

Grant Park High School
Grant Park CUSD 6
Grant Park, 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	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	89.4	0.0	3.3	0.0	0.0	0.0	7.2	25.6	0.0	12.8	3.9	1.2	12.6	92.5	180
District	88.4	0.0	4.0	0.0	0.0	0.0	7.5	29.2	0.0	10.9	3.9	0.9	12.6	94.5	571
State	51.0	18.0	23.6	4.2	0.1	0.3	2.8	49.0	9.4	13.6	2.5	8.6	13.1	94.4	2,066,692

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.

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.

Total Enrollment is based on Home School.

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	19.2	15.0	13.7	190.3
State	95.3	18.9	18.8	13.7	205.0

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

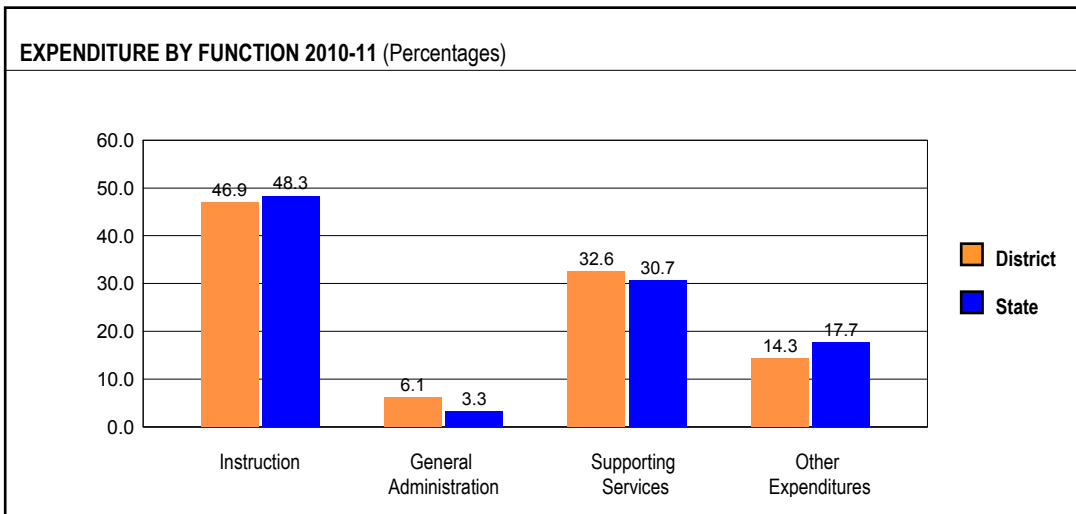
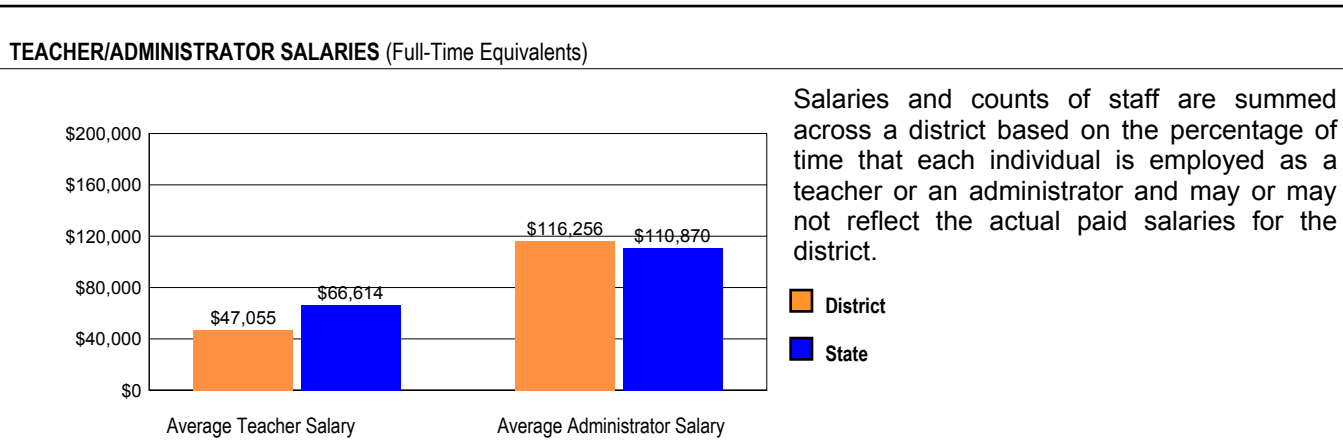
AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School										14.0
District										14.0
State										19.2

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	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	24.8	75.2	36	
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	0.0
District	12.5	46.8	53.2	0.0	0.0
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



REVENUE BY SOURCE 2010-11				EXPENDITURE BY FUND 2010-11			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$3,988,256	66.4	58.2	Education	\$4,161,521	69.7	73.7
Other Local Funding	\$298,611	5.0	5.1	Operations & Maintenance	\$469,121	7.9	5.9
General State Aid	\$926,920	15.4	17.1	Transportation	\$408,068	6.8	3.8
Other State Funding	\$433,979	7.2	9.5	Debt Service	\$594,867	10.0	7.4
Federal Funding	\$359,932	6.0	10.1	Tort	\$155,160	2.6	1.2
TOTAL	\$6,007,698			Municipal Retirement/ Social Security	\$137,163	2.3	2.0
				Fire Prevention & Safety	\$43,095	0.7	0.8
				Capital Projects	\$0	0.0	5.1
				TOTAL	\$5,968,995		

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	\$145,505	4.88	\$5,485	\$10,390
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.

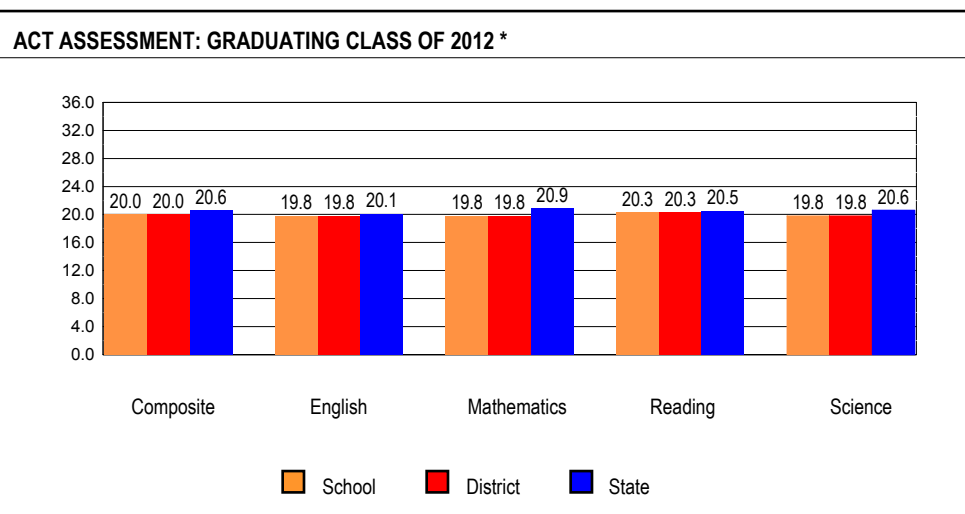
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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



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.

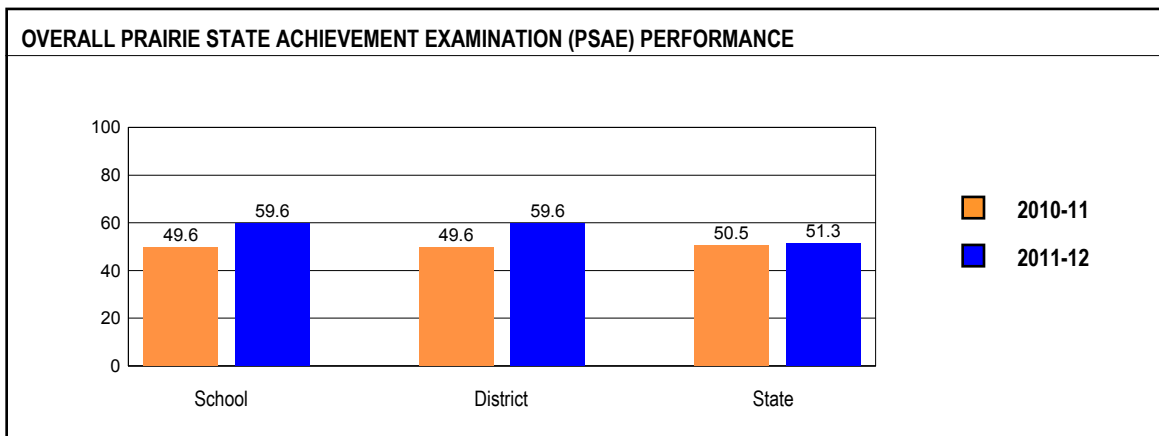
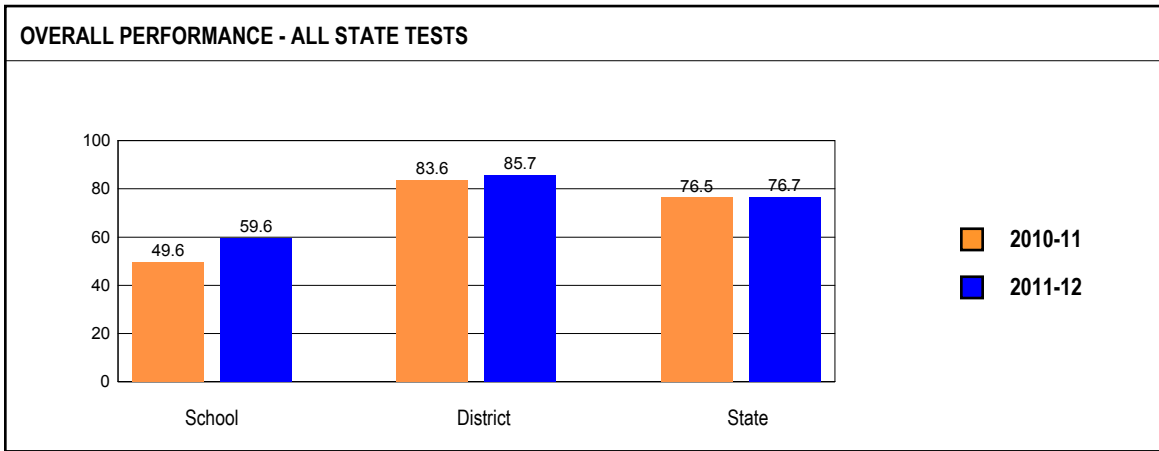
* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose 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	80.0	85.0	76.7	82.2		66.7					50.0		71.4	71.4
District	80.0	85.0	76.7	82.2		66.7					50.0		71.4	71.4
State	82.3	79.0	85.8	88.9		76.0					83.3		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	90.0	81.8	100.0	89.5							100.0		50.0	85.7
District	90.0	81.8	100.0	89.5							100.0		50.0	85.7
State	84.0	81.1	87.1	89.3							83.9		72.5	76.7

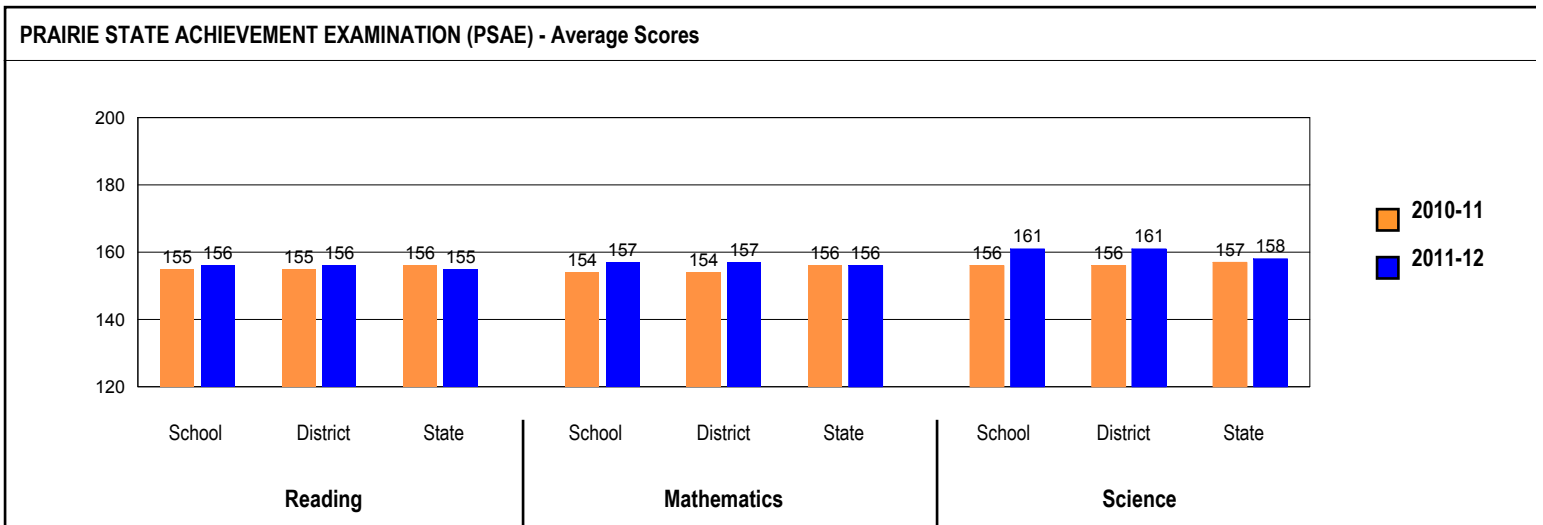
OVERALL STUDENT PERFORMANCE

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

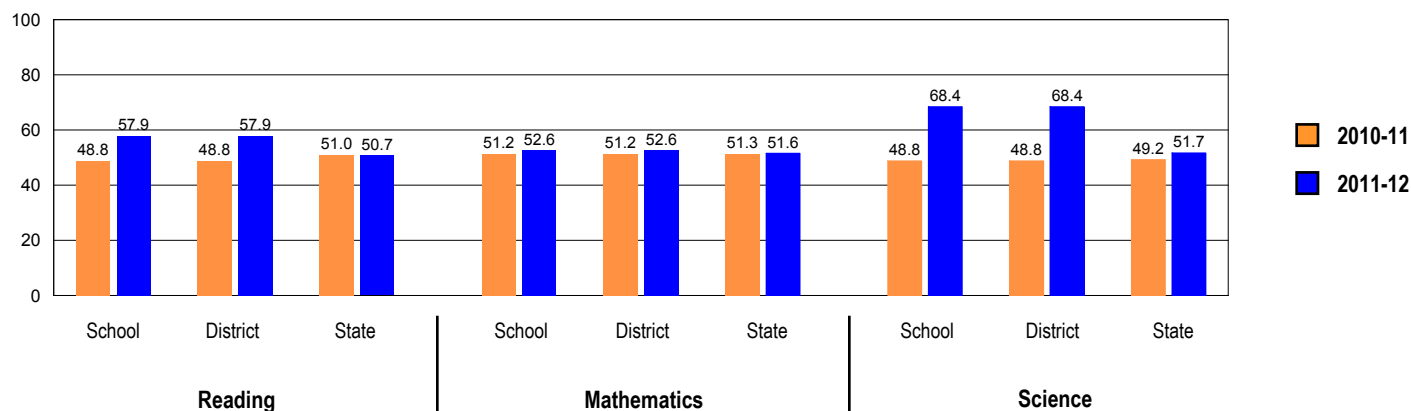


PSAE PERFORMANCE

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.

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


Number of students in this school with PSAE scores in 2012: 38

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	38	21	17	36	0	0	0	0	0	2	0	0	4	8
	Reading	0.0	0.0	0.0	0.0										
District	*Enrollment	299	156	143	258	0	15	0	0	0	26	4	0	33	96
	Reading	0.3	0.6	0.0	0.4		0.0				0.0			3.0	0.0
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	38	21	17	36	0	0	0	0	0	2	0	0	4	8
	Mathematics	0.0	0.0	0.0	0.0										
District	*Enrollment	299	156	143	258	0	15	0	0	0	26	4	0	33	96
	Mathematics	0.3	0.6	0.0	0.4		0.0				0.0			3.0	0.0
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	38	21	17	36	0	0	0	0	0	2	0	0	4	8
	Science	0.0	0.0	0.0	0.0										
District	*Enrollment	129	69	60	114	0	7	0	0	0	8	1	0	11	41
	Science	0.0	0.0	0.0	0.0									0.0	0.0
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	7.9	34.2	55.3	2.6	5.3	42.1	52.6	0.0	7.9	23.7	60.5	7.9
District	7.9	34.2	55.3	2.6	5.3	42.1	52.6	0.0	7.9	23.7	60.5	7.9
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	4.8	47.6	47.6	0.0	4.8	42.9	52.4	0.0	0.0	38.1	57.1	4.8
	District	4.8	47.6	47.6	0.0	4.8	42.9	52.4	0.0	0.0	38.1	57.1	4.8
	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	11.8	17.6	64.7	5.9	5.9	41.2	52.9	0.0	17.6	5.9	64.7	11.8
	District	11.8	17.6	64.7	5.9	5.9	41.2	52.9	0.0	17.6	5.9	64.7	11.8
	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	8.3	36.1	52.8	2.8	5.6	38.9	55.6	0.0	8.3	25.0	58.3	8.3
	District	8.3	36.1	52.8	2.8	5.6	38.9	55.6	0.0	8.3	25.0	58.3	8.3
	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												
	District												
	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												
	District												
	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												
	District												
	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												
	District												
	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												
	District												
	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												
	District												
	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

2012 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?	No
Is this school making AYP in Reading?	No	2012-13 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	2012-13 State Improvement Status	Academic Watch Status Year 2

	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	100.0	Yes	100.0	Yes	56.8		No	51.4		No			90.0	Yes
White														
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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 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.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

Although Grant Park High School's 2012 PSAE scores improved significantly, the faculty, staff and student body remain on task. Last year's junior class demonstrated growth in all areas of the state testing: +12% in Reading; + 2% in math; + 22 % in science; finally, + 12% overall composite. Although promising, several students missed meeting standards by one or two scale score points; basically, one more question answered correctly would have given these students, and the school, another proficient test score in all three areas. That being said, the improvement model will continue in earnest along with other changes to support the vision of the Superintendent.

As Grant Park High School models the GP Way, improved student achievement remains our focus. Grant Park High School will strengthen its facilitation of the 8-Step Process for continuous improvement while transitioning into the state's Rising Star platform. Monthly early release 'Data Days' have provided the optimum environment for concentrated disaggregation of Tier 2 (district) and Tier 3 (subject area) assessments. Current maps, already cross-walked to the Common Core standards, are the focus of meaningful dialogue among subject area teachers as instructional gaps are addressed and maps amended. As the Charlotte Danielson model is introduced to staff, teachers have become even more aware of recognized best practice. Assessments, especially Tier 2 and Tier 3, are amended and aligned with the Common Core Standards. GPHS's 2012 RTI program was initiated after Discovery 1, and will be altered (if necessary) after Discovery 2 in December. The implementation of ETA's (End of Term Assessments) last year has reinforced the immense need for spiraling critical curricular components throughout the year, making certain that what is learned during week one, is retained in week 36. Teachers at Grant Park High School continue to monitor students' progress with higher expectations and welcomed accountability.

Through a series of stakeholder meetings during the 2011-2012 school year, it was determined that the success of all Grant Park High School students would be enhanced with a change from the then current block schedule to a traditional schedule. A 7-period traditional schedule was studied, designed and subsequently deployed at the beginning of the 2012-2013 school year. Students and teachers alike have been very positive with the change, and have embraced the transition. With the conversion, Grant Park High School's RTI plan has been modified, utilizing the non-core subject areas for Tier 2 pull-out. Specific math and English teachers have been assigned an RTI 'class' which has afforded our at-risk students the opportunity for one-on-one remediation with subject area teachers. The year-long plan has been designed to not only raise achievement, but also foster student success.