

October 2008

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 2008. 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.

Working on behalf of the children,

Constance R. Collins, Ph.D.
Superintendent

Oak Park Elementary School District 97
District Goals
2008 – 2009

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 has identified the following district-wide goals:

1. Support and promote the Strategic Plan.
2. Ensure all students show continuous maximum improvement.
3. Ensure financial solvency of the district, maximize the efficient use of resources, and take necessary steps to assure and communicate credible stewardship of the public's resources.

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.

Percy Julian Middle School

416 South Ridgeland Avenue • Oak Park, Illinois • 60302
708-524-3040 • Fax 708-524-3035

Dr. Victoria Sharts, Principal

October, 2008

Dear Julian Families:

Each year students across the state complete the Illinois Standards Achievement Tests (ISAT). These assessments are required by the state and are administered for the purpose of evaluating district and school success. Tests in reading and mathematics are given to all sixth, seventh, and eighth grade students as mandated by the state and federal governments relating to No Child Left Behind (NCLB). Science and writing assessments are also included for specific grade levels. Results of these tests are compared to other schools in the state, within District 97, and with other students in our school. We are extremely pleased that all student groups met the NCLB standards for this school year.

ISATs are one form of program assessment and one of several measures that determines the academic needs of our students. In addition to these standardized tests, classroom assessments are also an integral part of program evaluation. District Pearson Benchmark tests for math are administered three times a year and provide supplementary information regarding student progress on Illinois State Learning Standards.

Percy Julian Middle School students performed well on ISATs as indicated by this year's results. We are particularly proud of student achievement levels that consistently indicate an improving trend. We know, however, that we still have work to do. We encourage parents to partner with our school in order that our students accomplish all that they can. An academically challenging curriculum and success for all students remain our top priorities.

Our pledge to parents and students is to continue our journey toward excellence and to ensure that each of our students, your sons and daughters, are well-prepared for a lifetime of learning and success.

Sincerely,

Victoria E. Sharts

Victoria E. Sharts, Ph.D.
Principal

Percy Julian Middle School
Oak Park ESD 97
Oak Park, 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	54.3	33.5	3.7	2.7	0.2	5.7	24.7	0.1		0.0	5.2	95.4	866
District	57.1	26.6	3.7	4.0	0.1	8.4	19.2	1.7		0.0	6.8	95.5	5,040
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	99.7
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	15.8		11.5	165.2
State	18.3		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							21.6	19.5	23.1	
District							19.9	19.3	20.1	
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		50	50		50	50		50	50		50	50
District		50	50		50	50		50	50		50	50
State		54	51		43	44		104	93		43	44

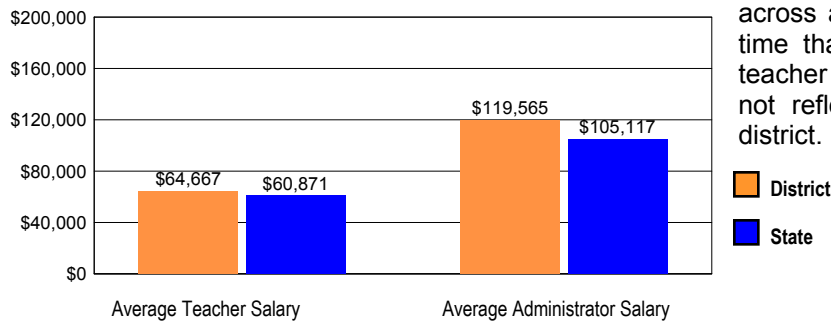
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	78.1	14.7	3.6	3.3	0.3	19.4	80.6	360
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	12.7	28.1	71.9	0.3	0.0
State	12.4	46.7	53.2	0.7	0.7

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

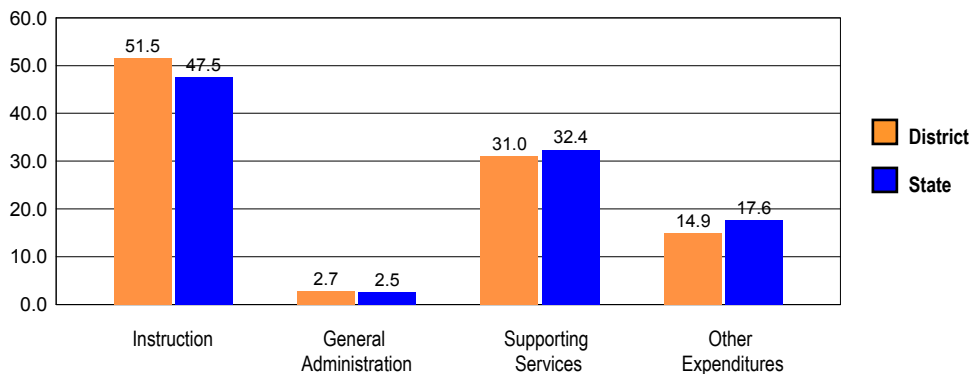
SCHOOL DISTRICT FINANCES

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	\$47,438,022	75.3	57.6	Education	\$47,882,044	71.4	72.6
Other Local Funding	\$2,766,637	4.4	7.3	Operations & Maintenance	\$6,018,786	9.0	8.5
General State Aid	\$5,564,209	8.8	18.1	Transportation	\$2,510,387	3.7	3.9
Other State Funding	\$4,634,511	7.4	9.7	Bond and Interest	\$7,474,830	11.2	6.7
Federal Funding	\$2,570,042	4.1	7.3	Rent	\$0	0.0	0.0
TOTAL	\$62,973,421			Municipal Retirement/ Social Security	\$1,527,646	2.3	1.8
				Fire Prevention & Safety	\$1,587,258	2.4	0.9
				Site & Construction/ Capital Improvement	\$14,275	0.0	5.6
				TOTAL	\$67,015,226		

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	\$329,074	3.73	\$7,666	\$12,686
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.

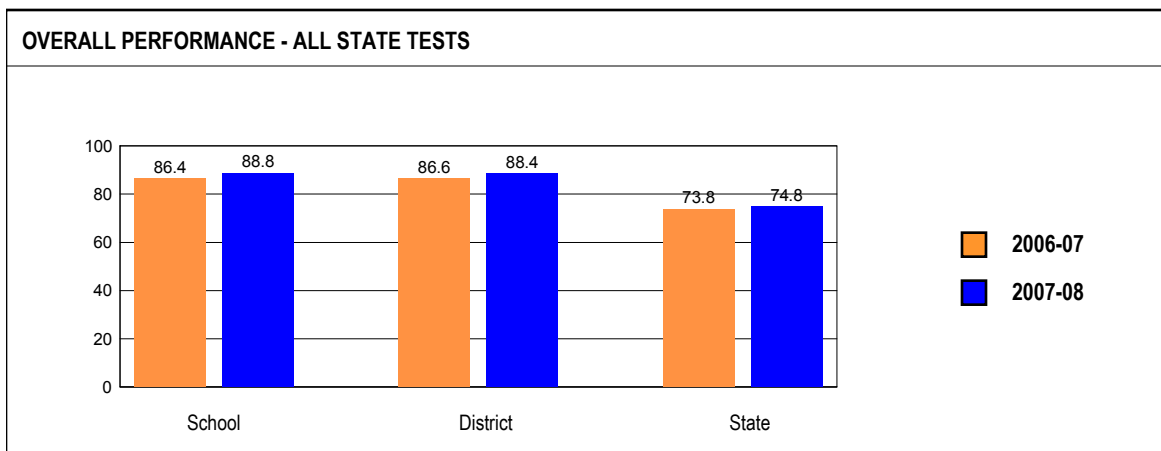
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

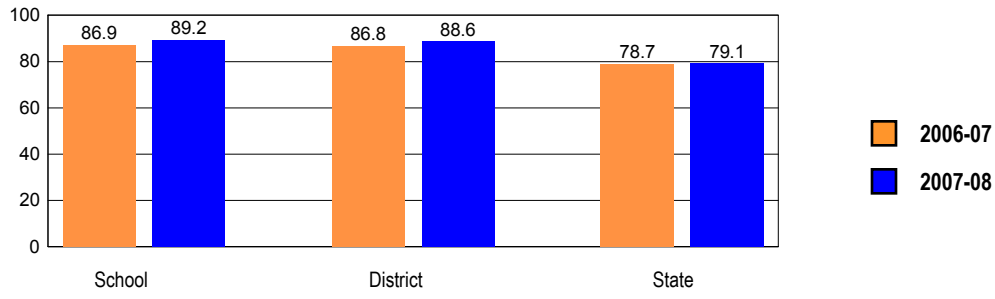
OVERALL STUDENT PERFORMANCE

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.



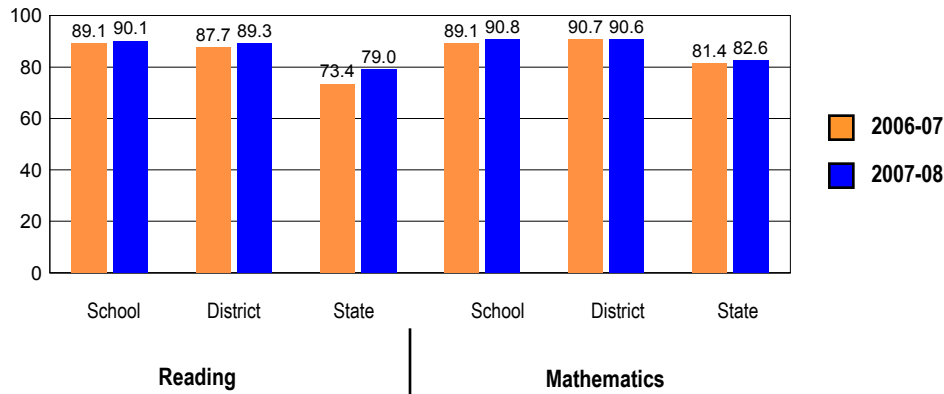
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



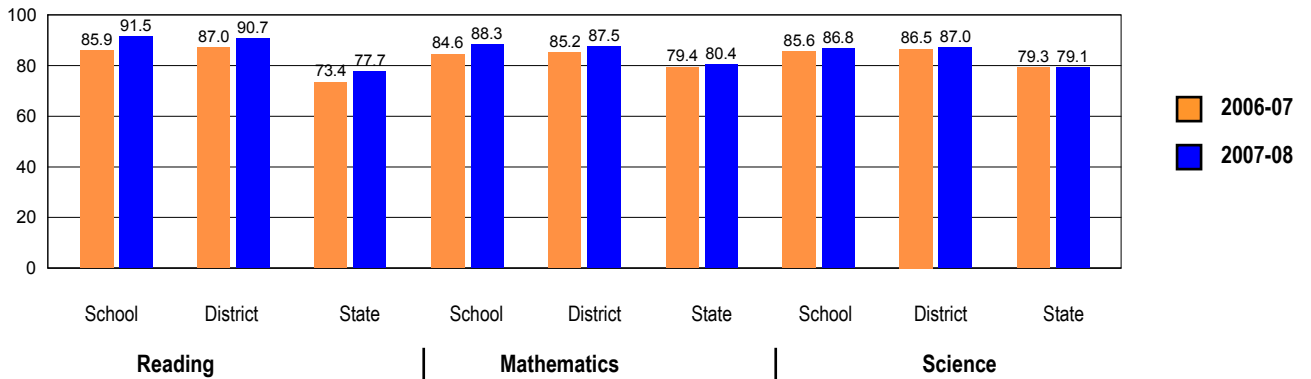
ISAT PERFORMANCE

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.

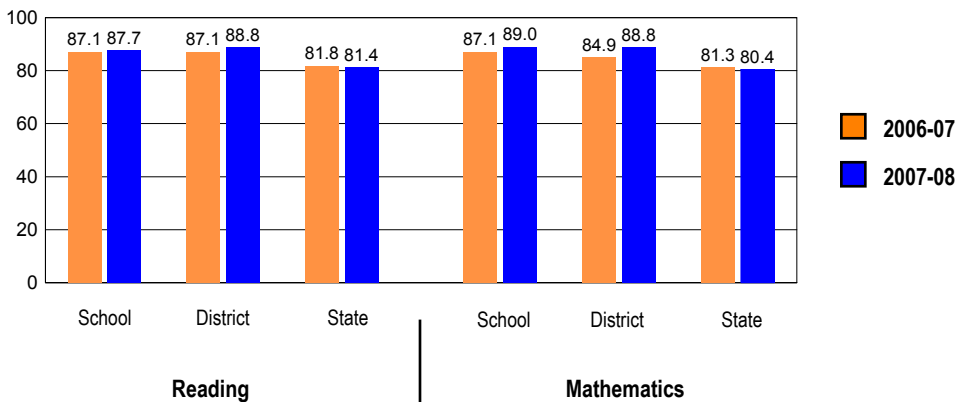
ISAT Grade 6



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	883	471	412	473	297	33	25	2	53	2		157	212
	Reading	0.6	0.8	0.2	0.6	0.3	0.0	0.0		1.90			0.6	0.9
	Mathematics	0.6	0.8	0.2	0.6	0.3	0.0	0.0		1.90			0.6	0.9
District	*Enrollment	3,333	1,734	1,599	1,856	979	127	118	2	251	41		596	683
	Reading	0.3	0.4	0.2	0.3	0.3	0.0	0.0		0.4	0.0		0.3	0.4
	Mathematics	0.3	0.4	0.2	0.3	0.3	0.0	0.0		0.4	0.0		0.3	0.4
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	285	157	128	152	91	10	12	1	19	1		48	70
	Science	0.7	1.3	0.0	0.0	1.1	0.0	0.0		5.3			2.1	2.9
District	*Enrollment	1,108	579	529	599	323	47	52	1	86	12		206	227
	Science	0.5	0.7	0.2	0.3	0.6	0.0	0.0		1.2	0.0		1.0	0.9
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	0.0	9.9	47.3	42.9	0.3	8.8	57.5	33.3
District	0.2	10.6	44.9	44.4	0.2	9.2	56.0	34.7
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	0.0	13.3	48.7	38.0	0.7	11.3	56.7	31.3
	District	0.0	14.1	48.5	37.5	0.3	12.0	54.3	33.3
	State	0.4	23.9	53.0	22.7	0.8	18.4	59.9	20.9
Female	School	0.0	6.3	45.8	47.9	0.0	6.3	58.3	35.4
	District	0.3	7.0	41.3	51.4	0.0	6.3	57.7	36.0
	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	0.0	1.4	39.9	58.8	0.0	1.4	51.4	47.3
	District	0.3	2.0	38.2	59.5	0.0	1.7	50.5	47.8
	State	0.1	11.8	53.1	35.0	0.2	8.9	63.4	27.5
Black	School	0.0	21.7	58.5	19.8	0.0	19.8	67.0	13.2
	District	0.0	26.1	58.7	15.2	0.0	22.8	66.8	10.3
	State	0.7	35.9	53.4	10.0	1.6	34.8	56.9	6.7
Hispanic	School	0.0	7.7	61.5	30.8	0.0	7.7	61.5	30.8
	District	0.0	5.9	61.8	32.4	0.0	5.9	64.7	29.4
	State	0.4	31.7	55.4	12.5	0.7	22.2	65.6	11.5
Asian/Pacific Islander	School								
	District	0.0	17.6	29.4	52.9	0.0	11.8	29.4	58.8
	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	0.0	5.0	40.0	55.0	5.0	0.0	60.0	35.0
	District	0.0	4.9	24.4	70.7	2.4	4.9	51.2	41.5
	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	0.0	40.0	49.1	10.9	1.8	34.5	52.7	10.9
	District	1.1	40.4	41.5	17.0	1.1	34.0	53.2	11.7
	State	1.6	55.4	37.0	5.9	3.1	44.9	47.3	4.8
Non-IEP	School	0.0	2.9	46.9	50.2	0.0	2.9	58.6	38.5
	District	0.0	4.8	45.5	49.7	0.0	4.3	56.5	39.1
	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	0.0	20.8	61.0	18.2	1.3	19.5	67.5	11.7
	District	0.0	25.6	57.6	16.8	0.8	20.8	64.8	13.6
	State	0.5	33.1	54.7	11.7	1.1	27.3	62.3	9.3
Not Eligible	School	0.0	6.0	42.4	51.6	0.0	5.1	53.9	41.0
	District	0.2	6.4	41.4	52.0	0.0	6.0	53.5	40.5
	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	School	0.0	8.5	52.7	38.8	1.8	10.0	41.6	46.6	5.0	8.2	49.5	37.4
	District	0.0	9.3	52.8	38.0	1.2	11.2	42.0	45.6	4.1	8.9	51.4	35.5
	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	11.8	51.0	37.3	3.3	9.8	37.9	49.0	7.8	8.5	39.9	43.8
	District	0.0	11.7	53.3	35.0	2.0	12.0	39.0	47.0	6.0	9.0	43.8	41.1
	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	4.7	54.7	40.6	0.0	10.2	46.1	43.8	1.6	7.8	60.9	29.7
	District	0.0	6.5	52.1	41.4	0.4	10.3	45.4	43.9	1.9	8.8	60.2	29.1
	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	1.3	48.0	50.7	0.0	2.0	31.6	66.4	1.3	2.6	42.1	53.9
	District	0.0	2.8	45.5	51.7	0.3	2.1	34.4	63.2	1.0	2.8	43.9	52.2
	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	0.0	22.5	61.8	15.7	4.5	25.8	56.2	13.5	11.2	18.0	61.8	9.0
	District	0.0	18.5	62.4	19.0	2.1	26.5	52.9	18.5	8.5	18.5	61.9	11.1
	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	0.0	0.0	60.0	40.0	0.0	0.0	50.0	50.0	0.0	10.0	60.0	30.0
	District	0.0	11.8	58.8	29.4	0.0	11.8	41.2	47.1	0.0	17.6	64.7	17.6
	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	0.0	0.0	50.0	50.0	0.0	0.0	50.0	50.0	0.0	8.3	50.0	41.7
	District	0.0	3.7	59.3	37.0	3.7	0.0	51.9	44.4	0.0	3.7	59.3	37.0
	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	0.0	11.8	47.1	41.2	5.9	11.8	41.2	41.2	11.8	5.9	47.1	35.3
	District	0.0	16.2	54.1	29.7	2.7	13.5	37.8	45.9	10.8	8.1	45.9	35.1
	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	40.0	53.3	6.7	11.1	35.6	44.4	8.9	20.0	22.2	46.7	11.1
	District	0.0	38.9	53.3	7.8	7.8	36.7	47.8	7.8	16.7	22.2	50.0	11.1
	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	2.5	52.5	44.9	0.0	5.1	41.1	53.8	2.1	5.5	50.0	42.4
	District	0.0	3.6	52.7	43.7	0.0	6.4	40.9	52.8	1.7	6.4	51.7	40.2
	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	26.9	58.2	14.9	4.5	28.4	55.2	11.9	13.4	22.4	58.2	6.0
	District	0.0	25.0	62.9	12.1	2.4	31.5	53.2	12.9	12.1	21.8	61.3	4.8
	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	2.8	50.9	46.3	0.9	4.2	37.4	57.5	2.3	3.7	46.7	47.2
	District	0.0	4.8	49.9	45.3	0.9	5.5	38.8	54.8	1.8	5.3	48.6	44.3
	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	1.0	11.3	67.5	20.2	0.7	10.3	47.3	41.8
District	0.7	10.4	69.2	19.6	0.9	10.3	47.5	41.3
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	1.9	15.5	67.7	14.8	1.3	11.0	47.7	40.0
	District	1.4	12.7	71.1	14.8	1.0	10.7	49.5	38.8
	State	0.5	22.0	69.8	7.7	1.9	18.9	51.2	28.0
Female	School	0.0	6.6	67.2	26.3	0.0	9.5	46.7	43.8
	District	0.0	7.8	66.9	25.3	0.8	9.8	45.1	44.3
	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	0.6	1.8	65.3	32.3	0.0	1.2	40.1	58.7
	District	0.3	2.3	66.2	31.1	0.3	3.0	38.7	58.0
	State	0.2	11.6	76.4	11.8	0.8	10.3	52.3	36.6
Black	School	2.1	29.5	66.3	2.1	2.1	25.3	56.8	15.8
	District	1.8	25.6	70.8	1.8	2.4	24.0	58.7	15.0
	State	0.8	30.5	66.7	2.0	3.8	35.3	51.9	9.1
Hispanic	School	0.0	0.0	90.0	10.0	0.0	0.0	70.0	30.0
	District	0.0	8.7	87.0	4.3	0.0	0.0	82.6	17.4
	State	0.4	26.1	70.3	3.2	1.9	23.6	59.9	14.6
Asian/Pacific Islander	School								
	District	0.0	13.3	66.7	20.0	0.0	13.3	33.3	53.3
	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	0.0	7.7	84.6	7.7	0.0	23.1	53.8	23.1
	District	0.0	8.3	79.2	12.5	0.0	16.7	54.2	29.2
	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	4.4	46.7	46.7	2.2	2.2	31.1	57.8	8.9
	District	4.0	42.7	50.7	2.7	4.0	34.7	52.0	9.3
	State	2.0	55.7	41.4	0.9	7.6	49.2	38.7	4.5
Non-IEP	School	0.4	4.9	71.3	23.5	0.4	6.5	45.3	47.8
	District	0.2	5.2	72.2	22.3	0.4	6.3	46.7	46.5
	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	4.8	22.6	71.0	1.6	3.2	19.4	69.4	8.1
	District	3.7	21.1	74.3	0.9	3.7	21.1	67.0	8.3
	State	0.7	28.9	67.8	2.6	2.8	29.0	56.1	12.2
Not Eligible	School	0.0	8.3	66.5	25.2	0.0	7.8	41.3	50.9
	District	0.0	7.7	67.9	24.4	0.2	7.5	42.5	49.8
	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	99.4	Yes	99.4	Yes	89.7		Yes	90.0		Yes	95.4	Yes		
White	99.4	Yes	99.4	Yes	97.6		Yes	98.3		Yes				
Black	99.7	Yes	99.7	Yes	75.2		Yes	76.3		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic	98.1	Yes	98.1	Yes	90.2		Yes	84.3		Yes				
LEP														
Students with Disabilities	99.4	Yes	99.4	Yes	56.8		Yes	63.0		Yes				
Economically Disadvantaged	99.1	Yes	99.1	Yes	74.6		Yes	76.2		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.