



# Illinois State Board of Education

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**Rod Blagojevich**  
Governor

**Jesse H. Ruiz**  
Chairman

**Christopher A. Koch, Ed.D.**  
State Superintendent of Education

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May 2, 2008

Assistant Secretary Kerri L. Briggs  
Office of Elementary and Secondary Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Assistant Secretary Briggs:

On behalf of the Illinois Board of Education, I am pleased to submit Illinois' proposal for consideration under the NCLB Differentiated Accountability Pilot. We believe our application is consistent with the core principles Secretary Spellings established in her March 20, 2008 letter to Chief State School Officers as well as consistent with the key educational principles that Illinois educators, parents, and citizens have long valued.

I wish to affirm that our application demonstrates an adherence to the ten principles as outlined by Secretary Spellings:

**Accountability:**

1. We make AYP determinations for all public schools in the state and hold schools accountable and ensure that all students are proficient by 2013-14.
2. We explain to the public how AYP is calculated and used to ensure that all students are included in its accountability system.
3. We will continue to identify all schools in the state for improvement as outlined in our accountability workplan and as required by NCLB and State Statute.

**Differentiation:**

4. Our process for differentiating schools is based primarily on data analysis of reading and mathematics proficiency and will be applied uniformly across the state.
5. Our differentiated accountability process considers the current status, services and support within schools and districts.
6. Our plan for identifying schools and the resulting interventions is primarily based on data and has been developed with assistance of the public to ensure it is transparent and understandable.

**Interventions:**

7. All Title I identified schools will be subject to interventions which will increase in intensity based on time and student progress.

Assistant Secretary Kerri L. Briggs

May 2, 2008

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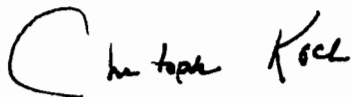
8. The proposed interventions and progressions will utilize a variety of resources to promote meaningful reform in schools, provide options for parents and students, and improve teacher effectiveness. The interventions are based on research of effectiveness and will be monitored by the state for effectiveness.
9. Interventions are targeted to improve the education achievement of students within the schools and provide options to students and parents by offering additional public school choice and supplemental educational services (SES) options.

Restructuring:

10. Identification and interventions are structured to provide the most extensive support to schools that have not met Adequate Yearly Progress (AYP) for five years (currently the restructuring category). The strategies and conditions for restructuring and the Priority Schools initiative have not yet been agreed to by all parties and the proposal outlines the preliminary framework. The critical details will be formalized in the coming months.

Participation in the Differentiated Accountability pilot will build upon the existing efforts to support Illinois' schools and districts to improve achievement of all our students. Illinois would use the 2008-09 school year as a planning year to build the framework and stakeholder support necessary for successful implementation. The Differentiated Accountability pilot would be fully implemented in the 2009-10 school year. If you have any questions, please do not hesitate to contact Melina Wright at 217/782-0354 or [mewright@isbe.net](mailto:mewright@isbe.net). We look forward to working with the Department to address any questions you may have regarding our proposal.

Sincerely,

Handwritten signature of Christopher A. Koch in black ink.

Christopher A. Koch, Ed.D.  
State Superintendent of Education

Attachments

# **ILLINOIS STATE BOARD OF EDUCATION**

## **PROPOSAL FOR THE**

### **NCLB DIFFERENTIATED ACCOUNTABILITY PILOT**

**May 2, 2008**



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## I. EXECUTIVE SUMMARY

The Illinois State Board of Education (ISBE) welcomes the opportunity to submit this proposal to the U.S. Department of Education (ED) for participation in the NCLB Differentiated Accountability Pilot. ED has confirmed to the State Superintendent that Illinois meets ED's eligibility criteria for the pilot. If approved, intensive planning and coalition building will commence in the 2008-09 school year with implementation of the differentiated accountability proposal by the start of the 2009-10 school year. Illinois' proposed changes will infuse corrective action strategies earlier in the improvement process, and includes an innovative, yet simple, model of differentiation. ISBE's proposed intervention model in the State's lowest-performing schools builds on promising national best practices and seeks to establish a new state approach for dramatically improving student achievement in these schools.

In developing this proposal, ISBE\* began by establishing certain guiding principles for its approach to the differentiated accountability pilot:

1. Illinois should seek to develop an accountability system that targets supports and interventions to best improve student achievement and close achievement gaps. The State should therefore take advantage of this opportunity from the U.S. Department of Education to improve upon its current system and leverage federal flexibility and resources. To do so, Illinois must adhere to the bright line requirements set out by the U.S. Department of Education for the differentiated accountability pilot. These requirements include maintaining the current measurements of adequate yearly progress under NCLB, continuing to hold school districts and schools accountable for ensuring all students are proficient by 2013-14, and not differentiating among schools based on the criteria of whether the schools missed targets in the students with disabilities or limited English proficient student group.
2. As part of this pilot, Illinois should not seek to entirely remake its current accountability system. Doing so would create confusion for school districts and the public and strain the ability of the State to provide assistance and support for underperforming schools. Instead, Illinois should seek meaningful changes to its current accountability system upon which the State can build over time.
3. All of the school and district improvement designations in the NCLB timeline should more clearly inform relevant stakeholders whether the strategies for support and intervention should be targeted to specific deficiencies or address more systemic needs, and relate more directly to the supports offered by the State for addressing those needs.
4. The restructuring designation under federal law should distinguish between the lowest performing schools needing dramatic transformation in a short period of time and those that require less transformative, yet still fundamental, interventions.

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\* The Illinois State Board of Education refers to both the nine-member State Board and the state educational agency. As used in this proposal, "ISBE" refers to the state educational agency. "State Board" refers to the governing board of the agency.

These guiding principles informed the following strategies, which are more fully described in Section II:

- Strategy 1: Throughout the federal accountability system for schools and districts, differentiate those schools and districts requiring focused interventions from those requiring comprehensive action.
- Strategy 2: Eliminate “corrective action” as a distinct school designation in the accountability timeline, and instead infuse intensive corrective action strategies earlier in the improvement process.
- Strategy 3: Focus more intensive efforts and resources on the lowest-performing schools in comprehensive restructuring.

Section III of this proposal describes how the proposed differentiated accountability model addresses all of the 10 core principles established by ED for this pilot.

ISBE believes the strategies outlined in this proposal will help the State of Illinois improve upon its current accountability system, and thereby help the State, districts, and schools improve student achievement and close the achievement gap. ISBE looks forward to addressing any questions ED may have regarding the strategies described in this proposal.

## **II. THE PROPOSED DIFFERENTIATED ACCOUNTABILITY MODEL**

Illinois' proposed differentiated accountability model relies on three strategies to better identify the types of supports and interventions needed for designated schools and districts, provide districts with the opportunity to better align interventions with overall improvement strategies, and focus attention and effort on the lowest-performing schools. Figures II.A. and II.B. present these strategies for each step in the improvement timeline for schools and districts, and compares them to the current state accountability system.

### **Strategy 1: Throughout the federal accountability system for schools and districts, differentiate those schools and districts requiring focused interventions from those requiring comprehensive action.**

- This differentiation will rest on whether the school or district, based upon the most recent AYP calculation, missed AYP targets in the "ALL students" subgroup. Those not missing in the ALL students subgroup will be designated as "focused" (i.e., focused improvement, focused restructuring, etc.). Schools or districts missing in the ALL students subgroup will be designated as "comprehensive" (i.e., comprehensive improvement, comprehensive restructuring).
- The State's required improvement template for schools and districts in the focused categories requires data-driven, targeted strategies to address the specific areas of deficiencies ("Focused Planning"). The State's required improvement template for schools and districts in the comprehensive categories also requires the development of data-informed strategies for all areas of deficiencies. In addition, however, the school or district in the comprehensive category must ensure its improvement plan addresses the more systemic issues of: (a) data-driven decision making; (b) school-wide standards-aligned curriculum and instruction; (c) instructional leadership at the school level, and board and administrative leadership at the district level; and (d) student, family, and community supports ("Comprehensive Planning").
- The State will revise its public reporting processes to correspond to the new designations for the 2009 reporting cycle. The revised designations will help districts more clearly communicate the areas of deficiencies and focus of improvement and intervention strategies.
- Illinois has established a regional system of support to provide services to schools and districts in need of improvement (the regional service provider (RESPRO) system). In addition, various ISBE divisions and programs offer support and services that help schools and districts address general and focused needs. The State's system of support, consisting of both RESPRO services and ISBE programs, will align supports and interventions to the revised designations:
  - Focused State Support: Focused state support will emphasize programs and processes that target the specific academic deficiencies within the school. For example, RESPRO services will seek to implement curricular improvements and teacher supports that have a demonstrated record of effectiveness in meeting the needs of the subgroup(s) failing to make AYP. ISBE support systems for various student populations, such as students with disabilities and English language learners, will be targeted to those schools and districts with an identified need in a particular area.

- Comprehensive State Support: Comprehensive state support will still involve a focus on the needs of specific student populations within a school or district. In addition, however, comprehensive schools and districts will be prioritized for RESPRO and State supports in the following areas: (a) implementation of a comprehensive data-gathering system and methods of data analysis; (b) school-wide implementation of standards-aligned curriculum and instruction; (c) principal mentoring and support; and (d) improvements to student, family, and community support systems.
- Districts and schools will be provided with several new flexibilities to increase the number of students participating in supplemental educational services (SES), so that SES can better support both focused and comprehensive improvement strategies. First, districts and schools will be given discretion to "flip" SES and choice, so that SES is instituted in Improvement Year 1 and choice in Improvement Year 2. Many districts and schools will view an earlier implementation of SES as consistent with their overall "focused" or "comprehensive" improvement objectives. Second, districts will have flexibility to extend SES to all low-achieving students (regardless of low-income status), provided all non-proficient low-income students receive first priority for service. Finally, a district in improvement status may serve as an SES provider, as long as: (i) the district is approved through the ISBE approval process for all providers, through which the district must demonstrate its capacity to deliver high quality SES; (ii) the district demonstrates that a district SES program will be highly aligned with its focused or comprehensive improvement objectives; and (iii) the district demonstrates that all providers serving the district will have equitable access to students and school facilities. Coupled with the additional flexibility for SES, ISBE will strengthen its efforts to monitor and provide assistance to districts to increase participation in public school choice and SES.

**Strategy 2: Eliminate "corrective action" as a distinct school designation in the accountability timeline, and instead infuse intensive corrective action strategies earlier in the improvement process.**

- Currently, schools are designated for "corrective action" after missing AYP for four consecutive years. When designated for corrective action, a district must implement one or more specific school interventions identified in NCLB. If the school misses AYP for an additional year, it moves into restructuring planning, and its restructuring plan may or may not build on the corrective action intervention.
- Instead of designating corrective action as a separate one-year stage in the accountability timeline, districts will be expected to implement corrective action-type interventions earlier in the improvement timeline and maintain them until a change in status occurs. Beginning in School Improvement Year 2, a district will include within a school's improvement plan the intervention(s) it will institute to support its broader improvement objectives. The intervention will then have several years to demonstrate an impact. If the school should move into restructuring planning the district will have data to determine whether to continue them or move to more intensive interventions.
- The intervention may be "focused" or "comprehensive," depending on the designation of the school. Focused interventions will be as intense, but more targeted, than comprehensive interventions. Examples of both are described below:



- Focused Interventions:
  - Restructure the internal organization of the school to focus instruction on the area of need (such as providing block scheduling and an aligned instructional program targeted to the subgroup(s) not meeting AYP);
  - Replace or reassign the school staff who are deemed relevant to the school not making AYP; or
  - Appoint one or more outside experts to advise the school on (1) how to revise, strengthen, and implement its improvement plan to better address the area of focus; and (2) how to address the specific issues underlying the school's inability to make AYP.
- Comprehensive Interventions:
  - Institute a new curriculum aligned to state standards with necessary professional development to support its implementation;
  - Develop and implement frequent formative assessments permitting immediate analysis, feedback, and instruction;
  - Create an extended day program for all students, or all underperforming students;
  - Implement a Response to Intervention model that emphasizes data-driven decision-making, team planning, and coordinated professional development coupled with personalized student instruction and interventions;
  - For high schools, establish (i) joint instructional and assessment programs involving feeder elementary school districts, and (ii) dual credit/enrollment programs with postsecondary institutions; or
  - Implement a comprehensive school reform program with the assistance and advice of one or more outside experts.
- ISBE may revise the required school improvement template to require a three-year improvement plan beginning in School Improvement Year 1, so that schools begin planning for a multi-year focused or comprehensive intervention at an early stage in the improvement timeline. Schools will still be required to revise this plan for each year that they do not make AYP.

**Strategy 3: Focus effort and resources on the lowest-performing schools in comprehensive restructuring.**

*The following is a preliminary plan for restructuring and the Priority Schools initiative that has not yet been agreed to by all parties. The final proposal and implementation details will be developed collaboratively with stakeholders during the 2008-09 planning year.*

- For schools in comprehensive restructuring planning or implementation, the lowest-performing based on the overall percentage of students meeting/exceeding state standards in reading/English language arts and mathematics (labeled as "Priority Schools") will be eligible to participate in a comprehensive turnaround initiative seeking to improve academic outcomes as quickly as possible.

- Participation in the Priority School initiative will be voluntary. Participation will require the commitment of district leadership and the teachers union. Each participant in the initiative must commit to State-specified turnaround criteria and a process that involves the collaborative development of a plan for turnaround implementation involving district and school officials, the local teachers union, any external partner organization, and ISBE representatives. All of these parties must be engaged at the outset of the process, and throughout the plan's development and implementation. (See Part III, Core Principle 10, for a description of the specific turnaround criteria that must be addressed by Priority Schools.)
- In return for their commitment to an intensive intervention model, Priority Schools will receive priority for various federal and state funding sources, with amounts designated to support the turnaround planning and implementation. In addition, Priority Schools will receive "protected space" for implementation consisting of: (i) maximum flexibility in the use of federal, state, and district funds; and (ii) flexibility from other federal, state, and local restraints to implement the turnaround initiative. (See Part III, Core Principle 10, for a description of the specific "protected space" elements for priority schools.)
- Districts with schools participating in this initiative may select from a variety of approaches for turnaround implementation. (See Part III, Core Principle 10, for a description of the portfolio of approaches available for implementation.) Depending on the capacity of the district to lead the initiative, the turnaround may be implemented directly by the district or through a district partnership with an external provider. ISBE will oversee turnaround implementation in all participating schools, and will take a direct role in districts with minimal demonstrated capacity to implement a successful turnaround initiative.
- In the first year, Priority Schools will undertake a comprehensive turnaround planning process and implement certain state-specified requirements for capacity building and preparation (such as implementation of annual assessments to guide instruction (EXPLORE and PLAN for high schools), improvements to district- and school-level data capacity, implementation of Response to Intervention model with State support, etc.). The turnaround plan will be fully implemented in the second year and will remain in place for a four-year period.
- Schools eligible to participate in the Priority School initiative that choose not to participate must: (a) implement a restructuring plan that provides for an alternative governance arrangement that includes fundamental reforms, as approved by ISBE and required by NCLB; and (b) achieve specified improvement benchmarks within a two-year period. These benchmarks will be established by ISBE based upon an analysis of gains achieved by high-performing, high-poverty schools throughout the state within the same grade span. If these improvement benchmarks are not reached, the State will exercise its authorities under NCLB and state law to undertake a significant intervention within the school and/or district (See Part III, Core Principle 10, Section 10.1 for a discussion of interventions available under federal and state law.)
- A district may voluntarily enroll any school in focused or comprehensive restructuring planning or implementation in the Priority School initiative to access the "protected space" elements. Participating schools will receive priority for state and federal resources.

**Figure II.A: Comparison of the Current and Proposed Accountability Model for Schools**

YEARS MISSED AYP	CURRENT		PROPOSED			
	NCLB ACCOUNTABILITY DESIGNATION	NCLB REQUIREMENTS/ SUPPORTS	FOCUSED: <i>Not missing in "ALL students" subgroup</i>	FOCUSED REQUIREMENTS/ SUPPORTS	COMPREHENSIVE: <i>Missing in "ALL students" subgroup</i>	COMPREHENSIVE REQUIREMENTS/ SUPPORTS
<b>1</b>	-	-	-	-	-	-
<b>2</b>	<b>School Improvement, Year 1</b>	- Improvement Planning* - Choice	<b>Focused Improvement, Year 1</b>	- Focused Planning* - Choice or SES	<b>Comprehensive Improvement, Year 1</b>	- Comprehensive Planning* - Choice or SES
<b>3</b>	<b>School Improvement, Year 2</b>	- Choice and SES*	<b>Focused Improvement, Year 2</b>	- Focused Intensive Intervention - Choice and SES*	<b>Comprehensive Improvement, Year 2</b>	- Comprehensive Intensive Intervention - Choice and SES*
<b>4</b>	<b>Corrective Action</b>	- Implement Corrective Action - State System of Support Priority	<b>Focused Improvement, Year 3</b>	- Focused Intensive Intervention continues - Focused State Support Priority	<b>Comprehensive Improvement, Year 3</b>	- Comprehensive Intensive Intervention - Comprehensive State Support Priority
<b>5</b>	<b>Restructuring Planning</b>	- Restructuring Planning - State System of Support Priority	<b>Focused Restructuring Planning</b>	- Focused Intensive Intervention continues, with planning for fundamental organizational changes to address the area of focus - Focused State Support and Oversight <i>- May volunteer for Priority School Initiative</i>	<b>Comprehensive Restructuring Planning</b>	- Comprehensive Intensive Intervention continues, with planning for fundamental organizational changes to address comprehensive needs - Comprehensive State Support and Oversight <i>- Priority School designation for lowest performers; may volunteer for Priority School Initiative</i>
<b>6</b>	<b>Restructuring Implementation</b>	- Restructuring Implementation - State System of Support Priority	<b>Focused Restructuring Implementation</b>	- Implement fundamental organizational change to address area of focus - Focused State Support and Oversight <i>- May volunteer for Priority School Initiative</i>	<b>Comprehensive Restructuring Implementation</b>	- Implement fundamental organizational change to address comprehensive needs - Comprehensive State Support and Oversight <i>- Priority School designation for lowest performers; may volunteer for Priority School Initiative</i>
<b>7 (and beyond)</b>	<b>Continued Restructuring Implementation</b>	- Restructuring Implementation - State System of Support Priority	<b>Continued Focused Restructuring Implementation</b>	- Implement fundamental organizational change to address area of focus - Focused State Support and Oversight <i>- May volunteer for Priority School Initiative</i>	<b>Continued Restructuring Implementation</b>	- Implement fundamental organizational change to address comprehensive needs - Comprehensive State Support and Oversight <i>- Priority School designation for lowest performers; may volunteer for Priority School Initiative</i>

\* Requirement continues in subsequent years.

**Figure II.B: Comparison of the Current and Proposed Accountability Model for Districts**

YEARS MISSED AYP	CURRENT		PROPOSED			
	NCLB ACCOUNTABILITY DESIGNATION	NCLB REQUIREMENTS/ SUPPORTS	FOCUSED: <i>Not missing in "ALL students" subgroup</i>		COMPREHENSIVE: <i>Missing in "ALL students" subgroup</i>	
			FOCUSED DESIGNATION	FOCUSED REQUIREMENTS/ SUPPORTS	COMPREHENSIVE DESIGNATION	COMPREHENSIVE REQUIREMENTS/ SUPPORTS
<b>1</b>	-	-	-	-	-	-
<b>2</b>	<b>District Improvement, Year 1</b>	Improvement Planning	<b>Focused Improvement, Year 1</b>	Focused Planning	<b>Comprehensive Improvement, Year 1</b>	Comprehensive Planning
<b>3</b>	<b>District Improvement, Year 2</b>	Improvement Planning	<b>Focused Improvement, Year 2</b>	Focused Planning	<b>Comprehensive Improvement, Year 2</b>	Comprehensive Planning
<b>4 (and beyond)</b>	<b>Corrective Action</b>	Implement Corrective Action	<b>Focused Corrective Action</b>	Focused Intensive Action	<b>Comprehensive Corrective Action</b>	Comprehensive Intensive Action

### **III. CORE PRINCIPLES ESTABLISHED BY THE U.S. DEPARTMENT OF EDUCATION**

This Section of the proposal includes additional information to address all of the Core Principles for the Differentiated Accountability Pilot established by the U.S. Department of Education.

#### **Core Principle 1: AYP Determinations Consistent with State's Consolidated Accountability Workbook**

ISBE will continue to make annual AYP determinations for all public schools and districts as required by NCLB and as described in the State's approved accountability plan. The State's accountability system will continue to hold schools and districts accountable to ensure all students are proficient in reading/English language arts and mathematics by 2013 – 14.

#### **Core Principle 2: Transparent Information About AYP Calculations**

Illinois holds all public elementary, middle/junior high, and high schools, public charter schools, and LEAs to the same criteria when making AYP determinations. For the 2007-08 school year, in order for a school or district to be determined as making AYP, the following conditions must be met:

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.

\*\*\* 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.

The state's annual measurable objectives (AMO) are the same throughout the state for each public school, each district, and each subgroup of students and increase in equal intervals. Appendix (A) includes the chart of AMOs for Illinois.

Illinois requires a minimum of 45 students or more to constitute a subgroup for AYP calculation purposes. Illinois requires a minimum of 10 students for reporting of performance information to protect the privacy of individual students. Students who are enrolled in the district on or before May 1, and who stay continuously enrolled through state testing the following spring are considered to be enrolled for a full academic year. This ensures that the full academic year definition is less than 365 calendar days while taking into account the varying dates of state testing in Illinois.

Illinois provides LEAs with assessment results and AYP status in early summer. LEAs and schools then have the opportunity to review the data for accuracy. If school districts submit corrections, ISBE releases updated final assessment results and AYP status before the beginning of the school year. ISBE continually strives to provide assessment and AYP results as early as possible. Appendix (B) includes the reporting requirements codified in state law and the ISBE press release from 2007 announcing the release of Report Cards.

Illinois continues to modify and improve the reporting system for schools, districts, and the general public. In addition to the school, district, and state report card available at <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>, an interactive report card is available at <http://iirc.niu.edu/> that provides additional information such as interactive graphics; longitudinal trends from 1999-present; advanced search and school comparison capabilities; instructional materials; and individual student data (available only to school officials in accordance with federal and state law). The Illinois Interactive Report Card (IIRC) is located at Northern Illinois University and is funded by the Illinois State Board of Education.

### **Core Principal 3: Title I Schools Continue to Be Identified for Improvement as Required by NCLB**

The State will continue to identify for improvement all schools and school districts receiving Title I funds after missing AYP for 2 years, as required by NCLB and described in the State's approved accountability plan. As described in Section II of this proposal, schools and districts will be identified in either the "focused" or "comprehensive" categories, depending on whether the school or district failed to make AYP in the all students subgroup.

Illinois will continue to annually report school and school district status and achievement information. Illinois will be modifying both the report card template and the information contained on the IIRC as necessary to comply with changes to federal or state law, regulation or policy. See Appendix (B) for a sample school report card and IIRC web report. (See also Core Principal #7.)

## **Core Principal 4: Method of Differentiation**

### **4.1 Has the state established technically and educationally sound criteria to distinguish between the phases (e.g., from "improvement" to "restructuring") of differentiation?**

Illinois is only proposing two changes to the phases of improvement: (1) eliminating "corrective action" as a distinct phase in the school improvement timeline; and (2) creating a new "Priority School" designation for a subset of schools in comprehensive restructuring planning and implementation. The "corrective action" designation for schools will be replaced with the label of either "Focused School Improvement" or "Comprehensive School Improvement," Year 3. As described in Section II of this proposal, corrective action-type interventions will be introduced earlier in the school improvement timeline, allowing more time for interventions to improve students' academic proficiency in reading/English language arts and mathematics.

The criteria used to determine the "Priority School" designation will be straightforward – this designation will simply be based upon identifying the lowest performers in the designated grade span (elementary, middle, or high school), using the overall percentage of students meeting or exceeding state standards in reading/English language arts and mathematics. The grade span selected will be based upon State educational priorities and need. Initially, the Priority School initiative will be focused on high schools. The percentage of schools per grade span will not exceed the lowest 5% of schools, with separate percentages calculated for districts with a population over 500,000 and the remainder of the state. Using a simple metric and designation, such as the lowest performers based upon the percentage meeting or exceeding state standards, will be simple to communicate to the public and will allow the State to mobilize support for an intensive intervention. The actual percentage selected (e.g., lowest 3%, lowest 5%, etc.) will depend on State capacity to manage and provide additional federal and state resources for an intensive turnaround intervention (as further described under Core Principal Number 10, Section 10.3).

### **4.2 Has the state established technically and educationally sound criteria to differentiate between categories (e.g., between "targeted" and "comprehensive") within a phase of improvement?**

Illinois' proposed basis for distinguishing between categories ("focused" and "comprehensive") will simply be based on whether the school or district failed to make AYP in the "ALL students" subgroup for the last annual calculation. Data demonstrates that the state assessment achievement levels of schools in the comprehensive category is approximately 30% lower than schools in the focused category. Using the "ALL students" subgroup as the basis for differentiation will be easy for districts and the public to understand, and is also based on educationally sound principles. Schools in the comprehensive categories of improvement are achieving lower than those in the focused category and thus would benefit more from intensive, systemic and specific interventions. Illinois does not believe that treating all schools the same for purposes of supports and interventions is an effective use of the limited resources available to the state, districts, or schools. Using the "focused" and "comprehensive" designations can allow the state and districts to better direct resources to the area of most need.

Tables 4.2.A and 4.2.B list the number of schools and districts that would fall into each category of improvement, based on 2006-07 data. Appendix C includes data that illustrates and supports the rationale for the category differentiation.

**Table 4.2.A: Title I Schools not making AYP based on 2006-07 data.**

\* Does not include schools that made AYP for 2006-07 but are still in status.

YEARS MISSED AYP	CURRENT*				PROPOSED							
	NCLB ACCOUNTABILITY DESIGNATION	NUMBER OF SCHOOLS (BY GRADE SPAN)			FOCUSED: <i>Not missing in "ALL students" subgroup</i>			COMPREHENSIVE: <i>Missing in "ALL students" subgroup</i>				
		FOCUSED DESIGNATION	NUMBER OF SCHOOLS (BY GRADE SPAN)		COMPREHENSIVE DESIGNATION	NUMBER OF SCHOOLS (BY GRADE SPAN)						
		Elem	Middle	HS		Elem	Middle	HS		Elem	Middle	HS
1	-				-				-			
2	School Improvement, Year 1	39	12	17	Focused Improvement, Year 1	28	11	1	Comprehensive Improvement, Year 1	11	1	16
3	School Improvement, Year 2	20	3	16	Focused Improvement, Year 2	12	3	0	Comprehensive Improvement, Year 2	8	0	16
4	Corrective Action	19	3	12	Focused Improvement, Year 3	13	3	5	Comprehensive Improvement, Year 3	6	0	7
5	Restructuring Planning	36	7	14	Focused Restructuring Planning	25	6	6	Comprehensive Restructuring Planning	11	1	8
6	Restructuring Implementation	174	26	57	Focused Restructuring Implementation	46	12	0	Comprehensive Restructuring Implementation	128	14	57
7	Continued Restructuring Implementation				Continued Focused Restructuring Implementation				Continued Restructuring Implementation			
	<b>TOTAL</b>	288	51	116		124	35	12		164	16	104



**Table 4.2.B: Districts in Each Proposed Category, Using 2006-07 Data**

YEARS MISSED AYP	CURRENT				PROPOSED							
	NCLB ACCOUNTABILITY DESIGNATION	NUMBER OF DISTRICTS			FOCUSED: <i>Not missing in "ALL students" subgroup</i>			COMPREHENSIVE: <i>Missing in "ALL students" subgroup</i>				
		FOCUSED DESIGNATION	NUMBER OF DISTRICTS			FOCUSED DESIGNATION	NUMBER OF DISTRICTS			COMPREHENSIVE DESIGNATION	NUMBER OF DISTRICTS	
1	-	Elem	HS	Unit		Elem	HS	Unit	-	Elem	HS	Unit
2	District Improvement, Year 1	25	6	41	Focused Improvement, Year 1	24	2	38	Comprehensive Improvement, Year 1	1	4	3
3	District Improvement, Year 2	5	8	3	Focused Improvement, Year 2	4	4	2	Comprehensive Improvement, Year 2	1	4	1
4 (and beyond)	Corrective Action	5	24	9	Focused Corrective Action	2	11	6	Comprehensive Corrective Action	3	13	3
	<b>TOTAL</b>	35	38	53		30	17	46		5	21	7

**4.3 Has the state provided a description and detailed examples of how schools could move between different categories and phases of improvement?**

Schools move through the improvement process in a manner similar to the current process. Schools and districts will continue to move through the phases of improvement each year the school does not make AYP. In addition, schools and districts will also fall into either the “focused” or “comprehensive” categories. As such, with each annual AYP calculation, schools could move from one category to the other. For example, a school may be identified in Comprehensive School Improvement Year 1 because the students in the school (based upon the ALL students subgroup) did not meet the mathematics proficiency target. The next year, after planning and intervention, the school makes progress and only one subgroup does not meet the AYP proficiency target (i.e. the school made AYP in the ALL subgroup). The school would then be identified as in Focused School Improvement Year 2. The school would then receive support and target improvement strategies to the subgroup that did not make AYP.

**4.4 Has the state proposed a technically and educationally sound process for using valid and reliable additional academic indicators?**

The Illinois proposal does not involve additional academic indicators.

## **Core Principle 5: Transitioning to a Differentiated Accountability Model**

### **5.1 How does the differentiated accountability model consider the current status of a school?**

All schools currently identified for status will continue to be identified. However, a descriptor (i.e., focused or comprehensive) will be added to better identify the types of supports and interventions needed for designated schools and districts.

### **5.2 How will the state ensure students participating in public school choice (PSC) and supplemental educational services (SES) during the 2007-08 school year continue to have those options available to them during the transition, even if they would not be eligible under the state's proposed model?**

ISBE does not anticipate issues with providing PSC or SES during the transitional year since schools that have already been identified in year 1 or year 2 of school improvement will continue to provide those services. Schools moving from year 1 to year 2 will be required to continue to offer PSC and also offer SES as required by NCLB. Only newly identified schools will be affected by the proposed changes to “flip” SES and choice.

Schools in School Improvement Year 1 seeking to implement SES instead of PSC will be required to notify ISBE of this election within a specified time period after receiving its AYP determination, and must comply with all ISBE timelines for SES implementation. Therefore, the transition to the proposed model will occur prior to the beginning of the 2009-10 school year and no students will be notified of a PSC option that is not available to them. (See also Core Principal #9).

## **Core Principle 6: Transparency of Differentiation and Interventions**

### **6.1 How has the state ensured that the process for differentiation is data-driven and accessible to the public?**

The differentiation process is based on existing AYP determinations. By not changing the fundamental way AYP is calculated and the primary status designations, districts and the public will only have to learn the new classifications and related implications. Various methods will be used to inform the public about the differentiated accountability system and Priority Schools initiative, including information on ISBE's website, outreach to ISBE constituent organizations, and regional information sessions.

## **Core Principle 7: Intervention Timeline**

### **7.1 Has the state established a comprehensive system of interventions and clearly described how the interventions relate to the academic achievement of the schools?**

Illinois' differentiated accountability proposal seeks to meaningfully modify its current accountability system in order to improve upon the existing system of support and interventions and their relation to academic achievement of students. The inclusion of two categories – focused and comprehensive – will inform the public and stakeholders of the strategies for support and intervention to be targeted to specific academic deficiencies and more systemic needs.

Differentiated accountability will allow the State's established regional system of support, RESPRO, to provide more effective services to schools and districts in need of improvement. The comprehensive system of interventions will include various ISBE divisions and programs to offer support and services that help schools and districts address general and focused needs. The State's system of support, consisting of both RESPRO services and ISBE programs, will align supports and interventions to the academic needs identified in the annual AYP calculations. The intervention may be "focused" or "comprehensive," depending on the designation of the school. Focused interventions would be as intense, but more targeted, than comprehensive interventions. Examples of both are described below:

- **Focused State Support:** Focused state support will emphasize programs and processes that target the specific academic deficiencies within the school. For example, RESPRO services will seek to implement curricular improvements and teacher supports that have a demonstrated record of effectiveness in meeting the needs of the subgroup(s) failing to make AYP, as well as the needs of other low-performing student populations who may not constitute a subgroup. ISBE support systems for various student populations, such as students with disabilities and English language learners, will be targeted to those schools and districts with an identified need in a particular area.
- **Comprehensive State Support:** Comprehensive state support will still involve a focus on the needs of specific student populations within a school or district. In addition, however, comprehensive schools and districts will be prioritized for RESPRO and State supports in the following areas: (a) implementation of a comprehensive data-gathering system and methods of data analysis; (b) school-wide implementation of standards-aligned curriculum and instruction; (c) principal mentoring and support; and (d) improvements to student, family, and community support systems.

See Core Principle Number 10 for a description of the application of the Priority Schools Initiative to the lowest performing schools in the State.

## **7.2 Has the state explained how its proposed system of interventions aligns with and builds on current state interventions?**

The proposed system of interventions aligns with existing efforts to expand the State's system of support. The RESPRO system of support will continue its work with schools and districts that have been identified for improvement. Established by ISBE in 2003, six service regions in Illinois are served by ten RESPRO organizations. Each RESPRO provides school support teams for all schools that do not make adequate yearly progress for at least two consecutive years. The school support teams are comprised of distinguished teachers and principals, representatives of higher education, and others qualified in the specific areas for which a school needs assistance to effect academic improvement.

The teams work with the schools and LEAs to help them develop and implement School Improvement Plans (SIPs), ensuring that the plans are data-driven, complete, approvable, timely, and effective. Through frequent monitoring and assistance with the plan the team is able to guide the development of improvement activities and discern the professional development needs of the school. School support team members spend a great deal of time reviewing data specific to the school and collaborate with the local school improvement team to develop recommendations for improving student academic performance. The RESPRO system of support emphasizes school improvement programs and processes that have a record of success, and encourage use of those that are most likely to improve the academic achievement of students when tailored to the LEAs and schools they serve.

The implementation of a differentiated accountability system provides the perfect opportunity to expand the supports available to schools and districts. Additional professional development and training may be provided to RESPROs to improve the services and expertise they provide to schools and districts. Outside experts will also contribute to the state system of support by providing technical assistance as needed. An evaluation of the RESPROs is under development to strengthen that part of the system.

Expansions to the Illinois system of support will include the development of improvement modules. Modules will be designed with a specific target of improved achievement that can be combined with other modules and improvement strategies for schools in the comprehensive category. These specific modules will become imbedded within the SIP, will be supported by RESPROs (at a minimum), and will be provided from the beginning improvement planning stages. The following are examples of modules that will likely be included with the Illinois system of support:

- One module will focus on building LEA capacity by training school staff to use data in more effective ways. Schools will become informed by student achievement data and other outcome-related measures to drive instruction that is tailored to meet the needs of individual schools. Schools will be provided training in the framework through an SEA provider who will ground all school decision making in this theory of planning for change, doing/implementing the change, check/monitoring to see what impact the change has had, and then act/adjusting upon the change needed. This model will encourage the school to work on a continual model of self-improvement with student needs being at the center of the school.

- Other examples include Systemic Improvement or Decision Making Frameworks that would include Professional Learning Communities; Plan, Do, Check Act (PDCA) Model; Curriculum Mapping; Understanding Children of Poverty; and Teaching Difficult Students. Modules that are targeted toward academic needs could include Specific Grade Level Core Content Areas focusing on classroom strategies to meet the needs of all learners (Math, Reading, Writing, Science, etc.); Classroom Management Skills; Progress Monitoring of Students and Programs; Individual Student Performance Training; and Aligning Coursework to Standards/Benchmarks. As described above, specific interventions will be provided based on the unique needs of each school through the support of RESPROs and articulated within the School Improvement Plans.

### **7.3 How does the state's model ensure that Title I schools and school districts identified for improvement that continue to miss AYP progress through an intervention timeline with interventions increasing in intensity over time?**

As illustrated in Figures II.A and B, schools and districts will progress through a very similar intervention timeline as existing law. The removal of the abrupt corrective action designation while requiring intensive interventions earlier in the improvement timeline will encourage more strategic and long-term planning and implementation of supports. Again, similar to existing law, schools and districts that miss AYP for a fourth consecutive year enter the restructuring phase where supports will be triaged. As in all states, ISBE's capacity requires the prioritization of supports and resources. The Priority Schools Initiative described in Part II, Strategy 3 and in Core Principal #10 will target the lowest-performing schools based on the overall percentage of students meeting/exceeding state standards.

Schools in the restructuring phase that are not among the lowest-performing schools must still engage in restructuring planning and implementation involving an alternative governance arrangement seeking fundamental reform, as required by NCLB. With the revised designations, ISBE and the RESPROs will be able to better determine whether the proposed restructuring strategies are tied to student achievement data and propose interventions that address a school's targeted or systemic need.

ISBE recognizes that due to its available capacity for implementation of the Priority Schools initiative, many of the lowest-performing schools in restructuring planning or implementation will not be eligible to receive available state and federal funding support to participate. ISBE will still strongly encourage these schools to volunteer for the initiative to receive the "protected space" elements and priority for funding after those schools designated for Priority focus.

ISBE and its RESPRO partners will also closely monitor and support restructuring planning and implementation in the lowest performing schools that do not participate in the Priority Schools Initiative.

**7.4 How will the state and its school districts ensure that students in schools needing the most comprehensive interventions have access to teachers and principals with a demonstrated history of improving student achievement? How will the state and its school districts target resources to improve teacher and principal effectiveness?**

Research and experience indicate that of the factors contributing to student learning, classroom instruction and school leadership are the first and second most important factors, respectively. Furthermore, schools struggling academically need effective teachers and leaders (principals and superintendent) more than other schools similarly situated. Illinois is building its internal and external capacity to improve leadership within underperforming schools.

As part of both the focused and comprehensive planning process, a needs assessment must be performed. A more detailed evaluation of the school's personnel, including leadership and capacity to improve student achievement, will be embedded within the planning stage. If principal and teacher effectiveness has been identified as a substantial factor for the schools inability to make AYP, then specific interventions will be initiated. Focused schools will receive professional development for the teachers working with the subgroups not making AYP and empowerment/leadership training to promote support school wide. For comprehensive schools, Illinois will be developing a module that focuses on improving teacher and principal skills and recruiting effective teachers and principals. This specific review of the schools' existing personnel is combined with the outside expertise provided through the RESPRO system and external partners to provide access to individuals with a demonstrated history of improving student achievement. ISBE will direct comprehensive schools and districts as part of their improvement planning to identify professional development and resources that can be targeted to teachers and principals teachers.

**Core Principle 8: Types of Interventions**

**8.1 Has the state proposed interventions that are educationally sound and designed to promote meaningful reform in schools?**

Last year, 36 districts and 184 schools were removed from improvement status by making AYP for two consecutive years. Illinois credits its successful academic improvement efforts for schools in need of support to a number of factors. First, ISBE requires school improvement plans to be data-driven, with strategies developed based upon identified deficiencies. Second, the RESPRO system has been able to deliver support and expertise to schools throughout the state. Finally, conscientious monitoring of the plans is accomplished through a shared partnership with ISBE, the RESPRO, and the school. Illinois will continue to provide support to LEAs and schools to improve student achievement. As the percentage of a school's students required to meet or exceed state standards increases to 62.5 percent in 2008 and 70 percent in 2009, targeted interventions will be critical to providing consistent and collaborative support throughout Illinois' schools. Illinois will continue to implement existing effective reform efforts and expand its support system to provide both targeted and comprehensive assistance to the schools and districts that need it most. Please see Core Principal #7.2 for more details on the interventions strategies and how they relate to existing state supports.

**8.2 How will the state align its resources to increase state and local capacity to ensure substantive and comprehensive support for consistently underperforming schools including plans to leverage school improvement funds received under section 1003(g) of the ESEA, and Title II funds to provide targeted intervention, particularly to those schools subject to the most intensive interventions?**

Illinois currently uses over \$23 million of its Title I state allocation for activities associated with section 1003(a) to conduct state-level activities through the Regional System of Support Providers (RESPRO). To ensure the lowest performing schools receive substantial and comprehensive support, the schools that participate in the “priority” schools initiative will receive preference for school improvement funds under NCLB, such as school improvement funding under 1003(g). In addition, a portion of state funding will be designated to support the turnaround planning and implementation. In addition, priority schools will: (i) be granted maximum flexibility in the use of federal, state, and district funds; and (ii) be able to receive flexibility from other federal, state, and local restraints to implement the turnaround initiative.

Additionally, under the State transferability provisions allowed in section 6123 of NCLB, Illinois may seek to transfer funds allotted to the State for certain NCLB provisions to its allotment under Title I to support agency and school district efforts to implement the Priority Schools initiative. ISBE will also continue efforts to realign internal and external support systems.

**Core Principle 9: Public School Choice and Supplemental Educational Services**

**9.1 Has the state established clear eligibility criteria for PSC and SES?**

As described in Section II, Illinois is proposing the following modifications to its administration of PSC and SES:

1. Districts will be given discretion to "flip" SES and choice, so that SES is instituted in Improvement Year 1 and choice in Improvement Year 2.
2. Districts will have flexibility to extend SES to all low-achieving students (regardless of low-income status), provided all non-proficient low-income students receive first priority for service.
3. A district in improvement status may serve as an SES provider, as long as: (i) the district is approved through the ISBE approval process for all providers, through which the district must demonstrate its capacity to deliver high quality SES; (ii) the district demonstrates that a district SES program will be highly aligned with its focused or comprehensive improvement objectives; and (iii) the district demonstrates that all providers serving the district will have equitable access to students and school facilities.

All low-income, non-proficient students will be offered PSC and SES in accordance with NCLB's requirements, except that some students will be offered SES in School Improvement Year 1 instead of PSC.

**9.2 Has the state established an educationally sound plan to increase the number of students participating, in the aggregate, in PSC and SES at the state level (even if the number of students eligible for these options decreases)?**

Illinois has over 875 school districts, many with only a single attendance center, and PSC has only been utilized by a small percentage of students. Illinois intends to increase the number of students participating in PSC by ensuring that districts notify eligible parents at least 14 days before the start of school of the availability of public school choice, and will continue to monitor district implementation of PSC. Districts that have limited space available for the number of students eligible for public school choice would be able to request a waiver from ISBE to prioritize notifications to parents of students eligible for public school choice. Districts wishing to target public school choice notifications would need to provide ISBE with the rationale, basis of prioritization, and assurances that no eligible student would be denied placement if available. ISBE also provides regional workshops to assist schools in improvement with the implementation of PSC.

Illinois has made several efforts to increase SES participation. ISBE offers technical assistance to districts through various mechanisms, including regional workshops and on-line toolkits and forms, and that technical assistance encourages districts to consider ways to increase student participation in SES, including voluntary implementation of SES in Year 1 of School Improvement in conjunction with school choice. The State's SES administrative rules establish implementation timelines that are intended to ensure parent notification and a start of services to maximize student participation. ISBE continues to add approved providers to its state list, thereby increasing options for parents across the state. ISBE has encouraged districts to offer summer SES programs. ISBE has made available to SES high schools the option to offer SES during study halls per the technical assistance provided by the U.S. Department of Education. The Illinois administrative rules (23 IL Admin Code 675.90) describe the process for evaluating provider effectiveness for Illinois students after services are completed. An outside contractor is currently conducting an evaluation of SES provider effectiveness in Illinois.

**Core Principle 10: Significant and Comprehensive Interventions for Consistently Lowest-Performing Schools**

*The following is a preliminary plan for restructuring and the Priority Schools initiative that has not yet been agreed to by all parties. The final proposal and implementation details will be developed collaboratively with stakeholders during the 2008-09 planning year.*

**10.1 How does the state ensure that interventions for the lowest-performing schools are the most comprehensive?**

Under the proposed model, the lowest-performing schools in the comprehensive restructuring planning and restructuring implementation years will be eligible for an intensive "Priority Schools" initiative seeking dramatic changes that produce significant achievement gains as quickly as possible. In creating the Priority Schools framework, Illinois has drawn from national studies of the



strategies used by pioneering large urban school districts, including Chicago Public Schools, to implement turnaround strategies, while considering how these comprehensive strategies can be administered at a statewide level.

Eligibility for the Priority School initiative will be based upon a ranking of schools within one or more grade spans selected by ISBE (i.e., elementary, middle, or high school) by the overall percentage of students meeting or exceeding state standards in all subjects. ISBE will establish a percentage cap of no more than the "bottom 5%" of schools in a grade span that are eligible to participate in the initiative, based upon the capacity considerations described in Section 10.3. A separate "bottom percentage" will be calculated for districts with a population over 500,000, and all other school districts. This is a common distinction made in the Illinois School Code for various state programs and requirements, and is necessary to ensure resources for the Priority Schools initiative are equitably distributed among multiple school districts.

Although ISBE will need to further evaluate its capacity, ISBE anticipates that the Priority School initiative commencing in 2009-10 will be limited to the bottom 3% of high schools. This would equate to approximately four high schools in Chicago Public Schools, and 17 in the rest of the state. A higher percentage of high schools and/or other grade spans may be added in future years. The process for schools to participate in the Priority Schools initiative is described in Section 10.2.

For school districts with multiple schools potentially eligible for the Priority School initiative, the district may request permission from ISBE to transfer eligibility from a school designated for priority by the State Board to another similarly situated school. In order to transfer eligibility, the district must demonstrate the transfer is necessary to achieve district educational objectives for the originally designated school and the students it serves, and the district interventions proposed for the originally designated school must comply with the restructuring requirements under NCLB. In subsequent years, ISBE may again designate a school whose eligibility has been transferred for Priority School focus if the district interventions are not demonstrating sufficient student achievement gains.

All participants in the Priority Schools initiative would be required to commit to implementing dramatic changes in operating and instructional conditions to enable the success of the turnaround effort. These "people, program, time, and money" conditions are described below.

### **Required Criteria for Operating and Instructional Conditions for Turnaround in Priority Schools**

#### **People:**

1. **School-level turnaround leader:** The turnaround plan designates a school-level leader to exercise autonomies under the plan and ensure adherence to the turnaround model. Depending on the overall turnaround approach, the leader may be a principal designated by the district or a leader working under the direction of an external partner organization.
2. **Highly capable, distributed school leadership team:** The turnaround plan must demonstrate how the school will be put on a path to distributed leadership, with a highly capable leadership team working to build a cohesive, professional teaching

culture. The plan for a distributed leadership team must include the school-level turnaround leader and teachers with augmented school roles.

3. **Flexibility and control over staffing:** While distributed leadership is an essential long-term goal, in the short term, the school-level turnaround leader may need to make a host of rapid and important decisions about personnel. The school-level turnaround leader must have authority to select and assign staff to positions in the school based on qualifications, without regard to seniority, and must act decisively after receiving appropriate input from the school's leadership staff and other relevant constituencies.
4. **Performance-based expectations for adults:** Performance-based expectations must be established for all adults in the building through both evaluation processes and incentive programs. Performance-based expectations may be either individual or collective.

**Program:**

5. **Personalized student supports:** The turnaround plan must identify personalized academic and non-academic support services for targeted instructional interventions and to address student social and emotional needs.
6. **Aligned and data-driven instructional systems:** The turnaround plan specifically implements the following instructional systems and strategies:
  - Alignment of curricula, assessments, and professional development to state standards and expectations;
  - Development and use of frequent formative assessments permitting immediate analysis, feedback, and targeted instruction; and
  - Data-driven decision-making for all activities relating to curriculum development, instructional strategies, and student-level interventions.
7. **Integration of existing instruction and professional development activities:** The turnaround plan must identify all state, district, and school instructional and professional development programs currently impacting the school, and demonstrate how these programs will be integrated with or eliminated by the turnaround effort.

**Time:**

8. **Extended learning:** The school schedule for student learning must provide additional time on a daily, weekly, and/or annual basis for the delivery of instruction and provision of individualized support as needed in core academic subjects.
9. **Faculty collaboration:** The weekly and annual work schedule for teachers must provide adequate time for regular, frequent, faculty meetings to discuss individual student progress and school-wide efforts.

**Money:**

10. **Control over financial resources:** The school-level turnaround leader must have control over financial resources necessary to successfully implement the turnaround implementation plan.

While all schools would be expected to commit to the same criteria for operating and instructional conditions, districts would have flexibility in how the turnaround approach is structured. The portfolio of options for turnaround implementation is listed below:

### Same School Approaches

1. **District Cohort Model:** The turnaround effort involves the same school and same students, and is managed directly by a special unit within the district with authority and accountability for results. This model would only be appropriate with districts that have sufficient capacity and resources to manage the turnaround effort without extensive oversight by the state or direct management by an external partner organization.
2. **Partner Consulting Model:** The turnaround effort involves the same school and same students, with an external partner organization managing the turnaround effort with authority and accountability for results. This model involves less direct district management and oversight than the District Cohort model, but more than the Partner Management Model. This model also anticipates that, eventually, as achievement levels rise, the role of the external partner organization will transform from that of turnaround manager to external support provider.
3. **Partner Management Model:** The turnaround effort involves the same school and same students, with a school management organization (SMO) managing the turnaround effort with authority and accountability for results. Of the same school models, this model would be most appropriate for districts with little demonstrated capacity to assist with the management of a turnaround effort, and for higher capacity districts seeking to vest more direct control in external partner organizations. This model assumes a long-term role for the SMO in managing the turnaround school, and may or may not include a plan for transition of responsibility back to the district.

### New School Approaches

1. **Close and Replace/Non-charter Model:** A low-performing school is closed, and replaced by one or more new schools in the same geographic area serving the same or similar students. Districts with sufficient capacity and resources may be authorized to manage the turnaround implementation; all others would be expected to work with an external partner organization. Critically, the new school or schools must be operated to address all of the state's criteria for turnaround, and be expected to meet specified metrics for student achievement.
2. **Close and Replace/Charter Model:** A low-performing school is closed, and replaced with one or more charter schools operated by an SMO partner in accordance with all of the requirements of the Illinois Charter Schools Law (and subject to the availability of charters under the Charter Schools Law). Again, the new schools must address the state's criteria for turnaround, and be expected to improve performance in accordance with specified metrics for student achievement.

As part of the Priority Schools Initiative, ISBE will need to actively recruit external partner organizations from throughout the state. In particular, ISBE will seek to engage organizations that have a demonstrated record of effective work with underperforming schools, and that have a strong connection with the local community in which the schools are located (or that create partnerships with locally-based organizations).

Schools committing to the Priority Schools Initiative will be prioritized for various federal and state funding sources. In particular, if ISBE is allocated funding under the federal School Improvement Grant program (Section 1003(g) of NCLB), ISBE will seek to use a

portion of these funds to support activities within the Priority Schools. Each district participating in the Priority Schools initiative will receive a grant from ISBE for planning and implementation activities. The district will be expected to make a substantial funding commitment to support the intervention as well. All funds must be used for purposes specified by ISBE, and in accordance with an implementation agreement between ISBE and the district. In many instances, the district will need to allocate funding to an external partner that will support planning and implementation activities.

In addition to funding support, Priority Schools will receive "protected space" for turnaround implementation through flexibility from federal, state, and district restraints:

- *Federal:* ISBE proposes that all schools participating in the Priority Schools initiative be granted the same flexibility available to schools participating in a Title I schoolwide program to (a) integrate Title I funding with other funds to upgrade the educational program of the school in accordance with the turnaround plan, and (b) receive exemption from federal regulatory requirements to the extent necessary to implement the turnaround plan. No separate application or plan will be required to obtain the schoolwide program flexibility – enrollment in the Priority Schools initiative will be deemed sufficient. In addition, ISBE proposes that districts participating in the Priority Schools initiative have authority under the State and Local Transferability Act (Section 6123 of NCLB) to transfer no more than 50% of the funds allocated to the LEA for certain federal programs (Title II, Technology Grants, Safe and Drug Free Schools, and Informed Parental Choice and Innovative Programs) to its allocation for school or district improvement activities that support the turnaround implementation, as approved by ISBE. This flexibility would be provided regardless of the district's status under NCLB.
- *State:* Under Section 2-3.25g of the Illinois School Code, school districts may petition the State Board of Education for the waiver or modification of any School Code mandates or administrative rules. 105 ILCS 5/2-3.25g. Waivers of administrative rules can be approved by the State Board. Waiver of statutory mandates must be acted upon by the General Assembly. ISBE will work with districts participating in the Priority Schools initiative to use the waiver and modification authority under the School Code to remove any state statutory or regulatory barriers to turnaround implementation. If particular statutory issues are identified as common barriers, ISBE will seek a statutory amendment through the legislative process.
- *District:* All districts participating in the Priority Schools initiative must provide maximum freedom from district-wide mandates and restrictions, particularly those relating to curriculum, professional development, the daily schedule, annual calendar, budgeting processes, and improvement planning requirements. In addition, participating districts and their teacher unions, with guidance and assistance from a state support team, will be required to engage in a focused effort to address any limitations on turnaround implementation in the collective bargaining agreement to the maximum extent possible. Specifically, the school district and its teacher union will be required to address how the collective bargaining framework will or will not apply to the people, program, time, and money criteria of turnaround implementation (discussed earlier in this subsection). Incentives for the teacher unions to engage in this process will include additional pay for the professional

development and learning time necessary for the turnaround model, and opportunities for performance-based pay enhancements.

State and federal funding administered by ISBE for the Priority Schools initiative will be directed to participating schools meeting the eligibility criteria established by ISBE for that year (e.g., the "bottom 3% of high schools"), unless funding priority is transferred to another school within the district as described in Section 10.1. However, any district with a school in restructuring planning or implementation (whether focused or comprehensive) may opt into the Priority Schools initiative to obtain the federal and state "protected space" flexibility described above, provided the district implements a turnaround plan meeting the state's criteria. These schools will be prioritized for state and federal funding assistance for the Priority Schools initiative, if funding is available after serving those schools designated for Priority focus by the State Board.

Schools designated for Priority focus by State Board will not be required to participate in the Priority Schools Initiative. However, if a school designated for Priority focus does not participate, ISBE will take the following actions:

- First, the restructuring plan for the school will be subject to approval by ISBE to ensure it includes an alternative governance arrangement that makes fundamental reforms, as required under NCLB.
- Second, the school will be expected to demonstrate significant achievement gains under the plan for the current school and subsequent school year. The required achievement gains will be calculated by ISBE based upon an analysis of gains achieved by high-performing, high-poverty schools throughout the state within the same grade span. If these gains are not achieved, ISBE will exercise its authorities under NCLB and the Illinois School Code to take intensive and significant within the school and district. Section 2-3.25f of the School Code, 105 ILCS 5/2-3.25f, authorizes ISBE to undertake significant interventions in both districts and schools, including removing school board members, appointing an independent authority to operate a district or school, directing the reassignment of staff, or non-recognizing the school (which would likely lead to its closure).

In addition, ISBE will rely on its district corrective action rights under NCLB (if the district is in federal improvement or corrective action status) to remove authority from the local district and ensure the implementation of an intensive turnaround plan.

## **10.2 Has the state established an educationally sound timeline for schools to enter and exit the most comprehensive interventions?**

During the 2008-09 school year, ISBE will engage in an intensive planning and needs analysis process involving ISBE, identify external partner organizations to work with participating schools, enter into agreements as necessary, identify potentially eligible schools for the Priority Schools initiative and begin discussions to ensure participation by all key stakeholders necessary for successful implementation. Extensive professional development and recruitment of staff will occur at the end of the school year and through the summer, and turnaround implementation will begin in earnest during the 2009-10 school year.

During the 2009-10 school year, participating districts/schools will be expected to implement certain programs and supports that will help the school prepare for turnaround implementation during the following school year. At the high school level, these programs and supports include implementation of the EXPLORE and PLAN assessments in 9<sup>th</sup> and 10<sup>th</sup> grade (which is funded by the state), implementation of a Response to Intervention model, professional development and training on data analysis, and identification and evaluation of all existing instructional and professional development programs at the school.

For the 2010-11 school year and each year thereafter, ISBE will establish new eligibility parameters for a subsequent cohort of schools to participate in the Priority Schools initiative (subject to the availability of federal and state resources for the new cohort). Each new turnaround cohort will participate in a similar process of planning and preparation during the school year selected, with full implementation the following year.

Unless a district selects to engage in a turnaround approach led by a school management organization (SMO) with a long-term role in managing the school, the ultimate objective of the Priority School Initiative will be to transition responsibility back to the district with less state oversight. Every turnaround plan will establish specific metrics for success, (based on both objective measures and other factors identified in the planning process), with an expectation of significant gains in student achievement over the four-year period of implementation on a pathway to AYP. For schools that achieve those metrics, the districts will be expected to continue the elements of the turnaround plan that led to the school's achievement success until the school meets AYP. However, ISBE will decrease its role in overseeing that implementation. For schools that do not achieve the specified metrics for success, ISBE will take one or more of the following actions: (i) require a change in external supporting organization; (ii) put in place an oversight authority to oversee the implementation of the turnaround plan; or (iii) undertake a state intervention authorized pursuant to Section 2-3.25f of the School Code, 105 ILCS 5/2-3.25f (as further described in Section 10.1).

**10.3 Has the state proposed to limit the number of schools that receive the most substantive and comprehensive interventions? If so, has the state provided an educationally sound justification or rationale for this capacity cap?**

The type of interventions proposed for Priority Schools will take a high level of state commitment. ISBE believes it is imperative that this initiative begin with a manageable cohort of schools, so that the state can build capacity for working with larger numbers. It will also require the building of a statewide consensus that dramatic action is needed to improve student achievement within these schools. By focusing on the "bottom performers" based upon the overall percentage of students meeting and exceeding state standards, ISBE can build consensus for action in a cohort of schools where no reasonable observer can deny the need for dramatic intervention.

The work required in Priority Schools can also be expensive. Experience to date with turnaround initiatives in large urban districts suggests costs in the range of \$250,000 to a million dollars per year over the first three years. ISBE will expect participating districts to meaningfully participate in the cost of turnaround, but a state investment will be required for the work to be done effectively. ISBE

will seek state funding and outside foundation help to supplement available federal funds. However, ISBE will not know until the start of each fiscal year what funding is available to add additional schools to the Priority Schools initiative. Therefore, ISBE needs the ability to limit the number of schools eligible for the Priority School initiative to ensure available resources can support the types of interventions required for under-performing schools.

The surest formula for failure of the Priority Schools Initiative is for ISBE to dilute its management capacity and funding resources over too large a number of schools. ISBE is proposing a new state model for intensive action in its lowest-performing schools. It must be able to implement the initiative in a focused and measured way, while building capacity over time to work with larger numbers of schools and districts.

#### **10.4 How has the state worked with its school districts to ensure that school districts are implementing interventions for the lowest-performing schools?**

Some Priority Schools will be in large districts with hundreds of schools, whereas others may be literally the only attendance center in their district. Some Priority Schools will be in districts with strong administrative, leadership, and instructional capacity to implement change, but others will be in districts that are unable to manage the process of turnaround. Accordingly, district capacity will be an important variable for ISBE in administering the Priority Schools program, and will be addressed when ISBE defines its relationship with the district for turnaround implementation.

As part of its implementation, ISBE will develop a protocol for determining the strengths and weaknesses of the district specific to turnaround implementation, and will use this analysis for allocating roles and responsibilities between ISBE, the district, and (in most cases) an external partner organization. If district capacity is strong, the district will be able to manage the turnaround implementation and work directly with an external partner organization with relatively state oversight. Where district capacity is weak, ISBE will ensure the turnaround plan at the school level is coupled with necessary capacity building, interventions, and oversight at the district level.

ISBE expects that almost all of the districts with Priority Schools will either be in district corrective action or district improvement status (thereby allowing ISBE to accelerate corrective action under NCLB). ISBE will leverage its corrective action authority under NCLB to ensure districts are undertaking all necessary action at the district level to successfully implement the turnaround plan. ISBE has developed an internal process across various agency divisions (including federal programs, Career and Technical Education, Special Education, English Language Learners, Curriculum and Instruction, and School Business and Supports) to identify and address all instructional/compliance concerns the agency has with a district identified for corrective action. ISBE will apply this same process to all districts with schools participating in the Priority Schools Initiative to help ensure there is sufficient capacity at the district level to sustain significant improvement at the school level.

## IV. ADDITIONAL QUESTIONS

### A. Differentiation Data Analysis

Below, Illinois addresses the questions related to data analyses in the U.S. Department of Education's Peer Review Guidance.

- i. Has the state provided the data analyses that were used in developing the state's proposed method of differentiation? Yes, see Core Principle Number 2 and Focused and Comprehensive Statistics Summary in Appendix (c).
- ii. Has the state provided evidence, including any available statistical modeling, to support the rationale for the proposed method of differentiation? Has the state provided any available evidence to provide a justification for the method and need for differentiated accountability? Yes, see Core Principle Number 4, question 4.2.
- iii. Has the state provided the total number of schools that would be in each phase and category of improvement, using prior year data as necessary, under the differentiated accountability model? Yes, see Table 4.2.A.
- iv. Has the state provided an analysis, using prior year data as necessary, on the overall academic achievement of schools in each phase and category of improvement? Yes, see the School Information by Category and Phase of Improvement chart in Appendix (c).
- v. Has the state provided an analysis, using prior year data as necessary, on the academic achievement of schools in each phase and category of improvement disaggregated by the following:
  - a. Student groups (major racial/ethnic groups, students with disabilities, limited English proficient, and economically disadvantaged). Yes, see the School Information by Category and Phase of Improvement chart and the AYP Subgroup Summary by Category chart in Appendix (c).
  - b. Urban versus suburban versus rural schools – Please see the map referenced in Appendix A.
  - c. Large versus small schools – Yes, see the enrollment column in the School Information by Category and Phase of Improvement chart in Appendix (c).
- vi. Has the state provided evidence, including any statistical modeling, to demonstrate the rationale for the proposed method of differentiation; or provided any empirical evidence or data models to provide a theoretical justification for the method



and need for differentiated accountability? Yes, see Core Principle Number 2 and Focused and Comprehensive Statistics Summary in Appendix (c).

- vii. Has the state provided data regarding teacher quality for schools in each phase and category of improvement? Yes, see the HQT column in the School Information by Category and Phase of Improvement chart in Appendix (c).
- viii. Has the state provided the number of students enrolled in tested grades in the state disaggregated by student group and the number and percent of these students included in AYP calculations at the school and school district level? Yes, see 2007 State Report Card, pg. 7 in Appendix A.
- ix. Has the state provided the total number of schools in the state and the number of schools for which AYP determinations were made? There are over 4,000 public schools in Illinois. AYP determinations are made for every school. Those that did not make AYP are included in the State Academic Achievement Informational Chart in Appendix C.

## **B. Annual Evaluation Plan**

Illinois proposes a two-pronged monitoring system for the implementation of the strategies in this proposal. RESPRO support teams currently monitor electronic school improvement plans, with permission from the LEA, on the state's Illinois Interactive Report Card (IIRC) website. Each School Improvement Plan (SIP) submitted via the IIRC is first reviewed by the RESPRO School Support Team working with the school. This review generates a form detailing how to address the areas that caused the school to be placed in school improvement status and identifies strategies to resolve the identified issues. Identified interventions must be researched-based to address the deficit area(s) that has caused a school to be placed in improvement, corrective action, or restructuring status, such as reading/English language arts, mathematics, and the implications of the various identified subgroups. This forms the foundation of the school improvement plan which details the expectations and action items to address the school's academic or system needs. ISBE staff review the school improvement plan and the information provided by the RESPRO to determine how the school improvement plan should be monitored. The ISBE reviewer completes the monitoring form on the website and either endorses the school improvement plan or requests that additional information be added. Most of the school improvement plans are endorsed upon receipt due to the review of data and assistance with plan development provided by the RESPRO School Support Teams.

In addition, ISBE is in constant communication with schools and districts through the RESPRO to review and discuss the strategies and best practices being implemented. Collaboration with outside experts will also be used for capacity building and professional development to expand exposure to effective interventions. On-site monitoring and technical assistance is provided by the RESPRO School Support Teams and ISBE's External Assurance Division. Improvement to the monitoring and technical assistance offered by RESPRO and the External Assurances Division, and the connection to ISBE's programs staff are underway. ISBE and RESPRO staff also review the academic achievement of schools receiving support to determine if the activities have resulted in improved student

achievement. Schools that are showing lack of improvement or commitment to the process receive targeted assistance from ISBE to determine if the SIP needs to be altered or if more intensive interventions are necessary. To engage in thorough evaluation of the differentiated accountability pilot and priority schools initiative, ISBE plans to contract with an evaluator to collect outcome data and analyze and report on methodology, interventions, and implementation issues.

If approved, ISBE will also fully cooperate in the U.S. Department of Education's evaluation of the differentiated accountability model, and provide data to show how student achievement has differed prior to and after the implementation of the pilot.

## **V. CONCLUSION**

The Illinois State Board of Education appreciates the flexibility offered by ED through the NCLB Differentiated Accountability Pilot. Illinois hopes its differentiated accountability proposal will provide the public with a better understanding about school and district performance. ISBE also believes this proposal will assist in directing interventions and resources to best impact student outcomes. As described in this proposal, Illinois' proposed changes will infuse corrective action strategies earlier in the improvement process, and includes an innovative, yet simple, model of differentiation. ISBE's intervention model will build on promising national best practices and seeks to establish a focused state approach for dramatically improving student achievement in the state's lowest-performing schools.

ISBE believes the strategies outlined in this proposal will help the State of Illinois improve upon its current accountability system, and thereby help the State, districts, and schools improve student achievement and close the achievement gap. ISBE looks forward to addressing any questions ED may have regarding the strategies described in this proposal.

## **VI. APPENDICES**

- Appendix A: Illinois' Assessment and AYP Information (Annual Measurable Objectives, 2007 State AYP Status, 2007 State Report Card, , Map of schools not making AYP for 3 years by county)
- Appendix B: Illinois' Reporting Requirements (105 ILCS 5/10-17a; related ISBE 2007 Press Releases; Sample School Report Card; Sample Report from the IIRC website)
- Appendix C: Illinois' Supporting Data

## **Appendix A: Illinois Assessment and AYP Information**

## Annual Measurable Objectives (AMOs)

Performance Targets for  
Reading/English Language Art and  
Mathematics

Year	Reading and Math Score Targets
2003	40%
2004	40%
2005	47.5%
2006	47.5%
2007	55%
2008	62.5%
2009	70%
2010	77.5%
2011	85%
2012	92.5%
2013	92.5%
2014	100%

Performance Targets for  
Attendance Rate

Year	Attendance Rate
2003	88%
2004	89%
2005	89%
2006	89%
2007	90%
2008	90%
2009	90%
2010	91%
2011	91%
2012	91%
2013	92%
2014	92%

Performance Targets for  
High School - Graduation Rate

Year	Graduation Rate
2003	65%
2004	66%
2005	67%
2006	69%
2007	72%
2008	75%
2009	78%
2010	80%
2011	82%
2012	84%
2013	85%
2014	85%

## 2007 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT - STATE

Is the state making Adequate Yearly Progress (AYP)?	No
Is the state making AYP in reading?	No
Is the state making AYP in mathematics?	No

	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	99.8	Yes	99.8	Yes	71.4		Yes	77.8		Yes	93.7	Yes	85.9	Yes
White	99.9	Yes	99.9	Yes	79.9		Yes	86.1		Yes				
Black	99.8	Yes	99.8	Yes	51.6		No	58.2		Yes				
Hispanic	99.9	Yes	99.9	Yes	63.9		Yes	71.0		Yes				
Asian/Pacific Islander	99.9	Yes	99.9	Yes	86.5		Yes	91.5		Yes				
Native American	99.8	Yes	99.8	Yes	73.8		Yes	78.1		Yes				
Multiracial/Ethnic	100.0	Yes	100.0	Yes	73.4		Yes	81.2		Yes				
LEP	99.8	Yes	99.8	Yes	63.2		Yes	66.9		Yes				
Students with IEPs	99.5	Yes	99.5	Yes	37.6	42.3	No	49.4	51.9	No	93.7		71.9	
Economically Disadvantaged	99.9	Yes	99.9	Yes	58.0		Yes	66.5		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

1. At Least 95.0% tested for reading and mathematics for every student group. If the current year's participation rate is less than 95%, this condition may be met if the average of the current year and the preceding year rates is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet the state 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 has been applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
3. If the state did not make 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 90.0% Attendance Rate and at least 72.0% Graduation Rate.

\* The Full Academic Year provision does not apply at the state level.

\*\* 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 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 (both attendance rate and graduation rate) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows the state an alternate method to meet subgroup minimum targets on achievement.



# ILLINOIS STATE REPORT CARD

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
	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2	3.5	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\*

	Percent
	96.1

### STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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
	20.9	21.0	21.3	21.8	22.5	22.8	22.6	21.8	21.9	18.9

### 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
	58	53	51	30	43	44	145	104	93	31	43	44

### TEACHER INFORMATION (Full-Time Equivalents)

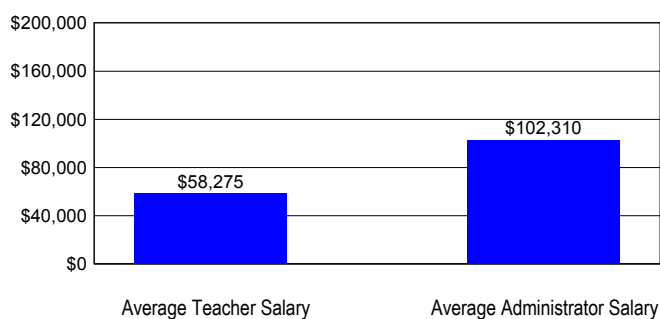
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

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
All Schools	12.9	47.6	52.3	1.5	3.2
High Poverty Schools	12.5	50.3	49.6	2.6	13.4
Low Poverty Schools	12.3	40.1	59.9	0.9	0.2

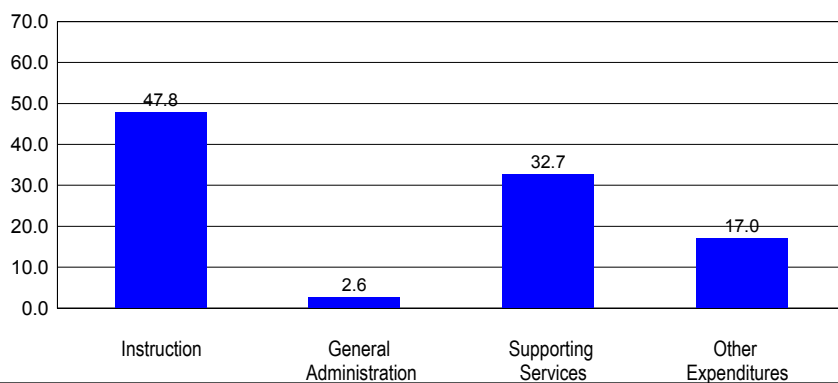
The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

## SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



EXPENDITURE BY FUNCTION 2005-06 (Percentages)



REVENUE BY SOURCE 2005-06		EXPENDITURE BY FUND 2005-06	
	Percent		Percent
Local Property Taxes	58.8	Education	73.0
Other Local Funding	6.0	Operations & Maintenance	8.6
General State Aid	18.2	Transportation	3.9
Other State Funding	9.3	Bond and Interest	6.2
Federal Funding	7.7	Rent	0.0
		Municipal Retirement/ Social Security	1.8
		Fire Prevention & Safety	1.1
		Site & Construction/ Capital Improvement	5.4

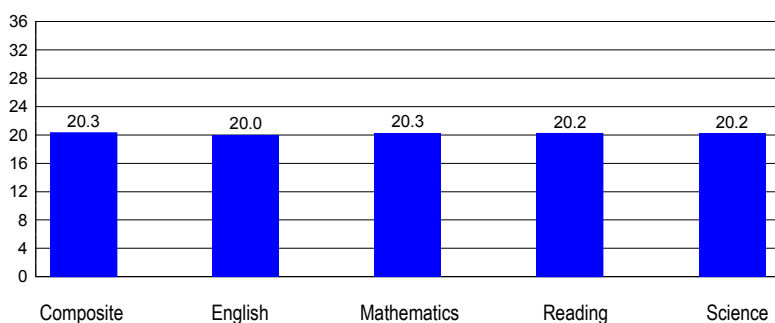
OTHER FINANCIAL INDICATORS		
	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
	\$5,567	\$9,488

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

### ACT ASSESSMENT: GRADUATING CLASS OF 2007\*



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

\* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

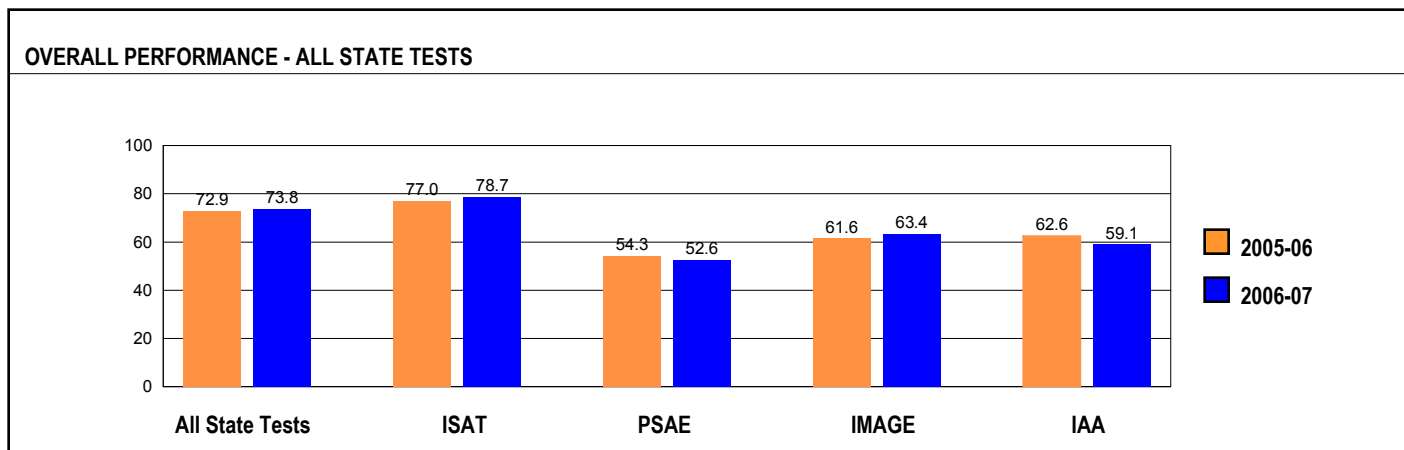
### HIGH SCHOOL GRADUATION RATE

	Gender		Race / Ethnicity						LEP	Migrant	Students with Disabilities	Econo- mically Disad- vantaged
	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic				
All	83.1	88.7	92.2	73.8	73.4	93.5	72.7	83.0	69.1	51.5	71.9	74.9



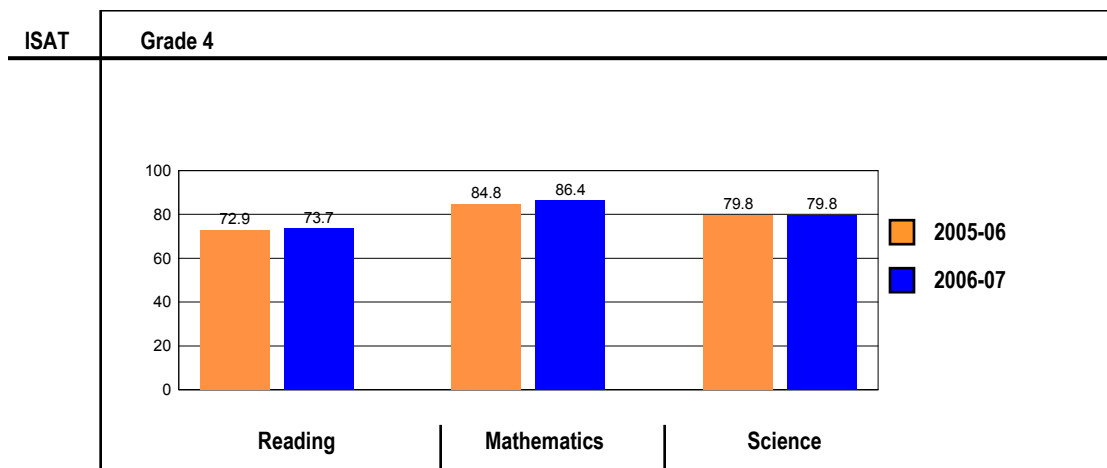
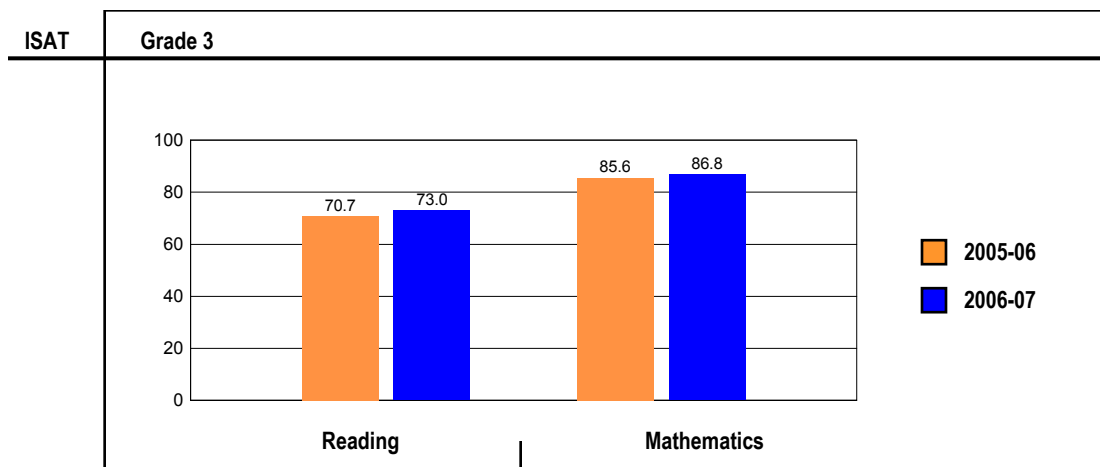
## OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for the state. They represent performance in reading, mathematics and science.



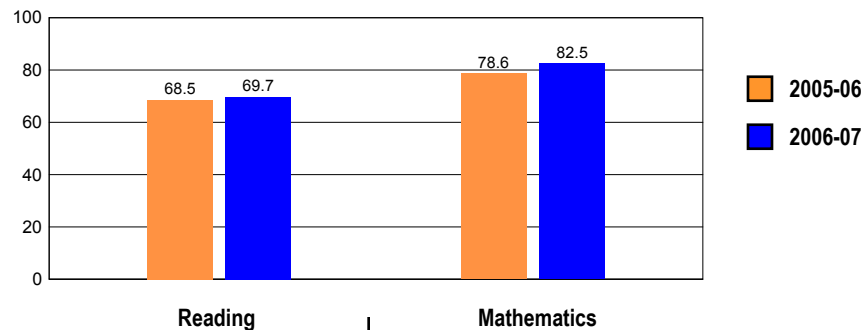
## ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

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.



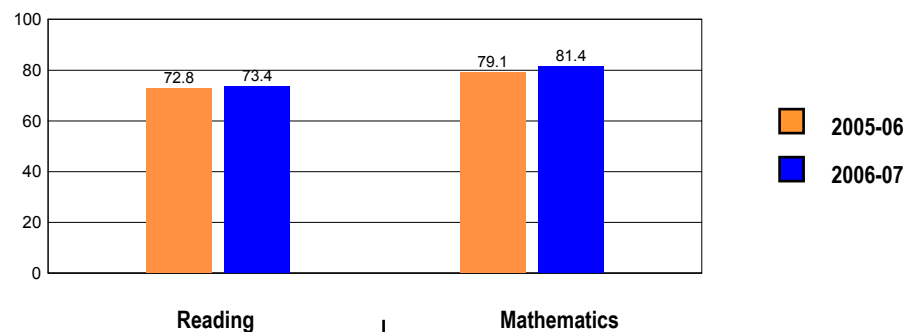
ISAT

Grade 5



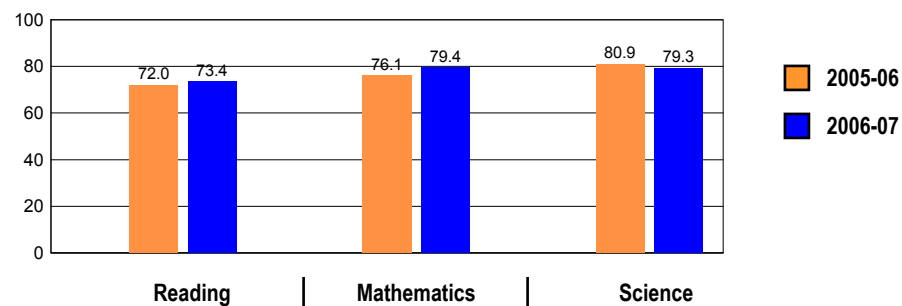
ISAT

Grade 6



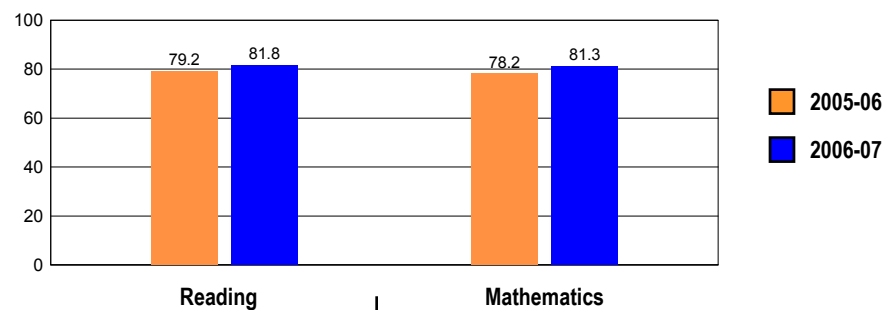
ISAT

Grade 7



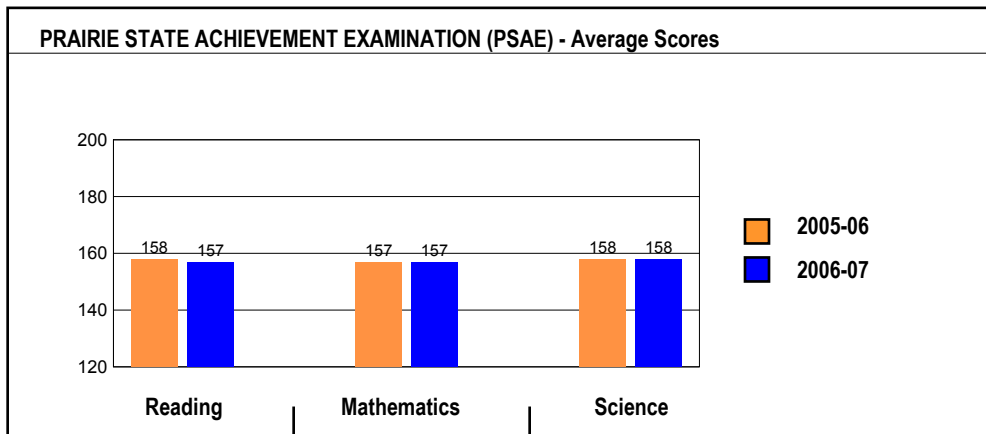
ISAT

Grade 8

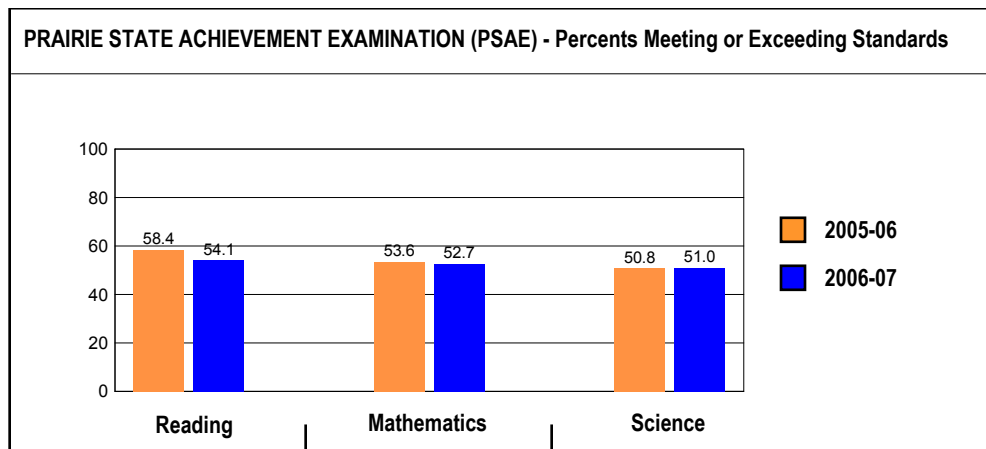


### PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics and science on PSAE.



PSAE scores range from 120 to 200.



Number of students in the State with PSAE scores in 2007: 130,866

## 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				
	*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
	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	7.0	24.3	47.5	21.2	4.3	9.4	43.2	43.1
Female	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	2.7	14.9	50.5	31.9	1.2	4.9	41.6	52.3
Black	12.3	37.2	42.4	8.1	10.8	21.0	49.7	18.4
Hispanic	6.1	28.2	52.2	13.5	3.5	11.7	53.8	31.0
Asian/Pacific Islander	1.1	9.2	48.4	41.4	0.5	2.4	27.8	69.2
Native American	4.7	16.4	56.9	22.0	1.7	7.8	50.2	40.3
Multiracial/Ethnic	4.9	22.3	50.0	22.8	2.8	9.9	47.9	39.5

**Grade 3 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	7.1	26.2	49.7	17.0	4.0	11.3	44.6	40.2

**Grade 3 - Migrant**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	6.3	26.6	55.7	11.4	2.5	8.9	73.4	15.2

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP	19.9	37.2	32.7	10.2	11.2	18.8	47.0	23.0
Non-IEP	3.0	19.2	51.5	26.4	2.5	8.0	44.4	45.1

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	9.8	33.1	46.4	10.8	7.2	16.5	51.6	24.6
Not Eligible	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
	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	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	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	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	2.7	47.1	41.9	8.3	3.4	28.7	58.2	9.8	10.8	37.4	48.5	3.2
Hispanic	1.1	30.5	53.7	14.8	0.9	13.5	66.4	19.1	3.3	21.9	67.8	7.0
Asian/Pacific Islander	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	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	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 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	0.8	21.6	59.9	17.8	1.0	9.0	63.7	26.4	2.7	15.2	74.7	7.4

**Grade 4 - Migrant**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	0.0	38.3	45.0	16.7	1.7	6.7	73.3	18.3	3.3	18.3	63.3	15.0

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP	5.1	53.8	31.8	9.3	5.4	30.1	52.5	12.0	9.4	28.9	53.2	8.5
Non-IEP	0.4	20.4	51.2	28.1	0.4	9.5	57.7	32.5	2.5	14.7	63.0	19.9

**Grade 4 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	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	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
	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	1.0	33.0	42.8	23.2	0.7	18.0	60.7	20.7
Female	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	0.4	20.5	45.3	33.8	0.2	9.7	64.3	25.8
Black	2.0	53.2	36.6	8.2	1.6	38.2	55.1	5.1
Hispanic	0.7	35.0	49.6	14.7	0.3	18.1	70.5	11.1
Asian/Pacific Islander	0.1	12.2	44.8	42.8	0.1	3.7	49.7	46.5
Native American	0.0	29.6	43.5	26.9	0.4	18.8	67.3	13.5
Multiracial/Ethnic	0.8	28.9	45.7	24.7	0.4	16.6	64.7	18.3

**Grade 5 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	0.7	34.1	52.1	13.0	0.2	18.2	70.4	11.1

**Grade 5 - Migrant**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	0.0	32.8	53.1	14.1	0.0	18.8	70.3	10.9

**Grade 5 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP	4.2	62.2	26.1	7.6	2.6	41.5	50.0	5.9
Non-IEP	0.2	24.1	47.1	28.6	0.2	12.9	64.9	22.0

**Grade 5 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	1.4	45.5	42.1	11.0	1.0	28.4	62.7	7.8
Not Eligible	0.3	18.2	45.6	36.0	0.2	8.8	62.8	28.2

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	0.2	26.4	54.3	19.1	0.5	18.0	62.2	19.2

**Grade 6 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	0.3	29.9	53.7	16.2	0.7	19.5	60.1	19.7
Female	0.1	22.8	54.9	22.2	0.3	16.5	64.4	18.7

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	0.1	16.5	57.1	26.2	0.3	10.1	64.2	25.5
Black	0.4	46.2	46.8	6.5	1.4	37.9	54.9	5.9
Hispanic	0.3	37.6	53.8	8.4	0.4	22.1	67.1	10.3
Asian/Pacific Islander	0.1	9.3	53.7	36.9	0.1	3.9	48.2	47.8
Native American	0.0	22.9	62.2	14.9	1.1	16.0	67.9	14.9
Multiracial/Ethnic	0.2	23.7	56.9	19.2	0.4	16.8	65.2	17.6

**Grade 6 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	0.5	62.9	34.7	1.9	0.7	36.3	58.4	4.6

**Grade 6 - Migrant**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	0.0	38.5	53.8	7.7	3.8	30.8	59.0	6.4

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP	1.2	64.6	30.6	3.6	2.7	48.2	45.1	4.1
Non-IEP	0.0	20.3	58.1	21.6	0.2	13.2	65.0	21.7

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	0.4	41.7	50.5	7.4	0.9	29.5	61.6	8.0
Not Eligible	0.1	15.0	57.1	27.9	0.2	9.4	62.6	27.7

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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	0.5	26.1	58.3	15.0	2.3	18.3	54.2	25.2	7.0	13.7	55.2	24.1

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	0.7	29.9	56.3	13.1	2.8	18.8	52.0	26.3	7.7	13.3	52.5	26.5
Female	0.3	22.2	60.5	17.1	1.7	17.8	56.5	24.0	6.2	14.3	58.1	21.4

**Grade 7 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White	0.3	17.4	61.5	20.8	1.1	10.8	53.8	34.3	3.0	7.3	54.7	35.0
Black	1.2	44.2	50.0	4.6	5.5	36.3	51.2	7.0	16.3	26.8	51.9	5.0
Hispanic	0.5	35.1	57.7	6.7	2.3	22.8	61.8	13.1	9.5	20.3	61.2	9.1
Asian/Pacific Islander	0.1	9.3	61.4	29.3	0.5	4.3	39.1	56.0	1.5	4.5	50.9	43.0
Native American	0.4	21.1	69.1	9.3	3.3	19.1	57.3	20.3	5.7	9.0	60.8	24.5
Multiracial/Ethnic	0.5	23.4	61.0	15.1	1.9	17.8	57.1	23.2	5.9	11.6	60.0	22.5

**Grade 7 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	1.1	59.0	38.1	1.7	4.7	37.4	53.0	5.0	19.8	32.4	45.2	2.6

**Grade 7 - Migrant**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	0.0	30.2	68.3	1.6	0.0	26.6	67.2	6.3	3.2	4.8	76.2	15.9

**Grade 7 - Students with Disabilities**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP	2.9	65.4	29.6	2.1	11.3	46.8	37.1	4.8	25.3	26.5	41.8	6.4
Non-IEP	0.1	19.6	63.1	17.2	0.8	13.6	57.0	28.6	4.0	11.6	57.4	27.0

**Grade 7 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	0.9	40.1	53.4	5.6	3.9	29.6	56.2	10.3	12.5	22.6	56.4	8.5
Not Eligible	0.2	15.9	62.0	21.9	1.0	10.1	52.7	36.1	3.0	7.3	54.4	35.4



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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	0.6	17.7	69.9	11.8	1.2	17.5	52.3	29.0

**Grade 8 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	0.8	21.6	67.8	9.8	1.5	18.8	50.1	29.6
Female	0.3	13.6	72.2	14.0	0.9	16.2	54.5	28.4

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	0.3	12.6	71.1	16.0	0.6	10.4	50.8	38.2
Black	1.3	28.9	66.1	3.7	3.0	35.4	52.3	9.2
Hispanic	0.6	23.2	70.8	5.4	1.0	22.2	60.4	16.4
Asian/Pacific Islander	0.2	6.2	70.3	23.4	0.2	4.3	35.5	60.0
Native American	0.0	17.7	73.2	9.1	1.5	20.0	51.3	27.2
Multiracial/Ethnic	0.5	16.5	70.6	12.4	1.2	16.3	54.8	27.7

**Grade 8 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	2.0	46.0	49.7	2.3	2.7	40.0	48.7	8.6

**Grade 8 - Migrant**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	0.0	26.3	66.7	7.0	0.0	28.6	62.5	8.9

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP	3.4	55.9	39.4	1.3	6.3	51.7	37.2	4.8
Non-IEP	0.1	11.3	75.0	13.6	0.3	11.8	54.8	33.0

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	1.0	27.2	67.4	4.4	2.1	28.9	56.1	13.0
Not Eligible	0.3	11.3	71.6	16.9	0.6	9.9	49.7	39.8

## PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

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 11

#### Grade 11 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	8.4	37.5	43.1	10.9	9.8	37.5	42.8	9.9	8.7	40.3	40.3	10.7

#### Grade 11 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	10.8	38.1	40.5	10.6	9.4	35.0	43.4	12.1	9.2	36.9	40.1	13.7
Female	6.1	37.0	45.7	11.2	10.1	40.0	42.1	7.8	8.1	43.6	40.5	7.8

#### Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White	5.7	30.8	49.2	14.4	5.7	31.2	50.4	12.7	5.0	33.1	47.8	14.0
Black	16.2	55.8	26.3	1.6	24.9	55.8	18.6	0.8	20.9	60.2	17.9	1.0
Hispanic	14.3	52.8	30.4	2.6	14.4	52.6	31.1	2.0	14.1	57.7	26.2	2.0
Asian/Pacific Islander	4.0	28.3	50.2	17.5	2.8	21.6	49.2	26.5	3.0	26.4	49.7	20.8
Native American	9.8	34.6	46.6	9.0	8.1	36.3	49.1	6.4	8.2	40.3	42.9	8.6
Multiracial/Ethnic	8.1	39.2	42.8	9.9	11.4	41.6	40.5	6.6	9.2	42.6	39.2	9.0

#### Grade 11 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	23.5	49.6	22.2	4.7	21.3	46.5	28.5	3.7	21.9	48.8	25.8	3.5

#### Grade 11 - Migrant

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	22.6	48.4	25.8	3.2	22.6	51.6	25.8	0.0	19.4	51.6	25.8	3.2

#### Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP	36.7	44.0	16.6	2.8	39.7	45.9	13.2	1.3	40.4	45.6	12.2	1.8
Non-IEP	4.8	36.7	46.5	12.0	6.0	36.5	46.5	11.1	4.6	39.7	43.9	11.8

**Grade 11 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	15.8	52.9	28.7	2.6	19.9	52.9	25.6	1.6	18.2	57.1	22.8	2.0
Not Eligible	5.7	31.8	48.5	14.0	6.0	31.8	49.1	13.0	5.1	34.1	46.8	13.9

**ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)**

The Illinois Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. The table below presents IMAGE results for these students. 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. Due to 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. Student 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
	8.4	29.0	42.5	20.1	6.2	24.5	52.6	16.7

**Grade 3 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	9.2	29.2	41.8	19.7	6.8	23.1	51.4	18.7
Female	7.6	28.7	43.2	20.5	5.6	25.9	53.9	14.6

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	4.9	22.1	44.2	28.8	3.8	18.7	54.7	22.8
Black	19.0	28.1	39.2	13.7	19.0	29.1	42.4	9.5
Hispanic	9.0	30.5	42.2	18.3	6.5	25.6	52.6	15.2
Asian/Pacific Islander	3.0	14.7	45.1	37.2	3.1	13.6	50.7	32.6
Native American								
Multiracial/Ethnic	7.2	29.6	44.8	18.4	3.1	23.4	57.0	16.4

**Grade 3 - Migrant**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	12.5	25.0	43.8	18.8	12.5	6.3	75.0	6.3

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP	26.0	41.5	25.6	7.0	18.3	38.2	37.0	6.5
Non-IEP	6.6	27.7	44.2	21.5	5.0	23.0	54.2	17.8

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	9.1	30.2	41.5	19.2	6.5	25.1	52.3	16.1
Not Eligible	5.6	23.8	46.8	23.8	5.0	21.6	53.9	19.5

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	8.3	23.1	46.7	21.9	3.3	27.5	61.6	7.6

**Grade 4 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	9.3	23.6	47.1	20.0	3.5	26.6	61.6	8.3
Female	7.2	22.5	46.3	24.0	3.2	28.4	61.6	6.9

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	5.5	17.6	45.5	31.4	2.7	20.5	64.4	12.3
Black	15.4	28.5	39.8	16.3	10.4	42.2	43.7	3.7
Hispanic	8.7	24.3	47.0	19.9	3.4	29.0	61.3	6.3
Asian/Pacific Islander	4.8	12.8	44.4	38.0	2.4	13.9	63.8	20.0
Native American	0.0	20.0	80.0	0.0	0.0	30.0	70.0	0.0
Multiracial/Ethnic	5.1	11.4	50.6	32.9	2.5	19.8	67.9	9.9

**Grade 4 - Migrant**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	8.3	29.2	45.8	16.7	4.2	41.7	54.2	0.0

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP	24.5	36.9	31.0	7.6	10.4	45.0	41.5	3.1
Non-IEP	6.3	21.4	48.7	23.6	2.5	25.3	64.1	8.1

**Grade 4 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	9.1	24.2	46.4	20.3	3.7	28.8	61.2	6.3
Not Eligible	4.9	18.0	48.1	29.1	1.9	21.7	63.4	13.0

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	4.4	18.1	42.1	35.4	1.6	45.2	50.7	2.6

**Grade 5 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	5.0	19.2	41.5	34.3	2.0	44.4	50.9	2.8
Female	3.7	17.0	42.8	36.5	1.1	46.1	50.4	2.3

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	3.1	13.3	35.2	48.4	1.0	32.1	61.1	5.8
Black	13.3	19.5	38.9	28.3	5.0	57.1	37.8	0.0
Hispanic	4.4	19.0	43.2	33.4	1.6	47.7	49.0	1.7
Asian/Pacific Islander	3.9	12.4	35.2	48.6	0.6	24.7	63.4	11.3
Native American								
Multiracial/Ethnic	7.5	10.4	44.8	37.3	1.5	43.3	50.7	4.5

**Grade 5 - Migrant**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	0.0	14.3	35.7	50.0	0.0	28.6	71.4	0.0

**Grade 5 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP	12.6	36.0	35.7	15.7	4.2	65.5	29.6	0.7
Non-IEP	3.2	15.5	43.0	38.2	1.2	42.3	53.7	2.8

**Grade 5 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	4.9	19.5	42.7	32.9	1.8	47.1	49.2	1.9
Not Eligible	2.0	11.9	39.2	46.9	0.7	36.4	57.5	5.4

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	9.6	20.8	41.7	27.8	4.9	44.5	45.7	4.8

**Grade 6 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	10.2	20.4	40.6	28.8	5.3	43.6	46.0	5.1
Female	9.0	21.3	43.0	26.8	4.5	45.6	45.4	4.6

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	5.5	15.7	34.3	44.5	3.6	30.3	55.5	10.7
Black	15.9	25.6	40.2	18.3	16.1	51.7	29.9	2.3
Hispanic	10.5	22.2	43.0	24.3	5.2	49.0	43.2	2.6
Asian/Pacific Islander	5.5	14.5	41.7	38.3	2.7	23.1	58.1	16.2
Native American								
Multiracial/Ethnic	6.9	17.2	37.9	37.9	3.4	55.2	31.0	10.3

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP	18.4	29.3	38.5	13.8	12.1	65.6	22.0	0.2
Non-IEP	8.7	20.0	42.0	29.2	4.2	42.5	48.0	5.3

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	10.9	23.2	41.8	24.2	5.5	48.0	43.0	3.5
Not Eligible	5.1	13.0	41.6	40.3	3.2	33.0	54.7	9.1

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	16.2	26.8	41.8	15.2	5.9	38.6	49.2	6.3

**Grade 7 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	18.2	27.3	39.6	14.9	6.7	37.5	48.7	7.1
Female	13.8	26.3	44.3	15.6	5.0	39.9	49.8	5.3

**Grade 7 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	8.6	17.4	47.3	26.6	2.9	22.1	63.8	11.2
Black	24.3	19.4	43.7	12.6	13.1	42.1	41.1	3.7
Hispanic	18.6	29.5	39.8	12.1	6.7	44.3	46.6	2.5
Asian/Pacific Islander	6.4	21.9	48.2	23.5	2.0	19.9	51.8	26.3
Native American								
Multiracial/Ethnic	10.0	15.0	35.0	40.0	15.0	20.0	50.0	15.0

**Grade 7 - Migrant**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	25.0	25.0	35.0	15.0	20.0	30.0	50.0	0.0

**Grade 7 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP	30.8	36.5	28.8	3.8	21.0	56.5	22.1	0.4
Non-IEP	15.2	26.2	42.7	16.0	4.9	37.4	51.0	6.6

**Grade 7 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	18.9	29.4	39.9	11.9	6.9	42.3	47.0	3.8
Not Eligible	8.7	19.7	47.0	24.5	3.0	28.7	55.4	12.9

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	21.4	27.4	31.8	19.4	8.5	43.4	41.2	6.9

**Grade 8 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	24.4	27.4	31.1	17.1	9.5	44.0	40.2	6.3
Female	18.0	27.5	32.6	21.9	7.4	42.7	42.2	7.6

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	10.6	16.7	39.0	33.7	5.5	25.5	53.0	16.0
Black	14.8	32.1	32.1	21.0	17.4	51.2	31.4	0.0
Hispanic	25.0	29.9	29.6	15.5	9.3	49.6	38.3	2.8
Asian/Pacific Islander	11.9	22.5	38.1	27.5	4.4	24.2	47.6	23.8
Native American								
Multiracial/Ethnic	25.0	41.7	33.3	0.0	41.7	41.7	16.7	0.0

**Grade 8 - Migrant**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	23.5	29.4	41.2	5.9	5.6	61.1	33.3	0.0

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP	30.0	34.3	30.5	5.2	25.6	54.5	18.5	1.4
Non-IEP	20.9	27.0	31.9	20.2	7.5	42.7	42.5	7.2

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	23.8	30.3	30.4	15.4	9.3	46.9	39.3	4.5
Not Eligible	13.9	18.3	36.2	31.6	6.1	32.6	46.9	14.4

**Grade 11****Grade 11 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	11.9	25.2	38.1	24.7	11.8	59.8	25.6	2.8

**Grade 11 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	13.2	25.9	38.4	22.5	10.4	59.7	27.2	2.6
Female	10.5	24.5	37.8	27.2	13.4	59.8	23.9	2.9

**Grade 11 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	6.7	17.6	37.8	37.8	5.2	45.6	47.4	1.7
Black	17.2	28.0	43.0	11.8	24.7	63.4	10.8	1.1
Hispanic	15.0	28.5	36.0	20.5	14.9	68.5	16.3	0.2
Asian/Pacific Islander	4.6	20.4	45.7	29.2	4.4	41.5	39.3	14.9
Native American								
Multiracial/Ethnic	16.7	33.3	33.3	16.7	27.8	55.6	16.7	0.0

**Grade 11 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP	32.1	30.8	29.5	7.7	45.6	51.9	2.5	0.0
Non-IEP	11.3	25.1	38.4	25.3	10.8	60.0	26.3	2.9

**Grade 11 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	13.2	27.1	37.5	22.2	13.3	62.4	22.7	1.6
Not Eligible	9.4	21.5	39.3	29.7	9.0	54.7	31.3	5.0

## ILLINOIS ALTERNATE ASSESSMENT (IAA)

The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAT would not be appropriate. The table below presents the percentages of student scores in each of four performance levels.

- Level 1 -- Attempting - Student work does not demonstrate progress in the knowledge and skills in the subject through connections to the Illinois Learning Standards. Students do not generalize their knowledge and skills.
- Level 2 --Emerging - Student work demonstrates limited progress in the knowledge and skills in the subject through minimal connections to the Illinois Learning Standards. Students exhibit an emerging ability to generalize their knowledge and skills.
- Level 3 -- Progressing - Student work demonstrates moderate progress in the knowledge and skills in the subject through minimal connections to the Illinois Learning Standards. Students exhibit an emerging ability to generalize their knowledge and skills.
- Level 4 -- Attaining - Student work demonstrates extensive progress in the knowledge and skills in the subject through multiple connections to the Illinois Learning Standards. Students exhibit a broad ability to generalize their knowledge and skills.

### Grade 3

#### Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	15.3	16.7	47.0	21.1	12.7	27.3	35.1	24.9

#### Grade 3 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	15.5	16.9	45.5	22.1	13.1	25.6	35.9	25.4
Female	14.9	16.3	49.8	19.0	11.9	30.6	33.6	23.9

#### Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	13.1	16.1	45.3	25.5	10.2	25.0	36.7	28.1
Black	20.7	14.8	52.4	12.1	18.1	31.6	31.9	18.4
Hispanic	15.2	22.6	43.2	19.1	14.3	31.0	33.7	21.0
Asian/Pacific Islander	13.5	9.6	48.1	28.8	7.7	19.2	40.4	32.7
Native American								
Multiracial/Ethnic	11.8	14.7	52.9	20.6	14.7	23.5	29.4	32.4

#### Grade 3 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	16.7	28.3	43.3	11.7	20.7	30.2	34.5	14.7

#### Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	18.3	19.7	45.9	16.1	16.9	31.1	32.7	19.4
Not Eligible	13.3	14.7	47.7	24.3	10.0	24.9	36.6	28.5

### Grade 4

#### Grade 4 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	18.1	16.2	44.3	21.4	13.5	26.8	37.0	22.8	23.1	35.1	26.9	14.8



**Grade 4 - Gender**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	18.8	15.3	43.8	22.2	13.5	26.9	35.6	24.0	23.3	34.1	27.0	15.7
Female	16.9	17.9	45.3	19.9	13.3	26.5	39.6	20.6	22.9	37.0	26.8	13.3

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White	13.0	14.4	47.8	24.7	8.5	23.1	41.4	27.0	18.2	34.0	29.7	18.1
Black	27.8	17.8	40.2	14.2	19.3	33.6	29.7	17.4	33.3	32.4	25.2	9.2
Hispanic	17.8	18.6	45.5	18.2	18.8	30.8	33.2	17.2	25.4	38.8	24.6	11.3
Asian/Pacific Islander	19.3	19.3	28.1	33.3	14.5	23.6	32.7	29.1	16.4	45.5	18.2	20.0
Native American												
Multiracial/Ethnic	18.4	18.4	34.2	28.9	16.2	18.9	45.9	18.9	20.6	44.1	17.6	17.6

**Grade 4 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	30.7	15.9	38.6	14.8	24.1	30.1	33.7	12.0	27.8	39.2	25.3	7.6

**Grade 4 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	23.8	17.2	42.2	16.8	19.3	27.5	32.3	20.9	28.8	36.0	23.7	11.6
Not Eligible	14.2	15.5	45.8	24.5	9.5	26.3	40.1	24.1	19.4	34.6	29.0	17.0

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	19.4	13.6	46.3	20.8	11.6	27.8	36.9	23.7

**Grade 5 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	19.4	12.3	47.2	21.0	11.2	27.0	38.2	23.6
Female	19.3	15.7	44.7	20.4	12.2	29.3	34.7	23.8

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	16.5	11.8	48.7	23.0	8.6	24.7	39.9	26.8
Black	26.3	16.1	41.8	15.8	17.2	33.2	32.4	17.2
Hispanic	18.5	15.9	46.0	19.6	12.8	30.7	34.7	21.9
Asian/Pacific Islander	20.0	10.0	48.0	22.0	8.0	26.0	38.0	28.0
Native American								
Multiracial/Ethnic	24.1	17.2	34.5	24.1	17.9	21.4	32.1	28.6

**Grade 5 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	16.8	14.0	49.5	19.6	16.8	33.6	29.0	20.6

**Grade 5 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	24.0	13.3	43.5	19.2	13.8	31.1	35.5	19.6
Not Eligible	16.2	13.7	48.3	21.9	10.0	25.5	38.0	26.5

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	20.7	15.2	43.2	20.9	12.9	30.7	35.4	21.0

**Grade 6 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	21.3	15.5	43.2	20.0	14.1	31.9	33.5	20.5
Female	19.6	14.8	43.3	22.3	10.9	28.8	38.5	21.8

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	17.5	12.5	45.4	24.7	9.3	27.3	38.8	24.7
Black	29.6	16.9	42.9	10.6	21.7	34.7	28.6	15.0
Hispanic	17.8	17.8	39.6	24.7	13.1	34.5	34.8	17.6
Asian/Pacific Islander	18.2	29.1	32.7	20.0	5.5	34.5	32.7	27.3
Native American								
Multiracial/Ethnic	16.7	22.2	44.4	16.7	14.7	26.5	38.2	20.6

**Grade 6 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	23.8	28.6	31.0	16.7	24.7	31.2	24.7	19.5

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	23.4	16.6	40.3	19.6	15.7	31.1	35.1	18.0
Not Eligible	18.8	14.3	45.2	21.7	11.0	30.5	35.5	23.0

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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	20.6	15.5	43.3	20.6	14.6	27.4	38.3	19.7	21.7	33.3	29.8	15.2

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	21.7	15.5	42.6	20.2	14.6	28.1	37.4	19.9	21.8	32.6	30.4	15.2
Female	18.9	15.6	44.4	21.1	14.6	26.3	39.8	19.3	21.7	34.3	28.9	15.1

**Grade 7 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White	15.5	14.7	46.1	23.7	9.6	26.8	40.7	22.9	15.4	34.0	33.5	17.1
Black	30.9	15.9	39.0	14.3	23.8	29.7	32.7	13.8	33.7	32.1	22.8	11.4
Hispanic	15.9	17.1	41.6	25.3	14.0	25.8	39.0	21.2	19.9	31.7	32.1	16.3
Asian/Pacific Islander	23.5	17.6	50.0	8.8	12.9	29.0	38.7	19.4	19.4	38.7	25.8	16.1
Native American												
Multiracial/Ethnic	42.1	21.1	34.2	2.6	26.3	34.2	34.2	5.3	45.9	29.7	16.2	8.1

**Grade 7 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	22.9	19.3	38.6	19.3	17.5	28.8	41.3	12.5	25.7	41.4	25.7	7.1

**Grade 7 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	25.2	16.6	40.8	17.4	17.6	28.9	37.0	16.4	27.6	33.3	26.9	12.2
Not Eligible	17.0	14.7	45.2	23.1	22.2	12.2	26.3	39.3	17.1	33.3	32.2	17.5

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	21.3	15.4	42.4	21.0	16.0	29.6	34.9	19.5

**Grade 8 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	22.4	15.3	42.9	19.4	16.7	30.0	35.2	18.1
Female	19.4	15.6	41.4	23.6	14.7	28.9	34.5	21.8

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	17.6	14.0	46.1	22.2	10.3	28.7	38.6	22.4
Black	25.2	19.1	39.9	15.8	21.2	33.5	30.5	14.9
Hispanic	26.6	17.2	34.0	22.3	25.4	28.6	29.8	16.1
Asian/Pacific Islander	18.0	2.0	44.0	36.0	16.0	22.0	34.0	28.0
Native American								
Multiracial/Ethnic	18.8	6.3	56.3	18.8	6.7	33.3	46.7	13.3

**Grade 8 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	30.6	23.5	28.2	17.6	24.7	38.3	25.9	11.1

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	23.5	17.9	40.8	17.8	21.9	31.0	30.2	16.9
Not Eligible	19.7	13.7	43.4	23.2	11.8	28.6	38.2	21.4

**Grade 11****Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	21.8	13.2	39.7	25.3	16.2	26.3	33.1	24.4	19.5	28.3	29.8	22.4

**Grade 11 - Gender**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	23.2	14.3	38.6	23.8	17.5	25.4	34.8	22.4	21.9	29.4	29.5	19.1
Female	19.6	11.6	41.3	27.5	14.1	27.8	30.4	27.6	15.7	26.7	30.2	27.4

**Grade 11 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White	20.3	12.2	41.6	25.8	14.9	26.3	35.8	23.0	20.4	29.6	28.2	21.9
Black	25.7	17.4	37.6	19.3	21.6	25.5	31.4	21.6	22.9	26.6	30.3	20.3
Hispanic	15.1	10.2	41.9	32.8	10.7	22.5	32.6	34.2	10.4	23.5	33.9	32.2
Asian/Pacific Islander	18.4	13.2	21.1	47.4	10.5	39.5	18.4	31.6	13.2	23.7	36.8	26.3
Native American												
Multiracial/Ethnic	26.3	15.8	26.3	31.6	26.3	15.8	21.1	36.8	33.3	16.7	27.8	22.2

**Grade 11 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	33.3	11.8	7.8	47.1	14.6	22.9	16.7	45.8	20.0	17.8	11.1	51.1

**Grade 11 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	21.5	12.2	35.0	31.3	13.2	21.8	33.2	31.9	16.0	22.5	31.5	30.1
Not Eligible	22.0	13.8	42.0	22.3	17.6	28.6	33.0	20.8	21.2	31.2	29.0	18.6

**SCHOOL IMPROVEMENT STATUS**

Below is a list of the Title I funded schools in the State that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001. Out of 3,888 schools statewide, 2,319 are Title I schools of which 511 schools or 13.1 percent (of all the schools) are in School Improvement Status.

District Name	School ID	School Name	Years in School Improvement
	15016299025002C	ACAD OF COMM & TECH CHARTER HS	5
	15016299025004C	YOUTH CONNECTIONS CHARTER HS	5
	15016299025005C	NORTH LAWNSDALE CHARTER HS	5
	15016299025007C	YOUNG WOMENS LEADERSHIP CHARTR HS	1
	15016299025008C	ASPIRA CHARTER HIGH SCHOOL	1
	15016299025201C	CHICAGO INTERNATIONAL CHARTER	5
AURORA EAST USD 131	310451310220001	EAST HIGH SCHOOL	5
	310451310221002	C F SIMMONS MIDDLE SCHOOL	7
	310451310221003	K D WALDO MIDDLE SCHOOL	7

	310451310221004	HENRY W COWHERD MIDDLE SCHOOL	7
BERKELEY SD 87			
	140160870021005	MACARTHUR MIDDLE SCHOOL	7
	140160870021006	NORTHLAKE MIDDLE SCHOOL	6
BERWYN NORTH SD 98			
	140160980021004	LINCOLN MIDDLE SCHOOL	1
BLOOM TWP HSD 206			
	140162060170001	BLOOM HIGH SCHOOL	5
	140162060170002	BLOOM TRAIL HIGH SCHOOL	5
BREMEN CHSD 228			
	140162280160003	HILLCREST HIGH SCHOOL	5
BROOKLYN UD 188			
	500821880220001	LOVEJOY TECHNOLOGY ACADEMY	5
	500821880221001	LOVEJOY MIDDLE SCHOOL	7
CAHOKIA CUSD 187			
	500821870260011	CAHOKIA HIGH SCHOOL	3
	500821870261012	WIRTH-PARKS MIDDLE SCHOOL	4
CAIRO USD 1			
	020020010220001	CAIRO JR/SR HIGH SCHOOL	5
CALUMET CITY SD 155			
	140161550021001	WENTWORTH JR HIGH SCHOOL	7
CALUMET PUBLIC SD 132			
	140161320022001	BURR OAK ELEM SCHOOL	2
CANTON UNION SD 66			
	220290660251002	INGERSOLL MIDDLE SCHOOL	2
CARBONDALE CHSD 165			
	300391650160001	CARBONDALE COMM H S	4
CARBONDALE ESD 95			
	300390950021004	CARBONDALE MIDDLE SCHOOL	4
	300390950022008	LEWIS SCHOOL	3
CENTRALIA HSD 200			
	130582000170001	CENTRALIA HIGH SCHOOL	4
CHICAGO HEIGHTS SD 170			
	140161700021001	WASHINGTON JUNIOR HIGH	7
	140161700022005	WILSON ELEM SCHOOL	7
	140161700022006	DR CHARLES E GAVIN ELEM SCHOOL	1
	140161700022013	LINCOLN ELEM SCHOOL	6
CHSD 218			
	140162180160001	DD EISENHOWER HIGH SCH (CAMPUS)	5
CHSD 99			
	190220990160002	COMM H S DIST 99 - SOUTH HIGH SCH	4
CICERO SD 99			
	140160990021001	UNITY JR HIGH SCH EAST CAMPUS	2
	140160990021002	UNITY JR HIGH SCH WEST CAMPUS	1
	140160990022001	DANIEL BURNHAM ELEM SCHOOL	7
	140160990022002	CICERO EAST ELEM SCHOOL	7

140160990022004	DREXEL ELEM SCHOOL	2
140160990022008	T ROOSEVELT ELEM SCHOOL	7
140160990022013	LIBERTY ELEM SCHOOL	7
140160990022014	CICERO WEST ELEMENTARY SCHOOL	7
140160990022015	COLUMBUS WEST ELEMENTARY SCHOOL	7

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150162990250001	AMUNDSEN HIGH SCHOOL	5
150162990250003	BOGAN HIGH SCHOOL	2
150162990250006	CARVER MILITARY ACADEMY HS	8
150162990250008	CRANE TECHNICAL PREP HIGH SCHOOL	8
150162990250010	ENGLEWOOD TECHNICAL PREP ACAD HS	5
150162990250011	FARRAGUT CAREER ACADEMY HS	8
150162990250012	FENGER ACADEMY HIGH SCHOOL	5
150162990250013	FOREMAN HIGH SCHOOL	5
150162990250015	GAGE PARK HIGH SCHOOL	5
150162990250016	HARLAN COMMUNITY ACADEMY HS	5
150162990250017	HARPER HIGH SCHOOL	8
150162990250019	HIRSCH METROPOLITAN HIGH SCHOOL	5
150162990250020	HUBBARD HIGH SCHOOL	5
150162990250021	HYDE PARK ACADEMY HIGH SCHOOL	5
150162990250022	KELLY HIGH SCHOOL	5
150162990250023	KELVYN PARK HIGH SCHOOL	5
150162990250024	KENNEDY HIGH SCHOOL	2
150162990250026	LAKE VIEW HIGH SCHOOL	5
150162990250029	MARSHALL METROPOLITAN HIGH SCHOOL	8
150162990250030	MATHER HIGH SCHOOL	2
150162990250034	PHILLIPS ACADEMY HIGH SCHOOL	5
150162990250035	ROOSEVELT HIGH SCHOOL	2
150162990250036	SCHURZ HIGH SCHOOL	5
150162990250037	SENN HIGH SCHOOL	5
150162990250041	STEINMETZ ACADEMIC CENTRE HS	2
150162990250042	SULLIVAN HIGH SCHOOL	5
150162990250044	TILDEN CAREER COMMUNITY ACADEMY HS	8
150162990250048	WASHINGTON, G HIGH SCHOOL	2
150162990250049	WELLS COMMUNITY ACADEMY HS	8
150162990250526	CHICAGO VOCATIONAL CAREER ACAD HS	5
150162990250529	BEST PRACTICE HIGH SCHOOL	5
150162990250531	DUNBAR VOCATIONAL CAREER ACAD HS	2
150162990250534	PROSSER CAREER ACADEMY HS	5
150162990250536	RICHARDS CAREER ACADEMY HS	8
150162990250537	SIMEON CAREER ACADEMY HIGH SCHOOL	5
150162990250543	CORLISS HIGH SCHOOL	4
150162990250545	CLEMENTE COMMUNITY ACADEMY HS	5
150162990250616	MANLEY CAREER ACADEMY HIGH SCHOOL	8
150162990250617	CURIE METROPOLITAN HIGH SCHOOL	5
150162990250763	JULIAN HIGH SCHOOL	5
150162990250765	COLLINS HIGH SCHOOL	8
150162990250766	ROBESON HIGH SCHOOL	5
150162990250767	JUAREZ COMMUNITY ACADEMY HS	5
150162990250779	HANCOCK COLLEGE PREPARATORY HS	5
150162990250795	CHICAGO MILITARY ACADEMY HS	1
150162990250798	DYETT HIGH SCHOOL	4
150162990250799	HOPE COLLEGE PREP HIGH SCHOOL	2
150162990250800	BOWEN ENVIRONMENTAL STUDIES HS	2
150162990250801	CHICAGO DISCOVERY ACADEMY HS	3
150162990250802	ENTREPRENEURSHIP HIGH SCHOOL	2
150162990250803	PHOENIX MILITARY ACADEMY HS	3
150162990250804	SCHOOL OF THE ARTS HIGH SCHOOL	2

150162990250805	SCHOOL OF TECHNOLOGY HIGH SCHOOL	1
150162990250806	SCHOOL OF LEADERSHIP HIGH SCHOOL	2
150162990250807	BIG PICTURE HS -BACK OF THE YARDS	1
150162990250808	VINES PREPARATORY ACADEMY HS	2
150162990250809	GLOBAL VISIONS HIGH SCHOOL	1
150162990250817	BIG PICTURE HS - METRO	1
150162990250818	SPRY COMMUNITY LINKS HIGH SCHOOL	1
150162990250819	AASTA - ORR HIGH SCHOOL	1
150162990250822	EXCEL - ORR HIGH SCHOOL	1
150162990252046	JACKSON, M ELEM SCHOOL	7
150162990252047	MORGAN ELEM SCHOOL	7
150162990252051	ADDAMS ELEM SCHOOL	1
150162990252055	ALTGELD ELEM SCHOOL	7
150162990252056	ANDERSEN, H C ELEM COMMUNITY ACAD	7
150162990252058	ARMOUR ELEM SCHOOL	7
150162990252059	ARMSTRONG, G ELEM INTL STUDIES	4
150162990252061	ATTUCKS ELEM SCHOOL	8
150162990252063	AVALON PARK ELEM SCHOOL	4
150162990252065	BANNEKER ELEM SCHOOL	7
150162990252067	BARRY ELEM SCHOOL	1
150162990252068	BARTON ELEM SCHOOL	7
150162990252069	BASS ELEM SCHOOL	7
150162990252072	NICHOLSON ELEM MATH & SCIENCE	7
150162990252080	BEIDLER ELEM SCHOOL	7
150162990252084	BETHUNE ELEM SCHOOL	8
150162990252088	BOND ELEM SCHOOL	7
150162990252089	BOONE ELEM SCHOOL	1
150162990252090	BRADWELL COMM ARTS & SCI ELEM SCH	7
150162990252092	HALEY ELEM ACADEMY	7
150162990252094	BRENTANO ELEM MATH & SCIENCE ACAD	7
150162990252098	BROWNELL ELEM SCHOOL	7
150162990252100	BOUCHET ELEM MATH & SCIENCE ACAD	7
150162990252102	BURBANK ELEM SCHOOL	7
150162990252103	BURKE ELEM SCHOOL	7
150162990252106	CASTELLANOS ELEM SCHOOL	7
150162990252110	BRUNSON MATH & SCI SPECIALTY ELEM	4
150162990252113	CALDWELL ELEM ACAD OF MATH & SCI	7
150162990252114	CALHOUN NORTH ELEM SCHOOL	7
150162990252118	CAMERON ELEM SCHOOL	7
150162990252122	CARROLL ELEM SCHOOL	2
150162990252127	CATHER ELEM SCHOOL	8
150162990252128	CHALMERS ELEM SPECIALTY SCHOOL	7
150162990252130	CHASE ELEM SCHOOL	7
150162990252133	CLEVELAND ELEM SCHOOL	7
150162990252134	CLINTON ELEM SCHOOL	1
150162990252138	COLUMBUS ELEM SCHOOL	2
150162990252139	COOK ELEM SCHOOL	7
150162990252145	CORKERY ELEM SCHOOL	5
150162990252147	CROWN ELEM COMM ACD FINE ARTS CTR	7
150162990252148	DARWIN ELEM SCHOOL	7
150162990252149	DAVIS, N ELEM SCHOOL	7
150162990252150	DAWES ELEM SCHOOL	4
150162990252152	DELANO ELEM SCHOOL	7
150162990252153	DENEEN ELEM SCHOOL	7
150162990252154	DETT ELEM SCHOOL	7
150162990252160	DISNEY ELEM MAGNET SCHOOL	1
150162990252175	DULLES ELEM SCHOOL	7
150162990252176	DUMAS ELEM SCHOOL	7
150162990252179	DVORAK ELEM SPECIALTY ACADEMY	3

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150162990252180	EARLE ELEM SCHOOL	7
150162990252181	EBERHART ELEM SCHOOL	7
150162990252185	EDWARDS ELEM SCHOOL	1
150162990252187	ELLINGTON ELEM SCHOOL	7
150162990252189	EMMET ELEM SCHOOL	7
150162990252191	ESMOND ELEM SCHOOL	7
150162990252194	FALCONER ELEM SCHOOL	4
150162990252195	FARADAY ELEM SCHOOL	8
150162990252201	FERMI ELEM SCHOOL	7
150162990252203	FIELD ELEM SCHOOL	7
150162990252204	FISKE ELEM SCHOOL	7
150162990252206	FORT DEARBORN ELEM SCHOOL	7
150162990252209	FULLER ELEM SCHOOL	7
150162990252210	FULTON ELEM SCHOOL	7
150162990252212	GALE ELEM COMMUNITY ACADEMY	7
150162990252213	GALLISTEL ELEM LANGUAGE ACADEMY	7
150162990252215	GARY ELEM SCHOOL	7
150162990252216	WOODS ELEM MATH & SCIENCE ACADEMY	7
150162990252218	GLADSTONE ELEM SCHOOL	7
150162990252221	GOLDBLATT ELEM SCHOOL	7
150162990252222	GOMPERS ELEM FINE ARTS OPT SCHOOL	7
150162990252224	GRAHAM, A ELEM SCHOOL	7
150162990252230	GREGORY MATH & SCI ELEM ACADEMY	7
150162990252231	GRESHAM ELEM SCHOOL	7
150162990252233	GUGGENHEIM ELEM SCHOOL	7
150162990252236	GILLESPIE ELEM SCHOOL	7
150162990252241	HAMLIN ELEM SCHOOL	8
150162990252246	HARVARD ELEM SCHOOL	7
150162990252252	HAYT ELEM SCHOOL	2
150162990252254	HEALY ELEM SCHOOL	1
150162990252255	HEARST ELEM SCHOOL	7
150162990252256	HEDGES ELEM SCHOOL	7
150162990252258	HENDERSON ELEM SCHOOL	7
150162990252260	HENRY ELEM SCHOOL	7
150162990252261	HENSON ELEM SCHOOL	7
150162990252262	HERBERT ELEM SCHOOL	7
150162990252263	HERZL ELEM SCHOOL	7
150162990252265	HIBBARD ELEM SCHOOL	1
150162990252267	HINTON ELEM SCHOOL	7
150162990252270	HOLMES ELEM SCHOOL	7
150162990252273	HOWE ELEM SCHOOL	7
150162990252280	HURLEY ELEM SCHOOL	2
150162990252287	JENNER ELEM ACADEMY OF THE ARTS	7
150162990252290	JOHNSON ELEM SCHOOL	7
150162990252294	KERSHAW ELEM SCHOOL	7
150162990252295	KEY ELEM SCHOOL	7
150162990252296	KILMER ELEM SCHOOL	7
150162990252297	KING ELEM SCHOOL	7
150162990252301	KOHN ELEM SCHOOL	7
150162990252305	LAFAYETTE ELEM SCHOOL	7
150162990252307	LATHROP ELEM SCHOOL	7
150162990252309	LAWNDALE ELEM COMMUNITY ACADEMY	7
150162990252311	LEWIS ELEM SCHOOL	7
150162990252313	LIBBY ELEM SCHOOL	7
150162990252315	LINNE ELEM SCHOOL	7
150162990252316	LLOYD ELEM SCHOOL	7
150162990252317	LOCKE, J ELEM SCHOOL	2
150162990252319	LOVETT ELEM SCHOOL	7
150162990252321	LOWELL ELEM SCHOOL	7



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150162990252322	LAWRENCE ELEM SCHOOL	7
150162990252324	MADISON ELEM SCHOOL	7
150162990252326	MANIERRE ELEM SCHOOL	7
150162990252328	MANN ELEM SCHOOL	7
150162990252329	MARCONI ELEM COMMUNITY ACADEMY	7
150162990252330	MARQUETTE ELEM SCHOOL	7
150162990252334	MASON ELEM SCHOOL	7
150162990252336	MAY ELEM COMMUNITY ACADEMY	7
150162990252337	MAYER ELEM SCHOOL	2
150162990252340	MCCORKLE ELEM SCHOOL	7
150162990252346	MCKAY ELEM SCHOOL	7
150162990252349	MCPHERSON ELEM SCHOOL	7
150162990252350	MEDILL ELEM SCHOOL	8
150162990252352	MELODY ELEM SCHOOL	7
150162990252355	MONROE ELEM SCHOOL	7
150162990252356	MOOS ELEM SCHOOL	7
150162990252357	MORRILL ELEM MATH & SCI SCHOOL	7
150162990252362	MOUNT VERNON ELEM SCHOOL	7
150162990252363	MOZART ELEM SCHOOL	7
150162990252368	NASH ELEM SCHOOL	7
150162990252369	NEIL ELEM SCHOOL	2
150162990252373	NIGHTINGALE ELEM SCHOOL	7
150162990252375	NOBEL ELEM SCHOOL	7
150162990252381	OGLESBY ELEM SCHOOL	7
150162990252382	OKEEFFE ELEM SCHOOL	7
150162990252385	PICCOLO ELEM SPECIALTY SCHOOL	7
150162990252387	OTOOLE ELEM SCHOOL	7
150162990252388	OVERTON ELEM SCHOOL	3
150162990252390	PADEREWSKI ELEM LEARNING ACADEMY	7
150162990252392	PARKER ELEM COMMUNITY ACADEMY	7
150162990252393	PARKMAN ELEM SCHOOL	7
150162990252394	PARK MANOR ELEM SCHOOL	7
150162990252395	PARKSIDE ELEM COMMUNITY ACADEMY	4
150162990252397	PEABODY ELEM SCHOOL	7
150162990252398	PECK ELEM SCHOOL	5
150162990252399	PEIRCE ELEM INTL STUDIES SCHOOL	4
150162990252400	PENN ELEM SCHOOL	7
150162990252401	WASHINGTON, H ELEM SCHOOL	2
150162990252404	PICKARD ELEM SCHOOL	7
150162990252409	PORTAGE PARK ELEM SCHOOL	2
150162990252411	PRICE LIT & WRITING ELEM SCHOOL	7
150162990252413	PULASKI ELEM FINE ARTS ACADEMY	7
150162990252414	PULLMAN ELEM SCHOOL	7
150162990252415	JOHNS ELEM COMMUNITY ACADEMY	7
150162990252419	REAVIS ELEM MATH & SCI SPEC SCHL	7
150162990252420	REED ELEM SCHOOL	7
150162990252421	REILLY ELEM SCHOOL	7
150162990252423	REVERE ELEM SCHOOL	7
150162990252427	ROSS ELEM SCHOOL	7
150162990252429	RYDER ELEM MATH & SCI SPEC SCHOOL	7
150162990252432	RYERSON ELEM SCHOOL	7
150162990252435	SAWYER ELEM SCHOOL	4
150162990252437	ASHE ELEM SCHOOL	7
150162990252438	SCAMMON ELEM SCHOOL	4
150162990252439	SONGHAI ELEM LEARNING INSTITUTE	7
150162990252440	SCHILLER ELEM SCHOOL	7
150162990252443	SCHNEIDER ELEM SCHOOL	7
150162990252447	SEXTON ELEM SCHOOL	7
150162990252452	MIRELES ELEM ACADEMY	7

150162990252453	SHERMAN ELEM SCHOOL	7
150162990252455	SHIELDS ELEM SCHOOL	7
150162990252457	SHOOP MATH-SCI TECH ELEM ACADEMY	7
150162990252460	SMYTH, J ELEM SCHOOL	7
150162990252462	SPENCER ELEM MATH & SCI ACADEMY	7
150162990252464	STAGG ELEM SCHOOL	7
150162990252465	STEVENSON ELEM SCHOOL	1
150162990252466	STEWART ELEM SCHOOL	7
150162990252469	SPRY ELEM COMMUNITY SCHOOL	7
150162990252472	STOWE ELEM SCHOOL	4
150162990252474	SULLIVAN ELEM SCHOOL	7
150162990252475	SUMNER ELEM MATH & SCI COMM ACAD	7
150162990252478	TALCOTT ELEM SCHOOL	7
150162990252484	THORP, J N ELEM SCHOOL	7
150162990252487	TILTON ELEM SCHOOL	8
150162990252488	TONTI ELEM SCHOOL	3
150162990252490	TWAIN ELEM SCHOOL	2
150162990252492	LAVIZZO ELEM SCHOOL	7
150162990252494	VOLTA ELEM SCHOOL	2
150162990252495	VON HUMBOLDT ELEM SCHOOL	7
150162990252498	WADSWORTH ELEM SCHOOL	7
150162990252504	WATERS ELEM SCHOOL	7
150162990252505	WEBSTER ELEM SCHOOL	7
150162990252506	WENTWORTH ELEM SCHOOL	7
150162990252507	WESTCOTT ELEM SCHOOL	7
150162990252509	WEST PULLMAN ELEM SCHOOL	7
150162990252512	WHISTLER ELEM SCHOOL	7
150162990252513	WHITNEY ELEM SCHOOL	7
150162990252514	WHITTIER ELEM SCHOOL	7
150162990252522	YALE ELEM SCHOOL	7
150162990252525	YOUNG ELEM SCHOOL	4
150162990252542	YATES ELEM SCHOOL	7
150162990252605	DEPRIEST ELEM SCHOOL	7
150162990252617	CUFFE MATH-SCI TECH ELEM ACADEMY	7
150162990252618	FOSTER PARK ELEM SCHOOL	7
150162990252634	MCNAIR ELEM SCHOOL	4
150162990252636	HAY ELEM COMMUNITY ACADEMY	7
150162990252703	LEE ELEM SCHOOL	2
150162990252704	COPERNICUS ELEM SCHOOL	7
150162990252766	TILL ELEM MATH & SCIENCE ACADEMY	4
150162990252767	WARD, L ELEM SCHOOL	7
150162990252768	SMITH, W ELEM SCHOOL	7
150162990252771	BONTEMPS ELEM SCHOOL	3
150162990252773	GARVEY, M ELEM SCHOOL	1
150162990252775	JOPLIN ELEM SCHOOL	2
150162990252783	CARDENAS ELEM SCHOOL	7
150162990252785	POWELL ELEM PAIDEIA COMM ACADEMY	7
150162990252799	CURTIS ELEM SCHOOL	7
150162990252802	MAYS ELEM ACADEMY	7
150162990252804	METCALFE ELEM COMMUNITY ACADEMY	1
150162990252806	KANOON ELEM MAGNET SCHOOL	7
150162990252807	RANDOLPH ELEM SCHOOL	7
150162990252812	GOODLOW ELEM MAGNET SCHOOL	7
150162990252823	NINOS HEROES ELEM ACADEMIC CTR	7
150162990252825	DE DIEGO ELEM COMMUNITY ACADEMY	4
150162990252829	SAUCEDO ELEM SCHOLASTIC ACADEMY	1
150162990252838	MADERO MIDDLE SCHOOL	7
150162990252841	CARVER MIDDLE SCHOOL	8
150162990252844	MORTON ELEM CAREER ACADEMY	8

	150162990252862	CASALS ELEM SCHOOL	7
	150162990252869	ROQUE DE DUPREY ELEM SCHOOL	7
	150162990252870	BRIGHTON PARK ELEM SCHOOL	7
	150162990252873	EVERGREEN ACADEMY ELEM SCHOOL	7
	150162990252876	CARSON ELEM SCHOOL	1
	150162990252877	MCAULIFFE ELEM SCHOOL	1
	150162990252878	GALILEO ELEM MATH & SCI SCHOL ACD	1
	150162990252881	LOGANDALE MIDDLE SCHOOL	7
	150162990252882	MARSHALL MIDDLE SCHOOL	7
	150162990252886	CHAVEZ ELEM MULTICULTURAL ACAD CT	7
	150162990252888	IRVING PARK MIDDLE SCHOOL	5
	150162990252889	JORDAN ELEM COMMUNITY SCHOOL	7
	150162990252896	LITTLE VILLAGE ELEM SCHOOL	7
	150162990252900	LARA ELEM ACADEMY	7
	150162990252901	TELPOCHCALLI ELEM SCHOOL	7
	150162990252904	CHRISTOPHER ELEM SCHOOL	7
	150162990252908	WEST PARK ELEM ACADEMY	7
	150162990252912	AMES MIDDLE SCHOOL	7
	150162990252913	FAIRFIELD ELEM ACADEMY	7
	150162990252915	NORTHWEST MIDDLE SCHOOL	7
	150162990252916	HAMPTON ELEM FINE & PERF ARTS SCH	5
	150162990252919	COLUMBIA EXPLORERS ELEM ACADEMY	2
	150162990252924	NATIONAL TEACHERS ELEM ACADEMY	3
	150162990252930	NEW FIELD ELEM SCHOOL	1
	150162990252936	CLAREMONT ACADEMY ELEM SCHOOL	1
COOK COUNTY SD 130			
	140161300021001	EVERETT F KERR MIDDLE SCHOOL	3
	140161300021002	NATHAN HALE MIDDLE SCHOOL	4
	140161300021003	VETERANS MEMORIAL MIDDLE SCH	4
	140161300022010	WHITTIER ELEMENTARY SCHOOL	1
COUNTRY CLUB HILLS SD 160			
	140161600021001	SOUTHWOOD MIDDLE SCHOOL	3
	140161600022004	MEADOWVIEW SCHOOL	5
CUSD 300			
	310453000261001	CARPENTERSVILLE MIDDLE SCHOOL	7
	310453000262022	LAKEWOOD SCHOOL	4
DECATUR SD 61			
	390550610251030	THOMAS JEFFERSON MIDDLE SCHOOL	6
	390550610251034	STEPHEN DECATUR MIDDLE SCHOOL	5
DOLTON SD 148			
	140161480021002	ROOSEVELT JUNIOR HIGH SCHOOL	2
	140161480022006	WASHINGTON ELEM SCHOOL	6
DOLTON SD 149			
	140161490021003	DIRKSEN MIDDLE SCHOOL	7
	140161490022002	DIEKMAN ELEM SCHOOL	7
DONGOLA SUD 66			
	020910660220001	DONGOLA HIGH SCHOOL	2
DU PAGE HSD 88			
	190220880160002	WILLOWBROOK HIGH SCHOOL	4
DUQUOIN CUSD 300			
	300733000262002	DUQUOIN MIDDLE SCHOOL	1

EAST ALTON-WOOD RIVER CHSD 14	410570140160001	EAST ALTON-WOOD RIVER HIGH SCH	5
EAST PEORIA CHSD 309	530903090160001	EAST PEORIA HIGH SCHOOL	1
EAST ST LOUIS SD 189	500821890220043	EAST ST LOUIS SENIOR HIGH SCHOOL	5
	500821890221007	CLARK MIDDLE SCHOOL	7
	500821890221025	WYVETTER YOUNGE MIDDLE SCH	4
	500821890221036	EAST ST LOUIS-LINCOLN MIDDLE SCH	7
	500821890222046	HAWTHORNE ELEM SCHOOL	7
	500821890222049	DONALD MCHENRY ELEMENTARY SCHOOL	3
EGYPTIAN CUSD 5	020020050260001	EGYPTIAN SR HIGH SCHOOL	3
ESD 159	140161590022005	WOODGATE ELEM SCHOOL	6
EVANSTON CCSD 65	140160650041002	CHUTE MIDDLE SCHOOL	4
EVANSTON TWP HSD 202	140162020170001	EVANSTON TWP HIGH SCHOOL	4
FENTON CHSD 100	190221000160001	FENTON HIGH SCHOOL	4
FORD HEIGHTS SD 169	140161690021001	SAUL L BECK UPPER GRADE CENTER	7
FOREST PARK SD 91	140160910021001	FOREST PARK MIDDLE SCHOOL	4
GEN GEORGE PATTON SD 133	140161330022001	GEN GEORGE PATTON ELEM SCHOOL	7
GEORGETOWN-RIDGE FARM CUD 4	540920040261003	MARY MILLER JUNIOR HIGH SCHOOL	2
GLENBARD TWP HSD 87	190220870170001	GLENBARD EAST HIGH SCHOOL	4
HARVARD CUSD 50	440630500262003	JEFFERSON ELEM SCHOOL	4
HARVEY SD 152	140161520021001	BROOKS MIDDLE SCHOOL	7
HAZEL CREST SD 152-5	140161525022001	DR RALPH BUNCHE SCHOOL	7
HILLSIDE SD 93	140160930022001	HILLSIDE ELEM SCHOOL	1
HINSDALE TWP HSD 86	190220860170002	HINSDALE SOUTH HIGH SCHOOL	4
HOOVER-SCHRUM MEMORIAL SD 157	140161570021001	SCHRUM MEMORIAL SCHOOL	5
J S MORTON HSD 201	140162010170002	J STERLING MORTON WEST HIGH SCH	1

JOLIET PSD 86	560990860051001	DIRKSEN JUNIOR HIGH SCHOOL	7
	560990860051002	GOMPERS JUNIOR HIGH SCHOOL	7
	560990860051003	HUFFORD JUNIOR HIGH SCHOOL	7
	560990860051004	WASHINGTON JUNIOR HIGH SCHOOL	7
	560990860052011	A O MARSHALL ELEM SCHOOL	1
	560990860052015	PERSHING ELEM SCHOOL	2
JOLIET TWP HSD 204	560992040170001	JOLIET CENTRAL HIGH SCHOOL	5
	560992040170003	JOLIET WEST HIGH SCHOOL	5
KANKAKEE SD 111	320461110251008	KANKAKEE JUNIOR HIGH SCHOOL	7
	320461110252015	JOHN KENNEDY MIDDLE GRADE SCHOOL	3
	320461110252016	KING MIDDLE GRADE SCHOOL	7
KEENEYVILLE SD 20	190220200022003	GREENBROOK ELEM SCHOOL	1
LA SALLE-PERU TWP HSD 120	350501200170001	LA SALLE-PERU TWP HIGH SCHOOL	1
LAKE PARK CHSD 108	190221080160001	LAKE PARK HIGH SCHOOL	4
LEYDEN CHSD 212	140162120160001	EAST LEYDEN HIGH SCHOOL	3
	140162120160002	WEST LEYDEN HIGH SCHOOL	3
LINCOLN ESD 156	140161560022001	LINCOLN ELEM SCHOOL	7
LYONS SD 103	140161030022007	WASHINGTON MIDDLE SCHOOL	3
MADISON CUSD 12	410570120260001	MADISON SENIOR HIGH SCHOOL	3
	410570120262004	HARRIS ELEM SCHOOL	1
	410570120262006	BLAIR ELEM SCHOOL	6
	410570120262007	MADISON MIDDLE SCHOOL	7
MAINE TOWNSHIP HSD 207	140162070170001	MAINE EAST HIGH SCHOOL	4
MANNHEIM SD 83	140160830021003	MANNHEIM MIDDLE SCHOOL	4
MAYWOOD-MELROSE PARK-BROADVIEW 89	140160890022002	EMERSON ELEM SCHOOL	7
	140160890022003	GARFIELD ELEM SCHOOL	7
	140160890022004	IRVING ELEM SCHOOL	7
	140160890022005	LEXINGTON ELEM SCHOOL	7
	140160890022007	MELROSE PARK ELEM SCHOOL	7
	140160890022012	WASHINGTON ELEM SCHOOL	7
MENDOTA CCSD 289	350502890042001	NORTHBROOK SCHOOL	2
MERIDIAN CUSD 101	020771010260001	MERIDIAN HIGH SCHOOL	5

	020771010262005	MERIDIAN ELEMENTARY SCHOOL	3
MIDLOTHIAN SD 143	140161430022001	CENTRAL PARK ELEM SCHOOL	4
MT VERNON TWP HSD 201	250412010170001	MOUNT VERNON HIGH SCHOOL	1
MUNDELEIN CONS HSD 120	340491200130001	MUNDELEIN CONS HIGH SCHOOL	1
MURPHYSBORO CUSD 186	300391860261002	MURPHYSBORO MIDDLE SCHOOL	4
NILES TWP CHSD 219	140162190170002	NILES NORTH HIGH SCHOOL	4
NORTH CHICAGO SD 187	340491870260001	NORTH CHICAGO COMMUNITY HIGH SCH	5
	340491870262008	A J KATZENMAIER ELEM SCHOOL	3
	340491870262009	NORTH ELEMENTARY SCHOOL	3
	340491870262010	NOVAK-KING SIXTH GRADE CENTER	1
OAK PARK - RIVER FOREST SD 200	140162000130001	OAK PARK & RIVER FOREST HIGH SCH	4
OBLONG CUSD 4	120170040262002	OBLONG ELEM SCHOOL	1
OTTAWA TWP HSD 140	350501400170001	OTTAWA TOWNSHIP HIGH SCHOOL	1
PAXTON-BUCKLEY-LODA CUD 10	090270100261002	PAXTON-BUCKLEY-LODA JR HIGH SCH	1
PEKIN CSD 303	530903030160002	PEKIN COMMUNITY HIGH SCHOOL	3
PEKIN PSD 108	530901080021002	EDISON JUNIOR HIGH SCHOOL	1
PEMBROKE CCSD 259	320462590042001	LORENZO R SMITH ELEM SCHOOL	7
PEORIA SD 150	480721500250023	MANUAL HIGH SCHOOL	5
	480721500251002	STERLING MIDDLE SCHOOL	7
	480721500251011	LOUCKS-EDISON JR ACADEMY	7
	480721500251012	TREWYN MIDDLE SCHOOL	7
	480721500251014	LINCOLN MIDDLE SCHOOL	7
	480721500252005	TYNG PRIMARY SCHOOL	1
	480721500252028	ROOSEVELT MAGNET SCHOOL	4
	480721500252033	GARFIELD PRIMARY SCHOOL	7
	480721500252036	HARRISON PRIMARY SCHOOL	2
PIKELAND CUSD 10	010750100262010	PIKELAND COMMUNITY SCHOOL	4
POSEN-ROBBINS ESD 143-5	140161435021003	KELLAR SCHOOL	7
	140161435022006	POSEN ELEM SCHOOL	4
PRAIRIE-HILLS ESD 144			

	140161440021002	PRAIRIE-HILLS JUNIOR HIGH SCHOOL	7
PROVISO TWP HSD 209			
	140162090170001	PROVISO EAST HIGH SCHOOL	5
QUEEN BEE SD 16			
	190220160021004	GLENSIDE MIDDLE SCHOOL	1
RAMSEY CUSD 204			
	030262040260002	RAMSEY HIGH SCHOOL	2
RICH TWP HSD 227			
	140162270170001	RICH EAST CAMPUS HIGH SCHOOL	5
	140162270170002	RICH CENTRAL CAMPUS HIGH SCHOOL	2
	140162270170003	RICH SOUTH CAMPUS HIGH SCHOOL	5
RICHLAND GSD 88A			
	56099088A022001	RICHLAND GRADE SCHOOL	2
ROCHELLE TWP HSD 212			
	470712120170001	ROCHELLE TWP HIGH SCHOOL	1
ROCK ISLAND SD 41			
	490810410251003	EDISON JR HIGH SCHOOL	1
	490810410251005	WASHINGTON JR HIGH SCHOOL	1
ROCKFORD SD 205			
	041012050251010	KENNEDY MIDDLE SCHOOL	1
	041012050252024	ELLIS ARTS ACADEMY	7
	041012050252034	HASKELL ACADEMY	7
	041012050252041	JULIA LATHROP ELEM SCHOOL	7
	041012050252043	MCINTOSH SCIENCE AND TECH MAGNET	3
	041012050252046	WM NASHOLD ELEM SCHOOL	7
	041012050252057	STILES INVESTIGATIVE LRNING MAGNT	7
	041012050252058	SUMMERDALE ELEM SCHOOL	7
	041012050252080	WASHINGTON COMMUNICATION ACAD	7
	041012050252084	LEWIS LEMON GLOBAL STUDIES ACAD	1
	041012050252086	ROCKFORD ENVRNMNTL SCIENCE ACAD	1
ROXANA CUSD 1			
	410570010261001	ROXANA JUNIOR HIGH SCHOOL	1
SCHAUMBURG CCSD 54			
	140160540042022	JOHN MUIR LITERACY ACADEMY	1
SOUTH HOLLAND SD 151			
	140161510021001	COOLIDGE MIDDLE SCHOOL	7
	140161510022004	MADISON SCHOOL	1
SPRINGFIELD SD 186			
	510841860251009	WASHINGTON MIDDLE SCHOOL	1
	510841860252016	ENOS ELEM SCHOOL	7
ST ANNE CHSD 302			
	320463020160001	ST ANNE COMM HIGH SCHOOL	8
SUNNYBROOK SD 171			
	140161710021001	HERITAGE MIDDLE SCHOOL	2
THORNTON FRACTIONAL TWP HSD 215			
	140162150170001	THORNTON FRACTNL NO HIGH SCHOOL	2
THORNTON TWP HSD 205			

	140162050170001	THORNTON TOWNSHIP HIGH SCHOOL	5
	140162050170002	THORN RIDGE HIGH SCHOOL	5
	140162050170003	THORNWOOD HIGH SCHOOL	5
TWP HSD 113			
	340491130170002	HIGHLAND PARK HIGH SCHOOL	4
UNITED TWP HSD 30			
	490810300170001	UNITED TWP HIGH SCHOOL	5
VANDALIA CUSD 203			
	030262030261002	VANDALIA JUNIOR HIGH SCHOOL	1
VENICE CUSD 3			
	410570030262002	VENICE ELEM SCHOOL	7
W HARVEY-DIXMOOR PSD 147			
	140161470021001	ROSA L PARKS MIDDLE SCHOOL	7
	140161470022006	WASHINGTON ELEM SCHOOL	7
WARREN TWP HSD 121			
	340491210170001	WARREN TOWNSHIP HIGH SCHOOL	3
WAUKEGAN CUSD 60			
	340490600261001	JACK BENNY MIDDLE SCHOOL	7
	340490600261002	THOMAS JEFFERSON MIDDLE SCHOOL	4
	340490600261003	DANIEL WEBSTER MIDDLE SCHOOL	7
	340490600261004	ROBERT E ABBOTT MIDDLE SCHOOL	7
	340490600261005	MIGUEL JUAREZ MIDDLE SCHOOL	7
	340490600262007	CLEARVIEW ELEM SCHOOL	7
	340490600262008	GLEN FLORA ELEM SCHOOL	7
	340490600262013	LITTLE FORT ELEM SCHOOL	4
WEST CENTRAL CUSD 235			
	270362350261001	WEST CENTRAL MIDDLE SCHOOL	1
WILMINGTON CUSD 209U			
	56099209U262004	BOOTH CENTRAL ELEM SCHOOL	2
ZION-BENTON TWP HSD 126			
	340491260170001	ZION-BENTON TOWNSHIP HIGH SCHOOL	4



## DISTRICT IMPROVEMENT STATUS

Below is a list of the Title I funded districts in the State that are in Improvement Status as defined by the federal No Child Left Behind Act of 2001. Out of 871 districts statewide, 789 are Title I districts of which 151 districts or 17.3 percent (of all the districts) are in Improvement Status.

District Name	District ID	Years in Improvement
ADDISON SD 4	190220040	4
ALTON CUSD 11	410570110	4
AUBURN CUSD 10	510840100	4
AURORA EAST USD 131	310451310	4
AURORA WEST USD 129	310451290	4
BEARDSTOWN CUSD 15	460090150	4
BELLEVILLE TWP HSD 201	500822010	4
BELLWOOD SD 88	140160880	4
BELVIDERE CUSD 100	040041000	4
BERKELEY SD 87	140160870	4
BERWYN NORTH SD 98	140160980	1
BLOOM TWP HSD 206	140162060	4
BLOOMINGTON SD 87	170640870	4
BRADLEY SD 61	320460610	4
BREMEN CHSD 228	140162280	4
BROOKLYN UD 188	500821880	4
BROOKWOOD SD 167	140161670	4
CAHOKIA CUSD 187	500821870	4
CAIRO USD 1	020020010	4
CALUMET CITY SD 155	140161550	4
CARBONDALE CHSD 165	300391650	4
CARMI-WHITE COUNTY CUSD 5	200970050	4
CENTRAL CUSD 4	320380040	4
CENTRALIA HSD 200	130582000	4
CHAMPAIGN CUSD 4	090100040	4
CHESTER CUSD 139	450791390	4
CHICAGO HEIGHTS SD 170	140161700	4
CHSD 117	340491170	4
CHSD 218	140162180	4
CHSD 99	190220990	4
CICERO SD 99	140160990	4
CITY OF CHICAGO SD 299	150162990	4
COLLINSVILLE CUSD 10	410570100	4
COOK COUNTY SD 130	140161300	4
COUNTRY CLUB HILLS SD 160	140161600	4
CRETE MONEE CUSD 201U	56099201U	4
DANVILLE CCSD 118	540921180	4

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DECATUR SD 61	390550610	4
DOLTON SD 148	140161480	4
DOLTON SD 149	140161490	4
DU PAGE HSD 88	190220880	4
EAST ALTON SD 13	410570130	4
EAST ALTON-WOOD RIVER CHSD 14	410570140	4
EAST PEORIA CHSD 309	530903090	1
EAST ST LOUIS SD 189	500821890	4
EGYPTIAN CUSD 5	020020050	4
ELDORADO CUSD 4	200830040	4
EUREKA CUD 140	431021400	4
EVANSTON TWP HSD 202	140162020	4
FENTON CHSD 100	190221000	4
FLORA CUSD 35	120130350	4
FLOSSMOOR SD 161	140161610	4
GALESBURG CUSD 205	330482050	4
GEN GEORGE PATTON SD 133	140161330	4
GENESEO CUSD 228	280372280	4
GEORGETOWN-RIDGE FARM CUD 4	540920040	4
GIBSON CITY-MELVIN-SIBLEY CUSD 5	090270050	4
GILLESPIE CUSD 7	400560070	4
GLENBARD TWP HSD 87	190220870	4
GRANITE CITY CUSD 9	410570090	4
HARLEM UD 122	041011220	4
HARVARD CUSD 50	440630500	4
HARVEY SD 152	140161520	4
HAVANA CUSD 126	380601260	4
HIGHLAND CUSD 5	410570050	4
HILLSIDE SD 93	140160930	1
HINSDALE TWP HSD 86	190220860	4
ILLINI CENTRAL CUSD 189	380601890	4
INDIAN SPRINGS SD 109	140161090	4
J S MORTON HSD 201	140162010	4
JASPER COUNTY CUD 1	120400010	4
JOHNSTON CITY CUSD 1	211000010	4
JOLIET PSD 86	560990860	4
JOLIET TWP HSD 204	560992040	4
KANKAKEE SD 111	320461110	4
KEENEYVILLE SD 20	190220200	4
LA SALLE-PERU TWP HSD 120	350501200	1
LAKE PARK CHSD 108	190221080	4
LANSING SD 158	140161580	4
LEYDEN CHSD 212	140162120	2
LINCOLN ESD 156	140161560	4

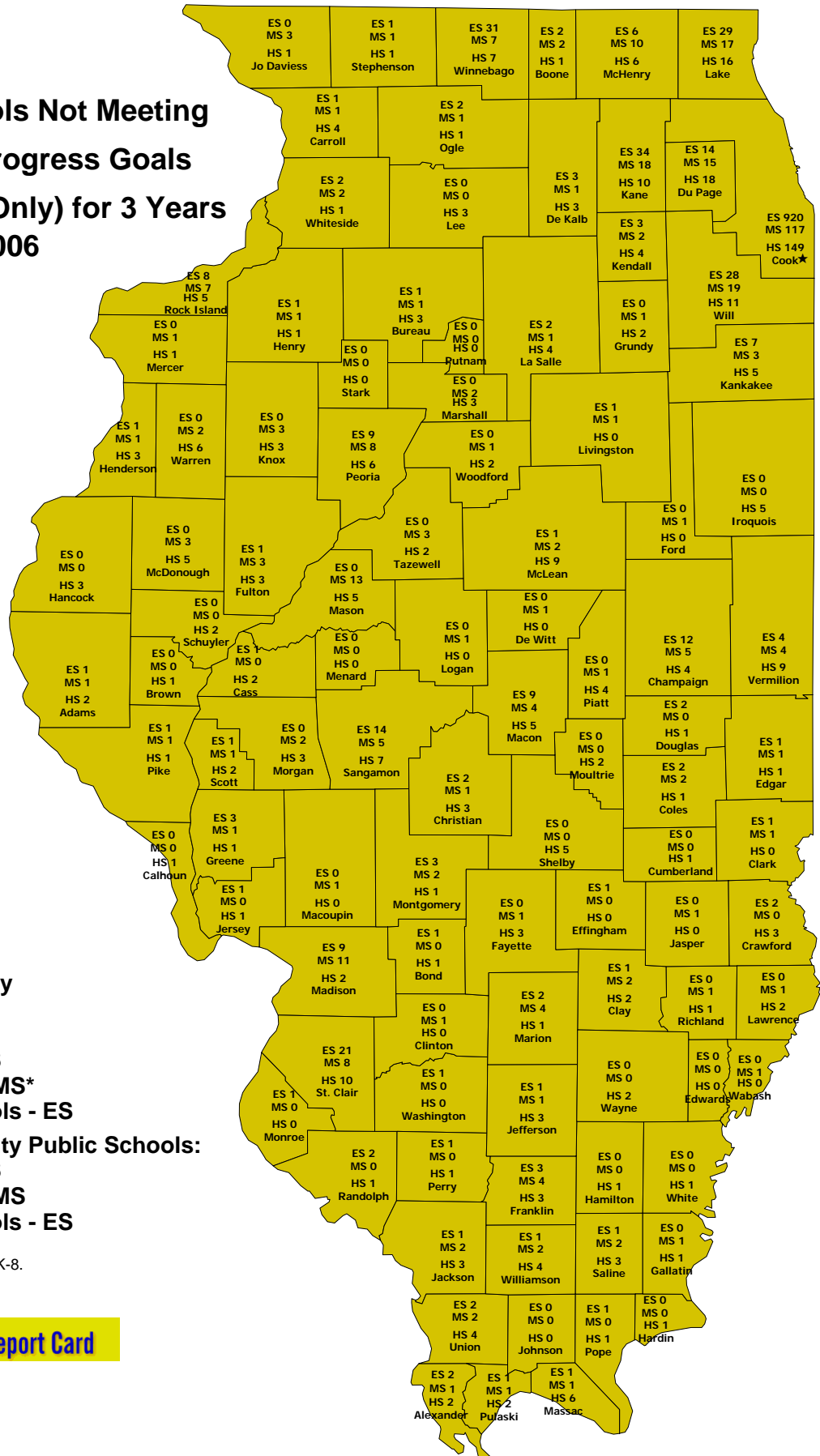
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LINCOLN WAY CHSD 210	560992100	4
MADISON CUSD 12	410570120	4
MAINE TOWNSHIP HSD 207	140162070	4
MANNHEIM SD 83	140160830	4
MARENGO-UNION E CONS D 165	440631650	4
MASSAC UD 1	020610010	4
MAYWOOD-MELROSE PARK-BROADVIEW 89	140160890	4
MC HENRY CHSD 156	440631560	4
MENDOTA CCSD 289	350502890	4
MIDLOTHIAN SD 143	140161430	4
MIDWEST CENTRAL CUSD 191	380601910	4
MOLINE USD 40	490810400	4
MOUNT VERNON SD 80	250410800	4
MT VERNON TWP HSD 201	250412010	1
MUNDELEIN CONS HSD 120	340491200	1
MURPHYSBORO CUSD 186	300391860	4
NILES TWP CHSD 219	140162190	4
NORTH CHICAGO SD 187	340491870	2
NORTH GREENE USD 3	400310030	4
OAK PARK - RIVER FOREST SD 200	140162000	1
OSWEGO CUSD 308	240473080	4
OTTAWA ESD 141	350501410	4
OTTAWA TWP HSD 140	350501400	2
PARK FOREST SD 163	140161630	4
PAXTON-BUCKLEY-LODA CUD 10	090270100	4
PEKIN CSD 303	530903030	2
PEMBROKE CCSD 259	320462590	4
PEORIA HEIGHTS CUSD 325	480723250	4
PEORIA SD 150	480721500	4
PLANO CUSD 88	240470880	4
POSEN-ROBBINS ESD 143-5	140161435	4
PRAIRIE-HILLS ESD 144	140161440	4
PRINCETON ESD 115	280061150	4
PROPHETSTOWN-LYNDON-TAMPICO CUSD3	550980030	4
PROVISO TWP HSD 209	140162090	4
PUTNAM COUNTY CUSD 535	430785350	4
QUEEN BEE SD 16	190220160	4
RANTOUL CITY SD 137	090101370	2
RICH TWP HSD 227	140162270	4
RICHLAND GSD 88A	56099088A	2
RIVER BEND CUSD 2	550980020	4
ROCHELLE CCSD 231	470712310	4
ROCHELLE TWP HSD 212	470712120	1
ROCK ISLAND SD 41	490810410	4

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ROCKFORD SD 205	041012050	4
ROUND LAKE CUSD 116	340491160	4
ROXANA CUSD 1	410570010	4
SALEM SD 111	130581110	4
SD U-46	310450460	4
SESSER-VALIER CUSD 196	210281960	4
SHERRARD CUSD 200	490812000	4
SOUTH HOLLAND SD 151	140161510	4
SPARTA CUSD 140	450791400	4
SPRINGFIELD SD 186	510841860	4
ST ANNE CHSD 302	320463020	4
THORNTON FRACTIONAL TWP HSD 215	140162150	2
THORNTON TWP HSD 205	140162050	4
TRICO CUSD 176	300391760	4
TWP HSD 113	340491130	4
UNITED TWP HSD 30	490810300	4
URBANA SD 116	090101160	4
VALLEY VIEW CUSD 365U	56099365U	4
VANDALIA CUSD 203	030262030	4
VENICE CUSD 3	410570030	4
W HARVEY-DIXMOOR PSD 147	140161470	4
WARREN TWP HSD 121	340491210	2
WAUKEGAN CUSD 60	340490600	4
WEST CHICAGO ESD 33	190220330	4
WOOD RIVER-HARTFORD ESD 15	410570150	4
ZION-BENTON TWP HSD 126	340491260	4

# Number of Schools Not Meeting Annual Yearly Progress Goals (Overall Category Only) for 3 Years 2004-2006



★Chicago and Cook County

**Chicago Public Schools:**  
 92 High Schools - HS  
 0 Middle Schools - MS\*  
 500 Elementary Schools - ES

**Remainder of Cook County Public Schools:**  
 57 High Schools - HS  
 117 Middle Schools - MS  
 420 Elementary Schools - ES

\*Most Chicago Elementary Schools are K-8.

## **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

<b>Math</b>	<b>2007</b>	<b>2006</b>
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

<b>Science</b>	<b>2007</b>	<b>2006</b>
Grade 4	79.8	79.8
Grade 7	79.3	80.9

**PSAE Statewide Averages Percentage Meets/Exceeds:**

<b>Reading</b>	<b>2007</b>	<b>2006</b>
Grade 11	54.1	58.4

<b>Math</b>	<b>2007</b>	<b>2006</b>
Grade 11	52.7	53.6

<b>Science</b>	<b>2007</b>	<b>2006</b>
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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# Illinois State Board of Education

Rod R. Blagojevich, Governor

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](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](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 overreaching 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
<b>School</b>	55.4	19.7	1.6	11.5	0.6	11.1	29.6	0.3		2.9	17.3	94.9	314
<b>District</b>	54.5	36.4	1.6	1.8	0.2	5.4	62.3	0.3		4.4	33.0	91.7	13,800
<b>State</b>	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
<b>School</b>	100.0	--	--	--	--
<b>District</b>	95.0	16.2	20.6	12.1	140.2
<b>State</b>	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
<b>School</b>		17.0	20.0	24.5	26.0	25.5				
<b>District</b>		17.6	20.1	20.7	20.2	19.3				
<b>State</b>		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
<b>School</b>	60			30			195			30		
<b>District</b>	60			31			193			31		
<b>State</b>	58			30			145			31		

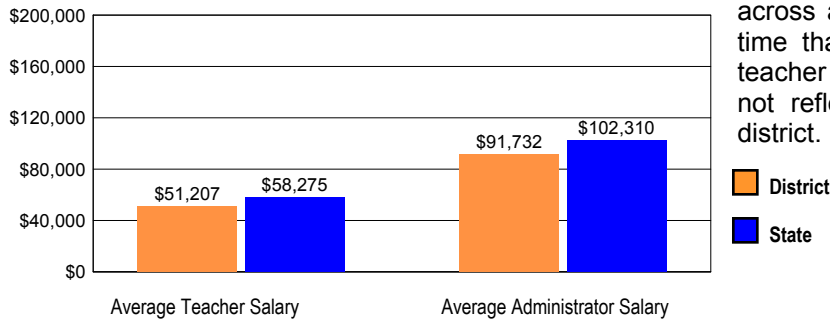
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	91.5	7.4	0.8	0.3	0.0	18.6	81.4	995
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

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.

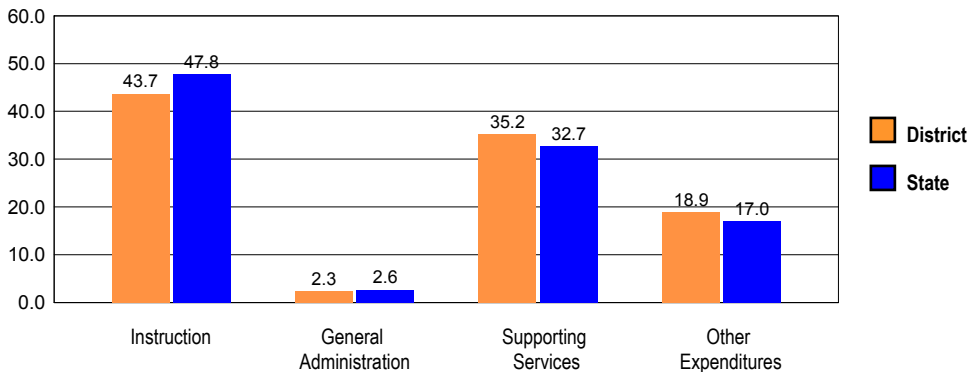
## SCHOOL DISTRICT FINANCES

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 2005-06 (Percentages)



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.

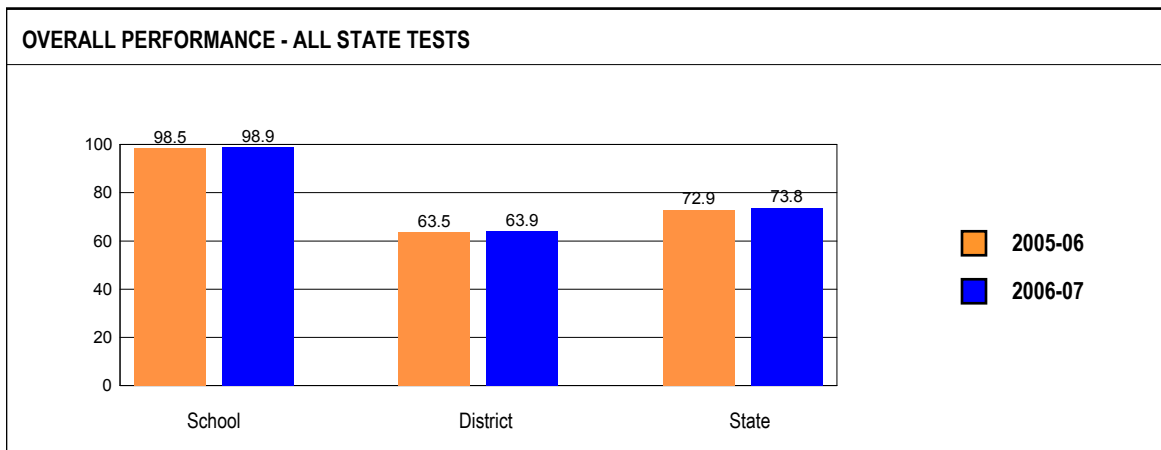
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

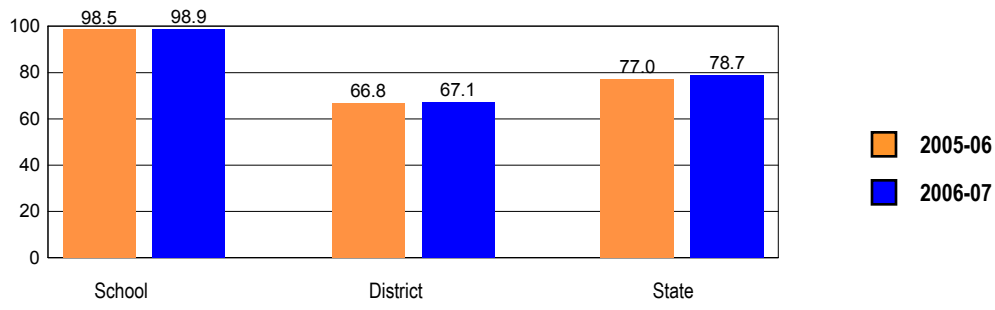
## ACADEMIC PERFORMANCE

### 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**



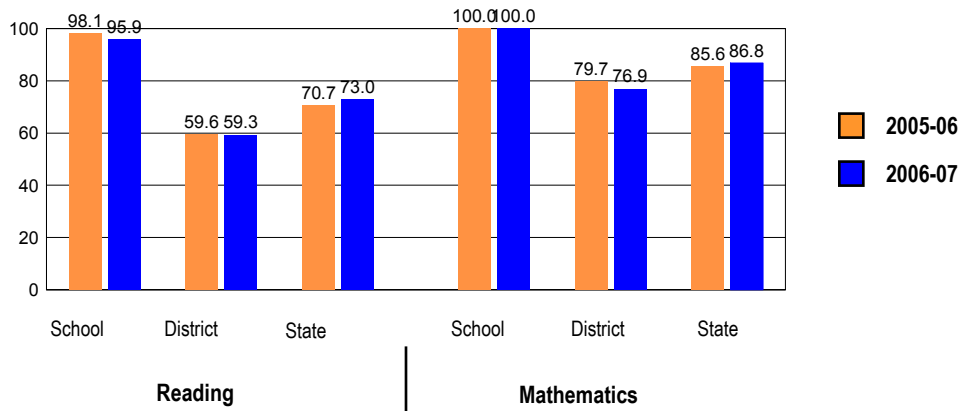


**ISAT PERFORMANCE**

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.

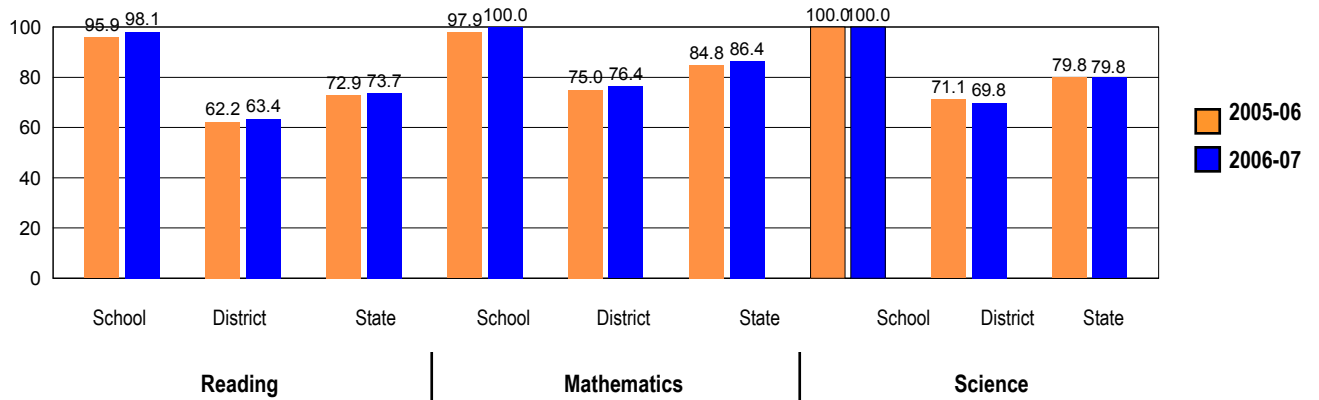
**ISAT**

**Grade 3**



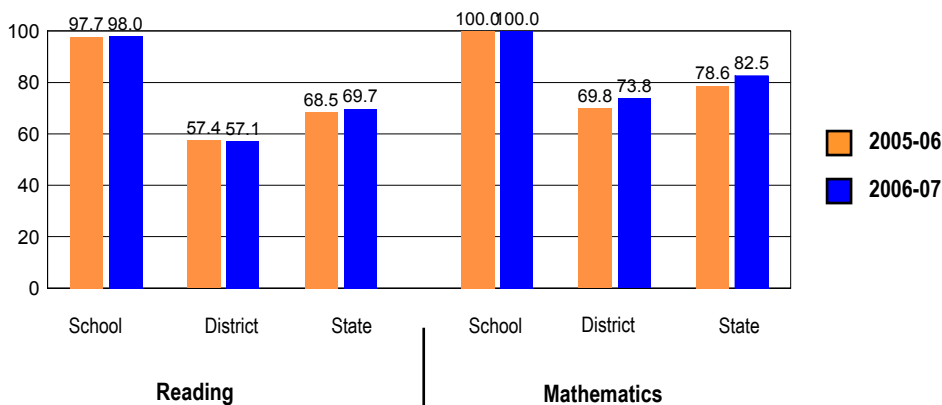
**ISAT**

**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	11.2	43.3	38.1	7.5	10.2	25.9	50.7	13.2
	District	12.3	37.2	42.4	8.1	10.8	21.0	49.7	18.4
	State								
Hispanic	School	7.1	42.9	28.6	21.4	7.1	35.7	35.7	21.4
	District	6.1	28.2	52.2	13.5	3.5	11.7	53.8	31.0
	State								
Asian/Pacific Islander	School	0.0	5.0	55.0	40.0	0.0	0.0	20.0	80.0
	District	1.1	9.2	48.4	41.4	0.5	2.4	27.8	69.2
	State								
Native American	School								
	District	4.7	16.4	56.9	22.0	1.7	7.8	50.2	40.3
	State								
Multiracial/Ethnic	School	9.9	36.3	42.9	11.0	5.6	15.6	56.7	22.2
	District	4.9	22.3	50.0	22.8	2.8	9.9	47.9	39.5
	State								

**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
<b>State AYP Minimum Target</b>	95.0		95.0		55.0			55.0			90.0		72.0	
<b>All</b>	100.0	Yes	100.0	Yes	97.2		Yes	100.0		Yes	94.9	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	100.0		Yes	100.0		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>														

**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](http://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

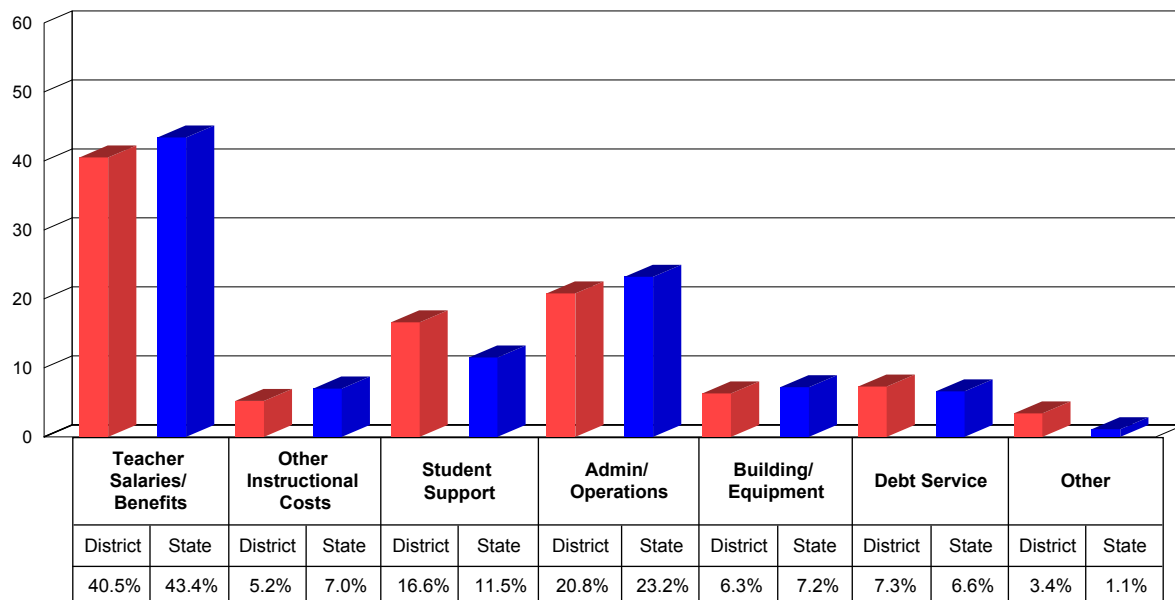
\* These represent school level data in the case of charter schools.



## 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

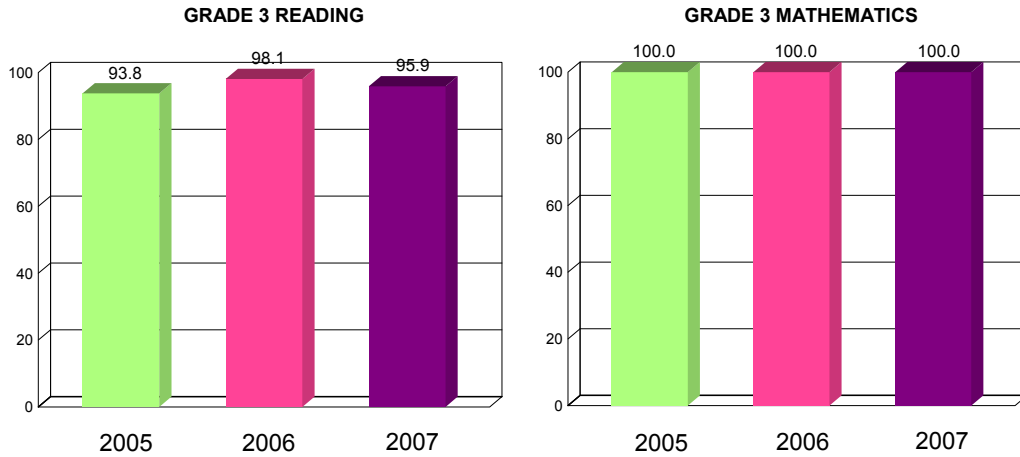






How our students do on state tests is just one way to measure their academic achievement. You can compare the percentage of our students that meet or exceed standards on statewide tests to the statewide percentage. You should also look at how this year's results compare to previous years'. The Illinois 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)**

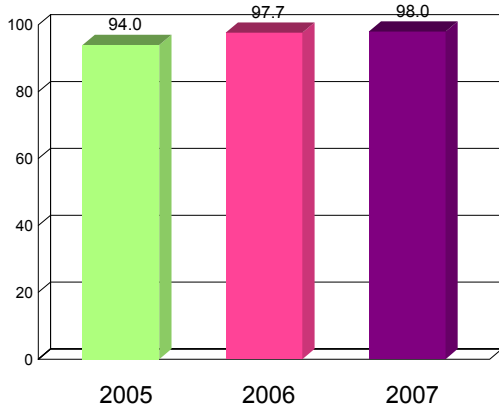
	Reading	Mathematics	Science
School	98.1	100.0	100.0
State	73.7	86.4	79.8



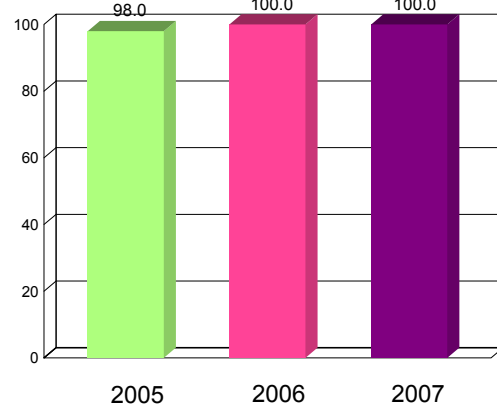


**GRADE 5 ISAT - READING AND MATHEMATICS (PERCENT MEETING OR EXCEEDING STANDARDS)**

**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



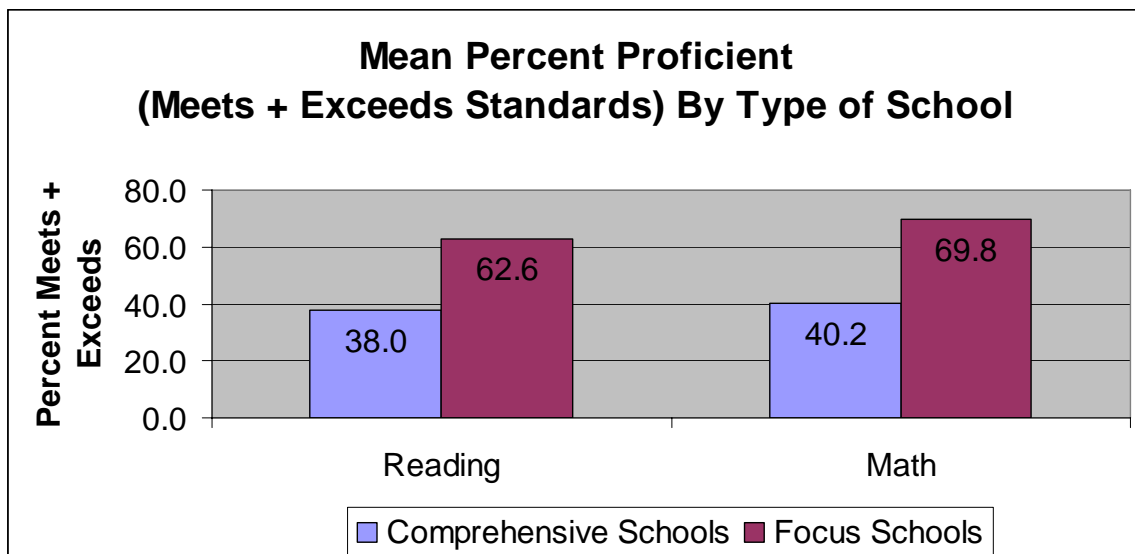
## **Appendix C: Illinois' Data Analysis**

## Focused and Comprehensive Statistics Summary

As shown in the table, chart, and the whisker plots, the variation in the percent meeting and exceeding standards is much larger for the comprehensive schools than for the focused schools. The range of these measures is much larger for the comprehensive schools. For example, in reading the comprehensive schools have a high of 75.0 and a low of 7.6 percent meeting standards; a range of 65.4. In contrast, the focused schools have a high of 79.6 and a low of 47.3 percent meeting standards; a range of 32.3. Additionally the average proficiency rate (percent meeting and exceeding standards) in both reading and mathematics is higher for the schools in the focused group.

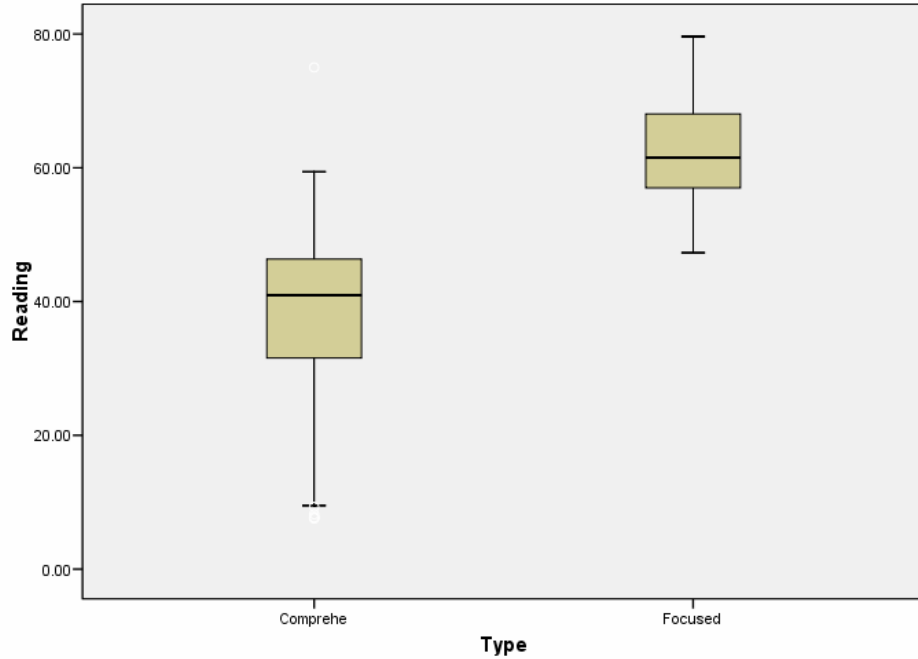
### Summary Data for Schools in Categories

Reading			Mathematics		
Percentile	Comprehensive	Focused	Percentile	Comprehensive	Focused
Max	75.0	79.6	Max	79.5	90.8
99%	58.7	79.4	99%	74.1	90.7
95%	52.1	75.6	95%	65.2	83
90%	50.0	73.0	90%	60.5	80.1
75% Q3	46.4	68.1	75% Q3	53.3	76.6
50% Q2	41.0	61.5	50% Q2	44.8	70.9
25% Q1	31.6	57.0	25% Q1	27.7	63.8
10%	18.4	52.6	10%	10.0	57.1
5%	12.5	51.3	5%	4.8	52.9
1%	7.7	48.6	1%	1.9	50.8
Min	7.6	47.3	Min	0.0	50.6
Mean	38.0	62.6	Mean	40.2	69.8
Median	41.0	61.5	Median	44.8	70.9
Mode	43.2	53.4	Mode	45.5	70.0



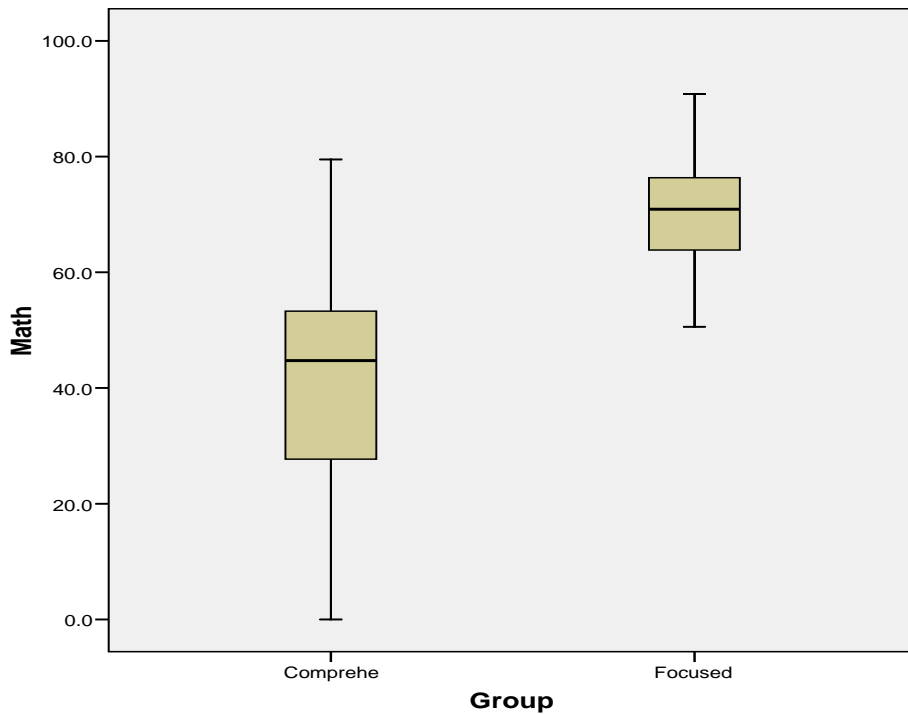
Reading Box and Whisker plot of percent meeting and exceeding standards for the overall groups at the school level.

**READING**



Mathematics Box and Whisker plot of percent meeting and exceeding standards for the overall groups at the school level.

**MATH**



## AYP Subgroup Summary by Category

		<i>IEP</i>	<i>LEP</i>	<i>IEP + LEP</i>	<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Native American</i>	<i>Multiracial</i>	<i>Low Income</i>	<i>"ALL"</i>
<b>Comprehensive</b>	# of schools miss AYP in the subgroup	97	22	17	10	194	42	1	0	0	214	284
	# of schools have the subgroup in AYP	146	38	24	32	241	70	4	0	0	267	284
	% of schools miss AYP in the subgroup	<b>66.44</b>	<b>57.89</b>	<b>70.83</b>	<b>31.25</b>	<b>80.50</b>	<b>60.00</b>	<b>25.00</b>			<b>80.15</b>	<b>100.00</b>
<b>Focus</b>	# of schools miss AYP in the subgroup	155	14	9	0	29	7	0	0	0	12	0
	# of schools have the subgroup in AYP	160	96	91	71	105	125	15	0	6	170	171
	% of schools miss AYP in the subgroup	<b>96.88</b>	<b>14.58</b>	<b>9.89</b>	<b>0.00</b>	<b>27.62</b>	<b>5.60</b>	<b>0.00</b>		<b>0.00</b>	<b>7.06</b>	<b>0.00</b>

### Schools Information by Category and Phase of Improvement

School Name	District Name	Proposed Category	Designation	Enrolment	School Type	% meet/exceed	
						"ALL"	
						Read	Math
ROCKFORD ENVRNMNTL SCIENCE ACAD	ROCKFORD SD 205	Focused	Improvement, Year 1	1269	Elementary	60.8	59.8
OBLONG ELEM SCHOOL	OBLONG CUSD 4	Focused	Improvement, Year 1	279	Elementary	69.5	78.9
JOHN MUIR LITERACY ACADEMY	SCHAUMBURG CCSD 54	Focused	Improvement, Year 1	302	Elementary	75.5	82.8
HILLSIDE ELEM SCHOOL	HILLSIDE SD 93	Focused	Improvement, Year 1	363	Elementary	68.1	71.4
WASHINGTON MIDDLE SCHOOL	LYONS SD 103	Focused	Improvement, Year 1	691	Elementary	73.3	79.3
WHITTIER ELEMENTARY SCHOOL	COOK COUNTY SD 130	Focused	Improvement, Year 1	255	Elementary	63.9	72.1
MADISON SCHOOL	SOUTH HOLLAND SD 151	Focused	Improvement, Year 1	383	Elementary	60.5	69.7
ADDAMS ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 1	566	Elementary	72.1	78.2
BARRY ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 1	386	Elementary	61.6	71.3
BOONE ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 1	688	Elementary	73.3	78.6
CLINTON ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 1	865	Elementary	71.7	79.1
DISNEY ELEM MAGNET SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 1	910	Elementary	79.6	86.4
EDWARDS ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 1	789	Elementary	70.4	72.3
HEALY ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 1	839	Elementary	78.7	88.6
HIBBARD ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 1	598	Elementary	70.2	79.4
STEVENSON ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 1	816	Elementary	72.7	75.9
GARVEY, M ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 1	380	Elementary	64.7	78.5
METCALFE ELEM COMMUNITY ACADEMY	CITY OF CHICAGO SD 299	Focused	Improvement, Year 1	538	Elementary	59.3	70
SAUCEDO ELEM SCHOLASTIC ACADEMY	CITY OF CHICAGO SD 299	Focused	Improvement, Year 1	726	Elementary	75.6	80.1
CARSON ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 1	687	Elementary	73.6	77.8
MCAULIFFE ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 1	461	Elementary	57	72.3
GALILEO ELEM MATH & SCI SCHOL ACD	CITY OF CHICAGO SD 299	Focused	Improvement, Year 1	385	Elementary	77	90.7
NEW FIELD ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 1	126	Elementary	51.3	68.4
GREENBROOK ELEM SCHOOL	KEENEYVILLE SD 20	Focused	Improvement, Year 1	272	Elementary	63.9	71.4
DUQUOIN MIDDLE SCHOOL	DUQUOIN CUSD 300	Focused	Improvement, Year 1	457	Elementary	78	86.2
NOVAK-KING SIXTH GRADE CENTER	NORTH CHICAGO SD 187	Focused	Improvement, Year 1	336	Elementary	50.5	54.4
A O MARSHALL ELEM SCHOOL	JOLIET PSD 86	Focused	Improvement, Year 1	310	Elementary	61.4	90.8
RICHLAND GRADE SCHOOL	RICHLAND GSD 88A	Focused	Improvement, Year 1	567	Elementary	77.4	77.7
VANDALIA JUNIOR HIGH SCHOOL	VANDALIA CUSD 203	Focused	Improvement, Year 1	510	Middle	70.9	80
KENNEDY MIDDLE SCHOOL	ROCKFORD SD 205	Focused	Improvement, Year 1	709	Middle	61.3	64.2
PAXTON-BUCKLEY-LODA JR HIGH SCH	PAXTON-BUCKLEY-LODA CUD 10	Focused	Improvement, Year 1	344	Middle	72.1	86.9
LINCOLN MIDDLE SCHOOL	BERWYN NORTH SD 98	Focused	Improvement, Year 1	1067	Middle	67.3	73.4
GLENSIDE MIDDLE SCHOOL	QUEEN BEE SD 16	Focused	Improvement, Year 1	708	Middle	79.4	88.4
WEST CENTRAL MIDDLE SCHOOOL	WEST CENTRAL CUSD 235	Focused	Improvement, Year 1	253	Middle	75.5	73
ROXANA JUNIOR HIGH SCHOOL	ROXANA CUSD 1	Focused	Improvement, Year 1	522	Middle	70	82.6
EDISON JR HIGH SCHOOL	ROCK ISLAND SD 41	Focused	Improvement, Year 1	380	Middle	70.7	80.2
WASHINGTON JR HIGH SCHOOL	ROCK ISLAND SD 41	Focused	Improvement, Year 1	480	Middle	68.8	75.7
WASHINGTON MIDDLE SCHOOL	SPRINGFIELD SD 186	Focused	Improvement, Year 1	639	Middle	51.5	58.7
EDISON JUNIOR HIGH SCHOOL	PEKIN PSD 108	Focused	Improvement, Year 1	362	Middle	77.8	79.7
ROCHELLE TWP HIGH SCHOOL	ROCHELLE TWP HSD 212	Focused	Improvement, Year 1	279	High	54.3	51.2
CARROLL ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 2	505	Elementary	65.1	67
DARWIN ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 2	539	Elementary	62.6	76.1



### Schools Information by Category and Phase of Improvement

School Name	Percent meeting/exceeding state target by subgroup and subject																		Attendance	Graduation	% class not HQT	
	White		Black		Hispanic		Asian		Native American		Multi/Racial		LEP		IEP		Low Income					
	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math				
ROCKFORD ENVRNMNTL SCIENCE ACAD	73	72.2	45.5	41.5	64.3	66.2	.	.	.	.	.	.	.	.	18.7	27.1	57.6	56.1	91.8	.	0	
OBLONG ELEM SCHOOL	69.8	79	.	.	.	.	.	.	.	.	.	.	.	.	20.4	38.9	57.1	63.3	94.6	.	0	
JOHN MUIR LITERACY ACADEMY	85.2	96.3	56.5	66.1	77.6	80.6	.	.	.	.	.	.	.	.	26.3	59.6	66.2	74.6	95.3	.	0	
HILLSIDE ELEM SCHOOL	.	.	57.6	63.7	80.6	83	.	.	.	.	.	.	.	.	38	39.2	63.3	68	95.4	.	0	
WASHINGTON MIDDLE SCHOOL	74.2	79.6	.	.	71.9	79	.	.	.	.	.	.	.	.	35.5	48.9	69.6	78.4	94.8	.	0	
WHITTIER ELEMENTARY SCHOOL	.	.	.	.	65.5	70.7	.	.	.	.	.	.	.	73.6	61.1	28.9	55.6	62.8	70.7	95.9	.	0
MADISON SCHOOL	.	.	57.3	71.8	72.7	63.6	.	.	.	.	.	.	.	.	27.1	43.8	59.9	71.1	94.8	.	0	
ADDAMS ELEM SCHOOL	.	.	.	.	73.1	77.4	.	.	.	.	.	.	.	67.6	68.2	18.4	36.7	70.6	77.8	96.5	.	28.6
BARRY ELEM SCHOOL	.	.	.	.	60.3	70.2	.	.	.	.	.	.	.	67.1	68.1	7.8	25.5	60.3	70.2	96.4	.	41.7
BOONE ELEM SCHOOL	81.2	87.7	44	49.3	69.6	75.1	85	89.2	.	.	.	.	.	73.1	78.1	28.3	39.1	70.8	76.1	94.8	.	22.5
CLINTON ELEM SCHOOL	78.6	87	60	67	62.3	68.9	82.2	90	.	.	.	.	.	65.9	74	19.2	35.1	70.4	77.5	95.3	.	34.4
DISNEY ELEM MAGNET SCHOOL	83.8	90.1	70.4	78.7	84.3	88.6	95.8	98.3	.	.	80.9	92.6	73.9	87.9	27.3	40.9	76	84.3	95.7	.	23.2	
EDWARDS ELEM SCHOOL	77.6	73.5	.	.	69.9	72.5	.	.	.	.	.	.	66.5	65.8	14.9	21.6	70.3	72.2	95.6	.	30.2	
HEALY ELEM SCHOOL	66.3	78	.	.	70.3	80	84.3	94.8	.	.	75.8	82.3	74.9	92.9	22.4	46.6	78.4	88.8	97	.	31.1	
HIBBARD ELEM SCHOOL	.	.	.	.	72.6	81.4	86	87.7	.	.	.	.	70.7	79.2	25	38.2	69.6	79.3	96.2	.	30	
STEVENSON ELEM SCHOOL	66.3	69.8	73.3	76	73.8	77.4	.	.	.	.	.	.	68.7	70.9	34.1	32.5	73.2	76.9	95.3	.	20.5	
GARVEY, M ELEM SCHOOL	.	.	64.4	78.4	.	.	.	.	.	.	.	.	.	.	18.6	36.2	64.3	78.1	93.7	.	27.8	
METCALFE ELEM COMMUNITY ACADEMY	.	.	58.7	69.8	.	.	.	.	.	.	.	.	.	.	18.2	28.3	58.2	69.5	95.6	.	23.1	
SAUCEDO ELEM SCHOLASTIC ACADEMY	.	.	.	.	75.7	80.5	.	.	.	.	.	.	68.9	74.9	20	33.3	75.1	79.3	96.3	.	34.9	
CARSON ELEM SCHOOL	.	.	.	.	75	77.9	.	.	.	.	.	.	69	73.1	17.8	16.4	73.5	77.7	97.8	.	35.9	
MCAULIFFE ELEM SCHOOL	.	.	.	.	57.2	74.5	.	.	.	.	.	.	57.7	78.1	14	24.6	57.1	72	93.8	.	26.7	
GALILEO ELEM MATH & SCI SCHOL ACD	77.8	92.6	69.4	85.9	79	91.9	.	.	.	.	.	.	76.4	89.5	26.4	62.3	75.2	90.3	94.4	.	31.8	
NEW FIELD ELEM SCHOOL	.	.	40	60	59.6	71.9	.	.	.	.	.	.	53	63.6	.	.	52.2	67.8	95.5	.	37.5	
GREENBROOK ELEM SCHOOL	64.2	86.8	51	67.3	66.7	59.1	.	.	.	.	.	.	64.9	52.7	27.8	63	57.4	63.3	94.4	.	0	
DUQUOIN MIDDLE SCHOOL	80	87.4	.	.	.	.	.	.	.	.	.	.	.	.	27	41.3	63.6	79.3	95.3	.	0	
NOVAK-KING SIXTH GRADE CENTER	.	.	48.9	51.8	43.7	52.4	.	.	.	.	.	.	.	.	.	.	45.7	55.2	93.9	.	0	
A O MARSHALL ELEM SCHOOL	.	.	45.8	81.9	66.7	95.3	.	.	.	.	.	.	67.7	96.9	25.5	64.7	61.7	92.2	94.4	.	3.2	
RICHLAND GRADE SCHOOL	74.6	80.5	68.8	70.8	82.9	71.5	.	.	.	.	.	.	88.1	70.3	40	33.3	77.4	71	95.8	.	0	
VANDALIA JUNIOR HIGH SCHOOL	71	80.3	.	.	.	.	.	.	.	.	.	.	.	.	18	24.6	56.4	74.4	93.7	.	0	
KENNEDY MIDDLE SCHOOL	68.2	75.2	50.7	47.8	64.5	66.7	.	.	.	.	.	.	.	.	18.5	27.7	57.5	60	91.1	.	0	
PAXTON-BUCKLEY-LODA JR HIGH SCH	71.5	87.1	.	.	.	.	.	.	.	.	.	.	.	.	23.4	31.9	64.5	80.6	94.1	.	0	
LINCOLN MIDDLE SCHOOL	72.3	78.2	71.2	71.2	65.8	72.4	.	.	.	.	.	.	42.9	47.6	25	40	65.1	72.4	94.1	.	0	
GLENSIDE MIDDLE SCHOOL	83.1	90.6	.	.	72.7	86.1	92.6	95.1	.	.	.	.	.	.	26.7	43.3	66.2	80.6	96.1	.	0	
WEST CENTRAL MIDDLE SCHOool	75.5	73.8	.	.	.	.	.	.	.	.	.	.	.	.	35.3	25.5	62.1	61.2	95	.	0	
ROXANA JUNIOR HIGH SCHOOL	70.6	83.6	.	.	.	.	.	.	.	.	.	.	.	.	32.9	39	58.2	72.6	91.8	.	0	
EDISON JR HIGH SCHOOL	76.1	86.3	64	73.7	.	.	.	.	.	.	.	.	.	.	27.1	31.1	66.4	75.2	93.1	.	0	
WASHINGTON JR HIGH SCHOOL	78.3	88.1	56.8	58.1	63.6	74.1	.	.	.	.	.	.	.	.	24.2	31.1	58.6	62.9	93.8	.	0	
WASHINGTON MIDDLE SCHOOL	58.2	67.1	42.3	47.6	.	.	.	.	.	.	.	.	.	.	19.3	20.7	48.9	57.3	90.3	.	0	
EDISON JUNIOR HIGH SCHOOL	77.4	79.3	.	.	.	.	.	.	.	.	.	.	.	.	26.4	34	66.7	66.7	92.7	.	0	
ROCHELLE TWP HIGH SCHOOL	60.4	57.9	.	.	34.7	26.5	.	.	.	.	.	.	.	.	.	.	.	.	.	85.4	.	1.8
CARROLL ELEM SCHOOL	.	.	64.7	66.8	.	.	.	.	.	.	.	.	.	.	19.2	27.3	60.9	65.9	94.2	.	19.2	
DARWIN ELEM SCHOOL	.	.	53.8	80.8	63.7	76.6	.	.	.	.	.	.	55.6	70.1	25.7	45.7	61.5	75.6	93.7	.	32.3	

### Schools Information by Category and Phase of Improvement

School Name	District Name	Proposed Category	Designation	Enrollment	School Type	% meet/exceed	
						"ALL"	
						Read	Math
HURLEY ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 2	596	Elementary	72.8	79.5
LOCKE, J ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 2	810	Elementary	68.7	74.5
WASHINGTON, H ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 2	461	Elementary	58.3	70.6
PORTAGE PARK ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 2	721	Elementary	75.9	80.7
VOLTA ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 2	536	Elementary	70	73
LEE ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 2	679	Elementary	63.1	69.8
JOPLIN ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 2	490	Elementary	65.7	75.5
POWELL ELEM PAIDEIA COMM ACADEM	CITY OF CHICAGO SD 299	Focused	Improvement, Year 2	417	Elementary	52	52.9
MAYS ELEM ACADEMY	CITY OF CHICAGO SD 299	Focused	Improvement, Year 2	256	Elementary	58.9	75.8
JOHN KENNEDY MIDDLE GRADE SCHOO	KANKAKEE SD 111	Focused	Improvement, Year 2	635	Elementary	61.1	79.8
UNITY JR HIGH SCH EAST CAMPUS	CICERO SD 99	Focused	Improvement, Year 2	1338	Middle	62.5	57.6
EVERETT F KERR MIDDLE SCHOOL	COOK COUNTY SD 130	Focused	Improvement, Year 2	444	Middle	67.7	75.6
INGERSOLL MIDDLE SCHOOL	CANTON UNION SD 66	Focused	Improvement, Year 2	766	Middle	71.6	83
ARMSTRONG, G ELEM INT'L STUDIES	CITY OF CHICAGO SD 299	Focused	Improvement, Year 3	829	Elementary	71	77.5
DVORAK ELEM SPECIALTY ACADEMY	CITY OF CHICAGO SD 299	Focused	Improvement, Year 3	402	Elementary	53.4	60.4
HEDGES ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 3	606	Elementary	58.5	63.8
PULASKI ELEM FINE ARTS ACADEMY	CITY OF CHICAGO SD 299	Focused	Improvement, Year 3	597	Elementary	69.3	72.4
SAWYER ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 3	1363	Elementary	72.8	72.1
TONTI ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 3	622	Elementary	67.9	76.6
WATERS ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 3	249	Elementary	67.6	66.2
BRIGHTON PARK ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 3	571	Elementary	68	80.6
JORDAN ELEM COMMUNITY SCHOOL	CITY OF CHICAGO SD 299	Focused	Improvement, Year 3	390	Elementary	51.9	61.3
LEWIS SCHOOL	CARBONDALE ESD 95	Focused	Improvement, Year 3	250	Elementary	65.2	77.2
LAKESWOOD SCHOOL	CUSD 300	Focused	Improvement, Year 3	783	Elementary	64.7	75
CLEARVIEW ELEM SCHOOL	WAUKEGAN CUSD 60	Focused	Improvement, Year 3	477	Elementary	68.2	79.4
LITTLE FORT ELEM SCHOOL	WAUKEGAN CUSD 60	Focused	Improvement, Year 3	403	Elementary	66	80.7
COOLIDGE MIDDLE SCHOOL	SOUTH HOLLAND SD 151	Focused	Improvement, Year 3	555	Middle	64.6	67.9
CARBONDALE MIDDLE SCHOOL	CARBONDALE ESD 95	Focused	Improvement, Year 3	443	Middle	67.4	71.6
MURPHYSBORO MIDDLE SCHOOL	MURPHYSBORO CUSD 186	Focused	Improvement, Year 3	461	Middle	73.9	84.1
OAK PARK & RIVER FOREST HIGH SCH	OAK PARK - RIVER FOREST SD 200	Focused	Improvement, Year 3	774	High	68.8	70
MAINE EAST HIGH SCHOOL	MAINE TOWNSHIP HSD 207	Focused	Improvement, Year 3	470	High	58.6	67.7
HINSDALE SOUTH HIGH SCHOOL	HINSDALE TWP HSD 86	Focused	Improvement, Year 3	443	High	65.7	70
WARREN TOWNSHIP HIGH SCHOOL	WARREN TWP HSD 121	Focused	Improvement, Year 3	1033	High	61.5	62.4
PEKIN COMMUNITY HIGH SCHOOL	PEKIN CSD 303	Focused	Improvement, Year 3	501	High	55	53.7
SUMMERDALE ELEM SCHOOL	ROCKFORD SD 205	Focused	Restructuring Implementation	137	Elementary	48.6	65.1
MELROSE PARK ELEM SCHOOL	MAYWOOD-MELROSE PARK-BROADVIEW	Focused	Restructuring Implementation	625	Elementary	56.7	71.1
DANIEL BURNHAM ELEM SCHOOL	CICERO SD 99	Focused	Restructuring Implementation	680	Elementary	60.8	71.3
CICERO EAST ELEM SCHOOL	CICERO SD 99	Focused	Restructuring Implementation	886	Elementary	56.4	70.9
DR RALPH BUNCHE SCHOOL	HAZEL CREST SD 152-5	Focused	Restructuring Implementation	115	Elementary	47.3	73.6
LINCOLN ELEM SCHOOL	LINCOLN ESD 156	Focused	Restructuring Implementation	739	Elementary	58.2	66
CHICAGO INTERNATIONAL CHARTER		Focused	Restructuring Implementation	3102	Elementary	60.9	75.3
ARMOUR ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	255	Elementary	60.5	57.6

### Schools Information by Category and Phase of Improvement

School Name	Percent meeting/exceeding state target by subgroup and subject																		Attendance	Graduation	% class not HQT
	White		Black		Hispanic		Asian		Native American		Multi/Racial		LEP		IEP		Low Income				
	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math			
HURLEY ELEM SCHOOL	.	.	.	.	73.4	79.1	.	.	.	.	.	.	76.4	82.3	18.3	41.7	72.3	79.1	95.4	.	27
LOCKE, J ELEM SCHOOL	69.4	76.4	.	.	69.3	75.3	.	.	.	.	.	.	72.3	72.9	18.4	31.6	66.6	73.2	94.9	.	29.5
WASHINGTON, H ELEM SCHOOL	.	.	58.3	70.7	.	.	.	.	.	.	.	.	.	.	4.3	25.5	58	70.4	95.9	.	15.4
PORTAGE PARK ELEM SCHOOL	77	84	.	.	73.6	77.2	.	.	.	.	.	.	68.1	74.6	27.7	36.1	72.2	78.1	94.2	.	29.2
VOLTA ELEM SCHOOL	68.6	80.4	.	.	67	68.6	84.3	87.3	.	.	.	.	63.8	70.2	27.4	29	68.9	72	96.3	.	25.7
LEE ELEM SCHOOL	.	.	.	.	62.6	69.1	.	.	.	.	.	.	58.6	61.9	24.3	33.8	62.4	68.5	95.1	.	26.5
JOPLIN ELEM SCHOOL	.	.	65.6	75.6	.	.	.	.	.	.	.	.	.	.	23.1	32.7	66.9	78.4	94	.	26.9
POWELL ELEM PAIDEIA COMM ACADEMY	.	.	52.8	53.8	.	.	.	.	.	.	.	.	.	.	29.2	27.7	51.3	51.5	92.8	.	26.9
MAYS ELEM ACADEMY	.	.	57	74.3	.	.	.	.	.	.	.	.	.	.	.	.	59	76.5	92.4	.	16.7
JOHN KENNEDY MIDDLE GRADE SCHOO	73	92.8	50.8	70.3	66.3	83.2	.	.	.	.	.	.	.	.	17.6	48	55.7	76.3	93.5	.	0
UNITY JR HIGH SCH EAST CAMPUS	64.6	52.1	.	.	62.5	58.2	.	.	.	.	.	.	52.9	49.8	19.8	27.9	62	57.1	94.8	.	0
EVERETT F KERR MIDDLE SCHOOL	70.4	85.2	.	73.3	69.2	74.2	.	.	.	.	.	.	58.7	64.4	34.3	47.8	66.3	73.9	93.9	.	0
INGERSOLL MIDDLE SCHOOL	71.1	83	.	.	.	.	.	.	.	.	.	.	.	.	21.5	37.2	60.3	75.9	94.8	.	0
ARMSTRONG, G ELEM INT'L STUDIES	79.7	86.2	58.6	60.7	68.7	77.6	89.2	91.2	.	.	.	.	64	71	26.1	26.4	70.3	76.1	96.3	.	36.6
DVORAK ELEM SPECIALTY ACADEMY	.	.	53.2	60.1	.	.	.	.	.	.	.	.	.	.	15.8	12.7	52.9	60	93.7	.	33.3
HEDGES ELEM SCHOOL	.	.	.	.	59.6	65	.	.	.	.	.	.	54.9	57.8	.	17.8	58.4	64	96	.	33.3
PULASKI ELEM FINE ARTS ACADEMY	.	.	.	.	71.6	73.8	.	.	.	.	.	.	68.2	68.7	10.8	21.5	68.9	71.1	95.5	.	35.1
SAWYER ELEM SCHOOL	.	.	.	.	72.8	72.6	.	.	.	.	.	.	66.8	66.5	27.5	30	73	72.2	96.4	.	21.5
TONTI ELEM SCHOOL	.	.	.	.	67.9	76.9	.	.	.	.	.	.	61.7	60.3	25	26.9	68.4	76.8	95.3	.	23.8
WATERS ELEM SCHOOL	78.4	78.4	.	.	61.5	60.1	.	.	.	.	.	.	53.7	59.3	33.3	17.8	67	64.3	94.8	.	50
BRIGHTON PARK ELEM SCHOOL	.	.	.	.	68.5	81.8	.	.	.	.	.	.	63.6	80.5	18.5	40	68.3	81.1	95.4	.	28.1
JORDAN ELEM COMMUNITY SCHOOL	.	.	50	59.7	52.9	60.9	.	.	.	.	.	.	34.5	45.6	17.2	20.3	52.5	61.7	95.6	.	29.2
LEWIS SCHOOL	92.1	96.8	48.1	63.1	.	.	.	.	.	.	.	.	.	.	29.8	51.1	50.4	69	91.3	.	0
LAKESWOOD SCHOOL	61.7	81.3	41	68.9	68.6	74.2	.	.	.	.	.	.	70.6	70	22.6	50	64.7	73.5	96.4	.	0
CLEARVIEW ELEM SCHOOL	.	.	.	.	72.4	84.2	.	.	.	.	.	.	75.9	83.5	29.3	40	67.3	78.4	93.7	.	5.3
LITTLE FORT ELEM SCHOOL	.	.	42.3	70.9	68.5	81.2	.	.	.	.	.	.	74.2	83.2	27.7	46	63.8	78.5	93.7	.	7.7
COOLIDGE MIDDLE SCHOOL	.	.	64.4	66.3	68.1	76.5	.	.	.	.	.	.	.	.	24.2	35.4	64.8	68.3	93.9	.	0
CARBONDALE MIDDLE SCHOOL	86.8	90.9	53.1	57.5	.	.	.	.	.	.	.	.	.	.	27.8	34.2	56.1	61	91.9	.	0
MURPHYSBORO MIDDLE SCHOOL	76.2	85.2	57.1	73	.	.	.	.	.	.	.	.	.	.	27.6	41.8	65.8	78.2	93.2	.	0
OAK PARK & RIVER FOREST HIGH SCH	81.9	84.4	33.1	32	.	.	.	.	.	.	.	.	.	.	39.5	37.7	36.4	24.2	.	.	91.7
MAINE EAST HIGH SCHOOL	60.4	74	.	.	39.3	42.9	67.2	72.7	.	.	.	.	.	.	12	22	55.8	49.6	.	.	88.1
HINSDALE SOUTH HIGH SCHOOL	68.8	73.3	.	.	.	.	70.8	83.3	.	.	.	.	.	.	29.2	27.1	.	.	.	.	94.2
WARREN TOWNSHIP HIGH SCHOOL	66.2	67.7	43.2	32.1	48.3	45	61.8	76.4	.	.	.	.	.	.	24.2	17.9	49.4	37.9	.	.	96.4
PEKIN COMMUNITY HIGH SCHOOL	55.2	53	.	.	.	.	.	.	.	.	.	.	.	.	14.9	9.5	41	35.2	.	.	87.6
SUMMERDALE ELEM SCHOOL	.	.	40	52.7	.	.	.	.	.	.	.	.	.	.	.	.	45.6	62.2	92.6	.	0
MELROSE PARK ELEM SCHOOL	.	.	40.4	56.1	58.6	72.6	.	.	.	.	.	.	53.2	56.5	16	30	56.4	70.7	94.8	.	0
DANIEL BURNHAM ELEM SCHOOL	.	.	.	.	62	72.4	.	.	.	.	.	.	72.2	72.5	16.4	35.8	60.9	70	95.3	.	8.5
CICERO EAST ELEM SCHOOL	.	.	.	.	56.9	71.7	.	.	.	.	.	.	63.3	67.8	19.5	46.3	56	70.7	95.7	.	8.3
DR RALPH BUNCHE SCHOOL	.	.	45.2	73.8	.	.	.	.	.	.	.	.	.	.	.	.	50.7	70.7	93.3	.	0
LINCOLN ELEM SCHOOL	.	.	53.5	61.1	65.8	76.7	.	.	.	.	.	.	.	.	21.5	23.2	55.2	65.3	93.2	.	0
CHICAGO INTERNATIONAL CHARTER	56.9	54.2	59	74.5	66	80.6	.	.	.	.	76.8	80.4	60.4	81.2	18.9	27.8	59.4	75.7	.	85.8	2.7
ARMOUR ELEM SCHOOL	.	.	.	.	58.6	55.8	.	.	.	.	.	.	53.2	37.2	31.9	34	60	57	92.9	.	22.2

### Schools Information by Category and Phase of Improvement

School Name	District Name	Proposed Category	Designation	Enrollment	School Type	% meet/exceed	
						"ALL"	
						Read	Math
BURBANK ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	835	Elementary	52	64.3
CASTELLANOS ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	584	Elementary	55.6	61
CALHOUN NORTH ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	316	Elementary	54.5	71.4
COOK ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	475	Elementary	52.7	65.4
DAVIS, N ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	1054	Elementary	56.1	66
FIELD ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	462	Elementary	62.2	53.1
FORT DEARBORN ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	477	Elementary	55.2	60.2
GALE ELEM COMMUNITY ACADEMY	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	345	Elementary	55.8	67.9
GARY ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	1159	Elementary	57.5	61.3
GOMPERS ELEM FINE ARTS OPT SCHO	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	419	Elementary	57.1	59.5
GRAHAM, A ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	410	Elementary	52.6	55.3
GRESHAM ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	362	Elementary	56.1	62.6
GUGGENHEIM ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	243	Elementary	49.2	50.8
HAMLIN ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	481	Elementary	52.4	56.1
LAFAYETTE ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	380	Elementary	61.1	73.7
LOVETT ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	371	Elementary	63.6	61.4
LOWELL ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	461	Elementary	53.8	51.7
MANN ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	597	Elementary	57	52.3
MARQUETTE ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	1068	Elementary	56.2	59.2
MORRILL ELEM MATH & SCI SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	640	Elementary	58.1	59.5
MOZART ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	479	Elementary	58.9	74.1
PENN ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	238	Elementary	52.2	62
PICKARD ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	382	Elementary	57.9	68.8
SONGHAI ELEM LEARNING INSTITUTE	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	412	Elementary	51	52.4
SHIELDS ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	1160	Elementary	66.1	81.2
STEWART ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	182	Elementary	52.4	64.3
SPRY ELEM COMMUNITY SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	461	Elementary	65.4	70.7
WHITNEY ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	667	Elementary	60.7	63.9
CUFFE MATH-SCI TECH ELEM ACADEMY	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	558	Elementary	64	73.4
RANDOLPH ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	480	Elementary	50.9	66.5
CASALS ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	390	Elementary	50.5	59.1
ROQUE DE DUPREY ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	253	Elementary	53.4	56
EVERGREEN ACADEMY ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	459	Elementary	69.4	72.2
LOGANDALE MIDDLE SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	336	Elementary	61.5	70.3
LARA ELEM ACADEMY	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	325	Elementary	50.2	60.2
TELPOCHCALLI ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	187	Elementary	56.6	50.6
WEST PARK ELEM ACADEMY	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	493	Elementary	52.7	65.3
AMES MIDDLE SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Implementation	818	Elementary	57.6	56.4
PRAIRIE-HILLS JUNIOR HIGH SCHOOL	PRAIRIE-HILLS ESD 144	Focused	Restructuring Implementation	708	Middle	66.8	74.6
DIRKSEN MIDDLE SCHOOL	DOLTON SD 149	Focused	Restructuring Implementation	1132	Middle	63.3	52.3
BROOKS MIDDLE SCHOOL	HARVEY SD 152	Focused	Restructuring Implementation	639	Middle	62.6	55.4
WENTWORTH JR HIGH SCHOOL	CALUMET CITY SD 155	Focused	Restructuring Implementation	473	Middle	56.2	59.1

### Schools Information by Category and Phase of Improvement

School Name	Percent meeting/exceeding state target by subgroup and subject																		Attendance	Graduation	% class not HQT
	White		Black		Hispanic		Asian		Native American		Multi/Racial		LEP		IEP		Low Income				
	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math			
BURBANK ELEM SCHOOL	.	.	43	52.6	53	66.3	.	.	.	.	.	.	46.2	51.7	11	20.8	52.6	64.3	94	.	27.3
CASTELLANOS ELEM SCHOOL	.	.	.	.	56.1	61.3	.	.	.	.	.	.	51.7	57.8	5.7	13	55.8	61.3	95.6	.	31.8
CALHOUN NORTH ELEM SCHOOL	.	.	54.7	71.2	.	.	.	.	.	.	.	.	.	.	18.2	43.6	55	72	92.5	.	26.3
COOK ELEM SCHOOL	.	.	52.4	65.3	.	.	.	.	.	.	.	.	.	.	22.2	20.4	52.7	65.4	91	.	34.5
DAVIS, N ELEM SCHOOL	.	.	.	.	56.5	66.9	.	.	.	.	.	.	51	58.1	16.9	16.9	56	65.8	95.2	.	29.1
FIELD ELEM SCHOOL	.	.	59.1	51.6	65.3	53.3	.	.	.	.	.	.	60.7	43.7	25.7	22.9	62.2	52.9	95	.	29.4
FORT DEARBORN ELEM SCHOOL	.	.	55.7	60.5	.	.	.	.	.	.	.	.	.	.	16.4	9.8	55.7	60.2	91.9	.	30.4
GALE ELEM COMMUNITY ACADEMY	.	.	57.8	68.8	52	66.7	.	.	.	.	.	.	48.5	70.1	20.4	24.5	55.4	67.2	93.3	.	26.1
GARY ELEM SCHOOL	.	.	.	.	57.9	61.6	.	.	.	.	.	.	50.1	52.2	16.5	26.4	56.8	61.2	96	.	30.8
GOMPERS ELEM FINE ARTS OPT SCHOC	.	.	57.2	59.3	.	.	.	.	.	.	.	.	.	.	6.3	18.8	57.4	58.8	93.3	.	25
GRAHAM, A ELEM SCHOOL	52.3	56	46.8	44.9	56.2	61.9	.	.	.	.	.	.	.	.	18.8	32.6	51.2	54.3	90.7	.	33
GRESHAM ELEM SCHOOL	.	.	56.3	62.5	.	.	.	.	.	.	.	.	.	.	17.4	41.3	55.6	62.2	90.5	.	29.4
GUGGENHEIM ELEM SCHOOL	.	.	48.6	49.7	.	.	.	.	.	.	.	.	.	.	.	.	49.5	51.1	91.1	.	16.7
HAMLIN ELEM SCHOOL	.	.	.	.	53.7	57.8	.	.	.	.	.	.	50.4	54.6	15.8	17.2	51.6	55.6	94	.	32.4
LAFAYETTE ELEM SCHOOL	.	.	53.8	73.1	63.5	73.9	.	.	.	.	.	.	54.6	71.3	21.4	37.5	60.6	73.1	93.5	.	36
LOVETT ELEM SCHOOL	.	.	65.5	62.5	.	.	.	.	.	.	.	.	.	.	21.2	21.2	63	63.2	94.9	.	23.1
LOWELL ELEM SCHOOL	.	.	39	36	58	55.2	.	.	.	.	.	.	58	52.1	11.7	22.4	54.8	52.6	92.3	.	29.4
MANN ELEM SCHOOL	.	.	56.9	52.9	.	.	.	.	.	.	.	.	.	.	27.7	17.8	56.8	52.7	92.7	.	32.4
MARQUETTE ELEM SCHOOL	.	.	46.1	49.2	63.9	67.1	.	.	.	.	.	.	59.3	65.1	15.4	18.1	56.4	59.5	94.3	.	30.9
MORRILL ELEM MATH & SCI SCHOOL	.	.	44.5	47.8	70.1	70.5	.	.	.	.	.	.	66.3	70.7	20.6	17.6	58.2	59.6	94.4	.	35.5
MOZART ELEM SCHOOL	.	.	.	.	59.8	75.7	.	.	.	.	.	.	60.6	78.9	11.1	27.8	58.5	73.8	95.8	.	29.4
PENN ELEM SCHOOL	.	.	54.5	64.5	.	.	.	.	.	.	.	.	.	.	13	11.1	53.1	64	93.8	.	40
PICKARD ELEM SCHOOL	.	.	.	.	57.6	68.5	.	.	.	.	.	.	50.4	63.6	26.1	26.1	57.9	68.8	95.7	.	26.1
SONGHAI ELEM LEARNING INSTITUTE	.	.	50.7	52.4	.	.	.	.	.	.	.	.	.	.	.	.	51.2	52.1	91.6	.	29
SHIELDS ELEM SCHOOL	.	.	.	.	66.2	81.3	.	.	.	.	.	.	55.8	64.6	14.2	37.2	65.7	81	96.7	.	24.2
STEWART ELEM SCHOOL	.	.	61.4	67.1	35.2	53.7	.	.	.	.	.	.	45.6	57.4	.	.	51.8	64	93	.	46.7
SPRY ELEM COMMUNITY SCHOOL	.	.	.	.	66.7	71.3	.	.	.	.	.	.	63.7	71.1	11.3	9.3	65.7	70.9	96.6	.	25
WHITNEY ELEM SCHOOL	.	.	.	.	60.8	63.5	.	.	.	.	.	.	57.4	57.2	6.2	15.4	62.3	64.6	96.2	.	34.2
CUFFE MATH-SCI TECH ELEM ACADEMY	.	.	63.6	73	.	.	.	.	.	.	.	.	.	.	23.1	32	63.5	73.3	91.4	.	21.4
RANDOLPH ELEM SCHOOL	.	.	50.8	65.9	.	.	.	.	.	.	.	.	.	.	19.1	25.5	50.7	66.6	92.6	.	28.6
CASALS ELEM SCHOOL	.	.	42	53.8	58	64	.	.	.	.	.	.	52.5	58.8	6.7	31.7	50.5	59.8	91.4	.	28
ROQUE DE DUPREY ELEM SCHOOL	.	.	.	.	54	60.4	.	.	.	.	.	.	38.7	49.2	.	.	50.8	54.4	93.3	.	33.3
EVERGREEN ACADEMY ELEM SCHOOL	.	.	.	.	69.5	71.2	.	.	.	.	.	.	37.3	57.8	15.1	13.5	69.2	72.2	94.9	.	26.7
LOGANDALE MIDDLE SCHOOL	.	.	.	.	60	71.9	.	.	.	.	.	.	48.5	68.9	21.7	22.2	61.7	70.6	94.4	.	16.7
LARA ELEM ACADEMY	.	.	.	.	50.4	59.9	.	.	.	.	.	.	44.4	58.4	.	.	50.6	60.4	94.9	.	28.6
TELPOCHCALLI ELEM SCHOOL	.	.	.	.	56.6	51.6	.	.	.	.	.	.	50	44	31.1	20	55.3	49.1	95.3	.	41.2
WEST PARK ELEM ACADEMY	.	.	46	53.2	54.7	70.4	.	.	.	.	.	.	47.1	67.6	25.9	29.6	52.6	65.3	93.5	.	22.2
AMES MIDDLE SCHOOL	.	.	.	.	57.8	56.6	.	.	.	.	.	.	31.1	37.8	12.3	14.3	58.3	56.3	92.6	.	32
PRAIRIE-HILLS JUNIOR HIGH SCHOOL	.	.	66.7	74.6	.	.	.	.	.	.	.	.	.	.	32.3	47.3	66	73.7	95	.	2.6
DIRKSEN MIDDLE SCHOOL	.	.	63.2	51.9	.	.	.	.	.	.	.	.	.	.	23.6	10.6	62.2	52.7	91.9	.	0
BROOKS MIDDLE SCHOOL	.	.	61.4	54.7	.	.	.	.	.	.	.	.	.	.	21.2	25.8	65.8	57.1	93.5	.	0
WENTWORTH JR HIGH SCHOOL	.	.	52.2	56.7	67.8	67.4	.	.	.	.	.	.	.	.	18.2	14.9	56.3	58	93.3	.	2.5

### Schools Information by Category and Phase of Improvement

School Name	District Name	Proposed Category	Designation	Enrollment	School Type	% meet/exceed	
						"ALL"	
						Read	Math
C F SIMMONS MIDDLE SCHOOL	AURORA EAST USD 131	Focused	Restructuring Implementation	912	Middle	54.8	66.5
K D WALDO MIDDLE SCHOOL	AURORA EAST USD 131	Focused	Restructuring Implementation	866	Middle	56.1	71.3
KANKAKEE JUNIOR HIGH SCHOOL	KANKAKEE SD 111	Focused	Restructuring Implementation	783	Middle	63.7	68.4
JACK BENNY MIDDLE SCHOOL	WAUKEGAN CUSD 60	Focused	Restructuring Implementation	656	Middle	61	67.7
DANIEL WEBSTER MIDDLE SCHOOL	WAUKEGAN CUSD 60	Focused	Restructuring Implementation	764	Middle	62.4	63.9
ROBERT E ABBOTT MIDDLE SCHOOL	WAUKEGAN CUSD 60	Focused	Restructuring Implementation	750	Middle	69	75.5
DIRKSEN JUNIOR HIGH SCHOOL	JOLIET PSD 86	Focused	Restructuring Implementation	521	Middle	61.8	79.8
WASHINGTON JUNIOR HIGH SCHOOL	JOLIET PSD 86	Focused	Restructuring Implementation	621	Middle	60.6	68.3
PIKELAND COMMUNITY SCHOOL	PIKELAND CUSD 10	Focused	Restructuring Planning	588	Elementary	73	80.1
ELLIS ARTS ACADEMY	ROCKFORD SD 205	Focused	Restructuring Planning	350	Elementary	52.5	67
WM NASHOLD ELEM SCHOOL	ROCKFORD SD 205	Focused	Restructuring Planning	404	Elementary	57.2	78.1
T ROOSEVELT ELEM SCHOOL	CICERO SD 99	Focused	Restructuring Planning	672	Elementary	59.3	80
CENTRAL PARK ELEM SCHOOL	MIDLOTHIAN SD 143	Focused	Restructuring Planning	528	Elementary	57.9	77.9
CHASE ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	339	Elementary	59	77.2
CORKERY ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	417	Elementary	61.3	70.8
EBERHART ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	1175	Elementary	73.1	76.9
LINNE ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	435	Elementary	66	73.2
MADISON ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	330	Elementary	53.4	63.6
NIGHTINGALE ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	819	Elementary	67.5	75.3
NOBEL ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	489	Elementary	59.7	59.4
PECK ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	836	Elementary	70.3	73
REILLY ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	959	Elementary	68.9	72.8
SHOOP MATH-SCI TECH ELEM ACADEMY	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	632	Elementary	60	65.5
STOWE ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	662	Elementary	53.6	57.1
TALCOTT ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	301	Elementary	67.3	67.3
NINOS HEROES ELEM ACADEMIC CTR	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	529	Elementary	52.8	52.4
DE DIEGO ELEM COMMUNITY ACADEMY	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	736	Elementary	65.2	71.6
MADERO MIDDLE SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	342	Elementary	60.5	70.5
MARSHALL MIDDLE SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	409	Elementary	64.8	71.6
CHAVEZ ELEM MULTICULTURAL ACAD C	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	577	Elementary	57.7	71.5
IRVING PARK MIDDLE SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	330	Elementary	73	80.7
LITTLE VILLAGE ELEM SCHOOL	CITY OF CHICAGO SD 299	Focused	Restructuring Planning	465	Elementary	59.7	68.8
KING MIDDLE GRADE SCHOOL	KANKAKEE SD 111	Focused	Restructuring Planning	511	Elementary	57.4	78.5
MANNHEIM MIDDLE SCHOOL	MANNHEIM SD 83	Focused	Restructuring Planning	927	Middle	67.1	76
SCHRUM MEMORIAL SCHOOL	HOOVER-SCHRUM MEMORIAL SD 157	Focused	Restructuring Planning	344	Middle	54.7	65.7
THOMAS JEFFERSON MIDDLE SCHOOL	WAUKEGAN CUSD 60	Focused	Restructuring Planning	805	Middle	67.9	70.1
WIRTH-PARKS MIDDLE SCHOOL	CAHOKIA CUSD 187	Focused	Restructuring Planning	1057	Middle	59.5	70.4
GOMPERS JUNIOR HIGH SCHOOL	JOLIET PSD 86	Focused	Restructuring Planning	830	Middle	60.8	73.9
HUFFORD JUNIOR HIGH SCHOOL	JOLIET PSD 86	Focused	Restructuring Planning	950	Middle	63.7	72.2
EVANSTON TWP HIGH SCHOOL	EVANSTON TWP HSD 202	Focused	Restructuring Planning	791	High	67.3	67.1
GLENBARD EAST HIGH SCHOOL	GLENBARD TWP HSD 87	Focused	Restructuring Planning	603	High	59.9	62.8
WILLOWBROOK HIGH SCHOOL	DU PAGE HSD 88	Focused	Restructuring Planning	480	High	58.5	60

### Schools Information by Category and Phase of Improvement

School Name	Percent meeting/exceeding state target by subgroup and subject																		Attendance	Graduation	% class not HQT
	White		Black		Hispanic		Asian		Native American		Multi/Racial		LEP		IEP		Low Income				
	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math			
C F SIMMONS MIDDLE SCHOOL	.	.	54.7	56.6	53.6	66.3	.	.	.	.	.	.	36.8	52.6	15.9	25.2	53.7	66.8	93.6	.	1.6
K D WALDO MIDDLE SCHOOL	75.8	83.9	49.2	55.6	54.4	71.5	.	.	.	.	.	.	42.3	62.5	18.3	27.6	52.2	69.7	93	.	2.7
KANKAKEE JUNIOR HIGH SCHOOL	84	85.6	55.6	62	68.2	70	.	.	.	.	.	.	.	.	30.6	38.3	58.3	63.1	90	.	0
JACK BENNY MIDDLE SCHOOL	.	.	44.7	57	64	70	.	.	.	.	.	.	62.6	61.6	30.3	34.4	59.8	66.4	94.9	.	4.1
DANIEL WEBSTER MIDDLE SCHOOL	.	.	55	53.2	64.7	66.1	.	.	.	.	.	.	62.8	61.3	25.2	30.9	59.9	62.6	91.9	.	7
ROBERT E ABBOTT MIDDLE SCHOOL	85.3	88.2	57	65	68.9	75.4	.	.	.	.	.	.	68.5	72.1	29.9	37	66.7	74.3	93.9	.	0
DIRKSEN JUNIOR HIGH SCHOOL	68.1	81.6	47.9	72.9	67.9	83.9	.	.	.	.	.	.	.	.	15.3	45.1	59.7	76.7	93.1	.	0
WASHINGTON JUNIOR HIGH SCHOOL	83.7	89.6	49.5	55.4	65.8	78.5	.	.	.	.	.	.	.	.	16.5	24.3	55.1	63.1	92.3	.	0
PIKELAND COMMUNITY SCHOOL	73.1	79.7	.	.	.	.	.	.	.	.	.	.	.	.	28.2	42.1	59	72.6	95.2	.	2.9
ELLIS ARTS ACADEMY	67.9	83	48.2	63.1	.	.	.	.	.	.	.	.	.	.	10.9	24.4	52.2	65.6	93	.	0
WM NASHOLD ELEM SCHOOL	50.9	78.1	.	.	67.1	79	.	.	.	.	.	.	67.5	77.1	14.6	37.5	57.5	77.2	94.8	.	0
T ROOSEVELT ELEM SCHOOL	.	.	.	.	60.3	81.1	.	.	.	.	.	.	66.8	83.1	30.3	48.5	59.3	80.4	95.7	.	0
CENTRAL PARK ELEM SCHOOL	65.6	84	47.5	68.8	62.7	85.1	.	.	.	.	.	.	.	.	20.9	39.5	45.9	68.8	94.1	.	0
CHASE ELEM SCHOOL	.	.	.	.	57.4	76.3	.	.	.	.	.	.	46.9	67.1	.	.	57.8	76.5	95.6	.	40
CORKERY ELEM SCHOOL	.	.	46.3	47.4	67.1	79.2	.	.	.	.	.	.	66.3	81.8	16.3	18.4	60.9	69.9	95.6	.	25
EBERHART ELEM SCHOOL	.	.	.	.	73.6	78.3	.	.	.	.	.	.	66	72.2	17.1	20.7	72.7	76.5	95.7	.	28.4
LINNE ELEM SCHOOL	.	.	.	.	66	73	.	.	.	.	.	.	60.6	56.6	23.9	38.6	65.1	72.8	95.9	.	37.5
MADISON ELEM SCHOOL	.	.	53.4	63.7	.	.	.	.	.	.	.	.	.	.	.	.	54.7	64.2	91.9	.	31.8
NIGHTINGALE ELEM SCHOOL	.	.	.	.	67.8	75.9	.	.	.	.	.	.	61.1	71.6	22.7	29.1	66.6	74.8	95.9	.	28.9
NOBEL ELEM SCHOOL	.	.	46.4	33.9	61.2	62.9	.	.	.	.	.	.	54.6	56.3	16.7	13	59.1	59.1	94.6	.	32.4
PECK ELEM SCHOOL	.	.	.	.	70.9	73.1	.	.	.	.	.	.	66.9	65.4	25	29.4	69.7	73	95.9	.	34.7
REILLY ELEM SCHOOL	74.7	82.4	.	.	68.5	71.7	.	.	.	.	.	.	67	69.1	20	24.1	68.6	72.6	97.8	.	26.3
SHOOP MATH-SCI TECH ELEM ACADEMY	.	.	59.7	65.3	.	.	.	.	.	.	.	.	.	.	10.2	12.5	57.5	64	92.4	.	32.3
STOWE ELEM SCHOOL	.	.	.	.	54.2	58	.	.	.	.	.	.	52.5	57.7	19	20	53.6	57.3	93.2	.	29.4
TALCOTT ELEM SCHOOL	.	.	.	.	67.2	66.7	.	.	.	.	.	.	62.5	65.2	23.4	17	66.5	66.9	94.7	.	31.6
NINOS HEROES ELEM ACADEMIC CTR	.	.	49	46.7	67	73.4	.	.	.	.	.	.	.	.	19.6	8.9	52.1	52.5	93.2	.	30
DE DIEGO ELEM COMMUNITY ACADEMY	.	.	43.8	51.6	67.7	74	.	.	.	.	67.2	71.9	.	.	20	26.2	64.5	70.6	95.1	.	43.2
MADERO MIDDLE SCHOOL	.	.	.	.	60.5	70.4	.	.	.	.	.	.	31.9	50	.	.	59.9	70.1	95.7	.	25.7
MARSHALL MIDDLE SCHOOL	.	.	.	.	64.9	74.4	.	.	.	.	.	.	42	61.2	26.8	27.5	65	72.1	94.6	.	25
CHAVEZ ELEM MULTICULTURAL ACAD C	.	.	.	.	60.9	74.7	.	.	.	.	.	.	55.2	69.3	22.5	35.7	57.6	71.5	94.9	.	33.3
IRVING PARK MIDDLE SCHOOL	.	.	.	.	71.5	80.4	.	.	.	.	.	.	52.8	70.8	28.9	35.6	72.4	80	93.9	.	31.3
LITTLE VILLAGE ELEM SCHOOL	.	.	.	.	59.9	68.8	.	.	.	.	.	.	52.1	61.8	14	27.5	59.7	68.8	96.5	.	29.6
KING MIDDLE GRADE SCHOOL	70.2	91.2	52.8	76.6	58.4	75.3	.	.	.	.	.	.	.	.	20	54.1	55.6	76.6	94.1	.	0
MANNHEIM MIDDLE SCHOOL	73.3	80.3	.	.	62.9	74.2	.	.	.	.	.	.	.	.	20.5	39.8	62.3	73	94	.	0
SCHRUM MEMORIAL SCHOOL	.	.	52.8	62	.	.	.	.	.	.	.	.	.	.	18.2	21.8	51.5	65.5	93.8	.	13
THOMAS JEFFERSON MIDDLE SCHOOL	98	94	57.8	59.7	66.4	69.2	.	.	.	.	.	.	61.1	60.9	21.8	24.7	62.2	66.7	95	.	2.4
WIRTH-PARKS MIDDLE SCHOOL	80.4	83.9	57.8	69.3	.	.	.	.	.	.	.	.	.	.	27.9	39.3	57.7	69.5	91.6	.	0
GOMPERS JUNIOR HIGH SCHOOL	66.2	77.9	55	72.3	61.7	73.8	.	.	.	.	.	.	42.4	47	22.8	46.3	59.5	73.4	93.3	.	0
HUFFORD JUNIOR HIGH SCHOOL	71.4	79.5	49.8	58	69.8	79.3	.	.	.	.	.	.	.	.	21.6	33.9	60.3	70.3	93.1	.	0
EVANSTON TWP HIGH SCHOOL	90.4	90.7	36	35.6	35.2	35.8	.	.	.	.	.	.	.	.	38.8	28.4	36.8	31.7	.	88.9	0
GLENBARD EAST HIGH SCHOOL	68.6	72.2	.	.	39.7	39.7	47.9	54.8	.	.	.	.	.	.	21.4	21.4	35.7	41.8	.	88.7	0.5
WILLOWBROOK HIGH SCHOOL	62.2	65.8	.	.	47.3	49.1	.	.	.	.	.	.	.	.	17.4	8.7	32.7	34.6	.	93.7	0

### Schools Information by Category and Phase of Improvement

School Name	District Name	Proposed Category	Designation	Enrollment	School Type	% meet/exceed	
						"ALL"	
						Read	Math
COMM H S DIST 99 - SOUTH HIGH SCH	CHSD 99	Focused	Restructuring Planning	779	High	64.9	66.8
LAKE PARK HIGH SCHOOL	LAKE PARK CHSD 108	Focused	Restructuring Planning	681	High	64.3	65.6
CARBONDALE COMM H S	CARBONDALE CHSD 165	Focused	Restructuring Planning	255	High	60.3	60.3
STILES INVESTIGATIVE LRNING MAGNT	ROCKFORD SD 205	Comprehensive	Improvement, Year 1	122	Elementary	39.1	65.2
LEWIS LEMON GLOBAL STUDIES ACAD	ROCKFORD SD 205	Comprehensive	Improvement, Year 1	238	Elementary	39.7	66.8
BURR OAK ELEM SCHOOL	CALUMET PUBLIC SD 132	Comprehensive	Improvement, Year 1	395	Elementary	40.2	57.1
WASHINGTON ELEM SCHOOL	DOLTON SD 148	Comprehensive	Improvement, Year 1	204	Elementary	47	71.3
DIEKMAN ELEM SCHOOL	DOLTON SD 149	Comprehensive	Improvement, Year 1	133	Elementary	37.9	53.5
DR CHARLES E GAVIN ELEM SCHOOL	CHICAGO HEIGHTS SD 170	Comprehensive	Improvement, Year 1	101	Elementary	28.3	42.9
OVERTON ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 1	246	Elementary	49.5	43.7
CLAREMONT ACADEMY ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 1	431	Elementary	41.4	51.4
HARRIS ELEM SCHOOL	MADISON CUSD 12	Comprehensive	Improvement, Year 1	67	Elementary	41.2	64.7
TYNG PRIMARY SCHOOL	PEORIA SD 150	Comprehensive	Improvement, Year 1	226	Elementary	25.3	33.8
ENOS ELEM SCHOOL	SPRINGFIELD SD 186	Comprehensive	Improvement, Year 1	105	Elementary	40.6	62.5
UNITY JR HIGH SCH WEST CAMPUS	CICERO SD 99	Comprehensive	Improvement, Year 1	1330	Middle	52.1	59.3
J STERLING MORTON WEST HIGH SCH	J S MORTON HSD 201	Comprehensive	Improvement, Year 1	766	High	41.5	39.4
YOUNG WOMENS LEADERSHIP CHARTR		Comprehensive	Improvement, Year 1	154	High	52.6	42.2
ASPIRA CHARTER HIGH SCHOOL		Comprehensive	Improvement, Year 1	573	High	53.2	58.8
CHICAGO MILITARY ACADEMY HS	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 1	100	High	47.9	33.3
SCHOOL OF TECHNOLOGY HIGH SCHOC	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 1	114	High	10.3	4.6
BIG PICTURE HS -BACK OF THE YARDS	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 1	24	High	13.6	13.6
GLOBAL VISIONS HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 1	73	High	13.8	5.2
BIG PICTURE HS - METRO	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 1	22	High	19	4.8
SPRY COMMUNITY LINKS HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 1	32	High	25	25
AASTA - ORR HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 1	62	High	18	6
EXCEL - ORR HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 1	73	High	22	10
MOUNT VERNON HIGH SCHOOL	MT VERNON TWP HSD 201	Comprehensive	Improvement, Year 1	311	High	45.7	40
MUNDELEIN CONS HIGH SCHOOL	MUNDELEIN CONS HSD 120	Comprehensive	Improvement, Year 1	508	High	50.3	54.5
LA SALLE-PERU TWP HIGH SCHOOL	LA SALLE-PERU TWP HSD 120	Comprehensive	Improvement, Year 1	264	High	58.4	49.4
OTTAWA TOWNSHIP HIGH SCHOOL	OTTAWA TWP HSD 140	Comprehensive	Improvement, Year 1	332	High	54.6	49.2
EAST PEORIA HIGH SCHOOL	EAST PEORIA CHSD 309	Comprehensive	Improvement, Year 1	285	High	58.3	45.5
FULLER ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	216	Elementary	36.7	39.5
KERSHAW ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	132	Elementary	42	47.7
NEIL ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	232	Elementary	54.6	65.6
WEBSTER ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	339	Elementary	44.6	55.4
A J KATZENMAIER ELEM SCHOOL	NORTH CHICAGO SD 187	Comprehensive	Improvement, Year 2	190	Elementary	47.3	79.5
NORTH ELEMENTARY SCHOOL	NORTH CHICAGO SD 187	Comprehensive	Improvement, Year 2	170	Elementary	39.9	50.3
HARRISON PRIMARY SCHOOL	PEORIA SD 150	Comprehensive	Improvement, Year 2	181	Elementary	34	61.3
DONALD MCHENRY ELEMENTARY SCHO	EAST ST LOUIS SD 189	Comprehensive	Improvement, Year 2	121	Elementary	43.1	54.6
DONGOLA HIGH SCHOOL	DONGOLA SUD 66	Comprehensive	Improvement, Year 2	15	High	7.7	23.1
THORNTON FRACTNL NO HIGH SCHOOL	THORNTON FRACTIONAL TWP HSD 215	Comprehensive	Improvement, Year 2	206	High	31.3	30.7
RICH CENTRAL CAMPUS HIGH SCHOOL	RICH TWP HSD 227	Comprehensive	Improvement, Year 2	327	High	36.5	23.4



### Schools Information by Category and Phase of Improvement

School Name	Percent meeting/exceeding state target by subgroup and subject																		Attendance	Graduation	% class not HQT	
	White		Black		Hispanic		Asian		Native American		Multi/Racial		LEP		IEP		Low Income					
	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math				
COMM H S DIST 99 - SOUTH HIGH SCH	69.5	70.8	30.4	28.3	46.4	41.1	65.9	80.5	.	.	.	.	.	.	33.7	30.1	43.1	38.5	.	.	95.4	0
LAKE PARK HIGH SCHOOL	68.8	68.8	.	.	39.7	45.2	72.7	78.2	.	.	.	.	.	.	38.9	31.9	.	.	.	.	94.3	0
CARBONDALE COMM H S	76.7	76	22.6	19.4	.	.	.	.	.	.	.	.	.	.	.	.	32	30.7	.	.	97.5	0
STILES INVESTIGATIVE LRNING MAGNT	.	.	19.6	51.8	.	.	.	.	.	.	.	.	.	.	.	.	38.1	65.5	92.2	.	0	0
LEWIS LEMON GLOBAL STUDIES ACAD	.	.	39.8	66.7	.	.	.	.	.	.	.	.	.	.	.	.	39.3	66.2	93.9	.	0	0
BURR OAK ELEM SCHOOL	.	.	36.9	58.6	52.5	49.2	.	.	.	.	.	.	.	54.8	50	.	.	40.2	57.3	94.4	.	5
WASHINGTON ELEM SCHOOL	.	.	47.2	72.7	.	.	.	.	.	.	.	.	.	.	.	.	46.2	74.5	93.6	.	0	0
DIEKMAN ELEM SCHOOL	.	.	38.4	52.9	.	.	.	.	.	.	.	.	.	.	.	.	34.3	50.7	94.6	.	0	0
DR CHARLES E GAVIN ELEM SCHOOL	.	.	27.8	42.7	.	.	.	.	.	.	.	.	.	.	.	.	28.9	42.7	86.6	.	4.3	0
OVERTON ELEM SCHOOL	.	.	49.7	43.7	.	.	.	.	.	.	.	.	.	.	.	.	49.3	43.3	92.1	.	35.3	0
CLAREMONT ACADEMY ELEM SCHOOL	.	.	41.6	51.9	.	.	.	.	.	.	.	.	.	.	7.6	4.5	41.1	52.5	92.2	.	23.1	0
HARRIS ELEM SCHOOL	.	.	41.7	62.5	.	.	.	.	.	.	.	.	.	.	.	.	42	66	92.4	.	0	0
TYNG PRIMARY SCHOOL	.	.	22.4	30.8	.	.	.	.	.	.	.	.	.	.	20	18.3	25.7	34.4	92.7	.	0	0
ENOS ELEM SCHOOL	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	35.3	62.7	91.8	.	0	0
UNITY JR HIGH SCH WEST CAMPUS	.	.	.	.	52.3	59.8	.	.	.	.	.	.	.	48.7	58.9	22.8	29.5	51.8	58.9	94.9	.	1.8
J STERLING MORTON WEST HIGH SCH	52.9	47.1	.	.	36.2	34.4	.	.	.	.	.	.	.	34.8	10.9	31.1	31.1	36.3	34.3	.	76.7	0
YOUNG WOMENS LEADERSHIP CHARTR	.	.	55.4	46.5	.	.	.	.	.	.	.	.	.	.	.	.	48.1	40.6	.	82.2	12.5	0
ASPIRA CHARTER HIGH SCHOOL	.	.	.	.	51.2	57.8	.	.	.	.	.	.	.	28.9	50.2	21.1	15.5	51.9	57.9	.	56.8	20
CHICAGO MILITARY ACADEMY HS	.	.	55	28.3	.	.	.	.	.	.	.	.	.	.	.	.	46.8	37.7	.	80.3	0	0
SCHOOL OF TECHNOLOGY HIGH SCHOC	.	.	10.3	4.6	.	.	.	.	.	.	.	.	.	.	.	.	10.8	2.7	.	62.5	14.7	0
BIG PICTURE HS -BACK OF THE YARDS	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	85.7	0	0
GLOBAL VISIONS HIGH SCHOOL	.	.	13	5.6	.	.	.	.	.	.	.	.	.	.	.	.	12	2	.	58.5	10	0
BIG PICTURE HS - METRO	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	88.9	10	0
SPRY COMMUNITY LINKS HIGH SCHOOL	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	97	.	0
AASTA - ORR HIGH SCHOOL	.	.	19.1	6.4	.	.	.	.	.	.	.	.	.	.	.	.	18.8	6.3	.	100	15.6	0
EXCEL - ORR HIGH SCHOOL	.	.	20	11.1	.	.	.	.	.	.	.	.	.	.	.	.	22.4	10.2	.	100	10.8	0
MOUNT VERNON HIGH SCHOOL	48.7	44.4	.	.	.	.	.	.	.	.	.	.	.	.	8.9	7.1	31.6	16.5	.	74.9	0	0
MUNDELEIN CONS HIGH SCHOOL	61.1	64.4	.	.	20.5	26.8	.	.	.	.	.	.	.	.	24.6	23.2	25.5	28.7	.	95.1	0	0
LA SALLE-PERU TWP HIGH SCHOOL	59.5	50	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	88.8	0	0
OTTAWA TOWNSHIP HIGH SCHOOL	54.9	49.2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	92.1	0	0
EAST PEORIA HIGH SCHOOL	58.4	46.4	.	.	.	.	.	.	.	.	.	.	.	.	.	.	43.9	27.3	.	84.6	0	0
FULLER ELEM SCHOOL	.	.	36.7	39.5	.	.	.	.	.	.	.	.	.	.	.	.	36.9	39.2	92.1	.	46.7	0
KERSHAW ELEM SCHOOL	.	.	42.9	50	.	.	.	.	.	.	.	.	.	.	.	.	42.5	48.3	89	.	30	0
NEIL ELEM SCHOOL	.	.	54.2	65.5	.	.	.	.	.	.	.	.	.	.	21.2	32.7	48.1	60.6	89.7	.	27.3	0
WEBSTER ELEM SCHOOL	.	.	44.4	54.9	.	.	.	.	.	.	.	.	.	.	.	.	44.4	54.9	93.7	.	40.9	0
A J KATZENMAIER ELEM SCHOOL	.	.	47.1	80.8	.	.	.	.	.	.	.	.	.	.	.	.	44	77.6	92.7	.	0	0
NORTH ELEMENTARY SCHOOL	.	.	.	.	43.2	49.6	.	.	.	.	.	.	.	45.3	47.2	.	.	.	92.5	.	5.9	0
HARRISON PRIMARY SCHOOL	.	.	31.1	57.1	.	.	.	.	.	.	.	.	.	.	30.6	63.3	35	63	93.1	.	0	0
DONALD MCHENRY ELEMENTARY SCHO	.	.	43.1	54.6	.	.	.	.	.	.	.	.	.	.	.	.	43.5	55.1	91	.	0	0
DONGOLA HIGH SCHOOL	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	92.3	0	0
THORNTON FRACTNL NO HIGH SCHOOL	.	.	24.8	22.4	.	.	.	.	.	.	.	.	.	.	.	.	23.9	25.7	.	77.2	0	0
RICH CENTRAL CAMPUS HIGH SCHOOL	.	.	36	22.1	.	.	.	.	.	.	.	.	.	.	.	.	28.8	13.6	.	90.1	0	0

### Schools Information by Category and Phase of Improvement

School Name	District Name	Proposed Category	Designation	Enrollment	School Type	% meet/exceed	
						"ALL"	
						Read	Math
BOGAN HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	420	High	22.8	13.5
KENNEDY HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	311	High	32.5	30.2
MATHER HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	476	High	33	22.4
ROOSEVELT HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	324	High	26.3	18.9
STEINMETZ ACADEMIC CENTRE HS	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	424	High	34.3	30.4
WASHINGTON, G HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	315	High	26.3	15.7
DUNBAR VOCATIONAL CAREER ACAD HS	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	354	High	10.8	4.1
HOPE COLLEGE PREP HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	175	High	55	36.3
BOWEN ENVIRONMENTAL STUDIES HS	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	45	High	20	5.7
ENTREPRENEURSHIP HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	103	High	17.9	10.3
SCHOOL OF THE ARTS HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	89	High	9.5	9.5
SCHOOL OF LEADERSHIP HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	64	High	16.3	2.3
VINES PREPARATORY ACADEMY HS	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 2	83	High	12.5	4.2
MERIDIAN ELEMENTARY SCHOOL	MERIDIAN CUSD 101	Comprehensive	Improvement, Year 3	278	Elementary	45.7	63.8
MCINTOSH SCIENCE AND TECH MAGNET	ROCKFORD SD 205	Comprehensive	Improvement, Year 3	208	Elementary	48.5	74.1
POSEN ELEM SCHOOL	POSEN-ROBBINS ESD 143-5	Comprehensive	Improvement, Year 3	363	Elementary	46.4	65.3
BONTEMPS ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 3	259	Elementary	39.1	41.6
NATIONAL TEACHERS ELEM ACADEMY	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 3	329	Elementary	45.3	57
LORENZO R SMITH ELEM SCHOOL	PEMBROKE CCSD 259	Comprehensive	Improvement, Year 3	192	Elementary	48.9	57.1
EGYPTIAN SR HIGH SCHOOL	EGYPTIAN CUSD 5	Comprehensive	Improvement, Year 3	51	High	28.3	15.2
CENTRALIA HIGH SCHOOL	CENTRALIA HSD 200	Comprehensive	Improvement, Year 3	258	High	47.2	49.4
WEST LEYDEN HIGH SCHOOL	LEYDEN CHSD 212	Comprehensive	Improvement, Year 3	286	High	44.5	44.8
CHICAGO DISCOVERY ACADEMY HS	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 3	66	High	19	8.6
PHOENIX MILITARY ACADEMY HS	CITY OF CHICAGO SD 299	Comprehensive	Improvement, Year 3	46	High	23.8	11.9
MADISON SENIOR HIGH SCHOOL	MADISON CUSD 12	Comprehensive	Improvement, Year 3	60	High	18.4	13
CAHOKIA HIGH SCHOOL	CAHOKIA CUSD 187	Comprehensive	Improvement, Year 3	170	High	26.4	24.2
WASHINGTON COMMUNICATION ACAD	ROCKFORD SD 205	Comprehensive	Restructuring Implementation	139	Elementary	31.6	66.7
GARFIELD ELEM SCHOOL	MAYWOOD-MELROSE PARK-BROADVIEW	Comprehensive	Restructuring Implementation	346	Elementary	44.3	51.9
IRVING ELEM SCHOOL	MAYWOOD-MELROSE PARK-BROADVIEW	Comprehensive	Restructuring Implementation	363	Elementary	49.3	64.3
WASHINGTON ELEM SCHOOL	MAYWOOD-MELROSE PARK-BROADVIEW	Comprehensive	Restructuring Implementation	282	Elementary	48.3	62.6
LIBERTY ELEM SCHOOL	CICERO SD 99	Comprehensive	Restructuring Implementation	90	Elementary	40.7	79
CICERO WEST ELEMENTARY SCHOOL	CICERO SD 99	Comprehensive	Restructuring Implementation	298	Elementary	49.3	68.3
COLUMBUS WEST ELEMENTARY SCHOOL	CICERO SD 99	Comprehensive	Restructuring Implementation	597	Elementary	51.4	71.4
GEN GEORGE PATTON ELEM SCHOOL	GEN GEORGE PATTON SD 133	Comprehensive	Restructuring Implementation	255	Elementary	43.4	62.4
WASHINGTON ELEM SCHOOL	W HARVEY-DIXMOOR PSD 147	Comprehensive	Restructuring Implementation	209	Elementary	43.2	53.2
WILSON ELEM SCHOOL	CHICAGO HEIGHTS SD 170	Comprehensive	Restructuring Implementation	265	Elementary	40.4	52.7
LINCOLN ELEM SCHOOL	CHICAGO HEIGHTS SD 170	Comprehensive	Restructuring Implementation	110	Elementary	44.6	45.7
JACKSON, M ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	220	Elementary	40.7	40.7
MORGAN ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	229	Elementary	34.3	42.1
ALTGELD ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	454	Elementary	50	69.7
ATTUCKS ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	222	Elementary	47.7	46.7
BANNEKER ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	272	Elementary	44.8	56

### Schools Information by Category and Phase of Improvement

School Name	Percent meeting/exceeding state target by subgroup and subject																		Attendance	Graduation	% class not HQT		
	White		Black		Hispanic		Asian		Native American		Multi/Racial		LEP		IEP		Low Income						
	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math					
BOGAN HIGH SCHOOL	.	.	21.4	11.1	25.7	16.8	.	.	.	.	.	.	.	.	4.3	2.2	21.6	13.5	.	.	65.8	5.7	
KENNEDY HIGH SCHOOL	43.7	32.2	.	.	29.5	30.8	.	.	.	.	.	.	.	.	.	.	31.8	31.8	.	.	64.1	4.8	
MATHER HIGH SCHOOL	35.6	27.8	.	.	29	15.3	43.2	38.6	.	.	.	.	.	47.1	18.8	16.4	9.1	32.3	21.3	.	.	76.1	2.4
ROOSEVELT HIGH SCHOOL	.	.	.	.	24.3	15.8	.	.	.	.	.	.	.	38.8	17.9	8.9	6.7	25.8	18	.	.	57.4	4.1
STEINMETZ ACADEMIC CENTRE HS	51.1	46.8	25.8	21.6	32.2	27.4	.	.	.	.	.	.	.	.	.	20.3	20.3	32.6	28.9	.	.	62.7	5.5
WASHINGTON, G HIGH SCHOOL	.	.	22.4	6.9	26.6	18.1	.	.	.	.	.	.	.	.	.	.	24.3	13.1	.	.	73.2	12.2	
DUNBAR VOCATIONAL CAREER ACAD HS	.	.	10.3	3.5	.	.	.	.	.	.	.	.	.	.	.	.	9.5	3.5	.	.	74	3.2	
HOPE COLLEGE PREP HIGH SCHOOL	.	.	54.8	36.1	.	.	.	.	.	.	.	.	.	.	.	.	55.1	37.4	.	.	86.7	13.5	
BOWEN ENVIRONMENTAL STUDIES HS	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	64.7	8.6	
ENTREPRENEURSHIP HIGH SCHOOL	.	.	18.2	10.4	.	.	.	.	.	.	.	.	.	.	.	.	17.2	9.2	.	.	56.3	4.4	
SCHOOL OF THE ARTS HIGH SCHOOL	.	.	9.9	9.9	.	.	.	.	.	.	.	.	.	.	.	.	9.6	9.6	.	.	59.3	3.6	
SCHOOL OF LEADERSHIP HIGH SCHOOL	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	65.3	0	
VINES PREPARATORY ACADEMY HS	.	.	12.3	3.1	.	.	.	.	.	.	.	.	.	.	.	.	12.5	4.2	.	.	48.7	9.8	
MERIDIAN ELEMENTARY SCHOOL	63.9	71.2	37.6	59.2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	93.3	.	0	
MCINTOSH SCIENCE AND TECH MAGNET	.	.	40.2	65.5	.	.	.	.	.	.	.	.	.	.	.	.	47.5	73.3	93.5	.	0		
POSEN ELEM SCHOOL	.	.	39	57.1	54.2	72.9	.	.	.	.	.	.	.	.	.	.	44.8	67.2	93.4	.	0		
BONTEMPS ELEM SCHOOL	.	.	39.1	41.6	.	.	.	.	.	.	.	.	.	.	.	.	38.1	40.1	92.3	.	41.2		
NATIONAL TEACHERS ELEM ACADEMY	.	.	45.7	57.1	.	.	.	.	.	.	.	.	.	.	.	.	45.2	56.8	91.4	.	26.1		
LORENZO R SMITH ELEM SCHOOL	.	.	47.5	56.6	.	.	.	.	.	.	.	.	.	.	.	.	47.5	56	92.7	.	0		
EGYPTIAN SR HIGH SCHOOL	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	90.7	0	
CENTRALIA HIGH SCHOOL	49.2	52.8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	37.1	38.2	.	.	73.6	0	
WEST LEYDEN HIGH SCHOOL	58.4	51.5	.	.	32.9	38.5	.	.	.	.	.	.	.	.	21.3	12.8	.	.	.	.	84.6	0	
CHICAGO DISCOVERY ACADEMY HS	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	17.9	8.9	.	.	59.5	8.6	
PHOENIX MILITARY ACADEMY HS	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	45.9	0	
MADISON SENIOR HIGH SCHOOL	.	.	14.9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	95.1	5.6	
CAHOKIA HIGH SCHOOL	.	.	22.2	19.7	.	.	.	.	.	.	.	.	.	.	.	.	23.4	21.3	.	.	98.9	0	
WASHINGTON COMMUNICATION ACAD	.	.	32.9	68.2	.	.	.	.	.	.	.	.	.	.	.	.	31.3	66.1	90.9	.	0		
GARFIELD ELEM SCHOOL	.	.	44	50.8	.	.	.	.	.	.	.	.	.	.	.	.	41.1	50.7	92.9	.	0		
IRVING ELEM SCHOOL	.	.	48.4	64	.	.	.	.	.	.	.	.	.	.	15.4	38.5	46.1	64.1	93.5	.	0		
WASHINGTON ELEM SCHOOL	.	.	48.5	63.5	.	.	.	.	.	.	.	.	.	.	.	.	48	61.9	92.6	.	0		
LIBERTY ELEM SCHOOL	.	.	.	.	42.7	81.3	.	.	.	.	.	.	.	44.9	83.7	.	41.3	80	95.5	.	0		
CICERO WEST ELEMENTARY SCHOOL	.	.	.	.	49.6	69.2	.	.	.	.	.	.	.	56.5	65.8	.	48.8	68.1	94.6	.	0		
COLUMBUS WEST ELEMENTARY SCHOC	.	.	.	.	51.7	71.3	.	.	.	.	.	.	.	51.2	69.9	.	50.9	70.4	94.4	.	8.1		
GEN GEORGE PATTON ELEM SCHOOL	.	.	43.6	62.2	.	.	.	.	.	.	.	.	.	.	.	8	26.5	43.9	61.3	91.8	.	7	
WASHINGTON ELEM SCHOOL	.	.	43.5	53.5	.	.	.	.	.	.	.	.	.	.	.	.	43.7	53.8	90.6	.	0		
WILSON ELEM SCHOOL	.	.	41.5	51.1	.	.	.	.	.	.	.	.	.	.	.	.	39.3	52.4	92.6	.	5.3		
LINCOLN ELEM SCHOOL	.	.	44.9	46.1	.	.	.	.	.	.	.	.	.	.	.	.	44.9	44.9	92.1	.	8.3		
JACKSON, M ELEM SCHOOL	.	.	40.9	40.9	.	.	.	.	.	.	.	.	.	.	17.4	15.6	40.1	40.8	91.4	.	35.7		
MORGAN ELEM SCHOOL	.	.	34.3	42.1	.	.	.	.	.	.	.	.	.	.	13.7	10	33.7	41.6	90.7	.	33.3		
ALTGELD ELEM SCHOOL	.	.	49.9	69.6	.	.	.	.	.	.	.	.	.	.	25.4	35.6	49.4	69.5	90.7	.	28.2		
ATTUCKS ELEM SCHOOL	.	.	48.2	47.2	.	.	.	.	.	.	.	.	.	.	.	.	47.7	46.7	93.9	.	9.1		
BANNEKER ELEM SCHOOL	.	.	45.7	56.7	.	.	.	.	.	.	.	.	.	.	.	.	44.8	56	89.7	.	35.3		

### Schools Information by Category and Phase of Improvement

School Name	District Name	Proposed Category	Designation	Enrolment	School Type	% meet/exceed	
						"ALL"	
						Read	Math
BARTON ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	531	Elementary	50.4	53.8
BASS ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	423	Elementary	41.4	42.4
NICHOLSON ELEM MATH & SCIENCE	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	281	Elementary	43.2	60.4
BEIDLER ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	325	Elementary	39.3	49.2
BETHUNE ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	222	Elementary	38.2	37.8
BOND ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	347	Elementary	45.5	58.2
BRADWELL COMM ARTS & SCI ELEM SCH	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	626	Elementary	50	55.3
HALEY ELEM ACADEMY	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	479	Elementary	47.6	57.4
BOUCHET ELEM MATH & SCIENCE ACAD	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	709	Elementary	43.7	38.8
BURKE ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	170	Elementary	42.3	56.1
CAMERON ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	661	Elementary	42.9	53.4
CATHER ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	160	Elementary	45.5	50
CHALMERS ELEM SPECIALTY SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	159	Elementary	43.5	38.2
CROWN ELEM COMM ACD FINE ARTS CT	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	265	Elementary	48	45.5
DELANO ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	308	Elementary	39.7	56.4
DENEEN ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	366	Elementary	45.3	48.4
DETT ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	243	Elementary	49.8	48.4
DULLES ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	302	Elementary	38.9	40.7
DUMAS ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	262	Elementary	35.5	32.1
EARLE ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	307	Elementary	39.3	44.4
EMMET ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	396	Elementary	45	58.4
ESMOND ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	293	Elementary	47.4	53.2
FARADAY ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	227	Elementary	44	51.2
FERMI ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	207	Elementary	45.3	46.8
FISKE ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	259	Elementary	48.9	59.3
FULTON ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	448	Elementary	35.2	42.2
WOODS ELEM MATH & SCIENCE ACADEM	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	411	Elementary	43.2	45
GLADSTONE ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	307	Elementary	40.8	48.6
GOLDBLATT ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	241	Elementary	47.8	57.1
GREGORY MATH & SCI ELEM ACADEMY	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	314	Elementary	49.8	59.3
GILLESPIE ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	476	Elementary	49.4	33.3
HARVARD ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	336	Elementary	31.4	31.7
HEARST ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	534	Elementary	43.6	48.3
HENDERSON ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	393	Elementary	34.1	47.3
HENSON ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	249	Elementary	41.8	53.7
HERBERT ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	245	Elementary	43.9	40
HERZL ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	407	Elementary	45.7	59.7
HINTON ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	348	Elementary	45.8	56.2
HOLMES ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	340	Elementary	47.7	50.9
HOWE ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	446	Elementary	37.3	43.3
JENNER ELEM ACADEMY OF THE ARTS	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	287	Elementary	44.3	59.2
JOHNSON ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	212	Elementary	45.8	53.9

### Schools Information by Category and Phase of Improvement

School Name	Percent meeting/exceeding state target by subgroup and subject																		Attendance	Graduation	% class not HQT
	White		Black		Hispanic		Asian		Native American		Multi/Racial		LEP		IEP		Low Income				
	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math			
BARTON ELEM SCHOOL	.	.	50.4	53.6	.	.	.	.	.	.	.	.	.	.	.	50.7	54.5	92.2	15.8		
BASS ELEM SCHOOL	.	.	42.1	42.4	.	.	.	.	.	.	.	.	.	.	.	41.2	42.4	89.6	28		
NICHOLSON ELEM MATH & SCIENCE	.	.	43.4	60.2	.	.	.	.	.	.	.	.	.	.	.	43.4	60.6	89.7	31.8		
BEIDLER ELEM SCHOOL	.	.	38.9	49	.	.	.	.	.	.	.	.	.	13.3	13.3	39.9	49.8	92.7	27.8		
BETHUNE ELEM SCHOOL	.	.	38.2	37.8	.	.	.	.	.	.	.	.	.	.	.	38.4	38	89.6	35.3		
BOND ELEM SCHOOL	.	.	45.8	58	.	.	.	.	.	.	.	.	.	11.9	20.3	45.2	58.6	90.3	36.4		
BRADWELL COMM ARTS & SCI ELEM SCH	.	.	50	55.3	.	.	.	.	.	.	.	.	.	20.4	8.7	55.1	61	86	30		
HALEY ELEM ACADEMY	.	.	47.9	57.5	.	.	.	.	.	.	.	.	.	29.4	25.5	47.5	57.3	92.5	27.6		
BOUCHET ELEM MATH & SCIENCE ACAD	.	.	43.4	38.6	.	.	.	.	.	.	.	.	.	14.3	10.8	43.2	38.4	90.3	25		
BURKE ELEM SCHOOL	.	.	42.1	56.2	.	.	.	.	.	.	.	.	.	.	.	42.3	56.1	90.1	23.1		
CAMERON ELEM SCHOOL	.	.	33.7	49.8	52	57.7	.	.	.	.	.	.	45.2	47.6	5.9	9.5	42.8	53.7	91.6	32.8	
CATHER ELEM SCHOOL	.	.	45	49.6	.	.	.	.	.	.	.	.	.	.	.	45.8	50.4	92.3	42.9		
CHALMERS ELEM SPECIALTY SCHOOL	.	.	43.4	38.8	.	.	.	.	.	.	.	.	.	.	.	43	37.5	91.5	42.9		
CROWN ELEM COMM ACD FINE ARTS CT	.	.	48.4	44.7	.	.	.	.	.	.	.	.	.	.	.	48.2	45.2	90.5	22.2		
DELANO ELEM SCHOOL	.	.	39.5	56.2	.	.	.	.	.	.	.	.	.	.	.	39.2	56	91	25		
DENEEN ELEM SCHOOL	.	.	45	48.6	.	.	.	.	.	.	.	.	.	.	.	44.7	46.7	92.8	36		
DETT ELEM SCHOOL	.	.	50.2	48.3	.	.	.	.	.	.	.	.	.	.	.	49.8	48.3	92.4	35		
DULLES ELEM SCHOOL	.	.	38.9	40.7	.	.	.	.	.	.	.	.	.	.	.	38.7	41.5	91.6	36.8		
DUMAS ELEM SCHOOL	.	.	35.4	31.4	.	.	.	.	.	.	.	.	.	.	.	35.9	32	90.5	40		
EARLE ELEM SCHOOL	.	.	39.6	44.4	.	.	.	.	.	.	.	.	.	.	.	39	44.7	91.3	33.3		
EMMET ELEM SCHOOL	.	.	45.1	58.2	.	.	.	.	.	.	.	.	.	.	.	44.8	58.2	91.8	30.8		
ESMOND ELEM SCHOOL	.	.	47	53.2	.	.	.	.	.	.	.	.	.	.	.	46.6	52.7	91.4	32		
FARADAY ELEM SCHOOL	.	.	43.3	50.6	.	.	.	.	.	.	.	.	.	.	.	43.9	51.2	91.5	40		
FERMI ELEM SCHOOL	.	.	44.5	45.7	.	.	.	.	.	.	.	.	.	.	.	45.9	46.7	89.7	16.7		
FISKE ELEM SCHOOL	.	.	48.6	59.2	.	.	.	.	.	.	.	.	.	.	.	47.9	58.6	92.4	36.8		
FULTON ELEM SCHOOL	.	.	31.7	37.7	.	.	.	.	.	.	.	.	.	.	.	34.7	41.8	89.5	37		
WOODS ELEM MATH & SCIENCE ACADEN	.	.	43.1	45	.	.	.	.	.	.	.	.	.	.	.	43.3	46.5	90	31.8		
GLADSTONE ELEM SCHOOL	.	.	38.8	46.6	.	.	.	.	.	.	.	.	.	.	.	41.2	51.1	90.9	33.3		
GOLDBLATT ELEM SCHOOL	.	.	47.8	56.4	.	.	.	.	.	.	.	.	.	.	.	47.3	57.4	91.5	26.3		
GREGORY MATH & SCI ELEM ACADEMY	.	.	50	59.1	.	.	.	.	.	.	.	.	.	.	.	49.6	58.9	90.5	27.8		
GILLESPIE ELEM SCHOOL	.	.	49.5	33.4	.	.	.	.	.	.	.	.	.	13	8.7	48.6	32.3	91.4	14.8		
HARVARD ELEM SCHOOL	.	.	31.1	31.4	.	.	.	.	.	.	.	.	.	.	.	31.7	31.6	88.9	28.6		
HEARST ELEM SCHOOL	.	.	40.6	43.2	49.4	60.2	.	.	.	.	.	.	.	14.9	16.4	43.6	49.1	91.1	21.9		
HENDERSON ELEM SCHOOL	.	.	33.8	47.1	.	.	.	.	.	.	.	.	.	.	.	33.9	46.9	90.1	34.8		
HENSON ELEM SCHOOL	.	.	41.9	54	.	.	.	.	.	.	.	.	.	.	.	40.5	55.5	90.1	35.3		
HERBERT ELEM SCHOOL	.	.	43.2	39.3	.	.	.	.	.	.	.	.	.	8.9	10.9	43.2	39.1	92.5	50		
HERZL ELEM SCHOOL	.	.	45.4	59.2	.	.	.	.	.	.	.	.	.	7.4	35.2	44.9	59.1	93.8	30		
HINTON ELEM SCHOOL	.	.	45.8	56.2	.	.	.	.	.	.	.	.	.	.	.	45.9	56.4	91.6	19		
HOLMES ELEM SCHOOL	.	.	47.7	50.6	.	.	.	.	.	.	.	.	.	.	.	47.1	50.4	90.7	28		
HOWE ELEM SCHOOL	.	.	37.5	44	.	.	.	.	.	.	.	.	.	15.8	9.1	38.4	44.5	89.5	32		
JENNER ELEM ACADEMY OF THE ARTS	.	.	44.8	58.7	.	.	.	.	.	.	.	.	.	15.1	38	44.5	59.4	90.3	26.3		
JOHNSON ELEM SCHOOL	.	.	45.8	53.9	.	.	.	.	.	.	.	.	.	.	.	45.7	54	90.3	35.3		

### Schools Information by Category and Phase of Improvement

School Name	District Name	Proposed Category	Designation	Enrollment	School Type	% meet/exceed	
						"ALL"	
						Read	Math
KEY ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	299	Elementary	41.9	39.6
KING ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	215	Elementary	49.4	59.2
KOHN ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	449	Elementary	44.2	48.3
LATHROP ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	213	Elementary	35.2	47.2
LAWNDALE ELEM COMMUNITY ACADEM	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	327	Elementary	40.9	54
LEWIS ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	659	Elementary	39.5	40.2
LIBBY ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	452	Elementary	38.9	50.5
LAWRENCE ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	442	Elementary	48.5	45.5
MANIERRE ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	368	Elementary	49.7	60.2
MARCONI ELEM COMMUNITY ACADEMY	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	219	Elementary	42.9	52.1
MASON ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	440	Elementary	46.3	46.3
MAY ELEM COMMUNITY ACADEMY	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	462	Elementary	40.8	49.2
MCKAY ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	931	Elementary	40.4	39.9
MEDILL ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	123	Elementary	23.6	26.2
MELODY ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	280	Elementary	47	65.4
MOOS ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	398	Elementary	50	69.2
MOUNT VERNON ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	237	Elementary	37.7	41
NASH ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	393	Elementary	35.5	42.1
OGLESBY ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	473	Elementary	50.3	43
O'KEEFFE ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	520	Elementary	49.2	46.6
PICCOLO ELEM SPECIALTY SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	544	Elementary	44.1	44.2
O'TOOLE ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	490	Elementary	44.7	46.9
PADEREWSKI ELEM LEARNING ACADEM	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	202	Elementary	38.5	48.1
PARKER ELEM COMMUNITY ACADEMY	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	371	Elementary	44.5	44.7
PARKMAN ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	172	Elementary	39.5	50.9
PARK MANOR ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	266	Elementary	47.1	40.5
PRICE LIT & WRITING ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	281	Elementary	44.3	51.1
PULLMAN ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	269	Elementary	44	49.5
JOHNS ELEM COMMUNITY ACADEMY	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	350	Elementary	42.4	49.4
REAVIS ELEM MATH & SCI SPEC SCHL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	264	Elementary	45.2	50.7
REED ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	224	Elementary	35.5	38.7
REVERE ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	355	Elementary	48.6	61.7
ROSS ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	330	Elementary	42	34.9
RYERSON ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	344	Elementary	40.5	46.1
ASHE ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	550	Elementary	45.2	46.3
SCHILLER ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	190	Elementary	29.8	45.5
SCHNEIDER ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	99	Elementary	45.7	54.3
SEXTON ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	338	Elementary	39.7	50.2
MIRELES ELEM ACADEMY	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	793	Elementary	45.7	48.8
SHERMAN ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	444	Elementary	34.4	37.8
SMYTH, J ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	311	Elementary	36.7	42.4
SPENCER ELEM MATH & SCI ACADEMY	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	587	Elementary	42.1	48.9

### Schools Information by Category and Phase of Improvement

School Name	Percent meeting/exceeding state target by subgroup and subject																		Attendance	Graduation	% class not HQT
	White		Black		Hispanic		Asian		Native American		Multi/Racial		LEP		IEP		Low Income				
	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math			
KEY ELEM SCHOOL	.	.	41.8	39.8	.	.	.	.	.	.	.	.	.	.	.	41.4	39.4	91.6	11.1		
KING ELEM SCHOOL	.	.	43.6	54.3	.	.	.	.	.	.	.	.	.	.	.	49.4	59.2	89	35		
KOHN ELEM SCHOOL	.	.	44.6	47.8	.	.	.	.	.	.	.	.	.	10	12	43.9	48.1	89.3	28		
LATHROP ELEM SCHOOL	.	.	35.2	47.2	.	.	.	.	.	.	.	.	.	.	.	38	53.7	91.4	29.4		
LAWNDALE ELEM COMMUNITY ACADEM	.	.	40.8	54	.	.	.	.	.	.	.	.	.	.	.	40.9	54	93	35		
LEWIS ELEM SCHOOL	.	.	38.9	39.6	.	.	.	.	.	.	.	.	.	11.4	8.9	39.4	40.1	91.4	25		
LIBBY ELEM SCHOOL	.	.	38.9	50	.	.	.	.	.	.	.	.	.	5.5	9.1	39.5	50	91.2	37.5		
LAWRENCE ELEM SCHOOL	.	.	48.8	45.5	.	.	.	.	.	.	.	.	.	.	.	48.5	45.5	90.4	40.9		
MANIERRE ELEM SCHOOL	.	.	49.6	59.9	.	.	.	.	.	.	.	.	.	13.2	23	49.5	60.1	92.6	23.1		
MARCONI ELEM COMMUNITY ACADEMY	.	.	42.5	52.5	.	.	.	.	.	.	.	.	.	.	.	41.4	51	92.7	28.6		
MASON ELEM SCHOOL	.	.	46.3	46.3	.	.	.	.	.	.	.	.	.	.	.	46.4	46.7	90.5	33.3		
MAY ELEM COMMUNITY ACADEMY	.	.	39.9	48.5	.	.	.	.	.	.	.	.	.	11.5	12.9	41	50.2	90.6	29.2		
MCKAY ELEM SCHOOL	.	.	38.2	38.2	.	.	.	.	.	.	.	.	.	11.3	8	39.6	40.8	90.9	20		
MEDILL ELEM SCHOOL	.	.	23.6	26.2	.	.	.	.	.	.	.	.	.	.	.	22.9	26.4	88.4	45.5		
MELODY ELEM SCHOOL	.	.	47	65.5	.	.	.	.	.	.	.	.	.	.	.	47	65.4	93	28.6		
MOOS ELEM SCHOOL	.	.	32.7	57.1	53	72.7	.	.	.	.	.	.	46.3	68.6	9.3	20	50.1	69.5	93.3	34.6	
MOUNT VERNON ELEM SCHOOL	.	.	37.7	41	.	.	.	.	.	.	.	.	.	.	.	36.4	40	91.1	29.4		
NASH ELEM SCHOOL	.	.	35.4	42.2	.	.	.	.	.	.	.	.	.	8	10	35.2	42.2	90.9	32		
OGLESBY ELEM SCHOOL	.	.	50.9	43.5	.	.	.	.	.	.	.	.	.	.	.	48.8	43.2	89.7	30		
O'KEEFFE ELEM SCHOOL	.	.	49.2	46.3	.	.	.	.	.	.	.	.	.	.	.	48	45.9	91.2	34.2		
PICCOLO ELEM SPECIALTY SCHOOL	.	.	41.5	41.7	51	50.5	.	.	.	.	.	.	48.1	41	13.8	12.1	43.9	45	92.4	32.3	
O'TOOLE ELEM SCHOOL	.	.	44.7	46.9	.	.	.	.	.	.	.	.	.	.	.	44.8	47.3	90.9	29.6		
PADEREWSKI ELEM LEARNING ACADEM	.	.	33.1	47.6	.	.	.	.	.	.	.	.	.	.	.	38.4	47.3	90.4	50		
PARKER ELEM COMMUNITY ACADEMY	.	.	44.3	44.8	.	.	.	.	.	.	.	.	.	.	.	44.3	44.4	88.7	39.3		
PARKMAN ELEM SCHOOL	.	.	38.5	48.1	.	.	.	.	.	.	.	.	.	.	.	39.5	50.9	88.9	22.2		
PARK MANOR ELEM SCHOOL	.	.	47.1	40.5	.	.	.	.	.	.	.	.	.	.	.	49.2	41.5	90.7	33.3		
PRICE LIT & WRITING ELEM SCHOOL	.	.	44	50.9	.	.	.	.	.	.	.	.	.	18.6	25.4	43.8	51.1	92.5	27.3		
PULLMAN ELEM SCHOOL	.	.	42.9	48.5	49	50	.	.	.	.	.	.	.	.	.	43.8	49.2	92.8	29.4		
JOHNS ELEM COMMUNITY ACADEMY	.	.	42.2	49.3	.	.	.	.	.	.	.	.	.	7	10.9	42.6	49.3	90.2	29.4		
REAVIS ELEM MATH & SCI SPEC SCHL	.	.	45.3	50.9	.	.	.	.	.	.	.	.	.	.	.	44	49.3	93.7	37.5		
REED ELEM SCHOOL	.	.	35.5	38.7	.	.	.	.	.	.	.	.	.	.	.	35.7	39	89.8	23.5		
REVERE ELEM SCHOOL	.	.	48.2	61.6	.	.	.	.	.	.	.	.	.	.	.	47.1	61.5	91.3	33.3		
ROSS ELEM SCHOOL	.	.	42.2	35	.	.	.	.	.	.	.	.	.	.	.	42.6	35.3	89.9	27.3		
RYERSON ELEM SCHOOL	.	.	40.3	45.9	.	.	.	.	.	.	.	.	.	.	.	40.5	46.1	90.9	25		
ASHE ELEM SCHOOL	.	.	45.3	46.7	.	.	.	.	.	.	.	.	.	7.9	4.9	45	49.2	89.3	23.1		
SCHILLER ELEM SCHOOL	.	.	29.9	45.7	.	.	.	.	.	.	.	.	.	.	.	29.9	45.7	91.3	46.2		
SCHNEIDER ELEM SCHOOL	.	.	39.7	52.9	.	.	.	.	.	.	.	.	.	.	.	46.2	53.8	92.4	30		
SEXTON ELEM SCHOOL	.	.	39.8	50	.	.	.	.	.	.	.	.	.	12	12.2	40.1	51.1	90.8	26.3		
MIRELES ELEM ACADEMY	.	.	42	44.9	49.6	53.8	.	.	.	.	.	.	39.3	35.3	6.1	9.2	48.3	50.9	91.4	32.1	
SHERMAN ELEM SCHOOL	.	.	33.8	37.2	.	.	.	.	.	.	.	.	.	6.1	8.2	34.3	38.5	90.6	29.2		
SMYTH, J ELEM SCHOOL	.	.	36.6	42.5	.	.	.	.	.	.	.	.	.	.	.	36.6	42.5	91.8	31.6		
SPENCER ELEM MATH & SCI ACADEMY	.	.	41.8	49	.	.	.	.	.	.	.	.	.	18.2	12.7	42.4	48.8	90	29		

### Schools Information by Category and Phase of Improvement

School Name	District Name	Proposed Category	Designation	Enrollment	School Type	% meet/exceed	
						"ALL"	
						Read	Math
SULLIVAN ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	519	Elementary	43.3	51.3
TILTON ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	310	Elementary	39.1	47.4
LAVIZZO ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	482	Elementary	32.5	39.6
VON HUMBOLDT ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	420	Elementary	49	60.4
WADSWORTH ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	209	Elementary	45.3	49.7
WENTWORTH ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	310	Elementary	44.7	43.3
WESTCOTT ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	377	Elementary	44.8	49
WEST PULLMAN ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	337	Elementary	43.2	43.9
WHISTLER ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	338	Elementary	55.4	49.6
WHITTIER ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	199	Elementary	59.4	46.9
YALE ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	242	Elementary	38.8	37.7
DEPRIEST ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	439	Elementary	39.8	42.9
FOSTER PARK ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	378	Elementary	48.6	64.3
HAY ELEM COMMUNITY ACADEMY	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	354	Elementary	45.5	53.1
COPERNICUS ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	288	Elementary	32.7	36.9
WARD, L ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	312	Elementary	46.7	50
SMITH, W ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	302	Elementary	46.6	59.5
CARDENAS ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	134	Elementary	46.2	64
CURTIS ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	338	Elementary	39.9	48.1
KANOON ELEM MAGNET SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	438	Elementary	45.5	55
GOODLOW ELEM MAGNET SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	364	Elementary	46	59.1
CARVER MIDDLE SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	280	Elementary	47.5	62.7
MORTON ELEM CAREER ACADEMY	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	258	Elementary	34.6	31.5
CHRISTOPHER ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	115	Elementary	51.8	55.3
FAIRFIELD ELEM ACADEMY	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	479	Elementary	50.3	46.4
BLAIR ELEM SCHOOL	MADISON CUSD 12	Comprehensive	Restructuring Implementation	163	Elementary	34.1	47
MADISON MIDDLE SCHOOL	MADISON CUSD 12	Comprehensive	Restructuring Implementation	232	Elementary	43.5	55
HAWTHORNE ELEM SCHOOL	EAST ST LOUIS SD 189	Comprehensive	Restructuring Implementation	253	Elementary	34.1	62.4
KELLAR SCHOOL	POSEN-ROBBINS ESD 143-5	Comprehensive	Restructuring Implementation	552	Middle	50.7	59.8
ROSA L PARKS MIDDLE SCHOOL	W HARVEY-DIXMOOR PSD 147	Comprehensive	Restructuring Implementation	489	Middle	49.2	45.7
SAUL L BECK UPPER GRADE CENTER	FORD HEIGHTS SD 169	Comprehensive	Restructuring Implementation	296	Middle	40.6	49.8
WASHINGTON JUNIOR HIGH	CHICAGO HEIGHTS SD 170	Comprehensive	Restructuring Implementation	213	Middle	48.7	55.3
HENRY W COWHERD MIDDLE SCHOOL	AURORA EAST USD 131	Comprehensive	Restructuring Implementation	897	Middle	46.7	66.4
THOMAS JEFFERSON MIDDLE SCHOOL	DECATUR SD 61	Comprehensive	Restructuring Implementation	559	Middle	58.4	60.5
STEPHEN DECATUR MIDDLE SCHOOL	DECATUR SD 61	Comprehensive	Restructuring Implementation	488	Middle	56.4	64.1
STERLING MIDDLE SCHOOL	PEORIA SD 150	Comprehensive	Restructuring Implementation	302	Middle	39.7	49.2
LOUCKS-EDISON JR ACADEMY	PEORIA SD 150	Comprehensive	Restructuring Implementation	405	Middle	43.1	59
TREWYN MIDDLE SCHOOL	PEORIA SD 150	Comprehensive	Restructuring Implementation	447	Middle	32.8	45.8
LINCOLN MIDDLE SCHOOL	PEORIA SD 150	Comprehensive	Restructuring Implementation	514	Middle	45.3	53.4
LOVEJOY MIDDLE SCHOOL	BROOKLYN UD 188	Comprehensive	Restructuring Implementation	48	Middle	41.5	31.7
CLARK MIDDLE SCHOOL	EAST ST LOUIS SD 189	Comprehensive	Restructuring Implementation	485	Middle	50.4	37.6
EAST ST LOUIS-LINCOLN MIDDLE SCH	EAST ST LOUIS SD 189	Comprehensive	Restructuring Implementation	706	Middle	36.6	39.2



### Schools Information by Category and Phase of Improvement

School Name	Percent meeting/exceeding state target by subgroup and subject																		Attendance	Graduation	% class not HQT
	White		Black		Hispanic		Asian		Native American		Multi/Racial		LEP		IEP		Low Income				
	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math			
SULLIVAN ELEM SCHOOL	.	.	38.7	44.6	51.3	64.3	.	.	.	.	.	.	.	.	16	16	43	52.7	89.9	.	25
TILTON ELEM SCHOOL	.	.	40.1	47.3	.	.	.	.	.	.	.	.	.	.	.	.	38.8	48	92.2	.	25
LAVIZZO ELEM SCHOOL	.	.	32.5	39.6	.	.	.	.	.	.	.	.	.	.	.	.	32.6	39.7	88.6	.	29.2
VON HUMBOLDT ELEM SCHOOL	.	.	45	58.6	49.4	60.1	.	.	.	.	.	.	.	.	14.3	21.8	49.5	60.6	92.2	.	38.5
WADSWORTH ELEM SCHOOL	.	.	45.3	49.7	.	.	.	.	.	.	.	.	.	.	.	.	43.8	49.7	93.5	.	47.1
WENTWORTH ELEM SCHOOL	.	.	44.4	43.1	.	.	.	.	.	.	.	.	.	.	.	.	44.5	43.1	90.4	.	38.5
WESTCOTT ELEM SCHOOL	.	.	44.2	48.4	.	.	.	.	.	.	.	.	.	.	.	.	44.1	48.3	92.6	.	38.5
WEST PULLMAN ELEM SCHOOL	.	.	43.2	43.9	.	.	.	.	.	.	.	.	.	.	.	.	42.7	43.3	90.8	.	32
WHITTLER ELEM SCHOOL	.	.	55.6	49.8	.	.	.	.	.	.	.	.	.	.	15.4	11.5	53.1	48.6	92.4	.	26.3
WHITTIER ELEM SCHOOL	.	.	.	.	60	46.5	.	.	.	.	.	.	.	61.2	48.8	.	59.2	46.6	94.9	.	42.9
YALE ELEM SCHOOL	.	.	39.2	38.1	.	.	.	.	.	.	.	.	.	.	.	.	38.4	38.4	91.3	.	25
DEPRIEST ELEM SCHOOL	.	.	39.6	42.7	.	.	.	.	.	.	.	.	.	.	.	.	40.2	42.5	91.2	.	28.6
FOSTER PARK ELEM SCHOOL	.	.	49	65	.	.	.	.	.	.	.	.	.	.	14.3	23.2	48.3	64.2	93.5	.	25
HAY ELEM COMMUNITY ACADEMY	.	.	45.7	52.5	.	.	.	.	.	.	.	.	.	.	16.3	10.4	44.6	52.8	93.8	.	34.8
COPERNICUS ELEM SCHOOL	.	.	30.4	35.8	.	.	.	.	.	.	.	.	.	.	.	.	32.6	36.8	90.9	.	47.6
WARD, L ELEM SCHOOL	.	.	46.6	50.4	.	.	.	.	.	.	.	.	.	.	.	.	45.7	49.6	89.6	.	19
SMITH, W ELEM SCHOOL	.	.	45.6	59.4	.	.	.	.	.	.	.	.	.	.	.	.	45.2	58.1	91.1	.	33.3
CARDENAS ELEM SCHOOL	.	.	.	.	47.4	64.8	.	.	.	.	.	.	.	53.8	64.8	.	46.6	64.5	94.9	.	25
CURTIS ELEM SCHOOL	.	.	39.5	47.9	.	.	.	.	.	.	.	.	.	.	.	.	39.8	47.7	91.3	.	20
KANOON ELEM MAGNET SCHOOL	.	.	.	.	45.9	55.1	.	.	.	.	.	.	.	38.1	51.3	12.1	19	45	54.5	95.1	34.6
GOODLOW ELEM MAGNET SCHOOL	.	.	46	59.2	.	.	.	.	.	.	.	.	.	.	.	.	45.5	59.6	92.6	.	30
CARVER MIDDLE SCHOOL	.	.	47.5	62.7	.	.	.	.	.	.	.	.	.	.	.	.	47.4	62.5	93	.	40
MORTON ELEM CAREER ACADEMY	.	.	34.4	30.8	.	.	.	.	.	.	.	.	.	.	.	.	34.6	31.5	87.8	.	33.3
CHRISTOPHER ELEM SCHOOL	.	.	.	.	58.1	59.7	.	.	.	.	.	.	.	.	.	.	52.7	55.4	85	.	12.5
FAIRFIELD ELEM ACADEMY	.	.	43.6	42.1	57.8	51.6	.	.	.	.	.	.	.	45.8	36.1	17.6	9.6	50	47.4	93.4	35.3
BLAIR ELEM SCHOOL	.	.	34.4	47.7	.	.	.	.	.	.	.	.	.	.	.	.	32.5	44.3	92.9	.	0
MADISON MIDDLE SCHOOL	.	.	42.8	54	.	.	.	.	.	.	.	.	.	.	30.6	38.8	44	50.6	91.2	.	0
HAWTHORNE ELEM SCHOOL	.	.	34.1	62.4	.	.	.	.	.	.	.	.	.	.	.	.	35.1	63.4	91.8	.	0
KELLAR SCHOOL	.	.	53.7	54.6	45.8	63.3	.	.	.	.	.	.	.	.	.	.	50.9	56.4	92.9	.	0
ROSA L PARKS MIDDLE SCHOOL	.	.	48.7	44.6	.	.	.	.	.	.	.	.	.	.	9.1	13.8	48.2	44.4	90	.	26.7
SAUL L BECK UPPER GRADE CENTER	.	.	40.6	49.6	.	.	.	.	.	.	.	.	.	.	.	.	40.2	49.3	93	.	11.1
WASHINGTON JUNIOR HIGH	.	.	44.3	53.8	49.5	54.4	.	.	.	.	.	.	.	.	.	.	49.2	54.4	90.8	.	4.2
HENRY W COWHERD MIDDLE SCHOOL	.	.	46.7	56.2	46.1	68.4	.	.	.	.	.	.	.	30.8	57.4	15.9	24.6	44.9	65.2	94.1	0
THOMAS JEFFERSON MIDDLE SCHOOL	66.2	70.6	47.2	47.2	.	.	.	.	.	.	.	.	.	.	.	21.6	33	51.7	52.6	87.9	0
STEPHEN DECATUR MIDDLE SCHOOL	71.1	77	39.8	47.2	.	.	.	.	.	.	.	.	.	.	.	21.9	35.2	50.3	56.8	86.8	0
STERLING MIDDLE SCHOOL	.	.	37.3	44.7	.	.	.	.	.	.	.	.	.	.	.	19.1	22.9	36.3	46.8	91.9	0
LOUCKS-EDISON JR ACADEMY	.	.	41.7	58	.	.	.	.	.	.	.	.	.	.	.	14.7	33.8	42.3	59.6	90	4.2
TREWYN MIDDLE SCHOOL	.	.	30.2	43.2	.	.	.	.	.	.	.	.	.	.	.	19.5	26.3	32.5	45.3	88.1	3.6
LINCOLN MIDDLE SCHOOL	.	.	40.3	47.2	.	.	.	.	.	.	.	.	.	.	.	17.4	22.2	44.8	53.6	88	0
LOVEJOY MIDDLE SCHOOL	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	90.5	.	8.3
CLARK MIDDLE SCHOOL	.	.	50.3	37.4	.	.	.	.	.	.	.	.	.	.	.	.	50.7	37.9	90.2	.	0
EAST ST LOUIS-LINCOLN MIDDLE SCH	.	.	36.6	39.1	.	.	.	.	.	.	.	.	.	.	7.5	6.8	36.4	39.4	89.1	.	0

### Schools Information by Category and Phase of Improvement

School Name	District Name	Proposed Category	Designation	Enrollment	School Type	% meet/exceed	
						"ALL"	
						Read	Math
MERIDIAN HIGH SCHOOL	MERIDIAN CUSD 101	Comprehensive	Restructuring Implementation	49	High	20.5	9.1
THORNTON TOWNSHIP HIGH SCHOOL	THORNTON TWP HSD 205	Comprehensive	Restructuring Implementation	319	High	29.2	19.1
THORNRIDGE HIGH SCHOOL	THORNTON TWP HSD 205	Comprehensive	Restructuring Implementation	225	High	31.5	20.7
THORNWOOD HIGH SCHOOL	THORNTON TWP HSD 205	Comprehensive	Restructuring Implementation	364	High	33.5	24.3
BLOOM HIGH SCHOOL	BLOOM TWP HSD 206	Comprehensive	Restructuring Implementation	323	High	27.6	20.4
BLOOM TRAIL HIGH SCHOOL	BLOOM TWP HSD 206	Comprehensive	Restructuring Implementation	303	High	29.6	18.7
PROVISO EAST HIGH SCHOOL	PROVISO TWP HSD 209	Comprehensive	Restructuring Implementation	414	High	21.1	19.7
DD EISENHOWER HIGH SCH (CAMPUS)	CHSD 218	Comprehensive	Restructuring Implementation	346	High	38.3	36.4
RICH EAST CAMPUS HIGH SCHOOL	RICH TWP HSD 227	Comprehensive	Restructuring Implementation	234	High	35.9	32.5
RICH SOUTH CAMPUS HIGH SCHOOL	RICH TWP HSD 227	Comprehensive	Restructuring Implementation	305	High	39.5	27.7
HILLCREST HIGH SCHOOL	BREMEN CHSD 228	Comprehensive	Restructuring Implementation	206	High	37.6	33.9
AMUNDSEN HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	319	High	27.4	19.9
CARVER MILITARY ACADEMY HS	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	117	High	12.1	4.7
CRANE TECHNICAL PREP HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	201	High	17.5	6.3
ENGLEWOOD TECHNICAL PREP ACAD H	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	261	High	9.3	4.2
FARRAGUT CAREER ACADEMY HS	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	424	High	19.6	23.9
FENGER ACADEMY HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	258	High	10.7	4.7
FOREMAN HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	369	High	24.1	17.4
GAGE PARK HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	274	High	16.5	12.8
HARLAN COMMUNITY ACADEMY HS	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	359	High	43.3	34.9
HARPER HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	194	High	8.2	1.9
HUBBARD HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	274	High	37.9	30.3
HYDE PARK ACADEMY HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	449	High	28.6	16.4
KELLY HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	633	High	22.9	27.7
KELVYN PARK HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	306	High	18.1	12.7
MARSHALL METROPOLITAN HIGH SCHO	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	280	High	7.7	2.9
PHILLIPS ACADEMY HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	112	High	10.3	10.1
SCHURZ HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	350	High	27.5	15.1
SENN HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	317	High	30	15.4
SULLIVAN HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	194	High	28.9	19.1
TILDEN CAREER COMMUNITY ACADEMY	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	278	High	19.3	14.9
WELLS COMMUNITY ACADEMY HS	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	212	High	19.8	16.5
YOUTH CONNECTIONS CHARTER HS		Comprehensive	Restructuring Implementation	351	High	19.7	8.5
NORTH LAWDALE CHARTER HS		Comprehensive	Restructuring Implementation	93	High	34.1	22
CHICAGO VOCATIONAL CAREER ACAD H	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	362	High	16.9	5
BEST PRACTICE HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	65	High	21.8	12.7
PROSSER CAREER ACADEMY HS	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	313	High	40.9	35
RICHARDS CAREER ACADEMY HS	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	72	High	26.1	4.3
SIMEON CAREER ACADEMY HIGH SCHO	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	380	High	34.2	12.5
CLEMENTE COMMUNITY ACADEMY HS	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	484	High	19.7	16.8
MANLEY CAREER ACADEMY HIGH SCHO	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	220	High	10.5	8
CURIE METROPOLITAN HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	670	High	41	36.3

### Schools Information by Category and Phase of Improvement

School Name	Percent meeting/exceeding state target by subgroup and subject																		Attendance	Graduation	% class not HQT		
	White		Black		Hispanic		Asian		Native American		Multi/Racial		LEP		IEP		Low Income						
	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math					
MERIDIAN HIGH SCHOOL	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	100	0	
THORNTON TOWNSHIP HIGH SCHOOL	.	.	27.7	19	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	74.1	0	
THORNRIDGE HIGH SCHOOL	.	.	31.3	21.2	.	.	.	.	.	.	.	.	.	.	.	.	32.2	21.7	.	.	81.3	0	
THORNWOOD HIGH SCHOOL	.	.	32.8	22.6	.	.	.	.	.	.	.	.	.	.	.	.	27.7	24.1	.	.	82.1	0	
BLOOM HIGH SCHOOL	.	.	21.8	15.5	30.9	16.5	.	.	.	.	.	.	.	.	.	.	25.1	13.8	.	.	78.5	1.4	
BLOOM TRAIL HIGH SCHOOL	41.3	30.4	20.1	9.7	.	.	.	.	.	.	.	.	.	.	3.8	1.9	23.6	12.1	.	.	78.3	0	
PROVISO EAST HIGH SCHOOL	.	.	17.2	13	32.9	40	.	.	.	.	.	.	.	.	.	.	20	12.6	.	.	89	0	
DD EISENHOWER HIGH SCH (CAMPUS)	57.7	64.1	27.8	14.8	34.1	36.5	.	.	.	.	.	.	.	.	.	.	28	25.5	.	.	80.8	0	
RICH EAST CAMPUS HIGH SCHOOL	.	.	31.1	25.7	.	.	.	.	.	.	.	.	.	.	.	.	29.2	26.7	.	.	91.1	0	
RICH SOUTH CAMPUS HIGH SCHOOL	.	.	38.8	26.7	.	.	.	.	.	.	.	.	.	.	.	.	37.5	20.5	.	.	90.7	0	
HILLCREST HIGH SCHOOL	.	.	37.8	34.1	.	.	.	.	.	.	.	.	.	.	.	.	27.9	32.8	.	.	91	0	
AMUNDSEN HIGH SCHOOL	30.6	32.7	.	.	19.5	16.3	.	.	.	.	.	.	.	17.2	8.8	.	27.3	19.7	.	.	67.9	0	
CARVER MILITARY ACADEMY HS	.	.	10.4	1.3	.	.	.	.	.	.	.	.	.	.	.	.	12.7	3.9	.	.	70.5	0	
CRANE TECHNICAL PREP HIGH SCHOOL	.	.	17.7	6.5	.	.	.	.	.	.	.	.	.	.	.	.	17.1	7.2	.	.	60.8	2.6	
ENGLEWOOD TECHNICAL PREP ACAD H	.	.	8.9	3.7	.	.	.	.	.	.	.	.	.	.	.	.	9	3.7	.	.	39.2	5.6	
FARRAGUT CAREER ACADEMY HS	.	.	16	18	20.3	24.9	.	.	.	.	.	.	.	21.5	14	.	19	23.6	.	.	49.9	5.3	
FENGER ACADEMY HIGH SCHOOL	.	.	10.8	4.8	.	.	.	.	.	.	.	.	.	.	.	.	10.2	4.4	.	.	55.2	11.1	
FOREMAN HIGH SCHOOL	.	.	.	.	18.8	14.6	.	.	.	.	.	.	.	52.5	26.6	24	18	.	.	.	61.4	3.3	
GAGE PARK HIGH SCHOOL	.	.	12.9	3.2	18	17	.	.	.	.	.	.	.	.	.	.	17	12.9	.	.	49.2	9.9	
HARLAN COMMUNITY ACADEMY HS	.	.	43.1	34.6	.	.	.	.	.	.	.	.	.	.	.	.	40.5	31.8	.	.	70.6	8.3	
HARPER HIGH SCHOOL	.	.	8.5	1.9	.	.	.	.	.	.	.	.	.	.	.	.	8.3	1.4	.	.	41.3	6.3	
HUBBARD HIGH SCHOOL	.	.	.	.	36.9	31.3	.	.	.	.	.	.	.	.	.	.	34.9	28.9	.	.	66.8	1.9	
HYDE PARK ACADEMY HIGH SCHOOL	.	.	28.4	16.1	.	.	.	.	.	.	.	.	.	.	.	12.9	9.7	29.2	15.5	.	.	59.2	6.9
KELLY HIGH SCHOOL	.	.	.	.	19	22.2	50	71.4	.	.	.	.	.	27.9	24.3	1.7	6.8	23.6	28	.	.	63.5	3.6
KELVYN PARK HIGH SCHOOL	.	.	.	.	16.4	10.6	.	.	.	.	.	.	.	20.6	11.1	17.5	14	18.1	12.1	.	.	60	7.7
MARSHALL METROPOLITAN HIGH SCHOOL	.	.	6.9	2.9	.	.	.	.	.	.	.	.	.	.	.	.	7.9	3	.	.	46.9	7.3	
PHILLIPS ACADEMY HIGH SCHOOL	.	.	10.4	10.3	.	.	.	.	.	.	.	.	.	.	.	.	10.3	10.3	.	.	53.5	5.9	
SCHURZ HIGH SCHOOL	.	.	.	.	26.3	11.9	.	.	.	.	.	.	.	37.5	15.6	21.8	18.2	26.4	13.6	.	.	53.6	1.3
SENN HIGH SCHOOL	.	.	21.5	8.6	22	11	.	.	.	.	.	.	.	38.9	13.3	.	.	29.3	14.2	.	.	54.4	2.6
SULLIVAN HIGH SCHOOL	.	.	25	17	.	.	.	.	.	.	.	.	.	.	.	.	27.9	17.9	.	.	48.3	3.9	
TILDEN CAREER COMMUNITY ACADEMY	.	.	5.6	4.2	25.5	19.6	.	.	.	.	.	.	.	.	.	.	19.4	14.3	.	.	44.4	8.8	
WELLS COMMUNITY ACADEMY HS	.	.	17.2	15.6	21	15.2	.	.	.	.	.	.	.	.	.	.	19.8	17.3	.	.	62.4	0	
YOUTH CONNECTIONS CHARTER HS	.	.	20.5	10.1	.	.	.	.	.	.	.	.	.	.	.	.	20.6	8.7	.	.	75.6	.	
NORTH LAWNSDALE CHARTER HS	.	.	32	21.3	.	.	.	.	.	.	.	.	.	.	.	.	34.2	21.1	.	.	72.9	.	
CHICAGO VOCATIONAL CAREER ACAD H	.	.	17	5	.	.	.	.	.	.	.	.	.	.	.	.	16.7	4.8	.	.	59	7.8	
BEST PRACTICE HIGH SCHOOL	.	.	19.1	10.6	.	.	.	.	.	.	.	.	.	.	.	.	20.4	10.2	.	.	64.4	0	
PROSSER CAREER ACADEMY HS	.	.	38.3	27.5	44.1	40.2	.	.	.	.	.	.	.	.	.	.	39.5	35.5	.	.	84.2	4.9	
RICHARDS CAREER ACADEMY HS	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	26.2	4.6	.	.	68.8	13	
SIMEON CAREER ACADEMY HIGH SCHOOL	.	.	33.9	12.4	.	.	.	.	.	.	.	.	.	.	.	.	34	12.5	.	.	71.5	5.3	
CLEMENTE COMMUNITY ACADEMY HS	.	.	16.7	15.1	20.6	16.9	.	.	.	.	.	.	.	.	14.9	13.5	19.3	16.4	.	.	55.2	7.9	
MANLEY CAREER ACADEMY HIGH SCHOOL	.	.	10.5	8	.	.	.	.	.	.	.	.	.	.	9.1	10.3	10.1	7.6	.	.	60.7	18.5	
CURIE METROPOLITAN HIGH SCHOOL	.	.	35.7	20.7	40.4	37	.	.	.	.	.	.	.	50.9	41.5	.	41.1	37.1	.	.	71.9	0	

### Schools Information by Category and Phase of Improvement

School Name	District Name	Proposed Category	Designation	Enrollment	School Type	% meet/exceed	
						"ALL"	
						Read	Math
JULIAN HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	344	High	23	7.7
COLLINS HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	201	High	11.1	2.6
ROBESON HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	201	High	7.6	3.8
JUAREZ COMMUNITY ACADEMY HS	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	255	High	25.6	25.1
HANCOCK COLLEGE PREPARATORY HS	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Implementation	142	High	14.3	7.1
EAST HIGH SCHOOL	AURORA EAST USD 131	Comprehensive	Restructuring Implementation	556	High	26.8	28.6
ST ANNE COMM HIGH SCHOOL	ST ANNE CHSD 302	Comprehensive	Restructuring Implementation	44	High	41.7	25
NORTH CHICAGO COMMUNITY HIGH SCH	NORTH CHICAGO SD 187	Comprehensive	Restructuring Implementation	164	High	17.7	18.5
EAST ALTON-WOOD RIVER HIGH SCH	EAST ALTON-WOOD RIVER CHSD 14	Comprehensive	Restructuring Implementation	169	High	39.5	41.4
MANUAL HIGH SCHOOL	PEORIA SD 150	Comprehensive	Restructuring Implementation	128	High	22.5	19.1
UNITED TWP HIGH SCHOOL	UNITED TWP HSD 30	Comprehensive	Restructuring Implementation	424	High	41.4	41.5
LOVEJOY TECHNOLOGY ACADEMY	BROOKLYN UD 188	Comprehensive	Restructuring Implementation	5	High	75	0
EAST ST LOUIS SENIOR HIGH SCHOOL	EAST ST LOUIS SD 189	Comprehensive	Restructuring Implementation	404	High	17.2	10.4
JOLIET CENTRAL HIGH SCHOOL	JOLIET TWP HSD 204	Comprehensive	Restructuring Implementation	363	High	52.9	41.2
JOLIET WEST HIGH SCHOOL	JOLIET TWP HSD 204	Comprehensive	Restructuring Implementation	494	High	58.7	47.2
JULIA LATHROP ELEM SCHOOL	ROCKFORD SD 205	Comprehensive	Restructuring Planning	207	Elementary	41.5	49.1
AVALON PARK ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Planning	487	Elementary	46.5	37.5
BROWNELL ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Planning	139	Elementary	34.3	52.4
BRUNSON MATH & SCI SPECIALTY ELEM	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Planning	545	Elementary	37.6	44.9
ELLINGTON ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Planning	349	Elementary	50.2	44.2
MCCORKLE ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Planning	190	Elementary	43.2	43.2
PARKSIDE ELEM COMMUNITY ACADEMY	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Planning	247	Elementary	40	44.2
YOUNG ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Planning	1066	Elementary	51.9	52.8
MCNAIR ELEM SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Planning	381	Elementary	40.9	42.7
TILL ELEM MATH & SCIENCE ACADEMY	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Planning	572	Elementary	48	45.7
VENICE ELEM SCHOOL	VENICE CUSD 3	Comprehensive	Restructuring Planning	59	Elementary	29.1	38.2
WYVETTER YOUNGE MIDDLE SCH	EAST ST LOUIS SD 189	Comprehensive	Restructuring Planning	559	Middle	36.6	46.6
CAIRO JR/SR HIGH SCHOOL	CAIRO USD 1	Comprehensive	Restructuring Planning	116	High	49.5	41.2
HIRSCH METROPOLITAN HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Planning	129	High	50	50
LAKE VIEW HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Planning	266	High	42	47.2
ACAD OF COMM & TECH CHARTER HS		Comprehensive	Restructuring Planning	120	High	49.5	43.6
CORLISS HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Planning	283	High	17.6	5
DYETT HIGH SCHOOL	CITY OF CHICAGO SD 299	Comprehensive	Restructuring Planning	56	High	11.1	0
FENTON HIGH SCHOOL	FENTON CHSD 100	Comprehensive	Restructuring Planning	366	High	47.2	53.6
ZION-BENTON TWNSHP HI SCH	ZION-BENTON TWP HSD 126	Comprehensive	Restructuring Planning	481	High	47.8	40.7

### Schools Information by Category and Phase of Improvement

School Name	Percent meeting/exceeding state target by subgroup and subject																		Attendance	Graduation	% class not HQT
	White		Black		Hispanic		Asian		Native American		Multi/Racial		LEP		IEP		Low Income				
	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math			
JULIAN HIGH SCHOOL	.	.	24.3	7.6	.	.	.	.	.	.	.	.	.	.	.	22.5	6.4	.	69	5	
COLLINS HIGH SCHOOL	.	.	11.8	2.7	.	.	.	.	.	.	.	.	.	.	.	11.1	2.6	.	57.6	16.7	
ROBESON HIGH SCHOOL	.	.	7.6	3.8	.	.	.	.	.	.	.	.	.	.	.	7.8	3.8	.	46.1	11.8	
JUAREZ COMMUNITY ACADEMY HS	.	.	.	.	25.1	24.1	.	.	.	.	.	.	28.8	15.4	.	25.1	25.1	.	57.5	5	
HANCOCK COLLEGE PREPARATORY HS	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	85.8	6	
EAST HIGH SCHOOL	.	.	24.5	17	24.8	27.7	.	.	.	.	.	.	28.9	14.3	16.7	14.6	23	27.1	75.9	0.8	
ST ANNE COMM HIGH SCHOOL	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	79.7	0	
NORTH CHICAGO COMMUNITY HIGH SCH	.	.	17.3	18.5	.	.	.	.	.	.	.	.	.	.	.	17	15.9	.	47.8	0	
EAST ALTON-WOOD RIVER HIGH SCH	40.9	42.3	.	.	.	.	.	.	.	.	.	.	.	.	.	27	28.6	.	72.8	0	
MANUAL HIGH SCHOOL	.	.	14.1	14.1	.	.	.	.	.	.	.	.	.	.	.	19.2	13.7	.	83	0	
UNITED TWP HIGH SCHOOL	45.7	44.8	.	.	34.4	37.5	.	.	.	.	.	.	.	10.6	6.5	23.5	22	.	81	0	
LOVEJOY TECHNOLOGY ACADEMY	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	100	0	
EAST ST LOUIS SENIOR HIGH SCHOOL	.	.	17.4	10.5	.	.	.	.	.	.	.	.	.	13.3	4.9	16.6	10.6	.	78.2	0	
JOLIET CENTRAL HIGH SCHOOL	66	57.3	36.6	28	52.5	35.6	.	.	.	.	.	.	.	23.3	16.7	45	33.1	.	70.1	3.3	
JOLIET WEST HIGH SCHOOL	69.5	60.6	35.6	12.6	47.1	41.4	.	.	.	.	.	.	.	10.6	10.6	35.8	23.3	.	84.6	0	
JULIA LATHROP ELEM SCHOOL	.	.	30	36.7	50.7	56	.	.	.	.	.	.	.	.	.	40.1	48.1	94	.	10.5	
AVALON PARK ELEM SCHOOL	.	.	46.3	37.5	.	.	.	.	.	.	.	.	.	10.5	5.6	47.4	37.9	90.7	.	29.6	
BROWNELL ELEM SCHOOL	.	.	35	53.4	.	.	.	.	.	.	.	.	.	.	.	34.8	55.1	90.8	.	33.3	
BRUNSON MATH & SCI SPECIALTY ELEM	.	.	37.8	44.8	.	.	.	.	.	.	.	.	.	19.6	12.5	38.5	46.9	91.3	.	32.3	
ELLINGTON ELEM SCHOOL	.	.	50.4	44.3	.	.	.	.	.	.	.	.	.	.	.	50.2	45.1	91.6	.	22.7	
MCCORKLE ELEM SCHOOL	.	.	43.2	43.2	.	.	.	.	.	.	.	.	.	.	.	43.1	43.1	90.8	.	30.8	
PARKSIDE ELEM COMMUNITY ACADEMY	.	.	40	44.2	.	.	.	.	.	.	.	.	.	.	.	40.4	44.7	93.4	.	50	
YOUNG ELEM SCHOOL	.	.	50.7	52.3	60.4	54.2	.	.	.	.	.	.	.	11	10.5	51.7	52.5	92.7	.	22.9	
MCNAIR ELEM SCHOOL	.	.	40.1	42.6	.	.	.	.	.	.	.	.	.	14.8	13	40.7	42.5	90.7	.	36.8	
TILL ELEM MATH & SCIENCE ACADEMY	.	.	48.1	45.8	.	.	.	.	.	.	.	.	.	20.3	14.1	47.6	45.3	90.9	.	35.7	
VENICE ELEM SCHOOL	.	.	27.8	37	.	.	.	.	.	.	.	.	.	.	.	25	34.6	92.2	.	0	
WYVETTER YOUNGE MIDDLE SCH	.	.	36.5	47	.	.	.	.	.	.	.	.	.	6.6	6.6	36.8	47.2	91.6	.	0	
CAIRO JR/SR HIGH SCHOOL	.	.	48.9	41.9	.	.	.	.	.	.	.	.	.	.	.	49	41.6	.	100	0	
HIRSCH METROPOLITAN HIGH SCHOOL	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	54.8	17.5	
LAKE VIEW HIGH SCHOOL	56.5	63	.	.	40.3	45.4	.	.	.	.	.	.	.	.	.	39.9	47.2	.	85.1	2.2	
ACAD OF COMM & TECH CHARTER HS	.	.	49.1	43.1	.	.	.	.	.	.	.	.	.	.	.	50.5	44.1	.	80.5	0	
CORLISS HIGH SCHOOL	.	.	17.8	5.1	.	.	.	.	.	.	.	.	.	.	.	16.7	5	.	61.2	5.3	
DYETT HIGH SCHOOL	.	.	11.1	0	.	.	.	.	.	.	.	.	.	.	.	.	.	.	31.4	3.2	
FENTON HIGH SCHOOL	53.8	62.1	.	.	37.7	40.6	.	.	.	.	.	.	.	20	13.3	35.7	35.7	.	87.3	0	
ZION-BENTON TOWNSHIP HI SCH	55.1	55.6	35.8	21.1	35.2	16.9	.	.	.	.	.	.	.	.	.	32.4	23.1	.	79	0	

### District Information by Category and Phase of Improvement

District Name	Proposed Category	Designation	School Type	Enrollment	% meet/exceed state target					
					"ALL"		White		Black	
					Read	Math	Read	Math	Read	Math
CICERO SD 99	Focused	Corrective Action	Elementary School District	8406	58.1	67.6	52.1	62.1	42.2	45.2
HARVEY SD 152	Focused	Corrective Action	Elementary School District	1786	58.4	66.7			57	65
EVANSTON TWP HSD 202	Focused	Corrective Action	High School District	791	67.3	67.1	90.4	90.7	36	35.6
MAINE TOWNSHIP HSD 207	Focused	Corrective Action	High School District	1667	66.6	71.6	71.9	77.2		
NILES TWP CHSD 219	Focused	Corrective Action	High School District	1130	64.7	66.9	69	72.1	47.8	39.1
GLENBARD TWP HSD 87	Focused	Corrective Action	High School District	2065	64.4	67.3	71.8	75.1	33.3	27.1
DU PAGE HSD 88	Focused	Corrective Action	High School District	884	58.5	61.4	62.7	67.4		
CHSD 99	Focused	Corrective Action	High School District	1377	66.8	67.9	70.7	71.4	27.8	29.2
LAKE PARK CHSD 108	Focused	Corrective Action	High School District	681	64.1	65.4	68.6	68.8		
CARBONDALE CHSD 165	Focused	Corrective Action	High School District	255	60.3	60.3	76.7	76	22.6	19.4
CHSD 117	Focused	Corrective Action	High School District	624	58.6	61.9	61.2	65.3		
MC HENRY CHSD 156	Focused	Corrective Action	High School District	568	55.3	54.2	57.1	55.2		
BELLEVILLE TWP HSD 201	Focused	Corrective Action	High School District	1056	62.5	64.2	68.6	72	44.7	39.3
ROCKFORD SD 205	Focused	Corrective Action	Unit School District	14186	58.8	66.9	70.2	76.7	42.5	50.8
AURORA EAST USD 131	Focused	Corrective Action	Unit School District	6383	55.1	67.8	65.8	76.6	44.7	55.3
KANKAKEE SD 111	Focused	Corrective Action	Unit School District	2720	59.1	71	75	85.2	51.3	63.9
DECATUR SD 61	Focused	Corrective Action	Unit School District	4526	57.3	67	68.1	75.7	44.8	55.8
PEORIA SD 150	Focused	Corrective Action	Unit School District	7431	57.6	66.9	76.7	82.4	46.3	57.7
SPRINGFIELD SD 186	Focused	Corrective Action	Unit School District	7085	61.5	68.4	72	77.8	44.3	51.7
RANTOUL CITY SD 137	Focused	Improvement, Year 1	Elementary School District	940	65.7	76.2	73	84.5	54.3	64.8
MANNHEIM SD 83	Focused	Improvement, Year 1	Elementary School District	1863	70.6	79.8	74	83.8		
BERKELEY SD 87	Focused	Improvement, Year 1	Elementary School District	1938	68	84.2	78.7	88.1	64.9	81.4
MAYWOOD-MELROSE PARK-BROADVIEW 89	Focused	Improvement, Year 1	Elementary School District	3759	55.2	67.2	76.8	89	48.2	60.3
HILLSIDE SD 93	Focused	Improvement, Year 1	Elementary School District	363	68.1	71.4			57.6	63.7
BERWYN NORTH SD 98	Focused	Improvement, Year 1	Elementary School District	2200	65.7	74.4	68.5	77.5	62.3	66.4
INDIAN SPRINGS SD 109	Focused	Improvement, Year 1	Elementary School District	1771	72.4	76.7	74.5	80	55.3	59
MIDLOTHIAN SD 143	Focused	Improvement, Year 1	Elementary School District	1252	60.5	79	67.4	84.8	47.7	66.7
PRAIRIE-HILLS ESD 144	Focused	Improvement, Year 1	Elementary School District	2087	61.8	76.1	59	77	61.5	76.5
DOLTON SD 149	Focused	Improvement, Year 1	Elementary School District	2547	56.1	60.9			56.2	60.6
SOUTH HOLLAND SD 151	Focused	Improvement, Year 1	Elementary School District	1098	63.5	70.6			62.4	70.2
LANSING SD 158	Focused	Improvement, Year 1	Elementary School District	1717	70.4	78.8	76.6	87.3	61.2	65.7
FLOSSMOOR SD 161	Focused	Improvement, Year 1	Elementary School District	1927	77.2	87.6	89.4	95.6	71.3	84.2
BROOKWOOD SD 167	Focused	Improvement, Year 1	Elementary School District	883	59.3	66.3	68	82	55.5	62.5
ADDISON SD 4	Focused	Improvement, Year 1	Elementary School District	2627	73.5	84.3	83.8	92.5	56.9	56.9
KEENEYVILLE SD 20	Focused	Improvement, Year 1	Elementary School District	1115	74.2	78.5	80.2	86.9	55.9	65.3
WEST CHICAGO ESD 33	Focused	Improvement, Year 1	Elementary School District	2483	68.8	78.8	83.9	92.5		
MOUNT VERNON SD 80	Focused	Improvement, Year 1	Elementary School District	983	58.9	71.5	67.9	80.6	41.7	53.7
PRINCETON ESD 115	Focused	Improvement, Year 1	Elementary School District	774	75.7	84.3	76.8	84.3		
OTTAWA ESD 141	Focused	Improvement, Year 1	Elementary School District	1293	74.5	86.6	75.8	88.2		
EAST ALTON SD 13	Focused	Improvement, Year 1	Elementary School District	530	70.1	79.2	70.3	80.8		

### District Information by Category and Phase of Improvement

District Name	Percent meeting/exceeding state target by subgroup and subject														Attendance	Graduation	% Class not HQT	
	Hispanic		Asian		Native American		Multi/Racial		LEP		IEP		Low Income					
	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math				
CICERO SD 99	58.5	68.1	.	.	.	.	.	.	60.8	66.8	24	40.8	57.6	67.3	95.1	.	4.5	
HARVEY SD 152	63.6	74.3	.	.	.	.	.	.	60.9	70.6	21.4	33.2	58.2	68.1	93.5	.	0	
EVANSTON TWP HSD 202	35.2	35.8	.	.	.	.	.	.	.	.	38.8	28.4	36.8	31.7	.	88.9	0	
MAINE TOWNSHIP HSD 207	40.9	44.7	66.3	72.2	.	.	.	.	43.6	46.2	28.8	28	53.1	46.7	.	90.8	0	
NILES TWP CHSD 219	40.5	42.9	65.5	67.8	.	.	.	.	.	.	41.4	30.3	50.9	49.1	.	93.2	0	
GLENBARD TWP HSD 87	41.5	40.1	55.1	63.4	.	.	.	.	50	30.6	28.7	23.4	37.2	34.7	.	91.7	0.7	
DU PAGE HSD 88	48.5	51	65.3	67.3	.	.	.	.	.	.	14.5	8.4	42.7	45.3	.	93.3	0	
CHSD 99	47.6	42.7	68.8	80.7	.	.	.	.	.	.	30.4	29.2	40.4	39.4	.	95.6	0	
LAKE PARK CHSD 108	39.2	44.6	72.7	78.2	.	.	.	.	.	.	38.9	31.9	.	.	.	94.3	0	
CARBONDALE CHSD 165	.	.	.	.	.	.	.	.	.	.	.	.	32	30.7	.	97.5	0	
CHSD 117	.	.	.	.	.	.	.	.	.	.	17.8	17.6	.	.	.	95.3	0	
MC HENRY CHSD 156	.	.	.	.	.	.	.	.	.	.	14.5	13	.	.	.	93.5	0	
BELLEVILLE TWP HSD 201	.	.	.	.	.	.	.	.	.	.	18.8	19.6	44.8	42.9	.	94.9	0	
ROCKFORD SD 205	57.5	67	75.7	86	.	.	.	60.1	73.8	56.4	65.1	20.4	31.9	52.4	62	92.6	75	2.6
AURORA EAST USD 131	55.3	68.3	.	.	.	.	.	58.9	76.8	54.6	63.5	22.6	36.7	54.5	67.9	93.1	75.9	1.2
KANKAKEE SD 111	62.5	74.5	.	.	.	.	.	80.4	88	.	.	24.2	45.1	54.4	67.7	92.3	76.2	0
DECATUR SD 61	69.4	75.8	.	.	.	.	.	56.5	73	.	.	25.5	41	49.3	61.6	90	73.3	1
PEORIA SD 150	66.1	72.4	88.3	93	.	.	.	.	64.4	63.2	28.5	40.6	47.7	59.8	91.5	89.8	0.5	
SPRINGFIELD SD 186	72	76.3	85.5	89.7	.	.	.	61.9	78.2	.	.	24.9	35	50.7	60	91.7	87.2	0.6
RANTOUL CITY SD 137	69	74.1	.	.	.	.	.	68.4	79.3	.	.	30.8	44.4	58.8	71.4	93.1	.	0
MANNHEIM SD 83	68.3	78.2	87.8	87.8	.	.	.	.	66.4	73.4	29	46	67.1	77.1	93.6	.	0.7	
BERKELEY SD 87	67.7	84.6	.	.	.	.	.	70.2	89.4	62.9	74.3	33.2	60.4	64.8	82.2	95.3	.	0
MAYWOOD-MELROSE PARK-BROADVIEW 89	61.7	73.5	.	.	.	.	.	.	53.2	52.6	19.4	33.7	53.4	66.1	94.5	.	0.8	
HILLSIDE SD 93	80.6	83	.	.	.	.	.	.	.	.	38	39.2	63.3	68	95.4	.	0	
BERWYN NORTH SD 98	65.4	74.5	.	.	.	.	.	.	51.7	58.5	24.3	39.3	63.8	73.3	94.6	.	0	
INDIAN SPRINGS SD 109	76.9	78.5	.	.	.	.	.	.	78.5	71.5	36.6	47.6	62.7	68.9	94.4	.	0	
MIDLOTHIAN SD 143	61.4	84.2	.	.	.	.	.	.	.	.	31.1	50.9	46.6	68.1	94.3	.	0	
PRAIRIE-HILLS ESD 144	66.7	70.5	.	.	.	.	.	.	.	.	31.2	47.8	60.1	75.6	94.6	.	3.2	
DOLTON SD 149	.	.	.	.	.	.	.	.	.	.	20.3	17.2	54.4	60.5	93.4	.	0	
SOUTH HOLLAND SD 151	69.5	72.8	.	.	.	.	.	.	64.6	60.6	29.2	44.1	63.5	71.4	94.2	.	0	
LANSING SD 158	71.4	81.1	.	.	.	.	.	77.6	86.9	.	.	30.5	38.9	62.8	70.9	94.1	.	0
FLOSSMOOR SD 161	67	80.6	.	.	.	.	.	.	.	.	35.2	50.5	59.8	79.8	95.2	.	0	
BROOKWOOD SD 167	78.7	80.9	.	.	.	.	.	.	.	.	22	36.6	55.2	62.4	95	.	0	
ADDISON SD 4	66.2	79.2	86	93.5	.	.	.	.	64	71.7	31.1	53.4	62.4	75.1	96.1	.	0	
KEENEYVILLE SD 20	69.9	64.4	80.8	88	.	.	.	.	65.1	52.7	37.7	52	58.4	61.5	95.2	.	0	
WEST CHICAGO ESD 33	61.7	72.5	81.5	92.6	.	.	.	72.3	76.6	57.6	67.2	35.3	52.6	59.7	71.3	95.5	.	5.2
MOUNT VERNON SD 80	.	.	.	.	.	.	.	.	.	.	29.3	49.6	48.4	63.6	94.2	.	0	
PRINCETON ESD 115	.	.	.	.	.	.	.	.	.	.	31.8	43.9	63.2	77.5	95.3	.	0	
OTTAWA ESD 141	71.4	74	.	.	.	.	.	73.9	84.8	.	.	32.7	57.5	59.2	75.8	94.8	.	0
EAST ALTON SD 13	.	.	.	.	.	.	.	.	.	.	20.2	33.7	64.3	75.1	92.2	.	0	

### District Information by Category and Phase of Improvement

District Name	Proposed Category	Designation	School Type	Enrollment	"ALL"		White		Black	
					Read	Math	Read	Math	Read	Math
WOOD RIVER-HARTFORD ESD 15	Focused	Improvement, Year 1	Elementary School District	481	65.3	78.3	66.7	79.3	.	.
JOLIET PSD 86	Focused	Improvement, Year 1	Elementary School District	6140	63.4	79.3	74.8	86.5	51.8	68.9
RICHLAND GSD 88A	Focused	Improvement, Year 1	Elementary School District	567	77.4	77.7	74.6	80.5	68.8	70.8
OAK PARK - RIVER FOREST SD 200	Focused	Improvement, Year 1	High School District	774	68	69.2	81.5	84	32	30.9
ROCHELLE TWP HSD 212	Focused	Improvement, Year 1	High School District	279	53.5	50.4	59.5	57	.	.
CAIRO USD 1	Focused	Improvement, Year 1	Unit School District	290	52.5	58.9	.	.	51.7	58.4
EGYPTIAN CUSD 5	Focused	Improvement, Year 1	Unit School District	274	61.9	68.3	68.5	73.6	40	50.8
VANDALIA CUSD 203	Focused	Improvement, Year 1	Unit School District	870	70.8	78.6	70.8	78.7	.	.
BELVIDERE CUSD 100	Focused	Improvement, Year 1	Unit School District	4621	74.9	83.3	78.3	86.8	67.9	72.6
HARLEM UD 122	Focused	Improvement, Year 1	Unit School District	4114	71.9	76.6	72.6	77.3	53.6	54.1
CHAMPAIGN CUSD 4	Focused	Improvement, Year 1	Unit School District	4706	72.1	79.9	85	89.7	52	64.3
URBANA SD 116	Focused	Improvement, Year 1	Unit School District	2094	69.2	72.9	78.5	81.1	52.3	58.6
JASPER COUNTY CUD 1	Focused	Improvement, Year 1	Unit School District	733	74	85.6	74.2	85.7	.	.
BLOOMINGTON SD 87	Focused	Improvement, Year 1	Unit School District	2742	75.1	83.6	81.6	88.7	54.7	67.5
ELDORADO CUSD 4	Focused	Improvement, Year 1	Unit School District	599	66.2	73.8	66.5	73.8	.	.
CARMI-WHITE COUNTY CUSD 5	Focused	Improvement, Year 1	Unit School District	695	75.4	83.2	75.3	83	.	.
JOHNSTON CITY CUSD 1	Focused	Improvement, Year 1	Unit School District	626	72.3	77.8	72.4	77.7	.	.
OSWEGO CUSD 308	Focused	Improvement, Year 1	Unit School District	7269	79.4	84.9	83.2	88.6	63.7	65.9
GENESEO CUSD 228	Focused	Improvement, Year 1	Unit School District	1473	83.2	88.5	83.2	88.9	.	.
MURPHYSBORO CUSD 186	Focused	Improvement, Year 1	Unit School District	1011	66.8	79.6	69.8	80.8	48.3	72.4
SD U-46	Focused	Improvement, Year 1	Unit School District	21116	70.7	81.4	80.1	87.9	51.5	64.6
AURORA WEST USD 129	Focused	Improvement, Year 1	Unit School District	6238	70.3	78.8	80.8	87.6	54.3	65.2
CENTRAL CUSD 4	Focused	Improvement, Year 1	Unit School District	588	75.2	80.5	75.1	81.7	.	.
GALESBURG CUSD 205	Focused	Improvement, Year 1	Unit School District	2409	75.7	82.8	79.1	85.2	54.7	68
ROUND LAKE CUSD 116	Focused	Improvement, Year 1	Unit School District	3709	59.4	72.4	65	77	42.9	54.4
ILLINI CENTRAL CUSD 189	Focused	Improvement, Year 1	Unit School District	444	70.5	80.1	70.8	80.3	.	.
GILLESPIE CUSD 7	Focused	Improvement, Year 1	Unit School District	650	70.5	79.7	70.6	79.5	.	.
ROXANA CUSD 1	Focused	Improvement, Year 1	Unit School District	1108	67.3	80.2	67.6	80.9	.	.
HIGHLAND CUSD 5	Focused	Improvement, Year 1	Unit School District	1685	79.1	84.8	79.1	84.9	.	.
GRANITE CITY CUSD 9	Focused	Improvement, Year 1	Unit School District	3671	63.7	74	64.9	75.1	46	61
COLLINSVILLE CUSD 10	Focused	Improvement, Year 1	Unit School District	3185	69.5	78.2	71.8	81.1	56.6	61.9
ALTON CUSD 11	Focused	Improvement, Year 1	Unit School District	3373	62.7	73.1	73.2	80.8	45.9	60.4
EUREKA CUD 140	Focused	Improvement, Year 1	Unit School District	852	83	88	83.6	88.2	.	.
HARVARD CUSD 50	Focused	Improvement, Year 1	Unit School District	1256	63.4	63.2	70.7	72.3	.	.
CHESTER CUSD 139	Focused	Improvement, Year 1	Unit School District	514	66.8	75.7	67.6	76.1	.	.
BEARDSTOWN CUSD 15	Focused	Improvement, Year 1	Unit School District	748	70.1	70.8	71.6	74.5	.	.
MOLINE USD 40	Focused	Improvement, Year 1	Unit School District	3725	75	84.1	77.8	86.5	56.3	67.5
SHERRARD CUSD 200	Focused	Improvement, Year 1	Unit School District	884	71.9	79.7	72	79.8	.	.
AUBURN CUSD 10	Focused	Improvement, Year 1	Unit School District	606	75.5	82.1	76.4	82.5	.	.
RIVER BEND CUSD 2	Focused	Improvement, Year 1	Unit School District	527	70.6	79.8	71.4	80.4	.	.
PROPHETSTOWN-LYNDON-TAMPICO CUSD3	Focused	Improvement, Year 1	Unit School District	536	70.4	79.9	70	80.4	.	.



### District Information by Category and Phase of Improvement

District Name	Hispanic		Asian		Native American		Multi/Racial		LEP		IEP		Low Income		Attendance	Graduation	% Class not HQT
	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math			
WOOD RIVER-HARTFORD ESD 15	.	.	.	.	.	.	.	.	.	.	24.4	50	57.1	72.4	93.9	.	0
JOLIET PSD 86	65.9	83.2	.	.	.	.	74.6	85.5	53.1	67.8	23.6	50	59.7	76.7	93.9	.	0.1
RICHLAND GSD 88A	82.9	71.5	.	.	.	.	.	.	88.1	70.3	40	33.3	77.4	71	95.8	.	0
OAK PARK - RIVER FOREST SD 200	.	.	.	.	.	.	.	.	.	.	37.8	36.1	34.8	23.2	.	91.7	0
ROCHELLE TWP HSD 212	34	26	.	.	.	.	.	.	.	.	.	.	.	.	.	85.4	1.8
CAIRO USD 1	.	.	.	.	.	.	.	.	.	.	21.5	25.8	52.3	59.1	90.4	100	0
EGYPTIAN CUSD 5	.	.	.	.	.	.	.	.	.	.	.	.	61.8	67.4	92.4	90.7	0
VANDALIA CUSD 203	.	.	.	.	.	.	.	.	.	.	38.5	46.7	61.8	76.1	93.8	91.1	0
BELVIDERE CUSD 100	66.2	74.5	80.9	89.1	.	.	71.7	82.1	57.6	57.3	39.2	61.1	65.6	75.3	93.3	83.8	0.1
HARLEM UD 122	63.1	72.7	85.5	87.1	.	.	78.9	80.4	.	.	32.7	42.8	63.5	70.8	93.2	79.2	0.7
CHAMPAIGN CUSD 4	63.2	73.4	89.6	94.8	.	.	.	.	63.7	75	50.1	64.2	55.4	67.8	92.9	96	0
URBANA SD 116	75.2	71.7	88.4	91.9	.	.	68.2	71.8	75	72.3	33.1	43.6	58.3	63.4	92.7	85.1	0
JASPER COUNTY CUD 1	.	.	.	.	.	.	.	.	.	.	33	58	63.6	82.6	94.5	100	0
BLOOMINGTON SD 87	66.5	74.3	92.9	98.8	.	.	79	90.8	67.4	74.2	35.1	55.3	59.3	72.5	93.5	90	0
ELDORADO CUSD 4	.	.	.	.	.	.	.	.	.	.	31.6	48.1	59.6	71.4	91.6	75.2	0
CARMI-WHITE COUNTY CUSD 5	.	.	.	.	.	.	.	.	.	.	38.2	67.4	66.2	82.7	95	83.8	3.6
JOHNSTON CITY CUSD 1	.	.	.	.	.	.	.	.	.	.	30.8	40.8	64.3	75.6	93.4	96.4	0
OSWEGO CUSD 308	71.3	78.4	85.6	91.6	.	.	79.6	88.2	66.2	73.1	39.8	51.1	64.6	72.1	94.9	95.4	1.4
GENESEO CUSD 228	.	.	.	.	.	.	.	.	.	.	34.6	56.6	75.1	82.1	95.5	90.9	0
MURPHYSBORO CUSD 186	.	.	.	.	.	.	.	.	.	.	20.3	43.7	58.7	76.4	92.7	95.8	0
SD U-46	61	75	83.7	92.3	.	.	80.5	90	60.3	70.8	37.7	57.6	59.5	73.7	94.3	86.4	2.6
AURORA WEST USD 129	65.7	75.1	79.2	90.8	.	.	81.2	81.4	62.8	65.8	39.3	53.6	60.9	72.3	93.8	82.4	0.8
CENTRAL CUSD 4	.	.	.	.	.	.	.	.	.	.	38	45	64.2	73.6	94.7	86.9	0
GALESBURG CUSD 205	72.1	82.9	.	.	.	.	78	82.9	.	.	32.3	47.8	66.2	76.5	93.1	77.9	2.1
ROUND LAKE CUSD 116	58.6	71.8	68.1	89.9	.	.	.	.	54.2	61	31	46.8	57.7	72.1	94.2	83.7	2.6
ILLINI CENTRAL CUSD 189	.	.	.	.	.	.	.	.	.	.	36.8	57.5	62.3	77.7	94.7	95.9	0.9
GILLESPIE CUSD 7	.	.	.	.	.	.	.	.	.	.	25.6	41.9	56.8	69.5	95	86.9	0
ROXANA CUSD 1	.	.	.	.	.	.	.	.	.	.	33.2	48.4	58.6	73	92.1	78.1	0
HIGHLAND CUSD 5	.	.	.	.	.	.	.	.	.	.	36.7	51.6	69	76.9	95.1	92.7	0
GRANITE CITY CUSD 9	60.6	69	.	.	.	.	70.9	74.8	.	.	30.3	42.5	55.4	70.3	91.7	84	0
COLLINSVILLE CUSD 10	61.8	70	.	.	.	.	.	.	.	.	33.1	50.7	58.9	69.9	94.2	85.9	0.4
ALTON CUSD 11	.	.	.	.	.	.	.	.	.	.	26	40.9	51	64.5	92.3	95.6	0.8
EUREKA CUD 140	.	.	.	.	.	.	.	.	.	.	39	61.6	62	74.5	95.6	96.2	0
HARVARD CUSD 50	56.9	55.1	.	.	.	.	69.6	63	54.7	48.2	29	34.9	54.9	54.8	94.3	80.9	0
CHESTER CUSD 139	.	.	.	.	.	.	.	.	.	.	34	44.7	59.6	70.9	94.1	85.2	0
BEARDSTOWN CUSD 15	67.9	65.3	.	.	.	.	.	.	68.1	61.3	32.7	47.1	65.1	67.2	94.7	92.2	0
MOLINE USD 40	68.4	78.1	88.9	87.3	.	.	70.8	90.5	66.7	71.5	34.5	60.2	65.6	77.5	94.9	84.1	0
SHERRARD CUSD 200	.	.	.	.	.	.	.	.	.	.	25	48.9	57.8	71.1	94.9	88	0
AUBURN CUSD 10	.	.	.	.	.	.	.	.	.	.	34.6	47.2	62.7	71.1	95.2	95.8	0
RIVER BEND CUSD 2	.	.	.	.	.	.	.	.	.	.	24.2	37.1	55.3	74.8	95.6	85.3	0
PROPHETSTOWN-LYNDON-TAMPICO CUSD3	.	.	.	.	.	.	.	.	.	.	28.9	53.3	57.9	73.2	94.3	93.5	0

### District Information by Category and Phase of Improvement

District Name	Proposed Category	Designation	School Type	Enrollment	"ALL"		White		Black	
					Read	Math	Read	Math	Read	Math
CRETE MONEE CUSD 201U	Focused	Improvement, Year 1	Unit School District	2477	70	76.6	81.1	88.3	62.8	69.1
VALLEY VIEW CUSD 365U	Focused	Improvement, Year 1	Unit School District	9293	69.1	77.3	77.3	84.7	61	66.4
BELLWOOD SD 88	Focused	Improvement, Year 2	Elementary School District	1933	55.8	57.3	.	.	52.7	52.4
DOLTON SD 148	Focused	Improvement, Year 2	Elementary School District	2209	58.8	68.9	.	.	58.7	68.9
CALUMET CITY SD 155	Focused	Improvement, Year 2	Elementary School District	899	55.6	57	.	.	51.7	54.4
LINCOLN ESD 156	Focused	Improvement, Year 2	Elementary School District	739	57.8	65.6	.	.	53.3	61
HINSDALE TWP HSD 86	Focused	Improvement, Year 2	High School District	1061	78.3	80.4	80.4	82.6	.	.
WARREN TWP HSD 121	Focused	Improvement, Year 2	High School District	1033	61.5	62.4	66.2	67.7	43.2	32.1
PEKIN CSD 303	Focused	Improvement, Year 2	High School District	501	55	53.7	55.2	53	.	.
LINCOLN WAY CHSD 210	Focused	Improvement, Year 2	High School District	1625	72.5	68.5	73.5	69.7	.	.
ROCK ISLAND SD 41	Focused	Improvement, Year 2	Unit School District	3068	63.1	70.2	70.7	78.4	49.7	56.1
CAHOKIA CUSD 187	Focused	Improvement, Year 2	Unit School District	2320	57.5	74.1	75.9	81	55.6	73.3
GEN GEORGE PATTON SD 133	Comprehensive	Corrective Action	Elementary School District	255	43.4	62.4	.	.	43.6	62.2
W HARVEY-DIXMOOR PSD 147	Comprehensive	Corrective Action	Elementary School District	1030	48.1	52.6	.	.	48	51.6
CHICAGO HEIGHTS SD 170	Comprehensive	Corrective Action	Elementary School District	2143	51.8	62.9	70.7	83.6	44.7	53.6
J S MORTON HSD 201	Comprehensive	Corrective Action	High School District	1775	33.7	31.5	51.9	45.8	.	.
THORNTON TWP HSD 205	Comprehensive	Corrective Action	High School District	908	31.4	21.6	.	.	30.6	21
BLOOM TWP HSD 206	Comprehensive	Corrective Action	High School District	626	28.5	19.6	41.1	34.9	21	12.7
PROVISO TWP HSD 209	Comprehensive	Corrective Action	High School District	958	26.9	18.1	.	.	21.5	12.9
CHSD 218	Comprehensive	Corrective Action	High School District	1174	48.3	41.9	58	53.5	30.9	16.4
RICH TWP HSD 227	Comprehensive	Corrective Action	High School District	866	37.2	27.3	53.6	58.9	35.7	24.5
BREMEN CHSD 228	Comprehensive	Corrective Action	High School District	921	51.7	51.5	63.2	65	37	32.1
FENTON CHSD 100	Comprehensive	Corrective Action	High School District	366	47.2	53.6	53.8	62.1	.	.
ST ANNE CHSD 302	Comprehensive	Corrective Action	High School District	44	41.7	25	.	.	.	.
ZION-BENTON TWP HSD 126	Comprehensive	Corrective Action	High School District	481	47.8	40.7	55.1	55.6	35.8	21.1
EAST ALTON-WOOD RIVER CHSD 14	Comprehensive	Corrective Action	High School District	169	39.5	41.4	40.9	42.3	.	.
UNITED TWP HSD 30	Comprehensive	Corrective Action	High School District	424	41.4	41.5	45.7	44.8	.	.
JOLIET TWP HSD 204	Comprehensive	Corrective Action	High School District	857	55.3	43.6	68.6	59.4	34.1	18.7
CITY OF CHICAGO SD 299	Comprehensive	Corrective Action	Unit School District	200926	59	63.7	80.1	83.9	49.1	53.2
WAUKEGAN CUSD 60	Comprehensive	Corrective Action	Unit School District	8483	65.2	71.1	76.2	78.7	49.5	59.4
EAST ST LOUIS SD 189	Comprehensive	Corrective Action	Unit School District	4317	43.4	53.8	.	.	43.5	53.8
PEMBROKE CCSD 259	Comprehensive	Improvement, Year 1	Elementary School District	192	48.9	57.1	.	.	47.5	56.6
MT VERNON TWP HSD 201	Comprehensive	Improvement, Year 1	High School District	311	45.7	40	48.7	44.4	.	.
MUNDELEIN CONS HSD 120	Comprehensive	Improvement, Year 1	High School District	508	50.3	54.5	61.1	64.4	.	.
LA SALLE-PERU TWP HSD 120	Comprehensive	Improvement, Year 1	High School District	264	58.4	49.4	59.5	50	.	.
EAST PEORIA CHSD 309	Comprehensive	Improvement, Year 1	High School District	285	58.3	45.5	58.4	46.4	.	.
VENICE CUSD 3	Comprehensive	Improvement, Year 1	Unit School District	59	27.1	35.6	.	.	25.9	34.5
MADISON CUSD 12	Comprehensive	Improvement, Year 1	Unit School District	522	37	48.5	.	.	36.4	47.6
DANVILLE CCSD 118	Comprehensive	Improvement, Year 1	Unit School District	3253	60.8	72.7	68.9	77.8	49.1	64.7
POSEN-ROBBINS ESD 143-5	Comprehensive	Improvement, Year 2	Elementary School District	1102	49.4	63.7	55.3	74.5	49.3	58.9
CENTRALIA HSD 200	Comprehensive	Improvement, Year 2	High School District	258	47	49.1	49	52.6	.	.

### District Information by Category and Phase of Improvement

District Name	Hispanic		Asian		Native American		Multi/Racial		LEP		IEP		Low Income		Attendance	Graduation	% Class not HQT
	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math			
CRETE MONEE CUSD 201U	71.8	78.2	.	.	.	.	.	.	.	.	38.4	47.1	60.9	69.1	92.5	94.1	0.9
VALLEY VIEW CUSD 365U	63.6	74.8	80.2	88.9	.	.	63.3	70	63.2	68.2	31.3	47	60.2	69.2	92.8	81.7	0.2
BELLWOOD SD 88	61.4	67	.	.	.	.	.	.	58.1	58.1	20.5	19.6	53	56.2	94.5	.	14.9
DOLTON SD 148	.	.	.	.	.	.	.	.	.	.	23.2	39.9	57.5	68.5	94.3	.	0
CALUMET CITY SD 155	67	64.7	.	.	.	.	.	.	54.7	40.6	18.4	21.5	53.7	55.5	94	.	1.3
LINCOLN ESD 156	65.4	76.2	.	.	.	.	.	.	.	.	21.1	22.7	55	65.1	93.2	.	0
HINSDALE TWP HSD 86	55.6	53.3	85	92.5	.	.	.	.	.	.	34.2	34.2	.	.	.	95.8	0
WARREN TWP HSD 121	48.3	45	61.8	76.4	.	.	.	.	.	.	24.2	17.9	49.4	37.9	.	96.4	0
PEKIN CSD 303	.	.	.	.	.	.	.	.	.	.	14.9	9.5	41	35.2	.	87.6	0
LINCOLN WAY CHSD 210	64	51.7	.	.	.	.	.	.	.	.	33.6	18.2	56.7	53.7	.	94.2	0
ROCK ISLAND SD 41	63.9	72.2	.	.	.	.	73.8	78.4	53.3	43	29.7	37.9	55.2	63.1	93.2	88.4	0
CAHOKIA CUSD 187	.	.	.	.	.	.	.	.	.	.	28.9	47.2	56.6	74.8	91	98.9	0
GEN GEORGE PATTON SD 133	.	.	.	.	.	.	.	.	.	.	8	26.5	43.9	61.3	91.8	.	7
W HARVEY-DIXMOOR PSD 147	47.1	57.9	.	.	.	.	.	.	.	.	11.9	11.2	47	51.9	90.8	.	6.2
CHICAGO HEIGHTS SD 170	56.3	70.2	.	.	.	.	67.3	64.7	38.3	50.4	22.6	32.3	48.9	59.9	92.6	.	2.5
J S MORTON HSD 201	30.2	28.2	.	.	.	.	.	.	43.3	18.1	21.8	20.5	30.4	28.2	.	69.4	0
THORNTON TWP HSD 205	.	.	.	.	.	.	.	.	.	.	3.9	2.9	29.6	22.1	.	78.9	0
BLOOM TWP HSD 206	32.3	18.1	.	.	.	.	.	.	.	.	6	8.4	24.5	13.1	.	78.4	0.7
PROVISO TWP HSD 209	39.1	29.2	.	.	.	.	.	.	.	.	9.9	8.1	27	14	.	79.7	1.7
CHSD 218	41.5	38.9	.	.	.	.	.	.	26.6	24.1	21.2	17.7	33.4	28.2	.	86.9	0
RICH TWP HSD 227	.	.	.	.	.	.	.	.	.	.	9.6	4.1	31.6	20.2	.	90.6	0
BREMEN CHSD 228	43.6	44.4	.	.	.	.	.	.	.	.	13.8	10.3	32.2	36.8	.	93.5	0
FENTON CHSD 100	37.7	40.6	.	.	.	.	.	.	.	.	20	13.3	35.7	35.7	.	87.3	0
ST ANNE CHSD 302	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	79.7	0
ZION-BENTON TWP HSD 126	35.2	16.9	.	.	.	.	.	.	.	.	.	.	32.4	23.1	.	79	0
EAST ALTON-WOOD RIVER CHSD 14	.	.	.	.	.	.	.	.	.	.	.	.	27	28.6	.	72.8	0
UNITED TWP HSD 30	34.4	37.5	.	.	.	.	.	.	.	.	10.6	6.5	23.5	22	.	81	0
JOLIET TWP HSD 204	50.5	37.5	.	.	.	.	.	.	.	.	17.7	13.3	40.2	28.2	.	77.2	2
CITY OF CHICAGO SD 299	63.4	69.1	83.5	88.5	77.7	76.7	71.6	77	60.8	66.1	21.7	27.1	56.1	61.4	91.3	66	23.5
WAUKEGAN CUSD 60	67.5	72.6	81.2	90.5	.	.	64.8	84.5	71.7	73.5	29.5	40	63.2	69.7	91.5	69.6	4
EAST ST LOUIS SD 189	39	54.2	.	.	.	.	.	.	.	.	15.4	22.8	44.4	55.6	89.8	78.2	0
PEMBROKE CCSD 259	.	.	.	.	.	.	.	.	.	.	.	.	47.5	56	92.7	.	0
MT VERNON TWP HSD 201	.	.	.	.	.	.	.	.	.	.	8.9	7.1	31.6	16.5	.	74.9	0
MUNDELEIN CONS HSD 120	20.5	26.8	.	.	.	.	.	.	.	.	24.6	23.2	25.5	28.7	.	95.1	0
LA SALLE-PERU TWP HSD 120	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	88.8	0
EAST PEORIA CHSD 309	.	.	.	.	.	.	.	.	.	.	.	.	43.9	27.3	.	84.6	0
VENICE CUSD 3	.	.	.	.	.	.	.	.	.	.	.	.	23.2	32.1	92.2	.	0
MADISON CUSD 12	.	.	.	.	.	.	.	.	.	.	26.9	30	36.1	46.1	90.9	95.1	0.9
DANVILLE CCSD 118	61.8	76.5	.	.	.	.	.	.	.	.	33.1	44.1	53.8	68.9	91.8	71.4	0
POSEN-ROBBINS ESD 143-5	48.9	66.9	.	.	.	.	.	.	39.2	52.9	.	.	48.6	62.6	93.4	.	1.4
CENTRALIA HSD 200	.	.	.	.	.	.	.	.	.	.	.	.	36.7	37.8	.	73.6	0

**District Information by Category and Phase of Improvement**

District Name	Proposed Category	Designation	School Type	Enrollment	"ALL"		White		Black	
					Read	Math	Read	Math	Read	Math
LEYDEN CHSD 212	Comprehensive	Improvement, Year 2	High School District	703	49.9	51.2	54.7	56.5	.	.
THORNTON FRACTIONAL TWP HSD 215	Comprehensive	Improvement, Year 2	High School District	546	36.4	37.6	54.4	56.8	23.7	22.4
OTTAWA TWP HSD 140	Comprehensive	Improvement, Year 2	High School District	332	54.6	49.2	54.9	49.2	.	.
NORTH CHICAGO SD 187	Comprehensive	Improvement, Year 2	Unit School District	2111	44.7	56.4	72.7	76.5	41.5	53.1

**District Information by Category and Phase of Improvement**

District Name	Hispanic		Asian		Native American		Multi/Racial		LEP		IEP		Low Income		Attendance	Graduation	% Class not HQT
	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math			
LEYDEN CHSD 212	40.8	42.6	.	.	.	.	.	.	80.4	38.5	25.6	19.8	50	51.5	.	82.5	0
THORNTON FRACTIONAL TWP HSD 215	31.3	37.5	.	.	.	.	.	.	.	.	.	.	27.8	29.8	.	83.4	0
OTTAWA TWP HSD 140	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	92.1	0
NORTH CHICAGO SD 187	43	56.6	.	.	.	.	.	.	34.9	35.7	13.5	25.6	41.8	54.5	91.5	47.8	2.6