



## 2001 Illinois School Report Card Naperville Community Unit School District 203

The Better Schools Accountability Law of 1985 requires public school districts to provide report cards each year to parents (and others upon request). This report contains information about District 203 in the categories of student characteristics, instructional setting, school district finances, and student performance on state assessments.

The state assessments are designed to measure students' progress in mastering the Illinois Learning Standards. These Standards, adopted in 1994, express what Illinois students should know and be able to do. The Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE) were launched to measure student achievement. In addition, the Illinois Measure of Annual Growth in English (IMAGE) assesses the progress of limited-English-proficient students in attaining the English-language skills. The Illinois Alternate Assessment (IAA) measures progress toward achievement of the Illinois Standards among students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT and the PSAE would not be appropriate.

### STUDENT CHARACTERISTICS

#### RACIAL/ETHNIC BACKGROUND AND TOTAL ENROLLMENT

The major racial-ethnic groups in Illinois public schools are White non-Hispanic, Black non-Hispanic, Hispanic, Asian/Pacific Islander and Native American (American Indian/Alaskan Native). Enrollments were reported as of September 30, 2000.

	White	Black	Hispanic	Asian/Pacific Islander	Native American	Total Enroll.
District 203	83.0%	2.4%	2.7%	11.8%	0.2%	18,762
Illinois	60.1%	20.9%	15.4%	3.4%	0.2%	2,007,170

#### LOW-INCOME, LIMITED-ENGLISH-PROFICIENT STUDENTS AND DROPOUTS

**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 eligible for transitional bilingual programs.

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

	Low Income	Limited English- Proficient	High Schl. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
District 203	1.4%	1.6%	0.9%	0.1%	7.3%	96.0%

**INSTRUCTIONAL SETTING****AVERAGE CLASS SIZE**

Average class size is a grade's total enrollment divided by the number of classes for that grade. It is reported for the first school day in May. For high schools, the average class size is based on average class sizes for the second and fifth periods for the whole school. **Parental contact** includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations and written correspondence.

	Kinder-garten	Grade 1	Grade 3	Grade 6	Grade 8	High School	Parental Contacts
District 203	23	24.5	25.4	26.0	24.8	20.2	100%
Illinois	20.9	21.6	22.3	24.0	22.6	18.2	94.5%

**TIME DEVOTED TO THE TEACHING OF CORE SUBJECTS**

Time devoted to the teaching of core subjects is the average number of minutes of instruction per five-day school week in each subject area divided by 5. English includes all language arts courses.

	Mathematics			Science			English			Social Science		
Grades	3	6	8	3	6	8	3	6	8	3	6	8
District 203	60	40	40	30	40	40	150	80	80	30	40	40
Illinois	55	51	48	30	43	41	147	108	92	31	43	44

**TEACHER CHARACTERISTICS** (in full-time equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female
District	97.4%	1.4%	0.5%	0.7%	0.0%	28.8%	71.2%
State	84.6%	10.4%	3.6%	0.9%	0.1%	24.4%	75.6%

	Ave. Years Teaching Experience	% with Bachelor's Degree	% with Master's Degree & Above	% Male Teachers	% Female Teachers	Total # of Teachers
District 203	15.5	30.9	69.1	28.6	71.4	1,126
Illinois	14.5	53.9	45.9	24.0	76.0	123,408

**SCHOOL DISTRICT FINANCES****TEACHER/ADMINISTRATOR SALARIES**

Average salaries (based on full-time equivalents) and counts of staff are summed across a district based upon 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.

	Average Teacher Salary	Average Administrator Salary
District 203	\$58,038	\$94,281
Illinois	\$47,914	\$84,273

**AVERAGE FINANCIAL INDICATORS**

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 includes the direct costs of teaching pupils or the interaction between teachers and pupils. Instruction has a very narrow and restrictive definition.

Operating expenditure includes Instructional Expenditures, costs of Pupil Support Services, Instructional Staff Support Services, School Administration, Business Support Services, Central Support Services, Community Services, Debt Services, Payments to Other Governmental Units for Services Provided, and Central Administration Services.

All financial indicators were divided by the 9-month Average Daily Attendance to derive the per pupil expenditure figures.

	1998 Equalized Assessed Valuation/Pupil	1998 Total School Tax Rate per \$100	1999-2000 Instructional Expenditure per Pupil	1999-2000 Operating Expenditure per Pupil
District 203	\$140,137	\$4.10	\$4,511	\$7,157
Illinois	N/A	N/A	\$4,425	\$7,483

**EXPENDITURE BY FUNCTION IN 1999-2000**

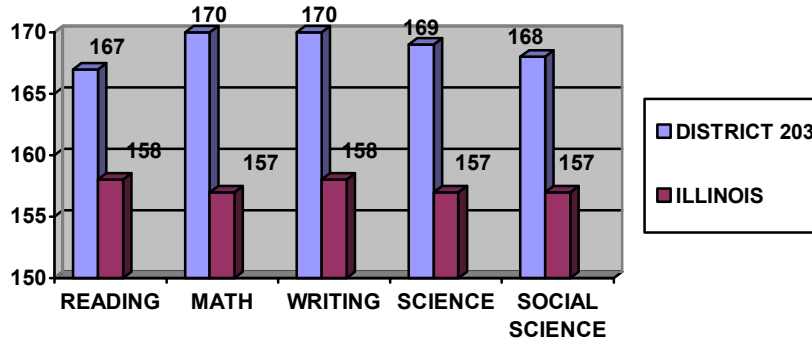
	% OF TOTAL IN DISTRICT 203	ILLINOIS
Instruction	54.2%	46.1%
General Administration	1.8%	2.5%
Supporting Services	30.5%	32.0%
Other Expenditures	13.5%	19.3%

**EXPENDITURE BY FUND, 1999-2000**

BUDGETARY FUND	DISTRICT 203	% OF TOTAL IN DISTRICT 203	% OF TOTAL IN ILLINOIS
Education	\$109,502,430	76.1	70.6
Operations & Maintenance	\$21,758,781	15.1	8.8
Transportation	\$5,159,265	3.6	3.4
Bond and Interest	\$2,532,463	1.8	5.1
Rent	\$0	0.0	0.4
Municipal Retirement/Social Security	\$3,404,278	2.4	1.6
Fire Prevention & Safety	\$1,587,708	1.1	1.2
Site & Construction/Capital Improvement	\$0	0.0	9.0
TOTAL	\$143,944,925		

## STUDENT PERFORMANCE

### 2001 PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) AVERAGE SCORE COMPARISONS



### HIGH SCHOOL GRADUATION RATE

The graduation rate is calculated by comparing the number of 2001 graduates with the number of students enrolled in ninth grade in the fall of 1997. Adjustments have been made for students who transferred into and out of the district in the last four years.

	Graduation Rate
Naperville Community Unit School District 203	93.7%
State of Illinois	83.2%

### AMERICAN COLLEGE TESTING PROGRAM (ACT)

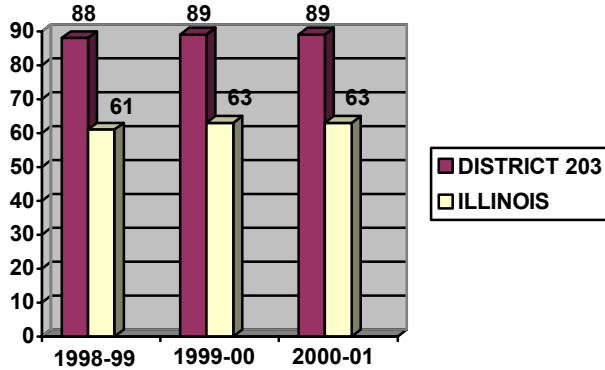
The ACT is used by many colleges and universities to evaluate students' preparation for higher education. ACT scores range from 1 (lowest) to 36 (highest). State averages for ACT data are based on regular public schools and do not include private and special purpose schools. The scores in the chart below are from the class of 2001.

#### ACT – ALL STUDENTS TESTED

	Composite Score	English	Math	Reading	Science Reasoning	TEST Number	TAKERS % of Class
District 203	24.9	24.5	25.8	24.9	24.1	1,125	83.3
Illinois	21.7	21.0	21.7	21.8	21.7	71,104	62.3

### ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The chart indicates the percentage of elementary students in District 203 and Illinois who met or exceeded the Illinois Learning Standards on the ISAT for the last three years. The overall performance results displayed include only the grades and subjects tested. Beginning in 1998-99, reading, mathematics, and writing were tested in grades 3, 5, and 8. For 1999-2000 and 2000-2001, reading, mathematics, and writing were tested in grades 3, 5 and 8. Science and social science were tested in grades 4 and 7.



### 2001 ILLINOIS ASSESSMENT TOOLS

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.

The following charts indicate the percent of students meeting or exceeding Illinois Learning Standards in the various grade levels and subject areas tested on the ISAT.

#### PERCENT OF STUDENTS MEETING/EXCEEDING ILLINOIS LEARNING STANDARDS BY SUBJECT IN 2001

GRADE 3	READING	MATHEMATICS	WRITING
DISTRICT 203	88	95	89
ILLINOIS	62	74	58

GRADE 4	SCIENCE	SOCIAL SCIENCE
DISTRICT 203	93	90
ILLINOIS	65	61

GRADE 5	READING	MATHEMATICS	WRITING
DISTRICT 203	89	92	92
ILLINOIS	59	61	70

GRADE 7	SCIENCE	SOCIAL SCIENCE
DISTRICT 203	93	87
ILLINOIS	72	60

GRADE 8	READING	MATHEMATICS	WRITING
DISTRICT 203	90	83	84
ILLINOIS	66	50	62

# NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203

Students with disabilities may have an IEP or Section 504 Plan. An IEP is a written plan for a child with a disability who is eligible for special education services under the Individuals with Disabilities Education Act. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

The following table reports the total enrollment in grades 3, 4, 5, 7, 8; and 11; the number of students taking each type of state test; and the overall percent of students tested in District 203 and the state at large.

	Enroll- ment	ISAT IEP	ISAT Sec. 504	ISAT Non disabled	PSAE IEP	PSAE Sec. 504	PSAE Non disabled	IMAGE	IAA	% Tested
203	8,962	795	27	6,512	67	5	1,237	164	35	99
ILL.	920,161	95,598	3,850	641,658	9,051	466	103,613	38,661	5,803	98

## ILLINOIS STANDARDS ACHIEVEMENT TESTS (ISAT)

The following tables show the percentages of students in each of four performance levels. The levels were established with the help of Illinois educators who teach the grade levels and learning areas tested.

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.

## RESULTS FOR ALL STUDENTS IN GRADE 3

GR 3	READING				MATHEMATICS				WRITING			
Level	1	2	3	4	1	2	3	4	1	2	3	4
203	1%	11%	49%	39%	1%	4%	38%	57%	2%	17%	73%	8%
ILL	7%	31%	43%	19%	8%	18%	46%	28%	9%	33%	55%	3%

## RESULTS BY GENDER

GR 3	READING				MATHEMATICS				WRITING			
MALE												
Level	1	2	3	4	1	2	3	4	1	2	3	4
203	2%	12%	49%	38%	1%	4%	36%	59%	4%	19%	72%	5%
ILL	8%	32%	43%	17%	9%	18%	45%	29%	12%	35%	50%	2%
FEMALE												
Level	1	2	3	4	1	2	3	4	1	2	3	4
203	1%	9%	49%	41%	1%	4\$	40%	55%	1%	15%	74%	11%
ILL	5%	29%	44%	21%	7%	19%	47%	27%	7%	30%	59%	4%

NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203

**RESULTS BY ETHNIC BACKGROUND IN GRADE 3**

<b>GR 3</b>	<b>READING</b>				<b>MATHEMATICS</b>				<b>WRITING</b>			
Level	1	2	3	4	1	2	3	4	1	2	3	4
<b>WHITE</b>												
203	1%	10%	50%	39%	0%	4%	40%	56%	2%	17%	74%	8%
ILL	3%	21%	49%	26%	3%	11%	49%	38%	6%	28%	63%	4%
<b>BLACK</b>												
203	4%	32%	56%	8%	4%	7%	78%	11%	16%	36%	48%	0%
ILL	17%	50%	29%	4%	21%	35%	38%	6%	19%	44%	36%	1%
<b>HISPANIC</b>												
203	9%	34%	41%	16%	10%	26%	39%	26%	9%	25%	63%	3%
ILL	10%	44%	39%	8%	10%	27%	50%	13%	13%	40%	46%	1%
<b>ASIAN/PACIFIC ISLANDER</b>												
203	1%	8%	39%	51%	2%	1%	17%	79%	2%	13%	71%	13%
ILL	1%	18%	48%	33%	1%	7%	41%	51%	3%	23%	67%	7%
<b>NATIVE AMERICAN</b>												
203	--	--	--	--	--	--	--	--	--	--	--	--
ILL	5%	23%	49%	23%	5%	16%	51%	29%	7%	26%	63%	4%

**RESULTS BY DISABLED/NON-DISABLED IN GRADE 3**

<b>GR 3</b>	<b>READING</b>				<b>MATHEMATICS</b>				<b>WRITING</b>			
Level	1	2	3	4	1	2	3	4	1	2	3	4
<b>IEP</b>												
203	7%	35%	43%	15%	4%	13%	53%	31%	11%	28%	58%	2%
ILL	23%	47%	24%	6%	21%	29%	38%	11%	29%	38%	32%	1%
<b>SECTION 504</b>												
203	0%	10%	50%	40%	0%	0%	60%	40%	0%	40%	60%	0%
ILL	10%	34%	41%	16%	10%	22%	45%	23%	13%	38%	48%	2%
<b>NON-DISABLED</b>												
203	0%	8%	50%	42%	0%	3%	36%	60%	1%	15%	75%	9%
ILL	5%	28%	46%	21%	6%	17%	47%	30%	7%	32%	58%	4%

**RESULTS FOR ALL STUDENTS IN GRADE 4**

GR 4	SCIENCE				SOCIAL SCIENCE			
Level	1	2	3	4	1	2	3	4
203	0%	7%	66%	27%	1%	9%	72%	18%
ILL	8%	26%	54%	11%	11%	28%	55%	6%

**RESULTS BY GENDER IN GRADE 4**

GR 4	SCIENCE				SOCIAL SCIENCE			
Level	1	2	3	4	1	2	3	4
<b>MALE</b>								
203	1%	5%	63%	32%	1%	7%	70%	22%
ILL	8%	25%	53%	13%	12%	26%	55%	7%
<b>FEMALE</b>								
203	0%	8%	70%	21%	1%	11%	74%	14%
ILL	8%	27%	56%	9%	11%	30%	55%	5%

**RESULTS BY RACIAL/ETHNIC BACKGROUND IN GRADE 4**

GR 4	SCIENCE				SOCIAL SCIENCE			
Level	1	2	3	4	1	2	3	4
<b>WHITE</b>								
203	0%	6%	67%	26%	1%	8%	74%	17%
ILL	2%	16%	64%	17%	4%	19%	69%	9%
<b>BLACK</b>								
203	3%	14%	45%	38%	7%	14%	45%	34%
ILL	20%	45%	34%	1%	28%	44%	27%	1%
<b>HISPANIC</b>								
203	0%	22%	66%	12%	2%	34%	59%	5%
ILL	14%	41%	42%	3%	19%	43%	37%	1%
<b>ASIAN/PACIFIC ISLANDER</b>								
203	0%	6%	61%	33%	1%	7%	64%	27%
ILL	2%	15%	65%	18%	3%	17%	70%	11%
<b>NATIVE AMERICAN</b>								
203	0%	20%	40%	40%	0%	20%	60%	20%
ILL	7%	24%	57%	12%	12%	26%	56%	6%

**RESULTS BY DISABLED/NON-DISABLED IN GRADE 4**

GR 4	SCIENCE				SOCIAL SCIENCE			
Level	1	2	3	4	1	2	3	4
<b>IEP</b>								
203	4%	24%	62%	11%	5%	31%	59%	5%
ILL	17%	37%	41%	4%	26%	37%	35%	2%
<b>SECTION 504</b>								
203	0%	20%	40%	40%	0%	0%	60%	40%
ILL	8%	31%	52%	9%	14%	33%	50%	3%
<b>NON-DISABLED</b>								
203	0%	4%	67%	29%	0%	6%	74%	19%
ILL	7%	25%	56%	12%	9%	27%	58%	6%



**RESULTS FOR ALL STUDENTS IN GRADE 5**

GR 5	READING				MATHEMATICS				WRITING			
Level	1	2	3	4	1	2	3	4	1	2	3	4
203	0%	10%	30%	59%	0%	7%	72%	20%	1%	7%	62%	30%
ILL	1%	40%	34%	25%	4%	34%	55%	6%	4%	27%	58%	12%

**RESULTS BY GENDER IN GRADE 5**

GR 5	READING				MATHEMATICS				WRITING			
Level	1	2	3	4	1	2	3	4	1	2	3	4
<b>MALE</b>												
203	0%	11%	31%	59%	1%	7%	70%	22%	1%	11%	66%	23%
ILL	1%	41%	33%	24%	5%	34%	54%	7%	5%	32%	55%	8%
<b>FEMALE</b>												
203	0%	10%	30%	60%	0%	8%	74%	18%	1%	3%	58%	38%
ILL	1%	39%	35%	25%	4%	35%	56%	6%	2%	21%	61%	16%

**RESULTS BY RACIAL/ETHNIC BACKGROUND IN GRADE 5**

GR 5	READING				MATHEMATICS				WRITING			
Level	1	2	3	4	1	2	3	4	1	2	3	4
<b>WHITE</b>												
203	0%	9%	31%	59%	0%	7%	75%	18%	0%	7%	64%	29%
ILL	1%	27%	38%	34%	2%	22%	67%	9%	2%	20%	62%	16%
<b>BLACK</b>												
203	0%	32%	32%	36%	4%	18%	68%	11%	7%	7%	70%	15%
ILL	3%	65%	25%	7%	11%	59%	29%	1%	7%	43%	47%	3%
<b>HISPANIC</b>												
203	0%	38%	35%	27%	8%	22%	65%	5%	5%	14%	51%	30%
ILL	2%	61%	28%	9%	7%	52%	40%	1%	5%	36%	54%	5%
<b>ASIAN/PACIFIC ISLANDER</b>												
203	0%	7%	20%	73%	0%	5%	52%	42%	1%	4%	50%	45%
ILL	0%	22%	38%	40%	1%	16%	66%	18%	1%	15%	62%	22%
<b>NATIVE AMERICAN</b>												
203	--	--	--	--	--	--	--	--	--	--	--	--
ILL	1%	45%	36%	18%	5%	38%	52%	4%	4%	27%	60%	9%

**RESULTS BY DISABLED/NON-DISABLED IN GRADE 5**

GR 5	READING				MATHEMATICS				WRITING			
Level	1	2	3	4	1	2	3	4	1	2	3	4
<b>IEP</b>												
203	1%	43%	40%	17%	4%	29%	63%	4%	6%	27%	60%	8%
ILL	6%	72%	17%	6%	17%	54%	23%	1%	18%	45%	34%	3%
<b>SECTION 504</b>												
203	0%	0%	60%	40%	0%	0%	60%	40%	0%	20%	40%	40%
ILL	1%	50%	32%	17%	7%	42%	47%	4%	4%	38%	48%	9%
<b>NON-DISABLED</b>												
203	0%	6%	29%	65%	0%	4%	73%	22%	0%	4%	63%	33%
ILL	0%	35%	36%	28%	2%	31%	60%	7%	1%	24%	61%	13%

**RESULTS FOR ALL STUDENTS IN GRADE 7**

GR 7	SCIENCE				SOCIAL SCIENCE			
Level	1	2	3	4	1	2	3	4
203	2%	6%	44%	49%	0%	13%	55%	32%
ILL	11%	17%	52%	20%	2%	38%	47%	13%

#### RESULTS BY GENDER IN GRADE 7

GR 7	SCIENCE				SOCIAL SCIENCE			
Level	1	2	3	4	1	2	3	4
MALE								
203	2%	5%	38%	55%	0%	11%	52%	36%
ILL	11%	16%	49%	23%	2%	38%	45%	15%
FEMALE								
203	1%	6%	52%	41%	0%	15%	58%	27%
ILL	10%	18%	55%	17%	1%	39%	49%	11%

#### RESULTS BY ETHNIC BACKGROUND IN GRADE 7

GR 7	SCIENCE				SOCIAL SCIENCE			
Level	1	2	3	4	1	2	3	4
WHITE								
203	2%	5%	46%	47%	0%	12%	57%	31%
ILL	5%	12%	56%	27%	1%	28%	53%	18%
BLACK								
203	8%	14%	43%	35%	0%	35%	46%	19%
ILL	25%	31%	41%	4%	4%	63%	31%	2%
HISPANIC								
203	3%	22%	51%	24%	3%	32%	46%	19%
ILL	19%	26%	49%	6%	2%	57%	37%	4%
ASIAN/PACIFIC ISLANDER								
203	1%	2%	30%	68%	0%	8%	43%	49%
ILL	3%	8%	56%	33%	0%	19%	58%	22%
NATIVE AMERICAN								
203	--	--	--	--	--	--	--	--
ILL	16%	23%	47%	14%	3%	53%	38%	7%

#### RESULTS BY DISABLED/NON-DISABLED IN GRADE 7

7	SCIENCE				SOCIAL SCIENCE			
Level	1	2	3	4	1	2	3	4
IEP								
203	13%	22%	51%	14%	1%	50%	43%	6%
ILL	35%	28%	33%	4%	7%	70%	21%	2%
SECTION 504								
203	--	--	--	--	--	--	--	--
ILL	14%	17%	50%	19%	2%	45%	42%	11%
NON-DISABLED								
203	1%	4%	44%	52%	0%	9%	56%	35%
ILL	7%	16%	55%	22%	1%	34%	51%	15%

#### RESULTS BY ECONOMIC STATUS IN GRADE 7

GR 7	SCIENCE				SOCIAL SCIENCE			
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NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203

Level	1	2	3	4	1	2	3	4
ELIGIBLE FOR FREE OR REDUCED-PRICE LUNCH								
203	13%	13%	38%	38%	0%	50%	25%	25%
21%	21%	28%	45%	6%	3%	60%	34%	3%
NOT ELIGIBLE FOR FREE OR REDUCED-PRICE LUNCH								
203	2%	6%	44%	49%	0%	13%	55%	32%
ILL	7%	13%	55%	25%	1%	29%	52%	17%

RESULTS FOR ALL STUDENTS IN GRADE 8

GR 8	READING				MATHEMATICS				WRITING			
Level	1	2	3	4	1	2	3	4	1	2	3	4
203	0%	10%	58%	32%	2%	14%	46%	37%	2%	15%	63%	21%
ILL	1%	34%	56%	10%	7%	42%	37%	13%	6%	32%	55%	7%

RESULTS BY GENDER IN GRADE 8

GR 8	READING				MATHEMATICS				WRITING			
MALE												
Level	1	2	3	4	1	2	3	4	1	2	3	4
203	1%	10%	61%	28%	3%	13%	47%	37%	3%	22%	62%	13%
ILL	1%	35%	55%	9%	9%	41%	36%	14%	9%	39%	48%	4%
FEMALE												
Level	1	2	3	4	1	2	3	4	1	2	3	4
203	0%	9%	55%	36%	1%	16%	46%	37%	1%	7%	63%	29%
ILL	0%	32%	56%	11%	6%	44%	38%	12%	3%	25%	62%	10%

RESULTS ACCORDING TO RACIAL/ETHNIC BACKGROUND IN GRADE 8

GR 8	READING				MATHEMATICS				WRITING			
WHITE												
Level	1	2	3	4	1	2	3	4	1	2	3	4
203	1%	9%	59%	31%	2%	14%	50%	35%	2%	15%	64%	20%
ILL	0%	23%	63%	13%	4%	33%	46%	18%	4%	26%	61%	9%
BLACK												
203	0%	38%	62%	0%	8%	50%	38%	4%	0%	38%	46%	15%
ILL	2%	58%	39%	2%	18%	63%	17%	2%	13%	47%	38%	1%
HISPANIC												
203	0%	38%	54%	8%	7%	59%	26%	7%	8%	12%	72%	8%
ILL	1%	51%	45%	3%	10%	61%	26%	3%	9%	43%	46%	3%
ASIAN/PACIFIC ISLANDER												
203	0%	5%	50%	45%	2%	6%	31%	61%	1%	11%	58%	30%
ILL	0%	18%	62%	20%	1%	23%	43%	33%	2%	18%	65%	15%
NATIVE AMERICAN												
203	--	--	--	--	--	--	--	--	--	--	--	--
ILL	2%	40%	53%	5%	12%	49%	33%	6%	11%	38%	47%	4%

**RESULTS BY DISABLED/NON-DISABLED IN GRADE 8**

GR 8	READING				MATHEMATICS				WRITING			
Level	1	2	3	4	1	2	3	4	1	2	3	4
IEP												
203	2%	50%	46%	2%	13%	50%	31%	7%	15%	33%	47%	4%
ILL	4%	74%	21%	1%	33%	56%	10%	1%	31%	47%	21%	1%
SECTION 504												
203	--	--	--	--	--	--	--	--	--	--	--	--
ILL	0%	41%	52%	6%	8%	53%	32%	7%	9%	44%	44%	3%
NON-DISABLED												
203	0%	5%	60%	35%	1%	10%	48%	40%	1%	13%	64%	22%
ILL	0%	28%	61%	11%	3%	40%	41%	15%	3%	30%	60%	8%

**ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)**

Students in state-approved transitional bilingual programs for less than three years take the IMAGE state assessment if they are unable to take the ISAT/PSAE due to their lack of proficiency in English. The table below presents the results for these students. The effectiveness of the District 203 program may be judged by examining individual scores across time. Due to rounding, the sum of the percents in the four performance levels may not always equal 100.

	READING				WRITING			
	Begin- ning	Streng- thening	Expan- ding	Transi- tioning	Begin- ning	Streng- thening	Expan- ding	Transi- tioning
GRADES 3-5								
Dist. 203	20%	38%	35%	7%	17%	20%	42%	22%
Illinois	33%	36%	22%	9%	15%	21%	41%	24%
GRADES 6-8								
Dist. 203	33%	26%	37%	4%				
Illinois	48%	26%	22%	3%				

**ILLINOIS ALTERNATE ASSESSMENT (IAA)**

The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individual Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate. The table below presents the number of students taking the IAA.

	READING	MATH	WRITING	SCIENCE	SOCIAL SCI.
GRADE 3					
District 203	9	8	9		
Illinois	1,006	955	1,006		
GRADE 4					
District 203				4	4
Illinois				903	894
GRADE 5					
District 203	9	9	9		
Illinois	1,183	1,128	1,183		
GRADE 8					
District 203	5	5	5		
Illinois	956	928	956		
GRADE 11					
District 203	4	4	4	4	4
Illinois	993	959	993	897	936

### PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The following tables show the percentages of District 203 students 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 percents in the four performance levels may not always equal 100.

The performance levels indicated by numbers in the tables below are defined as follows:

**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, due to 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.

### PRAIRIE STATE ACHIEVEMENT TEST RESULTS FOR ALL STUDENTS IN GRADE 11

GR 11	READING				MATHEMATICS				WRITING			
Level	1	2	3	4	1	2	3	4	1	2	3	4
203	3%	16%	56%	25%	2%	13%	54%	31%	1%	11%	60%	27%
ILL	8%	34%	46%	12%	9%	37%	45%	9%	6%	35%	50%	9%

GR 11	SCIENCE				SOCIAL SCIENCE			
Level	1	2	3	4	1	2	3	4
203	3%	16%	48%	33%	3%	13%	51%	34%
ILL	12%	38%	39%	11%	9%	33%	43%	15%

### RESULTS BY GENDER IN GRADE 11

GR 11	READING				MATHEMATICS				WRITING			
Level	1	2	3	4	1	2	3	4	1	2	3	4
MALE												
203	4%	16%	54%	25%	3%	12%	51%	35%	2%	16%	58%	24%
ILL	11%	35%	43%	11%	9%	35%	45%	11%	8%	39%	45%	8%
FEMALE												
203	1%	15%	58%	26%	1%	15%	58%	26%	1%	7%	62%	30%
ILL	5%	34%	49%	12%	8%	40%	45%	7%	4%	31%	54%	11%
GR 11	SCIENCE				SOCIAL SCIENCE							
MALE												
203	4%	12%	46%	38%	3%	11%	43%	43%				
ILL	12%	35%	39%	15%	10%	28%	42%	20%				
FEMALE												
203	2%	20%	50%	28%	2%	15%	60%	23%				
ILL	11%	42%	39%	8%	9%	38%	43%	10%				

NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203

RESULTS BY RACIAL/ETHNIC BACKGROUND AT GRADE 11 IN PERCENTS

Gr. 11	READING				MATHEMATICS				WRITING				SCIENCE				SOCIAL SCI.			
Levels	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
WHITE																				
203	2	15	58	24	2	13	57	28	1	11	62	26	3	16	50	32	2	13	52	33
Illinois	6	29	51	14	5	32	52	11	4	29	56	11	6	24	46	14	6	28	48	19
BLACK																				
203	13	25	50	13	0	42	50	8	9	22	57	13	8	42	29	21	15	23	42	19
Illinois	15	54	29	2	23	58	19	1	13	57	29	1	32	53	15	1	24	50	23	3
HISPANIC																				
203	16	35	42	6	6	32	58	3	10	32	48	10	16	35	35	13	16	16	58	10
Illinois	15	50	32	3	16	56	27	2	11	54	33	2	24	53	21	2	16	49	30	4
ASIAN/PACIFIC ISLANDER																				
203	2	13	48	37	1	6	38	56	0	7	54	40	2	9	42	47	2	10	44	43
Illinois	4	28	50	18	3	21	52	23	3	23	57	17	5	29	46	20	4	24	48	23
NATIVE AMERICAN																				
203	29	0	29	43	14	14	43	29	0	29	43	29	14	29	43	14	14	14	43	29
Illinois	8	38	47	7	10	45	40	4	5	45	45	5	11	47	35	7	8	37	44	10

RESULTS BY DISABLED/NON-DISABLED IN GRADE 11 IN PERCENTS

Gr. 11	READING				MATHEMATICS				WRITING				SCIENCE				SOCIAL SCI.			
Level	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
IEP																				
203	24	40	31	4	18	45	27	10	14	45	37	5	28	40	24	7	22	42	27	9
III.	41	44	14	2	42	46	11	1	38	49	13	1	44	44	10	2	38	44	15	3
SECTION 504																				
203	0	0	100	0	0	0	100	0	0	80	20	0	0	0	100	0	0	0	100	0
III.	10	33	43	14	9	34	50	7	6	36	48	10	11	37	38	14	8	35	40	18
NON-DISABLED																				
203	2	14	57	27	1	12	56	32	1	9	61	29	2	15	49	34	1	11	52	35
III.	5	34	49	12	6	37	48	10	3	34	53	10	9	38	41	12	7	32	45	16