

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	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	50.9	25.2	16.8	1.2	0.0	0.3	5.5	39.1	6.5	15.6		0.0	5.8	95.9	1,818
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

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.

IEP students are those students eligible to receive special education services.

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.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	100.0	16.1		11.3	165.3
State	96.0	18.8		13.6	211.3

* 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	19.8	21.1	19.2	21.3	21.2	23.0	24.3	17.9	19.7	
State	20.9	21.6	21.8	22.3	22.9	23.3	22.0	21.3	21.3	

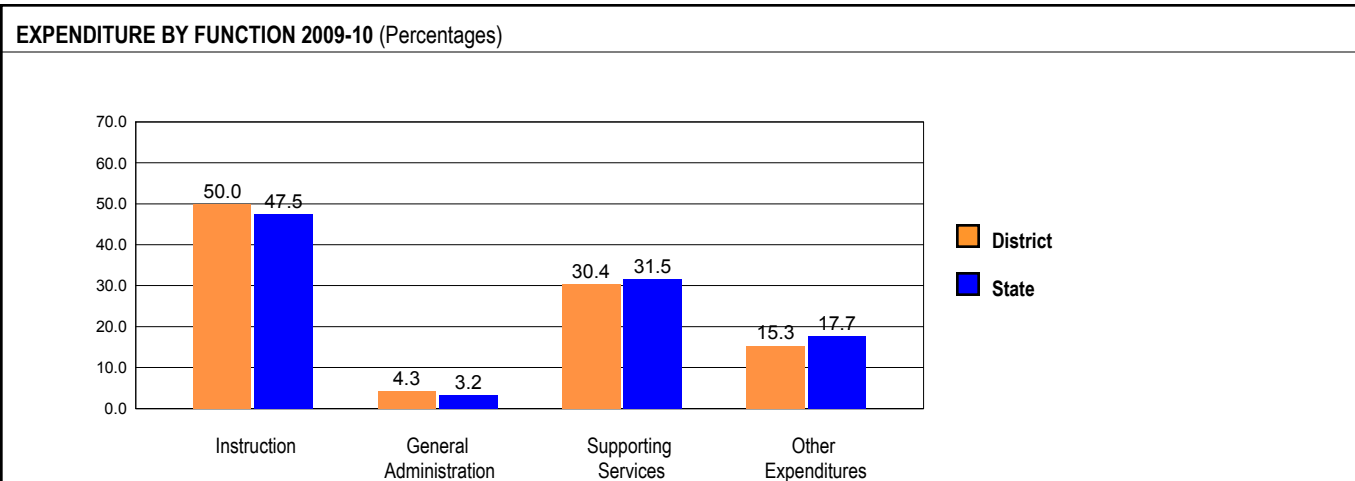
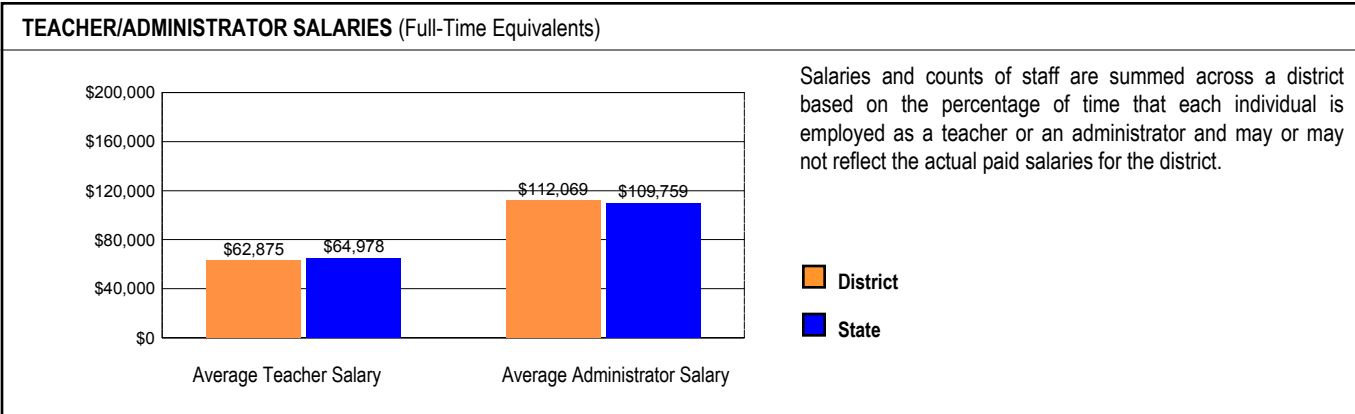
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
District	80	80	43	35	30	43	137	137	86	25	30	43
State	60	55	52	30	43	44	143	103	91	30	43	44

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	96.3	0.7	3.0	0.0	0.0	0.0	0.0	0.0	8.9	91.1	135
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

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	15.8	12.8	87.2	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools	18.9	5.0	95.0	0.0	0.0
State:	All Schools	13.2	39.5	60.4	0.6	0.8
	High Poverty Schools	13.0	41.4	58.5	1.4	3.3
	Low Poverty Schools	12.9	31.5	68.4	0.2	0.0

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



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$18,898,904	77.3	58.9	Education	\$19,129,621	82.5	72.9
Other Local Funding	\$1,435,643	5.9	6.4	Operations & Maintenance	\$1,662,606	7.2	6.0
General State Aid	\$1,071,350	4.4	14.9	Transportation	\$564,618	2.4	3.8
Other State Funding	\$1,161,055	4.7	7.5	Debt Service	\$1,138,518	4.9	7.2
Federal Funding	\$1,891,006	7.7	12.4	Tort	\$183,991	0.8	1.2
TOTAL	\$24,457,958			Municipal Retirement/ Social Security	\$505,598	2.2	1.9
				Fire Prevention & Safety	\$0	0.0	0.7
				Site & Construction/ Capital Improvement	\$0	0.0	6.4
				TOTAL	\$23,184,952		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$290,872	3.74	\$7,100	\$12,030
State	**	**	\$6,773	\$11,537

** 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

2009 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
	35.3	32.4	23.7	8.6	20.4	41.9	30.9	6.7

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	22.0	34.2	31.8	12.0	9.5	38.9	42.1	9.5
Black	59.8	28.8	10.1	1.4	45.8	43.3	10.3	0.6
Hispanic	52.0	32.4	13.5	2.1	28.0	51.7	18.8	1.5
Asian	9.2	27.4	36.2	27.1	3.0	23.9	48.0	25.1
American Indian								

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	70.3	22.3	6.6	0.8	47.2	42.2	9.8	0.8

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	67.2	18.1	10.6	4.1	38.2	38.6	19.3	3.9

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	53.4	31.7	13.0	1.8	34.2	47.9	16.8	1.1

Grade 4 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	79.5	85.3
Students with Disabilities	81.6	88.2

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	23.5	43.8	30.4	2.3	27.4	39.5	25.9	7.2

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	13.9	43.8	39.2	3.1	14.6	41.6	33.6	10.2
Black	46.2	43.6	10.0	0.2	58.6	32.6	8.1	0.7
Hispanic	34.9	46.7	18.1	0.3	40.6	42.4	15.9	1.1
Asian	7.6	32.5	52.1	7.8	10.8	29.6	40.6	19.0
American Indian								

Grade 8 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	72.0	23.5	4.5	0.0	68.3	24.3	7.1	0.3

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	62.9	27.2	9.6	0.3	62.2	29.9	6.9	1.1

Grade 8 - Economically Disadvantaged

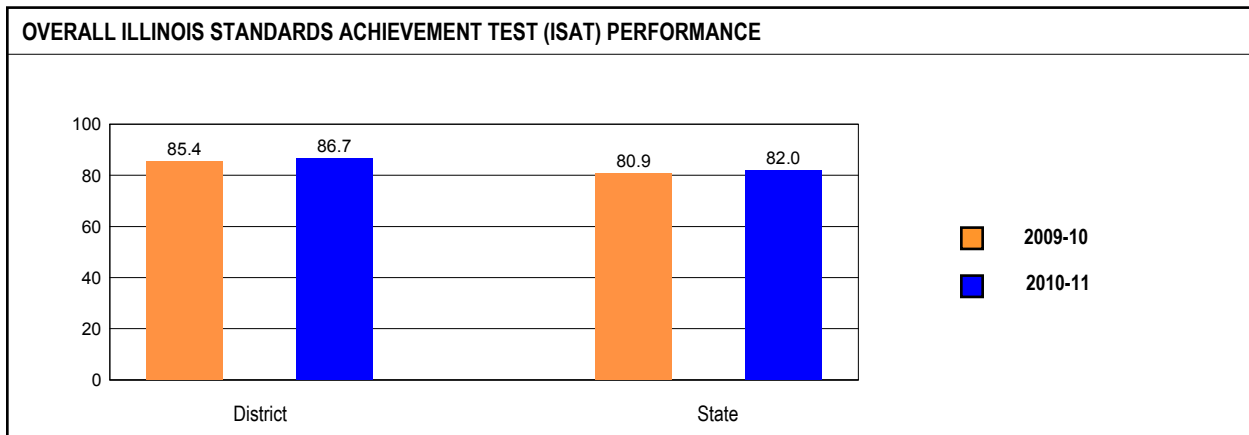
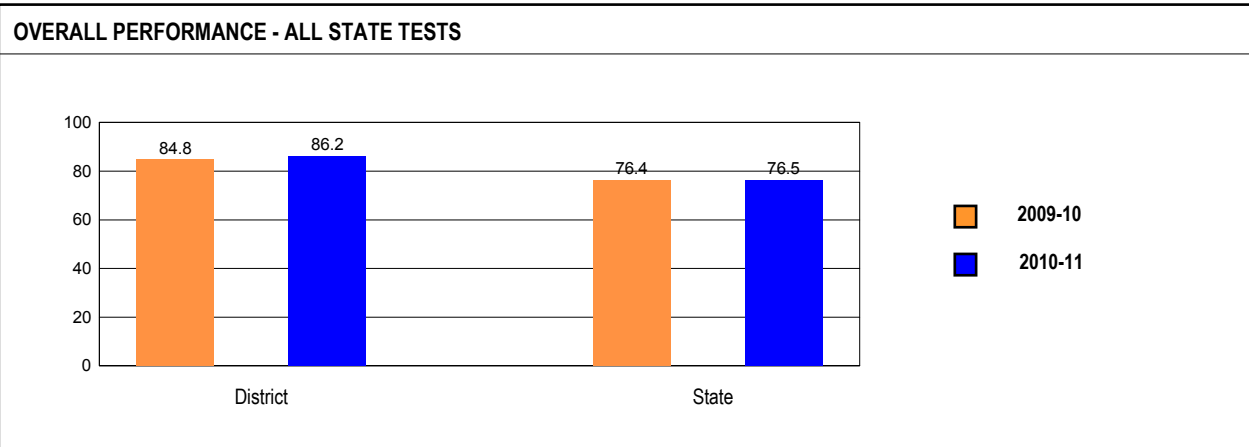
Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	40.2	43.6	15.7	0.5	46.9	38.6	12.8	1.7

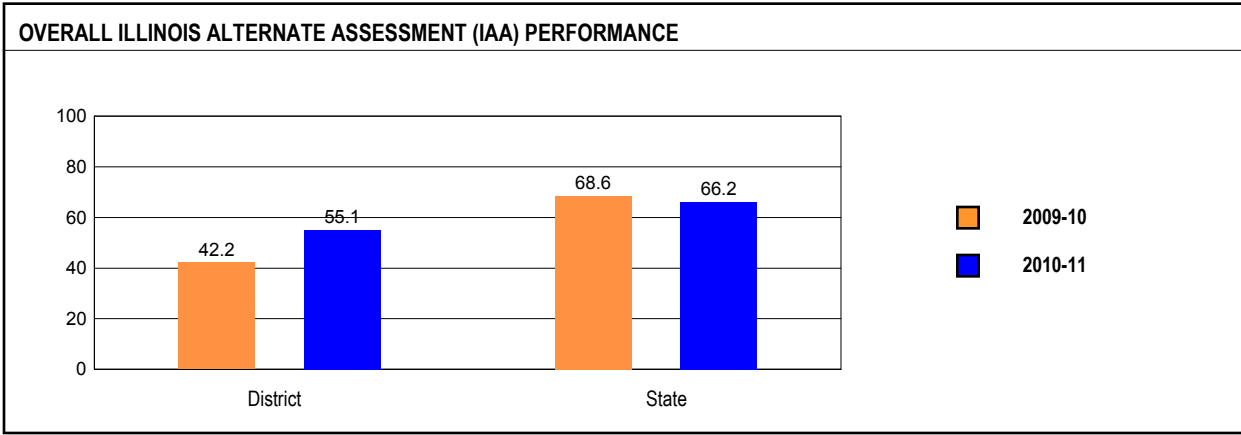
Grade 8 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	76.0	81.4
Students with Disabilities	78.0	80.3

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.

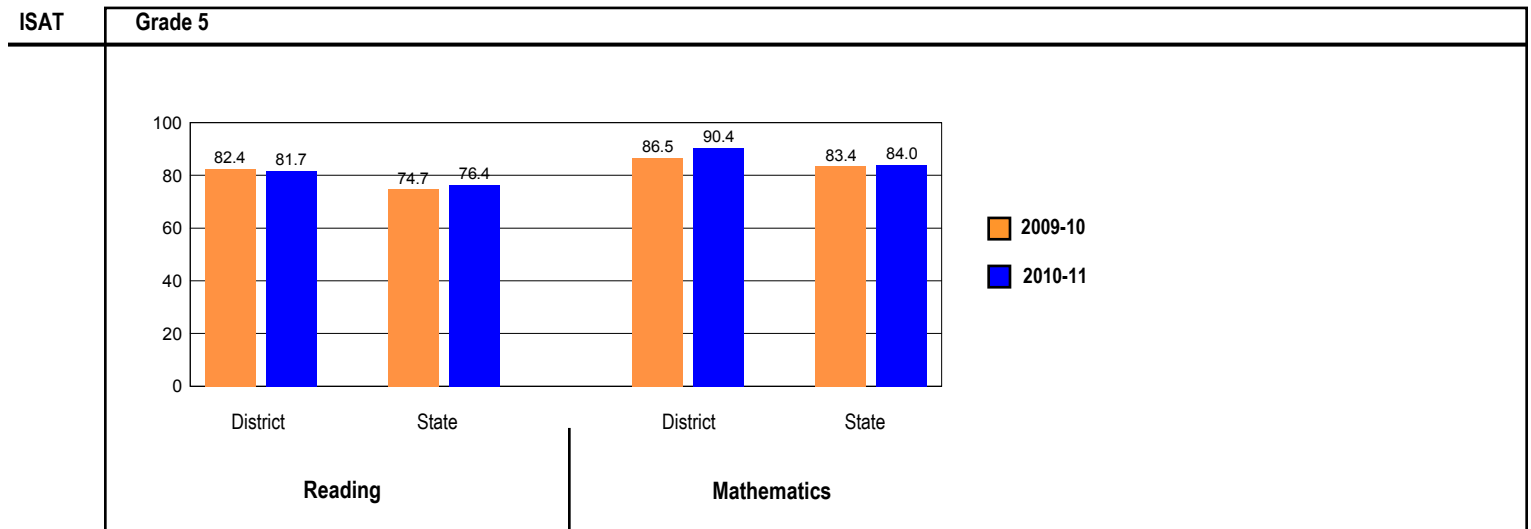
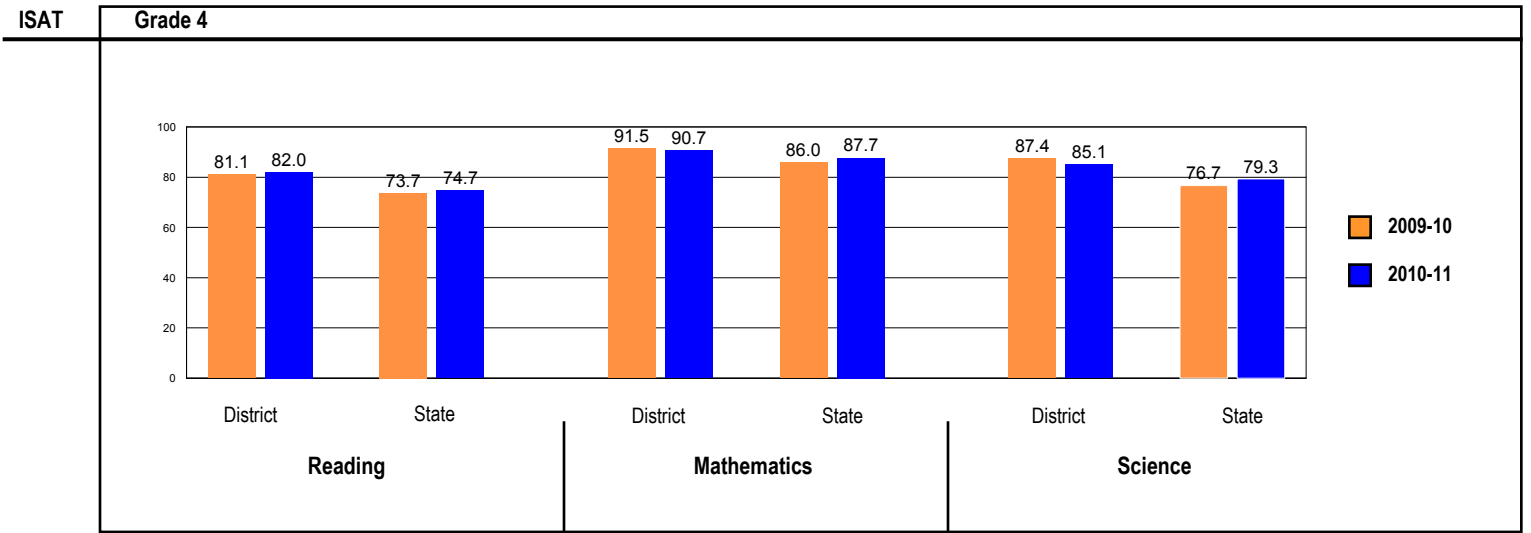
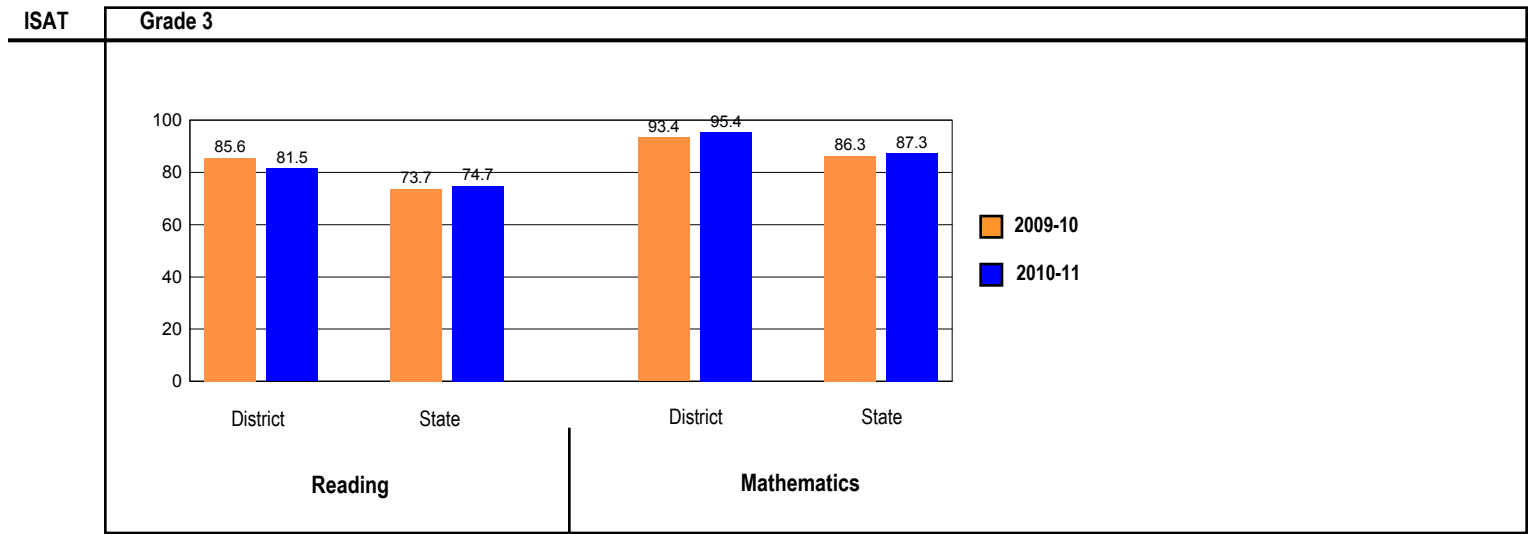




IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

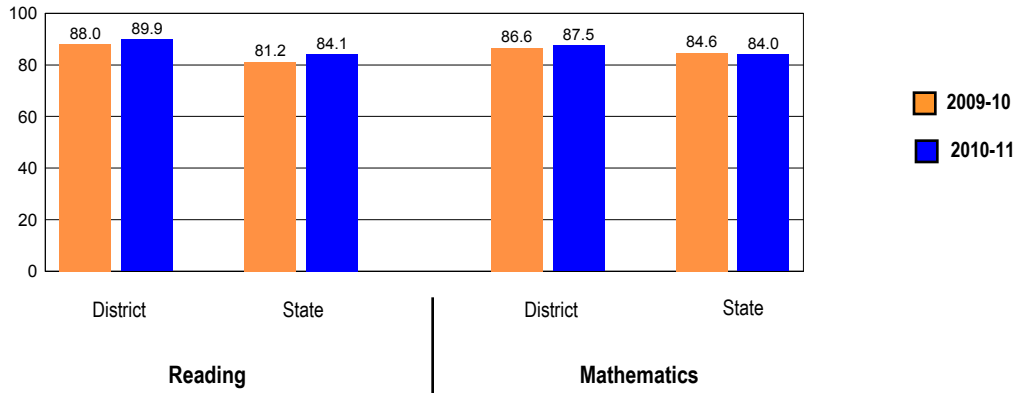
ISAT PERFORMANCE

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.



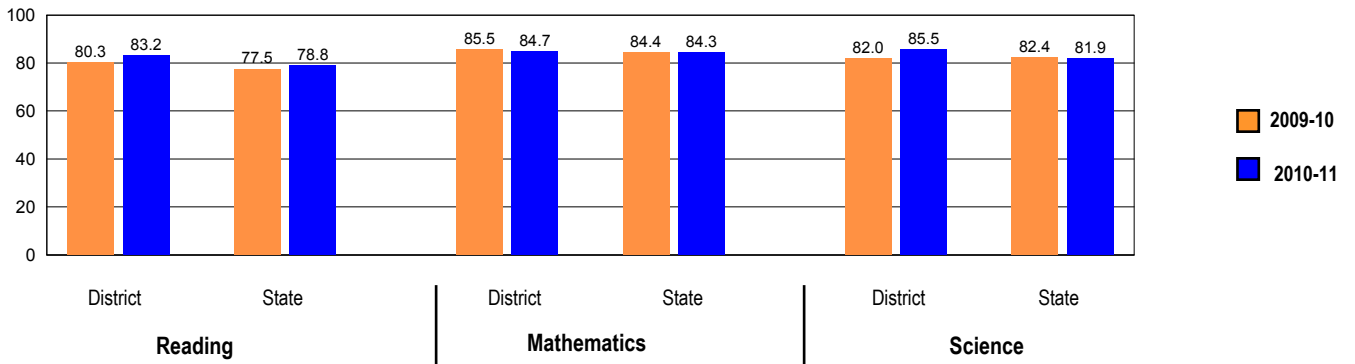
ISAT

Grade 6



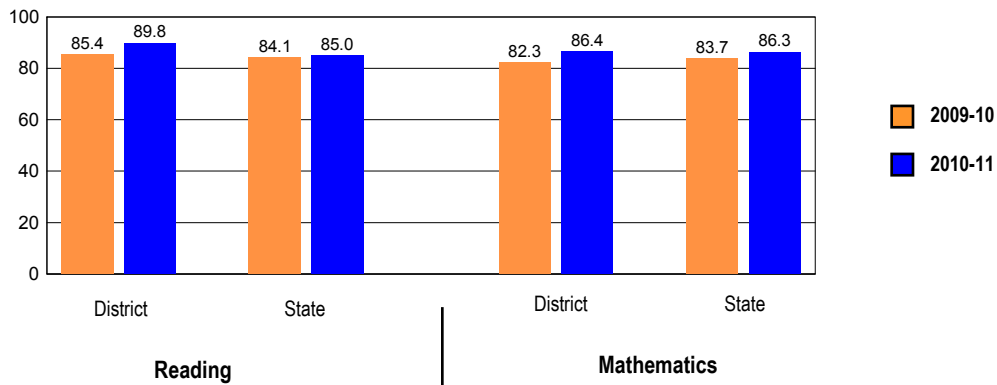
ISAT

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															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	1,289	679	610	650	351	211	16	0	4	57	50	0	233	505
	Reading	0.8	0.7	0.8	0.3	1.4	0.5	0.0			3.5	0.0		1.7	0.4
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.4	0.5	0.7	0.4	0.9	0.5

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	1,289	679	610	650	351	211	16	0	4	57	50	0	233	505
	Mathematics	0.8	0.7	0.8	0.3	1.4	0.5	0.0			3.5	0.0		1.7	0.4
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	406	217	189	202	113	68	3	0	0	20	16	0	77	155
	Science	1.0	0.9	1.1	0.5	2.7	0.0				0.0	0.0		3.9	0.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* 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	3.6	14.9	53.3	28.2	0.0	4.6	50.0	45.4
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	4.2	15.8	49.5	30.5	0.0	5.3	48.4	46.3
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	District	3.0	14.0	57.0	26.0	0.0	4.0	51.5	44.4
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White District	1.1	12.6	46.3	40.0	0.0	2.1	33.0	64.9
	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black District	6.8	20.5	54.5	18.2	0.0	6.8	70.5	22.7
	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic District	7.3	12.2	65.9	14.6	0.0	7.3	61.0	31.7
	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian District								
	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander District								
	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian District								
	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races District	0.0	25.0	66.7	8.3	0.0	8.3	66.7	25.0
	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 3 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	6.3	18.8	75.0	0.0	0.0	6.3	75.0	18.8
	15.4	42.1	37.7	4.8	6.0	20.6	55.5	18.0

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP District	14.7	35.3	38.2	11.8	0.0	12.1	72.7	15.2
	20.9	35.2	33.4	10.4	9.2	21.3	46.9	22.5
Non-IEP District	1.2	10.6	56.5	31.7	0.0	3.1	45.3	51.6
	3.6	17.2	49.6	29.5	2.0	8.2	42.6	47.2

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District	6.5	23.4	54.5	15.6	0.0	7.8	59.7	32.5
	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible District	1.7	9.3	52.5	36.4	0.0	2.6	43.6	53.8
	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	18.0	51.9	30.1	0.5	8.7	64.5	26.2	0.6	14.4	58.0	27.1
	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	23.0	50.0	27.0	1.0	13.0	60.0	26.0	1.0	17.2	53.5	28.3
	State	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female	District	0.0	12.0	54.2	33.7	0.0	3.6	69.9	26.5	0.0	11.0	63.4	25.6
	State	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	7.1	52.9	40.0	0.0	2.4	58.8	38.8	1.2	7.1	50.6	41.2
	State	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black	District	0.0	30.0	48.0	22.0	2.0	12.0	68.0	18.0	0.0	24.5	61.2	14.3
	State	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
Hispanic	District	0.0	30.8	53.8	15.4	0.0	20.5	69.2	10.3	0.0	20.5	66.7	12.8
	State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	District	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
	State												
Native Hawaiian/Pacific Islander	District	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
	State												
American Indian	District	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
	State												
Two or More Races	District	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6
	State												

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	50.0	40.0	10.0	0.0	40.0	60.0	0.0	0.0	40.0	50.0	10.0
	3.2	62.9	30.6	3.2	3.7	29.7	61.2	5.4	13.3	41.5	43.2	2.0

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	0.0	74.1	25.9	0.0	3.7	44.4	51.9	0.0	3.8	38.5	53.8	3.8
	State	4.9	56.0	29.4	9.8	5.7	29.0	55.0	10.3	9.9	31.2	50.1	8.8
Non-IEP	District	0.0	8.3	56.4	35.3	0.0	2.6	66.7	30.8	0.0	10.3	58.7	31.0
	State	0.3	19.6	46.8	33.3	0.5	8.4	60.9	30.2	2.5	15.1	59.6	22.8

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	0.0	24.7	52.9	22.4	1.2	12.9	68.2	17.6	0.0	18.8	63.5	17.6
	State	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible	District	0.0	12.2	51.0	36.7	0.0	5.1	61.2	33.7	1.0	10.4	53.1	35.4
	State	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	18.3	54.8	26.9	0.0	9.6	68.5	21.9
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	0.0	25.0	56.9	18.1	0.0	14.7	65.5	19.8
State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female								
District	0.0	10.7	52.4	36.9	0.0	3.9	71.8	24.3
State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	0.0	5.9	61.8	32.4	0.0	4.9	62.7	32.4
State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black								
District	0.0	31.8	40.9	27.3	0.0	19.7	69.7	10.6
State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic								
District	0.0	24.3	62.2	13.5	0.0	2.7	86.5	10.8
State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian								
District	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander								
District	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
State								
American Indian								
District	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
State								
Two or More Races								
District	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3
State								

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
District	0.0	53.7	39.0	7.3	0.0	31.7	63.4	4.9
State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP								
District	0.0	10.1	58.4	31.5	0.0	4.5	69.7	25.8
State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	0.0	26.4	58.6	14.9	0.0	10.3	80.5	9.2
State	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible								
District	0.0	12.9	52.3	34.8	0.0	9.1	60.6	30.3
State	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	10.1	60.1	29.8	0.0	12.5	59.6	27.9
State	0.2	15.7	56.8	27.3	0.6	15.5	58.0	25.9

Grade 6 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	0.0	11.9	61.5	26.6	0.0	12.8	59.6	27.5
State	0.3	19.1	57.1	23.5	0.7	16.8	56.2	26.3
Female								
District	0.0	8.1	58.6	33.3	0.0	12.1	59.6	28.3
State	0.1	12.2	56.5	31.3	0.5	14.0	59.9	25.6

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	0.0	6.4	50.9	42.7	0.0	6.4	52.7	40.9
State	0.1	9.4	54.7	35.8	0.3	8.9	56.8	34.0
Black								
District	0.0	15.8	71.9	12.3	0.0	22.8	66.7	10.5
State	0.4	28.1	60.0	11.4	1.3	30.1	58.6	10.0
Hispanic								
District	0.0	16.1	71.0	12.9	0.0	19.4	61.3	19.4
State	0.2	21.7	61.6	16.4	0.7	20.5	63.8	15.1
Asian								
District	0.1	6.0	41.5	52.4	0.2	4.7	38.4	56.6
Native Hawaiian/Pacific Islander								
District	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
State								
American Indian								
District	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
State								
Two or More Races								
District	0.1	12.9	55.1	31.8	0.4	13.3	57.1	29.1
State								

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
District	0.0	53.3	43.3	3.3	0.0	60.0	36.7	3.3
State	1.3	51.5	41.8	5.4	3.1	46.0	45.0	5.9
Non-IEP								
District	0.0	2.8	62.9	34.3	0.0	4.5	63.5	32.0
State	0.0	10.3	59.1	30.6	0.2	10.9	60.0	28.9

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	0.0	19.8	66.3	14.0	0.0	20.9	68.6	10.5
State	0.3	24.5	61.2	13.9	0.9	24.0	62.0	13.1
Not Eligible								
District	0.0	3.3	55.7	41.0	0.0	6.6	53.3	40.2
State	0.1	7.0	52.4	40.5	0.2	7.0	54.1	38.7

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	16.8	61.7	21.5	1.9	13.5	59.1	25.6	1.9	12.6	67.3	18.2
State	0.4	20.8	58.0	20.8	2.2	13.5	53.9	30.4	5.7	12.4	57.8	24.1

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	0.0	25.2	59.5	15.3	2.7	15.2	58.9	23.2	2.7	11.6	66.1	19.6
	State	0.6	24.9	56.8	17.7	2.8	15.0	51.7	30.5	6.8	12.4	54.5	26.4
Female	District	0.0	7.8	64.1	28.2	1.0	11.7	59.2	28.2	1.0	13.7	68.6	16.7
	State	0.2	16.5	59.3	24.1	1.5	12.0	56.2	30.3	4.6	12.4	61.3	21.7

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.0	14.0	59.6	26.3	1.8	10.5	52.6	35.1	2.7	8.8	65.5	23.0
	State	0.2	14.4	58.3	27.1	1.1	8.5	51.4	38.9	2.9	6.8	55.9	34.5
Black	District	0.0	21.1	63.2	15.8	3.4	15.5	67.2	13.8	1.7	20.7	69.0	8.6
	State	0.9	34.3	55.7	9.1	4.9	24.4	58.3	12.4	12.3	22.9	58.4	6.5
Hispanic	District	0.0	20.7	69.0	10.3	0.0	17.2	65.5	17.2	0.0	13.8	72.4	13.8
	State	0.5	26.6	60.9	11.9	2.6	17.7	59.8	19.9	7.5	17.9	63.3	11.3
Asian	District	0.2	8.2	48.9	42.6	0.8	4.8	33.6	60.9	2.4	5.3	50.2	42.0
Native Hawaiian/Pacific Islander	District	0.0	13.6	57.4	29.0	0.6	7.1	50.0	42.3	4.2	7.7	59.5	28.6
American Indian	District	1.0	30.4	55.5	13.1	3.5	19.3	56.4	20.7	8.3	16.3	59.1	16.3
Two or More Races	District	0.0	15.4	61.5	23.1	0.0	23.1	61.5	15.4	0.0	7.7	61.5	30.8
	State	0.3	19.2	57.6	22.9	2.1	13.3	52.6	32.0	4.8	11.3	55.9	28.1

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	0.0	62.8	34.9	2.3	9.3	53.5	37.2	0.0	7.0	27.9	60.5	4.7
	State	2.4	61.2	33.0	3.4	11.1	39.7	42.9	6.2	20.4	27.0	46.1	6.5
Non-IEP	District	0.0	5.3	68.4	26.3	0.0	3.5	64.5	32.0	0.6	8.8	69.0	21.6
	State	0.1	14.8	61.7	23.4	0.9	9.7	55.5	33.9	3.5	10.2	59.5	26.7

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	22.1	63.2	14.7	2.9	17.4	66.7	13.0	2.9	16.2	67.6	13.2
	State	0.7	31.0	58.3	10.0	3.5	20.6	59.4	16.4	9.2	19.3	61.1	10.4
Not Eligible	District	0.0	14.4	61.0	24.7	1.4	11.6	55.5	31.5	1.4	11.0	67.1	20.5
	State	0.1	11.2	57.7	30.9	0.9	6.9	48.7	43.4	2.4	5.9	54.7	36.9

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	0.0	10.2	83.9	5.9	0.0	13.6	66.4	20.0
State	0.2	14.8	74.9	10.1	0.4	13.3	54.5	31.8

Grade 8 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	0.0	13.1	82.8	4.1	0.0	14.9	69.4	15.7
State	0.3	17.9	73.0	8.9	0.5	15.1	53.1	31.3
Female								
District	0.0	7.0	85.1	7.9	0.0	12.3	63.2	24.6
State	0.1	11.6	76.8	11.5	0.3	11.5	56.0	32.2

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	0.0	6.0	85.7	8.3	0.0	7.6	64.4	28.0
State	0.1	9.7	75.9	14.3	0.3	8.4	50.9	40.5
Black								
District	0.0	19.0	81.0	0.0	0.0	23.8	71.4	4.8
State	0.3	25.6	71.7	2.4	0.8	25.4	60.6	13.2
Hispanic								
District	0.0	12.5	81.3	6.3	0.0	21.9	65.6	12.5
State	0.2	19.7	76.0	4.1	0.5	17.0	61.8	20.8
Asian								
District	0.1	5.9	70.6	23.4	0.2	3.7	34.3	61.9
Native Hawaiian/Pacific Islander								
District	0.6	9.7	73.3	16.4	1.2	8.5	48.5	41.8
State								
American Indian								
District	0.0	20.8	74.0	5.2	1.1	19.4	55.3	24.2
State								
Two or More Races								
District	0.1	14.3	73.4	12.2	0.6	11.8	54.3	33.3
State								

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
District	0.0	35.5	64.5	0.0	0.0	45.2	54.8	0.0
State	1.0	51.5	46.2	1.3	2.4	46.6	45.3	5.7
Non-IEP								
District	0.0	6.3	86.8	6.8	0.0	8.8	68.1	23.0
State	0.1	9.4	79.1	11.4	0.1	8.5	55.8	35.6

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	0.0	18.3	76.3	5.4	0.0	20.7	68.5	10.9
State	0.3	22.7	73.5	3.4	0.7	20.6	61.3	17.4
Not Eligible								
District	0.0	4.9	88.8	6.3	0.0	9.1	65.0	25.9
State	0.1	7.8	76.1	16.1	0.2	6.8	48.4	44.6

2011 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?		Yes
2011-12 Federal Improvement Status	District Improvement Year 1	
2011-12 State Improvement Status	Academic Early Warning Year 1	

	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		85.0			85.0			91.0		82.0	
All	99.2	Yes	99.2	Yes	84.6		Yes	88.8		Yes	95.9	Yes		
White	99.7	Yes	99.7	Yes	91.0		Yes	93.4		Yes				
Black	98.6	Yes	98.6	Yes	76.6	77.9	Yes	82.0		Yes	96.5			
Hispanic	99.5	Yes	99.5	Yes	78.8	79.4	Yes	85.6		Yes	95.5			
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races	96.5	Yes	96.5	Yes	81.5		Yes	88.9		Yes				
LEP	100.0	Yes	100.0	Yes	58.2	72.7	No	80.0		Yes	95.1			
Students with Disabilities	98.3	Yes	98.3	Yes	45.8	56.6	No	58.0	67.2	No	95.3			
Economically Disadvantaged	99.6	Yes	99.6	Yes	76.8	78.7	No	84.4		Yes	95.4			

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% 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: 2

Number of Title I schools in Federal School Improvement Status: 2

Percent of schools in Federal School Improvement Status: 40.0%

School ID	School Name	Years in School Improvement
070161240022002	Northeast Elem School	2
070161240022004	Southeast Elem School	1

2011 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability Classification for the district is:	Focused
Is this district making AYP in the "ALL" subgroup in reading?	Yes
Is this district making AYP in the "ALL" subgroup in math?	Yes

In 2008, the Illinois State Board of Education was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to districts in federal improvement status that do not make AYP.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a district's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between districts that need focused supports verses more comprehensive interventions.

If a district does make AYP in ALL-student group in both reading and math, this district will be classified as a focused district; otherwise, the district will be identified as a comprehensive district.

Results from the 2011 ISAT data indicate that 86.3% of the student population met/exceeded state standards in reading and 85.5% of the student population met/exceeded state standards in math. All of our subgroups made AYP (Adequate Yearly Progress) with the exception of students with disabilities in both reading and in math. 50.6% of the students in this subgroup met AYP in reading and 49.4% met AYP in math.

Evergreen Park School District 124 continues to implement a multi-tier model of support for all students by analyzing data and making instructional decisions based on student needs, by utilizing research-based programs and instructional strategies, and by implementing research-based interventions for students that require more intensive academic/behavioral support. Through the improvement process, we will continue to develop a plan that includes activities with frequent evaluation to maximize our resources.

To improve in the area of reading, we are going to track student progress in reading comprehension with local assessments, continue to analyze the data from the AIMSweb and MAP assessments, work with our gifted facilitators to help our high-achieving students maximize their potential, and ensure that the core reading curriculum is implemented with integrity.

In the area of math, we will continue to integrate math fact strategies and practice in the core curriculum for Grades 1 through 6 along with increasing parent support for math practice at home. We are planning to implement various research-based math intervention programs, and will continue to analyze the AIMSweb and MAP data. Local assessment data will be used for individualized goal planning, program evaluation, and the determination of focus areas for individualized students.

Knowing that our English Language Learners (ELL) are in need of more support in the reading/language areas, students who no longer need intensive services will be supported by transitional services. Communication between home and school for parents of ELL students is a priority. Professional development for research-based strategies will be provided for classroom teachers and ELL teachers to assist English Language Learners in the content areas.

The last area of focus is for students with disabilities. Progress monitoring closely and reviewing the data frequently will ensure that significant student progress is being made to close the achievement gap. Instructional support will continue to be provided for students with IEP's or through the RtI intervention groups with the intent of keeping students in the least restrictive environment for success. Early childhood services and the screening process have been reviewed for alignment with state guidelines. The staff of students with disabilities transitioning from the elementary school to the junior high will receive professional development in understanding their needs and in creating transition plans to ensure their academic success. More professional development for general education teachers will be provided to help support the transition of special education students from a self-contained classroom to a general education classroom.

Evergreen Park Elementary School District 124 is committed to student achievement and recognizes that any improvement process requires collaboration between all stakeholders. Recognizing needs, creating goals, implementing activities, and continually evaluating progress is the key for positive student outcomes.

