

**Hoffman Estates High School**  
**Township HSD 211**  
**Hoffman Estates, 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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

**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
<b>School</b>	47.9	12.4	20.1	17.3	0.0	2.3	24.4	6.6	2.2	0.6	9.4	94.4	2,144
<b>District</b>	65.1	5.7	13.7	13.8	0.2	1.5	16.7	4.3	1.1	0.7	6.7	95.2	12,684
<b>State</b>	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5	4.1	2.5	14.9	93.3	2,074,167

**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\***

	Percent
<b>School</b>	88.0
<b>District</b>	81.3
<b>State</b>	96.8

**STUDENT-TO-STAFF RATIOS**

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	--	--	--	--
<b>District</b>		18.6	13.5	250.1
<b>State</b>		18.0	13.5	211.6

\* 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
<b>School</b>										20.8
<b>District</b>										21.4
<b>State</b>										19.6

**TEACHER INFORMATION** (Full-Time Equivalents)

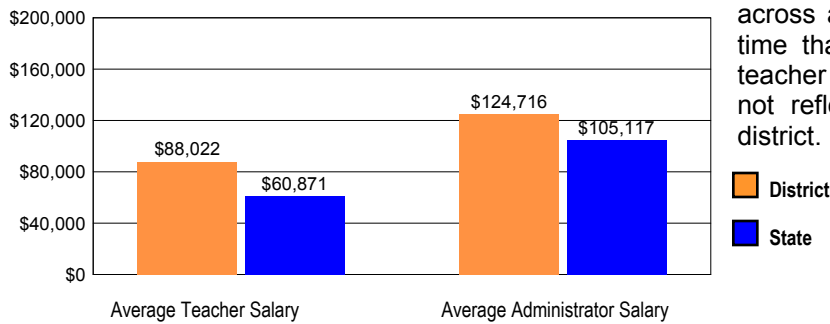
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	90.7	1.4	4.7	3.1	0.1	48.2	51.8	790
<b>State</b>	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	12.9	24.3	75.1	0.3	0.0
State	12.4	46.7	53.2	0.7	0.7

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

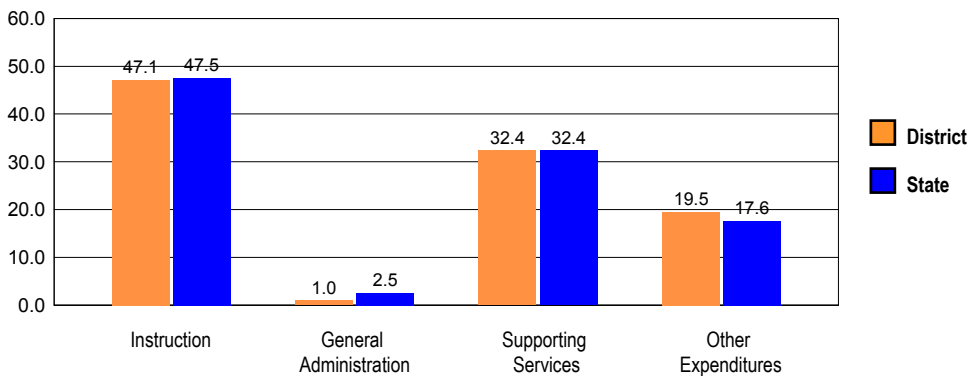
## SCHOOL DISTRICT FINANCES

### 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 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07			
	District	District %	State %
Local Property Taxes	\$183,092,311	83.3	57.6
Other Local Funding	\$20,964,155	9.5	7.3
General State Aid	\$4,718,173	2.1	18.1
Other State Funding	\$8,525,603	3.9	9.7
Federal Funding	\$2,585,400	1.2	7.3
<b>TOTAL</b>	<b>\$219,885,642</b>		

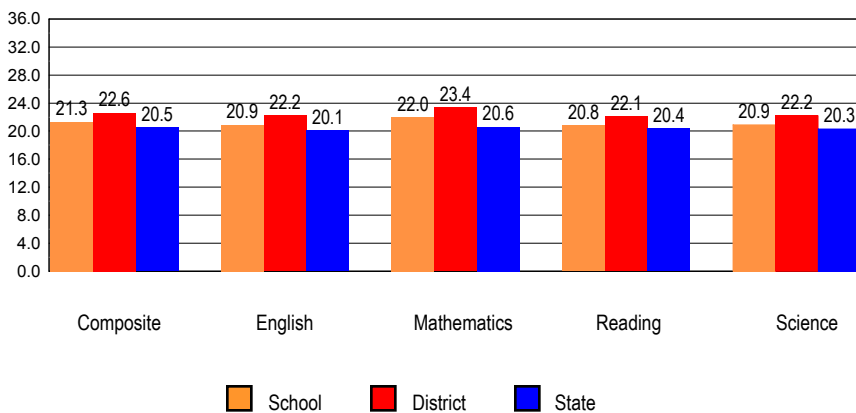
EXPENDITURE BY FUND 2006-07			
	District	District %	State %
Education	\$148,975,056	68.6	72.6
Operations & Maintenance	\$35,627,560	16.4	8.5
Transportation	\$7,978,541	3.7	3.9
Bond and Interest	\$14,191,346	6.5	6.7
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$7,324,382	3.4	1.8
Fire Prevention & Safety	\$3,130,270	1.4	0.9
Site & Construction/ Capital Improvement	\$0	0.0	5.6
<b>TOTAL</b>	<b>\$217,227,155</b>		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$643,044	2.16	\$8,078	\$13,701
State	**	**	\$5,808	\$9,907

\*\* 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 2008 \*



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.

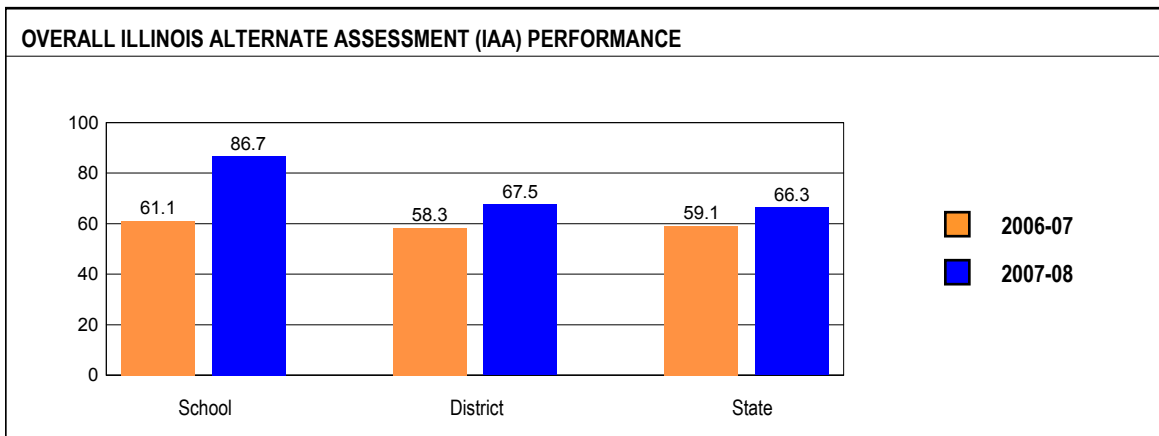
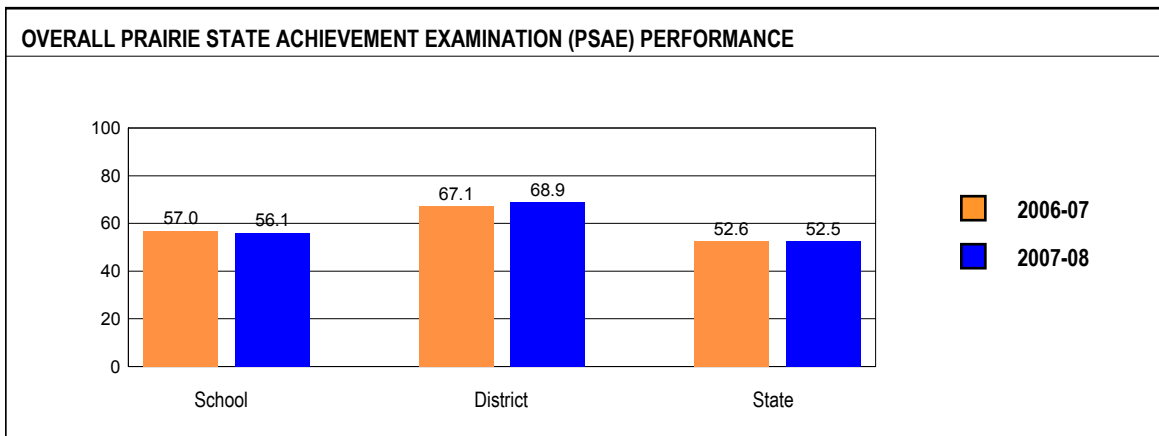
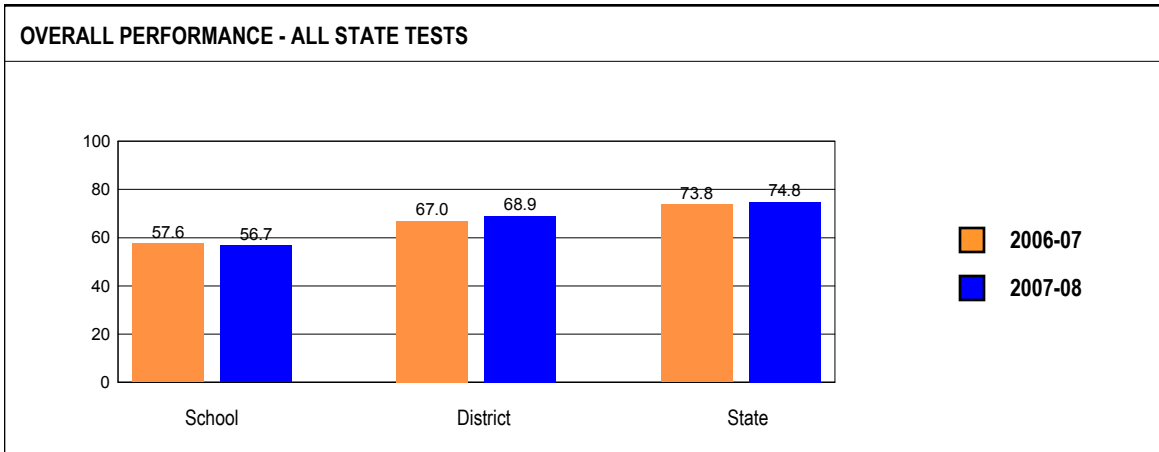
### HIGH SCHOOL GRADUATION RATE

	Gender			Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American				
School	88.0	85.8	90.1	88.2	85.5	84.7	95.8		54.5	83.3	78.5	94.7
District	93.3	91.8	94.8	94.0	89.9	86.7	97.3		78.3	83.3	86.8	87.6
State	86.5	84.2	88.8	92.5	74.9	75.7	93.4		87.6	57.2	81.2	78.2

### 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.

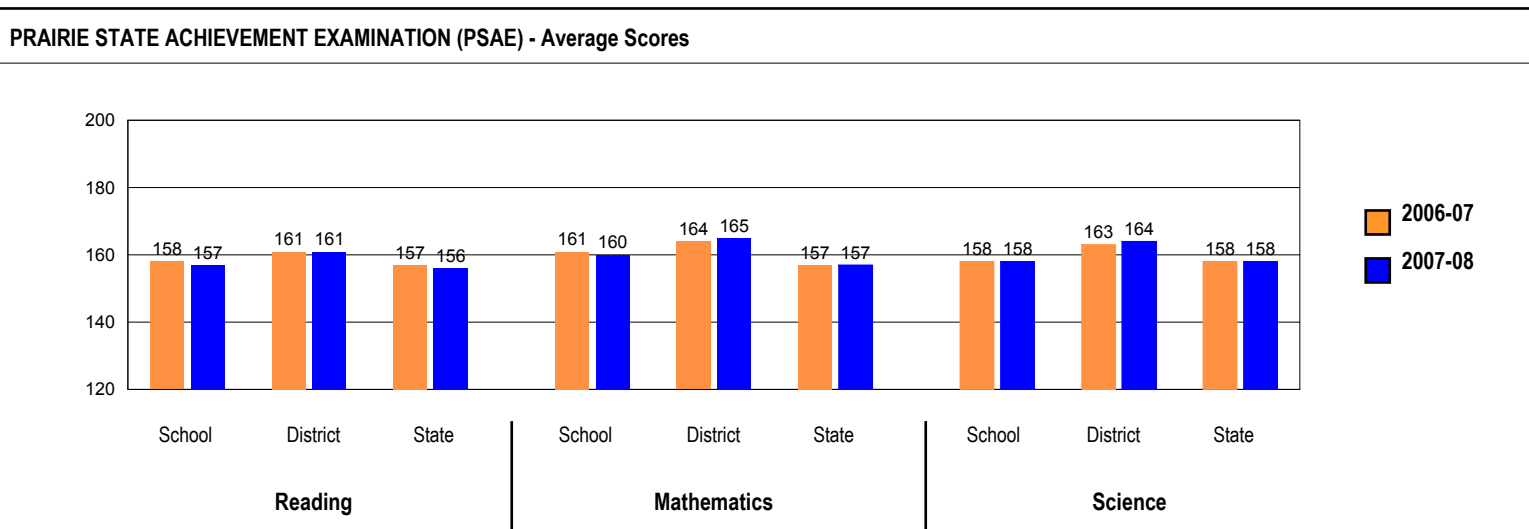
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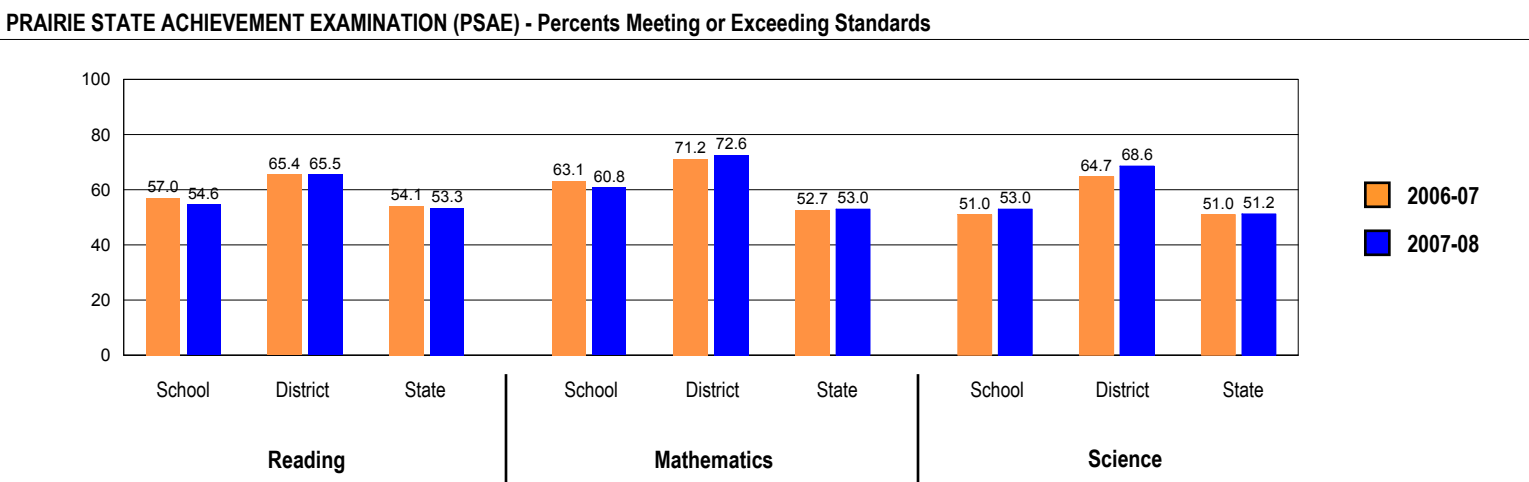
IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

**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.



PSAE scores range from 120 to 200.



Number of students in this school with PSAE scores in 2008: 502

**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	531	277	254	260	65	111	87	2	6	43		68	138
	Reading Mathematics	1.1 1.1	1.4 1.4	0.8 0.8	0.8 0.8	3.1 3.1	1.8 1.8	0.0 0.0				2.3 2.3		2.9 2.9
District	*Enrollment	3,138	1,627	1,511	2,092	179	402	423	10	32	134	3	381	481
	Reading Mathematics	0.4 0.4	0.6 0.6	0.3 0.3	0.3 0.3	1.1 1.1	1.5 1.5	0.0 0.0	0.0 0.0	0.0 0.0	0.7 0.7		0.5 0.5	0.8 0.8
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	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	0.2 0.2	0.2 0.2	0.3 0.3	0.5 0.5	0.3 0.3

\* 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	531	277	254	260	65	111	87	2	6	43		68	138
	Science	1.1	1.4	0.8	0.8	3.1	1.8	0.0				2.3		2.9
District	*Enrollment	3,138	1,627	1,511	2,092	179	402	423	10	32	134	3	381	481
	Science	0.4	0.6	0.3	0.3	1.1	1.5	0.0	0.0	0.0	0.7		0.5	0.8
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

\* 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	7.8	37.6	46.2	8.4	5.4	33.9	45.8	14.9	10.0	37.1	41.8	11.2
District	5.6	28.9	50.8	14.7	4.2	23.2	51.7	20.8	5.5	26.0	49.6	19.0
State	10.1	36.6	42.9	10.4	11.1	35.9	42.2	10.8	9.5	39.3	40.4	10.8

**Grade 11 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	11.5	37.5	42.1	8.8	6.9	33.0	44.8	15.3	12.3	31.4	43.7	12.6
	District	7.4	29.9	49.0	13.7	4.6	21.6	50.3	23.5	6.0	23.0	48.4	22.7
	State	12.4	36.3	41.1	10.1	11.0	33.5	42.8	12.7	10.0	35.7	40.7	13.7
Female	School	3.7	37.8	50.6	7.9	3.7	34.9	46.9	14.5	7.5	43.2	39.8	9.5
	District	3.6	27.9	52.7	15.9	3.8	24.9	53.3	18.0	4.9	29.2	50.9	15.0
	State	7.9	36.8	44.6	10.7	11.2	38.2	41.7	8.9	8.9	42.9	40.2	8.0

**Grade 11 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	2.4	31.1	54.2	12.4	3.2	27.9	52.2	16.7	6.4	29.9	49.0	14.7
	District	2.8	23.7	56.3	17.2	2.2	19.1	56.6	22.1	3.2	20.9	54.2	21.8
	State	6.0	29.3	50.8	13.9	6.0	29.9	50.1	13.9	5.2	31.3	49.0	14.5
Black	School	10.0	51.7	38.3	0.0	13.3	50.0	35.0	1.7	15.0	53.3	31.7	0.0
	District	14.0	52.0	31.6	2.3	18.7	46.8	32.2	2.3	20.5	50.3	26.9	2.3
	State	20.2	54.9	23.3	1.6	27.5	51.8	19.6	1.0	21.3	60.4	17.3	1.0
Hispanic	School	17.0	53.0	30.0	0.0	10.0	53.0	35.0	2.0	17.0	56.0	26.0	1.0
	District	18.1	46.9	32.1	2.9	12.2	46.4	37.3	4.1	14.9	49.9	30.6	4.7
	State	18.4	50.7	28.3	2.6	17.6	49.7	30.3	2.3	16.5	55.9	25.3	2.3
Asian/Pacific Islander	School	10.6	29.4	48.2	11.8	0.0	18.8	48.2	32.9	8.2	24.7	48.2	18.8
	District	5.5	29.4	47.6	17.5	0.7	13.5	49.6	36.2	2.7	20.2	54.4	22.7
	State	6.3	29.8	47.3	16.6	3.7	18.9	49.0	28.5	4.6	25.1	50.1	20.2
Native American	School												
	District												
	State	9.3	40.9	40.9	8.9	11.7	40.1	40.5	7.8	12.5	38.5	39.7	9.3
Multiracial/Ethnic	School												
	District	3.2	41.9	38.7	16.1	9.7	38.7	29.0	22.6	6.5	38.7	22.6	32.3
	State	8.0	37.6	43.3	11.1	11.1	36.6	42.4	9.9	8.4	41.1	40.4	10.0

**Grade 11 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	44.7	47.4	7.9	0.0	15.8	47.4	34.2	2.6	39.5	47.4	13.2	0.0
District	41.0	50.0	9.0	0.0	14.1	39.7	42.3	3.8	28.2	55.1	16.7	0.0
State	50.8	41.5	7.5	0.3	33.7	46.7	16.8	2.8	47.3	43.8	8.3	0.6

**Grade 11 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	28.8	44.2	21.2	5.8	32.7	48.1	17.3	1.9	50.0	30.8	11.5	7.7
	District	24.2	48.0	23.2	4.6	22.0	53.2	21.1	3.7	30.9	48.3	14.7	6.1
	State	38.0	43.2	16.7	2.1	42.4	44.3	12.0	1.3	44.3	42.2	11.3	2.1
Non-IEP	School	5.3	36.9	49.1	8.7	2.2	32.2	49.1	16.4	5.3	37.8	45.3	11.6
	District	3.3	26.6	54.1	16.0	2.0	19.6	55.5	22.9	2.4	23.2	53.9	20.5
	State	6.7	35.8	46.1	11.4	7.3	34.9	46.0	11.9	5.2	39.0	44.0	11.8

**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	19.8	53.2	25.4	1.6	13.5	46.0	36.5	4.0	24.6	47.6	27.0	0.8
	District	19.7	50.8	26.4	3.1	15.0	45.4	35.2	4.5	18.3	50.4	27.6	3.8
	State	19.6	52.0	26.2	2.3	22.3	50.3	25.5	1.9	19.4	57.0	21.7	1.9
Not Eligible	School	3.7	32.4	53.2	10.6	2.7	29.8	48.9	18.6	5.1	33.5	46.8	14.6
	District	3.3	25.4	54.7	16.6	2.4	19.6	54.4	23.5	3.4	22.0	53.2	21.4
	State	6.3	30.4	49.6	13.7	6.6	30.1	49.0	14.3	5.5	32.2	48.0	14.3

**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	0.0	20.0	40.0	40.0	10.0	0.0	70.0	20.0	0.0	10.0	60.0	30.0
District	10.5	26.3	28.9	34.2	13.2	21.1	39.5	26.3	13.2	13.2	42.1	31.6
State	11.8	16.1	26.4	45.7	14.4	13.8	40.6	31.2	10.5	12.6	31.3	45.6

**Grade 11 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School												
	District	9.1	36.4	22.7	31.8	13.6	27.3	36.4	22.7	13.6	18.2	40.9	27.3
	State	11.6	16.8	26.8	44.8	14.6	14.5	40.5	30.3	10.6	12.3	29.0	48.0
Female	School												
	District	12.5	12.5	37.5	37.5	12.5	12.5	43.8	31.3	12.5	6.3	43.8	37.5
	State	12.2	15.0	25.6	47.2	14.1	12.7	40.7	32.6	10.2	13.0	35.0	41.8

**Grade 11 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
<b>White</b>													
School													
District	4.8	28.6	33.3	33.3	4.8	23.8	42.9	28.6	14.3	9.5	38.1	38.1	
State	9.5	14.6	25.8	50.1	12.1	13.9	40.6	33.4	8.0	11.2	31.4	49.4	
<b>Black</b>													
School													
District													
State	13.4	17.6	26.0	43.0	15.6	12.8	42.1	29.5	12.2	13.9	31.7	42.2	
<b>Hispanic</b>													
School													
District													
State	13.7	16.4	30.5	39.4	15.0	14.6	44.2	26.1	13.3	14.2	30.7	41.8	
<b>Asian/Pacific Islander</b>													
School													
District													
State	12.2	29.3	26.8	31.7	22.0	19.5	29.3	29.3	12.2	17.1	39.0	31.7	
<b>Native American</b>													
School													
District													
State													
<b>Multiracial/Ethnic</b>													
School													
District													
State	31.3	6.3	12.5	50.0	37.5	0.0	6.3	56.3	25.0	6.3	18.8	50.0	

## 2008 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	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	2008-09 State Improvement Status	Academic Watch Status Year 3

	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
<b>State AYP Minimum Target</b>	95.0		95.0		62.5			62.5			90.0		75.0	
<b>All</b>	98.9	Yes	98.9	Yes	55.8		No	63.0		Yes			88.0	Yes
<b>White</b>	99.2	Yes	99.2	Yes	68.0		Yes	71.3		Yes				
<b>Black</b>	96.9	Yes	96.9	Yes	35.1	48.3	No	36.8	44.5	No			85.5	
<b>Hispanic</b>	98.2	Yes	98.2	Yes	31.3	53.4	No	38.5	45.8	No			84.7	
<b>Asian/Pacific Islander</b>	100.0	Yes	100.0	Yes	61.2		Yes	82.4		Yes				
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	97.1	Yes	97.1	Yes	36.7	37.4	Yes	31.7	31.2	Yes			78.5	
<b>Economically Disadvantaged</b>	98.6	Yes	98.6	Yes	28.3	53.3	No	44.2	48.3	Yes			94.7	

**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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2007.

\*\* Safe Harbor Targets of 62.5% 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.

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**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.)

**Hoffman Estates High School  
Township High School District 211  
School Improvement Plan Summary 2007-2008**

The current School Improvement Plan addresses the requirements of the Illinois School Accountability Act as required under the federal government's "No Child Left Behind Act." The goals of each plan reflect individual school and the District needs in the areas of mathematics and reading in reference to the results of the grade 11 state-mandated assessments, including the Prairie State Achievement Examination (PSAE) and the Illinois Alternative Assessment (IAA). Action plans found in the School Improvement Plan reflect instructional changes each department has implemented based on the use of multiple data sources and best practices within the discipline.

These initiatives continue to be evaluated for academic growth based on the Critical Learning Standards and on local, state, and national assessments (such as Explore, PLAN, ACT, Measures of Academic Progress (MAP), Access, and the Classroom Reading Inventory.) The Critical Learning Standards (CLS) in reading, writing, mathematics and science define District 211's expectations for what every student should learn before graduation, regardless of program of study or personal challenges. These core standards are common across all schools in District 211 and represent the expectations of the State of Illinois and basic academic standards for success in the core areas of reading, writing, mathematics, and science. All students must successfully attain a high level of rigor in coursework if they are to meet Critical Learning Standards.

The School Improvement Plan reflects the development, implementation, and assessment of the Critical Learning Standards. Research has confirmed that increased frequency of focused assessments is necessary to modify instruction for students who are not successfully mastering course content. The conviction that all students can learn is at the core of the School Improvement Plan. Stakeholders in the District 211 community cannot be satisfied with a high percentage of student success while tolerating a level of student failure. The creation of Critical Learning Standards reaffirms a commitment to developing a pyramid of interventions for any child who does not succeed in demonstrating success in any given standard.

The School Improvement Plan proposes specific actions in response to these challenges and provides means to assess and evaluate the effectiveness of these actions.