

**Naperville North High School  
Naperville CUSD 203  
Naperville, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES : PK 9 10 11 12**

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

Starting in 2009, charter school information is included in district statistics.

**STUDENTS**

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	73.4	5.2	5.0	15.4	0.0	1.0	9.6	3.0	0.8	0.7	5.1	95.5	3,116
District	74.1	4.6	4.9	15.1	0.1	1.2	7.8	3.4	0.6	0.2	6.2	96.2	18,072
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0	3.5	3.7	13.5	93.7	2,070,125

**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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	100.0	19.0	19.0	13.1	214.0
State	96.7	18.4	18.0	13.3	201.8

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

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School										22.5
District										22.5
State										19.2

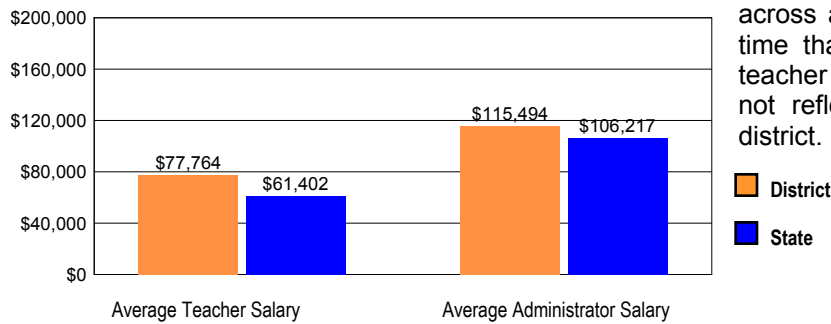
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	95.6	1.2	1.5	1.7	0.0	28.3	71.7	1,077
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

TEACHER INFORMATION ( Continued )					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.5	0.0
District	13.3	29.6	70.4	0.1	0.0
State	12.5	44.1	55.8	0.6	1.2

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

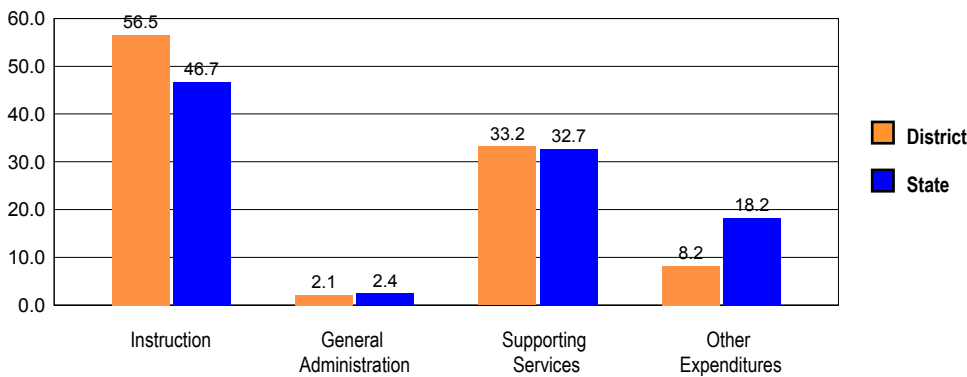
## SCHOOL DISTRICT FINANCES

### 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 2007-08 (Percentages)



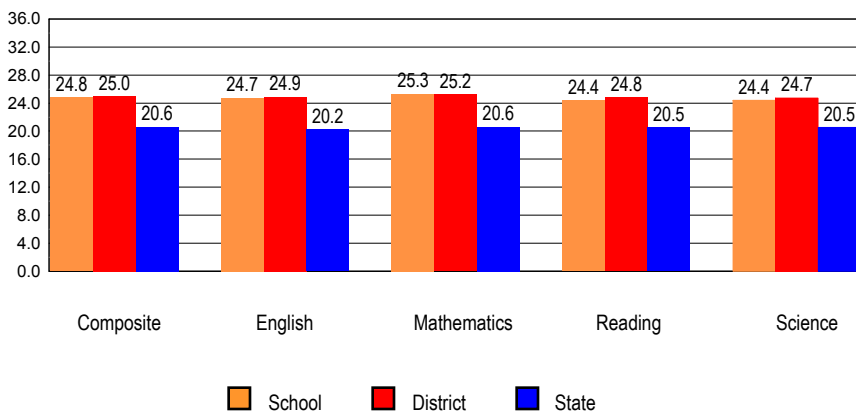
REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$181,255,883	81.0	58.7	Education	\$165,770,308	81.2	71.5
Other Local Funding	\$15,478,749	6.9	6.3	Operations & Maintenance	\$22,794,259	11.2	8.6
General State Aid	\$7,516,886	3.4	18.6	Transportation	\$9,000,126	4.4	3.9
Other State Funding	\$13,319,638	6.0	9.0	Bond and Interest	\$0	0.0	6.3
Federal Funding	\$6,235,583	2.8	7.4	Rent	\$0	0.0	0.0
TOTAL	\$223,806,739			Municipal Retirement/ Social Security	\$5,564,095	2.7	1.8
				Fire Prevention & Safety	\$79,889	0.0	0.9
				Site & Construction/ Capital Improvement	\$906,358	0.4	6.8
				TOTAL	\$204,115,035		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$250,723	4.07	\$6,697	\$10,760
State	**	**	\$6,103	\$10,417

\*\* 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

ACT ASSESSMENT: GRADUATING CLASS OF 2009 \*



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

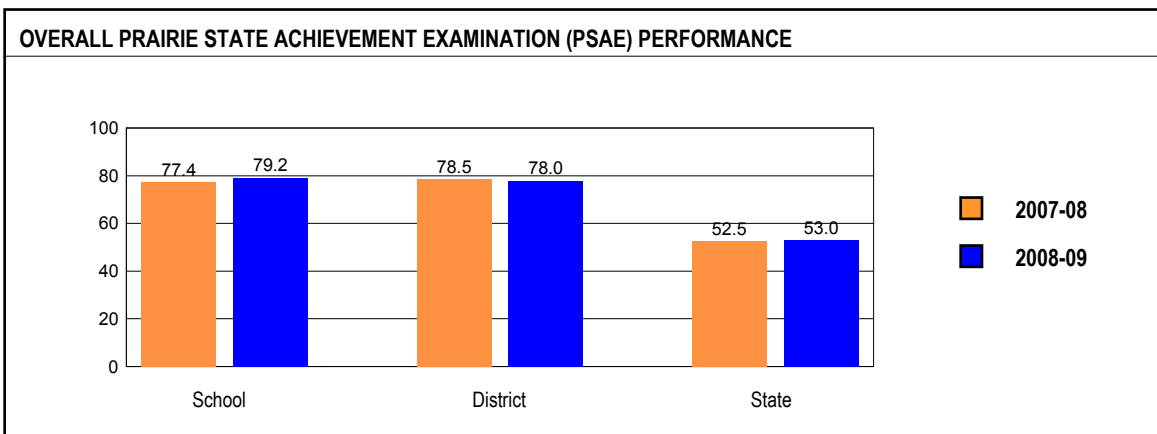
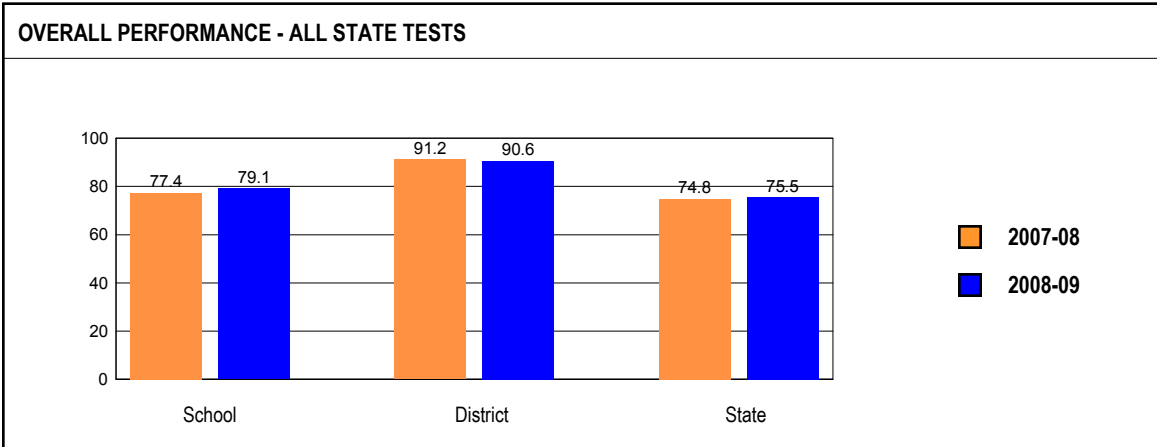
\* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

	Gender			Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged	
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American					Multi racial /Ethnic
School	96.2	94.1	98.4	96.1	100.0	82.1	100.0		100.0	80.0		82.4	100.0
District	96.2	95.7	96.8	97.7	83.5	80.3	98.3		100.0	80.8		85.5	88.9
State	87.1	84.5	89.7	92.3	76.7	76.8	94.0		88.9	63.1		78.1	76.6

### 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. They represent your school's performance in reading, mathematics, and science.

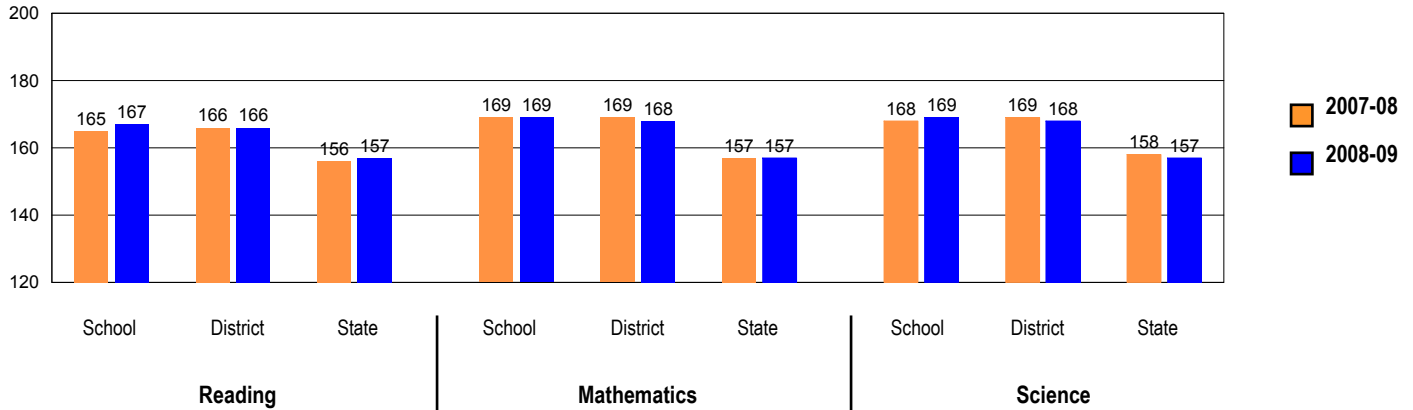
The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.



**PSAE PERFORMANCE**

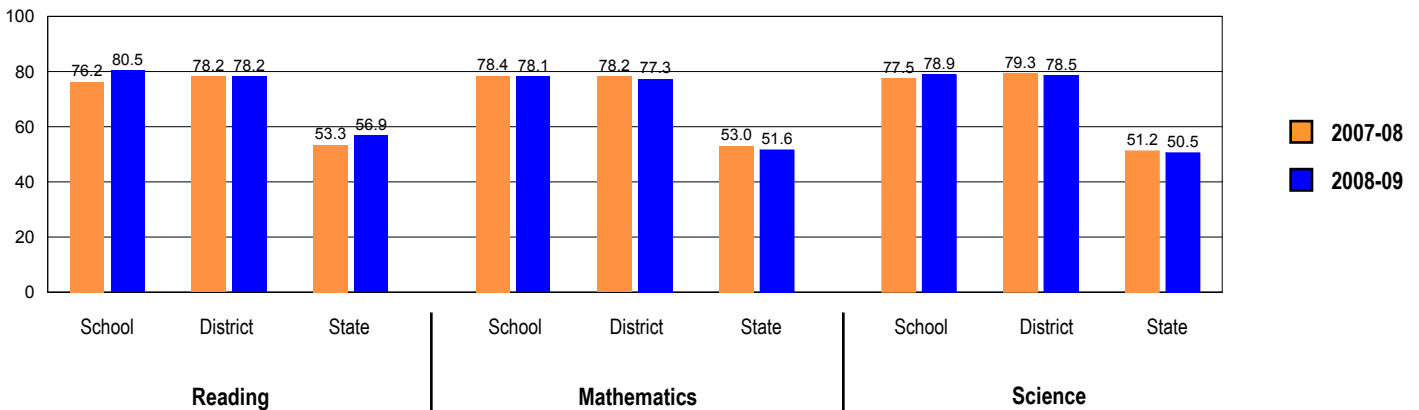
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

**PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores**



PSAE scores range from 120 to 200.

**PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards**



Number of students in this school with PSAE scores in 2009: 750

**PERFORMANCE ON STATE ASSESSMENTS**

Federal law requires that student achievement results for reading, mathematics, and science 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 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. 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.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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 FOR READING AND MATHEMATICS														
		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	764	380	384	562	44	34	116	1	7	20	0	84	61
	Reading Mathematics	0.7 0.7	0.8 0.8	0.5 0.5	0.5 0.5	2.3 2.3	0.0 0.0	0.0 0.0			0.0 0.0		3.6 3.6	3.3 3.3
District	*Enrollment	9,855	5,092	4,763	7,301	455	437	1,538	15	109	214	0	1,032	723
	Reading Mathematics	0.1 0.1	0.1 0.1	0.0 0.0	0.0 0.0	0.2 0.2	0.0 0.0	0.0 0.0	0.0 0.0	0.9 0.9	0.0 0.0		0.3 0.3	0.3 0.3
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading Mathematics	0.3 0.3	0.3 0.3	0.2 0.2	0.1 0.1	0.6 0.6	0.3 0.3	0.1 0.1	0.2 0.2	0.3 0.3	0.2 0.2	0.8 0.8	0.4 0.4	0.4 0.4

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		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	764	380	384	562	44	34	116	1	7	20	0	84	61
	Science	0.7	0.8	0.5	0.5	2.3	0.0	0.0			0.0		3.6	3.3
District	*Enrollment	4,281	2,199	2,082	3,200	205	185	637	9	45	89	0	464	305
	Science	0.1	0.1	0.1	0.1	0.5	0.0	0.0		2.2	0.0		0.6	0.7
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

\* Enrollment as reported during the testing windows for grades 4, 7, and 11.

**PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)**

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 11****Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	3.7	15.8	50.4	30.1	4.0	17.9	49.3	28.8	3.2	17.9	49.7	29.2
District	4.0	17.8	51.8	26.4	4.5	18.3	52.4	24.9	3.4	18.2	50.1	28.3
State	8.5	34.6	45.0	11.9	11.0	37.4	42.2	9.4	8.9	40.7	40.3	10.2

**Grade 11 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	4.3	14.6	47.8	33.2	4.3	16.1	41.7	37.9	3.5	14.5	43.8	38.2
	District	5.2	16.6	50.1	28.1	4.9	16.4	47.6	31.1	4.0	15.5	44.3	36.2
	State	10.6	34.8	42.8	11.8	11.2	34.5	42.7	11.6	9.2	36.8	40.8	13.2
Female	School	3.2	16.9	52.9	27.0	3.7	19.6	56.9	19.8	2.9	21.2	55.6	20.4
	District	2.8	19.1	53.5	24.6	4.0	20.2	57.2	18.6	2.8	20.9	56.0	20.3
	State	6.3	34.5	47.1	12.1	10.8	40.2	41.8	7.3	8.5	44.4	39.8	7.2

**Grade 11 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	2.5	13.8	51.5	32.1	2.2	17.0	55.1	25.7	1.4	16.3	53.4	28.8
	District	3.4	16.9	53.4	26.4	3.2	17.6	57.2	22.0	2.6	16.4	53.1	27.9
	State	5.0	26.5	52.5	15.9	5.9	30.6	51.0	12.4	4.5	32.1	49.5	13.9
Black	School	14.3	45.2	33.3	7.1	26.2	47.6	23.8	2.4	26.2	45.2	23.8	4.8
	District	15.8	35.5	42.1	6.6	22.4	51.3	23.7	2.6	15.8	52.6	28.9	2.6
	State	16.9	55.1	26.0	2.0	26.9	54.5	18.0	0.6	21.3	61.4	16.5	0.7
Hispanic	School	12.1	30.3	51.5	6.1	17.6	38.2	35.3	8.8	11.8	41.2	38.2	8.8
	District	8.3	33.3	50.0	8.3	18.4	30.6	42.9	8.2	10.2	40.8	38.8	10.2
	State	14.7	48.9	32.9	3.6	17.1	51.3	29.7	1.9	15.1	57.3	25.6	2.0
Asian/Pacific Islander	School	2.6	11.3	50.4	35.7	0.0	5.2	35.7	59.1	0.0	9.6	45.2	45.2
	District	1.9	13.9	46.9	37.3	1.4	7.2	38.8	52.6	1.4	10.5	44.0	44.0
	State	5.0	26.3	48.7	20.0	3.7	20.5	50.1	25.7	3.9	28.4	47.1	20.6
Native American	School												
	District												
	State	6.8	32.7	50.2	10.4	9.6	42.6	39.4	8.4	8.0	39.4	42.6	10.0
Multiracial/Ethnic	School												
	District												
	State	6.3	32.5	47.6	13.6	9.6	38.5	43.5	8.5	7.4	39.8	43.2	9.6

**Grade 11 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	36.8	26.3	31.6	5.3	20.0	25.0	35.0	20.0	20.0	50.0	25.0	5.0
District	36.8	26.3	31.6	5.3	20.0	25.0	35.0	20.0	20.0	50.0	25.0	5.0
State	45.3	46.6	7.9	0.2	37.6	44.6	15.6	2.2	36.5	55.4	7.7	0.5

**Grade 11 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	22.7	37.3	25.3	14.7	24.0	40.0	28.0	8.0	17.3	42.7	29.3	10.7
	District	26.3	37.8	26.3	9.6	31.4	37.8	26.3	4.5	23.1	44.2	24.4	8.3
	State	40.3	42.8	14.7	2.1	46.7	41.2	10.9	1.2	40.0	46.1	12.1	1.8
Non-IEP	School	1.6	13.4	53.2	31.8	1.8	15.4	51.7	31.1	1.6	15.1	52.0	31.3
	District	1.4	15.5	54.8	28.3	1.3	16.0	55.4	27.2	1.1	15.1	53.1	30.6
	State	4.5	33.6	48.7	13.1	6.6	36.9	46.1	10.4	5.0	40.0	43.8	11.2

**Grade 11 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	7.3	50.9	29.1	12.7	17.9	41.1	32.1	8.9	17.9	37.5	33.9	10.7
	District	11.1	44.4	35.6	8.9	17.6	42.9	34.1	5.5	15.4	44.0	33.0	7.7
	State	16.3	50.4	30.2	3.0	21.6	52.1	24.8	1.5	18.0	58.2	22.1	1.7
Not Eligible	School	3.5	13.0	52.1	31.5	2.9	16.0	50.7	30.4	2.0	16.3	51.0	30.7
	District	3.5	16.1	52.8	27.5	3.6	16.7	53.6	26.1	2.6	16.5	51.2	29.7
	State	4.8	27.3	51.8	16.0	6.1	30.5	50.3	13.1	4.6	32.6	48.7	14.1

## 2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	No	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Early Warning Year 2

	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
<b>State AYP Minimum Target</b>	95.0		95.0		70.0			70.0			90.0		78.0	
<b>All</b>	99.3	Yes	99.3	Yes	82.0		Yes	79.8		Yes			96.2	Yes
<b>White</b>	99.5	Yes	99.5	Yes	84.4		Yes	81.8		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>	100.0	Yes	100.0	Yes	88.5		Yes	95.6		Yes				
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	96.4	Yes	96.4	Yes	44.6	43.9	Yes	39.2	36.1	Yes			82.4	
<b>Economically Disadvantaged</b>	96.7	Yes	96.7	Yes	48.0	56.0	No	46.0	54.0	No			100.0	

**Four Conditions Are Required For Making Adequate Yearly Progress (AYP):**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2008.

\*\* Safe Harbor Targets of 70.0% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. 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. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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.

The No Child Left Behind Act of 2001 (NCLB) is the main federal law affecting education from kindergarten through high school. The overall purpose of the law is to ensure that each child in America is able to meet the high learning standards of the state where he or she lives. The school report card provides parents and community members with information about whether the individual school and school district have met the requirements that the state has set known as *Adequately Yearly Progress* or AYP. AYP is established for two content areas- reading and mathematics. For the 2008-2009 school year, each school needed to have 70% of students tested meet state standards. In 2009, District 203 met 337 out of 341 NCLB categories as measured in the areas of participation, achievement and attendance/graduation by No Child Left Behind.

In addition to expecting students to master content knowledge, District 203 is committed to developing the attributes of our mission statement in each of our students. We want students to be self-directed learners, complex thinkers, quality producers, collaborative workers, and community contributors. The District's curriculum provides challenging and engaging learning experiences for students which ensures students have multiple opportunities to achieve the mission and deepen content knowledge. District 203 believes that the high percentage of students meeting and exceeding academic standards is one indicator that students are acquiring the mission traits. In addition, these scores also reflect that we are meeting the needs of each of our students.

Just as the District pursues continuous improvement, so do each of our 21 schools by participating in a continuous improvement process on an annual basis. During this process, the building team comprised of teachers, administrators and parents analyzes student achievement data and other pertinent information to determine areas of strength and areas for improvement. Based on the analysis of data, the school determines School Improvement Goals (SIP). Each building then identifies and prioritizes the actions that will not only enhance student achievement, but also promote professional growth.

Naperville North High School demonstrates its commitment to continuous improvement by establishing the following multi-year goals developed during the 2009-2010 school year:

- 1. To cultivate confident healthy learners who are self-directed, collaborative, and contribute to the community.***
- 2. To expand access for all students to rigorous and relevant curriculum and instruction that calls for complex thinking and quality work.***
- 3. To increase academic achievement for all students.***

A copy of the Naperville North School Improvement Plan is available for your review in the school office. The District 203 Strategic Plan may be reviewed on the district website at [www.naperville203.org](http://www.naperville203.org) (see Quick Links)

Sincerely,

Kevin Pobst, Principal