

**NEUQUA VALLEY HIGH SCHOOL  
INDIAN PRAIRIE C U SCH DIST 204  
NAPERVILLE, 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/<br>Pacific<br>Islander | Native<br>American | Multi<br>racial<br>/Ethnic | Low-<br>Income<br>Rate | Limited-<br>English-<br>Proficient<br>Rate | High Sch.<br>Dropout<br>Rate | Chronic<br>Truancy<br>Rate | Mobility<br>Rate | Attendance<br>Rate | Total<br>Enrollment |
|-----------------|-------|-------|----------|-------------------------------|--------------------|----------------------------|------------------------|--|------------------------------|----------------------------|------------------|--------------------|---------------------|
| <b>School</b>   | 77.2  | 6.0   | 4.3      | 11.4                          | 0.2                | 0.8                        | 1.3                    | 1.8  | 0.2                          | 0.3                        | 12.5             | 93.3               | 3,791               |
| <b>District</b> | 70.5  | 8.4   | 5.8      | 12.9                          | 0.2                | 2.3                        | 4.1                    | 3.6  | 0.5                          | 0.2                        | 8.4              | 94.8               | 27,057              |
| <b>State</b>    | 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 |
|-----------------|---------|
| <b>School</b>   | 100.0   |
| <b>District</b> | 100.0   |
| <b>State</b>    | 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 |
|       |       |       |       |       | 21.4   |
|       |       |       |       |       | 22.4   |
|       |       |       |       |       | 19.7   |

**STUDENT-TO-STAFF RATIOS**

| Pupil-<br>Teacher<br>Elementary | Pupil-<br>Teacher<br>Secondary | Pupil-<br>Certified<br>Staff | Pupil-<br>Administrator |
|---------------------------------|--------------------------------|------------------------------|-------------------------|
| --                              | --                             | --                           | --                      |
| 19.3                            | 17.9                           | 13.8                         | 333.3                   |
| 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/<br>Pacific<br>Islander | Native<br>American | Male | Female | Total<br>Number |
|-----------------|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| <b>District</b> | 95.3  | 2.3   | 1.0      | 1.2                           | 0.1                | 22.2 | 77.8   | 1,664           |
| <b>State</b>    | 84.3  | 9.9   | 4.5      | 1.2                           | 0.2                | 23.5 | 76.5   | 128,079         |

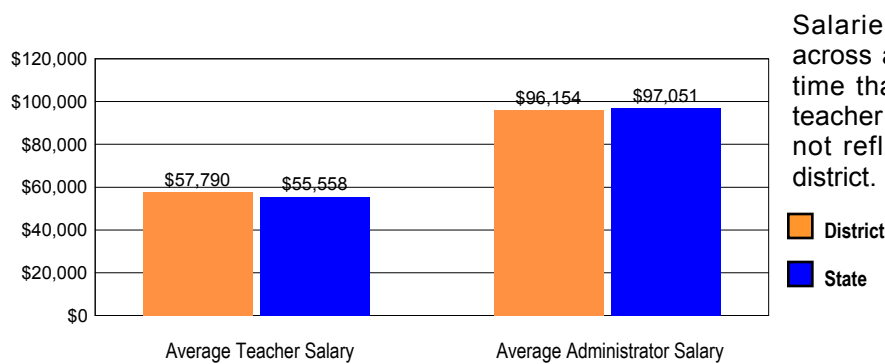
**TEACHER INFORMATION (Continued)**

|          | 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   | --                                  | --                                    | --                                  | 3.0   | 0.0  |
| District | 10.0                                | 44.7                                  | 55.3                                | 0.7   | 0.0  |
| State    | 13.6                                | 50.1                                  | 49.1                                | 1.9   | 1.8  |

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

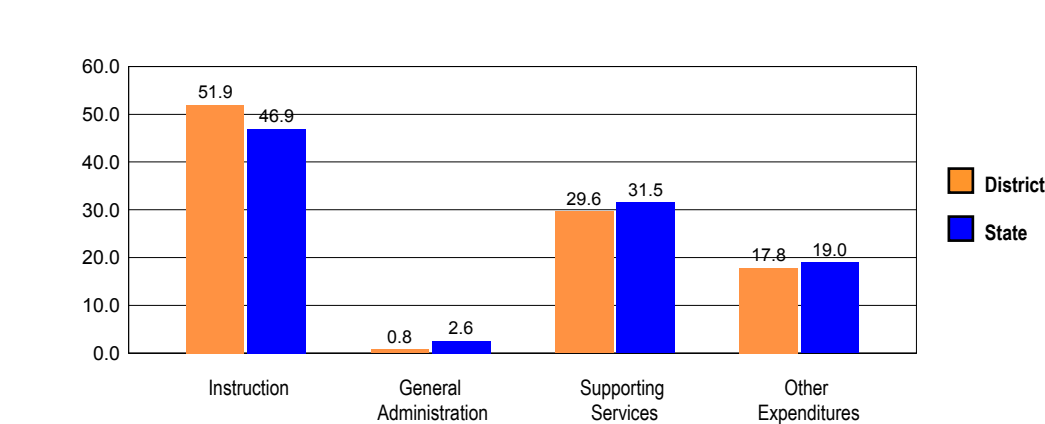
**SCHOOL DISTRICT FINANCES**

**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 2003-04 (Percentages)**



| REVENUE BY SOURCE 2003-04 |                      |            |         |
|---------------------------|----------------------|------------|---------|
|                           | District             | District % | State % |
| Local Property Taxes      | \$180,950,385        | 75.5       | 57.0    |
| Other Local Funding       | \$5,744,341          | 2.4        | 5.0     |
| General State Aid         | \$19,707,147         | 8.2        | 18.0    |
| Other State Funding       | \$26,829,674         | 11.2       | 11.9    |
| Federal Funding           | \$6,519,505          | 2.7        | 8.0     |
| <b>TOTAL</b>              | <b>\$239,751,052</b> |            |         |

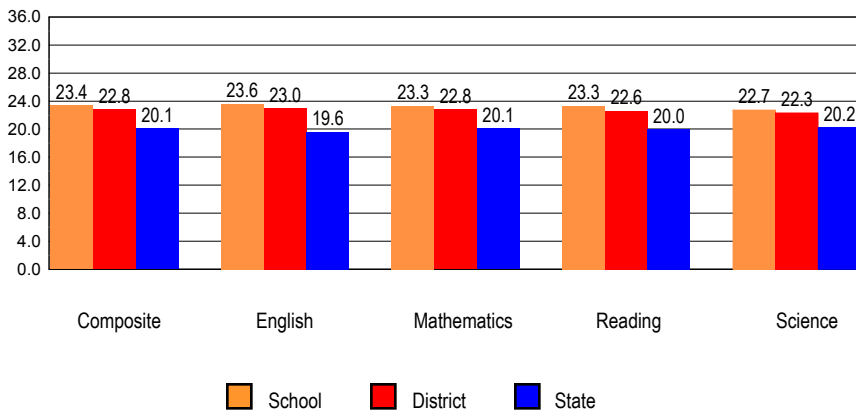
| EXPENDITURE BY FUND 2003-04                 |                      |            |         |
|---|----------------------|------------|---------|
|   | District             | District % | State % |
| Education                                   | \$164,087,379        | 65.3       | 71.5    |
| Operations & Maintenance                    | \$22,830,781         | 9.1        | 8.4     |
| Transportation                              | \$8,972,416          | 3.6        | 3.6     |
| Bond and Interest                           | \$28,279,174         | 11.3       | 6.5     |
| Rent  | \$0                  | 0.0        | 0.0     |
| Municipal Retirement/<br>Social Security    | \$4,606,439          | 1.8        | 1.6     |
| Fire Prevention & Safety                    | \$1,769,167          | 0.7        | 0.9     |
| Site & Construction/<br>Capital Improvement | \$20,619,531         | 8.2        | 7.5     |
| <b>TOTAL</b>                                | <b>\$251,164,887</b> |            |         |

| 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                   | \$140,061                                   | 5.00                                 | \$5,351                                     | \$8,666                                 |
| 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   | 825     | 100.0   |
| District | 1,531   | 98.3    |
| State    | 120,729 | 93.9    |

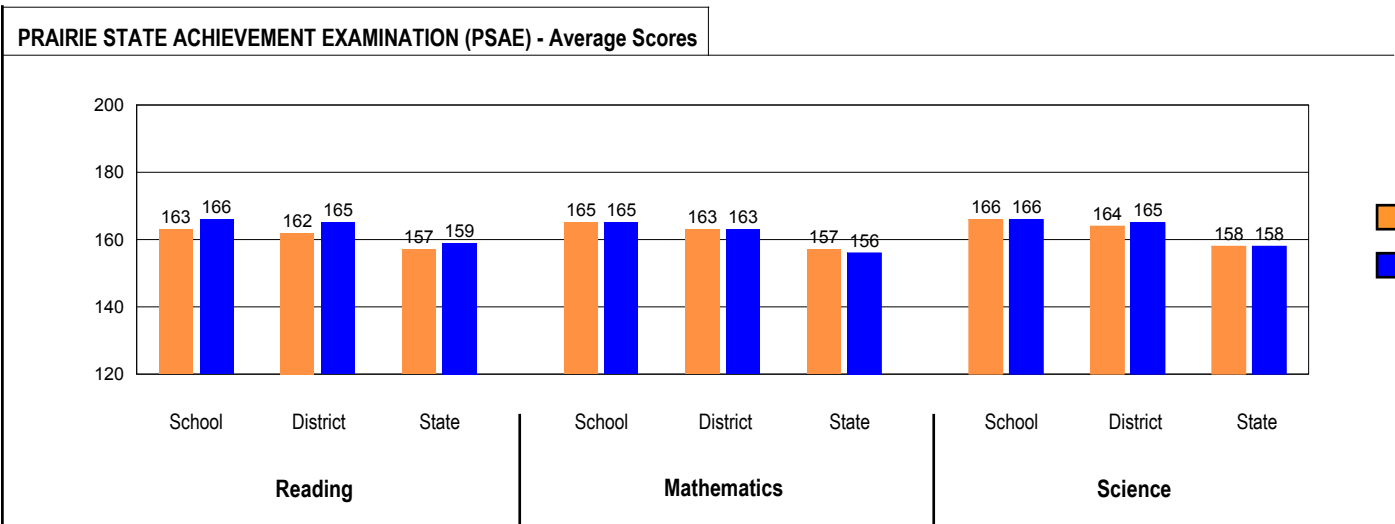
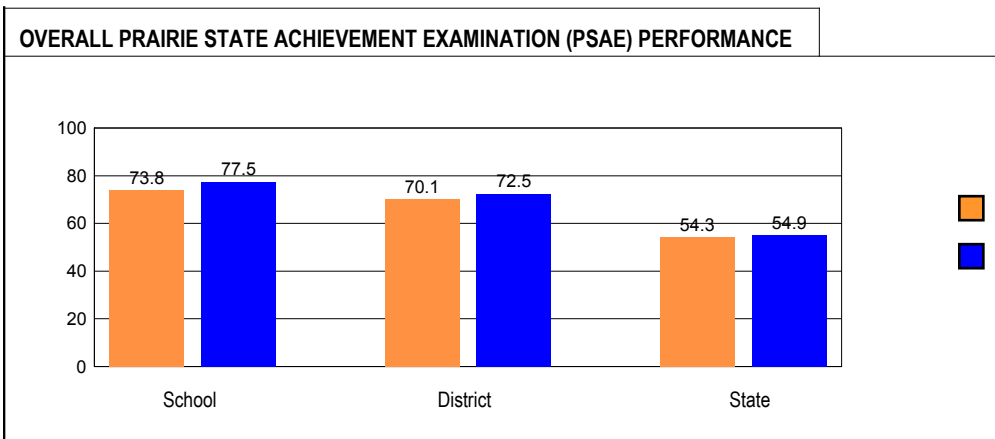
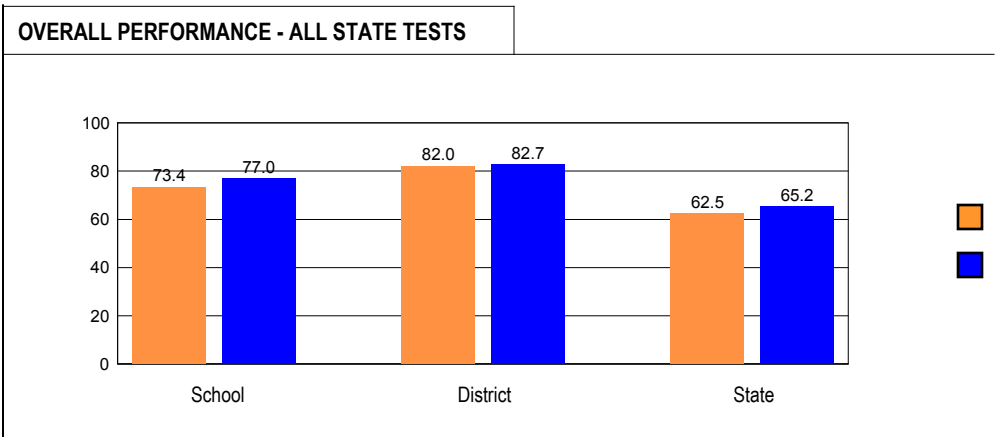
\* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAT testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose 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   | 99.4   | 99.3 | 99.5   | 99.4             | 100.0 | 97.6     | 100.0                  | 100.0           | 100.0                | 100.0 |         | 100.0                      | 100.0                      |
| District | 99.2   | 99.5 | 98.8   | 99.5             | 98.5  | 95.0     | 100.0                  | 100.0           | 100.0                | 80.5  |         | 98.7                       | 97.9                       |
| State    | 87.4   | 85.4 | 89.4   | 92.2             | 77.7  | 76.0     | 93.4                   | 86.0            | 91.7                 | 62.8  |         | 76.1                       | 75.8                       |

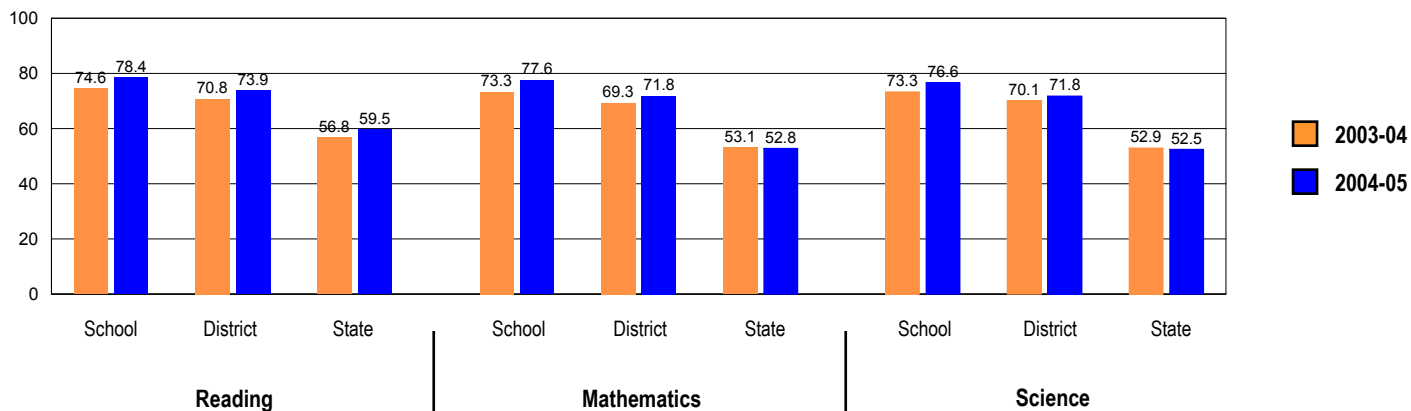
### OVERALL STUDENT PERFORMANCE

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.



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: 901

**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         | 925        | 475        | 450        | 696                      | 61         | 38         | 118                    | 0               | 12                   | 15         | 0          | 68                         | 8                          |
|          | Reading Mathematics | 0.0<br>0.0 | 0.0<br>0.0 | 0.0<br>0.0 | 0.0<br>0.0               | 0.0<br>0.0 | 0.0<br>0.0 | 0.0<br>0.0             | 0.0<br>0.0      | 0.0<br>0.0           | 0.0<br>0.0 |            | 0.0<br>0.0                 |                            |
| District | *Enrollment         | 8,442      | 4,286      | 4,156      | 5,883                    | 768        | 495        | 1,086                  | 7               | 203                  | 226        | 0          | 912                        | 407                        |
|          | Reading Mathematics | 0.1<br>0.1 | 0.1<br>0.1 | 0.1<br>0.1 | 0.1<br>0.1               | 0.0<br>0.0 | 0.0<br>0.0 | 0.2<br>0.2             |                 | 0.0<br>0.0           | 0.9<br>0.9 |            | 0.0<br>0.0                 | 0.0<br>0.0                 |
| State    | *Enrollment         | 621,620    | 316,666    | 304,954    | 357,742                  | 125,377    | 109,378    | 23,147                 | 998             | 4,798                | 43,196     | 194        | 89,769                     | 248,030                    |
|          | Reading Mathematics | 0.6<br>0.6 | 0.7<br>0.7 | 0.5<br>0.5 | 0.3<br>0.3               | 1.4<br>1.4 | 0.7<br>0.6 | 0.4<br>0.4             | 0.9<br>0.9      | 0.6<br>0.6           | 0.7<br>0.6 | 0.0<br>1.0 | 1.2<br>1.2                 | 0.8<br>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   | 3.2     | 18.3 | 54.1 | 24.3 | 2.9         | 19.6 | 62.2 | 15.3 | 2.3     | 21.1 | 56.0 | 20.5 |
| District | 4.5     | 21.6 | 51.0 | 22.9 | 4.9         | 23.3 | 58.1 | 13.7 | 4.0     | 24.2 | 52.2 | 19.6 |
| 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    |  |
| <b>Male</b>   |         |      |      |      |             |      |      |      |         |      |      |      |  |
| School        | 5.4     | 19.9 | 52.8 | 21.9 | 3.5         | 17.7 | 60.8 | 18.0 | 2.8     | 20.3 | 52.8 | 24.0 |  |
| District      | 6.8     | 22.6 | 50.1 | 20.5 | 6.1         | 21.1 | 55.9 | 17.0 | 4.9     | 22.8 | 49.1 | 23.2 |  |
| 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 |  |
| <b>Female</b> |         |      |      |      |             |      |      |      |         |      |      |      |  |
| School        | 0.9     | 16.7 | 55.5 | 26.8 | 2.3         | 21.5 | 63.7 | 12.6 | 1.8     | 21.9 | 59.5 | 16.9 |  |
| District      | 2.0     | 20.6 | 52.0 | 25.4 | 3.6         | 25.7 | 60.4 | 10.2 | 3.0     | 25.7 | 55.5 | 15.8 |  |
| 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    |  |
| <b>White</b>                  |         |      |      |      |             |      |      |      |         |      |      |      |  |
| School                        | 2.6     | 18.0 | 54.8 | 24.5 | 2.2         | 18.9 | 64.7 | 14.2 | 1.9     | 19.6 | 56.4 | 22.1 |  |
| District                      | 3.5     | 19.1 | 52.8 | 24.6 | 3.2         | 20.6 | 62.8 | 13.4 | 2.3     | 21.0 | 55.1 | 21.6 |  |
| 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 |  |
| <b>Black</b>                  |         |      |      |      |             |      |      |      |         |      |      |      |  |
| School                        | 9.1     | 23.6 | 50.9 | 16.4 | 8.6         | 29.3 | 55.2 | 6.9  | 8.6     | 29.3 | 53.4 | 8.6  |  |
| District                      | 13.4    | 38.4 | 39.6 | 8.5  | 19.8        | 40.1 | 36.5 | 3.6  | 18.6    | 41.3 | 34.7 | 5.4  |  |
| 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  |  |
| <b>Hispanic</b>               |         |      |      |      |             |      |      |      |         |      |      |      |  |
| School                        | 8.3     | 27.8 | 41.7 | 22.2 | 5.4         | 27.0 | 62.2 | 5.4  | 2.7     | 32.4 | 62.2 | 2.7  |  |
| District                      | 6.6     | 35.2 | 42.9 | 15.4 | 6.5         | 41.3 | 48.9 | 3.3  | 5.4     | 44.6 | 45.7 | 4.3  |  |
| 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  |  |
| <b>Asian/Pacific Islander</b> |         |      |      |      |             |      |      |      |         |      |      |      |  |
| School                        | 2.8     | 14.7 | 55.0 | 27.5 | 2.7         | 14.4 | 52.3 | 30.6 | 0.9     | 21.6 | 55.0 | 22.5 |  |
| District                      | 2.3     | 15.3 | 53.7 | 28.8 | 1.7         | 14.5 | 52.0 | 31.8 | 0.6     | 19.0 | 52.5 | 27.9 |  |
| 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 |  |
| <b>Native American</b>        |         |      |      |      |             |      |      |      |         |      |      |      |  |
| 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  |  |
| <b>Multiracial/Ethnic</b>     |         |      |      |      |             |      |      |      |         |      |      |      |  |
| School                        | 0.0     | 16.7 | 58.3 | 25.0 | 8.3         | 33.3 | 50.0 | 8.3  | 8.3     | 25.0 | 41.7 | 25.0 |  |
| District                      | 0.0     | 18.2 | 59.1 | 22.7 | 4.5         | 31.8 | 59.1 | 4.5  | 4.5     | 22.7 | 59.1 | 13.6 |  |
| 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    |  |
| <b>IEP</b>     |         |      |      |      |             |      |      |      |         |      |      |      |  |
| School         | 21.1    | 43.9 | 29.8 | 5.3  | 25.9        | 46.6 | 25.9 | 1.7  | 19.0    | 48.3 | 29.3 | 3.4  |  |
| District       | 36.5    | 42.1 | 18.3 | 3.2  | 39.4        | 42.5 | 17.3 | 0.8  | 33.1    | 46.5 | 18.9 | 1.6  |  |
| 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  |  |
| <b>Non-IEP</b> |         |      |      |      |             |      |      |      |         |      |      |      |  |
| School         | 2.0     | 16.6 | 55.8 | 25.6 | 1.3         | 17.7 | 64.7 | 16.3 | 1.2     | 19.2 | 57.9 | 21.7 |  |
| District       | 1.8     | 19.9 | 53.8 | 24.5 | 2.0         | 21.7 | 61.5 | 14.8 | 1.6     | 22.4 | 55.0 | 21.1 |  |
| 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 |  |

## 2005 ADEQUATE YEARLY PROGRESS (AYP) Status Report

|   |     |
|---|-----|
| Is this School making Adequate Yearly Progress (AYP)? | Yes |
| Is this School making AYP in Reading?                 | Yes |
| Is this School making AYP in Mathematics?             | Yes |

|   |                        |    |
|---|------------------------|----|
| Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act? |                        | No |
| 2005-06 Federal Improvement Status  |                        |    |
| 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 |
| <b>State AYP Minimum Target</b>   | 95.0                          |         | 95.0        |         | 47.5                                  |                       |         | 47.5        |                       |         | 89.0             |         | 67.0            |         |
| <b>All</b>                        | 100.0                         | Yes     | 100.0       | Yes     | 78.2                                  |                       | Yes     | 77.5        |                       | Yes     |                  |         | 99.4            | Yes     |
| <b>White</b>                      | 100.0                         | Yes     | 100.0       | Yes     | 79.2                                  |                       | Yes     | 79.1        |                       | Yes     |                  |         |                 |         |
| <b>Black</b>                      | 100.0                         | Yes     | 100.0       | Yes     | 66.7                                  |                       | Yes     | 61.7        |                       | Yes     |                  |         |                 |         |
| <b>Hispanic</b>                   |                               |         |             |         |                                       |                       |         |             |                       |         |                  |         |                 |         |
| <b>Asian/Pacific Islander</b>     | 100.0                         | Yes     | 100.0       | Yes     | 82.1                                  |                       | Yes     | 82.5        |                       | Yes     |                  |         |                 |         |
| <b>Native American</b>            |                               |         |             |         |                                       |                       |         |             |                       |         |                  |         |                 |         |
| <b>Multiracial /Ethnic</b>        |                               |         |             |         |                                       |                       |         |             |                       |         |                  |         |                 |         |
| <b>LEP</b>                        |                               |         |             |         |                                       |                       |         |             |                       |         |                  |         |                 |         |
| <b>Students with Disabilities</b> | 100.0                         | Yes     | 100.0       | Yes     | 33.9                                  | 41.1                  | Yes     | 30.2        | 25.6                  | Yes     |                  |         | 100.0           |         |
| <b>Economically Disadvantaged</b> |                               |         |             |         |                                       |                       |         |             |                       |         |                  |         |                 |         |

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

- 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.
- 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.\*\*\*
- 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.
- 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.

Neuqua Valley continues to make significant progress in regards to teaching and learning. Staff and students evaluated our progress the previous year and instituted these two goals:

**Goal 1: All students will meet or exceed reading standards as measured by the Illinois State Assessments.**

**1.1 Objective: Identify students who do not meet the standard and enroll them in a Reading Workshop Class.**

Through a battery of assessments, we will have successfully identified struggling readers performing below mandated levels of acceptance and enroll them in the Reading Workshop class. This class, when taken concurrently with an English I class, will enable and empower students to attack reading passages in varied situations. The Gates/MacGinitie Test, EXPLORE Test, and careful monitoring of students through classroom assessments will be the measure by which we will assess both placement and progress.

**1.2 Objective: Infuse reading strategies in all curricular areas.**

We have enlisted the professional services of our Reading Specialists to present strategies-based content to the staff during the School Improvement Days. Direct Instruction takes place, as does consultation periods with specific courses and departments. Already in place in many content areas, their direct and pragmatic suggestions make it possible for students to manage and manipulate close reading passages similar to those found on nationally recognized standardized tests. Many departments have already responded in kind by using close passages as a part of their regular curriculum and as measures of mastery in both unit and semester exams.

**Goal 2: All students will meet or exceed mathematics standards as measured by the Illinois State Assessments.**

**2.1 Objective: Study current program sequences reviewing alignment with standards acquisition.**

After analyzing the trend-data, we have proposed a realignment of the pre-Algebra courses to offer students a more effective path to meeting state requirements. By condensing these course options for the students not meeting standards, we hope to provide an earlier saturation of concepts that will lead to a more efficient acquisition of material.

**2.2 Objective: Modify instruction and local assessments to include elements reflecting those of state assessments.**

Built within the current curriculum will be increasing attention to the format and style of state assessments. By investing question stems, we will better equip our staff to instruct students not only in mastering the content but also in familiarizing them with question types. This familiarity will then lead to categorizing areas of focus which will allow students to develop the critical thinking skills to achieve success. Within the proposed curriculum will be built multiple and varied skill assessment to ensure that students have had an opportunity for assessment, remediation, and mastery of objective concepts.