Hillsboro High School
Hillsboro CUSD 3
Hillsboro, ILLINOIS

GRADES : 9 10 11 12

2013 ILLINOIS SCHOOL REPORT CARD

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

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

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	Percent Homeless	Total Enrollment
School	95.2	1.5	1.7	1.2	0.2	0.0	0.2	43.1	0.2	13.3	4.2	518
District	95.6	1.7	1.6	0.6	0.1	0.0	0.4	50.2	0.1	14.7	3.3	1,903
State	50.6	17.6	24.1	4.3	0.1	0.3	3.0	49.9	9.5	13.6	2.0	2,054,155

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.
Total Enrollment is based on Home School.
Homeless students are who do not have permanent and adequate homes.

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School	3.5	5.8	15.7	92.6
District	3.5	2.9	17.6	93.5
State	2.4	9.8	12.8	94.2

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 9 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	90.0
District	96.4
State	95.5

Total School Days

	Days
School	175
District	175
State	176

* 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)

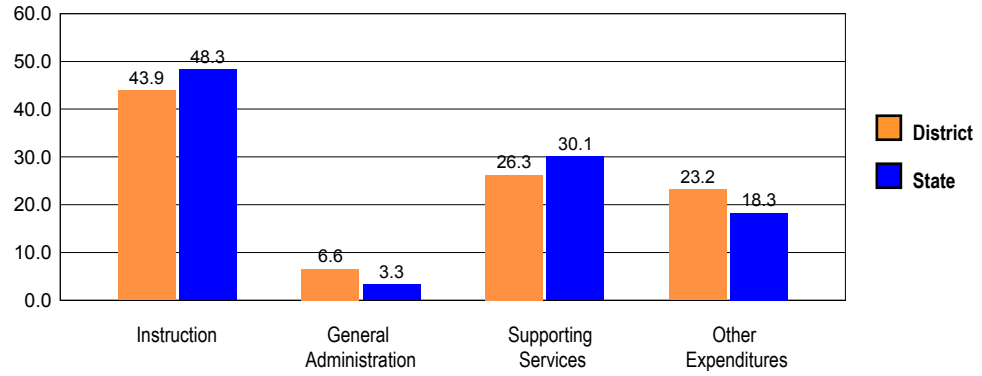
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School										19.6	19.6
District										19.6	22.7
State										19.3	21.2

TEACHER INFORMATION	
	% of Classes Not Taught by Highly Qualified Teachers
School	0.0
District	0.0
State	0.2

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

SCHOOL DISTRICT FINANCES

EXPENDITURE BY FUNCTION 2011-12 (Percentages)



REVENUE BY SOURCE 2011-12	District	District %	State %
Local Property Taxes	$9,373,679	51.1	61.1
Other Local Funding	$1,119,091	6.1	4.8
General State Aid	$4,724,206	25.7	16.4
Other State Funding	$1,742,664	9.5	9.7
Federal Funding	$1,400,786	7.6	8.1
TOTAL	$18,360,426		

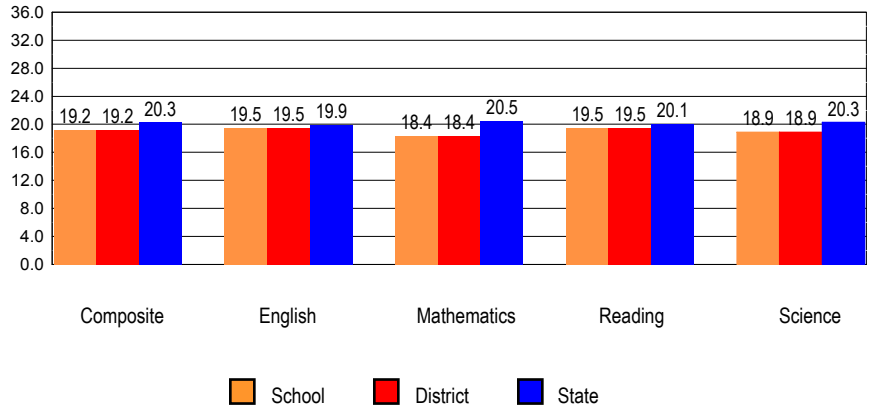
EXPENDITURE BY FUND 2011-12	District	District %	State %
Education	$13,813,536	69.6	73.4
Operations & Maintenance	$1,250,833	6.3	6.2
Transportation	$1,094,992	5.5	3.7
Debt Service	$1,128,662	5.7	7.6
Tort	$878,601	4.4	1.2
Municipal Retirement/ Social Security	$754,793	3.8	2.0
Fire Prevention & Safety	$918,786	4.6	0.7
Capital Projects	$0	0.0	5.2
TOTAL	$19,840,203		

OTHER FINANCIAL INDICATORS	2010 Equalized Assessed Valuation per Pupil	2010 Total School Tax Rate per $100	2011-12 Instructional Expenditure per Pupil	2011-12 Operating Expenditure per Pupil
District	$98,383	4.94	$5,234	$8,875
State	**	**	$6,974	$11,842

** 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 2013 *



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. All students whose scores are college reportable, both standard and extended time tests, are now included. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

READY FOR COLLEGE COURSE WORK	
School	37.0
District	37.0
State	45.7

HIGH SCHOOL 4-YEAR 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
School	80.6	73.7	86.6	81.4	100.0	33.3	100.0						58.8	66.0
District	80.6	73.7	86.6	81.4	100.0	33.3	100.0						58.8	66.0
State	83.2	80.3	86.1	89.3	70.9	76.3	92.0						70.1	73.0

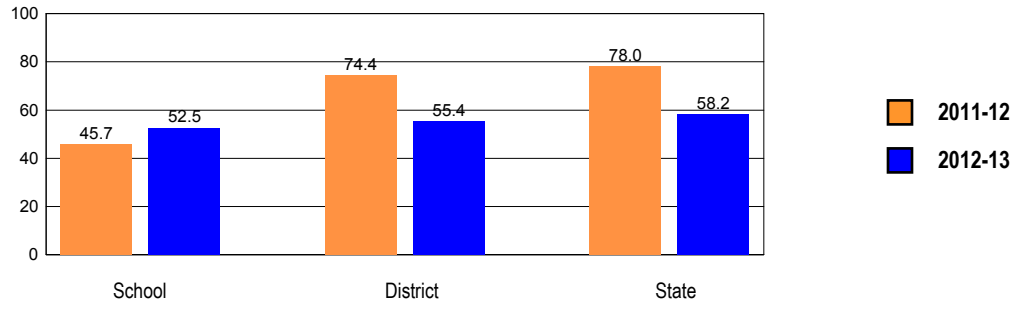
HIGH SCHOOL 5-YEAR GRADUATION RATE

		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
School	82.3	80.0	85.1	82.6	100.0			100.0	0.0				64.3	58.3
District	82.3	80.0	85.1	82.6	100.0			100.0	0.0				64.3	58.3
State	87.0	84.9	89.1	90.7	78.4			89.2	83.0				76.8	80.6

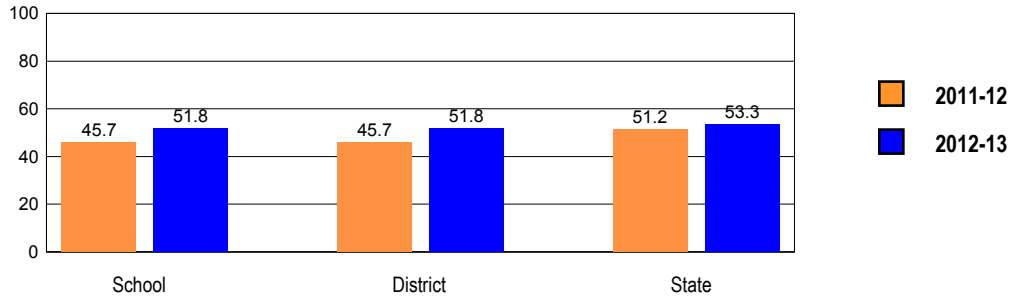
OVERALL STUDENT PERFORMANCE

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. They respresent your school's performance in reading and mathematics.The ISAT reading and math cut scores were reset for school year 2013. Starting in 2013,Illinois raised the performance cut scores in reading and math to align with college and career ready expectations.

OVERALL PERFORMANCE - ALL STATE TESTS



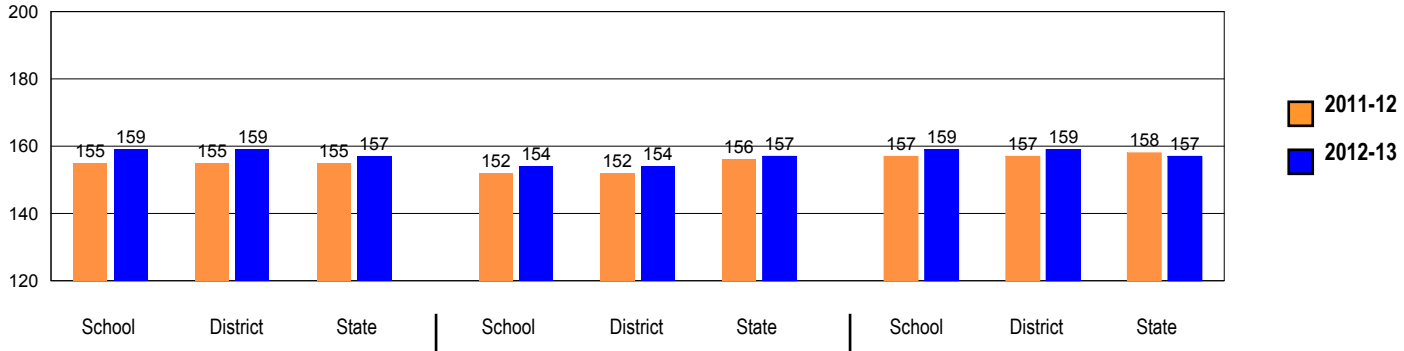
OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



PSAE PERFORMANCE

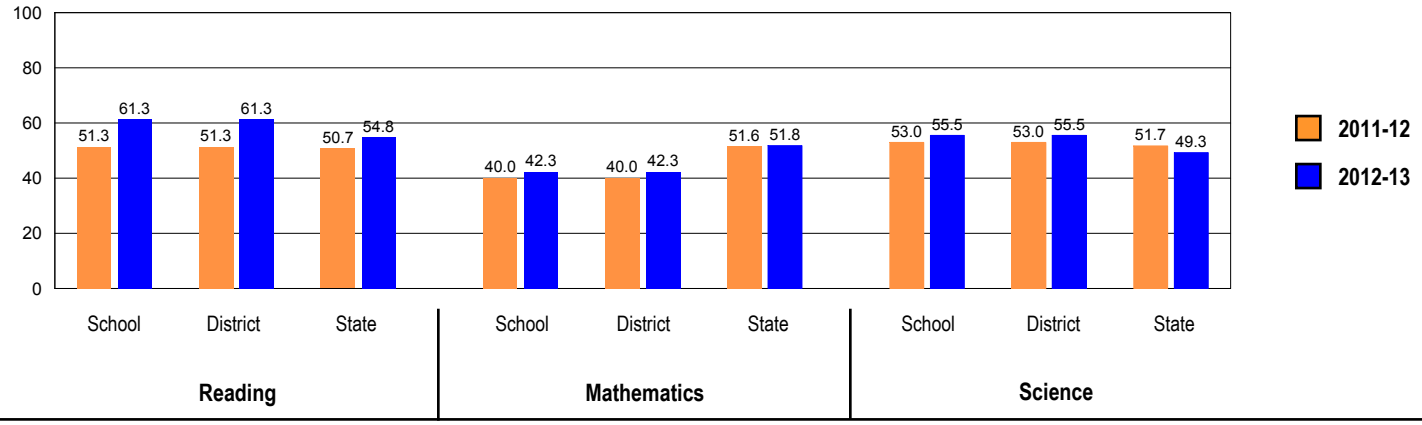
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

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 school with PSAE scores in 2013: 137

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
School	*Enrollment	140	70	70	133	1	2	2	1	0	1	0	0	22	58
	Reading	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	959	502	457	918	15	18	6	1	0	1	0	0	148	453
	Reading	0.0	0.0	0.0	0.0	0.0	0.0							0.0	0.0
State	*Enrollment	1,067,095	545,884	521,053	542,053	188,403	253,427	46,751	1,561	3,694	30,704	73,555	276	143,695	542,427
	Reading	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.4	0.4	0.6	1.1	0.8	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
School	*Enrollment	140	70	70	133	1	2	2	1	0	1	0	0	22	58
	Mathematics	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	958	501	457	917	15	18	6	1	0	1	0	0	148	452
	Mathematics	0.1	0.0	0.2	0.1	0.0	0.0							0.0	0.0
State	*Enrollment	1,068,846	546,846	521,842	542,440	188,509	254,061	47,334	1,565	3,709	30,726	75,331	278	143,714	543,668
	Mathematics	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.3	0.4	0.3	0.7	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
School	*Enrollment	140	70	70	133	1	2	2	1	0	1	0	0	22	58
	Science	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	417	214	203	399	5	5	6	1	0	1	0	0	61	177
	Science	0.0	0.0	0.0	0.0									0.0	0.0
State	*Enrollment	455,414	232,478	222,882	234,340	79,949	105,892	20,304	615	1,520	12,626	25,072	106	60,808	223,602
	Science	0.6	0.7	0.5	0.5	1.1	0.6	0.3	0.7	0.7	0.7	0.7	0.9	1.4	0.8

* 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
School	6.6	32.1	51.8	9.5	7.3	50.4	40.9	1.5	4.4	40.1	48.2	7.3
District	6.6	32.1	51.8	9.5	7.3	50.4	40.9	1.5	4.4	40.1	48.2	7.3
State	8.2	37.1	42.9	11.9	9.9	38.3	42.4	9.4	9.2	41.4	38.0	11.4

Grade 11 - Gender

		Reading				Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	School	11.8	36.8	48.5	2.9	8.8	55.9	33.8	1.5	5.9	44.1	44.1	5.9
	District	11.8	36.8	48.5	2.9	8.8	55.9	33.8	1.5	5.9	44.1	44.1	5.9
	State	10.6	37.1	40.5	11.9	10.0	36.4	42.7	10.9	9.5	38.0	38.7	13.9
Female	School	1.4	27.5	55.1	15.9	5.8	44.9	47.8	1.4	2.9	36.2	52.2	8.7
	District	1.4	27.5	55.1	15.9	5.8	44.9	47.8	1.4	2.9	36.2	52.2	8.7
	State	5.7	37.1	45.3	11.9	9.9	40.2	42.1	7.8	9.0	44.8	37.3	8.9

Grade 11 - Racial/Ethnic Background

		Reading				Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
White	School	6.2	31.5	53.1	9.2	7.7	50.0	41.5	0.8	4.6	39.2	49.2	6.9
	District	6.2	31.5	53.1	9.2	7.7	50.0	41.5	0.8	4.6	39.2	49.2	6.9
	State	4.8	27.5	50.9	16.9	4.9	30.0	52.1	12.9	4.3	31.3	47.9	16.5
Black	School												
	District												
	State	15.7	55.4	27.0	1.9	24.2	54.7	20.3	0.8	22.5	59.8	16.6	1.1
Hispanic	School												
	District												
	State	11.7	50.8	33.4	4.1	13.0	50.8	33.5	2.7	12.8	56.4	27.4	3.4
Asian	School												
	District												
	State	4.8	23.3	48.7	23.2	3.5	20.4	48.5	27.5	4.4	25.9	46.3	23.4
Native Hawaiian/Pacific Islander	School												
	District												
	State	8.9	35.8	44.7	10.6	7.3	38.2	47.2	7.3	5.7	42.3	43.9	8.1
American Indian	School												
	District												
	State	8.6	42.1	39.2	10.1	14.0	41.6	39.5	4.9	10.9	43.7	37.5	8.0
Two or More Races	School												
	District												
	State	7.2	32.8	44.3	15.7	8.4	37.3	42.2	12.1	7.3	39.1	39.2	14.4

Grade 11 - Students with Disabilities

		Reading				Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	30.0	55.0	15.0	0.0	45.0	45.0	10.0	0.0	25.0	55.0	20.0	0.0
	District	30.0	55.0	15.0	0.0	45.0	45.0	10.0	0.0	25.0	55.0	20.0	0.0
	State	32.3	49.9	15.5	2.3	41.0	44.8	12.7	1.4	38.8	44.8	13.5	2.9
Non-IEP	School	2.6	28.2	58.1	11.1	0.9	51.3	46.2	1.7	0.9	37.6	53.0	8.5
	District	2.6	28.2	58.1	11.1	0.9	51.3	46.2	1.7	0.9	37.6	53.0	8.5
	State	5.2	35.5	46.3	13.1	6.1	37.5	46.1	10.3	5.6	41.0	41.0	12.4

Grade 11 - Economically Disadvantaged

		Reading				Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	14.3	42.9	41.1	1.8	10.7	69.6	19.6	0.0	7.1	53.6	39.3	0.0
	District	14.3	42.9	41.1	1.8	10.7	69.6	19.6	0.0	7.1	53.6	39.3	0.0
	State	13.8	51.1	31.6	3.5	17.3	51.5	29.3	2.0	16.5	56.2	24.4	2.8
Not Eligible	School	1.2	24.7	59.3	14.8	4.9	37.0	55.6	2.5	2.5	30.9	54.3	12.3
	District	1.2	24.7	59.3	14.8	4.9	37.0	55.6	2.5	2.5	30.9	54.3	12.3
	State	4.1	26.9	51.0	17.9	4.6	28.8	51.9	14.7	4.0	30.7	47.7	17.5

2013 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	No
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?	No
2013-14 Federal Improvement Status	
2013-14 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		92.5			92.5			92.0		85.0	
All	100.0	Yes	100.0	Yes	63.9	56.2	No	45.1	46.0	No			82.3	No
White	100.0	Yes	100.0	Yes	65.1	57.4	No	45.2	47.6	No			82.6	
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	47.2	46.0	No	24.5	36.0	No			66.0	

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 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. *

3. At least 92% attendance rate for non-high schools.

4. At least 85% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

*** Includes only students enrolled as of 05/01/2012.**

**** Safe Harbor Targets of 92.5% 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 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. 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.**