

Township HSD 211

Palatine, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparison with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	65.1	5.7	13.7	13.8	0.2	1.5	16.7	4.3	1.1	0.7	6.7	95.2	12,684
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5	4.1	2.5	14.9	93.3	2,074,167

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.

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.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	81.3		18.6	13.5	250.1
State	96.8		18.0	13.5	211.6

* 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										21.4
State										19.6

TEACHER INFORMATION (Full-Time Equivalents)

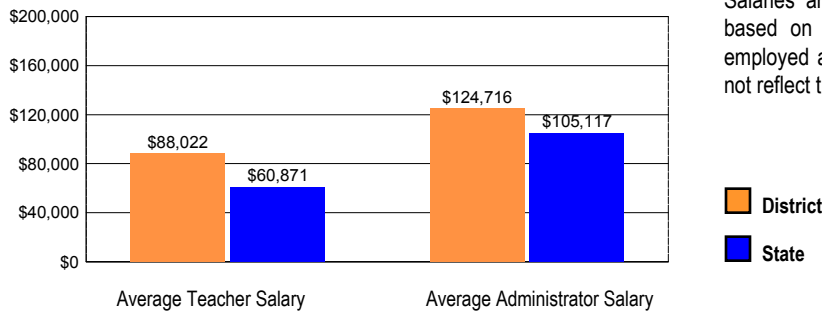
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	90.7	1.4	4.7	3.1	0.1	48.2	51.8	790
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	12.9	24.3	75.1	0.3	0.0
	High Poverty Schools					
	Low Poverty Schools	13.7	24.6	75.0	0.0	0.0
State:	All Schools	12.4	46.7	53.2	0.7	0.7
	High Poverty Schools	11.9	49.3	50.6	1.2	2.0
	Low Poverty Schools	12.0	38.7	61.2	0.3	0.2

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.

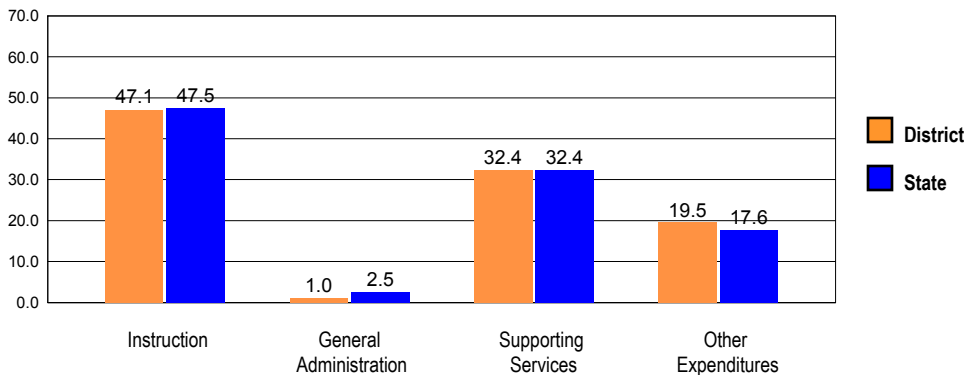
SCHOOL DISTRICT FINANCES

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.

EXPENDITURE BY FUNCTION 2006-07 (Percentages)



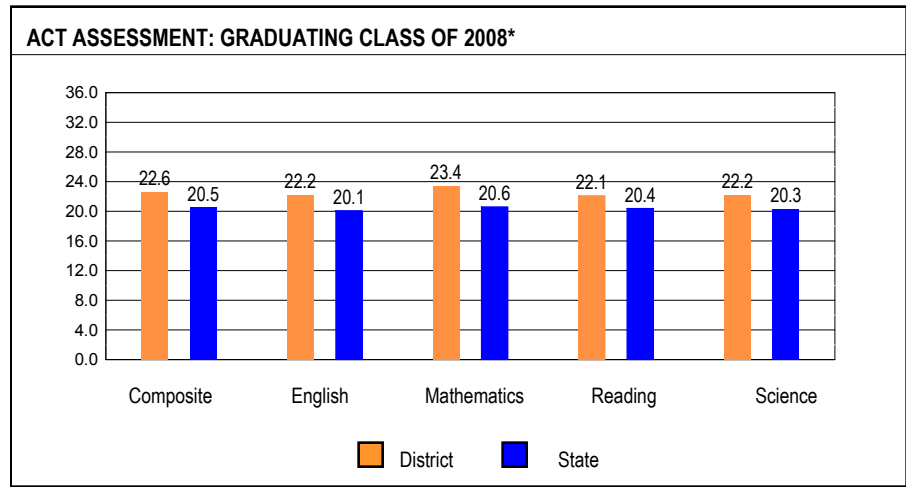
REVENUE BY SOURCE 2006-07			
	District	District %	State %
Local Property Taxes	\$183,092,311	83.3	57.6
Other Local Funding	\$20,964,155	9.5	7.3
General State Aid	\$4,718,173	2.1	18.1
Other State Funding	\$8,525,603	3.9	9.7
Federal Funding	\$2,585,400	1.2	7.3
TOTAL	\$219,885,642		

EXPENDITURE BY FUND 2006-07			
	District	District %	State %
Education	\$148,975,056	68.6	72.6
Operations & Maintenance	\$35,627,560	16.4	8.5
Transportation	\$7,978,541	3.7	3.9
Bond and Interest	\$14,191,346	6.5	6.7
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$7,324,382	3.4	1.8
Fire Prevention & Safety	\$3,130,270	1.4	0.9
Site & Construction/ Capital Improvement	\$0	0.0	5.6
TOTAL	\$217,227,155		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$643,044	2.16	\$8,078	\$13,701
State	**	**	\$5,808	\$9,907

** 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.

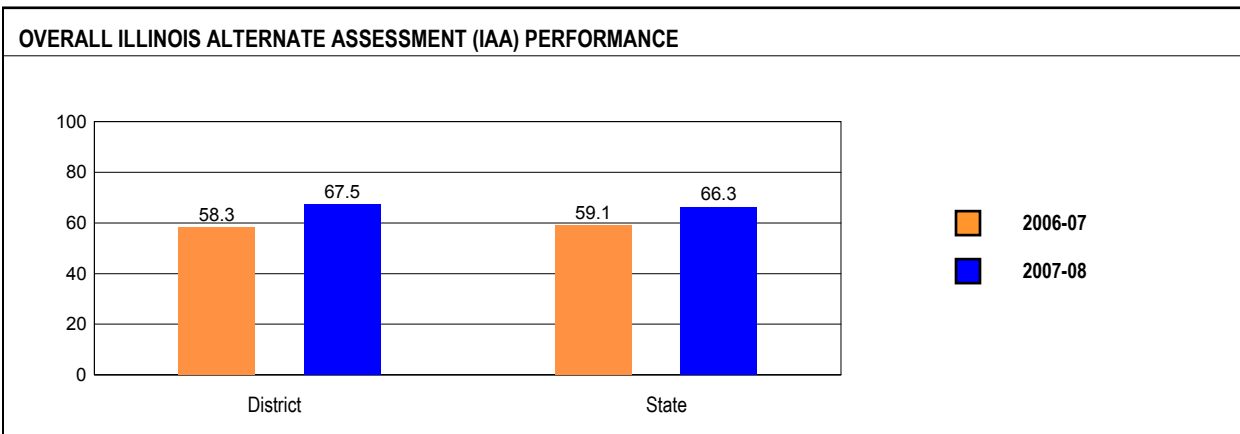
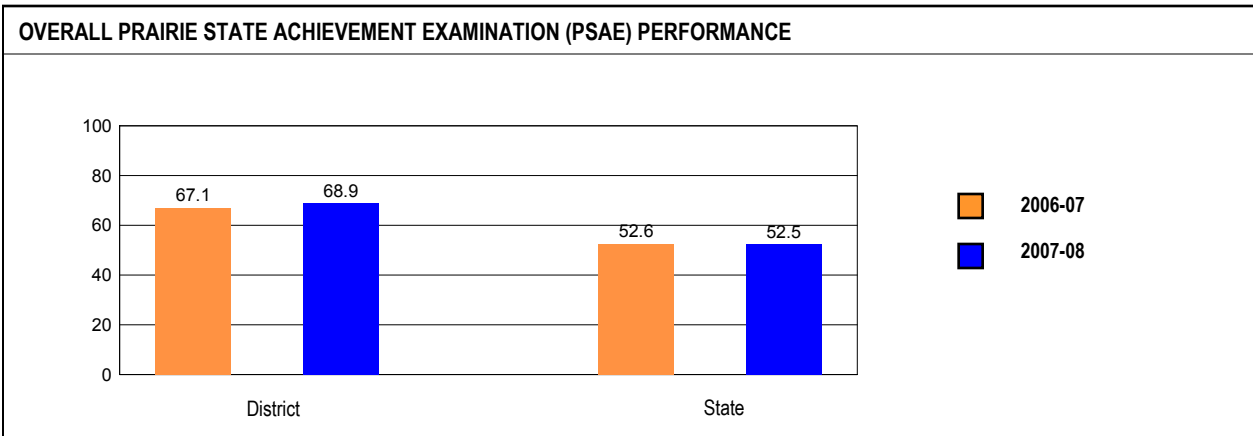
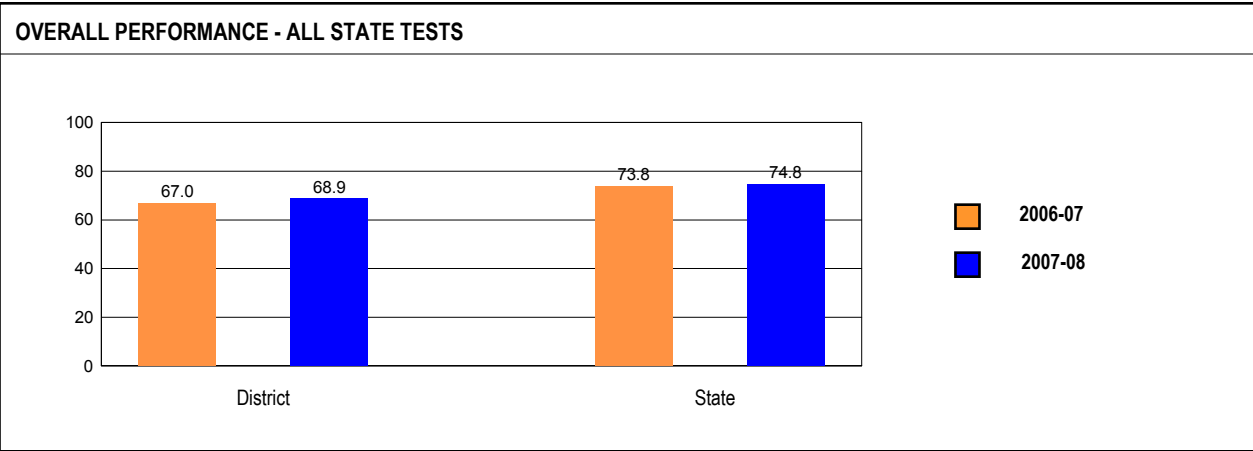
* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

HIGH SCHOOL GRADUATION RATE													
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	93.3	91.8	94.8	94.0	89.9	86.7	97.3	71.4	78.3	83.3		86.8	87.6
State	86.5	84.2	88.8	92.5	74.9	75.7	93.4	75.3	87.6	57.2		81.2	78.2

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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparison with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.



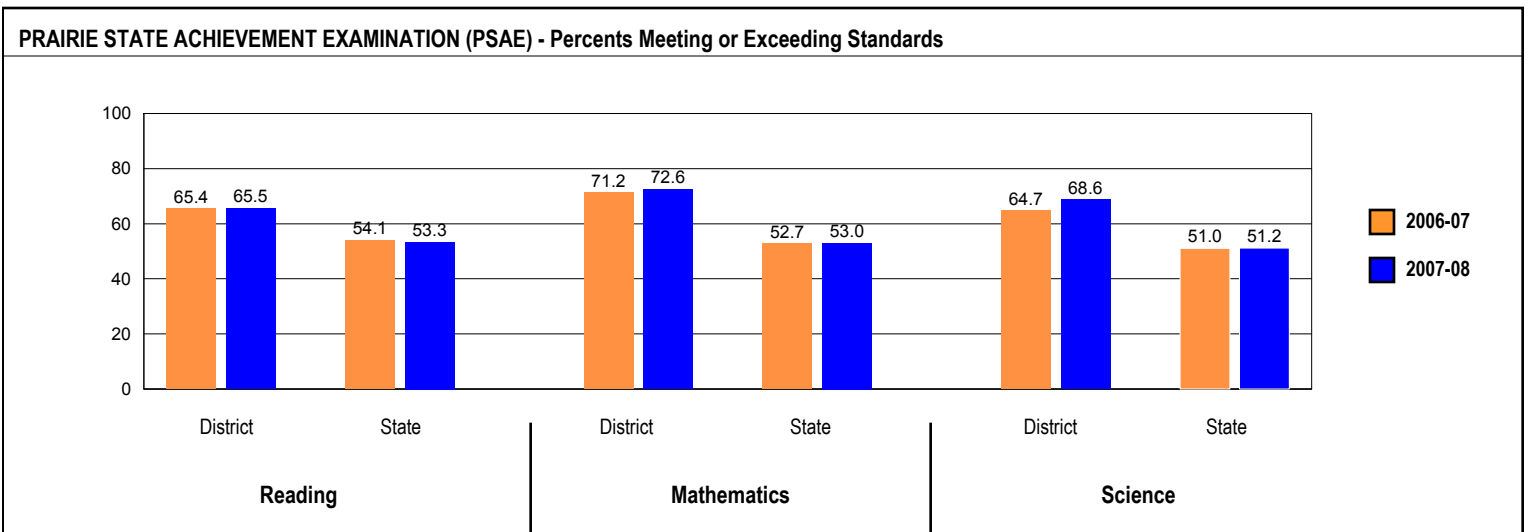
IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

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.



Number of students in this District with PSAE scores in 2008: 3,000

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 AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	3,138	1,627	1,511	2,092	179	402	423	10	32	134	3	381	481
	Reading	0.4	0.6	0.3	0.3	1.1	1.5	0.0	0.0	0.0	0.7		0.5	0.8
	Mathematics	0.4	0.6	0.3	0.3	1.1	1.5	0.0	0.0	0.0	0.7		0.5	0.8
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	3,138	1,627	1,511	2,092	179	402	423	10	32	134	3	381	481
	Science	0.4	0.6	0.3	0.3	1.1	1.5	0.0	0.0	0.0	0.7		0.5	0.8
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

* 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
District	5.6	28.9	50.8	14.7	4.2	23.2	51.7	20.8	5.5	26.0	49.6	19.0
State	10.1	36.6	42.9	10.4	11.1	35.9	42.2	10.8	9.5	39.3	40.4	10.8

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	7.4	29.9	49.0	13.7	4.6	21.6	50.3	23.5	6.0	23.0	48.4	22.7
	State	12.4	36.3	41.1	10.1	11.0	33.5	42.8	12.7	10.0	35.7	40.7	13.7
Female	District	3.6	27.9	52.7	15.9	3.8	24.9	53.3	18.0	4.9	29.2	50.9	15.0
	State	7.9	36.8	44.6	10.7	11.2	38.2	41.7	8.9	8.9	42.9	40.2	8.0

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	2.8	23.7	56.3	17.2	2.2	19.1	56.6	22.1	3.2	20.9	54.2	21.8
	State	6.0	29.3	50.8	13.9	6.0	29.9	50.1	13.9	5.2	31.3	49.0	14.5
Black	District	14.0	52.0	31.6	2.3	18.7	46.8	32.2	2.3	20.5	50.3	26.9	2.3
	State	20.2	54.9	23.3	1.6	27.5	51.8	19.6	1.0	21.3	60.4	17.3	1.0
Hispanic	District	18.1	46.9	32.1	2.9	12.2	46.4	37.3	4.1	14.9	49.9	30.6	4.7
	State	18.4	50.7	28.3	2.6	17.6	49.7	30.3	2.3	16.5	55.9	25.3	2.3
Asian/Pacific Islander	District	5.5	29.4	47.6	17.5	0.7	13.5	49.6	36.2	2.7	20.2	54.4	22.7
	State	6.3	29.8	47.3	16.6	3.7	18.9	49.0	28.5	4.6	25.1	50.1	20.2
Native American	District	9.3	40.9	40.9	8.9	11.7	40.1	40.5	7.8	12.5	38.5	39.7	9.3
Multiracial/Ethnic	District	3.2	41.9	38.7	16.1	9.7	38.7	29.0	22.6	6.5	38.7	22.6	32.3
	State	8.0	37.6	43.3	11.1	11.1	36.6	42.4	9.9	8.4	41.1	40.4	10.0

Grade 11 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	41.0	50.0	9.0	0.0	14.1	39.7	42.3	3.8	28.2	55.1	16.7	0.0
State	50.8	41.5	7.5	0.3	33.7	46.7	16.8	2.8	47.3	43.8	8.3	0.6

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	24.2	48.0	23.2	4.6	22.0	53.2	21.1	3.7	30.9	48.3	14.7	6.1
	State	38.0	43.2	16.7	2.1	42.4	44.3	12.0	1.3	44.3	42.2	11.3	2.1
Non-IEP	District	3.3	26.6	54.1	16.0	2.0	19.6	55.5	22.9	2.4	23.2	53.9	20.5
	State	6.7	35.8	46.1	11.4	7.3	34.9	46.0	11.9	5.2	39.0	44.0	11.8

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	19.7	50.8	26.4	3.1	15.0	45.4	35.2	4.5	18.3	50.4	27.6	3.8
	State	19.6	52.0	26.2	2.3	22.3	50.3	25.5	1.9	19.4	57.0	21.7	1.9
Not Eligible	District	3.3	25.4	54.7	16.6	2.4	19.6	54.4	23.5	3.4	22.0	53.2	21.4
	State	6.3	30.4	49.6	13.7	6.6	30.1	49.0	14.3	5.5	32.2	48.0	14.3

ILLINOIS ALTERNATE ASSESSMENT (IAA)

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. The table below presents the percentages of student scores in each of four performance levels.

- Level 1 -- Entry - Students do not demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards.
- Level 2 -- Foundational- Students demonstrate emerging knowledge and skills in the subject as linked to the Illinois Learning Standards. Students exhibit an ability to reproduce knowledge and skills.
- Level 3 -- Satisfactory - Students demonstrate basic knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit an ability to associate their knowledge and skills.
- Level 4 -- Mastery - Students demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit the ability to apply their knowledge and skills.

Grade 11

Grade 11 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	10.5	26.3	28.9	34.2	13.2	21.1	39.5	26.3	13.2	13.2	42.1	31.6
State	11.8	16.1	26.4	45.7	14.4	13.8	40.6	31.2	10.5	12.6	31.3	45.6

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	9.1	36.4	22.7	31.8	13.6	27.3	36.4	22.7	13.6	18.2	40.9	27.3
	State	11.6	16.8	26.8	44.8	14.6	14.5	40.5	30.3	10.6	12.3	29.0	48.0
Female	District	12.5	12.5	37.5	37.5	12.5	12.5	43.8	31.3	12.5	6.3	43.8	37.5
	State	12.2	15.0	25.6	47.2	14.1	12.7	40.7	32.6	10.2	13.0	35.0	41.8

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	4.8	28.6	33.3	33.3	4.8	23.8	42.9	28.6	14.3	9.5	38.1	38.1
	State	9.5	14.6	25.8	50.1	12.1	13.9	40.6	33.4	8.0	11.2	31.4	49.4
Black	District												
	State	13.4	17.6	26.0	43.0	15.6	12.8	42.1	29.5	12.2	13.9	31.7	42.2
Hispanic	District												
	State	13.7	16.4	30.5	39.4	15.0	14.6	44.2	26.1	13.3	14.2	30.7	41.8
Asian/Pacific Islander	District												
	State	12.2	29.3	26.8	31.7	22.0	19.5	29.3	29.3	12.2	17.1	39.0	31.7
Native American	District												
	State												
Multiracial/Ethnic	District												
	State	31.3	6.3	12.5	50.0	37.5	0.0	6.3	56.3	25.0	6.3	18.8	50.0

2008 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?	No
2008-09 Federal Improvement Status	
2008-09 State Improvement Status	Academic Watch Status Year 2

	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		62.5			62.5			90.0		75.0	
All	99.6	Yes	99.6	Yes	66.0		Yes	73.3		Yes			93.3	Yes
White	99.7	Yes	99.7	Yes	73.5		Yes	79.0		Yes				
Black	98.9	Yes	98.9	Yes	33.1	40.2	No	36.9	37.0	Yes			89.9	
Hispanic	98.5	Yes	98.5	Yes	35.1	52.7	No	42.3	46.2	No			86.7	
Asian/Pacific Islander	100.0	Yes	100.0	Yes	66.7		Yes	85.5		Yes				
Native American														
Multiracial /Ethnic														
LEP	99.3	Yes	99.3	Yes	10.7		No	45.3	56.3	No			83.3	
Students with Disabilities	99.5	Yes	99.5	Yes	31.5	36.2	No	29.3	33.9	No			86.8	
Economically Disadvantaged	99.2	Yes	99.2	Yes	30.7	46.0	No	41.8	44.5	No			87.6	

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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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 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.

SCHOOL IMPROVEMENT STATUS

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

Number of schools in this district: 5

Number of Title I schools: 0

Number of Title I schools in School Improvement Status: 0

Percent of schools in School Improvement Status: 0 %

School ID

School Name

**Years in School
Improvement**

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.)

**Township High School District 211
School Improvement Plan Summary 2007-2008**

The current School Improvement Plans address the requirements of the Illinois School Accountability Act as required under the federal government's "No Child Left Behind Act." The goals of each plan reflect individual school and the District needs in the areas of mathematics and reading in reference to the results of the grade 11 state-mandated assessments, including the Prairie State Achievement Examination (PSAE) and the Illinois Alternative Assessment (IAA). Action plans found in the School Improvement Plans reflect instructional changes each department has implemented based on the use of multiple data sources and best practices within the discipline.

These initiatives continue to be evaluated for academic growth based on the Critical Learning Standards and on local, state, and national assessments (such as Explore, PLAN, ACT, Measures of Academic Progress (MAP), Access, and the Classroom Reading Inventory.) The Critical Learning Standards (CLS) in reading, writing, mathematics and science define District 211's expectations for what every student should learn before graduation, regardless of program of study or personal challenges. These core standards are common across all schools in District 211 and represent the expectations of the State of Illinois and basic academic standards for success in the core areas of reading, writing, mathematics, and science. All students must successfully attain a high level of rigor in coursework if they are to meet Critical Learning Standards.

School Improvement Plans reflect the development, implementation, and assessment of the Critical Learning Standards. Research has confirmed that increased frequency of focused assessments is necessary to modify instruction for students who are not successfully mastering course content. The conviction that all students can learn is at the core of the School Improvement Plans. Stakeholders in the District 211 community cannot be satisfied with a high percentage of student success while tolerating a level of student failure. The creation of Critical Learning Standards reaffirms a commitment to developing a pyramid of interventions for any child who does not succeed in demonstrating success in any given standard.

School Improvement Plans propose specific actions in response to these challenges and provide means to assess and evaluate the effectiveness of these actions.