

Manual High School
Peoria SD 150
Peoria, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK 7 8 9 10 11 12

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/ 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	15.4	81.8	2.5	0.1	0.0	0.1	87.3	0.3	0.2	11.5	26.8	88.6	786
District	29.8	61.2	5.9	2.5	0.1	0.6	69.7	3.2	0.8	4.3	28.8	92.7	13,825
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0	3.5	3.7	13.5	93.7	2,070,125

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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	99.0	--	--	--	--
District	96.5	18.1	19.8	12.2	164.6
State	96.7	18.4	18.0	13.3	201.8

* 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								13.2	20.7	7.5
District								16.7	18.6	9.9
State								21.1	21.4	19.2

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			80			40			120			40
District			78			44			73			44
State			51			44			92			44

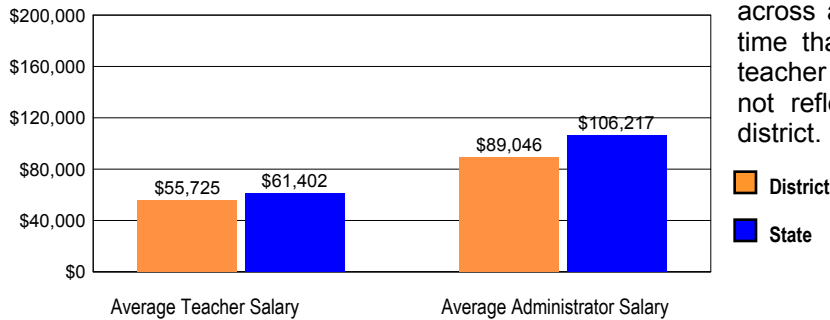
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	91.0	6.4	1.7	0.8	0.1	17.8	82.2	1,030
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	--	--	--	3.5	0.0
District	13.7	48.7	51.3	0.6	0.1
State	12.5	44.1	55.8	0.6	1.2

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

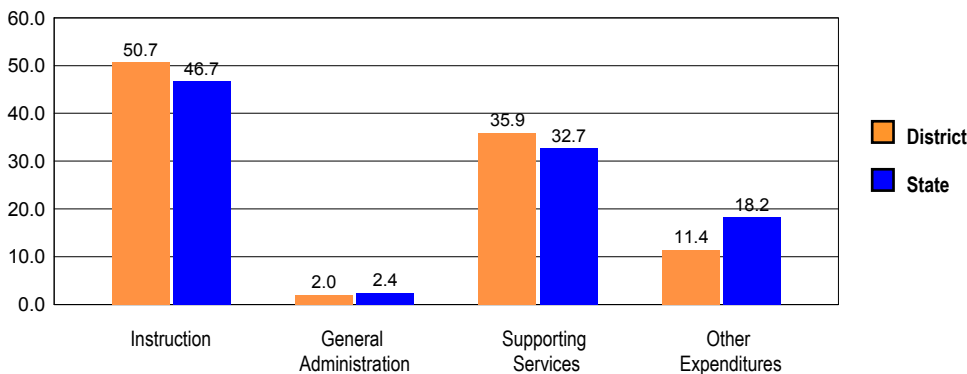
SCHOOL DISTRICT FINANCES

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 2007-08 (Percentages)

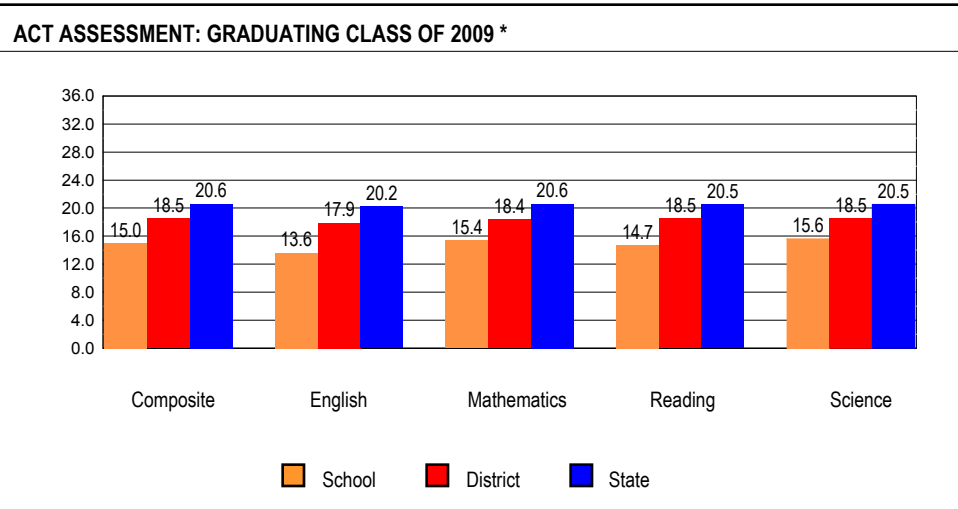


REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$72,519,527	43.5	58.7	Education	\$126,325,755	75.9	71.5
Other Local Funding	\$12,028,957	7.2	6.3	Operations & Maintenance	\$14,066,678	8.4	8.6
General State Aid	\$42,744,403	25.7	18.6	Transportation	\$6,420,462	3.9	3.9
Other State Funding	\$19,197,175	11.5	9.0	Bond and Interest	\$3,278,068	2.0	6.3
Federal Funding	\$20,119,597	12.1	7.4	Rent	\$6,536,549	3.9	0.0
TOTAL	\$166,609,659			Municipal Retirement/ Social Security	\$4,594,615	2.8	1.8
				Fire Prevention & Safety	\$718,458	0.4	0.9
				Site & Construction/ Capital Improvement	\$4,562,613	2.7	6.8
				TOTAL	\$166,503,198		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$98,937	4.48	\$6,518	\$11,398
State	**	**	\$6,103	\$10,417

** 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



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

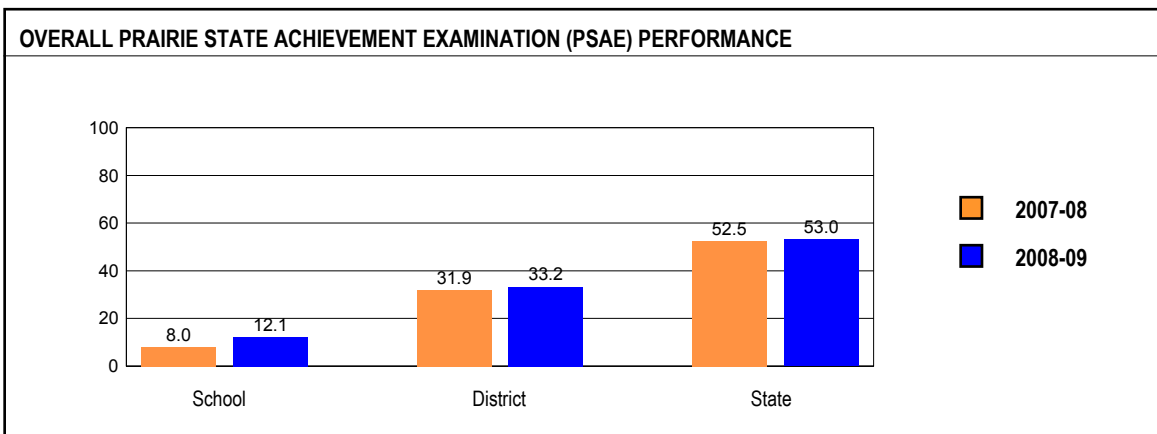
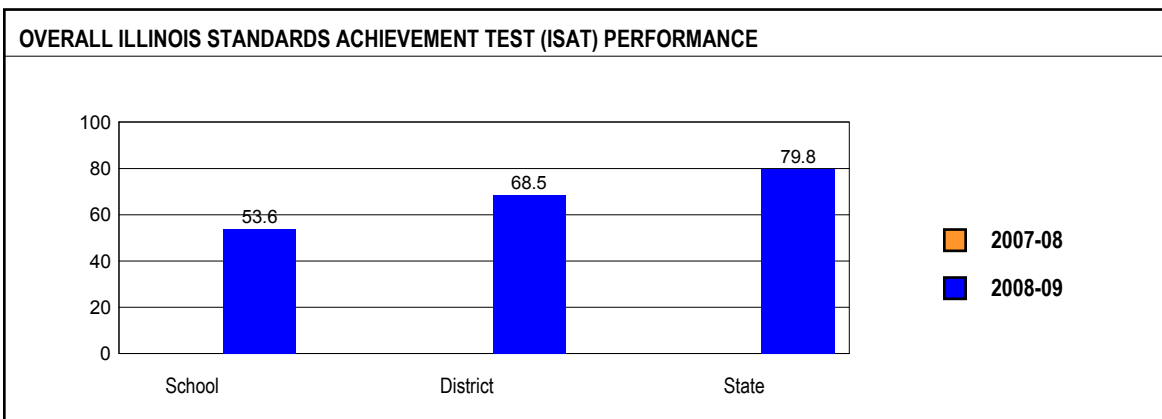
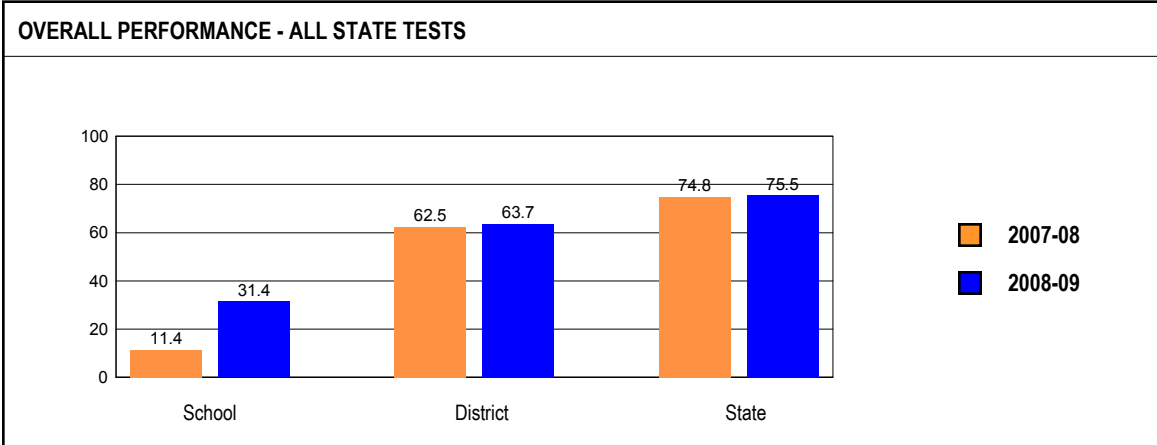
* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

HIGH SCHOOL GRADUATION RATE													
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	79.4	71.0	87.5	73.7	80.0	100.0	100.0					86.8	89.5
District	85.8	81.1	90.2	91.1	81.1	84.6	100.0					94.5	87.1
State	87.1	84.5	89.7	92.3	76.7	76.8	94.0					78.1	76.6

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.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

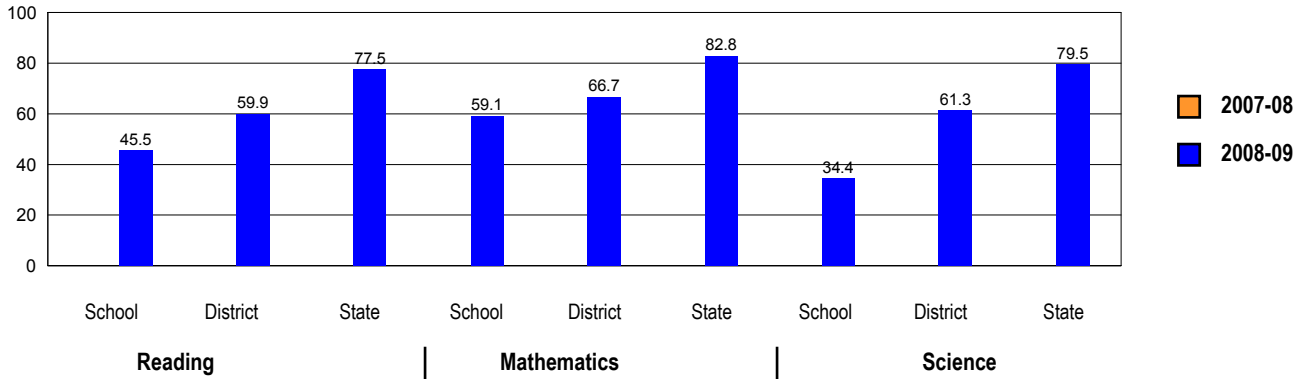


ISAT PERFORMANCE

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.

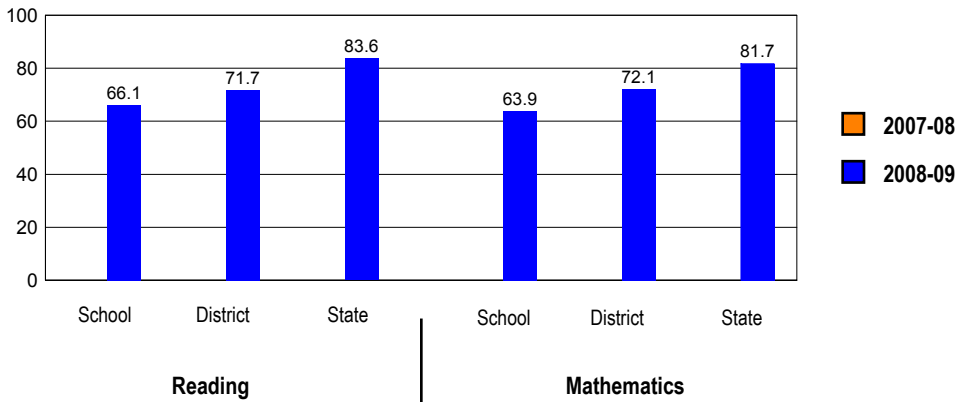
ISAT

Grade 7



ISAT

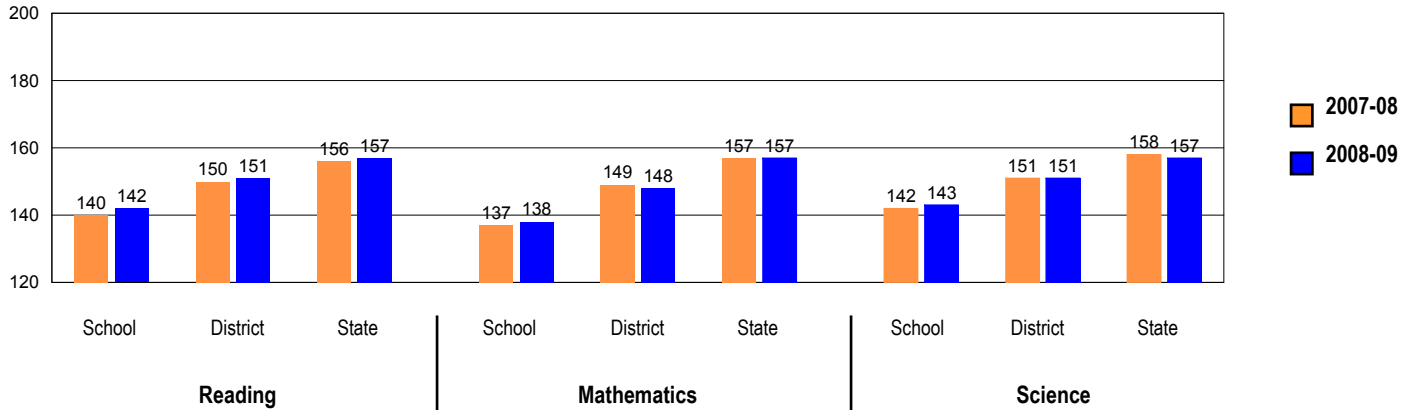
Grade 8



PSAE PERFORMANCE

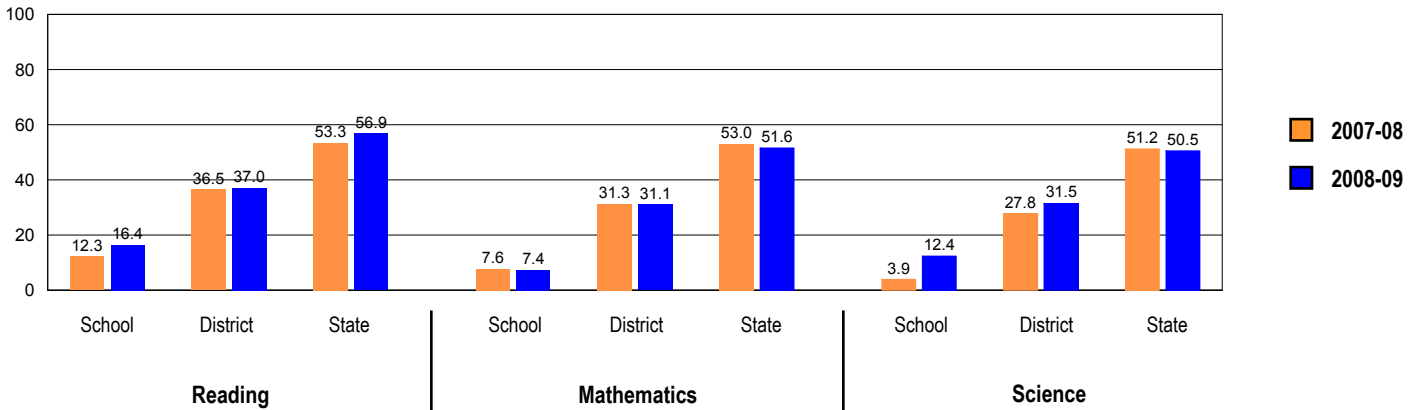
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards



Number of students in this school with PSAE scores in 2009: 122

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 AND MATHEMATICS														
		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	253	108	145	30	212	11	0	0	0	1	0	59	226
	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
District	*Enrollment	7,077	3,539	3,538	2,012	4,435	457	155	2	16	186	1	1,681	5,049
	Reading Mathematics	0.2 0.2	0.3 0.3	0.1 0.1	0.1 0.1	0.3 0.3	0.2 0.2	0.0 0.0		0.0 0.0	0.0 0.0		0.7 0.7	0.3 0.3
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading Mathematics	0.3 0.3	0.3 0.3	0.2 0.2	0.1 0.1	0.6 0.6	0.3 0.3	0.1 0.1	0.2 0.2	0.3 0.3	0.2 0.2	0.8 0.8	0.4 0.4	0.4 0.4

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		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	191	83	108	23	159	9	0	0	0	1	0	51	167
	Science	0.0	0.0	0.0	0.0	0.0							0.0	0.0
District	*Enrollment	2,931	1,478	1,453	906	1,789	177	55	0	4	62	0	708	2,007
	Science	0.2	0.2	0.1	0.1	0.2	0.0	0.0			0.0		0.6	0.2
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* 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 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	54.5	40.9	4.5	1.5	39.4	50.0	9.1	35.9	29.7	31.3	3.1
District	0.8	39.3	45.5	14.4	4.1	29.2	47.1	19.6	16.0	22.6	47.0	14.4
State	0.5	22.0	56.8	20.7	1.6	15.6	55.0	27.7	7.0	13.6	55.7	23.8

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	68.0	28.0	4.0	4.0	40.0	44.0	12.0	37.5	29.2	25.0	8.3
	District	1.5	44.5	41.9	12.1	5.8	31.4	43.3	19.5	17.5	20.9	45.6	16.0
	State	0.7	26.1	55.4	17.9	2.1	17.1	52.8	28.0	7.9	13.0	52.8	26.4
Female	School	0.0	46.3	48.8	4.9	0.0	39.0	53.7	7.3	35.0	30.0	35.0	0.0
	District	0.2	34.1	49.1	16.6	2.4	27.1	50.8	19.7	14.6	24.4	48.3	12.7
	State	0.3	17.8	58.2	23.7	1.2	14.0	57.4	27.4	6.0	14.2	58.7	21.1

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School												
	District	0.3	18.7	51.5	29.4	1.7	13.7	43.0	41.7	5.4	9.0	51.5	34.1
	State	0.2	14.2	57.6	28.0	0.7	9.1	53.4	36.7	2.9	7.1	55.2	34.8
Black	School	0.0	58.3	36.7	5.0	1.7	41.7	46.7	10.0	39.7	29.3	27.6	3.4
	District	0.7	50.2	41.4	7.6	5.4	36.3	48.7	9.6	21.2	28.8	44.5	5.5
	State	1.0	35.9	54.7	8.4	4.1	31.3	55.4	9.3	15.3	25.4	54.1	5.3
Hispanic	School												
	District	3.7	29.6	59.3	7.4	2.5	32.5	55.0	10.0	16.0	25.9	53.1	4.9
	State	0.8	32.4	57.5	9.3	1.9	20.0	62.4	15.7	10.8	21.4	59.0	8.7
Asian/Pacific Islander	School												
	District	0.0	5.3	42.1	52.6	0.0	5.3	21.1	73.7	0.0	5.3	36.8	57.9
	State	0.2	9.4	51.3	39.2	0.5	4.9	37.8	56.8	2.8	5.4	51.0	40.8
Native American	School												
	District												
	State	0.0	19.1	56.4	24.5	0.8	12.8	60.3	26.0	5.0	11.2	55.6	28.2
Multiracial/Ethnic	School												
	District												
	State	0.5	19.6	57.3	22.6	1.8	14.9	55.5	27.8	6.2	12.0	58.4	23.4

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	92.9	7.1	0.0	7.1	78.6	14.3	0.0	69.2	15.4	15.4	0.0
	District	1.9	68.0	27.1	3.0	12.0	49.1	34.1	4.9	33.5	31.9	31.2	3.4
	State	2.7	59.0	34.6	3.7	8.3	44.0	42.0	5.7	24.1	26.5	42.5	6.8
Non-IEP	School	0.0	44.2	50.0	5.8	0.0	28.8	59.6	11.5	27.5	33.3	35.3	3.9
	District	0.5	29.9	51.5	18.1	1.5	22.7	51.3	24.4	10.4	19.6	52.1	17.9
	State	0.2	16.4	60.1	23.3	0.6	11.3	57.0	31.1	4.4	11.6	57.7	26.3

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	0.0	55.6	41.3	3.2	1.6	39.7	52.4	6.3	37.7	31.1	29.5	1.6	
District	1.1	46.6	44.3	8.0	5.0	35.2	48.7	11.1	20.0	27.9	46.7	5.4	
State	0.9	34.1	56.3	8.8	2.9	24.7	59.3	13.1	12.2	21.9	57.1	8.7	
Not Eligible													
School													
District	0.0	20.2	48.7	31.1	1.7	13.6	42.9	41.9	6.0	9.3	47.7	37.1	
State	0.2	12.6	57.1	30.1	0.7	8.4	51.7	39.3	2.9	7.0	54.6	35.6	

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	33.9	66.1	0.0	0.0	36.1	54.1	9.8
District	0.6	27.8	66.0	5.6	1.3	26.6	49.5	22.6
State	0.4	16.0	74.6	9.0	0.8	17.5	54.5	27.2

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male									
School	0.0	44.0	56.0	0.0	0.0	29.2	66.7	4.2	
District	0.8	32.0	61.9	5.3	1.3	28.1	48.0	22.7	
State	0.5	19.0	72.5	7.9	0.9	18.6	53.1	27.4	
Female									
School	0.0	27.0	73.0	0.0	0.0	40.5	45.9	13.5	
District	0.4	24.0	69.7	6.0	1.3	25.3	50.9	22.5	
State	0.2	12.9	76.7	10.2	0.6	16.4	56.0	27.0	

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White									
School									
District	0.4	12.6	72.2	14.8	0.0	12.4	40.4	47.2	
State	0.2	10.0	77.2	12.6	0.4	10.3	53.4	35.9	
Black									
School	0.0	39.6	60.4	0.0	0.0	40.4	51.9	7.7	
District	0.8	35.0	63.3	0.9	2.0	33.7	53.8	10.4	
State	0.7	28.6	68.7	2.1	1.9	34.5	54.4	9.2	
Hispanic									
School									
District	0.0	26.6	64.1	9.4	0.0	21.9	54.7	23.4	
State	0.5	22.2	73.6	3.7	0.8	22.9	61.3	15.0	
Asian/Pacific Islander									
School									
District	0.0	4.8	71.4	23.8	0.0	4.8	19.0	76.2	
State	0.2	6.3	72.5	21.0	0.4	5.7	36.0	57.9	
Native American									
School									
District									
State	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8	
Multiracial/Ethnic									
School									
District									
State	0.2	14.6	75.5	9.6	0.5	16.7	56.0	26.7	

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	35.6	64.4	0.0	0.0	37.9	53.4	8.6
District	0.4	34.5	63.6	1.4	1.6	33.6	54.2	10.6
State	0.6	25.8	70.5	3.0	1.3	28.1	58.1	12.4
Not Eligible								
School								
District	1.0	12.8	71.2	15.0	0.6	11.0	39.2	49.2
State	0.1	8.6	77.7	13.6	0.4	9.4	51.8	38.4

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

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 11**Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	25.4	58.2	15.6	0.8	41.8	50.8	6.6	0.8	35.5	52.1	11.6	0.8
District	15.8	47.1	29.3	7.8	24.1	44.8	24.7	6.4	19.5	49.1	24.7	6.7
State	8.5	34.6	45.0	11.9	11.0	37.4	42.2	9.4	8.9	40.7	40.3	10.2

Grade 11 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	31.6	54.4	14.0	0.0	45.6	47.4	7.0	0.0	43.9	38.6	17.5	0.0
District	18.2	44.3	28.8	8.7	23.0	42.5	25.1	9.5	20.1	43.8	27.2	9.0
State	10.6	34.8	42.8	11.8	11.2	34.5	42.7	11.6	9.2	36.8	40.8	13.2
Female												
School	20.0	61.5	16.9	1.5	38.5	53.8	6.2	1.5	28.1	64.1	6.3	1.6
District	13.4	50.0	29.8	6.8	25.3	47.1	24.3	3.3	18.9	54.5	22.2	4.4
State	6.3	34.5	47.1	12.1	10.8	40.2	41.8	7.3	8.5	44.4	39.8	7.2

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	25.0	35.0	35.0	5.0	25.0	50.0	20.0	5.0	30.0	30.0	35.0	5.0
	District	5.7	29.4	48.9	16.0	8.9	31.9	44.3	14.9	5.7	34.0	45.7	14.5
	State	5.0	26.5	52.5	15.9	5.9	30.6	51.0	12.4	4.5	32.1	49.5	13.9
Black	School	26.0	63.5	10.4	0.0	46.9	50.0	3.1	0.0	38.9	54.7	6.3	0.0
	District	22.7	60.1	15.8	1.4	34.8	55.0	10.0	0.2	29.2	60.0	9.8	1.0
	State	16.9	55.1	26.0	2.0	26.9	54.5	18.0	0.6	21.3	61.4	16.5	0.7
Hispanic	School												
	District	17.2	48.3	24.1	10.3	24.1	41.4	34.5	0.0	17.2	55.2	24.1	3.4
	State	14.7	48.9	32.9	3.6	17.1	51.3	29.7	1.9	15.1	57.3	25.6	2.0
Asian/Pacific Islander	School												
	District	16.7	16.7	50.0	16.7	16.7	8.3	50.0	25.0	16.7	16.7	50.0	16.7
	State	5.0	26.3	48.7	20.0	3.7	20.5	50.1	25.7	3.9	28.4	47.1	20.6
Native American	School												
	District												
	State	6.8	32.7	50.2	10.4	9.6	42.6	39.4	8.4	8.0	39.4	42.6	10.0
Multiracial/Ethnic	School												
	District												
	State	6.3	32.5	47.6	13.6	9.6	38.5	43.5	8.5	7.4	39.8	43.2	9.6

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	52.9	47.1	0.0	0.0	67.6	32.4	0.0	0.0	72.7	27.3	0.0	0.0
	District	52.6	40.6	5.3	1.5	65.7	29.9	3.7	0.7	55.3	36.4	7.6	0.8
	State	40.3	42.8	14.7	2.1	46.7	41.2	10.9	1.2	40.0	46.1	12.1	1.8
Non-IEP	School	14.8	62.5	21.6	1.1	31.8	58.0	9.1	1.1	21.6	61.4	15.9	1.1
	District	7.8	48.5	34.5	9.2	15.0	48.0	29.2	7.7	11.8	51.8	28.4	8.0
	State	4.5	33.6	48.7	13.1	6.6	36.9	46.1	10.4	5.0	40.0	43.8	11.2

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	28.7	60.4	10.9	0.0	44.6	53.5	2.0	0.0	40.0	54.0	6.0	0.0
	District	23.9	58.9	16.0	1.2	34.9	53.1	11.0	1.0	30.0	58.0	10.8	1.2
	State	16.3	50.4	30.2	3.0	21.6	52.1	24.8	1.5	18.0	58.2	22.1	1.7
Not Eligible	School	9.5	47.6	38.1	4.8	28.6	38.1	28.6	4.8	14.3	42.9	38.1	4.8
	District	5.5	32.1	46.2	16.2	10.4	34.1	42.1	13.4	6.1	37.6	42.5	13.8
	State	4.8	27.3	51.8	16.0	6.1	30.5	50.3	13.1	4.6	32.6	48.7	14.1

2009 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	2009-10 Federal Improvement Status	Restructuring Implementation
Is this school making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Watch Status Year 6

	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		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	17.0		No	9.6		No			79.4	Yes
White														
Black	100.0	Yes	100.0	Yes	11.0	20.6	No	4.1	16.7	No			80.0	
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes										
Economically Disadvantaged	100.0	Yes	100.0	Yes	10.4	23.2	No	2.6	18.5	No			89.5	

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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% 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.

2009 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

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

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Areas of Success

Our committed team continues to move forward, making incremental steps toward the goal of advancing teaching and learning at Manual Middle and High School. Under the watchful eye of a dedicated restructuring committee, we continue to implement with integrity the carefully constructed plans enabling Manual to once again reclaim its rightful place in the academic community. The selection of a partnership with the well-respected Johns Hopkins University lays the foundation for our future success. Johns Hopkins' successful Talent Development High School model undergirds all of our efforts from curriculum to school climate. The 2008-09 school year saw the implementation of 7th and 8th Grade Preparatory Academy, along with the 9th Grade Freshman Academy. Both initiatives brought relevance and rigor to Manual's learning environment. The 2009-10 school year includes the addition of two more academies: the Health, Education, and Human Services Academy and the Business, Industrial and Sustainable Technology Academy. These additions enable us to support four academies, now under one roof. During six years of attendance at Manual, students will now be able to "grow" into their career pathways of choice. What an exciting opportunity for our students in grades seven through twelve!

For us, failure is not an option. All gains are celebrated and recognized as we move toward more lofty attainable goals. Notable achievement has been made in the following areas:

- Student enrollment is up from 585 in 2007 to 764 in 2008-09.
- Increase in student attendance from 88% in 07-08 to 91% in 2008-09
- Course passing rates improved from 69% to 73% in Algebra 1-2 from 2007-08 to 2008-09.
- Improvement by two percentage points in reading on the PSAE and from 15% to 17% in the "all group"
- Increase in the graduation rate in 2007-08 from 74% to 79% in 2008-09
- Student mobility decreased from 40% in 2007-08 to 29% in 2008-09.

Again, we appreciate the support of the community, our parents, our staff, and our students. Without the dedication and support of all parties, the increase in student achievement would not be possible.

Areas of Improvement

- A 90-hour professional development requirement to ensure best practices are used to provide classroom instruction
- Collaboration time for academy and departmental meetings every day from 7:40-8:20 AM
- Implementation of the co-teaching model to meet the needs of our Special Services students
- Adoption of a school-wide student behavior management program
- The creation of an Advisory period to enhance social skill development and form critical relationships with students
- The use of data to make sound instructional decisions to facilitate student achievement
- School-wide incentive program to recognize positive student behavior and promote school attendance
- Hiring of two coaches to support literacy and math

These areas of improvement will assist us in redefining teaching and learning at Manual Middle and High School and progressively move forward in making incremental gains.

Planned Improvement for the District

Peoria Public Schools continues to work to provide the highest quality education for every student. Increasing student achievement continues to be the driving force behind all District initiatives. The District continues to develop strategies that meet the varied needs of students, families and the community at large. Strategies incorporated into the District Improvement Plan include focused professional development, review of reading curriculum, implementation of early math strategies, provision of early intervening services, introduction of co-teaching, and development of parent academies. Activities currently being implemented to increase student learning include:

- Focus on high school achievement through enhanced student support and increased learning opportunities
- Develop plans for closing Woodruff High School
- Implementation of Comprehensive System of Student Support
- Student centered instructional programs in content areas
- Universal Leadership Teams at each building