

**Harper Elem School**  
**Wilmette SD 39**  
**Wilmette, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : K 1 2 3 4**

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](http://illinoisreportcard.com). All of the metrics posted on [illinoisreportcard.com](http://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
<b>School</b>	83.4	1.0	5.1	5.8	0.0	0.0	4.8	1.9	1.4	3.4	0.5	415
<b>District</b>	77.9	0.6	4.8	10.3	0.0	0.0	6.4	3.5	2.2	7.1	0.4	3,699
<b>State</b>	49.9	17.5	24.6	4.5	0.1	0.3	3.1	51.5	9.5	13.7	2.4	2,046,857

**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 who do not have permanent and adequate homes.

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
<b>School</b>		0.0	2.0	95.8
<b>District</b>		0.0	2.5	96.0
<b>State</b>		8.7	12.3	94.5

**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	
	Percent		Days
<b>School</b>	100.0	<b>School</b>	176
<b>District</b>	100.0	<b>District</b>	176
<b>State</b>	95.7	<b>State</b>	174

\* 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
<b>School</b>	22.7	21.3	20.5	23.7	22.3						21.9
<b>District</b>	21.6	21.9	20.3	23.3	22.2						23.2
<b>State</b>	21.2	21.6	21.8	22.5	22.8						21.4

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			30			150			30		
District	60			30			150			30		
State	62			30			141			30		

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
State	81.6	6.5	5.5	1.4	0.1	0.2	0.7	4.1	22.9	77.1	130,066	

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		36.6	63.1	1.3	0.0
State		41.2	58.2	0.6	0.6

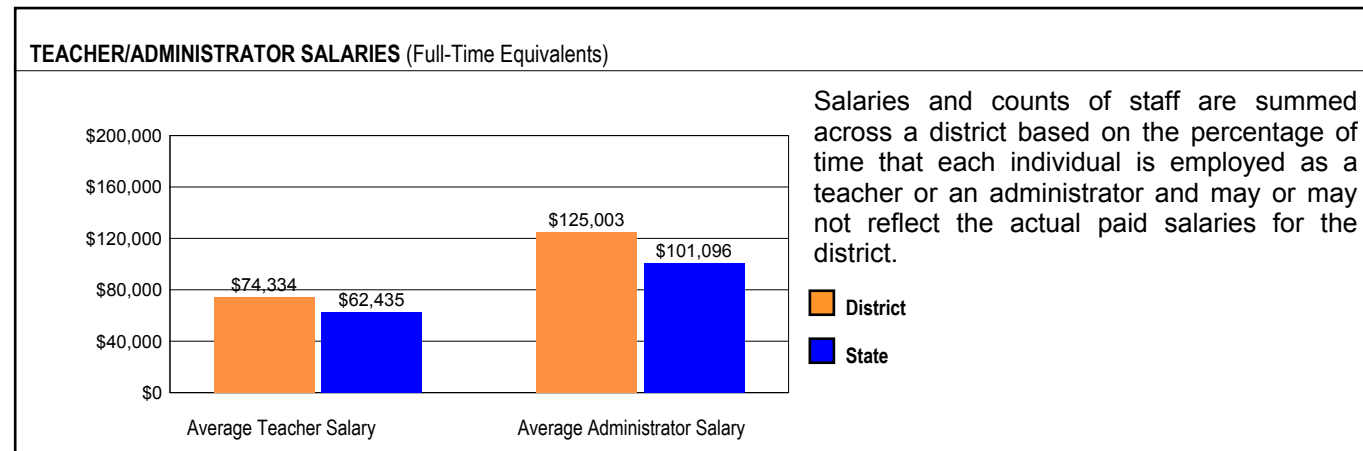
The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

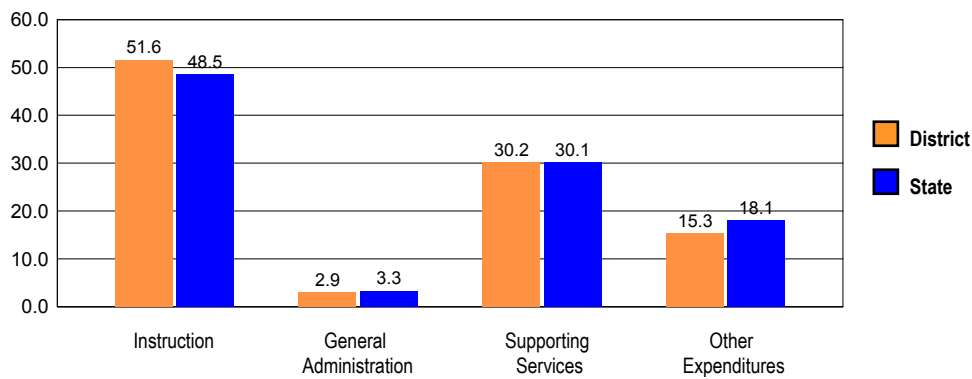
Some teacher/administrator data are not collected at the school level.

TEACHER RETENTION RATE	
School	81.7
District	84.1
State	85.7

PRINCIPAL TURNOVER (Count)	
School	1
District	2
State	2

## SCHOOL DISTRICT FINANCES



**EXPENDITURE BY FUNCTION 2012-13 (Percentages)**

REVENUE BY SOURCE 2012-13				EXPENDITURE BY FUND 2012-13			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$46,375,080	83.9	61.3	Education	\$41,361,526	75.3	73.6
Other Local Funding	\$3,713,465	6.7	4.7	Operations & Maintenance	\$6,905,683	12.6	6.2
General State Aid	\$1,142,407	2.1	16.1	Transportation	\$1,359,973	2.5	3.8
Other State Funding	\$2,730,029	4.9	10.0	Debt Service	\$2,370,499	4.3	7.8
Federal Funding	\$1,340,775	2.4	7.9	Tort	\$652,445	1.2	1.2
<b>TOTAL</b>	<b>\$55,301,756</b>			Municipal Retirement/ Social Security	\$1,513,371	2.8	2.1
				Fire Prevention & Safety	\$788,127	1.4	0.6
				Capital Projects	\$0	0.0	4.7
				<b>TOTAL</b>	<b>\$54,951,624</b>		

**OTHER FINANCIAL INDICATORS**

	2011 Equalized Assessed Valuation per Pupil	2011 Total School Tax Rate per \$100	2012-13 Instructional Expenditure per Pupil	2012-13 Operating Expenditure per Pupil
District	\$523,212	2.62	\$8,419	\$13,919
State	**	**	\$7,094	\$12,045

\*\* 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.

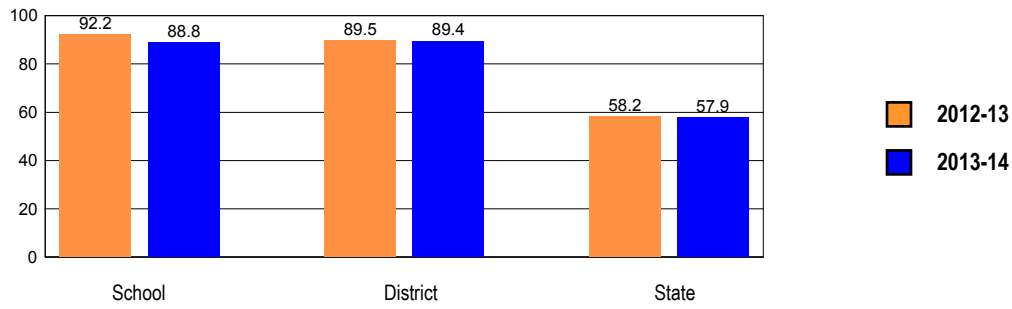
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

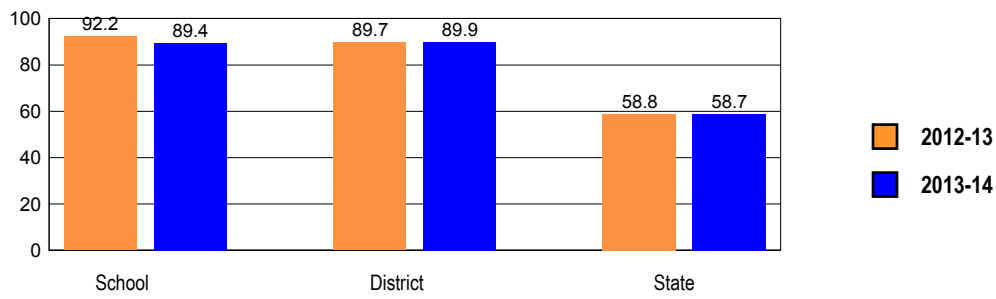
**ACADEMIC PERFORMANCE****OVERALL STUDENT PERFORMANCE**

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 and mathematics. The ISAT reading and math cut scores were reset for school year 2013. Starting in 2013, Illinois raised the performance cut scores in reading and math to align with college and career ready expectations. In order to align the Illinois Alternative Assessment (IAA) with the content standards of the Common Core Essentials Elements, Illinois raised the performance cut scores of IAA in reading and math in 2014.

**OVERALL PERFORMANCE - ALL STATE TESTS**

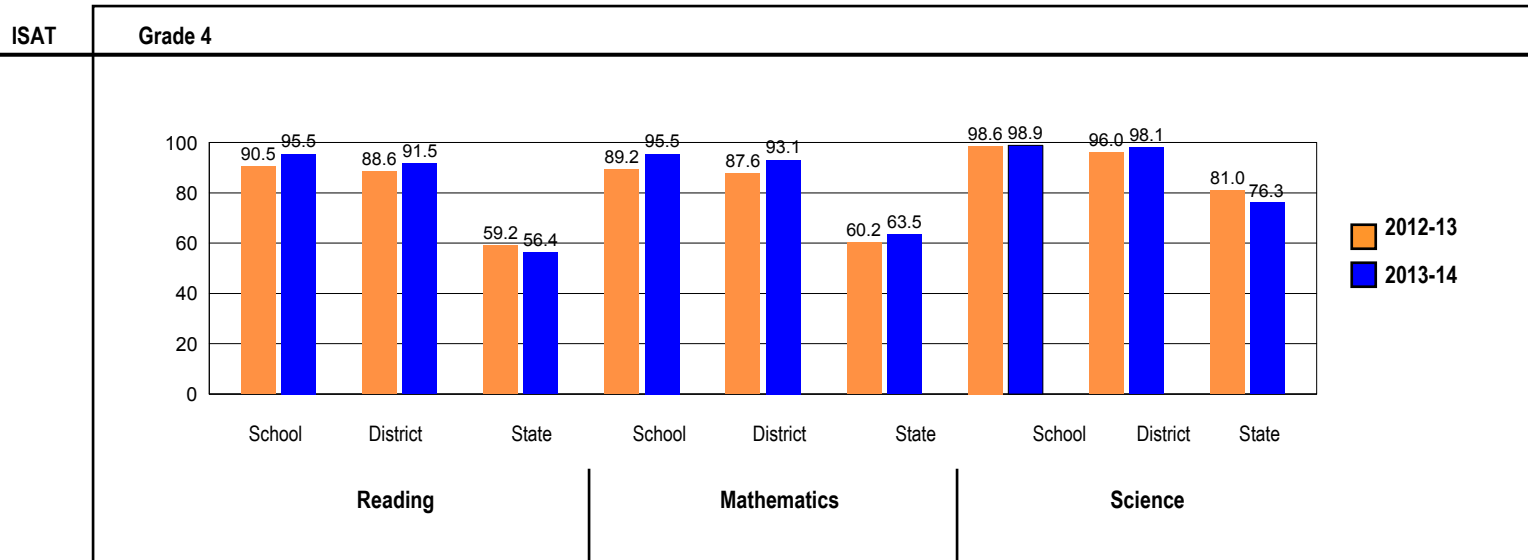
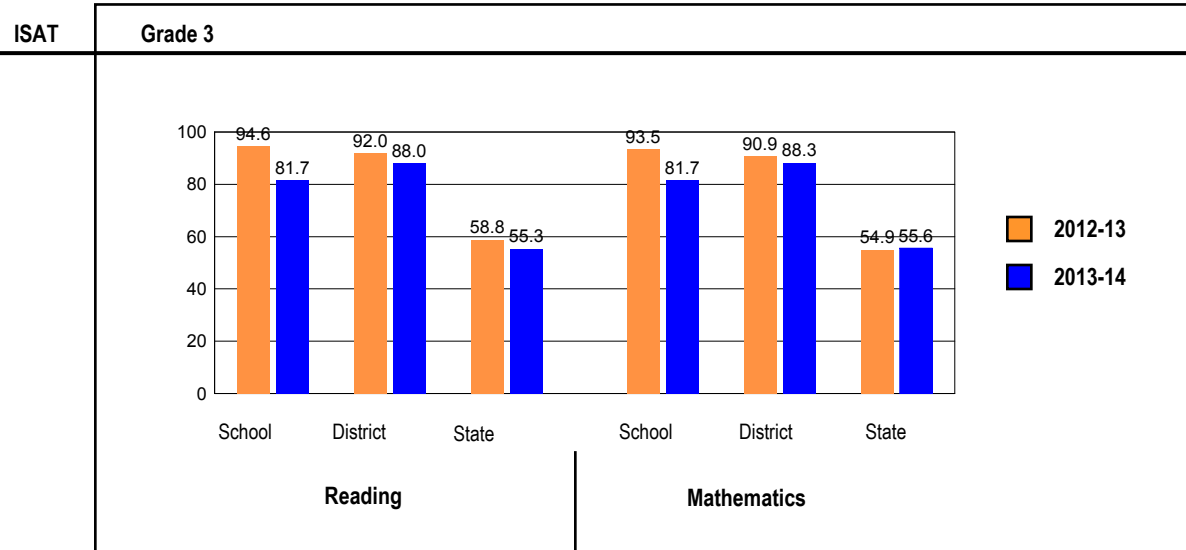


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**ISAT PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



**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	161	83	78	133	3	7	9	0	0	9	2	0	6	5
	Reading	0.0	0.0	0.0	0.0										
District	*Enrollment	2,545	1,277	1,268	1,985	18	111	263	0	2	166	32	2	273	88
	Reading	0.0	0.1	0.0	0.1	0.0	0.0	0.0			0.0	0.0		0.4	0.0
State	*Enrollment	1,060,658	543,109	517,316	532,220	183,481	260,114	48,330	1,029	2,982	31,812	70,904	280	143,042	547,763
	Reading	0.6	0.6	0.5	0.4	0.8	0.6	0.5	1.2	0.8	0.6	1.1	2.5	1.2	0.7

\* 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	161	83	78	133	3	7	9	0	0	9	2	0	6	5
	Mathematics	0.0	0.0	0.0	0.0										
District	*Enrollment	2,550	1,278	1,272	1,987	18	111	266	0	2	166	37	2	273	88
	Mathematics	0.0	0.1	0.0	0.1	0.0	0.0	0.0			0.0	0.0		0.4	0.0
State	*Enrollment	1,062,316	543,976	518,107	532,697	183,560	260,674	48,844	1,035	2,994	31,822	72,621	281	143,066	548,764
	Mathematics	0.5	0.6	0.5	0.4	0.9	0.5	0.3	0.4	0.6	0.6	0.6	1.4	1.2	0.6

\* 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	89	48	41	77	1	3	5	0	0	3	0	0	4	2
	Science	1.1	2.1	0.0	1.3										
District	*Enrollment	842	415	427	666	9	34	79	0	0	54	13	1	91	31
	Science	0.4	0.5	0.2	0.5		0.0	0.0			0.0	0.0		1.1	3.2
State	*Enrollment	454,072	231,511	222,497	231,754	77,973	108,437	20,846	425	1,245	13,169	23,463	112	60,394	226,620
	Science	0.7	0.8	0.6	0.5	1.3	0.7	0.3	0.2	1.1	0.8	0.9	0.9	1.4	0.9

\* Enrollment as reported during the testing windows for grades 4, 7, and 11.

### ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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 3

### Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	1.4	16.9	38.0	43.7	0.0	18.3	49.3	32.4
District	1.0	11.0	36.0	52.0	0.8	10.9	41.6	46.7
State	7.4	37.2	35.9	19.4	7.3	37.1	42.4	13.2

### Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	11.8	50.0	38.2	0.0	20.6	44.1	35.3
	District	1.5	11.4	39.3	47.8	1.0	10.9	37.1	51.0
	State	8.6	38.9	35.2	17.2	8.1	36.9	41.2	13.8
Female	School	2.7	21.6	27.0	48.6	0.0	16.2	54.1	29.7
	District	0.5	10.5	32.5	56.5	0.5	10.9	46.4	42.2
	State	6.2	35.5	36.6	21.8	6.5	37.2	43.6	12.6

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	1.8	18.2	36.4	43.6	0.0	18.2	49.1	32.7
	District	1.4	10.2	37.6	50.8	0.7	11.5	45.3	42.6
	State	3.4	28.0	41.6	26.9	3.8	29.7	49.4	17.1
Black	School								
	District								
	State	14.0	50.3	27.6	8.0	15.3	49.7	29.9	5.2
Hispanic	School								
	District	0.0	25.0	37.5	37.5	0.0	25.0	50.0	25.0
	State	11.5	49.4	30.3	8.7	9.7	46.7	37.6	6.0
Asian	School								
	District	0.0	9.1	29.5	61.4	0.0	4.4	24.4	71.1
	State	2.3	17.5	38.3	41.9	1.6	14.3	43.6	40.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	2.6	31.1	42.4	23.8	3.2	33.3	46.8	16.7
American Indian	School								
	District								
	State	9.7	42.7	36.3	11.3	8.3	44.2	40.7	6.9
Two or More Races	School								
	District	0.0	9.4	31.3	59.4	0.0	6.3	28.1	65.6
	State	5.4	34.0	37.0	23.6	6.7	35.7	42.0	15.6

**Grade 4****Grade 4 - All**

Levels	Reading				Mathematics				Science					
	1	2	3	4	1	2	3	4	1	2	3	4		
School		1.1	3.4	48.3	47.2	0.0	4.5	59.6	36.0	0.0	1.1	66.7	32.2	
	District		0.7	7.7	36.0	55.6	0.5	6.4	54.9	38.2	0.5	1.4	52.3	45.8
	State		5.1	38.6	39.5	16.8	6.6	29.9	51.8	11.7	3.3	20.4	59.9	16.3

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	2.1	4.2	47.9	45.8	0.0	8.3	47.9	43.8	0.0	2.2	63.0	34.8
	District	1.4	10.5	37.8	50.2	0.9	7.6	48.3	43.1	1.0	2.9	51.7	44.5
	State	6.4	40.7	38.2	14.8	7.3	29.3	50.0	13.3	3.7	21.0	58.2	17.1
Female	School	0.0	2.4	48.8	48.8	0.0	0.0	73.2	26.8	0.0	0.0	70.7	29.3
	District	0.0	4.9	34.1	61.0	0.0	5.3	61.5	33.2	0.0	0.0	52.9	47.1
	State	3.7	36.4	40.9	19.0	5.8	30.5	53.7	10.0	2.8	19.9	61.7	15.6



**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	1.3	3.9	51.9	42.9	0.0	3.9	62.3	33.8	0.0	0.0	72.0	28.0
	District	0.9	7.1	35.4	56.6	0.6	5.5	55.8	38.0	0.6	1.2	51.9	46.3
	State	2.5	29.2	45.4	23.0	3.7	22.1	58.4	15.7	1.5	12.1	63.6	22.9
Black	School												
	District												
	State	9.9	54.6	29.3	6.2	13.5	44.6	39.0	2.8	7.4	36.4	51.3	5.0
Hispanic	School												
	District	0.0	17.6	41.2	41.2	0.0	11.8	76.5	11.8	0.0	0.0	76.5	23.5
	State	7.7	50.2	33.9	8.2	8.4	39.1	47.7	4.8	4.5	28.7	59.4	7.4
Asian	School												
	District	0.0	5.0	45.0	50.0	0.0	6.8	45.5	47.7	0.0	2.3	54.5	43.2
	State	1.8	18.4	45.0	34.8	2.0	10.7	51.4	35.9	1.3	8.0	56.3	34.4
Native Hawaiian/Pacific Islander	School												
	District												
	State	1.7	28.6	41.2	28.6	1.6	23.0	55.7	19.7	0.8	13.8	55.3	30.1
American Indian	School												
	District												
	State	6.6	42.5	36.9	14.0	5.8	35.0	51.5	7.6	3.3	22.8	59.2	14.7
Two or More Races	School												
	District	0.0	11.1	22.2	66.7	0.0	7.4	44.4	48.1	0.0	0.0	40.7	59.3
	State	3.8	34.4	41.7	20.2	6.3	27.7	50.5	15.5	2.7	18.1	59.6	19.7

**2014 STUDENT ACADEMIC GROWTH**

Average Growth Value		
	Reading	Math
School	106.3	112.0
District	111.2	110.9
State	99.4	102.9

Illinois has chosen to use a value table methodology to determine the school and district growth metric based on student performance on large-scale assessments (the ISAT). The numbers contained in the value table represent the number of students in each cell. The average of all students' academic growth over two year's performance will be used to determine the growth metric..

**Reading**

	Performance Level in Year 2			
	Academic Warning	Below Standards	Meets Standards	Exceeds Standards

