

Dunlap Middle School
Dunlap CUSD 323
Dunlap, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 6 7 8

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

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

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	Percent Homeless	Total Enrollment
School	72.2	3.5	3.0	17.4	0.0	0.0	3.9	8.7	3.9	8.2	0.2	564
District	69.7	5.9	2.4	17.1	0.1	0.1	4.8	11.5	4.5	12.1	0.2	4,227
State	49.9	17.5	24.6	4.5	0.1	0.3	3.1	51.5	9.5	13.7	2.4	2,046,857

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.

Total Enrollment is based on Home School.

Homeless students are who do not have permanent and adequate homes.

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School		0.2	6.8	94.4
District		0.2	7.7	95.5
State		8.7	12.3	94.5

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 9 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		Total School Days	
	Percent		Days
School	100.0	School	174
District	100.0	District	174
State	95.7	State	174

* 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	Overall
School							25.6	29.3	26.6		27.1
District							23.6	27.2	26.1		22.8
State							23.1	22.5	22.6		21.4

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		60	60		60	60		120	120		60	60
District		52	52		52	52		103	103		52	52
State		56	53		43	44		101	91		42	44

TEACHER INFORMATION	
	% of Classes Not Taught by Highly Qualified Teachers
School	0.0
District	0.0
State	0.6

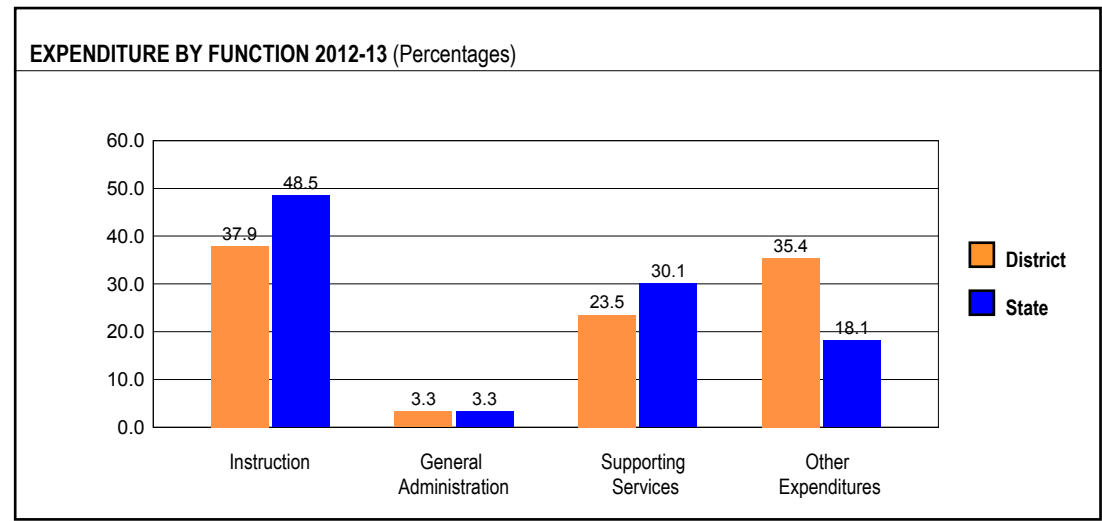
The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

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

TEACHER RETENTION RATE	
School	81.6
District	82.0
State	85.7

PRINCIPAL TURNOVER (Count)	
School	2
District	2
State	2

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2012-13				EXPENDITURE BY FUND 2012-13			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$34,155,577	82.7	61.3	Education	\$27,226,324	53.7	73.6
Other Local Funding	\$2,185,745	5.3	4.7	Operations & Maintenance	\$4,344,897	8.6	6.2
General State Aid	\$1,402,515	3.4	16.1	Transportation	\$2,496,291	4.9	3.8
Other State Funding	\$2,114,947	5.1	10.0	Debt Service	\$4,835,282	9.5	7.8
Federal Funding	\$1,421,792	3.4	7.9	Tort	\$401,055	0.8	1.2
TOTAL	\$41,280,576			Municipal Retirement/ Social Security	\$1,218,369	2.4	2.1
				Fire Prevention & Safety	\$2,246	0.0	0.6
				Capital Projects	\$10,141,422	20.0	4.7
				TOTAL	\$50,665,886		

OTHER FINANCIAL INDICATORS				
	2011 Equalized Assessed Valuation per Pupil	2011 Total School Tax Rate per \$100	2012-13 Instructional Expenditure per Pupil	2012-13 Operating Expenditure per Pupil
District	\$208,166	4.17	\$5,047	\$9,112
State	**	**	\$7,094	\$12,045

** 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.

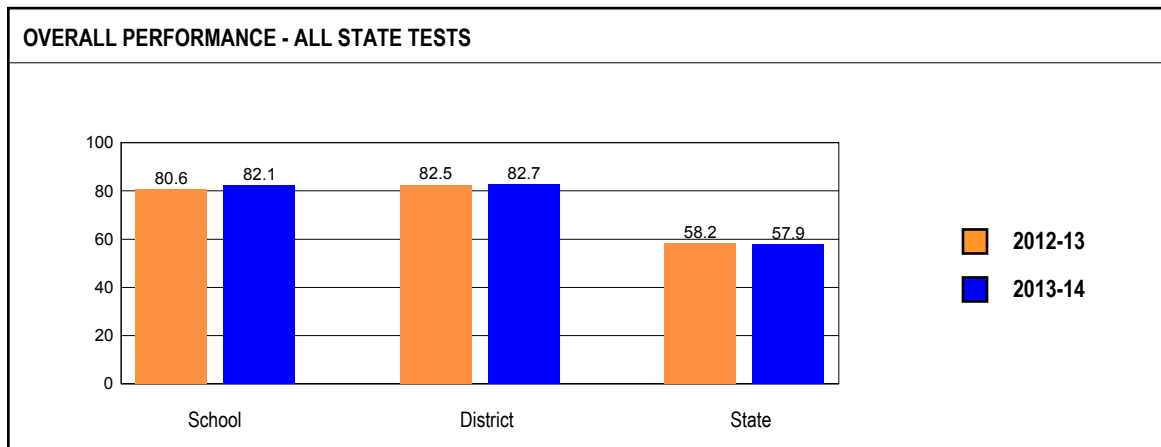
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

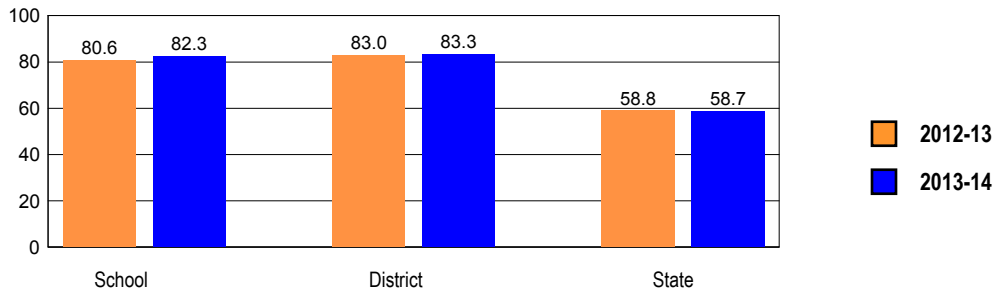
ACADEMIC PERFORMANCE

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 and mathematics. The ISAT reading and math cut scores were reset for school year 2013. Starting in 2013, Illinois raised the performance cut scores in reading and math to align with college and career ready expectations. In order to align the Illinois Alternative Assessment (IAA) with the content standards of the Common Core Essentials Elements, Illinois raised the performance cut scores of IAA in reading and math in 2014.

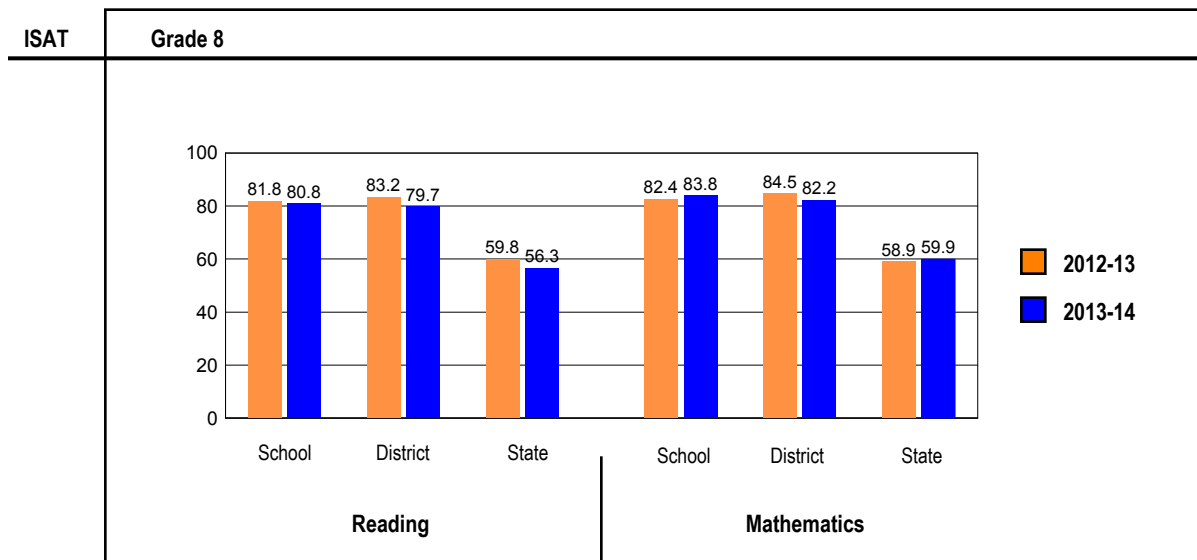
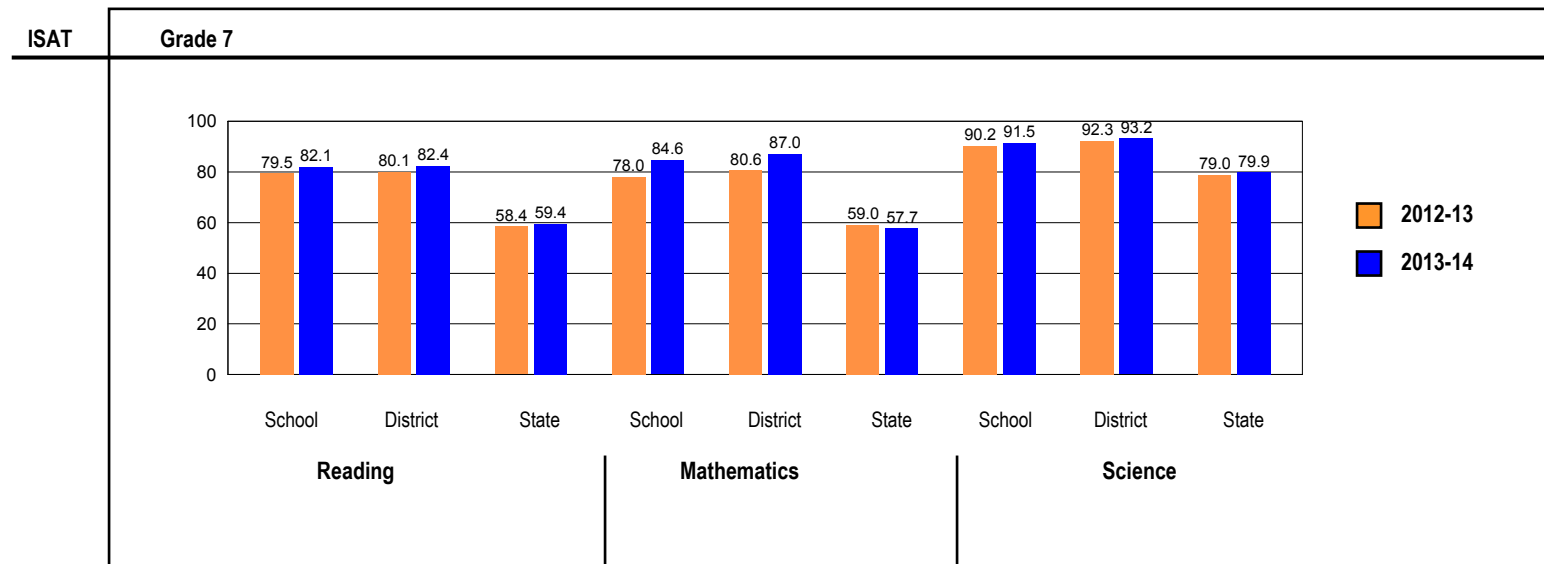
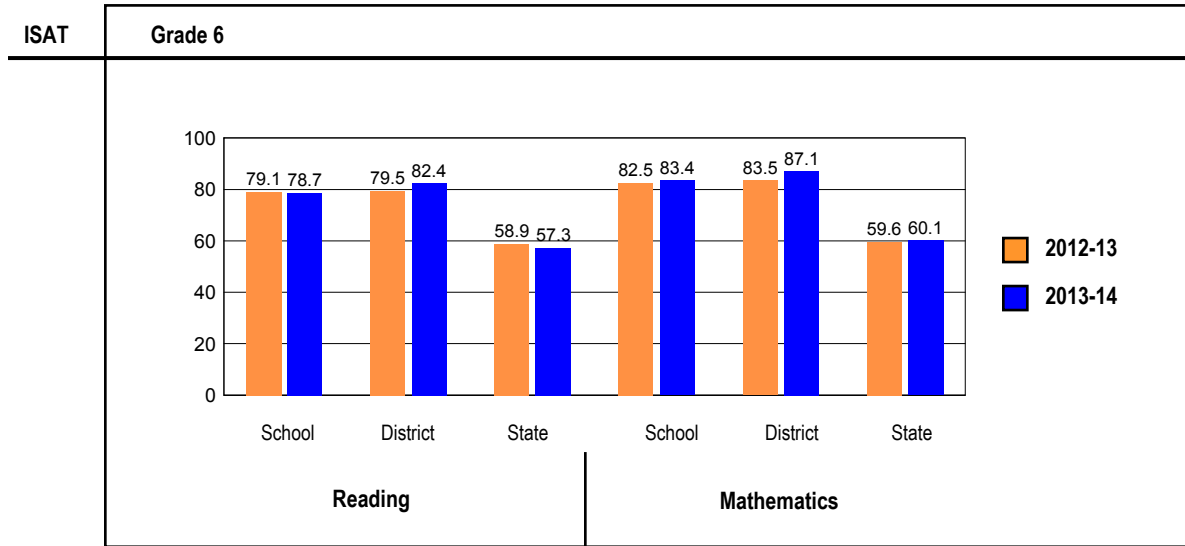


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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	562	260	302	405	23	17	96	0	0	21	19	0	47	50
	Reading	1.6	1.5	1.7	0.7	0.0	17.6	2.1			4.8	31.6		2.1	2.0
District	*Enrollment	2,183	1,119	1,064	1,551	120	54	350	1	1	106	57	0	221	247
	Reading	0.6	0.5	0.7	0.3	0.0	5.6	0.9			1.9	10.5		0.9	0.8
State	*Enrollment	1,060,658	543,109	517,316	532,220	183,481	260,114	48,330	1,029	2,982	31,812	70,904	280	143,042	547,657
	Reading	0.6	0.6	0.5	0.4	0.8	0.6	0.5	1.2	0.8	0.6	1.1	2.5	1.2	0.7

* 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: 2

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	564	261	303	406	24	17	96	0	0	21	21	0	47	50
	Mathematics	0.5	0.8	0.3	0.5	0.0	0.0	0.0			4.8	0.0		2.1	2.0
District	*Enrollment	2,192	1,124	1,068	1,552	122	55	355	1	1	106	68	0	221	247
	Mathematics	0.5	0.8	0.3	0.5	0.8	0.0	0.3			1.9	0.0		2.3	1.2
State	*Enrollment	1,062,316	543,976	518,107	532,697	183,560	260,674	48,844	1,035	2,994	31,822	72,621	281	143,066	548,658
	Mathematics	0.5	0.6	0.5	0.4	0.9	0.5	0.3	0.4	0.6	0.6	0.6	1.4	1.2	0.6

* 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	203	103	100	140	9	3	45	0	0	6	9	0	20	21
	Science	1.0	1.0	1.0	1.4			0.0						5.0	0.0
District	*Enrollment	952	502	450	664	59	20	158	1	0	50	21	0	93	105
	Science	0.9	1.0	0.9	0.8	0.0	5.0	1.3			2.0	0.0		3.2	1.0
State	*Enrollment	454,072	231,511	222,497	231,754	77,973	108,437	20,846	425	1,245	13,169	23,463	112	60,394	226,590
	Science	0.7	0.8	0.6	0.5	1.3	0.7	0.3	0.2	1.1	0.8	0.9	0.9	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 6

Grade 6 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	2.3	19.0	49.4	29.3	4.0	12.6	59.4	24.0
District	1.4	16.1	51.3	31.2	2.5	10.4	51.1	36.1
State	6.1	36.6	43.2	14.1	9.0	30.8	46.5	13.6

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	2.7	25.3	46.7	25.3	6.6	15.8	51.3	26.3
	District	1.6	23.6	46.3	28.5	4.0	12.9	41.1	41.9
	State	7.9	38.6	41.3	12.1	10.2	31.2	44.6	14.0
Female	School	2.0	14.1	51.5	32.3	2.0	10.1	65.7	22.2
	District	1.3	10.3	55.1	33.3	1.3	8.3	59.0	31.4
	State	4.3	34.5	45.2	16.1	7.8	30.4	48.6	13.2

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.8	16.4	54.1	28.7	1.6	11.5	63.9	23.0
	District	0.5	14.4	55.0	30.2	1.0	8.9	55.4	34.7
	State	3.5	28.3	49.2	19.1	5.3	24.1	52.8	17.8
Black	School	18.2	54.5	18.2	9.1	25.0	41.7	33.3	0.0
	District	14.3	42.9	35.7	7.1	20.0	40.0	33.3	6.7
	State	11.7	51.8	32.1	4.4	18.5	43.9	33.8	3.8
Hispanic	School	0.0	9.1	45.5	45.5	9.1	9.1	63.6	18.2
	District	8.4	46.4	38.5	6.8	11.1	38.8	43.8	6.3
	State								
Asian	School	3.8	15.4	38.5	42.3	0.0	3.8	46.2	50.0
	District	2.3	14.0	41.9	41.9	0.0	4.7	34.9	60.5
	State	2.2	17.2	46.9	33.7	2.8	11.9	42.6	42.7
Native Hawaiian/Pacific Islander	School								
	District								
	State	4.0	29.6	52.8	13.6	3.9	26.6	52.3	17.2
American Indian	School								
	District								
	State	6.5	44.9	38.3	10.3	8.1	37.5	46.3	8.1
Two or More Races	School								
	District								
	State	5.4	34.4	42.6	17.5	9.2	29.7	44.1	16.9

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	30.0	50.0	10.0	10.0	50.0	30.0	20.0	0.0
	District	16.7	55.6	22.2	5.6	27.8	27.8	22.2	22.2
	State	27.8	55.1	14.9	2.3	31.7	46.4	19.3	2.6
Non-IEP	School	0.6	17.1	51.8	30.5	1.2	11.5	61.8	25.5
	District	0.4	13.4	53.3	33.0	0.8	9.2	53.1	37.0
	State	3.0	34.0	47.3	15.7	5.8	28.6	50.4	15.2

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	61.5	30.8	7.7	7.7	46.2	46.2	0.0
	District	0.0	37.0	48.1	14.8	3.7	33.3	44.4	18.5
	State	9.6	48.7	36.1	5.6	13.7	40.8	40.4	5.2
Not Eligible	School	2.5	15.5	50.9	31.1	3.7	9.9	60.5	25.9
	District	1.6	13.9	51.6	32.9	2.4	7.9	51.8	37.9
	State	2.3	23.2	51.1	23.4	3.9	19.8	53.4	22.9

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	2.1	15.9	49.7	32.3	4.0	11.4	58.2	26.4	2.5	6.0	42.8	48.8
District	1.9	15.7	48.7	33.6	3.4	9.6	59.0	28.1	2.8	4.0	38.9	54.3
State	7.2	33.4	45.3	14.1	7.4	35.0	47.9	9.8	8.2	11.9	54.7	25.2

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	4.0	15.8	46.5	33.7	3.9	10.8	54.9	30.4	2.0	7.8	34.3	55.9
	District	3.0	16.5	47.6	32.9	3.6	9.7	57.0	29.7	3.6	5.5	31.5	59.4
	State	9.2	36.2	43.1	11.5	8.7	35.7	45.7	10.0	9.7	12.2	51.3	26.8
Female	School	0.0	16.0	53.2	30.9	4.0	12.1	61.6	22.2	3.0	4.0	51.5	41.4
	District	0.6	14.9	50.0	34.4	3.1	9.4	61.0	26.4	1.9	2.5	46.5	49.1
	State	5.1	30.4	47.6	16.8	6.0	34.2	50.1	9.6	6.7	11.6	58.1	23.6

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	2.9	13.2	60.3	23.5	5.1	10.9	67.4	16.7	2.2	6.5	47.8	43.5
	District	2.2	13.5	55.2	29.1	4.0	8.4	64.9	22.7	2.2	4.4	38.7	54.7
	State	4.4	26.6	50.7	18.2	4.5	27.7	55.2	12.6	4.4	7.6	53.3	34.7
Black	School	0.0	47.6	42.9	9.5	0.0	38.1	61.9	0.0	14.3	4.8	52.4	28.6
	District	13.2	46.1	35.5	5.2	15.1	49.6	33.1	2.2	16.8	20.4	54.4	8.4
	State												
Hispanic	School												
	District												
	State	9.3	41.9	41.1	7.6	8.7	43.8	43.3	4.2	10.9	16.4	59.9	12.8
Asian	School	0.0	11.6	23.3	65.1	2.2	0.0	35.6	62.2	0.0	0.0	33.3	66.7
	District	0.0	9.1	23.6	67.3	1.8	0.0	33.3	64.9	0.0	0.0	29.8	70.2
	State	3.0	15.9	46.0	35.1	2.0	13.3	48.2	36.4	3.0	4.7	45.0	47.3
Native Hawaiian/Pacific Islander	School												
	District												
	State	7.9	21.6	43.2	27.3	5.0	33.6	40.0	21.4	6.4	11.3	46.1	36.2
American Indian	School												
	District												
	State	8.0	42.4	38.7	11.0	9.0	43.3	42.5	5.2	9.0	14.9	57.5	18.7
Two or More Races	School												
	District	6.7	33.3	40.0	20.0	6.7	13.3	60.0	20.0	0.0	6.7	60.0	33.3
	State	7.0	29.4	46.2	17.4	7.2	33.0	46.8	12.9	7.7	10.4	51.3	30.6

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	15.8	47.4	26.3	10.5	31.6	47.4	15.8	5.3	5.3	31.6	52.6	10.5
	District	16.7	46.7	30.0	6.7	30.0	43.3	23.3	3.3	13.3	23.3	53.3	10.0
	State	33.2	49.8	15.2	1.9	30.2	52.5	15.7	1.6	29.0	26.0	38.7	6.3
Non-IEP	School	0.6	12.5	52.3	34.7	1.1	7.7	62.6	28.6	2.2	3.3	41.8	52.7
	District	0.3	12.5	50.7	36.5	0.7	6.1	62.6	30.6	1.7	2.0	37.4	58.8
	State	3.5	31.1	49.6	15.8	4.2	32.5	52.4	11.0	5.3	9.9	56.9	27.9

Grade 7 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	4.8	38.1	38.1	19.0	0.0	33.3	61.9	4.8	0.0	14.3	52.4	33.3
	District	8.6	34.3	42.9	14.3	8.6	28.6	60.0	2.9	8.6	8.6	54.3	28.6
	State	11.1	43.7	38.9	6.3	11.3	46.3	39.1	3.3	12.9	17.3	57.4	12.4
Not Eligible	School	1.7	13.2	51.1	33.9	4.4	8.9	57.8	28.9	2.8	5.0	41.7	50.6
	District	1.1	13.4	49.5	36.0	2.8	7.3	58.8	31.1	2.1	3.5	37.0	57.4
	State	3.0	22.4	52.2	22.4	3.1	22.9	57.2	16.7	3.2	6.2	51.7	38.9

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	1.1	18.1	50.8	29.9	3.4	12.8	40.8	43.0
District	1.0	19.3	50.0	29.7	3.0	14.8	46.3	35.9
State	7.3	36.4	42.1	14.1	7.3	32.8	44.7	15.2

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	1.3	25.3	49.3	24.0	2.6	15.8	40.8	40.8
	District	1.4	24.5	49.6	24.5	3.6	17.1	47.9	31.4
	State	9.5	37.2	40.2	13.1	8.7	33.8	42.2	15.3
Female	School	1.0	12.7	52.0	34.3	3.9	10.7	40.8	44.7
	District	0.6	14.6	50.3	34.4	2.5	12.7	44.9	39.9
	State	5.0	35.6	44.2	15.2	5.9	31.7	47.2	15.1

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.7	19.3	50.0	30.0	2.8	11.3	45.4	40.4
	District	0.4	19.5	49.8	30.3	1.7	12.9	51.3	34.1
	State	4.5	28.1	47.9	19.5	4.4	26.6	49.5	19.5
Black	School								
	District	0.0	53.8	38.5	7.7	7.7	46.2	38.5	7.7
	State	13.5	51.8	30.7	4.0	15.4	46.3	33.9	4.3
Hispanic	School								
	District								
	State	9.7	46.4	37.5	6.5	8.3	40.1	43.3	8.3
Asian	School	4.5	0.0	54.5	40.9	0.0	4.5	27.3	68.2
	District	3.2	3.2	54.8	38.7	0.0	9.7	25.8	64.5
	State	2.7	17.7	47.4	32.1	2.1	11.7	41.1	45.1
Native Hawaiian/Pacific Islander	School								
	District								
	State	3.7	32.3	42.2	21.7	3.7	22.4	50.9	23.0
American Indian	School								
	District								
	State	8.7	43.3	34.2	13.9	11.0	36.6	41.1	11.4
Two or More Races	School								
	District	7.1	28.6	50.0	14.3	28.6	28.6	14.3	28.6
	State	6.6	32.7	43.2	17.6	8.2	30.6	43.0	18.2

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	9.1	81.8	9.1	0.0	27.3	36.4	36.4	0.0
	District	10.0	65.0	20.0	5.0	30.0	40.0	30.0	0.0
	State	33.6	52.0	12.6	1.8	33.4	49.8	14.9	1.9
Non-IEP	School	0.6	13.9	53.6	31.9	1.8	11.3	41.1	45.8
	District	0.4	15.9	52.2	31.5	1.1	12.9	47.5	38.5
	State	3.7	34.2	46.3	15.8	3.7	30.4	48.8	17.1

Grade 8 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	40.0	53.3	6.7	6.7	33.3	53.3	6.7
	District	3.0	39.4	54.5	3.0	9.1	36.4	51.5	3.0
	State	11.5	48.4	34.7	5.4	11.4	43.2	38.9	6.6
Not Eligible	School	1.2	16.0	50.6	32.1	3.0	11.0	39.6	46.3
	District	0.8	16.7	49.4	33.1	2.3	12.1	45.7	40.0
	State	3.1	24.1	49.8	23.1	3.2	22.2	50.6	24.0

2014 STUDENT ACADEMIC GROWTH

Average Growth Value		
	Reading	Math
School	106.5	111.9
District	107.2	111.0
State	99.4	102.9

Illinois has chosen to use a value table methodology to determine the school and district growth metric based on student performance on large-scale assessments (the ISAT). The numbers contained in the value table represent the number of students in each cell. The average of all students' academic growth over two year's performance will be used to determine the growth metric..

Reading

			Performance Level in Year 2							
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards	
			1A	1B	2A	2B	3A	3B	4A	4B
Performance Level in Year 1	Academic Warning	1A			1	1			1	
		1B	1	2	5	1				
	Below Standards	2A	3	3	12	8	2	1		
		2B			9	23	26	3	1	
	Meets Standards	3A			2	25	56	26	10	1
		3B				3	38	53	25	4
	Exceeds Standards	4A					13	35	54	25
		4B						7	20	24

Math

			Performance Level in Year 2							
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards	
			1A	1B	2A	2B	3A	3B	4A	4B
Performance Level in Year 1	Academic Warning	1A	1	1						
		1B		6	1		1			
	Below Standards	2A	1	7	13	6	4	1		
		2B			4	18	25	3		1
	Meets Standards	3A		1	5	13	55	47	6	
		3B					23	93	33	9
	Exceeds Standards	4A					2	23	45	27
		4B						3	9	40