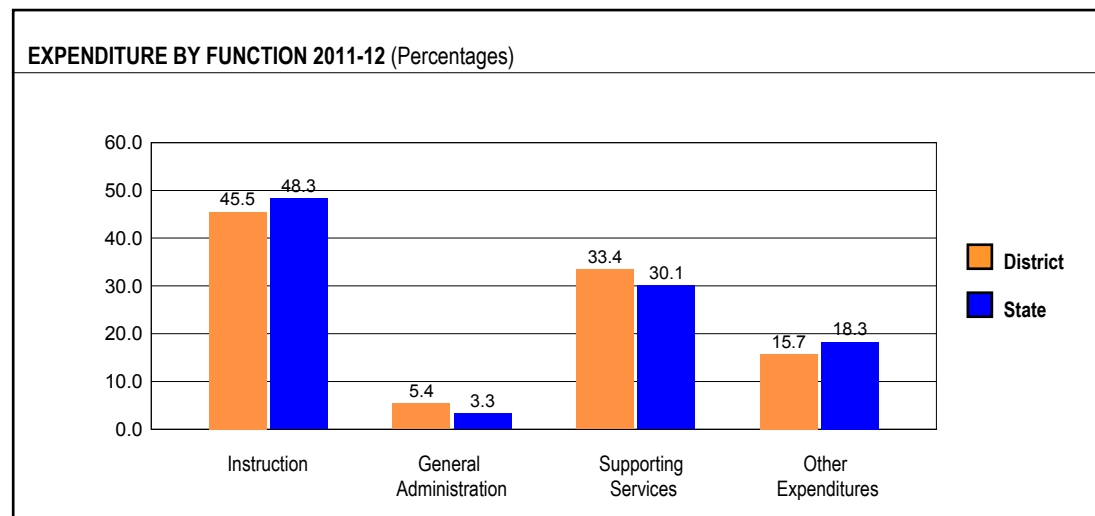


TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	80			50			145			50		
District	80			50			145			50		
State	62			31			142			30		

TEACHER INFORMATION	
	% of Classes Not Taught by Highly Qualified Teachers
School	0.0
District	0.0
State	0.2

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2011-12			
	District	District %	State %
Local Property Taxes	\$2,142,827	33.3	61.1
Other Local Funding	\$383,707	6.0	4.8
General State Aid	\$2,828,777	44.0	16.4
Other State Funding	\$566,603	8.8	9.7
Federal Funding	\$511,814	8.0	8.1
TOTAL	\$6,433,728		

EXPENDITURE BY FUND 2011-12			
	District	District %	State %
Education	\$5,554,805	70.9	73.4
Operations & Maintenance	\$684,552	8.7	6.2
Transportation	\$546,315	7.0	3.7
Debt Service	\$589,586	7.5	7.6
Tort	\$190,394	2.4	1.2
Municipal Retirement/ Social Security	\$257,012	3.3	2.0
Fire Prevention & Safety	\$9,831	0.1	0.7
Capital Projects	\$0	0.0	5.2
TOTAL	\$7,832,495		

OTHER FINANCIAL INDICATORS				
	2010 Equalized Assessed Valuation per Pupil	2010 Total School Tax Rate per \$100	2011-12 Instructional Expenditure per Pupil	2011-12 Operating Expenditure per Pupil
District	\$85,820	3.46	\$5,306	\$9,668
State	**	**	\$6,974	\$11,842

** 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.

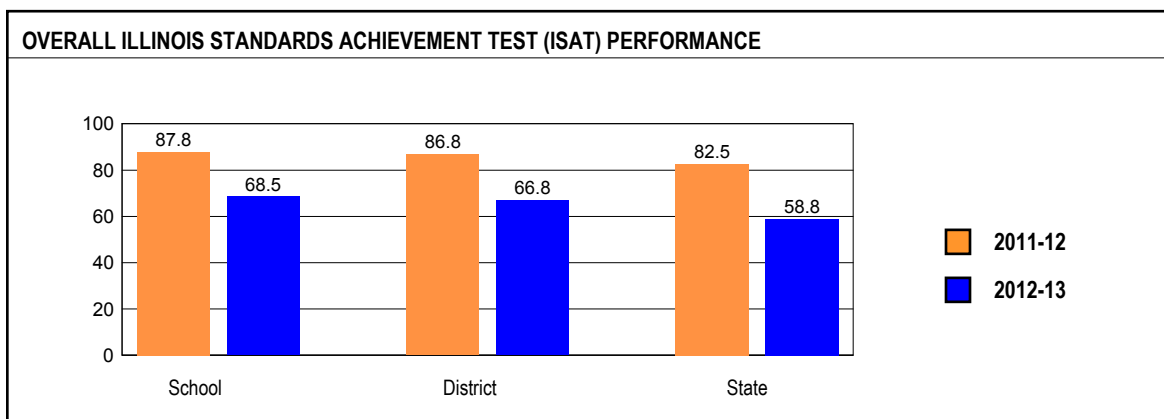
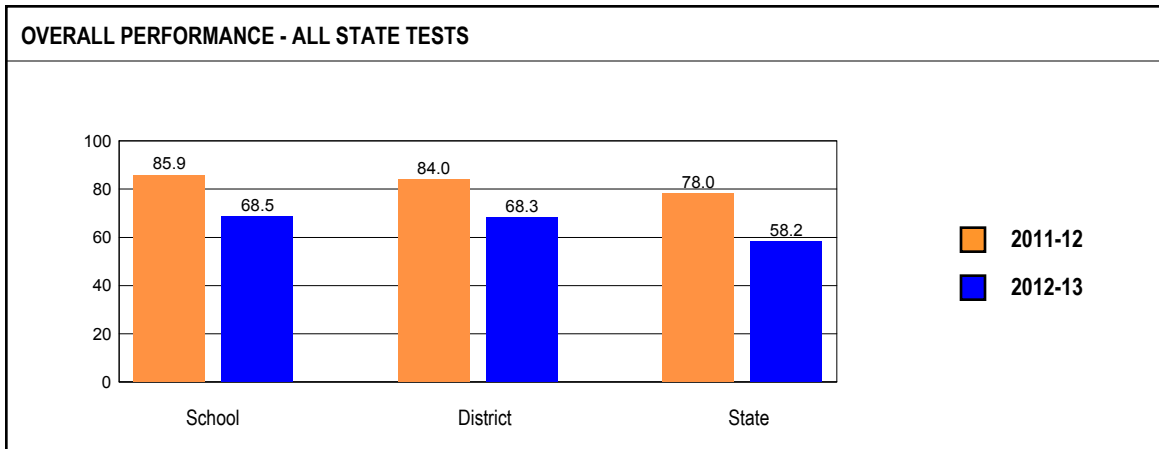
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

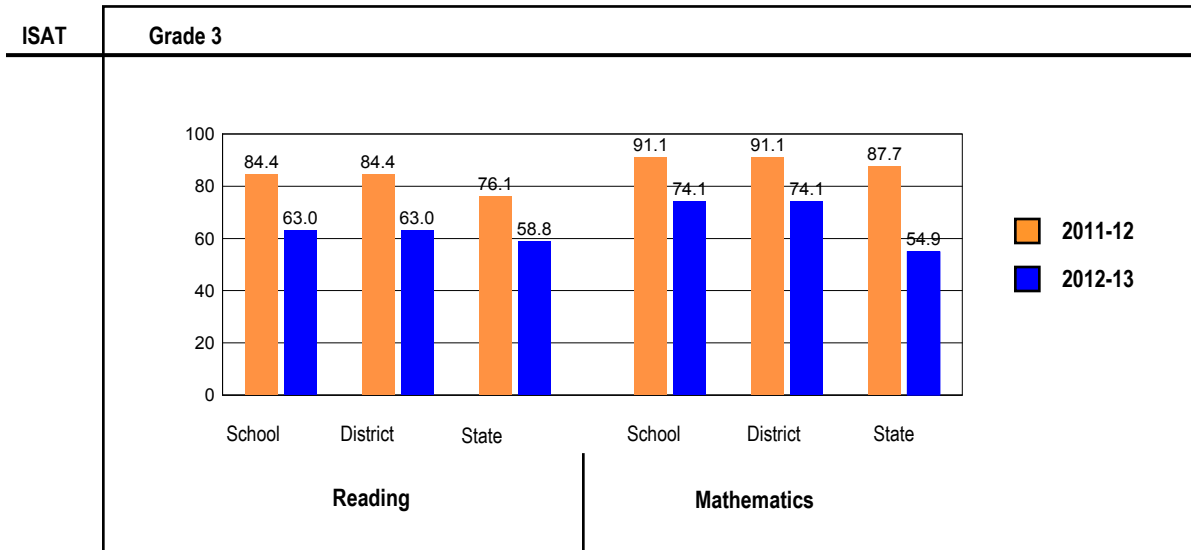
OVERALL STUDENT PERFORMANCE

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 and mathematics. The ISAT reading and math cut scores were reset for school year 2013. Starting in 2013, Illinois raised the performance cut scores in reading and math to align with college and career ready expectations.



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															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	54	30	24	51	1	0	2	0	0	0	0	0	7	23
	Reading	0.0	0.0	0.0	0.0										0.0
District	*Enrollment	362	180	182	348	3	0	4	0	2	5	0	0	58	148
	Reading	0.3	0.6	0.0	0.3									0.0	0.0
State	*Enrollment	1,067,095	545,884	521,053	542,053	188,403	253,427	46,751	1,561	3,694	30,704	73,555	276	143,695	542,427
	Reading	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.4	0.4	0.6	1.1	0.8	0.5

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	54	30	24	51	1	0	2	0	0	0	0	0	7	23
	Mathematics	0.0	0.0	0.0	0.0										0.0
District	*Enrollment	362	180	182	348	3	0	4	0	2	5	0	0	58	148
	Mathematics	0.0	0.0	0.0	0.0									0.0	0.0
State	*Enrollment	1,068,846	546,846	521,842	542,440	188,509	254,061	47,334	1,565	3,709	30,726	75,331	278	143,714	543,668
	Mathematics	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.3	0.4	0.3	0.7	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 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	5.6	31.5	35.2	27.8	1.9	24.1	59.3	14.8
District	5.6	31.5	35.2	27.8	1.9	24.1	59.3	14.8
State	6.7	34.5	39.4	19.4	6.9	38.2	43.7	11.1

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	6.7	26.7	43.3	23.3	0.0	23.3	66.7	10.0
	District	6.7	26.7	43.3	23.3	0.0	23.3	66.7	10.0
	State	8.2	37.6	38.2	16.0	7.2	37.1	43.9	11.8
Female	School	4.2	37.5	25.0	33.3	4.2	25.0	50.0	20.8
	District	4.2	37.5	25.0	33.3	4.2	25.0	50.0	20.8
	State	5.1	31.3	40.7	23.0	6.6	39.4	43.5	10.4

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	5.9	33.3	33.3	27.5	2.0	25.5	58.8	13.7
	District	5.9	33.3	33.3	27.5	2.0	25.5	58.8	13.7
	State	3.3	25.2	44.7	26.8	3.0	28.8	53.2	15.0
Black	School								
	District								
	State	11.8	47.7	32.4	8.1	15.5	53.5	27.9	3.1
Hispanic	School								
	District								
	State	10.8	46.7	33.2	9.3	9.6	50.0	35.5	4.9
Asian	School								
	District								
	State	2.2	18.1	42.5	37.1	2.2	18.0	47.4	32.4
Native Hawaiian/Pacific Islander	School								
	District								
	State	7.5	34.0	38.5	20.0	6.5	35.8	45.3	12.4
American Indian	School								
	District								
	State	8.7	41.6	36.7	13.0	7.2	46.8	38.9	7.2
Two or More Races	School								
	District								
	State	4.7	30.3	41.6	23.4	5.9	35.7	44.8	13.6

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	13.0	39.1	39.1	8.7	4.3	43.5	47.8	4.3
	District	13.0	39.1	39.1	8.7	4.3	43.5	47.8	4.3
	State	10.6	46.1	34.4	8.9	11.1	50.0	34.6	4.3
Not Eligible	School	0.0	25.8	32.3	41.9	0.0	9.7	67.7	22.6
	District	0.0	25.8	32.3	41.9	0.0	9.7	67.7	22.6
	State	2.1	20.9	45.3	31.7	2.1	24.5	54.4	19.1

2013 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

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

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2013-14 Federal Improvement Status	
2013-14 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		92.5			92.5			92.0		85.0	
All	100.0	Yes	100.0	Yes	63.0	59.8	Yes	74.1	57.3	Yes	95.2	Yes		
White	100.0	Yes	100.0	Yes	60.8		No	72.5		No				
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian Two or More Races														
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 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 92% attendance rate for non-high schools.
4. At least 85% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

* Includes only students enrolled as of 05/01/2012.

** Safe Harbor Targets of 92.5% 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.