



Illinois State Board of Education

Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

04-004-2000-26

North Boone CUSD 200

2013 Adequate Yearly Progress (AYP) Information

Calculated based on 08/15/13 Approved Assessment Data and E-report Card 86-43 Data

Is this district making AYP?	No	Has this district been identified for Federal Improvement Status according to the AYP specification of the federal No Child Left Behind Act?	Yes
Is this district making AYP in reading?	No		
Is this district making AYP in mathematics?	No		
2013-14 Federal Improvement Status		District Improvement Year 2	
2013-14 State Improvement Status		Academic Early Warning Year 2	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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		92.5			92.5			92.0		85.0	
ALL	99.9	Yes	99.9	Yes	57.0	62.7	No	55.2	60.9	No	94.6	Yes	93.1	Yes
White	100.0	Yes	100.0	Yes	62.1	65.7	No	59.3	64.7	No	95.5		94.3	
Black														
Hispanic	99.5	Yes	99.5	Yes	41.4	52.6	No	41.9	46.8	No	95.9		85.7	
Asian														
Native Hawaiian Pacific Islander														
Native American														
Two or more races														
LEP	100.0	Yes	100.0	Yes	17.0		No	18.9		No				
Students with Disabilities	99.2	Yes	99.2	Yes	23.7	22.5	Yes	19.8	26.9	No	94.6		90.9	
Economically Disadvantaged	99.7	Yes	99.7	Yes	47.6	53.8	No	50.3	53.6	No	95.2		87.0	

Four conditions required 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 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. At least 92.0% attendance rate for non-high schools.
4. At least 85.0% graduation rate for high schools. The State would first examine whether the district met the target for the four-year graduation rate. If it did not, the State would then determine whether the district met the five-year graduation rate target. If either of those rates were met, this would indicate that the district met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

* Includes only students enrolled as of 5/01/2012.

** Safe Harbor Targets of 92.5% 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 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



Illinois State Board of Education

Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

04-004-2000-26-2001 North Boone CUSD 200

Capron Elem School

2013 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/19/13 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	No	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	Yes
Is this school making AYP in reading?	No		
Is this school making AYP in mathematics?	No		
2013-14 Federal Improvement Status		Choice	
2013-14 State Improvement Status		Academic Early Warning Year 1	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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		92.5			92.5			92.0		85.0	
ALL	100.0	Yes	100.0	Yes	52.5	66.3	No	55.7	66.3	No	94.1	Yes		
White														
Black														
Hispanic														
Asian														
Native Hawaiian Pacific Islander														
Native American														
Two or more races														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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4. At least 85.0% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

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Illinois State Board of Education

Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

04-004-2000-26-2002 North Boone CUSD 200

Manchester Elem School

2013 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/19/13 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	No	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	No	2013-14 Federal Improvement Status	
Is this school making AYP in mathematics?	No	2013-14 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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		92.5			92.5			92.0		85.0	
ALL	100.0	Yes	100.0	Yes	66.1	78.9	No	64.4	76.6	No	94.7	Yes		
White	100.0	Yes	100.0	Yes	68.0	86.7	No	66.0	80.8	No	94.9			
Black														
Hispanic														
Asian														
Native Hawaiian Pacific Islander														
Native American														
Two or more races														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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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.
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3. At least 92.0% attendance rate for non-high schools.
4. At least 85.0% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

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Illinois State Board of Education

Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

04-004-2000-26-0003 North Boone CUSD 200

North Boone High School

2013 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/19/13 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	Yes		
Is this school making AYP in mathematics?	Yes		
2013-14 Federal Improvement Status			
2013-14 State Improvement Status		Academic Watch Status Year 2	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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		92.5			92.5			92.0		85.0	
ALL	99.3	Yes	99.3	Yes	51.1	48.9	Yes	40.5	38.8	Yes			93.1	Yes
White	100.0	Yes	100.0	Yes	56.3	51.9	Yes	43.8	42.8	Yes			94.3	
Black														
Hispanic														
Asian														
Native Hawaiian Pacific Islander														
Native American														
Two or more races														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Four conditions required for making Adequate Yearly Progress (AYP) are:

- 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.
- At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
- At least 92.0% attendance rate for non-high schools.
- At least 85.0% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

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04-004-2000-26-1001 North Boone CUSD 200

North Boone Middle School

2013 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/19/13 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	No	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	No		
Is this school making AYP in mathematics?	No		
		2013-14 Federal Improvement Status	
		2013-14 State Improvement Status	Academic Early Warning Year 1

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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		92.5			92.5			92.0		85.0	
ALL	100.0	Yes	100.0	Yes	54.7	64.5	No	48.3	60.0	No	95.8	Yes		
White	100.0	Yes	100.0	Yes	63.0	66.7	No	53.4	63.0	No	95.5			
Black														
Hispanic	100.0	Yes	100.0	Yes	30.6	56.7	No	33.9	48.1	No	96.8			
Asian														
Native Hawaiian Pacific Islander														
Native American														
Two or more races														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	42.4	55.5	No	37.6	53.1	No	96.0			

Four conditions required 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.
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Illinois State Board of Education

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04-004-2000-26-2005 North Boone CUSD 200

North Boone Upper Elem Sch

2013 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/19/13 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	No	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	No		
Is this school making AYP in mathematics?	Yes		
2013-14 Federal Improvement Status			
2013-14 State Improvement Status			

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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		92.5			92.5			92.0			85.0	
ALL	100.0	Yes	100.0	Yes	60.3	64.1	No	62.5	63.4	Yes	96.8	Yes			
White	100.0	Yes	100.0	Yes	65.1	68.3	Yes	65.6	68.3	Yes	96.7				
Black															
Hispanic	100.0	Yes	100.0	Yes	47.5	52.8	Yes	54.1	48.3	Yes	97.0				
Asian															
Native Hawaiian Pacific Islander															
Native American															
Two or more races															
LEP															
Students with Disabilities															
Economically Disadvantaged	100.0	Yes	100.0	Yes	51.6	56.8	No	62.1	54.1	Yes	96.3				

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Illinois State Board of Education

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04-004-2000-26-2004 North Boone CUSD 200

Poplar Grove Elem School

2013 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/19/13 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	Yes
Is this school making AYP in reading?	Yes		
Is this school making AYP in mathematics?	Yes		
2013-14 Federal Improvement Status		Choice	
2013-14 State Improvement Status		Academic Early Warning Year 1	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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		92.5			92.5			92.0		85.0	
ALL	100.0	Yes	100.0	Yes	60.6	57.4	Yes	69.4	68.4	Yes	95.4	Yes		
White	100.0	Yes	100.0	Yes	58.1	56.6	Yes	70.6	71.5	Yes	95.5			
Black														
Hispanic														
Asian														
Native Hawaiian Pacific Islander														
Native American														
Two or more races														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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College Readiness Letter for:
NORTH BOONE CMTY UNIT SD 200

August 21, 2013
Code: 147022

SUPERINTENDENT
NORTH BOONE CMTY UNIT SD 200
6248 N BOONE SCHOOL RD
POPLAR GROVE, IL 61065



302850011



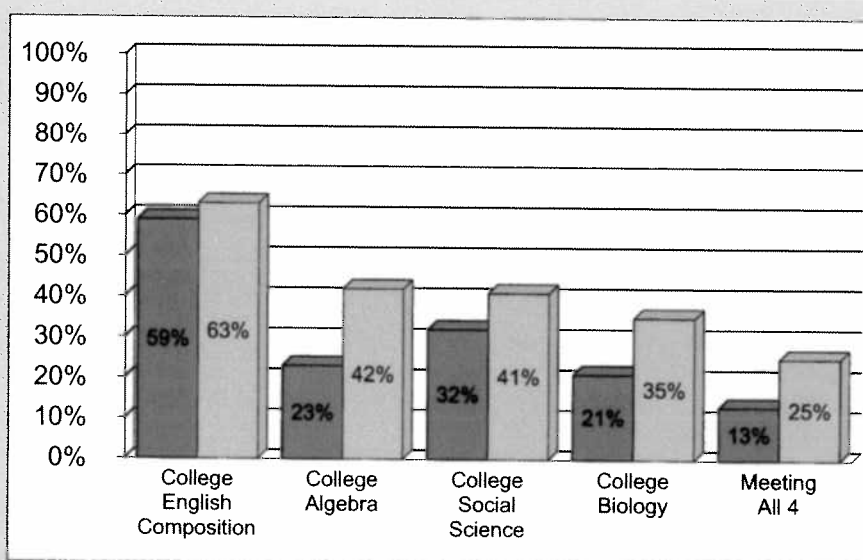
011062110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are now included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2009	118	143,791	21.1	20.5	19.7	20.7	20.4	20.8	20.6	20.7	20.6	20.8
2010	102	145,520	20.6	20.3	18.7	20.7	20.7	20.8	20.1	20.5	20.2	20.7
2011	119	144,469	21.2	20.6	19.5	20.9	21.1	20.8	20.3	20.7	20.7	20.9
2012	110	146,822	21.0	20.5	20.1	21.0	20.7	20.7	20.0	20.8	20.6	20.9
2013	130	160,066	18.7	20.2	18.5	20.7	19.4	20.4	18.9	20.5	19.0	20.6

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has updated the following as college readiness benchmark scores for designated college courses:

- * English Composition: 18 on ACT English Test
- * Algebra: 22 on ACT Mathematics Test
- * Social Science: 22 on ACT Reading Test
- * Biology: 23 on ACT Science Test

■ Your District
■ State

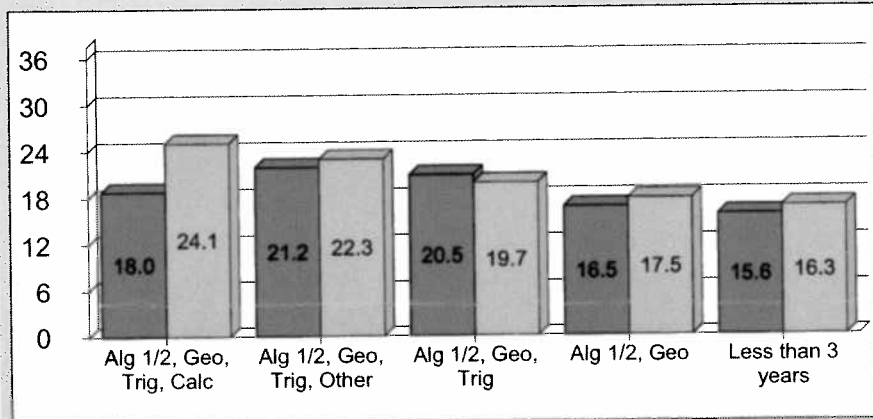
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

College Readiness Letter for: NORTH BOONE CMTY UNIT SD 200

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

Figure 2. Average ACT Mathematics Scores by Course Sequence

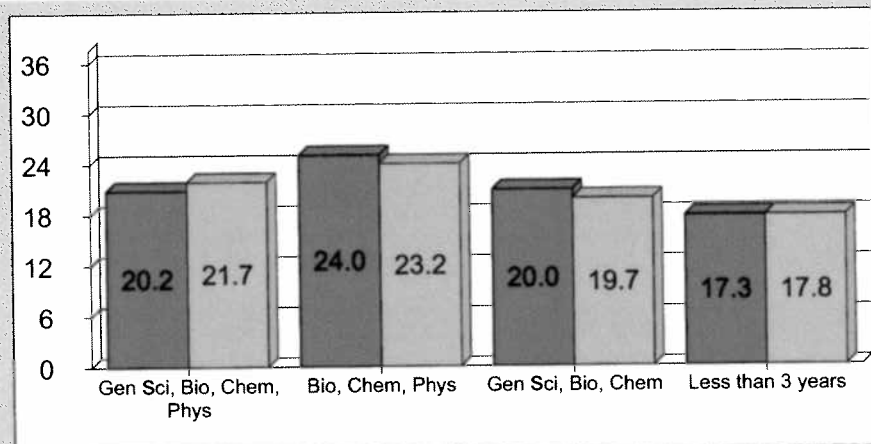


Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

■ Your District
■ State

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

■ Your District
■ State

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1309 or customerservices@act.org.