



Glenbard Township High School District 87

Administration Center ▲ 596 Crescent Boulevard ▲ Glen Ellyn, Illinois 60137-4297 ▲ Phone: (630) 469-9100 ▲ Fax: (630) 469-9107

Glenbard District 87 students exceed state standards

Students in Glenbard Township High School District 87 continue to do well in the area of reading on the state's mandatory testing and continue to exceed the state's test participation and performance targets.

While the state target for test participation is to have 95 percent of students tested as high school juniors, with the exception of two subgroups, Glenbard had a 100 percent participation rate, according to information provided by the Illinois State Board of Education. Among the subgroups of Hispanic students and students with disabilities the test participation rate was 98 percent.

The No Child Left Behind Act requires schools to measure success for each of the following subgroups: Whites, Blacks, Hispanics, Native American, and Asian/Pacific Islander; Economically Disadvantaged; Students with Disabilities; and Limited English Proficient students.

The state expects 47.5 percent of students to meet or exceed state standards on its mandatory tests. The majority of Glenbard District 87 students far exceeded the state's expectation.

Noteworthy areas in Glenbard District 87:

1. All subgroups at Glenbard South and Glenbard West high schools met or exceeded state standards in reading and math.
2. All subgroups at Glenbard East High School met or exceeded the state standards in reading.
3. With the exception of students with disabilities, all subgroups at Glenbard North High School met or exceeded state standards in reading and math.
4. Glenbard South had a 100 percent participation rate on the state test.

The data from the state Board of Education aligns with Superintendent Mike Meissen's priorities related to instructional excellence and improving student achievement in reading and math. In August, Glenbard's Board of Education adopted Dr. Meissen's goals to attain grade-level reading proficiency for all students and have students complete

three years of mathematics and demonstrate proficiency in algebra and geometry before graduation.

The areas where students did not make adequate yearly progress include:

- Hispanic students, students with disabilities and economically disadvantaged students at Glenbard East did not meet or exceed state standards in math.
- At Glenbard North, students with disabilities did not meet or exceed state standards in math or reading.

“These results reinforce our need to develop a K-12 curriculum articulation system,” Meissen said of the overall data.

In the past several months, officials in Glenbard District 87 and its elementary feeder districts have been developing an educational system that will involve an ongoing conversation about curriculum and will better prepare students for their transition to high school, thereby increasing their potential to succeed. The goal is to align the curriculum, define learning expectations, and develop a common method for transition to high school. “We are aligning our curriculum systems, and over time it will make a difference for all students,” Meissen said.

These results also underscore the need for state and federal funding support of improvement initiatives. Additional resources are needed to properly meet the needs of all students.

Standardized test scores, on their own, are not a sufficient measurement of a school or district’s instruction. A student’s ability is affected by a host of factors.

Each year, the state will calculate a school’s or district's adequate yearly progress to determine if students are improving their performance based on the established annual targets.

Adequate yearly progress calculations are based on the following factors:

- The percentage of reading and math scores that meet or exceed standards, compared to the annual state targets;
- The participation rate of students in taking the state tests, which must meet or exceed 95 percent; and
- A graduation rate of at least 69 percent.

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