Everett Elem School Lake Forest SD 67 Lake Forest, ILLINOIS

GRADES: K1234



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/E	RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American	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
School	87.0	0.5	2.1	9.3	0.0	0.0	1.1	0.5	1.6	11.2		0.0	4.3	95.6	376
District	90.9	0.5	1.8	4.4	0.0	0.1	2.4	1.6	0.7	11.5		0.0	3.6	96.4	2,066
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*											
	Percent										
School	98.7										
District	98.6										
State	96.0										

STUDENT-TO-STAFF RATIOS											
Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator								
-			-								
12.9		9.7	158.2								
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		
School	19.3	17.3	19.3	19.8	22.0							
District	16.9	17.4	18.9	21.1	20.9							
State	20.9	21.6	21.8	22.3	22.9							

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)													
	 Ma	thematic	cs	Science			English/Language Arts			Social Science			
Grades	3	6	8	3	6	8	3	6	8	3	6	8	
School	70			18			120			18			
District	70			18			120			19			
State	60			30			143			30			

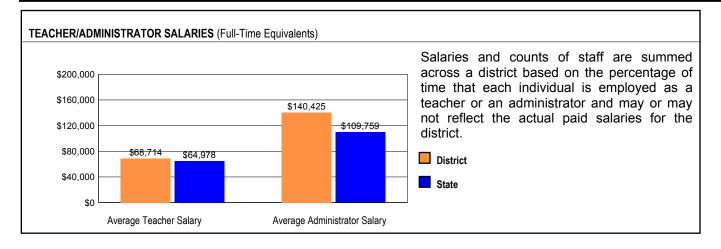
2

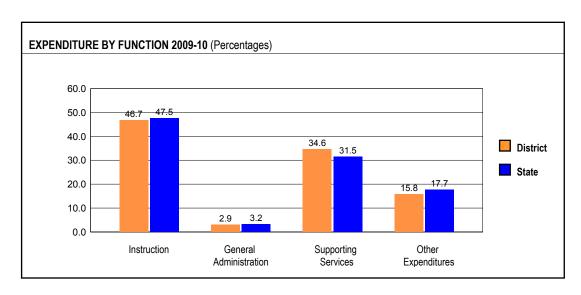
TEACHER	INFORMATION	(Full-Time E	quivalents)								
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District State	99.4 82.4	0.0 6.1	0.0 5.0	0.6 1.2	0.0 0.1	0.0 0.1	0.0 0.7	0.0 4.3	14.8 23.1	85.2 76.9	175 128,262

TEACHER	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				1.6	0.0									
District	12.6	20.3	79.7	1.4	0.0									
State	13.2	39.5	60.4	0.6	0.8									

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

SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2009-10											
	District	District %	State %								
Local Property Taxes	\$28,695,089	82.2	58.9								
Other Local Funding	\$3,636,318	10.4	6.4								
General State Aid	\$386,195	1.1	14.9								
Other State Funding	\$1,086,192	3.1	7.5								
Federal Funding	\$1,099,196	3.1	12.4								
TOTAL	\$34,902,990										

EXPENDITURE BY FUND 2009-10												
	District	District %	State %									
Education	\$25,326,318	77.0	72.9									
Operations & Maintenance	\$2,596,489	7.9	6.0									
Transportation	\$1,107,870	3.4	3.8									
Debt Service	\$1,960,060	6.0	7.2									
Tort	\$0	0.0	1.2									
Municipal Retirement/	****											
Social Security	\$654,866	2.0	1.9									
Fire Prevention & Safety	\$0	0.0	0.7									
Site & Construction/												
Capital Improvement	\$1,264,028	3.8	6.4									
TOTAL	\$32,909,631											

OTHER FINANCIAL INDICATORS												
	2008 Equalized	2008 Total School	2009-10 Instructional	2009-10 Operating								
	Assessed Valuation	Tax Rate	Expenditure	Expenditure								
	per Pupil	per \$100	per Pupil	per Pupil								
District	\$1,393,667	0.97	\$7,638	\$13,987								
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.

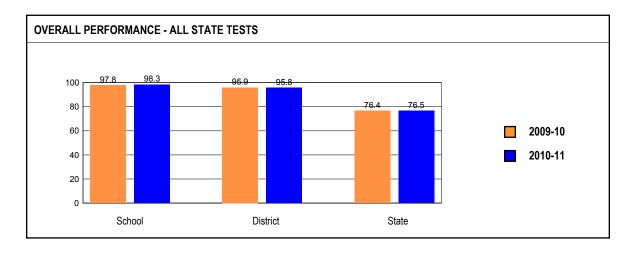
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

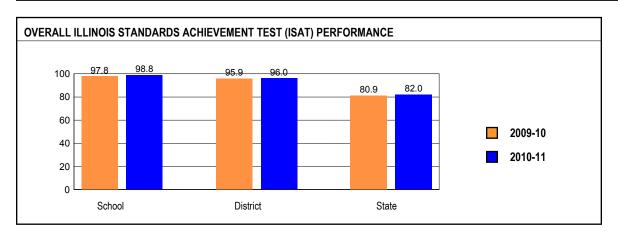
ACADEMIC PERFORMANCE

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 respresent your school's performance in reading, mathematics, and science.



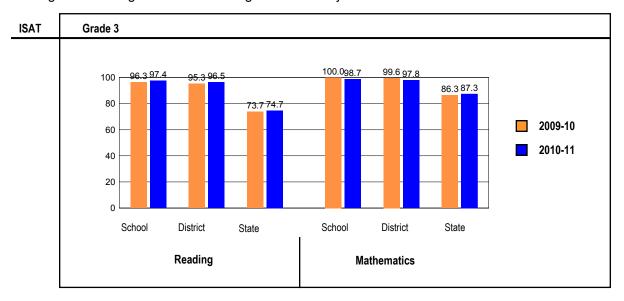
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

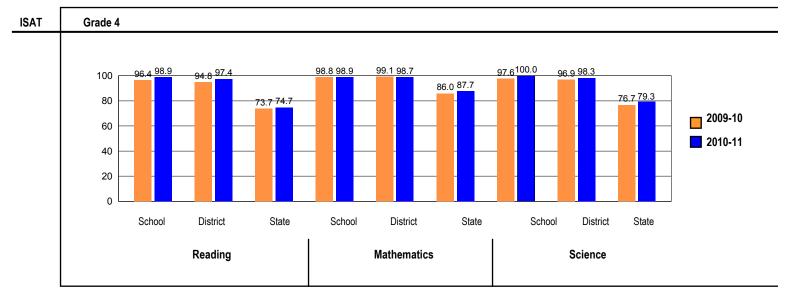


5

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.

6

PERCE	PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING														
		Gender Racial/Ethnic Background													
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School -	*Enrollment	168	90	78	148	1	6	12	0	0	1	2	0	23	0
School	Reading	0.6	1.1	0.0	0.7			0.0						4.3	
District	*Enrollment	1,525	807	718	1,384	7	28	62	0	2	42	7	0	187	21
District	Reading	0.2	0.4	0.0	0.2		0.0	0.0			0.0			0.5	0.0
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
State -	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	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

PERCE	PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS														
			Ge	nder	Racial/Ethnic Background										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School -	*Enrollment	168	90	78	148	1	6	12	0	0	1	2	0	23	0
	Mathematics	0.6	1.1	0.0	0.7			0.0						4.3	
District	*Enrollment	1,525	807	718	1,384	7	28	62	0	2	42	7	0	187	21
	Mathematics	0.2	0.4	0.0	0.2		0.0	0.0			0.0			0.5	0.0
	*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
State	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

 $^{^{\}star}$ Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCE	NTAGE OF S	TUDENTS	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR	SCIENCE							
			Ge	nder		F	Racial/Ethni	c Backgro	ound						
	*Enrollment	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	88	51	37	79	1	4	3	0	0	1	1	0	11	0
3011001	Science	0.0	0.0	0.0	0.0									0.0	
District	*Enrollment	511	256	255	465	1	11	19	0	0	15	1	0	54	6
	Science	0.4	0.4	0.4	0.4		0.0	0.0			0.0			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

Grado o 7 m											
	Reading Mathematics						Mathematics				
Levels	1	2	3	4	1 2 3 4						
School District State	1.3 1.7 5.8	1.3 1.7 19.5	29.5 32.9 47.6	67.9 63.6 27.1	0.0 0.9 2.9	1.3 1.3 9.8	14.1 16.5 43.2	84.6 81.3 44.1			

Grade 3 - Gender

			Rea	ding		Mathematics					
	Levels	1	2	3	4	1	2	3	4		
Male											
	School	0.0	2.7	32.4	64.9	0.0	0.0	13.5	86.5		
	District	1.7	2.6	37.1	58.6	0.9	0.9	16.5	81.7		
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6		
Female											
	School	2.4	0.0	26.8	70.7	0.0	2.4	14.6	82.9		
	District	1.7	0.9	28.7	68.7	0.9	1.7	16.5	80.9		
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6		

8

Grade 3 - Racial/Ethnic Background

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White									
	School	1.5	1.5	29.9	67.2	0.0	1.5	16.4	82.1
	District	1.5	1.9	33.0	63.6	1.0	1.5	17.1	80.5
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	Cabaal								
	School								
	District State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
	State	10.0	20.0	47.3	13.2	1.3	10.0	31.0	22.9
Hispanic									
	School								
	District	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	State	9.5	29.3	47.0	13.0	3.0	14.3	32.3	29.5
Asian	School								
	District	0.0	0.0	25.0	75.0	0.0	0.0	0.0	100.0
	State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hav	vaiian/Pacific	2.0	5 1.1		1010		0.0		
Islander									
ioiaiiaoi	School								
	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American I	ndian								
	School								
	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or Mo	re Races								
	School								
	District								
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 3 - Students with Disabilities

			Rea	ding		Mathematics					
	Levels	1	2	3	4	1	2	3	4		
IEP	School	10.0	10.0	60.0	20.0	0.0	10.0	20.0	70.0		
	District	11.5	11.5	61.5	15.4	3.8	7.7	34.6	53.8		
	State	20.9	35.2	33.4	10.4	9.2	21.3	46.9	22.5		
Non-IEP	School	0.0	0.0	25.0	75.0	0.0	0.0	13.2	86.8		
	District	0.5	0.5	29.3	69.8	0.5	0.5	14.2	84.8		
	State	3.6	17.2	49.6	29.5	2.0	8.2	42.6	47.2		

Grade 4

Grade 4 - All

					_							
		Rea	ading			Mathem	atics			Scie	nce	
Levels	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	1.1	44.3	54.5	0.0	1.1	46.6	52.3	0.0	0.0	62.1	37.9
District	0.0	2.6	42.0	55.4	0.0	1.3	45.9	52.8	0.0	1.7	53.5	44.8
State	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

			Rea	ading		Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	2.0	49.0	49.0	0.0	2.0	49.0	49.0	0.0	0.0	56.9	43.1
	District	0.0	4.8	46.0	49.2	0.0	1.6	46.0	52.4	0.0	1.6	50.0	48.4
	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	School	0.0	0.0	37.8	62.2	0.0	0.0	43.2	56.8	0.0	0.0	69.4	30.6
	District	0.0	0.0	37.4	62.6	0.0	0.9	45.8	53.3	0.0	1.9	57.5	40.6
	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

9

Grade 4 - Racial/Ethnic Background

			Rea	ding			Mathem	atics			Scie	ence	
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
White	School District State	0.0 0.0 0.4	1.3 2.8 14.7	43.0 41.4 44.3	55.7 55.8 40.5	0.0 0.0 0.6	1.3 1.4 5.8	45.6 45.6 56.6	53.2 53.0 37.0	0.0 0.0 1.1	0.0 1.9 8.5	61.5 53.7 60.2	38.5 44.4 30.2
Black	School District 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	School District 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	School District State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Haw Islander	vaiian/Pacific School District State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American I	ndian School District State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or Moi	re Races School District State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

	4			111111111111111111111111111111111111111
i rada / - S	tudan	te with	п	allitiae
Grade 4 - S	uuut-iii	LS WILLI	-1 - I - I	91111111-5

		Reading				Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	9.1	72.7	18.2	0.0	0.0	90.9	9.1	0.0	0.0	81.8	18.2
	District State	0.0 4.9	25.0 56.0	62.5 29.4	12.5 9.8	0.0 5.7	8.3 29.0	75.0 55.0	16.7 10.3	0.0 9.9	8.3 31.2	75.0 50.1	16.7 8.8
Non-IEP	School	0.0	0.0	40.3	59.7	0.0	1.3	40.3	58.4	0.0	0.0	59.2	40.8
	District State	0.0 0.3	0.0 19.6	39.6 46.8	60.4 33.3	0.0 0.5	0.5 8.4	42.5 60.9	57.0 30.2	0.0 2.5	1.0 15.1	51.0 59.6	48.1 22.8

2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Ha A
Is this school making AYP in Reading?	Yes	20
Is this school making AYP in Mathematics?	Yes	20

Has this school been identified for School Improve AYP specifications of the federal No Child Left Beh	v	No
2011-12 Federal Improvement Status		
2011-12 State Improvement Status		

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		85.0			85.0			91.0		82.0	
All	99.4	Yes	99.4	Yes	97.4		Yes	98.7		Yes	95.6	Yes		
White Black Hispanic Asian Native Hawaiian/ Pacific Islander American Indian Two or More Races	99.3	Yes	99.3	Yes	97.1		Yes	98.5		Yes				
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 05/01/2010.

^{**} 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 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.