



2015 School Quality Rating Report

Richard Henry Lee Elementary School

Overall Rating

School Quality Rating

Level 1

Accountability Status

Good Standing

Performance Indicators

Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 82% of schools nationally



African-American Priority Group

Hispanic Priority Group

Better than 80% of schools nationally



English Learners Priority Group

Better than 60% of schools nationally



Diverse Learners Priority Group

Better than 13% of schools nationally



Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 45% of schools nationally



African-American Priority Group

Hispanic Priority Group

Better than 45% of schools nationally



English Learners Priority Group

Better than 39% of schools nationally



Diverse Learners Priority Group

Better than 14% of schools nationally



NWEA Growth Percentage

Percent Making National Average Growth

56.2% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Better than 43% of schools nationally



Math attainment for 2nd grade

Better than 51% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 52% of schools nationally



Math attainment for 3rd - 8th grade

Better than 52% of schools nationally



Attendance Rate

Average Daily Attendance Rate

95.3% attendance



My Voice, My School Survey Results

Overall Rating

Well Organized



English Learner Progress

Growth on ACCESS exam

51.7% of students making target growth



Data Quality

Data Quality Index score

100% success



For more information...

The School Quality Rating Policy (SQR) is the district's policy for evaluating each school's academic performance each year. The rating on this report is based on how the school performed in the 2014-2015 school year, and it is used to determine the school's accountability status for the 2015-2016 school year. You can find more information about the SQR at <http://www.cps.edu/sqr>.

Ratings Legend

