

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.

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	66.3	2.0	9.2	20.1	0.0	2.5	15.8	14.1		0.0	3.7	95.9	448
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				24.7	27.6	24.8				
District				23.6	25.8	24.9				
State				21.7	22.3	22.7				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			30			160			30		
District	60			30			160			30		
State	58			30			145			30		

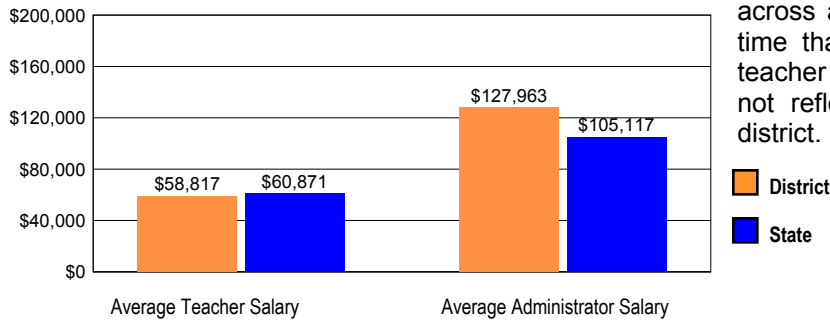
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	94.6	0.7	2.5	2.3	0.0	14.6	85.4	305
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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.

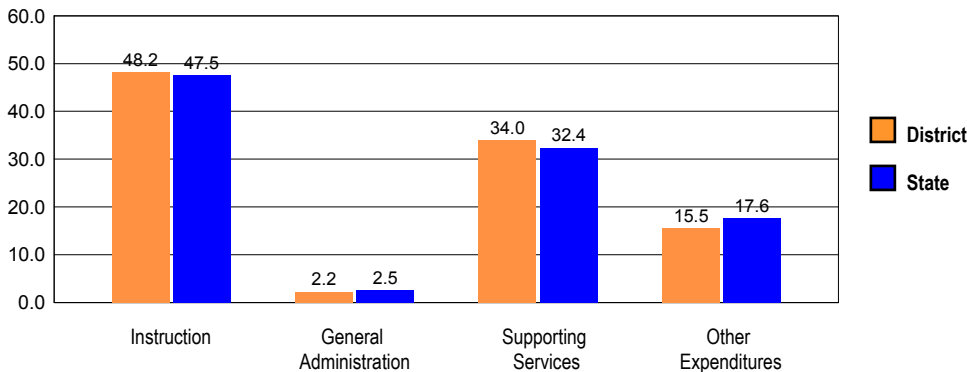
SCHOOL DISTRICT FINANCES

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 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$44,371,280	81.5	57.6	Education	\$38,411,274	74.6	72.6
Other Local Funding	\$3,750,270	6.9	7.3	Operations & Maintenance	\$3,683,160	7.2	8.5
General State Aid	\$1,372,219	2.5	18.1	Transportation	\$2,391,530	4.6	3.9
Other State Funding	\$3,746,302	6.9	9.7	Bond and Interest	\$3,572,780	6.9	6.7
Federal Funding	\$1,212,369	2.2	7.3	Rent	\$0	0.0	0.0
TOTAL	\$54,452,440			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.

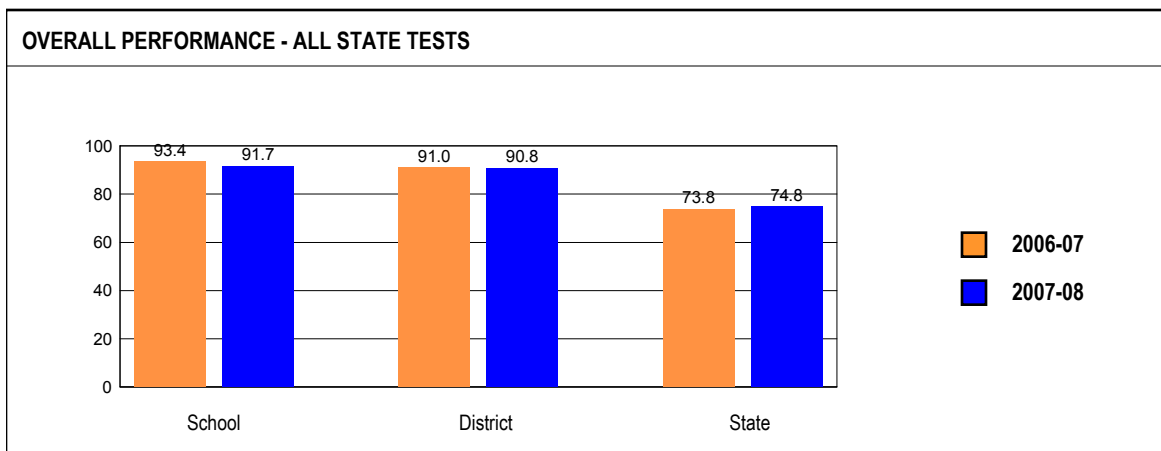
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

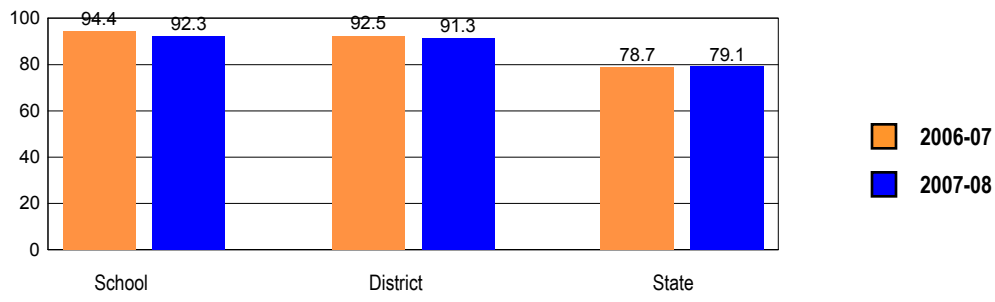
OVERALL STUDENT PERFORMANCE

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.

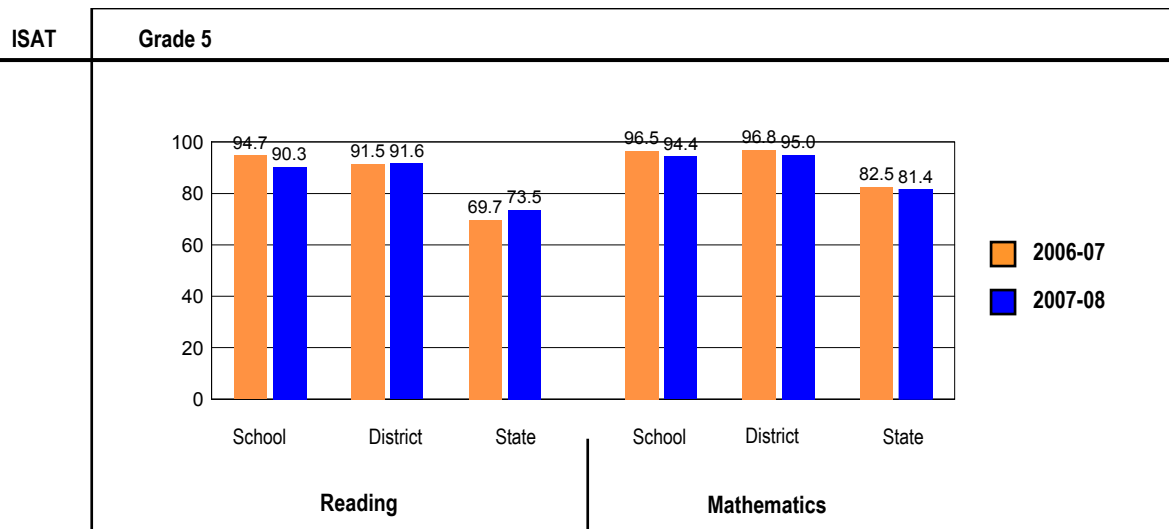
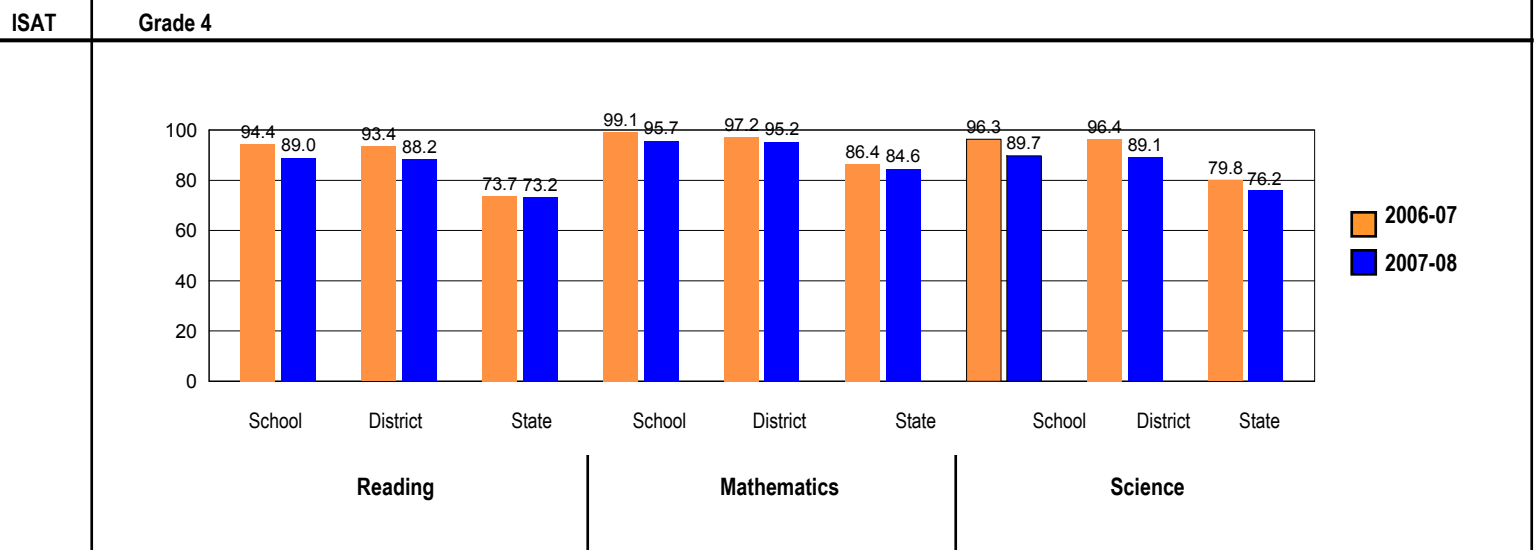
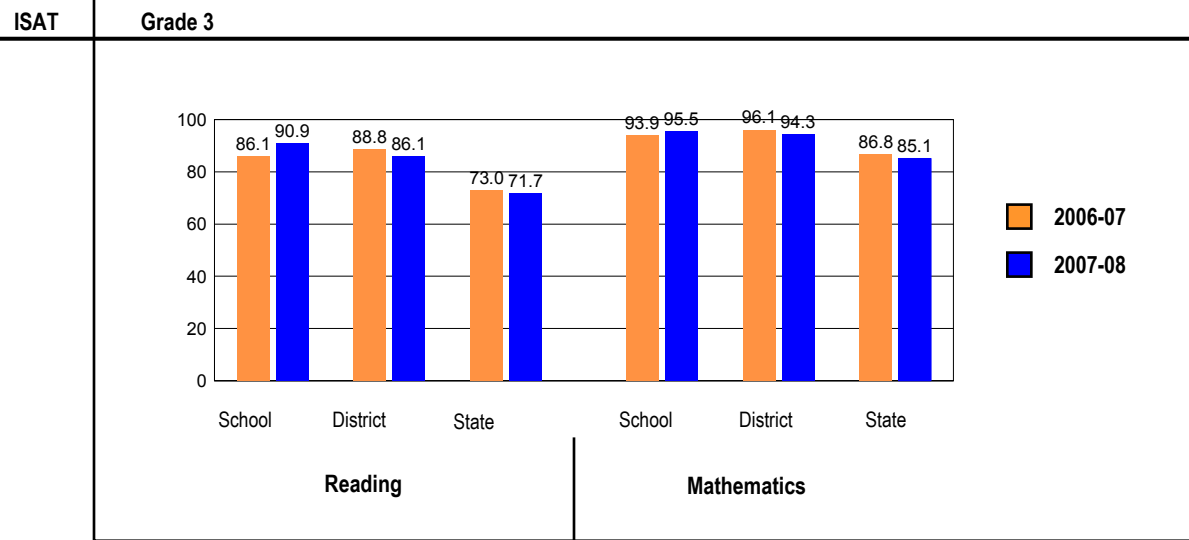


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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.



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	442	230	212	294	9	37	93		9	65		57	66
	Reading	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
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	140	80	60	90	4	13	29		4	23		21	20
	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 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	2.3	6.9	53.1	37.7	0.6	4.0	28.4	67.0
District	3.2	10.7	49.9	36.2	0.6	5.1	34.0	60.3
State	6.8	21.5	47.6	24.2	3.5	11.4	44.1	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	3.4	7.9	53.9	34.8	1.1	2.2	28.9	67.8
	District	2.8	11.1	51.2	34.9	0.4	2.8	32.8	64.0
	State	8.5	23.8	46.4	21.3	4.0	11.2	42.3	42.5
Female	School	1.2	5.8	52.3	40.7	0.0	5.8	27.9	66.3
	District	3.7	10.1	48.4	37.8	0.9	7.8	35.3	56.0
	State	4.9	19.1	48.8	27.2	2.9	11.6	45.9	39.5

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	4.2	49.6	46.2	0.0	1.7	21.0	77.3
	District	1.5	6.7	47.2	44.6	0.3	1.2	31.1	67.4
	State	3.1	13.4	49.6	33.9	1.0	5.4	39.1	54.5
Black	School								
	District								
	State	12.6	32.2	44.4	10.9	9.4	22.3	49.4	18.9
Hispanic	School	27.3	9.1	36.4	27.3	0.0	27.3	45.5	27.3
	District	19.1	36.2	34.0	10.6	2.1	35.4	47.9	14.6
	State	11.4	33.5	45.4	9.8	4.6	17.4	53.5	24.6
Asian/Pacific Islander	School	0.0	13.5	67.6	18.9	0.0	0.0	47.4	52.6
	District	0.0	12.7	69.8	17.5	0.0	1.6	37.5	60.9
	State	2.0	10.8	46.8	40.4	0.6	3.5	28.9	67.0
Native American	School								
	District								
	State	5.5	18.9	54.2	21.4	1.7	6.3	43.9	48.1
Multiracial/Ethnic	School								
	District	0.0	0.0	80.0	20.0	0.0	0.0	20.0	80.0
	State	5.2	19.4	49.9	25.5	2.1	10.2	47.2	40.5

Grade 3 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	15.0	25.0	60.0	0.0	0.0	14.3	52.4	33.3
	District	15.6	35.9	45.3	3.1	1.5	27.3	50.0	21.2
	State	15.6	41.9	37.8	4.7	6.0	21.1	52.9	19.9

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	10.5	26.3	57.9	5.3	0.0	15.8	63.2	21.1
	District	14.0	29.8	45.6	10.5	1.8	8.8	66.7	22.8
	State	22.5	34.7	32.8	10.0	10.2	22.0	44.5	23.3
Non-IEP	School	1.3	4.5	52.6	41.7	0.6	2.5	24.2	72.6
	District	1.7	8.0	50.5	39.8	0.5	4.6	29.5	65.5
	State	4.4	19.5	49.8	26.3	2.5	9.8	44.0	43.7

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	16.0	8.0	60.0	16.0	4.0	20.0	40.0	36.0
	District	15.9	29.0	46.4	8.7	1.4	30.4	47.8	20.3
	State	11.4	31.8	46.1	10.7	6.2	18.6	51.3	23.9
Not Eligible	School	0.0	6.7	52.0	41.3	0.0	1.3	26.5	72.2
	District	1.0	7.5	50.5	41.0	0.5	0.7	31.6	67.2
	State	2.7	12.4	48.9	36.0	1.0	5.0	37.7	56.3

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.7	10.3	39.0	50.0	0.7	3.6	44.9	50.7	1.5	8.8	55.9	33.8
District	0.4	11.3	33.6	54.7	0.2	4.5	44.8	50.4	0.7	10.2	55.7	33.5
State	1.8	25.0	46.6	26.6	0.9	14.5	58.3	26.3	3.5	20.3	59.1	17.1

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	1.3	13.0	37.7	48.1	1.3	3.8	47.4	47.4	2.6	12.8	47.4	37.2
	District	0.4	13.1	34.5	52.0	0.4	4.8	42.9	51.9	0.9	10.4	50.2	38.5
	State	2.4	27.9	45.6	24.0	1.0	15.0	56.3	27.7	3.9	20.0	57.1	19.0
Female	School	0.0	6.8	40.7	52.5	0.0	3.3	41.7	55.0	0.0	3.4	67.2	29.3
	District	0.4	9.6	32.6	57.4	0.0	4.3	46.8	48.9	0.4	10.0	61.1	28.4
	State	1.2	21.9	47.7	29.3	0.7	14.0	60.4	24.9	3.1	20.6	61.2	15.1

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	6.7	38.2	55.1	0.0	1.1	40.4	58.4	0.0	8.0	52.3	39.8
	District	0.0	7.1	31.3	61.6	0.0	1.8	41.4	56.8	0.0	6.0	54.0	40.0
	State	0.8	15.4	47.2	36.6	0.3	7.2	56.0	36.5	0.9	9.7	63.8	25.5
Black	School												
	District												
	State	3.5	40.4	45.2	10.9	2.4	28.6	60.3	8.7	8.4	38.7	49.2	3.7
Hispanic	School	0.0	33.3	33.3	33.3	0.0	15.4	46.2	38.5	7.7	15.4	53.8	23.1
	District	1.9	33.3	42.6	22.2	0.0	19.6	57.1	23.2	3.6	33.9	55.4	7.1
	State	3.0	37.7	46.9	12.5	1.1	22.1	64.2	12.6	6.0	32.3	55.8	5.9
Asian/Pacific Islander	School	0.0	14.8	40.7	44.4	0.0	7.1	53.6	39.3	0.0	11.1	63.0	25.9
	District	0.0	17.3	38.5	44.2	0.0	5.7	52.8	41.5	0.0	13.5	63.5	23.1
	State	0.5	11.9	43.5	44.1	0.4	4.5	44.9	50.2	1.6	10.3	59.3	28.8
Native American	School												
	District												
	State	2.6	23.8	49.4	24.2	0.9	14.8	62.4	21.8	3.0	19.2	62.4	15.4
Multiracial/Ethnic	School												
	District												
	State	1.8	22.5	47.7	28.0	0.7	12.8	61.5	25.1	2.2	17.9	62.4	17.5

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	28.6	47.6	23.8	0.0	13.0	69.6	17.4	4.3	21.7	60.9	13.0
District	1.4	42.0	44.9	11.6	0.0	19.4	70.8	9.7	2.8	40.3	51.4	5.6
State	5.5	56.2	34.6	3.7	1.9	33.3	58.4	6.4	11.2	45.1	41.8	1.9

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	5.3	52.6	21.1	21.1	5.3	21.1	52.6	21.1	11.1	27.8	38.9	22.2
	District	1.7	50.8	30.5	16.9	1.7	20.0	61.7	16.7	3.4	30.5	54.2	11.9
	State	7.7	51.1	31.6	9.6	3.7	32.5	52.0	11.8	8.5	32.5	50.6	8.3
Non-IEP	School	0.0	3.4	41.9	54.7	0.0	0.8	43.7	55.5	0.0	5.9	58.5	35.6
	District	0.3	5.5	34.0	60.3	0.0	2.2	42.3	55.5	0.2	7.2	55.9	36.7
	State	0.9	20.8	49.0	29.3	0.4	11.7	59.3	28.6	2.7	18.4	60.4	18.4

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	31.6	47.4	21.1	0.0	15.0	65.0	20.0	5.0	20.0	65.0	10.0
	District	1.6	36.5	41.3	20.6	0.0	21.5	64.6	13.8	3.1	33.8	56.9	6.2
	State	3.2	38.1	46.6	12.1	1.6	23.8	62.8	11.8	6.4	33.0	54.6	6.0
Not Eligible	School	0.9	6.8	37.6	54.7	0.8	1.7	41.5	55.9	0.9	6.9	54.3	37.9
	District	0.3	7.3	32.3	60.1	0.3	1.8	41.6	56.4	0.3	6.3	55.4	38.0
	State	0.7	14.2	46.7	38.5	0.3	6.8	54.6	38.3	1.1	9.9	62.8	26.2

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	9.7	41.1	49.2	0.0	5.6	57.9	36.5
District	0.0	8.4	45.2	46.4	0.2	4.8	53.3	41.6
State	0.5	25.9	46.3	27.3	0.5	18.1	64.2	17.1

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	11.9	44.1	44.1	0.0	6.7	63.3	30.0
	District	0.0	10.6	46.6	42.8	0.0	6.2	51.7	42.1
	State	0.7	29.2	45.7	24.4	0.7	19.0	62.4	17.9
Female	School	0.0	7.7	38.5	53.8	0.0	4.5	53.0	42.4
	District	0.0	6.3	43.8	50.0	0.5	3.3	55.0	41.1
	State	0.3	22.5	46.9	30.2	0.4	17.2	66.1	16.3

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	8.2	32.9	58.8	0.0	4.7	54.1	41.2
	District	0.0	5.7	42.3	52.1	0.3	3.5	51.4	44.8
	State	0.2	15.1	47.5	37.3	0.2	10.0	66.5	23.3
Black	School								
	District								
	State	1.0	43.2	43.9	11.9	1.4	35.5	57.8	5.3
Hispanic	School	0.0	15.4	69.2	15.4	0.0	7.7	84.6	7.7
	District	0.0	26.8	63.4	9.8	0.0	14.6	78.0	7.3
	State	0.8	41.1	45.9	12.3	0.7	25.3	66.4	7.6
Asian/Pacific Islander	School	0.0	12.5	58.3	29.2	0.0	7.7	61.5	30.8
	District	0.0	10.0	50.0	40.0	0.0	3.8	50.0	46.2
	State	0.2	12.2	43.7	43.9	0.2	5.4	53.8	40.7
Native American	School								
	District								
	State	0.0	26.9	47.4	25.6	0.0	19.1	68.1	12.8
Multiracial/Ethnic	School								
	District								
	State	0.7	23.1	47.6	28.5	0.5	17.7	64.8	17.0

Grade 5 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	0.0	26.3	68.4	5.3	0.0	23.8	71.4	4.8
	District	0.0	32.7	63.3	4.1	0.0	23.5	70.6	5.9
	State	1.5	65.9	29.6	2.9	1.4	39.7	55.5	3.4

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	35.3	41.2	23.5	0.0	23.5	64.7	11.8
	District	0.0	41.8	36.4	21.8	1.8	20.0	61.8	16.4
	State	2.8	58.7	30.5	8.0	2.6	42.8	49.3	5.2
Non-IEP	School	0.0	5.6	41.1	53.3	0.0	2.8	56.9	40.4
	District	0.0	3.3	46.5	50.1	0.0	2.5	52.1	45.5
	State	0.1	20.8	48.8	30.3	0.2	14.2	66.6	19.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	35.0	60.0	5.0	0.0	14.3	76.2	9.5
	District	0.0	29.5	57.4	13.1	0.0	17.7	69.4	12.9
	State	0.9	41.1	45.6	12.4	1.0	29.0	63.1	6.9
Not Eligible	School	0.0	4.8	37.5	57.7	0.0	3.8	54.3	41.9
	District	0.0	4.8	43.1	52.1	0.3	2.5	50.6	46.6
	State	0.2	13.9	46.8	39.1	0.2	9.3	65.1	25.4

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	90.0		Yes	94.4		Yes	95.9	Yes		
White	100.0	Yes	100.0	Yes	93.7		Yes	97.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander	100.0	Yes	100.0	Yes	86.8		Yes	93.4		Yes				
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes	75.8		Yes	83.3		Yes				
Students with Disabilities	100.0	Yes	100.0	Yes	53.6		Yes	75.0		Yes				
Economically Disadvantaged	100.0	Yes	100.0	Yes	70.2		Yes	78.9		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.)

Executive Summary

At Glen Grove, in the area of reading, there is an ongoing opportunity to focus our instruction and align our efforts with the recently implemented Reading/Language Arts initiative to continue to impact and improve student achievement in this area. Certainly the overall trend for the percentage of students meeting growth targets continues to yield strong results with the percentage of students meeting growth targets putting us around the 90th percentile nationally. However, 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 all three content areas tested on NWEA. This will place our performance upwards of the 90th percentile across the board. In addition to the specific achievement goals in reading and language usage and in support of these goals, the building is looking to continue increasing student ownership for the learning process. Research supports a positive correlation between student ownership in the learning process and student achievement. These strategies are embedded in the achievement goals outlined. Lastly, the district has identified a climate goal as a focus of the strategic plan. Glen Grove is looking to support that goal through an increase in the percentage of students being recognized for demonstrating all six pillars of Character Counts throughout the year.

GOAL 1:	To maintain the percentage of students meeting their growth targets on NWEA in the area of reading at 70%.
Rationale	<i>With the amount of transition and addition of 11 classroom teachers, we feel that 70% of students meeting growth targets remains an aggressive goal putting us at the 90th percentile or higher at each grade level. This also gives each grade level the opportunity to focus their work on continuous improvement within the goal area(s) most relevant to their students' needs.</i>
Strategies	<ul style="list-style-type: none"> • Identify the areas of opportunity within the NWEA goal structure by grade level, team or classroom and develop learning experiences to improve student learning and achievement. Students will engage in individual goal setting relative to the areas of opportunity for improving achievement (fluency, comprehension, accuracy, vocabulary, etc.) • New teachers will receive training and support to help us maintain our success in reading achievement.
GOAL 2:	To increase the percentage of students meeting their growth targets on NWEA in the area of language usage to 70%.
Rationale	<i>Looking at building-wide data, 70% or more of GG students meet or exceed growth targets in reading and math</i>
Strategies	<ul style="list-style-type: none"> • Grade Levels will embed writing across content to increase opportunities to have students communicate in writing. Students will have opportunities to self-assess progress in written work as related to expected outcomes throughout the year • New teachers will receive training and support to help us maintain our success in reading achievement.
GOAL 3:	To increase the percentage of students demonstrating respect for all and taking responsibility for their actions by earning all six pillars of Character Counts from 69% to 72% of all students.
Rationale	<i>We focus on Character Counts as a vehicle for setting behavioral expectations for students and as the foundation of our school culture and climate to support an environment that yields high achievement.</i>
Strategies	<ul style="list-style-type: none"> • Students have the opportunity to earn monthly recognition for demonstrating pillars of Character Counts.