

DuPage HSD 88

Addison, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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
District	41.8	6.6	42.7	6.8	0.0	0.4	1.7	55.6	5.1	13.7	1.9	4,070
State	49.3	17.5	25.1	4.6	0.1	0.3	3.1	54.2	10.3	14.1	2.3	2,054,556

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 students who do not have permanent and adequate homes.

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
District	1.5	7.9	6.1	92.9
State	2.3	8.7	12.0	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*	
	Percent
District	99.0
State	95.2

TOTAL SCHOOL DAYS	
	Days
District	177
State	175

STUDENT-TO-STAFF RATIOS			
Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
	19.9	10.2	158.7
	18.4	11.3	173.3

* 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
District										21.8	21.8
State										19.4	21.2

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	89.3	1.5	7.9	0.8	0.0	0.4	0.0	0.0	46.0	54.0	242
State	82.5	6.4	5.7	1.4	0.1	0.2	0.8	3.0	23.2	76.8	129,668

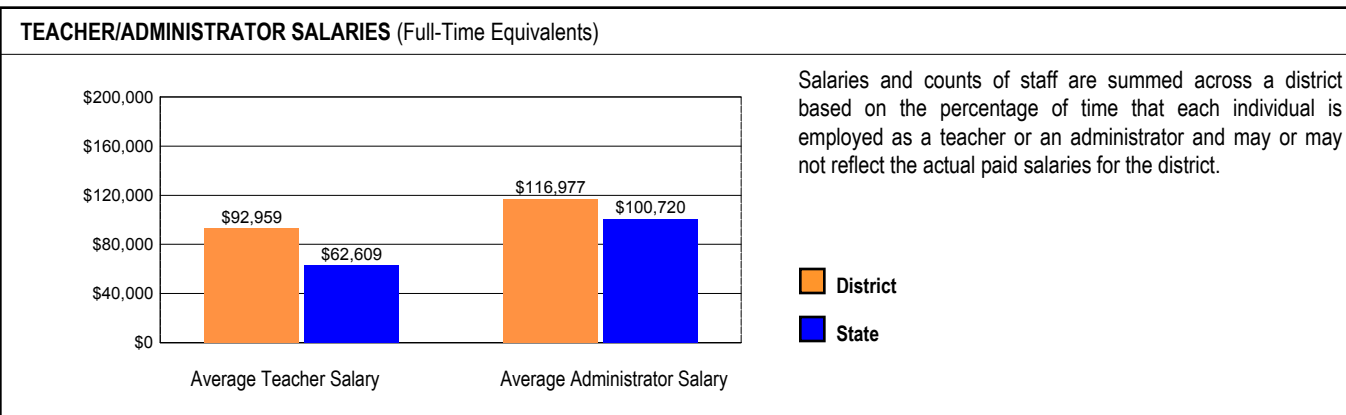
TEACHER INFORMATION					
		% of Teachers with Bachelor's Degrees	% of Teachers with Masters's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
District:	All Schools	11.9	88.1	0.0	0.0
	High Poverty Schools				
	Low Poverty Schools				
State:	All Schools	38.4	61.1	0.6	0.8
	High Poverty Schools	41.2	57.5	1.5	3.6
	Low Poverty Schools	31.3	68.6	0.3	0.0

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.

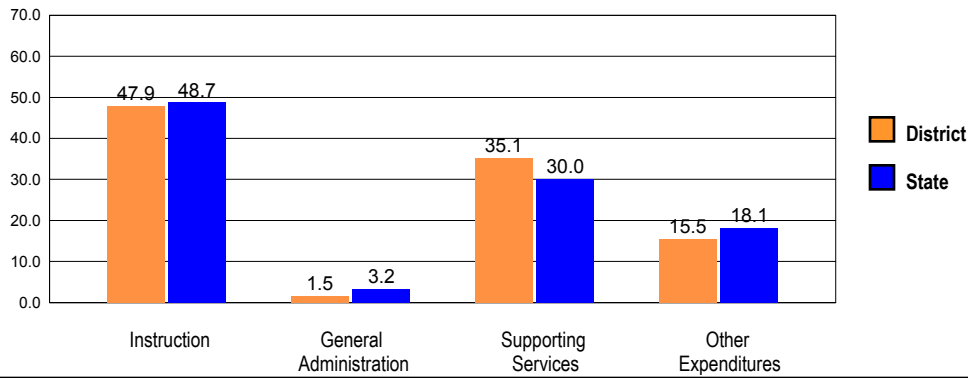
TEACHER RETENTION RATE	
District	93.5
State	85.0

PRINCIPAL TURNOVER (Count)	
District	1.5
State	1.9

SCHOOL DISTRICT FINANCES



EXPENDITURE BY FUNCTION 2013-14 (Percentages)



REVENUE BY SOURCE 2013-14			
	District	District %	State %
Local Property Taxes	\$59,249,919	83.2	61.7
Other Local Funding	\$1,780,047	2.5	4.4
General State Aid	\$3,603,948	5.1	16.4
Other State Funding	\$4,153,310	5.8	9.6
Federal Funding	\$2,441,139	3.4	7.8
TOTAL	\$71,228,363		

EXPENDITURE BY FUND 2013-14			
	District	District %	State %
Education	\$51,870,507	71.7	73.4
Operations & Maintenance	\$5,767,352	8.0	6.3
Transportation	\$3,502,894	4.8	3.7
Debt Service	\$8,793,980	12.2	8.0
Tort	\$0	0.0	1.2
Municipal Retirement/ Social Security	\$2,122,675	2.9	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$292,465	0.4	4.7
TOTAL	\$72,349,873		

OTHER FINANCIAL INDICATORS				
	2012 Equalized Assessed Valuation per Pupil	2012 Total School Tax Rate per \$100	2013-14 Instructional Expenditure per Pupil	2013-14 Operating Expenditure per Pupil
District	\$812,325	2.20	\$10,702	\$19,343
State	**	**	\$7,419	\$12,521

** 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.

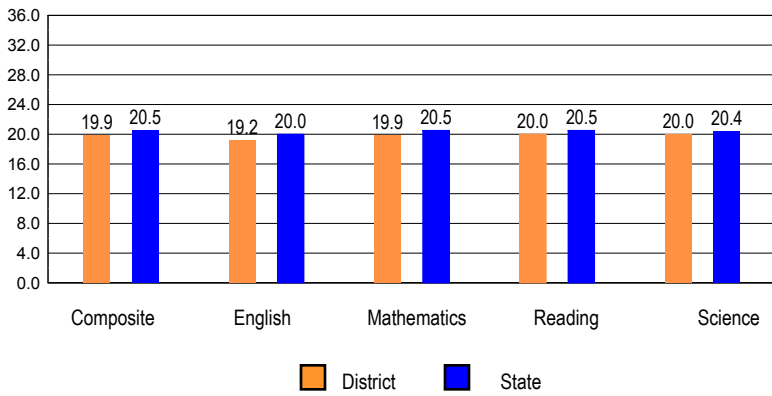
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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 2015*



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

District	41.9
State	45.6

PERCENT OF STUDENTS MET ACT BENCHMARKS

	English	Math	Read	Science	ALL 4 Subjects
District	57.9	34.3	34.9	29.8	18.7
State	61.2	39.7	39.3	35.3	24.9

COLLEGE ENROLLMENT

	12 Months	16 Months
District	67.6	69.8
State	69.6	73.4

FRESHMEN ON TRACK

District	84.2
State	83.4

8TH GRADERS PASSING ALGEBRA I *

District	
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.

HIGH SCHOOL 4-YEAR GRADUATION RATE

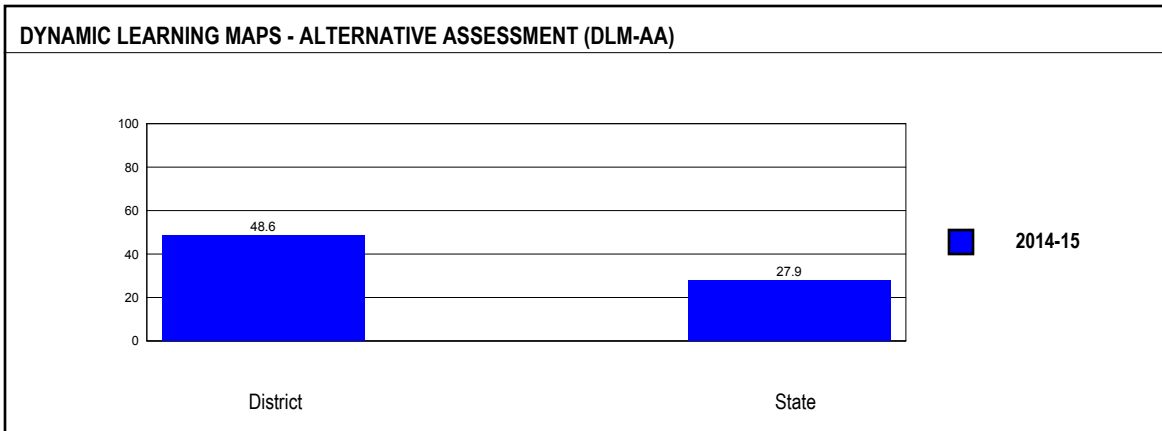
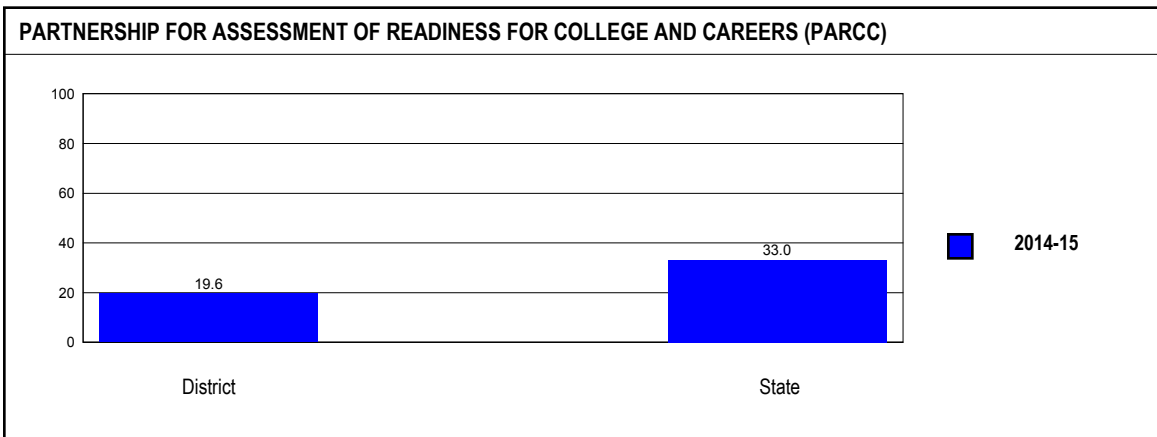
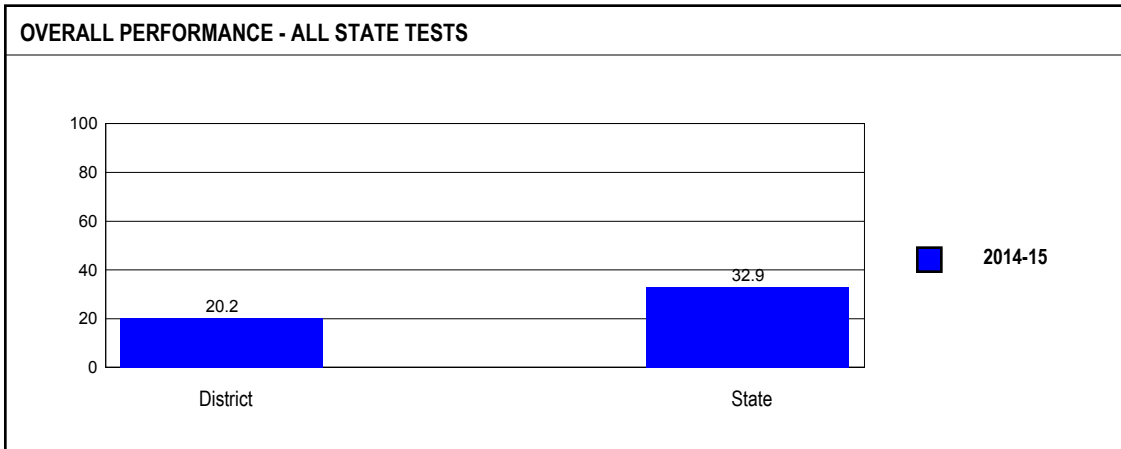
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged	
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian					Two or More Races
District	88.7	85.0	92.4	93.6	84.5	82.2	97.2			90.9	67.6		65.3	83.8
State	85.6	82.8	88.4	90.2	75.5	80.7	93.9			85.3	72.0		70.5	77.9

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
District	91.0	89.4	92.6	94.1	85.9	87.1	98.5			93.8	69.8		77.6	86.3
State	87.7	85.2	90.2	91.3	78.9	84.3	95.6			88.0	77.5		74.9	81.1

OVERALL STUDENT PERFORMANCE

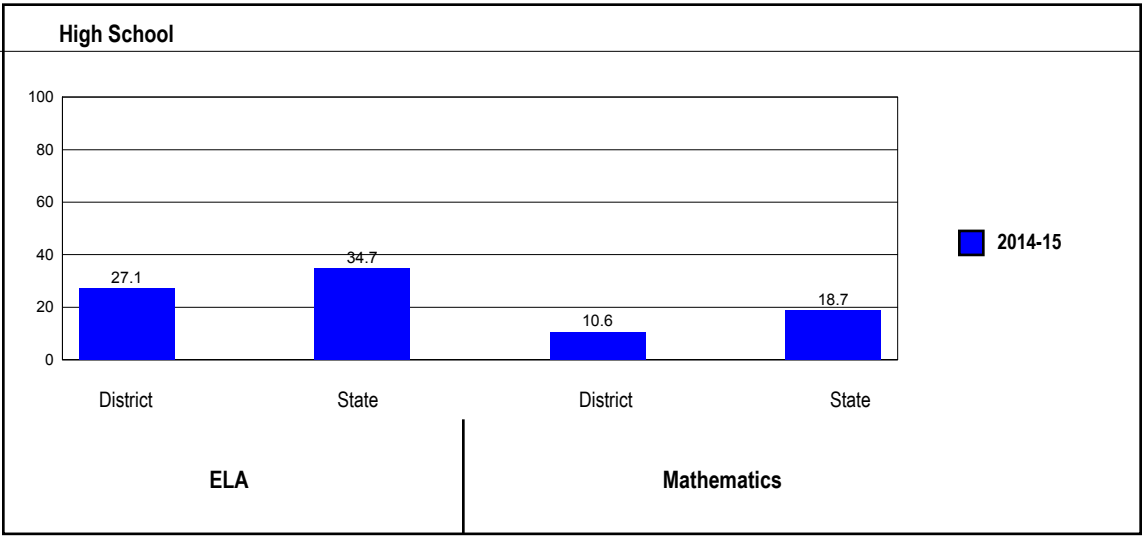
These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



DLM-AA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on PARCC that met or exceeded expectations.

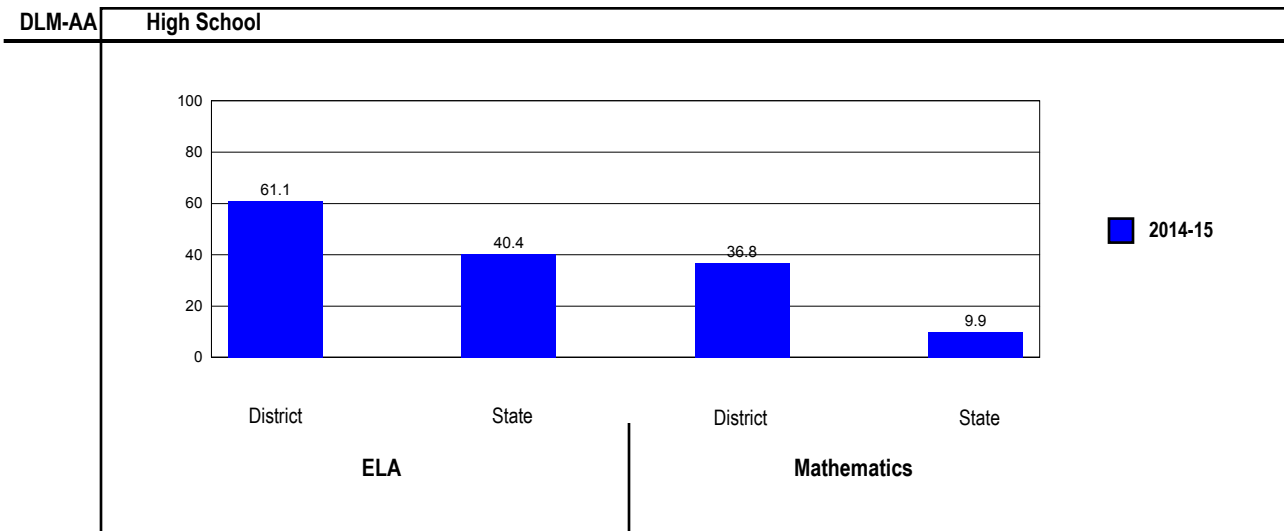
PARCC

High School



DLM-AA PERFORMANCE

These show the percentage of student scores meeting or exceeding Standards for the grades and subjects tested on DLM-AA



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

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				
District	*Enrollment	990	518	472	404	64	420	76	0	5	21	26	0	140	533
	Reading	5.3	5.4	5.1	5.2	7.8	5.0	5.3			4.8	15.4		11.4	6.6
State	*Enrollment	1,051,652	539,231	512,415	519,458	180,276	267,114	48,403	1,065	3,047	32,282	80,475	208	147,346	562,215
	Reading	4.4	4.5	4.4	3.6	6.4	4.9	3.2	5.4	5.1	4.5	4.0	1.4	6.7	4.8

* 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				
District	*Enrollment	870	471	399	300	69	426	54	0	5	16	57	0	138	536
	Mathematics	9.2	9.1	9.3	6.7	14.5	10.3	9.3			6.3	15.8		15.9	12.1
State	*Enrollment	1,030,879	528,251	502,622	503,822	178,769	265,697	47,032	1,068	2,998	31,486	84,312	222	144,711	557,532
	Mathematics	4.4	4.4	4.3	3.4	6.5	5.0	2.8	5.8	4.5	4.3	4.6	4.5	6.6	4.7

* 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>.

High School

High School- All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	25.5	24.9	22.5	22.4	4.7	19.1	44.4	25.9	10.6	0.0
State	18.6	21.4	25.3	28.1	6.6	21.4	32.6	27.3	18.2	0.5

High School - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	District	32.4	27.5	20.4	17.6	2.1	24.2	46.5	20.6	8.7	0.0
	State	24.1	23.5	24.2	23.6	4.6	23.7	32.8	25.4	17.5	0.6
Female	District	18.2	22.1	24.8	27.5	7.4	13.1	41.9	32.1	12.8	0.0
	State	12.8	19.2	26.6	32.7	8.7	19.0	32.5	29.2	18.9	0.3

High School - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	District	19.6	21.2	21.0	30.2	8.0	15.4	37.4	29.7	17.6	0.0
	State	12.9	18.2	25.8	34.4	8.8	18.3	28.2	29.7	23.2	0.7
Black	District	42.1	21.1	31.6	5.3	0.0	42.1	40.4	17.5	0.0	0.0
	State	35.2	28.4	22.2	12.9	1.2	31.2	41.3	20.9	6.6	0.0
Hispanic	District	30.9	30.7	23.3	14.1	1.0	19.0	53.7	23.3	4.0	0.0
	State	22.5	26.2	27.5	21.2	2.6	21.9	37.4	27.3	13.3	0.1
Asian	District	13.9	20.8	16.7	38.9	9.7	14.3	22.4	36.7	26.5	0.0
	State	6.4	10.7	21.1	42.6	19.2	10.3	19.9	27.4	39.7	2.8
Native Hawaiian/Pacific Islander	District										
	State	12.9	18.0	25.9	35.3	7.9	26.6	34.4	18.8	20.3	0.0
American Indian	District										
	State	24.4	21.6	24.6	23.5	5.9	25.6	35.9	25.9	12.6	0.0
Two or More Races	District	21.1	5.3	36.8	26.3	10.5	14.3	21.4	28.6	35.7	0.0
	State	17.0	19.3	24.3	29.8	9.6	23.1	29.4	27.2	19.8	0.5

High School - Limited-English-Proficient

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
District		75.0	20.0	5.0	0.0	0.0	41.3	47.8	6.5	4.3	0.0
	State	52.8	30.9	13.1	3.0	0.2	32.9	45.8	16.5	4.7	0.1

High School - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	District	68.9	23.6	3.8	2.8	0.9	44.3	42.3	9.3	4.1	0.0
	State	52.8	27.7	13.7	5.4	0.5	43.2	41.2	11.8	3.7	0.1
Non-IEP	District	19.9	25.1	24.9	24.9	5.2	15.4	44.7	28.3	11.6	0.0
	State	14.6	20.6	26.7	30.7	7.3	18.9	31.7	29.1	19.8	0.5

High School - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	District	32.0	30.4	21.7	14.0	1.9	23.2	47.8	24.3	4.6	0.0
	State	26.6	26.9	25.6	18.7	2.2	25.9	38.5	24.7	10.8	0.1
Not Eligible	District	18.3	18.8	23.4	31.7	7.8	13.0	39.4	28.3	19.4	0.0
	State	12.5	17.1	25.2	35.2	10.0	17.5	27.5	29.6	24.7	0.8

Dynamic Learning Maps - Alternative Assessment (DLM-AA)

DLM results are not based on raw or scale scores; all data is based on diagnostic classification modeling.1 Standard setting allows us to look at patterns of number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This performance are reported using the four performance levels approved by the consortium:

- Level 1 -- The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 -- The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
- Level 3 -- - The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- Level 4 -- The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

High School

High School - All

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	22.2	16.7	44.4	16.7	36.8	26.3	36.8	0.0
State	37.2	22.4	32.3	8.1	57.9	32.2	9.8	0.1

High School- Gender

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	21.4	21.4	42.9	14.3	40.0	33.3	26.7	0.0
	State	38.5	22.1	30.8	8.7	57.1	32.2	10.5	0.1
Female	District								
	State	34.7	23.0	35.2	7.1	59.4	32.2	8.4	0.0

High School - Racial/Ethnic Background

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
White	District								
	State	34.9	22.8	34.3	8.0	56.5	34.0	9.5	0.0
Black	District								
	State	37.7	22.5	30.4	9.4	58.0	33.6	8.4	0.0
Hispanic	District								
	State	38.8	22.0	32.5	6.7	58.7	29.2	11.7	0.3
Asian	District								
	State	51.7	23.3	21.7	3.3	67.7	22.6	9.7	0.0
Native Hawaiian/Pacific Islander	District								
	State								
American Indian	District								
	State								
Two or More Races	District								
	State	44.1	11.8	23.5	20.6	61.8	23.5	14.7	0.0

High School - Economically Disadvantaged

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	28.6	14.3	35.7	21.4	40.0	26.7	33.3	0.0
State	35.4	22.7	33.9	8.0	55.4	34.4	10.2	0.0
Not Eligible								
District								
State	39.8	22.0	29.9	8.2	61.8	28.9	9.1	0.1