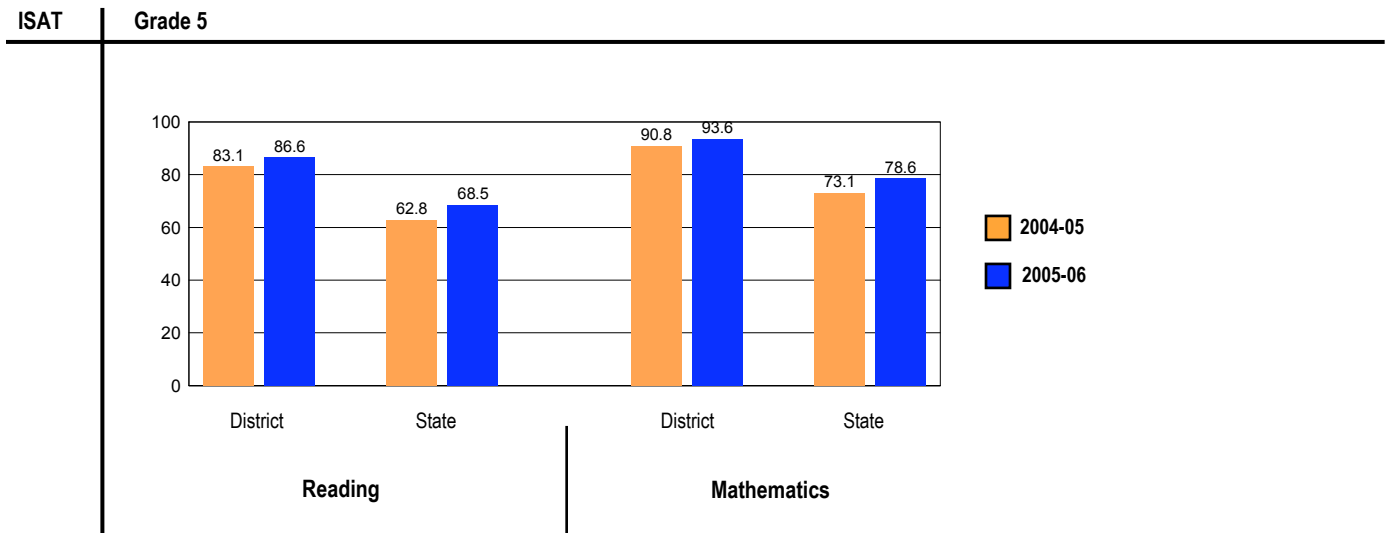
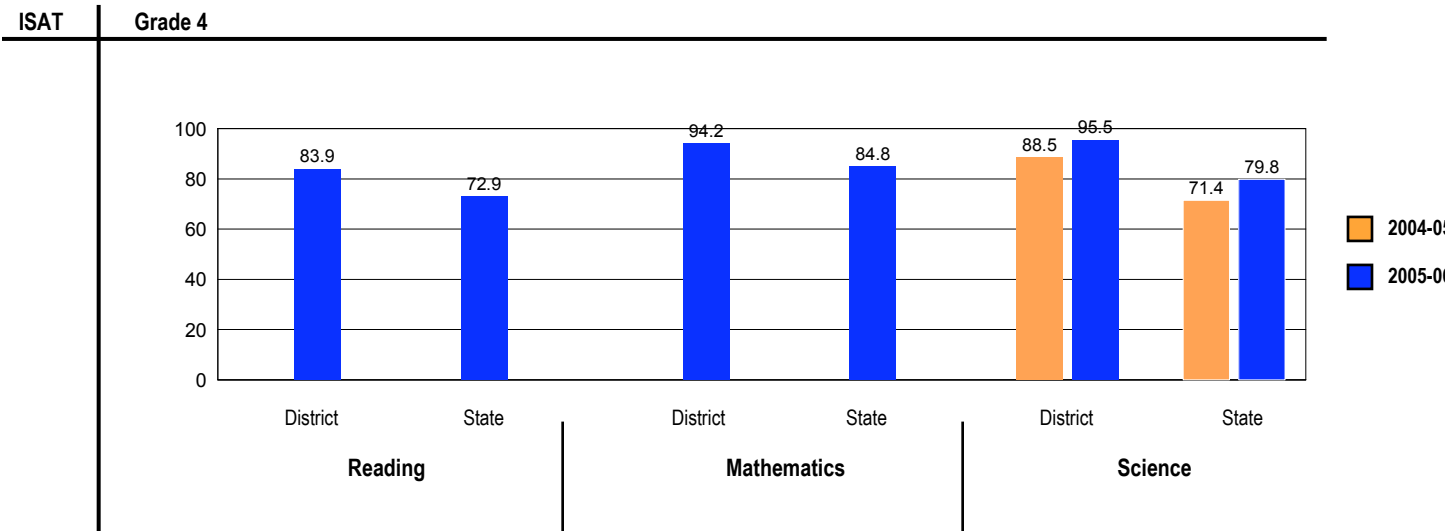
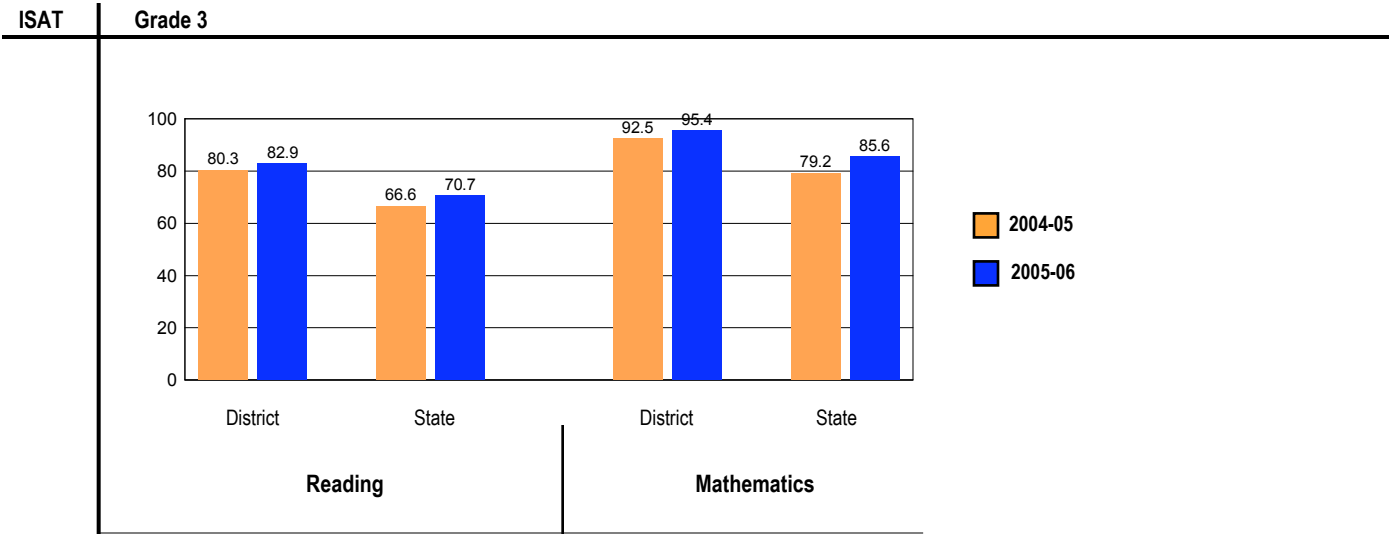


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

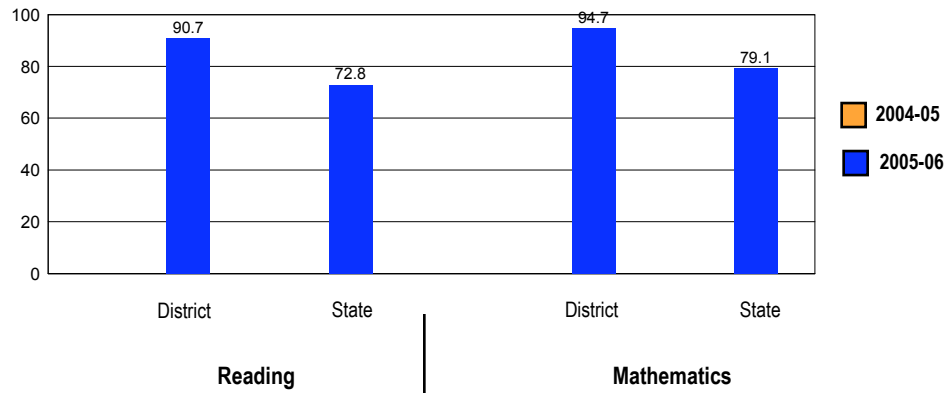


ISAT PERFORMANCE

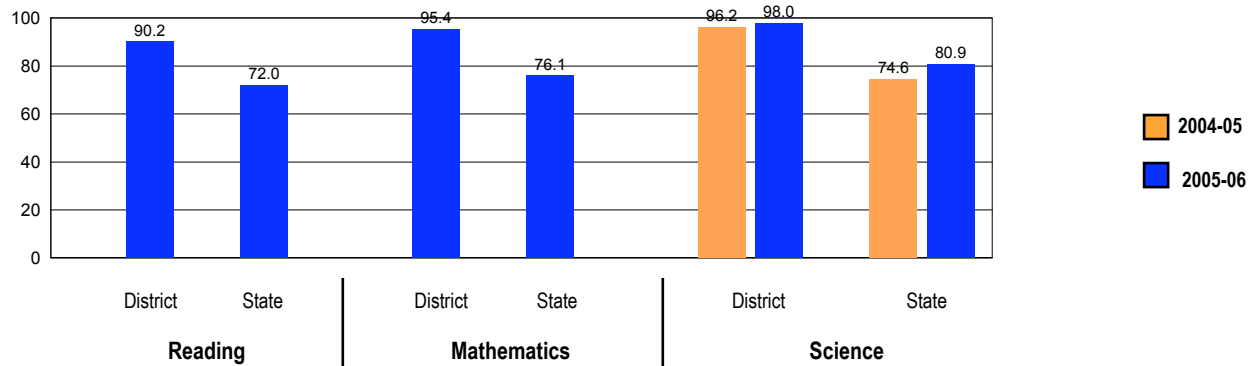
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT. Data for 2004-05 in reading and mathematics for grades 4, 6 and 7 are not available because testing in these subjects for these grades began in 2005-06.



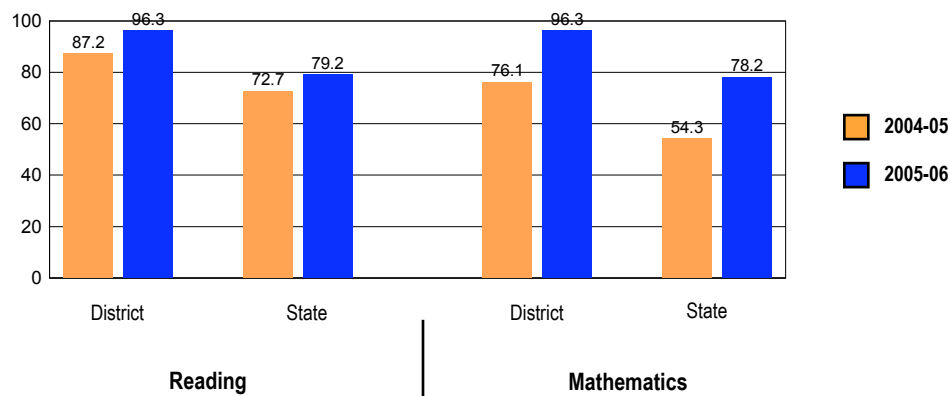
ISAT Grade 6



ISAT Grade 7



ISAT Grade 8



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 Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. 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.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	967	489	478	784	41	42	74	2	24	1		104	28
	Reading	0.3	0.2	0.4	0.4	0.0	0.0	0.0		0.0			0.0	0.0
	Mathematics	0.3	0.2	0.4	0.4	0.0	0.0	0.0		0.0			0.0	0.0
State	*Enrollment	1,097,519	560,894	536,602	610,160	220,827	201,628	41,301	2,481	19,622	67,464	368	160,049	461,179
	Reading	0.5	0.5	0.4	0.3	1.3	0.7	0.5	0.6	0.4	0.4	1.9	0.9	0.9
	Mathematics	0.5	0.5	0.4	0.3	1.3	0.7	0.5	0.6	0.4	0.4	1.9	0.9	0.9

* Enrollment as reported during the testing windows.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3**Grade 3 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
District		0.6	16.6	53.7	29.1	0.0	4.6	42.3	53.1
	State	5.7	23.6	47.3	23.4	3.9	10.5	47.1	38.5

Grade 3 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	District	1.0	19.6	59.8	19.6	0.0	6.2	35.1	58.8
	State	7.3	26.1	46.5	20.0	4.5	10.4	45.2	39.8
Female	District	0.0	12.8	46.2	41.0	0.0	2.6	51.3	46.2
	State	3.9	21.0	48.2	26.9	3.1	10.6	49.2	37.1

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	District	0.7	17.9	53.8	27.6	0.0	4.8	44.1	51.0
	State	3.0	16.6	49.3	31.1	1.4	5.5	44.4	48.7
Black	District								
	State	12.8	38.9	40.1	8.3	10.5	22.8	50.9	15.8
Hispanic	District								
	State	6.3	31.4	50.8	11.5	3.7	13.5	56.6	26.1
Asian/Pacific Islander	District	0.0	7.1	42.9	50.0	0.0	0.0	14.3	85.7
	State	1.2	11.6	50.2	37.0	0.8	2.9	32.7	63.7
Native American	District								
	State	5.3	20.5	50.3	23.8	3.0	10.7	48.7	37.7
Multiracial/Ethnic	District								
	State	6.4	25.3	47.4	20.9	3.9	11.8	50.3	34.1

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	District	4.3	34.8	47.8	13.0	0.0	13.0	52.2	34.8
	State	20.8	39.4	30.6	9.2	12.6	20.7	47.5	19.3
Non-IEP	District	0.0	13.8	54.6	31.6	0.0	3.3	40.8	55.9
	State	3.2	21.0	50.1	25.7	2.4	8.9	47.1	41.6

Grade 4**Grade 4 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
District		0.0	16.1	50.3	33.5	0.0	5.8	56.8	37.4	0.0	4.5	71.0	24.5
	State	1.6	25.5	46.6	26.3	1.6	13.6	58.7	26.1	2.8	17.4	64.5	15.4

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	22.6	51.2	26.2	0.0	8.3	57.1	34.5	0.0	6.0	69.0	25.0
	State	2.2	29.5	46.2	22.1	1.9	14.0	57.1	27.0	3.2	17.4	62.2	17.2
Female	District	0.0	8.5	49.3	42.3	0.0	2.8	56.3	40.8	0.0	2.8	73.2	23.9
	State	0.9	21.3	47.0	30.8	1.2	13.3	60.4	25.2	2.4	17.4	66.8	13.5

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	12.9	51.6	35.5	0.0	4.0	54.8	41.1	0.0	4.0	70.2	25.8
	State	0.8	17.4	47.5	34.3	0.6	7.3	58.3	33.8	0.7	8.4	68.9	22.0
Black	District												
	State	3.8	46.3	40.9	9.1	4.5	31.1	56.4	8.0	8.8	40.0	48.8	2.5
Hispanic	District	0.0	30.0	50.0	20.0	0.0	20.0	70.0	10.0	0.0	0.0	90.0	10.0
	State	1.6	30.3	51.7	16.5	1.3	15.2	67.1	16.4	2.6	22.5	69.1	5.8
Asian/Pacific Islander	District	0.0	18.2	54.5	27.3	0.0	0.0	72.7	27.3	0.0	0.0	72.7	27.3
	State	0.3	11.4	45.8	42.5	0.3	3.9	44.7	51.1	0.7	6.9	65.7	26.7
Native American	District												
	State	0.9	20.4	48.9	29.7	0.6	10.0	60.0	29.4	1.2	9.7	69.9	19.1
Multiracial/Ethnic	District												
	State	1.5	25.1	48.0	25.4	1.2	13.3	62.8	22.7	1.8	16.4	68.3	13.5

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	0.0	38.1	52.4	9.5	0.0	14.3	71.4	14.3	0.0	14.3	71.4	14.3
	State	7.5	52.7	30.6	9.1	6.9	31.1	51.9	10.1	8.1	29.1	55.5	7.2
Non-IEP	District	0.0	12.7	50.0	37.3	0.0	4.5	54.5	41.0	0.0	3.0	70.9	26.1
	State	0.6	20.9	49.3	29.3	0.7	10.7	59.9	28.8	1.9	15.4	66.0	16.8

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	13.4	53.5	33.2	0.0	6.4	71.1	22.5
	1.2	30.4	46.5	22.0	0.6	20.8	64.0	14.6

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	12.5	57.3	30.2	0.0	4.2	74.0	21.9
	State	1.6	33.7	45.6	19.1	0.8	21.0	62.4	15.8
Female	District	0.0	14.3	49.5	36.3	0.0	8.8	68.1	23.1
	State	0.7	26.9	47.4	25.0	0.4	20.6	65.6	13.4

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	12.5	51.9	35.6	0.0	5.6	71.3	23.1
	State	0.6	20.2	49.6	29.6	0.3	11.6	68.3	19.9
Black	District								
	State	2.8	55.0	35.6	6.6	1.8	45.7	49.6	2.8
Hispanic	District								
	State	1.3	37.0	49.7	12.0	0.4	22.9	69.8	7.0
Asian/Pacific Islander	District	0.0	14.3	64.3	21.4	0.0	7.1	57.1	35.7
	State	0.2	13.9	48.3	37.6	0.2	6.2	57.1	36.5
Native American	District								
	State	0.8	25.3	50.1	23.7	0.6	16.7	64.1	18.7
Multiracial/Ethnic	District								
	State	0.8	29.2	48.9	21.1	0.3	20.3	66.6	12.7

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	0.0	42.1	47.4	10.5	0.0	26.3	63.2	10.5
	State	6.2	62.9	25.5	5.4	3.1	46.6	46.3	4.1
Non-IEP	District	0.0	10.1	54.2	35.7	0.0	4.2	72.0	23.8
	State	0.3	25.0	49.9	24.7	0.2	16.6	66.9	16.4

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	9.3	51.0	39.7	0.0	5.3	59.6	35.1
	0.4	26.9	53.4	19.4	0.8	20.1	62.9	16.2

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	12.9	50.0	37.1	0.0	6.5	58.1	35.5
	State	0.6	31.2	52.5	15.7	1.1	21.2	60.8	16.8
Female	District	0.0	6.7	51.7	41.6	0.0	4.5	60.7	34.8
	State	0.2	22.2	54.3	23.2	0.6	18.9	65.1	15.5

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	8.5	50.0	41.5	0.0	5.1	57.6	37.3
	State	0.2	16.7	56.4	26.7	0.3	10.7	66.6	22.4
Black	District	0.0	36.4	36.4	27.3	0.0	18.2	63.6	18.2
	State	0.9	44.9	47.1	7.1	2.3	41.8	52.0	4.0
Hispanic	District								
	State	0.4	38.6	51.9	9.1	0.8	24.5	67.1	7.6
Asian/Pacific Islander	District	0.0	0.0	54.5	45.5	0.0	0.0	45.5	54.5
	State	0.1	11.4	53.8	34.8	0.2	5.8	53.5	40.5
Native American	District								
	State	0.6	23.2	58.5	17.6	0.8	15.4	66.4	17.4
Multiracial/Ethnic	District								
	State	0.2	24.2	55.4	20.2	0.6	18.9	65.5	14.9

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	0.0	58.3	41.7	0.0	0.0	50.0	50.0	0.0
	State	2.2	64.8	29.5	3.5	4.1	50.3	42.5	3.1
Non-IEP	District	0.0	5.0	51.8	43.2	0.0	1.4	60.4	38.1
	State	0.1	20.7	57.3	22.0	0.3	15.2	66.2	18.3

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
District		0.0	9.8	69.3	20.9	0.0	4.6	58.2	37.3	0.0	2.0	49.0	49.0
	State	0.5	27.5	60.0	12.0	2.7	21.3	55.4	20.6	6.3	12.8	61.7	19.2

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	13.6	66.7	19.8	0.0	4.9	54.3	40.7	0.0	3.7	43.2	53.1
	State	0.8	31.0	57.7	10.5	3.3	22.1	53.0	21.6	7.5	12.8	58.3	21.4
Female	District	0.0	5.6	72.2	22.2	0.0	4.2	62.5	33.3	0.0	0.0	55.6	44.4
	State	0.3	23.9	62.3	13.5	2.0	20.4	58.0	19.6	5.1	12.8	65.2	16.9

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	10.7	65.3	24.0	0.0	3.3	57.0	39.7	0.0	2.5	43.8	53.7
	State	0.3	18.9	64.6	16.2	1.3	12.9	57.5	28.2	3.1	7.3	61.8	27.9
Black	District												
	State	1.2	46.2	48.8	3.8	6.5	41.1	47.5	4.9	14.1	24.2	58.0	3.6
Hispanic	District												
	State	0.5	36.3	57.6	5.7	2.8	27.1	60.6	9.5	8.2	18.8	66.8	6.3
Asian/Pacific Islander	District	0.0	0.0	100.0	0.0	0.0	54.5	45.5	0.0	0.0	72.7	27.3	
	State	0.1	11.7	65.5	22.7	0.6	6.5	45.3	47.6	2.0	4.6	57.7	35.7
Native American	District												
	State	0.8	20.8	63.8	14.8	3.0	17.8	58.0	21.3	4.8	10.3	62.7	22.3
Multiracial/Ethnic	District												
	State	0.3	27.3	58.7	13.7	2.7	21.8	55.6	19.9	5.7	12.7	63.2	18.4

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	0.0	66.7	33.3	0.0	0.0	16.7	83.3	0.0	0.0	11.1	83.3	5.6
	State	3.0	67.3	27.9	1.7	13.3	50.5	32.8	3.4	24.6	26.8	44.1	4.5
Non-IEP	District	0.0	2.2	74.1	23.7	0.0	3.0	54.8	42.2	0.0	0.7	44.4	54.8
	State	0.1	20.9	65.3	13.7	0.9	16.4	59.2	23.5	3.3	10.5	64.6	21.6

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	3.7	81.6	14.7	0.7	2.9	50.0	46.3
	0.2	20.6	70.2	9.0	2.1	19.7	52.7	25.5

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	4.7	82.8	12.5	1.6	1.6	50.0	46.9
	State	0.3	23.6	68.3	7.8	2.4	20.8	50.8	26.0
Female	District	0.0	2.8	80.6	16.7	0.0	4.2	50.0	45.8
	State	0.1	17.5	72.1	10.3	1.7	18.5	54.8	25.0

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	District	0.0	3.6	79.3	17.1	0.0	1.8	50.5	47.7
	State	0.1	13.5	73.9	12.4	1.0	12.0	52.9	34.1
Black	District								
	State	0.5	35.9	61.7	1.9	5.2	38.6	49.1	7.1
Hispanic	District								
	State	0.2	28.7	67.5	3.6	2.0	25.8	59.3	12.9
Asian/Pacific Islander	District	0.0	0.0	90.9	9.1	0.0	0.0	36.4	63.6
	State	0.0	9.0	71.9	19.0	0.5	6.4	40.0	53.1
Native American	District								
	State	0.3	18.0	73.5	8.2	0.8	17.3	58.4	23.6
Multiracial/Ethnic	District								
	State	0.4	19.4	70.9	9.3	1.9	19.7	55.1	23.3

2006 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2006-07 Federal Improvement Status	
2006-07 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		69.0	
All	99.7	Yes	99.7	Yes	88.0		Yes	94.9		Yes	95.9	Yes		
White	99.6	Yes	99.6	Yes	88.6		Yes	95.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander	100.0	Yes	100.0	Yes	88.7		Yes	98.4		Yes				
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	54.1		Yes	77.3		Yes				
Economically Disadvantaged														

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

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 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2005.

** Safe Harbor Targets of 47.5% or above are not printed.

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

SCHOOL IMPROVEMENT STATUS

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

Number of schools in this district: 2

Number of Title I schools: 0

Number of Title I schools in School Improvement Status: 0

Percent of schools in School Improvement Status: 0%

School ID

School Name

**Years in School
Improvement**

Millburn C. C. District is very proud of the continuing success in the following areas:

- ⇒ A curriculum in grades K-8 that is based on the Illinois Learning Standards, the Illinois Performance Standards, and best practices in instruction;
- ⇒ A gifted education program guided by a comprehensive plan and whose curriculum is aligned with the Illinois Learning Standards and uses the current best practices in gifted education;
- ⇒ A middle school program for grades 6-8 that is based on the best for adolescences. The curriculum offers an integrated curriculum that enhances interest, motivation, and meaning to the academic program. The homeroom includes advisory-related activities, exploratory classes, and emphasizes service to others;
- ⇒ The continuation of grade level teaming K-8 that encourages collegiality, coordination of curriculum, and the continuity of strategies, allowing for better individualization of curriculum;
- ⇒ A School Improvement Plan based on data-based decisions that enables us to differentiate more effectively and to better meet the needs of all of our students;
- ⇒ 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 use of student assessment at regular intervals to chart the progress of our students over time in reading and math;
- ⇒ The emphasis on differentiation of instruction as the focus for district staff development, internet graduate classes, and staff development from the Regional Office of Education;
- ⇒ The continuing professional, collegial dialogue and interaction of faculty and students within the district to encourage alignment of goals and culture.