



Community High School District 99

Administrative Service Center
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Mark A. McDonald
Superintendent of Schools

2009 SCHOOL REPORT CARD

The Community High School District 99 School Report Card shows that our students are performing well above the average across the State of Illinois on important indicators such as the ACT test and the Prairie State Achievement Examination (PSAE). In addition, the scores our students achieved on these measures show growth from prior years—especially in the percentage of students meeting or exceeding the state’s standards on the Reading portion of the PSAE. At the same time, the reader will note that District 99 did not make Adequate Yearly Progress (AYP), because while the majority of our students are achieving at a high level, subsets of our students are not achieving. Our improvement work for the current school year will focus on enabling all of our students to achieve at an appropriately high level, while at the same time enabling those students who are already meeting the state’s standards to excel.

Our improvement initiatives in District 99 for the 2009-2010 school year follow three related strands. First, we seek to improve teaching and instruction through continued development of the professional learning community model. The value of the model is that causes teachers to work with teaching peers to refine curriculum and instruction by working in a collaborative professional team. District 99 initiated this model in the fall of 2008 with each educator being a member of a learning team. In 2009-2010, many of our teachers will join a second learning team so the benefits of the learning team can be spread among two courses.

Our second improvement strand will involve developing our faculty through focused professional training. Beginning this year and ongoing for the next two years, all District 99 faculty will be trained in assessment literacy (evaluating and testing students and using the results to improve teaching), cooperative learning (effective methods for teaching students in groups/enabling students to work in project teams) and CRISS strategies (pre-reading, organizational, and other instructional strategies designed to promote learning). We believe these trainings will provide our teachers a “tool kit” of important instructional methods; at the same time this training will enforce a commonly-used set of skills and a vocabulary for teaching that will enhance the work on professional learning teams.

Our third strand is the work associated with planning and implementing a systematic process of interventions for students who require more support to succeed in school. In 2008-2009, we provided after-school tutoring for hundreds of students at North and South High Schools. We also offered ACT/PSAE test preparation for selected students during the school day. Those interventions were proven to be effective resulting in reduced failures and improved achievement test results respectively. This year we plan to expand tutoring and test preparation but also provide additional support for struggling students through study halls and

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4436 S. Main
Downers Grove, IL 60515
(630) 795-8400

South High School
1436 Norfolk
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(630) 795-8500

Community High School District 99

resource periods. Both high schools are beginning new programs to “reach out” to parents of struggling students by inviting them into the school setting to talk about how parents can help their students at home. One of the emerging concepts in this third improvement stand is the notion of building relationships. If we can build stronger relationships between students, families and our schools, we believe students will invest more effort to succeed and such effort will result in increased student performance.

In summary, the goal of our improvement activities is to make us better and more effective with our professional work. As a result of being better, we expect to be more effective in teaching and supporting students. Our results show that overall we are reaching more students than we did just a few years ago, but also that our approach is not working for all students. Our goal is to create a system of supports that engages any and all students when needed, and ultimately results in all of our students leaving high school ready to compete and learn at a high level.



Dr. Mark McDonald
Superintendent

CHSD 99

Downers Grove, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	74.8	7.8	7.3	7.0	0.4	2.8	14.0	1.6	1.4	2.6	4.8	95.0	5,298
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0	3.5	3.7	13.5	93.7	2,070,125

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

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

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

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

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	96.6		19.2	12.7	175.4
State	96.7		18.0	13.3	201.8

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
District										21.9
State										19.2

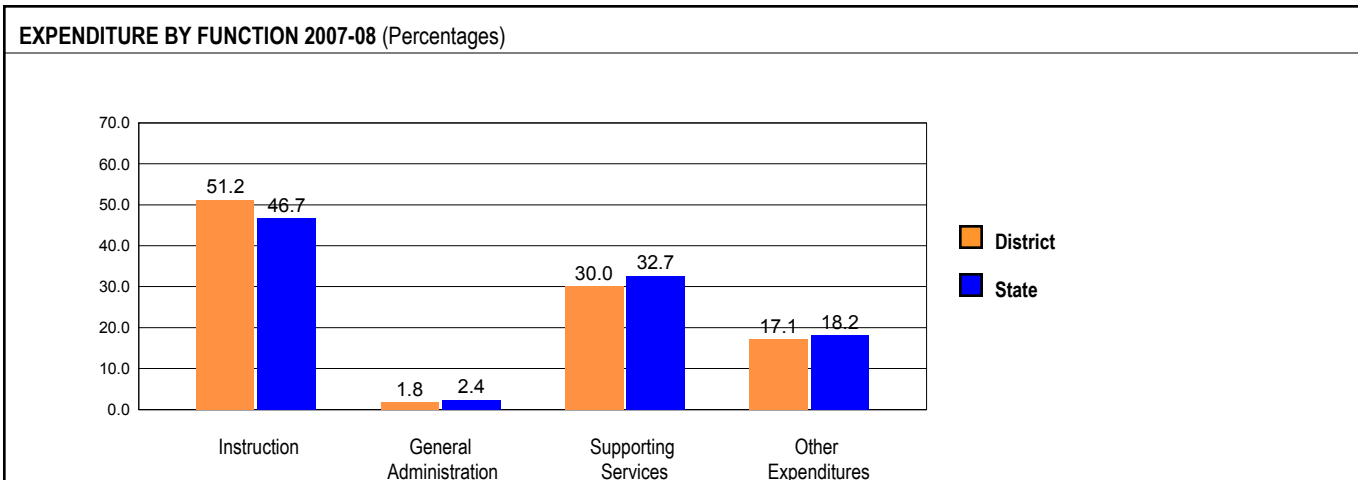
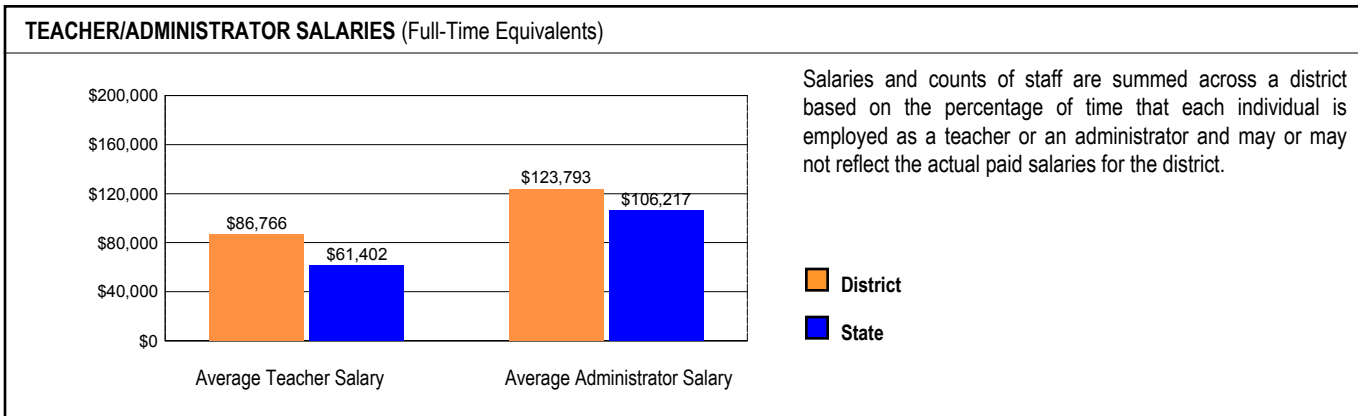
TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.6	0.9	0.9	0.6	0.0	38.6	61.4	331
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

TEACHER INFORMATION (Continued)		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
District:	All Schools	14.6	13.7	86.3	0.3	0.0
	High Poverty Schools					
	Low Poverty Schools	14.8	13.2	86.8	0.3	0.0
State:	All Schools	12.5	44.1	55.8	0.6	1.2
	High Poverty Schools	12.2	45.1	54.6	1.1	4.7
	Low Poverty Schools	12.2	36.8	63.1	0.3	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



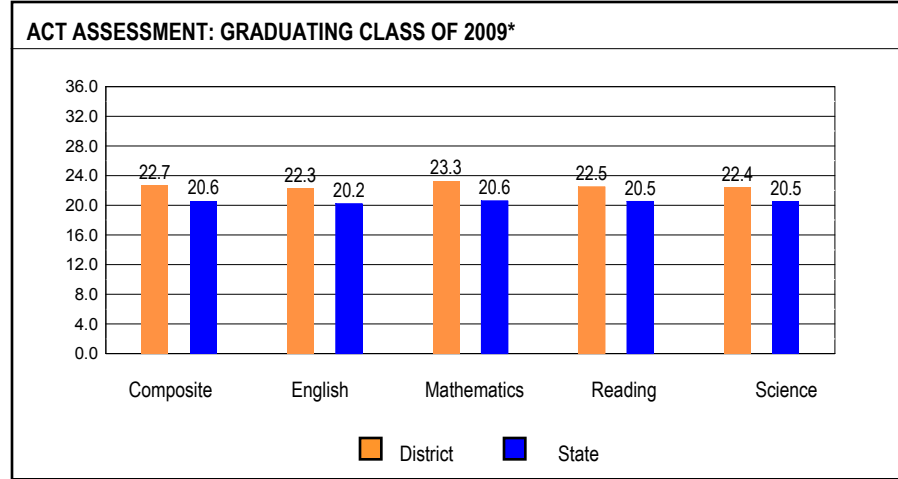
REVENUE BY SOURCE 2007-08			
	District	District %	State %
Local Property Taxes	\$64,791,844	82.2	58.7
Other Local Funding	\$6,852,396	8.7	6.3
General State Aid	\$2,121,840	2.7	18.6
Other State Funding	\$3,284,088	4.2	9.0
Federal Funding	\$1,793,562	2.3	7.4
TOTAL	\$78,843,730		

EXPENDITURE BY FUND 2007-08			
	District	District %	State %
Education	\$58,060,173	70.5	71.5
Operations & Maintenance	\$8,848,070	10.7	8.6
Transportation	\$3,426,178	4.2	3.9
Bond and Interest	\$5,632,310	6.8	6.3
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$1,970,893	2.4	1.8
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$4,428,571	5.4	6.8
TOTAL	\$82,366,195		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$865,732	1.49	\$8,529	\$13,917
State	**	**	\$6,103	\$10,417

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

ACADEMIC PERFORMANCE



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

HIGH SCHOOL GRADUATION RATE													
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	93.5	91.8	95.3	94.1	91.1	86.1	95.7	100.0	100.0	82.4		86.0	88.3
State	87.1	84.5	89.7	92.3	76.7	76.8	94.0	79.4	88.9	63.1		78.1	76.6

2007 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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	35.0	32.9	24.2	8.0	21.4	42.3	30.7	5.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	23.3	34.3	30.9	11.5	8.9	40.8	42.1	8.1
Black	56.3	29.5	12.5	1.7	46.0	44.6	9.0	0.4
Hispanic	50.1	32.2	14.7	3.0	35.8	45.2	17.6	1.3
Asian/Pacific Islander	13.1	33.0	37.5	16.4	5.1	32.4	45.0	17.5
Native American								

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	76.6	20.0	3.1	0.3	49.8	41.5	7.9	0.8

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	63.2	22.5	10.5	3.8	41.4	36.3	17.9	4.4

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	52.4	31.6	13.5	2.4	36.2	46.9	16.1	0.8

Grade 4 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	72.4	84.2
Students with Disabilities	64.9	76.9

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	25.1	45.1	27.5	2.3	29.7	39.5	23.8	7.0

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	17.2	44.6	34.9	3.3	18.5	40.8	31.3	9.4
Black	45.7	44.4	9.7	0.2	59.3	34.0	6.3	0.4
Hispanic	35.9	48.6	15.2	0.4	44.9	42.3	11.8	1.0
Asian/Pacific Islander	13.1	40.9	41.6	4.4	12.8	32.0	32.1	23.0
Native American								

Grade 8 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	75.1	22.3	2.6	0.0	56.3	31.6	9.1	3.0

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	64.6	27.0	7.4	0.9	67.7	25.3	6.8	0.2

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	39.2	46.0	14.2	0.6	48.7	38.4	11.3	1.6

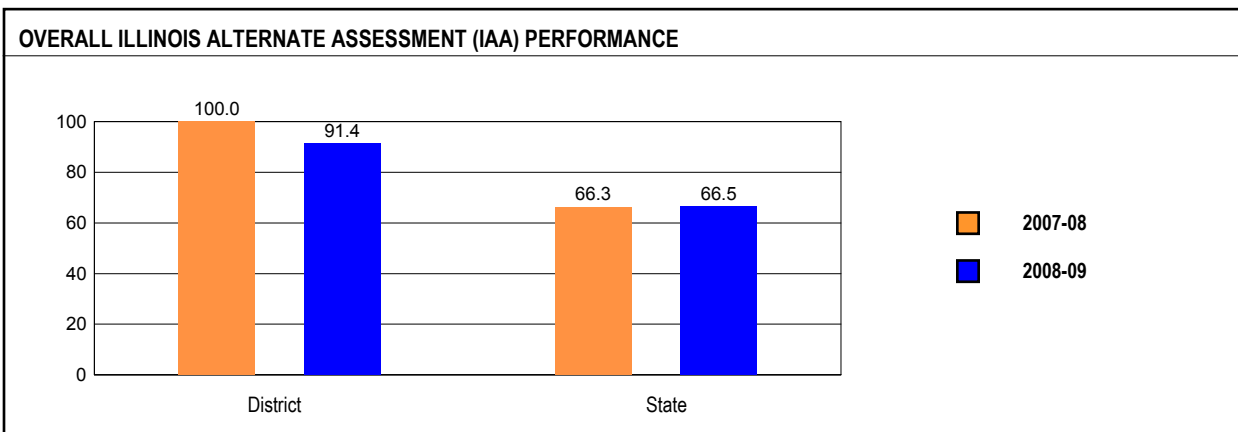
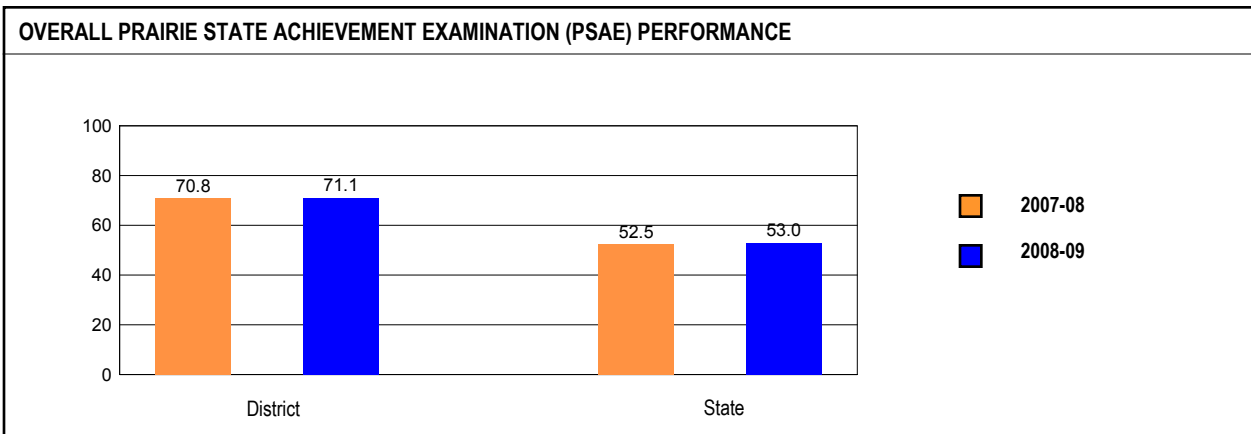
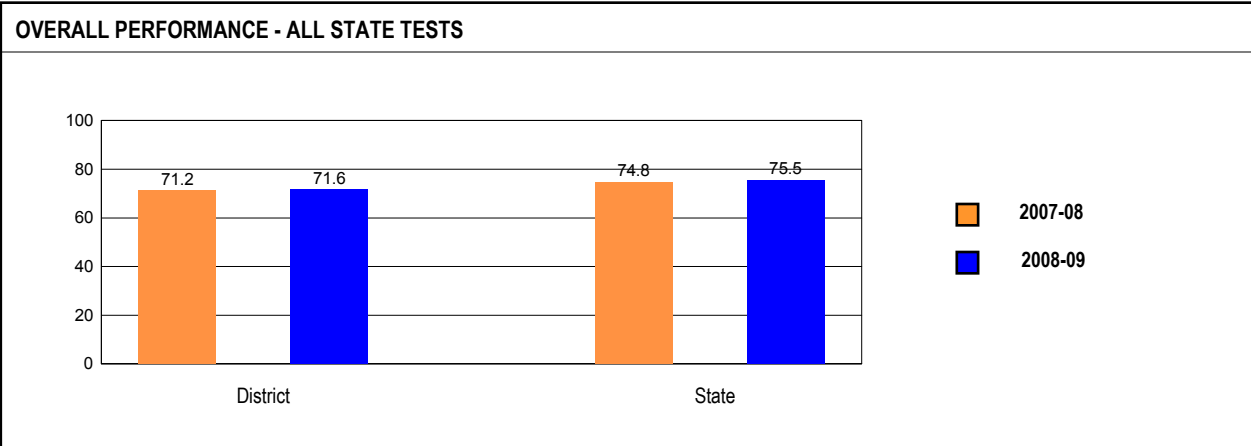
Grade 8 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	64.3	75.9
Students with Disabilities	71.0	64.9

OVERALL STUDENT PERFORMANCE

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

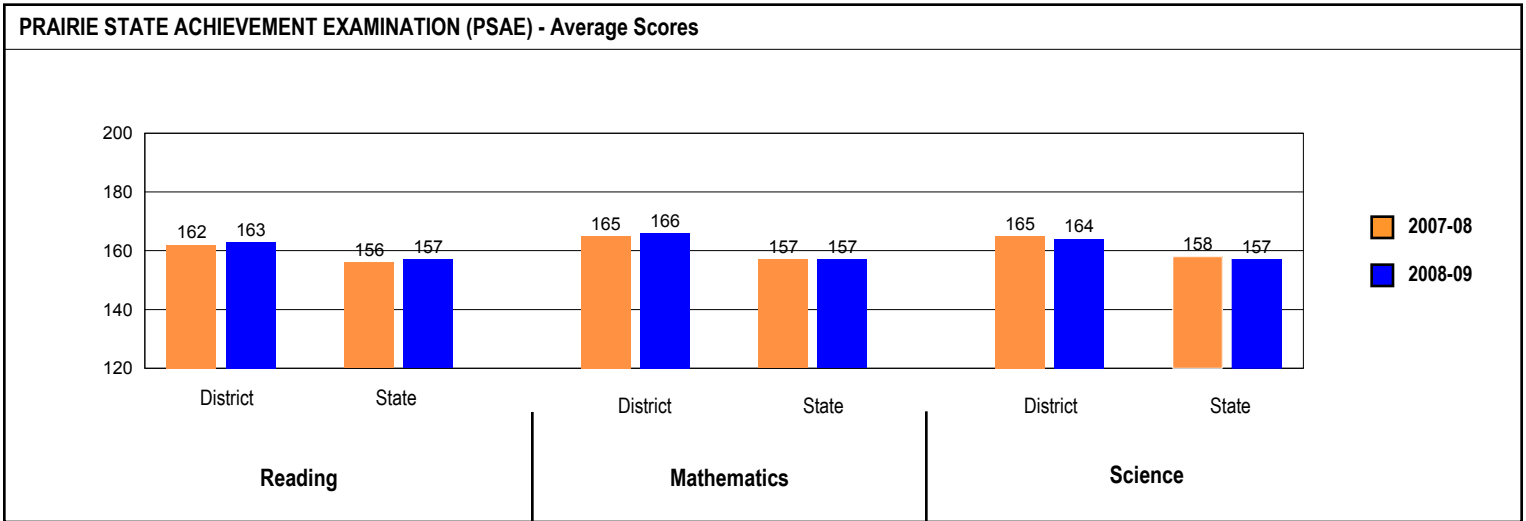
The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.



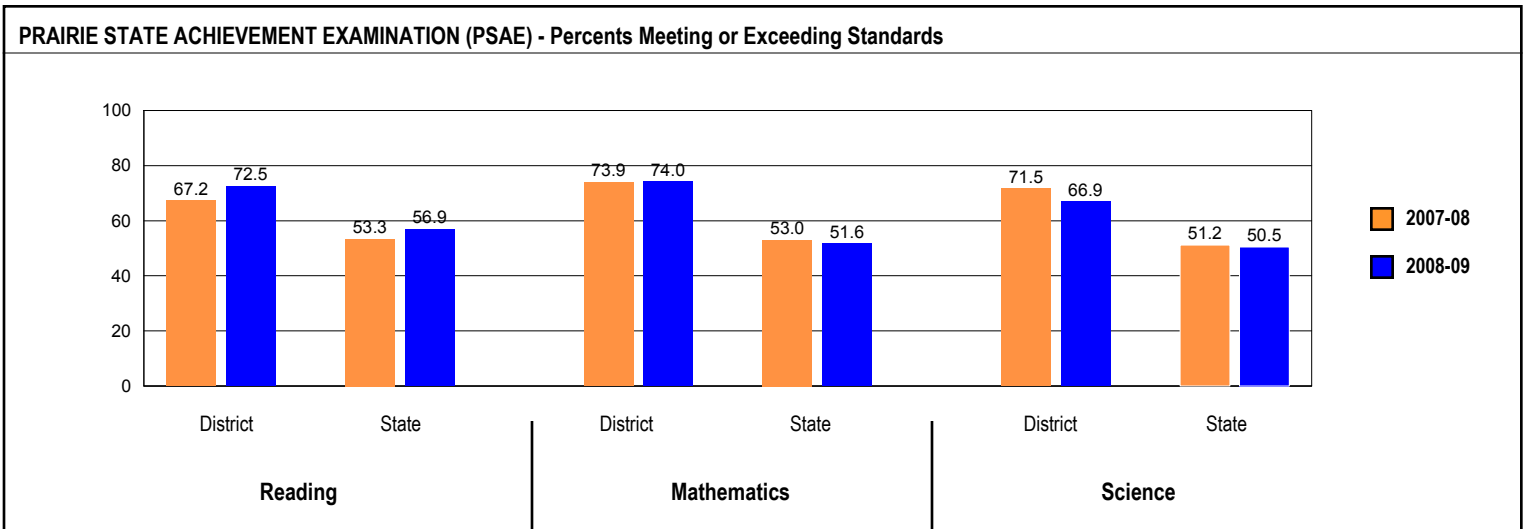
IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

PSAE PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding Standards in reading, mathematics, and science on PSAE.



PSAE scores range from 120 to 200.



Number of students in this District with PSAE scores in 2009: 1,214

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8, and 11. Science is tested in grades 4, 7, and 11.

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	1,262	659	603	949	96	94	87	3	33	20	0	174	161
	Reading	0.5	0.6	0.3	0.4	1.0	1.1	0.0		0.0	0.0		0.6	1.2
	Mathematics	0.5	0.6	0.3	0.4	1.0	1.1	0.0		0.0	0.0		0.6	1.2
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	1,262	659	603	949	96	94	87	3	33	20	0	174	161
	Science	0.5	0.6	0.3	0.4	1.0	1.1	0.0		0.0	0.0		0.6	1.2
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

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

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 11**Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	2.8	24.6	54.4	18.1	4.7	21.3	52.1	21.9	3.9	29.3	49.8	17.1
State	8.5	34.6	45.0	11.9	11.0	37.4	42.2	9.4	8.9	40.7	40.3	10.2

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	3.5	24.5	54.0	18.0	4.0	20.2	49.5	26.3	4.5	24.4	49.5	21.7
	State	10.6	34.8	42.8	11.8	11.2	34.5	42.7	11.6	9.2	36.8	40.8	13.2
Female	District	2.1	24.8	54.9	18.3	5.5	22.5	54.8	17.2	3.2	34.5	50.1	12.1
	State	6.3	34.5	47.1	12.1	10.8	40.2	41.8	7.3	8.5	44.4	39.8	7.2

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	1.6	19.4	58.4	20.6	2.7	16.9	56.1	24.3	2.0	24.8	53.8	19.4
	State	5.0	26.5	52.5	15.9	5.9	30.6	51.0	12.4	4.5	32.1	49.5	13.9
Black	District	10.3	58.6	29.9	1.1	21.8	54.0	24.1	0.0	14.9	64.4	20.7	0.0
	State	16.9	55.1	26.0	2.0	26.9	54.5	18.0	0.6	21.3	61.4	16.5	0.7
Hispanic	District	8.0	43.7	36.8	11.5	8.0	42.5	41.4	8.0	14.9	46.0	32.2	6.9
	State	14.7	48.9	32.9	3.6	17.1	51.3	29.7	1.9	15.1	57.3	25.6	2.0
Asian/Pacific Islander	District	1.2	25.6	59.3	14.0	1.2	14.0	51.2	33.7	2.3	22.1	54.7	20.9
	State	5.0	26.3	48.7	20.0	3.7	20.5	50.1	25.7	3.9	28.4	47.1	20.6
Native American	District												
	State	6.8	32.7	50.2	10.4	9.6	42.6	39.4	8.4	8.0	39.4	42.6	10.0
Multiracial/Ethnic	District	3.1	28.1	43.8	25.0	12.5	21.9	43.8	21.9	3.1	31.3	50.0	15.6
	State	6.3	32.5	47.6	13.6	9.6	38.5	43.5	8.5	7.4	39.8	43.2	9.6

Grade 11 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	35.0	50.0	15.0	0.0	30.0	55.0	5.0	10.0	45.0	50.0	5.0	0.0
State	45.3	46.6	7.9	0.2	37.6	44.6	15.6	2.2	36.5	55.4	7.7	0.5

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	14.7	53.7	28.7	2.9	20.4	46.7	27.7	5.1	20.6	51.5	25.0	2.9
	State	40.3	42.8	14.7	2.1	46.7	41.2	10.9	1.2	40.0	46.1	12.1	1.8
Non-IEP	District	1.3	21.0	57.7	20.1	2.7	18.1	55.2	24.0	1.8	26.5	52.9	18.8
	State	4.5	33.6	48.7	13.1	6.6	36.9	46.1	10.4	5.0	40.0	43.8	11.2

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	11.4	52.3	33.6	2.7	17.4	46.3	30.2	6.0	14.8	55.0	27.5	2.7
	State	16.3	50.4	30.2	3.0	21.6	52.1	24.8	1.5	18.0	58.2	22.1	1.7
Not Eligible	District	1.6	20.8	57.3	20.3	2.9	17.8	55.1	24.1	2.3	25.7	52.9	19.1
	State	4.8	27.3	51.8	16.0	6.1	30.5	50.3	13.1	4.6	32.6	48.7	14.1

ILLINOIS ALTERNATE ASSESSMENT (IAA)

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. The table below presents the percentages of student scores in each of four performance levels.

- Level 1 -- Entry - Students do not demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards.
- Level 2 -- Foundational- Students demonstrate emerging knowledge and skills in the subject as linked to the Illinois Learning Standards. Students exhibit an ability to reproduce knowledge and skills.
- Level 3 -- Satisfactory - Students demonstrate basic knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit an ability to associate their knowledge and skills.
- Level 4 -- Mastery - Students demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit the ability to apply their knowledge and skills.

Grade 11**Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	9.7	22.6	67.7	0.0	6.5	29.0	64.5	0.0	9.7	12.9	77.4
State	13.1	17.4	30.8	38.8	15.8	13.9	43.7	26.7	11.4	13.2	28.4	47.0

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	15.0	20.0	65.0	0.0	10.0	25.0	65.0	0.0	15.0	10.0	75.0
	State	13.7	17.8	29.7	38.8	16.3	14.0	41.7	28.1	11.0	13.8	29.0	46.2
Female	District	0.0	0.0	27.3	72.7	0.0	0.0	36.4	63.6	0.0	0.0	18.2	81.8
	State	11.5	16.4	32.5	39.7	14.2	13.4	47.2	25.2	11.2	11.7	28.0	49.0

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	10.5	21.1	68.4	0.0	10.5	21.1	68.4	0.0	10.5	10.5	78.9
	State	11.0	16.6	28.9	43.6	13.5	13.4	45.1	28.0	9.7	11.9	28.1	50.3
Black	District												
	State	15.4	18.0	33.2	33.4	18.8	13.8	43.5	23.8	13.3	13.7	30.8	42.3
Hispanic	District												
	State	14.6	19.2	34.1	32.1	17.2	15.8	40.0	27.0	11.6	16.8	28.4	43.2
Asian/Pacific Islander	District												
	State	14.9	12.8	34.0	38.3	19.1	4.3	46.8	29.8	19.1	6.4	25.5	48.9
Native American	District												
	State												
Multiracial/Ethnic	District												
	State	9.7	19.4	19.4	51.6	3.2	22.6	38.7	35.5	6.5	12.9	19.4	61.3

2009 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2009-10 Federal Improvement Status	
2009-10 State Improvement Status	Academic Watch Status Year 3

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	99.5	Yes	99.5	Yes	74.0		Yes	75.8		Yes			93.5	Yes
White	99.6	Yes	99.6	Yes	79.7		Yes	81.2		Yes				
Black	99.0	Yes	99.0	Yes	32.5	43.2	No	31.3	50.7	No			91.1	
Hispanic	98.9	Yes	98.9	Yes	52.9	58.7	No	52.9	59.8	No			86.1	
Asian/Pacific Islander	100.0	Yes	100.0	Yes	75.9		Yes	86.7		Yes				
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	99.4	Yes	99.4	Yes	42.3	48.4	No	44.5	47.4	Yes			86.0	
Economically Disadvantaged	98.8	Yes	98.8	Yes	39.0	47.6	No	41.8	49.0	No			88.3	

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

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

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

***Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet 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: 0

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**