

CARROLLTON C U SCHOOL DIST 1

CARROLLTON, ILLINOIS



ILLINOIS DISTRICT 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	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	98.6	0.1	1.1	0.0	0.1	27.0	0.0	1.5	0.1	6.0	96.1	730
State	57.7	20.8	17.7	3.6	0.2	39.0	6.7	4.6	2.1	16.8	94.2	2,060,048

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
District	96.5
State	96.3

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

Grade	Grade	Grade	Grade	Grade	High	
K	1	3	6	8	School	
District	23.5	25.0	16.0	22.0	20.0	15.5
State	21.0	21.6	22.6	23.7	23.1	19.9

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator	
District	16.9	13.8	11.8	243.3
State	19.4	18.8	14.1	208.7

* 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	60	45	25	45	45	170	150	110	30	50	45
State	57	52	50	30	43	44	146	105	93	31	43	44

TEACHER INFORMATION (Full-Time Equivalents)

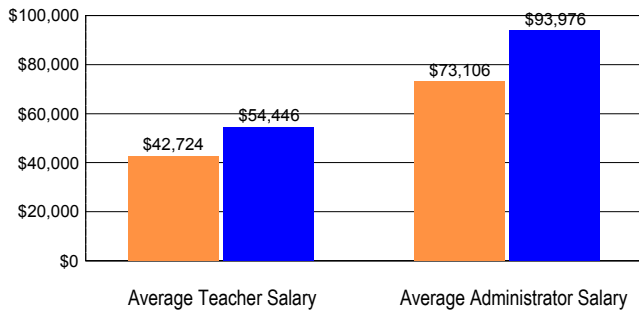
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	29.3	70.7	55
State	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

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	16.3	64.0	34.2	0.0	0.0
State	13.8	51.3	48.6	1.7	1.8

SCHOOL DISTRICT FINANCES

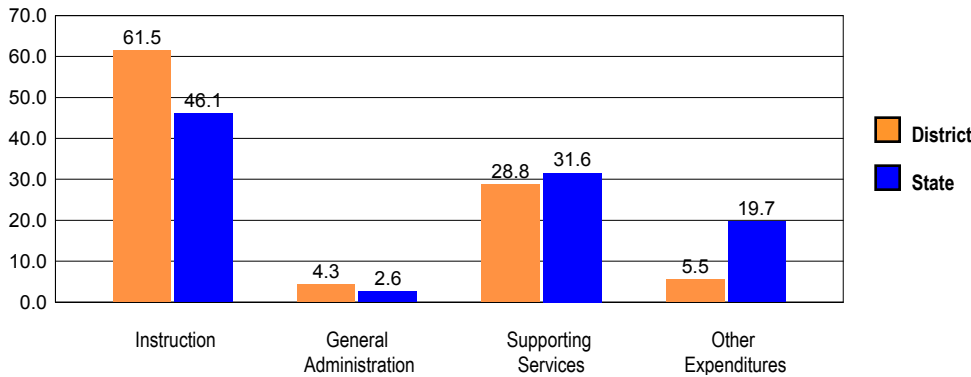
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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.

■ District
■ State

EXPENDITURE BY FUNCTION 2002-03 (Percentages)



REVENUE BY SOURCE 2002-03

	District	District %	State %
Local Property Taxes	\$1,494,305	30.6	56.6
Other Local Funding	\$366,799	7.5	5.4
General State Aid	\$1,973,830	40.5	17.9
Other State Funding	\$631,310	12.9	12.1
Federal Funding	\$413,220	8.5	8.0
TOTAL	\$4,879,464		

EXPENDITURE BY FUND 2002-03

	District	District %	State %
Education	\$4,139,428	80.2	70.1
Operations & Maintenance	\$338,520	6.6	8.9
Transportation	\$483,203	9.4	3.5
Bond and Interest	\$66,648	1.3	6.0
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$132,593	2.6	1.5
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$0	0.0	9.0
TOTAL	\$5,160,392		

OTHER FINANCIAL INDICATORS

	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$64,733	3.25	\$4,676	\$6,822
State	**	**	\$5,022	\$8,482

** 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.

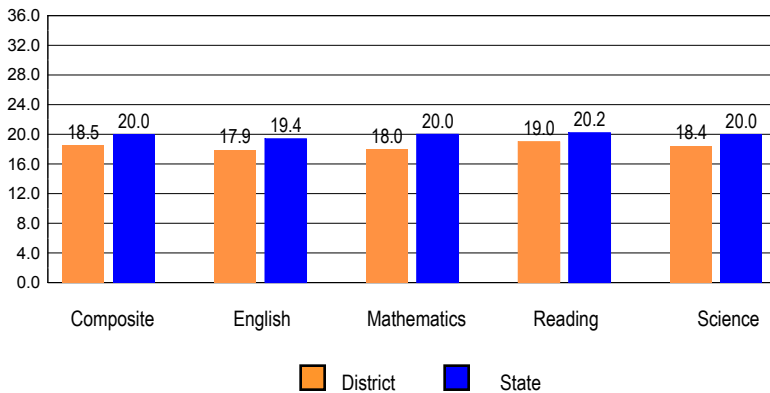
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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

ACT ASSESSMENT: GRADUATING CLASS OF 2004*



ACT TEST TAKERS

	Number	% Class
District	62	83.8
State	116,550	90.9

* 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.

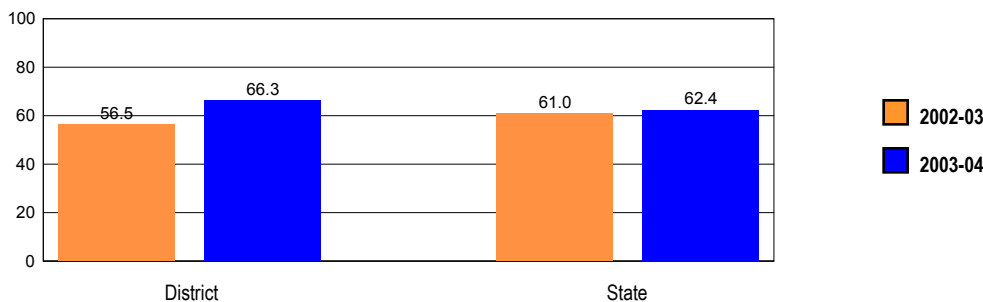
HIGH SCHOOL GRADUATION RATE

	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	100.0	100.0	100.0	100.0								62.5	100.0
State	86.6	84.3	88.8	91.8								75.8	71.1

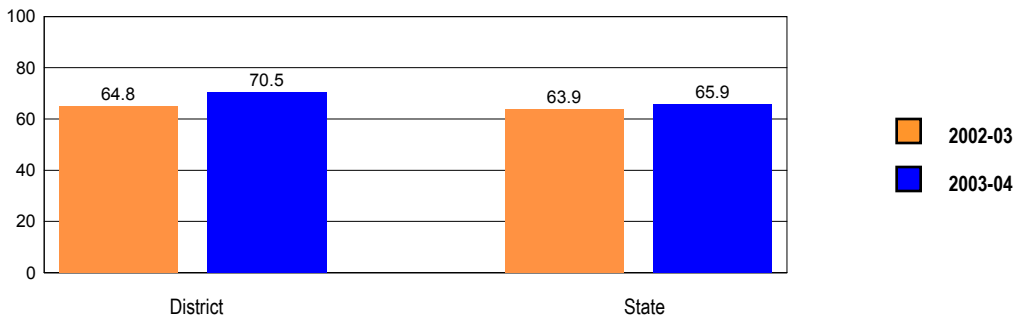
OVERALL STUDENT PERFORMANCE

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 district.

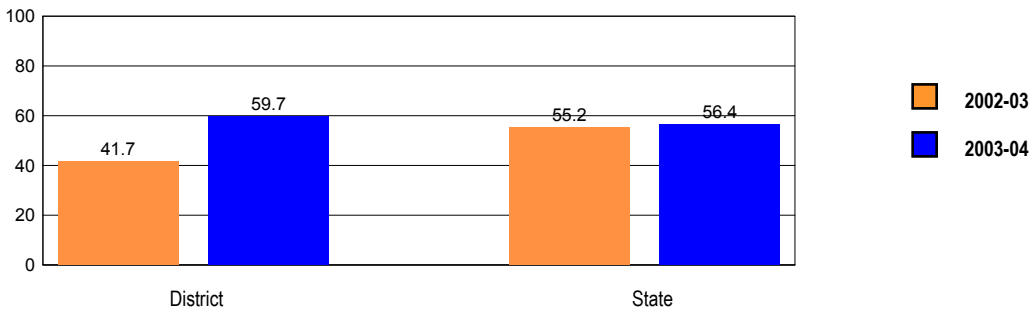
OVERALL PERFORMANCE - ALL STATE TESTS



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



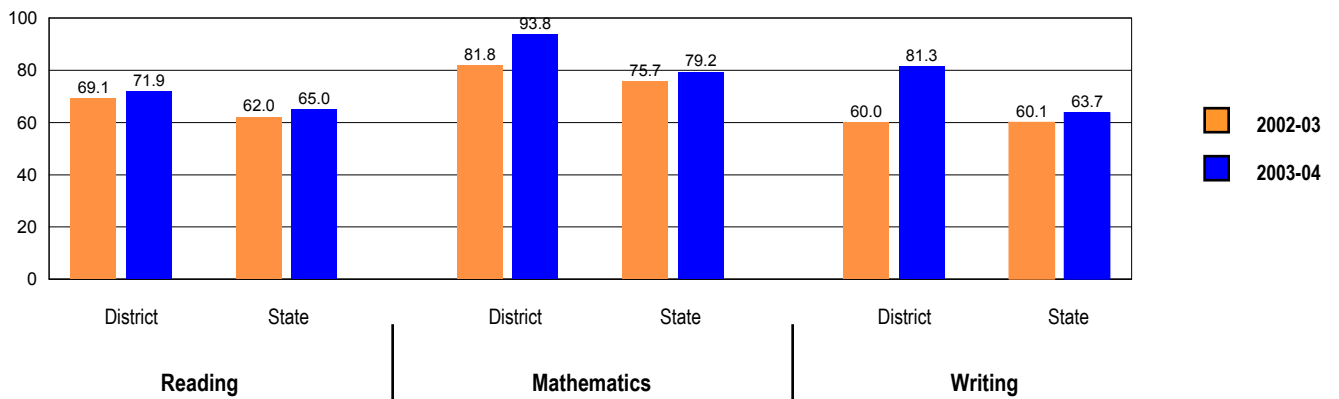
OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



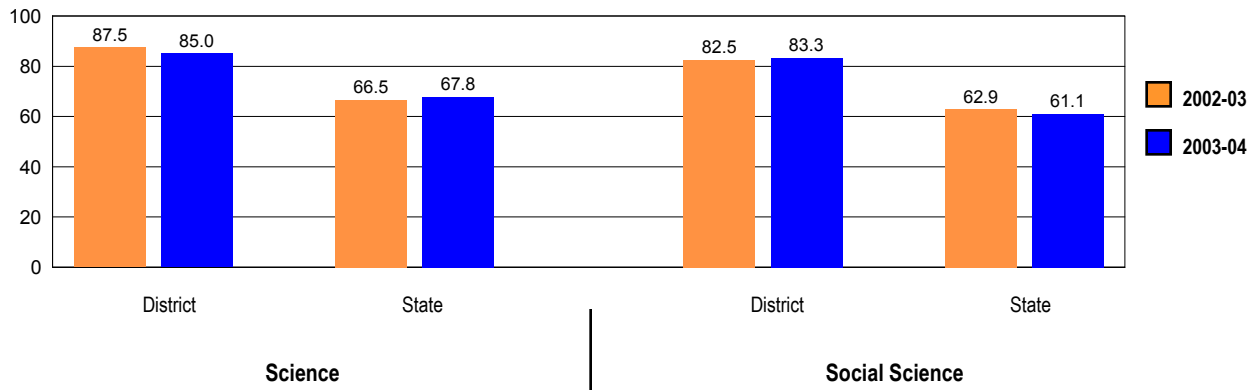
ISAT PERFORMANCE

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.

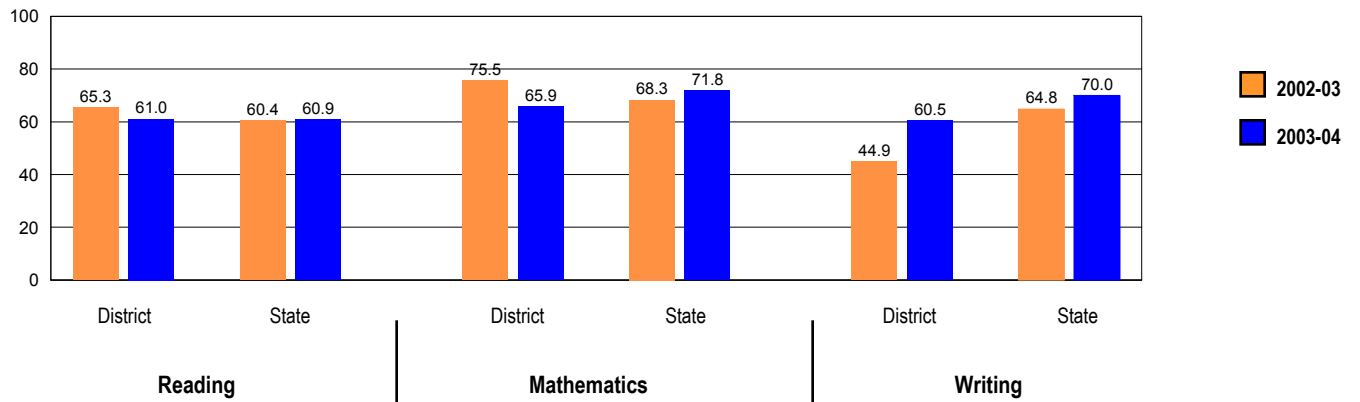
ISAT Grade 3



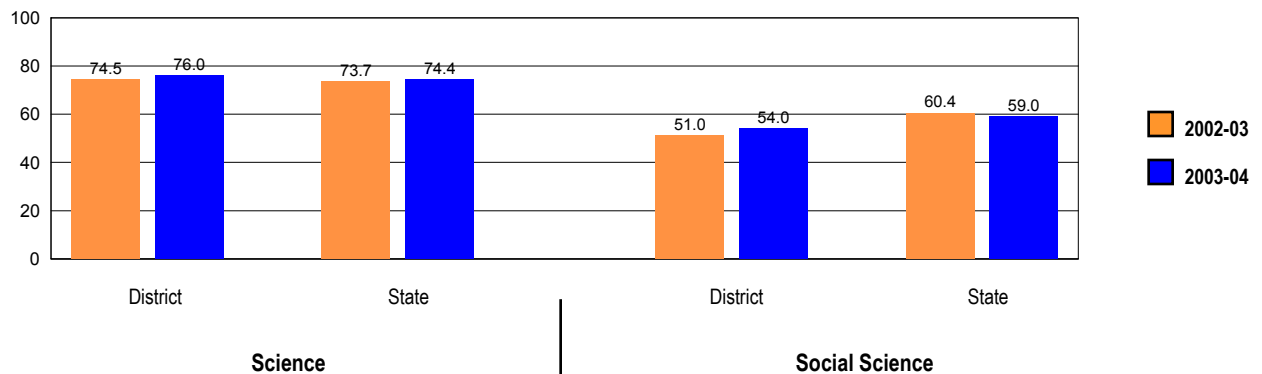
ISAT Grade 4



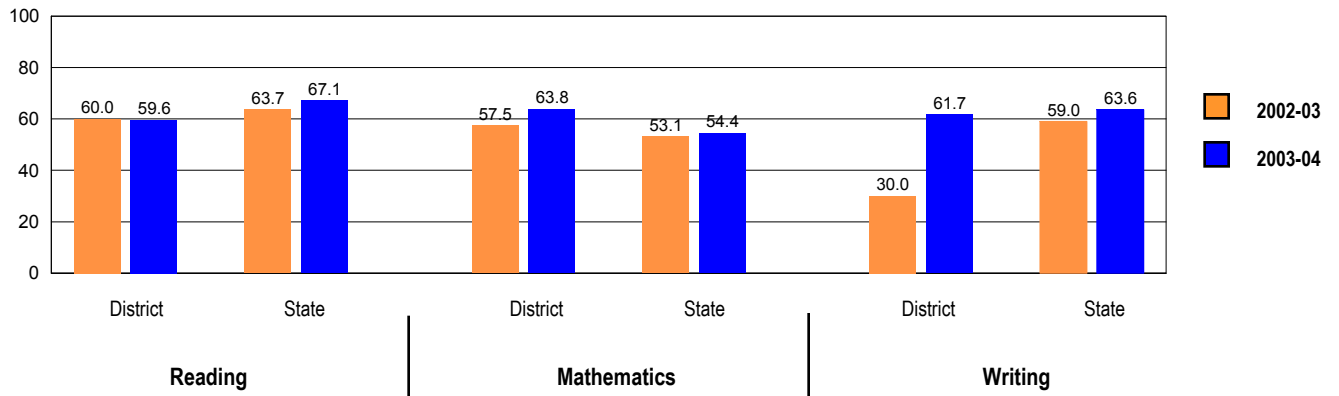
ISAT Grade 5



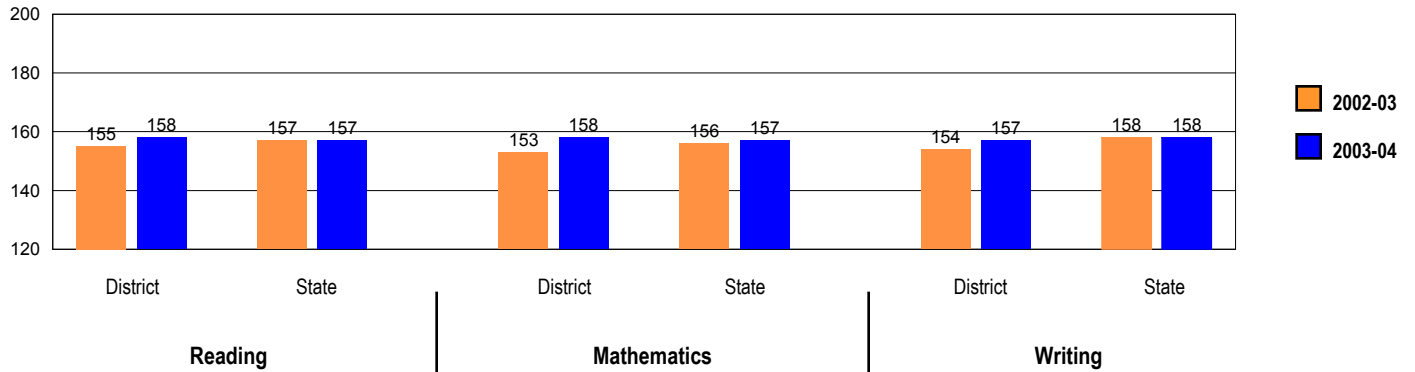
ISAT Grade 7



ISAT Grade 8

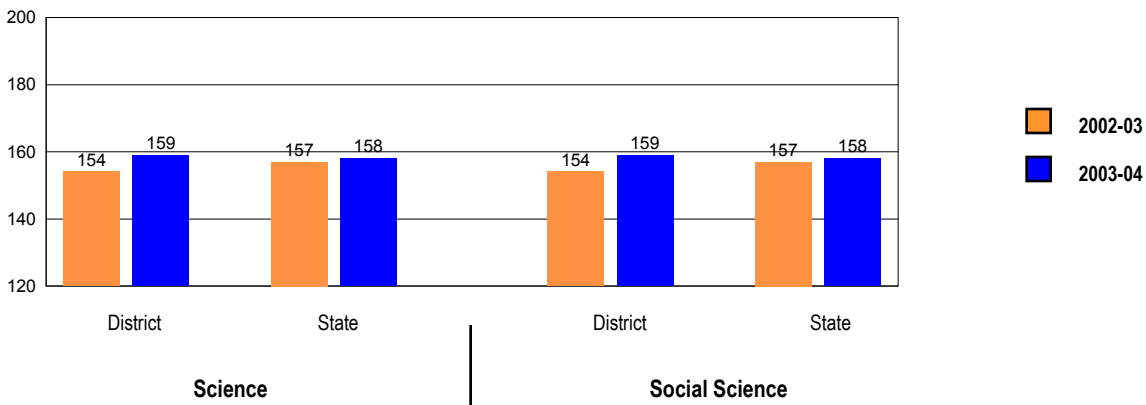


PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



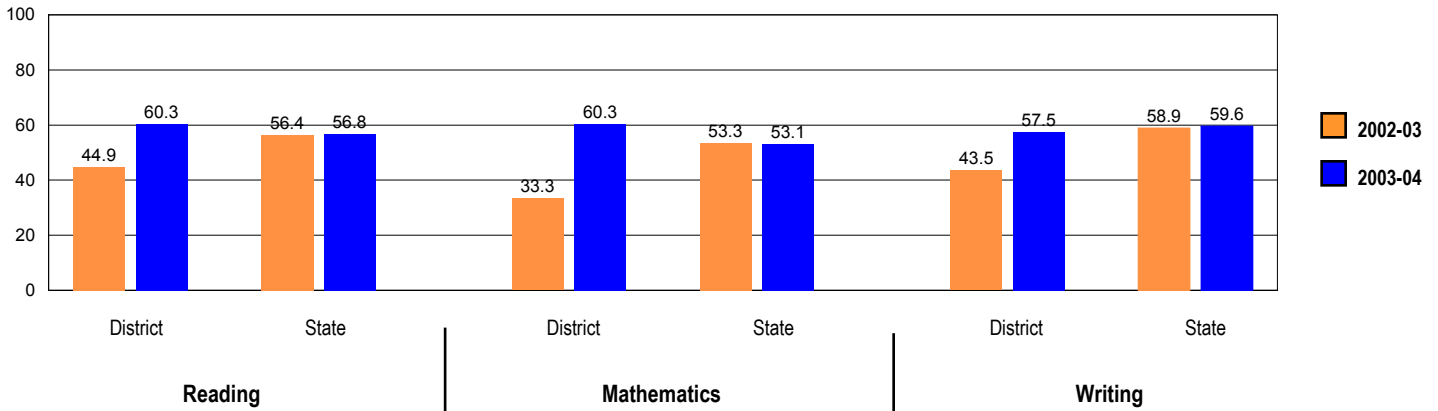
PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



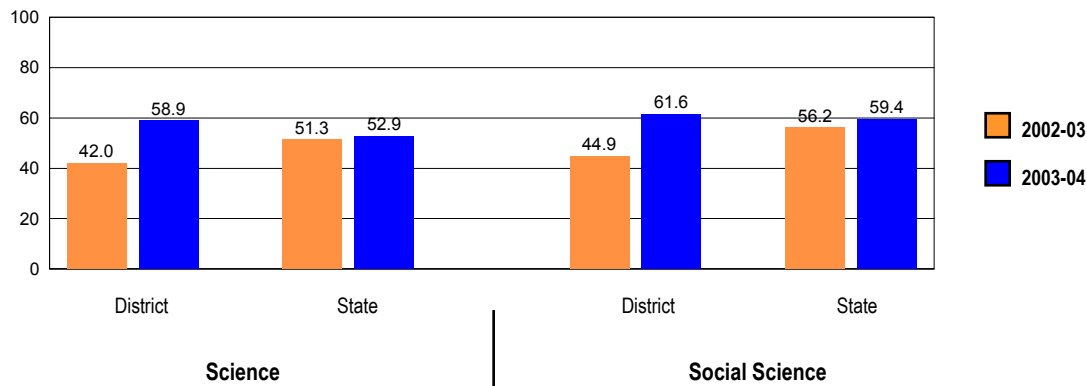
PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards



Number of students in this District taking the PSAE in 2004: 73

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards



Number of students in this District taking the PSAE in 2004: 73

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 (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.

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	Multi racial /Ethnic				
District	*Enrollment	194	110	84	192	0	2	0	0	0	0	0	27	33
	Reading Mathematics	0.5 0.5	2.7 2.7	0.0 0.0	0.5 0.5								0.0 0.0	0.0 0.0
State	*Enrollment	618,424	315,149	303,275	362,539	126,432	103,851	22,724	1,038	1,840	43,501	259	89,417	239,386
	Reading Mathematics	0.9 0.9	1.0 1.1	0.8 0.9	0.4 0.4	2.2 2.3	1.2 1.3	0.6 0.6	2.2 1.9	0.9 1.0	0.9 1.3	7.3 6.9	2.4 2.4	1.4 1.5

* 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.

Grade 3

Grade 3 - All

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	6.3	21.9	34.4	37.5	0.0	6.3	50.0	43.8	0.0	18.8	81.3	0.0
State	7.0	27.9	42.4	22.7	6.8	14.0	46.1	33.0	5.2	31.1	61.0	2.8

Grade 3 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	11.1	22.2	38.9	27.8	0.0	11.1	44.4	44.4	0.0	33.3	66.7	0.0
	State	8.6	29.4	41.7	20.2	7.5	13.4	44.4	34.7	7.1	35.6	55.5	1.8
Female	District	0.0	21.4	28.6	50.0	0.0	0.0	57.1	42.9	0.0	0.0	100.0	0.0
	State	5.4	26.3	43.0	25.3	6.1	14.7	48.0	31.2	3.2	26.4	66.7	3.7

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	6.3	21.9	34.4	37.5	0.0	6.3	50.0	43.8	0.0	18.8	81.3	0.0
	State	3.2	20.0	46.2	30.7	2.3	8.0	45.8	43.9	2.9	25.3	68.1	3.6
Black	District												
	State	16.5	44.6	32.2	6.8	18.3	28.0	44.4	9.3	10.8	44.0	44.2	1.0
Hispanic	District												
	State	8.0	36.2	43.8	12.0	6.5	17.5	54.5	21.6	5.7	36.4	56.5	1.5
Asian/Pacific Islander	District												
	State	1.5	13.2	45.6	39.7	1.1	4.2	34.8	59.9	1.1	18.2	74.8	5.9
Native American	District												
	State	7.3	33.0	41.3	18.3	7.3	14.2	46.8	31.7	5.1	40.7	50.5	3.7
Multiracial/Ethnic	District												
	State	3.8	24.5	46.0	25.6	3.8	10.4	49.6	36.1	3.7	30.6	63.6	2.0

Grade 4**Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
District	0.0	15.0	60.0	25.0	0.0	16.7	71.7	11.7
	6.0	26.2	54.6	13.2	9.7	29.3	53.9	7.1

Grade 4 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	District	0.0	20.7	58.6	20.7	0.0	13.8	79.3	6.9
	State	6.4	24.7	53.6	15.2	10.4	27.9	53.5	8.2
Female	District	0.0	9.7	61.3	29.0	0.0	19.4	64.5	16.1
	State	5.5	27.8	55.6	11.1	8.9	30.7	54.4	6.0

Grade 4 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	District	0.0	15.3	61.0	23.7	0.0	16.9	71.2	11.9
	State	2.0	15.8	62.8	19.4	3.7	20.6	65.4	10.3
Black	District								
	State	16.5	48.1	33.6	1.8	25.1	45.8	28.0	1.0
Hispanic	District								
	State	5.5	35.5	54.3	4.7	9.9	40.3	47.4	2.5
Asian/Pacific Islander	District								
	State	1.2	12.7	63.3	22.8	1.6	15.6	68.1	14.7
Native American	District								
	State	4.1	18.8	59.7	17.4	5.3	22.9	63.0	8.7
Multiracial/Ethnic	District								
	State	3.5	23.7	60.0	12.8	6.0	27.1	60.4	6.5

Grade 4 - Economically Disadvantaged

Levels	Science				Social Science							
	1	2	3	4	1	2	3	4				
Free/Reduced Price Lunch												
District	0.0	20.0	70.0	10.0	0.0	20.0	80.0	0.0				
State	11.5	41.3	43.5	3.8	18.3	43.2	36.9	1.6				
Not Eligible												
District	0.0	14.0	58.0	28.0	0.0	16.0	70.0	14.0				
State	2.2	15.8	62.3	19.8	3.7	19.6	65.8	10.9				

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	2.4	36.6	51.2	9.8	0.0	34.1	58.5	7.3	2.6	36.8	60.5	0.0
State	1.7	37.4	35.9	25.0	2.9	25.2	59.8	12.0	4.4	25.7	65.7	4.3

Grade 5 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District	4.2	33.3	50.0	12.5	0.0	33.3	58.3	8.3	4.3	43.5	52.2	0.0
State	2.3	38.9	35.4	23.4	3.7	25.5	58.0	12.8	6.2	30.8	60.5	2.4
Female												
District	0.0	41.2	52.9	5.9	0.0	35.3	58.8	5.9	0.0	26.7	73.3	0.0
State	1.1	35.9	36.3	26.7	2.2	25.0	61.6	11.2	2.4	20.4	71.1	6.1

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
District	2.6	35.9	51.3	10.3	0.0	30.8	61.5	7.7	2.8	33.3	63.9	0.0
State	0.9	27.4	38.7	33.0	1.3	16.2	66.1	16.4	2.7	19.9	71.7	5.7
Black												
District												
State	3.9	59.4	27.7	8.9	7.9	48.0	42.1	2.0	9.3	40.4	49.1	1.2
Hispanic												
District												
State	1.8	48.3	36.3	13.6	2.5	30.5	61.7	5.3	4.3	30.3	63.6	1.8
Asian/Pacific Islander												
District												
State	0.4	19.9	38.5	41.1	0.4	8.1	60.8	30.7	1.1	12.1	77.9	8.9
Native American												
District												
State	0.8	32.9	41.2	25.1	1.6	22.6	66.3	9.5	2.1	26.6	67.2	4.1
Multiracial/Ethnic												
District												
State	2.0	34.9	37.8	25.4	1.2	30.0	53.2	15.6	3.4	22.9	68.7	4.9

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch												
District	8.3	58.3	33.3	0.0	0.0	50.0	50.0	0.0	8.3	41.7	50.0	0.0
State	3.1	54.7	31.6	10.6	5.6	40.2	50.8	3.5	7.7	36.9	53.9	1.5
Not Eligible												
District	0.0	27.6	58.6	13.8	0.0	27.6	62.1	10.3	0.0	34.6	65.4	0.0
State	0.8	25.6	38.8	34.9	1.1	15.0	65.9	17.9	2.1	18.1	73.6	6.1

Grade 7**Grade 7 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
District	8.0	16.0	68.0	8.0	2.0	44.0	48.0	6.0
State	10.4	15.2	57.8	16.6	1.7	39.3	44.3	14.7

Grade 7 - Gender

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Male								
District	4.3	13.0	73.9	8.7	0.0	34.8	52.2	13.0
State	11.4	14.3	55.1	19.2	2.1	37.7	43.1	17.1
Female								
District	11.1	18.5	63.0	7.4	3.7	51.9	44.4	0.0
State	9.4	16.1	60.6	13.9	1.3	41.0	45.6	12.1

Grade 7 - Racial/Ethnic Background

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
White								
District	8.3	16.7	66.7	8.3	2.1	43.8	47.9	6.3
State	5.0	9.3	62.2	23.6	0.8	26.2	51.9	21.2
Black								
District								
State	22.8	27.5	46.9	2.8	4.1	67.3	26.3	2.3
Hispanic								
District								
State	15.8	22.7	55.8	5.7	2.1	55.5	37.8	4.5
Asian/Pacific Islander								
District								
State	3.0	6.8	58.8	31.4	0.3	17.9	55.3	26.5
Native American								
District								
State	11.7	15.0	58.6	14.7	1.3	45.1	45.1	8.4
Multiracial/Ethnic								
District								
State	8.6	15.2	59.2	17.0	1.0	38.2	46.3	14.4

Grade 7 - Economically Disadvantaged

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	5.0	20.0	70.0	5.0	5.0	50.0	45.0	0.0
State	18.6	24.2	52.2	5.0	3.1	60.7	32.5	3.7
Not Eligible								
District	10.0	13.3	66.7	10.0	0.0	40.0	50.0	10.0
State	5.3	9.6	61.3	23.8	0.8	26.0	51.7	21.5

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	40.4	55.3	4.3	4.3	31.9	53.2	10.6	4.3	34.0	59.6	2.1
State	1.6	31.3	57.4	9.7	5.6	40.0	37.5	16.9	4.9	31.5	58.7	4.9

Grade 8 - Gender

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	District	0.0	48.1	51.9	0.0	7.4	33.3	51.9	7.4	7.4	40.7	51.9	0.0
	State	2.3	35.2	54.6	7.9	6.7	39.4	36.0	17.8	7.5	38.8	50.7	3.0
Female	District	0.0	30.0	60.0	10.0	0.0	30.0	55.0	15.0	0.0	25.0	70.0	5.0
	State	0.8	27.3	60.3	11.5	4.4	40.5	39.0	16.1	2.2	24.0	66.8	6.9

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	40.4	55.3	4.3	4.3	31.9	53.2	10.6	4.3	34.0	59.6	2.1
	State	0.9	22.8	63.2	13.1	3.1	30.2	43.8	22.9	3.6	26.4	63.6	6.4
Black	District												
State	3.4	48.3	45.7	2.6	13.3	62.1	21.6	3.0	9.1	44.7	45.0	1.3	
Hispanic	District												
State	2.0	46.7	48.3	3.0	6.2	55.1	32.7	6.0	5.3	38.2	54.5	2.0	
Asian/Pacific Islander	District												
State	0.4	18.1	62.1	19.4	1.2	17.8	39.4	41.6	1.4	16.7	69.9	12.0	
Native American	District												
State	0.8	27.2	61.9	10.1	5.8	38.8	43.5	11.9	7.3	30.9	57.1	4.6	
Multiracial/Ethnic	District												
State	1.8	31.7	57.7	8.8	6.2	47.4	31.3	15.1	4.4	33.4	59.1	3.1	

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	84.6	15.4	0.0	15.4	53.8	30.8	0.0	15.4	61.5	23.1	0.0
	State	9.0	66.8	23.1	1.1	27.2	59.0	11.9	2.0	25.2	51.6	22.9	0.4
Non-IEP	District	0.0	23.5	70.6	5.9	0.0	23.5	61.8	14.7	0.0	23.5	73.5	2.9
	State	0.3	25.2	63.4	11.2	1.9	36.7	42.0	19.5	1.5	28.2	64.6	5.7

Grade 8 - Economically Disadvantaged

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	District	0.0	45.5	54.5	0.0	9.1	36.4	54.5	0.0	9.1	45.5	45.5	0.0
	State	2.9	47.3	47.1	2.7	10.3	57.2	27.5	5.0	8.3	42.3	47.8	1.6
Not Eligible	District	0.0	38.9	55.6	5.6	2.8	30.6	52.8	13.9	2.8	30.6	63.9	2.8
	State	0.8	22.3	63.2	13.7	2.9	30.2	43.2	23.7	3.0	25.4	64.7	6.8

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				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
District	4.1	35.6	52.1	8.2	4.1	35.6	57.5	2.7	5.5	37.0	53.4	4.1	5.5	35.6	52.1	6.8	2.7	35.6	47.9	13.7
State	8.2	35.0	46.8	10.0	9.7	37.1	42.8	10.3	7.3	33.1	47.7	11.9	10.6	36.5	41.0	11.9	7.7	32.9	44.9	14.5

Grade 11 - Gender

Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Male																				
District	2.6	28.9	57.9	10.5	2.6	31.6	60.5	5.3	5.3	36.8	52.6	5.3	2.6	34.2	55.3	7.9	2.6	28.9	47.4	21.1
State	10.7	35.6	44.0	9.7	9.9	35.0	42.8	12.3	10.0	36.2	43.6	10.1	11.5	33.2	40.1	15.2	8.0	28.6	45.2	18.2
Female																				
District	5.7	42.9	45.7	5.7	5.7	40.0	54.3	0.0	5.7	37.1	54.3	2.9	8.6	37.1	48.6	5.7	2.9	42.9	48.6	5.7
State	5.7	34.4	49.5	10.4	9.6	39.2	42.8	8.4	4.7	30.0	51.6	13.7	9.7	39.7	41.8	8.7	7.4	37.1	44.6	10.9

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
White																				
District	4.1	35.6	52.1	8.2	4.1	35.6	57.5	2.7	5.5	37.0	53.4	4.1	5.5	35.6	52.1	6.8	2.7	35.6	47.9	13.7
State	5.9	28.8	52.6	12.7	5.9	31.6	49.7	12.8	5.0	27.2	52.9	14.9	6.5	30.7	47.6	15.1	4.9	26.4	50.4	18.3
Black																				
District																				
State	15.2	53.1	29.9	1.8	25.1	54.4	19.5	0.9	16.1	50.5	31.2	2.1	25.8	54.1	18.8	1.3	18.8	53.7	24.9	2.5
Hispanic																				
District																				
State	14.7	50.9	31.7	2.8	15.4	53.9	28.7	2.0	11.8	50.7	34.8	2.8	18.4	52.5	26.5	2.7	12.2	47.8	35.7	4.3
Asian/Pacific Islander																				
District																				
State	4.6	30.5	51.1	13.9	3.2	21.7	49.5	25.6	3.0	22.1	52.9	22.0	3.5	26.5	49.3	20.7	2.7	24.6	50.7	22.0
Native American																				
District																				
State	11.7	35.8	45.5	7.0	10.1	45.5	35.8	8.6	11.8	31.1	50.0	7.1	11.7	39.3	38.5	10.5	8.7	35.4	44.1	11.8
Multiracial/Ethnic																				
District																				
State	9.5	40.0	42.4	8.1	10.2	44.7	39.0	6.1	6.2	39.7	46.2	7.9	11.5	43.4	34.9	10.2	7.4	35.6	45.3	11.7

2004 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
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	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		40.0			40.0			89.0		66.0	
All	99.5	Yes	99.5	Yes	62.4		Yes	68.8		Yes	96.1	Yes	100.0	Yes
White	99.5	Yes	99.5	Yes	62.6		Yes	69.5		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year 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% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***
3. At least 89.0% Attendance Rate for elementary school districts or at least 66.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

* Includes only students enrolled as of 9/30/03.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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 school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.

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: 2

Number of Title I schools: 1

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**

Planned Improvement for Carrollton High School

School Improvement is an ongoing process at Carrollton High School. During the summer of 2003, a team of teachers, administrators, parents, and community members created a two-year school improvement plan. The following goals were created from school improvement data.

Goal #1:

Increase academic achievement in language arts by 10% over the next two years.

Where we are:

- The Gretchen Courtney Reading comprehensions program has been initiated at the high school during the 2003-04 school year.
- A cross-curricular reading program has been implemented during the 2004-05 school year into all curricular areas utilizing a reader's handbook.

Goal #2:

Increase the academic achievement of those students who are at-risk, who do not meet academic expectations as measured by PSAE, by 10 % over two years.

Where we are:

- Reading scores have improved by 15.4% since the 2002-03 school year.

Goal #3:

Improve the communication on all levels of the school district (faculty and staff/administrators/ community) by 20% over a two year period as measured by pre and post surveys.

Where we are:

- Communication has been improved through parent and faculty newsletters.
- We are working to improve parent/teacher conference attendance.

Success has been evident with the drastic rise in PSAE scores. Reading has been the primary focus of school improvement over the last year.

Goals for 2004-2005- Carrollton Grade School

The Internal Review Team conducted a self-study in the 2003-04 school year based on surveys of stakeholders and analysis of test data. Based on this study, the team has established the following goals for the 2004-05 school year.

Goal 1 - Reading: To work toward bringing all students K-8 up to grade level in reading

Planned activities:

- a. Monitor student achievement in reading based on standardized tests.
- b. Implement school board policy IKE regarding parent notification and remediation plans.
- c. Continue Title I target-assisted program in grades Pre-K through 8
- d. Provide K-8 reading incentive programs.
- e. Continue school-wide emphasis on reading.

Goal 2 - Curriculum: To work toward continuous curriculum improvement

Planned activities:

- a. Place K-8 math/reading curriculum on the district's curriculum mapping website.
- b. Use school improvement days to work on horizontal alignment to the state standards.
- c. Use school improvement days to work on vertical alignment to the state standards.

Goal 3 - At-Risk Students: To work toward meeting their needs

Planned activities:

- a. Refer students for appropriate testing and placement if eligible for special services.
- b. Provide an eighth grade transitional class for 2004-05 school year. Consider other grade levels that might need transitional classes.
- c. Identify homeless students and provide necessary services in compliance with the federal McKinney-Vento Education Act.
- d. In compliance with the Children's Mental Health Act of 2003, provide social work services as needed.
- e. Special education teachers will collaborate with other faculty and staff to provide teacher assistance for at-risk students.