

Westbrook Elementary 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
School	64.6	1.8	11.8	17.5	0.0	4.4	14.1	17.3		0.0	10.2	95.5	567
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	20.3	19.4	21.1							
District	19.5	18.8	19.4							
State	20.5	21.0	21.1							

TEACHER INFORMATION (Full-Time Equivalents)

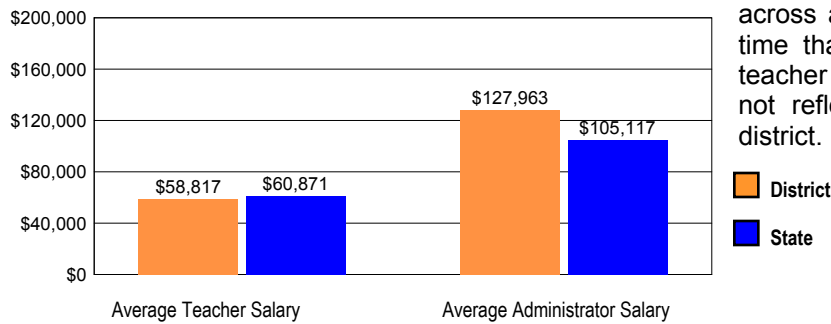
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	94.6	0.7	2.5	2.3	0.0	14.6	85.4	305
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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.

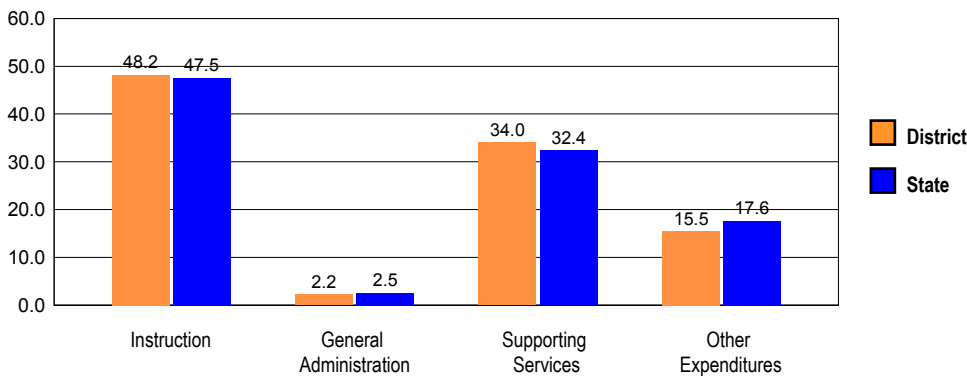
SCHOOL DISTRICT FINANCES

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.

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	90.9		Yes	95.4		Yes	95.5	Yes		
White	100.0	Yes	100.0	Yes	95.8		Yes	98.3		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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 Westbrook School Improvement Planning Team facilitated the development of the 2008-09 School Improvement Plan through collaboration with colleagues and analysis of benchmark data and trends. The Westbrook staff participates in a continuous improvement process to increase student achievement by addressing four questions: *What are the essential outcomes for student learning? How will we know when students have mastered these outcomes? How will we respond when students do not learn? How will we respond when students have already mastered the outcomes?* Our goal is to differentiate instruction to meet the individual needs of students. Primary goal areas in the Westbrook 2008-09 School Improvement Plan are literacy, mathematics, and problem-solving adequacy.

Goal One:

Increase percentage of students meeting or exceeding standards in literacy at each grade level.

Strategy I:

Increase/maintain staff knowledge of the problem-solving process.

- The Problem-Solving Committee will deliver or facilitate the delivery of professional development (at the team level) on the *pre-problem-solving process*.
- Identify and train meeting facilitators through the Tier Two reading intervention process.

Strategy II:

Maintain implementation of three-tiered model for reading instruction.

- Explore a three-tiered intervention model for kindergarten.
- Explore benchmark assessments for students reading in the upper quartile.

Goal Two:

Increase percentage of students meeting or exceeding 50th percentile standards in mathematics at each grade level to 80%.

Strategy I:

Establish a three-tiered model in the area of mathematics.

- Identify benchmark assessments at each grade level. Identify a three-tiered system of intervention for each grade level.
- Begin to implement the three-tiered intervention model at each grade level.
- Identify personnel to support training, data collection, and the implementation of the intervention.
- Identify scheduling opportunities for implementing interventions.

Goal Three:

Increase our (staff) ability to problem-solve as measured by the organizational health survey.

Strategy I:

Increase access to information so that we can proactively identify and resolve issues.