

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.

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 PSAT 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
School	80.4	0.8	15.9	2.3	0.1	0.5	13.8	2.1	0.5	8.2	11.4	92.3	1,293
District	74.2	0.5	19.9	2.6	0.1	2.7	17.5	8.9	0.5	2.8	8.9	94.2	4,245
State	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
School	100.0
District	100.0
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	18.1	20.6	13.2	213.4
State	18.3	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
School										19.9
District										19.9
State										19.6

TEACHER INFORMATION (Full-Time Equivalents)

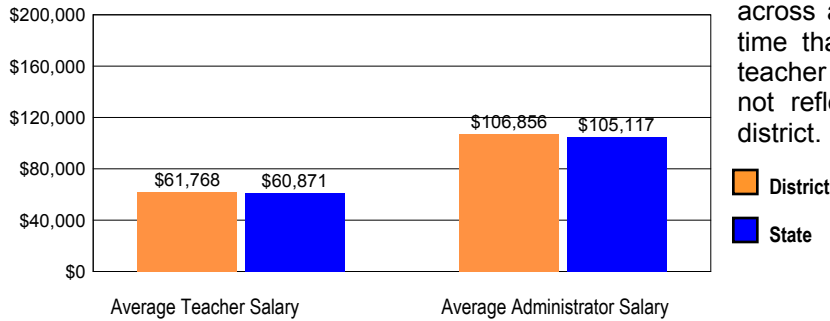
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.4	0.0	1.9	0.7	0.0	19.8	80.2	270
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	--	--	--	1.9	0.0
District	10.8	37.6	62.4	1.3	0.0
State	12.4	46.7	53.2	0.7	0.7

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

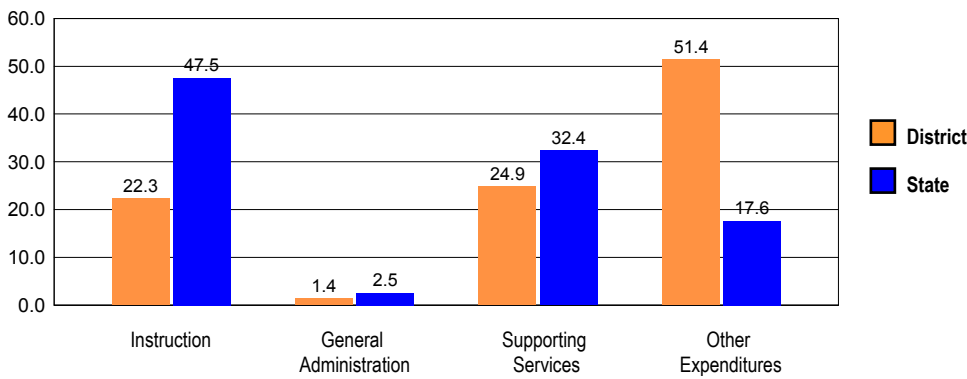
SCHOOL DISTRICT FINANCES

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)



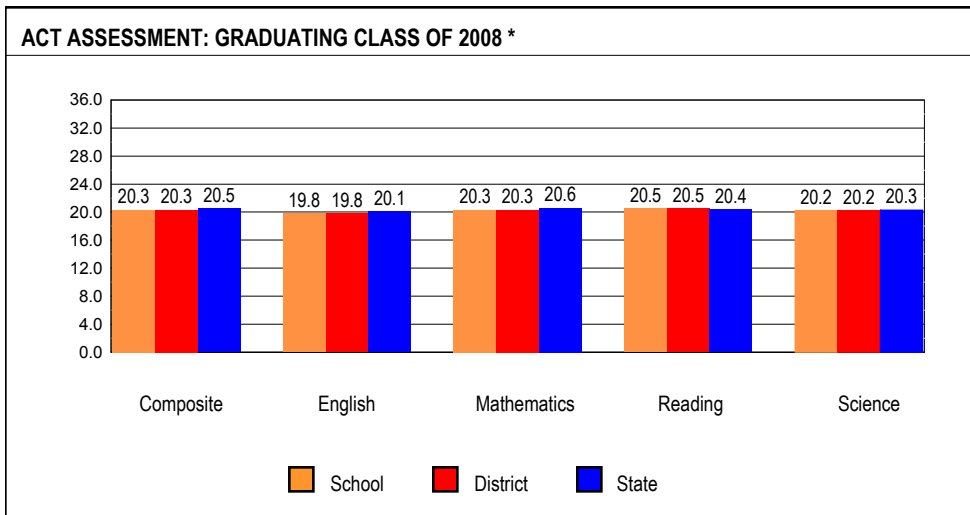
REVENUE BY SOURCE 2006-07			
	District	District %	State %
Local Property Taxes	\$31,683,777	67.9	57.6
Other Local Funding	\$6,785,124	14.5	7.3
General State Aid	\$2,287,247	4.9	18.1
Other State Funding	\$5,163,565	11.1	9.7
Federal Funding	\$740,500	1.6	7.3
TOTAL	\$46,660,213		

EXPENDITURE BY FUND 2006-07			
	District	District %	State %
Education	\$28,991,818	37.3	72.6
Operations & Maintenance	\$3,037,221	3.9	8.5
Transportation	\$3,685,388	4.7	3.9
Bond and Interest	\$4,202,898	5.4	6.7
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$1,126,707	1.4	1.8
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$36,710,240	47.2	5.6
TOTAL	\$77,754,272		

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	\$195,406	3.89	\$4,648	\$9,395
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



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.

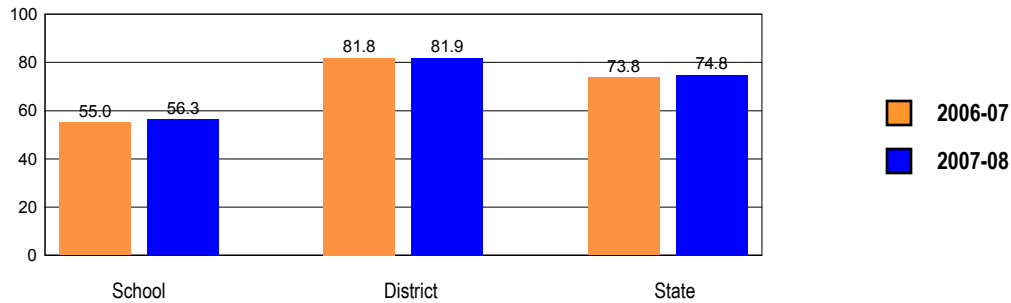
HIGH SCHOOL GRADUATION RATE													
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	94.4	92.9	96.3	95.3	100.0	89.5	100.0	0.0	100.0	100.0		88.9	96.3
District	94.4	92.9	96.3	95.3	100.0	89.5	100.0	0.0	100.0	100.0		88.9	96.3
State	86.5	84.2	88.8	92.5	74.9	75.7	93.4	75.3	87.6	57.2		81.2	78.2

OVERALL STUDENT PERFORMANCE

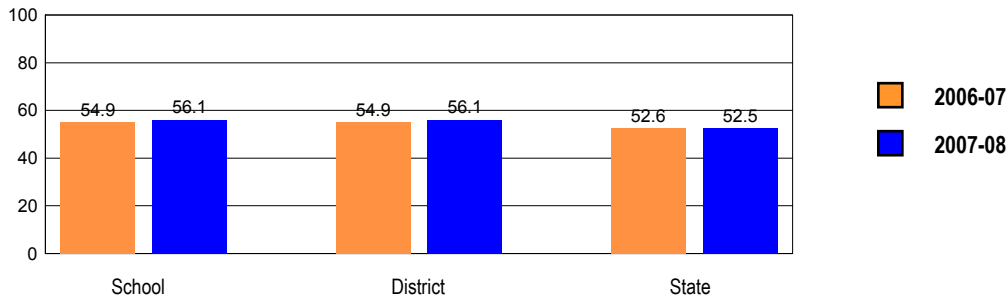
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

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.

OVERALL PERFORMANCE - ALL STATE TESTS



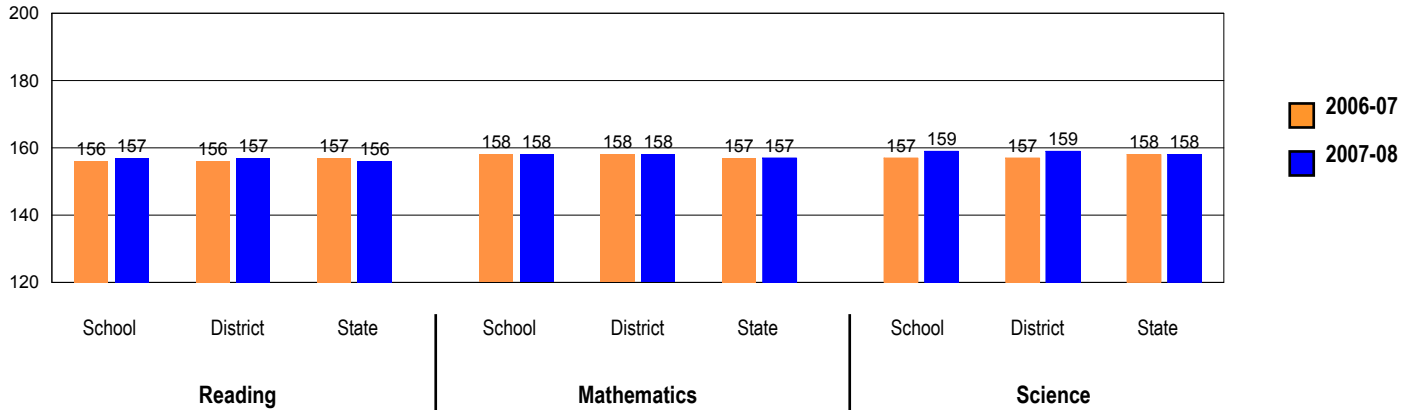
OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



PSAE PERFORMANCE

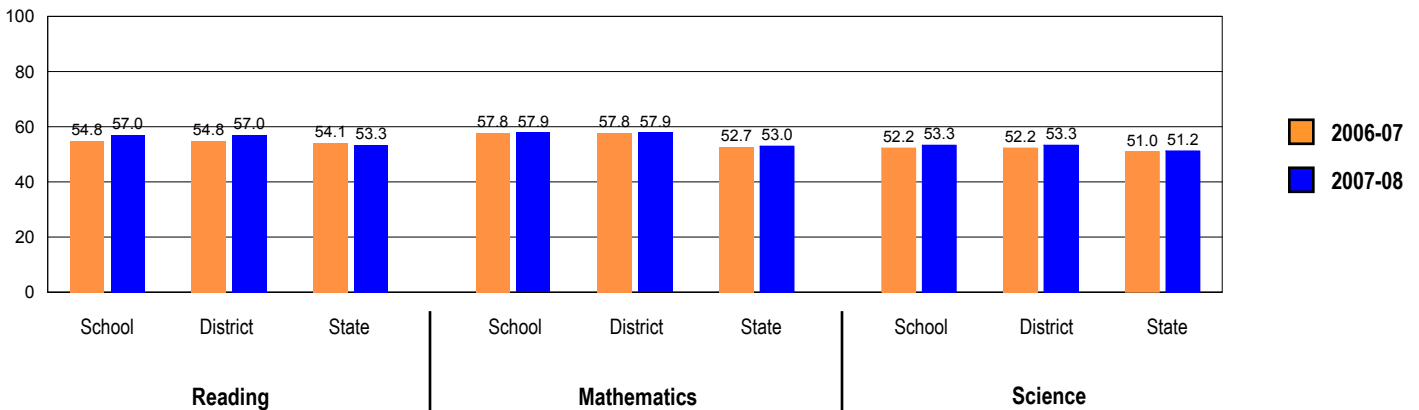
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

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 2008: 321

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	328	164	164	274	3	43	7	1		7		35	39
	Reading Mathematics	0.6 0.6	0.6 0.6	0.6 0.6	0.4 0.4		2.3 2.3						0.0 0.0	0.0 0.0
District	*Enrollment	2,346	1,203	1,143	1,806	15	426	58	4	37	175		336	458
	Reading Mathematics	0.2 0.2	0.2 0.2	0.2 0.2	0.1 0.1	0.0 0.0	0.7 0.7	0.0 0.0		0.0 0.0	0.6 0.6		0.9 0.9	0.4 0.4
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	328	164	164	274	3	43	7	1		7		35	39
	Science	0.6	0.6	0.6	0.4		2.3						0.0	0.0
District	*Enrollment	1,043	550	493	832	7	170	21	2	11	59		145	171
	Science	0.2	0.2	0.2	0.1		0.6	0.0		0.0	1.7		0.0	0.0
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	35.2	48.0	9.0	8.4	33.6	47.0	10.9	8.4	38.3	43.3	10.0
District	7.8	35.2	48.0	9.0	8.4	33.6	47.0	10.9	8.4	38.3	43.3	10.0
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	8.6	30.9	51.9	8.6	7.4	27.2	51.2	14.2	9.3	29.0	49.4	12.3
	District	8.6	30.9	51.9	8.6	7.4	27.2	51.2	14.2	9.3	29.0	49.4	12.3
	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	6.9	39.6	44.0	9.4	9.4	40.3	42.8	7.5	7.5	47.8	37.1	7.5
	District	6.9	39.6	44.0	9.4	9.4	40.3	42.8	7.5	7.5	47.8	37.1	7.5
	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	6.7	30.4	53.0	10.0	5.6	30.7	51.5	12.2	7.0	34.8	46.7	11.5
	District	6.7	30.4	53.0	10.0	5.6	30.7	51.5	12.2	7.0	34.8	46.7	11.5
	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												
	District												
	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	17.5	62.5	17.5	2.5	27.5	50.0	22.5	0.0	20.0	62.5	17.5	0.0
	District	17.5	62.5	17.5	2.5	27.5	50.0	22.5	0.0	20.0	62.5	17.5	0.0
	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												
	District												
	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												
	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 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	36.4	51.5	12.1	0.0	39.4	54.5	6.1	0.0	45.5	45.5	9.1	0.0
	District	36.4	51.5	12.1	0.0	39.4	54.5	6.1	0.0	45.5	45.5	9.1	0.0
	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	4.5	33.3	52.1	10.1	4.9	31.3	51.7	12.2	4.2	37.5	47.2	11.1
	District	4.5	33.3	52.1	10.1	4.9	31.3	51.7	12.2	4.2	37.5	47.2	11.1
	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	23.7	55.3	18.4	2.6	23.7	52.6	18.4	5.3	18.4	50.0	28.9	2.6
	District	23.7	55.3	18.4	2.6	23.7	52.6	18.4	5.3	18.4	50.0	28.9	2.6
	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	5.7	32.5	51.9	9.9	6.4	31.1	50.9	11.7	7.1	36.7	45.2	11.0
	District	5.7	32.5	51.9	9.9	6.4	31.1	50.9	11.7	7.1	36.7	45.2	11.0
	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

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?	Yes	2008-09 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		62.5			62.5			90.0		75.0	
All	99.4	Yes	99.4	Yes	57.5		No	58.7		Yes			94.4	Yes
White	99.6	Yes	99.6	Yes	63.3		Yes	64.4		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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.

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.)

The Wauconda High School community continues to celebrate the areas of success for our students' achievements along with looking for areas for improvement based on student needs. Listed below are the indicators of our "Areas of Success" and our "Areas for Planned Improvement".

Areas of Success

- Wauconda High School met Annual Yearly Progress (AYP) in mathematics and attendance rate as determined by *No Child Left Behind*.
- We had increases in all PSAE tested areas (Reading, Math, Writing, and Science) in the total number of students who met or exceeded state standards. In addition, we remained above the state average in all these areas.
- Our graduation rate (94.4%) continues to remain high above the state average (86.5%) and our graduation rate for Hispanic students remained at 89.5% (75.7 state avg.) and the graduation rate for economically disadvantaged students was 96.3% (78.2% state avg.).
- Our drop out rate declined for the third straight year to a 6 year low of 0.5%
- Our ACT scores improved in all areas.
- We have continued to see our scores stay near or above the state average in all areas over the last 6 years despite seeing a significant increase in our percentage of low-income students, which has risen from 7.3% in 2002 to a high of 13.8% this past year.
- 53 Wauconda High School staff members 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 use staff development time using the Whole Faculty Study Group process to either formulate a plan for improvement, by targeting students needs and having staff evaluate student performance, discuss teaching strategies and re-evaluate students to improve performance in the targeted areas, or utilize their professional development time to develop common assessments based on the Illinois Learning Standards and the Illinois Assessment Frameworks. These common assessments will be evaluated and used to direct future instruction.
- The staff at Wauconda High School will continue 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 and IEP students in all instructional areas.
- Wauconda High School will continue the use of tutorials during student resource periods to provide additional instruction.
- Wauconda High School will continue utilize the use of the KeyTrain program throughout the curriculum to prepare students for the second day of the PSAE testing.
- The staff at Wauconda High School will investigate the implementation of a Freshman Academy to target at-risk students and improve their performance in the areas of reading and writing.
- The Deans at Wauconda High School will proactively address attendance and truancy.