

# CENTRAL CITY SCHOOL DIST 133

## CENTRALIA, 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	93.8	2.9	1.8	1.1	0.4	51.4	0.0		1.1	13.6	94.3	276
State	57.7	20.8	17.7	3.6	0.2	39.0	6.7		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	98.0
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
24.0	23.0	24.0	30.0	29.0	
21.0	21.6	22.6	23.7	23.1	

#### STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
19.7		14.2	276.0
19.4		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	65	45	49	40	49	49	63	91	91	26	50	50
State	57	52	50	30	43	44	146	105	93	31	43	44

#### TEACHER INFORMATION (Full-Time Equivalents)

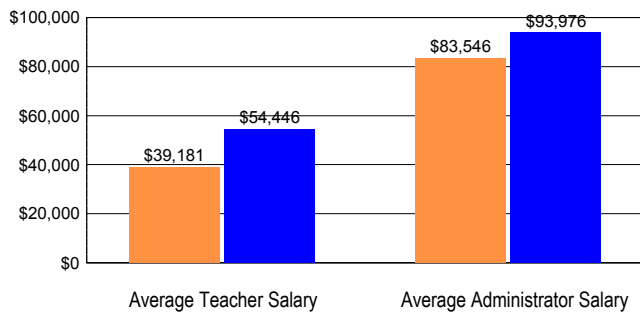
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	22.9	77.1	18
State	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

**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	14.5	54.3	45.7	0.0	0.0
State	13.8	51.3	48.6	1.7	1.8

**SCHOOL DISTRICT FINANCES**

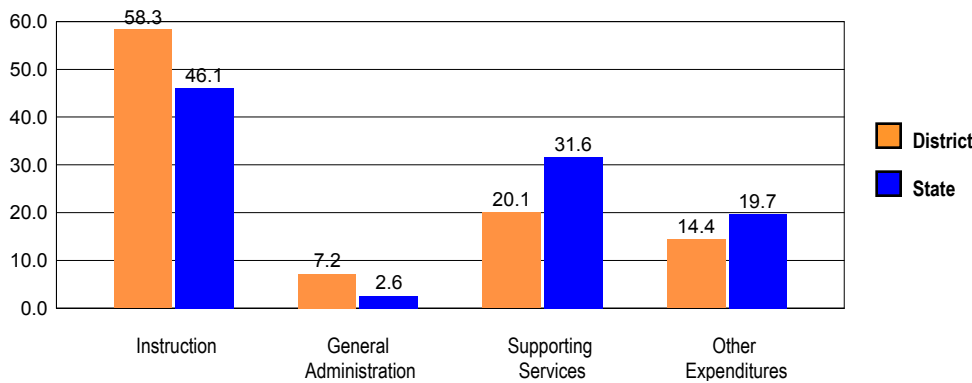
**TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)**



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	\$331,719	16.8	56.6
Other Local Funding	\$92,401	4.7	5.4
General State Aid	\$1,121,562	56.7	17.9
Other State Funding	\$160,498	8.1	12.1
Federal Funding	\$270,526	13.7	8.0
<b>TOTAL</b>	<b>\$1,976,706</b>		

**EXPENDITURE BY FUND 2002-03**

	District	District %	State %
Education	\$1,885,298	86.2	70.1
Operations & Maintenance	\$4,573	0.2	8.9
Transportation	\$135,405	6.2	3.5
Bond and Interest	\$111,918	5.1	6.0
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$49,644	2.3	1.5
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$0	0.0	9.0
<b>TOTAL</b>	<b>\$2,186,838</b>		

**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	\$37,832	2.88	\$4,692	\$7,120
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.

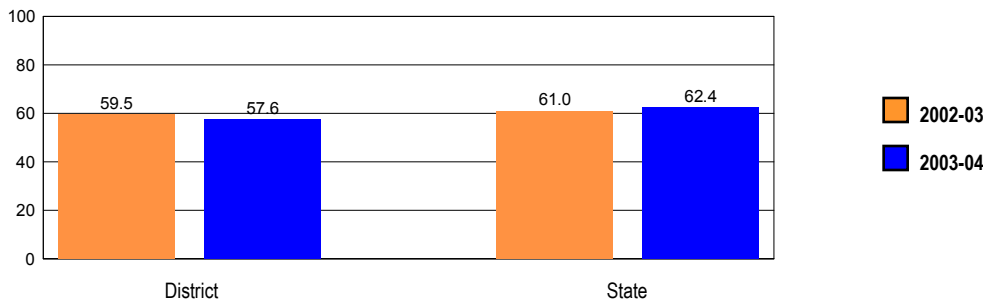
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

**ACADEMIC PERFORMANCE**

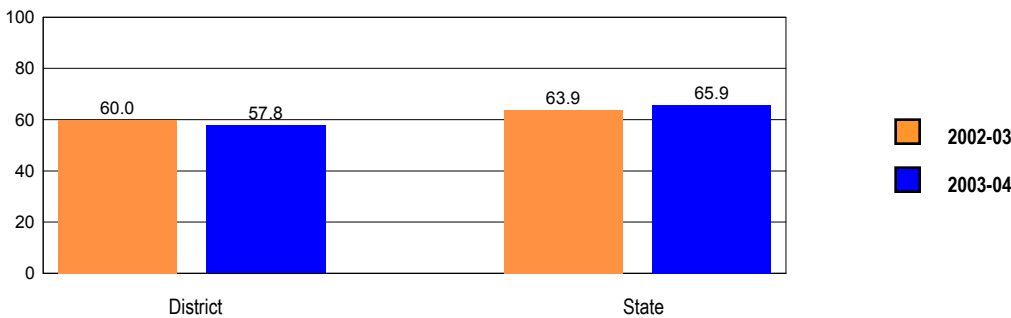
**OVERALL STUDENT PERFORMANCE**

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**



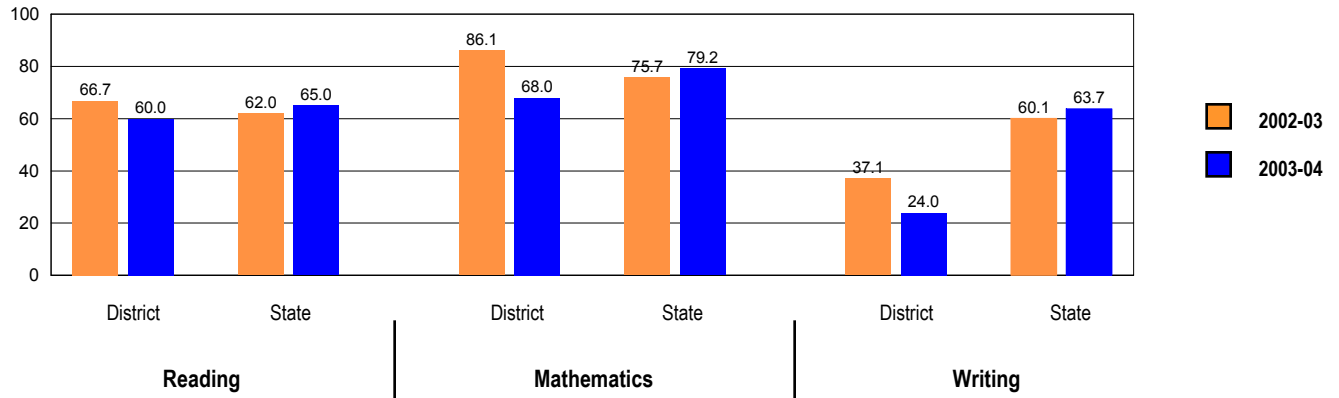
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



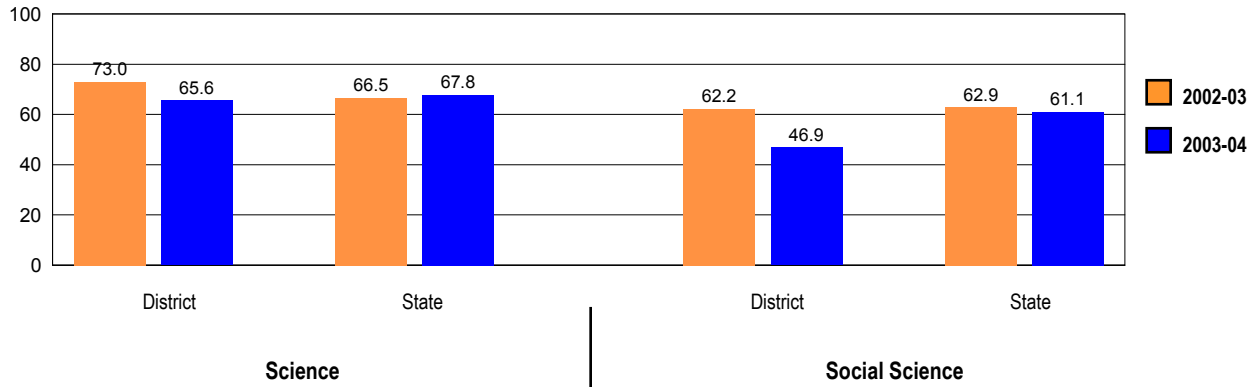
**ISAT PERFORMANCE**

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.

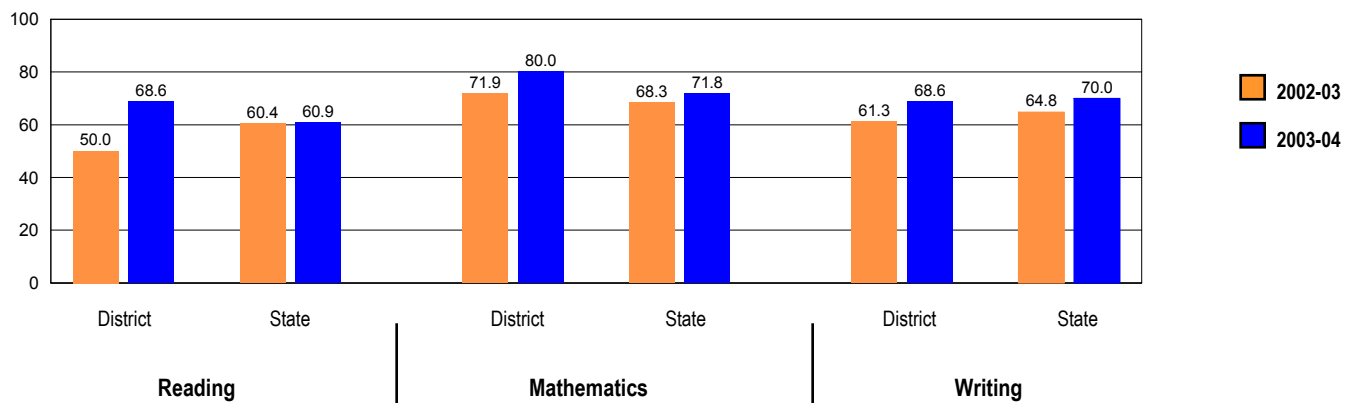
ISAT Grade 3



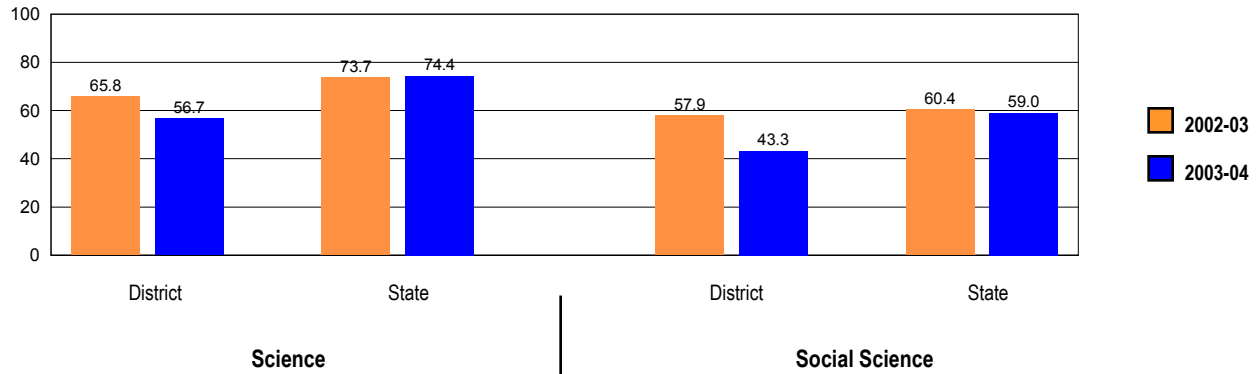
ISAT Grade 4



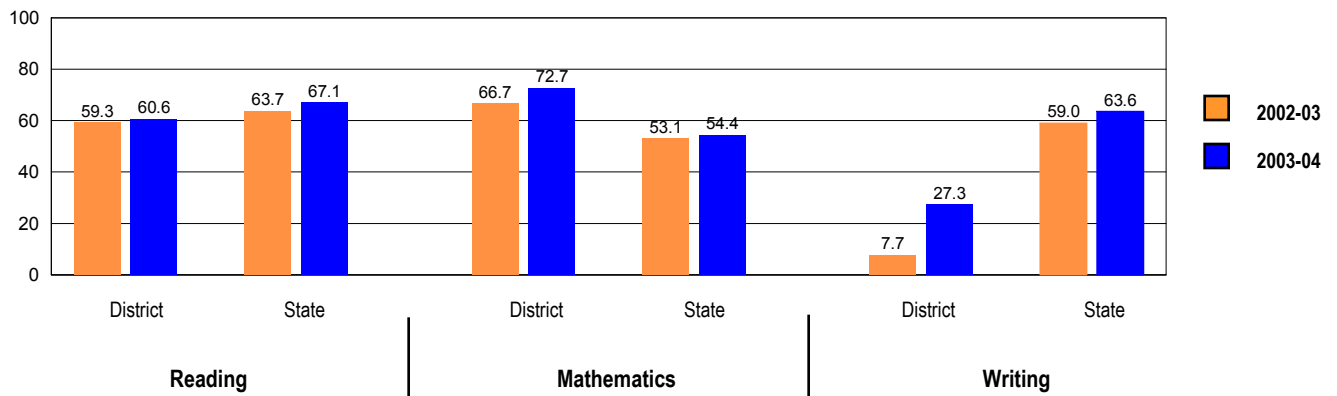
ISAT Grade 5



**ISAT Grade 7**



**ISAT Grade 8**



**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	94	43	51	88	5	0	0	1	0	0	0	19	51
	Reading Mathematics	0.0 0.0	2.3 2.3	0.0 0.0	0.0 0.0								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	4.0	36.0	40.0	20.0	8.0	24.0	48.0	20.0	16.0	60.0	24.0	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	0.0	33.3	41.7	25.0	8.3	25.0	50.0	16.7	16.7	75.0	8.3	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	7.7	38.5	38.5	15.4	7.7	23.1	46.2	23.1	15.4	46.2	38.5	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	4.5	40.9	36.4	18.2	9.1	27.3	40.9	22.7	9.1	68.2	22.7	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 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	6.3	37.5	43.8	12.5	6.3	31.3	43.8	18.8	25.0	62.5	12.5	0.0
	State	13.1	40.7	36.9	9.3	13.3	23.3	48.4	14.9	9.1	41.0	48.8	1.1
Not Eligible	District												
	State	2.8	18.9	46.2	32.1	2.2	7.5	44.5	45.8	2.4	24.2	69.5	3.9

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

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
District	3.1	31.3	65.6	0.0	6.3	46.9	43.8	3.1
	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	0.0	20.0	80.0	0.0	0.0	46.7	46.7	6.7
	6.4	24.7	53.6	15.2	10.4	27.9	53.5	8.2
Female	5.9	41.2	52.9	0.0	11.8	47.1	41.2	0.0
	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	3.2	32.3	64.5	0.0	6.5	45.2	45.2	3.2
	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	6.3	37.5	56.3	0.0	12.5	50.0	37.5	0.0
	State	11.5	41.3	43.5	3.8	18.3	43.2	36.9	1.6
Not Eligible	District	0.0	25.0	75.0	0.0	0.0	43.8	50.0	6.3
	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	0.0	31.4	51.4	17.1	0.0	20.0	71.4	8.6	5.7	25.7	60.0	8.6
	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	0.0	43.8	37.5	18.8	0.0	25.0	62.5	12.5	6.3	43.8	43.8	6.3
	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	21.1	63.2	15.8	0.0	15.8	78.9	5.3	5.3	10.5	73.7	10.5
	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	0.0	29.4	52.9	17.6	0.0	17.6	73.5	8.8	5.9	26.5	58.8	8.8
	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	0.0	45.5	45.5	9.1	0.0	31.8	63.6	4.5	9.1	31.8	54.5	4.5
	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	7.7	61.5	30.8	0.0	0.0	84.6	15.4	0.0	15.4	69.2	15.4
	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	20.0	23.3	53.3	3.3	0.0	56.7	40.0	3.3
	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	5.9	11.8	76.5	5.9	0.0	35.3	58.8	5.9
	State	11.4	14.3	55.1	19.2	2.1	37.7	43.1	17.1
Female	District	38.5	38.5	23.1	0.0	0.0	84.6	15.4	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	18.5	18.5	59.3	3.7	0.0	59.3	37.0	3.7
	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	40.0	20.0	40.0	0.0	0.0	80.0	20.0	0.0
	State	18.6	24.2	52.2	5.0	3.1	60.7	32.5	3.7
Not Eligible	District	0.0	26.7	66.7	6.7	0.0	33.3	60.0	6.7
	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	39.4	60.6	0.0	6.1	21.2	60.6	12.1	6.1	66.7	27.3	0.0
	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	42.9	57.1	0.0	0.0	35.7	57.1	7.1	7.1	71.4	21.4	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	36.8	63.2	0.0	10.5	10.5	63.2	15.8	5.3	63.2	31.6	0.0
	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	41.9	58.1	0.0	6.5	22.6	64.5	6.5	6.5	67.7	25.8	0.0
	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 - 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	53.8	46.2	0.0	15.4	15.4	53.8	15.4	15.4	69.2	15.4	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	30.0	70.0	0.0	0.0	25.0	65.0	10.0	0.0	65.0	35.0	0.0
	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

## 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
<b>State AYP Minimum Target</b>	95.0		95.0		40.0			40.0			89.0		66.0	
<b>All</b>	100.0	Yes	100.0	Yes	62.9		Yes	75.3		Yes	94.3	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	61.4		Yes	74.7		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	53.2		Yes	68.1		Yes				

### 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: 1

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**