

**Freeport High School**  
**Freeport SD 145**  
**Freeport, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : 9 10 11 12**

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](http://illinoisreportcard.com). All of the metrics posted on [illinoisreportcard.com](http://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
<b>School</b>	55.2	23.7	8.7	1.1	0.2	0.3	10.7	63.7	1.0	10.5	2.9	1,243
<b>District</b>	52.2	24.0	10.3	0.7	0.1	0.1	12.6	71.9	3.1	13.6	4.2	4,115
<b>State</b>	49.3	17.5	25.1	4.6	0.1	0.3	3.1	54.2	10.3	14.1	2.3	2,054,556

**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
<b>School</b>	5.1	12.2	22.6	92.3
<b>District</b>	5.1	5.7	19.5	93.4
<b>State</b>	2.3	8.7	12.0	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
<b>School</b>	85.0
<b>District</b>	94.8
<b>State</b>	95.2

TOTAL SCHOOL DAYS	
	Days
<b>School</b>	174
<b>District</b>	175
<b>State</b>	175

8TH GRADERS PASSING ALGEBRA I **	
<b>School</b>	
<b>District</b>	15.4
<b>State</b>	28.4

\*\* For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

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

STUDENT-TO-STAFF RATIOS			
Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
--	--	--	--
15.4	16.4	8.9	149.0
18.5	18.4	11.3	173.3

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										15.7	15.7
District										15.7	17.5
State										19.4	21.2

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	91.6	5.3	0.7	1.7	0.0	0.0	0.3	0.5	25.1	74.9	302	
State	82.5	6.4	5.7	1.4	0.1	0.2	0.8	3.0	23.2	76.8	129,668	

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	--	--	--	2.3	0.0
District		43.5	55.8	1.3	0.5
State		38.4	61.1	0.6	0.8

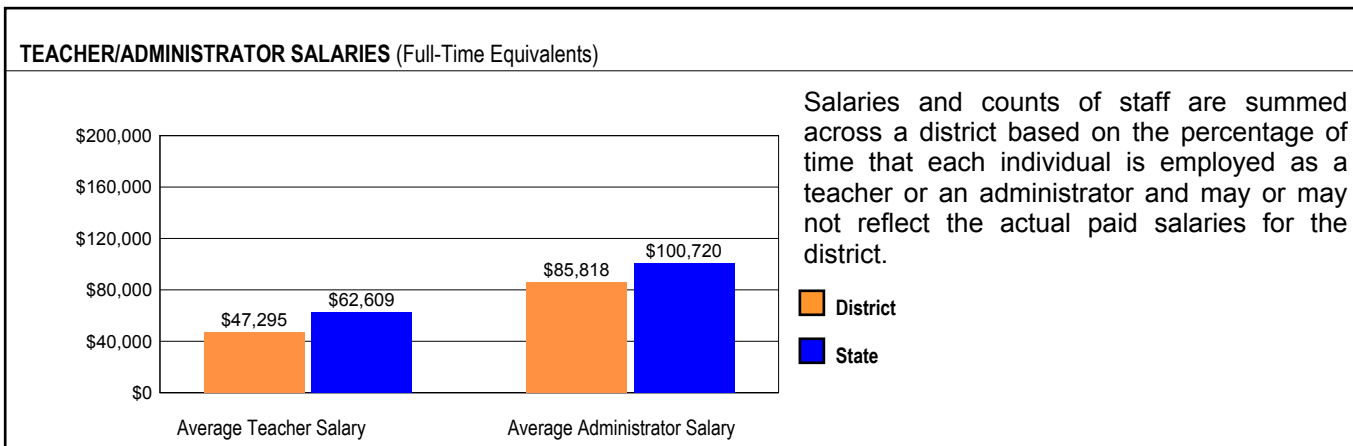
The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

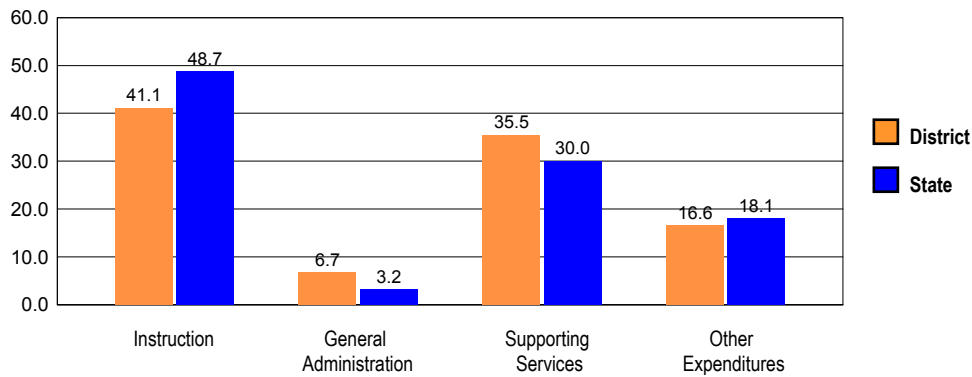
Some teacher/administrator data are not collected at the school level.

TEACHER RETENTION RATE	
School	84.8
District	81.3
State	85.0

PRINCIPAL TURNOVER (Count)	
School	3.0
District	2.1
State	1.9

## SCHOOL DISTRICT FINANCES



**EXPENDITURE BY FUNCTION 2013-14 (Percentages)**

REVENUE BY SOURCE 2013-14				EXPENDITURE BY FUND 2013-14			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$23,830,534	49.7	61.7	Education	\$39,470,341	68.8	73.4
Other Local Funding	\$974,265	2.0	4.4	Operations & Maintenance	\$4,238,403	7.4	6.3
General State Aid	\$14,706,523	30.6	16.4	Transportation	\$2,579,689	4.5	3.7
Other State Funding	\$3,565,843	7.4	9.6	Debt Service	\$7,518,447	13.1	8.0
Federal Funding	\$4,905,670	10.2	7.8	Tort	\$1,376,887	2.4	1.2
<b>TOTAL</b>	<b>\$47,982,835</b>			Municipal Retirement/ Social Security	\$1,658,402	2.9	2.1
				Fire Prevention & Safety	\$541,880	0.9	0.5
				Capital Projects	\$0	0.0	4.7
				<b>TOTAL</b>	<b>\$57,384,049</b>		

**OTHER FINANCIAL INDICATORS**

	2012 Equalized Assessed Valuation per Pupil	2012 Total School Tax Rate per \$100	2013-14 Instructional Expenditure per Pupil	2013-14 Operating Expenditure per Pupil
District	\$88,036	6.57	\$6,241	\$12,464
State	**	**	\$7,419	\$12,521

\*\* 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.

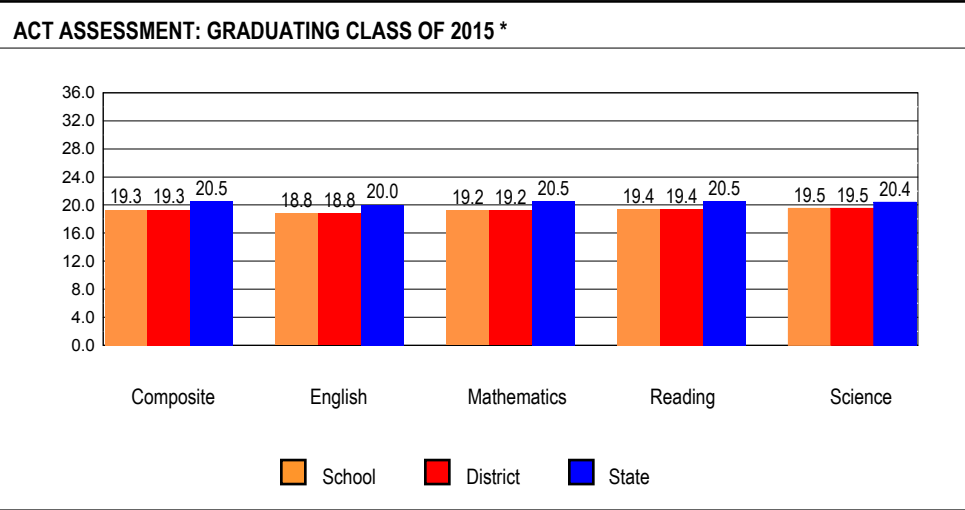
**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.

**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



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	37.3
District	37.3
State	45.6

**PERCENT OF STUDENTS MET ACT BENCHMARKS**

	English	Math	Read	Science	ALL 4 Subjects
School	57.8	30.5	28.5	27.7	14.5
District	57.8	30.5	28.5	27.7	14.5
State	61.2	39.7	39.3	35.3	24.9

**COLLEGE ENROLLMENT**

	12 Months	16 Months
School	64.0	66.8
District	64.0	66.8
State	69.6	73.4

**FRESHMEN ON TRACK**

School	74.2
District	74.2
State	83.4

**HIGH SCHOOL 4-YEAR GRADUATION RATE**

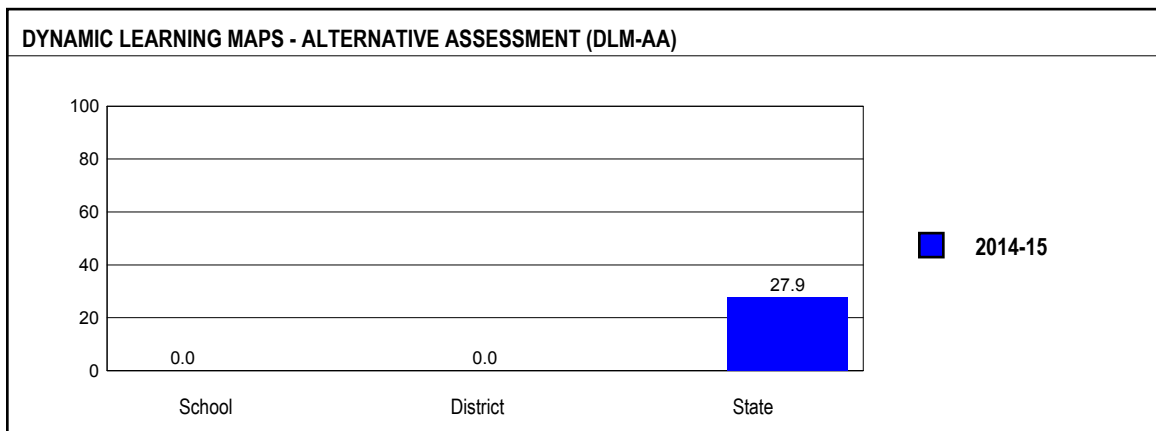
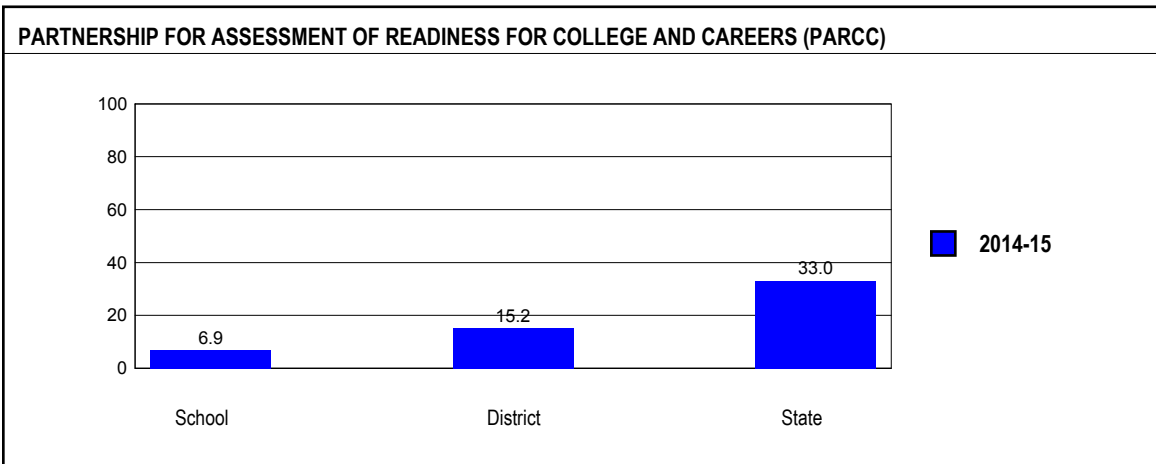
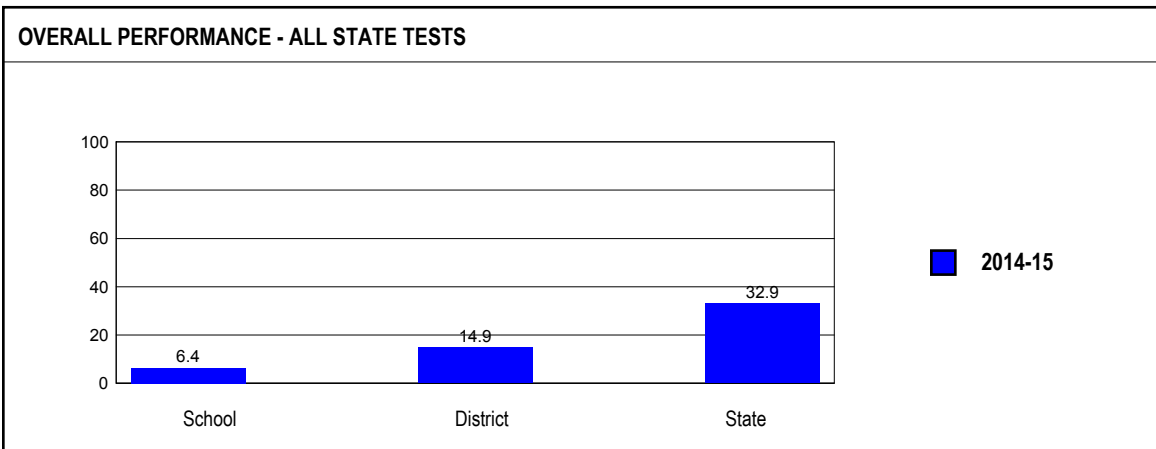
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	82.5	75.2	88.2	84.9	83.9	52.2				86.7			68.6	77.9
District	82.5	75.2	88.2	84.9	83.9	52.2				86.7			68.6	77.9
State	85.6	82.8	88.4	90.2	75.5	80.7				85.3			70.5	77.9

**HIGH SCHOOL 5-YEAR GRADUATION RATE**

	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	84.8	84.1	85.5	90.6	65.2	76.2				90.0			69.2	78.2
District	84.8	84.1	85.5	90.6	65.2	76.2				90.0			69.2	78.2
State	87.7	85.2	90.2	91.3	78.9	84.3				88.0			74.9	81.1

## OVERALL STUDENT PERFORMANCE

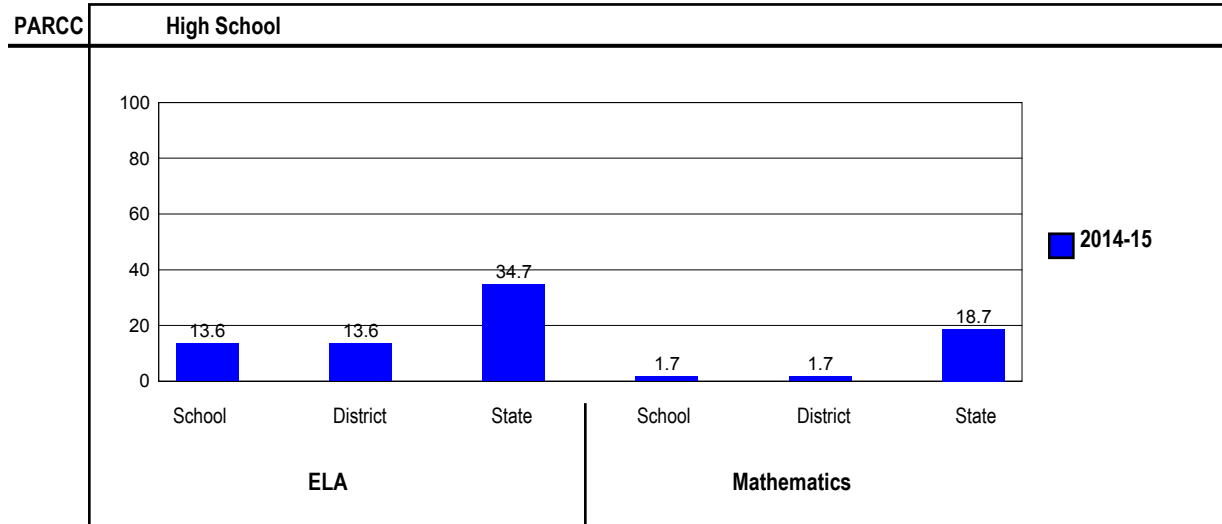
These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



DLM-AA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on PARCC that met or exceeded expectations.

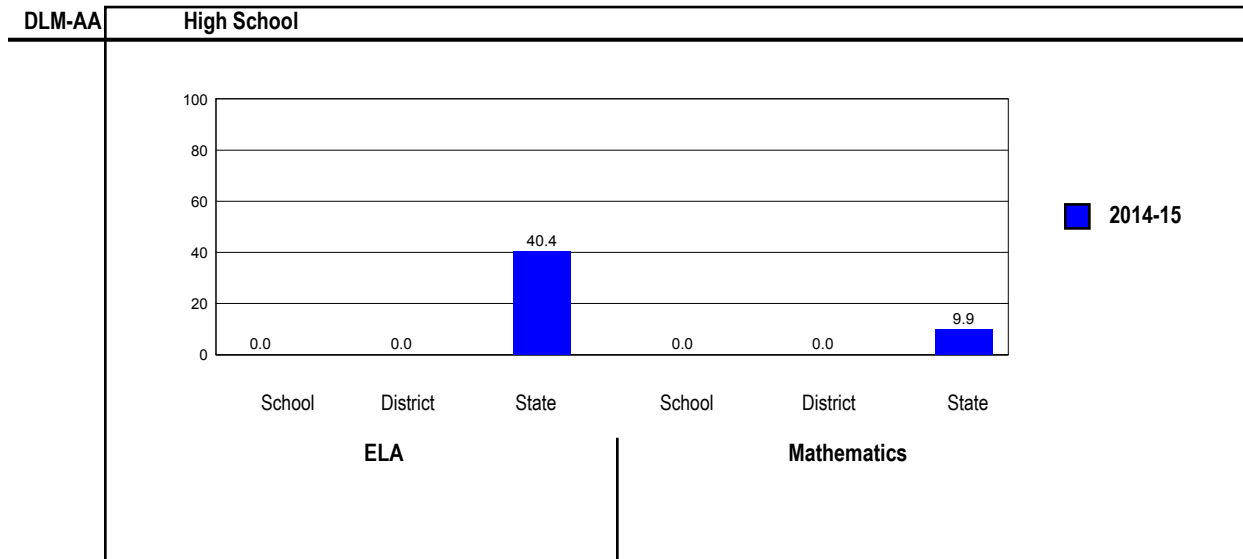
**PARCC PERFORMANCE**

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



**DLM-AA PERFORMANCE**

These show the percentage of student scores meeting or exceeding Standards for the grades and subjects tested on DLM-AA



**PERFORMANCE ON STATE ASSESSMENTS**

The PARCC is administered to students in grade 3 through 8 and high school. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC 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.

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 ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	219	121	98	133	51	13	3	1	0	18	0	0	29	141
	Reading	30.6	30.6	30.6	25.6	39.2	30.8				44.4			27.6	31.9
District	*Enrollment	1,985	1,037	948	1,048	464	202	12	4	1	254	35	0	283	1,474
	Reading	6.3	6.7	5.9	5.6	8.6	5.0	8.3			5.5	2.9		13.1	6.0
State	*Enrollment	1,051,644	539,225	512,413	519,457	180,273	267,111	48,402	1,065	3,047	32,282	80,472	208	147,514	562,211
	Reading	4.4	4.4	4.4	3.6	6.4	4.9	3.1	5.4	5.1	4.5	4.0	1.4	6.7	4.8

\* Enrollment as reported during the testing windows for grades 3 - 8 and high school.

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							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	243	111	132	166	42	14	2	1	2	16	0	0	17	135
	Mathematics	21.4	18.9	23.5	17.5	38.1	21.4				12.5			11.8	24.4
District	*Enrollment	2,015	1,029	986	1,082	456	208	12	4	3	250	41	0	271	1,472
	Mathematics	5.9	6.4	5.3	5.1	8.3	5.8	8.3			4.0	9.8		6.6	5.8
State	*Enrollment	1,030,870	528,245	502,619	503,821	178,766	265,694	47,031	1,068	2,998	31,485	84,309	222	144,880	557,528
	Mathematics	4.4	4.4	4.3	3.4	6.5	5.0	2.8	5.8	4.5	4.3	4.6	4.5	6.6	4.7

\* Enrollment as reported during the testing windows for grades 3 - 8 and high school.

### Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA/L and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

## High School

### High School - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	23.6	35.0	27.9	11.4	2.1	58.7	27.9	11.7	1.7	0.0
District	23.6	35.0	27.9	11.4	2.1	58.7	27.9	11.7	1.7	0.0
State	18.6	21.4	25.3	28.1	6.6	21.4	32.6	27.3	18.2	0.5

### High School - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	28.8	32.9	24.7	11.0	2.7	62.0	21.5	15.2	1.3	0.0
	District	28.8	32.9	24.7	11.0	2.7	62.0	21.5	15.2	1.3	0.0
	State	24.1	23.5	24.2	23.6	4.6	23.7	32.8	25.4	17.5	0.6
Female	School	17.9	37.3	31.3	11.9	1.5	56.0	33.0	9.0	2.0	0.0
	District	17.9	37.3	31.3	11.9	1.5	56.0	33.0	9.0	2.0	0.0
	State	12.8	19.2	26.6	32.7	8.7	19.0	32.5	29.2	18.9	0.3



**High School - Racial/Ethnic Background**

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	19.8	35.2	26.4	15.4	3.3	50.4	33.3	14.7	1.6	0.0
	District	19.8	35.2	26.4	15.4	3.3	50.4	33.3	14.7	1.6	0.0
	State	12.9	18.2	25.8	34.4	8.8	18.3	28.2	29.7	23.2	0.7
Black	School	42.9	39.3	17.9	0.0	0.0	82.6	13.0	0.0	4.3	0.0
	District	42.9	39.3	17.9	0.0	0.0	82.6	13.0	0.0	4.3	0.0
	State	35.2	28.4	22.2	12.9	1.2	31.2	41.3	20.9	6.6	0.0
Hispanic	School						72.7	18.2	9.1	0.0	0.0
	District						72.7	18.2	9.1	0.0	0.0
	State	22.5	26.2	27.5	21.2	2.6	21.9	37.4	27.3	13.3	0.1
Asian	School										
	District										
	State	6.4	10.7	21.1	42.6	19.2	10.3	19.9	27.4	39.7	2.8
Native Hawaiian/Pacific Islander	School										
	District										
	State	12.9	18.0	25.9	35.3	7.9	26.6	34.4	18.8	20.3	0.0
American Indian	School										
	District										
	State	24.4	21.6	24.6	23.5	5.9	25.6	35.9	25.9	12.6	0.0
Two or More Races	School						84.6	15.4	0.0	0.0	0.0
	District						84.6	15.4	0.0	0.0	0.0
	State	17.0	19.3	24.3	29.8	9.6	23.1	29.4	27.2	19.8	0.5

**High School - Economically Disadvantaged**

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	30.2	37.2	24.4	8.1	0.0	62.0	27.2	9.8	1.1	0.0
	District	30.2	37.2	24.4	8.1	0.0	62.0	27.2	9.8	1.1	0.0
	State	26.6	26.9	25.6	18.7	2.2	25.9	38.5	24.7	10.8	0.1
Not Eligible	School	13.0	31.5	33.3	16.7	5.6	55.2	28.7	13.8	2.3	0.0
	District	13.0	31.5	33.3	16.7	5.6	55.2	28.7	13.8	2.3	0.0
	State	12.5	17.1	25.2	35.2	10.0	17.5	27.5	29.6	24.7	0.8

**Dynamic Learning Maps - Alternative Assessment (DLM-AA)**

DLM results are not based on raw or scale scores; all data is based on diagnostic classification modeling.1 Standard setting allows us to look at patterns of number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This performance are reported using the four performance levels approved by the consortium:

- Level 1 -- Entry - The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 --Foundational - The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
- Level 3 -- Satisfactory - The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- Level 4 -- Mastery - The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

**High School****High School - All**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
School	25.0	75.0	0.0	0.0	50.0	50.0	0.0	0.0
District	25.0	75.0	0.0	0.0	50.0	50.0	0.0	0.0
State	37.2	22.4	32.3	8.1	57.9	32.2	9.8	0.1

**High School - Gender**

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	27.3	72.7	0.0	0.0	54.5	45.5	0.0	0.0
	District	27.3	72.7	0.0	0.0	54.5	45.5	0.0	0.0
	State	38.5	22.1	30.8	8.7	57.1	32.2	10.5	0.1
Female	School								
	District								
	State	34.7	23.0	35.2	7.1	59.4	32.2	8.4	0.0

**High School - Racial/Ethnic Background**

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
White	School								
	District								
	State	34.9	22.8	34.3	8.0	56.5	34.0	9.5	0.0
Black	School								
	District								
	State	37.7	22.5	30.4	9.4	58.0	33.6	8.4	0.0
Hispanic	School								
	District								
	State	38.8	22.0	32.5	6.7	58.7	29.2	11.7	0.3
Asian	School								
	District								
	State	51.7	23.3	21.7	3.3	67.7	22.6	9.7	0.0
Native Hawaiian/Pacific Islander	School								
	District								
	State								
American Indian	School								
	District								
	State								
Two or More Races	School								
	District								
	State	44.1	11.8	23.5	20.6	61.8	23.5	14.7	0.0

**High School - Economically Disadvantaged**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
<b>Free/Reduced Price Lunch</b>								
School	20.0	80.0	0.0	0.0	50.0	50.0	0.0	0.0
District	20.0	80.0	0.0	0.0	50.0	50.0	0.0	0.0
State	35.4	22.7	33.9	8.0	55.4	34.4	10.2	0.0
<b>Not Eligible</b>								
School								
District								
State	39.8	22.0	29.9	8.2	61.8	28.9	9.1	0.1