

**WHEATON NORTH HIGH SCHOOL
COMMUNITY UNIT SCHOOL DIST 200
WHEATON, 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	82.4	6.3	6.4	4.3	0.0	0.5	16.2	4.4	2.3	2.4	6.3	90.4	2,220
District	80.1	5.7	8.6	4.2	0.1	1.4	15.2	5.1	1.7	0.6	8.0	94.0	13,920
State	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6	4.0	2.2	16.1	93.9	2,062,912

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	90.0
District	97.3
State	95.7

AVERAGE CLASS SIZE (as of the first school day in May)

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
					23.0
					23.7
					19.7

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
18.2	20.3	13.4	267.8
18.9	18.4	13.8	209.5

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.4	0.5	0.9	1.2	0.0	24.0	76.0	863
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

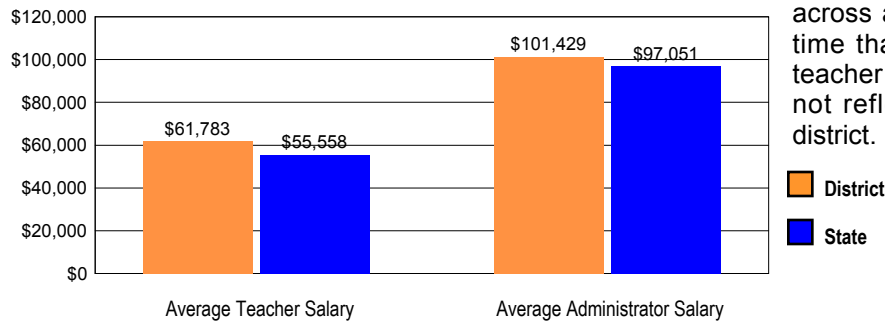
TEACHER INFORMATION (Continued)

	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	--	--	--	0.8	0.0
District	12.3	36.3	63.6	0.6	0.1
State	13.6	50.1	49.1	1.9	1.9

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

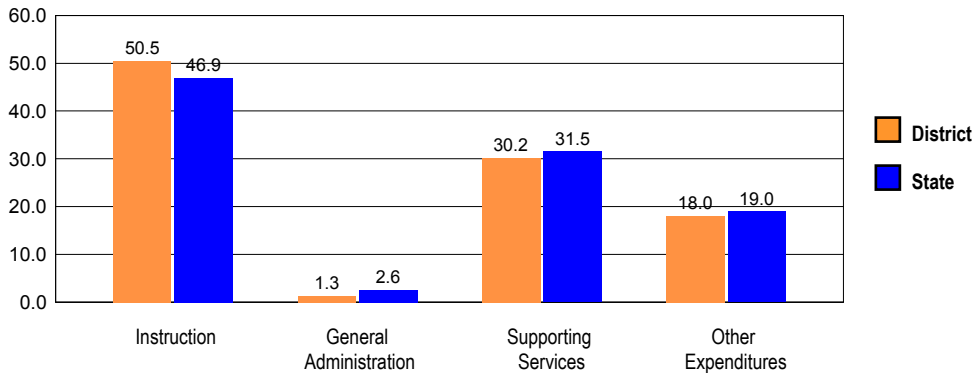
SCHOOL DISTRICT FINANCES

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 2003-04 (Percentages)



REVENUE BY SOURCE 2003-04			
	District	District %	State %
Local Property Taxes	\$96,160,669	74.8	57.0
Other Local Funding	\$6,480,154	5.0	5.0
General State Aid	\$8,528,244	6.6	18.0
Other State Funding	\$11,751,727	9.1	11.9
Federal Funding	\$5,704,498	4.4	8.0
TOTAL	\$128,625,292		

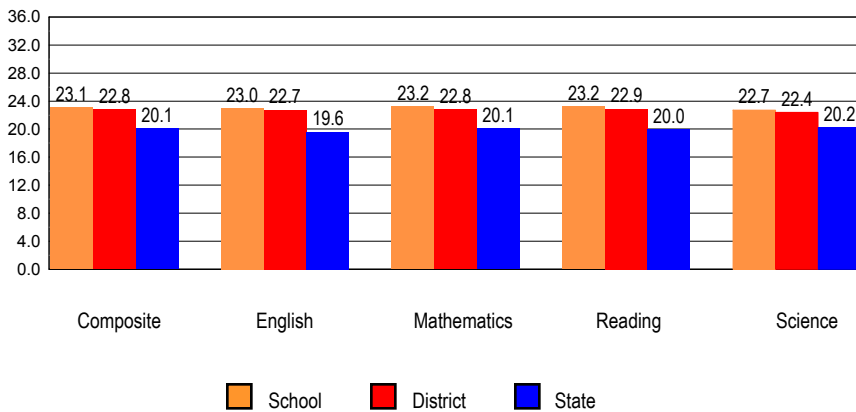
EXPENDITURE BY FUND 2003-04			
	District	District %	State %
Education	\$101,626,786	70.9	71.5
Operations & Maintenance	\$10,676,086	7.4	8.4
Transportation	\$6,676,573	4.7	3.6
Bond and Interest	\$7,588,197	5.3	6.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$2,684,479	1.9	1.6
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$14,058,994	9.8	7.5
TOTAL	\$143,311,115		

OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$161,389	4.36	\$5,556	\$9,133
State	**	**	\$5,216	\$8,786

** 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 2005 *



ACT TEST TAKERS

	Number	% Class
School	492	93.2
District	1,100	97.3
State	120,729	93.9

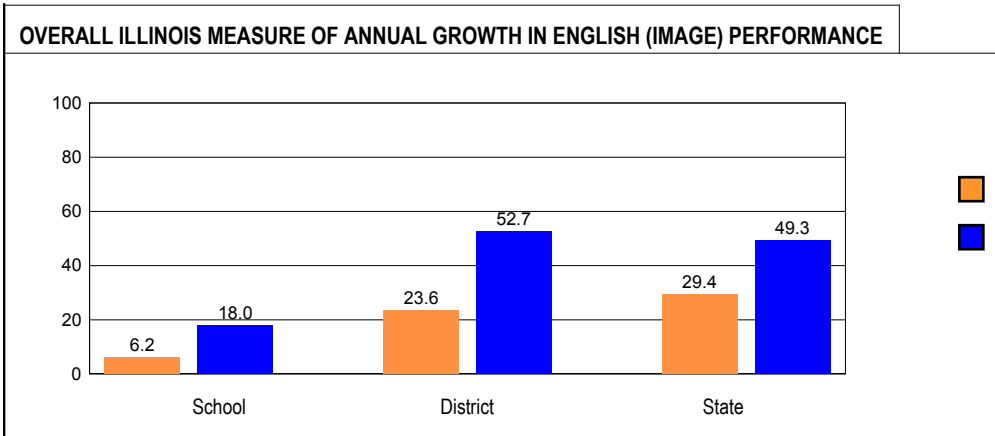
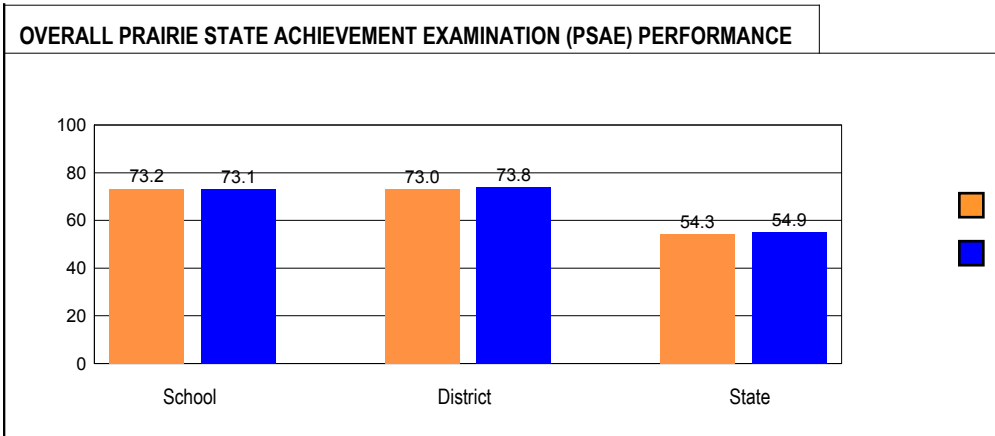
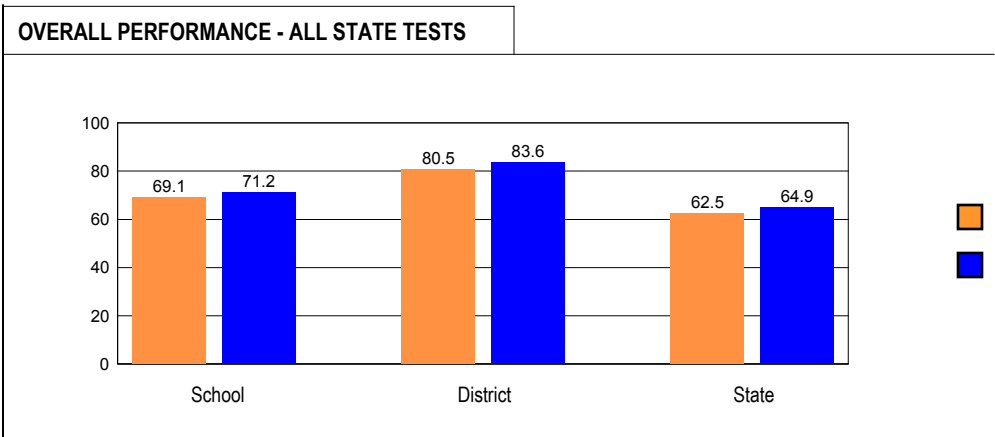
* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAT testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

HIGH SCHOOL GRADUATION RATE

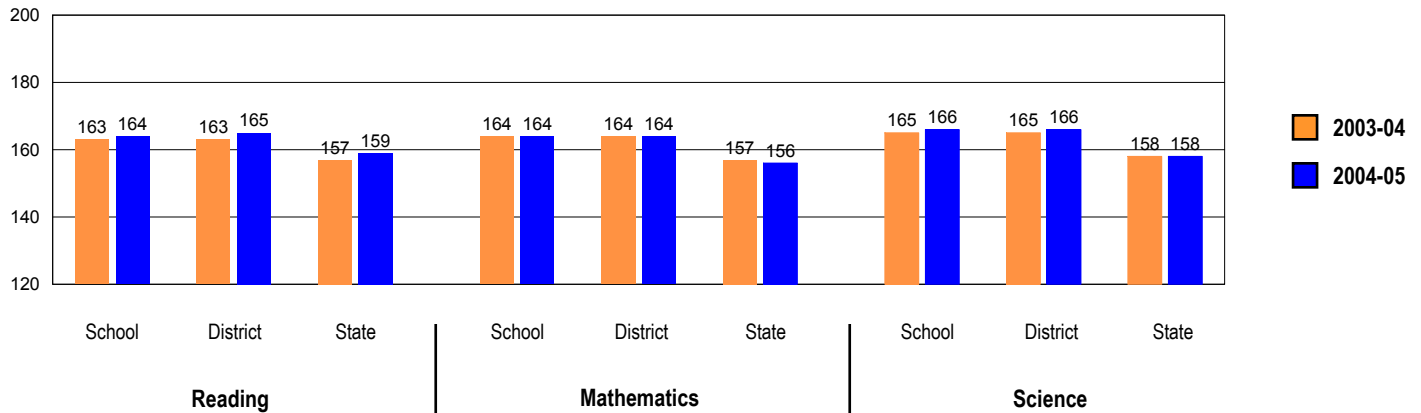
	Gender			Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged	
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American					Multi racial /Ethnic
School	99.2	98.8	99.6	100.0	96.2	100.0	88.0	100.0		83.3		100.0	89.6
District	99.6	99.5	99.8	100.0	97.9	100.0	93.5	100.0		83.3		100.0	93.6
State	87.4	85.4	89.4	92.2	77.7	76.0	93.4	86.0		62.8		76.1	75.8

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. These performance measures include only those test scores for the grades and subjects (reading, mathematics and science) included in your school. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.

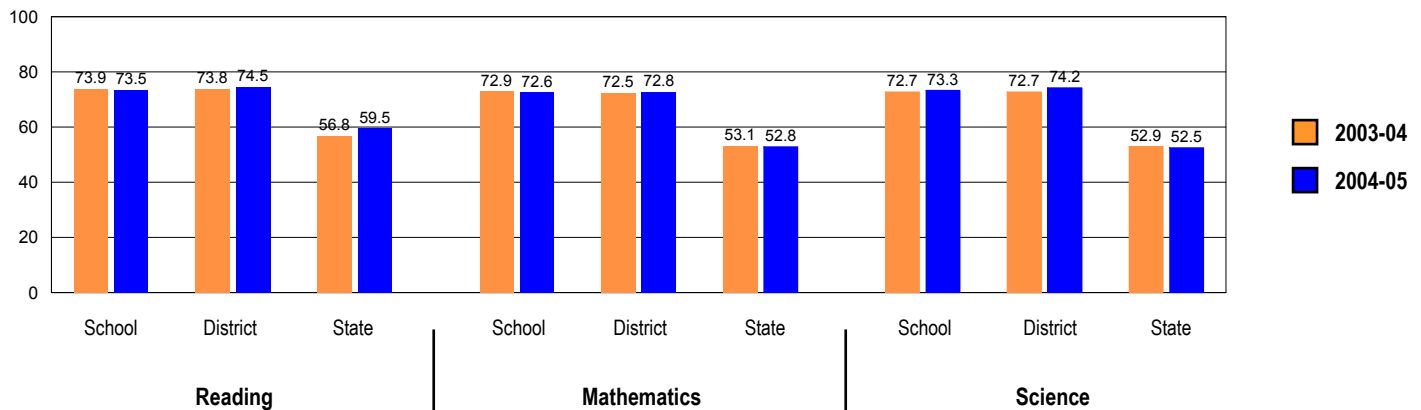


PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards



Number of students in this school taking the PSAE in 2005: 532

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, 4, 5, 7, and 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 students in state-approved transitional bilingual programs. 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	560	276	284	477	27	38	14	0	4	30	0	54	81
	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
District	*Enrollment	4,298	2,193	2,105	3,504	219	353	180	1	41	225	0	614	617
	Reading Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,978	43,196	194	89,769	248,030
	Reading Mathematics	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
		0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

* Enrollment as reported by schools/districts during the testing window.

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	5.3	21.2	52.1	21.4	5.8	21.6	53.9	18.6	4.9	21.8	47.6	25.8
District	5.2	20.3	52.7	21.8	5.8	21.3	57.4	15.4	3.2	22.6	50.6	23.6
State	7.9	32.6	46.4	13.1	9.8	37.4	45.6	7.2	10.2	37.3	41.4	11.1

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male													
School	6.1	22.3	52.7	18.9	5.7	19.7	50.4	24.2	3.8	22.3	45.8	28.0	
District	7.0	22.2	51.9	18.9	6.3	19.6	55.7	18.4	2.5	22.5	48.1	26.8	
State	10.5	33.7	43.7	12.2	9.9	35.7	45.8	8.7	10.9	34.4	40.7	14.0	
Female													
School	4.5	20.1	51.5	23.9	6.0	23.5	57.5	13.1	6.0	21.3	49.3	23.5	
District	3.2	18.4	53.5	24.9	5.3	23.1	59.2	12.3	4.0	22.6	53.3	20.1	
State	5.4	31.5	49.0	14.0	9.8	39.1	45.5	5.7	9.6	40.1	42.0	8.3	

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
School	4.0	18.7	54.3	23.0	3.8	19.4	57.0	19.8	3.8	19.1	48.7	28.3	
District	4.2	18.9	53.7	23.2	4.1	18.9	60.8	16.3	2.3	20.0	52.2	25.4	
State	5.5	26.6	51.3	16.5	5.6	31.3	54.1	8.9	5.7	30.9	48.9	14.5	
Black													
School	19.2	50.0	26.9	3.8	34.6	38.5	26.9	0.0	15.4	57.7	26.9	0.0	
District	14.3	36.7	44.9	4.1	30.6	34.7	32.7	2.0	12.2	49.0	36.7	2.0	
State	14.8	50.1	32.4	2.7	25.5	55.9	18.1	0.5	26.0	55.5	17.6	0.9	
Hispanic													
School	14.3	38.1	42.9	4.8	9.5	57.1	28.6	4.8	14.3	47.6	33.3	4.8	
District	14.0	34.0	46.0	6.0	14.0	58.0	26.0	2.0	12.0	50.0	34.0	4.0	
State	13.8	46.0	35.9	4.4	15.3	54.0	29.5	1.3	17.6	53.8	26.3	2.4	
Asian/Pacific Islander													
School	0.0	18.2	45.5	36.4	0.0	0.0	54.5	45.5	0.0	0.0	72.7	27.3	
District	5.4	16.2	48.6	29.7	2.7	13.5	54.1	29.7	0.0	13.5	54.1	32.4	
State	3.9	25.1	50.0	21.0	3.8	20.6	55.4	20.2	3.5	26.9	50.3	19.3	
Native American													
School													
District													
State	8.9	34.6	42.2	14.3	10.5	38.4	46.0	5.1	10.5	37.8	42.0	9.7	
Multiracial/Ethnic													
School													
District													
State	9.1	34.7	41.6	14.7	10.8	41.4	42.0	5.8	11.0	38.0	41.9	9.1	

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP													
School	23.1	50.0	26.9	0.0	19.2	57.7	23.1	0.0	15.4	61.5	21.2	1.9	
District	27.8	42.6	27.8	1.9	24.1	53.7	20.4	1.9	11.1	63.0	23.1	2.8	
State	39.6	44.5	14.0	1.9	43.2	44.4	11.8	0.6	42.6	44.4	11.1	1.8	
Non-IEP													
School	3.3	18.1	54.8	23.8	4.4	17.7	57.3	20.6	3.8	17.5	50.4	28.3	
District	2.7	17.9	55.4	24.0	3.8	17.8	61.5	16.9	2.4	18.1	53.7	25.9	
State	4.1	31.1	50.3	14.4	5.8	36.6	49.7	7.9	6.4	36.4	45.0	12.2	

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	19.6	39.3	33.9	7.1	21.4	42.9	33.9	1.8	19.6	42.9	32.1	5.4	
District	19.6	35.3	41.2	3.9	18.6	52.9	27.5	1.0	13.7	52.0	31.4	2.9	
State	15.1	47.5	34.1	3.3	20.9	53.6	24.6	0.9	22.2	53.4	22.5	1.9	
Not Eligible													
School	3.6	19.1	54.2	23.1	4.0	19.1	56.3	20.6	3.2	19.3	49.4	28.2	
District	3.7	18.8	53.9	23.7	4.5	18.1	60.5	16.9	2.1	19.5	52.7	25.7	
State	5.6	27.6	50.5	16.3	6.2	32.1	52.5	9.2	6.3	32.0	47.5	14.1	

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.

- Level 1 -- Beginning - 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 --Strengthening - 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 -- Expanding - 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 -- Transitioning - 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.

For Mathematics see ISAT or PSAE descriptions of the performance levels.

Grade 11**Grade 11 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	32.0	40.0	24.0	4.0	32.0	60.0	8.0	0.0
District	32.0	40.0	24.0	4.0	32.0	60.0	8.0	0.0
State	15.3	34.8	37.5	12.4	13.5	62.5	21.9	2.0

Grade 11 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male									
School	40.0	40.0	20.0	0.0	20.0	60.0	20.0	0.0	
District	40.0	40.0	20.0	0.0	20.0	60.0	20.0	0.0	
State	14.8	33.6	38.2	13.5	12.1	61.2	24.4	2.3	
Female									
School	26.7	40.0	26.7	6.7	40.0	60.0	0.0	0.0	
District	26.7	40.0	26.7	6.7	40.0	60.0	0.0	0.0	
State	15.9	36.0	36.7	11.4	15.0	63.8	19.5	1.7	

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School								
District								
State	8.8	26.6	40.9	23.7	3.8	54.5	38.9	2.7
Black								
School								
District								
State	22.7	42.4	27.3	7.6	36.4	51.5	12.1	0.0
Hispanic								
School	35.3	41.2	17.6	5.9	41.2	58.8	0.0	0.0
District	35.3	41.2	17.6	5.9	41.2	58.8	0.0	0.0
State	19.0	37.8	35.8	7.4	17.5	69.2	13.1	0.2
Asian/Pacific Islander								
School								
District								
State	8.1	31.6	41.4	19.0	6.3	48.2	36.9	8.6
Native American								
School								
District								
State								
Multiracial/Ethnic								
School								
District								
State								

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	32.0	40.0	24.0	4.0	32.0	60.0	8.0	0.0
District	32.0	40.0	24.0	4.0	32.0	60.0	8.0	0.0
State	17.6	36.9	35.2	10.2	15.0	64.9	19.6	0.6
Not Eligible								
School								
District								
State	11.7	31.3	41.0	16.0	11.3	58.8	25.6	4.3

2005 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	2005-06 Federal Improvement Status	
Is this School making AYP in Mathematics?	No	2005-06 State Improvement Status	Academic Early Warning

	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		67.0	
All	100.0	Yes	100.0	Yes	72.7		Yes	71.0		Yes			99.2	Yes
White	100.0	Yes	100.0	Yes	77.0		Yes	76.3		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	26.9	34.4	No	23.1	32.5	No			100.0	
Economically Disadvantaged	100.0	Yes	100.0	Yes	41.1		Yes	30.1	34.8	No			89.6	

Four Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.***
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for non-high schools or at least 67.0% Graduation Rate for high schools

* Includes only students enrolled as of 9/30/2004.

** 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. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

Dear Wheaton North Parents:

Welcome to the 2005 – 2006 school year. Wheaton North High School opened with a new look. It has been exciting to watch each new space take shape and to think about the potential for new teaching and learning opportunities. Wheaton North is a great school. We will spend time this year analyzing how to make it even better. Our focus this year will be “**Relationships and Expectations.**” We have twenty-one new faculty members joining us. They bring a wealth of talent and intellect to our learning community. Relationships will be the key to helping these new members, as well as our student body, become an active part of Wheaton North.

As I told the faculty and staff, it is our duty to challenge all students to develop the skills necessary to be successful in life. Relationships are imperative in this process as well. Reaching beyond potential should be an expectation for all. As Dr. Catalani always reminds us, teachers cause learning to occur. We will all continue to create a climate of high expectations so students thrive under our guidance. Each year we renew our commitment through the School Improvement Planning Process. We reviewed our Prairie State Achievement Scores and conducted an internal review in order to identify areas needing improvement. A majority of our students are achieving at their expected levels. However, we do have some students who continue to struggle. We will continue to address their needs understanding that all students must thrive.

2005-06 Target Areas for Student Improvement

(Based on the Illinois Prairie State Achievement Exam and the No Child Left Behind national agenda)

- Developing and applying analytical reading skills will adequately improve performance of SES and IEP students as well as the entire student body, as indicated by meeting and exceeding standards at a minimum of 55% on each of the PSAE sub groups' reading scores.
- Developing and applying mathematical instructional strategies across the curriculum areas will adequately improve performance of SES and IEP students as well as the entire student body, as indicated by meeting/exceeding standards at a minimum of 55% on each of the PSAE sub groups' math scores.

Strategies for Improvement

(Based on what the teachers will do to improve overall student achievement)

- Refine and implement strategies that incorporate dedicated reading strategies into the curriculum.
- Utilize the reading specialist to increase awareness of a literacy rich environment and current best practice.
- Participate in best practice curriculum innovation and research including current methodology, strategies for enrichment, strategies for success, and differentiated instruction.
- Implement strategies for success across the curriculum

Professional Development Opportunities

(School wide In-service and institute days as well as curriculum specific development)

- Conduct an Internal Review
- New Teacher Reading Strategies orientation
- Departmental School Improvement articulation and collaboration
- School wide reading strategies training
- Local, state, and national curriculum based conferences

Since every individual is a vital contributor to our collective success, it is important that we keep in constant communication. This is a necessary component of school improvement. I expect that the current faculty, staff, and community will continue to preserve and improve upon our reputation for excellence. I look forward to working with all of you throughout the school year.

Jill Bullo, principal