

**GLEN GROVE ELEM SCHOOL
GLENVIEW CCSD 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	67.1	4.8	8.4	17.7	0.2	1.7	16.3	7.9		0.0	10.1	96.0	417
District	73.6	2.4	11.5	10.9	0.1	1.4	15.1	11.6		0.1	7.2	94.0	4,253
State	55.7	19.9	18.7	3.8	0.2	1.8	40.0	6.6		2.2	16.0	94.0	2,075,277

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	96.6

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	16.6		11.9	202.5
State	19.1		13.9	221.9

* 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				22.7	25.0	23.5				
District				23.9	25.1	24.9				
State				22.1	22.9	23.4				

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			31			145			31		

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	95.8	1.0	0.5	2.7	0.0	14.3	85.7	305
State	84.9	9.2	4.6	1.2	0.2	23.1	76.9	127,010

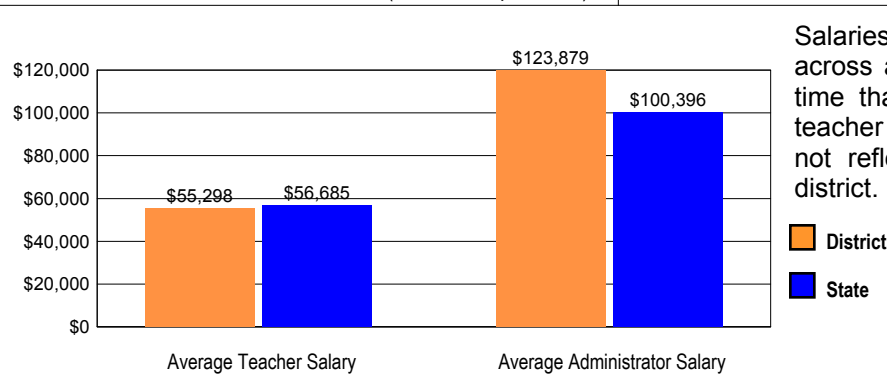
TEACHER INFORMATION (Continued)

	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	11.0	29.5	70.5	0.7	0.0
State	13.0	49.3	50.6	1.6	1.4

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

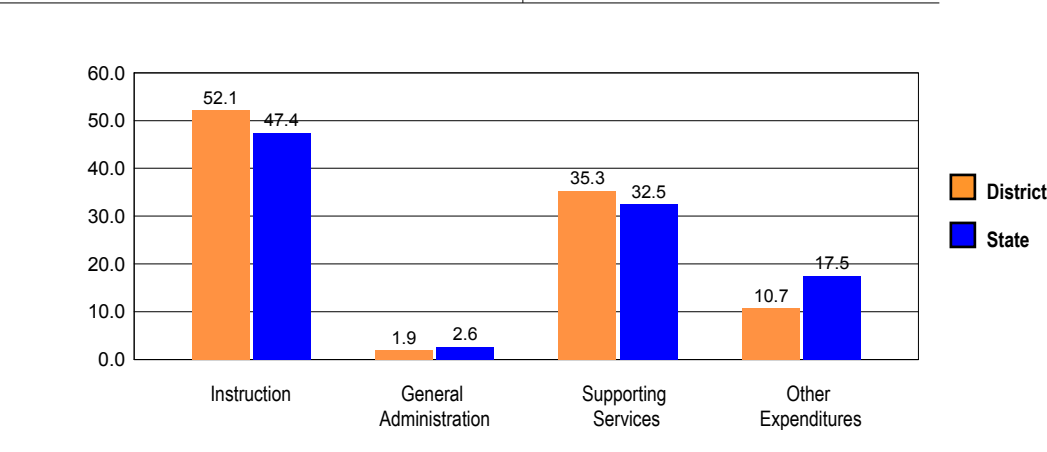
SCHOOL DISTRICT FINANCES

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 2004-05 (Percentages)



REVENUE BY SOURCE 2004-05				EXPENDITURE BY FUND 2004-05			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$32,606,994	75.6	58.2	Education	\$36,299,020	80.2	72.2
Other Local Funding	\$5,395,711	12.5	5.1	Operations & Maintenance	\$3,557,908	7.9	8.4
General State Aid	\$1,152,192	2.7	18.5	Transportation	\$2,233,658	4.9	3.6
Other State Funding	\$2,823,327	6.5	10.1	Bond and Interest	\$1,562,699	3.5	6.6
Federal Funding	\$1,159,362	2.7	8.1	Rent	\$0	0.0	0.0
TOTAL	\$43,137,586			Municipal Retirement/ Social Security	\$1,137,653	2.5	1.7
				Fire Prevention & Safety	\$449,181	1.0	1.1
				Site & Construction/ Capital Improvement	\$0	0.0	6.5
				TOTAL	\$45,240,119		

OTHER FINANCIAL INDICATORS				
	2003 Equalized Assessed Valuation per Pupil	2003 Total School Tax Rate per \$100	2004-05 Instructional Expenditure per Pupil	2004-05 Operating Expenditure per Pupil
District	\$361,238	2.55	\$6,477	\$11,240
State	**	**	\$5,366	\$9,099

** 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.

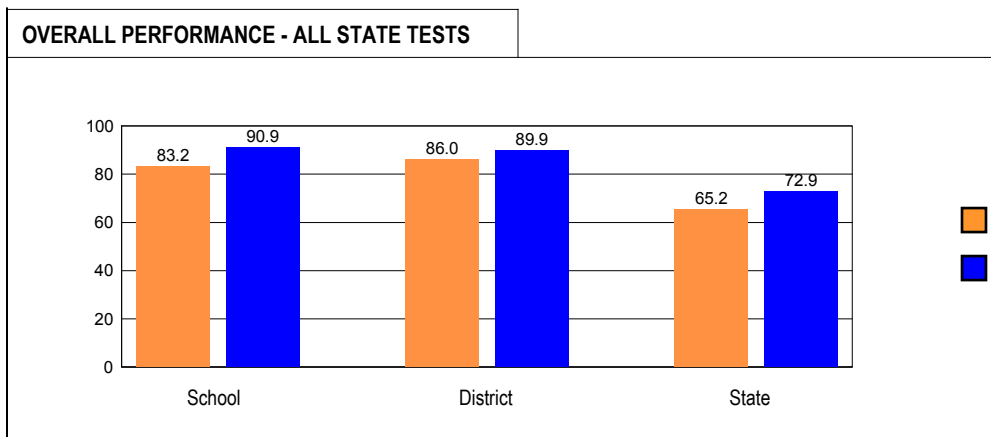
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

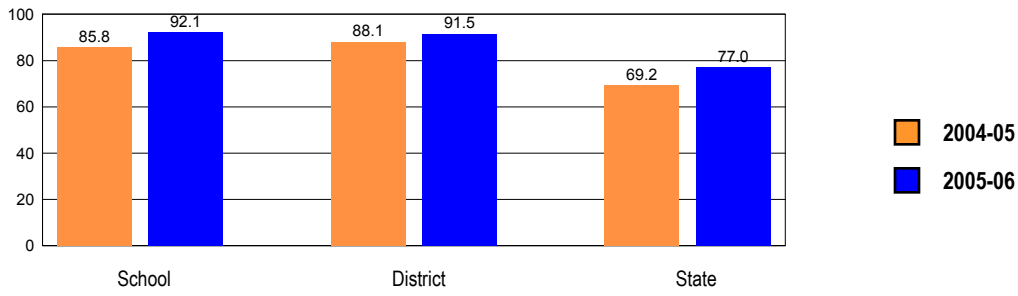
OVERALL STUDENT PERFORMANCE

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.

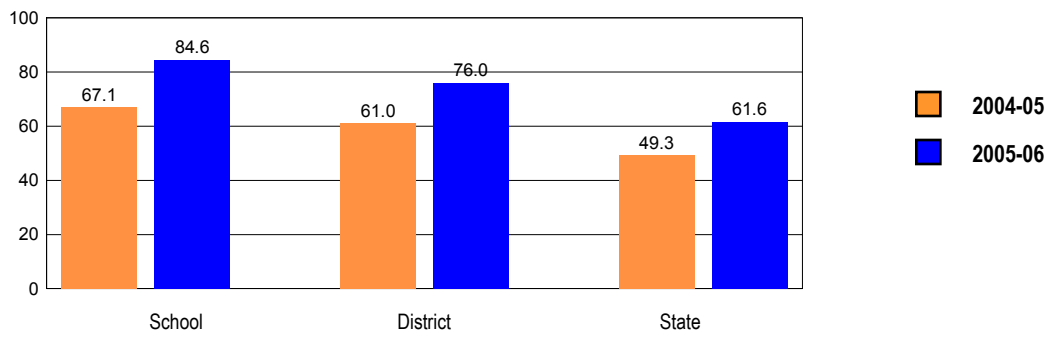
Caution: Data for 2004-05 should not be compared to data for 2005-06 because substantial changes were made to the state test in 2005-06 when testing in reading and mathematics was expanded to include all grades from grade 3 through grade 8. In 2004-05, such testing was limited only to selected grades. Although there were no changes in high school testing, data in high school report cards at the state level (and also at the district level for unit districts) are not comparable between the two years because of changes in elementary school testing mentioned above.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

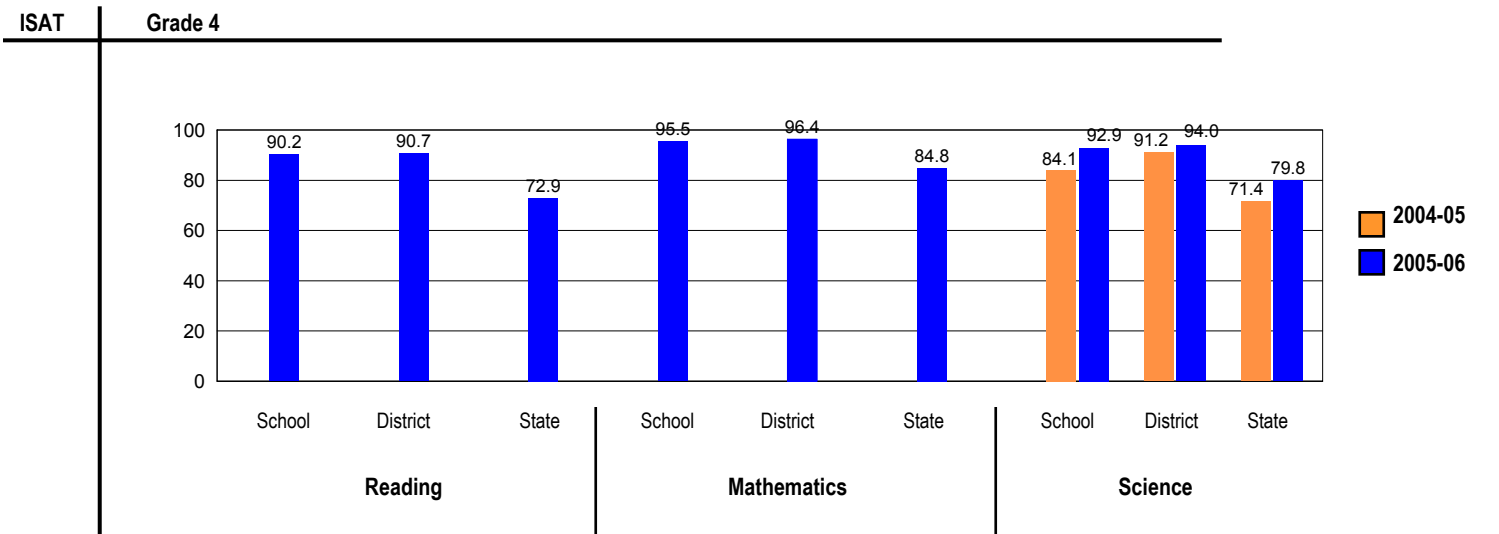
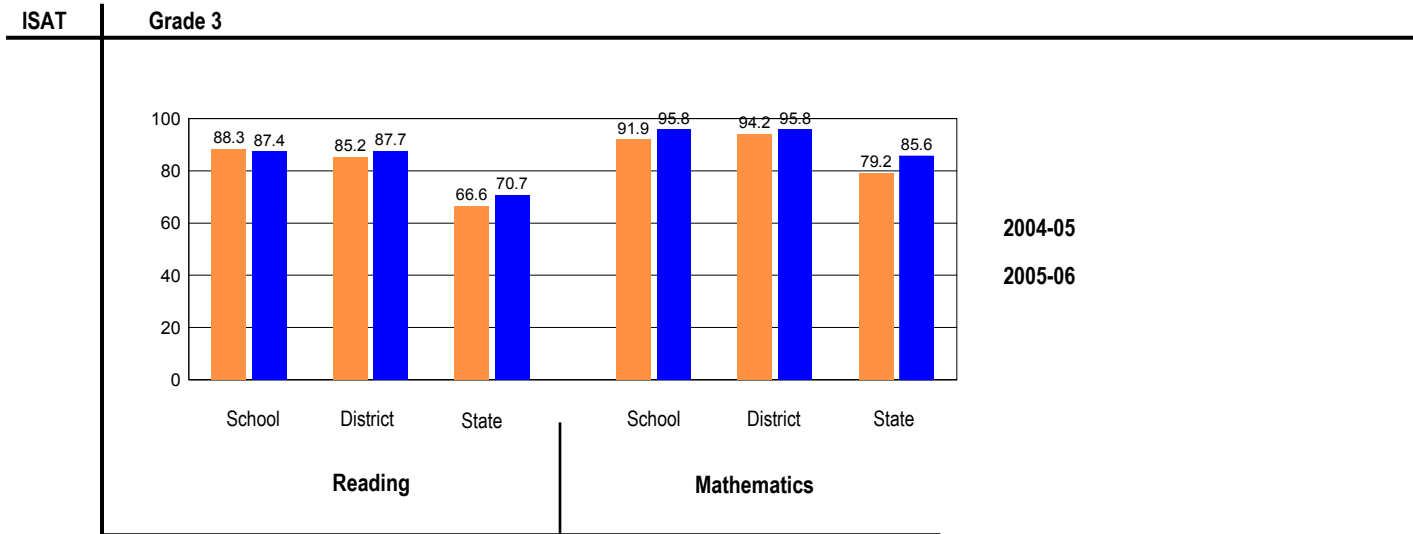


OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE

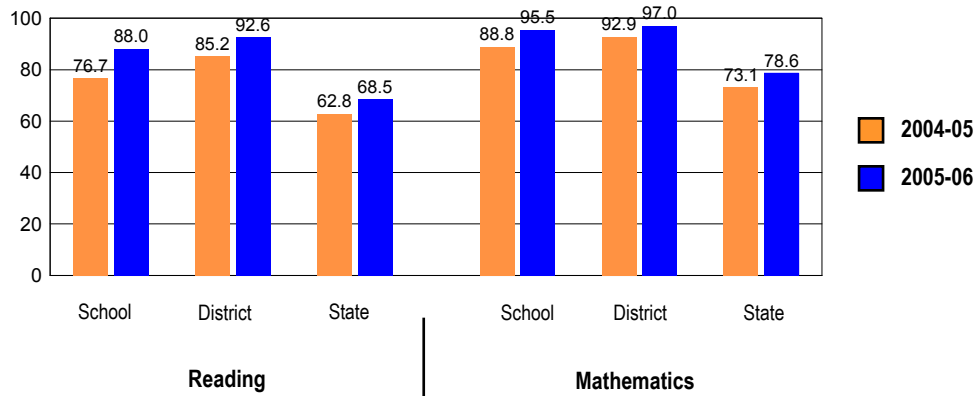


ISAT PERFORMANCE

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. Data for 2004-05 in reading and mathematics for grades 4, 6, and 7 are not available because testing in these subjects for these grades began in 2005-06.



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 through 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 limited-English-proficient students. 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	413	200	213	270	25	35	74	1	8	46		3	69
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0			0.0 0.0			0.0 0.0
District	*Enrollment	2,999	1,547	1,452	2,251	86	285	342	4	31	309	0	118	448
	Reading Mathematics	0.1 0.1	0.0 0.0	0.1 0.1	0.0 0.0	0.0 0.0	0.4 0.4	0.6 0.6		0.0 0.0	0.0 0.0		0.0 0.0	0.4 0.4
State	*Enrollment	1,098,045	561,165	536,855	610,423	220,763	201,615	41,305	2,480	19,623	67,463	368	160,118	461,218
	Reading Mathematics	0.7 0.7	0.7 0.7	0.7 0.7	0.5 0.5	1.7 1.7	0.8 0.8	0.6 0.6	1.0 1.0	1.0 1.0	0.4 0.4	1.9 1.9	1.2 1.2	1.3 1.3

* Enrollment as reported during the testing windows.

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	2.5	10.1	51.3	36.1	0.8	3.4	37.8	58.0
District	2.2	10.1	48.6	39.1	1.1	3.1	31.4	64.4
State	5.7	23.6	47.3	23.4	3.9	10.5	47.1	38.5

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	5.4	8.9	53.6	32.1	0.0	3.6	44.6	51.8
	District	2.2	10.9	52.7	34.2	1.1	1.6	32.8	64.5
	State	7.3	26.1	46.5	20.0	4.5	10.4	45.2	39.8
Female	School	0.0	11.1	49.2	39.7	1.6	3.2	31.7	63.5
	District	2.3	9.2	44.3	44.3	1.1	4.6	29.9	64.4
	State	3.9	21.0	48.2	26.9	3.1	10.6	49.2	37.1

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	2.2	7.9	50.6	39.3	1.1	3.4	33.7	61.8
	District	1.0	9.4	48.2	41.5	1.0	3.0	29.9	66.1
	State	3.0	16.6	49.3	31.1	1.4	5.5	44.4	48.7
Black	School								
	District								
	State	12.8	38.9	40.1	8.3	10.5	22.8	50.9	15.8
Hispanic	School								
	District	14.3	28.6	42.9	14.3	0.0	7.1	64.3	28.6
	State	6.3	31.4	50.8	11.5	3.7	13.5	56.6	26.1
Asian/Pacific Islander	School	0.0	7.7	61.5	30.8	0.0	0.0	30.8	69.2
	District	0.0	3.2	61.3	35.5	0.0	0.0	22.6	77.4
	State	1.2	11.6	50.2	37.0	0.8	2.9	32.7	63.7
Native American	School								
	District								
	State	5.3	20.5	50.3	23.8	3.0	10.7	48.7	37.7
Multiracial/Ethnic	School								
	District								
	State	6.4	25.3	47.4	20.9	3.9	11.8	50.3	34.1

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	6.7	26.7	53.3	13.3	6.7	13.3	66.7	13.3
	District	12.0	32.0	48.0	8.0	4.2	12.5	70.8	12.5
	State	10.2	35.5	44.3	9.9	7.4	18.3	53.5	20.8
Not Eligible	School	1.9	7.7	51.0	39.4	0.0	1.9	33.7	64.4
	District	1.5	8.4	48.6	41.4	0.9	2.4	28.5	68.2
	State	2.4	15.2	49.5	32.9	1.3	5.0	42.7	51.0

Grade 4**Grade 4 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School	School	0.0	9.8	35.7	54.5	0.0	4.5	39.3	56.3	0.9	6.3	68.8	24.1
	District	0.3	9.1	42.6	48.1	0.0	3.6	47.5	48.9	0.3	5.8	66.5	27.5
	State	1.6	25.5	46.6	26.3	1.6	13.6	58.7	26.1	2.8	17.4	64.5	15.4

Grade 4 - Gender

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	7.1	41.1	51.8	0.0	1.8	44.6	53.6	0.0	5.4	64.3	30.4
	District	0.5	10.5	44.5	44.5	0.0	3.7	48.2	48.2	0.0	6.8	60.7	32.5
	State	2.2	29.5	46.2	22.1	1.9	14.0	57.1	27.0	3.2	17.4	62.2	17.2
Female	School	0.0	12.5	30.4	57.1	0.0	7.1	33.9	58.9	1.8	7.1	73.2	17.9
	District	0.0	7.5	40.5	52.0	0.0	3.5	46.8	49.7	0.6	4.6	72.8	22.0
	State	0.9	21.3	47.0	30.8	1.2	13.3	60.4	25.2	2.4	17.4	66.8	13.5

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	7.3	41.5	51.2	0.0	2.4	45.1	52.4	0.0	4.9	72.0	23.2
	District	0.3	7.8	45.3	46.6	0.0	2.6	49.2	48.2	0.0	4.9	67.0	28.2
	State	0.8	17.4	47.5	34.3	0.6	7.3	58.3	33.8	0.7	8.4	68.9	22.0
Black	School												
	District												
	State	3.8	46.3	40.9	9.1	4.5	31.1	56.4	8.0	8.8	40.0	48.8	2.5
Hispanic	School												
	District	0.0	38.5	15.4	46.2	0.0	15.4	53.8	30.8	0.0	30.8	38.5	30.8
	State	1.6	30.3	51.7	16.5	1.3	15.2	67.1	16.4	2.6	22.5	69.1	5.8
Asian/Pacific Islander	School	0.0	0.0	15.8	84.2	0.0	0.0	10.5	89.5	0.0	0.0	68.4	31.6
	District	0.0	0.0	26.7	73.3	0.0	0.0	30.0	70.0	0.0	0.0	70.0	30.0
	State	0.3	11.4	45.8	42.5	0.3	3.9	44.7	51.1	0.7	6.9	65.7	26.7
Native American	School												
	District												
	State	0.9	20.4	48.9	29.7	0.6	10.0	60.0	29.4	1.2	9.7	69.9	19.1
Multiracial/Ethnic	School												
	District												
	State	1.5	25.1	48.0	25.4	1.2	13.3	62.8	22.7	1.8	16.4	68.3	13.5

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	36.4	27.3	36.4	0.0	18.2	54.5	27.3	9.1	36.4	36.4	18.2
	District	0.0	37.0	29.6	33.3	0.0	18.5	63.0	18.5	3.7	29.6	51.9	14.8
	State	2.8	39.2	45.6	12.4	3.0	23.5	61.7	11.9	5.6	30.3	59.4	4.8
Not Eligible	School	0.0	6.9	36.6	56.4	0.0	3.0	37.6	59.4	0.0	3.0	72.3	24.8
	District	0.3	6.8	43.6	49.3	0.0	2.4	46.3	51.3	0.0	3.9	67.7	28.5
	State	0.7	15.8	47.3	36.2	0.6	6.6	56.6	36.2	0.8	8.3	68.1	22.9

Grade 5

Grade 5 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	12.0	47.4	40.6	0.0	4.5	70.7	24.8
District	0.0	7.4	46.5	46.0	0.0	3.0	59.5	37.4
State	1.2	30.4	46.5	22.0	0.6	20.8	64.0	14.6

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	11.7	50.0	38.3	0.0	3.3	68.3	28.3
	District	0.0	8.5	46.7	44.8	0.0	2.8	56.6	40.6
	State	1.6	33.7	45.6	19.1	0.8	21.0	62.4	15.8
Female	School	0.0	12.3	45.2	42.5	0.0	5.5	72.6	21.9
	District	0.0	6.4	46.3	47.2	0.0	3.2	62.4	34.4
	State	0.7	26.9	47.4	25.0	0.4	20.6	65.6	13.4

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	6.7	44.9	48.3	0.0	1.1	70.8	28.1
	District	0.0	5.2	46.1	48.7	0.0	1.5	58.9	39.7
	State	0.6	20.2	49.6	29.6	0.3	11.6	68.3	19.9
Black	School	0.0	46.2	46.2	7.7	0.0	38.5	53.8	7.7
	District	0.0	41.2	47.1	11.8	0.0	35.3	58.8	5.9
	State	2.8	55.0	35.6	6.6	1.8	45.7	49.6	2.8
Hispanic	School								
	District	0.0	27.3	36.4	36.4	0.0	18.2	72.7	9.1
	State	1.3	37.0	49.7	12.0	0.4	22.9	69.8	7.0
Asian/Pacific Islander	School	0.0	9.1	59.1	31.8	0.0	0.0	81.8	18.2
	District	0.0	4.2	56.3	39.6	0.0	0.0	68.8	31.3
	State	0.2	13.9	48.3	37.6	0.2	6.2	57.1	36.5
Native American	School								
	District								
	State	0.8	25.3	50.1	23.7	0.6	16.7	64.1	18.7
Multiracial/Ethnic	School								
	District	0.0	10.0	30.0	60.0	0.0	0.0	20.0	80.0
	State	0.8	29.2	48.9	21.1	0.3	20.3	66.6	12.7

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	20.0	65.0	15.0	0.0	10.0	85.0	5.0
	District	0.0	19.4	58.3	22.2	0.0	11.1	77.8	11.1
	State	2.1	46.4	42.4	9.1	1.1	34.7	59.3	4.9
Not Eligible	School	0.0	10.6	44.2	45.1	0.0	3.5	68.1	28.3
	District	0.0	6.3	45.4	48.2	0.0	2.3	57.9	39.8
	State	0.5	18.8	49.4	31.3	0.3	10.8	67.3	21.6

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.

	Reading	Mathematics
Level 1 --Academic Warning -	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.	Students 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 -	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.	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 -	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.	Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
Level 4 --Exceeds Standards -	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.	Student work demonstrates advanced knowledge and skills in the subject. Student 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	21.1	63.2	15.8	0.0	15.0	80.0	5.0
District	6.2	16.9	44.6	32.3	0.0	17.6	63.2	19.1
State	8.9	25.3	44.0	21.8	7.2	25.0	56.1	11.6

Grade 3 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School	0.0	20.0	80.0	0.0	0.0	30.0	70.0	0.0
District	11.8	11.8	50.0	26.5	0.0	26.5	47.1	26.5
State	9.9	26.1	44.3	19.6	7.5	23.6	56.0	13.0
Female								
School					0.0	0.0	90.0	10.0
District	0.0	22.6	38.7	38.7	0.0	8.8	79.4	11.8
State	7.8	24.4	43.6	24.1	6.9	26.5	56.3	10.2

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School								
District	4.2	12.5	41.7	41.7	0.0	4.2	70.8	25.0
State	5.4	17.7	47.4	29.5	5.0	17.4	58.0	19.3
Black								
School								
District								
State	14.8	28.2	36.6	20.4	19.0	21.4	54.5	5.2
Hispanic								
School								
District	10.3	27.6	34.5	27.6	0.0	31.3	56.3	12.5
State	9.5	26.9	43.6	20.0	8.0	26.9	55.9	9.7
Asian/Pacific Islander								
School								
District	0.0	0.0	75.0	25.0	0.0	8.3	66.7	25.0
State	4.1	13.6	45.5	36.9	4.0	10.4	57.4	28.7
Native American								
School								
District								
State								
Multiracial/Ethnic								
School								
District								
State	6.7	18.0	49.4	25.8	7.0	17.4	64.1	12.0

Grade 3 - 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	0.0	16.7	83.3	0.0
District	11.1	22.2	38.9	27.8	0.0	29.7	56.8	13.5
State	9.8	26.5	42.9	20.8	7.8	26.3	55.7	10.2
Not Eligible								
School								
District	0.0	10.3	51.7	37.9	0.0	3.2	71.0	25.8
State	4.8	19.5	49.3	26.4	4.6	19.0	58.0	18.3

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	13.3	13.3	33.3	40.0	0.0	13.3	46.7	40.0
District	3.4	17.2	39.7	39.7	0.0	16.7	63.3	20.0
State	8.5	20.9	43.7	26.8	5.0	31.4	57.8	5.8

Grade 4 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School								
District	5.9	23.5	38.2	32.4	0.0	13.9	66.7	19.4
State	9.7	22.6	43.3	24.5	5.4	30.8	57.3	6.5
Female								
School								
District	0.0	8.3	41.7	50.0	0.0	20.8	58.3	20.8
State	7.2	19.1	44.2	29.5	4.6	32.0	58.2	5.1

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School								
District								
State	6.1	12.5	39.7	41.7	3.2	21.3	61.4	14.1
Black								
School								
District								
State	25.5	18.2	41.8	14.5	21.6	35.3	38.8	4.3
Hispanic								
School								
District	2.7	24.3	40.5	32.4	0.0	23.1	64.1	12.8
State	8.7	22.3	44.0	24.9	5.1	33.1	57.5	4.3
Asian/Pacific Islander								
School								
District	7.7	7.7	30.8	53.8	0.0	0.0	53.8	46.2
State	4.8	10.6	45.2	39.4	4.0	17.8	59.5	18.8
Native American								
School								
District								
State								
Multiracial/Ethnic								
School								
District								
State	10.4	11.7	48.1	29.9	3.9	30.3	60.5	5.3

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	0.0	63.6	36.4	0.0	9.1	90.9	0.0
District	0.0	7.7	53.8	38.5	0.0	26.8	68.3	4.9
State	7.7	17.2	44.1	30.9	3.1	48.7	46.2	1.9

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School								
	District	0.0	5.0	60.0	35.0	0.0	20.0	70.0	10.0
	State	8.8	18.5	44.1	28.6	3.5	46.9	47.0	2.5
Female	School								
	District	0.0	10.5	47.4	42.1	0.0	33.3	66.7	0.0
	State	6.4	15.7	44.3	33.6	2.6	50.4	45.6	1.3

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School								
	District								
	State	5.8	13.1	37.5	43.6	2.2	35.5	58.0	4.3
Black	School								
	District								
	State	22.4	19.6	37.4	20.6	11.8	57.3	30.0	0.9
Hispanic	School								
	District	0.0	13.0	60.9	26.1	0.0	41.7	54.2	4.2
	State	7.7	17.8	45.3	29.1	3.1	50.8	44.9	1.1
Asian/Pacific Islander	School								
	District								
	State	4.5	11.5	37.3	46.8	2.0	29.0	56.3	12.7
Native American	School								
	District								
	State	7.1	21.4	42.9	28.6	0.0	57.1	42.9	0.0
Multiracial/Ethnic	School								
	District								
	State	16.7	10.0	46.7	26.7	1.7	58.3	40.0	0.0

2006 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	2006-07 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2006-07 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		69.0	
All	100.0	Yes	100.0	Yes	89.2		Yes	94.4		Yes	96.0	Yes		
White	100.0	Yes	100.0	Yes	92.6		Yes	97.1		Yes				
Black														
Hispanic														
Asian/Pacific Islander	100.0	Yes	100.0	Yes	96.7		Yes	95.0		Yes				
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes										
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	72.3		Yes	85.1		Yes				

The four conditions for making Adequate Yearly Progress (AYP) are:

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 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2005.

** 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. 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.

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.)

Please turn to the next page for Glen Grove School's School Improvement Plan.

Glen Grove

At Glen Grove, in the area of reading, there is a larger opportunity to focus our instruction and align our efforts with the current Reading/Language Arts initiative to impact and improve student achievement in this area. Certainly the overall trend for the percentage of students meeting growth targets has yielded strong results, and we will continue to strive to improve that percentage for the total building by setting our goal for 70% of our students to meet their growth targets. In addition to this achievement goal and in support of this goal, the building is looking to increase student ownership for learning process. Research supports a positive correlation between student ownership in the learning process and student achievement. Lastly, the district has identified a climate goal as a focus of the strategic plan. Glen Grove is looking to support that goal by fostering respect and ownership for actions.

GOAL 1:	To increase the percentage of students meeting their growth targets on NWEA in the area of reading to 70%.
Rationale	Glen Grove has demonstrated strong performance in all content areas. While we have realized great gains in the percentages of students meeting growth targets in reading, we have opportunity to continue to nurture that growth for all students. In addition, there are gaps among subgroups in the percentage of students meeting their growth targets. By focusing on those subgroups, we believe we can increase the total percentage of students meeting their growth targets.
Strategies	<ul style="list-style-type: none"> • To differentiate instructional delivery/materials to meet the individual needs of the learners in the classroom to improve reading comprehension. • Implement a collaborative approach to supporting improved performance in reading among ELL students.
GOAL 2:	To empower all students to develop ownership and responsibility for their own learning with a building focus on the area of reading.
Rationale	Research supports that when students are active partners in the learning process student achievement improves.
Strategies	<ul style="list-style-type: none"> • Students will have the opportunity to self-assess progress as related to learning outcomes to increase ownership • Students will set goals to improve performance in reading
GOAL 3:	To foster an educational community that values diversity demonstrating respect for all and taking responsibility for our own actions.
Rationale	A climate that ensures a healthy, nurturing and empowering learning community values diversity and is grounded in demonstrating respect and responsibility.
Strategies	<ul style="list-style-type: none"> • To research a building-wide student recognition system • To continue to implement the Peace Jam service learning curriculum • To have teams create monthly assemblies presenting literature that values human diversity to promote the pillars of respect/responsibility