

**NORMAL COMMUNITY WEST HIGH SCHOOL
MCLEAN COUNTY UNIT DIST NO 5
NORMAL, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : 9 10 11 12

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION												
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	86.9	9.5	2.3	1.2	0.1	16.4	0.0	5.2	0.7	11.6	94.5	1,417
District	79.8	12.8	4.0	3.3	0.1	19.5	1.3	4.9	0.2	12.9	95.4	10,564
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3	4.9	1.9	16.4	94.0	2,044,539

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*		AVERAGE CLASS SIZE (as of the first school day in May)						STAFF-TO-STUDENT RATIOS			
	Percent	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	95.0						21.4	--	--	--	--
District	97.4						25.4	16.7	18.3	12.3	225.0
State	95.9						17.6	18.4	18.2	13.8	221.1

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

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.8	1.6	0.5	0.1	0.0	20.5	79.5	762
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

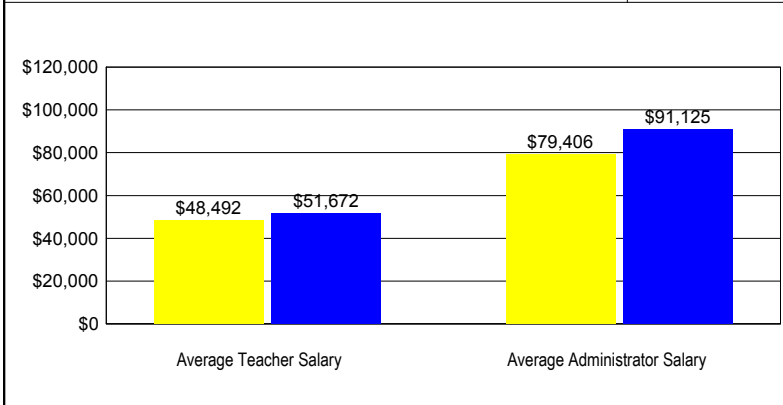
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	12.7	57.3	42.7	0.3	0.0
State	13.9	53.9	46.0	2.5	2.1

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

* Data based on No Child Left Behind (NCLB) definition.

SCHOOL DISTRICT FINANCES

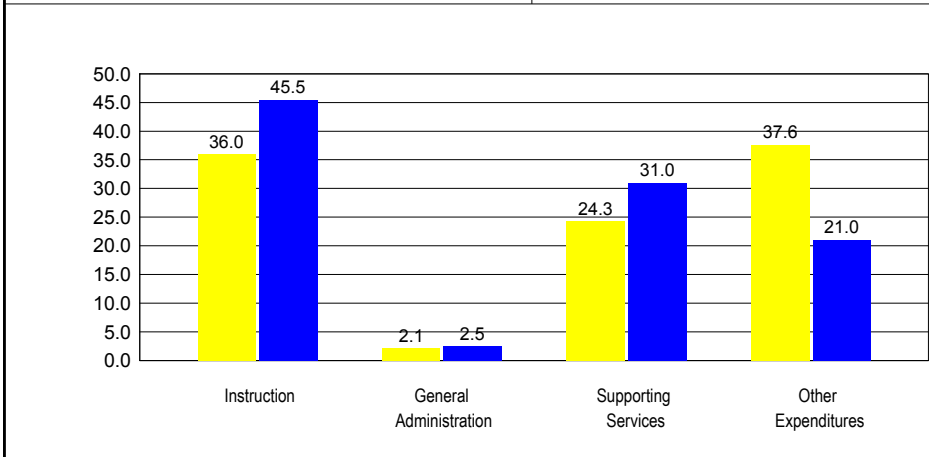
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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.

■ District
■ State

EXPENDITURE BY FUNCTION 2001-02 (Percentages)



■ District
■ State

REVENUE BY SOURCE 2001-02				EXPENDITURE BY FUND 2001-02			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$52,613,708	64.8	55.4	Education	\$60,514,705	50.9	69.7
Other Local Funding	\$6,826,515	8.4	6.1	Operations & Maintenance	\$7,173,618	6.0	8.9
General State Aid	\$12,605,523	15.5	18.7	Transportation	\$3,231,061	2.7	3.4
Other State Funding	\$7,353,866	9.1	12.5	Bond and Interest	\$14,114,772	11.9	5.7
Federal Funding	\$1,819,422	2.2	7.3	Rent			0.0
TOTAL	\$81,219,034			Municipal Retirement/ Social Security	\$2,118,550	1.8	1.5
				Fire Prevention & Safety	\$127,952	0.1	1.0
				Site & Construction/ Capital Improvement	\$31,498,568	26.5	9.8
				TOTAL	\$118,779,226		

OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$119,220	4.43	\$4,517	\$8,716
State	**	**	\$4,842	\$8,181

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

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

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

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

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

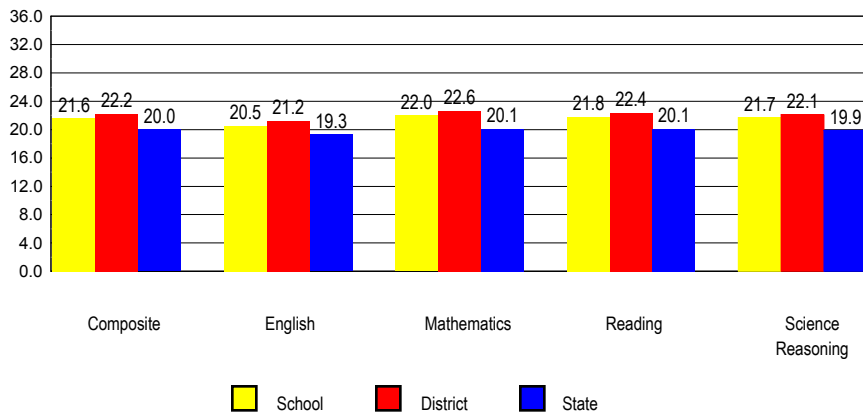
ACADEMIC PERFORMANCE

ACT ASSESSMENT: GRADUATING CLASS OF 2003*

ACT TEST TAKERS

	Number	% Class
School	274	86.4
District	570	89.3
State	117,197	93.0

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAT testing. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

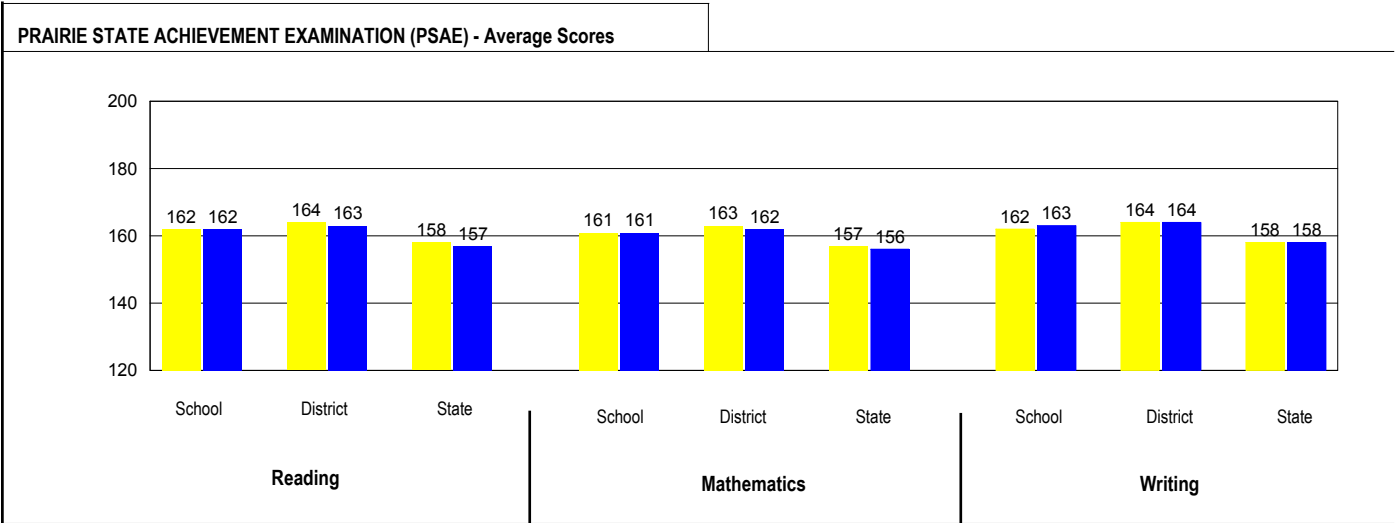
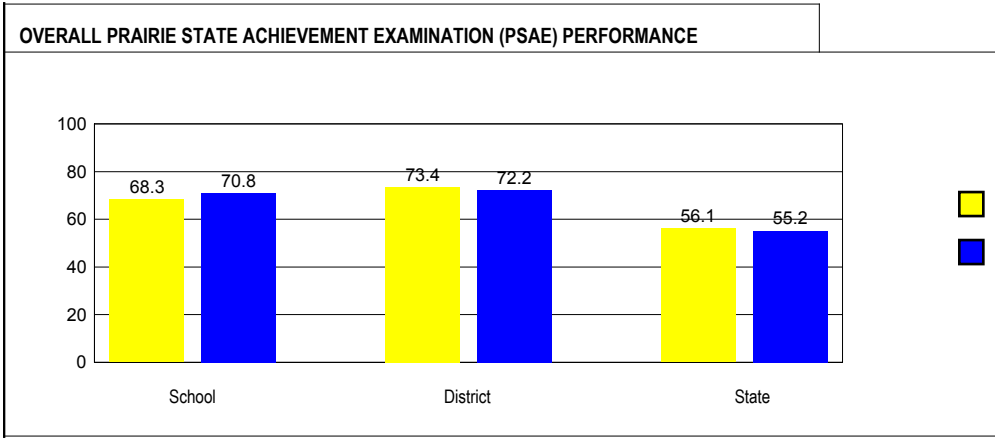
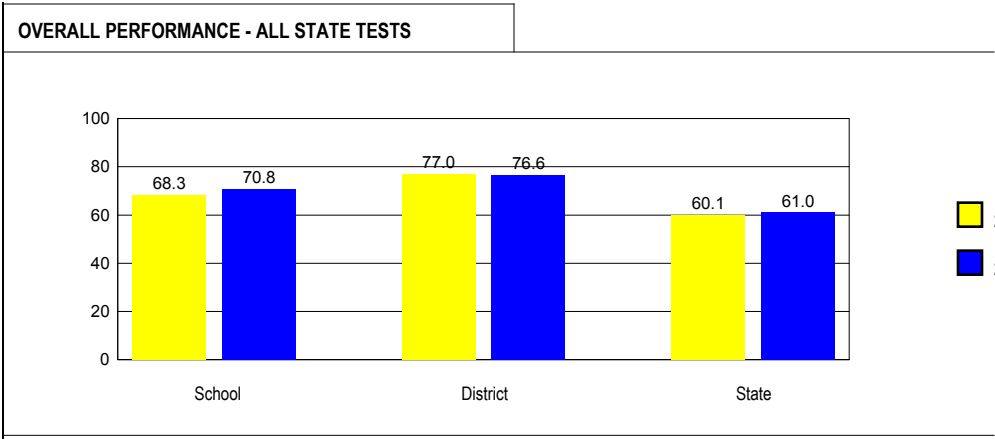


HIGH SCHOOL GRADUATION RATE

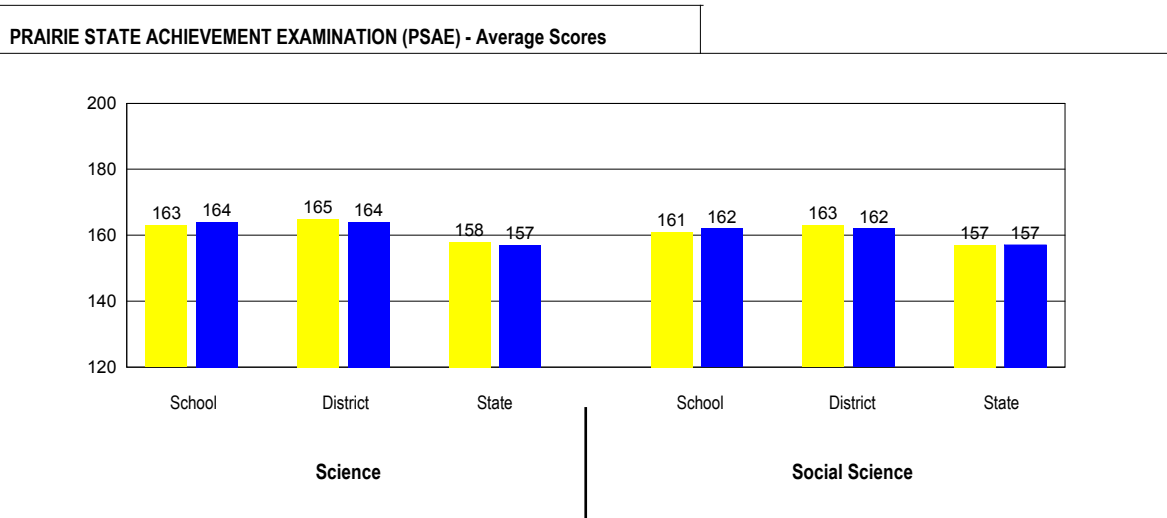
	Gender			Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American				
School	83.1	84.1	82.3	83.1	81.5	100.0	80.0	100.0			94.9	84.9
District	83.9	80.5	87.4	85.6	60.9	100.0	93.3	100.0	100.0		84.9	79.2
State	86.0	83.8	88.3	91.0	73.3	75.5	92.5	77.8	64.5	63.3	71.5	69.9

OVERALL STUDENT PERFORMANCE

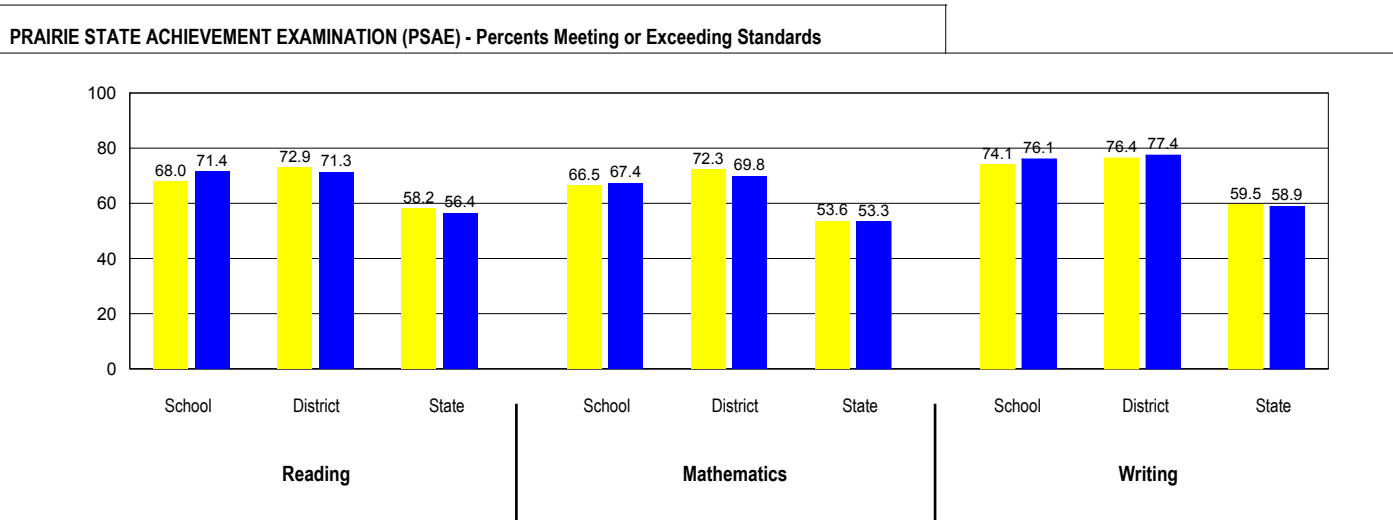
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



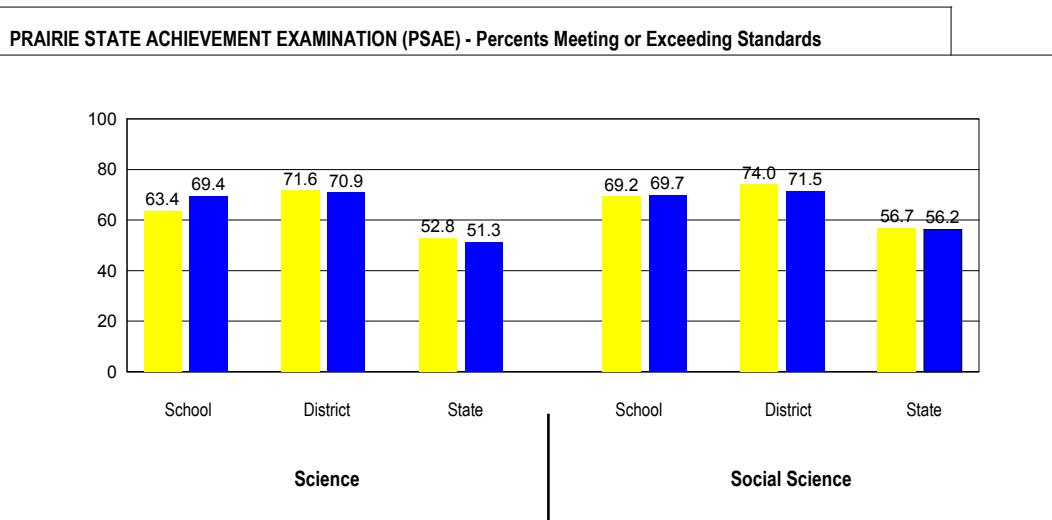
* PSAE scores range from 120 to 200.



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Number of students in this school taking the PSAE in 2003: 302



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PERFORMANCE ON STATE ASSESSMENTS

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

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

Students with disabilities have an IEP or Section 504 Plan. 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. 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.

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS													
		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
School	*Enrollment	307	156	151	270	27	5	5	0	0	0	41	32
	Reading	1.3	0.0	4.0	1.1	7.4						56.1	9.4
	Mathematics	1.3	0.0	4.0	1.1	7.4						56.1	9.4
District	*Enrollment	3,193	1,641	1,552	2,585	370	109	119	6	53	0	470	553
	Reading	0.0	0.0	0.2	0.5	0.0	0.9	0.0		11.3		5.7	2.4
	Mathematics	0.0	0.1	0.2	0.5	0.0	0.9	0.0		11.3		6.0	2.5
State	*Enrollment	616,170	313,399	302,581	366,187	127,748	97,933	21,960	936	35,949	310	82,419	234,696
	Reading	0.4	0.4	0.5	1.4	2.6	2.0	1.2	0.0	4.1	0.0	0.0	10.4
	Mathematics	0.5	0.6	0.6	1.5	2.8	2.2	1.3	0.0	4.7	0.0	0.0	10.6

* Enrollment on the first day of state testing.

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				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
School	2.0	26.6	55.8	15.6	4.7	27.9	55.1	12.3	1.7	22.3	66.1	10.0	2.7	27.9	52.2	17.3	2.3	28.0	51.7	18.0
District	2.8	25.9	53.9	17.4	3.1	27.2	56.6	13.2	1.8	20.8	62.4	15.0	3.3	25.9	53.8	17.1	2.6	25.9	52.1	19.4
State	7.5	36.1	44.8	11.6	9.5	37.2	46.6	6.7	6.3	34.8	49.5	9.4	10.7	38.0	40.0	11.3	8.0	35.8	41.7	14.5

Grade 11 - Gender

Levels	Reading				Mathematics				Writing				Science				Social Science				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	2.5	31.0	51.9	14.6	5.7	25.9	53.2	15.2	2.5	28.5	62.0	7.0	3.2	24.7	53.2	19.0	3.8	24.2	50.3	21.7
	District	3.8	28.8	48.6	18.8	4.1	23.1	54.4	18.4	2.5	26.6	58.4	12.5	3.4	22.8	51.9	21.9	3.4	22.9	49.8	23.8
	State	9.9	37.3	42.1	10.7	9.5	34.5	47.8	8.3	8.8	38.5	45.3	7.5	11.0	34.6	40.2	14.1	8.6	31.3	41.8	18.3
Female	School	1.4	21.7	60.1	16.8	3.5	30.1	57.3	9.1	0.7	15.4	70.6	13.3	2.1	31.5	51.0	15.4	0.7	32.2	53.1	14.0
	District	1.7	22.7	59.7	15.9	2.0	31.5	59.0	7.5	1.0	14.6	66.8	17.6	3.1	29.2	55.9	11.9	1.7	29.2	54.6	14.6
	State	5.1	34.9	47.5	12.5	9.6	39.7	45.5	5.2	3.9	31.3	53.6	11.3	10.4	41.3	39.7	8.6	7.5	40.1	41.6	10.9

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				Science				Social Science				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	2.3	24.9	57.0	15.8	4.5	25.3	57.0	13.2	1.9	19.2	68.3	10.6	3.0	24.5	54.0	18.5	2.6	27.2	51.3	18.9
	District	2.5	24.1	54.8	18.6	3.0	24.6	58.3	14.0	1.5	18.0	64.8	15.7	2.8	23.1	55.5	18.6	2.3	23.1	53.8	20.8
	State	5.4	29.9	50.1	14.6	5.8	31.6	54.5	8.2	4.2	28.0	56.1	11.7	6.0	32.5	47.1	14.4	5.1	29.6	47.1	18.2
Black	School	0.0	44.0	48.0	8.0	4.0	56.0	40.0	0.0	0.0	52.0	44.0	4.0	0.0	64.0	36.0	0.0	0.0	37.5	54.2	8.3
	District	1.9	47.2	45.3	5.7	3.8	56.6	39.6	0.0	3.8	43.4	49.1	3.8	7.5	52.8	39.6	0.0	5.8	48.1	40.4	5.8
	State	13.7	55.2	29.0	2.2	23.8	55.7	20.1	0.4	13.0	56.2	29.5	1.3	27.7	54.9	16.3	1.0	19.7	55.5	22.5	2.2
Hispanic	District	0.0	30.0	60.0	10.0	10.0	30.0	60.0	0.0	0.0	30.0	60.0	10.0	0.0	40.0	60.0	0.0	0.0	40.0	50.0	10.0
	State	13.1	52.5	31.3	3.0	16.3	54.3	28.4	1.1	11.9	53.9	32.2	2.0	20.2	54.0	23.5	2.3	12.7	52.2	30.9	4.3
Asian/Pacific Islander	District	12.5	16.7	50.0	20.8	0.0	16.7	54.2	29.2	4.2	29.2	41.7	25.0	4.2	20.8	45.8	29.2	4.2	33.3	41.7	20.8
	State	4.5	30.3	48.6	16.5	4.1	22.3	55.6	18.1	2.8	24.7	54.4	18.1	5.1	29.3	46.8	18.7	2.9	28.2	46.5	22.3
Native American	State	10.5	37.9	43.0	8.6	12.9	38.2	46.5	2.4	8.2	33.8	50.1	7.9	12.1	37.4	44.1	6.5	10.5	36.8	42.9	9.7

PSAE continued**Grade 11 - Students with Disabilities**

Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
IEP																				
School	17.6	70.6	11.8	0.0	41.2	52.9	5.9	0.0	17.6	70.6	11.8	0.0	23.5	70.6	5.9	0.0	17.6	70.6	11.8	0.0
District	20.5	61.5	17.9	0.0	28.2	59.0	12.8	0.0	15.4	61.5	23.1	0.0	25.6	64.1	7.7	2.6	15.4	69.2	15.4	0.0
State	37.8	46.9	13.6	1.7	41.9	45.3	12.0	0.7	37.1	49.4	12.5	1.0	42.9	44.0	11.3	1.8	32.5	49.8	15.2	2.5
Section 504																				
State	6.3	34.0	44.9	14.8	7.8	36.5	46.8	8.9	2.7	38.4	49.2	9.7	8.2	38.0	39.5	14.4	7.2	33.6	44.2	15.1
Non-disabled																				
School	1.1	24.0	58.3	16.6	2.5	26.5	58.0	13.1	0.7	19.4	69.3	10.6	1.4	25.4	54.8	18.4	1.4	25.5	53.9	19.1
District	1.6	23.6	56.4	18.5	1.4	25.1	59.6	13.9	0.9	18.1	65.2	15.9	1.7	23.3	57.0	17.9	1.7	23.0	54.6	20.6
State	4.3	34.9	48.2	12.6	6.1	36.3	50.3	7.3	3.1	33.2	53.4	10.3	7.3	37.4	43.0	12.3	5.3	34.3	44.6	15.8

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch																				
School	6.9	48.3	41.4	3.4	13.8	55.2	27.6	3.4	6.9	48.3	41.4	3.4	6.9	58.6	31.0	3.4	0.0	55.2	34.5	10.3
District	14.3	49.0	34.7	2.0	12.2	59.2	26.5	2.0	12.2	42.9	40.8	4.1	14.3	57.1	26.5	2.0	8.2	55.1	30.6	6.1
State	14.9	53.4	29.1	2.6	20.9	54.1	24.0	0.9	14.4	55.4	28.7	1.6	25.3	53.5	19.4	1.9	17.8	54.3	24.6	3.3
Not Eligible																				
School	1.5	24.3	57.4	16.9	3.7	25.0	58.1	13.2	1.1	19.5	68.8	10.7	2.2	24.6	54.4	18.8	2.6	25.1	53.5	18.8
District	1.8	23.9	55.6	18.8	2.3	24.4	59.2	14.1	0.9	18.9	64.3	15.9	2.3	23.1	56.2	18.4	2.1	23.4	54.0	20.5
State	5.6	31.7	48.8	13.9	6.7	32.9	52.3	8.1	4.3	29.6	54.7	11.4	7.1	34.1	45.1	13.7	5.5	31.1	46.0	17.4

The Illinois State Board of Education (ISBE) is in the process of reviewing anomalies in the data for Normal Community West High School. Therefore, the Adequate Yearly Progress (AYP) information is not available at this time. AYP status will be posted immediately upon receipt from ISBE.

Normal Community West High School

School Improvement Summary

2003-04

The yearly school improvement plan at Normal West is directed by the Internal Review Team. The IRT consists of students, parents, and faculty members from the Normal West learning community. Each year the Internal Review Team collects data and receives input from staff, parents, and students relative to areas that could improve our school. Based on this data and input, a school improvement plan is developed for the upcoming school year.

During the 2002-03 school year, two major improvement goals were identified.

- Increasing student achievement through improved content reading skills;
- Increasing staff and students' understanding and recognition of diversity

A secondary goal of improving and increasing communication with parents is ongoing at Normal West.

A successful Latino Block Party began the diversity goal in October. The annual Taste of Soul dinner in February allowed participants to view historical/cultural displays, enjoy diverse cuisine, and formally celebrate African American culture. Staff development featuring the work of Ruby Payne also furthered this goal. An extensive student survey was developed and administered to probe student feelings and ideas concerning diversity within our community. The survey results will become part of our data study in setting future school improvement plans.

The goal of improving student content reading skills was implemented in several ways. A "Reading Committee" of staff members was formed to spearhead and organize this movement. Freshman homerooms were encouraged to become silent reading centers. A "work of the week" became a highly publicized, school-wide initiative that focused on vocabulary development. Each academic department brainstormed strategies appropriate to their content area that would develop reading skills. Reports were made to the entire faculty on the successes they enjoyed. Staff development opportunities were provided throughout the year.

Feedback from the staff indicated strong support for continuing this initiative as a goal area for the 2003-04 school year. This data will be considered in the formation of our school improvement goals.