

NORTHWESTERN ELEM SCHOOL
NORTHWESTERN C U SCH DIST 2
PALMYRA, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K 1 2 3 4 5 6

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	96.8	1.4	1.4	0.0	0.5	44.3	0.0		0.6	22.2	94.2	219
District	98.3	0.7	0.7	0.0	0.2	34.8	0.0		0.3	27.4	94.2	405
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3		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 truancy 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	Grade 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	18.5	15.0	16.5	34.0			—	—	—	—
District	94.9	18.5	15.0	16.5	34.0			13.1	12.4	9.6	151.7
State	95.9	20.6	21.3	22.5	23.6			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.

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	56	60		30	43		147	129		31	32	
District	56	60		30	43		147	129		31	32	
State	56	52		30	43		146	107		31	43	

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	23.0	77.0	37
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

TEACHER INFORMATION (Continued)

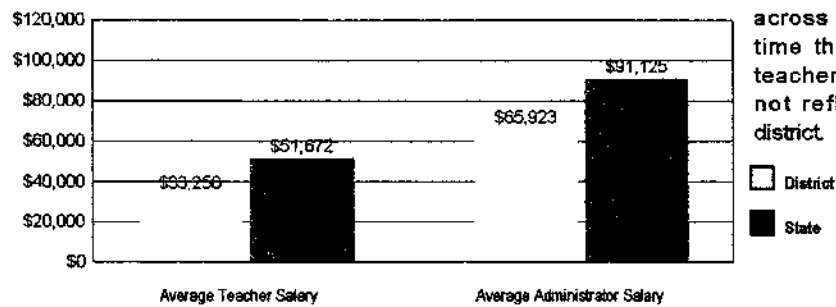
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	—	—	—	0.0	0.0
District	14.7	85.4	14.6	0.0	0.0
State	13.9	53.9	46.0	2.5	2.1

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

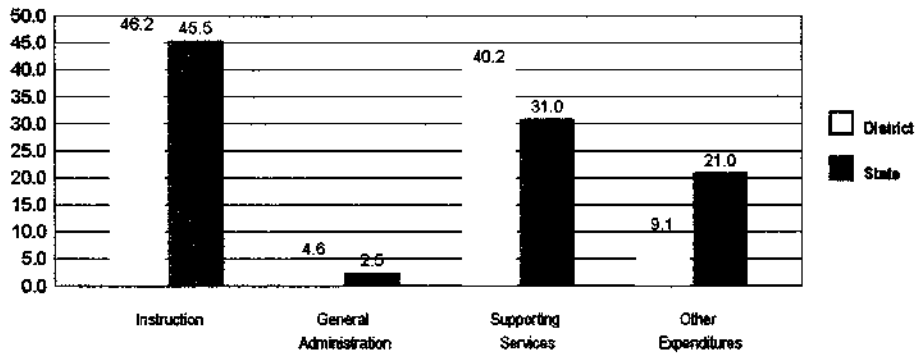
* Data based on No Child Left Behind (NCLB) definition.

SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



EXPENDITURE BY FUNCTION 2001-02 (Percentages)



REVENUE BY SOURCE 2001-02				EXPENDITURE BY FUND 2001-02			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$1,143,789	33.0	55.4	Education	\$2,706,746	74.7	69.7
Other Local Funding	\$237,625	6.9	6.1	Operations & Maintenance	\$307,036	8.5	8.9
General State Aid	\$1,289,362	37.2	18.7	Transportation	\$265,746	7.3	3.4
Other State Funding	\$375,268	10.8	12.5	Bond and Interest			5.7
Federal Funding	\$420,870	12.1	7.3	Rent			0.0
TOTAL	\$3,466,894			Municipal Retirement/ Social Security	\$90,279	2.5	1.5
				Fire Prevention & Safety	\$253,258	7.0	1.0
				Site & Construction/ Capital Improvement			9.8
				TOTAL	\$3,623,065		

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	\$72,052	4.01	\$4,367	\$7,682
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.

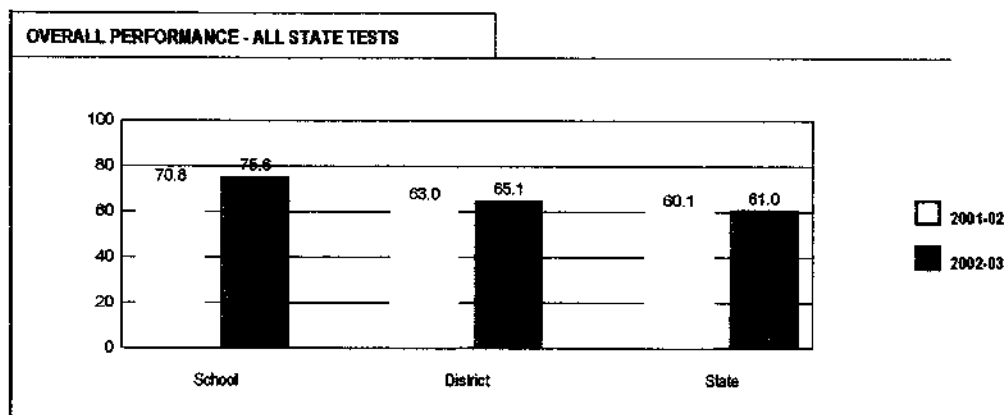
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

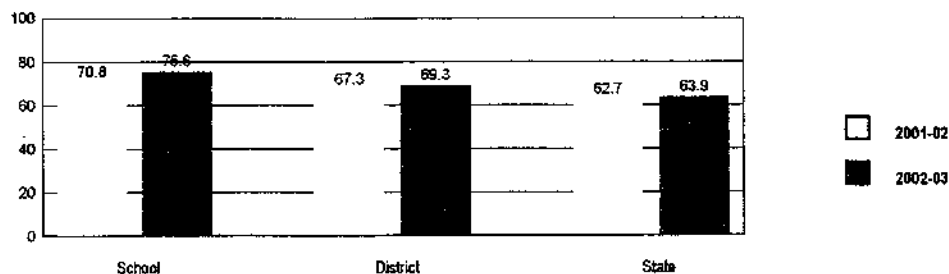
ACADEMIC PERFORMANCE

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.



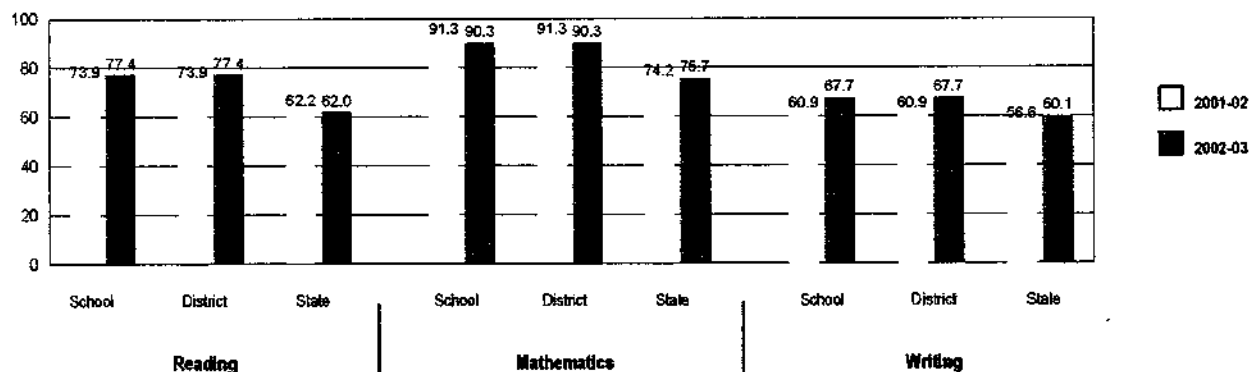
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



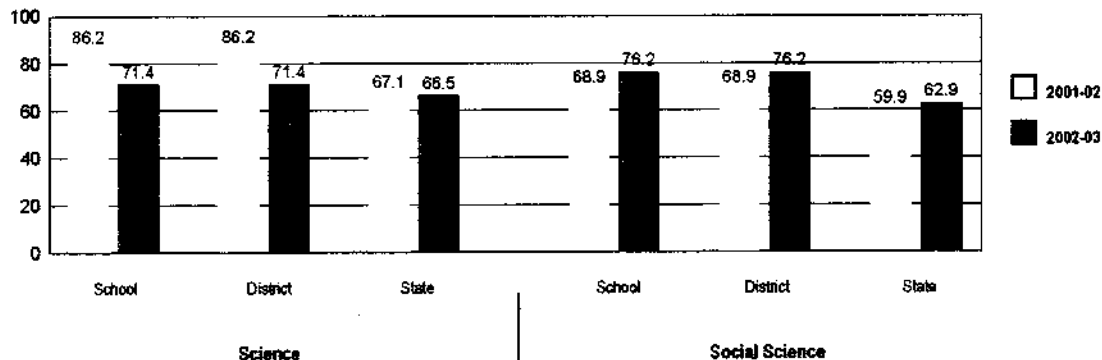
ISAT PERFORMANCE

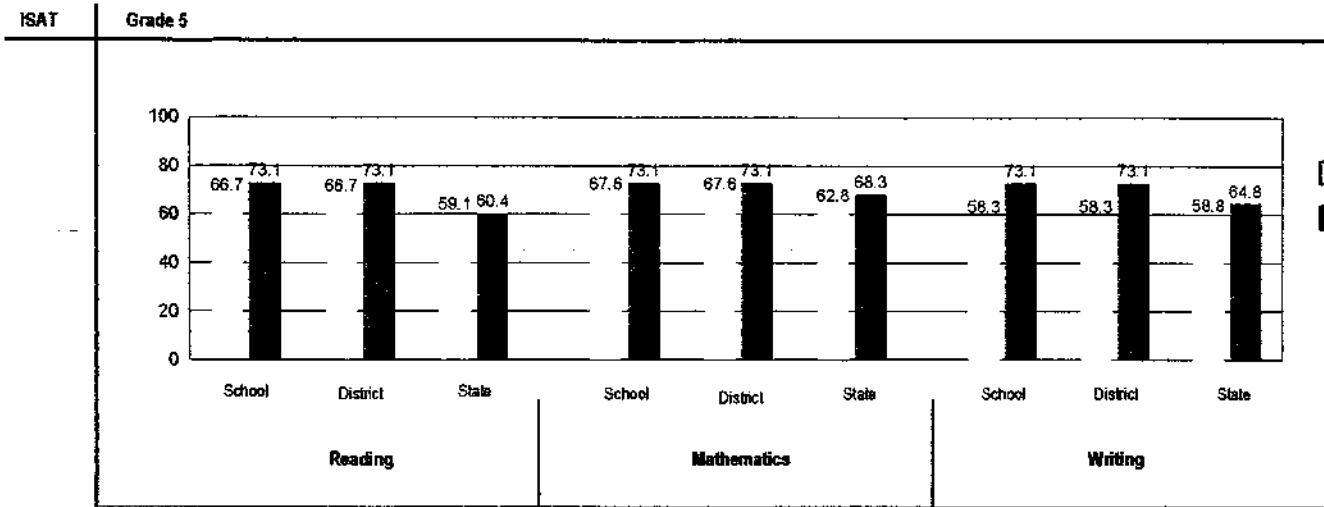
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

ISAT Grade 3



ISAT Grade 4





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				
School	*Enrollment	47	17	30	46	1	0	0	0	0	0	23	23
	Reading	0.0	0.0	0.0	0.0							30.4	69.6
	Mathematics	0.0	0.0	0.0	0.0							30.4	69.6
District	*Enrollment	102	38	64	101	1	0	0	0	0	0	41	36
	Reading	0.0	0.0	18.8	0.0							24.4	75.0
	Mathematics	0.0	0.0	18.8	0.0							24.4	75.0
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	0.6	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.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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 3**Grade 3 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	22.6	58.1	19.4	3.2	8.5	64.5	25.8	3.2	29.0	67.7	0.0
District	0.0	22.6	58.1	19.4	3.2	8.5	64.5	25.8	3.2	29.0	67.7	0.0
State	8.1	29.8	40.1	21.9	6.8	17.4	44.6	31.1	7.1	32.9	57.3	2.8

Grade 3 - Gender

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	9.1	72.7	18.2	0.0	0.0	54.5	45.5	9.1	36.4	54.5	0.0
	District	0.0	9.1	72.7	18.2	0.0	0.0	54.5	45.5	9.1	36.4	54.5	0.0
	State	9.8	31.4	39.2	19.6	7.6	16.9	43.1	32.4	9.5	35.7	52.8	1.9
Female	School	0.0	30.0	50.0	20.0	5.0	10.0	70.0	15.0	0.0	25.0	75.0	0.0
	District	0.0	30.0	50.0	20.0	5.0	10.0	70.0	15.0	0.0	25.0	75.0	0.0
	State	6.4	28.1	41.1	24.3	6.0	17.9	46.2	29.9	4.5	29.9	61.8	3.8

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	23.3	56.7	20.0	3.3	6.7	66.7	23.3	3.3	30.0	66.7	0.0
	District	0.0	23.3	56.7	20.0	3.3	6.7	66.7	23.3	3.3	30.0	66.7	0.0
	State	3.3	20.7	45.1	30.8	2.0	9.5	45.3	43.1	3.8	25.8	66.3	4.0
Black	State	18.5	48.8	29.2	5.6	17.7	33.5	40.7	8.2	14.4	46.9	38.1	0.7
Hispanic	State	10.5	40.2	39.3	10.0	7.3	23.3	51.8	17.6	8.0	39.2	51.7	1.1
Asian/Pacific Islander	State	1.8	15.6	45.0	37.6	1.2	5.3	36.2	57.3	1.9	21.0	71.4	5.8
Native American	State	6.5	34.8	36.7	23.0	3.0	18.1	52.6	26.3	8.3	39.1	51.3	1.3

Grade 4**Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	9.5	19.0	57.1	14.3	0.0	23.8	71.4	4.8
District	9.5	19.0	57.1	14.3	0.0	23.8	71.4	4.8
State	7.0	26.5	52.2	14.3	7.6	29.5	56.4	6.4

ISAT continued

Grade 4 - Gender

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Male								
School	0.0	20.0	60.0	20.0	0.0	20.0	70.0	10.0
District	0.0	20.0	60.0	20.0	0.0	20.0	70.0	10.0
State	7.3	24.6	51.6	16.5	8.2	28.1	56.3	7.4
Female								
School	18.2	18.2	54.5	9.1	0.0	27.3	72.7	0.0
District	18.2	18.2	54.5	9.1	0.0	27.3	72.7	0.0
State	8.7	28.5	52.9	12.0	7.0	31.1	56.6	5.4

Grade 4 - Racial/Ethnic Background

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
White								
School	5.9	17.6	58.8	17.6	0.0	17.6	76.5	5.9
District	5.9	17.6	58.8	17.6	0.0	17.6	76.5	5.9
State	2.4	15.8	60.5	21.2	2.7	18.8	69.0	9.5
Black								
State	16.2	46.2	35.1	2.5	17.7	48.3	32.9	1.1
Hispanic								
State	11.7	39.9	44.5	3.9	12.5	44.5	41.5	1.5
Asian/Pacific Islander								
State	1.7	13.5	61.2	23.6	1.4	16.5	69.3	12.8
Native American								
State	5.9	28.3	53.5	12.2	5.2	35.7	54.5	4.5

Grade 5

Grade 5 - All

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	26.9	38.5	34.6	3.8	23.1	73.1	0.0	11.5	15.4	65.4	7.7
District	0.0	26.9	38.5	34.6	3.8	23.1	73.1	0.0	11.5	15.4	65.4	7.7
State	1.0	36.6	37.3	23.1	3.5	28.1	58.6	9.7	6.2	29.0	61.3	3.5

Grade 5 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	36.4	27.3	36.4	9.1	27.3	63.6	0.0	9.1	27.3	54.5	9.1
District	0.0	36.4	27.3	36.4	9.1	27.3	63.6	0.0	9.1	27.3	54.5	9.1
State	1.4	40.0	37.0	21.6	4.2	28.3	58.9	10.6	8.8	34.3	54.9	2.0
Female												
School	0.0	20.0	46.7	33.3	0.0	20.0	80.0	0.0	13.3	6.7	73.3	6.7
District	0.0	20.0	46.7	33.3	0.0	20.0	80.0	0.0	13.3	6.7	73.3	6.7
State	0.7	37.1	37.6	24.7	2.8	27.9	60.5	8.8	3.4	23.5	68.0	5.2

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School	0.0	26.9	38.5	34.6	3.8	23.1	73.1	0.0	11.5	15.4	65.4	7.7
District	0.0	26.9	38.5	34.6	3.8	23.1	73.1	0.0	11.5	15.4	65.4	7.7
State	0.6	26.0	41.7	31.8	1.3	17.3	67.6	13.7	4.2	22.8	68.3	4.7
Black												
State	2.2	61.9	28.5	7.3	9.1	50.8	38.7	1.5	10.9	42.1	45.9	1.1
Hispanic												
State	1.4	56.3	32.4	9.8	4.6	40.1	52.2	3.1	7.7	36.6	54.0	1.7
Asian/Pacific Islander												
State	0.2	20.9	40.5	38.4	0.8	10.2	62.7	26.3	1.9	17.3	72.3	8.5
Native American												
State	0.7	36.4	43.1	19.9	3.0	29.1	61.1	6.8	7.9	29.0	61.0	2.1

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
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Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	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		40.0			40.0			88.0		65.0	
All	100.0	Yes	100.0	Yes	75.9		Yes	83.3		Yes	94.2	Yes		
White	100.0	Yes	100.0	Yes	75.5		Yes	83.0		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Three 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

2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***

3. At least 88.0% Attendance Rate for Non-High Schools or at least 65.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/02.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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.

SCHOOL IMPROVEMENT PLAN
For
Northwestern Community Unit District No. Two

School Improvement Plan for Advancing Academic Achievement

The State of Illinois requires that each school attendance center develop and implement a building based School Improvement Plan. This plan was developed through cooperative involvement of building staff, parents, and community representatives, and falls within the framework established at the district level to meet the criteria for the Quality Assurance Program as established by the Illinois State Board of Education.

District Plan

The Northwestern Community Unit School District, through participation of representative stakeholders, will provide a District School Improvement Plan Framework designed to maintain a general continuity of procedures, philosophy and service among all attendance centers to all students within the district.

Building Level Plan

The Primary Purpose of the building level plan is to provide the leadership of each school with a process to help guide their decision making regarding improvement and programs to their students. The underlying philosophy of that plan would be built on the following beliefs:

- All children can learn;
- All children must be served;
- The primary purpose of the school improvement process is to improve student performance;
- A school is an observably dynamic place where all can and will improve;
- High expectations are necessary to achieve a world class education; and
- A school is more effective when its purpose or mission is collectively determined and clearly communicated by the board of education, administration, teachers, students, parents and members of the community.

Each school will annually undergo a rigorous Internal Review self-analysis which will encourage staff, parents and the school community to reflect on the effectiveness of existing school policies and practices.

The Illinois State Board of Education will periodically (every 4 – 6 years) provide External Review for each school, which will involve a group of educators, parents and community members from outside the district who will work to develop a collective prospective on work of the school.

**School Improvement Plan
For
Northwestern Elementary School
2003-2004**

Vision

It is the vision of Northwestern Elementary School that our students will acquire the skills necessary to succeed at their grade level, which will enable them to become life-long learners. By uniting parents, faculty and community members we will utilize our community resources to the fullest to help us achieve this goal.

Priority Goal #1

A continual focus on teaching the basic skills of reading, writing and arithmetic:

- Minimize the amount of time that teachers must take away from teaching to do other activities;
- Teachers will attend workshop/conferences that will train them to better meet classroom needs;
- Improve the use of the Title I teachers and aides; and
- Improve the Fine Arts Department curriculum.

Priority Goal #2

To improve and make better use of technology:

- Computer aide, as well as teachers, will seek out relevant technology workshops to attend;
- Provide planning time for teachers to develop lesson plans for use of technology in the classroom and incorporate materials and ideas obtained in workshops.

Priority Goal #3

Improve the physical condition of the building and grounds:

- Create an intermediate playground to make a more active atmosphere; and
- Replace the exterior doors with new and more secure doors.

2002-2003

As a result of the School Improvement Process and our internal review, we have found the following areas of accomplishments and successes at Northwestern Elementary School:

- Provided clean and safe playground for all students on the east side of the building;
- Increased parent involvement of community volunteers throughout the school program;
- Development of portfolios in some classrooms;
- Improved AR Program with new technology
- Provided computers for each classroom

- Provided Internet access to the new computer lab;
- Improved the Accelerated Reader Program in all grades; and
- Improved after school tutoring program.

2003-2004

The following specific areas are targeted for improvement this year:

- To continue to increase the number of students scoring in the section of the ISAT Writing Assessment meets or exceeds at the 3rd grade level;
- Increase comprehension and applications of strategies skills for the 3rd grade class;
- Promote good public relations in the community;
- Promote and improve reading skills in all grades, as well as to encourage reading for enjoyment;
- Promote and improve math skills, problem solving, critical thinking, and verbalization; and
- Improve and update our technology hardware, programs, and knowledge.