

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	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	3.4	56.0	40.1	0.4	0.0	72.4	11.6		1.1	43.6	95.8	5,909
State	57.7	20.8	17.7	3.6	0.2	39.0	6.7		2.1	16.8	94.2	2,060,048

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	96.2
State	96.3

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
21.7	21.5	22.7	24.5	23.9	
21.0	21.6	22.6	23.7	23.1	

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
19.1		15.1	181.2
19.4		14.1	208.7

* 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	60	18	59	59	200	122	126	18	43	45
State	57	52	50	30	43	44	146	105	93	31	43	44

TEACHER INFORMATION (Full-Time Equivalents)

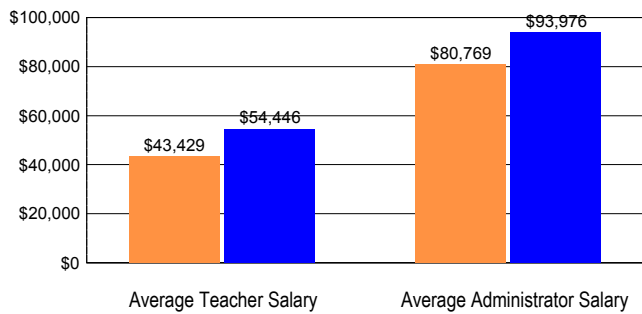
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	65.4	26.6	7.2	0.9	0.0	13.4	86.6	335
State	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

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	9.7	72.8	26.9	5.1	0.0
State	13.8	51.3	48.6	1.7	1.8

SCHOOL DISTRICT FINANCES

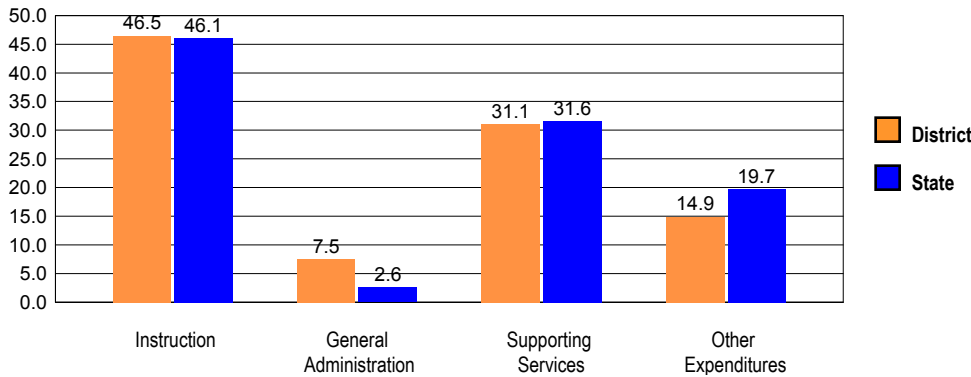
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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.

■ District
■ State

EXPENDITURE BY FUNCTION 2002-03 (Percentages)



REVENUE BY SOURCE 2002-03

	District	District %	State %
Local Property Taxes	\$11,384,205	27.4	56.6
Other Local Funding	\$1,201,545	2.9	5.4
General State Aid	\$20,457,823	49.2	17.9
Other State Funding	\$2,766,414	6.7	12.1
Federal Funding	\$5,782,854	13.9	8.0
TOTAL	\$41,592,841		

EXPENDITURE BY FUND 2002-03

	District	District %	State %
Education	\$39,000,975	88.0	70.1
Operations & Maintenance	\$1,029,051	2.3	8.9
Transportation	\$1,360,716	3.1	3.5
Bond and Interest	\$2,102,409	4.7	6.0
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$800,223	1.8	1.5
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$14,989	0.0	9.0
TOTAL	\$44,308,363		

OTHER FINANCIAL INDICATORS

	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$60,800	3.14	\$3,427	\$6,292
State	**	**	\$5,022	\$8,482

** 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.

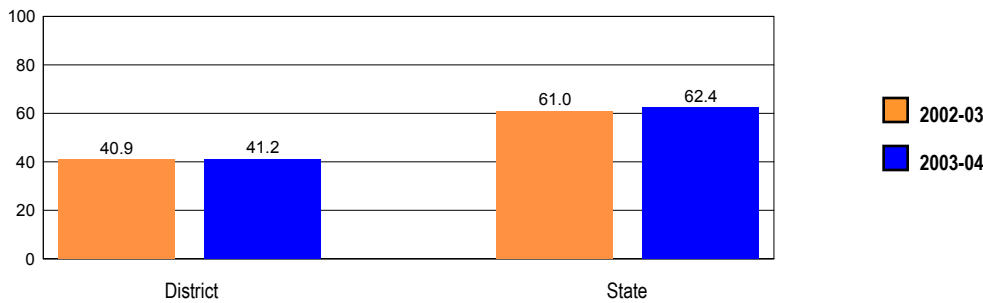
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

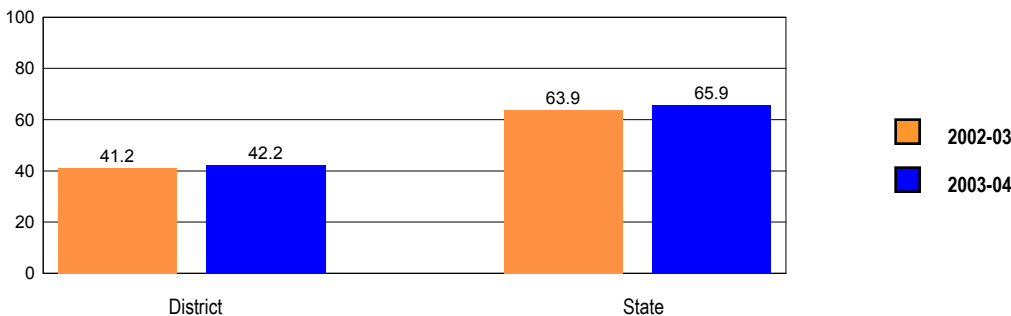
OVERALL STUDENT PERFORMANCE

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 district.

OVERALL PERFORMANCE - ALL STATE TESTS



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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

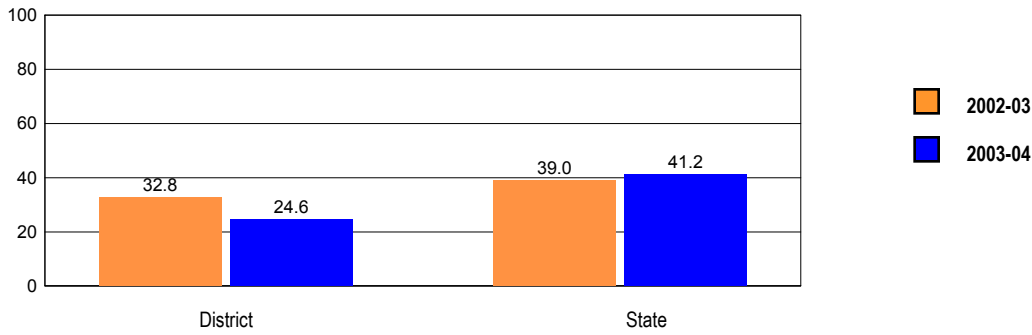
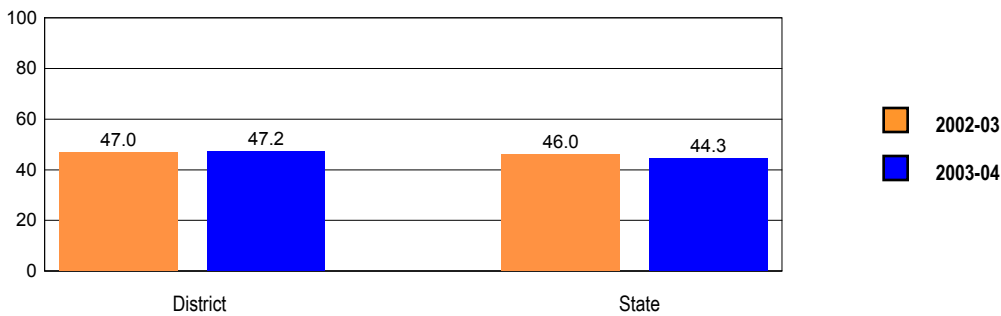


IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE

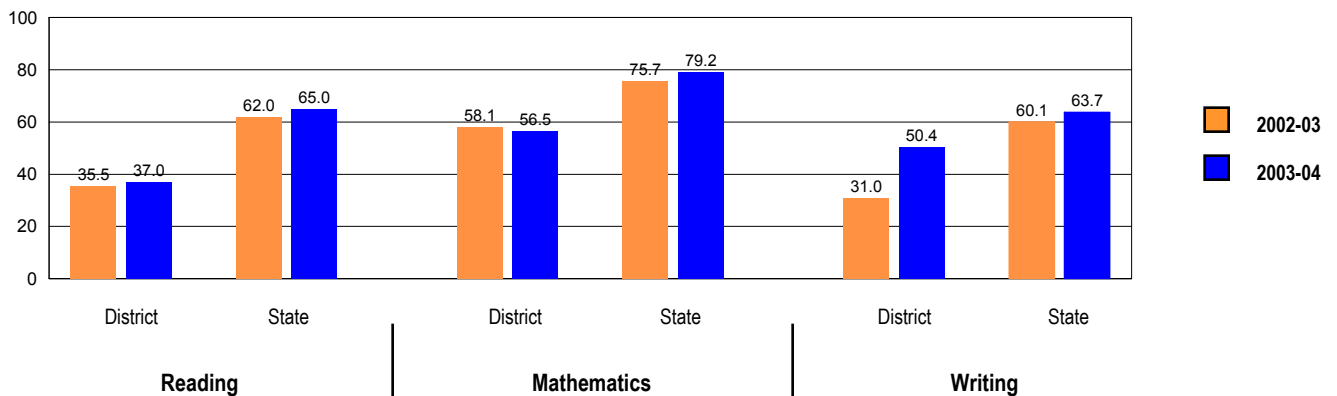


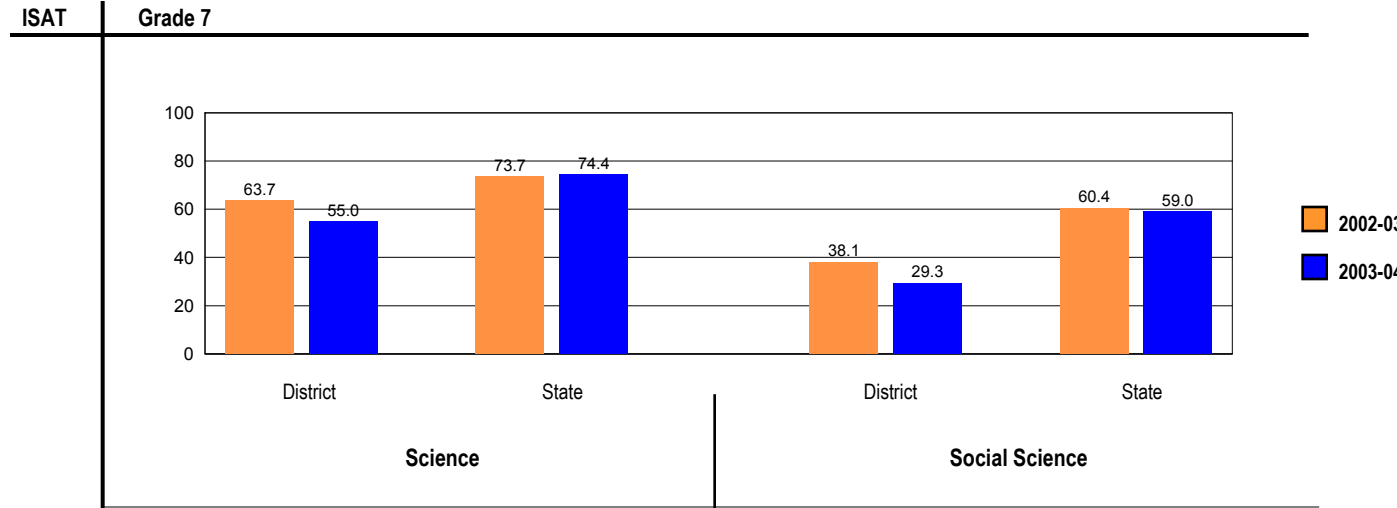
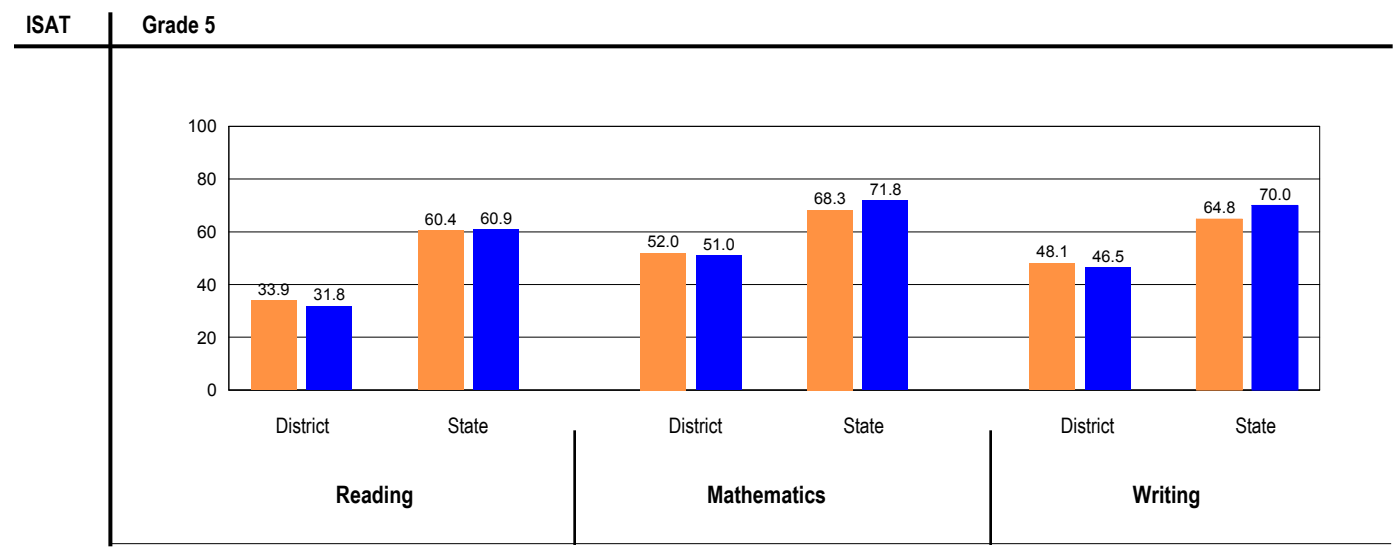
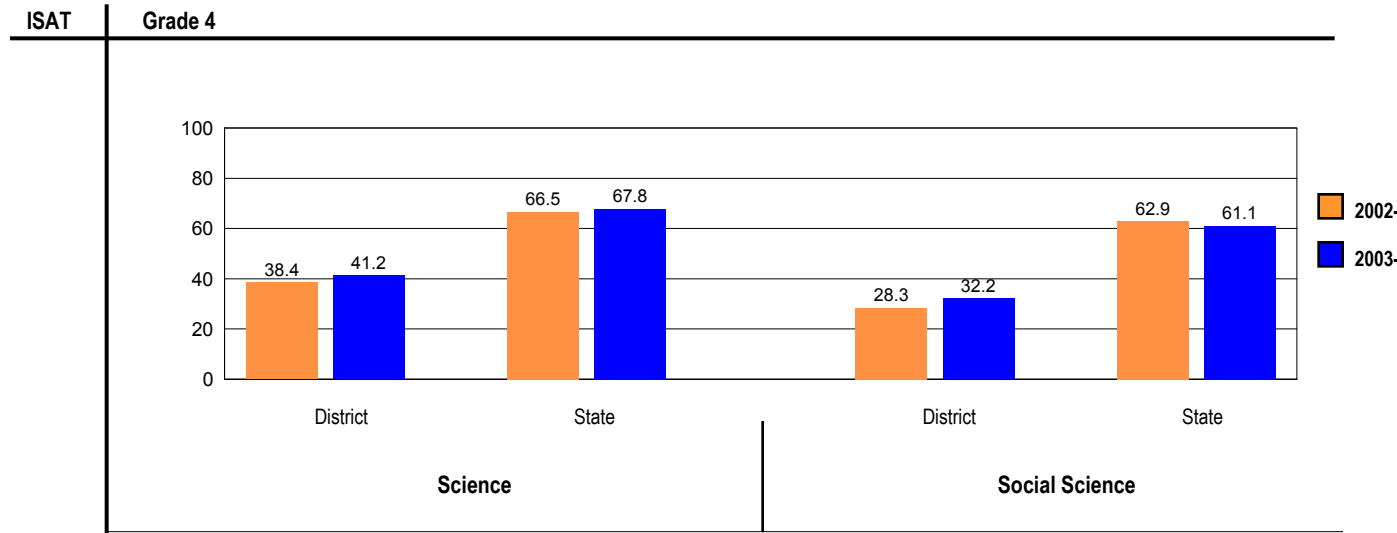
IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

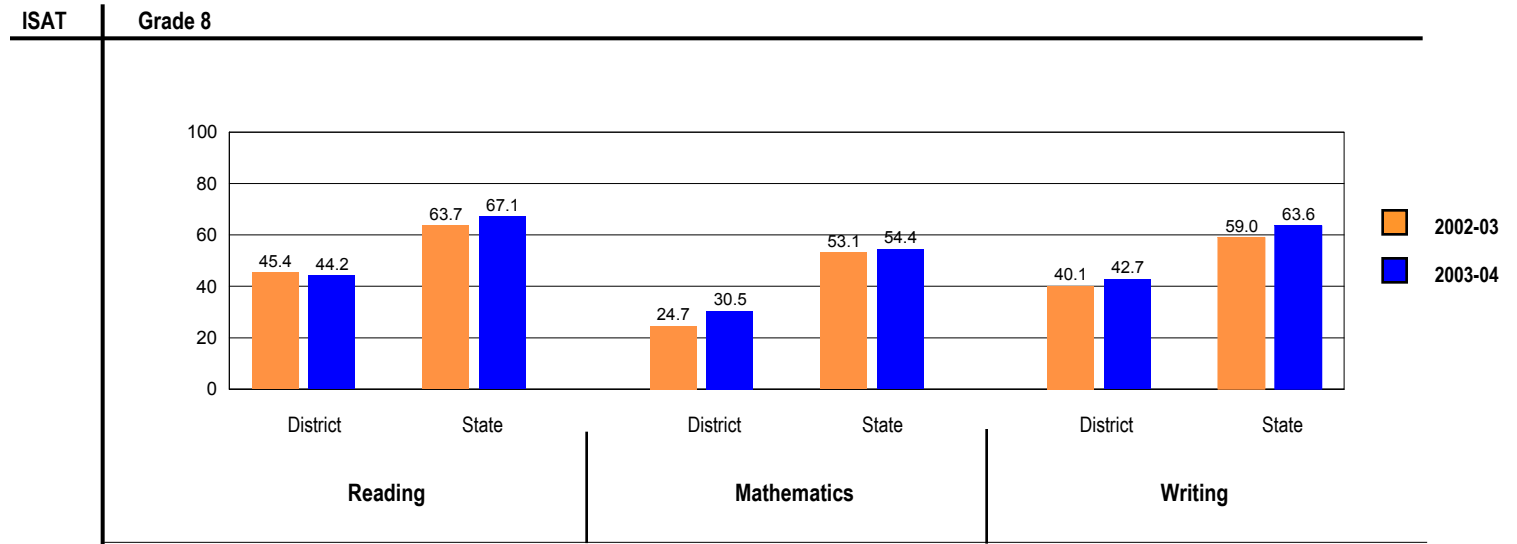
ISAT PERFORMANCE

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







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 (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	2,043	1,058	985	70	1,191	764	8	2	8	126	0	250	1,546
	Reading	0.5	0.8	0.2	0.0	0.3	0.8				0.8		0.0	0.3
	Mathematics	0.5	0.7	0.3	0.0	0.4	0.7				0.0		0.4	0.3
State	*Enrollment	618,426	315,150	303,276	362,539	126,432	103,851	22,726	1,038	1,840	43,504	259	89,425	239,387
	Reading	0.9	1.0	0.8	0.4	2.2	1.2	0.6	2.2	0.7	0.9	7.3	2.4	1.4
	Mathematics	0.9	1.1	0.9	0.4	2.3	1.3	0.6	1.9	0.8	1.3	6.9	2.5	1.5

* 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
District	16.9	46.1	30.7	6.4	16.6	26.8	47.0	9.6	8.1	41.5	49.9	0.5
State	7.0	27.9	42.4	22.7	6.8	14.0	46.1	33.0	5.2	31.1	61.0	2.8

Grade 3 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	20.8	43.9	30.0	5.3	18.5	26.9	43.6	11.0	12.1	44.1	43.8	0.0
	State	8.6	29.4	41.7	20.2	7.5	13.4	44.4	34.7	7.1	35.6	55.5	1.8
Female	District	12.3	48.6	31.5	7.5	14.4	26.8	50.9	7.9	3.4	38.6	56.9	1.0
	State	5.4	26.3	43.0	25.3	6.1	14.7	48.0	31.2	3.2	26.4	66.7	3.7

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	5.9	17.6	52.9	23.5	11.8	11.8	58.8	17.6	11.8	23.5	64.7	0.0
	State	3.2	20.0	46.2	30.7	2.3	8.0	45.8	43.9	2.9	25.3	68.1	3.6
Black	District	24.0	45.3	26.1	4.5	23.7	30.6	40.6	5.1	11.7	48.5	39.8	0.0
	State	16.5	44.6	32.2	6.8	18.3	28.0	44.4	9.3	10.8	44.0	44.2	1.0
Hispanic	District	6.5	49.6	35.7	8.3	6.1	22.2	56.1	15.7	2.2	32.0	64.5	1.3
	State	8.0	36.2	43.8	12.0	6.5	17.5	54.5	21.6	5.7	36.3	56.5	1.5
Asian/Pacific Islander	District												
	State	1.5	13.2	45.6	39.7	1.1	4.2	34.8	59.9	1.1	18.2	74.8	5.9
Native American	District												
	State	7.3	33.0	41.3	18.3	7.3	14.2	46.8	31.7	5.1	40.7	50.5	3.7
Multiracial/Ethnic	District												
	State	3.8	24.7	45.9	25.6	4.0	10.4	49.5	36.1	3.7	30.6	63.7	2.0

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	49.1	34.0	17.0	0.0	39.2	27.5	31.4	2.0	32.7	50.0	17.3	0.0
	State	22.3	42.1	27.2	8.4	17.3	23.0	43.5	16.2	17.3	41.7	40.0	1.0
Non-IEP	District	13.9	47.2	31.9	6.9	14.6	26.8	48.3	10.3	5.8	40.8	52.9	0.5
	State	4.5	25.6	44.9	25.1	5.1	12.5	46.6	35.8	3.2	29.4	64.4	3.0

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	16.6	47.5	30.7	5.3	16.5	28.1	47.7	7.7	7.5	43.2	48.7	0.6
	State	13.1	40.7	36.9	9.3	13.3	23.3	48.4	14.9	9.1	41.0	48.8	1.1
Not Eligible	District	17.9	40.2	30.8	11.1	17.1	21.4	43.6	17.9	10.3	34.5	55.2	0.0
	State	2.8	18.9	46.2	32.1	2.2	7.5	44.5	45.8	2.4	24.2	69.5	3.9

Grade 4

Grade 4 - All

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
District	15.5	43.3	38.7	2.5	26.6	41.3	30.9	1.3
	6.0	26.2	54.6	13.2	9.7	29.3	53.9	7.1
State								

Grade 4 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	District	17.9	40.6	39.1	2.4	30.0	37.9	30.6	1.5
	State	6.4	24.7	53.6	15.2	10.4	27.9	53.5	8.2
Female	District	12.7	46.7	37.9	2.6	22.8	45.3	30.9	1.0
	State	5.5	27.8	55.6	11.1	8.9	30.7	54.4	6.0

Grade 4 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	District	5.6	27.8	66.7	0.0	11.1	27.8	61.1	0.0
	State	2.0	15.8	62.8	19.4	3.7	20.6	65.4	10.3
Black	District	19.3	47.3	32.6	0.7	33.5	43.4	21.9	1.2
	State	16.5	48.1	33.6	1.8	25.1	45.8	28.0	1.0
Hispanic	District	9.1	36.4	49.0	5.6	14.1	37.9	47.5	0.5
	State	5.5	35.5	54.3	4.7	9.9	40.3	47.4	2.5
Asian/Pacific Islander	District								
	State	1.2	12.7	63.3	22.8	1.6	15.6	68.1	14.7
Native American	District								
	State	4.1	18.8	59.7	17.4	5.3	22.9	63.0	8.7
Multiracial/Ethnic	District								
	State	3.5	23.7	60.0	12.8	6.0	27.1	60.4	6.5

Grade 4 - Students with Disabilities

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	District	21.0	61.3	17.7	0.0	48.4	37.1	12.9	1.6
	State	13.6	38.4	42.1	5.8	22.7	39.7	34.9	2.7
Non-IEP	District	14.9	41.4	40.9	2.8	24.2	41.7	32.9	1.2
	State	4.6	24.1	56.8	14.5	7.4	27.4	57.3	7.9

Grade 4 - Economically Disadvantaged

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	16.3	42.3	39.2	2.2	25.9	41.2	32.1	0.7
	State	11.5	41.3	43.5	3.8	18.3	43.2	36.9	1.6
Not Eligible	District	14.0	45.2	37.6	3.2	27.8	41.3	28.7	2.2
	State	2.2	15.8	62.3	19.8	3.7	19.6	65.8	10.9

Grade 5

Grade 5 - All

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	3.1	65.1	24.0	7.8	3.3	45.7	49.1	1.9	8.9	44.6	46.2	0.3
	1.7	37.4	35.9	25.0	2.9	25.2	59.8	12.0	4.4	25.7	65.7	4.3

Grade 5 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	3.7	66.4	20.9	9.0	4.0	45.2	48.6	2.2	13.0	47.5	39.1	0.3
	State	2.3	38.9	35.4	23.4	3.7	25.5	58.0	12.8	6.2	30.8	60.5	2.4
Female	District	2.5	63.9	27.1	6.5	2.5	46.3	49.7	1.6	4.8	41.6	53.3	0.3
	State	1.1	35.9	36.3	26.7	2.2	25.0	61.6	11.2	2.4	20.4	71.1	6.1

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	41.4	34.5	24.1	0.0	27.6	65.5	6.9	3.4	24.1	72.4	0.0
	State	0.9	27.4	38.7	33.0	1.3	16.2	66.1	16.4	2.7	19.9	71.7	5.7
Black	District	4.3	64.1	25.5	6.1	4.8	49.9	43.9	1.5	10.0	40.9	48.6	0.5
	State	3.9	59.4	27.7	8.9	7.9	48.0	42.1	2.0	9.3	40.4	49.1	1.2
Hispanic	District	0.9	70.1	20.4	8.5	0.9	40.3	57.3	1.4	8.1	54.5	37.4	0.0
	State	1.8	48.3	36.3	13.6	2.5	30.5	61.7	5.3	4.3	30.3	63.6	1.8
Asian/Pacific Islander	District												
	State	0.4	19.9	38.5	41.1	0.4	8.1	60.8	30.7	1.1	12.1	77.9	8.9
Native American	District												
	State	0.8	32.9	41.2	25.1	1.6	22.6	66.3	9.5	2.1	26.6	67.2	4.1
Multiracial/Ethnic	District												
	State	1.9	35.1	37.5	25.4	1.2	30.0	53.3	15.5	3.4	23.0	68.5	5.1

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	12.1	78.8	7.6	1.5	10.6	63.6	25.8	0.0	36.5	47.6	15.9	0.0
	State	8.8	66.3	18.7	6.2	13.5	47.4	36.3	2.7	19.4	42.4	37.2	1.0
Non-IEP	District	2.1	63.5	25.9	8.5	2.4	43.7	51.8	2.1	5.9	44.3	49.5	0.3
	State	0.5	32.4	38.8	28.3	1.1	21.4	63.8	13.7	1.9	22.9	70.4	4.8

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	2.7	65.9	25.1	6.4	2.7	46.1	50.0	1.2	9.1	46.3	44.4	0.2
	State	3.1	54.7	31.6	10.6	5.6	40.2	50.8	3.5	7.7	36.9	53.9	1.5
Not Eligible	District	4.5	62.6	20.6	12.3	5.2	44.5	46.5	3.9	8.5	39.2	51.6	0.7
	State	0.8	25.6	38.8	34.9	1.1	15.0	65.9	17.9	2.1	18.1	73.6	6.1

Grade 7

Grade 7 - All

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
District	23.3	21.7	50.9	4.1	2.4	68.3	27.8	1.6
	10.4	15.2	57.8	16.6	1.7	39.3	44.3	14.7
State								

Grade 7 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	District	25.5	18.7	51.7	4.0	3.1	65.4	29.6	1.9
	State	11.4	14.3	55.1	19.2	2.1	37.7	43.1	17.1
Female	District	20.5	24.7	50.6	4.2	1.6	71.0	26.1	1.3
	State	9.4	16.1	60.6	13.9	1.3	41.0	45.6	12.1

Grade 7 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	District	9.1	3.0	78.8	9.1	0.0	56.3	40.6	3.1
	State	5.0	9.3	62.2	23.6	0.8	26.2	51.9	21.2
Black	District	29.1	24.9	44.6	1.4	3.1	75.8	20.8	0.3
	State	22.8	27.5	46.9	2.8	4.1	67.3	26.3	2.3
Hispanic	District	16.7	19.7	56.4	7.3	1.7	59.0	36.3	3.0
	State	15.8	22.7	55.8	5.7	2.1	55.5	37.8	4.5
Asian/Pacific Islander	District								
	State	3.0	6.8	58.8	31.4	0.3	17.9	55.3	26.5
Native American	District								
	State	11.7	15.0	58.6	14.7	1.3	45.1	45.1	8.4
Multiracial/Ethnic	District								
	State	8.6	15.2	59.2	17.0	1.0	38.2	46.3	14.4

Grade 7 - Students with Disabilities

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	District	59.3	19.8	20.9	0.0	4.4	91.2	4.4	0.0
	State	32.9	24.4	38.8	3.9	7.9	67.2	21.8	3.0
Non-IEP	District	17.2	22.0	56.0	4.8	2.0	64.5	31.7	1.8
	State	6.6	13.6	61.1	18.8	0.6	34.5	48.2	16.7

Grade 7 - Economically Disadvantaged

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	26.3	21.1	48.4	4.2	1.8	71.0	25.3	1.8
	State	18.6	24.2	52.2	5.0	3.1	60.7	32.5	3.7
Not Eligible	District	18.7	22.6	54.8	4.0	3.2	64.1	31.5	1.2
	State	5.3	9.6	61.3	23.8	0.8	26.0	51.7	21.5

Grade 8

Grade 8 - All

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
District State	District	2.6	53.2	43.0	1.2	9.9	59.6	26.5	4.0	5.7	51.6	41.7	1.0
	State	1.6	31.3	57.4	9.7	5.6	40.0	37.5	16.9	4.9	31.5	58.7	4.9

Grade 8 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	3.2	55.7	40.4	0.6	10.3	60.0	26.5	3.2	8.7	54.4	35.9	1.0
	State	2.3	35.2	54.6	7.9	6.7	39.4	36.0	17.8	7.5	38.8	50.7	3.0
Female	District	2.0	50.5	45.7	1.7	9.4	59.2	26.5	4.9	2.4	48.6	47.9	1.0
	State	0.8	27.3	60.3	11.5	4.4	40.5	39.0	16.1	2.2	24.0	66.8	6.9

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	8.3	37.5	50.0	4.2	8.3	16.7	66.7	8.3	12.5	45.8	41.7	0.0
	State	0.9	22.8	63.2	13.1	3.1	30.2	43.8	22.9	3.6	26.4	63.6	6.4
Black	District	3.1	54.5	41.0	1.3	12.8	68.4	16.8	2.1	7.2	54.7	36.5	1.6
	State	3.4	48.3	45.7	2.6	13.3	62.1	21.6	3.0	9.1	44.7	45.0	1.3
Hispanic	District	1.0	52.8	45.6	0.5	4.1	47.7	40.9	7.3	2.1	46.1	51.8	0.0
	State	2.0	46.7	48.3	3.0	6.2	55.1	32.7	6.0	5.3	38.2	54.5	2.0
Asian/Pacific Islander	District												
	State	0.4	18.1	62.1	19.4	1.2	17.8	39.4	41.6	1.4	16.7	69.9	12.0
Native American	District												
	State	0.8	27.2	61.9	10.1	5.8	38.8	43.5	11.9	7.3	30.9	57.1	4.6
Multiracial/Ethnic	District												
	State	1.8	31.7	57.7	8.8	6.2	47.4	31.3	15.1	4.4	33.4	59.1	3.1

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	13.0	69.6	16.3	1.1	33.0	61.5	4.4	1.1	22.5	68.5	9.0	0.0
	State	9.0	66.8	23.1	1.1	27.2	59.0	11.9	2.0	25.2	51.6	22.9	0.4
Non-IEP	District	0.8	50.3	47.8	1.2	5.7	59.3	30.4	4.5	2.8	48.6	47.4	1.2
	State	0.3	25.2	63.4	11.2	1.9	36.7	42.0	19.5	1.5	28.2	64.6	5.7

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	2.0	57.9	38.8	1.3	10.8	60.6	25.3	3.4	7.2	51.7	40.3	0.8
	State	2.9	47.3	47.1	2.7	10.3	57.2	27.5	5.0	8.3	42.3	47.8	1.6
Not Eligible	District	3.8	44.6	50.7	0.9	8.1	57.9	28.7	5.3	2.9	51.4	44.3	1.4
	State	0.8	22.3	63.2	13.7	2.9	30.2	43.2	23.7	3.0	25.4	64.7	6.8

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				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	62.9	37.1	0.0	0.0	31.9	47.8	20.3	0.0	12.3	16.9	64.6	6.2
	25.6	41.0	25.2	8.2	17.5	30.6	44.7	7.2	3.9	8.3	35.6	52.2

Grade 3 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	76.7	23.3	0.0	0.0	42.4	36.4	21.2	0.0	13.3	26.7	53.3	6.7
	State	27.1	40.1	24.4	8.5	17.7	29.2	44.4	8.7	4.9	10.3	40.2	44.6
Female	District	50.0	50.0	0.0	0.0	22.2	58.3	19.4	0.0	11.4	8.6	74.3	5.7
	State	24.1	41.9	26.1	7.9	17.4	32.1	45.0	5.5	2.9	6.2	30.8	60.1

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
District													
State	15.0	38.2	31.90	14.9	10.9	20.8	52.7	15.5	1.5	6.0	33.6	58.8	
Black													
District													
State	33.3	27.1	31.30	8.3	25.5	31.4	35.3	7.8	7.0	11.6	36.0	45.3	
Hispanic													
District													
State	62.9	37.1	0.00	0.0	31.9	47.8	20.3	0.0	12.3	16.9	64.6	6.2	
Asian/Pacific Islander													
District													
State	13.3	34.9	34.60	17.3	7.1	19.9	51.7	21.2	1.6	7.5	30.4	60.5	
Native American													
District													
State													
Multiracial/Ethnic													
District													
State													

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP													
District					30.0	70.0	0.0	0.0	10.0	20.0	60.0	10.0	
State	52.5	34.2	11.5	1.8	37.3	35.2	25.5	2.0	14.6	18.4	40.4	26.7	
Non-IEP													
District					32.2	44.1	23.7	0.0	12.7	16.4	65.5	5.5	
State	60.4	39.6	0.0	0.0	15.9	30.2	46.3	7.6	3.1	7.6	35.2	54.1	

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
District					31.9	47.8	20.3	0.0	12.3	16.9	64.6	6.2	
State	62.9	37.1	0.0	0.0	18.5	31.5	43.9	6.2	4.2	8.8	35.5	51.5	
Not Eligible													
District					13.1	26.1	48.8	12.0	2.7	6.2	35.7	55.4	
State	18.1	40.6	28.8	12.5									

Grade 5

Grade 5 - All

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	45.7	45.7	8.6	0.0	14.3	51.4	34.3	0.0	17.1	22.9	48.6	11.4
State	27.7	46.2	18.9	7.1	10.0	57.9	30.9	1.1	10.0	14.6	53.4	22.0

Grade 5 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male													
District					16.7	44.4	38.9	0.0	22.2	27.8	44.4	5.6	
State	44.4	50.0	5.6	0.0	11.0	56.7	31.1	1.1	12.3	18.8	53.6	15.3	
Female													
District					11.8	58.8	29.4	0.0	11.8	17.6	52.9	17.6	
State	47.1	41.2	11.8	0.0	9.0	59.2	30.6	1.1	7.7	10.3	53.2	28.8	

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
District													
State	20.5	37.1	25.2	17.2	6.7	43.7	45.5	4.1	6.9	11.6	53.3	28.2	
Black													
District													
State	32.5	41.6	24.7	1.3	26.3	52.6	21.1	0.0	9.1	27.3	40.9	22.7	
Hispanic													
District													
State	45.7	45.7	8.6	0.0	14.3	51.4	34.3	0.0	17.1	22.9	48.6	11.4	
Asian/Pacific Islander													
District													
State	17.1	38.5	26.3	18.1	6.2	34.5	51.3	8.0	7.8	12.2	47.0	33.0	
Native American													
District													
State													
Multiracial/Ethnic													
District													
State	30.0	60.0	10.0	0.0									

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
District													
State	44.1	47.1	8.8	0.0	11.8	52.9	35.3	0.0	14.7	23.5	50.0	11.8	
Not Eligible													
District													
State	19.8	42.3	24.8	13.2	7.3	46.7	42.3	3.8	7.8	13.3	50.9	28.0	

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
District	53.3	20.0	20.0	6.7	6.7	73.3	20.0	0.0	33.3	26.7	33.3	6.7	
State	35.2	27.8	33.0	4.0	17.4	62.3	17.1	3.2	27.4	26.5	34.5	11.5	

Grade 8 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male													
District													
State	35.6	27.2	33.6	3.6	17.8	61.3	17.2	3.7	31.2	27.8	31.9	9.1	
Female													
District													
State	34.8	28.6	32.3	4.4	16.8	63.6	17.0	2.6	23.3	25.1	37.4	14.3	

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
District													
State	15.3	28.3	48.1	8.4	7.4	54.4	32.1	6.1	13.9	21.7	43.0	21.4	
Black													
District													
State	45.5	27.3	23.6	3.6	25.5	56.4	18.2	0.0	20.8	31.3	31.3	16.7	
Hispanic													
District													
State	53.3	20.0	20.0	6.7	6.7	73.3	20.0	0.0	33.3	26.7	33.3	6.7	
Asian/Pacific Islander													
District													
State	18.2	27.1	47.8	6.9	6.7	47.6	31.9	13.7	14.9	22.0	43.3	19.8	
Native American													
District													
State													
Multiracial/Ethnic													
District													
State													

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
District													
State	53.3	20.0	20.0	6.7	6.7	73.3	20.0	0.0	33.3	26.7	33.3	6.7	
Not Eligible													
District													
State	38.5	28.6	30.0	2.8	18.7	65.0	14.6	1.6	30.5	27.7	32.3	9.6	
Not Eligible													
District													
State	25.9	25.7	41.3	7.0	13.6	54.8	23.9	7.7	19.0	23.5	40.6	17.0	

2004 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
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	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		40.0			40.0			89.0		66.0	
All	99.5	Yes	99.5	Yes	36.1		No	45.2		Yes	95.8	Yes		
White	100.0	Yes	100.0	Yes	60.6		Yes	77.3		Yes				
Black	99.7	Yes	99.6	Yes	35.4		No	37.0		Yes				
Hispanic	99.2	Yes	99.3	Yes	34.8		No	54.4		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP	99.2	Yes	100.0	Yes	6.8	26.9	No	24.8	33.1	No	97.7			
Students with Disabilities	100.0	Yes	99.6	Yes	17.9	21.2	No	20.7	22.0	No	96.2			
Economically Disadvantaged	99.7	Yes	99.7	Yes	33.6		No	44.8		Yes				

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

1. 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.
2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***
3. At least 89.0% Attendance Rate for elementary school districts or at least 66.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

* Includes only students enrolled as of 9/30/03.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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: 8

Percent of schools in School Improvement Status: 80%

School ID	School Name	Years in School Improvement
1401608902002	EMERSON ELEM SCHOOL	4
1401608902003	GARFIELD ELEM SCHOOL	4
1401608902004	IRVING ELEM SCHOOL	4
1401608902005	LEXINGTON ELEM SCHOOL	4
1401608902006	LINCOLN ELEM SCHOOL	4
1401608902007	MELROSE PARK ELEM SCHOOL	4
1401608902008	ROOSEVELT ELEM SCHOOL	4
1401608902012	WASHINGTON ELEM SCHOOL	4

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

With the recent high turnover of both administrators and staff members and the less-than-desirable academic status of our schools, it is especially significant that we focus on stability and effective planning for the sake of our children. To this end, we are in the process of developing a Strategic Long-Range Plan. This plan will provide a road map to guide the district and will serve as a conduit to offset the negative effects that have resulted with our failure to make adequate yearly progress for four consecutive years as defined by the No Child Left Behind Act. It is imperative that there is a plan for increasing academic achievement and providing a quality education for our children regardless of who is leading the district and regardless of their tenure. Our strategic plan will accomplish this mission as it is expected to address goals in the following areas:

- **CURRICULUM/INSTRUCTION & ASSESSMENT**
- **TECHNOLOGY**
- **STAFF DEVELOPMENT & HUMAN RESOURCES**
- **SCHOOL CLIMATE**
- **BUILDING FACILITIES**
- **FINANCES**
- **COMMUNICATION**
- **PARENTAL INVOLVEMENT & COMMUNITY ISSUES**

Principals and teachers are being provided professional development to empower them to have the tools and the knowledge to effectively address the children that they serve. Principals will be held accountable for ensuring that teachers on a regular and consistent basis incorporate the Illinois Learning Standards in their instruction. Parents are being provided with the Illinois Learning Standards in “student friendly” language so that they can work with the teachers to engage and focus the students in the areas that will be reflected on the ISAT tests. Increased parental involvement is being addressed by the addition of a parent coordinator who will work directly with the superintendent’s office to assure that parents’ voices are heard.

With our concentrated efforts to seriously address the status of our district, I believe that we will make a significant difference in the lives of the children and the parents we serve. We will continue to STRIVE FOR EXCELLENCE in all that we do.

Cynthia Broughton, Ed.S.
Superintendent of Schools