

# LEYDEN COMM H S DIST 212 FRANKLIN PARK, ILLINOIS



# ILLINOIS DISTRICT REPORT CARD

Federal law requires public school districts to release district report cards to the public each year.

## STUDENTS

### RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>District</b>	57.1	1.3	37.2	3.9	0.4	13.7	12.9	4.9	2.4	10.6	93.4	3,381
<b>State</b>	59.3	20.8	16.2	3.5	0.2	37.5	6.7	5.1	2.0	16.5	94.0	2,029,821

**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>District</b>	100.0
<b>State</b>	95.0

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

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
<b>District</b>						21.1
<b>State</b>						18.8

### STAFF-TO-STUDENT RATIOS

	Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>District</b>		19.0	14.0	260.1
<b>State</b>		18.3	14.0	222.6

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

### TEACHER INFORMATION (Full-Time Equivalents)

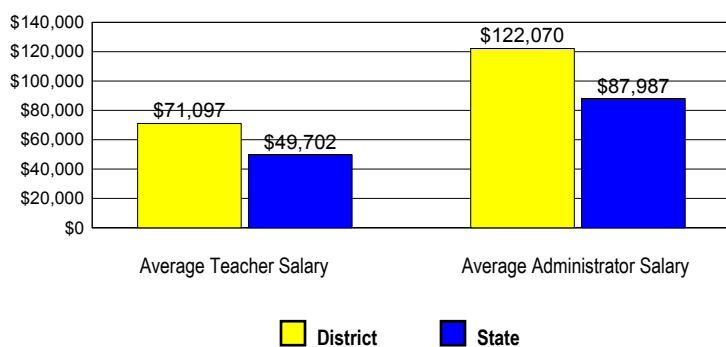
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	93.6	0.5	5.9	0.0	0.0	46.5	53.5	204
<b>State</b>	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

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 *
District	12.2	35.0	65.0	0.7	0.0
State	14.2	53.9	46.0	2.4	2.3

\* Data based on preliminary NCLB definitions.

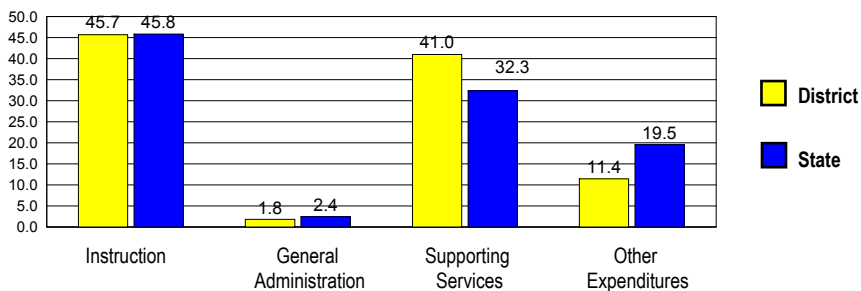
## SCHOOL DISTRICT FINANCES

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 2000-01 (Percentages)



REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$30,310,753	77.8	54.4
Other Local Funding	\$5,277,061	13.5	7.5
General State Aid	\$781,952	2.0	17.9
Other State Funding	\$1,966,896	5.0	12.7
Federal Funding	\$612,440	1.6	7.4
<b>TOTAL</b>	<b>\$38,949,102</b>		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$31,179,784	75.9	70.0
Operations & Maintenance	\$5,033,757	12.2	9.2
Transportation	\$1,504,235	3.7	3.4
Bond and Interest	\$1,643,388	4.0	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$1,166,280	2.8	1.6
Fire Prevention & Safety	\$571,793	1.4	1.0
Site & Construction/ Capital Improvement	\$0	0.0	9.3
<b>TOTAL</b>	<b>\$41,099,237</b>		

**OTHER FINANCIAL INDICATORS**

	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$563,810	1.71	\$6,284	\$12,002
State	**	**	\$4,667	\$7,926

\*\* 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.

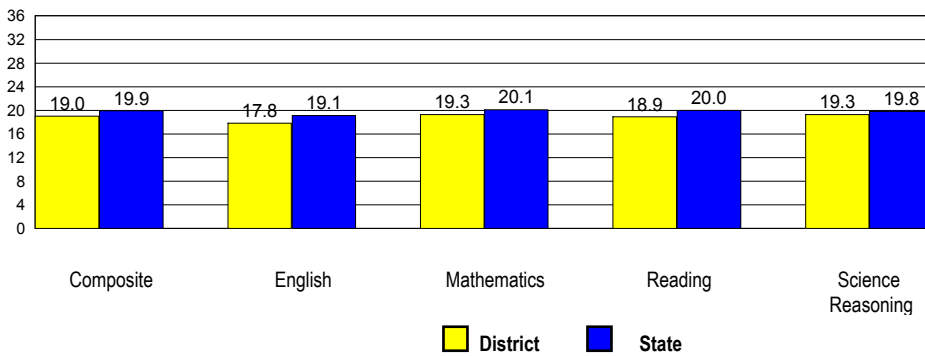
**Total school tax rate** is a district's total tax rate as it appears on local property tax bills.

**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 2002\***



**ACT TEST TAKERS**

	Number	% Class
District	719	86.9
State	111,838	92.5

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

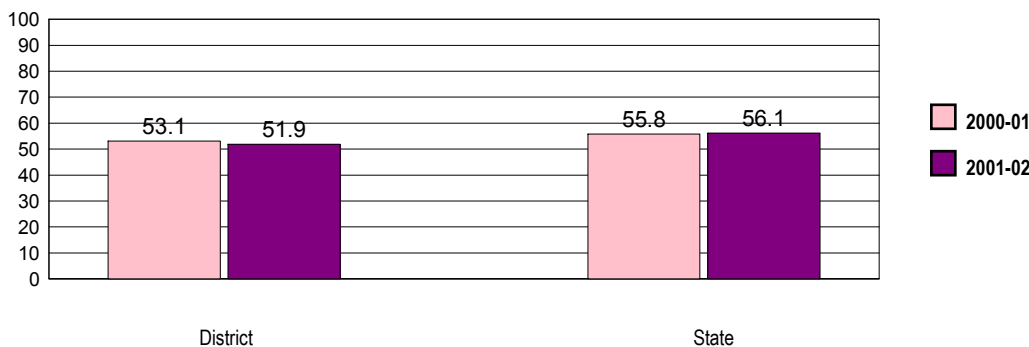
**HIGH SCHOOL GRADUATION RATE**

	All	Gender		Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American				
District	81.7	78.8	84.8	89.6	77.8	68.1	83.3	90.0	98.5		92.5	70.4
State	85.2	82.5	87.9	89.2	74.5	74.7	91.7	73.9	69.9		69.1	80.2

**OVERALL STUDENT PERFORMANCE**

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. These performance measures include only those test scores for the grades and subjects included in your district.

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



**OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE 2001-02**

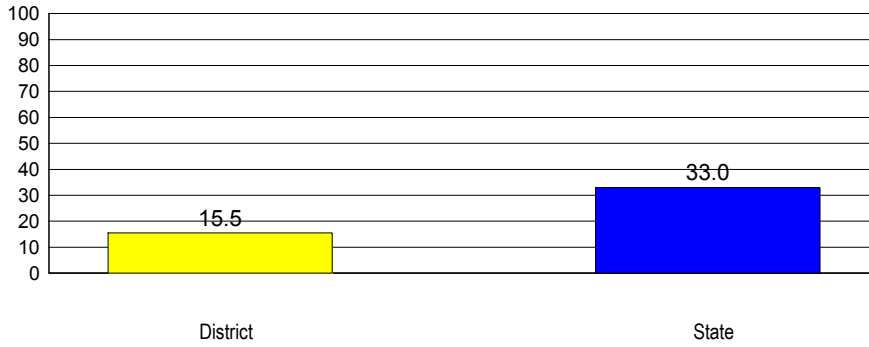
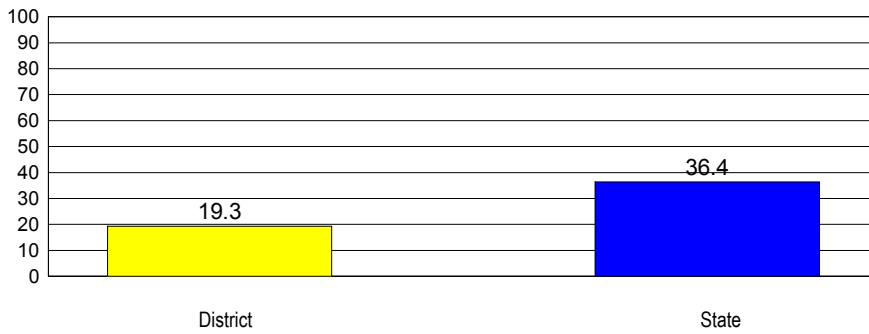


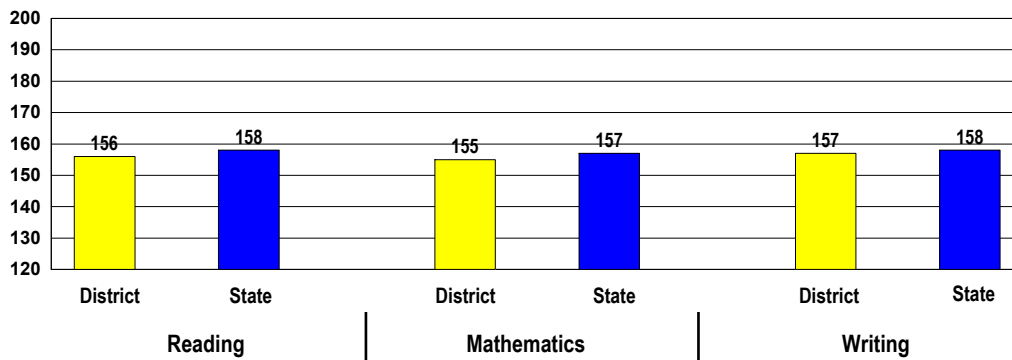
IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

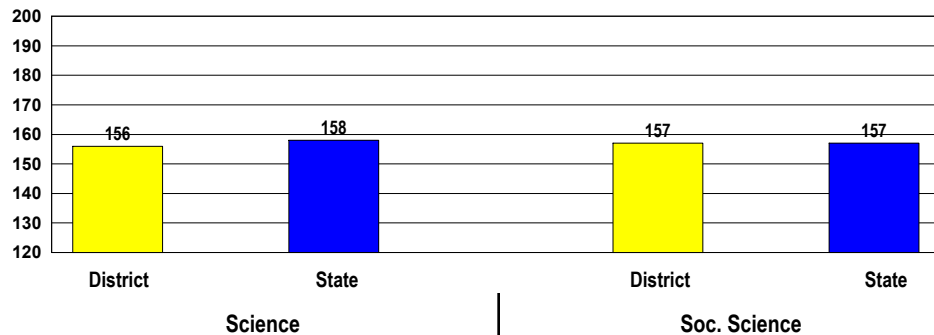
**OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE 2001-02**



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

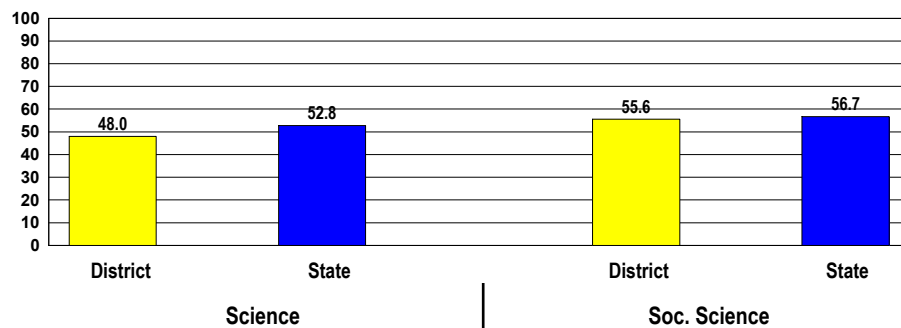
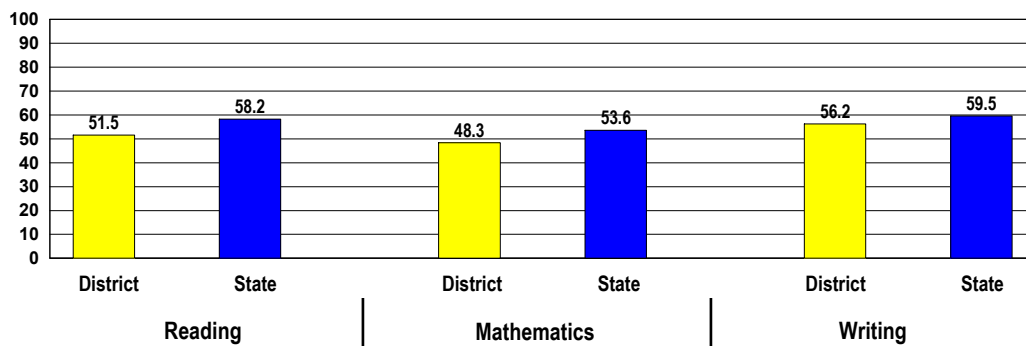
**PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) --- Average Scores**





\* PSAE scores range from 120 to 200.

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



## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public. Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the

Students with disabilities have an IEP or Section 504 Plan. 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. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS													
		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
District	*Enrollment	793	386	407	428	12	311	36	6	60		72	102
	Reading	4.0	5.4	2.7	4.0	33.3	3.2	5.6	16.7	100.		4.2	22.5
	Mathematics	4.4	6.0	3.4	4.9	33.3	4.2	5.6	16.7	100.		4.2	22.5
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444	1,216	37,080		78,455	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8	0.0	6.4		0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7	0.0	6.9		0.6	16.3

\* Enrollment on the first day of state testing.

### 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

All	Levels	Reading				Mathematics				Writing				Science				Social Science			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
District		7.7	40.8	43.6	7.9	9.6	42.1	42.1	6.2	4.2	39.6	49.2	7.0	8.5	43.6	40.3	7.7	4.6	39.8	44.9	10.7
State		8.0	33.9	45.2	13.0	10.0	36.4	45.2	8.4	6.4	34.1	49.5	10.0	10.6	36.6	41.1	11.7	7.1	36.1	42.7	14.0

<b>Gender</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>				<b>Science</b>				<b>Social Science</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Male</b>	<b>District</b>	9.8	37.5	45.7	7.0	9.1	35.7	46.6	8.5	6.4	38.8	47.4	7.3	7.9	38.4	43.6	10.1	6.0	31.1	47.1	15.7
	<b>State</b>	10.4	34.3	42.6	12.7	9.9	34.0	45.6	10.4	9.0	37.1	45.4	8.4	10.7	34.0	40.9	14.4	7.8	31.2	42.8	18.2
<b>Female</b>	<b>District</b>	5.9	43.8	41.6	8.6	10.0	47.8	38.1	4.1	2.2	40.3	50.8	6.8	8.9	48.1	37.3	5.7	3.2	47.6	43.0	6.2
	<b>State</b>	5.6	33.5	47.6	13.3	10.1	38.6	44.8	6.5	3.9	31.2	53.4	11.4	10.5	39.1	41.3	9.1	6.5	40.9	42.7	9.9
<b>Racial/Ethnic Background</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>				<b>Science</b>				<b>Social Science</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>White</b>	<b>District</b>	6.0	35.2	48.3	10.4	7.3	34.2	49.1	9.4	2.9	30.3	57.2	9.7	4.4	35.8	47.8	12.0	3.9	34.1	46.6	15.4
	<b>State</b>	5.5	28.4	50.0	16.1	5.9	31.3	52.5	10.3	4.2	28.2	55.4	12.2	6.0	31.3	47.9	14.7	4.5	29.9	48.0	17.5
<b>Black</b>	<b>District</b>	14.3	42.9	28.6	14.3	0.0	42.9	57.1	0.0	0.0	42.9	57.1	0.0	14.3	42.9	42.9	0.0	11.1	44.4	33.3	11.1
	<b>State</b>	15.2	52.7	29.4	2.6	26.8	53.8	18.7	0.7	14.2	53.7	30.4	1.7	28.2	53.2	17.5	1.1	18.8	56.5	22.4	2.3
<b>Hispanic</b>	<b>District</b>	8.9	49.6	37.8	3.7	13.3	53.7	31.9	1.1	5.9	51.3	39.8	3.0	13.3	54.8	30.0	1.9	5.2	47.8	43.3	3.7
	<b>State</b>	15.5	48.5	32.2	3.7	18.1	53.2	27.3	1.5	12.4	52.9	32.5	2.2	21.1	53.8	22.9	2.2	10.6	54.2	31.1	4.1
<b>Asian/Pacific Islander</b>	<b>District</b>	9.1	39.4	42.4	9.1	6.1	39.4	42.4	12.1	0.0	54.5	36.4	9.1	6.1	48.5	36.4	9.1	0.0	42.4	42.4	15.2
	<b>State</b>	5.9	28.4	47.5	18.2	4.0	23.2	53.2	19.6	3.4	24.4	54.4	17.8	5.3	29.5	47.4	17.8	3.1	27.3	50.8	18.9
<b>Native American</b>	<b>District</b>	60.0	0.0	20.0	20.0	20.0	40.0	40.0	0.0	40.0	20.0	20.0	20.0	60.0	0.0	40.0	0.0	40.0	20.0	40.0	0.0
	<b>State</b>	11.5	31.3	44.8	12.4	11.2	36.6	47.3	4.9	8.1	31.0	51.2	9.7	11.7	34.6	43.3	10.4	8.7	34.3	44.6	12.4
<b>Students with Disabilities</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>				<b>Science</b>				<b>Social Science</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>IEP</b>	<b>District</b>	44.9	42.9	12.2	0.0	51.0	40.8	8.2	0.0	32.7	57.1	10.2	0.0	42.9	51.0	6.1	0.0	32.7	59.6	7.7	0.0
	<b>State</b>	37.2	45.7	15.0	2.1	42.8	43.4	12.9	0.9	34.8	49.6	14.6	1.0	42.4	43.9	11.7	2.0	29.6	52.1	15.5	2.7
<b>Section 504</b>	<b>District</b>																				
	<b>State</b>	12.6	33.3	40.7	13.4	14.0	36.6	41.3	8.1	9.8	35.3	46.1	8.8	12.2	36.4	39.0	12.4	7.7	38.3	38.7	15.3
<b>Non-disabled</b>	<b>District</b>	4.9	40.7	45.9	8.5	6.5	42.2	44.7	6.6	2.0	38.3	52.2	7.6	5.9	43.0	42.8	8.3	2.3	38.2	47.9	11.6
	<b>State</b>	5.1	32.7	48.1	14.1	6.9	35.7	48.3	9.2	3.8	32.7	52.8	10.8	7.6	35.9	43.9	12.6	4.9	34.5	45.4	15.1
<b>Economically Disadvantaged</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>				<b>Science</b>				<b>Social Science</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Free/Reduced Price Lunch</b>	<b>District</b>	6.9	54.2	34.7	4.2	5.6	51.4	43.1	0.0	4.2	55.6	38.9	1.4	6.9	61.1	30.6	1.4	4.2	50.0	43.1	2.8
	<b>State</b>	16.8	50.5	29.8	3.0	23.5	52.5	23.0	1.0	14.9	53.8	29.8	1.5	26.5	52.6	19.1	1.8	17.3	55.4	24.4	3.0
<b>Not Eligible</b>	<b>District</b>	7.8	39.3	44.6	8.3	10.1	41.1	42.0	6.9	4.2	37.8	50.4	7.7	8.6	41.5	41.4	8.5	4.6	38.6	45.2	11.6
	<b>State</b>	6.0	30.2	48.5	15.2	7.1	32.8	50.0	10.0	4.6	29.9	53.7	11.8	7.2	33.1	45.9	13.8	4.9	31.8	46.8	16.5

**ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)**

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

**Beginning -** Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.

**Strengthening -** Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.

**Expanding -** Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.

**Transitioning -** Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

Grades	Reading				Writing			
	Percent Beginning	Percent Strengthening	Percent Expanding	Percent Transitioning	Percent Beginning	Percent Strengthening	Percent Expanding	Percent Transitioning
3 District State								
5 District State								
8 District State								
11 District State	44.2 54.3	51.2 39.9	4.7 5.2	0.0 0.7	41.9 50.2	23.3 30.0	32.6 18.3	2.3 1.6

**Mathematics\***

Grades	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
3 District State				
5 District State				
8 District State				
11 District State	7.5 18.0	70.0 58.8	22.5 21.2	0.0 2.1

\*See ISAT or PS AE description of the four performance levels.

## ILLINOIS ALTERNATE ASSESSMENT (IAA)

The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate. The table below presents the percentages of student scores in each of four performance levels.

**Level 1 -- Attempting -** Student work does not demonstrate progress in knowledge and skills in the subject through connections to the Illinois Learning Standards. Students do not generalize their knowledge and skills.

**Level 2 -- Emerging -** Student work demonstrates limited progress in the knowledge and skills in the subject through minimal connections to the Illinois Learning Standards. Students exhibit an emerging ability to generalize their knowledge and skills.

**Level 3 -- Progressing -** Student work demonstrates moderate progress in the knowledge and skills in the subject through minimal connections to the Illinois Learning Standards. Students exhibit an emerging ability to generalize their knowledge and skills.

**Level 4 -- Attaining -** Student work demonstrates extensive progress in the knowledge and skills in the subject through multiple connections to the Illinois Learning Standards. Students exhibit a broad ability to generalize their knowledge and skills.

Grades	Levels	Reading				Mathematics				Writing				Science				Social Science				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
3	District State	6.2	49.0	37.1	7.6	7.0	51.1	36.1	5.8	7.2	50.6	38.1	4.1									
4	District State													10.4	57.7	28.5	3.4	12.8	55.8	27.5	3.9	
5	District State	9.9	47.2	36.9	6.0	8.3	48.8	37.5	5.5	10.4	50.9	33.4	5.3									
7	District State													11.7	60.0	26.7	1.5	12.8	59.9	25.0	2.3	
8	District State	9.3	45.5	39.3	5.8	8.3	47.4	37.4	6.9	10.5	47.9	34.8	6.8									
11	District State	0.0 12.6	60.0 55.8	40.0 28.0	0.0 3.6	0.0 13.1	75.0 54.1	25.0 30.8	0.0 2.0	0.0 16.2	87.5 59.7	12.5 22.5	0.0 1.6	5.9 14.6	88.2 56.2	5.9 27.6	0.0 1.6	20.0 20.2	80.0 53.5	0.0 24.4	0.0 1.9	

## **SCHOOL IMPROVEMENT STATUS**

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Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001. Out of 2 schools in the district, schools or percent are in School Improvement Status.

<b>School ID</b>	<b>School Name</b>	<b>Years in School Improvement</b>
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## Leyden High Schools--District 212 School Improvement Plan

The Board of Education, Administration, and Faculty of the Leyden High Schools are committed to educational excellence. School improvement is a continuous process as we assess our programs and make adjustments to increase achievement for all students. Both high schools have implemented several major initiatives to increase student achievement.

Since the state's adoption of the Illinois Learning Standards in 1997, the teachers and administrators of the Leyden High Schools have

- a) Maintained a reading graduation requirement with remedial supports for students reading below grade level
- b) Aligned all coursework to the Illinois Learning Standards
- c) Incorporated a variety of teaching strategies to enhance learning for an increasingly diverse student population
- d) Enhanced engaged learning in all departments through an increase in technology
- e) Modified our standardized testing program to include mandatory Explore testing for incoming freshmen, the PLAN test for sophomores, and the ACT as part of the Prairie State Achievement Examination for juniors.
- f) Collaborated closely with partner school teachers and administrators to prepare students for important transitions from middle school to high school, including both general expectations and specific subject-area learning objectives.

As we begin 2002-2003, the Leyden High Schools are completing the first year of a five-year school improvement cycle under the auspices of the North Central Association. We have renewed the district's mission, created a profile of our school based on careful analysis of performance and perception data, and are now nearing the final stage of establishing two student performance goals for the remaining four years of our cycle. Our next task involves the planning and implementation of strategies that will guide the improvement of achievement of all students of the Leyden High Schools.