

**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	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	82.7	6.3	6.0	4.9	0.0	13.8	4.0	2.1	1.2	6.1	90.1	2,189
District	81.4	6.2	8.0	4.4	0.1	12.6	4.4	1.5	0.9	10.1	93.6	14,024
State	57.7	20.8	17.7	3.6	0.2	39.0	6.7	4.6	2.1	16.8	94.2	2,060,048

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	100.0
District	97.7
State	96.3

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

Grade	Grade	Grade	Grade	Grade	High School
K	1	3	6	8	
					21.1
					22.0
					19.9

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
18.4	20.0	13.5	274.2
19.4	18.8	14.1	208.7

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

TEACHER INFORMATION (Full-Time Equivalents)

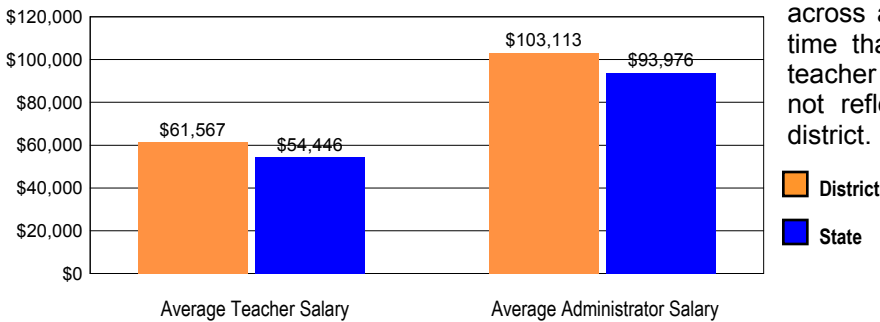
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.7	0.8	0.5	1.0	0.0	24.0	76.0	861
State	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

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	12.8	41.1	58.8	0.3	0.1
State	13.8	51.3	48.6	1.7	1.8

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

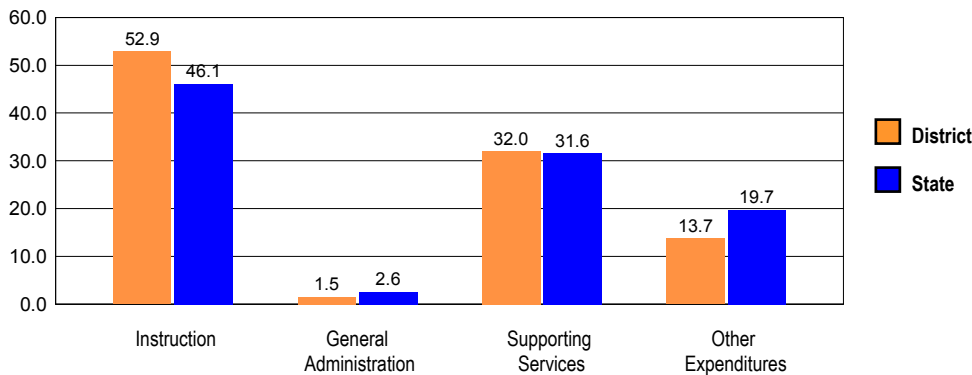
SCHOOL DISTRICT FINANCES

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 2002-03 (Percentages)



REVENUE BY SOURCE 2002-03			
	District	District %	State %
Local Property Taxes	\$91,577,352	74.5	56.6
Other Local Funding	\$6,418,201	5.2	5.4
General State Aid	\$8,118,564	6.6	17.9
Other State Funding	\$10,281,360	8.4	12.1
Federal Funding	\$6,547,180	5.3	8.0
TOTAL	\$122,942,657		

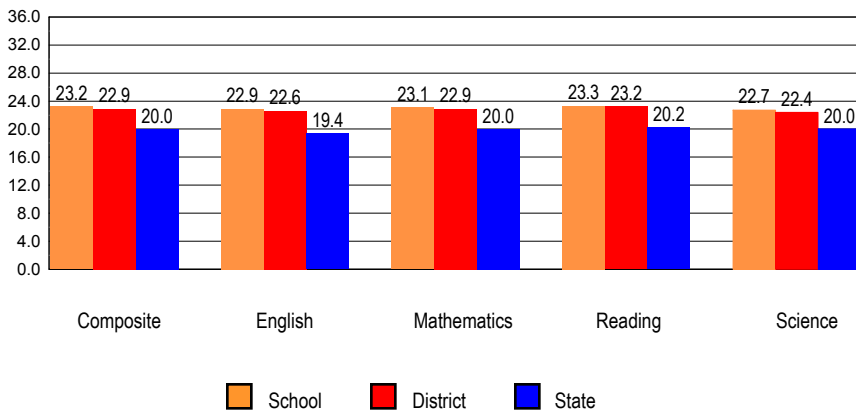
EXPENDITURE BY FUND 2002-03			
	District	District %	State %
Education	\$99,737,369	75.0	70.1
Operations & Maintenance	\$15,221,222	11.4	8.9
Transportation	\$6,371,058	4.8	3.5
Bond and Interest	\$8,296,490	6.2	6.0
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$2,467,067	1.9	1.5
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$851,849	0.6	9.0
TOTAL	\$132,945,055		

OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$148,186	4.61	\$5,375	\$8,860
State	**	**	\$5,022	\$8,482

** 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 2004*



ACT TEST TAKERS

	Number	% Class
School	456	86.9
District	1,025	90.1
State	116,550	90.9

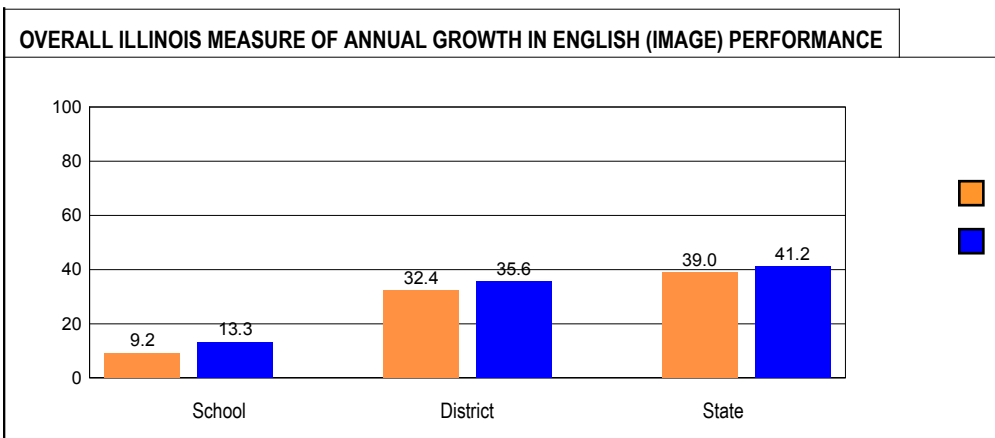
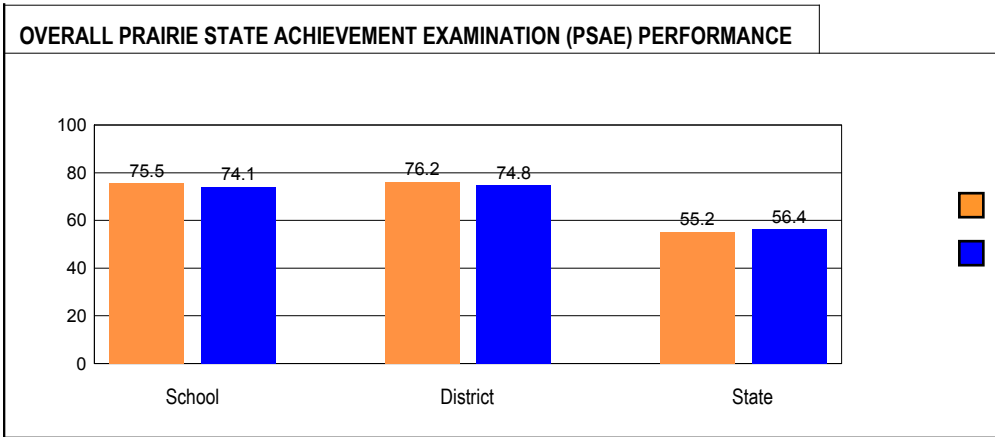
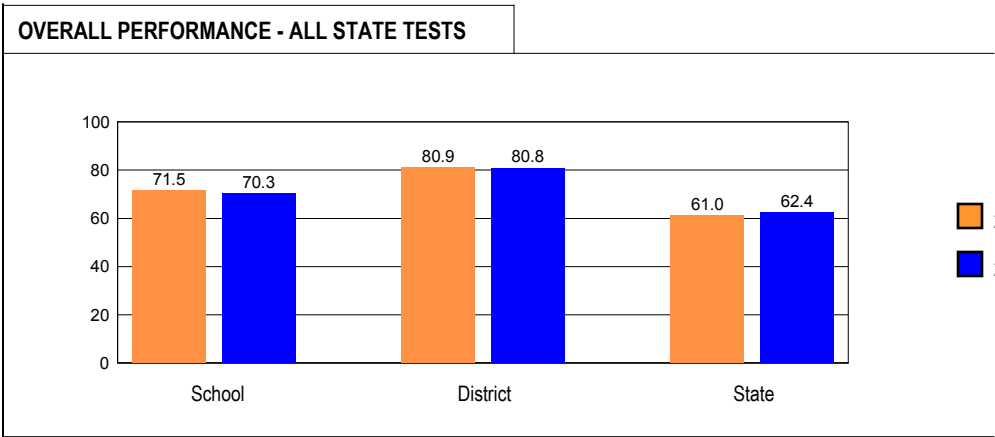
* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAT testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose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

HIGH SCHOOL GRADUATION RATE

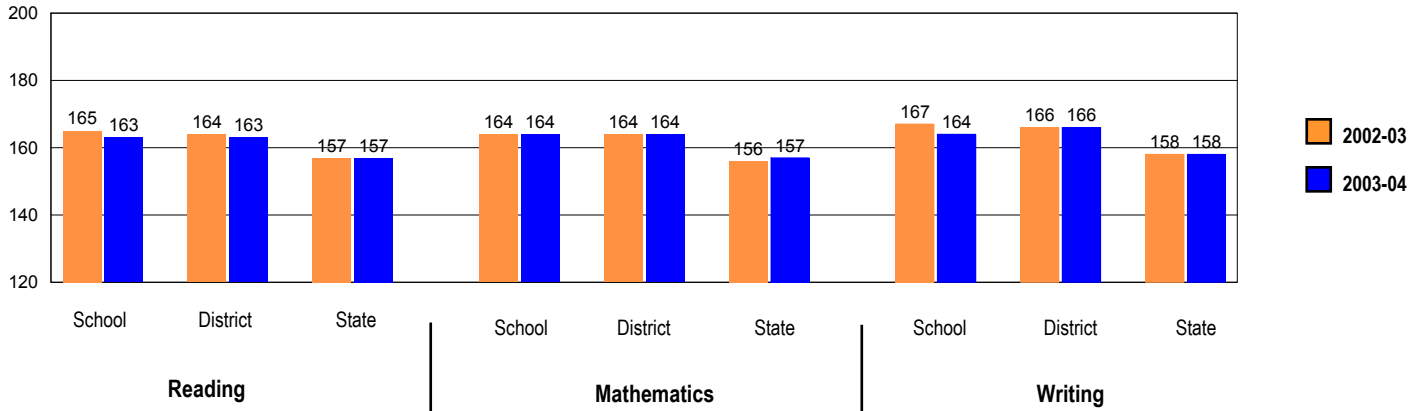
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	96.4	97.4	95.3	98.2	79.3	100.0	87.2		100.0	23.3		85.9	85.7
District	95.5	97.9	93.0	98.0	88.2	78.5	83.5		100.0	23.3		92.2	89.6
State	86.5	84.3	88.8	91.8	74.0	75.9	91.9		87.9	57.9		75.8	71.1

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 included in your school.

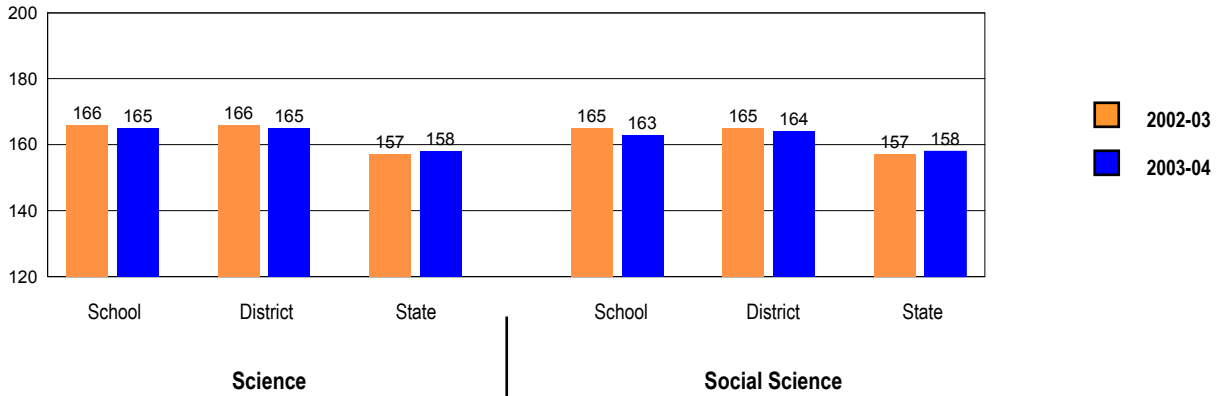


PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



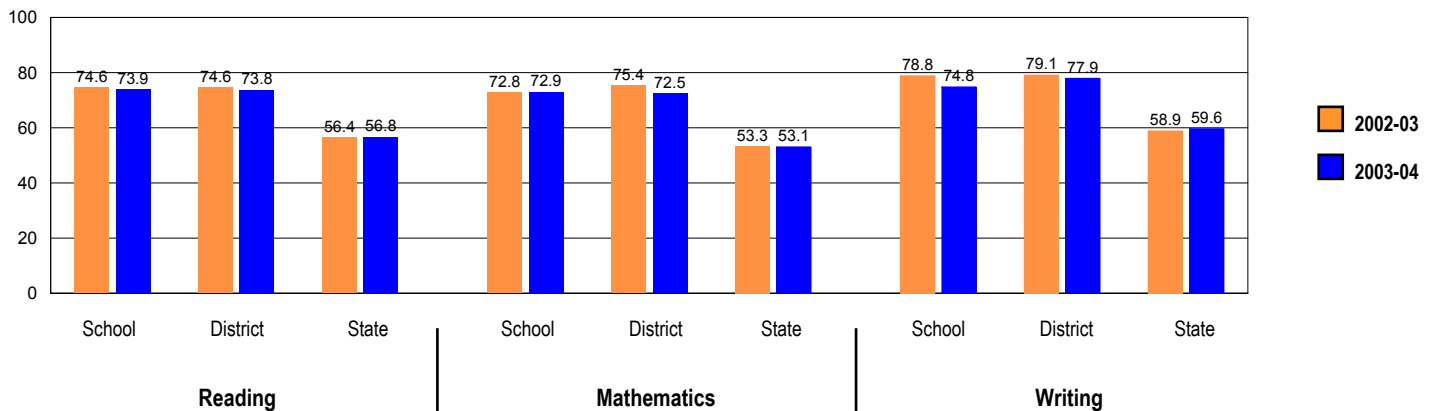
PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



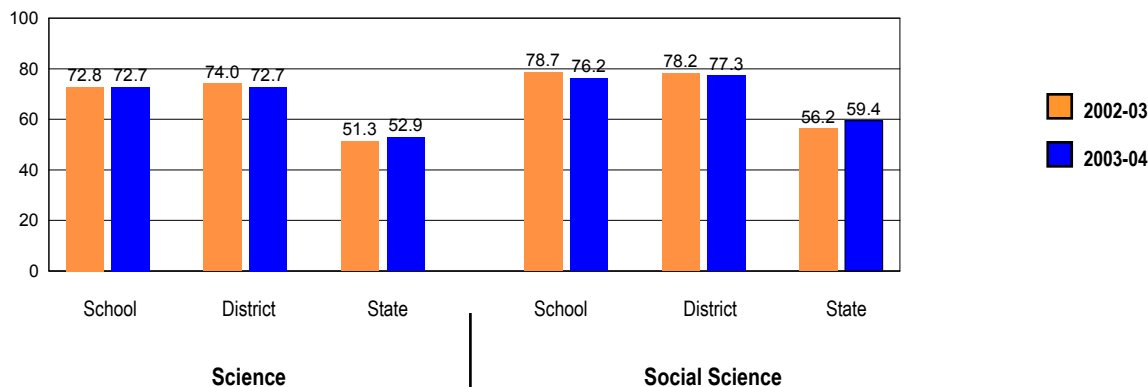
PSAE scores range from 120 to 200.

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



Number of students in this school taking the PSAE in 2004: 495

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



Number of students in this school taking the PSAE in 2004: 495

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results 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	519	262	257	442	27	21	26	1	2	26	0	50	69
	Reading Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0		0.0	0.0
District	*Enrollment	4,344	2,243	2,101	3,588	236	335	160	6	19	179	0	665	577
	Reading Mathematics	0.1	0.0	0.2	0.1	0.0	0.6	0.6		0.0	1.1		0.2	0.5
State	*Enrollment	618,426	315,150	303,276	362,539	126,432	103,851	22,726	1,038	1,840	43,504	259	89,425	239,387
	Reading Mathematics	0.9	1.0	0.8	0.4	2.2	1.2	0.6	2.2	0.7	0.9	7.3	2.4	1.4
		0.9	1.1	0.9	0.4	2.3	1.3	0.6	1.9	0.8	1.3	6.9	2.5	1.5

* Enrollment on the first day of state testing.

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				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
School	4.4	21.6	57.4	16.6	5.1	22.0	55.2	17.8	3.7	21.5	54.2	20.7	5.9	21.4	50.5	22.2	4.0	19.8	55.6	20.6
District	4.7	21.5	56.0	17.8	4.6	22.9	53.8	18.7	3.0	19.1	54.2	23.7	5.3	22.1	50.1	22.5	4.3	18.4	54.3	23.0
State	8.2	35.0	46.8	10.0	9.7	37.1	42.8	10.3	7.3	33.1	47.7	11.9	10.6	36.5	41.0	11.9	7.7	32.9	44.9	14.5

Grade 11 - Gender

Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Male																				
School	6.0	20.7	57.4	15.9	6.0	21.5	51.0	21.5	5.2	28.0	49.6	17.2	7.2	17.5	47.8	27.5	4.4	17.9	54.2	23.5
District	6.8	20.5	55.3	17.4	5.3	21.1	50.7	22.9	4.3	23.8	50.8	21.1	6.0	19.2	46.7	28.0	4.2	16.8	51.3	27.7
State	10.7	35.6	44.0	9.7	9.9	35.0	42.8	12.3	10.0	36.2	43.6	10.1	11.5	33.2	40.1	15.2	8.0	28.6	45.2	18.2
Female																				
School	2.9	22.5	57.4	17.2	4.1	22.5	59.4	13.9	2.1	14.8	58.8	24.3	4.5	25.4	53.3	16.8	3.7	21.7	57.0	17.6
District	2.5	22.5	56.6	18.3	3.9	24.9	57.0	14.3	1.7	14.1	57.7	26.4	4.4	25.0	53.8	16.8	4.4	19.9	57.5	18.2
State	5.7	34.4	49.5	10.4	9.6	39.2	42.8	8.4	4.7	30.0	51.6	13.7	9.7	39.7	41.8	8.7	7.4	37.1	44.6	10.9

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
White																				
School	3.7	18.7	59.2	18.4	3.5	20.5	57.6	18.4	2.8	19.7	55.1	22.5	4.6	19.8	52.1	23.5	3.2	16.8	58.3	21.7
District	4.2	19.0	57.7	19.2	3.2	21.1	56.4	19.3	2.6	16.7	55.6	25.1	4.7	19.8	51.8	23.7	3.6	15.7	56.9	23.8
State	5.9	28.8	52.6	12.7	5.9	31.6	49.7	12.8	5.0	27.2	52.9	14.9	6.5	30.7	47.6	15.1	4.9	26.4	50.4	18.3
Black																				
School	19.2	46.2	34.6	0.0	30.8	38.5	30.8	0.0	23.1	38.5	38.5	0.0	30.8	38.5	30.8	0.0	23.1	46.2	30.8	0.0
District	16.7	45.2	33.3	4.8	23.8	45.2	28.6	2.4	19.0	40.5	31.0	9.5	23.8	38.1	31.0	7.1	23.3	39.5	27.9	9.3
State	15.2	53.1	29.9	1.8	25.1	54.4	19.5	0.9	16.1	50.5	31.2	2.1	25.8	54.1	18.8	1.3	18.8	53.7	24.9	2.5
Hispanic																				
School	9.1	45.5	45.5	0.0	9.1	45.5	45.5	0.0	0.0	36.4	63.6	0.0	9.1	45.5	36.4	9.1	0.0	54.5	36.4	9.1
District	10.3	38.5	41.0	10.3	17.9	38.5	38.5	5.1	0.0	46.2	43.6	10.3	5.1	51.3	33.3	10.3	5.0	50.0	30.0	15.0
State	14.7	50.9	31.7	2.8	15.4	53.9	28.7	2.0	11.8	50.7	34.8	2.8	18.4	52.5	26.5	2.7	12.2	47.8	35.7	4.3
Asian/Pacific Islander																				
School	0.0	33.3	61.9	4.8	4.8	14.3	47.6	33.3	0.0	23.8	57.1	19.0	0.0	19.0	52.4	28.6	0.0	23.8	47.6	28.6
District	0.0	30.4	60.9	8.7	4.3	19.6	43.5	32.6	0.0	17.4	63.0	19.6	0.0	23.9	52.2	23.9	0.0	17.4	54.3	28.3
State	4.6	30.5	51.1	13.9	3.2	21.7	49.5	25.6	3.0	22.1	52.9	22.0	3.5	26.5	49.3	20.7	2.7	24.6	50.7	22.0
Native American																				
School																				
District																				
State	11.7	35.8	45.5	7.0	10.1	45.5	35.8	8.6	11.8	31.1	50.0	7.1	11.7	39.3	38.5	10.5	8.7	35.4	44.1	11.8
Multiracial/Ethnic																				
School																				
District																				
State	9.5	40.0	42.4	8.1	10.2	44.7	39.0	6.1	6.2	39.7	46.2	7.9	11.5	43.4	34.9	10.2	7.4	35.6	45.3	11.7

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
IEP																				
School	33.3	41.7	22.9	2.1	27.1	50.0	20.8	2.1	25.5	63.8	10.6	0.0	39.6	33.3	22.9	4.2	22.9	50.0	20.8	6.3
District	29.0	42.0	25.0	4.0	23.0	54.0	21.0	2.0	21.6	55.7	21.6	1.0	34.0	40.0	22.0	4.0	23.8	36.6	33.7	5.9
State	39.6	44.3	14.3	1.8	43.0	44.9	11.1	1.0	41.6	44.4	13.0	1.0	46.8	40.0	11.2	2.0	31.6	49.2	16.6	2.6
Non-IEP																				
School	1.3	19.5	61.1	18.1	2.7	19.0	58.8	19.5	1.3	17.0	58.7	22.9	2.2	20.1	53.5	24.2	2.0	16.6	59.3	22.1
District	2.2	19.4	59.2	19.3	2.7	19.7	57.2	20.4	1.1	15.4	57.5	26.0	2.3	20.2	53.1	24.5	2.3	16.4	56.5	24.8
State	4.7	33.9	50.4	11.0	6.0	36.3	46.4	11.4	3.5	31.8	51.5	13.1	6.5	36.1	44.3	13.0	4.9	31.0	48.3	15.9

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch																				
School	10.0	60.0	26.0	4.0	26.0	40.0	34.0	0.0	14.0	46.0	40.0	0.0	24.0	36.0	38.0	2.0	16.0	48.0	30.0	6.0
District	13.3	52.2	25.6	8.9	18.9	50.0	30.0	1.1	12.2	45.6	37.8	4.4	18.9	44.4	31.1	5.6	16.7	42.2	34.4	6.7
State	15.7	51.6	30.3	2.3	20.9	53.7	23.8	1.7	15.9	51.1	31.0	2.0	23.0	52.6	22.0	2.3	16.8	51.2	28.5	3.4
Not Eligible																				
School	3.8	17.3	60.9	18.0	2.7	20.0	57.5	19.8	2.5	18.7	55.8	23.0	3.8	19.8	51.9	24.5	2.7	16.6	58.4	22.2
District	3.9	18.7	58.8	18.7	3.3	20.4	56.0	20.3	2.2	16.6	55.7	25.5	4.0	20.0	51.9	24.1	3.2	16.2	56.1	24.5
State	6.0	30.0	51.7	12.3	6.4	32.2	48.4	12.9	4.8	27.7	52.6	14.9	6.9	31.7	46.6	14.8	5.0	27.4	49.8	17.8

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				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	61.9	33.3	4.8	0.0	27.3	63.6	9.1	0.0	28.6	42.9	28.6	0.0
District	61.9	33.3	4.8	0.0	27.3	63.6	9.1	0.0	28.6	42.9	28.6	0.0
State	44.1	47.0	7.4	1.5	16.1	61.6	20.5	1.8	36.7	33.0	28.2	2.1

Grade 11 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	63.6	36.4	0.0	0.0	27.3	63.6	9.1	0.0	40.0	50.0	10.0	0.0
District	63.6	36.4	0.0	0.0	27.3	63.6	9.1	0.0	40.0	50.0	10.0	0.0
State	42.4	48.1	7.8	1.7	14.0	61.1	22.8	2.1	40.0	34.3	24.2	1.6
Female												
School	60.0	30.0	10.0	0.0	27.3	63.6	9.1	0.0	18.2	36.4	45.5	0.0
District	60.0	30.0	10.0	0.0	27.3	63.6	9.1	0.0	18.2	36.4	45.5	0.0
State	45.7	45.9	7.1	1.2	18.4	62.2	18.1	1.4	33.2	31.6	32.4	2.8

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
School													
District													
State	31.3	53.0	13.0	2.7	6.8	54.4	37.6	1.2	27.5	33.8	35.9	2.8	
Black													
School													
District													
State	48.4	46.9	3.1	1.6	32.1	58.9	8.9	0.0	23.3	33.3	38.3	5.0	
Hispanic													
School					30.0	60.0	10.0	0.0					
District					30.0	60.0	10.0	0.0					
State	51.9	42.7	4.6	0.8	20.6	68.5	10.9	0.1	43.6	33.0	22.0	1.4	
Asian/Pacific Islander													
School													
District													
State	27.3	57.6	12.4	2.7	8.3	43.0	38.7	10.1	22.5	31.4	42.1	4.0	
Native American													
School													
District													
State													
Multiracial/Ethnic													
School													
District													
State													

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	61.1	33.3	5.6	0.0	26.3	63.2	10.5	0.0	33.3	38.9	27.8	0.0	
District	61.1	33.3	5.6	0.0	26.3	63.2	10.5	0.0	33.3	38.9	27.8	0.0	
State	46.7	45.7	6.5	1.1	16.7	64.5	17.6	1.2	38.3	32.6	27.2	1.9	
Not Eligible													
School													
District													
State	39.6	49.3	9.1	2.1	15.2	56.7	25.4	2.7	33.9	33.7	29.8	2.6	

2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	No
Is this School making AYP in Reading?	No
Is this School making AYP in Mathematics?	No

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	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		40.0			40.0			89.0		66.0	
All	100.0	Yes	100.0	Yes	71.5		Yes	70.6		Yes			96.4	Yes
White	100.0	Yes	100.0	Yes	76.9		Yes	75.3		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	27.1		No	25.0		No				
Economically Disadvantaged	100.0	Yes	100.0	Yes	23.5		No	27.5		No				

Three 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 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***

3. At least 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/03.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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 2004-2005 school year! I enter my new position as principal, confidently knowing that Wheaton North High School is a wonderful school. The theme for this school year is "Relationships and Responsibilities." As I become acclimated to the school culture, I rely on my administrative team as well as the faculty and staff to give me a historical perspective. I have quickly learned that the faculty and staff are committed, caring people dedicated to providing our students with opportunities for an excellent education. The key to success is for students to take advantage of the opportunities provided.

In order to continue this tradition of excellence, I believe we, as a school, must continuously challenge ourselves professionally to provide the most comprehensive curriculum for our students. Wheaton North does this through the School Improvement Process, which includes target areas for student improvement, strategies for improvement, and professional development opportunities necessary to ensure these improvements.

2004-05 Target Areas for Student Improvement

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

- 77% of all juniors will meet/exceed state standards in reading with a minimum of 47.5% meeting/exceeding standards for each of the identified sub groups.
- 77% of all juniors will meet/exceed state standards in math with a minimum of 47.5% meeting/exceeding standards for each of the identified sub groups.

Strategies for Improvement

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

- Design 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)

- 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 my first year as principal.

Jill Bullo, Principal