

Southeast Elem School
Sycamore CUSD 427
Sycamore, 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 | 85.1 | 2.9 | 5.1 | 1.3 | 0.7 | 4.9 | 19.2 | 2.4 | | 0.0 | 6.0 | 95.6 | 449 |
| District | 85.2 | 2.9 | 6.5 | 1.7 | 0.7 | 2.9 | 14.2 | 2.0 | | 1.3 | 9.3 | 94.2 | 3,672 |
| 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 | 99.1 |
| District | 90.8 |
| State | 96.8 |

STUDENT-TO-STAFF RATIOS

| | Pupil- Teacher Elementary | Pupil- Teacher Secondary | Pupil- Certified Staff | Pupil- Administrator |
|-----------------|---------------------------------|--------------------------------|------------------------------|-------------------------|
| School | -- | -- | -- | -- |
| District | 17.7 | 19.9 | 13.4 | 229.5 |
| 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 | 22.3 | 23.7 | 23.7 | 24.7 | 27.3 | 29.3 | | | | |
| District | 22.0 | 21.7 | 19.4 | 23.7 | 25.6 | 27.3 | | | | |
| 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 | 75 | | | 40 | | | 140 | | | 40 | | |
| District | 75 | | | 40 | | | 140 | | | 40 | | |
| State | 58 | | | 30 | | | 145 | | | 30 | | |

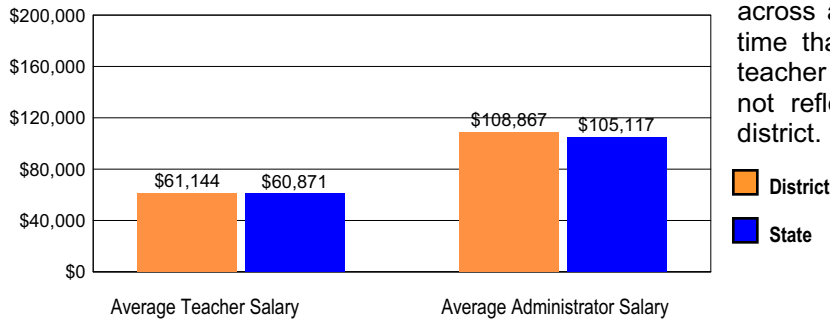
| TEACHER INFORMATION (Full-Time Equivalents) | | | | | | | | |
|---|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Male | Female | Total Number |
| District | 97.0 | 2.2 | 0.4 | 0.4 | 0.0 | 28.0 | 72.0 | 232 |
| 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 | 12.1 | 41.8 | 58.2 | 0.0 | 0.0 |
| State | 12.4 | 46.7 | 53.2 | 0.7 | 0.7 |

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

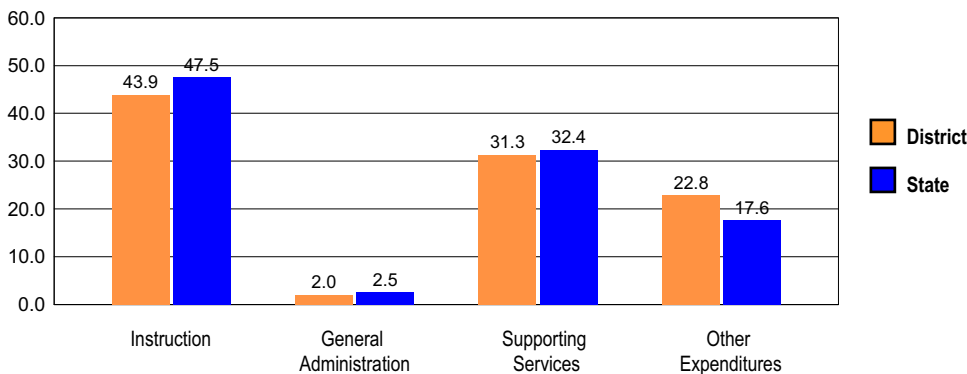
SCHOOL DISTRICT FINANCES

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 | \$22,109,069 | 59.0 | 57.6 |
| Other Local Funding | \$3,962,005 | 10.6 | 7.3 |
| General State Aid | \$7,393,185 | 19.7 | 18.1 |
| Other State Funding | \$3,331,272 | 8.9 | 9.7 |
| Federal Funding | \$651,110 | 1.7 | 7.3 |
| TOTAL | \$37,446,641 | | |

| EXPENDITURE BY FUND 2006-07 | | | |
|---|---------------------|------------|---------|
| | District | District % | State % |
| Education | \$25,599,286 | 65.2 | 72.6 |
| Operations & Maintenance | \$6,952,224 | 17.7 | 8.5 |
| Transportation | \$2,239,838 | 5.7 | 3.9 |
| Bond and Interest | \$3,115,706 | 7.9 | 6.7 |
| Rent | \$0 | 0.0 | 0.0 |
| Municipal Retirement/ Social Security | \$960,498 | 2.4 | 1.8 |
| Fire Prevention & Safety | \$410,808 | 1.0 | 0.9 |
| Site & Construction/ Capital Improvement | \$0 | 0.0 | 5.6 |
| TOTAL | \$39,278,360 | | |

| 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 | \$121,431 | 5.16 | \$5,232 | \$9,603 |
| 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.

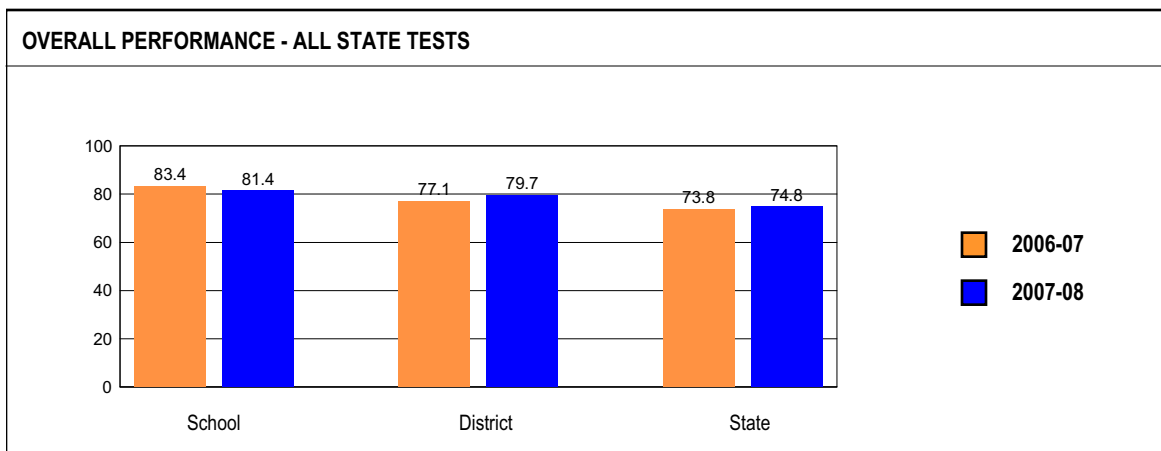
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

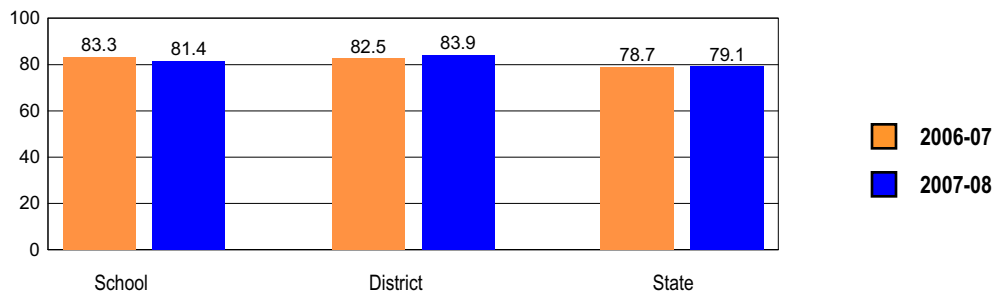
OVERALL STUDENT PERFORMANCE

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.

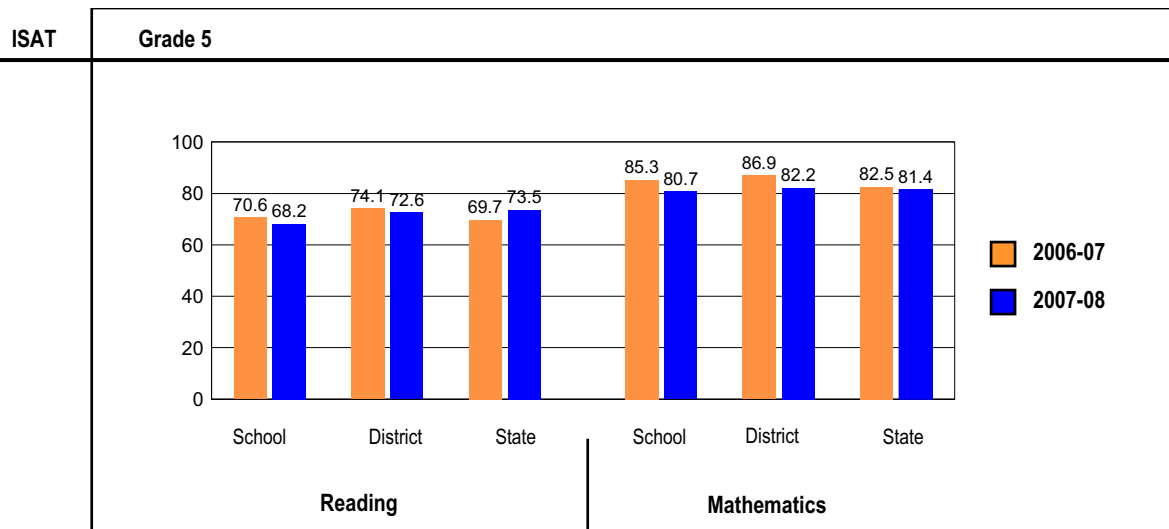
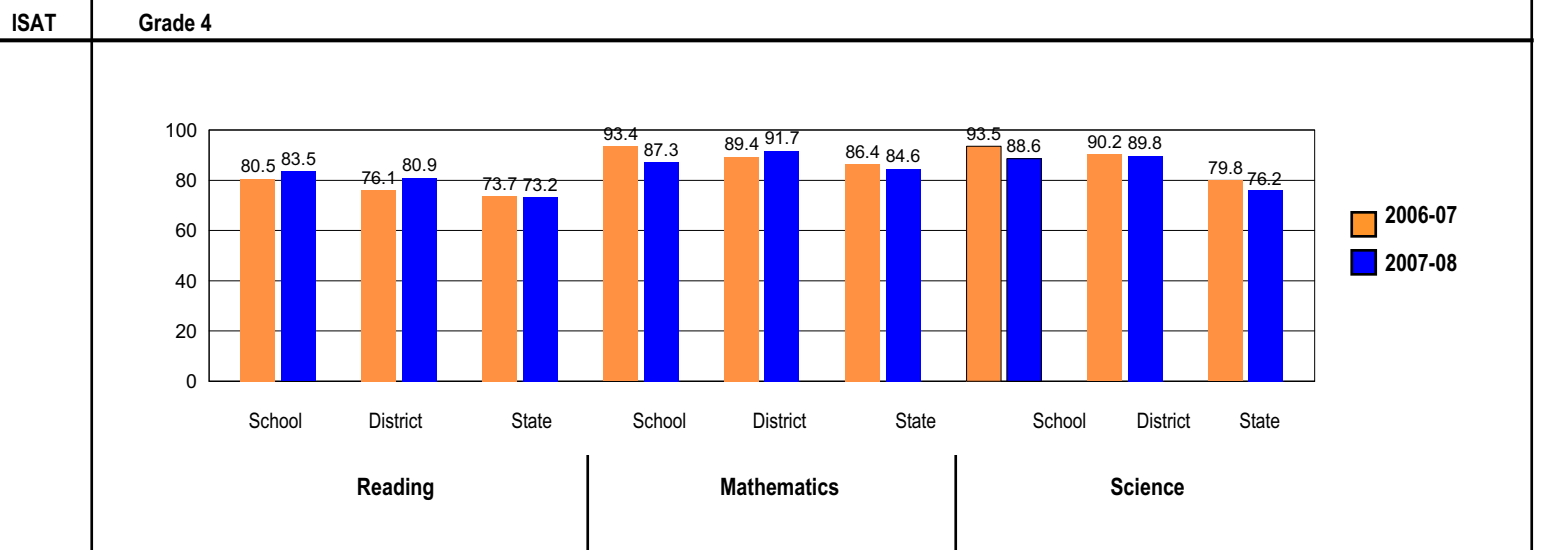
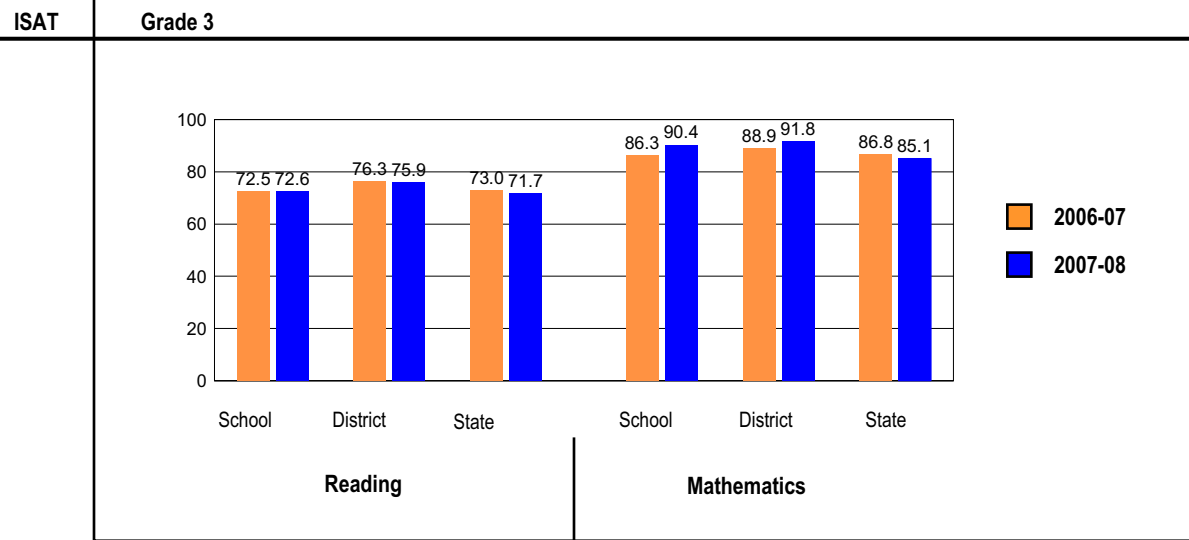


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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 | 240 | 123 | 117 | 202 | 7 | 16 | 3 | 2 | 10 | 2 | | 16 | 61 |
| | Reading | 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 | | | 0.00 | | | 0.0 | 0.0 |
| District | *Enrollment | 1,967 | 1,013 | 954 | 1,658 | 65 | 147 | 31 | 14 | 52 | 35 | | 152 | 384 |
| | Reading | 0.2 | 0.3 | 0.0 | 0.1 | 0.0 | 0.7 | 0.0 | 0.0 | 0.0 | 0.0 | | 0.7 | 0.5 |
| | Mathematics | 0.2 | 0.3 | 0.0 | 0.1 | 0.0 | 0.7 | 0.0 | 0.0 | 0.0 | 0.0 | | 0.7 | 0.5 |
| 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 | 38 | 41 | 71 | 3 | 1 | | | 4 | | | 5 | 19 |
| | Science | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | | | 0.0 |
| District | *Enrollment | 852 | 437 | 415 | 733 | 27 | 56 | 13 | 3 | 20 | 9 | | 48 | 159 |
| | Science | 0.2 | 0.5 | 0.0 | 0.1 | 0.0 | 1.8 | 0.0 | | 0.0 | | | 2.1 | 1.3 |
| 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 | 4.1 | 23.3 | 52.1 | 20.5 | 1.4 | 8.2 | 49.3 | 41.1 |
| District | 4.7 | 19.4 | 50.0 | 25.9 | 0.7 | 7.5 | 47.1 | 44.6 |
| 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 | 4.7 | 20.9 | 53.5 | 20.9 | 2.3 | 9.3 | 46.5 | 41.9 |
| | District | 5.4 | 19.7 | 49.7 | 25.2 | 0.7 | 8.1 | 45.3 | 45.9 |
| | State | 8.5 | 23.8 | 46.4 | 21.3 | 4.0 | 11.2 | 42.3 | 42.5 |
| Female | School | 3.3 | 26.7 | 50.0 | 20.0 | 0.0 | 6.7 | 53.3 | 40.0 |
| | District | 3.8 | 19.1 | 50.4 | 26.7 | 0.8 | 6.8 | 49.2 | 43.2 |
| | 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 | 5.0 | 16.7 | 53.3 | 25.0 | 0.0 | 8.3 | 41.7 | 50.0 |
| | District | 4.8 | 14.3 | 50.4 | 30.4 | 0.4 | 6.9 | 43.1 | 49.6 |
| | 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 | 7.4 | 51.9 | 40.7 | 0.0 | 0.0 | 11.1 | 81.5 | 7.4 |
| | 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 | 5.3 | 36.8 | 57.9 | 0.0 | 5.3 | 5.3 | 73.7 | 15.8 |
| | District | 6.5 | 30.6 | 51.6 | 11.3 | 1.6 | 8.1 | 69.4 | 21.0 |
| | State | 11.4 | 31.8 | 46.1 | 10.7 | 6.2 | 18.6 | 51.3 | 23.9 |
| Not Eligible | School | 3.7 | 18.5 | 50.0 | 27.8 | 0.0 | 9.3 | 40.7 | 50.0 |
| | District | 4.2 | 16.2 | 49.5 | 30.1 | 0.5 | 7.3 | 40.8 | 51.4 |
| | 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 | 16.5 | 50.6 | 32.9 | 0.0 | 12.7 | 58.2 | 29.1 | 0.0 | 11.4 | 63.3 | 25.3 |
| District | 0.4 | 18.8 | 48.4 | 32.5 | 0.0 | 8.3 | 62.7 | 29.0 | 0.0 | 10.2 | 69.1 | 20.7 |
| 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 | 28.9 | 44.7 | 26.3 | 0.0 | 15.8 | 57.9 | 26.3 | 0.0 | 10.5 | 71.1 | 18.4 |
| | District | 0.0 | 28.8 | 43.2 | 28.1 | 0.0 | 11.6 | 56.5 | 31.9 | 0.0 | 10.9 | 68.6 | 20.4 |
| | 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 | 4.9 | 56.1 | 39.0 | 0.0 | 9.8 | 58.5 | 31.7 | 0.0 | 12.2 | 56.1 | 31.7 |
| | District | 0.7 | 8.7 | 53.6 | 37.0 | 0.0 | 5.1 | 68.8 | 26.1 | 0.0 | 9.4 | 69.6 | 21.0 |
| | 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 | 15.5 | 49.3 | 35.2 | 0.0 | 11.3 | 57.7 | 31.0 | 0.0 | 9.9 | 63.4 | 26.8 |
| | District | 0.0 | 15.8 | 50.4 | 33.8 | 0.0 | 6.6 | 62.6 | 30.8 | 0.0 | 8.0 | 70.4 | 21.7 |
| | 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 | 3.8 | 34.6 | 26.9 | 34.6 | 0.0 | 11.5 | 69.2 | 19.2 | 0.0 | 23.1 | 53.8 | 23.1 |
| | 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 | 0.0 | 40.0 | 40.0 | 20.0 | 0.0 | 30.0 | 50.0 | 20.0 | 0.0 | 20.0 | 70.0 | 10.0 |
| | 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 | 21.1 | 63.2 | 15.8 | 0.0 | 21.1 | 63.2 | 15.8 | 0.0 | 21.1 | 63.2 | 15.8 |
| | District | 1.6 | 26.6 | 48.4 | 23.4 | 0.0 | 15.9 | 63.5 | 20.6 | 0.0 | 17.5 | 63.5 | 19.0 |
| | 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 | 15.0 | 46.7 | 38.3 | 0.0 | 10.0 | 56.7 | 33.3 | 0.0 | 8.3 | 63.3 | 28.3 |
| | District | 0.0 | 16.4 | 48.4 | 35.2 | 0.0 | 6.1 | 62.4 | 31.5 | 0.0 | 8.0 | 70.8 | 21.2 |
| | 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 | 31.8 | 52.3 | 15.9 | 1.1 | 18.2 | 69.3 | 11.4 |
| District | 0.0 | 27.4 | 52.6 | 20.0 | 0.4 | 17.4 | 67.4 | 14.8 |
| 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 | 31.0 | 54.8 | 14.3 | 0.0 | 19.0 | 64.3 | 16.7 |
| | District | 0.0 | 27.6 | 55.1 | 17.3 | 0.0 | 16.5 | 69.3 | 14.2 |
| | State | 0.7 | 29.2 | 45.7 | 24.4 | 0.7 | 19.0 | 62.4 | 17.9 |
| Female | School | 0.0 | 32.6 | 50.0 | 17.4 | 2.2 | 17.4 | 73.9 | 6.5 |
| | District | 0.0 | 27.3 | 50.3 | 22.4 | 0.7 | 18.2 | 65.7 | 15.4 |
| | 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 | 29.6 | 53.5 | 16.9 | 1.4 | 15.5 | 69.0 | 14.1 |
| | District | 0.0 | 24.1 | 53.6 | 22.3 | 0.4 | 15.2 | 67.9 | 16.5 |
| | 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 | 0.0 | 56.5 | 34.8 | 8.7 | 0.0 | 39.1 | 60.9 | 0.0 |
| | 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 | 47.8 | 52.2 | 0.0 | 4.3 | 34.8 | 56.5 | 4.3 |
| | District | 0.0 | 47.6 | 42.9 | 9.5 | 1.6 | 31.7 | 60.3 | 6.3 |
| | State | 0.9 | 41.1 | 45.6 | 12.4 | 1.0 | 29.0 | 63.1 | 6.9 |
| Not Eligible | School | 0.0 | 26.2 | 52.3 | 21.5 | 0.0 | 12.3 | 73.8 | 13.8 |
| | District | 0.0 | 21.3 | 55.6 | 23.2 | 0.0 | 13.0 | 69.6 | 17.4 |
| | 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 | 74.3 | | Yes | 85.7 | | Yes | 95.6 | Yes | | |
| White | 100.0 | Yes | 100.0 | Yes | 77.6 | | Yes | 87.6 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Economically Disadvantaged | 100.0 | Yes | 100.0 | Yes | 61.7 | | Yes | 75.0 | | 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.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Findings for the School Improvement Plan:

The Southeast School Improvement Team utilized a variety of data sources to formulate our school improvement goals. The various data analyzed came from Illinois Standards Achievement Test (ISAT), Illinois Snapshots of Early Literacy (ISEL), Stanford Achievement Test, running records, and local assessments and demographics.

The spring of 2007, students in third, fourth, and fifth grade participated in the ISAT test. All third, fourth and fifth graders took a reading and math assessments, fourth graders also were assessed in science. The following shows the percentages of students who met or exceeded standards on the ISAT state assessment:

| <u>Grade Level:</u> | <u>Reading</u> | <u>Mathematics</u> | <u>Science</u> |
|---------------------|----------------|--------------------|----------------|
| Grade 3 | 72.6% | 90.4% | |
| Grade 4 | 83.5% | 87.3% | 88.6% |
| Grade 5 | 68.2% | 80.7% | |

Goals for 2008-2009 School Year:

The Southeast School Improvement Team determined that our academic goals would be in the area of literacy and writing.

In literacy, our goal is to increase the percentage of students, 70%, that will score in the 50% of the spring ISEL assessment. Also, three out of four students will be reading at or above their grade level by the end of the school year. Students will also continue to show growth on their First Steps Reading and Writing Continuum. Facilitators will train new teachers in the First Steps Program. Ongoing data collection and analysis will be available for all teachers to view their students' ongoing reading progress. A literacy facilitator has been added to our staff to support students reading below grade level in grades 3-5.

In writing, our goal is to increase students' writing abilities through the implementation of 6 + 1 writing traits. Daily writing instruction will include a minimum of 30 minutes. In-service training will be provided for teachers of writing. Teachers will also have a writing consultant available to observe a writing lesson, discuss concerns, issues, celebrations, and access for ongoing electronic communication.

The third goal for Southeast School is to continue to provide a positive school community environment that builds a cohesive/collaborative staff. Monthly classroom instruction will be provided for the core values. Teambuilding activities will be held every Friday during our Garden Club talks, monthly student recognition program, a school education connection advisory council (SEC) to address issues and concerns in a timely manner. Continuations and supporting the mentoring program to support all new certified staff members