

HOFFMAN ESTATES HIGH SCHOOL

1100 W HIGGINS RD HOFFMAN ESTATES, IL 60169 4050
(847) 755-5610

Grades: 9-12
District: TOWNSHIP HSD 211

Principal: Mr. James Britton
Superintendent: Dr. Nancy Robb

Are students ready for college and careers?

	2012-2013	2011-2012	IL Average
Graduation Rate, 4-Year: Percentage of students who graduated within 4 years	94%	92%	83%
Graduation Rate, 5-Year: Percentage of students who graduated within 5 years	95%	93%	87%
Ready for College Coursework: Percentage of students meeting or exceeding college readiness benchmarks on the ACT	48%	54%	46%
Post-Secondary Enrollment: Percentage of graduates who enroll at colleges and universities	Coming in 2014		

How do students perform on measures of academic success?

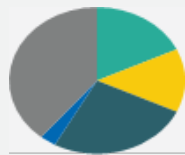
	2012-2013	2011-2012	IL Average
Percentage of students who meet or exceed state standards on the Prairie State Achievement Examination (PSAE)	PSAE Overall 59%	56%	53%
	Mathematics 64%	58%	52%
	Reading 55%	54%	55%
	Science 52%	54%	49%

How much money is the district spending per student?

	2012-2013	2011-2012	IL Average
Instructional Spending: Average per-student spending for activities directly dealing with the teaching of students or the interaction between teachers and students in this school's district.	\$9,718	\$9,696	\$6,974
Operational Spending: Average per-student spending for all overall operations in this school's district, including Instructional Spending, but excluding summer school, adult education, capital expenditures and long-term debt payments.	\$15,953	\$16,177	\$11,842

What are the demographics of students at this school?

- Asian 18%
- Black/African-American 14%
- Hispanic/Latino 26%
- American Indian 0%
- Pacific Islander 0%
- White 39%
- Two or More Races 3%



	2012-2013	2011-2012	Illinois
Total Enrollment	1,959	1,997	N/A
Low Income	43%	29%	50%
English Learners	4%	4%	10%
With Disabilities	13%	14%	14%
Homeless	2%	-	2%

What does the 5Essentials survey tell us about the school's learning conditions?

This year, for the first time, Illinois schools piloted an anonymous statewide survey of learning conditions, the 5Essentials Survey. The 5Essentials Survey provided an opportunity for students in grades 6 through 12 and all teachers to share their perspectives on essential conditions for learning. Next year, results from the 2014 survey will appear on the report card in the format below. A detailed report for all schools and districts will also be made available in 2014.

Effective Leaders: Do principals and teachers implement a shared vision for success?

Collaborative Teachers: Do teachers collaborate to promote professional growth?

Supportive Environment: Is the school safe, demanding, and supportive?

Ambitious Instruction: Are classes challenging and engaging?

Involved Families: Does the entire staff build strong external relationships?



- MOST IMPLEMENTATION
- MORE IMPLEMENTATION
- AVERAGE IMPLEMENTATION
- LESS IMPLEMENTATION
- LEAST IMPLEMENTATION

■ NOT APPLICABLE/LOW RESPONSE

	Response Rate	IL Average
Students	51%	85%
Teachers	71%	82%

For more information, Illinois5-essentials.org

District- and school-level results on individual questions within the survey are available online at IllinoisReportCard.com

What do other measures tell us about the school's learning conditions?

	2012-2013	2011-2012	Illinois
Student Mobility: Percentage of students who transfer in or out of the school during the school year, not including graduates	7%	7%	13%
Chronic Truancy Rate: Percentage of students who have been absent without valid reasons for 5 percent or more of regular school days	1%	1%	10%
Student Attendance: Student attendance rate at this school	95%	95%	94%
Average Class Size: Average number of students in each class	20	N/A	21
Total School Days: Total number of days in which the school provides at least 5 hours of instruction to students	180	N/A	176
Teacher Retention: Percentage of teachers who return to this school from year to year	Coming in 2014		
Principal Turnover: Number of different principals serving at this school over the past six years	Coming in 2014		
Teacher Proficiency: Percentage of teachers rated excellent or proficient	Coming in 2015		

HOFFMAN ESTATES HIGH SCHOOL

What courses, programs, and resources are offered at this school?

Academic Courses

20 Advanced Placement courses in Art, English, Math, Science, Social Studies and World Language; 17 Dual Credit courses through U of I, NIU and Harper College, 21 courses in 4 World Language programs, 6 Project Lead the Way Engineering courses, 20 courses in visual and performance fine arts.

Career Development Courses and Programs

72 career and technical education courses: automotive repair, certified nursing assistant, building construction, manufacturing, electronics, culinary, cosmetology, fire science, corrections, refrigeration, heating and cooling, computer programming & networking, Partnership in Entrepreneurship.

Athletics

32 athletic programs, 120 athletic teams, 1 MSL Divisional Team Championships, 13 Daily Herald All-Area Selections, 40 MSL All-Conference Selections, 5 IHSA Sectional Championships, 5 IHSA State Place Winners.

School Awards

Blue Ribbon High School, Golden Apple Teachers, 17 National Board Certified Teachers, Those Who Excel honoree. In 2013: 1 National Merit Semi-finalist, 2 for Daily Herald All-Academic Team, 2 Golden Apple Scholars, 57 Illinois State Scholars, 1 Kolze Academic Scholar, 38 AP scholars.

Physical Education, Health and Wellness

Comprehensive PE and health education program focused on student fitness and wellness. 10 physical education courses including weight training, physical management, individual sports, team sports, dance, aquatics, yoga, gymnastics, and aerobic training.

Other Programs and Activities

57 clubs and activities, 22 academic clubs, 1 Congressional Art competition selection, 2 national award winners, 1 IMEA state selection, 6 state award winners, 7 service clubs, 5 IHSA competitive activities.

School Personnel Resources

Coming in 2014 - the At-a-Glance Report Card will list the resources that provide instruction and support at this school, such as teachers, coaches, counselors, and therapists.

Questions and Resources

Q: Where can I find more information?

A: In addition to this report card, you can visit IllinoisReportCard.com to take a more detailed look at the data shown here. IllinoisReportCard.com shows more years of data, shows more of your school's programs, courses, and activities, and provides you with powerful tools that let you dig deeper into your school's data in the context of schools state-wide.

Q: I am not sure what one of the scores here means. Where can I find out?

A: IllinoisReportCard.com reports all of the scores on the School Report Card, along with definitions and longer explanations of what the data means in the context of school performance and continuous school improvement.

Q: What is the origin of the data for the new School Report Card?

A: Most of the data reported on the School Report Card is collected by ISBE from school districts through data systems such as the state's Student Information System and its new Employment Information System. Some data, such as information on extracurricular activities, is entered directly by principals on IllinoisReportCard.com so that it can be kept up to date throughout the year.

Q: Which standards are used to determine if students are Ready for College Coursework?

A: All Illinois students take the ACT test in 11th grade, which includes multiple-choice tests in each of four subjects: English, Mathematics, Reading, and Science. ACT has established benchmark scores for each of these four tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. The average of these four benchmark scores is 21; therefore, students in Illinois who achieve a composite score of at least 21 on the ACT are considered to be Ready for College Coursework.

Q: How is the four-year graduation rate calculated and why is there a separate five-year graduation rate?

A: The four-year graduation rate is calculated by dividing the number of students who graduate in four years by the total number of students in the graduating class (which accounts for students who transfer in or out of the class). The five-year graduation rate calculates the same for students who graduate in five years. For example, for the 2012-13 school year, students who entered ninth grade in 2009 and earned a high school diploma through the summer of 2013 are counted in the four-year graduation rate, while students who entered ninth grade in 2008 and earned a high school diploma through the summer of 2013 are counted in the five-year graduation rate.



Scan the QR Code with your smartphone to visit IllinoisReportCard.com for more information about your school.

Hoffman Estates High School

Township HSD 211

Hoffman Estates, 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. 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	38.7	13.8	26.4	18.3	0.0	0.2	2.6	42.7	4.4	13.1	1.5	1,959
District	55.4	6.6	19.3	16.3	0.1	0.2	2.1	29.3	3.6	11.3	1.3	12,362
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	0.8	1.1	6.5	94.7
District	0.8	1.4	4.7	94.7
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*		Total School Days	
	Percent		Days
School	97.4	School	180
District	95.1	District	180
State	95.5	State	176

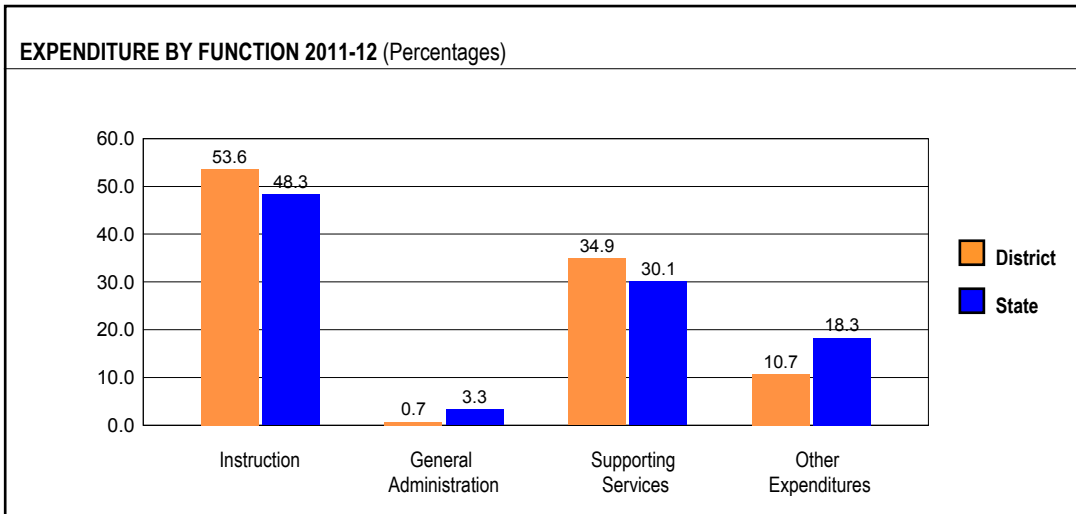
* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

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										20.2	20.2
District										21.5	21.5
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



REVENUE BY SOURCE 2011-12				EXPENDITURE BY FUND 2011-12			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$201,118,496	86.8	61.1	Education	\$169,023,438	75.6	73.4
Other Local Funding	\$10,225,791	4.4	4.8	Operations & Maintenance	\$26,786,453	12.0	6.2
General State Aid	\$5,490,806	2.4	16.4	Transportation	\$9,770,077	4.4	3.7
Other State Funding	\$9,696,064	4.2	9.7	Debt Service	\$8,898,807	4.0	7.6
Federal Funding	\$5,068,285	2.2	8.1	Tort	\$0	0.0	1.2
TOTAL	\$231,599,442			Municipal Retirement/ Social Security	\$9,101,821	4.1	2.0
				Fire Prevention & Safety	\$0	0.0	0.7
				Capital Projects	\$0	0.0	5.2
				TOTAL	\$223,580,596		

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	\$735,970	2.20	\$9,718	\$15,953
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.

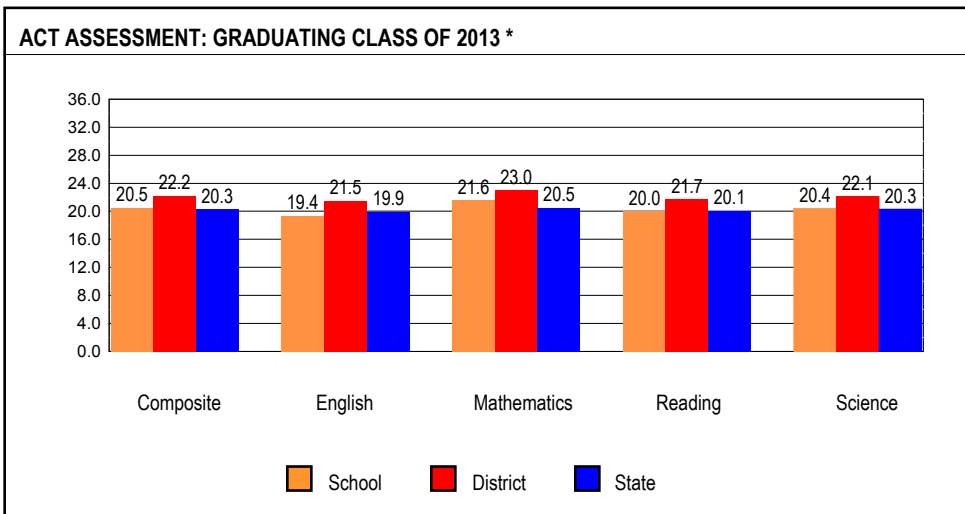
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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



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.

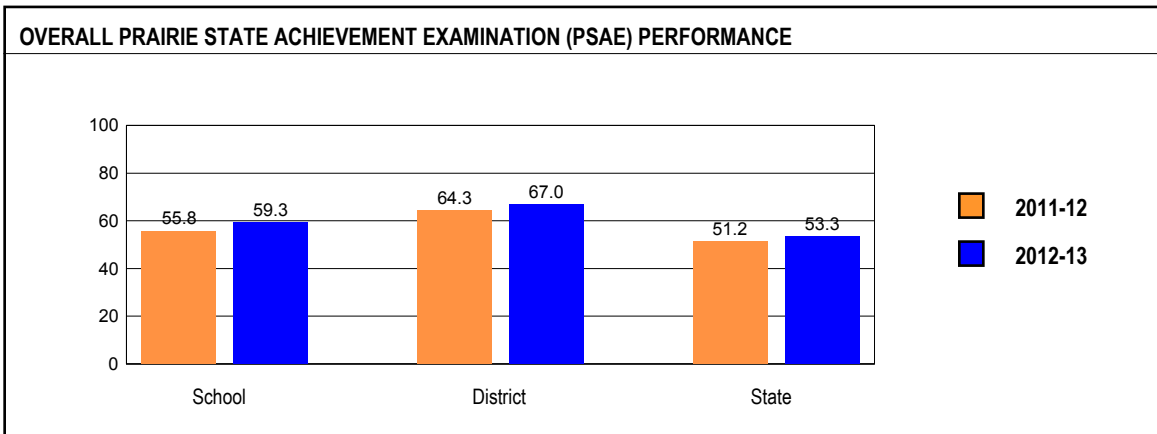
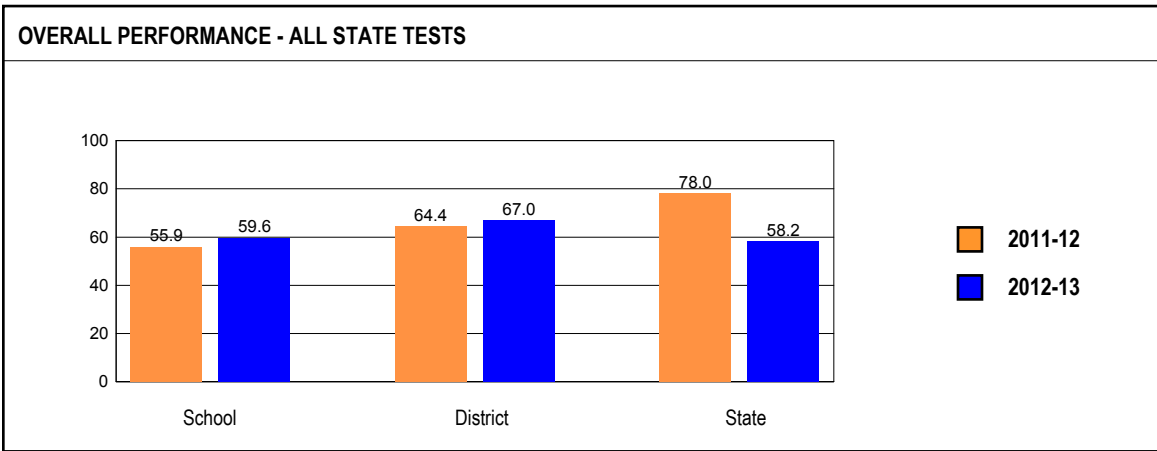
READY FOR COLLEGE COURSE WORK	
School	48.3
District	60.6
State	45.7

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	93.5	92.1	94.9	93.5	93.9	91.2	98.8			80.0	80.0		79.5	92.7
District	93.1	91.9	94.4	95.1	88.1	85.7	97.5			88.5	83.3		77.5	90.0
State	83.2	80.3	86.1	89.3	70.9	76.3	92.0			83.1	63.7		70.1	73.0

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	94.8	93.1	96.5	96.5	88.1	94.0	96.4		100.0	94.1	84.6		81.4	93.4
District	95.5	95.0	96.1	96.9	89.7	90.1	98.0		100.0	97.5	87.6		84.2	92.6
State	87.0	84.9	89.1	90.7	78.4	83.2	94.9		83.0	86.5	76.5		76.8	80.6

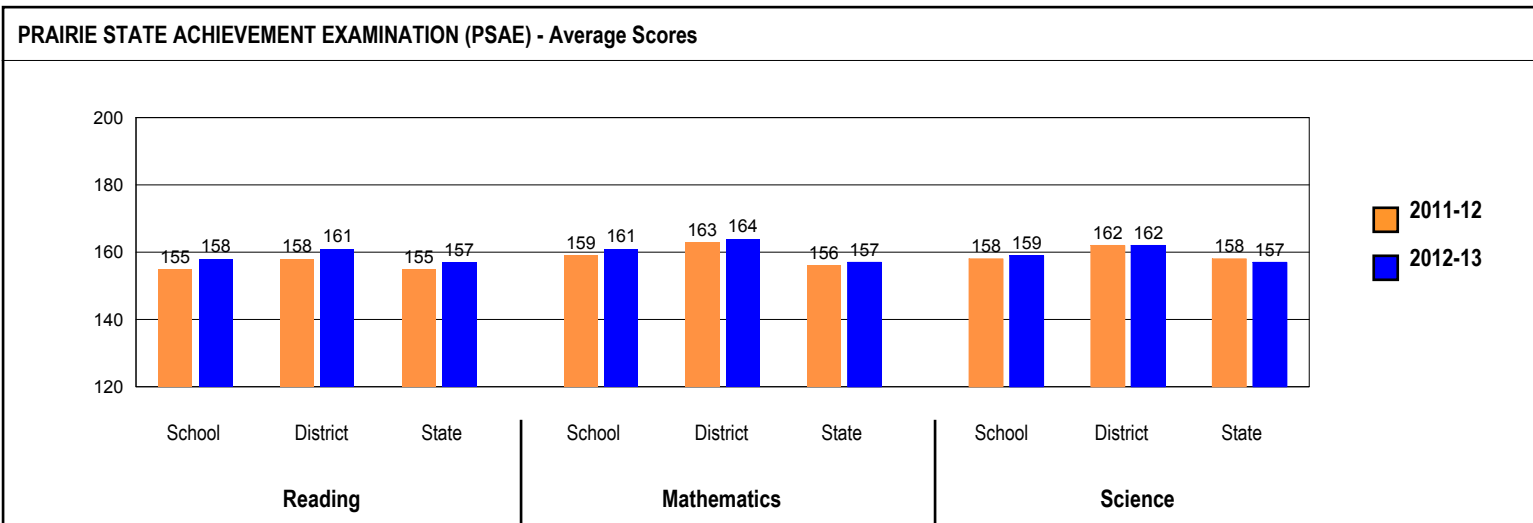
OVERALL STUDENT PERFORMANCE

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 represent 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.



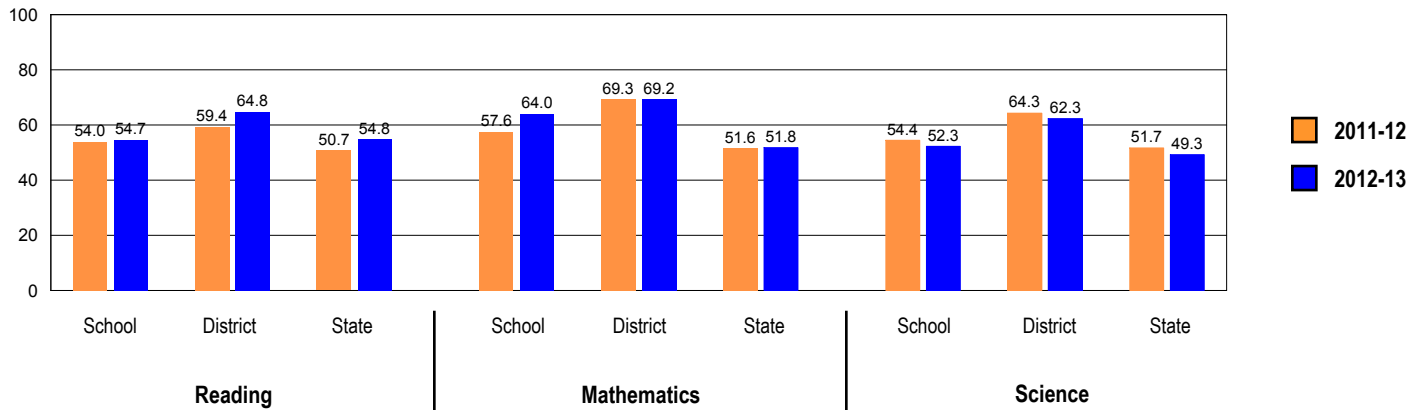
PSAE PERFORMANCE

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.



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: 444

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							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	461	208	253	181	67	109	91	0	1	12	13	0	51	191
	Reading	0.2	0.0	0.4	0.6	0.0	0.0	0.0			0.0	0.0		2.0	0.0
District	*Enrollment	3,012	1,556	1,456	1,706	206	563	472	1	5	59	85	0	317	851
	Reading	0.3	0.2	0.3	0.2	0.0	0.7	0.2			0.0	0.0		0.6	0.5
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							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	461	208	253	181	67	109	91	0	1	12	13	0	51	191
	Mathematics	0.2	0.0	0.4	0.6	0.0	0.0	0.0			0.0	0.0		2.0	0.0
District	*Enrollment	3,012	1,556	1,456	1,706	206	563	472	1	5	59	85	0	317	851
	Mathematics	0.3	0.2	0.3	0.2	0.0	0.7	0.2			0.0	0.0		0.6	0.5
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							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	461	208	253	181	67	109	91	0	1	12	13	0	51	191
	Science	0.2	0.0	0.4	0.6	0.0	0.0	0.0			0.0	0.0		2.0	0.0
District	*Enrollment	3,012	1,556	1,456	1,706	206	563	472	1	5	59	85	0	317	851
	Science	0.3	0.2	0.3	0.2	0.0	0.7	0.2			0.0	0.0		0.6	0.5
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**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	5.6	39.6	43.2	11.5	4.1	32.0	50.7	13.3	8.1	39.6	43.2	9.0
District	5.5	29.7	48.1	16.8	4.8	26.0	51.1	18.0	5.6	32.1	44.7	17.5
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

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	7.6	42.9	41.4	8.1	4.5	34.8	44.4	16.2	9.6	36.4	43.4	10.6
	District	6.9	30.1	46.5	16.6	5.2	24.1	50.3	20.4	5.9	28.3	45.3	20.6
	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	4.1	37.0	44.7	14.2	3.7	29.7	55.7	11.0	6.9	42.3	43.1	7.7
	District	3.9	29.4	49.8	16.9	4.4	28.0	52.0	15.5	5.3	36.2	44.2	14.3
	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

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	7.6	29.8	49.1	13.5	2.9	22.2	60.2	14.6	5.8	31.0	50.9	12.3
	District	3.6	23.8	52.7	19.9	2.5	19.4	58.5	19.6	3.2	24.5	51.0	21.3
	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	4.6	58.5	29.2	7.7	7.7	60.0	26.2	6.2	15.4	56.9	26.2	1.5
	District	11.6	50.3	32.2	6.0	15.6	52.8	26.6	5.0	16.6	54.8	25.6	3.0
	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	2.8	54.7	37.7	4.7	3.8	44.3	47.2	4.7	9.4	54.7	29.2	6.6
	District	10.8	48.4	35.9	4.9	11.4	46.5	38.2	3.9	11.8	54.9	29.1	4.3
	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	4.5	28.1	50.6	16.9	2.2	16.9	53.9	27.0	3.4	29.2	55.1	12.4
	District	2.8	21.7	52.1	23.4	0.9	15.5	49.0	34.6	1.5	24.3	48.1	26.0
	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	16.7	33.3	25.0	25.0	16.7	16.7	58.3	8.3	25.0	8.3	66.7	0.0
	District	8.5	23.7	47.5	20.3	6.8	15.3	59.3	18.6	8.5	25.4	49.2	16.9
	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 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	36.4	63.6	0.0	0.0	27.3	72.7	0.0	0.0	72.7	27.3	0.0	0.0
District	48.0	50.7	1.3	0.0	41.3	48.0	10.7	0.0	56.0	42.7	1.3	0.0
State	49.0	46.3	4.7	0.1	43.6	47.6	8.3	0.5	49.9	45.6	4.3	0.2

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	20.0	60.0	17.5	2.5	32.5	55.0	12.5	0.0	45.0	45.0	10.0	0.0
	District	27.1	47.0	22.2	3.8	30.8	46.6	19.9	2.6	33.7	44.2	16.5	5.6
	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	4.2	37.6	45.8	12.4	1.2	29.7	54.5	14.6	4.5	39.1	46.5	9.9
	District	3.3	28.0	50.7	18.1	2.2	23.9	54.3	19.6	2.8	30.9	47.6	18.7
	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

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	8.1	53.5	34.6	3.8	7.6	45.4	42.7	4.3	13.5	49.2	34.6	2.7
	District	11.4	48.3	33.8	6.5	11.1	45.3	38.5	5.2	12.7	50.6	31.8	4.9
	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	3.9	29.7	49.4	17.0	1.5	22.4	56.4	19.7	4.2	32.8	49.4	13.5
	District	3.2	22.6	53.5	20.7	2.4	18.6	56.0	23.0	2.8	25.0	49.7	22.4
	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	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this school making AYP in Reading?	No	2013-14 Federal Improvement Status	Corrective Action
Is this school making AYP in Mathematics?	No	2013-14 State Improvement Status	Academic Watch Status Year 8

	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	99.8	Yes	99.8	Yes	56.1	60.0	No	65.9	63.9	Yes			94.8	Yes
White	99.4	Yes	99.4	Yes	62.8	68.8	No	76.7	74.0	Yes			96.5	
Black	100.0	Yes	100.0	Yes	38.3	45.2	No	33.3	33.9	Yes			93.9	
Hispanic	100.0	Yes	100.0	Yes	45.5	45.0	Yes	55.6	49.2	Yes			94.0	
Asian	100.0	Yes	100.0	Yes	67.0	69.2	Yes	79.5	81.7	Yes			98.8	
Native Hawaiian/ Pacific Islander American Indian Two or More Races														
LEP Students with Disabilities	98.0	Yes	98.0	Yes	27.1	28.3	No	25.0	26.7	No			81.4	
Economically Disadvantaged	100.0	Yes	100.0	Yes	40.2	44.7	No	48.9	49.3	Yes			93.4	

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.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

Planned improvement is the link between design and implementation of educational trends and effective practices ultimately leading to extraordinary opportunities, innovative teaching and exceptional learning. District 211 develops and implements a variety of opportunities to support and sustain learning in a culture of continual improvement.

District 211 educators focus on student academic attainment and growth. The District goals which demonstrate commitment to the importance of tracking evidence of student learning include:

- Students will demonstrate academic growth in high school
- Students will demonstrate attainment of knowledge and skills defined within local, state and national high school standards
- Students will demonstrate on-time graduation from high school
- Students will demonstrate college and career readiness while in high school

In working to achieve the District goals of individual student improvement, District 211 teachers and administrators are actively engaged in collaborative professional learning teams to conduct purposeful analysis of student performance data. Through their collaborative, collective work, the faculty and staff create ongoing learning for both students and faculty. The teams meet to review student academic achievement, effective instructional practices, curriculum and progress towards meeting District goals.

Curriculum, assessment and instruction are focused on developing students' skills to compete and succeed in current and future global demands. Critical learning standards define District 211's expectations for what every student should know and be able to do before graduation, regardless of program of study. The effort to assure that every student masters the content and skills represented by the critical learning standards falls to every department and teacher. This represents a shift in focus from *what is taught to* students to *what is learned by* students. These core standards are common to all schools in District 211 and both reflect and exceed expectations of the State of Illinois for academic standards in core areas. The complexity and intensity of the curriculum is increasingly refined to deliver a rigorous educational experience

Throughout this year, instructional strategies and interventions documented in the School Improvement Plan will be evaluated continuously for evidence of impact on students to meet proficiency on the critical learning standards. Research has confirmed that an increased frequency of focused assessment is necessary to modify instruction in a meaningful and timely fashion for students who are not successfully mastering course content. The evaluation will be accomplished through the use of local, state, and national assessments (such as Explore, PLAN, ACT, Measures of Academic Progress (MAP), ACCESS, and common District benchmark and formative assessments). District 211's continuous improvement model provides the tools to enhance and improve existing programs, practices, and fosters collaborative work focused on improving instruction to increase student achievement.