

GLEN ELLYN SCHOOL DISTRICT 41
GLEN ELLYN, ILLINOIS



ILLINOIS
DISTRICT
REPORT
CARD

Federal law requires public school districts to release district report cards to the public each year.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION												
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	84.0	4.3	5.5	6.1	0.1	2.9	3.9		0.0	14.1	95.5	3,434
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3		1.9	16.4	94.0	2,044,539

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*		AVERAGE CLASS SIZE (as of the first school day in May)						STAFF-TO-STUDENT RATIOS			
	Percent	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	100.0	20.2	22.6	23.1	28.7	28.2		17.8		13.8	254.4
State	95.9	20.6	21.3	22.5	23.6	22.8		18.4	18.2	13.8	221.1

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

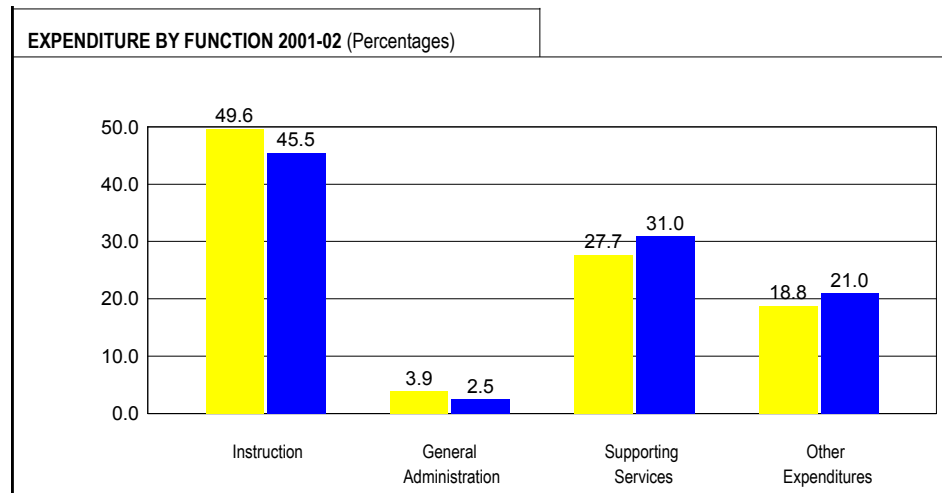
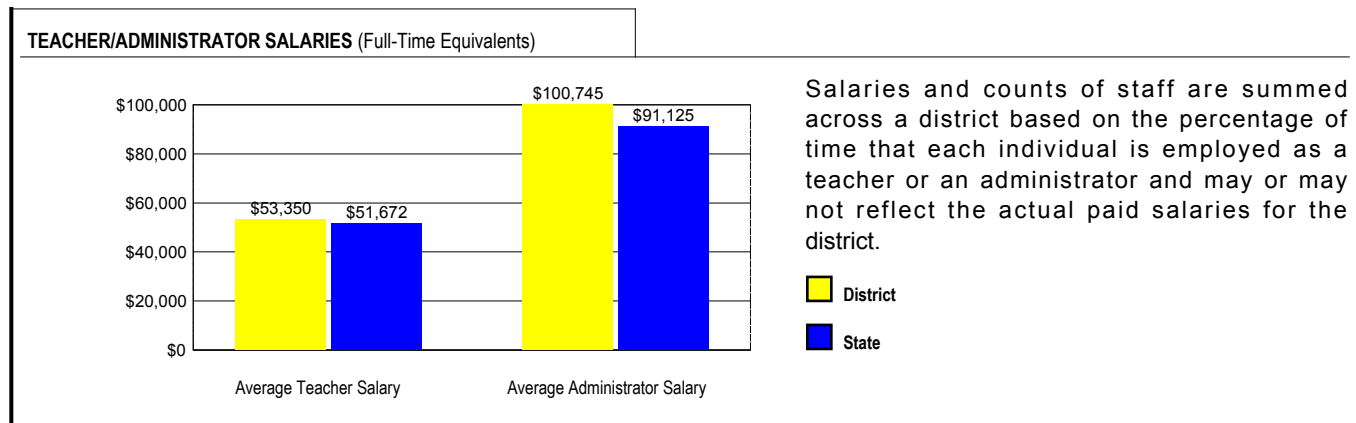
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
District	60	42	42	38	42	42	150	84	84	39	42	42
State	56	52	49	30	43	44	146	107	94	31	43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.1	0.0	0.9	0.0	0.0	14.7	85.3	214
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

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 *
District	12.2	47.2	52.8	0.9	0.0
State	13.9	53.9	46.0	2.5	2.1

* Data based on No Child Left Behind (NCLB) definition.

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2001-02

	District	District %	State %
Local Property Taxes	\$24,019,121	84.1	55.4
Other Local Funding	\$1,539,034	5.4	6.1
General State Aid	\$998,177	3.5	18.7
Other State Funding	\$1,422,843	5.0	12.5
Federal Funding	\$565,370	2.0	7.3
TOTAL	\$28,544,545		

EXPENDITURE BY FUND 2001-02

	District	District %	State %
Education	\$20,817,604	76.5	69.7
Operations & Maintenance	\$3,154,764	11.6	8.9
Transportation	\$678,888	2.5	3.4
Bond and Interest	\$2,116,988	7.8	5.7
Rent			0.0
Municipal Retirement/ Social Security	\$324,863	1.2	1.5
Fire Prevention & Safety	\$22,665	0.1	1.0
Site & Construction/ Capital Improvement	\$81,357	0.3	9.8
TOTAL	\$27,197,129		

OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$231,785	3.16	\$4,463	\$7,548
State	**	**	\$4,842	\$8,181

** 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.

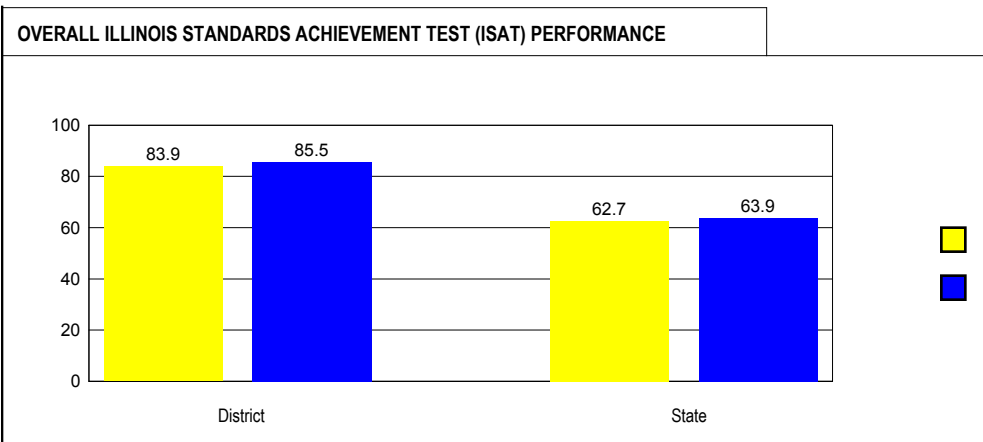
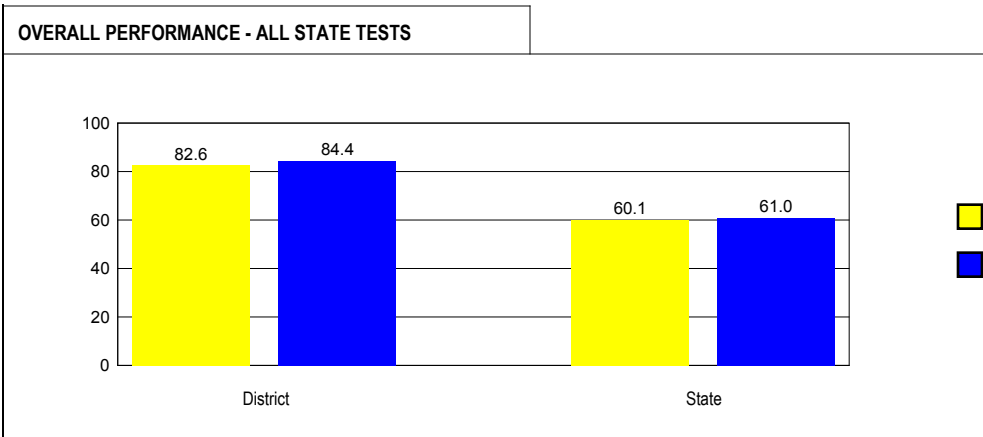
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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. These performance measures include only those test scores for the grades and subjects included in your school.



OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE

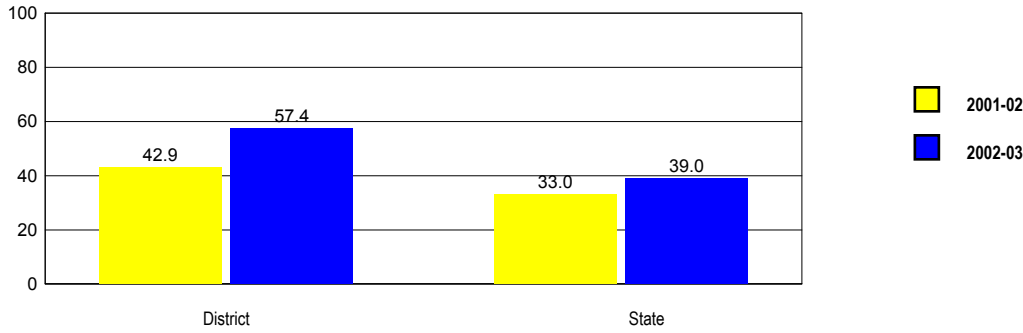
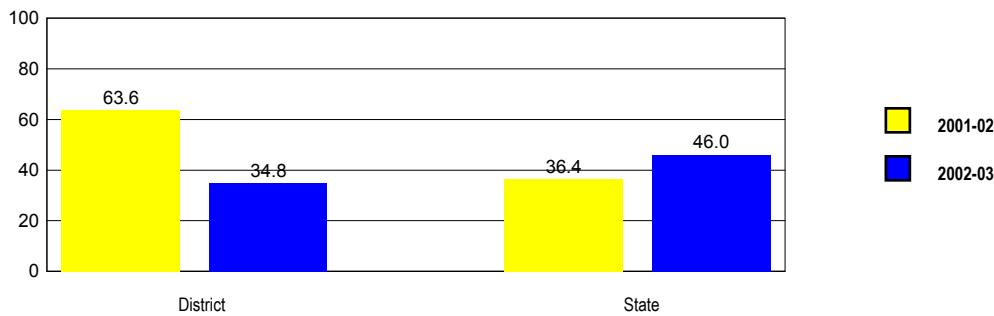


IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE

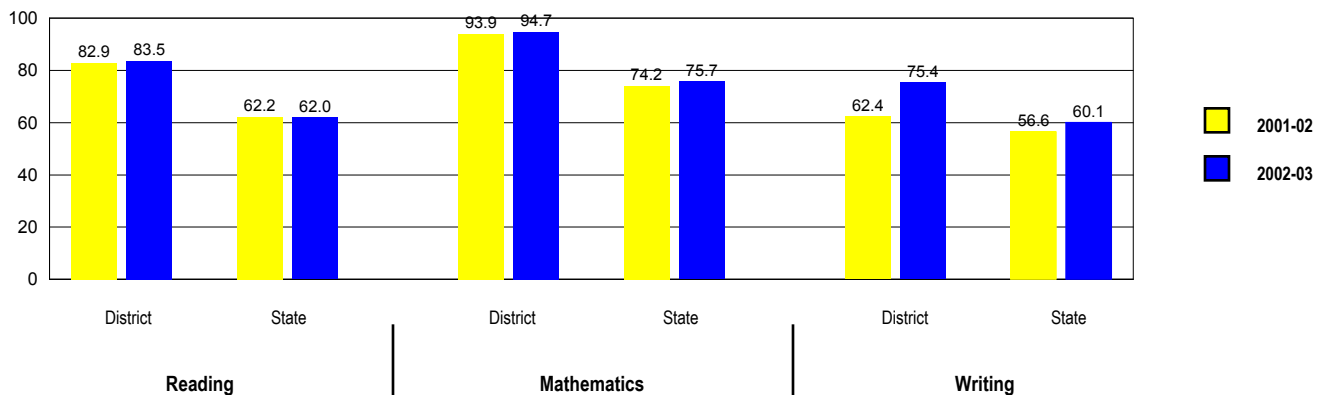


IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

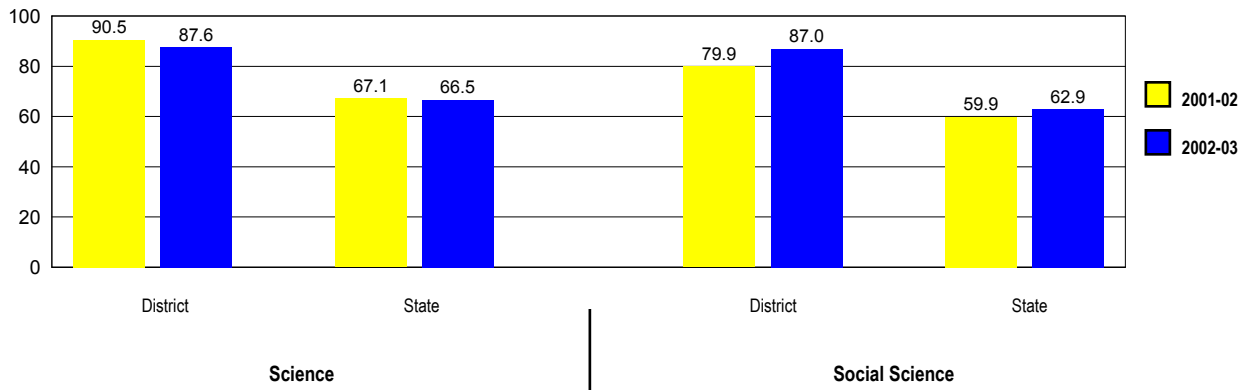
ISAT PERFORMANCE

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.

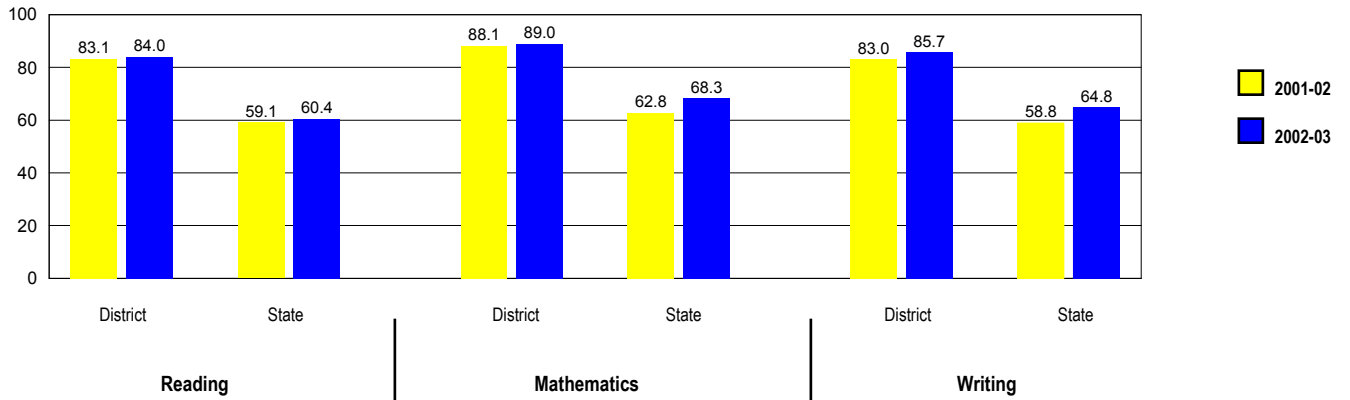
ISAT | Grade 3



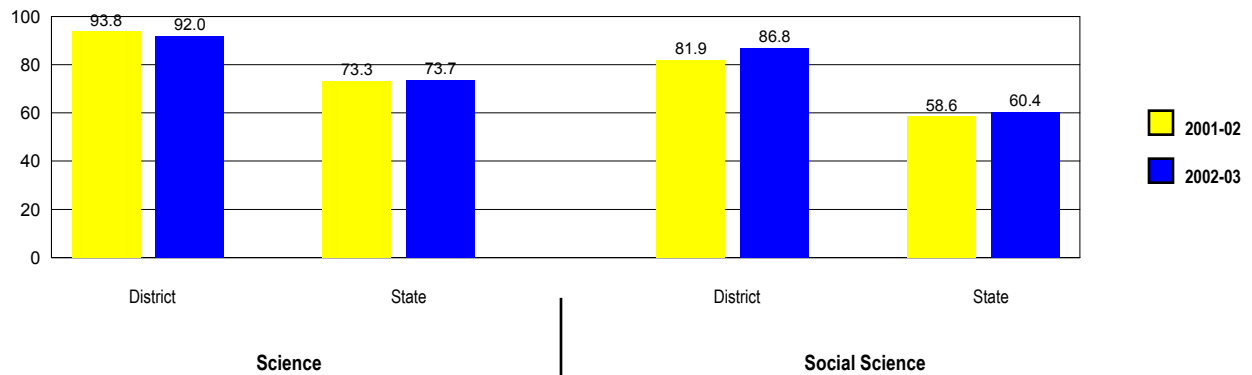
ISAT Grade 4



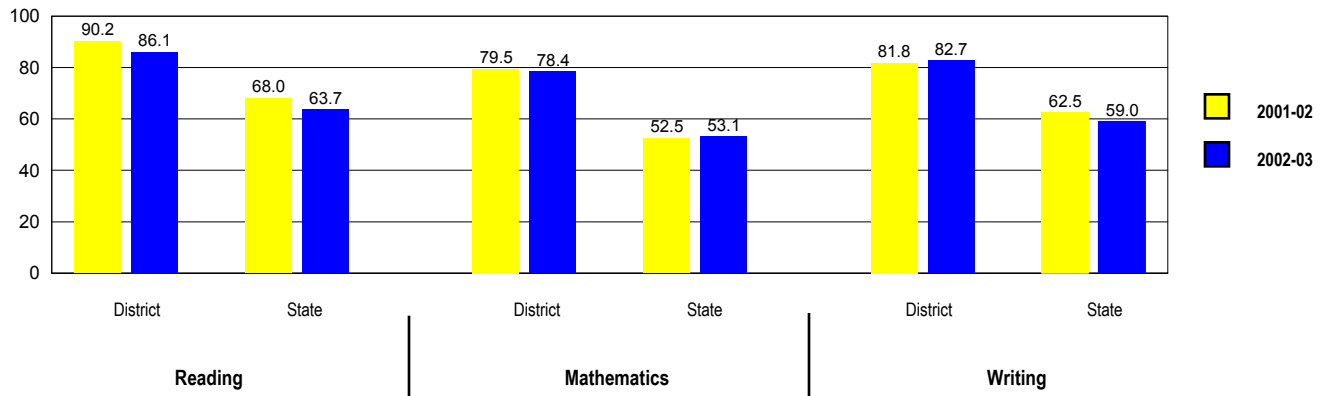
ISAT Grade 5



ISAT Grade 7



ISAT Grade 8



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results 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, 4, 5, 7, and 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 students in state-approved transitional bilingual programs. 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 or Section 504 Plan. 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. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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				
District	*Enrollment	1,135	583	552	947	57	60	69	2	46	0	169	44
	Reading	0.0	0.0	0.0	2.9	1.8	1.7	4.3		13.0		14.8	54.5
	Mathematics	0.0	0.0	0.0	3.0	1.8	1.7	4.3		13.0		15.4	54.5
State	*Enrollment	616,170	313,399	302,581	366,187	127,748	97,933	21,960	936	35,949	310	82,419	234,696
	Reading	0.4	0.4	0.5	1.4	2.6	2.0	1.2	0.0	4.1	0.0	0.0	10.4
	Mathematics	0.5	0.6	0.6	1.5	2.8	2.2	1.3	0.0	4.7	0.0	0.0	10.6

* Enrollment on the first day of state testing.

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.

ISAT continued

Grade 3

Grade 3 - All

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	2.1	14.4	44.7	38.8	1.1	4.3	40.8	53.9	2.9	21.7	72.5	2.9
State	8.1	29.8	40.1	21.9	6.8	17.4	44.6	31.1	7.1	32.9	57.3	2.8

Grade 3 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	3.6	15.0	43.0	38.3	2.1	3.6	36.6	57.7	5.2	26.4	66.3	2.1
	State	9.8	31.4	39.2	19.6	7.6	16.9	43.1	32.4	9.5	35.7	52.9	1.9
Female	District	0.5	13.7	46.4	39.3	0.0	5.0	45.3	49.7	0.6	16.6	79.0	3.9
	State	6.4	28.1	41.1	24.3	6.0	17.9	46.2	29.9	4.5	29.9	61.8	3.8

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	1.3	12.5	44.4	41.8	0.7	2.7	39.2	57.4	2.4	18.6	76.6	2.4
	State	3.3	20.7	45.1	30.9	2.0	9.5	45.3	43.1	3.8	25.8	66.3	4.0
Black	District	0.0	45.0	55.0	0.0	0.0	25.0	65.0	10.0	5.0	30.0	60.0	5.0
	State	18.5	46.8	29.2	5.6	17.7	33.5	40.7	8.2	14.4	46.9	38.1	0.7
Hispanic	District	20.0	40.0	40.0	0.0	0.0	20.0	70.0	10.0	10.0	30.0	60.0	0.0
	State	10.5	40.2	39.3	10.0	7.3	23.3	51.8	17.6	8.0	39.2	51.7	1.1
Asian/Pacific Islander	District	0.0	18.2	36.4	45.5	0.0	0.0	36.4	63.6	0.0	45.5	45.5	9.1
	State	1.8	15.6	45.0	37.6	1.2	5.3	36.2	57.3	1.9	21.0	71.4	5.8
Native American	District												
	State	6.5	34.8	35.7	23.0	3.0	18.1	52.6	26.3	8.3	39.1	51.3	1.3

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	3.8	28.8	40.4	26.9	2.0	7.8	51.0	39.2	2.0	40.0	58.0	0.0
	State	24.3	43.5	24.4	7.8	17.3	27.7	40.6	14.4	22.1	40.0	36.9	1.0
Section 504	District												
	State	7.5	29.5	43.0	20.0	4.1	17.1	48.8	30.0	7.9	35.2	53.9	3.0
Non-disabled	District	1.9	12.1	45.0	41.0	0.9	3.7	38.8	56.5	2.8	18.9	74.8	3.4
	State	5.6	27.7	42.6	24.1	5.2	15.8	45.2	33.8	4.7	31.8	60.4	3.1

Grade 4

Grade 4 - All

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
District	1.7	10.8	55.2	32.3	0.6	12.4	75.7	11.3
State	7.0	26.5	52.2	14.3	7.6	29.5	56.4	6.4

ISAT continued**Grade 4 - Gender**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	District	2.2	13.1	51.9	32.8	0.5	14.2	72.7	12.6
	State	7.3	24.6	51.6	16.5	8.2	28.1	56.3	7.4
Female	District	0.6	8.5	58.8	32.2	0.6	10.2	79.1	10.2
	State	6.7	28.5	52.9	12.0	7.0	31.1	56.6	5.4

Grade 4 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	District	0.7	7.7	53.5	38.0	0.0	7.4	78.8	13.8
	State	2.4	15.8	60.5	21.2	2.7	18.8	69.0	9.5
Black	District	21.4	21.4	57.1	0.0	0.0	50.0	50.0	0.0
	State	16.2	46.2	35.1	2.5	17.7	48.3	32.9	1.1
Hispanic	District	0.0	60.0	40.0	0.0	10.0	50.0	40.0	0.0
	State	11.7	39.9	44.5	3.9	12.5	44.5	41.5	1.5
Asian/Pacific Islander	District	0.0	12.5	75.0	12.5	6.3	25.0	68.8	0.0
	State	1.7	13.5	61.2	23.6	1.4	16.5	69.3	12.8
Native American	State	5.9	28.3	53.5	12.2	5.2	35.7	54.5	4.5

Grade 4 - Students with Disabilities

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	District	3.3	33.3	53.3	10.0	0.0	36.7	63.3	0.0
	State	15.9	38.3	40.0	5.9	20.3	40.6	37.0	2.1
Section 504	State	7.5	24.8	52.5	15.1	6.2	33.6	53.9	6.4
Non-disabled	District	1.5	8.7	55.4	34.3	0.6	10.2	76.8	12.3
	State	5.6	24.6	54.2	15.6	5.5	27.7	59.7	7.1

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	16.0	41.9	42.2	0.9	10.2	66.3	22.7	0.6	13.7	73.3	12.5
	1.0	38.6	37.3	23.1	3.5	28.1	58.6	9.7	6.2	29.0	61.3	3.5

Grade 5 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	18.1	42.7	39.2	1.8	11.1	61.4	25.7	1.2	17.0	76.4	5.5
	State	1.4	40.0	37.0	21.6	4.2	28.3	56.9	10.6	8.8	34.3	54.9	2.0
Female	District	0.0	12.4	41.4	46.2	0.0	8.3	71.6	20.1	0.0	9.4	70.6	20.0
	State	0.7	37.1	37.6	24.7	2.8	27.9	60.5	8.8	3.4	23.5	68.0	5.2

ISAT continued**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	11.8	41.1	47.1	0.4	6.1	67.9	25.7	0.4	13.0	72.2	14.4
	State	0.5	26.0	41.7	31.8	1.3	17.3	67.6	13.7	4.2	22.8	68.3	4.7
Black	District	0.0	58.8	35.3	5.9	11.8	35.3	47.1	5.9	7.1	28.6	64.3	0.0
	State	2.2	61.9	28.5	7.3	9.1	50.8	38.7	1.5	10.9	42.1	45.9	1.1
Hispanic	District	0.0	18.8	56.3	25.0	0.0	25.0	68.8	6.3	0.0	6.7	86.7	6.7
	State	1.4	56.3	32.4	9.8	4.6	40.1	52.2	3.1	7.7	36.6	54.0	1.7
Asian/Pacific Islander	District	0.0	28.6	52.4	19.0	0.0	23.8	66.7	9.5	0.0	15.0	85.0	0.0
	State	0.2	20.9	40.5	38.4	0.8	10.2	62.7	26.3	1.9	17.3	72.3	8.5
Native American	District												
	State	0.7	36.4	43.1	19.9	3.0	29.1	61.1	6.8	7.9	29.0	61.0	2.1

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	0.0	55.0	27.5	17.5	2.5	40.0	52.5	5.0	2.7	48.6	48.6	0.0
	State	5.2	69.5	19.9	5.4	14.4	50.4	33.0	2.2	25.7	42.4	31.2	0.7
Section 504	District												
	State	0.6	39.4	41.1	18.9	1.3	29.6	61.0	8.0	7.0	41.4	49.5	2.1
Non-disabled	District	0.0	10.9	43.9	45.2	0.7	6.3	68.3	24.8	0.3	9.3	76.3	14.1
	State	0.3	33.5	40.1	26.0	1.7	24.4	62.9	10.9	3.1	26.8	66.1	4.0

Grade 7**Grade 7 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
District	1.1	6.9	59.2	32.8	0.3	12.9	57.5	29.3
	9.7	16.6	56.2	17.5	1.5	38.1	45.7	14.7
State								

Grade 7 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	District	1.7	8.6	52.3	37.4	0.6	12.6	50.6	36.2
	State	10.6	15.7	53.6	20.2	1.9	36.7	44.1	17.3
Female	District	0.6	5.2	66.9	27.3	0.0	13.4	65.1	21.5
	State	8.7	17.6	58.9	14.8	1.1	39.5	47.4	12.0

ISAT continued

Grade 7 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	District	0.3	5.4	56.9	37.4	0.0	9.1	58.2	32.7
	State	5.0	10.7	59.8	24.5	0.7	26.6	52.0	20.6
Black	District	10.0	30.0	60.0	0.0	10.0	60.0	30.0	0.0
	State	20.5	29.8	46.9	2.8	3.5	64.5	29.6	2.4
Hispanic	District	0.0	25.0	75.0	0.0	0.0	25.0	75.0	0.0
	State	15.4	25.0	53.9	5.7	2.1	53.4	39.9	4.5
Asian/Pacific Islander	District	8.3	0.0	83.3	8.3	0.0	16.7	58.3	25.0
	State	3.2	8.0	57.2	31.6	0.2	17.5	55.1	27.2
Native American	District								
	State	10.9	21.1	54.7	13.3	1.6	43.2	47.5	7.7

Grade 7 - Students with Disabilities

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	District	2.6	20.5	61.5	15.4	2.6	33.3	48.7	15.4
	State	32.2	28.3	36.0	3.5	7.2	67.4	22.4	3.1
Section 504	District								
	State	9.5	19.5	54.1	16.9	1.2	38.7	42.8	17.2
Non-disabled	District	1.0	4.9	59.1	35.1	0.0	10.1	58.8	31.2
	State	5.9	14.7	59.5	19.8	0.5	33.2	49.6	16.7

Grade 7 - Economically Disadvantaged

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	10.0	20.0	70.0	0.0	0.0	50.0	50.0	0.0
	State	17.2	26.8	50.9	5.1	2.8	59.0	34.5	3.7
Not Eligible	District	0.9	6.5	58.9	33.7	0.3	11.8	57.7	30.2
	State	6.0	11.6	58.8	23.6	0.9	27.7	51.3	20.1

Grade 8

Grade 8 - All

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	13.9	62.6	23.5	1.5	20.1	49.4	29.0	2.1	15.2	77.6	5.2
	0.5	35.8	54.0	9.7	6.3	40.6	37.6	15.5	6.2	34.8	54.8	4.2

Grade 8 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	19.0	64.1	16.9	2.1	19.5	50.3	28.2	2.6	25.1	70.8	1.5
	State	0.7	40.6	51.5	7.2	7.5	39.7	36.5	16.3	9.4	41.5	46.7	2.4
Female	District	0.0	8.9	60.9	30.2	1.0	19.8	49.0	30.2	1.6	4.7	84.8	8.9
	State	0.2	30.8	56.6	12.3	5.1	41.6	38.6	14.7	2.9	27.9	63.2	6.0

ISAT continued**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	10.4	63.5	26.1	0.9	15.5	52.1	31.5	0.9	14.2	79.4	5.4
	State	0.3	26.8	59.9	13.1	3.3	30.9	44.9	21.0	4.6	29.3	60.6	5.5
Black	District	0.0	52.6	42.1	5.3	5.3	57.9	36.8	0.0	10.5	21.1	63.2	5.3
	State	1.0	53.7	42.6	2.7	15.1	61.9	20.2	2.8	10.7	47.7	40.6	1.0
Hispanic	District	0.0	40.0	50.0	10.0	0.0	42.9	47.6	9.5	4.8	33.3	57.1	4.8
	State	0.8	52.3	43.8	3.1	7.7	56.8	30.4	5.1	7.4	43.5	47.7	1.3
Asian/Pacific Islander	District	0.0	0.0	78.9	21.1	0.0	26.3	42.1	31.6	0.0	5.3	89.5	5.3
	State	0.1	20.1	59.6	20.3	1.3	19.7	40.6	38.3	1.8	20.7	67.1	10.4
Native American	District												
	State	0.6	45.1	48.2	6.1	7.2	49.3	32.0	11.6	6.5	44.9	45.2	3.4

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	0.0	45.5	54.5	0.0	11.6	51.2	30.2	7.0	14.3	42.9	42.9	0.0
	State	2.7	77.8	18.6	0.9	28.8	58.2	11.2	1.8	30.1	51.0	18.4	0.4
Section 504	District												
	State	0.2	40.0	52.8	7.1	4.0	45.9	38.0	12.0	7.0	42.3	47.4	3.3
Non-disabled	District	0.0	9.6	63.8	26.5	0.3	15.9	51.9	31.9	0.6	11.9	81.7	5.8
	State	0.1	28.8	59.9	11.2	2.6	37.7	42.0	17.8	2.3	32.2	60.7	4.8

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. 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 -- Beginning - Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
- Level 2 --Strengthening - Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
- Level 3 -- Expanding - Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
- Level 4 -- Transitioning - Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

For Mathematics see ISAT or PSAE descriptions of the performance levels.

Grade 3**Grade 3 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	13.0	47.8	17.4	21.7	4.3	26.1	65.2	4.3	4.3	8.7	56.5	30.4
	24.5	34.3	24.8	16.4	15.9	35.3	42.7	6.0	5.4	12.5	47.9	34.2

IMAGE continued**Grade 3 - Gender**

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	District	7.1	35.7	28.6	28.6	0.0	21.4	71.4	7.1	0.0	7.1	64.3	28.6
	State	25.5	35.3	23.9	15.3	16.1	33.3	44.0	6.5	7.0	15.6	50.7	26.7
Female	District	23.3	33.4	25.7	17.6	15.6	37.3	41.6	5.5	3.7	9.4	45.1	41.8
	State	23.3	33.4	25.7	17.6	15.6	37.3	41.6	5.5	3.7	9.4	45.1	41.8

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 5

Number of Title I schools: 2

Number of Title I schools in School Improvement Status: 0

Percent of schools in School Improvement Status: 0%

School ID**School Name****Years in School
Improvement**