

Morris Community High School
Morris CHSD 101
Morris, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 9 10 11 12

State and federal laws require public school districts to release report cards to the public each year. Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION															
	White	Black	Hispanic	Asian	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	86.1	1.2	9.7	0.3	0.0	0.3	2.4	18.1	0.9	15.6	1.7	0.2	9.4	94.1	992
District	86.1	1.2	9.7	0.3	0.0	0.3	2.4	18.1	0.9	15.6	1.7	0.2	9.4	94.1	992
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0	2.7	3.2	12.8	94.0	2,074,806

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 18 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	91.0	--	--	--	--
District	91.0		19.4	16.2	248.0
State	96.0		18.9	13.6	211.3

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

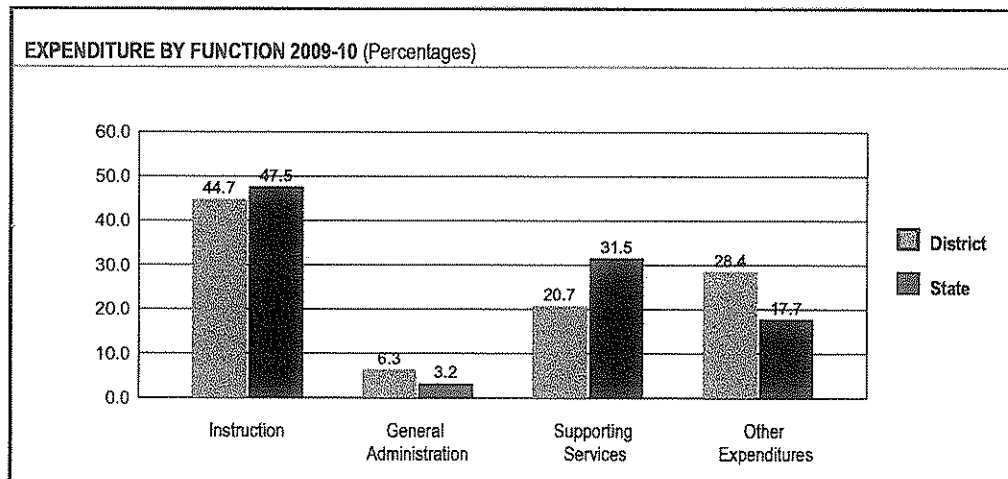
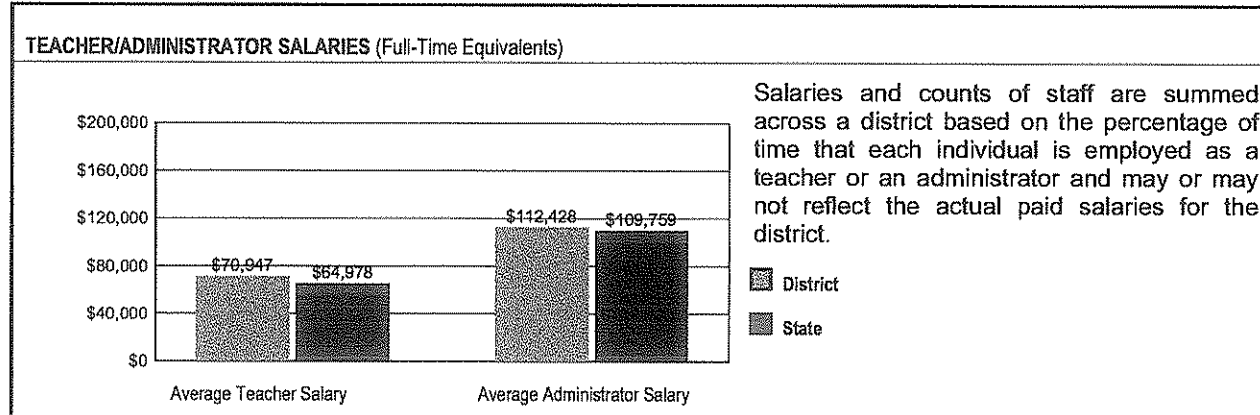
AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School										19.4
District										19.4
State										19.2

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	98.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	43.3	56.7	51
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	13.3	46.1	53.9	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

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

SCHOOL DISTRICT FINANCES

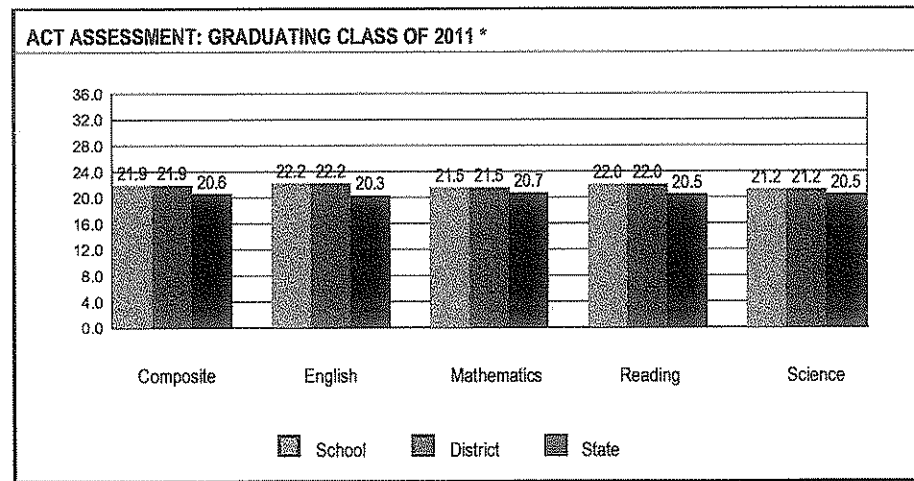


REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$8,506,406	72.0	58.9	Education	\$8,302,069	65.0	72.9
Other Local Funding	\$1,476,780	12.5	6.4	Operations & Maintenance	\$1,481,340	11.6	6.0
General State Aid	\$983,208	8.3	14.9	Transportation	\$531,435	4.2	3.8
Other State Funding	\$434,494	3.7	7.5	Debt Service	\$1,432,676	11.2	7.2
Federal Funding	\$414,056	3.5	12.4	Tort	\$583,078	4.6	1.2
TOTAL	\$11,814,944			Municipal Retirement/ Social Security	\$221,936	1.7	1.9
				Fire Prevention & Safety	\$223,549	1.7	0.7
				Site & Construction/ Capital Improvement	\$0	0.0	6.4
				TOTAL	\$12,776,083		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$493,105	1.79	\$6,271	\$10,288
State	**	**	\$6,773	\$11,537

** 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



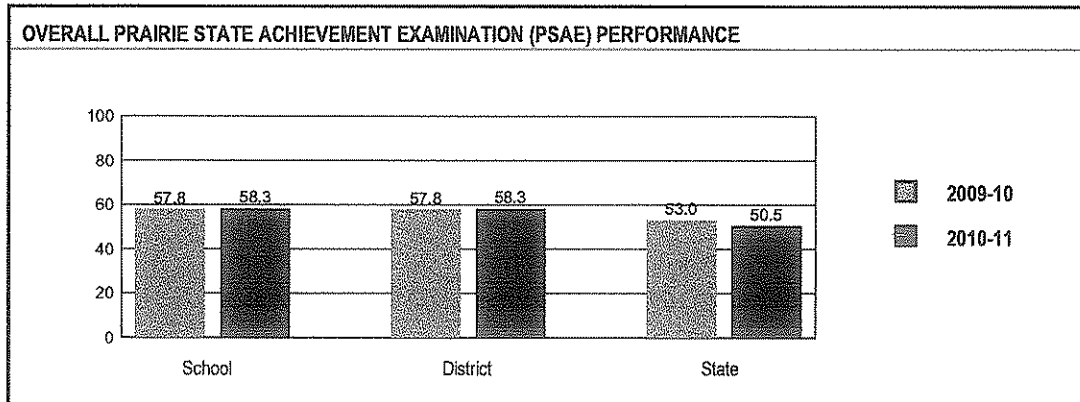
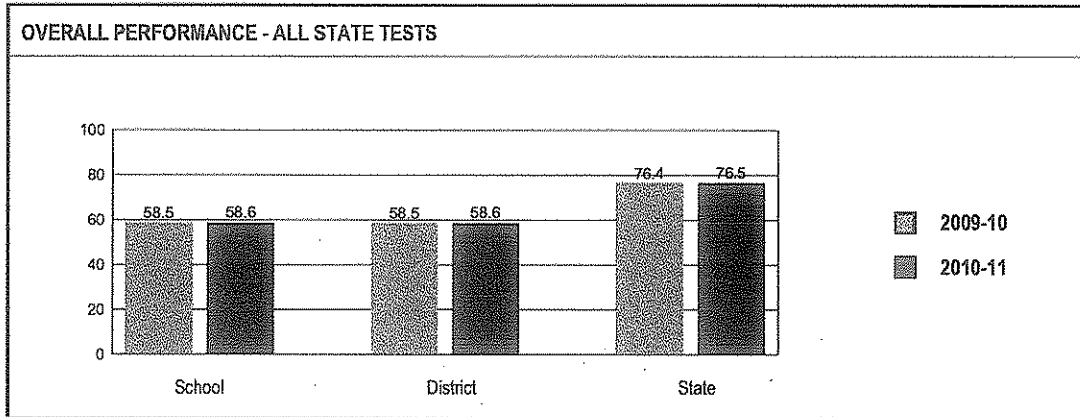
The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

HIGH SCHOOL GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races				
School	82.2	79.5	84.7	81.3	66.7	94.4			66.7	100.0	100.0		73.8	69.8
District	82.2	79.5	84.7	81.3	66.7	94.4			66.7	100.0	100.0		73.8	69.8
State	83.8	80.9	86.7	89.1	74.0	76.8			77.7	81.4	67.7		66.2	75.1

OVERALL STUDENT PERFORMANCE

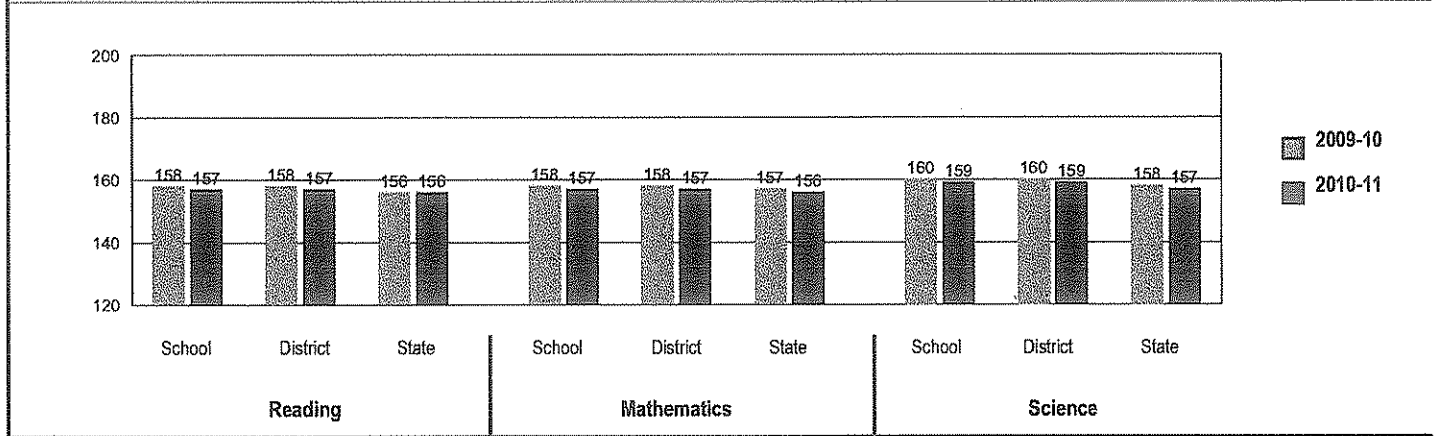
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.



PSAE PERFORMANCE

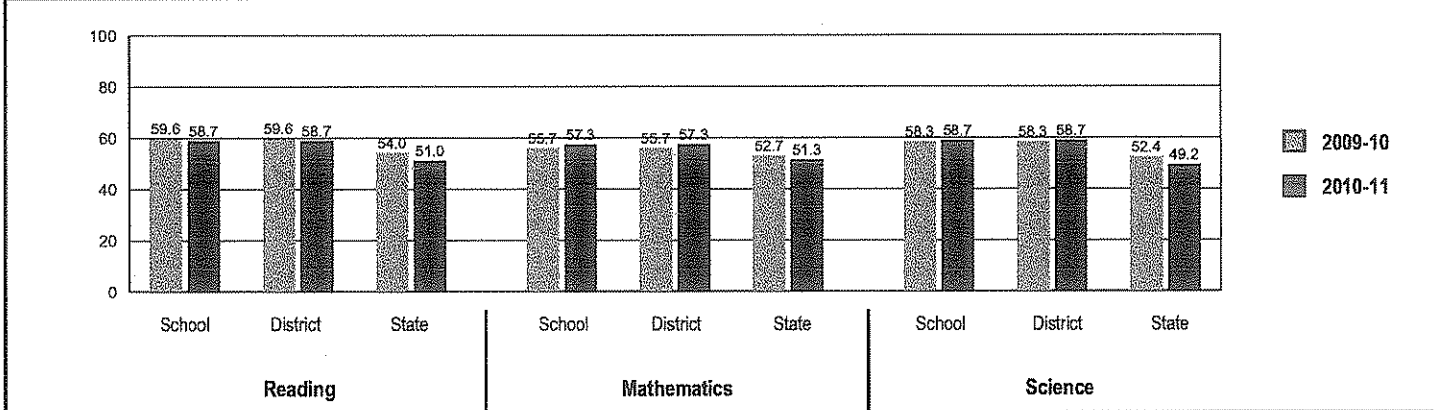
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



PSAE scores range from 120 to 200.

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



Number of students in this school with PSAE scores in 2011: 218

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		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	234	110	124	202	5	20	0	0	0	7	0	0	32	40
	Reading	5.6	7.3	4.0	5.9		0.0							15.6	10.0
District	*Enrollment	234	110	124	202	5	20	0	0	0	7	0	0	32	40
	Reading	5.6	7.3	4.0	5.9		0.0							15.6	10.0
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	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	234	110	124	202	5	20	0	0	0	7	0	0	32	40
	Mathematics	5.6	7.3	4.0	5.9		0.0							15.6	10.0
District	*Enrollment	234	110	124	202	5	20	0	0	0	7	0	0	32	40
	Mathematics	5.6	7.3	4.0	5.9		0.0							15.6	10.0
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	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	234	110	124	202	5	20	0	0	0	7	0	0	32	40
	Science	5.6	7.3	4.0	5.9		0.0							15.6	10.0
District	*Enrollment	234	110	124	202	5	20	0	0	0	7	0	0	32	40
	Science	5.6	7.3	4.0	5.9		0.0							15.6	10.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* 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	9.6	31.7	49.5	9.2	11.5	31.2	51.8	5.5	10.1	31.2	50.0	8.7
District	9.6	31.7	49.5	9.2	11.5	31.2	51.8	5.5	10.1	31.2	50.0	8.7
State	10.1	38.9	40.7	10.4	10.0	38.7	43.1	8.2	8.6	42.2	39.6	9.6

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	12.7	34.3	47.1	5.9	12.7	30.4	52.0	4.9	11.8	28.4	51.0	8.8
	District	12.7	34.3	47.1	5.9	12.7	30.4	52.0	4.9	11.8	28.4	51.0	8.8
	State	12.7	39.3	38.2	9.8	10.6	35.9	43.3	10.2	9.0	38.6	40.1	12.3
Female	School	6.9	29.3	51.7	12.1	10.3	31.9	51.7	6.0	8.6	33.6	49.1	8.6
	District	6.9	29.3	51.7	12.1	10.3	31.9	51.7	6.0	8.6	33.6	49.1	8.6
	State	7.5	38.5	43.2	10.9	9.4	41.5	42.9	6.2	8.1	45.8	39.2	6.9

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	8.5	30.2	51.3	10.1	9.5	28.6	55.6	6.3	7.4	30.2	52.9	9.5
	District	8.5	30.2	51.3	10.1	9.5	28.6	55.6	6.3	7.4	30.2	52.9	9.5
	State	6.1	29.6	49.4	14.9	5.3	29.8	53.5	11.4	4.2	31.3	50.4	14.0
Black	School												
	District												
	State	18.5	56.7	23.2	1.6	23.0	56.8	19.6	0.6	19.9	63.2	16.2	0.7
Hispanic	School	11.1	38.9	44.4	5.6	11.1	66.7	22.2	0.0	16.7	50.0	33.3	0.0
	District	11.1	38.9	44.4	5.6	11.1	66.7	22.2	0.0	16.7	50.0	33.3	0.0
	State	14.7	52.2	30.0	3.1	13.2	51.9	33.0	1.9	11.9	58.1	27.7	2.2
Asian	School												
	District												
	State	6.7	27.3	46.3	19.7	3.2	19.0	52.0	25.7	3.9	25.7	49.3	21.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	8.0	43.8	41.6	6.6	5.8	40.1	46.7	7.3	2.9	49.6	38.7	8.8
American Indian	School												
	District												
	State	12.5	42.4	36.7	8.4	11.9	42.5	40.3	5.3	8.6	48.1	38.0	5.3
Two or More Races	School												
	District												
	State	7.6	35.9	43.6	12.9	8.5	38.6	44.1	8.7	6.5	40.2	41.8	11.5

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	66.7	25.0	4.2	4.2	58.3	37.5	0.0	4.2	58.3	37.5	0.0	4.2
	District	66.7	25.0	4.2	4.2	58.3	37.5	0.0	4.2	58.3	37.5	0.0	4.2
	State	46.5	37.9	13.4	2.2	46.1	41.8	11.2	0.9	39.6	46.9	11.5	2.1
Non-IEP	School	2.6	32.5	55.2	9.8	5.7	30.4	58.2	5.7	4.1	30.4	56.2	9.3
	District	2.6	32.5	55.2	9.8	5.7	30.4	58.2	5.7	4.1	30.4	56.2	9.3
	State	5.2	39.0	44.3	11.4	5.2	38.3	47.4	9.1	4.5	41.6	43.4	10.6

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	14.3	40.0	42.9	2.9	22.9	42.9	34.3	0.0	20.0	40.0	40.0	0.0
	District	14.3	40.0	42.9	2.9	22.9	42.9	34.3	0.0	20.0	40.0	40.0	0.0
	State	17.1	53.1	27.3	2.6	17.8	53.4	27.3	1.5	15.6	59.0	23.6	1.8
Not Eligible	School	8.7	30.1	50.8	10.4	9.3	29.0	55.2	6.6	8.2	29.5	51.9	10.4
	District	8.7	30.1	50.8	10.4	9.3	29.0	55.2	6.6	8.2	29.5	51.9	10.4
	State	5.5	29.7	49.4	15.4	5.0	29.1	53.4	12.5	4.0	31.3	50.0	14.6

2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	No
Is this school making AYP in Mathematics?	No

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		Yes
2011-12 Federal Improvement Status	Corrective Action	
2011-12 State Improvement Status	Academic Watch Status Year 1	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		85.0			85.0			91.0		82.0	
All	94.4	Yes	94.4	Yes	61.7		No	60.8		No			82.2	Yes
White	94.1	Yes	94.1	Yes	62.8	65.7	No	63.9	62.1	No			81.3	
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 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 05/01/2010.

** 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.

2011 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.

School Report Card
School Improvement Plan
2011-12
Morris Community High School

With the required percentage necessary to meet the Adequate Yearly Progress (AYP) targets as outlined in the Federal No Child Left Behind (NCLB) Act up, from the original 40th percentile, to the current 85th percentile level, Morris Community High School was able to meet AYP in the areas of percent tested, attendance rate, and graduation rate. In the more publicly understood academic scoring areas, 61.7% of MCHS students tested (spring 2011) met or exceeded in Reading (up from 60.2% last year), while 60.8% met or exceeded in Math (up from 56.6% last year). With solid goals in place as an ongoing part of our Rising Star school improvement process, including an ever-improving K-12 articulation process city-wide in all subject areas, more technology and teacher training, along with the training in data collection and reporting, and the increased usage of both formative assessment and student data, MCHS is continuing to demonstrate growth in student achievement. Upcoming goals include; common core implementation, and a targeted focus on specific professional development for our teaching faculty.

At this time we have completed a successful transition into our newly developed seven period bell schedule, focusing much of our energy into helping teachers, students, and parents assimilate into the changes that have caused the most visible stress or anxiety.

Although our ACT scores remain consistently competitive, the most recently tested senior class, scoring at or above last years decade best score, fell beneath the ever-rising scores required to meet AYP. Nonetheless, MCHS continues to focus on the improvement strategies, offering all of our students the best chance to meet the College and Career Readiness Benchmarks. We are clearly ahead of the curve in our movement toward “common core” implementation. We are also committed to the level of K-12 articulation and targeted professional development necessary to continue overall improvements in the area of student achievement.