

**EMERSON ELEM SCHOOL**  
**MAYWOOD-MELROSE PARK-BROADVIEW-8**  
**MAYWOOD, 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 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
<b>School</b>	0.9	93.2	5.9	0.0	0.0	64.2	0.0		0.0	34.2	96.4	545
<b>District</b>	3.4	56.0	40.1	0.4	0.0	72.4	11.6		1.1	43.6	95.8	5,909
<b>State</b>	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
<b>School</b>	100.0
<b>District</b>	96.2
<b>State</b>	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
17.0	19.3	17.7	24.0	29.5	
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
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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
<b>School</b>	60	60	60	18	59	59	200	122	126	18	43	45
<b>District</b>	60	60	60	18	59	59	200	122	126	18	43	45
<b>State</b>	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
<b>District</b>	65.4	26.6	7.2	0.9	0.0	13.4	86.6	335
<b>State</b>	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

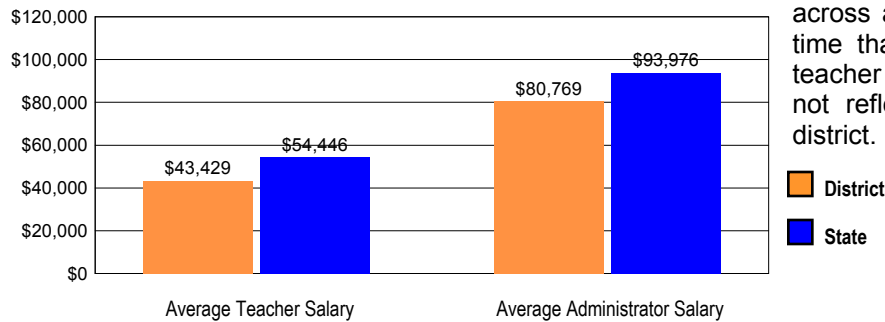
**TEACHER INFORMATION (Continued)**

	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
School	--	--	--	0.0	0.0
District	9.7	72.8	26.9	5.1	0.0
State	13.8	51.3	48.6	1.7	1.8

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

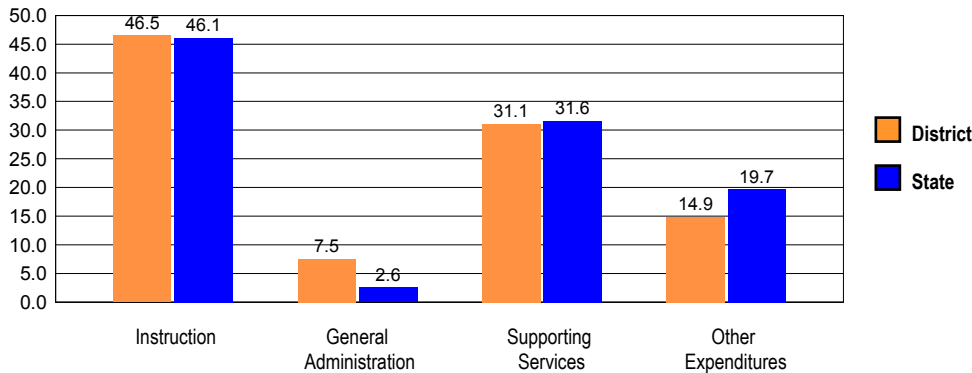
**SCHOOL DISTRICT FINANCES**

**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 2002-03 (Percentages)**



REVENUE BY SOURCE 2002-03				EXPENDITURE BY FUND 2002-03			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$11,384,205	27.4	56.6	Education	\$39,000,975	88.0	70.1
Other Local Funding	\$1,201,545	2.9	5.4	Operations & Maintenance	\$1,029,051	2.3	8.9
General State Aid	\$20,457,823	49.2	17.9	Transportation	\$1,360,716	3.1	3.5
Other State Funding	\$2,766,414	6.7	12.1	Bond and Interest	\$2,102,409	4.7	6.0
Federal Funding	\$5,782,854	13.9	8.0	Rent	\$0	0.0	0.0
TOTAL	\$41,592,841			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		

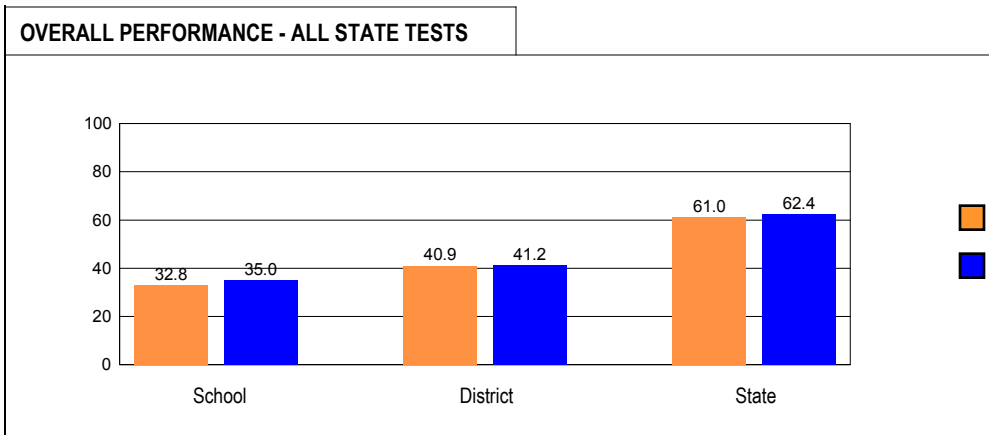
OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$60,800	3.14	\$3,427	\$6,292
State	**	**	\$5,022	\$8,482

\*\* 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.

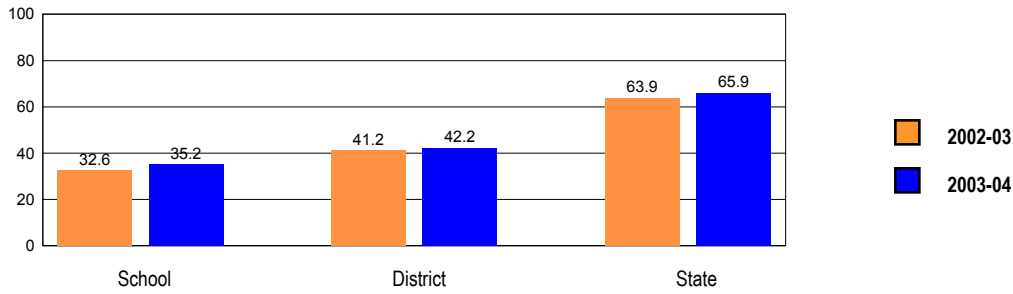
## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

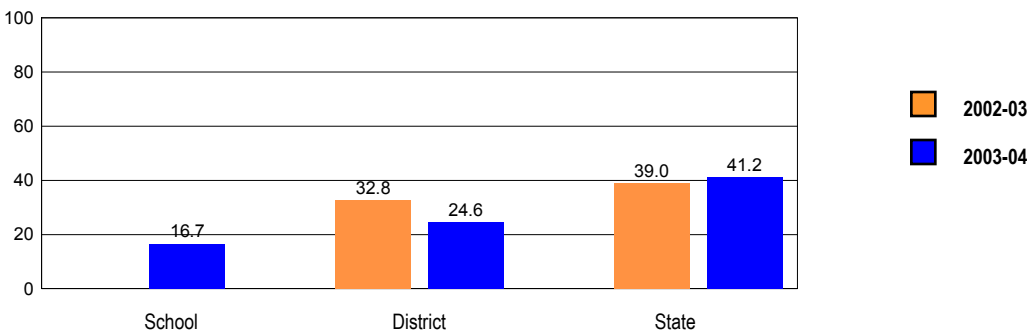
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



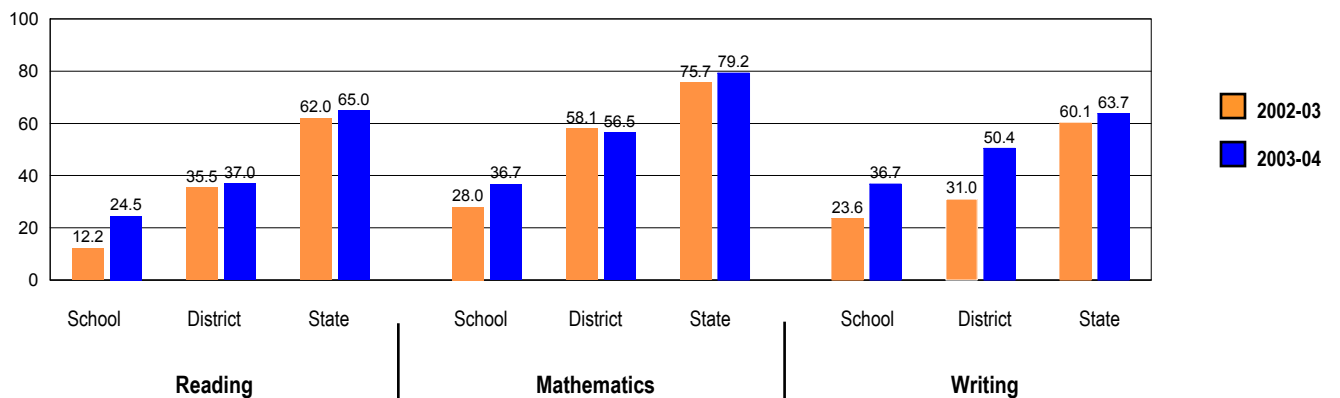
**OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE**



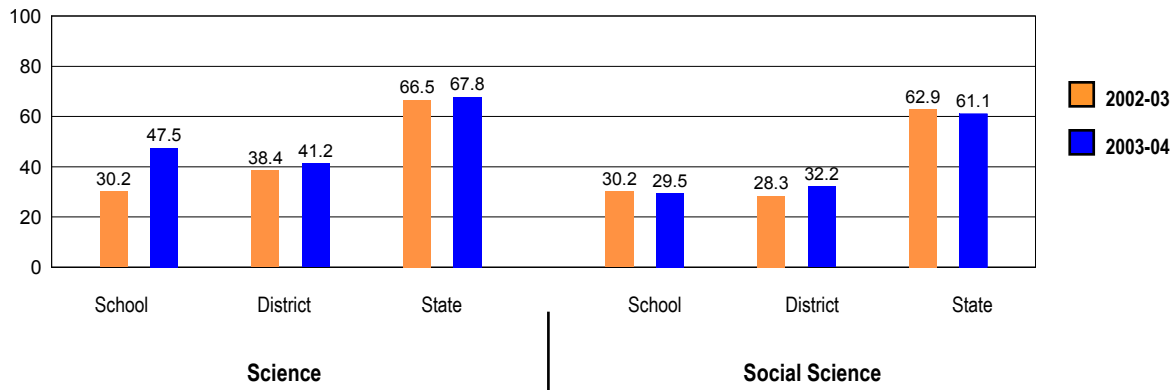
**ISAT PERFORMANCE**

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.

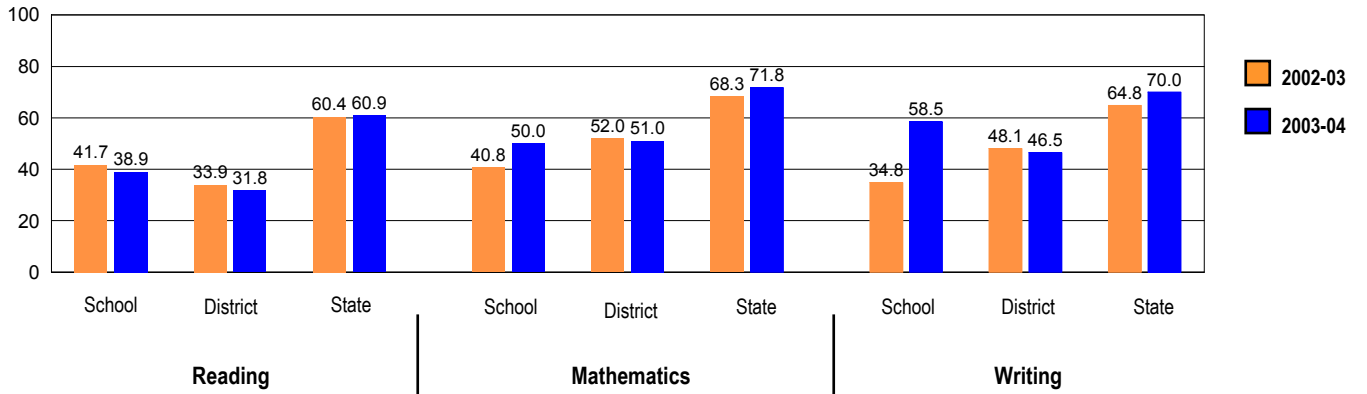
**ISAT Grade 3**



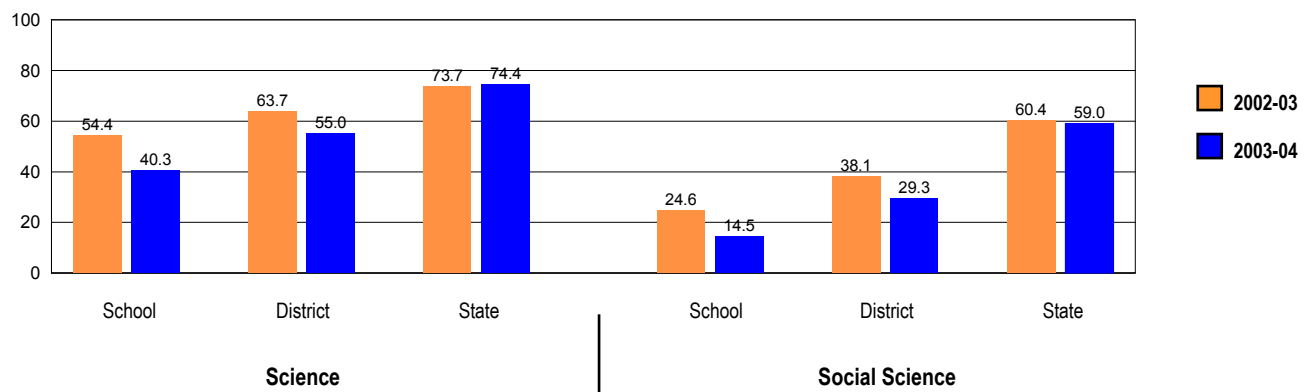
ISAT Grade 4

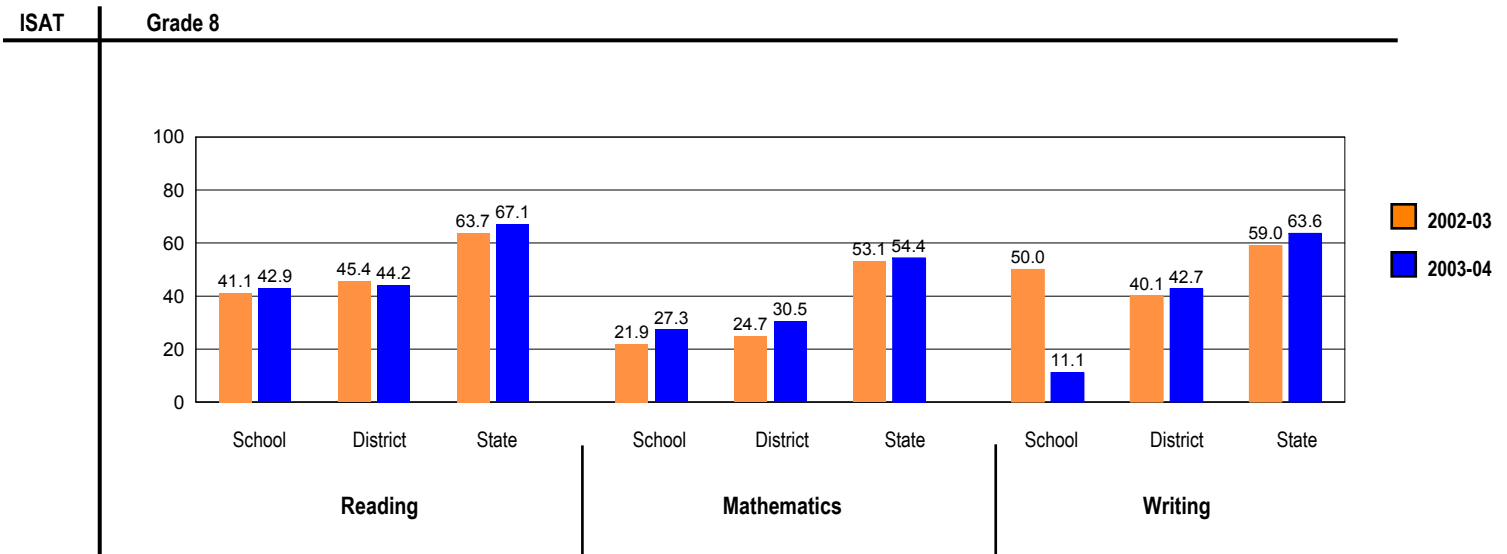


ISAT Grade 5



ISAT Grade 7





### 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				
School	*Enrollment	167	83	84	1	157	8	0	1	0	2	0	33	120
	Reading	0.0	0.0	0.0		0.0							0.0	0.0
	Mathematics	0.0	0.0	0.0		0.0							0.0	0.0
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
School	32.7	42.9	18.4	6.1	24.5	38.8	26.5	10.2	10.2	53.1	36.7	0.0
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	School	50.0	25.0	20.8	4.2	25.0	37.5	20.8	16.7	16.7	50.0	33.3	0.0
	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	School	16.0	60.0	16.0	8.0	24.0	40.0	32.0	4.0	4.0	56.0	40.0	0.0
	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	School												
	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	School	33.3	41.7	18.8	6.3	25.0	37.5	27.1	10.4	10.4	52.1	37.5	0.0
	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	School												
	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	School												
	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	School												
	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	School												
	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 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	34.1	43.2	15.9	6.8	27.3	38.6	27.3	6.8	11.4	54.5	34.1	0.0	
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													
School													
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
School	11.5	41.0	47.5	0.0	21.3	49.2	29.5	0.0
District	15.5	43.3	38.7	2.5	26.6	41.3	30.9	1.3
State	6.0	26.2	54.6	13.2	9.7	29.3	53.9	7.1

**Grade 4 - Gender**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male									
School	12.5	43.8	43.8	0.0	21.9	53.1	25.0	0.0	
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									
School	7.4	40.7	51.9	0.0	18.5	48.1	33.3	0.0	
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									
School									
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									
School	10.3	41.4	48.3	0.0	20.7	48.3	31.0	0.0	
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									
School									
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									
School									
District									
State	1.2	12.7	63.3	22.8	1.6	15.6	68.1	14.7	
Native American									
School									
District									
State	4.1	18.8	59.7	17.4	5.3	22.9	63.0	8.7	
Multiracial/Ethnic									
School									
District									
State	3.5	23.7	60.0	12.8	6.0	27.1	60.4	6.5	



**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	3.2	61.3	29.0	6.5	3.2	48.4	45.2	3.2	0.0	40.0	56.7	3.3	
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													
School	8.7	47.8	30.4	13.0	8.7	39.1	47.8	4.3	4.3	39.1	56.5	0.0	
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
School	35.5	24.2	38.7	1.6	0.0	85.5	14.5	0.0
District	23.3	21.7	50.9	4.1	2.4	68.3	27.8	1.6
State	10.4	15.2	57.8	16.6	1.7	39.3	44.3	14.7

**Grade 7 - Gender**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male									
School	36.7	20.0	40.0	3.3	0.0	83.3	16.7	0.0	
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									
School	34.4	28.1	37.5	0.0	0.0	87.5	12.5	0.0	
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									
School									
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									
School	37.3	23.7	37.3	1.7	0.0	88.1	11.9	0.0	
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									
School									
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									
School									
District									
State	3.0	6.8	58.8	31.4	0.3	17.9	55.3	26.5	
Native American									
School									
District									
State	11.7	15.0	58.6	14.7	1.3	45.1	45.1	8.4	
Multiracial/Ethnic									
School									
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	School	81.3	12.5	6.3	0.0	0.0	100.0	0.0	0.0
	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	School	19.6	28.3	50.0	2.2	0.0	80.4	19.6	0.0
	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	School	40.0	20.0	37.8	2.2	0.0	86.7	13.3	0.0
	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	School	23.5	35.3	41.2	0.0	0.0	82.4	17.6	0.0
	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
School	5.4	51.8	42.9	0.0	10.9	61.8	23.6	3.6	14.8	74.1	11.1	0.0
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	School	6.9	55.2	37.9	0.0	6.9	75.9	17.2	0.0	17.9	78.6	3.6	0.0
	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	School	3.7	48.1	48.1	0.0	15.4	46.2	30.8	7.7	11.5	69.2	19.2	0.0
	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	School	8.3	37.5	50.0	4.2	8.3	16.7	66.7	8.3	12.5	45.8	41.7	0.0
	District	0.9	22.8	63.2	13.1	3.1	30.2	43.8	22.9	3.6	26.4	63.6	6.4
	State												
Black	School	5.8	53.8	40.4	0.0	11.8	66.7	17.6	3.9	16.0	74.0	10.0	0.0
	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	School	1.0	52.8	45.6	0.5	4.1	47.7	40.9	7.3	2.1	46.1	51.8	0.0
	District	2.0	46.7	48.3	3.0	6.2	55.1	32.7	6.0	5.3	38.2	54.5	2.0
	State												
Asian/Pacific Islander	School												
	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	School												
	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	School												
	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	School	15.8	68.4	15.8	0.0	21.1	78.9	0.0	0.0	38.9	55.6	5.6	0.0
	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	School	0.0	43.2	56.8	0.0	5.6	52.8	36.1	5.6	2.8	83.3	13.9	0.0
	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	School	7.7	61.5	30.8	0.0	10.5	68.4	18.4	2.6	18.9	75.7	5.4	0.0
	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	School	0.0	29.4	70.6	0.0	11.8	47.1	35.3	5.9	5.9	70.6	23.5	0.0
	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

## 2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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

Has this school been identified for School 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
<b>State AYP Minimum Target</b>	95.0		95.0		40.0			40.0			89.0		66.0	
<b>All</b>	100.0	Yes	100.0	Yes	39.1		No	36.8		No	96.4	Yes		
<b>White</b>														
<b>Black</b>	100.0	Yes	100.0	Yes	37.8		Yes	34.5	35.8	No	96.4			
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	34.1		No	33.3	36.6	No	98.9			

### 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 Non-High Schools or at least 66.0% Graduation Rate for High Schools

\* 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 schools and graduation rate for high schools) for the subgroup. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

The 2004 ISAT test results revealed that Emerson School students did not exceed the State in any area of the tests. Emerson students did exceed the District in four (4) of the total areas tested.

Emerson's third grade students improved in reading – 12.3% growth, mathematics – 8.7%, and writing – 13.1% growth. The percentage of third grade students who met or exceeded standards increased by 13% in reading, 13% in mathematics, and 14% in writing.

The fifth grade students improved in mathematics – 9.2% growth and writing – 23.7% growth. The percentage of fifth grade students who met or exceeded standards increased by 9% in mathematics and 24% in writing.

The eighth grade students improved in reading – 1.8% growth and mathematics – 5.4% growth. The percentage of eighth grade students who met or exceeded standards increased by 24% in reading and 5% in mathematics.

The fourth grade students improved in science – 17.3% growth. The percentage of fourth grade students who met or exceeded standards increased by 18% in science.

This year at Emerson School we will promote improvement in school achievement by:

- Aligning the curriculum to the Illinois State Standards.
- Continuing the implementation of our School Improvement Plan.
- Continuing to provide staff development for all staff in the area of Reading.
- Continuing to provide 90 minutes of uninterrupted and intense reading instruction.
- Continuing to provide phonics and phonemic awareness in grades K – 3.
- Providing a consultant to support Literacy Instruction in grades 4 – 8.
- Continuing to provide outside tutoring programs (AKA Ivy League and Read To Lead).
- Monitoring student writings on a monthly basis.
- Continuing to monitor math instruction and math pacing guides.
- Continuing peer mediation.
- Continuing to provide an after school tutorial program (Allstars).
- Continuing to provide extra curricular activities.

Reading and math will continue to be the focus of our school improvement at Emerson School for the 2004-2005 school year. Our faculty is strongly committed to provide an effective educational program that will meet the needs of our students.

Karen E. Petties, Principal  
Emerson School