

October 2009

Dear Oak Park Families:

Oak Park Elementary School District 97 has established a strong tradition of educational excellence for all children. We are proud of our collaborative efforts to create a learning environment in which all students are challenged to perform to their highest potential. One measure of our success is our performance on the Illinois Standard Achievement Test, ISAT, which measures individual student achievement and shows how well students and schools are performing relative to the state's learning standards.

Each year the Illinois State Board of Education publishes an Illinois School Report Card for parents and community. This report contains information on ISAT tests taken in the spring of 2009. Also included in this report is information that compares our district and schools to other districts and schools in Illinois in the areas of per pupil expenditures, class size, instructional setting and finances.

This year's report card is a direct result of the support of our community, the dedication of our professional staff, and the efforts of our students and families. All of you have shared in District 97's accomplishments, and together we can move our district to a higher level of excellence.

You can access the state report card by logging on to the District 97 website at www.op97.org. Click on State Report Cards and then click on your child's school. If you prefer, you may request a printed copy of the report card by contacting Penny Sylvester at 524-3017 or psylvester@op97.org.

Working on behalf of the children,

Constance R. Collins, Ph.D.
Superintendent

Oak Park Elementary School District 97
District Goals
2009 – 2010

Oak Park Elementary School District 97 is committed to providing an exemplary education to all students. To provide a rigorous academic environment supported by caring, highly qualified staff members and administrators, the Board of Education and Administration have identified the following district-wide goals:

1. Demonstrate improvement in student performance and social interactions.
2. Guide the development and implementation of consistent, focused professional development based on District needs.
3. Lead the implementation of 21st century technology learning tools.
4. Improve fiscal stewardship by monitoring and communicating cost efficiencies/savings and revenue enhancements.
5. Develop all staff to improve the quality of classroom performance.
6. Improve the quality and flow of communications with all stakeholders.

In addition, goals have been established for use within each elementary school and middle school. Building administrators work collaboratively with staff and parents to develop school improvement plans based on these goals:

1. Student Achievement
2. Closing the Achievement Gap
3. Climate
4. Communication

District 97 has also identified essential, cross-disciplinary qualities that a successful student must possess before completing their education. These qualities that have been identified as essential both across the curriculum and beyond the classroom are:

1. Knowledgeable Persons
2. Socially Responsible Citizens
3. Quality Producers
4. Effective Communicators
5. Collaborative Workers
6. Critical Thinkers

Finally, District employees are encouraged to develop personal goals that relate to professional responsibilities. Lifelong learning is a key component of a growing, vital educational institution and Oak Park Elementary School District 97 strongly supports opportunities for professional development.



October 2009

Dear Parents and Guardians,

The School Report Card provides you with valuable information about Beye School. The demographics help describe characteristics of Beye School and compare our school profile with other schools in District 97 and the State of Illinois. The test scores for students in third, fourth and fifth grades on the Illinois Standards Achievement Tests are indicators of the general achievement of students in those grades based on exams that were administered to public school students throughout the state last March. Individual test results were returned directly to parents earlier this fall.

Our ongoing goals are to decrease the number of students who fall below standards and to increase the number of students who meet or exceed standards, while we eliminate achievement gaps between subgroups of students. We are happy to report that at the school level we have continued to make progress in getting more students performing at or above grade level, and in closing achievement gaps. Our achievement gap is still slightly larger in reading, and so you'll continue to see a focus on language arts that directly reflects the need indicated by these ISAT scores and by our own assessments.

Our larger goal is for all students to do very well in school every day as joyful and engaged learners who are able to demonstrate their knowledge in a variety of ways. We believe that the work students do day in and day out is the best indicator of progress, telling a story no single test or score can summarize.

We invite parents and students to contact us with questions or concerns about these test scores or anything related to student achievement.

Sincerely,

Jonathan Ellwanger
Principal

William Beye Elem School
Oak Park ESD 97
Oak Park, 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.

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	58.1	25.5	3.0	4.3	0.0	9.1	18.4	2.8		0.3	7.0	95.7	396
District	56.9	25.8	3.8	4.3	0.0	9.2	17.1	1.6		0.1	5.5	95.4	5,247
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

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

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

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

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

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	99.9	--	--	--	--
District	100.0	15.8		11.6	172.0
State	96.7	18.4		13.3	201.8

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

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	18.5	18.3	17.5	17.8	19.3	17.5				
District	18.0	18.8	19.0	18.7	18.1	19.8				
State	20.5	20.9	21.3	21.8	22.2	22.6				

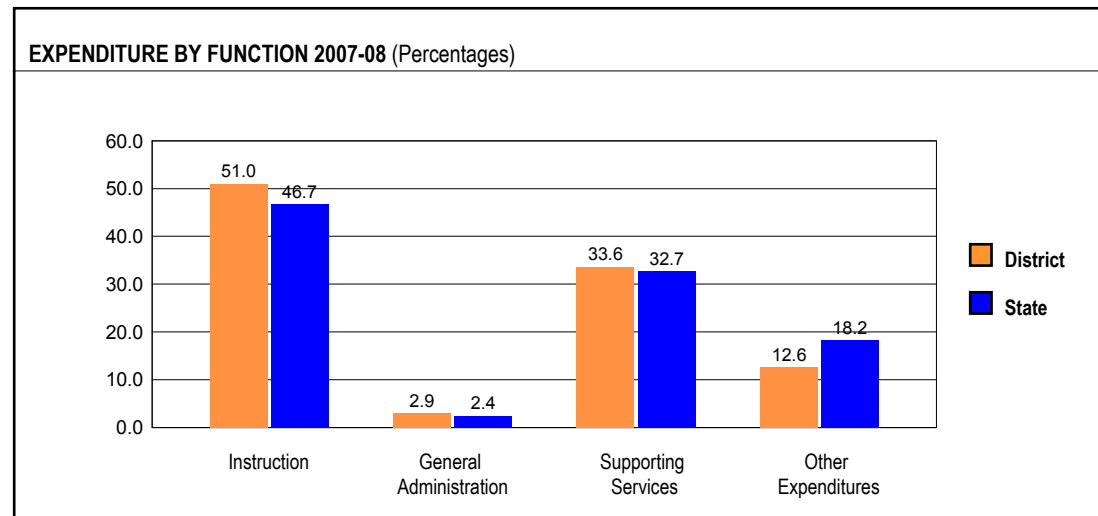
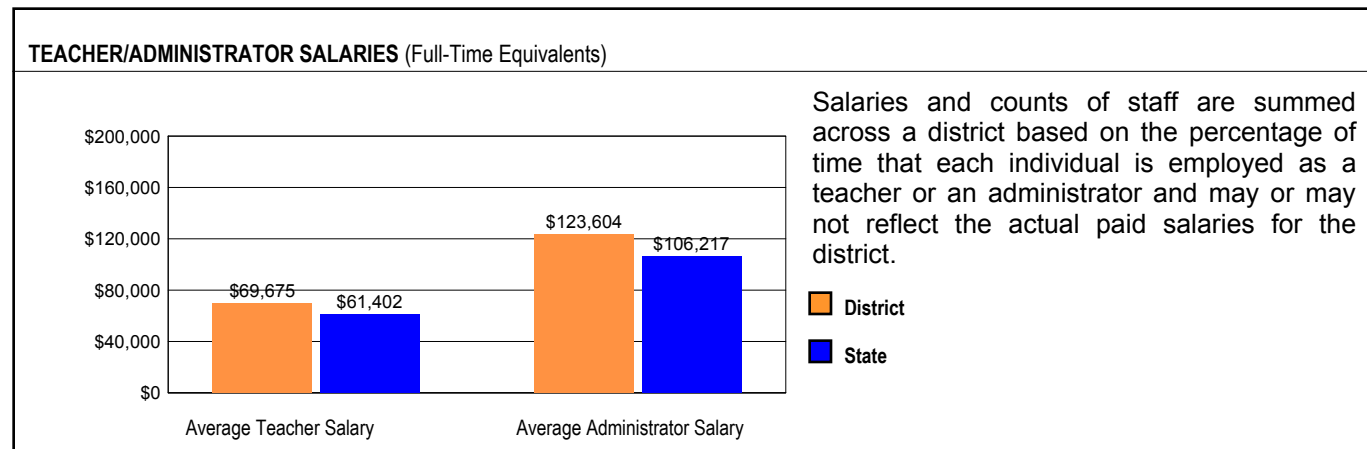
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			30			150			30		
District	60			30			150			30		
State	59			30			145			30		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	78.5	14.0	4.1	3.2	0.3	19.6	80.4	372
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	12.8	26.6	73.4	0.1	0.0
State	12.5	44.1	55.8	0.6	1.2

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$46,700,803	73.0	58.7	Education	\$47,596,173	71.3	71.5
Other Local Funding	\$2,863,206	4.5	6.3	Operations & Maintenance	\$5,929,949	8.9	8.6
General State Aid	\$6,196,075	9.7	18.6	Transportation	\$2,708,029	4.1	3.9
Other State Funding	\$5,862,908	9.2	9.0	Bond and Interest	\$7,520,045	11.3	6.3
Federal Funding	\$2,330,609	3.6	7.4	Rent	\$0	0.0	0.0
TOTAL	\$63,953,601			Municipal Retirement/ Social Security	\$1,593,727	2.4	1.8
				Fire Prevention & Safety	\$948,964	1.4	0.9
				Site & Construction/ Capital Improvement	\$423,342	0.6	6.8
				TOTAL	\$66,720,229		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$322,175	3.14	\$7,492	\$12,680
State	**	**	\$6,103	\$10,417

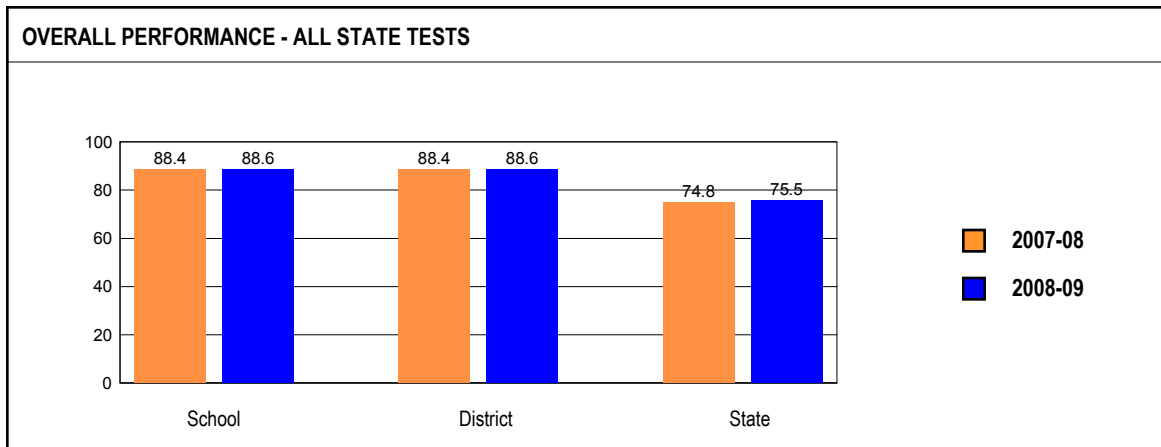
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school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

ACADEMIC PERFORMANCE

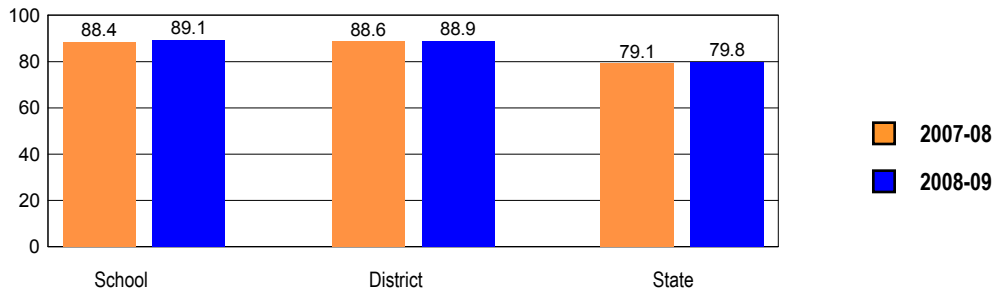
OVERALL STUDENT PERFORMANCE

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

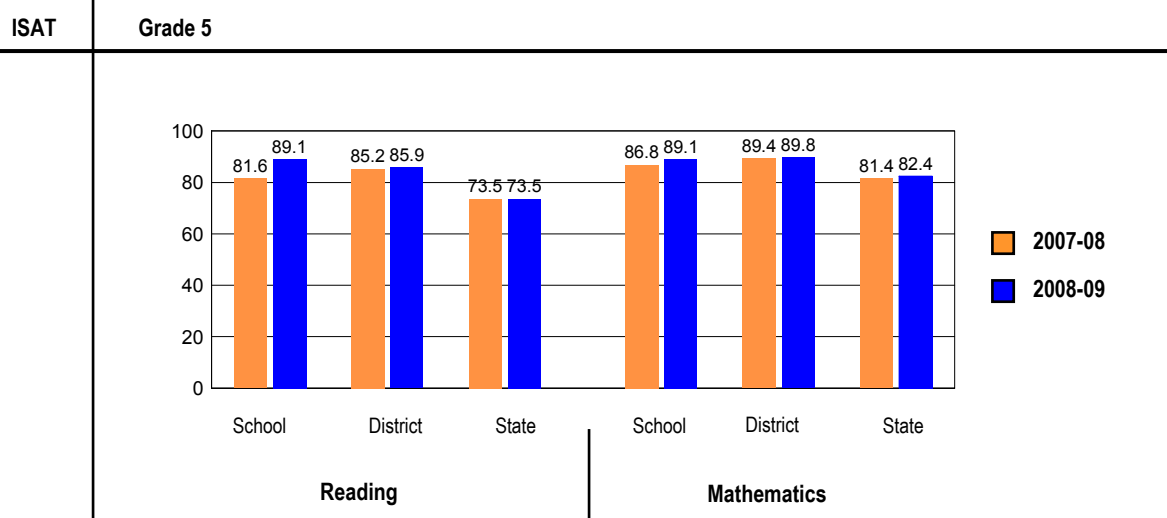
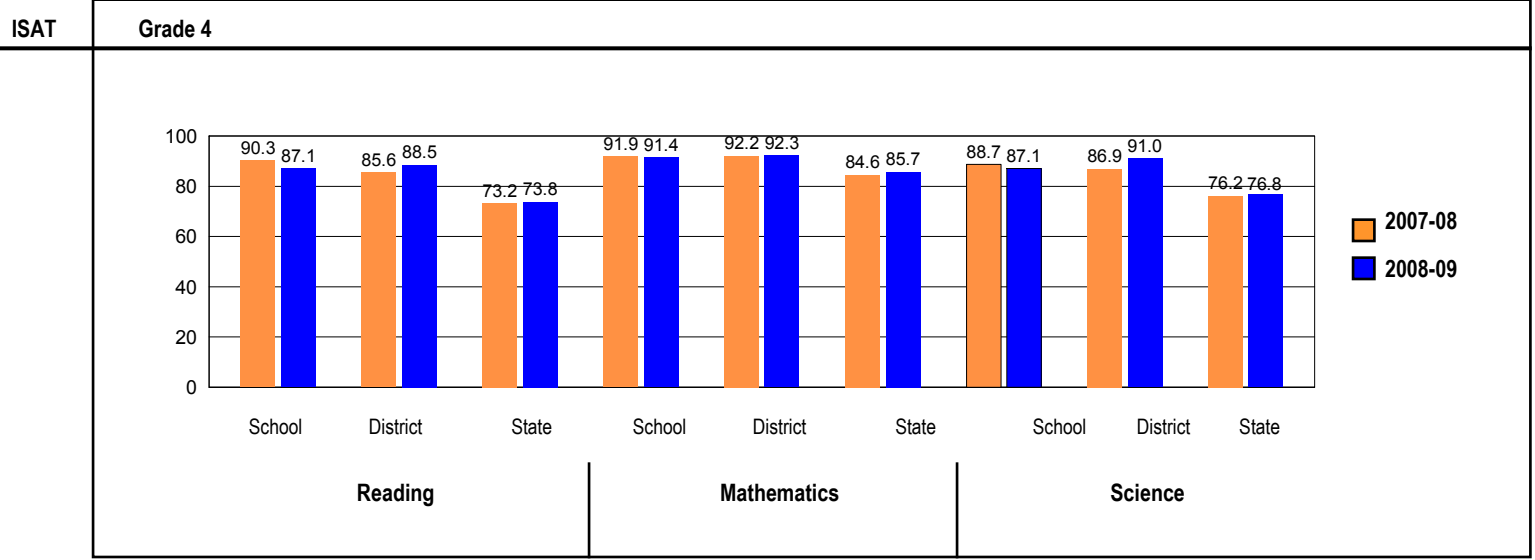
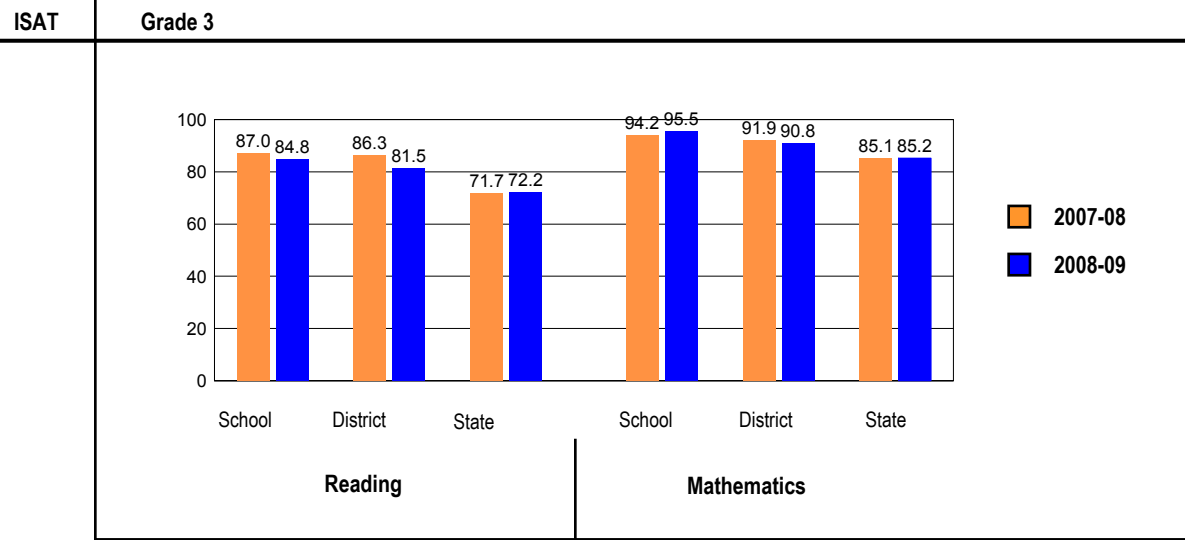


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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	204	102	102	119	56	5	10	0	14	3	0	40	37
	Reading	0.0	0.0	0.0	0.0	0.0		0.0		0.00			0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0		0.0		0.00			0.0	0.0
District	*Enrollment	3,422	1,765	1,657	1,871	993	136	135	2	285	31	0	649	677
	Reading	0.4	0.5	0.4	0.5	0.5	0.0	0.0		0.0	0.0		0.3	0.3
	Mathematics	0.4	0.5	0.4	0.5	0.5	0.0	0.0		0.0	0.0		0.3	0.3
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	Enrollment	73	35	38	40	20	4	4	0	5	2	0	14	15
	Science	0.0	0.0	0.0	0.0	0.0							0.0	0.0
District	Enrollment	1,164	597	567	632	340	54	42	0	96	12	0	219	242
	Science	0.3	0.3	0.4	0.5	0.3	0.0	0.0		0.0	0.0		0.5	0.4
State	Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

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

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	3.0	12.1	31.8	53.0	0.0	4.5	28.8	66.7
District	3.2	15.3	35.9	45.6	1.4	7.8	35.3	55.6
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	3.0	18.2	39.4	39.4	0.0	6.1	39.4	54.5
	District	4.5	18.2	41.2	36.1	1.4	7.9	38.1	52.6
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	3.0	6.1	24.2	66.7	0.0	3.0	18.2	78.8
	District	2.0	12.4	30.8	54.8	1.3	7.7	32.4	58.5
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	2.6	5.3	23.7	68.4	0.0	2.6	13.2	84.2
	District	1.9	7.9	27.0	63.2	1.3	3.2	21.6	74.0
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School	5.0	25.0	40.0	30.0	0.0	10.0	45.0	45.0
	District	6.5	27.8	48.5	17.2	1.8	16.0	59.8	22.5
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School								
	District	4.8	23.8	42.9	28.6	4.8	4.8	38.1	52.4
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District	0.0	13.0	34.8	52.2	0.0	0.0	21.7	78.3
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District	1.6	16.1	45.2	37.1	0.0	12.9	41.9	45.2
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	8.3	33.3	33.3	25.0	0.0	8.3	58.3	33.3
	District	14.0	38.0	28.0	20.0	7.0	20.0	39.0	34.0
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	1.9	7.4	31.5	59.3	0.0	3.7	22.2	74.1
	District	1.0	10.6	37.6	50.8	0.2	5.3	34.5	60.0
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	8.3	33.3	41.7	16.7	0.0	16.7	50.0	33.3
	District	7.8	38.8	44.0	9.5	4.3	19.8	59.5	16.4
	State	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible	School	1.9	7.4	29.6	61.1	0.0	1.9	24.1	74.1
	District	2.1	9.5	34.0	54.4	0.6	4.9	29.3	65.2
	State	1.7	12.4	46.5	39.3	0.9	5.1	37.2	56.8

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	12.9	44.3	42.9	0.0	8.6	51.4	40.0	1.4	11.4	52.9	34.3
District	0.7	10.7	39.4	49.2	0.2	7.5	46.6	45.7	0.4	8.6	54.9	36.1
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	9.1	54.5	36.4	0.0	6.1	51.5	42.4	0.0	9.1	60.6	30.3
	District	0.7	11.9	41.9	45.5	0.4	7.5	42.9	49.3	0.4	9.6	51.1	38.9
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	0.0	16.2	35.1	48.6	0.0	10.8	51.4	37.8	2.7	13.5	45.9	37.8
	District	0.8	9.5	36.7	53.0	0.0	7.5	50.6	41.9	0.4	7.5	58.9	33.2
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

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	5.1	25.6	69.2	0.0	2.6	33.3	64.1	0.0	2.6	41.0	56.4
	District	0.3	4.2	32.1	63.5	0.0	2.2	37.5	60.3	0.0	1.6	49.7	48.7
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School	0.0	36.8	52.6	10.5	0.0	26.3	68.4	5.3	5.3	36.8	57.9	0.0
	District	2.2	28.1	49.6	20.0	0.7	22.5	63.8	13.0	1.4	26.8	64.5	7.2
	State	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
Hispanic	School	0.0	10.5	68.4	21.1	0.0	0.0	78.9	21.1	0.0	0.0	78.9	21.1
	District	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
	State												
Asian/Pacific Islander	School	0.0	15.0	35.0	50.0	0.0	9.5	33.3	57.1	0.0	14.3	47.6	38.1
	District	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
	State												
Native American	School												
	District	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
	State												
Multiracial/Ethnic	School	0.0	3.6	47.3	49.1	0.0	1.8	49.1	49.1	0.0	3.6	54.5	41.8
	District	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5
	State												

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	27.3	54.5	18.2	0.0	9.1	54.5	36.4	0.0	9.1	81.8	9.1
	District	3.2	28.7	45.7	22.3	1.1	19.1	50.0	29.8	0.0	17.0	63.8	19.1
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	School	0.0	10.2	42.4	47.5	0.0	8.5	50.8	40.7	1.7	11.9	47.5	39.0
	District	0.2	6.9	38.0	54.8	0.0	5.1	45.9	49.0	0.4	6.9	53.0	39.7
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

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	42.9	50.0	7.1	0.0	28.6	71.4	0.0	0.0	42.9	57.1	0.0
	District	2.0	34.3	48.0	15.7	1.0	26.2	62.1	10.7	1.0	27.2	65.0	6.8
	State	2.5	38.2	46.3	12.9	2.0	21.3	64.0	12.6	5.6	32.4	56.1	5.9
Not Eligible	School	0.0	5.4	42.9	51.8	0.0	3.6	46.4	50.0	1.8	3.6	51.8	42.9
	District	0.5	5.2	37.4	56.9	0.0	3.2	43.0	53.8	0.2	4.3	52.5	43.0
	State	0.4	12.9	45.6	41.1	0.4	5.8	52.9	40.9	0.8	9.2	61.9	28.1

Grade 5**Grade 5 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	10.9	37.5	51.6	0.0	10.9	56.3	32.8
District		0.6	13.5	38.6	47.3	0.0	10.2	57.1	32.7
State		0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

Grade 5 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	12.1	39.4	48.5	0.0	12.1	54.5	33.3
	District	1.1	17.3	41.2	40.4	0.0	11.4	55.7	32.8
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.0	9.7	35.5	54.8	0.0	9.7	58.1	32.3
	District	0.0	9.6	36.0	54.4	0.0	8.8	58.6	32.6
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	2.5	30.0	67.5	0.0	2.5	52.5	45.0
	District	0.0	4.9	35.3	59.9	0.0	4.2	51.5	44.3
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School	0.0	31.3	56.3	12.5	0.0	37.5	56.3	6.3
	District	1.7	38.8	42.1	17.4	0.0	29.2	62.5	8.3
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School								
	District	0.0	9.4	56.3	34.4	0.0	6.3	71.9	21.9
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School								
	District	0.0	19.2	30.8	50.0	0.0	0.0	73.1	26.9
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	District	2.2	4.4	44.4	48.9	0.0	8.9	62.2	28.9
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	30.8	46.2	23.1	0.0	38.5	53.8	7.7
	District	1.9	40.0	39.0	19.0	0.0	37.5	49.0	13.5
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	School	0.0	5.9	35.3	58.8	0.0	3.9	56.9	39.2
	District	0.2	7.0	38.6	54.2	0.0	3.5	59.1	37.4
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	30.0	70.0	0.0	0.0	50.0	50.0	0.0
District	1.1	38.2	46.1	14.6	0.0	30.3	60.7	9.0
State	0.8	40.6	46.7	11.9	0.5	27.5	65.5	6.4
Not Eligible								
School	0.0	7.4	31.5	61.1	0.0	3.7	57.4	38.9
District	0.5	8.6	37.2	53.8	0.0	6.1	56.4	37.5
State	0.1	13.6	48.4	37.8	0.1	8.6	66.7	24.7

2009 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	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 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		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	88.4		Yes	92.3		Yes	95.7	Yes		
White	100.0	Yes	100.0	Yes	94.7		Yes	97.3		Yes				
Black	100.0	Yes	100.0	Yes	70.2		Yes	76.6		Yes				
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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

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

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

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