

**HOFFMAN 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 | 74.8 | 1.1 | 12.2 | 10.9 | 0.0 | 0.9 | 16.1 | 15.0 | | 0.0 | 3.8 | 96.6 | 441 |
| 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 | | | | 22.8 | 26.0 | 25.7 | | | | |
| 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 |

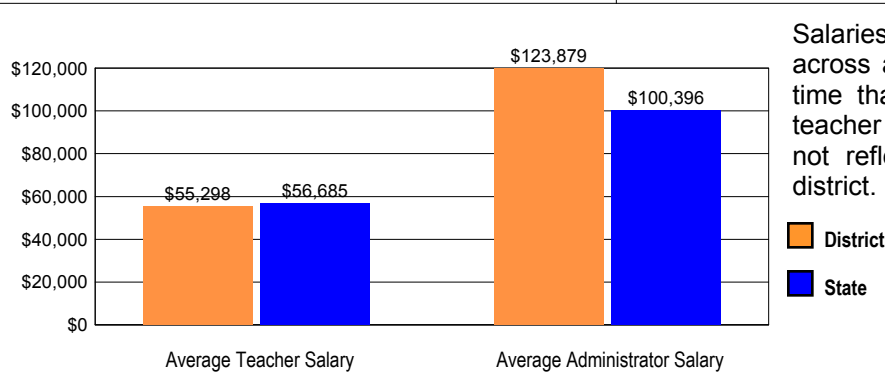
TEACHER INFORMATION (Continued)

| | 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.

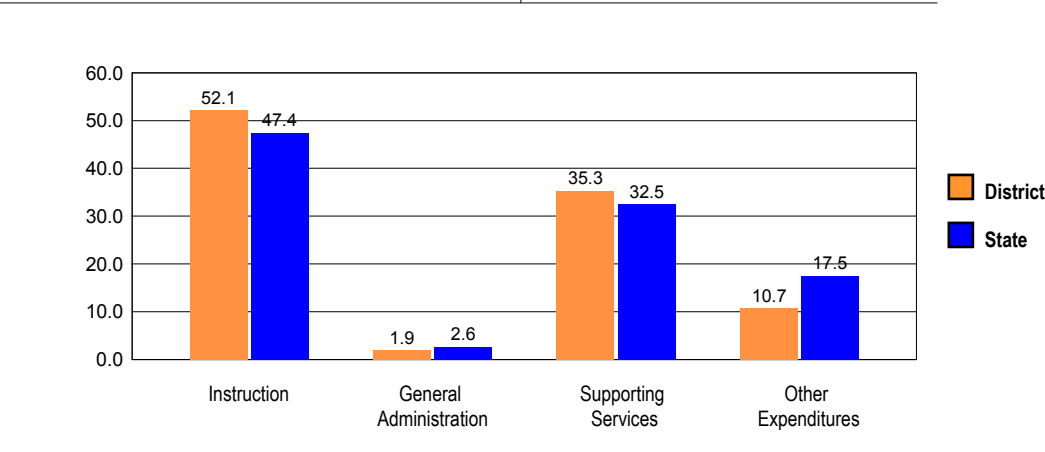
SCHOOL DISTRICT FINANCES

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 |

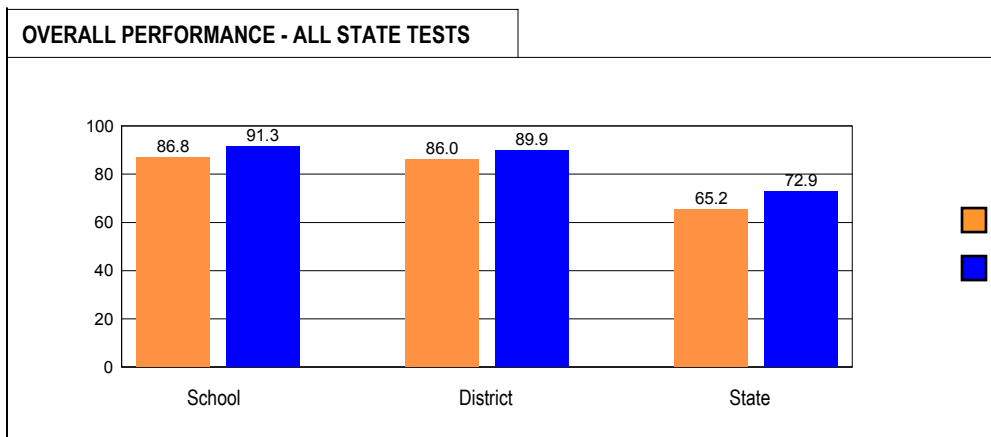
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school 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

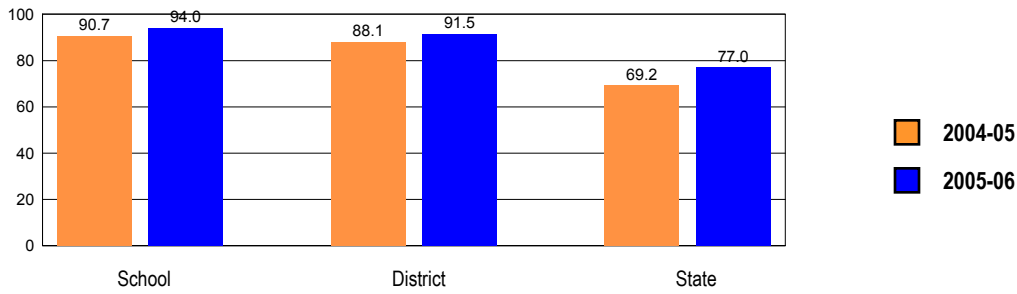
OVERALL STUDENT PERFORMANCE

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.

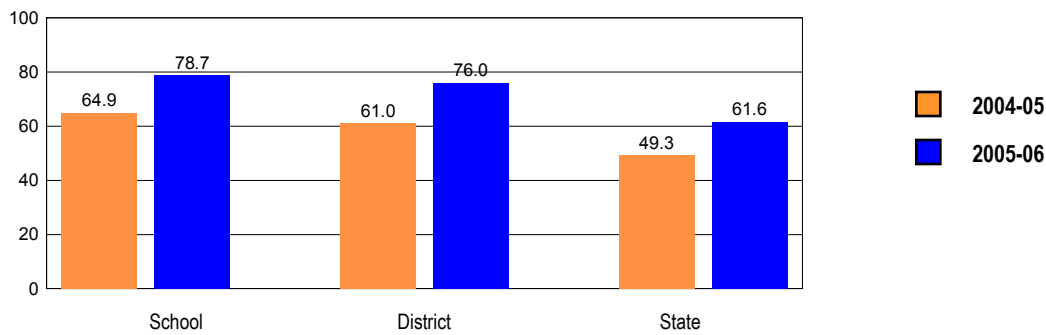
Caution: Data for 2004-05 should not be compared to data for 2005-06 because substantial changes were made to the state test in 2005-06 when testing in reading and mathematics was expanded to include all grades from grade 3 through grade 8. In 2004-05, such testing was limited only to selected grades. 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.



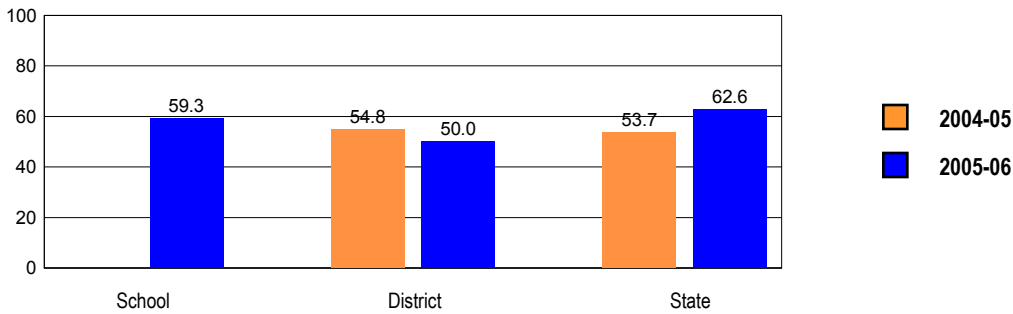
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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



OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE

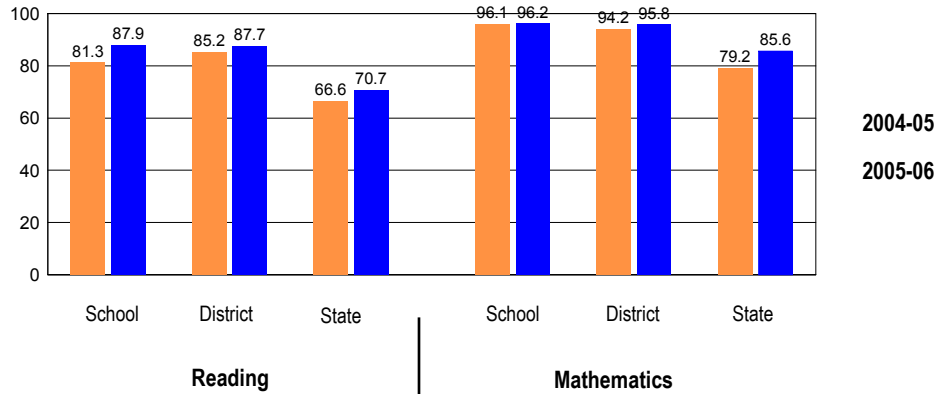


IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

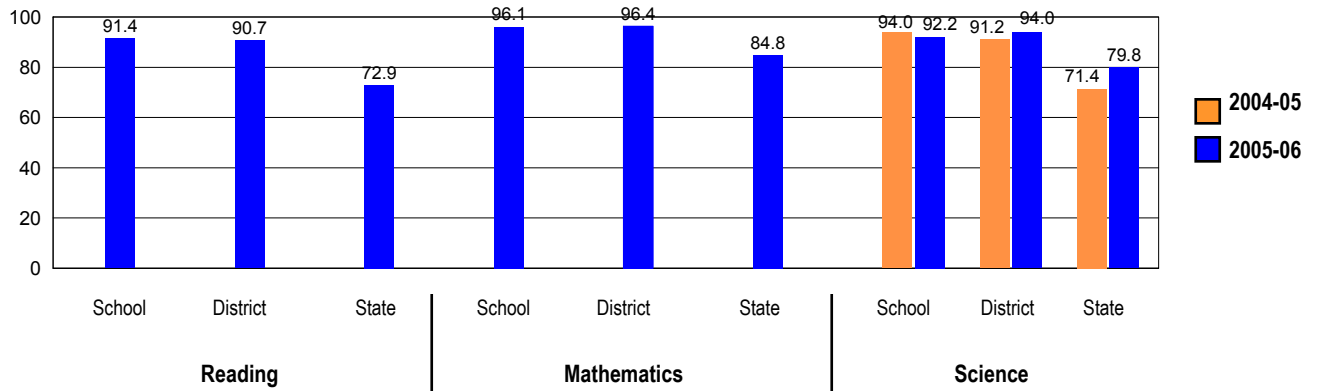
ISAT PERFORMANCE

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.

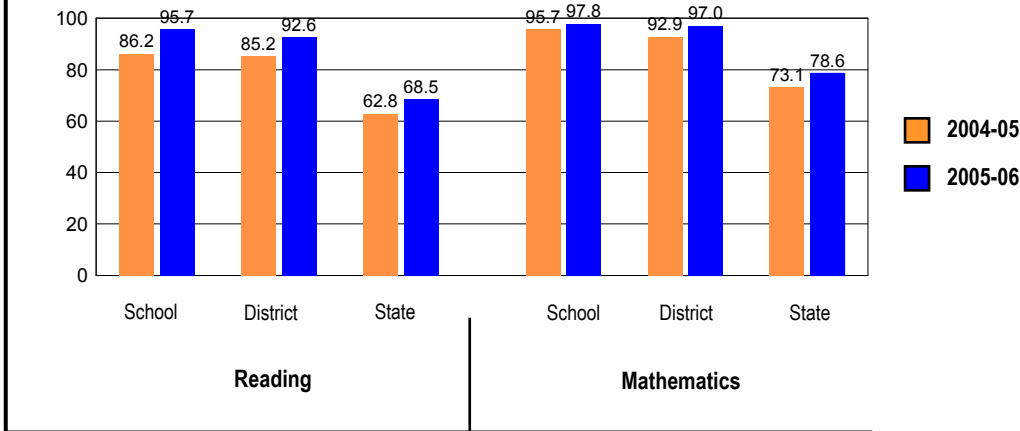
ISAT Grade 3



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 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 | 448 | 237 | 211 | 336 | 6 | 53 | 49 | | 4 | 72 | | 4 | 67 |
| | Reading Mathematics | 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 | 0.0 | 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 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 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 | 2.8 | 9.3 | 52.3 | 35.5 | 1.9 | 1.9 | 29.2 | 67.0 |
| 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 | 1.7 | 12.1 | 53.4 | 32.8 | 3.5 | 0.0 | 28.1 | 68.4 |
| | 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 | 4.1 | 6.1 | 51.0 | 38.8 | 0.0 | 4.1 | 30.6 | 65.3 |
| | 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 | 0.0 | 8.1 | 52.3 | 39.5 | 1.2 | 1.2 | 29.4 | 68.2 |
| | 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 | 0.0 | 69.2 | 30.8 | 0.0 | 0.0 | 15.4 | 84.6 |
| | 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 4**Grade 4 - All**

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|--------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 8.6 | 46.9 | 44.5 | 0.0 | 3.9 | 55.5 | 40.6 | 0.0 | 7.8 | 68.0 | 24.2 |
| | 0.3 | 9.1 | 42.6 | 48.1 | 0.0 | 3.6 | 47.5 | 48.9 | 0.3 | 5.8 | 66.5 | 27.5 |
| | 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 | 13.2 | 48.5 | 38.2 | 0.0 | 5.9 | 54.4 | 39.7 | 0.0 | 11.8 | 61.8 | 26.5 |
| | 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 | 3.3 | 45.0 | 51.7 | 0.0 | 1.7 | 56.7 | 41.7 | 0.0 | 3.3 | 75.0 | 21.7 |
| | 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 | 7.2 | 48.6 | 44.1 | 0.0 | 2.7 | 55.0 | 42.3 | 0.0 | 6.3 | 67.6 | 26.1 |
| | 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 | | | | | | | | | | | | |
| | 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 | 40.0 | 30.0 | 30.0 | 0.0 | 30.0 | 60.0 | 10.0 | 0.0 | 40.0 | 50.0 | 10.0 |
| | 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 | 5.9 | 48.3 | 45.8 | 0.0 | 1.7 | 55.1 | 43.2 | 0.0 | 5.1 | 69.5 | 25.4 |
| | 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 | 4.3 | 47.8 | 47.8 | 0.0 | 2.2 | 59.4 | 38.4 |
| 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 | 4.1 | 47.9 | 47.9 | 0.0 | 1.4 | 60.3 | 38.4 |
| | 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 | 4.6 | 47.7 | 47.7 | 0.0 | 3.1 | 58.5 | 38.5 |
| | 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 | 3.5 | 47.8 | 48.7 | 0.0 | 0.9 | 60.2 | 38.9 |
| | 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 | | | | | | | | |
| | 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 | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 | 61.1 | 38.9 |
| | 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 | 10.0 | 50.0 | 40.0 | 0.0 | 10.0 | 70.0 | 20.0 |
| | 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 | 3.9 | 47.7 | 48.4 | 0.0 | 1.6 | 58.6 | 39.8 |
| | 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 | 11.5 | 19.2 | 38.5 | 30.8 | 0.0 | 21.4 | 53.6 | 25.0 |
| 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 | 20.0 | 13.3 | 46.7 | 20.0 | 0.0 | 33.3 | 33.3 | 33.3 |
| 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 | 27.3 | 27.3 | 45.5 | 0.0 | 7.7 | 76.9 | 15.4 |
| 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 | 0.0 | 16.7 | 50.0 | 33.3 | 0.0 | 0.0 | 58.3 | 41.7 |
| 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 | 23.1 | 23.1 | 30.8 | 23.1 | 0.0 | 40.0 | 53.3 | 6.7 |
| 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 | 21.4 | 21.4 | 28.6 | 28.6 | 0.0 | 40.0 | 46.7 | 13.3 |
| 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 | 0.0 | 16.7 | 50.0 | 33.3 | 0.0 | 0.0 | 61.5 | 38.5 |
| 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 | 0.0 | 18.2 | 45.5 | 36.4 | 0.0 | 16.7 | 70.8 | 12.5 |
| 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 | 0.0 | 27.3 | 45.5 | 27.3 | 0.0 | 15.4 | 69.2 | 15.4 |
| 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 | 0.0 | 9.1 | 45.5 | 45.5 | 0.0 | 18.2 | 72.7 | 9.1 |
| 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 | 0.0 | 23.1 | 53.8 | 23.1 | 0.0 | 20.0 | 73.3 | 6.7 |
| 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 4 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | |
|--------------------------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Free/Reduced Price Lunch | | | | | | | | |
| School | 0.0 | 21.4 | 50.0 | 28.6 | 0.0 | 26.7 | 66.7 | 6.7 |
| District | 2.9 | 25.7 | 42.9 | 28.6 | 0.0 | 27.8 | 61.1 | 11.1 |
| State | 9.3 | 22.4 | 43.5 | 24.9 | 5.6 | 32.8 | 56.8 | 4.8 |
| Not Eligible | | | | | | | | |
| School | | | | | | | | |
| District | 4.3 | 4.3 | 34.8 | 56.5 | 0.0 | 0.0 | 66.7 | 33.3 |
| State | 4.5 | 13.7 | 45.1 | 36.8 | 2.2 | 24.3 | 62.5 | 11.0 |

Grade 5**Grade 5 - All**

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 0.0 | 40.0 | 60.0 | 0.0 | 33.3 | 58.3 | 8.3 |
| 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 | 91.0 | | Yes | 94.4 | | Yes | 96.6 | Yes | | |
| White | 100.0 | Yes | 100.0 | Yes | 93.7 | | Yes | 97.8 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | 100.0 | Yes | 100.0 | Yes | | | | | | | | | | |
| Asian/Pacific Islander | 100.0 | Yes | 100.0 | Yes | 95.6 | | Yes | 97.8 | | Yes | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | 100.0 | Yes | 100.0 | Yes | 86.5 | | Yes | 85.7 | | Yes | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Economically Disadvantaged | 100.0 | Yes | 100.0 | Yes | 73.2 | | Yes | 74.1 | | 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 Hoffman School's School Improvement Plan

Hoffman

Our school improvement plan focuses on the needs of our children, encompasses our building goals, is consistent with the District 34 strategic plan, and is aligned with the Illinois Learning Standards. We have identified student achievement needs through standardized test scores, parent surveys, criterion reference assessments, and teacher observations.

The single most significant purpose for school improvement planning is to improve student achievement. While we recognize that there are many factors which affect student learning, we believe that our knowledge of learning processes is the foundation upon which all other factors should be considered. To create effective personalized learning environments for our students, we must continue to grow in our ability to *differentiate instruction*. The 1997-98 school year found us focusing on the learning processes as a means to achieve successful differentiated instruction. In 1998-99 we applied teaming, flexible grouping and multiple forms of direct instruction to address children's personal needs and abilities. In 1999-2000 we implemented problem-based learning which incorporated each salient feature as a tool to enhance student achievement. In 2000-2001 we focused on reading achievement, character education, special education delivery systems, and fine arts. Due to the progress of our plan and the necessity to follow through with prior initiatives, the goals of our 2001-2002 School Improvement Plan included reading achievement, character education, special education, and fine arts. Our focus for the 2002-2003 school year was effective transition activities, exploration of the Koalaty Kids process, and the overall reading achievement of Hoffman School students. In 2003-2004 our goal areas included monitoring our reading assessment data in an effort to increase overall reading achievement and to continue to develop processes and initiatives contributing to a smooth transition to a grade 3-5 configuration. Our school improvement plan for the 2004-2005 was guided by goals in vocabulary development, ESL delivery systems, and building enthusiasm in the sciences. In 2005-2006 our goal areas included implementing the balanced literacy components of independent and shared reading, increasing our understanding of the Principal-led problem solving process, targeting the dimension of adaptation for improvement on the Organizational Health survey, and exploring instructional delivery options for meeting the needs of our ELL students in math. Our focus areas for 2006-2007 will be guided by goals in the following areas.

- To increase the number of students meeting and exceeding their growth goals in reading (reading achievement).
- To systematically plan for proactive interventions to help students be successful (Principal-led Problem Solving).
- To do our best work, we will ensure a healthy, nurturing, and empowering learning community (school climate).

Detailed Plan

The focus areas of our school improvement plan for school year 2006-2007 will be balanced literacy (guided reading), Principal-Led Problem Solving, and Organizational Health (adaptation). Emphasis will be placed on staff implementation of effective guided reading practices, developing deeper understanding of the Principal-Led Problem Solving process, and seeking growth in the component of adaptation. Staff will set one or more individual goals in these areas for 2006-2007. The Principal will work closely with staff to provide support in the accomplishment of these goals. Knowledge gained during school year 2006-2007 will broaden our resource base and provide the support needed to implement the following components of our plan.

Meeting/exceeding growth goals in reading

- Refine implementation of effective independent/shared reading practices.
- Develop staff understanding of guided reading.
- Implement effective guided reading practices.

Principal-Led Problem Solving

- Team comprised of 10 staff members and the Principal will participate in workshops throughout the year to further our understanding of the process.
- To systematically plan for proactive interventions to help students be successful.

Healthy, Nurturing, Empowering Learning Community

- Review Organizational Health data and develop plan.
- Increased participation at District level meetings.
- Opportunities for informal staff gatherings/events.