

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.

Starting in 2009, charter school information is included in district statistics.

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	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	79.4	1.2	7.7	5.3	0.0	0.0	6.5	4.6	2.6	10.3		0.0	3.4	97.0	417
District	81.7	1.4	5.7	7.6	0.0	0.1	3.5	3.8	1.6	11.9		0.2	3.8	96.3	3,984
State	51.0	18.0	23.6	4.2	0.1	0.3	2.8	49.0	9.4	13.6		8.6	13.1	94.4	2,066,692

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.

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.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	100.0	--	--	--	--
District	100.0	16.8		11.4	173.2
State	95.3	18.9		13.7	205.0

* 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
School	25.0	18.3	20.8	19.0	24.3	25.7				
District	19.6	21.0	19.9	21.6	23.3	23.1				
State	20.9	21.2	21.5	22.0	22.4	22.8				

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	61			31			143			30		

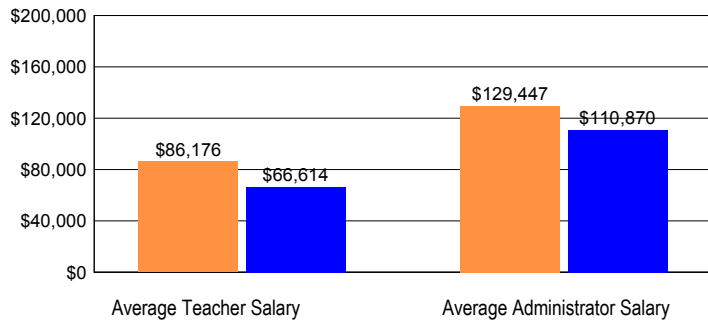
TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	97.1	0.4	1.1	1.1	0.0	0.0	0.0	0.4	11.4	88.6	275
State	83.3	7.1	5.3	1.3	0.1	0.2	0.8	2.0	23.1	76.9	127,830

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	--	--	--	0.0	0.0
District	14.5	19.4	80.6	0.0	0.0
State	12.9	37.8	61.7	0.6	0.7

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

SCHOOL DISTRICT FINANCES

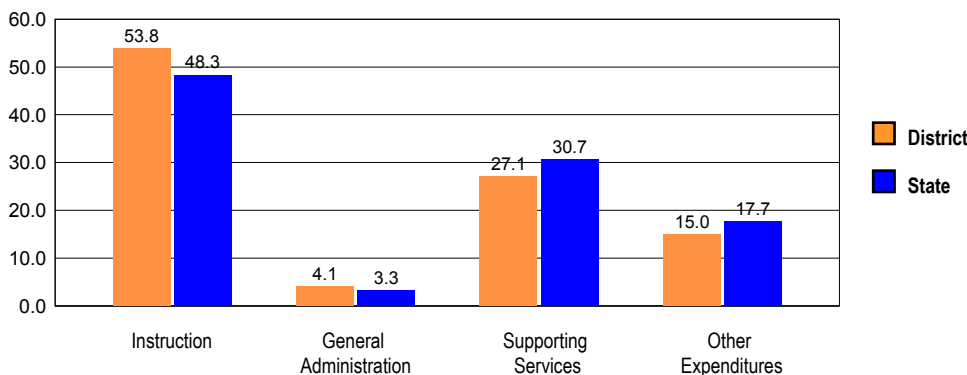
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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.

■ District
■ State

EXPENDITURE BY FUNCTION 2010-11 (Percentages)



■ District
■ State

REVENUE BY SOURCE 2010-11				EXPENDITURE BY FUND 2010-11			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$55,884,672	92.5	58.2	Education	\$46,331,049	76.0	73.7
Other Local Funding	\$1,489,257	2.5	5.1	Operations & Maintenance	\$4,660,945	7.6	5.9
General State Aid	\$869,479	1.4	17.1	Transportation	\$1,327,906	2.2	3.8
Other State Funding	\$1,706,724	2.8	9.5	Debt Service	\$6,655,395	10.9	7.4
Federal Funding	\$452,854	0.7	10.1	Tort	\$0	0.0	1.2
TOTAL	\$60,402,986			Municipal Retirement/ Social Security	\$1,479,668	2.4	2.0
				Fire Prevention & Safety	\$6,743	0.0	0.8
				Capital Projects	\$532,593	0.9	5.1
				TOTAL	\$60,994,299		

OTHER FINANCIAL INDICATORS				
	2009 Equalized Assessed Valuation per Pupil	2009 Total School Tax Rate per \$100	2010-11 Instructional Expenditure per Pupil	2010-11 Operating Expenditure per Pupil
District	\$767,414	1.90	\$8,985	\$14,998
State	**	**	\$6,824	\$11,664

** 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.

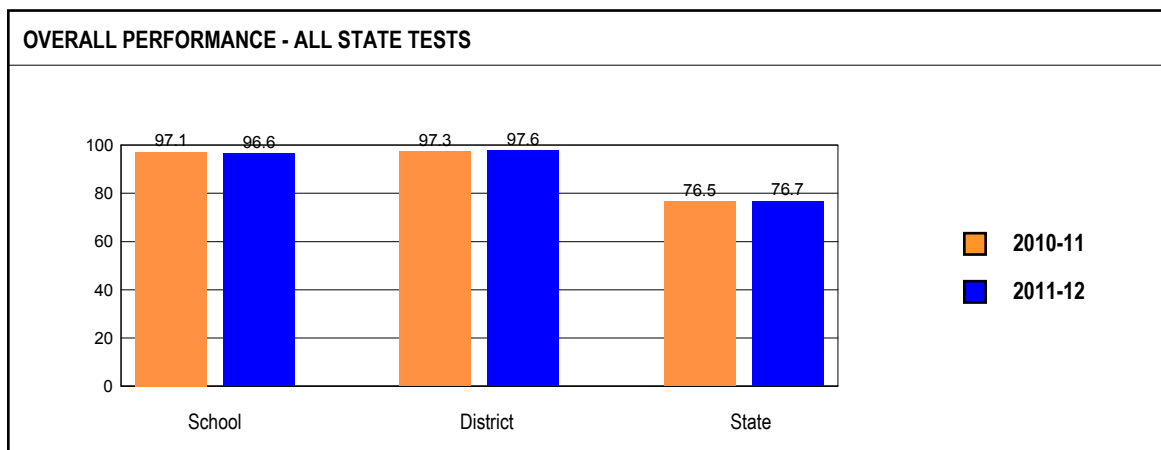
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

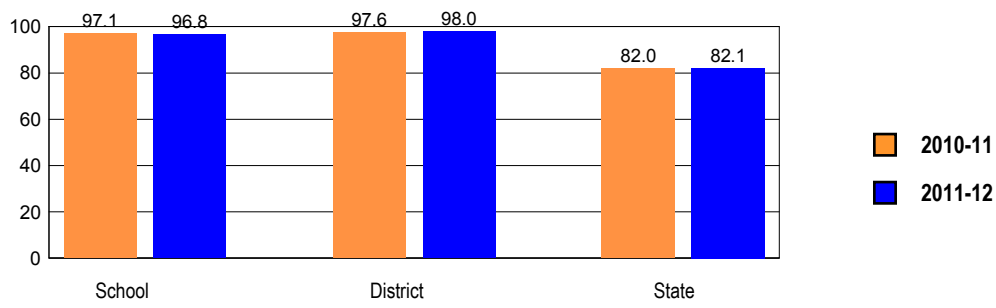
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

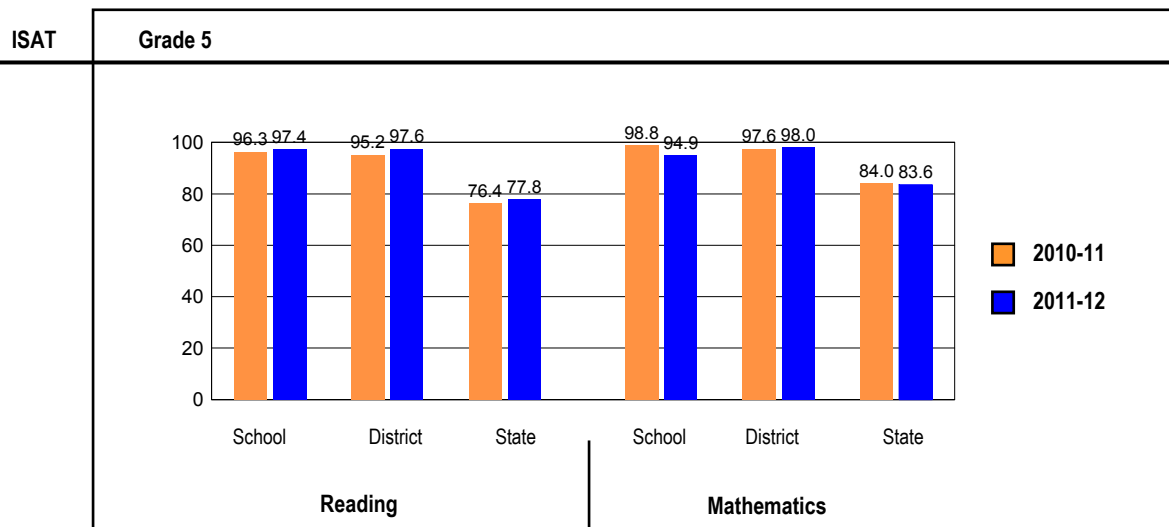
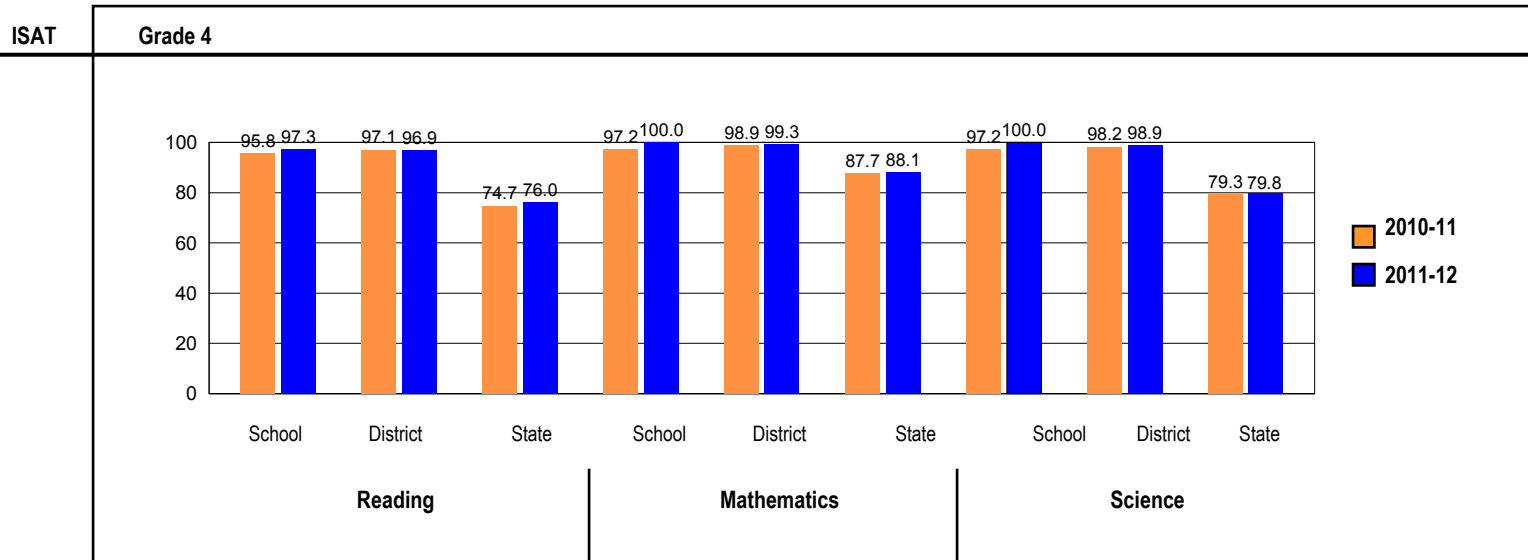
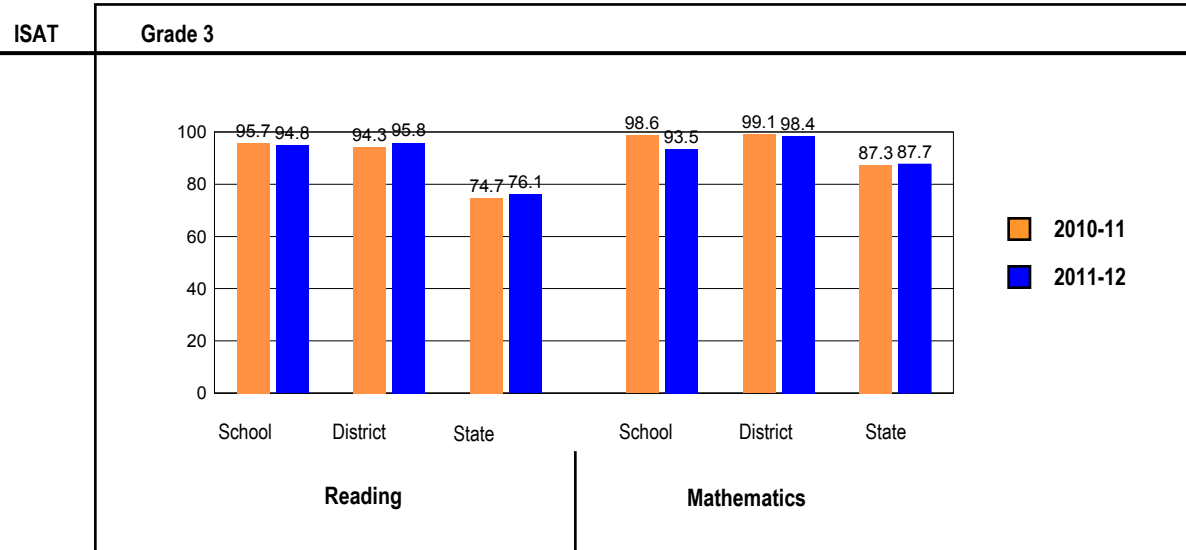
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



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	229	115	114	180	2	17	11	0	0	19	6	0	23	10
	Reading	0.0	0.0	0.0	0.0		0.0	0.0			0.0			0.0	0.0
District	*Enrollment	2,814	1,450	1,364	2,343	34	153	188	0	3	93	24	0	322	109
	Reading	0.1	0.1	0.0	0.1	0.0	0.0	0.0			0.0	0.0		0.0	0.0
State	*Enrollment	1,072,304	548,690	523,352	547,900	192,977	251,440	45,188	977	3,177	29,968	75,031	261	146,113	531,157
	Reading	0.4	0.5	0.3	0.3	0.7	0.4	0.3	0.6	0.6	0.4	0.6	2.3	0.9	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	229	115	114	180	2	17	11	0	0	19	6	0	23	10
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0			0.0			0.0	0.0
District	*Enrollment	2,815	1,450	1,365	2,344	34	153	188	0	3	93	25	0	322	109
	Mathematics	0.1	0.1	0.0	0.1	0.0	0.0	0.0			0.0	0.0		0.0	0.0
State	*Enrollment	1,073,764	549,462	524,040	548,234	193,064	252,013	45,638	983	3,180	29,975	76,502	271	146,133	532,214
	Mathematics	0.4	0.4	0.3	0.3	0.7	0.4	0.2	0.5	0.5	0.4	0.3	1.1	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	74	41	33	60	1	1	6	0	0	6	0	0	6	2
	Science	0.0	0.0	0.0	0.0										
District	*Enrollment	908	473	435	757	12	42	65	0	0	32	11	0	113	39
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
State	*Enrollment	456,721	232,992	223,651	237,912	81,780	103,594	19,211	393	1,359	12,254	25,859	107	61,941	217,988
	Science	0.7	0.8	0.6	0.5	1.4	0.7	0.3	1.0	0.9	0.7	0.8	0.9	1.6	1.0

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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 3**Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	3.9	1.3	36.4	58.4	3.9	2.6	11.7	81.8
District	0.9	3.3	34.6	61.2	0.9	0.7	18.5	79.9
State	5.2	18.7	46.1	29.9	2.9	9.3	45.2	42.5

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	7.3	2.4	34.1	56.1	7.3	2.4	4.9	85.4
	District	1.8	4.0	38.3	55.9	1.3	0.9	16.3	81.5
	State	6.4	20.8	46.1	26.7	3.2	9.3	44.0	43.5
Female	School	0.0	0.0	38.9	61.1	0.0	2.8	19.4	77.8
	District	0.0	2.5	30.3	67.2	0.5	0.5	21.0	78.0
	State	3.9	16.6	46.2	33.3	2.6	9.4	46.6	41.4

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	1.7	0.0	37.9	60.3	1.7	1.7	10.3	86.2
	District	0.6	3.4	34.4	61.6	0.6	0.6	18.6	80.2
	State	2.5	11.7	45.9	39.9	1.1	4.6	39.2	55.0
Black	School								
	District								
	State	9.3	28.3	46.9	15.4	7.1	17.9	53.8	21.2
Hispanic	School	7.4	3.7	33.3	55.6	7.4	0.0	29.6	63.0
	District	8.3	28.0	47.6	16.1	3.8	13.8	54.7	27.7
	State								
Asian	School	0.0	0.0	33.3	66.7	0.0	0.0	6.7	93.3
	District	2.0	7.4	36.7	53.9	1.0	3.0	25.1	70.8
	State								
Native Hawaiian/Pacific Islander	School								
	District								
	State	3.4	7.4	45.9	43.2	2.0	3.4	37.8	56.8
American Indian	School								
	District								
	State	3.9	24.8	45.1	26.2	2.0	12.3	51.0	34.8
Two or More Races	School	0.0	5.9	29.4	64.7	0.0	5.9	11.8	82.4
	District	3.7	15.0	46.7	34.6	2.0	7.9	44.0	46.1
	State								

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	2.7	31.5	65.8	0.0	0.0	16.4	83.6	0.0	0.0	41.1	58.9
District	0.0	3.1	33.8	63.2	0.0	0.7	29.8	69.6	0.2	0.9	50.4	48.5
State	1.0	23.0	47.1	28.9	1.2	10.7	57.1	31.0	2.6	17.6	59.7	20.1

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	2.5	40.0	57.5	0.0	0.0	12.5	87.5	0.0	0.0	47.5	52.5
	District	0.0	2.9	36.9	60.2	0.0	0.0	25.0	75.0	0.0	0.0	44.7	55.3
	State	1.3	26.7	46.8	25.2	1.5	11.4	56.0	31.1	2.9	17.4	57.4	22.3
Female	School	0.0	3.0	21.2	75.8	0.0	0.0	21.2	78.8	0.0	0.0	33.3	66.7
	District	0.0	3.3	30.2	66.5	0.0	1.4	35.2	63.4	0.5	1.9	56.9	40.7
	State	0.6	19.2	47.4	32.8	0.9	9.9	58.4	30.8	2.3	17.9	62.0	17.8

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	3.4	28.8	67.8	0.0	0.0	13.6	86.4	0.0	0.0	39.0	61.0
	District	0.0	3.2	34.9	61.9	0.0	0.8	30.7	68.5	0.3	0.8	51.2	47.7
	State	0.5	14.3	46.9	38.3	0.6	6.0	53.6	39.8	1.0	9.6	61.2	28.2
Black	School												
	District												
	State	2.0	39.0	45.6	13.5	3.0	20.9	61.8	14.3	6.1	33.8	54.1	6.0
Hispanic	School												
	District	0.0	0.0	34.8	65.2	0.0	0.0	52.2	47.8	0.0	4.3	60.9	34.8
	State	1.3	32.3	50.0	16.4	1.4	14.5	64.7	19.4	3.8	24.6	61.8	9.9
Asian	School												
	District	0.0	5.1	28.2	66.7	0.0	0.0	15.4	84.6	0.0	0.0	46.2	53.8
	State	0.4	9.1	38.2	52.3	0.6	3.3	35.9	60.2	1.4	7.3	52.6	38.7
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.8	14.4	48.8	36.0	0.0	6.3	50.0	43.8	0.8	13.4	58.3	27.6
American Indian	School												
	District												
	State	1.0	25.5	51.6	22.0	1.4	10.5	64.2	23.9	3.3	21.5	60.4	14.8
Two or More Races	School												
	District	0.0	0.0	18.2	81.8	0.0	0.0	13.6	86.4	0.0	0.0	31.8	68.2
	State	0.6	19.4	46.7	33.3	0.8	9.1	55.8	34.3	1.9	15.1	58.6	24.4

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	1.3	1.3	25.6	71.8	0.0	5.1	41.0	53.8
District	0.2	2.2	31.4	66.2	0.0	2.0	42.5	55.6
State	0.2	22.0	47.2	30.6	0.6	15.7	65.9	17.7

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	0.0	27.3	72.7	0.0	3.0	36.4	60.6
	District	0.0	3.1	36.8	60.1	0.0	1.7	38.9	59.4
	State	0.2	25.5	47.4	26.9	0.8	16.8	64.3	18.1
Female	School	2.2	2.2	24.4	71.1	0.0	6.7	44.4	48.9
	District	0.4	1.3	26.1	72.2	0.0	2.2	46.1	51.7
	State	0.1	18.4	47.0	34.5	0.5	14.6	67.6	17.2

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	0.0	24.2	75.8	0.0	1.6	40.3	58.1
	District	0.0	2.4	30.6	67.0	0.0	1.3	43.4	55.3
	State	0.1	12.7	46.3	41.0	0.3	9.1	66.6	24.0
Black	School								
	District								
	State	0.4	38.1	48.0	13.5	1.5	30.3	63.1	5.1
Hispanic	School								
	District	3.6	3.6	39.3	53.6	0.0	10.7	53.6	35.7
	State	0.2	32.5	49.8	17.5	0.8	21.0	69.6	8.6
Asian	School								
	District	0.0	0.0	33.3	66.7	0.0	0.0	24.2	75.8
	State	0.1	9.2	39.1	51.7	0.3	5.3	49.5	44.9
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	12.6	50.5	36.9	0.0	9.1	69.1	21.8
American Indian	School								
	District								
	State	0.2	26.3	53.8	19.6	0.5	20.6	67.2	11.7
Two or More Races	School								
	District	0.0	0.0	14.3	85.7	0.0	0.0	28.6	71.4
	State	0.2	16.5	46.9	36.4	0.5	13.1	64.9	21.4

2012 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

Is this school making Adequate Yearly Progress (AYP)?	Yes
Is this school making AYP in Reading?	Yes
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2012-13 Federal Improvement Status	
2012-13 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		5-YEAR 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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	96.8		Yes	97.2		Yes	97.0	Yes		
White	100.0	Yes	100.0	Yes	98.3		Yes	98.9		Yes				
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2011.

** Safe Harbor Targets of 85% 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

Prospect School will focus on the following goals during the 2012-13 school year:

- Increase the percentage of students who demonstrate growth on Fountas and Pinnell and/or AIMSweb in reading by May 2013.
- Increase the percentage of students who demonstrate growth from their pre- to post-assessments in math by May 2013.
- Implement best instructional strategies aligned with the Common Core to help students demonstrate growth on the district's writing assessment throughout the school year.
- Foster positive relationships within the learning community that increase self-responsibility among students, collecting baseline data.

Strategic goals that have been set for districtwide focus in 2012-13 are:

- Foster student learning by developing a districtwide assessment system that monitors student growth in mathematics and language arts.
- Complete the revision of language arts curricula and begin the revision of mathematics curricula, aligned to the New Illinois Learning Standards in the Common Core.
- Promote community engagement opportunities and demonstrate transparency.
- Engage in long-range financial planning that is focused on fostering academic excellence and financial responsibility.
- Support the recruitment, retention, and professional development of excellence employees in all facets of elementary education.