

Lake Park CHSD 108

Roselle, 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 | 74.1 | 5.0 | 11.9 | 8.4 | 0.6 | 0.0 | 9.0 | 0.6 | 1.1 | 1.4 | 5.4 | 94.4 | 2,778 |
| State | 53.3 | 19.1 | 20.8 | 4.1 | 0.2 | 2.5 | 42.9 | 8.0 | 3.5 | 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 | 99.0 |
| State | 96.7 |

STUDENT-TO-STAFF RATIOS

| | Pupil- Teacher Elementary | Pupil- Teacher Secondary | Pupil- Certified Staff | Pupil- Administrator |
|-----------------|---------------------------------|--------------------------------|------------------------------|-------------------------|
| District | | 19.8 | 14.0 | 173.6 |
| State | | 18.0 | 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 | | | | | | | | | | 20.9 |
| State | | | | | | | | | | 19.2 |

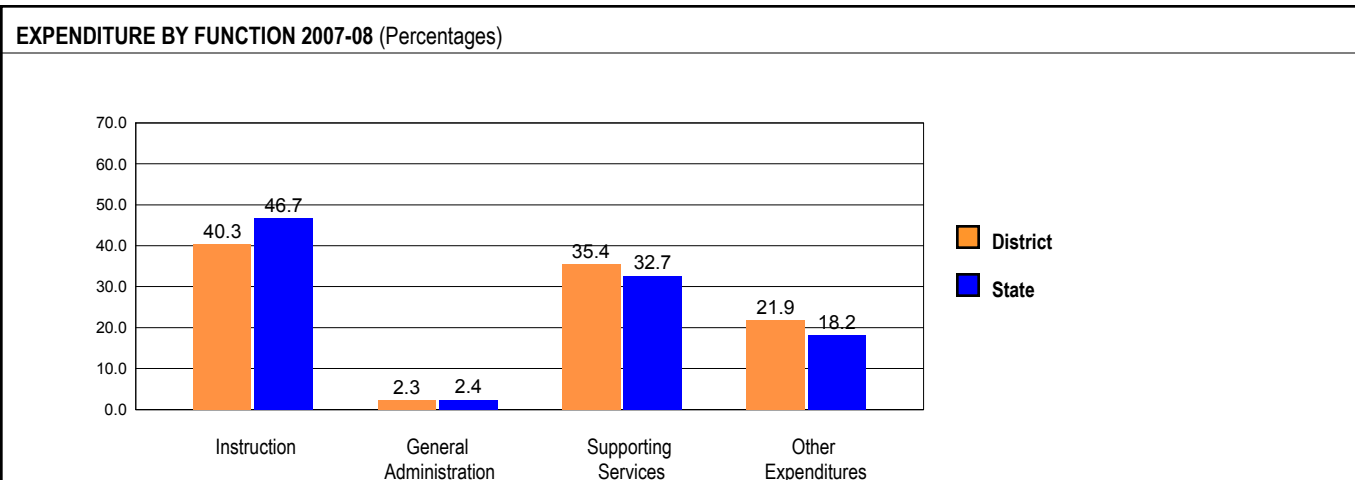
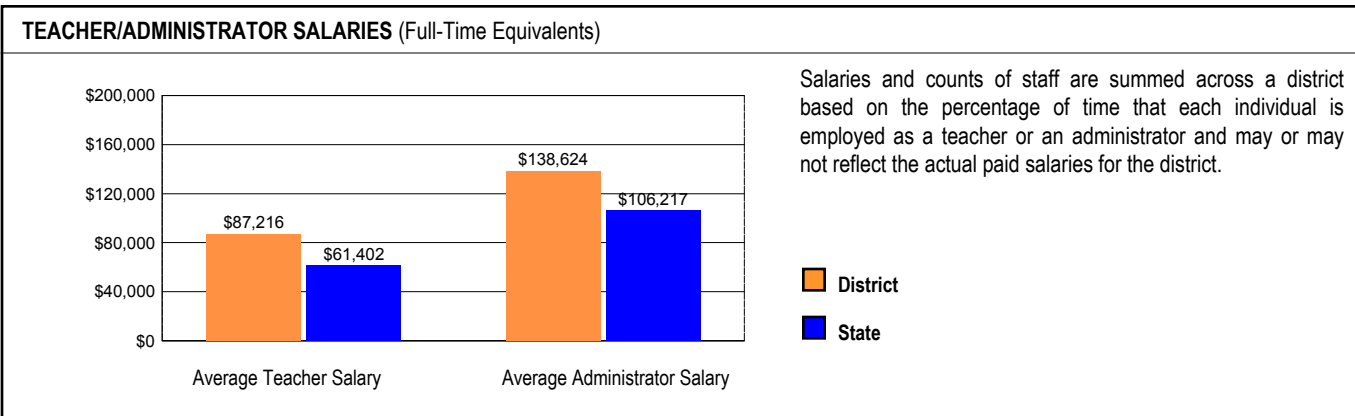
TEACHER INFORMATION (Full-Time Equivalents)

| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Male | Female | Total Number |
|-----------------|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| District | 96.6 | 0.9 | 1.3 | 1.3 | 0.0 | 43.3 | 56.8 | 160 |
| 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 | 14.1 | 21.9 | 78.1 | 0.0 | 0.0 |
| | High Poverty Schools | | | | | |
| | Low Poverty Schools | | | | | |
| 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



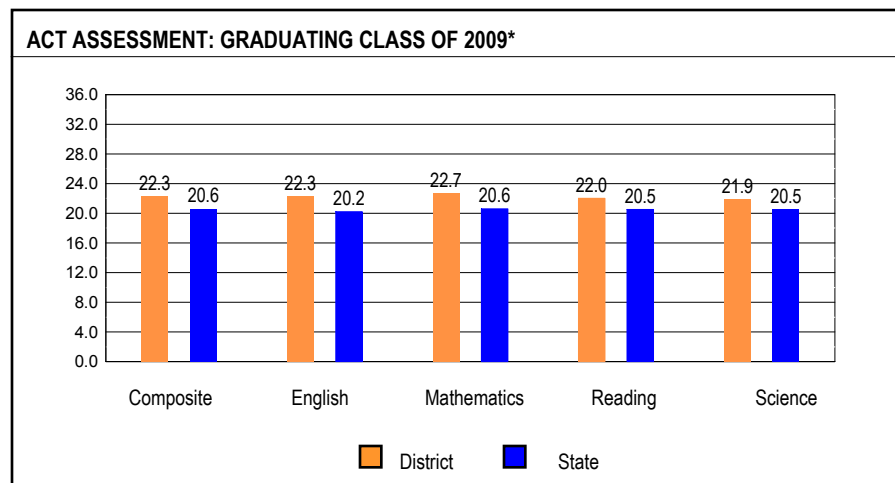
| REVENUE BY SOURCE 2007-08 | | | |
|---------------------------|---------------------|------------|---------|
| | District | District % | State % |
| Local Property Taxes | \$38,039,005 | 82.4 | 58.7 |
| Other Local Funding | \$4,370,144 | 9.5 | 6.3 |
| General State Aid | \$1,145,454 | 2.5 | 18.6 |
| Other State Funding | \$2,054,123 | 4.4 | 9.0 |
| Federal Funding | \$556,334 | 1.2 | 7.4 |
| TOTAL | \$46,165,060 | | |

| EXPENDITURE BY FUND 2007-08 | | | |
|---|---------------------|------------|---------|
| | District | District % | State % |
| Education | \$32,271,407 | 68.5 | 71.5 |
| Operations & Maintenance | \$4,703,581 | 10.0 | 8.6 |
| Transportation | \$1,949,349 | 4.1 | 3.9 |
| Bond and Interest | \$4,908,945 | 10.4 | 6.3 |
| Rent | \$0 | 0.0 | 0.0 |
| Municipal Retirement/ Social Security | \$1,102,628 | 2.3 | 1.8 |
| Fire Prevention & Safety | \$0 | 0.0 | 0.9 |
| Site & Construction/ Capital Improvement | \$2,198,008 | 4.7 | 6.8 |
| TOTAL | \$47,133,918 | | |

| 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 | \$892,844 | 1.67 | \$7,566 | \$15,540 |
| 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



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

| HIGH SCHOOL GRADUATION RATE | | | | | | | | | | | | | |
|-----------------------------|--------|------|--------|------------------|-------|----------|------------------------|-----------------|----------------------|-----|---------|----------------------------|---------------------------|
| | Gender | | | Race / Ethnicity | | | | | | LEP | Migrant | Students with Disabilities | Economic-ly Disadvantaged |
| | All | Male | Female | White | Black | Hispanic | Asian/Pacific Islander | Native American | Multi racial /Ethnic | | | | |
| District | 97.9 | 97.5 | 98.4 | 97.2 | 100.0 | 100.0 | 100.0 | 100.0 | | | | 100.0 | 100.0 |
| State | 87.1 | 84.5 | 89.7 | 92.3 | 76.7 | 76.8 | 94.0 | 79.4 | | | | 78.1 | 76.6 |

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 |

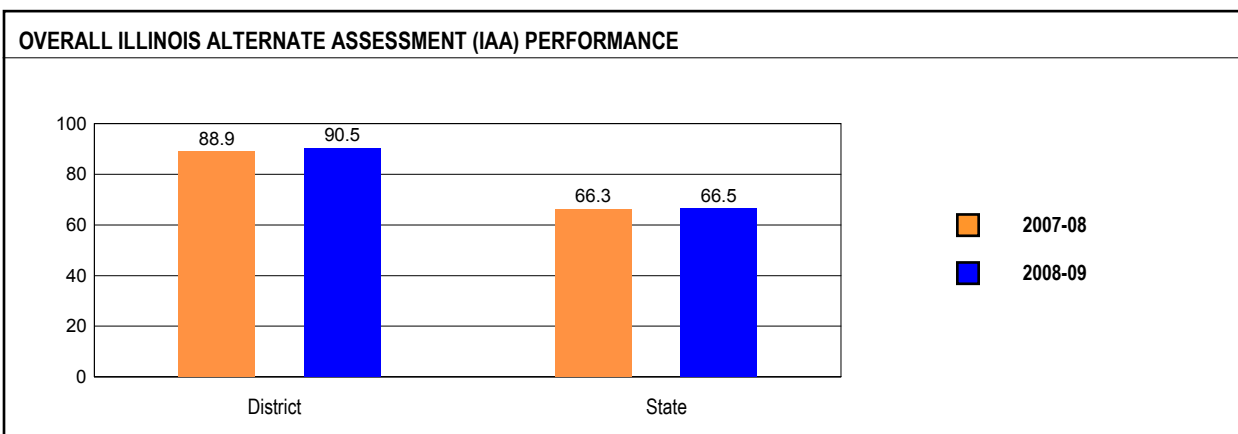
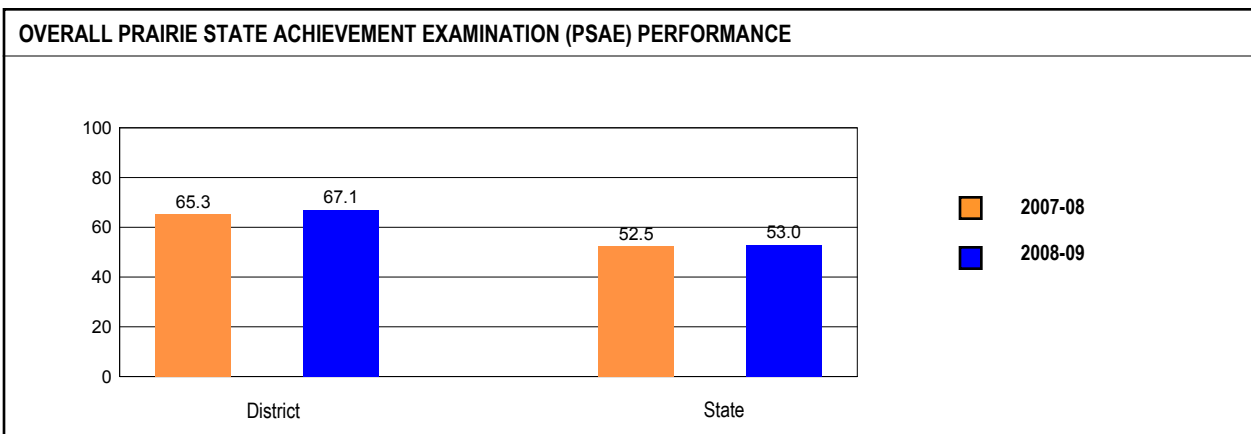
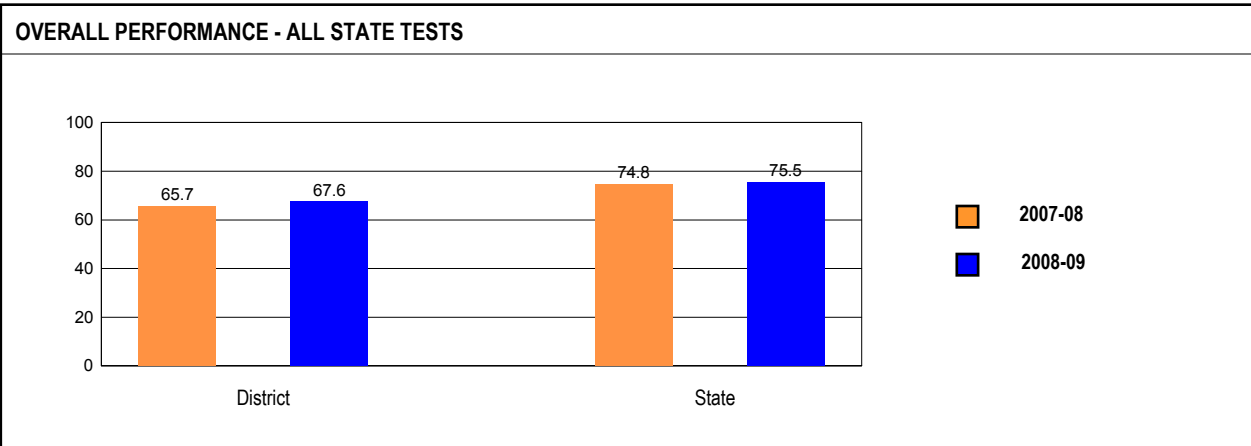
Grade 8 - NAEP Participation Rates

| | 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.

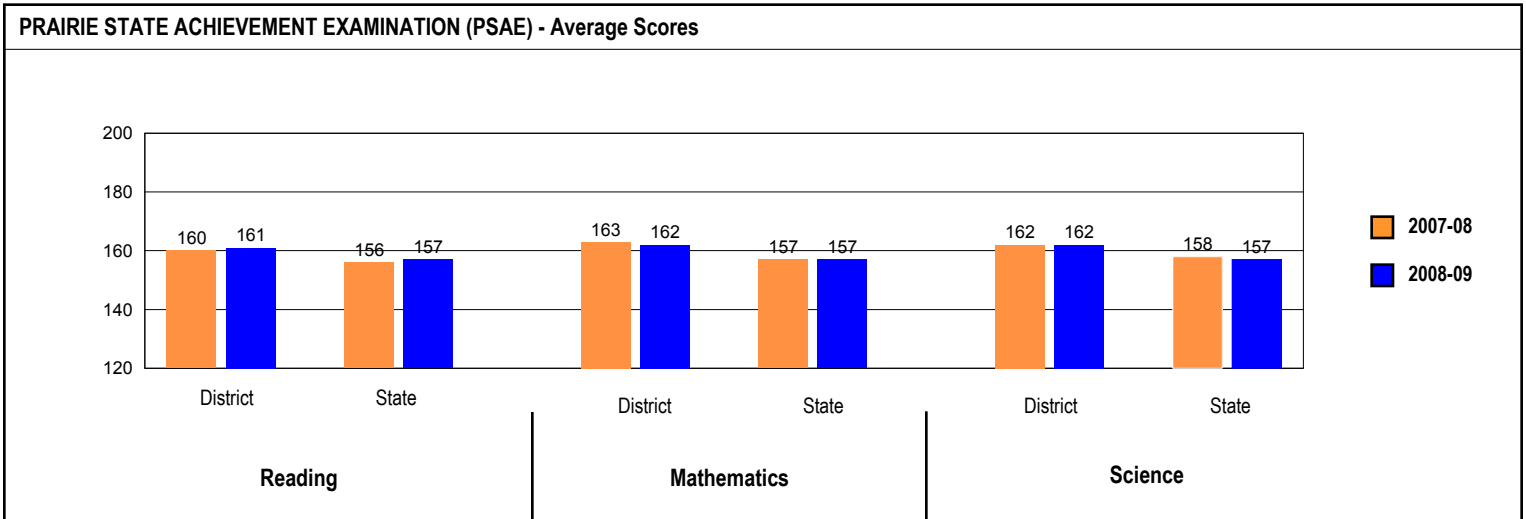
The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.



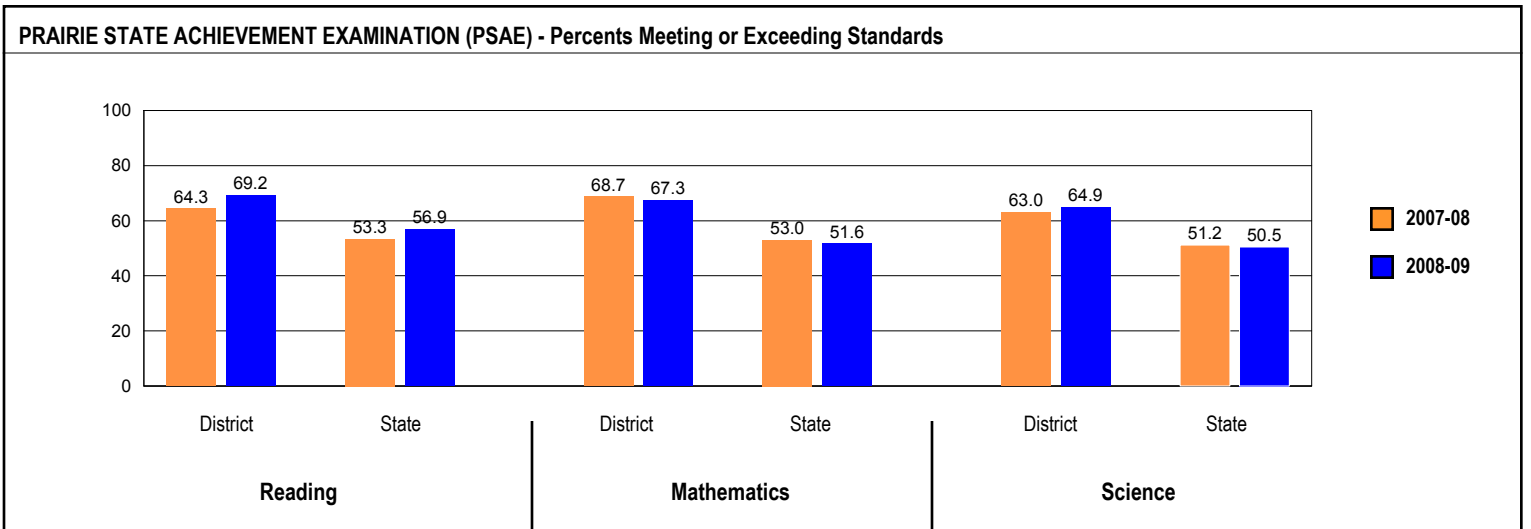
IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

PSAE PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding Standards in reading, mathematics, and science on PSAE.



PSAE scores range from 120 to 200.



Number of students in this District with PSAE scores in 2009: 703

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 | 733 | 381 | 352 | 550 | 30 | 85 | 60 | 8 | 0 | 10 | 0 | 98 | 55 |
| | Reading | 1.1 | 1.0 | 1.1 | 0.9 | 6.7 | 0.0 | 0.0 | | | 0.0 | | 0.0 | 5.5 |
| | Mathematics | 1.1 | 1.0 | 1.1 | 0.9 | 6.7 | 0.0 | 0.0 | | | 0.0 | | 0.0 | 5.5 |
| 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 | 733 | 381 | 352 | 550 | 30 | 85 | 60 | 8 | 0 | 10 | 0 | 98 | 55 |
| | Science | 1.1 | 1.0 | 1.1 | 0.9 | 6.7 | 0.0 | 0.0 | | | 0.0 | | 0.0 | 5.5 |
| 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.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

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 11**Grade 11 - All**

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | 4.3 | 26.5 | 55.3 | 14.0 | 5.3 | 27.5 | 51.6 | 15.6 | 4.3 | 30.9 | 52.2 | 12.7 |
| State | 8.5 | 34.6 | 45.0 | 11.9 | 11.0 | 37.4 | 42.2 | 9.4 | 8.9 | 40.7 | 40.3 | 10.2 |

Grade 11 - Gender

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|--------|----------|------|------|------|-------------|------|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | District | 6.1 | 26.5 | 53.0 | 14.4 | 5.0 | 25.9 | 50.7 | 18.5 | 3.3 | 28.7 | 51.0 | 17.1 |
| | State | 10.6 | 34.8 | 42.8 | 11.8 | 11.2 | 34.5 | 42.7 | 11.6 | 9.2 | 36.8 | 40.8 | 13.2 |
| Female | District | 2.4 | 26.5 | 57.6 | 13.5 | 5.6 | 29.1 | 52.6 | 12.6 | 5.3 | 33.2 | 53.5 | 7.9 |
| | State | 6.3 | 34.5 | 47.1 | 12.1 | 10.8 | 40.2 | 41.8 | 7.3 | 8.5 | 44.4 | 39.8 | 7.2 |

Grade 11 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|------------------------|----------|------|------|------|-------------|------|------|------|---------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | District | 2.6 | 24.4 | 57.7 | 15.2 | 3.8 | 25.4 | 53.9 | 16.9 | 2.4 | 28.2 | 54.7 | 14.7 |
| | State | 5.0 | 26.5 | 52.5 | 15.9 | 5.9 | 30.6 | 51.0 | 12.4 | 4.5 | 32.1 | 49.5 | 13.9 |
| Black | District | 16.7 | 54.2 | 29.2 | 0.0 | 32.0 | 56.0 | 12.0 | 0.0 | 24.0 | 60.0 | 16.0 | 0.0 |
| | State | 16.9 | 55.1 | 26.0 | 2.0 | 26.9 | 54.5 | 18.0 | 0.6 | 21.3 | 61.4 | 16.5 | 0.7 |
| Hispanic | District | 11.3 | 32.5 | 48.8 | 7.5 | 11.3 | 40.0 | 46.3 | 2.5 | 12.5 | 40.0 | 45.0 | 2.5 |
| | State | 14.7 | 48.9 | 32.9 | 3.6 | 17.1 | 51.3 | 29.7 | 1.9 | 15.1 | 57.3 | 25.6 | 2.0 |
| Asian/Pacific Islander | District | 5.1 | 25.4 | 54.2 | 15.3 | 0.0 | 18.6 | 54.2 | 27.1 | 1.7 | 30.5 | 55.9 | 11.9 |
| | State | 5.0 | 26.3 | 48.7 | 20.0 | 3.7 | 20.5 | 50.1 | 25.7 | 3.9 | 28.4 | 47.1 | 20.6 |
| Native American | District | | | | | | | | | | | | |
| | State | 6.8 | 32.7 | 50.2 | 10.4 | 9.6 | 42.6 | 39.4 | 8.4 | 8.0 | 39.4 | 42.6 | 10.0 |
| Multiracial/Ethnic | District | | | | | | | | | | | | |
| | State | 6.3 | 32.5 | 47.6 | 13.6 | 9.6 | 38.5 | 43.5 | 8.5 | 7.4 | 39.8 | 43.2 | 9.6 |

Grade 11 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|---------------------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| IEP District | 19.3 | 48.2 | 28.9 | 3.6 | 28.6 | 41.7 | 28.6 | 1.2 | 26.2 | 45.2 | 27.4 | 1.2 |
| | 40.3 | 42.8 | 14.7 | 2.1 | 46.7 | 41.2 | 10.9 | 1.2 | 40.0 | 46.1 | 12.1 | 1.8 |
| Non-IEP District | 2.3 | 23.6 | 58.8 | 15.3 | 2.1 | 25.5 | 54.8 | 17.6 | 1.3 | 28.9 | 55.6 | 14.2 |
| | 4.5 | 33.6 | 48.7 | 13.1 | 6.6 | 36.9 | 46.1 | 10.4 | 5.0 | 40.0 | 43.8 | 11.2 |

Grade 11 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|--------------------------------------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Free/Reduced Price Lunch District | 22.0 | 46.0 | 32.0 | 0.0 | 28.0 | 46.0 | 26.0 | 0.0 | 18.0 | 56.0 | 26.0 | 0.0 |
| | 16.3 | 50.4 | 30.2 | 3.0 | 21.6 | 52.1 | 24.8 | 1.5 | 18.0 | 58.2 | 22.1 | 1.7 |
| Not Eligible District | 2.9 | 25.0 | 57.1 | 15.0 | 3.5 | 26.0 | 53.6 | 16.8 | 3.2 | 28.9 | 54.2 | 13.6 |
| | 4.8 | 27.3 | 51.8 | 16.0 | 6.1 | 30.5 | 50.3 | 13.1 | 4.6 | 32.6 | 48.7 | 14.1 |

ILLINOIS ALTERNATE ASSESSMENT (IAA)

The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAT would not be appropriate. The table below presents the percentages of student scores in each of four performance levels.

- Level 1 -- Entry - Students do not demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards.
- Level 2 -- Foundational- Students demonstrate emerging knowledge and skills in the subject as linked to the Illinois Learning Standards. Students exhibit an ability to reproduce knowledge and skills.
- Level 3 -- Satisfactory - Students demonstrate basic knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit an ability to associate their knowledge and skills.
- Level 4 -- Mastery - Students demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit the ability to apply their knowledge and skills.

Grade 11**Grade 11 - All**

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | 7.1 | 0.0 | 28.6 | 64.3 | 7.1 | 7.1 | 28.6 | 57.1 | 7.1 | 0.0 | 28.6 | 64.3 |
| State | 13.1 | 17.4 | 30.8 | 38.8 | 15.8 | 13.9 | 43.7 | 26.7 | 11.4 | 13.2 | 28.4 | 47.0 |

Grade 11 - Gender

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|--------------------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male District | | | | | | | | | | | | |
| | 13.7 | 17.8 | 29.7 | 38.8 | 16.3 | 14.0 | 41.7 | 28.1 | 11.0 | 13.8 | 29.0 | 46.2 |
| Female District | | | | | | | | | | | | |
| | 11.5 | 16.4 | 32.5 | 39.7 | 14.2 | 13.4 | 47.2 | 25.2 | 11.2 | 11.7 | 28.0 | 49.0 |

Grade 11 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|---|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White District State | 11.0 | 16.6 | 28.9 | 43.6 | 13.5 | 13.4 | 45.1 | 28.0 | 9.7 | 11.9 | 28.1 | 50.3 |
| Black District State | 15.4 | 18.0 | 33.2 | 33.4 | 18.8 | 13.8 | 43.5 | 23.8 | 13.3 | 13.7 | 30.8 | 42.3 |
| Hispanic District State | 14.6 | 19.2 | 34.1 | 32.1 | 17.2 | 15.8 | 40.0 | 27.0 | 11.6 | 16.8 | 28.4 | 43.2 |
| Asian/Pacific Islander District State | 14.9 | 12.8 | 34.0 | 38.3 | 19.1 | 4.3 | 46.8 | 29.8 | 19.1 | 6.4 | 25.5 | 48.9 |
| Native American District State | | | | | | | | | | | | |
| Multiracial/Ethnic District State | 9.7 | 19.4 | 19.4 | 51.6 | 3.2 | 22.6 | 38.7 | 35.5 | 6.5 | 12.9 | 19.4 | 61.3 |

2009 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | |
|---|-----|
| Is this district making Adequate Yearly Progress (AYP)? | No |
| Is this district making AYP in Reading? | Yes |
| 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 |
| 2009-10 Federal Improvement Status | Corrective Action Year 3 | |
| 2009-10 State Improvement Status | Academic Watch Status Year 3 | |

| | 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 | 98.9 | Yes | 98.9 | Yes | 70.7 | | Yes | 69.6 | | Yes | | | 97.9 | Yes |
| White | 99.1 | Yes | 99.1 | Yes | 73.6 | | Yes | 72.1 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | 100.0 | Yes | 100.0 | Yes | 60.0 | 50.6 | Yes | 54.7 | 55.6 | Yes | | | 100.0 | |
| Asian/Pacific Islander | 100.0 | Yes | 100.0 | Yes | 71.4 | | Yes | 83.9 | | Yes | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | 100.0 | Yes | 100.0 | Yes | 41.9 | 40.9 | Yes | 39.4 | 44.2 | No | | | 100.0 | |
| Economically Disadvantaged | 94.5 | Yes | 94.5 | 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: 1

Number of Title I schools: 1

Number of Title I schools in Federal School Improvement Status: 1

Percent of schools in Federal School Improvement Status: 100.0%

| School ID | School Name | Years in School Improvement |
|------------------|-----------------------|------------------------------------|
| 190221080160001 | Lake Park High School | 6 |

2009 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.