

MAYWOOD-MELROSE PARK-BROADVIEW-8

MELROSE PARK, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	3.0	54.2	41.7	0.4	0.0	0.7	74.8	11.8		1.9	40.1	95.1	5,770
State	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6		2.2	16.1	93.9	2,062,912

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
District	98.2
State	95.7

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
District	21.4	21.0	21.0	20.8	19.8
State	20.9	21.5	22.3	23.4	22.9

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	19.7	15.4	177.2
State	18.9	13.8	209.5

* 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
District	60	60	45	18	45	45	200	122	90	18	45	45
State	58	52	50	30	43	44	146	104	93	31	43	44

TEACHER INFORMATION (Full-Time Equivalents)

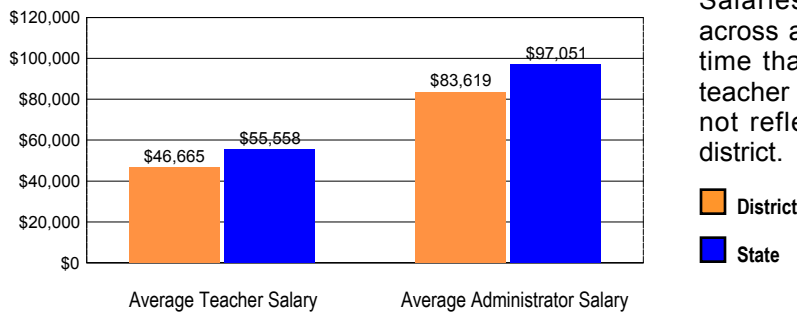
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	68.6	23.1	7.1	1.2	0.0	15.5	84.5	322
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

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	8.8	73.6	26.1	4.3	0.0
State	13.6	50.1	49.1	1.9	1.8

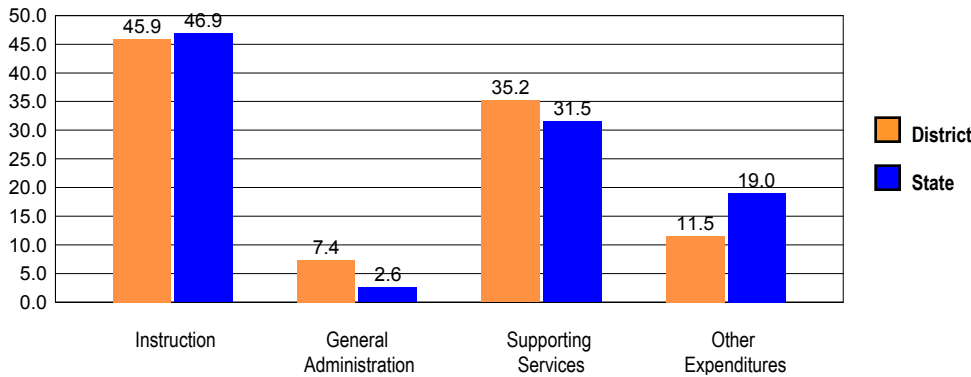
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2003-04 (Percentages)



REVENUE BY SOURCE 2003-04

	District	District %	State %
Local Property Taxes	\$11,493,148	26.1	57.0
Other Local Funding	\$1,408,198	3.2	5.0
General State Aid	\$21,674,257	49.2	18.0
Other State Funding	\$2,678,961	6.1	11.9
Federal Funding	\$6,784,205	15.4	8.0
TOTAL	\$44,038,769		

EXPENDITURE BY FUND 2003-04

	District	District %	State %
Education	\$40,395,128	88.6	71.5
Operations & Maintenance	\$1,559,987	3.4	8.4
Transportation	\$576,580	1.3	3.6
Bond and Interest	\$2,100,830	4.6	6.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$945,528	2.1	1.6
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$0	0.0	7.5
TOTAL	\$45,578,053		

OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$76,679	2.57	\$3,536	\$6,813
State	**	**	\$5,216	\$8,786

** 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.

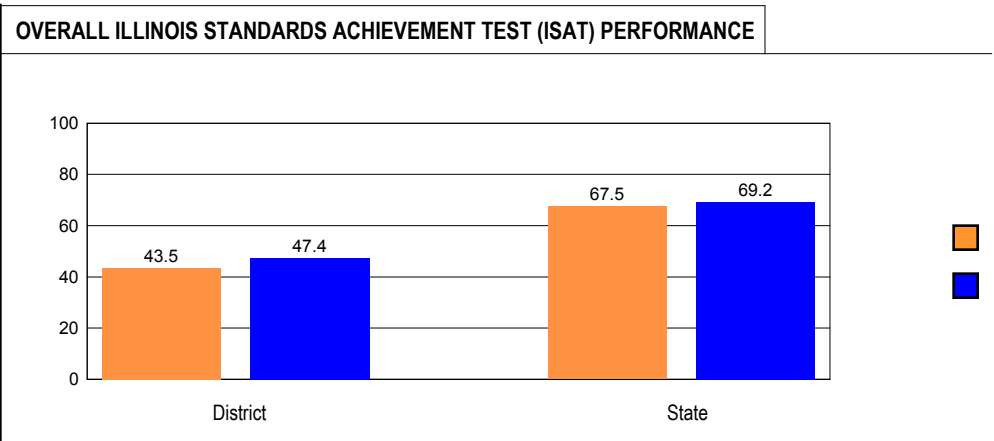
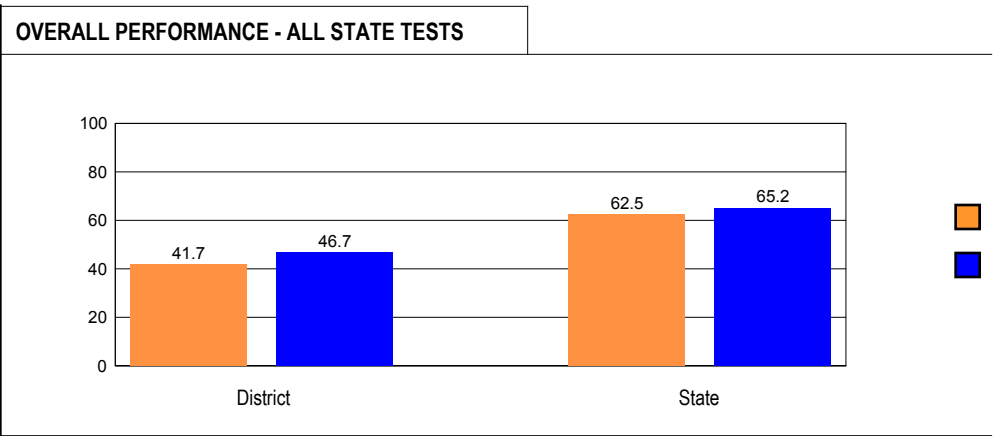
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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 (reading, mathematics and science) included in your district. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.



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

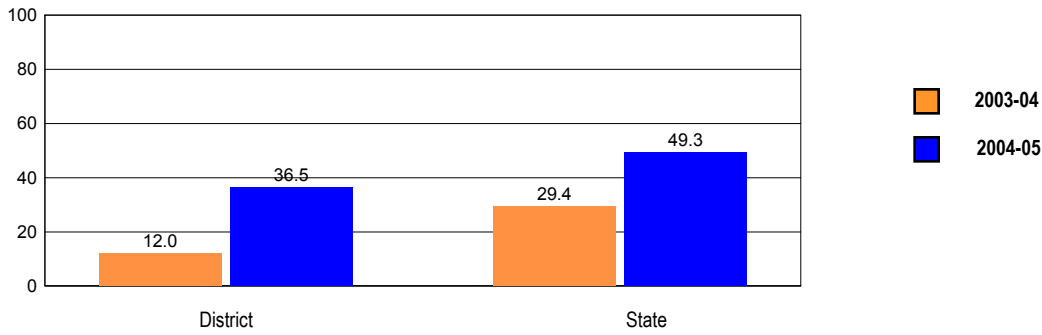
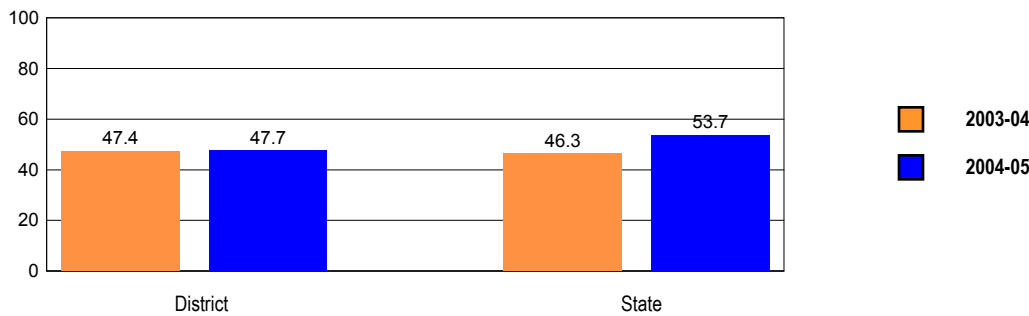


IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE

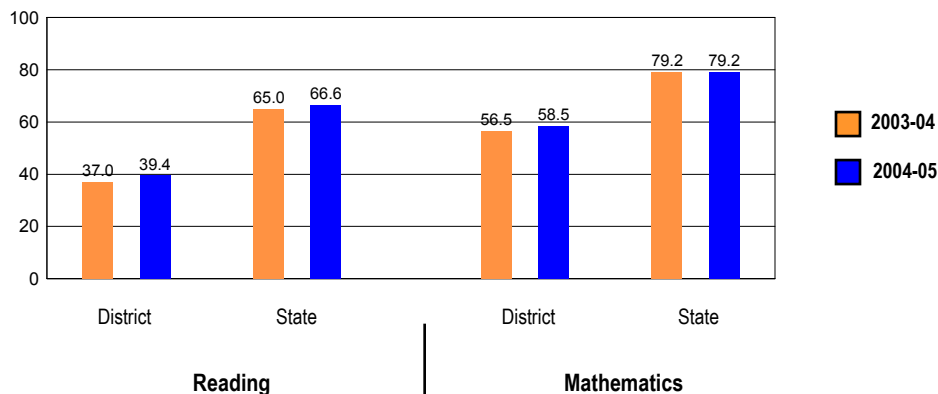


IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

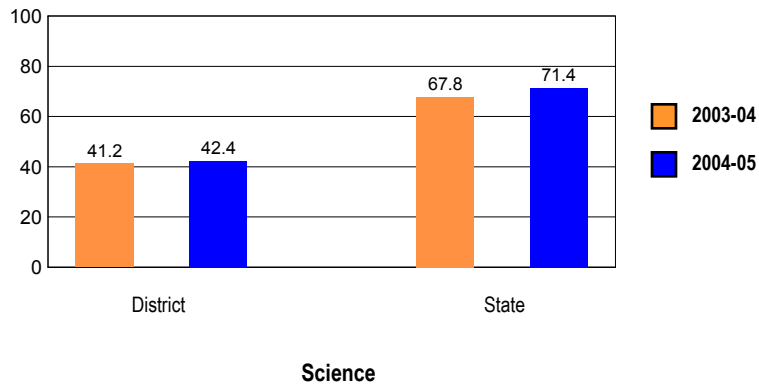
ISAT PERFORMANCE

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.

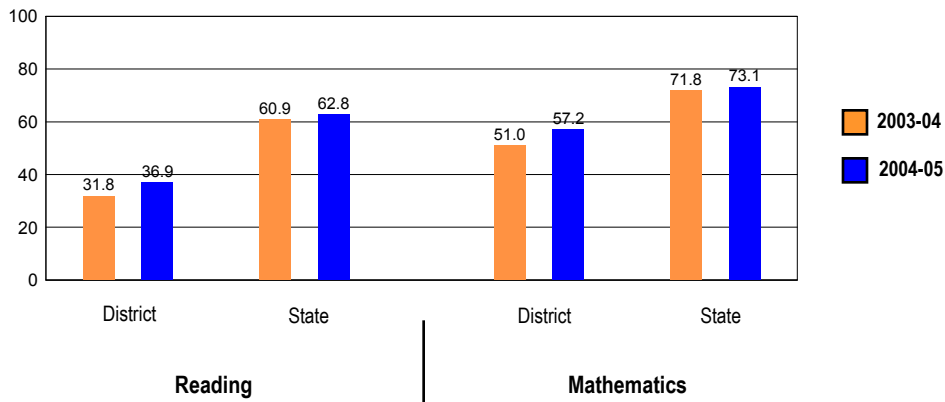
ISAT | Grade 3



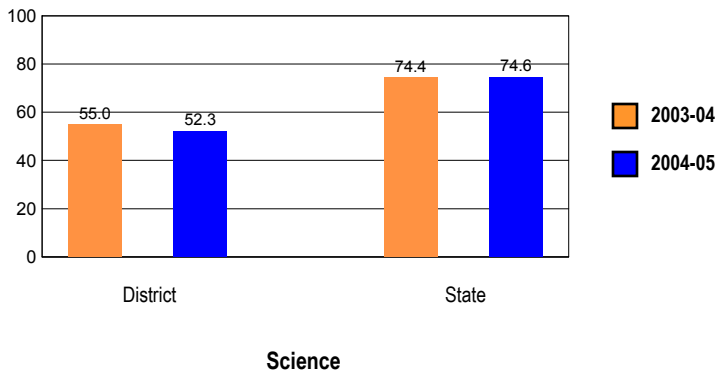
ISAT Grade 4

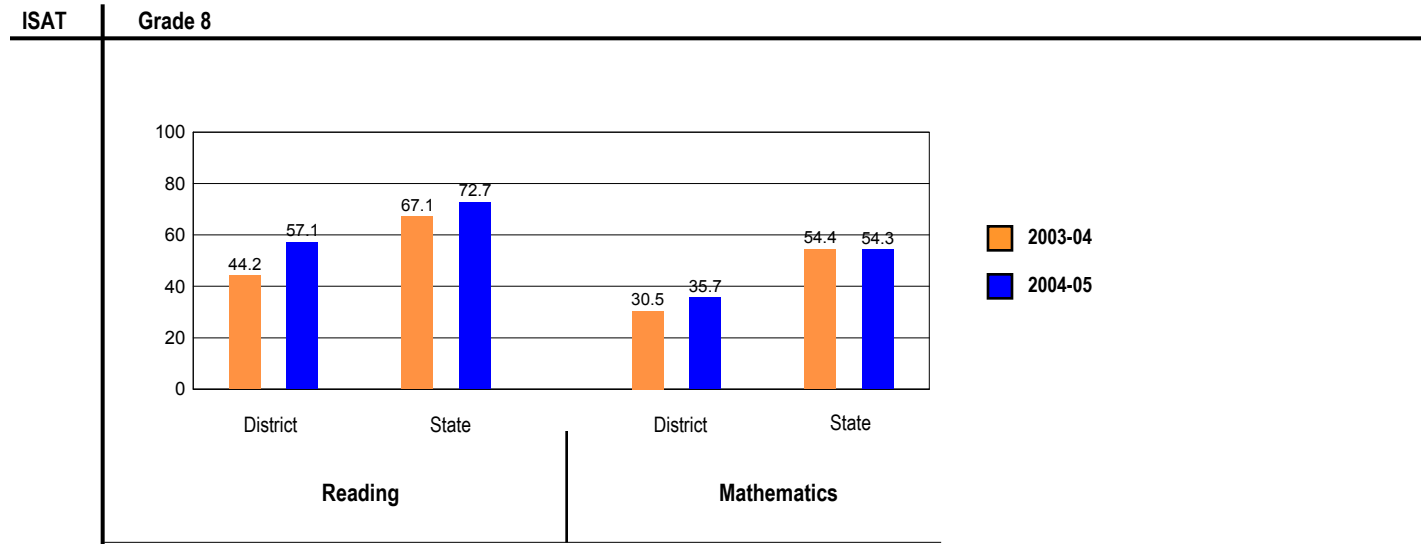


ISAT Grade 5



ISAT Grade 7





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, 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 (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.

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	Multi racial /Ethnic				
District	*Enrollment	1,926	991	935	63	1,084	762	11	0	6	165	0	249	1,507
	Reading	0.1	0.1	0.1	0.0	0.0	0.3	0.0			0.0		0.0	0.1
	Mathematics	0.1	0.1	0.1	0.0	0.0	0.3	0.0			0.0		0.0	0.1
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,798	43,196	194	89,769	248,030
	Reading	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
	Mathematics	0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

* Enrollment as reported by schools/districts during the testing window.

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	19.0	41.6	34.3	5.0	11.2	30.3	46.9	11.6
State	6.6	26.7	45.1	21.5	5.3	15.4	45.2	34.1

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	23.8	43.6	28.2	4.4	12.5	32.2	44.7	10.6
	State	8.1	27.8	44.5	19.6	5.8	14.7	43.3	36.2
Female	District	14.1	39.5	40.7	5.7	9.9	28.2	49.2	12.6
	State	5.1	25.6	45.8	23.5	4.8	16.2	47.2	31.9

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	5.6	38.9	38.9	16.7	0.0	27.8	61.1	11.1
	State	2.9	18.9	49.4	28.8	1.8	9.1	44.6	44.5
Black	District	26.6	43.5	27.2	2.7	17.5	35.8	39.3	7.4
	State	16.0	42.8	34.2	7.0	15.0	30.2	43.9	11.0
Hispanic	District	6.3	38.6	47.2	8.0	0.6	20.6	60.0	18.9
	State	8.2	36.2	44.6	11.1	5.2	19.9	53.0	21.8
Asian/Pacific Islander	District								
	State	1.6	14.2	49.0	35.1	0.9	5.1	33.4	60.6
Native American	District								
	State	8.0	21.7	50.4	19.9	4.9	17.9	42.0	35.3
Multiracial/Ethnic	District								
	State	4.4	26.9	47.1	21.7	3.0	15.0	50.4	31.5

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	District	62.1	29.3	8.6	0.0	31.0	43.1	25.9	0.0
	State	21.3	40.1	30.0	8.6	14.4	25.4	41.6	18.5
Non-IEP	District	13.8	43.1	37.4	5.6	8.8	28.7	49.5	13.0
	State	4.2	24.5	47.6	23.6	3.8	13.8	45.8	36.7

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	District	20.3	42.1	33.6	4.0	11.6	32.0	46.2	10.2
	State	12.4	39.3	39.4	9.0	10.4	25.3	48.0	16.3
Not Eligible	District	14.2	39.8	37.2	8.8	9.7	23.9	49.6	16.8
	State	2.5	17.8	49.2	30.4	1.7	8.4	43.1	46.7

Grade 4**Grade 4 - All**

Levels		Science			
		1	2	3	4
District	State	15.1	42.4	39.3	3.2
		5.0	23.6	55.1	16.3

Grade 4 - Gender

Levels		Science			
		1	2	3	4
Male	District	16.0	40.3	40.3	3.4
	State	5.2	22.2	54.3	18.3
Female	District	14.1	44.9	38.0	2.9
	State	4.7	25.2	56.1	14.1

Grade 4 - Racial/Ethnic Background

Levels		Science			
		1	2	3	4
White	District	0.0	16.7	72.2	11.1
	State	1.4	13.5	61.7	23.4
Black	District	20.3	48.4	28.9	2.3
	State	15.0	46.4	35.9	2.8
Hispanic	District	8.7	35.5	51.9	3.9
	State	4.8	32.2	57.1	5.9
Asian/Pacific Islander	District				
	State	1.1	10.9	60.3	27.7
Native American	District				
	State	3.2	21.7	58.9	16.2
Multiracial/Ethnic	District				
	State	2.5	21.6	60.4	15.5

Grade 4 - Students with Disabilities

Levels		Science			
		1	2	3	4
IEP	District	27.3	56.1	16.7	0.0
	State	10.8	34.0	47.3	7.9
Non-IEP	District	13.6	40.7	42.1	3.6
	State	4.0	21.8	56.5	17.7

Grade 4 - Economically Disadvantaged

Levels		Science			
		1	2	3	4
Free/Reduced Price Lunch	District	15.3	45.3	37.3	2.1
	State	9.7	38.0	46.8	5.4
Not Eligible	District	14.5	31.5	46.8	7.3
	State	1.6	13.5	61.0	23.9

Grade 5**Grade 5 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
District		2.7	60.4	31.7	5.2	5.2	37.6	54.0	3.2
	State	1.8	35.4	43.3	19.4	3.2	23.6	60.8	12.4

Grade 5 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	District	4.1	63.2	28.6	4.1	7.7	39.7	50.6	1.9
	State	2.3	36.8	43.0	18.0	4.0	23.8	59.0	13.1
Female	District	1.1	57.4	35.2	6.3	2.5	35.3	57.6	4.6
	State	1.4	34.0	43.7	21.0	2.4	23.4	62.6	11.6

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	District	0.0	46.2	53.8	0.0	0.0	15.4	84.6	0.0
	State	0.8	25.5	48.1	25.5	1.4	14.8	67.1	16.8
Black	District	2.8	63.6	28.7	4.9	6.8	41.9	49.0	2.4
	State	4.4	57.0	31.5	7.1	8.6	45.1	43.9	2.5
Hispanic	District	2.6	55.9	35.9	5.6	2.6	31.4	61.3	4.6
	State	1.9	44.1	42.5	11.5	2.7	28.1	63.3	5.9
Asian/Pacific Islander	District								
	State	0.4	17.7	45.0	36.8	0.7	7.2	57.9	34.3
Native American	District								
	State	1.6	31.0	47.2	20.2	2.0	21.1	66.8	10.1
Multiracial/Ethnic	District								
	State	2.3	32.9	47.0	17.9	3.4	22.6	63.3	10.8

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	11.1	81.9	5.6	1.4	30.0	44.3	25.7	0.0
	State	8.6	62.7	23.6	5.1	14.7	43.6	38.5	3.2
Non-IEP	District	1.5	57.5	35.3	5.7	1.9	36.7	57.7	3.6
	State	0.7	30.7	46.7	21.9	1.3	20.1	64.6	14.0

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	2.8	62.6	30.4	4.2	5.4	38.9	52.8	2.8
	State	3.3	51.1	36.9	8.6	6.0	37.4	52.7	3.9
Not Eligible	District	2.0	49.5	38.4	10.1	4.1	30.9	59.8	5.2
	State	0.7	23.9	48.0	27.3	1.2	13.5	66.7	18.6

Grade 7**Grade 7 - All**

Levels	Science			
	1	2	3	4
District	22.1	25.6	46.5	5.8
	10.4	15.0	54.3	20.3

Grade 7 - Gender

Levels	Science				
	1	2	3	4	
Male	District	22.4	23.7	47.7	6.2
	State	11.1	14.0	51.9	23.0
Female	District	21.8	27.6	45.2	5.4
	State	9.7	16.1	56.8	17.4

Grade 7 - Racial/Ethnic Background

Levels	Science				
	1	2	3	4	
White	District	0.0	5.9	82.4	11.8
	State	4.4	8.9	57.7	29.0
Black	District	27.5	28.0	41.9	2.6
	State	23.7	27.1	45.5	3.7
Hispanic	District	13.3	22.1	52.8	11.8
	State	16.3	23.1	53.4	7.2
Asian/Pacific Islander	District				
	State	3.0	6.7	54.7	35.5
Native American	District				
	State	10.1	15.9	51.9	22.1
Multiracial/Ethnic	District				
	State	7.4	12.6	61.3	18.8

Grade 7 - Students with Disabilities

Levels		Science			
		1	2	3	4
IEP	District	46.5	18.3	33.8	1.4
	State	31.1	24.0	39.9	5.0
Non-IEP	District	18.8	26.6	48.2	6.4
	State	6.9	13.5	56.7	22.9

Grade 7 - Economically Disadvantaged

Levels		Science			
		1	2	3	4
Free/Reduced Price Lunch	District	24.2	24.7	45.6	5.6
	State	19.0	23.9	50.6	6.5
Not Eligible	District	16.9	27.9	48.8	6.4
	State	4.7	9.1	56.8	29.4

Grade 8

Grade 8 - All

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
District	State	0.5	42.4	55.2	2.0	11.3	53.0	30.3	5.4
		0.7	26.6	61.3	11.5	5.9	39.7	37.4	16.9

Grade 8 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	District	1.0	43.3	54.1	1.6	11.7	55.4	27.7	5.2
	State	1.0	28.4	60.5	10.1	7.3	38.9	36.0	17.8
Female	District	0.0	41.5	56.2	2.3	10.9	50.7	32.9	5.6
	State	0.3	24.7	62.1	12.8	4.6	40.6	38.8	16.0

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	District	0.0	25.0	68.8	6.3	0.0	40.6	50.0	9.4
	State	0.4	17.5	66.4	15.7	3.1	29.6	44.1	23.2
Black	District	0.6	46.1	51.9	1.4	15.3	57.8	25.4	1.4
	State	1.6	44.8	50.3	3.4	14.2	61.0	21.6	3.2
Hispanic	District	0.4	39.9	57.5	2.2	7.0	48.9	33.9	10.1
	State	0.7	39.6	55.7	4.0	6.6	54.1	32.7	6.6
Asian/Pacific Islander	District								
	State	0.1	13.0	64.6	22.2	1.1	16.7	40.7	41.6
Native American	District								
	State	1.3	25.0	65.9	7.8	6.8	42.4	33.9	16.9
Multiracial/Ethnic	District								
	State	0.7	25.9	61.3	12.1	7.3	39.8	38.0	14.8

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	3.1	79.2	17.7	0.0	37.1	58.8	4.1	0.0
	State	4.0	65.1	29.5	1.4	27.3	57.6	12.9	2.2
Non-IEP	District	0.0	35.5	62.1	2.3	6.4	51.9	35.2	6.4
	State	0.1	19.9	66.8	13.2	2.2	36.6	41.7	19.5

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.2	45.1	53.2	1.4	11.1	54.8	29.2	4.9
	State	1.2	42.0	53.3	3.5	10.7	57.0	27.2	5.1
Not Eligible	District	1.1	35.8	59.8	3.4	11.7	48.9	32.8	6.7
	State	0.3	16.8	66.3	16.5	2.9	28.7	43.9	24.5

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.

Grade 3**Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	6.5	51.1	38.0	4.3	14.3	48.0	36.7	1.0
State	12.0	30.1	43.4	14.5	14.6	35.8	42.6	7.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	7.8	49.0	41.2	2.0	18.2	43.6	38.2	0.0
	State	13.5	30.8	42.1	13.6	14.9	33.7	43.6	7.8
Female	District	4.9	53.7	34.1	7.3	9.3	53.5	34.9	2.3
	State	10.4	29.3	44.8	15.5	14.4	38.1	41.5	6.1

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District								
State	6.3	20.5	47.1	26.1	7.8	25.5	51.8	14.9
Black								
District								
State	25.7	26.7	36.6	10.9	34.5	27.3	34.5	3.6
Hispanic								
District	6.6	51.6	37.4	4.4	14.4	47.4	37.1	1.0
State	13.0	31.8	42.7	12.5	15.7	37.9	41.2	5.2
Asian/Pacific Islander								
District								
State	4.8	18.0	48.2	29.0	6.3	20.3	50.7	22.6
Native American								
District								
State								
Multiracial/Ethnic								
District								
State	3.2	25.8	61.3	9.7	6.5	35.5	51.6	6.5

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	3.9	53.2	40.3	2.6	13.6	46.9	38.3	1.2
State	13.1	31.6	42.3	13.0	15.9	37.3	41.0	5.8
Not Eligible								
District	20.0	40.0	26.7	13.3	17.6	52.9	29.4	0.0
State	6.5	22.4	48.7	22.3	8.3	28.5	50.5	12.8

Grade 5

Grade 5 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	25.6	25.6	33.3	15.4	10.3	66.7	23.1	0.0
State	11.4	20.8	44.4	23.4	9.6	56.0	33.5	0.8

Grade 5 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	20.0	26.7	26.7	26.7	6.7	73.3	20.0	0.0
State	12.2	21.9	43.5	22.3	10.5	54.8	33.8	0.9
Female								
District	29.2	25.0	37.5	8.3	12.5	62.5	25.0	0.0
State	10.5	19.7	45.3	24.5	8.8	57.4	33.2	0.7

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District								
State	7.0	15.7	42.5	34.8	5.3	43.8	49.3	1.6
Black								
District								
State	24.5	27.4	31.1	17.0	24.1	54.6	19.4	1.9
Hispanic								
District								
State	25.6 11.8	25.6 21.5	33.3 45.0	15.4 21.7	10.3 10.0	66.7 58.7	23.1 31.1	0.0 0.3
Asian/Pacific Islander								
District								
State	8.0	16.6	40.6	34.8	7.5	34.1	50.4	8.0
Native American								
District								
State								
Multiracial/Ethnic								
District								
State								

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District								
State	25.0 12.3	25.0 21.8	33.3 44.7	16.7 21.3	8.3 10.2	69.4 57.9	22.2 31.5	0.0 0.4
Not Eligible								
District								
State	7.4	16.3	43.2	33.1	7.1	47.4	42.8	2.7

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	31.8	45.5	18.2	4.5	18.2	59.1	22.7	0.0
State	22.5	26.5	36.7	14.4	17.8	60.5	17.5	4.1

Grade 8 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District								
State	35.7 23.3	35.7 27.5	21.4 37.1	7.1 12.1	21.4 19.1	57.1 59.2	21.4 17.8	0.0 3.9
Female								
District								
State	21.6	25.4	36.2	16.8	16.5	61.8	17.3	4.4

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District								
State	7.6	16.6	45.3	30.4	6.6	46.8	37.6	9.0
Black								
District								
State	15.4	27.7	44.6	12.3	28.4	56.7	13.4	1.5
Hispanic								
District								
State	31.8	45.5	18.2	4.5	18.2	59.1	22.7	0.0
Asian/Pacific Islander								
District								
State	10.1	20.5	45.9	23.4	7.2	48.8	24.8	19.2
Native American								
District								
State								
Multiracial/Ethnic								
District								
State								

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District								
State	30.0	45.0	20.0	5.0	15.0	60.0	25.0	0.0
Not Eligible								
District								
State	24.6	28.9	35.0	11.6	20.0	62.6	15.1	2.3
Not Eligible								
District								
State	16.2	19.4	41.6	22.8	11.5	54.4	24.6	9.5

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 PSAT would not be appropriate. The table below presents the percentages of student scores in each of four performance levels.

- Level 1 -- Attempting - Student work does not demonstrate progress in the knowledge and skills in the subject through connections to the Illinois Learning Standards. Students do not generalize their knowledge and skills.
- Level 2 --Emerging - Student work demonstrates limited progress in the knowledge and skills in the subject through minimal connections to the Illinois Learning Standards. Students exhibit an emerging ability to generalize their knowledge and skills.
- Level 3 -- Progressing - Student work demonstrates moderate progress in the knowledge and skills in the subject through minimal connections to the Illinois Learning Standards. Students exhibit an emerging ability to generalize their knowledge and skills.
- Level 4 -- Attaining - Student work demonstrates extensive progress in the knowledge and skills in the subject through multiple connections to the Illinois Learning Standards. Students exhibit a broad ability to generalize their knowledge and skills.

Grade 4**Grade 4 - All**

Levels	Science			
	1	2	3	4
District	20.0	20.0	40.0	20.0
State	20.9	27.0	25.5	26.7

Grade 4 - Gender

Levels		Science			
		1	2	3	4
Male	District				
	State	22.5	24.6	27.0	25.9
Female	District				
	State	18.1	31.0	22.8	28.0

Grade 4 - Racial/Ethnic Background

Levels		Science			
		1	2	3	4
White	District				
	State	13.1	28.8	26.0	32.1
Black	District				
	State	35.5	24.8	21.7	18.0
Hispanic	District				
	State	21.2	25.3	28.2	25.3
Asian/Pacific Islander	District				
	State	16.2	32.4	29.7	21.6
Native American	District				
	State				
Multiracial/Ethnic	District				
	State	16.0	24.0	28.0	32.0

2005 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
2005-06 Federal Improvement Status	District Improvement	
2005-06 State Improvement Status	Academic Early Warning	

	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		47.5			47.5			89.0		67.0	
All	99.9	Yes	99.9	Yes	45.0		No	49.1		Yes	95.1	Yes		
White	100.0	Yes	100.0	Yes	65.0		Yes	70.0		Yes				
Black	100.0	Yes	100.0	Yes	39.1	41.9	No	42.3	43.3	No	94.7			
Hispanic	99.7	Yes	99.7	Yes	51.2		Yes	56.2		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes	44.7		Yes	36.1	32.3	Yes	96.1			
Students with Disabilities	100.0	Yes	100.0	Yes	14.3	26.1	No	17.0	28.6	No	94.1			
Economically Disadvantaged	99.9	Yes	99.9	Yes	42.6	40.2	Yes	47.9		Yes	95.2			

Four Conditions Are Required For Making Adequate Yearly Progress (AYP)

- At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. 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 the 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 the 95% condition was met by averaging.
- At least 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.***
- For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
- At least 89.0% Attendance Rate for elementary school districts or at least 67.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

* Includes only students enrolled as of 9/30/2004.

** Safe Harbor Targets of 47.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups of 45 or more. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in 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 School Improvement Status: 7

Percent of schools in School Improvement Status: 70%

School ID	School Name	Years in School Improvement
140160890022002	EMERSON ELEM SCHOOL	5
140160890022003	GARFIELD ELEM SCHOOL	5
140160890022004	IRVING ELEM SCHOOL	5
140160890022005	LEXINGTON ELEM SCHOOL	5
140160890022007	MELROSE PARK ELEM SCHOOL	5
140160890022008	ROOSEVELT ELEM SCHOOL	5
140160890022012	WASHINGTON ELEM SCHOOL	5

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Because our district has failed to make adequate yearly progress for five (5) consecutive years as defined by the No Child Left Behind Act (NCLB), we face very serious sanctions in six (6) of our schools. In 2004, we had nine (9) schools on NCLB status listed under Years in School Improvement; this year we have seven (7).

In 2004, we shared the vision of developing a long-range strategic plan to define and outline the goals and initiatives needed to move the district forward. This year, not only have we completed the development of the District 89 Strategic Plan, we have also completed the Strategic Implementation Plan. This plan serves as our guide to delineate the initiatives, actions, timelines, and persons responsible for carrying out the plan as it addresses the following areas:

- CURRICULUM
- INSTRUCTION
- INSTRUCTIONAL LEADERSHIP
- INTERNAL ASSESSMENT
- LITERACY
- TECHNOLOGY
- STAFF DEVELOPMENT
- SCHOOL CLIMATE
- FINANCES
- PARENT AND COMMUNITY RELATIONS

With the development and implementation of our strategic plan, we hope to avoid some of the more serious, negative consequences of the legislation. Our goal is to involve all the stakeholders, as we did in the development of the strategic plan, in a concentrated effort to seriously address the status of our schools and our district. I believe that by working together in the best interest of the children, we can and will make a significant difference in the lives of the families we serve. We will continue to STRIVE FOR EXCELLENCE in all that we do.

Cynthia Broughton, Ed.S.
Superintendent of Schools