

Washington Elem School
Johnston City CUSD 1
Johnston City, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5 6 7 8

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	97.4	0.4	0.2	0.0	0.0	1.9	55.9	0.0		0.6	11.3	95.0	467
District	97.2	0.6	0.8	0.0	0.2	1.2	51.7	0.0		2.1	15.3	94.1	1,223
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	97.0	--	--	--	--
District	97.4	21.5	19.0	18.0	203.8
State	96.7	18.4	18.0	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	20.0	27.0	24.0	19.0	25.0	29.0	24.3	23.0	25.8	
District	18.3	25.5	20.0	19.5	23.0	29.0	24.3	23.0	25.8	
State	20.5	20.9	21.3	21.8	22.2	22.6	22.0	21.1	21.4	

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	50	45	45	40	45	45	155	90	90	40	45	45
District	51	45	45	37	45	45	137	90	90	37	45	45
State	59	54	51	30	43	44	145	104	92	30	43	44

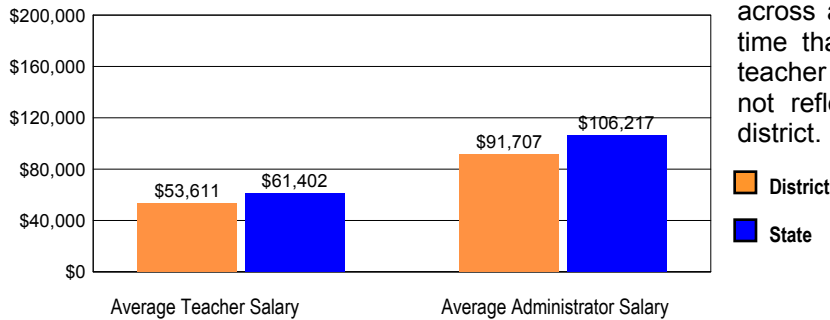
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	22.1	77.9	59
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	13.4	62.6	37.4	0.0	0.0
State	12.5	44.1	55.8	0.6	1.2

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

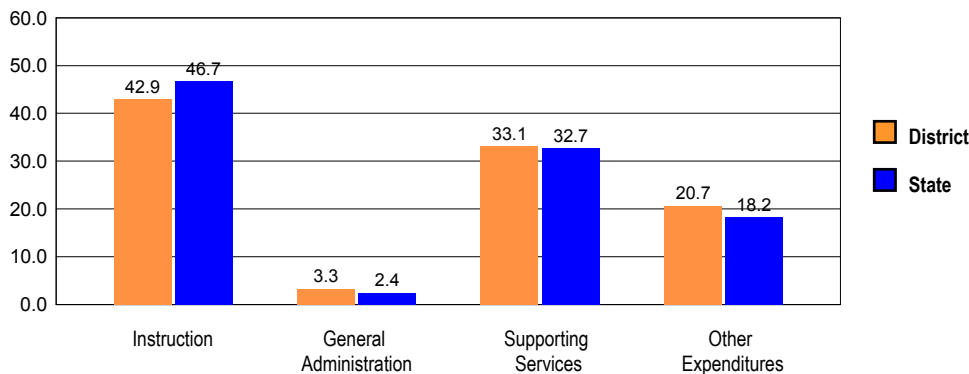
SCHOOL DISTRICT FINANCES

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 2007-08 (Percentages)



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$2,893,235	28.5	58.7	Education	\$8,077,668	81.5	71.5
Other Local Funding	\$360,905	3.6	6.3	Operations & Maintenance	\$388,372	3.9	8.6
General State Aid	\$5,492,578	54.1	18.6	Transportation	\$378,097	3.8	3.9
Other State Funding	\$514,105	5.1	9.0	Bond and Interest	\$690,943	7.0	6.3
Federal Funding	\$896,024	8.8	7.4	Rent	\$0	0.0	0.0
TOTAL	\$10,156,847			Municipal Retirement/ Social Security	\$194,002	2.0	1.8
				Fire Prevention & Safety	\$183,496	1.9	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	6.8
				TOTAL	\$9,912,578		

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	\$54,698	3.53	\$4,214	\$7,778
State	**	**	\$6,103	\$10,417

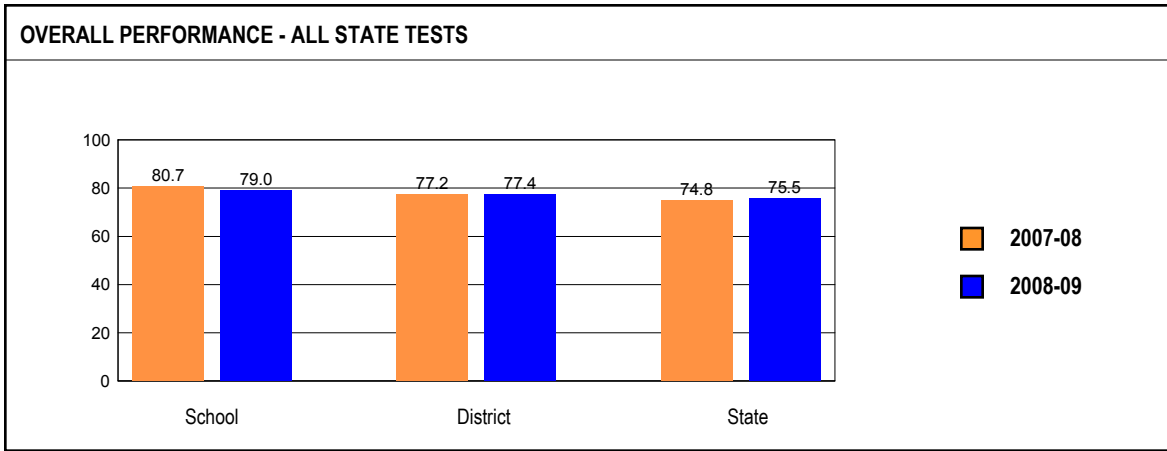
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school 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

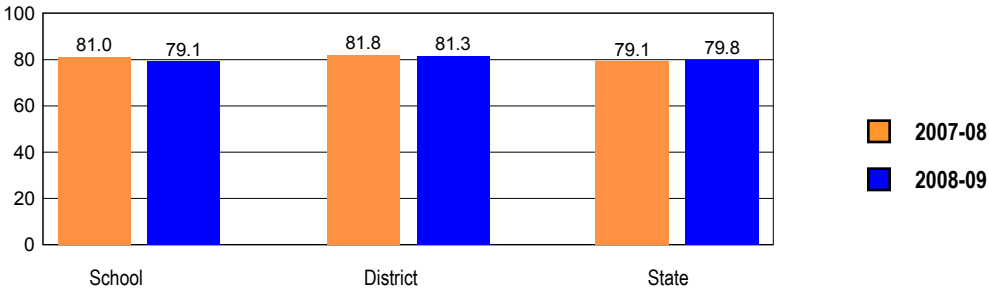
OVERALL STUDENT PERFORMANCE

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.

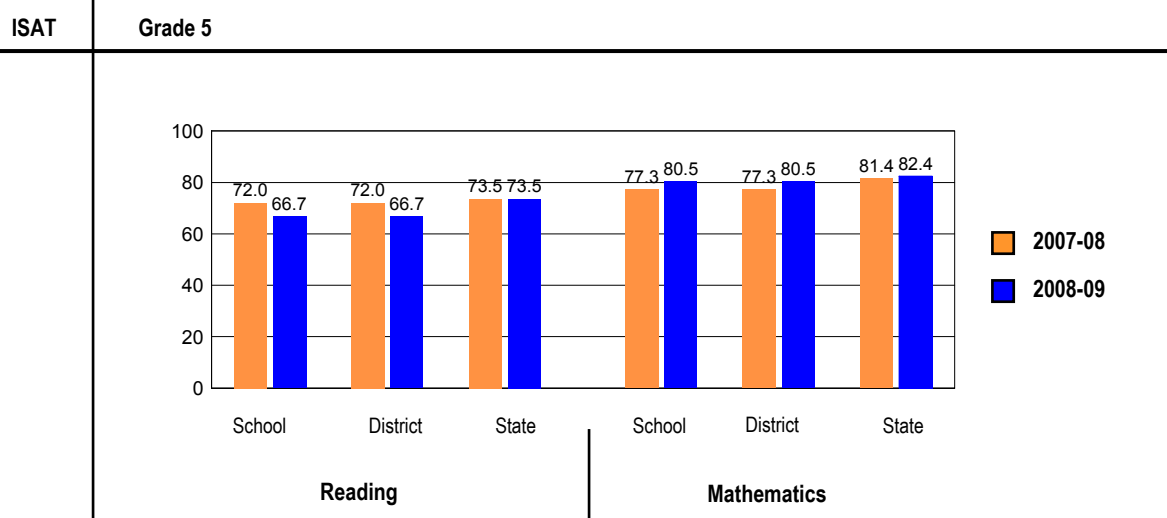
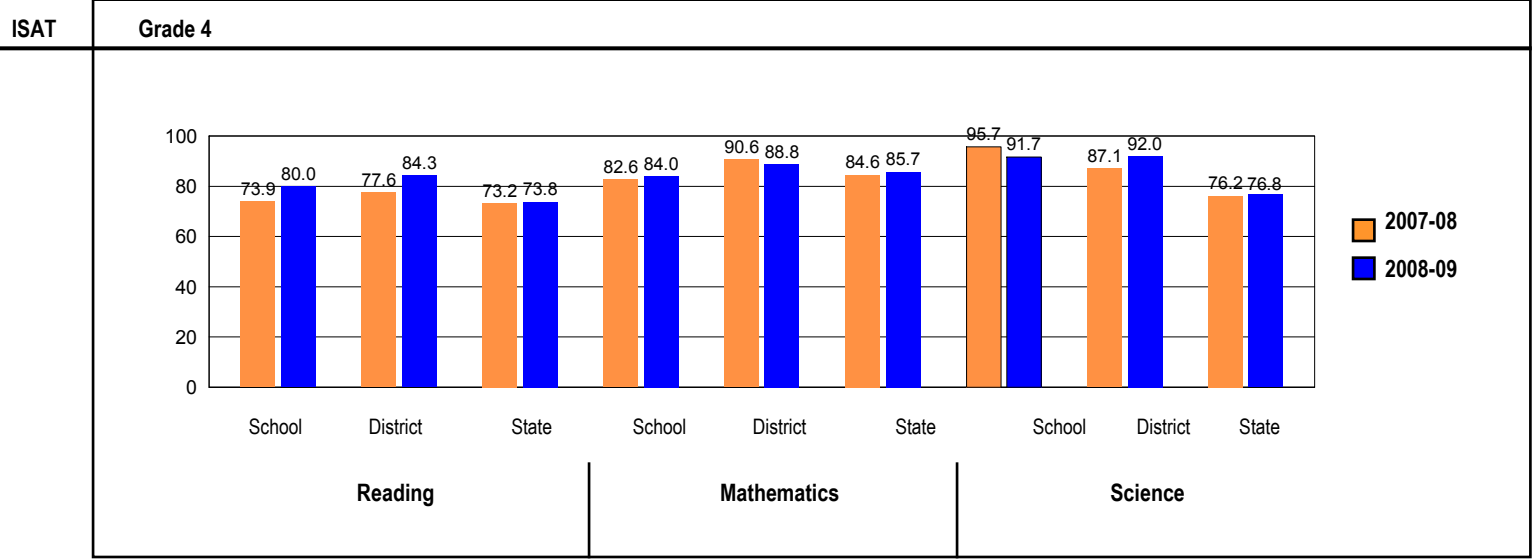
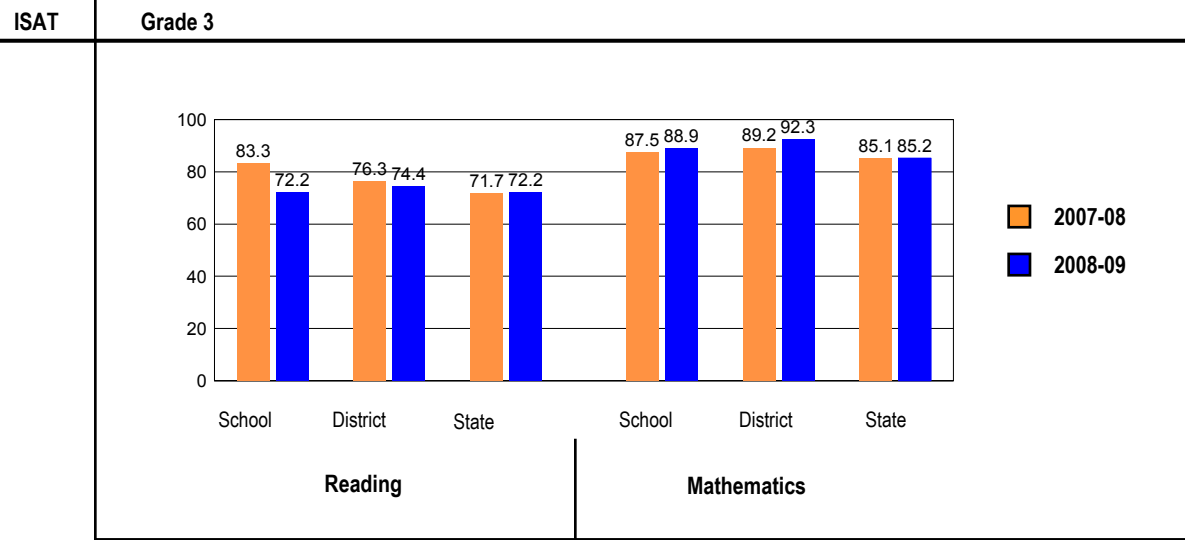


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

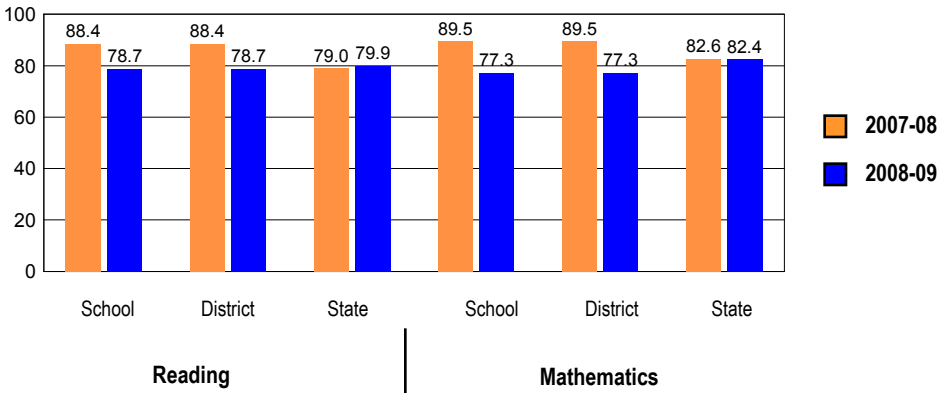


ISAT PERFORMANCE

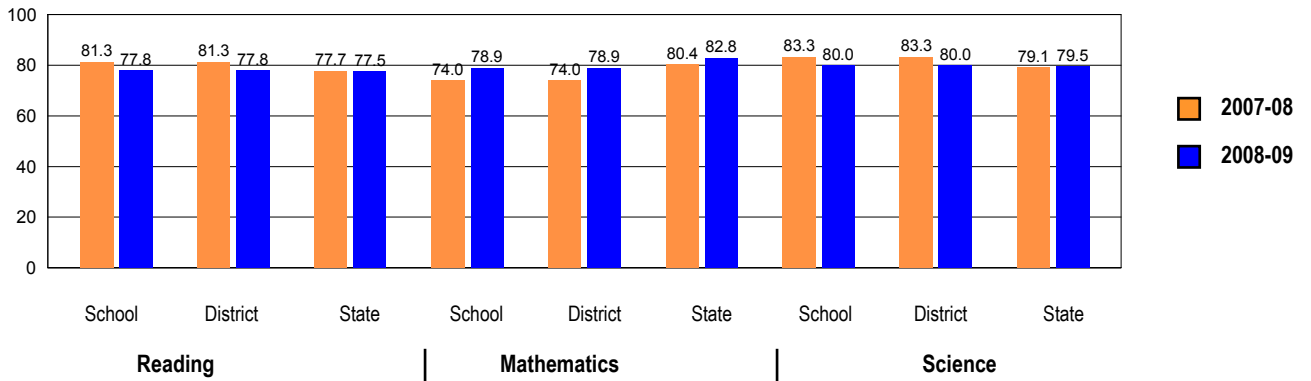
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



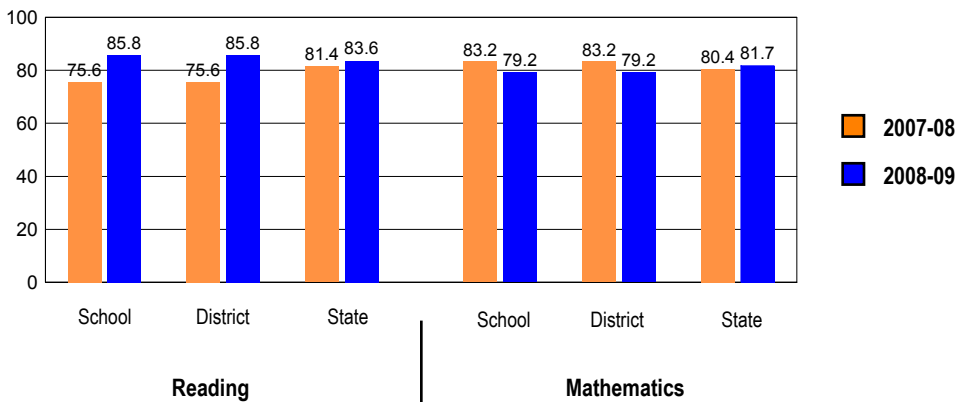
ISAT Grade 6



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	408	200	208	397	2	1	0	0	8	0	0	78	228
	Reading	0.2	0.5	0.0	0.3								1.3	0.0
	Mathematics	0.2	0.5	0.0	0.3								1.3	0.0
District	*Enrollment	622	303	319	607	2	3	0	1	9	0	0	124	327
	Reading	0.2	0.3	0.0	0.2								0.8	0.0
	Mathematics	0.2	0.3	0.0	0.2								0.8	0.0
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	116	55	61	115	0	0	0	0	1	0	0	19	58
	Science	0.0	0.0	0.0	0.0								0.0	0.0
District	*Enrollment	268	126	142	264	0	2	0	1	1	0	0	47	119
	Science	0.0	0.0	0.0	0.0								0.0	0.0
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	0.0	27.8	50.0	22.2	0.0	11.1	66.7	22.2
District	3.8	21.8	52.6	21.8	2.6	5.1	53.8	38.5
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	0.0	30.0	40.0	30.0	0.0	10.0	60.0	30.0
	District	5.0	30.0	50.0	15.0	5.0	2.5	52.5	40.0
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School								
	District	2.6	13.2	55.3	28.9	0.0	7.9	55.3	36.8
	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	0.0	27.8	50.0	22.2	0.0	11.1	66.7	22.2
	District	3.9	22.1	51.9	22.1	2.6	5.2	54.5	37.7
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School								
	District								
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School								
	District								
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District								
	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								
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	36.4	36.4	27.3	0.0	9.1	63.6	27.3
	District	4.3	31.9	46.8	17.0	4.3	4.3	61.7	29.8
	State	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible	School								
	District	3.2	6.5	61.3	29.0	0.0	6.5	41.9	51.6
	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	School	0.0	20.0	56.0	24.0	0.0	16.0	76.0	8.0	0.0	8.3	79.2	12.5
	District	0.0	15.7	50.6	33.7	0.0	11.2	65.2	23.6	0.0	8.0	63.6	28.4
	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	33.3	46.7	20.0	0.0	20.0	66.7	13.3	0.0	7.1	71.4	21.4
	District	0.0	22.2	44.4	33.3	0.0	15.6	57.8	26.7	0.0	9.1	56.8	34.1
	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	0.0	70.0	30.0	0.0	10.0	90.0	0.0	0.0	10.0	90.0	0.0
	District	0.0	9.1	56.8	34.1	0.0	6.8	72.7	20.5	0.0	6.8	70.5	22.7
	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	20.0	56.0	24.0	0.0	16.0	76.0	8.0	0.0	8.3	79.2	12.5
	District	0.0	15.7	50.6	33.7	0.0	11.2	65.2	23.6	0.0	8.0	63.6	28.4
	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												
	District												
	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												
	District												
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School												
	District												
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School												
	District												
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	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	38.5	46.2	15.4	0.0	23.1	69.2	7.7	0.0	16.7	83.3	0.0
	District	0.0	27.5	55.0	17.5	0.0	17.5	65.0	17.5	0.0	12.8	76.9	10.3
	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	0.0	66.7	33.3	0.0	8.3	83.3	8.3	0.0	0.0	75.0	25.0
	District	0.0	6.1	46.9	46.9	0.0	6.1	65.3	28.6	0.0	4.1	53.1	42.9
	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	School	0.0	33.3	50.6	16.1	0.0	19.5	72.4	8.0
	District	0.0	33.3	50.6	16.1	0.0	19.5	72.4	8.0
	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	33.3	50.0	16.7	0.0	21.4	71.4	7.1
	District	0.0	33.3	50.0	16.7	0.0	21.4	71.4	7.1
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.0	33.3	51.1	15.6	0.0	17.8	73.3	8.9
	District	0.0	33.3	51.1	15.6	0.0	17.8	73.3	8.9
	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	33.7	50.6	15.7	0.0	19.3	73.5	7.2
	District	0.0	33.7	50.6	15.7	0.0	19.3	73.5	7.2
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School								
	District								
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School								
	District								
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School								
	District								
	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								
	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	60.0	40.0	0.0	0.0	45.0	50.0	5.0
	District	0.0	60.0	40.0	0.0	0.0	45.0	50.0	5.0
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	School	0.0	25.4	53.7	20.9	0.0	11.9	79.1	9.0
	District	0.0	25.4	53.7	20.9	0.0	11.9	79.1	9.0
	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	44.2	50.0	5.8	0.0	23.1	71.2	5.8
	District	0.0	44.2	50.0	5.8	0.0	23.1	71.2	5.8
	State	0.8	40.6	46.7	11.9	0.5	27.5	65.5	6.4
Not Eligible	School	0.0	17.1	51.4	31.4	0.0	14.3	74.3	11.4
	District	0.0	17.1	51.4	31.4	0.0	14.3	74.3	11.4
	State	0.1	13.6	48.4	37.8	0.1	8.6	66.7	24.7

Grade 6

Grade 6 - All

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	21.3	57.3	21.3	1.3	21.3	65.3	12.0
District		0.0	21.3	57.3	21.3	1.3	21.3	65.3	12.0
State		0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

Grade 6 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	21.6	59.5	18.9	2.7	29.7	51.4	16.2
	District	0.0	21.6	59.5	18.9	2.7	29.7	51.4	16.2
	State	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female	School	0.0	21.1	55.3	23.7	0.0	13.2	78.9	7.9
	District	0.0	21.1	55.3	23.7	0.0	13.2	78.9	7.9
	State	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

Grade 6 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	21.9	56.2	21.9	1.4	21.9	64.4	12.3
	District	0.0	21.9	56.2	21.9	1.4	21.9	64.4	12.3
	State	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black	School								
	District								
	State	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic	School								
	District								
	State	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander	School								
	District								
	State	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American	School								
	District								
	State	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic	School								
	District								
	State	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

Grade 6 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	75.0	25.0	0.0	6.3	50.0	43.8	0.0
	District	0.0	75.0	25.0	0.0	6.3	50.0	43.8	0.0
	State	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP	School	0.0	6.8	66.1	27.1	0.0	13.6	71.2	15.3
	District	0.0	6.8	66.1	27.1	0.0	13.6	71.2	15.3
	State	0.1	14.5	55.1	30.3	0.2	12.5	61.1	26.2

Grade 6 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	28.0	54.0	18.0	2.0	24.0	64.0	10.0
	District	0.0	28.0	54.0	18.0	2.0	24.0	64.0	10.0
	State	0.3	31.7	55.2	12.7	1.0	27.1	61.1	10.8
Not Eligible	School	0.0	8.0	64.0	28.0	0.0	16.0	68.0	16.0
	District	0.0	8.0	64.0	28.0	0.0	16.0	68.0	16.0
	State	0.1	10.2	50.5	39.3	0.2	8.6	57.2	34.0

Grade 7

Grade 7 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	22.2	61.1	16.7	3.3	17.8	57.8	21.1	6.7	13.3	55.6	24.4
District	0.0	22.2	61.1	16.7	3.3	17.8	57.8	21.1	6.7	13.3	55.6	24.4
State	0.5	22.0	56.8	20.7	1.6	15.6	55.0	27.7	7.0	13.6	55.7	23.8

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	20.5	61.5	17.9	5.1	17.9	48.7	28.2	5.1	10.3	51.3	33.3
	District	0.0	20.5	61.5	17.9	5.1	17.9	48.7	28.2	5.1	10.3	51.3	33.3
	State	0.7	26.1	55.4	17.9	2.1	17.1	52.8	28.0	7.9	13.0	52.8	26.4
Female	School	0.0	23.5	60.8	15.7	2.0	17.6	64.7	15.7	7.8	15.7	58.8	17.6
	District	0.0	23.5	60.8	15.7	2.0	17.6	64.7	15.7	7.8	15.7	58.8	17.6
	State	0.3	17.8	58.2	23.7	1.2	14.0	57.4	27.4	6.0	14.2	58.7	21.1

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	22.5	61.8	15.7	3.4	18.0	58.4	20.2	6.7	13.5	56.2	23.6
	District	0.0	22.5	61.8	15.7	3.4	18.0	58.4	20.2	6.7	13.5	56.2	23.6
	State	0.2	14.2	57.6	28.0	0.7	9.1	53.4	36.7	2.9	7.1	55.2	34.8
Black	School												
	District												
	State	1.0	35.9	54.7	8.4	4.1	31.3	55.4	9.3	15.3	25.4	54.1	5.3
Hispanic	School												
	District												
	State	0.8	32.4	57.5	9.3	1.9	20.0	62.4	15.7	10.8	21.4	59.0	8.7
Asian/Pacific Islander	School												
	District												
	State	0.2	9.4	51.3	39.2	0.5	4.9	37.8	56.8	2.8	5.4	51.0	40.8
Native American	School												
	District												
	State	0.0	19.1	56.4	24.5	0.8	12.8	60.3	26.0	5.0	11.2	55.6	28.2
Multiracial/Ethnic	School												
	District												
	State	0.5	19.6	57.3	22.6	1.8	14.9	55.5	27.8	6.2	12.0	58.4	23.4

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	60.0	33.3	6.7	13.3	40.0	46.7	0.0	13.3	33.3	46.7	6.7
	District	0.0	60.0	33.3	6.7	13.3	40.0	46.7	0.0	13.3	33.3	46.7	6.7
	State	2.7	59.0	34.6	3.7	8.3	44.0	42.0	5.7	24.1	26.5	42.5	6.8
Non-IEP	School	0.0	14.7	66.7	18.7	1.3	13.3	60.0	25.3	5.3	9.3	57.3	28.0
	District	0.0	14.7	66.7	18.7	1.3	13.3	60.0	25.3	5.3	9.3	57.3	28.0
	State	0.2	16.4	60.1	23.3	0.6	11.3	57.0	31.1	4.4	11.6	57.7	26.3

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	27.3	63.6	9.1	4.5	20.5	61.4	13.6	9.1	18.2	50.0	22.7	
District	0.0	27.3	63.6	9.1	4.5	20.5	61.4	13.6	9.1	18.2	50.0	22.7	
State	0.9	34.1	56.3	8.8	2.9	24.7	59.3	13.1	12.2	21.9	57.1	8.7	
Not Eligible													
School	0.0	17.4	58.7	23.9	2.2	15.2	54.3	28.3	4.3	8.7	60.9	26.1	
District	0.0	17.4	58.7	23.9	2.2	15.2	54.3	28.3	4.3	8.7	60.9	26.1	
State	0.2	12.6	57.1	30.1	0.7	8.4	51.7	39.3	2.9	7.0	54.6	35.6	

Grade 8

Grade 8 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	14.2	80.2	5.7	0.0	20.8	64.2	15.1
District	0.0	14.2	80.2	5.7	0.0	20.8	64.2	15.1
State	0.4	16.0	74.6	9.0	0.8	17.5	54.5	27.2

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male									
School	0.0	17.3	78.8	3.8	0.0	23.1	65.4	11.5	
District	0.0	17.3	78.8	3.8	0.0	23.1	65.4	11.5	
State	0.5	19.0	72.5	7.9	0.9	18.6	53.1	27.4	
Female									
School	0.0	11.1	81.5	7.4	0.0	18.5	63.0	18.5	
District	0.0	11.1	81.5	7.4	0.0	18.5	63.0	18.5	
State	0.2	12.9	76.7	10.2	0.6	16.4	56.0	27.0	

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White									
School	0.0	13.7	80.4	5.9	0.0	20.6	63.7	15.7	
District	0.0	13.7	80.4	5.9	0.0	20.6	63.7	15.7	
State	0.2	10.0	77.2	12.6	0.4	10.3	53.4	35.9	
Black									
School									
District									
State	0.7	28.6	68.7	2.1	1.9	34.5	54.4	9.2	
Hispanic									
School									
District									
State	0.5	22.2	73.6	3.7	0.8	22.9	61.3	15.0	
Asian/Pacific Islander									
School									
District									
State	0.2	6.3	72.5	21.0	0.4	5.7	36.0	57.9	
Native American									
School									
District									
State	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8	
Multiracial/Ethnic									
School									
District									
State	0.2	14.6	75.5	9.6	0.5	16.7	56.0	26.7	

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	37.5	62.5	0.0	0.0	68.8	31.3	0.0
	District	0.0	37.5	62.5	0.0	0.0	68.8	31.3	0.0
	State	2.0	51.8	44.9	1.3	4.0	51.3	40.0	4.7
Non-IEP	School	0.0	10.0	83.3	6.7	0.0	12.2	70.0	17.8
	District	0.0	10.0	83.3	6.7	0.0	12.2	70.0	17.8
	State	0.1	10.6	79.1	10.2	0.3	12.4	56.7	30.6

Grade 8 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	17.0	79.2	3.8	0.0	28.3	62.3	9.4
	District	0.0	17.0	79.2	3.8	0.0	28.3	62.3	9.4
	State	0.6	25.8	70.5	3.0	1.3	28.1	58.1	12.4
Not Eligible	School	0.0	11.3	81.1	7.5	0.0	13.2	66.0	20.8
	District	0.0	11.3	81.1	7.5	0.0	13.2	66.0	20.8
	State	0.1	8.6	77.7	13.6	0.4	9.4	51.8	38.4

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	99.8	Yes	99.8	Yes	80.3		Yes	81.0		Yes	95.0	Yes		
White	99.7	Yes	99.7	Yes	80.2		Yes	80.9		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	98.7	Yes	98.7	Yes	49.2	52.7	Yes	52.5	52.7	Yes	94.4			
Economically Disadvantaged	100.0	Yes	100.0	Yes	72.6		Yes	75.6		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 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.

2009-2010 WRAPAROUND
WASHINGTON SCHOOL

Analysis of Washington School students' scores on the Illinois Standard's Achievement Test (ISAT) for the 2008-2009 school year indicate that Washington School met Adequate Yearly Progress (AYP) in the areas of Reading and Mathematics. The target for meeting AYP was 70%.

The following is a summary of the scores achieved by Washington School students on the 2009 ISAT:

- A. As a whole (All Students), Washington School scored 76% in Reading and 78% in Mathematics.
- B. The Students with Disabilities Subgroup scored below the minimum target of 70%, however students in this subgroup scored 41% in Reading and 45% in Math which was within the Safe Harbor Targets.

The following are improvements that have been made at Washington School for the 2009-2010 school year:

- A. All teachers at Washington School are highly qualified.
- B. A new reading curriculum has been implemented in grade 6. The 7th & 8th grade literature series will also be upgraded for the 2010 -2011 school year to keep in step with the reading curriculum in 6th grade.
- C. RTI is in place for grades K-8. ISTEOP assessment tools are being utilized to monitor student progress and analyze student data.
- D. An instructional aide has been added to the staff to assist with RTI interventions in grades 5 – 8.
- E. Curriculum maps will be updated in the Spring of 2009 in grades K-8.
- F. NCLB aide and Title Program continue to work with students in grades K-5.
- G. Special education teachers have departmentalized their instruction at the Junior High level. Dolphin Easy Reader has been implemented into special education classrooms to reinforce the regular education reading curriculum. RTI efforts are being applied toward students with IEPs as well.
- H. Regular education and special education teachers are co-teaching in the 6th grade Reading Skills classroom
- I. Study Island and Auto Skills test prep programs have replaced “Buckle Down” and “Coach” ISAT preparation materials.
- J. Auto Skills is being used also as a Reading intervention for students reading below grade level in grades 6 – 8.
- K. The Exploratory curriculum has been restructured in grades 7 and 8 to allow students more time for developing skills and mastering content in order to prepare for state testing and grade level advancement.
- L. Positive behavior programs exist in grades K-8.

- M. Student agenda books have been implemented in grades 5 – 8 to improve student organizational skills and increase communication between parents and teachers regarding homework.
- N. Student Intervention Teams (SIT) for grades K-8 meet regularly to identify, and better serve at-risk students.
- O. The school has partnered with Franklin Williamson Human Services through a Mental Health and Schools Collaboration Grant. This grant has provided a counselor housed within the school to assist with one-on-one intervention as well as group intervention.
- P. A program entitled “Second Step” has been implemented to students in the early elementary grades. A “Life Skills” program has been implemented into the 7th and 8th grade classrooms. These programs were made available through the Mental Health and Schools Collaboration Grant.
- Q. A new English series has been implemented in grades 1-6 and will be expanded into grades 7 and 8 over the next two years.
- R. Computer labs are being utilized daily through programs relating to RtI and test preparation. Teachers in grades 5 – 8 are also utilizing the labs for classroom projects.
- S. A new P.E. curriculum has been implemented through the CATCH Program sponsored by Southern Illinois Healthcare for grades 1-6. The program has provided the school with equipment to be used for physical education in grades K – 6.
- T. The PTO has been very active through assisting with student programs and fundraising for educational needs. The PTO continues to provide instructional materials and technology for all grade levels.

The Washington School faculty and administration see needs in the following areas:

- A. Continue to install smart boards, along with the accompanying technology in classrooms throughout the building.
- B. Class size in some grades is above the state average. Additional staff or the reassignment of existing staff would possibly address the issue of ever-changing classroom populations.
- C. Purchase additional books for the Accelerated Reader Program.
- D. Add supplemental materials to existing curriculum to better prepare students for state testing and grade level advancement.
- E. Minor building improvements and/or new construction in order to reduce noise and maximize space.