

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.

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	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	67.6	2.2	7.6	17.4	0.0	5.2	12.5	13.5	24.8		0.0	11.9	95.2	592
District	70.4	1.5	11.7	12.7	0.0	3.7	17.4	14.2	13.7		0.1	7.9	95.9	4,565
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

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.

IEP Students are those students eligible to receive special education services.

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	14.7		10.8	217.3
State	96.2	18.2		13.3	203.8

* 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	17.7	19.9	19.7							
District	17.2	18.7	18.8							
State	20.7	21.2	21.4							

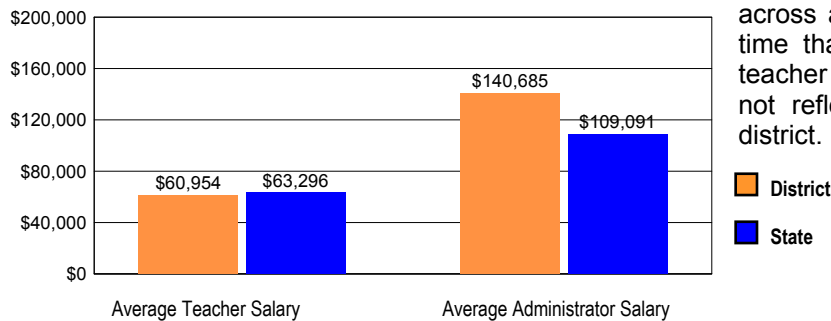
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	94.0	0.6	2.8	2.7	0.0	13.3	86.7	343
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

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	9.6	27.1	72.4	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

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

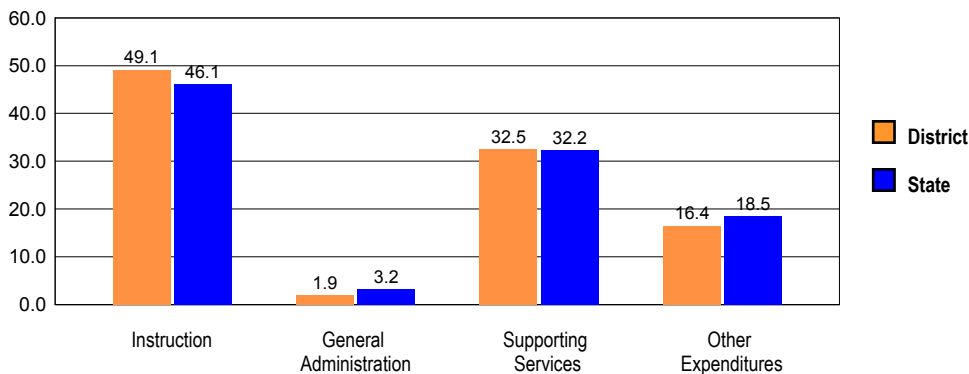
SCHOOL DISTRICT FINANCES

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 2008-09 (Percentages)



REVENUE BY SOURCE 2008-09				EXPENDITURE BY FUND 2008-09			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$49,377,125	82.4	58.4	Education	\$45,561,209	73.6	69.6
Other Local Funding	\$3,210,039	5.4	6.9	Operations & Maintenance	\$4,466,976	7.2	7.9
General State Aid	\$1,253,713	2.1	14.5	Transportation	\$2,776,517	4.5	3.8
Other State Funding	\$3,248,488	5.4	8.3	Debt Service	\$3,514,820	5.7	7.0
Federal Funding	\$2,825,213	4.7	11.9	Tort	\$304,973	0.5	1.2
TOTAL	\$59,914,578			Municipal Retirement/ Social Security	\$1,463,072	2.4	1.8
				Fire Prevention & Safety	\$42,147	0.1	0.8
				Site & Construction/ Capital Improvement	\$3,767,876	6.1	7.9
				TOTAL	\$61,897,590		

OTHER FINANCIAL INDICATORS				
	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per \$100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	\$544,034	2.33	\$7,685	\$13,204
State	**	**	\$6,483	\$11,197

** 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.

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	1	0	1	1	0	0	0	0	0	0	0	1	1
	Reading Mathematics													
District	*Enrollment	3,036	1,529	1,507	2,162	44	345	391	0	94	337	0	395	565
	Reading Mathematics	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading Mathematics	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3
		0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	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													
	Science													
District	*Enrollment													
	Science													
State	*Enrollment													
	Science													

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

2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes
Is this school making AYP in Reading?	Yes
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2010-11 Federal Improvement Status	
2010-11 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		77.5			77.5			91.0		80.0	
All	100.0	Yes	100.0	Yes	90.1		Yes	98.1		Yes	95.2	Yes		
White	100.0	Yes	100.0	Yes	94.7		Yes	98.2		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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% 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.

Westbrook School Improvement Plan

Executive Summary 2010-11

Westbrook School Improvement Plan

The Westbrook School Improvement Planning Team facilitated the development of the 2010-11 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?* For the past five years, our School Improvement Plan has focused on the development of instructional tiers within the Response to Intervention Model. Over the coming school year, we will continue to refine these tiers in literacy and math. As a result of the District's focus on professional development in writing last year, the Westbrook Writing Committee was established to explore the implementation of Writer's Workshop. The primary goal area in the Westbrook 2010-11 School Improvement Plan is writing and in order to continue the work that we began last year.

Goal One:

Increase the percentage of students demonstrating proficiency in writing

Strategy I:

High-fidelity implementation of the new writing learning targets

- Identify "deconstructed" learning targets connected to essential outcomes
- Attend district/building-sponsored professional development on new RLA resources for writing instruction

Strategy II:

Design of assessments to measure student learning

- Identify benchmark assessments at each grade level
- Seek support from colleagues at other primary schools to develop/refine a writing rubric

Strategy III:

Development of inter-rater reliability

- Collaboratively grade benchmark assessments
- Identify examples of strong and weak writing at each grade level