

**Washington Elem School**  
**Johnston City CUSD 1**  
**Johnston City, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : 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	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
<b>School</b>	96.9	0.5	0.2	0.0	0.0	0.7	1.6	62.4	0.0	24.2		1.0	17.9	94.6	426
<b>District</b>	92.3	0.6	0.5	0.0	0.0	0.5	6.1	58.6	0.0	20.0		1.1	16.5	93.8	1,238
<b>State</b>	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

**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
<b>School</b>	97.0	--	--	--	--
<b>District</b>	97.6	22.6	18.6	18.3	176.9
<b>State</b>	96.0	18.8	18.9	13.6	211.3

\* 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
<b>School</b>		26.0	21.0	24.0	22.0	24.3	23.8	21.5	25.0	
<b>District</b>		25.5	21.3	23.5	20.5	24.3	23.8	21.5	25.0	
<b>State</b>		21.6	21.8	22.3	22.9	23.3	22.0	21.3	21.3	

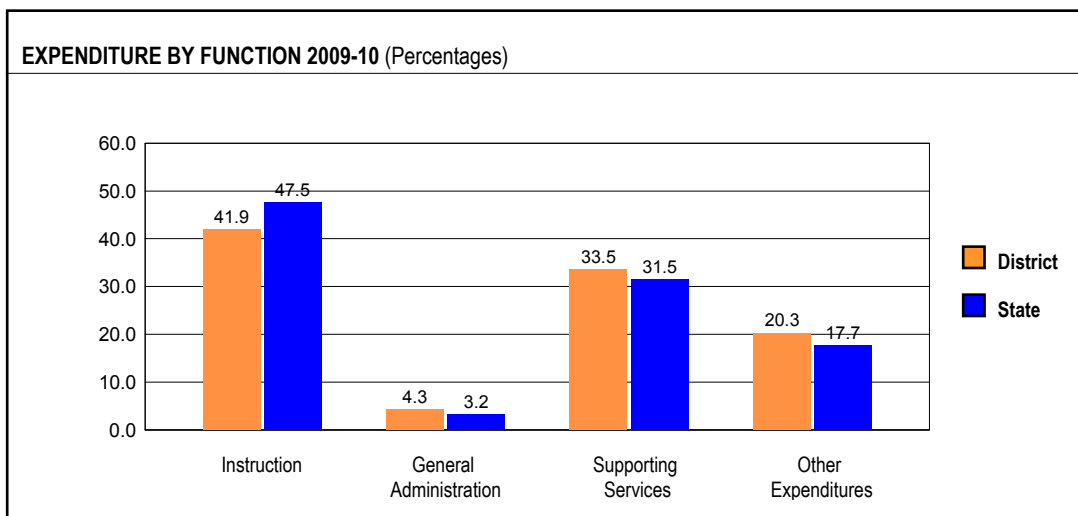
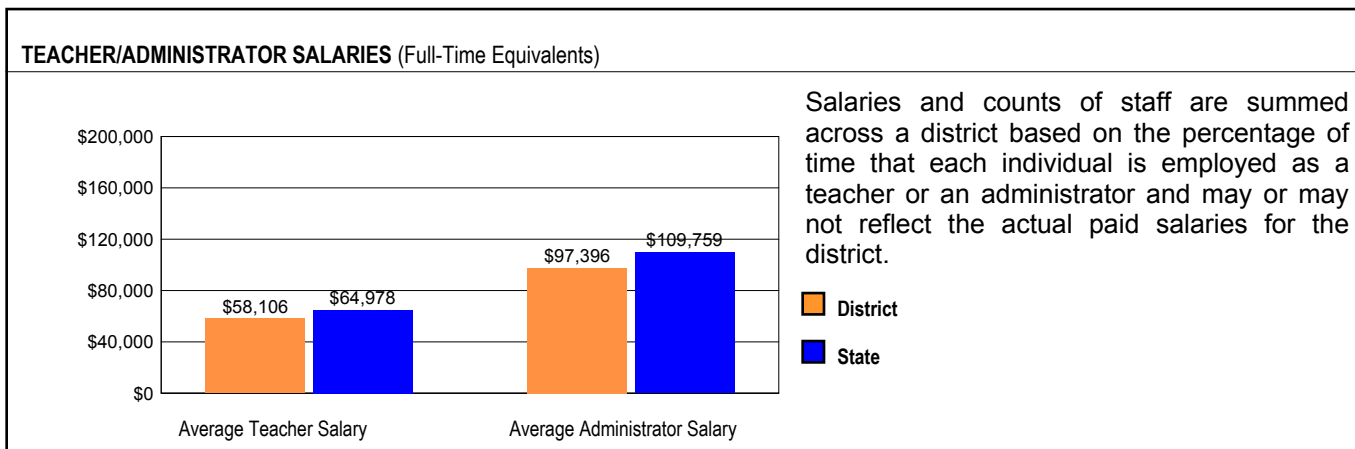
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	50	47	47	40	47	47	155	135	90	40	47	47
<b>District</b>	51	47	47	37	47	47	137	135	90	37	47	47
<b>State</b>	60	55	52	30	43	44	143	103	91	30	43	44

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	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19.1	80.9	58
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	14.4	60.1	39.9	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$2,820,126	24.0	58.9	Education	\$9,052,164	78.3	72.9
Other Local Funding	\$1,574,253	13.4	6.4	Operations & Maintenance	\$461,778	4.0	6.0
General State Aid	\$4,628,841	39.4	14.9	Transportation	\$423,867	3.7	3.8
Other State Funding	\$601,824	5.1	7.5	Debt Service	\$758,553	6.6	7.2
Federal Funding	\$2,110,402	18.0	12.4	Tort	\$213,185	1.8	1.2
<b>TOTAL</b>	<b>\$11,735,446</b>			Municipal Retirement/ Social Security	\$227,216	2.0	1.9
				Fire Prevention & Safety	\$84,093	0.7	0.7
				Site & Construction/ Capital Improvement	\$347,254	3.0	6.4
				<b>TOTAL</b>	<b>\$11,568,110</b>		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$64,534	4.36	\$4,849	\$8,910
State	**	**	\$6,773	\$11,537

\*\* 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.

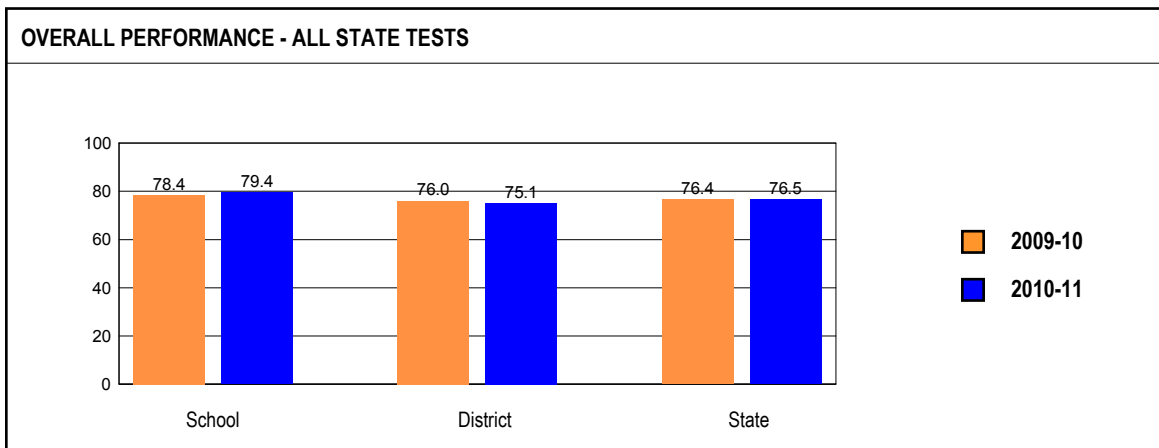
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

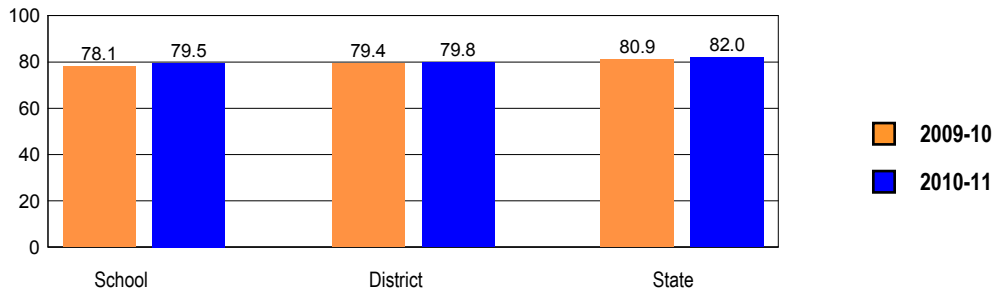
## ACADEMIC PERFORMANCE

### 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.

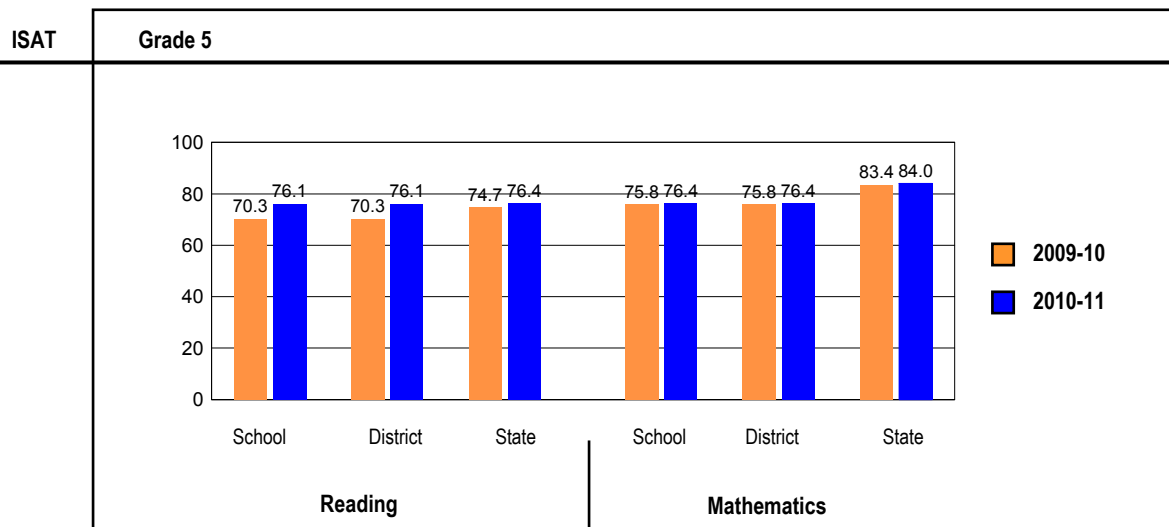
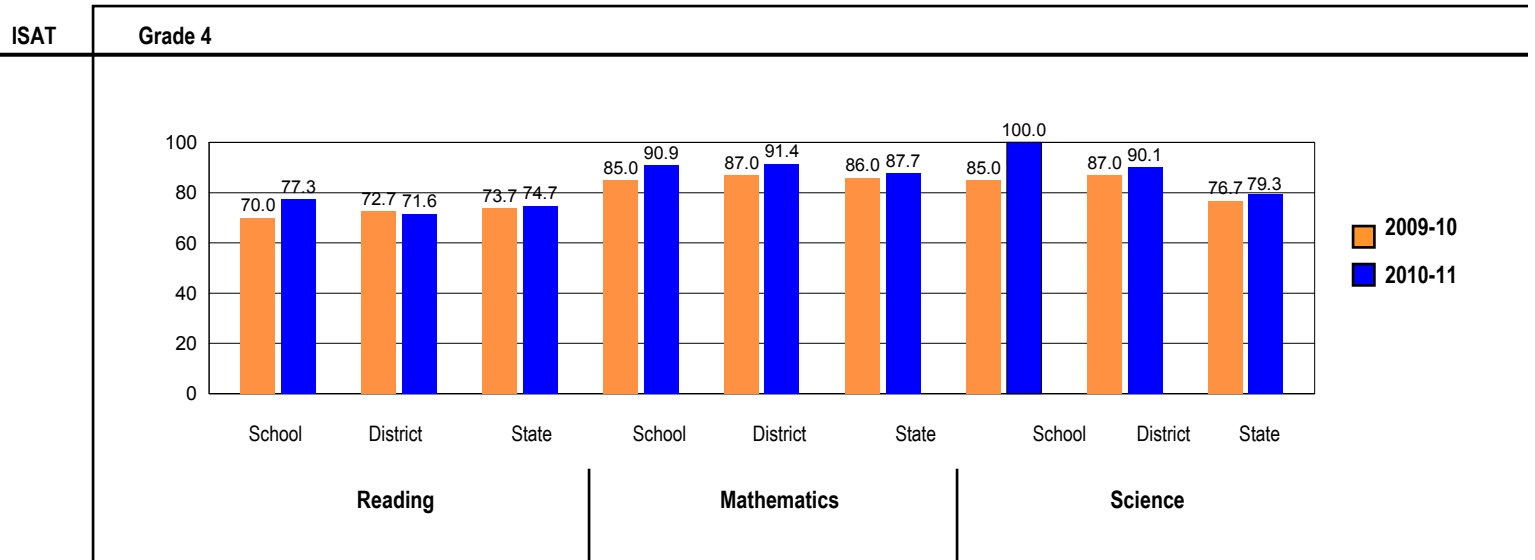
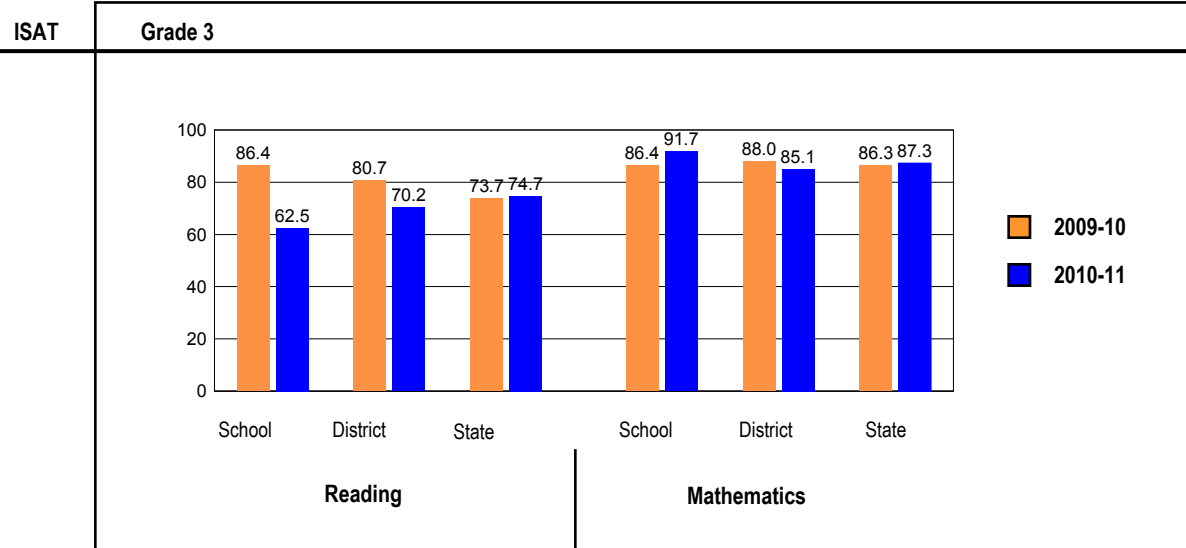


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



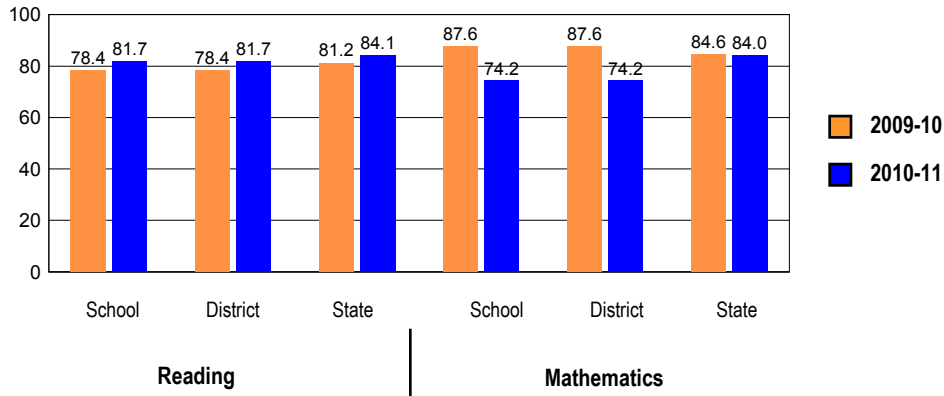
**ISAT PERFORMANCE**

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.



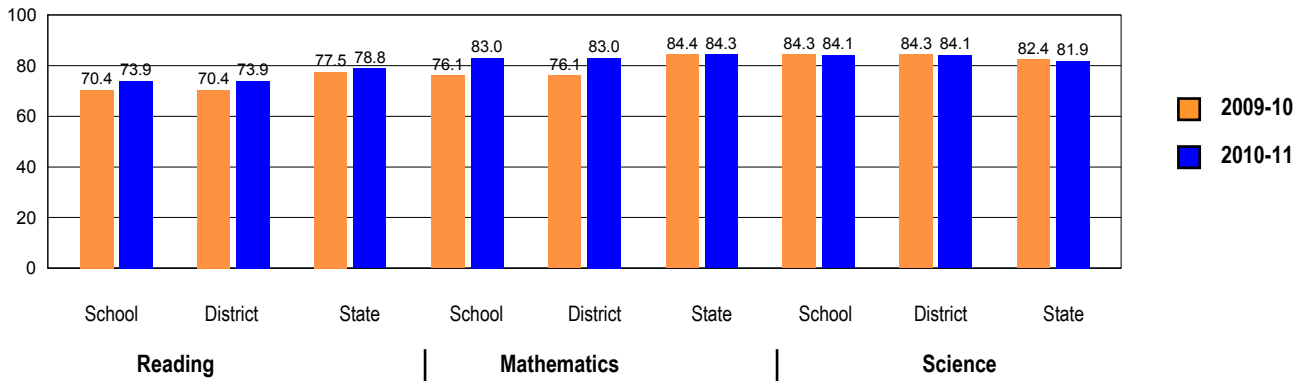
ISAT

Grade 6



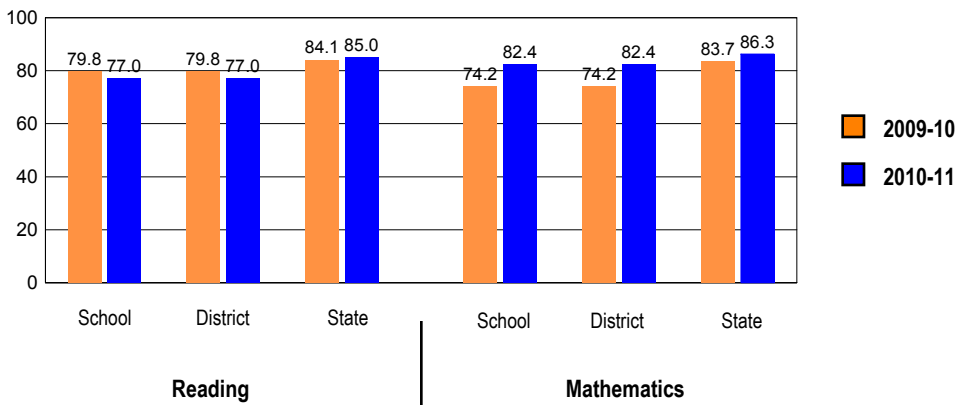
ISAT

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															
		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	382	190	192	372	0	1	0	0	3	6	0	0	85	239
	Reading	1.0	1.6	0.5	1.1									3.5	1.3
District	*Enrollment	606	298	308	509	1	4	0	0	3	89	0	0	128	365
	Reading	0.8	1.3	0.3	1.0						0.0			3.1	1.1
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	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	382	190	192	372	0	1	0	0	3	6	0	0	85	239
	Mathematics	1.0	1.6	0.5	1.1									3.5	1.3
District	*Enrollment	606	298	308	509	1	4	0	0	3	89	0	0	128	365
	Mathematics	0.8	1.3	0.3	1.0						0.0			3.1	1.1
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	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	113	53	60	110	0	1	0	0	0	2	0	0	30	70
	Science	1.8	1.9	1.7	1.8									3.3	1.4
District	*Enrollment	266	127	139	177	1	4	0	0	0	84	0	0	60	150
	Science	1.1	1.6	0.7	1.7						0.0			3.3	1.3
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

\* 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	4.2	33.3	33.3	29.2	0.0	8.3	66.7	25.0
District	5.3	24.5	48.9	21.3	6.4	8.5	52.1	33.0
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

#### Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	9.1	45.5	27.3	18.2	0.0	18.2	63.6	18.2
	District	9.1	27.3	50.0	13.6	9.1	11.4	50.0	29.5
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	School	0.0	23.1	38.5	38.5	0.0	0.0	69.2	30.8
	District	2.0	22.0	48.0	28.0	4.0	6.0	54.0	36.0
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6



**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	4.3	30.4	34.8	30.4	0.0	8.7	65.2	26.1
	District	5.4	22.8	50.0	21.7	6.5	8.7	51.1	33.7
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	School								
	District								
	State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic	School								
	District								
	State	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	School								
	District								
	State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	School								
	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	School								
	District								
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	5.6	44.4	33.3	16.7	0.0	11.1	77.8	11.1
	District	7.9	30.2	49.2	12.7	9.5	7.9	61.9	20.6
	State	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible	School	0.0	12.9	48.4	38.7	0.0	9.7	32.3	58.1
	District	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6
	State								

**Grade 4****Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	22.7	50.0	27.3	0.0	9.1	72.7	18.2	0.0	0.0	72.7	27.3
District	0.0	28.4	44.4	27.2	3.7	4.9	75.3	16.0	1.2	8.6	63.0	27.2
State	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	36.4	36.4	27.3	0.0	0.0	81.8	18.2	0.0	0.0	72.7	27.3
	District	0.0	38.6	36.4	25.0	0.0	2.3	81.8	15.9	0.0	9.1	68.2	22.7
	State	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female	School	0.0	9.1	63.6	27.3	0.0	18.2	63.6	18.2	0.0	0.0	72.7	27.3
	District	0.0	16.2	54.1	29.7	8.1	8.1	67.6	16.2	2.7	8.1	56.8	32.4
	State	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

**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	50.0	27.3	0.0	9.1	72.7	18.2	0.0	0.0	72.7	27.3
	District	0.0	29.1	44.3	26.6	3.8	5.1	74.7	16.5	1.3	7.6	64.6	26.6
	State	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black	School												
	District												
	State	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
Hispanic	School												
	District												
	State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	School												
	District												
	State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian	School												
	District												
	State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races	School												
	District												
	State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

**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	36.4	45.5	18.2	0.0	18.2	72.7	9.1	0.0	0.0	90.9	9.1
	District	0.0	41.3	43.5	15.2	6.5	6.5	78.3	8.7	2.2	13.0	69.6	15.2
	State	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible	School	0.0	9.1	54.5	36.4	0.0	0.0	72.7	27.3	0.0	0.0	54.5	45.5
	District	0.0	11.4	45.7	42.9	0.0	2.9	71.4	25.7	0.0	2.9	54.3	42.9
	State	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	1.4	22.5	50.7	25.4	0.0	23.6	65.3	11.1
District	1.4	22.5	50.7	25.4	0.0	23.6	65.3	11.1
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	31.4	45.7	22.9	0.0	25.0	63.9	11.1
	District	0.0	31.4	45.7	22.9	0.0	25.0	63.9	11.1
	State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female	School	2.8	13.9	55.6	27.8	0.0	22.2	66.7	11.1
	District	2.8	13.9	55.6	27.8	0.0	22.2	66.7	11.1
	State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	1.4	22.9	51.4	24.3	0.0	23.9	64.8	11.3
	District	1.4	22.9	51.4	24.3	0.0	23.9	64.8	11.3
	State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	School								
	District								
	State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic	School								
	District								
	State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian	School								
	District								
	State	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian	School								
	District								
	State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races	School								
	District								
	State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

**Grade 5 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	8.3	58.3	33.3	0.0	0.0	66.7	33.3	0.0
	District	8.3	58.3	33.3	0.0	0.0	66.7	33.3	0.0
	State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP	School	0.0	15.3	54.2	30.5	0.0	15.0	71.7	13.3
	District	0.0	15.3	54.2	30.5	0.0	15.0	71.7	13.3
	State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

**Grade 5 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	29.8	53.2	17.0	0.0	27.1	66.7	6.3
	District	0.0	29.8	53.2	17.0	0.0	27.1	66.7	6.3
	State	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible	School	4.2	8.3	45.8	41.7	0.0	16.7	62.5	20.8
	District	4.2	8.3	45.8	41.7	0.0	16.7	62.5	20.8
	State	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

**Grade 6****Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	18.3	60.2	21.5	0.0	25.8	65.6	8.6
District	0.0	18.3	60.2	21.5	0.0	25.8	65.6	8.6
State	0.2	15.7	56.8	27.3	0.6	15.5	58.0	25.9

**Grade 6 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	22.0	58.0	20.0	0.0	34.0	56.0	10.0
	District	0.0	22.0	58.0	20.0	0.0	34.0	56.0	10.0
	State	0.3	19.1	57.1	23.5	0.7	16.8	56.2	26.3
Female	School	0.0	14.0	62.8	23.3	0.0	16.3	76.7	7.0
	District	0.0	14.0	62.8	23.3	0.0	16.3	76.7	7.0
	State	0.1	12.2	56.5	31.3	0.5	14.0	59.9	25.6

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	16.7	61.1	22.2	0.0	23.3	67.8	8.9
	District	0.0	16.7	61.1	22.2	0.0	23.3	67.8	8.9
	State	0.1	9.4	54.7	35.8	0.3	8.9	56.8	34.0
Black	School								
	District								
	State	0.4	28.1	60.0	11.4	1.3	30.1	58.6	10.0
Hispanic	School								
	District								
	State	0.2	21.7	61.6	16.4	0.7	20.5	63.8	15.1
Asian	School								
	District								
	State	0.1	6.0	41.5	52.4	0.2	4.7	38.4	56.6
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
American Indian	School								
	District								
	State	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
Two or More Races	School								
	District								
	State	0.1	12.9	55.1	31.8	0.4	13.3	57.1	29.1

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	35.0	60.0	5.0	0.0	65.0	35.0	0.0
	District	0.0	35.0	60.0	5.0	0.0	65.0	35.0	0.0
	State	1.3	51.5	41.8	5.4	3.1	46.0	45.0	5.9
Non-IEP	School	0.0	13.7	60.3	26.0	0.0	15.1	74.0	11.0
	District	0.0	13.7	60.3	26.0	0.0	15.1	74.0	11.0
	State	0.0	10.3	59.1	30.6	0.2	10.9	60.0	28.9

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch									
School	0.0	31.4	64.7	3.9	0.0	35.3	64.7	0.0	
District	0.0	31.4	64.7	3.9	0.0	35.3	64.7	0.0	
State	0.3	24.5	61.2	13.9	0.9	24.0	62.0	13.1	
Not Eligible									
School	0.0	2.4	54.8	42.9	0.0	14.3	66.7	19.0	
District	0.0	2.4	54.8	42.9	0.0	14.3	66.7	19.0	
State	0.1	7.0	52.4	40.5	0.2	7.0	54.1	38.7	

**Grade 7****Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	26.1	61.4	12.5	0.0	17.0	62.5	20.5	4.5	11.4	62.5	21.6
District	0.0	26.1	61.4	12.5	0.0	17.0	62.5	20.5	4.5	11.4	62.5	21.6
State	0.4	20.8	58.0	20.8	2.2	13.5	53.9	30.4	5.7	12.4	57.8	24.1

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	35.0	50.0	15.0	0.0	27.5	45.0	27.5	7.5	7.5	50.0	35.0
District	0.0	35.0	50.0	15.0	0.0	27.5	45.0	27.5	7.5	7.5	50.0	35.0
State	0.6	24.9	56.8	17.7	2.8	15.0	51.7	30.5	6.8	12.4	54.5	26.4
Female												
School	0.0	18.8	70.8	10.4	0.0	8.3	77.1	14.6	2.1	14.6	72.9	10.4
District	0.0	18.8	70.8	10.4	0.0	8.3	77.1	14.6	2.1	14.6	72.9	10.4
State	0.2	16.5	59.3	24.1	1.5	12.0	56.2	30.3	4.6	12.4	61.3	21.7

**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	27.1	61.2	11.8	0.0	17.6	62.4	20.0	4.7	11.8	63.5	20.0
District	0.0	27.1	61.2	11.8	0.0	17.6	62.4	20.0	4.7	11.8	63.5	20.0
State	0.2	14.4	58.3	27.1	1.1	8.5	51.4	38.9	2.9	6.8	55.9	34.5
Black												
School												
District												
State	0.9	34.3	55.7	9.1	4.9	24.4	58.3	12.4	12.3	22.9	58.4	6.5
Hispanic												
School												
District												
State	0.5	26.6	60.9	11.9	2.6	17.7	59.8	19.9	7.5	17.9	63.3	11.3
Asian												
School												
District												
State	0.2	8.2	48.9	42.6	0.8	4.8	33.6	60.9	2.4	5.3	50.2	42.0
Native Hawaiian/Pacific Islander												
School												
District												
State	0.0	13.6	57.4	29.0	0.6	7.1	50.0	42.3	4.2	7.7	59.5	28.6
American Indian												
School												
District												
State	1.0	30.4	55.5	13.1	3.5	19.3	56.4	20.7	8.3	16.3	59.1	16.3
Two or More Races												
School												
District												
State	0.3	19.2	57.6	22.9	2.1	13.3	52.6	32.0	4.8	11.3	55.9	28.1

**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	47.6	42.9	9.5	0.0	33.3	47.6	19.0	4.8	28.6	47.6	19.0
	District	0.0	47.6	42.9	9.5	0.0	33.3	47.6	19.0	4.8	28.6	47.6	19.0
	State	2.4	61.2	33.0	3.4	11.1	39.7	42.9	6.2	20.4	27.0	46.1	6.5
Non-IEP	School	0.0	19.4	67.2	13.4	0.0	11.9	67.2	20.9	4.5	6.0	67.2	22.4
	District	0.0	19.4	67.2	13.4	0.0	11.9	67.2	20.9	4.5	6.0	67.2	22.4
	State	0.1	14.8	61.7	23.4	0.9	9.7	55.5	33.9	3.5	10.2	59.5	26.7

**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	26.3	64.9	8.8	0.0	19.3	66.7	14.0	1.8	12.3	68.4	17.5
	District	0.0	26.3	64.9	8.8	0.0	19.3	66.7	14.0	1.8	12.3	68.4	17.5
	State	0.7	31.0	58.3	10.0	3.5	20.6	59.4	16.4	9.2	19.3	61.1	10.4
Not Eligible	School	0.0	25.8	54.8	19.4	0.0	12.9	54.8	32.3	9.7	9.7	51.6	29.0
	District	0.0	25.8	54.8	19.4	0.0	12.9	54.8	32.3	9.7	9.7	51.6	29.0
	State	0.1	11.2	57.7	30.9	0.9	6.9	48.7	43.4	2.4	5.9	54.7	36.9

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	1.4	21.6	68.9	8.1	1.4	16.2	60.8	21.6
District	1.4	21.6	68.9	8.1	1.4	16.2	60.8	21.6
State	0.2	14.8	74.9	10.1	0.4	13.3	54.5	31.8

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	2.8	25.0	61.1	11.1	0.0	16.7	58.3	25.0
	District	2.8	25.0	61.1	11.1	0.0	16.7	58.3	25.0
	State	0.3	17.9	73.0	8.9	0.5	15.1	53.1	31.3
Female	School	0.0	18.4	76.3	5.3	2.6	15.8	63.2	18.4
	District	0.0	18.4	76.3	5.3	2.6	15.8	63.2	18.4
	State	0.1	11.6	76.8	11.5	0.3	11.5	56.0	32.2

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	1.4	22.2	68.1	8.3	1.4	16.7	59.7	22.2
	District	1.4	22.2	68.1	8.3	1.4	16.7	59.7	22.2
	State	0.1	9.7	75.9	14.3	0.3	8.4	50.9	40.5
Black	School								
	District								
	State	0.3	25.6	71.7	2.4	0.8	25.4	60.6	13.2
Hispanic	School								
	District								
	State	0.2	19.7	76.0	4.1	0.5	17.0	61.8	20.8
Asian	School								
	District								
	State	0.1	5.9	70.6	23.4	0.2	3.7	34.3	61.9
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.6	9.7	73.3	16.4	1.2	8.5	48.5	41.8
American Indian	School								
	District								
	State	0.0	20.8	74.0	5.2	1.1	19.4	55.3	24.2
Two or More Races	School								
	District								
	State	0.1	14.3	73.4	12.2	0.6	11.8	54.3	33.3

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	7.7	61.5	30.8	0.0	7.7	46.2	46.2	0.0
	District	7.7	61.5	30.8	0.0	7.7	46.2	46.2	0.0
	State	1.0	51.5	46.2	1.3	2.4	46.6	45.3	5.7
Non-IEP	School	0.0	13.1	77.0	9.8	0.0	9.8	63.9	26.2
	District	0.0	13.1	77.0	9.8	0.0	9.8	63.9	26.2
	State	0.1	9.4	79.1	11.4	0.1	8.5	55.8	35.6

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	2.1	25.5	68.1	4.3	2.1	17.0	59.6	21.3
	District	2.1	25.5	68.1	4.3	2.1	17.0	59.6	21.3
	State	0.3	22.7	73.5	3.4	0.7	20.6	61.3	17.4
Not Eligible	School	0.0	14.8	70.4	14.8	0.0	14.8	63.0	22.2
	District	0.0	14.8	70.4	14.8	0.0	14.8	63.0	22.2
	State	0.1	7.8	76.1	16.1	0.2	6.8	48.4	44.6

## 2011 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	2011-12 Federal Improvement Status	Choice
Is this school making AYP in Mathematics?	No	2011-12 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		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		85.0			85.0			91.0		82.0	
<b>All</b>	99.0	Yes	99.0	Yes	76.8		No	80.3		No	94.6	Yes		
<b>White</b>	98.9	Yes	98.9	Yes	77.1	79.5	No	80.3	82.4	No	94.6			
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian</b>														
<b>Native Hawaiian/ Pacific Islander</b>														
<b>American Indian</b>														
<b>Two or More Races</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	96.5	Yes	96.5	Yes	50.6	44.6	Yes	51.9	62.3	No	93.8			
<b>Economically Disadvantaged</b>	98.7	Yes	98.7	Yes	70.0	73.1	No	75.7	79.4	No	94.1			

### 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 05/01/2010.

\*\* 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.



## 2011 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Comprehensive
Is this school making (AYP) in the "ALL" subgroup in <b>reading</b> ?	No
Is this school making (AYP) in the "ALL" subgroup in <b>math</b> ?	No

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.

2011-2012 WRAPAROUND  
WASHINGTON SCHOOL

Analysis of Washington School students' scores on the Illinois Standard's Achievement Test (ISAT) for the 2010-2011 school year indicate that Washington School did not meet Adequate Yearly Progress (AYP) in the areas of Mathematics and Reading. The target for meeting AYP was 85.0%.

The following is a summary of the scores achieved by Washington School students on the 2010 ISAT:

- A. As a whole (All Students), Washington School scored 76.8% in Reading and 80.3% in Mathematics.
- B. The Students with Disabilities Subgroup scored below the minimum target of 85.0%. Students in this subgroup scored 50.6% in Reading and 51.9% in Math.
- C. Economically disadvantaged students scored below the minimum target as well in Reading. Students in this subgroup scored 70.0%. In Math, students scored 75.7%.

**The following are improvements that have been made at Washington School for the 2011-2012 school year:**

- A. All teachers at Washington School are highly qualified.
- B. New middle school science books were purchased for the 2011 -2012 school year. The books are to remain in the classrooms.
- C. RTI is in place for grades 1-8.
  - 1. ISTEOP assessment tools are being utilized to monitor student progress and analyze student data.
  - 2. An instructional aide has been added to the staff to assist with RTI interventions in grades 6 – 8.
  - 3. NCLB aide and Title Program continue to work with students in grades 1-5.
  - 4. RTI efforts are being applied toward students with IEPs as well.
  - 5. Response to Intervention Teams (RtI) for grades 1-8 meet regularly to identify and better serve at-risk students.
  - 6. Tier II and III intervention levels provide more individualized instruction.
- D. Curriculum maps are updated in grades 6-8. Special education teachers continue to be departmentalized with their instruction at the Junior High level.
- E. Test Prep Programs are being utilized in the computer lab.
  - 1. Study Island
  - 2. Math IXL
  - 3. Auto Skills
  - 4. Lexia
  - 5. Reading Plus
- F. Positive behavior programs exist in grades 1-5. Positive behavior trips are available for middle school students.

- G. Student agenda books continue to be implemented in grades 5 – 8 to improve student organizational skills and increase communication between parents and teachers.
- H. The H-Group continues to provide programs and counselors to our students.
- I. 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.
- J. All classrooms, except the band room, are equipped with Smart-Boards.
- K. Co-teaching practices are being utilized in core classes in grades 5 through 8.
- L. Subscriptions to magazines (Scope, Action, etc.) promote reading skills.
- M. There is more teacher and administrator presence in the hallways.
- N. The exploratory classes have been reorganized to accommodate RtI interventions and reading skills.
- O. Music and band students continue to perform at an exceptional level.
- P. Training for PBIS and CATCH PE is scheduled to begin this year.

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

- A. 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. The 5<sup>th</sup> and 6<sup>th</sup> grade classes are understaffed!
- B. Purchase additional books for the Accelerated Reader Program and the library.
- C. Facility improvements are needed in the following areas:
  - 1. Playground area
  - 2. Curtains or blinds are needed
  - 3. Increase the number of computers available to students
- D. Curriculum updates are needed in the following areas: Math, Science, Social Studies, and a new 5<sup>th</sup> grade reading series for differentiated instruction in co-teaching.
- E. Additional staff is needed in the following areas:
  - 1. PE for 1<sup>st</sup> through 6<sup>th</sup> grades
  - 2. 5<sup>th</sup> and 6<sup>th</sup> grade classrooms
  - 3. Full-time RtI coordinator
  - 4. Full-time technology director
- F. More parent and teacher involvement is needed through the PTO.
- G. Teachers need more training to use TeacherEase (Common Goals.)
- H. There needs to be more consistency in grading between grade levels and buildings.
- I. RtI concerns:
  - 1. Purchase additional Reading Plus subscriptions to accommodate our number for RtI students.
  - 2. Create smaller focused groups for RtI students
  - 3. Checkout other intervention programs for middle school students
- J. New desks are needed throughout the building.
- K. The music department has needs in the following areas:
  - 1. Smart-Board
  - 2. New general music books
  - 3. Replacement of old and worn-out equipment.
- L. More planning time is needed during the school day. Teachers do not have enough time to meet and plan with others.

