

WAUCONDA COMM HIGH SCHOOL
WAUCONDA CUSD 118
WAUCONDA, 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.

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 |
|-----------------|-------|-------|----------|-------------------------------|--------------------|----------------------------|------------------------|--|------------------------------|----------------------------|------------------|--------------------|---------------------|
| School | 82.8 | 0.6 | 13.9 | 2.2 | 0.2 | 0.2 | 12.6 | 3.1 | 1.2 | 1.4 | 11.7 | 95.0 | 1,205 |
| District | 77.6 | 0.7 | 17.8 | 2.3 | 0.1 | 1.4 | 15.5 | 7.3 | 1.2 | 1.0 | 9.6 | 94.9 | 4,198 |
| State | 55.6 | 20.0 | 18.7 | 3.8 | 0.2 | 1.8 | 40.0 | 6.6 | 3.5 | 2.2 | 16.0 | 94.0 | 2,075,277 |

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 |
|-----------------|---------|
| School | 100.0 |
| District | 100.0 |
| State | 96.6 |

STUDENT-TO-STAFF RATIOS

| | Pupil- Teacher Elementary | Pupil- Teacher Secondary | Pupil- Certified Staff | Pupil- Administrator |
|-----------------|---------------------------------|--------------------------------|------------------------------|-------------------------|
| School | -- | -- | -- | -- |
| District | 20.0 | 23.0 | 15.0 | 299.9 |
| State | 19.1 | 18.9 | 13.9 | 222.3 |

* 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 | | | | | | | | | | 19.1 |
| District | | | | | | | | | | 19.1 |
| State | | | | | | | | | | 19.7 |

TEACHER INFORMATION (Full-Time Equivalents)

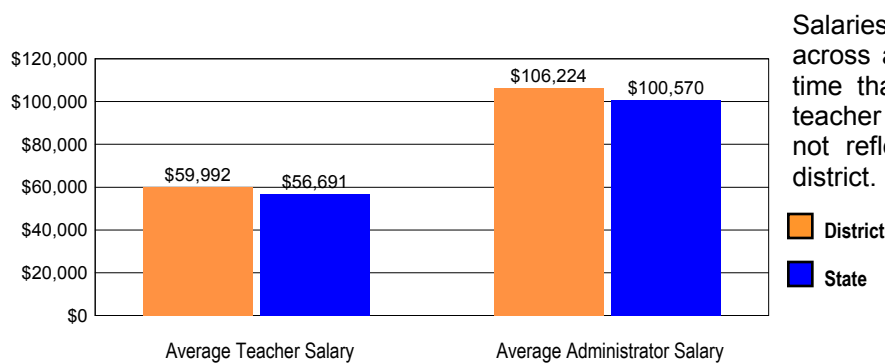
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Male | Female | Total Number |
|-----------------|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| District | 97.5 | 0.0 | 2.1 | 0.4 | 0.0 | 20.1 | 79.9 | 240 |
| State | 84.9 | 9.2 | 4.6 | 1.2 | 0.2 | 23.1 | 76.9 | 126,996 |

| 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 | 11.0 | 39.8 | 60.2 | 2.1 | 0.0 |
| State | 13.0 | 49.3 | 50.6 | 1.6 | 3.9 |

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

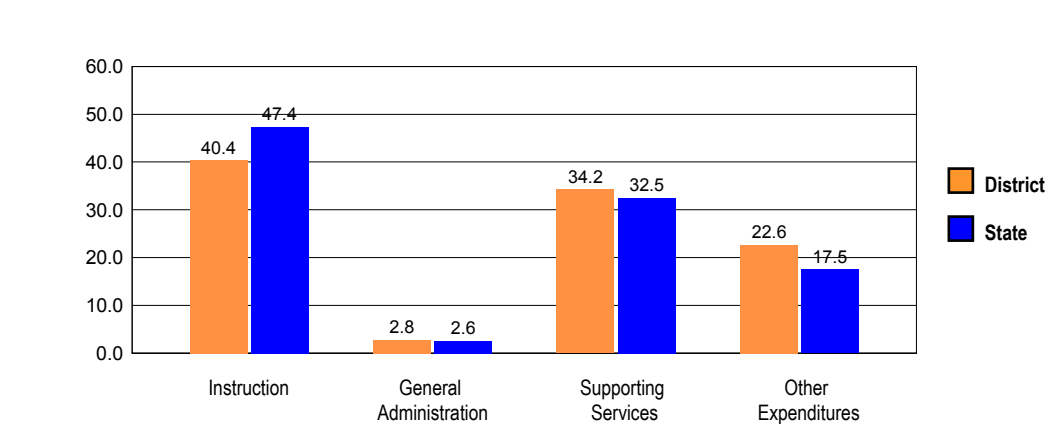
SCHOOL DISTRICT FINANCES

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 2004-05 (Percentages)



| REVENUE BY SOURCE 2004-05 | | | |
|---------------------------|---------------------|------------|---------|
| | District | District % | State % |
| Local Property Taxes | \$26,674,945 | 75.1 | 58.2 |
| Other Local Funding | \$2,461,514 | 6.9 | 5.1 |
| General State Aid | \$2,201,210 | 6.2 | 18.5 |
| Other State Funding | \$3,472,918 | 9.8 | 10.1 |
| Federal Funding | \$707,883 | 2.0 | 8.1 |
| TOTAL | \$35,518,470 | | |

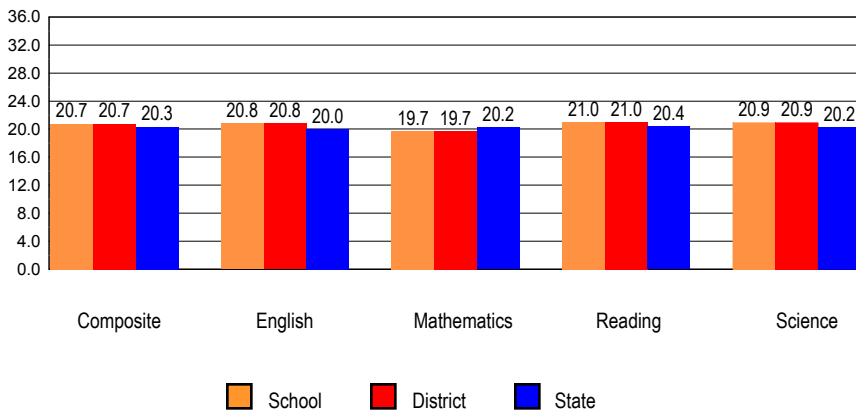
| EXPENDITURE BY FUND 2004-05 | | | |
|---|---------------------|------------|---------|
| | District | District % | State % |
| Education | \$25,193,391 | 67.7 | 72.2 |
| Operations & Maintenance | \$5,971,308 | 16.0 | 8.4 |
| Transportation | \$2,573,042 | 6.9 | 3.6 |
| Bond and Interest | \$2,481,965 | 6.7 | 6.6 |
| Rent | \$0 | 0.0 | 0.0 |
| Municipal Retirement/ Social Security | \$915,109 | 2.5 | 1.7 |
| Fire Prevention & Safety | \$0 | 0.0 | 1.1 |
| Site & Construction/ Capital Improvement | \$101,787 | 0.3 | 6.5 |
| TOTAL | \$37,236,602 | | |

| OTHER FINANCIAL INDICATORS | | | | |
|----------------------------|---|--------------------------------------|---|---|
| | 2003 Equalized Assessed Valuation per Pupil | 2003 Total School Tax Rate per \$100 | 2004-05 Instructional Expenditure per Pupil | 2004-05 Operating Expenditure per Pupil |
| District | \$161,956 | 4.40 | \$4,096 | \$7,790 |
| State | ** | ** | \$5,366 | \$9,099 |

** 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 2006 *



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

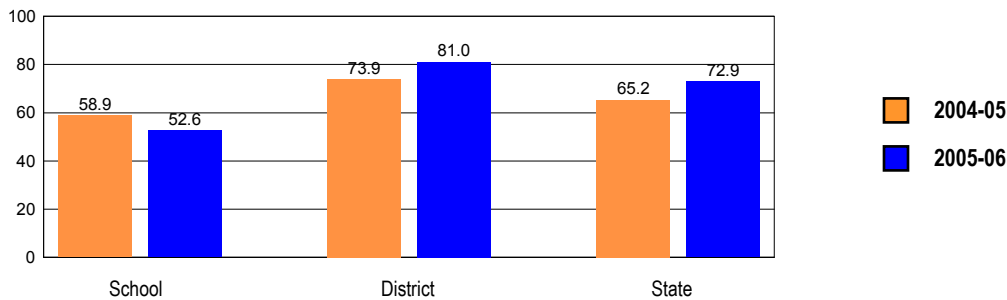
| | Gender | | | Race / Ethnicity | | | | | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
|----------|--------|------|--------|------------------|-------|----------|------------------------|-----------------|------|---------|----------------------------|----------------------------|
| | All | Male | Female | White | Black | Hispanic | Asian/Pacific Islander | Native American | | | | |
| School | 94.1 | 91.1 | 97.0 | 95.8 | 50.0 | 85.3 | 100.0 | 100.0 | | 100.0 | | 100.0 |
| District | 94.1 | 91.1 | 97.0 | 95.8 | 50.0 | 85.3 | 100.0 | 100.0 | | 100.0 | | 100.0 |
| State | 87.8 | 85.6 | 89.9 | 92.3 | 78.3 | 77.1 | 94.1 | 80.5 | 63.2 | | 77.2 | 76.5 |

OVERALL STUDENT PERFORMANCE

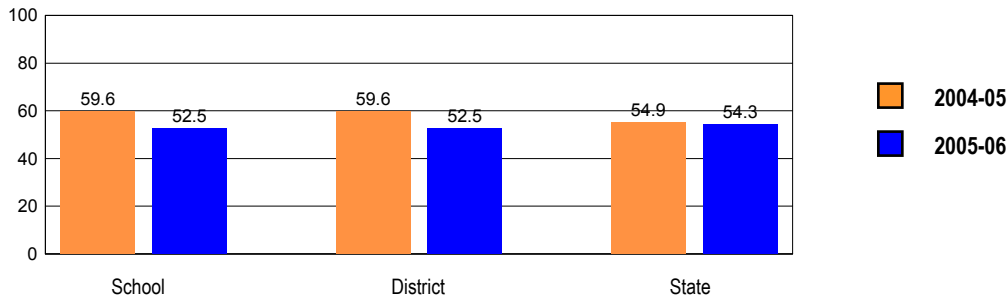
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics and science.

Caution: Data for 2004-05 should not be compared to data for 2005-06 because substantial changes were made to the state test in 2005-06 when testing in reading and mathematics was expanded to include all grades from grade 3 through grade 8. In 2004-05, such testing was limited only to selected grades. Although there were no changes in high school testing, data in high school report cards at the state level (and also at the district level for unit districts) are not comparable between the two years because of changes in elementary school testing mentioned above.

OVERALL PERFORMANCE - ALL STATE TESTS



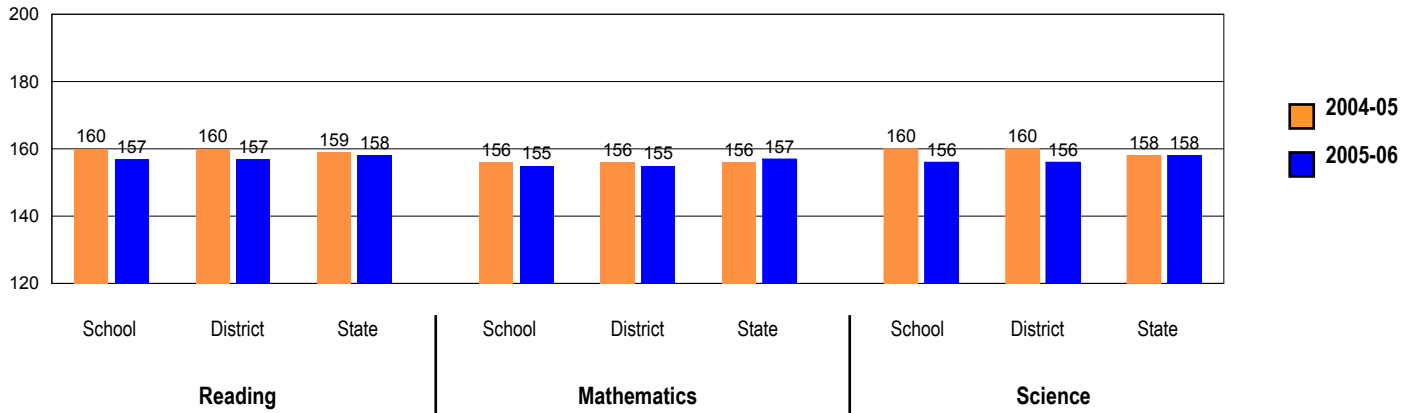
OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



PSAE PERFORMANCE

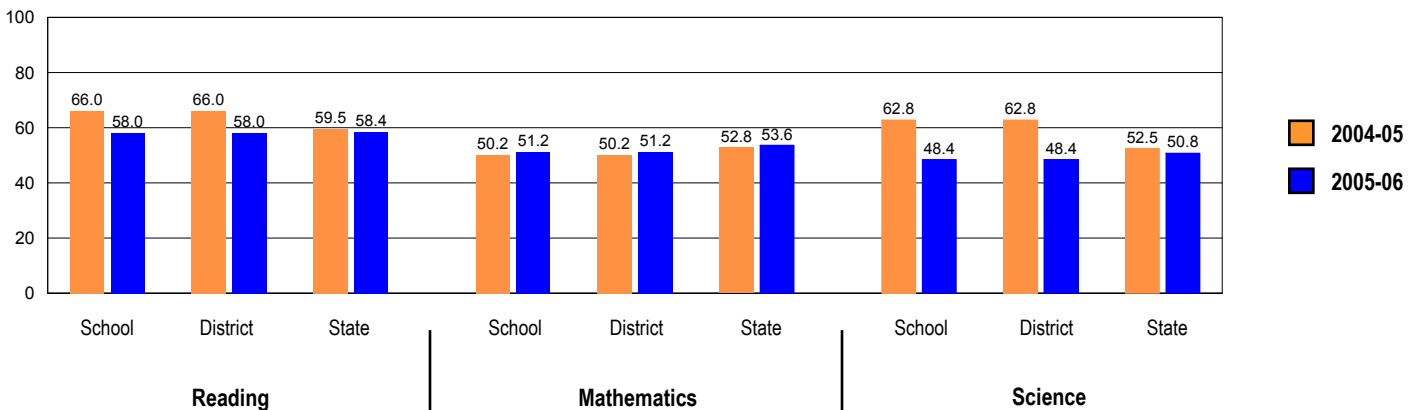
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics and science on PSAE.

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 2006: 250

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 Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. 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.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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

| | | 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 | 267 | 136 | 131 | 234 | 1 | 26 | | 4 | 2 | 6 | | 39 | 26 |
| | Reading | 0.4 | 0.0 | 1.5 | 3.0 | | 0.0 | | | | | | 10.3 | 0.0 |
| | Mathematics | 0.4 | 0.0 | 1.5 | 3.0 | | 0.0 | | | | | | 10.3 | 0.0 |
| District | *Enrollment | 2,280 | 1,178 | 1,102 | 1,819 | 14 | 370 | 3 | 52 | 22 | 136 | | 344 | 401 |
| | Reading | 0.4 | 0.1 | 0.6 | 0.6 | 7.1 | 0.3 | | 0.0 | 0.0 | 0.0 | | 1.5 | 0.2 |
| | Mathematics | 0.4 | 0.1 | 0.6 | 0.6 | 7.1 | 0.3 | | 0.0 | 0.0 | 0.0 | | 1.5 | 0.2 |
| State | *Enrollment | 1,097,519 | 560,894 | 536,602 | 610,160 | 220,827 | 201,628 | 41,301 | 2,481 | 19,622 | 67,464 | 368 | 160,049 | 461,179 |
| | Reading | 0.5 | 0.5 | 0.4 | 0.3 | 1.3 | 0.7 | 0.5 | 0.6 | 0.4 | 0.4 | 1.9 | 0.9 | 0.9 |
| | Mathematics | 0.5 | 0.5 | 0.4 | 0.3 | 1.3 | 0.7 | 0.5 | 0.6 | 0.4 | 0.4 | 1.9 | 0.9 | 0.9 |

* Enrollment as reported during the testing windows.

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 | 8.4 | 33.6 | 46.8 | 11.2 | 9.6 | 39.2 | 46.8 | 4.4 | 7.6 | 44.0 | 42.4 | 6.0 |
| District | 8.4 | 33.6 | 46.8 | 11.2 | 9.6 | 39.2 | 46.8 | 4.4 | 7.6 | 44.0 | 42.4 | 6.0 |
| State | 8.4 | 33.2 | 44.4 | 14.0 | 9.8 | 36.6 | 45.8 | 7.9 | 8.3 | 40.9 | 40.1 | 10.7 |

Grade 11 - Gender

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|--------|----------|------|------|------|-------------|------|------|------|---------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 13.7 | 32.3 | 44.4 | 9.7 | 37.9 | 49.2 | 3.2 | 8.9 | 37.9 | 50.0 | 3.2 | |
| | District | 13.7 | 32.3 | 44.4 | 9.7 | 37.9 | 49.2 | 3.2 | 8.9 | 37.9 | 50.0 | 3.2 | |
| | State | 10.8 | 33.5 | 41.7 | 14.0 | 9.8 | 34.1 | 46.4 | 9.7 | 8.5 | 36.6 | 41.0 | 13.9 |
| Female | School | 3.2 | 34.9 | 49.2 | 12.7 | 9.5 | 40.5 | 44.4 | 5.6 | 6.3 | 50.0 | 34.9 | 8.7 |
| | District | 3.2 | 34.9 | 49.2 | 12.7 | 9.5 | 40.5 | 44.4 | 5.6 | 6.3 | 50.0 | 34.9 | 8.7 |
| | State | 6.0 | 32.9 | 47.0 | 14.1 | 9.8 | 38.9 | 45.2 | 6.1 | 8.2 | 45.1 | 39.2 | 7.6 |

Grade 11 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|------------------------|----------|------|------|------|-------------|------|------|------|---------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 7.1 | 32.1 | 48.7 | 12.1 | 8.5 | 36.6 | 50.0 | 4.9 | 5.8 | 42.4 | 45.5 | 6.3 |
| | District | 7.1 | 32.1 | 48.7 | 12.1 | 8.5 | 36.6 | 50.0 | 4.9 | 5.8 | 42.4 | 45.5 | 6.3 |
| | State | 5.9 | 27.0 | 49.3 | 17.8 | 5.8 | 30.6 | 53.8 | 9.8 | 4.7 | 33.6 | 47.8 | 13.9 |
| Black | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 15.8 | 50.9 | 30.6 | 2.7 | 25.0 | 54.2 | 20.2 | 0.6 | 21.0 | 61.7 | 16.4 | 0.9 |
| Hispanic | School | 25.0 | 43.8 | 31.3 | 0.0 | 18.8 | 62.5 | 18.8 | 0.0 | 31.3 | 56.3 | 12.5 | 0.0 |
| | District | 25.0 | 43.8 | 31.3 | 0.0 | 18.8 | 62.5 | 18.8 | 0.0 | 31.3 | 56.3 | 12.5 | 0.0 |
| | State | 13.5 | 48.0 | 34.3 | 4.2 | 14.6 | 51.9 | 32.2 | 1.3 | 13.7 | 58.7 | 25.5 | 2.1 |
| Asian/Pacific Islander | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 4.4 | 22.8 | 48.0 | 24.8 | 3.2 | 20.1 | 53.9 | 22.8 | 3.2 | 28.0 | 48.1 | 20.7 |
| Native American | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 9.4 | 37.2 | 41.5 | 12.0 | 10.7 | 40.2 | 45.7 | 3.4 | 7.7 | 46.2 | 38.5 | 7.7 |
| Multiracial/Ethnic | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 8.1 | 33.6 | 46.7 | 11.6 | 11.5 | 38.9 | 42.8 | 6.8 | 8.8 | 44.8 | 36.2 | 10.2 |

Grade 11 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|---------|----------|------|------|------|-------------|------|------|------|---------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | School | 41.4 | 41.4 | 17.2 | 0.0 | 37.9 | 48.3 | 13.8 | 0.0 | 27.6 | 58.6 | 13.8 | 0.0 |
| | District | 41.4 | 41.4 | 17.2 | 0.0 | 37.9 | 48.3 | 13.8 | 0.0 | 27.6 | 58.6 | 13.8 | 0.0 |
| | State | 38.1 | 44.4 | 15.4 | 2.1 | 42.3 | 44.5 | 12.3 | 0.8 | 38.9 | 48.4 | 11.1 | 1.6 |
| Non-IEP | School | 4.1 | 32.6 | 50.7 | 12.7 | 5.9 | 38.0 | 51.1 | 5.0 | 5.0 | 42.1 | 46.2 | 6.8 |
| | District | 4.1 | 32.6 | 50.7 | 12.7 | 5.9 | 38.0 | 51.1 | 5.0 | 5.0 | 42.1 | 46.2 | 6.8 |
| | State | 4.7 | 31.8 | 48.0 | 15.5 | 5.8 | 35.6 | 49.9 | 8.7 | 4.6 | 40.0 | 43.7 | 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 | 21.1 | 42.1 | 36.8 | 0.0 | 10.5 | 68.4 | 21.1 | 0.0 | 31.6 | 52.6 | 15.8 | 0.0 | |
| District | 21.1 | 42.1 | 36.8 | 0.0 | 10.5 | 68.4 | 21.1 | 0.0 | 31.6 | 52.6 | 15.8 | 0.0 | |
| State | 15.6 | 49.3 | 31.5 | 3.6 | 20.3 | 52.1 | 26.4 | 1.1 | 17.9 | 59.1 | 21.0 | 2.0 | |
| Not Eligible | | | | | | | | | | | | | |
| School | 7.4 | 32.9 | 47.6 | 12.1 | 9.5 | 36.8 | 48.9 | 4.8 | 5.6 | 43.3 | 44.6 | 6.5 | |
| District | 7.4 | 32.9 | 47.6 | 12.1 | 9.5 | 36.8 | 48.9 | 4.8 | 5.6 | 43.3 | 44.6 | 6.5 | |
| State | 5.8 | 27.6 | 48.9 | 17.7 | 6.1 | 31.1 | 52.5 | 10.2 | 5.0 | 34.5 | 46.8 | 13.7 | |

2006 ADEQUATE YEARLY PROGRESS (AYP) Status Report

| | | | |
|---|-----|---|----|
| Is this school making Adequate Yearly Progress (AYP)? | Yes | 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? | Yes | 2006-07 Federal Improvement Status | |
| Is this school making AYP in Mathematics? | Yes | 2006-07 State Improvement Status | |

| | 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 | | 47.5 | | | 47.5 | | | 89.0 | | 69.0 | |
| All | 99.6 | Yes | 99.6 | Yes | 58.9 | | Yes | 52.2 | | Yes | | | 94.1 | Yes |
| White | 97.0 | Yes | 97.0 | Yes | 60.6 | | Yes | 54.8 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Economically Disadvantaged | | | | | | | | | | | | | | |

The four conditions for making Adequate Yearly Progress (AYP) are:

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 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% 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 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2005.

** Safe Harbor Targets of 47.5% 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.

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.)

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WAUCONDA HIGH SCHOOL PLANNED IMPROVEMENT

The Wauconda High School community continues to be excited about the performance of our students and their achievements and continues to look for areas for improvement. Listed below are the indicators of our “Areas of Success” and our “Areas of Planned Improvement”.

Areas of Success

- Wauconda High School met Annual Yearly Progress (AYP) in all areas as determined by *No Child Left Behind*.
- Wauconda High School’s ACT scores were above state average in English, Reading, and Science.
- Wauconda High School saw an increase in the number of students who meet or exceeded state standards on the mathematics portion of the PSAE exam.
- Despite an increase in the low-income rate at Wauconda High School; we saw an increase in our graduation rate from 92% to 94.1%, which remains above the state average of 87.8%.
- Wauconda High School saw an increase in our attendance rate for the second straight year to 95%. This is better than the state average.
- 55 Wauconda High School teachers have completed CRISS (Creating Independence through Student-owned Strategies) training and are assisting other staff members with CRISS strategies so they can be incorporated in all curricular areas.
- All teachers and support staff at Wauconda High School are highly qualified as defined by the No Child Left Behind Act of 2001.

Areas for Planned Improvement

- Wauconda High School will continue to strive to improve teaching and learning by incorporating the Illinois Learning Standards, Performance Descriptors, Assessment Frameworks and the adopted curriculum.
- Wauconda High School will evaluate test scores in Math, Science, and Reading by using the Whole Faculty Study Groups. We will formulate a plan for improvement by utilizing the Illinois Learning Standards and the Assessment Frameworks to identify gaps in learning and improve our performance on the PSAE test.
- Wauconda High School will continue to improve academic proficiency for ELL students in all instructional areas.
- Wauconda High School will continue to improve academic proficiency for IEP students in all instructional areas.
- Wauconda High School will continue to improve the implementation of differentiated instruction and assessment techniques across the curriculum.
- Wauconda High School will look to utilize the use of the new KeyTrain program throughout the curriculum to better prepare students for the second day of the PSAE testing.
- Wauconda High School will pilot the use of an automated calling system to encourage better accountability of student absenteeism.