

**PLAINFIELD HIGH SCHOOL
PLAINFIELD SCHOOL DIST 202
PLAINFIELD, 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.

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
School	68.1	9.6	15.9	5.0	0.1	1.4	4.8	1.1	0.6	3.5	12.6	92.4	2,376
District	72.0	6.4	15.3	3.9	0.2	2.3	5.3	3.2	1.2	1.4	11.7	93.9	21,055
State	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6	4.0	2.2	16.1	93.9	2,062,912

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
School	100.0
District	100.0
State	95.7

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
					28.4
					24.8
					19.7

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
23.1	18.3	15.7	270.5
18.9	18.4	13.8	209.5

* 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	99.8	0.0	0.1	0.1	0.0	19.0	81.0	1,186
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

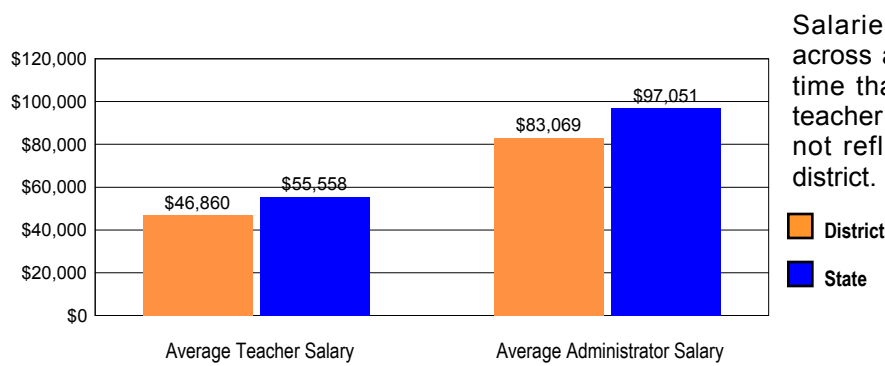
TEACHER INFORMATION (Continued)

	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	8.4	63.2	36.8	0.6	0.0
State	13.6	50.1	49.1	1.9	1.9

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

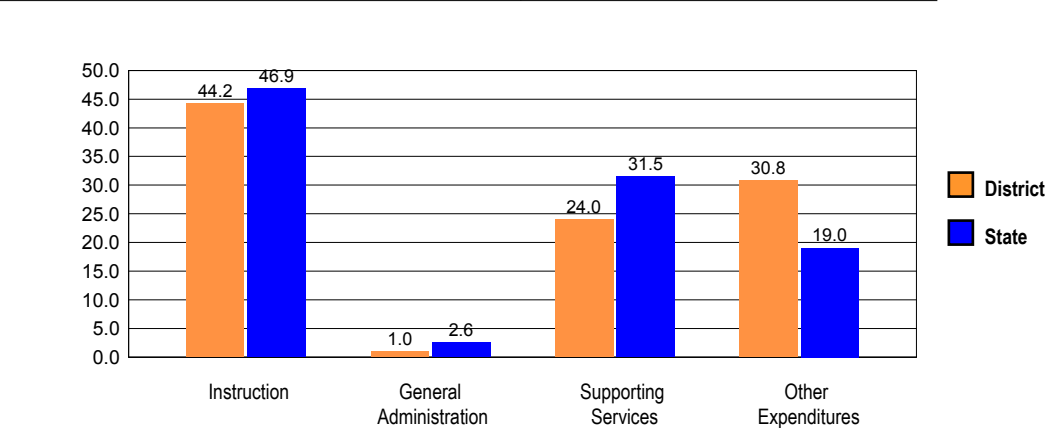
SCHOOL DISTRICT FINANCES

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 2003-04 (Percentages)



REVENUE BY SOURCE 2003-04			
	District	District %	State %
Local Property Taxes	\$86,504,501	60.3	57.0
Other Local Funding	\$12,131,270	8.5	5.0
General State Aid	\$31,196,299	21.7	18.0
Other State Funding	\$10,945,866	7.6	11.9
Federal Funding	\$2,776,158	1.9	8.0
TOTAL	\$143,554,094		

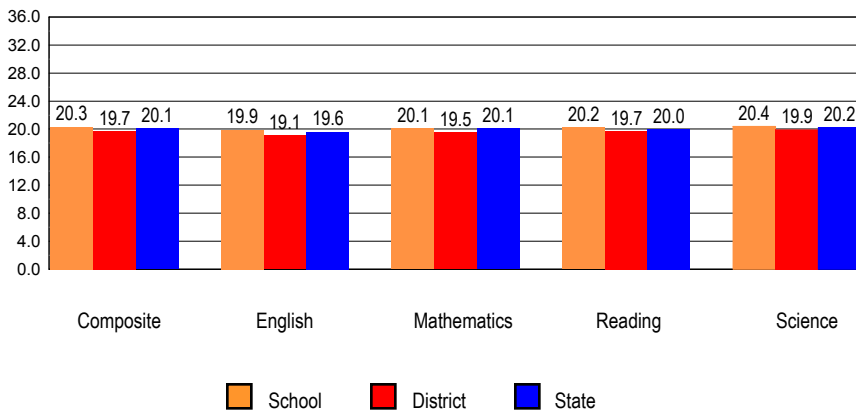
EXPENDITURE BY FUND 2003-04			
	District	District %	State %
Education	\$96,700,612	58.2	71.5
Operations & Maintenance	\$16,001,126	9.6	8.4
Transportation	\$8,562,187	5.2	3.6
Bond and Interest	\$17,565,244	10.6	6.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$3,010,267	1.8	1.6
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$24,380,422	14.7	7.5
TOTAL	\$166,219,858		

OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$92,140	5.00	\$4,304	\$7,263
State	**	**	\$5,216	\$8,786

** 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 2005 *



ACT TEST TAKERS

	Number	% Class
School	460	90.2
District	1,039	93.9
State	120,729	93.9

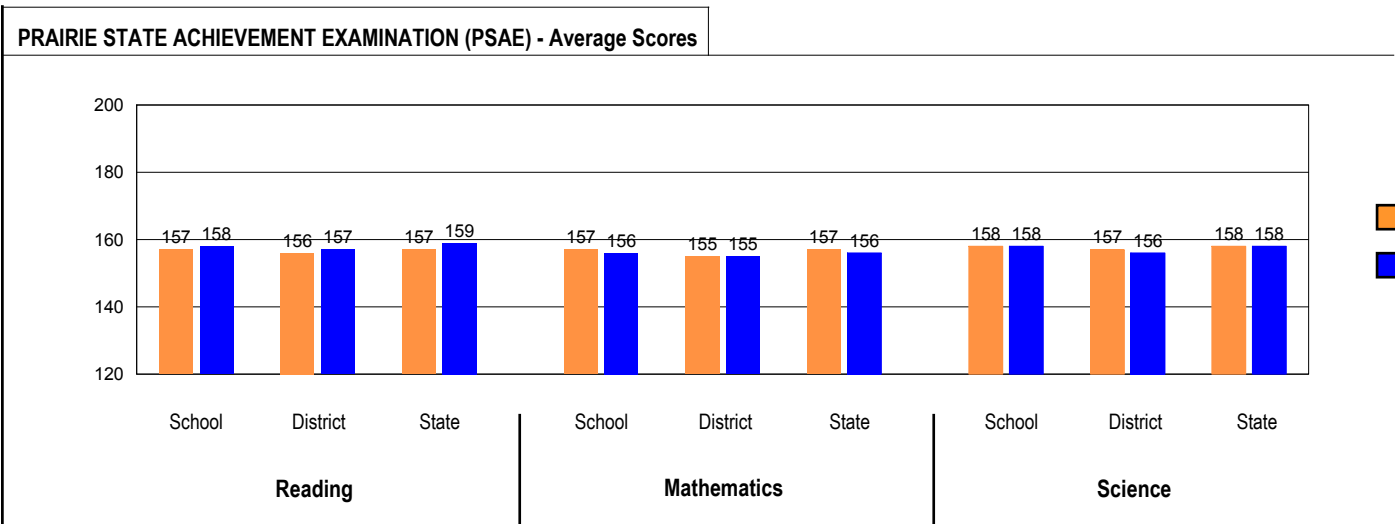
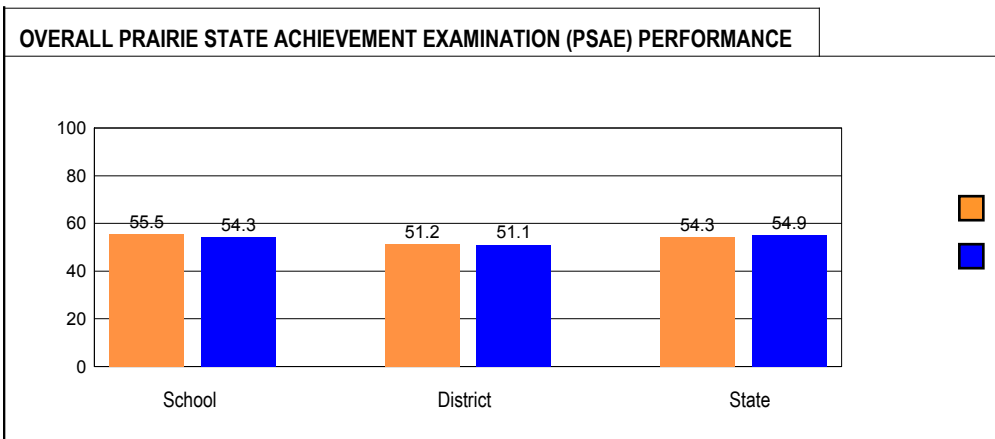
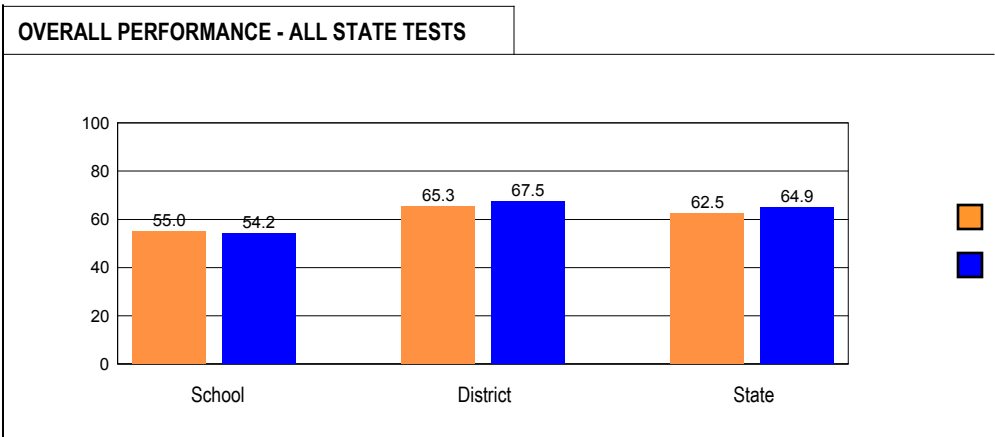
* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAT testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose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

HIGH SCHOOL GRADUATION RATE

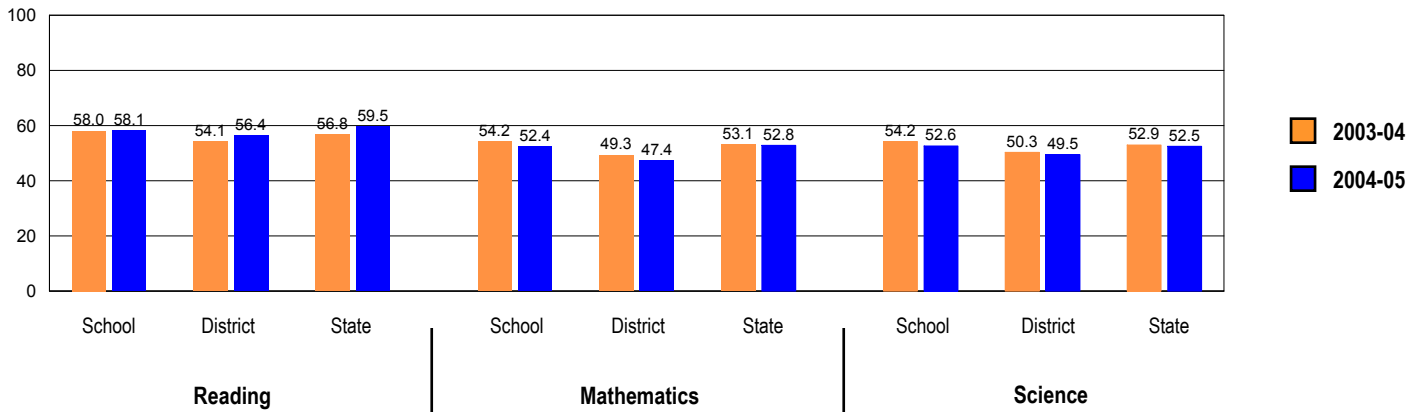
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	97.8	96.9	98.9	97.4	97.8	98.9	100.0	100.0	100.0	100.0		95.0	87.5
District	98.7	98.2	99.3	98.4	98.8	99.4	100.0	100.0	100.0	100.0		96.1	96.4
State	87.4	85.4	89.4	92.2	77.7	76.0	93.4	86.0	91.7	62.8		76.1	75.8

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 (reading, mathematics and science) included in your school. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.



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 2005: 527

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, 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 (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.

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	Multi racial /Ethnic				
School	*Enrollment	541	294	247	376	54	74	31	0	6	8	0	57	24
	Reading Mathematics	1.7	2.4	0.8	0.3	5.6	1.4	9.7					3.5	0.0
		1.7	2.4	0.8	0.3	5.6	1.4	9.7					3.5	0.0
District	*Enrollment	6,474	3,390	3,084	4,509	446	1,142	245	9	123	276	0	859	421
	Reading Mathematics	0.9	1.2	0.6	0.8	2.0	0.4	2.0		2.4	2.5		3.5	2.9
		0.9	1.2	0.5	0.8	2.0	0.4	2.0		2.4	2.5		3.4	2.9
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,978	43,196	194	89,769	248,030
	Reading Mathematics	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
		0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

* Enrollment as reported by schools/districts during the testing window.

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	6.8	35.1	49.5	8.5	9.3	38.3	46.3	6.1	9.1	38.3	44.4	8.2
District	8.2	35.4	47.5	8.9	10.4	42.3	43.7	3.7	10.4	40.1	42.9	6.6
State	7.9	32.6	46.4	13.1	9.8	37.4	45.6	7.2	10.2	37.3	41.4	11.1

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male													
School	9.5	37.2	46.0	7.4	11.9	35.1	45.6	7.4	11.2	35.8	42.1	10.9	
District	12.2	36.7	44.9	6.3	13.6	39.2	42.8	4.4	14.8	35.9	40.8	8.6	
State	10.5	33.7	43.7	12.2	9.9	35.7	45.8	8.7	10.9	34.4	40.7	14.0	
Female													
School	3.7	32.6	53.7	9.9	6.2	42.1	47.1	4.5	6.6	41.3	47.1	5.0	
District	3.8	34.1	50.4	11.7	6.8	45.6	44.7	2.9	5.7	44.7	45.2	4.4	
State	5.4	31.5	49.0	14.0	9.8	39.1	45.5	5.7	9.6	40.1	42.0	8.3	

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
School	5.4	30.0	54.6	10.0	7.6	31.6	53.0	7.8	6.2	33.8	49.2	10.8	
District	6.7	31.3	51.3	10.8	8.0	38.0	49.3	4.7	7.7	37.1	46.4	8.7	
State	5.5	26.6	51.3	16.5	5.6	31.3	54.1	8.9	5.7	30.9	48.9	14.5	
Black													
School	5.9	52.9	37.3	3.9	11.8	66.7	21.6	0.0	13.7	58.8	25.5	2.0	
District	9.1	58.0	29.5	3.4	17.0	63.6	19.3	0.0	14.8	60.2	23.9	1.1	
State	14.8	50.1	32.4	2.7	25.5	55.9	18.1	0.5	26.0	55.5	17.6	0.9	
Hispanic													
School	13.7	49.3	31.5	5.5	16.4	56.2	26.0	1.4	19.2	50.7	28.8	1.4	
District	13.9	42.2	40.0	3.9	16.1	56.1	27.2	0.6	19.4	46.1	33.9	0.6	
State	13.8	46.0	35.9	4.4	15.3	54.0	29.5	1.3	17.6	53.8	26.3	2.4	
Asian/Pacific Islander													
School	3.6	35.7	53.6	7.1	3.6	28.6	60.7	7.1	7.1	35.7	53.6	3.6	
District	4.5	40.9	47.7	6.8	4.5	31.8	59.1	4.5	6.8	38.6	52.3	2.3	
State	3.9	25.1	50.0	21.0	3.8	20.6	55.4	20.2	3.5	26.9	50.3	19.3	
Native American													
School													
District													
State	8.9	34.6	42.2	14.3	10.5	38.4	46.0	5.1	10.5	37.8	42.0	9.7	
Multiracial/Ethnic													
School													
District	25.0	31.3	37.5	6.3	43.8	18.8	31.3	6.3	31.3	18.8	43.8	6.3	
State	9.1	34.7	41.6	14.7	10.8	41.4	42.0	5.8	11.0	38.0	41.9	9.1	

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP													
School	39.6	45.3	15.1	0.0	43.4	47.2	9.4	0.0	43.4	43.4	13.2	0.0	
District	41.7	44.2	11.7	2.5	44.2	47.5	8.3	0.0	41.3	47.1	11.6	0.0	
State	39.6	44.5	14.0	1.9	43.2	44.4	11.8	0.6	42.6	44.4	11.1	1.8	
Non-IEP													
School	3.2	34.0	53.4	9.5	5.5	37.3	50.4	6.8	5.3	37.8	47.9	9.1	
District	4.2	34.4	51.8	9.6	6.4	41.7	47.8	4.1	6.8	39.3	46.6	7.3	
State	4.1	31.1	50.3	14.4	5.8	36.6	49.7	7.9	6.4	36.4	45.0	12.2	

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	0.0	47.8	52.2	0.0	13.0	47.8	39.1	0.0	13.0	56.5	30.4	0.0	
District	6.1	44.9	46.9	2.0	16.0	44.0	40.0	0.0	10.0	64.0	26.0	0.0	
State	15.1	47.5	34.1	3.3	20.9	53.6	24.6	0.9	22.2	53.4	22.5	1.9	
Not Eligible													
School	7.1	34.5	49.4	8.9	9.1	37.9	46.6	6.3	8.9	37.5	45.0	8.5	
District	8.3	35.0	47.6	9.2	10.1	42.2	43.9	3.9	10.4	39.0	43.7	6.9	
State	5.6	27.6	50.5	16.3	6.2	32.1	52.5	9.2	6.3	32.0	47.5	14.1	

2005 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?		No
2005-06 Federal Improvement Status		
2005-06 State Improvement Status	Academic Early Warning	

	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		47.5			47.5			89.0		67.0	
All	98.3	Yes	98.3	Yes	58.8		Yes	53.9		Yes			97.8	Yes
White	99.7	Yes	99.7	Yes	64.7		Yes	61.4		Yes				
Black	94.4	No	94.4	No	40.4		Yes	23.4		No				
Hispanic	98.6	Yes	98.6	Yes	39.1		Yes	28.1	39.5	No			98.9	
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	96.5	Yes	96.5	Yes	15.7	24.0	No	9.8	16.0	No			95.0	
Economically Disadvantaged														

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

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.***
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for non-high schools or at least 67.0% Graduation Rate for high schools

* Includes only students enrolled as of 9/30/2004.

** Safe Harbor Targets of 47.5% 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. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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.)

The 2005-06 school improvement goals for Plainfield High School-Central Campus revolve around improving student literacy in reading and writing, improving student achievement in math, continuing to utilize local data to analyze and then improve student achievement, and improving the culture and climate at Plainfield Central by providing a positive transition for students affected by the change in attendance boundaries. These goals are directly related to the broader goals of District 202. In addition to this work, each department at Plainfield Central completes an annual self-assessment, analyzing its strengths and needs for improvement, particularly related to literacy and assessment goals.

Improving student literacy in the area of reading is an on-going goal of the Plainfield Central School Improvement Plan. Each new teacher to the school, as a part of the first-year induction program, participates in a workshop in which they learn reading strategies they can use with their students, regardless of their curricular area. Also, the school's reading specialist provides workshops to veteran teachers either during department meeting times or during institute days. These workshops keep veteran teachers current and familiar with intervention strategies. As a result of the ongoing attention to literacy, modest gains were noted in some subgroups in last year's PSAE scores in reading.

In addition to the infusion of reading strategies across all content areas, several departments have developed specific goals to increase literacy in their respective courses. Some have added novels to their courses; some have added non-fiction reading to their curriculum. All are working toward improving students' abilities and desires to read.

Changes in the delivery of math instruction at the high schools over the past several years should be reflected in increased math scores on local and state assessments in this coming year. Work continues to provide students appropriate classroom instruction as well as additional supports to meet their needs.

Improving student achievement is the basic purpose of any school improvement plan. In order to collect another "snapshot" of a student's progress (in addition to the Explore Test, the Plan Test, and the PSAE), students at Plainfield Central participate in common semester exams. These assessments are developed by the teachers teaching the courses, and data is collected regarding student mastery of skills in each course. This data allows the test themselves to be analyzed for successful construction, and the subsequent analysis will allow for adjustments, modifications and improvements to the curriculum in each course.

In order to "personalize" the learning community at Plainfield Central, which is experiencing another peak in enrollment this year, all sophomores are participating in a pilot program this year called Student Advisory. The concept was studied for two years prior to implementation, and similar programs were researched and visited by a team of teachers from the school. The program is intended to provide further transition for students who leave the supportive environment of the Freshman Teams and move into the "mainstream" of the high school campus. Additionally, with close to 400 sophomores coming to Plainfield Central from Plainfield South High School, where they began their high school careers, the program is intended to provide these students a network of support as they make adjustments to their new school, which we hope they can someday call "home." The students received a survey at the beginning of the year, and they will be surveyed again at the end of the year, as will the advisors involved in the program to gauge the success of the program.

The school improvement planning process is circular in nature. In as much as the teachers in each department and department chairs assist in establishing the goals, so will they all be a part of the review process at the end of the year to determine the successes for the year and the continued work and goals for the future.