

**Wauconda 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.

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
<b>School</b>	79.0	0.9	17.5	2.2	0.0	0.1	0.3	22.8	1.3	14.4	0.6	0.4	5.5	95.7	1,393
<b>District</b>	70.5	1.0	23.4	3.5	0.0	0.3	1.4	27.4	10.9	14.3	0.6	0.1	5.9	95.7	4,481
<b>State</b>	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
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	18.4	21.5	13.8	229.8
<b>State</b>	96.0	18.8	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.

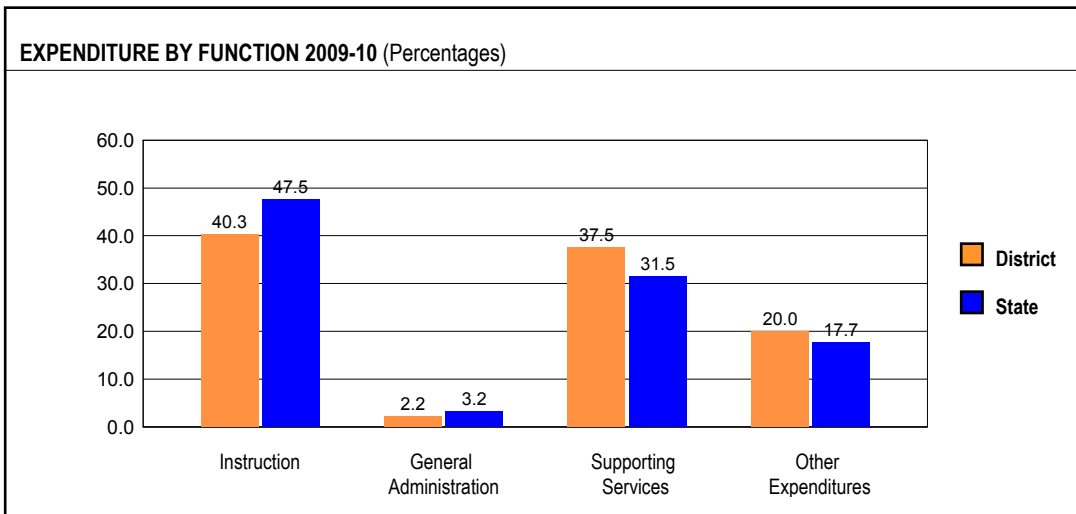
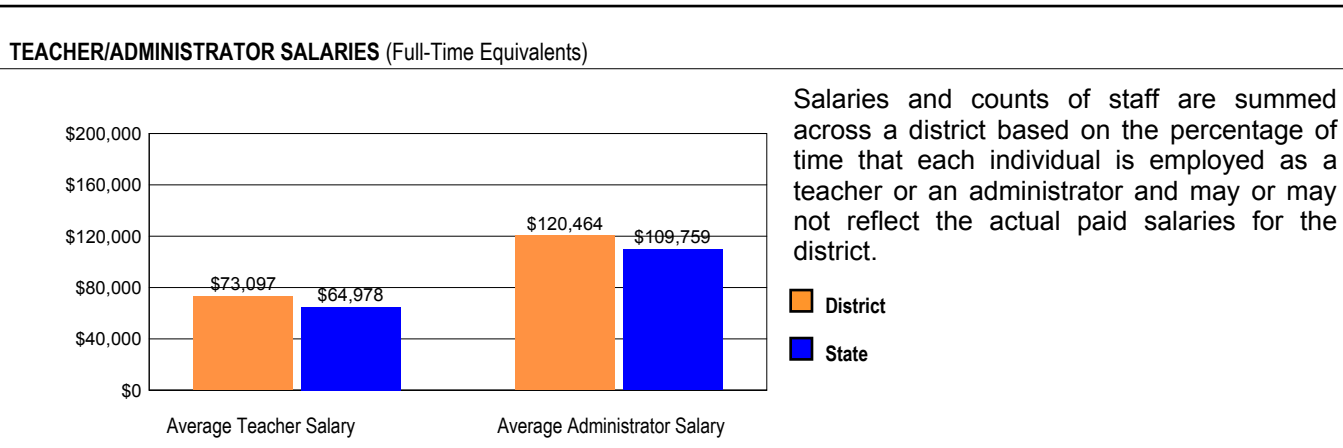
AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>										16.7
<b>District</b>										16.7
<b>State</b>										19.2

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
<b>District</b>	94.2	0.0	3.6	0.7	0.0	0.0	1.5	0.0	20.3	79.7	270	
<b>State</b>	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	11.8	27.2	72.8	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	\$37,919,672	78.3	58.9	Education	\$34,429,679	68.0	72.9
Other Local Funding	\$2,171,666	4.5	6.4	Operations & Maintenance	\$3,742,168	7.4	6.0
General State Aid	\$1,692,147	3.5	14.9	Transportation	\$4,244,537	8.4	3.8
Other State Funding	\$4,475,881	9.2	7.5	Debt Service	\$5,837,610	11.5	7.2
Federal Funding	\$2,192,388	4.5	12.4	Tort	\$508,524	1.0	1.2
<b>TOTAL</b>	<b>\$48,451,754</b>			Municipal Retirement/ Social Security	\$1,567,062	3.1	1.9
				Fire Prevention & Safety	\$0	0.0	0.7
				Site & Construction/ Capital Improvement	\$315,194	0.6	6.4
				<b>TOTAL</b>	<b>\$50,644,774</b>		

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	\$228,435	4.12	\$5,055	\$10,752
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.

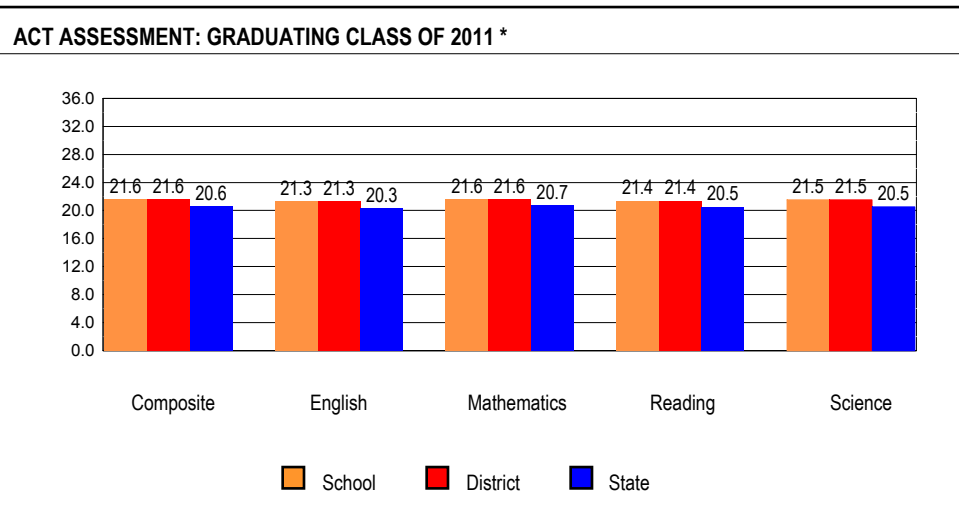
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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



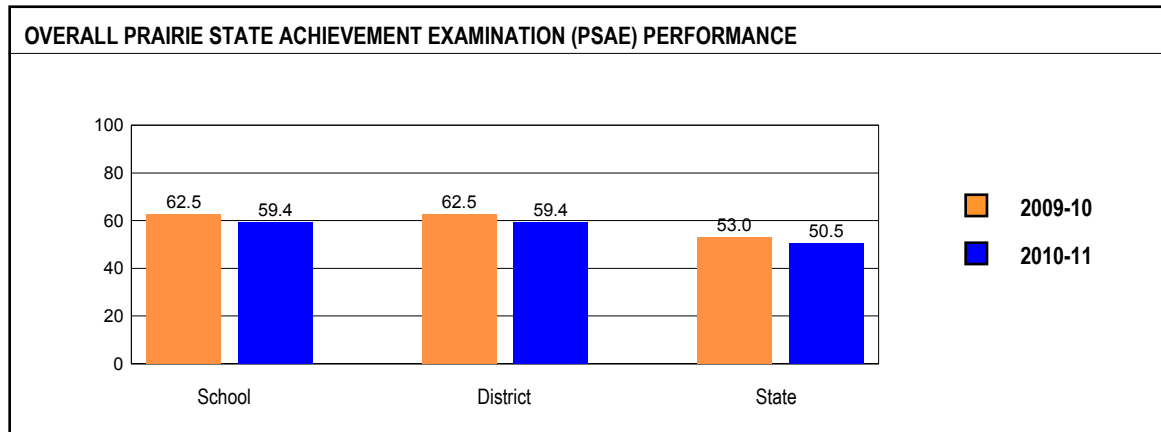
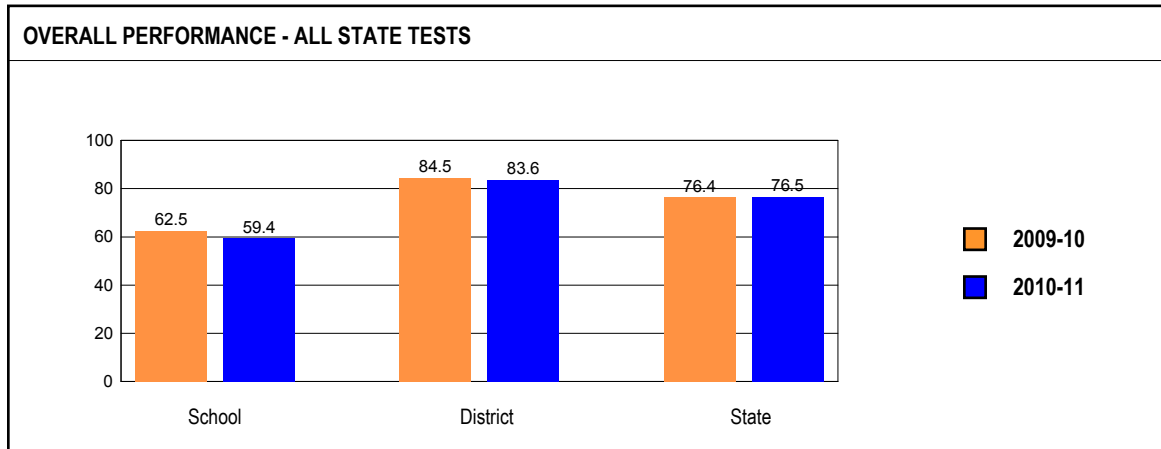
The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

\* 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	92.2	91.5	93.1	94.5	100.0	81.8	100.0			100.0	50.0	80.0	93.1
District	92.2	91.5	93.1	94.5	100.0	81.8	100.0			100.0	50.0	80.0	93.1
State	83.8	80.9	86.7	89.1	74.0	76.8	92.3			81.4	67.7	66.2	75.1

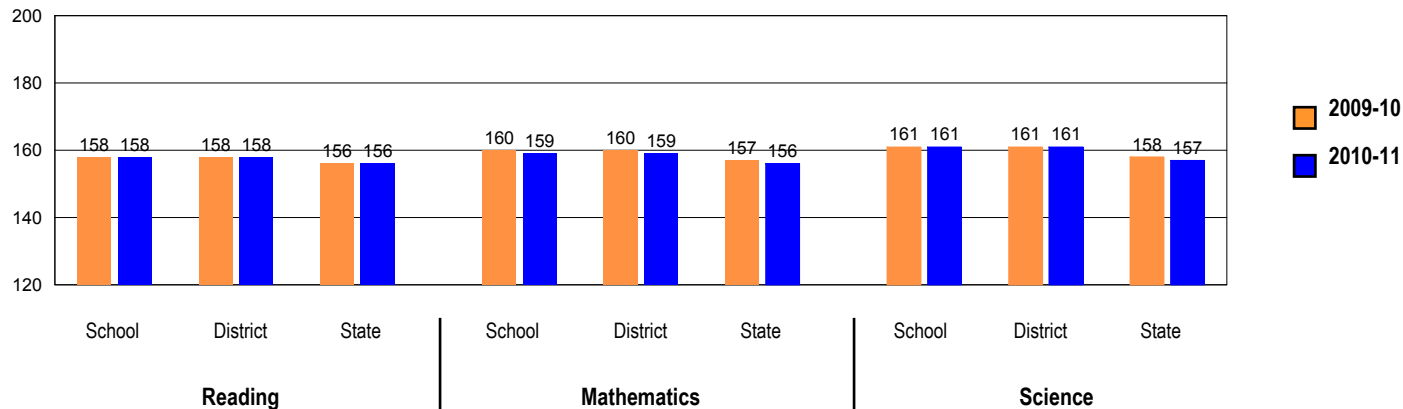
**OVERALL STUDENT PERFORMANCE**

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.

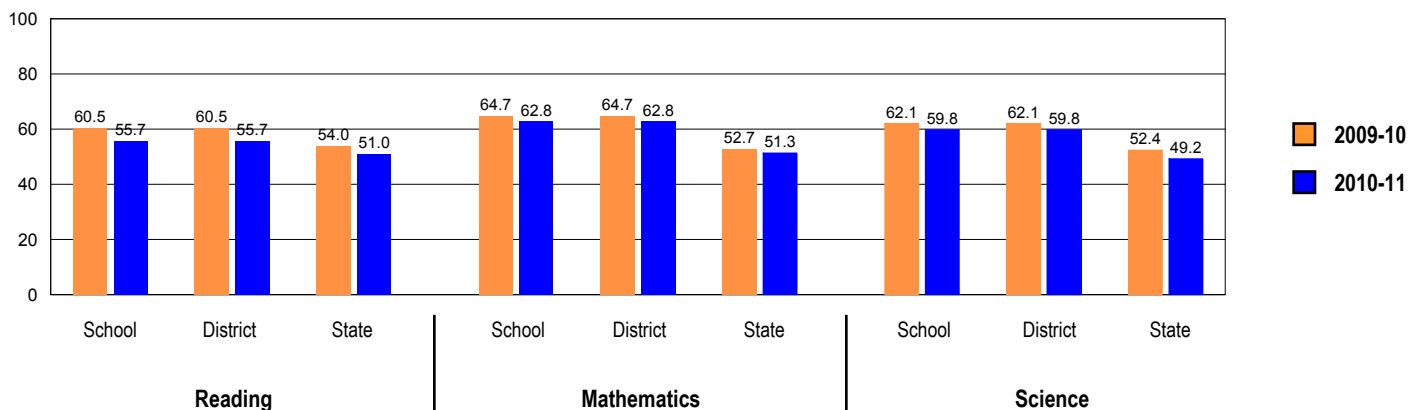


**PSAE PERFORMANCE**

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: 323

**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										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Economically Disadvantaged
School	*Enrollment	349	178	171	274	5	59	7	0	0	4	0	0	49	64
	Reading	4.6	6.7	2.3	3.6		6.8							6.1	6.3
District	*Enrollment	2,318	1,229	1,089	1,618	25	546	83	0	8	38	201	0	327	702
	Reading	1.0	1.5	0.5	0.8	4.0	1.6	0.0			2.6	1.5		1.8	1.0
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										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Economically Disadvantaged
School	*Enrollment	349	178	171	274	5	59	7	0	0	4	0	0	49	64
	Mathematics	3.7	5.6	1.8	2.6		6.8							6.1	6.3
District	*Enrollment	2,319	1,229	1,090	1,618	25	547	83	0	8	38	202	0	327	703
	Mathematics	0.9	1.4	0.4	0.6	4.0	1.6	0.0			2.6	1.5		1.8	1.0
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	349	178	171	274	5	59	7	0	0	4	0	0	49	64
	Science	4.9	7.3	2.3	4.0		6.8							8.2	6.3
District	*Enrollment	1,019	577	442	739	12	216	33	0	2	17	62	0	140	267
	Science	2.0	2.8	0.9	1.8	8.3	2.3	0.0			5.9	0.0		3.6	1.9
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	7.4	36.8	44.3	11.5	7.4	29.7	52.0	10.8	4.3	35.9	47.1	12.7
District	7.4	36.8	44.3	11.5	7.4	29.7	52.0	10.8	4.3	35.9	47.1	12.7
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	10.8	39.9	39.9	9.5	9.5	28.5	49.4	12.7	5.1	34.8	44.9	15.2
	District	10.8	39.9	39.9	9.5	9.5	28.5	49.4	12.7	5.1	34.8	44.9	15.2
	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	4.2	33.9	48.5	13.3	5.5	30.9	54.5	9.1	3.6	37.0	49.1	10.3
	District	4.2	33.9	48.5	13.3	5.5	30.9	54.5	9.1	3.6	37.0	49.1	10.3
	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	5.9	33.6	47.3	13.3	6.3	26.6	54.3	12.9	3.1	32.4	49.6	14.8
	District	5.9	33.6	47.3	13.3	6.3	26.6	54.3	12.9	3.1	32.4	49.6	14.8
	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												
	District												
	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	15.1	43.4	35.8	5.7	11.3	41.5	45.3	1.9	9.4	45.3	41.5	3.8
	District	15.1	43.4	35.8	5.7	11.3	41.5	45.3	1.9	9.4	45.3	41.5	3.8
	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												
	District												
	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												
	District												
	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 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	32.5	55.0	10.0	2.5	35.0	47.5	17.5	0.0	27.5	57.5	15.0	0.0
	District	32.5	55.0	10.0	2.5	35.0	47.5	17.5	0.0	27.5	57.5	15.0	0.0
	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	3.9	34.3	49.1	12.7	3.5	27.2	56.9	12.4	1.1	32.9	51.6	14.5
	District	3.9	34.3	49.1	12.7	3.5	27.2	56.9	12.4	1.1	32.9	51.6	14.5
	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	12.5	48.2	35.7	3.6	12.5	39.3	46.4	1.8	8.9	51.8	35.7	3.6
	District	12.5	48.2	35.7	3.6	12.5	39.3	46.4	1.8	8.9	51.8	35.7	3.6
	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	6.4	34.5	46.1	13.1	6.4	27.7	53.2	12.7	3.4	32.6	49.4	14.6
	District	6.4	34.5	46.1	13.1	6.4	27.7	53.2	12.7	3.4	32.6	49.4	14.6
	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	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	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	2011-12 State Improvement Status	Academic Watch Status Year 1

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		85.0			85.0			91.0		82.0	
All	95.4	Yes	96.3	Yes	56.6		No	63.3		No			92.2	Yes
White	96.4	Yes	97.4	Yes	61.6	71.2	No	68.0	73.5	No			94.5	
Black														
Hispanic	93.2	Yes	93.2	Yes	41.5	35.2	No	45.3	47.8	No			81.8	
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	93.9	No	93.9	No										
Economically Disadvantaged	93.8	Yes	93.8	Yes	41.8	43.8	Yes	49.1	43.8	Yes			93.1	

### 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.

## 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**

- Our graduation rate (92.2%) continues to remain above the state average (83.8%), our graduation rate for Hispanic students was 81.8 % (76.8 state avg.), our graduation rate for economically disadvantaged students (93.1%) was above the state average (75.1%), and our graduation rate for students with disabilities was 80.0% (66.2% state avg.).
- Our drop out rate continues to remain low at 0.6%, this represents our second lowest percentage in the past 10 years.
- Our ACT scores improved in all areas, with a composite score of 21.6, which is the 5<sup>th</sup> year in a row it has risen. Our math score was 21.6, our science score was 21.5, and our reading score was 21.4. We had our highest scores in English, Math, & Science over the past 8 years. We were above the state average in all areas.
- We have continued to see our scores stay near or above the state average in all areas over the last 9 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 22.8% this past year.
- 59 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.
- For the third year in a row we had significantly lower numbers of chronic truants from a high of 8.2% for 2008 to 1.8% for 2009 to 0.4% for 2010 and 2011.
- The PSAE tested areas of Reading, Math, and Science in the total number of students who met or exceeded state standards of 59.4% remains significantly above the state average (50.5%). Across the state we saw the percentages drop in all areas, but our students remained above state averages

### **Areas for Planned Improvement**

- Wauconda High School will continue to focus our school improvement efforts in the areas of reading and mathematics for all students. Staff will identify areas in all academic disciplines where reading and math strategies can be applied.
- Wauconda High School will utilize staff development time using the Whole Faculty Study Group process. We will implement our school improvement plan, by targeting students' needs and having staff evaluate student performance, discuss teaching strategies, and re-evaluate students to improve performance in the targeted areas. Staff will continue utilize their professional development time to develop and evaluate common assessments.
- 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. Additionally, they will be looking at the new Common Core standards to anticipate possible changes.
- Wauconda High School will continue the use of tutorials during student resource periods to provide additional instruction in the areas of Math, English, and Science.
- Wauconda High School will use MAP testing to gather data and make determinations for future areas of improvement.
- The staff at Wauconda High School has implemented a Freshman Academy to target identified students and improve their performance in the areas of reading and writing.
- A new testing center has been implemented this school year to help students' complete assessments and teachers focus on instruction.