

**Vernon Hills High School**  
**CHSD 128**  
**Vernon Hills, 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.

Starting in 2009, charter school information is included in district statistics.

**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
<b>School</b>	66.6	1.5	10.1	17.0	0.0	4.7	8.9	3.0	0.4	0.5	3.4	95.5	1,356
<b>District</b>	78.9	1.5	6.5	9.9	0.1	3.2	5.4	1.5	0.3	0.3	3.0	95.3	3,359
<b>State</b>	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0	3.5	3.7	13.5	93.7	2,070,125

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

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

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

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

**INSTRUCTIONAL SETTING**

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	99.9	--	--	--	--
<b>District</b>	99.9		16.9	11.8	119.1
<b>State</b>	96.7		18.0	13.3	201.8

\* 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>										19.2
<b>District</b>										19.7
<b>State</b>										19.2

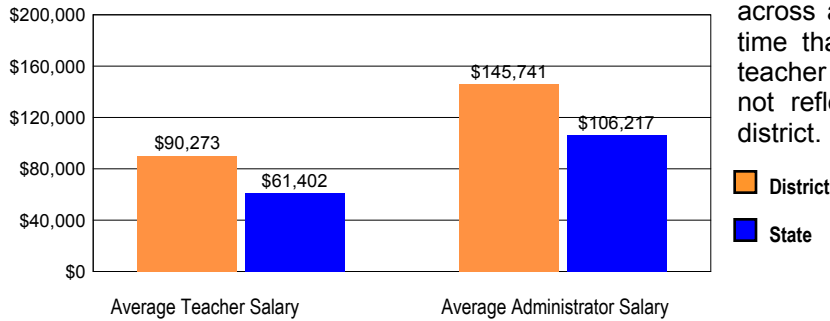
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	96.8	0.5	1.4	0.9	0.5	48.5	51.5	217
<b>State</b>	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	13.2	22.4	77.6	0.0	0.0
State	12.5	44.1	55.8	0.6	1.2

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

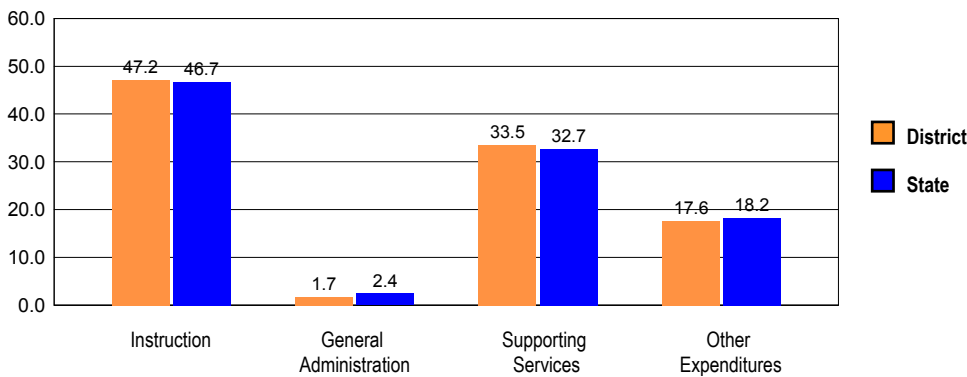
## SCHOOL DISTRICT FINANCES

### 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 2007-08 (Percentages)



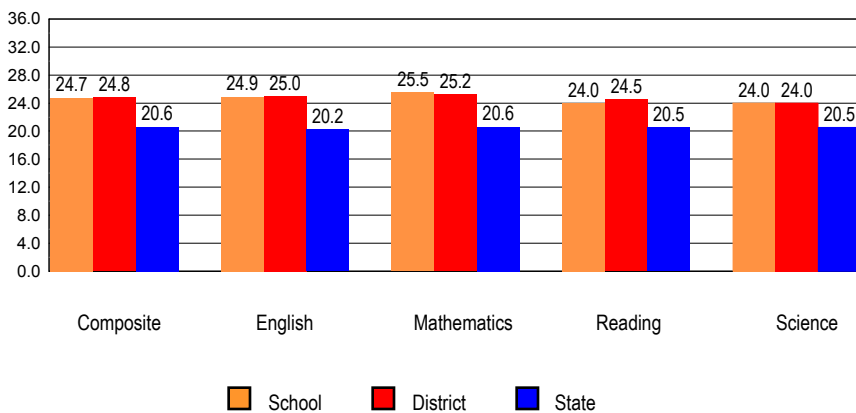
REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$63,198,872	85.8	58.7	Education	\$45,817,550	71.8	71.5
Other Local Funding	\$7,090,626	9.6	6.3	Operations & Maintenance	\$10,331,435	16.2	8.6
General State Aid	\$1,101,718	1.5	18.6	Transportation	\$2,237,264	3.5	3.9
Other State Funding	\$1,958,728	2.7	9.0	Bond and Interest	\$4,073,056	6.4	6.3
Federal Funding	\$323,591	0.4	7.4	Rent	\$0	0.0	0.0
TOTAL	\$73,673,535			Municipal Retirement/ Social Security	\$1,332,772	2.1	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	6.8
				TOTAL	\$63,792,077		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$917,408	2.18	\$9,598	\$16,565
State	**	**	\$6,103	\$10,417

\*\* 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 2009 \*



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.

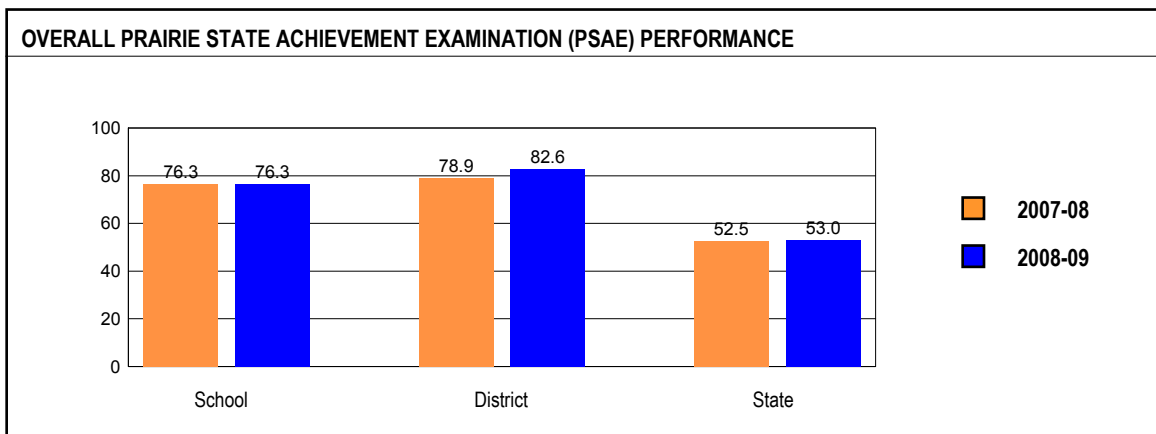
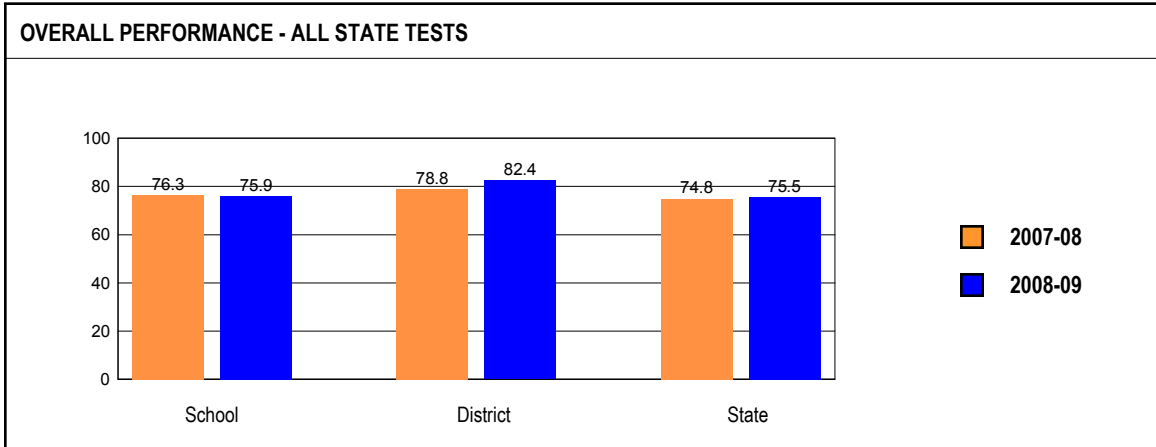
## HIGH SCHOOL GRADUATION RATE

	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	96.4	95.6	97.3	96.1	100.0	93.5	98.3		100.0	100.0		83.3	97.1
District	95.4	94.0	96.9	96.3	94.7	81.8	97.5		100.0	100.0		91.9	98.2
State	87.1	84.5	89.7	92.3	76.7	76.8	94.0		88.9	63.1		78.1	76.6

## 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.

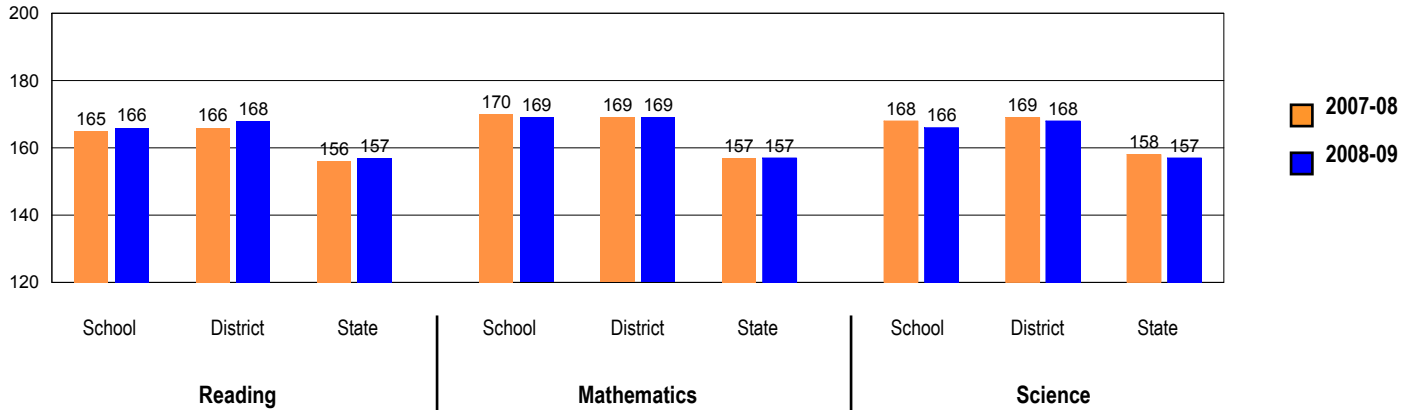
The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.



**PSAE PERFORMANCE**

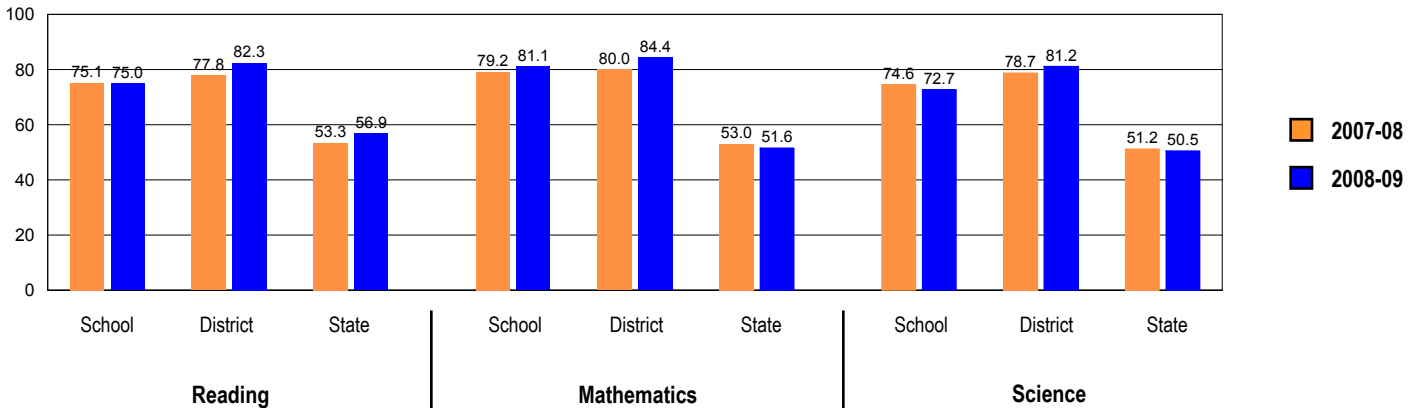
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

**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 2009: 312

**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	319	170	149	205	6	37	54	0	17	9	0	44	38
	Reading Mathematics	0.3 0.3	0.0 0.0	0.7 0.7	0.0 0.0		0.0 0.0	0.0 0.0		0.00 0.00			2.3 2.3	2.6 2.6
District	*Enrollment	826	442	384	653	10	51	83	0	29	12	0	103	49
	Reading Mathematics	0.2 0.2	0.0 0.0	0.5 0.5	0.2 0.2	10.0 10.0	0.0 0.0	0.0 0.0		0.0 0.0	0.0 0.0		1.9 1.9	2.0 2.0
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	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	0.3 0.3	0.2 0.2	0.8 0.8	0.4 0.4	0.4 0.4

\* 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	319	170	149	205	6	37	54	0	17	9	0	44	38
	Science	0.3	0.0	0.7	0.0		0.0	0.0		0.0			2.3	2.6
District	*Enrollment	826	442	384	653	10	51	83	0	29	12	0	103	49
	Science	0.2	0.0	0.5	0.2	10.0	0.0	0.0		0.0	0.0		1.9	2.0
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

\* 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	1.9	23.1	48.1	26.9	2.6	16.3	53.5	27.6	2.6	24.8	49.8	22.8
District	1.6	16.1	53.7	28.6	2.4	13.2	58.4	26.0	2.1	16.7	57.1	24.1
State	8.5	34.6	45.0	11.9	11.0	37.4	42.2	9.4	8.9	40.7	40.3	10.2

**Grade 11 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	3.6	25.3	45.2	25.9	3.6	16.3	50.0	30.1	4.2	22.9	42.8	30.1
	District	3.0	17.8	53.6	25.6	3.7	12.0	57.0	27.3	3.5	15.7	51.8	29.0
	State	10.6	34.8	42.8	11.8	11.2	34.5	42.7	11.6	9.2	36.8	40.8	13.2
Female	School	0.0	20.5	51.4	28.1	1.4	16.4	57.5	24.7	0.7	26.9	57.9	14.5
	District	0.0	14.1	53.9	32.0	0.8	14.7	60.0	24.5	0.5	17.9	63.1	18.4
	State	6.3	34.5	47.1	12.1	10.8	40.2	41.8	7.3	8.5	44.4	39.8	7.2

**Grade 11 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	1.0	19.9	48.8	30.3	2.5	14.4	55.2	27.9	1.5	23.5	51.5	23.5
	District	1.1	14.7	54.8	29.4	2.0	12.7	60.9	24.4	1.6	15.5	59.1	23.9
	State	5.0	26.5	52.5	15.9	5.9	30.6	51.0	12.4	4.5	32.1	49.5	13.9
Black	School												
	District												
	State	16.9	55.1	26.0	2.0	26.9	54.5	18.0	0.6	21.3	61.4	16.5	0.7
Hispanic	School	8.3	44.4	36.1	11.1	8.3	33.3	47.2	11.1	11.1	41.7	38.9	8.3
	District	6.1	34.7	49.0	10.2	6.1	30.6	53.1	10.2	8.2	34.7	49.0	8.2
	State	14.7	48.9	32.9	3.6	17.1	51.3	29.7	1.9	15.1	57.3	25.6	2.0
Asian/Pacific Islander	School	0.0	18.9	49.1	32.1	0.0	7.5	50.9	41.5	0.0	18.9	47.2	34.0
	District	0.0	13.4	48.8	37.8	0.0	4.9	42.7	52.4	0.0	13.4	46.3	40.2
	State	5.0	26.3	48.7	20.0	3.7	20.5	50.1	25.7	3.9	28.4	47.1	20.6
Native American	School												
	District												
	State	6.8	32.7	50.2	10.4	9.6	42.6	39.4	8.4	8.0	39.4	42.6	10.0
Multiracial/Ethnic	School	5.9	23.5	58.8	11.8	0.0	23.5	52.9	23.5	5.9	17.6	58.8	17.6
	District	7.1	14.3	57.1	21.4	3.6	17.9	57.1	21.4	7.1	17.9	60.7	14.3
	State	6.3	32.5	47.6	13.6	9.6	38.5	43.5	8.5	7.4	39.8	43.2	9.6

**Grade 11 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	12.8	43.6	38.5	5.1	17.9	43.6	38.5	0.0	10.3	56.4	30.8	2.6
	District	12.0	39.1	39.1	9.8	18.5	39.1	35.9	6.5	11.8	45.2	34.4	8.6
	State	40.3	42.8	14.7	2.1	46.7	41.2	10.9	1.2	40.0	46.1	12.1	1.8
Non-IEP	School	0.4	20.1	49.5	30.0	0.4	12.5	55.7	31.5	1.5	20.2	52.6	25.7
	District	0.3	13.1	55.6	31.0	0.3	9.9	61.3	28.5	0.8	13.0	60.0	26.2
	State	4.5	33.6	48.7	13.1	6.6	36.9	46.1	10.4	5.0	40.0	43.8	11.2

**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	5.7	48.6	40.0	5.7	5.7	48.6	37.1	8.6	8.6	54.3	28.6	8.6
	District	6.5	41.3	43.5	8.7	8.7	45.7	37.0	8.7	8.7	47.8	34.8	8.7
	State	16.3	50.4	30.2	3.0	21.6	52.1	24.8	1.5	18.0	58.2	22.1	1.7
Not Eligible	School	1.4	19.9	49.1	29.6	2.2	12.3	55.6	30.0	1.8	21.0	52.5	24.6
	District	1.3	14.6	54.3	29.8	2.0	11.3	59.7	27.0	1.7	14.8	58.4	25.1
	State	4.8	27.3	51.8	16.0	6.1	30.5	50.3	13.1	4.6	32.6	48.7	14.1

## 2009 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	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 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
<b>State AYP Minimum Target</b>	95.0		95.0		70.0			70.0			90.0		78.0	
<b>All</b>	99.7	Yes	99.7	Yes	75.1		Yes	81.1		Yes			96.4	Yes
<b>White</b>	100.0	Yes	100.0	Yes	78.4		Yes	82.9		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>	100.0	Yes	100.0	Yes	81.6		Yes	91.8		Yes				
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>														

**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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% 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 78% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2008.

\*\* Safe Harbor Targets of 70.0% 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 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.)

### *Planned Improvement for the School and District*

*The Mission of Community High School District 128 is to provide quality educational opportunities for all students, including developing within each student:*

- Respectful, responsible and ethical attitudes and behaviors
- An awareness and appreciation of the diverse cultures in our learning community and our world
- An ability to think critically and solve problems
- An ability to communicate effectively
- An ability to appreciate and demonstrate creativity
- A life-long desire to pursue knowledge

In response to NCLB requirements, Community High School District 128 staff members have analyzed student data and conducted program reviews at both schools. New programs have been developed and implemented in response to taking a closer look at student achievement patterns of both individual students and various student subgroups. These programs include:

- The PAWS program was added to the curriculum. This at-risk program, designed to support 9th and 10th grade students to prepare for and meet academic challenges, meets on a daily basis in a small group setting.
- The District has expanded its testing program to include the EXPLORE test for all incoming 8th grade students and the PLAN test for all current 10th grade students. These tests will assist in identifying those who may benefit from additional support, as well as give students more experience with standardized testing.
- Both schools are working on motivational strategies to help students see the importance of these state and national testing initiatives.
- Staff members at both schools are analyzing data and implementing strategies to help those students with an Individualized Education Program (IEP) to succeed.
- Intense tutorials are available during study halls and lunch study halls for select junior students in preparation for the Prairie State Achievement Examination (PSAE) in April.
- Each department has begun to integrate the core academic themes and skill sets that students will need to experience success on the PSAE.
- Both schools have increased participation in the prep ACT program.
- All juniors have taken a practice WorkKeys mathematics test in their mathematics class.
- The KeyTrain software has been purchased and is being used in various programs to prepare students for the WorkKeys portion of the PSAE test.
- Practice ACT software has been purchased and students are now able to take a practice ACT test online.
- Beginning in 2007, all juniors will take a practice ACT test in October.
- Beginning in the fall of 2007, the District implemented TeenBiz 3000, a reading intervention program for targeted programs and students.
- Implementation of a summer academy program focusing on English and mathematics for incoming freshmen students during the summer of 2008.
- Establishment of district and school Response to Intervention (RtI) committees to develop a district wide plan that designates tiers of intervention to support increased student academic and behavioral performance.
- Implementation of research based grammar, reading and writing initiatives.

During the 2006-2007 school year, Community High School District 128 began the process of developing a District Strategic Plan. Within that plan, three initiatives were developed that will guide our work over the next three years. These three initiatives are: ensure that all students meet and/or exceed district academic standards; integrate technologies that enhance teaching, learning, and communicating; and maintain the financial stability of the school district. The community was informed of the progress of the strategic plan initiatives in the spring of 2009.

Using the Strategic Plan initiatives, each school will begin a new cycle of developing school goals, establishing an integrated action plan, reflecting and evaluating the process and plan, and creating a shared vision for school improvement. New steering committees will be established and the cycle of improvement will continue. During this cycle, each school will be using a template for school improvement as developed by the state of Illinois. This template will serve to organize information and data about each of our schools, record our goals and implementation plans, document interventions and outcomes, and serve to help review, monitor and revise programs within the District.

Curriculum renewal and revision work is always ongoing in District 128, but in the fall of 2009, the District commenced a new revision initiative to identify standards and learning targets in all subjects. School improvement will focus on staff development in curriculum standards, effective instructional practices, and effective assessment and feedback practices.