

Leyden High School District 212 School Improvement Plan

The Board of Education, Administration, and Faculty of the Leyden High Schools welcome the process of school improvement as a means of achieving educational excellence. The 2003-2004 school year concludes our second year of the North Central Association 5-year improvement cycle. We have now renewed our district's vision and mission, collected and analyzed data on student achievement, and established two goals for improvement across the curriculum: reading and problem solving. By the conclusion of the current school year, teachers of all subject areas will have received training in a variety of pre-reading, during-reading, and post-reading strategies to support this critical district initiative.

Because of the fundamental challenge of raising achievement for all Leyden students, we are working hard to establish what is identified in best-practices literature as a 'professional learning community'. In this model of growth and development, teachers and administrators collaborate closely (a) to determine what we expect students to learn, (b) to evaluate whether or not they are learning, and (c) to develop system-wide responses for students who are not learning. In the interest of closing the achievement gap across the district, Leyden has developed a mirror testing program that is administered to freshmen and sophomores during the PSAE testing days in the spring. Data from these tests is now being used by classroom teachers to re-focus and refine their teaching so that students will perform at the highest possible levels on high-stakes exams.

The summer of 2004 marks the beginning of the Leyden Freshman Academy, a low-cost 6-week experience for incoming freshmen who demonstrate serious gaps in reading and/or math skills. During the course of the five-hour day, students will receive intensive, small-group instruction in one or both of these academic areas, as well as familiarization with the Leyden staff, facilities, and expectations that lead to success in high school. Eligibility for this program is based on 8th-grade entrance test scores.

**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
District	56.0	1.4	38.3	3.8	0.5	14.8	12.9	3.4	1.5	12.8	90.7	3,477
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3	4.9	1.9	16.4	94.0	2,044,539

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
District	100.0
State	95.9

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
					20.9
					17.6

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
	19.9	14.3	267.5
18.4	18.2	13.8	221.1

* 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	94.7	0.0	5.3	0.0	0.0	45.8	54.2	208
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

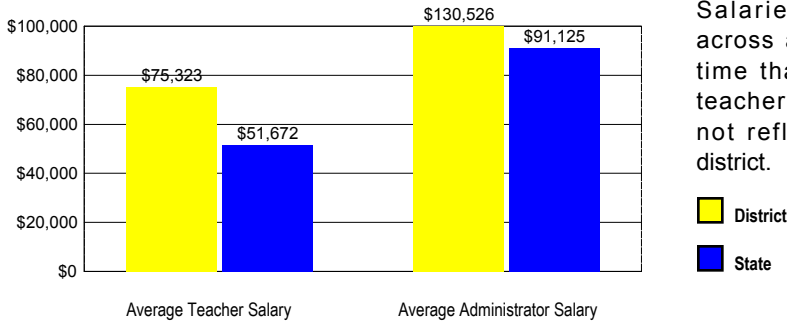
TEACHER INFORMATION (Continued)

	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	12.5	35.2	64.8	1.4	0.0
State	13.9	53.9	46.0	2.5	2.1

* Data based on No Child Left Behind (NCLB) definition.

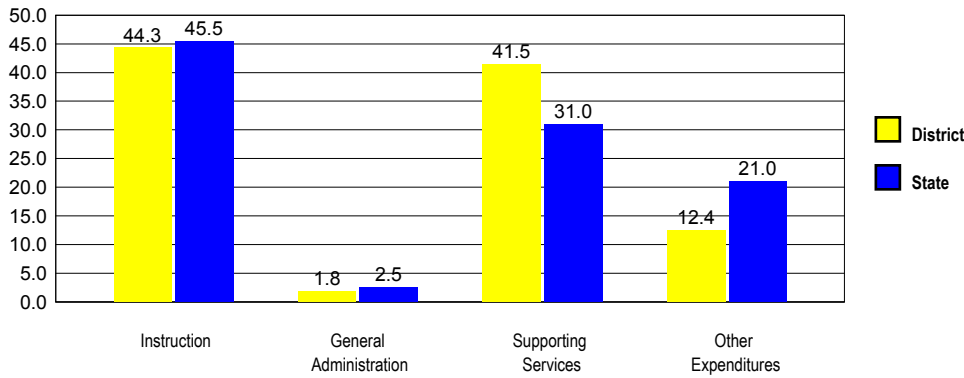
SCHOOL DISTRICT FINANCES

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 2001-02 (Percentages)



REVENUE BY SOURCE 2001-02

	District	District %	State %
Local Property Taxes	\$31,602,345	81.4	55.4
Other Local Funding	\$4,298,890	11.1	6.1
General State Aid	\$886,556	2.3	18.7
Other State Funding	\$1,493,788	3.8	12.5
Federal Funding	\$543,664	1.4	7.3
TOTAL	\$38,825,243		

EXPENDITURE BY FUND 2001-02

	District	District %	State %
Education	\$32,256,597	76.2	69.7
Operations & Maintenance	\$5,263,493	12.4	8.9
Transportation	\$1,819,764	4.3	3.4
Bond and Interest	\$1,637,691	3.9	5.7
Rent			0.0
Municipal Retirement/ Social Security	\$1,122,395	2.6	1.5
Fire Prevention & Safety	\$255,082	0.6	1.0
Site & Construction/ Capital Improvement			9.8
TOTAL	\$42,355,022		

OTHER FINANCIAL INDICATORS

	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$536,931	1.80	\$6,095	\$12,066
State	**	**	\$4,842	\$8,181

** 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.

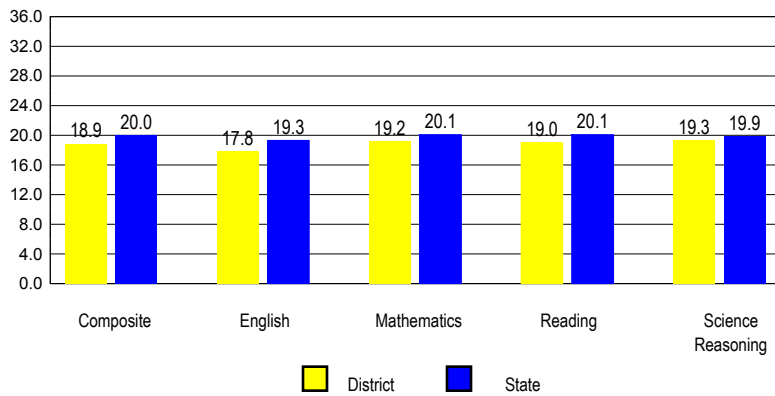
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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 2003*



ACT TEST TAKERS

	Number	% Class
District	713	85.5
State	117,197	93.0

* 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.

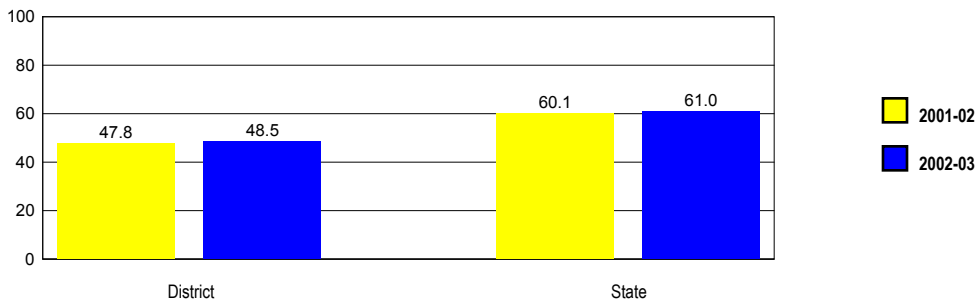
HIGH SCHOOL GRADUATION RATE

	Gender			Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American				
District	90.8	87.5	94.0	91.8	81.8	89.0	94.6	100.0	100.0		80.3	98.4
State	86.0	83.8	88.3	91.0	73.3	75.5	92.5	77.8	64.5	63.3	71.5	69.9

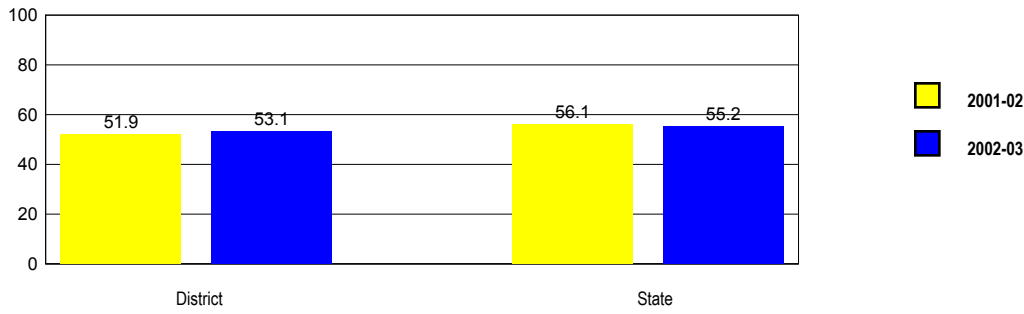
OVERALL STUDENT PERFORMANCE

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.

OVERALL PERFORMANCE - ALL STATE TESTS



OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE

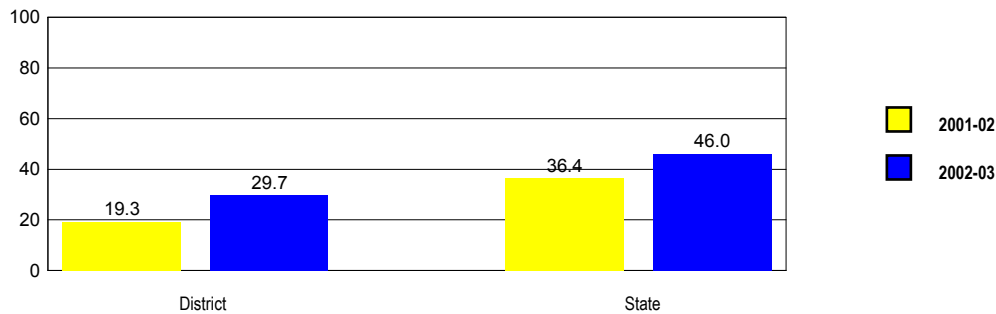


OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE



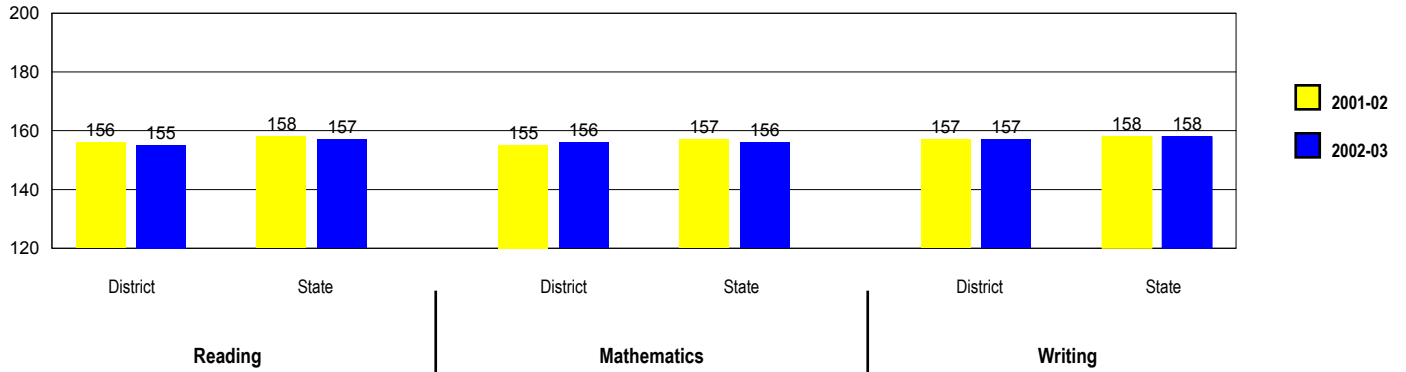
IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE



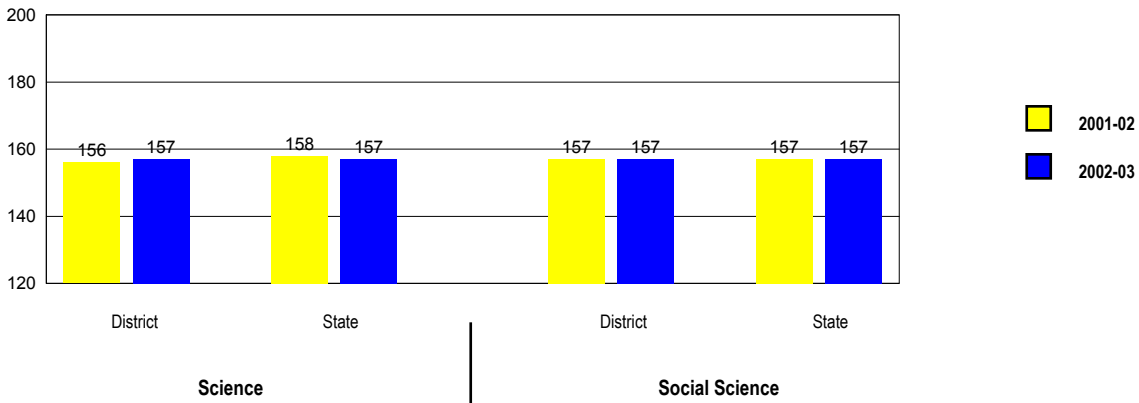
IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



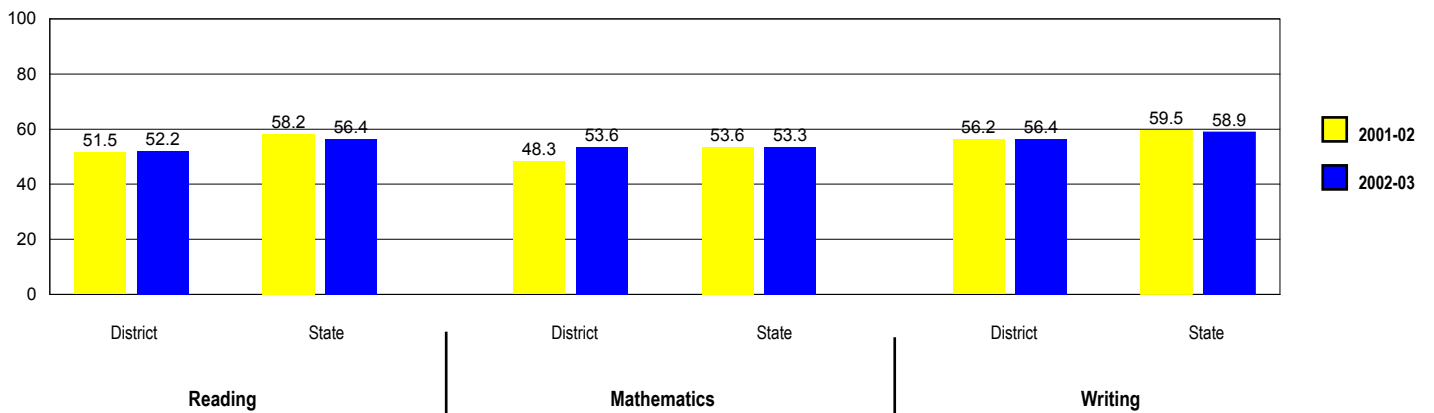
PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



PSAE scores range from 120 to 200.

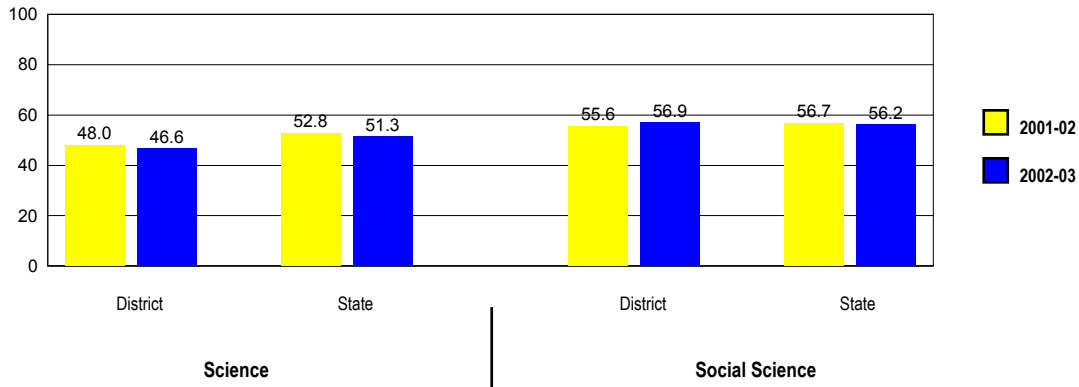
PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards



Number of students in this District taking the PSAE in 2003:

706

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



Number of students in this District taking the PSAE in 2003: 706

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results 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, 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 ISAT or PSAE would not be appropriate.

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.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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													
		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
District	*Enrollment	723	356	367	404	6	285	26	2	24	0	49	73
	Reading	0.0	0.0	0.0	0.0		0.7	0.0		0.0		0.0	21.9
	Mathematics	0.0	0.0	0.0	0.0		1.1	0.0		0.0		0.0	21.9
State	*Enrollment	616,170	313,399	302,581	366,187	127,748	97,933	21,960	936	35,949	310	82,419	234,696
	Reading	0.4	0.4	0.5	1.4	2.6	2.0	1.2	0.0	4.1	0.0	0.0	10.4
	Mathematics	0.5	0.6	0.6	1.5	2.8	2.2	1.3	0.0	4.7	0.0	0.0	10.6

* 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.

PSAE continued

Grade 11

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	40.1	45.1	7.1	8.1	38.3	49.6	4.0	3.8	39.7	51.1	5.3	7.0	46.4	39.3	7.3	4.3	38.9	45.2	11.6
State	7.5	36.1	44.8	11.6	9.5	37.2	46.6	6.7	6.3	34.8	49.5	9.4	10.7	38.0	40.0	11.3	8.0	35.8	41.7	14.5

Grade 11 - Gender

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	
Male	District	8.6	39.8	45.3	6.4	7.1	31.0	57.1	4.9	4.9	42.6	48.8	3.7	5.2	38.3	46.9	9.5	4.3	30.7	48.3	16.7
	State	9.9	37.3	42.1	10.7	9.5	34.5	47.8	8.3	8.8	38.5	45.3	7.5	11.0	34.6	40.2	14.1	8.6	31.3	41.8	18.3
Female	District	6.9	40.4	44.9	7.7	9.0	44.7	43.1	3.2	2.9	37.2	53.2	6.6	8.5	53.5	32.7	5.3	4.3	46.0	42.6	7.2
	State	5.1	34.9	47.5	12.5	9.6	39.7	45.5	5.2	3.9	31.3	53.6	11.3	10.4	41.3	39.7	8.6	7.5	40.1	41.6	10.9

Grade 11 - Racial/Ethnic Background

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	
White	District	6.1	33.3	51.2	9.3	4.9	32.8	57.1	5.1	3.9	31.9	56.6	7.6	3.2	42.4	45.1	9.3	2.7	34.5	49.4	13.4
	State	5.4	29.9	50.1	14.6	5.8	31.6	54.5	8.2	4.2	28.0	56.1	11.7	6.0	32.5	47.1	14.4	5.1	29.6	47.1	18.2
Black	State	13.7	55.2	29.0	2.2	23.8	55.7	20.1	0.4	13.0	56.2	29.5	1.3	27.7	54.9	16.3	1.0	19.7	55.5	22.5	2.2
Hispanic	District	9.0	52.3	35.5	3.1	13.3	47.8	38.0	0.8	3.5	53.3	42.0	1.2	12.5	54.1	31.0	2.4	6.6	47.3	38.7	7.4
	State	13.1	52.5	31.3	3.0	16.3	54.3	28.4	1.1	11.9	53.9	32.2	2.0	20.2	54.0	23.5	2.3	12.7	52.2	30.9	4.3
Asian/Pacific Islander	District	9.7	29.0	51.6	9.7	0.0	29.0	54.8	16.1	0.0	29.0	61.3	9.7	6.5	35.5	35.5	22.6	0.0	26.7	46.7	26.7
	State	4.5	30.3	48.6	16.5	4.1	22.3	55.6	18.1	2.8	24.7	54.4	18.1	5.1	29.3	46.8	18.7	2.9	28.2	46.5	22.3
Native American	State	10.5	37.9	43.0	8.6	12.9	38.2	46.5	2.4	8.2	33.8	50.1	7.9	12.1	37.4	44.1	6.5	10.5	36.8	42.9	9.7

Grade 11 - Students with Disabilities

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	
IEP	District	40.0	44.4	15.6	0.0	48.9	42.2	8.9	0.0	37.8	53.3	8.9	0.0	26.7	60.0	13.3	0.0	22.2	64.4	13.3	0.0
	State	37.8	46.9	13.6	1.7	41.9	45.3	12.0	0.7	37.1	49.4	12.5	1.0	42.9	44.0	11.3	1.8	32.5	49.8	15.2	2.5
Section 504	State	6.3	34.0	44.9	14.8	7.8	36.5	46.8	8.9	2.7	38.4	49.2	9.7	8.2	38.0	39.5	14.4	7.2	33.6	44.2	15.1
Non-disabled	District	5.5	39.8	47.1	7.6	5.3	38.1	52.4	4.3	1.5	38.8	54.0	5.6	5.6	45.5	41.1	7.8	3.0	37.1	47.4	12.4
	State	4.3	34.9	48.2	12.6	6.1	36.3	50.3	7.3	3.1	33.2	53.4	10.3	7.3	37.4	43.0	12.3	5.3	34.3	44.6	15.8

Grade 11 - Economically Disadvantaged

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	
Free/Reduced Price Lunch	District	7.8	49.0	43.1	0.0	2.0	45.1	52.9	0.0	2.0	58.8	39.2	0.0	3.9	56.9	37.3	2.0	2.0	41.2	54.9	2.0
	State	14.9	53.4	29.1	2.6	20.9	54.1	24.0	0.9	14.4	55.4	28.7	1.6	25.3	53.5	19.4	1.9	17.8	54.3	24.6	3.3
Not Eligible	District	7.7	39.4	45.2	7.7	8.6	37.8	49.3	4.3	4.0	38.2	52.1	5.7	7.2	45.6	39.5	7.7	4.4	38.7	44.5	12.4
	State	5.6	31.7	48.8	13.9	6.7	32.9	52.3	8.1	4.3	29.6	54.7	11.4	7.1	34.1	45.1	13.7	5.5	31.1	46.0	17.4

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 the 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.

Grade 11**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	27.3	45.5	18.2	9.1	0.0	63.6	36.4	0.0	45.5	45.5	9.1	0.0	63.6	36.4	0.0	0.0	0.0	54.5	45.5	0.0
State	32.7	22.6	30.7	14.0	30.1	31.0	25.0	13.9	35.7	24.4	27.9	12.0	31.4	31.8	24.6	12.2	34.6	33.1	23.1	9.2

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 2

Number of Title I schools: 2

Number of Title I schools in School Improvement Status: 0

Percent of schools in School Improvement Status: 0%

School ID**School Name****Years in School
Improvement**