

**HENKING ELEM SCHOOL
GLENVIEW CCSD 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	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	74.2	1.2	15.5	7.3	0.0	1.8	16.1	21.8		0.0	9.0	95.6	504
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	20.1	22.7	23.0							
District	20.2	22.8	23.8							
State	20.9	21.5	21.6							

TEACHER INFORMATION (Full-Time Equivalents)

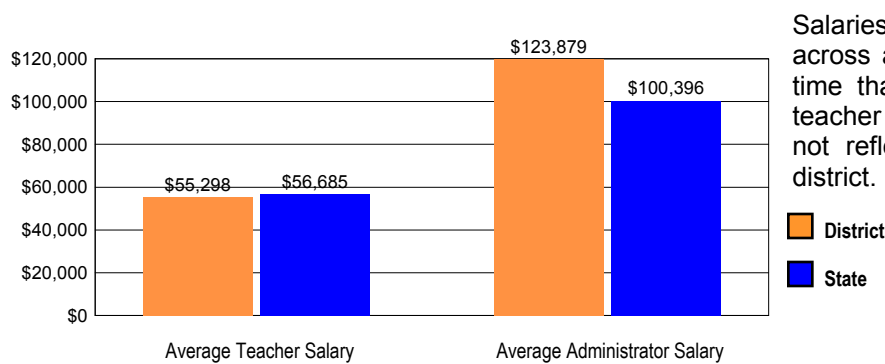
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	95.8	1.0	0.5	2.7	0.0	14.3	85.7	305
State	84.9	9.2	4.6	1.2	0.2	23.1	76.9	127,010

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.

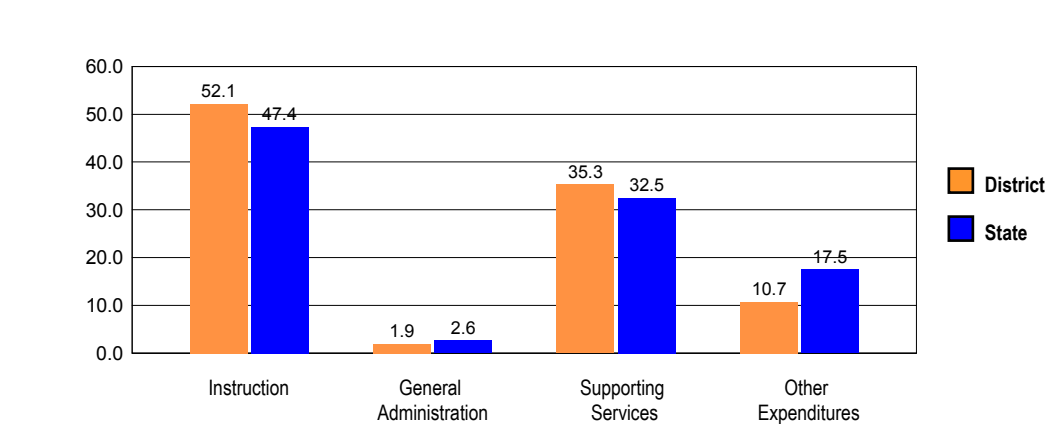
SCHOOL DISTRICT FINANCES

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.

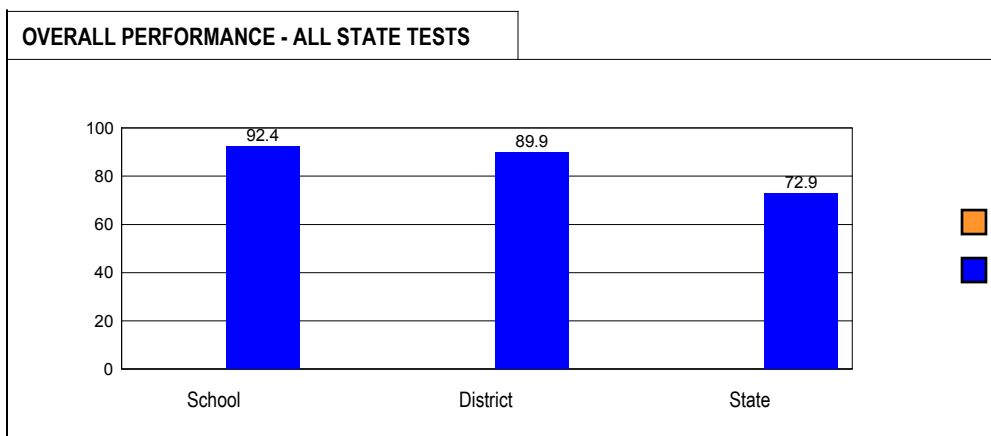
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

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.



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	132	65	67	113	2	4	12	0	1	21	0	14	9
	Reading	0.8	1.5	0.0	0.9			0.0			4.8		0.0	
	Mathematics	0.8	1.5	0.0	0.9			0.0			4.8		0.0	
District	*Enrollment	2,999	1,547	1,452	2,251	86	285	342	4	31	309	0	118	448
	Reading	0.1	0.0	0.1	0.0	0.0	0.4	0.6		0.0	0.0		0.0	0.4
	Mathematics	0.1	0.0	0.1	0.0	0.0	0.4	0.6		0.0	0.0		0.0	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	0.7	0.7	0.7	0.5	1.7	0.8	0.6	1.0	1.0	0.4	1.9	1.2	1.3
	Mathematics	0.7	0.7	0.7	0.5	1.7	0.8	0.6	1.0	1.0	0.4	1.9	1.2	1.3

* Enrollment as reported during the testing windows.

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	9.9	90.1	5.3	94.7

Grade 2 - Gender

Levels	Reading		Mathematics	
	1	2	1	2
Male School	12.5	87.5	4.7	95.3
Female School	7.5	92.5	6.0	94.0

Grade 2 - Racial/Ethnic Background

Levels	Reading		Mathematics	
	1	2	1	2
White School	8.9	91.1	4.5	95.5
Black School				
Hispanic School				
Asian/Pacific Islander School	16.7	83.3	8.3	91.7
Native American School				
Multiracial/Ethnic School				

Grade 2 - Limited-English-Proficient

Levels	Reading		Mathematics	
	1	2	1	2
School	15.0	85.0	10.0	90.0

Grade 2 - Students with Disabilities

Levels	Reading		Mathematics	
	1	2	1	2
IEP School	42.9	57.1	7.1	92.9
Non-IEP School	6.0	94.0	5.1	94.9

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	99.2	Yes	99.2	Yes	90.2		Yes	95.1		Yes	95.6	Yes		
White	99.1	Yes	99.1	Yes	90.6		Yes	95.3		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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 Henking School's School Improvement Plan.

Henking

The process of developing the Henking School Improvement Plan involved the *Data Committee*, *ELL Planning Committee*, and *Building Council*. The Data Committee analyzed data from various sources to try to identify areas on which to focus professional development and school improvement efforts. These included the Illinois Snapshot of Early Literacy (ISEL), Curriculum Based Measurement (AIMSWEB), ACCESS, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The data showed that the percent of second grade students meeting growth targets on the ISEL is consistently between sixty-eight and seventy percent. The remaining snapshots fluctuate between the mid sixties and eighty percent with each group of second graders.

Due to the consistency of the data in the area of comprehension, the Henking Building Council approved setting a goal in this area, with the achievement indicator being to have 75% of students reach their growth target on the *ISEL Comprehension Snapshot*. During an *Institute Day* on October 20, 2006 the Henking Staff developed a list of criteria related to comprehension:

<i>How do children show a high level of comprehension?</i>	<i>What are the prerequisites for students to acquire comprehension skills?</i>	<i>What essential curricular areas or skills help children accomplish high levels of comprehension?</i>
Connect pictures to text	Expressive language skills	Kindergarten: Understand that print carries meaning; set a purpose for reading
Rereading passages	Safe environment	1 st grade: Using context clues; connecting similarities and differences between stories; discuss how, why, and what if . . .
Retelling/summarizing	Experience with literacy	2 nd Grade: Make connections to other texts, self, and world; orally retelling and summarizing
Making connections	Vocabulary development	Special Education/Resource: Read for information; sequencing
Describing story elements	Prior knowledge of topics/content	Fine Arts/LRC: Summarizing key events
Sequencing pictures	Seeing teachers model skills	
Create story endings that make sense	Ability to think aloud	
Self-correcting predictions	Access to books	
Answering open-ended questions		
Questioning for clarity		

In discussing ideas related to comprehension, the idea of summarizing and retelling recurred time and again. This was decided on as an important strategy that could be an umbrella for strategies such as making connections, modifying predictions, questioning while reading, visualizing, and comparing and contrasting characters and stories.

While Henking School's first goal relates to student achievement, as laid out in *District 34's Strategic Plan*, the second goal relates to climate. As part of District 34's annual collection of Organizational Health Data, Henking's area of focus is morale. Morale is a category that is dependent on cohesiveness of the staff. A cohesive staff is one in which goals are clearly defined and there is a sense of belonging to a group. Effective communication and collaboration skills enhance a sense of belonging. This year three of the four Henking ELL teachers are new. This coupled with the fact that there are over one hundred sixty English Language Learners at Henking makes meeting the educational needs of this third of the school population critical to student achievement. Effective communication and collaboration are essential due to multiple service providers contributing to the students' learning. The ELL Planning Committee met and determined that a staff survey instrument could be used as an indicator for school climate in this area. The survey instrument will be administered in the winter of 2006-07 and again in spring of 2007.

As one of the activities in the goal area, an ELL Planning Committee was formed to meet several times each school year to look at systems in place that enable effective communication and collaboration. The committee will also act as a liaison with District 34's Special Services Department to monitor ELL projected enrollment, conduct research, and plan for future changes in educational programming. The committee will ensure a smooth transition in times of change.