

Glen Grove 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 | Percent Low- Income | Percent Limited- English- Proficient | Percent IEP | High Sch. Dropout Rate | Chronic Truancy Rate | Mobility Rate | Attendance Rate | Total Enrollment |
| School | 64.2 | 0.9 | 11.0 | 20.2 | 0.0 | 3.6 | 18.2 | 12.5 | 12.2 | | 0.0 | 7.9 | 96.0 | 534 |
| District | 70.4 | 1.5 | 11.7 | 12.7 | 0.0 | 3.7 | 17.4 | 14.2 | 13.7 | | 0.1 | 7.9 | 95.9 | 4,565 |
| State | 52.8 | 18.8 | 21.1 | 4.2 | 0.2 | 2.9 | 45.4 | 7.6 | 13.1 | | 3.6 | 13.0 | 93.9 | 2,064,312 |

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.

IEP Students are those students eligible to receive special education services.

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 | 14.7 | | 10.8 | 217.3 |
| State | 96.2 | 18.2 | | 13.3 | 203.8 |

* 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 | | | | 21.6 | 22.5 | 23.0 | | | | |
| District | | | | 22.2 | 22.2 | 23.1 | | | | |
| State | | | | 22.1 | 22.6 | 22.8 | | | | |

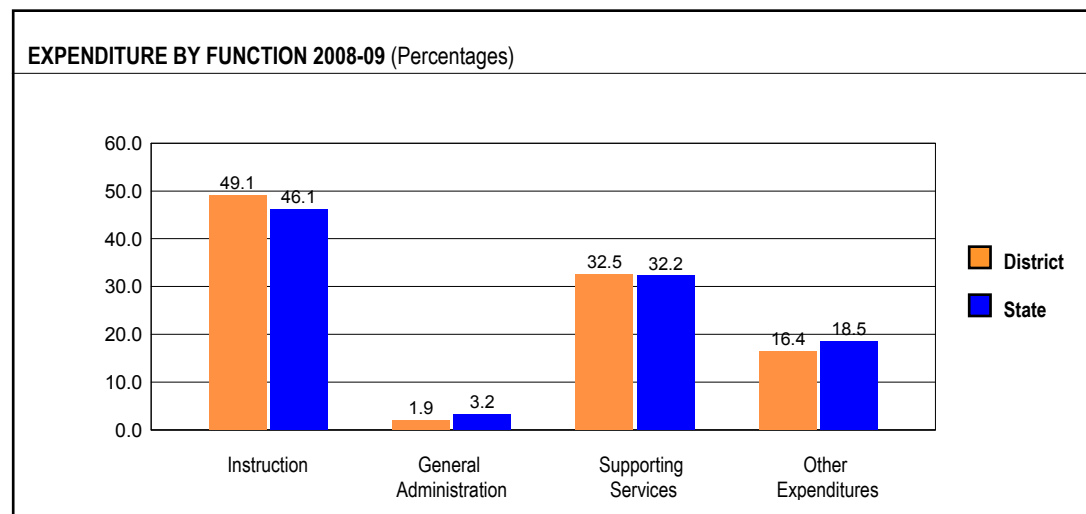
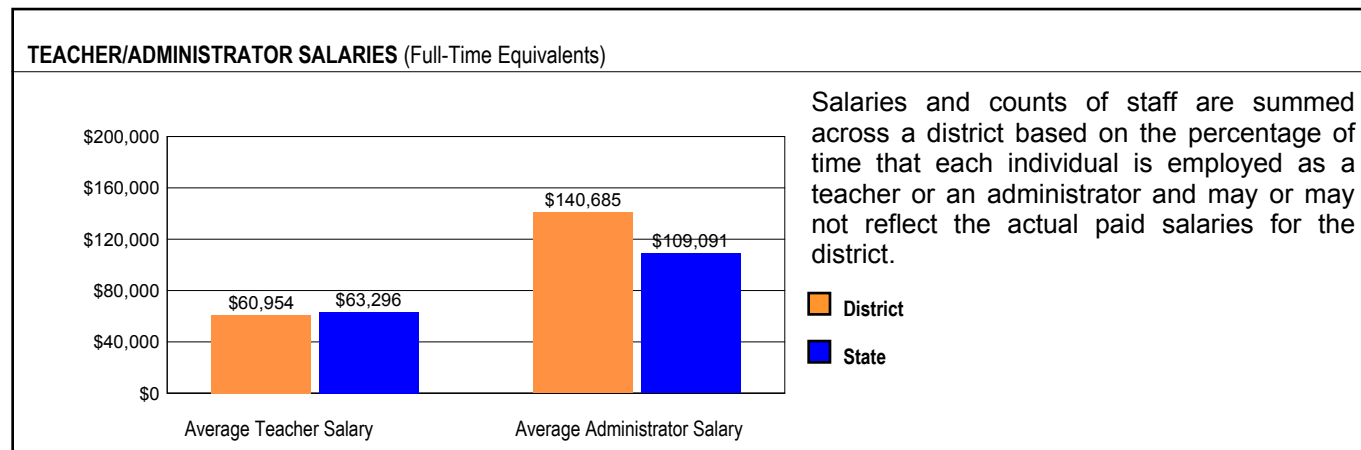
| TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day) | | | | | | | | | | | | |
|--|-------------|---|---|---------|---|---|-----------------------|---|---|----------------|---|---|
| Grades | Mathematics | | | Science | | | English/Language Arts | | | Social Science | | |
| | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 |
| School | 60 | | | 30 | | | 120 | | | 30 | | |
| District | 60 | | | 30 | | | 133 | | | 30 | | |
| State | 59 | | | 30 | | | 145 | | | 30 | | |

| TEACHER INFORMATION (Full-Time Equivalents) | | | | | | | | |
|---|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Male | Female | Total Number |
| District | 94.0 | 0.6 | 2.8 | 2.7 | 0.0 | 13.3 | 86.7 | 343 |
| State | 85.2 | 8.1 | 5.2 | 1.4 | 0.2 | 23.0 | 77.0 | 132,502 |

| 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 | 9.6 | 27.1 | 72.4 | 0.0 | 0.0 |
| State | 12.7 | 42.2 | 57.4 | 0.5 | 0.7 |

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

SCHOOL DISTRICT FINANCES



| REVENUE BY SOURCE 2008-09 | | | | EXPENDITURE BY FUND 2008-09 | | | |
|---------------------------|---------------------|------------|---------|---|---------------------|------------|---------|
| | District | District % | State % | | District | District % | State % |
| Local Property Taxes | \$49,377,125 | 82.4 | 58.4 | Education | \$45,561,209 | 73.6 | 69.6 |
| Other Local Funding | \$3,210,039 | 5.4 | 6.9 | Operations & Maintenance | \$4,466,976 | 7.2 | 7.9 |
| General State Aid | \$1,253,713 | 2.1 | 14.5 | Transportation | \$2,776,517 | 4.5 | 3.8 |
| Other State Funding | \$3,248,488 | 5.4 | 8.3 | Debt Service | \$3,514,820 | 5.7 | 7.0 |
| Federal Funding | \$2,825,213 | 4.7 | 11.9 | Tort | \$304,973 | 0.5 | 1.2 |
| TOTAL | \$59,914,578 | | | Municipal Retirement/ Social Security | \$1,463,072 | 2.4 | 1.8 |
| | | | | Fire Prevention & Safety | \$42,147 | 0.1 | 0.8 |
| | | | | Site & Construction/ Capital Improvement | \$3,767,876 | 6.1 | 7.9 |
| | | | | TOTAL | \$61,897,590 | | |

| OTHER FINANCIAL INDICATORS | | | | |
|----------------------------|---|--------------------------------------|---|---|
| | 2007 Equalized Assessed Valuation per Pupil | 2007 Total School Tax Rate per \$100 | 2008-09 Instructional Expenditure per Pupil | 2008-09 Operating Expenditure per Pupil |
| District | \$544,034 | 2.33 | \$7,685 | \$13,204 |
| State | ** | ** | \$6,483 | \$11,197 |

** 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.

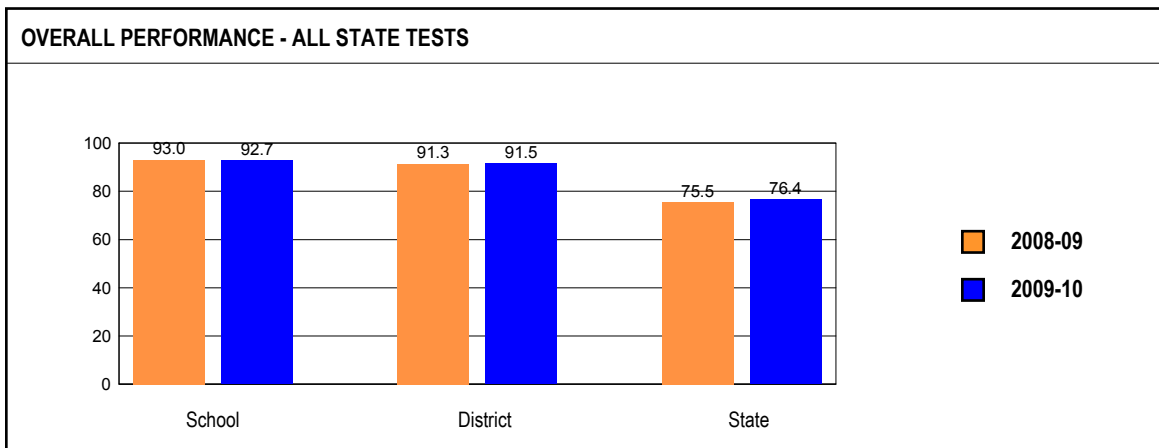
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

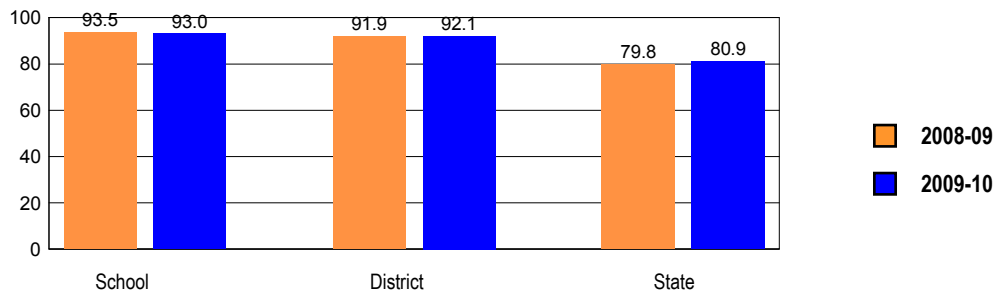
ACADEMIC PERFORMANCE

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.

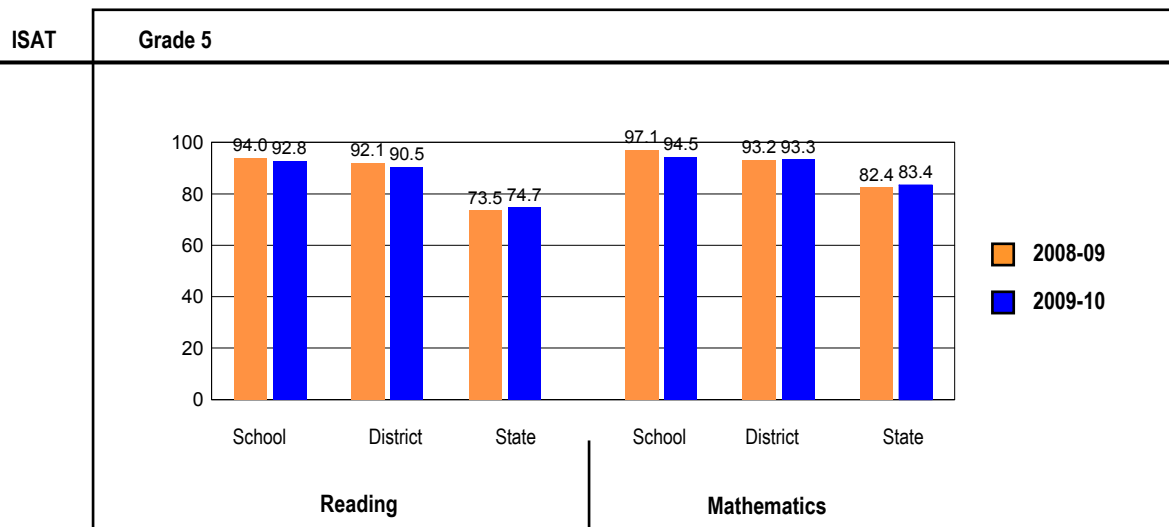
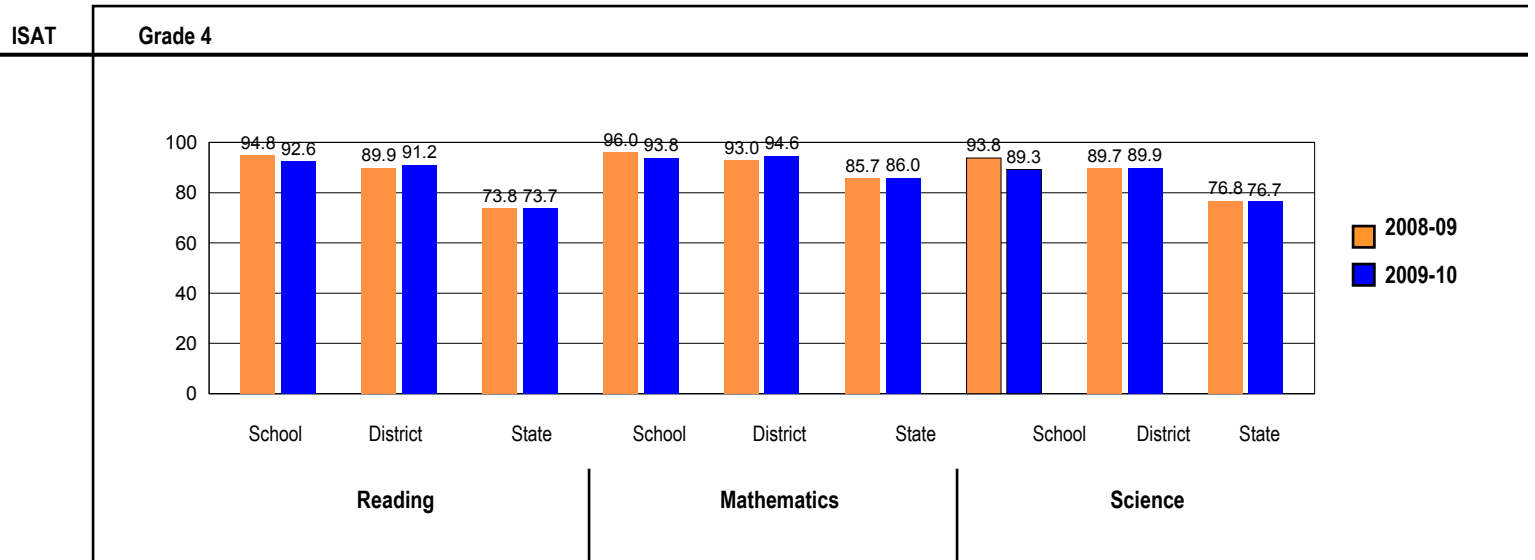
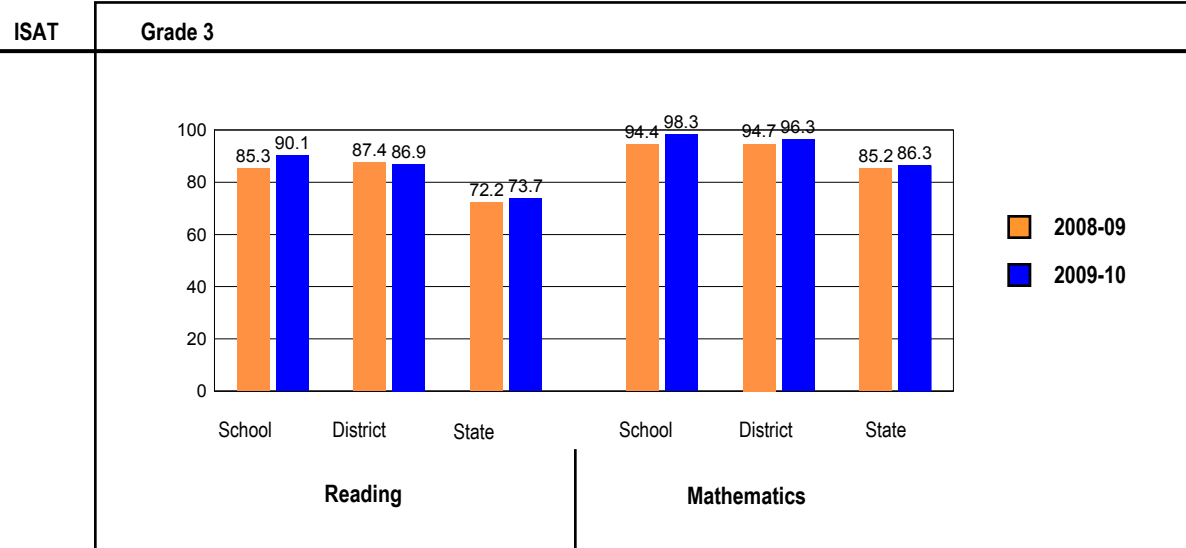


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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 | 533 | 263 | 270 | 344 | 7 | 56 | 106 | 0 | 20 | 65 | 0 | 61 | 95 |
| | 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 | 3,036 | 1,529 | 1,507 | 2,162 | 44 | 345 | 391 | 0 | 94 | 337 | 0 | 395 | 565 |
| | Reading | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | 0.0 | 0.0 | | 0.0 | 0.0 |
| | Mathematics | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | 0.0 | 0.0 | | 0.0 | 0.0 |
| State | *Enrollment | 1,068,202 | 545,784 | 522,252 | 565,375 | 199,071 | 219,899 | 44,975 | 2,039 | 36,134 | 67,911 | 346 | 150,721 | 503,002 |
| | Reading | 0.2 | 0.3 | 0.2 | 0.1 | 0.5 | 0.2 | 0.2 | 0.2 | 0.2 | 0.3 | 0.9 | 0.5 | 0.3 |
| | Mathematics | 0.2 | 0.3 | 0.2 | 0.1 | 0.5 | 0.2 | 0.2 | 0.2 | 0.2 | 0.3 | 0.9 | 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 | 178 | 89 | 89 | 103 | 3 | 26 | 38 | 0 | 8 | 25 | 0 | 24 | 37 |
| | Science | 0.0 | 0.0 | 0.0 | 0.0 | | 0.0 | 0.0 | | | 0.0 | | 0.0 | 0.0 |
| District | *Enrollment | 1,028 | 510 | 518 | 738 | 13 | 108 | 125 | 0 | 44 | 102 | 0 | 133 | 205 |
| | 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 | 449,149 | 228,523 | 220,563 | 244,235 | 81,931 | 88,351 | 19,309 | 898 | 14,165 | 23,830 | 105 | 62,715 | 201,259 |
| | Science | 0.4 | 0.5 | 0.3 | 0.2 | 1.0 | 0.5 | 0.3 | 0.4 | 0.3 | 0.5 | 1.9 | 0.9 | 0.6 |

* 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 | 0.6 | 9.3 | 40.7 | 49.4 | 0.0 | 1.7 | 26.2 | 72.1 |
| District | 1.4 | 11.7 | 40.2 | 46.7 | 0.0 | 3.7 | 31.3 | 65.0 |
| State | 5.4 | 20.9 | 45.9 | 27.8 | 2.9 | 10.7 | 44.7 | 41.7 |

Grade 3 - Gender

| Levels | Reading | | | | Mathematics | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 1.3 | 7.5 | 42.5 | 48.8 | 0.0 | 1.3 | 22.5 | 76.3 |
| | District | 1.6 | 12.1 | 44.0 | 42.3 | 0.0 | 3.6 | 30.2 | 66.1 |
| | State | 6.6 | 22.7 | 45.6 | 25.1 | 3.1 | 10.6 | 43.2 | 43.0 |
| Female | School | 0.0 | 10.9 | 39.1 | 50.0 | 0.0 | 2.2 | 29.3 | 68.5 |
| | District | 1.1 | 11.4 | 36.7 | 50.8 | 0.0 | 3.8 | 32.2 | 64.0 |
| | State | 4.1 | 19.1 | 46.2 | 30.7 | 2.7 | 10.9 | 46.2 | 40.2 |

Grade 3 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | |
|------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 0.0 | 5.9 | 40.7 | 53.4 | 0.0 | 0.8 | 21.2 | 78.0 |
| | District | 0.8 | 7.8 | 39.7 | 51.7 | 0.0 | 2.2 | 26.7 | 71.1 |
| | State | 2.2 | 11.9 | 46.6 | 39.3 | 1.0 | 5.3 | 39.0 | 54.7 |
| Black | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 9.8 | 31.1 | 46.2 | 12.9 | 7.4 | 20.0 | 51.9 | 20.6 |
| Hispanic | School | 0.0 | 40.0 | 53.3 | 6.7 | 0.0 | 6.7 | 73.3 | 20.0 |
| | District | 4.8 | 38.7 | 43.5 | 12.9 | 0.0 | 11.3 | 62.9 | 25.8 |
| | State | 9.7 | 35.1 | 44.2 | 11.0 | 4.1 | 16.7 | 54.3 | 24.9 |
| Asian/Pacific Islander | School | 3.2 | 6.5 | 38.7 | 51.6 | 0.0 | 3.2 | 22.6 | 74.2 |
| | District | 1.6 | 6.3 | 42.2 | 50.0 | 0.0 | 3.1 | 23.4 | 73.4 |
| | State | 1.7 | 10.0 | 43.5 | 44.9 | 0.9 | 3.5 | 27.3 | 68.4 |
| Native American | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 3.8 | 19.8 | 48.3 | 28.1 | 2.3 | 8.0 | 46.8 | 43.0 |
| Multiracial/Ethnic | School | | | | | | | | |
| | District | 0.0 | 14.3 | 28.6 | 57.1 | 0.0 | 4.8 | 38.1 | 57.1 |
| | State | 3.7 | 17.3 | 48.2 | 30.7 | 2.1 | 9.0 | 45.8 | 43.1 |

Grade 3 - Limited-English-Proficient

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|-----|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 3.6 | 46.4 | 50.0 | 0.0 | 0.0 | 10.7 | 67.9 | 21.4 |
| District | 5.7 | 45.5 | 44.3 | 4.5 | 0.0 | 15.9 | 68.2 | 15.9 |
| State | 14.9 | 47.0 | 34.1 | 4.1 | 5.9 | 22.6 | 55.1 | 16.4 |

Grade 3 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | |
|---------|----------|------|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | School | 8.3 | 33.3 | 50.0 | 8.3 | 0.0 | 16.7 | 58.3 | 25.0 |
| | District | 6.1 | 31.8 | 37.9 | 24.2 | 0.0 | 15.2 | 48.5 | 36.4 |
| | State | 18.9 | 36.6 | 33.4 | 11.1 | 9.3 | 22.4 | 46.7 | 21.7 |
| Non-IEP | School | 0.0 | 7.5 | 40.0 | 52.5 | 0.0 | 0.6 | 23.8 | 75.6 |
| | District | 0.7 | 8.7 | 40.6 | 50.0 | 0.0 | 2.0 | 28.7 | 69.3 |
| | State | 3.4 | 18.6 | 47.7 | 30.2 | 2.0 | 9.1 | 44.4 | 44.5 |

Grade 3 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | |
|--------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | School | 3.8 | 23.1 | 57.7 | 15.4 | 0.0 | 7.7 | 42.3 | 50.0 |
| | District | 4.4 | 28.9 | 51.1 | 15.6 | 0.0 | 10.0 | 57.8 | 32.2 |
| | State | 9.0 | 30.9 | 46.4 | 13.7 | 5.0 | 16.8 | 52.7 | 25.5 |
| Not Eligible | School | 0.0 | 6.8 | 37.7 | 55.5 | 0.0 | 0.7 | 23.3 | 76.0 |
| | District | 0.7 | 8.1 | 37.9 | 53.3 | 0.0 | 2.4 | 25.6 | 72.0 |
| | State | 1.6 | 10.4 | 45.3 | 42.7 | 0.8 | 4.3 | 36.2 | 58.7 |

Grade 4**Grade 4 - All**

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.6 | 6.8 | 40.9 | 51.7 | 0.6 | 5.6 | 36.2 | 57.6 | 0.6 | 10.2 | 61.0 | 28.2 |
| District | 0.4 | 8.5 | 37.7 | 53.5 | 0.2 | 5.2 | 44.7 | 49.9 | 0.4 | 9.7 | 67.3 | 22.7 |
| State | 1.2 | 25.1 | 44.8 | 28.9 | 1.1 | 12.9 | 57.7 | 28.2 | 2.8 | 20.5 | 59.6 | 17.0 |

Grade 4 - Gender

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 0.0 | 6.8 | 40.9 | 52.3 | 0.0 | 4.5 | 33.0 | 62.5 | 0.0 | 8.0 | 58.0 | 34.1 |
| | District | 0.4 | 10.5 | 37.7 | 51.4 | 0.0 | 7.2 | 38.8 | 54.0 | 0.4 | 9.8 | 62.7 | 27.2 |
| | State | 1.7 | 27.7 | 43.9 | 26.7 | 1.3 | 13.3 | 56.1 | 29.3 | 3.2 | 20.1 | 57.4 | 19.4 |
| Female | School | 1.1 | 6.8 | 40.9 | 51.1 | 1.1 | 6.7 | 39.3 | 52.8 | 1.1 | 12.4 | 64.0 | 22.5 |
| | District | 0.4 | 6.5 | 37.6 | 55.6 | 0.4 | 3.2 | 50.5 | 45.9 | 0.4 | 9.6 | 71.8 | 18.2 |
| | State | 0.7 | 22.3 | 45.7 | 31.2 | 0.9 | 12.5 | 59.5 | 27.1 | 2.5 | 21.0 | 62.0 | 14.6 |

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 | 2.9 | 33.3 | 63.7 | 1.0 | 0.0 | 30.1 | 68.9 | 0.0 | 3.9 | 60.2 | 35.9 |
| | District | 0.3 | 5.2 | 34.3 | 60.2 | 0.3 | 3.4 | 42.0 | 54.3 | 0.3 | 6.8 | 67.1 | 25.8 |
| | State | 0.5 | 15.1 | 45.0 | 39.4 | 0.5 | 6.6 | 54.4 | 38.5 | 0.8 | 10.2 | 63.7 | 25.4 |
| Black | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 2.3 | 40.9 | 44.4 | 12.4 | 2.7 | 25.7 | 61.3 | 10.3 | 7.2 | 39.9 | 49.2 | 3.7 |
| Hispanic | School | 4.0 | 20.0 | 60.0 | 16.0 | 0.0 | 32.0 | 56.0 | 12.0 | 4.0 | 36.0 | 56.0 | 4.0 |
| | District | 1.5 | 29.2 | 49.2 | 20.0 | 0.0 | 18.5 | 66.2 | 15.4 | 1.6 | 26.6 | 67.2 | 4.7 |
| | State | 2.1 | 38.8 | 45.3 | 13.9 | 1.5 | 18.7 | 65.5 | 14.2 | 4.5 | 31.2 | 58.6 | 5.7 |
| Asian/Pacific Islander | School | 0.0 | 5.3 | 50.0 | 44.7 | 0.0 | 2.6 | 39.5 | 57.9 | 0.0 | 7.9 | 65.8 | 26.3 |
| | District | 0.0 | 4.5 | 43.3 | 52.2 | 0.0 | 1.5 | 34.3 | 64.2 | 0.0 | 4.5 | 70.1 | 25.4 |
| | State | 0.4 | 10.7 | 39.6 | 49.2 | 0.5 | 4.2 | 41.2 | 54.1 | 1.3 | 9.1 | 57.7 | 31.9 |
| Native American | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 0.7 | 21.7 | 44.9 | 32.6 | 0.4 | 13.0 | 59.8 | 26.8 | 3.3 | 17.4 | 58.7 | 20.7 |
| Multiracial/Ethnic | School | | | | | | | | | | | | |
| | District | 0.0 | 6.3 | 37.5 | 56.3 | 0.0 | 0.0 | 48.5 | 51.5 | 0.0 | 9.1 | 69.7 | 21.2 |
| | State | 0.5 | 21.0 | 47.2 | 31.2 | 0.6 | 11.4 | 59.9 | 28.0 | 1.7 | 17.2 | 63.0 | 18.1 |

Grade 4 - Limited-English-Proficient

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|-----|-------------|------|------|------|---------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 4.0 | 28.0 | 64.0 | 4.0 | 0.0 | 36.0 | 52.0 | 12.0 | 4.0 | 48.0 | 48.0 | 0.0 |
| District | 2.8 | 39.4 | 49.3 | 8.5 | 0.0 | 23.6 | 62.5 | 13.9 | 2.8 | 36.6 | 59.2 | 1.4 |
| State | 4.3 | 59.7 | 32.1 | 3.9 | 3.0 | 30.1 | 60.0 | 6.9 | 8.9 | 45.2 | 44.2 | 1.7 |

Grade 4 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|---------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | School | 4.5 | 31.8 | 54.5 | 9.1 | 4.3 | 34.8 | 52.2 | 8.7 | 4.3 | 39.1 | 47.8 | 8.7 |
| | District | 1.4 | 35.7 | 42.9 | 20.0 | 1.4 | 32.4 | 47.9 | 18.3 | 2.8 | 33.8 | 56.3 | 7.0 |
| | State | 5.9 | 54.4 | 29.8 | 10.0 | 5.3 | 31.9 | 51.6 | 11.2 | 8.1 | 35.8 | 48.6 | 7.4 |
| Non-IEP | School | 0.0 | 3.2 | 39.0 | 57.8 | 0.0 | 1.3 | 33.8 | 64.9 | 0.0 | 5.8 | 63.0 | 31.2 |
| | District | 0.2 | 4.5 | 36.9 | 58.4 | 0.0 | 1.2 | 44.2 | 54.5 | 0.0 | 6.2 | 68.9 | 24.9 |
| | State | 0.5 | 20.6 | 47.1 | 31.8 | 0.5 | 10.0 | 58.7 | 30.9 | 2.0 | 18.2 | 61.3 | 18.5 |

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 | 2.8 | 25.0 | 63.9 | 8.3 | 0.0 | 27.8 | 55.6 | 16.7 | 2.8 | 36.1 | 58.3 | 2.8 |
| | District | 1.9 | 28.3 | 55.7 | 14.2 | 0.0 | 16.0 | 66.0 | 17.9 | 1.0 | 27.6 | 66.7 | 4.8 |
| | State | 2.1 | 37.9 | 45.7 | 14.2 | 1.9 | 20.4 | 63.9 | 13.8 | 5.0 | 32.3 | 56.6 | 6.2 |
| Not Eligible | School | 0.0 | 2.1 | 35.0 | 62.9 | 0.7 | 0.0 | 31.2 | 68.1 | 0.0 | 3.5 | 61.7 | 34.8 |
| | District | 0.0 | 3.8 | 33.4 | 62.8 | 0.2 | 2.7 | 39.7 | 57.4 | 0.2 | 5.5 | 67.4 | 26.8 |
| | State | 0.3 | 12.3 | 43.9 | 43.5 | 0.3 | 5.4 | 51.6 | 42.6 | 0.7 | 8.8 | 62.7 | 27.8 |

Grade 5**Grade 5 - All**

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 7.2 | 38.7 | 54.1 | 0.0 | 5.5 | 48.6 | 45.9 |
| District | 0.0 | 9.5 | 36.5 | 54.0 | 0.0 | 6.7 | 48.7 | 44.6 |
| State | 0.3 | 25.0 | 44.7 | 30.0 | 0.3 | 16.3 | 65.8 | 17.6 |

Grade 5 - Gender

| Levels | Reading | | | | Mathematics | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 0.0 | 8.6 | 37.6 | 53.8 | 0.0 | 7.5 | 45.2 | 47.3 |
| | District | 0.0 | 9.2 | 36.0 | 54.8 | 0.0 | 5.9 | 48.5 | 45.6 |
| | State | 0.4 | 28.5 | 44.1 | 27.0 | 0.4 | 17.1 | 64.4 | 18.0 |
| Female | School | 0.0 | 5.7 | 39.8 | 54.5 | 0.0 | 3.4 | 52.3 | 44.3 |
| | District | 0.0 | 9.8 | 37.0 | 53.2 | 0.0 | 7.7 | 48.9 | 43.4 |
| | State | 0.2 | 21.3 | 45.5 | 33.1 | 0.3 | 15.4 | 67.3 | 17.1 |

Grade 5 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | |
|------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 0.0 | 3.3 | 36.9 | 59.8 | 0.0 | 5.7 | 45.1 | 49.2 |
| | District | 0.0 | 4.6 | 32.6 | 62.8 | 0.0 | 4.3 | 45.9 | 49.7 |
| | State | 0.2 | 14.8 | 45.1 | 40.0 | 0.1 | 9.1 | 67.0 | 23.8 |
| Black | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 0.6 | 41.8 | 43.4 | 14.2 | 0.9 | 32.2 | 61.2 | 5.7 |
| Hispanic | School | 0.0 | 40.0 | 26.7 | 33.3 | 0.0 | 13.3 | 73.3 | 13.3 |
| | District | 0.0 | 44.6 | 39.3 | 16.1 | 0.0 | 30.4 | 62.5 | 7.1 |
| | State | 0.4 | 38.6 | 45.9 | 15.0 | 0.4 | 22.5 | 69.4 | 7.7 |
| Asian/Pacific Islander | School | 0.0 | 5.6 | 50.0 | 44.4 | 0.0 | 0.0 | 47.2 | 52.8 |
| | District | 0.0 | 3.2 | 54.0 | 42.9 | 0.0 | 0.0 | 46.0 | 54.0 |
| | State | 0.0 | 10.8 | 38.4 | 50.8 | 0.1 | 4.8 | 51.1 | 44.1 |
| Native American | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 0.0 | 24.9 | 44.6 | 30.5 | 0.0 | 13.4 | 70.6 | 16.0 |
| Multiracial/Ethnic | School | | | | | | | | |
| | District | 0.0 | 0.0 | 36.4 | 63.6 | 0.0 | 0.0 | 54.5 | 45.5 |
| | State | 0.3 | 21.4 | 47.1 | 31.2 | 0.2 | 14.6 | 68.6 | 16.5 |

Grade 5 - Limited-English-Proficient

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|-----|-------------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 33.3 | 66.7 | 0.0 | 0.0 | 33.3 | 66.7 | 0.0 |
| District | 0.0 | 42.6 | 51.9 | 5.6 | 0.0 | 33.3 | 64.8 | 1.9 |
| State | 1.1 | 67.5 | 28.3 | 3.1 | 1.1 | 40.4 | 55.7 | 2.8 |

Grade 5 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | |
|---------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | School | 0.0 | 30.4 | 47.8 | 21.7 | 0.0 | 39.1 | 52.2 | 8.7 |
| | District | 0.0 | 41.1 | 39.3 | 19.6 | 0.0 | 35.7 | 53.6 | 10.7 |
| | State | 1.6 | 60.4 | 29.9 | 8.1 | 1.6 | 42.9 | 50.5 | 4.9 |
| Non-IEP | School | 0.0 | 3.8 | 37.3 | 58.9 | 0.0 | 0.6 | 48.1 | 51.3 |
| | District | 0.0 | 5.5 | 36.1 | 58.3 | 0.0 | 3.1 | 48.1 | 48.8 |
| | State | 0.1 | 19.5 | 47.1 | 33.4 | 0.1 | 12.1 | 68.2 | 19.5 |

Grade 5 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | |
|--------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | School | 0.0 | 21.9 | 50.0 | 28.1 | 0.0 | 18.8 | 62.5 | 18.8 |
| | District | 0.0 | 33.0 | 48.4 | 18.7 | 0.0 | 22.0 | 67.0 | 11.0 |
| | State | 0.5 | 38.3 | 45.8 | 15.4 | 0.6 | 25.5 | 66.6 | 7.4 |
| Not Eligible | School | 0.0 | 4.0 | 36.2 | 59.7 | 0.0 | 2.7 | 45.6 | 51.7 |
| | District | 0.0 | 4.3 | 33.9 | 61.8 | 0.0 | 3.4 | 44.7 | 51.9 |
| | State | 0.1 | 12.2 | 43.8 | 43.9 | 0.1 | 7.4 | 65.1 | 27.4 |

2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

| | |
|---|----|
| Is this school making Adequate Yearly Progress (AYP)? | No |
| Is this school making AYP in Reading? | No |
| Is this school making AYP in Mathematics? | No |

| | |
|---|----|
| Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act? | No |
| 2010-11 Federal Improvement Status | |
| 2010-11 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 | | 77.5 | | | 77.5 | | | 91.0 | | 80.0 | |
| All | 100.0 | Yes | 100.0 | Yes | 92.5 | | Yes | 96.0 | | Yes | 96.0 | Yes | | |
| White | 100.0 | Yes | 100.0 | Yes | 96.1 | | Yes | 97.0 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | 100.0 | Yes | 100.0 | Yes | 70.0 | | Yes | 84.0 | | Yes | | | | |
| Asian/Pacific Islander | 100.0 | Yes | 100.0 | Yes | 92.3 | | Yes | 98.9 | | Yes | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | 100.0 | Yes | 100.0 | Yes | 75.9 | | Yes | 86.2 | | Yes | | | | |
| Students with Disabilities | 100.0 | Yes | 100.0 | Yes | 63.6 | 77.1 | No | 66.1 | | No | 94.7 | | | |
| Economically Disadvantaged | 100.0 | Yes | 100.0 | Yes | 76.3 | | Yes | 82.5 | | 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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% 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.

MATH SUMMARY

Celebrations

- 74% of third, fourth, and fifth grade students met or exceeded their NWEA growth targets in math!
- 98.3% of third graders met or exceeded ISAT State Standards!
- 83% of third grade IEP students met or exceeded ISAT Standards!
- 89% of third grade LEP students met or exceeded ISAT Standards!
- 93.8% of fourth graders met or exceeded ISAT State Standards!
- 94.5% of fifth graders met or exceeded ISAT State Standards!

Opportunities for Improvement

Based on the ISAT and NWEA student achievement data, there is a significant discrepancy between the performance scores of the IEP and LEP subgroups in comparison to the general education population.

- In 3rd grade there was a difference of 10.7% between LEP students and Non-LEP students who met or exceeded ISAT State Standards.
- In 4th grade there was a difference of 34.7% between LEP students and Non-LEP students who met or exceeded ISAT State Standards.
- In 5th grade there was a difference of 29.7% between LEP students and Non-LEP students who met or exceeded ISAT State Standards.

- In 3rd grade there was a difference of 18% between LEP students and Non-LEP students who met or exceeded NWEA growth targets.
- In 4th grade there was a difference of 5% between LEP students and Non-LEP students who met or exceeded NWEA growth targets.

- In 3rd grade there was a difference of 16.1% between IEP and Non-IEP student who met or exceeded ISAT State Standards.
- In 4th grade there was a difference of 37.6% between IEP and Non-IEP students who met or exceeded ISAT State Standards.
- In 5th grade there was difference of 38.5% between IEP and Non-IEP students who met or exceeded ISAT State Standards.

- In 3rd grade there was a difference of 7% between IEP and Non-IEP student who met or exceeded NWEA growth targets.
- In 4th grade there was a difference of 9% between IEP and Non-IEP students who met or exceeded NWEA growth targets.
- In 5th grade there was difference of 19% between IEP and Non-IEP students who met or exceeded NWEA growth targets.

READING SUMMARY

Celebrations

- 81% of the GG third grade students met or exceeded their NWEA growth targets!
- 75% of the GG fourth grade students met or exceeded their NWEA growth targets!
- 72% of our IEP students met or exceeded their NWEA growth targets in reading!
- 71% the GG fifth grade students met or exceeded their NWEA growth targets!
- 90.1% of third graders met or exceeded ISAT State Standards!
- 92.6% of fourth graders met or exceeded ISAT State Standards!
- 92.8% of fifth graders met or exceeded ISAT State Standards!

Based on the ISAT and NWEA student achievement data, there is a significant discrepancy between the performance scores of the IEP and LEP subgroups in comparison to the general education population.

- In 3rd grade there was a difference of 47.9% between LEP students and Non-LEP students who met or exceeded ISAT State Standards.
- In 4th grade there was a difference of 28.7% between LEP students and Non-LEP students who met or exceeded ISAT State Standards.
- In 5th grade there was a difference of 28% between LEP students and Non-LEP students who met or exceeded ISAT State Standards.

- In 3rd grade there was a difference of 25% between LEP students and Non-LEP students who met or exceeded NWEA growth targets.
- In 4th grade there was a difference of 33% between LEP students and Non-LEP students who met or exceeded NWEA growth targets.
- In 5th grade there was a difference of 25% between LEP students and Non-LEP students who met or exceeded NWEA growth targets.

- In 3rd grade there was a difference of 34.2% between IEP and Non-IEP student who met or exceeded ISAT State Standards.
- In 4th grade there was a difference of 33.2% between IEP and Non-IEP students who met or exceeded ISAT State Standards.
- In 5th grade there was difference of 26.6% between IEP and Non-IEP students who met or exceeded ISAT State Standards.

- In 4th grade there was a difference of 6% between IEP and Non-IEP students who met or exceeded NWEA growth targets.
- In 5th grade there was difference of 6% between IEP and Non-IEP students who met or exceeded NWEA growth targets.

EXECUTIVE SUMMARY

The overall performance of Glen Grove students is extremely strong.

- Our overall student population outperformed other students at the State and District levels in all grade levels and in all areas of ISAT.
- We were systematic in our approach to Response to Intervention using student data to identify students for interventions, monitor their progress, and revise their academic plans as needed.
- We exceeded all of the school improvement plan goals we identified last school year as illustrated below:

| <i>2009-2010 GLEN GROVE SIP GOALS</i> | <i>SPRING 2010 ACTUAL PERCENTAGES</i> |
|---|--|
| To increase the percentage of our students meeting their growth targets on NWEA in the area of reading to 70%, | 75% of our GG students met or exceeded their NWEA growth targets in the area of reading! |
| To maintain the percentage of our students meeting their growth targets on NWEA in the area of language usage to 70%. | 78% of our GG students met or exceeded their NWEA growth targets in the area of language usage! |
| To have 80% of our students perform at or above the 50 th percentile in reading CBM (fluency & accuracy measure) using high performing criteria. | 81% of our GG students performed at or above the 50 th percentile in reading CBM (fluency & accuracy measure) using high performing criteria! |
| We did not establish a math goal; however, last year, 71% of our students met or exceeded growth targets on NWEA in the area of math. | 74% of our GG students met or exceeded their NWEA growth targets in the area math! |

We are pleased with the overall achievement of our Glen Grove students and would like to maintain and/or exceed the high standards we've set for ourselves; however, discrepancies between our current and desired outcomes are reflected in the performance of our IEP and LEP populations. Therefore, we would also like to focus on closing the achievement gap between our IEP and LEP subgroups and the general education population.

To initiate a plan for school improvement, we used data analysis and reflection to identify some of the possible root factors contributing to this gap. Included in these are the following:

- Environmental factors such as the socioeconomic status of a family, parental involvement in a child's education, and/or the level of education of parents; how do these factors affect student achievement and what can we do to address them?
- Our schedule; are we using time in the most efficient manner possible to meet the needs of struggling learners?
- The language barriers of our LEP students' experience; are we using our time and resources in the most effective way possible to meet the needs of students for whom English is a second language?
- The learning disabilities of our IEP students; are we using our time and resources in the most effective way possible to meet the specific needs of students with disabilities?
- The effect of the testing environment and the manner in which students respond to various modes of test taking; are we providing our students with ideal conditions for taking high-stakes assessments?

To address the factors contributing to our achievement gap and attain the goals outlined in our SIP, we have identified the following school-wide improvement and monitoring strategies:

- We will use systems thinking to establish processes and procedures to help implement all of the principles of RtI. This year:
 - Each grade level team together with instructional specialists, special education, and ELL teachers will participate in a ½ day Data Day to analyze District Benchmark, NWEA, and CBM assessment data and formulate plans that respond to the information gleaned.
 - Each grade level team together with instructional specialists, special education, and ELL teachers has pre-scheduled one hour a month (during tight collaboration time) to analyze data as it relates to our PLC question number one, “What will we do when they have not learned?” During this time, a grade level team, the reading specialist, a special education and ELL teacher, and one member of our RtI Building Team will focus on students in interventions. We will use the progress monitoring data to evaluate the effectiveness of an intervention and revise the plan if needed using the District Instructional Planning Forms to record and keep track of this information.
 - We will be flexible with the schedules we create for our students to provide the interventions that meet their academic needs.
- We have made a commitment to making learning targets clear to our students, (Assessment for Learning Strategy #1), and will use opportunities at the team and building level to collectively deepen our understanding of this practice.
- At each grade level, there will be one math class co-taught by a special education and regular education teacher. The grouping for this class will be fluid using unit pre-test results to identify students in need of the extra math support that will be offered in this class.
- We will work to deepen our understanding of the RLA and math essential learning targets and develop formative and summative assessments.
- We will incorporate the new RLA materials to support the learning targets identified in our Curriculum Maps.
- We will continue to focus on the reading comprehension strategies we collectively studied last year in our professional book study of *Mosaic of Thought*, and that are embedded throughout the RLA Curriculum Maps to more effectively translate theory into practice.
- Our ELL and grade level teachers will collaboratively decide on the level and intensity of academic support our LEP students need on a case by case basis, and we will be flexible with our schedule to meet the students’ needs. The ELL teachers will use a combination of both “push-in,” “pull-out,” and “co-teaching” delivery models to focus on front-loading the vocabulary and building the background knowledge our students need to understand content.
- We will continue to use our Parent Outreach Nights to foster our relationship with the families of our ELL students.
- Our LRC director will partner up with our ELL Team to open up the library once a month in the evenings to encourage family literacy, to share bilingual materials with our families, to give them the opportunity to check out books, and to model techniques and strategies that adults can use when reading with their children at home.
- NWEA assessments will be administered in the classroom – a familiar environment to our students. We will develop and implement some brief, school-wide lessons about test-taking strategies.

Besides the school-wide actions outlined above, each grade level team is writing its own action plan that will support the school goals outlined in our School Improvement Plan. Incorporated into this plan will be a continued emphasis on understanding and utilizing the specific grade level RLA and Math Curriculum Maps, a continued review of the grade level materials and the manner in which they are being used, and a targeted emphasis on students who just missed the “Meets” cut-off on the ISAT.