

**SUGAR CREEK ELEM SCHOOL
MCLEAN COUNTY USD 5
NORMAL, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : K 1 2 3 4 5

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	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	47.8	17.3	11.5	15.7	0.0	7.7	44.9	31.1		0.0	20.7	96.3	312
District	75.1	12.1	4.7	3.8	0.1	4.3	23.8	2.1		0.1	15.4	95.0	11,760
State	55.6	20.0	18.7	3.8	0.2	1.8	40.0	6.6		2.2	16.0	94.0	2,075,277

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
School	100.0
District	98.9
State	96.6

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	19.2	20.7	13.7	286.8
State	19.1	18.9	13.9	222.3

* 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	26.0	27.0	26.0	27.0	22.5	23.5				
District	22.5	22.2	21.6	23.1	21.9	24.2				
State	20.9	21.5	21.6	22.1	22.9	23.4				

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			35			170			35		
District	60			35			170			35		
State	58			31			145			31		

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.2	1.8	0.7	0.3	0.0	20.0	80.0	725
State	84.9	9.2	4.6	1.2	0.2	23.1	76.9	126,996

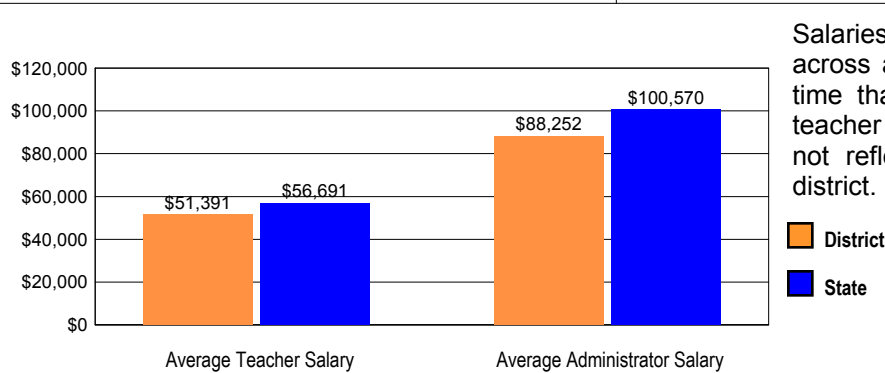
TEACHER INFORMATION (Continued)

	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	12.8	53.1	46.9	0.1	0.0
State	13.0	49.3	50.6	1.6	3.9

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

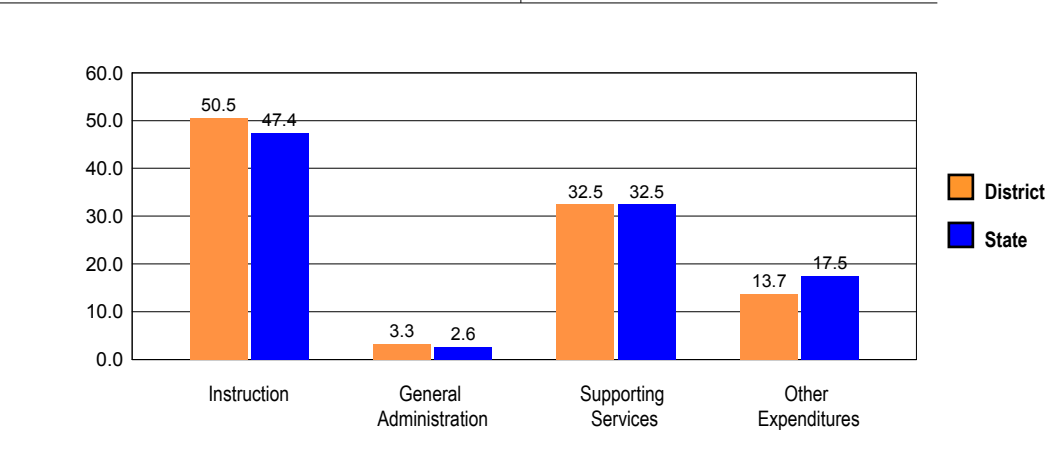
SCHOOL DISTRICT FINANCES

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 2004-05 (Percentages)



REVENUE BY SOURCE 2004-05				EXPENDITURE BY FUND 2004-05			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$71,886,587	73.4	58.2	Education	\$64,942,220	68.9	72.2
Other Local Funding	\$4,997,846	5.1	5.1	Operations & Maintenance	\$12,214,551	13.0	8.4
General State Aid	\$11,970,699	12.2	18.5	Transportation	\$5,033,628	5.3	3.6
Other State Funding	\$6,416,110	6.6	10.1	Bond and Interest	\$8,849,786	9.4	6.6
Federal Funding	\$2,652,067	2.7	8.1	Rent	\$0	0.0	0.0
TOTAL	\$97,923,309			Municipal Retirement/ Social Security	\$2,614,012	2.8	1.7
				Fire Prevention & Safety	\$327,271	0.3	1.1
				Site & Construction/ Capital Improvement	\$297,750	0.3	6.5
				TOTAL	\$94,279,218		

OTHER FINANCIAL INDICATORS				
	2003 Equalized Assessed Valuation per Pupil	2003 Total School Tax Rate per \$100	2004-05 Instructional Expenditure per Pupil	2004-05 Operating Expenditure per Pupil
District	\$135,452	4.43	\$4,514	\$8,056
State	**	**	\$5,366	\$9,099

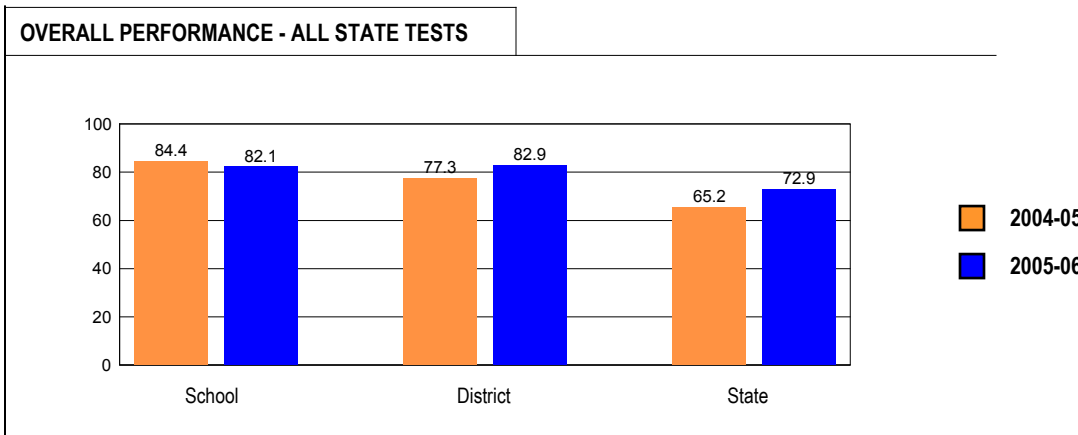
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school 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

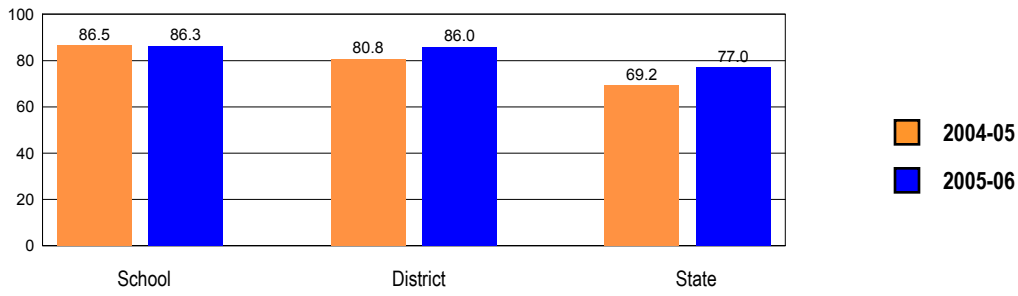
OVERALL STUDENT PERFORMANCE

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.

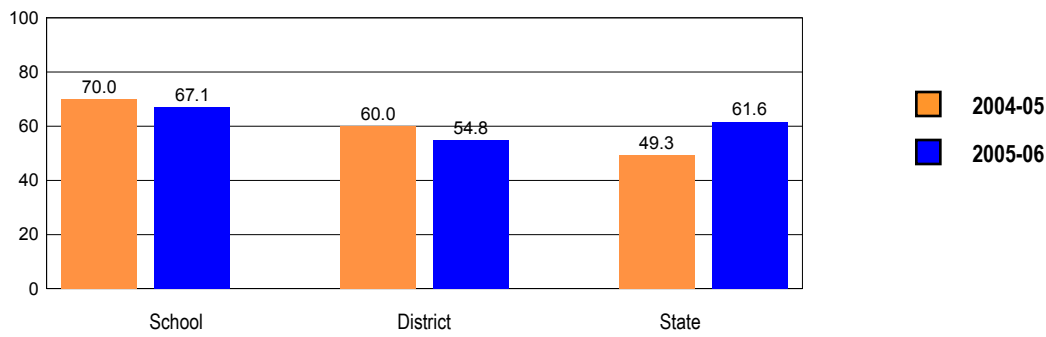
Caution: Data for 2004-05 should not be compared to data for 2005-06 because substantial changes were made to the state test in 2005-06 when testing in reading and mathematics was expanded to include all grades from grade 3 through grade 8. In 2004-05, such testing was limited only to selected grades. Although there were no changes in high school testing, data in high school report cards at the state level (and also at the district level for unit districts) are not comparable between the two years because of changes in elementary school testing mentioned above.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

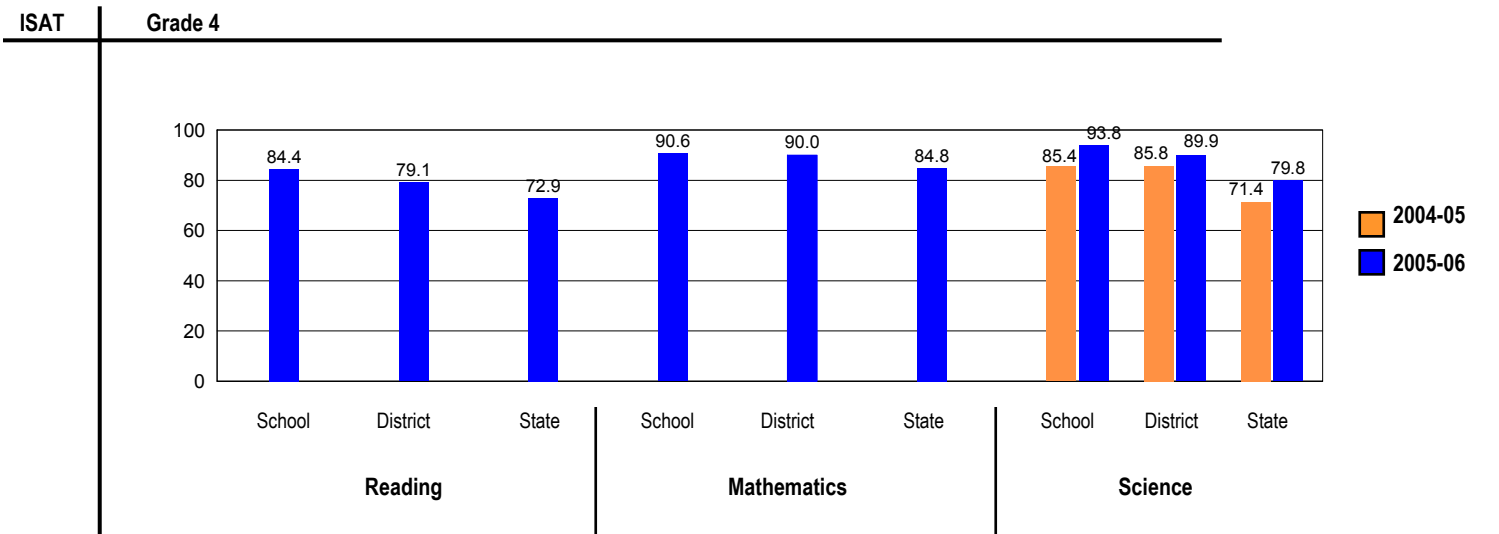
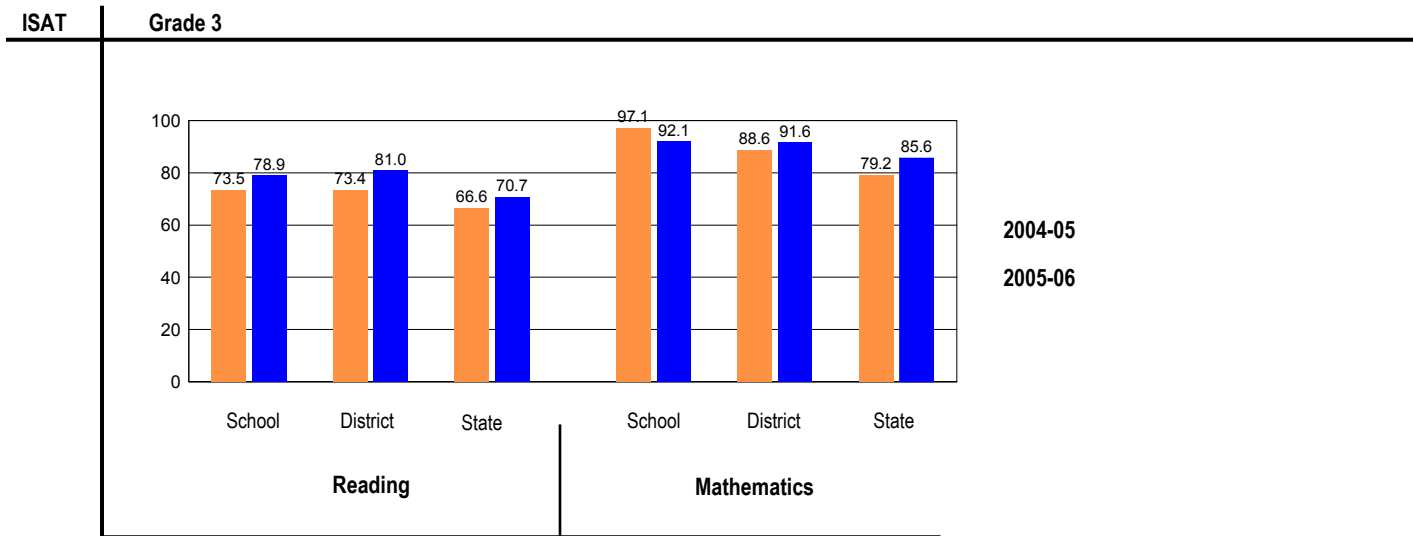


OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE

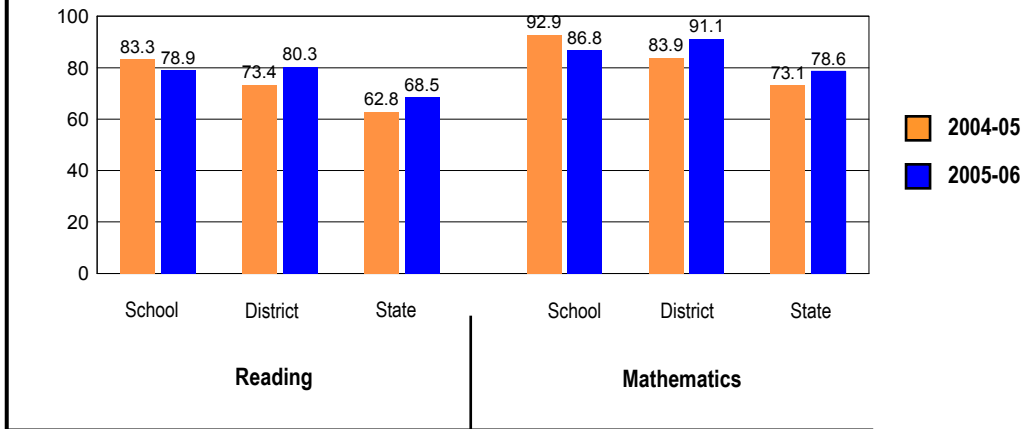


ISAT PERFORMANCE

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. Data for 2004-05 in reading and mathematics for grades 4, 6, and 7 are not available because testing in these subjects for these grades began in 2005-06.



ISAT | **Grade 5**



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 Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. 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				
School	*Enrollment	148	72	76	75	31	13	19		10	40		28	65
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.00 0.00	0.0 0.0		0.0 0.0	0.0 0.0
District	*Enrollment	6,284	3,226	3,058	4,709	773	288	251	7	256	124		1,028	1,445
	Reading Mathematics	0.3 0.3	0.2 0.2	0.3 0.3	0.4 0.4	0.8 0.8	0.0 0.0	0.4 0.4		0.0 0.0	0.0 0.0		0.6 0.6	1.0 1.0
State	*Enrollment	1,097,519	560,894	536,602	610,160	220,827	201,628	41,301	2,481	19,622	67,464	368	160,049	461,179
	Reading Mathematics	0.5 0.5	0.5 0.5	0.4 0.4	0.3 0.3	1.3 1.3	0.7 0.7	0.5 0.5	0.6 0.6	0.4 0.4	0.4 0.4	1.9 1.9	0.9 0.9	0.9 0.9

* Enrollment as reported during the testing windows.

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	5.3	15.8	50.0	28.9	2.6	5.3	36.8	55.3
District	3.7	15.3	42.1	38.8	2.1	6.3	37.3	54.3
State	5.7	23.6	47.3	23.4	3.9	10.5	47.1	38.5

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	9.5	14.3	42.9	33.3	4.8	4.8	33.3	57.1
	District	4.8	19.3	39.9	36.0	2.8	5.7	35.3	56.2
	State	7.3	26.1	46.5	20.0	4.5	10.4	45.2	39.8
Female	School	0.0	17.6	58.8	23.5	0.0	5.9	41.2	52.9
	District	2.7	11.6	44.2	41.4	1.5	6.8	39.1	52.6
	State	3.9	21.0	48.2	26.9	3.1	10.6	49.2	37.1

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	22.7	45.5	31.8	0.0	9.1	31.8	59.1
	District	2.8	13.9	41.7	41.6	1.2	4.8	36.4	57.7
	State	3.0	16.6	49.3	31.1	1.4	5.5	44.4	48.7
Black	School								
	District	10.7	23.3	46.6	19.4	7.8	15.5	46.6	30.1
	State	12.8	38.9	40.1	8.3	10.5	22.8	50.9	15.8
Hispanic	School								
	District	3.7	14.8	48.1	33.3	3.7	11.1	37.0	48.1
	State	6.3	31.4	50.8	11.5	3.7	13.5	56.6	26.1
Asian/Pacific Islander	School								
	District	1.9	9.4	28.3	60.4	1.9	1.9	18.9	77.4
	State	1.2	11.6	50.2	37.0	0.8	2.9	32.7	63.7
Native American	School								
	District								
	State	5.3	20.5	50.3	23.8	3.0	10.7	48.7	37.7
Multiracial/Ethnic	School								
	District	3.8	25.0	48.1	23.1	1.9	7.7	50.0	40.4
	State	6.4	25.3	47.4	20.9	3.9	11.8	50.3	34.1

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	16.7	33.3	33.3	16.7	8.3	16.7	41.7	33.3
	District	14.7	34.0	36.5	14.7	7.7	16.0	50.0	26.3
	State	20.8	39.4	30.6	9.2	12.6	20.7	47.5	19.3
Non-IEP	School	0.0	7.7	57.7	34.6	0.0	0.0	34.6	65.4
	District	1.5	11.4	43.3	43.8	0.9	4.2	34.7	60.2
	State	3.2	21.0	50.1	25.7	2.4	8.9	47.1	41.6

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	10.5	21.1	57.9	10.5	5.3	5.3	42.1	47.4
	District	8.8	30.7	49.8	10.7	4.4	15.6	58.0	22.0
	State	10.2	35.5	44.3	9.9	7.4	18.3	53.5	20.8
Not Eligible	School	0.0	10.5	42.1	47.4	0.0	5.3	31.6	63.2
	District	2.3	10.8	39.9	47.0	1.4	3.6	31.3	63.8
	State	2.4	15.2	49.5	32.9	1.3	5.0	42.7	51.0

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	15.6	46.9	37.5	0.0	9.4	65.6	25.0	0.0	6.3	62.5	31.3
District	0.9	20.0	42.3	36.7	1.9	8.1	54.4	35.7	1.3	8.8	61.9	28.0
State	1.6	25.5	46.6	26.3	1.6	13.6	58.7	26.1	2.8	17.4	64.5	15.4

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	7.1	64.3	28.6	0.0	7.1	64.3	28.6	0.0	0.0	71.4	28.6
	District	1.5	22.9	43.8	31.7	2.6	7.9	56.4	33.0	1.5	9.2	60.7	28.6
	State	2.2	29.5	46.2	22.1	1.9	14.0	57.1	27.0	3.2	17.4	62.2	17.2
Female	School	0.0	22.2	33.3	44.4	0.0	11.1	66.7	22.2	0.0	11.1	55.6	33.3
	District	0.2	16.7	40.6	42.4	1.0	8.4	52.1	38.6	1.0	8.4	63.3	27.3
	State	0.9	21.3	47.0	30.8	1.2	13.3	60.4	25.2	2.4	17.4	66.8	13.5

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	8.3	45.8	45.8	0.0	4.2	62.5	33.3	0.0	0.0	62.5	37.5
	District	0.6	15.9	41.5	42.0	1.6	5.6	52.3	40.5	1.1	4.8	61.2	32.9
	State	0.8	17.4	47.5	34.3	0.6	7.3	58.3	33.8	0.7	8.4	68.9	22.0
Black	School	3.4	40.2	42.7	13.7	3.4	25.4	65.3	5.9	2.5	28.8	62.7	5.9
	District	3.8	46.3	40.9	9.1	4.5	31.1	56.4	8.0	8.8	40.0	48.8	2.5
	State												
Hispanic	School	0.0	27.6	48.3	24.1	0.0	10.3	62.1	27.6	0.0	17.9	71.4	10.7
	District	1.6	30.3	51.7	16.5	1.3	15.2	67.1	16.4	2.6	22.5	69.1	5.8
	State												
Asian/Pacific Islander	School	0.0	7.7	33.3	59.0	0.0	0.0	30.8	69.2	0.0	5.1	51.3	43.6
	District	0.3	11.4	45.8	42.5	0.3	3.9	44.7	51.1	0.7	6.9	65.7	26.7
	State												
Native American	School												
	District	0.9	20.4	48.9	29.7	0.6	10.0	60.0	29.4	1.2	9.7	69.9	19.1
	State												
Multiracial/Ethnic	School	0.0	28.8	53.8	17.3	3.8				1.9	9.6	71.2	17.3
	District	1.5	25.1	48.0	25.4	1.2	13.3	62.8	22.7	1.8	16.4	68.3	13.5
	State												

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	2.6	18.4	31.6	47.4	0.0	13.2	57.9	28.9
District	0.2	19.5	50.8	29.5	0.2	8.7	68.5	22.5
State	1.2	30.4	46.5	22.0	0.6	20.8	64.0	14.6

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	5.9	23.5	29.4	41.2	0.0	11.8	58.8	29.4
	District	0.5	23.1	50.3	26.1	0.2	8.1	70.0	21.7
	State	1.6	33.7	45.6	19.1	0.8	21.0	62.4	15.8
Female	School	0.0	14.3	33.3	52.4	0.0	14.3	57.1	28.6
	District	0.0	15.9	51.2	32.9	0.2	9.3	67.1	23.4
	State	0.7	26.9	47.4	25.0	0.4	20.6	65.6	13.4

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	4.2	37.5	58.3	0.0	4.2	66.7	29.2
	District	0.1	15.0	51.0	33.9	0.1	5.4	69.7	24.7
	State	0.6	20.2	49.6	29.6	0.3	11.6	68.3	19.9
Black	School								
	District	1.0	48.0	41.8	9.2	1.0	30.6	62.2	6.1
	State	2.8	55.0	35.6	6.6	1.8	45.7	49.6	2.8
Hispanic	School								
	District	0.0	39.4	51.5	9.1	0.0	18.2	72.7	9.1
	State	1.3	37.0	49.7	12.0	0.4	22.9	69.8	7.0
Asian/Pacific Islander	School								
	District	0.0	4.2	58.3	37.5	0.0	0.0	41.7	58.3
	State	0.2	13.9	48.3	37.6	0.2	6.2	57.1	36.5
Native American	School								
	District								
	State	0.8	25.3	50.1	23.7	0.6	16.7	64.1	18.7
Multiracial/Ethnic	School								
	District	0.0	17.9	60.7	21.4	0.0	7.1	75.0	17.9
	State	0.8	29.2	48.9	21.1	0.3	20.3	66.6	12.7

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	8.3	50.0	33.3	8.3	0.0	41.7	41.7	16.7
	District	0.5	43.3	49.5	6.7	0.0	27.7	68.2	4.1
	State	2.1	46.4	42.4	9.1	1.1	34.7	59.3	4.9
Not Eligible	School	0.0	3.8	30.8	65.4	0.0	0.0	65.4	34.6
	District	0.1	12.9	51.1	35.9	0.3	3.4	68.6	27.7
	State	0.5	18.8	49.4	31.3	0.3	10.8	67.3	21.6

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

	Reading	Mathematics
Level 1 --Academic Warning -	Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.	Students 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 -	Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.	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 -	Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.	Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
Level 4 --Exceeds Standards -	Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.	Student work demonstrates advanced knowledge and skills in the subject. Student 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	15.4	7.7	30.8	46.2	5.6	16.7	55.6	22.2
District	14.8	25.9	33.3	25.9	17.1	34.3	37.1	11.4
State	8.9	25.3	44.0	21.8	7.2	25.0	56.1	11.6

Grade 3 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School					9.1	18.2	45.5	27.3
District	16.7	27.8	27.8	27.8	20.8	37.5	29.2	12.5
State	9.9	26.1	44.3	19.6	7.5	23.6	56.0	13.0
Female								
School								
District					9.1	27.3	54.5	9.1
State	7.8	24.4	43.6	24.1	6.9	26.5	56.3	10.2

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School								
District								
State	5.4	17.7	47.4	29.5	5.0	17.4	58.0	19.3
Black								
School								
District								
State	14.8	28.2	36.6	20.4	19.0	21.4	54.5	5.2
Hispanic								
School								
District	11.8	35.3	41.2	11.8	24.0	47.6	28.6	0.0
State	9.5	26.9	43.6	20.0	8.0	26.9	55.9	9.7
Asian/Pacific Islander								
School								
District								
State	4.1	13.6	45.5	36.9	4.0	10.4	57.4	28.7
Native American								
School								
District								
State								
Multiracial/Ethnic								
School								
District								
State	6.7	18.0	49.4	25.8	7.0	17.4	64.1	12.0

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School					0.0	27.3	72.7	0.0
District	13.6	31.8	40.9	13.6	17.9	42.9	39.3	0.0
State	9.8	26.5	42.9	20.8	7.8	26.3	55.7	10.2
Not Eligible								
School								
District								
State	4.8	19.5	49.3	26.4	4.6	19.0	58.0	18.3

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School					0.0	41.7	50.0	8.3
District	14.3	28.6	35.7	21.4	0.0	47.1	47.1	5.9
State	8.5	20.9	43.7	26.8	5.0	31.4	57.8	5.8

Grade 4 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School								
District								
State	9.7	22.6	43.3	24.5	5.4	30.8	57.3	6.5
Female								
School					0.0	60.0	30.0	10.0
District					4.6	32.0	58.2	5.1
State	7.2	19.1	44.2	29.5	4.6	32.0	58.2	5.1

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School								
District								
State	6.1	12.5	39.7	41.7	3.2	21.3	61.4	14.1
Black								
School								
District								
State	25.5	18.2	41.8	14.5	21.6	35.3	38.8	4.3
Hispanic								
School								
District	8.3	25.0	41.7	25.0	0.0	50.0	41.7	8.3
State	8.7	22.3	44.0	24.9	5.1	33.1	57.5	4.3
Asian/Pacific Islander								
School								
District								
State	4.8	10.6	45.2	39.4	4.0	17.8	59.5	18.8
Native American								
School								
District								
State								
Multiracial/Ethnic								
School								
District								
State	10.4	11.7	48.1	29.9	3.9	30.3	60.5	5.3

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School					0.0	50.0	10.0	40.0
District	5.9	17.6	58.8	17.6	0.0	55.0	25.0	20.0
State	7.7	17.2	44.1	30.9	3.1	48.7	46.2	1.9

Grade 5 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School								
District								
State	8.8	18.5	44.1	28.6	3.5	46.9	47.0	2.5
Female								
School								
District	0.0	10.0	70.0	20.0	0.0	61.5	23.1	15.4
State	6.4	15.7	44.3	33.6	2.6	50.4	45.6	1.3

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School								
District								
State	5.8	13.1	37.5	43.6	2.2	35.5	58.0	4.3
Black								
School								
District								
State	22.4	19.6	37.4	20.6	11.8	57.3	30.0	0.9
Hispanic								
School								
District					0.0	60.0	40.0	0.0
State	7.7	17.8	45.3	29.1	3.1	50.8	44.9	1.1
Asian/Pacific Islander								
School								
District								
State	4.5	11.5	37.3	46.8	2.0	29.0	56.3	12.7
Native American								
School								
District								
State	7.1	21.4	42.9	28.6	0.0	57.1	42.9	0.0
Multiracial/Ethnic								
School								
District								
State	16.7	10.0	46.7	26.7	1.7	58.3	40.0	0.0

2006 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
2006-07 Federal Improvement Status	
2006-07 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		47.5			47.5			89.0		69.0	
All	100.0	Yes	100.0	Yes	83.8		Yes	90.6		Yes	96.3	Yes		
White	100.0	Yes	100.0	Yes	89.1		Yes	93.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	69.6		Yes	80.4		Yes				

The four conditions for making Adequate Yearly Progress (AYP) are:

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 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% 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 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2005.

** Safe Harbor Targets of 47.5% 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

Sugar Creek teachers are continuously looking to improve the educational programs offered. Recognizing that each child can learn, the primary goal coincides with the district's goal to provide a quality, twenty-first century, educational experience. Teachers and administrators in the school district develop curriculum goals, which guide instruction in all Unit 5 schools. These goals are continually reviewed by staff, parents, and the Board of Education.

This past year, the School Improvement Team has worked diligently and will continue for the 2006-2007 school year to assess, identify, and problem solve areas of instruction that are to be addressed to meet the needs of all students, and for all of our students to succeed. School improvement days, institute days, and workshops will offer teachers multiple opportunities to enhance "best practice" teaching skills. Standardized test scores, alternate assessment, and local assessment results will be analyzed, and the resulting deficiencies addressed through discussions at faculty meetings and through the sharing of information learned from workshop training.

The School Improvement Team has designated three objectives for study and development for the 2006-07 school year. These objectives include academic skill development in the areas of Reading, Math, and Writing for grades K-5 to increase adequate yearly progress on standardized state testing. The following are a list of support activities for these goals.

GOAL SUPPORT ACTIVITIES: 2006 – 07

- Beginning and end of year analysis of local math assessment scores.
- Categorical study of SAT 10 and ISAT tests to determine areas of strengths and weaknesses for our building.
- Vocabulary Development-whole building-through the "Word of the Week" process.
- Reading Recess continuation and promotion.
- Provide co-planning time for Learning Resource, Title 1, and General Education teachers to develop and implement co-teaching strategies.
- After School Academic Club
- Title 1 Family Reading Nights
- Teachers will promote and monitor consistent silent reading time in the classroom.
- The study of trend data from the Just4Kids and IIRC websites to identify target areas for improvement on the ISAT tests.
- Students will follow a structured rubric format to effectively answer extended response questions in the areas of reading and math.