

**Henking Elem School**  
**Glenview CCSD 34**  
**Glenview, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : PK K 1 2**

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

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
<b>School</b>	68.0	1.5	16.0	10.6	0.0	3.9	17.1	29.4		0.0	5.9	95.7	538
<b>District</b>	71.8	1.6	11.4	12.2	0.0	3.0	14.6	13.9		0.3	6.4	96.0	4,328
<b>State</b>	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
<b>School</b>	100.0
<b>District</b>	99.7
<b>State</b>	96.8

**STUDENT-TO-STAFF RATIOS**

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	--	--	--	--
<b>District</b>	16.1		11.5	206.1
<b>State</b>	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
<b>School</b>	20.8	20.0	18.4							
<b>District</b>	19.5	18.8	19.4							
<b>State</b>	20.5	21.0	21.1							

**TEACHER INFORMATION** (Full-Time Equivalents)

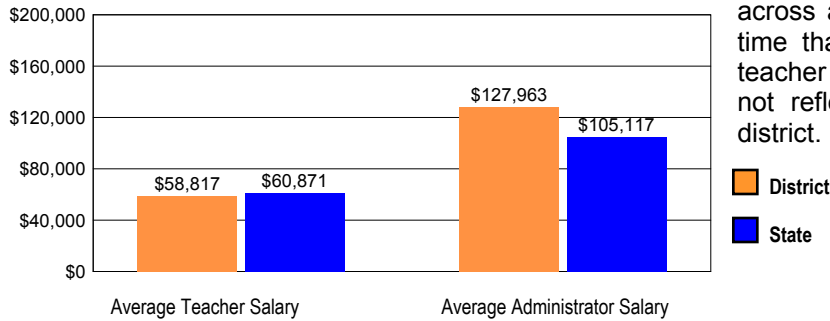
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	94.6	0.7	2.5	2.3	0.0	14.6	85.4	305
<b>State</b>	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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.

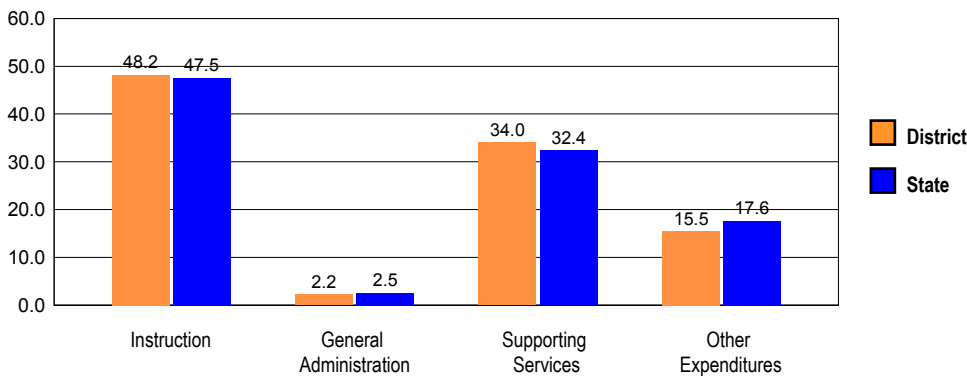
## SCHOOL DISTRICT FINANCES

### 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.

## 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
<b>State AYP Minimum Target</b>	95.0		95.0		62.5			62.5			90.0		75.0	
<b>All</b>	100.0	Yes	100.0	Yes	79.2		Yes	91.6		Yes	95.7	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	86.6		Yes	96.6		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>														

**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.)

Aligned with the District 34 Strategic Plan, Henking School has set goals in the areas of student achievement and climate.

### Student Achievement Goals

Henking School has focused its student achievement goal in the area of reading comprehension for the past two years. Using data from the Illinois Snapshot of Early Literacy Assessment, Henking's second grade students are increasingly meeting the spring target for the reading comprehension snapshot. Table 1.1 shows the percent of second graders who achieved the target score:

Table 1.1

Spring of 2005	72.1%
Spring of 2006	70.3%
Spring of 2007	75.2%
Spring of 2008	79%

The School Improvement Plan team looked at the scores from 2005 and 2006 to set a goal of having 75% of students achieve the target score. In the two subsequent years, the students achieved the goal.

While teachers will standardize the strategies in the area of reading comprehension, Henking School has shifted its focus from reading to math. Incoming third graders' NWEA math scores at Hoffman School have been lower in number sense than any other area of math. In two of the past three years, the RIT score has been at or below the national norm of 193. Henking School has set a target score of 195 as its goal for the Fall of 2009 NWEA assessment. Teachers will create common assessments and evaluate the data to provide interventions for students who are not achieving the target set by each team. The school is beginning to create a *Response to Intervention* system, including benchmark assessments and interventions for students who are performing below the 25<sup>th</sup> percentile on math skills related to number sense.

### School Climate Goals

The climate goal has been to improve communication and collaboration among staff to meet the needs of the English Language Learner (ELL). Based on staff survey results, the action plan primarily focused on improving the system of collaboration, effectively informing parents of progress and sharing teaching strategies that are based on research and best practice. Table 1.2 shows the survey results from the past two school years and the number of respondents who indicated agree or strongly agree.

Table 1.2

Survey Item:	2006-07	2007-08
The system of collaboration meets my needs	13 of 26 agreed or strongly agreed	22 of 23 agreed or strongly agreed
I feel parents are informed of progress	9 of 16 agreed or strongly agreed	15 of 16 agreed or strongly agreed
Teachers are familiar with ELL teaching strategies.	20 of 27 agreed or strongly agreed	17 of 26 agreed or strongly agreed

The survey data showed improvement in two of three areas, while classroom and ELL teachers will continue to team-teach and provide more push-in support to improve the area of understanding ELL teaching strategies. The improvement led to increased scores on the *Cohesiveness* domain of the building's Organizational Health data. The items on Cohesiveness were scored higher than any of the other nine domains.

Based on the Spring, 2008 Organizational Health data, Henking School is implementing planned improvement in the domain of *Optimal Power Equalization*. Strategies include:

- Share influence in response to concerns between parents and staff or between staff.
- Build trust between and among staff members.
- Support each other to ensure follow-through on requests and decisions.
- Seek and share input about potential decisions that are being discussed in school and district.
- Celebrate success.
- Use humor appropriately to build trusting relationships.