

Oak Park  
Public Schools  
District 97  
Oak Park, Illinois



# Oak Park Elementary School District 97

970 Madison ▪ Oak Park ▪ Illinois ▪ 60302 ▪ ph: 708.524.3000 ▪ fax: 708.524.3019 ▪ [www.op97.org](http://www.op97.org)

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October, 2012

Dear Oak Park Families:

Oak Park Elementary School District 97 has established a strong tradition of educational excellence for all children. We are proud of our collaborative efforts to create a learning environment in which all students are challenged to perform to their highest potential. One measure of our success is our performance on the Illinois Standard Achievement Test, ISAT, which measures individual student achievement and shows how well students and schools are performing relative to the State's learning standards.

Each year the Illinois State Board of Education publishes an Illinois School Report Card for parents and community. This report contains information on ISAT tests taken in the spring of 2011. Also included in this report is information that compares our district and schools to other districts and schools in Illinois in the areas of per pupil expenditures, class size, instructional setting and finances.

This year's report card is a direct result of the support of our community, the dedication of our professional staff, and the efforts of our students and families. All of you have shared in District 97's accomplishments, and together we can move our district to higher levels of excellence.

You can access the state report card by logging on to the District 97 website at [www.op97.org](http://www.op97.org). Click on State Report Cards and then click on your child's school. If you prefer, you may request a printed copy of the report card by contacting Penny Sylvester at 524-3017 or [psylvester@op97.org](mailto:psylvester@op97.org).

Sincerely,

Dr. Albert Roberts  
Superintendent of Schools  
Oak Park Elementary School District 97



**William H. Hatch Elementary School  
1000 N. Ridgeland  
Oak Park, IL 60302**

**(708) 524-3095**

October 2012

The Hatch Staff is committed to academic excellence with high expectations for all students. We believe that all children can be successful learners. We continue to be proud of the achievement of our students.

Assessment tests are one means of measuring academic achievement. In the spring of 2012, all students in grades 3, 4, and 5 were tested with the state assessments in math and reading. The fourth grade students were also given the state assessments in science. This report card profiles the achievement of our third, fourth and fifth graders. Group data is used for assessing our general instructional program. Individual scores will assist in designing programs for children who require additional academic challenges, and for students who would benefit from support services. Our aim is to decrease the number of students who “do not meet” the state goals, and to increase the number of students who “meet” and “exceed” the state goals.

Hatch students continue to score well above the state and national average in reading and math assessments. In the fourth grade, our students continued to score well above the state and national average in science. This consistent student profile of progress is linked to strong instructional efforts and innovative programs throughout the grades at Hatch.

Our mission is to educate every child to be academically successful and socially responsible. Our goals will be accomplished by continuing to establish strong partnerships between home, school and the wider community. We are looking forward to a successful school year as parents, teachers and students work together to achieve our educational goals.

Sincerely,

*Sheila Y. Carter*

Sheila Y. Carter  
Principal

**William Hatch Elem School**  
**Oak Park ESD 97**  
**Oak Park, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

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

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
<b>School</b>	60.2	22.5	3.5	3.2	0.3	0.3	9.9	21.6	0.3	16.7		0.0	6.1	95.9	342
<b>District</b>	57.3	23.0	5.2	4.6	0.0	0.1	9.7	21.0	1.7	15.5		0.1	4.5	95.5	5,625
<b>State</b>	51.0	18.0	23.6	4.2	0.1	0.3	2.8	49.0	9.4	13.6		8.6	13.1	94.4	2,066,692

**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 9 or more of the last 180 school days.

**Total Enrollment** is based on Home School.

**INSTRUCTIONAL SETTING**

<b>PARENTAL CONTACT*</b>		<b>STUDENT-TO-STAFF RATIOS</b>			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
<b>School</b>	99.0	--	--	--	--
<b>District</b>	99.9	15.6		11.6	181.4
<b>State</b>	95.3	18.9		13.7	205.0

\* 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>	18.7	16.3	20.7	17.0	17.0	18.0				
<b>District</b>	17.7	18.8	19.6	19.2	18.5	19.0				
<b>State</b>	20.9	21.2	21.5	22.0	22.4	22.8				

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

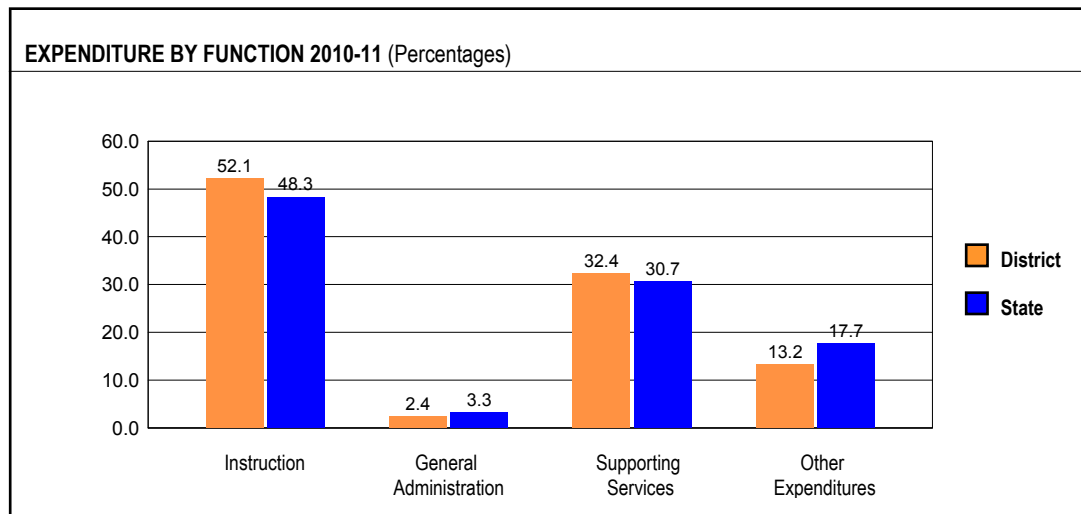
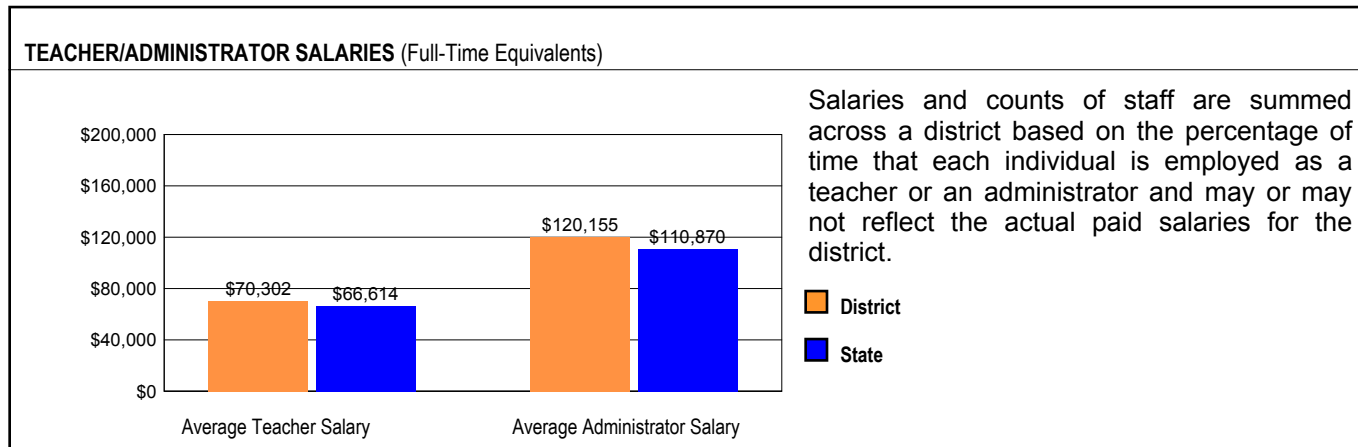
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	60			30			150			30		
<b>District</b>	60			30			150			30		
<b>State</b>	61			31			143			30		

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	78.6	12.4	3.7	2.7	0.2	0.2	2.0	0.0	21.1	78.9	403
State	83.3	7.1	5.3	1.3	0.1	0.2	0.8	2.0	23.1	76.9	127,830

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	12.2	25.9	74.1	0.0	0.0
State	12.9	37.8	61.7	0.6	0.7

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

### SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2010-11				EXPENDITURE BY FUND 2010-11			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$49,716,875	67.7	58.2	Education	\$55,962,128	71.7	73.7
Other Local Funding	\$4,808,082	6.5	5.1	Operations & Maintenance	\$5,643,800	7.2	5.9
General State Aid	\$9,230,467	12.6	17.1	Transportation	\$3,143,878	4.0	3.8
Other State Funding	\$5,818,316	7.9	9.5	Debt Service	\$9,058,259	11.6	7.4
Federal Funding	\$3,906,019	5.3	10.1	Tort	\$0	0.0	1.2
TOTAL	\$73,479,759			Municipal Retirement/ Social Security	\$1,949,971	2.5	2.0
				Fire Prevention & Safety	\$112,147	0.1	0.8
				Capital Projects	\$2,196,128	2.8	5.1
				TOTAL	\$78,066,311		

OTHER FINANCIAL INDICATORS				
	2009 Equalized Assessed Valuation per Pupil	2009 Total School Tax Rate per \$100	2010-11 Instructional Expenditure per Pupil	2010-11 Operating Expenditure per Pupil
District	\$359,507	2.66	\$7,929	\$13,412
State	**	**	\$6,824	\$11,664

\*\* 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.

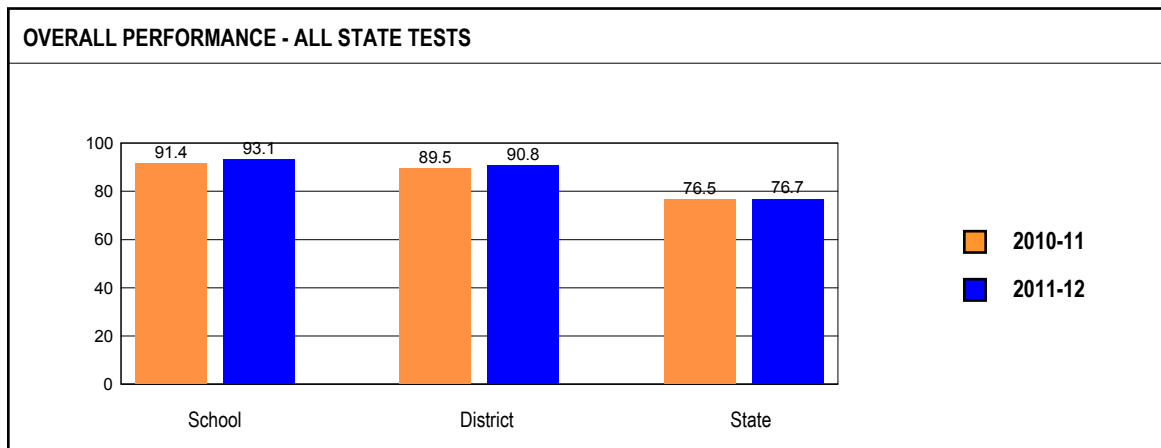
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

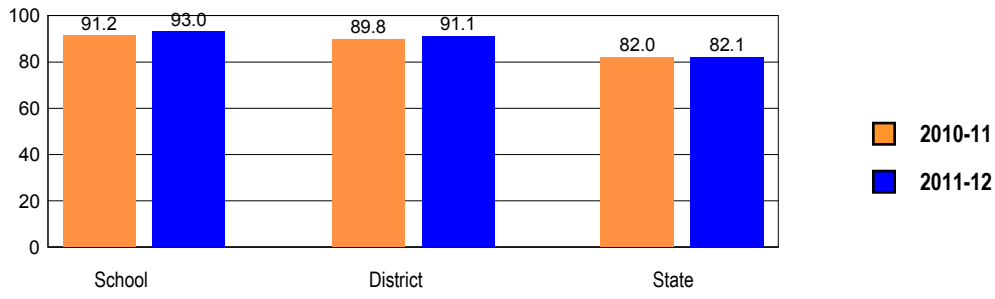
## ACADEMIC PERFORMANCE

### 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.

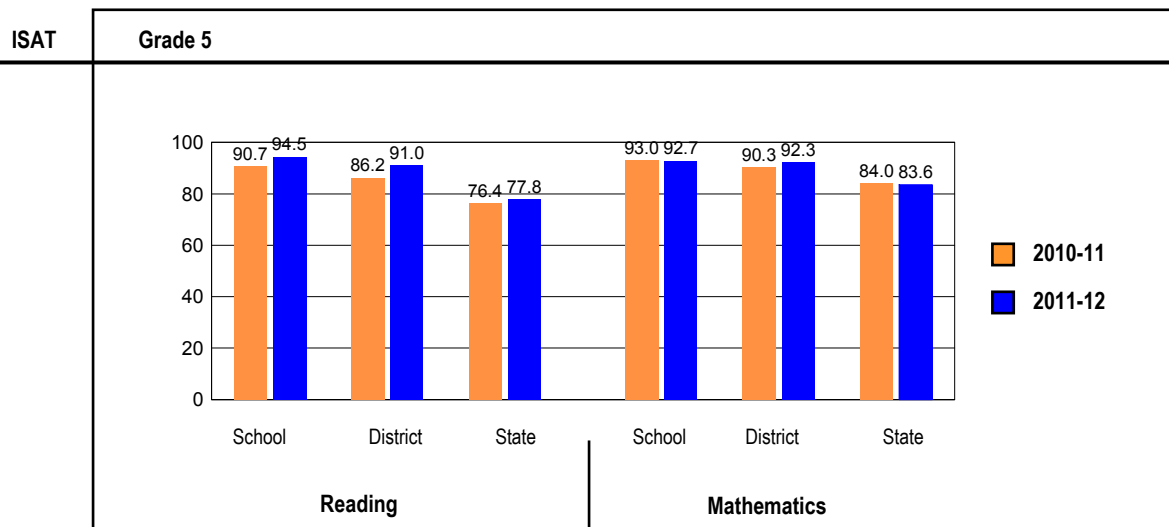
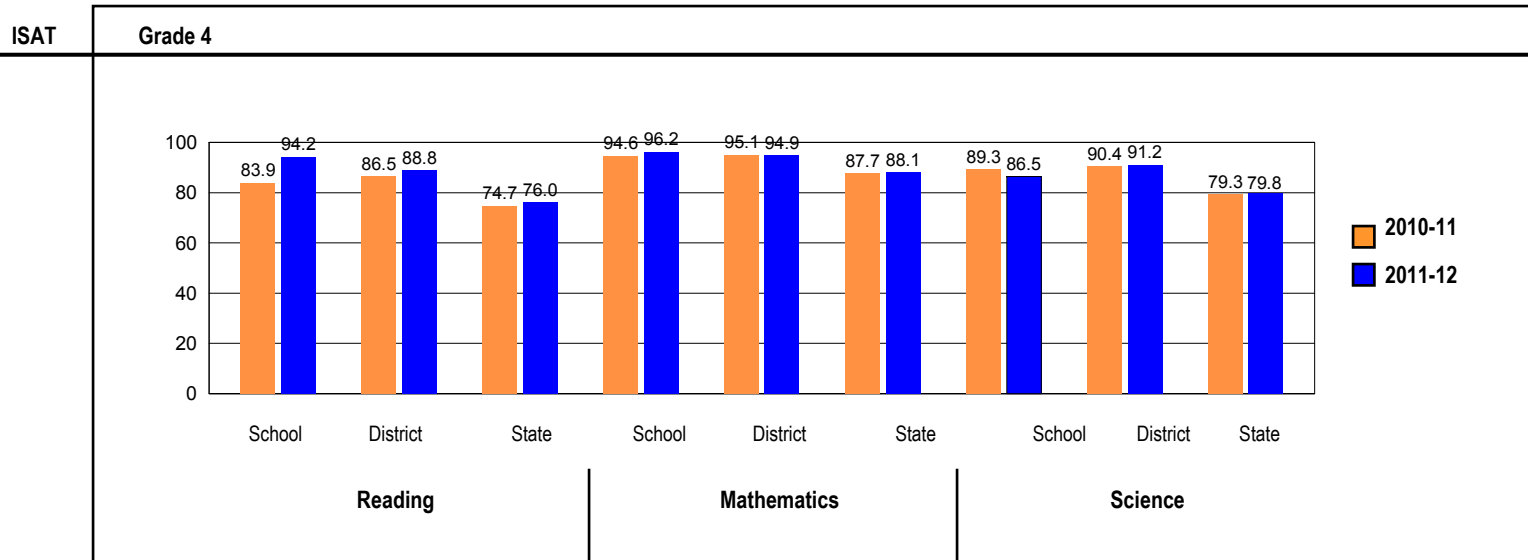
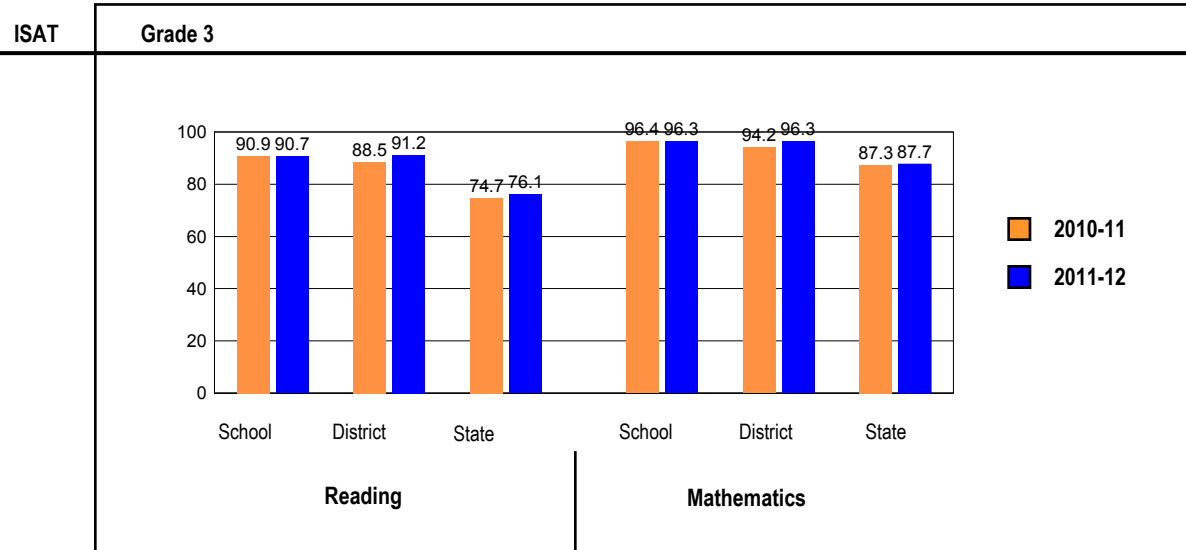


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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															
		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				
School	*Enrollment	163	81	82	95	39	4	4	0	0	21	0	0	31	34
	Reading	0.0	0.0	0.0	0.0	0.0					0.0			0.0	0.0
District	*Enrollment	3,606	1,801	1,805	1,993	938	173	151	0	2	349	33	0	628	788
	Reading	0.4	0.4	0.4	0.3	0.5	1.2	0.7			0.6	0.0		1.0	0.6
State	*Enrollment	1,072,304	548,690	523,352	547,900	192,977	251,440	45,188	977	3,177	29,968	75,031	261	146,113	531,157
	Reading	0.4	0.5	0.3	0.3	0.7	0.4	0.3	0.6	0.6	0.4	0.6	2.3	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				
School	*Enrollment	163	81	82	95	39	4	4	0	0	21	0	0	31	34
	Mathematics	0.0	0.0	0.0	0.0	0.0					0.0			0.0	0.0
District	*Enrollment	3,608	1,803	1,805	1,993	938	173	153	0	2	349	35	0	628	789
	Mathematics	0.4	0.4	0.4	0.3	0.5	1.2	0.7			0.6	0.0		1.0	0.6
State	*Enrollment	1,073,764	549,462	524,040	548,234	193,064	252,013	45,638	983	3,180	29,975	76,502	271	146,133	532,214
	Mathematics	0.4	0.4	0.3	0.3	0.7	0.4	0.2	0.5	0.5	0.4	0.3	1.1	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				
School	*Enrollment	53	26	27	27	14	3	1	0	0	8	0	0	9	11
	Science	0.0	0.0	0.0	0.0	0.0									0.0
District	*Enrollment	1,189	611	578	655	302	56	56	0	1	119	12	0	198	265
	Science	0.8	0.5	1.0	0.9	0.3	1.8	1.8			0.0	0.0		1.5	0.8
State	*Enrollment	456,721	232,992	223,651	237,912	81,780	103,594	19,211	393	1,359	12,254	25,859	107	61,941	217,988
	Science	0.7	0.8	0.6	0.5	1.4	0.7	0.3	1.0	0.9	0.7	0.8	0.9	1.6	1.0

\* 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	0.0	9.3	37.0	53.7	0.0	3.7	38.9	57.4
District	1.5	7.3	33.7	57.5	0.5	3.2	31.3	65.0
State	5.2	18.7	46.1	29.9	2.9	9.3	45.2	42.5

**Grade 3 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	13.3	40.0	46.7	0.0	3.3	36.7	60.0
	District	0.7	10.3	37.0	52.0	0.3	3.3	31.3	65.0
	State	6.4	20.8	46.1	26.7	3.2	9.3	44.0	43.5
Female	School	0.0	4.2	33.3	62.5	0.0	4.2	41.7	54.2
	District	2.2	4.4	30.6	62.8	0.6	3.2	31.2	65.0
	State	3.9	16.6	46.2	33.3	2.6	9.4	46.6	41.4

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	9.1	27.3	63.6	0.0	6.1	30.3	63.6
	District	0.3	4.2	25.5	70.0	0.0	1.7	20.7	77.6
	State	2.5	11.7	45.9	39.9	1.1	4.6	39.2	55.0
Black	School	0.0	15.4	46.2	38.5	0.0	0.0	69.2	30.8
	District	3.8	17.3	51.1	27.8	1.5	9.8	56.1	32.6
	State	9.3	28.3	46.9	15.4	7.1	17.9	53.8	21.2
Hispanic	School								
	District	7.7	3.8	34.6	53.8	3.8	3.8	38.5	53.8
	State	8.3	28.0	47.6	16.1	3.8	13.8	54.7	27.7
Asian	School								
	District	0.0	6.5	25.8	67.7	0.0	0.0	21.9	78.1
	State	2.0	7.4	36.7	53.9	1.0	3.0	25.1	70.8
Native Hawaiian/Pacific Islander	School								
	District								
	State	3.4	7.4	45.9	43.2	2.0	3.4	37.8	56.8
American Indian	School								
	District								
	State	3.9	24.8	45.1	26.2	2.0	12.3	51.0	34.8
Two or More Races	School								
	District	1.4	5.5	45.2	47.9	0.0	0.0	39.7	60.3
	State	3.7	15.0	46.7	34.6	2.0	7.9	44.0	46.1

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	33.3	25.0	41.7	0.0	8.3	33.3	58.3
	District	8.6	28.0	40.9	22.6	3.3	10.9	48.9	37.0
	State	21.1	37.1	31.6	10.3	9.9	21.0	48.6	20.5
Non-IEP	School	0.0	2.4	40.5	57.1	0.0	2.4	40.5	57.1
	District	0.2	3.6	32.4	63.7	0.0	1.9	28.2	69.9
	State	3.0	16.2	48.2	32.7	1.9	7.7	44.8	45.6

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	30.0	40.0	30.0	0.0	10.0	50.0	40.0
District	4.2	20.8	54.2	20.8	1.7	8.3	64.2	25.8
State	8.3	27.4	48.5	15.9	4.7	14.5	54.3	26.4
Not Eligible								
School	0.0	4.5	36.4	59.1	0.0	2.3	36.4	61.4
District	0.8	4.0	28.8	66.4	0.2	2.0	23.3	74.4
State	1.7	9.1	43.5	45.7	0.9	3.5	35.1	60.5

**Grade 4****Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	5.8	38.5	55.8	1.9	1.9	44.2	51.9	0.0	13.5	57.7	28.8
District	0.4	10.9	37.8	51.0	0.7	4.4	44.3	50.6	1.4	7.4	58.3	32.9
State	1.0	23.0	47.1	28.9	1.2	10.7	57.1	31.0	2.6	17.6	59.7	20.1

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	8.0	44.0	48.0	4.0	0.0	40.0	56.0	0.0	12.0	56.0	32.0
District	0.7	15.1	38.8	45.4	1.0	5.8	44.7	48.5	2.4	9.3	54.7	33.6
State	1.3	26.7	46.8	25.2	1.5	11.4	56.0	31.1	2.9	17.4	57.4	22.3
Female												
School	0.0	3.7	33.3	63.0	0.0	3.7	48.1	48.1	0.0	14.8	59.3	25.9
District	0.0	6.5	36.7	56.8	0.4	2.9	43.9	52.9	0.4	5.4	62.1	32.1
State	0.6	19.2	47.4	32.8	0.9	9.9	58.4	30.8	2.3	17.9	62.0	17.8

**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	3.7	25.9	70.4	0.0	0.0	37.0	63.0	0.0	0.0	59.3	40.7
	District	0.0	5.0	30.3	64.7	0.0	1.9	37.2	61.0	0.6	1.6	55.3	42.5
	State	0.5	14.3	46.9	38.3	0.6	6.0	53.6	39.8	1.0	9.6	61.2	28.2
Black	School	0.0	15.4	53.8	30.8	7.7	7.7	46.2	38.5	0.0	38.5	53.8	7.7
	District	1.6	27.6	52.0	18.9	2.4	10.2	68.5	18.9	4.0	23.2	65.6	7.2
	State	2.0	39.0	45.6	13.5	3.0	20.9	61.8	14.3	6.1	33.8	54.1	6.0
Hispanic	School												
	District	0.0	18.5	37.0	44.4	0.0	7.4	63.0	29.6	0.0	14.8	66.7	18.5
	State	1.3	32.3	50.0	16.4	1.4	14.5	64.7	19.4	3.8	24.6	61.8	9.9
Asian	School												
	District	0.0	6.9	41.4	51.7	0.0	6.9	20.7	72.4	0.0	3.4	51.7	44.8
	State	0.4	9.1	38.2	52.3	0.6	3.3	35.9	60.2	1.4	7.3	52.6	38.7
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.8	14.4	48.8	36.0	0.0	6.3	50.0	43.8	0.8	13.4	58.3	27.6
American Indian	School												
	District												
	State	1.0	25.5	51.6	22.0	1.4	10.5	64.2	23.9	3.3	21.5	60.4	14.8
Two or More Races	School												
	District	0.0	6.5	45.2	48.4	1.6	3.2	35.5	59.7	1.6	4.8	58.1	35.5
	State	0.6	19.4	46.7	33.3	0.8	9.1	55.8	34.3	1.9	15.1	58.6	24.4

**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	0.0	30.0	30.0	40.0	10.0	10.0	40.0	40.0	0.0	30.0	50.0	20.0
	District	1.6	31.1	43.4	23.8	2.5	12.3	61.5	23.8	3.3	22.5	60.0	14.2
	State	1.6	34.2	49.0	15.2	2.0	16.5	64.2	17.4	4.3	26.7	59.7	9.4
Not Eligible	School	0.0	0.0	40.5	59.5	0.0	0.0	45.2	54.8	0.0	9.5	59.5	31.0
	District	0.0	5.4	36.2	58.4	0.2	2.2	39.6	57.9	0.9	3.4	57.8	37.9
	State	0.3	10.9	45.1	43.7	0.4	4.5	49.5	45.6	0.8	7.9	59.7	31.6

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	5.5	34.5	60.0	0.0	7.3	50.9	41.8
District	0.2	8.9	35.9	55.0	0.0	7.7	50.6	41.7
State	0.2	22.0	47.2	30.6	0.6	15.7	65.9	17.7

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	8.0	48.0	44.0	0.0	12.0	48.0	40.0
	District	0.0	9.9	38.2	51.9	0.0	7.1	49.8	43.1
	State	0.2	25.5	47.4	26.9	0.8	16.8	64.3	18.1
Female	School	0.0	3.3	23.3	73.3	0.0	3.3	53.3	43.3
	District	0.3	7.9	33.9	57.9	0.0	8.2	51.3	40.5
	State	0.1	18.4	47.0	34.5	0.5	14.6	67.6	17.2

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	2.9	28.6	68.6	0.0	2.9	45.7	51.4
	District	0.0	4.5	26.0	69.5	0.0	3.0	43.4	53.6
	State	0.1	12.7	46.3	41.0	0.3	9.1	66.6	24.0
Black	School	0.0	18.2	36.4	45.5	0.0	18.2	63.6	18.2
	District	0.6	19.2	53.8	26.3	0.0	19.2	66.0	14.7
	State	0.4	38.1	48.0	13.5	1.5	30.3	63.1	5.1
Hispanic	School								
	District	0.0	22.7	36.4	40.9	0.0	13.6	54.5	31.8
	State	0.2	32.5	49.8	17.5	0.8	21.0	69.6	8.6
Asian	School								
	District	0.0	0.0	40.0	60.0	0.0	0.0	40.0	60.0
	State	0.1	9.2	39.1	51.7	0.3	5.3	49.5	44.9
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	12.6	50.5	36.9	0.0	9.1	69.1	21.8
American Indian	School								
	District								
	State	0.2	26.3	53.8	19.6	0.5	20.6	67.2	11.7
Two or More Races	School								
	District	0.0	3.6	43.6	52.7	0.0	3.6	52.7	43.6
	State	0.2	16.5	46.9	36.4	0.5	13.1	64.9	21.4

**Grade 5 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	25.0	50.0	25.0	0.0	33.3	58.3	8.3
	District	0.8	24.4	54.2	20.6	0.0	22.1	70.2	7.6
	State	0.3	33.5	49.7	16.5	1.0	24.0	67.6	7.4
Not Eligible	School	0.0	0.0	30.2	69.8	0.0	0.0	48.8	51.2
	District	0.0	4.4	30.7	64.9	0.0	3.5	45.0	51.5
	State	0.1	10.0	44.5	45.5	0.2	7.1	64.2	28.4

## 2012 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

Is this school making Adequate Yearly Progress (AYP)?	Yes	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?	Yes	2012-13 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2012-13 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		5-YEAR 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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	92.9		Yes	94.9		Yes	95.9	Yes		
White	100.0	Yes	100.0	Yes	94.6		Yes	96.8		Yes				
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged														

### 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 05/01/2011.

\*\* 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 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.

Oak Park Elementary School District 97  
On-Going District Goals  
2012-2013

Oak Park Elementary School District 97 is dedicated to providing its students with an exemplary education that is administered in a rigorous academic environment and supported by highly qualified staff members. The Board of Education and district administration are committed to:

1. Establishing and maintaining an environment that fosters excellence in every student we serve
2. Promoting best practices and the strategic use of data
3. Engaging in effective communications
4. Dealing with critical issues in a consistent manner and with high expectations
5. Attracting and retaining high performing staff members

Administrators in the elementary and middle schools are working collaboratively with staff and parents/guardians to develop school improvement plans that result in:

1. Strong achievement for all students
2. A safe, orderly climate that fosters high expectations
3. Exceptional home-school communication

District 97 has also identified the essential elements that are critical for preparing students for success in a global society. These elements include:

1. Excellent teachers in every classroom
2. Differentiation and project-based learning
3. Strong data analysis and usage
4. 21<sup>st</sup> century technology and learning tools
5. Foreign language and global understanding
6. Coordinated school improvement efforts

In addition, district employees are encouraged to develop goals that relate to their professional responsibilities. District 97 strongly supports opportunities for professional development, and believes lifelong learning is a key component of a growing, vital educational institution.



## Complying with the Law

Public Act 84-126 requires that the public school districts disseminate a school report card to the public by October 31<sup>st</sup> each year. In addition, Public Act 92-0604 reflects the changes in the methods school report cards may be released:

- ❶ Illinois public school districts are required to release the school report cards to their local school boards, taxpayers, parents, and Regional Superintendent by October 31<sup>st</sup> each year.
- ❷ The school report card(s) is required by law to be presented at a regular school board meeting subject to applicable notice requirements as stated in the Open Meetings Act.
- ❸ The school report card(s) shall be posted on the school district's Internet web site, if the district maintains an Internet web site.
- ❹ The school report card(s) must be made available to a newspaper of general circulation serving the school district.
- ❺ If the district posts the report card(s) on its Internet web site, the district shall send a written notice home to parents stating (i) that the report card(s) is available on the web site, (ii) the address of the web site, (iii) that a printed copy of the report card(s) will be sent to parents upon request, and (iv) the telephone number that parents may call to request a printed copy of the report card(s).
- ❻ The school district must maintain all school report cards in the district office for review on request by parents, taxpayers, and other members of the public. Copies must be made available to requesters according to the provisions of the Freedom of Information Act. A fee may be charged for copies to recover the actual cost of duplication.
- ❼ Each school district is required to submit the completed report card to the office of the appropriate Regional Superintendent, where copies must be made available to anyone requesting them. A fee may be charged for copies to reimburse for the actual cost of duplication.

# Illinois State Goals for Learning

## ENGLISH LANGUAGE ARTS

- GOAL 1 – READING Read with understanding and fluency.
- GOAL 2 – LITERATURE Read and understand literature representative of various societies, eras and ideas.
- GOAL 3 – WRITING Write to communicate for a variety of purposes.
- GOAL 4 – LISTENING AND SPEAKING Listen and speak effectively in a variety of situations.
- GOAL 5 – RESEARCH Use the language arts to acquire, assess and communicate information.

## MATHEMATICS

- GOAL 6 – NUMBER SENSE Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.
- GOAL 7 – ESTIMATION AND MEASUREMENT Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.
- GOAL 8 – ALGEBRA AND ANALYTICAL METHODS Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.
- GOAL 9 – GEOMETRY Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.
- GOAL 10 – DATA ANALYSIS AND PROBABILITY Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

## SCIENCE

- GOAL 11 – INQUIRY & DESIGN Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
- GOAL 12 – CONCEPTS & PRINCIPLES Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
- GOAL 13 – SCIENCE, TECHNOLOGY AND SOCIETY Understand the relationships among science, technology and society in historical and contemporary contexts.

## SOCIAL SCIENCE

- GOAL 14 – POLITICAL SYSTEMS Understand political systems, with an emphasis on the United States.
- GOAL 15 – ECONOMICS Understand economic systems, with an emphasis on the United States.
- GOAL 16 – HISTORY Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.
- GOAL 17 – GEOGRAPHY Understand world geography and the effects of geography on society, with an emphasis on the United States.
- GOAL 18 – SOCIAL SYSTEMS Understand social systems, with an emphasis on the United States.

## PHYSICAL DEVELOPMENT AND HEALTH

- GOAL 19 – MOVEMENT SKILLS Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.
- GOAL 20 – PHYSICAL FITNESS Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.
- GOAL 21 – TEAM BUILDING Develop team-building skills by working with others through physical activity.
- GOAL 22 – HEALTH PROMOTION, PREVENTION AND TREATMENT Understand principles of health promotion and prevention and treatment of illness and injury.
- GOAL 23 – HUMAN BODY SYSTEMS Understand human body systems and factors that influence growth and development.
- GOAL 24 – COMMUNICATIONS AND DECISION MAKING Promote and enhance health and well being through the use of effective communication and decision-making skills.

## FINE ARTS

- GOAL 25 – LANGUAGE OF THE ARTS Know the language of the arts.
- GOAL 26 – CREATING AND PERFORMING Through creating and performing, understand how works of art are produced.
- GOAL 27 – ARTS AND CIVILIZATION Understand the role of the arts, civilizations, past and present.

## FOREIGN LANGUAGES

- GOAL 28 – COMMUNICATION Use the target language to communicate within and beyond the classroom setting.
- GOAL 29 – CULTURE AND GEOGRAPHY Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.
- GOAL 30 – CONNECTIONS AND APPLICATIONS Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.