

GLENBARD TWP H S DIST 87
GLEN ELLYN, ILLINOIS



ILLINOIS
DISTRICT
REPORT
CARD

Federal law requires public school districts to release district report cards to the public each year.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	71.4	4.9	9.3	14.1	0.2	7.1	4.0	1.9	1.8	6.0	92.7	8,880
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3	4.9	1.9	16.4	94.0	2,044,539

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
District	95.2
State	95.9

AVERAGE CLASS SIZE (as of the first school day in May)

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
					20.2
					17.6

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
	18.6	14.1	250.1
18.4	18.2	13.8	221.1

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

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.8	1.5	0.9	0.7	0.0	48.4	51.6	534
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

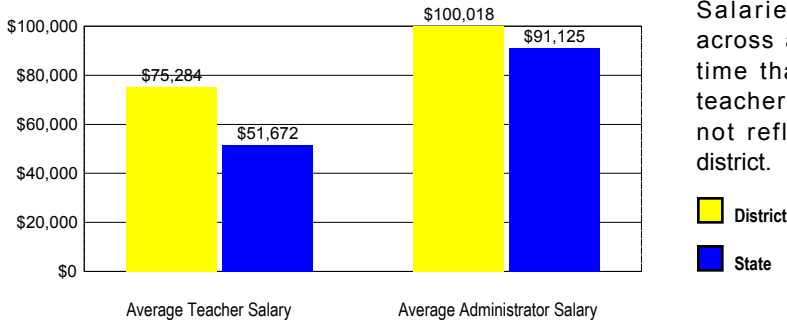
TEACHER INFORMATION (Continued)

	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 *
District	16.1	15.5	84.5	0.0	0.0
State	13.9	53.9	46.0	2.5	2.1

* Data based on No Child Left Behind (NCLB) definition.

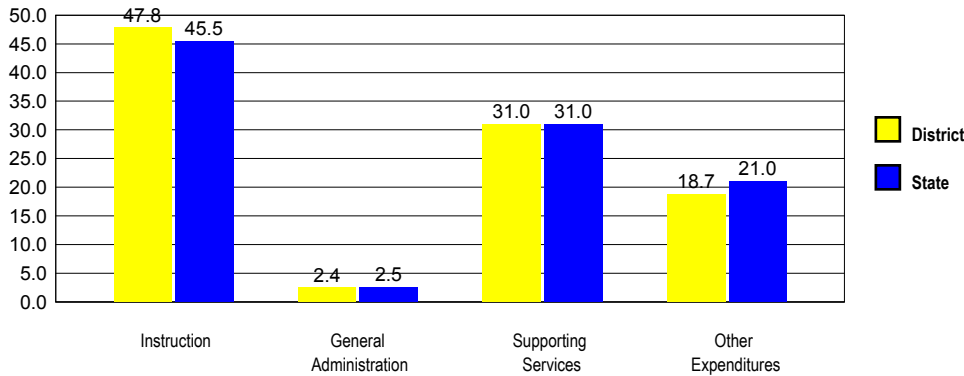
SCHOOL DISTRICT FINANCES

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 2001-02 (Percentages)



REVENUE BY SOURCE 2001-02

	District	District %	State %
Local Property Taxes	\$78,213,546	83.4	55.4
Other Local Funding	\$6,202,306	6.6	6.1
General State Aid	\$4,663,660	5.0	18.7
Other State Funding	\$3,606,768	3.8	12.5
Federal Funding	\$1,139,943	1.2	7.3
TOTAL	\$93,826,223		

EXPENDITURE BY FUND 2001-02

	District	District %	State %
Education	\$76,674,842	70.6	69.7
Operations & Maintenance	\$13,160,269	12.1	8.9
Transportation	\$4,504,683	4.1	3.4
Bond and Interest	\$1,538,563	1.4	5.7
Rent			0.0
Municipal Retirement/ Social Security	\$1,964,625	1.8	1.5
Fire Prevention & Safety			1.0
Site & Construction/ Capital Improvement	\$10,782,877	9.9	9.8
TOTAL	\$108,625,859		

OTHER FINANCIAL INDICATORS

	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$448,282	2.09	\$6,582	\$11,139
State	**	**	\$4,842	\$8,181

** 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.

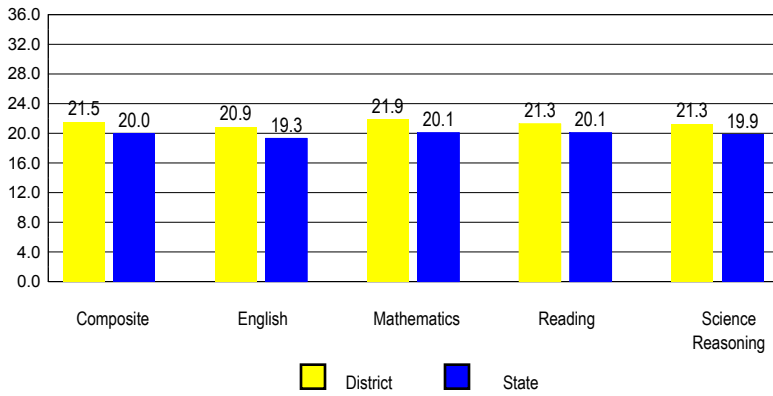
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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

ACT ASSESSMENT: GRADUATING CLASS OF 2003*



ACT TEST TAKERS

	Number	% Class
District	1,862	83.6
State	117,197	93.0

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

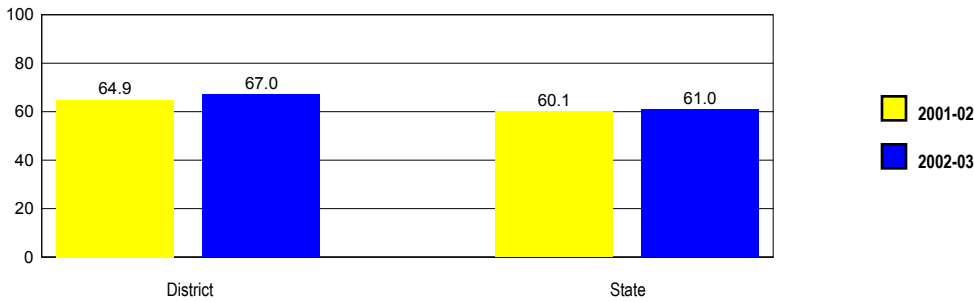
HIGH SCHOOL GRADUATION RATE

	Gender			Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American				
District	92.0	90.4	93.6	93.0	76.5	83.6	96.6	75.0	50.9		87.6	90.9
State	86.0	83.8	88.3	91.0	73.3	75.5	92.5	77.8	64.5	63.3	71.5	69.9

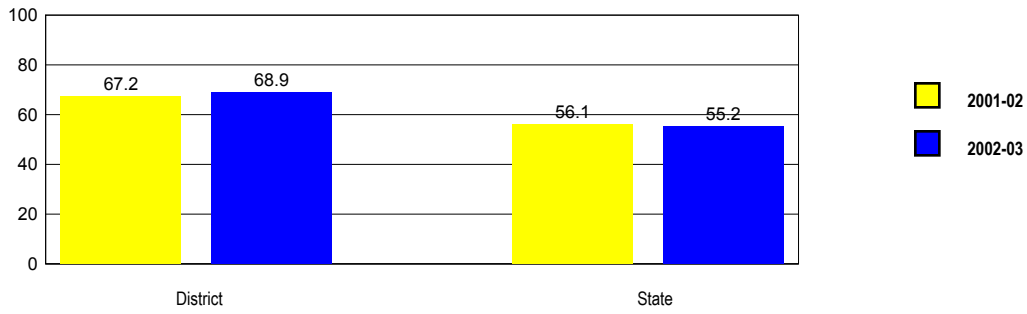
OVERALL STUDENT PERFORMANCE

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. These performance measures include only those test scores for the grades and subjects included in your school.

OVERALL PERFORMANCE - ALL STATE TESTS



OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE

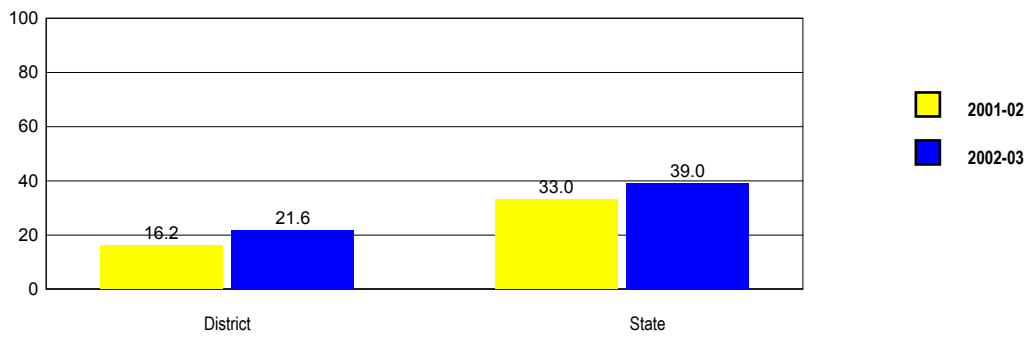
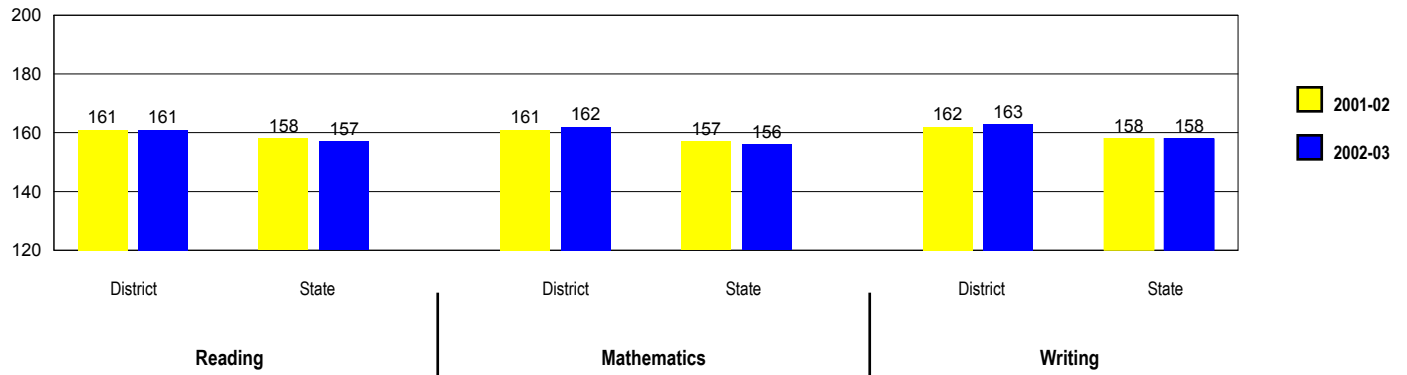


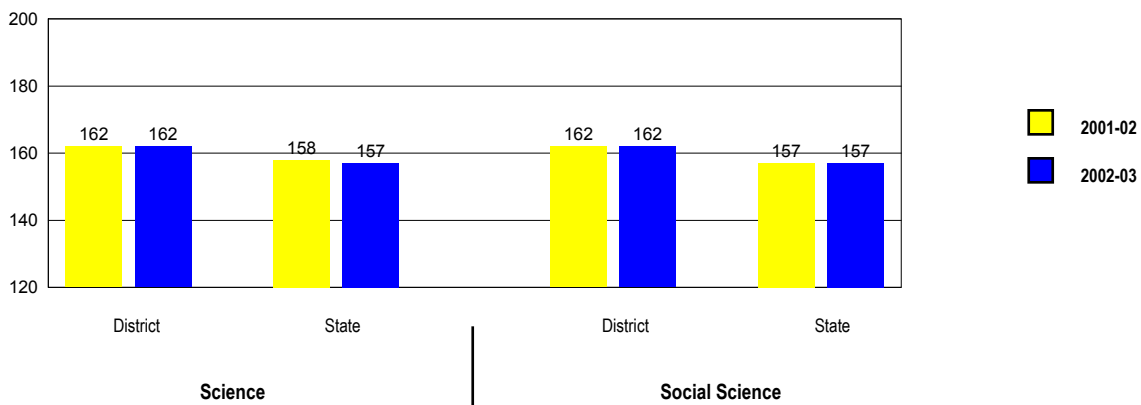
IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



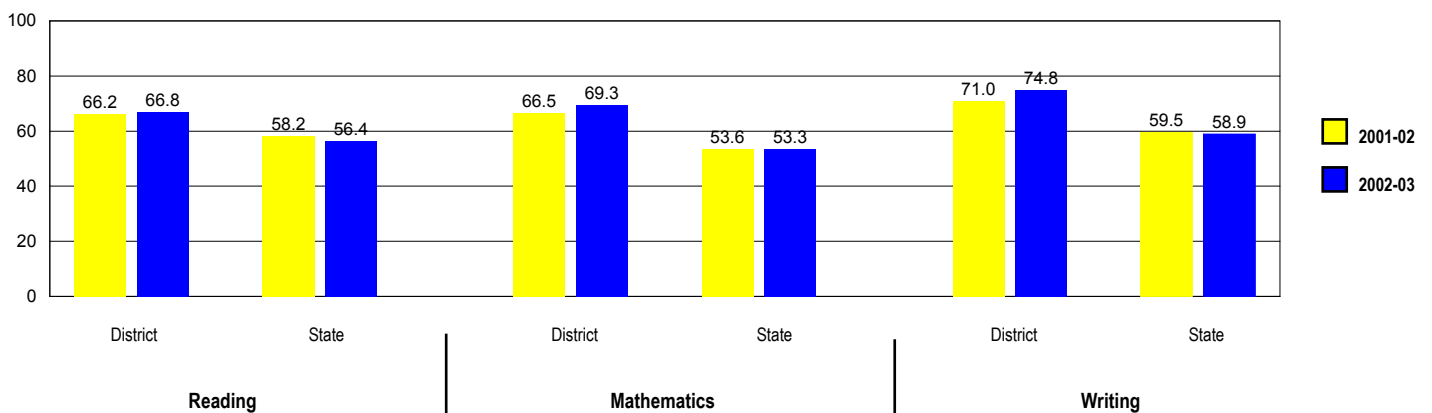
PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



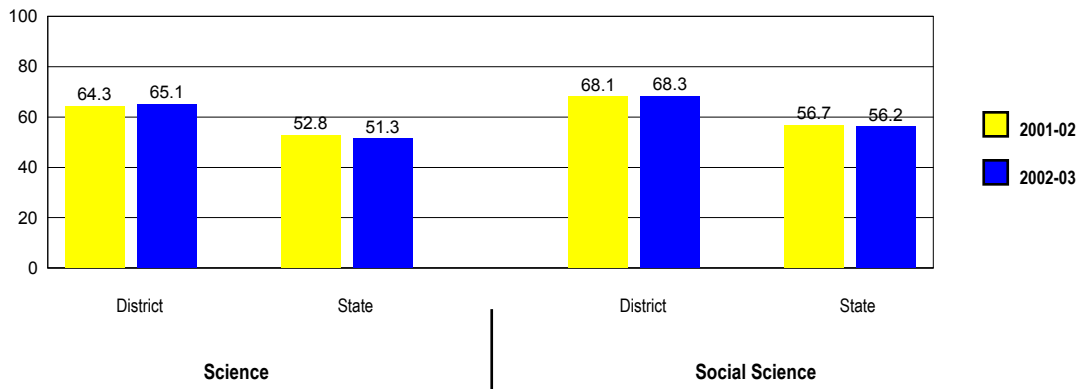
PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards



Number of students in this District taking the PSAE in 2003: 1,916

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards



Number of students in this District taking the PSAE in 2003: 1,916

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results 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, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. 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 or Section 504 Plan. 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. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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													
		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
District	*Enrollment	2,162	1,100	1,062	1,513	111	189	346	3	85	0	171	152
	Reading	5.0	5.7	4.2	6.5	20.7	10.6	5.8		0.0		19.9	46.1
	Mathematics	5.1	5.6	4.5	6.5	20.7	11.1	6.4		2.4		19.9	46.1
State	*Enrollment	616,170	313,399	302,581	366,187	127,748	97,933	21,960	936	35,949	310	82,419	234,696
	Reading	0.4	0.4	0.5	1.4	2.6	2.0	1.2	0.0	4.1	0.0	0.0	10.4
	Mathematics	0.5	0.6	0.6	1.5	2.8	2.2	1.3	0.0	4.7	0.0	0.0	10.6

* Enrollment on the first day of state testing.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

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.

PSAE continued

Grade 11

Grade 11 - All

Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
District	5.1	28.1	52.8	14.0	4.5	26.2	58.5	10.8	2.9	22.3	59.6	15.2	4.8	30.1	49.9	15.2	3.5	28.2	47.6	20.7
State	7.5	36.1	44.8	11.6	9.5	37.2	46.6	6.7	6.3	34.8	49.5	9.4	10.7	38.0	40.0	11.3	8.0	35.8	41.7	14.5

Grade 11 - Gender

Levels	Reading				Mathematics				Writing				Science				Social Science				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	6.9	31.5	49.7	11.9	4.6	24.3	57.9	13.2	3.7	28.1	56.8	11.4	5.9	26.4	49.6	18.1	4.7	25.1	47.1	23.2
	State	9.9	37.3	42.1	10.7	9.5	34.5	47.8	8.3	8.8	38.5	45.3	7.5	11.0	34.6	40.2	14.1	8.6	31.3	41.8	18.3
Female	District	3.3	24.8	55.9	16.1	4.4	28.0	59.2	8.4	2.1	16.6	62.4	18.9	3.7	33.8	50.2	12.4	2.3	31.3	48.1	18.3
	State	5.1	34.9	47.5	12.5	9.6	39.7	45.5	5.2	3.9	31.3	53.6	11.3	10.4	41.3	39.7	8.6	7.5	40.1	41.6	10.9

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				Science				Social Science				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	3.8	23.8	56.4	16.0	3.3	23.8	61.2	11.7	1.8	19.5	61.3	17.4	3.3	26.1	53.0	17.6	3.0	23.6	50.0	23.5
	State	5.4	29.9	50.1	14.6	5.8	31.6	54.5	8.2	4.2	28.0	56.1	11.7	6.0	32.5	47.1	14.4	5.1	29.6	47.1	18.2
Black	District	12.6	47.1	37.9	2.3	9.2	58.6	32.2	0.0	4.6	41.4	52.9	1.1	11.5	60.9	26.4	1.1	8.0	52.3	36.4	3.4
	State	13.7	55.2	29.0	2.2	23.8	55.7	20.1	0.4	13.0	56.2	29.5	1.3	27.7	54.9	16.3	1.0	19.7	55.5	22.5	2.2
Hispanic	District	13.0	45.7	35.5	5.8	13.8	42.0	41.3	2.9	8.0	39.9	48.6	3.6	14.5	45.7	36.2	3.6	10.6	46.5	33.8	9.2
	State	13.1	52.5	31.3	3.0	16.3	54.3	28.4	1.1	11.9	53.9	32.2	2.0	20.2	54.0	23.5	2.3	12.7	52.2	30.9	4.3
Asian/Pacific Islander	District	5.1	33.7	49.0	12.2	4.4	20.4	61.6	13.6	4.8	20.7	59.9	14.6	5.1	32.0	49.0	13.9	1.4	32.8	47.0	18.9
	State	4.5	30.3	48.6	16.5	4.1	22.3	55.6	18.1	2.8	24.7	54.4	18.1	5.1	29.3	46.8	18.7	2.9	28.2	46.5	22.3
Native American	District																				
	State	10.5	37.9	43.0	8.6	12.9	38.2	46.5	2.4	8.2	33.8	50.1	7.9	12.1	37.4	44.1	6.5	10.5	36.8	42.9	9.7

Grade 11 - Limited-English-Proficient

Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
District	27.3	59.1	13.6	0.0	27.3	36.4	36.4	0.0	40.9	50.0	9.1	0.0	31.8	50.0	18.2	0.0	9.1	81.8	4.5	4.5
State	31.0	51.8	15.3	1.9	28.8	46.4	22.6	2.2	30.8	50.5	17.4	1.2	37.8	44.6	15.4	2.2	22.0	59.8	16.5	1.7

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Writing				Science				Social Science				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	31.2	36.8	25.6	6.4	26.4	48.0	23.2	2.4	17.2	53.3	25.4	4.1	25.6	43.2	22.4	8.8	19.8	47.6	25.4	7.1
	State	37.8	46.9	13.6	1.7	41.9	45.3	12.0	0.7	37.1	49.4	12.5	1.0	42.9	44.0	11.3	1.8	32.5	49.8	15.2	2.5
Section 504	District	7.1	28.6	35.7	28.6	0.0	42.9	50.0	7.1	0.0	28.6	42.9	28.6	0.0	42.9	28.6	28.6	0.0	28.6	50.0	21.4
	State	6.3	34.0	44.9	14.8	7.8	36.5	46.8	8.9	2.7	38.4	49.2	9.7	8.2	38.0	39.5	14.4	7.2	33.6	44.2	15.1
Non-disabled	District	3.2	27.5	54.9	14.4	3.0	24.5	61.1	11.4	1.9	20.1	62.1	15.8	3.4	29.1	52.0	15.6	2.4	26.8	49.2	21.7
	State	4.3	34.9	48.2	12.6	6.1	36.3	50.3	7.3	3.1	33.2	53.4	10.3	7.3	37.4	43.0	12.3	5.3	34.3	44.6	15.8

PSAE continued

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch																				
District	13.9	46.8	34.2	5.1	15.2	45.6	36.7	2.5	9.0	41.0	48.7	1.3	19.0	46.8	32.9	1.3	9.8	52.4	31.7	6.1
State	14.9	53.4	29.1	2.6	20.9	54.1	24.0	0.9	14.4	55.4	28.7	1.6	25.3	53.5	19.4	1.9	17.8	54.3	24.6	3.3
Not Eligible																				
District	4.7	27.3	53.7	14.4	4.1	25.3	59.5	11.1	2.6	21.5	60.1	15.8	4.2	29.4	50.6	15.8	3.2	27.1	48.3	21.4
State	5.6	31.7	48.8	13.9	6.7	32.9	52.3	8.1	4.3	29.6	54.7	11.4	7.1	34.1	45.1	13.7	5.5	31.1	46.0	17.4

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Beginning - Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
- Level 2 --Strengthening - Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
- Level 3 -- Expanding - Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
- Level 4 -- Transitioning - Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

For Mathematics see ISAT or PSAE descriptions of the performance levels.

Grade 11

Grade 11 - All

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	25.4	55.9	18.6	0.0	4.4	62.2	33.3	0.0	20.0	50.0	30.0	0.0
State	47.5	43.1	8.6	0.9	14.0	61.7	22.6	1.7	48.9	32.7	17.7	0.7

Grade 11 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District	18.8	56.3	25.0	0.0	4.0	56.0	40.0	0.0	24.2	42.4	33.3	0.0
State	47.1	43.0	9.0	0.9	11.8	61.7	24.5	1.9	53.4	31.6	14.3	0.7
Female												
District	33.3	55.6	11.1	0.0	5.0	70.0	25.0	0.0	14.8	59.3	25.9	0.0
State	47.7	43.3	8.1	0.8	16.4	61.3	20.9	1.5	43.3	34.0	22.0	0.7

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
State	32.1	50.5	15.3	2.1	4.8	54.6	39.1	1.5	33.7	37.1	28.4	0.9
Black												
State	49.2	37.3	13.6	0.0	24.6	57.9	17.5	0.0	31.0	37.9	27.6	3.4
Hispanic												
District	30.0	45.0	25.0	0.0	6.3	62.5	31.3	0.0	28.6	33.3	38.1	0.0
State	57.2	37.7	4.6	0.4	18.3	71.0	10.5	0.3	59.6	28.5	11.7	0.2
Asian/Pacific Islander												
District	26.9	61.5	11.5	0.0	4.8	71.4	23.8	0.0	23.1	57.7	19.2	0.0
State	32.2	53.7	12.9	1.1	7.9	41.5	43.5	7.1	33.7	40.2	24.2	2.0
Native American												
State												

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 4

Number of Title I schools: 1

Number of Title I schools in School Improvement Status: 0

Percent of schools in School Improvement Status: 0%

School ID**School Name****Years in School
Improvement**