

**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	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	76.5	1.9	10.9	10.7	0.0	0.0	16.6	14.5		0.0	3.9	96.4	469
District	74.3	2.7	11.5	11.4	0.1	0.0	13.8	13.2		0.1	7.7	95.6	4,130
State	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6		2.2	16.1	93.9	2,062,912

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	99.7
State	95.7

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
		22.6			
		22.6			
		22.3			

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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16.5		11.9	196.7
18.9		13.8	209.5

* 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
School	60			30			160			30		
District	60			30			160			30		
State	58			30			146			31		

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	94.9	1.0	1.2	2.9	0.0	14.7	85.3	298
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

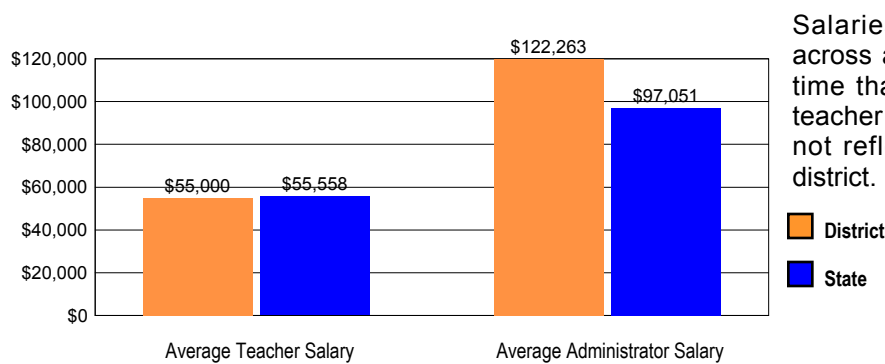
TEACHER INFORMATION (Continued)

	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	11.6	30.8	69.2	0.8	0.0
State	13.6	50.1	49.1	1.9	1.8

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

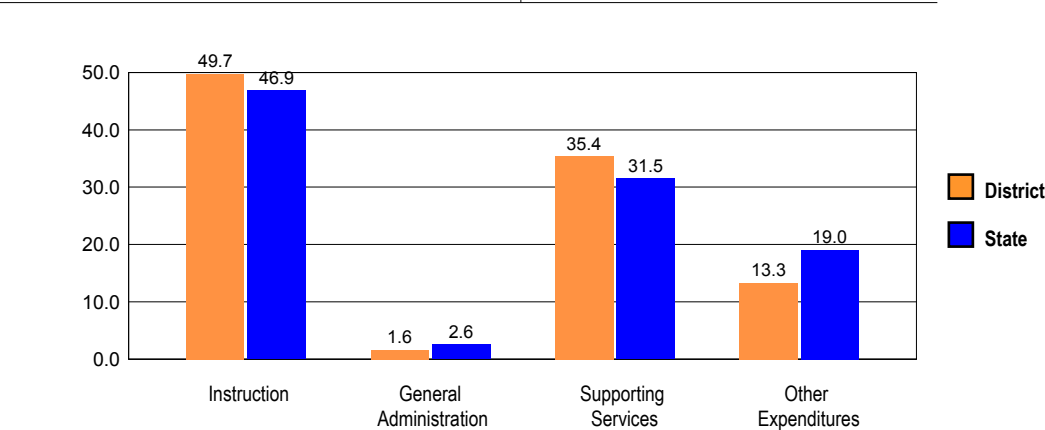
SCHOOL DISTRICT FINANCES

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 2003-04 (Percentages)



REVENUE BY SOURCE 2003-04				EXPENDITURE BY FUND 2003-04			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$34,471,787	78.2	57.0	Education	\$34,136,247	77.3	71.5
Other Local Funding	\$4,113,204	9.3	5.0	Operations & Maintenance	\$3,532,973	8.0	8.4
General State Aid	\$1,074,594	2.4	18.0	Transportation	\$2,060,935	4.7	3.6
Other State Funding	\$3,221,102	7.3	11.9	Bond and Interest	\$1,661,612	3.8	6.5
Federal Funding	\$1,186,652	2.7	8.0	Rent	\$0	0.0	0.0
TOTAL	\$44,067,339			Municipal Retirement/ Social Security	\$1,045,163	2.4	1.6
				Fire Prevention & Safety	\$162,759	0.4	0.9
				Site & Construction/ Capital Improvement	\$1,546,307	3.5	7.5
				TOTAL	\$44,145,996		

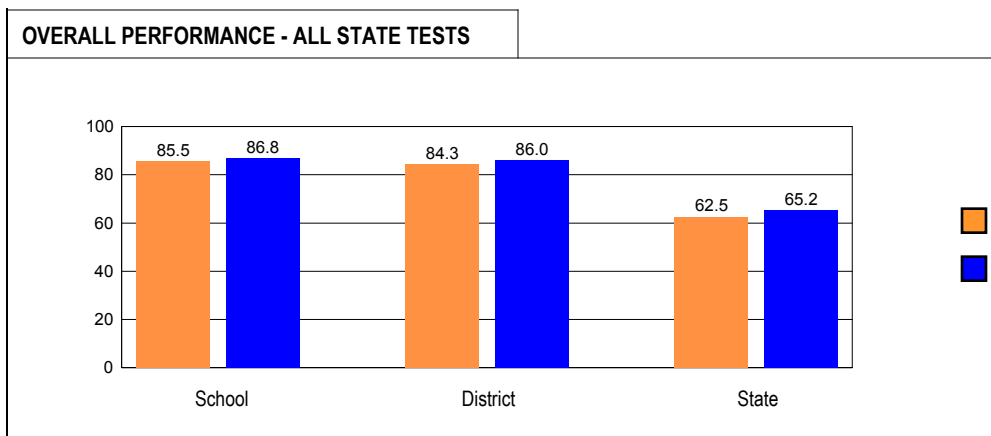
OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$361,784	2.51	\$6,122	\$10,763
State	**	**	\$5,216	\$8,786

** 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.

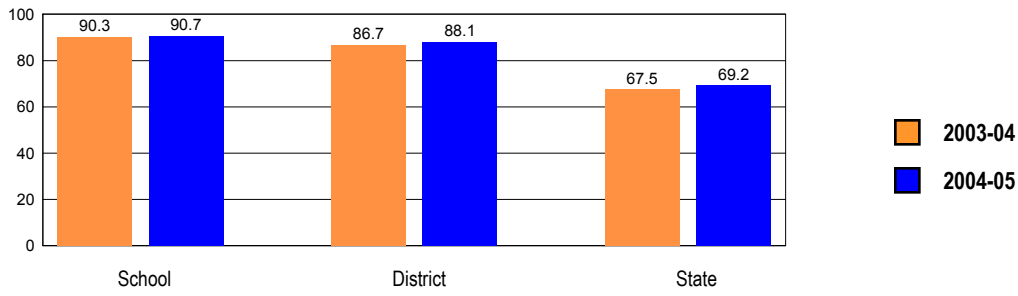
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

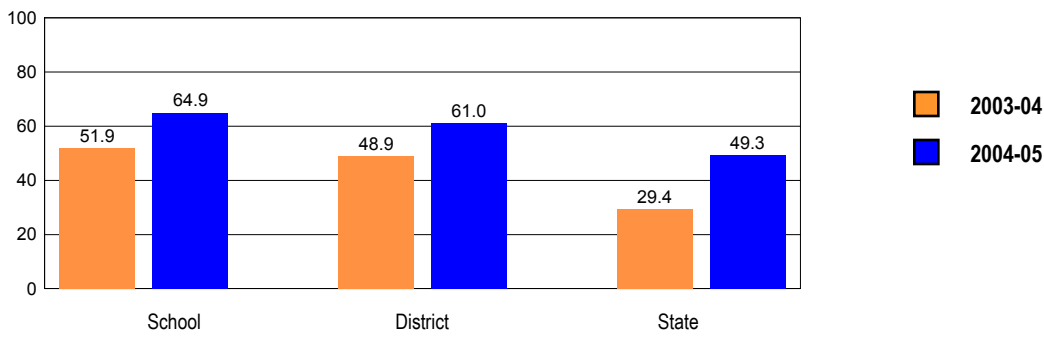
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects (reading, mathematics and science) included in your school. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



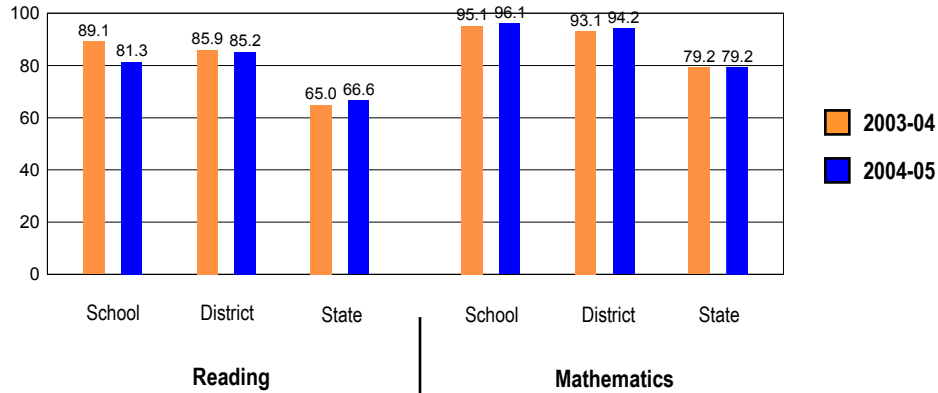
OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE



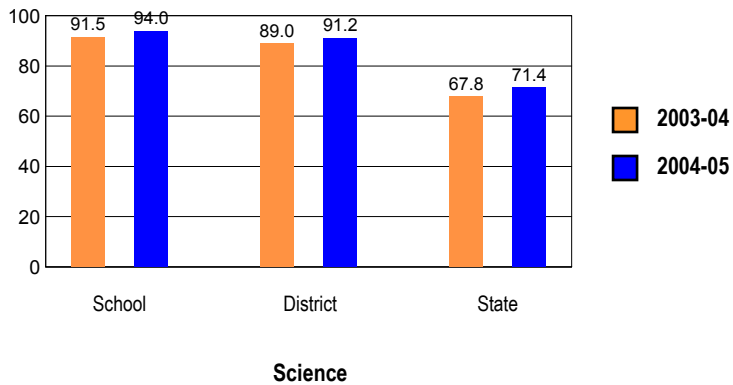
ISAT PERFORMANCE

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

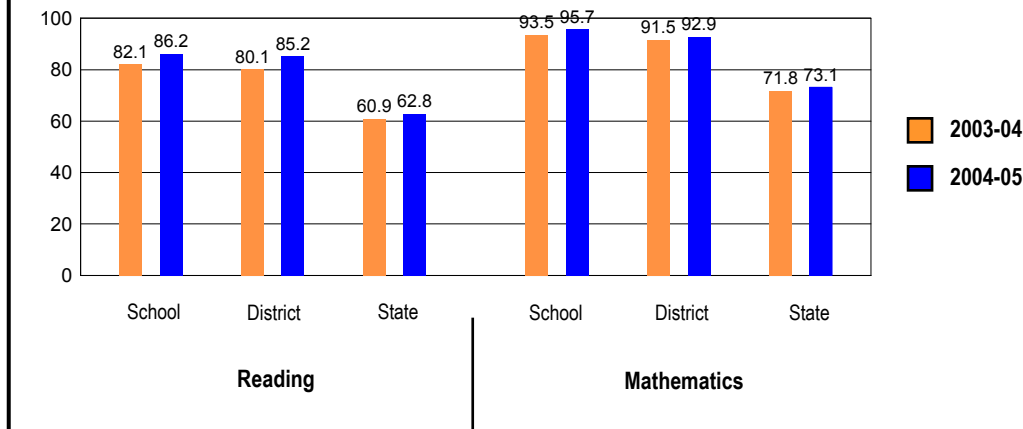


ISAT Grade 4



ISAT

Grade 5



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for 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, 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	319	166	153	243	6	44	25	0	1	50	0	50	52
	Reading	0.3	0.6	0.0	0.0		2.3	0.0			0.0		2.0	0.0
	Mathematics	0.3	0.6	0.0	0.0		2.3	0.0			0.0		2.0	0.0
District	*Enrollment	1,449	769	680	1,097	41	150	159	0	2	158	0	208	227
	Reading	0.1	0.3	0.0	0.1	0.0	0.7	0.0			0.0		0.5	0.0
	Mathematics	0.1	0.1	0.1	0.1	0.0	0.7	0.0			0.6		0.5	0.0
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,798	43,196	194	89,769	248,030
	Reading	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
	Mathematics	0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

* Enrollment as reported by schools/districts during the testing window.

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	1.6	17.2	46.1	35.2	0.0	3.9	37.8	58.3
District	1.4	13.4	47.1	38.1	0.0	5.8	35.7	58.5
State	6.6	26.7	45.1	21.5	5.3	15.4	45.2	34.1

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	2.9	19.1	44.1	33.8	0.0	6.0	34.3	59.7
	District	2.1	13.5	48.4	35.9	0.0	6.3	34.0	59.7
	State	8.1	27.8	44.5	19.6	5.8	14.7	43.3	36.2
Female	School	0.0	15.0	48.3	36.7	0.0	1.7	41.7	56.7
	District	0.6	13.3	45.7	40.5	0.0	5.2	37.6	57.2
	State	5.1	25.6	45.8	23.5	4.8	16.2	47.2	31.9

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.9	15.9	45.1	38.1	0.0	2.7	38.4	58.9
	District	0.6	13.7	47.0	38.7	0.0	4.5	37.6	58.0
	State	2.9	18.9	49.4	28.8	1.8	9.1	44.6	44.5
Black	School								
	District								
	State	16.0	42.8	34.2	7.0	15.0	30.2	43.9	11.0
Hispanic	School								
	District	6.7	13.3	53.3	26.7	0.0	13.3	46.7	40.0
	State	8.2	36.2	44.6	11.1	5.2	19.9	53.0	21.8
Asian/Pacific Islander	School								
	District	3.6	0.0	50.0	46.4	0.0	3.6	10.7	85.7
	State	1.6	14.2	49.0	35.1	0.9	5.1	33.4	60.6
Native American	School								
	District								
	State	8.0	21.7	50.4	19.9	4.9	17.9	42.0	35.3
Multiracial/Ethnic	School								
	District								
	State	4.4	26.9	47.1	21.7	3.0	15.0	50.4	31.5

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	11.8	47.1	35.3	5.9	0.0	11.8	58.8	29.4
	District	12.8	43.6	33.3	10.3	0.0	23.1	53.8	23.1
	State	21.3	40.1	30.0	8.6	14.4	25.4	41.6	18.5
Non-IEP	School	0.0	12.6	47.7	39.6	0.0	2.7	34.5	62.7
	District	0.0	9.8	48.8	41.4	0.0	3.7	33.5	62.8
	State	4.2	24.5	47.6	23.6	3.8	13.8	45.8	36.7

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	18.2	45.5	36.4	0.0	0.0	27.3	54.5	18.2
	District	6.3	37.5	40.6	15.6	0.0	28.1	50.0	21.9
	State	12.4	39.3	39.4	9.0	10.4	25.3	48.0	16.3
Not Eligible	School	0.0	14.5	47.0	38.5	0.0	1.7	36.2	62.1
	District	0.9	11.1	47.7	40.2	0.0	3.6	34.3	62.0
	State	2.5	17.8	49.2	30.4	1.7	8.4	43.1	46.7

Grade 4**Grade 4 - All**

Levels		Science			
		1	2	3	4
School	School	0.0	6.0	64.7	29.3
	District	0.5	8.4	63.7	27.4
	State	5.0	23.6	55.1	16.3

Grade 4 - Gender

Levels		Science			
		1	2	3	4
Male	School	0.0	5.6	58.3	36.1
	District	0.5	6.6	59.7	33.2
	State	5.2	22.2	54.3	18.3
Female	School	0.0	6.6	72.1	21.3
	District	0.5	10.1	67.8	21.6
	State	4.7	25.2	56.1	14.1

Grade 4 - Racial/Ethnic Background

Levels		Science			
		1	2	3	4
White	School	0.0	6.3	64.3	29.5
	District	0.3	6.7	63.7	29.4
	State	1.4	13.5	61.7	23.4
Black	School				
	District	5.9	41.2	47.1	5.9
	State	15.0	46.4	35.9	2.8
Hispanic	School				
	District				
	State	4.8	32.2	57.1	5.9
Asian/Pacific Islander	School	0.0	5.6	61.1	33.3
	District	0.0	8.2	65.3	26.5
	State	1.1	10.9	60.3	27.7
Native American	School				
	District				
	State	3.2	21.7	58.9	16.2
Multiracial/Ethnic	School				
	District				
	State	2.5	21.6	60.4	15.5

Grade 4 - Students with Disabilities

Levels		Science			
		1	2	3	4
IEP	School	0.0	20.0	60.0	20.0
	District	2.4	19.0	61.9	16.7
	State	10.8	34.0	47.3	7.9
Non-IEP	School	0.0	4.9	65.0	30.1
	District	0.3	7.2	63.9	28.6
	State	4.0	21.8	56.5	17.7

Grade 5**Grade 5 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	0.0	13.8	46.4	39.9	1.4	2.9	68.8	26.8
	District	0.5	14.2	46.3	38.9	0.8	6.4	63.1	29.8
	State	1.8	35.4	43.3	19.4	3.2	23.6	60.8	12.4

Grade 5 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	17.6	51.5	30.9	1.5	4.4	69.1	25.0
	District	0.5	15.4	48.7	35.4	1.0	6.2	60.5	32.3
	State	2.3	36.8	43.0	18.0	4.0	23.8	59.0	13.1
Female	School	0.0	10.0	41.4	48.6	1.4	1.4	68.6	28.6
	District	0.5	13.1	43.9	42.4	0.5	6.6	65.7	27.3
	State	1.4	34.0	43.7	21.0	2.4	23.4	62.6	11.6

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	12.6	47.9	39.5	0.8	2.5	70.6	26.1
	District	0.3	12.6	46.5	40.6	0.6	4.6	63.4	31.4
	State	0.8	25.5	48.1	25.5	1.4	14.8	67.1	16.8
Black	School								
	District	0.0	31.3	62.5	6.3	6.3	25.0	68.8	0.0
	State	4.4	57.0	31.5	7.1	8.6	45.1	43.9	2.5
Hispanic	School								
	District	6.7	20.0	66.7	6.7	0.0	26.7	66.7	6.7
	State	1.9	44.1	42.5	11.5	2.7	28.1	63.3	5.9
Asian/Pacific Islander	School	0.0	9.1	27.3	63.6	0.0	0.0	54.5	45.5
	District	0.0	18.9	29.7	51.4	0.0	5.4	56.8	37.8
	State	0.4	17.7	45.0	36.8	0.7	7.2	57.9	34.3
Native American	School								
	District								
	State	1.6	31.0	47.2	20.2	2.0	21.1	66.8	10.1
Multiracial/Ethnic	School								
	District								
	State	2.3	32.9	47.0	17.9	3.4	22.6	63.3	10.8

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	52.6	26.3	21.1	10.5	10.5	68.4	10.5
	District	3.7	44.4	35.2	16.7	5.6	22.2	63.0	9.3
	State	8.6	62.7	23.6	5.1	14.7	43.6	38.5	3.2
Non-IEP	School	0.0	7.6	49.6	42.9	0.0	1.7	68.9	29.4
	District	0.0	9.4	48.1	42.5	0.0	3.8	63.1	33.0
	State	0.7	30.7	46.7	21.9	1.3	20.1	64.6	14.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	33.3	50.0	16.7	16.7	8.3	75.0	0.0
	District	2.1	33.3	52.1	12.5	4.2	22.9	72.9	0.0
	State	3.3	51.1	36.9	8.6	6.0	37.4	52.7	3.9
Not Eligible	School	0.0	11.9	46.0	42.1	0.0	2.4	68.3	29.4
	District	0.3	11.6	45.5	42.6	0.3	4.1	61.7	33.9
	State	0.7	23.9	48.0	27.3	1.2	13.5	66.7	18.6

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			
	1	2	3	4	1	2	3	4
School	10.3	20.7	62.1	6.9	10.3	31.0	51.7	6.9
District	8.2	26.2	49.2	16.4	11.3	32.3	43.5	12.9
State	12.0	30.1	43.4	14.5	14.6	35.8	42.6	7.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	6.7	33.3	60.0	0.0	13.3	33.3	53.3	0.0
	District	7.7	30.8	48.7	12.8	10.3	35.9	41.0	12.8
	State	13.5	30.8	42.1	13.6	14.9	33.7	43.6	7.8
Female	School	14.3	7.1	64.3	14.3	7.1	28.6	50.0	14.3
	District	9.1	18.2	50.0	22.7	13.0	26.1	47.8	13.0
	State	10.4	29.3	44.8	15.5	14.4	38.1	41.5	6.1

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School								
	District								
	State	6.3	20.5	47.1	26.1	8.0	25.5	51.8	14.9
Black	School								
	District								
	State	25.7	26.7	36.6	10.9	35.0	27.3	34.5	3.6
Hispanic	School	18.8	31.3	50.0	0.0	19.0	43.8	37.5	0.0
	District	13.2	34.2	36.8	15.8	16.0	39.5	36.8	7.9
	State	13.0	31.8	42.7	12.5	16.0	37.9	41.2	5.2
Asian/Pacific Islander	School								
	District	0.0	21.4	50.0	28.6	7.0	21.4	35.7	35.7
	State	4.8	18.0	48.2	29.0	6.0	20.3	50.7	22.6
Native American	School								
	District								
	State								
Multiracial/Ethnic	School								
	District								
	State	3.2	25.8	61.3	9.7	7.0	35.5	51.6	6.5

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	18.8	31.3	43.8	6.3	18.8	37.5	37.5	6.3
	District	12.8	33.3	35.9	17.9	15.4	38.5	35.9	10.3
	State	13.1	31.6	42.3	13.0	15.9	37.3	41.0	5.8
Not Eligible	School	0.0	7.7	84.6	7.7	0.0	23.1	69.2	7.7
	District	0.0	13.6	72.7	13.6	4.3	21.7	56.5	17.4
	State	6.5	22.4	48.7	22.3	8.3	28.5	50.5	12.8

Grade 5

Grade 5 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	11.1	5.6	55.6	27.8	16.7	33.3	50.0	0.0
District	10.2	8.2	46.9	34.7	7.8	49.0	37.3	5.9
State	11.4	20.8	44.4	23.4	9.6	56.0	33.5	0.8

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	18.2	0.0	54.5	27.3	18.2	9.1	72.7	0.0
	District	17.2	6.9	48.3	27.6	9.7	35.5	45.2	9.7
	State	12.2	21.9	43.5	22.3	10.5	54.8	33.8	0.9
Female	School								
	District	0.0	10.0	45.0	45.0	5.0	70.0	25.0	0.0
	State	10.5	19.7	45.3	24.5	8.8	57.4	33.2	0.7

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School								
District								
State	7.0	15.7	42.5	34.8	5.3	43.8	49.3	1.6
Black								
School								
District								
State	24.5	27.4	31.1	17.0	24.1	54.6	19.4	1.9
Hispanic								
School	15.4	7.7	53.8	23.1	23.1	46.2	30.8	0.0
District	11.8	8.8	55.9	23.5	8.6	60.0	31.4	0.0
State	11.8	21.5	45.0	21.7	10.0	58.7	31.1	0.3
Asian/Pacific Islander								
School								
District								
State	8.0	16.6	40.6	34.8	7.5	34.1	50.4	8.0
Native American								
School								
District								
State								
Multiracial/Ethnic								
School								
District								
State								

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	15.4	7.7	53.8	23.1	23.1	46.2	30.8	0.0
District	13.5	8.1	51.4	27.0	10.5	60.5	28.9	0.0
State	12.3	21.8	44.7	21.3	10.2	57.9	31.5	0.4
Not Eligible								
School								
District	0.0	8.3	33.3	58.3	0.0	15.4	61.5	23.1
State	7.4	16.3	43.2	33.1	7.1	47.4	42.8	2.7

2005 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	2005-06 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2005-06 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		47.5			47.5			89.0		67.0	
All	99.7	Yes	99.7	Yes	82.4		Yes	89.1		Yes	96.4	Yes		
White	100.0	Yes	100.0	Yes	85.8		Yes	95.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes	75.0		Yes	62.5		Yes				
Students with Disabilities	98.0	Yes	98.0	Yes	46.8		Yes	66.0		Yes				
Economically Disadvantaged	100.0	Yes	100.0	Yes	57.7		Yes	53.8		Yes				

Four 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 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.***
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for non-high schools or at least 67.0% Graduation Rate for high schools

* Includes only students enrolled as of 9/30/2004.

** Safe Harbor Targets of 47.5% 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. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

**HOFFMAN SCHOOL
PLANS FOR IMPROVEMENT
2005-2006**

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 2005-2006 School Improvement Plan are as follows:

- To implement the Balanced Literacy components of independent reading and shared reading.
- To focus on our Organizational Health targeting the dimension of adaptation for improvement.
- To increase our understanding of the Principal Led Problem Solving/Quality Tools models
- To explore instructional delivery options for meeting the needs of our ELL students in math.

Balanced Literacy

To implement the components of Balanced Literacy :

- Staff will increase knowledge of effective Independent Reading and Shared Reading practices.
- Staff will attend District-level inservice opportunities.
- Staff will develop a vehicle to systematically share experiences/findings at Professional Development/Building Council meetings.
- Staff will attend appropriate workshops and conferences.
- Staff will utilize Reading Specialist, R/LA Learning Specialist/LRC Director, Gifted/Enrichment Resource Teachers, ELL Teachers, and Speech Pathologist.
- Staff will continue to refine instructional strategies in word analysis/vocabulary development from 2004-2005 SIP.

Organizational Health

To focus on our organizational health targeting the dimension of adaptation for improvement:

- Staff will develop plan in this area.
- To develop a culture of systematic sharing.

Problem Solving Model

To increase our understanding of the Principal Led Problem Solving/Quality Tools models.

- Speakers will present pertinent information at Building Council/Professional Development meetings.
- Contact with other schools/site visits.
- A decision will be made by the end of the 2005-2006 school year for training to begin in 2006-2007.

ELL

To explore instructional delivery options for meeting the needs of our ELL students in math.

- Review schedule.
- Conversation with other schools.
- Monitor/assess "concept review group."
- Investigate helpful materials.

Local School Council

- To provide opportunities for cultural sharing by all Henking and Hoffman families, and to gain an appreciation of the ethnicities present within our cluster.