



2008 SCHOOL REPORT CARDS

Our 2008 school report card shows that both District 99 high schools and the district as a whole are making progress toward improving student achievement. We have students in most of the subgroups as defined by the NCLB legislation; the results show we have reduced the number of subgroups not making AYP at the district and building levels, even with a higher achievement standard than previously in place. We believe this is a sign of progress and a clear indication that our students are performing at a higher level than even a few years ago.

We are very pleased with our students' gains in mathematics achievement in 2008 given the focus the district has placed upon mathematics during the last two years. The results indicate the district's resources combined with some extraordinary work by our mathematics and science teachers, diligent effort by our students, and solid support from our parents have truly paid an achievement dividend. Many groups of students showed a similar improvement in reading, although the results were not as striking as the mathematics results overall. Improving reading achievement is also a primary goal in District 99.

Achievement growth is not linear, even though the NCLB legislation suggests it is such. Our PSAE results are not likely to show leaps in achievement each year. The goal is steady improvement and District 99 has continuously made curriculum changes and added support systems to enable as many students as possible to meet state standards. Some of these changes have not yet resulted in improved achievement as the students benefitting from them were underclassmen and have yet to take the PSAE. Other changes take several years of practice and refinement to achieve the desired affect for students. But the results of our 2008 Report Cards are an indication that District 99 is definitely on the right track and going in a positive direction in mathematics and reading. That is District 99's common mission.

Dr. Mark McDonald
Superintendent

Comm H S Dist 99 - South High Sch
CHSD 99
Downers Grove, 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 PSAE 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	71.8	9.0	8.3	9.2	0.1	1.7	11.5	2.2	1.5	3.5	6.7	93.1	3,183
District	76.0	7.4	7.1	7.2	0.1	2.1	10.5	1.8	1.5	2.9	6.1	93.6	5,449
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	92.0
District	91.6
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District		20.8	13.3	172.4
State		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										21.0
District										20.4
State										19.6

TEACHER INFORMATION (Full-Time Equivalents)

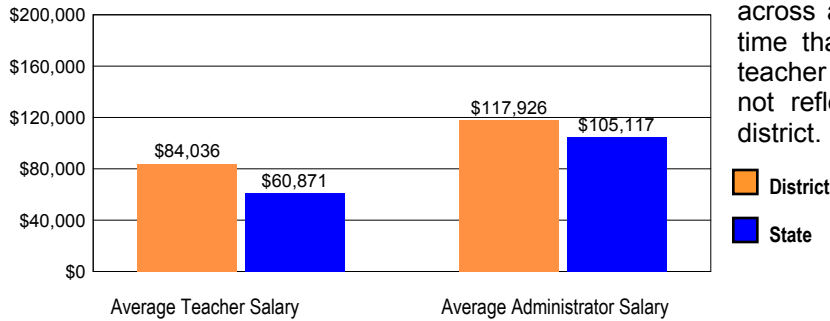
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.1	0.9	0.9	0.1	0.0	38.7	61.3	322
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	14.5	12.7	87.3	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.

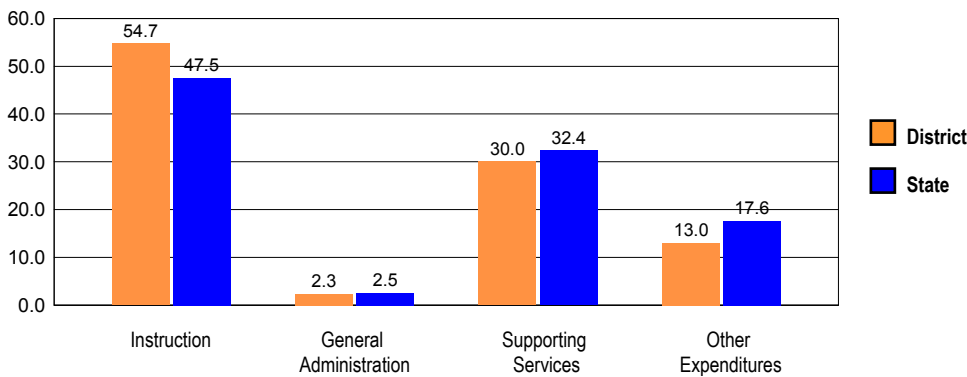
SCHOOL DISTRICT FINANCES

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	\$61,855,376	82.0	57.6
Other Local Funding	\$6,439,323	8.5	7.3
General State Aid	\$1,928,822	2.6	18.1
Other State Funding	\$3,235,261	4.3	9.7
Federal Funding	\$1,999,524	2.6	7.3
TOTAL	\$75,458,306		

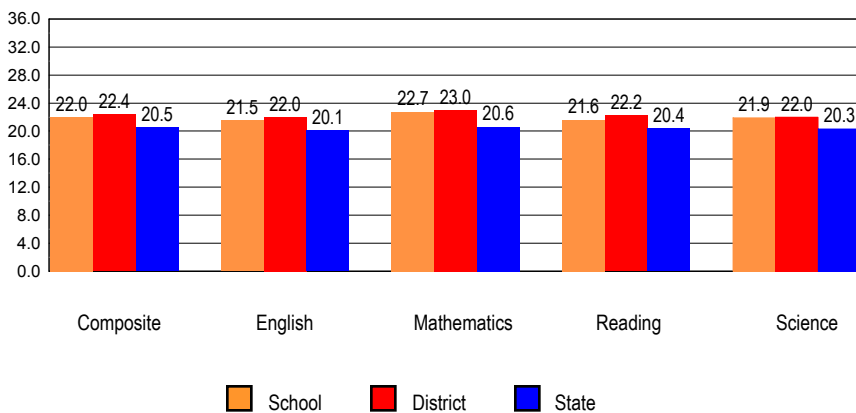
EXPENDITURE BY FUND 2006-07			
	District	District %	State %
Education	\$55,737,020	74.2	72.6
Operations & Maintenance	\$8,173,695	10.9	8.5
Transportation	\$2,853,312	3.8	3.9
Bond and Interest	\$5,336,581	7.1	6.7
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$1,861,798	2.5	1.8
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$1,145,668	1.5	5.6
TOTAL	\$75,108,074		

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	\$782,915	1.59	\$8,138	\$12,998
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.

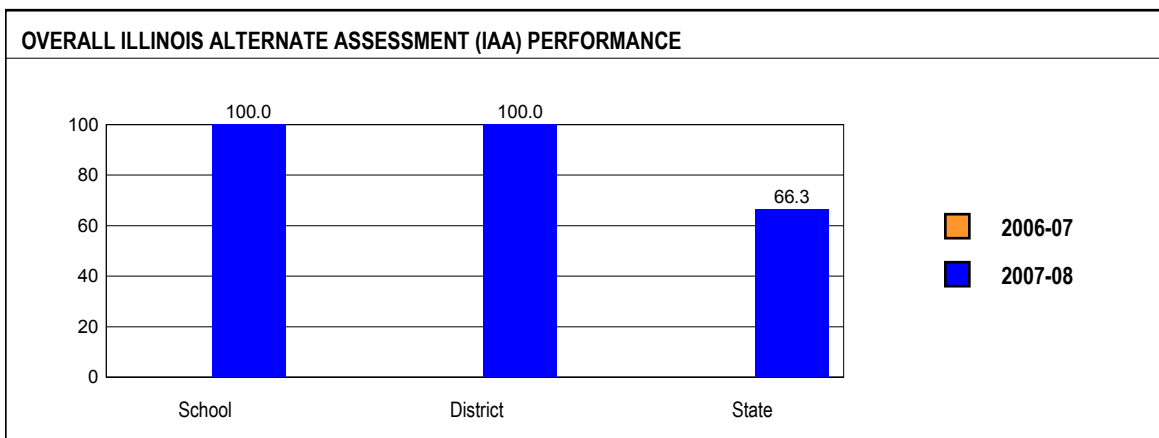
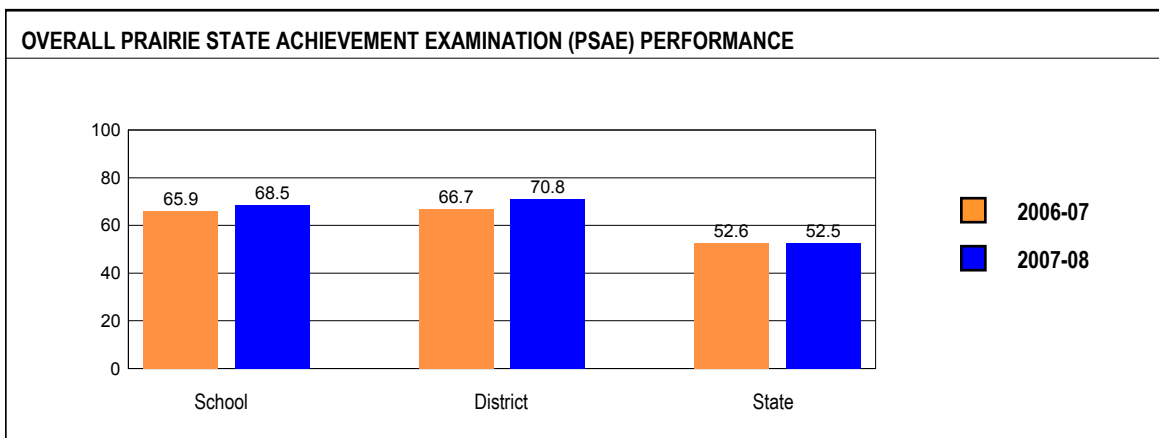
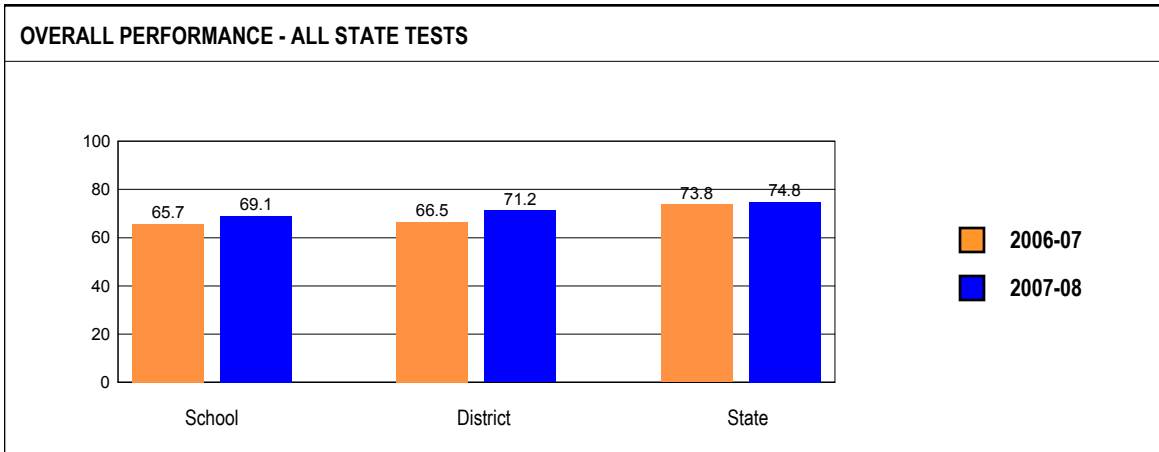
HIGH SCHOOL GRADUATION RATE

	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	96.7	96.3	97.2	97.7	88.2	93.6	97.4	100.0	100.0	75.0		84.5	93.3
District	96.3	96.3	96.2	96.9	92.6	93.1	95.3	100.0	92.3	79.2		79.5	87.1
State	86.5	84.2	88.8	92.5	74.9	75.7	93.4	75.3	87.6	57.2		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.

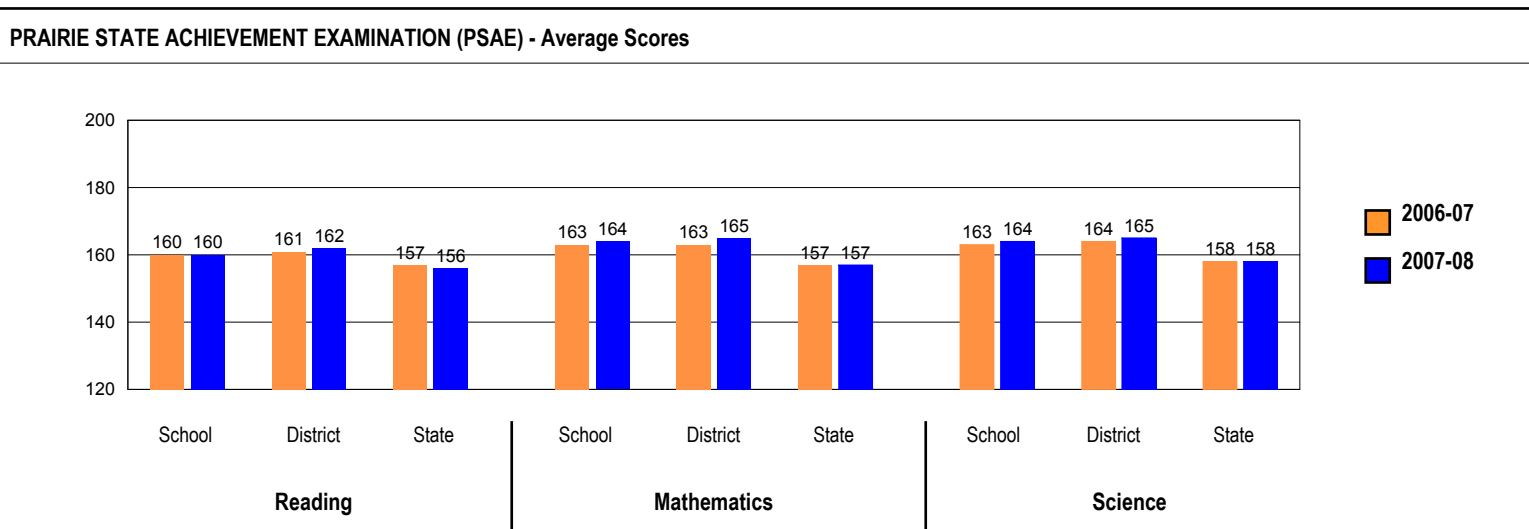
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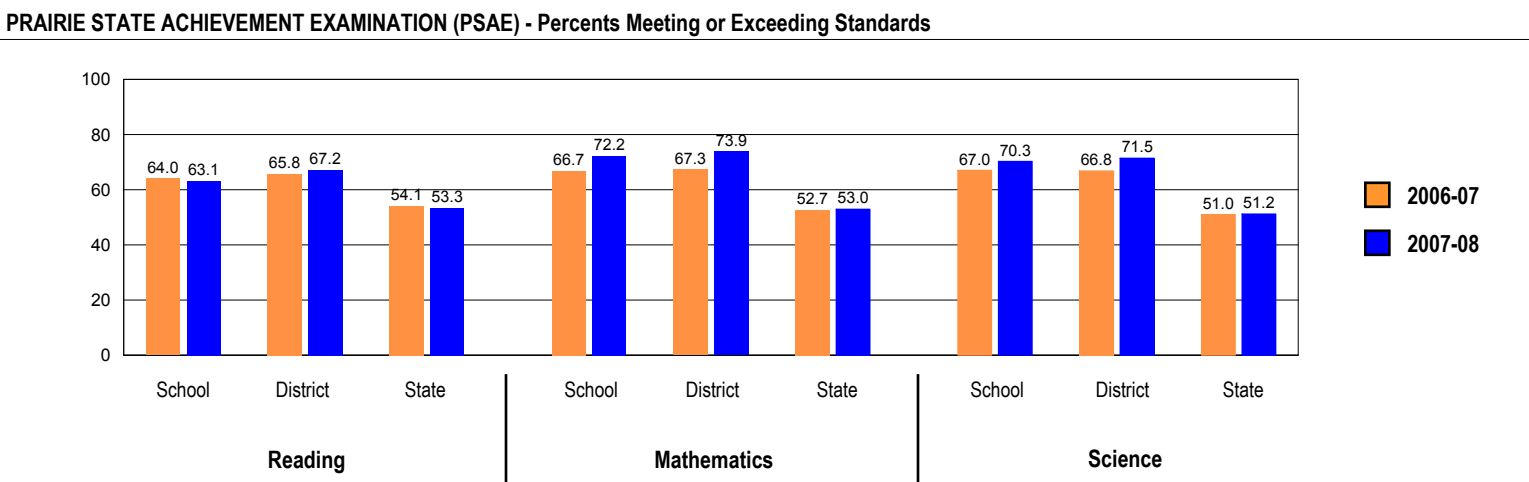
IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

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.



PSAE scores range from 120 to 200.



Number of students in this school with PSAE scores in 2008: 753

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	775	398	377	568	73	63	64		7	13		90	112
	Reading Mathematics	0.3 0.3	0.3 0.3	0.3 0.3	0.0 0.0	1.4 1.4	0.0 0.0	0.0 0.0			0.0 0.0		0.0 0.0	0.9 0.9
District	*Enrollment	1,315	678	637	1,022	96	91	87	1	18	18		170	151
	Reading Mathematics	0.4 0.4	0.3 0.3	0.5 0.5	0.1 0.1	1.0 1.0	2.2 2.2	0.0 0.0		5.6 5.6	0.0 0.0		0.0 0.0	2.0 2.0
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	775	398	377	568	73	63	64		7	13		90	112
	Science	0.3	0.3	0.3	0.0	1.4	0.0	0.0			0.0		0.0	0.9
District	*Enrollment	1,315	678	637	1,022	96	91	87	1	18	18		170	151
	Science	0.4	0.3	0.5	0.1	1.0	2.2	0.0		5.6	0.0		0.0	2.0
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	6.6	30.3	49.1	13.9	5.2	22.6	53.5	18.7	5.3	24.4	52.5	17.8
District	4.5	28.3	50.8	16.4	3.4	22.7	53.4	20.4	4.1	24.4	52.9	18.6
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	9.4	30.5	46.0	14.1	6.0	20.4	52.2	21.4	5.7	23.0	50.9	20.4
	District	6.4	29.6	49.2	14.7	4.0	21.7	51.8	22.5	4.4	22.9	51.7	21.0
	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	3.8	30.0	52.4	13.8	4.3	24.9	54.9	15.9	4.9	25.9	54.1	15.1
	District	2.6	26.9	52.4	18.1	2.9	23.7	55.1	18.3	3.8	26.0	54.2	16.0
	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	5.6	25.9	52.1	16.5	2.9	18.5	57.3	21.4	3.1	20.8	55.3	20.8
	District	3.6	24.0	53.7	18.7	2.1	19.0	55.8	23.1	2.6	21.1	54.9	21.4
	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	18.5	56.9	24.6	0.0	18.5	44.6	35.4	1.5	18.5	46.2	33.8	1.5
	District	14.8	56.8	27.3	1.1	13.6	48.9	36.4	1.1	15.9	48.9	34.1	1.1
	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	9.8	39.3	47.5	3.3	14.8	34.4	44.3	6.6	13.1	37.7	44.3	4.9
	District	7.0	38.4	48.8	5.8	10.5	33.7	48.8	7.0	9.3	37.2	46.5	7.0
	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	1.6	28.1	53.1	17.2	3.1	20.3	51.6	25.0	4.7	17.2	57.8	20.3
	District	2.3	31.4	47.7	18.6	2.3	23.3	48.8	25.6	4.7	19.8	58.1	17.4
	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	5.9	70.6	23.5	0.0	0.0	47.1	47.1	5.9	5.9	52.9	35.3	5.9
	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 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	46.2	53.8	0.0	0.0	53.8	46.2	0.0	0.0	92.3	7.7	0.0	0.0
District	44.4	50.0	5.6	0.0	38.9	44.4	16.7	0.0	72.2	16.7	11.1	0.0
State	50.8	41.5	7.5	0.3	33.7	46.7	16.8	2.8	47.3	43.8	8.3	0.6

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	25.0	52.6	17.1	5.3	19.7	48.7	23.7	7.9	18.4	53.9	21.1	6.6
	District	16.7	48.0	31.3	4.0	12.0	54.0	29.3	4.7	16.0	54.0	24.7	5.3
	State	38.0	43.2	16.7	2.1	42.4	44.3	12.0	1.3	44.3	42.2	11.3	2.1
Non-IEP	School	4.6	27.8	52.7	14.9	3.5	19.6	56.9	19.9	3.8	21.1	56.0	19.1
	District	2.9	25.7	53.4	18.0	2.3	18.6	56.6	22.5	2.6	20.5	56.6	20.3
	State	6.7	35.8	46.1	11.4	7.3	34.9	46.0	11.9	5.2	39.0	44.0	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	13.3	50.5	30.5	5.7	14.3	47.6	35.2	2.9	16.2	46.7	36.2	1.0
	District	9.9	51.8	33.3	5.0	10.6	49.6	36.9	2.8	14.2	47.5	36.9	1.4
	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	5.6	27.0	52.2	15.3	3.7	18.5	56.5	21.3	3.5	20.8	55.1	20.5
	District	3.9	25.4	52.9	17.8	2.5	19.4	55.5	22.6	2.9	21.6	54.9	20.7
	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

ILLINOIS ALTERNATE ASSESSMENT (IAA)

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. The table below presents the percentages of student scores in each of four performance levels.

- Level 1 -- Entry - Students do not demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards.
- Level 2 -- Foundational - Students demonstrate emerging knowledge and skills in the subject as linked to the Illinois Learning Standards. Students exhibit an ability to reproduce knowledge and skills.
- Level 3 -- Satisfactory - Students demonstrate basic knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit an ability to associate their knowledge and skills.
- Level 4 -- Mastery - Students demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit the ability to apply their knowledge and skills.

Grade 11**Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	0.0	23.1	76.9	0.0	0.0	53.8	46.2	0.0	0.0	38.5	61.5
District	0.0	0.0	23.5	76.5	0.0	0.0	47.1	52.9	0.0	0.0	35.3	64.7
State	11.8	16.1	26.4	45.7	14.4	13.8	40.6	31.2	10.5	12.6	31.3	45.6

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School												
	District	0.0	0.0	20.0	80.0	0.0	0.0	40.0	60.0	0.0	0.0	30.0	70.0
	State	11.6	16.8	26.8	44.8	14.6	14.5	40.5	30.3	10.6	12.3	29.0	48.0
Female	School												
	District												
	State	12.2	15.0	25.6	47.2	14.1	12.7	40.7	32.6	10.2	13.0	35.0	41.8

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
School													
District	0.0	0.0	20.0	80.0	0.0	0.0	40.0	60.0	0.0	0.0	30.0	70.0	
State	9.5	14.6	25.8	50.1	12.1	13.9	40.6	33.4	8.0	11.2	31.4	49.4	
Black													
School													
District													
State	13.4	17.6	26.0	43.0	15.6	12.8	42.1	29.5	12.2	13.9	31.7	42.2	
Hispanic													
School													
District													
State	13.7	16.4	30.5	39.4	15.0	14.6	44.2	26.1	13.3	14.2	30.7	41.8	
Asian/Pacific Islander													
School													
District													
State	12.2	29.3	26.8	31.7	22.0	19.5	29.3	29.3	12.2	17.1	39.0	31.7	
Native American													
School													
District													
State													
Multiracial/Ethnic													
School													
District													
State	31.3	6.3	12.5	50.0	37.5	0.0	6.3	56.3	25.0	6.3	18.8	50.0	

2008 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	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 State Improvement Status	Academic Watch Status Year 3

	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	64.8		Yes	73.8		Yes			96.7	Yes
White	100.0	Yes	100.0	Yes	69.2		Yes	79.0		Yes				
Black	98.6	Yes	98.6	Yes	35.5	37.4	Yes	46.8	35.5	Yes			88.2	
Hispanic	100.0	Yes	100.0	Yes	50.0	51.8	Yes	50.0	47.0	Yes			93.6	
Asian/Pacific Islander	100.0	Yes	100.0	Yes	72.6		Yes	79.0		Yes				
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	34.5	40.3	No	42.5	37.1	Yes			84.5	
Economically Disadvantaged	99.1	Yes	99.1	Yes	40.6	48.8	No	41.6	44.7	Yes			93.3	

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.

October 2008

At South High School, our improvement activities will focus on improving reading and mathematics achievement among all students, while specifically reaching out to students who are at-risk for weak performance or in danger of failing. Some of our initiatives include:

- We are aware that some of our students enter high school needing extra support in reading. We currently require credit bearing reading courses in which those freshmen who demonstrate that they have reading skill challenges. Our Summer Bridge Program was well attended and serves as a point of further refinement for next summer.
- Several years ago we began revising our upper class Integrated Studies Program which serves students who are at-risk for not earning credit in English and Social Studies. Data from the past three years indicates that students are performing better academically in those courses and in some unrelated others. In 2007, we added English and Social Studies courses at the freshman level. This year, we have added Biology to the freshman course sequence to assist students further. We have begun to think of Integrated Studies as a specific intervention rather than a program during the course of one's high school years.
- Our model of coaching teachers with literacy strategies to affect student performance has been expanded in core academic areas (Science and Social Studies Departments), as well as in the World Languages Department to complement the ongoing work in the Applied Arts and Technology Department. This work will benefit a broader array of students.
- Students who struggle academically (predominantly freshmen) will attend mandatory (after school) support interventions including STRIVE (Success Through Reaching Individual Expectations).
- Selected juniors will attend weekly PSAE Prep sessions opposite their lunch period for two quarters before the April Examination.
- Continued efforts will be made to place all students in the most rigorous math and science courses possible with supports necessary to ensure student success.
- The newly structured school calendar provides opportunity for teachers to develop regular, formative assessment of student performance, such that instruction can be tailored for student improvement in course content without waiting until the end of a quarter or semester.

The above represent a sampling of the most important, pervasive school improvement initiatives at South High School for 2008-2009. We believe that these strategies and interventions, if implemented well, over time, will improve student achievement outcomes for all of our students.

Sincerely,

Stephan L. Bild
Principal