

**CARY-GROVE COMMUNITY HIGH SCHOOL
COMMUNITY HIGH SCHOOL DIST 155
CARY, 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	93.1	0.5	5.5	0.8	0.0	0.1	5.4	1.8	1.5	0.9	2.9	93.6	1,804
District	91.7	0.7	5.5	1.9	0.1	0.2	4.3	1.5	1.0	0.9	7.2	93.7	6,682
State	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6	4.0	2.2	16.1	93.9	2,062,912

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	94.3
District	95.5
State	95.7

AVERAGE CLASS SIZE (as of the first school day in May)

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
					22.2
					19.7
					19.7

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
	19.5	15.5	303.7
	18.4	13.8	209.5

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

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.5	0.0	0.0	0.5	0.0	48.0	52.0	373
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

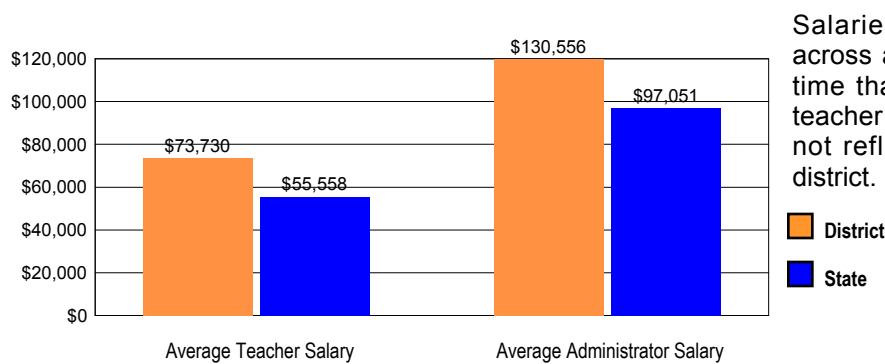
TEACHER INFORMATION (Continued)

	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	10.7	35.4	64.6	0.7	0.0
State	13.6	50.1	49.1	1.9	1.9

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

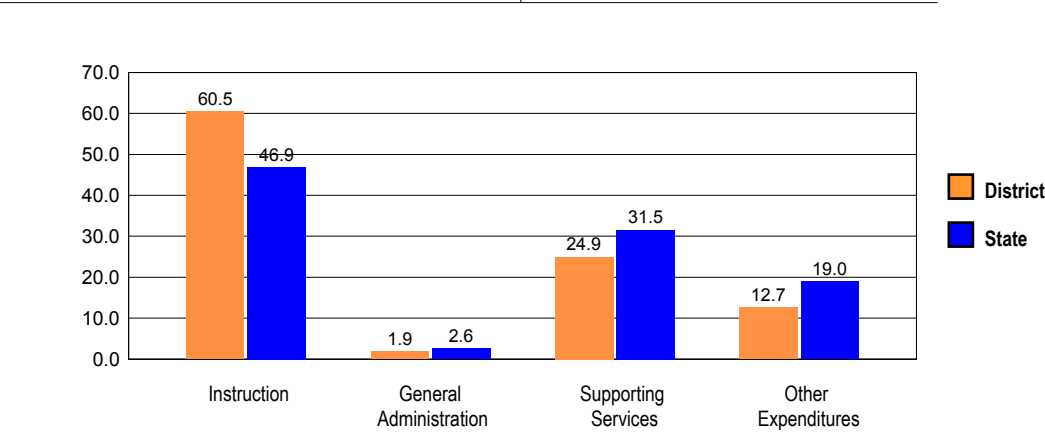
SCHOOL DISTRICT FINANCES

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 2003-04 (Percentages)



REVENUE BY SOURCE 2003-04			
	District	District %	State %
Local Property Taxes	\$48,095,135	74.1	57.0
Other Local Funding	\$4,482,276	6.9	5.0
General State Aid	\$5,535,854	8.5	18.0
Other State Funding	\$5,336,495	8.2	11.9
Federal Funding	\$1,482,343	2.3	8.0
TOTAL	\$64,932,103		

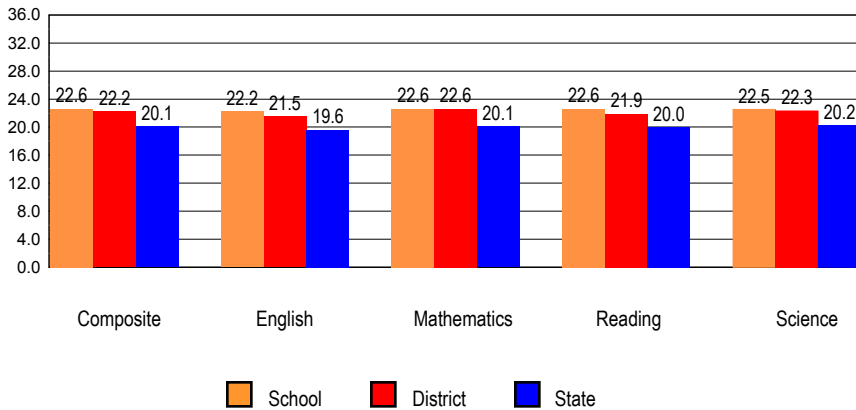
EXPENDITURE BY FUND 2003-04			
	District	District %	State %
Education	\$47,298,968	76.7	71.5
Operations & Maintenance	\$6,264,166	10.2	8.4
Transportation	\$2,150,195	3.5	3.6
Bond and Interest	\$2,030,545	3.3	6.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$1,059,279	1.7	1.6
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$2,898,253	4.7	7.5
TOTAL	\$61,701,406		

OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$381,128	2.09	\$6,287	\$8,923
State	**	**	\$5,216	\$8,786

** 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 2005 *



ACT TEST TAKERS

	Number	% Class
School	413	96.3
District	1,416	92.4
State	120,729	93.9

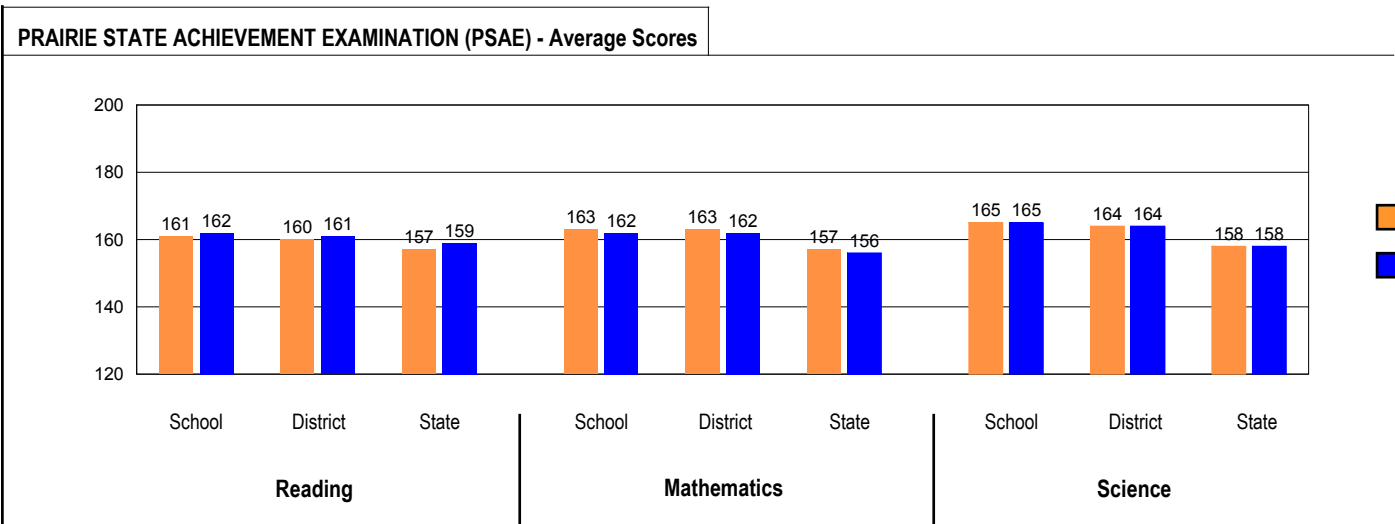
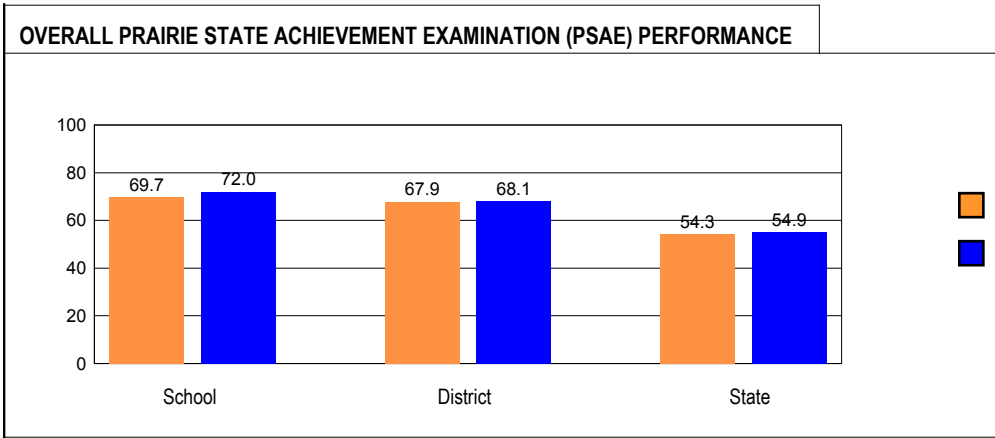
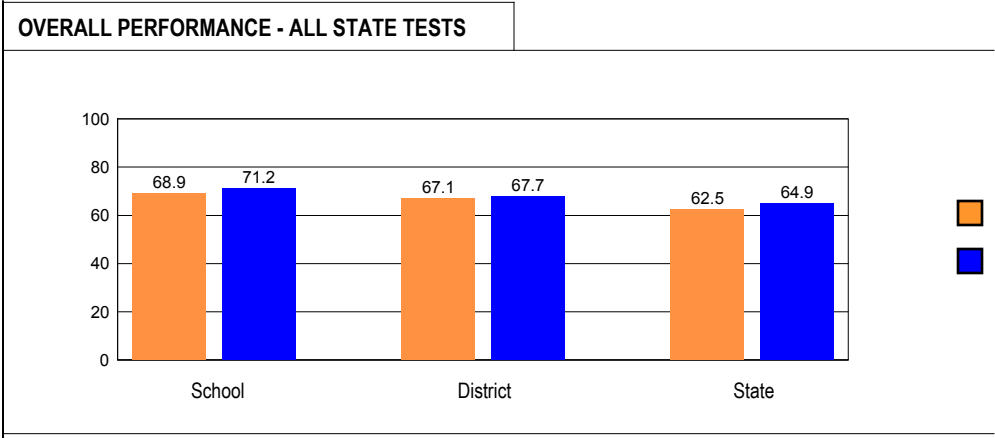
* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAT testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

HIGH SCHOOL GRADUATION RATE

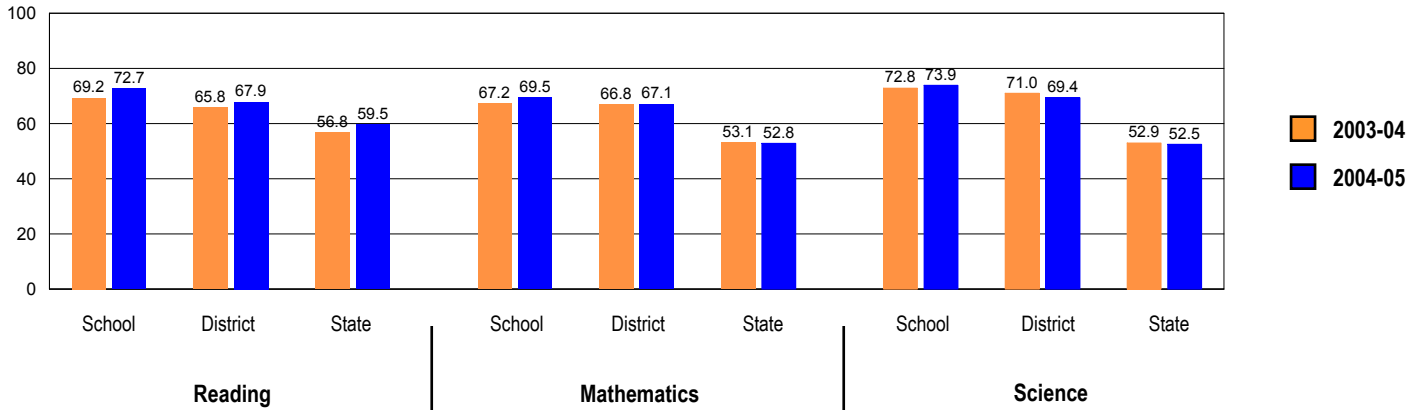
	Gender			Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American				
School	89.3	89.3	89.2	90.3	0.0	76.9	83.3				66.0	58.3
District	94.2	94.2	94.2	95.4	60.0	81.2	78.8				76.8	71.2
State	87.4	85.4	89.4	92.2	77.7	76.0	93.4				76.1	75.8

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. These performance measures include only those test scores for the grades and subjects (reading, mathematics and science) included in your school. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.



PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards


Number of students in this school taking the PSAE in 2005: 406

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, 4, 5, 7, and 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 students in state-approved transitional bilingual programs. 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	418	207	211	391	2	23	2	0	0	10	0	47	22
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0		0.0 0.0				0.0 0.0		0.0 0.0	0.0 0.0
District	*Enrollment	1,551	779	772	1,446	9	69	25	1	1	30	0	159	51
	Reading Mathematics	0.1 0.0	0.0 0.0	0.3 0.0	0.0 0.0		1.4 0.0	4.0 0.0			6.7 0.0		0.0 0.0	2.0 0.0
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,978	43,196	194	89,769	248,030
	Reading Mathematics	0.6 0.6	0.7 0.7	0.5 0.5	0.3 0.3	1.4 1.4	0.7 0.6	0.4 0.4	0.9 0.9	0.6 0.6	0.7 0.6	0.0 1.0	1.2 1.2	0.8 0.9

* Enrollment as reported by schools/districts during the testing window.

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	3.7	23.6	58.9	13.8	3.9	26.6	58.6	10.8	2.5	23.6	56.7	17.2
District	5.2	26.9	53.2	14.7	4.3	28.6	56.1	11.0	3.9	26.7	52.3	17.1
State	7.9	32.6	46.4	13.1	9.8	37.4	45.6	7.2	10.2	37.3	41.4	11.1

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male													
School	5.0	26.1	57.3	11.6	5.5	22.6	61.3	10.6	2.0	21.6	55.3	21.1	
District	6.9	28.8	51.9	12.4	4.8	26.7	56.6	11.9	4.0	24.5	51.9	19.7	
State	10.5	33.7	43.7	12.2	9.9	35.7	45.8	8.7	10.9	34.4	40.7	14.0	
Female													
School	2.4	21.3	60.4	15.9	2.4	30.4	56.0	11.1	2.9	25.6	58.0	13.5	
District	3.4	25.0	54.6	17.0	3.8	30.5	55.6	10.1	3.8	28.9	52.7	14.6	
State	5.4	31.5	49.0	14.0	9.8	39.1	45.5	5.7	9.6	40.1	42.0	8.3	

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
School	3.1	22.9	59.5	14.4	3.4	25.5	60.1	11.1	2.1	21.9	58.2	17.8	
District	4.9	26.6	53.9	14.6	4.1	27.5	57.3	11.0	3.8	25.5	53.3	17.4	
State	5.5	26.6	51.3	16.5	5.6	31.3	54.1	8.9	5.7	30.9	48.9	14.5	
Black													
School													
District													
State	14.8	50.1	32.4	2.7	25.5	55.9	18.1	0.5	26.0	55.5	17.6	0.9	
Hispanic													
School	14.3	50.0	35.7	0.0	21.4	50.0	28.6	0.0	14.3	64.3	21.4	0.0	
District	12.5	37.5	43.8	6.3	12.5	54.2	31.3	2.1	10.4	56.3	31.3	2.1	
State	13.8	46.0	35.9	4.4	15.3	54.0	29.5	1.3	17.6	53.8	26.3	2.4	
Asian/Pacific Islander													
School													
District	0.0	27.3	40.9	31.8	0.0	22.7	50.0	27.3	0.0	22.7	45.5	31.8	
State	3.9	25.1	50.0	21.0	3.8	20.6	55.4	20.2	3.5	26.9	50.3	19.3	
Native American													
School													
District													
State	8.9	34.6	42.2	14.3	10.5	38.4	46.0	5.1	10.5	37.8	42.0	9.7	
Multiracial/Ethnic													
School													
District													
State	9.1	34.7	41.6	14.7	10.8	41.4	42.0	5.8	11.0	38.0	41.9	9.1	

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP													
School	21.7	50.0	26.1	2.2	26.1	54.3	19.6	0.0	19.6	50.0	26.1	4.3	
District	29.0	45.2	23.9	1.9	26.5	52.3	21.3	0.0	24.5	49.7	21.9	3.9	
State	39.6	44.5	14.0	1.9	43.2	44.4	11.8	0.6	42.6	44.4	11.1	1.8	
Non-IEP													
School	1.4	20.3	63.1	15.3	1.1	23.1	63.6	12.2	0.3	20.3	60.6	18.9	
District	2.4	24.9	56.6	16.2	1.8	25.9	60.1	12.2	1.5	24.0	55.8	18.7	
State	4.1	31.1	50.3	14.4	5.8	36.6	49.7	7.9	6.4	36.4	45.0	12.2	

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	25.0	33.3	33.3	8.3	16.7	58.3	16.7	8.3	16.7	58.3	16.7	8.3	
District	21.9	31.3	37.5	9.4	9.4	43.8	40.6	6.3	9.4	50.0	31.3	9.4	
State	15.1	47.5	34.1	3.3	20.9	53.6	24.6	0.9	22.2	53.4	22.5	1.9	
Not Eligible													
School	3.0	23.4	59.6	14.0	3.6	25.6	59.9	10.9	2.0	22.6	57.9	17.5	
District	4.8	26.8	53.5	14.8	4.2	28.3	56.5	11.1	3.8	26.2	52.7	17.3	
State	5.6	27.6	50.5	16.3	6.2	32.1	52.5	9.2	6.3	32.0	47.5	14.1	

2005 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?	No
2005-06 Federal Improvement Status	
2005-06 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		67.0	
All	100.0	Yes	100.0	Yes	71.7		Yes	68.1		Yes			89.3	Yes
White	100.0	Yes	100.0	Yes	73.9		Yes	71.3		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	28.3		No	19.6		No				
Economically Disadvantaged														

Four Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.***
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for non-high schools or at least 67.0% Graduation Rate for high schools

* Includes only students enrolled as of 9/30/2004.

** 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. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Cary-Grove High School has implemented several programs this school year to address the needs of our at-risk students. For our incoming freshmen we have designed a “Pathways to Achievement” course that meets twice weekly during the first nine weeks of the school year. At these meetings, the teacher conducts lessons in study skills and time management. Additionally, student grades are monitored during these first, especially important weeks of the school year.

We have implemented a “Guided Study Hall” for our at-risk sophomores. In this small, individualized program one teacher works with a small group of students, overseeing their work and progress during the first several weeks of the school year. Attendance and grades are tracked and extra sets of books and assignment are on hand. As students achieve passing grades they are moved into regular study halls. Other students are “cycled in” to the program as their needs are identified and the year progresses.

We have designed two regular education-special education courses in which one special education teacher works and teaches with one regular education teacher. We believe all students benefit from the expertise of differentiated instruction that the special education teacher contributes with the solid content background from the regular education teacher.

Our Advisory program, in its third year, continues to afford us time to focus on standardized test taking tips and strategies as well as individualized goal setting prior to standardized testing. For example, upon studying their 8th grade Explore tests scores as Sophomores, more than 44% of our Class of 2007 test-takers scored at the high end of their range or beat their forecasted statistics on the PLAN test. We believe these results are directly relational to the opportunity we provided our students to study and goal set from their 8th grade Explore scores.

A wide range of opportunities exists in our classrooms for teachers to design lessons that utilize critical thinking skills. Since presenting staff development in this area, teachers are becoming more proficient in using the “Intellectual Standards of Critical Thinking” in designing classroom discussions and assessments for learning.

Our district wide curriculum mapping teams continue to meet and many are in the stage of writing common assessments. We are collectively working on becoming more assessment literate, with our focus this year on engaging our students more critically in self-assessments of their work.

We continue to encourage our parents and community to become partners with us in student learning by giving us feedback on our strengths and areas in need of strengthening. School Improvement is a never-ending quest at Cary-Grove High School and one in which all participants – students, parents, staff, and members of our community – have much to contribute!