

Community High School District 94

A National Blue Ribbon School of Excellence
2006 Illinois Democracy School
2008 Civic Mission of Schools Civic Learning Example
— Whole School Model

School Report Card 2009

Presented with Pride
to the Communities of:

West Chicago
Carol Stream
Warrenville
Wheaton
Winfield

by
Community High School District 94
and the
Illinois State Board of Education

TABLE OF CONTENTS

Actual Enrollment 1
 School Budget on Website 1
 Enrollment Projections 1
 Principal’s Message 2
 Mission Statement & Core Values 2
 ACT Scores 3
 Average Class Size 4
 Racial/Ethnic Background 4
 District Goals for 2009-10 5
 Asbestos/Pest Control Notice 5
 New Certified Staff 6
 Illinois State Report Card8-17

pages, updates on game and event schedules, information on clubs and sponsors, Edline the student handbook, Alumni and Education Foundation's news, and much, much more. Check out the site map!

ACTUAL ENROLLMENT –

Yr.	Grade Level				Total
	9	10	11	12	
1997-98	475	458	440	425	1798
1998-99	566	456	385	386	1793
1999-00	607	494	419	360	1880
2000-01	617	518	455	397	2047
2001-02	611	561	513	447	2132
2002-03	558	575	508	504	2145
2003-04	621	509	534	510	2174
2004-05	577	588	486	513	2164
2005-06	582	547	534	481	2144
2006-07	571	566	496	527	2160
2007-08	512	504	524	611	2151
2008-09	562	570	480	503	2115
2009-10	622	507	526	508	2163

ENROLLMENT PROJECTIONS –

Enrollment projections were obtained from Information Management Systems in Rockford, Michigan. Three different projection methods are used to provide data to the district. Results are shown below:

Yr.	Grade Level				Total
	9	10	11	12	
<u>2010-11</u>					
Method 1	639	582	462	534	2217
Method 2	654	562	468	557	2241
Method 3	647	572	465	545	2229
<u>2011-12</u>					
Method 1	574	598	531	469	2172
Method 2	601	591	519	495	2206
Method 3	587	595	525	482	2189
<u>2012-13</u>					
Method 1	568	537	545	539	2189
Method 2	604	543	545	549	2241
Method 3	586	540	546	544	2216
<u>2013-14</u>					
Method 1	562	531	490	553	2136
Method 2	590	546	501	577	2214
Method 3	576	539	495	566	2176
<u>2014-15</u>					
Method 1	578	526	484	497	2085
Method 2	606	533	504	530	2173
Method 3	592	530	494	513	2129

- Method 1 – Uses survival ratios for the past five years at a particular grade.
- Method 2 – Uses survival ratios for only the current year.
- Method 3 – Combines Method 1 and Method 2.

SCHOOL BUDGET ON THE WEBSITE —

The Community High School District 94 budget for 2009-10 is available on the school’s website at www.d94.org. A copy is also on display in the Administration Office of the high school located at 326 Joliet Street in West Chicago.

The website features a wealth of other information about the school. To see press releases and photos, go to the website and then click on “News.”

You’ll find faculty and staff contact lists, school calendars, course lists, division web

PRINCIPAL'S MESSAGE

Principal's Message:

Community High School District 94 is committed to helping each student reach his or her potential. Each faculty and staff member at CHS has high expectations for growth in academics, citizenship, and character for your son/daughter while recognizing his/her unique giftedness. To that end, a learning environment has been created that encourages students to challenge themselves in learning, appreciate the strength and beauty found in diversity, and to contribute to a greater community by caring for others.

While Community High School is full of talented faculty and staff members, our efforts would fall short if it were not for the partnership that we have with you, the parents of the students in our community. There is much research to show that children still value and need their parents' support with school through the high school years. The values you instill, the encouragement you give, and the motivation you provide go a long way in helping your son or daughter achieve his/her highest in the classroom.

The mission of Community High School District 94 is *to promote and provide growth experiences in learning, leadership, and living*. I hope that as you review the data provided in this report, you will find that the students in CHS are reaching and fulfilling that mission statement and thus, becoming prepared for life-long contribution in citizenship.

Sincerely,

Moses Cheng,
Principal

MISSION STATEMENT & CORE VALUES

Mission

Community High School strives to promote and provide growth experiences in Learning, Leadership and Living

Core Values

Learning

Gaining and using knowledge and understanding

Challenge Through Programs
Hold High Expectations
Structure students options

Leadership

Giving oneself for the benefit of all

Contribute to the Common Good of School & Community
Help Students Participate
Seek Self-Discipline

Living

Making wholesome choices to honor others and oneself

Cultivate Diversity
Honor Others
Stress Responsible Student Choices

ACT SCORES —

The ACT assessment is designed for students who plan to attend college. The recommended college preparatory courses are four or more years of English and three or more years each for mathematics, natural sciences, and social studies. The percentage of CHS students taking core courses is declining as seen below. The score shown below includes the composite of all scores for CHS, the State, and the Nation. The scores for CHS students taking core courses are shown in parentheses.

Area	Graduating Class of:				
	2004-05	2005-06	2006-07	2007-08	2008-09
English					
CHS	19.6 (21.8)	18.9 (22.3)	19.3 (21.3)	19.7 (22.0)	20.1 (22.4)
State	19.9	20.2	20.2	20.4	20.5
Nation	20.4	20.6	20.7	20.6	20.6
Mathematics					
CHS	20.8 (22.5)	20.1 (23.0)	20.7 (22.7)	20.7 (23.0)	20.9 (22.7)
State	20.2	20.3	20.4	20.7	20.7
Nation	20.7	20.8	21.0	21.0	21.0
Reading					
CHS	20.3 (22.1)	20.0 (22.8)	20.1 (22.0)	20.3 (22.8)	20.6 (22.4)
State	20.3	20.6	20.5	20.6	20.8
Nation	21.3	21.4	21.5	21.4	21.4
Science Reasoning					
CHS	20.9 (22.5)	20.2 (22.8)	20.1 (22.2)	20.6 (22.4)	21.1 (22.5)
State	20.4	20.4	20.4	20.5	20.7
Nation	20.9	20.9	21.0	20.8	20.9
Composite					
CHS	20.5 (22.3)	19.9 (22.9)	20.2 (22.1)	20.4 (22.7)	20.8 (22.7)
State	20.8	20.5	20.5	20.7	20.8
Nation	20.9	21.1	21.2	21.1	21.1

Core and Less than Core Participation

Grad Year	Number of Students Tested		Percent	
	Core or More	Less than Core	Core or More	Less than Core
2004	184	165	43	38
2005	201	185	44	40
2006	172	206	41	49
2007	175	219	39	49
2008	175	195	42	47
2009	206	153	55	41

AVERAGE CLASS SIZE —

First Semester 2000-2001 to 2009-10

Subject	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Art	22.7	25.0	23.1	24.5	22.1	23.2	25.8
Bilingual	19.9	19.4	17.6	18.3	18.4	12.6	16.6
Business Education	22.2	23.7	23.2	22.9	24.3	23.2	24.0
English	21.9	22.3	21.1	23.8	23.0	22.6	24.6
Foreign Language	22.8	26.2	23.5	23.8	25.5	24.0	25.0
Family & Consumer Science	22.3	22.7	22.6	23.4	23.2	24.1	24.7
Industrial Arts	20.6	18.7	20.2	20.2	21.3	20.9	23.5
Math	24.2	24.7	22.8	24.7	24.2	23.6	25.4
Science	24.3	24.5	23.5	25.6	25.4	25.1	25.3
Social Studies	24.0	25.1	24.3	24.3	23.0	23.6	23.8
Music	36.3	33.5	30.2	32.3	31.1	25.6	30.7
P.E./Health	32.9	33.6	35.8	34.2	34.1	32.5	34.2
Drivers' Education	25.6	16.8	15.5	19.3	18.7	19.4	22.0
TOTALS:							
With Music, PE, Drivers' Ed, Health	24.5	24.7	23.7	24.9	24.6	23.8	25.8
Without Music, PE, Drivers' Ed, Health	23.1	23.8	22.5	23.8	23.3	22.7	24.3

RACIAL/ETHNIC BACKGROUND

Racial/Ethnic Background as Percent of Total Enrollment
1999-2000 to 2009-10

Year	African-American	American Indian	Asian	Hispanic	White	Multi
1999-00	1.0	.3	2.1	30.1	66.5	--
2000-01	0.8	.5	1.5	33.1	64.1	--
2001-02	0.9	.5	1.9	33.4	63.6	--
2002-03	1.0	.5	1.5	35.4	61.6	--
2003-04	1.0	.5	1.8	36.6	60.1	--
2004-05	1.3	.4	2.0	37.4	56.7	2.2
2005-06	2.3	.5	2.9	33.2	53.9	7.2
2006-07	2.2	.3	2.6	39.7	52.1	3.1
2007-08	2.3	.2	3.0	41.9	49.2	3.3
2008-09	1.8	.2	2.6	44.6	48.5	2.8
2009-10	2.3	.2	3.4	46.6	45.2	2.2

DISTRICT GOALS FOR 2009-10 (As approved by the Board of Education on October 6, 2009)

- Goal #1** Develop Strategies to Close the Achievement Gap Among our Students.
- Goal #2** Provide for an Effective Transition Center
- Goal #3** Establish Long-term Budget/Financial Plan
- Goal #4** Improve Communication, Interaction and Collaboration with Local Communities;
Engage Feeders in K-12 Process
- Goal #5** Provide Goal Setting in Advisory on Individual Basis (students).
Promote Advisory as an Avenue for Student Growth and Achievement
- Goal #6** Staff Goal Setting
- Goal #7** Improve Standing/Image in Conference, Academics and Athletics;
Improve Student Participation in Activities and Sports
- Goal #8** Engage All Parents in Education
- Goal #9** Strengthen Trust in Board, Administration, Teachers, and Staff

ASBESTOS REMOVAL AND PEST CONTROL NOTICE —

All Illinois schools are required to notify parents annually that asbestos may be removed from parts of the building. Details of the District's asbestos management plan are available for inspection in the Administration Office. If you have questions, please contact Ms. Candace Drury, Director of Business Services, at 630/876-6333.

Schools are also required to adopt a pest control process and are required to notify staff, students and parents prior to certain types of pest control applications. Applications of these materials are made only when necessary to eliminate a pest problem. If it becomes necessary to use any products other than traps or baits, the school will post a notice two days prior to application. For details of the plan, check the school website at www.d94.org, or in the Administration Office.

If you would like to receive written notification before the use of liquid or aerosol pest control materials, please send a written request to Mr. Kevin Kane, IPM Coordinator at CHS; 326 Joliet St., West Chicago, IL 60185. Please include the student's name, address, grade level, the name of the parent(s)/guardian(s) with signature, and date.

Community High School District 94 is proud to introduce its new certified staff members for the 2009-2010 school year. We look forward to the impact that these new Wildcats will have on our students.

Language Arts Division: Our new English teacher, *Ronnie de Vries*, taught at Wheaton Academy for a year before joining the We-Go staff. He was also a Teaching Assistant at Indian Prairie for the 2006/2007 school year. Mr. de Vries holds a B.A. from Bethel College in Minnesota and a M.A.T.C. from National College of Education/National Louis University.

Math and Science Division: We-Go welcomes three new science teachers this year. *Christina Munguia* earned her B.S. from Northern Illinois University and completed her student teaching at Wredling Middle School. Holding a B.S. from St. Xavier University, *Ellen Sass* taught at Brother Rice High School, Nazareth Academy High School, and Lockport Township High School before joining our staff. *Jill Serling* is beginning her first teaching position after filling a long-term substitute opening at John Hersey High School. She completed her student teaching at Libertyville High School. Ms. Serling holds a B.S. from Illinois State University. *John Rhodes* joins the Math and Science Division as Division Head this year. Dr. Rhodes was previously the Director of Mathematics, Science & Gifted Education at Indian Prairie #204. He has served as the Head Director of Instruction at the Science and Arts Academy as well as holding administrative positions including Middle School Principal at Roselle #12, and Elementary School Principal at West Chicago District 33. Dr. Rhodes holds a B.S., a MS.Ed., a C.A.S., and a Ed.D. from Northern Illinois University.

Physical Development Division: *Gina Hurley* is one of our new teachers in the Physical Development Division. She teaches 2 physical education classes and also works in the Special Education Division as a Program Assistant. Ms. Hurley completed her student teaching at Wheaton Warrenville South High School and holds a B.S. from Northern Illinois University. Our second new P.E. teacher, *Paul Reinke*, also comes by way of Wheaton. Mr. Reinke taught PE and Health Education at Wheaton North High School for over five years prior to becoming a Wildcat. He was also a Special Education Aid at Cary-Grove High School;= He earned a B.S. from Valparaiso University.

Special Education Division: *Kevin Baldus*, a teacher on the LD team, was a paraprofessional at Glenbard West High School for a year. He also taught students at DuPage High School District #88 and Krejci Academy before joining the We-Go staff. He holds a B.A. from North Central College and a M.S. from Northern Illinois University. Another new member of the LD team, *Kevin Bulava* worked as a teacher in the School of Expressive Arts and Learning previously. Prior to that, he was a Teacher's Aide with Glenbard District 87. He holds a B.A. from Loras College. Our new Director of Special Education, *Tiffany Chavez*, was formerly the Director of Deans at Addison Trail High School. She worked as a Resource Room Coordinator at Homewood Flossmoor High School as well as a special education teacher at Rich Central High School and a Special Education Early Childhood teacher at Sunnyview Primary and Rush Strong. Ms. Chavez holds a B.S. from Carson Newman College, a M.S. from the University of Tennessee, and an M.A. from Concordia University. *Asiya Umer* also joins the Special Education Division this year. Ms. Umer was an ESY teacher at Naperville Community School District 203, and held a long-term special education substitute position with Community Unit School District 99. She completed her student teaching at Downers Grove South High School. She holds a both a B.S. and a M.S. from Northern Illinois University.

Superintendent: Community High School District 94 welcomes its new Superintendent, *Lalo Ponce*. Mr. Ponce comes to us with 16 years experience as Assistant Superintendent at School District U-46, and 20 years with Dallas Independent School District as an Area Director. Mr. Ponce holds a B.A. and a M.Ed. from North Texas State University.

World Languages Division: *Miriam Anderson* comes to We-Go as a part-time Spanish teacher after teaching at Thornton High School, Des Plaines School District #62, and Berlitz Junior for Blackhawk Middle School. elem school. She holds a B.A. from Universidad Autonoma de Madrid.



Row 4: Ellen Sass, Lalo Ponce, John Rhodes
Row 3: Christina Munguia, Tiffany Chavez, Kevin Baldus, Miriam Anderson
Row 2: Gina Hurley, Asiya Umer, Paul Reinke, Ronnie deVries
Row 1: Kevin Bulava, Jill Serling

CHSD 94

West Chicago, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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/ 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
District	48.5	1.8	44.0	2.8	0.2	2.7	24.9	8.6	1.6	0.5	8.5	93.5	2,032
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0	3.5	3.7	13.5	93.7	2,070,125

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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	97.8		20.0	13.2	115.5
State	96.7		18.0	13.3	201.8

* 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
District										19.6
State										19.2

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	95.0	0.0	4.2	0.8	0.0	40.6	59.4	120
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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
District:	All Schools	11.6	24.7	75.3	0.8	0.0
	High Poverty Schools					
	Low Poverty Schools					
State:	All Schools	12.5	44.1	55.8	0.6	1.2
	High Poverty Schools	12.2	45.1	54.6	1.1	4.7
	Low Poverty Schools	12.2	36.8	63.1	0.3	0.1

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. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

SCHOOL DISTRICT FINANCES



