

**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.

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	71.5	1.8	13.6	10.6	0.0	2.5	18.9	17.3		0.0	3.3	95.8	565
District	71.6	1.4	11.3	12.3	0.0	3.4	15.3	13.8		0.0	5.1	95.5	4,440
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	100.0	14.6		10.9	211.4
State	96.7	18.4		13.3	201.8

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

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School				22.4	22.4	24.1				
District				22.0	22.8	22.1				
State				21.8	22.2	22.6				

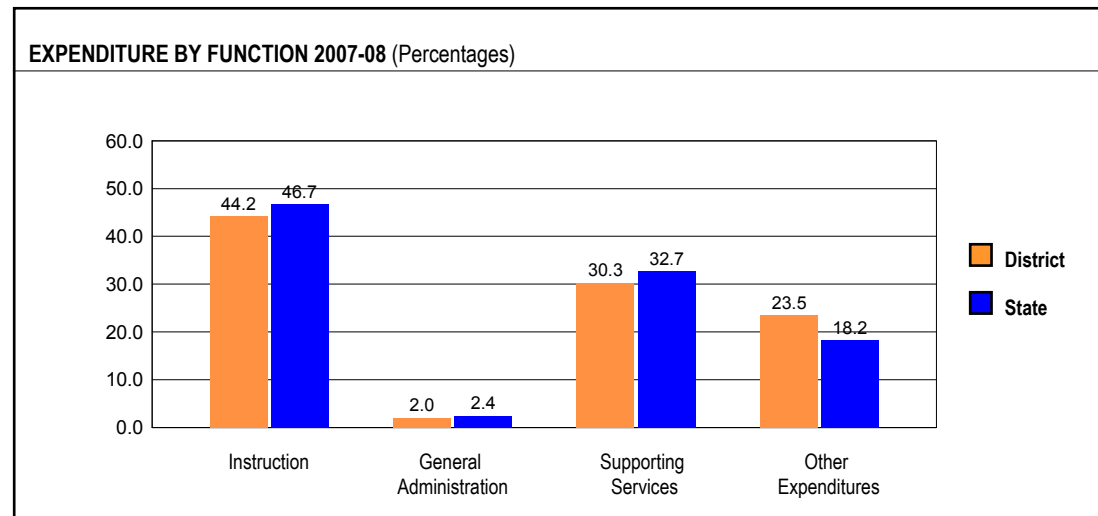
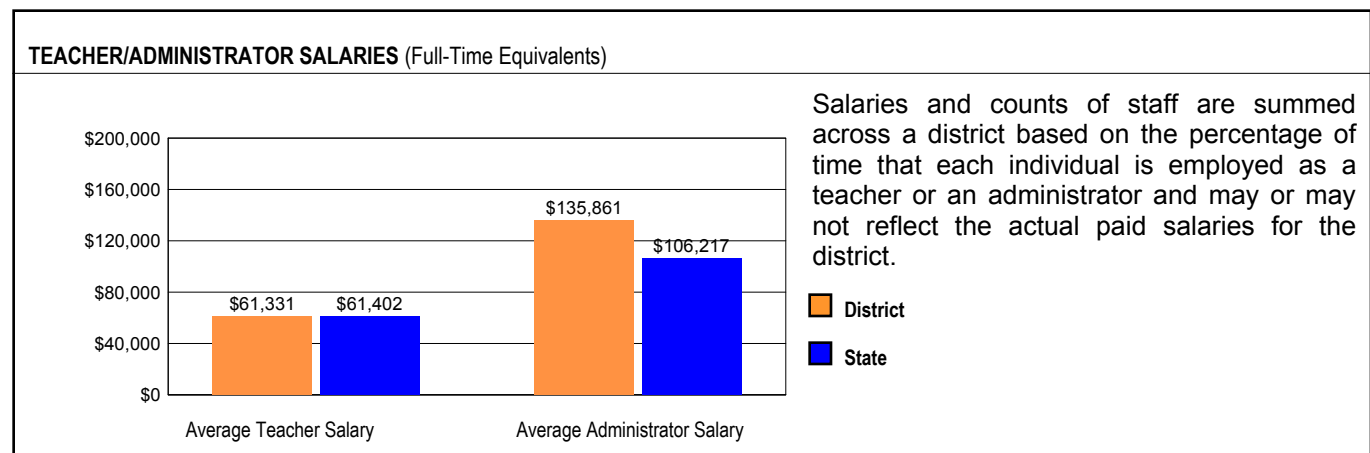
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			30			160			30		
District	60			30			123			30		
State	59			30			145			30		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	94.3	0.6	2.4	2.7	0.0	14.3	85.7	335
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	10.4	23.2	76.8	0.6	0.0
State	12.5	44.1	55.8	0.6	1.2

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$46,295,004	83.2	58.7	Education	\$41,807,032	68.1	71.5
Other Local Funding	\$3,632,066	6.5	6.3	Operations & Maintenance	\$4,005,609	6.5	8.6
General State Aid	\$1,496,061	2.7	18.6	Transportation	\$2,502,050	4.1	3.9
Other State Funding	\$2,883,704	5.2	9.0	Bond and Interest	\$3,486,138	5.7	6.3
Federal Funding	\$1,344,693	2.4	7.4	Rent	\$0	0.0	0.0
TOTAL	\$55,651,528			Municipal Retirement/ Social Security	\$1,366,645	2.2	1.8
				Fire Prevention & Safety	\$593,130	1.0	0.9
				Site & Construction/ Capital Improvement	\$7,597,005	12.4	6.8
				TOTAL	\$61,357,609		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$443,566	2.33	\$7,005	\$12,220
State	**	**	\$6,103	\$10,417

** 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.

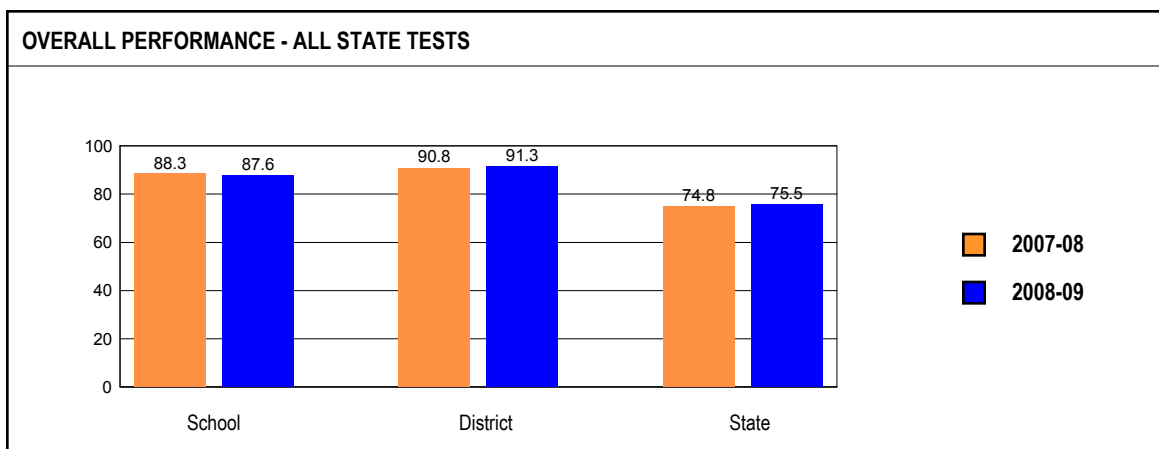
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

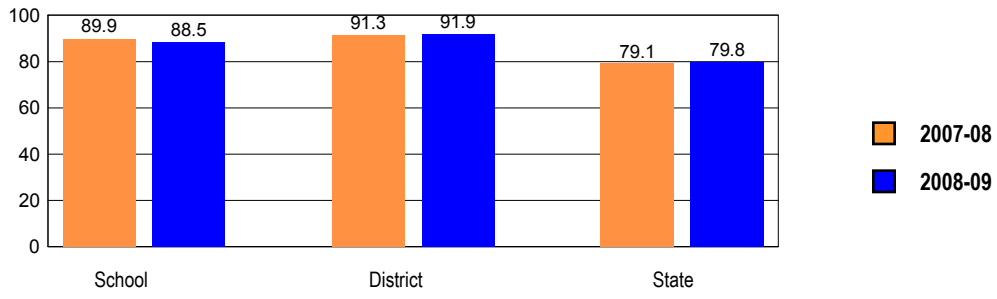
OVERALL STUDENT PERFORMANCE

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.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

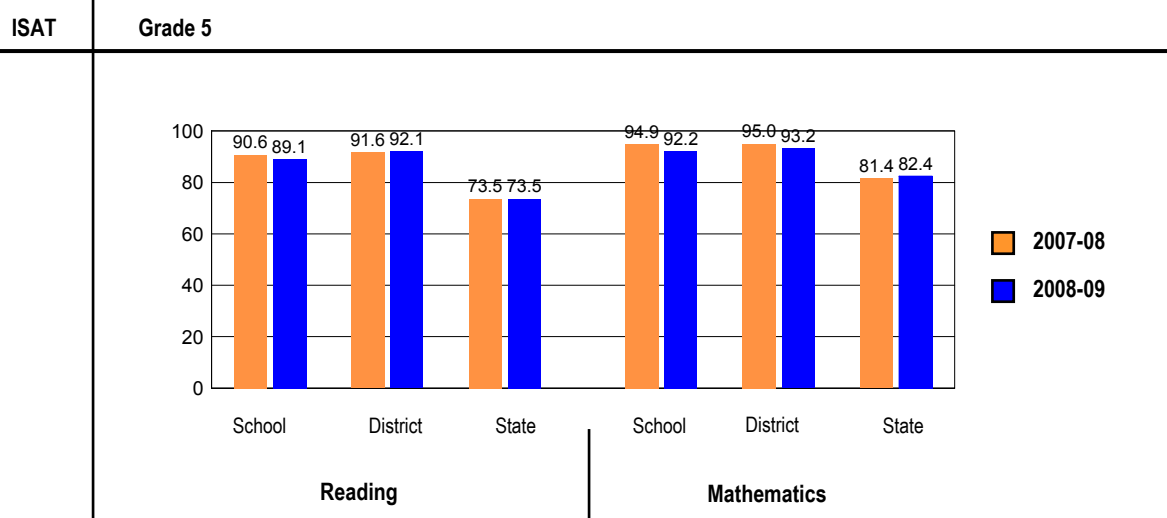
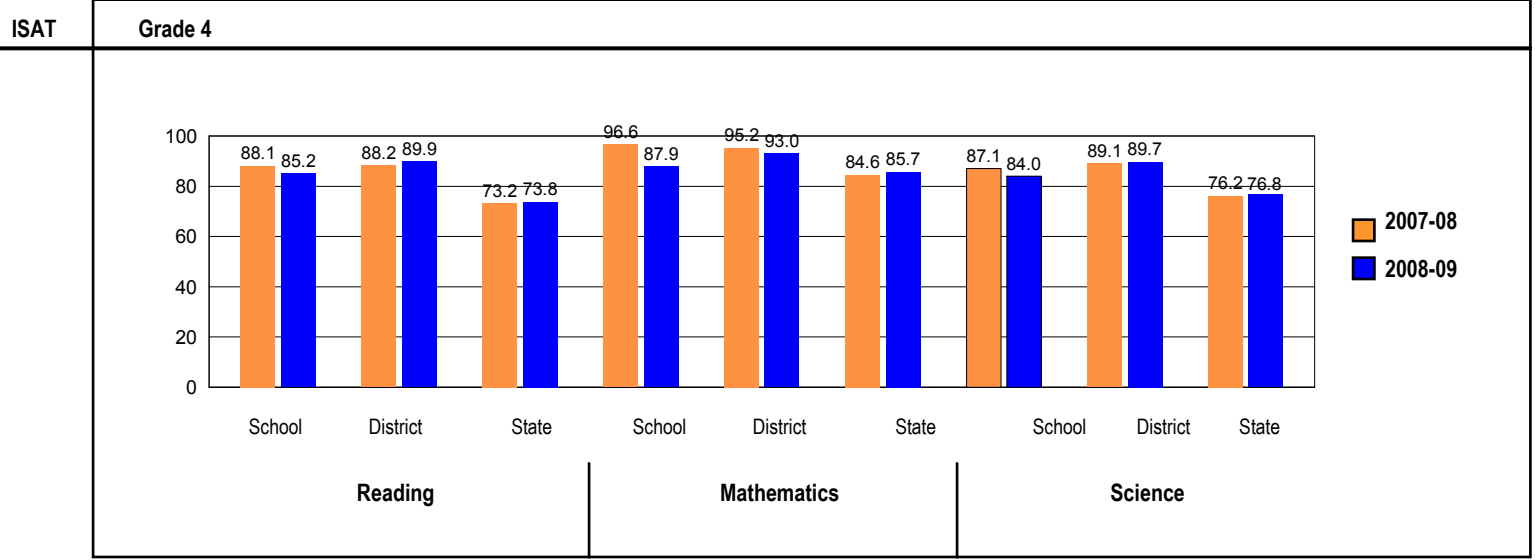
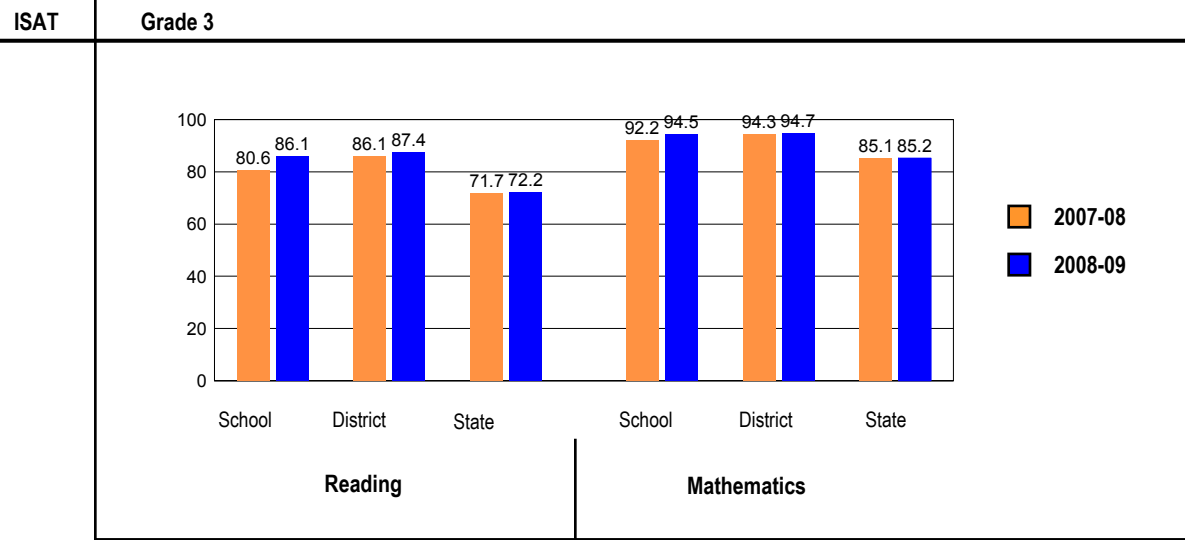


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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.



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	583	303	280	411	10	84	65	0	13	105	0	67	113
	Reading	0.0	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	0.0		0.00	0.0		0.0	0.0
District	*Enrollment	2,912	1,470	1,442	2,117	36	301	376	2	80	317	0	385	449
	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	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

* 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	184	101	83	128	4	28	20	0	4	28	0	26	38
	Science	0.0	0.0	0.0	0.0		0.0				0.0		0.0	0.0
District	*Enrollment	952	501	451	682	15	106	129	0	20	90	0	121	157
	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	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* 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	1.0	12.9	43.1	43.1	1.0	4.5	32.8	61.7
District	1.1	11.5	42.8	44.6	0.9	4.4	32.8	61.9
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	1.9	9.5	44.8	43.8	1.9	4.8	23.8	69.5
	District	1.1	13.5	43.6	41.7	1.1	5.6	26.7	66.5
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	0.0	16.5	41.2	42.3	0.0	4.2	42.7	53.1
	District	1.1	9.5	42.0	47.3	0.7	3.2	38.7	57.4
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.7	6.4	44.0	48.9	1.4	3.6	27.9	67.1
	District	0.5	6.8	42.1	50.6	0.8	3.4	28.6	67.2
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School								
	District								
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School	3.4	58.6	31.0	6.9	0.0	13.8	69.0	17.2
	District	6.7	46.7	41.7	5.0	3.3	15.0	66.7	15.0
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School	0.0	0.0	45.5	54.5	0.0	0.0	9.1	90.9
	District	0.0	11.3	45.1	43.7	0.0	1.4	26.8	71.8
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District	0.0	0.0	44.4	55.6	0.0	0.0	29.6	70.4
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

Grade 3 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		4.3	47.8	45.7	2.2	0.0	13.0	58.7	28.3
District		5.4	45.7	46.7	2.2	2.2	13.0	55.4	29.3
State		10.4	46.2	38.4	5.0	6.0	20.8	53.3	19.9

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	4.8	33.3	38.1	23.8	9.5	28.6	38.1	23.8
	District	5.7	28.6	41.4	24.3	7.1	25.7	41.4	25.7
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	0.6	10.5	43.6	45.3	0.0	1.7	32.2	66.1
	District	0.4	9.0	43.0	47.6	0.0	1.3	31.6	67.2
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	2.4	38.1	50.0	9.5	0.0	9.5	66.7	23.8
	District	5.4	34.8	50.0	9.8	2.2	15.2	60.9	21.7
	State	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible	School	0.6	6.3	41.3	51.9	1.3	3.1	23.9	71.7
	District	0.2	6.8	41.4	51.6	0.7	2.2	27.2	70.0
	State	1.7	12.4	46.5	39.3	0.9	5.1	37.2	56.8

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	14.8	39.0	46.2	1.1	11.0	38.5	49.5	1.7	14.4	54.7	29.3
District	0.2	9.9	39.3	50.6	0.4	6.6	38.6	54.4	0.6	9.7	60.0	29.7
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	13.0	39.0	48.0	0.0	5.0	37.0	58.0	0.0	10.0	55.0	35.0
	District	0.0	9.6	41.8	48.7	0.0	4.2	36.5	59.2	0.0	7.7	58.6	33.7
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	0.0	17.1	39.0	43.9	2.4	18.3	40.2	39.0	3.7	19.8	54.3	22.2
	District	0.4	10.3	36.3	52.9	0.9	9.3	40.9	48.9	1.3	12.1	61.6	25.0
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

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	5.6	40.5	54.0	0.0	4.0	37.3	58.7	0.0	5.6	60.8	33.6
	District	0.3	5.6	37.0	57.1	0.0	3.4	35.9	60.7	0.0	5.1	60.2	34.7
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School												
	District												
	State	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
Hispanic	School	0.0	57.1	25.0	17.9	7.1	42.9	42.9	7.1	10.7	42.9	35.7	10.7
	District	0.0	46.9	34.7	18.4	4.1	32.7	53.1	10.2	6.1	40.8	42.9	10.2
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School	0.0	10.0	45.0	45.0	0.0	5.0	35.0	60.0	0.0	15.0	55.0	30.0
	District	0.0	3.2	54.0	42.9	0.0	1.6	39.1	59.4	0.0	6.3	75.0	18.8
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School												
	District	0.0	10.0	20.0	70.0	0.0	10.0	30.0	60.0	0.0	10.0	50.0	40.0
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	67.9	21.4	10.7	7.1	42.9	42.9	7.1	10.7	42.9	35.7	10.7
District	0.0	54.0	40.0	6.0	3.8	32.7	53.8	9.6	5.8	42.3	46.2	5.8
State	4.4	56.3	34.7	4.6	2.6	29.1	60.8	7.5	8.8	43.2	45.9	2.2

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	50.0	37.5	12.5	4.2	41.7	37.5	16.7	12.5	41.7	29.2	16.7
	District	1.8	42.1	38.6	17.5	1.8	33.9	44.6	19.6	5.3	33.3	45.6	15.8
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	School	0.0	9.5	39.2	51.3	0.6	6.3	38.6	54.4	0.0	10.2	58.6	31.2
	District	0.0	5.6	39.3	55.0	0.2	3.0	37.8	59.0	0.0	6.5	61.9	31.5
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

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	0.0	50.0	34.2	15.8	2.6	44.7	39.5	13.2	7.9	44.7	42.1	5.3
	District	1.3	38.2	43.4	17.1	1.3	31.6	47.4	19.7	3.9	35.5	52.6	7.9
	State	2.5	38.2	46.3	12.9	2.0	21.3	64.0	12.6	5.6	32.4	56.1	5.9
Not Eligible	School	0.0	5.6	40.3	54.2	0.7	2.1	38.2	59.0	0.0	6.3	58.0	35.7
	District	0.0	4.7	38.5	56.9	0.2	2.0	36.9	60.9	0.0	4.9	61.4	33.7
	State	0.4	12.9	45.6	41.1	0.4	5.8	52.9	40.9	0.8	9.2	61.9	28.1

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.5	10.4	35.9	53.1	0.5	7.3	52.3	39.9
District	0.2	7.7	42.3	49.8	0.4	6.4	51.3	41.9
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	9.8	47.8	42.4	1.1	6.5	50.5	41.9
	District	0.0	7.8	47.6	44.6	0.9	5.2	49.8	44.2
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	1.0	11.0	25.0	63.0	0.0	8.0	54.0	38.0
	District	0.4	7.6	37.1	54.9	0.0	7.5	52.7	39.7
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	4.3	32.9	62.9	0.0	3.6	50.7	45.7
	District	0.0	3.5	38.8	57.7	0.3	4.4	48.0	47.4
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School								
	District								
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School	0.0	44.0	36.0	20.0	3.8	26.9	57.7	11.5
	District	0.0	30.2	45.3	24.5	1.9	18.5	59.3	20.4
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School	4.5	9.1	50.0	36.4	0.0	4.5	54.5	40.9
	District	1.8	12.5	57.1	28.6	0.0	6.9	62.1	31.0
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	District								
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

Grade 5 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	3.3	40.0	50.0	6.7	3.2	29.0	58.1	9.7
	District	1.9	39.6	54.7	3.8	1.8	23.2	69.6	5.4
	State	1.4	65.2	30.4	3.0	0.6	41.2	55.1	3.1

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	53.3	46.7	0.0	6.3	43.8	50.0	0.0
	District	0.0	31.7	55.6	12.7	3.1	27.7	60.0	9.2
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	School	0.6	6.8	35.0	57.6	0.0	4.0	52.5	43.5
	District	0.2	4.0	40.2	55.6	0.0	2.9	49.9	47.2
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	28.1	40.6	31.3	3.0	24.2	60.6	12.1
	District	0.0	25.0	51.6	23.4	1.5	16.7	71.2	10.6
	State	0.8	40.6	46.7	11.9	0.5	27.5	65.5	6.4
Not Eligible	School	0.6	6.9	35.0	57.5	0.0	3.8	50.6	45.6
	District	0.2	5.0	40.8	54.0	0.2	4.7	48.0	47.0
	State	0.1	13.6	48.4	37.8	0.1	8.6	66.7	24.7

2009 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	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 State Improvement Status	Academic Early Warning Year 1

	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		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	88.6		Yes	93.2		Yes	95.8	Yes		
White	100.0	Yes	100.0	Yes	94.5		Yes	96.3		Yes	95.7			
Black														
Hispanic	100.0	Yes	100.0	Yes	47.8	58.2	No	72.5		Yes				
Asian/Pacific Islander	100.0	Yes	100.0	Yes	96.2		Yes	98.1		Yes				
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes	64.5		Yes	80.6		Yes	95.4			
Students with Disabilities	100.0	Yes	100.0	Yes	58.0	50.5	Yes	60.0		Yes				
Economically Disadvantaged	100.0	Yes	100.0	Yes	59.8	65.4	No	73.9		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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% 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 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% 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.

**Hoffman School
2009-2010 School Improvement Plan
Executive Summary**

Our School Improvement Plan focuses on the achievement of our students, encompasses our building goals, is consistent with the District 34 Strategic Plan, and is aligned with the Illinois Learning Standards.

Goal 1: 70% of our students will meet or exceed their growth targets in reading as measured by NWEA.

- ∞ **Strategy A:** To consistently implement the components of balanced literacy to increase the percentage of students meeting their growth targets in reading. (**TARGET:** 70% of all students will meet their growth Target in reading in 2009-2010 and our Hispanic/Economically Disadvantaged students will meet AYP standards.)
 - **Activity 1** – All Classroom, Special Education, ELL, Gifted, interested teachers are expected to attend one district level writing workshop session.
 - **Activity 2** – Physical Education teachers will offer a reading instructional experience monthly to all 3rd and 5th grade students.
 - **Activity 3** – Music Teacher/LRC Director/Technology Facilitator will offer a unit focusing on reading skills (literary elements through the 5th grade opera experience.)
 - **Activity 4** – Drama Teachers will deliver Readers’ Theater to all students in grades 3, 4, and 5. Additionally, the Drama Teacher will deliver writing process instruction to students in grade 4.
 - **Activity 5** – Literary Coach and Reading Specialist will provide ongoing support to all staff to enhance delivery of balanced literacy model.
 - **Activity 6** – The ELL/Bi-Lingual Teams and Principal will maintain or extend an after-school reading program for identified Title I students and Hispanic parent outreach program (MAPA).
 - **Activity 7** – The ELL/Bi-Lingual Teams will use data to differentiate their instruction and monitor the progress of their students.
 - **Activity 8** – Students not meeting AYP standards in reading will be targeted for specific reading intervention plans.
 - **Activity 9** – LD Resource and ELP Team will compile and analyze performance data from all IEP students to maximize resources and expertise.
 - **Activity 10** – LRC Director will deliver skills and strategies to all students related to literacy based standards.
 - **Activity 11** - Team planning time will be utilized to share reading strategies and resources.
 - **Activity 12** – Tight PLC time will be utilized to share instructional strategies and resources across all teams.

- **Activity 13** – The Principal and/or Psychologist will meet with each mini-team on a consistent basis to analyze student achievement data in reading/math, develop intervention, and monitor progress of students.
- **Activity 14** – Grade level/ELL/Bi-Lingual classrooms will receive and utilize leveled libraries for independent reading.

Goal 2: To further develop and utilize common formative assessments and instructional interventions to improve student achievement in math.

- ∞ **Strategy A:** All staff members will further their knowledge and implementation of common formative assessments and instructional interventions through PLC time and professional development opportunities. (**TARGET:** 70% of all students will meet or exceed their growth targets in math as measured by NWEA.)
 - **Activity 1** – Mini-teams will participate in consistent meetings with the Principal and/or Psychologist to analyze student data.
 - **Activity 2** – SIP Team members (12) will attend “Leading Professional Development in Seven Strategies of Assessment for Learning” in December 2009.
 - **Activity 3** – Organizational Health data will be reviewed by the entire staff.
 - **Activity 4** – All staff will participate in 4-6 ELL professional development sessions during Building Council meetings.
 - **Activity 5** – All teams will participate consistently in collaborative planning time meetings to further our implementation of effective PLC practices.
 - **Activity 6** – Utilize tight PLC time to share effective instructional strategies and resources across all teams.

