

PREPARING FOR THE FUTURE OF OUR CHILDREN

# 2000 *ANNUAL REPORT*

**Naperville Community Unit School District 203**



# School District 203



## BELIEFS:

- Excellence in Education
- The Dignity and Uniqueness of Each Individual
- Responsible Citizenship
- Partnership with the Community

## VISION:

Building a Passion for Lifelong Learning.

## MISSION:

The school district's mission is to graduate students who think critically solve problems, make decisions, and have the skills necessary for productive citizenship and lifelong learning by providing excellent, comprehensive programs and services in partnership with the community.



## The Board of Education



Osie Davenport, President



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**Written & edited by:**  
**Phoebe Bickhaus**, District 203 Coordinator  
of Information Services

**Jini Clare**, Clare Communications,  
Business Partner

**Designed by:**  
**Tim Rohlwing**, American Business Graphics,  
Business Partner



## A Message From the Superintendent of Schools

*"If we are to continue  
as a highly regarded  
school system, we  
must attract and  
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operations."*

### Dear Community Members,

As your school district prepares for the future of our children, we provide instruction and support services that enable our 18,900 students to demonstrate high levels of achievement in both academic and extracurricular areas. We are very proud of their accomplishments, and we look forward to continuing the tradition of excellence in our schools.

This year we face the added challenge of determining how to continue to meet the community's expectations, knowing that financial uncertainty confronts our organization. Last spring, we created a community engagement process, involving parents and other citizens. The Current Status and Future Direction committees were formed to assist us in reviewing the operations of the school system. Their roles are described later in this report.

The Future Direction Committee held focus groups and a town meeting to learn what the community expects from its school system. The school district will engage in more community conversations in the months to come. With information you provide us, we can determine how programs and services can match your expectations.

The projected deficit in the Educational Fund has been under discussion since school year 1998-99 and will continue to be a major topic. There are no plans to ask voters for an increase in the Educational Fund tax rate that was set in 1976. However, we *are* asking the community to help us answer this question: "Is it more important to cut expenditures and balance the budget, or should the emphasis be placed upon maintaining and improving programs and services?"

Approximately 90 percent of all Educational Fund expenditures are related to compensation and benefits for instructional staff. As an educational organization, we are labor intensive. In recent weeks, a number of articles have appeared in national and local media warning about a looming teacher shortage. We forecast that 15 percent of the District 203 teaching staff will be retiring in the next three years, while 25 percent of the administrative staff will retire in the next five years. If we are to continue as a highly regarded school system, we must attract and retain talented individuals in all facets of our operations.

I extend my appreciation to our parents, students, business partners, volunteers, and Board of Education members for their continued support as we charge into the 21st Century. Members of the Current Status and Future Direction committees have been extremely generous with their time. In addition, I salute our 2,200 employees whose hard work and dedication enable District 203 to be recognized as one of the finest school systems in the United States. Together, working in harmony as a community, we are preparing for the future of our children.



Sincerely,

Donald E. Weber, Ed.D.  
Superintendent of Schools

# Looking at the District 203

## Financial Future

**A**ccording to a November 2000 audit report presented to the Board of Education by Tim Cole, a partner with William F. Gurrie & Co., Ltd., the *District 203 1999-2000 Audit* details a strong district. However, the firm is beginning to see some erosion in the district's financial picture. The Board and its administrators have been doing a good job of budgeting and spending within their plan, said Cole, but good management will no longer surmount existing restrictions on revenue.

School District 203 receives revenue from a variety of sources, including state and federal grants. By far the largest source of revenue is local property taxes, which are based on a rate applied to equalized assessed valuation of property in the district.

Over the past five years, the assessed valuation of property in the district has increased by 20 percent. During that same period of time, the district's total tax rate has declined and revenue from property taxes has increased by only 6.4 percent. The small increase in tax revenue has been somewhat offset by a reduction in payments for long-term debt.

The final payment for bonds issued following a 1989 referendum was made in the fall of 2000. As long-term bonded indebtedness has declined over the past five years, more of the revenue from property taxes has been directed to the Educational Fund and other operating funds. Thus, property tax revenue for all funds (except debt service) increased from \$86,955,076 for 1995-96 to \$100,310,644 for 1999-2000, or by 15 percent. This still is below the rate at which expenditures have been increasing.

Since the 1995-96 school year, expenditure increases largely have been due to three primary factors:

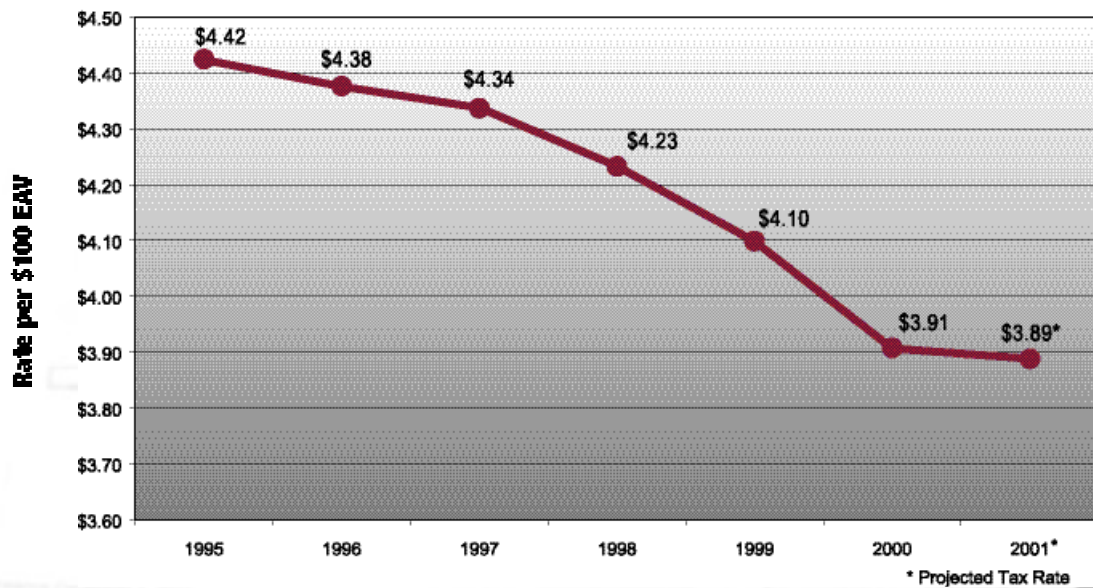
- Additional staff hired to reduce class sizes and provide programs and services to meet emerging needs,
- Investments in technology to provide programs and tools that will help prepare students for the world of work, and
- Compensation and benefits.

Despite the increases in operating costs, the district's per-pupil expenditure still is below the state average. The latest data available from the Illinois State Board of Education show that District 203 spent \$462 less per student than did the "average" school district in Illinois (\$6,684 in District 203 compared to the Illinois average of \$7,146 during 1998-99).

"Your budget problem is not on the expenditure side," commented Cole, "but on the revenue side. Operating costs are fairly low — especially for the quality of services provided — and District 203 is a well-run school system."

Cole noted in his November 20 presentation that the accumulated balance in the Educational Fund had been \$7.08 million at the end of the 1998-99 school year, but only \$3.34 million at the end of 1999-2000. The Educational Fund balance is projected to be a negative \$2-3 million by the end of the 2000-2001 school year.

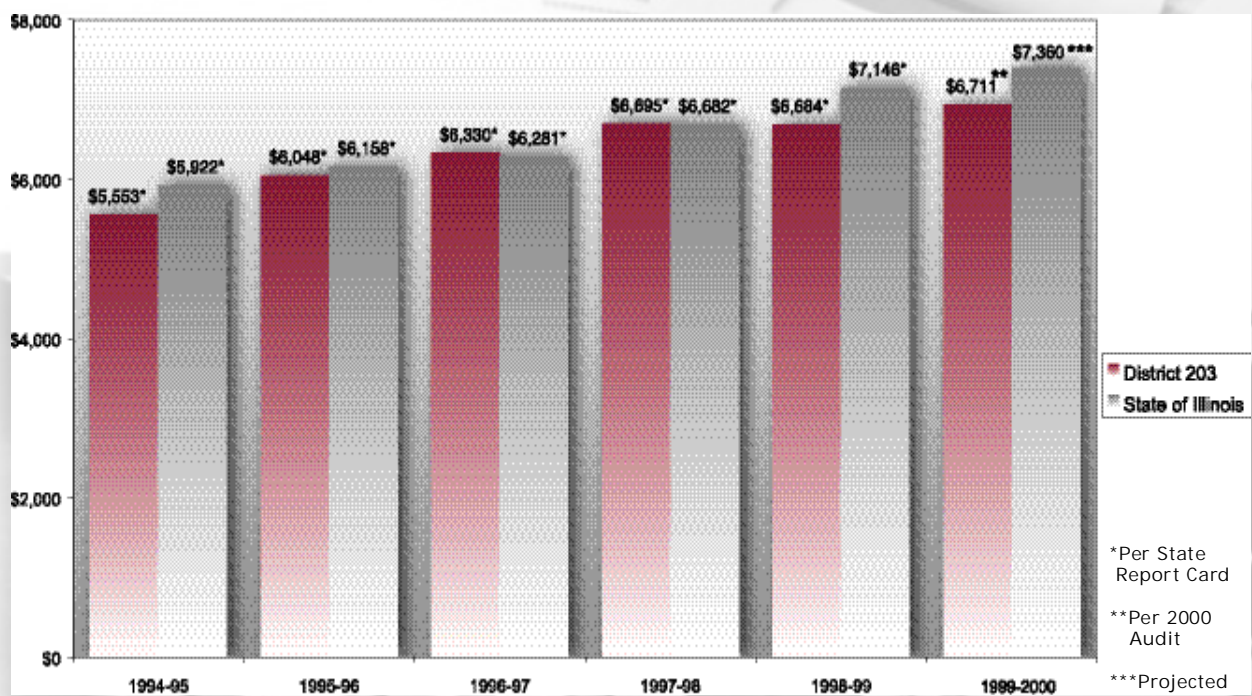
## Tax Rate Continues to Decline



## 1999-2000 Revenues and Expenditures

Fund	Revenues	Expenditures
Educational	\$115,860,167	\$117,606,347
Operations and Maintenance	15,844,185	21,758,781
Bond and Interest	1,458,998	2,532,463
Transportation	5,742,592	5,159,265
IMRF/SS	2,979,323	3,404,278
Site/Cap.Imp.	393,049	0
Working Cash	24,903	0
Health and Safety	1,223,173	1,587,708
Totals	143,526,390	152,048,842

## Operating Expenditures Per Pupil



# Community Involvement



## Naperville Home & School Association

Organized by parents, the Naperville Home & School Association is not affiliated with any national organization. It directs all its efforts toward improving the educational environment for students and enhancing home and school communications. Parents volunteer their services in classrooms, school library resource centers, and offices. They conduct social, charitable, and fund-raising events within each school community. Their individual and group resources enrich the school day with mini courses, hot lunches, assembly programs, and other activities. The organization also supplements school budgets for playground equipment, technology tools, books, and other items. Other parent organizations active in the schools include booster clubs for music, activities, and athletics at the two high schools. The newest parent-founded group is OPUS (Orchestra Parents United Support).



## Parent Involvement Network

Parent Involvement Teams (PITs) at the district's 21 schools enhance the efforts of the Home & School Divisions. Coordinated by a district School/Family/Community Partnerships Core Team, the PITs encourage parents to become involved in school functions and promote parenting skills that enable children to succeed. PIT members help develop business/community/education partnerships, initiate projects and activities within their school communities, and sit on school improvement teams. The parent involvement initiative in District 203 received national recognition last summer with an award from the National Network of Partnership Schools, Johns Hopkins University.



*...the PITs encourage parents to become involved in school functions and promote parenting skills that enable children to succeed.*





## Business/Community/Education Partnerships



Businesses and community organizations support curriculum development in the 21 schools by providing expertise, initiating learning activities, and offering internship opportunities for both students and teachers. The driver education safety program initiated in 1997 by Saturn of Naperville has become a nationwide effort under the umbrella of the not-for-profit Safe Wheels Foundation. The partnership between Saturn and District 203 received a Special Achievement Award from United Auto Workers/Saturn last summer. Both the Saturn partnership and one developed

between District 203 physical education and health services personnel and Edward Cardiovascular Institute have been named Exemplary Partnerships by the Illinois Business-Education Partnerships Conference for Improved Teaching and Learning. A Career Insights Program has been formed on behalf of business partnerships and student internship programs in both Districts 203 and 204 by the Rotary Clubs of Naperville and Naperville Area Chamber of Commerce.

## Naperville Education Foundation

Community volunteers formed the Naperville Education Foundation (NEF) as a vehicle to accept tax-deductible monetary and in-kind donations that supplement District 203 resources. Donations can be restricted to special purposes for individual schools or used for such general purposes as providing grants to teachers who have designed learning activities that will enhance curriculum. Last fall, parents donated over \$32,000 to the NEF as their students registered for school.

At the request of social workers, teachers or administrators, the NEF Kid Boosters Fund provides one time assistance for students and/or families experiencing financial difficulties and grants that allow students to participate in summer camps or field trips, to receive health or psychiatric services, or to obtain special equipment or supplies. Individuals and community organizations donated over \$30,000 to the Kid Boosters Fund last year.

## HURRAH

Senior adults serve as reading buddies, tutors and student mentors when they visit District 203 schools as members of HURRAH (Happy Upbeat Recycled Retiree's Actively Helping). For more information on HURRAH, or any other community involvement initiative, contact Mary Ann Bobosky, Ed.D., director of planning and community relations, at 630-420-6815.



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# Highly Qualified Staff Supports District Excellence



**A** highly qualified staff is the foundation for educational excellence, and Naperville is fortunate to have outstanding teachers, support personnel, and administrators. Because District 203 offers so many opportunities for professional development, it is especially attractive to new recruits who are entering the educational field from careers in other areas. They are impressed to learn of the Standard-Bearer Process (see pages 10-11), the focus on continuous improvement throughout the system, and the level of community support and parent involvement.

## Changes Implemented in Recertification Process

The change to a four-year probationary period for new hires was mandated last year by Illinois legislators. In addition to increasing the probationary period from two to four years, legislation changed the manner in which teachers qualify for continued certification. Under Public Act 90-548, Illinois teacher certification has moved from a single, essentially lifetime, certificate to a three-tiered system. Eligible beginning teachers receive non-renewable initial certificates valid for four years. Both new and experienced teachers now must complete professional development plans to renew their certificates and advance to standard and master levels. Approximately 650 district teachers have completed required plans in order to renew their teaching certificates during 2001.

## Orientations Held for New and Substitute Teachers

New and substitute teachers gain a better understanding of District 203 standards and expectations by attending informational sessions and workshops. Teachers new to District 203 attend various orientation and mentoring activities. New Teacher Induction Program workshops are offered during the first semester of the school year in such areas as technology, curriculum, the Standard-Bearer Process, special education, and successful teaching strategies. Mentoring activities with more experienced colleagues are the focus of the second semester of the New Teacher Induction Program. Sessions for substitutes have been held on the development and integration of the curriculum in the areas of math, language arts, social sciences and science.

## Study Conducted to Determine Support Staff Job Categories and Salaries

As part of a previously negotiated contract between the Naperville Educational Support Personnel Association (NESPA) and the Board of Education, a comparative market study was conducted during 1999-2000 on job categories and salary levels. The study resulted in the establishment of six general job categories and salary ranges that were used during 1999-2000 NESPA contract negotiations.

### District 203 Staff Profile as of October 10, 2000

Teachers	1,222 full time; 51 part time
Average teacher salary	\$55,792.59 including pension and stipends
Average salary for new teachers	\$38,411.40 including pension and stipends
Degrees held by teachers	Over 70% have master's degrees or higher
Average teaching experience	15.7 years
Administrators	75, including part time
Educational support supervisors and contractual employees	38
Office personnel	148
Full-time personnel in custodial, maintenance, and mechanic positions	134
Bus drivers	125
Assistants	409 (clerical, instructional)



# Community Engagement Process

**A** strong financial picture is vital to the future of our school district and the education of our children. During school years 1998-99 and 1999-2000, it became obvious that the gap was widening between revenues and expenditures for programs and services designed to meet students' needs. Faced with a projected multi-million-dollar shortfall, administrators sought advice from the community concerning mapping a course of action.

The Community Engagement Process began with the formation of a Current Status Committee of community and staff members. Their charge was to examine and summarize existing programs and services, processes for developing and evaluating programs, and costs and benefits of existing programs. The committee also reviewed the findings made by 280 members of the community who had participated in the 1998 Future Search Conference. The extensive Current Status Report was turned over to the Future Direction Committee, a committee of approximately 100 community volunteers, in June of 2000.

## Future Direction Committee Looks at Emerging Needs

The charge of the Future Direction Committee (FDC) was to identify evolving needs and to provide direction as to whether the current education programs and services in District 203 should be modified, deleted or implemented. This could be accomplished by establishing the level of programs and services desired by the community, reviewing school district financial projections, and determining the level of financial support required to deliver the desired programs and services.

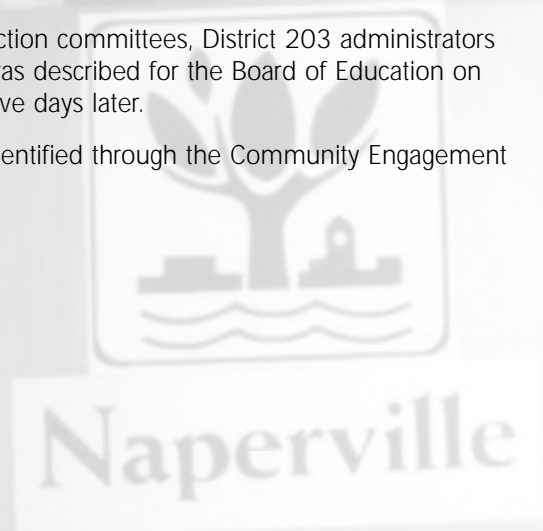
The FDC reviewed the Current Status Committee's findings and formed subcommittees that concentrated on communication, finance, focus groups, and quality. To obtain community input, a survey was mailed to 4,000 randomly selected households in the district, and focus group discussions were held. Following many subcommittee and whole-group deliberations, the FDC report was submitted to school district administrators.

## Action Blueprint for Results

After studying the findings of the Current Status and Future Direction committees, District 203 administrators proposed an Action Blueprint for Results. The Action Blueprint was described for the Board of Education on December 4, 2000 and for the community at a town meeting five days later.

The goals for the Action Blueprint for Results relate to themes identified through the Community Engagement Process:

1. Maintain quality learning opportunities for all students.
2. Build trust.
3. Improve communication.
4. Demonstrate fiscal accountability.



To review the entire text of the Future Direction Committee Report and The Action Blueprint for Results, visit the District 203 Web site <[www.ncusd203.org](http://www.ncusd203.org)>, the District 203 Administrative Center, or one of the public libraries in Naperville or Lisle.

# Standard-Bearer School District Process



**T**he Standard-Bearer School District Process is an initiative developed by the Center for Leadership in School Reform (CLSR) in Louisville, Kentucky. Data collection and evaluation conducted during the process are intended to define a school district's status in regard to ten standards developed by Dr. Phil Schlechty in his book, *Inventing Better Schools: An Action Plan for Educational Reform*.

In 1998, District 203 and several other school systems across the nation were invited by the CLSR to pilot the Standard-Bearer School District Process and model it for school systems throughout the country. The purposes for Standard-Bearer in our district are:

- To assess the capacity of the school district to support building-level and classroom-level change by assessing effectiveness against standards which support overall systemic continuous improvement initiatives, and
- To promote the School Improvement Plan process by using clear and compelling standards to improve system performance to achieve dramatic results for each and every student.

## Critical Strategic Goals

During the first two years of the Standard-Bearer Process, staff members and community volunteers participating in Standard Assessment Teams identified opportunities for improvements in operating and instructional systems. Their findings led to the July 2000 adoption of Critical Strategic Goals by the Board of Education:

1. Develop a shared understanding of the need for continuous improvement based on District 203 Beliefs, Vision and Mission.
2. Design quality work for learners.
3. Develop leadership capacity.

These goals will serve as the umbrella for school improvement efforts, with the central focus being on quality work for learners.

## Designing Quality Work for Learners

The work of students is the primary focus of the assessment process. In his book, Schlechty writes, "The business of schools is to produce work that engages students, that is so compelling that students persist when they experience difficulties, and that is so challenging that students have a sense of accomplishment, of satisfaction — indeed, of delight — when they successfully accomplish the tasks assigned."

Through the Standard-Bearer Process, District 203 educators have defined ten attributes of "quality work" for learners. One of these attributes is authentic learning. Throughout District 203, educators are creating more opportunities for students to see how "book learning" relates to the real world. Technology tools help students access "real time" information, and members of the business community help students find meaningful applications for what they are learning.



## Examples of Authentic Learning

- An architect works with a junior high math teacher during lessons about angles. He provides blueprints to show the use of angles in construction.
- A banker teaches some fifth graders about the principles of investing and then challenges them to make on-paper investments of specified amounts and earn more than he does.
- High school calculus students apply their lessons on derivatives as they create designs for roller coasters. Working in teams, the students explain their reasoning and results by building models, making videos, and/or giving presentations with PowerPoint slides or overhead transparencies.
- Language arts students studying persuasive writing are asked by a lawyer to write arguments that would convince a jury. The students present their positions orally and try to persuade their classmates that their opinions are valid.
- A middle school language arts class works with a local printer as they write articles and learn how to design and produce their own magazine.
- Consumer education students learn the ins and outs of purchasing a car or an insurance policy by simulating the actual process with a salesperson.

*"The business of schools is to produce work that engages students..."*

*Dr. Phil Schlechty*



# Student Achievement Levels Remain High

## Average ISAT Scores High in District 203

According to results from Illinois Standards Achievement Tests (ISATs) administered last year, District 203 is doing well overall in terms of student achievement. For example:

- In reading, the average score for third graders was among the ten highest in the state, for fifth and eighth graders among the five highest, and for tenth graders among the top four.
- In math, the third grade average was among the 12 highest in the state, the fifth grade among the six highest, the eighth grade among the seven highest, and the tenth grade among the top three.
- In science, District 203 average scores for both fourth and seventh graders were among the eight highest in the state.

It is too early to define a trend in ISAT scores. The 1999-2000 school year was only the second year in which ISATs were administered in reading, writing, and math and only the first year in which ISATs were administered in science and social science.

Although overall scores are good, District 203 educators look at results for the individual skills tested in order to determine where instruction and student achievement could be improved district wide. In addition, the School Improvement Teams at all 21 schools study their students' data to determine targets for improvement each year.

## District 203 Average ACT Scores Remain High

Over 80 percent of the Class of 2000 took the American College Test (ACT). Naperville North High School's composite score of 25.1 was the third highest in the state, and Naperville Central's score of 24.7 was the sixth highest.

## Composite SAT Results High

Only the top 12 percent of students statewide take the Scholastic Aptitude Test (SAT), but over 45 percent of the District 203 Class of 2000 took the SAT. Composite scores for Naperville North and Central students are well above national levels. Thirty-three members of the Class of 2000 were named semi-finalists in the 1999-2000 National Merit Scholarship Program — 18 at Central and 15 at North. An additional 55 students were named Commended Students for outstanding performance on the Preliminary Scholastic Aptitude Test administered in eleventh grade.



## Advanced Placement Testing Productive

One hundred seventeen members of the Class of 2000 received recognition from The College Board for high scores on multiple Advanced Placement Tests. The students qualified for potential pre-entry college credit for as many as three to eleven subjects.

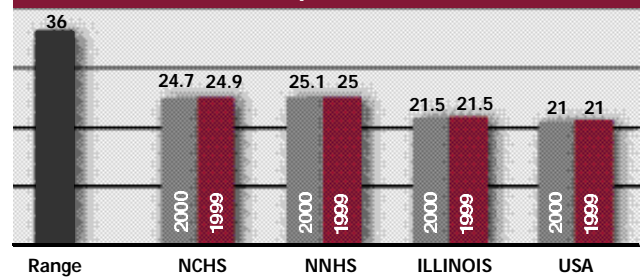
## Prairie State Achievement Tests

High school juniors will take the Prairie State Achievement Tests for the first time in April 2001. Their scores will be reported on their transcripts and may be reviewed by potential employers and college admission officials. The first half of the Prairie State Achievement Tests will consist of the ACT. The second half will be the Work Keys battery that relates reading and math to skills needed in the workplace. Also included will be a writing sample and science and social science tests.

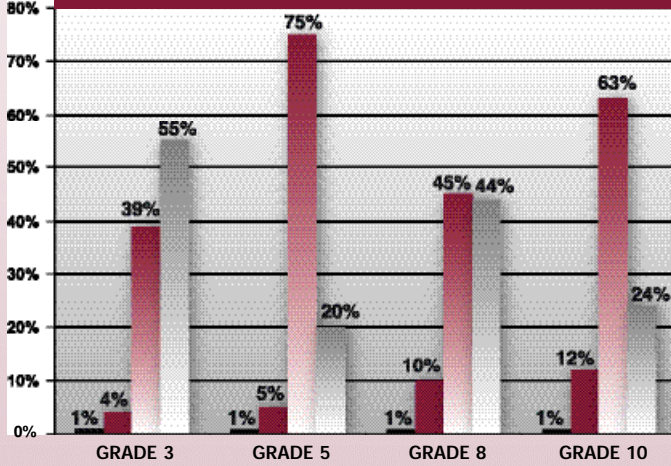
### SAT Mean Scores (% of Seniors Tested in 2000)

Year	Illinois (12%)		Naperville Central (48%)		Naperville North (45%)		United States (44%)	
	Verbal Math		Verbal Math		Verbal Math		VerbalMath	
2000	568	586	563	604	574	632	505	514
1999	569	585	563	599	573	637	505	511

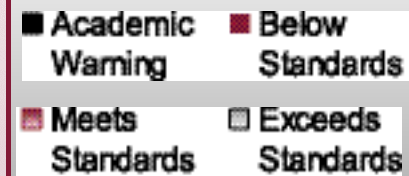
### ACT Composite Scores



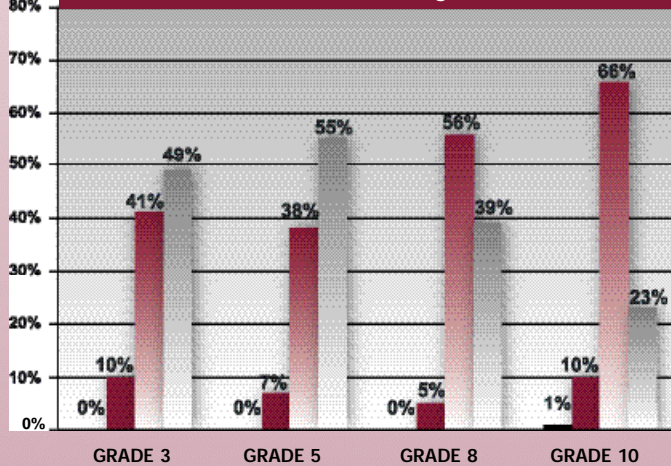
### ISAT Math



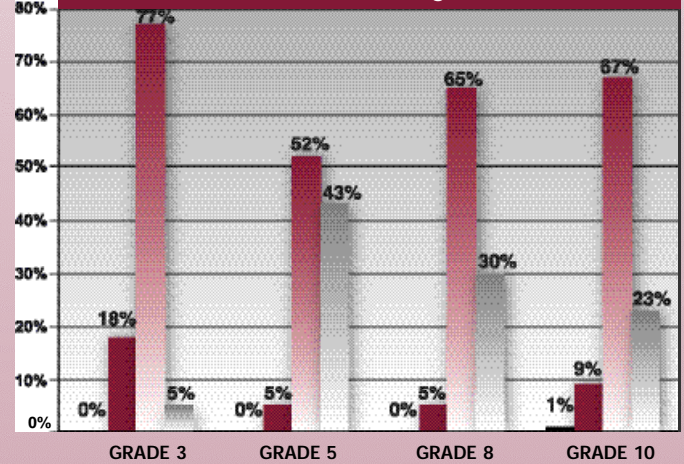
### District 203 ISAT Results (1999-2000, Students Without Special Needs)



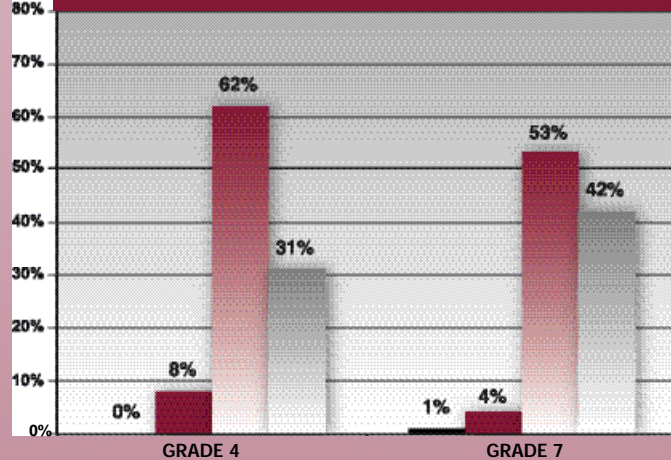
### ISAT Reading



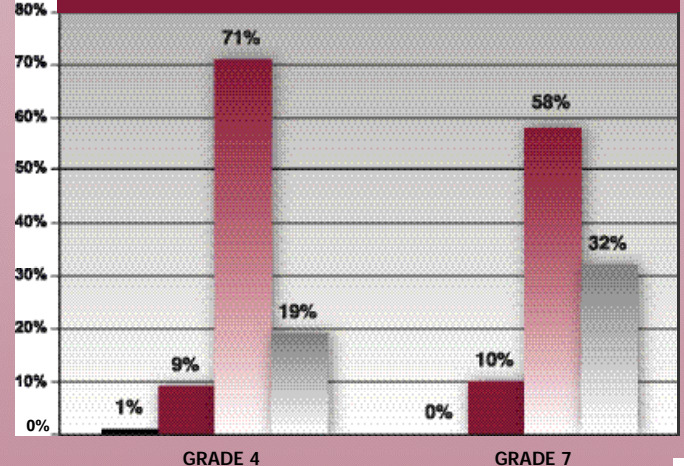
### ISAT Writing



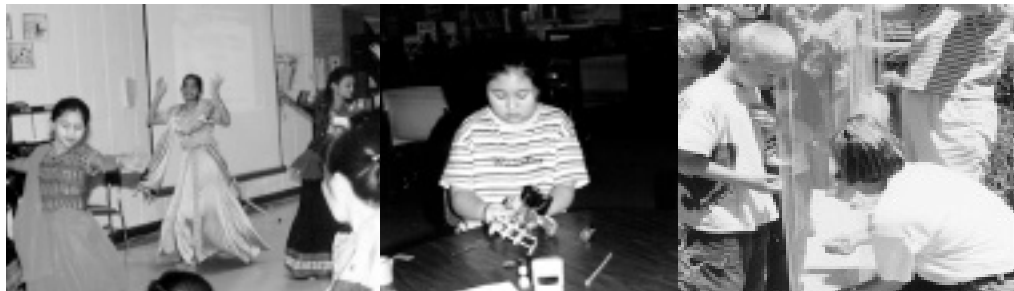
### ISAT Science



### ISAT Social Science



# Curriculum Development



**I**n District 203, faculty members review curriculum in each of the seven fundamental learning areas within a seven-year cycle (see box). The fundamental learning areas are English/language arts, mathematics, science, social science, fine arts, physical development and health, and foreign language.

## Math Curriculum

During the 1999-2000 school year, representatives of the K-12 faculty and administration finished a three-year math curriculum project. Over the past two years, the K-12 Math Committee reviewed national and state standards, studied research, and worked with a professor emeritus from Illinois State University. Based on their study, the committee designed a curriculum that fosters in-depth understanding of the fundamental mathematical concepts of number and operation, measurement, algebra, geometry, and statistics and probability.

Junior high school math teachers worked throughout the summer to design experiences that motivate students to use higher-level cognitive problem-solving strategies. The teachers also received training in computer and calculator technologies that augment the 6-8 curriculum.

In order to promote student learning, teachers will create learning environments that support risk taking, promote in-depth investigation and analysis of intriguing situations and problems, provide ample opportunities for reflection and interaction, and help students understand the connections between subjects learned and everyday life.

## K-12 Social Science Curriculum

To support the district's commitment to design quality work for students, all K-12 social sciences teachers met with Jay McTighe, coauthor and creator of a lesson planning framework called "Understanding by Design." McTighe's framework complements the District 203 inquiry-based curriculum. His premise is that questions provide doorways to understanding. By formulating questions with students, teachers create opportunities for students to investigate, analyze, and then develop informed answers. The inquiry process promotes students' abilities to connect facts, so they see how the information relates to their world.

## Investigating the Structure of the School

A Designing for Excellence Committee comprised of parents, teachers, and administrators was formed in the spring of 2000. Its goal is to determine how the junior high school can best meet learners' needs in the new millennium. Committee members gathered information from parent, student, and staff focus groups as a means to understand the current strengths of the middle school program.

Committee members read extensively and attended the National Middle School Association Conference as they explored best practices at the junior high level. By November 2001, the committee will make recommendations for refining the junior high program in such areas as time and organization, curriculum and instruction, and team effectiveness.

### SEVEN YEAR CURRICULUM REVIEW CYCLE

#### K-12

#### Years 1 & 2:

Plan and study specific discipline.

#### Year 3:

Develop curriculum for specific discipline.

#### Years 4 & 5:

Implement curriculum.

#### Years 6 & 7:

Monitor and evaluate curriculum.



## Special Education Highlights

### Special Education Staff Attend Workshops

The District 203 Special Education Department offers staff members a variety of workshops and training opportunities about the needs of students with disabilities. An area of focus during 1999-2000 pertained to students whose disabilities fall within the autism spectrum disorder. Specific instructional strategies and teaching techniques can help students make progress in their educational programs. Staff workshops focus on diagnostic characteristics, instructional methodologies, social skills, and language development. One of the members of the training team is Kim Curia, a parent of a child with autism.

"I credit the early childhood program for making it possible for Eric to participate in regular education," says Mrs. Curia. "With the exception of giving Eric additional opportunities to process information as an auditory learner, the teacher provides very little in the way of special assistance for Eric now. He's a different child than he was before special education preschool."

*"I credit the early  
childhood program for  
making it possible for  
Eric to participate in  
regular education."*

*Mrs. Curie*

### Business Partner Provides Mobile Medical Clinic

In conjunction with the business/community/education partnership formed by the District 203 Health Services Department and Ronald McDonald's Children's Hospital of Loyola University Medical Center, a mobile medical clinic provides services to families in our district. Each month, the traveling pediatric clinic visits the Neighborhood Resource Center in Naperville.

Within the large vehicle, medical professionals provide physical examinations and immunizations at no cost to students who might otherwise be excluded from school if they could not afford to comply with Illinois physical examination and immunization requirements or meet other health-care needs. One of the district nurses assists at the clinic on a volunteer basis. Appointments are scheduled for eligible families through an elementary school health technician.

### Parent Advisory Council Offers Support

The District 203 Special Education Parent Advisory Council (SEPAC) meets monthly to discuss topics that are of interest to families of students with disabilities. Council membership includes parents and representatives of the Special Education Department.

In an effort to seek input and guidance, last spring SEPAC distributed a survey to all families of students enrolled in special education programs. Parents were asked to indicate which aspects of the special education program were good and which areas needed improvement. Overall responses were positive and provide a basis for future direction.



# Technology Tools Enhance Learning

**A**ccess to laptop computers — and some personal assistance — helped propel the teaching staff forward into the information age. With assistance from the district's technology integration specialists and the availability of a wide variety of courses offered by technologically savvy members of the faculty, most District 203 teachers are ready to enhance students' learning with technology tools.



## Students' Projects Changed by Technology

The nature of student work has changed greatly with the use of technology tools. The vast resources now available for researching, composing, correcting, and revising encourage students to do more complete and complex work throughout their school years. Primary students learn how to log on, operate a mouse, and use various programs to obtain desired results. By third grade, students are learning keyboarding skills and see nothing unusual about using one computer program to write what they have learned about frogs and another program to add a picture and/or draw and color an illustration. By the time District 203 students enter high school, they are ready to learn how to use technology tools and computer programs in conjunction with such activities as scientific experiments, accounting, business office applications, architectural and engineering drafting, electronics, math applications, and digital art and photography.

Parents often volunteer to assist in the school computer labs, both as a way to see what their children are doing with technology and to learn more about using the tools themselves. Open house evenings in the labs are popular for the same reasons.

## Taking Learning Outside the Box

With the help of the technology integration specialists assigned to their buildings, teachers and students have been taking learning and instruction "outside the box."

Fifth graders created a Web page on their school's Internet site that parents could visit to check what they were doing on the class's outdoor education trip. The students used digital cameras and QuickPads to capture information and sights from their nature walks and other outdoor education activities and posted them immediately on the Web page. During breaks at camp, the students created a presentation that was later displayed on a monitor in the school lobby and in conjunction with their "memories" program at the end of the year.

When a seventh grade science class began searching the Internet for information about our solar system, what they found was hard to understand. As a result, they decided to develop a Web page of their own. It contains information each seventh grader discovered about his or her specific topic and can be expanded as other classes investigate the solar system.

High school students experience real-world applications for their learning as they create award-winning newspapers, yearbooks and literary annuals with desktop publishing software; design dramatic visual pieces with digital art programs; and develop complex engineering and architectural drawings with computer-aided drafting programs.

# District Operating Departments

## Conserve Resources

**T**he District 203 Buildings and Grounds Department cleans and maintains more than 2,300,000 square feet of space — in addition to the acreage around the 21 schools and administrative facilities. Also overseen by the Buildings and Grounds Department are energy usage, indoor air-quality management, and the district's 870-line telephone system.

### Additions and Renovations Completed at Two Schools

During the summer of 2000, the Buildings and Grounds Department oversaw the addition of needed instructional space and remodeling at Beebe Elementary and Jefferson Junior High schools. Costs for the construction projects totalled more than \$5 million. Partial funding for the improvements was provided through an Illinois FIRST Grant.

### Energy Costs Reduced

Major cost reductions in the area of energy use for lighting have been realized in recent years by buildings and grounds personnel. Staff members learned how to retrofit old fixtures after receiving a grant from Commonwealth Edison in 1996 and working with a contractor at Steeple Run Elementary School. The district experiences large cost savings by having staff, rather than contractors, do the work.

As each classroom was retrofitted, there was at least a 35 percent reduction in energy use for lighting. Fifty-percent reductions in electricity use were realized after retrofitting a cafeteria, a gymnasium, and library resource centers in several schools.

### Air Quality Committee Works to Ensure a Healthy Indoor Environment

In response to concerns voiced by parents and faculty about health-related concerns at several district schools, the indoor environments were tested numerous times by the DuPage County Health Department and an engineering firm. No chemicals or visual indications of mold or bacteria were found, but several rooms had elevated levels of carbon dioxide or "stale" air. As a result, airflow systems were replaced in some buildings and cleaned and adjusted in others. More fresh air was directed into windowless interior rooms and into areas where numbers of computers had been installed. The District 203 Air Quality Committee was organized, and an industrial hygienist was hired as the district's air-quality environmental project manager in the spring of 1999.

In September of 2000, District 203 received a \$15,000 grant from the Environmental Protection Agency in conjunction with its "Tools for Schools" program. The grant helped purchase air-quality measuring instruments, radon-testing services, and upgraded filters for various ventilation systems.

### School Buses Carry 11,000 Students

During school year 1999-2000, the District 203 fleet of school buses traveled over one million miles. They carried more than 11,000 pupils to and from schools, field trips, and athletic events. Included in those numbers are approximately 700 students who reside within the district and attend parochial schools within District 203 boundaries.

The District 203 Pupil Transportation Department started the 1999-2000 school year 13 drivers short, which caused inconvenience to some students. The Transportation Department wasn't fully staffed until March of 2000. Then, due to enrollment and program growth, it became necessary to add 16 buses to the fleet to cover 48 new routes for school year 2000-01.

District 203 is the only public school system in DuPage County with its own busing system. The district believes an in-house system is efficient and responds in a timely manner to the concerns of individual parents and students.

# Success Stories and Awards



## Outstanding Student Accomplishments

- Thirty-three members of the Class of 2000 were named semifinalists in the 1999-2000 National Merit Scholarship Program.
- The Naperville North Math Team captured its sixth championship in seven years during state competition in April 2000.
- Naperville North Math Team members helped the Chicago Area All Stars take the national championship during American Regions Mathematics League competition in the spring of 2000.
- The Naperville North Worldwide Youth in Science and Engineering team took the state championship with 495 out of a possible 500 points during competition in April 2000.
- The Naperville North varsity JETS placed second and the junior varsity placed first in their divisions at the state Junior Engineering Technical Society competition sponsored by the American Society of Engineers in March 2000.
- Naperville North students took several state championships in their events at the Family, Career and Community Leaders of America Conference in April 2000.
- Naperville Central students placed first in several Action Skills Events at the Vocational Industrial Clubs of America State of Illinois Olympics in April 2000.
- Marketing students from Central won first place in their skills events at the Illinois State Career Development Conference in May 2000.
- A team from Washington Junior High placed third last May in the difficult Gold Division of the WordMasters Challenge, a national language arts competition.
- Naperville Central's team took second in state during the Class AA Scholastic Bowl competition held March 2000.
- The Naperville Central Speech Team achieved fifth place, the highest state ranking in the team's history, as two of its members captured state championships in their events.
- *The Central Times*, Naperville Central's student newspaper, was named one of the 20 best high school newspapers in the nation and received its fifth National Pacemaker Award. *The Times* also received for the 11th time the All American Award, and for the 10th time a Gold Medalist Award. In addition, it was named "The Best Designed High School Newspaper in the United States."
- *The Good Life*, Central's literary magazine, was named a Silver Medalist and an All-Columbian Award winner by the Columbia Scholastic Press Association in the fall of 1999.
- Two members of North's Class of 2000 received coveted Writing Achievement Awards from the National Council of Teachers of English.
- The NNHS Jazz Ensemble was one of only 15 high school music organizations selected from 1,890 applicants for participation in the Essentially Ellington Jazz Festival in New York City last May. It was named one of the top three groups at the festival and performed during the final concert with the Lincoln Center Jazz Orchestra and soloist Wynton Marsalis.



## 1999-2000

- Two Naperville North juniors were among 51 students from the U.S. and abroad invited to participate in the 17th annual Research Science Institute conducted by the Center for Excellence in Education and the Massachusetts Institute of Technology last summer.
- A Naperville Central art student saw her "Children of the World" mixed media piece put on display last June in a Congressional exhibit in Washington, D.C. Her piece was selected to represent U.S. Representative District 13.
- Naperville Central's football team topped an undefeated season and won its first state championship during the 6A Illinois High School Association State Finals in November 1999.
- A Naperville North freshman was only the third wrestler in North's 30-year history to have an undefeated season. He was state champion in the 112-pound division in the 1999-2000 season.
- A member of the Class of 2000 was the first three-time state champion in the history of Naperville Central. He took his third successive swimming championship in the breast stroke with a time that was as fast as an Olympic qualifier's.
- The Naperville North Northern Lights Flag Team placed first at state with a three-minute tall flag routine during AAA competition in March 2000.



### An Exceptional School District

- For the fourth straight year, *Expansion Management* magazine named District 203 a Gold Medal school district, the highest ranking a school district can receive in the magazine's annual evaluation. More than 2,200 school systems across the country were rated.
- District 203 received a second annual "Bright A+" Award last fall from SchoolSearch for high performance by high school students on the ACT and by fifth graders in reading, writing and math.
- SchoolMatch gave District 203 its ninth consecutive "What Parents Want Award" last fall. Only 15 percent of the nation's schools qualified for the award, which is based upon objective criteria and surveys of parents who indicate what qualities they want in schools.
- The District 203 physical education program has been recognized as an excellent model for the nation's schools, most recently in a December 4, 2000 "Fit for Life" feature in *TIME* magazine.

