

MINOOKA

COMMUNITY HIGH SCHOOL DISTRICT 111



ILLINOIS STATE BOARD OF EDUCATION
2007-2008 SCHOOL YEAR
REPORT CARD DISTRICT SUMMARY

Minooka CHSD 111
Minooka, ILLINOIS



ILLINOIS
DISTRICT
REPORT
CARD

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 PSAE with accommodations; therefore, any comparison 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
District	81.3	4.1	11.2	1.0	0.2	2.3	3.9	0.7	1.3	3.0	6.8	92.7	2,273
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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	97.2		19.5	16.6	223.3
State	96.8		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.

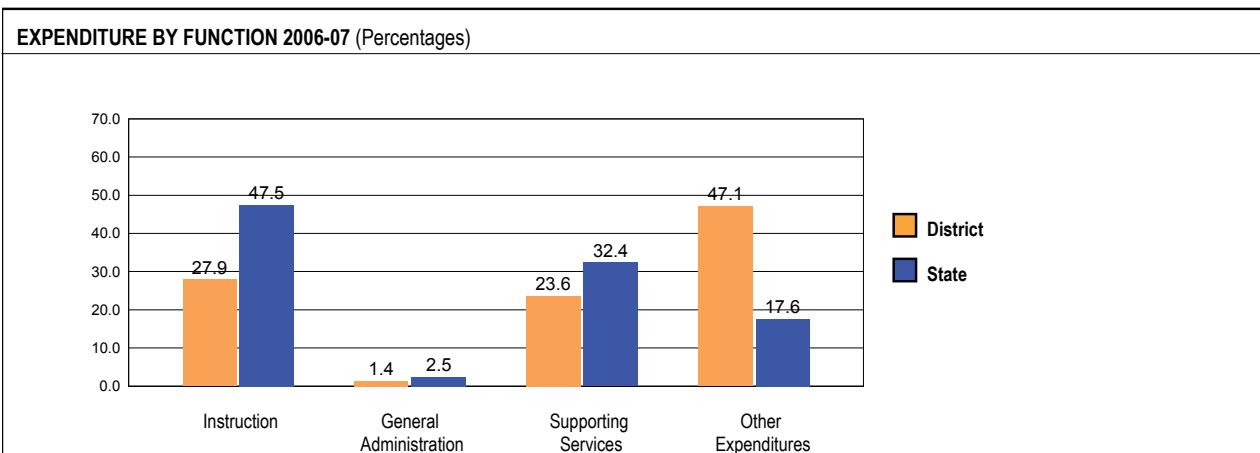
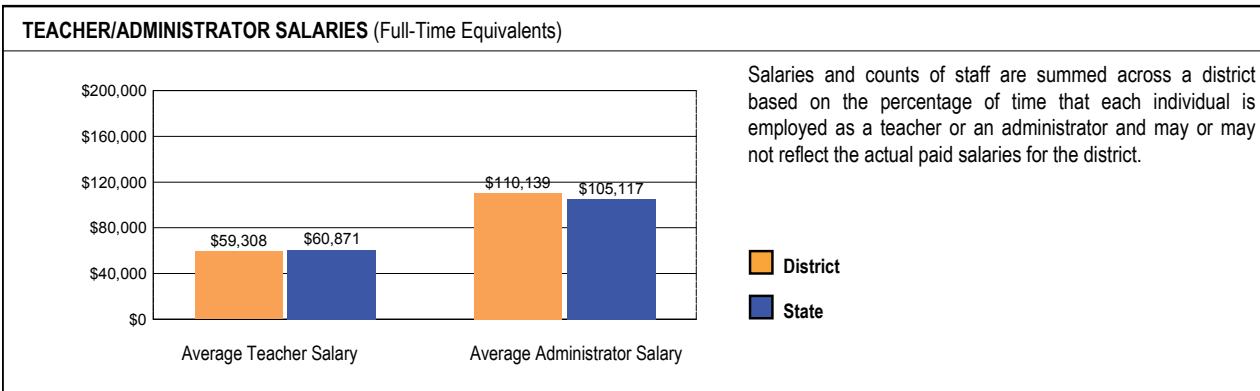
AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
District										18.7
State										19.6

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.7	0.0	0.9	0.4	0.0	42.8	57.2	117
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
District:	All Schools	10.0	47.7	52.3	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools					
State:	All Schools	12.4	46.7	53.2	0.7	0.7
	High Poverty Schools	11.9	49.3	50.6	1.2	2.0
	Low Poverty Schools	12.0	38.7	61.2	0.3	0.2

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

SCHOOL DISTRICT FINANCES

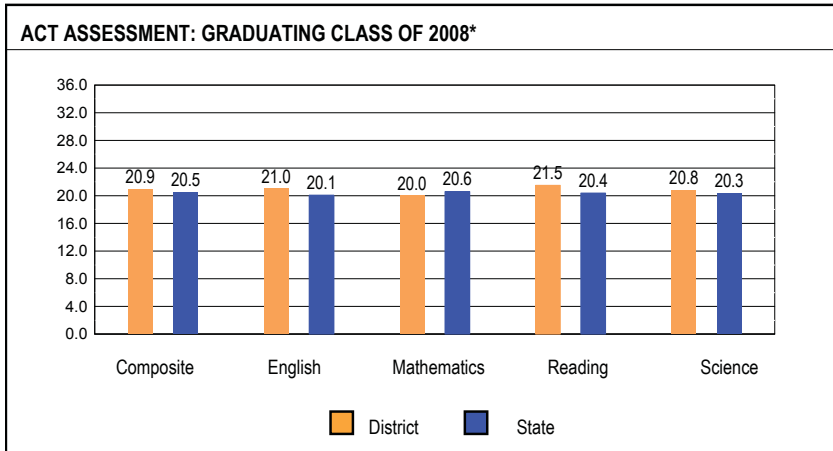


REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$21,748,549	82.1	57.6	Education	\$15,436,362	39.0	72.6
Other Local Funding	\$3,117,749	11.8	7.3	Operations & Maintenance	\$2,032,427	5.1	8.5
General State Aid	\$676,728	2.6	18.1	Transportation	\$1,286,104	3.2	3.9
Other State Funding	\$941,657	3.6	9.7	Bond and Interest	\$4,824,745	12.2	6.7
Federal Funding	\$3,290	0.0	7.3	Rent	\$0	0.0	0.0
TOTAL	\$26,487,973			Municipal Retirement/ Social Security	\$518,531	1.3	1.8
				Fire Prevention & Safety	\$67,401	0.2	0.9
				Site & Construction/ Capital Improvement	\$15,409,146	38.9	5.6
				TOTAL	\$39,574,716		

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	\$463,311	1.96	\$5,717	\$10,045
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.

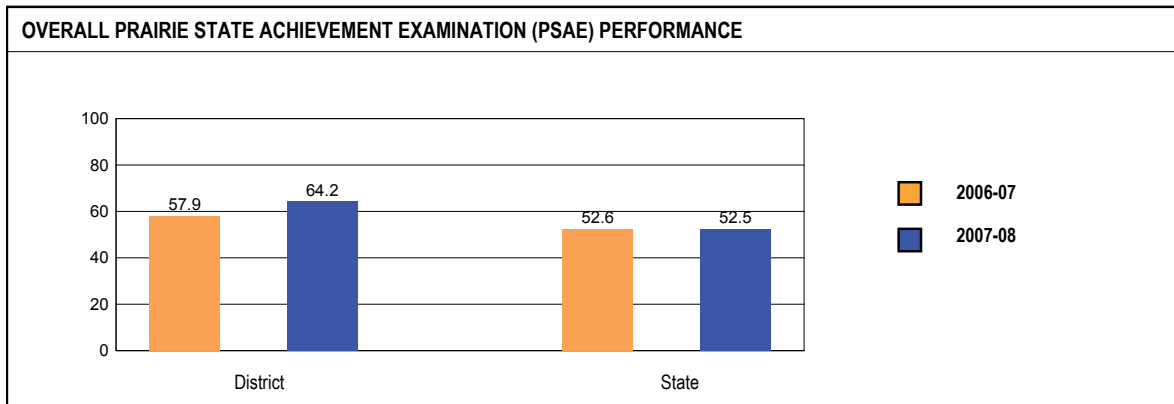
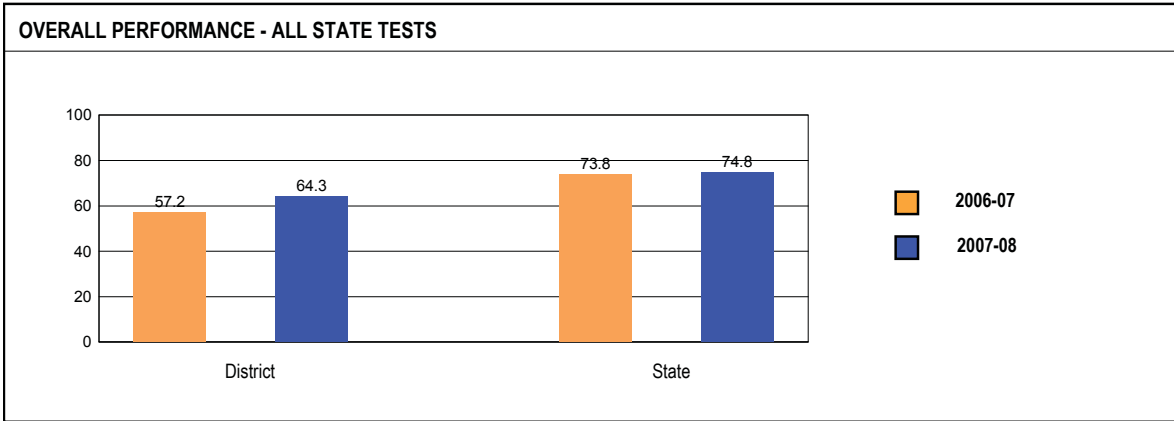
* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose 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				
District	84.0	77.2	91.8	85.5	66.7	81.7	75.0		60.0	50.0	93.2	89.5	
State	86.5	84.2	88.8	92.5	74.9	75.7	93.4		87.6	57.2	81.2	78.2	

OVERALL STUDENT PERFORMANCE

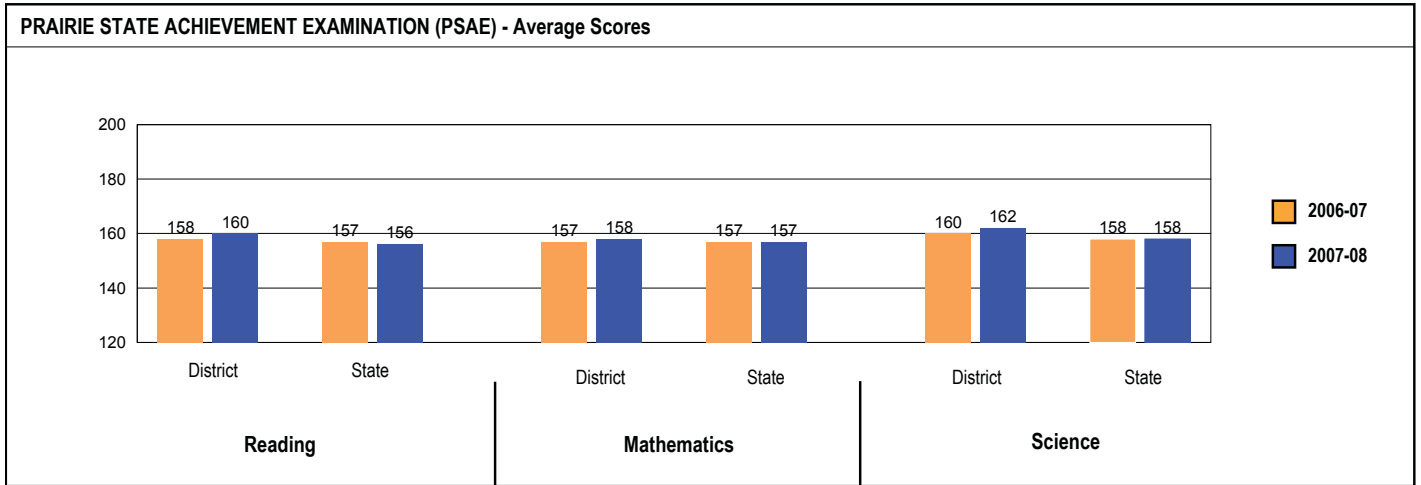
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading, mathematics, and science.

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 comparison with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

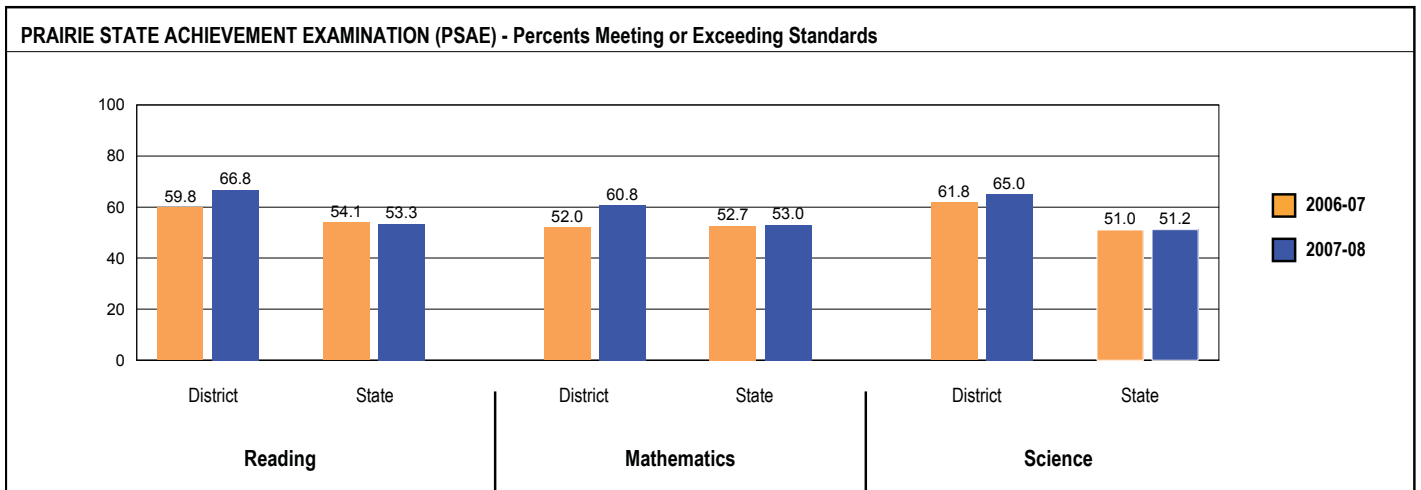


PSAE PERFORMANCE

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.



PSAE scores range from 120 to 200.



Number of students in this District with PSAE scores in 2008: 434

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				
District	*Enrollment	444	221	223	364	23	44	4	1	8	4		37	25
	Reading	0.7	0.5	0.9	0.3	0.0	2.3						5.4	0.0
	Mathematics	0.7	0.5	0.9	0.3	0.0	2.3						5.4	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	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	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				
District	*Enrollment	444	221	223	364	23	44	4	1	8	4		37	25
	Science	0.7	0.5	0.9	0.3	0.0	2.3						5.4	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
District	4.6	28.6	56.0	10.8	6.0	33.2	54.6	6.2	3.5	31.6	55.8	9.2
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	District	6.1	29.9	56.5	7.5	6.5	28.5	56.1	8.9	4.7	30.4	55.1	9.8
	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	District	3.2	27.3	55.5	14.1	5.5	37.7	53.2	3.6	2.3	32.7	56.4	8.6
	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	District	3.4	24.9	59.1	12.6	5.9	30.8	56.6	6.7	3.6	28.6	57.4	10.4
	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	District	8.7	60.9	30.4	0.0	8.7	56.5	34.8	0.0	4.3	43.5	47.8	4.3
	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	District	11.9	38.1	45.2	4.8	7.1	40.5	45.2	7.1	2.4	42.9	50.0	4.8
	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	District												
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	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	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	District	31.3	43.8	25.0	0.0	25.0	50.0	25.0	0.0	34.4	40.6	21.9	3.1
	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	District	2.5	27.4	58.5	11.7	4.5	31.8	57.0	6.7	1.0	30.8	58.5	9.7
	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	District	8.3	45.8	45.8	0.0	4.2	58.3	37.5	0.0	0.0	41.7	58.3	0.0
	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	District	4.4	27.6	56.6	11.5	6.1	31.7	55.6	6.6	3.7	31.0	55.6	9.8
	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) INFORMATION

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

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2008-09 Federal Improvement Status	
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	99.3	Yes	99.3	Yes	68.4		Yes	61.7		Yes			84.0	Yes
White	99.7	Yes	99.7	Yes	72.2		Yes	63.7		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 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.

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001.
 Number of schools in this district: 1
 Number of Title I schools: 0
 Number of Title I schools in School Improvement Status: 0
 Percent of schools in School Improvement Status: 0 %

Dear Community Member,

This report card provides a snapshot of MCHS District 111, summarizing data from different sources and over the last few years. Know that the data summarized in the report card represents only a portion of the data examined by teachers and administrators in the ongoing process of school improvement.

Parents can partner with Minooka Community High School to improve learning results and maximize students' experiences during the high school years. This can be done by continuing to take an active interest in their children's course selections and grades, becoming involved in school related activities, focusing family discussions on the shifting responsibility for learning to the learner as children become young adults, and by initiating communication with teachers via PowerSchool, e-mail, or telephone.

For our part, we will continue to plan and make decisions that will create opportunities for students, work to learn and grow as a professional staff to better meet the needs of individual students, manage our resources for today and tomorrow, and be responsive to the community.

School Improvement Efforts & Student Learning

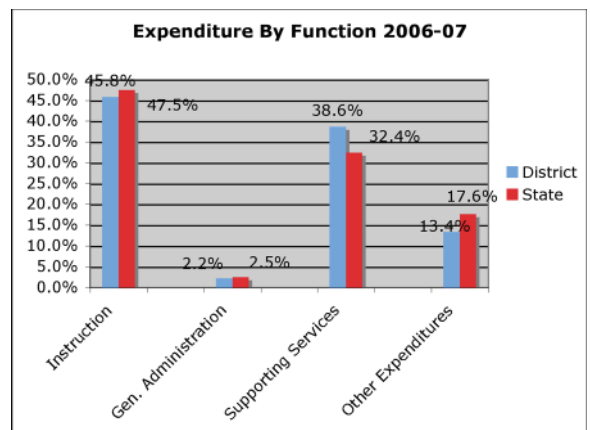
While NCLB benchmarks student learning against a rising target, we benchmark our results against our mission of continuous improvement – helping more students achieve at higher levels. For the 2007-2008 school year, Minooka Community High School (MCHS) met the Adequate Yearly Progress (AYP) benchmark as an overall group in reading and math. In addition, even though the State of Illinois does not keep track of Illinois high school students' progress in Science and Writing, MCHS also made the overall benchmark in these areas. Within the PSAE, MCHS has once again maintained a higher composite ACT score than the State of Illinois.

Data analysis resulted in the identification of specific needs for some of our incoming 9th Grade students. Some students struggle due to reading problems, while others struggle with basic algebra concepts. Reading difficulty not only impedes school work, it is an essential life skill for all citizens. Algebra success is a gateway to higher level math skills, as well as science and the logic of problem-solving. While the school report card measures of these efforts will not be seen until these students take the Prairie State test in 11th Grade, local assessment will track their skill development and be used to refine the curriculum.

- Read 180 has been assigned to those 9th Grade students who need stronger reading skills.
- Double-block Algebra I has been assigned to those students who need stronger Algebra skills.
- MCHS continues use of the EPAS system for progress monitoring and goal setting as students approach the ACT in 11th Grade. The EPAS testing program, which utilizes the EXPLORE, PLAN, and ACT tests for freshmen, sophomores, and juniors, continues to be one of the cornerstones of our data-driven decision-making process toward school improvement.
- Committees are being utilized to examine student course failures and to determine what alternative methods our staff can create to decrease the number of students failing courses.
- The MCHS School Improvement Team continues to research school data and identify strategies to improve the safe and secure learning environment. In addition

The Financial Picture

We provide the following analysis and information to clarify the true financial picture of District 111. Thoughtful resource allocation with student safety and learning, and working within our means are core values in managing our school funds. The graph contained in the report card on Page 2 uses a curious coding when lumping spending together. We have reprinted the graph (pictured to the right), and omitted the spending associated for the one-time cost of construction of the new school. The graph provides an accurate account of how we budget for the ongoing costs of educating students. Here is the true picture .



Sincerely,

David Middleton
 David Middleton, Ph.D.
 Superintendent



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