

**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	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	63.6	6.6	9.0	20.6	0.2	0.0	18.7	13.3		0.0	6.1	96.1	412
District	74.3	2.7	11.5	11.4	0.1	0.0	13.8	13.2		0.1	7.7	95.6	4,130
State	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
School	100.0
District	99.7
State	95.7

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
		21.7			
		22.6			
		22.3			

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
School	60			30			160			30		
District	60			30			160			30		
State	58			30			146			31		

TEACHER INFORMATION (Full-Time Equivalents)

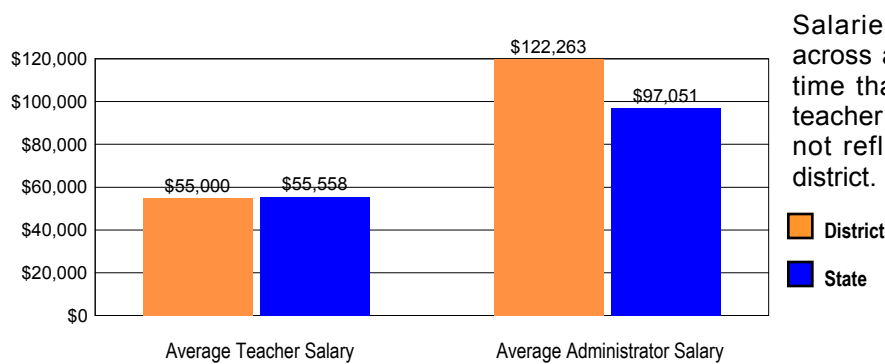
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	94.9	1.0	1.2	2.9	0.0	14.7	85.3	298
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

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	--	--	--	0.0	0.0
District	11.6	30.8	69.2	0.8	0.0
State	13.6	50.1	49.1	1.9	1.8

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

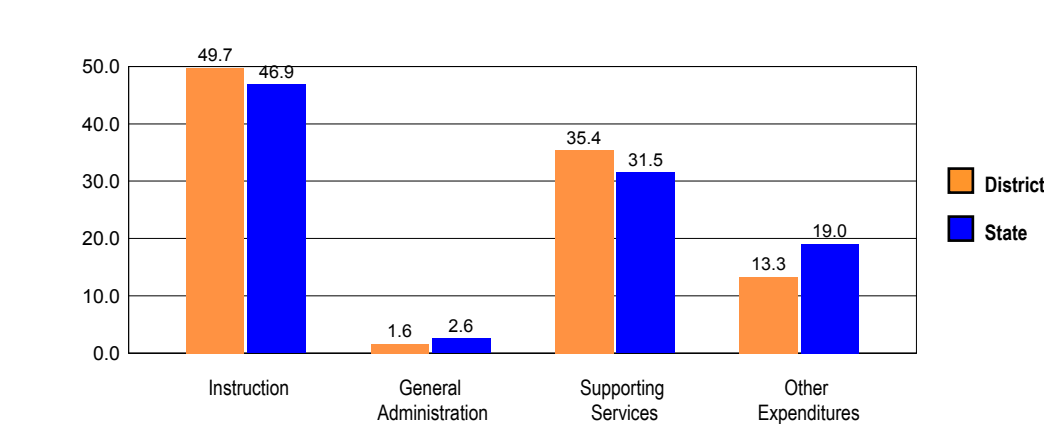
SCHOOL DISTRICT FINANCES

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 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		

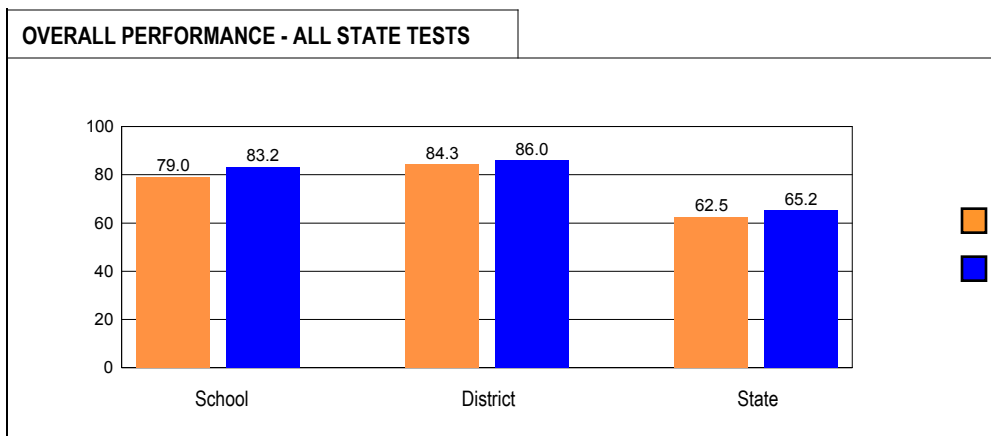
OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$361,784	2.51	\$6,122	\$10,763
State	**	**	\$5,216	\$8,786

** 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.

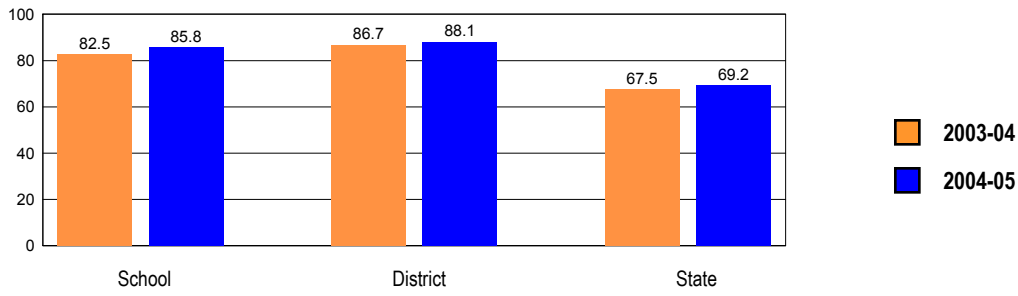
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

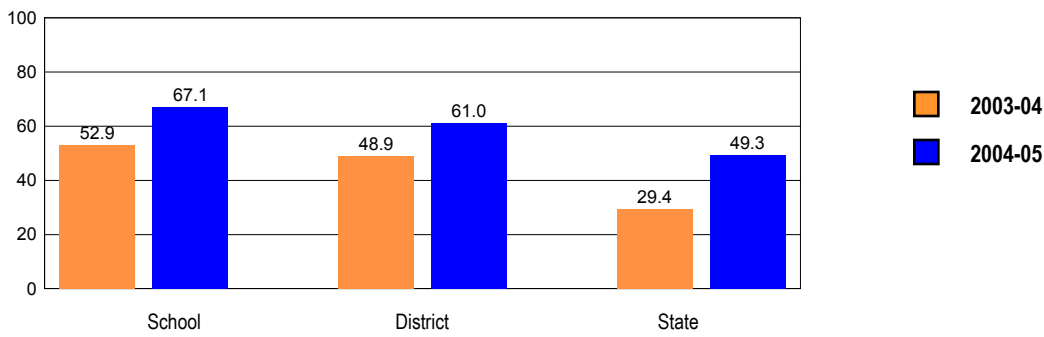
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects (reading, mathematics and science) included in your school. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



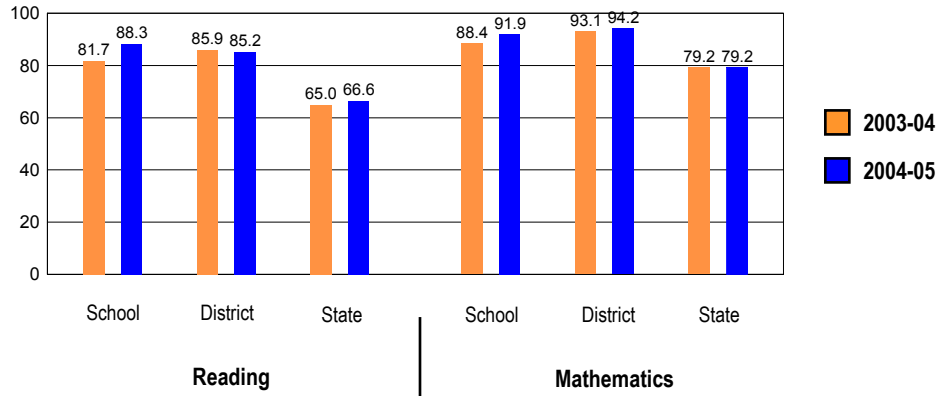
OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE



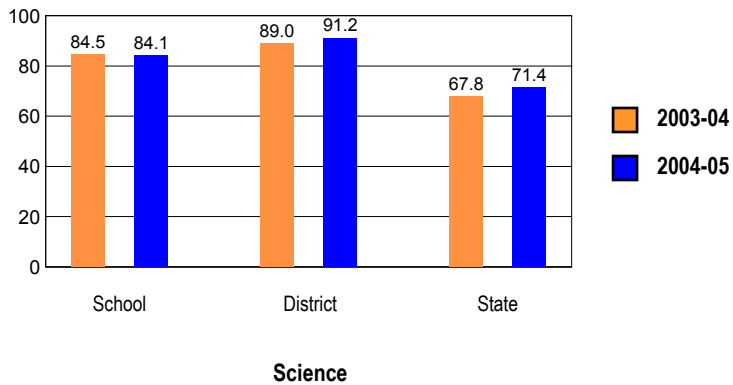
ISAT PERFORMANCE

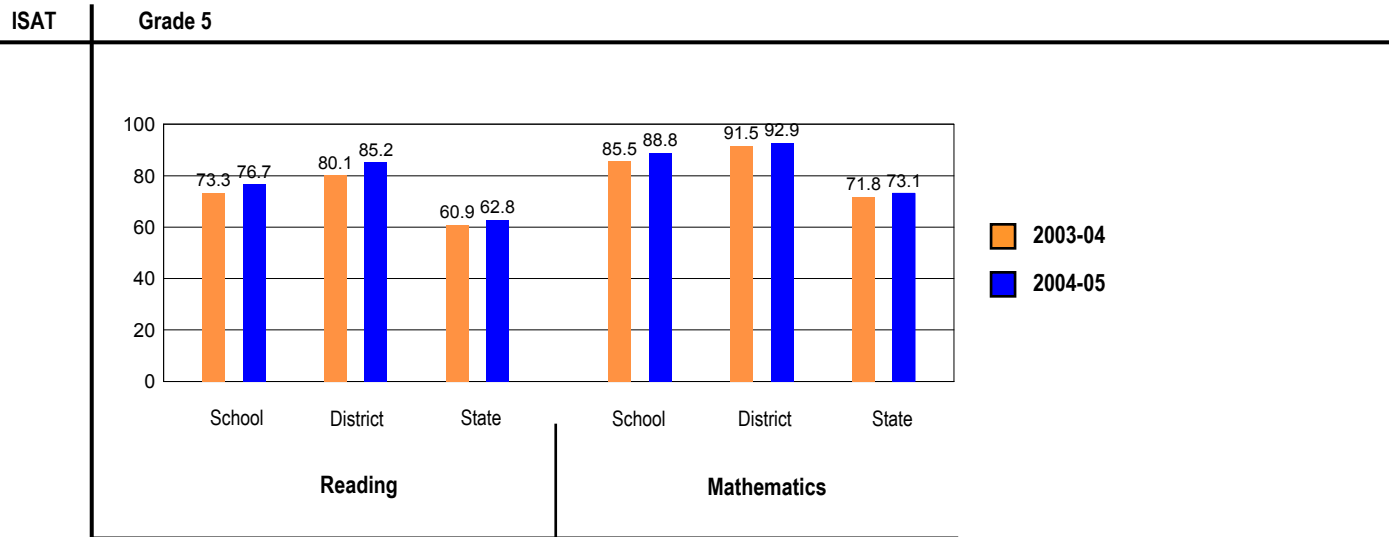
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

ISAT Grade 3



ISAT Grade 4





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	270	146	124	166	16	33	55	0	0	42	0	34	67
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0		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	4,798	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 3**Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	2.7	9.0	49.5	38.7	0.0	8.1	29.7	62.2
District	1.4	13.4	47.1	38.1	0.0	5.8	35.7	58.5
State	6.6	26.7	45.1	21.5	5.3	15.4	45.2	34.1

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	3.6	7.1	55.4	33.9	0.0	8.9	30.4	60.7
	District	2.1	13.5	48.4	35.9	0.0	6.3	34.0	59.7
	State	8.1	27.8	44.5	19.6	5.8	14.7	43.3	36.2
Female	School	1.8	10.9	43.6	43.6	0.0	7.3	29.1	63.6
	District	0.6	13.3	45.7	40.5	0.0	5.2	37.6	57.2
	State	5.1	25.6	45.8	23.5	4.8	16.2	47.2	31.9

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	1.3	10.0	50.0	38.8	0.0	5.0	35.0	60.0
	District	0.6	13.7	47.0	38.7	0.0	4.5	37.6	58.0
	State	2.9	18.9	49.4	28.8	1.8	9.1	44.6	44.5
Black	School								
	District								
	State	16.0	42.8	34.2	7.0	15.0	30.2	43.9	11.0
Hispanic	School								
	District	6.7	13.3	53.3	26.7	0.0	13.3	46.7	40.0
	State	8.2	36.2	44.6	11.1	5.2	19.9	53.0	21.8
Asian/Pacific Islander	School	4.5	0.0	45.5	50.0	0.0	4.5	9.1	86.4
	District	3.6	0.0	50.0	46.4	0.0	3.6	10.7	85.7
	State	1.6	14.2	49.0	35.1	0.9	5.1	33.4	60.6
Native American	School								
	District								
	State	8.0	21.7	50.4	19.9	4.9	17.9	42.0	35.3
Multiracial/Ethnic	School								
	District								
	State	4.4	26.9	47.1	21.7	3.0	15.0	50.4	31.5

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	28.6	50.0	21.4	0.0	35.7	42.9	21.4
District	6.3	37.5	40.6	15.6	0.0	28.1	50.0	21.9
State	12.4	39.3	39.4	9.0	10.4	25.3	48.0	16.3
Not Eligible								
School	3.1	6.2	49.5	41.2	0.0	4.1	27.8	68.0
District	0.9	11.1	47.7	40.2	0.0	3.6	34.3	62.0
State	2.5	17.8	49.2	30.4	1.7	8.4	43.1	46.7

Grade 4**Grade 4 - All**

Levels	Science			
	1	2	3	4
School	0.8	15.2	62.1	22.0
District	0.5	8.4	63.7	27.4
State	5.0	23.6	55.1	16.3

Grade 4 - Gender

Levels	Science			
	1	2	3	4
Male				
School	0.0	10.2	64.4	25.4
District	0.5	6.6	59.7	33.2
State	5.2	22.2	54.3	18.3
Female				
School	1.4	19.2	60.3	19.2
District	0.5	10.1	67.8	21.6
State	4.7	25.2	56.1	14.1

Grade 4 - Racial/Ethnic Background

Levels	Science			
	1	2	3	4
White				
School	0.0	11.0	62.6	26.4
District	0.3	6.7	63.7	29.4
State	1.4	13.5	61.7	23.4
Black				
School	8.3	50.0	41.7	0.0
District	5.9	41.2	47.1	5.9
State	15.0	46.4	35.9	2.8
Hispanic				
School				
District				
State	4.8	32.2	57.1	5.9
Asian/Pacific Islander				
School	0.0	12.5	66.7	20.8
District	0.0	8.2	65.3	26.5
State	1.1	10.9	60.3	27.7
Native American				
School				
District				
State	3.2	21.7	58.9	16.2
Multiracial/Ethnic				
School				
District				
State	2.5	21.6	60.4	15.5

Grade 4 - Students with Disabilities

Levels		Science			
		1	2	3	4
IEP	School	0.0	27.3	45.5	27.3
	District	2.4	19.0	61.9	16.7
	State	10.8	34.0	47.3	7.9
Non-IEP	School	0.8	14.0	63.6	21.5
	District	0.3	7.2	63.9	28.6
	State	4.0	21.8	56.5	17.7

Grade 4 - Economically Disadvantaged

Levels		Science			
		1	2	3	4
Free/Reduced Price Lunch	School	0.0	31.3	68.8	0.0
	District	0.0	18.8	75.0	6.3
	State	9.7	38.0	46.8	5.4
Not Eligible	School	0.9	12.9	61.2	25.0
	District	0.5	7.5	62.8	29.2
	State	1.6	13.5	61.0	23.9

Grade 5**Grade 5 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	1.7	21.6	45.7	31.0	0.0	11.2	64.7	24.1
	District	0.5	14.2	46.3	38.9	0.8	6.4	63.1	29.8
	State	1.8	35.4	43.3	19.4	3.2	23.6	60.8	12.4

Grade 5 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	1.6	18.8	46.9	32.8	0.0	9.4	56.3	34.4
	District	0.5	15.4	48.7	35.4	1.0	6.2	60.5	32.3
	State	2.3	36.8	43.0	18.0	4.0	23.8	59.0	13.1
Female	School	1.9	25.0	44.2	28.8	0.0	13.5	75.0	11.5
	District	0.5	13.1	43.9	42.4	0.5	6.6	65.7	27.3
	State	1.4	34.0	43.7	21.0	2.4	23.4	62.6	11.6

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	1.3	18.8	46.3	33.8	0.0	8.8	63.8	27.5
	District	0.3	12.6	46.5	40.6	0.6	4.6	63.4	31.4
	State	0.8	25.5	48.1	25.5	1.4	14.8	67.1	16.8
Black	School	0.0	27.3	72.7	0.0	0.0	9.1	90.9	0.0
	District	0.0	31.3	62.5	6.3	6.3	25.0	68.8	0.0
	State	4.4	57.0	31.5	7.1	8.6	45.1	43.9	2.5
Hispanic	School								
	District	6.7	20.0	66.7	6.7	0.0	26.7	66.7	6.7
	State	1.9	44.1	42.5	11.5	2.7	28.1	63.3	5.9
Asian/Pacific Islander	School	0.0	30.0	25.0	45.0	0.0	10.0	60.0	30.0
	District	0.0	18.9	29.7	51.4	0.0	5.4	56.8	37.8
	State	0.4	17.7	45.0	36.8	0.7	7.2	57.9	34.3
Native American	School								
	District								
	State	1.6	31.0	47.2	20.2	2.0	21.1	66.8	10.1
Multiracial/Ethnic	School								
	District								
	State	2.3	32.9	47.0	17.9	3.4	22.6	63.3	10.8

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	9.5	42.9	38.1	9.5	0.0	38.1	52.4	9.5
	District	3.7	44.4	35.2	16.7	5.6	22.2	63.0	9.3
	State	8.6	62.7	23.6	5.1	14.7	43.6	38.5	3.2
Non-IEP	School	0.0	16.8	47.4	35.8	0.0	5.3	67.4	27.4
	District	0.0	9.4	48.1	42.5	0.0	3.8	63.1	33.0
	State	0.7	30.7	46.7	21.9	1.3	20.1	64.6	14.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	4.0	40.0	44.0	12.0	0.0	28.0	72.0	0.0
	District	2.1	33.3	52.1	12.5	4.2	22.9	72.9	0.0
	State	3.3	51.1	36.9	8.6	6.0	37.4	52.7	3.9
Not Eligible	School	1.1	16.5	46.2	36.3	0.0	6.6	62.6	30.8
	District	0.3	11.6	45.5	42.6	0.3	4.1	61.7	33.9
	State	0.7	23.9	48.0	27.3	1.2	13.5	66.7	18.6

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			
	1	2	3	4	1	2	3	4
School	6.3	25.0	31.3	37.5	17.6	17.6	35.3	29.4
District	8.2	26.2	49.2	16.4	11.3	32.3	43.5	12.9
State	12.0	30.1	43.4	14.5	14.6	35.8	42.6	7.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	9.1	18.2	45.5	27.3	9.1	27.3	27.3	36.4
	District	7.7	30.8	48.7	12.8	10.3	35.9	41.0	12.8
	State	13.5	30.8	42.1	13.6	14.9	33.7	43.6	7.8
Female	School								
	District	9.1	18.2	50.0	22.7	13.0	26.1	47.8	13.0
	State	10.4	29.3	44.8	15.5	14.4	38.1	41.5	6.1

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School								
	District								
	State	6.3	20.5	47.1	26.1	8.0	25.5	51.8	14.9
Black	School								
	District								
	State	25.7	26.7	36.6	10.9	35.0	27.3	34.5	3.6
Hispanic	School								
	District	13.2	34.2	36.8	15.8	16.0	39.5	36.8	7.9
	State	13.0	31.8	42.7	12.5	16.0	37.9	41.2	5.2
Asian/Pacific Islander	School								
	District	0.0	21.4	50.0	28.6	7.0	21.4	35.7	35.7
	State	4.8	18.0	48.2	29.0	6.0	20.3	50.7	22.6
Native American	School								
	District								
	State								
Multiracial/Ethnic	School								
	District								
	State	3.2	25.8	61.3	9.7	7.0	35.5	51.6	6.5

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	10.0	30.0	20.0	40.0	20.0	30.0	30.0	20.0
	District	12.8	33.3	35.9	17.9	15.4	38.5	35.9	10.3
	State	13.1	31.6	42.3	13.0	15.9	37.3	41.0	5.8
Not Eligible	School								
	District	0.0	13.6	72.7	13.6	4.3	21.7	56.5	17.4
	State	6.5	22.4	48.7	22.3	8.3	28.5	50.5	12.8

Grade 5

Grade 5 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	4.5	9.1	31.8	54.5	4.2	45.8	37.5	12.5
District	10.2	8.2	46.9	34.7	7.8	49.0	37.3	5.9
State	11.4	20.8	44.4	23.4	9.6	56.0	33.5	0.8

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	9.1	9.1	36.4	45.5	7.7	30.8	38.5	23.1
	District	17.2	6.9	48.3	27.6	9.7	35.5	45.2	9.7
	State	12.2	21.9	43.5	22.3	10.5	54.8	33.8	0.9
Female	School	0.0	9.1	27.3	63.6	0.0	63.6	36.4	0.0
	District	0.0	10.0	45.0	45.0	5.0	70.0	25.0	0.0
	State	10.5	19.7	45.3	24.5	8.8	57.4	33.2	0.7

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School								
District								
State	7.0	15.7	42.5	34.8	5.3	43.8	49.3	1.6
Black								
School								
District								
State	24.5	27.4	31.1	17.0	24.1	54.6	19.4	1.9
Hispanic								
School	7.1	14.3	42.9	35.7	0.0	60.0	40.0	0.0
District	11.8	8.8	55.9	23.5	8.6	60.0	31.4	0.0
State	11.8	21.5	45.0	21.7	10.0	58.7	31.1	0.3
Asian/Pacific Islander								
School								
District								
State	8.0	16.6	40.6	34.8	7.5	34.1	50.4	8.0
Native American								
School								
District								
State								
Multiracial/Ethnic								
School								
District								
State								

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	5.9	11.8	41.2	41.2	5.6	61.1	33.3	0.0
District	13.5	8.1	51.4	27.0	10.5	60.5	28.9	0.0
State	12.3	21.8	44.7	21.3	10.2	57.9	31.5	0.4
Not Eligible								
School								
District	0.0	8.3	33.3	58.3	0.0	15.4	61.5	23.1
State	7.4	16.3	43.2	33.1	7.1	47.4	42.8	2.7

2005 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	2005-06 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	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
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
All	100.0	Yes	100.0	Yes	82.2		Yes	84.7		Yes	96.1	Yes		
White	100.0	Yes	100.0	Yes	84.5		Yes	92.0		Yes				
Black														
Hispanic														
Asian/Pacific Islander	100.0	Yes	100.0	Yes	84.9		Yes	87.0		Yes				
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	68.9		Yes	56.5		Yes				

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.)

GLEN GROVE SCHOOL PLANS FOR IMPROVEMENT 2005-2006

Our school improvement plan is student-centered keeping student needs at the center of its structure. It incorporates our building goals and remains consistent with the Board of Education goals for District 34. It is aligned with the State of Illinois Learning Standards. At the core of the school improvement plan is the focus on improved student achievement. The needs for improved achievement are identified by analyzing standardized test results at the local, state and national level, examining local assessment results, gaining input from the school community through surveys and discussion and soliciting the input of teachers based on performance in the classroom. Taking all of this into consideration, our goals for Glen Grove's 2005-2006 School Improvement Plan are as follows:

- To improve student achievement in reading for our at-risk learners.
- To improve the development of written and oral communication skills in various formats and use technology as an instructional tool for support
- To continue implementation of the Principal Led Problem Solving Model
- To develop a building-wide framework for student expectations built upon the six pillars of Character Counts.

Improve Reading Achievement for At-Risk Learners

On ISAT, student performance in reading fell below the district average in grade 5. Areas of concern include comprehension and vocabulary. Breaking down the data further, it was noted that certain sub-groups are at-risk based on the percentage not meeting or exceeding standards. These groups include our economically disadvantaged students, our ESL population, and our students identified with disabilities. NWEA results also support the need for a focus on improving reading. Grades 3 and 4 fell slightly below the expected growth targets as measured by NWEA data for the 2004-2005 school year. According to NWEA historical data, Glen Grove also has a significant number of students consistently scoring below the 25th percentile in reading (10 fifth graders for three or more testing periods, 9 fourth graders over two testing periods). This leads us to seek to improve instructional strategies in reading that focus on differentiation and meeting individual needs of students in the areas of fluency, word analysis and comprehension. Using a combination of facilitator-led workshops, team collaboration, staff sharing sessions and a review of current research and practice, staff will develop the ability to differentiate instruction in reading to meet students at their instructional levels. The focus on this initiative is structured to take place throughout the year.

- Teacher will hold individual data based goal setting conferences with students to identify learning plans for improving reading performance based on information from various assessment tools, with NWEA being the primary data source.
- Classroom teachers will collaborate with ELL, Reading and Special Education teachers to identify strategies for individualizing reading instruction in the general education setting.
- Gather and share information on research based strategies/methods for direct instruction in reading in the areas of decoding, fluency and comprehension
- Using Building Council meeting time and additional professional development time, staff will collaborate to create opportunities for differentiating instruction to meet students' needs at their instructional levels.

- 🍏 Provide ongoing training on the use of DesCartes (Learning Continuum) from NWEA and Lexiles to individualize instruction in the area of reading.

Written and Oral Communication Supported By Technology

While writing was an overall strength for Glen Grove students, there appeared a slight dip in performance on the NWEA in grade 5 with scores for composition writing skills and strategies, grammar/mechanics and purposes of writing falling more than 3 statistically significant points below the high achieving norms. Research supports the integration of reading and writing instruction to improve student achievement. Capitalizing on a relative strength, we will seek to improve our student performance in language arts by utilizing technology to improve written and oral communication skills.

- 🍏 Targeted instruction on constructing open-ended responses across content areas, particularly in the area of reading comprehension. Graphic organizing software will be an instructional tool utilized for prewriting.
- 🍏 To utilize technology as a presentation tool demonstrating comprehension of a topic (book reports, research, etc.)
- 🍏 To demonstrate comprehension across content (reading, social studies, science, math, character education) using technology to support communication of learning (email, letters, reports, newsletters).

Principal Led Problem Solving

This initiative is focused on developing classroom modifications and interventions to allow students to access the general education curriculum. It also supports the process for differentiating instruction to support student achievement by assisting in supporting students performing at their ability levels by generating strategies to meet them at their instructional levels.

- 🍏 Identify problem solving teams within the building
- 🍏 Continue training staff in the problem solving model
- 🍏 To develop a formalized process and structure for referral and follow up of individual student cases

Character Counts

School culture and climate are critical to maximizing student achievement. The staff identified the need for a building-wide framework that incorporates the education of character building and sets appropriate expectations with regard to the pillars of Character Counts embraced by the district and the community at large.

- 🍏 Integrate the six pillars of Character Counts within the school via clearly outlined student expectations.
- 🍏 Identify volunteer and service learning opportunities
- 🍏 To develop a recognition and improvement plan reinforcement program that provides students with the opportunity to recognize and internalize the six pillars of Character Counts through reflective practice.
- 🍏 Implement the Peace Jam program (study of Nobel Laureates) to provide students with role models of character and citizenship