

CRYSTAL LAKE CENTRAL HIGH SCHOOL
CHSD 155
CRYSTAL LAKE, 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	84.4	1.2	12.5	1.8	0.1	0.0	11.1	2.1	0.6	0.8	10.0	94.3	1,411
District	90.5	0.7	6.3	1.8	0.2	0.5	5.1	1.2	0.7	1.1	6.4	94.3	6,939
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	97.3
District	95.9
State	96.6

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District		19.7	15.6	315.4
State		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										16.5
District										17.5
State										19.7

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.2	0.0	0.0	0.8	0.0	47.6	52.4	384
State	84.9	9.2	4.6	1.2	0.2	23.1	76.9	126,996

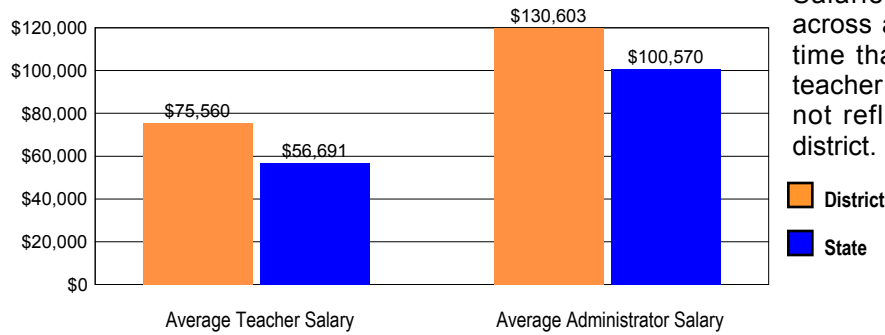
TEACHER INFORMATION (Continued)

	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	10.5	30.7	69.3	0.5	0.0
State	13.0	49.3	50.6	1.6	3.9

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

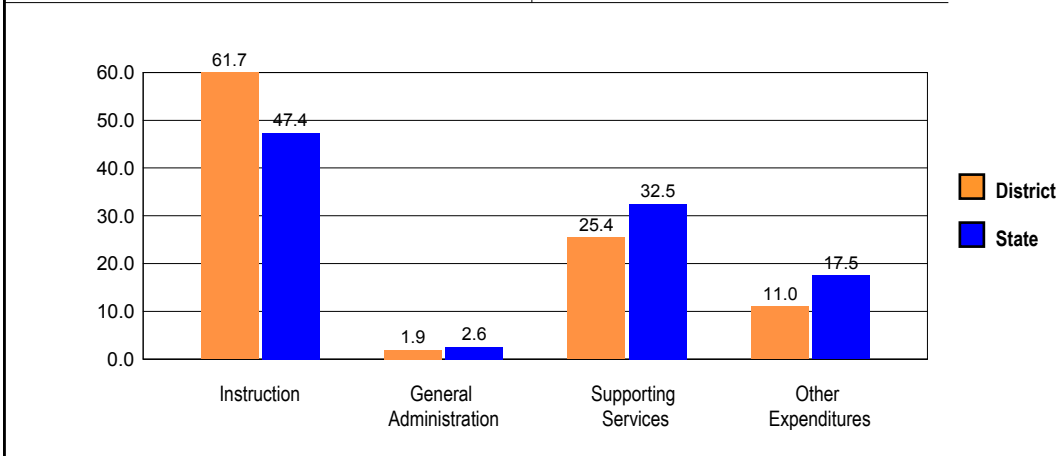
SCHOOL DISTRICT FINANCES

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)



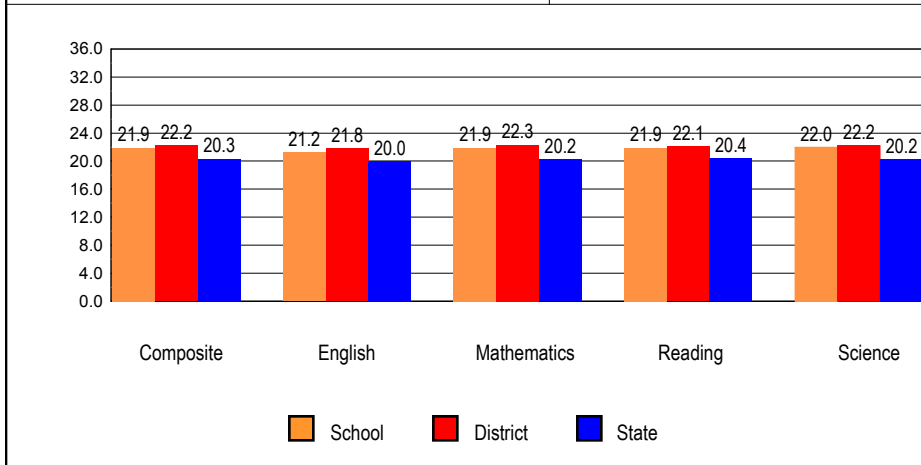
REVENUE BY SOURCE 2004-05				EXPENDITURE BY FUND 2004-05			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$52,220,504	73.8	58.2	Education	\$49,861,802	78.5	72.2
Other Local Funding	\$5,797,569	8.2	5.1	Operations & Maintenance	\$6,561,220	10.3	8.4
General State Aid	\$6,792,814	9.6	18.5	Transportation	\$2,207,451	3.5	3.6
Other State Funding	\$4,549,525	6.4	10.1	Bond and Interest	\$3,305,420	5.2	6.6
Federal Funding	\$1,400,599	2.0	8.1	Rent	\$0	0.0	0.0
TOTAL	\$70,761,011			Municipal Retirement/ Social Security	\$1,255,833	2.0	1.7
				Fire Prevention & Safety	\$0	0.0	1.1
				Site & Construction/ Capital Improvement	\$322,391	0.5	6.5
				TOTAL	\$63,514,117		

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	\$404,444	2.04	\$6,318	\$9,020
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

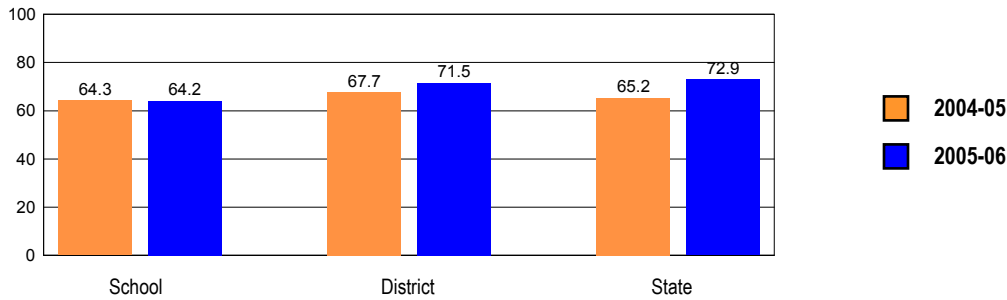
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	93.9	91.6	96.0	93.9	100.0	90.9	100.0			100.0		77.6	100.0
District	95.4	94.3	96.6	95.9	85.7	85.5	100.0			100.0		89.6	82.0
State	87.8	85.6	89.9	92.3	78.3	77.1	94.1			63.2		77.2	76.5

OVERALL STUDENT PERFORMANCE

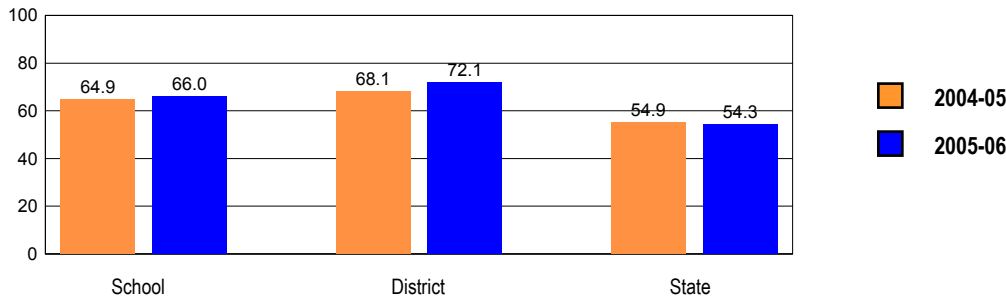
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics and science.

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.

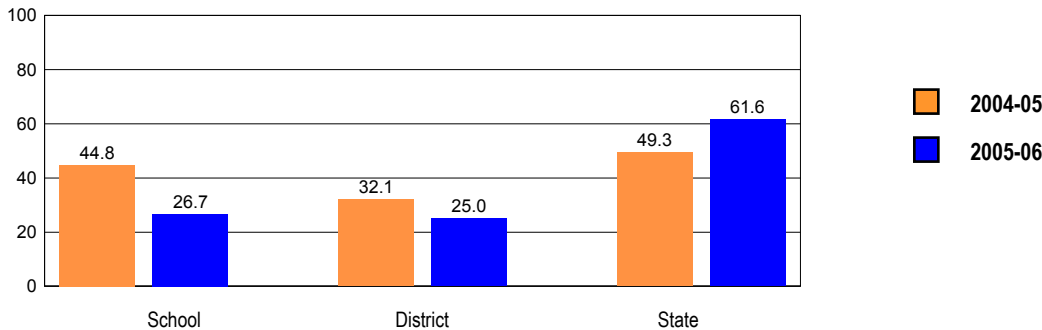
OVERALL PERFORMANCE - ALL STATE TESTS



OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



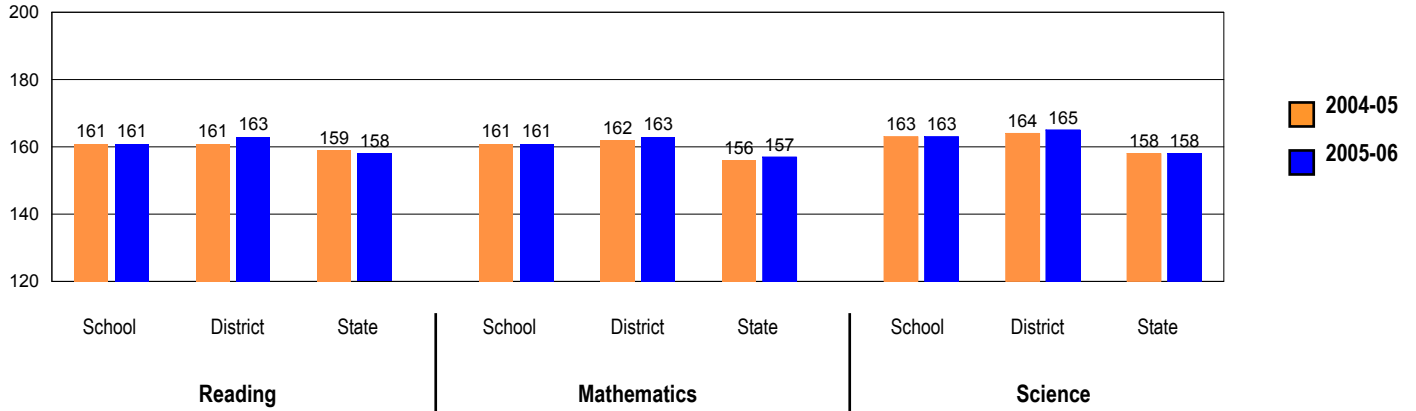
OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE



PSAE PERFORMANCE

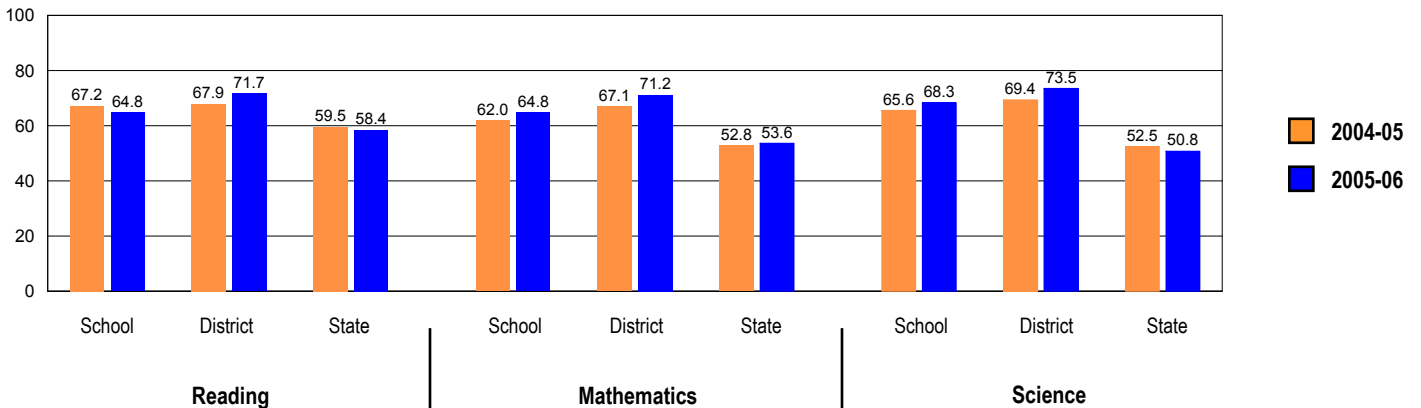
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics and science on PSAE.

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: 281

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	312	162	150	262	3	43	3		1	16		45	39
	Reading	0.0	0.0	0.0	0.0		0.0				0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0				0.0		0.0	0.0
District	*Enrollment	1,605	783	822	1,468	10	94	30	2	1	20		167	73
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0		1.8	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0		1.8	0.0
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	2.5	32.7	49.1	15.7	3.9	31.3	54.8	10.0	2.8	28.8	53.0	15.3
District	4.5	23.8	53.9	17.8	4.1	24.8	58.8	12.3	2.9	23.6	57.0	16.5
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	3.5	34.8	48.2	13.5	4.3	26.2	55.3	14.2	1.4	27.0	49.6	22.0
District	6.7	26.0	49.3	18.0	5.4	21.3	57.8	15.5	2.5	21.0	53.8	22.7
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	1.4	30.7	50.0	17.9	3.6	36.4	54.3	5.7	4.3	30.7	56.4	8.6
District	2.4	21.7	58.2	17.7	2.9	28.0	59.8	9.3	3.3	26.0	60.0	10.8
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	2.0	29.7	51.6	16.7	3.7	27.2	57.7	11.4	1.6	26.0	55.7	16.7
District	3.8	23.1	54.8	18.3	3.7	23.4	60.7	12.3	2.1	22.4	58.4	17.1
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	30.0	50.0	20.0	0.0	20.0	60.0	20.0	0.0	30.0	40.0	30.0	0.0
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	3.4	51.7	37.9	6.9	3.4	58.6	37.9	0.0	10.3	48.3	34.5	6.9
District	13.2	35.5	46.1	5.3	7.9	50.0	39.5	2.6	15.8	43.4	36.8	3.9
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	3.6	14.3	46.4	35.7	0.0	14.3	39.3	46.4	0.0	17.9	53.6	28.6
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	11.1	69.4	19.4	0.0	19.4	66.7	13.9	0.0	13.9	69.4	13.9	2.8
District	24.7	52.7	22.0	0.7	26.0	56.0	17.3	0.7	20.7	57.3	20.0	2.0
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	1.2	27.3	53.5	18.0	1.6	26.1	60.8	11.4	1.2	22.9	58.8	17.1
District	2.3	20.7	57.4	19.7	1.7	21.4	63.3	13.6	1.0	20.0	60.9	18.1
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	4.0	64.0	24.0	8.0	8.0	68.0	20.0	4.0	12.0	52.0	32.0	4.0	
District	14.3	44.6	35.7	5.4	12.5	46.4	37.5	3.6	8.9	51.8	33.9	5.4	
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	2.3	29.7	51.6	16.4	3.5	27.7	58.2	10.5	2.0	26.6	55.1	16.4	
District	4.1	23.0	54.6	18.3	3.8	23.9	59.7	12.6	2.7	22.5	57.8	16.9	
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	

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Reading

- Level 1 --Academic Warning - Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
- Level 2 --Below Standards - Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
- Level 3 -- Meets Standards - Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
- Level 4 --Exceeds Standards - Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

Mathematics

- Students work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Student work demonstrates advanced knowledge and skills in the subject. Student creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 11**Grade 11 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	20.0	33.3	40.0	6.7	13.3	80.0	6.7	0.0
District	25.0	30.0	40.0	5.0	15.0	80.0	5.0	0.0
State	14.1	31.3	33.5	21.1	11.8	63.1	22.7	2.4

Grade 11 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male									
School									
District									
State	11.9	32.1	34.3	21.7	9.7	63.2	24.8	2.2	
Female									
School									
District	33.3	33.3	33.3	0.0	16.7	83.3	0.0	0.0	
State	16.4	30.6	32.8	20.2	13.8	63.4	20.4	2.5	

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School								
District								
State	6.6	22.9	36.5	33.9	4.6	52.7	40.7	2.0
Black								
School								
District								
State	27.2	32.1	25.9	14.8	28.4	60.5	11.1	0.0
Hispanic								
School	15.4	30.8	46.2	7.7	15.4	76.9	7.7	0.0
District	23.5	29.4	41.2	5.9	17.6	76.5	5.9	0.0
State	18.2	34.8	31.7	15.3	14.9	72.4	12.6	0.1
Asian/Pacific Islander								
School								
District								
State	4.3	28.9	38.2	28.7	5.0	41.5	41.5	12.0
Native American								
School								
District								
State								
Multiracial/Ethnic								
School								
District								
State	18.2	36.4	36.4	9.1	9.1	81.8	4.5	4.5

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	16.7	25.0	50.0	8.3	16.7	75.0	8.3	0.0
District	20.0	26.7	46.7	6.7	20.0	73.3	6.7	0.0
State	15.9	32.6	33.8	17.8	12.8	65.3	20.3	1.5
Not Eligible								
School								
District								
State	11.0	29.0	33.0	27.0	9.9	58.9	27.0	4.2

2006 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes
Is this school making AYP in Reading?	Yes
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		No
2006-07 Federal Improvement Status		
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	100.0	Yes	100.0	Yes	65.5		Yes	62.5		Yes			93.9	Yes
White	100.0	Yes	100.0	Yes	69.9		Yes	69.1		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes										
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

The Prairie State Achievement Examination (PSAE) measures the achievement of grade 11 students relative to the Illinois Learning Standards for reading, mathematics, and science. The PSAE includes three components: (1) the ACT, which includes the ACT battery of four multiple-choice tests (English, mathematics, reading, and science); (2) an ISBE-developed science assessment, and (3) two WorkKeys assessments (Applied Mathematics and Reading for Information). The composite scores Crystal Lake Central students earn on the PSAE are a combination of the three aforementioned exams. These scores are placed in four categories: Exceeds standards, meets standards, below standards, and academic warning.

Crystal Lake Central student scores in the “*Meeting or Exceeding*” categories are compared with the state scores below:

	Crystal Lake Central	State of Illinois
Reading	64.8%	58.4%
Mathematics	64.8%	53.6%
Science	68.3%	50.8%

We are studying individual scores so as to provide assistance to those students needing to improve their skills. We are also using the standards and scores as we continue to map and align our curriculum district-wide.

The Crystal Lake Central School Improvement Team (SIP) is currently developing specific goals to improve student performance in all academic areas. These goals will focus on:

1. Increasing achievement of all students in the academic content areas
2. Closing the achievement gap by accelerating the learning of the lowest performing students. (More specifically our ELL and Special Education students)
3. Creating a high school culture and climate among students and staff that supports improved student achievement.

The Crystal Lake Central School Improvement Team has begun to implement ideas as we work towards attainment of these goals. One program instituted this year is the creation of a mandatory tutorial study hall for students who are not achieving to the prescribed level of success. The Grade Assistance Program (GAP) has proven to be an effective intervention. In addition, we will continue to investigate ways to instill aspects of social emotional learning into the fabric of the school day.

Crystal Lake Central students are highly motivated, are involved in all kinds of activities, are enrolled in rigorous courses, and are ambitious. They embody the definition of school spirit through an enthusiastic presence at athletic competitions, plays, and concerts. They support each other in positive ways. Visitors in the building often comment on the positive attitude and respect displayed amongst our students. We thank our parents and the community for the positive influence they have had on our students.