

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.

Starting in 2009, charter school information is included in district statistics.

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 | 63.8 | 1.5 | 18.4 | 11.0 | 0.0 | 5.4 | 20.8 | 31.6 | | 0.0 | 6.9 | 95.2 | 538 |
| District | 71.6 | 1.4 | 11.3 | 12.3 | 0.0 | 3.4 | 15.3 | 13.8 | | 0.0 | 5.1 | 95.5 | 4,440 |
| State | 53.3 | 19.1 | 20.8 | 4.1 | 0.2 | 2.5 | 42.9 | 8.0 | | 3.7 | 13.5 | 93.7 | 2,070,125 |

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* | | STUDENT-TO-STAFF RATIOS | | | |
|-------------------|---------|---------------------------------|--------------------------------|------------------------------|-------------------------|
| | Percent | Pupil- Teacher Elementary | Pupil- Teacher Secondary | Pupil- Certified Staff | Pupil- Administrator |
| School | 100.0 | -- | -- | -- | -- |
| District | 100.0 | 14.6 | | 10.9 | 211.4 |
| State | 96.7 | 18.4 | | 13.3 | 201.8 |

* 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 | 18.9 | 19.5 | 19.4 | | | | | | | |
| District | 19.1 | 19.7 | 19.5 | | | | | | | |
| State | 20.5 | 20.9 | 21.3 | | | | | | | |

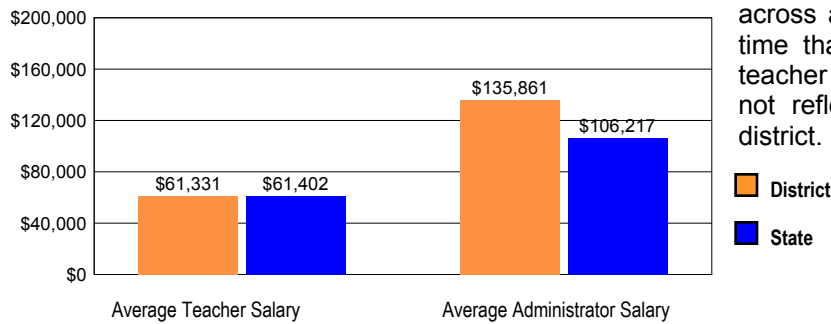
| TEACHER INFORMATION (Full-Time Equivalents) | | | | | | | | |
|---|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Male | Female | Total Number |
| District | 94.3 | 0.6 | 2.4 | 2.7 | 0.0 | 14.3 | 85.7 | 335 |
| State | 85.1 | 8.3 | 5.0 | 1.4 | 0.2 | 22.9 | 77.1 | 133,017 |

| 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 | 10.4 | 23.2 | 76.8 | 0.6 | 0.0 |
| State | 12.5 | 44.1 | 55.8 | 0.6 | 1.2 |

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

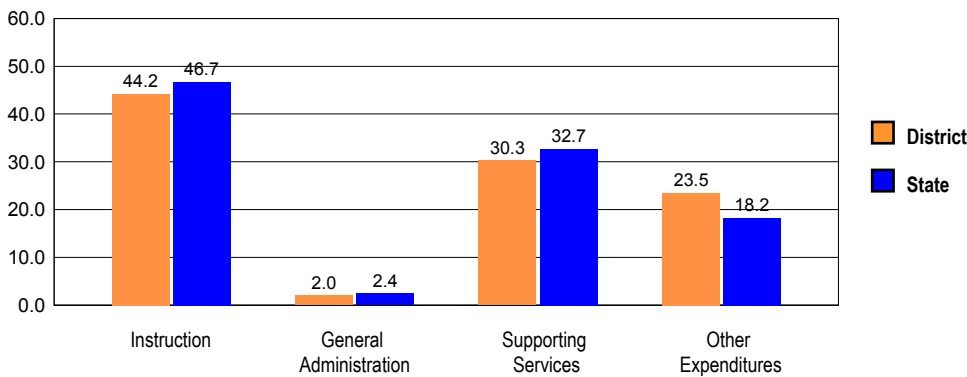
SCHOOL DISTRICT FINANCES

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 2007-08 (Percentages)



| REVENUE BY SOURCE 2007-08 | | | | EXPENDITURE BY FUND 2007-08 | | | |
|---------------------------|--------------|------------|---------|---|--------------|------------|---------|
| | District | District % | State % | | District | District % | State % |
| Local Property Taxes | \$46,295,004 | 83.2 | 58.7 | Education | \$41,807,032 | 68.1 | 71.5 |
| Other Local Funding | \$3,632,066 | 6.5 | 6.3 | Operations & Maintenance | \$4,005,609 | 6.5 | 8.6 |
| General State Aid | \$1,496,061 | 2.7 | 18.6 | Transportation | \$2,502,050 | 4.1 | 3.9 |
| Other State Funding | \$2,883,704 | 5.2 | 9.0 | Bond and Interest | \$3,486,138 | 5.7 | 6.3 |
| Federal Funding | \$1,344,693 | 2.4 | 7.4 | Rent | \$0 | 0.0 | 0.0 |
| TOTAL | \$55,651,528 | | | Municipal Retirement/ Social Security | \$1,366,645 | 2.2 | 1.8 |
| | | | | Fire Prevention & Safety | \$593,130 | 1.0 | 0.9 |
| | | | | Site & Construction/ Capital Improvement | \$7,597,005 | 12.4 | 6.8 |
| | | | | TOTAL | \$61,357,609 | | |

| OTHER FINANCIAL INDICATORS | | | | |
|----------------------------|---|--|---|---|
| | 2006 Equalized Assessed Valuation per Pupil | 2006 Total School Tax Rate per \$100 | 2007-08 Instructional Expenditure per Pupil | 2007-08 Operating Expenditure per Pupil |
| District | \$443,566 | 2.33 | \$7,005 | \$12,220 |
| State | ** | ** | \$6,103 | \$10,417 |

** 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.

2009 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 | 2009-10 Federal Improvement Status | |
| Is this school making AYP in Mathematics? | Yes | 2009-10 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 | | 70.0 | | | 70.0 | | | 90.0 | | 78.0 | |
| All | 100.0 | Yes | 100.0 | Yes | 85.9 | | Yes | 95.1 | | Yes | 95.2 | Yes | | |
| White | 100.0 | Yes | 100.0 | Yes | 92.3 | | Yes | 95.3 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | 100.0 | Yes | 100.0 | Yes | | | | | | | | | | |
| 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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% 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 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% 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.

Executive Summary

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 is focusing its student achievement goal in the area of reading fluency. Using the Aimsweb CBM data for all students, the team determined that in order to address the performance of the students below 50th percentile, we needed to put additional measures into place to strive for all students' success. The bilingual classrooms will also be measured in fluency, but using the MIDE assessment, which is a fluency probe administered in Spanish, the language of instruction. For students being progress monitored with Aimsweb National Norms for benchmark assessment in oral reading fluency, our goal is to reduce the percentage of students performing below the 50th percentile from 18% to 15% or fewer. For students being progress monitored with the MIDE assessment, our goal is to reduce the percentage of students performing below the 50th percentile from 47% to 20% or fewer.

One of the most significant activities to address this goal is the development and implementation of intervention blocks. Across grade levels, students who are below the 50th percentile will be receiving targeted interventions outside of the regular classroom. During this same time, we will be providing support to our high performing students. Those students that fall between will also receive interventions targeting reading skills. This intervention block is building on the existing foundation of the response to intervention system created over the past few years. In addition, through collaborative efforts, teachers will create common assessments and evaluate the data to provide interventions for students who are not achieving the identified target.

School Climate Goals

The climate goal is focused on a school-wide behavior system. Staff input, as well as input from students and parents, has indicated a strong need and desire for a plan to be put in place. Throughout the year, a committee will research and evaluate potential systems to use. Ultimately, the results will lead to the most appropriate system to use at Henking.

The effort that staff put toward the student achievement goal and the climate goal will go hand-in-hand. As the health of the organization continues to improve, staff, students, and parents will work together more effectively to improve student achievement. Henking School's School Improvement Plan Team will meet regularly throughout the year to update its goals, targets for achievement, and professional growth activities.