

Evergreen Park ESD 124

Evergreen Park, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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

Starting in 2009, charter school information is included in district statistics.

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	55.2	23.9	16.2	1.0	0.3	3.5	29.0	7.4		0.0	10.9	95.0	1,878
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

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	100.0
State	96.7

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	15.7		10.9	187.8
State	18.4		13.3	201.8

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
District	18.3	20.4	20.4	21.1	22.4	22.8	20.4	18.8	22.3	
State	20.5	20.9	21.3	21.8	22.2	22.6	22.0	21.1	21.4	

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	80	80	44	24	40	44	146	122	89	24	32	44
State	59	54	51	30	43	44	145	104	92	30	43	44

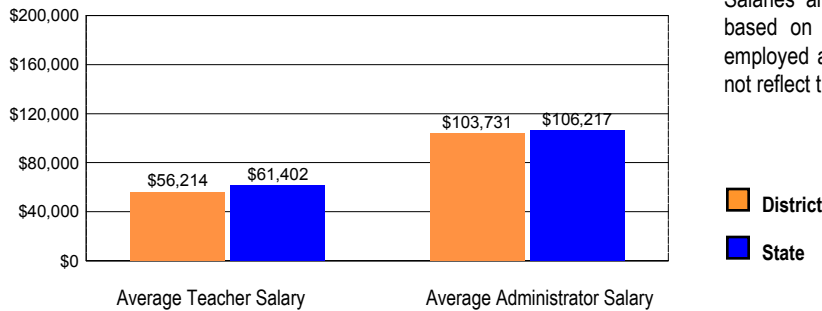
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.9	0.7	1.4	0.0	0.0	9.9	90.1	146
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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:	All Schools	13.4	25.2	74.8	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools	16.8	13.0	87.0	0.0	0.0
State:	All Schools	12.5	44.1	55.8	0.6	1.2
	High Poverty Schools	12.2	45.1	54.6	1.1	4.7
	Low Poverty Schools	12.2	36.8	63.1	0.3	0.1

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

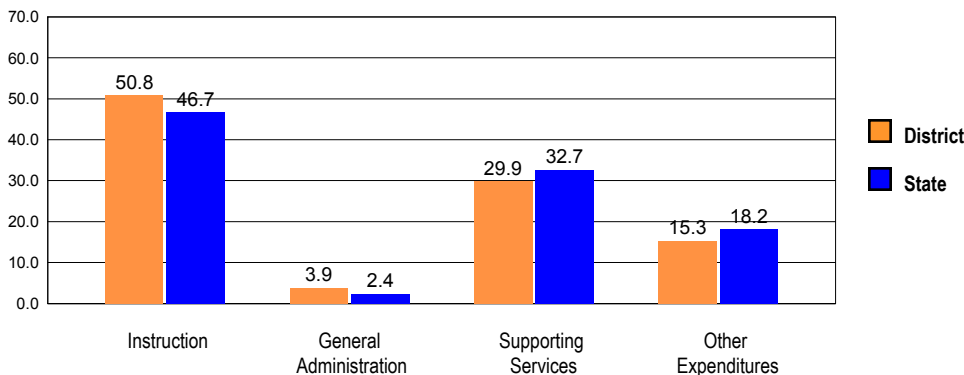
SCHOOL DISTRICT FINANCES

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 2007-08 (Percentages)



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$17,133,506	74.3	58.7	Education	\$17,242,098	82.7	71.5
Other Local Funding	\$1,146,474	5.0	6.3	Operations & Maintenance	\$1,531,111	7.3	8.6
General State Aid	\$2,054,114	8.9	18.6	Transportation	\$478,001	2.3	3.9
Other State Funding	\$1,803,499	7.8	9.0	Bond and Interest	\$1,140,689	5.5	6.3
Federal Funding	\$928,118	4.0	7.4	Rent	\$0	0.0	0.0
TOTAL	\$23,065,711			Municipal Retirement/ Social Security	\$460,538	2.2	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	6.8
				TOTAL	\$20,852,437		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$239,394	4.08	\$6,298	\$10,695
State	**	**	\$6,103	\$10,417

** 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

2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP is sponsored by the U.S. Department of Education and administered to students in grade 4, 8, and 12. Only grade 4 and 8 results are required to be reported.

Achievement levels reflect what students should know and be able to do. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board for NAEP sets specific achievement levels for each subject area and grade. To provide a context for interpreting student performance, NAEP results are reported as percentages of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels, and at the *Advanced* level.

Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced represents superior performance.

The four achievement levels (below basic, basic, proficient, and advanced) are reported as level 1 through level 4, respectively. Please note that only state results are reported.

Grade 4

Grade 4 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	35.0	32.9	24.2	8.0	21.4	42.3	30.7	5.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	23.3	34.3	30.9	11.5	8.9	40.8	42.1	8.1
Black	56.3	29.5	12.5	1.7	46.0	44.6	9.0	0.4
Hispanic	50.1	32.2	14.7	3.0	35.8	45.2	17.6	1.3
Asian/Pacific Islander	13.1	33.0	37.5	16.4	5.1	32.4	45.0	17.5
Native American								

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	76.6	20.0	3.1	0.3	49.8	41.5	7.9	0.8

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	63.2	22.5	10.5	3.8	41.4	36.3	17.9	4.4

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	52.4	31.6	13.5	2.4	36.2	46.9	16.1	0.8

Grade 4 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	72.4	84.2
Students with Disabilities	64.9	76.9

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	25.1	45.1	27.5	2.3	29.7	39.5	23.8	7.0

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	17.2	44.6	34.9	3.3	18.5	40.8	31.3	9.4
Black	45.7	44.4	9.7	0.2	59.3	34.0	6.3	0.4
Hispanic	35.9	48.6	15.2	0.4	44.9	42.3	11.8	1.0
Asian/Pacific Islander	13.1	40.9	41.6	4.4	12.8	32.0	32.1	23.0
Native American								

Grade 8 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	75.1	22.3	2.6	0.0	56.3	31.6	9.1	3.0

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	64.6	27.0	7.4	0.9	67.7	25.3	6.8	0.2

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	39.2	46.0	14.2	0.6	48.7	38.4	11.3	1.6

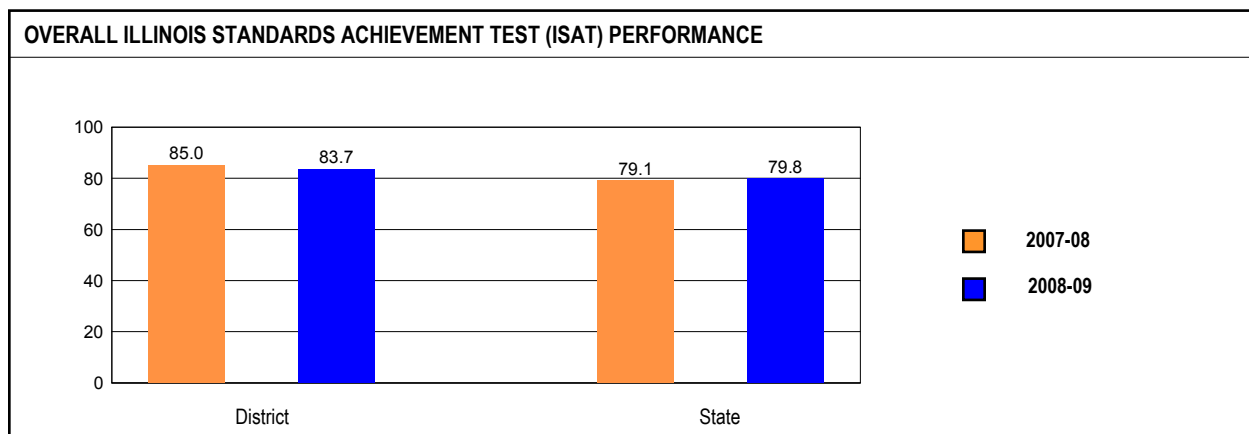
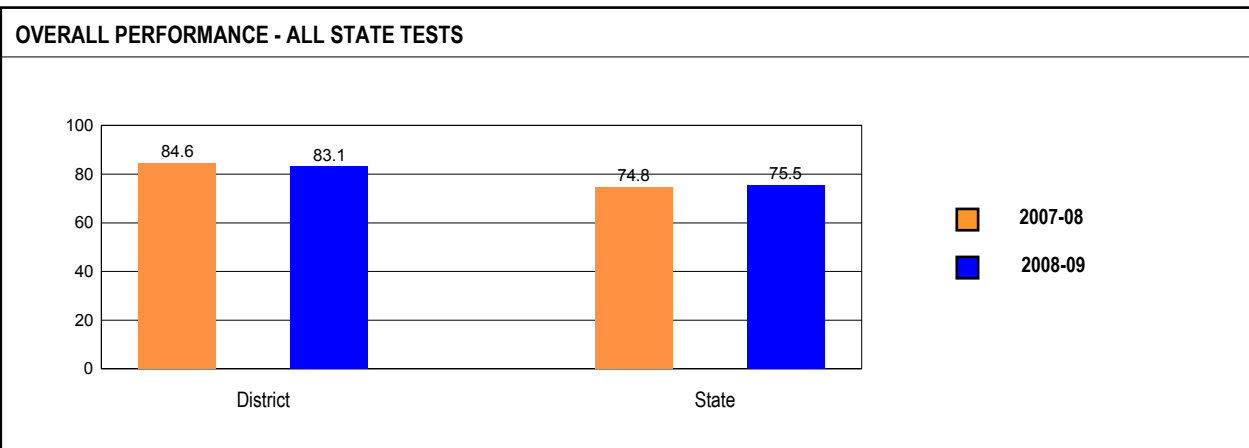
Grade 8 - NAEP Participation Rates

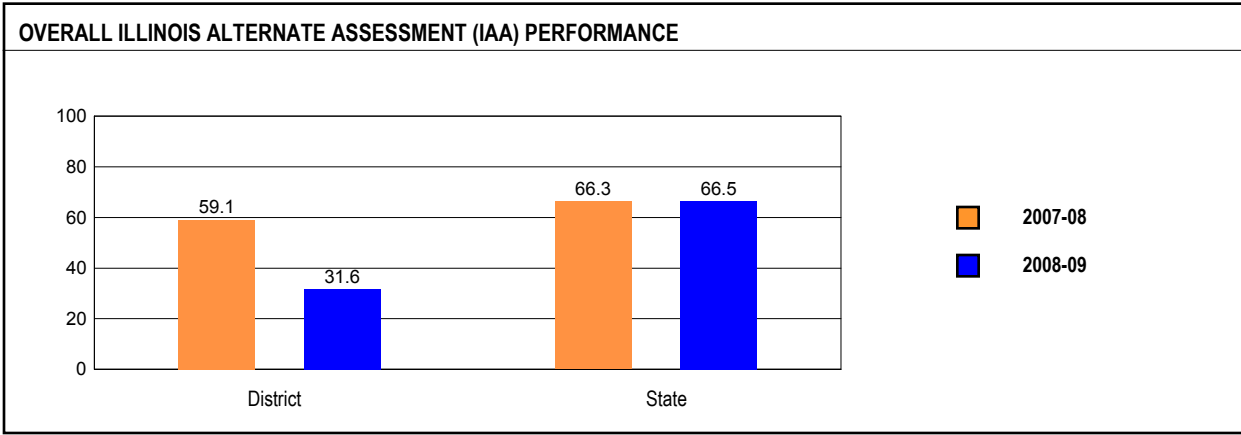
	Reading	Mathematics
Limited English Proficient	64.3	75.9
Students with Disabilities	71.0	64.9

OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading, mathematics, and science.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

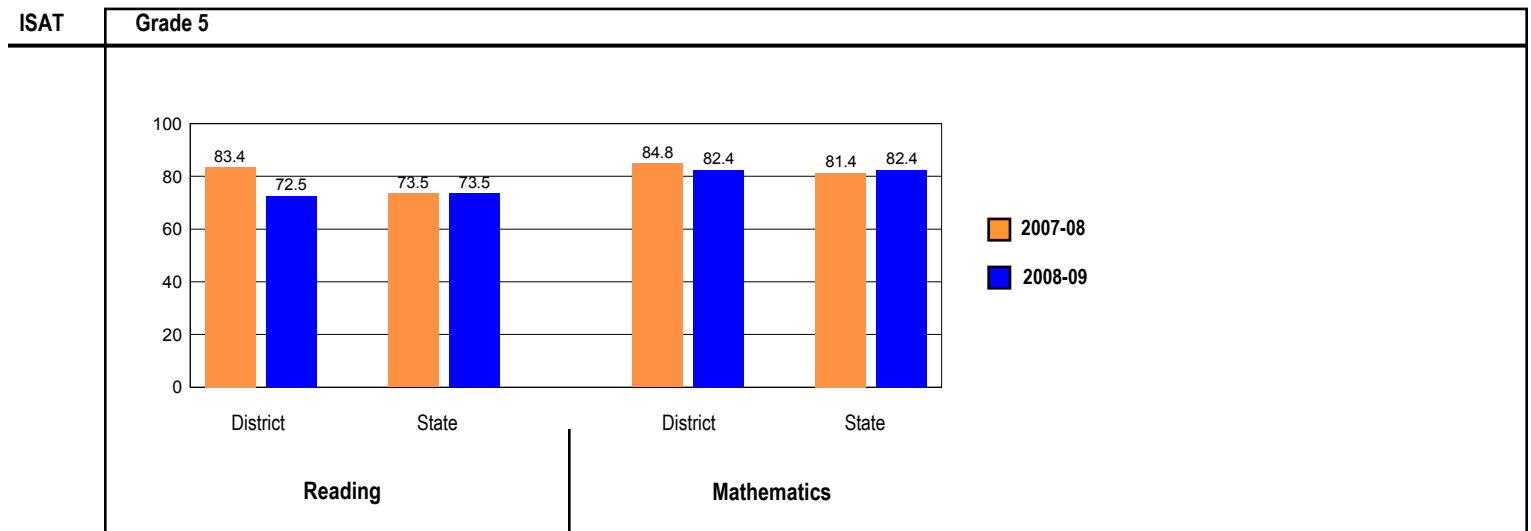
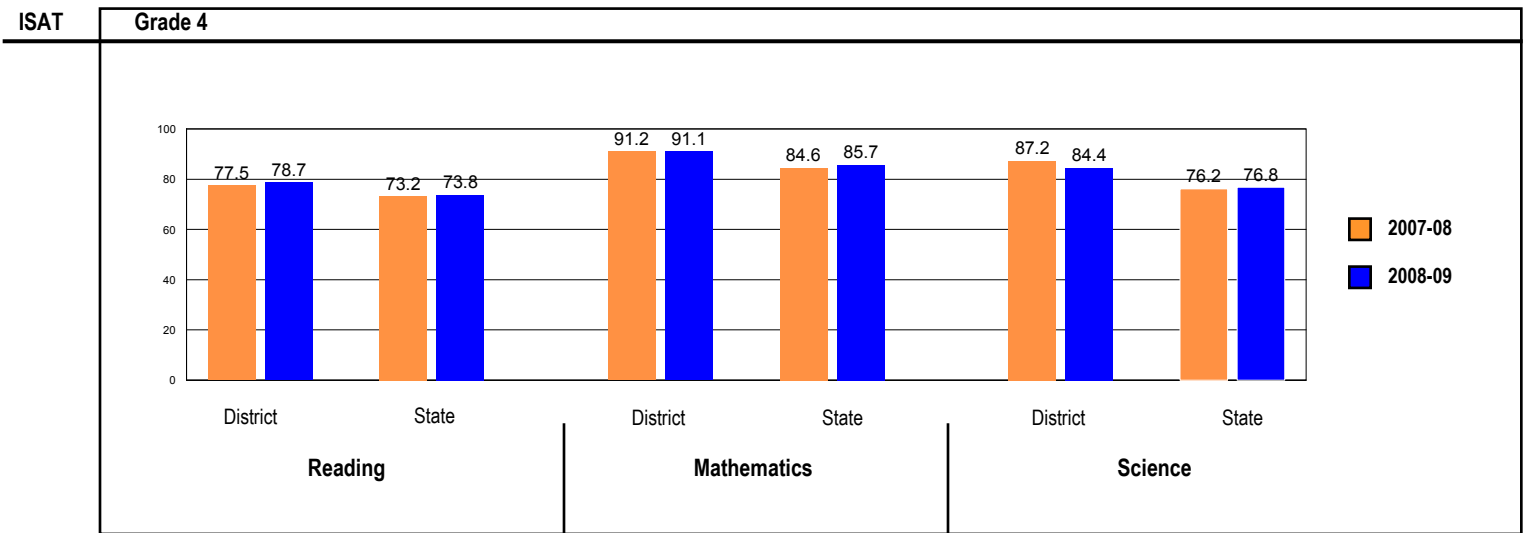
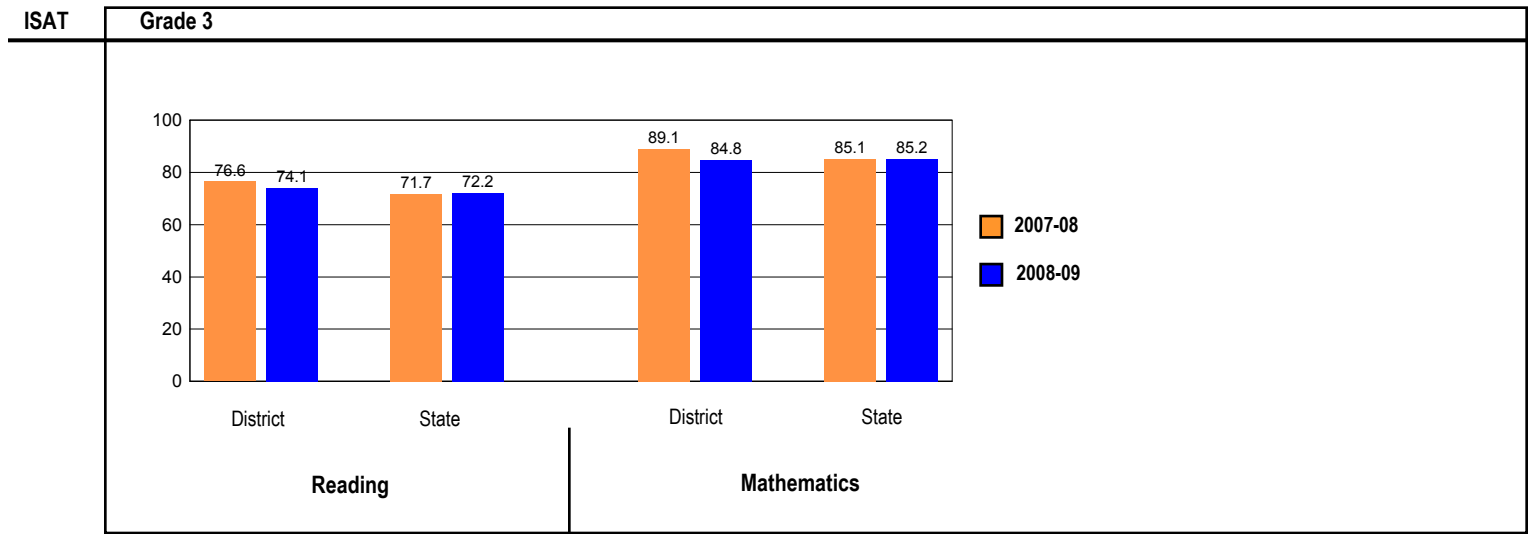




IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

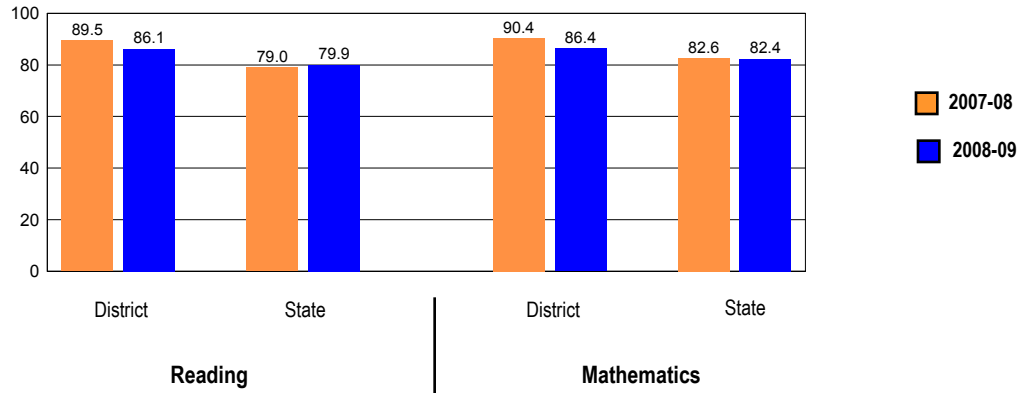
ISAT PERFORMANCE

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.



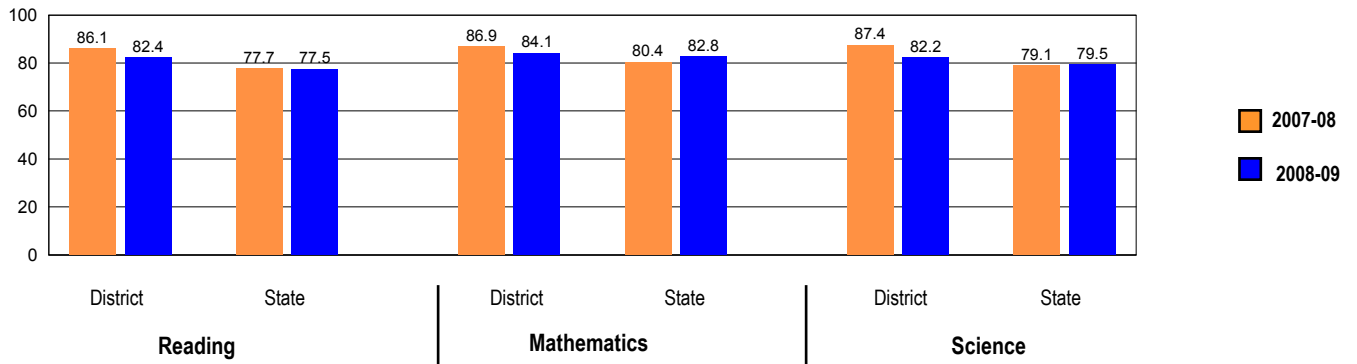
ISAT

Grade 6



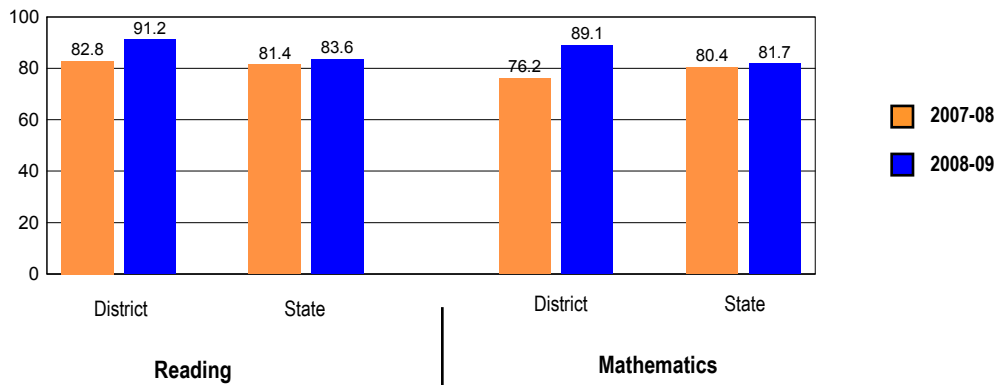
ISAT

Grade 7



ISAT

Grade 8



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 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. 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.

Reading and Mathematics are tested in grades 3 through 8, and 11. Science is tested in grades 4, 7, and 11.

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 FOR READING AND MATHEMATICS														
		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	1,306	702	604	745	329	184	14	3	31	80	0	274	395
	Reading	0.2	0.1	0.2	0.0	0.6	0.0	0.0		0.0	1.3		0.4	0.3
	Mathematics	0.2	0.1	0.2	0.0	0.6	0.0	0.0		0.0	1.3		0.4	0.3
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

* Enrollment as reported during the testing windows for grades 3-8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		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	435	231	204	243	111	67	2	1	11	33	0	94	139
	Science	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

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	2.6	23.3	47.7	26.4	4.2	11.0	52.9	31.9
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	3.9	33.0	46.6	16.5	7.8	12.6	52.4	27.2
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	District	1.1	12.2	48.9	37.8	0.0	9.1	53.4	37.5
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	2.0	13.0	48.0	37.0	2.0	3.1	49.0	45.9
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	District	5.9	33.3	47.1	13.7	11.8	19.6	58.8	9.8
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	District	0.0	39.4	51.5	9.1	0.0	21.2	57.6	21.2
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	District								
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	District								
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

Grade 3 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	50.0	38.9	11.1	0.0	16.7	61.1	22.2
State	10.4	46.2	38.4	5.0	6.0	20.8	53.3	19.9

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	District	9.1	45.5	27.3	18.2	9.1	24.2	45.5	21.2
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	District	1.3	18.8	51.9	28.1	3.2	8.2	54.4	34.2
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	District	3.4	39.0	49.2	8.5	6.8	20.3	55.9	16.9
	State	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible	District	2.2	16.4	47.0	34.3	3.0	6.8	51.5	38.6
	State	1.7	12.4	46.5	39.3	0.9	5.1	37.2	56.8

Grade 4

Grade 4 - All

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
District	State	1.0	20.3	54.5	24.3	2.0	6.9	64.9	26.2	1.5	14.1	69.3	15.1
	State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

Grade 4 - Gender

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	District	0.9	23.1	51.9	24.1	0.9	8.3	60.2	30.6	0.9	12.3	70.8	16.0
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	District	1.1	17.0	57.4	24.5	3.2	5.3	70.2	21.3	2.2	16.1	67.7	14.0
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

Grade 4 - Racial/Ethnic Background

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	District	0.9	11.6	53.6	33.9	0.9	4.5	59.8	34.8	0.0	7.3	70.9	21.8
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	District	1.9	22.6	66.0	9.4	3.8	9.4	73.6	13.2	3.8	20.8	69.8	5.7
	State	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
Hispanic	District	0.0	46.9	40.6	12.5	3.1	12.5	68.8	15.6	3.2	29.0	61.3	6.5
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	District												
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	District												
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	57.1	33.3	9.5	4.8	19.0	61.9	14.3	5.0	40.0	50.0	5.0
State	4.4	56.3	34.7	4.6	2.6	29.1	60.8	7.5	8.8	43.2	45.9	2.2

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	4.3	39.1	41.3	15.2	8.7	17.4	58.7	15.2	6.5	26.1	58.7	8.7
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	District	0.0	14.7	58.3	26.9	0.0	3.8	66.7	29.5	0.0	10.5	72.5	17.0
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	2.8	38.0	46.5	12.7	5.6	15.5	67.6	11.3	4.3	29.0	63.8	2.9
	State	2.5	38.2	46.3	12.9	2.0	21.3	64.0	12.6	5.6	32.4	56.1	5.9
Not Eligible	District	0.0	10.7	58.8	30.5	0.0	2.3	63.4	34.4	0.0	6.2	72.3	21.5
	State	0.4	12.9	45.6	41.1	0.4	5.8	52.9	40.9	0.8	9.2	61.9	28.1

Grade 5

Grade 5 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.5	27.0	47.1	25.5	0.0	17.6	68.1	14.2
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	34.5	44.2	21.2	0.0	19.5	67.3	13.3
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	District	1.1	17.6	50.5	30.8	0.0	15.4	69.2	15.4
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	19.8	45.9	34.2	0.0	12.6	65.8	21.6
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	District	1.8	37.5	48.2	12.5	0.0	26.8	69.6	3.6
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	District	0.0	37.0	44.4	18.5	0.0	14.8	74.1	11.1
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	District								
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	District	0.0	20.0	60.0	20.0	0.0	30.0	70.0	0.0
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

Grade 5 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	43.8	50.0	6.3	0.0	31.3	68.8	0.0
State	1.4	65.2	30.4	3.0	0.6	41.2	55.1	3.1

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	2.1	54.2	33.3	10.4	0.0	35.4	58.3	6.3
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	District	0.0	18.6	51.3	30.1	0.0	12.2	71.2	16.7
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	49.0	35.3	15.7	0.0	29.4	64.7	5.9
	State	0.8	40.6	46.7	11.9	0.5	27.5	65.5	6.4
Not Eligible	District	0.7	19.6	51.0	28.8	0.0	13.7	69.3	17.0
	State	0.1	13.6	48.4	37.8	0.1	8.6	66.7	24.7

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	13.9	52.5	33.6	0.5	13.1	62.4	24.0
State	0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	15.0	53.3	31.7	0.8	13.4	63.0	22.7
	State	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female	District	0.0	12.6	51.5	35.9	0.0	12.7	61.8	25.5
	State	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White District	0.0	10.4	46.3	43.3	0.0	6.8	64.7	28.6
	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black District	0.0	20.0	65.5	14.5	1.8	25.5	61.8	10.9
	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic District	0.0	21.4	57.1	21.4	0.0	22.2	55.6	22.2
	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander District	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American District	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic District	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP District	0.0	34.6	50.0	15.4	2.0	29.4	62.7	5.9
	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP District	0.0	7.6	53.2	39.2	0.0	8.2	62.4	29.4
	0.1	14.5	55.1	30.3	0.2	12.5	61.1	26.2

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District	0.0	26.3	48.7	25.0	0.0	22.7	56.0	21.3
	0.3	31.7	55.2	12.7	1.0	27.1	61.1	10.8
Not Eligible District	0.0	7.5	54.4	38.1	0.7	8.2	65.8	25.3
	0.1	10.2	50.5	39.3	0.2	8.6	57.2	34.0

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.4	17.2	63.0	19.4	1.3	14.5	66.1	18.1	5.3	12.4	68.4	13.8
	0.5	22.0	56.8	20.7	1.6	15.6	55.0	27.7	7.0	13.6	55.7	23.8

Grade 7 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male District	0.9	18.8	62.4	17.9	2.6	17.9	59.8	19.7	5.2	12.1	67.2	15.5
	0.7	26.1	55.4	17.9	2.1	17.1	52.8	28.0	7.9	13.0	52.8	26.4
Female District	0.0	15.5	63.6	20.9	0.0	10.9	72.7	16.4	5.5	12.8	69.7	11.9
	0.3	17.8	58.2	23.7	1.2	14.0	57.4	27.4	6.0	14.2	58.7	21.1

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.8	9.5	63.5	26.2	1.6	7.9	62.7	27.8	3.2	7.2	68.0	21.6
	State	0.2	14.2	57.6	28.0	0.7	9.1	53.4	36.7	2.9	7.1	55.2	34.8
Black	District	0.0	29.3	62.1	8.6	1.7	27.6	67.2	3.4	5.2	24.1	67.2	3.4
	State	1.0	35.9	54.7	8.4	4.1	31.3	55.4	9.3	15.3	25.4	54.1	5.3
Hispanic	District	0.0	25.7	57.1	17.1	0.0	17.1	74.3	8.6	11.8	14.7	67.6	5.9
	State	0.8	32.4	57.5	9.3	1.9	20.0	62.4	15.7	10.8	21.4	59.0	8.7
Asian/Pacific Islander	District												
	State	0.2	9.4	51.3	39.2	0.5	4.9	37.8	56.8	2.8	5.4	51.0	40.8
Native American	District												
	State	0.0	19.1	56.4	24.5	0.8	12.8	60.3	26.0	5.0	11.2	55.6	28.2
Multiracial/Ethnic	District												
	State	0.5	19.6	57.3	22.6	1.8	14.9	55.5	27.8	6.2	12.0	58.4	23.4

Grade 7 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	41.7	58.3	0.0	0.0	16.7	83.3	0.0	16.7	25.0	58.3	0.0
	2.3	64.0	32.0	1.7	4.7	38.5	51.0	5.8	25.6	35.2	37.3	1.9

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	2.4	42.9	45.2	9.5	7.1	33.3	50.0	9.5	19.0	9.5	61.9	9.5
	State	2.7	59.0	34.6	3.7	8.3	44.0	42.0	5.7	24.1	26.5	42.5	6.8
Non-IEP	District	0.0	11.4	67.0	21.6	0.0	10.3	69.7	20.0	2.2	13.1	69.9	14.8
	State	0.2	16.4	60.1	23.3	0.6	11.3	57.0	31.1	4.4	11.6	57.7	26.3

Grade 7 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	29.2	61.5	9.2	3.1	20.0	72.3	4.6	12.7	20.6	63.5	3.2
	State	0.9	34.1	56.3	8.8	2.9	24.7	59.3	13.1	12.2	21.9	57.1	8.7
Not Eligible	District	0.6	12.3	63.6	23.5	0.6	12.3	63.6	23.5	2.5	9.3	70.4	17.9
	State	0.2	12.6	57.1	30.1	0.7	8.4	51.7	39.3	2.9	7.0	54.6	35.6

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	8.8	83.2	8.0	0.4	10.5	71.4	17.6
	0.4	16.0	74.6	9.0	0.8	17.5	54.5	27.2

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	0.0	11.2	81.6	7.2	0.0	13.6	70.4	16.0
	State	0.5	19.0	72.5	7.9	0.9	18.6	53.1	27.4
Female	District	0.0	6.2	85.0	8.8	0.9	7.1	72.6	19.5
	State	0.2	12.9	76.7	10.2	0.6	16.4	56.0	27.0

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	0.0	6.6	84.2	9.2	0.7	7.2	68.4	23.7
	State	0.2	10.0	77.2	12.6	0.4	10.3	53.4	35.9
Black	District	0.0	16.3	77.6	6.1	0.0	20.4	71.4	8.2
	State	0.7	28.6	68.7	2.1	1.9	34.5	54.4	9.2
Hispanic	District	0.0	10.3	86.2	3.4	0.0	13.8	82.8	3.4
	State	0.5	22.2	73.6	3.7	0.8	22.9	61.3	15.0
Asian/Pacific Islander	District								
	State	0.2	6.3	72.5	21.0	0.4	5.7	36.0	57.9
Native American	District								
	State	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8
Multiracial/Ethnic	District								
	State	0.2	14.6	75.5	9.6	0.5	16.7	56.0	26.7

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	0.0	37.1	60.0	2.9	2.9	40.0	54.3	2.9
	State	2.0	51.8	44.9	1.3	4.0	51.3	40.0	4.7
Non-IEP	District	0.0	3.9	87.2	8.9	0.0	5.4	74.4	20.2
	State	0.1	10.6	79.1	10.2	0.3	12.4	56.7	30.6

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	13.2	79.4	7.4	0.0	14.7	76.5	8.8
	State	0.6	25.8	70.5	3.0	1.3	28.1	58.1	12.4
Not Eligible	District	0.0	7.1	84.7	8.2	0.6	8.8	69.4	21.2
	State	0.1	8.6	77.7	13.6	0.4	9.4	51.8	38.4

2009 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?	Yes

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2009-10 Federal Improvement Status	
2009-10 State Improvement Status	

	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		70.0			70.0			90.0		78.0	
All	99.8	Yes	99.8	Yes	81.9		Yes	87.2		Yes	95.0	Yes		
White	100.0	Yes	100.0	Yes	87.6		Yes	91.8		Yes				
Black	99.4	Yes	99.4	Yes	73.7		Yes	77.4		Yes				
Hispanic	100.0	Yes	100.0	Yes	71.0		Yes	83.4		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP	98.8	Yes	98.8	Yes	56.0	63.6	No	82.4		Yes	94.5			
Students with Disabilities	99.6	Yes	99.6	Yes	54.8	56.2	Yes	65.6		Yes	94.6			
Economically Disadvantaged	99.7	Yes	99.7	Yes	69.9		Yes	79.9		Yes				

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.

2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***

3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.

4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% 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 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. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

FEDERAL SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in Federal School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 5

Number of Title I schools: 3

Number of Title I schools in Federal School Improvement Status: 0

Percent of schools in Federal School Improvement Status: 0 %

School ID

School Name

**Years in School
Improvement**

PLANNED IMPROVEMENT FOR THE SCHOOL AND

Evergreen Park Elementary School District 124 is committed to providing instruction that meets Illinois State Standards as well as the instructional needs of all students so that they are able to be academically successful. Our students have continued to make strong gains in many areas. Overall, 81.9% of our students met or exceeded state standards in reading and 87.2% of our students met or exceeded in mathematics. An area that will require more focus is with one of the various subgroups of students. Specifically, our Limited English Proficient students did not meet the criteria for making adequate yearly progress.

This year we are implementing a multi-tier model of early identification and intervening services that will benefit all students in the area of reading. All students are screened to determine their level of proficiency in reading skills. Students that fall below grade level benchmarks will be provided with a research-based intervention that matches the student's area of need. This will include additional instructional time on phonics, phonemic awareness, fluency, vocabulary, or comprehension. Students work in small groups and are monitored frequently to measure academic growth.

A more practical assessment tool that allows teachers to get a better picture of student's abilities is being administered to all students. Measures of Academic Progress (MAP) will provide teachers with information on specific skills in reading and math that will assist with the instructional planning and instructional delivery of lessons. The data from this assessment tool will be analyzed to determine the exact needs of students. With this information we can support the struggling students and challenge the students that need more enrichment.

We have adopted a new basal reading series after a lengthy review of our old one. The new series is designed to meet the guidelines of the National Reading Panel (2000). Staff has received training and will continue to receive professional development in the area of reading instruction.

We are currently revisiting the services provided to our Limited English Proficient (LEP) population. This includes curricular materials, professional development for staff, assessments, and communication with parents of LEP students. Through our efforts we intend to increase the academic success of these students through rich curriculum, strong parent-teacher relationships, and student support services.

Based on the data outlined in this report, the performance of our students in writing warrants further review. We will continue to explore the needs of our students, the current curriculum, and the professional development needed in this area.