

Attea Middle School
Glenview CCSD 34
Glenview, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 6 7 8

State and federal laws require public school districts to release report cards to the public each year.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

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	2.1	10.2	11.2	0.0	1.8	14.2	7.7		1.1	8.4	96.1	717
District	71.8	1.6	11.4	12.2	0.0	3.0	14.6	13.9		0.3	6.4	96.0	4,328
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

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	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	16.1		11.5	206.1
State	18.3		13.5	211.6

* 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							27.5	25.0	23.5	
District							28.3	26.0	25.3	
State							22.2	21.6	21.5	

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

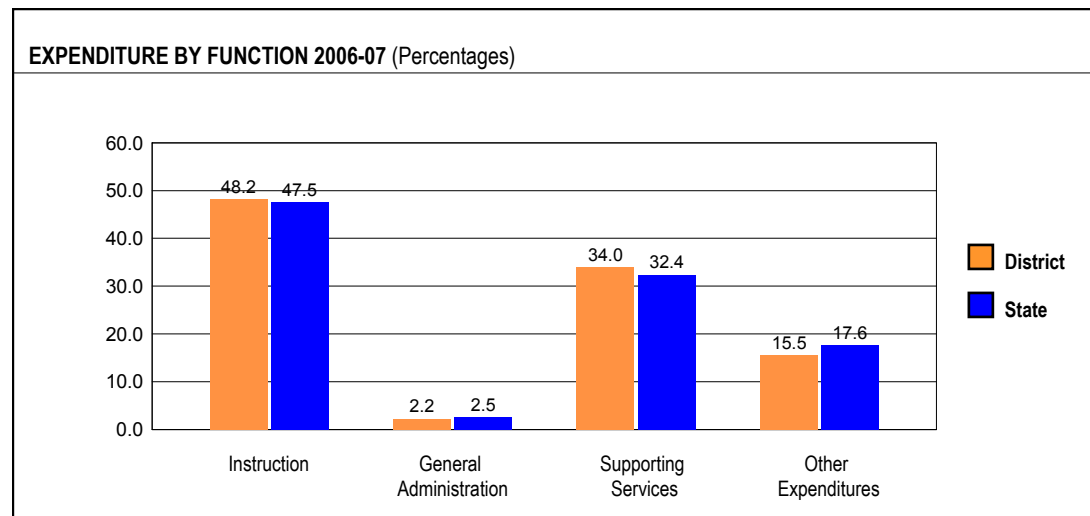
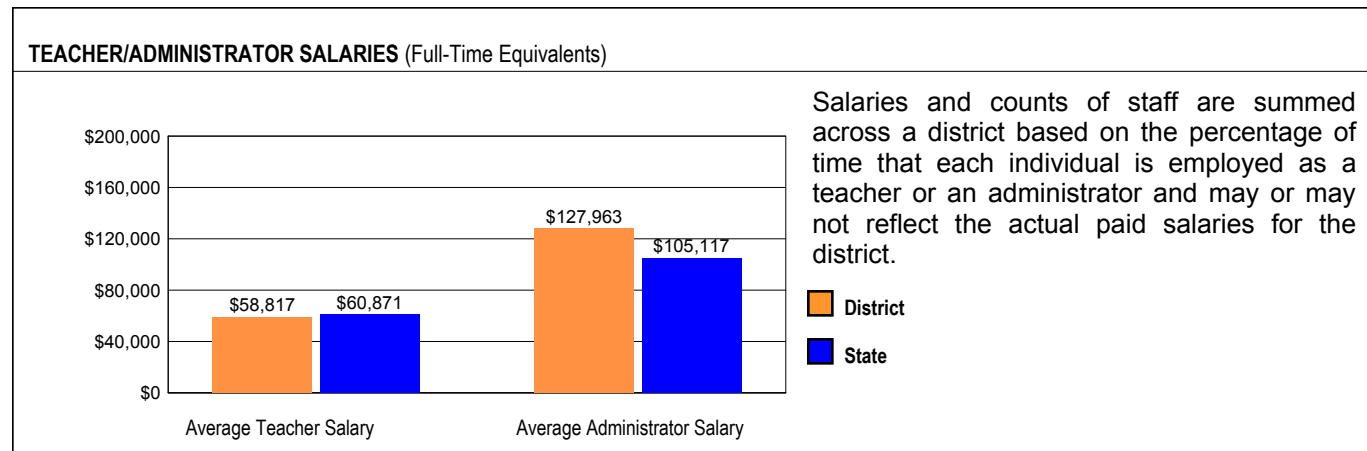
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School		69	64		69	64		69	107		69	64
District		69	64		69	64		69	86		69	64
State		54	51		43	44		104	93		43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	94.6	0.7	2.5	2.3	0.0	14.6	85.4	305
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	10.7	26.9	73.1	0.0	0.0
State	12.4	46.7	53.2	0.7	0.7

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2006-07			
	District	District %	State %
Local Property Taxes	\$44,371,280	81.5	57.6
Other Local Funding	\$3,750,270	6.9	7.3
General State Aid	\$1,372,219	2.5	18.1
Other State Funding	\$3,746,302	6.9	9.7
Federal Funding	\$1,212,369	2.2	7.3
TOTAL	\$54,452,440		

EXPENDITURE BY FUND 2006-07			
	District	District %	State %
Education	\$38,411,274	74.6	72.6
Operations & Maintenance	\$3,683,160	7.2	8.5
Transportation	\$2,391,530	4.6	3.9
Bond and Interest	\$3,572,780	6.9	6.7
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$1,262,817	2.5	1.8
Fire Prevention & Safety	\$1,684,657	3.3	0.9
Site & Construction/ Capital Improvement	\$475,389	0.9	5.6
TOTAL	\$51,481,607		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$446,160	2.33	\$6,561	\$11,476
State	**	**	\$5,808	\$9,907

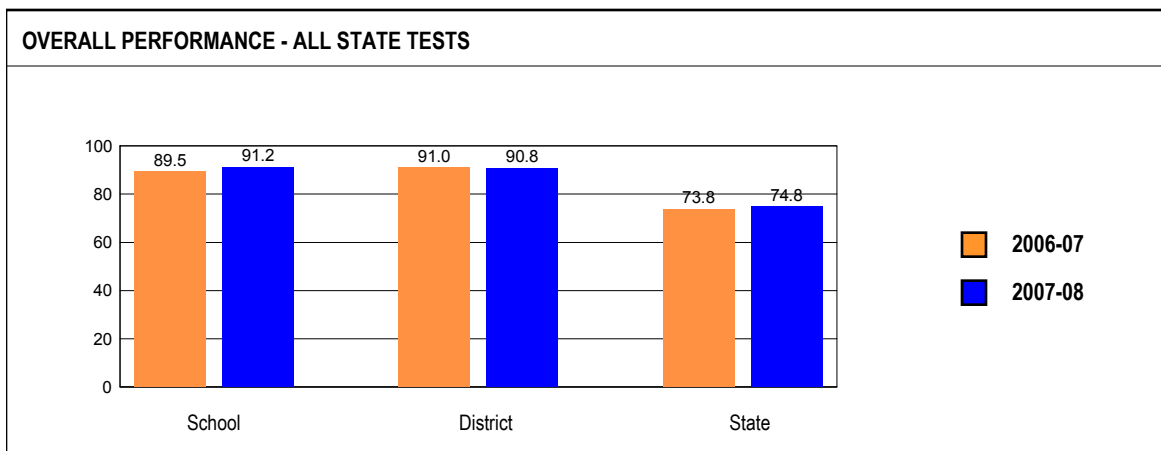
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school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

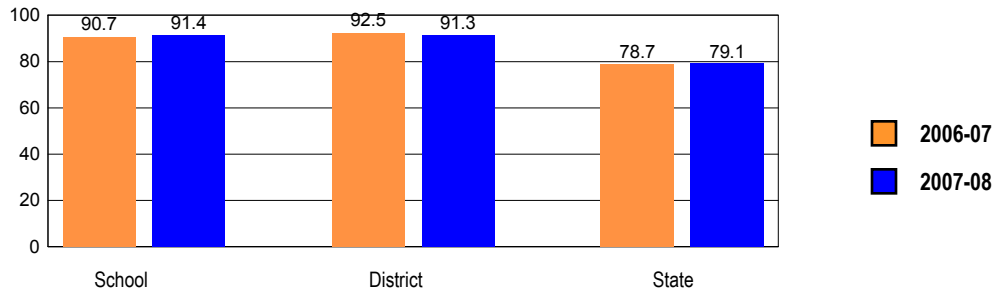
OVERALL STUDENT PERFORMANCE

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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.



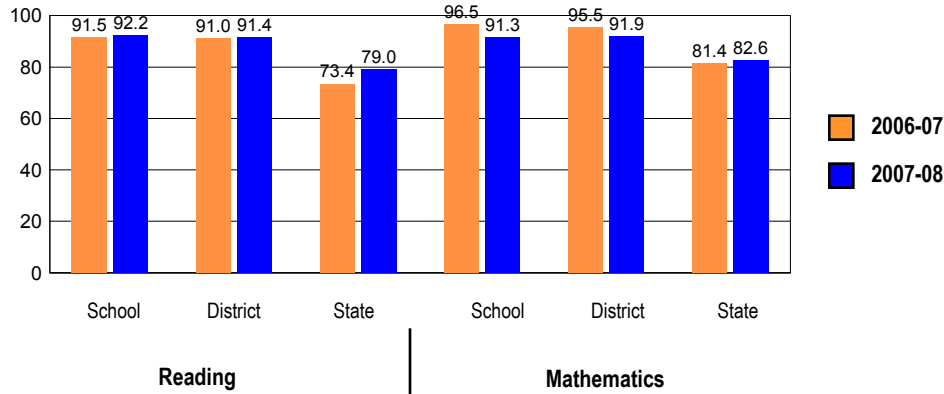
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



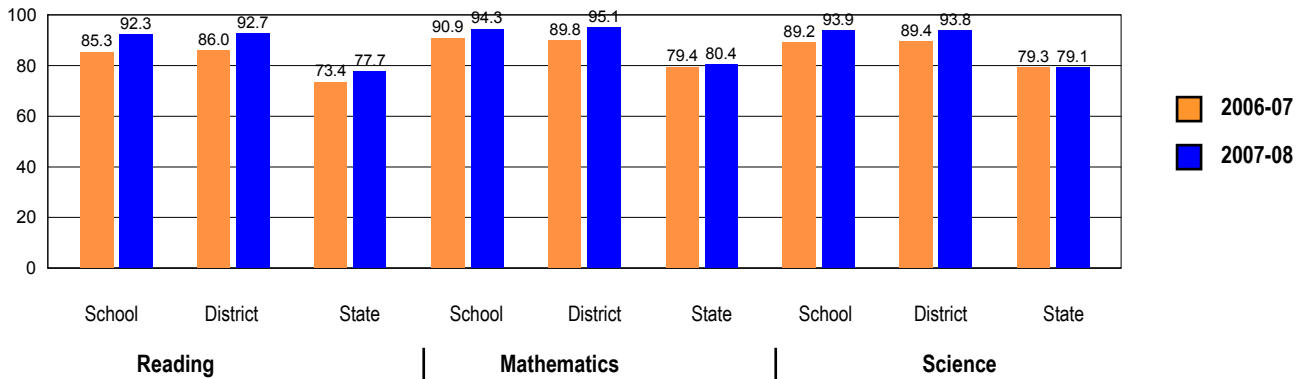
ISAT PERFORMANCE

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.

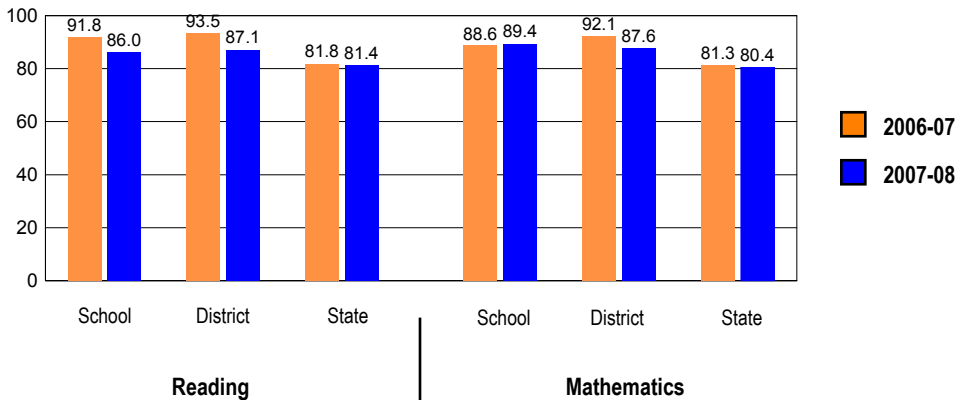
ISAT Grade 6



ISAT Grade 7



ISAT Grade 8



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 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.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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 FOR READING AND MATHEMATICS														
		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	711	356	355	528	12	76	83		12	60		101	103
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00	0.0		0.0	0.0
District	*Enrollment	2,768	1,417	1,351	2,020	43	288	361	2	54	309		372	411
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		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	251	113	138	190	4	22	30		5	20		31	25
	Science	0.0	0.0	0.0	0.0		0.0	0.0			0.0		0.0	0.0
District	*Enrollment	945	467	478	694	17	94	116	2	22	109		122	121
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

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 6

Grade 6 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.5	7.3	47.9	44.3	0.0	8.7	55.3	36.1
District	0.2	8.4	46.6	44.8	0.0	8.1	50.7	41.2
State	0.3	20.7	53.4	25.7	0.6	16.7	62.0	20.7

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.9	8.3	53.7	37.0	0.0	9.3	57.4	33.3
	District	0.4	9.1	49.1	41.3	0.0	8.6	48.7	42.7
	State	0.4	23.9	53.0	22.7	0.8	18.4	59.9	20.9
Female	School	0.0	6.3	42.3	51.4	0.0	8.1	53.2	38.7
	District	0.0	7.7	43.9	48.4	0.0	7.7	52.7	39.6
	State	0.2	17.3	53.7	28.8	0.4	15.1	64.1	20.4

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	3.1	49.4	47.5	0.0	5.0	57.5	37.5
	District	0.0	5.3	45.9	48.8	0.0	5.3	49.8	44.9
	State	0.1	11.8	53.1	35.0	0.2	8.9	63.4	27.5
Black	School								
	District								
	State	0.7	35.9	53.4	10.0	1.6	34.8	56.9	6.7
Hispanic	School	3.4	37.9	48.3	10.3	0.0	31.0	58.6	10.3
	District	1.9	33.3	51.9	13.0	0.0	25.9	66.7	7.4
	State	0.4	31.7	55.4	12.5	0.7	22.2	65.6	11.5
Asian/Pacific Islander	School	0.0	0.0	25.0	75.0	0.0	0.0	35.0	65.0
	District	0.0	1.7	41.7	56.7	0.0	1.6	43.5	54.8
	State	0.1	8.2	46.1	45.7	0.1	5.1	47.3	47.5
Native American	School								
	District								
	State	0.4	19.4	50.6	29.5	1.3	16.8	64.7	17.2
Multiracial/Ethnic	School								
	District								
	State	0.2	17.1	55.0	27.7	0.5	14.6	64.1	20.8

Grade 6 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	5.9	58.8	35.3	0.0	0.0	52.9	47.1	0.0
District	2.3	36.4	56.8	4.5	0.0	34.0	61.7	4.3
State	1.0	62.0	34.6	2.3	1.6	40.5	54.2	3.7

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	4.0	36.0	44.0	16.0	0.0	60.0	28.0	12.0
	District	2.0	44.0	42.0	12.0	0.0	50.0	42.0	8.0
	State	1.6	55.4	37.0	5.9	3.1	44.9	47.3	4.8
Non-IEP	School	0.0	3.6	48.5	47.9	0.0	2.1	58.8	39.2
	District	0.0	4.0	47.1	48.9	0.0	3.0	51.7	45.3
	State	0.1	15.3	55.9	28.7	0.2	12.5	64.2	23.1

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	26.3	57.9	15.8	0.0	26.3	65.8	7.9
	District	0.0	29.7	56.8	13.5	0.0	28.0	62.7	9.3
	State	0.5	33.1	54.7	11.7	1.1	27.3	62.3	9.3
Not Eligible	School	0.6	3.3	45.9	50.3	0.0	5.0	53.0	42.0
	District	0.3	4.2	44.6	50.9	0.0	4.2	48.3	47.5
	State	0.1	10.9	52.3	36.7	0.2	8.4	61.7	29.7

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	7.7	56.7	35.6	0.0	5.7	45.3	49.0	2.0	4.1	53.3	40.7
District	0.0	7.3	57.2	35.5	0.0	4.9	42.7	52.4	1.9	4.3	54.1	39.7
State	0.5	21.8	59.1	18.6	1.8	17.8	54.5	25.9	6.4	14.5	55.8	23.4

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	7.2	59.5	33.3	0.0	6.3	41.4	52.3	1.8	2.7	48.2	47.3
	District	0.0	8.5	59.4	32.1	0.0	5.3	38.9	55.8	1.3	3.6	49.8	45.3
	State	0.8	25.5	57.8	16.0	2.2	18.7	52.1	26.9	7.0	13.6	53.3	26.1
Female	School	0.0	8.1	54.4	37.5	0.0	5.1	48.5	46.3	2.2	5.1	57.4	35.3
	District	0.0	6.2	55.2	38.6	0.0	4.5	46.3	49.2	2.5	4.9	58.0	34.6
	State	0.3	17.9	60.4	21.4	1.3	16.8	56.9	24.9	5.8	15.3	58.4	20.5

Grade 7 - Racial/Ethnic Background

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	4.3	55.6	40.1	0.0	2.7	46.0	51.3	1.6	2.1	52.4	43.9
	District	0.0	3.7	58.2	38.1	0.0	2.6	42.5	54.9	1.7	2.0	53.6	42.7
	State	0.3	14.2	60.3	25.2	0.8	10.3	53.9	34.9	2.8	7.5	55.5	34.2
Black	School												
	District												
	State	1.0	35.3	56.3	7.4	4.4	35.9	52.0	7.7	13.9	27.3	53.7	5.1
Hispanic	School	0.0	36.4	59.1	4.5	0.0	36.4	54.5	9.1	9.5	14.3	66.7	9.5
	District	0.0	32.4	56.8	10.8	0.0	27.0	56.8	16.2	8.3	16.7	63.9	11.1
	State	0.8	31.6	59.7	7.9	2.0	22.7	61.1	14.3	9.8	22.6	59.1	8.4
Asian/Pacific Islander	School	0.0	6.9	62.1	31.0	0.0	0.0	37.9	62.1	0.0	3.4	55.2	41.4
	District	0.0	8.9	53.6	37.5	0.0	0.0	37.3	62.7	0.0	3.4	55.9	40.7
	State	0.2	8.3	54.1	37.4	0.6	5.3	39.2	54.9	2.1	6.0	50.7	41.2
Native American	School												
	District												
	State	0.0	20.4	63.7	15.9	0.8	17.3	60.2	21.7	4.4	9.7	64.5	21.4
Multiracial/Ethnic	School												
	District	0.0	0.0	46.2	53.8	0.0	0.0	23.1	76.9	0.0	0.0	30.8	69.2
	State	0.4	19.9	59.3	20.4	1.4	16.8	57.4	24.4	5.6	12.8	59.6	22.1

Grade 7 - Limited-English-Proficient

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School	School	0.0	47.4	52.6	0.0	0.0	42.1	57.9	0.0	11.1	22.2	66.7	0.0
	District	0.0	46.9	53.1	0.0	0.0	30.6	63.9	5.6	8.6	22.9	68.6	0.0
	State	2.4	62.7	34.0	0.9	4.9	40.8	49.1	5.2	23.4	37.8	37.0	1.8

Grade 7 - Students with Disabilities

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	17.9	57.1	25.0	0.0	17.9	53.6	28.6	3.6	17.9	50.0	28.6
	District	0.0	26.5	49.0	24.5	0.0	26.5	51.0	22.4	10.2	18.4	42.9	28.6
	State	2.8	59.2	34.9	3.2	8.8	46.0	39.8	5.4	22.3	28.4	42.8	6.5
Non-IEP	School	0.0	6.4	56.6	37.0	0.0	4.1	44.3	51.6	1.8	2.3	53.7	42.2
	District	0.0	5.0	58.2	36.8	0.0	2.4	41.8	55.8	1.0	2.6	55.4	41.1
	State	0.2	16.1	62.8	21.0	0.7	13.5	56.7	29.0	4.0	12.3	57.7	25.9

Grade 7 - 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	29.2	66.7	4.2	0.0	29.2	58.3	12.5	13.0	8.7	65.2	13.0
	District	0.0	28.8	63.5	7.7	0.0	20.4	61.1	18.5	7.5	13.2	67.9	11.3
	State	0.9	33.8	57.5	7.7	3.1	28.5	57.0	11.4	11.3	23.7	56.7	8.2
Not Eligible	School	0.0	5.4	55.6	39.0	0.0	3.1	43.9	52.9	0.9	3.6	52.0	43.5
	District	0.0	4.6	56.4	39.0	0.0	2.9	40.3	56.8	1.2	3.1	52.3	43.4
	State	0.2	12.8	60.3	26.7	0.8	9.8	52.6	36.8	2.7	7.6	55.1	34.6

Grade 8**Grade 8 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.4	13.6	68.6	17.4	3.0	7.6	40.7	48.7
District		0.4	12.5	70.2	16.8	2.0	10.5	41.0	46.5
State		0.4	18.2	73.0	8.4	1.6	18.0	53.1	27.2

Grade 8 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	19.1	63.4	17.6	3.1	9.9	38.2	48.9
	District	0.4	17.2	65.1	17.2	2.1	11.7	38.9	47.3
	State	0.5	22.0	69.8	7.7	1.9	18.9	51.2	28.0
Female	School	1.0	6.7	75.2	17.1	2.9	4.8	43.8	48.6
	District	0.5	7.3	75.8	16.4	1.8	9.1	43.4	45.7
	State	0.2	14.3	76.4	9.1	1.4	17.0	55.2	26.5

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	7.5	72.4	20.1	1.1	4.0	39.7	55.2
	District	0.0	7.2	73.1	19.8	0.6	7.5	38.9	53.0
	State	0.2	11.6	76.4	11.8	0.8	10.3	52.3	36.6
Black	School								
	District								
	State	0.8	30.5	66.7	2.0	3.8	35.3	51.9	9.1
Hispanic	School	4.0	48.0	48.0	0.0	8.0	28.0	64.0	0.0
	District	4.2	47.9	47.9	0.0	4.2	37.5	54.2	4.2
	State	0.4	26.1	70.3	3.2	1.9	23.6	59.9	14.6
Asian/Pacific Islander	School	0.0	15.6	65.6	18.8	6.3	3.1	31.3	59.4
	District	0.0	9.7	74.2	16.1	4.8	3.2	39.7	52.4
	State	0.1	7.5	72.4	20.1	0.5	5.6	37.2	56.6
Native American	School								
	District								
	State	0.8	17.4	74.3	7.5	1.2	16.5	61.2	21.1
Multiracial/Ethnic	School								
	District								
	State	0.3	15.0	75.0	9.7	1.6	17.1	55.0	26.3

Grade 8 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		4.3	52.2	43.5	0.0	8.7	21.7	60.9	8.7
District		6.1	60.6	33.3	0.0	5.9	41.2	44.1	8.8
State		1.5	58.1	40.0	0.3	4.9	42.4	47.0	5.8

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	52.5	45.0	2.5	15.0	27.5	45.0	12.5
	District	0.0	50.7	47.8	1.4	11.6	39.1	42.0	7.2
	State	2.0	55.7	41.4	0.9	7.6	49.2	38.7	4.5
Non-IEP	School	0.5	5.6	73.5	20.4	0.5	3.6	39.8	56.1
	District	0.5	5.7	74.2	19.6	0.3	5.4	40.9	53.5
	State	0.1	12.4	77.9	9.5	0.7	13.2	55.4	30.7

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	2.5	37.5	57.5	2.5	7.5	27.5	55.0	10.0
District	2.5	37.5	57.5	2.5	5.0	33.8	51.3	10.0
State	0.7	28.9	67.8	2.6	2.8	29.0	56.1	12.2
Not Eligible								
School	0.0	8.7	70.9	20.4	2.0	3.6	37.8	56.6
District	0.0	7.2	72.9	19.9	1.3	5.6	38.9	54.2
State	0.2	10.5	76.8	12.6	0.8	10.0	51.0	38.1

2008 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	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	90.6		Yes	92.1		Yes	96.1	Yes		
White	100.0	Yes	100.0	Yes	94.7		Yes	95.7		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	58.0		Yes	66.7		Yes				
Asian/Pacific Islander	100.0	Yes	100.0	Yes	94.4		Yes	97.2		Yes				
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes	59.7		Yes	70.1		Yes				
Students with Disabilities	100.0	Yes	100.0	Yes	63.8		Yes	63.8		Yes				
Economically Disadvantaged	100.0	Yes	100.0	Yes	67.1		Yes	69.4		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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.)

The vision of Glenview School District 34 and Attea Middle School is to enable children to be:

- Self-directed learners committed to continuous growth
- Citizens of character who value diversity
- Confident, healthy individuals who are contributing members of a democratic society

In order to maintain focus on this vision it is paramount that all students learn, grow and develop physically, mentally, socially and emotionally. With this end in mind, Attea Middle School has embarked on a School Improvement Plan, which will focus on three goals, each goal aligning with the District 34 Strategic Plan and set up to run concurrently with the District 34 three year strategic plan.

Student Achievement Goal: Analyze data on student performance and grow in knowledge of applying data to better inform instructional practice within the classroom in order to increase the number of students meeting or exceeding state standards at their grade levels in the areas of Reading, Language Usage and Mathematics. In order to accomplish this goal we will need to focus specific intervention and instructional strategies on the students who currently are not meeting or exceeding the standards. We have instituted an X block intervention and enrichment period on a daily basis to help reach students at their level of instruction and provide both remediation and enrichment in core content areas. Our NWEA test data indicates tremendous success in our challenging sub group areas.

Climate Goal: Continue to increase implementation of the Response to Intervention (RTI) Problem Solving model for building, team and individual student issues and monitor the impact of program implementation on student response to interventions and increased student achievement.

Conclusion:

The activities that students and staff will engage in during the course of the 2008-2009 will focus on reaching the goals stated in the improvement plan. Everything that we do will be based on the following guiding principals: all students can learn when they have appropriately defined learning goals and timely descriptive feedback by which to measure their progress, learning is a shared responsibility among families, students and staff, decisions regarding curriculum and instruction are based upon sound research and data, instruction will accommodate a variety of learning styles through differentiation, strategic direction, goals and policies are set, communicated, and monitored by building leadership which enables us to set, communicate and monitor implementation procedures, and development and approval of the ongoing SIP will be completed in the Spring of 2009 for application in the Fall of 2009.