

**Pleasant Ridge Elem School  
Glenview CCSD 34  
Glenview, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES : PK 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
<b>School</b>	80.6	0.4	9.0	5.3	0.0	4.6	10.4	5.5		0.0	2.7	95.5	454
<b>District</b>	71.6	1.4	11.3	12.3	0.0	3.4	15.3	13.8		0.0	5.1	95.5	4,440
<b>State</b>	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
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	14.6		10.9	211.4
<b>State</b>	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
<b>School</b>				21.1	21.5	20.1				
<b>District</b>				22.0	22.8	22.1				
<b>State</b>				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
<b>School</b>	60			30			120			30		
<b>District</b>	60			30			123			30		
<b>State</b>	59			30			145			30		

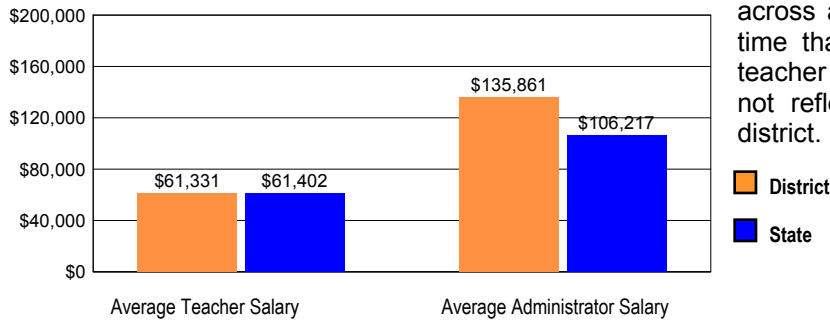
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	94.3	0.6	2.4	2.7	0.0	14.3	85.7	335
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	--	--	--	3.0	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.

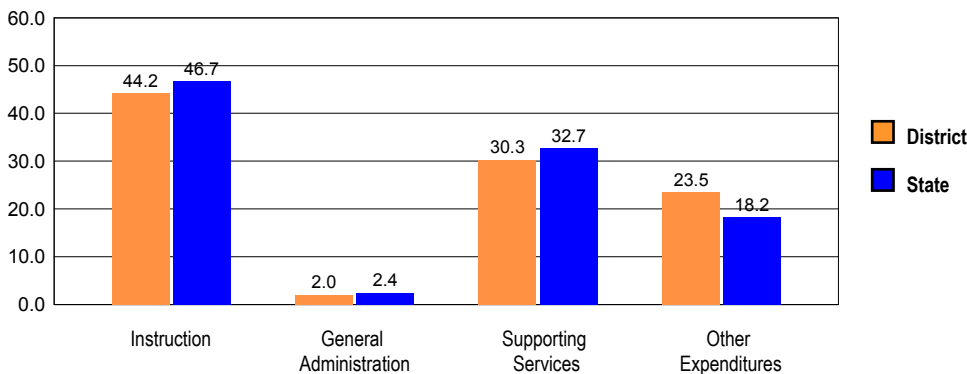
## SCHOOL DISTRICT FINANCES

### 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 2007-08 (Percentages)



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.

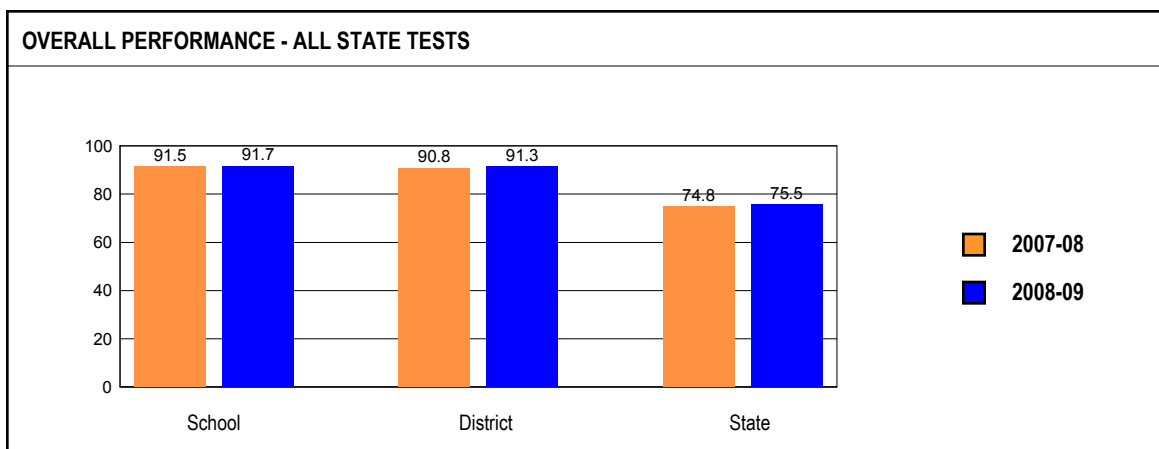
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE

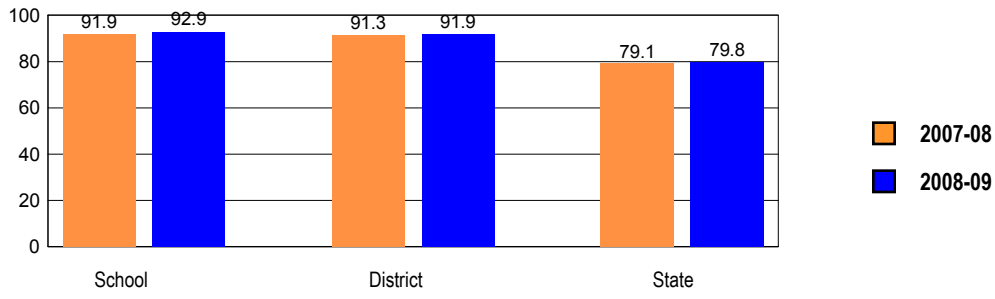
### OVERALL STUDENT PERFORMANCE

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.

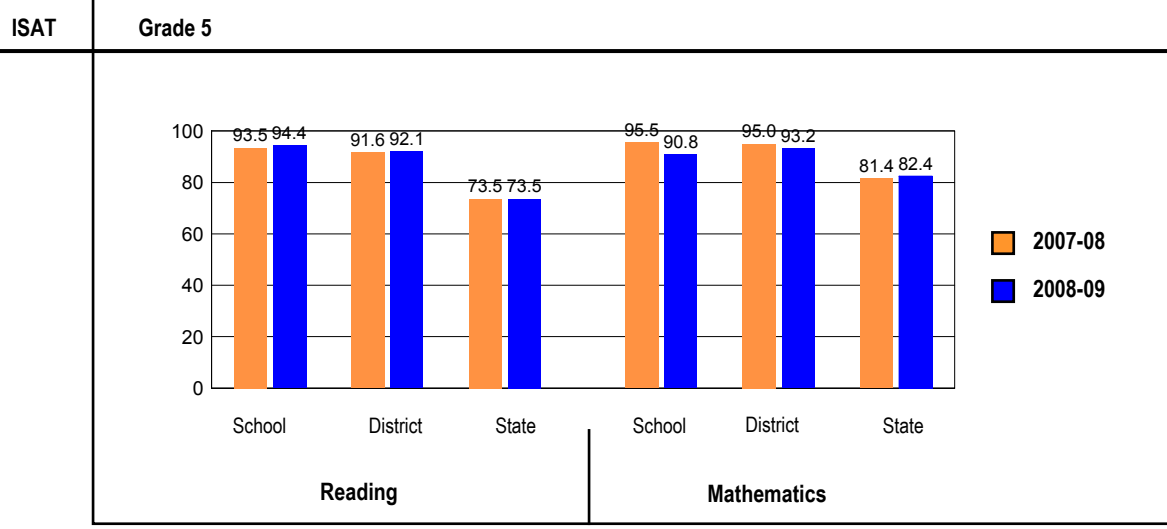
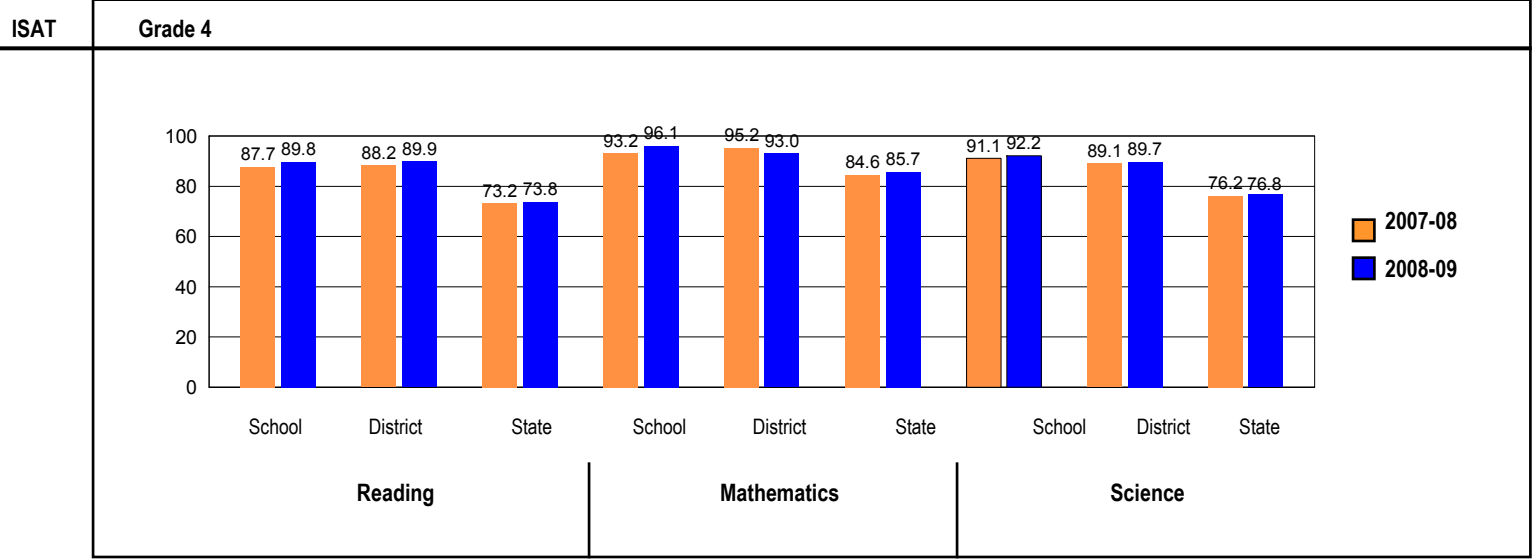
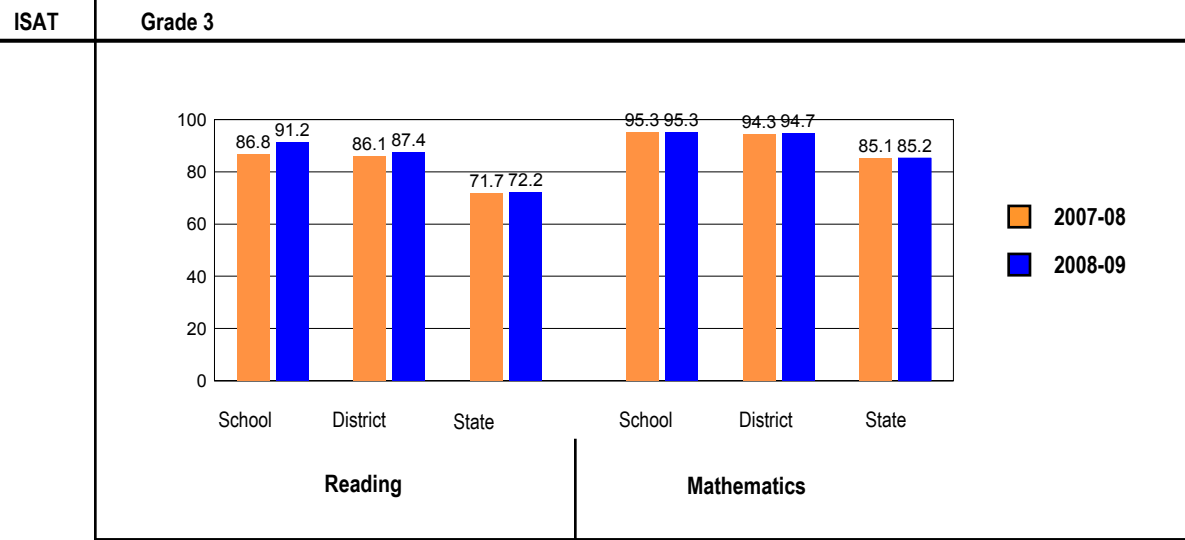


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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	447	212	235	362	4	35	25	0	21	31	0	77	47
	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	2,912	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	131	72	59	107	2	11	8	0	3	9	0	15	15
	Science	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	1.8	7.1	44.7	46.5	0.6	4.1	34.7	60.6
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	1.4	13.5	45.9	39.2	1.4	6.8	33.8	58.1
	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	2.1	2.1	43.8	52.1	0.0	2.1	35.4	62.5
	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	7.9	43.2	48.2	0.7	3.6	30.9	64.7
	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								
	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								
	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	0.0	0.0	42.9	57.1	0.0	0.0	28.6	71.4
	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		18.2	18.2	63.6	0.0	0.0	18.2	81.8	0.0
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	6.9	24.1	48.3	20.7	3.4	20.7	48.3	27.6
	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	0.7	3.5	44.0	51.8	0.0	0.7	31.9	67.4
	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	15.8	10.5	68.4	5.3	0.0	26.3	68.4	5.3
	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	0.0	6.6	41.7	51.7	0.7	1.3	30.5	67.5
	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	0.8	9.4	33.6	56.3	0.0	3.9	40.6	55.5	0.0	7.8	57.8	34.4
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	8.6	41.4	50.0	0.0	1.4	38.6	60.0	0.0	4.3	58.6	37.1
	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	1.7	10.3	24.1	63.8	0.0	6.9	43.1	50.0	0.0	12.1	56.9	31.0
	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	0.9	6.6	32.1	60.4	0.0	2.8	36.8	60.4	0.0	3.8	57.5	38.7
	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	40.0	50.0	10.0	0.0	10.0	80.0	10.0	0.0	50.0	40.0	10.0
	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												
	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 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	8.3	41.7	16.7	33.3	0.0	16.7	41.7	41.7	0.0	25.0	41.7	33.3
	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	6.0	35.3	58.6	0.0	2.6	40.5	56.9	0.0	6.0	59.5	34.5
	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	7.1	35.7	50.0	7.1	0.0	14.3	71.4	14.3	0.0	42.9	42.9	14.3
	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	6.1	31.6	62.3	0.0	2.6	36.8	60.5	0.0	3.5	59.6	36.8
	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	0.0	5.6	40.8	53.5	0.7	8.5	45.8	45.1
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	4.7	42.2	53.1	1.6	6.3	45.3	46.9
	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	0.0	6.4	39.7	53.8	0.0	10.3	46.2	43.6
	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	2.7	39.8	57.5	0.9	7.1	44.2	47.8
	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	18.8	50.0	31.3	0.0	12.5	62.5	25.0
	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								
	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	0.0	45.5	54.5	0.0	0.0	27.3	72.7	0.0
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	27.6	58.6	13.8	3.4	31.0	55.2	10.3
	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	0.0	0.0	36.3	63.7	0.0	2.7	43.4	54.0
	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	30.8	53.8	15.4	0.0	23.1	61.5	15.4
	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	0.0	3.1	39.5	57.4	0.8	7.0	44.2	48.1
	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)?	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	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 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		70.0			70.0			90.0		78.0	
<b>All</b>	100.0	Yes	100.0	Yes	92.2		Yes	95.0		Yes	95.5	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	93.9		Yes	96.0		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>	100.0	Yes	100.0	Yes	68.3		Yes	77.8		Yes				
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	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.

## Executive Summary

Pleasant Ridge School provides a highly engaging and effective school learning environment. Students at Pleasant Ridge School demonstrate high levels of academic achievement in Reading and Mathematics as measured by the Illinois Standards Achievement Test and the Northwest Education Association Measure of Annual Progress test. Furthermore, students also demonstrate a high level of attainment of the personal growth goals in Reading and Mathematics as measured by the Northwest Evaluation Association Measure of Academic Progress test. At Pleasant Ridge, the faculty and staff still seek out ways to grow and improve both as professionals and to provide even greater levels of success for our students. During the period of this school improvement plan, focus will continue in the area of reading and student achievement as impacted by technology. These areas align with the Glenview School District #34 student achievement and climate goals.

<b>GOAL 1:</b>	<p>For the Pleasant Ridge School Students to demonstrate successful reading development as measured by the following factors:</p> <ul style="list-style-type: none"> <li>a) 70% of Pleasant Ridge School Students will meet or exceed their reading growth targets in Reading.</li> <li>b) 80% of Pleasant Ridge School Students will meet or exceed their reading growth targets when the error range is considered (growth target +/-3)</li> <li>c) 55% of Pleasant Ridge School Students will be above the NWEA Reading Status Target (206 for Spring of 3<sup>rd</sup> Grade {4<sup>th</sup> grade Fall Norm}, 212 for Spring of 4<sup>th</sup> Grade {5<sup>th</sup> grade Fall Norm}, and 217 for Spring of 5<sup>th</sup> Grade {6<sup>th</sup> grade Fall Norm})</li> <li>d) 80% of Pleasant Ridge classrooms and subgroups (IEP, ELL, Gifted) will exceed 100% Overall Percentage of Target RIT met or exceeded</li> <li>e) The percentage of Pleasant Ridge School students meeting or exceeding expectations on the ISAT will meet the goals of the District 34 Scorecard (92% 3<sup>rd</sup> Grade, 92% 4<sup>th</sup> Grade, &amp; 93% 5<sup>th</sup> Grade)</li> </ul>
<b>Rationale</b>	<p>During the 2008-09 school year, Pleasant Ridge School 70% of students met or exceeded their target growth. However, this factor provided a limited picture of the overall development of students in Reading. The additional factors will allow the staff to analyze overall achievement and the amount of growth that occurs in reading.</p>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>1) To understand and implement balanced literacy and design interventions in order to improve reading performance .</li> <li>2) Utilize Mini-teams to develop common instructional opportunities within the reading curriculum.</li> </ul>

<b>GOAL 2:</b>	<p>The Pleasant Ridge students will demonstrate increased student achievement through the integration of technology.</p>
<b>Rationale</b>	<p><i>What is your rationale for choosing this goal?</i> As a Pleasant Ridge Staff working with 21<sup>st</sup> century learners,</p>

	we have committed ourselves to dedicating resources towards utilizing technology to increase students' opportunities to construct concepts. These resources include 100 %of eligible staff participating in the district LITE program, conversion of computers from desktop to laptop units, utilization of building and district resources to purchase projectors, document cameras, procurement of smart boards, lighting, sound and other technologies through grants. At Pleasant Ridge School, students, staff, and community members are working to increase academic achievement through technology integration.
<b>Strategy</b>	1) Implement systematic integration of technology through training and resource development.

<b>GOAL 3:</b>	The Pleasant Ridge staff will improve our problem solving adequacy. Problem-Solving Adequacy measures the degree to which the school is able to perceive potential problems and to solve them with minimal energy. The problems get solved, stay solved, and the problem-solving procedures are maintained and/or strengthened. Thus, we will demonstrate the ability to identify and explore problems, develop solutions to those problems, and evaluate the effectiveness of the solution.
<b>Rationale</b>	<i>What is your rationale for choosing this goal?</i> The 2008-09 Organizational Health Inventory indicated problem solving adequacy as a growth area for Pleasant Ridge School. This data was reaffirmed by the staff during discussions of the OHI data and school improvement plan.
<b>Strategy</b>	Identifying strategies for improving problem-solving.