Twp HSD 113
Highland Park, ILLINOIS

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	83.8	1.1	10.6	2.1	0.1	0.3	1.9	8.0	1.7	15.9	0.6	10.7	4.0	95.6	3,744
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0	2.7	3.2	12.8	94.0	2,074,806

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.
IEP students are those students eligible to receive special education services.
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.
Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
District	98.9
State	96.0

STUDENT-TO-STAFF RATIOS

	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
District		17.1	11.7	136.1
State		18.9	13.6	211.3

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
District										16.9
State										19.2

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	88.5	1.2	6.3	4.0	0.0	0.0	0.0	0.0	44.7	55.3	248
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

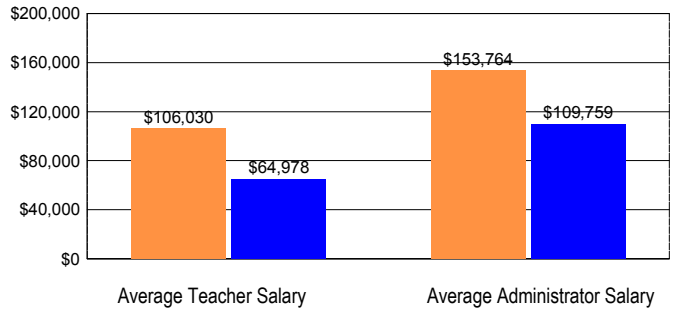
TEACHER INFORMATION (Continued)

		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:	All Schools	14.1	6.4	93.6	0.3	0.0
	High Poverty Schools					
	Low Poverty Schools	14.1	6.4	93.6	0.3	0.0
State:	All Schools	13.2	39.5	60.4	0.6	0.8
	High Poverty Schools	13.0	41.4	58.5	1.4	3.3
	Low Poverty Schools	12.9	31.5	68.4	0.2	0.0

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

SCHOOL DISTRICT FINANCES

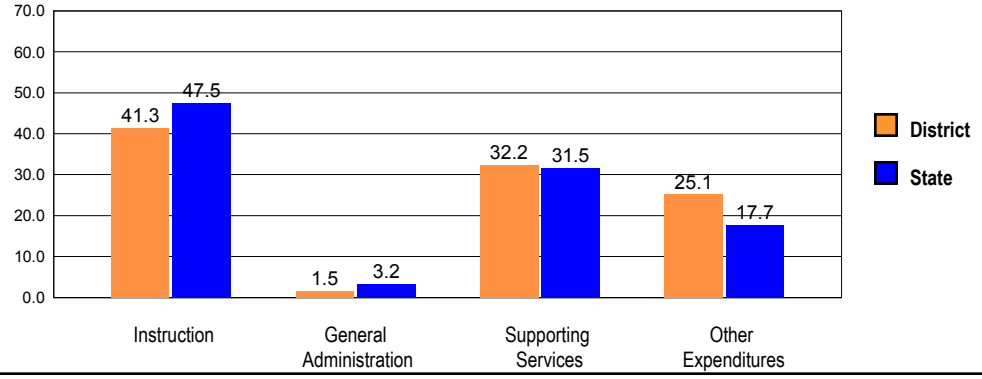
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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.

District
State

EXPENDITURE BY FUNCTION 2009-10 (Percentages)



REVENUE BY SOURCE 2009-10	District	District %	State %
Local Property Taxes	$81,611,708	88.3	58.9
Other Local Funding	$5,277,711	5.7	6.4
General State Aid	$676,232	0.7	14.9
Other State Funding	$2,554,841	2.8	7.5
Federal Funding	$2,344,368	2.5	12.4
TOTAL	$92,464,860		

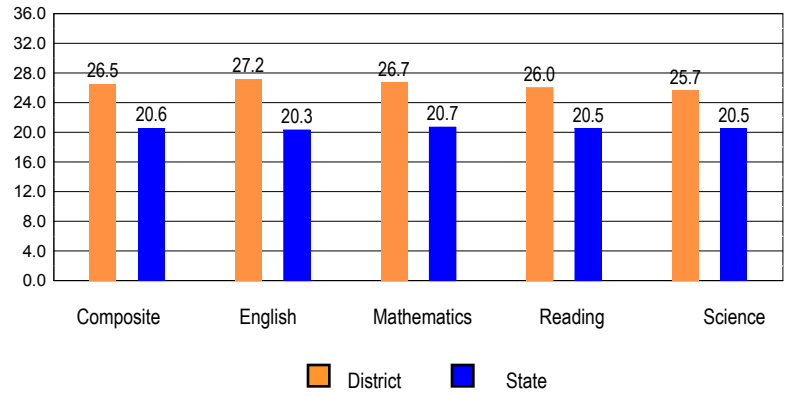
EXPENDITURE BY FUND 2009-10	District	District %	State %
Education	$61,503,897	68.1	72.9
Operations & Maintenance	$9,888,502	11.0	6.0
Transportation	$2,968,557	3.3	3.8
Debt Service	$11,039,391	12.2	7.2
Tort	$116,160	0.1	1.2
Municipal Retirement/ Social Security	$2,361,531	2.6	1.9
Fire Prevention & Safety	$0	0.0	0.7
Site & Construction/ Capital Improvement	$2,412,799	2.7	6.4
TOTAL	$90,290,837		

OTHER FINANCIAL INDICATORS	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per $100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	$1,425,492	1.66	$10,849	$19,920
State	**	**	$6,773	$11,537

** 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 2011*



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. 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										
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo-mically Disad-vantaged
District	93.6	93.3	94.0	96.5	75.0	74.7	100.0		0.0	75.0	57.1		85.3	71.8
State	83.8	80.9	86.7	89.1	74.0	76.8	92.3		77.7	81.4	67.7		66.2	75.1

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP is sponsored by the U.S. Department of Education and administered to students in grade 4, 8, and 12. Only grade 4 and 8 results are required to be reported.

Achievement levels reflect what students should know and be able to do. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board for NAEP sets specific achievement levels for each subject area and grade. To provide a context for interpreting student performance, NAEP results are reported as percentages of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels, and at the *Advanced* level.

Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced represents superior performance.

The four achievement levels (below basic, basic, proficient, and advanced) are reported as level 1 through level 4, respectively. Please note that only state results are reported.

Grade 4

Grade 4 - All

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
	35.3	32.4	23.7	8.6	20.4	41.9	30.9	6.7

Grade 4 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White	22.0	34.2	31.8	12.0	9.5	38.9	42.1	9.5
Black	59.8	28.8	10.1	1.4	45.8	43.3	10.3	0.6
Hispanic	52.0	32.4	13.5	2.1	28.0	51.7	18.8	1.5
Asian	9.2	27.4	36.2	27.1	3.0	23.9	48.0	25.1
American Indian								

Grade 4 - Limited-English-Proficient

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
	70.3	22.3	6.6	0.8	47.2	42.2	9.8	0.8

Grade 4 - Students with Disabilities

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
	67.2	18.1	10.6	4.1	38.2	38.6	19.3	3.9

Grade 4 - Economically Disadvantaged

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
	53.4	31.7	13.0	1.8	34.2	47.9	16.8	1.1

Grade 4 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	79.5	85.3
Students with Disabilities	81.6	88.2

Grade 8

Grade 8 - All

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
	23.5	43.8	30.4	2.3	27.4	39.5	25.9	7.2

Grade 8 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White	13.9	43.8	39.2	3.1	14.6	41.6	33.6	10.2
Black	46.2	43.6	10.0	0.2	58.6	32.6	8.1	0.7
Hispanic	34.9	46.7	18.1	0.3	40.6	42.4	15.9	1.1
Asian	7.6	32.5	52.1	7.8	10.8	29.6	40.6	19.0
American Indian								

Grade 8 - Limited-English-Proficient

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
	72.0	23.5	4.5	0.0	68.3	24.3	7.1	0.3

Grade 8 - Students with Disabilities

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
	62.9	27.2	9.6	0.3	62.2	29.9	6.9	1.1

Grade 8 - Economically Disadvantaged

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
	40.2	43.6	15.7	0.5	46.9	38.6	12.8	1.7

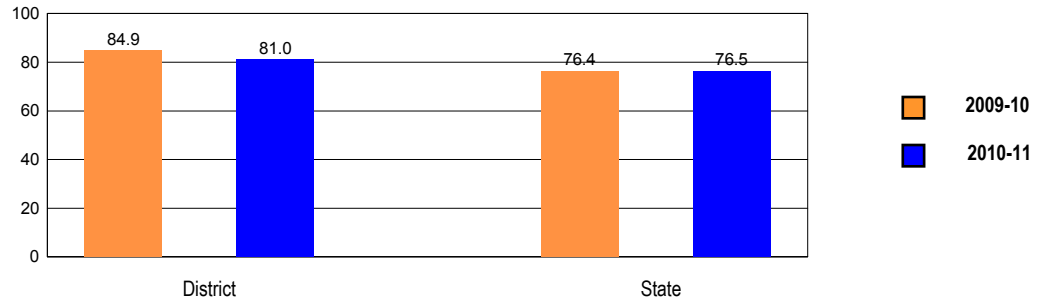
Grade 8 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	76.0	81.4
Students with Disabilities	78.0	80.3

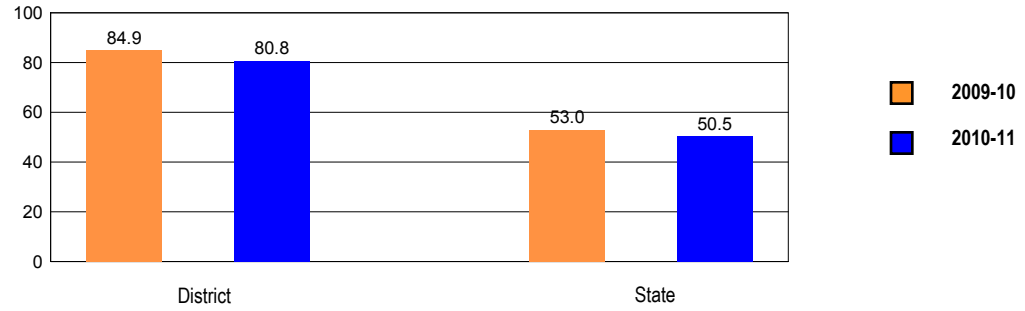
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading, mathematics, and science.

OVERALL PERFORMANCE - ALL STATE TESTS



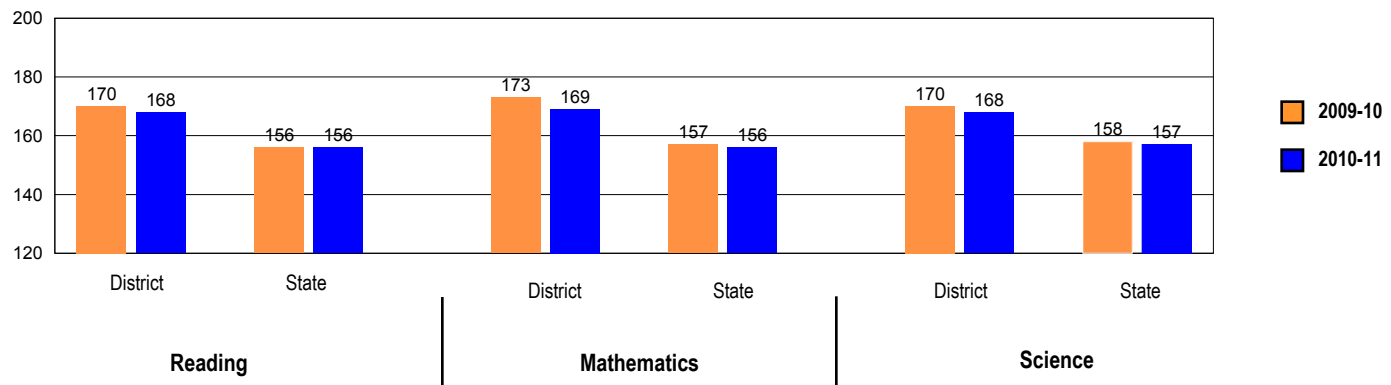
OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



PSAE PERFORMANCE

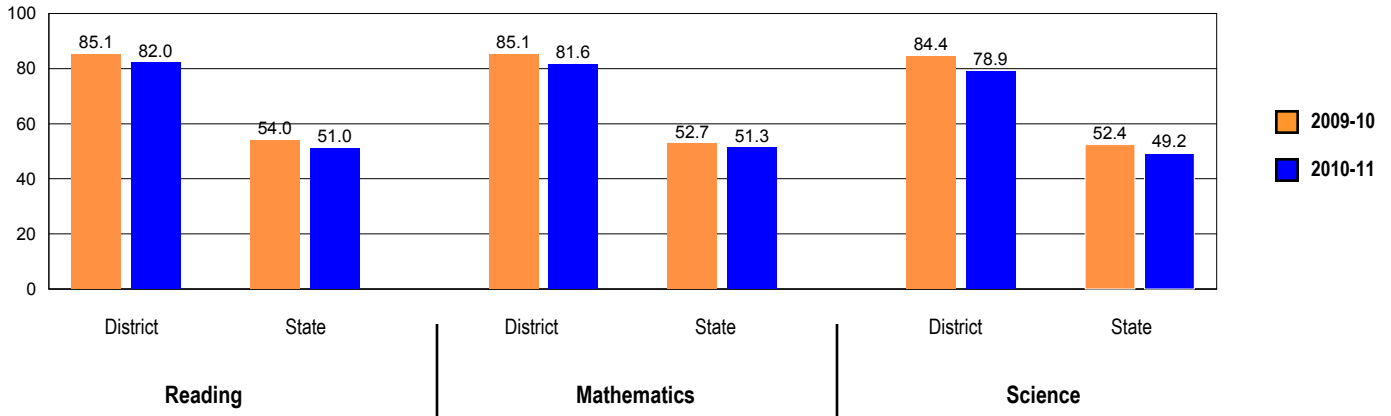
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding Standards in reading, mathematics, and science on PSAE.

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 with PSAE scores in 2011: 876

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science 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 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. 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.

Reading and Mathematics are tested in grades 3 through 8, and 11. Science is tested in grades 4, 7, and 11.

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 FOR READING

			Gender		Racial/Ethnic Background										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo-mically Disadv-antaged
District	*Enrollment	902	475	427	750	9	101	22	0	4	16	15	0	139	81
	Reading	0.3	0.4	0.2	0.3		1.0	0.0			0.0	0.0		0.7	0.0
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.4	0.5	0.7	0.4	0.9	0.5

* Enrollment as reported during the testing windows for grades 3-8 and 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS

			Gender		Racial/Ethnic Background										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo-mically Disadv-antaged
District	*Enrollment	902	475	427	750	9	101	22	0	4	16	15	0	139	81
	Mathematics	0.3	0.4	0.2	0.3		1.0	0.0			0.0	0.0		0.7	0.0
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

* Enrollment as reported during the testing windows for grades 3-8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE

			Gender		Racial/Ethnic Background										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo-mically Disadv-antaged
District	*Enrollment	902	475	427	750	9	101	22	0	4	16	15	0	139	81
	Science	0.3	0.4	0.2	0.3		1.0	0.0			0.0	0.0		0.7	0.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

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.

Grade 11

Grade 11 - All

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
District	3.2	14.8	51.8	30.2	3.9	14.5	52.2	29.3	3.2	17.8	50.8	28.1
State	10.1	38.9	40.7	10.4	10.0	38.7	43.1	8.2	8.6	42.2	39.6	9.6

Grade 11 - Gender

		Reading				Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	District	3.7	16.5	50.1	29.7	4.4	12.1	48.7	34.9	3.1	15.5	46.6	34.8
	State	12.7	39.3	38.2	9.8	10.6	35.9	43.3	10.2	9.0	38.6	40.1	12.3
Female	District	2.6	13.0	53.6	30.8	3.4	17.3	56.1	23.3	3.4	20.4	55.4	20.9
	State	7.5	38.5	43.2	10.9	9.4	41.5	42.9	6.2	8.1	45.8	39.2	6.9

Grade 11 - Racial/Ethnic Background

		Reading				Mathematics				Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	District	1.1	11.2	54.5	33.2	1.9	10.7	54.5	32.8	1.1	13.3	54.9	30.7
	State	6.1	29.6	49.4	14.9	5.3	29.8	53.5	11.4	4.2	31.3	50.4	14.0
Black	District												
	State	18.5	56.7	23.2	1.6	23.0	56.8	19.6	0.6	19.9	63.2	16.2	0.7
Hispanic	District	19.1	41.5	36.2	3.2	19.8	39.6	36.5	4.2	19.8	50.0	26.0	4.2
	State	14.7	52.2	30.0	3.1	13.2	51.9	33.0	1.9	11.9	58.1	27.7	2.2
Asian	District	0.0	13.6	40.9	45.5	0.0	9.1	59.1	31.8	0.0	13.6	31.8	54.5
	State	6.7	27.3	46.3	19.7	3.2	19.0	52.0	25.7	3.9	25.7	49.3	21.2
Native Hawaiian/Pacific Islander	District												
	State	8.0	43.8	41.6	6.6	5.8	40.1	46.7	7.3	2.9	49.6	38.7	8.8
American Indian	District												
	State	12.5	42.4	36.7	8.4	11.9	42.5	40.3	5.3	8.6	48.1	38.0	5.3
Two or More Races	District	0.0	18.8	50.0	31.3	0.0	31.3	37.5	31.3	0.0	25.0	43.8	31.3
	State	7.6	35.9	43.6	12.9	8.5	38.6	44.1	8.7	6.5	40.2	41.8	11.5

Grade 11 - Limited-English-Proficient

		Reading				Mathematics				Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	District	92.3	7.7	0.0	0.0	76.9	23.1	0.0	0.0	84.6	15.4	0.0	0.0
	State	55.5	41.0	3.3	0.3	35.8	51.3	11.8	1.2	35.9	57.7	6.2	0.2

Grade 11 - Students with Disabilities

		Reading				Mathematics				Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	District	10.0	29.2	51.7	9.2	18.0	40.2	35.2	6.6	11.5	45.1	33.6	9.8
	State	46.5	37.9	13.4	2.2	46.1	41.8	11.2	0.9	39.6	46.9	11.5	2.1
Non-IEP	District	2.1	12.5	51.8	33.6	1.6	10.4	55.0	33.0	1.9	13.4	53.6	31.1
	State	5.2	39.0	44.3	11.4	5.2	38.3	47.4	9.1	4.5	41.6	43.4	10.6

Grade 11 - Economically Disadvantaged

		Reading				Mathematics				Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	District	17.7	45.6	27.8	8.9	21.5	41.8	29.1	7.6	17.7	51.9	22.8	7.6
	State	17.1	53.1	27.3	2.6	17.8	53.4	27.3	1.5	15.6	59.0	23.6	1.8
Not Eligible	District	1.8	11.7	54.2	32.3	2.1	11.8	54.5	31.5	1.8	14.5	53.6	30.2
	State	5.5	29.7	49.4	15.4	5.0	29.1	53.4	12.5	4.0	31.3	50.0	14.6

2011 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this district making Adequate Yearly Progress (AYP)?	No
Is this district making AYP in Reading?	No
Is this district making AYP in Mathematics?	No

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
2011-12 Federal Improvement Status	Corrective Action Year 4
2011-12 State Improvement Status	Academic Watch Status Year 4

	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		85.0			85.0			91.0		82.0	
All	99.7	Yes	99.7	Yes	82.6		No	82.1		No			93.6	Yes
White	99.7	Yes	99.7	Yes	88.3		Yes	87.7		Yes				
Black														
Hispanic	99.0	Yes	99.0	Yes	39.4	55.0	No	40.6	48.3	No			74.7	
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	99.3	Yes	99.3	Yes	64.0	70.9	No	44.9	57.3	No			85.3	
Economically Disadvantaged	100.0	Yes	100.0	Yes	36.7	44.2	No	36.7	42.4	No			71.8	

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***

3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

*** Includes only students enrolled as of 05/01/2010.**

**** Safe Harbor Targets of 85% 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.**

FEDERAL SCHOOL IMPROVEMENT STATUS

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

Number of schools in this district: 2
Number of Title I schools: 1
Number of Title I schools in Federal School Improvement Status: 1
Percent of schools in Federal School Improvement Status: 50.0%

School ID	School Name	Years in School Improvement
340491130170002	Highland Park High School	8

2011 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability Classification for the district is:	Comprehensive

Is this district making AYP in the "ALL" subgroup in reading?	No
Is this district making AYP in the "ALL" subgroup in math?	No

In 2008, the Illinois State Board of Education was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to districts in federal improvement status that do not make AYP.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a district's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between districts that need focused supports verses more comprehensive interventions.

If a district does make AYP in ALL-student group in both reading and math, this district will be classified as a focused district; otherwise, the district will be identified as a comprehensive district.