

Appendix B: Illinois Reporting Requirements

(105 ILCS 5/10-17a) (from Ch. 122, par. 10-17a)

Sec. 10-17a. Better schools accountability.

(1) Policy and Purpose. It shall be the policy of the State of Illinois that each school district in this State, including special charter districts and districts subject to the provisions of Article 34, shall submit to parents, taxpayers of such district, the Governor, the General Assembly, and the State Board of Education a school report card assessing the performance of its schools and students. The report card shall be an index of school performance measured against statewide and local standards and will provide information to make prior year comparisons and to set future year targets through the school improvement plan.

(2) Reporting Requirements. Each school district shall prepare a report card in accordance with the guidelines set forth in this Section which describes the performance of its students by school attendance centers and by district and the district's financial resources and use of financial resources. Such report card shall be presented at a regular school board meeting subject to applicable notice requirements, posted on the school district's Internet web site, if the district maintains an Internet web site, made available to a newspaper of general circulation serving the district, and, upon request, sent home to a parent (unless the district does not maintain an Internet web site, in which case the report card shall be sent home to parents without request). If the district posts the report card on its Internet web site, the district shall send a written notice home to parents stating (i) that the report card is available on the web site, (ii) the address of the web site, (iii) that a printed copy of the report card will be sent to parents upon request, and (iv) the telephone number that parents may call to request a printed copy of the report card. In addition, each school district shall submit the completed report card to the office of the district's Regional Superintendent which shall make copies available to any individuals requesting them.

The report card shall be completed and disseminated prior to October 31 in each school year. The report card shall contain, but not be limited to, actual local school attendance center, school district and statewide data indicating the present performance of the school, the State norms and the areas for planned improvement for the school and school district.

(3) (a) The report card shall include the following applicable indicators of attendance center, district, and statewide student performance: percent of students who exceed, meet, or do not meet standards established by the State Board of Education pursuant to Section 2-3.25a; composite and subtest means on nationally normed achievement tests for college bound students; student attendance rates; chronic truancy rate; dropout rate; graduation rate; and student mobility, turnover shown as a percent of transfers out and a percent of transfers in.

(b) The report card shall include the following descriptions for the school, district, and State: average class size; amount of time per day devoted to mathematics, science, English and social science at primary, middle and junior high school grade levels; number of students taking the Prairie State Achievement Examination under subsection (c) of Section 2-3.64, the number of those students who received a score of excellent, and the average score by school of students taking the examination; pupil-teacher ratio; pupil-administrator ratio; operating expenditure per pupil; district expenditure by fund; average

administrator salary; and average teacher salary. The report card shall also specify the amount of money that the district receives from all sources, including without limitation subcategories specifying the amount from local property taxes, the amount from general State aid, the amount from other State funding, and the amount from other income.

(c) The report card shall include applicable indicators of parental involvement in each attendance center. The parental involvement component of the report card shall include the percentage of students whose parents or guardians have had one or more personal contacts with the students' teachers during the school year concerning the students' education, and such other information, commentary, and suggestions as the school district desires. For the purposes of this paragraph, "personal contact" includes, but is not limited to, parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence. The parental involvement component shall not single out or identify individual students, parents, or guardians by name.

(d) The report card form shall be prepared by the State Board of Education and provided to school districts by the most efficient, economic, and appropriate means.

(Source: P.A. 95-331, eff. 8-21-07.)



Illinois State Board of Education

Rod R. Blagojevich, Governor

Jesse Ruiz, Board Chair

Dr. Christopher Koch, State Superintendent

For Immediate Release

Wednesday, September 19, 2007

ISBE announces earliest release of Report Card data to schools in more than 20 years Spring testing data shows ISAT, IMAGE scores are up

SPRINGFIELD – The Illinois State Board of Education (ISBE) announced today the release of the 2007 School Report Card to schools and districts statewide – the earliest release in the 21-years of producing school report cards. Analysis of the 2007 statewide testing data also shows improvement and ongoing progress for Illinois' students.

"Getting student assessment scores out on time has been a priority for me since starting in this position. As education decision making becomes more and more driven by data, it is imperative schools get accurate information in a timely manner," said State Superintendent of Education Christopher Koch. "Our goal is to build on what we've done this year to ensure that in the future we can have these results to schools sooner and in a way that allows them to make more efficient use of the data."

ISBE has produced the School Report Card since 1986 for every public school and district in the state. State report cards have been produced since 2002 and are required by the federal No Child Left Behind law. Report cards now include the Adequate Yearly Progress (AYP) School Status information.

The most recent tests were given in March and April. Students in third – eighth grades took the Illinois Standards Achievement Test (ISAT) in reading and mathematics while students in fourth and seventh grades were tested in science and fifth and eighth grade students were tested in writing. Students in 11th grade take the Prairie State Achievement Exam (PSAE), which tests students in math, reading and science.

The statewide average percentage of students meeting or exceeding standards on ISAT increased from 77% in 2006 to 78.7% in 2007, while the average percentage of students meeting and exceeding standards on the PSAE fell from 54.3% last year to 52.6% this year. Students with limited English-proficiency take the Illinois Measure of Annual Growth in English exam (IMAGE) and the statewide average of students meeting and exceeding standards on IMAGE increased this year to 63.4% from 61.6%. Students with disabilities whose participation in ISAT or the PSAE would not be appropriate take the Illinois Alternate Assessment (IAA). The state average on IAA declined 3.5 points to 59.1%.

ISAT Statewide Average Percentage Meets/Exceeds:

Reading	2007	2006
Grade 3	73.0	70.7
Grade 4	73.7	72.9
Grade 5	69.7	68.5
Grade 6	73.4	72.8

Grade 7	73.4	72.0
Grade 8	81.8	79.2

Math	2007	2006
Grade 3	86.8	85.6
Grade 4	86.4	84.8
Grade 5	82.5	78.6
Grade 6	81.4	79.1
Grade 7	79.4	76.1
Grade 8	81.3	78.2

Science	2007	2006
Grade 4	79.8	79.8
Grade 7	79.3	80.9

PSAE Statewide Averages Percentage Meets/Exceeds:

Reading	2007	2006
Grade 11	54.1	58.4

Math	2007	2006
Grade 11	52.7	53.6

Science	2007	2006
Grade 11	51.0	50.8

NCLB requires all states to measure each public school's and district's achievements and establish annual achievement targets for the state. The overarching goal is for all students to meet or exceed standards in reading and mathematics by 2014.

The Report Card offers a wealth of useful and important information for students, schools and districts, as well as parents and community members including overall student performance; performance on state assessments; student demographics; and financial information.

Local districts must release their report cards to the public by October 31st. The ISBE Report Card will be available to the public on that date.

Page URL: <http://www.isbe.net/news/2007/sept19.htm>

Illinois State Board of Education

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Jesse Ruiz, Board Chair
Dr. Christopher Koch, State Superintendent

For Immediate Release

October 31, 2007

2007 Report Card shows nearly 300 struggling schools making significant improvement

184 schools make AYP for second year to move off academic improvement status

SPRINGFIELD – The Illinois State Board of Education (ISBE) announced today that more than 200 schools and districts are being removed from improvement status as a result of their student performance, attendance rates and graduation rates. The schools and districts met Adequate Yearly Progress (AYP) for two consecutive years by meeting the standards of No Child Left Behind (NCLB). The 2007 Report Card released publicly today statewide was provided locally to schools and districts in mid-September – the earliest release in the 21-years of producing school report cards.

"I applaud these schools and districts for making a significant improvement, while various performance, attendance and graduation targets continue to increase each year," said Christopher A. Koch, State Superintendent of Education. "This group of schools and districts are to be commended for their continued efforts to improve student achievement in their schools."

Analysis of the 2007 Report Card data shows that 184 schools and 36 districts have been removed from improvement status by making AYP for two consecutive years. In addition, the data also shows that 113 schools and 102 districts in improvement status will not advance to further sanctions because they have showed sufficient gains over the past two testing cycles.

The most recent tests were given in March and April. Students in third – eighth grades took the Illinois Standards Achievement Test (ISAT) in reading and mathematics while students in fourth and seventh grades were tested in science and fifth and eighth grade students were tested in writing. Students in 11th grade take the Prairie State Achievement Exam (PSAE), which tests students in math, reading science and writing. Statewide averages for the 2007 testing were released last month.

The Report Card offers a wealth of useful and important information for students, schools and districts, as well as parents and community members including overall student performance; performance on state assessments; student demographics; and financial information.

Highlights of the 2007 Report Card include:

Student Demographics

- Number of school districts declined – from 898 in 1998 to 871 in 2007.
- Student enrollment in Illinois public schools increased – from 1,951,998 in 1998 to 2,077,856 in 2007.

- Minority enrollment increased to 45.1 percent for 2007 compared to 37.5 percent. The increase is accounted mainly by Hispanic students. Minority students are students who are Black, Hispanic, Asian/Pacific Islander, Native American or Multiracial/ethnic.

Student Performance & Achievement

- Between 1999 and 2007, ISAT reading performance increased at grades 3, 5 and 8.
- ISAT mathematics performance increased at grades 3, 5 and 8 between 1999 and 2007.
- ACT Composite Score for public school students increased from 19.9 percent in 2002 to 20.3 percent in 2007.

ISBE has produced the School Report Card since 1986 for every public school and district in the state. State report cards have been produced since 2002 and are required by the federal No Child Left Behind law.

A full list of the 184 schools and 36 districts that were removed from improvement status can be found online at http://www.isbe.net/pdf/school_district_removed_2007.pdf.

A full list of the 113 schools and 102 districts that are in improvement status that will not advance to further sanctions because they have made sufficient gains over the past two testing can be found online at http://www.isbe.net/pdf/district_school_ayp_improvement.pdf.

Schools and districts are placed into improvement status when they do not make AYP for two consecutive state testing cycles. After two years, schools and districts enter academic early warning status. Failing to make AYP for the fourth time, schools and districts are in academic watch status. After a fifth calculation, a school enters restructuring planning and will implement that plan should it fail to make AYP for the sixth time. Federal sanctions can include offering school choice and supplemental education services for schools in improvement and corrective action which receive Title I funds. State and federal requirements merge for schools in restructuring. Districts are charged with developing a restructuring plan for schools after not making AYP for the fifth calculations.

NCLB requires all states to measure each public school's and district's achievements and establish annual achievement targets for the state. The overarching goal is for all students to meet or exceed standards in reading and mathematics by 2014.

Page URL: <http://www.isbe.net/news/2007/oct31.htm>

Illinois State Board of Education

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**ILES ELEM SCHOOL
SPRINGFIELD SD 186
SPRINGFIELD, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : 1 2 3 4 5

State and federal laws require public school districts to release report cards to the public each year.

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	55.4	19.7	1.6	11.5	0.6	11.1	29.6	0.3		2.9	17.3	94.9	314
District	54.5	36.4	1.6	1.8	0.2	5.4	62.3	0.3		4.4	33.0	91.7	13,800
State	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2		2.5	15.2	93.7	2,077,856

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	100.0	--	--	--	--
District	95.0	16.2	20.6	12.1	140.2
State	96.1	18.8	18.8	13.9	230.6

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School		17.0	20.0	24.5	26.0	25.5				
District		17.6	20.1	20.7	20.2	19.3				
State		21.0	21.3	21.8	22.5	22.8				

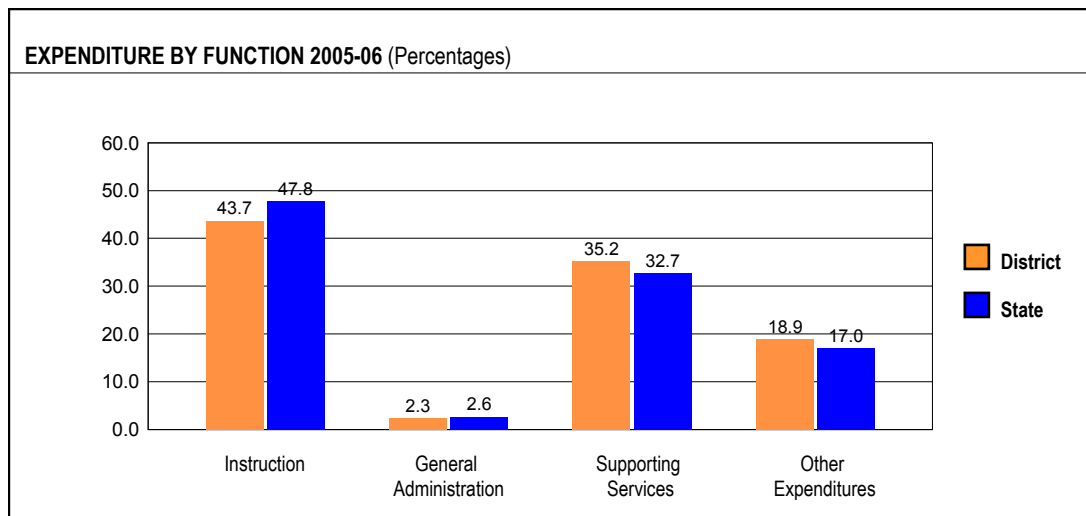
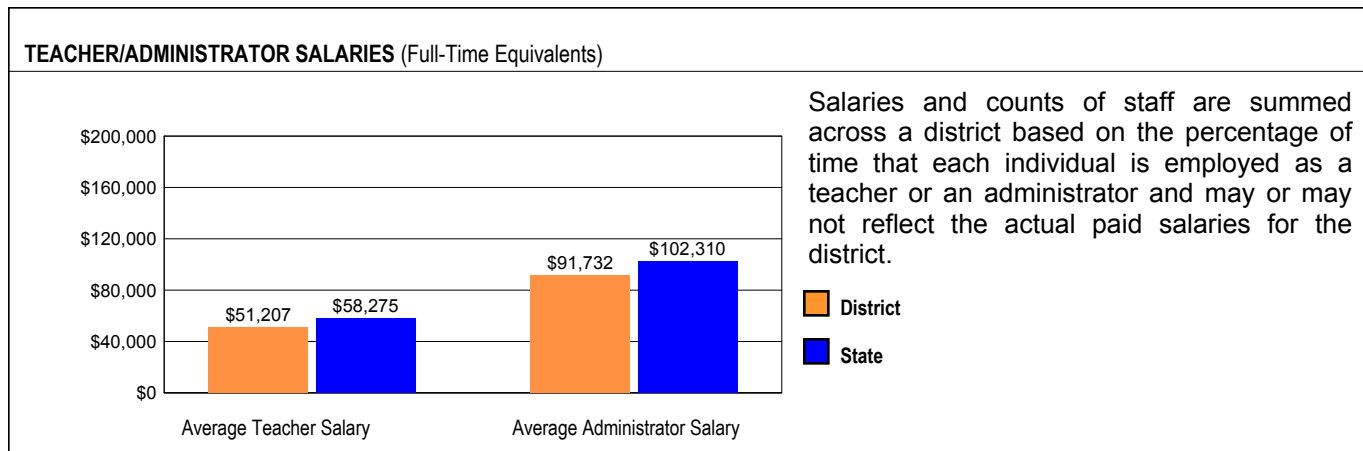
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			30			195			30		
District	60			31			193			31		
State	58			30			145			31		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	91.5	7.4	0.8	0.3	0.0	18.6	81.4	995
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	12.7	53.9	46.1	0.6	0.6
State	12.9	47.6	52.3	1.5	3.2

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2005-06				EXPENDITURE BY FUND 2005-06			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$84,170,409	52.5	58.8	Education	\$110,906,722	71.5	73.0
Other Local Funding	\$9,654,196	6.0	6.0	Operations & Maintenance	\$11,213,810	7.2	8.6
General State Aid	\$23,385,000	14.6	18.2	Transportation	\$8,802,341	5.7	3.9
Other State Funding	\$22,863,546	14.3	9.3	Bond and Interest	\$10,149,515	6.5	6.2
Federal Funding	\$20,113,171	12.6	7.7	Rent	\$0	0.0	0.0
TOTAL	\$160,186,322			Municipal Retirement/ Social Security	\$4,495,314	2.9	1.8
				Fire Prevention & Safety	\$9,423,713	6.1	1.1
				Site & Construction/ Capital Improvement	\$87,274	0.1	5.4
				TOTAL	\$155,078,689		

OTHER FINANCIAL INDICATORS				
	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per \$100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	\$123,460	4.64	\$5,134	\$9,144
State	**	**	\$5,567	\$9,488

** 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.

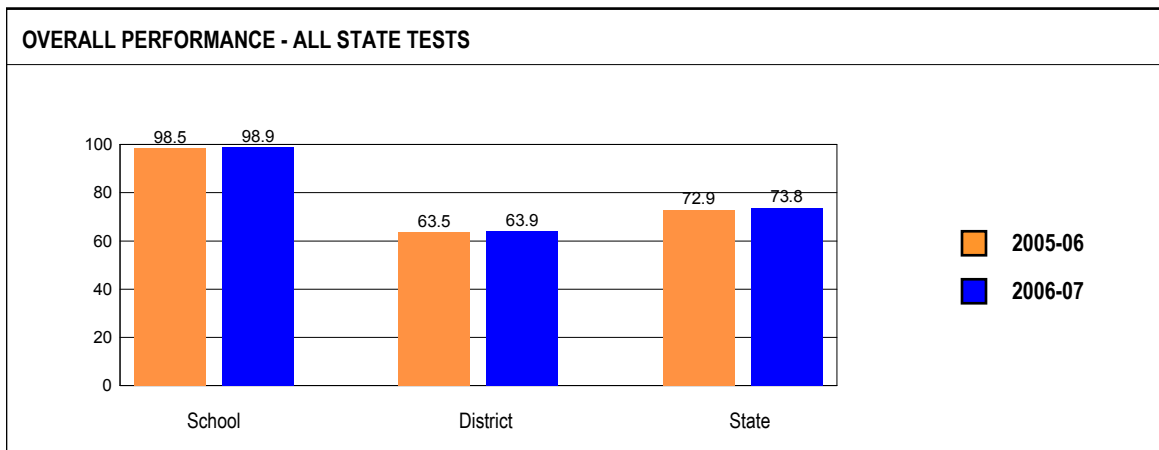
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

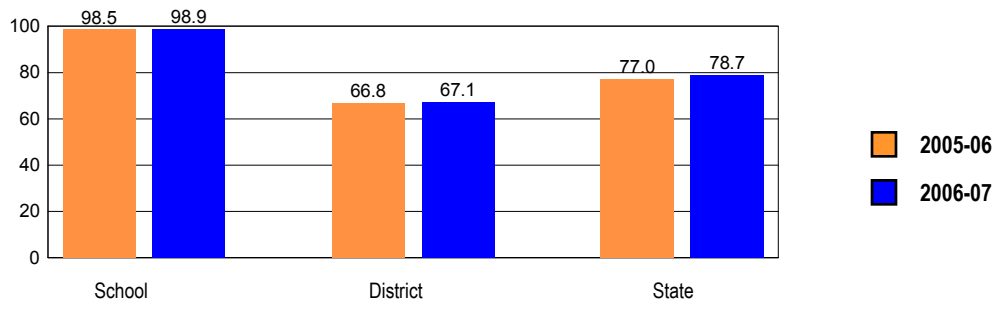
ACADEMIC PERFORMANCE

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

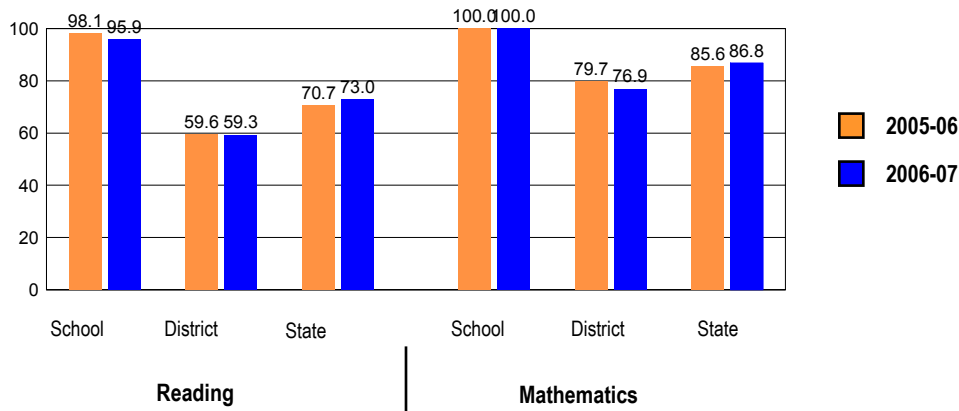


ISAT PERFORMANCE

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.

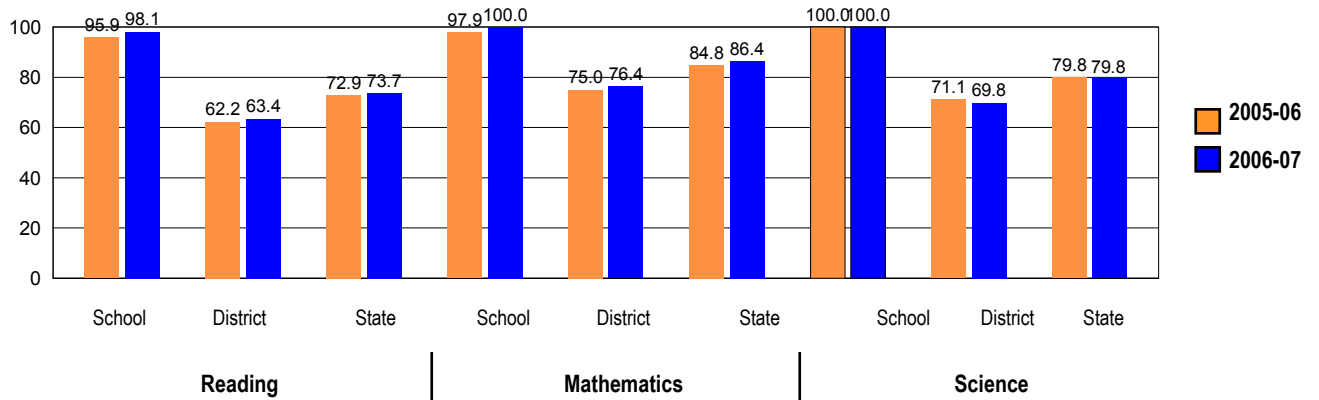
ISAT

Grade 3



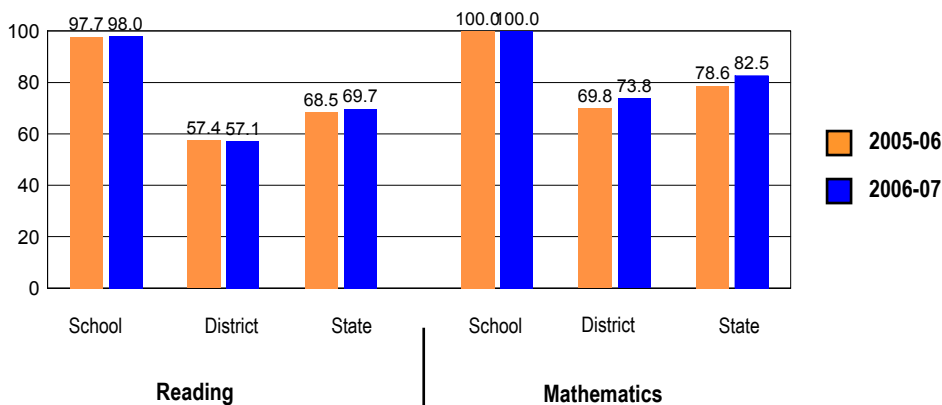
ISAT

Grade 4



ISAT

Grade 5



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 Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. 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.

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														
		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	152	86	66	98	19	2	21	1	11	1		5	34
	Reading	0.0	0.0	0.0	0.0	0.0		0.0		0.00				0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0		0.0		0.00				0.0
District	*Enrollment	7,085	3,611	3,474	3,752	2,684	109	135	14	390	23		1,384	4,454
	Reading	0.1	0.2	0.1	0.1	0.2	0.0	0.0	0.0	0.0	0.0		0.1	0.1
	Mathematics	0.1	0.2	0.1	0.1	0.2	0.0	0.0	0.0	0.0	0.0		0.1	0.1
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1
	Mathematics	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1

* Enrollment as reported during the testing windows.

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	2.0	2.0	34.7	61.2	0.0	0.0	10.2	89.8
District	8.7	32.0	43.7	15.6	6.5	16.5	48.6	28.3
State	5.3	21.7	48.8	24.1	3.7	9.5	44.7	42.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	3.6	0.0	39.3	57.1	0.0	0.0	10.7	89.3
	District	12.2	33.7	40.3	13.9	7.4	16.9	47.1	28.5
	State	7.0	24.3	47.5	21.2	4.3	9.4	43.2	43.1
Female	School	0.0	4.8	28.6	66.7	0.0	0.0	9.5	90.5
	District	5.3	30.3	47.1	17.3	5.7	16.2	50.0	28.1
	State	3.6	19.0	50.2	27.2	3.1	9.7	46.4	40.9

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	0.0	25.9	74.1	0.0	0.0	3.7	96.3
	District	7.0	23.7	48.2	21.1	4.2	10.0	47.0	38.7
	State	2.7	14.9	50.5	31.9	1.2	4.9	41.6	52.3
Black	School								
	District	11.2	43.3	38.1	7.5	10.2	25.9	50.7	13.2
	State	12.3	37.2	42.4	8.1	10.8	21.0	49.7	18.4
Hispanic	School								
	District	7.1	42.9	28.6	21.4	7.1	35.7	35.7	21.4
	State	6.1	28.2	52.2	13.5	3.5	11.7	53.8	31.0
Asian/Pacific Islander	School								
	District	0.0	5.0	55.0	40.0	0.0	0.0	20.0	80.0
	State	1.1	9.2	48.4	41.4	0.5	2.4	27.8	69.2
Native American	School								
	District								
	State	4.7	16.4	56.9	22.0	1.7	7.8	50.2	40.3
Multiracial/Ethnic	School								
	District	9.9	36.3	42.9	11.0	5.6	15.6	56.7	22.2
	State	4.9	22.3	50.0	22.8	2.8	9.9	47.9	39.5

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	8.3	8.3	25.0	58.3	0.0	0.0	33.3	66.7
	District	11.1	38.1	41.2	9.7	8.3	21.2	52.3	18.2
	State	9.8	33.1	46.4	10.8	7.2	16.5	51.6	24.6
Not Eligible	School	0.0	0.0	37.8	62.2	0.0	0.0	2.7	97.3
	District	3.1	17.9	49.7	29.3	2.5	5.9	40.1	51.5
	State	2.2	13.5	50.6	33.8	1.1	4.5	39.8	54.6

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	1.9	26.9	71.2	0.0	0.0	17.3	82.7	0.0	0.0	26.9	73.1
District	2.5	34.1	46.2	17.2	2.7	20.9	58.4	18.0	6.3	23.8	56.8	13.0
State	1.1	25.2	48.3	25.4	1.2	12.5	56.9	29.5	3.5	16.7	61.5	18.2

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	3.7	29.6	66.7	0.0	0.0	18.5	81.5	0.0	0.0	22.2	77.8
	District	4.2	37.6	43.6	14.5	3.7	22.5	56.9	16.9	9.0	23.4	53.9	13.7
	State	1.5	27.9	47.2	23.5	1.5	13.1	55.2	30.3	4.0	16.5	59.0	20.5
Female	School	0.0	0.0	24.0	76.0	0.0	0.0	16.0	84.0	0.0	0.0	32.0	68.0
	District	0.4	30.0	49.2	20.4	1.5	19.0	60.2	19.3	3.1	24.3	60.3	12.3
	State	0.6	22.5	49.5	27.4	0.8	11.9	58.7	28.7	3.0	17.0	64.2	15.8

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	0.0	27.5	72.5	0.0	0.0	12.5	87.5	0.0	0.0	27.5	72.5
	District	1.6	22.2	51.1	25.1	1.0	11.9	60.6	26.5	2.1	15.0	62.9	19.9
	State	0.5	17.0	49.4	33.2	0.5	6.8	55.1	37.6	1.1	8.6	64.4	25.8
Black	School	4.5	51.1	39.4	5.0	5.6	33.1	55.6	5.8	12.2	38.2	46.4	3.2
	District	2.7	47.1	41.9	8.3	3.4	28.7	58.2	9.8	10.8	37.4	48.5	3.2
	State												
Hispanic	School	0.0	18.8	68.8	12.5	0.0	18.8	75.0	6.3	0.0	12.5	68.8	18.8
	District	1.1	30.5	53.7	14.8	0.9	13.5	66.4	19.1	3.3	21.9	67.8	7.0
	State												
Asian/Pacific Islander	School												
	District	0.0	6.7	40.0	53.3	0.0	0.0	46.7	53.3	0.0	0.0	60.0	40.0
	State	0.2	9.2	48.6	42.0	0.2	3.1	40.6	56.1	0.6	6.1	64.5	28.8
Native American	School												
	District												
	State	1.7	27.1	47.6	23.6	0.9	14.4	57.6	27.1	3.1	14.9	65.8	16.2
Multiracial/Ethnic	School												
	District	0.0	38.2	43.4	18.4	1.3				7.9	18.4	64.5	9.2
	State	1.0	25.7	49.4	23.9	1.2	12.9	59.8	26.1	3.2	16.3	65.4	15.1

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	9.1	45.5	45.5	0.0	0.0	36.4	63.6	0.0	0.0	27.3	72.7
	District	3.1	43.1	44.8	9.0	3.6	26.7	60.1	9.6	8.6	29.9	55.5	6.0
	State	2.0	40.0	46.6	11.4	2.2	21.4	62.1	14.3	7.0	28.8	57.9	6.3
Not Eligible	School	0.0	0.0	22.0	78.0	0.0	0.0	12.2	87.8	0.0	0.0	26.8	73.2
	District	1.3	14.3	49.4	35.0	0.6	8.3	54.8	36.3	1.3	10.5	59.7	28.4
	State	0.4	15.0	49.6	35.1	0.4	6.3	53.3	40.0	1.1	8.4	64.1	26.5

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	2.0	40.0	58.0	0.0	0.0	34.0	66.0
District	0.9	42.0	40.2	16.9	0.7	25.4	58.4	15.4
State	0.8	29.6	44.1	25.6	0.5	17.0	62.8	19.7

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	3.2	29.0	67.7	0.0	0.0	29.0	71.0
	District	1.2	45.7	36.3	16.8	1.0	27.2	55.6	16.2
	State	1.0	33.0	42.8	23.2	0.7	18.0	60.7	20.7
Female	School	0.0	0.0	57.9	42.1	0.0	0.0	42.1	57.9
	District	0.4	38.0	44.5	17.0	0.4	23.5	61.5	14.5
	State	0.5	26.0	45.5	28.1	0.4	15.9	64.9	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	0.0	32.3	67.7	0.0	0.0	25.8	74.2
	District	1.0	30.0	44.1	24.8	0.8	15.9	60.2	23.0
	State	0.4	20.5	45.3	33.8	0.2	9.7	64.3	25.8
Black	School								
	District	0.6	60.7	35.5	3.2	0.6	40.7	54.7	4.0
	State	2.0	53.2	36.6	8.2	1.6	38.2	55.1	5.1
Hispanic	School								
	District	0.0	41.7	25.0	33.3	0.0	25.0	58.3	16.7
	State	0.7	35.0	49.6	14.7	0.3	18.1	70.5	11.1
Asian/Pacific Islander	School								
	District	0.0	5.9	58.8	35.3	0.0	0.0	52.9	47.1
	State	0.1	12.2	44.8	42.8	0.1	3.7	49.7	46.5
Native American	School								
	District								
	State	0.0	29.6	43.5	26.9	0.4	18.8	67.3	13.5
Multiracial/Ethnic	School								
	District	1.4	39.7	35.6	23.3	0.0	21.6	66.2	12.2
	State	0.8	28.9	45.7	24.7	0.4	16.6	64.7	18.3

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	0.0	63.6	36.4	0.0	0.0	54.5	45.5
	District	0.8	52.4	38.4	8.4	0.5	33.0	58.9	7.6
	State	1.4	45.5	42.1	11.0	1.0	28.4	62.7	7.8
Not Eligible	School	0.0	2.6	33.3	64.1	0.0	0.0	28.2	71.8
	District	1.0	19.4	44.2	35.4	1.4	8.8	57.5	32.3
	State	0.3	18.2	45.6	36.0	0.2	8.8	62.8	28.2

2007 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	2007-08 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2007-08 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		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	97.2		Yes	100.0		Yes	94.9	Yes		
White	100.0	Yes	100.0	Yes	100.0		Yes	100.0		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% 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 55.0% 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 72% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2006.

** Safe Harbor Targets of 55.0% 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.



2007 Illinois School Profile

A Brief Guide for Parents

This Profile provides information about our school's students, teachers, student test scores, class sizes and district's budget. For more details, please contact school staff or go to the Illinois State Report Card link on the ISBE web site: www.isbe.net.

ILES ELEM SCHOOL
SPRINGFIELD SD 186
SPRINGFIELD, ILLINOIS
Grades: 1 2 3 4 5
RCDS Code: 51-084-1860-25-2021



Key Statistics

Number of Students	314
Attendance Rate	94.9

AVERAGE CLASS SIZE

	School	State
Kindergarten		
Grade 1	17.0	21.0
Grade 2	20.0	21.3
Grade 3	24.5	21.8
Grade 4	26.0	22.5
Grade 5	25.5	22.8
Grade 6		
Grade 7		
Grade 8		
High School		



Student Information

RACIAL/ETHNIC BACKGROUND (%)

	School	State
White	55.4	54.9
Black	19.7	19.6
Hispanic	1.6	19.3
Asian/Pacific Islander	11.5	3.8
Native American	0.6	0.2
Multiracial/Ethnic	11.1	2.2

ADDITIONAL INFORMATION (%)

	School	State
Low Income	29.6	40.9
Limited English Proficient	0.3	7.2
Mobility	17.3	15.2





Teacher Information

	District *	State
Average Teaching Experience (Years)	12.7	12.9
% Teachers with Emergency or Provisional Credentials	0.6	1.5
Average Teacher Salaries	\$51,207	\$58,275
% Teachers with Graduate Degrees	46.1	52.3

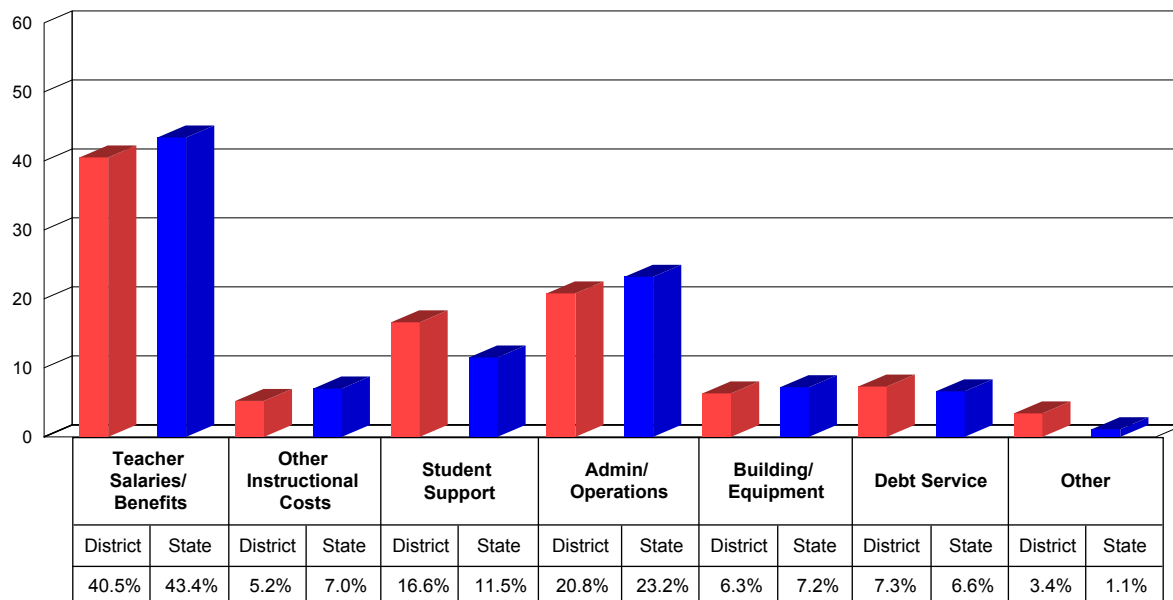
* These represent school level data in the case of charter schools.



School District Finances

This chart shows how we spent our money as a district in the 2005-06 school year. Instructional costs include books and classroom materials. Student support includes counseling, transportation and food service. Administration/operations includes principal salaries and the cost of janitorial services. Building/equipment and debt service include the costs of school facilities.

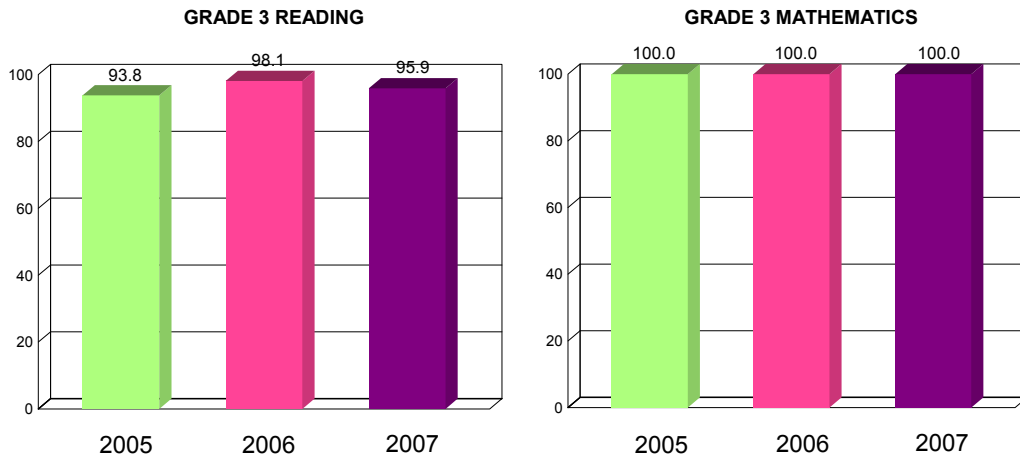
DISTRICT SPENDING





How our students do on state tests is just one way to measure their academic achievement. You can compare the percentage of our students that meet or exceed standards on statewide tests to the statewide percentage. You should also look at how this year's results compare to previous years'. The Illinois Standards Achievement Test (ISAT) is the state test administered to students in selected elementary grades. The Prairie State Achievement Examination (PSAE) is the state test that students take in the 11th grade.

GRADE 3 ISAT - READING AND MATHEMATICS (PERCENT MEETING OR EXCEEDING STANDARDS)

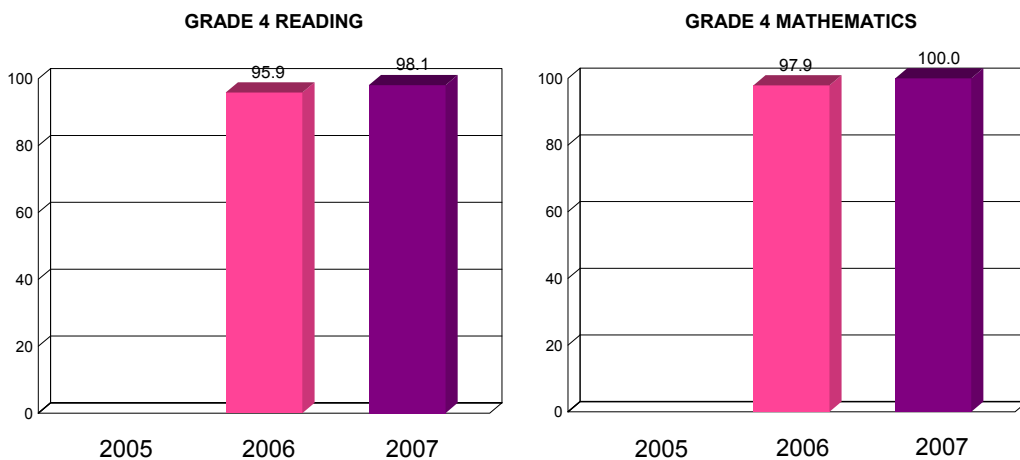


2007 - Grade 3 ISAT Reading and Mathematics (Percent Meeting or Exceeding Standards)

	Reading
School	95.9
State	73.0

	Mathematics
School	100.0
State	86.8

GRADE 4 ISAT - READING AND MATHEMATICS (PERCENT MEETING OR EXCEEDING STANDARDS)



2007 - Grade 4 ISAT Reading, Mathematics and Science (Percent Meeting or Exceeding Standards)

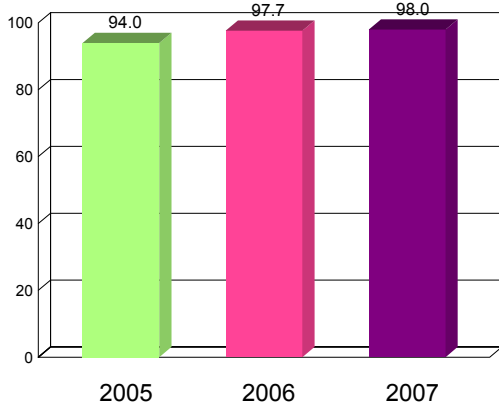
	Reading	Mathematics	Science
School	98.1	100.0	100.0
State	73.7	86.4	79.8



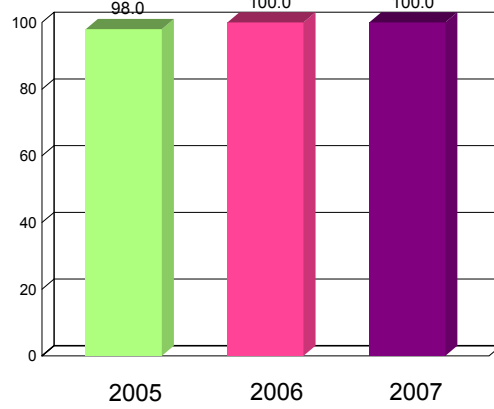


GRADE 5 ISAT - READING AND MATHEMATICS (PERCENT MEETING OR EXCEEDING STANDARDS)

GRADE 5 READING



GRADE 5 MATHEMATICS



2007 - Grade 5 ISAT Reading and Mathematics (Percent Meeting or Exceeding Standards)

	Reading
School	98.0
State	69.7

	Mathematics
School	100.0
State	82.5





Adequate Yearly Progress

The No Child Left Behind Act and Illinois law require the State to measure whether our school is making Adequate Yearly Progress (AYP). AYP is based on the percent of students that meet/exceed standards on state tests, both as a whole and by different subgroups. Schools must also meet minimum attendance or graduation rates. If a school does not make AYP in the same subject area for two consecutive years, it is identified for School Improvement.

Is this school making Adequate Yearly Progress (AYP)?	Yes
Is this school making AYP in Reading?	Yes
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind (NCLB) Act?	No
2007-08 Federal Improvement Status	
2007-08 State Improvement Status	

This School Profile was prepared for you in partnership with the Illinois State Board of Education.



**Illinois State
Board of Education**

Rod Blagojevich, Governor

