

**GLEN GROVE ELEM SCHOOL
GLENVIEW C C SCHOOL DIST 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.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	62.2	7.3	9.2	20.8	0.5	18.9	14.9		0.0	11.9	96.6	423
District	74.8	2.9	10.6	11.6	0.1	12.8	12.0		0.0	10.6	96.1	3,975
State	57.7	20.8	17.7	3.6	0.2	39.0	6.7		2.1	16.8	94.2	2,060,048

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	100.0
State	96.3

AVERAGE CLASS SIZE (as of the first school day in May)

Grade	Grade	Grade	Grade	Grade	High School
K	1	3	6	8	
		23.0			
		23.2			
		22.6			

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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16.0		11.7	198.8
19.4		14.1	208.7

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

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			180			30		
District	60			30			180			30		
State	57			30			146			31		

TEACHER INFORMATION (Full-Time Equivalents)

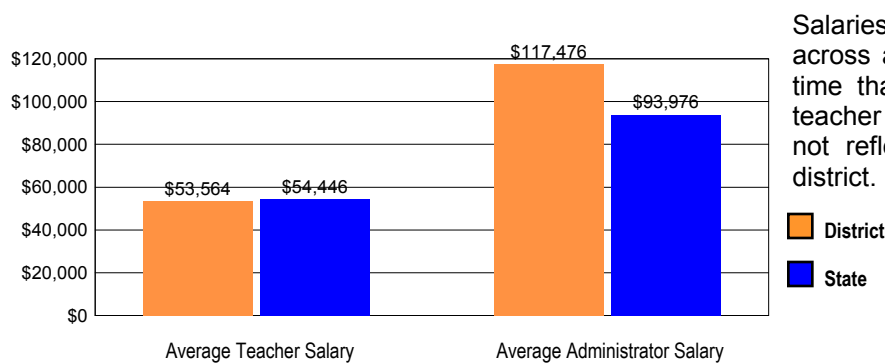
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.2	1.0	0.9	1.9	0.0	14.5	85.5	293
State	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

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	--	--	--	3.0	0.0
District	11.4	32.0	68.0	1.3	0.0
State	13.8	51.3	48.6	1.7	1.8

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

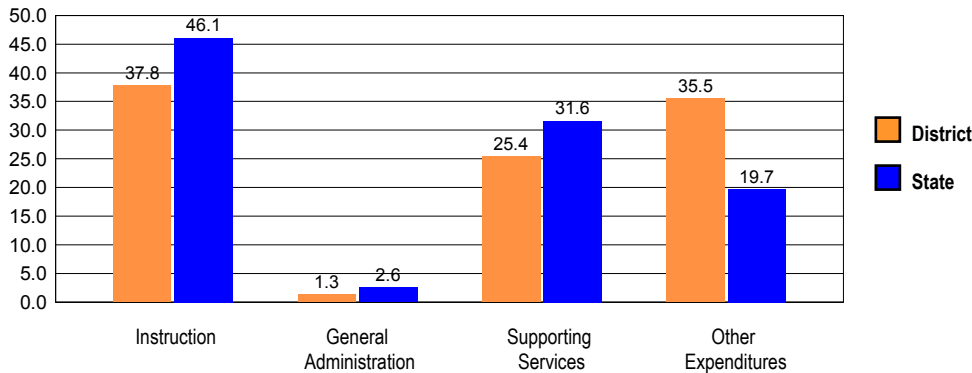
SCHOOL DISTRICT FINANCES

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 2002-03 (Percentages)



REVENUE BY SOURCE 2002-03				EXPENDITURE BY FUND 2002-03			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$32,719,763	74.8	56.6	Education	\$31,046,417	57.6	70.1
Other Local Funding	\$6,443,432	14.7	5.4	Operations & Maintenance	\$3,023,025	5.6	8.9
General State Aid	\$982,573	2.2	17.9	Transportation	\$2,007,798	3.7	3.5
Other State Funding	\$2,319,302	5.3	12.1	Bond and Interest	\$2,232,165	4.1	6.0
Federal Funding	\$1,249,368	2.9	8.0	Rent	\$0	0.0	0.0
TOTAL	\$43,714,438			Municipal Retirement/ Social Security	\$941,316	1.7	1.5
				Fire Prevention & Safety	\$282,397	0.5	0.9
				Site & Construction/ Capital Improvement	\$14,328,493	26.6	9.0
				TOTAL	\$53,861,611		

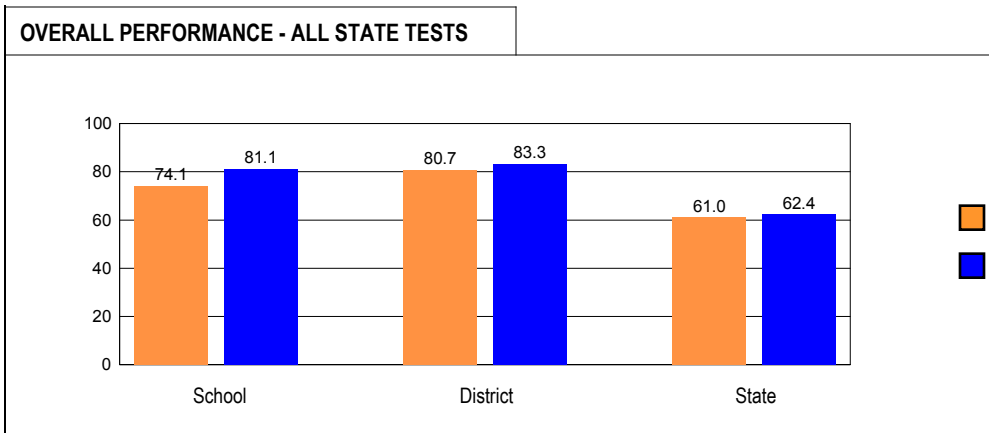
OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$344,670	2.62	\$5,758	\$10,052
State	**	**	\$5,022	\$8,482

** 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.

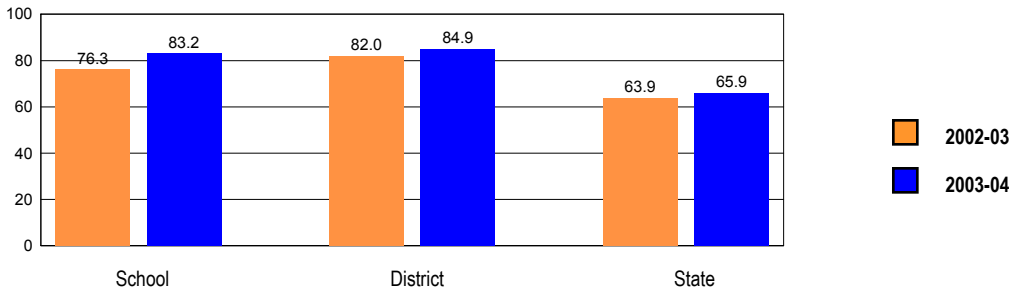
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

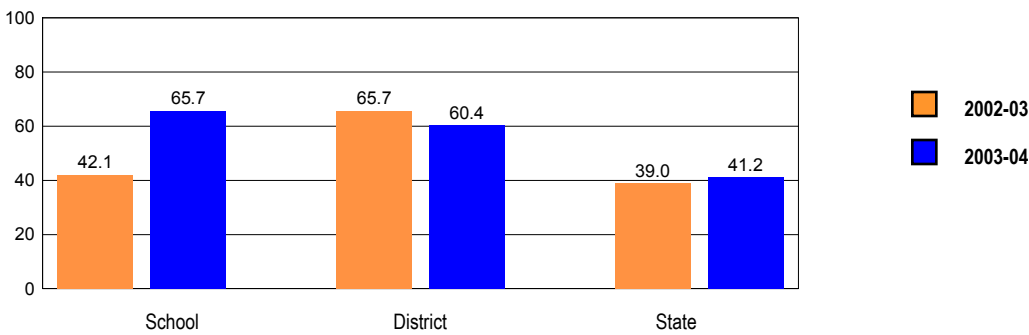
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



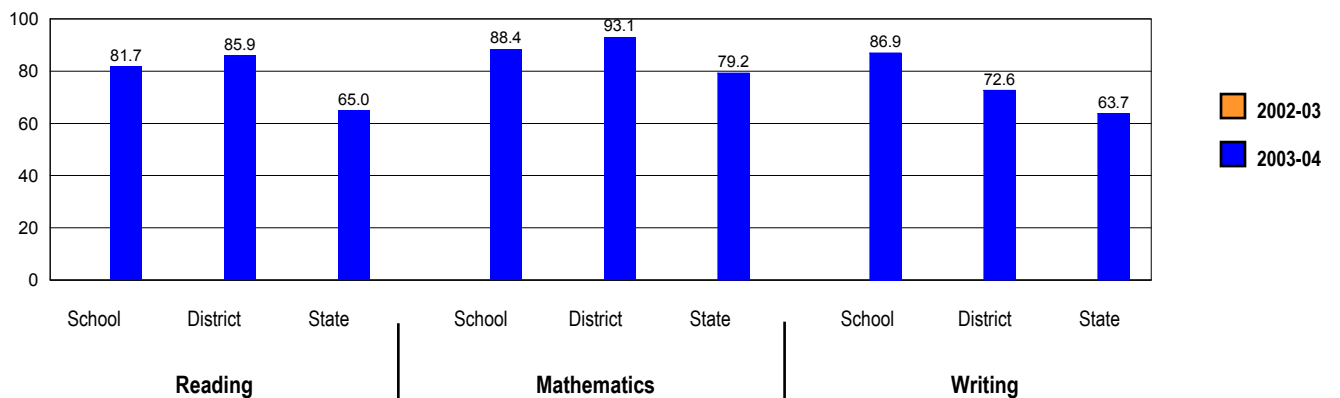
OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE



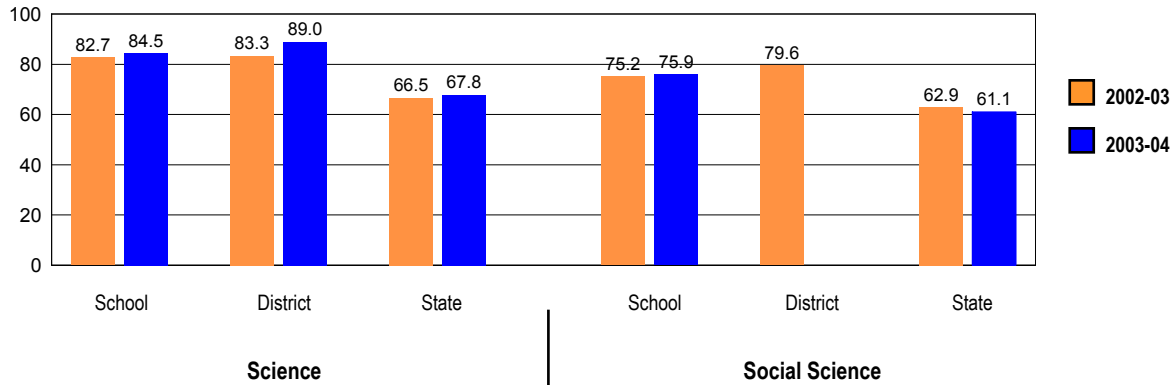
ISAT PERFORMANCE

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.

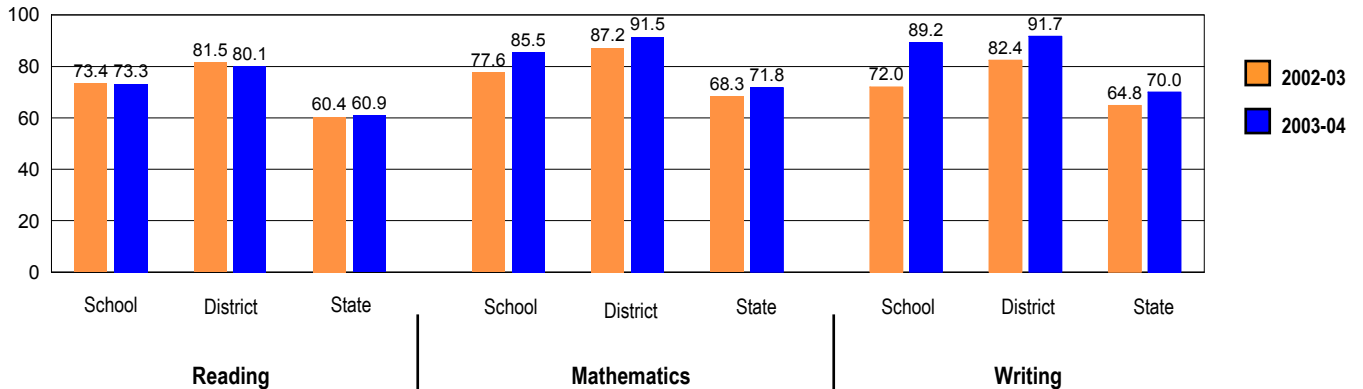
ISAT Grade 3



ISAT Grade 4



ISAT Grade 5



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results 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, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. 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.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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														
		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	286	141	145	174	20	22	68	2	0	39	0	40	52
	Reading Mathematics	0.7	0.7	0.7	0.0	5.0	4.5	0.0			0.0		5.0	1.9
District	*Enrollment	1,608	802	806	1,217	41	128	219	3	0	169	0	199	220
	Reading Mathematics	0.4	0.6	0.4	0.4	2.4	0.8	0.0			0.0		1.5	0.9
State	*Enrollment	618,426	315,150	303,276	362,539	126,432	103,851	22,726	1,038	1,840	43,504	259	89,425	239,387
	Reading Mathematics	0.9	1.0	0.8	0.4	2.2	1.2	0.6	2.2	0.7	0.9	7.3	2.4	1.4

* Enrollment on the first day of state testing.

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				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.7	16.7	47.5	34.2	1.7	9.9	40.5	47.9	0.8	12.3	71.3	15.6
District	1.3	12.8	47.7	38.3	0.8	6.2	32.6	60.4	1.0	26.4	65.3	7.3
State	7.0	27.9	42.4	22.7	6.8	14.0	46.1	33.0	5.2	31.1	61.0	2.8

Grade 3 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	3.6	14.3	50.0	32.1	1.8	3.6	32.1	62.5	1.8	12.3	68.4	17.5
	District	2.1	12.0	51.0	34.9	0.5	3.6	29.2	66.7	1.1	31.7	59.8	7.4
	State	8.6	29.4	41.7	20.2	7.5	13.4	44.4	34.7	7.1	35.6	55.5	1.8
Female	School	0.0	18.8	45.3	35.9	1.5	15.4	47.7	35.4	0.0	12.3	73.8	13.8
	District	0.5	13.5	44.3	41.7	1.0	8.6	36.0	54.3	1.0	21.1	70.6	7.2
	State	5.4	26.3	43.0	25.3	6.1	14.7	48.0	31.2	3.2	26.4	66.7	3.7

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	1.2	11.0	46.3	41.5	0.0	3.7	42.7	53.7	0.0	8.5	76.8	14.6
	District	0.9	12.0	47.3	39.7	0.3	4.4	32.0	63.3	1.0	26.6	66.0	6.4
	State	3.2	20.0	46.2	30.7	2.3	8.0	45.8	43.9	2.9	25.3	68.1	3.6
Black	School	0.0	58.3	41.7	0.0	7.7	53.8	30.8	7.7	0.0	42.9	50.0	7.1
	District	6.3	43.8	37.5	12.5	5.9	47.1	35.3	11.8	0.0	50.0	44.4	5.6
	State	16.5	44.6	32.2	6.8	18.3	28.0	44.4	9.3	10.8	44.0	44.2	1.0
Hispanic	School												
	District												
	State	8.0	36.2	43.8	12.0	6.5	17.5	54.5	21.6	5.7	36.3	56.5	1.5
Asian/Pacific Islander	School	0.0	13.6	54.5	31.8	4.5	4.5	31.8	59.1	4.5	4.5	63.6	27.3
	District	0.0	7.0	53.5	39.5	2.2	2.2	31.1	64.4	2.2	13.3	68.9	15.6
	State	1.5	13.2	45.6	39.7	1.1	4.2	34.8	59.9	1.1	18.2	74.8	5.9
Native American	School												
	District												
	State	7.3	33.0	41.3	18.3	7.3	14.2	46.8	31.7	5.1	40.7	50.5	3.7
Multiracial/Ethnic	School												
	District												
	State	3.8	24.7	45.9	25.6	4.0	10.4	49.5	36.1	3.7	30.6	63.7	2.0

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	6.3	25.0	43.8	25.0	6.3	0.0	43.8	50.0	5.9	5.9	76.5	11.8
	District	8.5	31.9	38.3	21.3	4.3	6.4	46.8	42.6	4.2	35.4	56.3	4.2
	State	22.3	42.1	27.2	8.4	17.3	23.0	43.5	16.2	17.3	41.7	40.0	1.0
Non-IEP	School	1.0	15.4	48.1	35.6	1.0	11.4	40.0	47.6	0.0	13.3	70.5	16.2
	District	0.3	10.1	49.0	40.7	0.3	6.1	30.7	62.9	0.6	25.1	66.6	7.8
	State	4.5	25.6	44.9	25.1	5.1	12.5	46.6	35.8	3.2	29.4	64.4	3.0

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	41.2	47.1	11.8	5.6	27.8	50.0	16.7	0.0	31.6	63.2	5.3
	District	6.1	30.3	54.5	9.1	5.7	20.0	48.6	25.7	0.0	50.0	47.2	2.8
	State	13.1	40.7	36.9	9.3	13.3	23.3	48.4	14.9	9.1	41.0	48.8	1.1
Not Eligible	School	1.9	12.6	47.6	37.9	1.0	6.8	38.8	53.4	1.0	8.7	72.8	17.5
	District	0.9	11.1	47.0	41.0	0.3	4.8	31.1	63.8	1.2	23.9	67.1	7.8
	State	2.8	18.9	46.2	32.1	2.2	7.5	44.5	45.8	2.4	24.2	69.5	3.9

Grade 4**Grade 4 - All**

Levels		Science				Social Science			
		1	2	3	4	1	2	3	4
School		0.0	15.5	60.0	24.5	4.6	19.4	63.0	13.0
District		0.5	10.4	66.8	22.2	2.2	13.8	71.6	12.4
State		6.0	26.2	54.6	13.2	9.7	29.3	53.9	7.1

Grade 4 - Gender

Levels		Science				Social Science			
		1	2	3	4	1	2	3	4
Male	School	0.0	12.5	54.7	32.8	4.8	17.5	61.9	15.9
	District	0.5	9.7	62.2	27.6	1.6	13.6	71.7	13.0
	State	6.4	24.7	53.6	15.2	10.4	27.9	53.5	8.2
Female	School	0.0	19.6	67.4	13.0	4.4	22.2	64.4	8.9
	District	0.6	11.1	71.7	16.7	2.8	14.0	71.5	11.7
	State	5.5	27.8	55.6	11.1	8.9	30.7	54.4	6.0

Grade 4 - Racial/Ethnic Background

Levels		Science				Social Science			
		1	2	3	4	1	2	3	4
White	School	0.0	11.1	61.7	27.2	1.3	19.0	68.4	11.4
	District	0.7	6.9	69.3	23.1	1.0	12.3	75.1	11.6
	State	2.0	15.8	62.8	19.4	3.7	20.6	65.4	10.3
Black	School								
	District	0.0	25.0	75.0	0.0	25.0	16.7	58.3	0.0
	State	16.5	48.1	33.6	1.8	25.1	45.8	28.0	1.0
Hispanic	School								
	District	0.0	57.1	42.9	0.0	14.3	35.7	50.0	0.0
	State	5.5	35.5	54.3	4.7	9.9	40.3	47.4	2.5
Asian/Pacific Islander	School	0.0	18.8	50.0	31.3	0.0	18.8	50.0	31.3
	District	0.0	16.7	52.8	30.6	0.0	16.7	55.6	27.8
	State	1.2	12.7	63.3	22.8	1.6	15.6	68.1	14.7
Native American	School								
	District								
	State	4.1	18.8	59.7	17.4	5.3	22.9	63.0	8.7
Multiracial/Ethnic	School								
	District								
	State	3.5	23.7	60.0	12.8	6.0	27.1	60.4	6.5

Grade 4 - Students with Disabilities

Levels		Science				Social Science			
		1	2	3	4	1	2	3	4
IEP	School	0.0	37.0	48.1	14.8	14.8	25.9	48.1	11.1
	District	2.9	26.5	54.4	16.2	10.3	26.5	54.4	8.8
	State	13.6	38.4	42.1	5.8	22.7	39.7	34.9	2.7
Non-IEP	School	0.0	8.4	63.9	27.7	1.2	17.3	67.9	13.6
	District	0.0	6.7	69.7	23.6	0.3	10.8	75.6	13.2
	State	4.6	24.1	56.8	14.5	7.4	27.4	57.3	7.9

Grade 4 - Economically Disadvantaged

Levels		Science				Social Science			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	33.3	66.7	0.0	15.0	35.0	50.0	0.0
	District	0.0	33.3	64.3	2.4	12.2	31.7	56.1	0.0
	State	11.5	41.3	43.5	3.8	18.3	43.2	36.9	1.6
Not Eligible	School	0.0	11.2	58.4	30.3	2.3	15.9	65.9	15.9
	District	0.6	7.4	67.2	24.8	0.9	11.5	73.6	14.0
	State	2.2	15.8	62.3	19.8	3.7	19.6	65.8	10.9

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	26.7	29.8	43.5	0.8	13.7	61.8	23.7	1.5	9.2	72.3	16.9
District	0.8	19.1	32.8	47.3	0.3	8.3	58.9	32.6	1.0	7.3	77.7	14.0
State	1.7	37.4	35.9	25.0	2.9	25.2	59.8	12.0	4.4	25.7	65.7	4.3

Grade 5 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	25.8	31.8	42.4	1.5	9.1	56.1	33.3	3.1	10.8	70.8	15.4
District	0.5	17.7	31.2	50.5	0.5	7.5	53.2	38.7	1.6	10.8	77.3	10.3
State	2.3	38.9	35.4	23.4	3.7	25.5	58.0	12.8	6.2	30.8	60.5	2.4
Female												
School	0.0	27.7	27.7	44.6	0.0	18.5	67.7	13.8	0.0	7.7	73.8	18.5
District	1.0	20.4	34.3	44.3	0.0	9.0	64.2	26.9	0.5	4.0	78.1	17.4
State	1.1	35.9	36.3	26.7	2.2	25.0	61.6	11.2	2.4	20.4	71.1	6.1

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School	0.0	21.7	28.9	49.4	1.2	8.4	66.3	24.1	1.2	9.6	74.7	14.5
District	0.3	15.5	34.0	50.2	0.3	4.9	60.8	34.0	0.6	6.5	80.3	12.6
State	0.9	27.4	38.7	33.0	1.3	16.2	66.1	16.4	2.7	19.9	71.7	5.7
Black												
School												
District												
State	3.9	59.4	27.7	8.9	7.9	48.0	42.1	2.0	9.3	40.4	49.1	1.2
Hispanic												
School												
District	4.0	48.0	32.0	16.0	0.0	32.0	56.0	12.0	4.0	28.0	56.0	12.0
State	1.8	48.3	36.3	13.6	2.5	30.5	61.7	5.3	4.3	30.3	63.6	1.8
Asian/Pacific Islander												
School	0.0	24.2	33.3	42.4	0.0	15.2	54.5	30.3	3.1	0.0	71.9	25.0
District	2.2	21.7	28.3	47.8	0.0	13.0	50.0	37.0	2.2	2.2	71.1	24.4
State	0.4	19.9	38.5	41.1	0.4	8.1	60.8	30.7	1.1	12.1	77.9	8.9
Native American												
School												
District												
State	0.8	32.9	41.2	25.1	1.6	22.6	66.3	9.5	2.1	26.6	67.2	4.1
Multiracial/Ethnic												
School												
District												
State	1.9	35.1	37.5	25.4	1.2	30.0	53.3	15.5	3.4	23.0	68.5	5.1

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP												
School	0.0	85.0	10.0	5.0	5.0	45.0	45.0	5.0	10.5	42.1	36.8	10.5
District	6.3	70.8	12.5	10.4	2.1	37.5	52.1	8.3	8.5	36.2	46.8	8.5
State	8.8	66.3	18.7	6.2	13.5	47.4	36.3	2.7	19.4	42.4	37.2	1.0
Non-IEP												
School	0.0	16.2	33.3	50.5	0.0	8.1	64.9	27.0	0.0	3.6	78.4	18.0
District	0.0	11.8	35.7	52.5	0.0	4.1	59.9	36.0	0.0	3.2	82.0	14.7
State	0.5	32.4	38.8	28.3	1.1	21.4	63.8	13.7	1.9	22.9	70.4	4.8

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	0.0	54.5	40.9	4.5	0.0	27.3	68.2	4.5	0.0	22.7	68.2	9.1	
District	2.3	46.5	37.2	14.0	0.0	23.3	72.1	4.7	2.3	18.6	72.1	7.0	
State	3.1	54.7	31.6	10.6	5.6	40.2	50.8	3.5	7.7	36.9	53.9	1.5	
Not Eligible													
School	0.0	21.1	27.5	51.4	0.9	11.0	60.6	27.5	1.9	6.5	73.1	18.5	
District	0.6	15.7	32.3	51.5	0.3	6.4	57.3	36.0	0.9	5.8	78.4	14.9	
State	0.8	25.6	38.8	34.9	1.1	15.0	65.9	17.9	2.1	18.1	73.6	6.1	

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Beginning - Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
- Level 2 --Strengthening - Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
- Level 3 -- Expanding - Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
- Level 4 -- Transitioning - Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

For Mathematics see ISAT or PSAE descriptions of the performance levels.

Grade 3**Grade 3 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	5.6	33.3	38.9	22.2	0.0	27.8	50.0	22.2	0.0	0.0	27.8	72.2
District	3.7	33.3	51.9	11.1	1.8	30.9	45.5	21.8	0.0	1.8	34.5	63.6
State	25.6	41.0	25.2	8.2	17.5	30.6	44.7	7.2	3.9	8.3	35.6	52.2

Grade 3 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male													
School	8.3	41.7	41.7	8.3	0.0	25.0	66.7	8.3	0.00	0.0	41.7	58.3	
District	3.4	44.8	44.8	6.9	3.3	20.0	56.7	20.0	0.0	3.3	43.3	53.3	
State	27.1	40.1	24.4	8.5	17.7	29.2	44.4	8.7	4.9	10.3	40.2	44.6	
Female													
School													
District	4.0	20.0	60.0	16.0	0.0	44.0	32.0	24.0	0.0	0.0	24.0	76.0	
State	24.1	41.9	26.1	7.9	17.4	32.1	45.0	5.5	2.9	6.2	30.8	60.1	

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
School													
District	0.0	14.3	42.9	42.9	0.0	14.3	35.7	50.0	0.0	0.0	14.3	85.7	
State	15.0	38.2	31.9	14.9	11.0	20.8	52.7	15.5	1.5	6.0	33.6	58.8	
Black													
School													
District													
State	33.3	27.1	31.3	8.3	26.0	31.4	35.3	7.8	7.0	11.6	36.0	45.3	
Hispanic													
School													
District	3.4	48.3	48.3	0.0	3.0	36.7	56.7	3.3	0.0	3.3	50.0	46.7	
State	27.3	41.7	24.0	7.1	19.0	32.1	43.7	5.6	4.3	8.6	36.1	51.1	
Asian/Pacific Islander													
School													
District	9.1	18.2	72.7	0.0	0.0	36.4	27.3	36.4	0.0	0.0	18.2	81.8	
State	13.3	34.9	34.6	17.3	7.0	19.9	51.7	21.2	1.6	7.5	30.4	60.5	
Native American													
School													
District													
State													
Multiracial/Ethnic													
School													
District													
State													

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	8.3	33.3	33.3	25.0	0.0	16.7	83.3	0.0	8.3	16.7	41.7	33.3
District	17.4	41.3	28.3	13.0	4.3	28.3	65.2	2.2	10.9	6.5	47.8	34.8
State	27.7	46.2	18.9	7.1	10.0	57.9	30.9	1.1	10.0	14.6	53.4	22.0

Grade 5 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male													
School													
District	17.6	58.8	23.5	0.0	5.9	35.3	58.8	0.0	5.9	11.8	64.7	17.6	
State	29.7	46.0	18.0	6.3	11.0	56.7	31.1	1.1	12.3	18.8	53.6	15.3	
Female													
School													
District	17.9	32.1	32.1	17.9	3.4	24.1	69.0	3.4	14.3	3.6	39.3	42.9	
State	25.7	46.5	19.9	7.9	9.0	59.2	30.6	1.1	7.7	10.3	53.2	28.8	

2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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
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	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		40.0			40.0			89.0		66.0	
All	99.3	Yes	99.3	Yes	77.0		Yes	86.3		Yes	96.6	Yes		
White	100.0	Yes	100.0	Yes	84.5		Yes	93.5		Yes				
Black														
Hispanic														
Asian/Pacific Islander	100.0	Yes	100.0	Yes	75.8		Yes	86.4		Yes				
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	95.0	Yes	95.0	Yes										
Economically Disadvantaged	98.1	Yes	98.1	Yes	54.8		Yes	67.4		Yes				

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.

2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***

3. At least 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/03.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Glen Grove School Plan for Improvement 2004-05

The Glen Grove faculty utilize ISAT results, NWEA test results and other data to analyze student growth in order to plan steps for school improvement. This work occurs during our Internal Audit within the framework of the School Improvement Plan. In conjunction with the District strategic planning process, the Local School Council, and the PTA, the Glen Grove School Community has worked to clarify and reaffirm the mission, roles and responsibilities for all stakeholders. Curriculum expectations for grade levels and content areas have been identified and a professional development plan is in place reflecting the goals of our School Improvement Plan.

The analysis of our school curriculum is composed of two parts. The first, overall program analysis, identifies levels of competency in reading, mathematics and writing. Through this school-wide perspective, two areas will be addressed. Reading will continue to be emphasized with comprehension, vocabulary development, strategy acquisition, non-fiction components and skill building as target areas. These areas are identified by reflection on the percentages of students in all four categories of the ISAT and the NWEA results from Spring 2004, and Fall 2004. We will continue to institute building-wide efforts in writing to address the extended response section of assessments as well as develop positive written communication skills. Program improvements that are underway are aimed at increasing student mastery of reading strategies, using the visual tools presented in Thinking Maps, continuing work on enculturation of Write From The Beginning and a reading support program. This writing component will also assist our extended response needs in Mathematics. We will also be emphasizing basic skills for the second year in this area. Our Academic Showcase in the spring will feature our efforts in these and other curriculum areas. Our fourth grade students were assessed in science and social studies with the ISAT assessment. Reflecting on our sub-test scores in social studies and science, we are focusing our efforts on raising the scores of students in the lower categories to enable a larger number of students to master state goals in science this year.

The second component is specific learning strategies for individual students provided through Supportive Learning Plans. Informed by the direct experience of teachers working with students, teaching teams then determine which students are not processing as well as expected. This analysis, through the District flexible delivery system, then leads to program modification and interventions for individual students to increase overall learning. Supportive Learning Plans are developed for students who are not reaching District expectations in the areas of reading, math and writing. Parents, teachers and students are directly involved in this process.

A final focus this year is citizenship skills and social responsibility. We continue to reinforce Character Counts through our Student of the Month Program, Student Council, Volunteers of America participation as well as developing an understanding and participation in Peace Jam, a program that offers students the opportunity to study the lives of Nobel Peace Prize recipients. Through these efforts, students are afforded the opportunity to grow and develop citizenship skills through social and community awareness.