

Hoffman Elem School
Glenview CCSD 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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

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	73.5	1.5	12.5	10.2	0.0	2.3	18.1	16.0		0.2	5.8	96.7	480
District	71.8	1.6	11.4	12.2	0.0	3.0	14.6	13.9		0.3	6.4	96.0	4,328
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

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	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	16.1		11.5	206.1
State	18.3		13.5	211.6

* 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				23.7	25.9	23.8				
District				23.6	25.8	24.9				
State				21.7	22.3	22.7				

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			145			30		

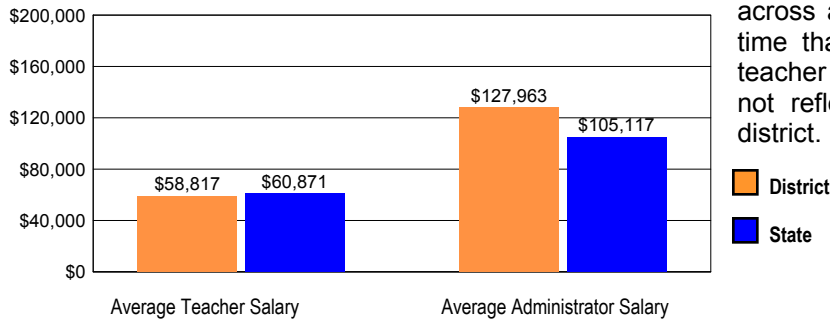
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	94.6	0.7	2.5	2.3	0.0	14.6	85.4	305
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	10.7	26.9	73.1	0.0	0.0
State	12.4	46.7	53.2	0.7	0.7

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

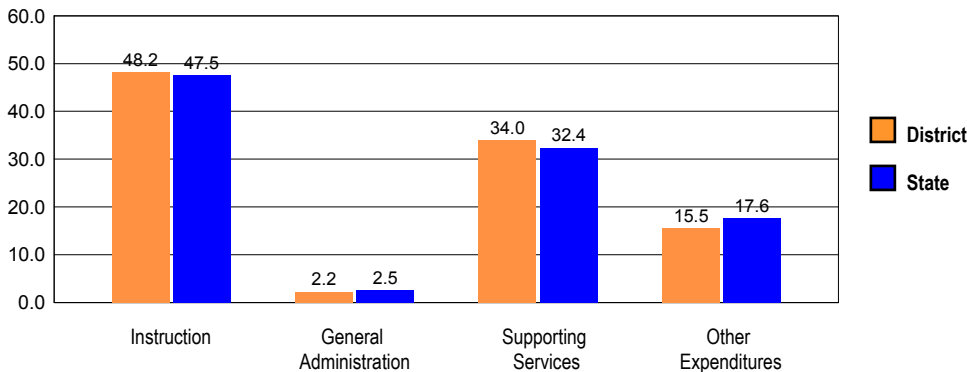
SCHOOL DISTRICT FINANCES

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 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$44,371,280	81.5	57.6	Education	\$38,411,274	74.6	72.6
Other Local Funding	\$3,750,270	6.9	7.3	Operations & Maintenance	\$3,683,160	7.2	8.5
General State Aid	\$1,372,219	2.5	18.1	Transportation	\$2,391,530	4.6	3.9
Other State Funding	\$3,746,302	6.9	9.7	Bond and Interest	\$3,572,780	6.9	6.7
Federal Funding	\$1,212,369	2.2	7.3	Rent	\$0	0.0	0.0
TOTAL	\$54,452,440			Municipal Retirement/ Social Security	\$1,262,817	2.5	1.8
				Fire Prevention & Safety	\$1,684,657	3.3	0.9
				Site & Construction/ Capital Improvement	\$475,389	0.9	5.6
				TOTAL	\$51,481,607		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$446,160	2.33	\$6,561	\$11,476
State	**	**	\$5,808	\$9,907

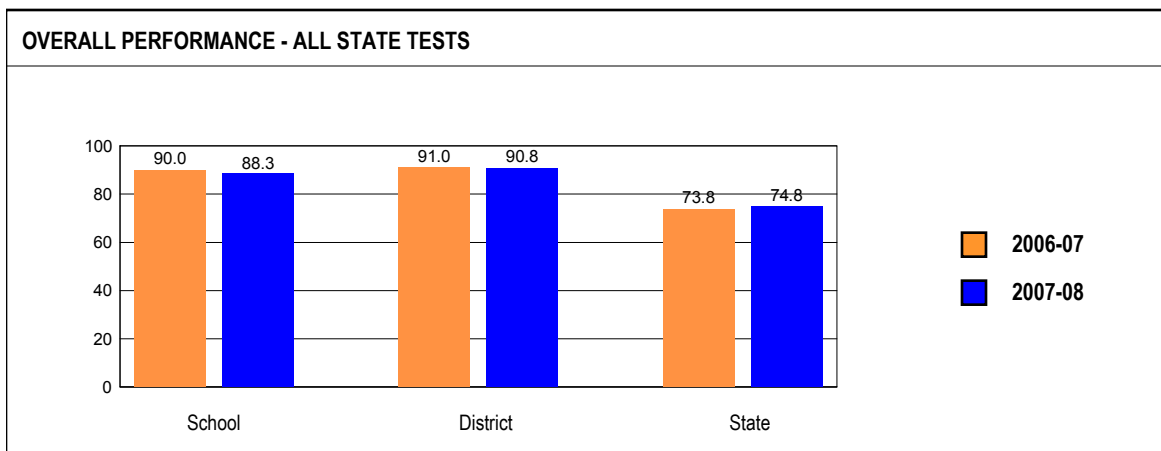
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school 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

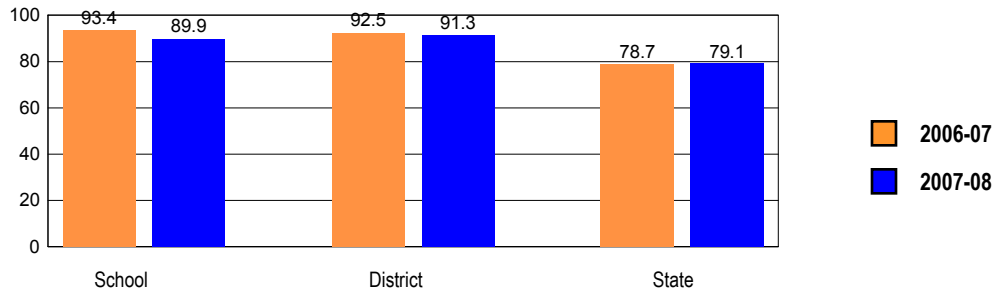
OVERALL STUDENT PERFORMANCE

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. They represent your school's performance in reading, mathematics, and science.

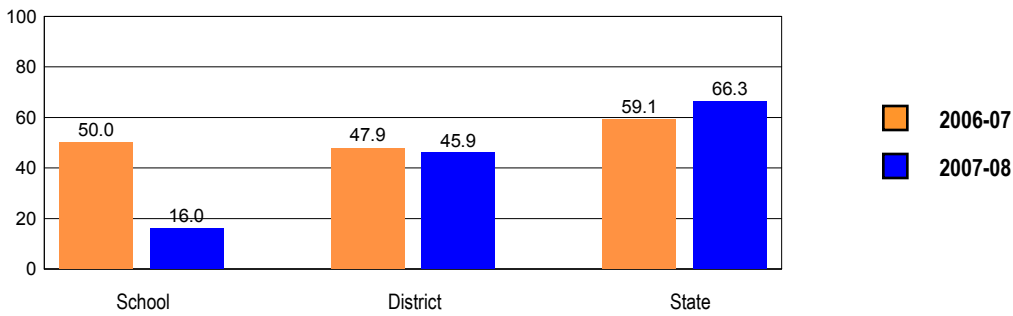
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OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE



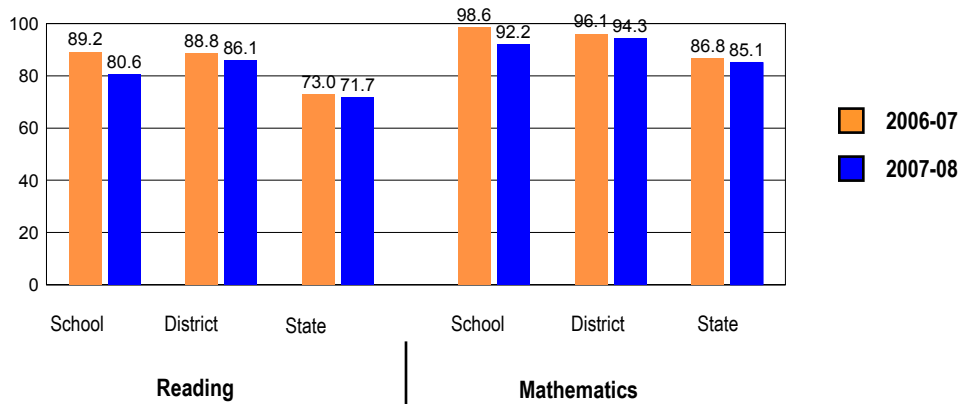
IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

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.

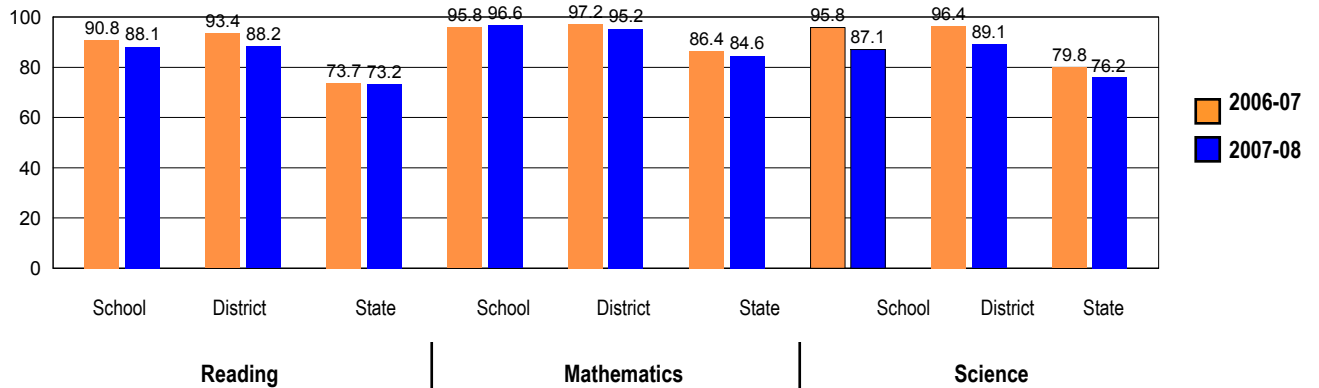
ISAT

Grade 3



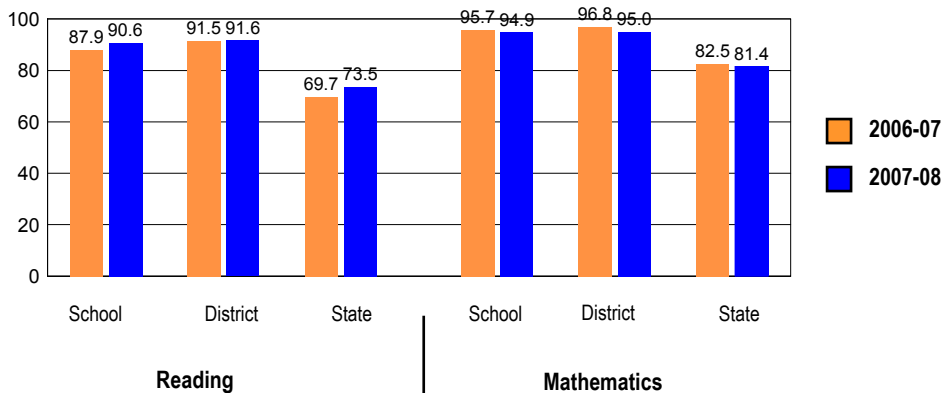
ISAT

Grade 4



ISAT

Grade 5



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for 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 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. 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.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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 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	494	259	235	360	6	64	53		11	84		68	88
	Reading	0.0	0.0	0.0	0.0		0.0	0.0		0.00	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0		0.00	0.0		0.0	0.0
District	*Enrollment	2,768	1,417	1,351	2,020	43	288	361	2	54	309		372	411
	Reading	0.0	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	0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	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	181	90	91	137	3	22	17		2	32		19	25
	Science	0.0	0.0	0.0	0.0		0.0	0.0			0.0		0.0	0.0
District	*Enrollment	945	467	478	694	17	94	116	2	22	109		122	121
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

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

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	3.0	16.4	44.8	35.8	0.6	7.2	35.5	56.6
District	3.2	10.7	49.9	36.2	0.6	5.1	34.0	60.3
State	6.8	21.5	47.6	24.2	3.5	11.4	44.1	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	2.2	15.1	48.4	34.4	0.0	4.3	32.3	63.4
	District	2.8	11.1	51.2	34.9	0.4	2.8	32.8	64.0
	State	8.5	23.8	46.4	21.3	4.0	11.2	42.3	42.5
Female	School	4.2	18.1	40.3	37.5	1.4	11.0	39.7	47.9
	District	3.7	10.1	48.4	37.8	0.9	7.8	35.3	56.0
	State	4.9	19.1	48.8	27.2	2.9	11.6	45.9	39.5

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.9	10.3	43.1	45.7	0.0	0.9	35.3	63.8
	District	1.5	6.7	47.2	44.6	0.3	1.2	31.1	67.4
	State	3.1	13.4	49.6	33.9	1.0	5.4	39.1	54.5
Black	School								
	District								
	State	12.6	32.2	44.4	10.9	9.4	22.3	49.4	18.9
Hispanic	School	17.4	47.8	26.1	8.7	4.2	41.7	41.7	12.5
	District	19.1	36.2	34.0	10.6	2.1	35.4	47.9	14.6
	State	11.4	33.5	45.4	9.8	4.6	17.4	53.5	24.6
Asian/Pacific Islander	School	0.0	15.8	68.4	15.8	0.0	5.3	21.1	73.7
	District	0.0	12.7	69.8	17.5	0.0	1.6	37.5	60.9
	State	2.0	10.8	46.8	40.4	0.6	3.5	28.9	67.0
Native American	School								
	District								
	State	5.5	18.9	54.2	21.4	1.7	6.3	43.9	48.1
Multiracial/Ethnic	School								
	District	0.0	0.0	80.0	20.0	0.0	0.0	20.0	80.0
	State	5.2	19.4	49.9	25.5	2.1	10.2	47.2	40.5

Grade 3 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	16.1	41.9	35.5	6.5	3.1	34.4	43.8	18.8
	District	15.6	35.9	45.3	3.1	1.5	27.3	50.0	21.2
	State	15.6	41.9	37.8	4.7	6.0	21.1	52.9	19.9

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	8.3	37.5	41.7	12.5	0.0	4.2	75.0	20.8
	District	14.0	29.8	45.6	10.5	1.8	8.8	66.7	22.8
	State	22.5	34.7	32.8	10.0	10.2	22.0	44.5	23.3
Non-IEP	School	2.1	12.8	45.4	39.7	0.7	7.7	28.9	62.7
	District	1.7	8.0	50.5	39.8	0.5	4.6	29.5	65.5
	State	4.4	19.5	49.8	26.3	2.5	9.8	44.0	43.7

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	15.6	40.6	37.5	6.3	0.0	37.5	50.0	12.5
	District	15.9	29.0	46.4	8.7	1.4	30.4	47.8	20.3
	State	11.4	31.8	46.1	10.7	6.2	18.6	51.3	23.9
Not Eligible	School	0.0	10.5	46.6	42.9	0.7	0.0	32.1	67.2
	District	1.0	7.5	50.5	41.0	0.5	0.7	31.6	67.2
	State	2.7	12.4	48.9	36.0	1.0	5.0	37.7	56.3

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.6	11.3	32.2	55.9	0.0	3.4	46.1	50.6	0.6	12.4	56.2	30.9
District	0.4	11.3	33.6	54.7	0.2	4.5	44.8	50.4	0.7	10.2	55.7	33.5
State	1.8	25.0	46.6	26.6	0.9	14.5	58.3	26.3	3.5	20.3	59.1	17.1

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	15.1	34.9	50.0	0.0	4.6	40.2	55.2	0.0	12.6	51.7	35.6
	District	0.4	13.1	34.5	52.0	0.4	4.8	42.9	51.9	0.9	10.4	50.2	38.5
	State	2.4	27.9	45.6	24.0	1.0	15.0	56.3	27.7	3.9	20.0	57.1	19.0
Female	School	1.1	7.7	29.7	61.5	0.0	2.2	51.6	46.2	1.1	12.1	60.4	26.4
	District	0.4	9.6	32.6	57.4	0.0	4.3	46.8	48.9	0.4	10.0	61.1	28.4
	State	1.2	21.9	47.7	29.3	0.7	14.0	60.4	24.9	3.1	20.6	61.2	15.1

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	8.9	26.7	64.4	0.0	1.5	41.5	57.0	0.0	5.2	57.0	37.8
	District	0.0	7.1	31.3	61.6	0.0	1.8	41.4	56.8	0.0	6.0	54.0	40.0
	State	0.8	15.4	47.2	36.6	0.3	7.2	56.0	36.5	0.9	9.7	63.8	25.5
Black	School												
	District												
	State	3.5	40.4	45.2	10.9	2.4	28.6	60.3	8.7	8.4	38.7	49.2	3.7
Hispanic	School	5.0	35.0	55.0	5.0	0.0	14.3	76.2	9.5	4.8	57.1	38.1	0.0
	District	1.9	33.3	42.6	22.2	0.0	19.6	57.1	23.2	3.6	33.9	55.4	7.1
	State	3.0	37.7	46.9	12.5	1.1	22.1	64.2	12.6	6.0	32.3	55.8	5.9
Asian/Pacific Islander	School	0.0	0.0	52.9	47.1	0.0	0.0	47.1	52.9	0.0	11.8	64.7	23.5
	District	0.0	17.3	38.5	44.2	0.0	5.7	52.8	41.5	0.0	13.5	63.5	23.1
	State	0.5	11.9	43.5	44.1	0.4	4.5	44.9	50.2	1.6	10.3	59.3	28.8
Native American	School												
	District												
	State	2.6	23.8	49.4	24.2	0.9	14.8	62.4	21.8	3.0	19.2	62.4	15.4
Multiracial/Ethnic	School												
	District												
	State	1.8	22.5	47.7	28.0	0.7	12.8	61.5	25.1	2.2	17.9	62.4	17.5

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	3.2	38.7	48.4	9.7	0.0	15.6	78.1	6.3	3.1	53.1	40.6	3.1
District	1.4	42.0	44.9	11.6	0.0	19.4	70.8	9.7	2.8	40.3	51.4	5.6
State	5.5	56.2	34.6	3.7	1.9	33.3	58.4	6.4	11.2	45.1	41.8	1.9

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	60.0	26.7	13.3	0.0	12.5	75.0	12.5	0.0	31.3	62.5	6.3
	District	1.7	50.8	30.5	16.9	1.7	20.0	61.7	16.7	3.4	30.5	54.2	11.9
	State	7.7	51.1	31.6	9.6	3.7	32.5	52.0	11.8	8.5	32.5	50.6	8.3
Non-IEP	School	0.6	6.8	32.7	59.9	0.0	2.5	43.2	54.3	0.6	10.5	55.6	33.3
	District	0.3	5.5	34.0	60.3	0.0	2.2	42.3	55.5	0.2	7.2	55.9	36.7
	State	0.9	20.8	49.0	29.3	0.4	11.7	59.3	28.6	2.7	18.4	60.4	18.4

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	4.2	37.5	37.5	20.8	0.0	20.0	68.0	12.0	4.0	48.0	44.0	4.0
	District	1.6	36.5	41.3	20.6	0.0	21.5	64.6	13.8	3.1	33.8	56.9	6.2
	State	3.2	38.1	46.6	12.1	1.6	23.8	62.8	11.8	6.4	33.0	54.6	6.0
Not Eligible	School	0.0	7.2	31.4	61.4	0.0	0.7	42.5	56.9	0.0	6.5	58.2	35.3
	District	0.3	7.3	32.3	60.1	0.3	1.8	41.6	56.4	0.3	6.3	55.4	38.0
	State	0.7	14.2	46.7	38.5	0.3	6.8	54.6	38.3	1.1	9.9	62.8	26.2

Grade 5

Grade 5 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	9.4	48.6	42.0	0.0	5.1	56.5	38.4
District	0.0	8.4	45.2	46.4	0.2	4.8	53.3	41.6
State	0.5	25.9	46.3	27.3	0.5	18.1	64.2	17.1

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	14.1	49.3	36.6	0.0	9.9	50.7	39.4
	District	0.0	10.6	46.6	42.8	0.0	6.2	51.7	42.1
	State	0.7	29.2	45.7	24.4	0.7	19.0	62.4	17.9
Female	School	0.0	4.5	47.8	47.8	0.0	0.0	62.7	37.3
	District	0.0	6.3	43.8	50.0	0.5	3.3	55.0	41.1
	State	0.3	22.5	46.9	30.2	0.4	17.2	66.1	16.3

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	5.0	50.0	45.0	0.0	3.0	56.0	41.0
	District	0.0	5.7	42.3	52.1	0.3	3.5	51.4	44.8
	State	0.2	15.1	47.5	37.3	0.2	10.0	66.5	23.3
Black	School								
	District								
	State	1.0	43.2	43.9	11.9	1.4	35.5	57.8	5.3
Hispanic	School	0.0	35.3	52.9	11.8	0.0	17.6	82.4	0.0
	District	0.0	26.8	63.4	9.8	0.0	14.6	78.0	7.3
	State	0.8	41.1	45.9	12.3	0.7	25.3	66.4	7.6
Asian/Pacific Islander	School	0.0	6.3	37.5	56.3	0.0	0.0	37.5	62.5
	District	0.0	10.0	50.0	40.0	0.0	3.8	50.0	46.2
	State	0.2	12.2	43.7	43.9	0.2	5.4	53.8	40.7
Native American	School								
	District								
	State	0.0	26.9	47.4	25.6	0.0	19.1	68.1	12.8
Multiracial/Ethnic	School								
	District								
	State	0.7	23.1	47.6	28.5	0.5	17.7	64.8	17.0

Grade 5 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	0.0	36.8	57.9	5.3	0.0	21.1	78.9	0.0
	District	0.0	32.7	63.3	4.1	0.0	23.5	70.6	5.9
	State	1.5	65.9	29.6	2.9	1.4	39.7	55.5	3.4

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	58.8	29.4	11.8	0.0	17.6	70.6	11.8
	District	0.0	41.8	36.4	21.8	1.8	20.0	61.8	16.4
	State	2.8	58.7	30.5	8.0	2.6	42.8	49.3	5.2
Non-IEP	School	0.0	2.5	51.2	46.3	0.0	3.3	54.5	42.1
	District	0.0	3.3	46.5	50.1	0.0	2.5	52.1	45.5
	State	0.1	20.8	48.8	30.3	0.2	14.2	66.6	19.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	27.6	48.3	24.1	0.0	20.7	69.0	10.3
	District	0.0	29.5	57.4	13.1	0.0	17.7	69.4	12.9
	State	0.9	41.1	45.6	12.4	1.0	29.0	63.1	6.9
Not Eligible	School	0.0	4.6	48.6	46.8	0.0	0.9	53.2	45.9
	District	0.0	4.8	43.1	52.1	0.3	2.5	50.6	46.6
	State	0.2	13.9	46.8	39.1	0.2	9.3	65.1	25.4

2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	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?	No	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	86.2		Yes	94.4		Yes	96.7	Yes		
White	100.0	Yes	100.0	Yes	90.5		Yes	96.7		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	53.6		Yes	75.0		Yes				
Asian/Pacific Islander	100.0	Yes	100.0	Yes										
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes	76.0		Yes	89.2		Yes				
Students with Disabilities	100.0	Yes	100.0	Yes	45.0	52.8	No	83.3		Yes	95.7			
Economically Disadvantaged	100.0	Yes	100.0	Yes	61.6		Yes	77.8		Yes				

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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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.

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.)

Our school improvement plan focuses on the needs of our children, encompasses our building goals, is consistent with the District 34 strategic plan, and is aligned with the Illinois Learning Standards. We have identified student achievement needs through standardized test scores, parent surveys, criterion reference assessments, and teacher observations.

Detailed Plan

The focus areas of our School Improvement Plan for 2008-2009 will be increasing the percentage of our students meeting their growth targets in reading and to develop common formative assessments and instructional interventions to increase student achievement in mathematics. Emphasis will be placed on consistent staff implementation of effective balanced literacy instructional practices, differentiated learning opportunities for students in word analysis/vocabulary, students monitoring their progress as it relates to their reading achievement, and furthering our knowledge and implementation of common formative assessments and instructional interventions in mathematics.

Goal 1: To increase the percentage of our students meeting their growth targets in NWEA reading to 70%.

- Strategy A – To consistently implement the components of balanced literacy (shared, guided, and independent reading, word study)
- Strategy B – To offer differentiated instructional opportunities for our students in the area of word analysis/vocabulary.
- Strategy C – Students will be presented with the opportunity to monitor their progress as it relates to their reading performance.

Goal 2: To develop common formative assessments and instructional interventions to increase student achievement in mathematics.

- Strategy A: All staff members will further their knowledge and implementation of common formative assessments and instructional interventions through collaborative planning time and professional development opportunities..