

Rich East Campus High School
Rich Twp HSD 227
Park Forest, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 9 10 11 12

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/ 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
School	10.5	82.2	3.4	0.4	0.0	3.5	70.2	0.0	2.5	6.5	20.4	89.8	1,263
District	4.7	89.2	2.4	0.6	0.0	3.1	59.3	0.1	2.2	4.9	20.5	88.7	4,167
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0	3.5	3.7	13.5	93.7	2,070,125

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
School	100.0	--	--	--	--
District	100.0		17.5	12.0	151.0
State	96.7		18.0	13.3	201.8

* 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										15.2
District										15.5
State										19.2

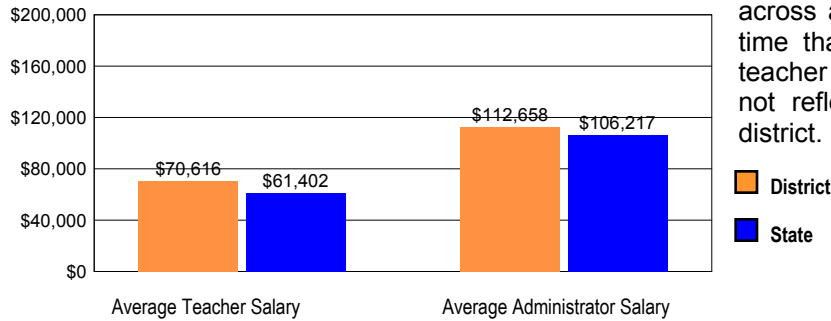
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	64.6	32.5	2.1	0.7	0.0	41.4	58.6	280
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	11.4	48.1	51.5	0.0	0.0
State	12.5	44.1	55.8	0.6	1.2

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

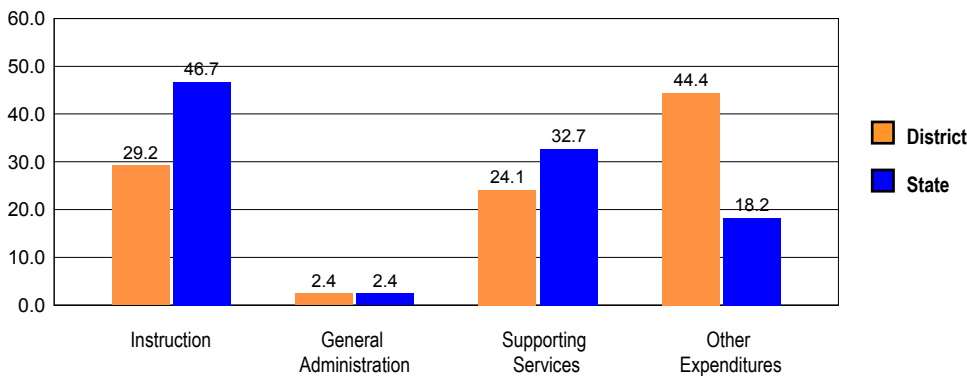
SCHOOL DISTRICT FINANCES

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 2007-08 (Percentages)



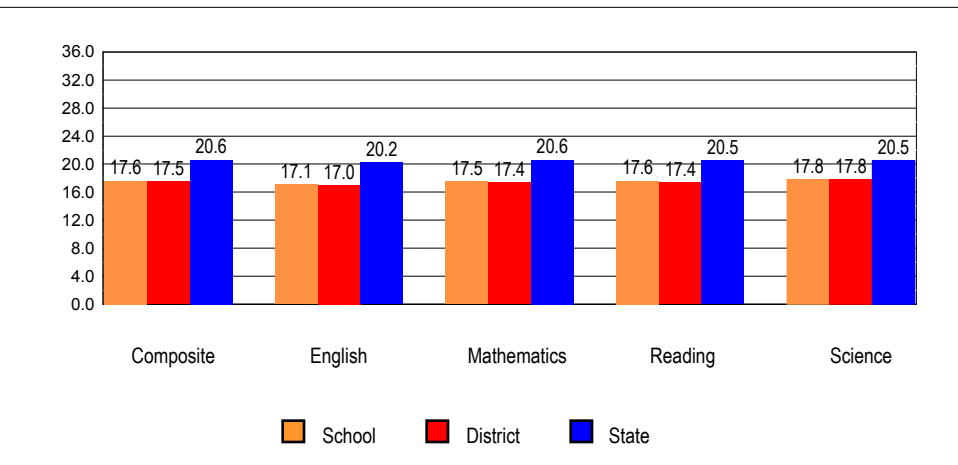
REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$45,031,278	67.7	58.7	Education	\$47,539,601	51.8	71.5
Other Local Funding	\$4,590,547	6.9	6.3	Operations & Maintenance	\$34,254,242	37.3	8.6
General State Aid	\$11,348,356	17.1	18.6	Transportation	\$2,481,413	2.7	3.9
Other State Funding	\$3,338,011	5.0	9.0	Bond and Interest	\$6,006,155	6.5	6.3
Federal Funding	\$2,208,561	3.3	7.4	Rent	\$0	0.0	0.0
TOTAL	\$66,516,753			Municipal Retirement/ Social Security	\$1,456,862	1.6	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$4,105	0.0	6.8
				TOTAL	\$91,742,378		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$345,784	3.66	\$7,363	\$14,526
State	**	**	\$6,103	\$10,417

** 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 2009 *



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.

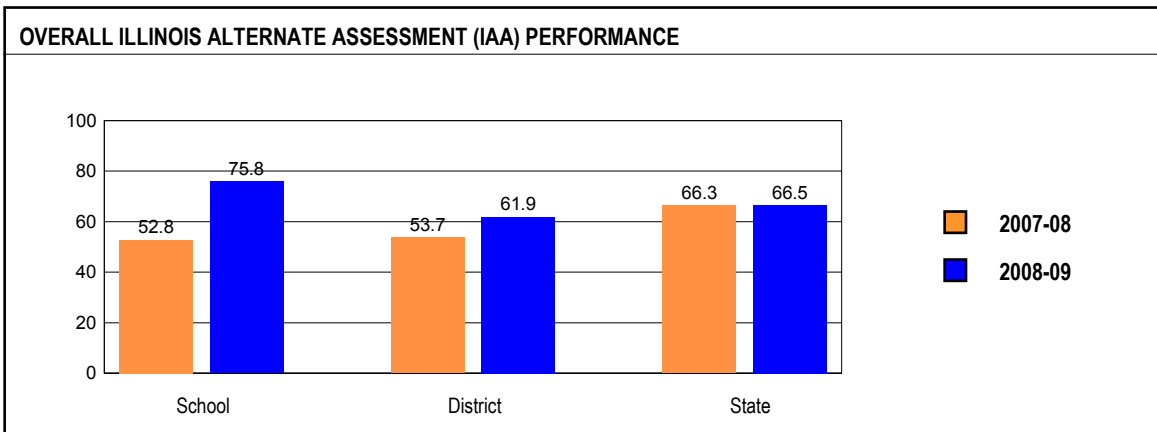
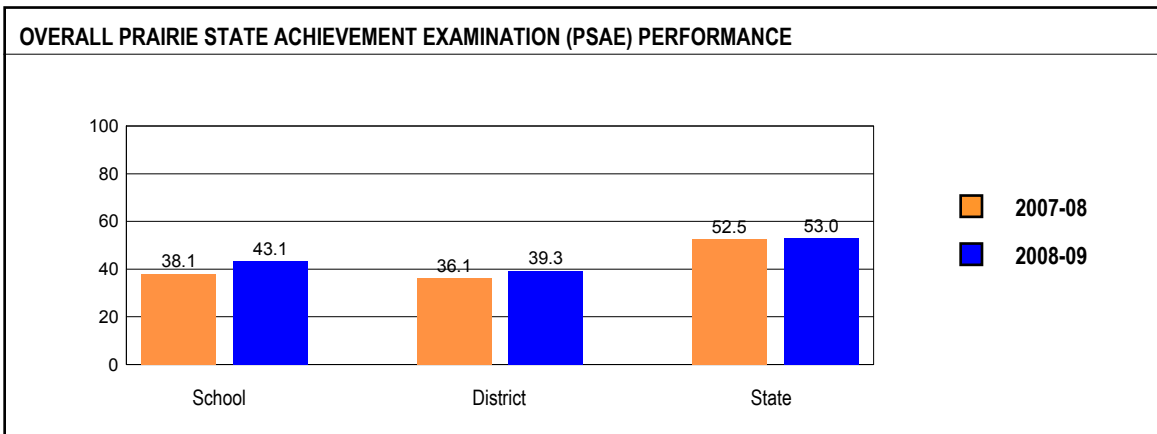
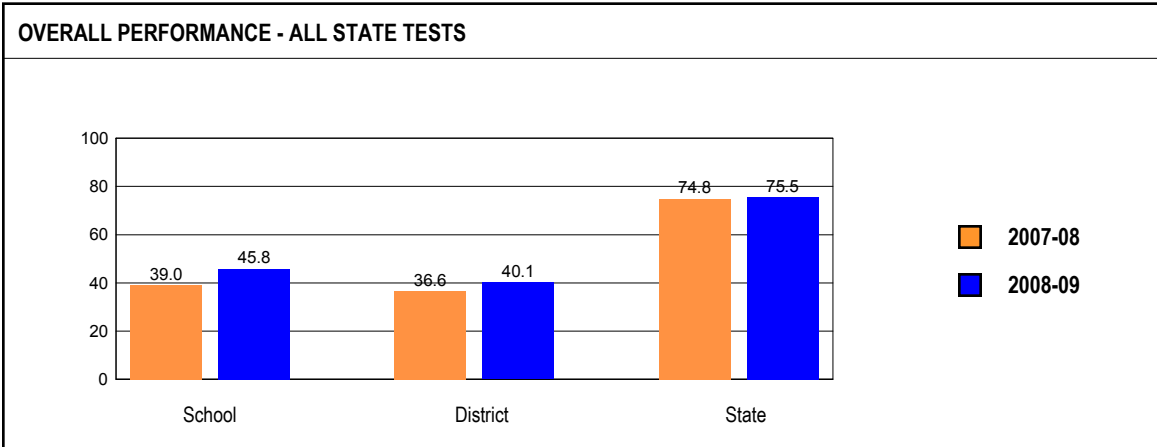
* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose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

	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	90.5	88.1	93.0	100.0	89.7	86.7	100.0		75.0			100.0	99.6
District	91.8	91.1	92.5	98.0	91.6	90.3	83.3		92.3			81.5	92.8
State	87.1	84.5	89.7	92.3	76.7	76.8	94.0		88.9			78.1	76.6

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.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

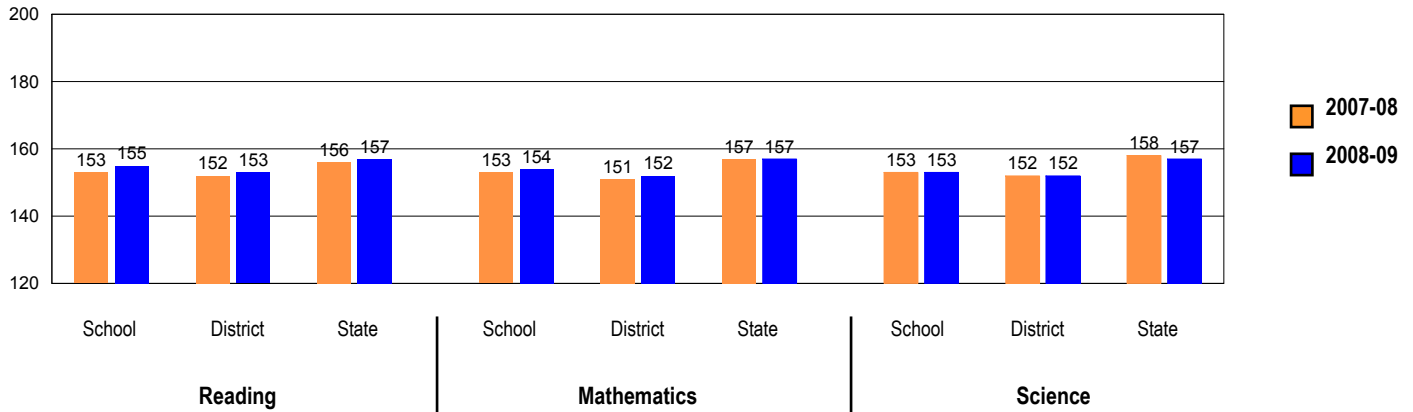


IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

PSAE PERFORMANCE

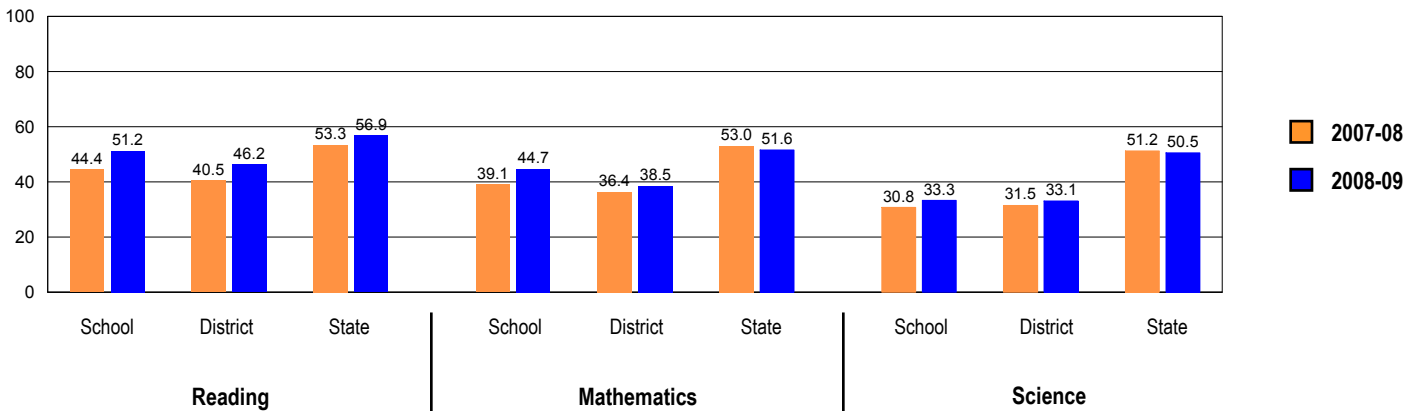
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards



Number of students in this school with PSAE scores in 2009: 123

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				
School	*Enrollment	136	60	76	27	99	4	0	0	6	0	0	24	129
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0							0.0 0.0	0.0 0.0
District	*Enrollment	553	236	317	35	483	11	2	0	22	0	0	67	539
	Reading Mathematics	1.4 1.4	1.7 1.7	1.3 1.3	0.0 0.0	1.7 1.7	0.0 0.0			0.0 0.0			6.0 6.0	1.3 1.3
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading Mathematics	0.3 0.3	0.3 0.3	0.2 0.2	0.1 0.1	0.6 0.6	0.3 0.3	0.1 0.1	0.2 0.2	0.3 0.3	0.2 0.2	0.8 0.8	0.4 0.4	0.4 0.4

* 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				
School	*Enrollment	136	60	76	27	99	4	0	0	6	0	0	24	129
	Science	0.0	0.0	0.0	0.0	0.0							0.0	0.0
District	*Enrollment	552	236	316	35	482	11	2	0	22	0	0	66	538
	Science	1.3	1.7	0.9	0.0	1.5	0.0			0.0			4.5	1.1
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* 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	6.5	42.3	44.7	6.5	6.5	48.8	43.9	0.8	8.9	57.7	32.5	0.8
District	7.1	46.7	43.3	2.9	9.0	52.5	37.9	0.6	8.4	58.4	32.4	0.8
State	8.5	34.6	45.0	11.9	11.0	37.4	42.2	9.4	8.9	40.7	40.3	10.2

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	7.8	49.0	39.2	3.9	5.9	52.9	39.2	2.0	3.9	64.7	29.4	2.0
	District	10.6	49.5	38.0	1.9	10.2	50.5	38.9	0.5	8.3	58.3	32.4	0.9
	State	10.6	34.8	42.8	11.8	11.2	34.5	42.7	11.6	9.2	36.8	40.8	13.2
Female	School	5.6	37.5	48.6	8.3	6.9	45.8	47.2	0.0	12.5	52.8	34.7	0.0
	District	4.6	44.8	47.1	3.6	8.2	53.9	37.3	0.7	8.5	58.5	32.4	0.7
	State	6.3	34.5	47.1	12.1	10.8	40.2	41.8	7.3	8.5	44.4	39.8	7.2

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	7.7	23.1	50.0	19.2	0.0	42.3	53.8	3.8	0.0	38.5	57.7	3.8
	District	5.9	17.6	55.9	20.6	0.0	35.3	61.8	2.9	0.0	32.4	58.8	8.8
	State	5.0	26.5	52.5	15.9	5.9	30.6	51.0	12.4	4.5	32.1	49.5	13.9
Black	School	6.9	48.3	42.5	2.3	8.0	54.0	37.9	0.0	12.6	64.4	23.0	0.0
	District	7.5	49.4	41.5	1.5	9.7	54.7	35.1	0.4	9.3	61.6	28.9	0.2
	State	16.9	55.1	26.0	2.0	26.9	54.5	18.0	0.6	21.3	61.4	16.5	0.7
Hispanic	School												
	District	0.0	45.5	45.5	9.1	9.1	45.5	45.5	0.0	9.1	45.5	45.5	0.0
	State	14.7	48.9	32.9	3.6	17.1	51.3	29.7	1.9	15.1	57.3	25.6	2.0
Asian/Pacific Islander	School												
	District												
	State	5.0	26.3	48.7	20.0	3.7	20.5	50.1	25.7	3.9	28.4	47.1	20.6
Native American	School												
	District												
	State	6.8	32.7	50.2	10.4	9.6	42.6	39.4	8.4	8.0	39.4	42.6	10.0
Multiracial/Ethnic	School												
	District	4.5	36.4	59.1	0.0	9.1	36.4	54.5	0.0	4.5	40.9	54.5	0.0
	State	6.3	32.5	47.6	13.6	9.6	38.5	43.5	8.5	7.4	39.8	43.2	9.6

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	23.1	69.2	7.7	0.0	61.5	30.8	7.7	0.0	61.5	30.8	7.7	0.0
	District	33.3	61.9	4.8	0.0	52.4	42.9	4.8	0.0	47.6	47.6	4.8	0.0
	State	40.3	42.8	14.7	2.1	46.7	41.2	10.9	1.2	40.0	46.1	12.1	1.8
Non-IEP	School	4.5	39.1	49.1	7.3	0.0	50.9	48.2	0.9	2.7	60.9	35.5	0.9
	District	4.8	45.4	46.7	3.1	5.2	53.3	40.8	0.6	5.0	59.4	34.8	0.8
	State	4.5	33.6	48.7	13.1	6.6	36.9	46.1	10.4	5.0	40.0	43.8	11.2

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	4.2	44.1	44.9	6.8	5.1	48.3	45.8	0.8	7.6	57.6	33.9	0.8
	District	6.7	47.6	42.9	2.9	8.8	52.4	38.2	0.6	8.2	58.5	32.5	0.8
	State	16.3	50.4	30.2	3.0	21.6	52.1	24.8	1.5	18.0	58.2	22.1	1.7
Not Eligible	School												
	District	27.3	9.1	63.6	0.0	18.2	54.5	27.3	0.0	18.2	54.5	27.3	0.0
	State	4.8	27.3	51.8	16.0	6.1	30.5	50.3	13.1	4.6	32.6	48.7	14.1

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
School	9.1	18.2	36.4	36.4	9.1	9.1	63.6	18.2	9.1	18.2	27.3	45.5
District	28.6	9.5	23.8	38.1	28.6	9.5	52.4	9.5	28.6	9.5	23.8	38.1
State	13.1	17.4	30.8	38.8	15.8	13.9	43.7	26.7	11.4	13.2	28.4	47.0

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School												
	District	26.7	6.7	26.7	40.0	26.7	6.7	53.3	13.3	26.7	6.7	20.0	46.7
	State	13.7	17.8	29.7	38.8	16.3	14.0	41.7	28.1	11.0	13.8	29.0	46.2
Female	School												
	District												
	State	11.5	16.4	32.5	39.7	14.2	13.4	47.2	25.2	11.2	11.7	28.0	49.0

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School												
District												
State	11.0	16.6	28.9	43.6	13.5	13.4	45.1	28.0	9.7	11.9	28.1	50.3
Black												
School	10.0	20.0	40.0	30.0	10.0	10.0	60.0	20.0	10.0	20.0	30.0	40.0
District	30.0	10.0	25.0	35.0	30.0	10.0	50.0	10.0	30.0	10.0	25.0	35.0
State	15.4	18.0	33.2	33.4	18.8	13.8	43.5	23.8	13.3	13.7	30.8	42.3
Hispanic												
School												
District												
State	14.6	19.2	34.1	32.1	17.2	15.8	40.0	27.0	11.6	16.8	28.4	43.2
Asian/Pacific Islander												
School												
District												
State	14.9	12.8	34.0	38.3	19.1	4.3	46.8	29.8	19.1	6.4	25.5	48.9
Native American												
School												
District												
State												
Multiracial/Ethnic												
School												
District												
State	9.7	19.4	19.4	51.6	3.2	22.6	38.7	35.5	6.5	12.9	19.4	61.3

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	10.0	10.0	40.0	40.0	10.0	0.0	70.0	20.0	10.0	10.0	30.0	50.0
District	30.0	5.0	25.0	40.0	30.0	5.0	55.0	10.0	30.0	5.0	25.0	40.0
State	8.4	15.5	34.8	41.3	11.3	12.2	47.1	29.3	7.3	10.4	28.7	53.6
Not Eligible												
School												
District												
State	16.7	18.8	27.7	36.8	19.3	15.1	41.0	24.6	14.5	15.3	28.3	41.9

2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this school making AYP in Reading?	No	2009-10 Federal Improvement Status	Restructuring Implementation
Is this school making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Watch Status Year 6

	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		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	60.2		No	55.1		No			90.5	Yes
White														
Black	100.0	Yes	100.0	Yes	53.7	45.5	Yes	50.7	41.5	Yes			89.7	
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	60.2	47.5	Yes	55.1	39.2	Yes			99.6	

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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% 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 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% 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.

2009 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 (ISBE) 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.