

Glen Oaks Elem School
North Palos SD 117
Hickory Hills, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 2 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	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	72.9	2.4	18.7	4.2	0.0	0.1	1.6	50.4	20.8	10.5		0.3	8.5	95.5	668
District	71.7	5.6	17.2	3.5	0.0	0.3	1.6	42.8	20.6	12.5		0.1	9.2	95.5	3,005
State	51.0	18.0	23.6	4.2	0.1	0.3	2.8	49.0	9.4	13.6		8.6	13.1	94.4	2,066,692

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.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	100.0	--	--	--	--
District	99.3	18.8		12.8	273.2
State	95.3	18.9		13.7	205.0

* 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			27.0	26.2	24.9	25.2				
District			26.0	26.8	26.0	25.4				
State			21.5	22.0	22.4	22.8				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

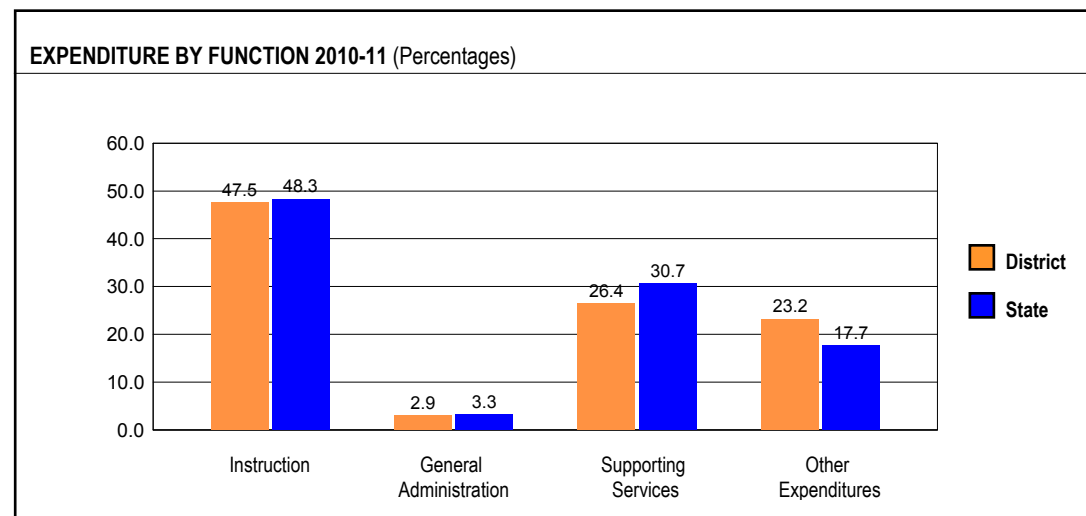
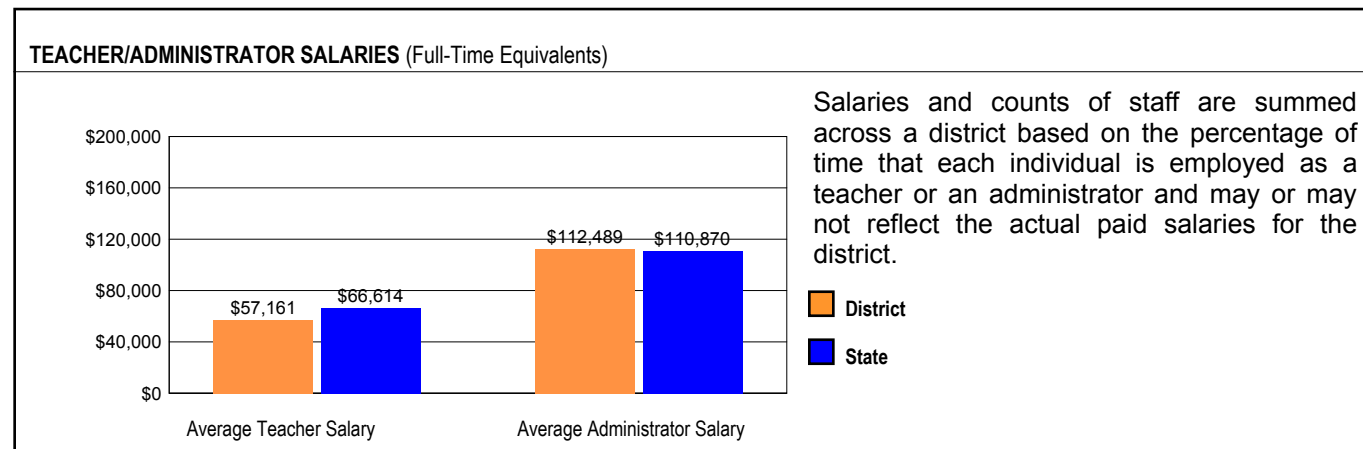
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			30			153			30		
District	60			38			137			30		
State	61			31			143			30		

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	97.3	0.0	2.7	0.0	0.0	0.0	0.0	0.0	12.6	87.4	185
State	83.3	7.1	5.3	1.3	0.1	0.2	0.8	2.0	23.1	76.9	127,830

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	29.8	69.7	0.5	0.0
State	12.9	37.8	61.7	0.6	0.7

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2010-11				EXPENDITURE BY FUND 2010-11			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$28,446,853	72.9	58.2	Education	\$26,451,834	70.7	73.7
Other Local Funding	\$873,275	2.2	5.1	Operations & Maintenance	\$2,110,853	5.6	5.9
General State Aid	\$2,521,646	6.5	17.1	Transportation	\$1,661,387	4.4	3.8
Other State Funding	\$3,922,800	10.1	9.5	Debt Service	\$1,618,471	4.3	7.4
Federal Funding	\$3,261,018	8.4	10.1	Tort	\$362,234	1.0	1.2
TOTAL	\$39,025,592			Municipal Retirement/ Social Security	\$994,357	2.7	2.0
				Fire Prevention & Safety	\$0	0.0	0.8
				Capital Projects	\$4,226,586	11.3	5.1
				TOTAL	\$37,425,722		

OTHER FINANCIAL INDICATORS				
	2009 Equalized Assessed Valuation per Pupil	2009 Total School Tax Rate per \$100	2010-11 Instructional Expenditure per Pupil	2010-11 Operating Expenditure per Pupil
District	\$300,154	3.51	\$6,635	\$10,790
State	**	**	\$6,824	\$11,664

** 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.

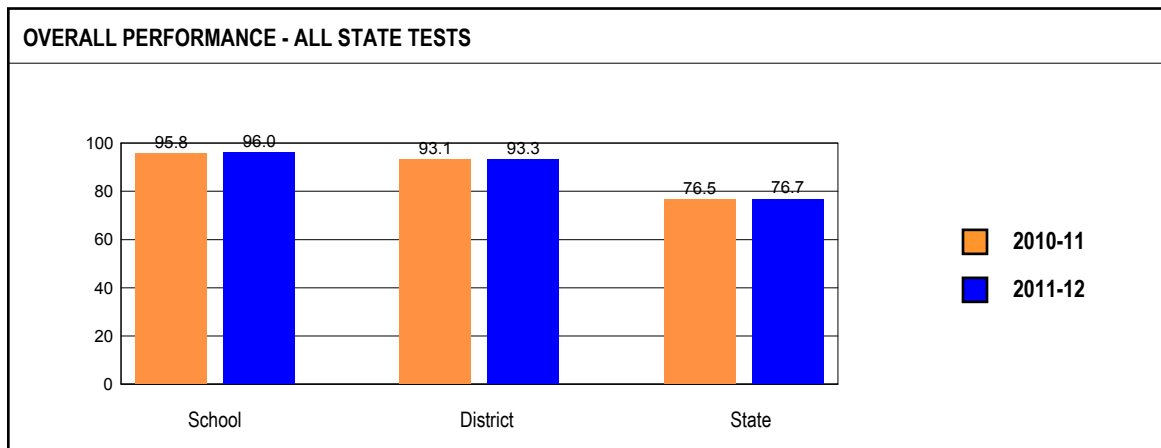
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

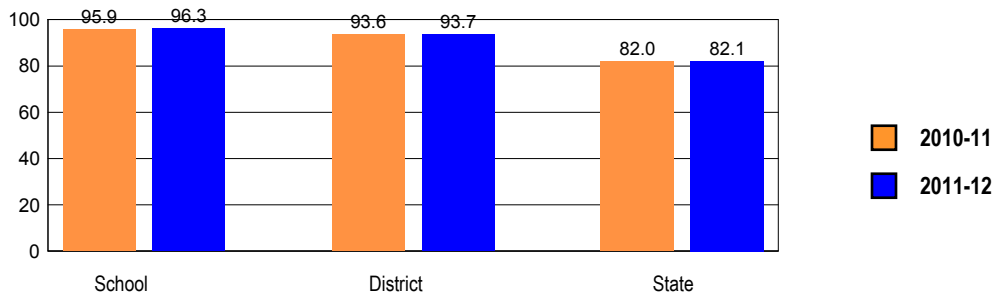
ACADEMIC PERFORMANCE

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.

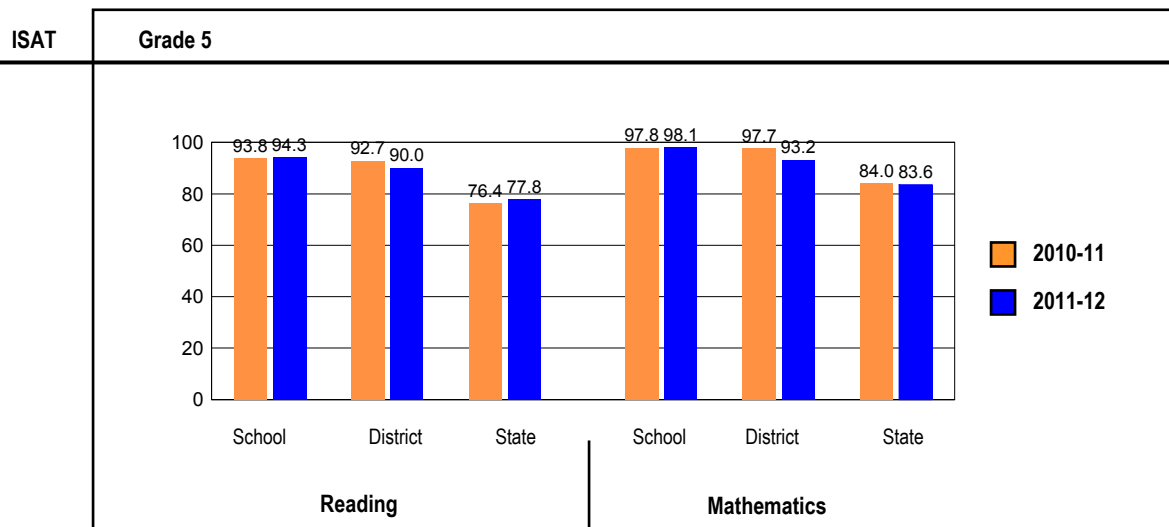
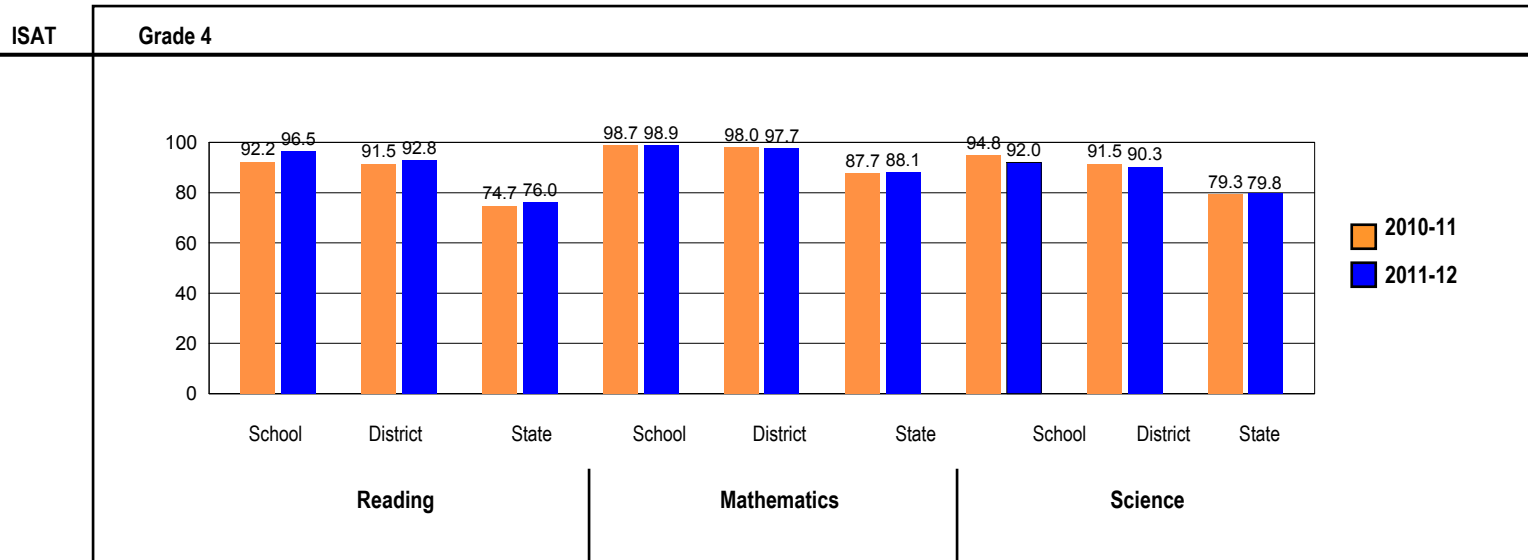
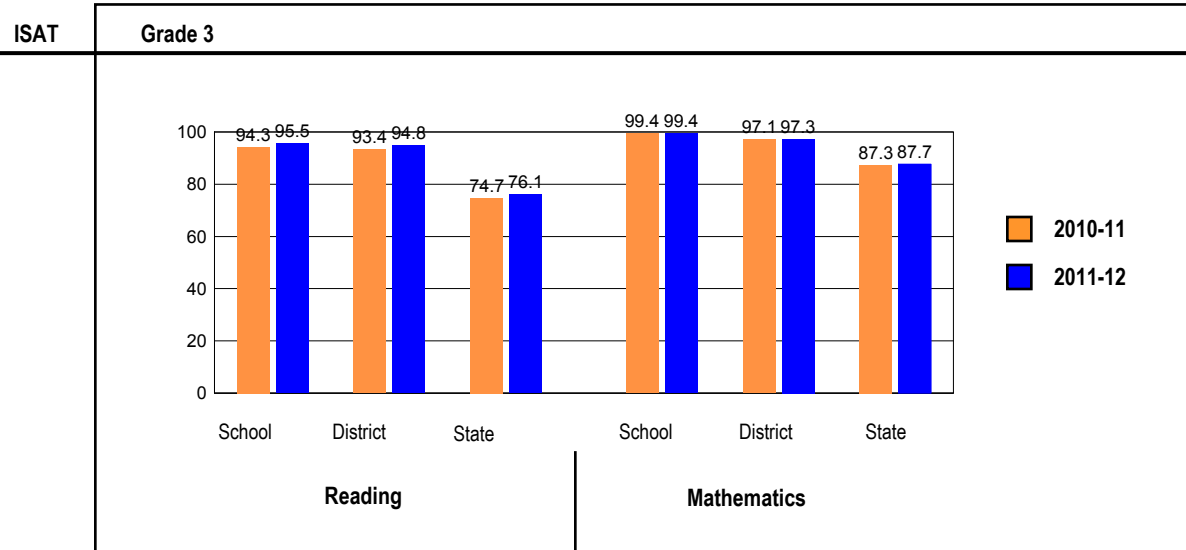


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	489	237	252	351	11	102	15	0	1	9	64	0	58	237
	Reading	0.4	0.4	0.4	0.3	0.0	1.0	0.0				0.0		0.0	0.4
District	*Enrollment	1,871	948	923	1,310	126	341	58	0	8	28	161	0	242	835
	Reading	0.2	0.2	0.1	0.1	0.0	0.3	0.0			3.6	0.6		0.0	0.2
State	*Enrollment	1,072,304	548,690	523,352	547,900	192,977	251,440	45,188	977	3,177	29,968	75,031	261	146,113	531,157
	Reading	0.4	0.5	0.3	0.3	0.7	0.4	0.3	0.6	0.6	0.4	0.6	2.3	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 9

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	498	245	253	358	11	102	17	0	1	9	73	0	58	243
	Mathematics	0.4	0.4	0.4	0.3	0.0	1.0	0.0				0.0		0.0	0.4
District	*Enrollment	1,892	965	927	1,326	126	343	61	0	8	28	182	0	242	852
	Mathematics	0.1	0.1	0.1	0.1	0.0	0.3	0.0			0.0	0.0		0.0	0.1
State	*Enrollment	1,073,764	549,462	524,040	548,234	193,064	252,013	45,638	983	3,180	29,975	76,502	271	146,133	532,214
	Mathematics	0.4	0.4	0.3	0.3	0.7	0.4	0.2	0.5	0.5	0.4	0.3	1.1	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	177	87	90	131	2	36	6	0	1	1	25	0	18	89
	Science	0.6	0.0	1.1	0.0		2.8					0.0		0.0	1.1
District	*Enrollment	634	321	313	446	46	114	16	0	4	8	57	0	83	292
	Science	0.2	0.0	0.3	0.0	0.0	0.9	0.0				0.0		0.0	0.3
State	*Enrollment	456,721	232,992	223,651	237,912	81,780	103,594	19,211	393	1,359	12,254	25,859	107	61,941	217,988
	Science	0.7	0.8	0.6	0.5	1.4	0.7	0.3	1.0	0.9	0.7	0.8	0.9	1.6	1.0

* 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	3.9	46.8	48.7	0.6	0.0	40.6	58.8
District	1.0	4.2	53.5	41.3	0.3	2.4	44.7	52.5
State	5.2	18.7	46.1	29.9	2.9	9.3	45.2	42.5

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	5.8	44.9	49.3	1.4	0.0	35.1	63.5
	District	1.5	5.2	57.5	35.8	0.7	1.4	45.7	52.1
	State	6.4	20.8	46.1	26.7	3.2	9.3	44.0	43.5
Female	School	1.2	2.4	48.2	48.2	0.0	0.0	45.3	54.7
	District	0.6	3.2	50.0	46.1	0.0	3.2	43.9	52.9
	State	3.9	16.6	46.2	33.3	2.6	9.4	46.6	41.4

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.9	2.7	46.4	50.0	0.9	0.0	37.1	62.1
	District	1.0	3.1	50.0	45.9	0.5	1.0	40.3	58.2
	State	2.5	11.7	45.9	39.9	1.1	4.6	39.2	55.0
Black	School								
	District	5.0	0.0	80.0	15.0	0.0	20.0	40.0	40.0
	State	9.3	28.3	46.9	15.4	7.1	17.9	53.8	21.2
Hispanic	School	0.0	9.1	48.5	42.4	0.0	0.0	50.0	50.0
	District	0.0	10.3	58.6	31.0	0.0	1.7	61.0	37.3
	State	8.3	28.0	47.6	16.1	3.8	13.8	54.7	27.7
Asian	School								
	District								
	State	2.0	7.4	36.7	53.9	1.0	3.0	25.1	70.8
Native Hawaiian/Pacific Islander	School								
	District								
	State	3.4	7.4	45.9	43.2	2.0	3.4	37.8	56.8
American Indian	School								
	District								
	State	3.9	24.8	45.1	26.2	2.0	12.3	51.0	34.8
Two or More Races	School								
	District								
	State	3.7	15.0	46.7	34.6	2.0	7.9	44.0	46.1

Grade 3 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	9.7	58.1	32.3	2.7	0.0	56.8	40.5
District	0.0	12.2	65.3	22.4	1.8	5.5	63.6	29.1
State	12.3	38.7	43.0	6.1	5.4	18.7	58.3	17.6

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	5.9	17.6	58.8	17.6	5.9	0.0	64.7	29.4
	District	10.0	10.0	60.0	20.0	3.2	9.7	58.1	29.0
	State	21.1	37.1	31.6	10.3	9.9	21.0	48.6	20.5
Non-IEP	School	0.0	2.2	45.3	52.6	0.0	0.0	37.8	62.2
	District	0.0	3.5	52.7	43.8	0.0	1.5	43.2	55.3
	State	3.0	16.2	48.2	32.7	1.9	7.7	44.8	45.6

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	1.3	6.3	58.2	34.2	1.2	0.0	57.8	41.0
	District	2.1	6.3	61.8	29.9	0.7	4.0	58.4	36.9
	State	8.3	27.4	48.5	15.9	4.7	14.5	54.3	26.4
Not Eligible	School	0.0	1.3	34.7	64.0	0.0	0.0	22.1	77.9
	District	0.0	2.1	45.1	52.8	0.0	0.7	30.8	68.5
	State	1.7	9.1	43.5	45.7	0.9	3.5	35.1	60.5

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	3.5	57.9	38.6	0.0	1.1	37.7	61.1	0.0	8.0	67.8	24.1
District	0.0	7.2	55.2	37.6	0.0	2.3	43.5	54.2	0.3	9.4	66.8	23.5
State	1.0	23.0	47.1	28.9	1.2	10.7	57.1	31.0	2.6	17.6	59.7	20.1

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	4.8	56.6	38.6	0.0	1.1	36.8	62.1	0.0	7.0	65.1	27.9
	District	0.0	10.0	55.3	34.7	0.0	3.2	42.2	54.5	0.0	9.1	62.3	28.6
	State	1.3	26.7	46.8	25.2	1.5	11.4	56.0	31.1	2.9	17.4	57.4	22.3
Female	School	0.0	2.3	59.1	38.6	0.0	1.1	38.6	60.2	0.0	9.1	70.5	20.5
	District	0.0	4.5	55.1	40.4	0.0	1.3	44.9	53.8	0.6	9.6	71.2	18.6
	State	0.6	19.2	47.4	32.8	0.9	9.9	58.4	30.8	2.3	17.9	62.0	17.8

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	3.9	57.8	38.3	0.0	1.5	32.1	66.4	0.0	9.2	64.9	26.0
	District	0.0	5.5	54.6	39.9	0.0	2.3	36.8	60.9	0.5	6.8	66.5	26.2
	State	0.5	14.3	46.9	38.3	0.6	6.0	53.6	39.8	1.0	9.6	61.2	28.2
Black	School	0.0	29.4	64.7	5.9	0.0	11.8	70.6	17.6	0.0	41.2	58.8	0.0
	District	2.0	39.0	45.6	13.5	3.0	20.9	61.8	14.3	6.1	33.8	54.1	6.0
	State												
Hispanic	School	0.0	2.9	52.9	44.1	0.0	0.0	55.9	44.1	0.0	5.9	76.5	17.6
	District	0.0	8.8	52.6	38.6	0.0	0.0	56.9	43.1	0.0	10.3	69.0	20.7
	State	1.3	32.3	50.0	16.4	1.4	14.5	64.7	19.4	3.8	24.6	61.8	9.9
Asian	School												
	District	0.0	0.0	70.0	30.0	0.0	0.0	54.5	45.5	0.0	10.0	60.0	30.0
	State	0.4	9.1	38.2	52.3	0.6	3.3	35.9	60.2	1.4	7.3	52.6	38.7
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.8	14.4	48.8	36.0	0.0	6.3	50.0	43.8	0.8	13.4	58.3	27.6
American Indian	School												
	District												
	State	1.0	25.5	51.6	22.0	1.4	10.5	64.2	23.9	3.3	21.5	60.4	14.8
Two or More Races	School												
	District												
	State	0.6	19.4	46.7	33.3	0.8	9.1	55.8	34.3	1.9	15.1	58.6	24.4

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	9.5	66.7	23.8	0.0	4.0	56.0	40.0	0.0	45.8	45.8	8.3
District	0.0	18.8	62.5	18.8	0.0	8.1	54.1	37.8	2.8	41.7	44.4	11.1
State	2.8	58.7	35.6	3.0	3.1	27.3	62.6	7.0	8.8	41.8	47.5	1.9

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	5.9	58.8	35.3	0.0	5.9	23.5	70.6	0.0	11.8	82.4	5.9
	District	0.0	17.9	57.1	25.0	0.0	14.3	35.7	50.0	0.0	17.9	71.4	10.7
	State	5.3	55.8	30.7	8.2	6.1	29.7	53.2	11.0	7.7	34.4	49.9	8.1
Non-IEP	School	0.0	3.2	57.8	39.0	0.0	0.6	39.2	60.1	0.0	7.6	66.2	26.1
	District	0.0	6.1	55.0	38.8	0.0	1.1	44.3	54.6	0.4	8.5	66.3	24.8
	State	0.3	18.2	49.5	32.0	0.5	7.9	57.7	33.9	1.9	15.2	61.1	21.8

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	7.1	61.2	31.8	0.0	1.1	50.6	48.3	0.0	11.6	73.3	15.1
	District	0.0	12.8	62.4	24.8	0.0	4.2	57.6	38.2	0.7	14.7	72.0	12.6
	State	1.6	34.2	49.0	15.2	2.0	16.5	64.2	17.4	4.3	26.7	59.7	9.4
Not Eligible	School	0.0	0.0	54.7	45.3	0.0	1.1	25.0	73.9	0.0	4.5	62.5	33.0
	District	0.0	2.4	49.1	48.5	0.0	0.6	31.3	68.1	0.0	4.8	62.3	32.9
	State	0.3	10.9	45.1	43.7	0.4	4.5	49.5	45.6	0.8	7.9	59.7	31.6

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	5.7	50.3	43.9	0.0	1.9	61.1	36.9
District	0.0	10.0	48.2	41.7	0.3	6.5	60.2	33.0
State	0.2	22.0	47.2	30.6	0.6	15.7	65.9	17.7

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	7.4	56.8	35.8	0.0	1.2	64.2	34.6
	District	0.0	13.8	50.9	35.2	0.0	8.2	61.6	30.2
	State	0.2	25.5	47.4	26.9	0.8	16.8	64.3	18.1
Female	School	0.0	3.9	43.4	52.6	0.0	2.6	57.9	39.5
	District	0.0	6.0	45.3	48.7	0.7	4.7	58.7	36.0
	State	0.1	18.4	47.0	34.5	0.5	14.6	67.6	17.2

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	6.5	42.6	50.9	0.0	1.9	58.3	39.8
	District	0.0	8.8	42.6	48.6	0.5	4.6	58.3	36.6
	State	0.1	12.7	46.3	41.0	0.3	9.1	66.6	24.0
Black	School								
	District	0.0	21.7	69.6	8.7	0.0	17.4	82.6	0.0
	State	0.4	38.1	48.0	13.5	1.5	30.3	63.1	5.1
Hispanic	School	0.0	3.2	67.7	29.0	0.0	3.2	67.7	29.0
	District	0.0	9.4	62.3	28.3	0.0	9.4	60.4	30.2
	State	0.2	32.5	49.8	17.5	0.8	21.0	69.6	8.6
Asian	School								
	District	0.0	16.7	33.3	50.0	0.0	8.3	50.0	41.7
	State	0.1	9.2	39.1	51.7	0.3	5.3	49.5	44.9
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	12.6	50.5	36.9	0.0	9.1	69.1	21.8
American Indian	School								
	District								
	State	0.2	26.3	53.8	19.6	0.5	20.6	67.2	11.7
Two or More Races	School								
	District								
	State	0.2	16.5	46.9	36.4	0.5	13.1	64.9	21.4

Grade 5 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	18.2	63.6	18.2	0.0	9.1	36.4	54.5
District	0.0	47.6	42.9	9.5	0.0	28.6	42.9	28.6
State	0.7	69.2	28.0	2.1	2.3	42.3	53.4	2.0

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	15.0	60.0	25.0	0.0	10.0	55.0	35.0
	District	0.0	35.0	47.5	17.5	2.5	25.0	52.5	20.0
	State	0.9	60.2	31.5	7.3	3.2	42.7	49.4	4.7
Non-IEP	School	0.0	4.4	48.9	46.7	0.0	0.7	62.0	37.2
	District	0.0	6.3	48.3	45.4	0.0	3.7	61.3	34.9
	State	0.1	16.5	49.5	34.0	0.3	11.8	68.3	19.6

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	8.8	60.3	30.9	0.0	2.9	70.6	26.5
	District	0.0	15.7	58.3	26.0	0.8	7.9	69.3	22.0
	State	0.3	33.5	49.7	16.5	1.0	24.0	67.6	7.4
Not Eligible	School	0.0	3.4	42.7	53.9	0.0	1.1	53.9	44.9
	District	0.0	6.0	41.2	52.7	0.0	5.5	53.8	40.7
	State	0.1	10.0	44.5	45.5	0.2	7.1	64.2	28.4

2012 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	2012-13 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2012-13 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		5-YEAR 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		85.0			85.0			91.0		82.0	
All	99.6	Yes	99.6	Yes	95.3		Yes	98.9		Yes	95.5	Yes		
White	99.7	Yes	99.7	Yes	95.7		Yes	98.8		Yes				
Black														
Hispanic	99.0	Yes	99.0	Yes	93.0		Yes	98.8		Yes				
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP	100.0	Yes	100.0	Yes	91.7		Yes	99.0		Yes				
Students with Disabilities	100.0	Yes	100.0	Yes	83.0		Yes	90.6		Yes				
Economically Disadvantaged	99.6	Yes	99.6	Yes	91.8		Yes	98.1		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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% 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 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2011.

** Safe Harbor Targets of 85% 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.

Areas of Success in 2011-2012

3rd through 5th grade students continue to **exceed, by 11 to 21%**, state performance levels in math, reading, and science. Overall performance on the ISAT **increased 0.4%** (95.9 to 96.3).

% of **3rd grade** students who met/exceeded standards on the **reading** portion of the ISAT **increased 1.2 %** (94.3 to 95.5) and % who **exceeded increased 8.7%** (40 to 48.7).

% of **3rd grade** students who met/exceeded standards on the **math** portion of the ISAT **remained high** (99.4 to 99.4).

% of **4th grade** students who met/exceeded standards on the **reading** portion of the ISAT **increased 4.3%** (92.2 to 96.5).

% of **4th grade** students who met/exceeded standards on the **math** portion of the ISAT **increased 0.2%** (98.7 to 98.9) and % who **exceeded increased 4.1%** (57 to 61.1).

% of **5th grade** students who met/exceeded standards on the **reading** portion of the ISAT **increased 0.5%** (93.8 to 94.3).

% of **5th grade** students who met/exceeded standards on the **math** portion of the ISAT **increased 0.3%** (97.8 to 98.1).

Glen Oaks' Future Focus (2012-2013)

In order to set high expectations and standards for the academic development of all students and the performance of adults, the 2012-2013 focus at Glen Oaks will be a continuation of the intervention process we have established over the past few years. At least three times per year, each grade level team, including classroom teachers, specialists, PPS staff, and administration, will meet to analyze each student's data and to determine intervention strategies best suited to support each child. Additionally, each student in the school requiring intervention will have goals that will be based on his or her specific measures of data, and equally importantly, the students will be closely involved in tracking their own performance in order to meet their goals. Student progress while in these intervention programs will be constantly monitored and interim changes will be made as needed.

The Glen Oaks' 2012-2013 focus will also involve continued alignment of curriculum, instruction, and assessment to ensure student achievement of the Common Core Standards. That alignment will focus on the implementation of the Common Core Standards in math and to provide instructional materials geared to the specific learning styles and academic needs of our students to ensure each child's academic success. Collaborative instruction involving all of our classroom teachers and specialists will also serve to help all of our students attain and/or exceed their academic goals.

In order to provide clearer and more effective communication of the skills/strategies/concepts our students are learning in the classroom each month, Glen Oaks teachers will develop and maintain web pages which will inform parents of the specific skills, concepts, and strategies their children will be learning during the month and each grade level will also provide URL addresses for websites which will provide the opportunity for additional practice at home in those skills, concepts, and strategies. This communication will continue each month of the school into the future.