

**WEST LEYDEN HIGH SCHOOL
LEYDEN COMM H S DIST 212
NORTHLAKE, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES: 9 10 11 12

State and federal laws require public school districts to release school 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
School	47.1	1.9	46.4	4.2	0.3	15.7	9.0	6.2	4.4	6.8	93.9	1,473
District	57.1	1.3	37.2	3.9	0.4	13.7	12.9	4.9	2.4	10.6	93.4	3,381
State	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*		AVERAGE CLASS SIZE (as of the first school day in May)					STAFF-TO-STUDENT RATIOS				
	Percent	K	Grade 1	Grade 3	Grade 6	Grade 8	High School	Pupil-Teacher: Elementary	Pupil-Teacher: Secondary	Pupil-Certified Staff	Pupil-Administrator
School	100.0						21.5	--	--	--	--
District	100.0						21.1		19.0	14.0	260.1
State	95.0						18.8		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
District	93.6	0.5	5.9	0.0	0.0	46.5	53.5	204
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

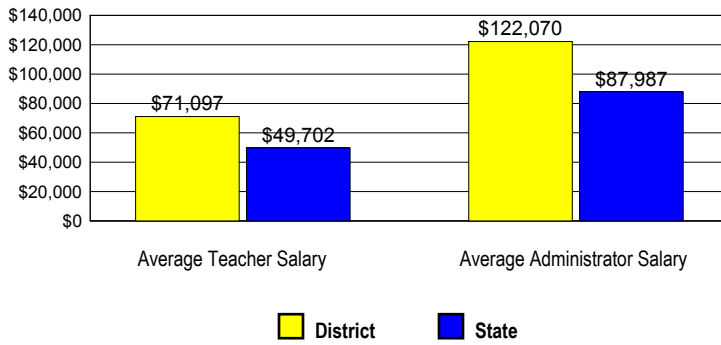
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	12.2	35.0	65.0	0.7	0.0
State	14.2	53.9	46.0	2.4	2.3

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

* Data based on preliminary NCLB definitions.

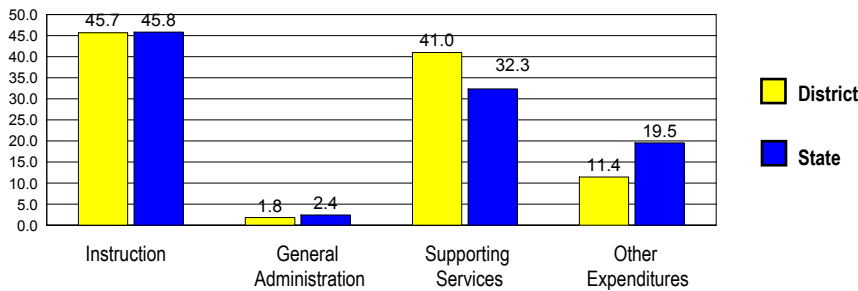
SCHOOL DISTRICT FINANCES

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
TOTAL	\$38,949,102		

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
TOTAL	\$41,099,237		

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.

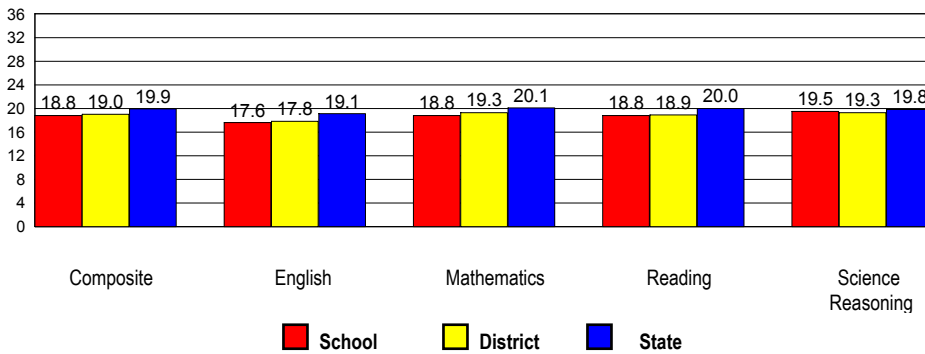
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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
School	314	89.0
District	719	86.9
State	111,838	92.5

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

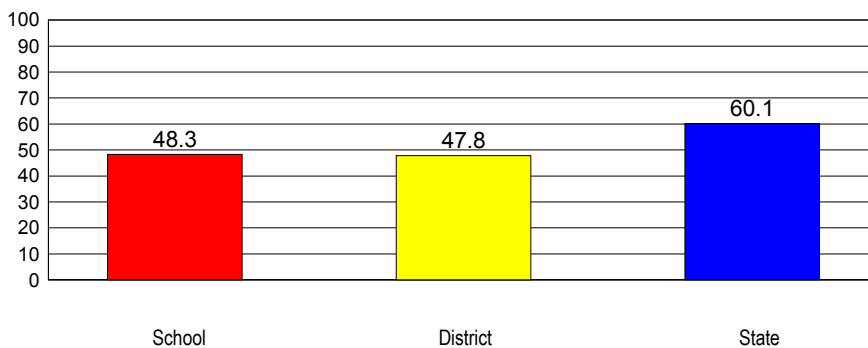
HIGH SCHOOL GRADUATION RATE

	All	Gender		Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American				
School	74.2	69.0	79.4	79.2	91.7	64.9	100.0	100.0			87.8	48.9
District	81.7	78.8	84.8	89.6	77.8	68.1	83.3	90.0			92.5	70.4
State	85.2	82.5	87.9	89.2	74.5	74.7	91.7	73.9			69.1	80.2

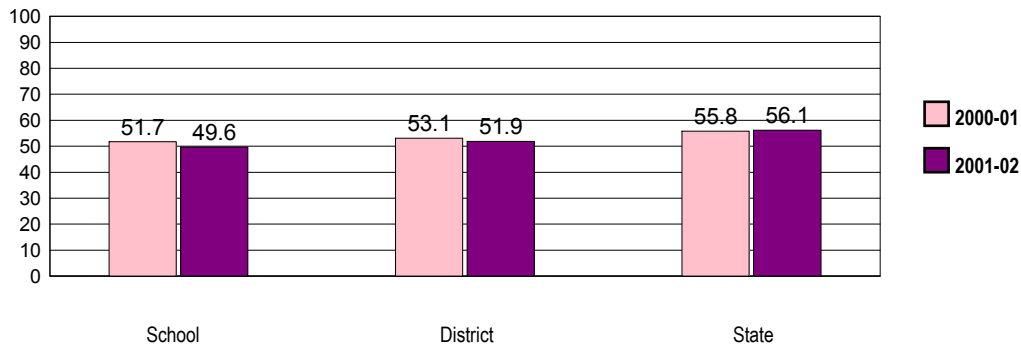
OVERALL STUDENT PERFORMANCE

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

2001-02 OVERALL PERFORMANCE - ALL STATE TESTS



OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



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

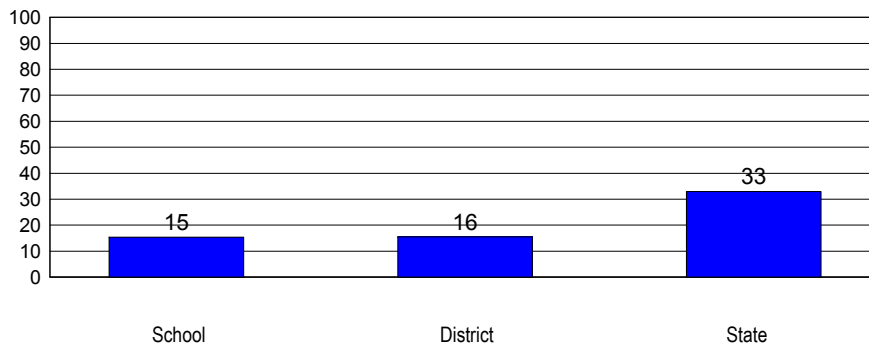
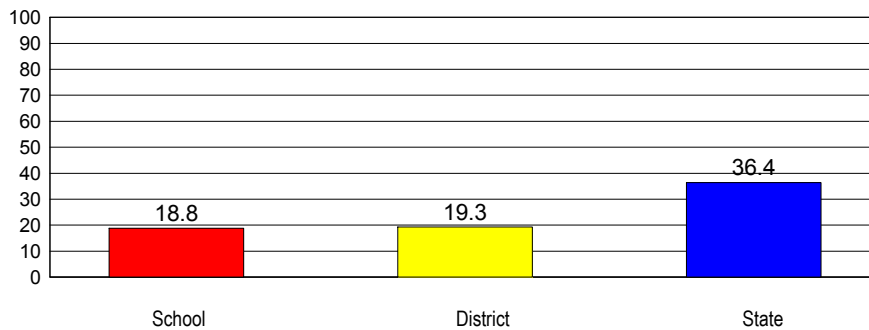


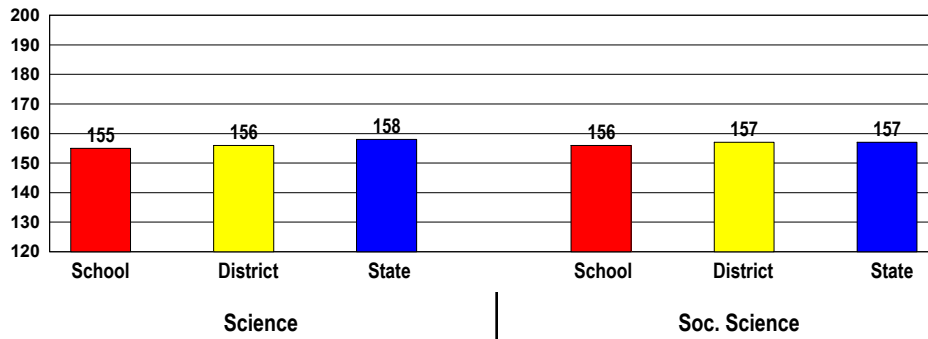
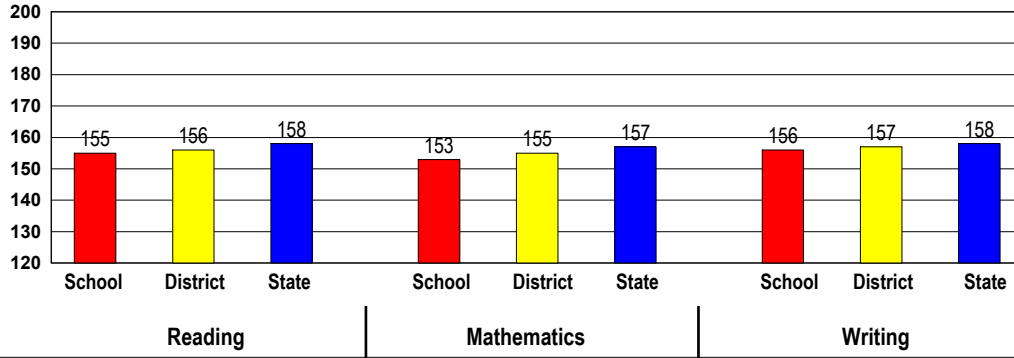
IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE 2001-02



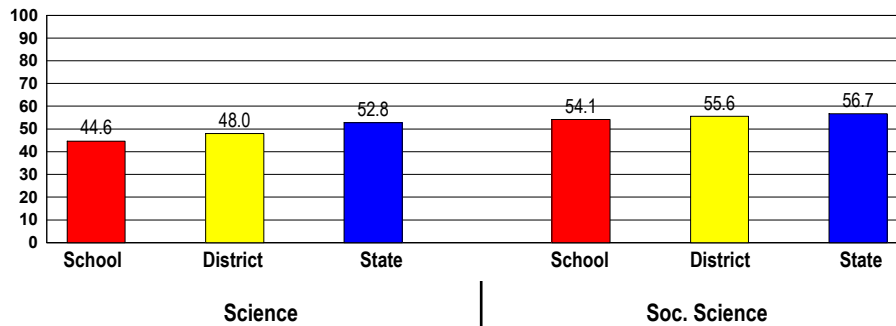
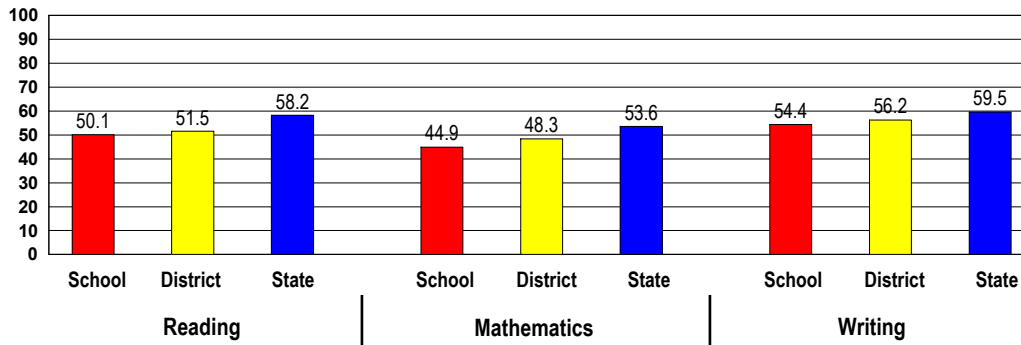
IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

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



* PSAE scores range from 120 to 200.

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



Number of students in this school taking the PSAE in 2002: 342

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				
School	*Enrollment	363	174	189	163	4	177	16	3			44	36
	Reading	3.0	2.9	3.2	3.7	25.0	2.3	0.0	0.0			6.8	0.0
	Mathematics	3.0	2.9	3.2	3.7	25.0	2.3	0.0	0.0			6.8	0.0
District	*Enrollment	793	386	407	428	12	311	36	6			72	102
	Reading	4.0	5.4	2.7	4.0	33.3	3.2	5.6	16.7			4.2	22.5
	Mathematics	4.4	6.0	3.4	4.9	33.3	4.2	5.6	16.7			4.2	22.5
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444	1,216			74,640	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8	0.0			0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7	0.0			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
	School	9.1	40.8	43.1	7.0	11.4	43.7	40.5	4.4	6.5	39.1	46.2	8.2	9.1	46.3	38.1	6.5	5.0	40.9	45.9	8.2
	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

Gender		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
Male	School	10.6	40.4	43.5	5.6	12.4	36.6	44.1	6.8	10.6	38.1	41.9	9.4	10.6	41.6	39.1	8.7	8.0	32.1	46.9	13.0
	District	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
	State	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
Female	School	7.8	41.1	42.8	8.3	10.6	50.0	37.2	2.2	2.8	40.0	50.0	7.2	7.8	50.6	37.2	4.4	2.2	48.9	45.0	3.9
	District	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
	State	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
Racial/Ethnic Background		Reading				Mathematics				Writing				Science				Social Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
White	School	7.1	33.1	48.7	11.0	9.7	33.1	48.7	8.4	5.8	26.6	55.2	12.3	5.2	33.8	48.7	12.3	4.5	33.5	48.4	13.5
	District	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
	State	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
Black	School																				
	District	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
	State	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
Hispanic	School	10.8	47.6	38.0	3.6	14.5	55.4	29.5	0.6	7.3	50.9	38.2	3.6	13.3	56.6	28.9	1.2	5.4	48.2	43.4	3.0
	District	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
	State	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
Asian/ Pacific Islander	School	6.3	50.0	43.8	0.0	0.0	31.3	62.5	6.3	0.0	50.0	37.5	12.5	0.0	62.5	31.3	6.3	0.0	43.8	43.8	12.5
	District	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
	State	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
Native American	School																				
	District	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
	State	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
Students with Disabilities		Reading				Mathematics				Writing				Science				Social Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	56.7	33.3	10.0	0.0	66.7	33.3	0.0	0.0	46.7	43.3	10.0	0.0	50.0	50.0	0.0	0.0	38.7	58.1	3.2	0.0
	District	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
	State	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
Section 504	School																				
	District																				
	State	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
Non- disabled	School	4.5	41.5	46.3	7.7	6.1	44.7	44.4	4.8	2.6	38.7	49.7	9.0	5.1	46.0	41.8	7.1	1.6	39.2	50.2	9.0
	District	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
	State	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
Economically Disadvantaged		Reading				Mathematics				Writing				Science				Social Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced School Price Lunch	School	9.7	48.4	38.7	3.2	9.7	48.4	41.9	0.0	9.7	41.9	45.2	3.2	6.5	67.7	25.8	0.0	3.2	51.6	41.9	3.2
	District	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
	State	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
Not Eligible	School	9.0	40.0	43.5	7.4	11.6	43.2	40.3	4.8	6.1	38.8	46.3	8.7	9.4	44.2	39.4	7.1	5.1	39.9	46.3	8.7
	District	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
	State	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

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

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.