

**NORMAL COMMUNITY HIGH SCHOOL
MCLEAN COUNTY USD 5
NORMAL, 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/ 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	80.6	10.0	3.9	3.6	0.2	1.7	16.6	2.0	3.2	0.1	9.3	93.5	1,709
District	75.1	12.1	4.7	3.8	0.1	4.3	23.8	2.1	3.7	0.1	15.4	95.0	11,760
State	55.6	20.0	18.7	3.8	0.2	1.8	40.0	6.6	3.5	2.2	16.0	94.0	2,075,277

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	98.0
District	98.9
State	96.6

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	19.2	20.7	13.7	286.8
State	19.1	18.9	13.9	222.3

* 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										18.3
District										18.7
State										19.7

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.2	1.8	0.7	0.3	0.0	20.0	80.0	725
State	84.9	9.2	4.6	1.2	0.2	23.1	76.9	126,996

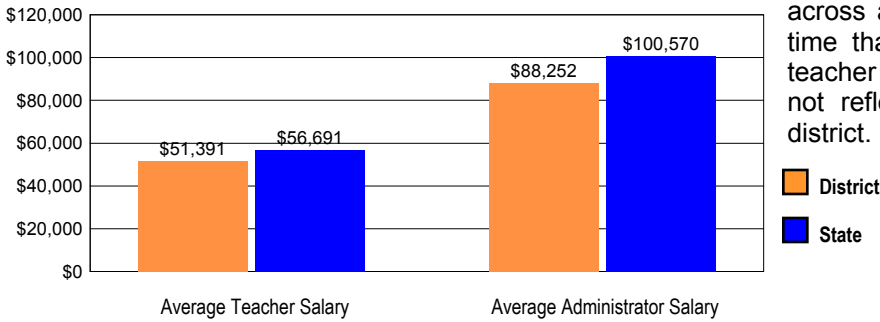
TEACHER INFORMATION (Continued)

	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	12.8	53.1	46.9	0.1	0.0
State	13.0	49.3	50.6	1.6	3.9

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

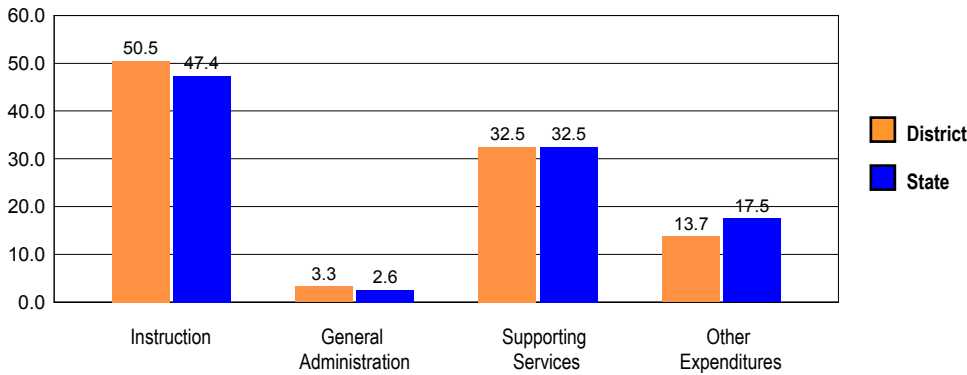
SCHOOL DISTRICT FINANCES

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 2004-05 (Percentages)



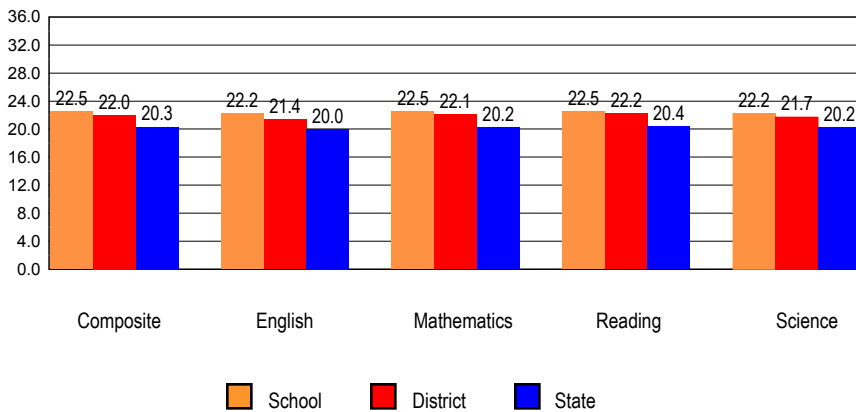
REVENUE BY SOURCE 2004-05				EXPENDITURE BY FUND 2004-05			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$71,886,587	73.4	58.2	Education	\$64,942,220	68.9	72.2
Other Local Funding	\$4,997,846	5.1	5.1	Operations & Maintenance	\$12,214,551	13.0	8.4
General State Aid	\$11,970,699	12.2	18.5	Transportation	\$5,033,628	5.3	3.6
Other State Funding	\$6,416,110	6.6	10.1	Bond and Interest	\$8,849,786	9.4	6.6
Federal Funding	\$2,652,067	2.7	8.1	Rent	\$0	0.0	0.0
TOTAL	\$97,923,309			Municipal Retirement/ Social Security	\$2,614,012	2.8	1.7
				Fire Prevention & Safety	\$327,271	0.3	1.1
				Site & Construction/ Capital Improvement	\$297,750	0.3	6.5
				TOTAL	\$94,279,218		

OTHER FINANCIAL INDICATORS				
	2003 Equalized Assessed Valuation per Pupil	2003 Total School Tax Rate per \$100	2004-05 Instructional Expenditure per Pupil	2004-05 Operating Expenditure per Pupil
District	\$135,452	4.43	\$4,514	\$8,056
State	**	**	\$5,366	\$9,099

** 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 2006 *



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

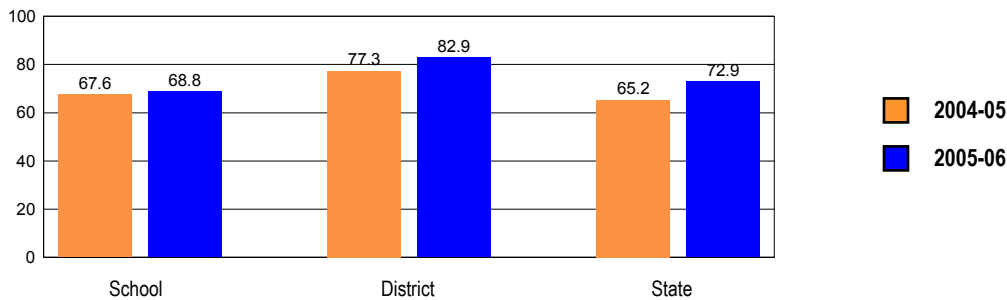
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	97.9	98.3	97.5	100.0	84.6	80.0	100.0			54.5		87.1	96.6
District	92.6	91.4	94.0	93.5	85.5	82.6	100.0			54.5		88.0	83.7
State	87.8	85.6	89.9	92.3	78.3	77.1	94.1			63.2		77.2	76.5

OVERALL STUDENT PERFORMANCE

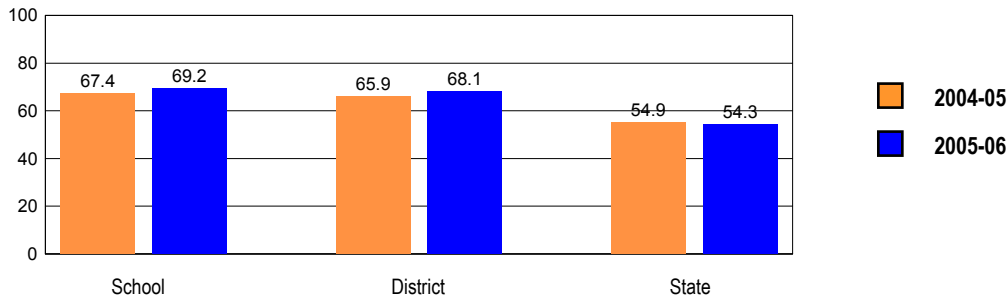
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics and science.

Caution: Data for 2004-05 should not be compared to data for 2005-06 because substantial changes were made to the state test in 2005-06 when testing in reading and mathematics was expanded to include all grades from grade 3 through grade 8. In 2004-05, such testing was limited only to selected grades. Although there were no changes in high school testing, data in high school report cards at the state level (and also at the district level for unit districts) are not comparable between the two years because of changes in elementary school testing mentioned above.

OVERALL PERFORMANCE - ALL STATE TESTS



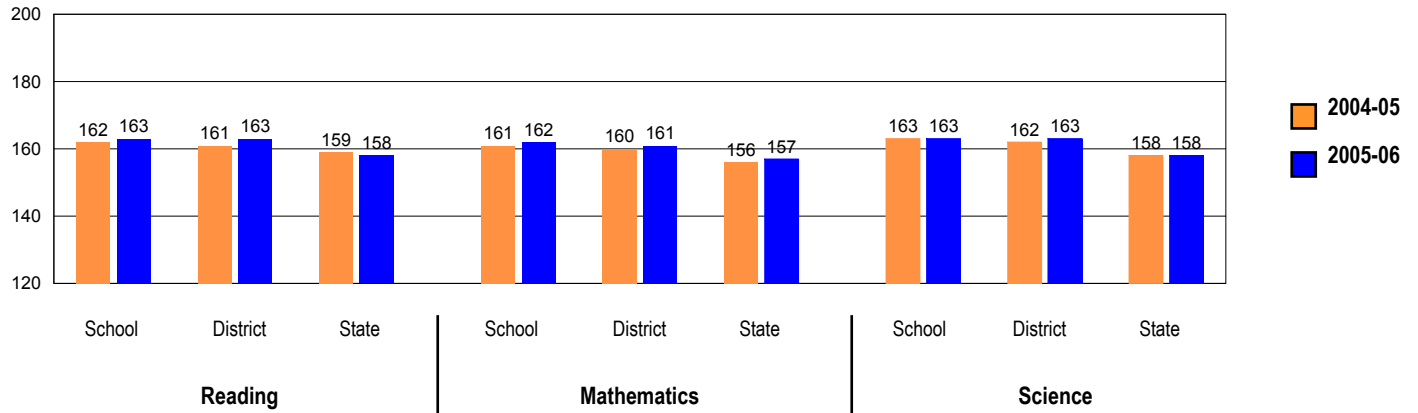
OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



PSAE PERFORMANCE

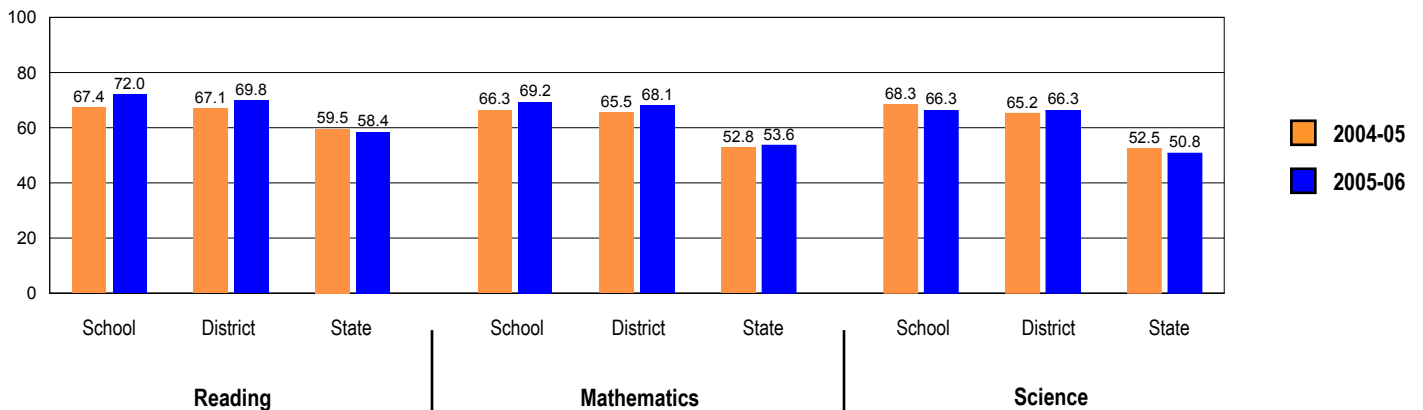
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics and science on PSAE.

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 2006: 389

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.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS

		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	404	191	213	325	33	16	23		7	10		49	53
	Reading	0.0	0.0	0.0	0.3	0.0	6.3	0.0			10.0		0.0	1.9
	Mathematics	0.0	0.0	0.0	0.3	0.0	6.3	0.0			10.0		0.0	1.9
District	*Enrollment	6,284	3,226	3,058	4,709	773	288	251	7	256	124		1,028	1,445
	Reading	0.3	0.2	0.3	0.4	0.8	0.0	0.4		0.0	0.0		0.6	1.0
	Mathematics	0.3	0.2	0.3	0.4	0.8	0.0	0.4		0.0	0.0		0.6	1.0
State	*Enrollment	1,097,519	560,894	536,602	610,160	220,827	201,628	41,301	2,481	19,622	67,464	368	160,049	461,179
	Reading	0.5	0.5	0.4	0.3	1.3	0.7	0.5	0.6	0.4	0.4	1.9	0.9	0.9
	Mathematics	0.5	0.5	0.4	0.3	1.3	0.7	0.5	0.6	0.4	0.4	1.9	0.9	0.9

* 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	4.6	23.4	48.8	23.1	7.5	23.4	55.3	13.9	2.8	30.8	52.2	14.1
District	5.7	24.5	49.2	20.6	7.2	24.7	56.4	11.7	5.0	28.7	51.1	15.2
State	8.4	33.2	44.4	14.0	9.8	36.6	45.8	7.9	8.3	40.9	40.1	10.7

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	6.1	24.6	48.0	21.2	7.8	19.0	58.7	14.5	2.8	25.1	54.2	17.9
	District	7.2	26.3	47.6	18.8	6.6	24.4	56.2	12.7	4.7	25.2	50.7	19.4
	State	10.8	33.5	41.7	14.0	9.8	34.1	46.4	9.7	8.5	36.6	41.0	13.9
Female	School	3.3	22.4	49.5	24.8	7.1	27.1	52.4	13.3	2.9	35.7	50.5	11.0
	District	4.2	22.7	50.7	22.4	7.8	24.9	56.6	10.6	5.3	32.2	51.5	10.9
	State	6.0	32.9	47.0	14.1	9.8	38.9	45.2	6.1	8.2	45.1	39.2	7.6

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	3.8	20.1	50.3	25.8	5.3	21.7	57.2	15.7	2.5	27.4	53.5	16.7
	District	4.9	21.0	51.3	22.8	5.1	22.6	59.2	13.1	3.9	25.7	53.0	17.4
	State	5.9	27.0	49.3	17.8	5.8	30.6	53.8	9.8	4.7	33.6	47.8	13.9
Black	School	16.7	56.7	26.7	0.0	33.3	43.3	23.3	0.0	6.7	76.7	16.7	0.0
	District	18.2	54.5	27.3	0.0	32.7	43.6	23.6	0.0	16.4	65.5	18.2	0.0
	State	15.8	50.9	30.6	2.7	25.0	54.2	20.2	0.6	21.0	61.7	16.4	0.9
Hispanic	School	0.0	27.3	45.5	27.3	0.0	27.3	72.7	0.0	0.0	36.4	63.6	0.0
	District	0.0	47.1	29.4	23.5	0.0	41.2	58.8	0.0	0.0	35.3	58.8	5.9
	State	13.5	48.0	34.3	4.2	14.6	51.9	32.2	1.3	13.7	58.7	25.5	2.1
Asian/Pacific Islander	School	4.5	18.2	54.5	22.7	4.5	13.6	63.6	18.2	4.5	13.6	72.7	9.1
	District	4.2	20.8	54.2	20.8	4.2	16.7	62.5	16.7	4.2	16.7	70.8	8.3
	State	4.4	22.8	48.0	24.8	3.2	20.1	53.9	22.8	3.2	28.0	48.1	20.7
Native American	School												
	District												
	State	9.4	37.2	41.5	12.0	10.7	40.2	45.7	3.4	7.7	46.2	38.5	7.7
Multiracial/Ethnic	School												
	District												
	State	8.1	33.6	46.7	11.6	11.5	38.9	42.8	6.8	8.8	44.8	36.2	10.2

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	23.4	55.3	17.0	4.3	44.7	38.3	17.0	0.0	21.3	59.6	17.0	2.1
	District	28.3	47.2	19.8	4.7	34.9	45.3	19.8	0.0	25.5	53.8	17.0	3.8
	State	38.1	44.4	15.4	2.1	42.3	44.5	12.3	0.8	38.9	48.4	11.1	1.6
Non-IEP	School	2.0	19.0	53.2	25.7	2.3	21.3	60.5	15.8	0.3	26.9	57.0	15.8
	District	1.8	20.6	54.2	23.4	2.5	21.1	62.7	13.7	1.5	24.3	57.0	17.2
	State	4.7	31.8	48.0	15.5	5.8	35.6	49.9	8.7	4.6	40.0	43.7	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	8.9	44.4	35.6	11.1	15.6	46.7	37.8	0.0	2.2	60.0	31.1	6.7	
District	16.5	44.3	34.0	5.2	18.6	49.5	32.0	0.0	14.4	51.5	29.9	4.1	
State	15.6	49.3	31.5	3.6	20.3	52.1	26.4	1.1	17.9	59.1	21.0	2.0	
Not Eligible													
School	4.1	20.6	50.6	24.7	6.4	20.3	57.6	15.7	2.9	27.0	54.9	15.1	
District	4.0	21.4	51.5	23.0	5.5	20.8	60.2	13.5	3.5	25.1	54.4	16.9	
State	5.8	27.6	48.9	17.7	6.1	31.1	52.5	10.2	5.0	34.5	46.8	13.7	

2006 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes
Is this school making AYP in Reading?	Yes
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		No
2006-07 Federal Improvement Status		
2006-07 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		47.5			47.5			89.0		69.0	
All	100.0	Yes	100.0	Yes	72.4		Yes	70.2		Yes			97.9	Yes
White	99.7	Yes	99.7	Yes	76.5		Yes	73.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes										
Economically Disadvantaged	98.1	Yes	98.1	Yes	46.7		Yes	40.0		Yes				

The four conditions for making Adequate Yearly Progress (AYP) are:

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 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% 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 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2005.

** Safe Harbor Targets of 47.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. 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

Normal Community High School continues to focus its commitment to create an environment, which maintains a quality education for its students and further students' academic, physical, social, cultural and emotional development. The primary goal for NCHS is to cultivate and maintain a positive school climate that focuses on raising the academic achievement of all students, specifically in the area of reading.

Input gathered from teachers, students, and parents helped to set goals and develop practical strategies, techniques, programs and other innovations in efforts to address the goals. Several members of the faculty plan to meet this expectation by choosing to participate with various initiatives serve on committees, complete projects, or attend professional conferences or workshops.

Faculty will continue to evaluate success in student achievement as evidenced in classroom performance measures, national achievement tests, and the Prairie State Achievement Exam. The review of data continues by disaggregating data from a collection of test scores, student grade reports, and attendance records. The findings reveal that students identified in the Black and Free/Reduced Lunch subgroups continue to read content information below expectations and that a relationship exists among low academic achievement and student attendance patterns such as excused absences, trancies, and tardiness. Faculty will continue to develop knowledge of how students learn reading skills and concepts related to the subject(s) taught within their respective disciplines that will result in improved student academic performance.

Faculty members continue to recognize the need to have information related to student academic strengths and weaknesses earlier than the third year of high school. During the 2006-2008 school years, selected members are researching possible assessments in order to develop a proposal that will request evaluating students during their freshmen year or earlier. In view of NCLB in relation to the performance of the special education population, focus is for teachers to develop additional strategies to that will result in the students' improved academic performance as measured by the Prairie State Achievement Exam. In addition, opportunities to attend workshops, conference, and seminars that target closing the achievement gap exhibited between black students and their non-black peers will be pursued. The goal will be to reduce the difference by 3%.

The employment of a student outreach worker from Project Oz will serve to address the attendance issue and some behavior concerns experienced by students. In addition, a review of the district's current attendance policy will be conducted by a committee of staff members, students, and parents. The NCHS ACT prep program will continue for the 2007-2008 school year.

The NCHS Freshmen Initiative Committee will continue to share instructional strategies with faculty to assist them with lesson development for freshmen, implementation of organizational tools and incorporating critical thinking skills in their classes.

In effort to address behaviors that interfere with student academic performance, during the 2006-2007 school year, in search of information that would assist teachers to help students meet content standards and expectations, faculty members participated in a study of the book *Raising Cain: Protecting the Emotional Life of Boys* by Dan Kindlon and Michael Thompson. In addition, faculty reviewed the video of the same title. Focus groups were formed to identify and target specific student behaviors so that a proactive approach to address them can be implemented. Subsequent meetings facilitated discussion related to academic and behavioral expectations of male students. Teachers shared and developed teaching strategies that would address the learning needs as well as the academic climate for male students.

Traditional staff groups, and also the student advisory committee, the parent advisory council, the NCHS parent group, Iron Pride continues to assist with improved communication within the school community and provide input into and share in the decision-making process affecting the operation of NCHS.

A committee of teachers and administrators form a committee known as P.L.A.N. (Positive Learning At Normal). P.L.A.N. operates as an umbrella board to promote cultivating a positive school environment and oversees the activities of the School Enhancement, Positive Referrals, Club 27, and the NCHS Social Committee.

The above listed goals represent a summary of goals for the 2007-2008 school year. Each goal may have a range of objectives and sub goals that are too numerous to list. These goals will be reviewed on an on-going basis to monitor growth and progress. Adjustments and modifications will be made, if necessary, annually.