

**Dee-Mack High School**  
**Deer Creek-Mackinaw CUSD 701**  
**Mackinaw, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : 9 10 11 12**

State and federal laws require public school districts to release report cards to the public each year.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAT with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	93.9	2.9	0.6	1.9	0.0	0.6	17.6	0.0	3.8	0.3	15.5	93.3	313
<b>District</b>	95.6	1.9	0.7	0.9	0.0	1.0	19.3	0.0	3.8	0.1	9.0	95.0	1,057
<b>State</b>	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5	4.1	2.5	14.9	93.3	2,074,167

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

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

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

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

**INSTRUCTIONAL SETTING**

**PARENTAL CONTACT\***

	Percent
<b>School</b>	98.7
<b>District</b>	99.6
<b>State</b>	96.8

**STUDENT-TO-STAFF RATIOS**

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	--	--	--	--
<b>District</b>	17.5	13.8	12.3	264.3
<b>State</b>	18.3	18.0	13.5	211.6

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

**AVERAGE CLASS SIZE** (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>										13.3
<b>District</b>										13.3
<b>State</b>										19.6

**TEACHER INFORMATION** (Full-Time Equivalents)

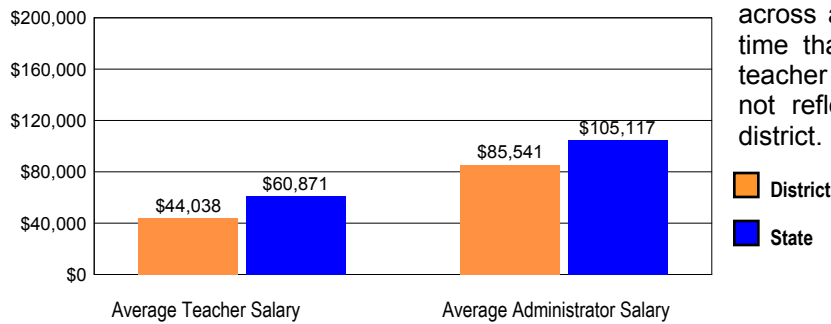
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	97.9	0.0	0.7	1.4	0.0	23.4	76.6	73
<b>State</b>	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

TEACHER INFORMATION ( Continued )					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	1.9	0.0
District	11.5	71.2	28.8	0.7	0.0
State	12.4	46.7	53.2	0.7	0.7

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

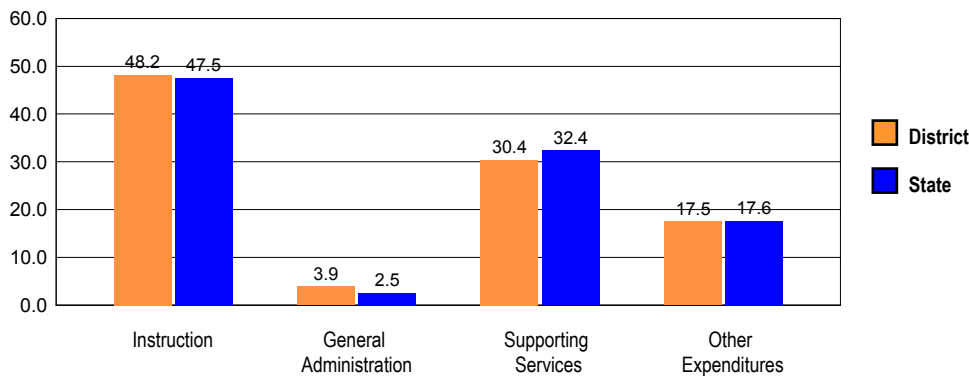
## SCHOOL DISTRICT FINANCES

### TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

### EXPENDITURE BY FUNCTION 2006-07 (Percentages)



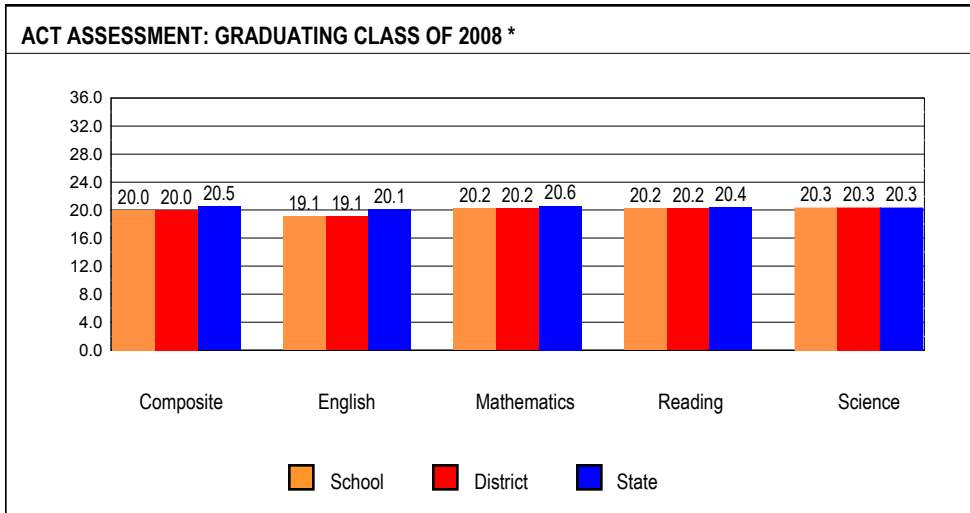
REVENUE BY SOURCE 2006-07			
	District	District %	State %
Local Property Taxes	\$4,083,617	46.8	57.6
Other Local Funding	\$602,968	6.9	7.3
General State Aid	\$2,628,570	30.1	18.1
Other State Funding	\$936,300	10.7	9.7
Federal Funding	\$469,920	5.4	7.3
<b>TOTAL</b>	<b>\$8,721,375</b>		

EXPENDITURE BY FUND 2006-07			
	District	District %	State %
Education	\$6,253,399	73.6	72.6
Operations & Maintenance	\$863,269	10.2	8.5
Transportation	\$676,275	8.0	3.9
Bond and Interest	\$436,762	5.1	6.7
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$210,667	2.5	1.8
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$57,558	0.7	5.6
<b>TOTAL</b>	<b>\$8,497,930</b>		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$88,491	4.60	\$4,244	\$7,218
State	**	**	\$5,808	\$9,907

\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.  
**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.  
**Total school tax rate** is a district's total tax rate as it appears on local property tax bills.  
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.  
**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE



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

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

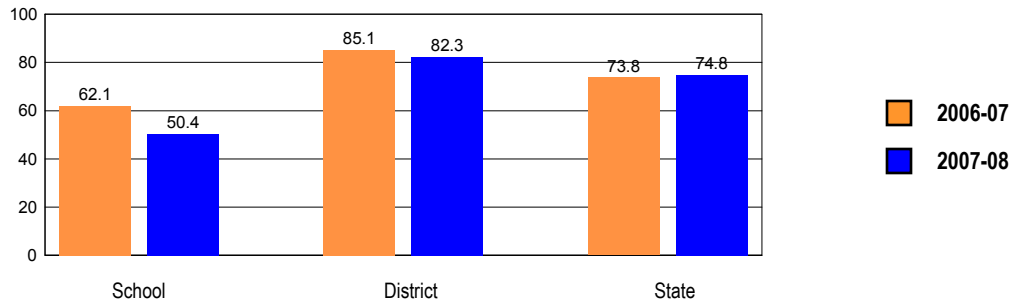
HIGH SCHOOL GRADUATION RATE													
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	85.3	74.2	94.6	85.7	66.7		100.0					50.0	100.0
District	85.3	74.2	94.6	85.7	66.7		100.0					50.0	100.0
State	86.5	84.2	88.8	92.5	74.9		93.4					81.2	78.2

## OVERALL STUDENT PERFORMANCE

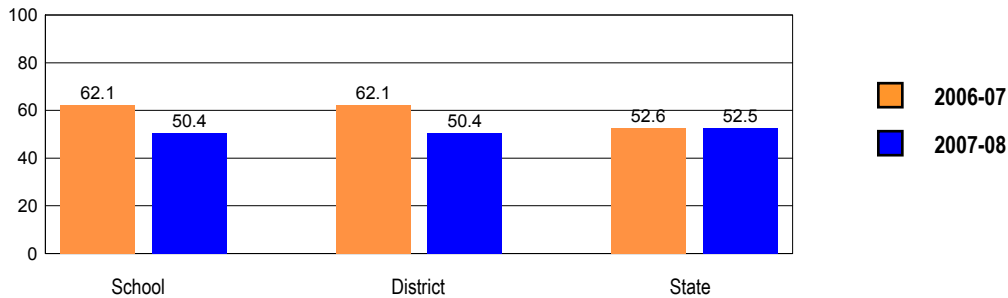
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

### OVERALL PERFORMANCE - ALL STATE TESTS



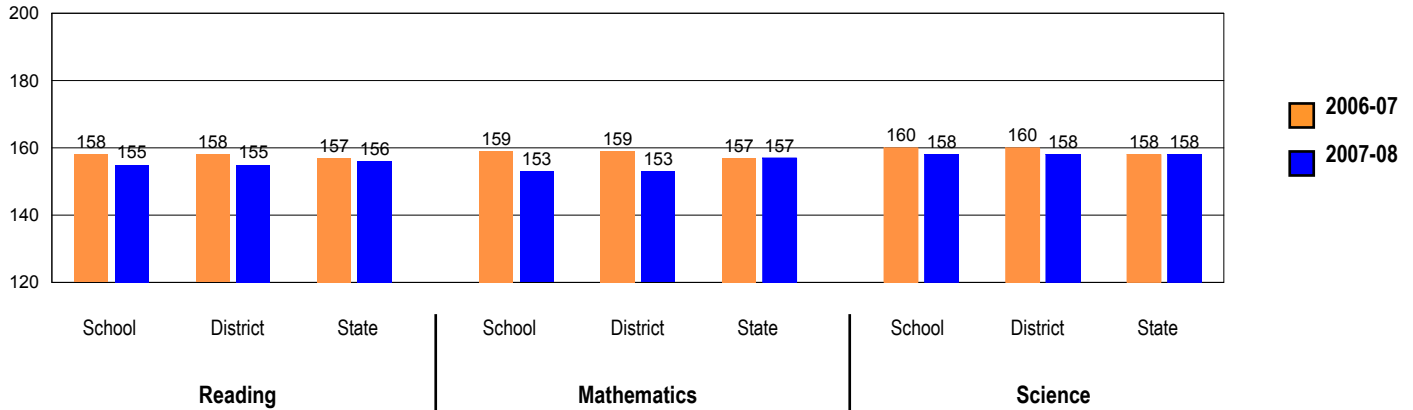
### OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



**PSAE PERFORMANCE**

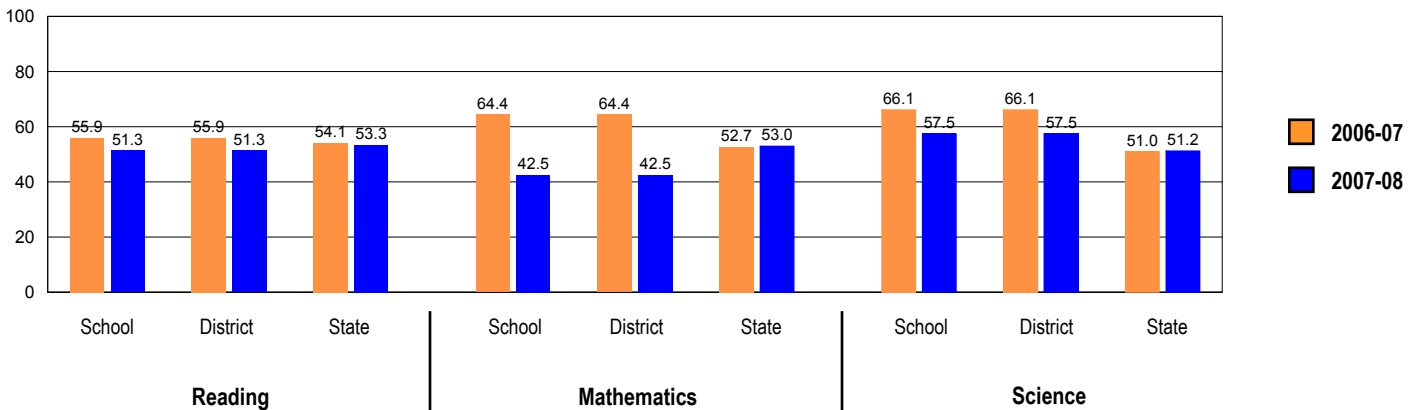
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

**PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores**



PSAE scores range from 120 to 200.

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



Number of students in this school with PSAE scores in 2008: 80

**PERFORMANCE ON STATE ASSESSMENTS**

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	81	40	41	78	1	1	1					1	8
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0									
District	*Enrollment	560	284	276	538	9	3	5		5			88	110
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0								0.0 0.0	0.0 0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading Mathematics	0.3 0.3	0.3 0.3	0.2 0.2	0.1 0.1	0.6 0.6	0.3 0.3	0.1 0.1	0.2 0.2	0.2 0.2	0.2 0.2	0.3 0.3	0.5 0.5	0.3 0.3

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	81	40	41	78	1	1	1					1	8
	Science	0.0	0.0	0.0	0.0									
District	*Enrollment	236	120	116	224	4	2	2		4			30	39
	Science	0.0	0.0	0.0	0.0								0.0	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

\* Enrollment as reported during the testing windows for grades 4, 7, and 11.

## PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

### Grade 11

#### Grade 11 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	7.5	41.3	50.0	1.3	11.3	46.3	36.3	6.3	6.3	36.3	55.0	2.5
District	7.5	41.3	50.0	1.3	11.3	46.3	36.3	6.3	6.3	36.3	55.0	2.5
State	10.1	36.6	42.9	10.4	11.1	35.9	42.2	10.8	9.5	39.3	40.4	10.8

#### Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	12.8	38.5	46.2	2.6	17.9	38.5	38.5	5.1	7.7	23.1	66.7	2.6
	District	12.8	38.5	46.2	2.6	17.9	38.5	38.5	5.1	7.7	23.1	66.7	2.6
	State	12.4	36.3	41.1	10.1	11.0	33.5	42.8	12.7	10.0	35.7	40.7	13.7
Female	School	2.4	43.9	53.7	0.0	4.9	53.7	34.1	7.3	4.9	48.8	43.9	2.4
	District	2.4	43.9	53.7	0.0	4.9	53.7	34.1	7.3	4.9	48.8	43.9	2.4
	State	7.9	36.8	44.6	10.7	11.2	38.2	41.7	8.9	8.9	42.9	40.2	8.0

**Grade 11 - Racial/Ethnic Background**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	7.7	42.3	48.7	1.3	11.5	46.2	35.9	6.4	6.4	37.2	53.8	2.6
	District	7.7	42.3	48.7	1.3	11.5	46.2	35.9	6.4	6.4	37.2	53.8	2.6
	State	6.0	29.3	50.8	13.9	6.0	29.9	50.1	13.9	5.2	31.3	49.0	14.5
Black	School												
	District												
	State	20.2	54.9	23.3	1.6	27.5	51.8	19.6	1.0	21.3	60.4	17.3	1.0
Hispanic	School												
	District												
	State	18.4	50.7	28.3	2.6	17.6	49.7	30.3	2.3	16.5	55.9	25.3	2.3
Asian/Pacific Islander	School												
	District												
	State	6.3	29.8	47.3	16.6	3.7	18.9	49.0	28.5	4.6	25.1	50.1	20.2
Native American	School												
	District												
	State	9.3	40.9	40.9	8.9	11.7	40.1	40.5	7.8	12.5	38.5	39.7	9.3
Multiracial/Ethnic	School												
	District												
	State	8.0	37.6	43.3	11.1	11.1	36.6	42.4	9.9	8.4	41.1	40.4	10.0

## 2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	No	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	2008-09 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	50.7		No	42.7		No			85.3	Yes
White	100.0	Yes	100.0	Yes	49.3	61.9	No	42.5		No			85.7	
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2007.

\*\* Safe Harbor Targets of 62.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

Deer Creek-Mackinaw High School is seeing many new changes this year. Phase I of our construction project is almost complete as Phase II is just beginning. Our high school enrollment has increased for the third consecutive year in a row. With this growth comes the increase in course offerings.

**Areas of success:**

An area of success is the rise in our ACT average score from 19.7 to 20.0. This is a positive improvement over last year. We have also implemented the STS assessment for 12<sup>th</sup> graders that monitors achievement and progress. This assessment is directly related to the Illinois Learning Standards. We have also implemented two other assessments that can give us direction for our curriculum which include the PLAN administered during the sophomore year and the EXPLORE assessment that is administered during the freshman year. We are starting to use this data in order to make valid decisions regarding curriculum and achievement.

We have been working closely with Dr. Karen Coats, a consultant from ISU in the areas of Writing and Literature. She has been working with all levels and continues to provide assistance on where we want our curriculum to head. The use of curriculum mapping has helped us to pinpoint the gap areas within our curriculum. The curriculum maps are updated yearly and new course maps are added.

Another positive success that we have seen this year is the addition of the Life Skills Curriculum which was put into place for students who have development disabilities. In previous years these students were not housed in our district. We are excited to have the opportunity to provide this curriculum to our students. We are also implementing Tiers II and III for Response to Intervention at the high school level. Our efforts are aimed at improvement for all students.

**Areas of Improvement:**

The PSAE scores this year did not meet AYP in either math or reading. In order to address these areas we are implementing several things. In the area of reading we are continuing our work with Dr. Karen Coats of ISU who is leading our staff in literature and writing. We are implementing a “write everyday in every class” component that will enable our writers to expand their skills. We are widening our literature base by using more high interest leveled reading materials. In the area of math we are attending the Standards Aligned Classroom (SAC) sessions with all math teachers and administration. We are looking forward to the outcome that the SAC sessions will provide us as a faculty. In addition to becoming a SAC team we are also continually examining our test data in order to determine what strategies and skills need refined and implemented. After holding discussions with students there is another area that needs addressed which is apathy toward day two of testing. Students are not motivated to do well on day two of testing because of the weight put on day 1 of testing with the ACT. We are finalizing some brainstorming sessions with our students in order to discuss motivation and future achievement.

Due to our small size and wide curricular offerings, we offer an attractively low average class size (18), and a low student-to-teacher ratio (12.6:1). Our minutes of student contact per class, per day, with our block schedule, are over 83 minutes. With our quiet rural location and traditional curriculum, Dee-Mack High School is able to offer quality instruction.