

KENNEDY JUNIOR HIGH SCHOOL
NAPERVILLE C U DIST 203
LISLE, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 6 7 8

State and federal laws require public school districts to release report cards to the public each year.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	73.9	3.8	1.9	20.2	0.3	1.4	0.1		0.2	3.9	96.8	1,133
District	79.8	3.3	3.4	13.4	0.1	3.0	1.6		0.2	6.1	96.2	18,933
State	57.7	20.8	17.7	3.6	0.2	39.0	6.7		2.1	16.8	94.2	2,060,048

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	100.0
District	100.0
State	96.3

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

Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
			29.1	28.5	
			25.9	26.5	
			23.7	23.1	

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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20.8	19.5	14.5	226.2
19.4	18.8	14.1	208.7

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School		40	40		40	40		80	80		40	40
District		40	40		40	40		80	80		40	40
State		52	50		43	44		105	93		43	44

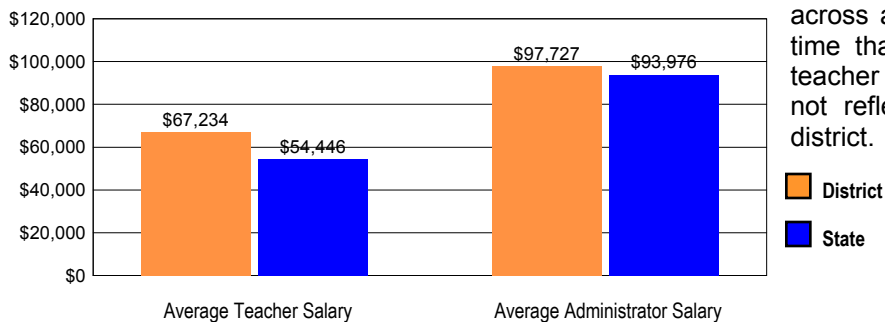
TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.8	0.9	0.7	0.5	0.0	28.0	72.0	1,074
State	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

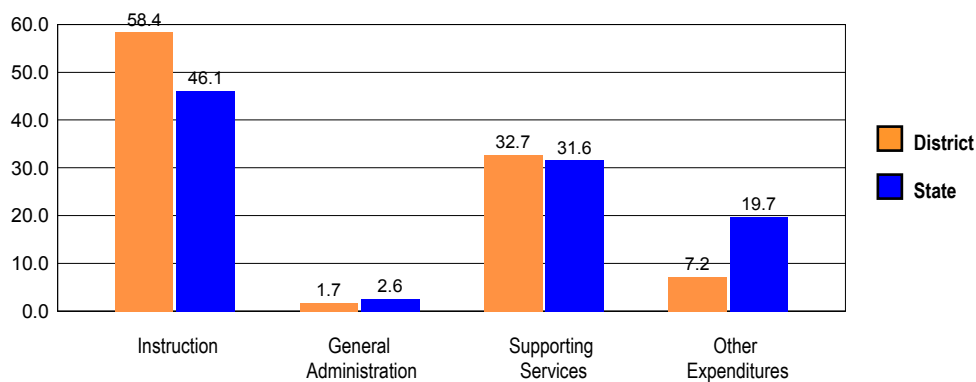
TEACHER INFORMATION (Continued)

	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	1.6	0.0
District	14.5	31.3	68.7	0.3	0.0
State	13.8	51.3	48.6	1.7	1.8

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

SCHOOL DISTRICT FINANCES**TEACHER/ADMINISTRATOR SALARIES** (Full-Time Equivalents)

Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2002-03 (Percentages)

REVENUE BY SOURCE 2002-03				EXPENDITURE BY FUND 2002-03			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$134,105,387	81.5	56.6	Education	\$131,807,504	81.6	70.1
Other Local Funding	\$8,552,008	5.2	5.4	Operations & Maintenance	\$17,829,921	11.0	8.9
General State Aid	\$6,143,487	3.7	17.9	Transportation	\$6,708,861	4.2	3.5
Other State Funding	\$10,628,808	6.5	12.1	Bond and Interest	\$0	0.0	6.0
Federal Funding	\$5,132,991	3.1	8.0	Rent	\$0	0.0	0.0
TOTAL	\$164,562,681			Municipal Retirement/ Social Security	\$4,102,508	2.5	1.5
				Fire Prevention & Safety	\$1,148,942	0.7	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	9.0
				TOTAL	\$161,597,736		

OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$166,421	4.31	\$5,351	\$8,452
State	**	**	\$5,022	\$8,482

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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

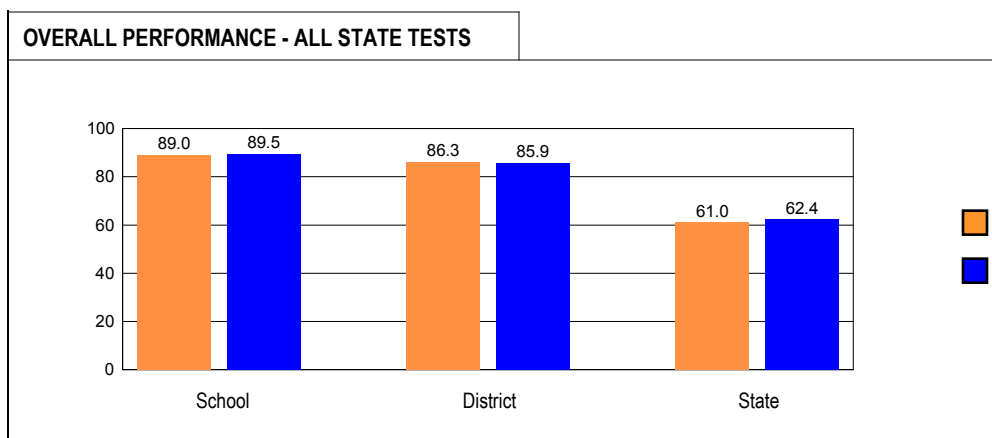
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

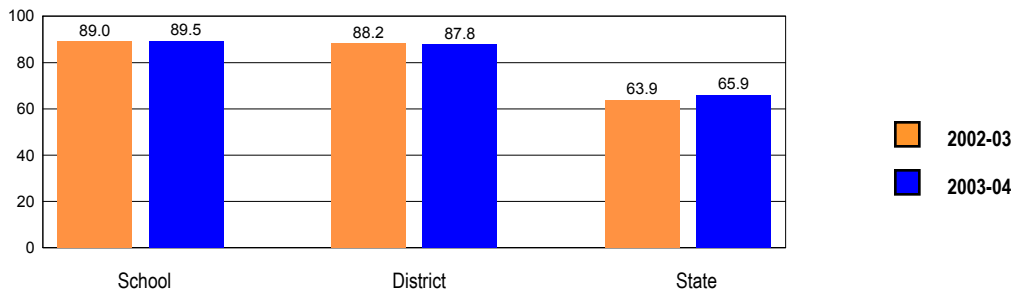
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



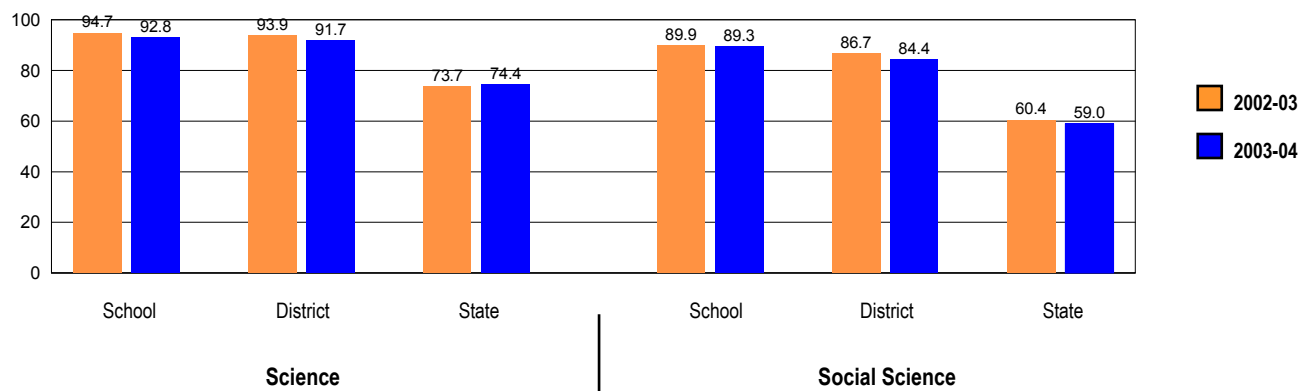
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



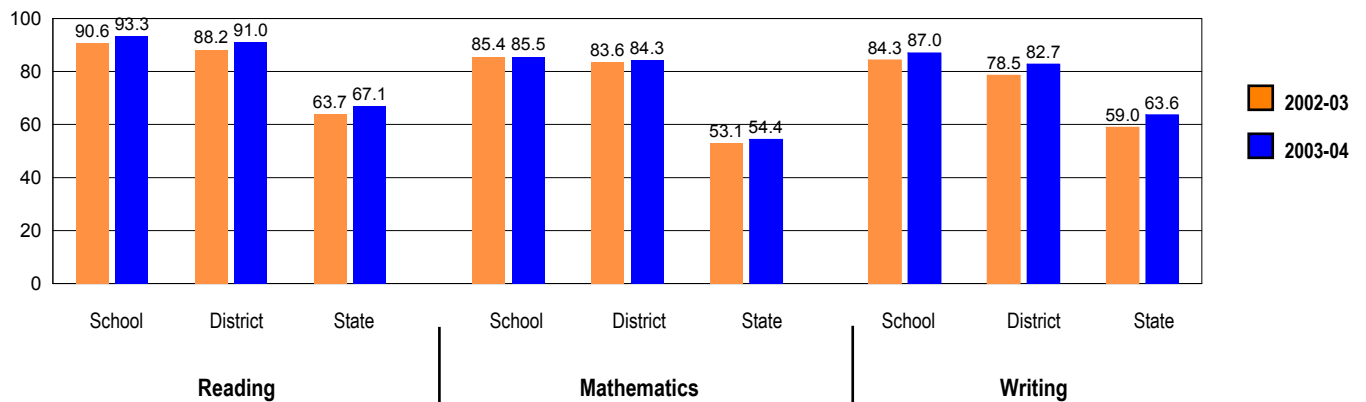
ISAT PERFORMANCE

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

ISAT Grade 7



ISAT Grade 8



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	402	219	183	293	17	11	79	2	0	0	0	32	6
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0					0.0	
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0					0.0	
District	*Enrollment	5,864	3,038	2,826	4,669	185	180	819	10	1	74	0	739	196
	Reading	0.3	0.4	0.2	0.4	0.5	0.6	0.0	0.0		0.0		0.7	0.5
	Mathematics	0.4	0.5	0.2	0.4	0.5	1.1	0.2	0.0		4.1		0.7	0.5
State	*Enrollment	618,426	315,150	303,276	362,539	126,432	103,851	22,726	1,038	1,840	43,504	259	89,425	239,387
	Reading	0.9	1.0	0.8	0.4	2.2	1.2	0.6	2.2	0.7	0.9	7.3	2.4	1.4
	Mathematics	0.9	1.1	0.9	0.4	2.3	1.3	0.6	1.9	0.8	1.3	6.9	2.5	1.5

* Enrollment on the first day of state testing.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 7**Grade 7 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	2.2	5.0	42.5	50.3	0.3	10.4	53.8	35.4
District	2.2	6.1	52.8	38.9	0.3	15.3	55.0	29.4
State	10.4	15.2	57.8	16.6	1.7	39.3	44.3	14.7

Grade 7 - Gender

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Male								
School	1.7	4.0	37.4	56.9	0.0	11.5	48.3	40.2
District	2.8	5.1	48.3	43.8	0.5	14.4	50.4	34.7
State	11.4	14.3	55.1	19.2	2.1	37.7	43.1	17.1
Female								
School	2.7	5.9	47.3	44.1	0.5	9.5	58.9	31.1
District	1.6	7.0	57.8	33.6	0.1	16.1	60.1	23.7
State	9.4	16.1	60.6	13.9	1.3	41.0	45.6	12.1

Grade 7 - Racial/Ethnic Background

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
White								
School	2.3	5.3	45.3	47.2	0.0	10.9	56.6	32.6
District	1.9	5.6	54.7	37.8	0.2	13.9	57.7	28.1
State	5.0	9.3	62.2	23.6	0.8	26.2	51.9	21.2
Black								
School	0.0	20.0	60.0	20.0	0.0	30.0	50.0	20.0
District	6.1	24.5	61.2	8.2	2.0	53.1	36.7	8.2
State	22.8	27.5	46.9	2.8	4.1	67.3	26.3	2.3
Hispanic								
School								
District	10.0	10.0	48.0	32.0	0.0	40.0	32.0	28.0
State	15.8	22.7	55.8	5.7	2.1	55.5	37.8	4.5
Asian/Pacific Islander								
School	2.5	2.5	30.4	64.6	1.3	5.1	45.6	48.1
District	1.5	3.0	40.6	54.8	0.5	7.6	49.2	42.6
State	3.0	6.8	58.8	31.4	0.3	17.9	55.3	26.5
Native American								
School								
District								
State	11.7	15.0	58.6	14.7	1.3	45.1	45.1	8.4
Multiracial/Ethnic								
School								
District								
State	8.6	15.2	59.2	17.0	1.0	38.2	46.3	14.4

Grade 7 - Students with Disabilities

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
IEP								
School	22.6	22.6	41.9	12.9	3.2	61.3	29.0	6.5
District	14.1	28.2	48.8	8.8	2.9	63.5	27.1	6.5
State	32.9	24.4	38.8	3.9	7.9	67.2	21.8	3.0
Non-IEP								
School	0.3	3.3	42.6	53.8	0.0	5.7	56.2	38.1
District	0.7	3.3	53.3	42.7	0.0	9.2	58.5	32.3
State	6.6	13.6	61.1	18.8	0.6	34.5	48.2	16.7

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	6.7	59.4	33.9	0.5	14.0	41.1	44.4	0.5	12.5	76.7	10.3
District	0.1	8.9	61.0	29.9	0.9	14.8	45.1	39.2	1.9	15.4	71.5	11.1
State	1.6	31.3	57.4	9.7	5.6	40.0	37.5	16.9	4.9	31.5	58.7	4.9

Grade 8 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	5.9	61.2	32.9	0.5	11.4	38.8	49.3	0.9	17.5	74.7	6.9
District	0.2	10.7	63.4	25.6	1.0	15.4	43.4	40.2	3.0	22.0	67.9	7.1
State	2.3	35.2	54.6	7.9	6.7	39.4	36.0	17.8	7.5	38.8	50.7	3.0
Female												
School	0.0	7.7	57.1	35.2	0.5	17.0	44.0	38.5	0.0	6.6	79.1	14.3
District	0.0	6.9	58.4	34.7	0.8	14.1	46.9	38.1	0.7	8.2	75.5	15.6
State	0.8	27.3	60.3	11.5	4.4	40.5	39.0	16.1	2.2	24.0	66.8	6.9

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School	0.0	7.5	64.2	28.3	0.7	15.0	47.4	36.9	0.7	13.1	78.4	7.9
District	0.1	7.7	63.8	28.4	0.6	14.3	49.2	35.9	1.8	15.5	72.7	10.0
State	0.9	22.8	63.2	13.1	3.1	30.2	43.8	22.9	3.6	26.4	63.6	6.4
Black												
School	0.0	12.5	50.0	37.5	0.0	31.3	56.3	12.5	0.0	12.5	68.8	18.8
District	2.0	22.4	57.1	18.4	10.2	30.6	49.0	10.2	6.1	28.6	57.1	8.2
State	3.4	48.3	45.7	2.6	13.3	62.1	21.6	3.0	9.1	44.7	45.0	1.3
Hispanic												
School	0.0	9.1	81.8	9.1	0.0	36.4	54.5	9.1	0.0	18.2	72.7	9.1
District	0.0	36.8	55.3	7.9	5.3	52.6	31.6	10.5	8.1	21.6	67.6	2.7
State	2.0	46.7	48.3	3.0	6.2	55.1	32.7	6.0	5.3	38.2	54.5	2.0
Asian/Pacific Islander												
School	0.0	2.5	39.2	58.2	0.0	2.5	12.7	84.8	0.0	7.6	74.7	17.7
District	0.0	8.0	45.3	46.8	0.0	6.5	20.9	72.6	0.5	10.0	69.0	20.5
State	0.4	18.1	62.1	19.4	1.2	17.8	39.4	41.6	1.4	16.7	69.9	12.0
Native American												
School												
District												
State	0.8	27.2	61.9	10.1	5.8	38.8	43.5	11.9	7.3	30.9	57.1	4.6
Multiracial/Ethnic												
School												
District												
State	1.8	31.7	57.7	8.8	6.2	47.4	31.3	15.1	4.4	33.4	59.1	3.1

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP												
School	0.0	32.3	58.1	9.7	6.5	61.3	25.8	6.5	3.4	31.0	65.5	0.0
District	1.2	38.0	57.1	3.7	6.8	58.0	28.4	6.8	15.1	43.4	40.3	1.3
State	9.0	66.8	23.1	1.1	27.2	59.0	11.9	2.0	25.2	51.6	22.9	0.4
Non-IEP												
School	0.0	4.6	59.5	35.9	0.0	10.0	42.4	47.6	0.3	11.1	77.6	11.1
District	0.0	5.5	61.5	33.0	0.2	9.8	47.0	43.0	0.4	12.2	75.1	12.3
State	0.3	25.2	63.4	11.2	1.9	36.7	42.0	19.5	1.5	28.2	64.6	5.7

2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
Is this School making AYP in Reading?	Yes
Is this School making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		40.0			40.0			89.0		66.0	
All	100.0	Yes	100.0	Yes	93.0		Yes	85.5		Yes	96.8	Yes		
White	100.0	Yes	100.0	Yes	92.4		Yes	84.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander	100.0	Yes	100.0	Yes	97.4		Yes	97.4		Yes				
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.

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

3. At least 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/03.

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

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

The Illinois State Board of Education compiled this “School Report Card” as an instrument for you to use in evaluating local and statewide public education. The No Child Left Behind Act of 2001 requires states to communicate with parents regarding the school’s and district’s performance in twenty key categories. The achievement target must be met annually in all twenty categories by each school and by the district as a whole.

According to the No Child Left Behind legislation, school districts are required to inform the community when any of the sub groups of students does not meet standards in reading or mathematics. The subgroup of Limited English Proficient students in District 203 did not make Adequate Yearly Progress in reading achievement for 2004. The district missed meeting the standard for that subgroup by 0.6%. The district has identified strategic actions related to this deficiency. District 203 increased the number of staff working with students with limited English. Co-taught sheltered content courses are being offered at the high school level to provide both language support and content support. In addition, the district designed curriculum and purchased resources to assist students in accelerating their English learning in order to access the content knowledge in reading and mathematics.

Naperville Community Unit School District 203 continues to use the Standard Bearer Process to assess its capacity to meet the needs of all students. District 203 regularly analyzes student achievement data and uses this data to revise and refine its curriculum.

Each of the 21 schools in District 203 develop and implement a School Improvement Plan (SIP) aligned with the district goals to assure continued student success. Each school’s School Improvement Plan and the District 203 Strategic Plan includes goals for student progress and achievement, teaching and learning, and the school as a learning community. The School Improvement Plan and the District 203 Strategic Plan are frameworks that let you “know what the school/district is designed to do, which means the school/district has identified its priorities, concerns and articulated the basic values toward which the school is oriented..” (Inventing Better Schools, P. Schlechty)

The School Improvement Goal for Kennedy Junior High School for 2003-2004 was:

Students will extend their comprehension of text through written interpretations. They will identify important information found explicitly and implicitly in text in all curricular areas. Students will use this information to interpret the text and / or make connections to other situations or other contexts through analysis, evaluation, or comparison/contrast

Kennedy Junior High School met Adequate Yearly Progress for all required categories under No Child Left Behind. Kennedy Junior High School’s Improvement Plan demonstrates its commitment to continuous improvement for all students.

The School Improvement 2003-2004 goal for Kennedy Junior High School will continue for 2004-2005.

A copy of the School Improvement Plan for Kennedy Junior High School is available for your review in the school office. The District 203 Strategic Plan may be reviewed on the district website at www.ncusd203.org (see Quick Links).

Sincerely,

Don Perry, Principal