

**STEVENSON ELEM SCHOOL
MAYWOOD-MELROSE PARK-BROADVIEW-89
MELROSE PARK, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : K 1 2 3 4 5 6 7 8

State and federal laws require public school districts to release school report cards to the public each year.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	17.5	2.4	76.9	3.0	0.1	34.6	13.0		2.2	23.0	95.6	824
District	4.4	58.2	36.5	0.8	0.0	54.6	2.9		0.5	33.7	95.8	5,959
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3		1.9	16.4	94.0	2,044,539

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*

	Percent
School	97.0
District	94.5
State	95.9

AVERAGE CLASS SIZE (as of the first school day in May)

Grade	Grade	Grade	Grade	Grade	High School
K	1	3	6	8	
27.3	21.0	23.5	26.0	30.5	
21.8	21.9	23.4	21.1	21.8	
20.6	21.3	22.5	23.6	22.8	

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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19.9		15.7	212.8
18.4	18.2	13.8	221.1

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

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	40	43	45	29	53	53	176	118	114	18	43	45
District	56	58	48	30	55	56	152	109	98	18	43	46
State	56	52	49	30	43	44	146	107	94	31	43	44

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	64.1	27.4	7.3	1.2	0.0	13.7	86.3	330
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

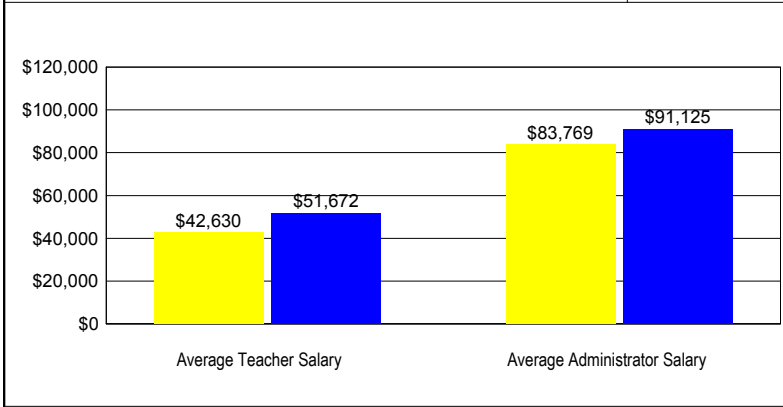
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	2.6	0.0
District	10.3	72.7	27.3	6.1	3.2
State	13.9	53.9	46.0	2.5	2.1

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

* Data based on No Child Left Behind (NCLB) definition.

SCHOOL DISTRICT FINANCES

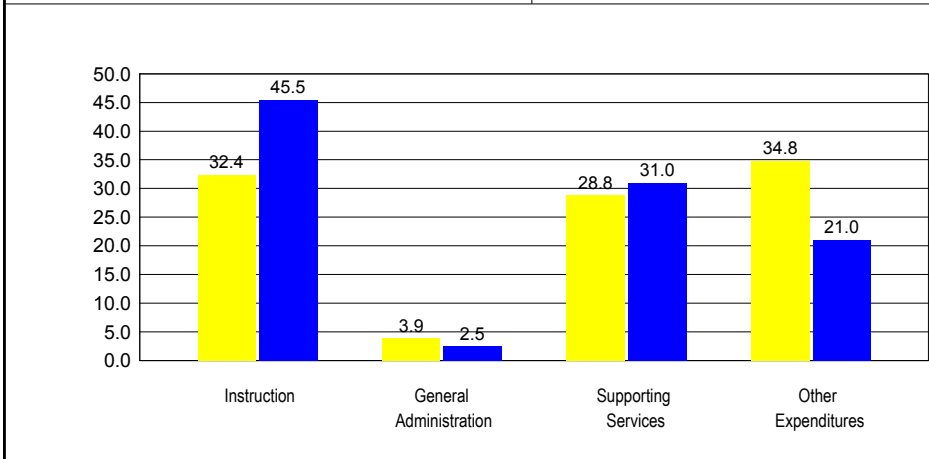
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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.

■ District
■ State

EXPENDITURE BY FUNCTION 2001-02 (Percentages)



■ District
■ State

REVENUE BY SOURCE 2001-02				EXPENDITURE BY FUND 2001-02			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$11,454,047	29.7	55.4	Education	\$32,045,094	59.8	69.7
Other Local Funding	\$1,583,302	4.1	6.1	Operations & Maintenance	\$14,213,028	26.5	8.9
General State Aid	\$18,795,407	48.8	18.7	Transportation	\$568,322	1.1	3.4
Other State Funding	\$2,156,044	5.6	12.5	Bond and Interest	\$2,238,263	4.2	5.7
Federal Funding	\$4,534,130	11.8	7.3	Rent			0.0
TOTAL	\$38,522,930			Municipal Retirement/ Social Security	\$709,201	1.3	1.5
				Fire Prevention & Safety			1.0
				Site & Construction/ Capital Improvement	\$3,810,495	7.1	9.8
				TOTAL	\$53,584,403		

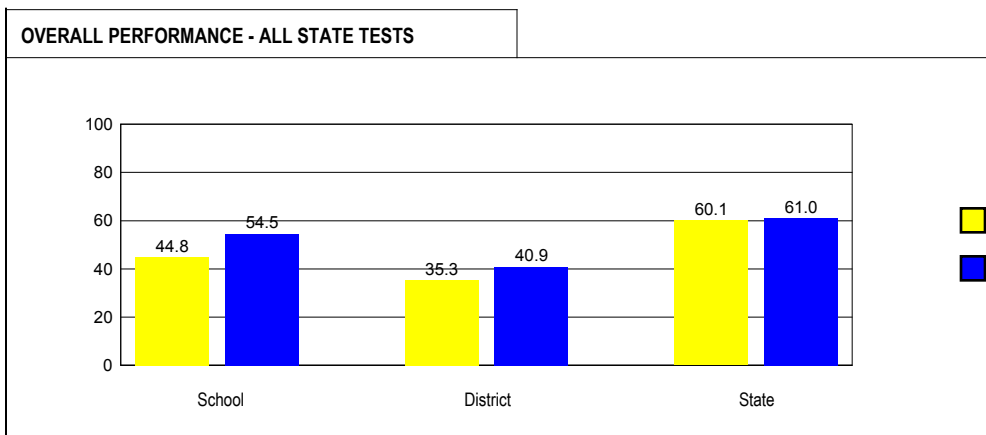
OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$58,238	3.21	\$2,848	\$5,183
State	**	**	\$4,842	\$8,181

** 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.

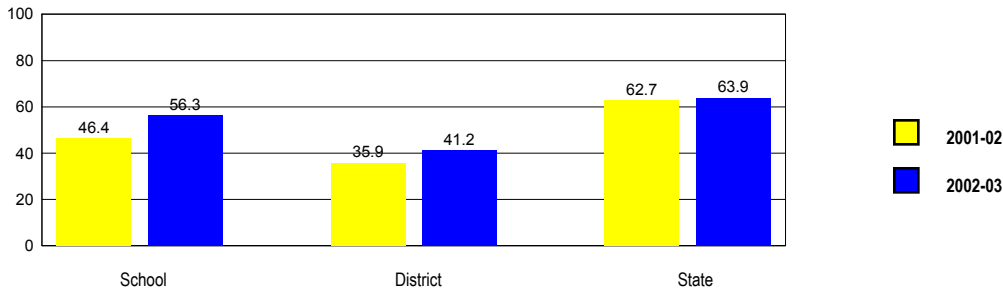
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

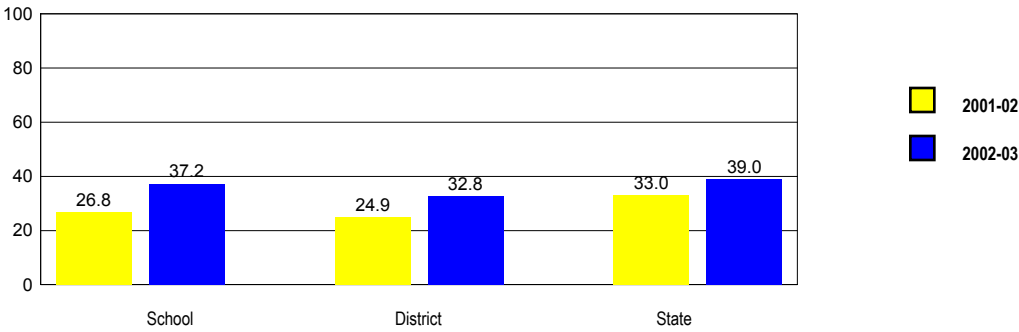
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



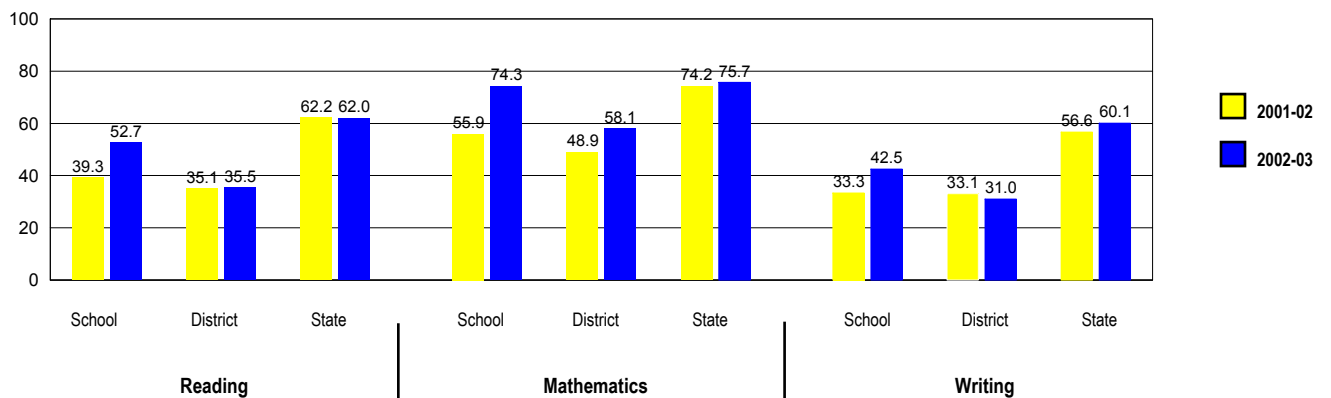
OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE



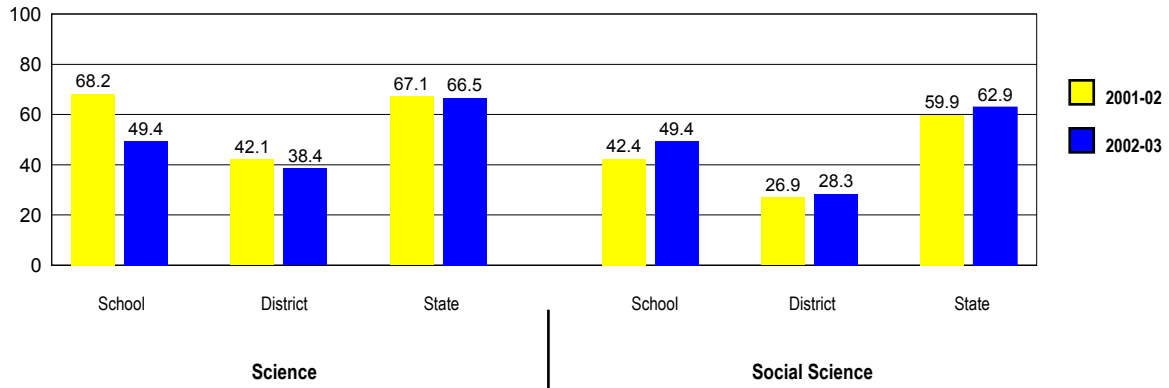
ISAT PERFORMANCE

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.

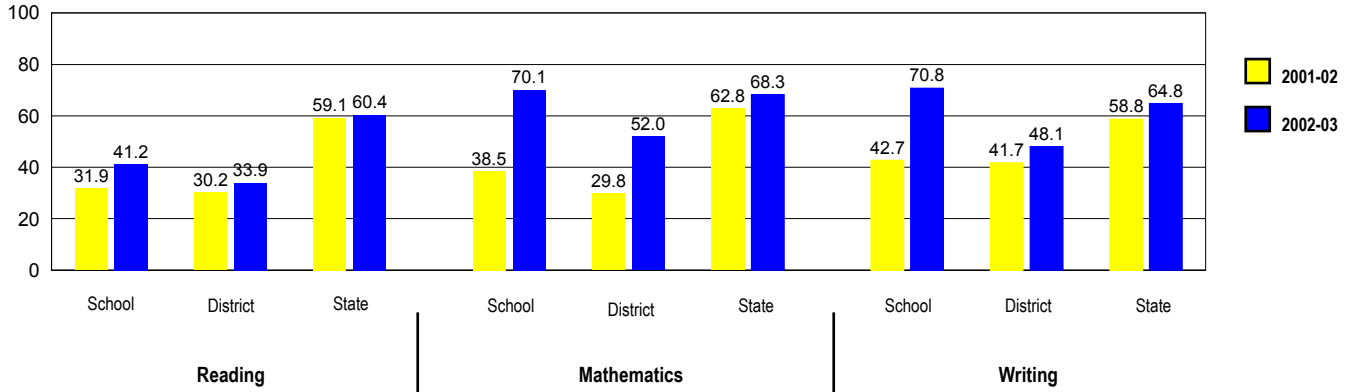
ISAT Grade 3



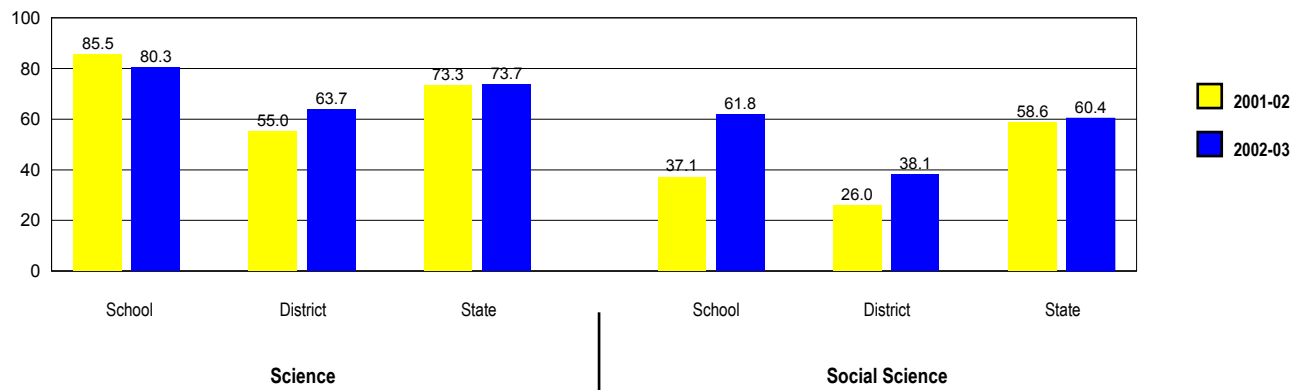
ISAT Grade 4



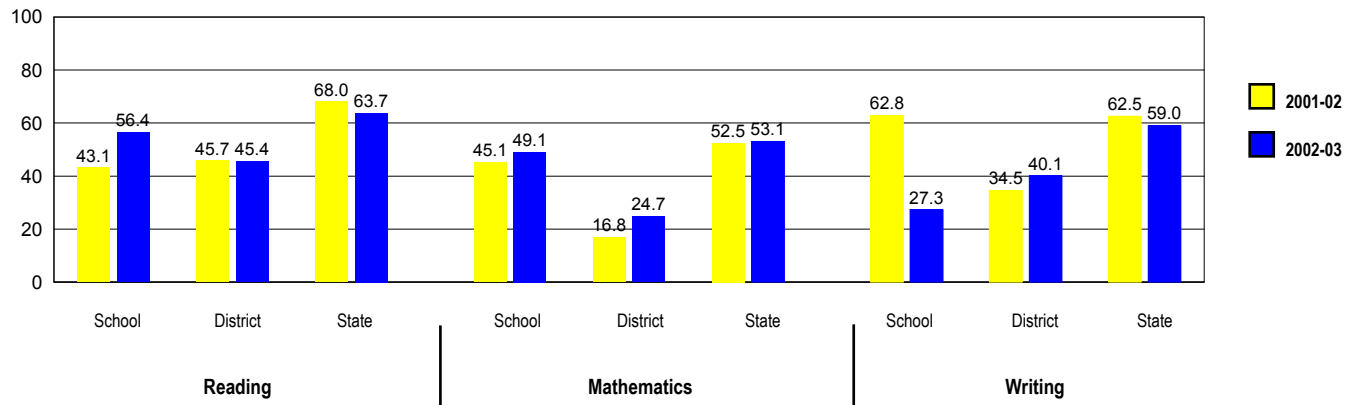
ISAT Grade 5



ISAT Grade 7



ISAT Grade 8



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results 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, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. 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 or Section 504 Plan. 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. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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													
		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
School	*Enrollment	227	105	122	30	3	187	7	0	29	0	21	152
	Reading	0.0	1.9	0.0	0.0		3.2			0.0		0.0	6.6
	Mathematics	0.0	1.9	0.0	0.0		2.7			0.0		0.0	2.6
District	*Enrollment	2,024	1,021	1,001	57	1,288	658	14	0	116	0	189	1,420
	Reading	0.0	0.0	1.6	0.0	0.0	0.8	7.1		1.7		0.0	1.8
	Mathematics	0.0	0.0	1.8	0.0	0.0	0.6	7.1		0.9		0.0	1.1
State	*Enrollment	616,170	313,399	302,581	366,187	127,748	97,933	21,960	936	35,949	310	82,419	234,696
	Reading	0.4	0.4	0.5	1.4	2.6	2.0	1.2	0.0	4.1	0.0	0.0	10.4
	Mathematics	0.5	0.6	0.6	1.5	2.8	2.2	1.3	0.0	4.7	0.0	0.0	10.6

* Enrollment on the first day of state testing.

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				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	8.1	39.2	47.3	5.4	1.4	24.3	58.1	16.2	11.0	46.6	42.5	0.0
District	12.3	52.1	30.3	5.2	9.9	32.0	46.8	11.3	14.9	54.2	30.8	0.2
State	8.1	29.8	40.1	21.9	6.8	17.4	44.6	31.1	7.1	32.9	57.3	2.8

Grade 3 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	15.6	43.8	37.5	3.1	3.1	34.4	50.0	12.5	16.1	58.1	25.8	0.0
District	15.0	54.1	27.2	3.8	11.5	31.5	47.0	10.0	21.1	54.6	24.3	0.0
State	9.8	31.4	39.2	19.6	7.6	16.9	43.1	32.4	9.5	35.7	52.9	1.9
Female												
School	2.4	35.7	54.8	7.1	0.0	16.7	64.3	19.0	7.1	38.1	54.8	0.0
District	9.6	50.2	33.5	6.7	8.3	32.5	46.5	12.7	8.6	53.7	37.4	0.3
State	6.4	28.1	41.1	24.3	6.0	17.9	46.2	29.9	4.5	29.9	61.8	3.8

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
District	11.1	22.2	55.6	11.1	5.9	17.6	52.9	23.5	27.8	44.4	27.8	0.0
State	3.3	20.7	45.1	30.9	2.0	9.5	45.3	43.1	3.8	25.8	66.3	4.0
Black												
District	14.5	56.9	25.1	3.6	13.6	37.1	42.5	6.8	17.3	58.3	24.2	0.2
State	18.5	46.8	29.2	5.6	17.7	33.5	40.7	8.2	14.4	46.9	38.1	0.7
Hispanic												
School	7.8	42.2	45.3	4.7	1.6	25.0	56.3	17.2	9.5	46.0	44.4	0.0
District	8.2	44.3	39.9	7.7	2.2	21.7	56.0	20.1	8.8	44.8	46.4	0.0
State	10.5	40.2	39.3	10.0	7.3	23.3	51.8	17.6	8.0	39.2	51.7	1.1
Asian/Pacific Islander												
State	1.8	15.6	45.0	37.6	1.2	5.3	36.2	57.3	1.9	21.0	71.4	5.8
Native American												
State	6.5	34.8	35.7	23.0	3.0	18.1	52.6	26.3	8.3	39.1	51.3	1.3

ISAT continued**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	5.0	42.5	50.0	2.5	0.0	30.0	55.0	15.0	7.5	50.0	42.5	0.0	
District	13.2	53.6	29.1	4.2	10.7	34.1	46.4	8.8	15.2	55.0	29.6	0.2	
State	15.1	43.6	33.7	7.6	13.3	29.1	45.1	12.5	12.2	44.3	42.7	0.8	
Not Eligible													
School	11.8	35.3	44.1	8.8	2.9	17.6	61.8	17.6	15.2	42.4	42.4	0.0	
District	9.7	47.7	34.2	8.4	7.6	25.5	47.8	19.1	13.7	51.6	34.6	0.0	
State	3.9	21.4	44.1	30.6	2.8	10.3	44.3	42.6	3.9	25.9	66.1	4.1	

Grade 4**Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	9.6	41.0	47.0	2.4	4.8	45.8	48.2	1.2
District	14.8	46.8	36.1	2.2	20.2	51.5	27.5	0.7
State	7.0	26.5	52.2	14.3	7.6	29.5	56.4	6.4

Grade 4 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male									
School	12.8	38.5	48.7	0.0	5.1	43.6	51.3	0.0	
District	15.1	46.2	35.8	3.0	21.5	49.0	28.6	0.9	
State	7.3	24.6	51.6	16.5	8.2	28.1	56.3	7.4	
Female									
School	7.0	44.2	44.2	4.7	4.7	46.5	46.5	2.3	
District	14.4	47.9	36.2	1.5	19.0	54.0	26.4	0.6	
State	6.7	28.5	52.9	12.0	7.0	31.1	56.6	5.4	

Grade 4 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White									
School	5.0	40.0	45.0	10.0	5.0	35.0	55.0	5.0	
District	5.9	29.4	52.9	11.8	8.8	35.3	52.9	2.9	
State	2.4	15.8	60.5	21.2	2.7	18.8	69.0	9.5	
Black									
District	18.7	51.1	29.2	1.0	27.3	52.2	20.2	0.2	
State	16.2	46.2	35.1	2.5	17.7	48.3	32.9	1.1	
Hispanic									
School	12.3	38.6	49.1	0.0	3.5	49.1	47.4	0.0	
District	8.9	42.1	45.8	3.3	8.3	54.2	36.1	1.4	
State	11.7	39.9	44.5	3.9	12.5	44.5	41.5	1.5	
Asian/Pacific Islander									
State	1.7	13.5	61.2	23.6	1.4	16.5	69.3	12.8	
Native American									
State	5.9	28.3	53.5	12.2	5.2	35.7	54.5	4.5	

Grade 4 - Economically Disadvantaged

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch									
School	12.0	42.0	44.0	2.0	8.0	46.0	46.0	0.0	
District	16.7	46.1	35.2	2.0	20.6	52.1	26.6	0.7	
State	13.1	41.8	41.1	3.9	14.2	45.8	38.6	1.3	
Not Eligible									
School	6.1	39.4	51.5	3.0	0.0	45.5	51.5	3.0	
District	11.0	48.2	38.1	2.8	19.4	50.2	29.5	0.9	
State	3.2	16.9	59.1	20.7	3.5	19.4	67.6	9.6	

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.5	57.4	35.3	5.9	1.5	28.4	70.1	0.0	3.1	26.2	69.2	1.5
District	1.4	64.7	28.4	5.5	6.6	41.4	50.7	1.3	10.0	41.9	47.1	1.0
State	1.0	38.6	37.3	23.1	3.5	28.1	58.6	9.7	6.2	29.0	61.3	3.5

Grade 5 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	2.9	61.8	32.4	2.9	3.0	36.4	60.6	0.0	6.3	40.6	53.1	0.0
District	1.2	67.3	27.3	4.2	7.3	41.7	49.8	1.2	13.4	47.5	38.8	0.3
State	1.4	40.0	37.0	21.6	4.2	28.3	56.9	10.6	8.8	34.3	54.9	2.0
Female												
School	0.0	52.9	38.2	8.8	0.0	20.6	79.4	0.0	0.0	12.1	84.8	3.0
District	1.4	61.5	30.1	7.0	5.6	40.0	53.0	1.4	6.2	35.1	56.9	1.8
State	0.7	37.1	37.6	24.7	2.8	27.9	60.5	8.8	3.4	23.5	68.0	5.2

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
District	0.0	50.0	37.5	12.5	0.0	26.7	73.3	0.0	6.7	26.7	60.0	6.7
State	0.5	26.0	41.7	31.8	1.3	17.3	67.6	13.7	4.2	22.8	68.3	4.7
Black												
District	2.0	67.3	25.9	4.8	8.8	46.3	43.8	1.3	12.9	44.6	41.7	0.8
State	2.2	61.9	28.5	7.3	9.1	50.8	38.7	1.5	10.9	42.1	45.9	1.1
Hispanic												
School	0.0	54.9	39.2	5.9	0.0	30.0	70.0	0.0	4.2	27.1	66.7	2.1
District	0.0	60.5	33.5	6.0	2.5	33.8	62.1	1.5	4.6	39.5	54.9	1.0
State	1.4	56.3	32.4	9.8	4.6	40.1	52.2	3.1	7.7	36.6	54.0	1.7
Asian/Pacific Islander												
State	0.2	20.9	40.5	38.4	0.8	10.2	62.7	26.3	1.9	17.3	72.3	8.5
Native American												
State	0.7	36.4	43.1	19.9	3.0	29.1	61.1	6.8	7.9	29.0	61.0	2.1

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP												
School	0.0	90.0	10.0	0.0	0.0	60.0	40.0	0.0				
District	9.7	84.7	4.2	1.4	30.7	54.7	14.7	0.0	41.7	48.3	8.3	1.7
State	5.2	69.5	19.9	5.4	14.4	50.4	33.0	2.2	25.7	42.4	31.2	0.7
Section 504												
State	0.6	39.4	41.1	18.9	1.3	29.6	61.0	8.0	7.0	41.4	49.5	2.1
Non-disabled												
School	1.7	51.7	39.7	6.9	1.8	22.8	75.4	0.0	0.0	23.2	75.0	1.8
District	0.4	62.1	31.6	6.0	3.3	39.6	55.7	1.5	6.5	41.2	51.4	0.9
State	0.3	33.5	40.1	26.0	1.7	24.4	62.9	10.9	3.1	26.8	66.1	4.0

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch												
School	2.1	58.3	33.3	6.3	2.1	21.3	76.6	0.0	0.0	22.2	75.6	2.2
District	1.5	64.8	28.1	5.5	5.6	41.3	51.8	1.3	7.2	42.7	49.2	0.9
State	1.8	58.3	31.2	8.7	6.5	44.4	46.7	2.3	9.8	40.0	49.0	1.1
Not Eligible												
School	0.0	55.0	40.0	5.0	0.0	45.0	55.0	0.0	10.0	35.0	55.0	0.0
District	1.2	64.3	29.2	5.3	9.1	41.7	48.0	1.1	17.3	39.9	41.7	1.2
State	0.5	26.5	41.0	31.9	1.7	18.1	65.9	14.2	4.0	22.3	68.8	5.0

Grade 7**Grade 7 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	10.5	9.2	59.2	21.1	0.0	38.2	52.6	9.2
District	14.1	22.2	56.8	6.9	3.0	58.9	34.3	3.8
State	9.7	16.6	56.2	17.5	1.5	38.1	45.7	14.7

Grade 7 - Gender

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Male								
School	5.4	5.4	56.8	32.4	0.0	29.7	54.1	16.2
District	13.4	20.4	58.6	7.6	2.2	58.1	34.6	5.1
State	10.6	15.7	53.6	20.2	1.9	36.7	44.1	17.3
Female								
School	15.8	13.2	60.5	10.5	0.0	47.4	50.0	2.6
District	15.1	24.4	54.3	6.2	3.8	59.9	33.8	2.4
State	8.7	17.6	58.9	14.8	1.1	39.5	47.4	12.0

Grade 7 - Racial/Ethnic Background

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
White								
School	12.5	6.3	56.3	25.0	0.0	31.3	56.3	12.5
District	7.7	7.7	65.4	19.2	0.0	26.9	57.7	15.4
State	5.0	10.7	59.8	24.5	0.7	26.6	52.0	20.6
Black								
District	16.9	25.3	55.4	2.4	4.1	66.9	27.6	1.4
State	20.5	29.8	46.9	2.8	3.5	64.5	29.6	2.4
Hispanic								
School	10.2	10.2	59.3	20.3	0.0	40.7	50.8	8.5
District	10.8	19.9	56.5	12.9	1.6	48.9	43.0	6.5
State	15.4	25.0	53.9	5.7	2.1	53.4	39.9	4.5
Asian/Pacific Islander								
State	3.2	8.0	57.2	31.6	0.2	17.5	55.1	27.2
Native American								
State	10.9	21.1	54.7	13.3	1.6	43.2	47.5	7.7

Grade 7 - Economically Disadvantaged

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	10.5	10.5	57.9	21.1	0.0	42.1	47.4	10.5
District	15.3	24.6	53.9	6.2	3.4	63.6	29.3	3.7
State	17.2	26.8	50.9	5.1	2.8	59.0	34.5	3.7
Not Eligible								
School	10.5	7.9	60.5	21.1	0.0	34.2	57.9	7.9
District	12.1	17.9	61.9	8.1	2.2	50.9	42.9	4.0
State	6.0	11.6	58.8	23.6	0.9	27.7	51.3	20.1

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	43.6	54.5	1.8	1.8	49.1	41.8	7.3	7.3	65.5	27.3	0.0
District	0.2	54.5	44.1	1.3	11.7	63.6	20.7	4.1	9.0	50.9	39.6	0.5
State	0.5	35.8	54.0	9.7	6.3	40.6	37.6	15.5	6.2	34.8	54.8	4.2

ISAT continued**Grade 8 - Gender**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	52.2	47.8	0.0	4.3	43.5	43.5	8.7	13.0	82.6	4.3	0.0
	District	0.3	56.5	42.1	1.0	13.0	63.0	18.7	5.3	14.9	56.4	28.4	0.3
	State	0.7	40.6	51.5	7.2	7.5	39.7	36.5	16.3	9.4	41.5	46.7	2.4
Female	School	0.0	37.5	59.4	3.1	0.0	53.1	40.6	6.3	3.1	53.1	43.8	0.0
	District	0.0	52.4	46.0	1.6	10.3	64.1	22.8	2.9	3.2	46.2	50.0	0.6
	State	0.2	30.8	56.6	12.3	5.1	41.6	38.6	14.7	2.9	27.9	63.2	6.0

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	30.8	69.2	0.0	0.0	53.8	46.2	0.0	7.7	61.5	30.8	0.0
	District	0.0	36.8	57.9	5.3	0.0	52.6	42.1	5.3	5.3	47.4	47.4	0.0
	State	0.3	26.8	59.9	13.1	3.3	30.9	44.9	21.0	4.6	29.3	60.6	5.5
Black	District	0.2	54.6	44.0	1.2	14.2	65.9	17.9	2.1	10.0	51.1	38.7	0.2
	State	1.0	53.7	42.6	2.7	15.1	61.9	20.2	2.8	10.7	47.7	40.6	1.0
Hispanic	School	0.0	50.0	47.5	2.5	2.5	50.0	40.0	7.5	7.5	67.5	25.0	0.0
	District	0.0	56.5	42.2	1.3	5.8	60.6	25.8	7.7	5.8	52.6	40.3	1.3
	State	0.8	52.3	43.8	3.1	7.7	56.8	30.4	5.1	7.4	43.5	47.7	1.3
Asian/Pacific Islander	State	0.1	20.1	59.6	20.3	1.3	19.7	40.6	38.3	1.8	20.7	67.1	10.4
Native American	State	0.6	45.1	48.2	6.1	7.2	49.3	32.0	11.6	6.5	44.9	45.2	3.4

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	53.1	46.9	0.0	3.1	43.8	43.8	9.4	9.4	68.8	21.9	0.0
	District	0.0	54.2	45.0	0.8	11.4	64.2	20.0	4.4	6.3	51.6	41.6	0.6
	State	0.9	53.1	43.3	2.7	11.3	58.5	26.0	4.2	9.8	46.6	42.5	1.1
Not Eligible	School	0.0	30.4	65.2	4.3	0.0	56.5	39.1	4.3	4.3	60.9	34.8	0.0
	District	0.4	54.9	42.8	1.9	12.2	62.7	21.6	3.5	12.7	50.0	36.9	0.4
	State	0.3	27.6	59.0	13.0	4.0	32.2	43.0	20.8	4.5	29.3	60.6	5.6

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Beginning - Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
- Level 2 --Strengthening - Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
- Level 3 -- Expanding - Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
- Level 4 -- Transitioning - Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

For Mathematics see ISAT or PSAE descriptions of the performance levels.

IMAGE continued**Grade 3****Grade 3 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	50.0	21.4	14.3	14.3	35.7	28.6	35.7	0.0				
District	50.8	36.5	9.5	3.2	38.1	38.1	23.8	0.0	1.9	11.3	66.0	20.8
State	24.5	34.3	24.8	16.4	15.9	35.3	42.7	6.0	5.4	12.5	47.9	34.2

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
State	12.4	25.8	31.9	29.8	8.1	26.4	50.7	14.9	1.9	8.3	40.2	49.6
Black												
State	34.7	31.6	20.4	13.3	29.1	31.1	35.9	3.9	9.5	15.8	46.3	28.4
Hispanic												
School	46.2	23.1	15.4	15.4	38.5	23.1	38.5	0.0				
District	50.0	37.1	9.7	3.2	38.7	37.1	24.2	0.0	1.9	11.3	66.0	20.8
State	26.5	35.6	23.5	14.4	17.2	37.1	41.3	4.3	5.9	13.3	48.8	32.0
Asian/Pacific Islander												
State	10.6	26.1	34.4	28.9	5.0	21.7	53.7	19.6	1.5	7.8	46.2	44.5
Native American												
State	7.1	50.0	14.3	28.6	8.3	25.0	50.0	16.7	0.0	0.0	50.0	50.0

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch												
School	50.0	21.4	14.3	14.3	35.7	28.6	35.7	0.0				
District	48.4	32.3	12.9	6.5	23.5	41.2	35.3	0.0	3.8	3.8	61.5	30.8
State	25.9	35.1	23.8	15.2	16.9	36.3	41.6	5.1	5.7	13.0	48.4	32.8
Not Eligible												
District	53.1	40.6	6.3	0.0	55.2	34.5	10.3	0.0	0.0	18.5	70.4	11.1
State	20.4	31.9	27.9	19.9	12.8	32.4	46.1	8.7	4.3	11.0	46.3	38.4

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)