

**NORTHWESTERN JR HIGH SCHOOL
NORTHWESTERN C U SCH DIST 2
PALMYRA, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : 7 8

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	100.0	0.0	0.0	0.0	0.0	28.6	0.0		0.0	21.6	96.6	56
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 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	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	90.0					22.0		—	—	—	—
District	94.9					22.0		13.1	12.4	9.6	151.7
State	95.9					22.8		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			60			43			118			43
District			60			43			118			43
State			49			44			94			44

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

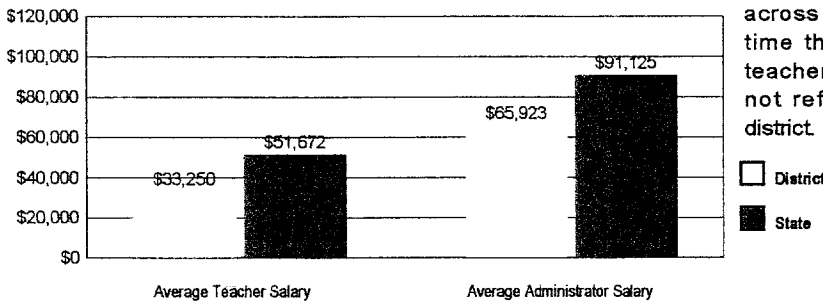
Most teacher/administrator data are not collected at the school level.

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

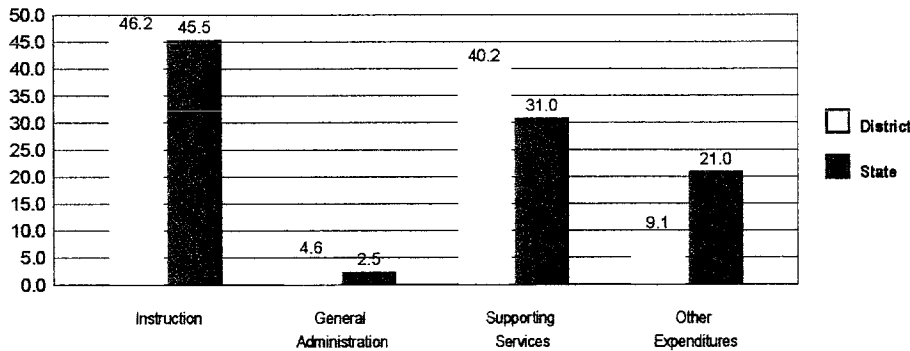
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)

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				EXPENDITURE BY FUND 2001-02			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$1,143,769	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		

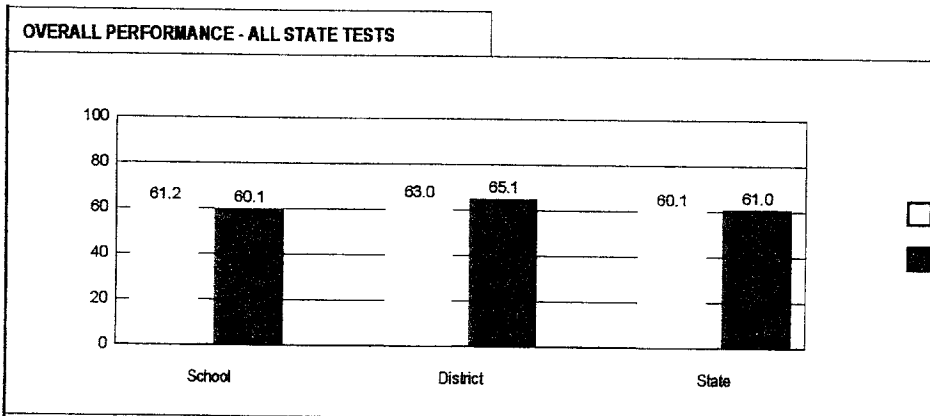
OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$72,052	4.01	\$4,367	\$7,682
State	**	**	\$4,842	\$8,181

** 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.

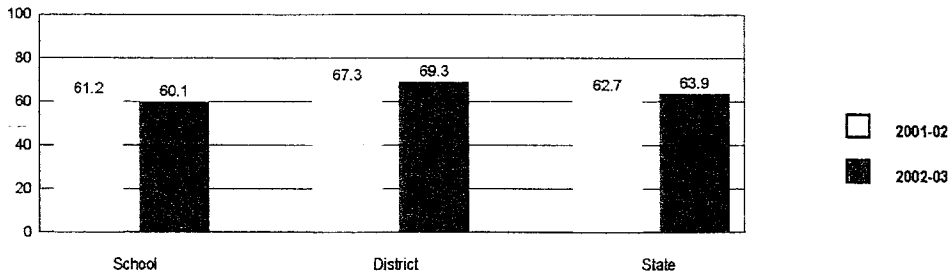
ACADEMIC PERFORMANCE

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.



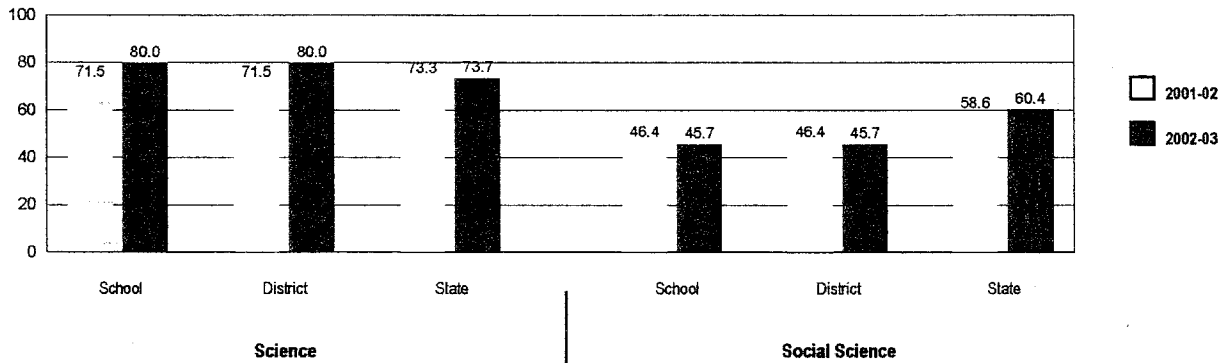
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



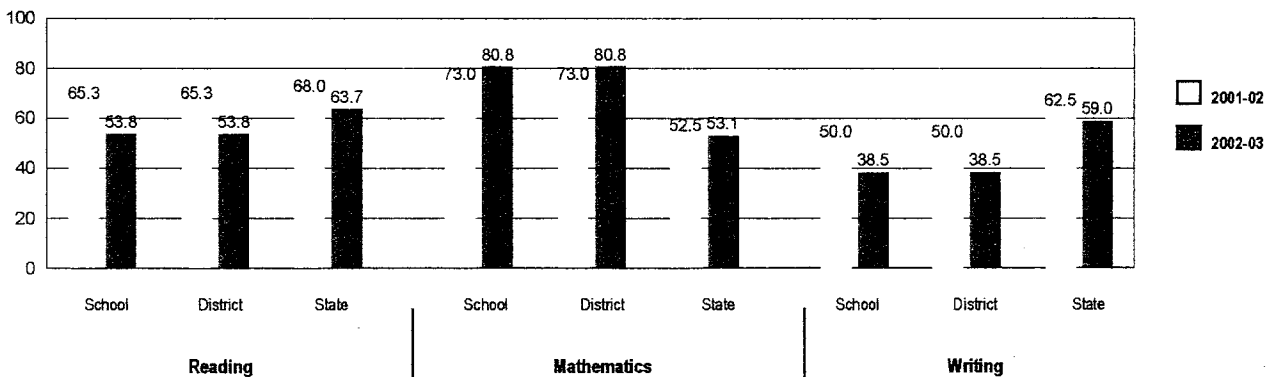
ISAT PERFORMANCE

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 7



ISAT Grade 8



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	23	4	19	23	0	0	0	0	0	0	10	6
	Reading	0.0		78.9	0.0							10.0	
	Mathematics	0.0		78.9	0.0							10.0	
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	0.5	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.

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 7

Grade 7 - All

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	5.7	14.3	71.4	8.6	0.0	54.3	40.0	5.7
District	5.7	14.3	71.4	8.6	0.0	54.3	40.0	5.7
State	9.7	16.6	56.2	17.5	1.5	38.1	45.7	14.7

Grade 7 - Gender

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Male								
School	12.5	12.5	75.0	0.0	0.0	81.3	18.8	0.0
District	12.5	12.5	75.0	0.0	0.0	81.3	18.8	0.0
State	10.6	15.7	53.6	20.2	1.9	36.7	44.1	17.3
Female								
School	0.0	15.8	68.4	15.8	0.0	31.6	57.9	10.5
District	0.0	15.8	68.4	15.8	0.0	31.6	57.9	10.5
State	8.7	17.6	58.9	14.8	1.1	39.5	47.4	12.0

Grade 7 - Racial/Ethnic Background

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
White								
School	6.3	15.6	68.8	9.4	0.0	56.3	37.5	6.3
District	6.3	15.6	68.8	9.4	0.0	56.3	37.5	6.3
State	5.0	10.7	59.8	24.5	0.7	26.6	52.0	20.6
Black								
State	20.5	29.8	46.9	2.8	3.5	64.5	29.6	2.4
Hispanic								
State	15.4	25.0	53.9	5.7	2.1	53.4	39.9	4.5
Asian/Pacific Islander								
State	3.2	8.0	57.2	31.6	0.2	17.5	55.1	27.2
Native American								
State	10.9	21.1	54.7	13.3	1.6	43.2	47.5	7.7

Grade 8

Grade 8 - All

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	3.8	42.3	46.2	7.7	3.8	15.4	69.2	11.5	3.8	57.7	38.5	0.0
District	3.8	42.3	46.2	7.7	3.8	15.4	69.2	11.5	3.8	57.7	38.5	0.0
State	0.5	35.8	54.0	9.7	6.3	40.6	37.6	15.5	6.2	34.8	54.8	4.2

ISAT continued

Grade 8 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	4.5	45.5	40.9	9.1	4.5	18.2	63.6	13.6	4.5	68.2	27.3	0.0
	District	4.5	45.5	40.9	9.1	4.5	18.2	63.6	13.6	4.5	68.2	27.3	0.0
	State	0.7	40.6	51.5	7.2	7.5	39.7	36.5	16.3	9.4	41.5	46.7	2.4
Female	State	0.2	30.8	56.6	12.3	5.1	41.6	38.6	14.7	2.9	27.9	63.2	6.0

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	44.0	48.0	8.0	4.0	16.0	68.0	12.0	4.0	56.0	40.0	0.0
	District	0.0	44.0	48.0	8.0	4.0	16.0	68.0	12.0	4.0	56.0	40.0	0.0
	State	0.3	26.8	59.9	13.1	3.3	30.9	44.9	21.0	4.6	29.3	60.6	5.5
Black	State	1.0	53.7	42.6	2.7	15.1	61.9	20.2	2.8	10.7	47.7	40.6	1.0
Hispanic	State	0.8	52.3	43.8	3.1	7.7	56.8	30.4	5.1	7.4	43.5	47.7	1.3
Asian/Pacific Islander	State	0.1	20.1	59.6	20.3	1.3	19.7	40.6	38.3	1.8	20.7	67.1	10.4
Native American	State	0.6	45.1	48.2	6.1	7.2	49.3	32.0	11.6	6.5	44.9	45.2	3.4

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	53.8		Yes	80.8		Yes	96.6	Yes		
White														
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 School 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 should 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 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 Junior High School
2003-2004**

Philosophy

The years between elementary and senior high school can be challenging for students, parents, and teachers. These formative years involve changes in the physical emotional and intellectual nature of our students. With these changes come an open-minded quality, an enthusiasm and a healthy curiosity. We believe these qualities can be used to nurture an understanding of self, an appreciation of one's place in society and a respect for knowledge and critical thinking.

Vision

We believe it is the responsibility of Northwestern Junior High School to provide an educational program which will aid our children to grow intellectually, physically, morally, and emotionally, that they may live happily as children, and that they may become productive citizens of our democracy, and become members of our ever-changing global society.

Our Technology Vision

Technology will be used as a tool to support and enhance the life-long learning process of all students to allow to become competitive in the ever-changing academic and vocational environment.

Accomplishments:

- Continued tutorial programs for students at-risk of failing;
- Expanded Title I education program with enrichment and competitive opportunities; and
- Improved ration of 1 computer for every 3 students.

Priority Goal #1: Community Involvement

- Make the community more aware of how technology is used in our school and has improved student achievement;
- Create connections and partnerships with the community;
- Provide community access to our building for technology.

Priority Goal #2: Technology Integration

- All students will have equitable learning experiences using technology in all subject areas.

Priority Goal #3: Technology Deployment and Sustainability

- Ensure equitable access to technology within our school.

Priority Goal #4: Improve Communication

- Evaluate our engaged learning units and make improvements.

Priority Goal #5: Professional Development

- Provide staff development opportunities for all staff in the areas of curriculum mapping, infusion of reading and math strategies, writing across the curriculum, and evaluation of computer generated student work.