

Sycamore High School
Sycamore CUSD 427
Sycamore, 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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAT with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

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	89.8	2.8	4.1	1.2	0.6	1.6	5.1	0.2	0.7	1.9	6.9	92.0	1,154
District	85.2	2.9	6.5	1.7	0.7	2.9	14.2	2.0	0.7	1.3	9.3	94.2	3,672
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5	4.1	2.5	14.9	93.3	2,074,167

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

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

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

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

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	75.0
District	90.8
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	17.7	19.9	13.4	229.5
State	18.3	18.0	13.5	211.6

* 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										22.9
District										22.9
State										19.6

TEACHER INFORMATION (Full-Time Equivalents)

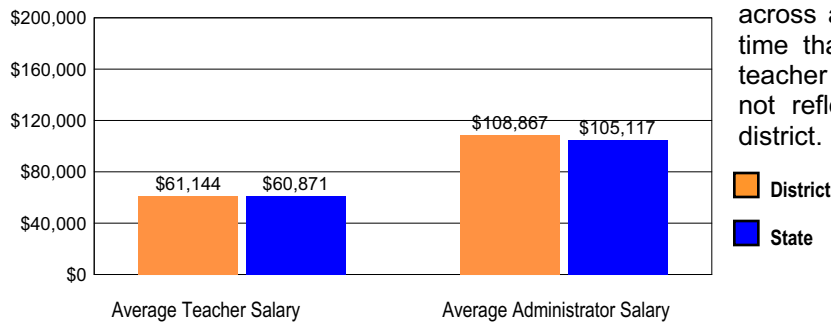
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.0	2.2	0.4	0.4	0.0	28.0	72.0	232
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	12.1	41.8	58.2	0.0	0.0
State	12.4	46.7	53.2	0.7	0.7

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

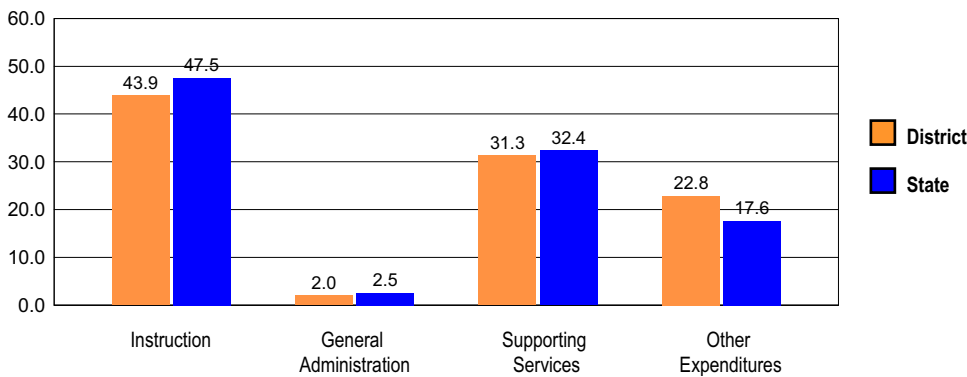
SCHOOL DISTRICT FINANCES

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 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07			
	District	District %	State %
Local Property Taxes	\$22,109,069	59.0	57.6
Other Local Funding	\$3,962,005	10.6	7.3
General State Aid	\$7,393,185	19.7	18.1
Other State Funding	\$3,331,272	8.9	9.7
Federal Funding	\$651,110	1.7	7.3
TOTAL	\$37,446,641		

EXPENDITURE BY FUND 2006-07			
	District	District %	State %
Education	\$25,599,286	65.2	72.6
Operations & Maintenance	\$6,952,224	17.7	8.5
Transportation	\$2,239,838	5.7	3.9
Bond and Interest	\$3,115,706	7.9	6.7
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$960,498	2.4	1.8
Fire Prevention & Safety	\$410,808	1.0	0.9
Site & Construction/ Capital Improvement	\$0	0.0	5.6
TOTAL	\$39,278,360		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$121,431	5.16	\$5,232	\$9,603
State	**	**	\$5,808	\$9,907

** 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.

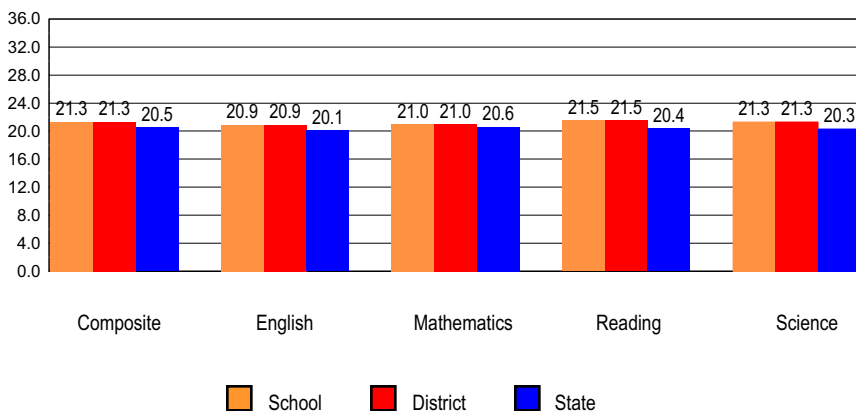
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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 2008 *



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.

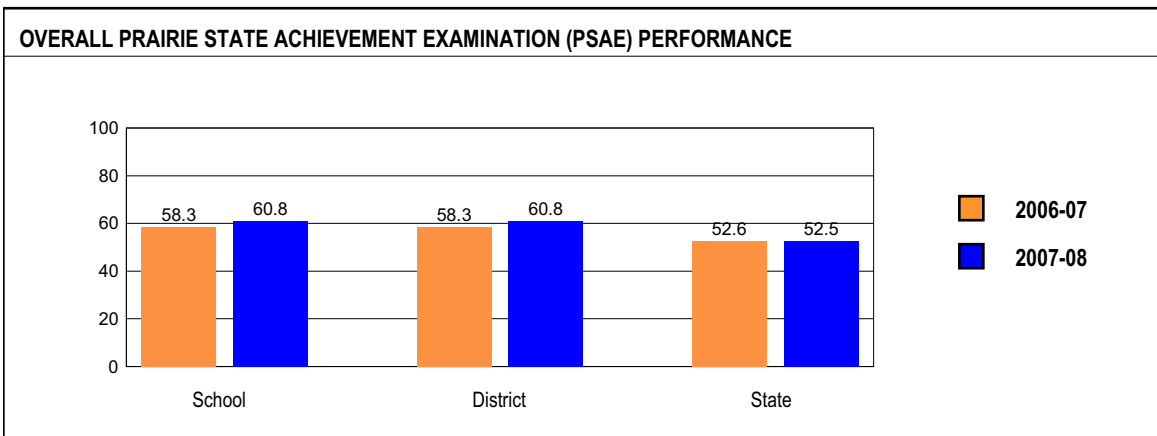
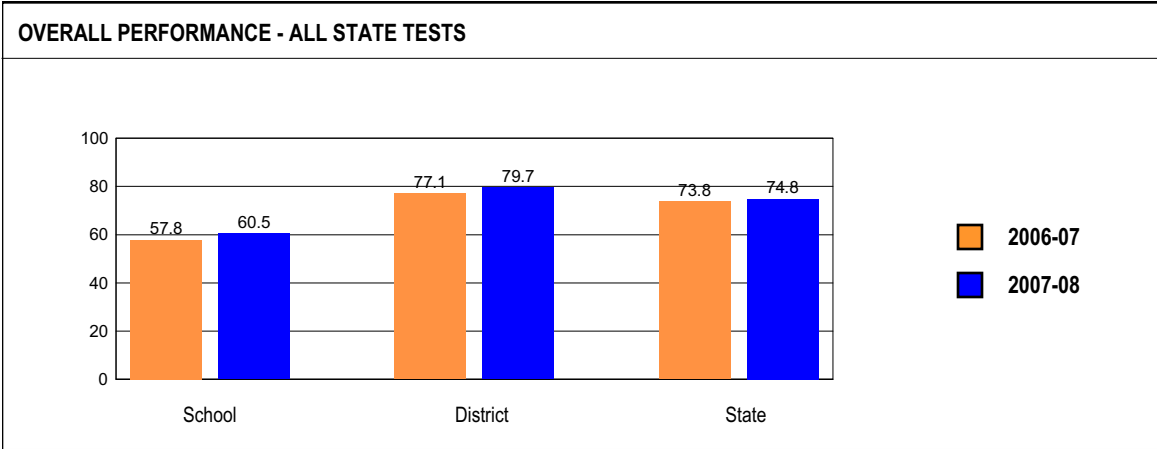
HIGH SCHOOL GRADUATION RATE

	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	87.5	81.6	93.2	89.4	60.0	75.0	100.0	50.0	100.0			62.5	30.0
District	87.5	81.6	93.2	89.4	60.0	75.0	100.0	50.0	100.0			62.5	30.0
State	86.5	84.2	88.8	92.5	74.9	75.7	93.4	75.3	87.6			81.2	78.2

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.

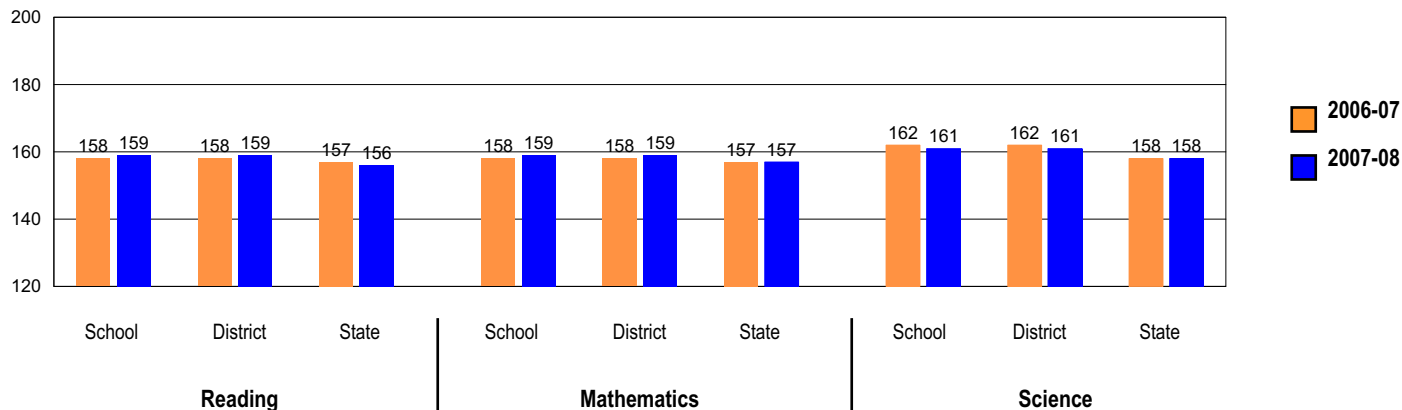
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PSAE PERFORMANCE

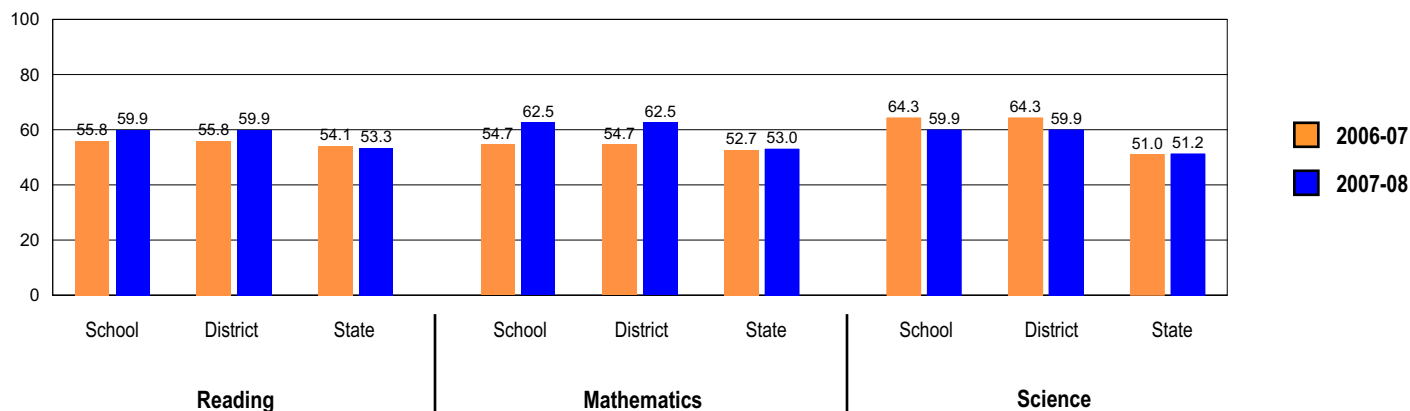
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

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 2008: 280

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 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.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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 FOR READING AND MATHEMATICS														
		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	287	154	133	262	5	11	6	1	2			3	30
	Reading Mathematics	0.3 0.3	0.6 0.6	0.0 0.0	0.4 0.4		0.0 0.0							3.3 3.3
District	*Enrollment	1,967	1,013	954	1,658	65	147	31	14	52	35		152	384
	Reading Mathematics	0.2 0.2	0.3 0.3	0.0 0.0	0.1 0.1	0.0 0.0	0.7 0.7	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.7 0.7	0.5 0.5
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading Mathematics	0.3 0.3	0.3 0.3	0.2 0.2	0.1 0.1	0.6 0.6	0.3 0.3	0.1 0.1	0.2 0.2	0.2 0.2	0.2 0.2	0.3 0.3	0.5 0.5	0.3 0.3

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		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	287	154	133	262	5	11	6	1	2			3	30
	Science	0.3	0.6	0.0	0.4		0.0							3.3
District	*Enrollment	852	437	415	733	27	56	13	3	20	9		48	159
	Science	0.2	0.5	0.0	0.1	0.0	1.8	0.0		0.0			2.1	1.3
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

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	7.6	32.5	46.2	13.7	8.6	28.9	50.0	12.5	5.7	34.4	45.5	14.3
District	7.6	32.5	46.2	13.7	8.6	28.9	50.0	12.5	5.7	34.4	45.5	14.3
State	10.1	36.6	42.9	10.4	11.1	35.9	42.2	10.8	9.5	39.3	40.4	10.8

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	10.1	35.6	41.6	12.8	12.6	27.2	43.7	16.6	8.0	31.3	41.3	19.3
	District	10.1	35.6	41.6	12.8	12.6	27.2	43.7	16.6	8.0	31.3	41.3	19.3
	State	12.4	36.3	41.1	10.1	11.0	33.5	42.8	12.7	10.0	35.7	40.7	13.7
Female	School	4.7	28.9	51.6	14.8	3.9	31.0	57.4	7.8	3.1	38.0	50.4	8.5
	District	4.7	28.9	51.6	14.8	3.9	31.0	57.4	7.8	3.1	38.0	50.4	8.5
	State	7.9	36.8	44.6	10.7	11.2	38.2	41.7	8.9	8.9	42.9	40.2	8.0

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	7.9	29.6	48.2	14.2	7.8	27.3	52.3	12.5	5.5	32.2	47.5	14.9
	District	7.9	29.6	48.2	14.2	7.8	27.3	52.3	12.5	5.5	32.2	47.5	14.9
	State	6.0	29.3	50.8	13.9	6.0	29.9	50.1	13.9	5.2	31.3	49.0	14.5
Black	School												
	District												
	State	20.2	54.9	23.3	1.6	27.5	51.8	19.6	1.0	21.3	60.4	17.3	1.0
Hispanic	School	0.0	80.0	20.0	0.0	10.0	70.0	20.0	0.0	0.0	80.0	20.0	0.0
	District	0.0	80.0	20.0	0.0	10.0	70.0	20.0	0.0	0.0	80.0	20.0	0.0
	State	18.4	50.7	28.3	2.6	17.6	49.7	30.3	2.3	16.5	55.9	25.3	2.3
Asian/Pacific Islander	School												
	District												
	State	6.3	29.8	47.3	16.6	3.7	18.9	49.0	28.5	4.6	25.1	50.1	20.2
Native American	School												
	District												
	State	9.3	40.9	40.9	8.9	11.7	40.1	40.5	7.8	12.5	38.5	39.7	9.3
Multiracial/Ethnic	School												
	District												
	State	8.0	37.6	43.3	11.1	11.1	36.6	42.4	9.9	8.4	41.1	40.4	10.0

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	11.1	63.0	25.9	0.0	27.6	44.8	27.6	0.0	14.3	60.7	25.0	0.0
	District	11.1	63.0	25.9	0.0	27.6	44.8	27.6	0.0	14.3	60.7	25.0	0.0
	State	19.6	52.0	26.2	2.3	22.3	50.3	25.5	1.9	19.4	57.0	21.7	1.9
Not Eligible	School	7.2	29.2	48.4	15.2	6.4	27.1	52.6	13.9	4.8	31.5	47.8	15.9
	District	7.2	29.2	48.4	15.2	6.4	27.1	52.6	13.9	4.8	31.5	47.8	15.9
	State	6.3	30.4	49.6	13.7	6.6	30.1	49.0	14.3	5.5	32.2	48.0	14.3

2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	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?	Yes	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 State Improvement 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		62.5			62.5			90.0		75.0	
All	99.7	Yes	99.7	Yes	59.7		Yes	62.3		Yes			87.5	Yes
White	99.6	Yes	99.6	Yes	62.5		Yes	64.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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. 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 school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

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

Sycamore High School is part of a K-12 unit school district located in Sycamore, Illinois. Student population is 1175 for the current school year. Sycamore High School met the state benchmark standards of the Federal law commonly known as "No Child Left Behind" by Adequate Yearly Progress (AYP) for the 2007-2008 school year. On the ACT Assessment, Sycamore High School students averaged 21.3 vs. 20.5 for the state. In the overall PSAE performance, Sycamore High School scored a 60.8 compared to a 52.5 for the state. While Sycamore High School continues to exceed state and federal testing guidelines, the school will continue to try and improve student performance.

To meet our goal of all students meeting or exceeding when assessed in the Illinois State Standards, District 427 is reviewing and writing articulated curriculum, aligned with the state standards. As we are a unit district, we have the opportunity to create a program which includes a progression of skills and understandings from kindergarten through high school. By writing, teaching, and assessing curriculum with outcomes framed in high level verbs, student engagement in their own learning will be increased.

The high school departments which have already written and validated their articulated curriculum are Science and World Languages. In the 2008-09 school year, the Mathematics, Health, and Physical Education departments are validating the curriculum written the previous year. As this year progresses, we will complete the writing of Social Studies, Agriculture, Consumer Family Science, Business, Industrial Technology, and Technology and prepare to validate them. Early stages of training for reviewing, writing, and articulating the Language Arts, Art, and Music curriculum will also begin in the 2008-09 school year.

Last school year the High School Improvement Plan (SIP) team identified the goals of improving reading in and writing in a variety of contexts. The validation of those goals will begin this fall with the renewal of the North Central Accreditation (NCA) process. Data collected and analyzed and interventions for student growth chosen over the next eighteen months. All decisions will be data driven and all interventions shall be research based.

In the 2007-2008 school year the high school opened a Testing Center that allowed students to take tests/quizzes missed due to absences. Over 1,800 tests/quizzes were taken in this program; this allowed students an opportunity without missing class time. A state-approved Credit Recovery Program, sponsored by the Regional Office of Education, was also established to assist students in making up credits lost due to unsuccessful attempts to pass classes in the traditional manner.

A renewed priority was given to assure a safe learning environment for Sycamore High School. A School Resource Officer was employed in a joint project with the City of Sycamore. To increase student's safety all students, faculty and guests must be identified when coming into our building and backpacks during the school day were eliminated. No risk can be completely eliminated but maximizing prevention of unsafe activities is our goal. In addition, safety training was done in the high school this summer in conjunction with the Sycamore Police Department. This program will be under continual review for further recommendation.