

**BOARD OF EDUCATION MEETING
COMMUNITY HIGH SCHOOL DISTRICT 94
November 13, 2012 – 7:00 P.M.**

**ADMINISTRATION CONFERENCE ROOM – Entrance “H”
326 JOLIET STREET, WEST CHICAGO, IL 60185**

A G E N D A

OPENING ACTIVITIES

1. Call to Order
2. Salute to the Flag
3. Reading of Mission Statement
“Community High School strives to promote and provide growth experiences in Learning, Leadership and Living.”
4. Roll Call
5. Additions to the Agenda – (Voice Vote)

RECOMMENDED MOTION: That the Board of Education approve the addition of the topics shown above to this agenda.

PUBLIC PARTICIPATION (Agenda Items Only)

REPORTS AND INFORMATION

- | | | |
|----|-----------------------------------------------------------------------------|--------------|
| 1. | Project Lead the Way
(Att. §B - pp. <u>1 – 14</u>) | Steve Clark |
| 2. | Budget Reports for 2012-2013 | Gordon Cole |
| 3. | Preliminary Tax Levy
(Att. §B - pp. <u>15 – 18</u>) | Gordon Cole |
| 4. | Principal’s Report | Moses Cheng |
| 5. | Assistant Superintendent’s Report | Kim Chambers |
| 6. | Student Attendance and Discipline Report
(Att. §B - pp. <u>19 – 21</u>) | Lalo Ponce |
| 7. | School Report Card
(Att. §B - pp. <u>22 – 42</u>) | Lalo Ponce |
| 8. | Assessment/Comparability Report
(Att. §B - pp. <u>43 – 56</u>) | Moses Cheng |

9. Curriculum Donation Lalo Ponce
(Att. §B - pp. 57 – 58)

10. Future Dates
- a. Regular Finance Committee Meeting – November 14, 2012 – 7:30 a.m.
 - b. Regular Semi-Monthly Board of Education Meeting – November 27, 2012 – 7:00 p.m.
 - c. Regular Semi-Monthly Board of Education Meeting – December 4, 2012
 - d. Regular Finance Committee Meeting – December 12, 2012 – 7:30 a.m.
 - e. Regular Semi-Monthly Board of Education Meeting – December 18, 2012

Open Comment

Board Members

CONSENT AGENDA (Roll Call)

Action items considered routine and/or which have been previously discussed by the Board will be enacted under one roll call motion unless removed for separate action upon Board request. They are enumerated under the heading “Recommended Action”.

- 1. Items Removed from Consent Agenda for Separate Action: _____
- 2. Consent Agenda Action for All Items Except those Listed in 1. Above.
RECOMMENDED MOTION: That the Board approve all items on the Consent Agenda which have not been specifically removed for separate action as shown on line 1. immediately above.

CONSENT AGENDA ITEMS - RECOMMENDED ACTION(S):

- 1. **Approval of Minutes — (Att. §C – pp. 1 - 9)**
Board of Education Meeting – October 23, 2012
Closed Session Board of Education Meeting – October 23, 2012
RECOMMENDED MOTION: That the Board of Education
approve the minutes of the meetings of October 9, 2012, as listed above.
- 2. **Filing of Minutes - (Att. §C - pp. 10 – 12)**
Finance Committee Meeting - October 10, 2012
RECOMMENDED MOTION: That the Board of Education
approve for filing of the above minutes.

NEW BUSINESS

1. **Personnel Reports – (Roll Call)**

RECOMMENDED MOTION:

That the Board of Education approve the Personnel and Supplemental Contract reports as presented in the packet and at table. (Att. §D – pp. 1 – 2).

2. **Board Policy 4204 Medication in School and 4207 – Allergens – (Roll Call).**

Public Act 97-0361 allows schools to voluntarily maintain a supply of emergency epinephrine auto-injectors (EpiPens) for students who have forgotten their EpiPen at home or who do not have a known allergy. A school nurse may administer an EpiPen to any student that he or she, in good faith, professionally believes is having an anaphylactic reaction and who does not have an Emergency Action Plan in place. Children with life-threatening allergies must have immediate access to emergency epinephrine when anaphylaxis occurs. Epinephrine can save a child's life by opening his or her airways until emergency personnel arrive. Administration is recommending the adoption of revised policy 4207 to allow the school registered nurse to administer an EpiPen to a student in the event of an allergic reaction even if the student has not been previously diagnosed with an allergy. Board policy 4204 will be revised to allow the District to assert the protection from liability afforded by the school code when a school district maintains a supply of EpiPens.

RECOMMENDED MOTION:

That the Board of Education approve the adoption of Policy 4207 – Medication in School and 4204 – Allergens on first reading as shown on (Att. §B - pp. 59 – 62).

3. **Electricity Rates – (Roll Call)**

The District's electricity supply contract expires at the end of this calendar year. We have received quotes from 7 suppliers as of Nov. 1, 2012. The lowest rate is from Ameren with a total charge of \$0.04812 per Kwh. Our current rate is \$0.05865. Based on current usage this will result in a savings of just over \$50,000 per year. Pricing is set on a daily basis so it may change slightly between now and November 13, 2012. Administration recommends accepting the bid from Ameren with a charge of \$0.04812 per Kwh.

RECOMMENDED MOTION:

That the Board of Education approve the bid from Ameren as shown on (Att. §B - pp. 63 - 65).

OLD BUSINESS - None

PUBLIC PARTICIPATION (Any item)

EXECUTIVE SESSION – Only if needed and with the understanding that possible action could be taken on matters discussed in closed session.

RECOMMENDED MOTION TO

MOVE TO CLOSED SESSION: That the Board of Education hold a Closed Session at [Time] for the purpose(s) of [1-15 below].

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees.
2. Collective negotiating matters.
3. The selection of a person to fill a public office.
4. Evidence or testimony presented in open hearing, or in closed hearing, where specifically authorized by law, to a quasi-adjudicative body.
5. The purchase or lease of real property.
6. The setting of a price for sale or lease of property.
7. The sale or purchase of securities, investments, or investment contracts.
8. Emergency security procedures.
9. Student discipline.
10. The placement of individual students in special education programs.
11. Litigation has been filed and is pending before a court or administrative tribunal.
12. Establishment of reserves or settlement of claims as provided by local government and governmental employees Tort Immunity Act.
13. Self-evaluation.
14. Discussion of minutes of meetings lawfully closed under Open Meetings Act (P.A. 88-621, effective 1-1-95).
15. Considering meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America.

BEGIN CLOSED SESSION TAPING

RECOMMENDED MOTION TO

MOVE TO OPEN SESSION: That the Board of Education return to Open Session at [Time] to possibly vote on closed session items.

END CLOSED SESSION TAPING

ADJOURNMENT

RECOMMENDED MOTION: That the Board of Education meeting be adjourned at [Time].

**COMMUNITY HIGH SCHOOL
DISTRICT 94**

**November 13, 2012
7:00 p.m.
Board of Education Meeting**

**SECTION B -
Regular Meeting Attachments**

**PROJECT LEAD THE WAY
AT THE
TECHNOLOGY CENTER OF DUPAGE**

PROJECT LEAD THE WAY AT THE TECHNOLOGY CENTER OF DUPAGE

WELCOME TO THE INNOVATION ZONE

- **IMAGINATION**
- **RIGOR**
- **RELEVANCE**
- **HANDS-ON LEARNING**

PROJECT LEAD THE WAY AT THE TECHNOLOGY CENTER OF DUPAGE

PROJECT LEAD THE WAY

- PRE-ENGINEERING CURRICULUM
- PREPARE STUDENTS IN HIGH-TECH FIELDS
- RIGOR, RELEVANCE, RELATIONSHIPS
- PRACTICAL APPLICATION
- INNOVATOR IN STEM EDUCATION

PROJECT LEAD THE WAY AT THE TECHNOLOGY CENTER OF DUPAGE

WHAT IS STEM EDUCATION?

- INTEGRATION OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS
- PLTW-SEEKS TO ANSWER “WHY”
- HANDS-ON CREATIVE APPROACH
- PROBLEM-SOLVING INNOVATORS

PROJECT LEAD THE WAY AT THE TECHNOLOGY CENTER OF DUPAGE

CHALLENGE #1

- GROWING SHORTAGE OF ENGINEERS/TECHNICIANS
- 10 M SKILLED WORKERS NEEDED BY 2020
- OVER 50% NEARING RETIREMENT AGE
- SHORTAGE OF SKILLED WORKERS

PROJECT LEAD THE WAY AT THE TECHNOLOGY CENTER OF DUPAGE

CHALLENGE #2

- PREPARING FOR STEM
 - U.S.-15%
 - CHINA-40%
- FASTEST GROWING CAREERS REQUIRE STEM SKILLS
- U.S. FALLING BEHIND

PROJECT LEAD THE WAY AT THE TECHNOLOGY CENTER OF DUPAGE

EMPLOYMENT PROJECTIONS

- **ENGINEERS/TECHNICIANS 2010-2018**
 - **BIOMEDICAL** +72%
 - **ENVIRONMENTAL** +31%
 - **CIVIL** +24%
 - **INDUSTRIAL** +14%
 - **OVERALL** +11%

PROJECT LEAD THE WAY AT THE TECHNOLOGY CENTER OF DUPAGE

TYPICAL PLTW STUDENT

- **PERFORMS AT GRADE LEVEL IN MATH**
- **ENJOYS COMPUTERS/TECHNOLOGY**
- **APTITUDE FOR DESIGN**
- **ENJOYS HANDS-ON LEARNING**
- **LITTLE DESIRE TO “SIT BEHIND A DESK”**

PROJECT LEAD THE WAY AT THE TECHNOLOGY CENTER OF DUPAGE

SUMMARY

- ACADEMIC APPLICATION
- TIED CLOSELY TO LABOR MARKET PROJECTIONS
- HANDS-ON LEARNING

PROJECT LEAD THE WAY AT THE TECHNOLOGY CENTER OF DUPAGE

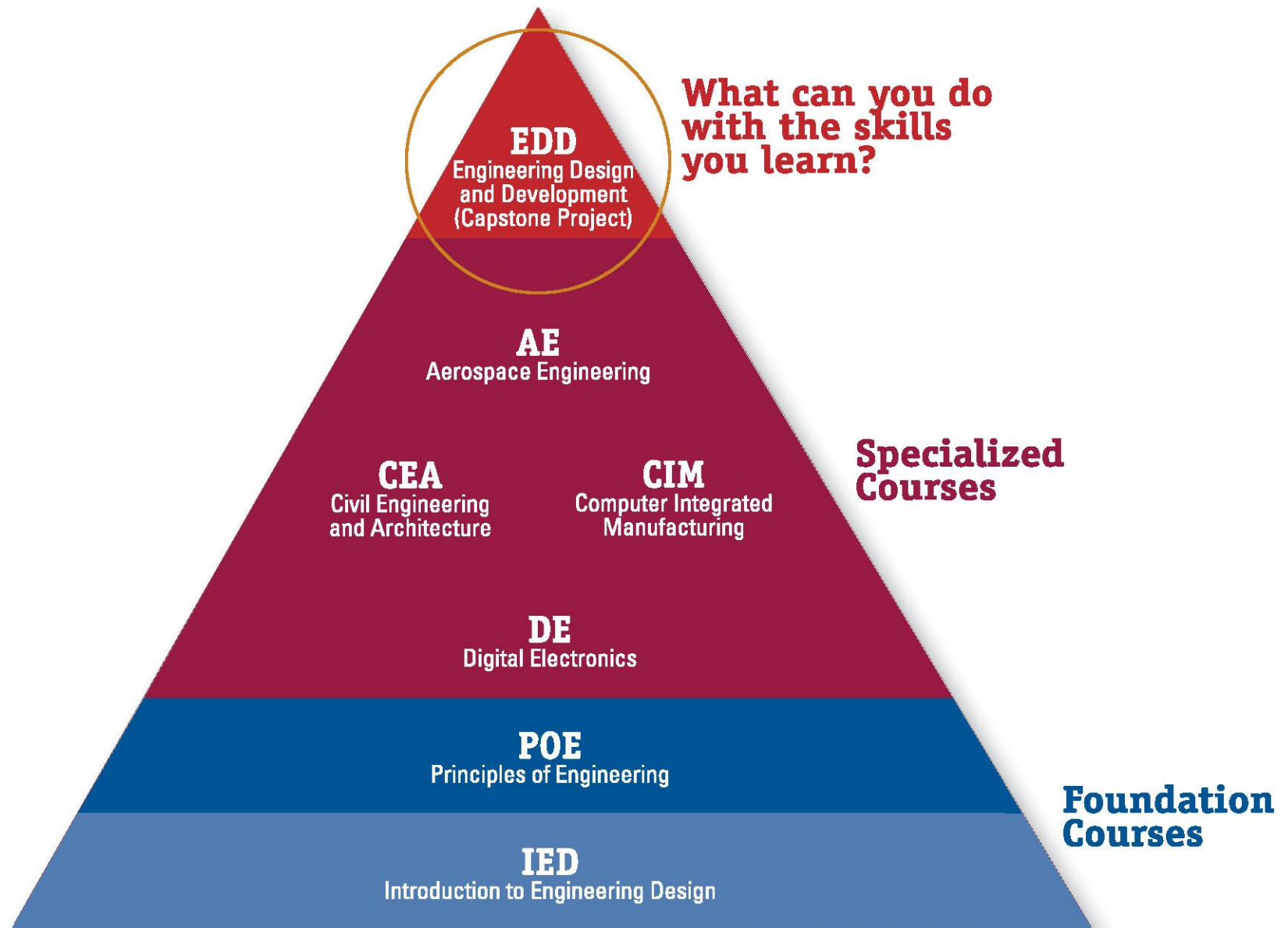
FOUNDATION LEVEL COURSES

- INTRODUCTION TO ENGINEERING
- PRINCIPALS OF ENGINEERING

PROJECT LEAD THE WAY AT THE TECHNOLOGY CENTER OF DUPAGE

SPECIALTY COURSES

- DIGITAL ELECTRONICS
- AEROSPACE ENGINEERING
- CIVIL ENGINEERING & ARCHITECTURE
- COMPUTER INTEGRATED MANUFACTURING
- ENGINEERING DESIGN & DEVELOPMENT

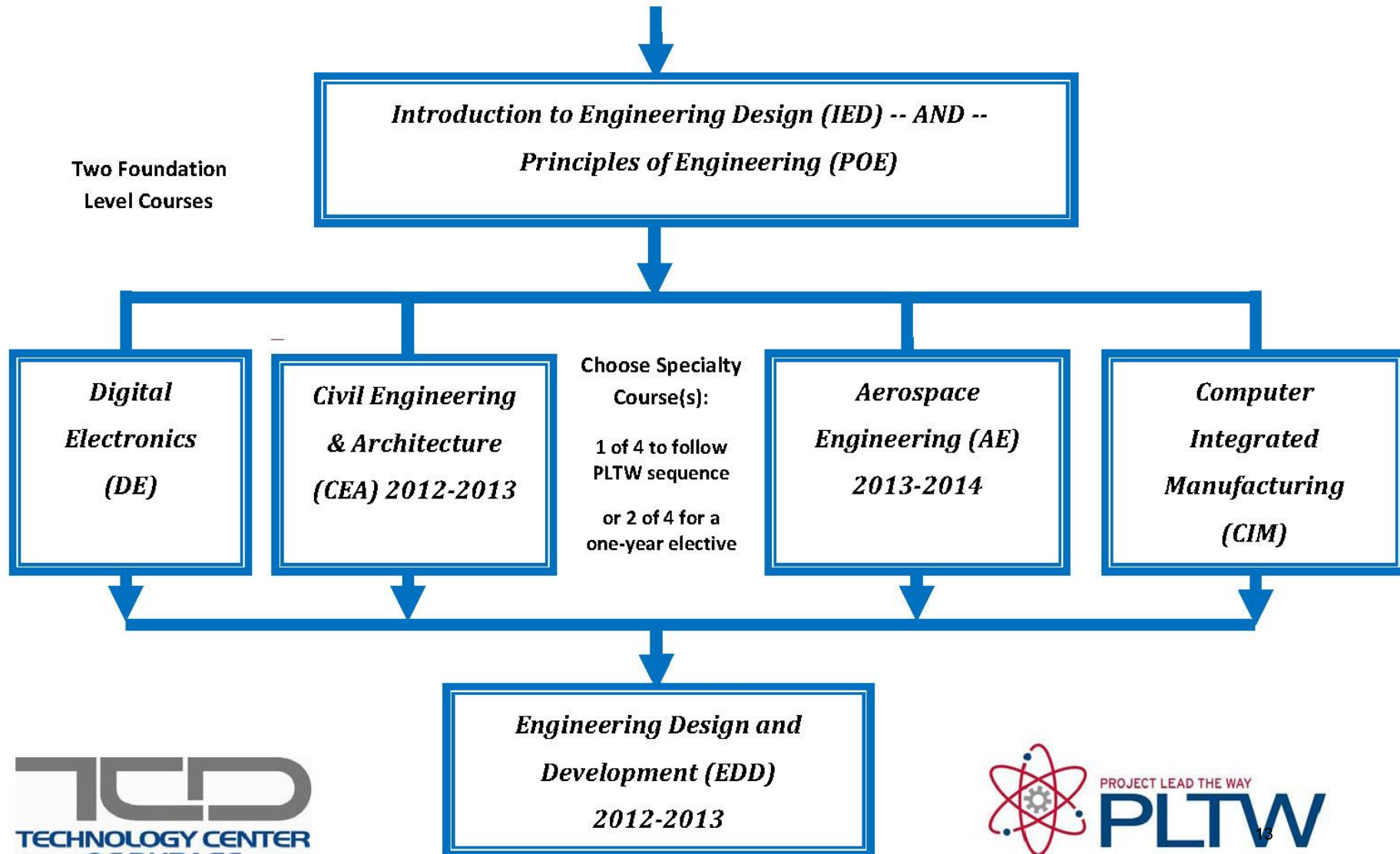


PLTW Course Overview

Pathway to Engineering at TCD

*Each class is one semester in length

*Introduction to Engineering Design and Principles of Engineering are strongly recommended before enrolling in any specialty courses.



Thank you!

www.pltw.org

www.tcdupage.org

COMMUNITY HIGH SCHOOL District 94

MEMO

TO: Board of Education

FROM: Gordon Cole

RE: Tax Levy

DATE: 11-08-12

Attached is the calculation worksheet for the 2012 levy collected in 2013.

The CPI factor as provided by the State is 3%. Assuming that there is no major unforeseen change in assessed valuation, applying the full CPI factor would generate approximately \$740,000 in new revenues.

On the attached worksheet are the basic assumptions. I also included a 1% balloon. We would like to have the Board give some direction so that the final documents can be prepared for the November 27th meeting. Additional information will be e-mailed no later than Monday.

LEVY INPUT PAGE - ASSUMPTIONS

Tax Levy Year: Enter Year of Levy

District Name: Enter District Name

District Number: Enter District Number

County 1:

County 2:

County 3:

County 4:

Fill out County names as needed - leave other boxes blank

PTELL - Tax Capped: Choose Yes or No

Original Tax Levy Certificate:

Amended Tax Levy Certificate:

Enter "x" in one box only

Consumer Price Index: Enter CPI for Year ending 2011, for the 2012 Levy.

Actual Total EAV for 2011: Enter Actual rate setting EAV for 2011

Estimated % change from 2011 EAV: Enter reassessment percentage before New Construction

Estimated New Construction for 2012: Enter Estimated New Construction

Estimated Total EAV for 2012: Includes New Construction

Total change from prior year: Includes New Construction

No. of Tax Levied Bond Issues Outstanding:

	Input Maximum Tax Rate:	Total 2011 Extension for all Counties:	Input 2011 DuPage County Extension:
Educational	3.50%	\$16,146,125.96	16,146,125.96
Operations & Maintenance	55.00%	\$2,817,602.12	2,817,602.12
Transportation	12.00%	\$770,035.19	770,035.19
Working Cash		\$0.00	-
Municipal Retirement		\$343,409.91	343,409.91
Social Security		\$343,409.91	343,409.91
Fire Prevention & Safety *		\$0.00	-
Tort Immunity		\$239,097.68	239,097.68
Special Education	40.00%	\$207,452.40	207,452.40
Leasing		\$0.00	-
Input Fund Name:		\$0.00	-

Total Capped Extension for 2011:

SEDOL IMRF (Lake County Only)

Bond and Interest Extension for 2011:

Total 2011 Extension:

* Includes Fire Prevention, Safety, Energy Conservation, Disabled Accessibility, School Security, and Specified Repair Purposes.

2012 LEVY CALCULATION PAGE

Limiting Rate: $\frac{(\text{Prior Year Extension} \times (1 + \text{Lesser of 5\% or CPI}))}{(\text{Total EAV} - \text{New Construction})}$

Limiting Rate: **1.8945%**
Estimated Capped Extension: **\$21,606,819.42**

Consumer Price Index:	3.00%
Actual Total EAV for 2011:	\$1,175,626,770
Estimated % change from 2011 EAV:	-3.50%
Estimated New Construction for 2012:	\$6,000,000
Estimated Total EAV for 2012:	\$1,140,479,833
Total change from prior year:	-2.99%

	Prior Year Extension:	Maximum Tax Rate:	Individual Fund Estimated Maximum Extension:	Prorated Extension based on prior year extension:	Manual Override:	Balloon % input:	Levy Amount:
Educational	\$16,146,125.96	3.50%	\$39,916,794.17	\$16,718,464.64		1.00%	\$16,885,649.00
Operations & Maintenance	\$2,817,602.12	55.00%	\$627,263,908.40	\$2,917,478.88		1.00%	\$2,946,654.00
Transportation	\$770,035.19	12.00%	\$136,857,580.01	\$797,330.96		1.00%	\$805,304.00
Working Cash	\$0.00	0.00%	\$0.00	\$0.00		0.00%	\$0.00
Municipal Retirement	\$343,409.91			\$355,582.91		1.00%	\$359,139.00
Social Security	\$343,409.91			\$355,582.91		1.00%	\$359,139.00
Fire Prevention & Safety *	\$0.00	0.00%	\$0.00	\$0.00		0.00%	\$0.00
Tort Immunity	\$239,097.68			\$247,573.08		1.00%	\$250,049.00
Special Education	\$207,452.40	40.00%	\$456,191,933.38	\$214,806.05		1.00%	\$216,954.00
Leasing	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
	\$0.00	0.00%	\$0.00	\$0.00			\$0.00

							Truth in Taxation	
Capped Extension/Levy	\$20,867,133.17		\$1,260,230,215.97	\$21,606,819.42	\$0.00	Capped Levy	\$21,822,888.00	4.58% NO

Levy in excess of estimated extension: **\$216,068.58**

SEDOL IMRF **\$0.00**

SEDOL IMRF

\$0.00

Bond and Interest: **\$2,985,204.91**

Bond and Interest: **\$2,954,865.63**

\$2,954,865.63 -1.02%

Total Extension/Levy **\$23,852,338.08**

Total Levy **\$24,777,753.63** 3.88%

ILLINOIS STATE BOARD OF EDUCATION

School Business and Support Services Division
217/785-8779

Original:

x

Amended:

CERTIFICATE OF TAX LEVY

A copy of this Certificate of Tax Levy shall be filed with the County Clerk of each county in which the school district is located on or before the last Tuesday of December.

District Name	District Number	County
Community High School	94	DuPage

Amount of Levy

Educational	\$ 16,885,649	Fire Prevention & Safety *	\$ 0
Operations & Maintenance	\$ 2,946,654	Tort Immunity	\$ 250,049
Transportation	\$ 805,304	Special Education	\$ 216,954
Working Cash	\$ 0	Leasing	\$ 0
Municipal Retirement	\$ 359,139		\$ 0
Social Security	\$ 359,139	Other	\$ 0
		Total Levy	\$ 21,822,888

* Includes Fire Prevention, Safety, Energy Conservation, Disabled Accessibility, School Security, and Specified Repair Purposes.

See explanation on reverse side.

Note: Any district proposing to adopt a levy must comply with the provisions set forth in the Truth in Taxation Law.

We hereby certify that we require:

the sum of

16,885,649

dollars to be levied as a special tax for educational purposes; and

the sum of

2,946,654

dollars to be levied as a special tax for operations and maintenance purposes; and

the sum of

805,304

dollars to be levied as a special tax for transportation purposes; and

the sum of

0

dollars to be levied as a special tax for a working cash fund; and

the sum of

359,139

dollars to be levied as a special tax for municipal retirement purposes; and

the sum of

359,139

dollars to be levied as a special tax for social security purposes; and

the sum of

0

dollars to be levied as a special tax for fire prevention, safety, energy conservation, disabled accessibility, school security and specified repair purposes; and

the sum of

250,049

dollars to be levied as a special tax for tort immunity purposes; and

the sum of

216,954

dollars to be levied as a special tax for special education purposes; and

the sum of

0

dollars to be levied as a special tax for leasing of educational facilities or computer technology or both, and temporary relocation expense purposes; and

the sum of

0

dollars to be levied as a special tax for

; and

the sum of

0

dollars to be levied as a special tax for

on the taxable property of our school district for the year

2012

Signed this day of

2012

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(President)

(Clerk or Secretary of the School Board of Said School District)

When any school is authorized to issue bonds, the school board shall file a certified copy of the resolution in the office of the county clerk of each county in which the district is situated to provide for the issuance of the bonds and to levy a tax to pay for them. The county clerk shall extend the tax for bonds and interest as set forth in the certified copy of the resolution, each year during the life of the bond issue. Therefore to avoid a possible duplication of tax levies, the school board should not include a levy for bonds and interest in the district's annual tax levy.

Number of bond issues of said school district that have not been paid in full

1

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(Detach and Return to School District)

This is to certify that the Certificate of Tax Levy for School District No.

94

,

DuPage

 County, Illinois, on the equalized assessed value of all taxable property of said school district for the year

2012

 was filed in the office of the County Clerk of this County on

2012

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In addition to an extension of taxes authorized by levies made by the Board of Education (Directors), an additional extension(s) will be made, as authorized by resolution(s) on file in this office, to provide funds to retire bonds and pay interest thereon.

The total levy, as provided in the original resolution(s), for said purposes for the year

2012

, is \$.

(Signature of County Clerk)

(Date)

(County)

**COMMUNITY HIGH SCHOOL
DISTRICT 94**

November 5, 2012

MEMORANDUM

TO: Lalo Ponce

FROM: M. Cheng

RE: **STUDENT ATTENDANCE - OCTOBER, 2012**

<u>NOVEMBER</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Average Daily Enrollment	2138.77	2115.55	2154.17	2193.05	2116.95	2102.45
Average Daily Attendance	2004.95	2000.23	2001.14	2081.15	2010.45	1966.27
Percent Attendance	93.74	94.55	92.90	94.90	94.97	93.52
Students Added						6
Students Dropped						10

Percent Attendance for Previous Months:

April, 2012	-	92.79
May/June, 2012	-	94.27
September, 2012	-	94.63

MC:lk

REASON FOR SUSPENSION	AUG OCC	AUG STD	SEP OCC	SEP STD	OCT OCC	OCT STD	NOV OCC	NOV STD	DEC OCC	DEC STD	JAN OCC	JAN STD	FEB OCC	FEB STD	MAR OCC	MAR STD	APR OCC	APR STD	MAY OCC	MAY STD	JUN OCC	JUN STD	YTD TOTAL OCC	YTD TOTAL STD
DISOBEDIENCE/TRUANCY-ISS	0	0	14	14	44	38	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	58	52
DISOBEDIENCE/TRUANCY-OSS	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
DISOBEDIENCE/TARDY-ISS	0	0	2	2	19	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	21	16
DISOBEDIENCE/TARDY-OSS	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
DISOBEDIENCE/DISRESPECT-ISS	1	1	0	0	6	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	7
DISOBEDIENCE/DISRESPECT-OSS	0	0	3	3	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	8
SMOKING-ISS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SMOKING-OSS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FIGHTING-ISS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FIGHTING-OSS	0	0	7	7	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	12
GANG REPRESENTATION-ISS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GANG REPRESENTATION-OSS	0	0	0	0	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
THEFT-ISS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT-OSS	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
SATURDAY SCHOOL-ISS	0	0	0	0	5	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	4
SATURDAY SCHOOL-OSS	0	0	5	5	19	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24	22
ILLEGAL ACT/U.I. ALCOHOL-ISS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ILLEGAL ACT/U.I. ALCOHOL-OSS	0	0	5	5	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	6
ILLEGAL ACT/U.I. MARIJUANA-ISS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ILLEGAL ACT/U.I. MARIJUANA-OSS	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
**ALTERNATIVE SCHOOL SUSP.-ISS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
**ALTERNATIVE SCHOOL SUSP.-OSS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*OTHER-ISS	0	0	3	3	11	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	13
*OTHER-OSS	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
YTD TOTAL ISS SUSPENSIONS	1	1	19	19	85	72	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
YTD TOTAL OSS SUSPENSIONS	0	0	24	24	37	35	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
FEMALE-ISS	0	0	3	3	33	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	36	30
FEMALE-OSS	0	0	7	7	7	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	13
MALE-ISS	1	1	16	16	52	41	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	69	58
MALE-OSS	0	0	17	16	30	29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	47	45
ETHNIC GROUP																								
1 AMERICAN INDIAN-ISS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1 AMERICAN INDIAN-OSS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2 ASIAN/PACIFIC ISLANDER-ISS	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
2 ASIAN/PACIFIC ISLANDER-OSS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3 BLACK, NON-HISPANIC-ISS	0	0	1	1	6	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	5
3 BLACK, NON-HISPANIC-OSS	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
4 HISPANIC-ISS	0	0	13	13	58	46	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	71	59
4 HISPANIC-OSS	0	0	13	13	26	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	39	37
5 WHITE, NON-HISPANIC-ISS	0	0	5	5	20	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25	20
5 WHITE, NON-HISPANIC-OSS	0	0	8	7	10	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18	17
6 MULTI-RACIAL-ISS	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
6 MULTI-RACIAL-OSS	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2

	AUG OCC	AUG STD	SEP OCC	SEP STD	OCT OCC	OCT STD	NOV OCC	NOV STD	DEC OCC	DEC STD	JAN OCC	JAN STD	FEB OCC	FEB STD	MAR OCC	MAR STD	APR OCC	APR STD	MAY OCC	MAY STD	JUN OCC	JUN STD	YTD TOTAL OCC	YTD TOTAL STD
2012 - 2013 ISS	1	1	19	19	85	72	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	105	92
2012 - 2013 OSS	0	0	24	24	37	35	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	61	59
2012 - 2013 TOTAL	1	1	43	43	122	107	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	166	151
2012 - 2013 ISS #DAYS	3		57		257		0		0		0		0		0		0		0		0		317	
2012 - 2013 OSS #DAYS	0		136		156		0		0		0		0		0		0		0		0		292	
2012 - 2013 TOTAL #DAYS	3		193		413		0		0		0		0		0		0		0		0		609	
2011 - 2012 ISS	0	0	95	84	122	91	117	97	128	113	77	67	89	77	121	96	56	50	116	89	0	0	921	764
2011 - 2012 OSS	0	0	23	21	62	47	34	30	23	22	22	21	39	36	36	32	24	21	31	30	0	0	294	260
2011 - 2012 TOTAL	0	0	118	105	184	138	151	127	151	135	99	88	128	113	157	128	80	71	147	119	0	0	1215	1024
2011 - 2012 ISS #DAYS	0		124		149		226		228		130		159		203		95		221		0		1535	
2011 - 2012 OSS #DAYS	0		134		219		150		136		101		224		144		106		131		0		1345	
2011 - 2012 TOTAL #DAYS	0		258		368		376		364		231		383		347		201		352		0		2880	
2010 - 2011 ISS	4		69		102		111		39		36		47		104		98		104		0		714	
2010 - 2011 OSS	11		17		24		22		15		5		16		26		15		15		0		166	
2010 - 2011 TOTAL	15		86		126		133		54		41		63		130		113		119		0		880	
2010 - 2011 ISS #DAYS	16		181		220		239		71		76		114		225		200		215		0		1557	
2010 - 2011 OSS #DAYS	74		111		157		102		77		30		85		129		71		80		0		916	
2010 - 2011 TOTAL #DAYS	90		292		377		341		148		106		199		354		271		295		0		2473	
2009 - 2010 ISS	4		51		92		74		65		44		80		106		118		88		0		722	
2009 - 2010 OSS	7		14		19		17		7		13		16		15		15		21		0		144	
2009 - 2010 TOTAL	11		65		111		91		72		57		96		121		133		109		0		866	
2008 - 2009 ISS	2		71		116		66		54		21		57		89		80		104		1		661	
2008 - 2009 OSS	7		17		37		18		6		19		20		24		13		28		1		190	
2008 - 2009 TOTAL	9		88		153		84		60		40		77		113		93		132		2		851	
2007 - 2008 ISS	0		57		97		69		58		35		58		65		71		103		6		619	
2007 - 2008 OSS	2		20		17		20		17		7		30		25		16		20		4		178	
2007 - 2008 TOTAL	2		77		114		89		75		42		88		90		87		123		10		797	
2006 - 2007 ISS	3		32		51		40		44		24		54		56		35		53		0		392	
2006 - 2007 OSS	3		8		20		10		14		14		12		19		12		6		0		118	
2006 - 2007 TOTAL	6		40		71		50		58		38		66		75		47		59		0		510	

Community High School District 94

A National Blue Ribbon School of Excellence
2006 Democracy School
2008 Civic Mission of Schools Civic Learning Example

School Report Card 2012

Presented with Pride
to the Communities of:

Carol Stream
Warrenville
West Chicago
Wheaton
Winfield

by
Community High School District 94

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ACTUAL ENROLLMENT —

Yr.	Grade Level				Total
	9	10	11	12	
1997-98	475	458	440	425	1798
1998-99	566	456	385	386	1793
1999-00	607	494	419	360	1880
2000-01	617	518	455	397	2047
2001-02	611	561	513	447	2132
2002-03	558	575	508	504	2145
2003-04	621	509	534	510	2174
2004-05	577	588	486	513	2164
2005-06	582	547	534	481	2144
2006-07	571	566	496	527	2160
2007-08	512	504	524	611	2151
2008-09	562	570	480	503	2115
2009-10	622	507	526	508	2163
2010-11	607	576	479	543	2205
2011-12	558	522	556	516	2152
2012-13	550	500	492	582	2124

SCHOOL BUDGET ON THE WEBSITE —

The Community High School District 94 budget for 2012-13 is available on the school's website at www.d94.org. A copy is also available in the Administration Office of the high school located at 326 Joliet Street in West Chicago.

The website features a wealth of other information about the school. To see press releases and photos, go to the website and then click on "News."

You'll find faculty and staff contact lists, school calendars, course lists, division web pages, updates on game and event schedules, information on clubs and sponsors, Edline the student handbook, Alumni and Education Foundation's news, and much, much more. Check out the site map!

ENROLLMENT PROJECTIONS —

Enrollment projections were obtained from Information Management Systems in Rockford, Michigan. Three different projection methods are used to provide data to the district. Results are shown below:

Yr.	Grade Level				Total
	9	10	11	12	
<u>2011-12</u>					
Method 1	550	565	528	489	2132
Method 2	530	562	544	494	2130
Method 3	540	563	536	492	2131
<u>2012-13</u>					
Method 1	554	512	518	539	2123
Method 2	517	491	531	562	2101
Method 3	535	501	524	550	2110
<u>2013-14</u>					
Method 1	548	516	469	529	2062
Method 2	505	479	464	548	1996
Method 3	526	497	466	538	2027
<u>2014-15</u>					
Method 1	575	510	473	479	2037
Method 2	519	468	453	479	1919
Method 3	546	488	462	479	1975
<u>2015-16</u>					
Method 1	610	535	467	483	2095
Method 2	553	481	442	468	1944
Method 3	581	507	454	474	2016

Method 1 – Uses survival ratios for the past five years at a particular grade.

Method 2 – Uses survival ratios for only the current year.

Method 3 – Combines Method 1 and Method 2.

PRINCIPAL'S MESSAGE —

Community High School District 94 is committed to helping each student reach his or her potential. Each faculty and staff member at CHS has high expectations for growth in academics, citizenship, and character for your son/daughter while recognizing his/her unique giftedness. To that end, a learning environment has been created that encourages students to challenge themselves in learning, appreciate the strength and beauty found in diversity, and to contribute to a greater community by caring for others.

While Community High School is full of talented faculty and staff members, our efforts would fall short if it were not for the partnership that we have with you, the parents of the students in our community. There is much research to show that children still value and need their parents' support with school through the high school years. The values you instill, the encouragement you give, and the motivation you provide go a long way in helping your son or daughter achieve his/her highest in the classroom.

The mission of Community High School District 94 is ***to promote and provide growth experiences in learning, leading, and living***. I hope that as you review the data provided in this report, you will find that the students in CHS are reaching and fulfilling that mission statement and thus, becoming prepared for life-long contribution in citizenship.

Sincerely,

Moses Cheng,
Principal

MISSION STATEMENT & CORE VALUES

Mission

Community High School
strives to promote and provide growth experiences in
Learning, Leadership and Living

Core Values

Learning

Gaining and using knowledge and understanding

C	hallenge Through Programs
H	old High Expectations
S	tructure Students' Options

Leadership

Giving oneself for the benefit of all

C	ontribute to the Common Good of School & Community
H	elp Students Participate
S	eek Self-Discipline

Living

Making wholesome choices to honor others and oneself

C	ultivate Diversity
H	onor Others
S	tress Responsible Student Choices

ACT SCORES —

The ACT assessment is designed for students who plan to attend college. The recommended college preparatory courses are four or more years of English and three or more years each for mathematics, natural sciences, and social studies. The score shown below includes the composite of all scores for CHS, the State, and the Nation. The scores for CHS students taking core courses are shown in parentheses.

Area	Graduating Class of:				
	2007-08	2008-09	2009-10	2010-11	2011-12
English					
CHS	19.7 (22.0)	20.1 (22.4)	19.5 (21.8)	19.5 (21.3)	19.0 (20.6)
State	20.4	20.5	20.3	20.6	20.5
Nation	20.6	20.6	20.5	20.6	20.5
Mathematics					
CHS	20.7 (23.0)	20.9 (22.7)	20.5 (22.5)	20.2 (21.6)	20.4 (21.7)
State	20.7	20.7	20.7	20.9	21.0
Nation	21.0	21.0	21.0	21.1	21.0
Reading					
CHS	20.3 (22.8)	20.6 (22.4)	21.0 (23.0)	20.0 (21.5)	19.8 (20.9)
State	20.6	20.8	20.8	20.8	20.7
Nation	21.4	21.4	21.3	21.3	20.7
Science Reasoning					
CHS	20.6 (22.4)	21.1 (22.5)	20.7 (22.4)	20.3 (21.8)	19.9 (21.0)
State	20.5	20.7	20.5	20.7	20.8
Nation	20.8	20.9	20.9	20.9	20.8
Composite					
CHS	20.4 (22.7)	20.8 (22.7)	20.6 (22.6)	20.1 (21.7)	19.9 (21.2)
State	20.7	20.8	20.7	20.9	20.9
Nation	21.1	21.1	21.0	21.1	20.9

Core and Less than Core Participation

Grad Year	Number of Students Tested		Percent	
	Core or More	Less than Core	Core or More	Less than Core
2007	175	219	39	49
2008	175	195	42	47
2009	206	153	55	41
2010	201	175	49	43
2011	241	192	53	42
2012	249	157	60	38

AVERAGE CLASS SIZE —

First Semester 2007-08 to 2012-13

Subject	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Art	22.1	23.2	25.8	26.24	24.69	20.75
Bilingual	18.4	12.6	16.6	12.05	14.94	16.67
Business Education	24.3	23.2	24.0	23.61	22.45	26.10
English	23.0	22.6	24.6	25.51	25.99	24.34
Foreign Language	25.5	24.0	25.0	27.78	25.88	25.15
Family & Consumer Science	23.2	24.1	24.7	24.72	25.31	22.77
Industrial Arts	21.3	20.9	23.5	23.24	22.95	21.55
Math	24.2	23.6	25.4	25.19	25.75	25.73
Science	25.4	25.1	25.3	25.18	25.14	24.01
Social Studies	23.0	23.6	23.8	26.42	25.85	26.79
Music	31.1	25.6	30.7	27.50	25.54	30.73
P.E./Health	34.1	32.5	34.2	36.43	33.44	32.42
Drivers' Education	18.7	19.4	22.0	22.91	19.52	19.75
TOTALS:						
With Music, PE, Drivers' Ed, Health	24.6	23.8	25.8	26.49	26.17	25.89
Without Music, PE, Drivers' Ed, Health	23.3	22.7	24.3	24.93	24.96	24.60

RACIAL/ETHNIC BACKGROUND —

Racial/Ethnic Background as Percent of Total Enrollment
2007-08 to 2012-13

Year	African-American	American Indian	Asian	Hispanic	White	Multi
2007-08	2.3	.2	3.0	41.9	49.2	3.3
2008-09	1.8	.2	2.6	44.6	48.5	2.8
2009-10	2.3	.2	3.4	46.6	45.2	2.2
2010-11	2.5	.1	3.6	47.2	43.5	3.1
2011-12	2.5	.3	3.3	48.1	43.1	2.7
2012-13	2.3	.2	4.0	49.2	41.3	3.0

GOAL AREAS FOR STRATEGIC PLANNING —

1. **Student Achievement:**
This includes academic, extracurricular activities, and student involvement outside of school.
2. **Resources, Facilities and Capital Improvements:**
This includes infrastructure and funding.
3. **Staff and Human Resource Development:**
This includes volunteers, Board members, and community members.
4. **External and Community Collaboration:**
This includes our feeder schools.

ASBESTOS REMOVAL AND PEST CONTROL NOTICE —

All Illinois schools are required to notify parents annually that asbestos may be removed from parts of the building. Details of the District's asbestos management plan are available for inspection in the Administration Office. If you have questions, please contact Mr. Gordon Cole, Director of Business Services, at 630/876-6333.

Schools are also required to adopt a pest control process and are required to notify staff, students and parents prior to certain types of pest control applications. Applications of these materials are made only when necessary to eliminate a pest problem. If it becomes necessary to use any products other than traps or baits, the school will post notice two days prior to application. For details of the plan, check the school website at www.d94.org, or in the Administration Office.

If you would like to receive written notification before the use of liquid or aerosol pest control materials, please send a written request to Mr. Kevin Kane, IPM Coordinator, at CHS; 326 Joliet Street; West Chicago, IL 60185. Please include the student's name, grade level and address, the parent's or guardian's name with signature, and the date.

Community High School District 94 is proud to introduce its 2012/2013 new certified staff members.

Joining the Language Arts and the Support Services Divisions, **Bill Bicker** returns to We-Go after teaching in West Chicago School District 33, serving as an Assistant Principal in Yorkville CUSD 115, and Principal in both Addison District 4 and Kaneland School District 302. Bill holds a bachelor's degree from University of Illinois in Rhetoric/English, and master's degrees in Elementary Teaching from National Louis University and Educational Leadership from Northern Illinois University. Bill is also our Head Football Coach.

Steve Brown joined us mid-year last school year as a teacher in the Special Education Division, after working for us as a Program Assistant. He earned a bachelor's degree in History/Social Science Education from Illinois State University, and his student teaching experience was at Excel Orr High School.

A new teacher in the Physical Development Division is **Nicole Cleveland**. Nicole worked as a Program Assistant at We-Go during the 2011-2012 school year. She completed her student teaching at Tremper High School in Kenosha, WI, and holds a bachelor's degree in Physical Education from Carthage College.

Language Arts teacher **Patrick Clifford** returns to We-Go after teaching at Lowpoint-Washburn High School District in central Illinois. He holds a bachelor's degree in English from Northern Illinois University and completed his student teaching and first 4 years as a teacher at CHS.

Coming to Community High School with a master's degree in Special Education is **Anne Dragosh**. Anne completed her student teaching at Maine West High School in Des Plaines.

Relocating back to Illinois is Math & Science Division teacher **Anna Fulmer**. After graduating from Franciscan University of Steubenville (OH) with a bachelor's degree in Chemistry and Education, Anna taught Chemistry at Cabell Midland High School in Ona, West Virginia.

A new Counselor in the Support Services Division is **Annie Gomez**. After earning a master's degree in Guidance and Counseling, Annie student taught at Stevenson High School.

Teaching part-time in Special Education is new teacher **Laura Heavey**. Laura earned a bachelor's degree in Special Education from Northern Illinois University and completed her student teaching at Niles Township District for Special Education.

Meghan Klein comes to CHS from Rich Township High School as a Family and Consumer Science Teacher in the Info and Technology Division. Meghan earned a bachelor's degree in Career Technical Education from Eastern Illinois University.

After serving 18 years as a Physical Education teacher and coach at Holy Cross High School, Valley View School District 365U, Dixon High School, Leyden High School and Elmhurst High School and 2 years as a Dean in Valley View District 365U, **Bill Lech** joins our staff as the Division Head of Physical Development & Aquatics/Assistant Athletic Director. Bill earned a

bachelor's degree in Physical Education from Coe College in Cedar Rapids, Iowa, and a master's in Educational Administration from Governor's State University.

Dr. Renata Marroum joins the Math & Science Division with teaching experience at both the secondary and post-secondary level, having taught Math at Thornton Township High School and Physics at Lewis University. Renata earned a bachelor's degree in Physics from the University of Jordan in Amman, Jordan, and a Ph.D. in Physics from the University of Texas at Arlington.

A new part-time teacher in the Math & Science Division, **Tyler Michie** earned a bachelor's degree in Geology/Astronomy from Northern Illinois University. He student taught at Maine West High School.

Lori Moriarty, another new part-time teacher in the Math & Science Division, earned a bachelor's degree from Loras College, double majoring in Mathematics and English, and a master's in Teaching in Secondary Education from National-Louis University. Lori student taught at Gregory Fischer Middle School in Aurora.

Special Education teacher **Joshua Piha** comes to Community High School from Indian Prairie School District 204. Josh earned a bachelor's degree with a double major in Elementary and Special Education from Southern Illinois University in Carbondale.

Joining CHS as a French teacher in the World Languages Division, **Kathryn Schoen** taught previously at Downers Grove South High School. Katie earned a bachelor's degree in French Education from Illinois State University.

Rona Sinnamond, teacher in the Special Education Division, comes to CHS from Ombudsman Education Center where she served as the Director for 4 years, having been an Alternative Teacher for 4 years prior to that. Rona earned a bachelor's degree in Psychology from DePaul University, and a master's in Education from Roosevelt University.

Not a new face at Community High School is **Karen Szot**, now our School Psychologist. Karen was assigned to CHS as a SASED psychologist for many years, having been employed by SASED since 1997, and in addition, she has 7 years' experience at CASE and LaPorte Special Education Cooperatives. She earned a bachelor's degree in Psychology from Eastern Illinois University, and a master's as a School Psychologist.

Another new teacher in the Special Education Division is **Brian Trainor**, who comes to We-Go with 4 years' experience at The Learning House and Wauconda High School. Brian earned a bachelor's degree in Biology from National-Louis University, and a master's in Secondary Education, also from National-Louis.

New Alternative Education teacher in the Support Services Division is **Michelle Walters**. Michelle was a Program Assistant at CHS last school year in the Alternative Education program, and has 6 years teaching experience at Jewel Middle School. She holds a bachelor's degree in English from Eastern Illinois University.

Alexandra Wojciechowski is a new Instrumental Music teacher in the Humanities Division and serves as the orchestra director. Lexi earned a bachelor's degree in Music Education from Elmhurst College and did her student teaching at Kennedy Junior High School and Buffalo Grove High School.



Front Row (L to R)
 Tyler Michie, Karen Szot, Bill Bicker, Kathryn Schoen, Laura Heavey, Patrick Clifford
 Second Row (L to R)
 Meghan Klein, Rona Sinnamond, Nicole Cleveland, Annie Gomez, Renata Marroum, Brian Trainor
 Back Row (L to R)
 Michelle Walters, Joshua Piha, Anna Fulmer, Alexandra Wojciechowski, Anne Dragosh,
 Lori Moriarty, Bill Lech

Community High School
CHSD 94
West Chicago, ILLINOIS
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	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	42.9	2.5	48.4	3.3	0.0	0.3	2.7	26.3	7.4	12.6	0.1	1.2	7.4	93.9	2,153
District	42.9	2.5	48.4	3.3	0.0	0.3	2.7	26.3	7.4	12.6	0.1	1.2	7.4	93.9	2,153
State	51.0	18.0	23.6	4.2	0.1	0.3	2.8	49.0	9.4	13.6	2.5	8.6	13.1	94.4	2,066,692

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.

IEP Students are those students eligible to receive special education services.

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 9 or more of the last 180 school days.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	96.2	--	--	--	--
District	96.2		21.1	14.2	143.5
State	95.3		18.8	13.7	205.0

* 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										25.1
District										25.1
State										19.2

TEACHER INFORMATION (Full-Time Equivalents)

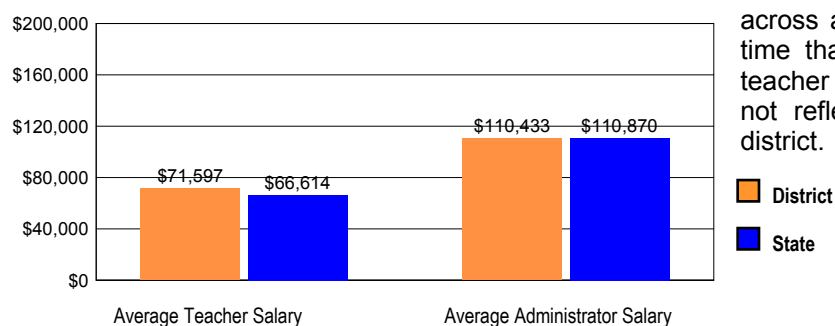
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	91.2	0.0	8.3	0.0	0.0	0.0	0.6	0.0	38.5	61.5	121
State	83.3	7.1	5.3	1.3	0.1	0.2	0.8	2.0	23.1	76.9	32 127,830

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	11.5	24.2	75.8	0.0	0.0
State	12.9	37.8	61.7	0.6	0.7

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

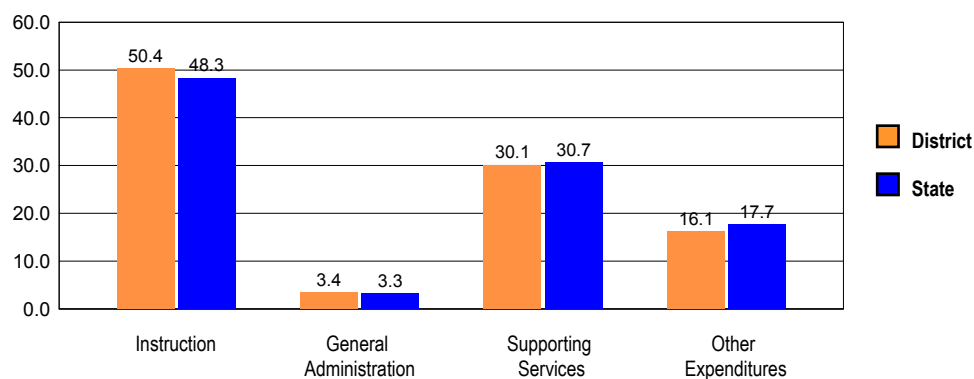
SCHOOL DISTRICT FINANCES

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 2010-11 (Percentages)



REVENUE BY SOURCE 2010-11				EXPENDITURE BY FUND 2010-11			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$24,272,122	79.1	58.2	Education	\$21,665,879	73.0	73.7
Other Local Funding	\$1,767,597	5.8	5.1	Operations & Maintenance	\$2,673,724	9.0	5.9
General State Aid	\$1,280,957	4.2	17.1	Transportation	\$1,218,625	4.1	3.8
Other State Funding	\$2,072,447	6.8	9.5	Debt Service	\$3,064,325	10.3	7.4
Federal Funding	\$1,278,121	4.2	10.1	Tort	\$248,866	0.8	1.2
TOTAL	\$30,671,244			Municipal Retirement/ Social Security	\$737,454	2.5	2.0
				Fire Prevention & Safety	\$0	0.0	0.8
				Capital Projects	\$81,673	0.3	5.1
				TOTAL	\$29,690,546		

OTHER FINANCIAL INDICATORS				
	2009 Equalized Assessed Valuation per Pupil	2009 Total School Tax Rate per \$100	2010-11 Instructional Expenditure per Pupil	2010-11 Operating Expenditure per Pupil
District	\$665,539	1.71	\$7,490	\$12,802
State	**	**	\$6,824	\$11,664

** 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.

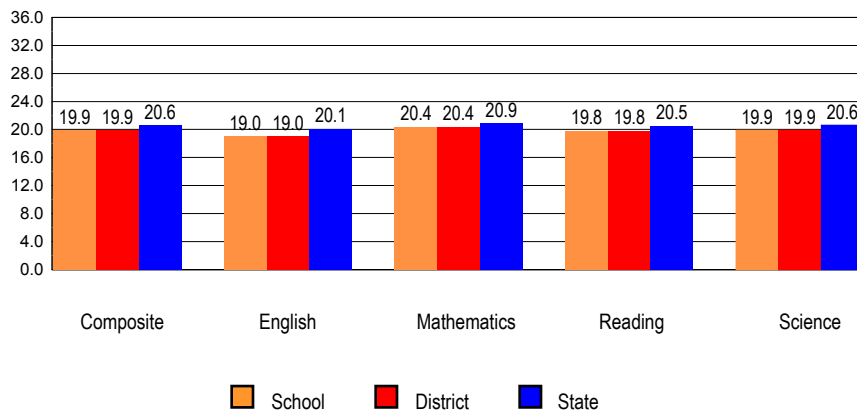
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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 2012 *

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 PSAT.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAT 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 4-YEAR GRADUATION RATE

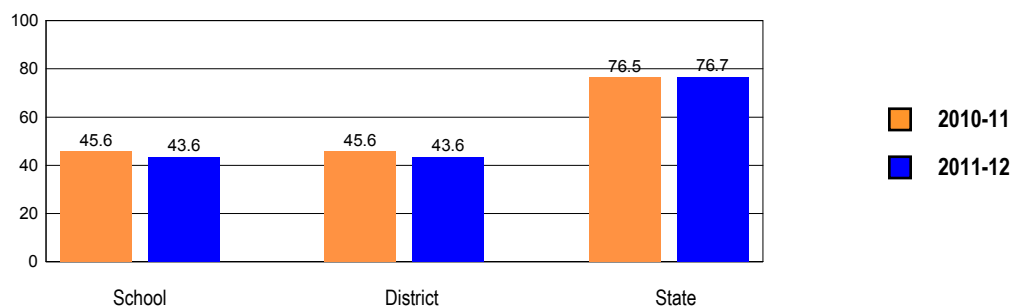
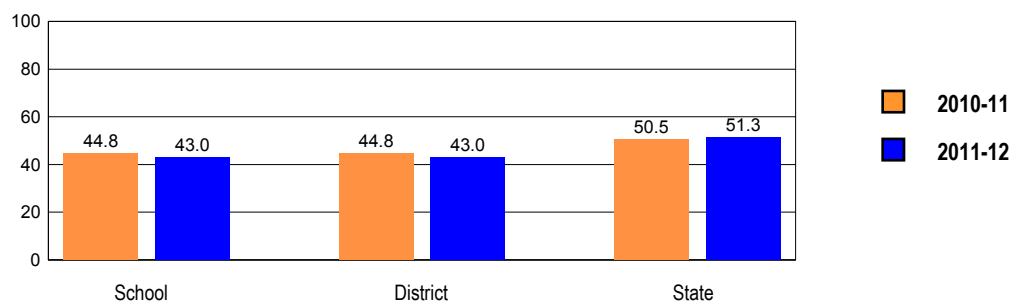
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	94.2	92.9	95.6	96.0	76.9	92.8	100.0		100.0	100.0	84.0		86.3	91.8
District	94.2	92.9	95.6	96.0	76.9	92.8	100.0		100.0	100.0	84.0		86.3	91.8
State	82.3	79.0	85.8	88.9	68.4	76.0	93.0		78.8	83.3	66.4		68.9	72.8

HIGH SCHOOL 5-YEAR GRADUATION RATE

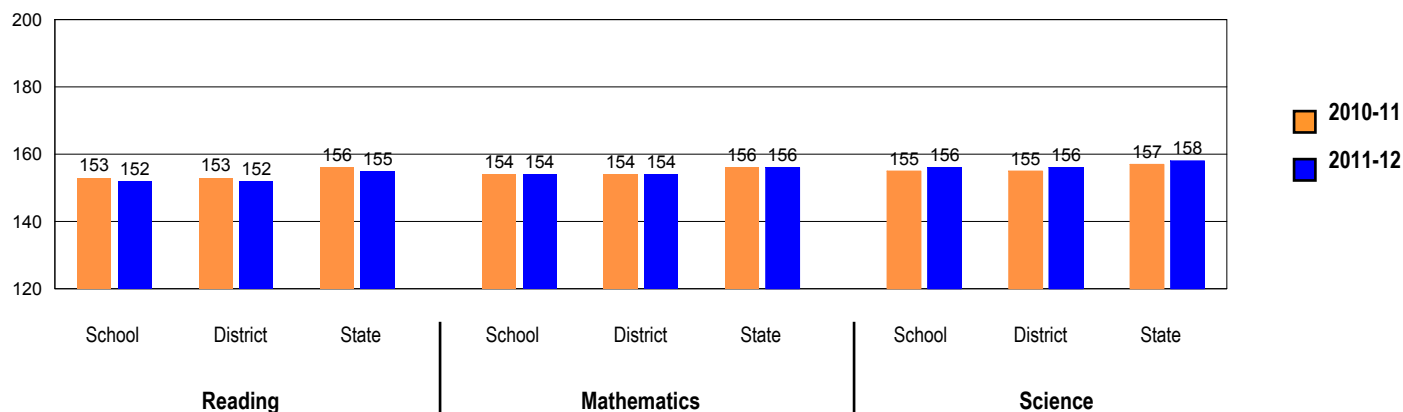
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	91.7	87.8	95.6	93.8	100.0	88.8	95.2		100.0	94.7	89.3		78.4	89.2
District	91.7	87.8	95.6	93.8	100.0	88.8	95.2		100.0	94.7	89.3		78.4	89.2
State	84.0	81.1	87.1	89.3	72.2	78.8	92.8		83.7	83.9	73.0		72.5	76.7

OVERALL STUDENT PERFORMANCE

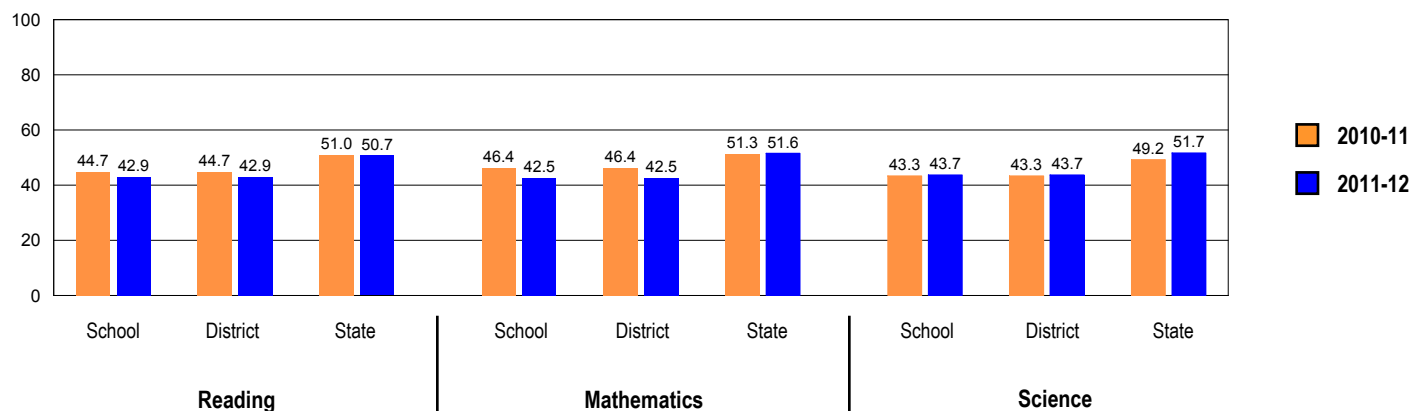
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

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 PSAT.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores

PSAT scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards

Number of students in this school with PSAT scores in 2012: 529

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 PSAT 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															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	546	252	294	240	14	257	22	0	1	12	27	0	68	129
	Reading	0.4	0.4	0.3	0.4	0.0	0.4	0.0			0.0	0.0		1.5	0.0
District	*Enrollment	546	252	294	240	14	257	22	0	1	12	27	0	68	129
	Reading	0.4	0.4	0.3	0.4	0.0	0.4	0.0			0.0	0.0		1.5	0.0
State	*Enrollment	1,072,304	548,690	523,352	547,900	192,977	251,440	45,188	977	3,177	29,968	75,031	261	146,113	531,157
	Reading	0.4	0.5	0.3	0.3	0.7	0.4	0.3	0.6	0.6	0.4	0.6	2.3	0.9	0.5

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	546	252	294	240	14	257	22	0	1	12	27	0	68	129
	Mathematics	0.4	0.4	0.3	0.4	0.0	0.4	0.0			0.0	0.0		1.5	0.0
District	*Enrollment	546	252	294	240	14	257	22	0	1	12	27	0	68	129
	Mathematics	0.4	0.4	0.3	0.4	0.0	0.4	0.0			0.0	0.0		1.5	0.0
State	*Enrollment	1,073,764	549,462	524,040	548,234	193,064	252,013	45,638	983	3,180	29,975	76,502	271	146,133	532,214
	Mathematics	0.4	0.4	0.3	0.3	0.7	0.4	0.2	0.5	0.5	0.4	0.3	1.1	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	546	252	294	240	14	257	22	0	1	12	27	0	68	129
	Science	0.4	0.4	0.3	0.4	0.0	0.4	0.0			0.0	0.0		1.5	0.0
District	*Enrollment	546	252	294	240	14	257	22	0	1	12	27	0	68	129
	Science	0.4	0.4	0.3	0.4	0.0	0.4	0.0			0.0	0.0		1.5	0.0
State	*Enrollment	456,721	232,992	223,651	237,912	81,780	103,594	19,211	393	1,359	12,254	25,859	107	61,941	217,988
	Science	0.7	0.8	0.6	0.5	1.4	0.7	0.3	1.0	0.9	0.7	0.8	0.9	1.6	1.0

* 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	15.1	42.0	38.0	4.9	10.8	46.7	36.9	5.7	8.7	47.6	36.5	7.2
District	15.1	42.0	38.0	4.9	10.8	46.7	36.9	5.7	8.7	47.6	36.5	7.2
State	9.9	39.4	41.6	9.0	10.7	37.7	42.2	9.4	8.8	39.6	41.1	10.6

Grade 11 - Gender

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	16.8	43.4	34.0	5.7	10.7	44.3	36.1	9.0	9.0	40.6	39.3	11.1
	District	16.8	43.4	34.0	5.7	10.7	44.3	36.1	9.0	9.0	40.6	39.3	11.1
	State	12.2	40.1	39.7	8.0	11.2	35.4	42.2	11.2	9.0	36.2	41.5	13.3
Female	School	13.7	40.7	41.4	4.2	10.9	48.8	37.5	2.8	8.4	53.7	34.0	3.9
	District	13.7	40.7	41.4	4.2	10.9	48.8	37.5	2.8	8.4	53.7	34.0	3.9
	State	7.6	38.8	43.6	10.0	10.2	40.0	42.3	7.5	8.5	42.9	40.7	7.9

Grade 11 - Racial/Ethnic Background

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	5.1	32.8	51.9	10.2	4.3	35.7	50.6	9.4	3.0	28.5	55.3	13.2
	District	5.1	32.8	51.9	10.2	4.3	35.7	50.6	9.4	3.0	28.5	55.3	13.2
	State	5.7	30.6	50.8	12.9	5.6	29.8	51.7	12.9	4.3	29.2	51.3	15.2
Black	School	28.6	42.9	28.6	0.0	28.6	57.1	14.3	0.0	14.3	57.1	28.6	0.0
	District	28.6	42.9	28.6	0.0	28.6	57.1	14.3	0.0	14.3	57.1	28.6	0.0
	State	19.1	56.6	22.8	1.5	25.4	53.8	20.1	0.8	20.6	60.0	18.4	1.0
Hispanic	School	24.8	51.6	23.6	0.0	16.3	61.0	22.0	0.8	13.8	67.5	18.3	0.4
	District	24.8	51.6	23.6	0.0	16.3	61.0	22.0	0.8	13.8	67.5	18.3	0.4
	State	14.7	51.9	30.6	2.8	13.9	49.9	33.6	2.6	12.1	54.6	30.4	2.9
Asian	School	0.0	36.4	59.1	4.5	0.0	18.2	63.6	18.2	0.0	40.9	45.5	13.6
	District	0.0	36.4	59.1	4.5	0.0	18.2	63.6	18.2	0.0	40.9	45.5	13.6
	State	6.5	27.3	49.0	17.1	4.0	18.5	48.7	28.8	4.6	22.5	49.2	23.7
Native Hawaiian/Pacific Islander	School												
	District												
	State	8.5	42.3	37.3	12.0	9.9	34.5	47.2	8.5	9.2	39.4	43.0	8.5
American Indian	School												
	District												
	State	10.6	43.4	40.1	5.9	10.4	41.3	43.6	4.7	9.0	48.3	36.6	6.1
Two or More Races	School	25.0	33.3	33.3	8.3	25.0	8.3	50.0	16.7	25.0	16.7	33.3	25.0
	District	25.0	33.3	33.3	8.3	25.0	8.3	50.0	16.7	25.0	16.7	33.3	25.0
	State	7.2	37.1	44.4	11.3	8.7	37.2	43.1	11.0	7.2	36.7	43.2	12.9

Grade 11 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	51.9	48.1	0.0	0.0	40.7	51.9	7.4	0.0	25.9	74.1	0.0	0.0
District	51.9	48.1	0.0	0.0	40.7	51.9	7.4	0.0	25.9	74.1	0.0	0.0
State	56.6	40.5	2.8	0.1	42.5	46.3	10.4	0.8	42.7	51.5	5.7	0.1

Grade 11 - Students with Disabilities

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	49.2	42.4	5.1	3.4	37.3	54.2	8.5	0.0	42.4	44.1	10.2	3.4
	District	49.2	42.4	5.1	3.4	37.3	54.2	8.5	0.0	42.4	44.1	10.2	3.4
	State	41.0	42.7	14.4	2.0	45.7	41.1	11.9	1.3	36.9	48.2	12.6	2.3
Non-IEP	School	10.9	41.9	42.1	5.1	7.4	45.7	40.4	6.4	4.5	48.1	39.8	7.7
	District	10.9	41.9	42.1	5.1	7.4	45.7	40.4	6.4	4.5	48.1	39.8	7.7
	State	5.9	39.0	45.1	9.9	6.2	37.3	46.1	10.4	5.2	38.5	44.7	11.6

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	26.8	48.8	22.8	1.6	18.1	58.3	22.0	1.6	16.5	63.8	18.1	1.6
	District	26.8	48.8	22.8	1.6	18.1	58.3	22.0	1.6	16.5	63.8	18.1	1.6
	State	16.9	52.3	28.4	2.3	18.7	51.1	28.4	1.9	15.8	55.5	26.5	2.3
Not Eligible	School	11.4	39.8	42.8	6.0	8.5	43.0	41.5	7.0	6.2	42.5	42.3	9.0
	District	11.4	39.8	42.8	6.0	8.5	43.0	41.5	7.0	6.2	42.5	42.3	9.0
	State	5.1	30.6	50.7	13.6	5.2	28.6	51.7	14.5	4.0	28.7	51.1	16.3

2012 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?	Yes
Is this school making AYP in Reading?	No	2012-13 Federal Improvement Status	Restructuring Implementation
Is this school making AYP in Mathematics?	No	2012-13 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		5-YEAR 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		85.0			85.0			91.0		82.0	
All	99.6	Yes	99.6	Yes	43.6		No	43.4		No			91.7	Yes
White	99.6	Yes	99.6	Yes	62.4	68.9	No	60.7	68.9	No			93.8	
Black														
Hispanic	99.6	Yes	99.6	Yes	24.8	32.1	No	24.0	36.0	No			88.8	
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	98.5	Yes	98.5	Yes	17.9	37.5	No	17.9	35.7	No			78.4	
Economically Disadvantaged	100.0	Yes	100.0	Yes	25.4	36.0	No	24.6	40.8	No			89.2	

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2011.

** Safe Harbor Targets of 85% 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.

2012 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Comprehensive
Is this school making (AYP) in the "ALL" subgroup in reading ?	No
Is this school making (AYP) in the "ALL" subgroup in math ?	No

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP**.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused supports verses more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.

Adequate Yearly Progress and Predictability

Class of 2013

Assessment Predictability

Terms:

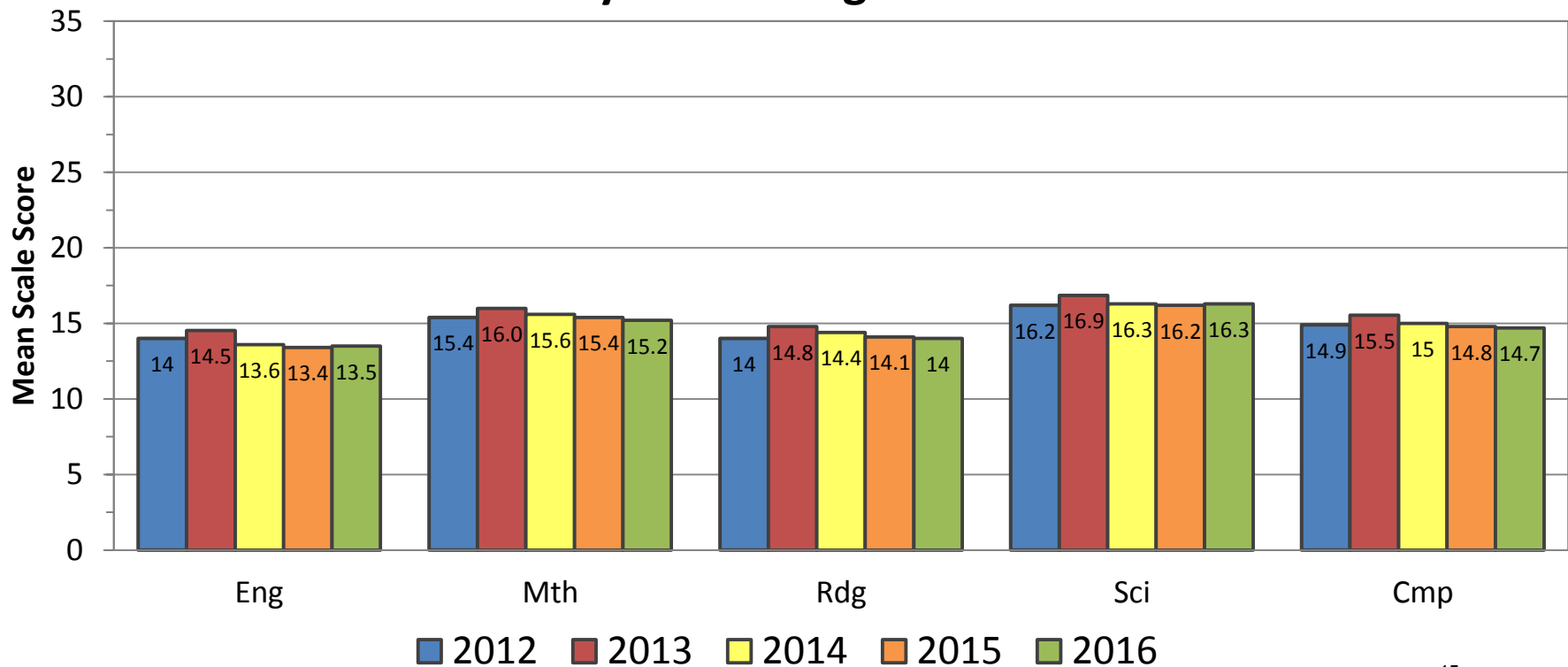
ACT	ACT exam taken by all juniors in April of their Junior year. ACT is also the name of the company that has created the ACT exam and other exams used in predictability.
Retired ACT	An old ACT exam that ACT has retired and released to schools for purchase and use. This exam is administered to all sophomores at the same time that Juniors are taking Day 2 of the PSAE. Since the ACT is an exam administered to Juniors, scores received from the Retired ACT taken by Sophomores are typically deflated.
PLAN	An ACT designed exam administered to all Freshman students at the same time that Juniors are taking Day 2 of the PSAE. Since the PLAN is an exam typically administered to Sophomores, the scores received are typically deflated.
EXPLORE	An ACT designed exam administered to all 8 th grade students at their middle schools in October of their 8 th grade year. The EXPLORE was designed to be administered in the 8 th or 9 th grade.
EPAS	The series of sequential tests designed by ACT to predict how students are growing. EPAS refers to ACT's <u>E</u> ducational <u>P</u> lanning and <u>A</u> ssessment <u>S</u> ystem and involves the use of the EXPLORE, PLAN, and ACT to measure growth and progress. ACT describes the typical growth pattern, regardless of what score the student receives, as being a 5 point growth from EXPLORE to ACT. In addition, ACT has established that the best measure of predictability is through the use of the Composite score rather than the use of any sub tests (English, Reading, Math, Science). This has been confirmed by several independent researchers as well.

Note: Since many high schools are administering the EXPLORE as an 8th grade test, the PLAN as a 9th grade test, and a retired ACT as the 10th grade test, ACT has begun to look at renorming the tests to reflect this practice.

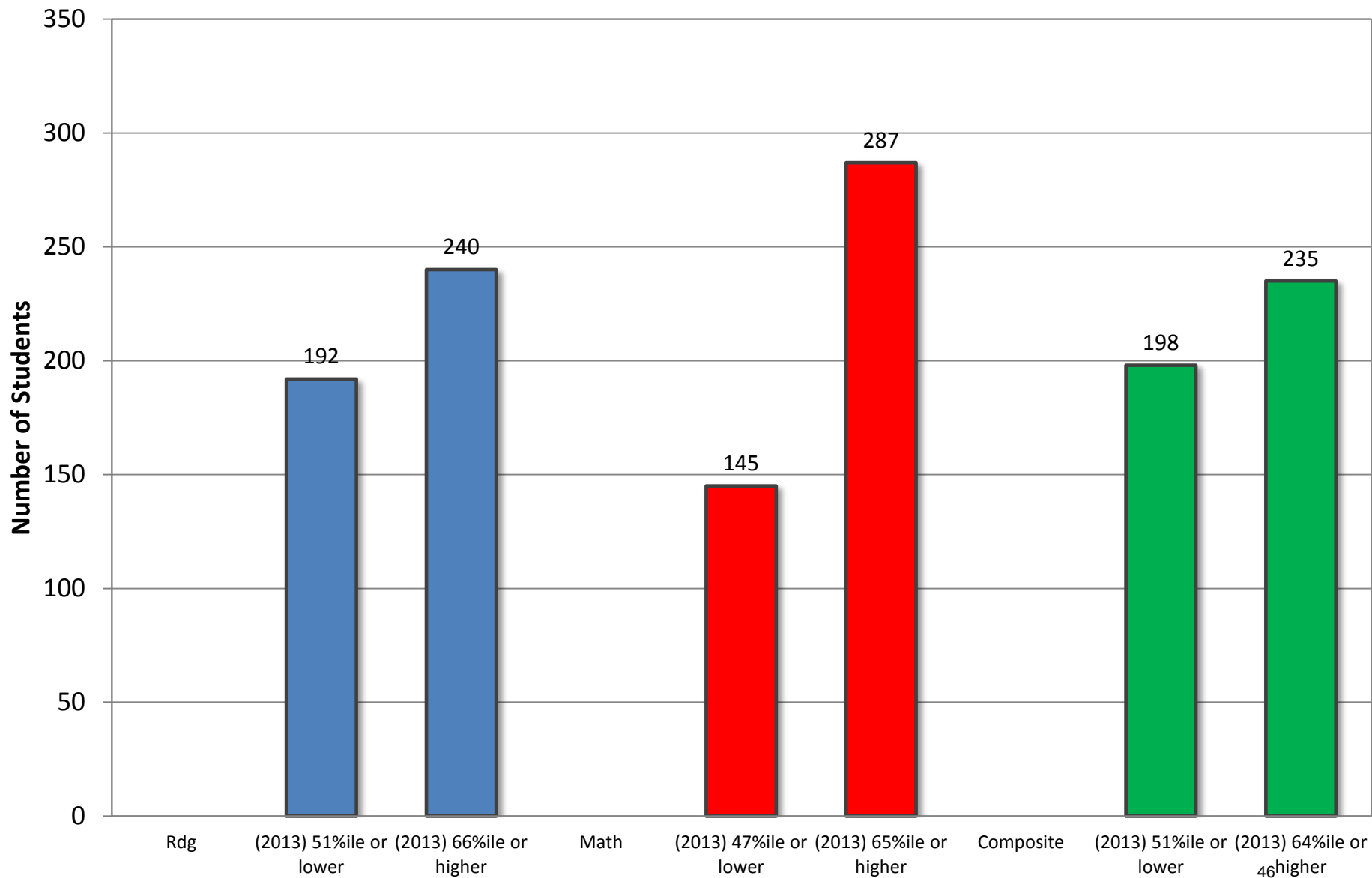
Incoming Explore Scores

Class Of:	Test Yr	Eng	Mth	Rdg	Sci	Cmp	#Tested
2012	2008	14.03	15.36	14.01	16.2	14.9	469
2013	2009	14.14	15.62	14.5	16.57	15.21	517
2014	2010	13.6	15.56	14.43	16.32	14.98	517
2015	2011	13.42	15.4	14.14	16.24	14.8	485
2016	2012	13.47	15.2	14	16.28	14.74	494

Mean Incoming Explore Scale Score By Graduating Class

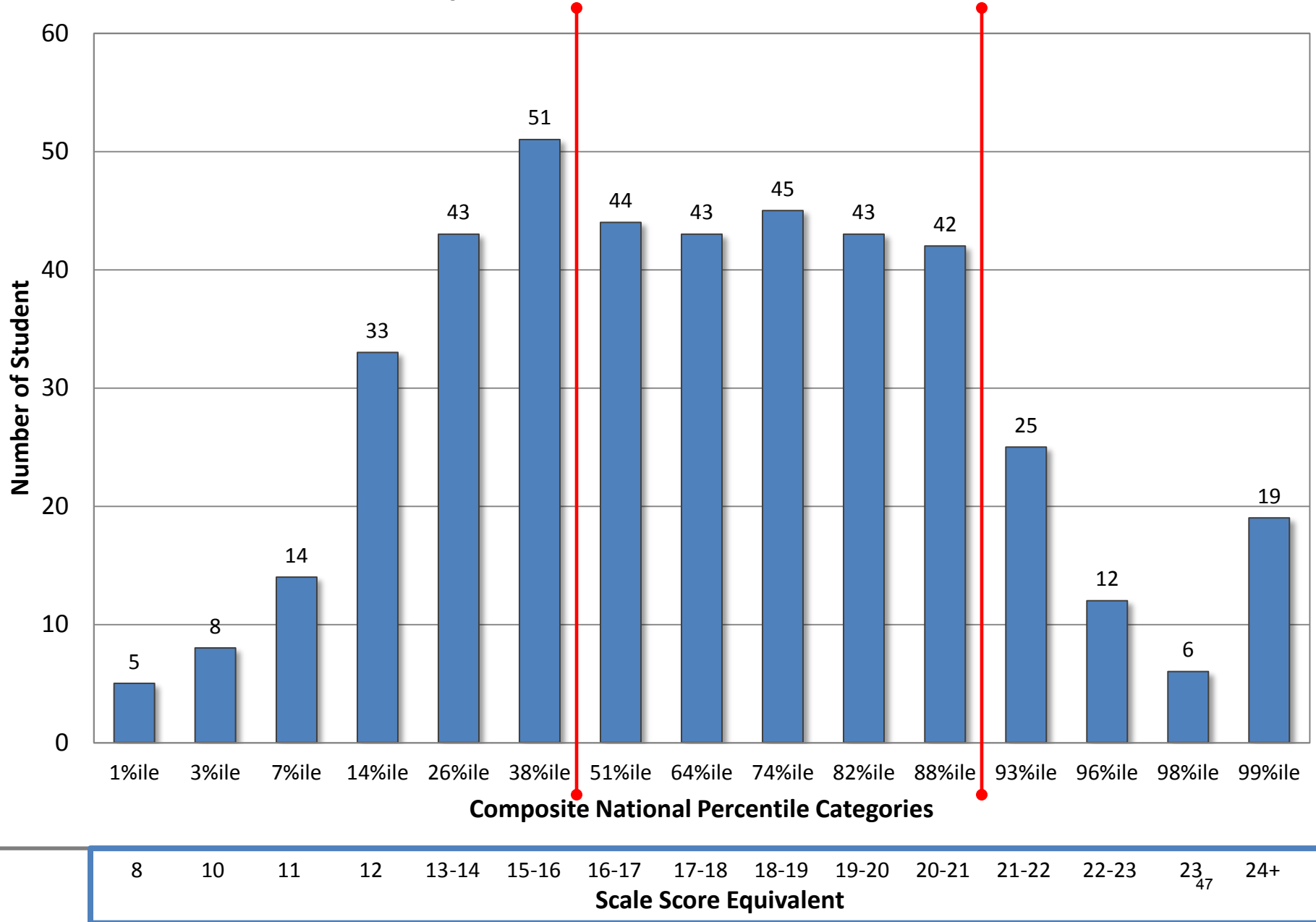


Class of 2013 EXPLORE Groups



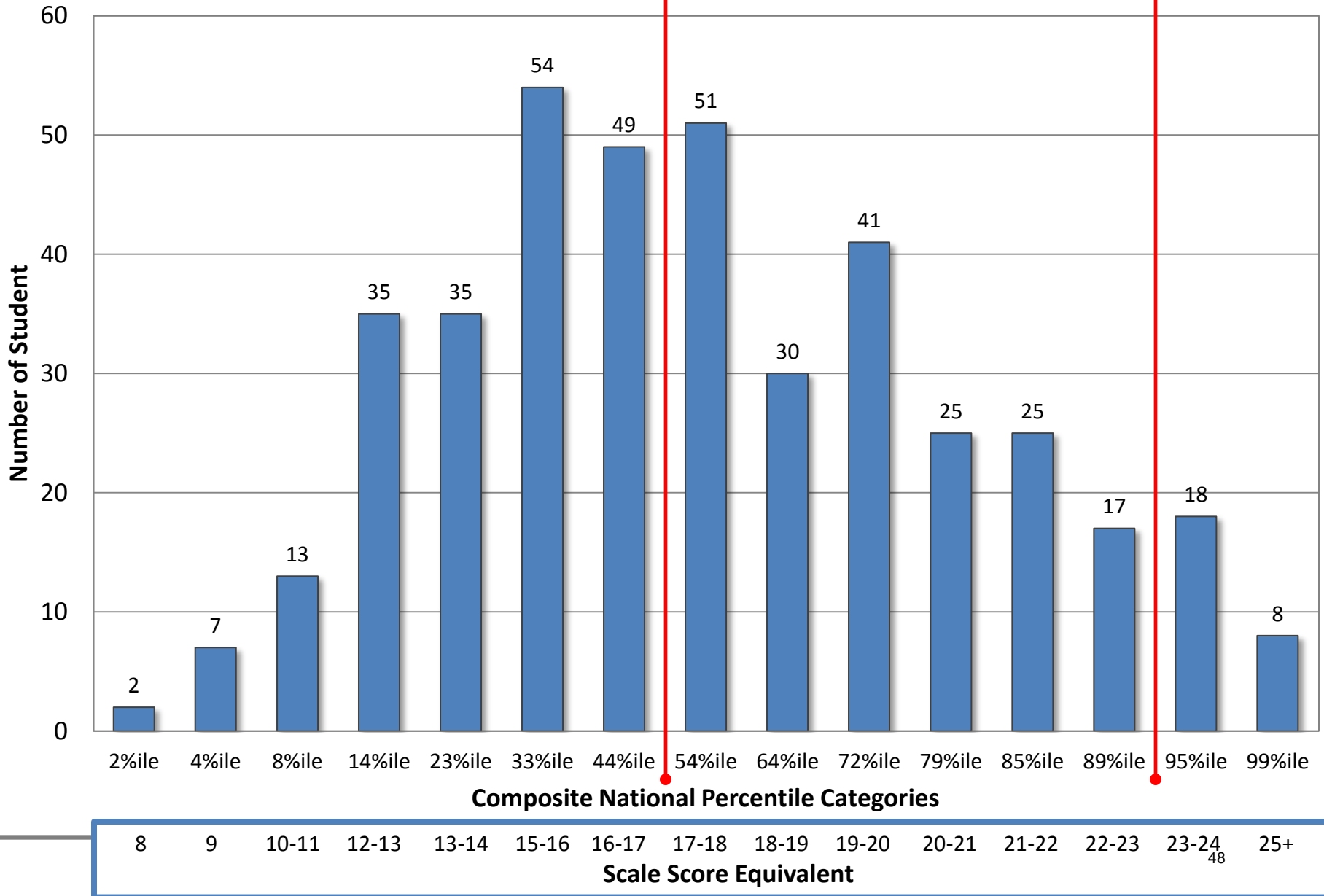
Class of 2013

EXPLORE Composite National Percentile Distribution



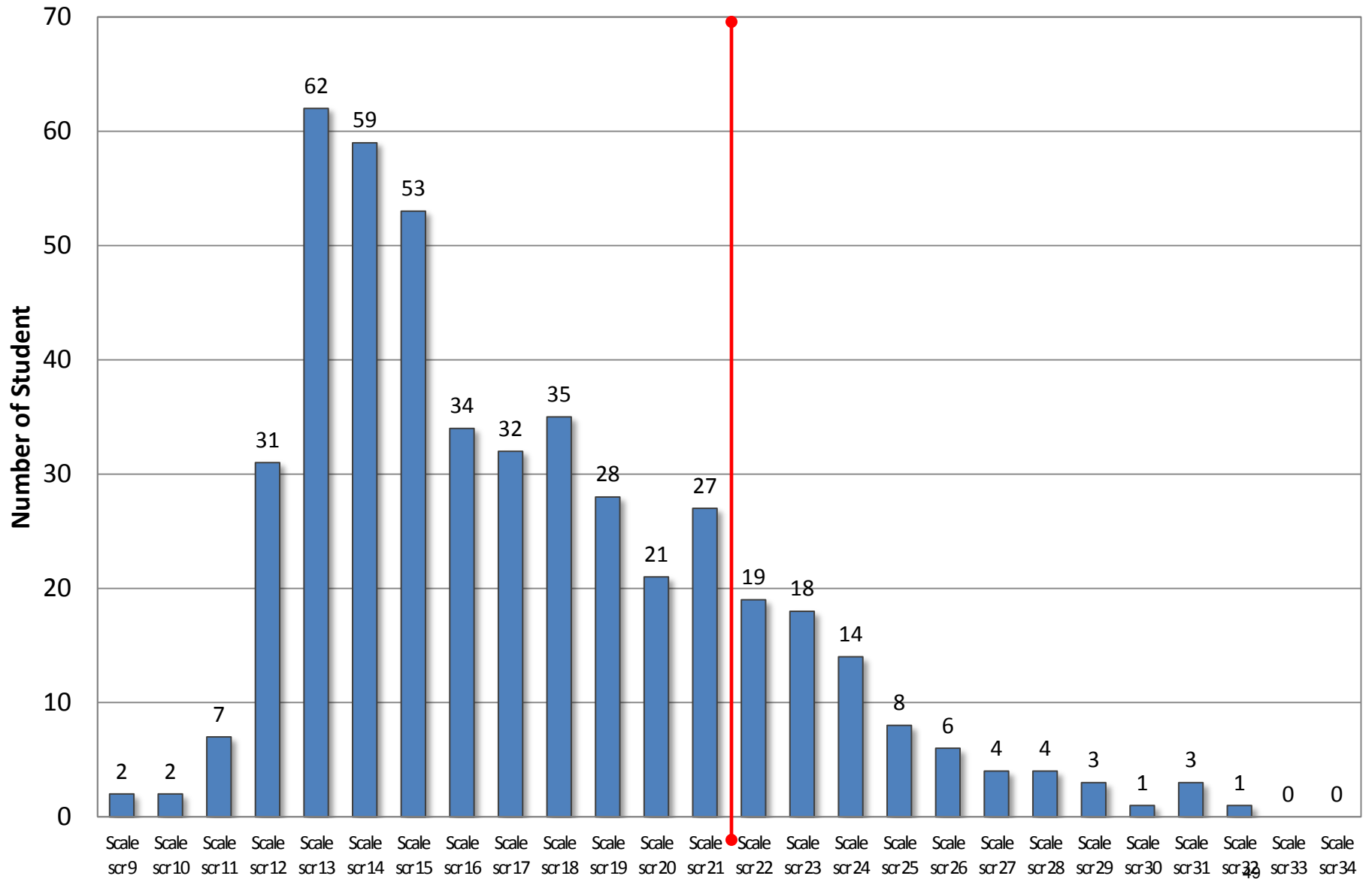
Class of 2013

PLAN Composite National Percentile Distribution



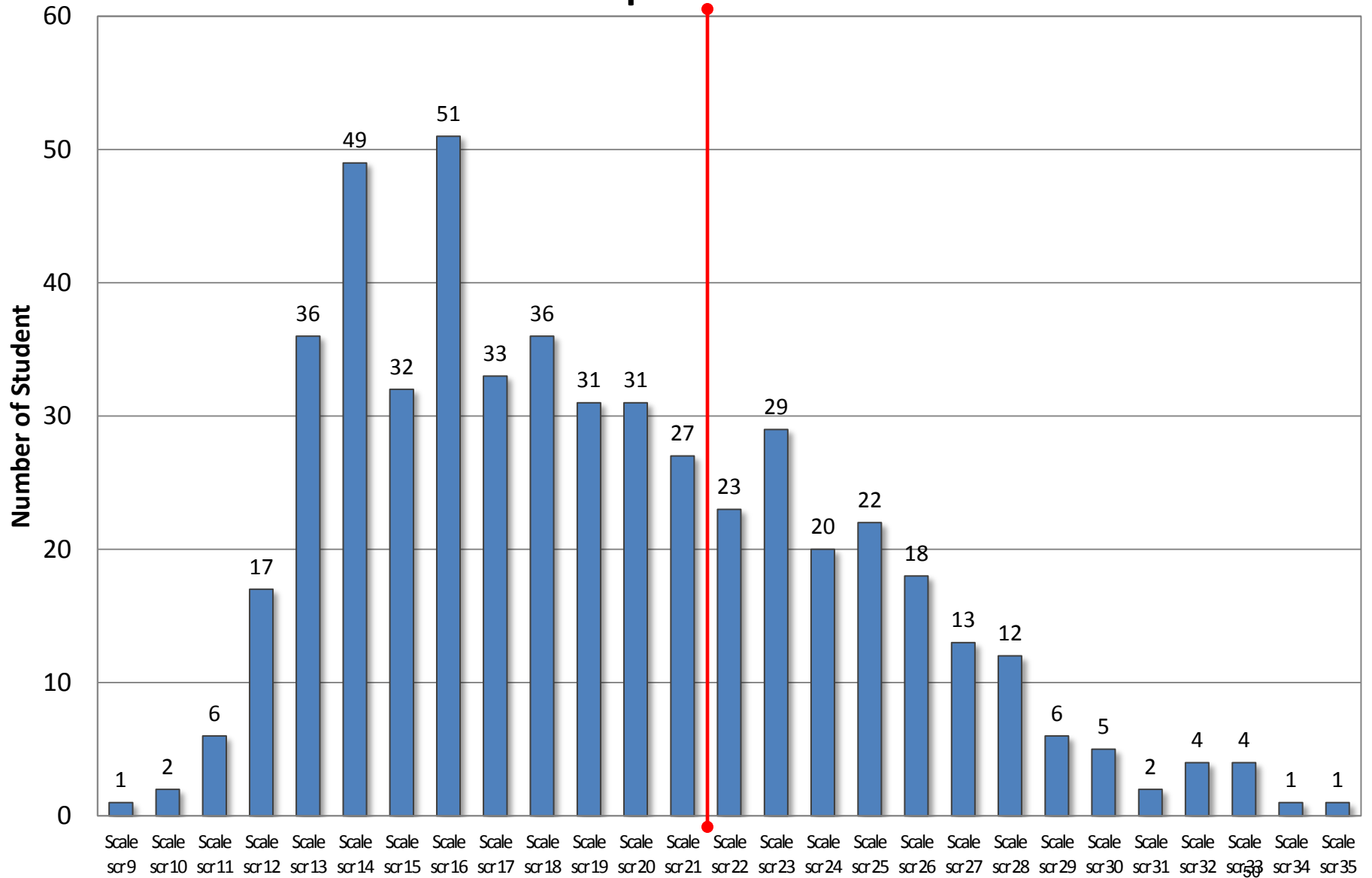
Class of 2013

Retired ACT Composite Scale Score



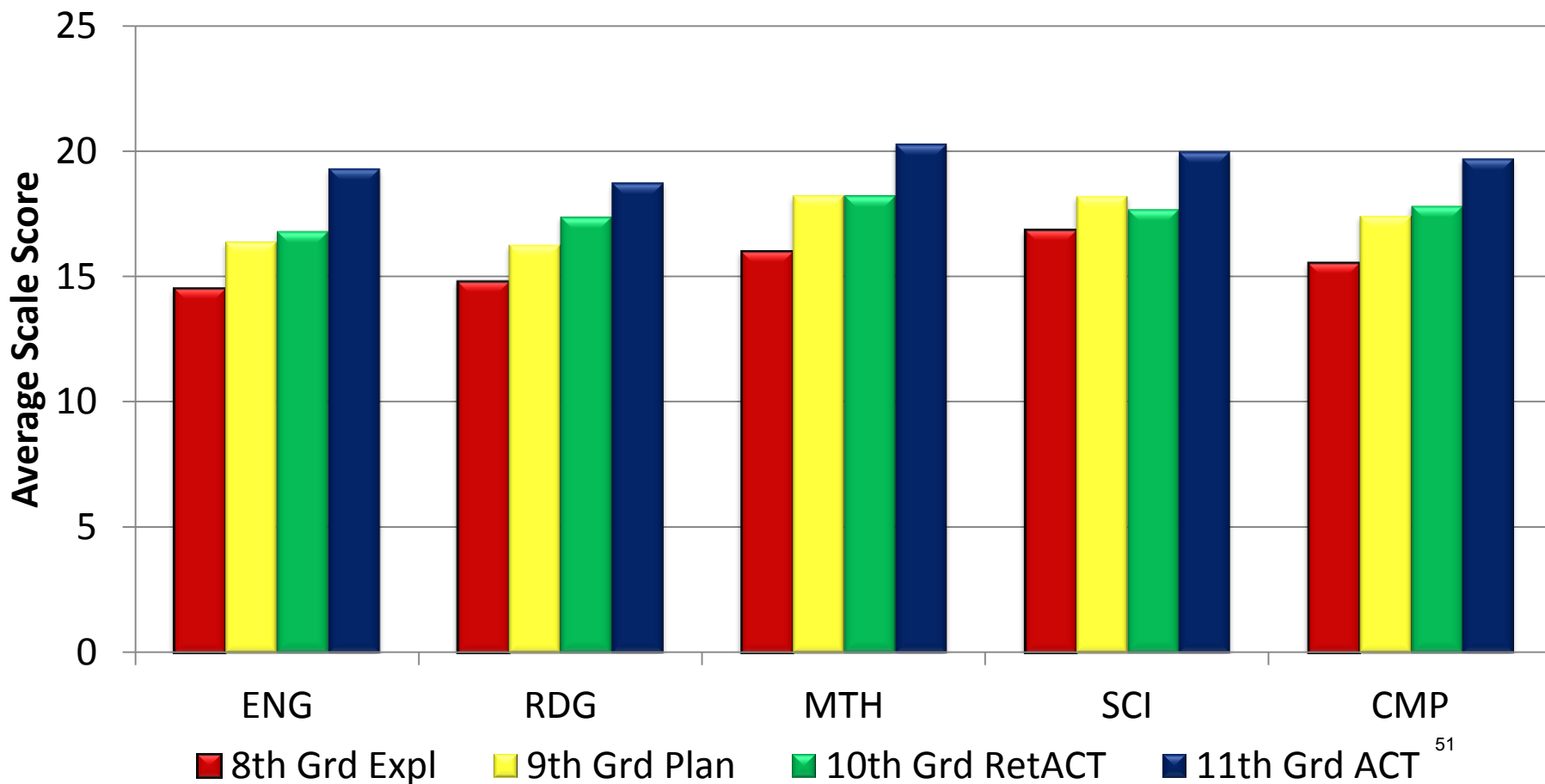
Class of 2013

ACT Composite Scale Score

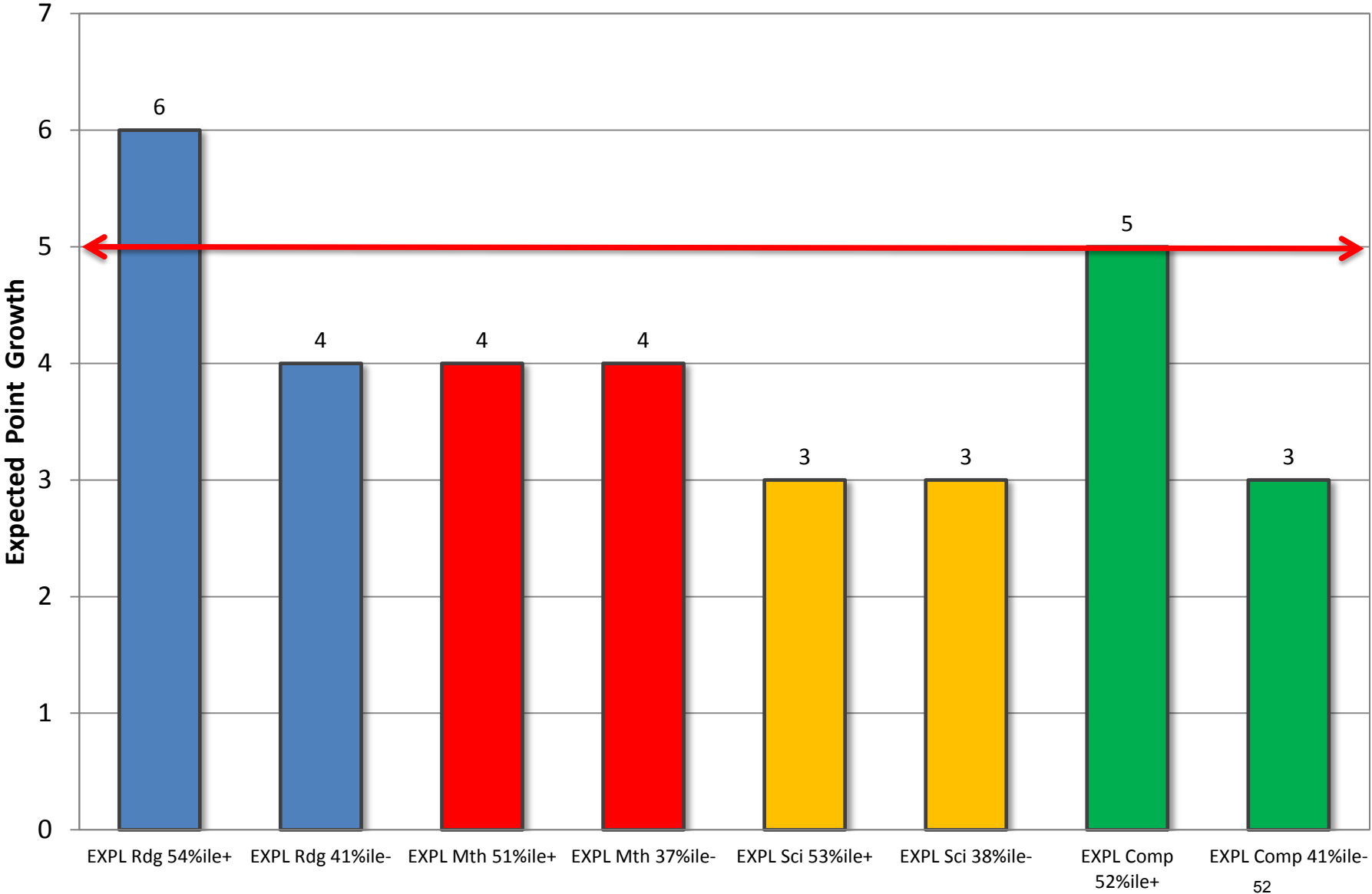


TEST PROGRESSION – AVERAGE SCALE SCORES FOR THE CLASS OF 2013

	ENG	RDG	MTH	SCI	CMP	#TESTED
8th Grade Explore	14.53	14.80	16.00	16.86	15.54	423
9th Grade Plan	16.39	16.27	18.23	18.21	17.42	522
10th Grade Retired ACT	16.82	17.39	18.24	17.69	17.83	474
11th Grade ACT	19.32	18.75	20.30	19.99	19.72	511
Total w/Scores All Years	399	399	399	399	399	399

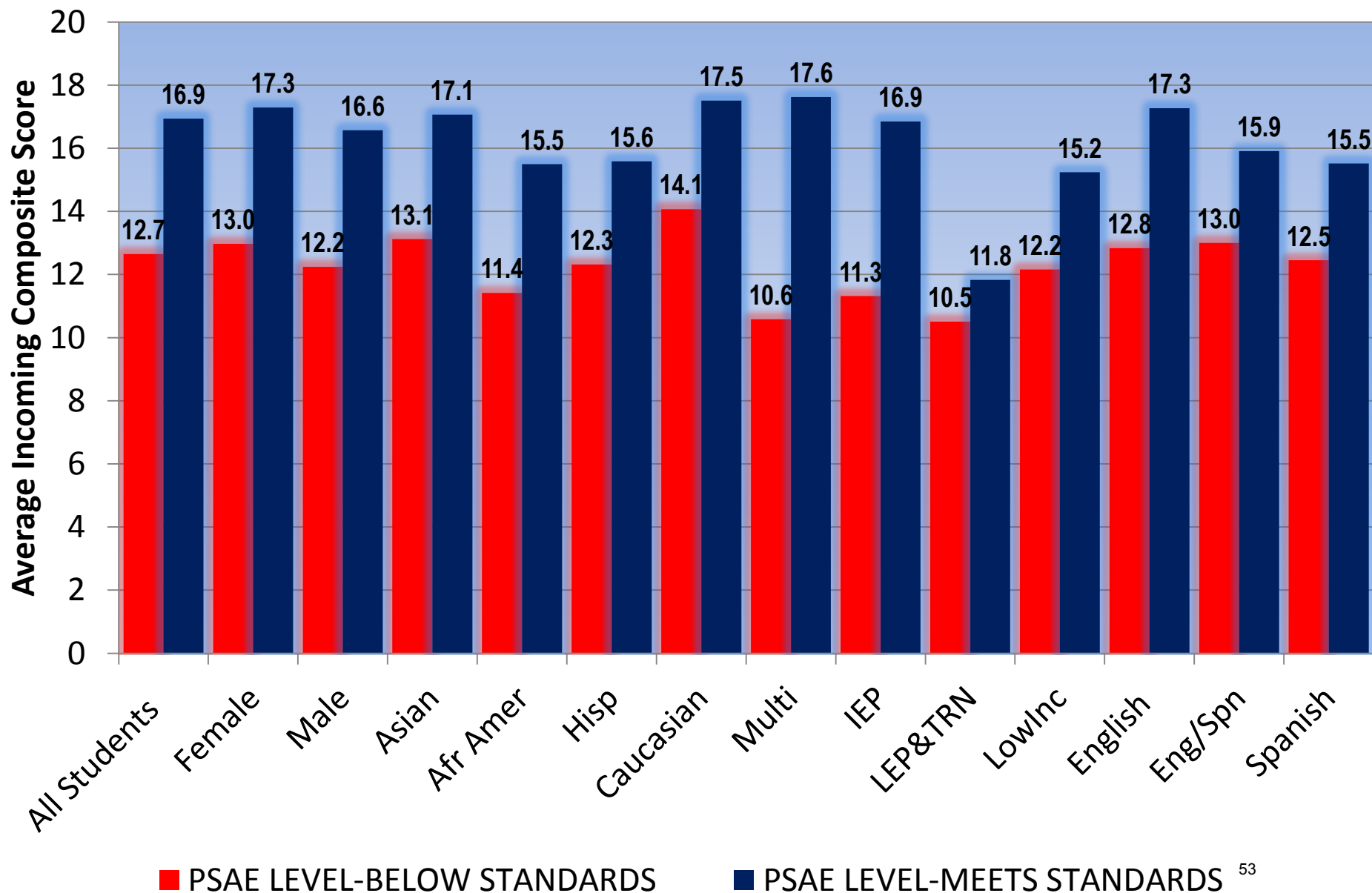


EPAS Expected Growth by National %ile Groups



Mean Incoming Composite Explore Score vs PSAE Level

Class of 2013

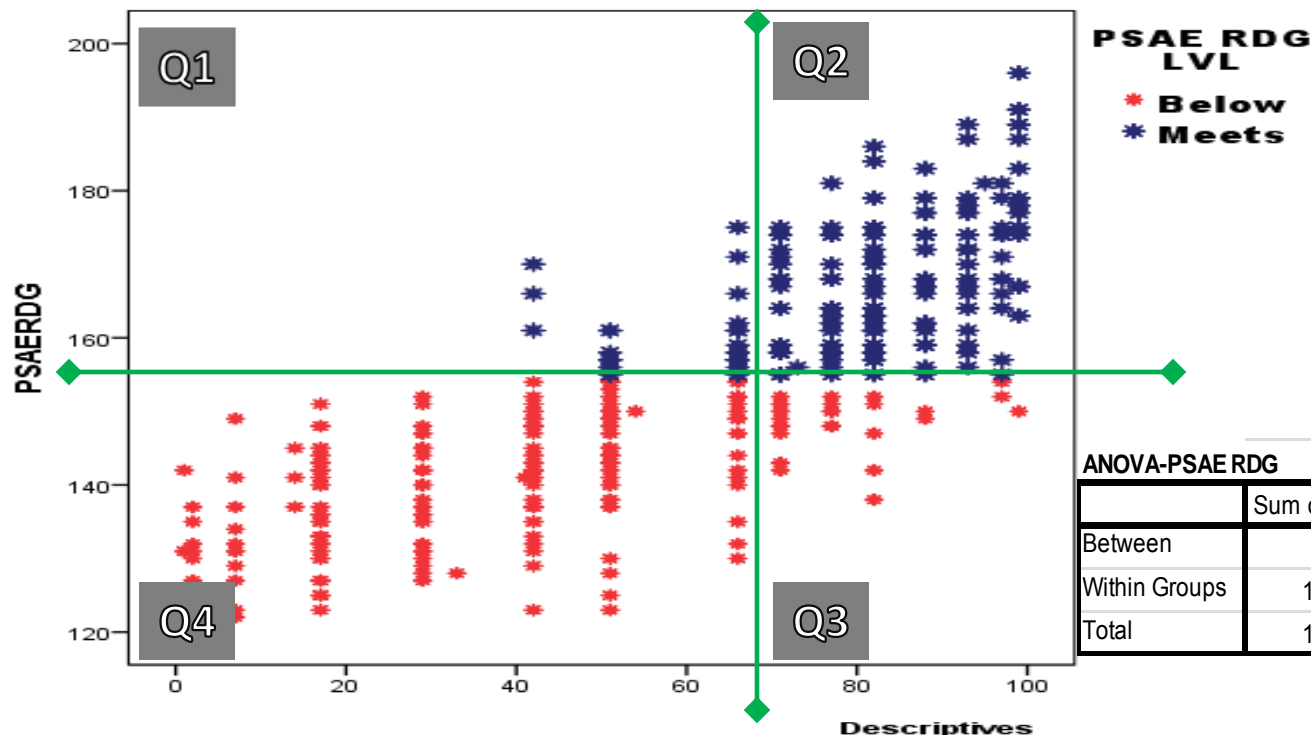


Average Incoming Explore Scores by Demographic Group

Class of 2013

	English			Math			Reading			Science			Composite		
	Below Std	Meets Std	Total	Below Std	Meets Std	Total	Below Std	Meets Std	Total	Below Std	Meets Std	Total	Below Std	Meets Std	Total
All Students	11.88	17.35	14.40	13.53	18.47	15.92	12.19	17.58	14.69	14.97	18.71	16.78	12.65	16.94	15.43
Female	12.15	17.29	14.73	13.76	18.48	15.78	12.65	17.52	15.12	15.43	19.11	17.03	12.97	17.29	15.69
Male	11.62	17.43	14.05	13.27	18.47	15.85	11.75	17.66	14.22	14.35	18.36	16.50	12.24	16.57	15.13
Asian	12.57	17.55	15.61	14.75	17.57	16.94	12.71	18.18	16.06	16.67	18.58	17.94	13.12	17.07	16.63
Afr Amer	10.60	20.50	13.43	12.57	0.00	12.57	12.80	15.50	13.57	15.17	17.00	15.43	11.42	15.50	13.75
Hisp	10.89	15.12	11.99	13.12	17.92	14.36	11.67	15.98	12.83	14.50	18.26	15.35	12.32	15.59	13.63
Caucasian	13.64	18.04	16.44	14.45	18.80	17.22	13.08	18.07	16.26	16.02	18.84	18.01	14.07	17.51	16.98
Multi	12.57	20.50	15.45	11.25	18.00	15.55	11.71	21.00	15.09	13.60	19.33	16.73	10.58	17.62	15.70
IEP	10.26	18.78	11.65	11.58	18.20	12.78	10.91	19.00	12.24	13.41	19.64	14.65	11.32	16.85	12.83
LEP&TRN	9.06	9.00	9.05	11.00	16.00	11.26	9.17	12.00	9.32	13.26	0.00	13.26	10.51	11.83	10.72
LowInc	10.96	14.74	11.98	13.16	17.39	14.18	11.54	15.97	12.74	14.58	17.48	15.19	12.16	15.24	13.52
English	12.45	17.86	15.36	13.69	18.61	16.38	12.48	17.95	15.44	15.13	18.84	17.29	12.84	17.27	16.11
Eng/Spn	11.67	15.60	13.45	14.15	17.33	15.45	11.67	16.40	13.82	15.43	18.88	16.68	13.00	15.91	14.85
Spanish	10.99	14.54	11.80	13.16	18.29	14.36	11.69	16.25	12.78	14.69	17.73	15.33	12.45	15.52	13.56
D25	13.94	18.47	16.86	13.73	18.09	16.83	13.69	18.05	16.50	16.10	18.69	17.86	14.03	17.65	17.01
D33	11.45	16.51	13.41	13.46	18.54	15.39	11.89	17.35	14.03	14.79	18.54	16.27	12.44	16.50	14.77
D34	13.00	18.57	16.44	14.40	19.32	17.15	12.15	17.71	15.59	15.60	19.46	18.32	13.78	17.67	16.87
GPA < 2	10.71	13.07	11.54	12.45	15.11	13.38	11.35	14.07	12.28	11.35	16.64	14.69	12.03	14.72	12.97
GPA 1-2.99	11.49	14.59	13.10	13.26	16.04	14.75	11.76	14.86	13.37	11.76	16.85	15.85	12.81	15.58 54	14.26
GPA > 2.99	12.05	17.34	16.75	14.20	18.36	17.91	12.45	17.39	16.83	12.45	18.84	18.50	13.58	17.98	17.49

Class of 2013 - Reading Incoming Explore vs PSAE Results



Generalizations:
 Q1 = over achieved
 Q2 = expected
 Q3 = under achieved
 Q4 = expected

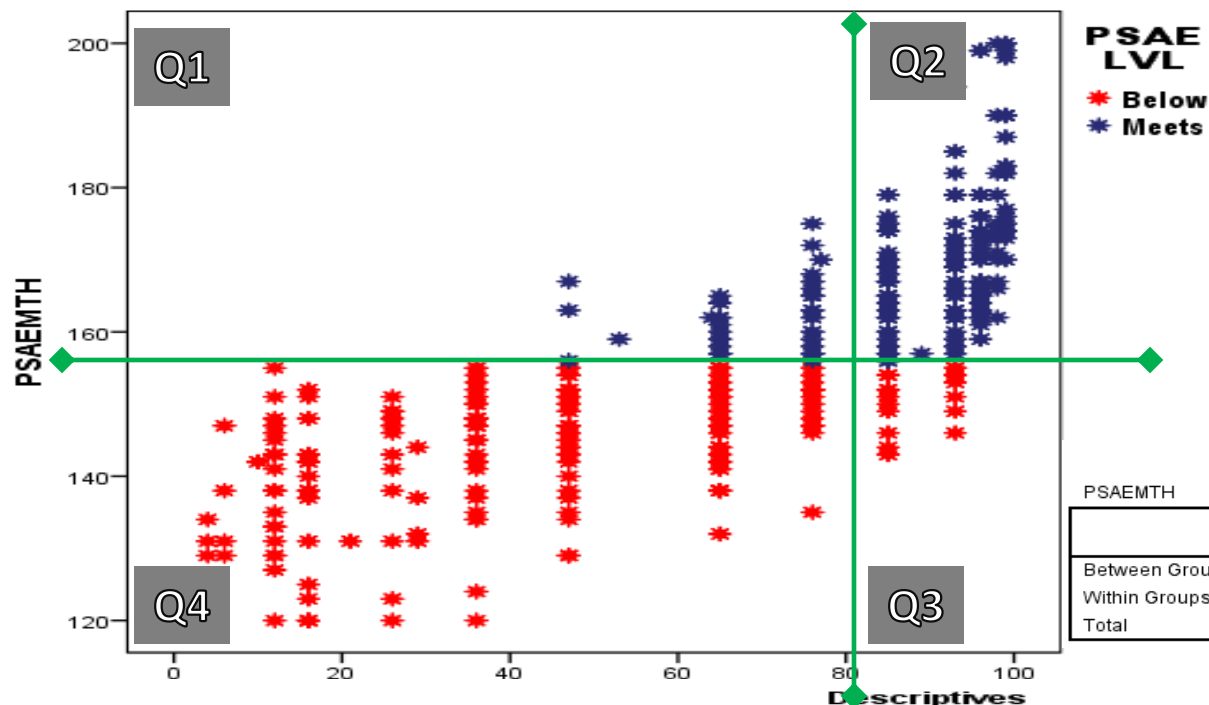
ANOVA-PSAE RDG

	Sum of Squares	df	Mean Square	F	Sig.
Between	67515.619	15	4501.041	18.216	.000
Within Groups	100564.782	407	247.088		
Total	168080.402	422			

PSAERDG

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
7	3	134.67	6.351	3.667	118.89	150.44	131	142
8	7	130.71	4.716	1.782	126.35	135.08	123	137
9	11	132.36	7.839	2.364	127.10	137.63	122	149
10	39	136.18	7.243	1.160	133.83	138.53	123	151
11	29	139.00	7.121	1.322	136.29	141.71	127	152
12	42	140.33	23.989	3.702	132.86	147.81	0	170
13	57	146.84	8.278	1.096	144.65	149.04	123	161
14	40	152.65	9.311	1.472	149.67	155.63	130	175
15	36	153.67	27.948	4.658	144.21	163.12	0	175
16	31	155.16	30.091	5.405	144.12	166.20	0	181
17	45	163.51	9.631	1.436	160.62	166.40	138	186
18	26	167.62	8.381	1.644	164.23	171.00	150	183
20	23	171.04	8.445	1.761	167.39	174.70	156	189
22	15	167.47	9.311	2.404	162.31	172.62	152	181
24	16	177.31	11.423	2.856	171.23	183.40	150	191
25	3	180.33	14.640	8.452	143.97	216.70	167	196
Total	423	152.17	19.957	.970	150.27	154.08	0	196

Class of 2013 - Math Incoming Explore vs PSAT Results



**PSAT
LVL**
* Below
* Meets

Generalizations:

Q1 = over achieved

Q2 = expected

Q3 = under achieved

Q4 = expected

ANOVA

PSAEMTH

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	65077.573	16	4067.348	55.991	.000
Within Groups	29129.958	401	72.643		
Total	94207.531	417			

PSAEMTH

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
4	1	121.00	121	121
7	4	129.25	4.646	2.323	121.86	136.64	123	134
8	4	136.25	8.139	4.070	123.30	149.20	129	147
10	23	139.35	8.674	1.809	135.60	143.10	120	155
11	17	136.06	10.906	2.645	130.45	141.67	120	152
12	11	139.73	10.650	3.211	132.57	146.88	120	151
13	32	144.66	8.365	1.479	141.64	147.67	120	155
14	45	147.84	7.651	1.141	145.55	150.14	129	167
15	62	150.60	7.289	.926	148.75	152.45	132	165
16	45	156.69	7.914	1.180	154.31	159.07	135	175
17	53	161.83	8.287	1.138	159.55	164.11	143	179
18	46	165.17	9.691	1.429	162.30	168.05	146	194
19	22	170.00	5.327	1.136	167.64	172.36	162	179
20	21	171.48	10.558	2.304	166.67	176.28	159	199
22	13	175.54	10.309	2.859	169.31	181.77	162	200
24	11	183.00	10.536	3.177	175.92	190.08	170	200
25	8	184.38	7.782	2.751	177.87	190.88	175	198
Total	418	155.97	15.031	.735	154.52	157.41	120	200

Curriculum Funds Donation

ACT Support and Preparation

Test Scoring for Explore, Plan and retired ACT (1650 students). A full day of Cambridge led workshops on test taking strategies for students. Purchase Cambridge ACT preparation Books to be used in the Math and English departments

Test Scoring	\$15,675.00
Professional development with students	\$6,000.00
Cambridge Books for Math and English	\$1,650.00

Curriculum Writing

Provide curriculum writing time for Common Core standards alignment and Literacy Across the Curriculum. This will provide necessary time for creating common measurements, identifying student outcome standards and establishing vertical and horizontal alignment.

Curriculum Writing:	\$27,400.00
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Career and Technical Education

Books for Career Education and Foods

Books	\$7,000.00
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Document Cameras

Seventeen document cameras are needed by the Math and World Languages Departments. This will facilitate instruction in the areas of guided practice, demonstration and modeling.

Seventeen document cameras	\$10,583.00
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World Languages

Provide webcams for computer lab for projects and one interactive response system to monitor student learning in “real time” in the classroom (example: Quizdom).

Webcams and Interactive Response System.	\$3,000.00
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iPad Pilot Project

We would like to purchase a classroom set of iPads to use as a test pilot for an innovative new way of learning at WeGo. We plan to work with classroom teachers to develop lesson plans and activities for using iPads in the classroom. We plan to research and implement best teaching practices for using these devices in the classroom. Data and practical lessons from the pilot would be used to help determine how we might effectively expand their use in the future.

iPad Cart, 30 ipads, MacBook	\$21,000.00
Educational Apps for iPads	\$1,500.00
HP LaserJet Pro P1606dn Printer	\$209.00
HP Printer Cartridge	\$100.00

LRC Curriculum Materials

Over the past several years, we have expanded our library collection to include eBook versions of reference and nonfiction materials. We hope to either continue to expand these materials with eBooks to support specific classroom and research assignments or to expand our fiction and nonfiction collection with downloadable eBooks that can be downloaded and read on tablets, eBook reader devices, computers, mobile phones and other devices. These materials would support independent reading assignments, classroom and research work and pleasure reading. Providing books in a form that is second nature to most of our students should provide more student engagement and participation in independent reading among students.

eBooks for the LRC	\$5,900.00
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Total: \$100,017

4204 Medication in School

It shall be the policy of District 94 that the administration of medication or supervision of self-medication to students during regular school hours should be discouraged unless necessary to maintain the student in school, or in the event of an emergency. However, any student who is required to take medication during the school day must comply with school district policy.

The school nurse or his/her designee can facilitate this process by providing information to the parent(s) or guardian(s) and student(s) on the process to be followed in the administration of medication during school hours. The Board will insure and indemnify personnel designated to administer or supervise the self-administration of medication for asthma or severe allergy when such personnel follow the policy and procedures put forth in this document. School personnel will not diagnose or treat illness, nor will nurses administer any medication without written orders from a medical doctor and permission from parent(s)/guardian(s).

A medication form will be made available to the parent(s)/guardian(s). The medical doctor will write medication orders on this form and the parent(s)/guardians will sign the form giving the professional school personnel permission to administer the medication to their child. Medications include those classified as prescriptions, herbal, natural, holistic, and over-the-counter. If the medication is an antibiotic that is being prescribed for a short period of time (up to and including 10 days), the parent(s)/guardian(s) may sign his/her permission for the administration of the medications without a medical doctor's order.

If the medication is an inhaler to treat asthma or a medication to be injected for a severe allergy the student may carry the medication and self-administer during the school day and at all school events with the provision that the Self-Administration Medication form has been completed by a medical doctor and the parent(s)/guardian(s).

All Medication Permission Forms must be on file in the Nurse's Office and will be in effect for the school year for which it is granted. The school district will require a renewed Medication Form for each subsequent school year.

All prescription medications must be contained in the original labeled prescription bottle or package with the student's name inscribed. Over-the-counter medications must be in their original container. All medications will be stored in a locked cabinet in the Nurse's Office. Medications that are sent to school in plastic baggies, envelopes, etc. will not be administered and will be returned to the student at the end of the school day.

The school nurse will administer medication to the student according to the medical doctor's direction. In the event the nurse is not available to administer the medication, a designated school administrator will administer the medication. The exception would be for those students who have Self-Administration Medication forms completed and in effect.

School District Supply of Epinephrine Auto-Injectors ("EpiPens")

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of EpiPens in the name of the District. The School Code allows the school nurse to:

- 1. Provide an EpiPen that meets the prescription on file with the District to:**

- a. Any student whose parent/guardian has not provided an EpiPen for him or her to use at school, or
 - b. A school nurse, registered nurse, or a properly trained administrator authorized to administer an EpiPen to the student.
2. Administer an EpiPen to any student that the school nurse in good faith believes is having an anaphylactic reaction, even though the parent/guardian has not completed and signed an authorization form or otherwise granted permission to administer the EpiPen.

This section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for school EpiPens and a standing protocol from a physician licensed to practice medicine in all its branches, or (2) fill the District's prescription for school EpiPens.

No one, including without limitation parents/guardians of students, should rely on the District for the availability of an EpiPen. This policy does not guarantee the availability of an EpiPen; students and their parents/guardians should consult their own physician regarding this medication.

The District, its employees, agents, and the prescribing physician, shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from: a student's self-administration of medication or EpiPen; the storage of any medication by school personnel; or, the use of an EpiPen regardless of whether authorization was given by the pupil's parents or guardians or by the pupil's health care provider.

A student's parent/guardian must indemnify and hold harmless the District and its employees, agents, and the prescribing physician, against any claims, except a claim based on willful and wanton conduct, arising out of: a student's self-administration of medication or EpiPen; the storage of any medication by school personnel; or, the use of an EpiPen regardless of whether authorization was given by the pupil's parents or guardians or by the pupil's health care provider.

Emergency Assistance/Notice of Policy

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

Adopted: November 20, 2001

Revised: May 21, 2002

Replaces:

Reference:

4207 Allergens (Anaphylaxis to Food and Other Substances)

The Board recognizes that pupils may have anaphylaxis to certain foods and other substances. Anaphylaxis is a sudden, severe, potentially fatal, systemic allergic reaction that can involve various areas of the body (such as the skin, respiratory tract, gastrointestinal tract, and cardiovascular systems). Symptoms can occur within minutes to hours after contact with the allergy-causing substance, and these reactions can range from mild to life threatening. The building principal and school nurse will take precautions to ensure the safety of pupils with anaphylaxis to food and other substances.

It is very important that the parent (s)/legal guardian(s) of pupils with anaphylaxis to food and other substances inform the school nurse in the event the pupil may have an anaphylactic reaction while in school. When a parent/legal guardian informs the school nurse that the pupil may have an anaphylactic reaction to substances other than food while in school, the school nurse will work with school staff to determine if these substances are on school grounds. The school nurse will inform and work with the parent/legal guardian and the pupil to avoid the pupil's exposure to these substances if present on school grounds. The school nurse will notify school staff that interacts with the pupil.

The Board of Education disclaims any and all responsibility for the diagnosis and treatment of any illness, including any allergies of any pupils, recognizing that the responsibility of diagnosis and treatment of any illness falls to the medical profession and parent. At the same time, the Board recognizes that a pupil's health and safety may be contingent upon timely administration of medication duly prescribed by a physician. The Board will permit the self-administration of medication for a pupil with anaphylaxis to food and other substances pursuant to Public Act 96-0349. The parent(s)/legal guardian(s) of a pupil with anaphylaxis to food and other substances must provide the school nurse with written authorization for the emergency administration of epinephrine via a pre-filled single dose auto-injector mechanism and a pre-measured dose of an antihistamine for the pupil. Any other administration of medications to pupils in school will be in accordance with the Board's administration of medication policy and applicable laws.

Food Allergies

School attendance may increase a student's risk of exposure to allergens that could trigger a food-allergic reaction. A food allergy is an adverse reaction to a food protein mediated by the immune system, which immediately reacts, causing the release of histamine and other inflammatory chemicals and mediators. While it is not possible for the District to completely eliminate the risks of exposure to allergens when a student is at school, a Food Allergy Management Program using a cooperative effort among student's families, staff members, and students helps the District reduce these risks and provide accommodations and proper treatment for allergic reactions. The Superintendent or designee shall develop and implement such a program, which shall be based on the joint State Board of Education and State Department of Public Health publication *Guidelines for Managing Life-Threatening Food Allergies in Illinois Schools*.

Based on the school cafeteria's use of government commodity foods and beverages and foods brought into the building by pupils and staff, the District may not know the exact ingredients used in the preparation of all food and beverage items served within the school lunch program and in various areas of the building over the course of the school day. Therefore, the parent(s)/legal guardian(s) and/or the pupil with anaphylaxis to food should be responsible for the pupil's purchase and consumption of any food products sold or provided by the school and/or by any school related

organizations that may net cause an anaphylaxis reaction. Upon the request of a parent(s)/legal guardian(s) of a pupil with anaphylaxis to food, the principal, working with the school nurse and school cafeteria personnel, will accommodate, as best as possible, a pupil with anaphylaxis to food by offering limited food substitutions that are free of the pupil's food allergy.

There will be occasions where food and/or beverages will be served as part of a classroom experience, field trip, and/or classroom celebration. Because the ingredients of these food products may be unknown to the food server, a pupil with anaphylaxis to food should not consume any food products that he/she is unsure of the ingredients. The teacher will provide the pupil with advance notice of the classroom experience, field trip, and/or classroom celebration in order for the pupil to bring a food or beverage from their home so that they may participate in the activity.

The school nurse will coordinate the District's training of staff about management of students with food allergies, which shall include recognition of symptoms, administration of medication, and best practices for use when a pupil exhibits an anaphylactic reaction. Training shall be conducted by a person with expertise in anaphylactic reactions and management. The principal and school nurse will work with other school staff to eliminate or substitute the use of food allergens in the allergic pupil's meals, educational/instructional tools and materials, arts and craft projects, or incentives.

Pursuant to Board Policy 4204 (Medication in School), the school nurse is allowed to administer an epinephrine auto-injector to a student that the school nurse in good faith believes is having an anaphylactic reaction, even though the parent/guardian has not completed and signed an authorization form or otherwise granted permission to administer the epinephrine auto-injector, and even if the student has not been previously diagnosed with an allergy.

Adopted: November 2, 2010

Revised:

Replaces:

Reference:

COMMUNITY HIGH SCHOOL District 94

MEMO

TO: Board of Education

FROM: Gordon Cole

RE: Electricity Supply

DATE: 11-08-12

The District has for many years utilized the services of Vanguard Energy Service to assist in the pricing of natural gas and electricity. The current electric contract is expiring at the end of December of this year. The gas contract expires in June of 2013.

The pricing attached was for November 7, 2012. This will be re quoted on Tuesday the 13th in order to lock in the price. We are proposing locking in for a 2 year period. This will result in over \$100,000 in savings over our current rate with similar usage.

Initially quotes were received from 7 suppliers. The low 4 were asked to requite yesterday and will so again on Tuesday. Both times Ameren has been lowest. There is a chance there will be a slight change by Tuesday since the is a market based price.



850 East Diehl Rd, Suite 142
 Naperville, IL 60563
 (630) 955-1500
 (630) 955-0989
 Ext 109

Community High School District 94

24 Month (Dec 2012 - Dec 2014)

Electric Supply Components

Supplier	Fixed Energy Price (ATC)	Line Losses	RTO Charges	Renewal Compliance Charge	Total Energy Charges
Integrus	\$ 0.03587	\$ 0.00201	\$ 0.01039	\$ 0.00057	\$ 0.04884
Exelon	\$ 0.03774	\$ 0.00181	\$ 0.00955	\$ -	\$ 0.04910
Ameren	\$ 0.03594	\$ 0.00198	\$ 0.00902	\$ 0.00099	\$ 0.04793
MidAmerican	\$ 0.03670	\$ 0.00220	\$ 0.00980	\$ 0.00059	\$ 0.04929

Please Note:

*Exelon- Includes the Renewal Compliance Charge in their Energy Charge

*RTO Charges include: Capacity, Transmission and Ancillary Charges



850 East Diehl Rd, Suite 142
 Naperville, IL 60563
 Phone: (630) 955-1500
 Fax: (630) 955-0989

Community High School District 94

		Previous Fixed Price		New Fixed Price	
Month	Monthly Usage	Cost Per Kwh	Total Cost of Energy	Cost Per Kwh	Total Cost of Energy
Dec-12	349,714	\$ 0.05865	\$ 20,511	\$ 0.04793	\$ 16,762
Jan-13	334,545	\$ 0.05865	\$ 19,621	\$ 0.04793	\$ 16,035
Feb-13	326,933	\$ 0.05865	\$ 19,175	\$ 0.04793	\$ 15,670
Mar-13	364,045	\$ 0.05865	\$ 21,351	\$ 0.04793	\$ 17,449
Apr-13	329,692	\$ 0.05865	\$ 19,336	\$ 0.04793	\$ 15,802
May-13	397,760	\$ 0.05865	\$ 23,329	\$ 0.04793	\$ 19,065
Jun-13	531,456	\$ 0.05865	\$ 31,170	\$ 0.04793	\$ 25,473
Jul-13	427,769	\$ 0.05865	\$ 25,089	\$ 0.04793	\$ 20,503
Aug-13	340,887	\$ 0.05865	\$ 19,993	\$ 0.04793	\$ 16,339
Sep-13	454,196	\$ 0.05865	\$ 26,639	\$ 0.04793	\$ 21,770
Oct-13	380,341	\$ 0.05865	\$ 22,307	\$ 0.04793	\$ 18,230
Nov-13	345,602	\$ 0.05865	\$ 20,270	\$ 0.04793	\$ 16,565
Dec-13	349,714	\$ 0.05865	\$ 20,511	\$ 0.04793	\$ 16,762
Total	4,932,654		\$ 289,300		\$ 236,422

Difference: **\$ (52,878)**
(18%)

Note:

- 1) All costs are estimated and are for illustrative purposes only.
- 2) Utility distribution charges are excluded.
- 3) Applicable taxes, riders, and other non-standard charges are excluded.

**COMMUNITY HIGH SCHOOL
DISTRICT 94**

**November 13, 2012
7:00 p.m.
Board of Education Meeting**

**SECTION C -
DRAFT MINUTES**

1. Finance Committee Meeting
2. Regular Board of Education Meeting

October 10, 2012
October 23, 2012

Board of Education
COMMUNITY HIGH SCHOOL DISTRICT 94
10/23/2012 – 7:00 p.m.

Community High School
326 Joliet Street
West Chicago, Illinois

OPENING ACTIVITIES

1. Call to Order at 7:00 p.m.
2. Dirk Gunderson led the Board and meeting attendees in the Pledge of Allegiance.
3. Ruben Campos read the Mission Statement:
“Community High School strives to promote and provide growth experiences in Learning, Leadership and Living.”
4. Roll Call – Present were: Mr. Campos, Ms. Doremus, Mr. Gunderson, Mr. Kotche, Mr. Molinaro, Mr. Nagel, and Mr. Saake.
5. Additions to Agenda:
None

PUBLIC HEARING ON PROPOSED DRIVERS EDUCATION WAIVER

1. Overview of Waiver
Superintendent Ponce stated that the purpose of the Public Hearing was to receive input from the public as to the proposed Application for Waiver of Modification of Illinois School Code Section 5/27-24.3 which would allow for continued use of simulators. Mr. Ponce said that the use of simulators allows students to experience situations they would not normally be allowed to experience, and that the use of simulators allows the district to serve more students.
2. Public Comment on Waiver Request - None
3. Board Discussion of Public Input
Ms. Doremus asked if all of the simulators are in working order and Mr. Ponce assured her that all were working.
4. Adjournment of Waiver Hearing – (Roll Call)
Unanimous Approval on Roll Call Vote 7 - 0
5. Waiver Request for Approval for 105 ILCS 5/27-24.3 – (Roll Call)
RECOMMENDED MOTION: That the Board of Education approve the requested waiver on 105 ILCS 5/27-24.3 and authorize the Superintendent to submit the request to the Regional Office of Education and the Illinois State Board of Education, as presented and made a part hereof.
MOTION: Mr. Saake
SECOND: Mr. Campos
VOTE: Unanimous Approval on Roll Call Vote 7 - 0

PUBLIC PARTICIPATION (Agenda Items Only)

Kristina Mallon addressed the Board as President of the West Chicago High School Teachers' Association. She stated that the Board would be voting on a Memorandum of Understanding regarding a one year adjustment to secondary evaluators. She said the Association had approved the MOU because members recognize the need to accommodate the limitations recent budgets had placed upon all members of the school staff and their abilities to perform their responsibilities in a manner consistent with best practice. She further stated members recognized the need to streamline the teacher evaluation practice for the current school year. She reported the Association hopes that the practices of the District will, in the future, allow the administration and staff to return to a more rigorous schedule of evaluations and a greater focus on development of professional practice.

REPORTS AND INFORMATION

1. BWP and Associates Superintendent Search Firm Presentation

Phil Ehrhardt, Mark Friedman and Anne Noland of BWP and Associates presented the Board with an overview and timeline of the Superintendent search. BWP and Associates reported that the superintendent's opening had been posted on their website and that they already had 10-12 interested candidates.

BWP outlined the candidate recruitment and evaluation processes they will use in the search. They stated each candidate slated for an initial interview with the Board will complete the new leadership version of Gallup's StrengthsFinder Assessment. BWP also stated they would have a mentor working with the selected candidate for as long as needed. During transition, the selected candidate will work with the current superintendent for 90 days. BWP and Associates assured the Board they believe in quality assurance and said that if there is a problem within the first year of the new superintendent's term and the search needed to be redone, BWP and Associates would perform another search at no cost.

The representatives then spoke about the timeline. BWP and Associates said they would like to come to the school during the week of November 12th to conduct focus groups and meet with Board members individually. BWP said they would also meet with Board identified community representatives, staff groups and other groups, such as Boosters to form focus groups. They indicated focus groups would be asked questions and would also be able to complete an electronic survey online through Survey Monkey. Several Board members suggested additional focus groups be conducted with board members of the Education Foundation, the feeder districts, the executive director of SASSED and Carol Stream Village Manager Joe Breinig. Carol Stream, West Chicago Intergovernmental Group, and Board members from Winfield, Wheaton and Warrenville could be given a presentation collectively and could then be allowed to complete the on-line survey at the high school, or at their home.

BWP and Associates asked Board members to identify a day that most would be available for one-on-one interviews. It was agreed that the interviews would be conducted on November 14th.

It was agreed that BWP would present a profile of the new superintendent at the December 4th Board meeting. Dr. Ehrhardt said that BWP would screen candidates a few weeks before the holidays, and present the slate of candidates to the Board at

a closed session meeting during the week of January 7th. BWP would also provide interview training at that time.

Mr. Nagel expressed concern that BWP had posted the superintendent's position before the Board created a more descriptive profile. He also stated he was concerned that candidates might be lost due to the brief timeline between BWP bringing profiles to the Board on December 4th and closing the application process on December 7th. Mr. Nagel suggested the application deadline be extended a few weeks to allow Board members to create a more descriptive profile. Mr. Ehrhardt responded that Board members were contributors to the profile. He explained that the profile is created from a compilation of gathered data and should not be changed. Mr. Ehrhardt also explained that extending the application deadline could result in the loss of a candidate or two. He stated that the projected timeline was not aggressive.

Mr. Saake said he would like to see the posting as he also had some concerns about what was actually posted. Ms. Doremus said she would share the posting with members of the Board.

Mr. Gunderson said that it was BWP's responsibility to get candidates and that posting the job for two months was sufficient time. Mr. Saake said that BWP was casting a wide net to collect applicants, and would then filter them. Mr. Kotche said that putting out a specific descriptor would narrow the net instead of expanding it. Mr. Molinaro said that he was expecting BWP to network. Mr. Nagel shared further concern that the Board had not gotten to the point where they had defined what they were looking for in a superintendent and that the application deadline was too restrictive. Ms. Noland explained that Board members would be given the survey on November 14th and they would also meet with BWP representatives to answer questions about what they wanted in a superintendent. BWP and Associates also stated they could send the profile to the Board ahead of time with completed data so Board members could have any questions prepared when they met with BWP. Ms. Doremus asked if Mr. Nagel would be more comfortable if the application deadline was moved back, and how much more time was needed after November 14th. Mr. Campos asked if Board members were telling BWP how to handle the process, and Mr. Nagel responded he was questioning their scheduling. Mr. Kotche stated there was no association between the cutoff of a deadline of applications and the building of a profile.

Ms. Doremus stated Board members would receive a copy of the posting that evening and if they had concerns they should contact Mr. Ehrhardt. Mr. Ehrhardt asked if the Board wished to extend the application deadline. Mr. Nagel responded that perhaps the profile presentation could be done sooner instead of extending the application deadline. Mr. Ehrhardt said they would send the data to Ms. Doremus. Ms. Doremus asked if the application deadline could be extended if either party felt not enough applications had been received. BWP representatives said it could be extended. Mr. Ehrhardt stated the profile information would be sent to the Board the week of November 26th.

It was agreed that BWP and Associates would meet with the Board January 10th at 6:30 p.m. for approximately 90 minutes to present the slate of candidates, distribute sample questions which can be used for interviews, and provide Board members with personnel packets for all the candidates.

BWP and Associates suggested that the Board conduct first round interviews of candidates the week of January 14th, then conduct interviews of the finalists the week of January 21st. They recommended an interview structure of two interviews conducted on a Friday evening and the remaining four interviews be conducted on the following Saturday.

BWP and Associates then asked Board members the volume of advertising they wished to have done. Mr. Ehrhardt said the absolute minimum recommended advertising would be with the American Association of School Administrators which would cost \$450 per month. It was also recommended that the position be posted on the Illinois Education Job Bank which is free. The third recommended avenue was online through Education Week which costs \$400 for one month, or Print Ad in Education Week which runs one time for \$1000. Mr. Ehrhardt recommended the Board run the online ad through Education Week instead of Print Ad. Ms. Noland also stated BWP would post the position on a few other sites which are free. Mr. Gunderson suggested running an ad with the American Association of School Administrators for two months. Mr. Nagel asked that the posting be made more appealing and attractive to the type of candidate District 94 is seeking. Mr. Ehrhardt stated that postings are formatted and are “teasers” with the intent that candidates will research District 94’s website for further information. BWP stated they would like to see forty applicants. Ms. Doremus suggested running the posting for one month and then evaluating the need for further advertising.

2. Baker Tilly Audit Report

Mr. Rossi from Baker Tilly spoke to the Board regarding the recently completed FY12 financial audit. Mr. Rossi stated that there are three phases to an audit: risk assessment, audit of the financial statements and single audit of federal grant compliance. Mr. Rossi reported identifying several significant deficiencies regarding employee access in Skyward. He stated that, initially, employees had unlimited access to allow for startup, but that Mr. Cole will now limit employee access. Mr. Rossi stated he did not expect to see these deficiencies next year. He reported that, overall, District 94’s controls were good and the audit went very smoothly.

3. Budget Reports for 2012-2013

Mr. Cole distributed a Summary by Fund report, which contained the same numbers as the report sent to the Board in the packet, with the addition of three new columns at the end of the first page which shows a quarterly review by year. Mr. Cole stated he will continue to add detail to this report.

4. Student Fees 2013-2014

Mr. Cole distributed the 2012-2013 Proposed Fee Schedule and explained that the first page outlined the fees which were adopted for the current 2012-2013 school year. He said the second page showed a history of fees and the remaining pages listed all classes. Mr. Cole said the class section is being worked on to tie fees and costs together. He stated that there are currently ten to twelve classes which have lab fees attached to them; there are other classes in which students must purchase additional items, such as film for photography class. Mr. Cole reported that there

are a host of other classes which incur additional expenses, but do not have additional fees attached. Mr. Cole said he is working with Division Heads to determine which classes have additional fees. He said that administration typically proposes fees for the following school year in March or April, and he asked that the Board hold a discussion in the near future to determine which direction the Board would like to go with regard to fees. Mr. Saake stated that the Finance Committee had discussed student fees at its last meeting. He said the Board needs to discuss how to categorize fees into groups to see what the impact would be if it was determined that certain class fees should be rolled into the general registration fees. Mr. Gunderson asked if any students were not taking certain classes because they could not afford the additional fees. Dr. Chambers responded that the school is required to waive these fees for students who could not afford to pay them. It was clarified that athletic fees were not waived. Mr. Gunderson said he would like to see a simple one-fee system for all students. Mr. Saake said that, if the increase was rolled across all student fees, the impact would not be substantial. He stated the biggest problem was determining which classes should have a fee and which should not. Mr. Saake said the Committee's intent was to return to the Board with 3 or 4 different groups of fees that might be rolled into a general registration fee. Mr. Cole said he would return to the Board with some additional information and then present several scenarios for further discussion. Mr. Campos asked if parking fees were waived and Mr. Cole explained that only general registration fees were waived.

5. Principal's Report
Dr. Cheng was unavailable to report.
6. Assistant Superintendent's Report
Dr. Chambers reported that Human Resources is working on the certified seniority list which is a piece that is used in preparing the Sequence of Honorable Dismissal list which is due in March. She reported Human Resources will also be distributing a list of positions into which people fall based upon their qualifications for their verification.
Dr. Chambers said that she would be co-chairing the national Personnel Conference the following week and would be out of the District office Tuesday through Friday.
7. Impact of Series 1000 Language
This item was tabled until it can be brought for second reading.
8. Board Policy 4204 Medication in School and 4207 – Allergens
Mr. Ponce said that revisions to both policies were being brought for review. Mr. Ponce explained that the legislation had been passed approximately one year ago which allows a school nurse to administer an Epi-Pen to a student who appears to be having an allergic reaction, with or without a parent's permission or notice. Mr. Ponce said that these revisions would be brought to the next Board meeting for first reading.
Beth Jones said that concerns regarding the use of Epi-Pens included the cost of the Epi-Pens and who should pay for them. Ms. Jones also shared another concern

that parents of previously diagnosed students may believe they would be absolved of providing an Epi-Pen to the Health Office for their child. Ms. Jones stated that Epi-Pens expire in approximately one year, and the cost of each Epi-Pen is \$268.00, so the school could potentially purchase one or two each school year, and perhaps not need to use them, but that the cost of not having one if needed would be much higher. She told the Board that the Epi-Pens would only be used for a diagnosed student that required more than one dose or a student who had not been previously diagnosed.

Mr. Molinaro asked if the school nurse would be covered by Community High School's insurance in the case of a lawsuit. Mr. Ponce responded that she would be covered. Ms. Jones clarified that any staff member could administer an Epi-Pen if the student has been diagnosed and the staff member has been trained. She stated that only a Registered Nurse is allowed to administer an Epi-Pen to an undiagnosed student.

9. Joint Conference Resolutions

Board members agreed with all proposed resolutions with the exception of Number 8 which would require businesses to offer board members the opportunity to take paid days off to attend school board training.

Open Comment

Mr. Gunderson reported that Mr. McCarthy's Marketing class would hold a fundraiser on November 14, 2012 at 7:00 p.m. All winter sports will be involved, with proceeds to benefit student activity groups.

Mr. Saake extended the Board's congratulations to Mr. Begovich for his award from the Illinois Theater Association.

CONSENT AGENDA (Roll Call)

Action items considered routine and/or which have been previously discussed by the Board will be enacted under one roll call motion unless removed for separate action upon Board request. They are enumerated under the heading "Recommended Action".

1. Items Removed from Consent Agenda for Separate Action: None

2. Consent Agenda Action for All Items Except those listed in 1. Above.

RECOMMENDED MOTION: That the Board approve all items on the Consent Agenda which have not been specifically removed for separate action as shown on line 1. immediately above.

MOTION: Mr. Saake

SECOND: Mr. Molinaro

VOTE: Unanimous Approval on Roll Call Vote 7 - 0

CONSENT AGENDA ITEMS - RECOMMENDED ACTION(S):

1. Approval of Minutes — (Att. §A – pp. 1 - 8)

Board of Education Meeting

October 9, 2012

RECOMMENDED MOTION: That the Board of Education approve the minutes of the meetings of October 9, 2012, as listed above.

2. **Approval of Financials — (Att. §A – pp. 1 – 64)**

- a. Approve Current Expenditures
RECOMMENDED MOTION: That the Board of Education approve the expenditures from September 14, 2012 to October 17, 2012.
- b. Imprest Fund Statement
- c. Treasurer's Report
- d. Statement of Position
- e. Financial Report
- f. Statement of Revenue/Expenditures YTD Ending September 30, 2012
- g. 3-Year Budget/Actual Report
- h. Grant Reports
- i. Cash Fund
- j. Activity Account Fund Balance
- k. Vendor Activity Report
- l. Outstanding State Revenue Payments
- m. Quarterly Financial Report (Oct, Jan, Apr, July ONLY)
- n. FY13 Budget Report

CONSENT AGENDA APPROVAL

NEW BUSINESS

1. **Personnel Reports – (Roll Call)**

RECOMMENDED MOTION: That the Board of Education approve the Personnel and Supplemental Contract reports as presented in the packet and at table. (Att. §D – pp. 1 - 2).

MOTION: Mr. Saake

SECOND: Mr. Kotche

VOTE: Unanimous Approval on Roll Call Vote 7 - 0

2. **Board Approval of Rising Star Plan Reports – (Roll Call)**

The District is in the third year of using the Rising Star software. The ISBE requires each district to submit Rising Star Plan Reports to the Board for approval on a yearly basis. By submitting the reports on behalf of the district/school, the district superintendent certifies that strategies, activities and technical assistance are founded on scientifically based research. The strategies and activities support the implementation of the New Illinois Learning Standards and the district will spend at least 10 percent of the funds made available under Title I, Part A, Subpart 2 of NCLB, for the purpose of providing high-quality professional development.

RECOMMENDED MOTION: That the Board of Education approve submission of the Rising Star Plan Reports as shown on (Att. §B - pp. 12 – 25).

MOTION: Mr. Molinaro

SECOND: Mr. Gunderson

VOTE: Unanimous Approval on Roll Call Vote 7 - 0

3. **Secondary Evaluator Duties for the 2012/13 School Year Only Memorandum of Understanding with the WCHSTA, Inc. – (Roll Call)**

The Evaluation Committee routinely meets to make suggested updates to the certified staff evaluation plan. In an effort to provide opportunities for secondary

evaluators to observe teachers while simultaneously limiting the associated paperwork, the Principal has recommended that for the 2012/13 school year, secondary evaluators conduct informal observations. Staff wishing a formal observation may request the same by completing the Request for Formal Secondary Observation form, attached for reference. The Teachers' Association is in agreement, as evidenced by an affirmative vote of its membership on October 18, 2012. As such, the Board is being asked to approve a Memorandum of Understanding amending the Evaluation Plan for the current school year, only.

RECOMMENDED MOTION: That the Board of Education approve the Secondary Evaluator Duties for the 2012/13 School Year Only Memorandum of Understanding with the WCHSTA, Inc. as shown on (Att. §B - pp. 26 – 27).

MOTION: Mr. Campos

SECOND: Mr. Kotche

VOTE: Unanimous Approval on Roll Call Vote 7 - 0

4. **Supplemental Educational Services Contracts – (Roll Call)**

The attached contracts allow ISBE-approved vendors to provide Supplemental Educational Services to District 94 students. These services are offered in accordance with NCLB regulations and are funded via Title I dollars. The recommended agreement was reviewed with the Board at the November 17, 2009 meeting prior to a formal recommendation to contract with a specific vendor. The agreement has been utilized during the 2009/10, 2010/11, and 2011/12 school years.

RECOMMENDED MOTION: That the Board of Education approve the Supplemental Educational Services agreements for the 2012/13 school year with **1:1 Online Tutoring Services; 24/7 Online Education; GradeCracker, LLC; Grade Plus Tutors; and Chicago Kids TEK, Inc. d.b.a. Chi Tutorsz**, a copy of each to be made a part hereof (Att. §B - pp. 28 – 87).

MOTION: Mr. Saake

SECOND: Mr. Campos

Mr. Campos asked how many students were enrolled in these services and Dr. Chambers responded there were between 15 and 20.

VOTE: Unanimous Approval on Roll Call Vote 7 - 0

OLD BUSINESS - None

PUBLIC PARTICIPATION

Ms. Rita Berger addressed the Board with several comments on the discussions regarding the superintendent search firm. She said another group to consider adding to the focus groups was the Support Staff Association members. She also asked what accommodations would be provided for Spanish-speaking families who also wished to provide input in the search. Ms. Berger also suggested the school provide a list of available computers for any community members who do not own a computer so they could complete the survey.

Ms. Berger thanked Board members who recognized the significance of hiring a search firm and allowing them to do their job, versus micro-managing their activities.

Ms. Berger said she was troubled by the possibility of raising student fees. She shared concerns that money was being spent on administration versus education. She said that waiving fees for some students was good, but that other people still had to pay fees.

Ms. Berger stated the sports fee was always capped at \$300 per family, not per student.

EXECUTIVE SESSION

RECOMMENDED MOTION:

That the Board of Education hold
a Closed Session at 8:59 p.m. for the purpose of collective negotiating matters.

MOTION: Mr. Saake

SECOND: Mr. Molinaro

VOTE: Unanimous Approval on Roll Call Vote 7 – 0

ACTION AFTER RETURN TO OPEN SESSION - None

ADJOURNMENT

RECOMMENDED MOTION:

That the Board of Education
meeting be adjourned at 9:14 p.m.

MOTION: Mr. Saake

SECOND: Mr. Campos

VOTE: Unanimous Approval on Roll Call Vote 7 – 0

Katherine M. Doremus, President

ATTEST:

Ruben Campos, Secretary

COMMUNITY HIGH SCHOOL
DISTRICT 94
West Chicago, Illinois

Minutes of the FINANCE COMMITTEE meeting held on October 10, 2012, at 326 Joliet Street, West Chicago, Illinois, from 7:28 a.m. to 9:35 a.m.

CALL TO ORDER – The meeting was called to order at 7:28 a.m.

ROLL CALL -

In attendance at the meeting were: Gary Saake

Others Present: Lalo Ponce, Gordon Cole, Moses Cheng and Diane Masschelin

FY 13 Financial Review:

Mr. Cole handed out a financial report as he reviewed a spreadsheet on the computer. It was stated that the quarterly review will be added for the next board meeting. The “Original Budget” column is amended by staff to reflect changes in State and Federal Grants. These change throughout the year. The “FY13 Adopt” column is the budget as adopted by the Board. Chris Olsen has developed Skyward generated reports that Division Heads will receive for their departments via email on a regular basis. Mr. Cole stated that we need to transfer funds to the Capital Fund. Recommendations will be made to the committee and the Board at a later date when a capital plan for next summer is established.

Detail was shown regarding State revenues showing current year and prior year collections. This was also displayed with and without General State Aid.

Mr. Saake wanted to know if we have the history for the O & M fund on what was spent. Mr. Cole stated that we will put some detailed information together.

Capital Program:

It was mentioned that we need to initiate a process to look into the various capital and equipment needs and see where we want to be in three to five years; such as the foods lab – academics, the relocation of the nurse’s office, hard wired computer labs, technology in the classroom, etc. This may need to be a new committee that needs to be academically driven.

Dr. Cheng talked about technology, lap tops, the use of tablets, the need for student accessing information from the internet and the common core that is needed. Dr. Cheng stated that he would send out a survey to see what schools use tablets or notebooks. Mr. Saake stated that he is looking for direction from the Administration. We need to have these discussions now since it would take 3-4 years to build out the infrastructure.

Mr. Ponce stated that, while we have capital needs, we have educational needs as well.

There are two roof sections that will need replacement in the near future. The sections over Bishop Gym and the Science wing date to 1993. It is possible to make repairs to buy a couple of years and it is also possible to make this two projects. Mr. Cole will work with the architect and make recommendations to the Committee and Board.

There is some equipment in the Science Department that is no longer used. It was suggested a list be put together of the equipment that is no longer used.

The tennis parking lot dates to the late 70's. The base will have to be rebuilt when the time comes. The teacher parking lot will also need additional drainage.

2012 Property Tax Levy:

Mr. Cole stated that the assumption is that the CPI will come in about 3%, and that we will be under the truth and taxation levy reporting requirements. It was suggested that a report on the 2012 levy be taken to the first Board meeting in November to have discussions with the board to determine what level we want to go with and be ready for the adoption on November 27th. Last year we did a 1% balloon.

We have 1 or 2 years left of interest in the debt service fund that can be used for lease payments.

Student Fees:

Mr. Cole highlighted the revenue generated from the different labs fees, parking, lost ID's, graduation, yearbook, school store and the Bookfair. It was also mentioned that photography has high equipment costs has no fee but students purchase supplies. Art supplies come from the budget with no fee to the student. The students do provide their own sketch book for some of the classes. There is no fee for TCD with a cost to the District of approximately \$4300 per student. Dr. Cheng questioned what is a fee? What is a supply? Is that part of registration? Mr. Saake also wondered what the fee covers. He also mentioned that the fee questions should have Board input. Make things simple by only having one standard fee. Driver's Education is extraordinary and should have a separate fee for taking the class. Mr. Saake suggested we recommend eliminating all lab fees and up the registration by \$30 per student for general registration. Mr. Cole stated that our registration fee is lower than most schools. It was added that there is no charge for band; however, there will be a need for new uniforms with a large price tag. It was also mentioned by Mr. Cole that Bill Lech wanted the topic of PE shirts to be brought to the table again. Mr. Saake mentioned that we should take this to the board the first meeting in November to see what direction the board wants pursue for fees.

Mr. Cole mentioned that field trips should be covered 100%. The argument came up about field trips being considered part of the class. It was stated that Field trips are not mandatory.

Mr. Cole and Mr. Saake also mentioned our process of handling credit cards is old and expensive to process with the shortage of staff. The swipe method is preferred. Mr. Saake mentioned that these are the things that we need to look at. It was also stated that Power School might have the capability to process online.

FY 14 Staffing:

The topic of adding another tech person – the “Geek” Squad was mentioned. It was also added that Director of Technology job description would be reworked and that the position would report directly to the principal. Mr. Saake stated that it was all part of the planning. The candidate for Director of Technology should not only be highly qualified in the technical aspect of the school, but should also have knowledge on the education side.

Dr. Cheng stated that we lost 2 administrators by cutting the assistant curriculum and instructors. He also stated that the common core is not losing steam and that dedicated concerted time and

staff is needed to push ahead with technology. The Parent/Teacher Conferences is a good example of automation. Evaluation process also needs to change since there is not enough time to handle all. Technology can help with aps available for the iPad. Adding back one position in addition to the Director of Technology position will help. There is also a need for lower level staffing positions. The committee stated that a meeting should be set up to discuss overtime, realignment and/or get additional help. Mr. Saake stated that we should look at all the positions and discuss the entire picture for several years and not just for one year. Dr. Cheng mentioned that it is connected to the common core, defining curriculum for the entire package.

Adjournment

The meeting adjourned at 9:35 a.m.

**COMMUNITY HIGH SCHOOL
DISTRICT 94**

**November 13, 2012
7:00 p.m.
Board of Education Meeting**

**SECTION D -
CONFIDENTIAL MEETING ATTACHMENTS**

1. Personnel Report

Office of Human Resources - Personnel Report

11/13/2012 – Board of Education Meeting

A. Approve the following personnel recommendations:

Leave of Absence

NAME	Ralph Michalek	Tammy Lockert	
Action	Leave of Absence Under FMLA	Leave of Absence Under FMLA	
Classification	Non-certified	Non-certified	
Initially Proposed	11/13/2012	10/9/2012	
Role/ Area	Mechanic/Maintenance	Clerk/Duplicator Operator	
Education			
Experience			
Certification Type			
Part/Full-Time			
Salary/Schedule			
Replaces			
Effective	10/31/2012 – 11/16/2012	Was 10/4/2012 – 11/4/2012 Extend through 11/30/2012	

Office of Human Resources - Personnel Report

11/13/2012 – Board of Education Meeting

B. Approve the following Athletic Coach recommendations:

Sport & Gender	<i>Boys Basketball</i>	<i>Girls Softball</i>
Name	Rushing, Douglas	Thornton, Abby
Action	Employment	Employment
Status	New	New
Position:	Assistant Coach	Assistant Coach
Date Proposed	11/13/2012	11/13/2012
Int/Ext Employee	External	Internal
Certification	IEIN #: 1455960	IEIN #: 775329
HS Play Exp	4 years basketball, 4 years baseball	4 years softball, 4 years basketball, 4 years volleyball
College Play Exp	None	None
Coaching Exp - In	None	None
Coaching Exp - Out	4 yrs – Asst. boys' basketball at Minnoka High School 1 yr – Asst. boys' basketball at York High School 2 yrs – Asst. boys' basketball at Wheaton North HS 8 yrs – Asst. boys' basketball at Wheaton Warrenville South	1 yr – Asst. softball at Prospect High School
# Yrs Coaching	15	1
Current Appendix B Step	7	2
Replaces	Mathew Nelson & Tony Quarto	Kelly Rose Ortega
Beg & End of Season	11/5/2012 – 3/16/2013	2/25/2013 – 6/8/2013