

**STEVENSON ELEM SCHOOL  
MAYWOOD-MELROSE PARK-BROADVIEW-8  
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 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>	12.0	2.2	84.3	1.6	0.0	67.2	21.5		5.3	42.8	96.1	878
<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>	99.0
<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 School
K	1	3	6	8	
<b>School</b>	25.3	27.8	28.0	30.3	27.7
<b>District</b>	21.7	21.5	22.7	24.5	23.9
<b>State</b>	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
<b>School</b>	--	--	--
<b>District</b>	19.1	15.1	181.2
<b>State</b>	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)**

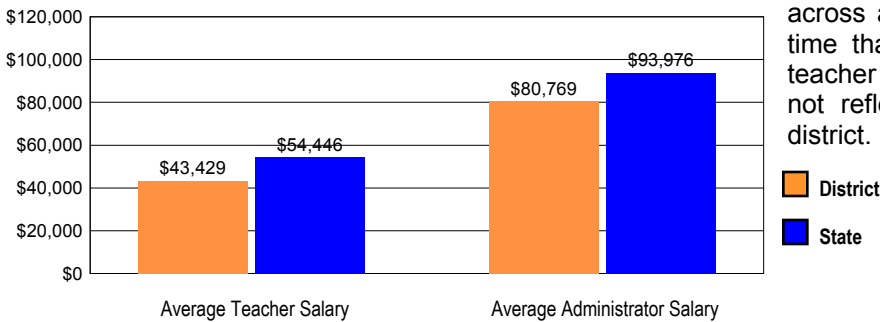
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	65.4	26.6	7.2	0.9	0.0	13.4	86.6	335
<b>State</b>	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

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	--	--	--	2.4	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.

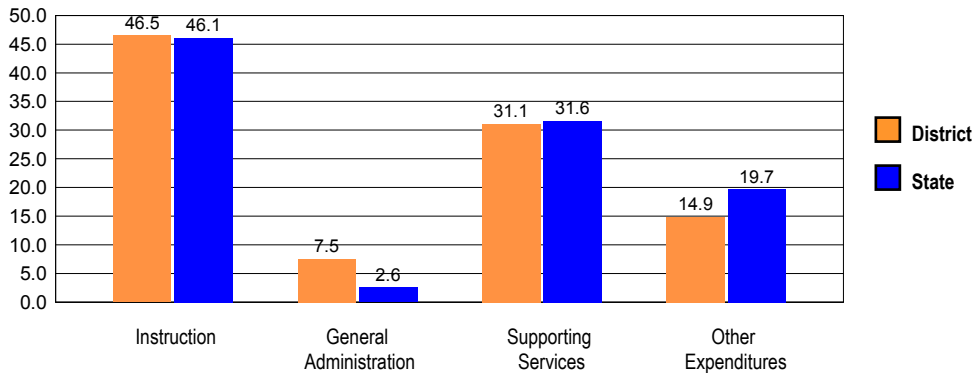
## SCHOOL DISTRICT FINANCES

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		

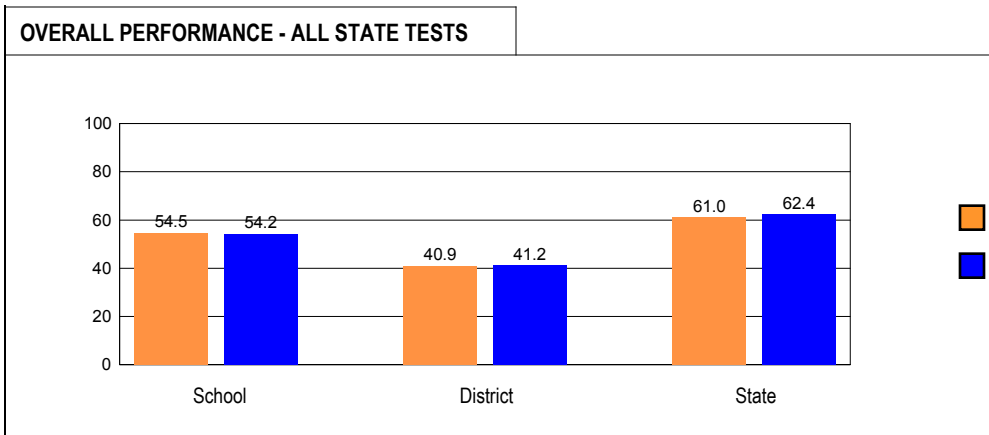
OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$60,800	3.14	\$3,427	\$6,292
State	**	**	\$5,022	\$8,482

\*\* 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.

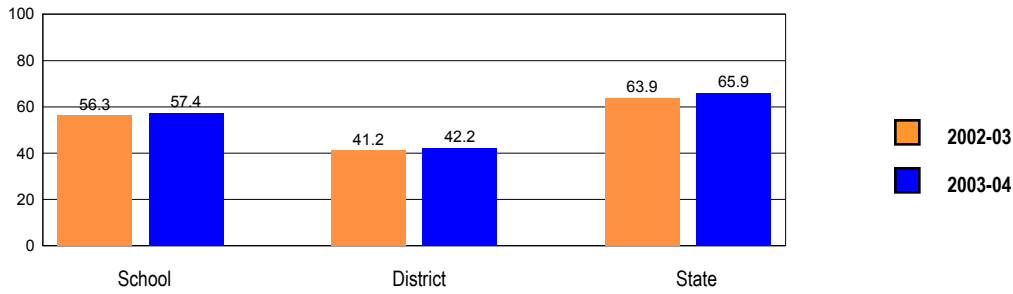
## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

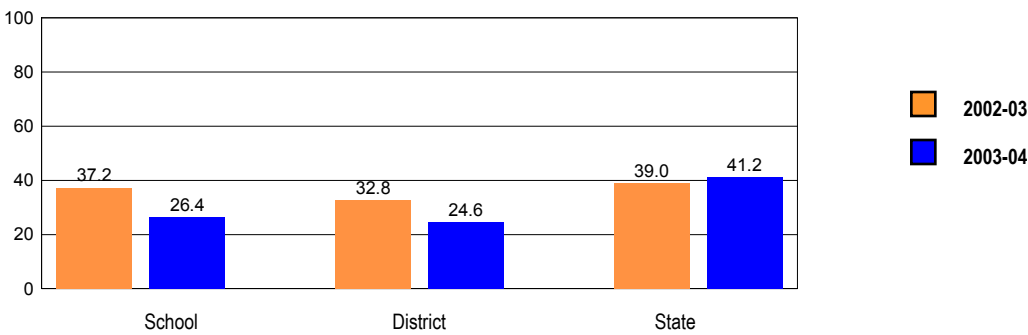
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



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



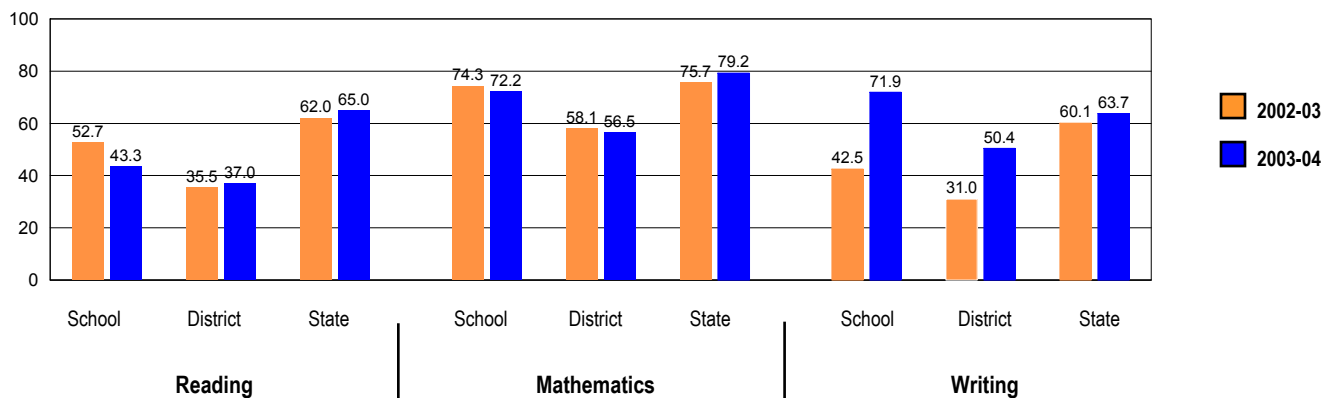
**OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE**



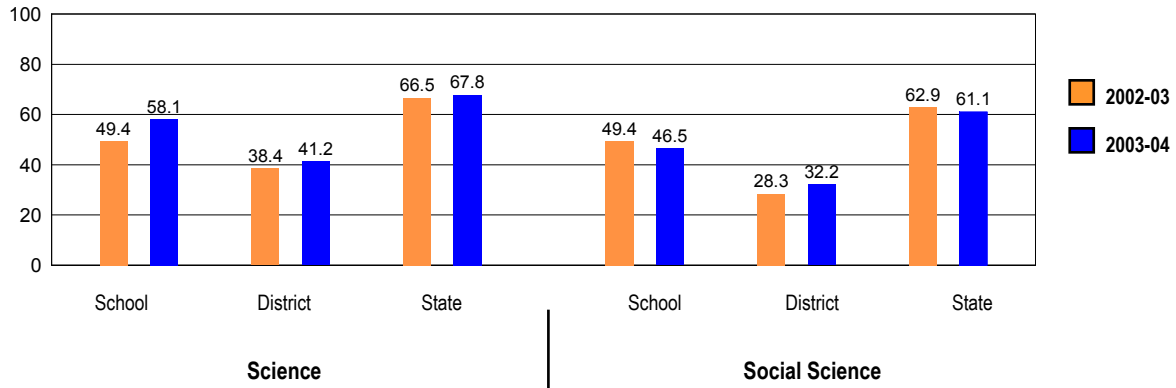
**ISAT PERFORMANCE**

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.

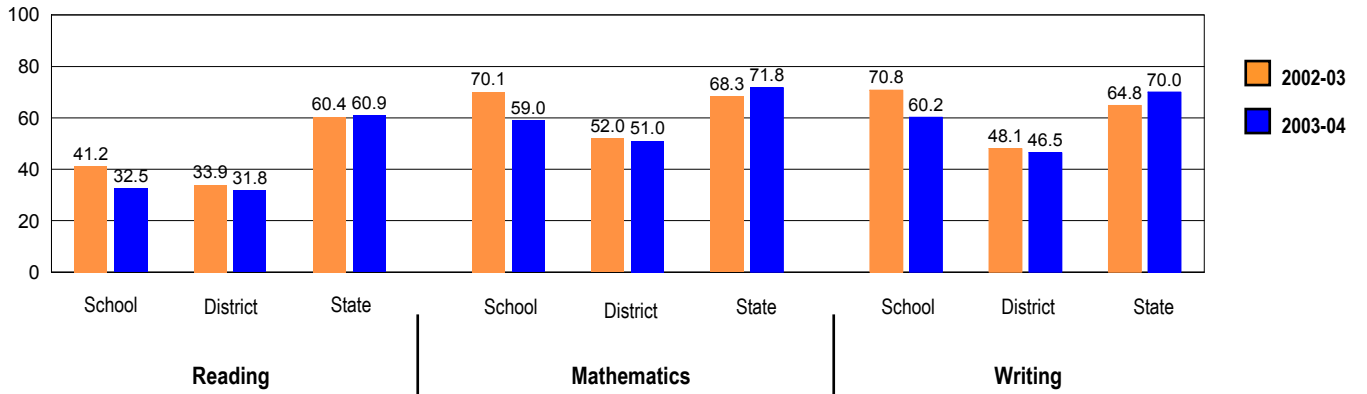
**ISAT Grade 3**



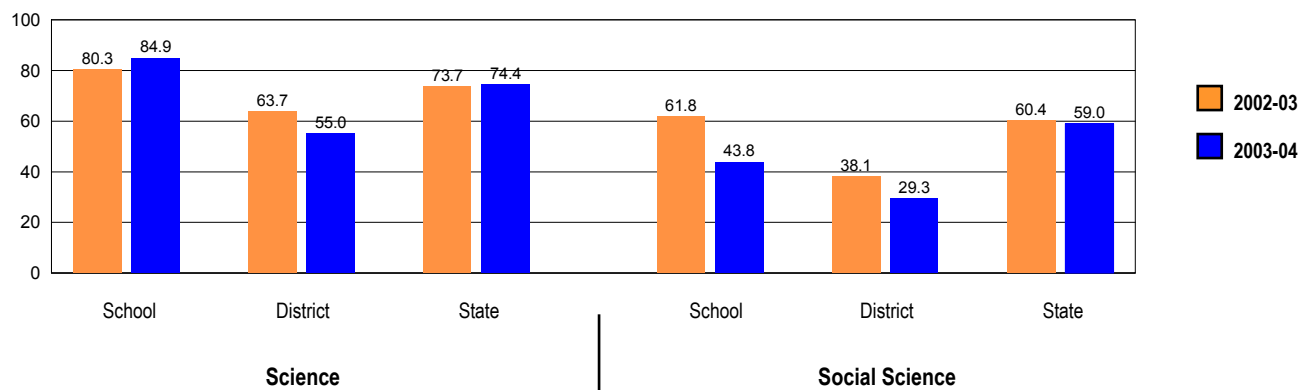
ISAT Grade 4

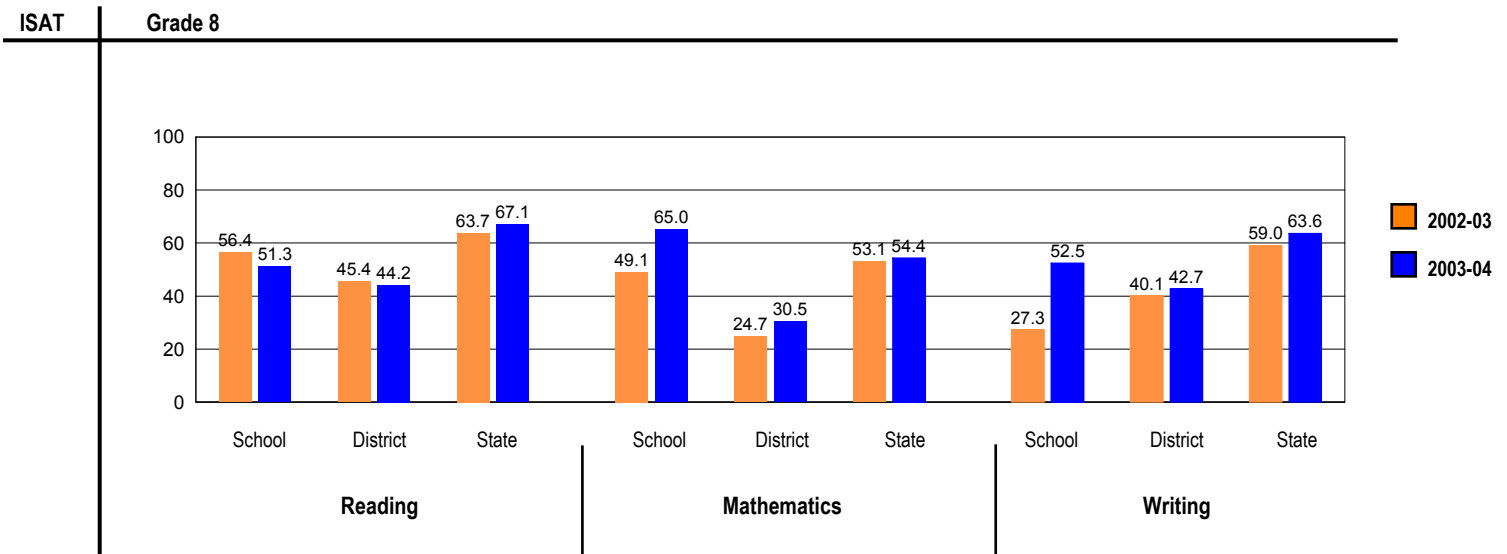


ISAT Grade 5



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	287	140	147	41	10	233	3	0	0	36	0	27	199
	Reading	0.3	0.7	0.0	0.0	0.0	0.4				2.8		0.0	0.5
	Mathematics	0.0	0.0	0.0	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	7.8	48.9	36.7	6.7	6.7	21.1	62.2	10.0	0.0	28.1	71.9	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	9.1	52.3	36.4	2.3	4.5	22.7	70.5	2.3	0.0	40.9	59.1	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	6.5	45.7	37.0	10.9	8.7	19.6	54.3	17.4	0.0	15.6	84.4	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												
	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	6.3	51.9	38.0	3.8	5.1	22.8	65.8	6.3	0.0	28.2	71.8	0.0
	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	8.7	46.4	40.6	4.3	5.8	20.3	65.2	8.7	0.0	27.9	72.1	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	4.8	57.1	23.8	14.3	9.5	23.8	52.4	14.3	0.0	28.6	71.4	0.0	
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	10.5	31.4	52.3	5.8	14.0	39.5	45.3	1.2
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	17.5	27.5	50.0	5.0	17.5	35.0	45.0	2.5	
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	4.3	34.8	54.3	6.5	10.9	43.5	45.7	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									
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	10.7	33.3	50.7	5.3	12.0	42.7	45.3	0.0	
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 4 - Students with Disabilities**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	60.0	40.0	0.0	40.0	40.0	20.0	0.0
	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	School	11.8	27.6	53.9	6.6	10.5	39.5	48.7	1.3
	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	School	9.4	29.7	57.8	3.1	12.5	40.6	46.9	0.0
	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	School	13.6	36.4	36.4	13.6	18.2	36.4	40.9	4.5
	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
School	0.0	67.5	20.5	12.0	1.2	39.8	56.6	2.4	3.6	36.1	60.2	0.0
	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	School	0.0	70.0	20.0	10.0	2.5	47.5	45.0	5.0	7.5	32.5	60.0	0.0
	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	School	0.0	65.1	20.9	14.0	0.0	32.6	67.4	0.0	0.0	39.5	60.5	0.0
	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	School	0.0	47.4	36.8	15.8	0.0	36.8	57.9	5.3	0.0	26.3	73.7	0.0
	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	School												
	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	School	0.0	71.2	16.9	11.9	1.7	40.7	55.9	1.7	5.1	40.7	54.2	0.0
	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	School												
	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	School												
	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	School												
	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 - 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	71.9	15.8	12.3	1.8	38.6	57.9	1.8	5.3	36.8	57.9	0.0
	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	0.0	57.7	30.8	11.5	0.0	42.3	53.8	3.8	0.0	34.6	65.4	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	3.8	11.3	74.5	10.4	1.0	55.2	40.0	3.8
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	5.9	5.9	74.5	13.7	0.0	48.0	46.0	6.0
	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	1.8	16.4	74.5	7.3	1.8	61.8	34.5	1.8
	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	5.9	0.0	88.2	5.9	0.0	81.3	12.5	6.3
	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								
	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	3.8	12.5	72.5	11.3	0.0	52.5	45.0	2.5
	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 - Economically Disadvantaged**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	2.9	11.6	76.8	8.7	0.0	56.5	40.6	2.9
	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	5.4	10.8	70.3	13.5	2.8	52.8	38.9	5.6
	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	2.5	46.3	51.3	0.0	3.8	31.3	53.8	11.3	3.8	43.8	52.5	0.0
	2.6	53.2	43.0	1.2	9.9	59.6	26.5	4.0	5.7	51.6	41.7	1.0
	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	2.6	46.2	51.3	0.0	5.1	20.5	64.1	10.3	5.1	48.7	46.2	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	2.4	46.3	51.2	0.0	2.4	41.5	43.9	12.2	2.4	39.0	58.5	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	6.3	37.5	56.3	0.0	6.3	25.0	62.5	6.3	12.5	50.0	37.5	0.0
	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	School												
	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	1.6	47.5	50.8	0.0	3.3	31.1	52.5	13.1	1.6	42.6	55.7	0.0
	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	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	8.3	66.7	25.0	0.0	25.0	58.3	8.3	8.3	8.3	75.0	16.7	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	1.5	42.6	55.9	0.0	0.0	26.5	61.8	11.8	2.9	38.2	58.8	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	2.6	48.7	48.7	0.0	5.1	30.8	53.8	10.3	2.6	35.9	61.5	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	2.4	43.9	53.7	0.0	2.4	31.7	53.7	12.2	4.9	51.2	43.9	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

**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
School	66.7	33.3	0.0	0.0	27.8	50.0	22.2	0.0	17.6	11.8	70.6	0.0
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
State	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	School												
	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	School												
	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	School												
	District												
	State	15.0	38.2	31.9	14.9	11.0	20.8	52.7	15.5	1.5	6.0	33.6	58.8
Black	School												
	District												
	State	33.3	27.1	31.3	8.3	26.0	31.4	35.3	7.8	7.0	11.6	36.0	45.3
Hispanic	School	66.7	33.3	0.0	0.0	28.0	50.0	22.2	0.0	17.6	11.8	70.6	0.0
	District	62.9	37.1	0.0	0.0	32.0	47.8	20.3	0.0	12.3	16.9	64.6	6.2
	State	27.3	41.7	24.0	7.1	19.0	32.1	43.7	5.6	4.3	8.6	36.1	51.1
Asian/Pacific Islander	School												
	District												
	State	13.3	34.9	34.6	17.3	7.0	19.9	51.7	21.2	1.6	7.5	30.4	60.5
Native American	School												
	District												
	State												
Multiracial/Ethnic	School												
	District												
	State												

**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	66.7	33.3	0.0	0.0	27.8	50.0	22.2	0.0	17.6	11.8	70.6	0.0
	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
	State	27.2	41.0	24.4	7.3	18.5	31.5	43.9	6.2	4.2	8.8	35.5	51.5
Not Eligible	School												
	District												
	State	18.1	40.6	28.8	12.5	13.1	26.1	48.8	12.0	2.7	6.2	35.7	55.4

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	33.3	58.3	8.3	0.0	16.7	33.3	50.0	0.0	16.7	8.3	66.7	8.3
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	School												
	District	44.4	50.0	5.6	0.0	16.7	44.4	38.9	0.0	22.2	27.8	44.4	5.6
	State	29.7	46.0	18.0	6.3	11.0	56.7	31.1	1.1	12.3	18.8	53.6	15.3
Female	School												
	District	47.1	41.2	11.8	0.0	11.8	58.8	29.4	0.0	11.8	17.6	52.9	17.6
	State	25.7	46.5	19.9	7.9	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	
<b>White</b>													
School													
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	
<b>Black</b>													
School													
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	
<b>Hispanic</b>													
School	33.3	58.3	8.3	0.0	16.7	33.3	50.0	0.0	16.7	8.3	66.7	8.3	
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	29.2	47.8	17.7	5.4	10.5	61.2	28.0	0.3	10.5	15.0	54.0	20.5	
<b>Asian/Pacific Islander</b>													
School													
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	
<b>Native American</b>													
School													
District													
State													
<b>Multiracial/Ethnic</b>													
School													
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	
<b>Free/Reduced Price Lunch</b>													
School	33.3	58.3	8.3	0.0	16.7	33.3	50.0	0.0	16.7	8.3	66.7	8.3	
District	44.1	47.1	8.8	0.0	11.8	52.9	35.3	0.0	14.7	23.5	50.0	11.8	
State	29.5	47.1	17.6	5.8	10.6	60.5	28.4	0.5	10.5	14.9	54.0	20.6	
<b>Not Eligible</b>													
School													
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	

## 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?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
---	----

	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>	99.7	Yes	100.0	Yes	37.8		No	62.2		Yes	96.1	Yes		
<b>White</b>	100.0	Yes	100.0	Yes										
<b>Black</b>														
<b>Hispanic</b>	99.6	Yes	100.0	Yes	35.4		No	60.1		Yes				
<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>	99.5	Yes	100.0	Yes	33.3		No	61.8		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 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 the Stevenson School students exceeded the State in three (3) of the total areas tested. Our third grade students exceeded state standards in writing scoring 71.9%, a marked increase from 2003 (29.4 %). The seventh grade science scores increased 4.6% to 84.9% in 2004 performing 10% above the State. The eighth grade mathematics scores showed a large gain of 15.9% to 65% in 2004 performing 10.6% above the State. Fourth grade science scores showed a gain of 8.7%.

A tremendous gain of 25.2% was made in eighth grade writing, with 52.5% of Stevenson's students meeting state standards. Fifty one percent of the eighth grade students met state standards in reading. Seventy two percent of the third grade students met or exceeded state standards in mathematics. Fifty eight percent of the fourth grade students met or exceeded state standards in science. Fifty nine percent of the fifth graders met or exceeded the state standards in mathematics, and 60.2% met the state standard in writing. The ISAT data provides important information for analysis toward the continuous improvement in student achievement at Stevenson School. Our continued focus will be in reading and mathematics for all grade levels with an emphasis on the achievement of the fifth grade students.

Stevenson School will continue to focus on reading and mathematics for the 2005 school year. Implementation of the following strategies will occur during the 2005 school year to insure academic success of the Stevenson School students:

- Align instruction with the Illinois Learning Standards;
- Provide teachers with continued professional development;
- Continue 90 minutes of uninterrupted reading instruction for all grade levels;
- Implement a new reading series, Houghton Mifflin 2005, at grades four, five and six;
- Provide teachers in grades four, five and six with ongoing professional development for their new reading series;
- Implement the techniques of the *Criss* program across subject areas in grades 4-8 with an emphasis on reading;
- Continue providing reading instruction for the students in grades K-3 as outlined by Reading First;
- Continue utilizing the literacy coaches to provide professional development in the strategies and structure outlined in the reading first grant;
- Continue to develop portfolios at grades K-3, as evidence of aligning reading instruction with the components of Reading First;
- Provide after school tutoring programs;
- Continue the community readers program;
- Continue to provide support for the Saxon Math program in grades K-8;
- Continue to provide 90 minutes of instruction for students in algebra;

As a school community, we realize that achieving academic success is a partnership between teachers, students, parents, and administrators. The Stevenson School staff is committed to providing high quality instruction to ensure that all students reach high levels of academic success.

Lauren Ford, Principal  
Stevenson School