

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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparison with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

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	96.1	0.3	1.8	1.1	0.1	0.6	15.7	0.0	2.7	0.1	6.4	95.6	2,754
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5	4.1	2.5	14.9	93.3	2,074,167

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	98.0	18.5	17.9	14.7	217.2
State	96.8	18.3	18.0	13.5	211.6

* 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	22.9	22.8	23.4	22.4	27.3	24.0	26.5	21.1	23.7	21.8
State	20.5	21.0	21.1	21.7	22.3	22.7	22.2	21.6	21.5	19.6

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

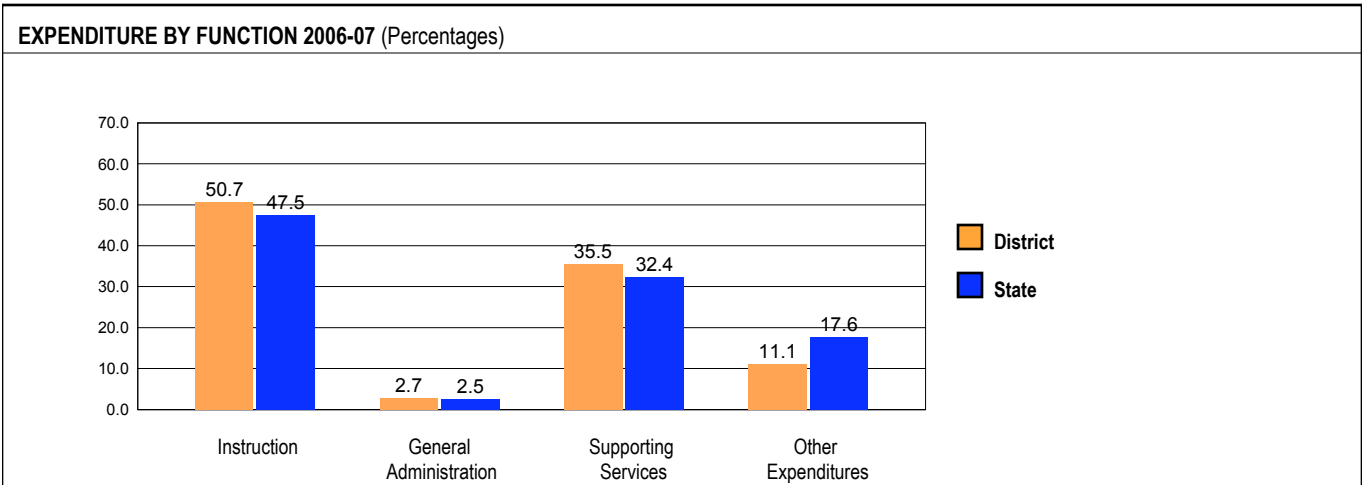
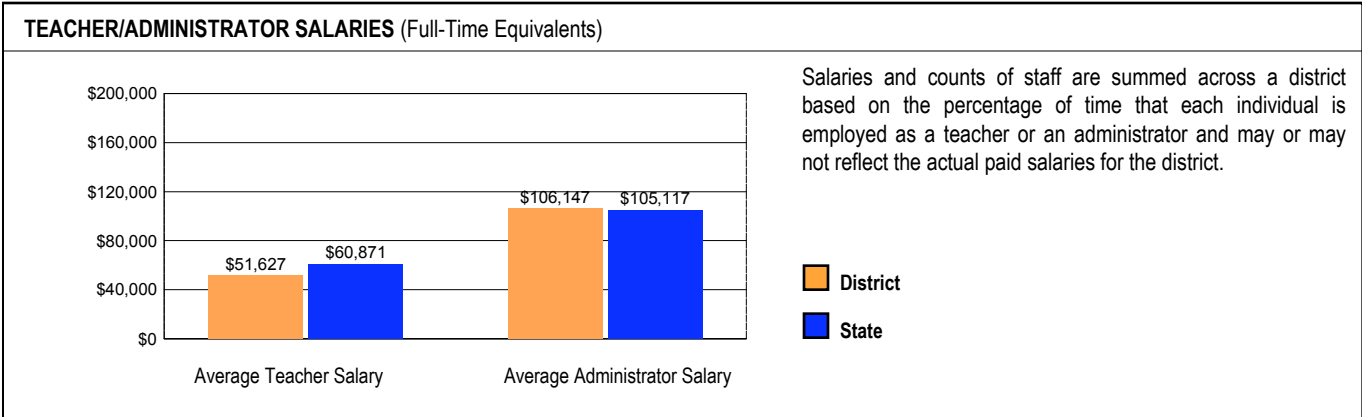
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
District	49	45	48	34	45	48	149	120	48	34	45	48
State	58	54	51	30	43	44	145	104	93	30	43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.2	0.0	1.8	0.0	0.0	28.8	71.2	163
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	14.5	43.3	56.7	0.6	0.0
	High Poverty Schools					
	Low Poverty Schools	14.4	41.2	58.8	0.9	0.0
State:	All Schools	12.4	46.7	53.2	0.7	0.7
	High Poverty Schools	11.9	49.3	50.6	1.2	2.0
	Low Poverty Schools	12.0	38.7	61.2	0.3	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



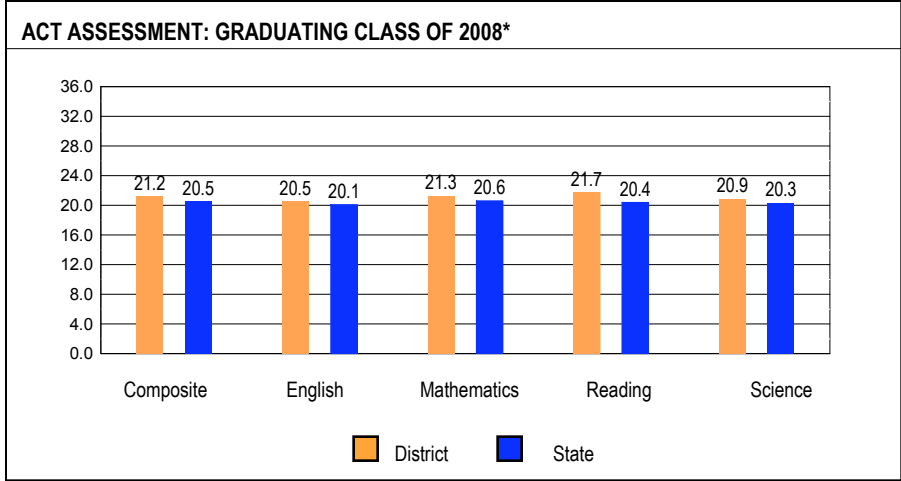
REVENUE BY SOURCE 2006-07			
	District	District %	State %
Local Property Taxes	\$11,324,998	48.9	57.6
Other Local Funding	\$2,536,362	10.9	7.3
General State Aid	\$6,466,607	27.9	18.1
Other State Funding	\$1,981,764	8.6	9.7
Federal Funding	\$862,066	3.7	7.3
TOTAL	\$23,171,797		

EXPENDITURE BY FUND 2006-07			
	District	District %	State %
Education	\$17,221,919	76.9	72.6
Operations & Maintenance	\$1,299,525	5.8	8.5
Transportation	\$1,574,882	7.0	3.9
Bond and Interest	\$1,206,426	5.4	6.7
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$549,886	2.5	1.8
Fire Prevention & Safety	\$535,710	2.4	0.9
Site & Construction/ Capital Improvement	\$0	0.0	5.6
TOTAL	\$22,388,348		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$101,783	4.26	\$4,451	\$7,737
State	**	**	\$5,808	\$9,907

** 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.

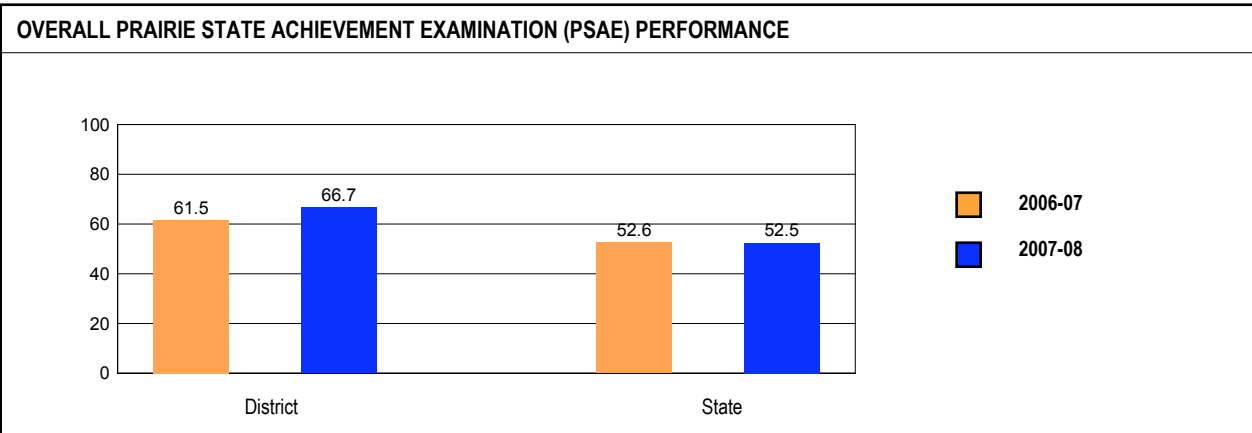
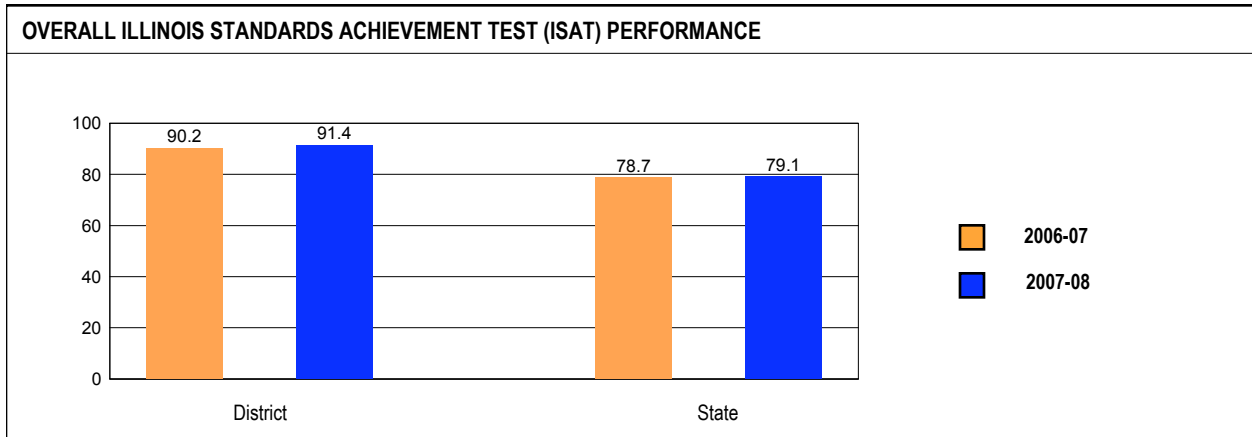
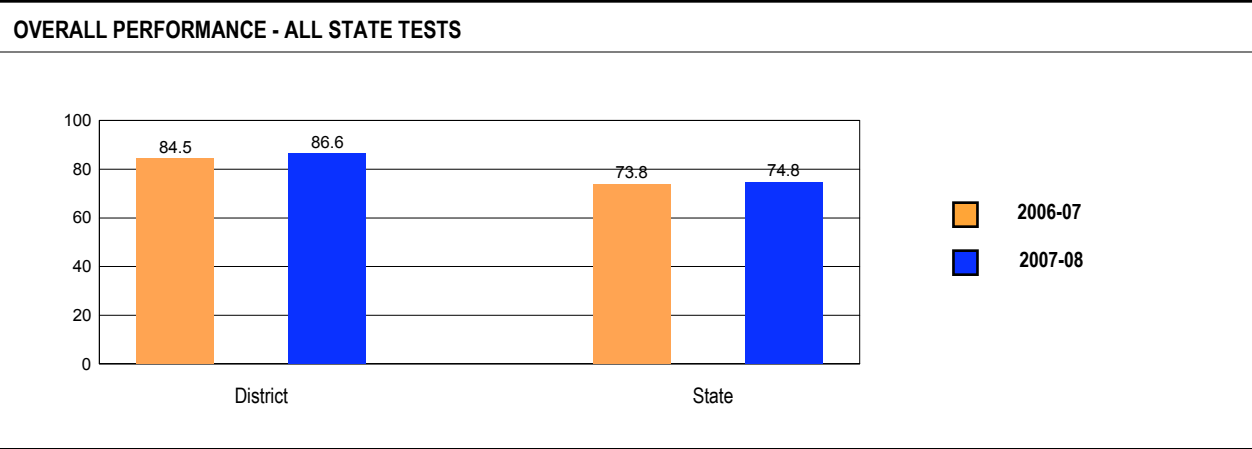
* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose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

HIGH SCHOOL GRADUATION RATE													
	All	Gender		Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	91.8	90.9	92.8	91.7	0.0	100.0	100.0					83.3	54.3
State	86.5	84.2	88.8	92.5	74.9	75.7	93.4					81.2	78.2

OVERALL STUDENT PERFORMANCE

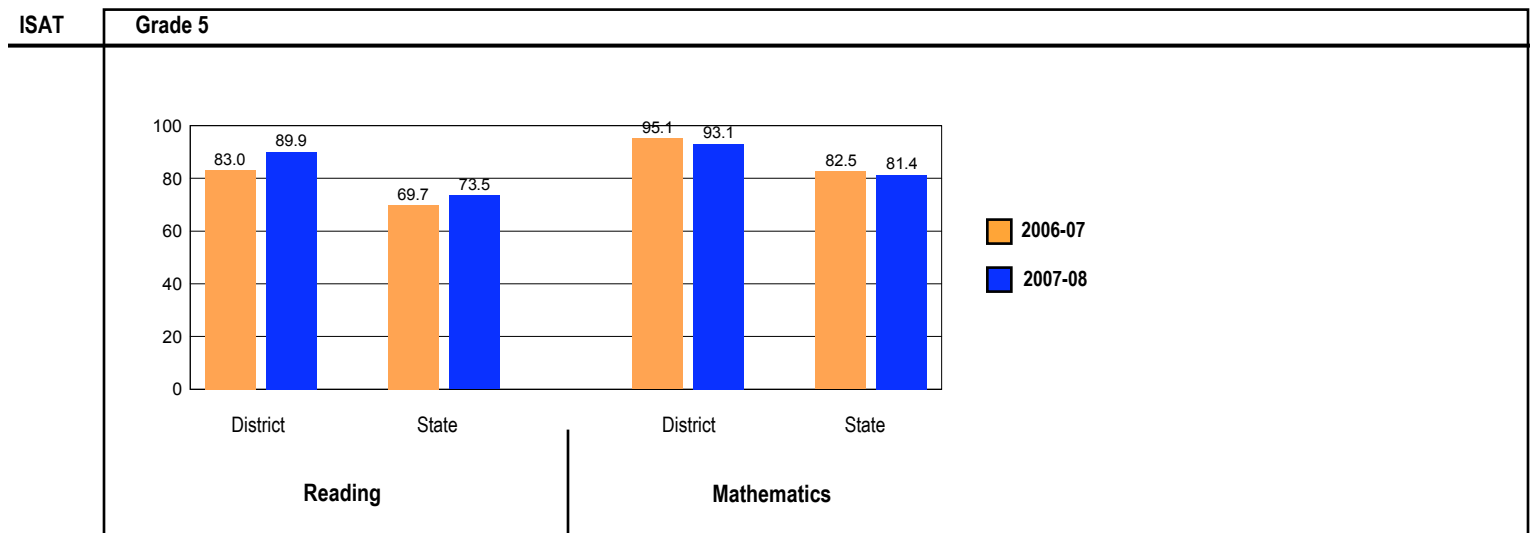
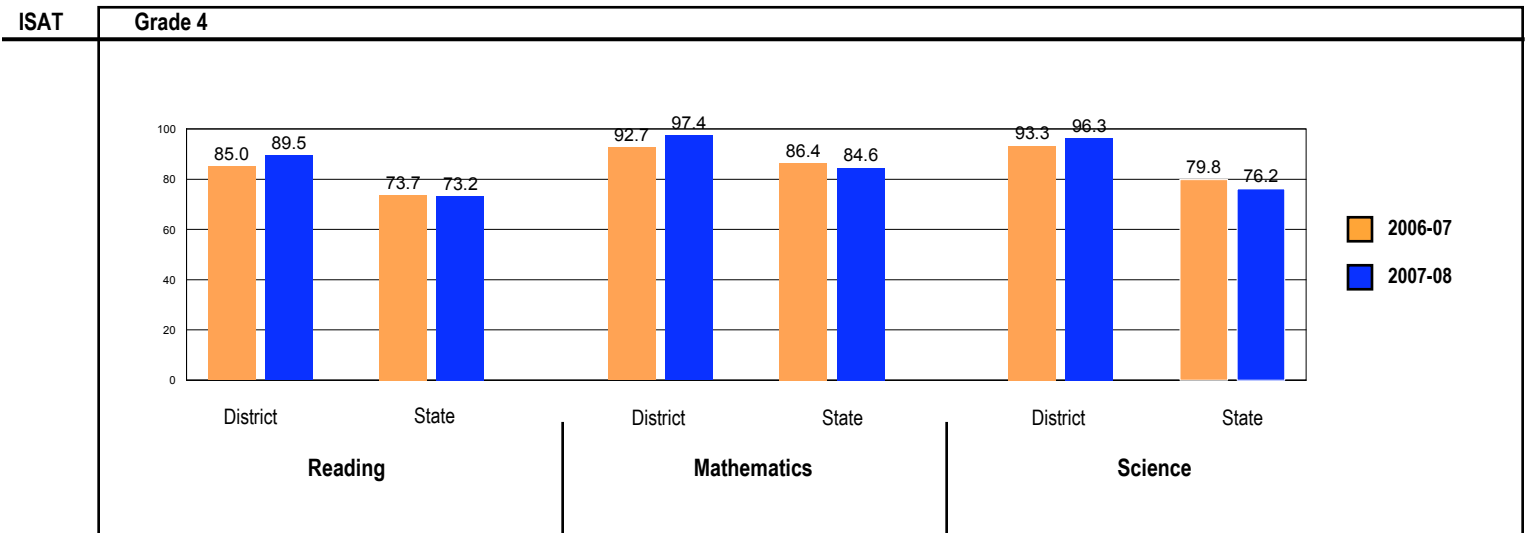
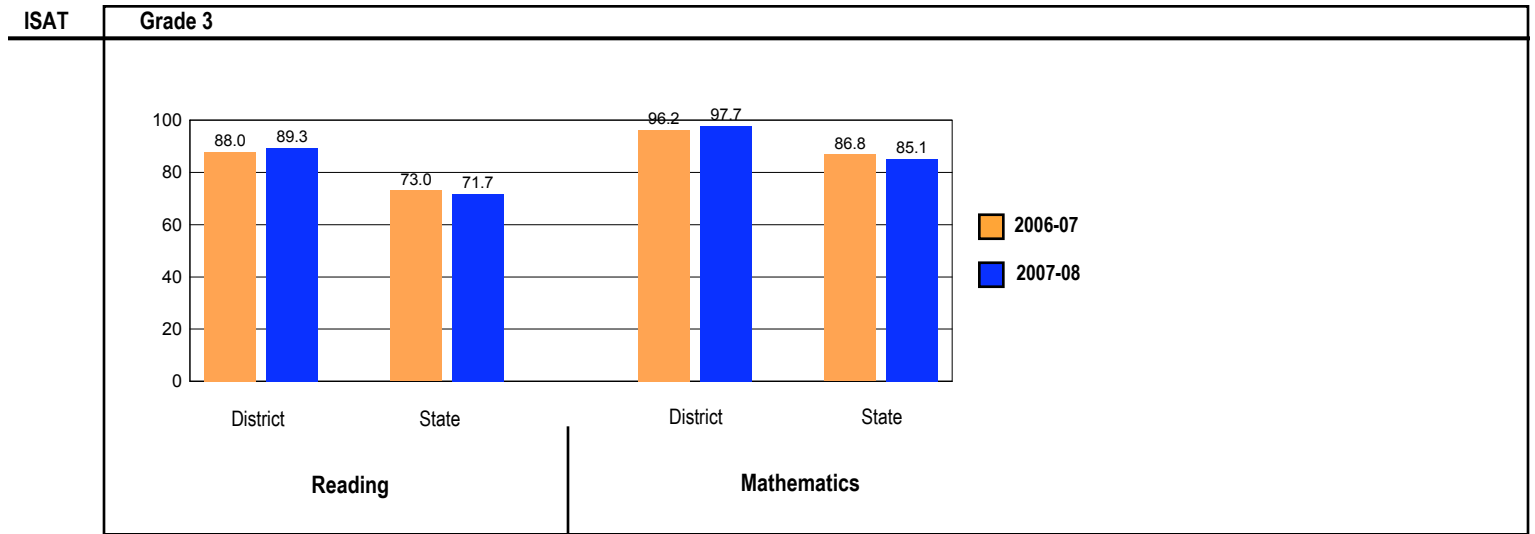
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading, mathematics, and science.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparison with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.



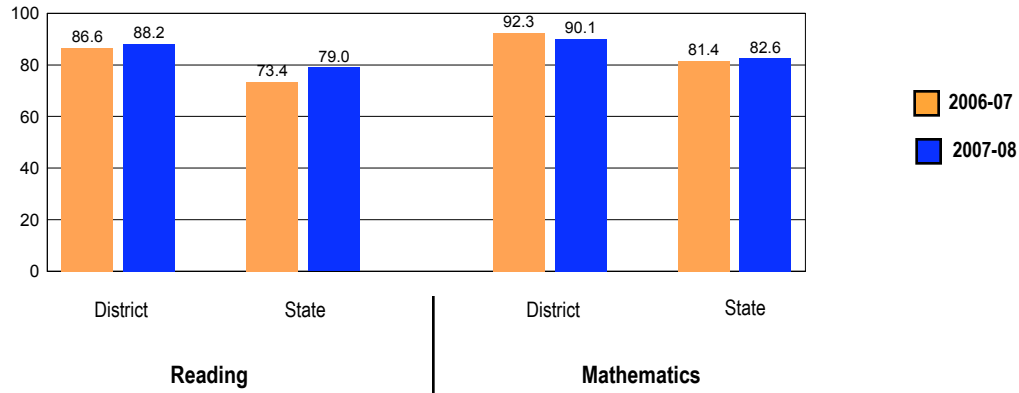
ISAT PERFORMANCE

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.



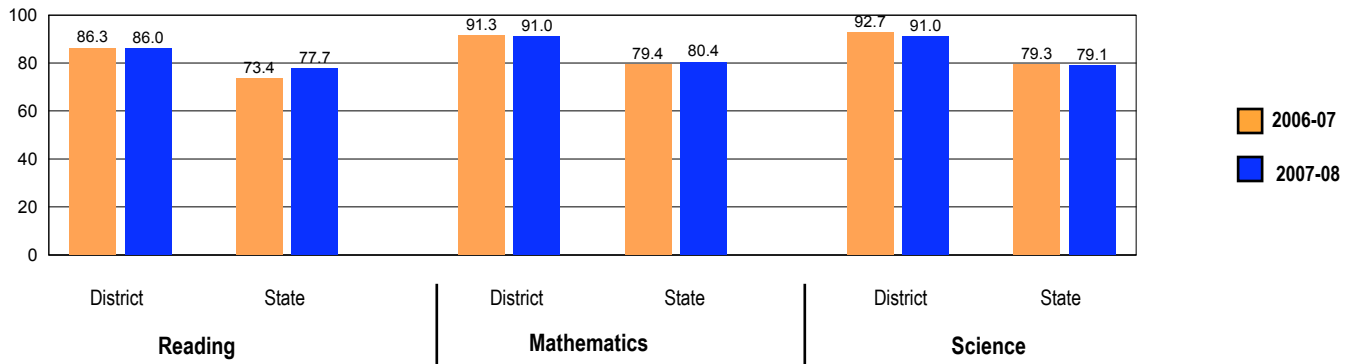
ISAT

Grade 6



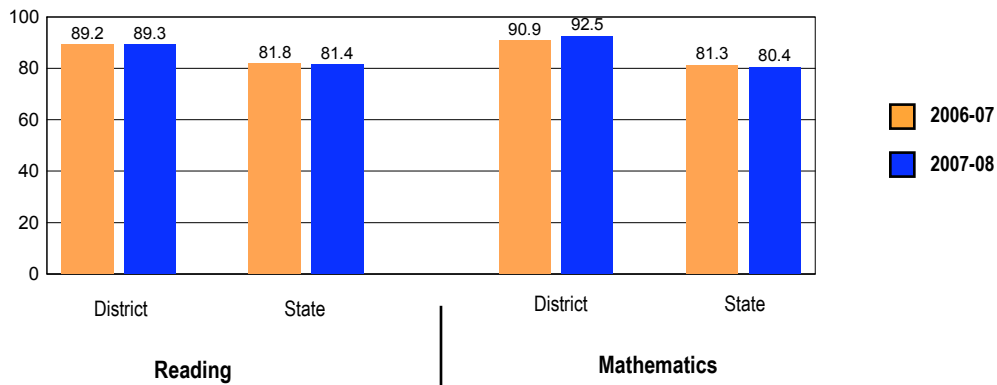
ISAT

Grade 7



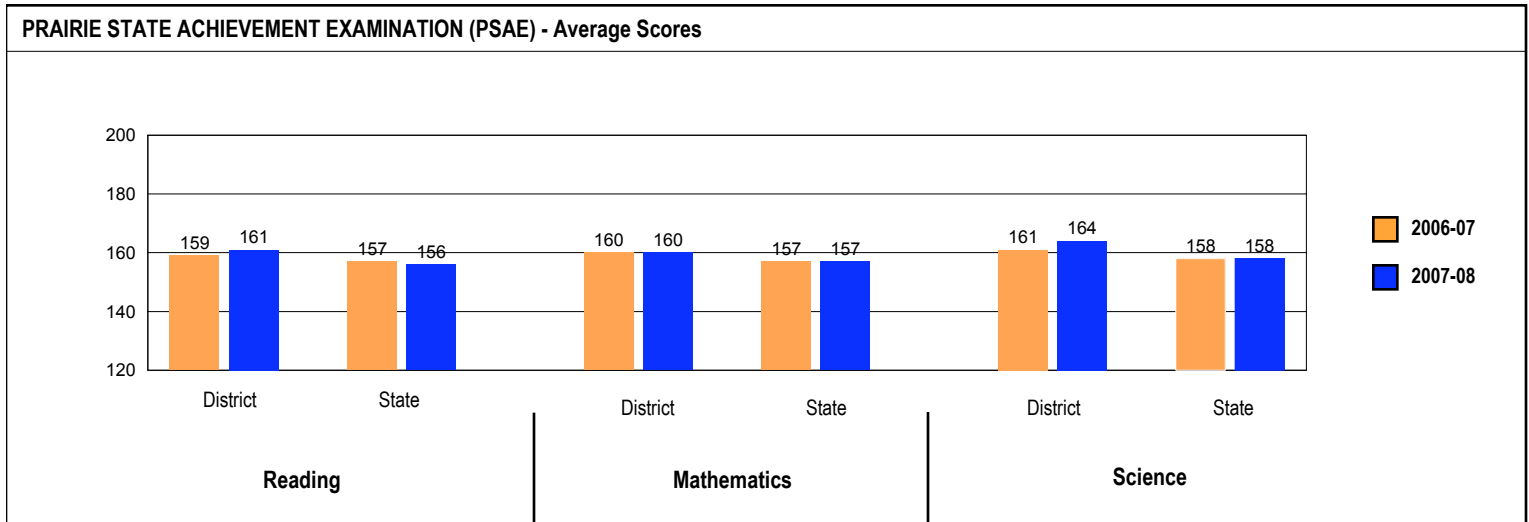
ISAT

Grade 8

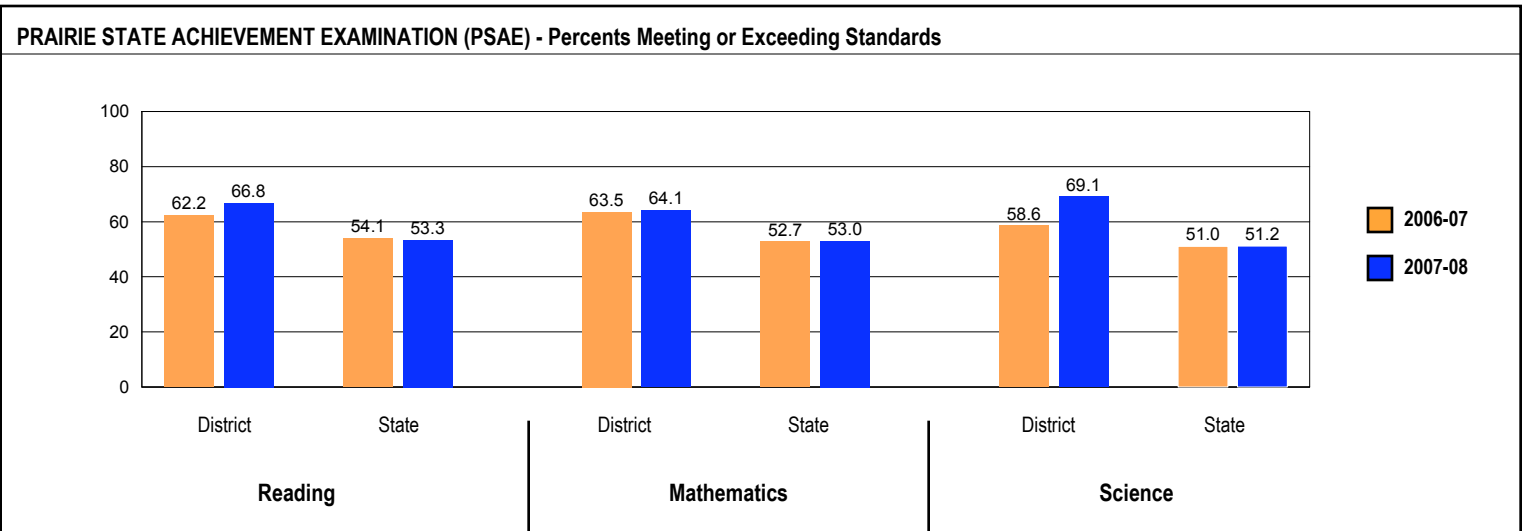


PSAE PERFORMANCE

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 2008: 223

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	1,442	741	701	1,390	4	24	14	3	7			121	230
	Reading	0.0	0.0	0.0	0.0		0.0	0.0					0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0					0.0	0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3

* 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	640	330	310	619	1	10	7	2	1			40	108
	Science	0.0	0.0	0.0	0.0		0.0						0.0	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

* 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	0.6	10.2	54.2	35.0	0.6	1.7	27.1	70.6
State	6.8	21.5	47.6	24.2	3.5	11.4	44.1	41.0

Grade 3 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	1.0	11.2	56.1	31.6	1.0	2.0	21.4	75.5
State	8.5	23.8	46.4	21.3	4.0	11.2	42.3	42.5
Female								
District	0.0	8.9	51.9	39.2	0.0	1.3	34.2	64.6
State	4.9	19.1	48.8	27.2	2.9	11.6	45.9	39.5

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	0.6	10.7	54.2	34.5	0.6	1.8	26.8	70.8
State	3.1	13.4	49.6	33.9	1.0	5.4	39.1	54.5
Black								
District	12.6	32.2	44.4	10.9	9.4	22.3	49.4	18.9
State								
Hispanic								
District	11.4	33.5	45.4	9.8	4.6	17.4	53.5	24.6
State								
Asian/Pacific Islander								
District	2.0	10.8	46.8	40.4	0.6	3.5	28.9	67.0
State								
Native American								
District	5.5	18.9	54.2	21.4	1.7	6.3	43.9	48.1
State								
Multiracial/Ethnic								
District	5.2	19.4	49.9	25.5	2.1	10.2	47.2	40.5
State								

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
District	0.0	35.7	57.1	7.1	0.0	0.0	64.3	35.7
State	22.5	34.7	32.8	10.0	10.2	22.0	44.5	23.3
Non-IEP								
District	0.6	8.0	54.0	37.4	0.6	1.8	23.9	73.6
State	4.4	19.5	49.8	26.3	2.5	9.8	44.0	43.7

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	3.4	13.8	58.6	24.1	3.4	3.4	41.4	51.7
State	11.4	31.8	46.1	10.7	6.2	18.6	51.3	23.9
Not Eligible								
District	0.0	9.5	53.4	37.2	0.0	1.4	24.3	74.3
State	2.7	12.4	48.9	36.0	1.0	5.0	37.7	56.3

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	1.1	9.5	54.2	35.3	0.5	2.1	60.0	37.4	0.0	3.7	62.6	33.7
State	1.8	25.0	46.6	26.6	0.9	14.5	58.3	26.3	3.5	20.3	59.1	17.1

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	2.2	15.2	53.3	29.3	1.1	4.3	55.4	39.1	0.0	6.5	55.4	38.0
	State	2.4	27.9	45.6	24.0	1.0	15.0	56.3	27.7	3.9	20.0	57.1	19.0
Female	District	0.0	4.1	55.1	40.8	0.0	0.0	64.3	35.7	0.0	1.0	69.4	29.6
	State	1.2	21.9	47.7	29.3	0.7	14.0	60.4	24.9	3.1	20.6	61.2	15.1

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	1.1	9.2	54.1	35.7	0.5	2.2	60.0	37.3	0.0	3.2	62.2	34.6
	State	0.8	15.4	47.2	36.6	0.3	7.2	56.0	36.5	0.9	9.7	63.8	25.5
Black	District												
	State	3.5	40.4	45.2	10.9	2.4	28.6	60.3	8.7	8.4	38.7	49.2	3.7
Hispanic	District												
	State	3.0	37.7	46.9	12.5	1.1	22.1	64.2	12.6	6.0	32.3	55.8	5.9
Asian/Pacific Islander	District												
	State	0.5	11.9	43.5	44.1	0.4	4.5	44.9	50.2	1.6	10.3	59.3	28.8
Native American	District												
	State	2.6	23.8	49.4	24.2	0.9	14.8	62.4	21.8	3.0	19.2	62.4	15.4
Multiracial/Ethnic	District												
	State	1.8	22.5	47.7	28.0	0.7	12.8	61.5	25.1	2.2	17.9	62.4	17.5

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	42.9	50.0	7.1	0.0	7.1	64.3	28.6	0.0	7.1	71.4	21.4
	State	7.7	51.1	31.6	9.6	3.7	32.5	52.0	11.8	8.5	32.5	50.6	8.3
Non-IEP	District	1.1	6.8	54.5	37.5	0.6	1.7	59.7	38.1	0.0	3.4	61.9	34.7
	State	0.9	20.8	49.0	29.3	0.4	11.7	59.3	28.6	2.7	18.4	60.4	18.4

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	2.5	25.0	40.0	32.5	2.5	2.5	67.5	27.5	0.0	7.5	57.5	35.0
	State	3.2	38.1	46.6	12.1	1.6	23.8	62.8	11.8	6.4	33.0	54.6	6.0
Not Eligible	District	0.7	5.3	58.0	36.0	0.0	2.0	58.0	40.0	0.0	2.7	64.0	33.3
	State	0.7	14.2	46.7	38.5	0.3	6.8	54.6	38.3	1.1	9.9	62.8	26.2

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	10.1	47.1	42.9	0.0	6.9	69.3	23.8
State	0.5	25.9	46.3	27.3	0.5	18.1	64.2	17.1

Grade 5 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	0.0	12.9	44.1	43.0	0.0	4.3	71.0	24.7
State	0.7	29.2	45.7	24.4	0.7	19.0	62.4	17.9
Female								
District	0.0	7.3	50.0	42.7	0.0	9.4	67.7	22.9
State	0.3	22.5	46.9	30.2	0.4	17.2	66.1	16.3

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	0.0	10.4	46.2	43.4	0.0	6.0	69.8	24.2
State	0.2	15.1	47.5	37.3	0.2	10.0	66.5	23.3
Black								
District	1.0	43.2	43.9	11.9	1.4	35.5	57.8	5.3
State								
Hispanic								
District	0.8	41.1	45.9	12.3	0.7	25.3	66.4	7.6
State								
Asian/Pacific Islander								
District	0.2	12.2	43.7	43.9	0.2	5.4	53.8	40.7
State								
Native American								
District	0.0	26.9	47.4	25.6	0.0	19.1	68.1	12.8
State								
Multiracial/Ethnic								
District	0.7	23.1	47.6	28.5	0.5	17.7	64.8	17.0
State								

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
District	0.0	45.5	45.5	9.1	0.0	36.4	63.6	0.0
State	2.8	58.7	30.5	8.0	2.6	42.8	49.3	5.2
Non-IEP								
District	0.0	7.9	47.2	44.9	0.0	5.1	69.7	25.3
State	0.1	20.8	48.8	30.3	0.2	14.2	66.6	19.0

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	0.0	18.8	56.3	25.0	0.0	9.4	75.0	15.6
State	0.9	41.1	45.6	12.4	1.0	29.0	63.1	6.9
Not Eligible								
District	0.0	8.3	45.2	46.5	0.0	6.4	68.2	25.5
State	0.2	13.9	46.8	39.1	0.2	9.3	65.1	25.4

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District State	0.5	11.3	56.1	32.1	0.0	9.9	66.0	24.1
	0.3	20.7	53.4	25.7	0.6	16.7	62.0	20.7

Grade 6 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male District State	0.9	10.0	59.1	30.0	0.0	9.1	70.0	20.9
	0.4	23.9	53.0	22.7	0.8	18.4	59.9	20.9
Female District State	0.0	12.7	52.9	34.3	0.0	10.8	61.8	27.5
	0.2	17.3	53.7	28.8	0.4	15.1	64.1	20.4

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White District State	0.5	11.5	55.5	32.5	0.0	10.0	65.6	24.4
	0.1	11.8	53.1	35.0	0.2	8.9	63.4	27.5
Black District State	0.7	35.9	53.4	10.0	1.6	34.8	56.9	6.7
	0.4	31.7	55.4	12.5	0.7	22.2	65.6	11.5
Hispanic District State	0.4	31.7	55.4	12.5	0.7	22.2	65.6	11.5
	0.1	8.2	46.1	45.7	0.1	5.1	47.3	47.5
Native American District State	0.4	19.4	50.6	29.5	1.3	16.8	64.7	17.2
	0.2	17.1	55.0	27.7	0.5	14.6	64.1	20.8

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP District State	3.8	57.7	38.5	0.0	0.0	61.5	38.5	0.0
	1.6	55.4	37.0	5.9	3.1	44.9	47.3	4.8
Non-IEP District State	0.0	4.8	58.6	36.6	0.0	2.7	69.9	27.4
	0.1	15.3	55.9	28.7	0.2	12.5	64.2	23.1

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District State	3.3	23.3	53.3	20.0	0.0	20.0	70.0	10.0
	0.5	33.1	54.7	11.7	1.1	27.3	62.3	9.3
Not Eligible District State	0.0	9.3	56.6	34.1	0.0	8.2	65.4	26.4
	0.1	10.9	52.3	36.7	0.2	8.4	61.7	29.7

Grade 7

Grade 7 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	14.0	60.4	25.7	0.0	9.0	48.0	43.0	0.9	8.1	48.9	42.1
State	0.5	21.8	59.1	18.6	1.8	17.8	54.5	25.9	6.4	14.5	55.8	23.4

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	21.2	57.6	21.2	0.0	8.5	45.3	46.2	0.9	6.0	49.6	43.6
	State	0.8	25.5	57.8	16.0	2.2	18.7	52.1	26.9	7.0	13.6	53.3	26.1
Female	District	0.0	5.8	63.5	30.8	0.0	9.6	51.0	39.4	1.0	10.6	48.1	40.4
	State	0.3	17.9	60.4	21.4	1.3	16.8	56.9	24.9	5.8	15.3	58.4	20.5

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	13.6	59.8	26.6	0.0	8.5	48.4	43.2	0.9	7.5	48.4	43.2
	State	0.3	14.2	60.3	25.2	0.8	10.3	53.9	34.9	2.8	7.5	55.5	34.2
Black	District												
	State	1.0	35.3	56.3	7.4	4.4	35.9	52.0	7.7	13.9	27.3	53.7	5.1
Hispanic	District												
	State	0.8	31.6	59.7	7.9	2.0	22.7	61.1	14.3	9.8	22.6	59.1	8.4
Asian/Pacific Islander	District												
	State	0.2	8.3	54.1	37.4	0.6	5.3	39.2	54.9	2.1	6.0	50.7	41.2
Native American	District												
	State	0.0	20.4	63.7	15.9	0.8	17.3	60.2	21.7	4.4	9.7	64.5	21.4
Multiracial/Ethnic	District												
	State	0.4	19.9	59.3	20.4	1.4	16.8	57.4	24.4	5.6	12.8	59.6	22.1

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	56.5	43.5	0.0	0.0	30.4	69.6	0.0	0.0	17.4	69.6	13.0
	State	2.8	59.2	34.9	3.2	8.8	46.0	39.8	5.4	22.3	28.4	42.8	6.5
Non-IEP	District	0.0	9.0	62.3	28.6	0.0	6.6	45.5	48.0	1.0	7.1	46.5	45.5
	State	0.2	16.1	62.8	21.0	0.7	13.5	56.7	29.0	4.0	12.3	57.7	25.9

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	0.0	11.1	77.8	11.1	0.0	14.3	60.0	25.7	0.0	8.6	51.4	40.0
	State	0.9	33.8	57.5	7.7	3.1	28.5	57.0	11.4	11.3	23.7	56.7	8.2
Not Eligible	District	0.0	14.5	57.0	28.5	0.0	8.1	45.7	46.2	1.1	8.1	48.4	42.5
	State	0.2	12.8	60.3	26.7	0.8	9.8	52.6	36.8	2.7	7.6	55.1	34.6

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.5	10.3	77.6	11.7	1.9	5.6	55.1	37.4
State	0.4	18.2	73.0	8.4	1.6	18.0	53.1	27.2

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	1.0	13.6	73.8	11.7	2.9	5.8	52.4	38.8
	State	0.5	22.0	69.8	7.7	1.9	18.9	51.2	28.0
Female	District	0.0	7.2	81.1	11.7	0.9	5.4	57.7	36.0
	State	0.2	14.3	76.4	9.1	1.4	17.0	55.2	26.5

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.5	10.3	76.8	12.3	1.5	5.4	55.7	37.4
	State	0.2	11.6	76.4	11.8	0.8	10.3	52.3	36.6
Black	District								
	State	0.8	30.5	66.7	2.0	3.8	35.3	51.9	9.1
Hispanic	District								
	State	0.4	26.1	70.3	3.2	1.9	23.6	59.9	14.6
Asian/Pacific Islander	District								
	State	0.1	7.5	72.4	20.1	0.5	5.6	37.2	56.6
Native American	District								
	State	0.8	17.4	74.3	7.5	1.2	16.5	61.2	21.1
Multiracial/Ethnic	District								
	State	0.3	15.0	75.0	9.7	1.6	17.1	55.0	26.3

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	4.8	57.1	38.1	0.0	14.3	38.1	42.9	4.8
	State	2.0	55.7	41.4	0.9	7.6	49.2	38.7	4.5
Non-IEP	District	0.0	5.2	81.9	13.0	0.5	2.1	56.5	40.9
	State	0.1	12.4	77.9	9.5	0.7	13.2	55.4	30.7

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	3.4	13.8	65.5	17.2	3.4	10.3	62.1	24.1
	State	0.7	28.9	67.8	2.6	2.8	29.0	56.1	12.2
Not Eligible	District	0.0	9.7	79.5	10.8	1.6	4.9	54.1	39.5
	State	0.2	10.5	76.8	12.6	0.8	10.0	51.0	38.1

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	5.4	27.8	53.8	13.0	7.6	28.3	52.5	11.7	5.4	25.6	52.9	16.1
State	10.1	36.6	42.9	10.4	11.1	35.9	42.2	10.8	9.5	39.3	40.4	10.8

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	8.5	30.8	49.6	11.1	11.1	27.4	47.0	14.5	6.0	24.8	48.7	20.5
	State	12.4	36.3	41.1	10.1	11.0	33.5	42.8	12.7	10.0	35.7	40.7	13.7
Female	District	1.9	24.5	58.5	15.1	3.8	29.2	58.5	8.5	4.7	26.4	57.5	11.3
	State	7.9	36.8	44.6	10.7	11.2	38.2	41.7	8.9	8.9	42.9	40.2	8.0

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	5.6	27.3	53.7	13.4	7.9	26.9	53.7	11.6	5.6	24.1	54.2	16.2
	State	6.0	29.3	50.8	13.9	6.0	29.9	50.1	13.9	5.2	31.3	49.0	14.5
Black	District												
State	20.2	54.9	23.3	1.6	27.5	51.8	19.6	1.0	21.3	60.4	17.3	1.0	
Hispanic	District												
State	18.4	50.7	28.3	2.6	17.6	49.7	30.3	2.3	16.5	55.9	25.3	2.3	
Asian/Pacific Islander	District												
State	6.3	29.8	47.3	16.6	3.7	18.9	49.0	28.5	4.6	25.1	50.1	20.2	
Native American	District												
State	9.3	40.9	40.9	8.9	11.7	40.1	40.5	7.8	12.5	38.5	39.7	9.3	
Multiracial/Ethnic	District												
State	8.0	37.6	43.3	11.1	11.1	36.6	42.4	9.9	8.4	41.1	40.4	10.0	

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	19.4	29.0	48.4	3.2	12.9	58.1	25.8	3.2	12.9	45.2	38.7	3.2	
State	19.6	52.0	26.2	2.3	22.3	50.3	25.5	1.9	19.4	57.0	21.7	1.9	
Not Eligible													
District	3.1	27.6	54.7	14.6	6.8	23.4	56.8	13.0	4.2	22.4	55.2	18.2	
State	6.3	30.4	49.6	13.7	6.6	30.1	49.0	14.3	5.5	32.2	48.0	14.3	

2008 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?		Yes
2008-09 Federal Improvement Status	District Improvement Year 1	
2008-09 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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	85.4		Yes	89.2		Yes	95.6	Yes	91.8	Yes
White	100.0	Yes	100.0	Yes	85.5		Yes	89.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	49.5	41.1	Yes	69.2		Yes	95.2		83.3	
Economically Disadvantaged	100.0	Yes	100.0	Yes	76.9		Yes	80.6		Yes				

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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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: 6

Number of Title I schools: 4

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**

Atkinson Grade School
Geneseo CUSD 228
Atkinson, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 5

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	97.6	0.0	2.4	0.0	0.0	0.0	29.8	0.0		0.0	10.8	96.5	84
District	96.1	0.3	1.8	1.1	0.1	0.6	15.7	0.0		0.1	6.4	95.6	2,754
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

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
School	100.0
District	98.0
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	18.5	17.9	14.7	217.2
State	18.3	18.0	13.5	211.6

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	17.0	13.0	15.0	13.0		22.0				
District	22.9	22.8	23.4	22.4		24.0				
State	20.5	21.0	21.1	21.7		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
School	45			30			144			30		
District	49			34			149			34		
State	58			30			145			30		

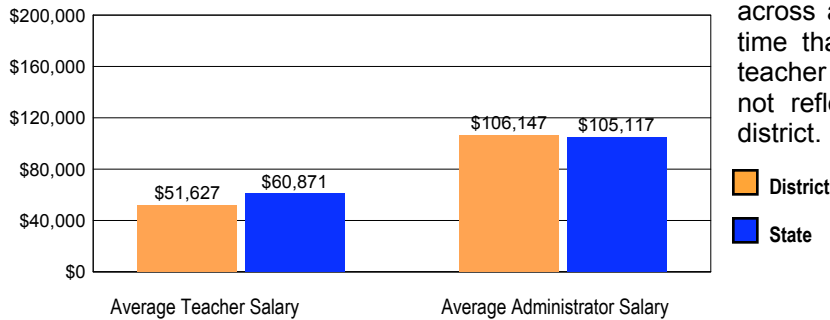
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.2	0.0	1.8	0.0	0.0	28.8	71.2	163
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	14.5	43.3	56.7	0.6	0.0
State	12.4	46.7	53.2	0.7	0.7

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

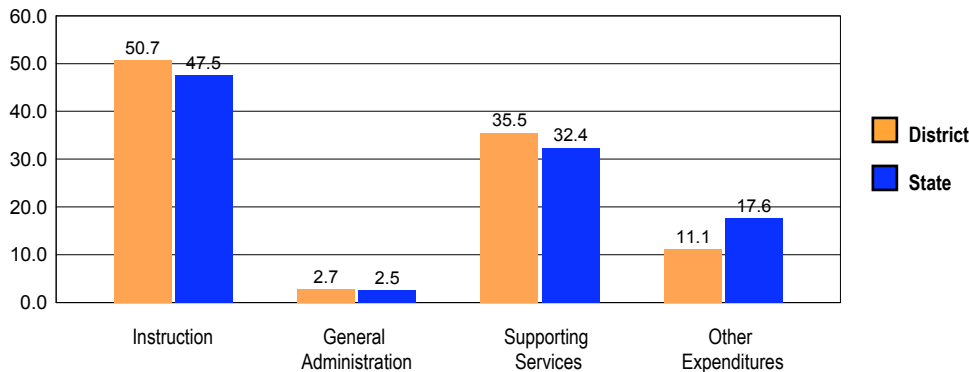
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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

EXPENDITURE BY FUNCTION 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$11,324,998	48.9	57.6	Education	\$17,221,919	76.9	72.6
Other Local Funding	\$2,536,362	10.9	7.3	Operations & Maintenance	\$1,299,525	5.8	8.5
General State Aid	\$6,466,607	27.9	18.1	Transportation	\$1,574,882	7.0	3.9
Other State Funding	\$1,981,764	8.6	9.7	Bond and Interest	\$1,206,426	5.4	6.7
Federal Funding	\$862,066	3.7	7.3	Rent	\$0	0.0	0.0
TOTAL	\$23,171,797			Municipal Retirement/ Social Security	\$549,886	2.5	1.8
				Fire Prevention & Safety	\$535,710	2.4	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	5.6
				TOTAL	\$22,388,348		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$101,783	4.26	\$4,451	\$7,737
State	**	**	\$5,808	\$9,907

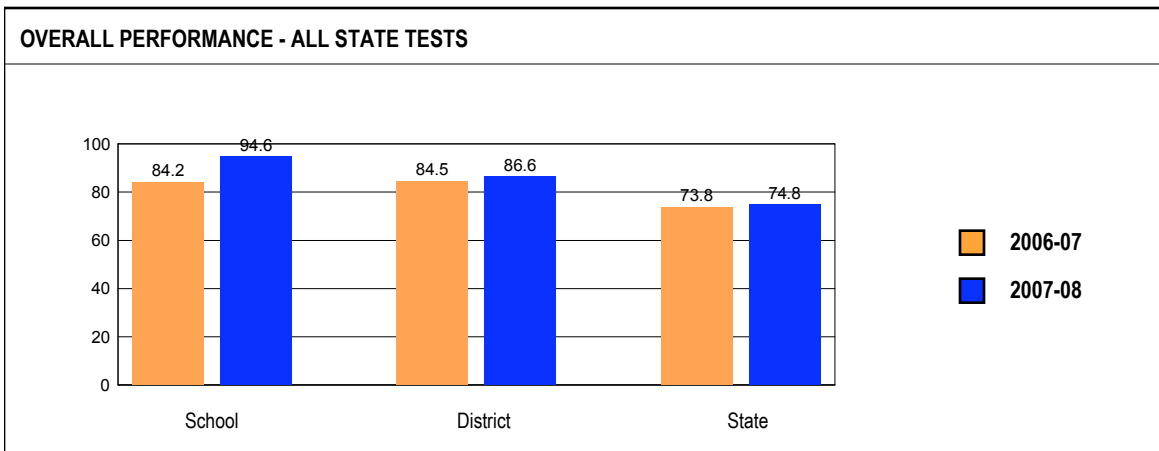
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school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

ACADEMIC PERFORMANCE

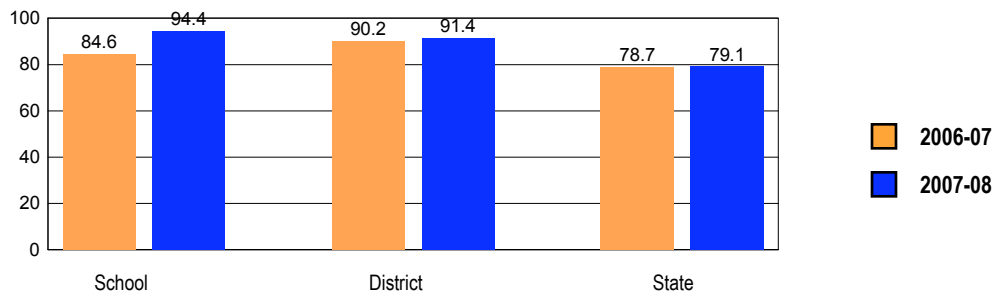
OVERALL STUDENT PERFORMANCE

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

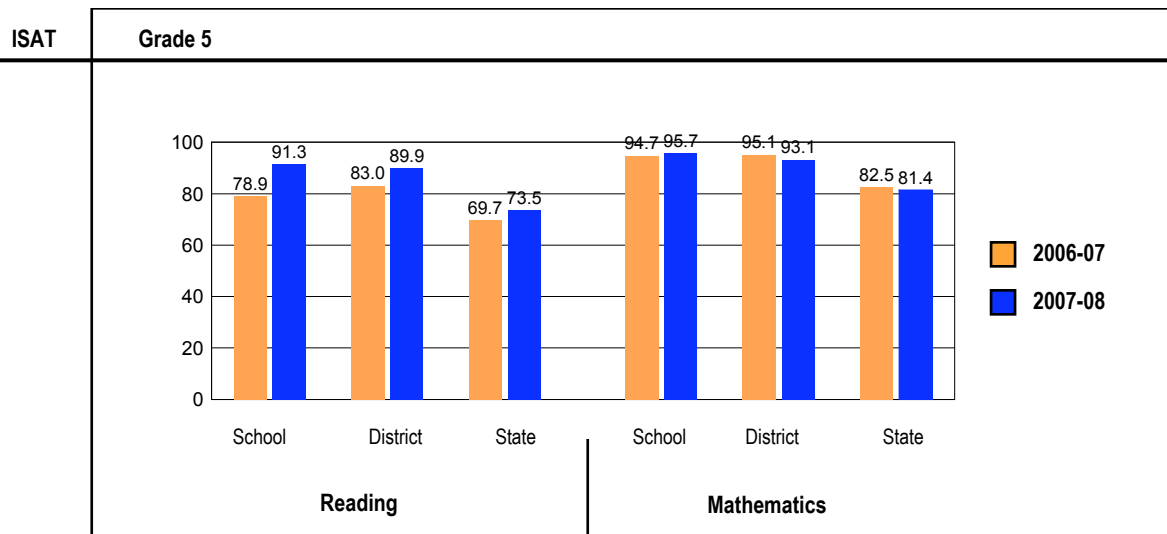
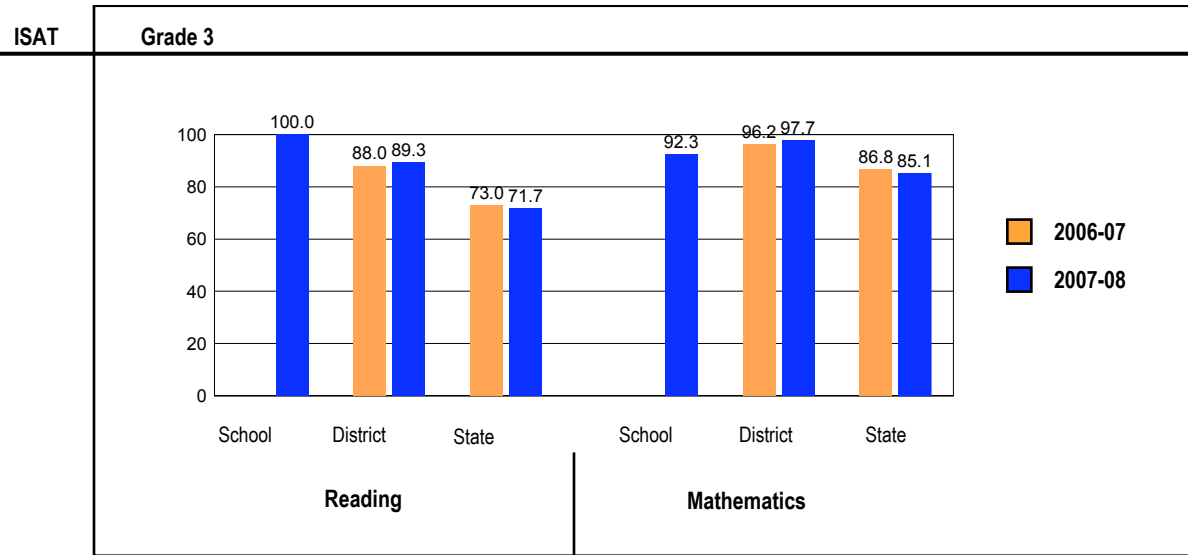


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

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



PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	37	21	16	36		1						1	8
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0									
District	*Enrollment	1,442	741	701	1,390	4	24	14	3	7			121	230
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0		0.0 0.0	0.0 0.0					0.0 0.0	0.0 0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading Mathematics	0.3 0.3	0.3 0.3	0.2 0.2	0.1 0.1	0.6 0.6	0.3 0.3	0.1 0.1	0.2 0.2	0.2 0.2	0.2 0.2	0.3 0.3	0.5 0.5	0.3 0.3

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment													
	Science													
District	*Enrollment													
	Science													
State	*Enrollment													
	Science													

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

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

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

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

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

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

Grade 3**Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	0.0	46.2	53.8	0.0	7.7	23.1	69.2
District	0.6	10.2	54.2	35.0	0.6	1.7	27.1	70.6
State	6.8	21.5	47.6	24.2	3.5	11.4	44.1	41.0

Grade 3 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School	0.0	0.0	50.0	50.0	0.0	10.0	20.0	70.0
District	1.0	11.2	56.1	31.6	1.0	2.0	21.4	75.5
State	8.5	23.8	46.4	21.3	4.0	11.2	42.3	42.5
Female								
School	0.0	8.9	51.9	39.2	0.0	1.3	34.2	64.6
District	4.9	19.1	48.8	27.2	2.9	11.6	45.9	39.5
State								

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School	0.0	0.0	41.7	58.3	0.0	8.3	16.7	75.0
District	0.6	10.7	54.2	34.5	0.6	1.8	26.8	70.8
State	3.1	13.4	49.6	33.9	1.0	5.4	39.1	54.5
Black								
School								
District								
State	12.6	32.2	44.4	10.9	9.4	22.3	49.4	18.9
Hispanic								
School								
District								
State	11.4	33.5	45.4	9.8	4.6	17.4	53.5	24.6
Asian/Pacific Islander								
School								
District								
State	2.0	10.8	46.8	40.4	0.6	3.5	28.9	67.0
Native American								
School								
District								
State	5.5	18.9	54.2	21.4	1.7	6.3	43.9	48.1
Multiracial/Ethnic								
School								
District								
State	5.2	19.4	49.9	25.5	2.1	10.2	47.2	40.5

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	8.7	34.8	56.5	0.0	4.3	73.9	21.7
District	0.0	10.1	47.1	42.9	0.0	6.9	69.3	23.8
State	0.5	25.9	46.3	27.3	0.5	18.1	64.2	17.1

Grade 5 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	20.0	20.0	60.0	0.0	10.0	70.0	20.0
	District	0.0	12.9	44.1	43.0	0.0	4.3	71.0	24.7
	State	0.7	29.2	45.7	24.4	0.7	19.0	62.4	17.9
Female	School	0.0	0.0	46.2	53.8	0.0	0.0	76.9	23.1
	District	0.0	7.3	50.0	42.7	0.0	9.4	67.7	22.9
	State	0.3	22.5	46.9	30.2	0.4	17.2	66.1	16.3

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	8.7	34.8	56.5	0.0	4.3	73.9	21.7
	District	0.0	10.4	46.2	43.4	0.0	6.0	69.8	24.2
	State	0.2	15.1	47.5	37.3	0.2	10.0	66.5	23.3
Black	School								
	District								
	State	1.0	43.2	43.9	11.9	1.4	35.5	57.8	5.3
Hispanic	School								
	District								
	State	0.8	41.1	45.9	12.3	0.7	25.3	66.4	7.6
Asian/Pacific Islander	School								
	District								
	State	0.2	12.2	43.7	43.9	0.2	5.4	53.8	40.7
Native American	School								
	District								
	State	0.0	26.9	47.4	25.6	0.0	19.1	68.1	12.8
Multiracial/Ethnic	School								
	District								
	State	0.7	23.1	47.6	28.5	0.5	17.7	64.8	17.0

2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	94.4		Yes	94.4		Yes	96.5	Yes		
White														
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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 state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Millikin Elem School
Geneseo CUSD 228
Geneseo, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K 1 2 3 4 5

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	95.8	0.0	1.1	0.7	0.0	2.4	13.7	0.0		0.0	8.1	95.5	452
District	96.1	0.3	1.8	1.1	0.1	0.6	15.7	0.0		0.1	6.4	95.6	2,754
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

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
School	100.0
District	98.0
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	18.5	17.9	14.7	217.2
State	18.3	18.0	13.5	211.6

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	24.3	23.3	24.0	24.5	27.5	24.5				
District	22.9	22.8	23.4	22.4	27.3	24.0				
State	20.5	21.0	21.1	21.7	22.3	22.7				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

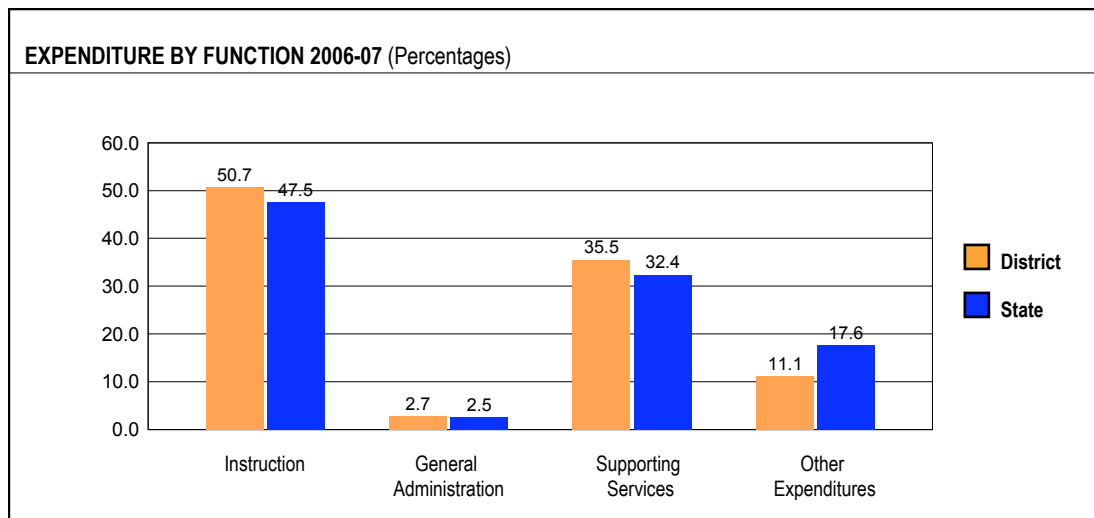
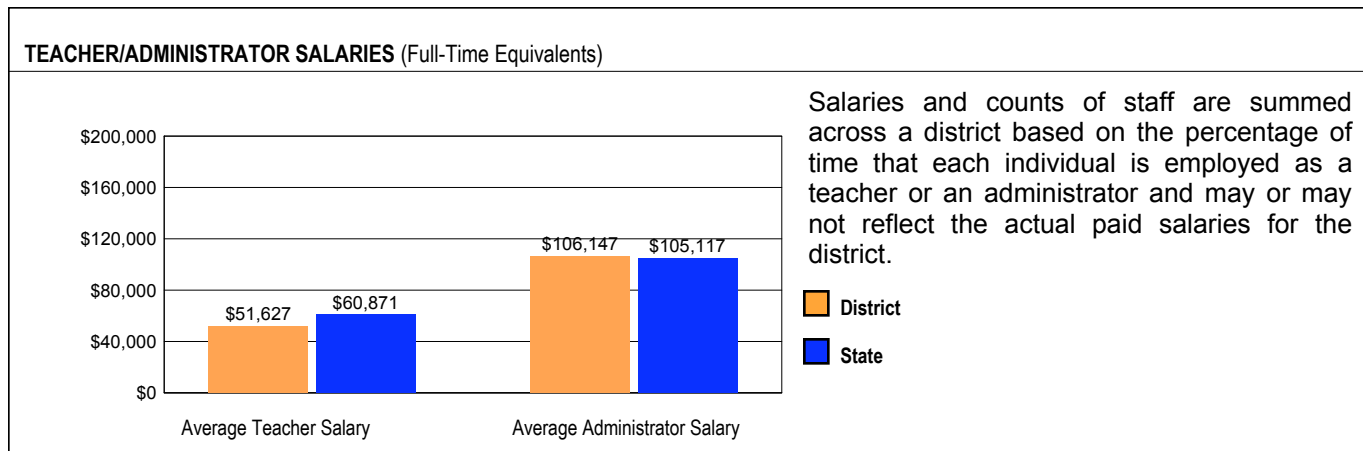
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	50			35			150			35		
District	49			34			149			34		
State	58			30			145			30		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.2	0.0	1.8	0.0	0.0	28.8	71.2	163
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	14.5	43.3	56.7	0.6	0.0
State	12.4	46.7	53.2	0.7	0.7

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$11,324,998	48.9	57.6	Education	\$17,221,919	76.9	72.6
Other Local Funding	\$2,536,362	10.9	7.3	Operations & Maintenance	\$1,299,525	5.8	8.5
General State Aid	\$6,466,607	27.9	18.1	Transportation	\$1,574,882	7.0	3.9
Other State Funding	\$1,981,764	8.6	9.7	Bond and Interest	\$1,206,426	5.4	6.7
Federal Funding	\$862,066	3.7	7.3	Rent	\$0	0.0	0.0
TOTAL	\$23,171,797			Municipal Retirement/ Social Security	\$549,886	2.5	1.8
				Fire Prevention & Safety	\$535,710	2.4	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	5.6
				TOTAL	\$22,388,348		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$101,783	4.26	\$4,451	\$7,737
State	**	**	\$5,808	\$9,907

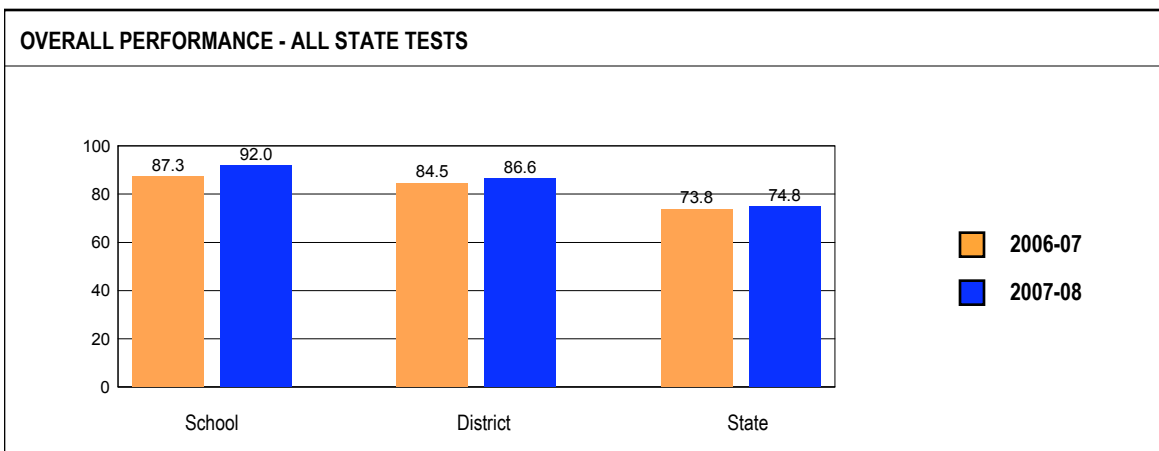
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school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

ACADEMIC PERFORMANCE

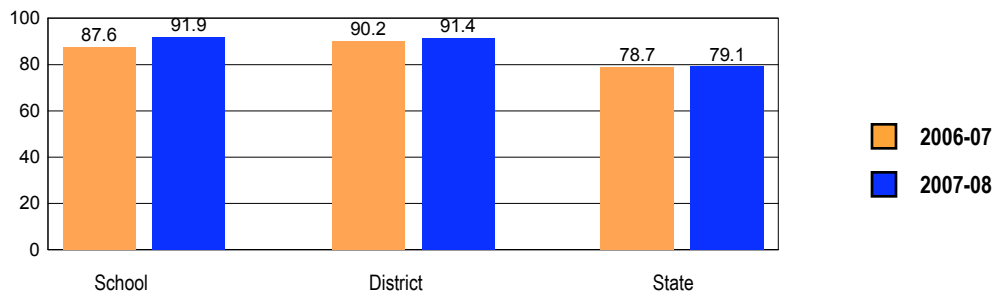
OVERALL STUDENT PERFORMANCE

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

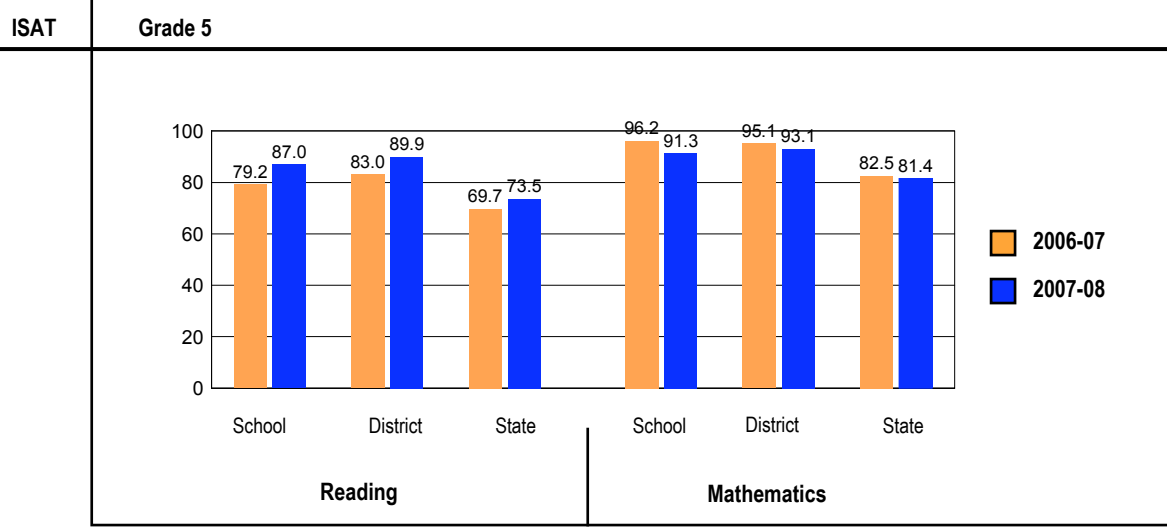
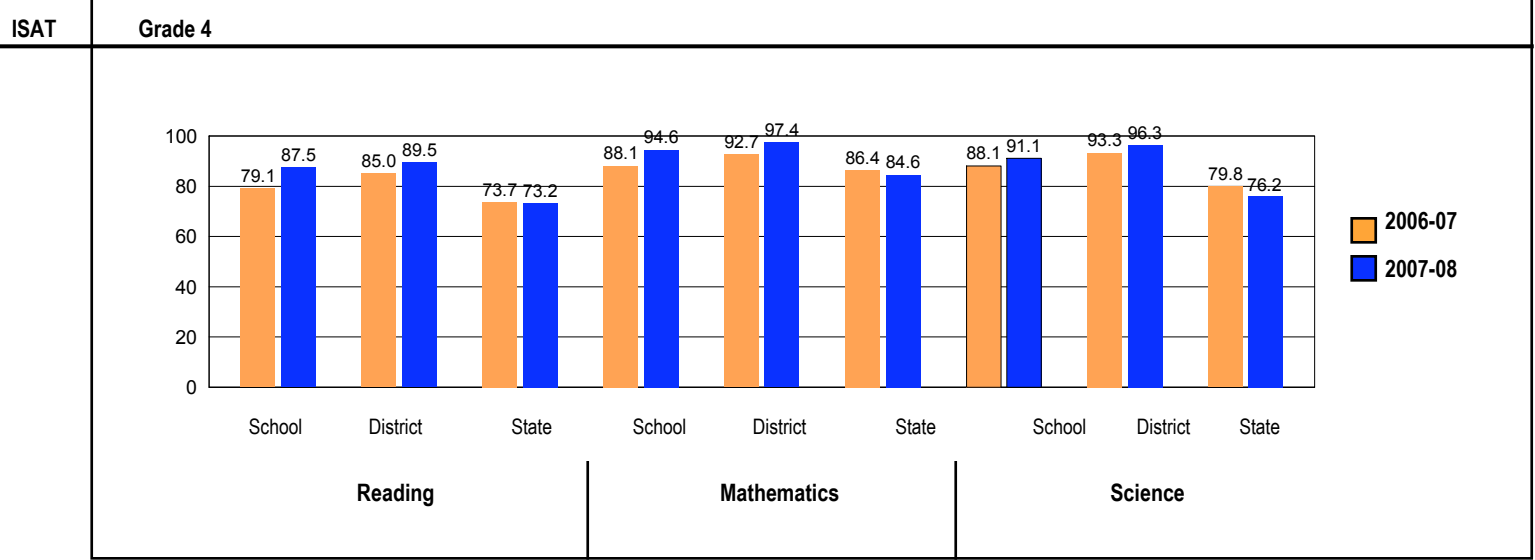
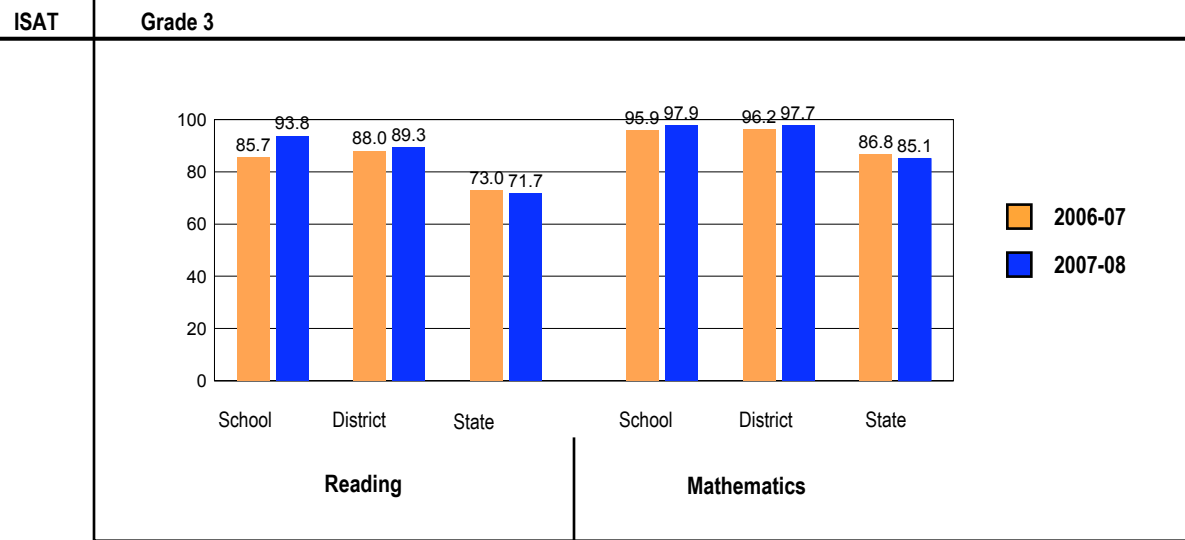


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

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



PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	155	88	67	149		3			3			5	29
	Reading	0.0	0.0	0.0	0.0									0.0
	Mathematics	0.0	0.0	0.0	0.0									0.0
District	*Enrollment	1,442	741	701	1,390	4	24	14	3	7			121	230
	Reading	0.0	0.0	0.0	0.0		0.0	0.0					0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0					0.0	0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	56	31	25	55		1							13
	Science	0.0	0.0	0.0	0.0									0.0
District	*Enrollment	640	330	310	619	1	10	7	2	1			40	108
	Science	0.0	0.0	0.0	0.0		0.0						0.0	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

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

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

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

Grade 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	2.1	4.2	64.6	29.2	2.1	0.0	29.2	68.8
District	0.6	10.2	54.2	35.0	0.6	1.7	27.1	70.6
State	6.8	21.5	47.6	24.2	3.5	11.4	44.1	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	3.4	3.4	65.5	27.6	3.4	0.0	20.7	75.9
	District	1.0	11.2	56.1	31.6	1.0	2.0	21.4	75.5
	State	8.5	23.8	46.4	21.3	4.0	11.2	42.3	42.5
Female	School	0.0	5.3	63.2	31.6	0.0	0.0	42.1	57.9
	District	0.0	8.9	51.9	39.2	0.0	1.3	34.2	64.6
	State	4.9	19.1	48.8	27.2	2.9	11.6	45.9	39.5

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	2.2	4.3	63.0	30.4	2.2	0.0	28.3	69.6
	District	0.6	10.7	54.2	34.5	0.6	1.8	26.8	70.8
	State	3.1	13.4	49.6	33.9	1.0	5.4	39.1	54.5
Black	School								
	District								
	State	12.6	32.2	44.4	10.9	9.4	22.3	49.4	18.9
Hispanic	School								
	District								
	State	11.4	33.5	45.4	9.8	4.6	17.4	53.5	24.6
Asian/Pacific Islander	School								
	District								
	State	2.0	10.8	46.8	40.4	0.6	3.5	28.9	67.0
Native American	School								
	District								
	State	5.5	18.9	54.2	21.4	1.7	6.3	43.9	48.1
Multiracial/Ethnic	School								
	District								
	State	5.2	19.4	49.9	25.5	2.1	10.2	47.2	40.5

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	3.6	8.9	58.9	28.6	1.8	3.6	80.4	14.3	0.0	8.9	71.4	19.6
District	1.1	9.5	54.2	35.3	0.5	2.1	60.0	37.4	0.0	3.7	62.6	33.7
State	1.8	25.0	46.6	26.6	0.9	14.5	58.3	26.3	3.5	20.3	59.1	17.1

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	6.5	12.9	54.8	25.8	3.2	6.5	71.0	19.4	0.0	12.9	67.7	19.4
	District	2.2	15.2	53.3	29.3	1.1	4.3	55.4	39.1	0.0	6.5	55.4	38.0
	State	2.4	27.9	45.6	24.0	1.0	15.0	56.3	27.7	3.9	20.0	57.1	19.0
Female	School	0.0	4.0	64.0	32.0	0.0	0.0	92.0	8.0	0.0	4.0	76.0	20.0
	District	0.0	4.1	55.1	40.8	0.0	0.0	64.3	35.7	0.0	1.0	69.4	29.6
	State	1.2	21.9	47.7	29.3	0.7	14.0	60.4	24.9	3.1	20.6	61.2	15.1

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	3.6	7.3	60.0	29.1	1.8	3.6	80.0	14.5	0.0	7.3	72.7	20.0
	District	1.1	9.2	54.1	35.7	0.5	2.2	60.0	37.3	0.0	3.2	62.2	34.6
	State	0.8	15.4	47.2	36.6	0.3	7.2	56.0	36.5	0.9	9.7	63.8	25.5
Black	School												
	District												
	State	3.5	40.4	45.2	10.9	2.4	28.6	60.3	8.7	8.4	38.7	49.2	3.7
Hispanic	School												
	District												
	State	3.0	37.7	46.9	12.5	1.1	22.1	64.2	12.6	6.0	32.3	55.8	5.9
Asian/Pacific Islander	School												
	District												
	State	0.5	11.9	43.5	44.1	0.4	4.5	44.9	50.2	1.6	10.3	59.3	28.8
Native American	School												
	District												
	State	2.6	23.8	49.4	24.2	0.9	14.8	62.4	21.8	3.0	19.2	62.4	15.4
Multiracial/Ethnic	School												
	District												
	State	1.8	22.5	47.7	28.0	0.7	12.8	61.5	25.1	2.2	17.9	62.4	17.5

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	7.7	15.4	46.2	30.8	7.7	0.0	84.6	7.7	0.0	15.4	53.8	30.8
	District	2.5	25.0	40.0	32.5	2.5	2.5	67.5	27.5	0.0	7.5	57.5	35.0
	State	3.2	38.1	46.6	12.1	1.6	23.8	62.8	11.8	6.4	33.0	54.6	6.0
Not Eligible	School	2.3	7.0	62.8	27.9	0.0	4.7	79.1	16.3	0.0	7.0	76.7	16.3
	District	0.7	5.3	58.0	36.0	0.0	2.0	58.0	40.0	0.0	2.7	64.0	33.3
	State	0.7	14.2	46.7	38.5	0.3	6.8	54.6	38.3	1.1	9.9	62.8	26.2

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	13.0	47.8	39.1	0.0	8.7	69.6	21.7
District	0.0	10.1	47.1	42.9	0.0	6.9	69.3	23.8
State	0.5	25.9	46.3	27.3	0.5	18.1	64.2	17.1

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	20.0	48.0	32.0	0.0	4.0	84.0	12.0
	District	0.0	12.9	44.1	43.0	0.0	4.3	71.0	24.7
	State	0.7	29.2	45.7	24.4	0.7	19.0	62.4	17.9
Female	School	0.0	4.8	47.6	47.6	0.0	14.3	52.4	33.3
	District	0.0	7.3	50.0	42.7	0.0	9.4	67.7	22.9
	State	0.3	22.5	46.9	30.2	0.4	17.2	66.1	16.3

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	13.6	45.5	40.9	0.0	6.8	70.5	22.7
	District	0.0	10.4	46.2	43.4	0.0	6.0	69.8	24.2
	State	0.2	15.1	47.5	37.3	0.2	10.0	66.5	23.3
Black	School								
	District								
	State	1.0	43.2	43.9	11.9	1.4	35.5	57.8	5.3
Hispanic	School								
	District								
	State	0.8	41.1	45.9	12.3	0.7	25.3	66.4	7.6
Asian/Pacific Islander	School								
	District								
	State	0.2	12.2	43.7	43.9	0.2	5.4	53.8	40.7
Native American	School								
	District								
	State	0.0	26.9	47.4	25.6	0.0	19.1	68.1	12.8
Multiracial/Ethnic	School								
	District								
	State	0.7	23.1	47.6	28.5	0.5	17.7	64.8	17.0

2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	90.3		Yes	94.8		Yes	95.5	Yes		
White	100.0	Yes	100.0	Yes	90.0		Yes	95.4		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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 state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Northside Elem School
Geneseo CUSD 228
Geneseo, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	94.5	0.0	3.4	2.0	0.0	0.0	20.1	0.0		0.0	8.4	96.4	293
District	96.1	0.3	1.8	1.1	0.1	0.6	15.7	0.0		0.1	6.4	95.6	2,754
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

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
School	100.0
District	98.0
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	18.5	17.9	14.7	217.2
State	18.3	18.0	13.5	211.6

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	23.5	24.5	24.5	24.0	28.0	25.5				
District	22.9	22.8	23.4	22.4	27.3	24.0				
State	20.5	21.0	21.1	21.7	22.3	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
School	50			35			150			35		
District	49			34			149			34		
State	58			30			145			30		

Southwest Elem School
Geneseo CUSD 228
Geneseo, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	95.3	0.6	2.2	1.7	0.0	0.3	19.7	0.0		0.0	6.3	96.2	361
District	96.1	0.3	1.8	1.1	0.1	0.6	15.7	0.0		0.1	6.4	95.6	2,754
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

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
School	100.0
District	98.0
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	18.5	17.9	14.7	217.2
State	18.3	18.0	13.5	211.6

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	23.0	25.0	25.5	23.0	26.7	23.3				
District	22.9	22.8	23.4	22.4	27.3	24.0				
State	20.5	21.0	21.1	21.7	22.3	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
School	50			35			150			35		
District	49			34			149			34		
State	58			30			145			30		

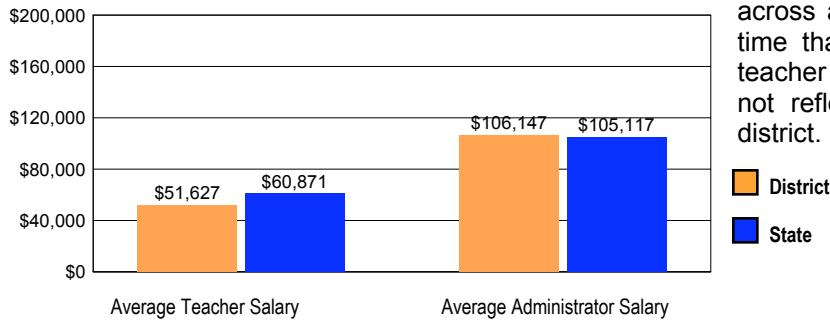
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.2	0.0	1.8	0.0	0.0	28.8	71.2	163
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	14.5	43.3	56.7	0.6	0.0
State	12.4	46.7	53.2	0.7	0.7

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

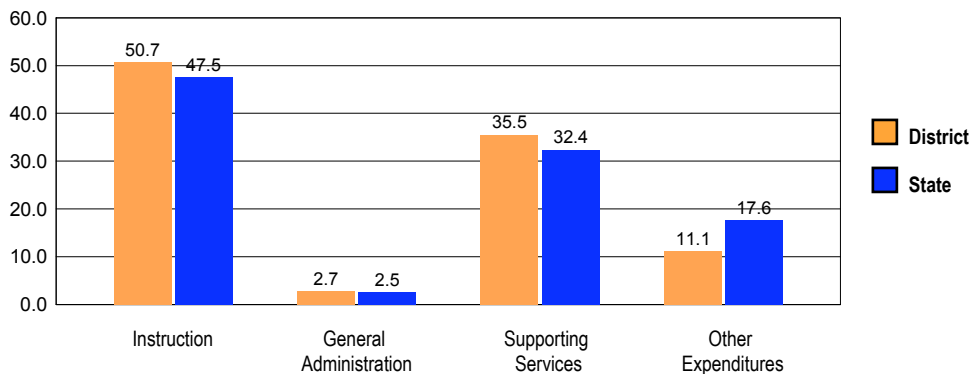
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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

EXPENDITURE BY FUNCTION 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$11,324,998	48.9	57.6	Education	\$17,221,919	76.9	72.6
Other Local Funding	\$2,536,362	10.9	7.3	Operations & Maintenance	\$1,299,525	5.8	8.5
General State Aid	\$6,466,607	27.9	18.1	Transportation	\$1,574,882	7.0	3.9
Other State Funding	\$1,981,764	8.6	9.7	Bond and Interest	\$1,206,426	5.4	6.7
Federal Funding	\$862,066	3.7	7.3	Rent	\$0	0.0	0.0
TOTAL	\$23,171,797			Municipal Retirement/ Social Security	\$549,886	2.5	1.8
				Fire Prevention & Safety	\$535,710	2.4	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	5.6
				TOTAL	\$22,388,348		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$101,783	4.26	\$4,451	\$7,737
State	**	**	\$5,808	\$9,907

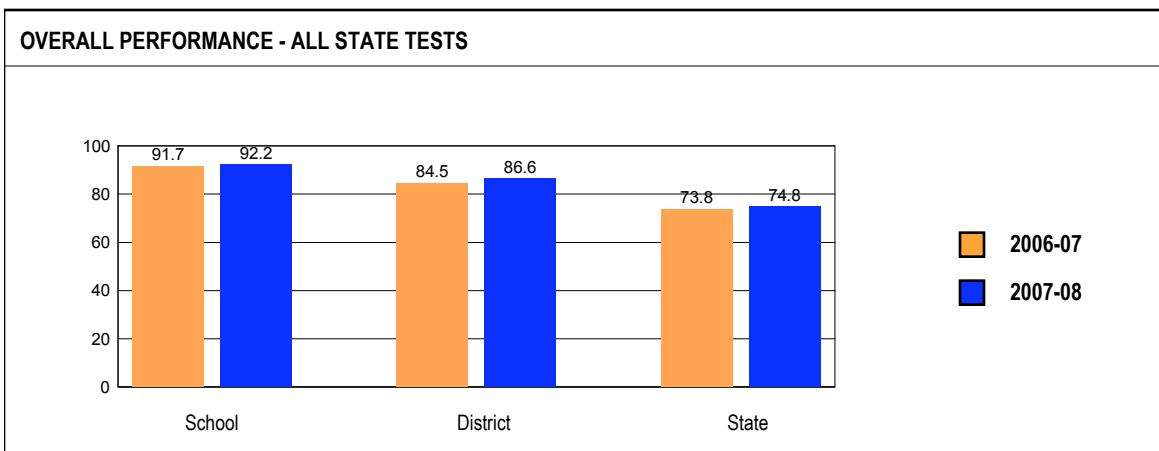
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school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

ACADEMIC PERFORMANCE

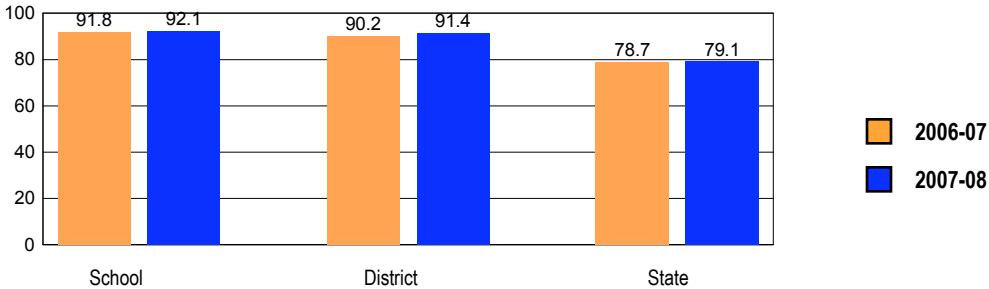
OVERALL STUDENT PERFORMANCE

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

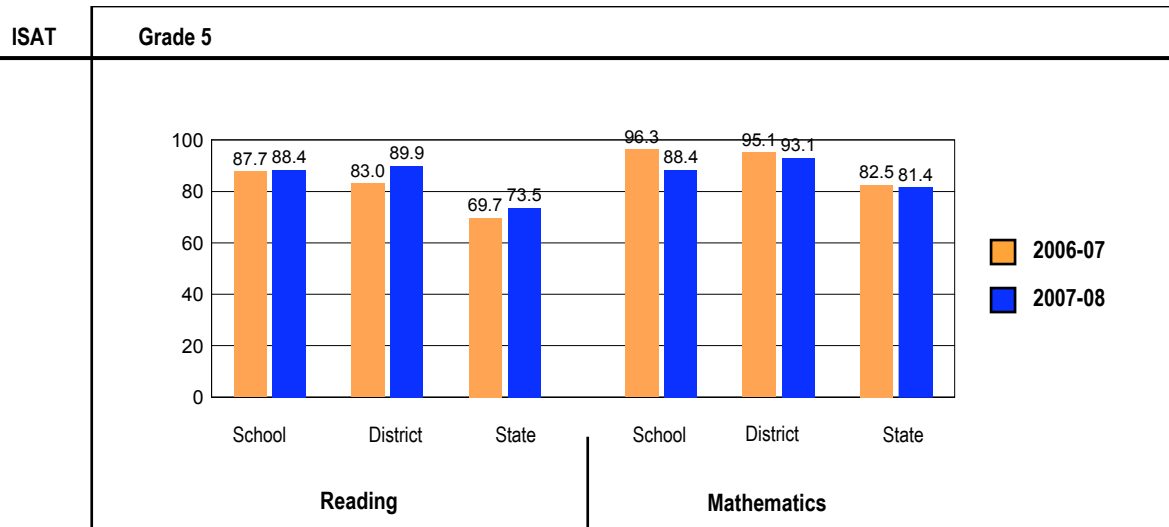
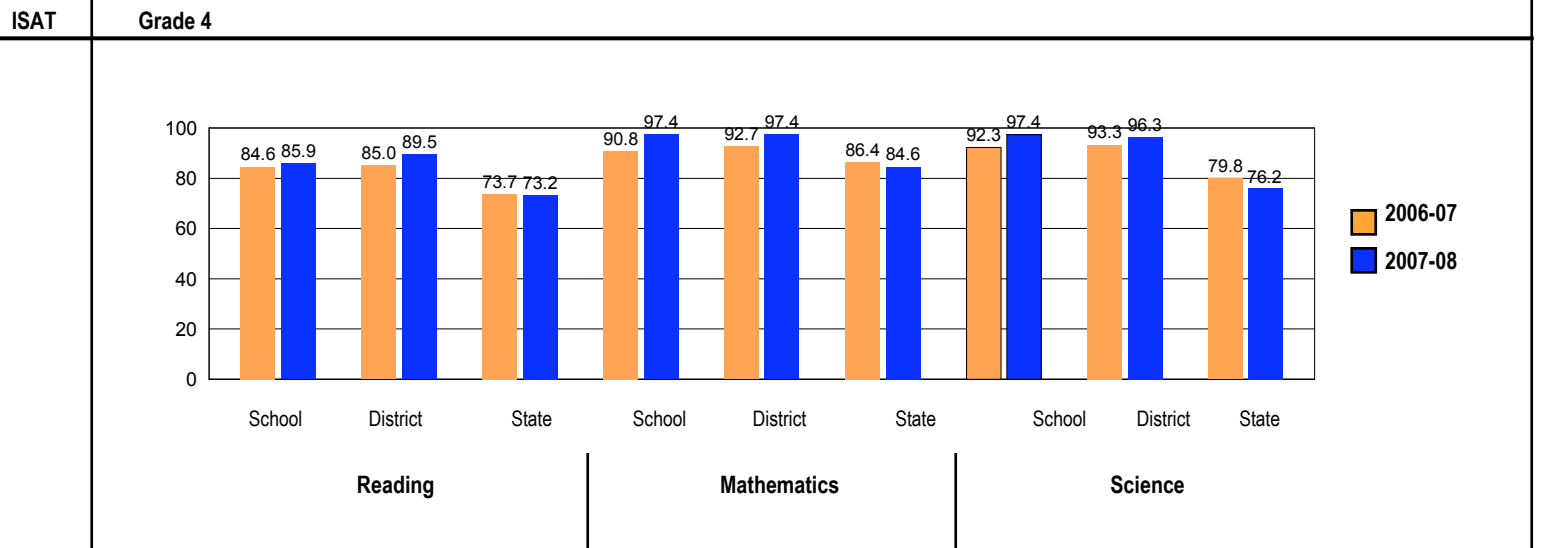
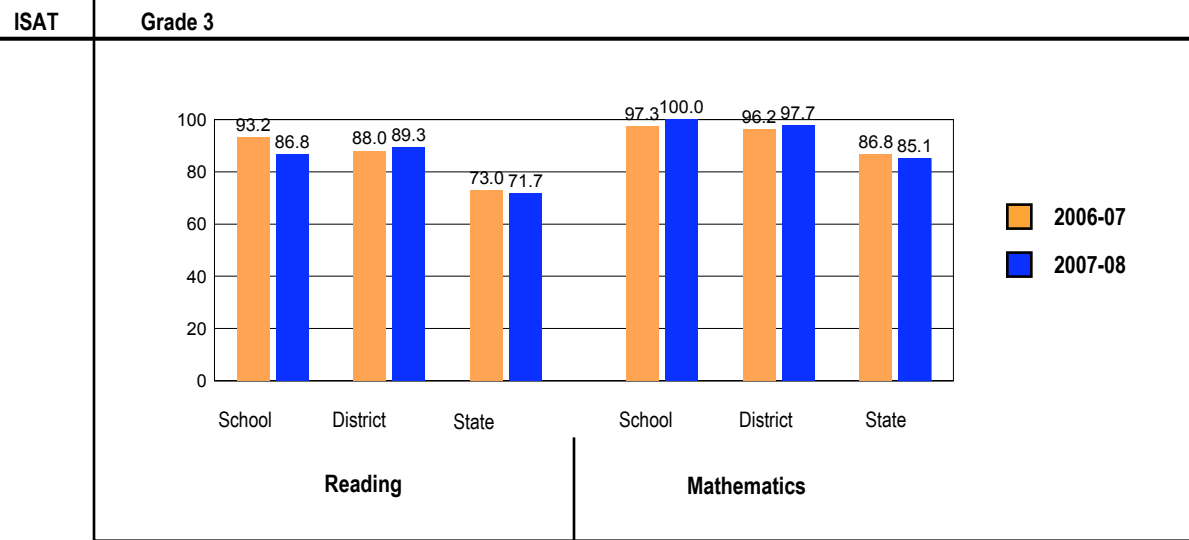


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

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



PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	216	103	113	207	1	5	3					23	39
	Reading	0.0	0.0	0.0	0.0								0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0								0.0	0.0
District	*Enrollment	1,442	741	701	1,390	4	24	14	3	7			121	230
	Reading	0.0	0.0	0.0	0.0		0.0	0.0					0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0					0.0	0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	79	34	45	76		3						9	17
	Science	0.0	0.0	0.0	0.0									0.0
District	*Enrollment	640	330	310	619	1	10	7	2	1			40	108
	Science	0.0	0.0	0.0	0.0		0.0						0.0	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

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

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

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

Grade 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	13.2	52.9	33.8	0.0	0.0	27.9	72.1
District	0.6	10.2	54.2	35.0	0.6	1.7	27.1	70.6
State	6.8	21.5	47.6	24.2	3.5	11.4	44.1	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	14.3	54.3	31.4	0.0	0.0	17.1	82.9
	District	1.0	11.2	56.1	31.6	1.0	2.0	21.4	75.5
	State	8.5	23.8	46.4	21.3	4.0	11.2	42.3	42.5
Female	School	0.0	12.1	51.5	36.4	0.0	0.0	39.4	60.6
	District	0.0	8.9	51.9	39.2	0.0	1.3	34.2	64.6
	State	4.9	19.1	48.8	27.2	2.9	11.6	45.9	39.5

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	13.8	53.8	32.3	0.0	0.0	29.2	70.8
	District	0.6	10.7	54.2	34.5	0.6	1.8	26.8	70.8
	State	3.1	13.4	49.6	33.9	1.0	5.4	39.1	54.5
Black	School								
	District								
	State	12.6	32.2	44.4	10.9	9.4	22.3	49.4	18.9
Hispanic	School								
	District								
	State	11.4	33.5	45.4	9.8	4.6	17.4	53.5	24.6
Asian/Pacific Islander	School								
	District								
	State	2.0	10.8	46.8	40.4	0.6	3.5	28.9	67.0
Native American	School								
	District								
	State	5.5	18.9	54.2	21.4	1.7	6.3	43.9	48.1
Multiracial/Ethnic	School								
	District								
	State	5.2	19.4	49.9	25.5	2.1	10.2	47.2	40.5

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	10.0	50.0	40.0	0.0	0.0	30.0	70.0
	District	3.4	13.8	58.6	24.1	3.4	3.4	41.4	51.7
	State	11.4	31.8	46.1	10.7	6.2	18.6	51.3	23.9
Not Eligible	School	0.0	13.8	53.4	32.8	0.0	0.0	27.6	72.4
	District	0.0	9.5	53.4	37.2	0.0	1.4	24.3	74.3
	State	2.7	12.4	48.9	36.0	1.0	5.0	37.7	56.3

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
School		0.0	14.1	50.0	35.9	0.0	2.6	60.3	37.2	0.0	2.6	66.7	30.8
	District	1.1	9.5	54.2	35.3	0.5	2.1	60.0	37.4	0.0	3.7	62.6	33.7
	State	1.8	25.0	46.6	26.6	0.9	14.5	58.3	26.3	3.5	20.3	59.1	17.1

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	26.5	44.1	29.4	0.0	5.9	52.9	41.2	0.0	5.9	52.9	41.2
	District	2.2	15.2	53.3	29.3	1.1	4.3	55.4	39.1	0.0	6.5	55.4	38.0
	State	2.4	27.9	45.6	24.0	1.0	15.0	56.3	27.7	3.9	20.0	57.1	19.0
Female	School	0.0	4.5	54.5	40.9	0.0	0.0	65.9	34.1	0.0	0.0	77.3	22.7
	District	0.0	4.1	55.1	40.8	0.0	0.0	64.3	35.7	0.0	1.0	69.4	29.6
	State	1.2	21.9	47.7	29.3	0.7	14.0	60.4	24.9	3.1	20.6	61.2	15.1

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	14.7	49.3	36.0	0.0	2.7	61.3	36.0	0.0	2.7	65.3	32.0
	District	1.1	9.2	54.1	35.7	0.5	2.2	60.0	37.3	0.0	3.2	62.2	34.6
	State	0.8	15.4	47.2	36.6	0.3	7.2	56.0	36.5	0.9	9.7	63.8	25.5
Black	School												
	District												
	State	3.5	40.4	45.2	10.9	2.4	28.6	60.3	8.7	8.4	38.7	49.2	3.7
Hispanic	School												
	District												
	State	3.0	37.7	46.9	12.5	1.1	22.1	64.2	12.6	6.0	32.3	55.8	5.9
Asian/Pacific Islander	School												
	District												
	State	0.5	11.9	43.5	44.1	0.4	4.5	44.9	50.2	1.6	10.3	59.3	28.8
Native American	School												
	District												
	State	2.6	23.8	49.4	24.2	0.9	14.8	62.4	21.8	3.0	19.2	62.4	15.4
Multiracial/Ethnic	School												
	District												
	State	1.8	22.5	47.7	28.0	0.7	12.8	61.5	25.1	2.2	17.9	62.4	17.5

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	41.2	17.6	41.2	0.0	5.9	64.7	29.4	0.0	5.9	58.8	35.3
	District	2.5	25.0	40.0	32.5	2.5	2.5	67.5	27.5	0.0	7.5	57.5	35.0
	State	3.2	38.1	46.6	12.1	1.6	23.8	62.8	11.8	6.4	33.0	54.6	6.0
Not Eligible	School	0.0	6.6	59.0	34.4	0.0	1.6	59.0	39.3	0.0	1.6	68.9	29.5
	District	0.7	5.3	58.0	36.0	0.0	2.0	58.0	40.0	0.0	2.7	64.0	33.3
	State	0.7	14.2	46.7	38.5	0.3	6.8	54.6	38.3	1.1	9.9	62.8	26.2

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	11.6	44.9	43.5	0.0	11.6	71.0	17.4
District	0.0	10.1	47.1	42.9	0.0	6.9	69.3	23.8
State	0.5	25.9	46.3	27.3	0.5	18.1	64.2	17.1

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	5.9	50.0	44.1	0.0	5.9	70.6	23.5
	District	0.0	12.9	44.1	43.0	0.0	4.3	71.0	24.7
	State	0.7	29.2	45.7	24.4	0.7	19.0	62.4	17.9
Female	School	0.0	17.1	40.0	42.9	0.0	17.1	71.4	11.4
	District	0.0	7.3	50.0	42.7	0.0	9.4	67.7	22.9
	State	0.3	22.5	46.9	30.2	0.4	17.2	66.1	16.3

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	12.1	45.5	42.4	0.0	10.6	72.7	16.7
	District	0.0	10.4	46.2	43.4	0.0	6.0	69.8	24.2
	State	0.2	15.1	47.5	37.3	0.2	10.0	66.5	23.3
Black	School								
	District								
	State	1.0	43.2	43.9	11.9	1.4	35.5	57.8	5.3
Hispanic	School								
	District								
	State	0.8	41.1	45.9	12.3	0.7	25.3	66.4	7.6
Asian/Pacific Islander	School								
	District								
	State	0.2	12.2	43.7	43.9	0.2	5.4	53.8	40.7
Native American	School								
	District								
	State	0.0	26.9	47.4	25.6	0.0	19.1	68.1	12.8
Multiracial/Ethnic	School								
	District								
	State	0.7	23.1	47.6	28.5	0.5	17.7	64.8	17.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	33.3	50.0	16.7	0.0	25.0	75.0	0.0
	District	0.0	18.8	56.3	25.0	0.0	9.4	75.0	15.6
	State	0.9	41.1	45.6	12.4	1.0	29.0	63.1	6.9
Not Eligible	School	0.0	7.0	43.9	49.1	0.0	8.8	70.2	21.1
	District	0.0	8.3	45.2	46.5	0.0	6.4	68.2	25.5
	State	0.2	13.9	46.8	39.1	0.2	9.3	65.1	25.4

2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	88.7		Yes	95.9		Yes	96.2	Yes		
White	100.0	Yes	100.0	Yes	88.2		Yes	96.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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 state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

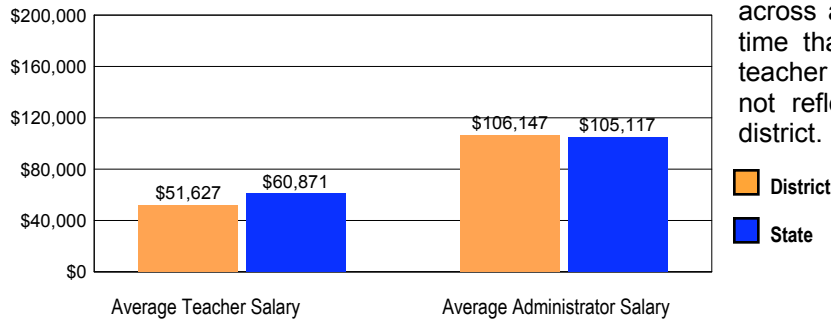
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.2	0.0	1.8	0.0	0.0	28.8	71.2	163
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	14.5	43.3	56.7	0.6	0.0
State	12.4	46.7	53.2	0.7	0.7

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

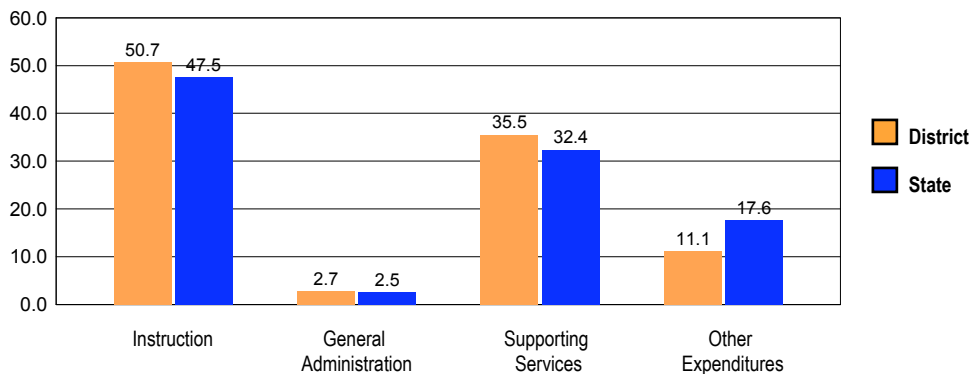
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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

EXPENDITURE BY FUNCTION 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$11,324,998	48.9	57.6	Education	\$17,221,919	76.9	72.6
Other Local Funding	\$2,536,362	10.9	7.3	Operations & Maintenance	\$1,299,525	5.8	8.5
General State Aid	\$6,466,607	27.9	18.1	Transportation	\$1,574,882	7.0	3.9
Other State Funding	\$1,981,764	8.6	9.7	Bond and Interest	\$1,206,426	5.4	6.7
Federal Funding	\$862,066	3.7	7.3	Rent	\$0	0.0	0.0
TOTAL	\$23,171,797			Municipal Retirement/ Social Security	\$549,886	2.5	1.8
				Fire Prevention & Safety	\$535,710	2.4	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	5.6
				TOTAL	\$22,388,348		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$101,783	4.26	\$4,451	\$7,737
State	**	**	\$5,808	\$9,907

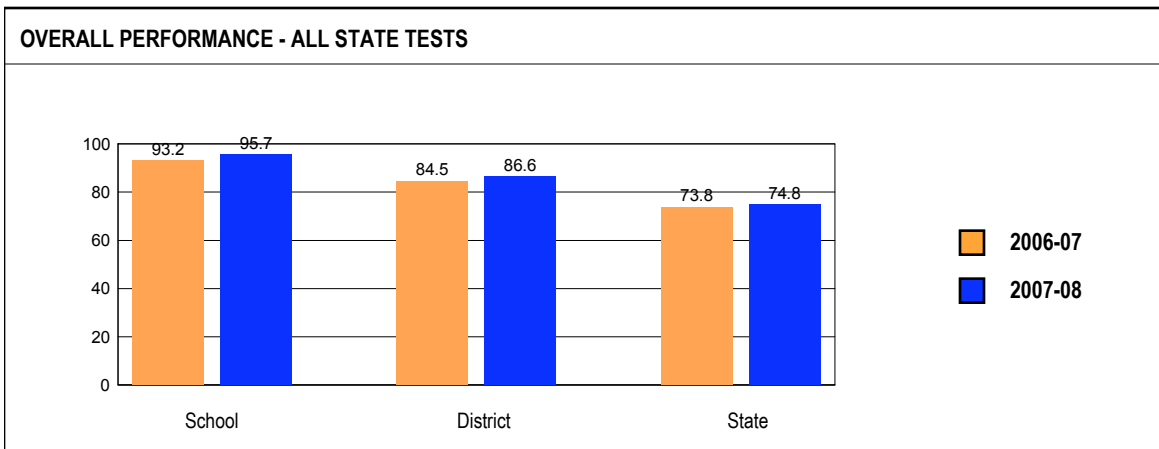
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school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

ACADEMIC PERFORMANCE

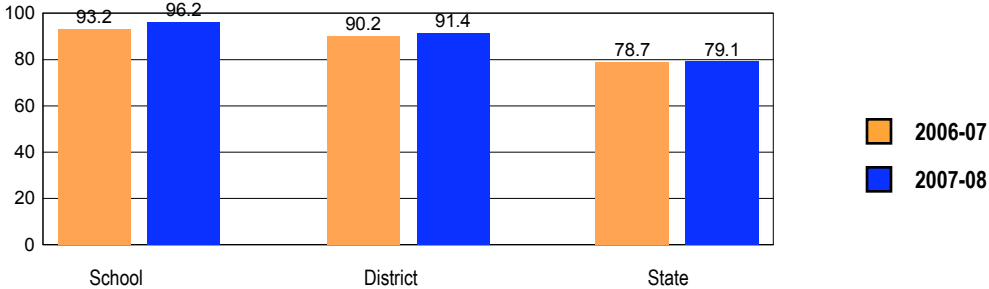
OVERALL STUDENT PERFORMANCE

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

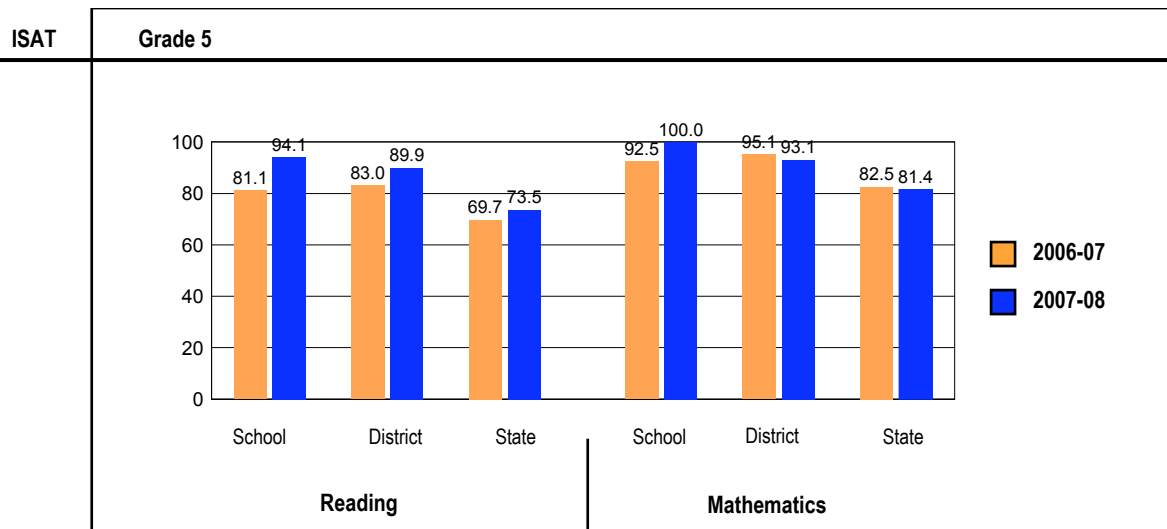
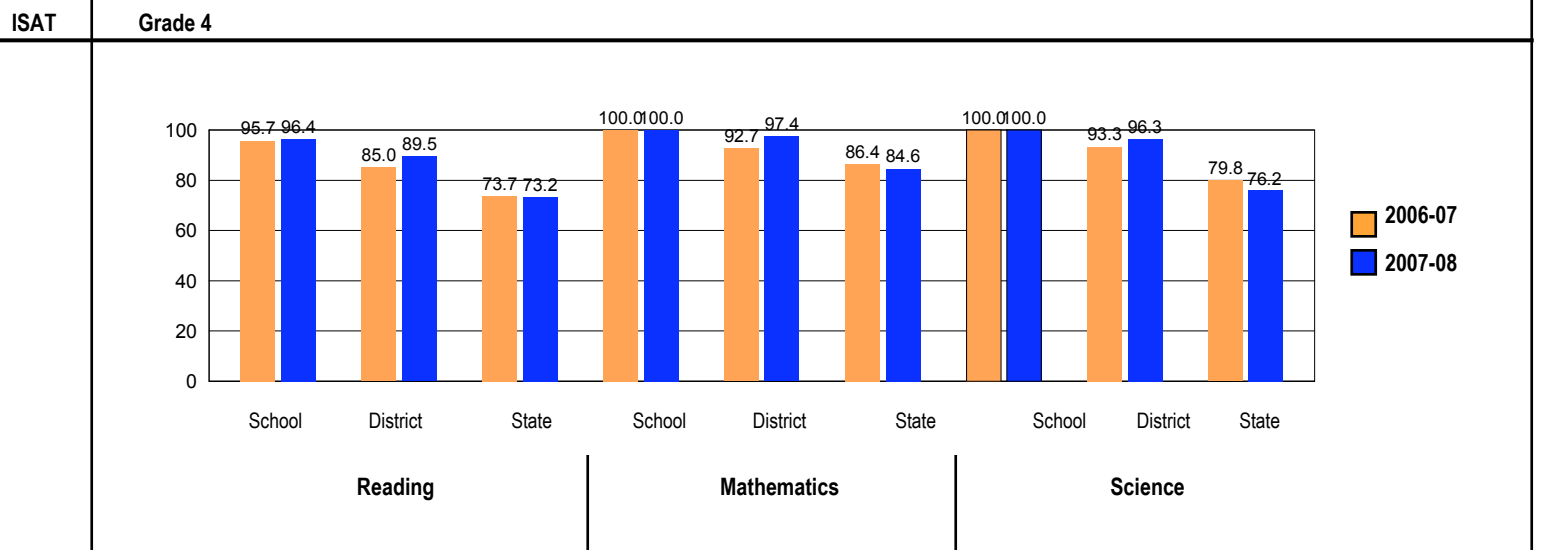
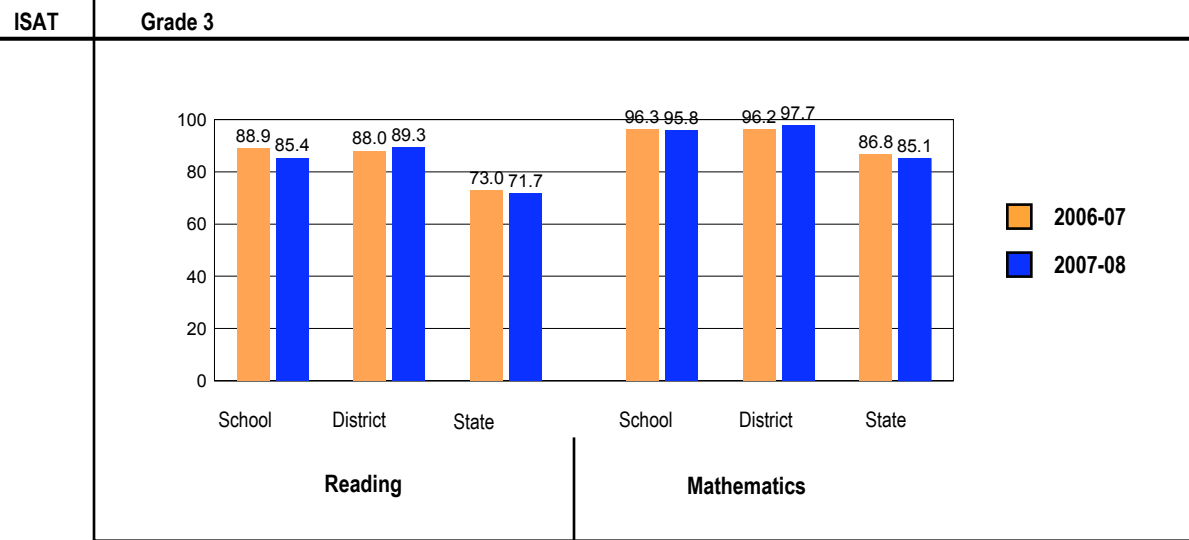


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

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



PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	156	76	80	150		3	3					18	26
	Reading	0.0	0.0	0.0	0.0								0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0								0.0	0.0
District	*Enrollment	1,442	741	701	1,390	4	24	14	3	7			121	230
	Reading	0.0	0.0	0.0	0.0		0.0	0.0					0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0					0.0	0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	56	27	29	55			1					6	10
	Science	0.0	0.0	0.0	0.0									0.0
District	*Enrollment	640	330	310	619	1	10	7	2	1			40	108
	Science	0.0	0.0	0.0	0.0		0.0						0.0	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

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

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

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

Grade 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	14.6	47.9	37.5	0.0	4.2	25.0	70.8
District	0.6	10.2	54.2	35.0	0.6	1.7	27.1	70.6
State	6.8	21.5	47.6	24.2	3.5	11.4	44.1	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	20.8	50.0	29.2	0.0	4.2	29.2	66.7
	District	1.0	11.2	56.1	31.6	1.0	2.0	21.4	75.5
	State	8.5	23.8	46.4	21.3	4.0	11.2	42.3	42.5
Female	School	0.0	8.3	45.8	45.8	0.0	4.2	20.8	75.0
	District	0.0	8.9	51.9	39.2	0.0	1.3	34.2	64.6
	State	4.9	19.1	48.8	27.2	2.9	11.6	45.9	39.5

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	15.6	48.9	35.6	0.0	4.4	24.4	71.1
	District	0.6	10.7	54.2	34.5	0.6	1.8	26.8	70.8
	State	3.1	13.4	49.6	33.9	1.0	5.4	39.1	54.5
Black	School								
	District								
	State	12.6	32.2	44.4	10.9	9.4	22.3	49.4	18.9
Hispanic	School								
	District								
	State	11.4	33.5	45.4	9.8	4.6	17.4	53.5	24.6
Asian/Pacific Islander	School								
	District								
	State	2.0	10.8	46.8	40.4	0.6	3.5	28.9	67.0
Native American	School								
	District								
	State	5.5	18.9	54.2	21.4	1.7	6.3	43.9	48.1
Multiracial/Ethnic	School								
	District								
	State	5.2	19.4	49.9	25.5	2.1	10.2	47.2	40.5

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	3.6	55.4	41.1	0.0	0.0	39.3	60.7	0.0	0.0	48.2	51.8
District	1.1	9.5	54.2	35.3	0.5	2.1	60.0	37.4	0.0	3.7	62.6	33.7
State	1.8	25.0	46.6	26.6	0.9	14.5	58.3	26.3	3.5	20.3	59.1	17.1

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	3.7	63.0	33.3	0.0	0.0	40.7	59.3	0.0	0.0	44.4	55.6
	District	2.2	15.2	53.3	29.3	1.1	4.3	55.4	39.1	0.0	6.5	55.4	38.0
	State	2.4	27.9	45.6	24.0	1.0	15.0	56.3	27.7	3.9	20.0	57.1	19.0
Female	School	0.0	3.4	48.3	48.3	0.0	0.0	37.9	62.1	0.0	0.0	51.7	48.3
	District	0.0	4.1	55.1	40.8	0.0	0.0	64.3	35.7	0.0	1.0	69.4	29.6
	State	1.2	21.9	47.7	29.3	0.7	14.0	60.4	24.9	3.1	20.6	61.2	15.1

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	3.6	54.5	41.8	0.0	0.0	38.2	61.8	0.0	0.0	47.3	52.7
	District	1.1	9.2	54.1	35.7	0.5	2.2	60.0	37.3	0.0	3.2	62.2	34.6
	State	0.8	15.4	47.2	36.6	0.3	7.2	56.0	36.5	0.9	9.7	63.8	25.5
Black	School												
	District												
	State	3.5	40.4	45.2	10.9	2.4	28.6	60.3	8.7	8.4	38.7	49.2	3.7
Hispanic	School												
	District												
	State	3.0	37.7	46.9	12.5	1.1	22.1	64.2	12.6	6.0	32.3	55.8	5.9
Asian/Pacific Islander	School												
	District												
	State	0.5	11.9	43.5	44.1	0.4	4.5	44.9	50.2	1.6	10.3	59.3	28.8
Native American	School												
	District												
	State	2.6	23.8	49.4	24.2	0.9	14.8	62.4	21.8	3.0	19.2	62.4	15.4
Multiracial/Ethnic	School												
	District												
	State	1.8	22.5	47.7	28.0	0.7	12.8	61.5	25.1	2.2	17.9	62.4	17.5

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	10.0	70.0	20.0	0.0	0.0	50.0	50.0	0.0	0.0	60.0	40.0
	District	2.5	25.0	40.0	32.5	2.5	2.5	67.5	27.5	0.0	7.5	57.5	35.0
	State	3.2	38.1	46.6	12.1	1.6	23.8	62.8	11.8	6.4	33.0	54.6	6.0
Not Eligible	School	0.0	2.2	52.2	45.7	0.0	0.0	37.0	63.0	0.0	0.0	45.7	54.3
	District	0.7	5.3	58.0	36.0	0.0	2.0	58.0	40.0	0.0	2.7	64.0	33.3
	State	0.7	14.2	46.7	38.5	0.3	6.8	54.6	38.3	1.1	9.9	62.8	26.2

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	5.9	54.9	39.2	0.0	0.0	64.7	35.3
District	0.0	10.1	47.1	42.9	0.0	6.9	69.3	23.8
State	0.5	25.9	46.3	27.3	0.5	18.1	64.2	17.1

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	12.5	41.7	45.8	0.0	0.0	58.3	41.7
	District	0.0	12.9	44.1	43.0	0.0	4.3	71.0	24.7
	State	0.7	29.2	45.7	24.4	0.7	19.0	62.4	17.9
Female	School	0.0	0.0	66.7	33.3	0.0	0.0	70.4	29.6
	District	0.0	7.3	50.0	42.7	0.0	9.4	67.7	22.9
	State	0.3	22.5	46.9	30.2	0.4	17.2	66.1	16.3

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	6.1	53.1	40.8	0.0	0.0	63.3	36.7
	District	0.0	10.4	46.2	43.4	0.0	6.0	69.8	24.2
	State	0.2	15.1	47.5	37.3	0.2	10.0	66.5	23.3
Black	School								
	District								
	State	1.0	43.2	43.9	11.9	1.4	35.5	57.8	5.3
Hispanic	School								
	District								
	State	0.8	41.1	45.9	12.3	0.7	25.3	66.4	7.6
Asian/Pacific Islander	School								
	District								
	State	0.2	12.2	43.7	43.9	0.2	5.4	53.8	40.7
Native American	School								
	District								
	State	0.0	26.9	47.4	25.6	0.0	19.1	68.1	12.8
Multiracial/Ethnic	School								
	District								
	State	0.7	23.1	47.6	28.5	0.5	17.7	64.8	17.0

2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	92.2		Yes	98.6		Yes	96.4	Yes		
White	100.0	Yes	100.0	Yes	92.0		Yes	98.5		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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 state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

NORTHSIDE SCHOOL 2008-2009 IMPROVEMENT PLAN

What do we want to <u>do</u> ?	Who needs to be <u>involved</u> ?	What <u>actions</u> are required?	How will we <u>know</u> when we have <u>done</u> it?	<u>How</u> are we doing?	Which of the core values are applied?
To gain knowledge and start to implement the principals of Response to Intervention, RtI.	Northside Teachers, Administration and Parents.	<ol style="list-style-type: none"> 1. Researching and inservicing RtI principles and guidelines.. 2. Creating a RtI procedural plan for students referred to BBT. 	<p>✓ When an RtI Procedural Plan has been created and followed.</p>		<input type="checkbox"/> <u>High Academic Expectations</u> <input type="checkbox"/> <u>Safe and Caring Environment</u> <input type="checkbox"/> Fiscal <input type="checkbox"/> Responsibility <input type="checkbox"/> Effective Communications
To develop and teach a list of literacy terms to be emphasized throughout the school year.	Northside Teachers, Administration, Parents and Students.	<ol style="list-style-type: none"> 1. Developing a list of literacy terms from local and state assessments. 2. Incorporating these terms in daily language arts instruction. 	<p>✓ When Reading Assessment scores show improvement.</p>		<input type="checkbox"/> <u>High Academic Expectations</u> <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal <input type="checkbox"/> Responsibility <input type="checkbox"/> Effective Communications
To incorporate daily math practice on multiple skills in grades K through 5.	Northside Classroom Teachers, Administration, Parents and Students.	A daily planned mini math lesson incorporating a review previously learned skills.	<p>✓ When Math Assessment scores show improvement.</p>		<input type="checkbox"/> <u>High Academic Expectations</u> <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal <input type="checkbox"/> Responsibility <input type="checkbox"/> Effective Communications

Geneseo Middle School
Geneseo CUSD 228
Geneseo, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 6 7 8

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	96.5	0.3	1.5	0.8	0.5	0.5	15.4	0.0		0.3	3.5	96.2	651
District	96.1	0.3	1.8	1.1	0.1	0.6	15.7	0.0		0.1	6.4	95.6	2,754
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

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
School	99.9
District	98.0
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	18.5	17.9	14.7	217.2
State	18.3	18.0	13.5	211.6

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School							26.5	21.1	23.7	
District							26.5	21.1	23.7	
State							22.2	21.6	21.5	

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School		45	48		45	48		120	48		45	48
District		45	48		45	48		120	48		45	48
State		54	51		43	44		104	93		43	44

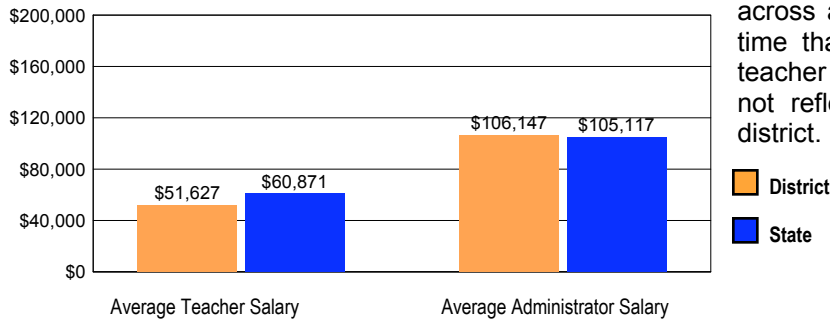
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.2	0.0	1.8	0.0	0.0	28.8	71.2	163
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	14.5	43.3	56.7	0.6	0.0
State	12.4	46.7	53.2	0.7	0.7

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

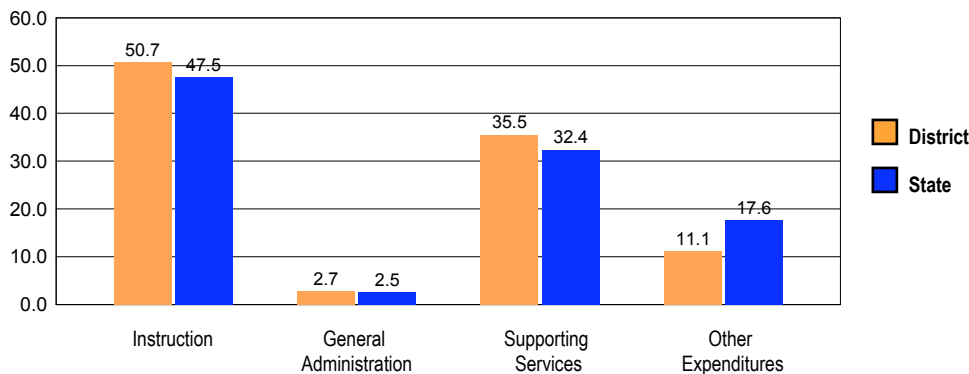
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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

EXPENDITURE BY FUNCTION 2006-07 (Percentages)



Geneseo High School
Geneseo CUSD 228
Geneseo, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 9 10 11 12

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAT with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	96.7	0.4	1.6	1.0	0.0	0.2	12.6	0.0	2.7	0.0	6.9	94.6	913
District	96.1	0.3	1.8	1.1	0.1	0.6	15.7	0.0	2.7	0.1	6.4	95.6	2,754
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5	4.1	2.5	14.9	93.3	2,074,167

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
School	94.3
District	98.0
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	18.5	17.9	14.7	217.2
State	18.3	18.0	13.5	211.6

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School										21.8
District										21.8
State										19.6

TEACHER INFORMATION (Full-Time Equivalents)

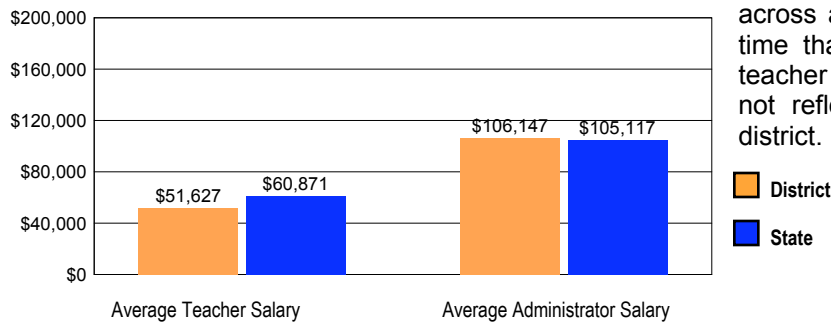
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.2	0.0	1.8	0.0	0.0	28.8	71.2	163
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	2.0	0.0
District	14.5	43.3	56.7	0.6	0.0
State	12.4	46.7	53.2	0.7	0.7

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

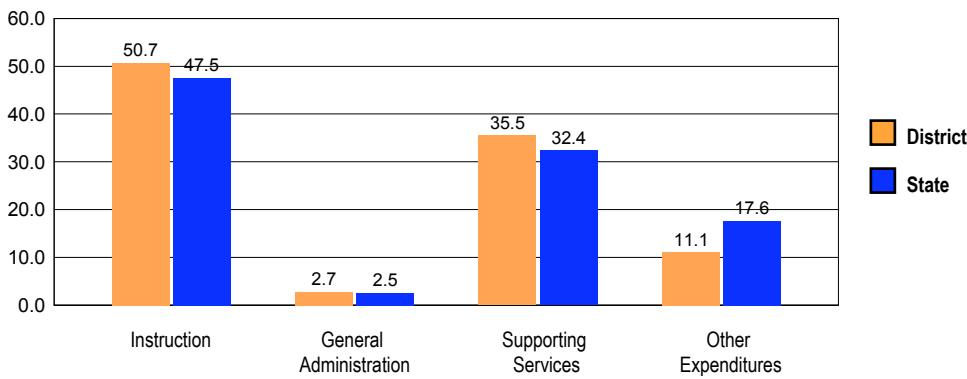
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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

EXPENDITURE BY FUNCTION 2006-07 (Percentages)



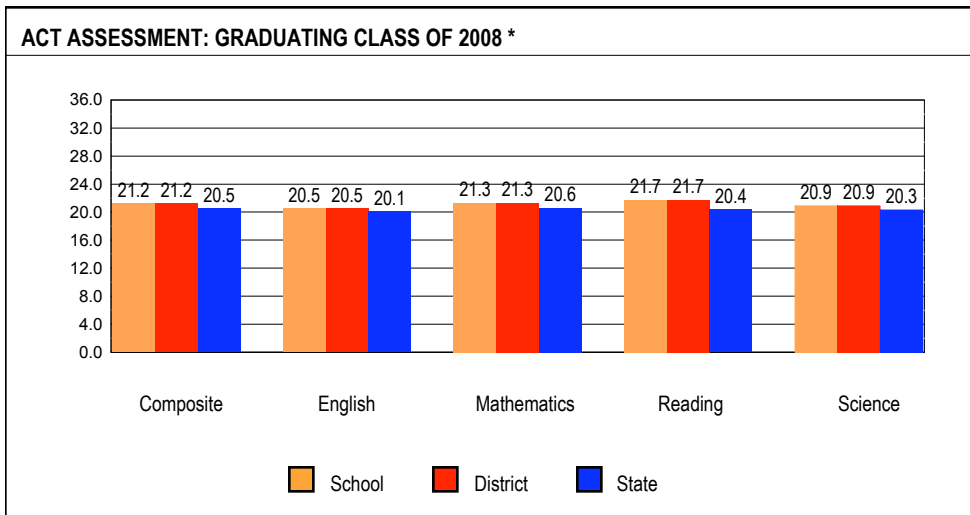
REVENUE BY SOURCE 2006-07			
	District	District %	State %
Local Property Taxes	\$11,324,998	48.9	57.6
Other Local Funding	\$2,536,362	10.9	7.3
General State Aid	\$6,466,607	27.9	18.1
Other State Funding	\$1,981,764	8.6	9.7
Federal Funding	\$862,066	3.7	7.3
TOTAL	\$23,171,797		

EXPENDITURE BY FUND 2006-07			
	District	District %	State %
Education	\$17,221,919	76.9	72.6
Operations & Maintenance	\$1,299,525	5.8	8.5
Transportation	\$1,574,882	7.0	3.9
Bond and Interest	\$1,206,426	5.4	6.7
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$549,886	2.5	1.8
Fire Prevention & Safety	\$535,710	2.4	0.9
Site & Construction/ Capital Improvement	\$0	0.0	5.6
TOTAL	\$22,388,348		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$101,783	4.26	\$4,451	\$7,737
State	**	**	\$5,808	\$9,907

** 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.

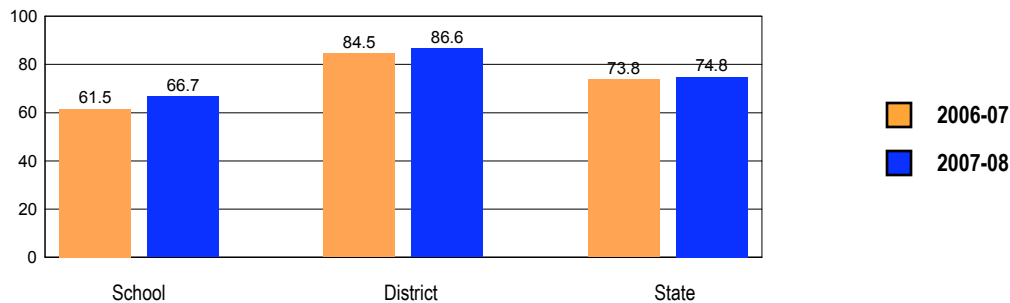
HIGH SCHOOL GRADUATION RATE													
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	91.8	90.9	92.8	91.7	0.0	100.0	100.0					83.3	54.3
District	91.8	90.9	92.8	91.7	0.0	100.0	100.0					83.3	54.3
State	86.5	84.2	88.8	92.5	74.9	75.7	93.4					81.2	78.2

OVERALL STUDENT PERFORMANCE

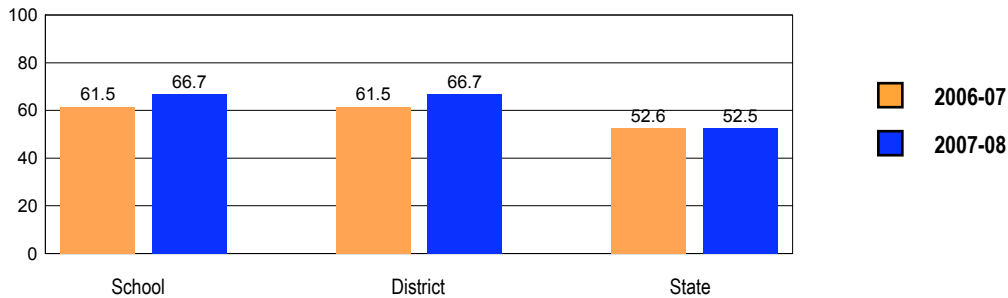
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

OVERALL PERFORMANCE - ALL STATE TESTS



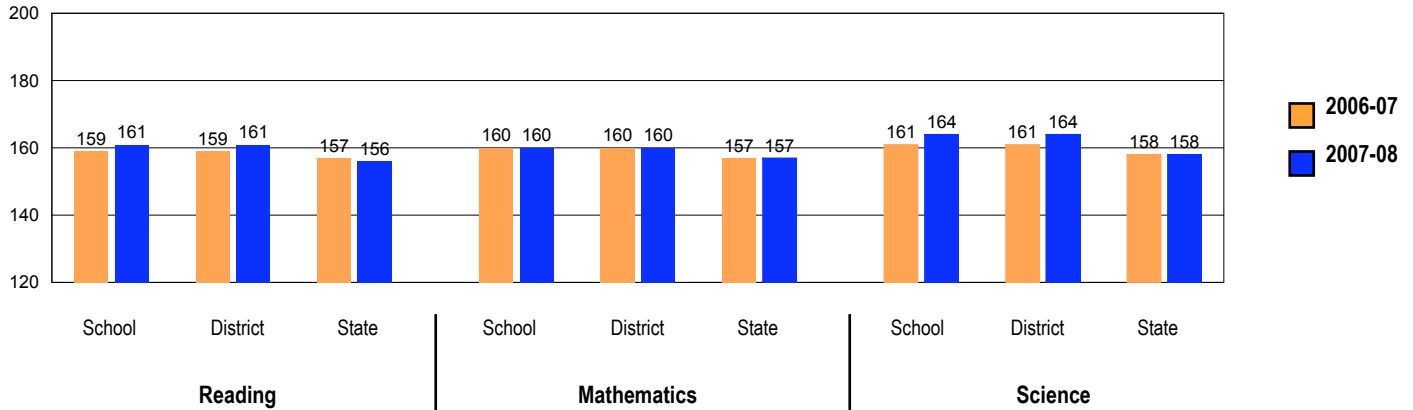
OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



PSAE PERFORMANCE

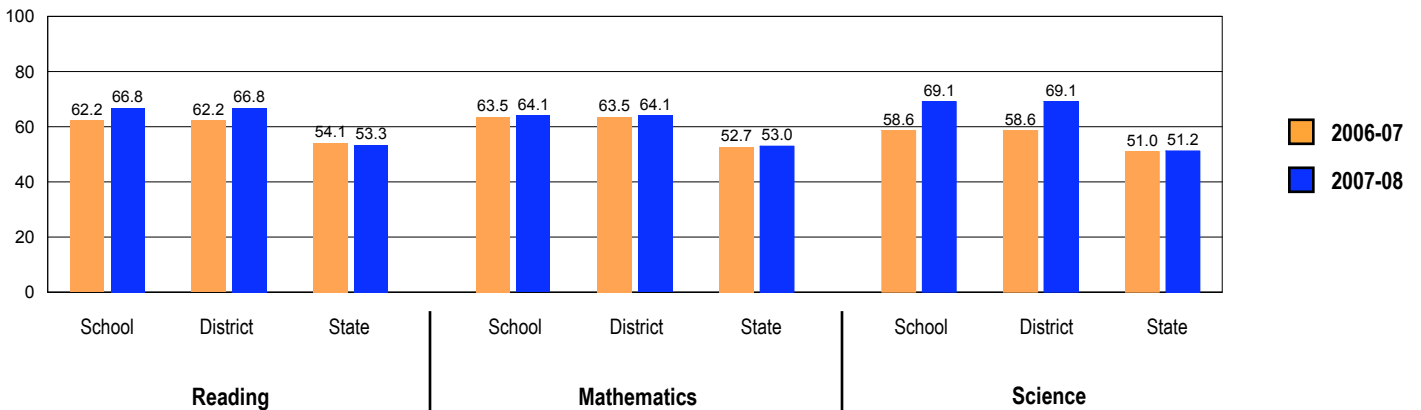
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards



Number of students in this school with PSAE scores in 2008: 223

PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	225	119	106	218	1	2	3		1			1	31
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0									0.0 0.0
District	*Enrollment	1,442	741	701	1,390	4	24	14	3	7			121	230
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0		0.0 0.0	0.0 0.0					0.0 0.0	0.0 0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading Mathematics	0.3 0.3	0.3 0.3	0.2 0.2	0.1 0.1	0.6 0.6	0.3 0.3	0.1 0.1	0.2 0.2	0.2 0.2	0.2 0.2	0.3 0.3	0.5 0.5	0.3 0.3

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	225	119	106	218	1	2	3		1			1	31
	Science	0.0	0.0	0.0	0.0									0.0
District	*Enrollment	640	330	310	619	1	10	7	2	1			40	108
	Science	0.0	0.0	0.0	0.0		0.0						0.0	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

* 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
School	5.4	27.8	53.8	13.0	7.6	28.3	52.5	11.7	5.4	25.6	52.9	16.1
District	5.4	27.8	53.8	13.0	7.6	28.3	52.5	11.7	5.4	25.6	52.9	16.1
State	10.1	36.6	42.9	10.4	11.1	35.9	42.2	10.8	9.5	39.3	40.4	10.8

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	8.5	30.8	49.6	11.1	11.1	27.4	47.0	14.5	6.0	24.8	48.7	20.5
	District	8.5	30.8	49.6	11.1	11.1	27.4	47.0	14.5	6.0	24.8	48.7	20.5
	State	12.4	36.3	41.1	10.1	11.0	33.5	42.8	12.7	10.0	35.7	40.7	13.7
Female	School	1.9	24.5	58.5	15.1	3.8	29.2	58.5	8.5	4.7	26.4	57.5	11.3
	District	1.9	24.5	58.5	15.1	3.8	29.2	58.5	8.5	4.7	26.4	57.5	11.3
	State	7.9	36.8	44.6	10.7	11.2	38.2	41.7	8.9	8.9	42.9	40.2	8.0

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	5.6	27.3	53.7	13.4	7.9	26.9	53.7	11.6	5.6	24.1	54.2	16.2
	District	5.6	27.3	53.7	13.4	7.9	26.9	53.7	11.6	5.6	24.1	54.2	16.2
	State	6.0	29.3	50.8	13.9	6.0	29.9	50.1	13.9	5.2	31.3	49.0	14.5
Black	School												
	District												
	State	20.2	54.9	23.3	1.6	27.5	51.8	19.6	1.0	21.3	60.4	17.3	1.0
Hispanic	School												
	District												
	State	18.4	50.7	28.3	2.6	17.6	49.7	30.3	2.3	16.5	55.9	25.3	2.3
Asian/Pacific Islander	School												
	District												
	State	6.3	29.8	47.3	16.6	3.7	18.9	49.0	28.5	4.6	25.1	50.1	20.2
Native American	School												
	District												
	State	9.3	40.9	40.9	8.9	11.7	40.1	40.5	7.8	12.5	38.5	39.7	9.3
Multiracial/Ethnic	School												
	District												
	State	8.0	37.6	43.3	11.1	11.1	36.6	42.4	9.9	8.4	41.1	40.4	10.0

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	19.4	29.0	48.4	3.2	12.9	58.1	25.8	3.2	12.9	45.2	38.7	3.2
	District	19.4	29.0	48.4	3.2	12.9	58.1	25.8	3.2	12.9	45.2	38.7	3.2
	State	19.6	52.0	26.2	2.3	22.3	50.3	25.5	1.9	19.4	57.0	21.7	1.9
Not Eligible	School	3.1	27.6	54.7	14.6	6.8	23.4	56.8	13.0	4.2	22.4	55.2	18.2
	District	3.1	27.6	54.7	14.6	6.8	23.4	56.8	13.0	4.2	22.4	55.2	18.2
	State	6.3	30.4	49.6	13.7	6.6	30.1	49.0	14.3	5.5	32.2	48.0	14.3

2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	66.8		Yes	64.1		Yes			91.8	Yes
White	100.0	Yes	100.0	Yes	67.1		Yes	65.3		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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 state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

What do we want to <u>do</u> ?	Who needs to be <u>involved</u> ?	What <u>actions</u> are <u>required</u> ?	How will we know when we have <u>done</u> it?	<u>How</u> are we doing?	Which of the core values are <u>applied</u> ?
80% of GHS students meet/exceed by 2012 the ACT benchmarks (Day 1 of testing) and the Work Keys benchmarks (day 2 of testing). The goal for 08/09 is 70%.	All stakeholders. Students preparing themselves for high stakes testing, teachers preparing students for testing, administration reviewing curriculum and instruction.	Review of assessment data to make adjustments to CIA (curriculum, instruction, assessments). Test item analysis, curriculum review, professional development to better equip staff to help students achieve the goal.	<p>✓ PSAE scores that arrive in late May/early June.</p>		<input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
Focused professional development activities and follow through in the areas of literacy, technology, and use of assessment data.	PIC committee, department heads, administrative teams, and staff.	Surveys of staff, planning meetings, and work with outside consultants if need be.	<p>✓ When there is a printed out professional development calendar with timelines and specific information.</p>		<input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
A vision for the Vocational department that includes a master schedule reflective of student interests and future needs.	Vocational director, high school administration, and curriculum director.	Recruitment at job fairs, advertising in college career departments, and contacts made with armed services placement group in order to hire two staff for the vocational department for the 09/10 school year.	<p>✓ The 09/10 GHS master schedule will reflect the goal.</p>		<input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications

REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$11,324,998	48.9	57.6	Education	\$17,221,919	76.9	72.6
Other Local Funding	\$2,536,362	10.9	7.3	Operations & Maintenance	\$1,299,525	5.8	8.5
General State Aid	\$6,466,607	27.9	18.1	Transportation	\$1,574,882	7.0	3.9
Other State Funding	\$1,981,764	8.6	9.7	Bond and Interest	\$1,206,426	5.4	6.7
Federal Funding	\$862,066	3.7	7.3	Rent	\$0	0.0	0.0
TOTAL	\$23,171,797			Municipal Retirement/ Social Security	\$549,886	2.5	1.8
				Fire Prevention & Safety	\$535,710	2.4	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	5.6
				TOTAL	\$22,388,348		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$101,783	4.26	\$4,451	\$7,737
State	**	**	\$5,808	\$9,907

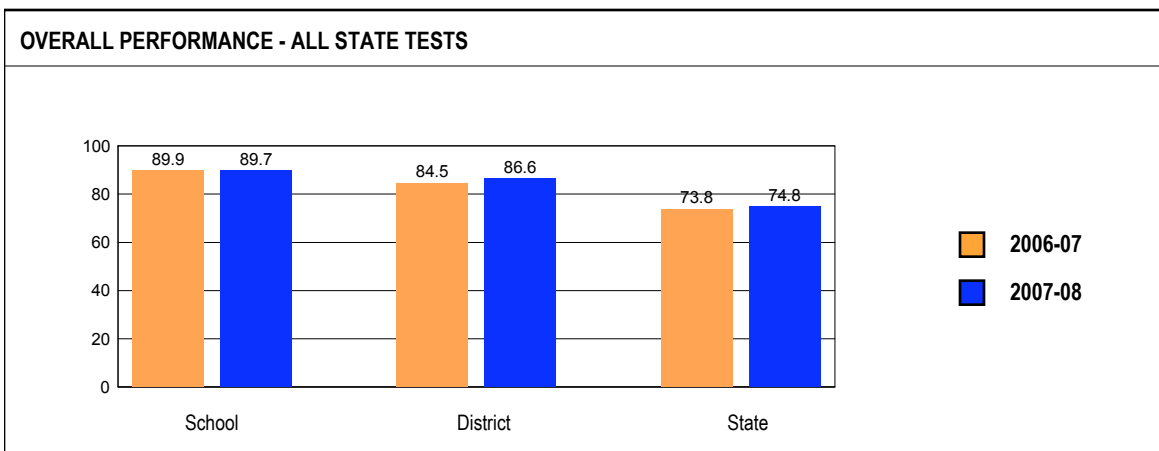
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school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

ACADEMIC PERFORMANCE

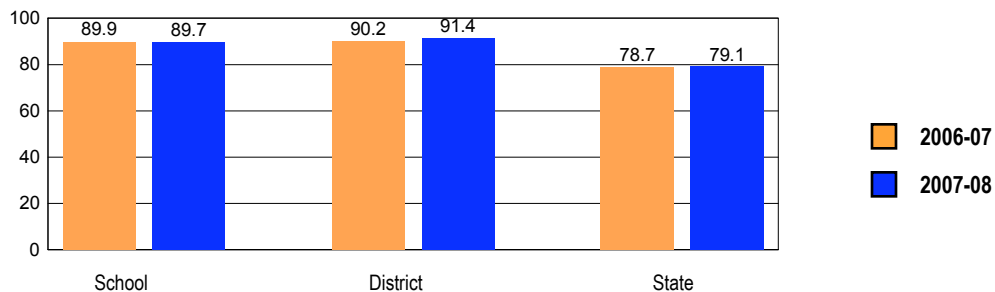
OVERALL STUDENT PERFORMANCE

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.



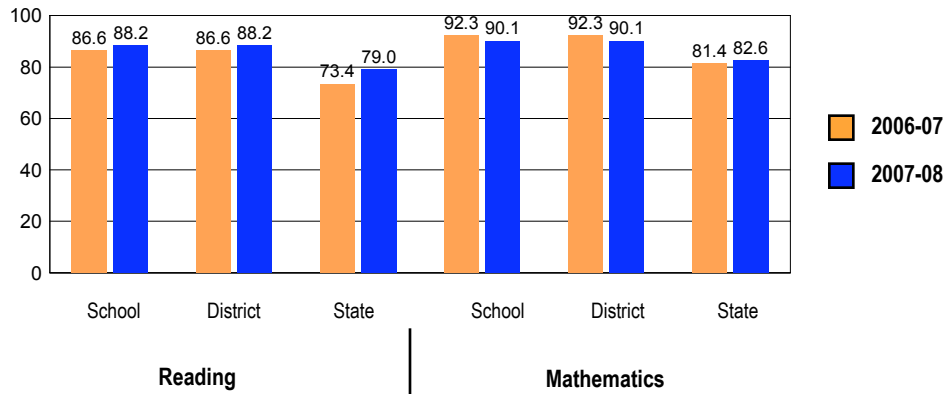
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



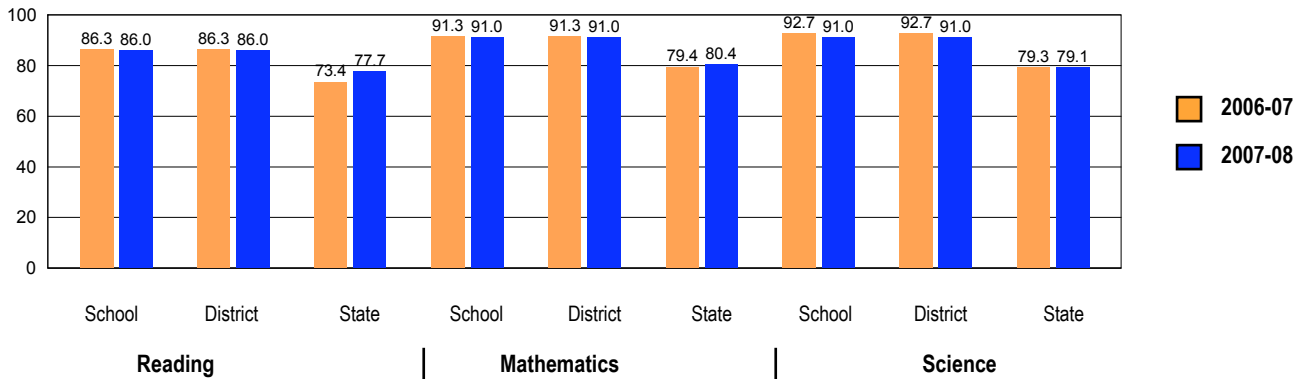
ISAT PERFORMANCE

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

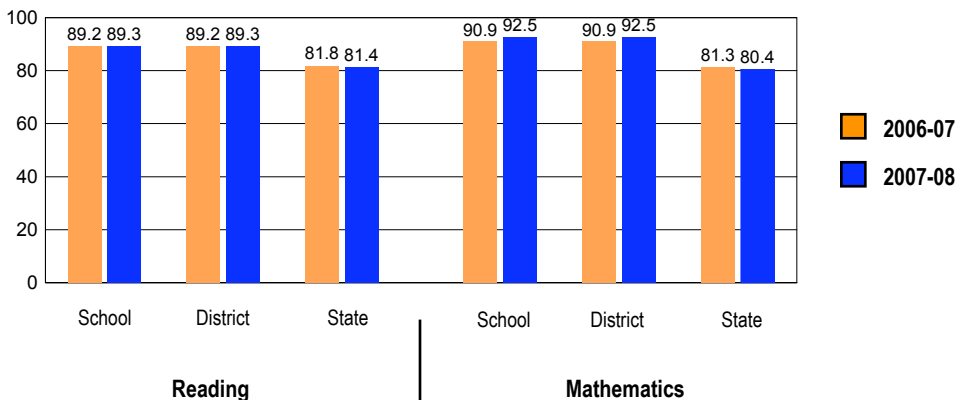
ISAT Grade 6



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 Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	653	334	319	630	2	10	5	3	3			73	97
	Reading	0.0	0.0	0.0	0.0		0.0						0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0						0.0	0.0
District	*Enrollment	1,442	741	701	1,390	4	24	14	3	7			121	230
	Reading	0.0	0.0	0.0	0.0		0.0	0.0					0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0					0.0	0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	224	119	105	215		4	3	2				24	37
	Science	0.0	0.0	0.0	0.0								0.0	0.0
District	*Enrollment	640	330	310	619	1	10	7	2	1			40	108
	Science	0.0	0.0	0.0	0.0		0.0						0.0	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

* 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 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.5	11.3	56.1	32.1	0.0	9.9	66.0	24.1
District	0.5	11.3	56.1	32.1	0.0	9.9	66.0	24.1
State	0.3	20.7	53.4	25.7	0.6	16.7	62.0	20.7

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.9	10.0	59.1	30.0	0.0	9.1	70.0	20.9
	District	0.9	10.0	59.1	30.0	0.0	9.1	70.0	20.9
	State	0.4	23.9	53.0	22.7	0.8	18.4	59.9	20.9
Female	School	0.0	12.7	52.9	34.3	0.0	10.8	61.8	27.5
	District	0.0	12.7	52.9	34.3	0.0	10.8	61.8	27.5
	State	0.2	17.3	53.7	28.8	0.4	15.1	64.1	20.4

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.5	11.5	55.5	32.5	0.0	10.0	65.6	24.4
	District	0.5	11.5	55.5	32.5	0.0	10.0	65.6	24.4
	State	0.1	11.8	53.1	35.0	0.2	8.9	63.4	27.5
Black	School								
	District								
	State	0.7	35.9	53.4	10.0	1.6	34.8	56.9	6.7
Hispanic	School								
	District								
	State	0.4	31.7	55.4	12.5	0.7	22.2	65.6	11.5
Asian/Pacific Islander	School								
	District								
	State	0.1	8.2	46.1	45.7	0.1	5.1	47.3	47.5
Native American	School								
	District								
	State	0.4	19.4	50.6	29.5	1.3	16.8	64.7	17.2
Multiracial/Ethnic	School								
	District								
	State	0.2	17.1	55.0	27.7	0.5	14.6	64.1	20.8

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	3.8	57.7	38.5	0.0	0.0	61.5	38.5	0.0
	District	3.8	57.7	38.5	0.0	0.0	61.5	38.5	0.0
	State	1.6	55.4	37.0	5.9	3.1	44.9	47.3	4.8
Non-IEP	School	0.0	4.8	58.6	36.6	0.0	2.7	69.9	27.4
	District	0.0	4.8	58.6	36.6	0.0	2.7	69.9	27.4
	State	0.1	15.3	55.9	28.7	0.2	12.5	64.2	23.1

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	3.3	23.3	53.3	20.0	0.0	20.0	70.0	10.0
	District	3.3	23.3	53.3	20.0	0.0	20.0	70.0	10.0
	State	0.5	33.1	54.7	11.7	1.1	27.3	62.3	9.3
Not Eligible	School	0.0	9.3	56.6	34.1	0.0	8.2	65.4	26.4
	District	0.0	9.3	56.6	34.1	0.0	8.2	65.4	26.4
	State	0.1	10.9	52.3	36.7	0.2	8.4	61.7	29.7

Grade 7

Grade 7 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	14.0	60.4	25.7	0.0	9.0	48.0	43.0	0.9	8.1	48.9	42.1
District	0.0	14.0	60.4	25.7	0.0	9.0	48.0	43.0	0.9	8.1	48.9	42.1
State	0.5	21.8	59.1	18.6	1.8	17.8	54.5	25.9	6.4	14.5	55.8	23.4

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	21.2	57.6	21.2	0.0	8.5	45.3	46.2	0.9	6.0	49.6	43.6
	District	0.0	21.2	57.6	21.2	0.0	8.5	45.3	46.2	0.9	6.0	49.6	43.6
	State	0.8	25.5	57.8	16.0	2.2	18.7	52.1	26.9	7.0	13.6	53.3	26.1
Female	School	0.0	5.8	63.5	30.8	0.0	9.6	51.0	39.4	1.0	10.6	48.1	40.4
	District	0.0	5.8	63.5	30.8	0.0	9.6	51.0	39.4	1.0	10.6	48.1	40.4
	State	0.3	17.9	60.4	21.4	1.3	16.8	56.9	24.9	5.8	15.3	58.4	20.5

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	13.6	59.8	26.6	0.0	8.5	48.4	43.2	0.9	7.5	48.4	43.2
	District	0.0	13.6	59.8	26.6	0.0	8.5	48.4	43.2	0.9	7.5	48.4	43.2
	State	0.3	14.2	60.3	25.2	0.8	10.3	53.9	34.9	2.8	7.5	55.5	34.2
Black	School												
	District												
	State	1.0	35.3	56.3	7.4	4.4	35.9	52.0	7.7	13.9	27.3	53.7	5.1
Hispanic	School												
	District												
	State	0.8	31.6	59.7	7.9	2.0	22.7	61.1	14.3	9.8	22.6	59.1	8.4
Asian/Pacific Islander	School												
	District												
	State	0.2	8.3	54.1	37.4	0.6	5.3	39.2	54.9	2.1	6.0	50.7	41.2
Native American	School												
	District												
	State	0.0	20.4	63.7	15.9	0.8	17.3	60.2	21.7	4.4	9.7	64.5	21.4
Multiracial/Ethnic	School												
	District												
	State	0.4	19.9	59.3	20.4	1.4	16.8	57.4	24.4	5.6	12.8	59.6	22.1

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	56.5	43.5	0.0	0.0	30.4	69.6	0.0	0.0	17.4	69.6	13.0
	District	0.0	56.5	43.5	0.0	0.0	30.4	69.6	0.0	0.0	17.4	69.6	13.0
	State	2.8	59.2	34.9	3.2	8.8	46.0	39.8	5.4	22.3	28.4	42.8	6.5
Non-IEP	School	0.0	9.0	62.3	28.6	0.0	6.6	45.5	48.0	1.0	7.1	46.5	45.5
	District	0.0	9.0	62.3	28.6	0.0	6.6	45.5	48.0	1.0	7.1	46.5	45.5
	State	0.2	16.1	62.8	21.0	0.7	13.5	56.7	29.0	4.0	12.3	57.7	25.9

Grade 7 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	11.1	77.8	11.1	0.0	14.3	60.0	25.7	0.0	8.6	51.4	40.0
	District	0.0	11.1	77.8	11.1	0.0	14.3	60.0	25.7	0.0	8.6	51.4	40.0
	State	0.9	33.8	57.5	7.7	3.1	28.5	57.0	11.4	11.3	23.7	56.7	8.2
Not Eligible	School	0.0	14.5	57.0	28.5	0.0	8.1	45.7	46.2	1.1	8.1	48.4	42.5
	District	0.0	14.5	57.0	28.5	0.0	8.1	45.7	46.2	1.1	8.1	48.4	42.5
	State	0.2	12.8	60.3	26.7	0.8	9.8	52.6	36.8	2.7	7.6	55.1	34.6

Grade 8

Grade 8 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.5	10.3	77.6	11.7	1.9	5.6	55.1	37.4
District	0.5	10.3	77.6	11.7	1.9	5.6	55.1	37.4
State	0.4	18.2	73.0	8.4	1.6	18.0	53.1	27.2

Grade 8 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	1.0	13.6	73.8	11.7	2.9	5.8	52.4	38.8
	District	1.0	13.6	73.8	11.7	2.9	5.8	52.4	38.8
	State	0.5	22.0	69.8	7.7	1.9	18.9	51.2	28.0
Female	School	0.0	7.2	81.1	11.7	0.9	5.4	57.7	36.0
	District	0.0	7.2	81.1	11.7	0.9	5.4	57.7	36.0
	State	0.2	14.3	76.4	9.1	1.4	17.0	55.2	26.5

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.5	10.3	76.8	12.3	1.5	5.4	55.7	37.4
	District	0.5	10.3	76.8	12.3	1.5	5.4	55.7	37.4
	State	0.2	11.6	76.4	11.8	0.8	10.3	52.3	36.6
Black	School								
	District								
	State	0.8	30.5	66.7	2.0	3.8	35.3	51.9	9.1
Hispanic	School								
	District								
	State	0.4	26.1	70.3	3.2	1.9	23.6	59.9	14.6
Asian/Pacific Islander	School								
	District								
	State	0.1	7.5	72.4	20.1	0.5	5.6	37.2	56.6
Native American	School								
	District								
	State	0.8	17.4	74.3	7.5	1.2	16.5	61.2	21.1
Multiracial/Ethnic	School								
	District								
	State	0.3	15.0	75.0	9.7	1.6	17.1	55.0	26.3

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	4.8	57.1	38.1	0.0	14.3	38.1	42.9	4.8
	District	4.8	57.1	38.1	0.0	14.3	38.1	42.9	4.8
	State	2.0	55.7	41.4	0.9	7.6	49.2	38.7	4.5
Non-IEP	School	0.0	5.2	81.9	13.0	0.5	2.1	56.5	40.9
	District	0.0	5.2	81.9	13.0	0.5	2.1	56.5	40.9
	State	0.1	12.4	77.9	9.5	0.7	13.2	55.4	30.7

Grade 8 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	3.4	13.8	65.5	17.2	3.4	10.3	62.1	24.1
	District	3.4	13.8	65.5	17.2	3.4	10.3	62.1	24.1
	State	0.7	28.9	67.8	2.6	2.8	29.0	56.1	12.2
Not Eligible	School	0.0	9.7	79.5	10.8	1.6	4.9	54.1	39.5
	District	0.0	9.7	79.5	10.8	1.6	4.9	54.1	39.5
	State	0.2	10.5	76.8	12.6	0.8	10.0	51.0	38.1

2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	88.4		Yes	92.2		Yes	96.2	Yes		
White	100.0	Yes	100.0	Yes	88.5		Yes	92.5		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	42.2	33.7	Yes	56.3		Yes	95.9			
Economically Disadvantaged	100.0	Yes	100.0	Yes	82.2		Yes	84.3		Yes				

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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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 state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

What do we want to do?	<u>Who</u> needs to be involved?	What <u>actions</u> are required?	How will we <u>know</u> when we have done it?
Improve communication between the grade levels.	Grade level leaders and counselors.	Have team leaders and counselors meet each month to discuss and inform the other grade levels about issues each is facing.	✓ A meeting schedule will be created and general agenda topics will be identified.
To better inform grade levels of student recommendations and concerns identified by the previous years teachers.	Counselors and Team Leaders.	Set a meeting at the beginning of the year, end of the first semester, and end of the second semester to share information.	✓ Create a schedule and maintain meeting minutes.
Create a program to promote safe communication of student concerns to teachers/administrators.	The Middle School Administration and the faculty and staff.	Create a plan for a "Mutual Respect" program that emphasizes positive student behavior and interaction.	✓ Plan is created, approved, and implemented by the faculty.
Select specific data based intervention program(s) for used in each grade level.	Building Based Team, the faculty and administration.	The BBT has identified some programs available. They should make a final selection in August of 2008.	✓ When the intervention program is being implemented and results are recorded and studied.
Utilize teaming to directly impact student achievement and teaching	All team teachers, building level administrators, encore/exploratory teachers.	Teams discuss focused items weekly: curriculum, student issues, and common core values/procedures.	<ul style="list-style-type: none"> ✓ Increase interdisciplinary opportunities ✓ Increase cohesive professionalism ✓ Increase opportunities for greater student achievement
Improve literacy	All stakeholders. Gretchen Courtney Associates.	Identify areas of deficiencies in regards to literacy. Begin having the English department teach specific reading strategies. Follow up English department efforts with strategies being implemented in other core area classes. Participate in reading audit and utilize information from audit to address issues. Utilize reading interventionist.	<ul style="list-style-type: none"> ✓ Increase student reading comprehension. ✓ Increase staff comfort level of utilizing reading strategies across the content areas.
Increase validity of Explore test	Administration, counselors, teachers, support staff, curriculum director	Increase the validity of the Explore test as an indicator of student success as they exit the middle school. Use the scores to examine areas of success and deficiency.	✓ Explore scores will indicate what is working well in our curriculum and where students are struggling. Information will be relevant and useable to staff to be able to address curriculum.