

WHEATON NORTH HIGH SCHOOL
CUSD 200
WHEATON, ILLINOIS
GRADES : 9 10 11 12



ILLINOIS
SCHOOL
REPORT
CARD

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	79.4	7.8	7.2	4.8	0.0	0.9	19.8	4.6	2.4	0.6	8.1	90.2	2,179
District	77.7	6.4	9.6	4.1	0.0	2.3	16.9	5.7	1.6	0.9	9.8	95.1	13,597
State	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2	3.5	2.5	15.2	93.7	2,077,856

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	98.3	17.9	20.2	12.9	274.0
State	96.1	18.8	18.8	13.9	230.6

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

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School										19.4
District										21.3
State										18.9

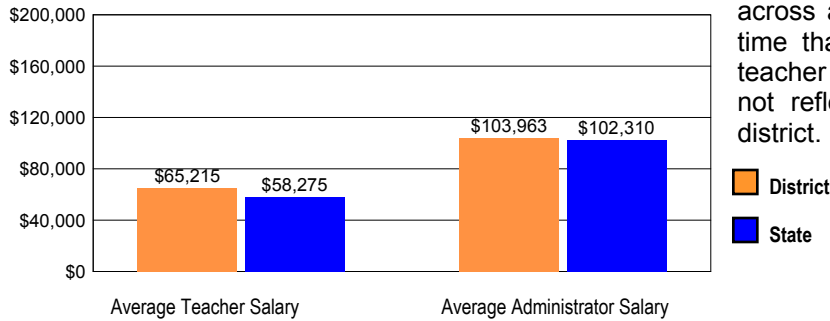
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.6	0.5	1.8	0.9	0.1	23.8	76.2	868
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.8	0.0
District	12.2	25.4	74.5	0.7	0.0
State	12.9	47.6	52.3	1.5	3.2

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

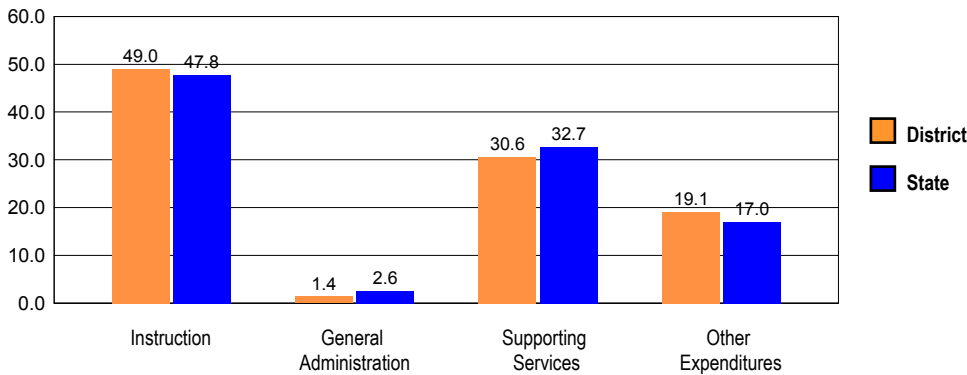
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2005-06 (Percentages)



REVENUE BY SOURCE 2005-06			
	District	District %	State %
Local Property Taxes	\$103,658,526	74.0	58.8
Other Local Funding	\$8,317,011	5.9	6.0
General State Aid	\$9,341,206	6.7	18.2
Other State Funding	\$12,119,620	8.6	9.3
Federal Funding	\$6,697,573	4.8	7.7
TOTAL	\$140,133,936		

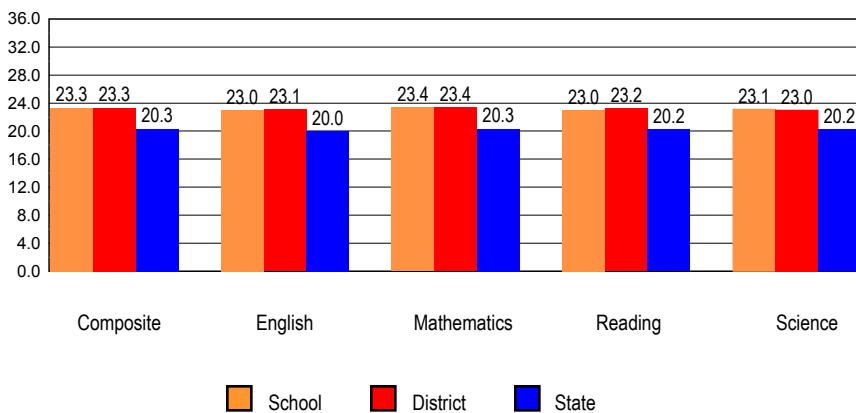
EXPENDITURE BY FUND 2005-06			
	District	District %	State %
Education	\$106,607,192	68.7	73.0
Operations & Maintenance	\$11,302,348	7.3	8.6
Transportation	\$7,471,604	4.8	3.9
Bond and Interest	\$11,193,379	7.2	6.2
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$3,007,892	1.9	1.8
Fire Prevention & Safety	\$0	0.0	1.1
Site & Construction/ Capital Improvement	\$15,563,785	10.0	5.4
TOTAL	\$155,146,200		

OTHER FINANCIAL INDICATORS				
	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per \$100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	\$190,562	4.14	\$5,934	\$9,996
State	**	**	\$5,567	\$9,488

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

ACT ASSESSMENT: GRADUATING CLASS OF 2007 *



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.

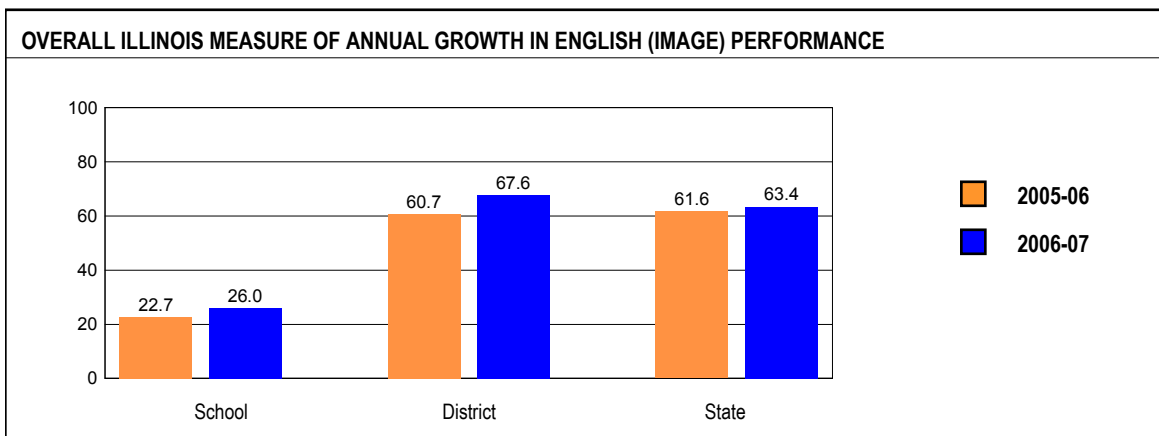
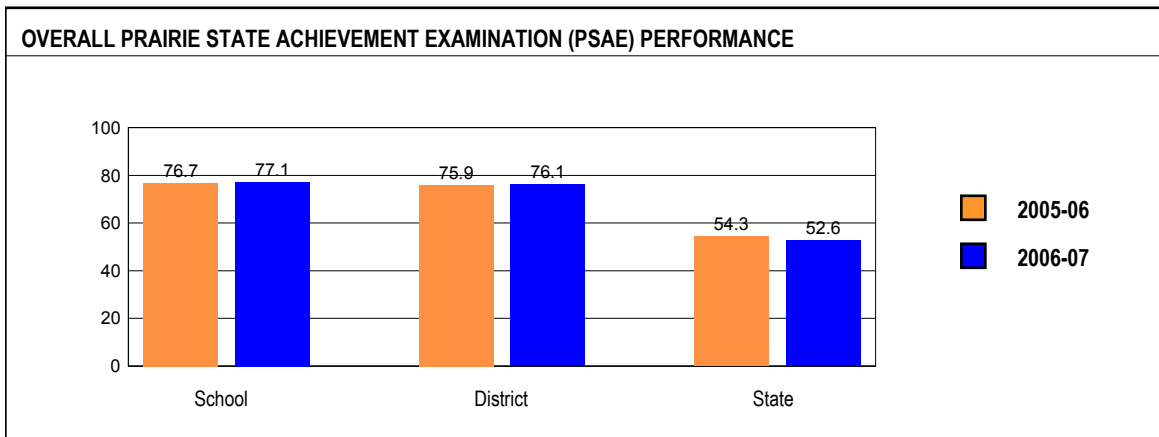
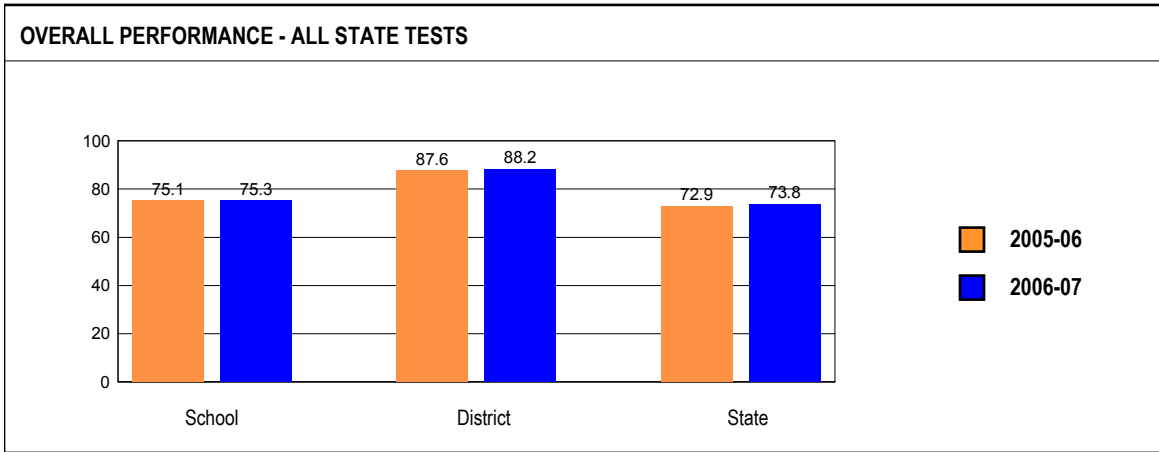
* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose 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	98.8	97.8	100.0	99.5	93.9	100.0	96.3		75.0	100.0		100.0	100.0
District	99.4	99.0	99.8	99.7	95.8	100.0	98.1		80.0	100.0		100.0	100.0
State	85.9	83.1	88.7	92.2	73.8	73.4	93.5		83.0	69.1		71.9	74.9

OVERALL STUDENT PERFORMANCE

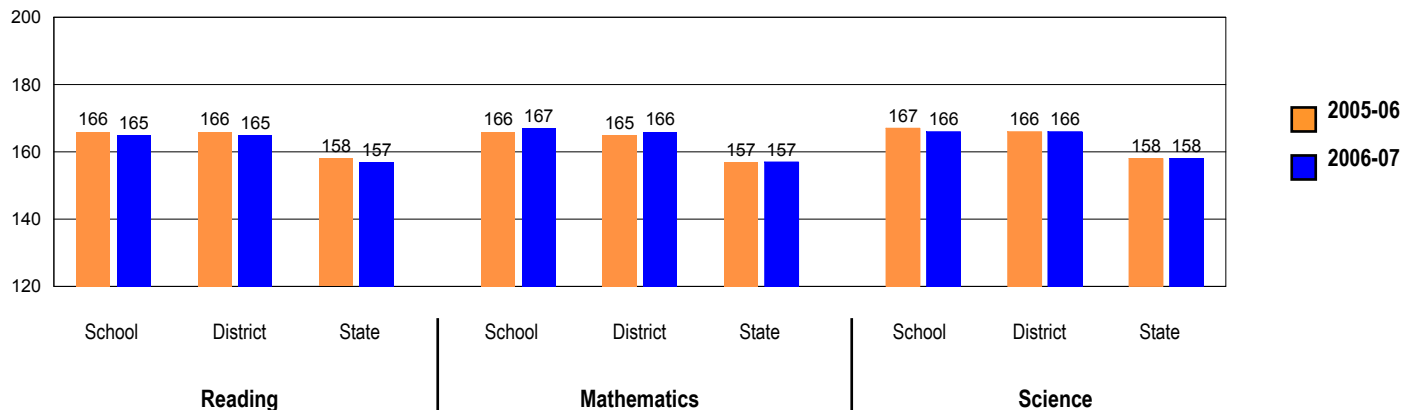
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics and science.



PSAE PERFORMANCE

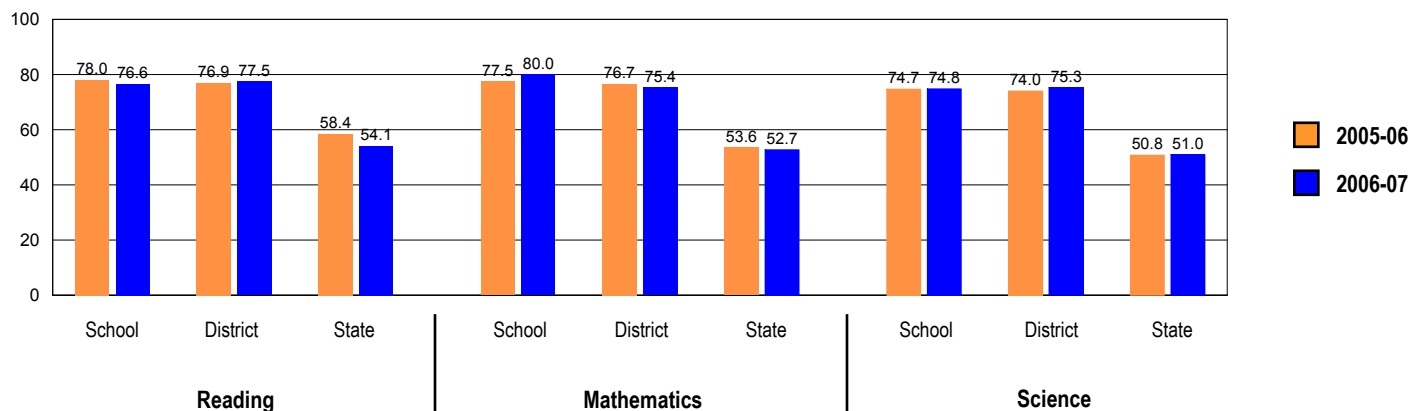
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics and science on PSAE.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



PSAE scores range from 120 to 200.

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



Number of students in this school with PSAE scores in 2007: 535

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	570	285	285	470	35	35	27		3	26		73	103
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0			0.0 0.0		0.0 0.0	0.0 0.0
District	*Enrollment	7,306	3,763	3,543	5,718	471	684	292	2	138	393		1,146	1,300
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.1 0.1	0.0 0.0			0.0 0.3 0.3		0.0 0.0	0.1 0.1
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading Mathematics	0.2 0.2	0.1 0.1	0.1 0.1	0.1 0.1	0.2 0.2	0.1 0.1	0.1 0.1	0.2 0.2	0.0 0.0	0.2 0.2	0.2 0.2	0.5 0.5	0.1 0.1

* Enrollment as reported during the testing windows.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 11

Grade 11 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	3.6	19.8	50.5	26.2	3.6	16.4	57.6	22.4	3.7	21.5	53.1	21.7
District	3.8	18.7	51.3	26.2	4.0	20.6	54.3	21.1	3.2	21.4	52.5	22.8
State	8.4	37.5	43.1	10.9	9.8	37.5	42.8	9.9	8.7	40.3	40.3	10.7

Grade 11 - Gender

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	4.2	22.3	51.5	22.0	3.4	14.8	58.3	23.5	4.9	16.7	54.2	24.2
	District	4.2	19.9	52.3	23.6	3.8	18.0	55.0	23.2	3.6	18.5	51.0	26.8
	State	10.8	38.1	40.5	10.6	9.4	35.0	43.4	12.1	9.2	36.9	40.1	13.7
Female	School	3.0	17.3	49.4	30.3	3.7	18.1	56.8	21.4	2.6	26.2	52.0	19.2
	District	3.3	17.4	50.3	29.0	4.3	23.3	53.6	18.9	2.8	24.6	54.2	18.5
	State	6.1	37.0	45.7	11.2	10.1	40.0	42.1	7.8	8.1	43.6	40.5	7.8

Grade 11 - Racial/Ethnic Background

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	1.5	16.1	53.3	29.1	1.8	11.9	62.1	24.2	1.3	17.4	57.5	23.8
	District	2.5	14.9	53.9	28.6	2.6	16.4	58.6	22.4	1.6	17.8	56.1	24.6
	State	5.7	30.8	49.2	14.4	5.7	31.2	50.4	12.7	5.0	33.1	47.8	14.0
Black	School	25.0	32.1	39.3	3.6	32.1	39.3	25.0	3.6	28.6	50.0	14.3	7.1
	District	17.6	37.3	39.2	5.9	27.5	43.1	25.5	3.9	19.6	51.0	21.6	7.8
	State	16.2	55.8	26.3	1.6	24.9	55.8	18.6	0.8	20.9	60.2	17.9	1.0
Hispanic	School	15.4	53.8	30.8	0.0	7.7	57.7	34.6	0.0	23.1	57.7	19.2	0.0
	District	12.3	50.8	32.3	4.6	7.7	58.5	29.2	4.6	16.9	50.8	27.7	4.6
	State	14.3	52.8	30.4	2.6	14.4	52.6	31.1	2.0	14.1	57.7	26.2	2.0
Asian/Pacific Islander	School	4.2	33.3	33.3	29.2	0.0	20.8	41.7	37.5	0.0	20.8	54.2	25.0
	District	2.3	27.3	38.6	31.8	0.0	25.0	36.4	38.6	0.0	20.5	47.7	31.8
	State	4.0	28.3	50.2	17.5	2.8	21.6	49.2	26.5	3.0	26.4	49.7	20.8
Native American	School												
	District												
	State	9.8	34.6	46.6	9.0	8.1	36.3	49.1	6.4	8.2	40.3	42.9	8.6
Multiracial/Ethnic	School												
	District												
	State	8.1	39.2	42.8	9.9	11.4	41.6	40.5	6.6	9.2	42.6	39.2	9.0

Grade 11 - Students with Disabilities

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	15.6	46.9	34.4	3.1	18.8	50.0	31.3	0.0	21.9	48.4	26.6	3.1
	District	21.4	37.1	33.6	7.9	21.3	48.2	30.5	0.0	18.4	48.9	28.4	4.3
	State	36.7	44.0	16.6	2.8	39.7	45.9	13.2	1.3	40.4	45.6	12.2	1.8
Non-IEP	School	1.9	16.1	52.7	29.3	1.5	11.9	61.1	25.5	1.3	17.8	56.7	24.2
	District	1.2	16.1	53.9	28.8	1.5	16.6	57.8	24.1	1.0	17.5	56.0	25.5
	State	4.8	36.7	46.5	12.0	6.0	36.5	46.5	11.1	4.6	39.7	43.9	11.8

Grade 11 - Economically Disadvantaged

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	11.7	45.5	36.4	6.5	11.7	39.0	42.9	6.5	14.3	50.6	28.6	6.5
	District	10.6	43.2	40.2	6.1	12.9	45.5	37.9	3.8	12.9	50.0	30.3	6.8
	State	15.8	52.9	28.7	2.6	19.9	52.9	25.6	1.6	18.2	57.1	22.8	2.0
Not Eligible	School	2.2	15.5	52.8	29.5	2.2	12.7	60.0	25.1	2.0	16.6	57.2	24.2
	District	2.8	15.4	52.8	28.9	2.8	17.2	56.5	23.4	1.9	17.6	55.5	24.9
	State	5.7	31.8	48.5	14.0	6.0	31.8	49.1	13.0	5.1	34.1	46.8	13.9

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 --Academic Warning -	Students work demonstrates limited knowledge and skills in the subject. Due to 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. Student creatively apply knowledge and skills to solve probelms and evalaute the results.

Grade 11**Grade 11 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	36.0	36.0	24.0	4.0	36.0	40.0	20.0	4.0
District	36.0	36.0	24.0	4.0	36.0	40.0	20.0	4.0
State	11.9	25.2	38.1	24.7	11.8	59.8	25.6	2.8

Grade 11 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	40.0	20.0	33.3	6.7	46.7	20.0	26.7	6.7
	District	40.0	20.0	33.3	6.7	46.7	20.0	26.7	6.7
	State	13.2	25.9	38.4	22.5	10.4	59.7	27.2	2.6
Female	School	30.0	60.0	10.0	0.0	20.0	70.0	10.0	0.0
	District	30.0	60.0	10.0	0.0	20.0	70.0	10.0	0.0
	State	10.5	24.5	37.8	27.2	13.4	59.8	23.9	2.9

Grade 11 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	50.0	40.0	10.0	0.0	40.0	40.0	20.0	0.0
	District	50.0	40.0	10.0	0.0	40.0	40.0	20.0	0.0
	State	6.7	17.6	37.8	37.8	5.2	45.6	47.4	1.7
Black	School								
	District								
	State	17.2	28.0	43.0	11.8	24.7	63.4	10.8	1.1
Hispanic	School								
	District								
	State	15.0	28.5	36.0	20.5	14.9	68.5	16.3	0.2
Asian/Pacific Islander	School								
	District								
	State	4.6	20.4	45.7	29.2	4.4	41.5	39.3	14.9
Native American	School								
	District								
	State								
Multiracial/Ethnic	School								
	District								
	State	16.7	33.3	33.3	16.7	27.8	55.6	16.7	0.0

Grade 11 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	39.1	39.1	21.7	0.0	39.1	43.5	17.4	0.0
	District	39.1	39.1	21.7	0.0	39.1	43.5	17.4	0.0
	State	13.2	27.1	37.5	22.2	13.3	62.4	22.7	1.6
Not Eligible	School								
	District								
	State	9.4	21.5	39.3	29.7	9.0	54.7	31.3	5.0

2007 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	No	2007-08 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	2007-08 State Improvement Status	Academic Watch Status

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	75.5		Yes	78.8		Yes			98.8	Yes
White	100.0	Yes	100.0	Yes	81.6		Yes	86.0		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	39.4		No	36.4		No				
Economically Disadvantaged	100.0	Yes	100.0	Yes	39.3		No	43.8	48.3	Yes			100.0	

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 72% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2006.

** Safe Harbor Targets of 55.0% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Dear Wheaton North Parents:

Welcome to the 2007 – 08 school year. As a district, our Vision is to be an exemplary, student-focused school district that is highly regarded for the competence and character of our students and the excellence of our people, programs, and learning environments. Our Mission is to inspire, educate, challenge, and support all students to reach their highest level of learning and personal development. Our Motto is “Inspiring in everyone a passion to excel.” Wheaton North High School could not achieve any of this without the commitment of our faculty and staff and the support of our community. We believe it is our responsibility to challenge all students to develop the skills necessary to be successful in life by asking students to reach beyond their potential, building relationships, and creating a climate of high expectations so students thrive under our guidance.

Our focus this year is “Celebrating Successes”. Fortunately, we have many things to celebrate. Wheaton North High School has been named to Newsweek’s Top 1000 High Performing High Schools nationally (based on data from our AP exams), and ranked 21st in the Chicago Sun Time’s Top 50 High Schools in Illinois (based on data from the PSAE). Although a majority of our students are achieving at or beyond their expected levels, as a school Wheaton North High School is not making adequate yearly progress. This year, our Adequate Yearly Progress (AYP) subgroups include our Economically Disadvantaged (SES) students and Students with Disabilities (IEP). We will continue to identify their needs through the School Improvement Process with the understanding that all students must thrive.

2007-08 Target Areas for Student Improvement

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

- Developing and applying reading skills across the curriculum 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 62.5% 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 62.5% on each of the PSAE sub groups’ math scores.

Rationale for Target Selection

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

Currently WN has 3 PSAE identified subgroups: white, IEP, and SES. Our 2007 PSAE data review indicates that even though as a school we are not making AYP, our students overall are performing at the required level in Reading (75.5%) and Math (78.8%) based on a 55% target.

- Our subgroups performed in Reading: white – 81.6%; IEP – 39.4%; SES – 39.3%.
- Our subgroups performed in Math: white – 86%; IEP – 36.4%; SES – 43.8%.

However, it should be noted that our 4 year trend data does demonstrate growth in all subgroups:

- In Reading: white – 77.6% to 81.6%; IEP – 25% to 39.4%; and SES – 30% to 39.3%
- In Math: white – 76% - 86%; IEP – 22.9% - 36.4%; and SES 34% - 43.8%

Strategies for Improvement

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

- Conduct a yearly data drive to accurately identify students needing assistance
- Implement reading strategies consistently across the curriculum and within content areas
- Implement an after school enrichment program for identified subgroup students. The program is designed to increase skills in reading, math, and test-taking
- Implement Key Train tutorial for identified subgroups
- Incorporate ACT/Work Keys concepts within the content areas
- Analyze the consistent use of critical content
- Analyze and implement best practice strategies across the curriculum
- Increase communication with parents in support of student specific academic performance
- Integrate the use of a Math Intervention course for first semester failures
- Implement the two-period Algebra block course
- Utilize Math Resource Room throughout the day, and before and after school
- Monitor the academic progress of incoming at-risk freshmen

Professional Development Opportunities

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

- School Improvement Team articulation and collaboration (data drives)
- Project CRISS training for all certified faculty (reading)
- Work Keys and Key Train Training (ACT)
- Understanding by Design training (curriculum delivery)
- Site Visits to schools making AYP (best practice)
- Collaboration in content specific Professional Learning Communities (best practice)
- New Teacher Mentor program (best practice)
- EdLine Training (parental communication)
- Revise Applied Math Critical Content (first semester math failures)
- Departmental School Improvement articulation and collaboration
- 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