

Community High School District 94

A National Blue Ribbon School of Excellence
2006 Democracy School
2008 Civic Mission of Schools Civic Learning Example

School Report Card 2011

Presented to
the Communities of:

Carol Stream
Warrenville
West Chicago
Wheaton
Winfield

by
Community High School District 94

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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 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
2010-11	607	576	479	543	2205
2011-12	558	522	556	516	2152

SCHOOL BUDGET ON THE WEBSITE —

The Community High School District 94 budget for 2011-12 is available on the school’s website at www.d94.org. A copy is also available in the Administration Office of the high school located at 326 Joliet Street in West Chicago.

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>2011-12</u>					
Method 1	550	565	528	489	2132
Method 2	530	562	544	494	2130
Method 3	540	563	536	492	2131
<u>2012-13</u>					
Method 1	554	512	518	539	2123
Method 2	517	491	531	562	2101
Method 3	535	501	524	550	2110
<u>2013-14</u>					
Method 1	548	516	469	529	2062
Method 2	505	479	464	548	1996
Method 3	526	497	466	538	2027
<u>2014-15</u>					
Method 1	575	510	473	479	2037
Method 2	519	468	453	479	1919
Method 3	546	488	462	479	1975
<u>2015-16</u>					
Method 1	610	535	467	483	2095
Method 2	553	481	442	468	1944
Method 3	581	507	454	474	2016

- 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.

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, leading, 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

C hallenge Through Programs
H old High Expectations
S tructure Students' Options

Leadership

Giving oneself for the benefit of all

C ontribute to the Common Good of School & Community
H elp Students Participate
S eek Self-Discipline

Living

Making wholesome choices to honor others and oneself

C ultivate Diversity
H onor Others
S tress 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 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:				
	2006-07	2007-08	2008-09	2009-10	2010-11
English					
CHS	19.3 (21.3)	19.7 (22.0)	20.1 (22.4)	19.5 (21.8)	19.5 (21.3)
State	20.2	20.4	20.5	20.3	20.6
Nation	20.7	20.6	20.6	20.5	20.6
Mathematics					
CHS	20.7 (22.7)	20.7 (23.0)	20.9 (22.7)	20.5 (22.5)	20.2 (21.6)
State	20.4	20.7	20.7	20.7	20.9
Nation	21.0	21.0	21.0	21.0	21.1
Reading					
CHS	20.1 (22.0)	20.3 (22.8)	20.6 (22.4)	21.0 (23.0)	20.0 (21.5)
State	20.5	20.6	20.8	20.8	20.8
Nation	21.5	21.4	21.4	21.3	21.3
Science Reasoning					
CHS	20.1 (22.2)	20.6 (22.4)	21.1 (22.5)	20.7 (22.4)	20.3 (21.8)
State	20.4	20.5	20.7	20.5	20.7
Nation	21.0	20.8	20.9	20.9	20.9
Composite					
CHS	20.2 (22.1)	20.4 (22.7)	20.8 (22.7)	20.6 (22.6)	20.1 (21.7)
State	20.5	20.7	20.8	20.7	20.9
Nation	21.2	21.1	21.1	21.0	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
2006	172	206	41	49
2007	175	219	39	49
2008	175	195	42	47
2009	206	153	55	41
2010	201	175	49	43
2011	241	192	53	42

AVERAGE CLASS SIZE —

First Semester 2006-07 to 2011-12

Subject	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Art	24.5	22.1	23.2	25.8	26.24	24.69
Bilingual	18.3	18.4	12.6	16.6	12.05	14.94
Business Education	22.9	24.3	23.2	24.0	23.61	22.45
English	23.8	23.0	22.6	24.6	25.51	25.99
Foreign Language	23.8	25.5	24.0	25.0	27.78	25.88
Family & Consumer Science	23.4	23.2	24.1	24.7	24.72	25.31
Industrial Arts	20.2	21.3	20.9	23.5	23.24	22.95
Math	24.7	24.2	23.6	25.4	25.19	25.75
Science	25.6	25.4	25.1	25.3	25.18	25.14
Social Studies	24.3	23.0	23.6	23.8	26.42	25.85
Music	32.3	31.1	25.6	30.7	27.50	25.54
P.E./Health	34.2	34.1	32.5	34.2	36.43	33.44
Drivers' Education	19.3	18.7	19.4	22.0	22.91	19.52
TOTALS:						
With Music, PE, Drivers' Ed, Health	24.9	24.6	23.8	25.8	26.49	26.17
Without Music, PE, Drivers' Ed, Health	23.8	23.3	22.7	24.3	24.93	24.96

RACIAL/ETHNIC BACKGROUND —

Racial/Ethnic Background as Percent of Total Enrollment
2006-07 to 2011-12

Year	African-American	American Indian	Asian	Hispanic	White	Multi
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
2010-11	2.5	.1	3.6	47.2	43.5	3.1
2011-12	2.5	.3	3.3	48.1	43.1	2.7

GOAL AREAS FOR STRATEGIC PLANNING —

1. **Student Achievement:**
This includes academic, extracurricular activities, and student involvement outside of school.
2. **Resources, Facilities and Capital Improvements:**
This includes infrastructure and funding.
3. **Staff and Human Resource Development:**
This includes volunteers, Board members, and community members.
4. **External and Community Collaboration:**
This includes our feeder schools.

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 Mr. Gordon Cole, 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 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 Street; West Chicago, IL 60185. Please include the student's name, grade level and address, the parent's or guardian's name with signature, and the date.

Community High School District 94 is proud to introduce its 2011/2012 new certified staff members.

Joining the World Languages Division, **Melissa Biles** comes to We-Go after teaching at Plainfield North and St. Charles East High Schools. She holds a bachelor's degree in Spanish from Benedictine University as well as master's degrees in both Spanish and Secondary Education from Northern Illinois University.

Art teacher **Jorge Bustamante** completed his student teaching work at York High School and Butler Junior High School. He holds bachelor's of fine arts degrees in Painting and Art Education from the University of Illinois at Urbana-Champaign.

New to the Special Education Division, **Elizabeth Cox** completed her student teaching experiences at Lyons Township High School and Aurora Educational Center. She holds a bachelor's degree in Special Education and Spanish from Illinois State University.

Andrew Dailing, joining the Language Arts Division after teaching in Sycamore District 427, holds a bachelor's degree in English from Northern Illinois University and has teaching certification from Aurora University.

A new teacher in the Humanities Division, **Roberta Felfle** comes to D94 after work in District 214 as an instructional aide and summer school teacher. She holds a bachelor's degree in History and Secondary Education from Roosevelt University.

Jennifer Grenchik, District 94's first Speech and Language Pathologist, received her bachelor's degree in Speech Pathology and Audiology and her master's degree in Speech and Language Pathology from Marquette University.

Holding a bachelor's degree in Family and Consumer Science from Northern Illinois University, **Regina Haka** joins the Information at Technology Division after completing her student teaching at Lyons Township High School.

Mary Howard, Division Head of Language Arts, comes to We-Go from York Community High School where she served as an English Department Chair. Previously, Mary has served students as an English and Reading teacher, a Dean of Students, and an Assistant Athletic Director. Mary holds a bachelor's degree in English Language & Literature and a master's degree in Leadership and Administration from Benedictine University.

After 12 years teaching at Kenilworth District 38 and Regina Dominican High School, **Susan Hollinger** is a new teacher in the Math & Science Division. She holds a bachelor's degree in Chemistry and Sociology-Anthropology as well as teacher certification from Knox College, a master's degree in Chemistry from Illinois State University and a master's degree in Educational Leadership from Northeastern Illinois University.

Holding a bachelor's degree in Special Education from Northern Illinois University and a master's degree in Educational Leadership from the University of St. Francis, **Ashley Meyers** joins CHS as a Special Education Coordinator. Ashley taught in the Batavia and Plainfield school districts.

Erin Menig, a new member of the Math & Science Division, holds a bachelor's degree in Earth Science from Northland College, a master's degree in Geology from Southern Illinois University, and teaching certification in Chemistry from Trinity Christian College. She has worked as a high school teacher at St. Charles North High School and as a college professor at Waubensee Community College, Morraine Valley Community College, and ITT Technical Institute.

A former reporter, **Breda Murphy** comes to the Language Arts Division with bachelor's and master's degrees in Journalism from the University of Illinois at Urbana-Champaign and teaching certification from Dominican University. She completed her student teaching at Matea Valley High School and served as a program assistant at Wheaton-Warrenville South High School.

Holding a bachelor's degree in English from Eastern Illinois University and a master's degree in Bilingual-Bicultural Education from DePaul University, **Nicole Osborne** works in the Language Arts Division and Alternative Education program. She comes to CHS after teaching at Bolingbrook and Glenbard East High Schools.

New school counselor **David Pammer** earned a bachelor's degree in Psychology and a master's degree in School Counseling from Drake University. Dave comes to We-Go after completing his internship at Lincoln-Way North Community High School.

A new administrator this year, **Sandra Pampuch**, Special Education Coordinator, holds a bachelor's degree in Special Education from Illinois State University as well as master's degrees in Special Education and Educational Administration from National-Louis University. Sandy has spent her 15-year teaching career at SASSED, Kendall School in Naperville and Washington Irving School in Oak Park.

A West Chicago graduate, **David Pater** is the newest Dean of Students. A previous Alternative Education and Physical Education teacher, Dave earned his master's degree in Educational Leadership from Concordia University and his bachelor's degree in Physical Education from Western Illinois University.

Susana Pichardo, District 94's new School Psychologist, comes to We-go after an internship at Valley View District 365U. She holds bachelor's, master's, and education specialist degrees in Psychology from Loyola University.

A veteran teacher, **Ericka Richardson** joins the World Languages Division after teaching at Glenbard East, Plainfield North, and Lake Park High Schools. She holds a bachelor's degree in Spanish and a master's degree in Instructional Leadership from the University of Illinois at Chicago.

CHS's new Division Head of Math & Science, **Allister Scott**, has worked in District 214, in the Chicago Public Schools, and at the John G. Shedd Aquarium. He earned his master's degree in Curriculum and Instruction, administrative certification from North Central College, and his

undergraduate degrees from Loughborough University in Loughborough, England and Stirling University in Stirling, Scotland.

Nora Wessels, a teacher in the World Languages Division, completed her student teaching at Neuqua Valley High School and holds a bachelor's degree in German from North Central College.

A graduate of the University of Illinois at Urbana-Champaign with a bachelor's degree in Music Education, **Allison Zabelin** joins our Humanities Division and serves as the District's orchestra director. She completed her student teaching at Geneva High School and served as an instructional aide at SASSED.



L to R
1st Row (Bottom): Ashley Meyers, Nicole Osborne, Melissa Biles, Susana Pichardo, Susan Hollinger, Breda Murphy
2nd Row: Erin Menig, Jennifer Grenchik, Allison Zabelin, Regina Haka, Roberta Felfle
3rd Row: Sandra Pampuch, Nora Wessels, Elizabeth Cox, Mary Howard, David Pater
4th Row (Top): David Pammer, Ericka Richardson, Andrew Dailing, Jorge Bustamante, Allister Scott

Community High School
CHSD 94
West Chicago, 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	43.3	2.6	47.3	3.5	0.0	0.1	3.1	19.8	7.5	12.9	1.1	0.5	6.5	94.5	2,229
District	43.3	2.6	47.3	3.5	0.0	0.1	3.1	19.8	7.5	12.9	1.1	0.5	6.5	94.5	2,229
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0	2.7	3.2	12.8	94.0	2,074,806

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 18 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	95.7	--	--	--	--
District	95.7		22.1	14.8	159.2
State	96.0		18.9	13.6	211.3

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

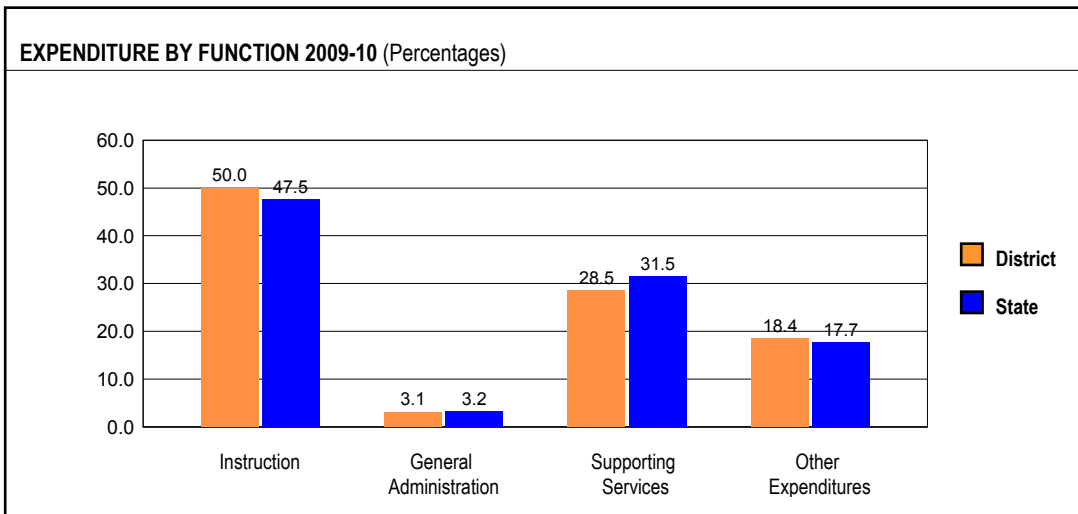
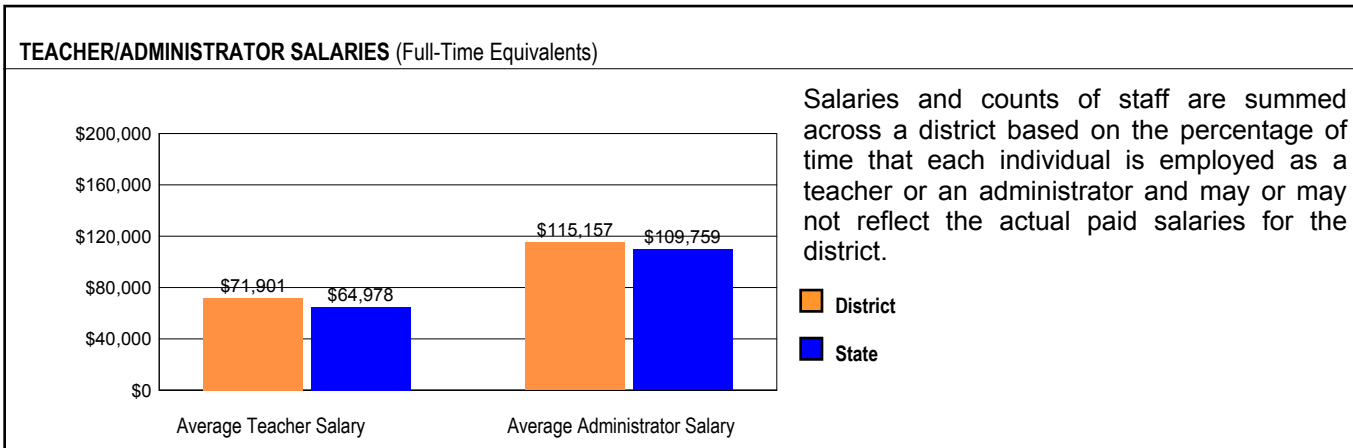
AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School										25.0
District										25.0
State										19.2

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	92.9	0.0	7.1	0.0	0.0	0.0	0.0	0.0	41.4	58.6	121	
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262	

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	11.1	29.7	70.3	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$23,548,272	78.1	58.9	Education	\$22,174,246	73.2	72.9
Other Local Funding	\$2,222,762	7.4	6.4	Operations & Maintenance	\$2,610,383	8.6	6.0
General State Aid	\$902,587	3.0	14.9	Transportation	\$1,178,172	3.9	3.8
Other State Funding	\$2,000,407	6.6	7.5	Debt Service	\$3,171,156	10.5	7.2
Federal Funding	\$1,487,738	4.9	12.4	Tort	\$208,041	0.7	1.2
TOTAL	\$30,161,766			Municipal Retirement/ Social Security	\$680,795	2.2	1.9
				Fire Prevention & Safety	\$0	0.0	0.7
				Site & Construction/ Capital Improvement	\$251,108	0.8	6.4
				TOTAL	\$30,273,901		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$695,584	1.70	\$7,883	\$12,976
State	**	**	\$6,773	\$11,537

** 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.

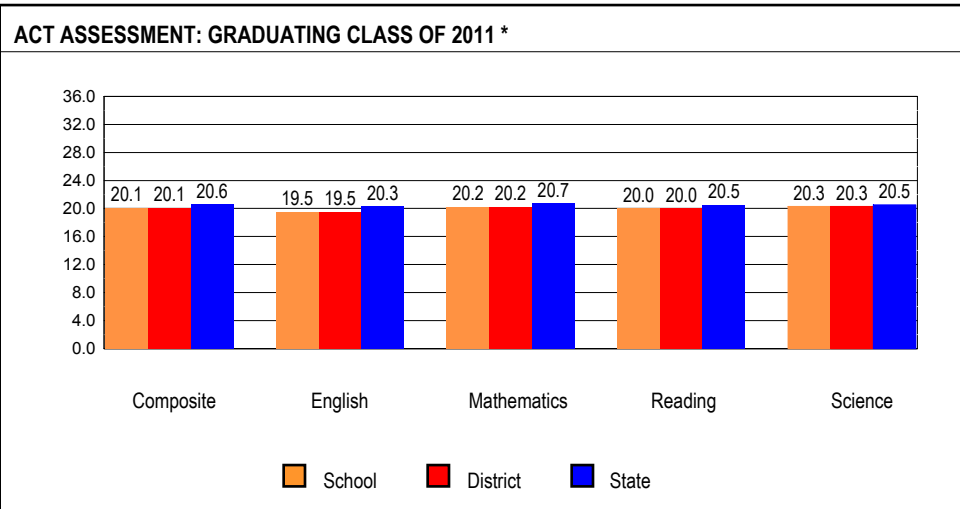
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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



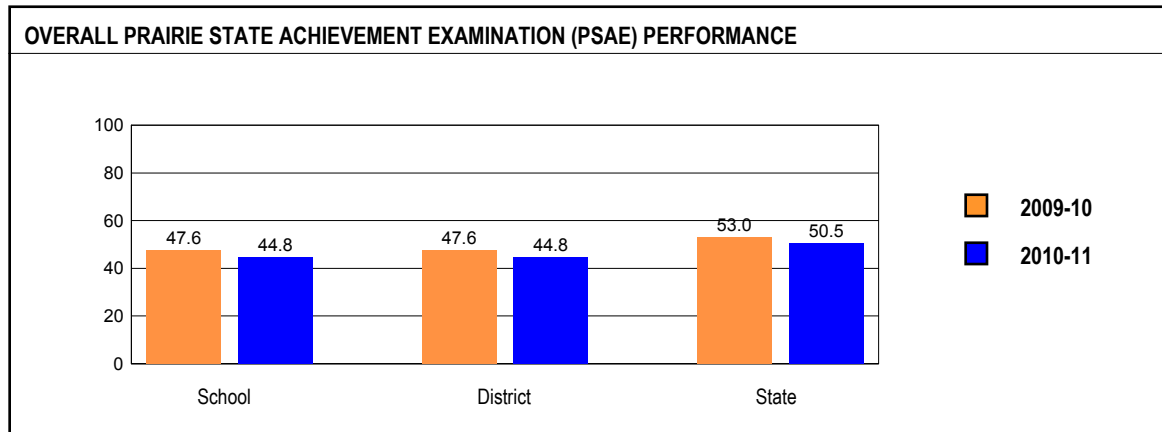
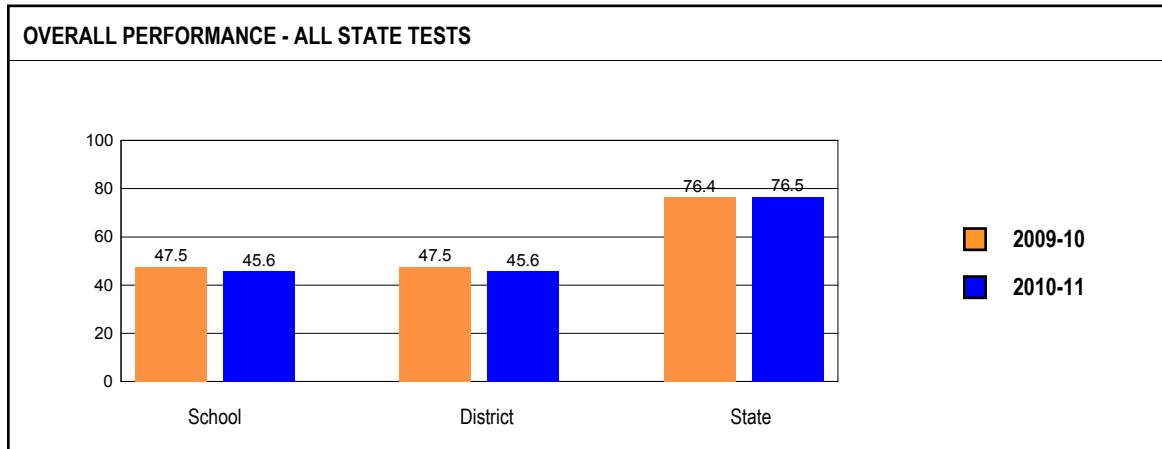
The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* 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 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				
School	94.8	91.7	98.1	97.0	100.0	92.0	95.2			100.0	89.1	92.4	93.6
District	94.8	91.7	98.1	97.0	100.0	92.0	95.2			100.0	89.1	92.4	93.6
State	83.8	80.9	86.7	89.1	74.0	76.8	92.3			81.4	67.7	66.2	75.1

OVERALL STUDENT PERFORMANCE

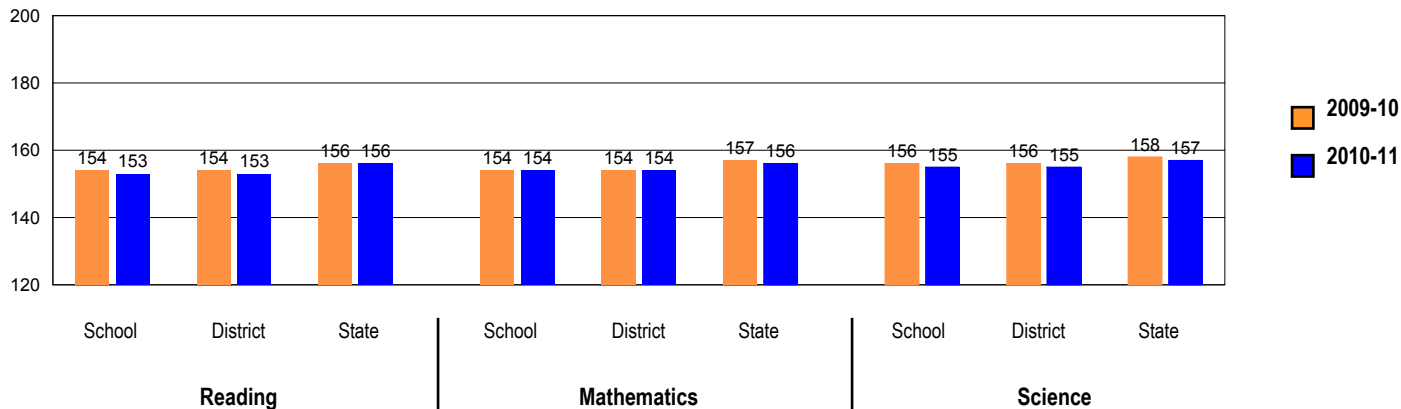
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.



PSAE PERFORMANCE

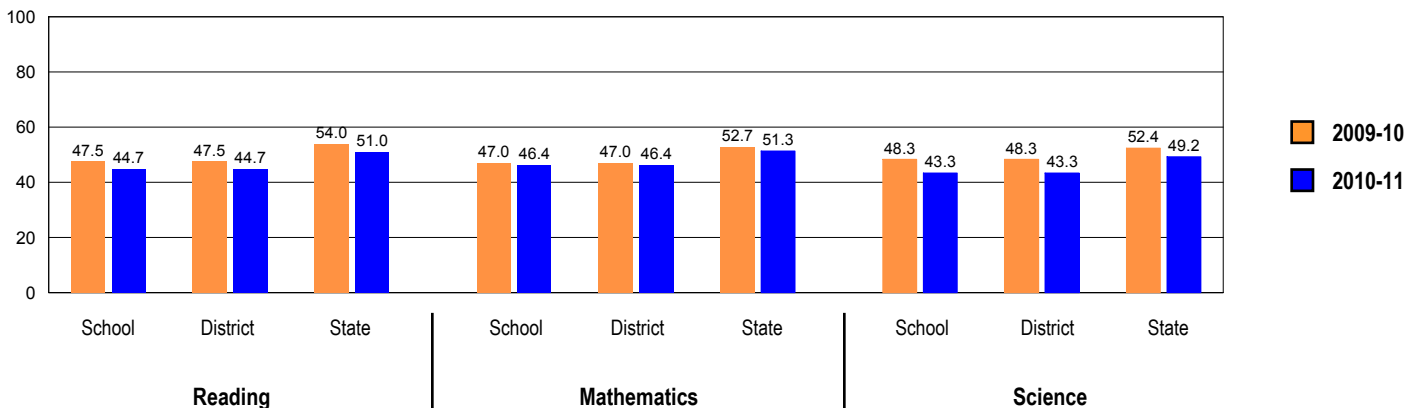
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



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 2011: 483

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	494	251	243	217	12	232	18	0	0	15	29	0	49	79
	Reading	0.2	0.4	0.0	0.0	0.0	0.4	0.0			0.0	0.0		0.0	0.0
District	*Enrollment	494	251	243	217	12	232	18	0	0	15	29	0	49	79
	Reading	0.2	0.4	0.0	0.0	0.0	0.4	0.0			0.0	0.0		0.0	0.0
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	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	494	251	243	217	12	232	18	0	0	15	29	0	49	79
	Mathematics	0.2	0.4	0.0	0.0	0.0	0.4	0.0			0.0	0.0		0.0	0.0
District	*Enrollment	494	251	243	217	12	232	18	0	0	15	29	0	49	79
	Mathematics	0.2	0.4	0.0	0.0	0.0	0.4	0.0			0.0	0.0		0.0	0.0
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	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	494	251	243	217	12	232	18	0	0	15	29	0	49	79
	Science	0.2	0.4	0.0	0.0	0.0	0.4	0.0			0.0	0.0		0.0	0.0
District	*Enrollment	494	251	243	217	12	232	18	0	0	15	29	0	49	79
	Science	0.2	0.4	0.0	0.0	0.0	0.4	0.0			0.0	0.0		0.0	0.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* 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	11.8	43.5	37.1	7.7	8.7	44.9	42.0	4.3	9.3	47.4	37.1	6.2
District	11.8	43.5	37.1	7.7	8.7	44.9	42.0	4.3	9.3	47.4	37.1	6.2
State	10.1	38.9	40.7	10.4	10.0	38.7	43.1	8.2	8.6	42.2	39.6	9.6

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	14.3	42.2	37.3	6.1	10.2	41.4	43.9	4.5	9.4	41.8	41.4	7.4
	District	14.3	42.2	37.3	6.1	10.2	41.4	43.9	4.5	9.4	41.8	41.4	7.4
	State	12.7	39.3	38.2	9.8	10.6	35.9	43.3	10.2	9.0	38.6	40.1	12.3
Female	School	9.2	44.8	36.8	9.2	7.1	48.5	40.2	4.2	9.2	53.1	32.6	5.0
	District	9.2	44.8	36.8	9.2	7.1	48.5	40.2	4.2	9.2	53.1	32.6	5.0
	State	7.5	38.5	43.2	10.9	9.4	41.5	42.9	6.2	8.1	45.8	39.2	6.9

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	4.7	30.2	51.4	13.7	4.7	30.2	56.6	8.5	1.4	31.1	55.7	11.8
	District	4.7	30.2	51.4	13.7	4.7	30.2	56.6	8.5	1.4	31.1	55.7	11.8
	State	6.1	29.6	49.4	14.9	5.3	29.8	53.5	11.4	4.2	31.3	50.4	14.0
Black	School	8.3	41.7	41.7	8.3	16.7	41.7	41.7	0.0	16.7	66.7	16.7	0.0
	District	8.3	41.7	41.7	8.3	16.7	41.7	41.7	0.0	16.7	66.7	16.7	0.0
	State	18.5	56.7	23.2	1.6	23.0	56.8	19.6	0.6	19.9	63.2	16.2	0.7
Hispanic	School	20.4	55.8	23.0	0.9	13.3	58.8	27.4	0.4	16.8	61.5	20.8	0.9
	District	20.4	55.8	23.0	0.9	13.3	58.8	27.4	0.4	16.8	61.5	20.8	0.9
	State	14.7	52.2	30.0	3.1	13.2	51.9	33.0	1.9	11.9	58.1	27.7	2.2
Asian	School	0.0	38.9	38.9	22.2	0.0	27.8	66.7	5.6	0.0	38.9	50.0	11.1
	District	0.0	38.9	38.9	22.2	0.0	27.8	66.7	5.6	0.0	38.9	50.0	11.1
	State	6.7	27.3	46.3	19.7	3.2	19.0	52.0	25.7	3.9	25.7	49.3	21.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	8.0	43.8	41.6	6.6	5.8	40.1	46.7	7.3	2.9	49.6	38.7	8.8
American Indian	School												
	District												
	State	12.5	42.4	36.7	8.4	11.9	42.5	40.3	5.3	8.6	48.1	38.0	5.3
Two or More Races	School	0.0	53.3	40.0	6.7	0.0	66.7	26.7	6.7	13.3	60.0	20.0	6.7
	District	0.0	53.3	40.0	6.7	0.0	66.7	26.7	6.7	13.3	60.0	20.0	6.7
	State	7.6	35.9	43.6	12.9	8.5	38.6	44.1	8.7	6.5	40.2	41.8	11.5

Grade 11 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	48.3	41.4	10.3	0.0	34.5	62.1	3.4	0.0	41.4	55.2	3.4	0.0
District	48.3	41.4	10.3	0.0	34.5	62.1	3.4	0.0	41.4	55.2	3.4	0.0
State	55.5	41.0	3.3	0.3	35.8	51.3	11.8	1.2	35.9	57.7	6.2	0.2

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	37.5	42.5	17.5	2.5	37.5	47.5	15.0	0.0	35.0	52.5	10.0	2.5
	District	37.5	42.5	17.5	2.5	37.5	47.5	15.0	0.0	35.0	52.5	10.0	2.5
	State	46.5	37.9	13.4	2.2	46.1	41.8	11.2	0.9	39.6	46.9	11.5	2.1
Non-IEP	School	9.5	43.6	38.8	8.1	6.1	44.7	44.5	4.7	7.0	47.0	39.5	6.5
	District	9.5	43.6	38.8	8.1	6.1	44.7	44.5	4.7	7.0	47.0	39.5	6.5
	State	5.2	39.0	44.3	11.4	5.2	38.3	47.4	9.1	4.5	41.6	43.4	10.6

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	18.4	51.3	25.0	5.3	15.8	51.3	28.9	3.9	13.2	60.5	21.1	5.3
	District	18.4	51.3	25.0	5.3	15.8	51.3	28.9	3.9	13.2	60.5	21.1	5.3
	State	17.1	53.1	27.3	2.6	17.8	53.4	27.3	1.5	15.6	59.0	23.6	1.8
Not Eligible	School	10.6	42.0	39.3	8.1	7.4	43.7	44.5	4.4	8.6	45.0	40.0	6.4
	District	10.6	42.0	39.3	8.1	7.4	43.7	44.5	4.4	8.6	45.0	40.0	6.4
	State	5.5	29.7	49.4	15.4	5.0	29.1	53.4	12.5	4.0	31.3	50.0	14.6

2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	No
Is this school making AYP in Mathematics?	No

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		Yes
2011-12 Federal Improvement Status	Restructuring	
2011-12 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		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	99.8	Yes	99.8	Yes	45.2		No	47.2		No			94.8	Yes
White	100.0	Yes	100.0	Yes	65.4	76.0	No	65.4	72.1	No			97.0	
Black														
Hispanic	99.6	Yes	99.6	Yes	24.6	29.4	No	28.9	31.4	Yes			92.0	
Asian														
Native Hawaiian/ Pacific Islander														
American Indian Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	30.6	32.5	Yes	28.6	20.4	Yes			92.4	
Economically Disadvantaged	100.0	Yes	100.0	Yes	28.9	32.5	Yes	34.2	39.7	No			93.6	

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 05/01/2010.

** 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.

2011 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Comprehensive
Is this school making (AYP) in the "ALL" subgroup in reading ?	No
Is this school making (AYP) in the "ALL" subgroup in math ?	No

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP.**

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused supports verses more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.