



## ***Board of Education - Queen Bee School District # 16***

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Dear Parent/Guardian:

The No Child Left Behind Act of 2001 (NCLB) requires that the school provide parents with the results of our performance in meeting the Adequate Yearly Progress (AYP) targets in reading and mathematics set by the Illinois State Board of Education (ISBE). In order to comply with the federal regulations, ISBE has created a system which evaluates the performance of each school.

The target for 2006-07 was 55%, which means that each subgroup had to have at least 55% of the students meeting/exceeding state standards in both reading and mathematics as measured by the ISAT tests. At Glenside Middle School, the *Students with Disabilities* subgroup was the only group that did not make AYP. As a result, Glenside is deemed to be in Year 1 of School Improvement, which means that the school did not make adequate yearly progress for two consecutive years and is required to offer public school choice. All other subgroups at the middle school level did exceptionally well. As a parent you would have the option to transfer your child to another middle school in our district, with transportation provided, if one was available, or to another district if we had a choice agreement with that district. Since we do not have either option, we cannot offer an alternative to Glenside.

This letter serves as notification to the parents/guardians of our status. Although Queen Bee School District No. 16 supports the ideas behind NCLB, especially the accountability to student achievement, we strongly disagree with the idea that *Students with Disabilities* and *English Language Learners* should be assessed with the same standards-based test that is used to measure the progress of general education students.

The school is working to improve the academic progress of the Student with Disabilities subgroup through the use of several research-based intervention programs such as Academy of Reading and Lexia. In addition, the local School Improvement Plan (SIP) includes goals and activities geared toward continuous improvement for all students. This plan is posted on the Glenside website.

If you are interested in reading the SIP, have any questions regarding our SIP, or ideas/suggestions for improvement, please feel free to contact your building principal. You can be assured that we will continue to work diligently on behalf of every child in our system.

Attached to this letter is the AYP document for the building. We also encourage you to visit the district website at [www.queenbee16.org](http://www.queenbee16.org) for facts and details related to our educational programs, including the building School Improvement Plans and the District Improvement Plan.

We remain committed to providing a high quality education to **ALL** students in Queen Bee Schools and we continue to work toward meeting that goal.

Sincerely,  
Glenside Administrative Staff and The Board of Education of Queen Bee Schools



# Illinois State Board of Education

Gov. Rod Blagojevich

Jesse Ruiz, Board Chair  
Dr. Christopher Koch, State Superintendent

19-022-0160-02-1004 QUEEN BEE SD 16

GLENSIDE MIDDLE SCHOOL

## 2007 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/10/07 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	No	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	Yes
Is this school making AYP in reading?	No	2007-08 Federal Improvement Status	Choice
Is this school making AYP in mathematics?	Yes	2007-08 State Improvement Status	Academic Early Warning

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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
<b>State AYP Minimum Target</b>	95.0		95.0		55.0			55.0			90.0		72.0	
<b>ALL</b>	100.0	Yes	100.0	Yes	79.4		Yes	88.4		Yes	96.1	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	83.1		Yes	90.6		Yes				
<b>Black</b>	100.0	Yes	100.0	Yes										
<b>Hispanic</b>	100.0	Yes	100.0	Yes	72.7		Yes	86.1		Yes				
<b>Asian/Pacific Islander</b>	100.0	Yes	100.0	Yes	92.6		Yes	95.1		Yes				
<b>Native American</b>														
<b>Multiracial/Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	26.7	38.2	No	43.3	49.4	Yes	95.2			
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	66.2		Yes	80.6		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

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 55% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
3. For schools not making AYP solely because the IEP group fails to have 55% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 72% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2006.

\*\* Safe Harbor Targets of 55% 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 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.