

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



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES : 3 4 5**

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
<b>School</b>	77.5	1.6	8.9	11.9	0.0	14.3	14.5		0.0	6.3	96.7	427
<b>District</b>	74.8	2.9	10.6	11.6	0.1	12.8	12.0		0.0	10.6	96.1	3,975
<b>State</b>	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
<b>School</b>	100.0
<b>District</b>	100.0
<b>State</b>	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
		23.8			
		23.2			
		22.6			

**STAFF-TO-STUDENT RATIOS**

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
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.

**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			180			30		
<b>District</b>	60			30			180			30		
<b>State</b>	57			30			146			31		

**TEACHER INFORMATION (Full-Time Equivalents)**

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

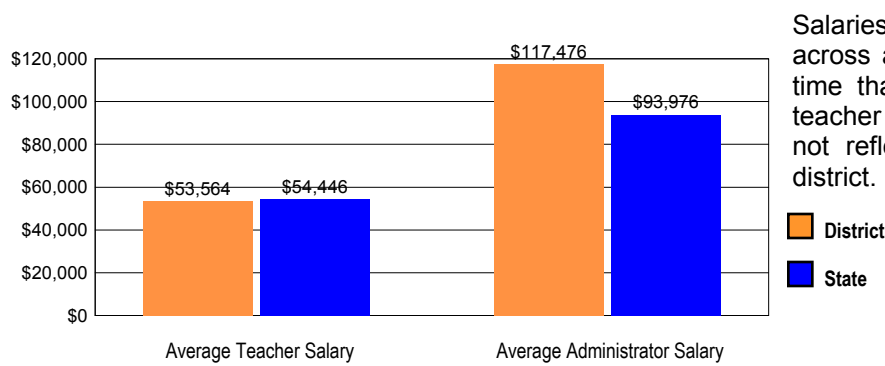
**TEACHER INFORMATION (Continued)**

	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.

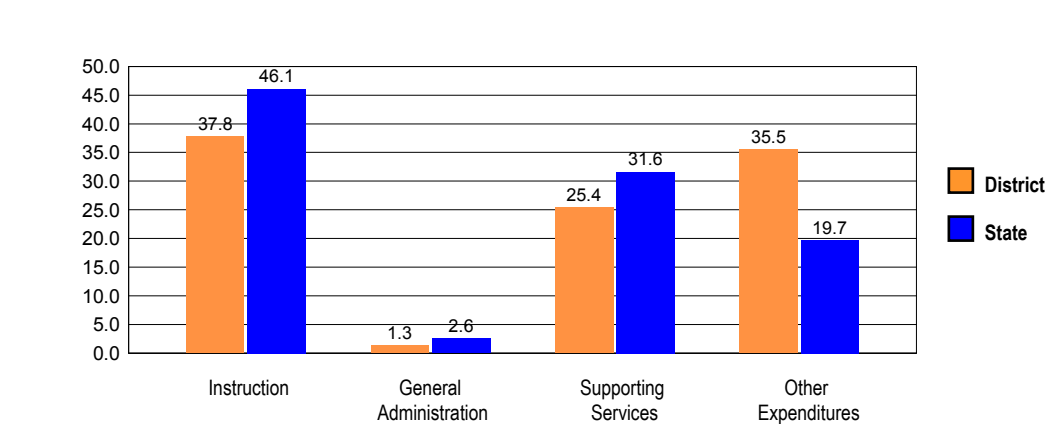
**SCHOOL DISTRICT FINANCES**

**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		

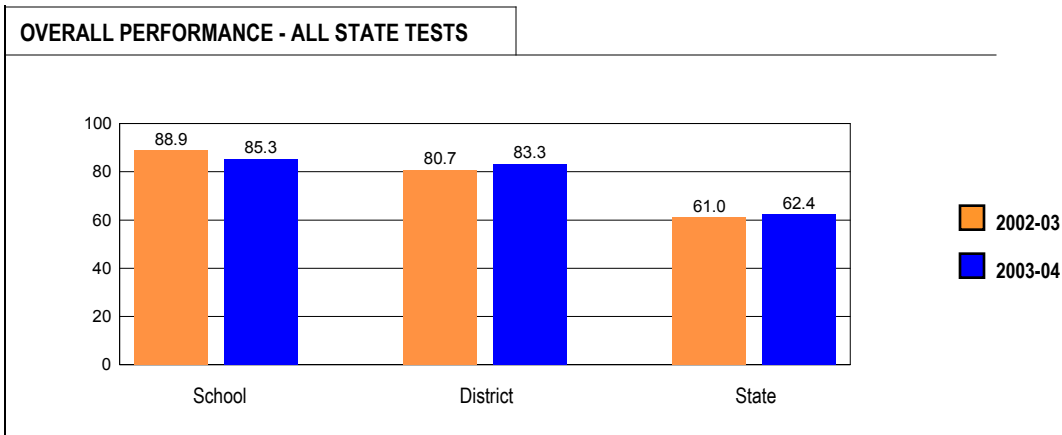
OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$344,670	2.62	\$5,758	\$10,052
State	**	**	\$5,022	\$8,482

\*\* 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.

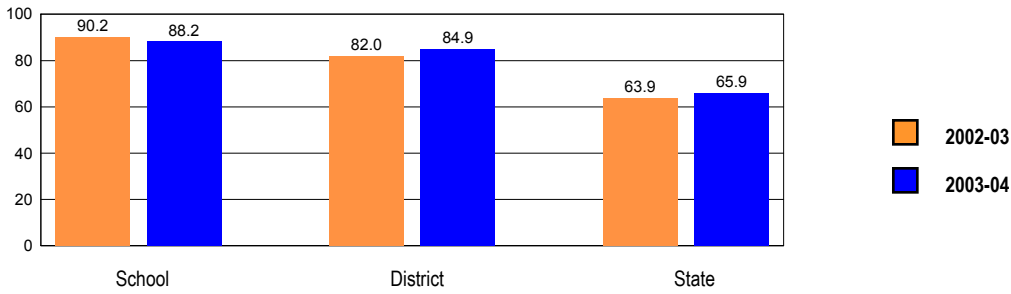
## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

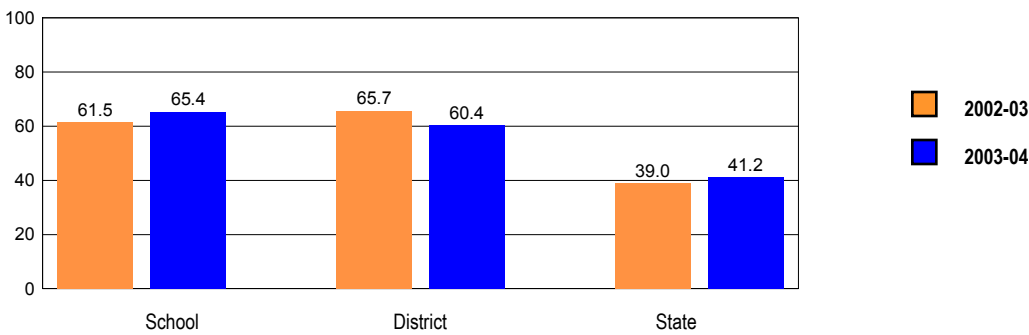
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



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



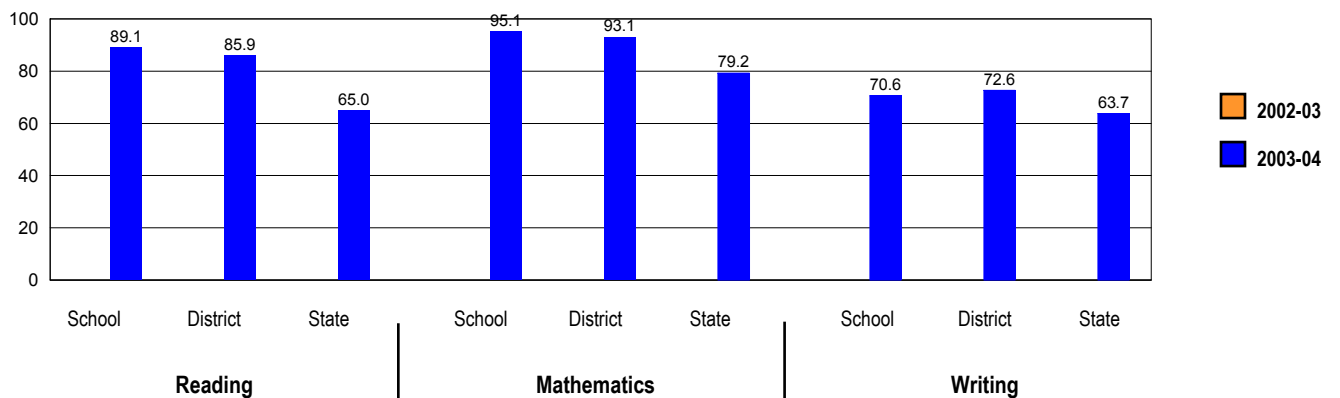
**OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE**



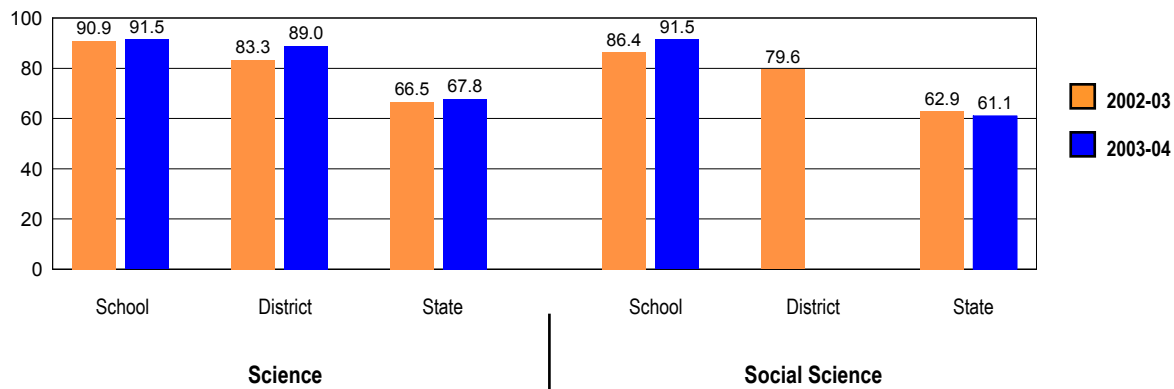
**ISAT PERFORMANCE**

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.

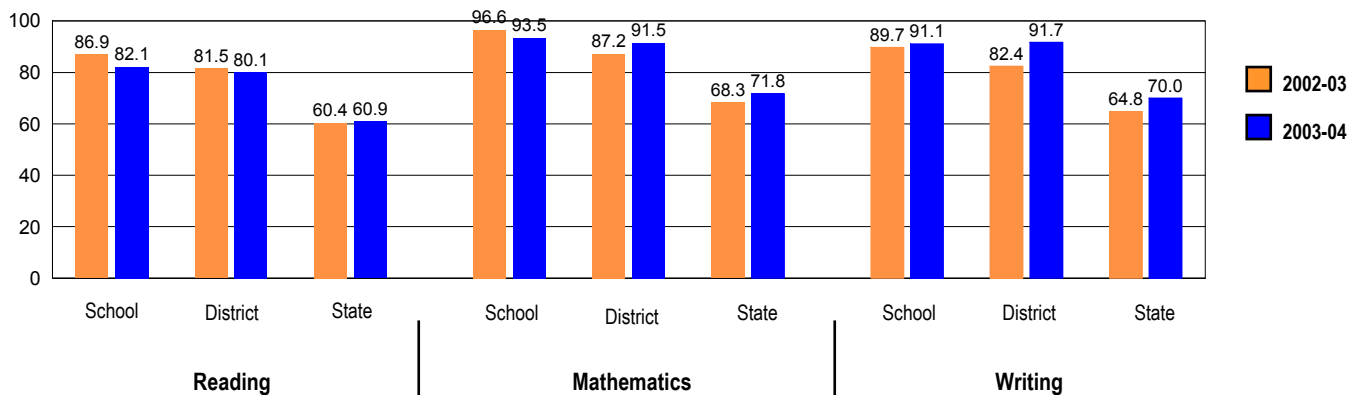
**ISAT Grade 3**



**ISAT** | **Grade 4**



**ISAT** | **Grade 5**



**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	285	148	137	222	3	25	35	0	0	45	0	28	44
	Reading Mathematics	0.4 0.0	0.0 0.0	1.5 0.0	0.5 0.0		0.0 0.0	0.0 0.0			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 Mathematics	0.4 0.4	0.6 0.6	0.4 0.1	0.4 0.3	2.4 2.4	0.8 0.8	0.0 0.0			0.0 0.0		1.5 1.5	0.9 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 Mathematics	0.9 0.9	1.0 1.1	0.8 0.9	0.4 0.4	2.2 2.3	1.2 1.3	0.6 0.6	2.2 1.9	0.7 0.8	0.9 1.3	7.3 6.9	2.4 2.5	1.4 1.5

\* Enrollment on the first day of state testing.

### 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				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.8	10.1	44.5	44.5	0.0	4.9	25.2	69.9	0.8	28.6	65.5	5.0
District	1.3	12.8	47.7	38.3	0.8	6.2	32.6	60.4	1.0	26.4	65.3	7.3
State	7.0	27.9	42.4	22.7	6.8	14.0	46.1	33.0	5.2	31.1	61.0	2.8

#### Grade 3 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	9.2	47.7	43.1	0.0	1.5	24.6	73.8	1.6	25.4	66.7	6.3
	District	2.1	12.0	51.0	34.9	0.5	3.6	29.2	66.7	1.1	31.7	59.8	7.4
	State	8.6	29.4	41.7	20.2	7.5	13.4	44.4	34.7	7.1	35.6	55.5	1.8
Female	School	1.9	11.1	40.7	46.3	0.0	8.6	25.9	65.5	0.0	32.1	64.3	3.6
	District	0.5	13.5	44.3	41.7	1.0	8.6	36.0	54.3	1.0	21.1	70.6	7.2
	State	5.4	26.3	43.0	25.3	6.1	14.7	48.0	31.2	3.2	26.4	66.7	3.7

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	1.0	11.5	45.2	42.3	0.0	5.7	23.6	70.8	1.0	28.4	65.7	4.9
	District	0.9	12.0	47.3	39.7	0.3	4.4	32.0	63.3	1.0	26.6	66.0	6.4
	State	3.2	20.0	46.2	30.7	2.3	8.0	45.8	43.9	2.9	25.3	68.1	3.6
Black	School												
	District	6.3	43.8	37.5	12.5	5.9	47.1	35.3	11.8	0.0	50.0	44.4	5.6
	State	16.5	44.6	32.2	6.8	18.3	28.0	44.4	9.3	10.8	44.0	44.2	1.0
Hispanic	School												
	District												
	State	8.0	36.2	43.8	12.0	6.5	17.5	54.5	21.6	5.7	36.3	56.5	1.5
Asian/Pacific Islander	School	0.0	0.0	46.2	53.8	0.0	0.0	33.3	66.7	0.0	26.7	66.7	6.7
	District	0.0	7.0	53.5	39.5	2.2	2.2	31.1	64.4	2.2	13.3	68.9	15.6
	State	1.5	13.2	45.6	39.7	1.1	4.2	34.8	59.9	1.1	18.2	74.8	5.9
Native American	School												
	District												
	State	7.3	33.0	41.3	18.3	7.3	14.2	46.8	31.7	5.1	40.7	50.5	3.7
Multiracial/Ethnic	School												
	District												
	State	3.8	24.7	45.9	25.6	4.0	10.4	49.5	36.1	3.7	30.6	63.7	2.0

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

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	0.0	8.5	70.8	20.8	0.8	7.7	76.2	15.4
District	0.5	10.4	66.8	22.2	2.2	13.8	71.6	12.4
State	6.0	26.2	54.6	13.2	9.7	29.3	53.9	7.1

**Grade 4 - Gender**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	School	0.0	10.9	64.1	25.0	0.0	7.8	79.7	12.5
	District	0.5	9.7	62.2	27.6	1.6	13.6	71.7	13.0
	State	6.4	24.7	53.6	15.2	10.4	27.9	53.5	8.2
Female	School	0.0	6.1	77.3	16.7	1.5	7.6	72.7	18.2
	District	0.6	11.1	71.7	16.7	2.8	14.0	71.5	11.7
	State	5.5	27.8	55.6	11.1	8.9	30.7	54.4	6.0

**Grade 4 - Racial/Ethnic Background**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	School	0.0	5.5	73.4	21.1	0.0	8.3	78.0	13.8
	District	0.7	6.9	69.3	23.1	1.0	12.3	75.1	11.6
	State	2.0	15.8	62.8	19.4	3.7	20.6	65.4	10.3
Black	School								
	District	0.0	25.0	75.0	0.0	25.0	16.7	58.3	0.0
	State	16.5	48.1	33.6	1.8	25.1	45.8	28.0	1.0
Hispanic	School								
	District	0.0	57.1	42.9	0.0	14.3	35.7	50.0	0.0
	State	5.5	35.5	54.3	4.7	9.9	40.3	47.4	2.5
Asian/Pacific Islander	School	0.0	7.1	64.3	28.6	0.0	0.0	64.3	35.7
	District	0.0	16.7	52.8	30.6	0.0	16.7	55.6	27.8
	State	1.2	12.7	63.3	22.8	1.6	15.6	68.1	14.7
Native American	School								
	District								
	State	4.1	18.8	59.7	17.4	5.3	22.9	63.0	8.7
Multiracial/Ethnic	School								
	District								
	State	3.5	23.7	60.0	12.8	6.0	27.1	60.4	6.5

**Grade 4 - Students with Disabilities**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	15.0	60.0	25.0	5.0	20.0	65.0	10.0
	District	2.9	26.5	54.4	16.2	10.3	26.5	54.4	8.8
	State	13.6	38.4	42.1	5.8	22.7	39.7	34.9	2.7
Non-IEP	School	0.0	7.3	72.7	20.0	0.0	5.5	78.2	16.4
	District	0.0	6.7	69.7	23.6	0.3	10.8	75.6	13.2
	State	4.6	24.1	56.8	14.5	7.4	27.4	57.3	7.9

**Grade 4 - Economically Disadvantaged**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	41.7	50.0	8.3	8.3	25.0	66.7	0.0
	District	0.0	33.3	64.3	2.4	12.2	31.7	56.1	0.0
	State	11.5	41.3	43.5	3.8	18.3	43.2	36.9	1.6
Not Eligible	School	0.0	5.1	72.9	22.0	0.0	5.9	77.1	16.9
	District	0.6	7.4	67.2	24.8	0.9	11.5	73.6	14.0
	State	2.2	15.8	62.3	19.8	3.7	19.6	65.8	10.9

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

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.8	17.1	35.8	46.3	0.0	6.5	56.1	37.4	0.8	8.1	79.7	11.4
District	0.8	19.1	32.8	47.3	0.3	8.3	58.9	32.6	1.0	7.3	77.7	14.0
State	1.7	37.4	35.9	25.0	2.9	25.2	59.8	12.0	4.4	25.7	65.7	4.3

**Grade 5 - Gender**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	1.5	13.6	36.4	48.5	0.0	7.6	51.5	40.9	1.5	12.1	78.8	7.6
	District	0.5	17.7	31.2	50.5	0.5	7.5	53.2	38.7	1.6	10.8	77.3	10.3
	State	2.3	38.9	35.4	23.4	3.7	25.5	58.0	12.8	6.2	30.8	60.5	2.4
Female	School	0.0	21.1	35.1	43.9	0.0	5.3	61.4	33.3	0.0	3.5	80.7	15.8
	District	1.0	20.4	34.3	44.3	0.0	9.0	64.2	26.9	0.5	4.0	78.1	17.4
	State	1.1	35.9	36.3	26.7	2.2	25.0	61.6	11.2	2.4	20.4	71.1	6.1

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	1.0	14.3	39.0	45.7	0.0	5.7	58.1	36.2	1.0	7.6	81.0	10.5
	District	0.3	15.5	34.0	50.2	0.3	4.9	60.8	34.0	0.6	6.5	80.3	12.6
	State	0.9	27.4	38.7	33.0	1.3	16.2	66.1	16.4	2.7	19.9	71.7	5.7
Black	School												
	District												
	State	3.9	59.4	27.7	8.9	7.9	48.0	42.1	2.0	9.3	40.4	49.1	1.2
Hispanic	School												
	District	4.0	48.0	32.0	16.0	0.0	32.0	56.0	12.0	4.0	28.0	56.0	12.0
	State	1.8	48.3	36.3	13.6	2.5	30.5	61.7	5.3	4.3	30.3	63.6	1.8
Asian/Pacific Islander	School												
	District	2.2	21.7	28.3	47.8	0.0	13.0	50.0	37.0	2.2	2.2	71.1	24.4
	State	0.4	19.9	38.5	41.1	0.4	8.1	60.8	30.7	1.1	12.1	77.9	8.9
Native American	School												
	District												
	State	0.8	32.9	41.2	25.1	1.6	22.6	66.3	9.5	2.1	26.6	67.2	4.1
Multiracial/Ethnic	School												
	District												
	State	1.9	35.1	37.5	25.4	1.2	30.0	53.3	15.5	3.4	23.0	68.5	5.1

**Grade 5 - Students with Disabilities**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	7.7	76.9	7.7	7.7	0.0	30.8	61.5	7.7	7.7	38.5	53.8	0.0
	District	6.3	70.8	12.5	10.4	2.1	37.5	52.1	8.3	8.5	36.2	46.8	8.5
	State	8.8	66.3	18.7	6.2	13.5	47.4	36.3	2.7	19.4	42.4	37.2	1.0
Non-IEP	School	0.0	10.0	39.1	50.9	0.0	3.6	55.5	40.9	0.0	4.5	82.7	12.7
	District	0.0	11.8	35.7	52.5	0.0	4.1	59.9	36.0	0.0	3.2	82.0	14.7
	State	0.5	32.4	38.8	28.3	1.1	21.4	63.8	13.7	1.9	22.9	70.4	4.8

**Grade 5 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	46.7	33.3	20.0	0.0	20.0	73.3	6.7	0.0	20.0	73.3	6.7
	District	2.3	46.5	37.2	14.0	0.0	23.3	72.1	4.7	2.3	18.6	72.1	7.0
	State	3.1	54.7	31.6	10.6	5.6	40.2	50.8	3.5	7.7	36.9	53.9	1.5
Not Eligible	School	0.9	13.0	36.1	50.0	0.0	4.6	53.7	41.7	0.9	6.5	80.6	12.0
	District	0.6	15.7	32.3	51.5	0.3	6.4	57.3	36.0	0.9	5.8	78.4	14.9
	State	0.8	25.6	38.8	34.9	1.1	15.0	65.9	17.9	2.1	18.1	73.6	6.1

**ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)**

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Beginning - Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
- Level 2 --Strengthening - Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
- Level 3 -- Expanding - Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
- Level 4 -- Transitioning - Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

For Mathematics see ISAT or PSAE descriptions of the performance levels.

**Grade 3****Grade 3 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	30.0	60.0	10.0	0.0	35.0	30.0	35.0	0.0	0.0	25.0	75.0
District	3.7	33.3	51.9	11.1	1.8	30.9	45.5	21.8	0.0	1.8	34.5	63.6
State	25.6	41.0	25.2	8.2	17.5	30.6	44.7	7.2	3.9	8.3	35.6	52.2

**Grade 3 - Gender**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	45.5	45.5	9.1	0.0	27.3	27.3	45.5	0.00	0.0	36.4	63.6
	District	3.4	44.8	44.8	6.9	3.3	20.0	56.7	20.0	0.0	3.3	43.3	53.3
	State	27.1	40.1	24.4	8.5	17.7	29.2	44.4	8.7	4.9	10.3	40.2	44.6
Female	School												
	District	4.0	20.0	60.0	16.0	0.0	44.0	32.0	24.0	0.0	0.0	24.0	76.0
	State	24.1	41.9	26.1	7.9	17.4	32.1	45.0	5.5	2.9	6.2	30.8	60.1

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
<b>White</b>													
School													
District	0.0	14.3	42.9	42.9	0.0	14.3	35.7	50.0	0.0	0.0	14.3	85.7	
State	15.0	38.2	31.9	14.9	11.0	20.8	52.7	15.5	1.5	6.0	33.6	58.8	
<b>Black</b>													
School													
District													
State	33.3	27.1	31.3	8.3	26.0	31.4	35.3	7.8	7.0	11.6	36.0	45.3	
<b>Hispanic</b>													
School													
District	3.4	48.3	48.3	0.0	3.0	36.7	56.7	3.3	0.0	3.3	50.0	46.7	
State	27.3	41.7	24.0	7.1	19.0	32.1	43.7	5.6	4.3	8.6	36.1	51.1	
<b>Asian/Pacific Islander</b>													
School													
District	9.1	18.2	72.7	0.0	0.0	36.4	27.3	36.4	0.0	0.0	18.2	81.8	
State	13.3	34.9	34.6	17.3	7.0	19.9	51.7	21.2	1.6	7.5	30.4	60.5	
<b>Native American</b>													
School													
District													
State													
<b>Multiracial/Ethnic</b>													
School													
District													
State													

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
<b>Free/Reduced Price Lunch</b>													
School	0.0	46.2	53.8	0.0	0.0	53.8	38.5	7.7	0.0	0.0	30.8	69.2	
District	3.2	48.4	48.4	0.0	0.0	41.9	51.6	6.5	0.0	3.2	38.7	58.1	
State	27.2	41.0	24.4	7.3	18.5	31.5	43.9	6.2	4.2	8.8	35.5	51.5	
<b>Not Eligible</b>													
School													
District	4.3	13.0	56.5	26.1	4.2	16.7	37.5	41.7	0.0	0.0	29.2	70.8	
State	18.1	40.6	28.8	12.5	13.1	26.1	48.8	12.0	2.7	6.2	35.7	55.4	

**Grade 5**

**Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
<b>School</b>	40.0	20.0	26.7	13.3	13.3	33.3	46.7	6.7	20.0	6.7	46.7	26.7
<b>District</b>	17.4	41.3	28.3	13.0	4.3	28.3	65.2	2.2	10.9	6.5	47.8	34.8
<b>State</b>	27.7	46.2	18.9	7.1	10.0	57.9	30.9	1.1	10.0	14.6	53.4	22.0

**Grade 5 - Gender**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
<b>Male</b>													
School													
District	17.6	58.8	23.5	0.0	5.9	35.3	58.8	0.0	5.9	11.8	64.7	17.6	
State	29.7	46.0	18.0	6.3	11.0	56.7	31.1	1.1	12.3	18.8	53.6	15.3	
<b>Female</b>													
School					10.0	30.0	50.0	10.0					
District	17.9	32.1	32.1	17.9	3.4	24.1	69.0	3.4	14.3	3.6	39.3	42.9	
State	25.7	46.5	19.9	7.9	9.0	59.2	30.6	1.1	7.7	10.3	53.2	28.8	



## 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
-------------------------------------------------------------------------------------------------------------------------------------	----

	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
<b>State AYP Minimum Target</b>	95.0		95.0		40.0			40.0			89.0		66.0	
<b>All</b>	99.6	Yes	100.0	Yes	84.2		Yes	90.1		Yes	96.7	Yes		
<b>White</b>	99.5	Yes	100.0	Yes	86.6		Yes	94.1		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>	100.0	Yes	100.0	Yes										
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes										

### 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.

**HOFFMAN SCHOOL  
PLANS FOR IMPROVEMENT  
2004-2005**

Our school improvement plan focuses on the needs of our children, encompasses our building goals, is consistent with the District 34 Board of Education goals, and is aligned with the Illinois Learning Standards. We have identified overall student achievement needs through standardized test results at the local, state, and national level, parent surveys, and teacher observations.

The single most significant purpose for school improvement planning is to improve student achievement. Due to the needs of our students, staff, and community, the goals of our 2004-2005 School Improvement Plan are as follows:

- Use/analyze data to improve reading achievement with a focus on implementing word analysis and vocabulary development strategies and instruction.
- To increase our knowledge of ESL delivery systems.
- To explore building initiatives which promote enthusiasm and awareness of the sciences.

**Vocabulary and Word Analysis Achievement**

NWEA results indicate a need for improved instructional strategies to enhance our students' vocabulary and word analysis development. Using a combination of facilitator-led workshops, team collaboration, staff sharing-sessions, and a review of current research and practice, staff will develop the ability to differentiate vocabulary and word analysis instruction. This plan provides a focus for training and information sharing throughout the year.

- Where appropriate, staff members will attend pertinent workshops and conferences to increase their understanding and support implementation of effective vocabulary and word analysis instruction.
- Staff will share pertinent vocabulary and word analysis strategies at monthly professional development meetings, team meetings, and Building Council.
- Staff will analyze NWEA data and develop instructional strategies in vocabulary and word analysis.
- The building R/LA and Reading Specialist will be utilized to support teachers to increase student achievement in vocabulary and word analysis development.
- Staff and parents will collaborate to create student improvement plans that will increase student achievement in reading.
- Release time will be provided so that regular classroom teachers, speech/language therapist, ESL teachers, and special education teachers can develop modified reading units for the core novels.
- Staff will set goals with the Principal in the area of vocabulary and word analysis instruction.

**ESL Delivery Systems**

- Staff will explore various ESL delivery models and instructional methods.
- Explore the possibility of the building ESL staff arranging outside speakers to inform us about various ESL delivery models and methods.
- Building representatives will observe ESL delivery models in outside school districts with similar demographics.

**Increasing Awareness and Enthusiasm For The Sciences**

- Set up a task force to develop building initiatives that increase enthusiasm and awareness in the sciences.