

**Otis P Graves Elem School**  
**Summit SD 104**  
**Summit, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : PK K 1 2 3 4**

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
<b>School</b>	2.8	1.7	93.1	1.5	0.0	0.0	0.9	58.9	53.5	10.0		0.0	8.3	96.8	538
<b>District</b>	12.0	5.3	78.0	1.6	0.0	0.1	2.9	66.0	34.1	12.4		0.0	11.7	95.7	1,781
<b>State</b>	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
<b>School</b>	100.0	--	--	--	--
<b>District</b>	99.3	18.8		15.1	197.9
<b>State</b>	96.0	18.8		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
<b>School</b>	25.3	26.0	25.7	25.7	26.3					
<b>District</b>	22.3	24.5	24.1	23.9	25.9					
<b>State</b>	20.9	21.6	21.8	22.3	22.9					

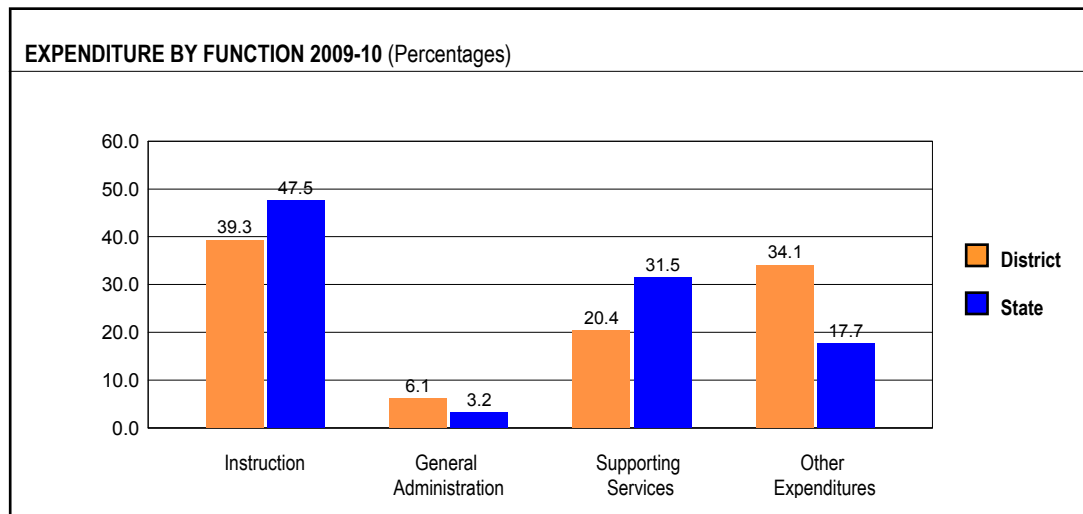
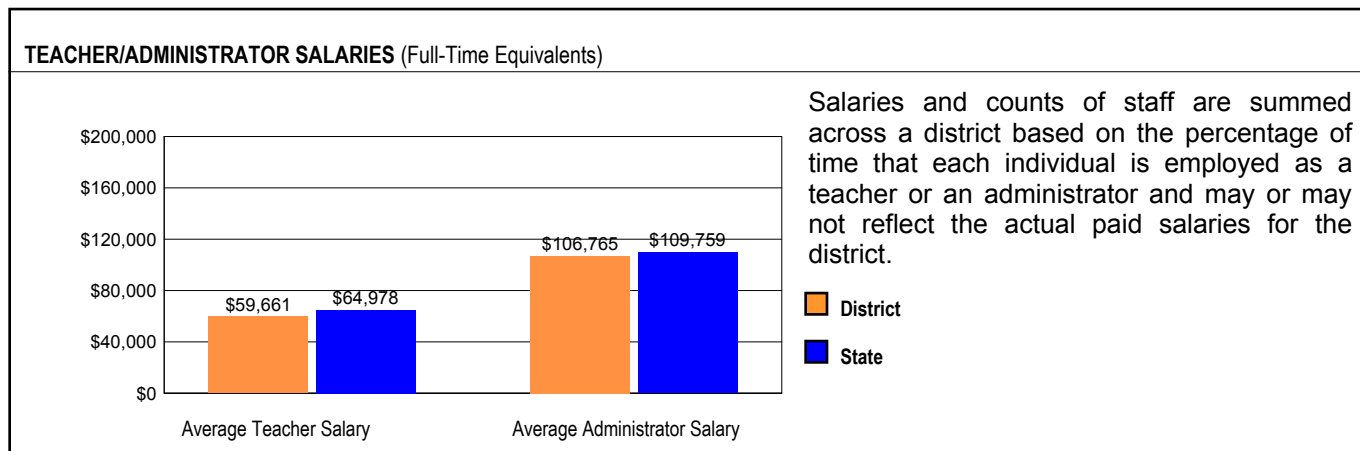
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	60			15			195			15		
<b>District</b>	58			27			150			25		
<b>State</b>	60			30			143			30		

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	77.7	3.9	15.5	0.0	0.0	0.0	1.0	1.9	14.6	85.4	103
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	15.3	22.3	77.7	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	\$16,033,619	67.8	58.9	Education	\$14,679,254	58.2	72.9
Other Local Funding	\$863,204	3.7	6.4	Operations & Maintenance	\$2,082,811	8.3	6.0
General State Aid	\$2,760,291	11.7	14.9	Transportation	\$818,958	3.2	3.8
Other State Funding	\$1,121,440	4.7	7.5	Debt Service	\$6,167,285	24.4	7.2
Federal Funding	\$2,857,351	12.1	12.4	Tort	\$859,169	3.4	1.2
TOTAL	\$23,635,905			Municipal Retirement/ Social Security	\$515,120	2.0	1.9
				Fire Prevention & Safety	\$105,924	0.4	0.7
				Site & Construction/ Capital Improvement	\$0	0.0	6.4
				TOTAL	\$25,228,521		

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	\$211,083	4.59	\$6,324	\$11,469
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.

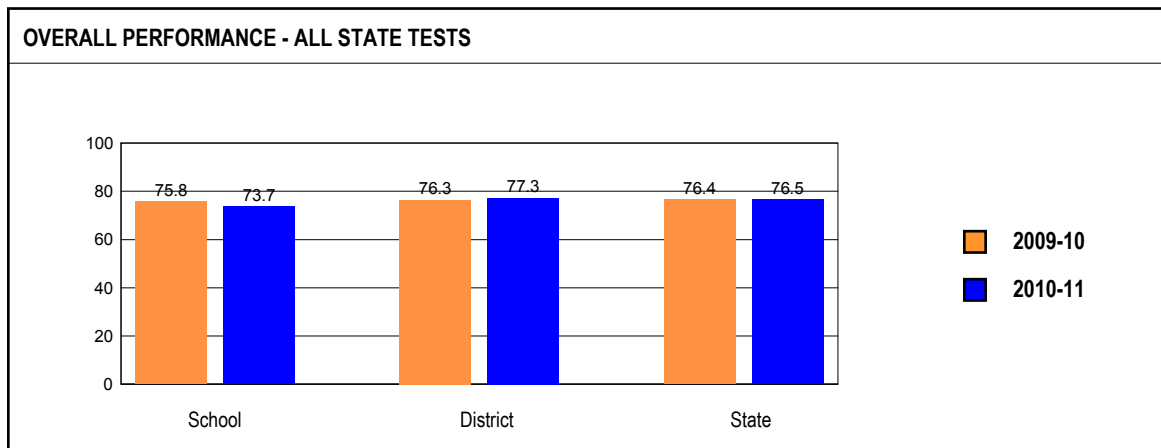
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

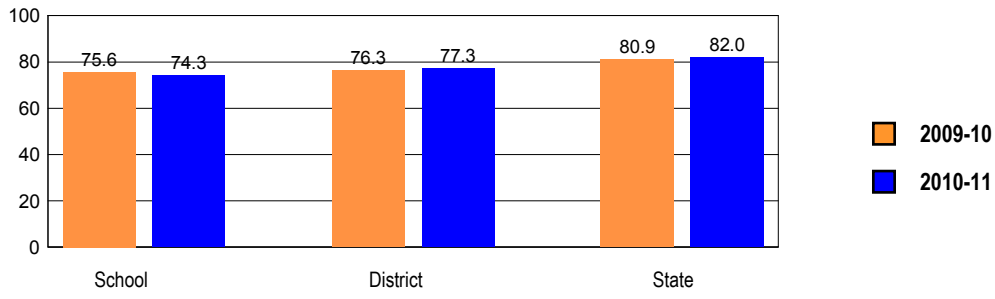
## ACADEMIC PERFORMANCE

### 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.

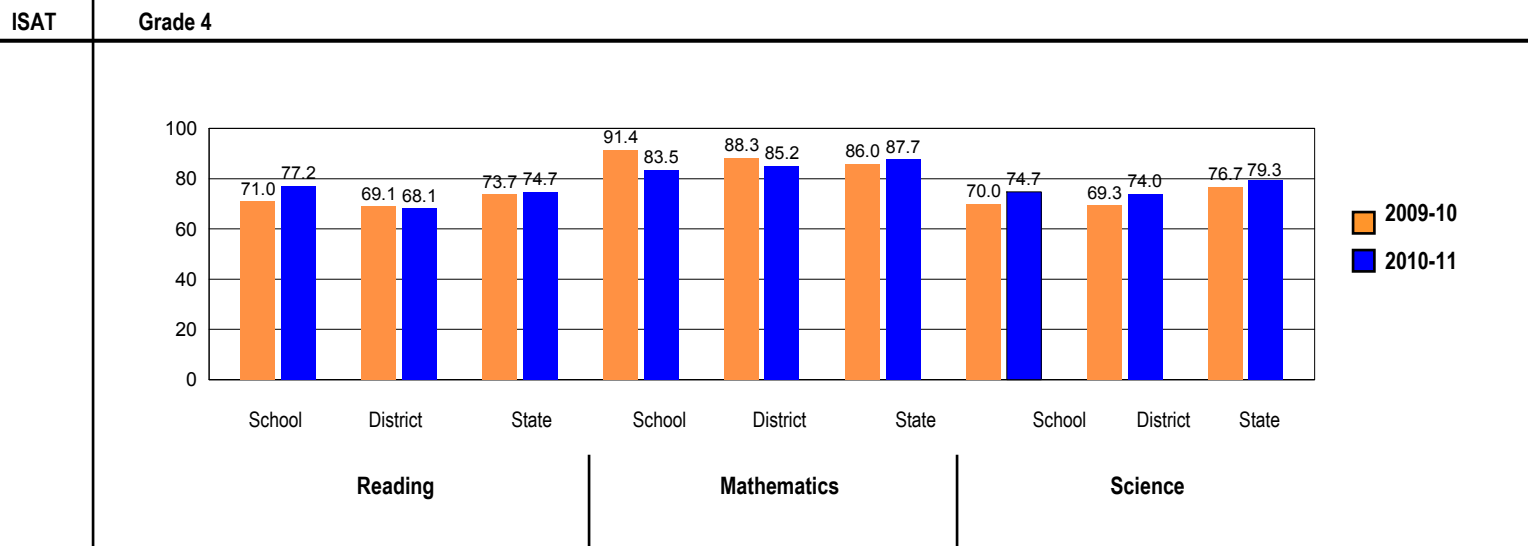
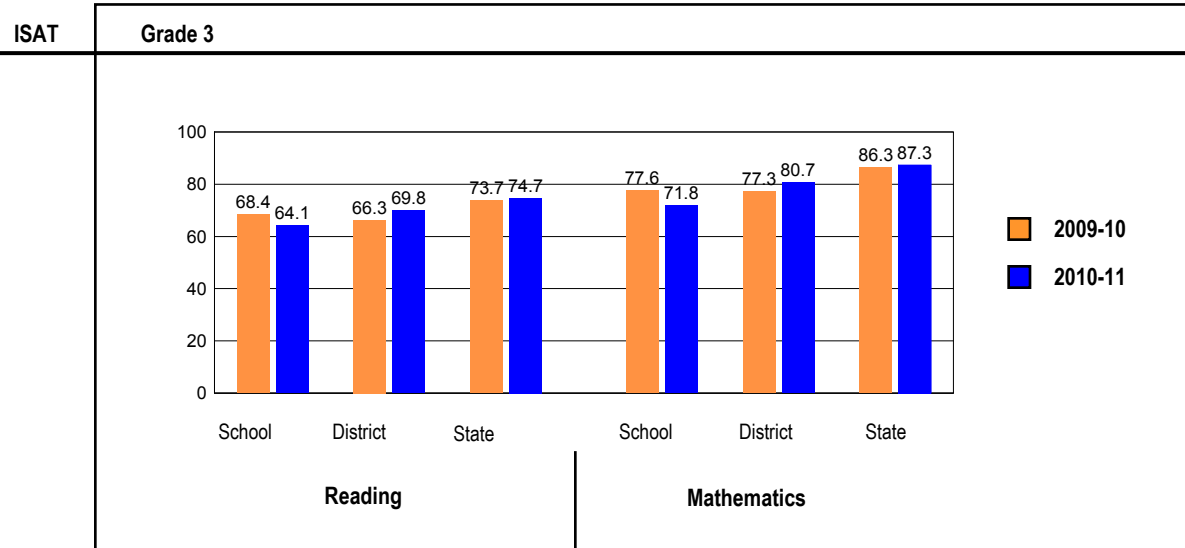


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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	158	92	66	7	3	146	1	0	0	1	35	0	12	118
	Reading	0.0	0.0	0.0			0.0					0.0		0.0	0.0
District	*Enrollment	1,025	530	495	134	62	781	18	0	1	29	144	0	136	771
	Reading	0.1	0.0	0.2	0.0	0.0	0.1	0.0			0.0	0.7		0.0	0.0
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	158	92	66	7	3	146	1	0	0	1	35	0	12	118
	Mathematics	0.0	0.0	0.0			0.0					0.0		0.0	0.0
District	*Enrollment	1,025	530	495	134	62	781	18	0	1	29	144	0	136	771
	Mathematics	0.1	0.0	0.2	0.0	0.0	0.1	0.0			0.0	0.7		0.0	0.0
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.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		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	80	48	32	3	2	73	1	0	0	1	9	0	5	62
	Science	0.0	0.0	0.0			0.0								0.0
District	*Enrollment	349	182	167	46	18	265	7	0	0	13	35	0	47	260
	Science	0.3	0.0	0.6	0.0	0.0	0.4				0.0	2.9		0.0	0.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

\* 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
School	7.7	28.2	48.7	15.4	5.1	23.1	59.0	12.8
District	4.7	25.5	50.0	19.8	3.1	16.1	56.8	24.0
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

### Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	9.1	31.8	36.4	22.7	6.8	29.5	47.7	15.9
	District	6.5	23.7	41.9	28.0	3.2	16.1	49.5	31.2
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	School	5.9	23.5	64.7	5.9	2.9	14.7	73.5	8.8
	District	3.0	27.3	57.6	12.1	3.0	16.2	63.6	17.2
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	4.0	16.0	36.0	44.0	4.0	12.0	48.0	36.0
	District								
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	School	0.0	23.1	46.2	30.8	0.0	30.8	53.8	15.4
	District								
	State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic	School	8.2	28.8	49.3	13.7	5.5	21.9	60.3	12.3
	District								
	State	5.5	28.3	51.0	15.2	3.4	16.6	60.0	20.0
Asian	School								
	District								
	State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	School								
	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	School								
	District								
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	23.1	53.8	23.1	0.0	15.4	42.3	42.3	0.0
District	13.0	55.6	29.6	1.9	9.3	31.5	53.7	5.6
State	15.4	42.1	37.7	4.8	6.0	20.6	55.5	18.0

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	5.4	25.0	50.0	19.6	5.4	21.4	57.1	16.1
	District	4.5	23.5	51.5	20.5	3.0	15.2	56.8	25.0
	State	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible	School	13.6	36.4	45.5	4.5	4.5	27.3	63.6	4.5
	District	5.0	30.0	46.7	18.3	3.3	18.3	56.7	21.7
	State	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	22.8	53.2	24.1	1.3	15.2	69.6	13.9	0.0	25.3	68.4	6.3
District	0.5	31.3	46.7	21.4	1.1	13.7	68.7	16.5	0.6	25.4	64.6	9.4
State	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	23.4	63.8	12.8	2.1	12.8	76.6	8.5	0.0	21.3	72.3	6.4
	District	1.0	33.0	53.4	12.6	1.9	13.6	69.9	14.6	1.0	26.2	64.1	8.7
	State	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female	School	0.0	21.9	37.5	40.6	0.0	18.8	59.4	21.9	0.0	31.3	62.5	6.3
	District	0.0	29.1	38.0	32.9	0.0	13.9	67.1	19.0	0.0	24.4	65.4	10.3
	State	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

**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	52.4	42.9	4.8	0.0	9.5	85.7	4.8	0.0	25.0	70.0	5.0
	District	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
	State												
Black	School												
	District	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
	State												
Hispanic	School	0.0	23.3	52.1	24.7	1.4	16.4	67.1	15.1	0.0	26.0	67.1	6.8
	District	0.7	28.9	45.8	24.6	1.4	12.7	67.6	18.3	0.7	26.8	62.7	9.9
	State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	School												
	District												
	State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian	School												
	District												
	State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races	School												
	District												
	State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

**Grade 4 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	22.6	53.2	24.2	1.6	14.5	69.4	14.5	0.0	24.2	67.7	8.1
	District	0.8	26.5	48.5	24.2	0.8	12.9	67.4	18.9	0.8	24.4	64.1	10.7
	State	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible	School	0.0	23.5	52.9	23.5	0.0	17.6	70.6	11.8	0.0	29.4	70.6	0.0
	District	0.0	44.0	42.0	14.0	2.0	16.0	72.0	10.0	0.0	28.0	66.0	6.0
	State	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

## 2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this school making AYP in Reading?	No	2011-12 Federal Improvement Status	Choice SES
Is this school making AYP in Mathematics?	No	2011-12 State Improvement Status	Academic Early Warning Year 2

	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		85.0			85.0			91.0		82.0	
<b>All</b>	100.0	Yes	100.0	Yes	72.3		No	79.1		No	96.8	Yes		
<b>White</b>														
<b>Black</b>														
<b>Hispanic</b>	100.0	Yes	100.0	Yes	72.1	75.6	Yes	79.4		No	96.9			
<b>Asian</b>														
<b>Native Hawaiian/ Pacific Islander</b>														
<b>American Indian</b>														
<b>Two or More Races</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	75.0	74.6	Yes	80.4		Yes	96.8			

### 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 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. \*\*\*
3. 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.

## 2011 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Comprehensive
Is this school making (AYP) in the "ALL" subgroup in <b>reading</b> ?	No
Is this school making (AYP) in the "ALL" subgroup in <b>math</b> ?	No

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP**.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused supports verses more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.