

CARY-GROVE COMMUNITY HIGH SCHOOL
CHSD 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	92.4	0.6	5.6	0.8	0.1	0.5	5.7	0.7	0.2	2.0	4.9	93.9	1,915
District	90.5	0.8	6.5	1.8	0.2	0.3	4.7	0.8	0.4	1.3	5.8	94.1	7,011
State	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2	3.5	2.5	15.2	93.7	2,077,856

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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	94.9	--	--	--	--
District	96.1		19.6	15.5	318.7
State	96.1		18.8	13.9	230.6

* 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										22.0
District										20.0
State										18.9

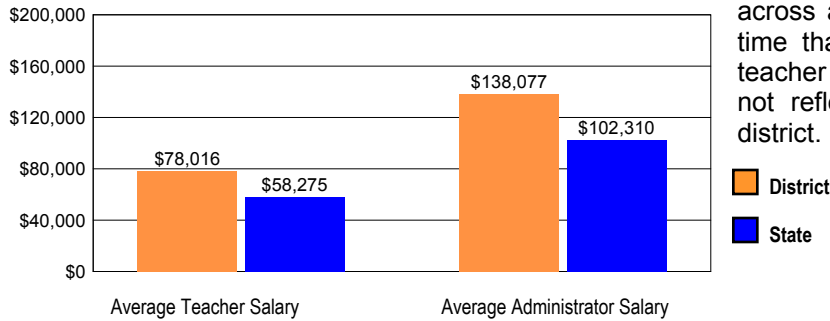
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.2	0.0	0.0	0.8	0.0	46.2	53.8	391
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

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	--	--	--	2.0	0.0
District	10.4	27.8	72.2	1.2	0.0
State	12.9	47.6	52.3	1.5	3.2

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

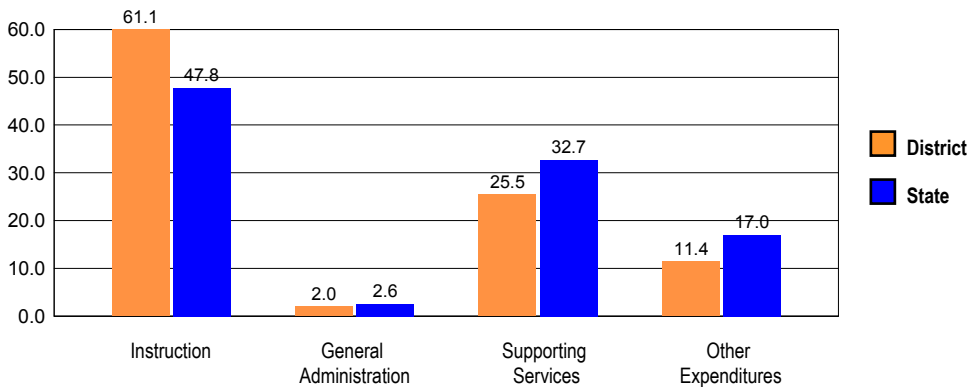
SCHOOL DISTRICT FINANCES

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 2005-06 (Percentages)

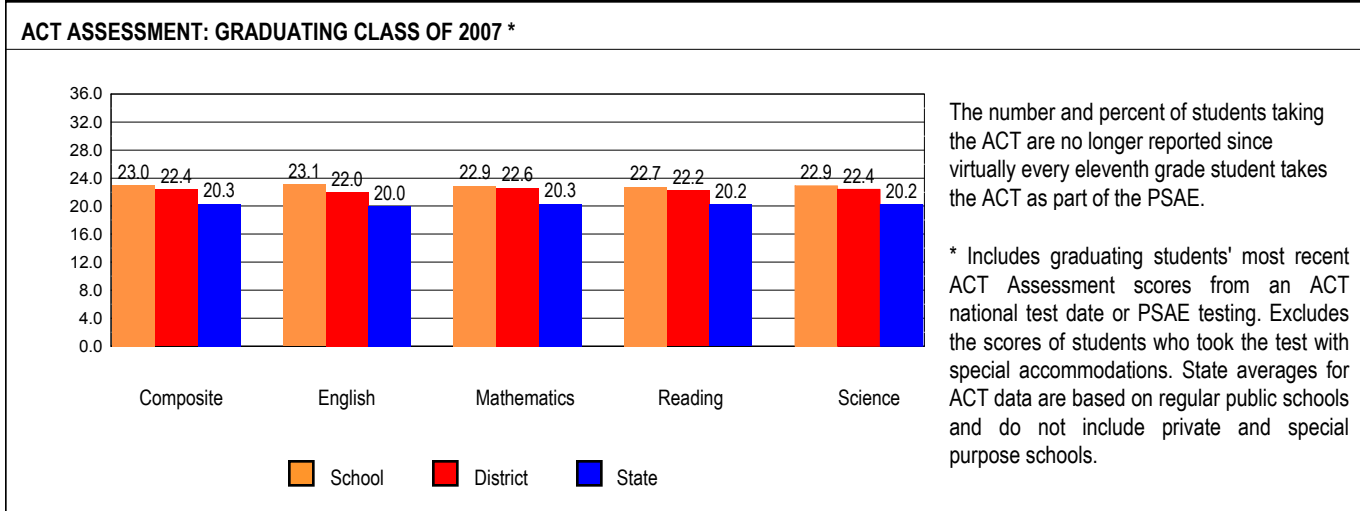


REVENUE BY SOURCE 2005-06				EXPENDITURE BY FUND 2005-06			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$55,145,880	72.3	58.8	Education	\$53,791,530	78.0	73.0
Other Local Funding	\$7,272,759	9.5	6.0	Operations & Maintenance	\$6,395,246	9.3	8.6
General State Aid	\$8,018,800	10.5	18.2	Transportation	\$2,538,522	3.7	3.9
Other State Funding	\$4,280,632	5.6	9.3	Bond and Interest	\$3,515,420	5.1	6.2
Federal Funding	\$1,537,533	2.0	7.7	Rent	\$0	0.0	0.0
TOTAL	\$76,255,604			Municipal Retirement/ Social Security	\$1,404,765	2.0	1.8
				Fire Prevention & Safety	\$0	0.0	1.1
				Site & Construction/ Capital Improvement	\$1,351,131	2.0	5.4
				TOTAL	\$68,996,614		

OTHER FINANCIAL INDICATORS				
	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per \$100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	\$427,253	1.98	\$6,610	\$9,394
State	**	**	\$5,567	\$9,488

** 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

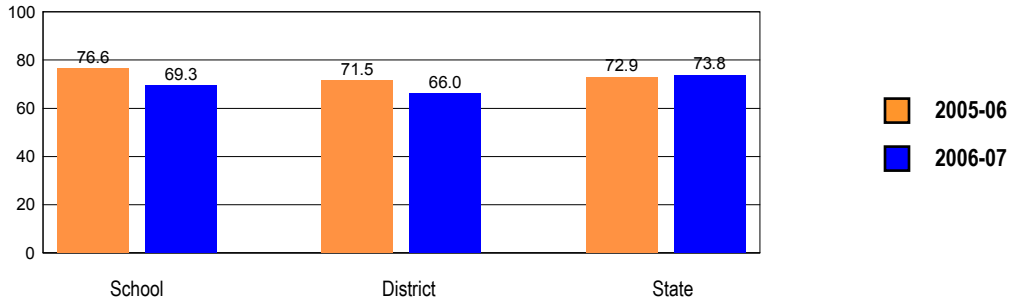


HIGH SCHOOL GRADUATION RATE													
	Gender			Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economic-ly Disad-vantaged	
	All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American					Multi racial /Ethnic
School	97.6	96.4	98.7	98.6		70.6	100.0		100.0	100.0		100.0	64.7
District	97.0	95.8	98.1	97.4		89.6	100.0		100.0	100.0		96.7	90.0
State	85.9	83.1	88.7	92.2		73.4	93.5		83.0	69.1		71.9	74.9

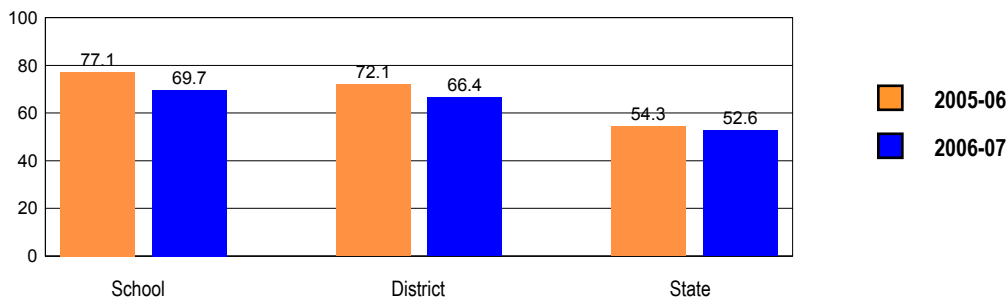
OVERALL STUDENT PERFORMANCE

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.

OVERALL PERFORMANCE - ALL STATE TESTS



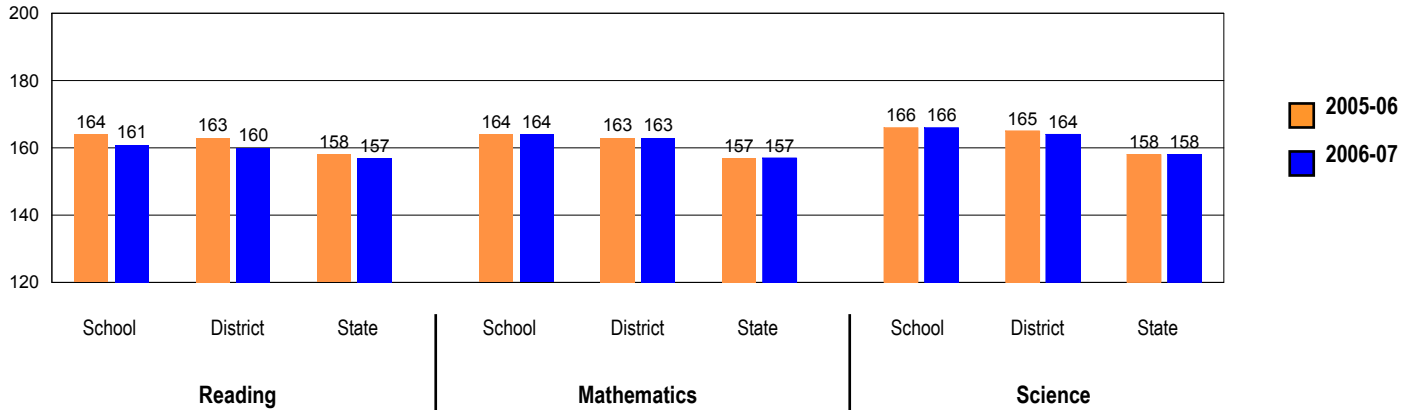
OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



PSAE PERFORMANCE

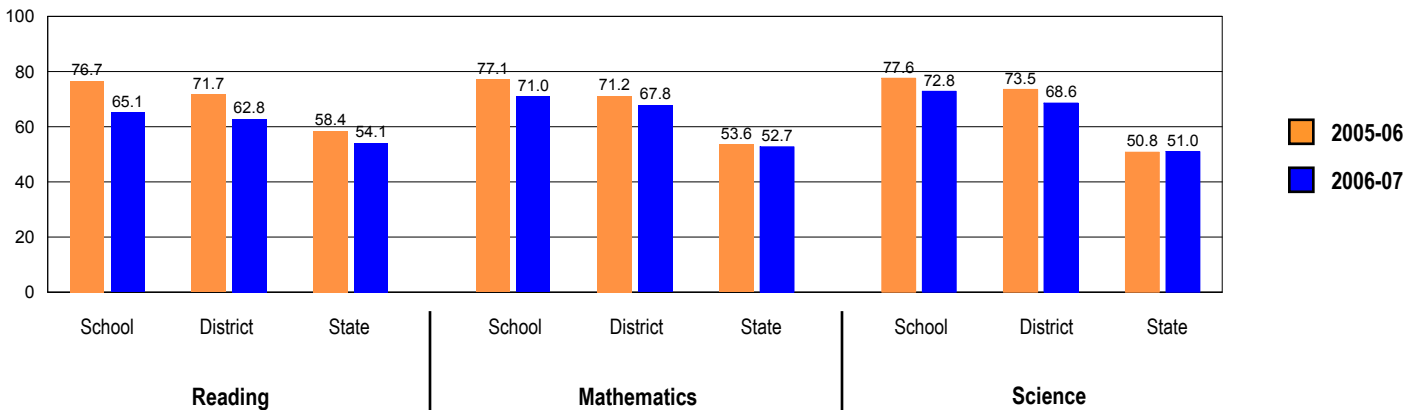
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics and science on PSAE.

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 2007: 390

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.

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	404	228	176	382	2	15	5			5		43	16
	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
District	*Enrollment	1,616	850	766	1,488	11	69	36	7	5	13		166	68
	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		0.0 0.0	0.0 0.0
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading Mathematics	0.2 0.2	0.1 0.1	0.1 0.1	0.1 0.1	0.2 0.2	0.1 0.1	0.1 0.1	0.2 0.2	0.0 0.0	0.2 0.2	0.2 0.2	0.5 0.5	0.1 0.1

* 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	4.6	30.3	51.0	14.1	4.9	24.1	52.8	18.2	3.1	24.1	50.8	22.1
District	4.6	32.5	51.2	11.6	4.5	27.7	51.8	16.0	3.8	27.7	50.9	17.6
State	8.4	37.5	43.1	10.9	9.8	37.5	42.8	9.9	8.7	40.3	40.3	10.7

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	5.4	31.4	48.0	15.2	4.0	23.3	52.0	20.6	3.1	22.0	48.0	26.9
	District	5.8	34.7	48.5	11.0	5.1	25.8	50.8	18.3	4.6	24.8	47.4	23.2
	State	10.8	38.1	40.5	10.6	9.4	35.0	43.4	12.1	9.2	36.9	40.1	13.7
Female	School	3.6	28.7	55.1	12.6	6.0	25.1	53.9	15.0	3.0	26.9	54.5	15.6
	District	3.4	30.2	54.3	12.2	3.9	29.8	52.8	13.5	2.8	30.8	54.8	11.5
	State	6.1	37.0	45.7	11.2	10.1	40.0	42.1	7.8	8.1	43.6	40.5	7.8

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	4.3	29.2	52.0	14.5	4.0	23.6	54.2	18.2	2.7	23.1	51.7	22.5
	District	4.0	31.9	52.1	12.0	4.0	26.7	53.1	16.1	3.0	26.8	52.0	18.2
	State	5.7	30.8	49.2	14.4	5.7	31.2	50.4	12.7	5.0	33.1	47.8	14.0
Black	School												
	District	18.2	45.5	36.4	0.0	27.3	45.5	27.3	0.0	18.2	54.5	27.3	0.0
	State	16.2	55.8	26.3	1.6	24.9	55.8	18.6	0.8	20.9	60.2	17.9	1.0
Hispanic	School	20.0	50.0	20.0	10.0	40.0	30.0	20.0	10.0	20.0	50.0	20.0	10.0
	District	19.3	47.4	31.6	1.8	14.0	45.6	31.6	8.8	17.5	47.4	29.8	5.3
	State	14.3	52.8	30.4	2.6	14.4	52.6	31.1	2.0	14.1	57.7	26.2	2.0
Asian/Pacific Islander	School												
	District	2.9	23.5	58.8	14.7	0.0	26.5	41.2	32.4	2.9	17.6	58.8	20.6
	State	4.0	28.3	50.2	17.5	2.8	21.6	49.2	26.5	3.0	26.4	49.7	20.8
Native American	School												
	District												
	State	9.8	34.6	46.6	9.0	8.1	36.3	49.1	6.4	8.2	40.3	42.9	8.6
Multiracial/Ethnic	School												
	District												
	State	8.1	39.2	42.8	9.9	11.4	41.6	40.5	6.6	9.2	42.6	39.2	9.0

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	19.5	63.4	12.2	4.9	29.3	51.2	19.5	0.0	12.2	68.3	19.5	0.0
	District	22.0	55.3	18.7	4.0	25.3	54.7	18.0	2.0	18.0	59.3	20.0	2.7
	State	36.7	44.0	16.6	2.8	39.7	45.9	13.2	1.3	40.4	45.6	12.2	1.8
Non-IEP	School	2.9	26.4	55.6	15.2	2.0	20.9	56.7	20.3	2.0	18.9	54.4	24.6
	District	2.8	30.1	54.7	12.4	2.3	24.8	55.3	17.5	2.3	24.3	54.2	19.2
	State	4.8	36.7	46.5	12.0	6.0	36.5	46.5	11.1	4.6	39.7	43.9	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	27.3	54.5	9.1	9.1	27.3	45.5	18.2	9.1	18.2	72.7	0.0	9.1
	District	16.9	50.8	27.1	5.1	16.9	52.5	28.8	1.7	15.3	52.5	30.5	1.7
	State	15.8	52.9	28.7	2.6	19.9	52.9	25.6	1.6	18.2	57.1	22.8	2.0
Not Eligible	School	4.0	29.6	52.2	14.2	4.2	23.5	53.8	18.5	2.6	22.7	52.2	22.4
	District	4.2	31.8	52.2	11.8	4.0	26.7	52.6	16.6	3.3	26.7	51.7	18.3
	State	5.7	31.8	48.5	14.0	6.0	31.8	49.1	13.0	5.1	34.1	46.8	13.9

2007 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	2007-08 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2007-08 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		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	65.7		Yes	70.1		Yes			97.6	Yes
White	100.0	Yes	100.0	Yes	67.0		Yes	72.3		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 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% 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 55.0% 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 72% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2006.

** Safe Harbor Targets of 55.0% 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**School Improvement**

This year, our school improvement plan incorporates the formation of Course Learning Teams (CLTs) in each content area. The primary purpose of each CLT is to improve student achievement by focusing on effective instructional strategies, assessments and resources at the course level. CLTs meet regularly throughout the school year. Each CLT will analyze local, state, and national assessment results, develop SMART goals to improve student achievement, implement teaching and learning strategies to achieve these goals, analyze the implementation results, and revise the plan for continued improvement.

The SMART goals developed within each CLT act to support our overall school improvement goals for the school:

The % of all students scoring proficient and higher in all courses will increase from 90.48% to 91.5% by the end of the 2007-2008 school year as measured by semester grades of C- or higher recorded on January 18, 2008 and June 2, 2008.*

**This baseline percentage was calculated from the 22,261 recorded grades during the 2006-2007 school year.*

The % of special education students scoring proficient and higher in regular education courses will increase from 79.5% to 82.5% by the end of the 2007-2008 school year as measured by semester grades of C- or higher recorded on January 18, 2008 and June 2, 2008.*

**This baseline percentage was calculated from the 2,029 recorded grades that met the aforementioned criteria during the 2006-2007 school year.*

The % of seniors that agree or strongly agree with feeling a sense of belonging at CGHS will increase from 70% to 75% as determined by the results of the Illinois Youth Survey that will be completed in February of 2008.*

**This is the baseline percentage for the 10th grade respondents on the 2006 Illinois Youth Survey.*

These goals were developed after reviewing local, state, and national assessments in conjunction with grades assigned to all students during the previous school year. By understanding why students are not performing at a proficient level, we will develop, implement and improve interventions designed to increase student achievement school-wide.

Examples of such interventions are several help centers at Cary-Grove High School this year. We now offer Guided Study Hall where referred students can receive instructional support from volunteer student tutors and assigned teachers. Additionally, our English and Mathematics departments continue to offer teacher directed assistance in their respective areas in the Writing Center and Math Lab. These help centers have been enthusiastically received by staff, students and parents. Additionally, our Special Education department has been restructured slightly to allow our regular education teachers increased access to the case managers of our Special Education students in an effort to better meet their classroom needs.

In addition to the interventions listed above, Cary-Grove teachers are also engaging students with an "Active Approach." We are working diligently to establish a positive rapport with students. Clear learning targets are conveyed with each lesson to ensure that all students can identify what they should know or be able to do following a lesson. We are incorporating student interests and background knowledge in our lessons. Rigor and relevance within each lesson is being increased as we build connections between new material and real world situations. We are encouraging them to utilize the full class period to their best benefit as well as providing assistance outside of the classroom when warranted. Students that are not achieving are addressed directly by their instructors and counselor.

Cary-Grove students are highly motivated, involved in many activities, enrolled in rigorous courses, and work hard. They embody the definition of school spirit -- they are a 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 for each other they see as our students interact. We thank our parents and the community for the positive influence they have had on our students.