

**ATTEA MIDDLE SCHOOL  
GLENVIEW C C SCHOOL DIST 34  
GLENVIEW, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES : 6 7 8**

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	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>	75.2	2.7	12.5	9.4	0.3	0.0	14.6	9.3		0.0	5.5	95.5	713
<b>District</b>	74.3	2.7	11.5	11.4	0.1	0.0	13.8	13.2		0.1	7.7	95.6	4,130
<b>State</b>	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6		2.2	16.1	93.9	2,062,912

**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>	95.7

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

Grade	Grade	Grade	Grade	Grade	High School
K	1	3	6	8	
			25.0	26.9	
			26.1	26.6	
			23.4	22.9	

**STUDENT-TO-STAFF RATIOS**

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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16.5		11.9	196.7
18.9		13.8	209.5

\* 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
<b>School</b>		60	60		60	60		120	120		60	60
<b>District</b>		60	60		60	60		120	120		60	60
<b>State</b>		52	50		43	44		104	93		43	44

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

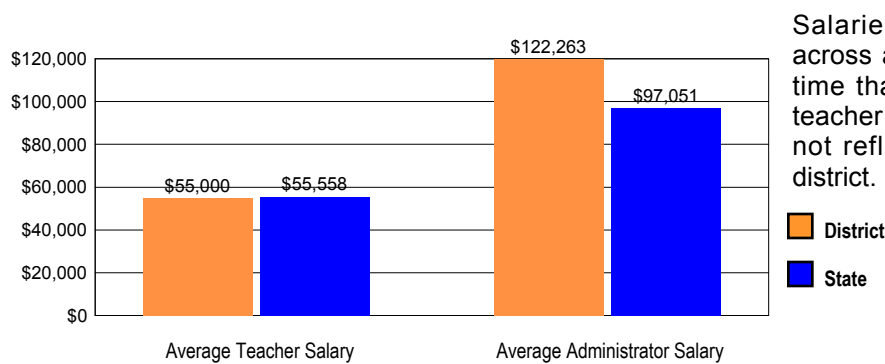
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	94.9	1.0	1.2	2.9	0.0	14.7	85.3	298
<b>State</b>	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

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	--	--	--	4.2	0.0
District	11.6	30.8	69.2	0.8	0.0
State	13.6	50.1	49.1	1.9	1.9

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

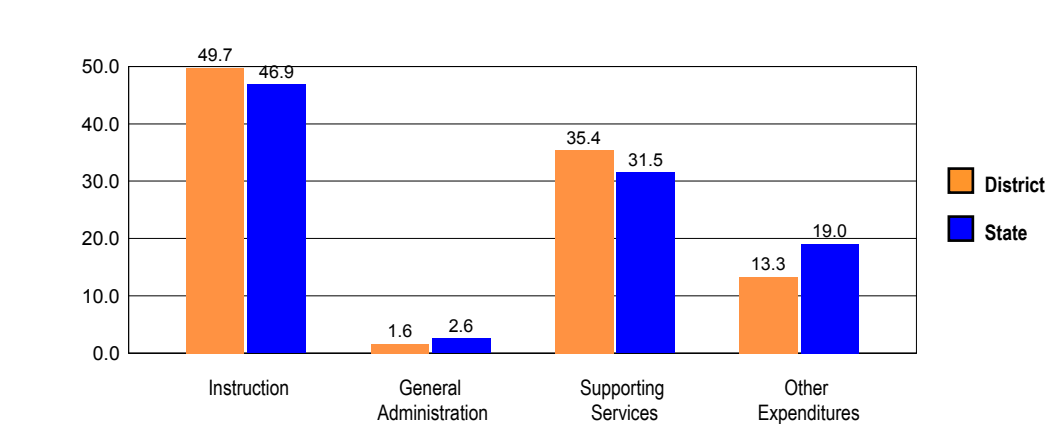
## SCHOOL DISTRICT FINANCES

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 2003-04 (Percentages)



REVENUE BY SOURCE 2003-04				EXPENDITURE BY FUND 2003-04			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$34,471,787	78.2	57.0	Education	\$34,136,247	77.3	71.5
Other Local Funding	\$4,113,204	9.3	5.0	Operations & Maintenance	\$3,532,973	8.0	8.4
General State Aid	\$1,074,594	2.4	18.0	Transportation	\$2,060,935	4.7	3.6
Other State Funding	\$3,221,102	7.3	11.9	Bond and Interest	\$1,661,612	3.8	6.5
Federal Funding	\$1,186,652	2.7	8.0	Rent	\$0	0.0	0.0
TOTAL	\$44,067,339			Municipal Retirement/ Social Security	\$1,045,163	2.4	1.6
				Fire Prevention & Safety	\$162,759	0.4	0.9
				Site & Construction/ Capital Improvement	\$1,546,307	3.5	7.5
				TOTAL	\$44,145,996		

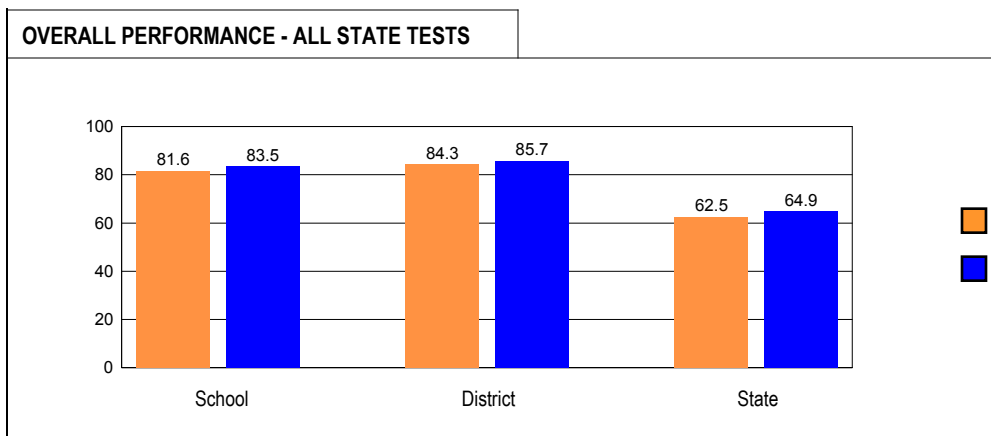
OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$361,784	2.51	\$6,122	\$10,763
State	**	**	\$5,216	\$8,786

\*\* 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.

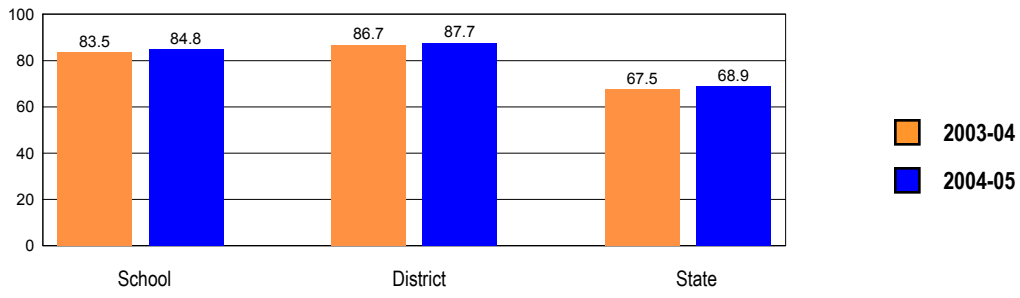
## ACADEMIC PERFORMANCE

### 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 (reading, mathematics and science) included in your school. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.



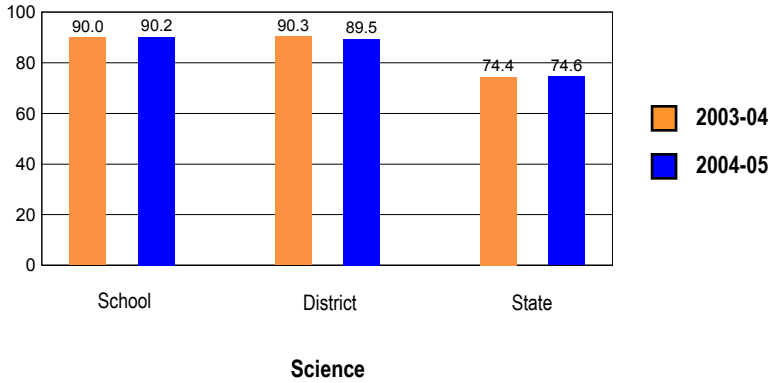
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



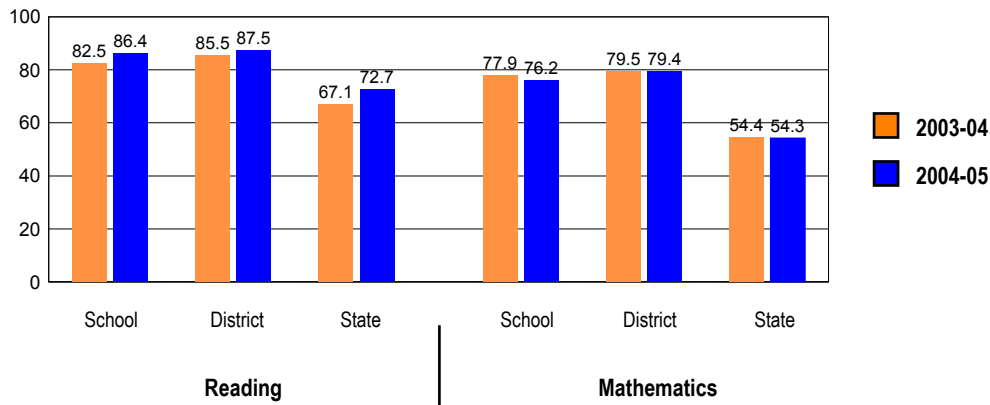
**ISAT PERFORMANCE**

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 7**



**ISAT Grade 8**



## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics and science 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	215	117	98	157	6	28	24	0	0	20	0	28	35
	Reading	0.0	0.0	0.0	0.0		0.0	0.0			0.0		0.0	0.0
	Mathematics	0.5	0.0	1.0	0.6		0.0	0.0			5.0		0.0	0.0
District	*Enrollment	1,449	769	680	1,097	41	150	159	0	2	158	0	208	227
	Reading	0.1	0.3	0.0	0.1	0.0	0.7	0.0			0.0		0.5	0.0
	Mathematics	0.1	0.1	0.1	0.1	0.0	0.7	0.0			0.6		0.5	0.0
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,978	43,196	194	89,769	248,030
	Reading	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
	Mathematics	0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

\* Enrollment as reported by schools/districts during the testing window.

### 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 7****Grade 7 - All**

Levels		Science			
		1	2	3	4
School		5.6	4.1	55.3	35.0
District		4.3	6.2	53.2	36.3
State		10.4	15.0	54.3	20.3

**Grade 7 - Gender**

Levels		Science			
		1	2	3	4
Male	School	7.6	5.5	51.0	35.9
	District	4.8	7.9	46.8	40.5
	State	11.1	14.0	51.9	23.0
Female	School	3.3	2.5	60.3	33.9
	District	3.7	4.2	60.6	31.5
	State	9.7	16.1	56.8	17.4

**Grade 7 - Racial/Ethnic Background**

Levels		Science			
		1	2	3	4
White	School	2.0	3.5	55.2	39.3
	District	2.2	5.6	51.7	40.4
	State	4.4	8.9	57.7	29.0
Black	School	16.7	8.3	58.3	16.7
	District	14.3	14.3	61.9	9.5
	State	23.7	27.1	45.5	3.7
Hispanic	School	33.3	11.1	48.1	7.4
	District	24.3	10.8	56.8	8.1
	State	16.3	23.1	53.4	7.2
Asian/Pacific Islander	School	0.0	0.0	62.5	37.5
	District	0.0	3.9	58.8	37.3
	State	3.0	6.7	54.7	35.5
Native American	School				
	District				
	State	10.1	15.9	51.9	22.1
Multiracial/Ethnic	School				
	District				
	State	7.4	12.6	61.3	18.8

**Grade 7 - Limited-English-Proficient**

Levels		Science			
		1	2	3	4
School		35.3	17.6	47.1	0.0
District		35.3	17.6	47.1	0.0
State		29.5	30.7	37.5	2.3

**Grade 7 - Students with Disabilities**

Levels		Science			
		1	2	3	4
IEP	School	32.3	12.9	48.4	6.5
	District	26.8	26.8	39.3	7.1
	State	31.1	24.0	39.9	5.0
Non-IEP	School	2.1	3.0	56.2	38.7
	District	1.2	3.4	55.1	40.3
	State	6.9	13.5	56.7	22.9

**Grade 7 - Economically Disadvantaged**

Levels		Science			
		1	2	3	4
Free/Reduced Price Lunch	School	23.1	7.7	61.5	7.7
	District	16.4	11.5	62.3	9.8
	State	19.0	23.9	50.6	6.5
Not Eligible	School	2.6	3.5	54.2	39.6
	District	2.5	5.4	51.8	40.3
	State	4.7	9.1	56.8	29.4

**Grade 8**

**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	13.6	70.9	15.5	1.5	22.3	39.3	36.9
District	0.0	12.5	68.8	18.7	1.9	18.8	43.5	35.9
State	0.7	26.6	61.3	11.5	5.9	39.7	37.4	16.9

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	15.2	74.1	10.7	2.7	23.2	33.0	41.1
	District	0.0	14.6	70.7	14.6	2.5	20.2	41.6	35.7
	State	1.0	28.4	60.5	10.1	7.3	38.9	36.0	17.8
Female	School	0.0	11.7	67.0	21.3	0.0	21.3	46.8	31.9
	District	0.0	9.8	66.5	23.7	1.0	17.0	45.9	36.1
	State	0.3	24.7	62.1	12.8	4.6	40.6	38.8	16.0

**Grade 8 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	11.2	70.4	18.4	2.0	17.8	39.5	40.8
	District	0.0	9.9	68.8	21.3	1.8	15.1	44.6	38.6
	State	0.4	17.5	66.4	15.7	3.1	29.6	44.1	23.2
Black	School								
	District	0.0	25.0	66.7	8.3	8.3	50.0	41.7	0.0
	State	1.6	44.8	50.3	3.4	14.2	61.0	21.6	3.2
Hispanic	School	0.0	33.3	66.7	0.0	0.0	62.5	33.3	4.2
	District	0.0	38.2	58.8	2.9	2.9	55.9	35.3	5.9
	State	0.7	39.6	55.7	4.0	6.6	54.1	32.7	6.6
Asian/Pacific Islander	School	0.0	8.3	79.2	12.5	0.0	4.2	41.7	54.2
	District	0.0	9.3	75.9	14.8	0.0	11.1	42.6	46.3
	State	0.1	13.0	64.6	22.2	1.1	16.7	40.7	41.6
Native American	School								
	District								
	State	1.3	25.0	65.9	7.8	6.8	42.4	33.9	16.9
Multiracial/Ethnic	School								
	District								
	State	0.7	25.9	61.3	12.1	7.3	39.8	38.0	14.8

**Grade 8 - Limited-English-Proficient**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	0.0	50.0	50.0	0.0	0.0	78.6	21.4	0.0
	District	0.0	50.0	50.0	0.0	0.0	78.6	21.4	0.0
	State	1.9	63.1	33.5	1.5	15.7	58.3	20.7	5.3

**Grade 8 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	50.0	46.2	3.8	7.7	65.4	23.1	3.8
	District	0.0	45.0	46.7	8.3	11.7	51.7	28.3	8.3
	State	4.0	65.1	29.5	1.4	27.3	57.6	12.9	2.2
Non-IEP	School	0.0	8.3	74.4	17.2	0.6	16.1	41.7	41.7
	District	0.0	7.2	72.4	20.4	0.3	13.4	46.0	40.3
	State	0.1	19.9	66.8	13.2	2.2	36.6	41.7	19.5

**Grade 8 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	43.3	53.3	3.3	3.3	66.7	23.3	6.7
	District	0.0	37.8	57.8	4.4	2.2	60.0	24.4	13.3
	State	1.2	42.0	53.3	3.5	10.7	57.0	27.2	5.1
Not Eligible	School	0.0	8.5	73.9	17.6	1.1	14.8	42.0	42.0
	District	0.0	9.5	70.1	20.4	1.8	14.0	45.7	38.5
	State	0.3	16.8	66.3	16.5	2.9	28.7	43.9	24.5

## 2005 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
2005-06 Federal Improvement Status	
2005-06 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		47.5			47.5			89.0		67.0	
<b>All</b>	100.0	Yes	99.5	Yes	86.1		Yes	75.0		Yes	95.5	Yes		
<b>White</b>	100.0	Yes	99.4	Yes	89.0		Yes	79.7		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 95.0% 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 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.\*\*\*
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for non-high schools or at least 67.0% Graduation Rate for high schools

\* Includes only students enrolled as of 9/30/2004.

\*\* Safe Harbor Targets of 47.5% 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. 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.)

## PLANNED IMPROVEMENT FOR ATTEA SCHOOL

The Attea School Improvement Plan reflects decisions made by the faculty throughout the 2004-2005 school year. The school receives a diverse population of students from three intermediate schools in the district. Our goals consistently reflect the need to meet a wide continuum of student needs and abilities. Spring ISAT and Fall NWEA scores indicate that Attea students score consistently above the norm in all categories. A description of Attea's School Improvement Plan goals follows.

***Continue to Collect Data on Student Performance and to Grow in Knowledge and Application of this Data to Inform Instruction.*** Using test score data to inform instruction is one important method of developing an outstanding middle school program. In 2005-06, test scores and teacher generated classroom data will contribute to teachers' understanding of their students' needs in reading and language arts and provide a basis on which to refine and enhance reading and language arts instruction. The physical education and fine arts programs began development last year of assessment tools to collect data unique to their subject area not provided by NWEA. In 2005-06 they will collect baseline data for their students and begin collecting standardized data on their students' progress. In 2005-06 the teachers will also have new assessment data for their English language learners to help address the unique needs of these learners in their classrooms.

***Continue Implementation of the Study Skills Pilot (Year 2).*** The Study Skills pilot met with great success in its first year of implementation. Year two consists of refinement of the curriculum, data analysis and continued data collection. Of particular interest is the progress of the class of 2007, the first group of students to have all three years of the study skill curriculum. Data is currently being collected so predicted refinements and realignment of the curriculum can occur. The initial feedback reflects a high degree of satisfaction with the program.

***Implement an Advisory Program.*** In the fall of 2003, the Attea Building Council commissioned a task force to study the feasibility of implementing an advisory program at Attea. The task force identified research that indicated that an advisory program can help ensure that every student is well known at school by at least one adult. It also guarantees that every student belongs to a peer group. Because of the small group size and mentoring relationship developed with the advisor, an advisory program is an effective tool to help students find success with the academic and social options provided by the school. An effective advisory program also promotes communication and coordination between home and school. During 2004-05 continued research and preparation was done by the Advisory Task Force. Training of staff began in February of 2005 and full implementation of the program began in the fall of 2005. At the recommendation of the Task Force, the building agreed to a full building implementation beginning in the fall of 2005. Data will be collected during the year and training will continue throughout the program.

***To Continue Training and Implementation of Quality Tools and Processes.*** The Attea community will continue its professional development in the use of Quality Tools methodology. In addition, the tools and techniques will continue to be modeled in the daily operations of the buildings – team meetings, building council, etc. – and will be integrated into our instruction and student activities. The use of these tools will provide us with a consistent and efficient tool for data gathering, understanding data we have gathered and will be a key component of effective problem solving. In addition, information will be gathered and shared on an alternative set of strategies, "Principal Led Problem Solving." The faculty will determine by the end of the school year which of these strategies will become the main building focus and will develop a timeline for implementation during 2006-2007.