

# Spring Lake CCSD 606

## Manito, ILLINOIS



# ILLINOIS DISTRICT REPORT CARD

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

Starting in 2009, charter school information is included in district statistics.

## STUDENTS

### RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>District</b>	94.0	0.0	4.0	0.0	2.0	0.0	24.0	0.0		0.0	11.8	97.2	50
<b>State</b>	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

**Low-income** students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

**Limited-English-proficient** students are those students eligible for transitional bilingual programs.

**Mobility rate** is based on the number of times students enroll in or leave a school during the school year.

**Chronic truants** are students who are absent from school without valid cause for 18 or more of the last 180 school days.

## INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>District</b>	100.0	10.0		9.5	192.3
<b>State</b>	96.7	18.4		13.3	201.8

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

### AVERAGE CLASS SIZE (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>District</b>	3.0	6.0	12.0	14.0	14.0	17.0	17.0			
<b>State</b>	20.5	20.9	21.3	21.8	22.2	22.6	22.0			

### 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>District</b>	50	50		35	45		180	168		35	45	
<b>State</b>	59	54		30	43		145	104		30	43	

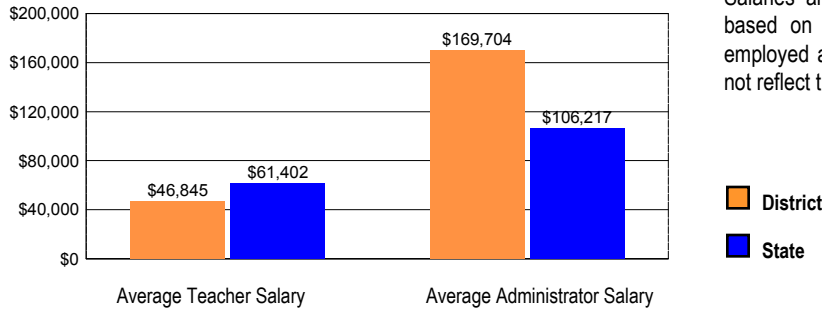
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	0.0	100.0	5
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

TEACHER INFORMATION (Continued)						
		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
District:	All Schools	21.4	60.0	40.0	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools					
State:	All Schools	12.5	44.1	55.8	0.6	1.2
	High Poverty Schools	12.2	45.1	54.6	1.1	4.7
	Low Poverty Schools	12.2	36.8	63.1	0.3	0.1

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. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

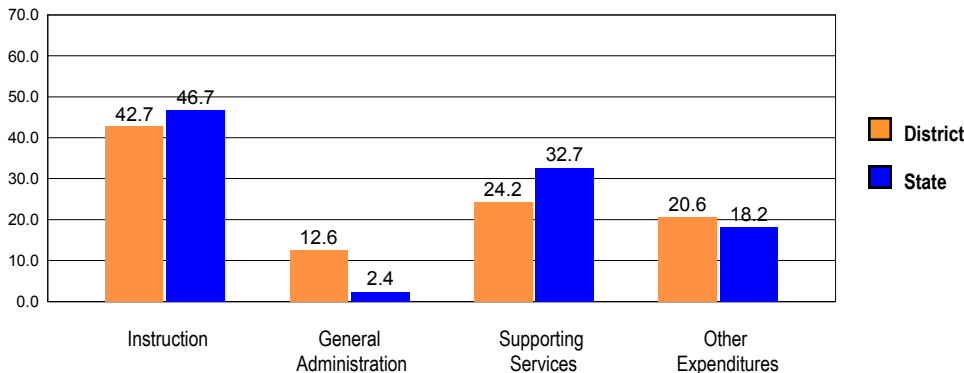
## SCHOOL DISTRICT FINANCES

### TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

### EXPENDITURE BY FUNCTION 2007-08 (Percentages)



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$309,691	41.2	58.7	Education	\$601,858	84.6	71.5
Other Local Funding	\$42,750	5.7	6.3	Operations & Maintenance	\$39,456	5.5	8.6
General State Aid	\$290,790	38.6	18.6	Transportation	\$54,178	7.6	3.9
Other State Funding	\$55,341	7.4	9.0	Bond and Interest	\$0	0.0	6.3
Federal Funding	\$53,884	7.2	7.4	Rent	\$0	0.0	0.0
TOTAL	\$752,456			Municipal Retirement/ Social Security	\$12,030	1.7	1.8
				Fire Prevention & Safety	\$4,068	0.6	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	6.8
				TOTAL	\$711,590		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$201,627	2.89	\$5,857	\$10,816
State	**	**	\$6,103	\$10,417

\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.

**Total school tax rate** is a district's total tax rate as it appears on local property tax bills.

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

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

## ACADEMIC PERFORMANCE

### 2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP is sponsored by the U.S. Department of Education and administered to students in grade 4, 8, and 12. Only grade 4 and 8 results are required to be reported.

Achievement levels reflect what students should know and be able to do. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board for NAEP sets specific achievement levels for each subject area and grade. To provide a context for interpreting student performance, NAEP results are reported as percentages of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels, and at the *Advanced* level.

**Basic** denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

**Proficient** represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

**Advanced** represents superior performance.

The four achievement levels (below basic, basic, proficient, and advanced) are reported as level 1 through level 4, respectively. Please note that only state results are reported.

### Grade 4

#### Grade 4 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	35.0	32.9	24.2	8.0	21.4	42.3	30.7	5.6

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	23.3	34.3	30.9	11.5	8.9	40.8	42.1	8.1
Black	56.3	29.5	12.5	1.7	46.0	44.6	9.0	0.4
Hispanic	50.1	32.2	14.7	3.0	35.8	45.2	17.6	1.3
Asian/Pacific Islander	13.1	33.0	37.5	16.4	5.1	32.4	45.0	17.5
Native American								

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	76.6	20.0	3.1	0.3	49.8	41.5	7.9	0.8

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	63.2	22.5	10.5	3.8	41.4	36.3	17.9	4.4

**Grade 4 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	52.4	31.6	13.5	2.4	36.2	46.9	16.1	0.8

**Grade 4 - NAEP Participation Rates**

	Reading	Mathematics
Limited English Proficient	72.4	84.2
Students with Disabilities	64.9	76.9

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	25.1	45.1	27.5	2.3	29.7	39.5	23.8	7.0

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	17.2	44.6	34.9	3.3	18.5	40.8	31.3	9.4
Black	45.7	44.4	9.7	0.2	59.3	34.0	6.3	0.4
Hispanic	35.9	48.6	15.2	0.4	44.9	42.3	11.8	1.0
Asian/Pacific Islander	13.1	40.9	41.6	4.4	12.8	32.0	32.1	23.0
Native American								

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	75.1	22.3	2.6	0.0	56.3	31.6	9.1	3.0

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	64.6	27.0	7.4	0.9	67.7	25.3	6.8	0.2

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	39.2	46.0	14.2	0.6	48.7	38.4	11.3	1.6

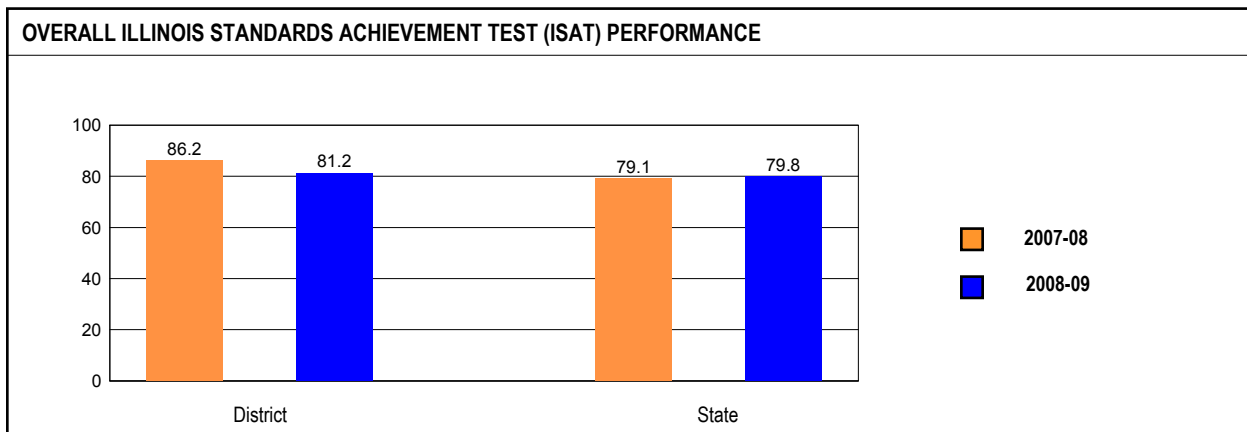
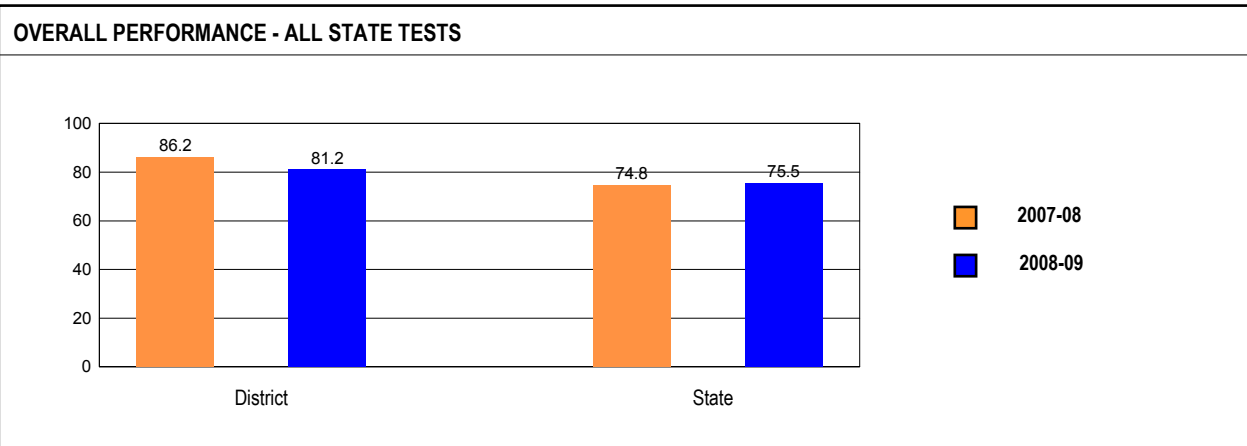
**Grade 8 - NAEP Participation Rates**

	Reading	Mathematics
Limited English Proficient	64.3	75.9
Students with Disabilities	71.0	64.9

**OVERALL STUDENT PERFORMANCE**

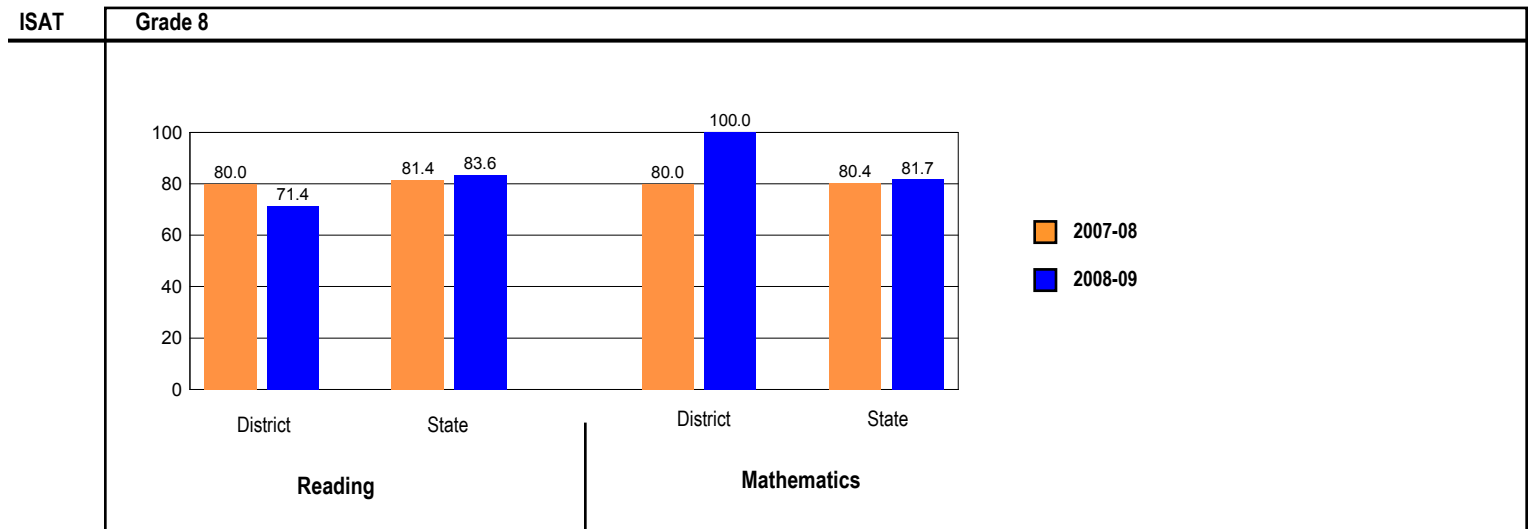
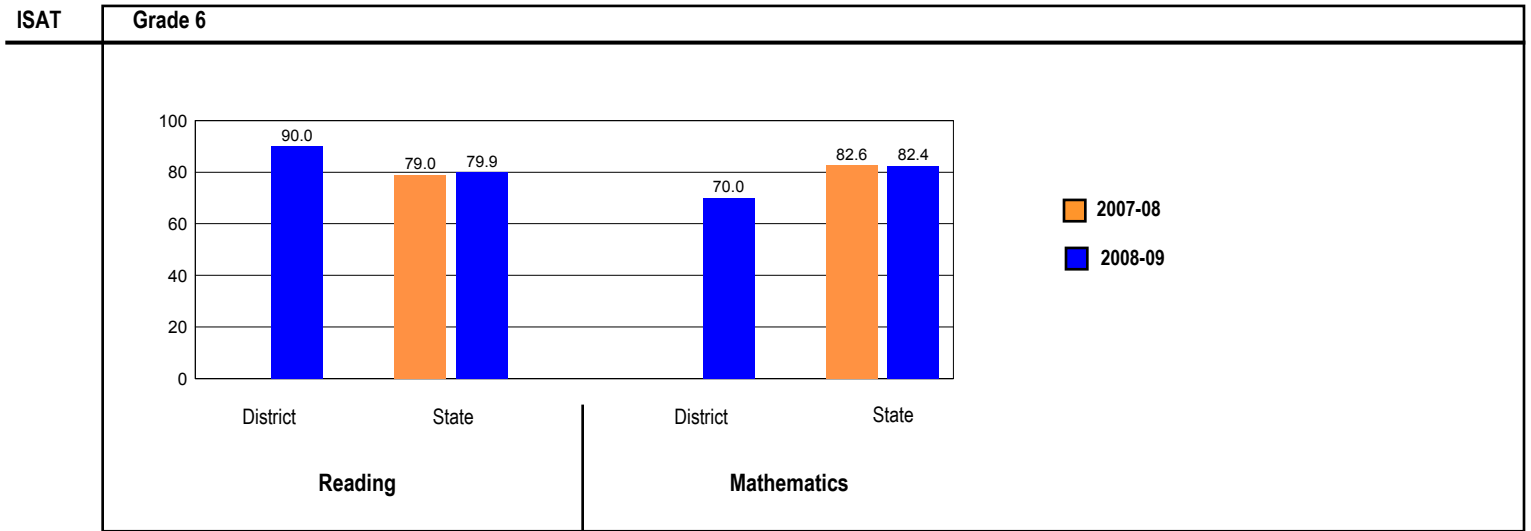
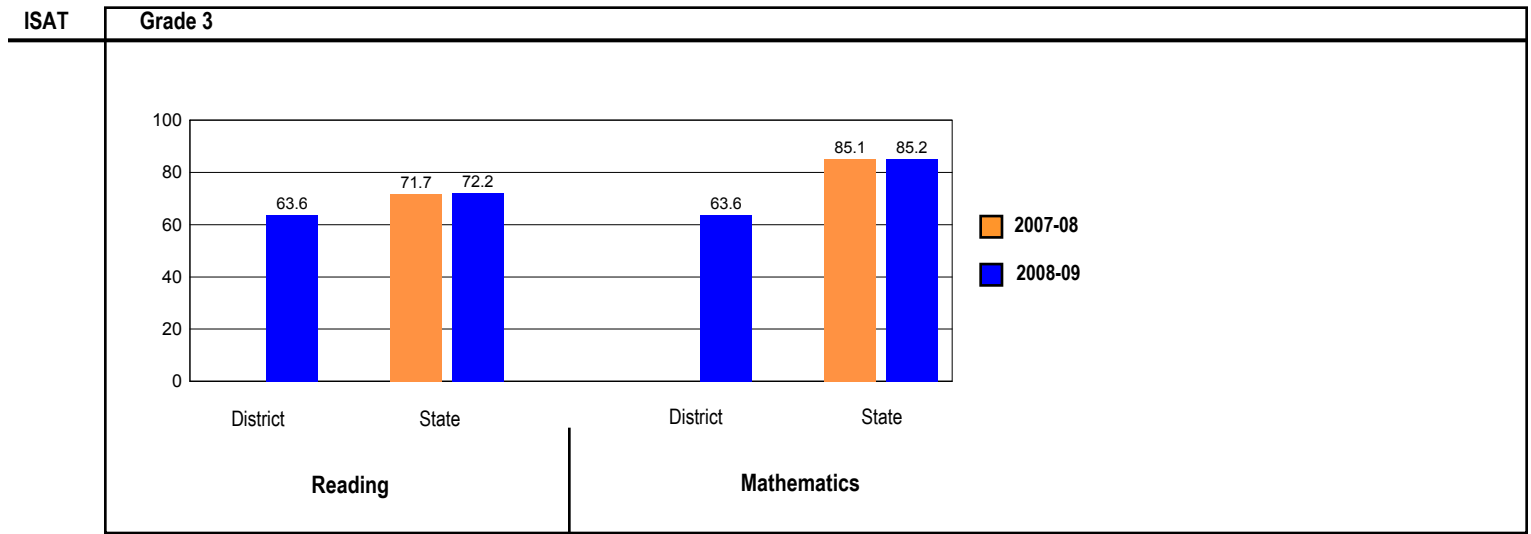
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading, mathematics, and science.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.



**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.



## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8, and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	54	31	23	49	0	3	0	2	0	0	0	10	14
	Reading	1.9	3.2	0.0	2.0								0.0	7.1
		Mathematics	1.9	3.2	0.0	2.0							0.0	7.1
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
		Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4

\* Enrollment as reported during the testing windows for grades 3-8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	11	8	3	11	0	0	0	0	0	0	0	1	2
	Science	0.0			0.0									
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

\* Enrollment as reported during the testing windows for grades 4, 7, and 11.

**ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)**

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

**Grade 3****Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	36.4	54.5	9.1	0.0	36.4	45.5	18.2
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

**Grade 3 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District								
State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female								
District								
State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	0.0	40.0	50.0	10.0	0.0	30.0	50.0	20.0
State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black								
District								
State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic								
District								
State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander								
District								
State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American								
District								
State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic								
District								
State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0



**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	16.7	66.7	16.7	0.0	0.0	83.3	16.7
	State	0.2	10.0	77.2	12.6	0.4	10.3	53.4	35.9
Black	District								
	State	0.7	28.6	68.7	2.1	1.9	34.5	54.4	9.2
Hispanic	District								
	State	0.5	22.2	73.6	3.7	0.8	22.9	61.3	15.0
Asian/Pacific Islander	District								
	State	0.2	6.3	72.5	21.0	0.4	5.7	36.0	57.9
Native American	District								
	State	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8
Multiracial/Ethnic	District								
	State	0.2	14.6	75.5	9.6	0.5	16.7	56.0	26.7

**2009 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION**

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

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2009-10 Federal Improvement Status	
2009-10 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	98.1	Yes	98.1	Yes	78.0		Yes	84.0		Yes	97.2	Yes		
White	98.0	Yes	98.0	Yes	80.0		Yes	84.4		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

**Four Conditions Are Required For Making Adequate Yearly Progress (AYP):**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2008.

\*\* Safe Harbor Targets of 70.0% or above are not printed.

\*\*\*Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet 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.

**FEDERAL SCHOOL IMPROVEMENT STATUS**

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

Number of schools in this district: 1  
Number of Title I schools: 0  
Number of Title I schools in Federal School Improvement Status: 0  
Percent of schools in Federal School Improvement Status: 0 %

**School ID**

**School Name**

**Years in School  
Improvement**