

Prospect Elem School
Hinsdale CCSD 181
Clarendon Hills, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5

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	75.6	0.7	10.2	8.2	0.0	0.0	5.2	5.5	4.7	10.5	0.0	401
District	75.6	0.9	6.3	11.9	0.1	0.1	5.1	3.5	2.8	10.1	0.1	3,853
State	48.8	17.3	25.5	4.7	0.1	0.3	3.2	49.9	10.5	14.3	2.2	2,041,779

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		0.0	2.0	95.9
District		0.1	2.3	95.4
State		9.8	12.2	94.4

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	100.0
District	100.0
State	95.3

TOTAL SCHOOL DAYS	
	Days
School	176
District	176
State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	67.1
State	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
--	--	--	--
14.9		8.6	148.6
18.7		11.3	176.5

HEALTH AND WELLNESS (days per week)	
School	5.0
District	5.0
State	4.0

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	20.3	22.7	24.7	23.7	18.0	22.7					22.0
District	20.5	21.1	22.0	21.0	19.6	22.1					22.1
State	20.4	21.4	22.0	22.5	23.0	23.1					21.1

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			30			140			30		
District	60			30			140			30		
State	71			34			133			30		

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	97.7	0.5	0.3	0.8	0.0	0.3	0.0	0.3	10.2	89.8
State	83.4	6.0	5.7	1.4	0.1	0.2	0.8	2.5	23.3	76.7	127,152

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	14.6	27.1	72.9
State	13.1	38.1	61.4

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.

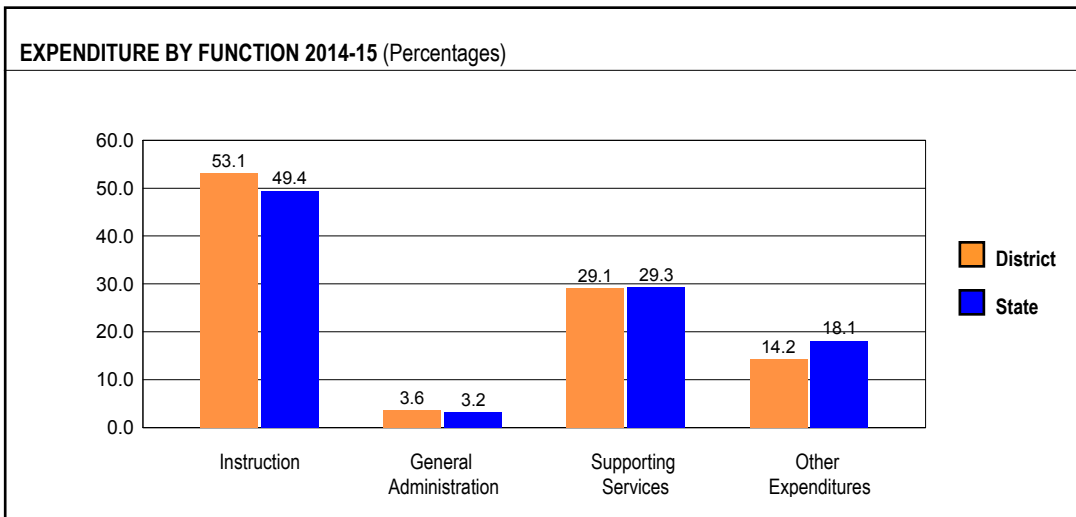
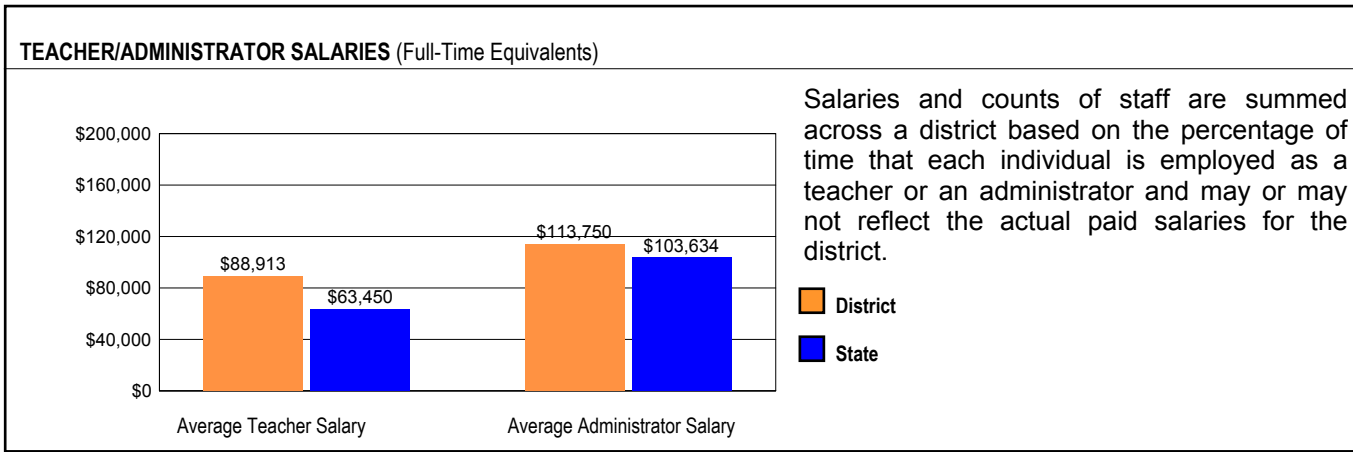
TEACHER RETENTION RATE	
School	85.5
District	86.4
State	85.8

PRINCIPAL TURNOVER (Count)	
School	1.0
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	88.4
District	87.6
State	76.5

Percentage of teachers absent 10 or fewer days
Data from 2013-14 Office of Civil Rights Data Collection, published June 2016

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2014-15			
	District	District %	State %
Local Property Taxes	\$63,533,215	91.9	62.8
Other Local Funding	\$1,694,245	2.5	4.6
General State Aid	\$799,843	1.2	16.3
Other State Funding	\$1,817,628	2.6	8.6
Federal Funding	\$1,265,877	1.8	7.7
TOTAL	\$69,110,808		

EXPENDITURE BY FUND 2014-15			
	District	District %	State %
Education	\$51,319,891	74.8	73.4
Operations & Maintenance	\$5,376,187	7.8	6.4
Transportation	\$1,777,120	2.6	3.7
Debt Service	\$7,908,018	11.5	8.1
Tort	\$0	0.0	1.3
Municipal Retirement/ Social Security	\$1,829,438	2.7	2.1
Fire Prevention & Safety	\$13,523	0.0	0.5
Capital Projects	\$394,133	0.6	4.7
TOTAL	\$68,618,310		

OTHER FINANCIAL INDICATORS				
	2013 Equalized Assessed Valuation per Pupil	2013 Total School Tax Rate per \$100	2014-15 Instructional Expenditure per Pupil	2014-15 Operating Expenditure per Pupil
District	\$616,231	2.81	\$10,433	\$17,217
State	**	**	\$7,712	\$12,821

** 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.

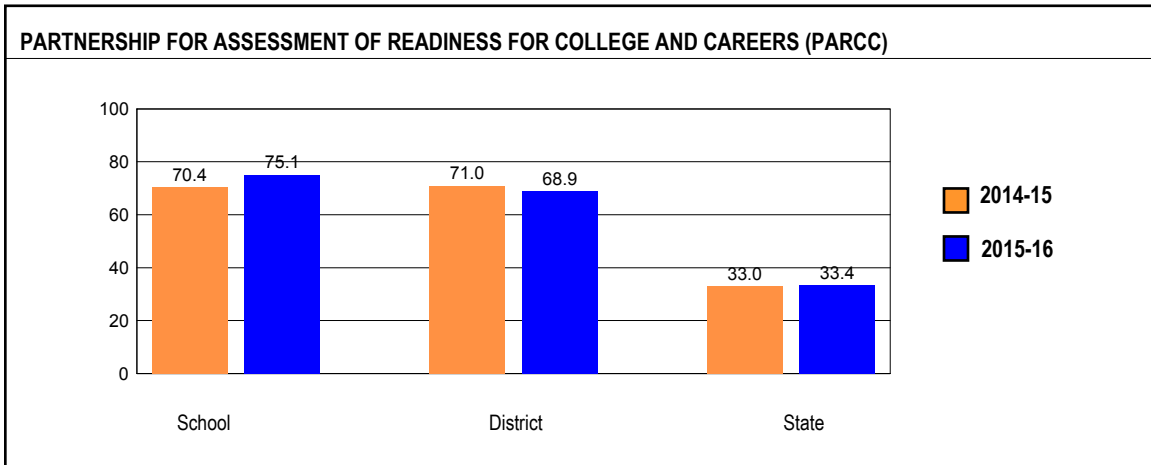
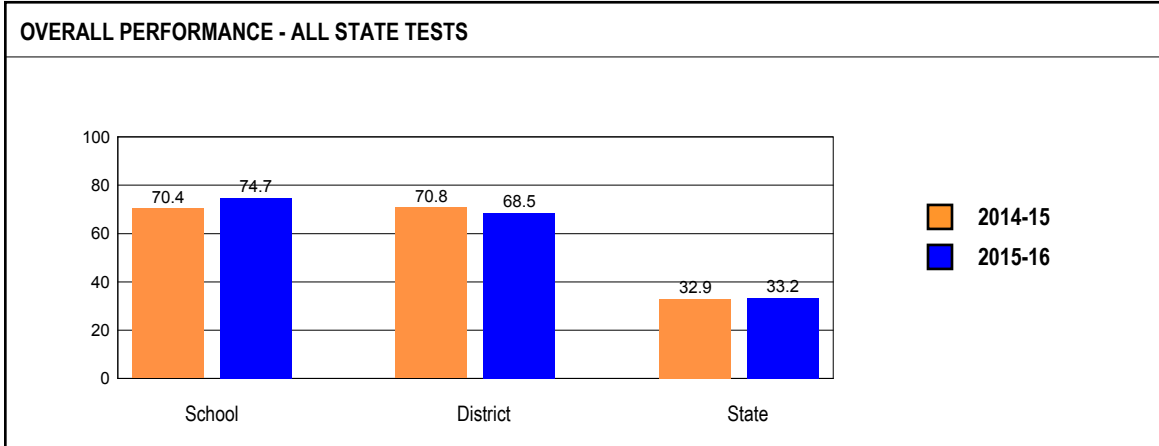
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

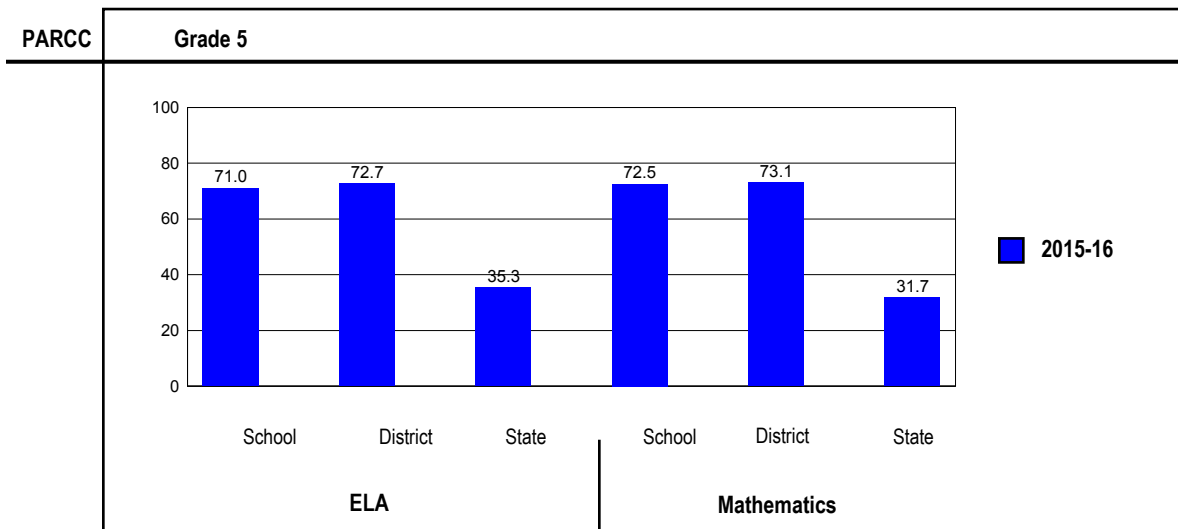
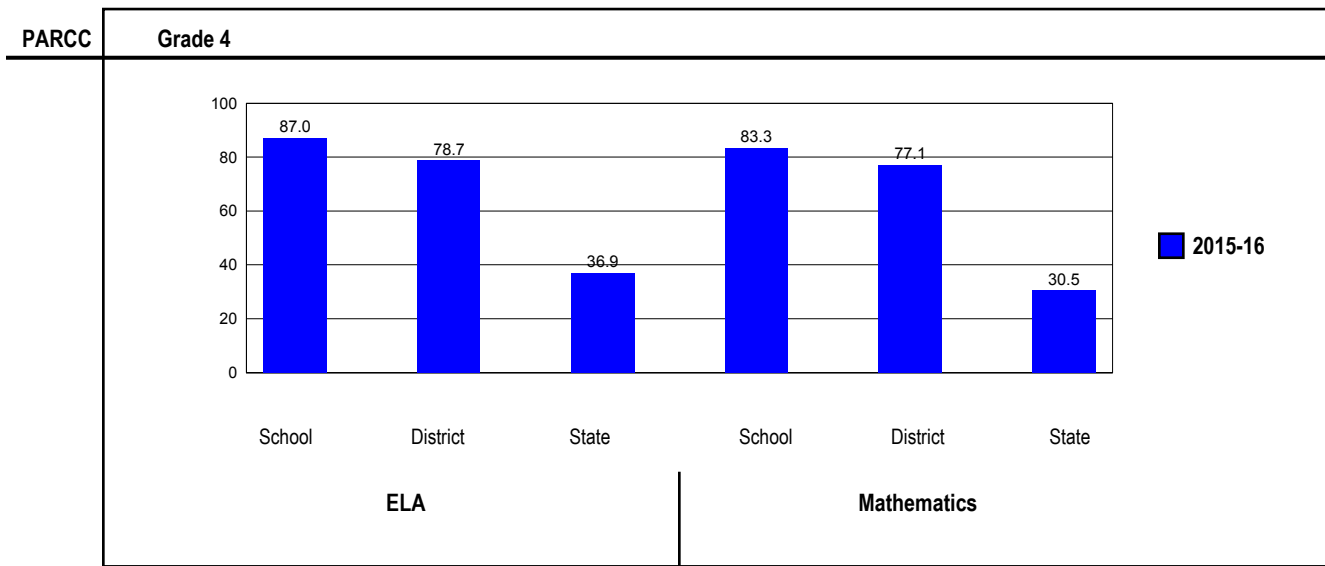
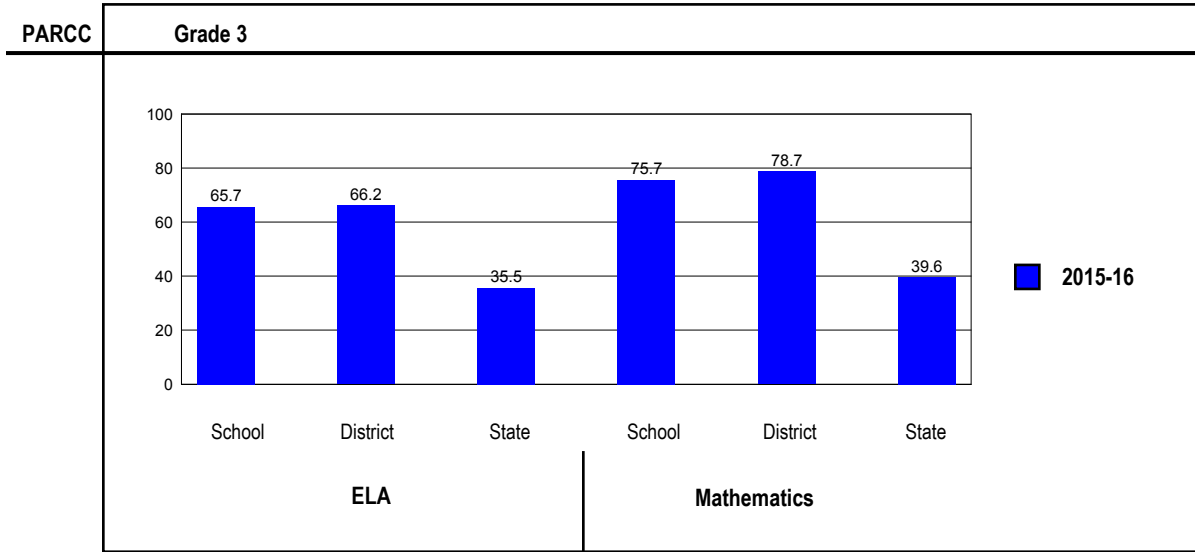
OVERALL STUDENT PERFORMANCE

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.



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.



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	194	109	85	148	0	20	19	0	0	7	6	0	22	7
	Reading	0.0	0.0	0.0	0.0		0.0	0.0						0.0	
District	*Enrollment	2,655	1,389	1,266	2,042	27	163	310	4	3	106	44	0	250	97
	Reading	2.5	1.8	3.3	2.9	3.7	1.2	0.6			1.9	0.0		2.4	2.1
State	*Enrollment	1,050,307	537,851	512,454	512,582	177,823	272,642	49,633	1,043	2,886	33,656	87,711	198	147,577	527,950
	Reading	2.5	2.5	2.6	2.2	3.0	2.9	2.0	3.5	3.0	2.7	2.5	1.0	3.6	2.7

* 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	194	109	85	148	0	20	19	0	0	7	6	0	22	7
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0						0.0	
District	*Enrollment	2,657	1,390	1,267	2,042	27	163	312	4	3	106	47	0	250	97
	Mathematics	2.2	1.7	2.8	2.6	3.7	1.2	0.6			0.9	0.0		2.4	2.1
State	*Enrollment	1,025,813	525,396	500,415	494,198	176,422	271,200	47,430	1,046	2,841	32,624	91,569	202	145,620	524,025
	Mathematics	2.5	2.5	2.6	2.1	3.2	3.0	1.5	3.5	3.0	2.6	2.0	1.0	3.8	2.8

* 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>.

Grade 3

Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	1.4	10.0	22.9	60.0	5.7	1.4	4.3	18.6	48.6	27.1
District	2.0	9.4	22.3	54.1	12.2	1.8	5.6	14.0	47.0	31.7
State	20.8	19.8	23.9	32.2	3.2	13.8	20.4	26.2	31.8	7.8

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	0.0	11.4	31.4	57.1	0.0	2.9	20.0	57.1	20.0	
	District	2.4	10.2	26.3	52.2	8.8	1.5	4.4	11.7	48.3	34.1
	State	23.8	20.7	24.2	29.2	2.2	14.8	20.2	25.5	31.4	8.0
Female	School	2.9	8.6	14.3	62.9	11.4	2.9	5.7	17.1	40.0	34.3
	District	1.6	8.5	18.0	56.1	15.9	2.1	6.9	16.4	45.5	29.1
	State	17.7	18.9	23.6	35.4	4.4	12.7	20.6	27.0	32.2	7.6

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	1.9	7.7	26.9	57.7	5.8	0.0	1.9	21.2	59.6	17.3
	District	2.4	9.2	24.3	53.4	10.6	1.4	5.1	14.7	51.7	27.1
	State	12.2	17.1	25.8	40.5	4.4	7.6	15.7	26.0	40.3	10.3
Black	School										
	District										
	State	34.4	23.9	21.7	19.0	0.9	27.0	28.2	25.8	17.3	1.8
Hispanic	School										
	District	0.0	18.5	29.6	51.9	0.0	7.4	18.5	11.1	48.1	14.8
	State	29.5	23.5	23.1	22.7	1.2	17.5	25.9	28.8	24.5	3.4
Asian	School	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	10.0	90.0
	District	0.0	5.4	12.5	57.1	25.0	0.0	1.8	10.7	21.4	66.1
	State	7.0	10.0	18.0	53.4	11.6	3.7	7.3	15.6	43.1	30.4
Native Hawaiian/Pacific Islander	School										
	District										
	State	11.8	11.2	21.7	47.2	8.1	9.2	12.3	29.4	33.1	16.0
American Indian	School										
	District										
	State	26.4	24.1	20.1	27.8	1.6	18.2	23.1	28.4	23.6	6.7
Two or More Races	School										
	District	6.3	12.5	0.0	62.5	18.8	6.3	0.0	6.3	56.3	31.3
	State	17.4	19.4	24.1	34.8	4.3	13.5	19.5	25.5	32.5	9.0

Grade 4**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	1.9	1.9	9.3	51.9	35.2	0.0	1.9	14.8	64.8	18.5
District	1.3	2.6	17.4	57.9	20.8	0.5	4.9	17.4	59.5	17.7
State	13.8	20.2	29.1	31.0	5.9	16.3	26.5	26.7	27.9	2.6

Grade 4 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	2.9	2.9	11.4	54.3	28.6	0.0	2.9	20.0	60.0	17.1
	District	0.5	3.2	21.9	58.8	15.5	0.5	4.3	17.6	58.8	18.7
	State	17.1	21.9	29.2	27.8	4.0	17.3	26.4	25.9	27.8	2.7
Female	School	0.0	0.0	5.3	47.4	47.4	0.0	0.0	5.3	73.7	21.1
	District	2.0	2.0	13.1	57.1	25.8	0.5	5.6	17.2	60.1	16.7
	State	10.5	18.3	29.0	34.4	7.8	15.2	26.6	27.7	28.0	2.5

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	2.6	2.6	10.3	53.8	30.8	0.0	2.6	17.9	61.5	17.9
	District	1.7	2.4	17.9	60.7	17.2	0.7	5.2	20.0	58.6	15.5
	State	8.4	15.3	29.2	39.2	8.0	9.3	21.2	29.2	37.0	3.2
Black	School										
	District										
	State	24.8	28.1	28.3	17.3	1.5	31.8	34.3	22.0	11.5	0.4
Hispanic	School										
	District	0.0	0.0	40.9	45.5	13.6	0.0	9.1	27.3	54.5	9.1
	State	18.5	26.3	31.0	22.0	2.3	21.2	33.9	26.5	17.6	0.7
Asian	School										
	District	0.0	5.5	9.1	43.6	41.8	0.0	3.6	3.6	63.6	29.1
	State	4.3	8.6	21.0	47.9	18.2	4.0	11.0	20.4	50.7	13.9
Native Hawaiian/Pacific Islander	School										
	District										
	State	6.8	15.5	29.8	38.5	9.3	7.4	23.9	27.0	37.4	4.3
American Indian	School										
	District										
	State	16.0	22.1	33.6	24.1	4.3	17.5	30.8	29.3	21.6	0.8
Two or More Races	School										
	District	0.0	0.0	6.7	66.7	26.7	0.0	0.0	6.7	60.0	33.3
	State	12.5	17.0	28.8	33.6	8.2	15.6	24.8	26.1	29.9	3.6

Grade 5**Grade 5 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	2.9	4.3	21.7	66.7	4.3	0.0	8.7	18.8	55.1	17.4
District	2.5	5.7	19.1	64.8	8.0	1.8	7.2	17.9	52.3	20.8
State	12.7	23.1	28.9	33.0	2.3	12.8	26.2	29.2	27.5	4.2

Grade 5 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	0.0	5.3	26.3	65.8	2.6	0.0	10.5	15.8	52.6	21.1
	District	1.8	6.3	21.2	66.7	4.1	2.2	5.4	14.3	51.3	26.8
	State	15.4	25.6	29.3	28.4	1.3	14.8	26.7	27.5	26.5	4.5
Female	School	6.5	3.2	16.1	67.7	6.5	0.0	6.5	22.6	58.1	12.9
	District	3.2	5.0	17.0	62.8	11.9	1.4	9.2	21.6	53.2	14.7
	State	9.8	20.6	28.4	37.9	3.4	10.8	25.8	31.0	28.6	3.9

