

**Northeast Elem School  
Evergreen Park ESD 124  
Evergreen Park, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES : PK K 1 2 3 4 5 6**

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
<b>School</b>	35.9	34.8	23.6	0.0	0.7	5.0	43.2	15.6		0.0	20.4	94.7	437
<b>District</b>	55.2	23.9	16.2	1.0	0.3	3.5	29.0	7.4		0.0	10.9	95.0	1,878
<b>State</b>	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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	15.7		10.9	187.8
<b>State</b>	96.7	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
<b>School</b>	19.0	23.5	22.0	21.7	19.0	23.0	17.0			
<b>District</b>	18.3	20.4	20.4	21.1	22.4	22.8	20.4			
<b>State</b>	20.5	20.9	21.3	21.8	22.2	22.6	22.0			

**TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)**

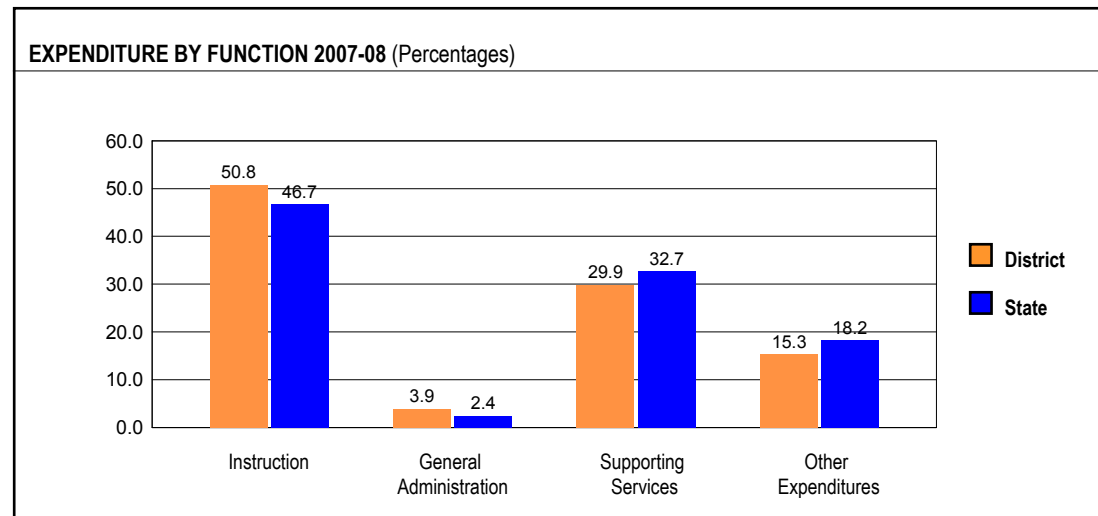
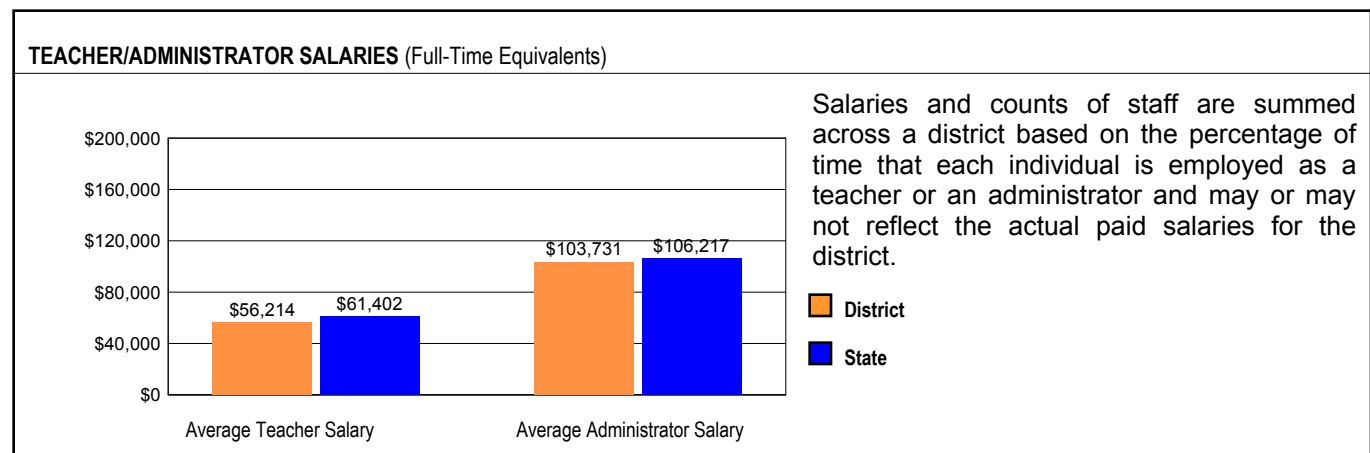
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	80	80		24	40		148	132		24	24	
<b>District</b>	80	80		24	40		146	122		24	32	
<b>State</b>	59	54		30	43		145	104		30	43	

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
School	--	--	--	0.0	0.0
District	13.4	25.2	74.8	0.0	0.0
State	12.5	44.1	55.8	0.6	1.2

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

## SCHOOL DISTRICT FINANCES



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.

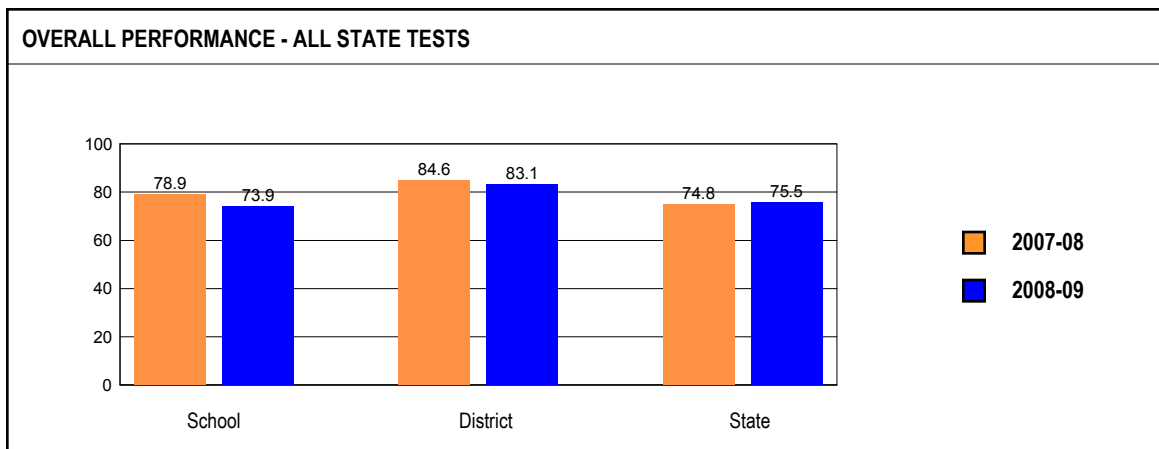
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE

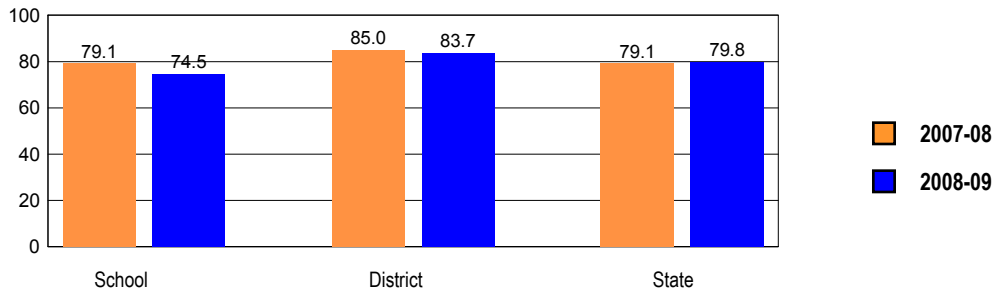
### OVERALL STUDENT PERFORMANCE

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. They represent your school'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.

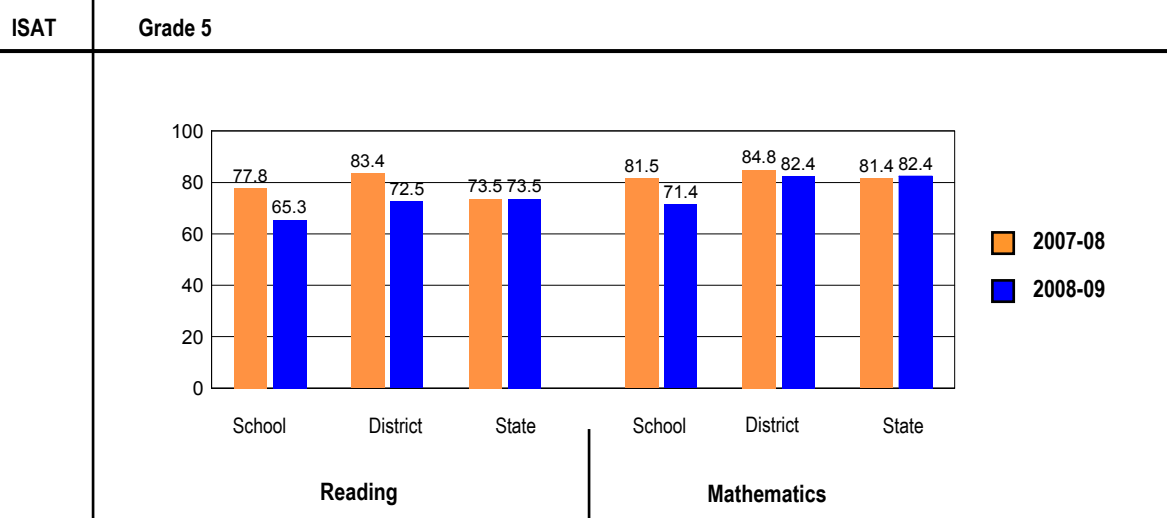
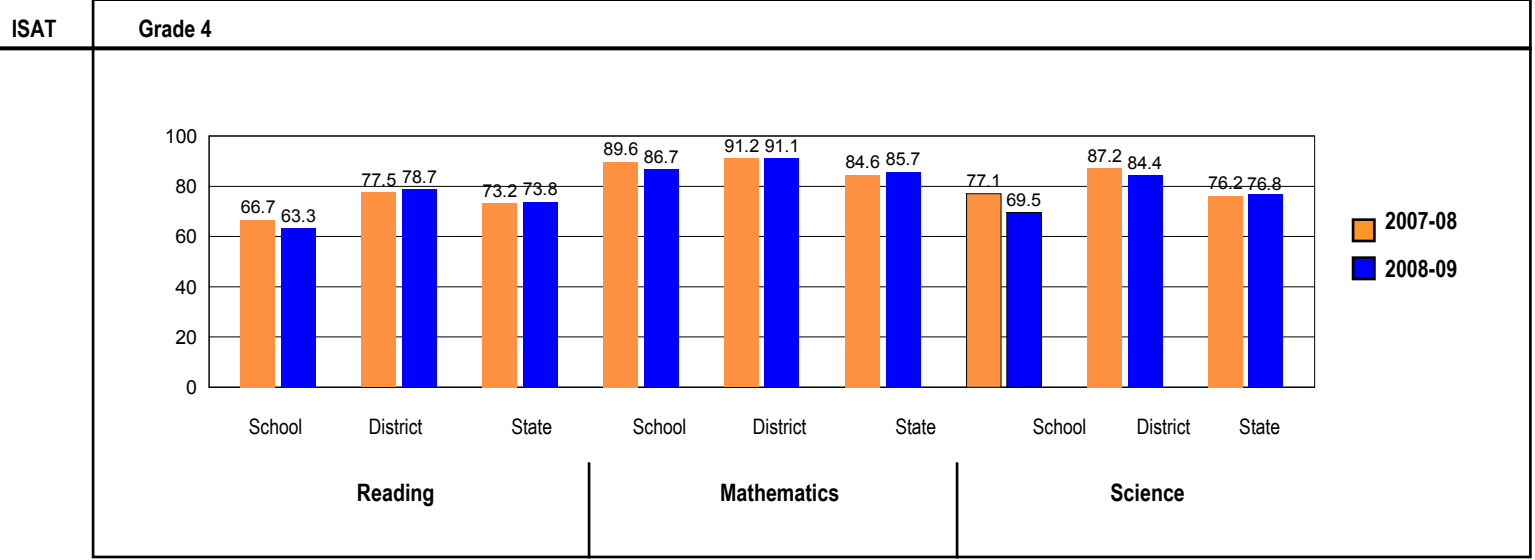
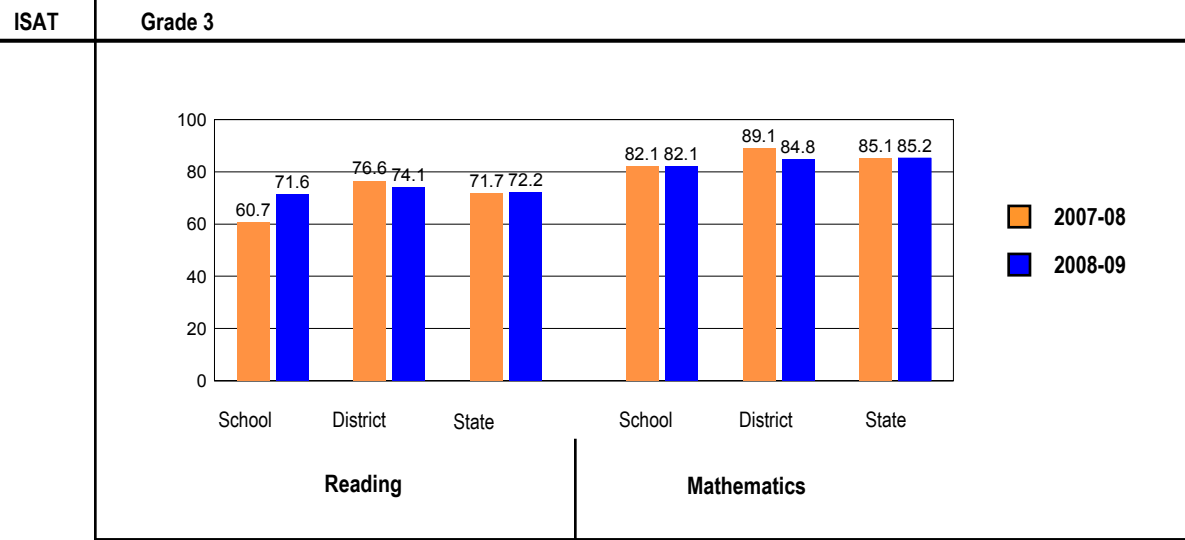


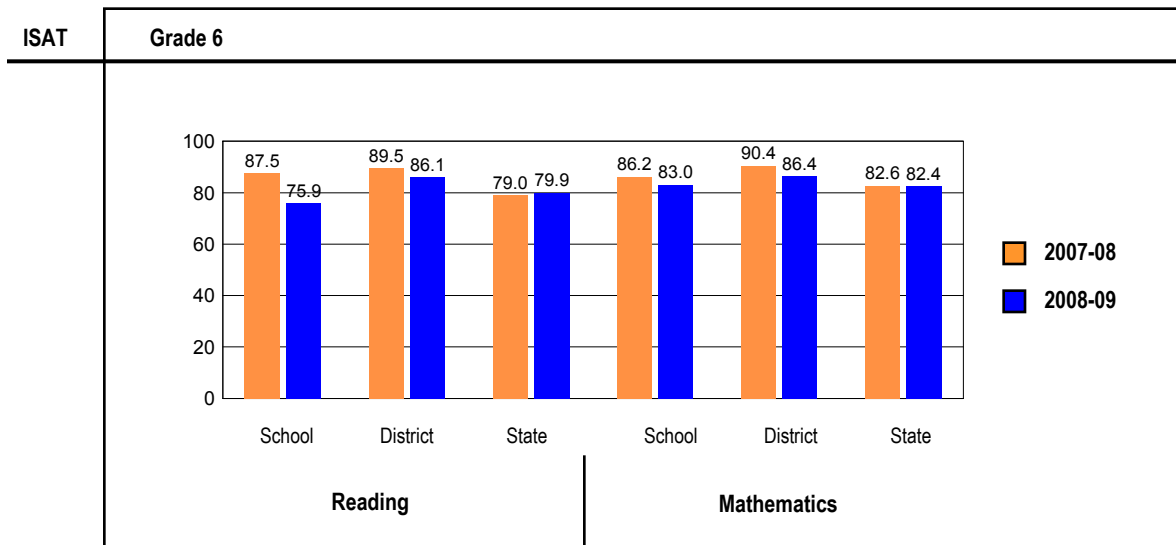
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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.





### 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				
School	*Enrollment	233	130	103	77	91	53	0	1	11	37	0	49	118
	Reading	0.0	0.0	0.0	0.0	0.0	0.0			0.00	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0			0.00	0.0		0.0	0.0
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				
School	*Enrollment	61	35	26	19	24	16	0	0	2	13	0	15	37
	Science	0.0	0.0	0.0	0.0	0.0	0.0				0.0		0.0	0.0
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
School	1.5	26.9	56.7	14.9	4.5	13.4	62.7	19.4
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	School	2.9	35.3	52.9	8.8	8.8	17.6	55.9	17.6
	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	School	0.0	18.2	60.6	21.2	0.0	9.1	69.7	21.2
	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	School	0.0	19.2	57.7	23.1	0.0	7.7	69.2	23.1
	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	School	4.5	22.7	59.1	13.6	13.6	18.2	54.5	13.6
	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	School	0.0	43.8	50.0	6.3	0.0	18.8	56.3	25.0
	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	School								
	District								
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	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
School		0.0	50.0	41.7	8.3	0.0	16.7	66.7	16.7
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 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	3.1	37.5	56.3	3.1	9.4	18.8	62.5	9.4
	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	School	0.0	17.1	57.1	25.7	0.0	8.6	62.9	28.6
	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
School		1.7	35.0	51.7	11.7	3.3	10.0	73.3	13.3	1.7	28.8	66.1	3.4
District		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	School	2.9	38.2	44.1	14.7	2.9	14.7	61.8	20.6	0.0	26.5	70.6	2.9
	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	School	0.0	30.8	61.5	7.7	3.8	3.8	88.5	3.8	4.0	32.0	60.0	4.0
	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	School	0.0	26.3	47.4	26.3	0.0	10.5	68.4	21.1	0.0	21.1	73.7	5.3
	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	School	4.2	29.2	66.7	0.0	8.3	8.3	75.0	8.3	4.2	25.0	66.7	4.2
	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	School	0.0	56.3	37.5	6.3	0.0	12.5	81.3	6.3	0.0	46.7	53.3	0.0
	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	School												
	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	School												
	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	School												
	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
School	0.0	61.5	30.8	7.7	0.0	15.4	76.9	7.7	0.0	50.0	50.0	0.0
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	School	7.1	50.0	28.6	14.3	14.3	21.4	57.1	7.1	7.1	35.7	50.0	7.1
	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	School	0.0	30.4	58.7	10.9	0.0	6.5	78.3	15.2	0.0	26.7	71.1	2.2
	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	School	2.7	43.2	48.6	5.4	5.4	13.5	73.0	8.1	2.8	36.1	61.1	0.0
	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	School	0.0	21.7	56.5	21.7	0.0	4.3	73.9	21.7	0.0	17.4	73.9	8.7
	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
School	2.0	32.7	53.1	12.2	0.0	28.6	71.4	0.0
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	School	0.0	50.0	42.9	7.1	0.0	39.3	60.7	0.0
	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	School	4.8	9.5	66.7	19.0	0.0	14.3	85.7	0.0
	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	School								
	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	School	4.3	30.4	52.2	13.0	0.0	30.4	69.6	0.0
	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	School	0.0	50.0	50.0	0.0	0.0	20.0	80.0	0.0
	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	School								
	District								
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	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
School	0.0	40.0	50.0	10.0	0.0	40.0	60.0	0.0
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	School	7.7	38.5	38.5	15.4	0.0	38.5	61.5	0.0
	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	School	0.0	30.6	58.3	11.1	0.0	25.0	75.0	0.0
	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	School	0.0	45.5	50.0	4.5	0.0	27.3	72.7	0.0
	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	School	3.7	22.2	55.6	18.5	0.0	29.6	70.4	0.0
	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
School	0.0	24.1	59.3	16.7	1.9	15.1	71.7	11.3
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	School	0.0	25.8	61.3	12.9	3.2	16.1	71.0	9.7
	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	School	0.0	21.7	56.5	21.7	0.0	13.6	72.7	13.6
	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	School	0.0	17.4	52.2	30.4	0.0	4.3	78.3	17.4
	District	0.0	10.4	46.3	43.3	0.0	6.8	64.7	28.6
	State	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black	School	0.0	25.0	75.0	0.0	5.0	20.0	70.0	5.0
	District	0.0	20.0	65.5	14.5	1.8	25.5	61.8	10.9
	State	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic	School	0.0	36.4	45.5	18.2	0.0	30.0	60.0	10.0
	District	0.0	21.4	57.1	21.4	0.0	22.2	55.6	22.2
	State	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander	School								
	District								
	State	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American	School								
	District								
	State	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic	School								
	District								
	State	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	School	0.0	70.0	20.0	10.0				
	District	0.0	34.6	50.0	15.4	2.0	29.4	62.7	5.9
	State	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP	School	0.0	13.6	68.2	18.2	0.0	13.6	75.0	11.4
	District	0.0	7.6	53.2	39.2	0.0	8.2	62.4	29.4
	State	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	School	0.0	30.8	50.0	19.2	0.0	12.0	68.0	20.0
	District	0.0	26.3	48.7	25.0	0.0	22.7	56.0	21.3
	State	0.3	31.7	55.2	12.7	1.0	27.1	61.1	10.8
Not Eligible	School	0.0	17.9	67.9	14.3	3.6	17.9	75.0	3.6
	District	0.0	7.5	54.4	38.1	0.7	8.2	65.8	25.3
	State	0.1	10.2	50.5	39.3	0.2	8.6	57.2	34.0

## 2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	No	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	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
<b>State AYP Minimum Target</b>	95.0		95.0		70.0			70.0			90.0		78.0	
<b>All</b>	100.0	Yes	100.0	Yes	73.2		Yes	86.8		Yes	94.7	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	82.4		Yes	91.9		Yes				
<b>Black</b>	100.0	Yes	100.0	Yes	76.1		Yes	80.6		Yes				
<b>Hispanic</b>	100.0	Yes	100.0	Yes	57.1		No	87.5		Yes				
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes										
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	63.5		Yes	85.3		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 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. 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.

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**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

As a whole, Northeast continues to perform well on the ISAT in the areas of reading and math. However, there are two subgroups whose achievement does not match the school as a whole in reading. The Economically Disadvantaged and Hispanic subgroups performed well below the remainder of the school, and consequently Northeast School did not make AYP (Adequate Yearly Progress) overall.

Despite the failure to make AYP, we feel like there are many reasons to celebrate our progress at Northeast School. Our parental involvement continues to be 100%, showing the strong family support we need. Student behavior continues to improve, allowing students to focus on instruction and learning on a daily basis. Additionally, our staff is dedicated to differentiating the classroom instruction to match the needs of each student.

As the ISAT results are looked at, there is a need to address the results to ensure that progress continues at Northeast. School District 124 and Northeast School are utilizing more and more data to focus instruction. We will continue to use AIMSweb (CBM) as a screener for literacy. In addition, the MAP (Measures of Academic Progress) assessment will be administered three times per year. These tools will allow instructors to focus directly on the strengths and weaknesses of every learner. Northeast school has also instituted an intervention time for every grade level. AIMSweb and MAP data, along with classroom observation, will be used as a foundation for our multi-tiered early intervention model that focuses on addressing student needs immediately. For thirty minutes everyday, additional educators are assigned to each classroom for small group instruction. This is a time to work with small groups of students on specific needs, whether these are remediation or extension activities.

District 124 has also adopted a new literacy series. This new research based series is specifically designed to focus on the five areas of literacy. This new curriculum ensures that all needed materials are in the hands of the teachers, so the focus can be on instruction as opposed to filling in gaps for an outdated series. Professional development will be provided throughout the year to strengthen the staff's knowledge and skill set. In connection with this new series, some students from our lower achieving subgroups will be pulled for their core reading instruction. This will allow for instruction to be provided in a small group setting, and ensure that more individual attention can be paid to the learner.

Northeast School does have improvements to make, but as our instructional strategies and programming continue to evolve, student learning will also improve. A continuous focus on individual learners will allow those who need to make up ground opportunities for growth, while consequently providing extension opportunities for students who are performing very well.