

**GARFIELD ELEM SCHOOL
MAYWOOD-MELROSE PARK-BROADVIEW-8
MAYWOOD, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : K 1 2 3 4 5 6 7 8

State and federal laws require public school districts to release 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
School	0.0	99.6	0.4	0.0	0.0	78.4	0.0		0.0	21.5	94.2	565
District	3.4	56.0	40.1	0.4	0.0	72.4	11.6		1.1	43.6	95.8	5,909
State	57.7	20.8	17.7	3.6	0.2	39.0	6.7		2.1	16.8	94.2	2,060,048

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
School	90.0
District	96.2
State	96.3

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

Grade	Grade	Grade	Grade	Grade	High School
K	1	3	6	8	
School	17.3	21.0	20.7	29.0	25.7
District	21.7	21.5	22.7	24.5	23.9
State	21.0	21.6	22.6	23.7	23.1

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--
District	19.1	15.1	181.2
State	19.4	14.1	208.7

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

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	60	60	18	59	59	200	122	126	18	43	45
District	60	60	60	18	59	59	200	122	126	18	43	45
State	57	52	50	30	43	44	146	105	93	31	43	44

TEACHER INFORMATION (Full-Time Equivalents)

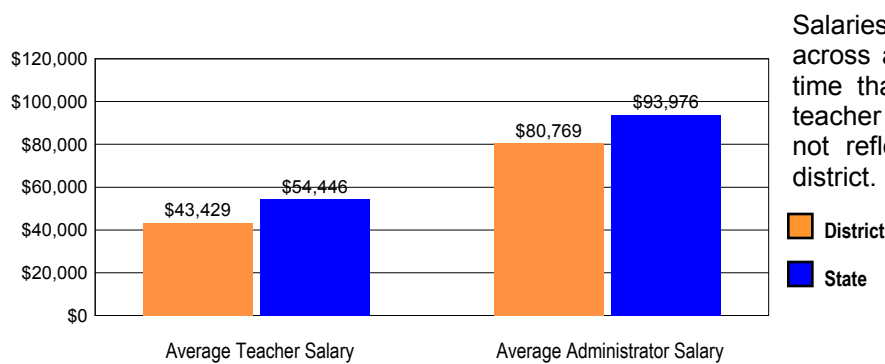
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	65.4	26.6	7.2	0.9	0.0	13.4	86.6	335
State	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

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	9.7	72.8	26.9	5.1	0.0
State	13.8	51.3	48.6	1.7	1.8

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

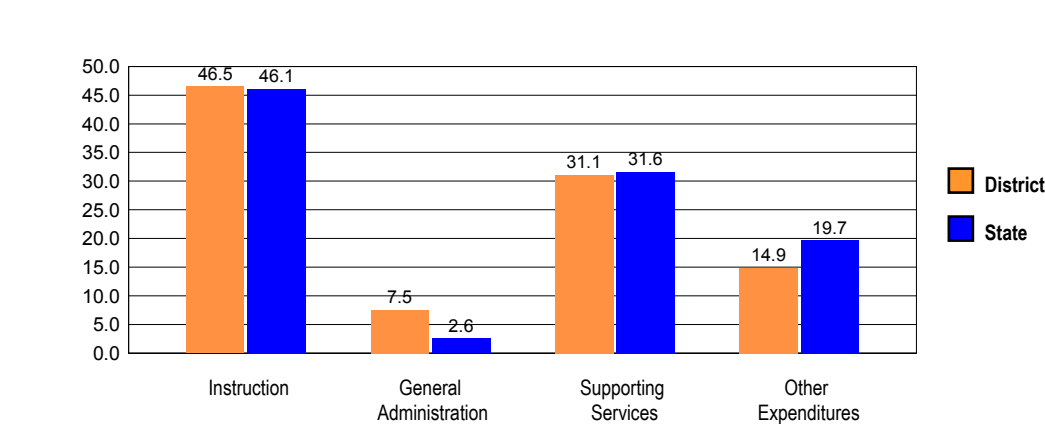
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2002-03 (Percentages)



REVENUE BY SOURCE 2002-03				EXPENDITURE BY FUND 2002-03			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$11,384,205	27.4	56.6	Education	\$39,000,975	88.0	70.1
Other Local Funding	\$1,201,545	2.9	5.4	Operations & Maintenance	\$1,029,051	2.3	8.9
General State Aid	\$20,457,823	49.2	17.9	Transportation	\$1,360,716	3.1	3.5
Other State Funding	\$2,766,414	6.7	12.1	Bond and Interest	\$2,102,409	4.7	6.0
Federal Funding	\$5,782,854	13.9	8.0	Rent	\$0	0.0	0.0
TOTAL	\$41,592,841			Municipal Retirement/ Social Security	\$800,223	1.8	1.5
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$14,989	0.0	9.0
				TOTAL	\$44,308,363		

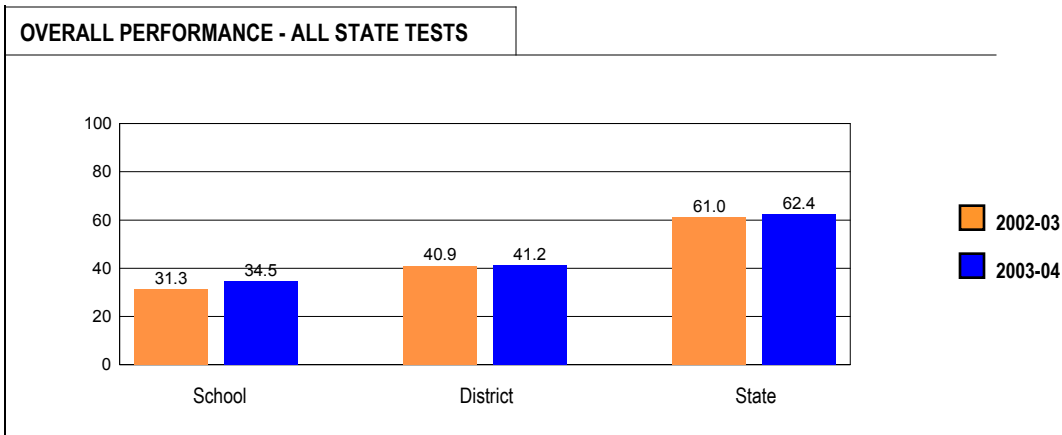
OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$60,800	3.14	\$3,427	\$6,292
State	**	**	\$5,022	\$8,482

** 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.

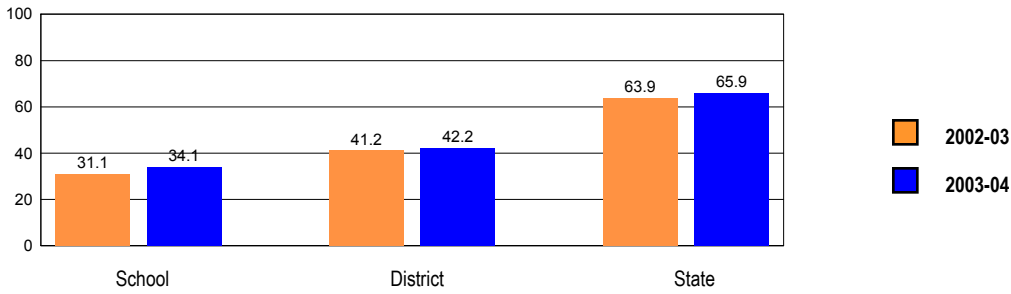
ACADEMIC PERFORMANCE

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



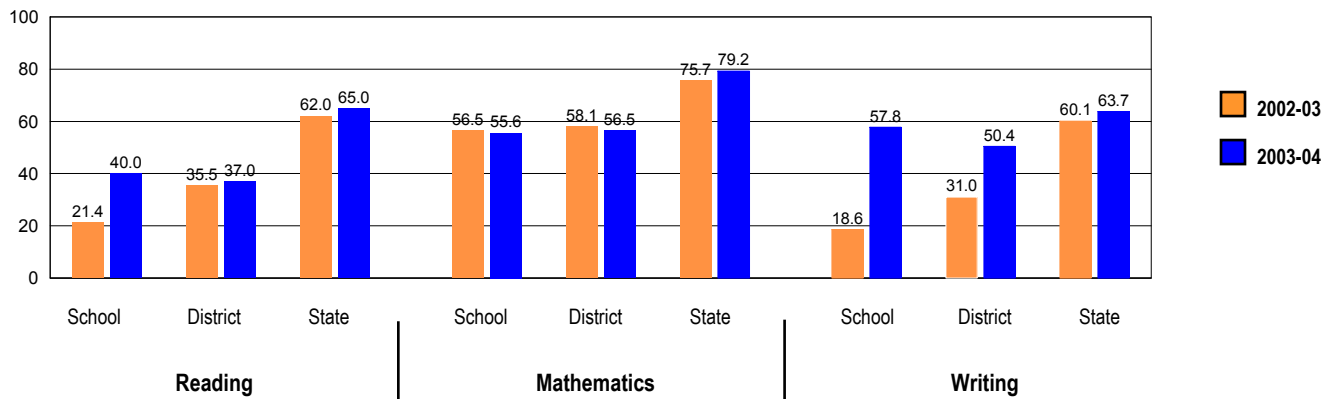
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



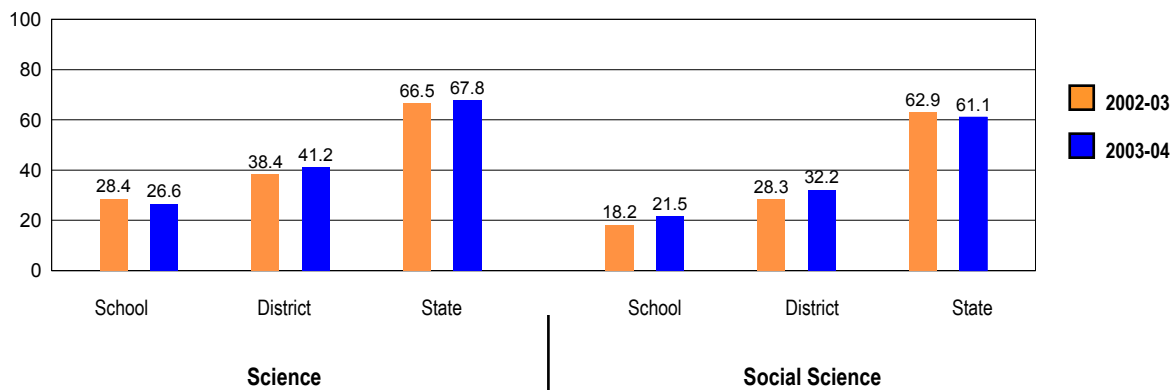
ISAT PERFORMANCE

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.

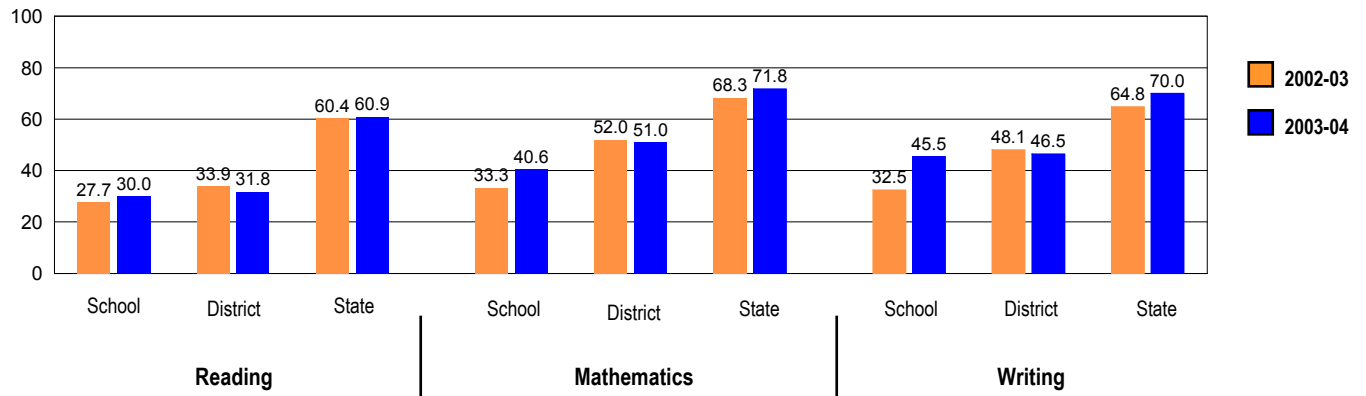
ISAT Grade 3



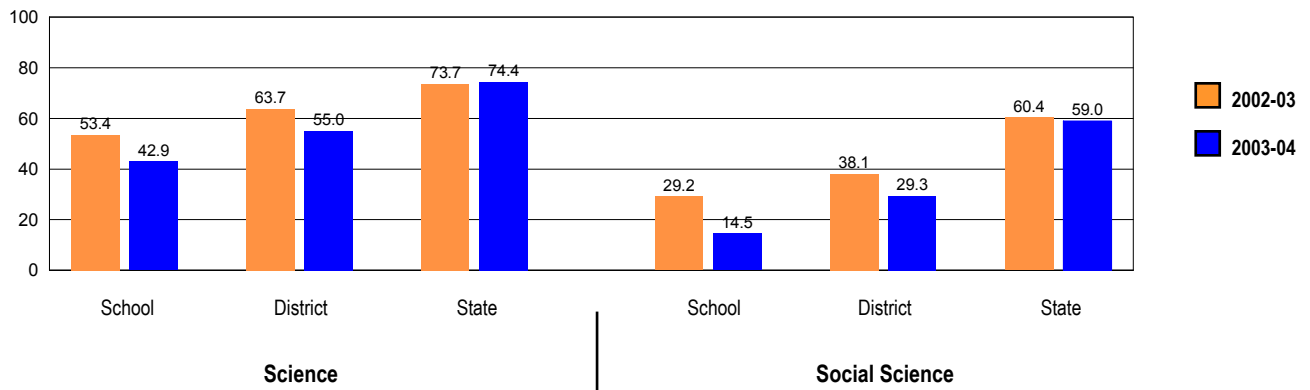
ISAT Grade 4



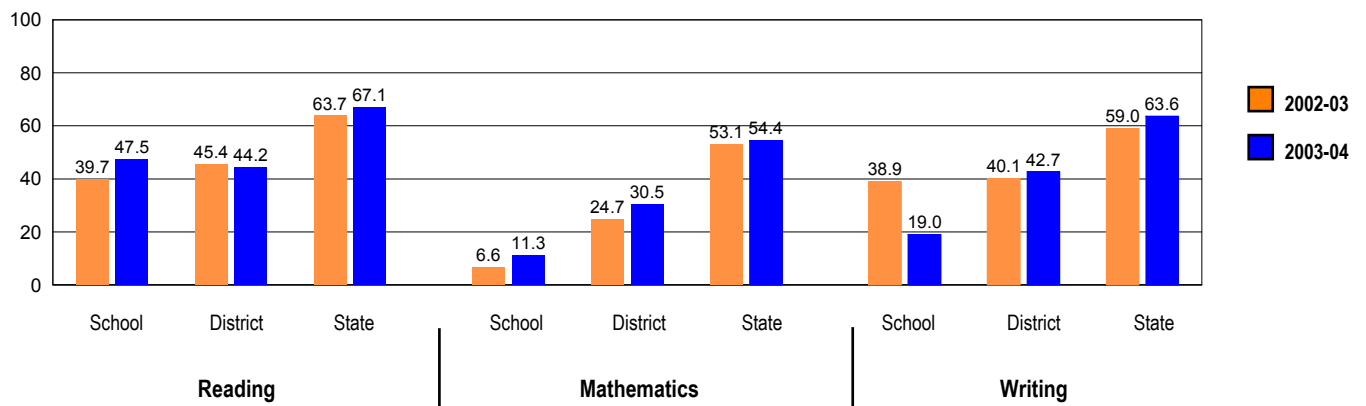
ISAT Grade 5



ISAT Grade 7



ISAT Grade 8



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 (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.

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	Multi racial /Ethnic				
School	*Enrollment	221	124	97	0	218	2	0	0	1	0	0	38	185
	Reading	0.0	0.0	0.0		0.0							0.0	0.0
	Mathematics	0.5	0.8	0.0		0.5							0.0	0.5
District	*Enrollment	2,043	1,058	985	70	1,191	764	8	2	8	126	0	250	1,546
	Reading	0.5	0.8	0.2	0.0	0.3	0.8				0.8		0.0	0.3
	Mathematics	0.5	0.7	0.3	0.0	0.4	0.7				0.0		0.4	0.3
State	*Enrollment	618,426	315,150	303,276	362,539	126,432	103,851	22,726	1,038	1,840	43,504	259	89,425	239,387
	Reading	0.9	1.0	0.8	0.4	2.2	1.2	0.6	2.2	0.7	0.9	7.3	2.4	1.4
	Mathematics	0.9	1.1	0.9	0.4	2.3	1.3	0.6	1.9	0.8	1.3	6.9	2.5	1.5

* Enrollment on the first day of state testing.

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				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	13.8	46.2	33.8	6.2	14.3	30.2	52.4	3.2	12.5	29.7	57.8	0.0
District	16.9	46.1	30.7	6.4	16.6	26.8	47.0	9.6	8.1	41.5	49.9	0.5
State	7.0	27.9	42.4	22.7	6.8	14.0	46.1	33.0	5.2	31.1	61.0	2.8

Grade 3 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	17.9	48.7	28.2	5.1	18.9	37.8	40.5	2.7	17.9	33.3	48.7	0.0
	District	20.8	43.9	30.0	5.3	18.5	26.9	43.6	11.0	12.1	44.1	43.8	0.0
	State	8.6	29.4	41.7	20.2	7.5	13.4	44.4	34.7	7.1	35.6	55.5	1.8
Female	School	7.7	42.3	42.3	7.7	7.7	19.2	69.2	3.8	4.0	24.0	72.0	0.0
	District	12.3	48.6	31.5	7.5	14.4	26.8	50.9	7.9	3.4	38.6	56.9	1.0
	State	5.4	26.3	43.0	25.3	6.1	14.7	48.0	31.2	3.2	26.4	66.7	3.7

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School												
	District	5.9	17.6	52.9	23.5	11.8	11.8	58.8	17.6	11.8	23.5	64.7	0.0
	State	3.2	20.0	46.2	30.7	2.3	8.0	45.8	43.9	2.9	25.3	68.1	3.6
Black	School	13.8	46.2	33.8	6.2	14.3	30.2	52.4	3.2	12.5	29.7	57.8	0.0
	District	24.0	45.3	26.1	4.5	23.7	30.6	40.6	5.1	11.7	48.5	39.8	0.0
	State	16.5	44.6	32.2	6.8	18.3	28.0	44.4	9.3	10.8	44.0	44.2	1.0
Hispanic	School												
	District	6.5	49.6	35.7	8.3	6.1	22.2	56.1	15.7	2.2	32.0	64.5	1.3
	State	8.0	36.2	43.8	12.0	6.5	17.5	54.5	21.6	5.7	36.3	56.5	1.5
Asian/Pacific Islander	School												
	District												
	State	1.5	13.2	45.6	39.7	1.1	4.2	34.8	59.9	1.1	18.2	74.8	5.9
Native American	School												
	District												
	State	7.3	33.0	41.3	18.3	7.3	14.2	46.8	31.7	5.1	40.7	50.5	3.7
Multiracial/Ethnic	School												
	District												
	State	3.8	24.7	45.9	25.6	4.0	10.4	49.5	36.1	3.7	30.6	63.7	2.0

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	10.9	49.1	34.5	5.5	13.0	31.5	53.7	1.9	9.3	31.5	59.3	0.0
	District	16.6	47.5	30.7	5.3	16.5	28.1	47.7	7.7	7.5	43.2	48.7	0.6
	State	13.1	40.7	36.9	9.3	13.3	23.3	48.4	14.9	9.1	41.0	48.8	1.1
Not Eligible	School	30.0	30.0	30.0	10.0					30.0	20.0	50.0	0.0
	District	17.9	40.2	30.8	11.1	17.1	21.4	43.6	17.9	10.3	34.5	55.2	0.0
	State	2.8	18.9	46.2	32.1	2.2	7.5	44.5	45.8	2.4	24.2	69.5	3.9

Grade 4**Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	21.5	51.9	26.6	0.0	41.8	36.7	20.3	1.3
District	15.5	43.3	38.7	2.5	26.6	41.3	30.9	1.3
State	6.0	26.2	54.6	13.2	9.7	29.3	53.9	7.1

Grade 4 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	School	22.0	52.0	26.0	0.0	50.0	32.0	16.0	2.0
	District	17.9	40.6	39.1	2.4	30.0	37.9	30.6	1.5
	State	6.4	24.7	53.6	15.2	10.4	27.9	53.5	8.2
Female	School	20.7	51.7	27.6	0.0	27.6	44.8	27.6	0.0
	District	12.7	46.7	37.9	2.6	22.8	45.3	30.9	1.0
	State	5.5	27.8	55.6	11.1	8.9	30.7	54.4	6.0

Grade 4 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	School								
	District	5.6	27.8	66.7	0.0	11.1	27.8	61.1	0.0
	State	2.0	15.8	62.8	19.4	3.7	20.6	65.4	10.3
Black	School	21.8	52.6	25.6	0.0	42.3	37.2	19.2	1.3
	District	19.3	47.3	32.6	0.7	33.5	43.4	21.9	1.2
	State	16.5	48.1	33.6	1.8	25.1	45.8	28.0	1.0
Hispanic	School								
	District	9.1	36.4	49.0	5.6	14.1	37.9	47.5	0.5
	State	5.5	35.5	54.3	4.7	9.9	40.3	47.4	2.5
Asian/Pacific Islander	School								
	District								
	State	1.2	12.7	63.3	22.8	1.6	15.6	68.1	14.7
Native American	School								
	District								
	State	4.1	18.8	59.7	17.4	5.3	22.9	63.0	8.7
Multiracial/Ethnic	School								
	District								
	State	3.5	23.7	60.0	12.8	6.0	27.1	60.4	6.5

Grade 4 - Economically Disadvantaged

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	27.1	45.8	27.1	0.0	49.2	30.5	20.3	0.0
	District	16.3	42.3	39.2	2.2	25.9	41.2	32.1	0.7
	State	11.5	41.3	43.5	3.8	18.3	43.2	36.9	1.6
Not Eligible	School	5.0	70.0	25.0	0.0	20.0	55.0	20.0	5.0
	District	14.0	45.2	37.6	3.2	27.8	41.3	28.7	2.2
	State	2.2	15.8	62.3	19.8	3.7	19.6	65.8	10.9

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	5.7	64.3	27.1	2.9	8.7	50.7	39.1	1.4	12.1	42.4	43.9	1.5
District	3.1	65.1	24.0	7.8	3.3	45.7	49.1	1.9	8.9	44.6	46.2	0.3
State	1.7	37.4	35.9	25.0	2.9	25.2	59.8	12.0	4.4	25.7	65.7	4.3

Grade 5 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	10.3	59.0	25.6	5.1	10.3	48.7	38.5	2.6	15.8	39.5	42.1	2.6
District	3.7	66.4	20.9	9.0	4.0	45.2	48.6	2.2	13.0	47.5	39.1	0.3
State	2.3	38.9	35.4	23.4	3.7	25.5	58.0	12.8	6.2	30.8	60.5	2.4
Female												
School	0.0	71.0	29.0	0.0	6.7	53.3	40.0	0.0	7.1	46.4	46.4	0.0
District	2.5	63.9	27.1	6.5	2.5	46.3	49.7	1.6	4.8	41.6	53.3	0.3
State	1.1	35.9	36.3	26.7	2.2	25.0	61.6	11.2	2.4	20.4	71.1	6.1

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School	0.0	41.4	34.5	24.1	0.0	27.6	65.5	6.9	3.4	24.1	72.4	0.0
District												
State	0.9	27.4	38.7	33.0	1.3	16.2	66.1	16.4	2.7	19.9	71.7	5.7
Black												
School	5.9	64.7	26.5	2.9	9.0	52.2	38.8	0.0	12.5	40.6	45.3	1.6
District	4.3	64.1	25.5	6.1	4.8	49.9	43.9	1.5	10.0	40.9	48.6	0.5
State	3.9	59.4	27.7	8.9	7.9	48.0	42.1	2.0	9.3	40.4	49.1	1.2
Hispanic												
School												
District	0.9	70.1	20.4	8.5	0.9	40.3	57.3	1.4	8.1	54.5	37.4	0.0
State	1.8	48.3	36.3	13.6	2.5	30.5	61.7	5.3	4.3	30.3	63.6	1.8
Asian/Pacific Islander												
School												
District												
State	0.4	19.9	38.5	41.1	0.4	8.1	60.8	30.7	1.1	12.1	77.9	8.9
Native American												
School												
District												
State	0.8	32.9	41.2	25.1	1.6	22.6	66.3	9.5	2.1	26.6	67.2	4.1
Multiracial/Ethnic												
School												
District												
State	1.9	35.1	37.5	25.4	1.2	30.0	53.3	15.5	3.4	23.0	68.5	5.1

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP												
School	27.3	63.6	9.1	0.0	27.3	54.5	18.2	0.0	70.0	10.0	20.0	0.0
District	12.1	78.8	7.6	1.5	10.6	63.6	25.8	0.0	36.5	47.6	15.9	0.0
State	8.8	66.3	18.7	6.2	13.5	47.4	36.3	2.7	19.4	42.4	37.2	1.0
Non-IEP												
School	1.7	64.4	30.5	3.4	5.2	50.0	43.1	1.7	1.8	48.2	48.2	1.8
District	2.1	63.5	25.9	8.5	2.4	43.7	51.8	2.1	5.9	44.3	49.5	0.3
State	0.5	32.4	38.8	28.3	1.1	21.4	63.8	13.7	1.9	22.9	70.4	4.8

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	1.8	65.5	30.9	1.8	3.6	54.5	41.8	0.0	5.7	43.4	50.9	0.0	
District	2.7	65.9	25.1	6.4	2.7	46.1	50.0	1.2	9.1	46.3	44.4	0.2	
State	3.1	54.7	31.6	10.6	5.6	40.2	50.8	3.5	7.7	36.9	53.9	1.5	
Not Eligible													
School	20.0	60.0	13.3	6.7	28.6	35.7	28.6	7.1	38.5	38.5	15.4	7.7	
District	4.5	62.6	20.6	12.3	5.2	44.5	46.5	3.9	8.5	39.2	51.6	0.7	
State	0.8	25.6	38.8	34.9	1.1	15.0	65.9	17.9	2.1	18.1	73.6	6.1	

Grade 7**Grade 7 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	30.2	27.0	42.9	0.0	1.6	83.9	14.5	0.0
District	23.3	21.7	50.9	4.1	2.4	68.3	27.8	1.6
State	10.4	15.2	57.8	16.6	1.7	39.3	44.3	14.7

Grade 7 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male									
School	31.3	25.0	43.8	0.0	3.1	81.3	15.6	0.0	
District	25.5	18.7	51.7	4.0	3.1	65.4	29.6	1.9	
State	11.4	14.3	55.1	19.2	2.1	37.7	43.1	17.1	
Female									
School	29.0	29.0	41.9	0.0	0.0	86.7	13.3	0.0	
District	20.5	24.7	50.6	4.2	1.6	71.0	26.1	1.3	
State	9.4	16.1	60.6	13.9	1.3	41.0	45.6	12.1	

Grade 7 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White									
School									
District	9.1	3.0	78.8	9.1	0.0	56.3	40.6	3.1	
State	5.0	9.3	62.2	23.6	0.8	26.2	51.9	21.2	
Black									
School	29.0	27.4	43.5	0.0	1.6	83.6	14.8	0.0	
District	29.1	24.9	44.6	1.4	3.1	75.8	20.8	0.3	
State	22.8	27.5	46.9	2.8	4.1	67.3	26.3	2.3	
Hispanic									
School									
District	16.7	19.7	56.4	7.3	1.7	59.0	36.3	3.0	
State	15.8	22.7	55.8	5.7	2.1	55.5	37.8	4.5	
Asian/Pacific Islander									
School									
District									
State	3.0	6.8	58.8	31.4	0.3	17.9	55.3	26.5	
Native American									
School									
District									
State	11.7	15.0	58.6	14.7	1.3	45.1	45.1	8.4	
Multiracial/Ethnic									
School									
District									
State	8.6	15.2	59.2	17.0	1.0	38.2	46.3	14.4	

Grade 7 - Economically Disadvantaged

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	31.1	24.4	44.4	0.0	2.2	86.7	11.1	0.0
District	26.3	21.1	48.4	4.2	1.8	71.0	25.3	1.8
State	18.6	24.2	52.2	5.0	3.1	60.7	32.5	3.7
Not Eligible								
School	27.8	33.3	38.9	0.0	0.0	76.5	23.5	0.0
District	18.7	22.6	54.8	4.0	3.2	64.1	31.5	1.2
State	5.3	9.6	61.3	23.8	0.8	26.0	51.7	21.5

Grade 8

Grade 8 - All

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	2.5	50.0	45.0	2.5	21.3	67.5	11.3	0.0	11.4	69.6	19.0	0.0
District	2.6	53.2	43.0	1.2	9.9	59.6	26.5	4.0	5.7	51.6	41.7	1.0
State	1.6	31.3	57.4	9.7	5.6	40.0	37.5	16.9	4.9	31.5	58.7	4.9

Grade 8 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	53.5	41.9	4.7	23.3	69.8	7.0	0.0	21.4	66.7	11.9	0.0
District	3.2	55.7	40.4	0.6	10.3	60.0	26.5	3.2	8.7	54.4	35.9	1.0
State	2.3	35.2	54.6	7.9	6.7	39.4	36.0	17.8	7.5	38.8	50.7	3.0
Female												
School	5.4	45.9	48.6	0.0	18.9	64.9	16.2	0.0	0.0	73.0	27.0	0.0
District	2.0	50.5	45.7	1.7	9.4	59.2	26.5	4.9	2.4	48.6	47.9	1.0
State	0.8	27.3	60.3	11.5	4.4	40.5	39.0	16.1	2.2	24.0	66.8	6.9

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School												
District	8.3	37.5	50.0	4.2	8.3	16.7	66.7	8.3	12.5	45.8	41.7	0.0
State	0.9	22.8	63.2	13.1	3.1	30.2	43.8	22.9	3.6	26.4	63.6	6.4
Black												
School	2.5	49.4	45.6	2.5	21.5	67.1	11.4	0.0	11.5	69.2	19.2	0.0
District	3.1	54.5	41.0	1.3	12.8	68.4	16.8	2.1	7.2	54.7	36.5	1.6
State	3.4	48.3	45.7	2.6	13.3	62.1	21.6	3.0	9.1	44.7	45.0	1.3
Hispanic												
School												
District	1.0	52.8	45.6	0.5	4.1	47.7	40.9	7.3	2.1	46.1	51.8	0.0
State	2.0	46.7	48.3	3.0	6.2	55.1	32.7	6.0	5.3	38.2	54.5	2.0
Asian/Pacific Islander												
School												
District												
State	0.4	18.1	62.1	19.4	1.2	17.8	39.4	41.6	1.4	16.7	69.9	12.0
Native American												
School												
District												
State	0.8	27.2	61.9	10.1	5.8	38.8	43.5	11.9	7.3	30.9	57.1	4.6
Multiracial/Ethnic												
School												
District												
State	1.8	31.7	57.7	8.8	6.2	47.4	31.3	15.1	4.4	33.4	59.1	3.1

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP													
School	14.3	78.6	7.1	0.0	64.3	35.7	0.0	0.0	28.6	64.3	7.1	0.0	
District	13.0	69.6	16.3	1.1	33.0	61.5	4.4	1.1	22.5	68.5	9.0	0.0	
State	9.0	66.8	23.1	1.1	27.2	59.0	11.9	2.0	25.2	51.6	22.9	0.4	
Non-IEP													
School	0.0	43.9	53.0	3.0	12.1	74.2	13.6	0.0	7.7	70.8	21.5	0.0	
District	0.8	50.3	47.8	1.2	5.7	59.3	30.4	4.5	2.8	48.6	47.4	1.2	
State	0.3	25.2	63.4	11.2	1.9	36.7	42.0	19.5	1.5	28.2	64.6	5.7	

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	1.4	51.4	44.3	2.9	21.4	68.6	10.0	0.0	13.0	66.7	20.3	0.0	
District	2.0	57.9	38.8	1.3	10.8	60.6	25.3	3.4	7.2	51.7	40.3	0.8	
State	2.9	47.3	47.1	2.7	10.3	57.2	27.5	5.0	8.3	42.3	47.8	1.6	
Not Eligible													
School	10.0	40.0	50.0	0.0	20.0	60.0	20.0	0.0	0.0	90.0	10.0	0.0	
District	3.8	44.6	50.7	0.9	8.1	57.9	28.7	5.3	2.9	51.4	44.3	1.4	
State	0.8	22.3	63.2	13.7	2.9	30.2	43.2	23.7	3.0	25.4	64.7	6.8	

2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	No
Is this School making AYP in Reading?	Yes
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?	Yes
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	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		40.0			40.0			89.0		66.0	
All	100.0	Yes	99.5	Yes	43.1		Yes	34.1		No	94.2	Yes		
White														
Black	100.0	Yes	99.5	Yes	43.3		Yes	33.5		No				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	99.5	Yes	43.1		Yes	31.9		No				

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.

2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***

3. At least 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/03.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

The 2004 ISAT Test results revealed that Garfield students in grades 3, 5 and 8 met adequate yearly progress in Reading. Students in grade 3 showed a 20% increase in the number of students meeting or exceeding state standards in Reading from the previous year. 5th grade students showed a modest increase of approximately 3% and 8th grade students showed an increase of 8%. In Mathematics, though there was success at the 3rd and 5th grade levels, we did not meet adequate yearly progress in that subject area. Both aforementioned groups of students performed very well on this assessment with over 50% of the students in each grade scoring at or above state standards. However, severe difficulties appeared at the 8th grade level. Though students showed a 5% increase over the previous year, only 11% percent of the students met or exceeded state standards. This year our focus continues to be in Reading and Mathematics for all grades. We have made a special emphasis on targeting achievement strategies for 8th grade math.

We endeavor to improve teaching and learning at Garfield School by implementing and continuing the following activities:

- Implementation of standards-led instruction
- Creating standards-led classrooms
- Monthly professional development specifically designed for new teachers
- Identification of students not meeting standards and their weaknesses
- Grade level meetings to develop strategies to address specific student academic deficiencies
- Introduction of Positive Behavior Intervention Strategies and Peer Mediation
- Introduction and reinforcement of character traits to students that are necessary for academic success and personal growth
- Increase use of Child – Study Teams to assist teachers with strategies on dealing with students with severe academic and behavior difficulties
- Continued use and monitoring of Classworks software program at all grade levels
- Extended use of ISAT Coaching materials
- Ability grouping in Mathematics in grades 5 and 8
- Mandatory Pre-Algebra and Algebra concentration for junior high students
- Monitor Saxon Math Pacing Guides for mastery
- Before and after-school tutoring
- Student incentives and recognition programs
- Experiential education experiences to build student background knowledge
- Teaching to Mastery
- Utilization of Literacy Coaches and outside consultation groups to model “best practices”
- Increase parent involvement through special family reading nights, parent reading meetings, and increase Parent Association participation.
- Continual analysis of qualitative and quantitative data through formal and informal formative assessments to facilitate an informed decision-making process.

Garfield School continues to “Strive for Excellence” as a goal for the current school year. We are facing our challenges head on with the goal of making consistent monthly incremental progress. Through a collegial framework of teachers, parents, administrators, and community stakeholders supporting each other, our students will be successful.

Stefan Fisher, Principal
Garfield School