

**HENKING ELEM SCHOOL
GLENVIEW C C SCHOOL DIST 34
GLENVIEW, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : PK K 1 2

State and federal laws require public school districts to release report cards to the public each year.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	76.2	0.2	14.9	8.7	0.0	13.2	22.9		0.0	7.8	96.3	424
District	74.8	2.9	10.6	11.6	0.1	12.8	12.0		0.0	10.6	96.1	3,975
State	57.7	20.8	17.7	3.6	0.2	39.0	6.7		2.1	16.8	94.2	2,060,048

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
School	100.0
District	100.0
State	96.3

AVERAGE CLASS SIZE (as of the first school day in May)

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
20.4	22.0				
20.3	22.8				
21.0	21.6				

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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16.0		11.7	198.8
19.4		14.1	208.7

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.2	1.0	0.9	1.9	0.0	14.5	85.5	293
State	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

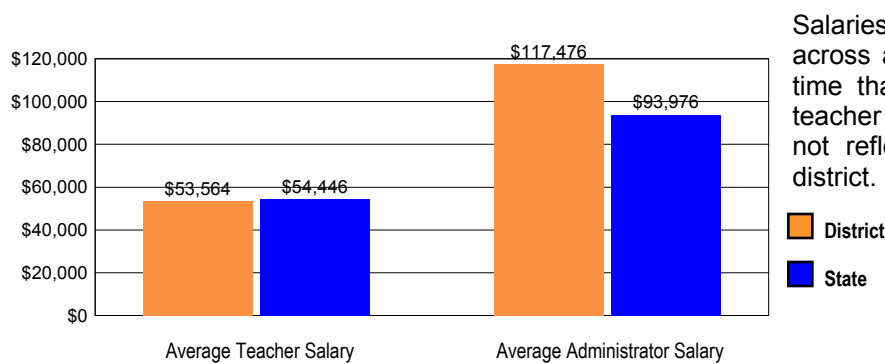
TEACHER INFORMATION (Continued)

	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	11.4	32.0	68.0	1.3	0.0
State	13.8	51.3	48.6	1.7	1.8

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

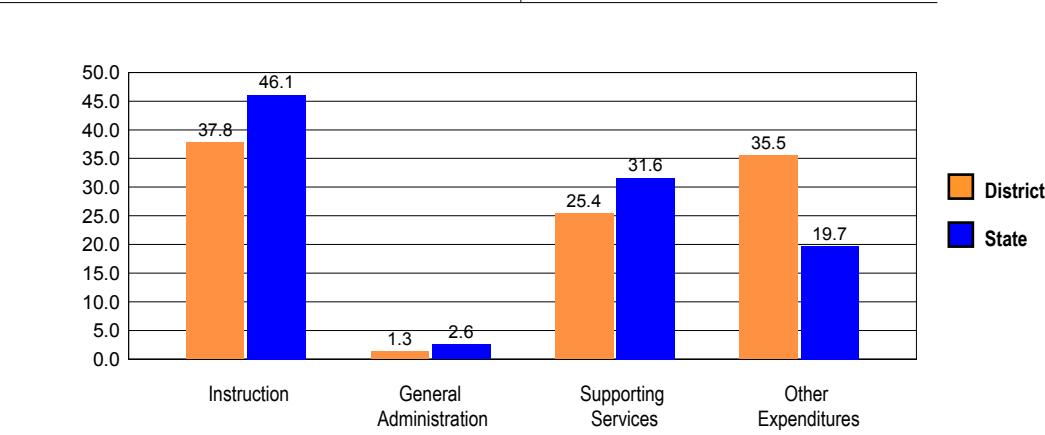
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2002-03 (Percentages)



REVENUE BY SOURCE 2002-03				EXPENDITURE BY FUND 2002-03			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$32,719,763	74.8	56.6	Education	\$31,046,417	57.6	70.1
Other Local Funding	\$6,443,432	14.7	5.4	Operations & Maintenance	\$3,023,025	5.6	8.9
General State Aid	\$982,573	2.2	17.9	Transportation	\$2,007,798	3.7	3.5
Other State Funding	\$2,319,302	5.3	12.1	Bond and Interest	\$2,232,165	4.1	6.0
Federal Funding	\$1,249,368	2.9	8.0	Rent	\$0	0.0	0.0
TOTAL	\$43,714,438			Municipal Retirement/ Social Security	\$941,316	1.7	1.5
				Fire Prevention & Safety	\$282,397	0.5	0.9
				Site & Construction/ Capital Improvement	\$14,328,493	26.6	9.0
				TOTAL	\$53,861,611		

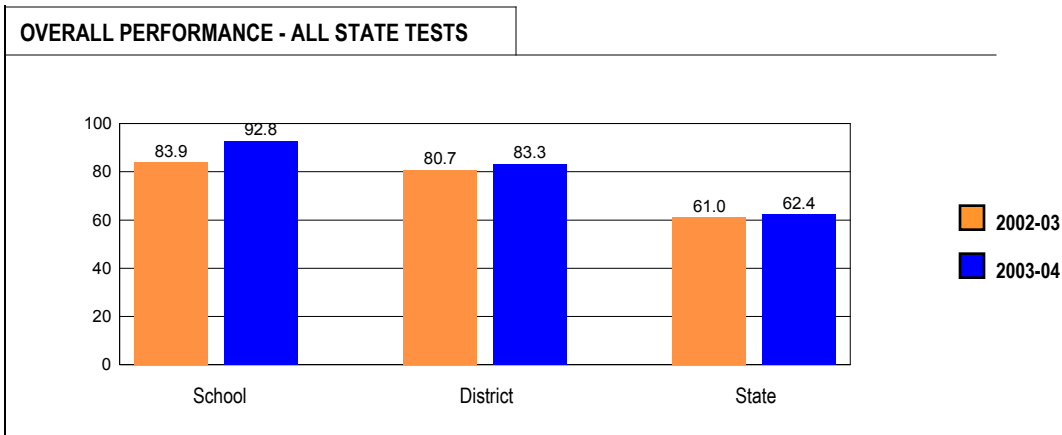
OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$344,670	2.62	\$5,758	\$10,052
State	**	**	\$5,022	\$8,482

** 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. These performance measures include only those test scores for the grades and subjects included in your school.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results 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, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. 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.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	125	62	63	111	1	6	7			7		20	12
	Reading	0.0	0.0	0.0	0.0								0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0								0.0	0.0
District	*Enrollment	1,608	802	806	1,217	41	128	219	3	0	169	0	199	220
	Reading	0.4	0.6	0.4	0.4	2.4	0.8	0.0			0.0		1.5	0.9
	Mathematics	0.4	0.6	0.1	0.3	2.4	0.8	0.0			0.0		1.5	0.9
State	*Enrollment	618,426	315,150	303,276	362,539	126,432	103,851	22,726	1,038	1,840	43,504	259	89,425	239,387
	Reading	0.9	1.0	0.8	0.4	2.2	1.2	0.6	2.2	0.7	0.9	7.3	2.4	1.4
	Mathematics	0.9	1.1	0.9	0.4	2.3	1.3	0.6	1.9	0.8	1.3	6.9	2.5	1.5

* Enrollment on the first day of state testing.

ILLINOIS GRADE 2 ASSESSMENT

The following table shows the percentages of student scores in each of two performance levels: Below Standards and Meets Standards. Since this test is administered in a limited number of schools (Title I schools with grade 2 as the highest grade), district- and state-level data are not computed or reported. Data for your school are presented in the table below. Due to rounding, the sum of the percentages in the two performance levels may not always equal 100.

- Level 1 -- 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 2 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Grade 2**Grade 2 - All**

Levels	Reading		Mathematics	
	1	2	1	2
School	8.8	91.2	5.6	94.4

Grade 2 - Gender

Levels	Reading		Mathematics	
	1	2	1	2
Male School	12.9	87.1	4.8	95.2
Female School	4.8	95.2	6.3	93.7

Grade 2 - Racial/Ethnic Background

Levels	Reading		Mathematics	
	1	2	1	2
White School	8.1	91.9	5.4	94.6
Black School				
Hispanic School				
Asian/Pacific Islander School				
Native American School				
Multiracial/Ethnic School				

Grade 2 - Students with Disabilities

Levels	Reading		Mathematics	
	1	2	1	2
IEP School	40.0	60.0	10.0	90.0
Non-IEP School	2.9	97.1	4.8	95.2

Grade 2 - Economically Disadvantaged

Levels	Reading		Mathematics	
	1	2	1	2
Free/Reduced Price Lunch School	41.7	58.3	25.0	75.0
Not Eligible School	5.3	94.7	3.5	96.5

2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
Is this School making AYP in Reading?	Yes
Is this School making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	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		40.0			40.0			89.0		66.0	
All	100.0	Yes	100.0	Yes	91.9		Yes	95.2		Yes	96.3	Yes		
White	100.0	Yes	100.0	Yes	91.9		Yes	94.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.

2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***

3. At least 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/03.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

**HENKING SCHOOL
PLAN FOR IMPROVEMENT
2004-2005**

Our future rests in our children. As a school, we are dedicated to developing capable children, who want to succeed, can and do. Given the ever-changing needs and expectations of our society while facing a declining economical environment, the staff of Henking School strives to expand the curriculum to prepare our youngsters for the increasingly complex demands of a high-technology world. We are also working to nurture the children's development in the skills and understanding they need to work together as people – self-esteem, communication and conflict resolution.

The Henking School Improvement Plan is based on the needs of the children, our building goals, the Henking/Hoffman Local School Council goals, and the District 34 Board of Education's goals. Student achievement needs have been identified through the second grade Terra Nova and NWEA results and teacher input.

Our Terra Nova scores demonstrate that over ninety one percent of our second grade students met state standards and ninety four percent met state standards in mathematics.

Results from the NWEA criterion reference test given to all second grade students in the fall of the 2003-2004 school year show they achieved average or above average RIT scale scores in the areas of reading.

To continue this positive trend in academic performance, the professional staff will continue to utilize the Koalaty Kid process for both professional and student improvement. Koalaty Kid is a student-centered approach to education that systematically applies the principles of total quality to the classroom and school management. The goal is to create an environment that fosters enthusiasm for learning, a sense of responsibility and healthy self-esteem, an aptitude for problem solving, and a habit of excellence in all children. Our staff will utilize the process to improve the effectiveness of our instructional practices in the area of vocabulary and to increase student achievement by learning and implementing the most effective elements of guided reading. Throughout the process, we will collect and utilize data to evaluate our progress.