



# 2003 SCHOOL REPORT CARD

GLEN ELLYN SCHOOL DISTRICT 41

Dear Parent or Guardian,

Enclosed is your school's 2002-3 Report Card including information on student demographics, instructional setting, district staffing and finance. The part of the Report Card that is often the most anticipated is the results of student performance on the Illinois assessment tests for the school, the district and the state. In summary, D41 students:

- ▶ Performed above state averages in all categories.
- ▶ Maintained strong math scores.
- ▶ Improved in writing.
- ▶ Showed stable results in reading.

All of our report cards are posted on [www.d41.org](http://www.d41.org). At a future date, the Illinois School Board of Education will post all the 2003 report cards from across the state on its Web site, [www.isbe.net](http://www.isbe.net).

The state of Illinois compiles the School Report Card to show how your school compares relative to schools throughout the state. In addition, D41 is providing information on assessment and especially on the No Child Left Behind law to help you put this report card in context. As always, one of the best ways for you to assess school performance is to get to know us! Visit your child's classroom, attend school events, volunteer in the school and contact us right away if you have concerns. You are always welcome in our buildings!

Sincerely,

Jack K. Barshinger, Superintendent

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Our Mission: To be an advocate for children and provide the highest quality educational programs and services.



## STUDENT ACHIEVEMENT: in a nutshell

- ▶ Illinois adopted Learning Standards in 1997 for what students should know and be able to do.
- ▶ School Report Cards compare each school's test results to district and state results.
- ▶ The 2002 No Child Left Behind law aims for all students to meet standards in reading and math by 2014.

**What assessments does the state use?** The Illinois Standards Achievement Test (ISAT) is the primary assessment tool for Illinois public school students; some students take the Illinois Alternative Assessment (IAA) or the Illinois Measure of Annual Growth in English (IMAGE) test.

**What determines how well kids test?** Many factors influence test performance: Is the curriculum aligned to the standards? Are the children mentally and physically prepared for the content and style of test? Are test

scoring criteria clearly understood by teachers and students? Are there distractions on test day?

**How are the scores used?** The state uses the scores to measure how well students have mastered the Learning Standards and to determine school compliance with the No Child Left Behind Act. The scores are not meant to measure how well a school supports social development, enthusiasm for learning, curiosity, creativity, parental involvement or other intangible facets of the school environment.

### How will District 41 improve student achievement?

Our goal is to help all children succeed. D41 is taking a systemic approach to improvement and working with data to target instruction. The state assessments give us a snapshot of student performance on the day of the test. D41 assesses student progress throughout the school year, not just on state assessment day.



## NCLB: it's about closing achievement gaps

The 2002 No Child Left Behind Act is having a significant impact on schools nationwide. **The main goal of the legislation is to hold schools accountable for closing achievement gaps among student sub-groups.** This means that even if the school is high-performing overall, each sub-group is assessed separately and must show improvement every year. All subgroups must meet or exceed standards in reading and math by 2014. Our compliance to NCLB is based on the state assessments; that is one reason D41 is putting so much energy into working with the assessment data and using it to make decisions about programs, curriculum and instruction. You can find more information about NCLB at the Illinois State Board of Education Web site, [www.isbe.net](http://www.isbe.net).

### NCLB's nine subgroups are:

- White
- Hispanic
- Asian/Pacific Islander
- Gender
- LEP (Limited English Proficiency)
- Special Education
- Economically disadvantaged
- Black
- Native American

Every child is a member of one or more subgroups.

### NCLB Timeline

2003: Adequate Yearly Progress (AYP) measured from 2002 baseline.

2005-6: Annual reading & math testing at every grade begins. All teachers & paraprofessionals must be "highly qualified."

2013-4: All schools must have made AYP toward having all students meet or exceed the standards in reading and mathematics by the end of the 2013-14 school year.

▶ Please visit [www.d41.org](http://www.d41.org) to learn more about District 41 ◀

# AT A GLANCE: school report card results

The state puts student assessment results in the following categories: Exceeds Standards, Meets and Exceeds Standards, Meets Standards, Below Standards and Academic Warning. Your School Report Card states the complete results, but below are the highlights at a glance. In all state tests (ISAT, IMAGE, IAA) 84.4% of D41 students meet or exceed standards as compared to the state average of 61%. For the ISAT alone, 85.5% of D41 students meet or exceed standards as compared to 63.9% of the state.

ISAT Subject	Illinois Meets & Exceeds	District 41 Meets & Exceeds	Illinois Academic Warning	District 41 Academic Warning
3rd reading	62.0%	<b>83.5%</b>	8.1%	<b>2.1%</b>
3rd math	75.7%	<b>94.7%</b>	6.8%	<b>1.1%</b>
3rd writing	60.1%	<b>75.4%</b>	7.1%	<b>2.9%</b>
5th reading	60.4%	<b>84.0%</b>	1.0%	<b>0.0%</b>
5th math	68.3%	<b>89.0%</b>	3.5%	<b>0.9%</b>
5th writing	64.8 %	<b>85.7%</b>	6.2%	<b>0.6%</b>
8th reading	63.7%	<b>86.1%</b>	<b>0.5%</b>	<b>0.0%</b>
8th math	53.1%	<b>78.4%</b>	6.3%	<b>1.5%</b>
8th writing	59.0%	<b>82.7%</b>	6.2%	<b>2.1%</b>
4th science	66.5%	<b>87.6%</b>	7.0%	<b>1.7%</b>
4th social science	62.9%	<b>87.0%</b>	7.6%	<b>0.6%</b>
7th science	73.7%	<b>92.0%</b>	9.7%	<b>1.1%</b>
7th social studies	60.4%	<b>86.8%</b>	1.5%	<b>0.3%</b>

## CHALLENGES: doing better across the board

Overall, our students are performing above state averages and are improving over time. Our challenge is to do better across the board and within the subgroups so that all students meet or exceed the Illinois Learning Standards. As we “disaggregate,” or break apart our test data, we learn which students and sub-groups have not performed as well as the district as a whole. There are many reasons for this: a child may not know the language well, may have special instructional needs or may have moved here from a school district with a different curriculum. For our part, we are working to better align our curriculum with the Learning Standards and to differentiate our instruction to each child’s learning style and needs. In the last two years, we have made great strides in learning how to work with our data to find out which students are struggling with which learning standards and to give them the help that they need.

## ASSESSMENTS: in context

The School Report Card invites comparisons among grades and schools. A few things to keep in mind are:

- ▶ State assessments measure cumulative knowledge: for example, grade 3 tests measure what was learned in grades K, 1, 2 and part of 3.
- ▶ We hope the state will clarify what constitutes a statistically significant difference in scores—right now that’s a bit of an unknown.
- ▶ We will always have ups & downs...one year’s “snapshot” is not as meaningful as trend data over period of years.
- ▶ Each student belongs to one or more subgroups, and our goal is to close achievement gaps among sub-groups regardless of ethnicity, gender or special needs.
- ▶ We use many other measures apart from the state assessments to help us do what is best for each student.



**2003-2004 TEST DATES**

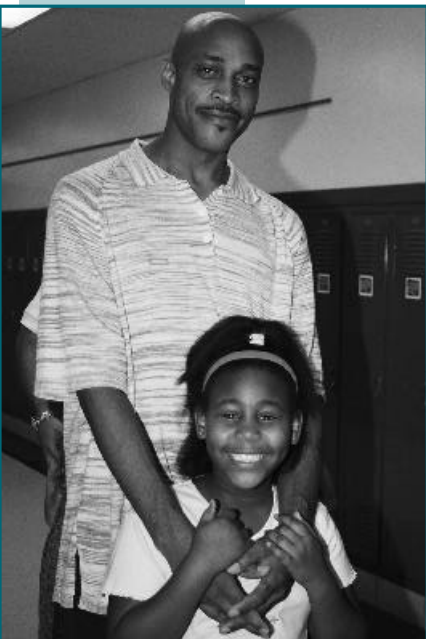
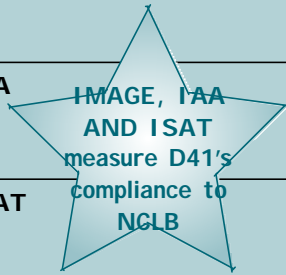
In District 41, test days are much like any other day...we always encourage students to remember what they've learned and do their best work. Parents can help by making sure their student is in school on test day, that the student is rested, has had a good breakfast and is not over-booked during the week. We do not want to create stress for our students, but we can encourage them to follow directions, remember what their teacher has taught them and do careful and complete work. Please avoid scheduling doctor appointments or other conflicts on test days.

- ▶ **ITBS for grades 3 & 5: Week of January 26**
- ▶ **ISAT & IMAGE: March 29 - April 9**
- ▶ **IAA: Ongoing on an individual basis**

# ASSESSMENTS: what we do and why we do it

In D41, we like to say that "data is our friend" because it gives us information we can use to determine individual student needs and differentiate our instruction to those needs. The ISAT and other assessment tools help us keep our commitment to help all students succeed. Assessment is much different than tests. While tests assign a grade to past performance, assessments give us information to help us improve future performance. We also use assessment tools to support the classroom teacher's experience, judgment and expertise in delivering effective instruction that is differentiated to individual students. Following are the major assessments used in D41:

Assessment	Why we do it
Classroom assessment	Teachers assess academic progress, social development, curiosity, love of learning, creativity.
District assessment	Targeted assessments (often conducted by our specialists) help us evaluate individual students to better meet their needs.
ITBS	The Iowa Test of Basic Skills measures basic student achievement levels.
COGATs	Cognitive Ability Tests measure innate ability and potential.
<b>IMAGE</b>	Illinois Measure of Annual Growth in English is the state assessment for ESL and Bilingual students.
<b>IAA</b>	Illinois Alternative Assessment is a portfolio-style state assessment for students with significant disabilities.
<b>ISAT</b>	State assessment measures what students should know and be able to do by a particular grade level. They measure cumulative learning...for example, tests given in grade 3 are end-of-primary measures covering K-3, test given in grade 5 are end-of-elementary covering learning K-5.



- ▶ Assessments are different than tests. Tests assign grades to past performance, assessments give us information we can use to help all students succeed in the future.
- ▶ Regardless of whether a student takes the ISAT, IMAGE or IAA, D41 is accountable for student improvement.