![Logo: District 203 World Class](apple globe logo)

Naperville Community Unit School District 203

STRATEGIC PLAN 2004-2005

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WHO WE ARE

OUR BELIEFS

(Revised 2004)

Naperville Community Unit School District 203 believes an exemplary school district…

- Values the dignity and uniqueness of each individual
- Promotes responsible citizenship
- Is the result of a collective partnership of students, staff, parents, and community

OUR VISION

(Developed 1999)

Building A Passion For Lifelong Learning

OUR MISSION

(Revised 2004)

Our mission is to educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.

The Mission Of District 203
Is To Produce Students Who Are:

Self-Directed Learners:
- Initiates, prioritizes, and evaluates achievable goals
- Seeks continuous learning opportunities
- Manages multiple tasks and life demands
- Takes responsibility for all choices
- Demonstrates positive choices for physical, social, spiritual, and emotional health
- Maintains a positive outlook
    Skills: Independence, Accountability, Organization, Wellness

Collaborative Workers:
- Works within diverse groups to achieve a common goal
- Monitors and manages own role and behavior as a group member
- Offers and accepts constructive criticism
- Demonstrates consideration and respect for self and others
    Skills: Teamwork

Complex Thinkers:
- Selects, applies, and reflects upon the processes to solve problems
- Accesses, evaluates, integrates, and cites information from primary and secondary resources
- Receives and expresses knowledge through spoken, written, visual, and tactile language
- Perceives, creates, and respects aesthetic meaning of behavioral, natural, and artistic expression
    Skills: Research, Communication, Aesthetic Appreciation, Critical Thinking

Quality Producers:
- Creates products to achieve an authentic purpose
- Constructs products appropriate for audience and context
- Designs and develops products/presentations that reflect integrity, confidence, objectivity, and craftsmanship
- Uses relevant computer technology wisely, ethically, and efficiently
    Skills: Presentation, Technology

Community Contributors:
- Explores individual and societal connections which impact communities of all sizes
- Develops respect for self and empathy for those of diverse abilities, cultures, and beliefs
- Plans and takes action for creating community in a variety of settings
- Exercises the rights and responsibilities of citizenship
    Skills: Global Awareness, Acceptance of self and others

CRITICAL GOALS, LONG-TERM OBJECTIVES AND PERFORMANCE TARGETS

GOAL: DEVELOP QUALITY WORK FOR ALL LEARNERS

Long-term objective 1: **Increase student achievement aligned with District 203 mission**

PERFORMANCE TARGETS FOR 2004-2005:

- Ensure all schools in compliance with NCLB, including all subgroups
- Maintain or exceed SAT/ACT scores (no significant decrease)
- Establish individual student progress measure
- Increase access and student success in enrichment programs at all levels by 2%
- Establish baseline student engagement measure
- Increase by 5% the percentage of students meeting or exceeding standards on the extended response sections (reading, math) of the ISAT
- Increase teacher and student use of transforming technology strategies; establish baseline

Long-term objective 2: **Increase support to students**

PERFORMANCE TARGETS FOR 2004-2005:

- Increase effective use of data by administrators and teachers by providing training to all administrators and teacher leaders in use of District software
- Develop plan to assess and improve junior high school and high school counseling services
- Implement planned ELL program enhancements; increase the number of ELL high school students who graduate "on time" by 3%
- Review diversity plan goals; revise as necessary

GOAL: USE RESOURCES EFFECTIVELY

Long-term objective 3: **Improve operational efficiency and effectiveness**

PERFORMANCE TARGETS FOR 2004-2005:

- Ensure deficit remains under $6 M by FY 2006 while maintaining quality programs and services
- Develop long-range facilities plan by FY 2006
- Reduce external printing costs by at least $50,000 by FY 2006; increase "customer" satisfaction with District 203 printing services

Long-term objective 4: **Improve communication among stakeholders**

PERFORMANCE TARGETS FOR 2004-2005:

- Assist the School Board in educating the community regarding needs and critical issues/trends facing the District
- Increase the number of Talk203 subscribers by 100% using figures from the first day of school
- Redesign District 203 web page

Long-term objective 5: **Enhance partnerships with parents and the community**

PERFORMANCE TARGETS FOR 2004-2005:

- Increase District-wide parent involvement in School Improvement Plans by 20%
- Assess need and purpose for future community and/or school surveys

GOAL: DEVELOP LEADERSHIP CAPACITY

Long-term objective 6: **Enhance staff effectiveness and increase leadership development opportunities for District 203 staff**

PERFORMANCE TARGETS FOR 2004-2005:

- Implement mentoring program for beginning elementary teachers and all new administrators
- Provide additional staff development opportunities to teachers and administrators relative to assessment "of" and "for" learning; each school will implement and document their staff development plan

DISTRICT 203 ORGANIZATION AND OPERATIONS

District 203 is approximately 32 square miles in size and encompasses much of the City of Naperville, portions of the Village of Lisle, Bolingbrook, Warrenville, Woodridge, and unincorporated Will County.

District 203 is organized as a unit school district operating grades pre-kindergarten through twelve.

Governed by a seven-member Board of Education, District 203 is comprised of 14 elementary schools (Pre-K–5), five junior high schools (6–8), and two senior high schools (9–12).

BRIEF HISTORY

Naperville's first settlers arriving in the early 1830s made education a high priority. Shortly after their residences were erected, a one-room log schoolhouse was built on part of Joseph Naper's property. The first four-month session in the log schoolhouse began in December 1832. Enrollment was 22.

School Name	Enrollment 2004-05	Feeder Schools
Naperville Central	3064	Kennedy Jr. High (partial) Lincoln Jr. High Madison Jr. High
Naperville North	2998	Jefferson Jr. High Kennedy Jr. High (partial) Washington Jr. High
Jefferson Jr. High	909	Beebe Mill Street Steeple Run (partial)
Kennedy Jr. High	1147	Highlands Meadow Glens (partial) Ranch View Steeple Run (partial)
Lincoln Jr. High	1018	Elmwood Kingsley Maplebrook
Madison Jr. High	864	Meadow Glens (partial) River Woods Scott
Washington Jr. High	595	Ellsworth Naper Prairie
Beebe Elementary	733	
Ellsworth Elementary	265	
Elmwood Elementary	548	
Highlands Elementary	628	
Kingsley Elementary	679	
Maplebrook Elementary	558	
Meadow Glens Elementary	596	
Mill Street Elementary	767	
Naper Elementary	300	
Prairie Elementary	600	
Ranch View Elementary	627	
River Woods Elementary	542	
Scott Elementary	582	
Steeple Run Elementary	621	

Throughout the years, education continued to be an important focus of a growing community. A June 1972 referendum caused the dissolution of our Elementary District 78 and High School District 107 and the formation of the 32-square-mile Community Unit School District 203. On opening day of the first school year of District 203's existence there were 5,865 students in grades kindergarten through eight, 3,204 students in grades 9-12, and 87 students receiving special education services.

Today, District 203 is one of the largest school systems in the state of Illinois, with approximately 19,000 students and 2,400 employees. The community continues to make education a high priority, partnering with the District to enhance the educational experiences of students. District 203 has 250 Business Community Education Partners; 120 HURRAH volunteers (Happy Upbeat Retired [& other] Residents Actively Helping); over 70 military veterans who participate in the schools' Memorial Day and Veterans Day celebrations; School Family Community Partnership Action Teams in each school to support school improvement plans; and Home & School Associations in each school that promote cooperation, understanding and communication. District 203 also receives financial support from the Naperville Education Foundation for special projects and initiatives.

CHANGING COMMUNITY DEMOGRAPHICS

Overall the demographics of the communities served by District 203 have high socioeconomic levels. Nonetheless, there is a wide variance in both the types of housing and income levels within the District.

Due to the quality of life it offers, Naperville has experienced rapid growth in the past three decades, more than doubling its size since 1983. Although Naperville is suburban in every sense of the word, many maintain that it retains its small town aura. With 137,000 residents and still growing (there has been a 5.4% increase in population over the last two years), Naperville is part of the third largest metro region in the United States (Chicago-Naperville-Joliet) with an overall population of over 9 million in the 2000 Census.

The 2000 Census indicates the following:

> Median age: 34.2
>
> Median family 1999 income: $88,771
>
> Average owner-occupied housing value: $254,2000

Because of its high quality of life, Naperville has received many kudos:

- Identified by the U.S. Census Bureau as the "best place to raise kids" in the U.S. for cities over 100,000 (2004)

- Named the "hottest" large city in the Central U.S. (*Money* magazine, 2004)

- Named among the top three best places to live in the Chicago area (*Money* magazine, 2002)

- Listed as one of the best places to retire in America (*Money* magazine)

- Has the lowest crime rate for a city its size in the U.S.

- Is home to the #1 public library system in the U.S. for five consecutive years (1999-2003)

Naperville is also home to North Central College and has branches of five other universities in residence, with Benedictine University right next door in the village of Lisle. Naperville's downtown area is thriving with planned business development, outdoor art, and the fourth largest bell carillon in the world, all coalescing around the city's Riverwalk. The downtown area has become a magnet for residents and visitors alike, boasting dozens of specialty stores and over forty restaurants, as well as two former quarries now transformed into a boat center and a huge, recently renovated beach/swimming pool.

Although primarily residential, Naperville is home to a number of high-technology research centers, corporate headquarters, and facilities for many well-known national and international companies including Lucent Technologies, British Petroleum of America (formerly Amoco), Crate and Barrel, Ondeo Nalco Chemical Company, Nicor Gas, Kraft Foods, and Tellabs. Nearby are Argonne National Laboratory and Fermi National Accelerator Laboratory. Many international scientists who come to the U.S. to work on research projects settle in Naperville, due largely to the quality of its schools.

As previously indicated, Naperville and its surrounding area have experienced huge population growth in the last decade. Census data from 2000 show that Naperville's population has increased from 85,351 in 1990 to 128,358 in the year 2000, a growth rate over 50 percent.

Naperville Educational Attainment

Graduate or professional degree: 24%

Bachelor or Associate degree: 43%

Some college, no degree: 18%

High school graduate only: 12%

No high school diploma: 4%

Overall, Naperville remains a high socioeconomic community with a well-educated citizenry. A breakdown of census data by 1999 family income level shows that less than 12% of Naperville's population in that year earned under $50,000. On the other end of the economic spectrum, over 50% of Naperville families had incomes exceeding $100,000. The median family income in Naperville in 1999 was $101,590.

Over 80% of Naperville citizens work in managerial, professional, sales, or service-related occupations. Data indicate Naperville citizens are mobile: over 56% of Naperville households reported in the 2000 Census that they moved into their current dwelling in the five year period 1995-2000. The median home value in Naperville in 2000 was $254,200. In the last several years home values appear to be rapidly escalating.

Increasing Diversity

Ethnic Group Representation in Naperville Population

White: 82%

Asian: 10%

Hispanic: 3%

Black or African American: 3%

Other: 2%

Data from the 2000 Census shows that Naperville's racial make-up is as shown in the chart at left.

Of the Asian population, the largest number of Asian residents are Chinese or Asian Indian.

Although these numbers do not reflect a high degree of racial mix, it is clear that increasing diversity in both Naperville and its surrounding towns in DuPage County is on the horizon. The following table shows the change in racial make-up in DuPage County as a whole in the last ten years.

The dramatic increase in Hispanic population which DuPage County is experiencing is also one of the trends being seen in the Chicago metro-politan area as a whole.

Diversity in DuPage County Percent Change 1990-2000

White 6%

African American............78%

Asian 80%

Hispanic (All races) 135%

The increase in school services provided to students who do not speak English is reflected in the census data around language spoken at home. In the year 2000, over 15% of Naperville households reported speaking a language other than English, with 5 percent of the population indicating that they speak English "less than well."

Like neighboring towns, Naperville is aging. While total population increased by roughly 50 percent from 1990 to 2000, the age groups growing fastest were the 45-64 year olds (96%) and the 65 years or older group (68%). Although it is difficult to get an accurate estimate, it is widely believed that only 30% to 35% of Naperville households have children in schools. Some are young married couples (as indicated by the median age of 34.2) who moved here because they plan for their future children to attend District 203 schools. Nonetheless, many citizens in Naperville have direct ties to the school system because of grandchildren, or because of attendance at athletic or community events. In a 2001 community survey, 25% of respondents indicated that their children "formerly attended District 203 schools." Many older citizens have lived in Naperville or its surrounding area for their entire lives and have always supported high-quality public education.

High Community Satisfaction

Naperville citizens' support for public schools has been documented in recent community surveys. A December 2001 survey of District 203 community members, randomly sampled, indicated the following:

- 93% of those polled gave their local schools a grade of A or B.

- 97% agreed that "the high quality of the local public schools is one of the most important features of my community."

- 95% agreed that it was vitally important to property values that we maintain the quality of our public schools.

- Over 90% indicated that "one major reason people move into our community is because of the quality of District 203 schools."

This latter finding is consistent with the high number of real estate ads that tout District 203 schools as a prime reason to buy a particular home.

District 203 Finances

District 203's expenditures during the 2003-2004 school year were less than its revenues, keeping the District on track for reducing, and eventually eliminating, its accumulated budget deficit—one of the goals of the 2002 referendum. In 2003, District 203 received a financial rating from the State of Illinois of 3.9 on a 4.0 scale, a substantial increase from 3.55 the previous year.

Expenditure by Function 2001-2002 (Percentages)
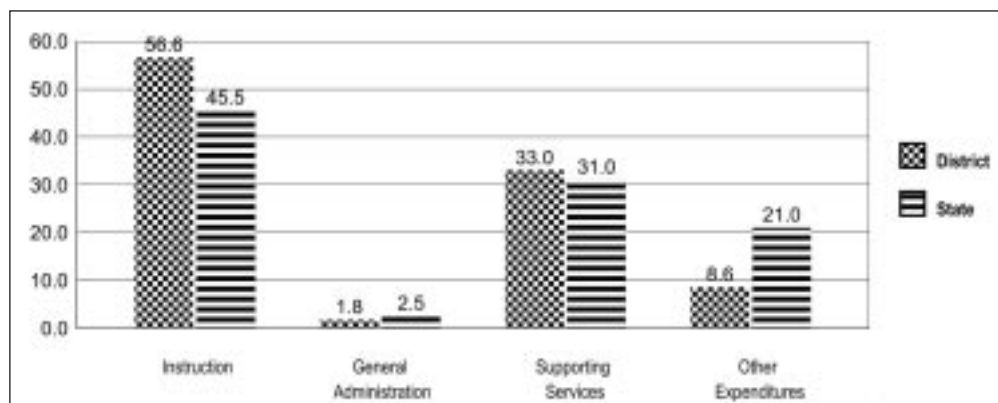
Expenditure by Fund 2001-2002

EXPENDITURE BY FUND 2001-02	District	District %	State %
Education	$125,493,548	80.9	69.7
Operations & Maintenance	$17,534,113	11.3	8.9
Transportation	$6,487,141	4.2	3.4
Bond and Interest			5.7
Rent			0.0
Municipal Retirement/ Social Security	$3,796,653	2.4	1.5
Fire Prevention & Safety	$1,754,290	1.1	1.0
Site & Construction/ Capital Improvement			9.8
TOTAL	$155,065,745		

Operating Expense Per Pupil
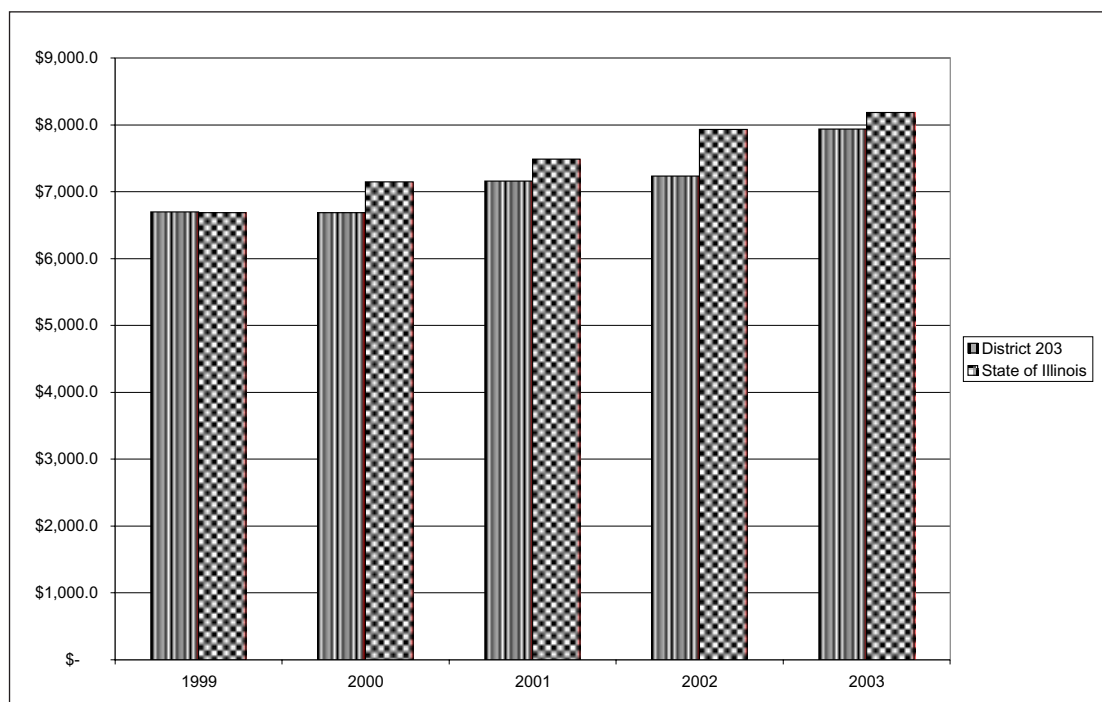
Other Financial Indicators

	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	$154,154	3.86	$4,968	$7,935
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.

More recent financial data, as it becomes available, can be found on the Illinois State Board of Education's website at www.isbe.state.il.us.

ACADEMIC PERFORMANCE

ACT Assessment: Graduating Class of 2003*
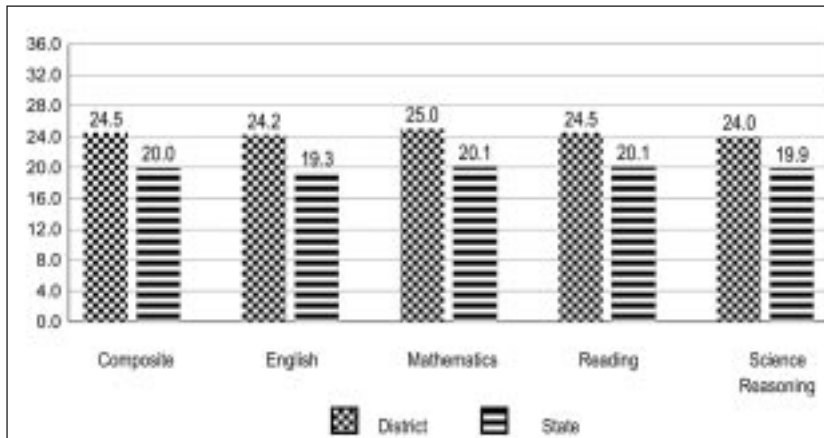
ACT TEST TAKERS	Number	% Class
District	1,384	94.2
State	117,197	93.0

* 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								Econo-mically Disad-vantaged
	All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	LEP	Migrant	Students with Disabilities	Econo-mically Disad-vantaged
District	96.6	96.6	96.5	97.2	93.5	82.1	98.1	57.1	100.0		91.0	100.0
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 Performance—All State Tests
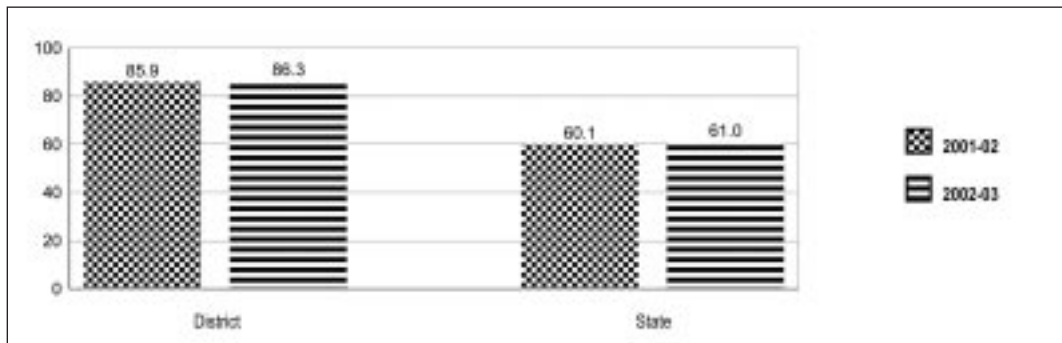
Overall Illinois Standards Achievement Test (ISAT) Performance
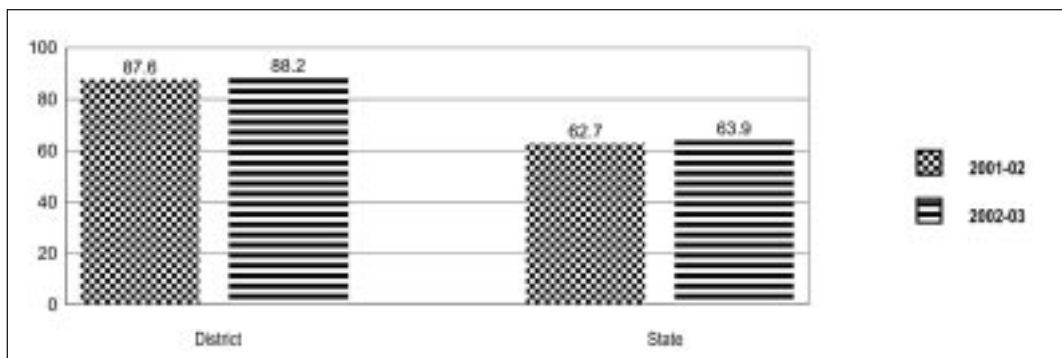
Overall Prairie State Achievement Examination (PSAE) Performance
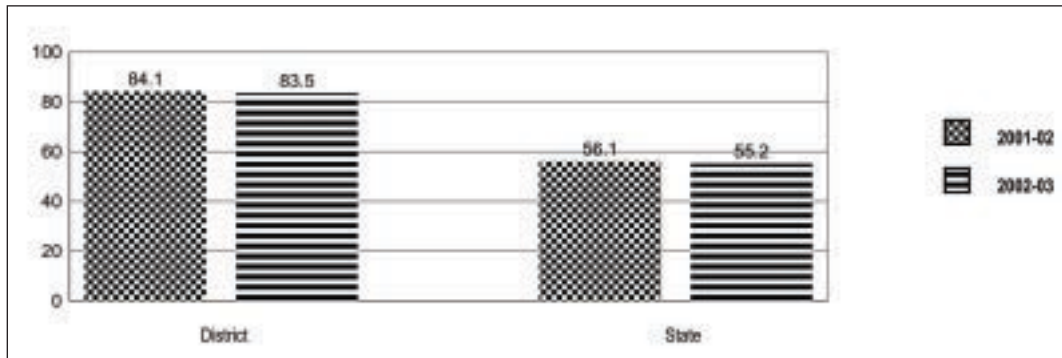
Overall Illinois Measure of Annual Growth in English (IMAGE) Performance
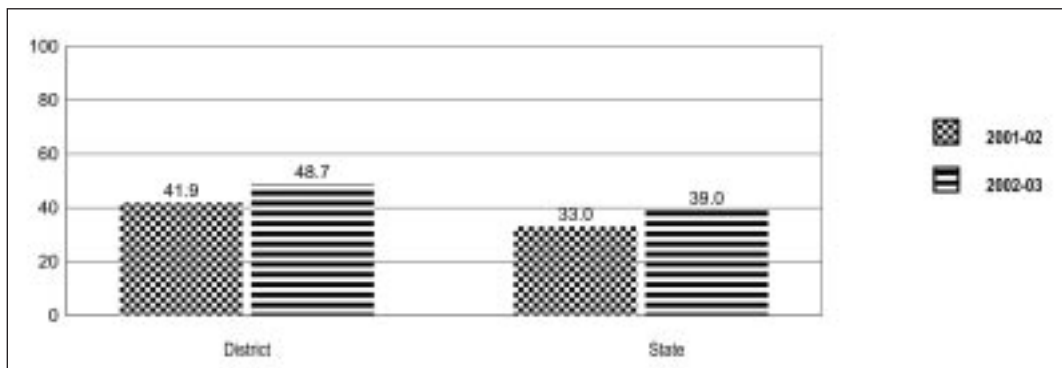
IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

Overall Illinois Alternate Assessment (IAA) Performance
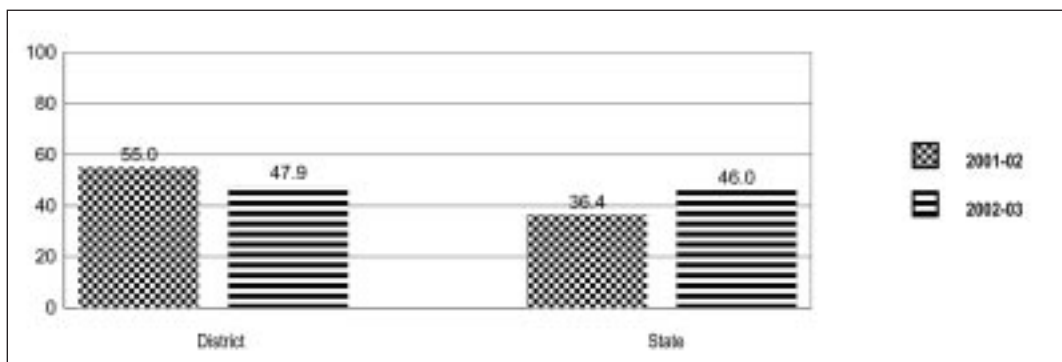
IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

More recent test score data, as it becomes available, can be found on the Illinois State Board of Education's website at www.isbe.state.il.us.

STUDENT ACHIEVEMENT DATA—BY SUBJECT

Beginning in 1999 the State of Illinois has measured student achievement in reading, mathematics, and writing in grades 3, 5, and 8 using the Illinois Standard Achievement Test (ISAT). In 2001, Grade 11 began using the Prairie State Achievement Examination (PSAE). These tests are designed to measure student achievement of the Illinois Learning Standards. Results are reported in the percent of students at the various designation levels – Exceeds, Meets, Does Not Meet, and Academic Warning.

Beginning in 2000 the State of Illinois has measured student achievement in science and social science in grades 4 and 7 using the Illinois Standard Achievement Test. In 2001, Grade 11 began using the Prairie State Achievement Examination (PSAE). These tests are designed to measure student achievement of the Illinois Learning Standards. Results are reported in the percent of students at the various designation levels – Exceeds, Meets, Does Not Meet, and Academic Warning.

Following are the longitudinal tables for each grade level depicting the percentage of students at each grade level achieving at the various State of Illinois designations.

READING

The percent of District 203 students (not including special education students) meeting or exceeding Illinois Reading Standards over the 5 (K-8) and 3 (9-12) year period has consistently been in the mid 80s to the high 90s.

1999-2003 Comparison of Grade 3 ISAT
Reading Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
1999	42%	48%	10%	0%	90%
2000	49%	41%	10%	0%	90%
2001	42%	50%	8%	0%	92%
2002	46%	47%	7%	0%	93%
2003	49%	43%	7.7%	0.3%	92%

1999-2003 Comparison of Grade 5 ISAT
Reading Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
1999	52%	39%	9%	0%	91%
2000	55%	38%	7%	0%	93%
2001	65%	29%	6%	0%	94%
2002	61%	32%	7%	0%	93%
2003	59.1%	34.6%	6.3%	0%	93.7%

1999-2003 Comparison of Grade 8 ISAT
Reading Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
1999	44%	51%	4%	0%	95%
2000	39%	56%	5%	0%	95%
2001	35%	60%	5%	0%	95%
2002	32%	61%	6%	0%	93%
2003	32.9%	59.5%	7.6%	0%	92.4%

2001-2003 Comparison of Grade 11 PSAE
Reading Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
2001	27%	57%	14%	2%	84%
2002	33%	54%	12%	1%	87%
2003	30.6%	56%	12.2%	1.2%	86.6%

MATHEMATICS

The percent of District 203 students (not including special education students) meeting or exceeding Illinois Mathematics Standards over the 5 (K-8) and 3 (9-12) year period has consistently been in the high 80s to the high 90s.

1999-2003 Comparison of Grade 3 ISAT Mathematics Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
1999	53%	41%	5%	1%	94%
2000	56%	39%	4%	1%	95%
2001	60%	36%	3%	0%	96%
2002	66%	32%	2%	0%	98%
2003	63.2%	33.8%	2.6%	0.3%	97%

1999-2003 Comparison of Grade 5 ISAT Mathematics Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
1999	10%	81%	9%	0%	91%
2000	20%	75%	5%	0%	95%
2001	22%	73%	4%	0%	95%
2002	28%	68%	4%	0%	96%
2003	29.7%	67%	3.2%	0.1%	96.7%

1999-2003 Comparison of Grade 8 ISAT Mathematics Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
1999	31%	56%	13%	0%	87%
2000	44%	45%	10%	0%	89%
2001	40%	48%	10%	1%	88%
2002	41%	48%	11%	0%	89%
2003	41.8%	46.6%	11.3%	0.4%	88.4%

2001-2003 Comparison of Grade 11 PSAE Mathematics Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
2001	32%	56%	12%	1%	88%
2002	28%	60%	11%	1v	88%
2003	26.2%	62.9%	9.9%	1.1%	89.1%

WRITING

The percent of District 203 students (not including special education students) meeting or exceeding Illinois Writing Standards over the 5 (K-8) and 3 (9-12) year period has consistently been in the mid 80s to mid 90s.

1999-2003 Comparison of Grade 3 ISAT Writing Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
1999	17%	59%	21%	2%	76%
2000	5%	77%	18%	0%	82%
2001	9%	75%	15%	1%	84%
2002	11%	72%	16%	0%	83%
2003	7.5%	75.3%	16.7%	0.6%	82.8%

1999-2003 Comparison of Grade 5 ISAT Writing Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
1999	42%	52%	6%	0%	94%
2000	43%	52%	5%	0%	95%
2001	33%	63%	4%	0%	96%
2002	13%	73%	14%	0%	86%
2003	10.7%	83.8%	5.1%	0.4%	94.5%

1999-2003 Comparison of Grade 8 ISAT Writing Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
1999	14%	76%	9%	0%	90%
2000	30%	65%	5%	0%	95%
2001	22%	64%	13%	1%	86%
2002	14%	73%	13%	0%	87%
2003	11.5%	71.8%	16.1%	0.6%	83.3%

2001-2003 Comparison of Grade 11 PSAE Writing Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
2001	29%	61%	9%	1%	90%
2002	32%	59%	9%	1%	91%
2003	33.7%	57%	9.1%	0.2%	90.7%

SCIENCE

The percent of District 203 students (not including special education students) meeting or exceeding Illinois Science Standards over the 5 (K-8) and 3 (9-12) year period has consistently been in the high 80s to the high 90s.

2000-2003 Comparison of Grade 4 ISAT Science Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
2000	31%	62%	8%	0%	93%
2001	29%	67%	4%	0%	96%
2002	32%	62%	6%	0%	94%
2003	34.8%	59.6%	5.2%	0.4%	94.4%

2000-2003 Comparison of Grade 7 ISAT Science Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
2000	42%	53%	4%	1%	95%
2001	52%	44%	4%	1%	96%
2002	49%	48%	2%	1%	97%
2003	46.8%	49.6%	3%	0.6%	96.4%

2001-2003 Comparison of Grade 11 PSAE Science Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
2001	34%	49%	15%	2%	83%
2002	34%	54%	11%	1%	88%
2003	35.1%	51.2%	13.1%	0.5%	86.3%

SOCIAL SCIENCE

The percent of District 203 students (not including special education students) meeting or exceeding Illinois Social Science Standards over the 5 (K-8) and 3 (9-12) year period has consistently been in the high 80s to the mid 90s.

2000-2003 Comparison of Grade 4 ISAT Social Science Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
2000	19%	71%	9%	1%	90%
2001	19%	74%	6%	0%	93%
2002	22%	70%	8%	0%	92%
2003	24.5%	70.7%	4.6%	0.2%	95.2%

2000-2003 Comparison of Grade 7 ISAT Social Science Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
2000	32%	58%	10%	0%	90%
2001	35%	56%	9%	0%	91%
2002	31%	61%	8%	0%	92%
2003	37.4%	53.4%	9.1%	0%	90.8%

2001-2003 Comparison of Grade 11 PSAE Social Science Performance Profile

	Exceed	Meets	DN Meet	Warning	Ex + M
2001	35%	52%	11%	1%	87%
2002	40%	49%	10%	1%	89%
2003	38.3%	50%	10.8%	0.8%	88.3%

Benchmarking

District 203 uses the benchmarking definition from the American Productivity Quality Center. "Benchmarking is the process of identifying, sharing, and using knowledge and best practices. It focuses on how to improve any given business process by exploiting top-notch approaches rather than merely measuring the best performance. Finding, studying, and implementing best practices provides the greatest opportunity for gaining a strategic, operational, and financial advantage." The criteria that was established for selecting school districts to benchmark achievement against is as follows:

- Districts similar in socio-economic status and student demographics

- Districts used historically for comparison purposes in District 203

- Large unit districts within our geographic area

The districts that meet these criteria are:

- Wheaton Warrenville Community School District 200

- Indian Prairie School District 204

- Barrington School District 220

- St. Charles Community Unit School District 303

- Lisle Community Unit School District 202

- Elmhurst school District 205

Over the years of benchmarking, District 203 has been consistently at the top of the group in the percent of students meeting and exceeding standards in almost all subject areas except writing. Following are charts that display this information for each grade tested and subject.

Comparison of District 203 to Benchmark Districts

DISTRICT NAME	TOTAL ENROLLMENT	TEACHERS Number FTE*	PUPIL to CERTIFIED STAFF RATIO	PER-PUPIL EXPENDITURE	STUDENT ACHIEVEMENT	
					ACT Average Composite	ALL STATE TESTS % of Students Meet & Exceed
Wheaton Warrenville Community School District 200	14,183	914	13.4	$8,293	22.3	79.9
Indian Prairie School District 204	25,068	1,674	13.5	$7,909	22.3	81.8
Barrington School District 220	8,246	510	14.1	$9,909	23.6	83.3
St. Charles Community Unit School District 303	12,300	122	15.1	$8,464	21.7	78.2
Lisle Community Unit School District 202	1,807	122	11.9	$10,824	21.8	76.1
Naperville Community Unit School District 203	19,020	1,109	14.6	$7,935	24.5	85.9
Elmhurst School District 205	7,222	478	13.2	$9,850	22.3	80.0

* Full-Time Equivalents

Detailed Student Achievement Benchmark Data

READING

1999-2003 3rd Grade ISAT Reading Benchmark: Unit Districts (Students without IEPs)

	1999 Exceeds	2000 Exceeds	2001 Exceeds	2002 Exceeds	2003 Exceeds	1999 Meets	2000 Meets	2001 Meets	2002 Meets	2003 Meets	1999 Below	2000 Below	2001 Below	2002 Below	2003 Below	1999 Aca Warn	2000 Aca Warn	2001 Aca Warn	2002 Aca Warn	2003 Aca Warn	1999 Ex+M	2000 Ex+M	2001 Ex+M	2002 Ex+M	2003 Ex+M
Max Benchmark	42.0	44.0	45.0	45.0	51.9	58.0	48.0	55.0	56.8	52.0	13.0	15.0	22.0	18.4	16.2	2.0	3.0	1.0	0.9	1.1	90.0	89.0	89.0	90.7	91.2
Naperville 203	42.0	49.0	42.0	46.0	49.0	48.0	41.0	50.0	47.0	43.0	10.0	10.0	8.0	7.0	7.7	0.0	0.0	0.0	0.0	0.3	90.0	90.0	92.0	93.0	92.0
Benchmark Average	33.5	40.2	39.2	37.5	44.1	54.0	45.8	47.5	49.8	44.8	11.5	13.2	13.0	12.4	10.6	1.0	0.8	0.3	0.3	0.6	87.5	86.0	86.7	87.3	88.8
Min Benchmark	26.0	36.0	30.0	28.6	37.8	48.0	44.0	43.0	45.7	39.3	10.0	11.0	10.0	9.3	8.4	0.0	0.0	0.0	0.0	0.0	84.0	83.0	78.0	80.7	82.7

1999-2003 5th Grade ISAT Reading Benchmark: Unit Districts (Students without IEPs)

	1999 Exceeds	2000 Exceeds	2001 Exceeds	2002 Exceeds	2003 Exceeds	1999 Meets	2000 Meets	2001 Meets	2002 Meets	2003 Meets	1999 Below	2000 Below	2001 Below	2002 Below	2003 Below	1999 Aca Warn	2000 Aca Warn	2001 Aca Warn	2002 Aca Warn	2003 Aca Warn	1999 Ex+M	2000 Ex+M	2001 Ex+M	2002 Ex+M	2003 Ex+M
Max Benchmark	48.0	43.0	56.0	55.4	51.9	75.0	47.0	42.0	43.0	44.5	17.0	17.0	15.0	13.1	13.0	0.0	0.0	0.0	0.2	0.0	88.0	87.0	90.0	91.0	92.0
Naperville 203	52.0	55.0	65.0	61.0	59.1	39.0	38.0	29.0	32.0	34.6	9.0	7.0	6.0	7.0	6.3	0.0	0.0	0.0	0.0	0.0	91.0	93.0	94.0	93.0	93.7
Benchmark Average	39.2	40.8	51.7	50.4	48.8	46.5	45.3	36.0	38.7	40.4	14.3	13.7	12.3	10.8	9.5	0.0	0.0	0.0	0.1	0.0	85.7	86.2	87.7	89.1	89.2
Min Benchmark	9.0	37.0	46.0	43.7	43.6	37.0	44.0	33.0	35.3	38.0	12.0	12.0	10.0	9.0	0.0	0.0	0.0	0.0	0.0	0.0	83.0	83.0	85.0	86.7	87.0

1999-2003 8th Grade ISAT Reading Benchmark: Unit Districts (Students without IEPs)

	1999 Exceeds	2000 Exceeds	2001 Exceeds	2002 Exceeds	2003 Exceeds	1999 Meets	2000 Meets	2001 Meets	2002 Meets	2003 Meets	1999 Below	2000 Below	2001 Below	2002 Below	2003 Below	1999 Aca Warn	2000 Aca Warn	2001 Aca Warn	2002 Aca Warn	2003 Aca Warn	1999 Ex+M	2000 Ex+M	2001 Ex+M	2002 Ex+M	2003 Ex+M
Max Benchmark	40.0	32.0	27.0	24.4	27.7	60.0	65.0	73.0	71.7	68.7	11.0	15.0	13.0	13.1	16.4	0.0	0.0	0.0	0.0	0.0	92.0	92.0	92.0	91.5	91.3
Naperville 203	44.0	39.0	35.0	32.0	32.9	51.0	56.0	60.0	61.0	59.5	4.0	5.0	5.0	6.0	7.6	0.0	0.0	0.0	0.0	0.0	95.0	95.0	95.0	93.0	92.4
Benchmark Average	33.8	29.7	21.7	21.8	23.4	56.7	60.3	68.3	67.4	65.3	9.2	10.0	10.2	10.8	11.4	0.0	0.0	0.0	0.0	0.0	90.5	90.0	90.0	89.2	88.6
Min Benchmark	29.0	25.0	17.0	15.2	18.9	52.0	58.0	65.0	63.1	61.2	8.0	8.0	8.0	8.5	8.8	0.0	0.0	0.0	0.0	0.0	89.0	85.0	87.0	86.9	83.6

2001 11th Grade PSAE Reading Benchmark: Unit Districts (Students without IEPs)

	2001 Exceeds	2001 Meets	2001 Below	2001 Aca Warn	2001 Ex+M
Max Benchmark	27.0	61.0	22.0	5.0	84.0
Naperville 203	27.0	57.0	14.0	2.0	84.0
Benchmark Average	21.3	55.7	20.5	2.0	77.0
Min Benchmark	16.0	50.0	14.0	0.0	72.0

MATHEMATICS

1999-2003 3rd Grade ISAT Mathematics Benchmark: Unit Districts (Students without IEPs)

	1999 Exceeds	2000 Exceeds	2001 Exceeds	2002 Exceeds	2003 Exceeds	1999 Meets	2000 Meets	2001 Meets	2002 Meets	2003 Meets	1999 Below	2000 Below	2001 Below	2002 Below	2003 Below	1999 Aca Warn	2000 Aca Warn	2001 Aca Warn	2002 Aca Warn	2003 Aca Warn	1999 Ex+M	2000 Ex+M	2001 Ex+M	2002 Ex+M	2003 Ex+M
Max Benchmark	47.0	58.0	66.0	66.0	65.8	63.0	49.0	55.0	47.4	43.4	12.0	19.0	9.0	10.5	6.5	2.0	3.0	1.0	1.8	0.5	93.0	96.0	97.0	96.8	97.0
Naperville 203	53.0	56.0	60.0	66.0	63.2	41.0	39.0	36.0	32.0	33.8	5.0	4.0	3.0	2.0	2.6	1.0	1.0	0.0	0.0	0.3	94.0	95.0	96.0	98.0	97.0
Benchmark Average	42.0	47.2	55.0	57.0	58.7	49.8	44.5	39.7	37.5	37.3	7.0	7.2	5.0	4.9	3.8	1.3	1.3	0.2	0.6	0.3	91.8	91.7	94.7	94.5	96.0
Min Benchmark	24.0	30.0	36.0	40.4	53.0	45.0	36.0	29.0	30.7	30.9	6.0	4.0	3.0	3.1	2.9	1.0	1.0	0.0	0.0	0.0	87.0	79.0	91.0	87.8	93.2

1999-2003 5th Grade ISAT Mathematics Benchmark: Unit Districts (Students without IEPs)

	1999 Exceeds	2000 Exceeds	2001 Exceeds	2002 Exceeds	2003 Exceeds	1999 Meets	2000 Meets	2001 Meets	2002 Meets	2003 Meets	1999 Below	2000 Below	2001 Below	2002 Below	2003 Below	1999 Aca Warn	2000 Aca Warn	2001 Aca Warn	2002 Aca Warn	2003 Aca Warn	1999 Ex+M	2000 Ex+M	2001 Ex+M	2002 Ex+M	2003 Ex+M
Max Benchmark	12.0	17.0	20.0	31.7	30.7	80.0	76.0	77.0	70.1	70.1	16.0	13.0	12.0	8.1	8.6	1.0	1.0	0.0	0.5	0.5	89.0	89.0	94.0	94.8	96.1
Naperville 203	10.0	20.0	22.0	28.0	29.7	81.0	75.0	73.0	68.0	67.0	9.0	5.0	4.0	4.0	3.2	0.0	0.0	0.0	0.0	0.1	91.0	95.0	95.0	96.0	96.7
Benchmark Average	9.5	14.2	16.7	26.1	28.0	76.3	73.3	74.2	66.8	66.0	14.0	11.8	9.5	6.9	5.9	0.2	0.2	0.0	0.2	0.2	85.8	87.5	90.8	92.9	94.0
Min Benchmark	8.0	12.0	12.0	22.6	25.7	75.0	70.0	69.0	62.4	60.2	11.0	10.0	7.0	5.2	3.9	0.0	0.0	0.0	0.0	0.0	84.0	86.0	88.0	91.4	90.9

1999-2003 8th Grade ISAT Mathematics Benchmark: Unit Districts (Students without IEPs)

	1999 Exceeds	2000 Exceeds	2001 Exceeds	2002 Exceeds	2003 Exceeds	1999 Meets	2000 Meets	2001 Meets	2002 Meets	2003 Meets	1999 Below	2000 Below	2001 Below	2002 Below	2003 Below	1999 Aca Warn	2000 Aca Warn	2001 Aca Warn	2002 Aca Warn	2003 Aca Warn	1999 Ex+M	2000 Ex+M	2001 Ex+M	2002 Ex+M	2003 Ex+M
Max Benchmark	23.0	31.0	35.0	41.9	42.2	63.0	55.0	56.0	48.3	55.6	35.0	29.0	23.0	20.8	25.0	1.0	1.0	1.0	1.0	0.8	81.0	81.0	85.0	84.8	88.5
Naperville 203	31.0	44.0	40.0	41.0	41.8	56.0	45.0	48.0	48.0	46.6	13.0	10.0	10.0	11.0	11.3	0.0	0.0	1.0	0.0	0.4	87.0	89.0	88.0	89.0	88.4
Benchmark Average	17.8	26.3	29.7	36.5	34.7	53.5	50.0	51.8	45.2	47.6	28.5	23.0	18.0	18.0	17.3	0.3	0.8	0.3	0.4	0.4	71.3	76.3	81.5	81.7	82.3
Min Benchmark	14.0	24.0	24.0	33.3	25.8	42.0	44.0	46.0	41.3	35.0	18.0	18.0	14.0	14.8	10.9	0.0	0.0	0.0	0.0	0.0	65.0	71.0	76.0	79.3	74.2

2001 11th Grade PSAE Mathematics Benchmark: Unit Districts (Students without IEPs)

	2001 Exceeds	2001 Meets	2001 Below	2001 Aca Warn	2001 Ex+M
Max Benchmark	32.0	65.0	24.0	3.0	82.0
Naperville 203	32.0	56.0	12.0	1.0	88.0
Benchmark Average	16.8	60.3	20.8	2.0	77.2
Min Benchmark	13.0	56.0	12.0	1.0	73.0

WRITING

1999-2003 3rd Grade ISAT Writing Benchmark: Unit Districts (Students without IEPs)

	1999 Exceeds	2000 Exceeds	2001 Exceeds	2002 Exceeds	2003 Exceeds	1999 Meets	2000 Meets	2001 Meets	2002 Meets	2003 Meets	1999 Below	2000 Below	2001 Below	2002 Below	2003 Below	1999 Aca Warn	2000 Aca Warn	2001 Aca Warn	2002 Aca Warn	2003 Aca Warn	1999 Ex+M	2000 Ex+M	2001 Ex+M	2002 Ex+M	2003 Ex+M
Max Benchmark	15.0	12.0	13.0	14.7	10.4	71.0	77.0	75.0	81.4	80.5	36.0	32.0	25.0	27.9	27.7	3.0	1.0	3.0	2.1	4.0	85.0	82.0	84.0	88.0	90.7
Naperville 203	17.0	5.0	9.0	11.0	7.5	59.0	77.0	75.0	72.0	75.3	21.0	18.0	15.0	16.0	16.7	2.0	0.0	1.0	0.0	0.6	76.0	82.0	84.0	83.0	82.8
Benchmark Average	10.3	5.3	8.3	7.8	6.7	64.2	71.0	71.2	73.2	73.7	24.2	23.2	18.7	17.5	18.4	1.3	0.8	1.7	1.6	1.2	74.5	76.3	79.5	81.0	80.5
Min Benchmark	3.0	0.0	4.0	4.1	2.0	56.0	64.0	69.0	65.9	66.6	15.0	17.0	14.0	11.2	8.6	0.0	0.0	1.0	0.8	0.0	63.0	68.0	74.0	70.0	71.0

1999-2003 5th Grade ISAT Writing Benchmark: Unit Districts (Students without IEPs)

	1999 Exceeds	2000 Exceeds	2001 Exceeds	2002 Exceeds	2003 Exceeds	1999 Meets	2000 Meets	2001 Meets	2002 Meets	2003 Meets	1999 Below	2000 Below	2001 Below	2002 Below	2003 Below	1999 Aca Warn	2000 Aca Warn	2001 Aca Warn	2002 Aca Warn	2003 Aca Warn	1999 Ex+M	2000 Ex+M	2001 Ex+M	2002 Ex+M	2003 Ex+M
Max Benchmark	62.0	54.0	39.0	25.0	16.4	75.0	66.0	66.0	74.6	81.0	18.0	15.0	16.0	23.2	16.2	0.0	1.0	1.0	1.2	1.1	98.0	96.0	95.0	94.7	93.4
Naperville 203	42.0	43.0	33.0	13.0	10.7	52.0	52.0	63.0	73.0	83.8	6.0	5.0	4.0	14.0	5.1	0.0	0.0	0.0	0.0	0.4	94.0	95.0	96.0	86.0	94.5
Benchmark Average	34.5	35.2	31.0	17.8	11.1	56.2	56.5	60.8	69.1	78.0	9.3	8.2	7.8	12.6	10.4	0.0	0.2	0.2	0.5	0.6	90.7	91.7	91.8	86.9	89.1
Min Benchmark	11.0	25.0	17.0	9.9	8.4	36.0	42.0	55.0	64.6	74.4	2.0	4.0	5.0	5.4	5.9	0.0	0.0	0.0	0.0	0.0	82.0	85.0	83.0	75.7	82.8

1999-2003 8th Grade ISAT Writing Benchmark: Unit Districts (Students without IEPs)

	1999 Exceeds	2000 Exceeds	2001 Exceeds	2002 Exceeds	2003 Exceeds	1999 Meets	2000 Meets	2001 Meets	2002 Meets	2003 Meets	1999 Below	2000 Below	2001 Below	2002 Below	2003 Below	1999 Aca Warn	2000 Aca Warn	2001 Aca Warn	2002 Aca Warn	2003 Aca Warn	1999 Ex+M	2000 Ex+M	2001 Ex+M	2002 Ex+M	2003 Ex+M
Max Benchmark	19.0	31.0	23.0	18.3	15.4	83.0	79.0	75.0	82.0	79.5	29.0	12.0	17.0	14.1	18.0	1.0	0.0	1.0	1.0	1.0	93.0	93.0	92.0	90.9	91.0
Naperville 203	14.0	30.0	22.0	14.0	11.5	76.0	65.0	64.0	73.0	71.8	9.0	5.0	13.0	13.0	16.1	0.0	0.0	1.0	0.0	0.6	90.0	95.0	86.0	87.0	83.3
Benchmark Average	12.8	24.7	15.8	13.5	10.7	66.7	66.7	70.3	74.0	75.4	20.2	8.5	13.2	12.2	13.4	0.2	0.0	0.3	0.4	0.4	79.5	91.3	86.2	87.5	86.2
Min Benchmark	6.0	14.0	13.0	7.0	2.5	52.0	61.0	67.0	66.6	71.7	7.0	7.0	8.0	8.6	8.4	0.0	0.0	0.0	0.0	0.0	71.0	88.0	82.0	84.9	82.0

2001 11th Grade PSAE Writing Benchmark: Unit Districts (Students without IEPs)

	2001 Exceeds	2001 Meets	2001 Below	2001 Aca Warn	2001 Ex+M
Max Benchmark	29.0	71.0	24.0	3.0	88.0
Naperville 203	29.0	61.0	9.0	1.0	90.0
Benchmark Average	14.8	66.3	17.3	1.2	81.2
Min Benchmark	9.0	61.0	9.0	0.0	75.0

SCIENCE

2000-2003 4th Grade ISAT Science Benchmark: Unit Districts (Students without IEPs)

	2000 Exceeds	2001 Exceeds	2002 Exceeds	2003 Exceeds	2000 Meets	2001 Meets	2002 Meets	2003 Meets	2000 Below	2001 Below	2002 Below	2003 Below	2000 Aca Warn	2001 Aca Warn	2002 Aca Warn	2003 Aca Warn	2000 Ex+M	2001 Ex+M	2002 Ex+M	2003 Ex+M
Max Benchmark	38.0	29.0	37.2	36.1	68.0	69.0	67.9	66.9	15.0	11.0	15.7	11.4	2.0	2.0	1.2	2.6	93.0	94.0	94.1	93.6
Naperville 203	31.0	29.0	32.0	34.8	62.0	67.0	62.0	59.6	8.0	4.0	6.0	5.2	0.0	0.0	0.0	0.4	93.0	96.0	94.0	94.4
Benchmark Average	26.8	25.2	29.0	30.1	62.5	64.8	61.4	59.9	10.3	8.7	9.2	9.2	0.3	1.2	0.6	1.2	89.3	90.0	90.3	90.0
Min Benchmark	20.0	19.0	19.8	21.0	55.0	61.0	56.9	55.0	5.0	6.0	5.7	7.7	0.0	0.0	0.0	0.2	85.0	86.0	84.3	86.0

2000-2003 7th Grade ISAT Science Benchmark: Unit Districts (Students without IEPs)

	2000 Exceeds	2001 Exceeds	2002 Exceeds	2003 Exceeds	2000 Meets	2001 Meets	2002 Meets	2003 Meets	2000 Below	2001 Below	2002 Below	2003 Below	2000 Aca Warn	2001 Aca Warn	2002 Aca Warn	2003 Aca Warn	2000 Ex+M	2001 Ex+M	2002 Ex+M	2003 Ex+M
Max Benchmark	38.0	47.0	41.8	42.8	63.0	55.0	64.3	64.0	10.0	11.0	8.5	16.4	2.0	3.0	2.5	3.6	95.0	96.0	95.3	95.8
Naperville 203	42.0	52.0	49.0	46.8	53.0	44.0	48.0	49.6	4.0	4.0	2.0	3.0	1.0	1.0	1.0	0.6	95.0	96.0	97.0	96.4
Benchmark Average	32.7	39.2	35.9	34.1	58.8	53.2	57.2	57.8	7.0	6.2	5.4	6.4	1.7	1.5	1.6	1.8	91.5	92.3	93.0	91.9
Min Benchmark	26.0	33.0	29.4	26.4	55.0	49.0	52.5	52.3	4.0	3.0	3.5	3.5	1.0	0.0	0.8	0.7	89.0	86.0	88.9	80.0

2001 11th Grade PSAE Science Benchmark: Unit Districts (Students without IEPs)

	2001 Exceeds	2001 Meets	2001 Below	2001 Aca Warn	2001 Ex+M
Max Benchmark	25.0	59.0	30.0	4.0	80.0
Naperville 203	34.0	49.0	15.0	2.0	83.0
Benchmark Average	20.7	53.3	23.5	2.3	74.0
Min Benchmark	14.0	48.0	18.0	1.0	69.0

SOCIAL SCIENCE

1999-2003 4th Grade ISAT Social Science Benchmark: Unit Districts (Students without IEPs)

	2000 Exceeds	2001 Exceeds	2002 Exceeds	2003 Exceeds	2000 Meets	2001 Meets	2002 Meets	2003 Meets	2000 Below	2001 Below	2002 Below	2003 Below	2000 Aca Warn	2001 Aca Warn	2002 Aca Warn	2003 Aca Warn	2000 Ex+M	2001 Ex+M	2002 Ex+M	2003 Ex+M
Max Benchmark	19.0	19.0	19.5	22.1	73.0	77.0	74.7	77.3	18.0	19.0	20.4	14.0	3.0	3.0	2.8	1.8	88.0	94.0	90.9	91.1
Naperville 203	19.0	19.0	22.0	24.5	71.0	74.0	70.0	70.7	9.0	6.0	8.0	4.6	1.0	0.0	0.0	0.2	90.0	93.0	92.0	95.2
Benchmark Average	14.5	13.5	15.5	15.5	70.3	75.2	71.4	72.9	13.7	10.2	12.0	10.8	1.7	1.2	1.1	0.8	84.8	88.7	86.9	88.4
Min Benchmark	8.0	2.0	7.4	8.3	68.0	72.0	69.4	69.0	11.0	6.0	8.4	8.2	1.0	0.0	0.0	0.2	80.0	78.0	76.8	84.2

1999-2003 7th Grade ISAT Social Science Benchmark: Unit Districts (Students without IEPs)

	2000 Exceeds	2001 Exceeds	2002 Exceeds	2003 Exceeds	2000 Meets	2001 Meets	2002 Meets	2003 Meets	2000 Below	2001 Below	2002 Below	2003 Below	2000 Aca Warn	2001 Aca Warn	2002 Aca Warn	2003 Aca Warn	2000 Ex+M	2001 Ex+M	2002 Ex+M	2003 Ex+M
Max Benchmark	31.0	34.0	32.6	43.3	61.0	63.0	62.4	61.1	19.0	21.0	22.8	20.4	0.0	0.0	0.3	0.9	89.0	93.0	88.9	91.0
Naperville 203	32.0	35.0	31.0	37.4	58.0	56.0	61.0	53.4	10.0	9.0	8.0	9.1	0.0	0.0	0.0	0.0	90.0	91.0	92.0	90.8
Benchmark Average	24.8	28.7	25.1	29.7	58.3	58.0	59.1	56.8	16.5	13.2	15.7	13.4	0.0	0.0	0.2	0.2	83.2	86.7	84.2	86.5
Min Benchmark	19.0	23.0	15.7	17.6	54.0	50.0	55.2	47.7	11.0	8.0	11.1	9.0	0.0	0.0	0.0	0.0	80.0	78.0	77.1	78.7

2001 11th Grade PSAE Social Science Benchmark: Unit Districts (Students without IEPs)

	2001 Exceeds	2001 Meets	2001 Below	2001 Aca Warn	2001 Ex+M
Max Benchmark	32.0	60.0	25.0	3.0	86.0
Naperville 203	35.0	52.0	11.0	1.0	87.0
Benchmark Average	24.7	53.8	19.0	2.2	78.5
Min Benchmark	16.0	51.0	11.0	1.0	71.0

GRADUATION REQUIREMENTS

Graduation requirements of District 203 reflect the requirements of the School Code of Illinois, expectations for appropriate preparation for post-secondary education and employment, and the mission of the District to prepare students for lifelong learning. The vast majority of students who graduate from Naperville North and Naperville Central High Schools complete more than the minimum requirements, as they take advantage of the wide variety of course offerings available to them.

Each student must successfully complete a minimum of 21 units of credit (a unit is one year or two semesters), including the following specific 16 units:

Communication Arts	3.5 units
Mathematics	2.0 units*
Science	2.0 units
Social Studies	2.5 units
Fine Arts	.5 unit
Applied Sciences and Technology (Business Technology, Home Economics, Industrial Technology)	1.0 unit
Physical Education	3.5 units
Health	.5 unit
Consumer Education	.5 unit

*One unit of computer science may be substituted

- The balance of courses may be selected from any course offerings available to District 203 high school students including those departments listed above, plus the departments of foreign language, music and art.

- Every student must enroll in a physical education course during each semester of attendance, except when enrolled in health.

- Every student is required to perform satisfactorily on the examination of the Constitutions of the United States and the State of Illinois and the display of the flag.

- Within the social studies requirement, one unit of credit is required in United States History and one-half credit in government.

- A one semester course in consumer education is required. Students may elect to take the State of Illinois Consumer Education Proficiency Exam.

- Beginning in the 2004-2005 school year, state law requires that all students take the PSAE in order to graduate.

RECENT ACCOMPLISHMENTS

- 96.6% of District 203 high school students graduate, compared to 86.0% statewide.

- 98% of the Class of 2003, responding to a survey, said they planned to attend college.

- 94.2% of the Class of 2003 took the ACT, achieving a composite score of 24.5, ranking among the highest in the State of Illinois.

- Students at Naperville Central and Naperville North High Schools took 1346 Advanced Placement (AP) Examinations in May 2004. In one year, this reflects an increase of almost 20% over the 1123 AP Examinations taken in 2003. 1100 students registered for these tests in 2002.

- Nearly 39% of the District 203 Class of 2003 took the SAT, earning average scores of 605 (verbal) and 643 (math)—for a composite score that is well above the national norm.

- Naperville Central and Naperville North High School students frequently receive transcript credits or qualify for placement in higher level courses as they enroll in colleges or universities, due to earning high scores on CLEP (College Level Examination Program) and/or AP (Advanced Placement) tests, taken while they are still high school students.

- District 203 eighth graders participated in the 1999 Third International Math and Science Study. Results released in April 2000 revealed that our eighth graders attained the highest score in science and the sixth highest score in mathematics among the 38 nations and consortiums participating in the 1999 TIMSS-R.

- District 203's "New PE" program has been cited for excellence by the Center for Disease Control and has been touted by *Time*, *Newsweek*, *USA Today*, and many other media sources, as well as being featured in a PBS documentary. Madison Junior High serves as the national laboratory site of PE4Life, a non-profit organization based in Washington, D.C., which promotes quality, daily physical education for children. The PE4Life Institute and District 203 were recently awarded a $200,000 federal grant, secured by Congresswoman Judy Biggert, as part of the Omnibus Appropriations Bill.

- From 78-95% of students in District 203 meet or exceed Illinois Learning Standards (variances occur by test and grade level), in contrast to the statewide range of 51-75%.

- District 203 is among the top 14% of the nation's districts with secondary schools receiving the annual "What Parents Want Award" from SchoolMatch, an independent consulting service based in Ohio.

- *Expansion Management* magazine has again awarded District 203 a "Gold Medal" ranking in an evaluation of more than 2,800 metropolitan secondary school systems in the U.S. Only six school districts in Illinois were so recognized.

- The Illinois Tax Foundation credits District 203 with providing top quality education and the most efficient use of tax dollars.

- District 203 has won five awards from the National Network of Partnership Schools, founded by Dr. Joyce Epstein and based at Johns Hopkins University, for its School Family Community Partnership (SFCP) initiatives.

- District 203 holds a Lincoln Award for Commitment to Excellence from the Lincoln Foundation for Business Excellence.

GOVERNANCE

Board of Education

The District 203 Board of Education is charged by Illinois law and the regulations of the Illinois State Board of Education (ISBE) to provide and operate the 21 public schools within its geographical boundaries. It is the function of the Board to set general school policy and, within the framework of ISBE regulations, to establish guidelines that will ensure the proper administration of District 203 programs. Board of Education members are volunteers and receive no salary. The major function of the Board is to hire and evaluate the Superintendent of Schools.

Key Operating Principles for District 203

Problems/issues with parents and students are best solved at the local level.

Principals are accountable for the success of their schools.

Central Office leadership must be responsive to school needs.

A unified K-12 district can provide continuity and coordination of services to students.

Communication with parents and non-parents is critical, along with prompt follow-up to parental and community concerns.

The seven members of the Board of Education are elected for four-year terms; all serve as at-large members. Two Student Ambassadors, one from Naperville Central and one from Naperville North, are selected for one-year terms by fellow members of their student government organizations. These students sit with the Board at all public meetings and participate in discussions, but do not vote.

Members of the community are invited and encouraged to attend public meetings of the District 203 Board of Education to observe its deliberations. Their presence gives Board members the advantage of community interest and feedback.

Superintendent

The Superintendent supervises principals; manages district-wide operations; advises the Board of Education on matters of policy and procedure; implements federal and state laws affecting the school system and regulations of the State Board of Education; provides instructional leadership to educational staff; coordinates internal and external school system communications; coordinates and administers student disciplinary hearings; develops and implements strategies to constructively participate in state legislation and policy development; and links school system resources to state, national, and regional educational practices.

DEPARTMENTAL INFORMATION

Assessment

WHAT DOES ASSESSMENT DO?

The Assessment Department has three main areas of focus: monitoring school system performance, monitoring student performance, and assisting the District in compiling and interpreting data.

HOW DOES ASSESSMENT DO BUSINESS?

The Assessment Department provides data to all teachers and administrators in the District about student achievement. In support of school improvement, data retreats are held yearly to review and analyze achievement data from which school improvement goals are derived. Additional data from curriculum, community, and parents are reviewed and analyzed to assist in the development of action plans to realize the goals.

Yearly standardized achievement testing (ITBS) in grades 3,4 6, and 8 and Cognitive Ability Tests in grades 3 and 4 are organized, distributed, and scored by the Assessment Department. In addition, the state achievement tests in grades 3, 4, 5, 7, 8, and 11 are organized and distributed to schools in the District. In the fall the Assessment Department distributes results from the state tests to schools and parents.

The Assessment Department works with teachers on Assessment Design Teams to create local selected-response and performance tests targeted to key District curriculum objectives/concepts. These tests are delivered and scored electronically. Teachers have immediate access to this data to inform their instruction. The development of assessments and use of assessment technology provides professional growth experiences for staff. Further, staff development on the topic of assessment literacy for administrators has been ongoing.

The Assessment Department is currently constructing a data warehouse that will house all the state, standardized, and local achievement data. Ultimately administrators and teachers will have access to the warehouse to aid them in making decisions about instruction.

Buildings and Grounds

WHAT DOES BUILDINGS AND GROUNDS DO?

The Buildings and Grounds Department includes central and school-based personnel who maintain existing facilities, oversee renovations and additions, and assure life-safety building needs are met.

HOW DOES BUILDINGS AND GROUNDS DO BUSINESS?

The facilities in District 203 are diverse in age, size, design, and structure. The District facilities cover a land area of approximately 210 acres and there are over 2.2 million square feet under roof. The two oldest schools are Ellsworth and Naper Elementary Schools, which were both built in 1929. These facilities are two story structures with solid oak doors, turn-of–the century oak trim, and terrazzo hall floors.

The District's newest building is Kennedy Junior High School, built in 1990. Kennedy is a one-story structure. Many of the instructional areas are comprised of four rooms, which provide the flexibility of being individual classrooms or opening up to one large room for team teaching.

From 1990 through 1992, the District developed and implemented a program to air-condition all its facilities.

BUILDINGS AND GROUNDS STAFF

Each high school has a Facility Manager who works directly with the Director of Buildings and Grounds, and is supported by the District Managers and their teams. Elementary and junior high schools each maintain a Head Custodian, whose first line of communication is with the District Managers. These Facility Managers and Head Custodians oversee their respective custodial staffs, who clean and maintain the buildings, and assist school staff and students. The high schools consist of three shifts, giving the buildings twenty-four hour coverage during the school year. The K-8 buildings have a first and second shift only. There are 147 employees within the Buildings and Grounds Department.

Business Office

WHAT DOES THE BUSINESS OFFICE DO?

The Business Office has primary responsibility for non-instructional support services including:

- Accounting
- Accounts Payable
- Benefit Management
- Budgeting
- Buildings & Grounds
- Cash Management
- District Food Service
- Employee Insurance
- Financial Projections
- Mandated Governmental Reporting
- Negotiations
- Payroll
- Position Control
- Purchasing
- Risk Management
- Transportation

HOW DOES THE BUSINESS OFFICE DO BUSINESS?

With a total staff of 11 employees, the Business Office currently is configured as follows: Bookkeeping (2 positions), Accounts Payable (2 positions), Insurance & Benefits (1 position), Payroll (2 positions), Position Control (1 position) and Purchasing (1 position). The department is supervised by the Assistant Superintendent for Finance and the Director of Support Services and Operations.

Communications and Community Relations

WHAT DOES COMMUNICATIONS AND COMMUNITY RELATIONS DO?

Just as the Curriculum Department is closest to the classroom, the Communications/ Community Relations Department is closest to the community. This function is especially critical since only 30-35% of District 203 households have a child enrolled in public school.

These offices manage hundreds of volunteers and handle hundreds of communiqués during any given school year, serving as a liaison between (and within) schools and communities.

HOW DOES COMMUNICATIONS AND COMMUNITY RELATIONS DO BUSINESS?

These offices are staffed by two administrators (Director of Communications and Director of Community Relations), an administrative assistant and an intern.

The Communications/Community Relations Department has four main areas of focus:

- Coordination of communication with both internal and external stakeholders via publications, web site content and Talk203, our self-subscribing e-mail system;

- Facilitation of media relations by working closely with newspaper and magazine reporters, as well as television and radio stations, to promote District 203 activities, as well as protecting students/staff and handling crisis situations;

- Coordination of District 203 volunteer organizations, which serve students and staff by providing additional support necessary to advancing the mission and creating a margin of excellence. These include the Home & School Association, the School Family Community Partnership, HURRAH, and almost 250 Business Community Education Partners;

- Facilitation of the Naperville Education Foundation activities which enhance the educational program above and beyond what tax dollars can provide. These include general donations, grants, Kid Boosters, Cents for Kids, and the Jeanine Nicarico Memorial Literacy Fund.

A chart of activities of these offices follows.

Timeline of District 203 Communications/Community Relations Activities for 2004-2005

Comm/CR Activities	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
New Teachers' Lunch	—											
General Home & School		————————————————										
Kid Boosters Support		————————————————										
SFCP Core Team		—		—		—		—		—		
SFCP Orientation		—										
Media Volunteers' Workshop			—									
Newsletter Editors' Workshop			—		—							
HURRAH Orientation		—										
Bus/Com/Ed Ex. Council		—		—		—		—		—		—
SFCP Action Team Chairs		———	—			———	—	—				
State Report Cards				———	—							
Community Breakfast				—								
American Education Week				—								
Veterans' Day Activities				—								
NEF Appreciation Break.				—								
Those Who Excel Comm.					—		—		—			
Northern Trust Break.							—					
Excellence in Ed. Dinner										—		
Dist. Awards Reception									—			
HURRAH Apprec. Lunch										—		
NEF Apprec. Breakfast					—							
Retirees Recog. Lunch										—		
NEF Golf Outing												—
Partnership Signings		————————————————										
Dist. Newsletter to Parents	—											
Annual Report				———	—	—						
School Scene 203		—		—		—		—		—		
NCTV Video Productions		————————————————————										
News Releases to Media		————————————————————										
Talk203 Email System		————————————————————										
Staff Directory			———	—								
Quick Facts			———									
District Calendar		————————————————————										
Web site info. updated		————————————————————										
Dist. Profile. et. al. updated			—				—				—	
Community Resource Room		————————————————————										

Curriculum and Instruction

WHAT DOES CURRICULUM AND INSTRUCTION DO?

The Curriculum and Instruction Department plans educational experiences that allow a student to develop the skills necessary to meet the five strands of the District's mission. Each day, each week, each semester, and each year curriculum changes as information increases, new discoveries are made, and societal requirements change priorities for what students must know and be able to do.

Curricular decisions are the most important decisions made by the Board of Education, administration and staff of District 203. It is these decisions that determine the quality of education within each school and the degree to which each student will be ready to continue to learn and function as contributing members of a global society.

HOW DOES CURRICULUM AND INSTRUCTION DO BUSINESS?

District 203 is proud of its curricula which is not only aligned to state standards but national standards as well. District curriculum is written and field tested by District 203 teachers prior to full implementation. Adopted textbooks become resource materials, rather than the curriculum itself.

Continuous improvement is one of the guiding principles upon which the curriculum office operates. School Improvement Plans (SIPs) are required by the Illinois State Legislature and monitored by the Illinois State Board of Education. All SIPs must be aligned with the Illinois Learning Standards. The SIPs focus on the goals of the District and areas of student achievement that have been targeted for improvement.

The inquiry model of curriculum design and instructional delivery allows District 203 to use curriculum to provide knowledge work for students and to assist in the uncovering of important concepts. Inquiry is built around investigation and questioning. Well-crafted questions combine three essential elements: an invitation to engage and think, a topic to think about, and a cognitive focus for how to think. When students think, they demonstrate intelligent behavior. These demonstrations can be observed and measured.

The goals of an inquiry model for curriculum design are:

- To foster students' ability to construct their own knowledge rather than reproduce someone else's knowledge

- To provide learning situations in which students delve in depth into the content and attain understanding and mastery of the material

- Promote meaningful connections between schoolwork and their own experiences and situations outside of school at the learner's appropriate level of understanding

The Curriculum and Instruction Department also supports and oversees competitive grants (Federal, State, and Corporate) and Entitlements (Federal and State).

Human Resources

WHAT DOES HUMAN RESOURCES DO?

The Human Resources Department serves District 203 employees. The department is committed to ensuring effective and efficient use of employee talent to meet the mission and vision of the District.

The Human Resources Department is centralized within the Administrative Center. The demand for human resource services has grown exponentially in the past ten years with the expansion of the District. Currently the department serves approximately 2,400 District employees which include certified and non-certified personnel. The department is responsible for recruiting, managing relations with employee groups, maintaining all personnel and professional growth records, processing and orienting new employees, coordinating retirement procedures, maintaining and revising evaluation procedures, and completing federal, state and local mandated reports. To do the latter, the department maintains records for all school employees.

HOW DOES HUMAN RESOURCES DO BUSINESS?

The Human Resources staff consists of seven employees who report to the Assistant Superintendent for Human Resources. Each staff member in the department has responsibility for a distinct function. Two staff members have responsibility for processing paperwork related to certified and non-certified District employees, respectively. One staff member maintains absence records and related reports for all employees and maintains the online application system. One staff member maintains the Subfinder system and coordinates criminal background checks for new employees. One staff member acts as the secretary to the Assistant Superintendent and performs related tasks such as writing Board memos and tracking retirements, resignations, and terminations. A front desk receptionist position assists the department and assists in student registrations. A new Human Resources Specialist position was created in 2003 to assist the Assistant Superintendent with hiring, employee relations, new employee orientation, and special projects.

The Human Resource department maintains contact with all other departments and schools in the District and works cooperatively with all employee groups represented in the District. There are four collective bargaining units represented in the District. They include: the Naperville Unit Educational Association (NUEA) which represents certified employees; the Naperville Educational Support Professionals Association (NESPA) which represents classroom assistants, office personnel, health technicians and auditorium managers; Naperville Unit Maintenance Association (NUMA) which represents custodians, maintenance and ground personnel; and the Naperville Transportation Association (NTA) which represents bus drivers and mechanics.

An important function of the Human Resources Department is to build relationships with external resources and partners. The Department is available to community members to provide information about subjects such as employment with the District and teacher certification. The Department builds relationships with local colleges and universities so that the need for highly qualified teaching candidates is communicated on an on-going basis. Networking with other local school districts is important so that best practices and issues affecting school districts can be shared. Finally, the Department maintains contact with county and state offices in order to remain current on new legislation affecting school districts.

From a legal perspective, the department monitors the District compliance with the No Child Left Behind (NCLB) Act. Currently, all district teachers are "highly qualified."

Finally, the Human Resources Department ensures compliance with federal and state employment law. The Department also works with the Regional Office of Education for DuPage County and the Illinois State Board of Education to ensure compliance specific to employees in a public school system.

Student Services and Special Education

WHAT DOES STUDENT SERVICES AND SPECIAL EDUCATION DO?

The District 203 Student Services and Special Education Department provides supports and services to over 2500 students between ages 3-21, so that they can derive educational benefit from the curriculum and make continuous progress toward meeting curricular goals and state standards. In partnership with the community, Special Education provides balanced and comprehensive programs in order to give students knowledge, strategies and opportunities to become problem solvers, decision-makers, productive citizens and lifelong learners. In addition, Student Services and Special Education goals link to the District critical goals so that quality work and continuous improvement are embedded in the work of this department.

HOW DOES STUDENT SERVICES AND SPECIAL EDUCATION DO BUSINESS?

The department exists to provide services to students who need modifications, supports and accommodations beyond what can be provided by the classroom teacher, to derive benefit from the District 203 curriculum. Although Special Education is often viewed as a legalistic, complex and bureaucratic process, it is first and foremost about children. Although access to the services can appear to be complicated by the system set up by federal and state laws and guidelines, it is primarily in place to ensure that services will be available to enable all students to make progress toward meeting state and local standards. District 203 is committed to providing quality programs for all students and is working to ensure that students with special needs meet state learning standards.

SPECIAL EDUCATION STATE AND FEDERAL PROGRAMS

FAPE – Free and appropriate
public education

LRE – Least restrictive environment

IEP – Individual educational plans

The process for determining the funding and resources to meet students' needs is guided by three principles, as legislated by the Individual Disabilities Education Act reauthorization of 1997:

As prescribed by federal and state law, the Individual Educational Plan, developed in conjunction with parents, general education staff and special education staff, is the vehicle through which the needs of these students are determined. Based on evaluation of needs, services and type of classroom setting are chosen. Special education offers a range of settings in which instruction is delivered. Insuring that FAPE and LRE, as well as caseload guidelines, are adhered to, from least to most restrictive, these settings include:

- Modifications and accommodations in the classroom

- Resource services to support the classroom curriculum

- Team teaching

- Instructional settings

- Self-contained settings for academic needs and behavioral needs

- Public day alternative schools

- Private day alternative schools

- Residential settings

- Home/hospital tutoring services

In addition to academic instruction, special education is required to deliver related services including speech and language therapy, occupational therapy, physical therapy, adaptive physical education, hearing and vision services, social work, guidance, psychology, health services, assistive technology support, extended school year and transportation services. In addition to the K-12 programs, as required by law, District 203 provides early childhood preschool for 3-5 year old students, extended transitional programs for 18-21 year old students, parochial school services and home/hospital tutoring.

Extra costs for students with special needs are primarily due to transportation requirements, specialized staff and mandated staffing ratios. Although the average cost of educating a student with special needs is higher than the average cost for a regular education student, state funds and federal grant monies and Medicaid funds offset these costs to some degree.

Technology

WHAT DOES TECHNOLOGY DO?

Technology in District 203 currently connects 21 schools, the District office and two other support locations. Some facts about technology in District 203 schools include the following:

- There are 5,000 computers: 1,475 for staff and 3,525 for students

- There are 90 servers handling network operations, data and applications

- The Technology Department maintains 200 software applications

- 25 databases contain student or staff information

- District buildings contain approximately 200 miles of cabling infrastructure

- There is one display device (projector or monitor) for every 4 classrooms

- 28 District staff and 21 building staff provide support and training to teachers, administrators and support staff in the technology area

Internet access is provided to all schools through a central pathway to the Internet. The Technology Department supports all computers, servers, printers, handheld devices and projectors for students and staff. The Technology Department also maintains all software throughout the District, including curriculum-based applications, student information, financial systems, e-mail, Web hosting, and security software.

Technical support is provided through help desk services. Technicians assist teachers, lab aides and other staff members with computer issues that include connectivity to the network, repair, upgrades and new installations.

The Technology Department includes certified teachers who are experts in the use of technology to enhance student learning. These Technology Integration Specialists help their fellow teachers bring technology into the classroom. The Technology Integration Specialists provide professional development classes in technology. They also provide one-on-one assistance to individual teachers and grade level teams.

HOW DOES TECHNOLOGY DO BUSINESS?

There are several operating principles that guide the decision-making process within the District. Three principles to highlight are:

- Evaluate decisions based on student instructional needs

- Purchasing based on best value

- Service-level approach to technical support

The first principle is to evaluate all decisions based on student instructional needs. In the 2003-2004 school year, that principle led the Technology Department to replace older classroom desktop computers with wireless student laptops. The wireless laptops allow teachers to use technology for larger groups, in their classroom, when they are needed. At the same time, schools are purchasing digital projectors as a way to display student and teacher work directly in the classroom. The idea of delivering technology to the center of teaching operations, the classroom, is to integrate technology into normal classroom operations. The wireless laptops make computer technology more of an enhancement tool to instruction rather than another "add-on" subject.

The second operating principle is to make purchases with the eye on providing best value. System purchases are evaluated for their effect on the delivery of service to students and teachers. The Technology Department tends to purchase hardware and software from manufacturers who have delivered exemplary support, in order to minimize support costs.

The third operating principle is a service-level approach to technical support. The Technology Department is refining its help desk service into a series of service-level agreements with the schools and District staff. Service levels are commitments of performance, in such measurable areas as response time and overall time to resolve an issue. The Technology Department is also involved in a study of the technical support requests it receives. The end result of this study will be benchmarked service levels for each category of technical support.

The Technology Department supports the E-rate program. This program provides funding for the telecommunications services such as telephone, data and Internet connections in the District. The Technology Department works with Buildings and Grounds to coordinate the data and Internet side of telecommunications.

The Technology Department also supports the federally funded programs of Special Education, largely by providing students with assistive devices. The Technology Department provides technical support for the Special Education computers assigned to special needs students. The Technology Department tests all software deployed for special needs students.

Transportation

WHAT DOES TRANSPORTATION DO?

While transporting nearly 14,000 students daily, the Transportation Department provides a variety of services in a cost effective manner. The department operates and maintains a fleet of 134 vehicles with a staff consisting of one administrator, one assistant director, one safety coordinator, one dispatcher, one administrative assistant, six maintenance personnel and 158 drivers. The average age of the district bus fleet is four years. Approximately 8% of the fleet is replaced each year.

HOW DOES TRANSPORTATION DO BUSINESS?

District 203 runs a staggered bell schedule (i.e., start times) to maximize efficiency. In general, each bus runs three routes morning and afternoon. Half day kindergarten and special education transportation is provided. District 203 also provides bus transportation for parochial school students. District 203 buses travel over 1.2 million miles each year, which includes over 5,000 field trips.

WHERE WE ARE GOING

What Does the Future Look Like?

Although much has been written about how education in the 21st Century will be fundamentally transformed, most of the prognostication is similar. This list is an adoption of one created for "Breaking Ranks: Changing an American Institution," a report on education reform developed by the National Association of Secondary School Principals (NASSP).

- Schools above all else are learning communities and each school must commit itself to expecting demonstrated academic achievement for every student in accord with standards that can stand up to national scrutiny.

- Schools must function as a transitional experience, getting each student ready for the next stage of life, whatever it may be for that individual, with the understanding that, ultimately, each person needs to earn a living.

- Schools must prepare each student to be a lifelong learner.

- Schools must provide an underpinning for good citizenship and for full participation in the life of a democracy.

- Schools must lay a foundation for students to be able to participate comfortably in an increasingly technological society.

- Schools must equip young people for life in a country and a world in which interdependency will link their destiny to that of others, however different those others may be from them.

- Public school systems must be institutions that unabashedly advocate on behalf of young people.

Trends Affecting District 203

EXTERNAL TRENDS

1. Increased Federal and State accountability (NCLB, IDEA)

2. Requirement to meet all students' needs

3. Increasing community diversity and globalization

4. Increased need for students to be adept at technology

5. Limited revenue options (Federal, State and local)

INTERNAL TRENDS

1. Flat enrollment projections

2. Aging facilities

3. Staff turnover (retirements)

4. Increased students' needs in social-emotional areas

5. Increased need to integrate students with special needs into regular classrooms

6. High community expectations relative to communication, student achievement and responsible use of funds

EXTERNAL TREND 1:
INCREASED FEDERAL AND STATE ACCOUNTABILITY

No Child Left Behind

The requirements of the No Child Left Behind (NCLB) legislation will guide every district, school, and classroom's journey down the path of continuous improvement for all students. NCLB clearly puts the onus on public school systems to nurture hope, opportunity, fairness, and equity; to expect excellence and efficiency from all educators; and to deliver results for all students regardless of race, gender, color, language background, or economic advantage. Adequate yearly progress (AYP) towards meeting the student academic achievement centerpiece of this legislation is measured by annual standards-based achievement tests prepared, disseminated, and scored by the states.

HOW WILL NCLB AFFECT DISTRICT 203?

These key tenets of NCLB have already resulted in changes in focus for District 203:

- Special focus on the lowest achieving subgroup populations of students as part of NCLB (Special Education, low socioeconomic status, Black and Hispanic subgroups)

- Increased data analysis of assessments of students in all subgroups

- Curriculum-based assessment design projects – Assessment for Learning

- Examination of technology supported assessment and practice for students at risk of not meeting standards

- Increased staff development training for all staff

- Exploration of alternative programs for curriculum delivery

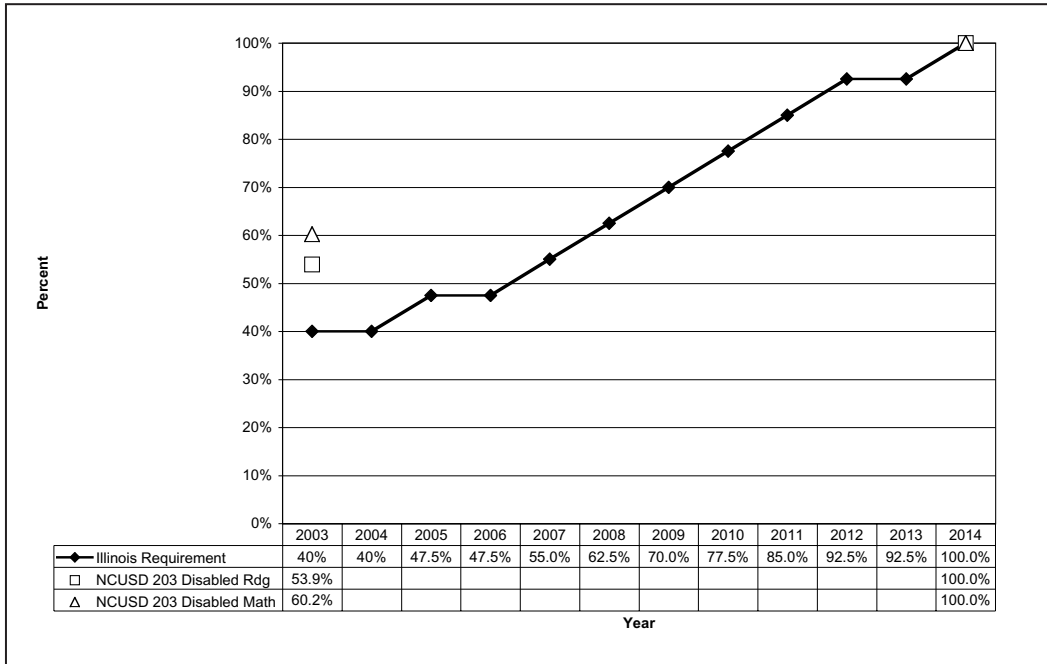- Exploration of sheltered classes for English Language Learner (ELL) students

While the overall goals of No Child Left Behind are laudable, this legislation also presents significant problems for districts. They include:

- Inadequate funding

- Burdensome and difficult reporting requirements

- Unreal expectations for students with special learning needs (e.g. special education and ELL students)

- Overly punitive sanctions

To assist in implementing the requirements of No Child Left Behind, the District is implementing the Just5Clicks program in the fall of 2004. This program will allow access to student achievement data by administrators and teachers for the purpose of making informed, data-driven instructional decisions daily.

As the Illinois standards for making "annual yearly progress" increase between now and 2014 (as required by NCLB), District 203 will be challenged to insure that some "subgroups" identified in the federal law make annual yearly progress (AYP). The following charts indicate that the performance of certain District 203 subgroups, notably special education (disabled) students, low income students, black students, and Hispanic students, must improve first if the district and its individual schools are to avoid the designation of "not making adequate progress" in the immediate future. It should also be noted that some District schools will have a harder time than others in meeting the federal and state standards, as the law has the perhaps unintended consequence of making it harder for more-diverse schools to meet the standards than less-diverse schools.

District 203 Annual Yearly Progress Tentative Projection for Disabled Students – Reading and Math

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Illinois Requirement	40%	40%	47.5%	47.5%	55.0%	62.5%	70.0%	77.5%	85.0%	92.5%	92.5%	100.0%
☐ NCUSD 203 Disabled Rdg	53.9%											100.0%
△ NCUSD 203 Disabled Math	60.2%											100.0%

Year

District 203 Annual Yearly Progress Tentative Projection for Low Income Students – Reading and Math

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Illinois Requirement	40%	40%	47.5%	47.5%	55.0%	62.5%	70.0%	77.5%	85.0%	92.5%	92.5%	100.0%
☐ NCUSD 203 Low Income Rdg	41.8%											100.0%
△ NCUSD 203 Low income Math	43.3%											100.0%
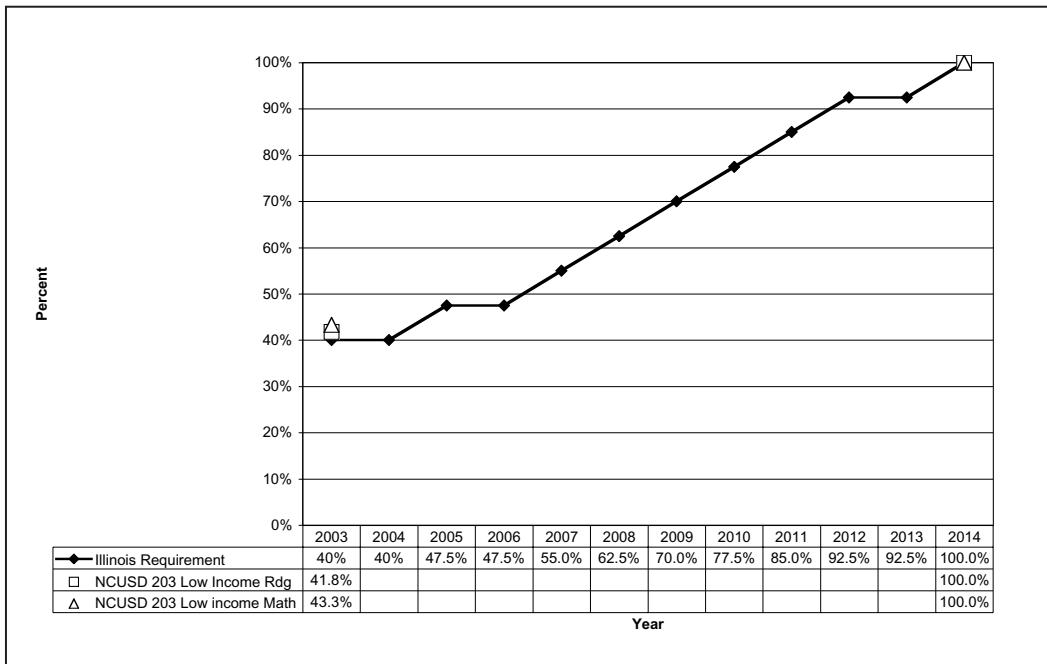
Year

District 203 Annual Yearly Progress Tentative Projection for Black Students – Reading and Math

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Illinois Requirement	40%	40%	47.5%	47.5%	55.0%	62.5%	70.0%	77.5%	85.0%	92.5%	92.5%	100.0%
□ NCUSD 203 Black Rdg	61.9%											100.0%
△ NCUSD 203 Black Math	56.5%											100.0%
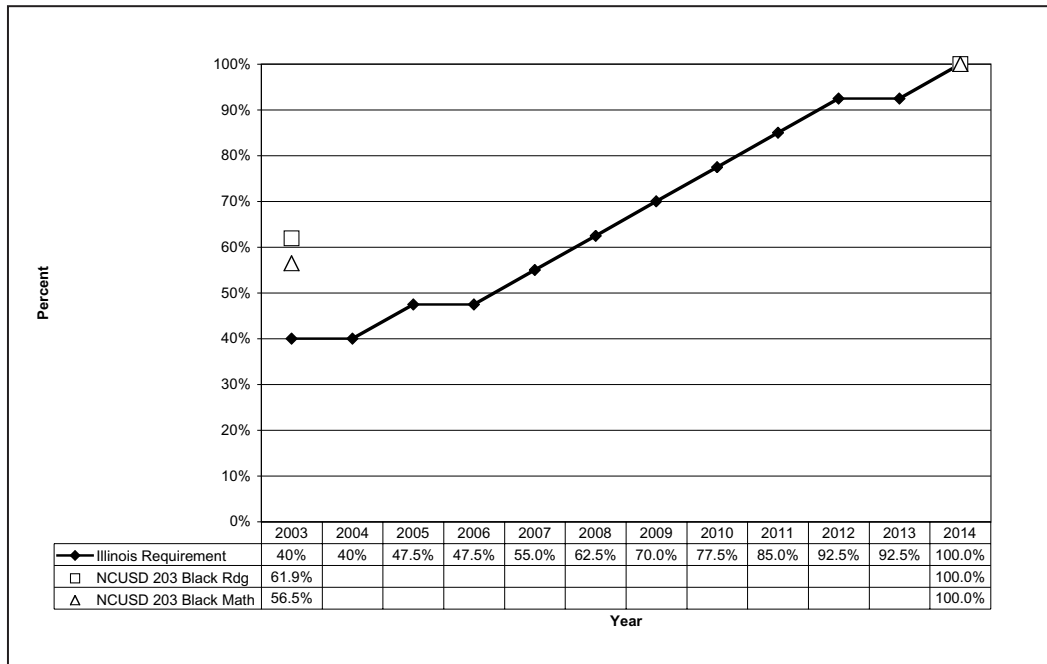
District 203 Annual Yearly Progress Tentative Projection for Hispanic Students – Reading and Math

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Illinois Requirement	40%	40%	47.5%	47.5%	55.0%	62.5%	70.0%	77.5%	85.0%	92.5%	92.5%	100.0%
□ NCUSD 203 Hispanic Rdg	58.8%											100.0%
△ NCUSD 203 Hispanic Math	62.7%											100.0%
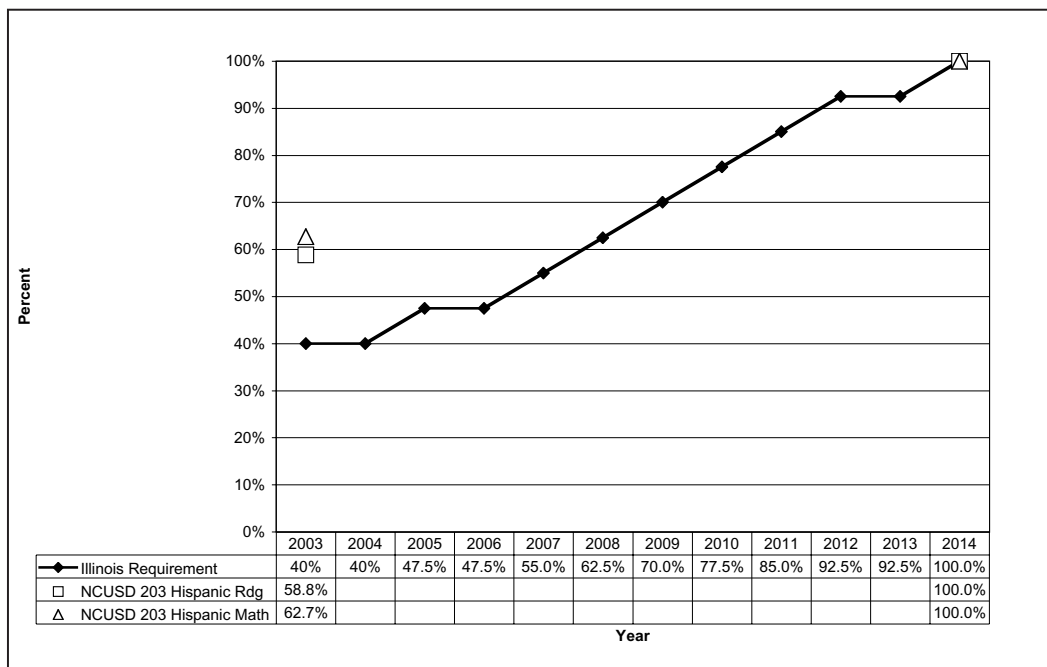
Note that the four previous charts assume that each subgroup will improve dramatically as required by NCLB. If no subgroup growth should occur, then the following table indicates when District 203 would "*not* make adequate progress."

NCLB SUBGROUP	YEAR NOT IN COMPLIANCE IN READING	YEAR NOT IN COMPLIANCE IN MATHEMATICS
Disabled	2007	2008
Low Income	2005	2005
Black	2008	2008
Hispanic	2008	2009

IDEA

The Individuals with Disabilities Education Act (IDEA), first enacted in 1975 and reauthorized in 1997, is the federal law that guarantees all children with disabilities access to a free and appropriate public education and the related services and supports they need to achieve. IDEA was created to help states and school districts to meet their legal obligations to pay part of the expenses of educating children with disabilities. Unfortunately, IDEA has never been fully funded by the federal government.

PROGRAMS SERVING STUDENTS

The resources needed to meet the needs of students with special needs, as well as the reimbursements from federal and state governments, are based on:

- Numbers of students

- Severity of disabilities

- Type of special education setting in which services are delivered

- Amount of time a student is served in a special education setting

- Mandated case loads allowed for each disability

The table that follows provides trend data on numbers of students in each disability category:

Special Education Students Primary Disability Trend Data

IDENTIFIED PRIMARY DISABILITY	2000-2001	2001-2002	2002-2003	2003-2004
Mental Retardation	94	101	102	115
Orthopedic Impairment	31	28	29	30
Specific Learning Disability	1058	1126	1198	1245
Vision Impairment	16	16	16	18
Hearing Impairment	26	34	37	43
Deaf and Blind	0	0	0	0
Speech and Language	527	570	603	603
Emotional Disturbance	156	154	195	165
Other Health Impaired	57	73	99	135
Developmental Delay	42	55	79	70
Autism	52	64	79	107
Traumatic Brain Injury	2	3	3	4
Totals	2061	2224	2440	2535

The following tables provide trend data on the settings in which services are delivered for students in each disability category:

2003-2004 Special Education Students Primary Disability By Setting

IDENTIFIED PRIMARY DISABILITY	Speech and Language	Resource	Instructional	Self Contained	Alternative Setting	Total
Mental Retardation	0	10	47	52	6	115
Orthopedic Impairment	0	20	4	6	0	30
Specific Learning Disability	25	1012	204	2	2	1245
Vision Impairment	9	3	0	1	5	18
Hearing Impairment	26	10	0	2	5	43
Deaf and Blind	0	0	0	0	0	0
Speech and Language	546	20	3	34	0	603
Emotional Disturbance	0	64	50	0	51	165
Other Health Impaired	0	93	25	14	3	135
Developmental Delay	0	11	5	54	0	70
Autism	0	38	22	38	9	107
Traumatic Brain Injury	0	2	2	0	0	4
2003-2004 Totals	606	1283	362	203	81	2535

2002-2003 Special Education Students Primary Disability By Setting

IDENTIFIED PRIMARY DISABILITY	Speech and Language	Resource	Instructional	Self Contained	Alternative Setting	Total
Mental Retardation	0	2	44	53	3	102
Orthopedic Impairment	0	20	4	4	1	29
Specific Learning Disability	27	983	159	25	4	1198
Vision Impairment	9	3	0	1	3	16
Hearing Impairment	15	15	0	3	4	37
Deaf and Blind	0	0	0	0	0	0
Speech and Language	560	15	5	23	0	603
Emotional Disturbance	0	55	63	0	77	195
Other Health Impaired	2	59	20	15	3	99
Developmental Delay	2	10	7	60	0	79
Autism	0	23	0	56	0	79
Traumatic Brain Injury	0	0	3	0	0	3
2002-2003 Totals	615	1185	305	240	95	2440

2001-2002 Special Education Students Primary Disability By Setting

IDENTIFIED PRIMARY DISABILITY	Speech and Language	Resource	Instructional	Self Contained	Alternative Setting	Total
Mental Retardation	1	28	50	11	11	101
Orthopedic Impairment	2	17	8	1	0	28
Specific Learning Disability	9	932	178	4	3	1126
Vision Impairment	8	3	3	2	0	16
Hearing Impairment	13	16	3	2	0	34
Deaf and Blind	0	0	0	0	0	0
Speech and Language	527	8	1	34	0	570
Emotional Disturbance	1	45	56	2	50	154
Other Health Impaired	3	42	18	9	1	73
Developmental Delay	3	4	1	47	0	55
Autism	1	33	18	4	8	64
Traumatic Brain Injury	0	2	1	0	0	3
2001-2002 Totals	568	1130	337	116	73	2224

Trends indicate that the numbers of students, as well as the severity of needs, have been increasing in District 203. However, there are a variety of factors, most significantly the reauthorization of IDEA that is currently in the federal legislature, that may reduce or at least stabilize the number of students in K-12 (particularly in the learning disability category) being provided special

education services. If the reauthorization is passed, federal revenues being provided to meet the needs of these students will increase. Changes that will impact this trend include:

- Focus on the same outcomes for general education and special education students
- Change from compliance monitoring model to a key indicators of success model for special needs students
- Emphasis on meeting needs, instead of labeling students
- Flexible delivery service models that will merge the efforts of regular and special education staff
- Early intervention funding aimed at prevention instead of the current "wait to fail" model
- Reduction in paperwork requirements
- Increased staff development for general education staff

How Will These Trends Affect District 203?

These key tenets of the new reauthorization bill have already resulted in changes in state funding formulas, statewide programs and statewide monitoring. The special education department in District 203 is involved in numerous projects that mirror new federal and state initiatives including:

- Field testing of the flexible delivery service model
- On-line LiveIEP to reduce time with paperwork
- Data analysis of assessments of students with IEPs
- Curriculum-based assessment design projects
- Inclusion partnership with the Illinois State Board of Education
- A secondary reading program project
- A change in transportation delivery
- Parents and community as partners in programs
- Increased staff development training for regular education staff
- Exploration of alternative, less costly, placement options for low incidence students

2004-2005 Program Improvements

NCLB Data Manager

Reporting demands related to state reporting and the No Child Left Behind (NCLB) Act are consuming too much of the Director of Assessment's time and reducing assistance that can be provided to teachers, principals, and the District Superintendent. The position to be filled will be a low-level technical position to assist the Director of Assessment and Quality.

NCLB School-Based Certified Staffing (2 FTE)

To assist schools and the district in meeting the requirements of the No Child Left Behind Act, two teaching positions will be assigned to the two district schools most in danger of not meeting "annual yearly progress." These positions will be assigned annually, based on an analysis of school-by-school data.

NCLB Software

This software will assist schools in diagnosing student strengths and weaknesses as they relate to the assessment of state standards in the ISAT and the PSAE. These tests are the measures used by NCLB.

Assistive Technology Special Education (.5 FTE)

IDEA requires that disabled students be provided with appropriate assistive technology as determined in their IEP. The district needs a part-time coordinator to ensure that students' IEP goals are met.

EXTERNAL TREND 2:
REQUIREMENT TO MEET ALL STUDENTS' NEEDS

General Education Curriculum

District 203 believes that the business of school is providing students with work they find to be engaging and from which they learn those things that are considered by parents and other adults to be important to them and to the future of the culture and society. District 203 designs curriculum that promotes the acquisition of content knowledge as well as develops students' critical thinking skills.

Understanding by Design, by Wiggins and McTighe, is the design model used. The foundation for design and development is **Inquiry**. The inquiry model allows the curriculum to provide knowledge work for students and to assist students in the uncovering of enduring understandings. Inquiry is built around investigation and questions.

CURRICULUM DEVELOPMENT CYCLE

District 203 has a systematic process for designing curriculum. This process engages teachers, parents, and community members in a dialog about best practices. The current development process builds commitment from staff rather than compliance.

The Curriculum Development Process is a seven-year or three-stage cycle. The cycle components are outlined on the chart below.

Curriculum Development Cycle

Stages	Description	Products
Stage 1: Developing a shared understanding of the need for continuous improvement Years 1 & 2	Research and Study • National & State Standards • Best Practice Review of current curriculum	✓ Philosophy Statement
Stage 2: Direction and Focus Years 3 - 5	Develop curriculum for specific discipline(s)	✓ Curriculum Document 　　District outcomes 　　Benchmark standards 　　Learner objectives ✓ ***Understanding By Design*** frameworks to guide implementation ✓ Develop assessments ✓ Evaluation of and selection of resources
Stage 3: Strategic Action Years 6 & 7	Professional Development Implementation Monitor and Evaluate	✓ Workshops ✓ Institute Days ✓ Program evaluation

DESIGNING FOR EXCELLENCE

District 203's commitment to continuous improvement is seen in its review of the middle school programs. After investigating four key themes—team effectiveness, use of time, challenge and rigor, and communication—the Designing For Excellence committee developed and reached consensus on two recommendations for improving the middle school learning experience.

Although District 203's financial situation does not permit the school district to implement the Designing For Excellence recommendations in their entirety, the building and district administration with the support of the committee has decided to implement those recommendations that are feasible at this time. During the 2002-2003 school year, the District began partial implementation at the sixth grade level. Implementation of this plan will continue during 03-04 and 04-05. Professional development opportunities will support the implementation process.

Professional Development

District 203 is able to achieve outstanding results because of its systematic approach to professional development. The professional development is guided by three questions:

- What are all students expected to know and do?

- What must teachers know in order to ensure students success?

- Where must professional development focus to answer both of the
  above questions?

Professional development is results-driven, standards-based, and job-embedded. District 203 follows the work of the National Staff Development Council and aligns professional development with mentoring. District 203 plans to train additional teachers for the Advanced Placement program and will explore "ethics" education for high school students. This added cost will be handled by reducing baseline expenditures.
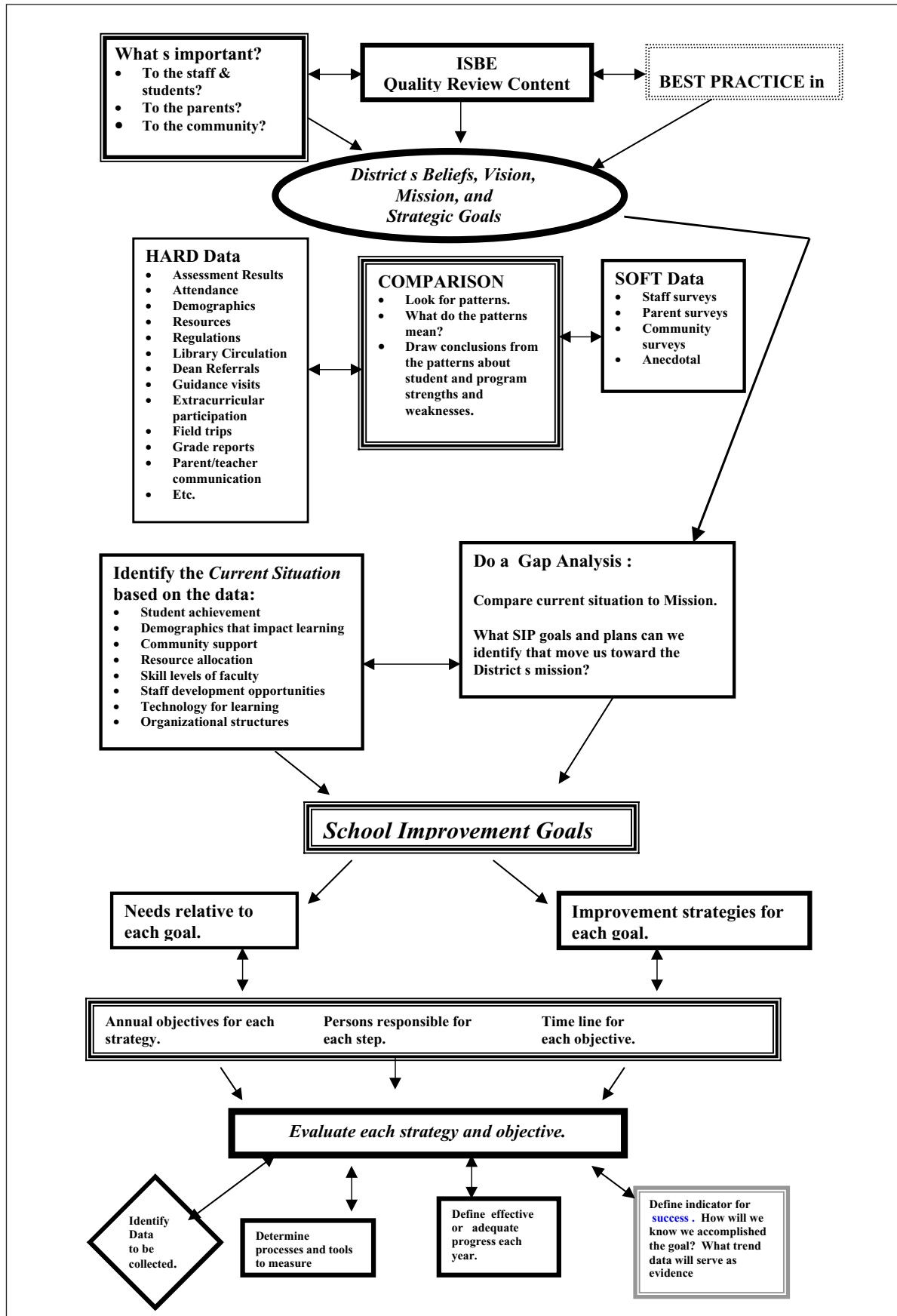
School Improvement Process

The School Improvement Process enhances curricular implementation. Building goals are developed by a team of staff, parents, community members, and students when appropriate. The following components are part of school improvement planning.

- Evidence of teaching and learning

- Evidence of student progress and achievement

- Evidence of the school as a learning community

As the following District Continuous Improvement Model illustrates, each school looks at its student population, their academic achievement, and identifies opportunities for improvement.

District Continuous Improvement Model

What s important?
- To the staff & students?
- To the parents?
- To the community?

ISBE Quality Review Content

BEST PRACTICE in

District s Beliefs, Vision, Mission, and Strategic Goals

HARD Data
- Assessment Results
- Attendance
- Demographics
- Resources
- Regulations
- Library Circulation
- Dean Referrals
- Guidance visits
- Extracurricular participation
- Field trips
- Grade reports
- Parent/teacher communication
- Etc.

COMPARISON
- Look for patterns.
- What do the patterns mean?
- Draw conclusions from the patterns about student and program strengths and weaknesses.

SOFT Data
- Staff surveys
- Parent surveys
- Community surveys
- Anecdotal

Identify the *Current Situation* based on the data:
- Student achievement
- Demographics that impact learning
- Community support
- Resource allocation
- Skill levels of faculty
- Staff development opportunities
- Technology for learning
- Organizational structures

Do a Gap Analysis :

Compare current situation to Mission.

What SIP goals and plans can we identify that move us toward the District s mission?

School Improvement Goals

Needs relative to each goal.

Improvement strategies for each goal.

Annual objectives for each strategy.   **Persons responsible for each step.**   **Time line for each objective.**

Evaluate each strategy and objective.

Identify Data to be collected.

Determine processes and tools to measure

Define effective or   adequate progress each year.

Define indicator for success . How will we know we accomplished the goal? What trend data will serve as evidence

Alternative High School

Currently the District has approximately 80 students in out-of-District placements, 51 of whom have emotional or behavioral issues. Local alternative high school settings (including Indian Prairie's Phoenix School) serve about 30 students each year at a cost of approximately $25,000 per student. Reimbursement from the state is negligible for public day alternative schools. Not only would it be in the best interest of our students, but it would be cost effective to establish an alternative high school setting within District 203. This option needs to be explored.

Medically-Fragile Students

Medical issues for both regular and special education students have been increasing. Issues range from the medically-fragile students who have continuous nursing care, to students with severe allergic reactions, to students using insulin pumps during the school day. The complexity of the medical issues demands a level of expertise outside that of the health technicians who are currently the full time health care providers in the schools. Currently we have a staff of 11.5 school nurses who serve our 21 schools. Nursing caseloads have increased in the last few years.

Students in the Autism Spectrum

The numbers of students diagnosed along the autism spectrum have steadily increased in the past 4 years. Within this population, various subgroups of students, including those who are high-functioning academically but have severe social/emotional issues, have emerged. Their complex needs are currently being addressed in the regular classroom with behavioral specialist support or in private day schools. A continuum of service options, as required by law, necessitates the development of additional programs for these students at each level.

2004-2005 Program Improvements

AP Training

The numbers of District 203 teachers trained to teach AP courses will expand.

Ethics Curriculum

In response to the recommendation from the student achievement indicators community committee, a small group of high school teachers will look at how to enhance the District's ethics curriculum in the summer of 2004.

Nurse (1 FTE)

As the number of medically-fragile children in the district increase, an additional nurse is necessary to maintain reasonable case loads that are comparable with benchmark districts.

Social Skills Programs

A self-contained kindergarten social skills program has been added as an early intervention initiative for students with autism. The primary ED program has been changed to a primary social skills program to address the increase in children with needs in this area.

EXTERNAL TREND 3:
INCREASING COMMUNITY DIVERSITY AND GLOBALIZATION

Diversity and District 203

For District 203, projection data compiled by the Northeastern Illinois Planning Commission anticipate that between the years 2000 and 2030 Naperville is expected to grow to a population of 168,000. Previous census reports and national data would also indicate that the racial diversity of Naperville and District 203 schools will increase. Annual yearly increases in the numbers of students who are English Language Learners (ELL) is also being seen and is expected to increase in the years ahead.

Students' Racial/Ethnic Background and Other Information

	WHITE	BLACK	HISPANIC	ASIAN/PACIFIC ISLANDER	NATIVE AMERICAN	LOW-INCOME RATE	LIMITED-ENGLISH-PROFICIENT RATE	HIGH SCHOOL DROPOUT RATE	CHRONIC TRUANCY RATE	MOBILITY RATE	ATTENDANCE RATE	TOTAL ENROLLMENT
District	80.7%	2.9%	3.3%	13.0%	0.2%	2.3%	1.4%	0.6%	0.2%	6.2%	95.9%	19,020

District 203's Diversity Plan has three goals:

- Increase the number of qualified minority employees

  One of the ways the District is working to meet this goal is expansion and enhancement of our current recruitment practices. A video is planned which will highlight the diversity of our District and will be shared with realtors and universities. The District website will be used for sharing video clips related to diversity as a way to promote Naperville as a community of learners, embracing the richness that diversity brings.

- Research programs promoting social competence for students K-12

  These programs will enhance the environment for all learners. Evidence-based social-emotional learning programs will be reviewed, using the resource developed by CASEL (Collaborative for Academic, Social, and Emotional Learning).

- Develop a District-wide positive climate that fosters acceptance of a diverse workforce

  Support, mentoring, and professional encouragement will be provided to retain minority employees. Areas of best practice within the District will be identified and built upon as appropriate. In the recruitment plan, District 203 will also identify strategies to promote positive building and District climates accepting of a diverse workforce.

Teacher Information (Full-Time Equivalents)

	WHITE	BLACK	HISPANIC	ASIAN/PACIFIC ISLANDER	NATIVE AMERICAN	MALE	FEMALE	TOTAL NUMBER
District	97.8%	1.1%	0.6%	0.5%	0.0%	28.6%	71.4%	1,109

PROGRAMS SERVING DIVERSE NEEDS OF STUDENTS

District 203 programs and services are designed to provide regular education students with the best resources to meet the Illinois Learning Standards. Some of these programs are provided through local, state, and federal funds:

- Early Intervention in Reading (Project LEAP)
- Programs for Academically Talented Students (Enrichment Services, Project Idea, Project Idea+, Honors Mathematics, Advanced Placement)
- English Language Learning
- Title I
- Instrumental Music

ENGLISH LANGUAGE LEARNERS (ELL)

The number of languages and the literacy level of ELL students in District 203 is changing. Students are entering our schools not being literate in their own language. The purpose of the English as a Second Language Program is to serve ELL students and assist the students in achieving their full social and academic potential within the school culture. It is important to instill communicative confidence and develop the four main language skill areas: Listening, Speaking, Reading and Writing. The aim of the program is to assist the content area teachers in providing an optimal learning environment for students. The District recognizes that each student makes a unique contribution to our school culture, and this mutual awareness enables him/her to realize his/her abilities in the school setting.

Improving ELL Service

An increase in ELL staffing for the 2004-2005 school year will allow District 203 to continue to improve the quality of instruction necessary to meet the diverse needs of students receiving ELL services.

- Elementary ELL teacher caseloads are currently between 40-50 students, and in order to meet best practices, should ideally be around 30 students maximum. Additional FTE will allow more students to be serviced in their home school or at a school closer to home, therefore reducing travel time and simplifying transportation issues.

- An increasing number of Spanish-speaking ELL students are enrolling with no English or very limited English. The number of these students is approaching the threshold required for bilingual services. District 203 will investigate bilingual programs during the 2004-2005 school year, as required by Illinois law.

- The majority of students requiring ELL services prior to 2001 were literate in their native language. A significant number of students new to the district since 2001 have had no formal schooling or interrupted schooling for one or more years. Teachers are required to individualize instruction at an increasing level, and are providing support to students/families that was not required in the past. Many of the students enrolling recently will require ELL services for at least 3-4 years and will need much more ELL teacher support than students in the past.

- Prior to 2003-2004, one high school ELL teacher was responsible for 80-100 students. An increase of .6 FTE first semester of 2003-2004 divided the student tutorial class from one to two sections and provided team teaching support in World Cultures and Earth Science. An additional increase of .4 FTE second semester of 2003-2004 divided the tutorial classes into four sections and maintained the team teaching support in the above mentioned classes.

- A 1.0 FTE increase at the high school level for 2004-2005 will allow District 203 to offer sheltered instruction in several classes to better meet the needs of ELL students (Biology, Dynamic Earth Systems, World Cultures, Consumer Education, American Government). A two-period block of instruction will be provided for beginning level ELL students. Additionally, a math class will be provided for students with little or no schooling, or interrupted schooling in their native country. These students are functioning at a primary level in mathematics and require individualized instruction.

English Proficiency Levels of Limited-English-Proficient Students for Fiscal Year 2003

The data on the following tables was collected in response to a change in the Title III reporting requirements at the end of the 2002-2003 school year. This data reflects only students returning to the ELL program for 2003-2004.

District 203 will collect this data in a pre and post format beginning with the 2004-2005 school year. The District will be able to compare proficiency levels over time and watch for patterns and trends of student proficiency.

The 12th grade column is NA because those students had graduated at the time the data was reported.

IDEA Proficiency Test (IPT)

Subject Areas: Listening and Speaking

Proficiency Level	Grade Level													
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
A	4	3	3	0	2	2	1	1	1	9	7	5	NA	38
B	4	0	0	0	1	0	0	0	0	1	1	6	NA	13
C	10	15	7	3	2	3	0	0	0	1	3	5	NA	49
D	10	10	7	2	1	0	2	4	9	1	5	6	NA	57
E	9	0	0	0	0	0	0	0	0	2	1	5	NA	17
F	0	12	6	6	12	7	1	1	0	3	0	8	NA	56
Total	37	40	23	11	18	12	4	6	10	17	17	35	NA	230

Subject Area: Reading

Proficiency Level	Grade Level													
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
No English	0	0	5	1	5	0	5	1	1	11	7	9	NA	45
Limited English	37	40	6	5	9	4	8	5	5	4	7	8	NA	138
Full English	0	0	12	5	2	5	0	0	4	2	3	18	NA	51
Total	37	40	23	11		9	13	6	10	17	17	35	NA	234

Subject Area: Writing

Proficiency Level	Grade Level													
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
No English	0	0	0	1	0	0	0	0	0	4	1	2	NA	8
Limited English	37	37	20	9	15	8	9	3	8	13	16	33	NA	208
Full English	0	3	3	1	1	1	4	3	2	0	0	0	NA	18
Total	37	40	23	11	16	9	13	6	10	17	17	35	NA	234

2004-2005 Program Improvements

ELL Staffing (2 FTE)

One position was used to expand content course offerings (math, science, and social studies) for English language learners in the high school program at Naperville North. One position has been used to pilot bilingual education at the elementary level, as required by Illinois law.

EXTERNAL TREND 4:
INCREASED NEED FOR STUDENTS TO BE ADEPT AT TECHNOLOGY

Education is responding to the need to prepare students for their interaction in a technology-filled world. Three trends in the use of technology are shaping their impact on District 203's future students:

- Portable devices

- Wireless connectivity

- Web-based technology

Portable Devices

Electronic devices are getting smaller, while costing less and having greater features. There is a gradual but steady drop in computer prices. Where the desktop prices ranged from $2,500 to $4,000 ten years ago, they are now $700 to $1,200 from major manufacturers. Laptops are still more expensive than desktops, but prices start as low as $1,100.

New devices are also coming on the scene. Palm devices (like the Palm Pilot and Pocket PC) and tablet PCs are reshaping the conception of what a computing device is. The hybrid of the cell phone, personal digital assistant (PDA) and digital camera is about to become the standard for instant communication. Some software manufacturers are also adapting children's game units for use in the classroom.

Wireless Connectivity

Most new portable devices are coming with built-in connectivity for wireless networks. These networks are springing up in response to user demands for anytime, anywhere connection to remote information. Wireless devices allow students to connect to remote files and Internet information via a wireless connection within the school.

Schools are not alone in developing wireless networks. Offices, hotels, restaurants and airports are creating wireless networks for portable customers.

The real advantage of wireless connectivity in a school is the freedom it brings to move portable devices to the classroom location where they are most needed. Wireless networks promote the kind of just-in-time delivery of learning that is documented to promote retention, along with the uninterrupted connection to the District's network that increases efficiency.

Web-Based Technology

The growth of the Internet's World Wide Web has had a profound affect on the structure of technology. Major software manufacturers have embraced the Web as their standard for delivering applications to the classroom. For example, Microsoft's .NET strategy of Web-based software is the basis for its future development efforts.

In a Web-based application, the application screen looks like a typical browser. The standard look-and-feel allows software more easily deployed, and speeds user training. The communication protocol between the computer and a server is the same as the computer utilizes to access the Web. This allows the application to be distributed across the Web. Parts of the application and data can reside on a computer server in the District, while other information can reside on a remote Web server hosted by the application provider.

Web-based application software is more modular than preceding software generations. Pieces of the software can be updated without replacing the entire program. These updates are often accomplished by remote access from the District Office or the Web. The software offers the potential for more flexibility to meet the changing needs of the school environment.

Effects

The combination of portable devices, wireless connectivity and Web-based technology carry the promise of increased student access to information. Schools will feel the increasing influence of the distributed model for instruction, where the teacher is the coach, enabling students to gather information, analyze it, create new knowledge, and communicate this knowledge to a broader audience.

2004-2005 Program Improvements

Tech Infrastructure (Includes 1 FTE)

The current technology infrastructure in the district cannot maintain the current demands from teachers and administrators. Service to schools has interrupted on numerous occasions in the 2003-2004 school year, which means that teachers and students were unable to rely on the presence of technology (e.g., access to the Internet and e-mail) to support their instructional program.

The following 2004-2005 program improvements are designed to prepare District 203's network infrastructure for the growth of distributed instruction. The goals are to eliminate single points of failure and to provide a stable, secure network.

- Add a full-time Network Engineer position for the technology infrastructure
- Install redundant main switch equipment at the central office
- Install redundant main switch equipment in the school networks
- Upgrade the network firewall – to increase security
- Implement network monitoring software
- Configure virtual private network services - for remote access to network data
- Provide network administration servers
- Provide additional application servers
- Provide a fiber network to the high schools
- Provide backup router equipment and data lines for the junior high schools
- Install a voice mail system for existing District telephones

EXTERNAL TREND 5:
## LIMITED REVENUE OPTIONS

### Overreliance by Illinois on Local Taxes

Revenue by Source 2001-2002

	District	District %	State %
Local Property Taxes	$117,455,958	79.3	55.4
Other Local Funding	$9,294,269	6.3	6.1
General State Aid	$6,041,112	4.1	18.7
Other State Funding	$11,169,671	7.5	12.5
Federal Funding	$4,228,814	2.9	7.3
TOTAL	$148,189,824		

As a result, Illinois ranks 46th in state funding of public education.

Declining State Revenue

Educational Fund – Revenue Comparison
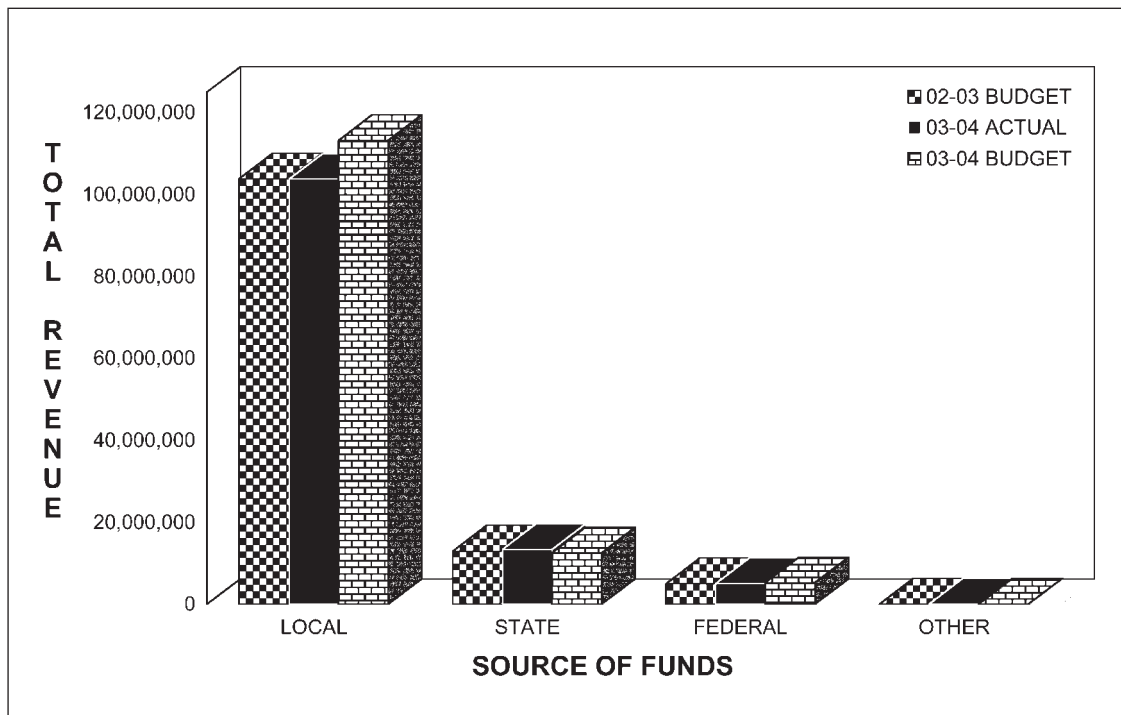
Educational Fund – State Revenue as Percent of Total Revenue
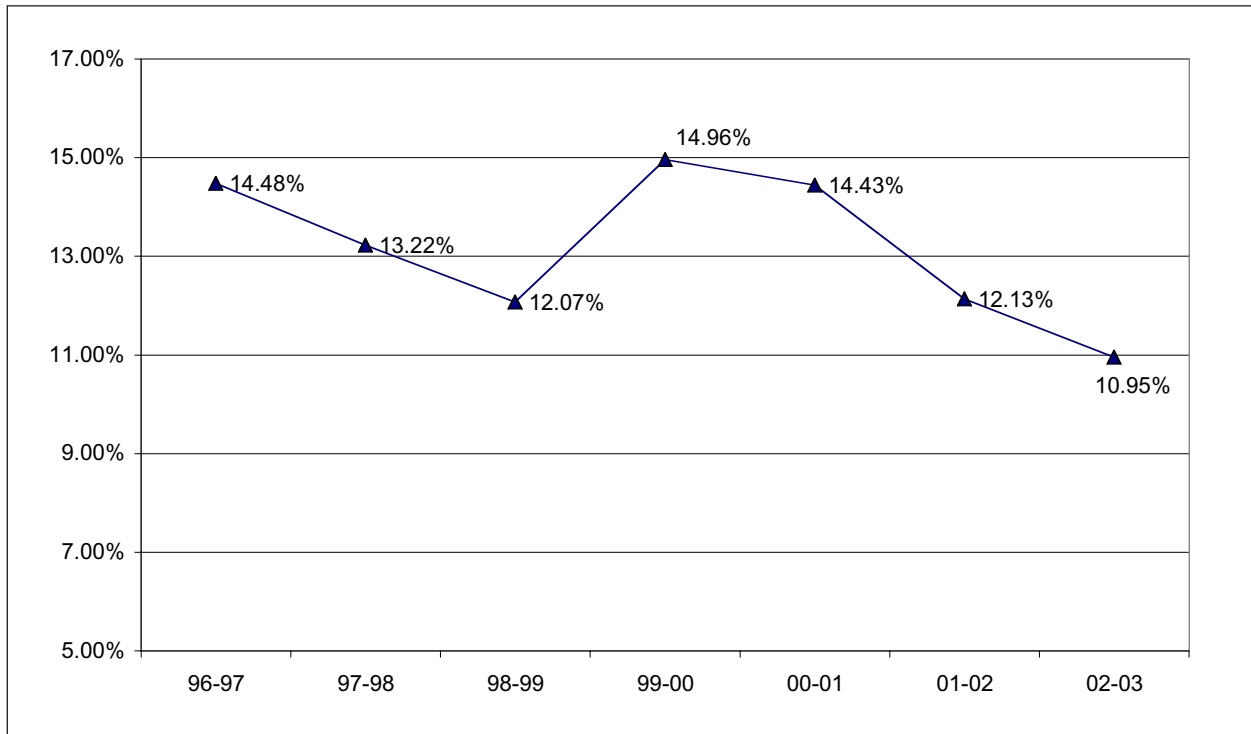
As the above chart indicates, in District 203 state funding, as a percent of total revenue, is decreasing, thus putting an increased burden on local taxpayers.

INTERNAL TREND 1:
FLAT ENROLLMENT PROJECTIONS

Enrollment History

1994 – 2004 Enrollments

FALL	K – 5	6 – 8	9 - 12	TOTAL	%
1994	8558	4053	5048	17,659	+1.9
1995	8605	4127	5189	17,921	+1.0
1996	8617	4193	5287	18,097	+1.0
1997	8571	4246	5293	18,110	0
1998	8701	4351	5422	18,474	+2.0
1999	8618	4429	5576	18,622	+.7
2000	8535	4513	5713	18,761	+.3
2001	8456	4684	5817	18,957	+.7
2002	8372	4652	5996	19,020	+.2
2003	8314	4595	6023	18,932	-.5
2004	8046	4533	6062	18,641	-1.5

Elementary enrollments will continue to decline over the next several years. Junior high enrollments will begin to decline in 2004-2005. Enrollment growth will continue at the high school level until 2006-2007.

The following observations regarding District 203 enrollment should be noted:

1. Elementary enrollment projections will decline as a result of smaller primary classes. Because of class size issues, a reduction in teaching staff may be minimal.

2. Junior high enrollment projections for Kennedy, Lincoln and Jefferson continue to run at student capacity. Enrollment at Kennedy will continue to be high. Enrollment will stabilize and begin to decline in 2004-2005.

3. With peak enrollments occurring at the high schools, facility utilization is maximized. As enrollment increases, it may be necessary to examine our current scheduling practices in order to increase classroom availability. Enrollment will start to decline in 2006-2007.

4. For the 2004-2005 school year two additional portable classrooms will be added to Naperville Central High School, as its enrollment is projected to increase 70 students from the preceding year and the building is already at capacity and beyond.

District 203 average class sizes are higher than the state average.

Instructional Setting

	AVERAGE CLASS SIZE (as of the first school day in May)							STAFF-TO-STUDENT RATIOS			
	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School		Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
District	24.6	24.7	26.0	26.3	26.6	22.7		20.0	19.5	14.6	306.8
State	20.6	21.3	22.5	23.6	22.8	17.6		18.4	18.2	13.8	221.1

Projected Enrollments

Projected enrollments for District 203 are shown in the table below.

Projected Enrollments (Including Special Education)

LEVEL	ACTUAL 2003-2004	ACTUAL 2004-2005	PROJECTED 2005-2006	PROJECTED 2006-2007
Elementary	8314	8046	8017	7920
Junior High	4595	4533	4468	4440
Senior High	6023	6062	6194	6116
Total	18,932	18,641	18,679	18,476

INTERNAL TREND 2:
AGING FACILITIES

District 203 facilities are aging, as illustrated in the following table:

District 203 Building History – Construction and Additions

FACILITY	ORIGINAL CONSTRUCTION	ADDITIONS	FACILITY	ORIGINAL CONSTRUCTION	ADDITIONS
Beebe Elementary School	1955	1961 1983 1986 1990 2001	River Woods Elementary School	1987	N/A 1 mobile classroom
Ellsworth Elementary School	1928	1955 1982 2001	Scott Elementary School	1978	N/A 2 mobile classrooms
Elmwood Elementary School	1960	1965 1991	Steeple Run Elementary School	1977	1990
Highlands Elementary School	1958	1973 1981 1991	Jefferson Junior High School	1970	1973 1998 2000
Kingsley Elementary School	1990	N/A	Kennedy Junior High School	1989	N/A
Maplebrook Elementary School	1974	1987 1991	Lincoln Junior High School	1963	1965 1987 1999
Meadow Glens Elementary School	1989	N/A	Madison Junior High School	1978	1990 1998
Mill Street Elementary School	1966	1986 1997	Washington Junior High School	1977	1990
Naper Elementary School	1929	1955 1980 2001	Naperville Central High School	1950	1955 1963 1968 1987 1992 Two mobile units
Prairie Elementary School	1969	1973 1985	Naperville North High School	1970	1974 1986 1992
Ranch View Elementary School	1985	N/A			

To examine the future needs of District 203 relative to facilities, a community-based task force presented recommendations to the Board of Education in June 2004 on a process to review current facilities and plan for ongoing maintenance and future needs. These process recommendations are being implemented.

In a related area, the District copier equipment has exceeded the normal life cycle and has been replaced. To promote efficiencies in photocopying solutions and to reduce the higher cost of outsourcing, District 203 has also begun implementing enhanced central copying services with 24-hour delivery time to schools.

2004-2005 Program Improvements

Copier Replacements

The copiers in district schools have reached the end of their life cycle (five years). This amount will replace district copiers under a lease-purchase agreement. The replacement copiers will be digital and will require lower maintenance than current equipment.

Printshop Equipment

Printshop/Delivery Service Expansion

These two items will begin implementation of a central district copying service that will provide 24-hour turn around response to teachers and school administrators. Implementation of this system will result in a reduction of outsourced copying costs.

INTERNAL TREND 3:
STAFF TURNOVER (RETIREMENTS)

District 203 is comprised of approximately 2,403 employees which includes certified and support personnel. The District employs a highly educated certified staff with 74% of our teachers holding Master's degrees in 2003. The teaching staff reflects the national applicant population demographics in respect to the ratio of male to female teachers with our staff being 78% female. The chart below shows the number of new certified employees hired by the beginning of the 2003-04 school year.

New Certified Employees Hired for the 2003-04 Year (as of 9/2/03)

- Administrators = 5
- High School = 48
- Jr High School = 32
- Elementary = 34
- Other = 4
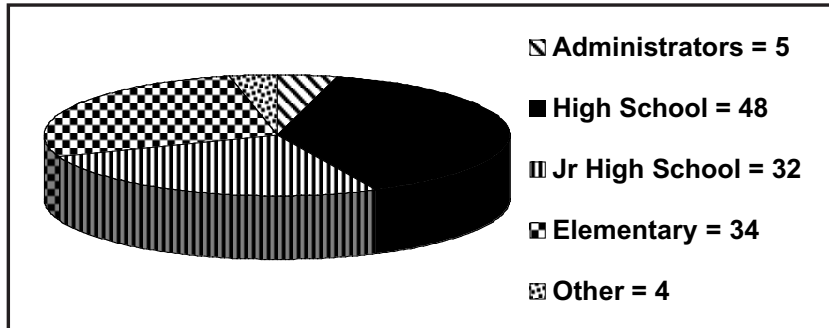
District 203's most challenging employee turnover issue remains the number of teachers who retire each year. District 203 loses most of its staff through retirement, followed by teachers leaving for personal reasons and teachers relocating (see the following two charts).

According to the Center for Educational Statistics, over 2.4 million new teachers will be needed nationwide by 2008 due to attrition, increased student enrollments, and retirements. Like many organizations, Baby Boomer retirement is significantly affecting school staffing issues. According to the Illinois Federation of Teachers there will be 30,000 teachers and administrators eligible for retirement by the beginning of the 2003-04 school year and only 12,500 new teachers are projected to graduate in the state by that time.

Frequently Cited Reasons for Leaving the District
Collected from Employee Exit Surveys (listed in order of frequency)

2000-2001	2001-2002	2002-2003
Retirement	Retirement	Retirement
Dissatisfied with Benefits	Personal	Personal
Relocating	Relocating	Relocating
Better opportunity	Better opportunity	Better opportunity
Personal	Job satisfaction	Seeking part-time work

Retirements and Resignations of Certified Staff

	2000-2001	2001-2002	2002-2003	2003-2004 (AS OF 2/24/04)
Retirements				
Administrators	1	3	6	5
High School	15	11	23	13
Jr. High School	11	4	18	5
Elementary	7	15	10	12
Other	1	1	4	4
Resignations				
Administrators	3	1	2	0
High School	40	17	16	1
Jr. High School	21	7	12	2
Elementary	21	18	20	4
Other	1	1	1	0

Five-Year Staff Profile

	1999-2000	2000-2001	2001-2002	2002-03	2003-2004 (AS OF 10/20/03)
Ave. salary (excluding stipends)	$53,001	$54,251	$56,159	$59,231	$61,591
Ave. salary (including stipends)	$54,559	$55,793	$58,242	$61,241	$63,452
Full-time	1276	1310	1322	1336	1282
Part-time	48	51	58	55	56
Full-time equivalent (FTE)	1219	1248	1262	1270	1275
Males	339	348	345	345	338
Females	937	962	977	991	1000
Salary Schedule placement – highest degree					
Bachelor	337	396	423	396	381
Master	892	909	894	933	951
Doctorate	7	5	5	7	6
Age					
Mean	43.67	43.64	43.8	43.6	43
Median	46.0	46.30	46.5	46.2	46
Mode	49.0	49.5	51.1	42.6	44
Ave. salary new teachers (including stipends)	$36,094	$37,518	$40,130	$45,075	$42,451
Total number of administrators – FTE	70	75	76	76	76
Total Office Employees	149	148	152	153	155
Total Custodial and Maintenance	137	134	139	132	134
Total Bus Drivers and Mechanics	107	125	143	156	157
Total Assistants/Total Hrs/day	457	409	454/2629	460/2574	496/2753
Total Educational Support Supervisors and Exempt employees	36	38	40	40	41

2004-2005 Program Improvements

Mentoring

Mentoring for new teachers is required in Illinois. Working with the teachers' union (NUEA), District 203 plans to implement an improved mentoring program with new elementary school teachers as a field test in the 2004-2005 school year. As retirements and turnover increase, mentoring of new teachers is essential to provide quality teaching to all students. If successful, the field test will be expanded to secondary teachers in 2005-2006.

INTERNAL TREND 4:
INCREASED STUDENTS' NEEDS IN SOCIAL-EMOTIONAL AREAS

The students in District 203, like many students across the state and the country, frequently express concern over the level of stress they encounter in meeting the academic expectations and demands of parents and community. In addition, significant peer pressures identified nationwide impact our students as well, resulting in negative behaviors such as alcohol or drug use, teenage pregnancy, bullying, harassment and aggressive behaviors.

In response to these increasing concerns, the District 203 Board of Education has directed and expects the administration of District 203 to take a leadership role in addressing the social-emotional development of all students. It has been past practice for the Social Work staff to take the lead in formulating programs in this arena, and, with the curriculum department, they have designed prevention programs and in-services related to mental health needs. Most recently, in response to a state mandate, a policy for incorporating social-emotional development into our educational program has been developed.

However, during the 2003-2004 school year, District 203 administration determined that the needs demanded an even greater response and has worked with staff and community to expand ways to address these concerns in a much more targeted, proactive, data-driven, systematic manner.

Illustrative of this enhanced effort is the Superintendent's decision to redefine an existing position to create a Head Counselor position for the 2004-2005 school year. One of the primary tasks of the person in this role will be to assess the counseling services offered to District 203 students, analyze their effectiveness and work closely with staff and community to improve counseling services. This will result in close coordination of all student support services so that guidance counselors, psychologists, nurses and social workers can proactively, efficiently and effectively address student issues.

A second initiative undertaken in the 2003-2004 school year was the District's adoption of the Manners Matrix. The Manners Matrix is a data collection program that has enabled each school to better understand its climate; to pinpoint areas of social-emotional need; to choose programs based on this data; and to evaluate these programs to insure that they are effective in addressing negative behaviors while reinforcing positive and respectful behaviors. A baseline survey was administered to all students (grades 3-12), staff and parents in November. Based on an analysis of the data, each school developed a social/emotional improvement plan. Post surveys, administered in May, are being analyzed to determine the impact of these plans and to assist staff in incorporating social/emotional improvement goals into their 2004-2005 School Improvement Plans.

2004-2005 Program Improvements

Study of Junior High and High School Counseling Services

During the 2004-2005 school year, the Lead Counselor will work with staff to assess the counseling services offered District 203 students and parents, and will meet regularly with counseling and administrative staffs to begin to improve counseling services in District 203 schools.

INTERNAL TREND 5:
INCREASED NEED TO INTEGRATE STUDENTS WITH SPECIAL NEEDS INTO REGULAR CLASSROOMS

Extended-Day Kindergarten

The number of students coming to school lacking oral language development, a rich speaking vocabulary, and an understanding of the richness of language are increasing in District 203. As a result of NCLB, the feasibility of an extended-day kindergarten to enhance and accelerate the learning for certain students may need to be explored.

Special Education

Although the changes in special education law and the delivery of service model should stabilize expenditures for the K-12 population, there are some targeted populations in the special education arena that will present issues that potentially may have a great financial impact on District 203 operations. These include:

PRESCHOOL STUDENTS

There has been a continuing increase in the 3-5 year old population. These students are housed in three different elementary schools. Until the 2003-2004 school year, District 203 did not have any regular education preschool students. This meant that special education students had no inclusion environments where they could receive instruction. Most of the surrounding districts have preschool attendance centers where regular and special education preschool students are educated. As the number of pre-school students increases and as the demand for inclusion settings increases, District 203 must examine alternatives in order to decide if they will build a preschool center or continue to place programs in selected elementary schools.

TRANSITION STUDENTS

Another population that continues to grow is the 18-21 year old special education student group. Because of the complexity and severity of the students now moving through high school, and because of the increased request by parents for transition services, this group has doubled in the past year. Currently these students are housed at Naperville North. However, because of their age and because much of their programming is accomplished in the community, an alternative site would be preferable. Ideally, we would utilize an existing community location but we have not as yet identified an alternative to NNHS.

2004-2005 Program Improvements

Blended Early Childhood Programs

Addition of two blended early childhood programs to increase opportunities for integration with regular education peers.

INTERNAL TREND 6:
HIGH COMMUNITY EXPECTATIONS RELATIVE TO COMMUNICATION, STUDENT ACHIEVEMENT AND RESPONSIBLE USE OF FUNDS

Communication

The major themes of District 203's communications efforts include:

- Support and promotion of the District's vision and mission

- Expectation of excellence in education and fiscal responsibility

- Leadership speaking with one voice

- Communication is defined and practiced as a two-way process. Two-way communication is the foundation of all District communication, so we may continually strive to understand, as much as possible, the needs, perceptions and attitudes of the community we serve

To improve communications, a community advisory committee met from January to June 2004 and has developed recommendations for the future. A previous staff communications advisory committee recommended that District 203:

- Foster commitment to and interaction with its publics

- Declare clear articulation of and unwavering commitment to a vision

- Make a commitment to open, clear and concise communications

- Provide reliable and timely information to community stakeholders

- Demonstrate a willingness to listen

- Inspire trust

Instituted in 2002, the Key Communicator network is the backbone of the community-focused portion of our plan and represents a primary area for implementation of two-way communication. In this program, communication from District 203 will go out to Key Communicators via various channels. The Key Communicator network can communicate District messages to the community, while providing a conduit of information (including attitudes and opinions) back to the leadership. We believe utilizing the existing communication channels and relationship network of our own community will provide the most effective leverage for District 203's communications resources.

To that end, a self-subscribing e-mail notification system, called Talk203, was launched in the fall of 2003 in an effort to expand the Key Communicator base. Field-test schools included Naperville North High School, Lincoln Junior High School, Prairie and River Woods Elementary Schools.

Student Achievement

District 203 spent 6 months working with a citizens' committee to set district-wide academic indicators to insure that student achievement continues to improve. A committee composed of parents, community members, and staff presented its recommendations regarding indicators to the Board of Education in June 2004. Adopted by the Board, three to five student achievement indicators will guide the district's continuing quest for academic excellence. They are: annual individual student progress, student engagement, and participation by students of all ages in enrichment opportunities.

Responsible Use of Funds

When the last rate increase was approved by District 203 voters in 2002, it was based on community recommendations that the District needed to reduce its cumulative deficit to $6 million by 2006 without diminishing the quality of its instructional program.

Since 2002, the District has been helped by rising property values. However, system administrators have had to work very hard to control expenditures because of several unforeseen problems. Some examples include:

- A 45% increase in property insurance rates the year after September 11, 2001

- Health insurance rates that have increased 6 times the CPI in the last three years (36%)

- Historically low interest rates that have cost District 203 $5 million in anticipated revenue since 2002

- Reduced state funding

Nevertheless, District administrators are confident of reaching the financial targets expected by the community.

2004-2005 Program Improvements

Web Manager (.5 FTE)

One person needs to have central responsibility for maintaining and updating the district website.

Talk203

This money will allow the expansion of Talk203 to all school communities.

HOW WE WILL GET THERE

LONG-TERM BUILDINGS AND GROUNDS PLAN

The most recent objective for the Buildings and Grounds Department concerns environmental issues dealing with items like mold, allergies, and high levels of carbon dioxide (CO_2). The District has taken a strong pro-active stand on these issues, as illustrated through its employment of an Air Quality Manager in 1999, and the development of an Air Quality Committee. This past year, the Air Quality Committee developed a website that addresses District air quality issues. The District continually improves the environment for both staff and students through the replacement of energy management systems, upgrading and replacement of HVAC systems, routine maintenance of equipment, staff development, and collaboration with an air quality firm and other governmental agencies.

With the increase in energy costs, coupled with the need for more outside air to meet environmental demands, lowering energy costs has also become a priority. Two focus points where the District will concentrate on reducing rising energy costs is in the replacement of old energy management systems, and light retrofits. The District has been able to hold down the cost of utilities through the use of upgraded technology, and the repair/replacement of the existing HVAC systems. The District will continue to decrease energy use by replacing high-energy use equipment with more efficient equipment. For example, at Madison Junior High School the District replaced the electric domestic hot water heater with a high efficiency natural gas unit.

The District will continue its light retrofit program by replacing high-energy lamps with those with lower demand. The newer fixtures also provide a better rendering of light.

Safety is another high point for the Buildings and Grounds Department. In the past five years, the District has aggressively been replacing the fire alarm systems.

Finally, a community committee is working with District staff to ensure that District 203 facilities have the capacity and functionality to support the District's future instructional programs.

LONG-TERM TECHNOLOGY PLAN

Five goals form the basis for future technology initiatives within the District. They reflect the most important needs of the District's technology infrastructure. The Technology Department is aligning its personnel and expenditures to accomplish these goals over the next three to five years.

1. Stable, Secure Infrastructure
   - Enhance network reliability for communication between schools in the District and to the Internet
   - Identify single points of failure and eliminate them. Improve network security
   - Increase wide area network bandwidth to anticipate increased demand for applications

2. Coordinated District Data
   - Develop connections between the score of applications that process student and teacher data
   - Refine procedures for sharing data between applications. Automate the transfer of student information between applications
   - Develop a central data warehouse for information sharing

3. Exemplary Technical Support

- Provide technical support that is judged exemplary in comparison to other educational institutions
- Establish benchmarks for performance, and create service level agreements between the Technology Department and schools or other departments
- Measure Technology Department technical support against these benchmarks for continued improvement

4. Enhanced Student Learning

- Equip students for their work within the District and their future contributions to society
- Provide access to the necessary software, hardware and systems to support the curriculum
- Initiate a wireless network in all schools, for increased student use in the classroom
- Provide professional development that helps teachers encourage students in the use of technology to meet learning objectives.
- Increase long-distance learning and on-line courses
- Develop minimum technology standards for teachers

5. Web-based Communication

- Produce a comprehensive strategy to use web-based tools for communication and collaboration
- Redesign the District's website. Link school websites to the District 203 site
- Develop an intranet, for students to share information on classroom websites
- Establish an effective method for the District to communicate with parents regarding student assignments and grades
- Encourage teachers to use web-based tools to communicate with students and parents

LONG-RANGE GOALS

Assessment

The goals of the Assessment Department focus on empowering administrators, teachers, and students to make data driven decisions to inform instruction and learning:

1. Expand the use of the data warehouse to administrators and teachers

2. Refine the use of assessment technology

3. Review the use of standardized achievement tests

4. Increase staff understanding of assessment literacy through professional development

5. Develop and implement surveys for staff, students, and parents to provide data for school improvement

6. Develop and implement local assessments for new curriculum.

Business Office

The department maintains a series of ongoing goals:

1. Provide effective cash management to meet financial obligations of the District

2. Develop projections that assess the financial impact of internal and external decisions (staffing, funding, etc.)

3. Develop budgets that reflect the educational goals and objectives as determined through the financial planning process

Communications and Community Relations

The goals of the Communications/Community Relations Department include the following:

1. To continue to expand and implement two-way communication and to work toward deepening a shared understanding of the need for continuous improvement, based on the district's beliefs, vision and mission, by sharing and defining the new mission statement and its objectives with various organizations that have ties to District 203. This will also be accomplished through implementation of some of the recommendations of the three community committees convened from January to June of 2004.

2. To develop a comprehensive video communication process, working with business partner NCTV (Channel 17) to highlight quality work in District 203, as linked to designing quality work for learners. As an example, School Scene 203—Dr. Alan Leis' television show—was launched last year and will continue to feature examples of quality work, via the students and staff responsible for that work.

3. To expand our Key Communicator Network, for the purpose of building leadership capacity. Talk203, the subscription e-mail service, has already greatly expanded the Key Communicator concept. As the result of a recent Talk203 drive, subscribership has increased by about 72%. We will continue to work toward the goal of a 100% increase using figures from the first day of school. This school year will also see the marriage of call-out capability to the e-mail notification system for all schools.

4. To expand and deepen community outreach activities, garner additional funding and enhance alumni relationships. This will be accomplished through development of a Superintendent's Advisory Council (with membership comprised of the various groups which fall under the auspices of the Community Relations umbrella—HURRAH, SFCP, Home & School, Business Partnership Executive Council), as well as an Alumni Association. This year, we will partner with the Curriculum and Technology departments to launch a latitudinal study of District 203 graduates.

Curriculum and Instruction

Through initiatives that focus on increased student achievement for all targeted groups that are data driven, targeted, and flexible, the future academic and financial goals will include:

1. Maximize Federal and State revenues by re-examining Title I

2. Increase student academic achievement

3. Meet the social and emotional needs of students

4. Develop new programs for ELL students.

5. Implement Designing for Excellence Recommendations

6. Implement the recommendations from the K-12 Science Curriculum Development Process.

GLOBALIZATION AND DIVERSITY

As District 203 becomes more diverse, several aspects of our program that may be impacted include:

1. Increased need for foreign language

2. Exploration of teaching a non-traditional language such as Chinese

3. Hot lunch program for elementary schools

4. School staffing may need to reflect a higher percentage of low socioeconomic status students or increased numbers of students with learning needs

5. Additional funding mechanisms for students whose parents are out of work or students who can't afford field trips, athletic participation, etc.

6. Increased need for minority teachers

7. Increased diversity training for students and staff

Human Resources

1. Establish a formal mentoring program for new teachers and administrators

   The use of experienced, successful teachers to mentor new teachers is an effective way to improve the induction of new teachers, promote good teaching methodologies, create a more satisfied group of teachers, and reduce the loss of promising teachers.

2. Increase staff diversity

   According to a National Education Association survey, only one in ten teachers is a minority, whereas almost 40% of students are minorities. The District will continue to be engaged in a number of activities to improve our efforts toward staff diversity. Administrators attend several job fairs across the state each year, especially in the Chicago area, to seek out minority candidates. The District also holds an annual recruitment fair at one of the schools and invites students from education programs in urban areas to attend. Attendance over the past several years has reached close to 600 applicants. The Assistant Superintendent for Human Resources partners with selected colleges to encourage minority students to perform their student teaching assignments in our District.

3. Expand the use of technology within Human Resources to improve efficiency

4. Revise the performance evaluation tool for non-certified employees

Human Resources Future Objectives

OBJECTIVE	POSSIBLE MEASUREMENT INDICATORS
Mentoring	1. Formal interviews with mentors and new teachers.
	2. Questionnaire given to mentors, new teachers, and Principals.
	3. Structured visits by the Mentor Oversight Committee and curriculum coordinators, followed by informal discussions about effectiveness.
Staff diversity	1. The yield ratio of minority teachers and clerical candidates receiving interviews to the number hired.
	2. Number of minority teachers and clerical employees hired compared to the number from previous years.
Technology	Comparison of the length of time to complete the HR task not using technology to the length of time to completion using technology. Calculate cost savings based on time saved
Evaluation document for non-certified employees	Feedback obtained from non-certified employees and their supervisors about the applicability of the evaluation categories to the work those employees do

Student Services and Special Education

Through initiatives that focus on increased regular education and special education staff partnerships; early, data driven, targeted interventions; and a flexible service delivery model, the future academic and financial goals will include:

1. Maximizing federal and state revenues by revamping delivery of service models

2. Increasing student academic achievement

3. Meeting the social and emotional needs of students by providing a safe and secure environment as measured by progress on the Manners Matrix

4. Enhancing internal and external communications

5. Developing new programs to meet the needs of emerging special education populations

FIVE-YEAR FINANCIAL PROJECTION

The Five-Year Financial Projection of District 203 is a working document. It is based on many assumptions, including: current year expenditures, the Consumer Price Index, interest rates, New Construction figures, the Equalized Assessed Valuation of property within the District, student enrollment, and staffing requirements.

The projection is one of the tools utilized by the Board of Education and Administration to assist in the planning of District 203 operations. The purpose of the document is to project the impact of assumptions relative to revenues and expenditures in each of the District's funds. This document is also the starting point for the development of District 203's annual budget.

At a minimum, the projection is updated annually. The most current update is available online at www.ncusd203.org or by contacting the District 203 Business Office at 420-6325.

APPENDIX

DISTRICT 203 STANDARDS

(Developed 1998; from the Standard-Bearer Network)

Developing District-Level Capacity
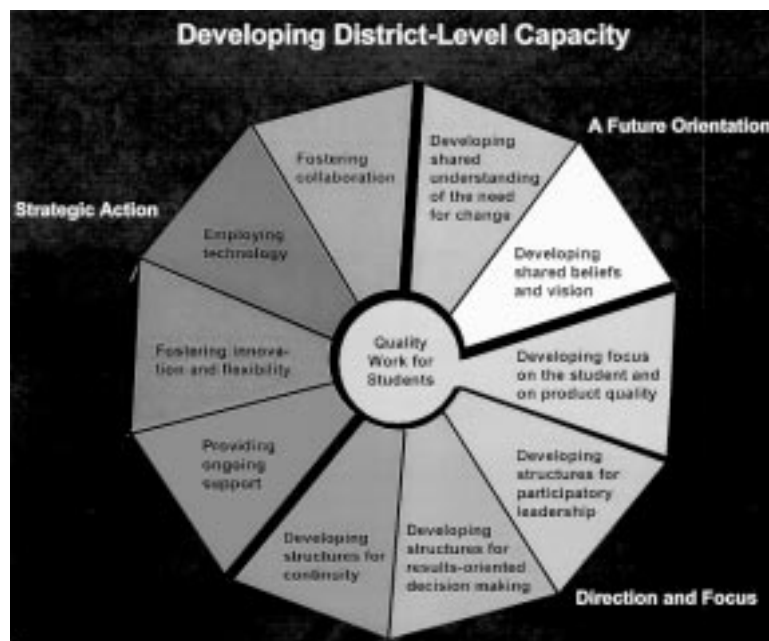
The Standard-Bearer School District Process was developed by CLSR (Center for Leadership in School Reform) and was initiated as a nationwide pilot project by selected school systems in 1998-99. District 203 was the only Illinois system invited to participate by CLSR in 1997.

The Standard-Bearer Process is designed to help school districts evaluate their operating and assessment strategies as they relate to the work of the student. It also is designed to build a process that will address the interests and concerns of all stakeholders within a cohesive organizational structure that supports and promotes innovation and continuous improvement in student achievement and the interactions between teachers and students.

The key to being able to accomplish the District's vision and mission is to clearly understand how the organizational elements contribute to improving the quality of work provided to students. Therefore, District 203 has adopted the following standards as its continuous improvement model:

Standard 1: Develop shared understanding of the need for change

Standard 2: Develop shared beliefs and vision

Standard 3: Develop focus on the student and on product quality

Standard 4: Develop structures for participatory leadership

Standard 5: Develop structures for results-oriented decision making

Standard 6: Develop structures for continuity
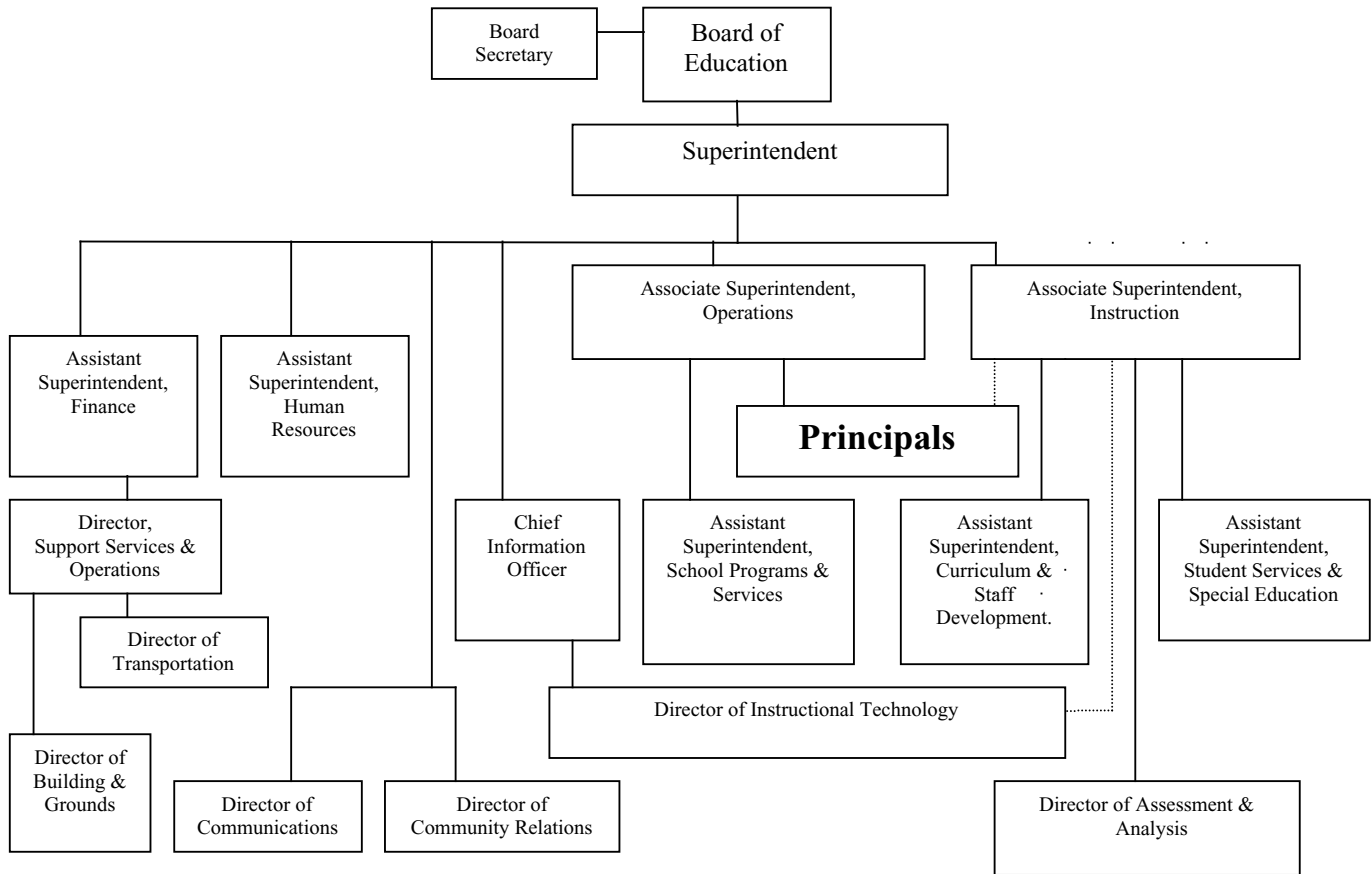
Standard 7: Provide ongoing support

Standard 8: Foster innovation and flexibility

Standard 9: Employ technology

Standard 10: Foster collaboration

HOW ARE WE ORGANIZED?

Effective July, 2004

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                        ┌──────────────┐   ┌──────────────┐
                        │   Board      │───│  Board of    │
                        │  Secretary   │   │  Education   │
                        └──────────────┘   └──────────────┘
                                               │
                                    ┌──────────────────────┐
                                    │    Superintendent     │
                                    └──────────────────────┘
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Associate Superintendent, Operations	Associate Superintendent, Instruction

Principals

| Assistant Superintendent, Finance | Assistant Superintendent, Human Resources | | Chief Information Officer | Assistant Superintendent, School Programs & Services | Assistant Superintendent, Curriculum & Staff Development. | Assistant Superintendent, Student Services & Special Education |

Director, Support Services & Operations

Director of Transportation

Director of Instructional Technology

Director of Building & Grounds

Director of Communications

Director of Community Relations

Director of Assessment & Analysis

WHERE ARE SCHOOLS LOCATED?

Naperville Community Unit School District 203

(A) ADMINISTRATIVE CENTER
Dr. Alan E. Leis, Superintendent
203 W. Hillside Road
Naperville IL 60540-6589
630/420-6300 | FAX 630/420-1066

(1) BEEBE ELEM. SCHOOL
Heather Advani, Principal
110 E. 11th Avenue
Naperville IL 60563-2797
630/420-6332 | FAX 420-6962

(2) ELLSWORTH ELEM. SCHOOL
Richard Allen, Principal
145 N. Sleight Street
Naperville IL 60540-4700
630/420-6338 | FAX 637-7321

(3) ELMWOOD ELEM. SCHOOL
Laura Peterson, Principal
1024 Magnolia Lane
Naperville IL 60540-7596
420-6341 | FAX 637-7348

(4) HIGHLANDS ELEM. SCHOOL
Susan Stuckey, Principal
525 S. Brainard Street
Naperville IL 60540-6600
630/420-6335 | FAX 420-6957

(5) KINGSLEY ELEM. SCHOOL
Catherine Ryan, Principal
2403 Kingsley Drive
Naperville IL 60565-3254
630/420-3208 | FAX 420-3213

(6) MAPLEBROOK ELEM. SCHL.
Dr. Gwen Bockman, Principal
1630 Warbler Drive
Naperville IL 60565-2372
630/420-6381 | FAX 420-6638

(7) MEADOW GLENS ELEM.
Mary Anne Kiser, Principal
1150 Muirhead Avenue
Naperville IL 60565-1689
630/420-3200 | FAX 420-6897

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(Revised July, 2004)

(A) BUILDINGS & GROUNDS
Ralph Weaver, Director
251 W. Hillside Road
Naperville IL 60540-6500
630/420-6583 | FAX 420-6956

(8) MILL STREET ELEM. SCHL.
Mark DeMoulin, Principal
1300 N. Mill Street
Naperville IL 60563-2500
630/420-6353 | FAX 637-4680

(9) NAPER ELEM. SCHOOL
Julie Beehler, Principal
39 S. Eagle Street
Naperville IL 60540-4400
630/420-6345 | FAX 637-7328

(10) PRAIRIE ELEM. SCHOOL
Mary-Ann Porter, Principal
500 S. Charles Avenue
Naperville IL 60540-6897
630/420-6348 | FAX 717-0801

(11) RANCH VIEW ELEM. SCHL.
Karen Currier, Principal
1651 Ranchview Drive
Naperville IL 60565-1755
420-6575 | FAX 420-0915

(12) RIVER WOODS ELEM. SCHL.
Dr. Ruth Badal, Principal
2607 River Woods Drive
Naperville IL 60565-6336
630/420-6630 | FAX 420-6961

(13) SCOTT ELEM. SCHOOL
Nick Micensky, Principal
500 Warwick Drive
Naperville IL 60565-2600
630/420-6477 | FAX 420-6471

(14) STEEPLE RUN ELEM. SCHL.
Michael Scorzo, Principal
6 S. 151 Steeple Run Drive
Naperville IL 60540-3899
630/420-6385 | FAX 420-6935

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(A)SPECIAL EDUCATION DEPT.
Kitty Murphy, Asst. Supt.
203 W. Hillside Road
Naperville IL 60540-6589
630/420-6565 | FAX 420-6566
TDD 420-6567

(T) PUPIL TRANSPORTATION
Elizabeth Myers, Director
595 W. Fifth Avenue
Naperville IL 60563-2907
630/420-6464 | FAX 420-6521

(15) JEFFERSON JR. HIGH
Paul Schmidt, Principal
1525 N. Loomis Street
Naperville IL 60563-1300
630/420-6363 | FAX 420-6930

(16) KENNEDY JR. HIGH SCHOOL
Don Perry, Principal
2929 Green Trails Drive
Lisle IL 60532-6262
630/420-3220 | FAX 420-6960

(17) LINCOLN JR. HIGH SCHOOL
Dr. Daniel Brace, Principal
1320 S. Olympus Drive
Naperville IL 60565-6117
630/420-6370 | FAX 637-4582

(18) MADISON JR. HIGH SCHOOL
Erin Anderson, Principal
1000 River Oak Drive
Naperville IL 60565-2700
420-6400 | FAX 420-6402

(19) WASHINGTON JR. HIGH
Mark Pasztor, Principal
201 N. Washington Street
Naperville IL 60540-4594
630/420-6390 | FAX 420-6474

(20) NAPERVILLE CENTRAL H.S.
Jim Caudill, Principal
440 W. Aurora Avenue
Naperville IL 60540-6298
630/420-6420 | FAX 369-6247

(21) NAPERVILLE NORTH H.S.
Ross Truemper, Principal
899 N. Mill Street
Naperville IL 60563-8998
630/420-6480 | FAX 420-4255

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(A) HUMAN RESOURCES
Dr. Gayle Wahlin, Asst. Supt.
203 W. Hillside Road
Naperville IL 60540-6589
630/548-6002 | FAX 420-1066

JOB OPPORTUNITIES:
Web Site:
www.ncusd203.org
Hotline:
630/420-6260, then
4005 certified or
4004 non-certified

District
203

World Class

WHICH PROGRAMS ARE IN WHAT SCHOOLS?

Locations of Programs 2004-2005

PROGRAM	GRADE(S) SERVED	LOCATION
K-Leap	Kindergarten	All elementary schools
First Grade Leap	1st Grade	All elementary schools
Project Idea	Grades 4-8 Literacy	All elementary schools All junior high schools
Project Idea+	Grades 4-8 Magnet Program	Highlands Elementary Steeple Run Elementary Kennedy Junior High
Honors Mathematics	Grade 3 – 12	All schools
Enriched Classes, Honors Classes, AP Classes	Grade 9-12	Both high schools
English Language Learners	Grades K-12	Beebe Elementary Ellsworth Elementary Maplebrook Elementary Mill Street Elementary Prairie Elementary Scott Elementary Jefferson Junior High School Naperville North High School
Title I Programs	Grade 1 Mathematics & Grade 2 Reading	Beebe Elementary Ellsworth Elementary Naper Elementary Mill Street Elementary Scott Elementary
	Grades 6 & 7 Mathematics	Jefferson Junior High School Washington Junior High School
Instrumental Music	Grades 4-12	All schools
Special Education Early Childhood	Pre-K	Beebe Elementary Elmwood Elementary River Woods Elementary Steeple Run Elementary
Special Education Resource	All grade levels	All schools
Special Education Instructional	All grade levels	Highlands Elementary Kingsley Elementary Maplebrook Elementary Ranch View Elementary All junior high schools Both high schools
Special Education Multineeds	All grade levels	Beebe Elementary Meadow Glens Elementary Madison Junior High Washington Junior High Both high schools
Special Education Social Skills	Primary Kindergarten	Prairie Elementary Steeple Run Elementary
Special Education Emotional	Intermediate All grade levels	Prairie Elementary Jefferson Junior High School Lincoln Junior High School Both high schools
Special Education Transition	Grades 12+	Naperville North High School

Naperville Community Unit School District 203