

Jefferson Elem School
Johnston City CUSD 1
Johnston City, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K 1 2 3 4

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 | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Percent Low-Income | Percent Limited-English-Proficient | Percent IEP | High Sch. Dropout Rate | Chronic Truancy Rate | Mobility Rate | Attendance Rate | Total Enrollment |
|-----------------|-------|-------|----------|-------|-----------------------------------|-----------------|-------------------|--------------------|------------------------------------|-------------|------------------------|----------------------|---------------|-----------------|------------------|
| School | 93.3 | 0.3 | 2.2 | 0.0 | 0.0 | 0.0 | 4.1 | 67.5 | 0.0 | 16.9 | | 5.6 | 19.1 | 95.1 | 314 |
| District | 94.2 | 1.1 | 1.8 | 0.0 | 0.1 | 0.7 | 2.1 | 53.0 | 0.1 | 20.7 | | 4.0 | 16.4 | 94.3 | 1,215 |
| State | 51.0 | 18.0 | 23.6 | 4.2 | 0.1 | 0.3 | 2.8 | 49.0 | 9.4 | 13.6 | | 8.6 | 13.1 | 94.4 | 2,066,692 |

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.

IEP Students are those students eligible to receive special education services.

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.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

| PARENTAL CONTACT* | | STUDENT-TO-STAFF RATIOS | | | |
|--------------------------|---------|--------------------------------|-------------------------|-----------------------|---------------------|
| | Percent | Pupil-Teacher Elementary | Pupil-Teacher Secondary | Pupil-Certified Staff | Pupil-Administrator |
| School | 100.0 | -- | -- | -- | -- |
| District | 96.8 | 22.4 | 17.3 | 17.7 | 173.6 |
| State | 95.3 | 18.9 | 18.8 | 13.7 | 205.0 |

* 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 | 21.0 | 20.0 | 26.0 | 21.5 | 23.0 | | | | | |
| District | 20.8 | 19.5 | 25.3 | 21.3 | 23.0 | | | | | |
| State | 20.9 | 21.2 | 21.5 | 22.0 | 22.4 | | | | | |

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

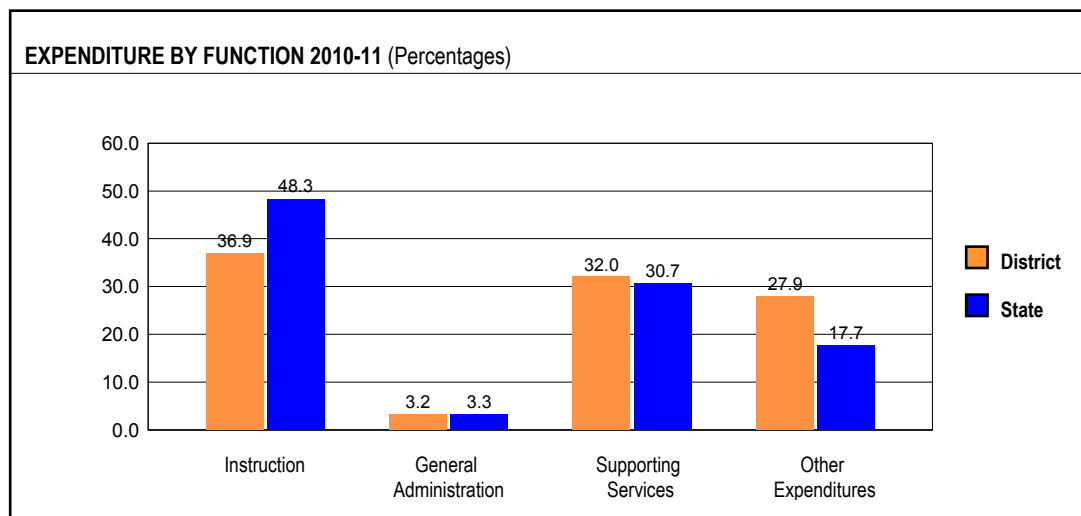
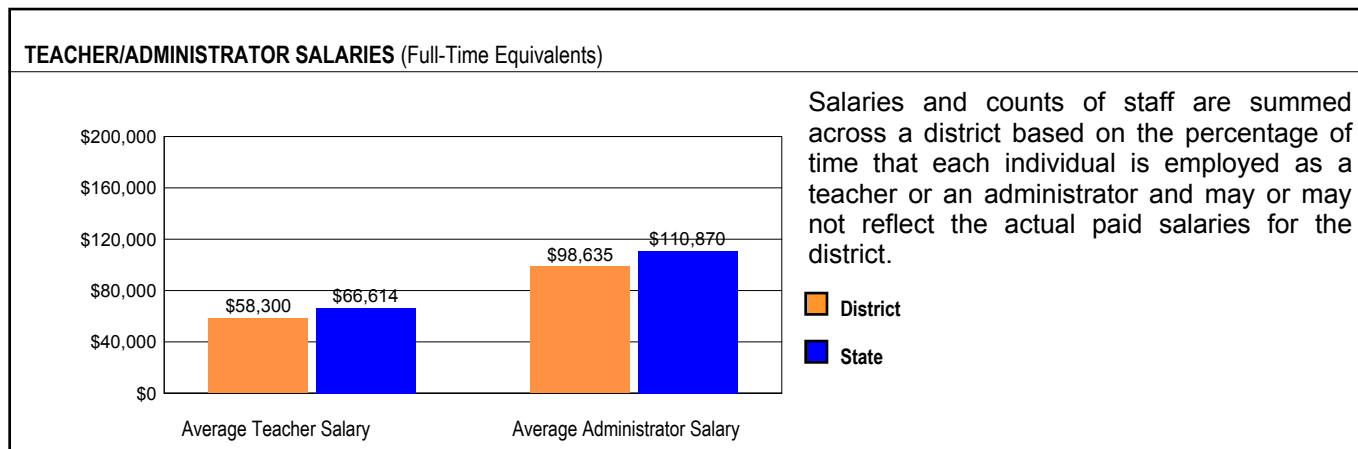
| Grades | Mathematics | | | Science | | | English/Language Arts | | | Social Science | | |
|-----------------|-------------|---|---|---------|---|---|-----------------------|---|---|----------------|---|---|
| | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 |
| School | 48 | | | 42 | | | 106 | | | 42 | | |
| District | 51 | | | 37 | | | 137 | | | 37 | | |
| State | 61 | | | 31 | | | 143 | | | 30 | | |

| TEACHER INFORMATION (Full-Time Equivalents) | | | | | | | | | | | |
|---|-------|-------|----------|-------|---|--------------------|-------------------------|---------|------|--------|-----------------|
| | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific islander | American Indian | Two or More Races | Unknown | Male | Female | Total Number |
| District | 99.6 | 0.0 | 0.0 | 0.4 | 0.0 | 0.0 | 0.0 | 0.0 | 18.7 | 81.3 | 59 |
| State | 83.3 | 7.1 | 5.3 | 1.3 | 0.1 | 0.2 | 0.8 | 2.0 | 23.1 | 76.9 | 127,830 |

| 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 | 13.9 | 62.5 | 37.5 | 0.0 | 0.0 |
| State | 12.9 | 37.8 | 61.7 | 0.6 | 0.7 |

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

SCHOOL DISTRICT FINANCES



| REVENUE BY SOURCE 2010-11 | | | | EXPENDITURE BY FUND 2010-11 | | | |
|---------------------------|--------------|------------|---------|--|--------------|------------|---------|
| | District | District % | State % | | District | District % | State % |
| Local Property Taxes | \$3,151,493 | 24.1 | 58.2 | Education | \$8,939,089 | 70.2 | 73.7 |
| Other Local Funding | \$1,362,857 | 10.4 | 5.1 | Operations & Maintenance | \$504,278 | 4.0 | 5.9 |
| General State Aid | \$5,695,204 | 43.6 | 17.1 | Transportation | \$415,605 | 3.3 | 3.8 |
| Other State Funding | \$1,505,918 | 11.5 | 9.5 | Debt Service | \$703,669 | 5.5 | 7.4 |
| Federal Funding | \$1,347,540 | 10.3 | 10.1 | Tort | \$145,375 | 1.1 | 1.2 |
| TOTAL | \$13,063,012 | | | Municipal Retirement/ Social Security | \$231,149 | 1.8 | 2.0 |
| | | | | Fire Prevention & Safety | \$46,548 | 0.4 | 0.8 |
| | | | | Capital Projects | \$1,746,105 | 13.7 | 5.1 |
| | | | | TOTAL | \$12,731,818 | | |

| OTHER FINANCIAL INDICATORS | | | | |
|----------------------------|---|--------------------------------------|---|---|
| | 2009 Equalized Assessed Valuation per Pupil | 2009 Total School Tax Rate per \$100 | 2010-11 Instructional Expenditure per Pupil | 2010-11 Operating Expenditure per Pupil |
| District | \$66,333 | 4.32 | \$4,723 | \$8,464 |
| State | ** | ** | \$6,824 | \$11,664 |

** 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.

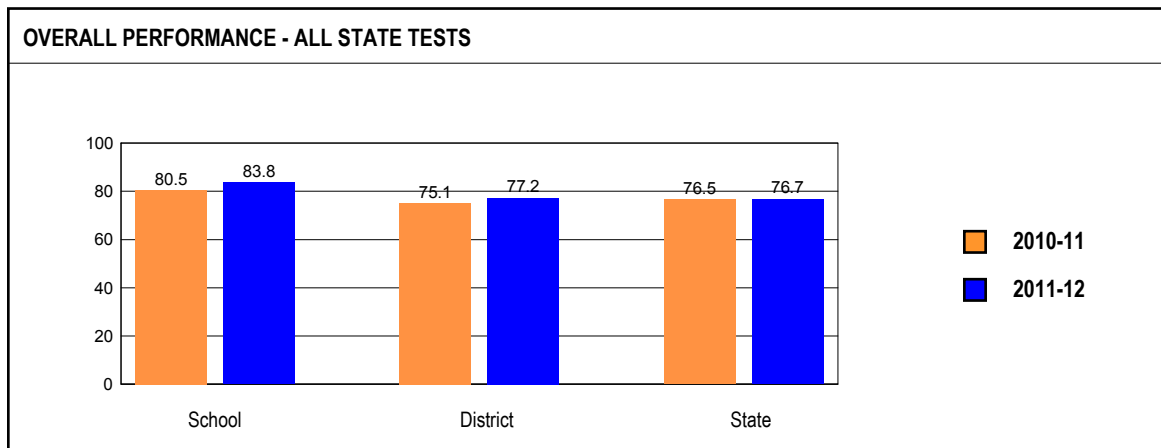
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

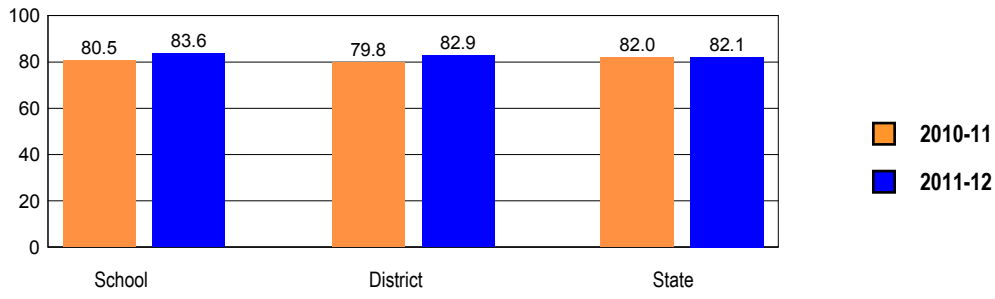
ACADEMIC PERFORMANCE

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.

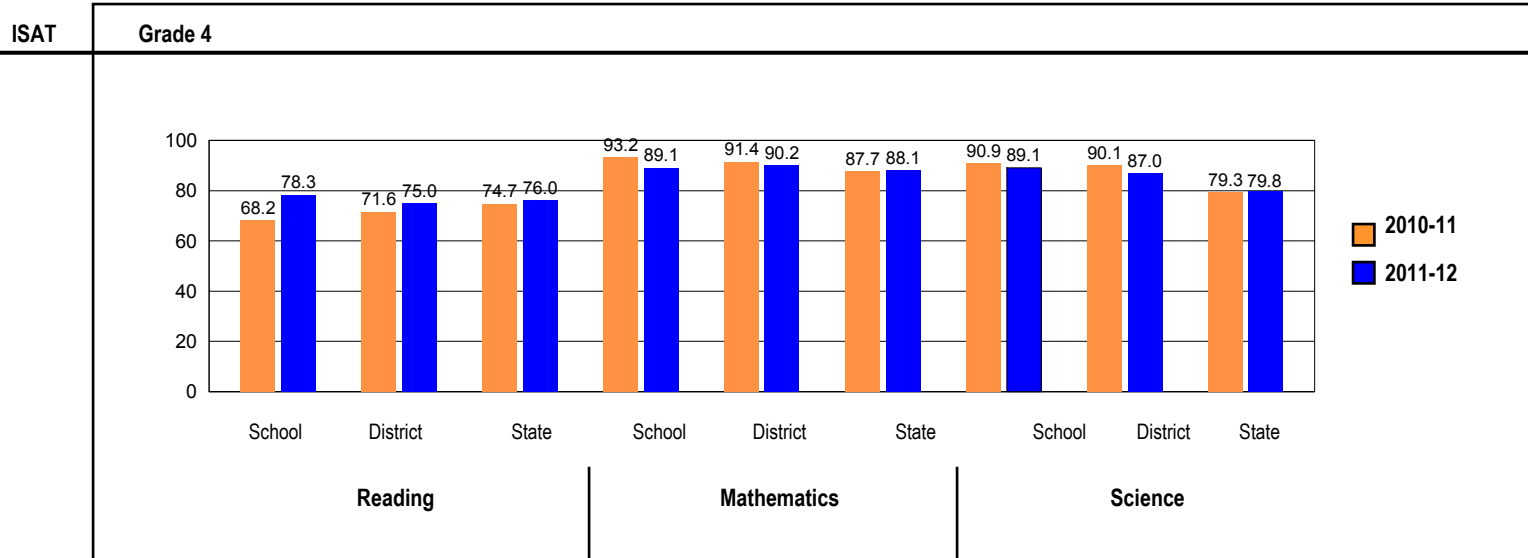
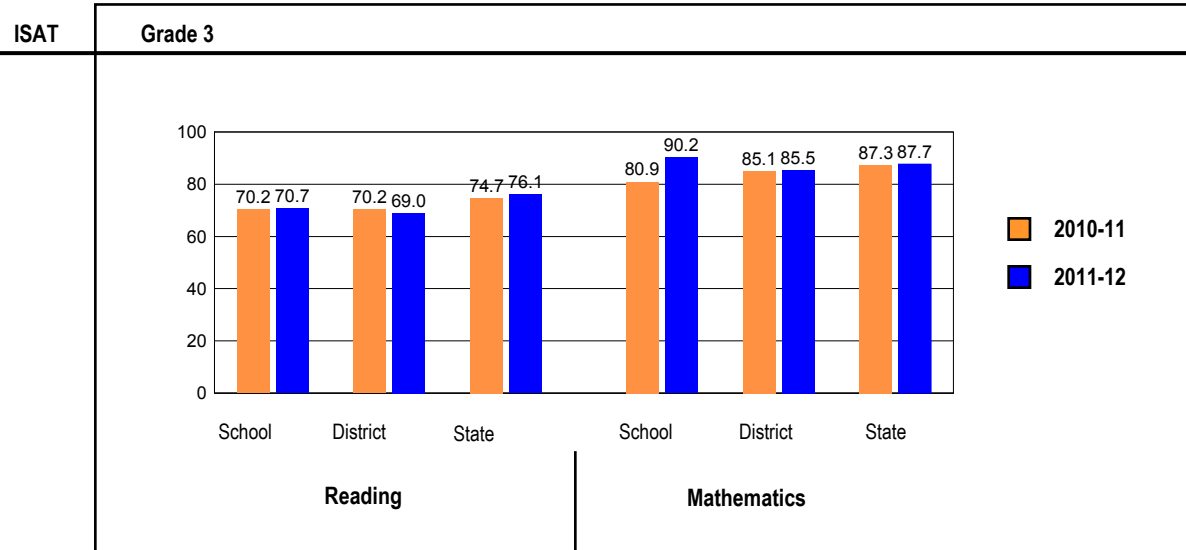


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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 | | | | | | | | | | | | | | | |
|---|-------------|-----------|---------|---------|--------------------------|---------|----------|--------|----------------------------------|-----------------|-------------------|--------|---------|----------------------------|----------------------------|
| | | 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 | 88 | 43 | 45 | 81 | 0 | 3 | 0 | 0 | 0 | 4 | 0 | 0 | 16 | 57 |
| | Reading | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | | | 0.0 | 0.0 |
| District | *Enrollment | 617 | 309 | 308 | 590 | 11 | 7 | 0 | 0 | 3 | 6 | 0 | 0 | 128 | 293 |
| | Reading | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | | 0.0 | 0.0 |
| State | *Enrollment | 1,072,304 | 548,690 | 523,352 | 547,900 | 192,977 | 251,440 | 45,188 | 977 | 3,177 | 29,968 | 75,031 | 261 | 146,113 | 531,157 |
| | Reading | 0.4 | 0.5 | 0.3 | 0.3 | 0.7 | 0.4 | 0.3 | 0.6 | 0.6 | 0.4 | 0.6 | 2.3 | 0.9 | 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 | 88 | 43 | 45 | 81 | 0 | 3 | 0 | 0 | 0 | 4 | 0 | 0 | 16 | 57 |
| | Mathematics | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | | | 0.0 | 0.0 |
| District | *Enrollment | 617 | 309 | 308 | 590 | 11 | 7 | 0 | 0 | 3 | 6 | 0 | 0 | 128 | 293 |
| | Mathematics | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | | 0.0 | 0.0 |
| State | *Enrollment | 1,073,764 | 549,462 | 524,040 | 548,234 | 193,064 | 252,013 | 45,638 | 983 | 3,180 | 29,975 | 76,502 | 271 | 146,133 | 532,214 |
| | Mathematics | 0.4 | 0.4 | 0.3 | 0.3 | 0.7 | 0.4 | 0.2 | 0.5 | 0.5 | 0.4 | 0.3 | 1.1 | 0.9 | 0.5 |

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

| PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE | | | | | | | | | | | | | | | |
|---|-------------|---------|---------|---------|--------------------------|--------|----------|--------|----------------------------------|-----------------|-------------------|--------|---------|----------------------------|----------------------------|
| | | 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 | 46 | 24 | 22 | 44 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 7 | 30 |
| | Science | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | | | | 0.0 |
| District | *Enrollment | 271 | 131 | 140 | 259 | 6 | 3 | 0 | 0 | 2 | 1 | 0 | 0 | 49 | 127 |
| | Science | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | | | 0.0 | 0.0 |
| State | *Enrollment | 456,721 | 232,992 | 223,651 | 237,912 | 81,780 | 103,594 | 19,211 | 393 | 1,359 | 12,254 | 25,859 | 107 | 61,941 | 217,988 |
| | Science | 0.7 | 0.8 | 0.6 | 0.5 | 1.4 | 0.7 | 0.3 | 1.0 | 0.9 | 0.7 | 0.8 | 0.9 | 1.6 | 1.0 |

* 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 | 9.8 | 19.5 | 46.3 | 24.4 | 0.0 | 9.8 | 58.5 | 31.7 |
| District | 6.0 | 25.0 | 51.2 | 17.9 | 1.2 | 13.3 | 60.2 | 25.3 |
| State | 5.2 | 18.7 | 46.1 | 29.9 | 2.9 | 9.3 | 45.2 | 42.5 |

Grade 3 - Gender

| Levels | Reading | | | | Mathematics | | | | |
|--------|----------|------|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 15.8 | 15.8 | 47.4 | 21.1 | 0.0 | 5.3 | 63.2 | 31.6 |
| | District | 8.9 | 24.4 | 53.3 | 13.3 | 2.2 | 13.3 | 60.0 | 24.4 |
| | State | 6.4 | 20.8 | 46.1 | 26.7 | 3.2 | 9.3 | 44.0 | 43.5 |
| Female | School | 4.5 | 22.7 | 45.5 | 27.3 | 0.0 | 13.6 | 54.5 | 31.8 |
| | District | 2.6 | 25.6 | 48.7 | 23.1 | 0.0 | 13.2 | 60.5 | 26.3 |
| | State | 3.9 | 16.6 | 46.2 | 33.3 | 2.6 | 9.4 | 46.6 | 41.4 |

Grade 3 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | |
|----------------------------------|----------|------|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 11.1 | 16.7 | 44.4 | 27.8 | 0.0 | 11.1 | 55.6 | 33.3 |
| | District | 6.5 | 22.1 | 51.9 | 19.5 | 1.3 | 14.3 | 58.4 | 26.0 |
| | State | 2.5 | 11.7 | 45.9 | 39.9 | 1.1 | 4.6 | 39.2 | 55.0 |
| Black | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 9.3 | 28.3 | 46.9 | 15.4 | 7.1 | 17.9 | 53.8 | 21.2 |
| Hispanic | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 8.3 | 28.0 | 47.6 | 16.1 | 3.8 | 13.8 | 54.7 | 27.7 |
| Asian | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 2.0 | 7.4 | 36.7 | 53.9 | 1.0 | 3.0 | 25.1 | 70.8 |
| Native Hawaiian/Pacific Islander | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 3.4 | 7.4 | 45.9 | 43.2 | 2.0 | 3.4 | 37.8 | 56.8 |
| American Indian | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 3.9 | 24.8 | 45.1 | 26.2 | 2.0 | 12.3 | 51.0 | 34.8 |
| Two or More Races | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 3.7 | 15.0 | 46.7 | 34.6 | 2.0 | 7.9 | 44.0 | 46.1 |

Grade 3 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | |
|--------------------------|----------|------|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | School | 15.4 | 23.1 | 50.0 | 11.5 | 0.0 | 15.4 | 61.5 | 23.1 |
| | District | 10.6 | 27.7 | 53.2 | 8.5 | 2.2 | 13.0 | 65.2 | 19.6 |
| | State | 8.3 | 27.4 | 48.5 | 15.9 | 4.7 | 14.5 | 54.3 | 26.4 |
| Not Eligible | School | 0.0 | 13.3 | 40.0 | 46.7 | 0.0 | 0.0 | 53.3 | 46.7 |
| | District | 0.0 | 21.6 | 48.6 | 29.7 | 0.0 | 13.5 | 54.1 | 32.4 |
| | State | 1.7 | 9.1 | 43.5 | 45.7 | 0.9 | 3.5 | 35.1 | 60.5 |

Grade 4**Grade 4 - All**

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 21.7 | 52.2 | 26.1 | 0.0 | 10.9 | 58.7 | 30.4 | 0.0 | 10.9 | 56.5 | 32.6 |
| District | 1.1 | 23.9 | 48.9 | 26.1 | 1.1 | 8.7 | 66.3 | 23.9 | 2.2 | 10.9 | 62.0 | 25.0 |
| State | 1.0 | 23.0 | 47.1 | 28.9 | 1.2 | 10.7 | 57.1 | 31.0 | 2.6 | 17.6 | 59.7 | 20.1 |

Grade 4 - Gender

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 0.0 | 25.0 | 54.2 | 20.8 | 0.0 | 12.5 | 58.3 | 29.2 | 0.0 | 8.3 | 58.3 | 33.3 |
| | District | 0.0 | 31.0 | 47.6 | 21.4 | 0.0 | 11.9 | 61.9 | 26.2 | 0.0 | 7.1 | 61.9 | 31.0 |
| | State | 1.3 | 26.7 | 46.8 | 25.2 | 1.5 | 11.4 | 56.0 | 31.1 | 2.9 | 17.4 | 57.4 | 22.3 |
| Female | School | 0.0 | 18.2 | 50.0 | 31.8 | 0.0 | 9.1 | 59.1 | 31.8 | 0.0 | 13.6 | 54.5 | 31.8 |
| | District | 2.0 | 18.0 | 50.0 | 30.0 | 2.0 | 6.0 | 70.0 | 22.0 | 4.0 | 14.0 | 62.0 | 20.0 |
| | State | 0.6 | 19.2 | 47.4 | 32.8 | 0.9 | 9.9 | 58.4 | 30.8 | 2.3 | 17.9 | 62.0 | 17.8 |

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 | 22.7 | 52.3 | 25.0 | 0.0 | 11.4 | 59.1 | 29.5 | 0.0 | 11.4 | 56.8 | 31.8 |
| | District | 1.1 | 22.7 | 50.0 | 26.1 | 1.1 | 9.1 | 65.9 | 23.9 | 2.3 | 10.2 | 62.5 | 25.0 |
| | State | 0.5 | 14.3 | 46.9 | 38.3 | 0.6 | 6.0 | 53.6 | 39.8 | 1.0 | 9.6 | 61.2 | 28.2 |
| Black | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 2.0 | 39.0 | 45.6 | 13.5 | 3.0 | 20.9 | 61.8 | 14.3 | 6.1 | 33.8 | 54.1 | 6.0 |
| Hispanic | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 1.3 | 32.3 | 50.0 | 16.4 | 1.4 | 14.5 | 64.7 | 19.4 | 3.8 | 24.6 | 61.8 | 9.9 |
| Asian | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 0.4 | 9.1 | 38.2 | 52.3 | 0.6 | 3.3 | 35.9 | 60.2 | 1.4 | 7.3 | 52.6 | 38.7 |
| Native Hawaiian/Pacific Islander | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 0.8 | 14.4 | 48.8 | 36.0 | 0.0 | 6.3 | 50.0 | 43.8 | 0.8 | 13.4 | 58.3 | 27.6 |
| American Indian | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 1.0 | 25.5 | 51.6 | 22.0 | 1.4 | 10.5 | 64.2 | 23.9 | 3.3 | 21.5 | 60.4 | 14.8 |
| Two or More Races | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 0.6 | 19.4 | 46.7 | 33.3 | 0.8 | 9.1 | 55.8 | 34.3 | 1.9 | 15.1 | 58.6 | 24.4 |

Grade 4 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|--------------------------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | School | 0.0 | 20.0 | 60.0 | 20.0 | 0.0 | 10.0 | 63.3 | 26.7 | 0.0 | 13.3 | 56.7 | 30.0 |
| | District | 1.9 | 22.6 | 54.7 | 20.8 | 1.9 | 9.4 | 66.0 | 22.6 | 3.8 | 17.0 | 54.7 | 24.5 |
| | State | 1.6 | 34.2 | 49.0 | 15.2 | 2.0 | 16.5 | 64.2 | 17.4 | 4.3 | 26.7 | 59.7 | 9.4 |
| Not Eligible | School | 0.0 | 25.0 | 37.5 | 37.5 | 0.0 | 12.5 | 50.0 | 37.5 | 0.0 | 6.3 | 56.3 | 37.5 |
| | District | 0.0 | 25.6 | 41.0 | 33.3 | 0.0 | 7.7 | 66.7 | 25.6 | 0.0 | 2.6 | 71.8 | 25.6 |
| | State | 0.3 | 10.9 | 45.1 | 43.7 | 0.4 | 4.5 | 49.5 | 45.6 | 0.8 | 7.9 | 59.7 | 31.6 |

2012 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

| | | | |
|---|-----|---|-------------------------------|
| Is this school making Adequate Yearly Progress (AYP)? | No | Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act? | Yes |
| Is this school making AYP in Reading? | No | 2012-13 Federal Improvement Status | Choice |
| Is this school making AYP in Mathematics? | Yes | 2012-13 State Improvement Status | Academic Early Warning Year 1 |

| | Percent Tested on State Tests | | | | Percent Meeting/Exceeding Standards * | | | | | | Other Indicators | | | |
|--------------------------------------|-------------------------------|---------|-------------|---------|---------------------------------------|-----------------------|---------|-------------|-----------------------|---------|------------------|---------|------------------------|---------|
| | Reading | | Mathematics | | Reading | | | Mathematics | | | Attendance Rate | | 5-YEAR 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 | | 85.0 | | | 85.0 | | | 91.0 | | 82.0 | |
| All | 100.0 | Yes | 100.0 | Yes | 73.7 | | No | 88.2 | | Yes | 95.1 | Yes | | |
| White | 100.0 | Yes | 100.0 | Yes | 73.9 | 74.2 | Yes | 87.0 | | Yes | 95.2 | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian | | | | | | | | | | | | | | |
| Native Hawaiian/ Pacific Islander | | | | | | | | | | | | | | |
| American Indian | | | | | | | | | | | | | | |
| Two or More Races | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Economically Disadvantaged | 100.0 | Yes | 100.0 | Yes | 70.2 | 70.6 | Yes | 85.1 | | Yes | 96.7 | | | |

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2011.

** Safe Harbor Targets of 85% 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.

2012 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

| | |
|---|---------------|
| The Differentiated Accountability classification for the school is: | Comprehensive |
| Is this school making (AYP) in the "ALL" subgroup in reading ? | No |
| Is this school making (AYP) in the "ALL" subgroup in math ? | Yes |

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP.**

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused supports verses more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.

Jefferson Elementary School Report Card Summary - 2012

Analysis of Jefferson School students' scores on the Illinois Standard's Achievement Test (ISAT) for the 2011-2012 school year indicate the Jefferson School did not meet AYP in the area of Reading. Jefferson School did meet AYP in the areas of Mathematics, and Science. The state AYP target for the 2012 testing period was 85% in all tested areas. Overall, we had 73.7% of our students meet or exceed standards in reading, 88.2% meet or exceed in math, and 90% meet or exceed in science.

At the third grade level, 71% of Jefferson students met or exceeded the state standards in reading, and 90% of Jefferson students met or exceeded standards in math.

At the fourth grade level, 78% of Jefferson students met or exceeded the state standards in reading, 89% of Jefferson students met or exceeded the state standards in Math, and 90% of Jefferson students met or exceeded the state standards in science.

The following improvements have been made in an effort to increase student achievement and to raise test scores and meet AYP at Jefferson School.

1. I-STEEP usage continued to benchmark and progress monitor K-4 students in reading, math, and written expression.
2. Response to Intervention Team (RtI) continued to help identify and monitor at-risk students.
3. Implemented a new Math curriculum "My Math" for K-5th grade that is aligned to the Common Core Standards.
4. Continue to utilize NCLB aides for grade K-4 to serve all grade levels for small group at-risk instruction.
5. PBIS (Positive Behavior Interventions and Supports).
6. Continue use of SHARP (Students High Attendance Rewards Program) to promote good attendance.
7. Advanced technology available in all classrooms
8. Test-prep through Study Island grades 3-4 and teacher generated materials in Reading, Math, and Science.
9. Implemented promotion requirements for 1st-4th grade to ensure that students have mastered the required skills before moving on to the next grade level.
10. Continued use of CATCH PE components and equipment in PE.
11. Improved and expanded PTO to increase parental involvement.
12. Teachers may attend professional development opportunities to improve student academic success.
13. The Johnston City CUSD #1 provides professional development opportunities that address the needs identified in the District Improvement Plan and District Needs Assessment.
14. Co-teaching to eliminate duplication of service and maximize teacher to student time.
15. School social worker consults with students on a weekly or monthly basis.
16. Continuation of communication across grades and teachers.
17. Continued focus on math facts (+,-,x,÷)
18. Increased intensity of Reading Strategies and Reading Skills instruction in elementary classrooms.
19. Use of "Book It" program to encourage Reading.
20. IXL subscription for supplemental math instruction and activities (K-4).
21. Continued use of Brainpop Jr., Brainpop, Discovery Streaming, for K-4 students and staff.
22. Continued use of *Sentence School* to enhance the Handwriting Without Tears program at the Kindergarten and 1st grade level to improve language arts skills.
23. Team approach to teaching in various grade levels.
24. Grade level meetings on a monthly/bi-monthly basis

25. Implementation of *Reading Eggs* for use with at-risk students.
26. Implementation of *Starfall More* in the Kindergarten classrooms.

Suggestions for Improvement:

1. All grades use Extra Math (Xtramath.org) to improve basic math facts.
2. Common Core Curriculum Alignment
3. Smaller teacher to student ratio
4. Continued replacement, maintenance and improvement of technology
5. New Reading and Social Studies Curriculum
6. Reading Eggs for all students
7. Tier 2 Behavior Interventions and a screener for behavior identification