

Prairie Central Upper Elementary
Prairie Central CUSD 8
Forrest, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 5 6

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

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	92.9	1.5	3.8	0.0	0.0	0.0	1.8	41.6	0.0	20.6		0.3	8.2	96.9	339
District	92.7	1.2	2.8	0.6	0.0	0.0	2.7	37.1	0.0	18.0		0.4	12.6	95.5	2,154
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

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

IEP Students are those students eligible to receive special education services.

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

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

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

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	100.0	--	--	--	--
District	100.0	16.8	15.0	12.2	215.4
State	96.0	18.8	18.9	13.6	211.3

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School						24.1	23.7			
District						24.1	23.7			
State						23.3	22.0			

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

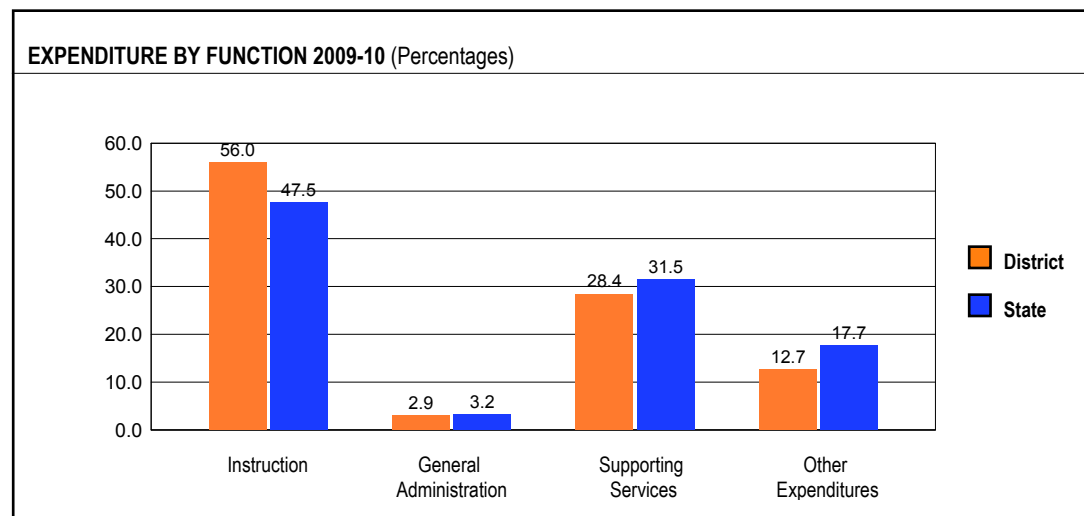
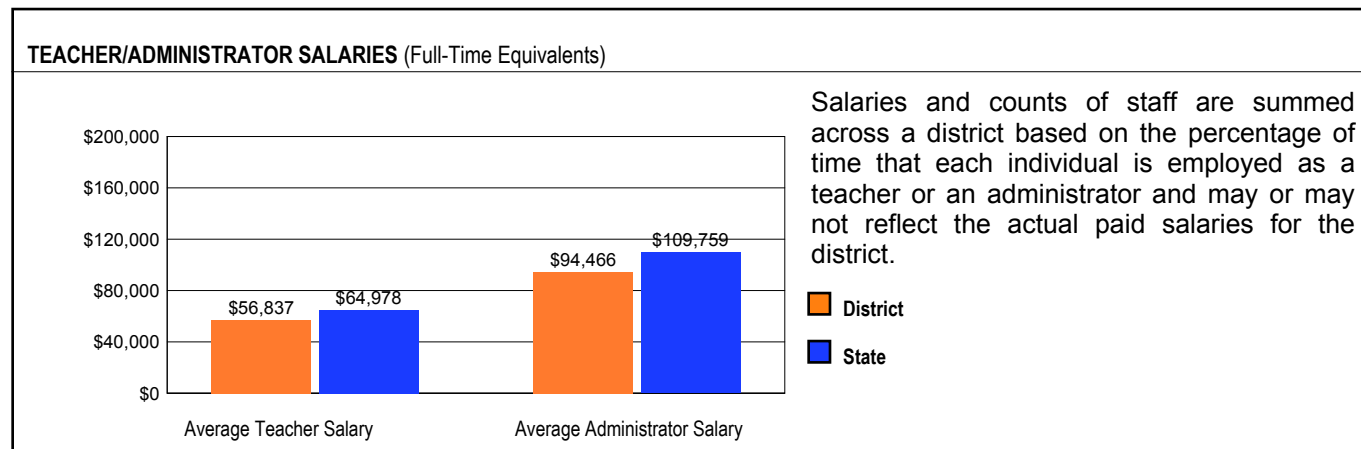
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School		55			30			140			30	
District		55			30			140			30	
State		55			43			103			43	

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	99.4	0.6	0.0	0.0	0.0	0.0	0.0	0.0	22.3	77.7	157
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	15.9	47.3	52.7	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$10,481,324	49.5	58.9	Education	\$16,401,091	76.2	72.9
Other Local Funding	\$1,397,115	6.6	6.4	Operations & Maintenance	\$1,110,919	5.2	6.0
General State Aid	\$5,371,963	25.4	14.9	Transportation	\$1,154,569	5.4	3.8
Other State Funding	\$1,826,129	8.6	7.5	Debt Service	\$1,703,222	7.9	7.2
Federal Funding	\$2,089,626	9.9	12.4	Tort	\$469,125	2.2	1.2
TOTAL	\$21,166,157			Municipal Retirement/ Social Security	\$626,054	2.9	1.9
				Fire Prevention & Safety	\$66,158	0.3	0.7
				Site & Construction/ Capital Improvement	\$0	0.0	6.4
				TOTAL	\$21,531,138		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$92,888	6.16	\$6,220	\$9,795
State	**	**	\$6,773	\$11,537

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

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

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

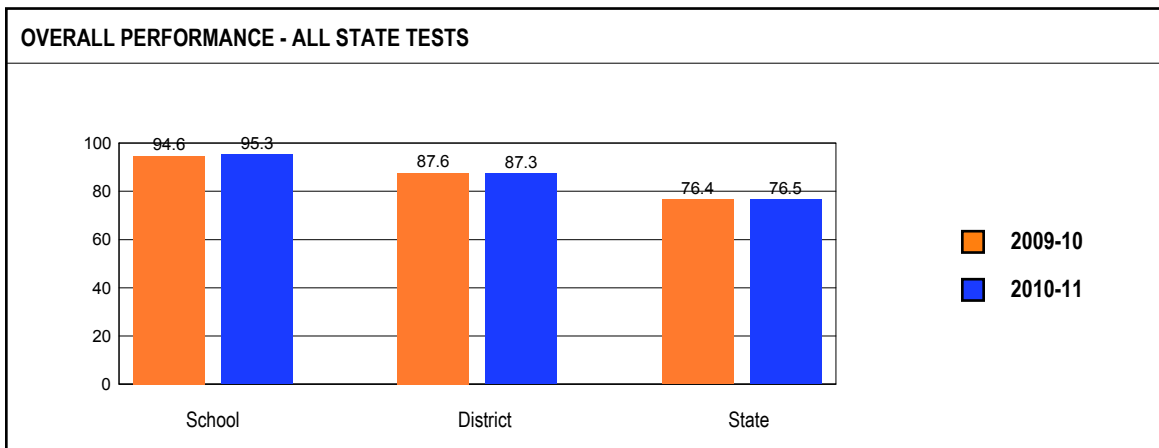
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

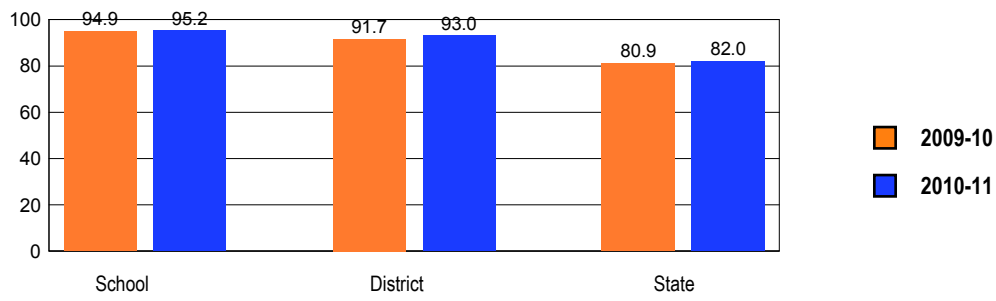
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

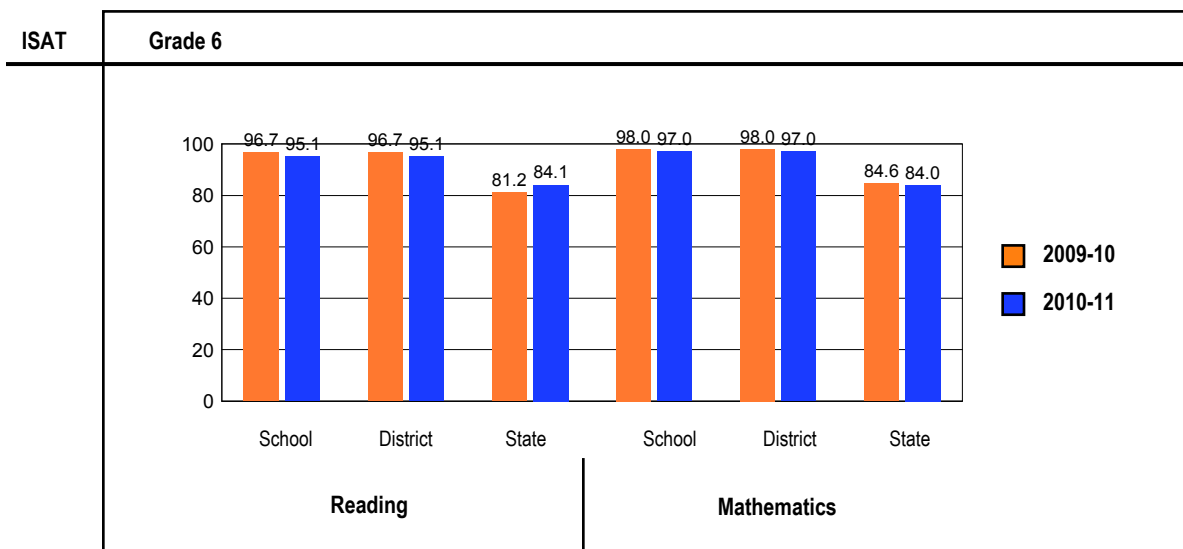
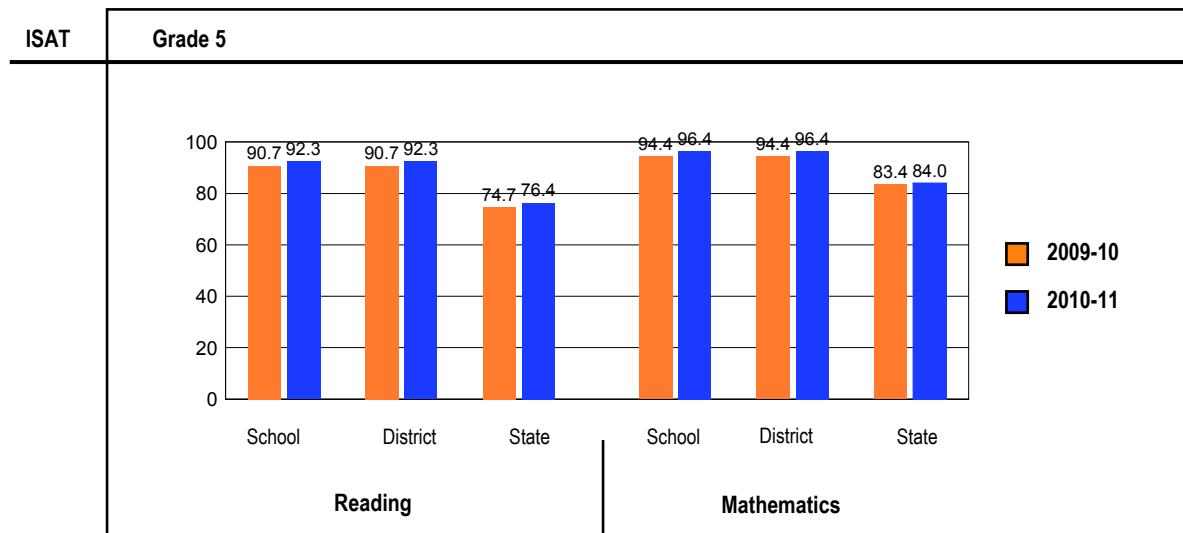
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	341	196	145	317	5	13	0	0	0	6	0	0	69	143
	Reading	0.0	0.0	0.0	0.0		0.0							0.0	0.0
District	*Enrollment	1,059	547	512	979	14	36	6	0	0	24	0	0	177	384
	Reading	0.2	0.2	0.2	0.2	0.0	0.0				0.0			0.6	0.3
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	341	196	145	317	5	13	0	0	0	6	0	0	69	143
	Mathematics	0.0	0.0	0.0	0.0		0.0							0.0	0.0
District	*Enrollment	1,061	549	512	981	14	36	6	0	0	24	2	0	177	386
	Mathematics	0.2	0.2	0.2	0.2	0.0	0.0				0.0			0.6	0.3
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

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

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 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	7.7	57.7	34.5	0.0	3.6	74.4	22.0
District	0.0	7.7	57.7	34.5	0.0	3.6	74.4	22.0
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	7.5	52.7	39.8	0.0	3.2	71.0	25.8
	District	0.0	7.5	52.7	39.8	0.0	3.2	71.0	25.8
	State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female	School	0.0	8.0	64.0	28.0	0.0	4.0	78.7	17.3
	District	0.0	8.0	64.0	28.0	0.0	4.0	78.7	17.3
	State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	7.8	55.8	36.4	0.0	3.9	72.7	23.4
	District	0.0	7.8	55.8	36.4	0.0	3.9	72.7	23.4
	State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	School								
	District								
	State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic	School								
	District								
	State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian	School								
	District								
	State	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian	School								
	District								
	State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races	School								
	District								
	State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	44.0	44.0	12.0	0.0	12.0	88.0	0.0
	District	0.0	44.0	44.0	12.0	0.0	12.0	88.0	0.0
	State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP	School	0.0	1.4	60.1	38.5	0.0	2.1	72.0	25.9
	District	0.0	1.4	60.1	38.5	0.0	2.1	72.0	25.9
	State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	10.1	69.6	20.3	0.0	5.8	82.6	11.6
District	0.0	10.1	69.6	20.3	0.0	5.8	82.6	11.6
State	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible								
School	0.0	6.1	49.5	44.4	0.0	2.0	68.7	29.3
District	0.0	6.1	49.5	44.4	0.0	2.0	68.7	29.3
State	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.6	4.3	64.6	30.5	0.0	3.0	57.3	39.6
District	0.6	4.3	64.6	30.5	0.0	3.0	57.3	39.6
State	0.2	15.7	56.8	27.3	0.6	15.5	58.0	25.9

Grade 6 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School	1.0	5.2	63.9	29.9	0.0	4.1	51.5	44.3
District	1.0	5.2	63.9	29.9	0.0	4.1	51.5	44.3
State	0.3	19.1	57.1	23.5	0.7	16.8	56.2	26.3
Female								
School	0.0	3.0	65.7	31.3	0.0	1.5	65.7	32.8
District	0.0	3.0	65.7	31.3	0.0	1.5	65.7	32.8
State	0.1	12.2	56.5	31.3	0.5	14.0	59.9	25.6

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School	0.6	3.8	64.1	31.4	0.0	2.6	56.4	41.0
District	0.6	3.8	64.1	31.4	0.0	2.6	56.4	41.0
State	0.1	9.4	54.7	35.8	0.3	8.9	56.8	34.0
Black								
School								
District								
State	0.4	28.1	60.0	11.4	1.3	30.1	58.6	10.0
Hispanic								
School								
District								
State	0.2	21.7	61.6	16.4	0.7	20.5	63.8	15.1
Asian								
School								
District								
State	0.1	6.0	41.5	52.4	0.2	4.7	38.4	56.6
Native Hawaiian/Pacific Islander								
School								
District								
State	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
American Indian								
School								
District								
State	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
Two or More Races								
School								
District								
State	0.1	12.9	55.1	31.8	0.4	13.3	57.1	29.1

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	2.9	8.6	85.7	2.9	0.0	11.4	65.7	22.9
	District	2.9	8.6	85.7	2.9	0.0	11.4	65.7	22.9
	State	1.3	51.5	41.8	5.4	3.1	46.0	45.0	5.9
Non-IEP	School	0.0	3.1	58.9	38.0	0.0	0.8	55.0	44.2
	District	0.0	3.1	58.9	38.0	0.0	0.8	55.0	44.2
	State	0.0	10.3	59.1	30.6	0.2	10.9	60.0	28.9

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	7.5	80.6	11.9	0.0	4.5	68.7	26.9
	District	0.0	7.5	80.6	11.9	0.0	4.5	68.7	26.9
	State	0.3	24.5	61.2	13.9	0.9	24.0	62.0	13.1
Not Eligible	School	1.0	2.1	53.6	43.3	0.0	2.1	49.5	48.5
	District	1.0	2.1	53.6	43.3	0.0	2.1	49.5	48.5
	State	0.1	7.0	52.4	40.5	0.2	7.0	54.1	38.7

2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

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 Act?	No
2011-12 Federal Improvement Status	
2011-12 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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	93.8		Yes	96.9		Yes	96.9	Yes		
White	100.0	Yes	100.0	Yes	93.7		Yes	97.0		Yes				
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	77.9		Yes	89.7		Yes				
Economically Disadvantaged	100.0	Yes	100.0	Yes	91.5		Yes	95.3		Yes				

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

- 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.
- At least 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
- At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

In order to further improve our students' skills, Prairie Central Upper Elementary staff is committed to the following:

*We will continue with the successful programs currently in place, including:

- RtI intervention groups assembled through analyzing data
- After school programs including "Homework Help" and "Mentoring" programs, providing a shuttle bus one or more days a week to at-risk students.

*We will expand on the following current programs:

- "UE Pride" reward assemblies will be expanded to take place after every quarter. The purpose of this program is to reward students for modeling positive behavior and study skills throughout the quarter.
- Accelerated Reader has been expanded to the most up to date version, allowing students a greater variety of books to choose from, and more detailed information about their reading levels.
- Technology integration has been expanded through the purchase of an additional 25-machine laptop cart for use in the classrooms.

*We will newly implement the following:

- Digits Mathematics will be piloted and explored by select 6th grade classrooms, bringing cutting-edge delivery of mathematics instruction to students.
- Math talks will be explored by select classrooms, expanding students understanding of mental math.
- The common core standards in English/Language Arts and Mathematics will be phased into the curriculum by identifying gaps in the current standards and formulating a multi-year plan to integrate the new standards into our current curriculum.
- A structured recess, whereas all students will remain active for a full 20 to 30 minutes per day.
- Social Emotional Learning Standards will be addressed by the addition of the "Positive Action" curriculum in every classroom.
- A new homework policy to encourage students to complete assignments and submit them in a timely manner. The new policy will target the skills of responsibility and organization.