

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	48.4	24.9	15.3	3.5	0.1	0.3	1.9	5.7	23.3	76.7	22,283
State	83.3	7.1	5.3	1.3	0.1	0.2	0.8	2.0	23.1	76.9	127,830

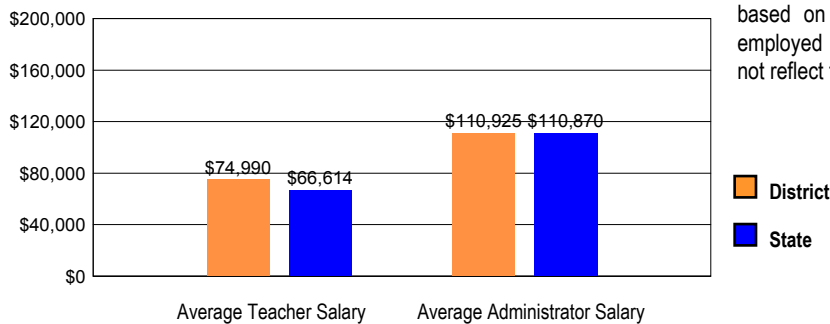
TEACHER INFORMATION (Continued)

	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	2.6
Subregion	--	--	--	0.4	1.0
District	11.9	35.4	63.5	1.3	4.3
State	12.9	37.8	61.7	0.6	0.7

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

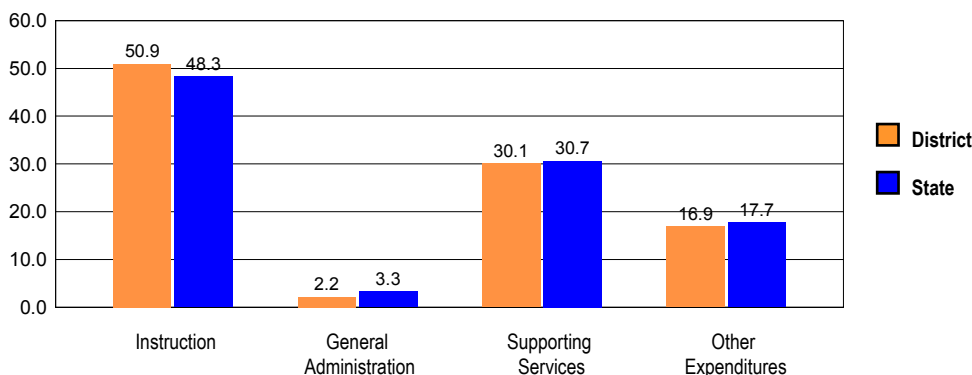
SCHOOL DISTRICT FINANCES

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.

EXPENDITURE BY FUNCTION 2010-11 (Percentages)



REVENUE BY SOURCE 2010-11				EXPENDITURE BY FUND 2010-11			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$2,134,417,013	38.6	58.2	Education	\$4,721,442,101	83.1	73.7
Other Local Funding	\$374,470,436	6.8	5.1	Operations & Maintenance	\$0	0.0	5.9
General State Aid	\$1,163,411,894	21.0	17.1	Transportation	\$0	0.0	3.8
Other State Funding	\$743,397,572	13.4	9.5	Debt Service	\$332,095,783	5.8	7.4
Federal Funding	\$1,118,967,501	20.2	10.1	Tort	\$67,846,865	1.2	1.2
TOTAL	\$5,534,664,416			Municipal Retirement/ Social Security	\$0	0.0	2.0
				Fire Prevention & Safety	\$0	0.0	0.8
				Capital Projects	\$558,715,048	9.8	5.1
				TOTAL	\$5,680,099,797		

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	\$241,123	2.37	\$8,235	\$13,616
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.

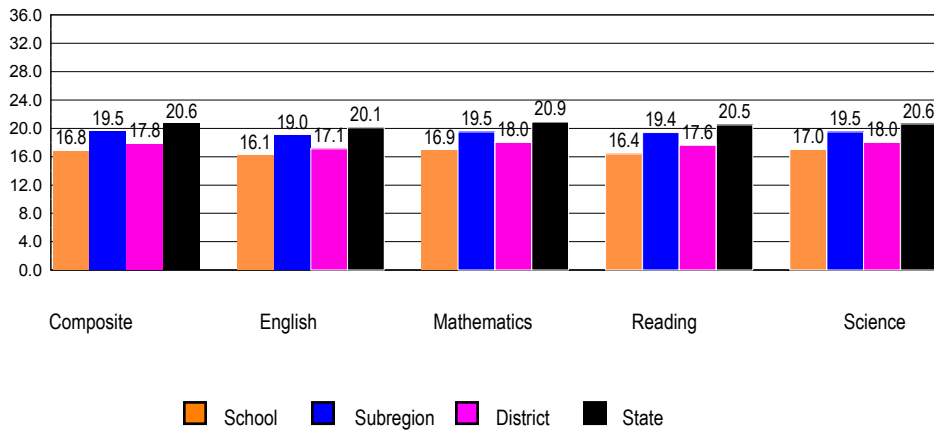
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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

ACT ASSESSMENT: GRADUATING CLASS OF 2012*



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 4-YEAR GRADUATION RATE

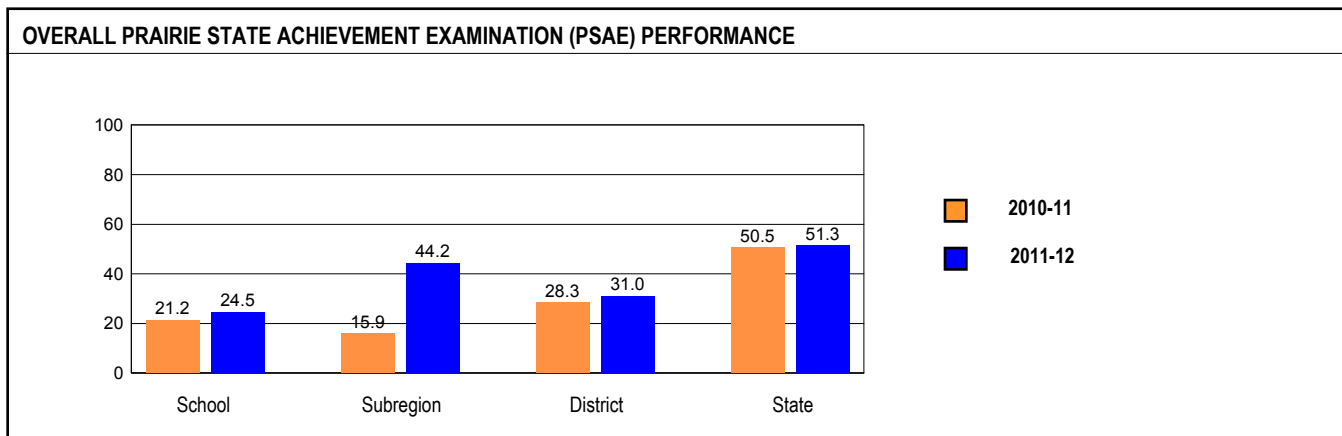
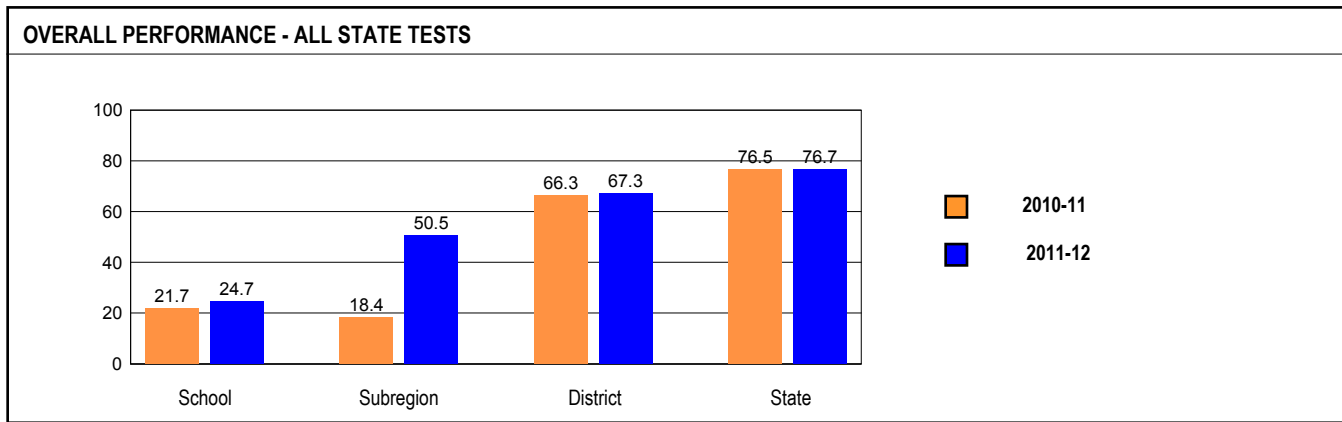
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	78.8	71.3	86.8	81.0	74.3	79.2	87.5		100.0	42.9	73.5		70.5	82.4
Subregion	79.5	73.3	85.6	81.3	76.9	77.7	89.6		85.4	84.9	67.2		62.4	80.2
District	68.5	61.3	75.4	78.4	61.9	73.1	89.9		73.5	81.4	65.7		55.0	70.1
State	82.3	79.0	85.8	88.9	68.4	76.0	93.0		78.8	83.3	66.4		68.9	72.8

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	80.3	76.9	84.7	63.9	79.4	81.2	93.9	100.0		75.0	76.3		77.1	84.7
Subregion	85.6	81.2	89.6	88.4	79.8	84.3	94.8	100.0		92.9	81.9		71.5	87.2
District	75.6	69.1	81.8	84.7	69.0	80.1	93.9	88.2		89.5	77.5		62.2	78.5
State	84.0	81.1	87.1	89.3	72.2	78.8	92.8	94.5		83.9	73.0		72.5	76.7

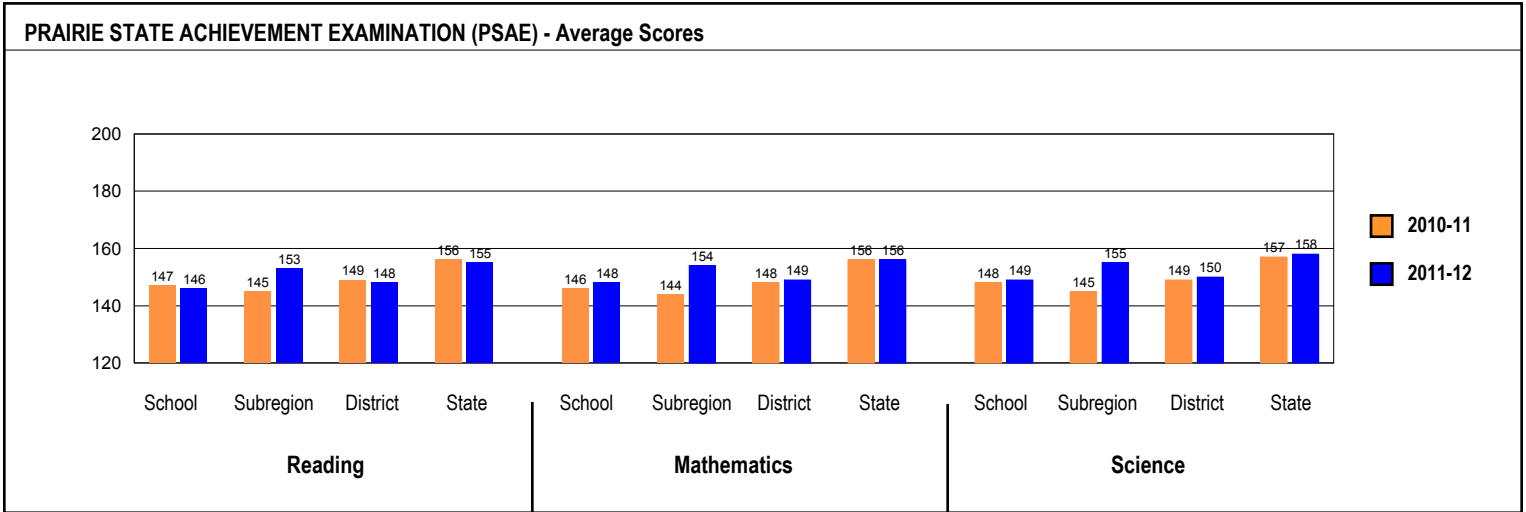
OVERALL STUDENT PERFORMANCE

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

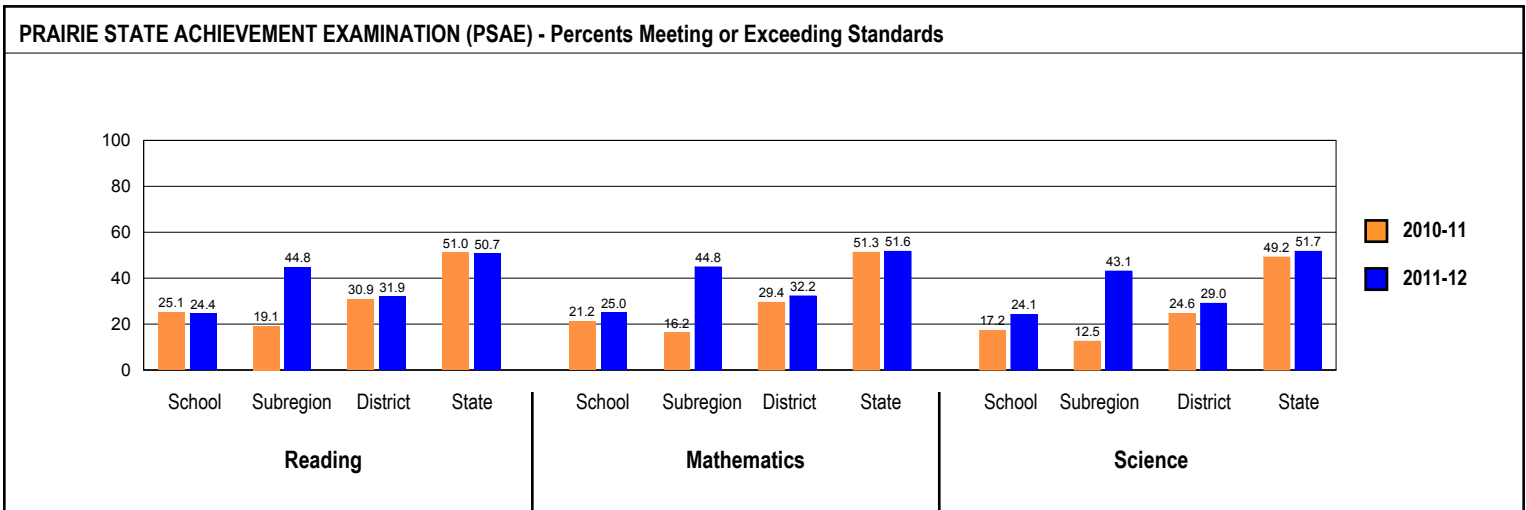


PSAE PERFORMANCE

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 school with PSAE scores in 2012: 332

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	359	174	185	28	38	244	41	0	1	7	36	0	52	339
	Reading	1.9	2.9	1.1	0.0	2.6	2.5	0.0				0.0		5.8	1.8
Subregion	*Enrollment	8,473	4,189	4,284	1,930	1,425	4,063	755	15	32	253	633	0	971	6,164
	Reading	1.8	2.3	1.3	1.0	3.0	1.8	1.3	0.0	0.0	1.6	3.3		4.8	2.1
District	*Enrollment	201,039	101,186	99,853	16,705	84,875	89,562	6,501	164	731	2,501	23,585	0	27,796	177,779
	Reading	0.5	0.6	0.5	0.4	0.7	0.3	0.5	0.6	0.4	0.5	0.6		1.2	0.5
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	359	174	185	28	38	244	41	0	1	7	36	0	52	339
	Mathematics	1.9	2.9	1.1	0.0	2.6	2.5	0.0				0.0		5.8	1.8
Subregion	*Enrollment	8,477	4,191	4,286	1,930	1,427	4,063	757	15	32	253	637	0	971	6,165
	Mathematics	1.6	2.1	1.0	0.9	2.7	1.7	0.8	0.0	0.0	1.6	0.8		4.7	1.8
District	*Enrollment	201,532	101,455	100,077	16,791	84,898	89,809	6,631	168	732	2,503	24,090	0	27,798	178,233
	Mathematics	0.5	0.5	0.4	0.3	0.7	0.3	0.3	0.6	0.4	0.4	0.3		1.1	0.5
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	359	174	185	28	38	244	41	0	1	7	36	0	52	339
	Science	1.9	2.9	1.1	0.0	2.6	2.5	0.0				0.0		5.8	1.8
Subregion	*Enrollment	7,739	3,835	3,904	1,627	1,260	3,905	701	14	27	205	577	0	891	5,892
	Science	1.7	2.3	1.1	1.0	3.0	1.8	0.9	0.0	0.0	2.0	1.0		5.4	1.9
District	*Enrollment	83,535	41,370	42,165	6,924	35,579	36,681	2,855	75	328	1,093	7,997	0	11,710	73,689
	Science	1.0	1.2	0.9	0.5	1.6	0.6	0.5	2.7	0.9	0.8	0.6		2.2	1.1
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.

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	14.2	61.4	23.5	0.9	16.6	58.4	24.4	0.6	15.4	60.5	23.2	0.9
Subregion	11.7	43.4	37.4	7.4	12.9	42.3	38.2	6.6	11.0	45.9	34.9	8.2
District	15.8	52.3	28.2	3.6	19.4	48.4	28.9	3.3	16.2	54.8	25.4	3.6
State	9.9	39.4	41.6	9.0	10.7	37.7	42.2	9.4	8.8	39.6	41.1	10.6

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	17.8	59.2	23.0	0.0	16.4	56.6	26.3	0.7	9.9	63.8	25.0	1.3
	Subregion	13.6	44.4	35.2	6.8	13.3	39.7	38.6	8.4	10.4	42.6	36.5	10.5
	District	19.0	51.6	26.0	3.3	19.6	46.5	29.6	4.3	16.5	50.8	27.7	5.0
	State	12.2	40.1	39.7	8.0	11.2	35.4	42.2	11.2	9.0	36.2	41.5	13.3
Female	School	11.1	63.3	23.9	1.7	16.7	60.0	22.8	0.6	20.0	57.8	21.7	0.6
	Subregion	9.9	42.5	39.5	8.0	12.6	44.7	37.8	5.0	11.6	49.0	33.4	6.0
	District	13.0	52.9	30.2	3.9	19.2	50.1	28.3	2.4	15.9	58.3	23.3	2.5
	State	7.6	38.8	43.6	10.0	10.2	40.0	42.3	7.5	8.5	42.9	40.7	7.9

Grade 11 - Racial/Ethnic Background

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	22.2	55.6	22.2	0.0	22.2	59.3	18.5	0.0	22.2	63.0	14.8	0.0
	Subregion	7.0	27.7	46.7	18.6	7.3	27.9	49.3	15.5	5.7	28.8	45.9	19.6
	District	7.1	27.7	46.8	18.5	7.5	29.1	47.2	16.2	6.3	28.5	46.3	18.8
	State	5.7	30.6	50.8	12.9	5.6	29.8	51.7	12.9	4.3	29.2	51.3	15.2
Black	School	24.2	57.6	18.2	0.0	24.2	63.6	12.1	0.0	12.1	72.7	15.2	0.0
	Subregion	14.3	50.7	31.5	3.5	19.5	51.3	26.9	2.3	14.7	55.8	26.3	3.2
	District	19.2	57.9	21.6	1.3	27.5	52.7	19.3	0.5	21.8	61.0	16.5	0.8
	State	19.1	56.6	22.8	1.5	25.4	53.8	20.1	0.8	20.6	60.0	18.4	1.0
Hispanic	School	13.0	62.3	23.3	1.3	16.6	59.2	23.8	0.4	16.1	60.1	22.9	0.9
	Subregion	13.0	49.2	34.5	3.4	13.9	48.2	35.5	2.4	12.2	52.6	31.6	3.6
	District	14.6	53.6	29.6	2.2	14.7	50.3	33.1	1.9	13.1	56.4	28.3	2.2
	State	14.7	51.9	30.6	2.8	13.9	49.9	33.6	2.6	12.1	54.6	30.4	2.9
Asian	School	7.3	58.5	34.1	0.0	4.9	48.8	43.9	2.4	7.3	53.7	36.6	2.4
	Subregion	10.6	36.4	42.7	10.3	7.9	27.0	47.9	17.2	9.8	31.3	43.9	15.0
	District	11.2	33.0	44.5	11.4	6.6	23.0	49.9	20.5	9.0	28.2	46.0	16.9
	State	6.5	27.3	49.0	17.1	4.0	18.5	48.7	28.8	4.6	22.5	49.2	23.7
Native Hawaiian/Pacific Islander	School												
	Subregion	8.3	50.0	25.0	16.7	16.7	33.3	50.0	0.0	8.3	50.0	33.3	8.3
	District	10.0	50.0	30.0	10.0	25.0	25.0	50.0	0.0	20.0	45.0	30.0	5.0
	State	8.5	42.3	37.3	12.0	9.9	34.5	47.2	8.5	9.2	39.4	43.0	8.5
American Indian	School												
	Subregion	12.0	32.0	40.0	16.0	8.0	32.0	52.0	8.0	4.0	56.0	32.0	8.0
	District	20.5	37.2	35.9	6.4	12.8	42.3	38.5	6.4	16.7	52.6	24.4	6.4
	State	10.6	43.4	40.1	5.9	10.4	41.3	43.6	4.7	9.0	48.3	36.6	6.1
Two or More Races	School												
	Subregion	10.1	30.4	43.5	16.1	14.2	34.3	38.5	13.0	10.1	31.5	39.3	19.0
	District	10.0	38.1	42.1	9.8	13.0	41.0	37.8	8.3	10.5	40.9	37.3	11.3
	State	7.2	37.1	44.4	11.3	8.7	37.2	43.1	11.0	7.2	36.7	43.2	12.9

Grade 11 - Limited-English-Proficient

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School	School	29.4	67.6	2.9	0.0	29.4	55.9	14.7	0.0	26.5	64.7	8.8	0.0
	Subregion	60.3	38.1	1.3	0.2	49.6	42.1	7.5	0.8	48.5	47.3	3.9	0.2
	District	62.0	36.3	1.5	0.2	50.9	39.5	9.0	0.7	49.3	46.8	3.8	0.1
	State	56.6	40.5	2.8	0.1	42.5	46.3	10.4	0.8	42.7	51.5	5.7	0.1

Grade 11 - Students with Disabilities

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	51.4	48.6	0.0	0.0	60.0	37.1	2.9	0.0	42.9	57.1	0.0	0.0
	Subregion	45.1	42.4	8.8	3.7	52.5	36.4	9.2	1.9	43.9	45.6	7.9	2.5
	District	54.4	38.6	5.9	1.2	62.2	31.8	5.4	0.6	54.1	40.3	4.8	0.8
	State	41.0	42.7	14.4	2.0	45.7	41.1	11.9	1.3	36.9	48.2	12.6	2.3
Non-IEP	School	9.8	63.0	26.3	1.0	11.4	60.9	26.9	0.7	12.1	60.9	25.9	1.0
	Subregion	8.4	43.6	40.3	7.8	8.9	42.9	41.2	7.1	7.7	45.9	37.7	8.7
	District	10.7	54.1	31.2	3.9	13.7	50.6	32.1	3.7	11.1	56.7	28.1	4.0
	State	5.9	39.0	45.1	9.9	6.2	37.3	46.1	10.4	5.2	38.5	44.7	11.6

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	13.7	62.9	22.4	1.0	15.7	59.4	24.3	0.6	15.3	61.0	22.7	1.0	
Subregion	14.1	49.0	33.5	3.3	15.2	47.2	34.3	3.3	13.2	51.7	31.2	3.8	
District	17.3	55.4	25.5	1.8	21.2	50.8	26.2	1.8	17.7	57.9	22.6	1.7	
State	16.9	52.3	28.4	2.3	18.7	51.1	28.4	1.9	15.8	55.5	26.5	2.3	
Not Eligible													
School	21.1	36.8	42.1	0.0	31.6	42.1	26.3	0.0	15.8	52.6	31.6	0.0	
Subregion	3.0	23.4	51.4	22.2	4.5	24.5	52.3	18.7	3.0	24.8	48.2	24.0	
District	5.8	31.4	46.6	16.2	7.3	31.7	47.3	13.7	5.7	33.4	44.2	16.7	
State	5.1	30.6	50.7	13.6	5.2	28.6	51.7	14.5	4.0	28.7	51.1	16.3	

2012 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	No
Is this school making AYP in Mathematics?	No

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		Yes
2012-13 Federal Improvement Status	Restructuring Implementation	
2012-13 State Improvement Status	Academic Watch Status Year 9	

	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	98.1	Yes	98.1	Yes	26.1		No	25.7		No			80.3	No
White														
Black														
Hispanic	97.5	Yes	97.5	Yes	25.5	32.1	No	24.5	26.1	No			81.2	
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	94.2	Yes	94.2	Yes										
Economically Disadvantaged	98.2	Yes	98.2	Yes	24.7	32.3	No	25.7	28.4	No			84.7	

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 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.

2012 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Comprehensive
Is this school making AYP in the "ALL" subgroup in reading?	No
Is this school making AYP in the "ALL" subgroup in math?	No

In 2008, the Illinois State Board of Education was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to schools in federal improvement status that do not make AYP.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused supports verses more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.