

**WHEATON NORTH HIGH SCHOOL
COMMUNITY UNIT SCHOOL DIST 200
WHEATON, 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	83.4	5.1	5.0	6.5	0.0	10.5	5.1	2.4	0.9	5.3	95.0	2,097
District	83.6	5.1	6.5	4.8	0.1	8.4	1.5	2.6	0.4	10.0	95.5	14,301
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	77.0						24.4	--	--	--	--
District	92.9						22.9	18.0	20.2	13.7	285.4
State	95.0						18.8	19.1	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.

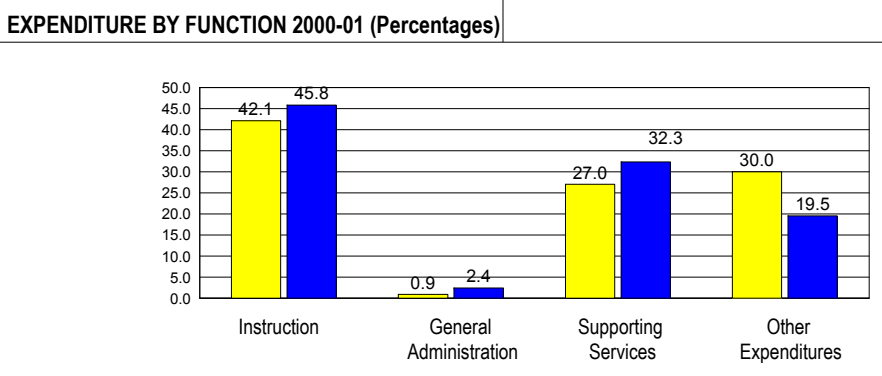
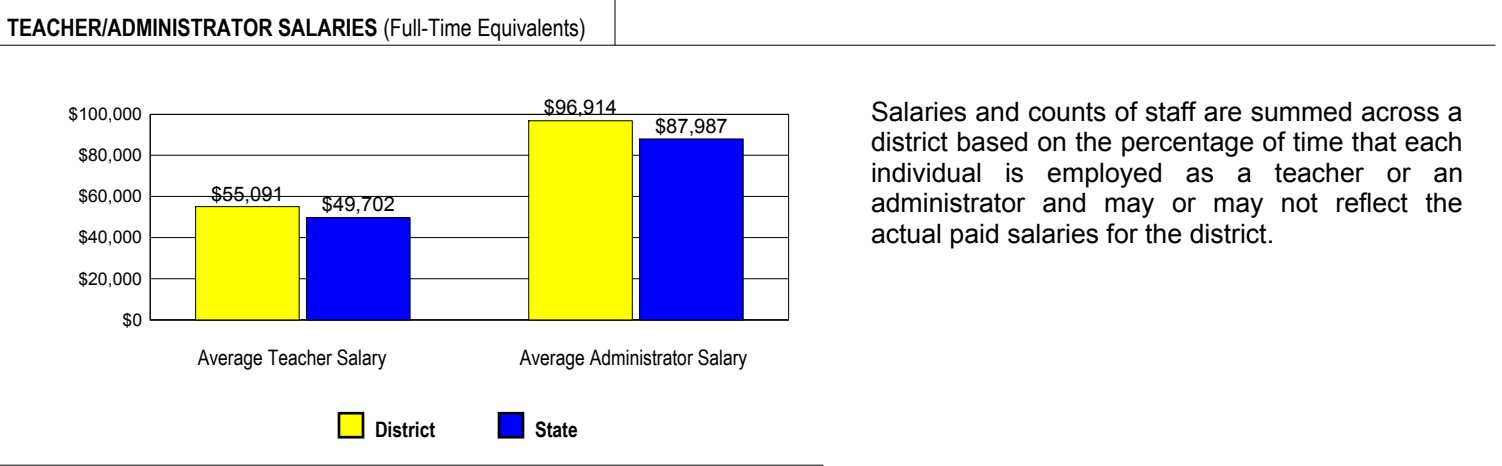
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.4	0.9	1.0	0.6	0.0	23.2	76.8	898
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

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	--	--	--	0.8	0.0
District	13.3	41.3	58.6	0.5	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



REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$86,052,645	70.3	54.4
Other Local Funding	\$6,997,040	5.7	7.5
General State Aid	\$10,409,892	8.5	17.9
Other State Funding	\$15,084,288	12.3	12.7
Federal Funding	\$3,833,490	3.1	7.4
TOTAL	\$122,377,355		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$86,384,397	60.4	70.0
Operations & Maintenance	\$11,323,945	7.9	9.2
Transportation	\$5,515,250	3.9	3.4
Bond and Interest	\$6,734,615	4.7	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$2,381,361	1.7	1.6
Fire Prevention & Safety	\$0	0.0	1.0
Site & Construction/ Capital Improvement	\$30,698,376	21.5	9.3
TOTAL	\$143,037,944		

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	\$134,012	4.74	\$4,616	\$7,782
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.

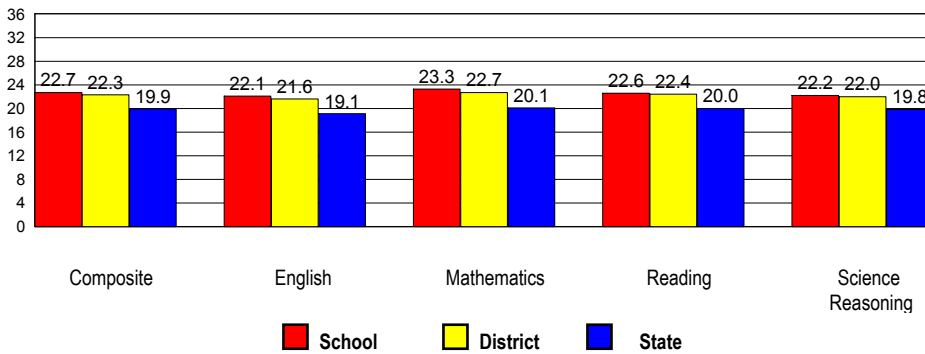
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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	443	92.3
District	994	94.7
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.

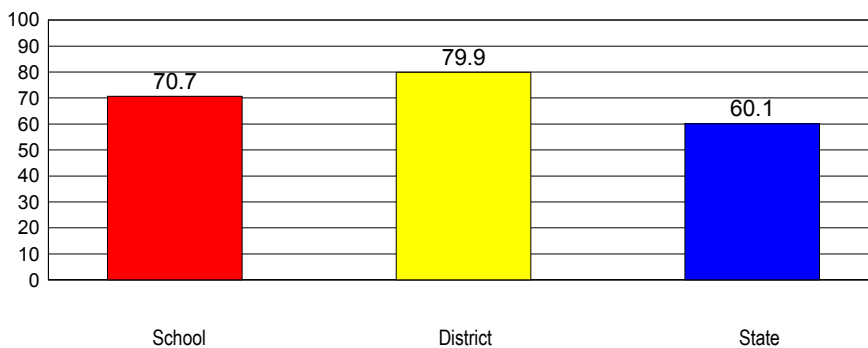
HIGH SCHOOL GRADUATION RATE

	All	Gender		Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American				
School	100.0	99.2	100.0	100.0	81.8	65.0	96.3		25.9		80.4	100.0
District	94.1	94.6	93.2	94.3	77.3	84.1	98.3		25.9		88.8	93.4
State	85.2	82.5	87.9	89.2	74.5	74.7	91.7		69.9		69.1	80.2

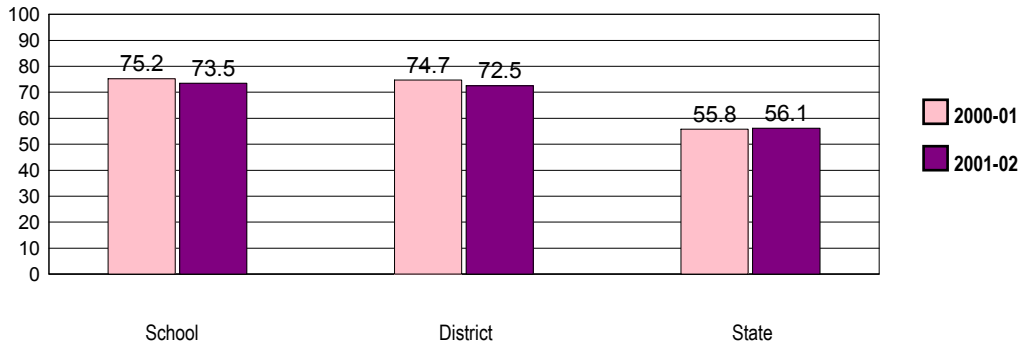
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your 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

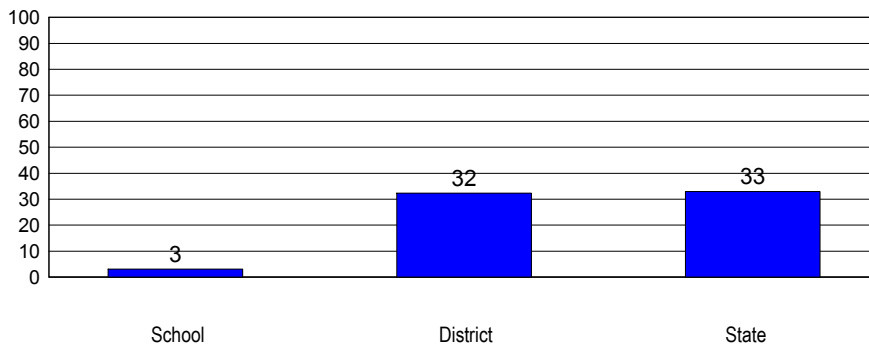
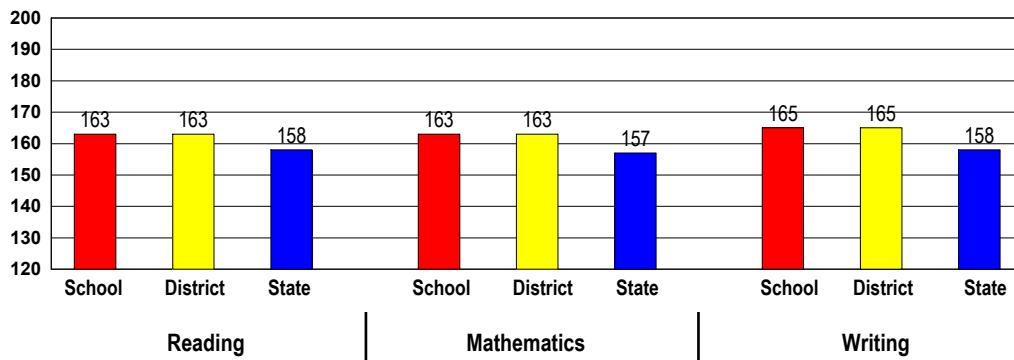
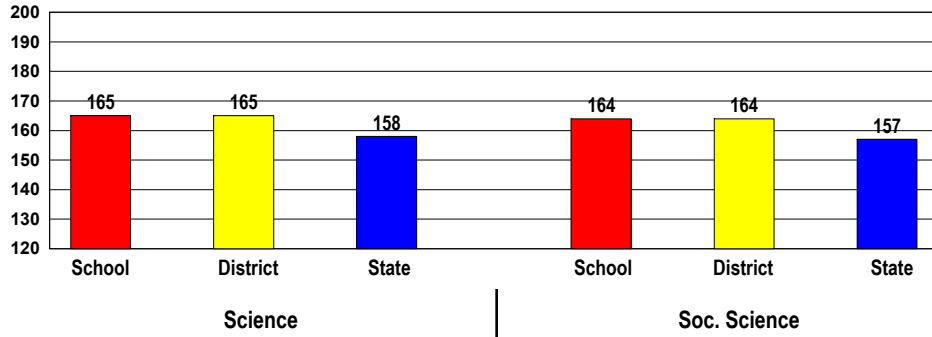


IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

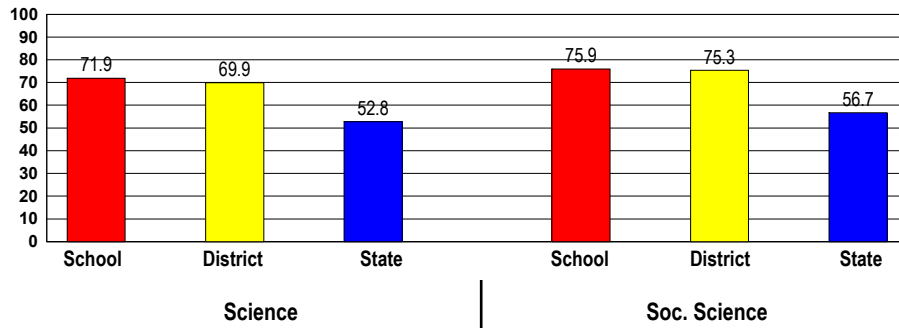
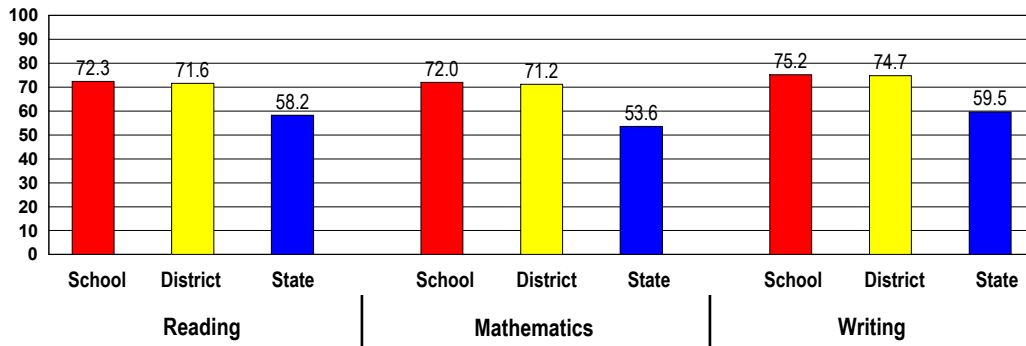
PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) --- Average Scores





* 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: 482

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	527	283	244	428	32	24	43		21		58	55
	Reading	6.5	7.1	5.7	5.8	21.9	8.3	7.0		14.3		15.5	27.3
	Mathematics	6.8	7.4	6.1	5.8	21.9	12.5	9.3		23.8		15.5	32.7
District	*Enrollment	4,430	2,311	2,119	3,748	214	261	203		74		578	406
	Reading	2.2	2.5	1.9	2.2	8.9	8.4	0.0		0.0		5.9	18.5
	Mathematics	1.7	1.8	1.6	1.7	8.9	7.7	0.0		0.0		5.2	19.0
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444		37,080		78,455	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8		6.4		0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7		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
	School	4.8	23.0	51.8	20.5	4.6	23.4	57.4	14.6	2.3	22.4	52.6	22.6	5.8	22.3	51.6	20.3	3.9	20.1	50.4	25.5
	District	5.2	23.2	49.8	21.8	5.8	23.0	54.5	16.7	2.4	23.0	54.9	19.8	5.9	24.2	48.1	21.8	3.4	21.3	50.4	24.9
	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			
Levels		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Male	School	5.9	27.1	48.6	18.4	5.5	21.6	59.6	13.3	3.6	28.1	49.0	19.4	7.1	21.2	51.4	20.4	5.1	21.0	43.6	30.4
	District	6.4	25.6	47.7	20.3	5.9	20.3	55.5	18.3	3.2	26.6	52.9	17.3	5.5	23.0	47.5	24.0	4.1	18.9	46.6	30.5
	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	3.6	18.3	55.4	22.8	3.6	25.4	54.9	16.1	0.9	16.1	56.7	26.3	4.5	23.7	51.8	20.1	2.7	19.1	58.2	20.0
	District	3.8	20.5	52.1	23.5	5.6	26.2	53.3	14.9	1.4	18.9	57.1	22.5	6.4	25.6	48.7	19.3	2.6	24.2	54.7	18.6
	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	2.5	19.9	55.6	22.0	2.0	20.2	61.6	16.2	1.3	17.8	56.1	24.9	3.8	17.2	56.1	23.0	3.0	14.8	52.5	29.6
	District	3.9	22.0	51.1	23.0	4.4	21.3	57.2	17.2	1.8	20.2	57.5	20.5	4.7	21.3	50.8	23.2	2.9	18.3	52.0	26.7
	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	20.0	36.0	36.0	8.0	20.0	56.0	20.0	4.0	12.0	56.0	28.0	4.0	28.0	56.0	16.0	0.0	23.1	34.6	34.6	7.7
	District	19.4	33.3	41.7	5.6	16.7	47.2	30.6	5.6	8.6	54.3	34.3	2.9	25.0	47.2	25.0	2.8	17.9	35.9	38.5	7.7
	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	15.8	47.4	21.1	15.8	15.8	36.8	42.1	5.3	5.3	36.8	47.4	10.5	10.5	47.4	26.3	15.8	0.0	47.4	47.4	5.3
	District	19.4	44.4	25.0	11.1	25.0	41.7	27.8	5.6	11.1	47.2	33.3	8.3	19.4	52.8	19.4	8.3	2.8	52.8	38.9	5.6
	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	8.3	33.3	41.7	16.7	8.3	30.6	50.0	11.1	2.8	38.9	38.9	19.4	2.8	44.4	44.4	8.3	0.0	50.0	44.4	5.6
	District	4.5	23.9	49.3	22.4	4.5	22.4	49.3	23.9	1.5	28.4	43.3	26.9	1.5	35.8	40.3	22.4	0.0	35.8	43.3	20.9
	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																				
	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
Limited-English-Proficient		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
	School	40.0	60.0	0.0	0.0	20.0	40.0	40.0	0.0	0.0	100.	0.0	0.0	40.0	60.0	0.0	0.0	0.0	100.	0.0	0.0
	District	40.0	60.0	0.0	0.0	20.0	40.0	40.0	0.0	0.0	100.	0.0	0.0	40.0	60.0	0.0	0.0	0.0	100.	0.0	0.0
	State	17.2	47.3	31.1	4.4	18.1	51.0	29.0	1.9	13.2	51.7	32.3	2.8	22.9	53.2	21.4	2.5	12.6	54.6	28.8	4.0
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	29.3	51.2	17.1	2.4	29.3	46.3	24.4	0.0	17.9	69.2	12.8	0.0	39.0	39.0	19.5	2.4	31.0	40.5	21.4	7.1
	District	27.9	53.5	16.3	2.3	30.2	44.2	25.6	0.0	19.5	68.3	12.2	0.0	37.2	41.9	18.6	2.3	29.5	40.9	22.7	6.8
	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	0.0	12.5	62.5	25.0	0.0	25.0	62.5	12.5	12.5	0.0	75.0	12.5	0.0	25.0	50.0	25.0	0.0	25.0	50.0	25.0
	District	16.0	20.0	52.0	12.0	16.0	28.0	44.0	12.0	8.0	20.0	68.0	4.0	12.0	28.0	44.0	16.0	4.0	36.0	48.0	12.0
	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	2.6	20.5	54.9	22.1	2.3	21.2	60.5	16.0	0.7	18.6	55.8	24.9	2.8	20.7	54.7	21.9	1.4	18.1	53.2	27.3
	District	3.9	22.0	51.2	22.9	4.4	22.0	56.0	17.6	1.5	21.2	56.3	21.0	4.4	23.3	49.4	22.8	2.2	20.1	51.7	26.0
	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	18.5	33.3	44.4	3.7	18.5	40.7	37.0	3.7	7.4	51.9	33.3	7.4	14.8	51.9	29.6	3.7	13.8	34.5	44.8	6.9
	District	17.1	41.5	39.0	2.4	22.0	41.5	34.1	2.4	7.3	51.2	36.6	4.9	19.5	51.2	26.8	2.4	13.6	43.2	38.6	4.5
	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	4.0	22.3	52.2	21.5	3.8	22.3	58.6	15.3	2.0	20.7	53.8	23.6	5.3	20.6	52.9	21.2	3.3	19.2	50.8	26.7
	District	4.7	22.5	50.2	22.6	5.1	22.3	55.3	17.3	2.2	21.9	55.6	20.4	5.4	23.1	48.9	22.6	2.9	20.4	50.9	25.8
	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

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 School								
3 District								
3 State								
5 School								
5 District								
5 State								
8 School								
8 District								
8 State								
11 School	64.3	35.7	0.0	0.0	76.9	23.1	0.0	0.0
11 District	64.3	35.7	0.0	0.0	76.9	23.1	0.0	0.0
11 State	54.3	39.9	5.2	0.7	50.2	30.0	18.3	1.6

Mathematics*

Grades	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
3 School				
3 District				
3 State				
5 School				
5 District				
5 State				
8 School				
8 District				
8 State				
11 School	8.3	83.3	8.3	0.0
11 District	8.3	83.3	8.3	0.0
11 State	18.0	58.8	21.2	2.1

*See ISAT or PSAE description of the four performance levels.

The Illinois School Board of Education requires all schools to participate in school improvement planning on an annual basis. In addition, the North Central Accrediting Association requires that member schools participate in a five-year quality review cycle. Wheaton North is in the final stage of the North Central Association quality review cycle. As part of this requirement, our school improvement committee has been implementing two major goals: Transition and Technology. As you may recall from last year the NCA review team recommended that the transition goal be narrowed to only include the transition from the various middle schools to high school. The goal was revised last year. We are pleased to announce that the school as a whole has met the established transition goals. This year we were fortunate to have a major increase in availability in technology. We have had the addition of a networked computer in every classroom and access to three mobile laptop carts; each is equipped with 15 networked laptop computers. As a result, we have begun to employ many of our strategies for implementing technology into the classroom to prepare our students for a technological society. The NCA team will make their final visit to North in 2004.

In addition to the NCA process, we have analyzed test results from standardized tests; the most recent is the Prairie State Achievement Exam administered to juniors. As a result of the test scores and the No Child Left Behind legislation, the school improvement committee has developed a new goal for improving student's reading skills. Teachers met on September 27th, 2002 to discuss new initiatives to address the goal. There was a great deal of discussion regarding the No Child Left Behind Legislation that says that no student will fail to meet state standards by the year 2014 in the areas of Math and Reading. As a result of the discussions, each department has begun to analyze their current reading strategies and explore new strategies. Additional in-service training is being organized for each department to introduce new reading strategies. Math scores are also being analyzed to determine where additional services are needed.

Ralph Heatherington
Principal