

RICH SOUTH CAMPUS HIGH SCHOOL

Restructuring Plan

RICH SOUTH CAMPUS HIGH SCHOOL - RICH TWP HSD 227

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 140162270170003

District Name: RICH TWP HSD 227

Superintendent: HOWARD R HUNIGAN

District Address: 20000 GOVERNORS DR

City/State/Zip : OLYMPIA FIELDS, IL 60461

District Phone : (708) 679-5800

District Email :

Is this for a Title I School? Yes

School Name : RICH SOUTH CAMPUS HIGH SCHOOL

Principal :ROUDELL KIRKWOOD

School Address : 5000 SAUK TRL

City/State/Zip : RICHTON PARK, IL 60471 1022

School Phone : (708) 679-3000

School Email :

RICH SOUTH CAMPUS HIGH SCHOOL - RICH TWP HSD 227

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2006

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?	Yes	2006-07 Federal Improvement Status	Restructuring
Is this School making AYP in Mathematics?	No	2006-07 State Improvement Status	Academic Watch Status

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	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		47.5			47.5			89.0		67.0	
All	97.7	Yes	97.7	Yes	50.2		Yes	26.7		No			90.0	Yes
White														
Black	97.9	Yes	97.9	Yes	48.3		Yes	25.6	33.2	No			90.7	
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	97.8	Yes	97.8	Yes	41.4		Yes	18.1	30.6	No			96.9	

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Item 2 - Annual Measurable Achievement Objectives Report for 2006

This district is not accountable for Annual Measurable Achievement Objectives (AMAO) for 2006.

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Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006
Attendance Rate (%)	89.9	90.8	92.0	92.7	88.4	86.7
Truancy rate (%)	2.2	2.1	0.2	3.1	5.8	3.2
Mobility rate (%)	16.7	22.2	12.7	16.8	14.8	18.6
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	94.8	88.8	100.0	85.5	90.6	90.0
HS dropout rate, if applicable (%)	0.8	1.0	1.7	2.8	3.0	3.5
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	1,030	1,111	1,033	1,066	1,107	1,192
Economically disadvantaged (%)	32.7	35.0	39.3	44.5	51.2	57.4
Limited English proficient (LEP) (%)	0.2	0.0	0.0	0.0	0.0	0.0
Students with disabilities (%)						
White, non-Hispanic (%)	15.4	14.3	10.0	9.6	7.0	5.8
Black, non-Hispanic (%)	80.1	82.3	85.4	86.0	88.8	89.7
Hispanic (%)	3.1	2.0	2.9	3.3	3.3	3.4
Native American or Alaskan Native (%)	0.3	0.3	0.6	0.4	0.2	0.2
Asian/Pacific Islander (%)	1.1	1.2	1.2	0.8	0.7	0.7

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Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2000	21.3	73.5	3.3	1.5	0.3	-
	2001	15.4	80.1	3.1	1.1	0.3	-
	2002	14.3	82.3	2.0	1.2	0.3	-
	2003	10.0	85.4	2.9	1.2	0.6	-
	2004	9.6	86.0	3.3	0.8	0.4	-
	2005	7.0	88.8	3.3	0.7	0.2	-
	2006	5.8	89.7	3.4	0.7	0.2	0.3
D I S T R I C T	2000	25.1	70.7	2.8	1.3	0.1	-
	2001	22.4	73.5	2.8	1.1	0.2	-
	2002	21.1	75.4	2.2	1.1	0.2	-
	2003	17.4	78.4	2.9	1.0	0.3	-
	2004	14.7	80.6	3.5	0.9	0.2	-
	2005	11.3	83.8	3.8	0.8	0.1	0.1
	2006	8.1	86.8	3.7	0.6	0.2	0.5
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8

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Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment(under construction)

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Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2000	998.0	-	-	-	-	-	-
	2001	1,030.0	-	-	-	-	-	-
	2002	1,111.0	-	-	-	-	-	297.0
	2003	1,033.0	-	-	-	-	-	271.0
	2004	1,066.0	-	-	-	-	-	245.0
	2005	1,107.0	-	-	-	-	-	255.0
	2006	1,192.0	-	-	-	-	-	-
D I S T R I C T	2000	3,137.0	-	-	-	-	-	-
	2001	3,283.0	-	-	-	-	-	716.0
	2002	3,343.0	-	-	-	-	-	864.0
	2003	3,365.0	-	-	-	-	-	850.0
	2004	3,461.0	-	-	-	-	-	845.0
	2005	3,626.0	-	-	-	-	-	859.0
	2006	3,886.0	-	-	-	-	-	-
S T A T E	2000	1,983,991.0	-	-	-	-	-	-
	2001	2,007,170.0	164,791.0	161,546.0	162,001.0	151,270.0	148,194.0	123,816.0
	2002	2,029,821.0	-	-	-	-	-	-
	2003	2,044,539.0	-	-	-	-	-	-
	2004	2,060,048.0	-	-	-	-	-	-
	2005	2,062,912.0	-	-	-	-	-	-
	2006	2,075,277.0	136,123.0	139,619.0	146,935.0	153,566.0	154,856.0	-

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Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2000	187.0	19.4	68,496	27.5	72.5	-	19.5	-	-
	2001	186.0	18.6	70,187	29.3	70.7	-	20.5	-	-
	2002	206.0	17.5	72,236	28.4	71.6	-	19.0	-	-
	2003	228.0	16.1	71,948	33.2	66.8	-	17.6	-	-
	2004	212.0	14.8	70,088	35.0	65.0	-	20.0	-	-
	2005	224.0	13.4	69,140	39.8	60.2	-	19.7	-	-
	2006	251.0	11.9	67,313	45.8	54.2	-	18.3	3.1	-
S T A T E	2000	122,671.0	14.8	45,766	53.2	46.6	19.3	18.1	-	-
	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4

Note: Hyphens in the table indicate that data is not relevant for your DIP.

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

PSAE - % Meets + Exceeds for Reading - Grades 11				
Groups	2002-03	2003-04	2004-05	2005-06
All	41.9	43.2	49.0	47.6
White	59.1	46.7	68.2	80.0
Black	40.9	42.4	45.4	45.7
Hispanic	-	-	-	-
Asian/Pacific Islander	-	-	-	-
Native American	-	-	-	-
Multiracial/Ethnic	-	-	-	-
LEP	-	-	-	-
Student with Disabilites	4.3	14.3	-	-
Economically Disadvantaged	36.2	38.5	34.5	38.8

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Section I-A Data & Analysis - Report Card Data

Item 8b - Assessment Data (Mathematics)

PSAE - % Meets + Exceeds for Mathematics - Grades 11				
Groups	2002-03	2003-04	2004-05	2005-06
All	31.0	28.1	30.5	25.2
White	50.0	26.7	59.1	50.0
Black	30.1	26.5	25.7	24.1
Hispanic	-	-	-	-
Asian/Pacific Islander	-	-	-	-
Native American	-	-	-	-
Multiracial/Ethnic	-	-	-	-
LEP	-	-	-	-
Student with Disabilities	8.7	9.5	-	-
Economically Disadvantaged	18.8	20.5	22.6	17.9

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Section II-A Plan Activities - Restructuring Options

Plan Requirements - District and school planners should consider what has occurred in a school that has brought it to restructuring. The restructuring plan should take into account the actions initiated in prior years. The actions required under the restructuring plan may be seen as deeper, broader, or more targeted to meet identified needs. Each restructuring plan must be submitted to ISBE with the approval of the local board no later than six months after the district's receipt of formal notification regarding the school's AYP status.

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Section II-B Plan Activities - Plan Description

A. Restructuring Plan Description

Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.

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Section IV-A Local Board Action

DATE APPROVED by School Board : //

SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

Signature of LEA Superintendent