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October 28, 2007

Dear Parents/Guardians,

On January 8, 2002, the No Child Left Behind Bill (PL 107-110) was signed. This bill was designed to create added accountability for schools and to ensure the success all students regardless of their unique differences. The law has created mechanisms to examine the level of achievement in reading and mathematics.

The State of Illinois uses the results of the Prairie State Achievement Exam to determine whether each school is making Annual Yearly Progress (AYP). Each state defines "proficient" differently. Illinois uses the number of students who are "meeting" or "exceeding" standards as its measure of growth and achievement. The combined percentage of students meeting and exceeding standards determines a school's growth in reading and math as well as whether sufficient growth has been achieved for each sub-group. To have a statistically valid sub-group, there must be at least 45 students identified in that group in the school's 11<sup>th</sup> grade. Subgroups at Woodstock High School are white students, Hispanic students, and economically disadvantaged students. Within these sub-groups are varying degrees of achievement needed to indicate sufficient attainment of AYP goals.

When seen as an entire group, our school is meeting state standards; 57.5% of our students are meeting or exceeding standards in reading, and 56% meet the same level in mathematics. However, when we disaggregate the data, it becomes clear that not all of our student population is performing satisfactorily. Our Hispanic sub-group failed to meet AYP in both reading and math. Our economically disadvantaged students also failed to reach AYP in both reading and math. These four subgroup's lack of progress is what has extended our stay on the list of schools not achieving adequately.

As you can see by the following description of our School Improvement Plan, we have a lot of strategies to reverse this trend and get ourselves "off of the list". Woodstock High School is confident that we have an active plan that will help us improve these disappointing scores. As you can see by the following plan we have a thorough plan to help everyone work on this problem together.

No Child Left Behind is a very controversial and challenging piece of legislation. At Woodstock High School we aspire to excellence in all aspects of our school; not just mathematics and reading. To be clear, we are 100% committed to the importance of ensuring that every student who enters our doors will exit after four years with the skills needed to thrive in an information age regardless of the color of their skin, their ability to learn, or their family economic position. We don't have time to make excuses; we are focused on improvement. We believe that all students are important and have the ability to learn. Last year brought tremendous improvement, but we still have room to grow. We will rely on the data to show if our improvement techniques are effective.

Thanks for allowing me the chance to speak to you about our school and our goals. Please feel free to reach me if you have any concerns or questions about No Child Left Behind or any of our programs at Woodstock High School.

Sincerely,

A handwritten signature in black ink that reads "Corey Tafoya".

Corey Tafoya  
[ctafoya@d200.mchenry.k12.il.us](mailto:ctafoya@d200.mchenry.k12.il.us)

**WOODSTOCK HIGH SCHOOL  
WOODSTOCK CUSD 200  
WOODSTOCK, 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>                                  | 75.2  | 1.5   | 20.5     | 1.2                           | 0.3                | 1.4                        | 25.7                   | 2.4  | 2.2                          | 1.9                        | 8.9              | 92.9               | 1,920               |
| <b>District</b>                                | 68.9  | 1.8   | 25.8     | 1.5                           | 0.2                | 1.9                        | 30.7                   | 11.3                                       | 2.2                          | 0.8                        | 11.9             | 94.2               | 6,390               |
| <b>State</b>                                   | 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-<br>Teacher<br>Elementary | Pupil-<br>Teacher<br>Secondary | Pupil-<br>Certified<br>Staff | Pupil-<br>Administrator |
| <b>School</b>     | 93.5    | --                              | --                             | --                           | --                      |
| <b>District</b>   | 97.4    | 21.2                            | 20.9                           | 14.3                         | 224.7                   |
| <b>State</b>      | 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 |
| <b>School</b>  |   |   |   |   |   |   |   |   |   | 16.6   |
| <b>District</b>  |   |   |   |   |   |   |   |   |   | 16.6   |
| <b>State</b>   |   |   |   |   |   |   |   |   |   | 18.9   |

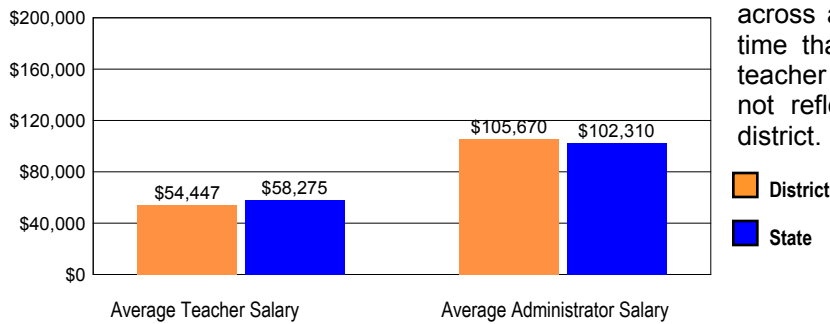
| TEACHER INFORMATION (Full-Time Equivalents) |       |       |          |                               |                    |      |        |                 |
|---|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
|   | White | Black | Hispanic | Asian/<br>Pacific<br>Islander | Native<br>American | Male | Female | Total<br>Number |
| <b>District</b>                             | 95.4  | 0.0   | 3.7      | 0.7                           | 0.3                | 25.9 | 74.1   | 358             |
| <b>State</b>                                | 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                            | --                                  | --                                    | --                                  | 2.8   | 8.3  |
| District                          | 11.5                                | 41.1                                  | 58.9                                | 4.6   | 4.4  |
| State                             | 12.9                                | 47.6                                  | 52.3                                | 1.5   | 3.2  |

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

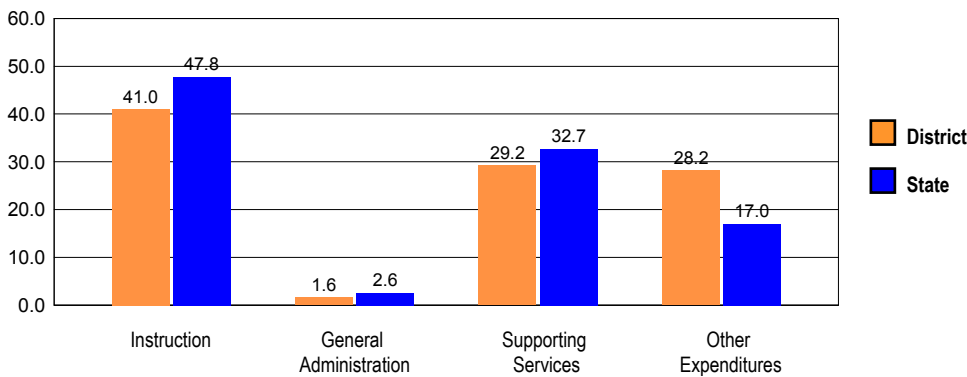
## SCHOOL DISTRICT FINANCES

### 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      | \$47,501,957        | 69.6       | 58.8    |
| Other Local Funding       | \$4,000,544         | 5.9        | 6.0     |
| General State Aid         | \$6,989,181         | 10.2       | 18.2    |
| Other State Funding       | \$5,932,773         | 8.7        | 9.3     |
| Federal Funding           | \$3,868,587         | 5.7        | 7.7     |
| <b>TOTAL</b>              | <b>\$68,293,042</b> |            |         |

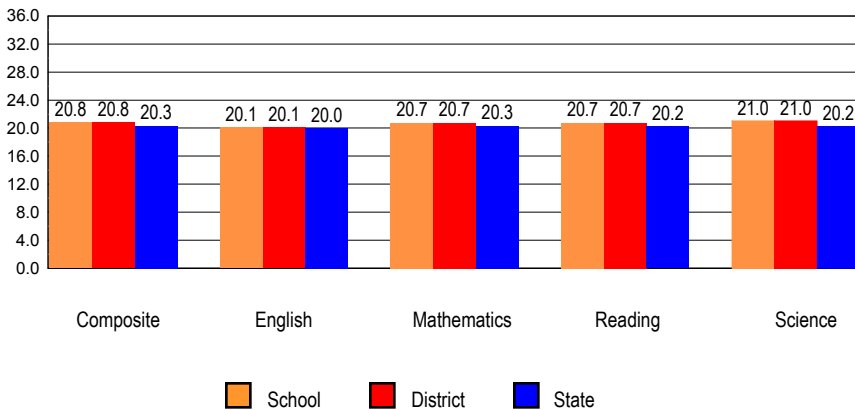
| EXPENDITURE BY FUND 2005-06                 |                     |            |         |
|---|---------------------|------------|---------|
|   | District            | District % | State % |
| Education                                   | \$42,464,715        | 60.8       | 73.0    |
| Operations & Maintenance                    | \$9,580,442         | 13.7       | 8.6     |
| Transportation                              | \$3,290,026         | 4.7        | 3.9     |
| Bond and Interest                           | \$5,337,269         | 7.6        | 6.2     |
| Rent  | \$0                 | 0.0        | 0.0     |
| Municipal Retirement/<br>Social Security    | \$1,473,381         | 2.1        | 1.8     |
| Fire Prevention & Safety                    | \$6,391,341         | 9.1        | 1.1     |
| Site & Construction/<br>Capital Improvement | \$1,352,941         | 1.9        | 5.4     |
| <b>TOTAL</b>                                | <b>\$69,890,115</b> |            |         |

| 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                   | \$143,361                                   | 4.74                                 | \$5,241                                     | \$9,206                                 |
| 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.

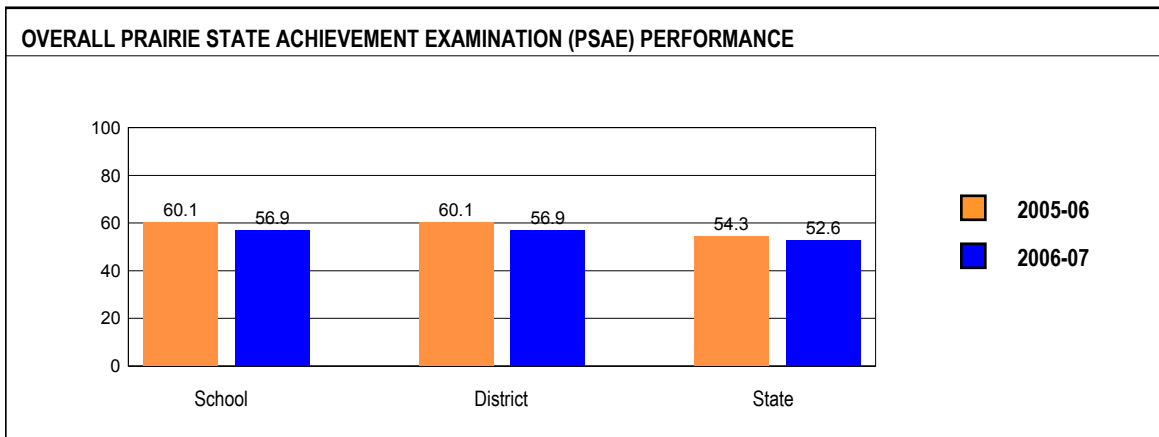
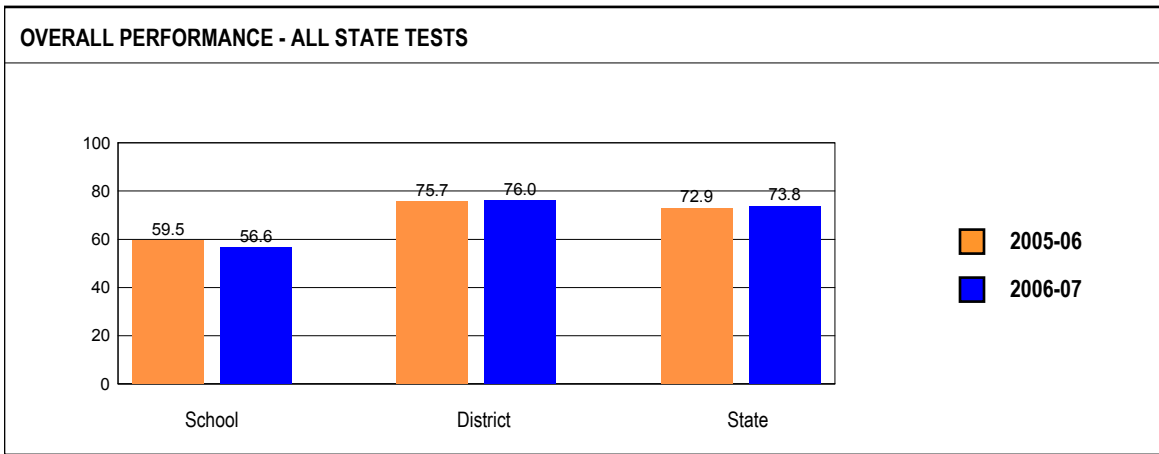
\* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose 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   | 88.2   | 83.3 | 93.7   | 92.7             | 75.0  | 66.7     | 100.0                  | 50.0            | 100.0                | 42.1 |         | 77.1                       | 68.9                       |
| District | 88.2   | 83.3 | 93.7   | 92.7             | 75.0  | 66.7     | 100.0                  | 50.0            | 100.0                | 42.1 |         | 77.1                       | 68.9                       |
| State    | 85.9   | 83.1 | 88.7   | 92.2             | 73.8  | 73.4     | 93.5                   | 72.7            | 83.0                 | 69.1 |         | 71.9                       | 74.9                       |

### OVERALL STUDENT PERFORMANCE

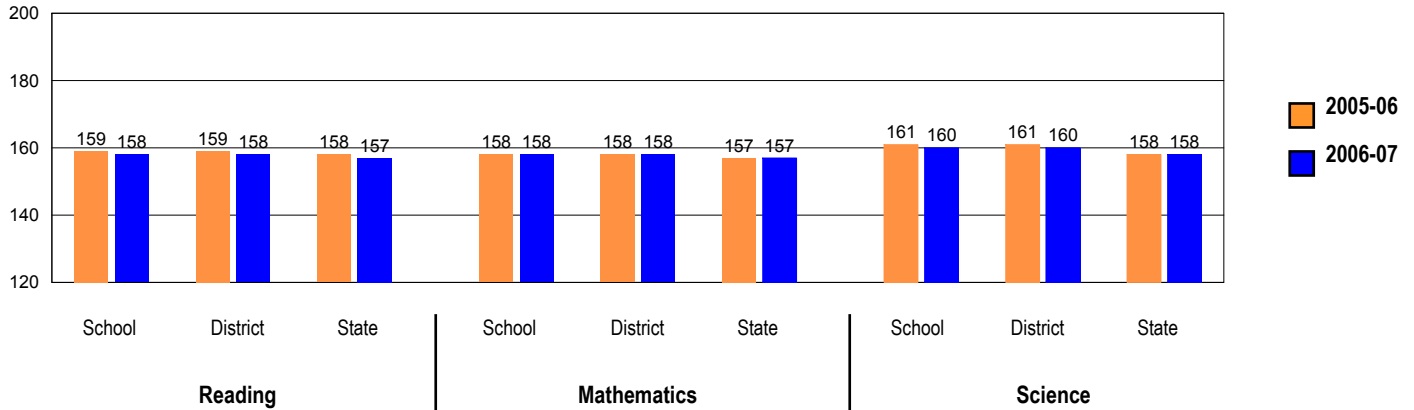
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics and science.



**PSAE PERFORMANCE**

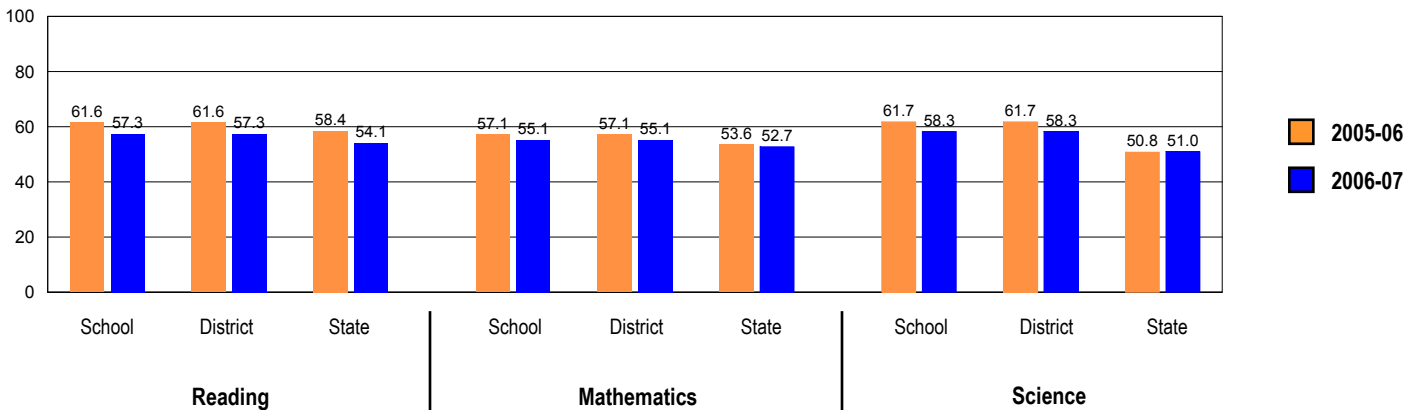
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics and science on PSAE.

**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: 412

**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            | 439        | 231        | 208        | 341                      | 5          | 76         | 7                      | 2               | 8                    | 11         |            | 37                         | 99                         |
|   | Reading<br>Mathematics | 0.7<br>0.7 | 0.4<br>0.4 | 1.0<br>1.0 | 0.6<br>0.6               |            | 1.3<br>1.3 |                        |                 |                      | 0.0<br>0.0 |            | 0.0<br>0.0                 | 1.0<br>1.0                 |
| District  | *Enrollment            | 3,181      | 1,630      | 1,551      | 2,253                    | 63         | 755        | 49                     | 10              | 51                   | 329        |            | 422                        | 981                        |
|   | Reading<br>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 | 0.1<br>0.1 | 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                 | 0.1<br>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<br>Mathematics | 0.2<br>0.2 | 0.1<br>0.1 | 0.1<br>0.1 | 0.1<br>0.1               | 0.2<br>0.2 | 0.1<br>0.1 | 0.1<br>0.1             | 0.2<br>0.2      | 0.0<br>0.0           | 0.2<br>0.2 | 0.2<br>0.2 | 0.5<br>0.5                 | 0.1<br>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   | 7.0     | 35.7 | 47.6 | 9.7  | 5.3         | 39.6 | 46.8 | 8.3 | 5.6     | 36.2 | 46.1 | 12.1 |
| District | 7.0     | 35.7 | 47.6 | 9.7  | 5.3         | 39.6 | 46.8 | 8.3 | 5.6     | 36.2 | 46.1 | 12.1 |
| 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   | 6.9  | 36.4 | 46.1 | 10.6        | 5.5  | 34.1 | 50.7 | 9.7     | 5.1 | 33.2 | 45.2 | 16.6 |
|        | District | 6.9  | 36.4 | 46.1 | 10.6        | 5.5  | 34.1 | 50.7 | 9.7     | 5.1 | 33.2 | 45.2 | 16.6 |
|        | 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   | 7.2  | 34.9 | 49.2 | 8.7         | 5.1  | 45.6 | 42.6 | 6.7     | 6.2 | 39.5 | 47.2 | 7.2  |
|        | District | 7.2  | 34.9 | 49.2 | 8.7         | 5.1  | 45.6 | 42.6 | 6.7     | 6.2 | 39.5 | 47.2 | 7.2  |
|        | 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   | 3.7  | 33.8 | 50.8 | 11.7        | 3.7  | 35.4 | 51.4 | 9.5     | 3.7  | 31.4 | 50.5 | 14.5 |
|                        | District | 3.7  | 33.8 | 50.8 | 11.7        | 3.7  | 35.4 | 51.4 | 9.5     | 3.7  | 31.4 | 50.5 | 14.5 |
|                        | 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   |      |      |      |             |      |      |      |         |      |      |      |      |
|                        | District |      |      |      |             |      |      |      |         |      |      |      |      |
|                        | 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   | 21.5 | 47.7 | 29.2 | 1.5         | 13.8 | 60.0 | 24.6 | 1.5     | 12.3 | 60.0 | 24.6 | 3.1  |
|                        | District | 21.5 | 47.7 | 29.2 | 1.5         | 13.8 | 60.0 | 24.6 | 1.5     | 12.3 | 60.0 | 24.6 | 3.1  |
|                        | 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   |      |      |      |             |      |      |      |         |      |      |      |      |
|                        | District |      |      |      |             |      |      |      |         |      |      |      |      |
|                        | 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   | 41.9 | 45.2 | 9.7  | 3.2         | 29.0 | 61.3 | 9.7  | 0.0     | 41.9 | 45.2 | 12.9 | 0.0  |
|         | District | 41.9 | 45.2 | 9.7  | 3.2         | 29.0 | 61.3 | 9.7  | 0.0     | 41.9 | 45.2 | 12.9 | 0.0  |
|         | 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   | 4.2  | 34.9 | 50.7 | 10.2        | 3.4  | 37.8 | 49.9 | 8.9     | 2.6  | 35.4 | 48.8 | 13.1 |
|         | District | 4.2  | 34.9 | 50.7 | 10.2        | 3.4  | 37.8 | 49.9 | 8.9     | 2.6  | 35.4 | 48.8 | 13.1 |
|         | 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   | 17.2 | 54.0 | 26.4 | 2.3         | 13.8 | 56.3 | 28.7 | 1.1     | 12.6 | 57.5 | 25.3 | 4.6  |
|                          | District | 17.2 | 54.0 | 26.4 | 2.3         | 13.8 | 56.3 | 28.7 | 1.1     | 12.6 | 57.5 | 25.3 | 4.6  |
|                          | 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   | 4.3  | 30.8 | 53.2 | 11.7        | 3.1  | 35.1 | 51.7 | 10.2    | 3.7  | 30.5 | 51.7 | 14.2 |
|                          | District | 4.3  | 30.8 | 53.2 | 11.7        | 3.1  | 35.1 | 51.7 | 10.2    | 3.7  | 30.5 | 51.7 | 14.2 |
|                          | 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 |

## 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 |
| <b>State AYP Minimum Target</b>   | 95.0                          |         | 95.0        |         | 55.0                                  |                       |         | 55.0        |                       |         | 90.0             |         | 72.0            |         |
| <b>All</b>                        | 99.3                          | Yes     | 99.3        | Yes     | 56.9                                  |                       | Yes     | 55.1        |                       | Yes     |                  |         | 88.2            | Yes     |
| <b>White</b>                      | 99.4                          | Yes     | 99.4        | Yes     | 61.7                                  |                       | Yes     | 61.7        |                       | Yes     |                  |         |                 |         |
| <b>Black</b>                      |                               |         |             |         |                                       |                       |         |             |                       |         |                  |         |                 |         |
| <b>Hispanic</b>                   | 98.7                          | Yes     | 98.7        | Yes     | 33.3                                  | 36.1                  | No      | 24.2        | 29.9                  | No      |                  |         | 66.7            |         |
| <b>Asian/Pacific Islander</b>     |                               |         |             |         |                                       |                       |         |             |                       |         |                  |         |                 |         |
| <b>Native American</b>            |                               |         |             |         |                                       |                       |         |             |                       |         |                  |         |                 |         |
| <b>Multiracial /Ethnic</b>        |                               |         |             |         |                                       |                       |         |             |                       |         |                  |         |                 |         |
| <b>LEP</b>                        |                               |         |             |         |                                       |                       |         |             |                       |         |                  |         |                 |         |
| <b>Students with Disabilities</b> |                               |         |             |         |                                       |                       |         |             |                       |         |                  |         |                 |         |
| <b>Economically Disadvantaged</b> | 99.0                          | Yes     | 99.0        | Yes     | 28.6                                  | 35.6                  | No      | 28.6        | 38.2                  | No      |                  |         | 68.9            |         |

### 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.

## PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the 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 the differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

Woodstock High School is intensively looking at school improvement again during the 2007-08 school year. A combination of curriculum changes, staff development, parental programs, departmental initiatives, and student initiatives are planned for the year.

### **Curriculum**

Last year the Division Council created a number of curricular changes that will help enhance the rigor and breadth of our curriculum. Opportunities were expanded in pre-engineering with our new Project Lead the Way course "Introduction to Engineering Design." Students have many new art opportunities. Fourth year German and Spanish will be replaced with more challenging AP German and AP Spanish classes. A dual-credit PE course with our local community college has been created. Most importantly, to increase the rigor of our curriculum, all ninth graders will take standard level World History and Geoscience classes. The school is eliminating remedial level classes that offered lesser depth and exposure of material to our students. All ninth graders will enter into high school and take the level 4 "College Prep" track during their four years of high school without an option to take a lower level class. Sophomore remedial classes will be eliminated for the 2008-09 school year and they are completely removed from the curriculum the following year. This effort will ensure that we raise the expectations of all students and not set sub-standard expectations for any student.

An Advance Placement Committee will also look at the AP courses at Woodstock High School and for ways we can improve performance as well as increase participation in these classes.

### **Staff Development**

The "late start" days that were utilized so effectively for 2006-07 will return for the 2007-08 school year. The late start days provide staff time to work together collectively on curriculum enhancement, instructional strategies, and course content alignment prior to the opening of the new high school in Woodstock. Half of our twelve late-start days will be spent working in our Critical Learning Communities where staff are placed in small groups to talk about instructional issues. The other half are designed for staff to work on the establishment of curriculum in finalized maps for the advent of Woodstock North and its staff. We will also hold the second "What Works!" seminar. Staff present new and innovative ideas on what they are doing in classes.

### **Parental Programs**

A combination of new technology and old-fashioned hard work will increase parental involvement rise this year. Our new school website, [www.woodstockbluestreaks.org](http://www.woodstockbluestreaks.org), is already receiving terrific reviews from parents who want to stay updated with events at school. The website also provides a link that allows parents to see real-time attendance

and grades within a teacher's gradebook. This instant access to information will help our parents stay current with information about their child's progress.

Our staff will set a goal to have 85% of parents attend parent/teacher conferences this fall. Last year 55% of our parents attended conferences, and we feel we can really boost those numbers this year with more personal contact. Teachers and administrators will be contacting parents via telephone, mail, email, and direct conversation.

In late October, we will send the KeyTrain passwords to parents. Allowing parents access to this tool will improve their son or daughter's chance at demonstrating proficiency on the state test.

### **Departmental Initiatives**

Every department at Woodstock High School is also working on initiatives that will assist in the overall PSAE performance of our students. The English department is focusing for the type of writing required on the ACT. The math department is working on extra help on graph reading. Multiple departments are working on developing vocabulary. These independent measures infused into the daily instruction of teachers will surely benefit the greater student body as we narrow our focus on state goals.

The departments are also working on completing curriculum maps to ensure that our curriculum is aligned to state standards as well as beneficial to our students. This curriculum examination and revision will be very important as we go to a district high school curriculum.

Each department will also utilize the results of the MAP testing to determine what levels of improvement are being achieved in math, reading, and English. MAP testing is a computer based test that allows students to pinpoint their grade level proficiency. Providing this "leading" data to staff will help them monitor students and alter their instruction accordingly. Our computer-based skill improvement, KeyTrain, will also be used more widely this year within departments. For example, every member of the special education department was trained to use this interactive tool this year.

### **Student Initiatives**

It's very important that we make sure students are getting direct assistance based on their evidence of need or self-referral. Each student who under-performed on last year's PLAN test will take nine weeks of reading and math class in our Skills Lab setting. We know that each student will receive specific and individualized instruction that will assist in improving their scores. Recent data shows that students in these classes are making quantifiable gains.

There will also be ACT preparation courses offered both during and after school in the areas of reading and math. Students recommended for these courses are invited to attend based on their own self-referral from the questionnaire on the PLAN test. Students

indicated that they would like to get extra help, and we're more than happy to oblige them.

A number of different elements of the *Cum Laude* Graduate program will also reinforce and reward outstanding academic achievement. This goal will insure that students are serious about their education as well as setting achievement goals.

Our five year goal plan is in its second year and we experienced positive growth in most areas. This plan is a benchmark for our own successes as well as a measure of our expectation for continual improvement.