

New Trier Twp HSD 203

Northfield, 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	84.6	0.7	3.8	7.3	0.0	0.2	3.5	3.4	0.5	15.7	0.1	3,991
State	48.8	17.3	25.5	4.7	0.1	0.3	3.2	49.9	10.5	14.3	2.2	2,041,779

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	0.1	0.2	1.8	95.1
State	2.0	9.8	12.2	94.4

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*		TOTAL SCHOOL DAYS		STUDENT-TO-STAFF RATIOS				HEALTH AND WELLNESS (days per week)	
	Percent		Days	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator	District	State
District	100.0		177		12.9	8.4	242.8		5.0
State	95.3		175		18.9	11.3	176.5		4.0

* 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	Overall
District										21.7	21.7
State										19.0	21.1

TEACHER INFORMATION (Full -Time Equivalents)											
District State	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	UnKnowr	Male	Female	Total Number
	District	91.5	0.7	2.2	5.0	0.0	0.0	0.0	0.6	45.5	54.5
State	83.4	6.0	5.7	1.4	0.1	0.2	0.8	2.5	23.3	76.7	127,152

TEACHER INFORMATION				
		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Masters's & Above
District:	All Schools	16.0	4.7	95.3
	High Poverty Schools			
	Low Poverty Schools	16.0	4.7	95.3
State:	All Schools	13.1	38.1	61.4
	High Poverty Schools	11.7	40.3	58.8
	Low Poverty Schools	13.7	30.9	68.9

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.

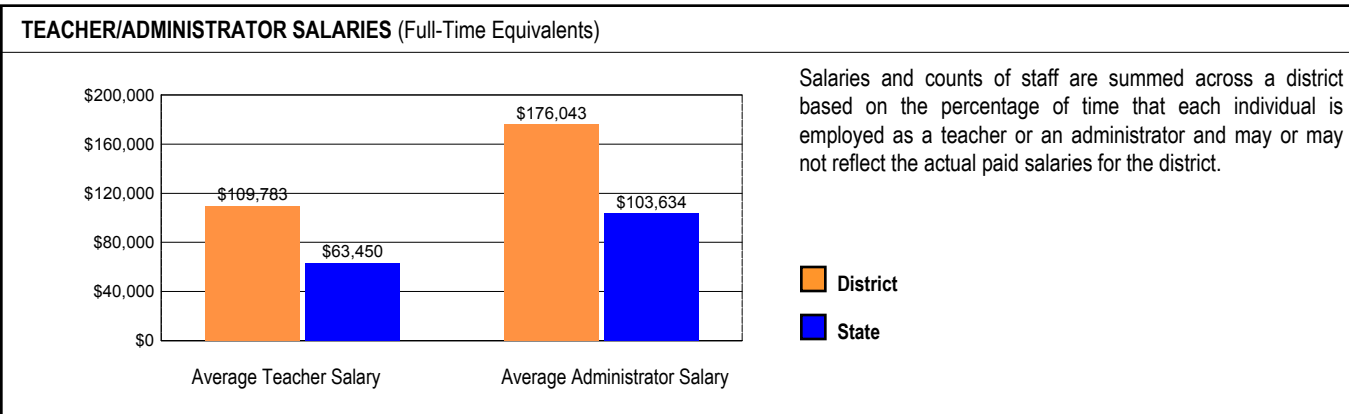
TEACHER RETENTION RATE	
District	88.4
State	85.8

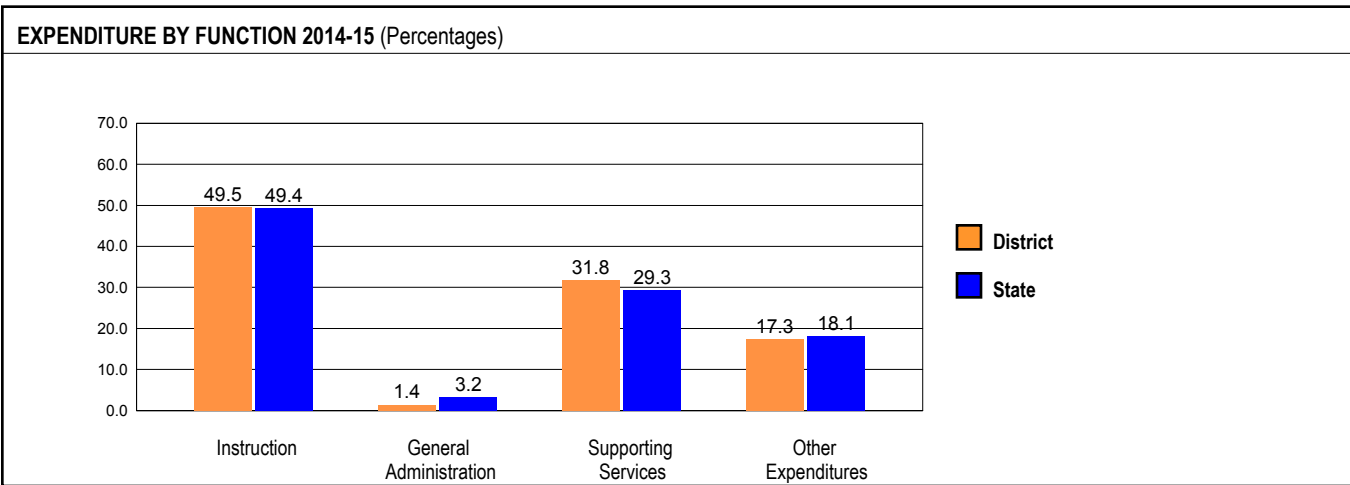
PRINCIPAL TURNOVER (Count)	
District	2.0
State	2.0

TEACHER ATTENDANCE	
District	89.7
State	76.5

Percentage of teachers absent 10 or fewer days
Data from 2013-14 Office of Civil Rights Data Collection, published June 2016

SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2014-15			
	District	District %	State %
Local Property Taxes	\$96,889,293	90.2	62.8
Other Local Funding	\$6,030,334	5.6	4.6
General State Aid	\$841,753	0.8	16.3
Other State Funding	\$2,120,153	2.0	8.6
Federal Funding	\$1,534,963	1.4	7.7
TOTAL	\$107,416,496		

EXPENDITURE BY FUND 2014-15			
	District	District %	State %
Education	\$85,794,686	74.1	73.4
Operations & Maintenance	\$6,971,709	6.0	6.4
Transportation	\$1,933,499	1.7	3.7
Debt Service	\$5,250,394	4.5	8.1
Tort	\$0	0.0	1.3
Municipal Retirement/ Social Security	\$3,238,908	2.8	2.1
Fire Prevention & Safety	\$44,572	0.0	0.5
Capital Projects	\$12,597,166	10.9	4.7
TOTAL	\$115,830,934		

OTHER FINANCIAL INDICATORS				
	2013 Equalized Assessed Valuation per Pupil	2013 Total School Tax Rate per \$100	2014-15 Instructional Expenditure per Pupil	2014-15 Operating Expenditure per Pupil
District	\$1,187,592	2.11	\$14,927	\$23,571
State	**	**	\$7,712	\$12,821

** 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.

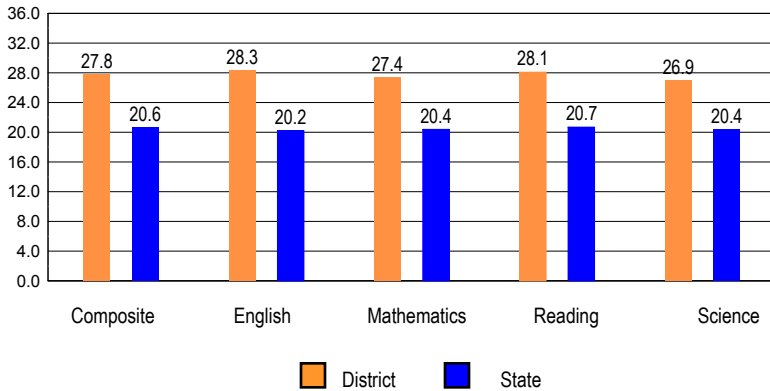
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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 2016*



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	91.5
State	46.4

PERCENT OF STUDENTS MET ACT BENCHMARKS

	English	Math	Read	Science	ALL 4 Subjects
District	95.6	86.6	85.5	81.3	75.4
State	61.9	39.7	40.3	34.3	25.1

COLLEGE ENROLLMENT

	12 Months	16 Months
District	83.3	86.0
State	67.8	71.4

FRESHMEN ON TRACK

District	96.2
State	82.4

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.

CTE ENROLLMENT

District	1,439
State	280,517

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)

	GRADE 10	GRADE 11	GRADE 12
District	4	226	600
State	28,457	54,910	70,923

ADVANCED PLACEMENT (AP) COURSE WORK			
Levels	Grade10	Grade11	Grade12
All			
District	4	226	600
State	21,667	40,133	50,356
White			
District	3	185	491
State	12,468	23,421	28,922
Black			
District	0	1	3
State	1,581	3,342	4,505
Hispanic			
District	0	8	13
State	3,839	8,233	10,844
Asian			
District	1	22	61
State	2,971	3,835	4,549
Native Hwaiian/Pacific Islander			
District	0	0	0
State	31	40	58
American Indian			
District	0	1	1
State	58	76	110
Two or More Races			
District	0	9	31
State	719	1,186	1,368
LEP			
District	0	0	0
State	68	197	286
Non LEP			
District	4	226	600
State	21,599	39,936	50,070
IEP			
District	1	2	15
State	184	504	873
Non IEP			

District	3	224	585
State	21,483	39,629	49,483
Low Income			
District	0	5	8
State	5,270	10,910	14,384
Non Low Income			
District	4	221	592
State	16,397	29,223	35,972

ADVANCE PLACEMENT (AP) EXAMS

GRADE 10

	No of AP Exams Taken	No of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
District	46	40	36	32
State	26,796	17,202	19,158	12,498

GRADE 11

	No of AP Exams Taken	No of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
District	470	461	231	227
State	88,794	57,291	34,932	23,741

GRADE 12

	No of AP Exams Taken	No of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
District	2,020	1,909	563	539
State	155,180	102,273	38,306	28,190

POST-SECONDARY REMEDIATION (CLASS OF 2014)

District	37.9
State	49.4

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	99.0	98.3	99.6	99.3	90.9	93.2	100.0			100.0			93.5	96.7
State	85.5	83.0	88.1	90.4	74.6	81.3	93.6			84.7			70.6	76.7

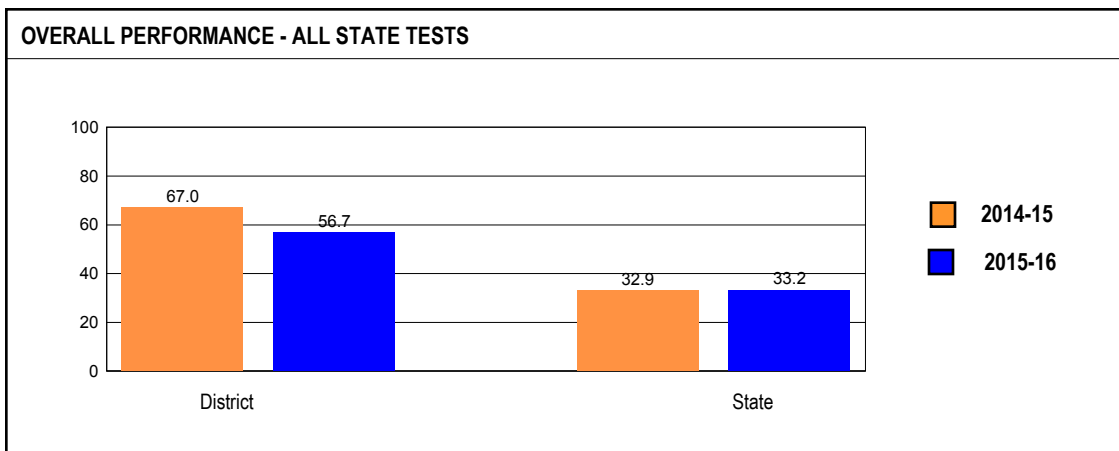
HIGH SCHOOL 5-YEAR GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	98.7	97.6	99.8	99.0		95.6	98.9				89.5		90.6	98.0
State	87.7	85.4	90.2	91.4		84.2	95.5				87.3		75.1	81.8

HIGH SCHOOL 6-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	98.2	97.6	98.8	98.4	100.0	95.6	98.8				97.0		89.2	97.6
State	88.2	86.0	90.6	91.6	79.8	85.0	95.8				88.2		76.6	82.2

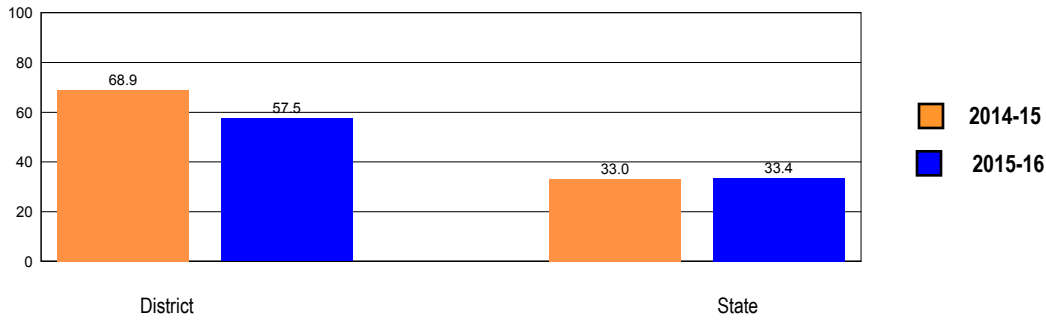
HIGH SCHOOL 7-YEAR GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	99.0	98.7	99.6	99.3		96.9	98.7				96.0		94.2	99.9
State	85.8	83.7	88.2	90.9		81.0	94.2				85.8		75.9	77.7

OVERALL STUDENT PERFORMANCE

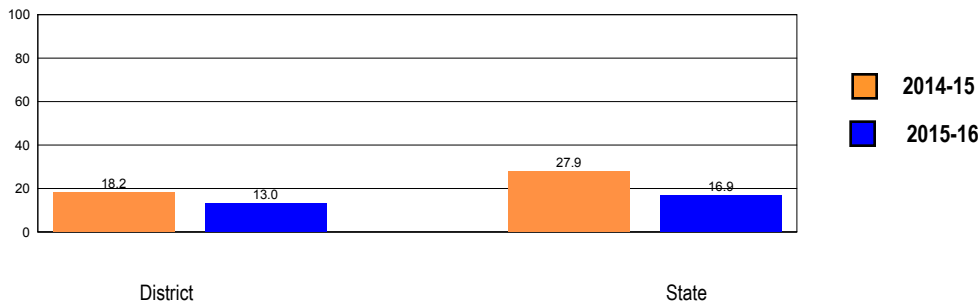
These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC)



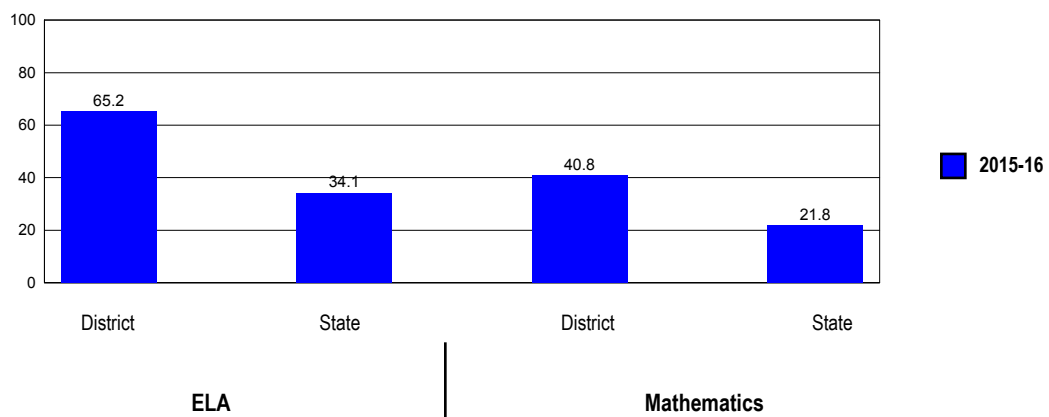
DYNAMIC LEARNING MAPS - ALTERNATIVE ASSESSMENT (DLM-AA)



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

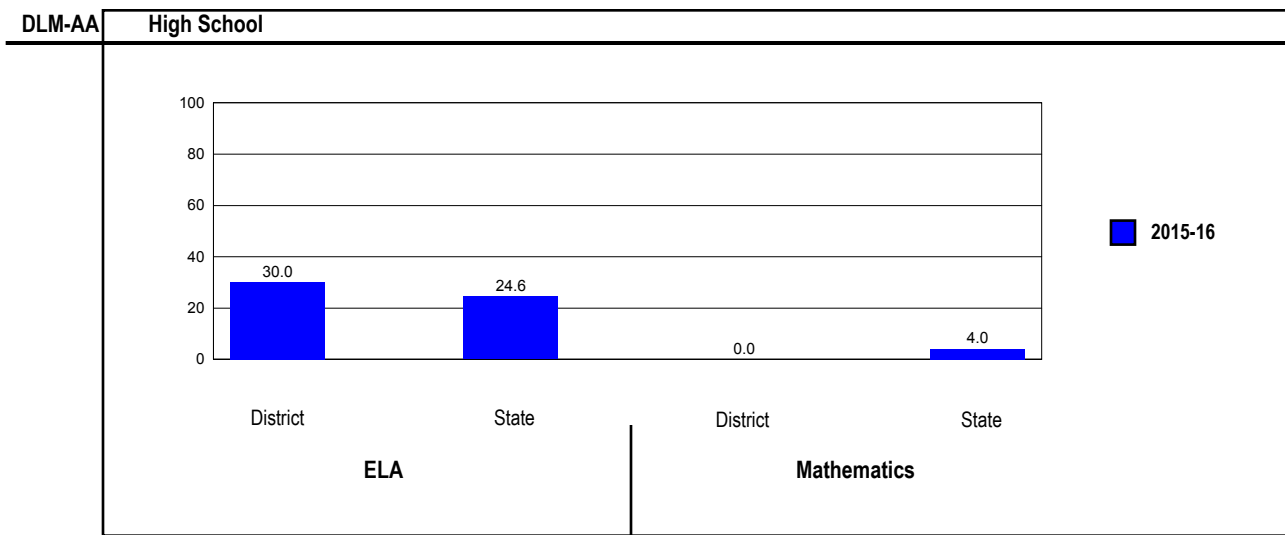
PARCC

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	964	491	473	801	7	34	75	1	2	44	3	0	160	29
	Reading	7.0	7.1	6.8	6.7		11.8	4.0			9.1			7.5	10.3
State	*Enrollment	1,050,307	537,851	512,454	512,582	177,823	272,642	49,633	1,043	2,886	33,656	87,711	198	147,577	527,950
	Reading	2.5	2.5	2.6	2.2	3.0	2.9	2.0	3.5	3.0	2.7	2.5	1.0	3.6	2.7

* 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	473	244	229	387	5	24	27	1	2	27	9	0	149	19
	Mathematics	10.8	10.2	11.4	10.9		8.3	3.7			18.5			11.4	15.8
State	*Enrollment	1,025,813	525,396	500,415	494,198	176,422	271,200	47,430	1,046	2,841	32,624	91,569	202	145,620	524,025
	Mathematics	2.5	2.5	2.6	2.1	3.2	3.0	1.5	3.5	3.0	2.6	2.0	1.0	3.8	2.8

* 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	5.9	9.1	19.8	45.5	19.6	15.2	21.5	22.5	39.1	1.7
State	19.2	20.9	25.8	28.3	5.8	21.5	29.5	27.2	21.1	0.7

High School - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	District	9.3	10.2	21.8	47.6	11.1	20.2	19.7	20.2	37.6	2.3
	State	25.0	22.9	24.9	23.4	3.7	23.8	29.9	25.6	19.8	0.8
Female	District	2.3	8.0	17.8	43.5	28.4	9.7	23.5	25.0	40.8	1.0
	State	13.1	18.8	26.7	33.4	8.0	19.1	29.1	28.8	22.4	0.6

High School - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	District	6.0	8.8	19.9	45.7	19.5	14.7	23.1	21.3	39.6	1.2
	State	13.5	17.5	26.2	35.1	7.8	16.0	25.5	30.2	27.3	1.0
Black	District										
	State	33.3	28.6	23.3	13.4	1.3	35.5	36.2	19.6	8.7	0.1
Hispanic	District	3.3	16.7	30.0	40.0	10.0	23.8	14.3	28.6	28.6	4.8
	State	24.5	25.0	27.5	20.8	2.1	23.2	33.4	27.0	16.1	0.3
Asian	District	4.2	4.2	20.8	41.7	29.2	3.8	23.1	26.9	46.2	0.0
	State	6.3	11.4	21.1	43.4	17.8	8.3	18.3	29.1	40.8	3.5
Native Hawaiian/Pacific Islander	District										
	State	7.2	18.0	29.7	37.8	7.2	11.2	31.8	23.4	31.8	1.9
American Indian	District										
	State	23.7	19.7	30.6	21.2	4.8	25.6	31.9	24.2	18.1	0.3
Two or More Races	District	7.5	15.0	10.0	52.5	15.0	18.2	4.5	27.3	40.9	9.1
	State	16.7	19.2	25.1	30.2	8.8	21.3	27.9	26.5	23.3	0.9

High School - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	District	22.5	26.8	27.5	21.0	2.2	24.4	37.0	19.3	18.5	0.8
	State	51.5	28.1	14.1	5.8	0.5	44.7	37.6	13.2	4.4	0.1
Non-IEP	District	2.8	5.9	18.4	50.1	22.8	11.4	15.2	23.8	47.6	2.1
	State	15.2	20.0	27.2	31.1	6.5	18.6	28.5	29.0	23.2	0.8

High School - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	District	7.7	11.5	23.1	50.0	7.7	25.0	37.5	18.8	18.8	0.0
	State	28.0	26.1	25.6	18.4	1.9	28.0	34.3	24.2	13.3	0.2
Not Eligible	District	5.8	9.1	19.7	45.4	20.0	14.8	20.9	22.6	39.9	1.8
	State	12.4	16.8	25.9	36.0	8.9	15.3	25.0	30.0	28.5	1.2

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	40.0	30.0	30.0	0.0	84.6	15.4	0.0	0.0
State	43.9	31.5	22.8	1.8	71.1	24.9	4.0	0.0

High School- Gender

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District								
State	43.7	32.7	21.6	2.0	70.8	24.7	4.5	0.0
Female								
District								
State	44.3	29.5	24.8	1.4	71.8	25.1	3.1	0.0

High School - Racial/Ethnic Background

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	40.0	30.0	30.0	0.0	83.3	16.7	0.0	0.0
State	42.7	31.1	24.0	2.2	68.5	27.4	4.2	0.0
Black								
District								
State	47.1	30.2	21.4	1.3	72.7	24.7	2.7	0.0
Hispanic								
District								
State	45.2	32.3	21.0	1.5	75.4	19.8	4.8	0.0
Asian								
District								
State	41.0	39.3	18.0	1.6	73.3	23.3	3.3	0.0
Native Hawaiian/Pacific Islander								
District								
State								
American Indian								
District								
State								
Two or More Races								
District								
State	25.8	35.5	35.5	3.2	64.5	32.3	3.2	0.0