

**EVALUATION OF K–12 SCHOOLS DATA PROJECT:  
EAST SAINT SCHOOL DISTRICT  
REPORT**

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## **EVALUATION OF K-12 SCHOOLS DATA PROJECT: EAST SAINT SCHOOL DISTRICT REPORT**

This evaluation report has the goal of assessing the trends and areas of concern of Saint Louis School District. To accomplish this goal, this first evaluation stage has concentrated on gathering information from the Illinois Interactive Report Cards (<http://iirc.niu.edu>) and the 2007–2008 School Year Report Card District Summary Data of the Illinois State Board of Education ([www.isbe.net](http://www.isbe.net)) to present summaries and visual presentations of schools' characteristics and patterns of student performance.

The student performance scores analyzed in the different sections of this report are: a) overall score in "ALL Subjects," b) Illinois State Achievement Test (ISAT) for elementary and middle levels, and c) Prairie State Achievement Examination (PSAE) for high school level (see Appendix A).

### **District Background**

The East Saint Louis School District covers part of Saint Clair County and is comprised of 21 schools which include 14 elementary schools, 4 middle schools, 1 high school, and 2 charter schools. These charter schools are also at a high school level. In 2008, the total number of students enrolled at the schools by level was 4,423 students at elementary schools, 2,225 at middle schools, and 2,201 at the high school. Of the 2,201 students in the high school, 232 students were from the charter schools. The labels the authors of this report created for the respective schools are presented in the first column of Table 1, and these codes are also used to present the figures in this report.

### **District Ethnicity**

In respect to ethnicity, the school district of East Saint Louis is mainly comprised of African American students with a percentage of 98.2%, followed by Hispanic (1.6%) and White and Multiracial students with 0.1% (see Figure 1).

### **District Income Level**

The state of Illinois has an average of 41.1% low-income students, but the district of East Saint Louis has a much higher average, of 84.6% low-income students. The range across schools in the district is from 39.8% to 100% low-income students.

### **District Funding**

The funding per pupil for instruction is the same in all schools across the district: \$5,955, which is higher than the state average of \$5,808 (see Table 2). The operational expenditure is \$11,085 (\$9,907 is the state average) per student. The average teacher salary in the district is \$61,679 which is also higher than the state average of \$60,871.

**Table 1. Schools' Labels, Names, and Grades**

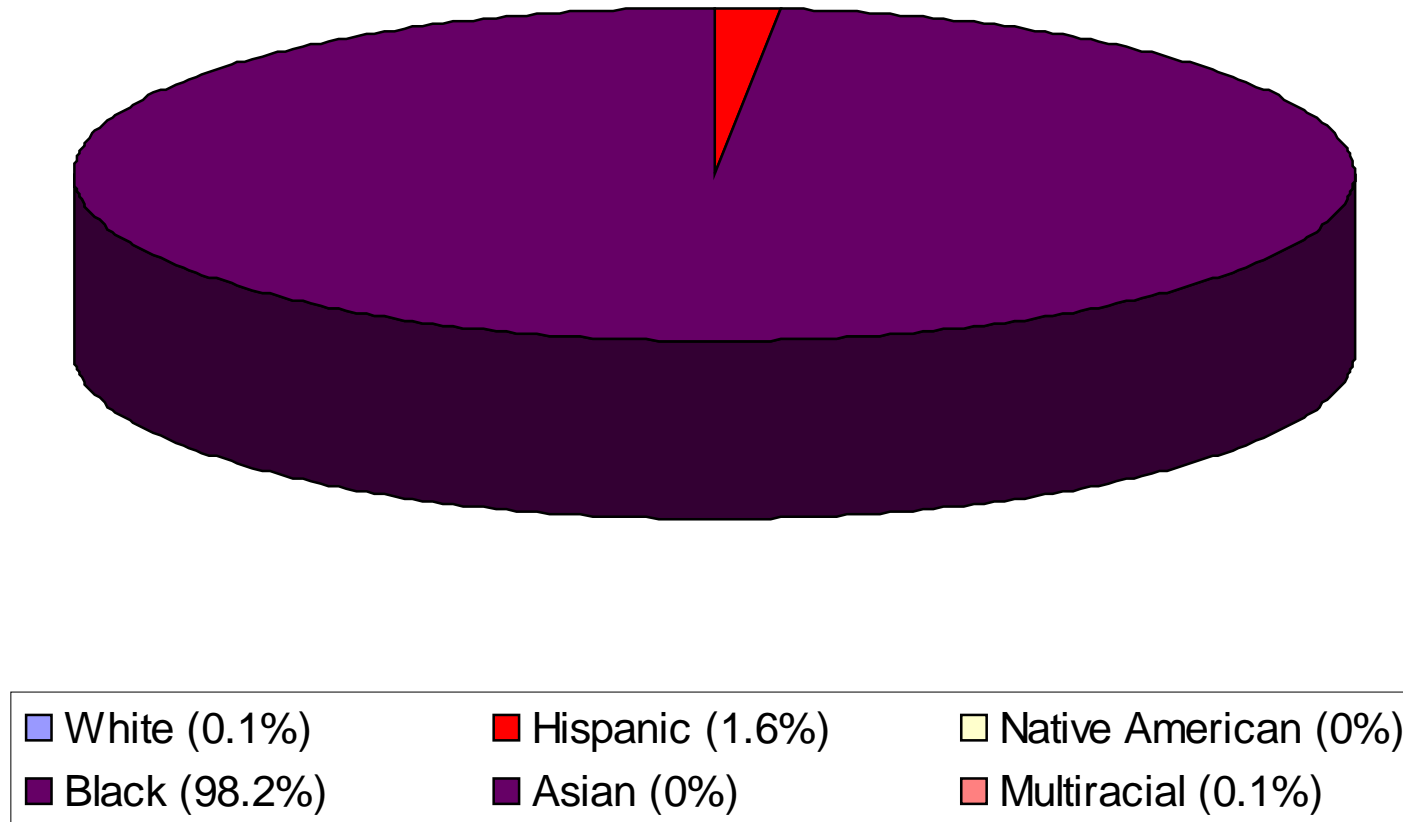
Labels	Names	Grades
<b>Elementary Schools</b>		
S1E	Alta Sita	K-5
S2E	Annette Officer	PK-5
S3E	Brown	PK-3
S4E	Donald McHenry	PK-5
S5E	Dunbar	PK-5
S6E	Edgemont	PK-5
S7E	Hawthorne	PK-5
S8E	Jackson	PK-8
S9E	Katie Harper-Wright	PK-5
S10E	Lilly-Freeman	PK-5
S11E	Manners at Bush	PK-5
S12E	Miles D Davis	PK-5
S13E	Nelson Mandela	PK-5
S14E	Vernice G. Neely	4-5
<b>Middle Schools</b>		
S1M	Alternative	5-8
S2M	East St. Louis-Lincoln	6-8
S3M	Mason/Clark	6-8
S4M	Wyvetter Younge	6-8
S8E	Jackson	PK-8
S14E	Vernice G. Neely	4-8
<b>High Schools</b>		
S1H	East St. Louis Senior	9-12
S2H-CH	SIU Charter School of East St. Louis	9-12
S3H-CH	Tomorrow's Builders	9-12

**Table 2. Financial Information**

	District	State Average	Average for Same Type*	Districts of Similar Size*	Years
Teacher Salary	\$61,679	\$60,871	\$60,316	\$63,891	(2007-2008)
Administrator Salary	\$90,912	\$105,117	\$101,513	\$105,537	(2007-2008)
EAV* per Pupil	\$11,586	—	\$132,423	\$143,322	(2005)
Total School Tax Rate per \$100	7.55	—	4.01	3.95	(2005)
Instructional Expenditure per Pupil	\$5,955	\$5,808	\$5,612	\$5,807	(2006-2007)
Operating Expenditure per Pupil	\$11,085	\$9,907	\$9,515	\$9,841	(2006-2007)

\*EAV: Equalized Assessed Value

Figure 1. Ethnicity of Students in East Saint Louis School District in 2008



### **Educator Information**

The average years of teaching experience for the teachers of East Saint Louis District is 15.7 years, which is higher than the state average of 12.4 (see Table 3). The percentage of teachers with Bachelor's degrees is also higher than the state average, but fewer teachers have master's degrees (53.2% at the state versus 45% at the district).

The proportion of pupils per teacher for the elementary level is smaller than for the state, with an average of 16.6 students for each teacher compared to 18.3 overall for schools in the state, and to 18.8 for schools of the same type in the state. However, at the high school level, this proportion (an average of 22.3 per teacher) is greater than the overall state average of 18 pupils per teacher and also than the average of 17.4 for schools of the same type in the state. East Saint Louis District presents a very low proportion of students per certified staff and per administrative staff in comparison to the state averages: 12.5 students compared to 13.5 students per certificated staff and 164.8 students compare to 211.6 per administrative staff (see Table 3).

### **District Performance—Overall Test Score**

In 2008, the enrollment was 8,164 students, and 52.80% of the students met or exceeded the Illinois Learning Standards (ILS) overall score in "All Subjects." The district is accountable as not having made "Adequate Yearly Progress" (AYP). Definitions of the Illinois Standards test regarding the overall score in "All Subjects," AYP, and state status are presented in Appendix A. East Saint Louis district has shown an increase in the percentage of students meeting and exceeding ILS in the test of "All Subjects" for the district and state over the last 5 years, but the percentage of student achievement is still a great deal lower than the percentage of the state; in 2008 this difference was 22 percentage points (see Figure 2).

### **Elementary Schools**

#### **Overall Test Score Performance**

Four of fourteen schools at the elementary level (see Figure 3) did not reach the AYP threshold (62.5% meets or exceeds) in 2008: Manners at Bush (61.6%), Donald McHenry Elementary School (56.3%), Vernice G. Neely School (52.4%), and Katie Harper-Wright Elementary (52.2%). One school, Annette Officer Elementary (62.7%), reached AYP, but was really closer to the cutoff point of 62.5% meets or exceeds.

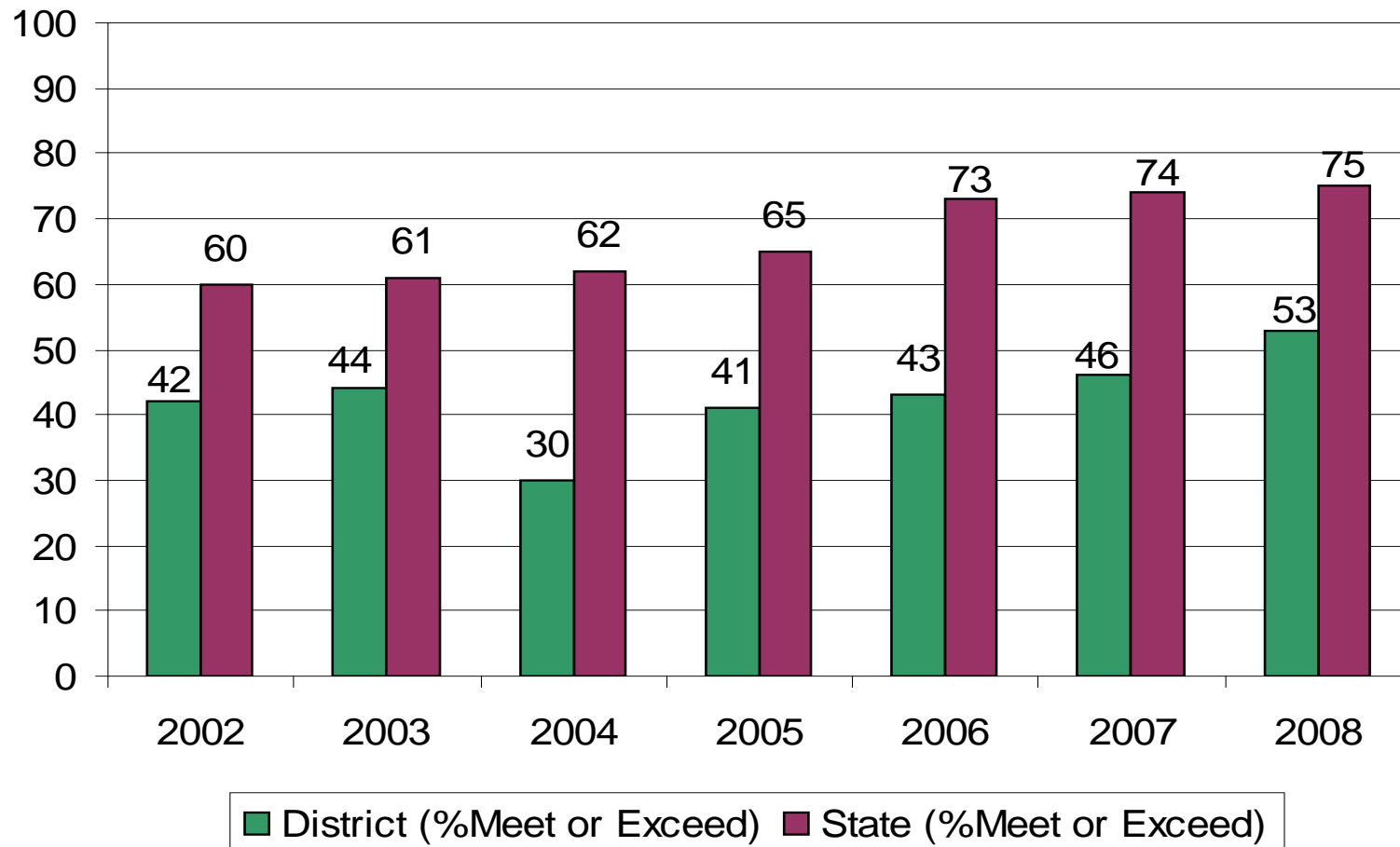
Hawthorne Elementary (S7E) has shown (see Figure 3) the greatest increase over the last two years in the overall "All Subjects" score, with an increase of 21.9%, compared to the second largest increase of Manners at Bush (S11E) with 12.4%. Although these schools showed the greatest increases, their scores in 2007 were among the lowest, with 46.6% and 49.2%, respectively.

**Table 3. Educator Information**

	District	State Average	Average for Same Type*	Districts of Similar Size*	High Poverty		Low Poverty	
					District	State	District	State
Years of Teaching Experience	15.7	12.4	12.7	12.3	15.7	11.9	20.7	12.0
Percentage of Teachers With:								
Bachelor's Degree	54.7	46.7	50	46.1	53.9	49.3	63.6	38.7
Master's Degree/+	45.0	53.2	49.9	53.9	45.8	50.6	36.4	61.2
Pupil-Teacher Ratio:								
Elementary (Pk-8)	16.6 : 1	18.3 : 1	18.8 : 1	19.3 : 1				
Secondary (9-12)	22.3 : 1	18.0 : 1	17.4 : 1	18.3 : 1				
Pupil-Certified Staff Ratio	12.5 : 1	13.5 : 1	13.8 : 1	14.1 : 1				
Pupil-Administrative Ratio	164.8 : 1	211.6 : 1	232.6 : 1	242.5 : 1				

<b>*Districts by Type and Size (Enrollment)</b>	<b>Small</b>	<b>Medium</b>	<b>Large</b>
Elementary	Under 285	285-1889	Over 1889
High School	Under 715	715-3739	Over 3739
Unit District	Under 547	547-1950	Over 1950

Figure 2. Percentage of Students Meeting and Exceeding ILS in the Test of “All Subjects” for the District and State in 2008



Donald McHenry (S5E), Miles D. Davis (S12E), and Vernice G. Neely (S14E) presented similar increases with percentages rising from 47.1% to 56.3%, 62.3% to 70.6%, and 44.7% to 52.7%, respectively.

Only three schools experienced a decrease in their “All Subject” scores, Annette Officer (S2E), Nelson Mandela (S13E), and Jackson (S8E), this last one with the greatest decrease, from 89% in 2007 to 81.6% in 2008.

### **Elementary School Demographics**

Table 4 shows that only three schools had less than 60% of students with low income: Lilly-Freeman (S10E) with 57.2% low income, Jackson (S8E) with 54.9%, and Manners at Bush (S11E) with 39.8%.

Despite having the lowest percentage of students with low income, Manners at Bush (S11E) did not reach the AYP threshold (62.5% meets or exceeds).

Donald McHenry Elementary School (S4E) and Katie Harper-Wright Elementary (S9E), which are the schools with the lowest scores, had high low income percentages of 91.3% and 97%, respectively. The percentage of low income students at Vernice G. Neely School (S14E) has not been reported for 2008.

Although Jackson (S8E) which had 81.6% of students meeting or exceeding the ILS (see Figure 3) and Lilly-Freeman (S10E) with 79.4% meets or exceeds, had less than 60% low-income students, their performance was lower than Brown School (S3E) with an 86.8% score, but which had 98.8% low-income students. Therefore, Brown (S3E) seems to be an interesting school to look at in order to understand what programs they are implementing that might be helping low-income students. For instance, does it have funding for free lunch and an educational environment that may be helping to overcome the low income, or does it have any teaching practice that is influencing student achievement, this allowing it to earn the best score? Similar analysis would also be appropriate for Dunbar Elementary School (77.7%), which serves an even higher percentage (95.7%) of students with low income.

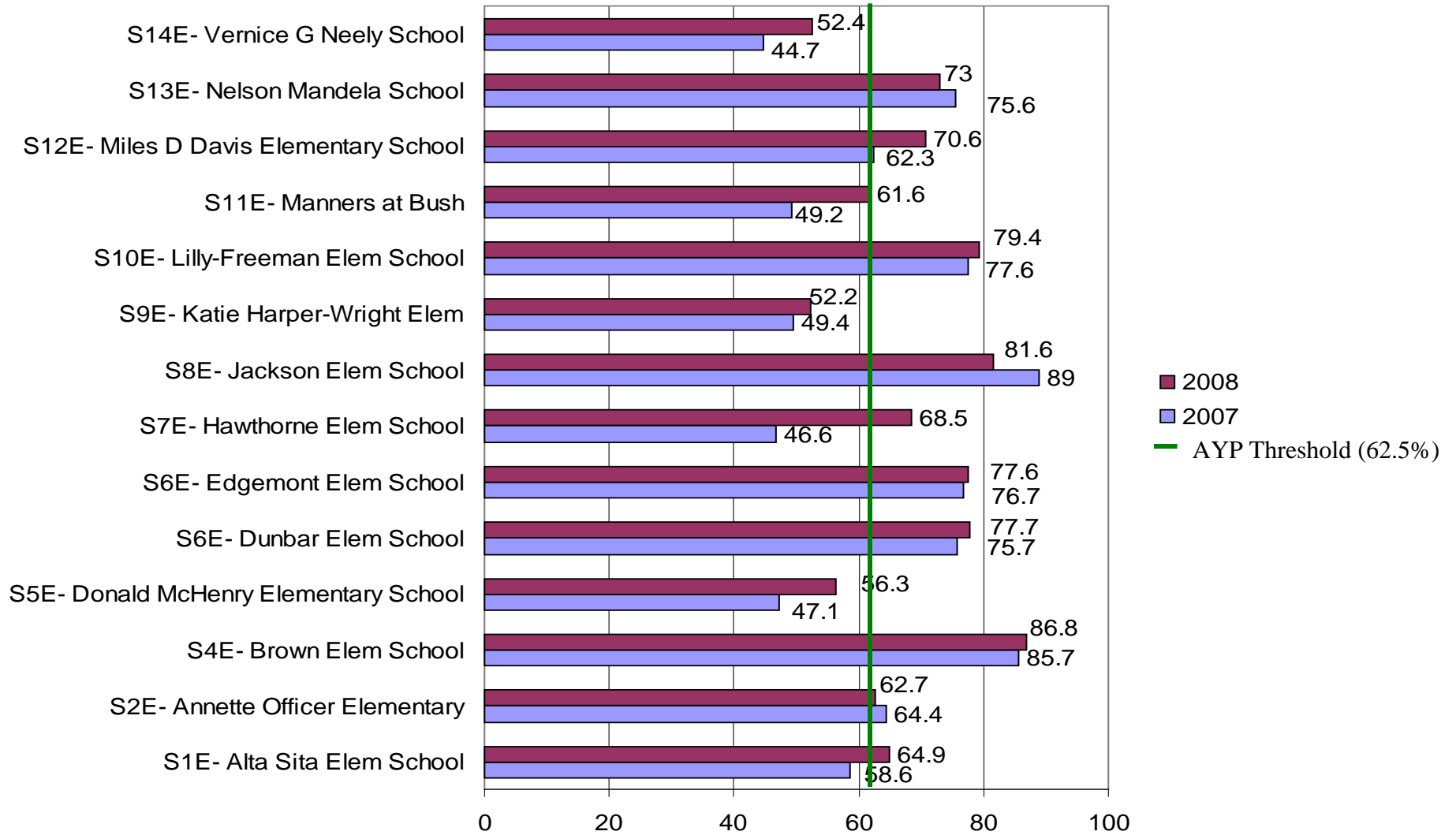
#### *Limited English Proficiency*

Table 4 also shows an indication that Manners at Bush (S11E) presents a challenge regarding achievement. Even though it was the school with the lowest percentage of low-income students, the academic achievement of its students may have been influenced by limited English proficiency, since this school has a high percentage of Hispanic students (18.8%).

#### *Attendance*

Donald McHenry (S4E) and Vernice G. Neely (S14E) had the lowest attendance rate (90.1% and 90.2%, respectively) and were below the state’s AYP threshold (62.5%). Katie Harper-Wright (S9E) was also below the state’s AYP threshold and below the state’s average attendance rate (93.3) with 92.2%. Alta Sita (S1E), Hawthorne (S7E), Miles D. Davis (S12E), and Nelson Mandela (S13E) were also below the state’s average attendance rate (93.3), but higher than the state’s AYP threshold (62.5%).

**Figure 3. Percent Meeting and/or Exceeding ILS for 2008 Overall Score (ISAT, PSAE and IAA Tests) Performance—Elementary Schools**



**Table 4. Student Demographics of Elementary Schools**

Label	School Name	State Status	Made AYP	Years in SIP	Total Enroll	Percentage							
						Low Income	LEP Enroll	Attend.	Mobility	Chronic Truancy	Black	Hispanic	Parental Contacts
S1E	Alta Sita	Fully Recognized	Yes		237	97.0	0.0	92.4	37.6	22.6	100.0	0.0	90.0
S2E	Annette Officer	Fully Recognized	Yes		321	91.9	0.0	94.2	25.1	15.2	99.7	0.0	94.3
S3E	Brown	Fully Recognized	Yes		161	98.8	0.0	95.0	39.6	12.7	100.0	0.0	96.0
S4E	Donald McHenry	AEWS	no	4	230	91.3	0.0	90.1	45.0	42.2	100.0	0.0	100.0
S5E	Dunbar	Fully Recognized	Yes		470	95.7	0.0	97.2	19.7	0.7	100.0	0.0	89.0
S6E	Edgemont	Fully Recognized	Yes		249	94.4	0.0	95.9	24.1	3.7	97.2	2.4	97.0
S7E	Hawthorne	AEWS	yes	8	499	100.0	0.0	91.8	28.2	27.8	99.8	0.0	100.0
S8E	Jackson	Fully Recognized	Yes		319	54.9	0.0	95.8	40.6	11.3	100.0	0.0	100.0
S9E	Katie Harper-Wright	AEWS	no	1	533	97.0	0.0	92.2	30.2	22.4	99.2	0.0	95.0
S10E	Lilly-Freeman	Fully Recognized	Yes		306	57.2	0.0	95.9	28.7	8.6	100.0	0.0	98.0
S11E	Manners at Bush	AEWS	no	1	377	39.8	15.4	95.3	21.1	10.1	80.9	18.8	85.0
S12E	Miles D Davis	Fully Recognized	Yes		321	91.0	0.0	92.6	25.2	25.2	100.0	0.0	90.0
S13E	Nelson Mandela	Fully Recognized	Yes		266	97.7	0.0	91.8	23.9	30.4	99.6	0.0	78.4
S14E	Vernice G. Neely	AWS	No	1	134	0.0	0.0	90.2	45.7	25.5	100.0	0.0	75.0
	MEAN				315.9	79.1	1.1	93.6	31.1	18.5	98.3	1.5	92.0
	MIN				134.0	0.0	0.0	90.1	19.7	0.7	80.9	0.0	75.0
	MAX				533	100.0	15.4	97.2	45.7	42.2	100.0	18.8	100.0

*Student Mobility*

Two of the schools, Vernice G. Neely School (S14E) and Donald McHenry Elementary School (S4E), which had the lowest scores and were below the AYP threshold (62.5%), had the highest mobility rates of 52% and 45%, respectively. These are followed by Alta Sita Elementary School (S1E), which also had a high student mobility rate (38%) and was also a school with scores just a little above the AYP requirement. Although Brown (S3E) and Jackson (S8E) were the schools with the highest scores among elementary schools in the district, they still held the 3<sup>rd</sup> (S8E) and 4<sup>th</sup> (S3E) positions regarding student mobility. Manner at Bush (S11E) and Dunbar (S5E) were the schools with lowest student mobility, 21% and 20%, respectively.

*Student Chronic Truancy*

Donald McHenry (S4E) was the school with highest percentage (42%) of chronic truancy, followed by Nelson Mandela (S13E) and Hawthorne (S7E), with 30% and 28%, respectively. The last two schools were not under the meets or exceeds state AYP threshold (62.5%), and presented 73% and 68.5% respectively. However, Donald McHenry was below, with 56.3%. Vernice G. Neely (S14E) and Katie Harper-Wright (S9E) were schools with the lowest percentages of AYP threshold (62.5%) with 42% and 52.2% and chronic truancy of 26% and 22%, respectively.

**Third Grade Reading and Mathematics Student Performance–ISAT Test Scores**

East Saint Louis School District has 14 elementary schools. This study of specific subjects of reading and mathematics for the 3<sup>rd</sup> grade includes 13 of those 14 elementary schools because Vernice G. Neely (S14E) only has grades from 4<sup>th</sup> to 8<sup>th</sup>.

*Gender*

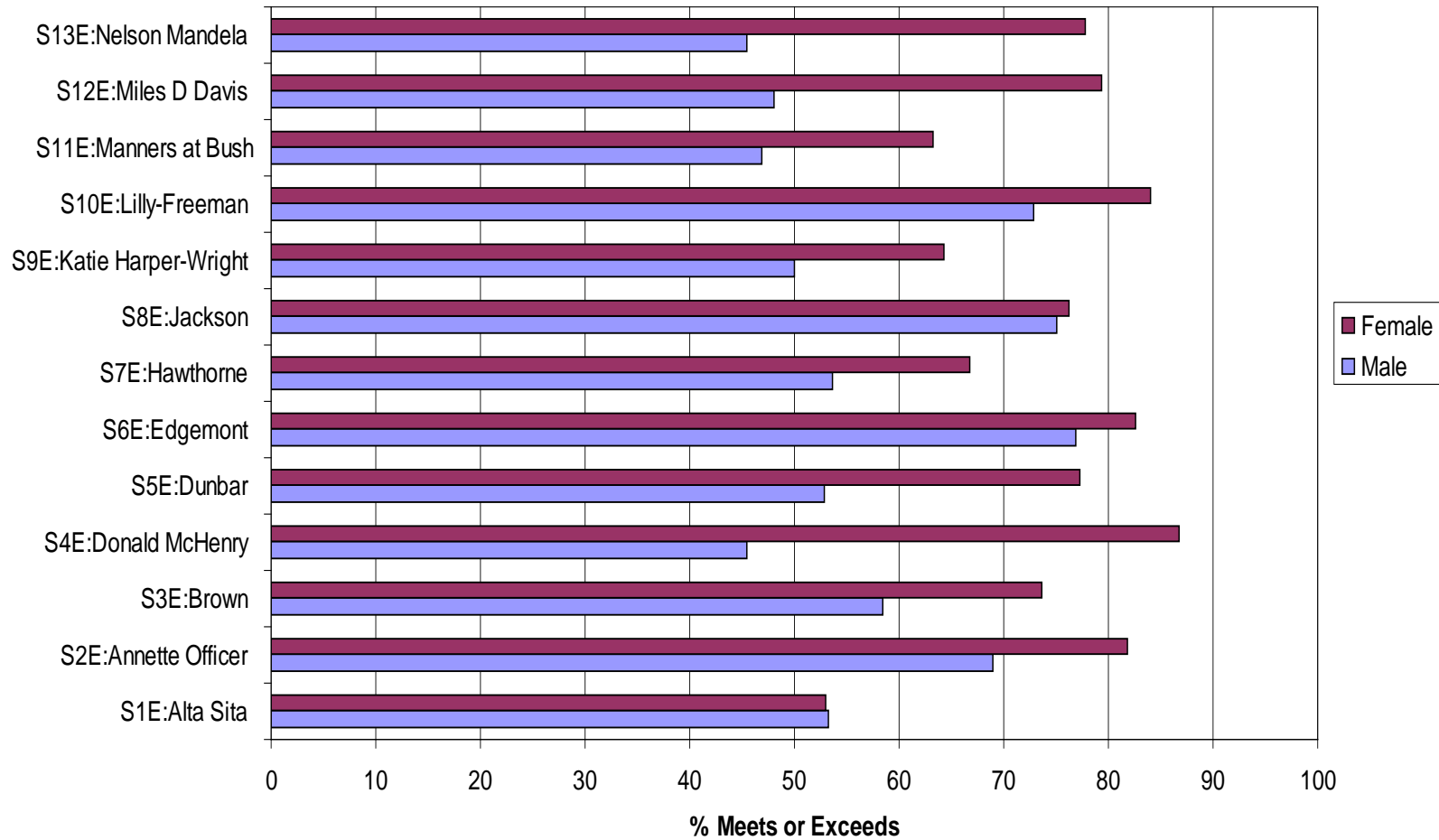
Figure 4 shows that boys were far behind girls in reading at third grade, with a difference between 11.2 and 41.3 percentage points of meeting and/or exceeding ILS. Both Jackson (S8) and Edgemont (S6) schools had a smaller difference, of 1.1 and 5.7 percentage points, respectively. Alta Sita (S1) was the only school in which boys were ahead of girls (0.3 percentage points).

With respect to mathematics, Figure 5 shows that boys' scores were lower than those of the girls in the majority of elementary schools, with differences ranging from 1.2 to 22.7 percentage points. Edgemont (S6) was an exception, in which boys succeeded with 0.3 of a percentage point higher than girls. Brown (S3) and Jackson (S8) presented a match of girls' and boys' scores.

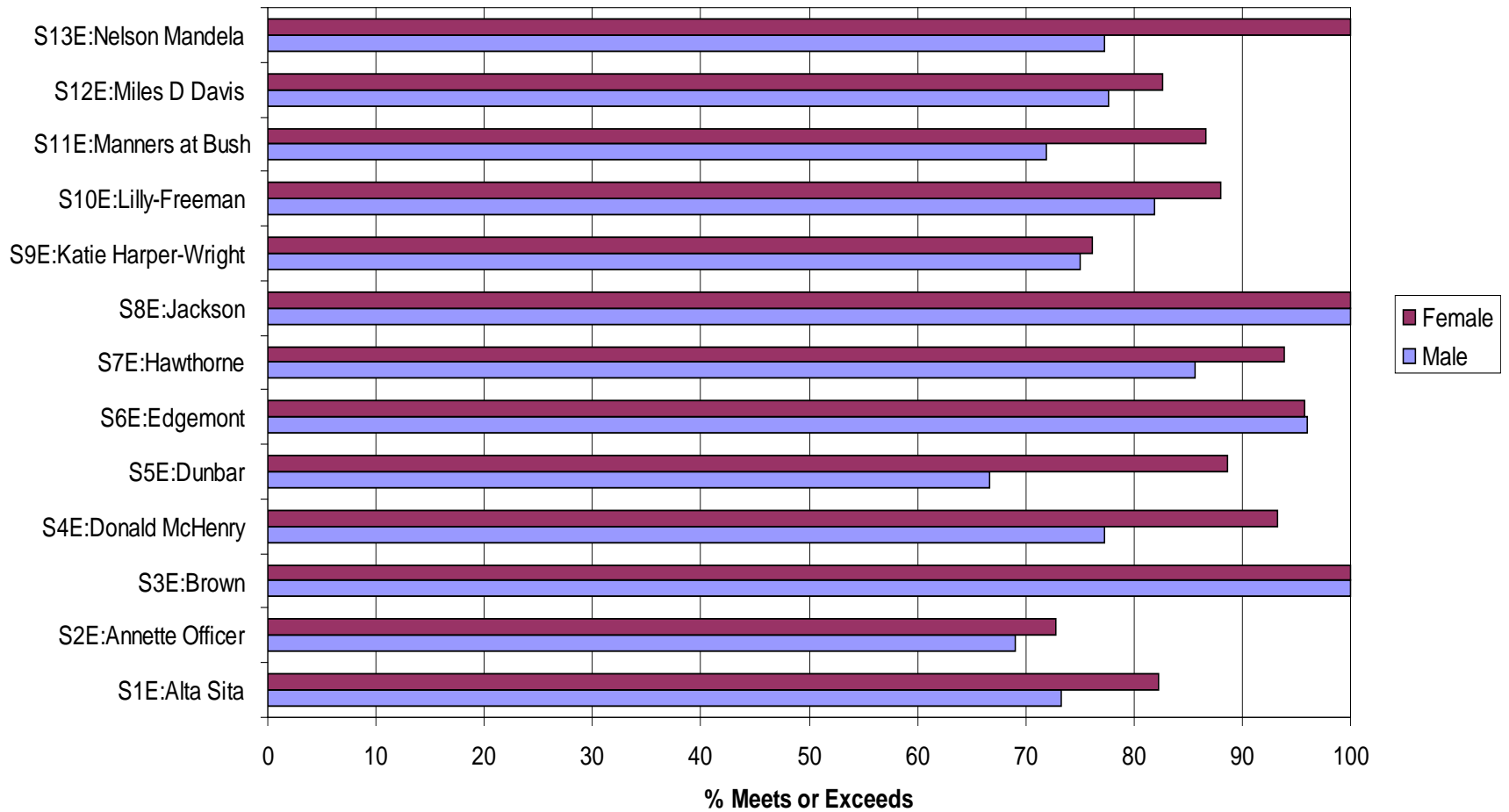
*Income*

The scatter-plot relating, the percentage of reading scores, and the low-income percentages (see Figure 6) show that income is not directly related to the student scores. A large number of schools had a very similar income profile, with a high percentage of low-income students (between 91% and 100%). Despite this similar income profile, their student scores differed widely, with some schools reaching 80% reading scores (S6E) and five schools not reaching AYP threshold (62.5%), with scores ranging from 53.2% to 62.1%.

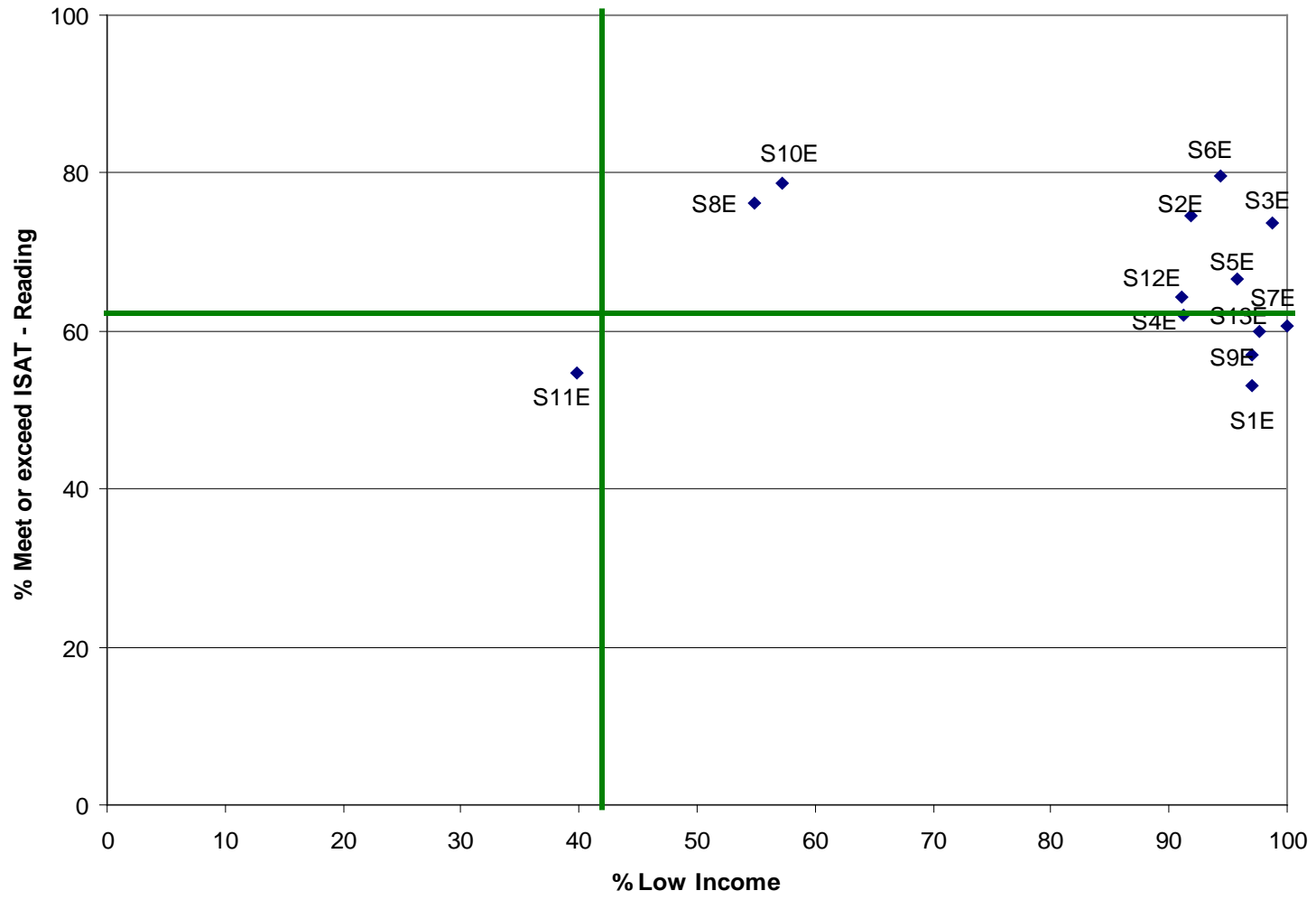
**Figure 4. Percent Meeting and/or Exceeding ILS for 2008 ISAT Score Performance in Third Grade Elementary Schools Comparison–Reading by Gender**



**Figure 5. Percent Meeting and/or Exceeding ILS for 2008 ISAT Score Performance in Third Grade Elementary Schools Comparison: Mathematics by Gender**



**Figure 6. Scatter Plot of Percent Meets and/or Exceeds ILS for 2008 ISAT Reading Performance in Third Grade Elementary Schools by Percentage of Low-Income Students**



On the other hand, three schools displayed a higher income profile, with low-income students accounting for less than 60% of the students. Two of these schools (S8E and S10E), were among the ones with the best reading scores in the third grade (81.6% and 79.4% respectively), but S11E, the school with the highest income profile, displayed one of the worst reading percentage of meeting and/or exceeding ILS (54.8%).

The schools who did not reach AYP of reading in third grade were: Alta Sita (S1E), Manners at Bush (S11E), Katie Harper-Wright (S9E), Nelson Mandela (S13E), Hawthorne (S7E), and Donald McHenry (S4E). The schools whose scores were higher than the AYP threshold had scores ranging from 64.3% to 79.6%.

The percentage of students meeting and exceeding scores of mathematics in third grade (see Figure 7) does not show a linear relationship with the low-income percentage. However, the district presented a notable achievement with all schools at third grade in mathematics meeting or exceeding AYP threshold (62.5%), with scores ranging from 73.7% to 100%. Brown (S3E) and Jackson (S8) reached a value of 100% of students meeting or exceeding AYP threshold (62.5%). Brown (S3E) may be an important school to consider visiting, since its score was unusually high considering its high percentage of low-income students (98.8%). Jackson (S8E) has the second lowest percentage of low-income students, but its high performance of 100% of students reaching or exceeding the AYP threshold (62.5%) can also be considered noteworthy.

## **Middle Schools**

### **Overall Test Score Performance**

There are six middle schools in the East Saint Louis School District, two of which include elementary grades (Jackson and Vernice G. Neely.) Out of these six schools, only Jackson met or exceeded the AYP threshold (62.5%), with a score of 81.6 (see Figure 8). However, this score may be influenced by the fact that this school is also an elementary school and, as already illustrated in Figure 3, elementary schools are much closer to AYP for this district.

Despite being the only middle school reaching AYP, Jackson showed a 7.4 percentage point decrease in its score from 2007 to 2008. Both Wyvetter Younge (S4M) and East St. Louis-Lincoln (S2M) showed the greatest increase of 12.1 percentage points over the last two years in the overall “All Subjects” score. Mason/Clark (S3M) and Vernice G. Neely (S14E) schools also achieved increases. Alternative (S1M) showed no progress and was also the school with the lowest score in both years.

**Figure 7. Scatter Plot of Percent Meets and/or Exceeds ILS for 2008 ISAT Mathematics Performance on Eighth Grade Elementary Schools by Percentage of Low-Income Students at School**

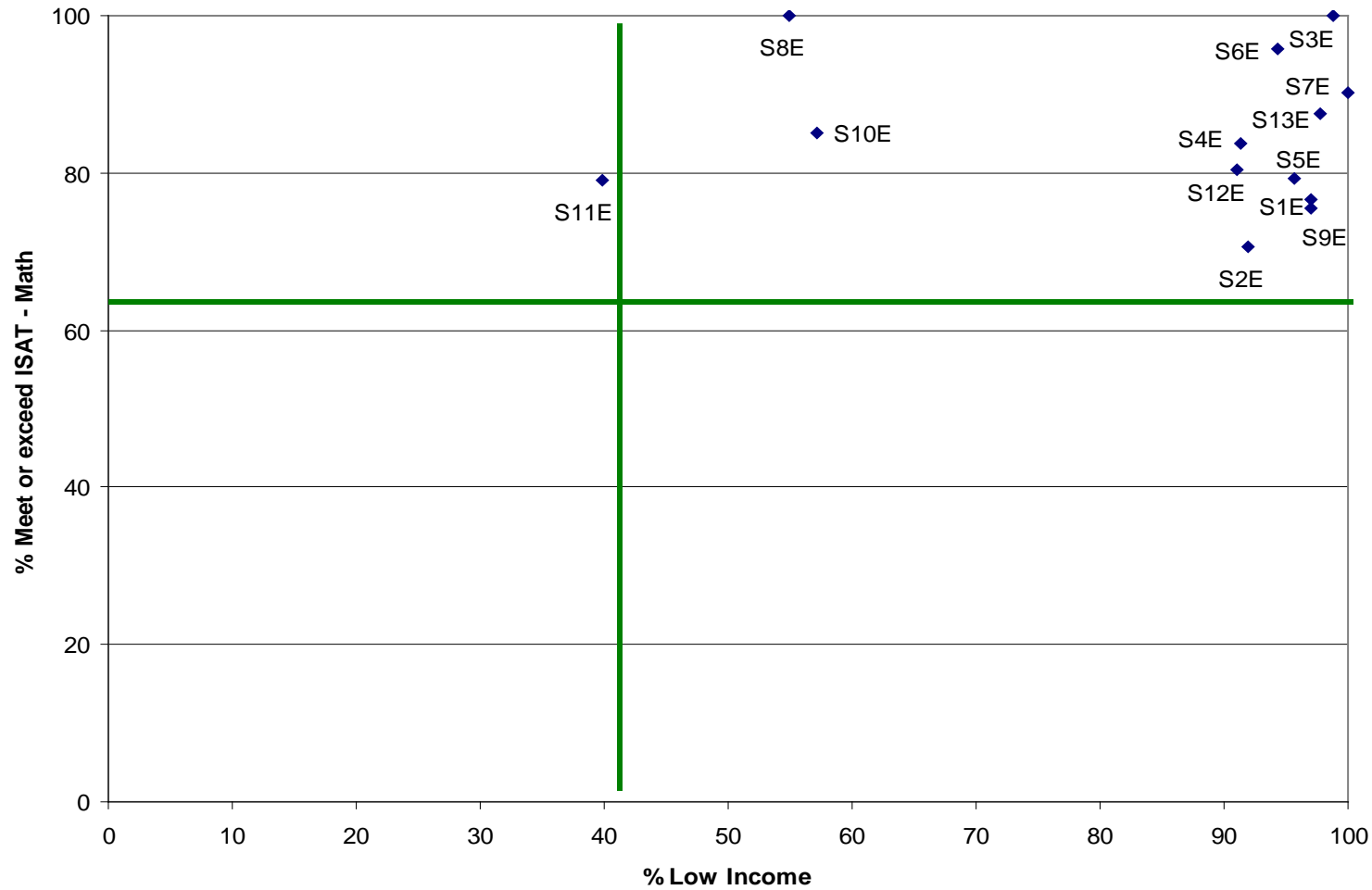
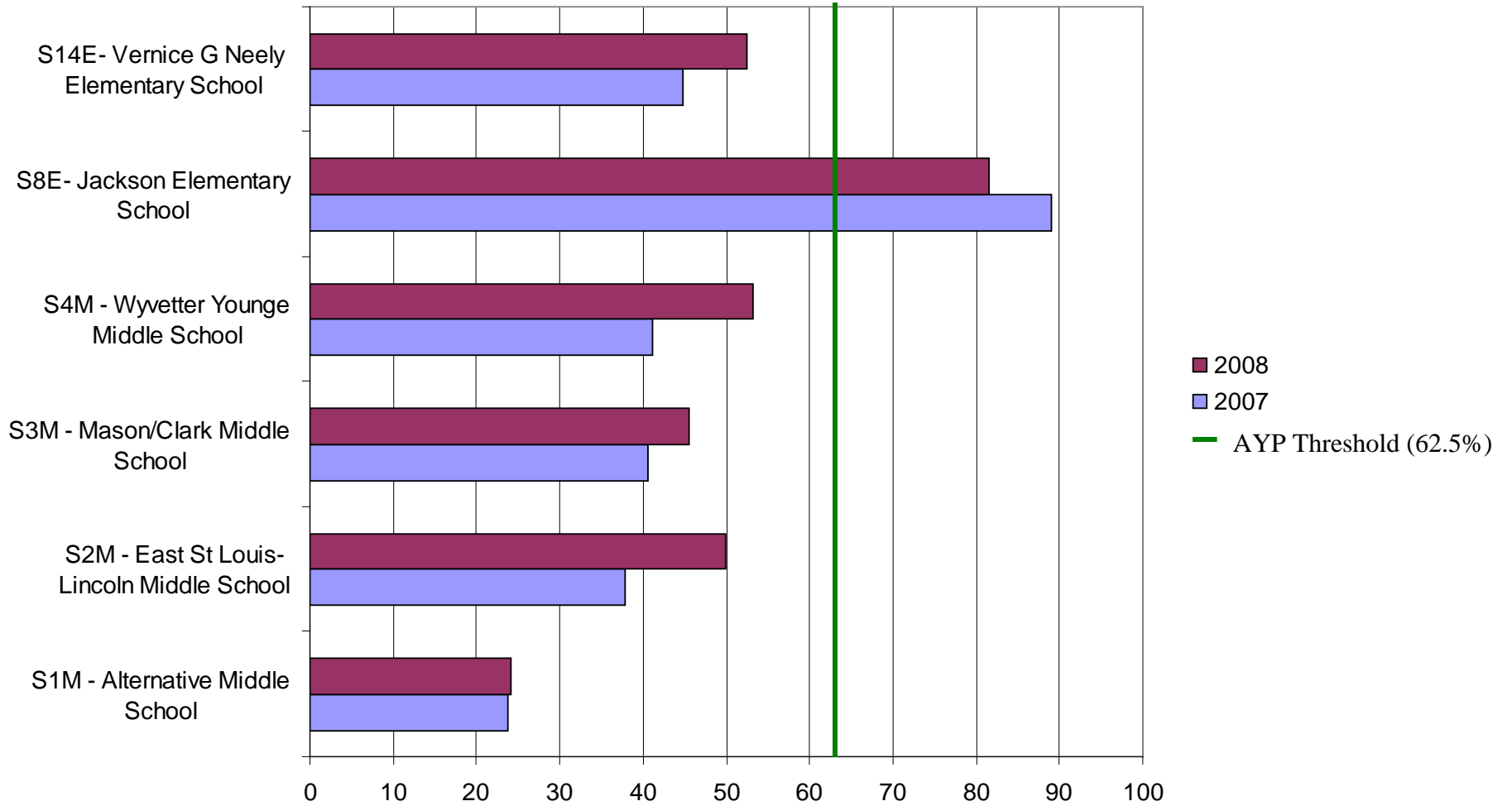


Figure 8. Percent Meeting and/or Exceeding ILS for 2008 Overall Score (ISAT, PSAE, and IAA Tests) Performance–Middle Schools



## **Middle School Demographics**

Table 5 shows the student characteristics of the six East St. Louis middle schools.

### *Low-Income Students*

Five of the schools with middle grades in the district had a high percentage of low-income students. Jackson (S8E), which was the only school reaching AYP, was the school with the lowest percentage of low-income students. This suggests an influence of this demographic characteristic on the overall test score results of middle school students.

### *Limited English Proficiency*

Only one of the middle schools, Wyvetter Younge (S4M), had a low percentage of LEP students (4.5%). This low percentage, however, did not seem to significantly influence student performance.

### *Attendance*

Among the demographic characteristics shown in Table 5, attendance is the one that seems to be closely associated with the students' performance. Jackson (S8E), the one with the best overall student performance, also had the highest attendance rates, while Alternative (S1M), the school with the lowest student performance, was also the one with the lowest attendance.

### *Student Mobility*

This characteristic varies widely across schools in the district, but also seems to have a significant correlation with student performance. Alternative (S1M) school had a very high mobility rate, which may also have had a detrimental effect on the school's overall student performance. East St. Louis-Lincoln and Wyvetter Younge, the schools with the highest score increases between 2007 and 2008, had the lowest mobility rates.

### *Student Chronic Truancy*

This characteristic, which is related to school attendance, also displays a very close correlation with student performance. Alternative (S1M) school, once again, showed a very high rate of student chronic truancy, 100%, which may be a cause for concern, given the school's relatively small enrollment.

## **Eighth Grade Reading and Mathematics Student Performance—ISAT Test Scores**

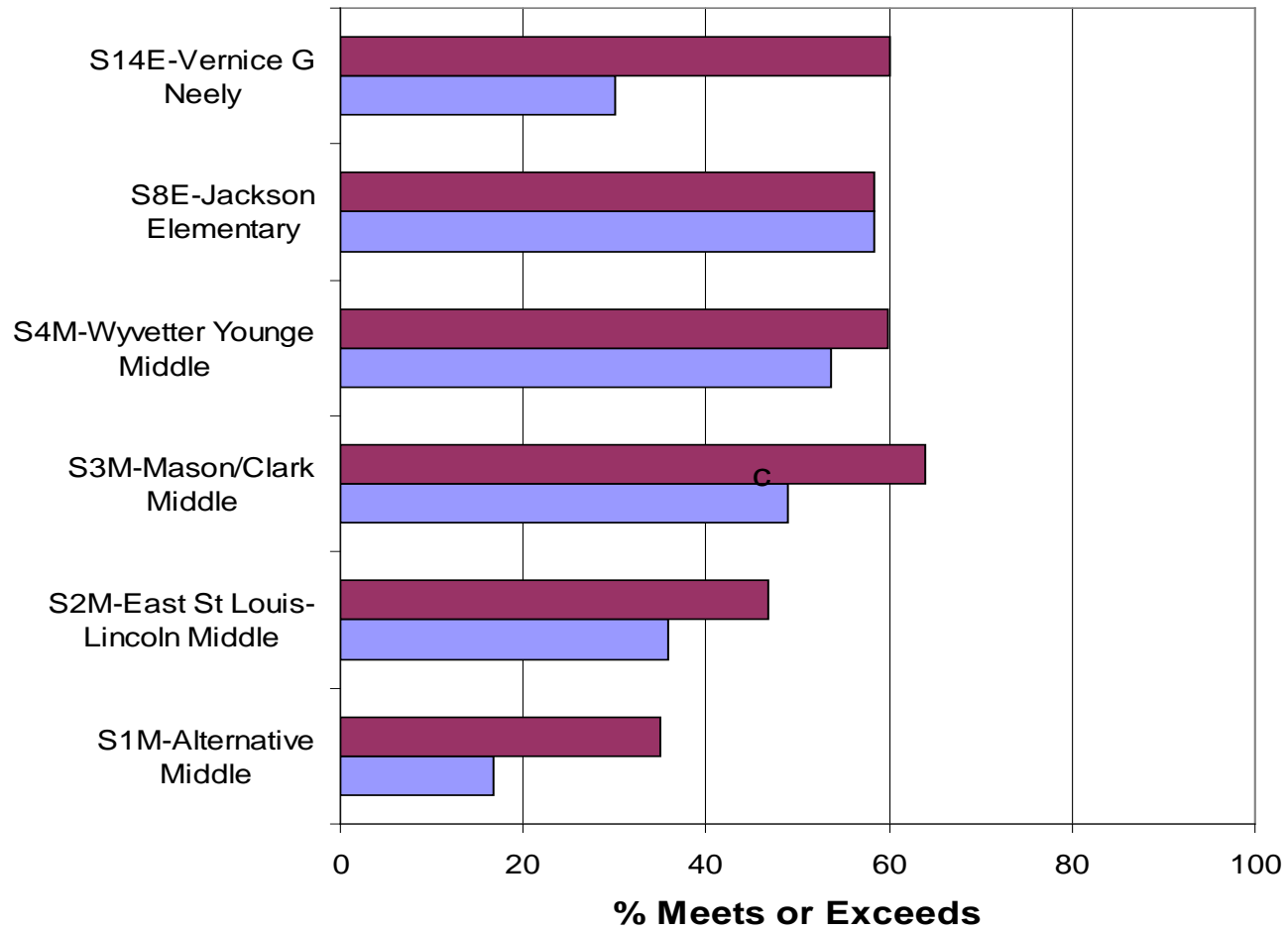
### *Gender*

As with the third grade, in the eighth grade, the girls achieved a higher average score than boys in reading (see Figure 9). In only one of the schools, Jackson (S8E), boys' and girls' scores matched. This was the school with the best attendance rates. This could be part of the explanation for its more balanced gender scores. Vernice G. Neely (S14E) and Alternative (S1M) showed the highest achievement gap between boys and girls, with boys' scores being half those of the girls.

**Table 5. Student Demographics of Middle Schools**

Label	School Name	State Status	Made AYP	Years in SIP	Total Enroll	Percentage							
						Low Income	LEP Enroll	Attendance	Mobility	Chronic Truancy	Black	Hispanic	Parental Contacts
S1M	Alternative	AEWS	no	.	87	92.0	0.0	69.1	100.4	101.4	100.0	0.0	97.0
S2M	East St. Louis-Lincoln	AEWS	no	8	610	98.4	0.0	89.9	11.0	18.8	99.8	0.0	92.0
S3M	Mason/Clark	AEWS	no	8	591	84.6	0.0	91.1	30.3	29.6	99.5	0.0	97.0
S4M	Wyvetter Younge	AEWS	no	5	484	98.8	4.5	93.1	19.1	11.7	90.9	8.5	98.0
S8E	Jackson		yes		319	54.9	0.0	95.8	40.6	11.3	100.0	0.0	100.0
S14E	Vernice G. Neely	AWS	no	1	134	0.0	0.0	90.2	45.7	25.5	100.0	0.0	75.0
	MEAN				371	71	1	88	41	33	98	1.4	93.2
	MIN				87	0	0	69	11	11	91	0	75
	MAX				610	99	5	96	100	101	100	8.5	100.0

**Figure 9. Percent Meeting and/or Exceeding ILS for 2008 ISAT Score at Eighth Grade Elementary Schools Comparison: Reading by Gender**



For mathematics (see Figure 10), the gap between boys' and girls' scores was smaller for most schools, with the exception of Vernice G. Neely (S14E) and Jackson (S8E). For Alternative (S1M), boys' scores (22.2%) surpassed girls' scores (15.8%).

### *Income*

Figures 11 and 12 show the relationship between the percentage of low-income students and the percentage of students meeting or exceeding ILS for reading and mathematics respectively. Both figures show that there is no clear relationship between the percentage of low-income students and the percentage that met or exceeded the ILS at each school.

Not even the school with the lowest percentage of low-income students, Jackson (S8E), met the AYP threshold (62.5%) for reading or mathematics. Therefore, it can be noted that although this school has met the AYP for the "overall subjects," it did not meet the AYP for either of the two specific subjects, reading or mathematics. This means that this school's overall result is due to its elementary students meeting or exceeding ILS at the rates required by the AYP, not to the achievement rates of its middle school students.

The other four schools for which the low-income percentage is available showed very similar and high percentages of low-income students, but showed very different percentage of students meeting or exceeding the ILS scores. However, none of these schools achieved the AYP threshold in reading or mathematics.

## **High Schools**

### **Overall Test Score Performance**

None of the three high schools in the district reached the AYP threshold (62.5%) in their overall scores (see Figure 13), and the gap between the schools' scores and the AYP threshold was very large. Nevertheless, SIU Charter of East St. Louis (S2H CH) presented an increase of 13.2 percentage points from 2007 to 2008. East St. Louis Senior High School (S1H) had a decrease of 1 percentage point. Tomorrow's Builders Charter (S3H CH) presented a very low 2007 value (1%) and had no reported number for 2008. This schools appears to be in high need of support.

### **High School Demographics**

One of features of this grade level in the district is that one of the three schools (East Saint Louis Senior High (S1H)) accounted for almost 90% of total high school enrollment (see Table 6), while the other two smaller schools were charter schools.

### *Low-Income Students*

There was a high percentage of low-income students in all high schools, with a range from 76.2% to 88.7%. In Figure 13 and Table 6, higher low-income percentages are not associated with lower overall school performance.

**Figure 10. Percent Meeting and/or Exceeding ILS for 2008 ISAT Score at Eighth Grade Elementary Schools Comparison: Mathematics by Gender**

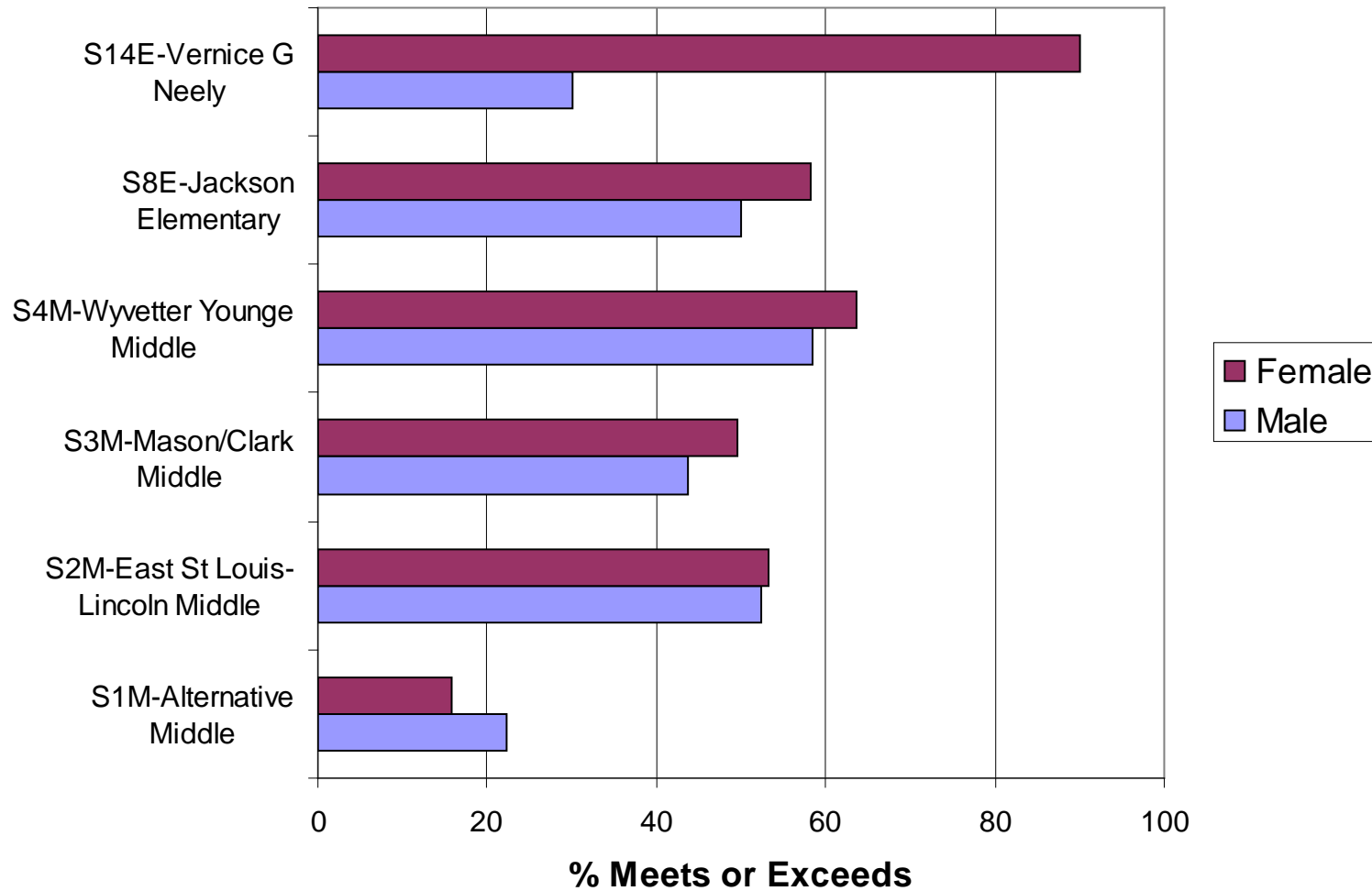


Figure 11. Scatter Plot of Percentage Meeting and/or Exceeding ILS for 2008 ISAT Reading Performance at Eighth Grade Elementary Schools by Percentage of Low-Income Students

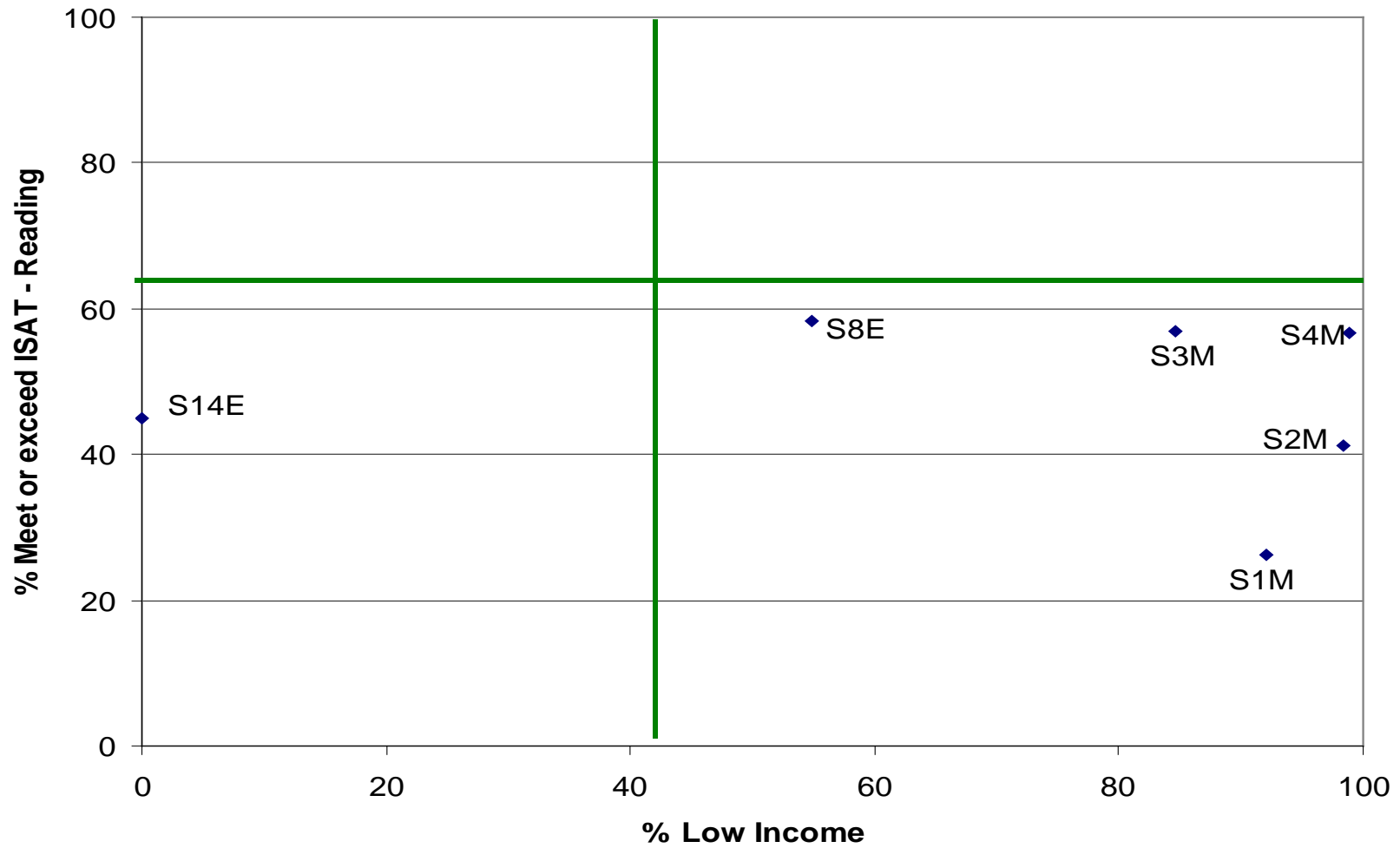
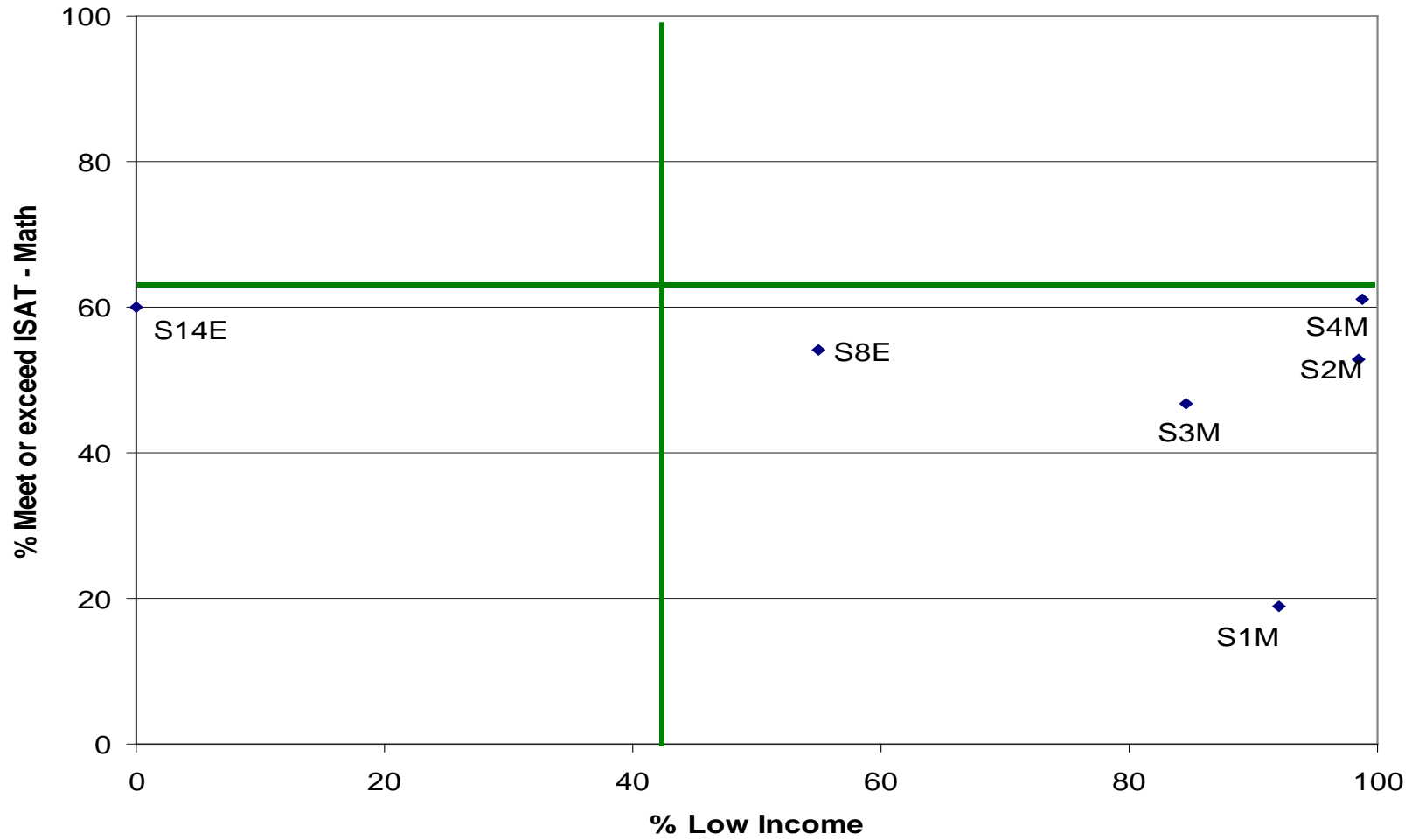


Figure 12. Scatter Plot of Percent Meeting and/or Exceeding ILS for 2008 ISAT - Mathematics Performance at Eighth Grade Elementary Schools by Percentage of Low-Income Students



*Limited English Proficiency*

The percentage of LEP students at the high school level was low. East Saint Louis Senior High (S1H) had only 0.4%, and the other schools had no such students. Therefore, this is not a factor influencing these schools' low performance. Since 0.8% of the students at East Saint Louis Senior High (S1H) were Hispanic, it appears that half of them still presented a limited-English proficiency at the high school level.

*Attendance*

Regarding the attendance levels, only SIU Charter School of East Saint Louis (S2H-CH) achieved more than 90%, which is one of the state's AYP requirements. This was the only school that showed improvement in 2008 relative to 2007.

*Student Mobility*

Mobility was high at the two schools: East Saint Louis Senior High (S1H) with 31.3% and Tomorrow's Builders (S3H-CH) with 52.4%. This last school with the higher mobility among high schools was the one with missing data for the AYP overall score.

*Student Chronic Truancy*

Tomorrow's Builders' (S3H-CH) high chronic truancy (50.9%) might help to explain why the school missed AYP in the 2007–2008 overall score. Only SIU Charter School (S2H-CH) had a low chronic truancy rate (2.7%), which might explain the school's overall improvement in 2008.

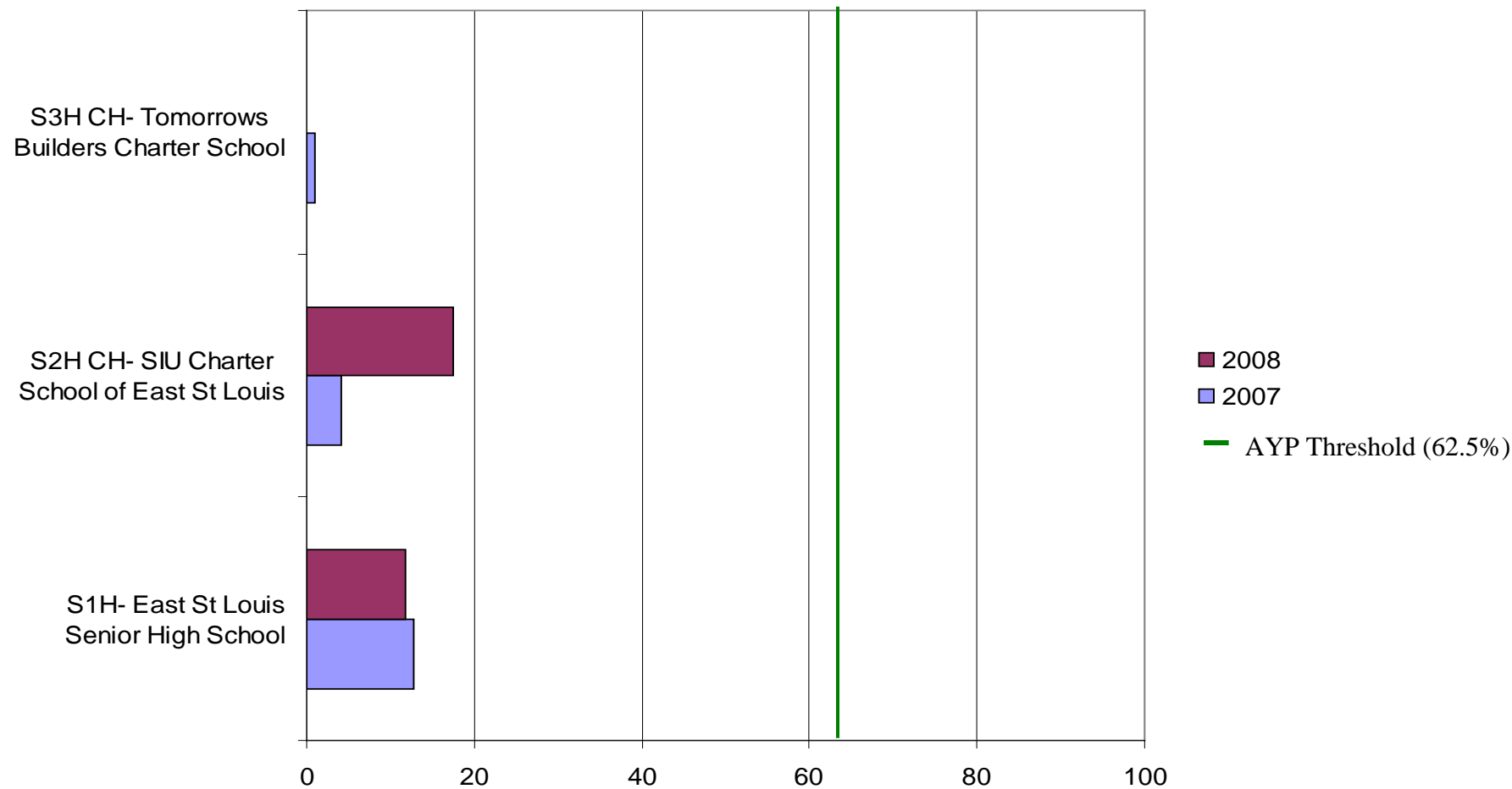
**Eleventh Grade Reading, Mathematics, & Science Student Performance—PSAE Test Scores***Gender*

Figure 14 shows that low percentages of both male and female students met and/or exceeded ILS in reading in the eleventh grade. Females performed better than males in the two schools for which there is information. At SIU Charter School of East Saint Louis (S2H-CH), the percentage of girls meeting or exceeding ILS was almost three times that of the boys (females, 17.1% vs. males, 5.8%). For East Saint Louis Senior High (S1H), the percentage of girls meeting or exceeding ILS was almost twice that of the boys (females, 33.3% vs. males, 18.2%). There was no information for Tomorrow's Builders Charter (S3H-CH).

For mathematics, Figure 15 shows a different reality, especially for SIU Charter School of East Saint Louis (S2H-CH). At this school, boys performed much better than girls (18.2% versus 8.3%). At the East Saint Louis Senior High (S1H), girls still had a better ILS performance, but the difference between male and female performance was small (12.5% vs. 9.6%).

At East Saint Louis Senior High (S1H), science was the subject with the lowest percentage of students meeting or exceeding the ILS, and male (7.8%) and female (8.2%) performance was equivalent (see Figure 16). At SIU Charter School of East Saint Louis (S2H-CH), male performance was also very low, but females had a somewhat better percentage meeting or exceeding the standard than males (16.7% vs. 9.1%).

**Figure 13. Percent Meeting and/or Exceeding ILS for 2008 Overall Score (ISAT, PSAE and IAA tests) Performance–High Schools**



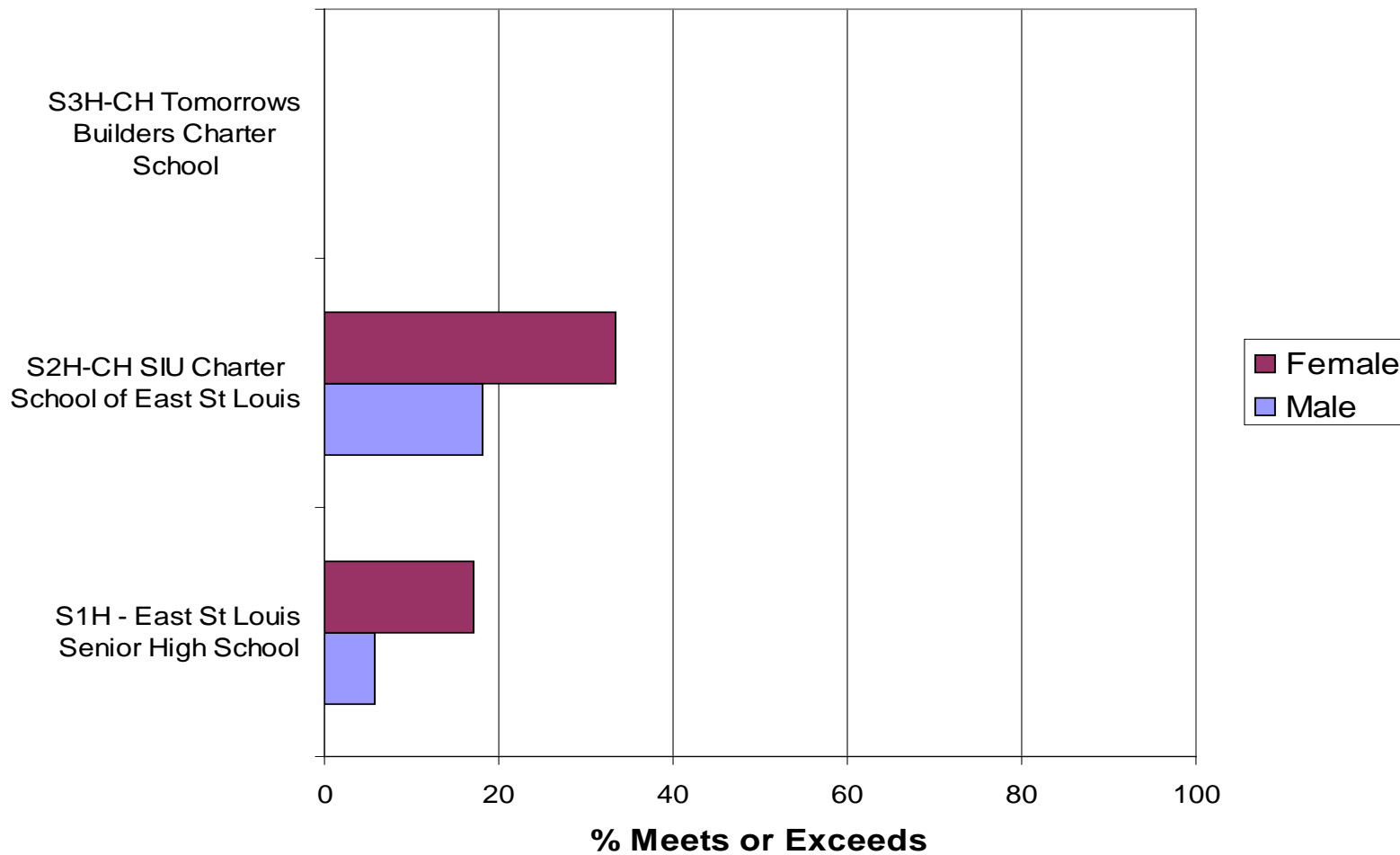
\*S3H CH does not present available data in 2007–2008 School Year Report Card District Summary Data

**Table 6. Student Demographics of High Schools at East Saint Louis School District in 2008**

Label	School Name	State Status	Made AYP	Years		Percentage							
				in SIP	Total Enroll	Low Income	LEP Enroll	Attendance	Mobility	Chronic Truancy	Black	Hispanic	Parental Contacts
S1H	East St. Louis Senior	AEWS	no	6	1,969	81.3	0.4	82.1	31.3	9.7	99.1	0.8	78.4
S2H-CH	SIU Charter School of East St. Louis	AEWS	no	1	106	88.7	0.0	92.5	6.3	2.7	100.0	0.0	75.0
S3H-CH	Tomorrow's Builders	AEWS	no	.*	126	76.2	0.0	71.2	52.4	50.9	100.0	0.0	20.2
	MEAN				734	82.1	0.1	81.9	30.0	21.1	99.7	0.3	57.9
	MIN				106	76.2	0.0	71.2	6.3	2.7	99.1	0.0	20.2
	MAX				1,969	88.7	0.4	92.5	52.4	50.9	100.0	0.8	78.4

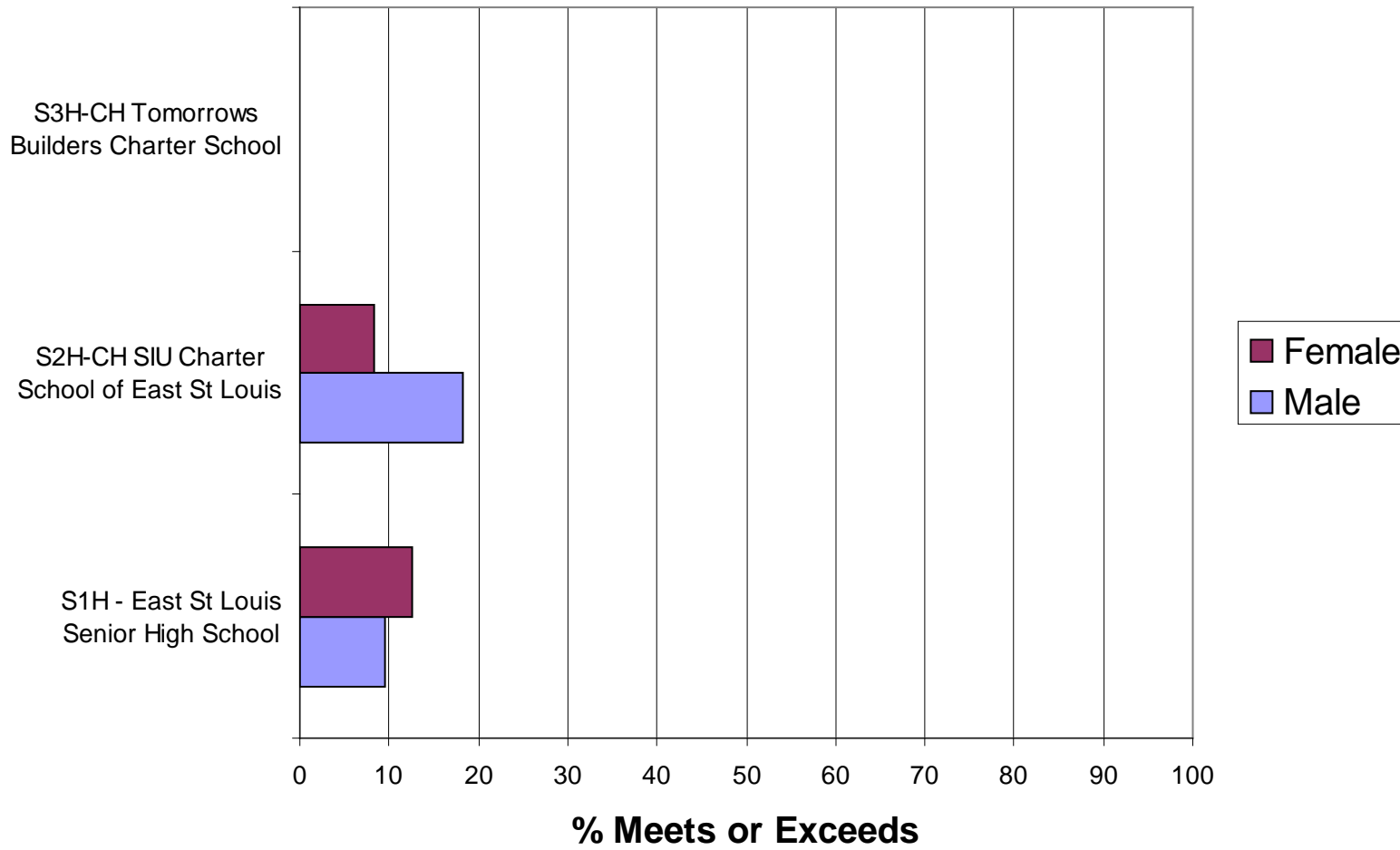
\* S3H CH does not have available data for "Years in SIP" (School Improvement) in *2007–2008 School Year Report Card District Summary Data*

**Figure 14. Percent Meeting and/or Exceeding ILS for 2008 PSAE Score at Eleventh Grade: Reading by Gender**



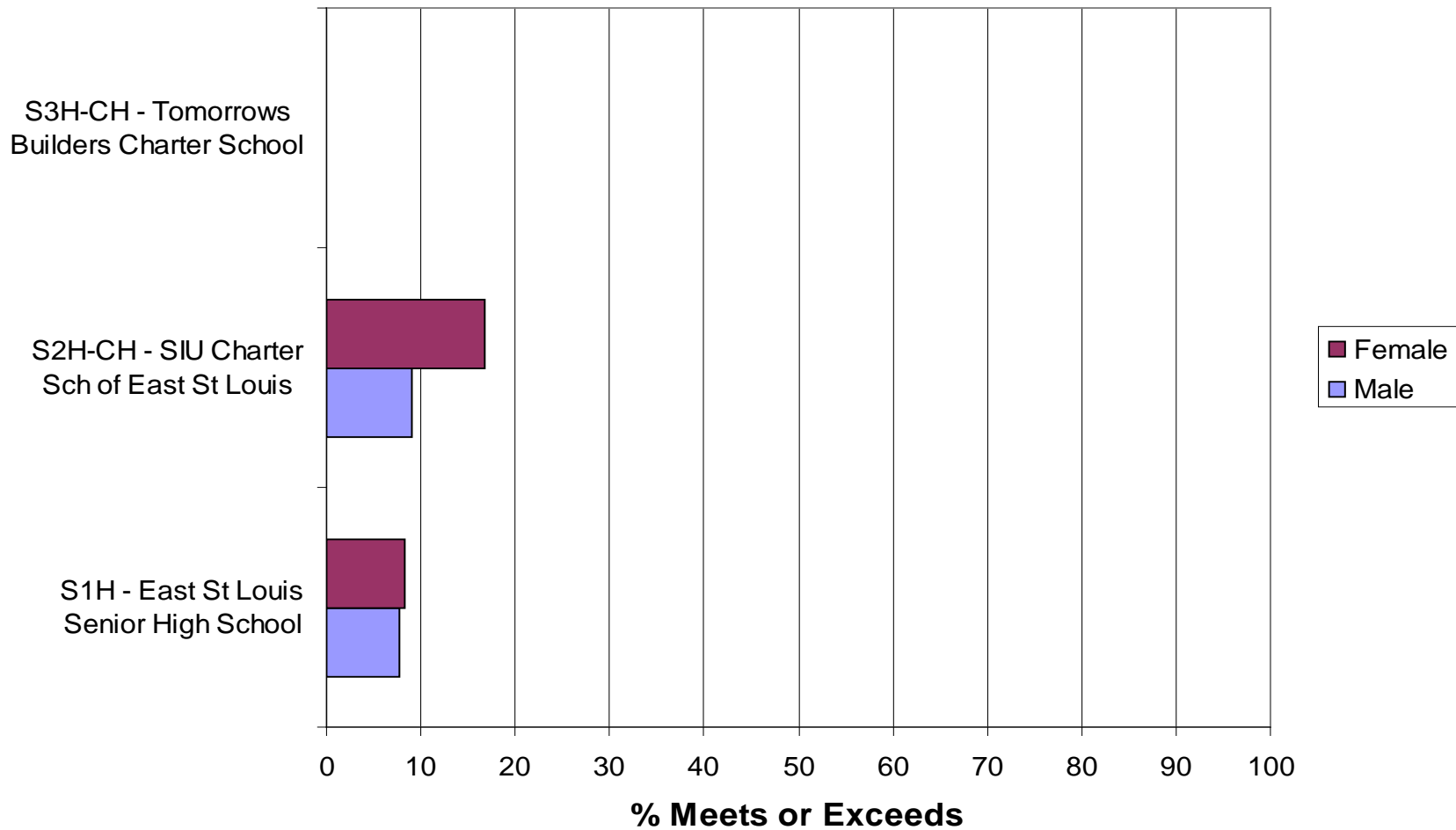
\*S3H CH does not have data in the 2007–2008 School Year Report Card District Summary Data

Figure 15. Percent Meeting and/or Exceeding ILS for 2008 PSAE Score at Eleventh Grade: Mathematics by Gender



\*S3H CH does not have data in the 2007–2008 School Year Report Card District Summary Data

**Figure 16. Percent Meeting and/or Exceeding ILS for 2008 PSAE Score at Eleventh Grade: Science by Gender**



\*S3H CH does not have data in the 2007–2008 School Year Report Card District Summary Data

*Income*

Figures 17, 18, and 19 show that both high schools for which there was information of the percentage of students meeting and/or exceeding ILS for 2008 PSAE for reading at this district—East St. Louis Senior High (S1H) and SIU Charter School of East St. Louis (S2H-CH)—had a percentage of low income of 81.3% and 88.7% respectively, which were much higher than the state average (41.1%). Since there were only two schools, the scatter plots cannot show a trend. However, both schools were in the low-income/low-score quadrant for all specific subjects (reading, mathematics, and science). Tomorrow’s Builders (S3H-CH) had 76.2% low income students.

**High School Graduation Rate**

Table 7 highlights the graduation rates for the district’s high schools. East Saint Louis Senior High (S1H) was the only school to reach the 66% graduation rate required by the state’s AYP, with 86.6% of its students graduating. For this school, graduation rates for both males and females were similar.

SIU Charter School of East Saint Louis (S2H-CH) had a graduation rate of 53.8%, which was below AYP requirement. However, this was due to a large difference between male and female rates. The graduation rate for males was 76.5%, but female graduation rates were very low, at only 36.4%.

Tomorrow’s Builders (S3H-CH) had an extremely low graduation rate (7.5%). At this school, the female graduation rate was higher than that of male students.

In terms of ethnicity, graduation rates of Hispanic and white students were 100% for both groups, but they represented very low percentages of students, 0.8% and 0.1%, respectively.

Figure 17. Scatter Plot of Percentage Meeting and/or Exceeding ILS for 2008 PSAE Reading Performance in the Eleventh Grade by Percentage of Low-Income Students

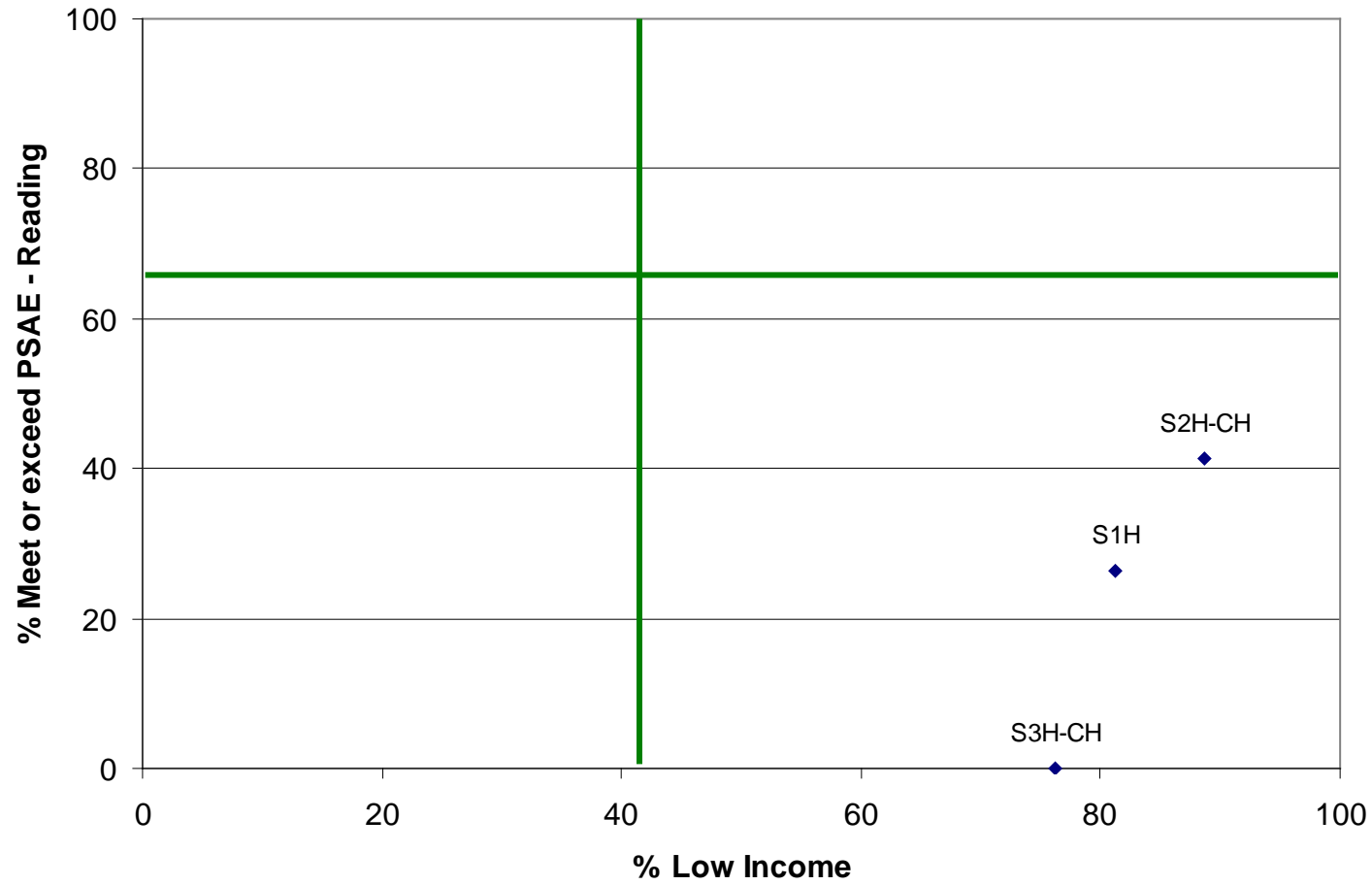


Figure 18. Scatter Plot of Percentage Meeting and/or Exceeding ILS for 2008 PSAE Mathematics Performance in the Eleventh Grade by Percentage of Low-Income Students

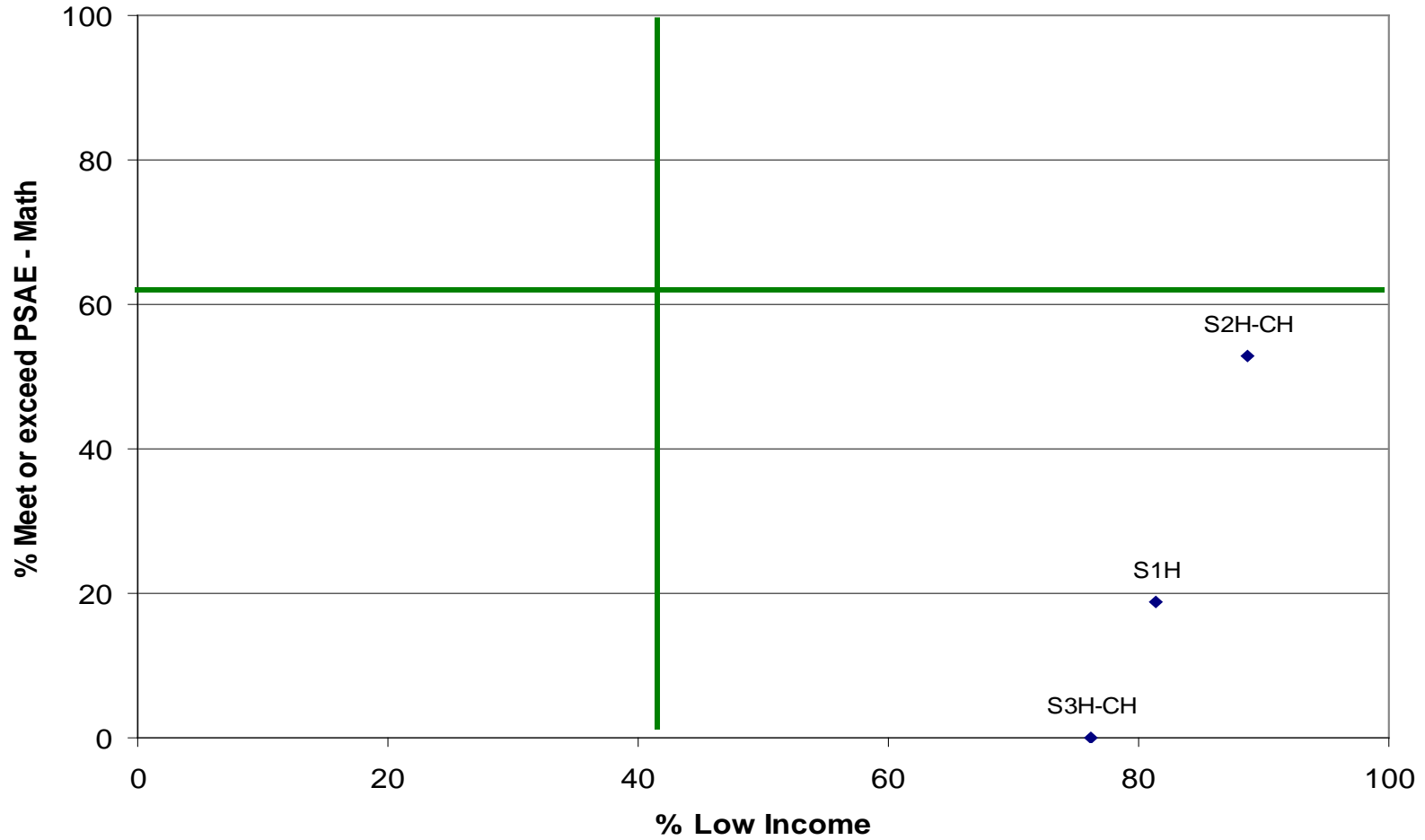
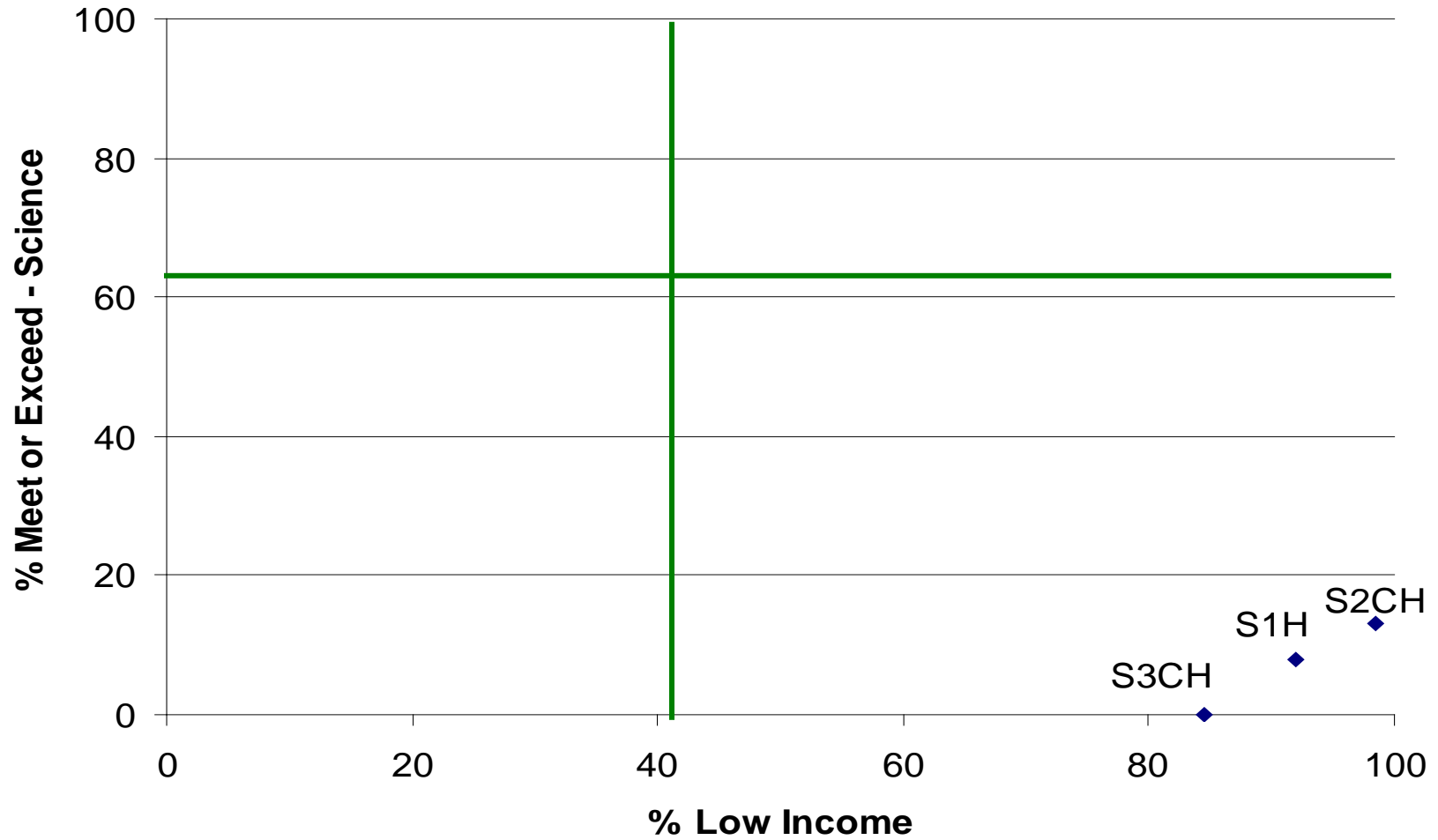


Figure 19. Scatter Plot of Percentage Meeting and/or Exceeding ILS for 2008 PSAE Science Performance in the Eleventh Grade by Percentage of Low-Income Students



**Table 7. High School Graduation Percentage at East Saint Louis School District in 2008**

Label	School Name	Percentage							Economically Disadvantaged
		All	Male	Female	Black	Hispanic	White	LEP	
S1H	East St. Louis Senior High School	86.6	85.9	87.1	86.5	100	100	100	84.1
S2H-CH	SIU Charter School of East St. Louis	53.8	76.5	36.4	53.8	*	*	*	82.6
S3H-CH	Tomorrow’s Builders Charter School	7.5	5.6	9.1	7.5	*	*	*	
	DISTRICT	86.6	85.9	87.1	86.5	100	100	100	84.1
	STATE	86.5	84.2	88.8	74.9	75.7	92.5	57.2	78.2

\* S3H CH and S3H CH do not have Hispanic, White, and LEP students. Those schools are 100% African-American students.

## Findings and Recommendations

This section presents the findings of schools' characteristics and patterns of student performance of Saint Louis School District based on data gathered from the Illinois Interactive Report Cards and Illinois State Board of Education.

### District Funding and Educator Information

The district funding does not appear to be a particularly important limiting factor for the district's educational performance, since the funding for the district was higher than the state average. The average of teacher salary at the district was also higher than the state average. The proportion of pupils per administrative staff was also lower at the district than at the state.

The number of students per teacher was also lower than the state's average for elementary and middle schools. Only for high schools was the number of students per teacher higher at the district. Since the high schools were the ones with the lowest performance in the district, some attention should be given to the classroom size.

One of the factors that limit school performance in the district may be the specialized training of the teachers since these professionals have a lower percentage of Master's degrees compared to the state's percentage (45% for the district vs. 53.2% for the state).

### AYP Threshold

At the elementary grades, schools of the district have an average overall achievement close to the state's AYP threshold (62.5%). The schools that were below the AYP threshold in 2007 seem to be improving.

In the middle grades, all schools were below AYP threshold, except for Jackson School (S8E). However, this is a school with middle grades that is also an elementary school. Although Jackson school has met the AYP for the "overall subjects," it did not meet the AYP for either of the two specific subjects, reading or mathematics, in 8<sup>th</sup> grade. This means that this school's overall result was due to its elementary students meeting or exceeding ILS at the rates required by the AYP, not to the achievement rates of its middle school students. The other middle schools of the district which are all below AYP threshold improved slightly from 2007 to 2008. However, Alternative school (S1M) showed very little improvement.

The high schools were the ones with the lowest performance at the district and were very distant from the state's AYP threshold. Furthermore, their performance showed very little improvement from 2007 to 2008. Only SIU Charter School of East Saint Louis (S2H-CH) improved, but the largest high school in the district, East Saint Louis Senior High (S1H), which represented 90% of total enrollment at high school level, did not show any improvement.

Therefore, we found that the higher the grade, the lower the district schools' performance. This indicates a need for greater emphasis on middle and high school quality. In addition, although elementary schools showed improvement, half of them were below AYP. An investigation for

understanding this information by working with community groups and schools is highly recommended. This interaction with community groups and schools can help reveal why students are leaving schools with such high chronic truancy and low attendance. A suggestion is to involve families and industries to help overcome this problem. Another suggestion is to involve schools of East Saint Louis district in the school-partnership programs of the University of Illinois at Urbana-Champaign, such as focus groups and summer programs.

## **Reading and Mathematics**

### *Gender*

For reading, there was a persistent performance gap for males relative to females in all three grades analyzed. At the middle level, this gap was slightly smaller, but not for all schools. However, this gap reduction at the middle school level could be specific for the 8<sup>th</sup> grade analyzed in this study.

Similar to performance in reading, in mathematics there was also an overall performance gap for males relative to females in all grades analyzed. However, for this subject, this gap was less pronounced, and for some schools, female students had a gap instead. These exceptions were not representative of their groups, because the schools' total enrollment included elementary schools and represented 4% of the students.

An important feature of the mathematics score in the third grade is that for three schools, female achievement reached 100%; that is, all female students met or exceeded ILS. For two of these schools, all male students also met or exceeded ILS. It is recommended that this result be further studied, because it is not usual for a test to be met by all students in a school and even less common to have three schools with this performance in one district.

Another feature observed for the reading and mathematics score relationship was that although the achievement gap was higher for reading than mathematics at the elementary level, the mathematics scores were in a higher range for both males and females compared to overall reading scores. At the other levels, middle and high schools, the differences for mathematics, reading, and science scores were not very large.

### *Income*

The district had a very high percentage of low-income students (84.6% compared to the state's average of 41.1%). This high level of low-income students had a detrimental effect on the district's performance indicators. This shows the need for the district's educators to find elsewhere successful experiences that have achieved good educational results for this type of student.

Even inside the district, there may be successful educational experiences because the figures relating low-income percentages with student performance of meeting or exceeding ILS have showed that in some cases, schools with a very high percentage of low-income students have better scores than schools with higher income students. High school students, for example, have a smaller percentage of low-income students than elementary and middle schools, yet these

schools have a much lower performance. Therefore, the relative success cases should receive further attention even across different grade levels.

### **Graduation Rates**

With respect to graduation rates, the largest high school of the district, East Saint Louis Senior (S1H) reached a high percentage, with 86.6% of its students graduating, with a balanced proportion of male and female graduation percentages. This finding should be noted, since the students' scores at the 11<sup>th</sup> grade are very low in comparison to ILS.

SIU Charter School of East Saint Louis (S2H-CH) had more female attrition; however, females performed better in reading and science than males, while males performed better in mathematics. Thus, female attrition cannot be directly attributed to this group's academic performance, but to other factors affecting the female permanence at this school. Specific attention should be given to factors affecting attendance and permanence, such as teenage pregnancy, school location, and school climate.

In terms of ethnicity of the students, Hispanics were the only significant non-Black population. Their graduation rate was 100% in the 2007–2008 School Year Report Card District Summary Data. This is a high rate, since half of these students have some type of ELP at the 11<sup>th</sup> grade. Black students also had a high rate of graduation, 86.5%, which also calls for attention, given the low 11<sup>th</sup> grade scores.

Tomorrow's Builders (S3H-CH) had an extremely low graduation rate (7.5%). At this school, the female graduation rate was higher than that of male students and, again, this could be a target school for specific policies or educational programs that can help overcome male student attrition rates.

## APPENDIX A

**OVERALL score in “ALL Subjects”** is a sum of the Student Assessment: Illinois State Achievement Test (ISAT), Prairie State Achievement Examination (PSAE) and Illinois Alternate Assessment (IAA) for reading, mathematics and science.

### **What is Adequate Yearly Progress (AYP)?**

AYP means "Adequate Yearly Progress" as defined by federal and state laws. Beginning with 2003 testing, the AYP criteria were revised to reflect the requirements of NCLB legislation and include the following:

- Schools must meet the 95% participation rate on state assessments, in the aggregate and for all subgroups.
- Schools must meet the target of 62.5% meeting or exceeding state standards (reading and mathematics only).
- Schools must meet the 90% attendance rate for elementary and middle schools and a 66% graduation rate for high schools.

IIRC uses the following symbols to designate AYP Status:

- Yes: School meets AYP Requirements.
- No: School did not meet AYP requirements for this year.

### **What is State Status?**

**Fully Recognized** means this school made adequate yearly progress and is currently in compliance.

**AEWS** means Academic Early Warning Status. These schools did not make Adequate Yearly Progress for two consecutive years and are eligible for state sanctions.

**AWS** means Academic Watch Status. These schools failed to make AYP for two additional years after being placed on Academic Early Warning (or four annual calculations of missing AYP) and are eligible for additional state sanctions.

### **Calculating AYP for 2007–2008**

Adequate Yearly Progress (AYP) calculations in Illinois are based on these conditions (<http://iirc.niu.edu/Ayp.aspx?calcayp>):

- At least 95.0% of students in the All Group and the Subgroups must be tested in reading and mathematics. 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 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 that the 95% condition was met by averaging.

- At least 62.5% of the All group and each subgroup must meet or exceed standards for reading and mathematics.
  - Subgroups include White, African-American, Hispanic, Native American, Asian, Multi-Racial/Ethnic, LEP, IEP, and Low Income.
  - For subgroups under the 62.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or the Safe Harbor requirement has been met.
  - 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 and graduate rate) for the subgroup. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.
  - To assure statistical reliability, each student subgroup in a school or district must equal at least 45 students or the school/district is exempt from requirements for that subgroup.
  - It is important to note that the minimum 45 student subgroup size for AYP assessments for a school is based on the total of all students in that subgroup in the building taking each assessment, not in each grade. Thus, in a K-6 building, the 45 or more student subgroup size is calculated based on the total number of students in that subgroup in all grades taking the reading assessment (e.g. students in grade 3 plus grade 5 in a K-6 building). The same holds true for all students taking the mathematics exam. Regardless of student group size, however, schools and districts are still accountable for meeting the performance requirement for aggregate student results.
- For subgroups that do not meet their Safe Harbor targets, a 75% confidence interval will be applied, which may enable the subgroup to meet AYP.
- For those schools not making AYP because of the IEP subgroup only, 14% is added to the percent Meeting/Exceeding Standards for this subgroup. This calculation is allowed under the new federal 2% flexibility rule for IEP students.
- The attendance rates of students in elementary and middle schools and the graduation rates of students in high schools must meet or exceed the state's annual targets. In 2008, the attendance rate for elementary and middle schools must be at least 90%; high schools must have a graduation rate of at least 75%.

### **How does the IIRC help understand the AYP status of a school?**

The IIRC offers three tools for understanding a school's Adequate Yearly Progress. You can view these for a school you have selected by clicking on "AYP & School Improvement" in the

navigation bar above the school information banner. This gives you the following information options:

1. **AYP Report** shows a school's percentages on each of the AYP criteria for all subgroups. This page also has an explanation of "Safe Harbor."
2. **AYP Ladder** shows what composite numbers a school must attain each year in reading and mathematics in order to make AYP through 2014.
3. **AYP Steps** specify the progress required for each of the nine subgroups in order to make AYP each year from 2003 to 2014.