

Maywood-Melrose Park-Broadview 89

Melrose Park, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	2.1	39.9	56.7	0.4	0.0	0.0	0.9	81.5	26.2	13.6		4.0	16.6	94.9	5,440
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

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.

IEP students are those students eligible to receive special education services.

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.

Total Enrollment is based on [Home School](#).

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	97.7	20.6		17.0	259.0
State	96.0	18.8		13.6	211.3

* 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
District	22.4	22.2	23.0	24.0	21.1	20.5	21.7	20.7	23.9	
State	20.9	21.6	21.8	22.3	22.9	23.3	22.0	21.3	21.3	

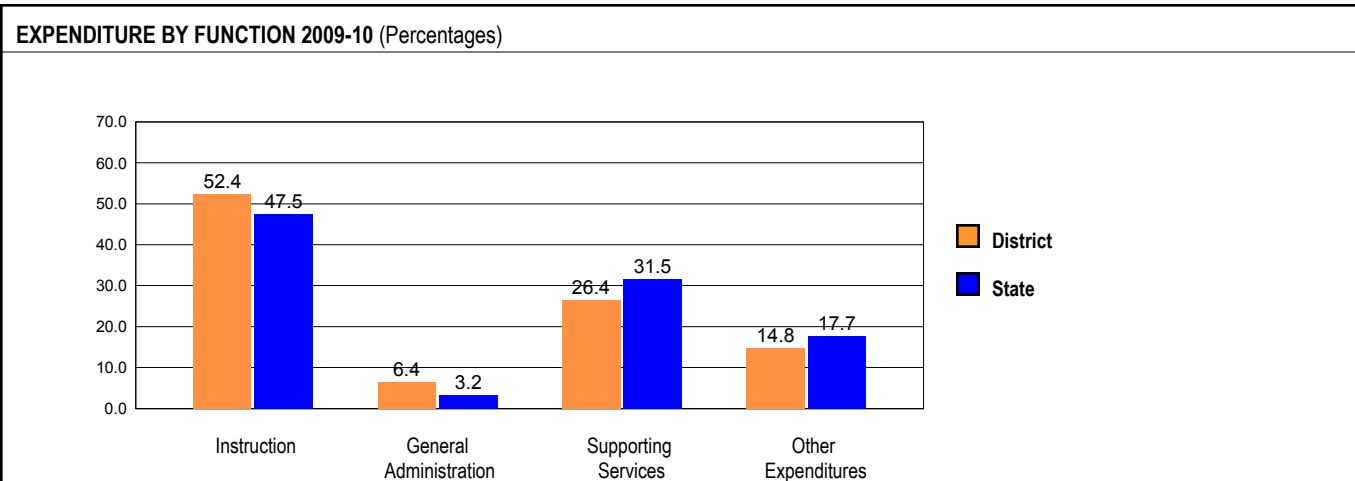
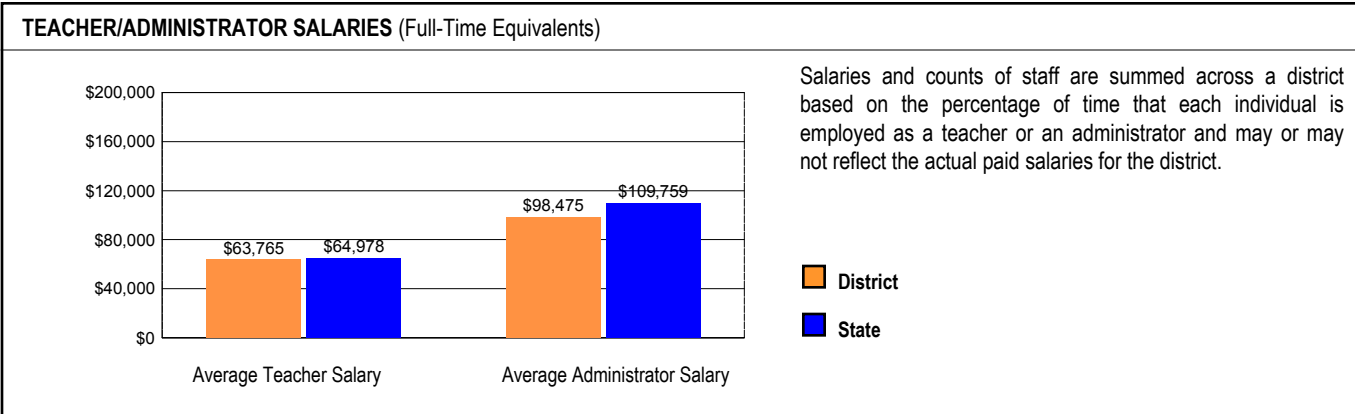
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
District	60	60	45	18	59	45	200	122	90	18	43	45
State	60	55	52	30	43	44	143	103	91	30	43	44

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	62.0	18.2	4.3	0.7	0.0	0.0	9.3	5.4	14.7	85.3	277
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

TEACHER INFORMATION (Continued)						
		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
District:	All Schools	11.8	46.1	53.9	1.4	0.4
	High Poverty Schools	11.9	47.0	53.0	1.5	0.0
	Low Poverty Schools					
State:	All Schools	13.2	39.5	60.4	0.6	0.8
	High Poverty Schools	13.0	41.4	58.5	1.4	3.3
	Low Poverty Schools	12.9	31.5	68.4	0.2	0.0

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$14,082,944	24.1	58.9	Education	\$52,468,563	89.2	72.9
Other Local Funding	\$2,283,213	3.9	6.4	Operations & Maintenance	\$1,303,182	2.2	6.0
General State Aid	\$24,206,704	41.4	14.9	Transportation	\$1,079,887	1.8	3.8
Other State Funding	\$4,687,932	8.0	7.5	Debt Service	\$2,105,970	3.6	7.2
Federal Funding	\$13,223,417	22.6	12.4	Tort	\$421,353	0.7	1.2
TOTAL	\$58,484,210			Municipal Retirement/ Social Security	\$1,451,701	2.5	1.9
				Fire Prevention & Safety	\$0	0.0	0.7
				Site & Construction/ Capital Improvement	\$0	0.0	6.4
				TOTAL	\$58,830,656		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$122,748	2.21	\$6,101	\$9,936
State	**	**	\$6,773	\$11,537

** 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

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP is sponsored by the U.S. Department of Education and administered to students in grade 4, 8, and 12. Only grade 4 and 8 results are required to be reported.

Achievement levels reflect what students should know and be able to do. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board for NAEP sets specific achievement levels for each subject area and grade. To provide a context for interpreting student performance, NAEP results are reported as percentages of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels, and at the *Advanced* level.

Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced represents superior performance.

The four achievement levels (below basic, basic, proficient, and advanced) are reported as level 1 through level 4, respectively. Please note that only state results are reported.

Grade 4

Grade 4 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	35.3	32.4	23.7	8.6	20.4	41.9	30.9	6.7

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	22.0	34.2	31.8	12.0	9.5	38.9	42.1	9.5
Black	59.8	28.8	10.1	1.4	45.8	43.3	10.3	0.6
Hispanic	52.0	32.4	13.5	2.1	28.0	51.7	18.8	1.5
Asian	9.2	27.4	36.2	27.1	3.0	23.9	48.0	25.1
American Indian								

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	70.3	22.3	6.6	0.8	47.2	42.2	9.8	0.8

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	67.2	18.1	10.6	4.1	38.2	38.6	19.3	3.9

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	53.4	31.7	13.0	1.8	34.2	47.9	16.8	1.1

Grade 4 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	79.5	85.3
Students with Disabilities	81.6	88.2

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	23.5	43.8	30.4	2.3	27.4	39.5	25.9	7.2

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	13.9	43.8	39.2	3.1	14.6	41.6	33.6	10.2
Black	46.2	43.6	10.0	0.2	58.6	32.6	8.1	0.7
Hispanic	34.9	46.7	18.1	0.3	40.6	42.4	15.9	1.1
Asian	7.6	32.5	52.1	7.8	10.8	29.6	40.6	19.0
American Indian								

Grade 8 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	72.0	23.5	4.5	0.0	68.3	24.3	7.1	0.3

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	62.9	27.2	9.6	0.3	62.2	29.9	6.9	1.1

Grade 8 - Economically Disadvantaged

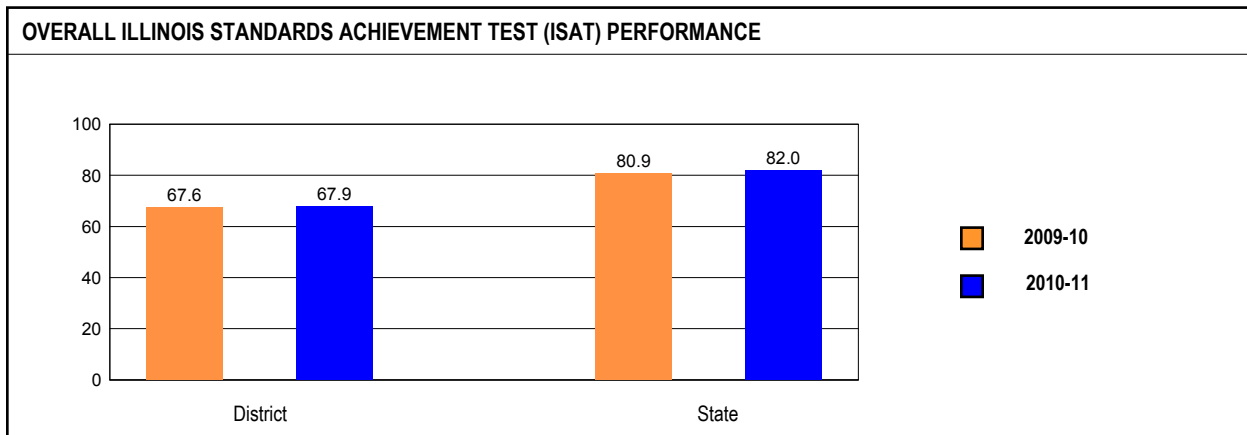
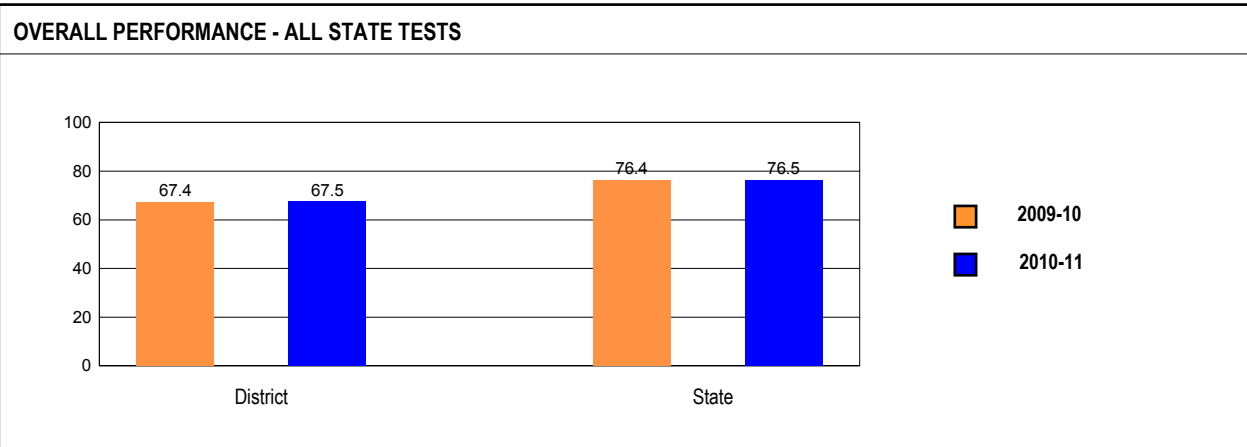
Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	40.2	43.6	15.7	0.5	46.9	38.6	12.8	1.7

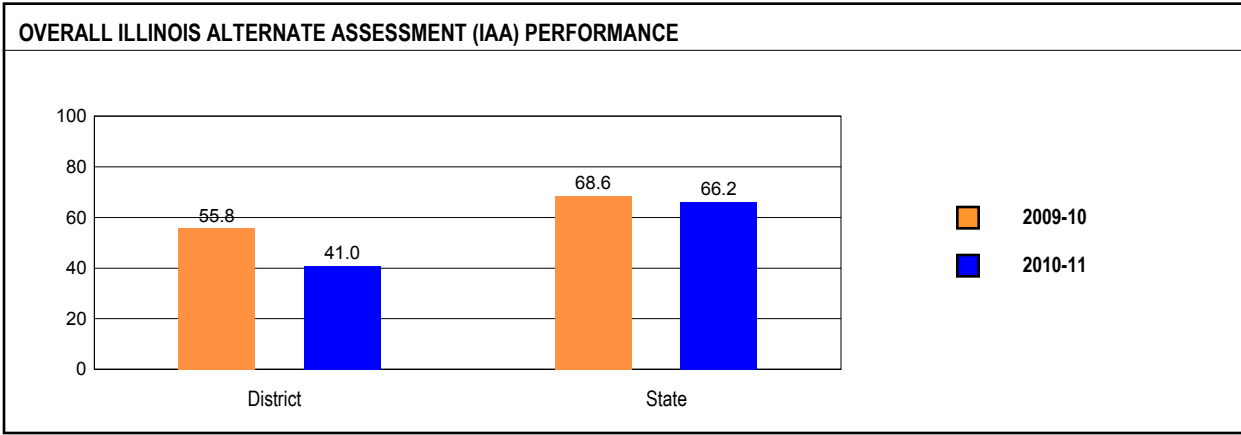
Grade 8 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	76.0	81.4
Students with Disabilities	78.0	80.3

OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading, mathematics, and science.

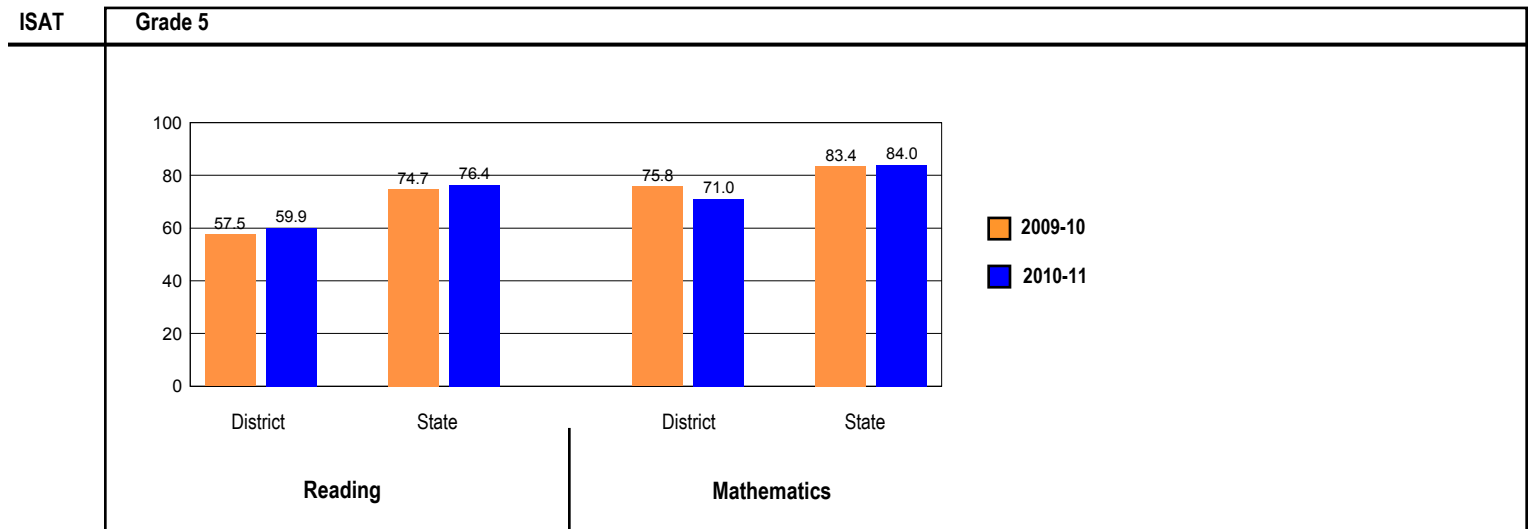
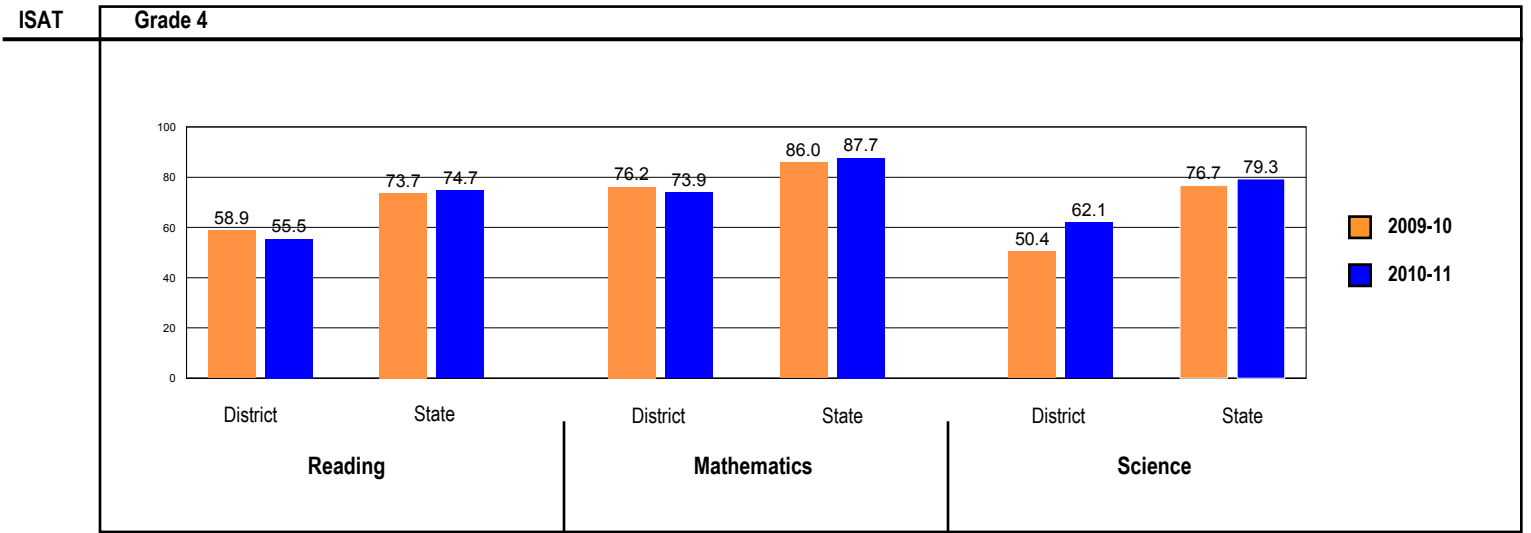
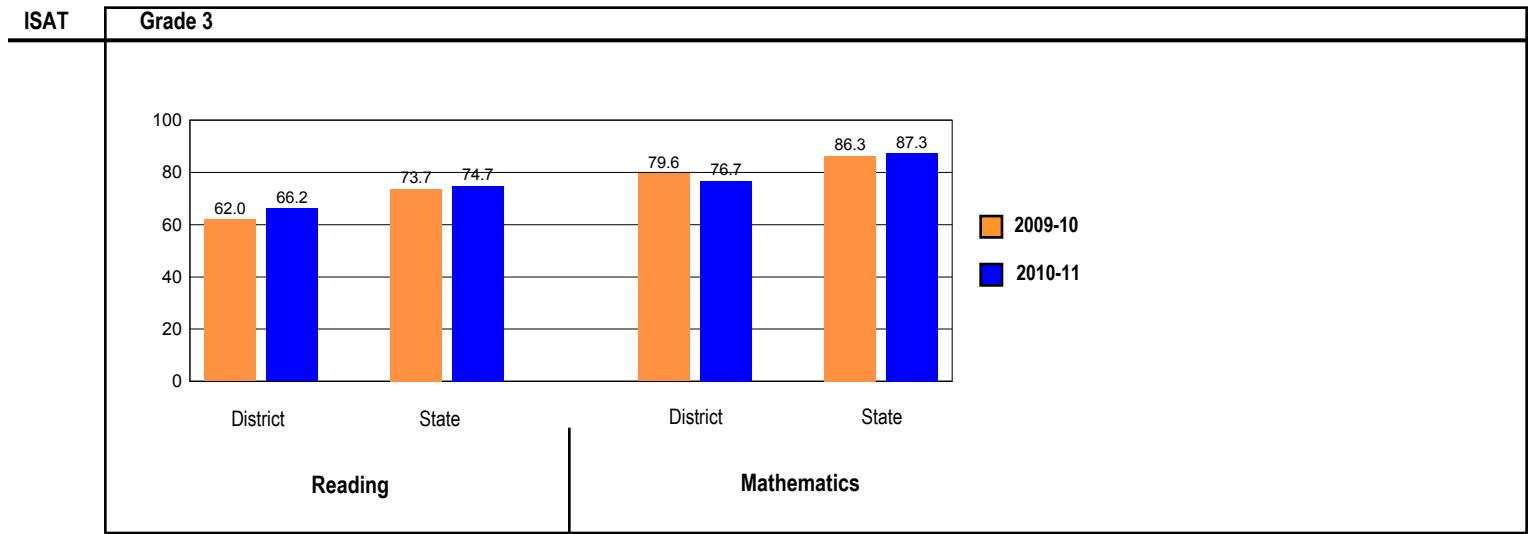




IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

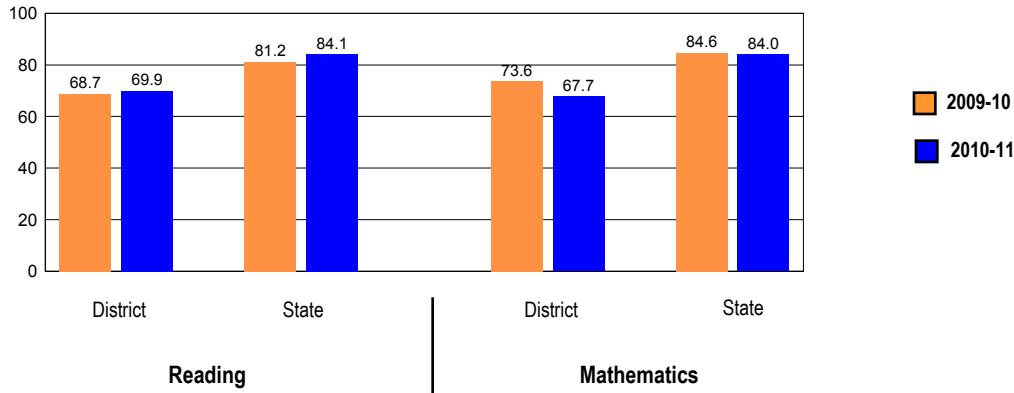
ISAT PERFORMANCE

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.



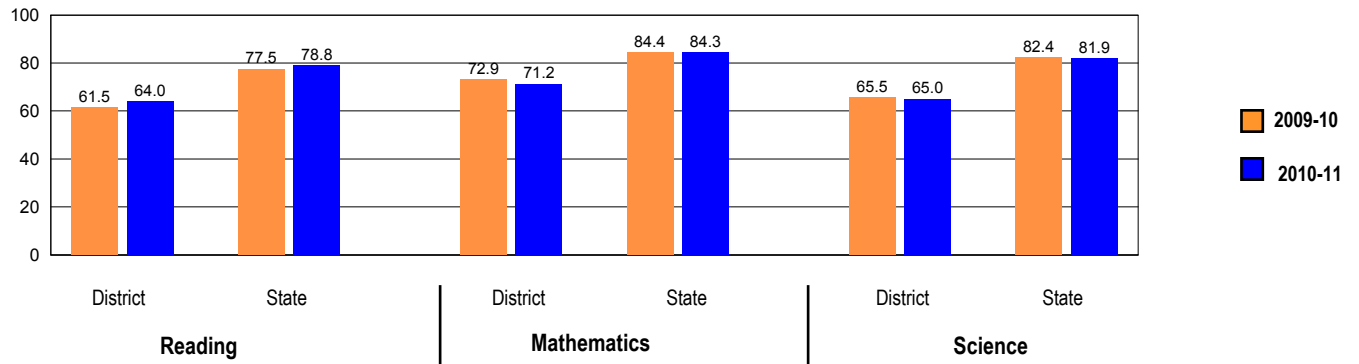
ISAT

Grade 6



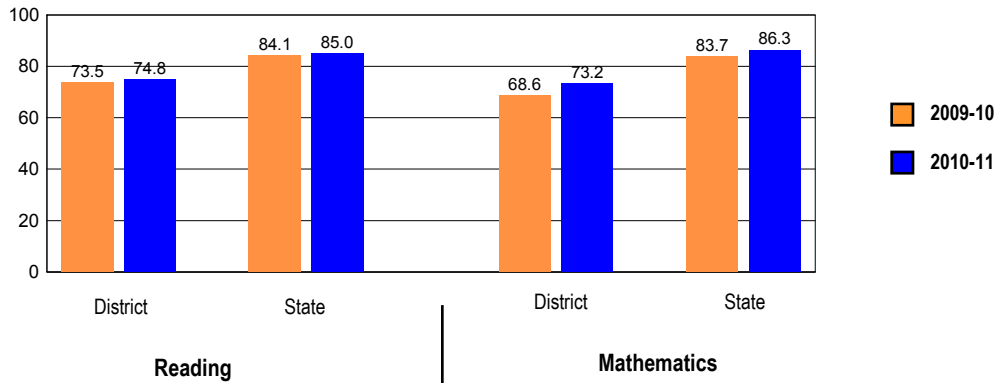
ISAT

Grade 7



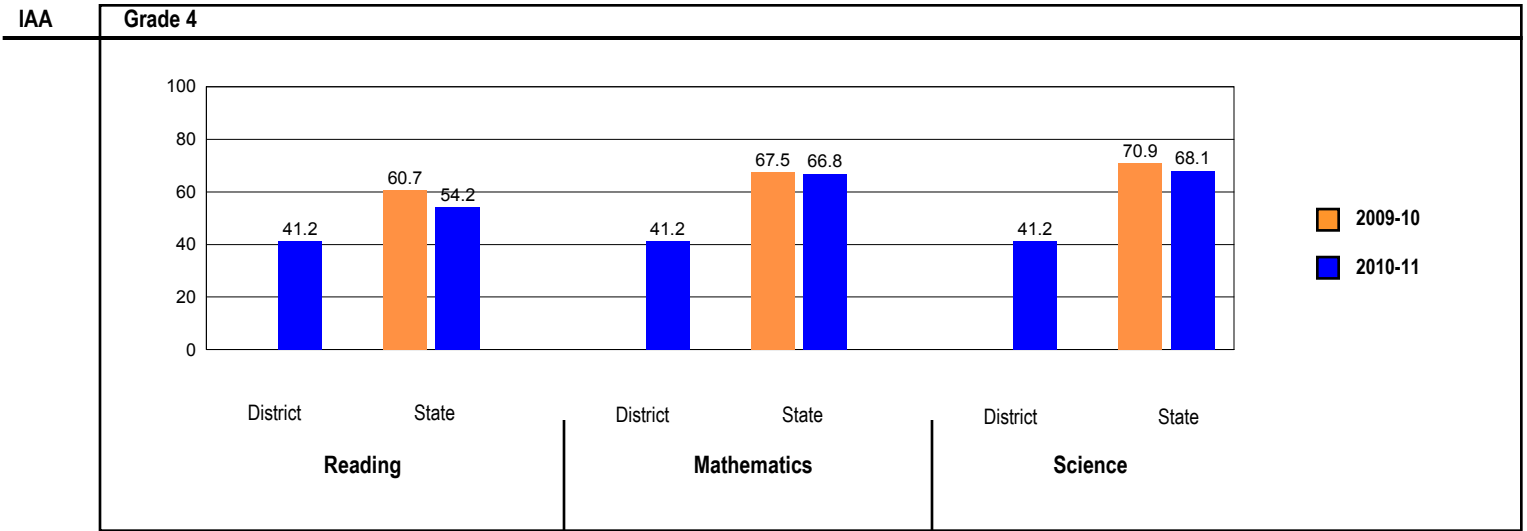
ISAT

Grade 8



IAA 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 IAA.



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.

		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	3,471	1,787	1,684	72	1,447	1,913	16	0	0	23	639	0	483	2,458
	Reading	0.3	0.3	0.2	0.0	0.4	0.2	0.0			0.0	0.6		1.0	0.2
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.4	0.5	0.7	0.4	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	3,478	1,790	1,688	72	1,445	1,922	16	0	0	23	648	0	482	2,465
	Mathematics	0.3	0.4	0.3	0.0	0.4	0.3	0.0			0.0	0.6		1.2	0.2
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	1,203	621	582	26	486	674	5	0	0	12	213	0	176	800
	Science	0.3	0.0	0.7	0.0	0.2	0.4				0.0	0.5		0.0	0.5
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* 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 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	8.9	24.9	51.4	14.8	6.1	17.2	55.7	21.0
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	District	10.9	27.1	47.5	14.5	7.9	16.1	51.0	25.0
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	District	6.6	22.5	55.7	15.1	4.1	18.5	60.9	16.6
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	District	10.0	40.0	40.0	10.0	0.0	10.0	50.0	40.0
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	District	11.5	20.7	53.8	13.9	10.6	20.7	51.4	17.3
	State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic	District	7.5	27.4	50.4	14.7	3.7	15.8	58.0	22.4
	State	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	District								
	State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	District								
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 3 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
District		9.0	35.7	46.2	9.0	6.3	18.5	60.4	14.9
	State	15.4	42.1	37.7	4.8	6.0	20.6	55.5	18.0

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	District	32.6	41.3	21.7	4.3	23.9	30.4	37.0	8.7
	State	20.9	35.2	33.4	10.4	9.2	21.3	46.9	22.5
Non-IEP	District	6.8	23.5	54.0	15.7	4.5	16.1	57.3	22.1
	State	3.6	17.2	49.6	29.5	2.0	8.2	42.6	47.2

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	District	9.0	26.1	51.6	13.3	6.3	18.0	55.7	20.0
	State	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible	District	8.5	20.8	50.8	20.0	5.4	14.6	55.4	24.6
	State	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	2.5	42.0	41.2	14.3	2.2	23.9	64.5	9.4	7.6	30.3	56.7	5.4
State	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	3.2	48.4	38.3	10.1	2.9	24.4	63.0	9.7	7.8	31.5	55.5	5.2
	State	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female	District	1.7	35.2	44.3	18.8	1.4	23.4	66.1	9.1	7.3	29.0	58.0	5.6
	State	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	42.9	50.0	7.1	0.0	14.3	78.6	7.1	0.0	7.1	92.9	0.0
	State	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black	District	4.0	41.6	46.0	8.4	4.0	28.0	63.6	4.4	10.6	36.3	50.9	2.2
	State	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
Hispanic	District	1.7	42.5	38.2	17.6	1.2	22.0	65.0	11.8	5.8	27.5	60.0	6.7
	State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	District												
	State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander	District												
	State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian	District												
	State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races	District												
	State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	4.0	68.0	27.3	0.7	2.0	40.0	54.7	3.3	11.3	43.3	44.0	1.3
State	3.2	62.9	30.6	3.2	3.7	29.7	61.2	5.4	13.3	41.5	43.2	2.0

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	11.3	77.5	9.9	1.4	11.4	47.1	40.0	1.4	22.5	39.4	38.0	0.0
	State	4.9	56.0	29.4	9.8	5.7	29.0	55.0	10.3	9.9	31.2	50.1	8.8
Non-IEP	District	1.3	37.2	45.4	16.0	1.0	20.8	67.7	10.5	5.5	29.1	59.3	6.1
	State	0.3	19.6	46.8	33.3	0.5	8.4	60.9	30.2	2.5	15.1	59.6	22.8

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District State	1.9	42.8	40.9	14.4	2.1	23.3	64.9	9.8	8.6	29.4	56.6	5.4
	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible District State	4.2	40.0	41.8	13.9	2.4	25.6	63.4	8.5	4.8	32.7	57.0	5.5
	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District State	1.1	39.0	46.8	13.2	1.8	27.2	66.4	4.7
	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male District State	1.7	42.1	42.1	14.0	2.7	28.7	63.8	4.8
	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female District State	0.4	35.5	51.9	12.2	0.8	25.5	69.2	4.6
	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White District State								
	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black District State	2.2	39.3	48.2	10.3	3.6	31.7	63.4	1.3
	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic District State	0.3	39.5	46.2	14.0	0.6	23.7	69.6	6.0
	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian District State								
	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander District State								
	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian District State								
	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races District State								
	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 5 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District State	0.0	77.3	20.5	2.3	1.1	50.0	47.8	1.1
	1.8	70.0	25.9	2.2	2.0	43.0	52.3	2.6

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP District	6.8	80.8	12.3	0.0	6.8	57.5	34.2	1.4
	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP District	0.2	32.6	52.0	15.2	1.0	22.6	71.2	5.2
	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District	1.2	38.7	46.6	13.5	1.4	26.9	66.6	5.1
	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible District	0.8	40.0	47.2	12.0	3.2	28.0	65.6	3.2
	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District State	0.2	29.9	60.9	9.1	1.3	31.0	59.7	8.0
	0.2	15.7	56.8	27.3	0.6	15.5	58.0	25.9

Grade 6 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male District	0.3	39.0	54.1	6.6	1.0	34.5	56.9	7.6
	0.3	19.1	57.1	23.5	0.7	16.8	56.2	26.3
Female District	0.0	19.3	68.7	12.0	1.6	26.9	63.1	8.4
	0.1	12.2	56.5	31.3	0.5	14.0	59.9	25.6

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White District	0.0	30.8	38.5	30.8	0.0	30.8	53.8	15.4
	0.1	9.4	54.7	35.8	0.3	8.9	56.8	34.0
Black District	0.0	30.9	60.4	8.7	1.7	38.3	53.9	6.1
	0.4	28.1	60.0	11.4	1.3	30.1	58.6	10.0
Hispanic District	0.3	29.2	62.0	8.5	1.0	25.4	64.4	9.2
	0.2	21.7	61.6	16.4	0.7	20.5	63.8	15.1
Asian District								
	0.1	6.0	41.5	52.4	0.2	4.7	38.4	56.6
Native Hawaiian/Pacific Islander District								
	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
American Indian District								
	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
Two or More Races District								
	0.1	12.9	55.1	31.8	0.4	13.3	57.1	29.1

Grade 6 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	1.3	57.9	40.8	0.0	2.6	49.4	46.8	1.3
State	0.9	57.6	39.3	2.2	2.5	46.6	47.4	3.6

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	1.2	82.9	15.9	0.0	3.7	77.8	18.5	0.0
	State	1.3	51.5	41.8	5.4	3.1	46.0	45.0	5.9
Non-IEP	District	0.0	20.4	68.9	10.7	0.9	22.7	67.0	9.4
	State	0.0	10.3	59.1	30.6	0.2	10.9	60.0	28.9

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.3	30.4	59.4	9.9	1.6	29.7	61.4	7.3
	State	0.3	24.5	61.2	13.9	0.9	24.0	62.0	13.1
Not Eligible	District	0.0	28.7	64.3	7.0	0.6	34.2	55.7	9.5
	State	0.1	7.0	52.4	40.5	0.2	7.0	54.1	38.7

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.5	35.5	54.7	9.3	4.7	24.1	58.6	12.6	12.9	22.1	57.4	7.7
State	0.4	20.8	58.0	20.8	2.2	13.5	53.9	30.4	5.7	12.4	57.8	24.1

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	1.0	40.5	52.0	6.4	6.4	24.3	59.8	9.5	14.3	22.1	54.8	8.8
	State	0.6	24.9	56.8	17.7	2.8	15.0	51.7	30.5	6.8	12.4	54.5	26.4
Female	District	0.0	30.3	57.4	12.3	2.8	23.9	57.4	15.8	11.4	22.1	60.1	6.4
	State	0.2	16.5	59.3	24.1	1.5	12.0	56.2	30.3	4.6	12.4	61.3	21.7

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	16.7	58.3	25.0	0.0	8.3	66.7	25.0	9.1	0.0	63.6	27.3
	State	0.2	14.4	58.3	27.1	1.1	8.5	51.4	38.9	2.9	6.8	55.9	34.5
Black	District	1.2	44.3	48.0	6.6	9.0	25.8	57.0	8.2	17.4	24.9	53.9	3.7
	State	0.9	34.3	55.7	9.1	4.9	24.4	58.3	12.4	12.3	22.9	58.4	6.5
Hispanic	District	0.0	30.1	59.5	10.4	1.6	23.7	59.8	14.9	9.8	21.0	59.0	10.2
	State	0.5	26.6	60.9	11.9	2.6	17.7	59.8	19.9	7.5	17.9	63.3	11.3
Asian	District												
	State	0.2	8.2	48.9	42.6	0.8	4.8	33.6	60.9	2.4	5.3	50.2	42.0
Native Hawaiian/Pacific Islander	District												
	State	0.0	13.6	57.4	29.0	0.6	7.1	50.0	42.3	4.2	7.7	59.5	28.6
American Indian	District												
	State	1.0	30.4	55.5	13.1	3.5	19.3	56.4	20.7	8.3	16.3	59.1	16.3
Two or More Races	District												
	State	0.3	19.2	57.6	22.9	2.1	13.3	52.6	32.0	4.8	11.3	55.9	28.1

Grade 7 - Limited-English-Proficient

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
District		0.0	85.0	15.0	0.0	8.3	56.7	35.0	0.0	26.7	48.3	25.0	0.0
	State	2.3	66.0	30.6	1.1	8.1	40.5	47.0	4.3	22.8	37.2	38.8	1.3

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	1.2	80.2	18.5	0.0	17.5	61.3	21.3	0.0	41.8	27.8	30.4	0.0
	State	2.4	61.2	33.0	3.4	11.1	39.7	42.9	6.2	20.4	27.0	46.1	6.5
Non-IEP	District	0.4	28.3	60.5	10.8	2.6	18.2	64.6	14.6	8.3	21.2	61.7	8.9
	State	0.1	14.8	61.7	23.4	0.9	9.7	55.5	33.9	3.5	10.2	59.5	26.7

Grade 7 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.5	33.8	55.8	9.9	5.5	23.1	59.6	11.8	12.2	20.2	59.6	8.0
	State	0.7	31.0	58.3	10.0	3.5	20.6	59.4	16.4	9.2	19.3	61.1	10.4
Not Eligible	District	0.5	38.4	52.8	8.3	3.2	25.9	56.9	13.9	14.0	25.2	53.7	7.0
	State	0.1	11.2	57.7	30.9	0.9	6.9	48.7	43.4	2.4	5.9	54.7	36.9

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
District		0.0	25.2	73.4	1.4	0.4	26.5	61.3	11.9
	State	0.2	14.8	74.9	10.1	0.4	13.3	54.5	31.8

Grade 8 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	District	0.0	37.1	61.0	2.0	0.4	31.5	57.8	10.4
	State	0.3	17.9	73.0	8.9	0.5	15.1	53.1	31.3
Female	District	0.0	15.7	83.3	1.0	0.3	22.4	64.1	13.1
	State	0.1	11.6	76.8	11.5	0.3	11.5	56.0	32.2

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	District	0.0	0.0	100.0	0.0	0.0	0.0	38.5	61.5
	State	0.1	9.7	75.9	14.3	0.3	8.4	50.9	40.5
Black	District	0.0	34.4	64.8	0.7	0.7	38.1	53.3	7.8
	State	0.3	25.6	71.7	2.4	0.8	25.4	60.6	13.2
Hispanic	District	0.0	17.3	80.5	2.2	0.0	16.4	70.2	13.5
	State	0.2	19.7	76.0	4.1	0.5	17.0	61.8	20.8
Asian	District								
	State	0.1	5.9	70.6	23.4	0.2	3.7	34.3	61.9
Native Hawaiian/Pacific Islander	District								
	State	0.6	9.7	73.3	16.4	1.2	8.5	48.5	41.8
American Indian	District								
	State	0.0	20.8	74.0	5.2	1.1	19.4	55.3	24.2
Two or More Races	District								
	State	0.1	14.3	73.4	12.2	0.6	11.8	54.3	33.3

Grade 8 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
District		0.0	45.9	54.1	0.0	0.0	23.8	73.8	2.4
	State	0.8	55.5	43.4	0.2	1.4	39.5	53.8	5.3

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	District	0.0	69.9	30.1	0.0	1.4	65.8	31.5	1.4
	State	1.0	51.5	46.2	1.3	2.4	46.6	45.3	5.7
Non-IEP	District	0.0	18.6	79.8	1.6	0.2	20.6	65.7	13.5
	State	0.1	9.4	79.1	11.4	0.1	8.5	55.8	35.6

Grade 8 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	District	0.0	23.8	74.7	1.5	0.3	24.9	62.7	12.1
	State	0.3	22.7	73.5	3.4	0.7	20.6	61.3	17.4
Not Eligible	District	0.0	28.6	70.2	1.2	0.6	30.1	57.8	11.4
	State	0.1	7.8	76.1	16.1	0.2	6.8	48.4	44.6

ILLINOIS ALTERNATE ASSESSMENT (IAA)

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. The table below presents the percentages of student scores in each of four performance levels.

- Level 1 -- Entry - Students do not demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards.
- Level 2 --Foundational- Students demonstrate emerging knowledge and skills in the subject as linked to the Illinois Learning Standards. Students exhibit an ability to reproduce knowledge and skills.
- Level 3 -- Satisfactory - Students demonstrate basic knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit an ability to associate their knowledge and skills.
- Level 4 -- Mastery - Students demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit the ability to apply their knowledge and skills.

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	47.1	11.8	29.4	11.8	35.3	23.5	35.3	5.9	35.3	23.5	11.8	29.4
State	21.2	24.6	38.3	15.9	14.8	18.5	50.1	16.6	12.8	19.1	27.6	40.5

Grade 4 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District	45.5	9.1	27.3	18.2	27.3	27.3	36.4	9.1	27.3	27.3	9.1	36.4
State	21.8	24.4	38.0	15.8	15.1	17.9	49.6	17.4	12.2	19.7	27.4	40.7
Female												
District												
State	20.3	24.6	39.1	16.0	14.3	19.2	51.2	15.3	14.0	18.1	27.8	40.1

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
District													
State	18.2	22.8	41.9	17.1	11.8	17.2	52.2	18.8	10.1	17.6	27.6	44.7	
Black													
District	50.0	10.0	20.0	20.0	40.0	10.0	40.0	10.0	40.0	10.0	10.0	40.0	
State	23.9	25.6	35.0	15.5	18.3	18.5	47.8	15.5	17.8	17.8	28.2	36.2	
Hispanic													
District													
State	22.3	26.2	36.5	15.0	17.0	18.9	49.6	14.5	13.3	21.1	27.0	38.6	
Asian													
District													
State	28.2	33.8	28.2	9.9	16.9	26.8	46.5	9.9	12.7	26.8	33.8	26.8	
Native Hawaiian/Pacific Islander													
District													
State													
American Indian													
District													
State													
Two or More Races													
District													
State	29.3	19.0	36.2	15.5	17.2	19.0	44.8	19.0	13.8	29.3	19.0	37.9	

2011 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this district making Adequate Yearly Progress (AYP)?	No
Is this district making AYP in Reading?	No
Is this district making AYP in Mathematics?	No

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?		Yes
2011-12 Federal Improvement Status	Corrective Action Year 3	
2011-12 State Improvement Status	Academic Watch Status Year 3	

	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		85.0			85.0			91.0		82.0	
All	99.7	Yes	99.7	Yes	65.0		No	72.5		No	94.9	Yes		
White	100.0	Yes	100.0	Yes	73.0	84.8	No	85.7		Yes	93.7			
Black	99.6	Yes	99.6	Yes	61.1	67.2	No	64.2	72.0	No	93.8			
Hispanic	99.8	Yes	99.7	Yes	67.2	68.1	Yes	77.6	81.6	No	95.8			
Asian														
Native Hawaiian/ Pacific Islander														
American Indian Two or More Races														
LEP	99.4	Yes	99.4	Yes	47.2	46.5	Yes	67.9	72.6	No	95.8			
Students with Disabilities	99.0	Yes	98.8	Yes	19.8	31.9	No	33.6	48.8	No	93.4			
Economically Disadvantaged	99.8	Yes	99.8	Yes	65.7	67.7	No	73.7	77.6	No	94.9			

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% 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 meet subgroup minimum targets on achievement.

FEDERAL SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in Federal School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 10

Number of Title I schools: 10

Number of Title I schools in Federal School Improvement Status: 9

Percent of schools in Federal School Improvement Status: 90.0%

School ID	School Name	Years in School Improvement
060160890022002	Emerson Elem School	1
060160890022003	Garfield Elem School	11
060160890022004	Irving Elem School	11
060160890022005	Lexington Elem School	11
060160890022006	Lincoln Elem School	3
060160890022007	Melrose Park Elem School	11
060160890022008	Roosevelt Elem School	2
060160890022010	Stevenson Elem School	4
060160890022012	Washington Elem School	1

2011 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability Classification for the district is:	Comprehensive
Is this district making AYP in the "ALL" subgroup in reading?	No
Is this district making AYP in the "ALL" subgroup in math?	No

In 2008, the Illinois State Board of Education 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 districts in federal improvement status that do not make AYP.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a district's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between districts that need focused supports verses more comprehensive interventions.

If a district does make AYP in ALL-student group in both reading and math, this district will be classified as a focused district; otherwise, the district will be identified as a comprehensive district.