

CRYSTAL LAKE SOUTH 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	90.5	0.5	5.7	2.8	0.3	0.3	3.1	0.9	0.4	0.8	4.2	94.0	1,919
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	97.0	--	--	--	--
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										19.0
District										20.0
State										18.9

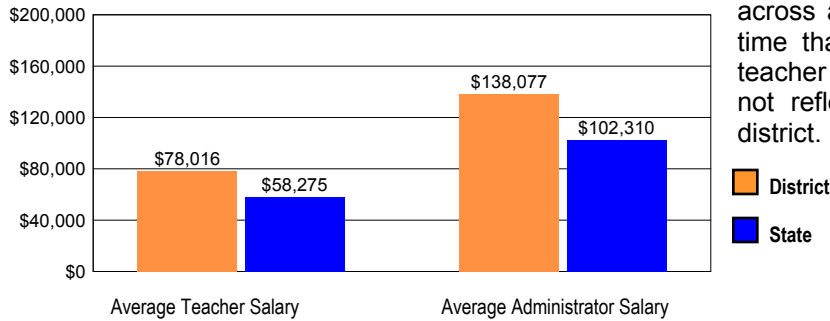
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.2	0.0	0.0	0.8	0.0	46.2	53.8	391
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

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	--	--	--	0.0	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.

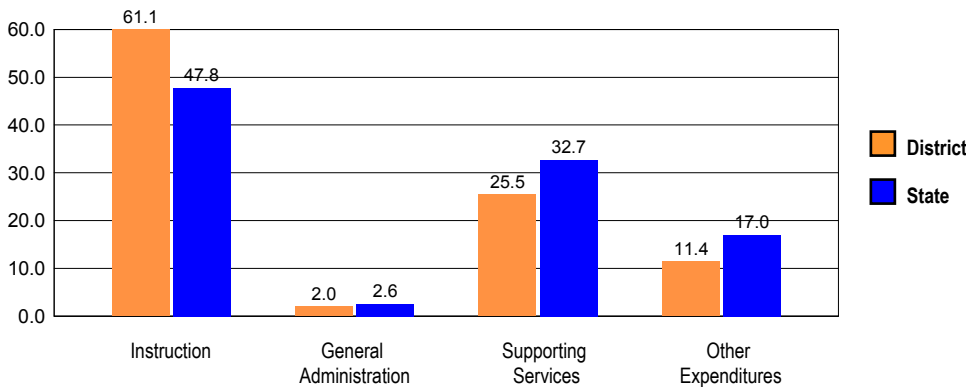
SCHOOL DISTRICT FINANCES

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)

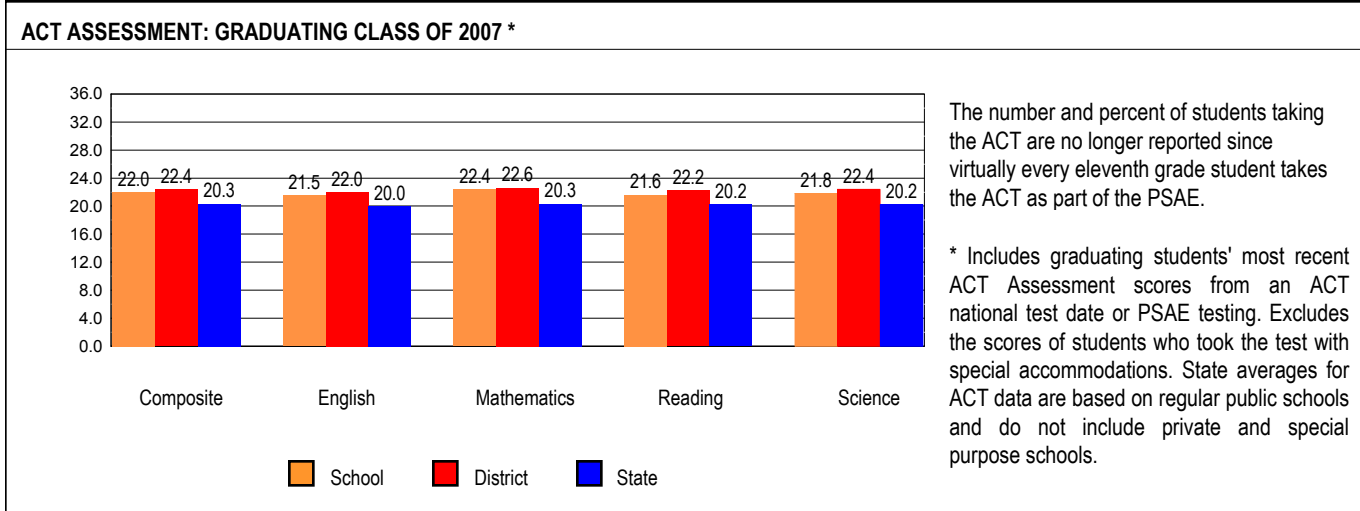


REVENUE BY SOURCE 2005-06				EXPENDITURE BY FUND 2005-06			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$55,145,880	72.3	58.8	Education	\$53,791,530	78.0	73.0
Other Local Funding	\$7,272,759	9.5	6.0	Operations & Maintenance	\$6,395,246	9.3	8.6
General State Aid	\$8,018,800	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

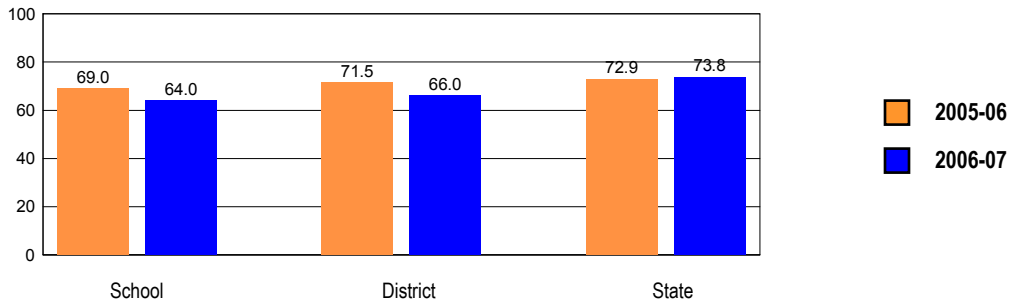


HIGH SCHOOL GRADUATION RATE													
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	98.2	99.0	97.5	98.7	100.0	89.7	100.0					85.4	100.0
District	97.0	95.8	98.1	97.4	100.0	89.6	100.0					96.7	90.0
State	85.9	83.1	88.7	92.2	73.8	73.4	93.5					71.9	74.9

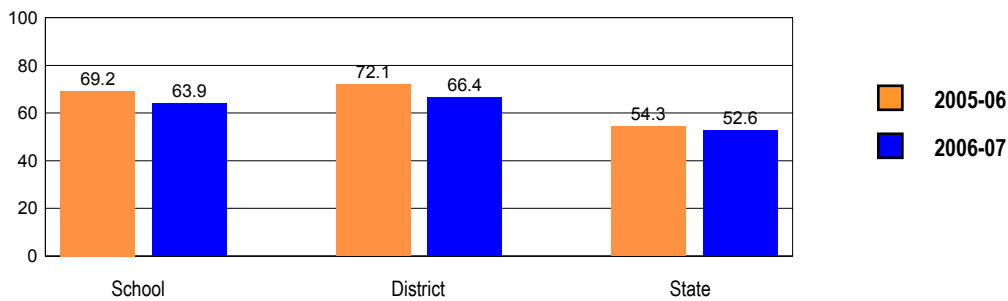
OVERALL STUDENT PERFORMANCE

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



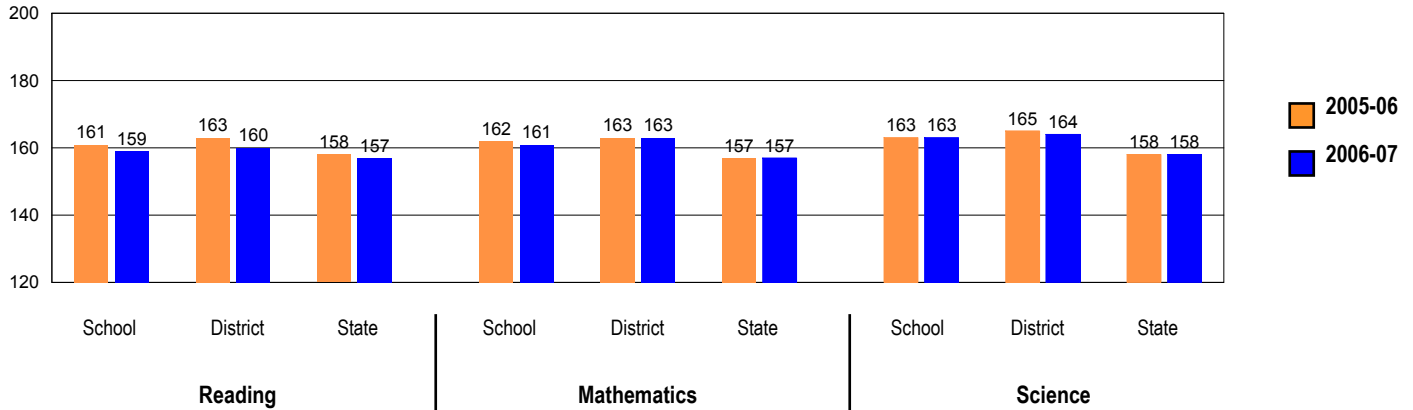
OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



PSAE PERFORMANCE

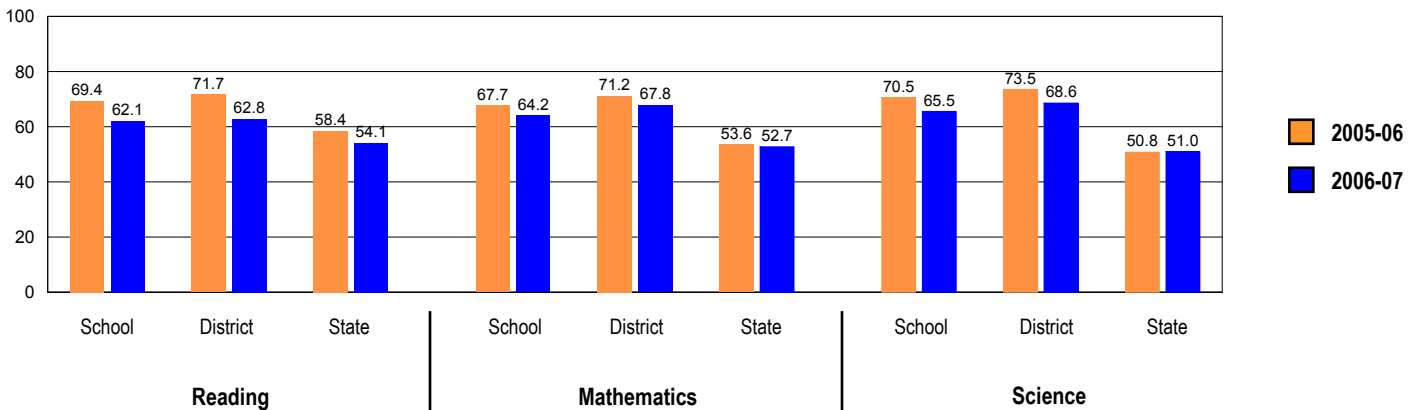
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics and science on PSAE.

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: 441

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	447	236	211	402		21	15	4	5	3		51	11
	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	1,616	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	5.9	32.0	50.3	11.8	4.8	31.1	49.0	15.2	4.5	29.9	48.3	17.2
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	8.2	31.5	51.3	9.1	7.3	28.0	47.4	17.2	6.5	28.0	42.2	23.3
	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	3.3	32.5	49.3	14.8	1.9	34.4	50.7	12.9	2.4	32.1	55.0	10.5
	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	5.3	31.1	51.5	12.1	4.3	29.3	51.3	15.2	3.5	28.5	50.3	17.7
	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	19.0	42.9	38.1	0.0	14.3	47.6	28.6	9.5	19.0	52.4	19.0	9.5
	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	0.0	20.0	53.3	26.7	0.0	33.3	33.3	33.3	0.0	20.0	60.0	20.0
	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	27.7	46.8	19.1	6.4	21.3	55.3	17.0	6.4	21.3	46.8	23.4	8.5
	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	3.3	30.2	54.1	12.4	2.8	28.2	52.8	16.2	2.5	27.9	51.3	18.3
	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	18.2	36.4	36.4	9.1	9.1	63.6	27.3	0.0	9.1	45.5	45.5	0.0
	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	5.6	31.9	50.7	11.9	4.7	30.2	49.5	15.6	4.4	29.5	48.4	17.7
	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)?	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	2007-08 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	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	63.2		Yes	64.6		Yes			98.2	Yes
White	100.0	Yes	100.0	Yes	64.4		Yes	66.5		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	29.8		No	25.5		No				
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**

The school improvement team has developed the following SMART goals to improve academic achievement and school culture:

Academic Objective and Strategies

1. Because reading is a fundamental skill required in all academic areas, the School Learning Team of Crystal Lake South High School has determined that the percentage of all students meeting and/or exceeding standards in reading will increase from 63.1% to 70.0% by the end of the 2007-08 school year as measured by the Prairie State Achievement Exam administered in April of 2008.

1a. Strategy: using early release days, teachers will instruct students in test taking and content related strategies on the ACT and PSAE.

1b. Strategy: a year-long course will be implemented titled, Freshman Seminar which will require students to meet with a cohort of 20 other classmates and the same teacher to address both academic and social issues that impact student achievement. Some topics include study skills, accessing resources, peer relationships and school connections.

1c. Strategy: a guided study hall program for students struggling with relevant concepts and skills, coursework, etc. will be implemented in the 2007-08 academic year, which will include study skills instruction, communication with regular education teachers and increased individual academic support.

1d. Strategy: Provide students an opportunity to take an ACT online practice exam.

1e. Strategy: establish Course Learning Teams that will:

-Analyze local, state and national assessment results

-Develop SMART goals to improve student achievement

-Implement teaching and learning strategies to achieve the SMART goal

School Culture Objective and Strategies

2. To assure that all students develop strong, positive relationships to the staff and each other so that achievement improves, 100% percent of the students will report at least one positive connection to the school.

2a. Strategy: all students will participate in two connections seminars per year, beginning in the 2007-08 school year.

2b. Strategy: By October of 2007, all freshmen will complete the Student Aspirations Survey to establish baseline data for measuring student connections to school.

2c. Strategy: In February of 2008, sophomores and seniors will participate in The Illinois Youth Survey to assess student decision making and I Involvement in school activities

As highlighted in our newsletter and at open house, we are implementing many new programs and services to provide increased support and to continue fostering a positive learning culture for all students. Students at Crystal Lake South continue to display energy, positive behavior and make many contributions to our community. We are proud of their efforts and the many quality attributes they demonstrate.