

Geneseo CUSD 228

Geneseo, 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	Native Hawaiian /Pacific Islander	American Indian	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
District	93.4	0.2	3.8	0.8	0.0	0.6	1.2	22.7	0.0	9.6	1.2	0.1	5.8	96.3	2,678
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0	2.7	3.2	12.8	94.0	2,074,806

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 18 or more of the last 180 school days.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	100.0	21.8	18.6	16.5	267.8
State	96.0	18.8	18.9	13.6	211.3

* 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	24.1	21.9	26.6	24.4	25.9	28.7	14.2	17.9	17.3	19.8
State	20.9	21.6	21.8	22.3	22.9	23.3	22.0	21.3	21.3	19.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

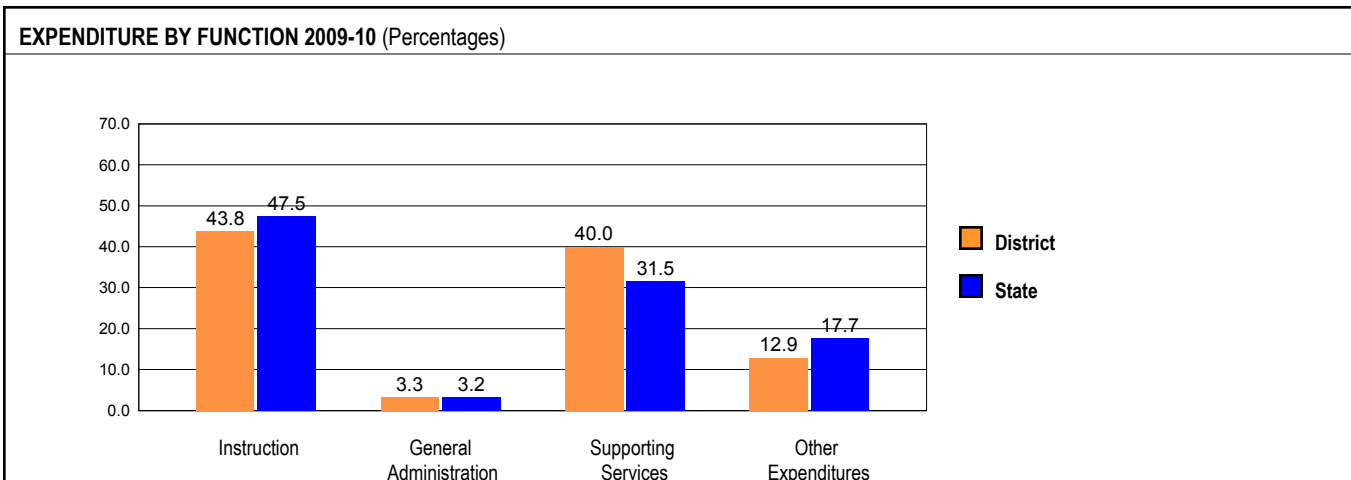
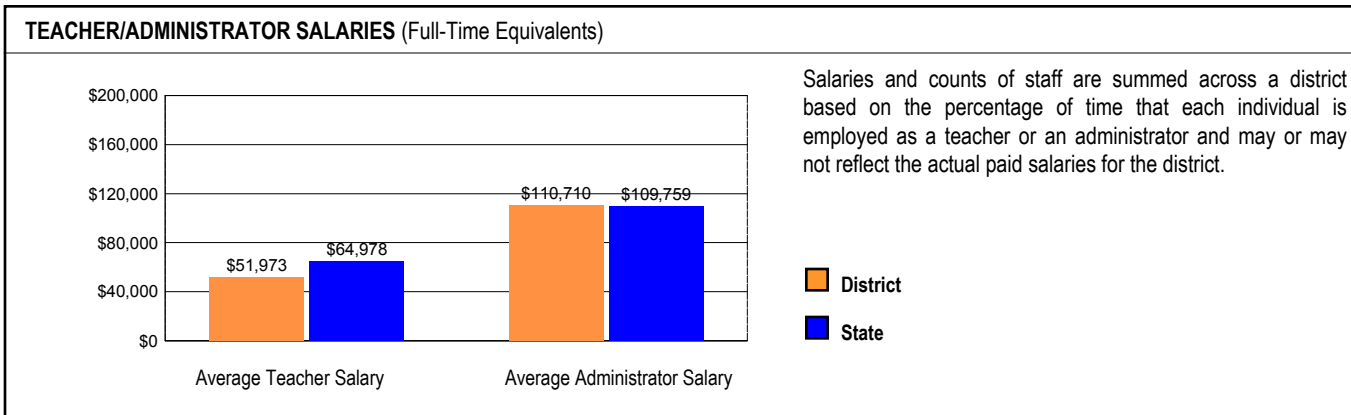
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
District	50	45	48	35	45	48	150	120	48	35	45	48
State	60	55	52	30	43	44	143	103	91	30	43	44

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	97.9	0.0	2.1	0.0	0.0	0.0	0.0	0.0	33.5	66.5	140
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	13.3	43.1	56.9	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools	13.1	42.2	57.8	0.0	0.0
State:	All Schools	13.2	39.5	60.4	0.6	0.8
	High Poverty Schools	13.0	41.4	58.5	1.4	3.3
	Low Poverty Schools	12.9	31.5	68.4	0.2	0.0

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



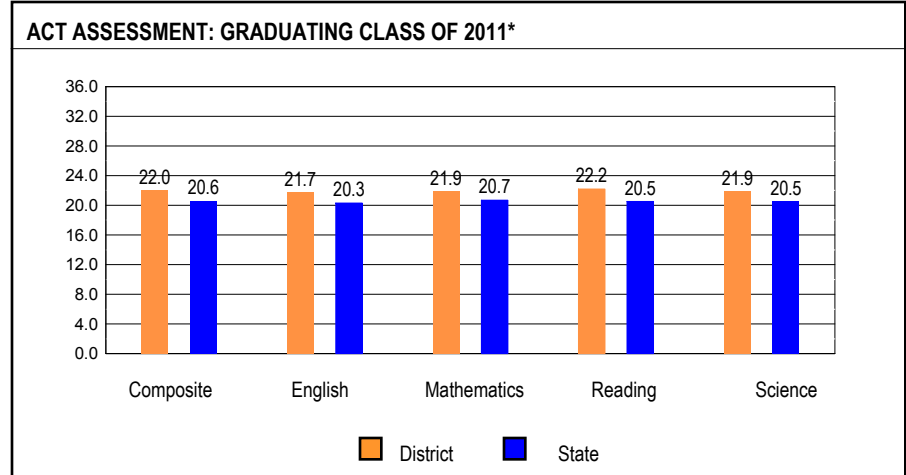
REVENUE BY SOURCE 2009-10			
	District	District %	State %
Local Property Taxes	\$12,730,840	52.5	58.9
Other Local Funding	\$2,300,390	9.5	6.4
General State Aid	\$5,440,436	22.4	14.9
Other State Funding	\$1,826,380	7.5	7.5
Federal Funding	\$1,963,724	8.1	12.4
TOTAL	\$24,261,770		

EXPENDITURE BY FUND 2009-10			
	District	District %	State %
Education	\$17,431,502	69.1	72.9
Operations & Maintenance	\$1,985,478	7.9	6.0
Transportation	\$1,740,204	6.9	3.8
Debt Service	\$1,707,174	6.8	7.2
Tort	\$491,174	1.9	1.2
Municipal Retirement/ Social Security	\$616,312	2.4	1.9
Fire Prevention & Safety	\$1,258,811	5.0	0.7
Site & Construction/ Capital Improvement	\$0	0.0	6.4
TOTAL	\$25,230,655		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$123,095	4.05	\$4,468	\$8,447
State	**	**	\$6,773	\$11,537

** 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	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races				
District	91.5	90.0	93.3	91.8		87.5	100.0		100.0	66.7			83.3	80.0
State	83.8	80.9	86.7	89.1		76.8	92.3		77.7	81.4			66.2	75.1

2009 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
	35.3	32.4	23.7	8.6	20.4	41.9	30.9	6.7

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	22.0	34.2	31.8	12.0	9.5	38.9	42.1	9.5
Black	59.8	28.8	10.1	1.4	45.8	43.3	10.3	0.6
Hispanic	52.0	32.4	13.5	2.1	28.0	51.7	18.8	1.5
Asian	9.2	27.4	36.2	27.1	3.0	23.9	48.0	25.1
American Indian								

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	70.3	22.3	6.6	0.8	47.2	42.2	9.8	0.8

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	67.2	18.1	10.6	4.1	38.2	38.6	19.3	3.9

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	53.4	31.7	13.0	1.8	34.2	47.9	16.8	1.1

Grade 4 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	79.5	85.3
Students with Disabilities	81.6	88.2

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	23.5	43.8	30.4	2.3	27.4	39.5	25.9	7.2

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	13.9	43.8	39.2	3.1	14.6	41.6	33.6	10.2
Black	46.2	43.6	10.0	0.2	58.6	32.6	8.1	0.7
Hispanic	34.9	46.7	18.1	0.3	40.6	42.4	15.9	1.1
Asian	7.6	32.5	52.1	7.8	10.8	29.6	40.6	19.0
American Indian								

Grade 8 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	72.0	23.5	4.5	0.0	68.3	24.3	7.1	0.3

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	62.9	27.2	9.6	0.3	62.2	29.9	6.9	1.1

Grade 8 - Economically Disadvantaged

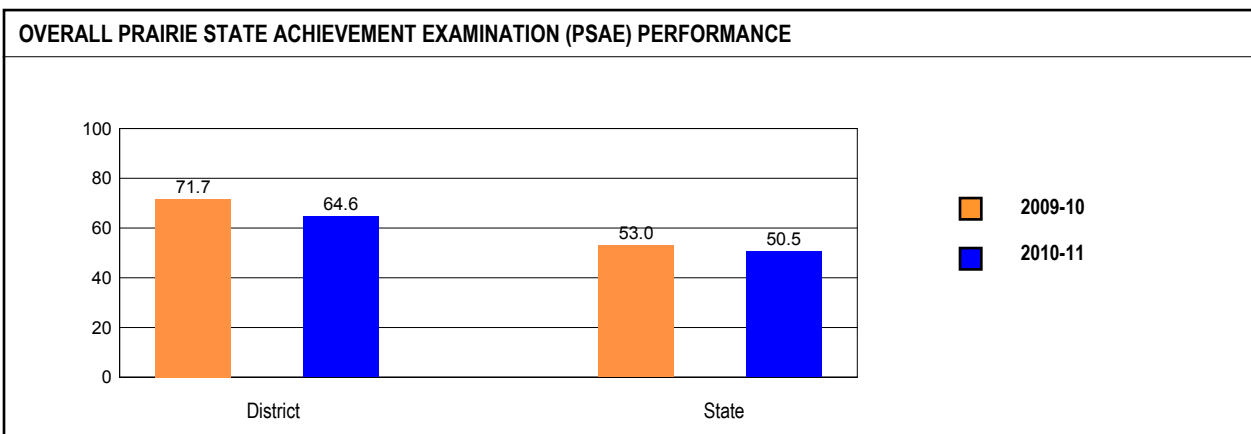
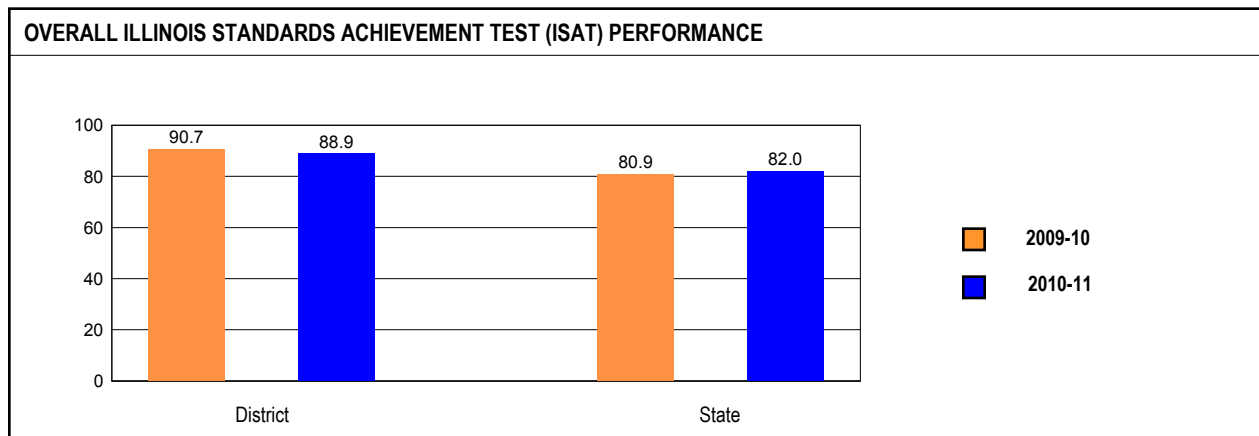
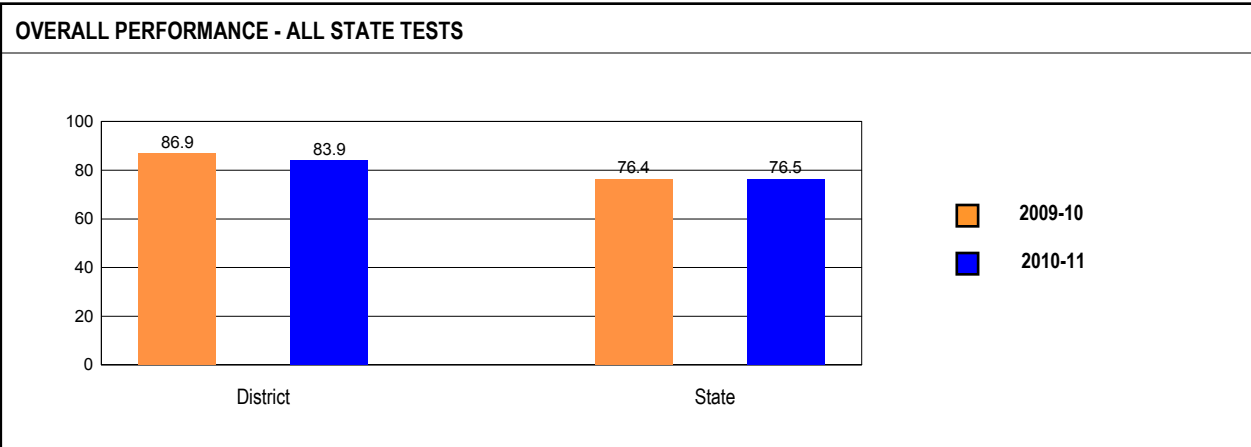
Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	40.2	43.6	15.7	0.5	46.9	38.6	12.8	1.7

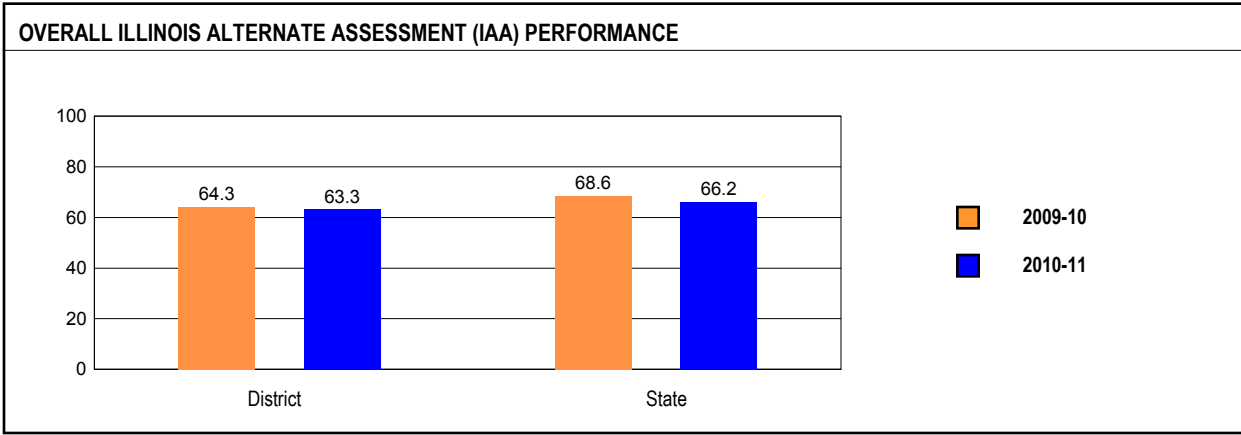
Grade 8 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	76.0	81.4
Students with Disabilities	78.0	80.3

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.

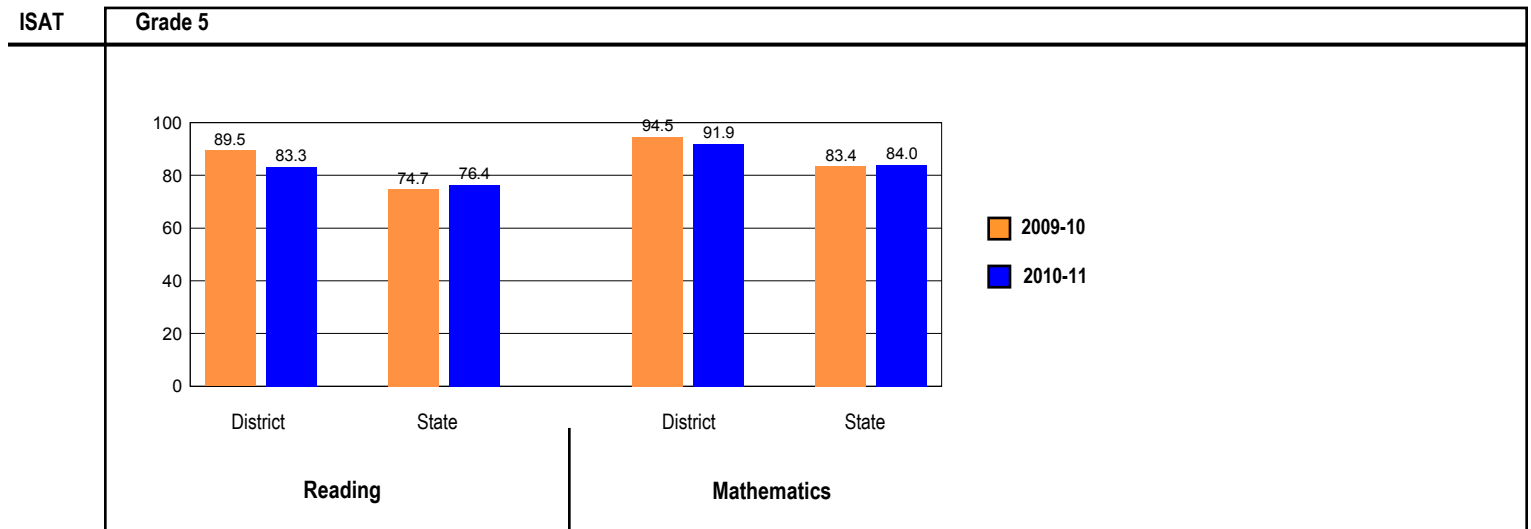
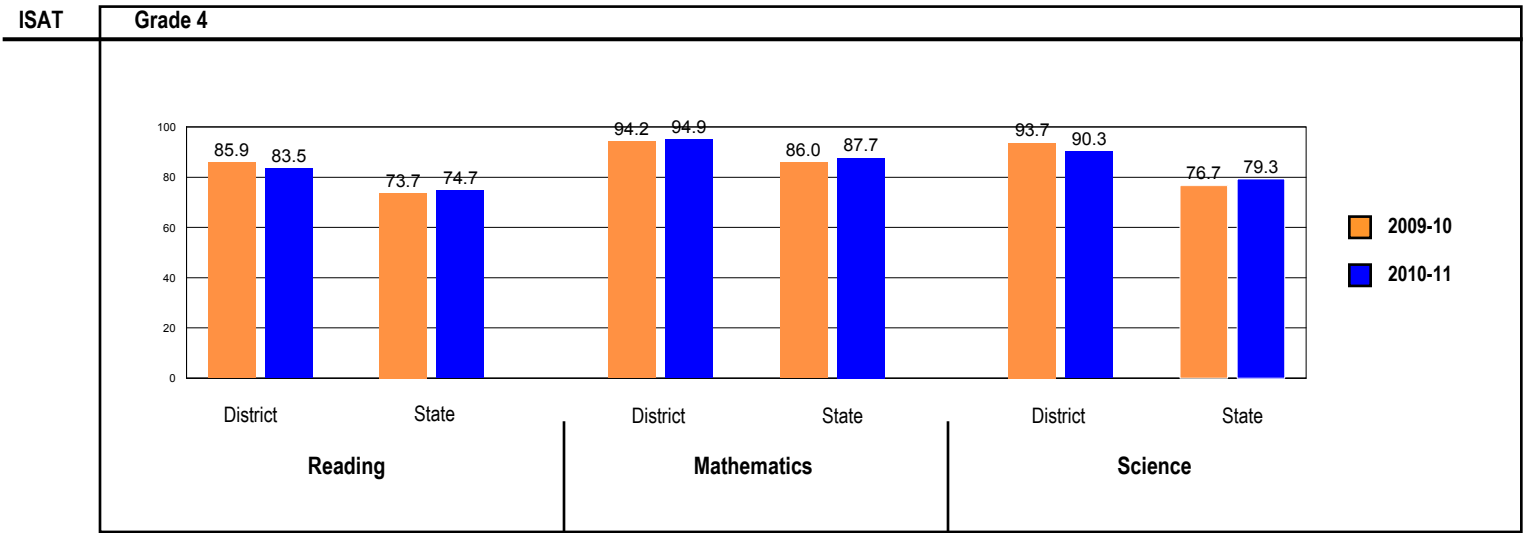
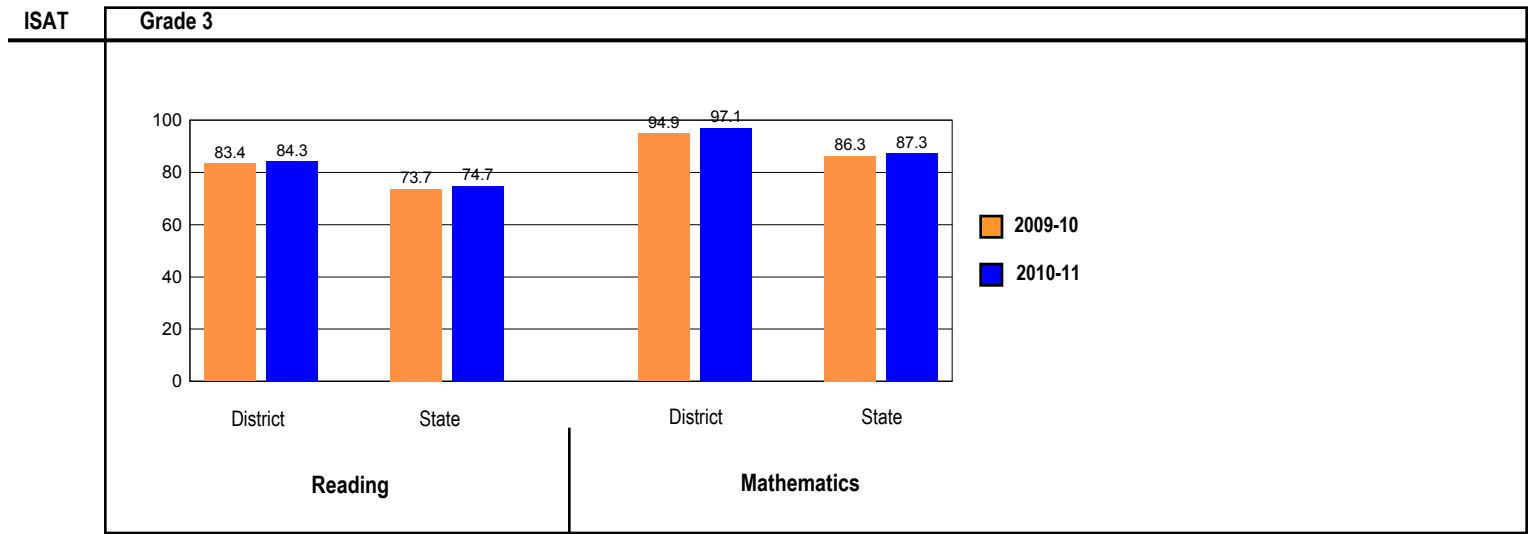




IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

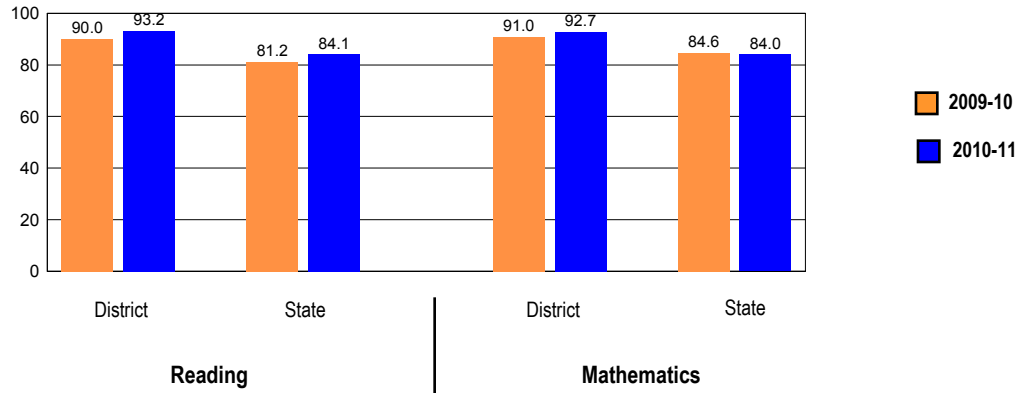
ISAT PERFORMANCE

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.



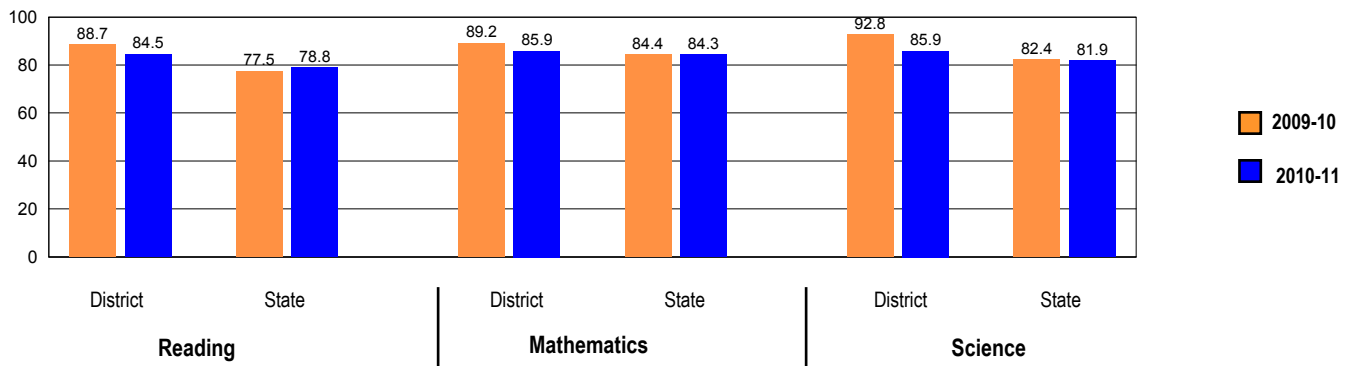
ISAT

Grade 6



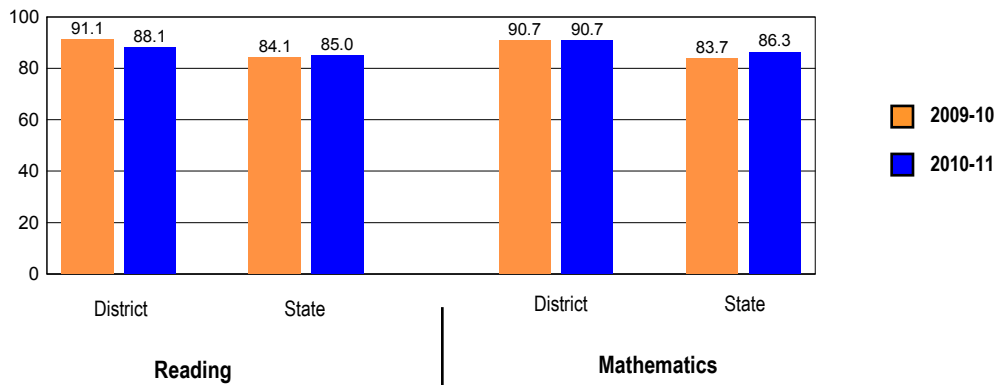
ISAT

Grade 7



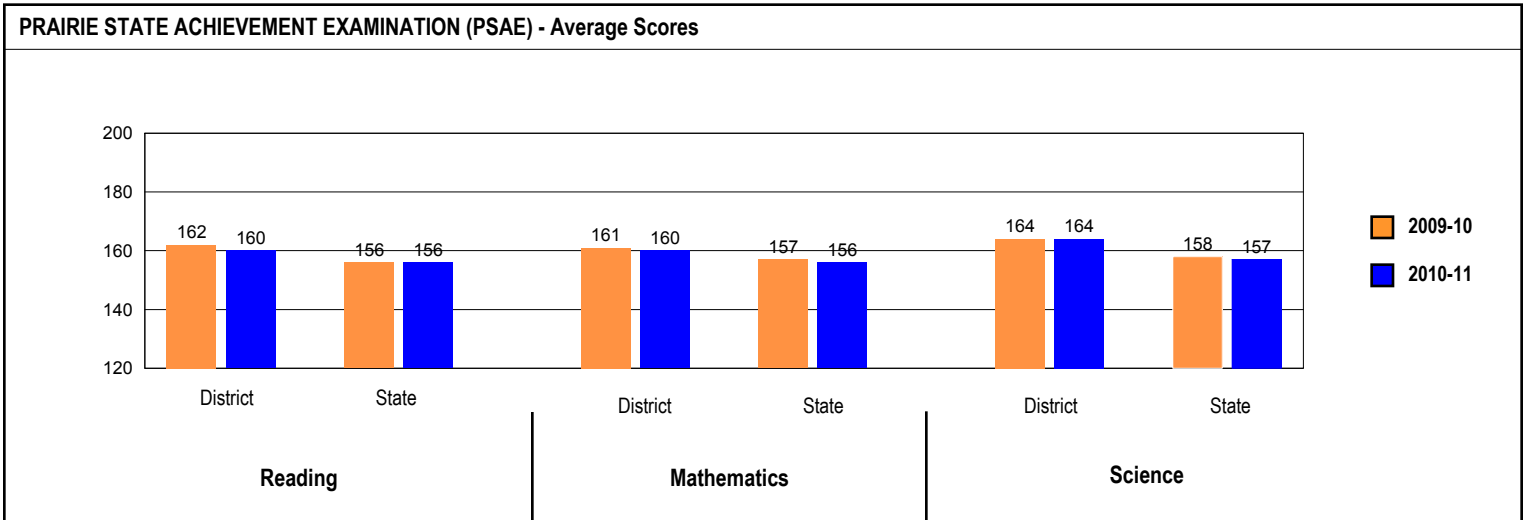
ISAT

Grade 8

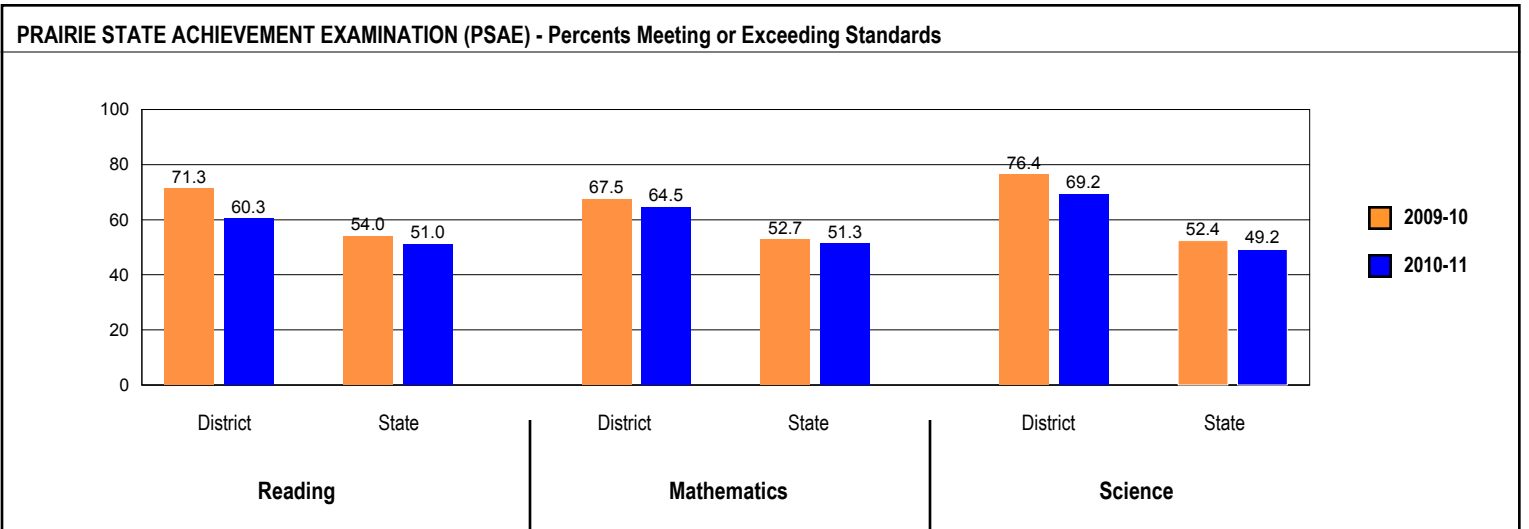


PSAE PERFORMANCE

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



PSAE scores range from 120 to 200.



Number of students in this District with PSAE scores in 2011: 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															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	1,359	693	666	1,268	5	54	11	0	7	14	0	0	128	303
	Reading	0.1	0.1	0.0	0.1		0.0	0.0			0.0			0.8	0.3
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.4	0.5	0.7	0.4	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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	1,359	693	666	1,268	5	54	11	0	7	14	0	0	128	303
	Mathematics	0.1	0.1	0.0	0.1		0.0	0.0			0.0			0.8	0.3
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	613	308	305	576	2	24	5	0	1	5	0	0	57	144
	Science	0.3	0.3	0.3	0.2		4.2							3.5	0.7
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

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

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

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

Grade 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	1.2	14.5	54.7	29.7	0.0	2.9	44.8	52.3
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	1.2	17.9	56.0	25.0	0.0	0.0	46.4	53.6
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	District	1.1	11.4	53.4	34.1	0.0	5.7	43.2	51.1
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	District	1.3	15.1	54.7	28.9	0.0	3.1	44.7	52.2
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	District								
	State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic	District	0.0	10.0	50.0	40.0	0.0	0.0	60.0	40.0
	State	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	District								
	State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	District								
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	District	6.7	40.0	40.0	13.3	0.0	6.7	66.7	26.7
	State	20.9	35.2	33.4	10.4	9.2	21.3	46.9	22.5
Non-IEP	District	0.6	12.1	56.1	31.2	0.0	2.5	42.7	54.8
	State	3.6	17.2	49.6	29.5	2.0	8.2	42.6	47.2

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	District	0.0	21.1	55.3	23.7	0.0	0.0	44.7	55.3
	State	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible	District	1.5	12.7	54.5	31.3	0.0	3.7	44.8	51.5
	State	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

Grade 4

Grade 4 - All

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
District		0.6	15.9	43.8	39.8	0.0	5.1	63.1	31.8	0.6	9.1	58.0	32.4
	State	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

Grade 4 - Gender

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	District	1.1	20.4	37.6	40.9	0.0	6.5	59.1	34.4	1.1	9.7	54.8	34.4
	State	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female	District	0.0	10.8	50.6	38.6	0.0	3.6	67.5	28.9	0.0	8.4	61.4	30.1
	State	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.6	15.6	43.7	40.1	0.0	4.8	62.9	32.3	0.6	7.8	58.7	32.9
	State	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black	District												
	State	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
Hispanic	District												
	State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	District												
	State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander	District												
	State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian	District												
	State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races	District												
	State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	6.3	37.5	43.8	12.5	0.0	12.5	62.5	25.0	0.0	25.0	75.0	0.0
	State	4.9	56.0	29.4	9.8	5.7	29.0	55.0	10.3	9.9	31.2	50.1	8.8
Non-IEP	District	0.0	13.8	43.8	42.5	0.0	4.4	63.1	32.5	0.6	7.5	56.3	35.6
	State	0.3	19.6	46.8	33.3	0.5	8.4	60.9	30.2	2.5	15.1	59.6	22.8

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	18.9	49.1	32.1	0.0	3.8	79.2	17.0	0.0	11.3	62.3	26.4
	State	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible	District	0.8	14.6	41.5	43.1	0.0	5.7	56.1	38.2	0.8	8.1	56.1	35.0
	State	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

Grade 5

Grade 5 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	16.7	50.0	33.3	0.5	7.6	75.3	16.7
	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	19.0	53.3	27.6	1.0	8.6	70.5	20.0
	State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female	District	0.0	14.0	46.2	39.8	0.0	6.5	80.6	12.9
	State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	16.7	50.0	33.3	0.5	7.0	75.8	16.7
	State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	District								
	State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic	District								
	State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian	District								
	State	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander	District								
	State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian	District								
	State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races	District								
	State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	0.0	64.7	29.4	5.9	5.9	23.5	64.7	5.9
	State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP	District	0.0	12.2	51.9	35.9	0.0	6.1	76.2	17.7
	State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	23.3	65.1	11.6	2.3	11.6	79.1	7.0
	State	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible	District	0.0	14.8	45.8	39.4	0.0	6.5	74.2	19.4
	State	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

Grade 6

Grade 6 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.6	6.2	63.3	29.9	0.6	6.8	68.4	24.3
	0.2	15.7	56.8	27.3	0.6	15.5	58.0	25.9

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	1.0	4.1	69.1	25.8	1.0	5.2	64.9	28.9
	State	0.3	19.1	57.1	23.5	0.7	16.8	56.2	26.3
Female	District	0.0	8.8	56.3	35.0	0.0	8.8	72.5	18.8
	State	0.1	12.2	56.5	31.3	0.5	14.0	59.9	25.6

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	6.8	62.7	30.4	0.0	6.8	68.9	24.2
	State	0.1	9.4	54.7	35.8	0.3	8.9	56.8	34.0
Black	District								
	State	0.4	28.1	60.0	11.4	1.3	30.1	58.6	10.0
Hispanic	District								
	State	0.2	21.7	61.6	16.4	0.7	20.5	63.8	15.1
Asian	District								
	State	0.1	6.0	41.5	52.4	0.2	4.7	38.4	56.6
Native Hawaiian/Pacific Islander	District								
	State	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
American Indian	District								
	State	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
Two or More Races	District								
	State	0.1	12.9	55.1	31.8	0.4	13.3	57.1	29.1

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	5.6	33.3	55.6	5.6	5.6	50.0	44.4	0.0
	State	1.3	51.5	41.8	5.4	3.1	46.0	45.0	5.9
Non-IEP	District	0.0	3.1	64.2	32.7	0.0	1.9	71.1	27.0
	State	0.0	10.3	59.1	30.6	0.2	10.9	60.0	28.9

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	2.7	13.5	73.0	10.8	2.7	21.6	64.9	10.8
	State	0.3	24.5	61.2	13.9	0.9	24.0	62.0	13.1
Not Eligible	District	0.0	4.3	60.7	35.0	0.0	2.9	69.3	27.9
	State	0.1	7.0	52.4	40.5	0.2	7.0	54.1	38.7

Grade 7

Grade 7 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.5	15.0	63.8	20.7	1.4	12.7	56.3	29.6	4.7	9.4	55.4	30.5
	0.4	20.8	58.0	20.8	2.2	13.5	53.9	30.4	5.7	12.4	57.8	24.1

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	24.3	56.3	19.4	1.9	16.5	47.6	34.0	6.8	11.7	47.6	34.0
	State	0.6	24.9	56.8	17.7	2.8	15.0	51.7	30.5	6.8	12.4	54.5	26.4
Female	District	0.9	6.4	70.9	21.8	0.9	9.1	64.5	25.5	2.7	7.3	62.7	27.3
	State	0.2	16.5	59.3	24.1	1.5	12.0	56.2	30.3	4.6	12.4	61.3	21.7

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.5	14.4	64.2	20.9	1.5	11.9	56.2	30.3	5.0	9.0	54.2	31.8
	State	0.2	14.4	58.3	27.1	1.1	8.5	51.4	38.9	2.9	6.8	55.9	34.5
Black	District												
	State	0.9	34.3	55.7	9.1	4.9	24.4	58.3	12.4	12.3	22.9	58.4	6.5
Hispanic	District	0.0	30.0	60.0	10.0	0.0	30.0	50.0	20.0	0.0	20.0	80.0	0.0
	State	0.5	26.6	60.9	11.9	2.6	17.7	59.8	19.9	7.5	17.9	63.3	11.3
Asian	District												
	State	0.2	8.2	48.9	42.6	0.8	4.8	33.6	60.9	2.4	5.3	50.2	42.0
Native Hawaiian/Pacific Islander	District												
	State	0.0	13.6	57.4	29.0	0.6	7.1	50.0	42.3	4.2	7.7	59.5	28.6
American Indian	District												
	State	1.0	30.4	55.5	13.1	3.5	19.3	56.4	20.7	8.3	16.3	59.1	16.3
Two or More Races	District												
	State	0.3	19.2	57.6	22.9	2.1	13.3	52.6	32.0	4.8	11.3	55.9	28.1

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	85.7	14.3	0.0	7.1	57.1	28.6	7.1	7.1	14.3	71.4	7.1
	State	2.4	61.2	33.0	3.4	11.1	39.7	42.9	6.2	20.4	27.0	46.1	6.5
Non-IEP	District	0.5	10.1	67.3	22.1	1.0	9.5	58.3	31.2	4.5	9.0	54.3	32.2
	State	0.1	14.8	61.7	23.4	0.9	9.7	55.5	33.9	3.5	10.2	59.5	26.7

Grade 7 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	2.1	29.2	56.3	12.5	2.1	22.9	62.5	12.5	8.3	14.6	56.3	20.8
	State	0.7	31.0	58.3	10.0	3.5	20.6	59.4	16.4	9.2	19.3	61.1	10.4
Not Eligible	District	0.0	10.9	66.1	23.0	1.2	9.7	54.5	34.5	3.6	7.9	55.2	33.3
	State	0.1	11.2	57.7	30.9	0.9	6.9	48.7	43.4	2.4	5.9	54.7	36.9

Grade 8

Grade 8 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District								
	0.0	11.9	72.5	15.5	0.0	9.3	44.6	46.1
State								
	0.2	14.8	74.9	10.1	0.4	13.3	54.5	31.8

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	16.7	65.6	17.7	0.0	10.4	36.5	53.1
	State	0.3	17.9	73.0	8.9	0.5	15.1	53.1	31.3
Female	District	0.0	7.2	79.4	13.4	0.0	8.2	52.6	39.2
	State	0.1	11.6	76.8	11.5	0.3	11.5	56.0	32.2

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	12.2	71.7	16.1	0.0	9.4	42.8	47.8
	State	0.1	9.7	75.9	14.3	0.3	8.4	50.9	40.5
Black	District								
	State	0.3	25.6	71.7	2.4	0.8	25.4	60.6	13.2
Hispanic	District								
	State	0.2	19.7	76.0	4.1	0.5	17.0	61.8	20.8
Asian	District								
	State	0.1	5.9	70.6	23.4	0.2	3.7	34.3	61.9
Native Hawaiian/Pacific Islander	District								
	State	0.6	9.7	73.3	16.4	1.2	8.5	48.5	41.8
American Indian	District								
	State	0.0	20.8	74.0	5.2	1.1	19.4	55.3	24.2
Two or More Races	District								
	State	0.1	14.3	73.4	12.2	0.6	11.8	54.3	33.3

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	0.0	53.3	46.7	0.0	0.0	53.3	46.7	0.0
	State	1.0	51.5	46.2	1.3	2.4	46.6	45.3	5.7
Non-IEP	District	0.0	8.4	74.7	16.9	0.0	5.6	44.4	50.0
	State	0.1	9.4	79.1	11.4	0.1	8.5	55.8	35.6

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	17.5	80.0	2.5	0.0	17.5	55.0	27.5
	State	0.3	22.7	73.5	3.4	0.7	20.6	61.3	17.4
Not Eligible	District	0.0	10.5	70.6	19.0	0.0	7.2	41.8	51.0
	State	0.1	7.8	76.1	16.1	0.2	6.8	48.4	44.6

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	4.2	35.5	45.3	15.0	4.7	30.8	53.7	10.7	2.8	28.0	56.1	13.1
State	10.1	38.9	40.7	10.4	10.0	38.7	43.1	8.2	8.6	42.2	39.6	9.6

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	5.7	33.3	46.7	14.3	6.7	20.0	60.0	13.3	5.7	18.1	57.1	19.0
	State	12.7	39.3	38.2	9.8	10.6	35.9	43.3	10.2	9.0	38.6	40.1	12.3
Female	District	2.8	37.6	44.0	15.6	2.8	41.3	47.7	8.3	0.0	37.6	55.0	7.3
	State	7.5	38.5	43.2	10.9	9.4	41.5	42.9	6.2	8.1	45.8	39.2	6.9

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	4.5	35.2	45.7	14.6	4.5	31.2	53.3	11.1	3.0	27.6	56.8	12.6
	State	6.1	29.6	49.4	14.9	5.3	29.8	53.5	11.4	4.2	31.3	50.4	14.0
Black	District												
	State	18.5	56.7	23.2	1.6	23.0	56.8	19.6	0.6	19.9	63.2	16.2	0.7
Hispanic	District												
	State	14.7	52.2	30.0	3.1	13.2	51.9	33.0	1.9	11.9	58.1	27.7	2.2
Asian	District												
	State	6.7	27.3	46.3	19.7	3.2	19.0	52.0	25.7	3.9	25.7	49.3	21.2
Native Hawaiian/Pacific Islander	District												
	State	8.0	43.8	41.6	6.6	5.8	40.1	46.7	7.3	2.9	49.6	38.7	8.8
American Indian	District												
	State	12.5	42.4	36.7	8.4	11.9	42.5	40.3	5.3	8.6	48.1	38.0	5.3
Two or More Races	District												
	State	7.6	35.9	43.6	12.9	8.5	38.6	44.1	8.7	6.5	40.2	41.8	11.5

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	38.9	44.4	16.7	0.0	38.9	33.3	27.8	0.0	22.2	44.4	33.3	0.0
	State	46.5	37.9	13.4	2.2	46.1	41.8	11.2	0.9	39.6	46.9	11.5	2.1
Non-IEP	District	1.0	34.7	48.0	16.3	1.5	30.6	56.1	11.7	1.0	26.5	58.2	14.3
	State	5.2	39.0	44.3	11.4	5.2	38.3	47.4	9.1	4.5	41.6	43.4	10.6

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	5.0	37.5	52.5	5.0	7.5	42.5	50.0	0.0	5.0	37.5	55.0	2.5
	State	17.1	53.1	27.3	2.6	17.8	53.4	27.3	1.5	15.6	59.0	23.6	1.8
Not Eligible	District	4.0	35.1	43.7	17.2	4.0	28.2	54.6	13.2	2.3	25.9	56.3	15.5
	State	5.5	29.7	49.4	15.4	5.0	29.1	53.4	12.5	4.0	31.3	50.0	14.6

2011 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?		Yes
2011-12 Federal Improvement Status	District Improvement Year 1	
2011-12 State Improvement Status	Academic Early Warning Year 1	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		85.0			85.0			91.0		82.0	
All	99.9	Yes	99.9	Yes	81.9		No	87.3		Yes	96.3	Yes	91.5	Yes
White	99.9	Yes	99.9	Yes	81.8		No	87.4		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	83.0		Yes	80.9		Yes				
Asian														
Native Hawaiian/ Pacific Islander														
American Indian Two or More Races														
LEP														
Students with Disabilities	99.2	Yes	99.2	Yes	42.1	53.0	No	59.5	65.9	No	94.8		83.3	
Economically Disadvantaged	99.7	Yes	99.7	Yes	75.3	76.7	No	80.8	80.7	No	95.3		80.0	

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 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 05/01/2010.

** 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: 5

Number of Title I schools: 3

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**

2011 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability Classification for the district is:	Comprehensive
Is this district making AYP in the "ALL" subgroup in reading?	No
Is this district making AYP in the "ALL" subgroup in math?	Yes

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

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

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

Compare Districts								About this Report
Student Demographics & Characteristics - Class Size								
District Name	Avg. Class Size Grade K	Avg. Class Size Grade 1	Avg. Class Size Grade 3	Avg. Class Size Grade 5	Avg. Class Size Grade 6	Avg. Class Size Grade 7	Avg. Class Size Grade 8	Avg. Class Size Grade HS
GENESEO CUSD 228	24.1	21.9	24.4	28.7	14.2	17.9	17.3	19.8
MAHOMET-SEYMOUR CUSD 3	18.9	22.8	23.8	25.2	26.7	24.4	24.6	21.1
COAL CITY CUSD 1	18.9	19.1	19.9	23.3	17.8	18.7	19.3	18.4
TRIAD CUSD 2	18.8	20.8	22.7	22.1	28.1	31.1	27.9	22.1
HIGHLAND CUSD 5	21.3	21.1	22.2	24.6	24.4	23.7	21.4	18.7
EDWARDSVILLE CUSD 7	21	21.8	22.7	25	26.6	26.2	26	18.7
JOHNSBURG CUSD 12	19.9	18.4	20.7	24.7	21.9	22.5	23.5	19
WATERLOO CUSD 5	22.9	22.5	25.4	25.3	25.9	21.3	21.3	21.1
IL VALLEY CENTRAL USD 321	21	20	22.4	23	24.2	19.9	22.6	20.1
PEOTONE CUSD 207U	17.8	21	24.5	26.3	23.5	19.1	20	18.9

Compare Districts									
District Teacher & Administrator Information - Teacher Characteristics									
District Name	Total Teacher FTE (N)	Avg. Teacher Experience (Years)	Avg. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency or Provisional Creds (%)	Classes not taught by Hi Qualified Teachers (%)
GENESEO CUSD 228	140	13.3	51,973	43.1	56.9	21.8	18.6	0	0
MAHOMET-SEYMOUR CUSD 3	170	14.4	57,119	73.2	26.8	20	20.9	0.6	0
COAL CITY CUSD 1	141	12.7	62,826	52.2	47.8	15.8	20.2	0	0
TRIAD CUSD 2	220	14	62,530	36.5	63.5	20.2	20.4	0.4	0
HIGHLAND CUSD 5	183	15.6	56,659	31.3	68.2	20.1	19.3	0	0
EDWARDSVILLE CUSD 7	459	12.3	57,295	46.2	53.4	18.9	18.5	0	0
JOHNSBURG CUSD 12	155	15.1	64,890	28.4	70.3	18.1	18.5	0.6	0
WATERLOO CUSD 5	161	15	58,341	33.4	66.6	19.7	19.8	0	0
IL VALLEY CENTRAL USD 321	135	14.7	53,766	60.2	39.8	20.4	17	0.7	0.6
PEOTONE CUSD 207U	118	14	50,841	59	41	17.9	21.8	0	0

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Compare Districts						About this Report
District Financial Information - Expenditure Amounts						
District Name	Fiscal Year	Instruction (\$)	General Administration (\$)	Support Services (\$)	Other Expenditures (\$)	
GENESEO CUSD 228	2009 - 10	11,053,674	827,641	10,095,944	3,253,396	
MAHOMET-SEYMOUR CUSD 3	2009 - 10	15,368,038	924,177	6,549,879	2,975,162	
COAL CITY CUSD 1	2009 - 10	11,391,581	711,613	9,006,770	20,112,218	
TRIAD CUSD 2	2009 - 10	18,084,857	2,086,342	9,746,839	6,008,773	
HIGHLAND CUSD 5	2009 - 10	15,850,614	1,079,258	9,818,369	5,397,002	
EDWARDSVILLE CUSD 7	2009 - 10	35,881,055	4,004,775	26,243,410	9,192,213	
JOHNSBURG CUSD 12	2009 - 10	15,956,156	635,632	7,694,825	3,458,568	
WATERLOO CUSD 5	2009 - 10	12,715,693	1,272,487	8,370,820	9,152,532	
IL VALLEY CENTRAL USD 321	2009 - 10	10,600,523	1,086,747	5,526,150	11,311,604	
PEOTONE CUSD 207U	2009 - 10	10,346,008	324,448	6,062,262	6,014,033	

Compare Districts										About this Report
District Financial Information - Expenditure Amounts										
District Name	Fiscal Year	Education (\$)	Operations (\$)	Transport (\$)	Debt Service (\$)	Tort Fund (\$)	Munic. Retirement/ Soc. Sec. (\$)	Fire Prevention & Safety (\$)	Site & Construction (\$)	Total Expenditure (\$)
GENESEO CUSD 228	2009 - 10	17,431,502	1,985,478	1,740,204	1,707,174	491,174	616,312	1,258,811	0	25,230,655
MAHOMET-SEYMOUR CUSD 3	2009 - 10	19,529,930	1,519,633	1,092,272	2,039,734	415,627	790,061	425,090	4,909	25,817,256
COAL CITY CUSD 1	2009 - 10	17,235,178	2,404,335	1,925,749	2,616,595	150,711	579,308	0	16,310,306	41,222,182

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TRIAD CUSD 2	2009 - 10	24,541,528	2,873,467	1,908,167	4,057,975	1,235,157	981,681	218,118	110,718	35,926,811
HIGHLAND CUSD 5	2009 - 10	21,271,098	2,417,155	2,201,876	4,015,008	737,778	861,288	641,040	0	32,145,243
EDWARDSVILLE CUSD 7	2009 - 10	51,391,994	6,622,086	5,322,615	7,018,028	2,500,967	1,855,230	175,512	435,021	75,321,453
JOHNSBURG CUSD 12	2009 - 10	21,506,354	1,989,265	1,444,234	1,986,308	0	819,020	0	0	27,745,181
WATERLOO CUSD 5	2009 - 10	17,212,910	2,192,749	1,514,425	2,931,023	916,419	745,436	274,398	5,724,172	31,511,532
IL VALLEY CENTRAL USD 321	2009 - 10	14,094,483	1,477,630	944,522	6,490,558	511,442	435,407	559,783	4,011,199	28,525,024
PEOTONE CUSD 207U	2009 - 10	14,548,155	1,633,288	1,654,231	4,222,145	65,000	623,932	0	0	22,746,751

