

St Charles North High School
St Charles CUSD 303
St Charles, 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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAT with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

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	89.3	0.9	4.9	4.3	0.4	0.2	2.6	0.0	0.6	0.3	4.0	93.2	2,169
District	84.9	1.3	6.8	4.4	0.4	2.1	6.4	2.0	0.5	0.3	5.2	94.8	13,727
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5	4.1	2.5	14.9	93.3	2,074,167

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	96.0
District	97.6
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	18.5	18.0	13.6	210.2
State	18.3	18.0	13.5	211.6

* 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										19.6
District										20.7
State										19.6

TEACHER INFORMATION (Full-Time Equivalents)

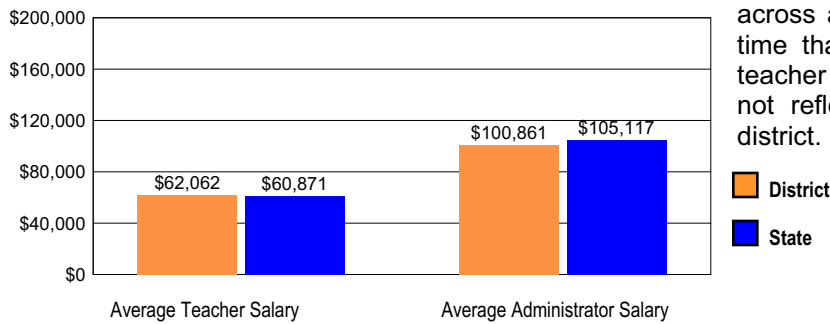
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.0	0.3	1.2	0.3	0.1	23.2	76.8	860
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	--	--	--	0.1	0.8
District	11.6	28.8	71.2	0.3	0.1
State	12.4	46.7	53.2	0.7	0.7

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

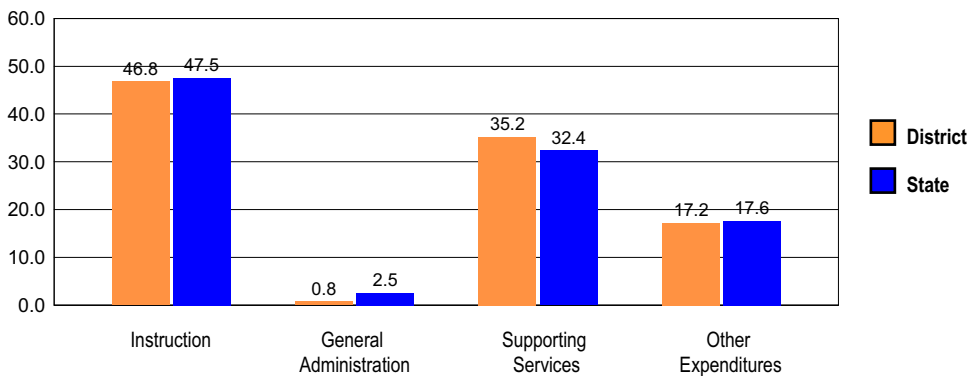
SCHOOL DISTRICT FINANCES

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 2006-07 (Percentages)



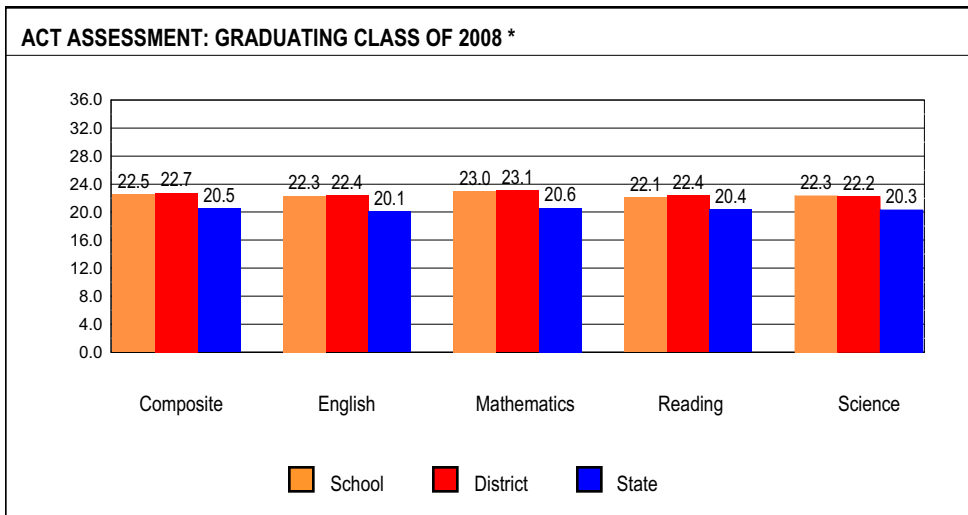
REVENUE BY SOURCE 2006-07			
	District	District %	State %
Local Property Taxes	\$123,462,703	83.3	57.6
Other Local Funding	\$9,331,520	6.3	7.3
General State Aid	\$4,443,233	3.0	18.1
Other State Funding	\$8,244,115	5.6	9.7
Federal Funding	\$2,714,943	1.8	7.3
TOTAL	\$148,196,514		

EXPENDITURE BY FUND 2006-07			
	District	District %	State %
Education	\$103,329,558	72.1	72.6
Operations & Maintenance	\$14,389,332	10.0	8.5
Transportation	\$6,935,918	4.8	3.9
Bond and Interest	\$15,048,861	10.5	6.7
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$3,578,550	2.5	1.8
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$1,628	0.0	5.6
TOTAL	\$143,283,847		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$228,012	4.27	\$5,470	\$10,385
State	**	**	\$5,808	\$9,907

** 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.

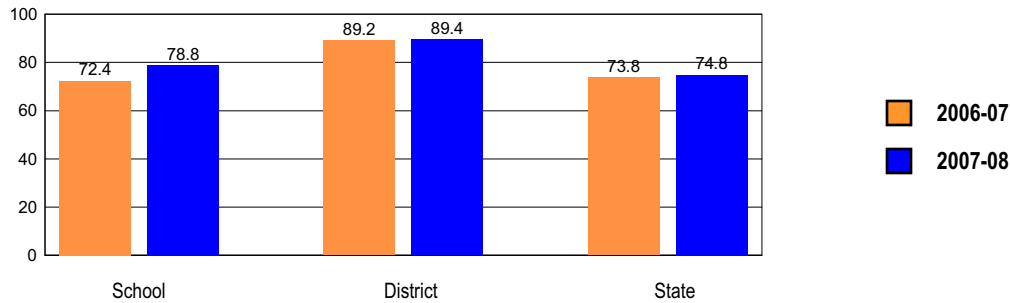
HIGH SCHOOL GRADUATION RATE													
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	96.8	96.3	97.3	97.5	100.0	85.7	92.9	100.0			78.3	81.3	
District	94.9	93.0	96.8	96.1	68.8	83.9	94.0	100.0			75.9	82.2	
State	86.5	84.2	88.8	92.5	74.9	75.7	93.4	75.3			81.2	78.2	

OVERALL STUDENT PERFORMANCE

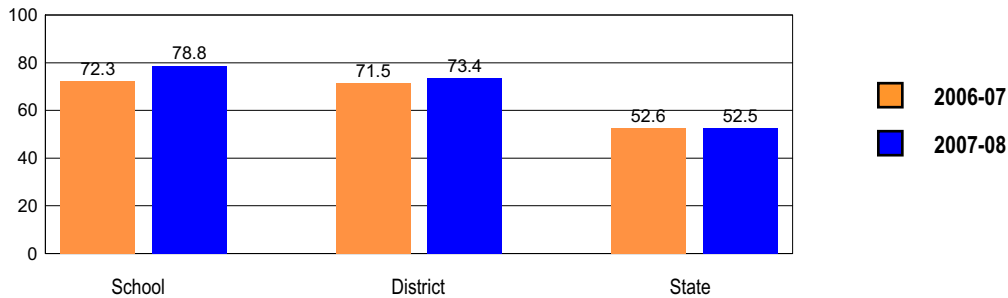
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

OVERALL PERFORMANCE - ALL STATE TESTS



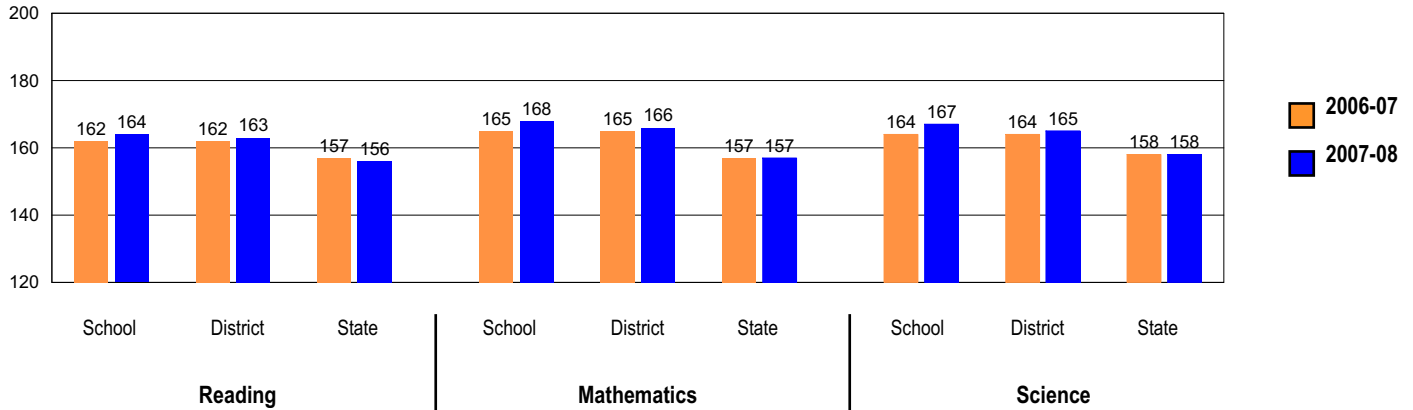
OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



PSAE PERFORMANCE

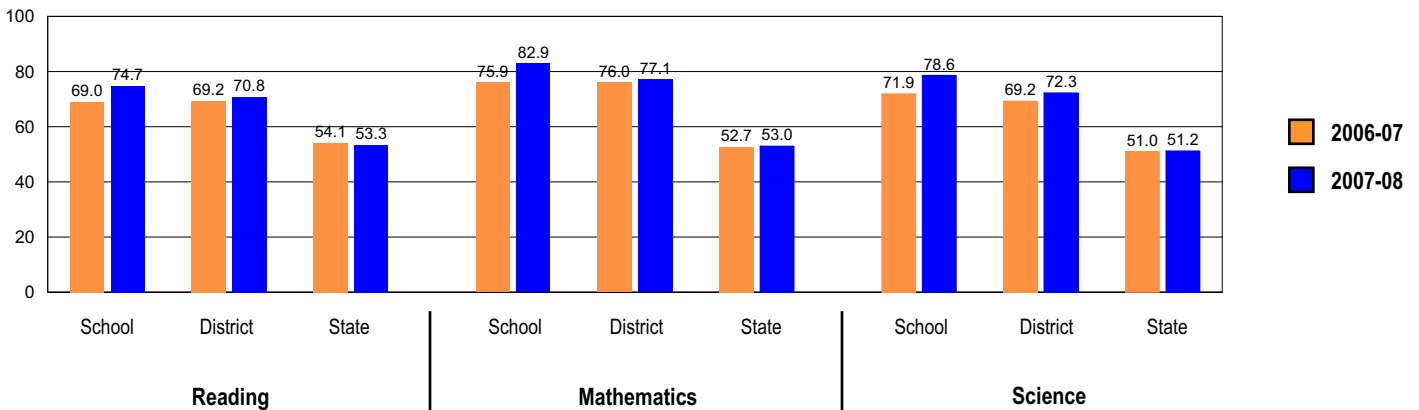
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

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 2008: 510

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 AND MATHEMATICS														
		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	516	253	263	466		29	20	1				33	12
	Reading Mathematics	0.2 0.2	0.0 0.0	0.4 0.4	0.2 0.2		0.0 0.0	0.0 0.0					0.0 0.0	0.0 0.0
District	*Enrollment	7,478	3,855	3,623	6,373	95	490	332	29	159	217		1,051	522
	Reading Mathematics	0.1 0.1	0.1 0.1	0.1 0.1	0.1 0.1	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0		0.2 0.2	0.0 0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading Mathematics	0.3 0.3	0.3 0.3	0.2 0.2	0.1 0.1	0.6 0.6	0.3 0.3	0.1 0.1	0.2 0.2	0.2 0.2	0.2 0.2	0.3 0.3	0.5 0.5	0.3 0.3

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		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	516	253	263	466		29	20	1				33	12
	Science	0.2	0.0	0.4	0.2		0.0	0.0					0.0	0.0
District	*Enrollment	3,218	1,654	1,564	2,761	38	211	135	13	60	72		422	204
	Science	0.1	0.1	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.5	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

* 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	1.8	23.5	59.2	15.5	2.0	15.1	59.8	23.1	1.8	19.6	61.8	16.9
District	2.7	26.5	55.2	15.6	2.5	20.4	56.0	21.1	2.5	25.2	57.4	14.9
State	10.1	36.6	42.9	10.4	11.1	35.9	42.2	10.8	9.5	39.3	40.4	10.8

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	2.0	21.6	63.6	12.8	2.4	11.2	60.8	25.6	2.4	16.0	62.4	19.2
	District	3.5	28.0	54.8	13.7	2.7	19.1	55.0	23.2	2.7	23.0	56.2	18.0
	State	12.4	36.3	41.1	10.1	11.0	33.5	42.8	12.7	10.0	35.7	40.7	13.7
Female	School	1.5	25.4	55.0	18.1	1.5	18.8	58.8	20.8	1.2	23.1	61.2	14.6
	District	1.9	25.0	55.6	17.4	2.3	21.6	57.0	19.1	2.3	27.2	58.5	12.0
	State	7.9	36.8	44.6	10.7	11.2	38.2	41.7	8.9	8.9	42.9	40.2	8.0

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	1.5	21.7	60.7	16.1	1.7	15.0	59.7	23.6	1.7	18.2	62.0	18.0
	District	2.2	24.5	56.7	16.6	2.2	19.5	56.3	21.9	2.4	23.0	58.6	16.1
	State	6.0	29.3	50.8	13.9	6.0	29.9	50.1	13.9	5.2	31.3	49.0	14.5
Black	School												
	District												
	State	20.2	54.9	23.3	1.6	27.5	51.8	19.6	1.0	21.3	60.4	17.3	1.0
Hispanic	School	3.6	46.4	39.3	10.7	7.1	14.3	64.3	14.3	0.0	39.3	53.6	7.1
	District	7.4	48.5	38.2	5.9	7.4	30.9	51.5	10.3	4.4	51.5	39.7	4.4
	State	18.4	50.7	28.3	2.6	17.6	49.7	30.3	2.3	16.5	55.9	25.3	2.3
Asian/Pacific Islander	School	5.0	35.0	50.0	10.0	0.0	20.0	60.0	20.0	5.0	25.0	70.0	0.0
	District	2.9	29.4	52.9	14.7	0.0	14.7	64.7	20.6	2.9	23.5	70.6	2.9
	State	6.3	29.8	47.3	16.6	3.7	18.9	49.0	28.5	4.6	25.1	50.1	20.2
Native American	School												
	District												
	State	9.3	40.9	40.9	8.9	11.7	40.1	40.5	7.8	12.5	38.5	39.7	9.3
Multiracial/Ethnic	School												
	District												
	State	8.0	37.6	43.3	11.1	11.1	36.6	42.4	9.9	8.4	41.1	40.4	10.0

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	6.5	58.1	32.3	3.2	12.9	58.1	29.0	0.0	19.4	54.8	25.8	0.0
	District	12.9	57.1	28.6	1.4	15.7	65.7	18.6	0.0	21.4	61.4	17.1	0.0
	State	38.0	43.2	16.7	2.1	42.4	44.3	12.0	1.3	44.3	42.2	11.3	2.1
Non-IEP	School	1.5	21.3	61.0	16.3	1.3	12.3	61.8	24.6	0.6	17.3	64.1	18.0
	District	1.9	24.2	57.2	16.7	1.5	17.0	58.8	22.7	1.1	22.5	60.4	16.0
	State	6.7	35.8	46.1	11.4	7.3	34.9	46.0	11.9	5.2	39.0	44.0	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	18.2	27.3	36.4	18.2	9.1	45.5	27.3	18.2
	District	11.3	50.9	34.0	3.8	15.1	43.4	35.8	5.7	11.3	49.1	35.8	3.8
	State	19.6	52.0	26.2	2.3	22.3	50.3	25.5	1.9	19.4	57.0	21.7	1.9
Not Eligible	School	1.4	23.2	59.7	15.6	1.6	14.8	60.3	23.2	1.6	19.0	62.5	16.8
	District	2.2	25.1	56.4	16.3	1.8	19.1	57.1	22.0	2.0	23.8	58.6	15.5
	State	6.3	30.4	49.6	13.7	6.6	30.1	49.0	14.3	5.5	32.2	48.0	14.3

2008 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	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 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		62.5			62.5			90.0		75.0	
All	99.8	Yes	99.8	Yes	74.9		Yes	83.4		Yes			96.8	Yes
White	99.8	Yes	99.8	Yes	76.9		Yes	83.6		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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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.

St. Charles North High School Improvement Plan for 2008-2009

St. Charles North High School offers a comprehensive program for students in grades 9 through 12. The students have demonstrated a strong participation and success rate in the elective program including the fine arts, business, technology, and FACS. Additionally, a large percentage of the students are active in the co-curricular program, including a wide array of clubs and athletics.

The passing rate, scores of 3 or higher, for students taking Advanced Placement tests in 2008 was 68.3%. On the 2008 PSAE exam, 78.8% of the students met and/or exceeded standards. In specific subject areas, the percentage increase from last year to this year in the number of students meeting and exceeding standards is as follows: Math 7%, Science 6.7%, and Reading 5.7%.

Using these and other data points as reference, St. Charles North High School staff has set its course as follows:

GOALS:

1. Eight of ten graduating students will be admitted to their post-secondary educational program of choice.
2. Increase the percentage of students who meet and exceed standards on PSAE by 5%.
3. Increase the ACT composite score by 0.3 points.
4. Increase the passing rate on Advanced Placement tests by 2%.

ACTION PLAN:

1. Deepen the work of Professional Learning Communities in all grade and content areas.
2. Founded on the ASCA model, expand the counselors' alternative delivery systems, continuing their use of action research, PLC participation, and programs of support and intervention.
3. Continue our systematic use of student focus groups to derive formative data to guide our instructional practices.
4. Enhance our system support and interventions for students through resource labs, tutorials, study groups, and targeted programs to address specific needs.
5. Work collaboratively with our parent groups to:
 - a. enrich student, parent, school relations
 - b. advance the welfare of our students

CONTACT INFORMATION:

We welcome your comments. You may contact Kim Zupec, Principal, at Kimberly.Zupec@d303.org or by phone at 630-443-5700, or write us at St. Charles North High School, 255 Red Gate Road, St. Charles, IL 60175. Community Unit School District 303 has a web site at www.d303.org. You may log on to that web site for links to staff email and additional information about our school.