

**NORTHWESTERN HIGH SCHOOL  
NORTHWESTERN C U SCH DIST 2  
PALMYRA, 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
<b>School</b>	100.0	0.0	0.0	0.0	0.0	22.5	0.0	1.3	1.3	24.7	93.3	151
<b>District</b>	100.0	0.0	0.0	0.0	0.0	31.2	0.0	1.3	0.5	25.6	94.3	439
<b>State</b>	59.3	20.8	16.2	3.5	0.2	37.5	6.7	5.1	2.0	16.5	94.0	2,029,821

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

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

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

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

**INSTRUCTIONAL SETTING**

**PARENTAL CONTACT\***

	Percent
<b>School</b>	85.0
<b>District</b>	92.5
<b>State</b>	95.0

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

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
<b>School</b>						13.1
<b>District</b>						13.1
<b>State</b>						18.8

**STAFF-TO-STUDENT RATIOS**

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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15.0	14.8	10.9	164.4
19.1	18.3	14.0	222.6

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

**TEACHER INFORMATION** (Full-Time Equivalents)

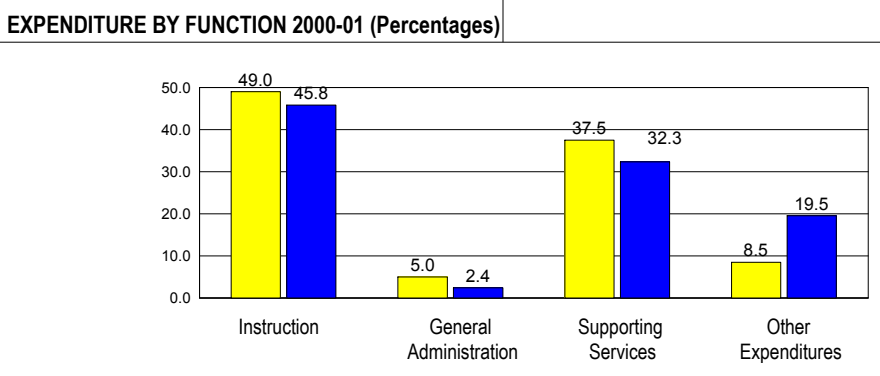
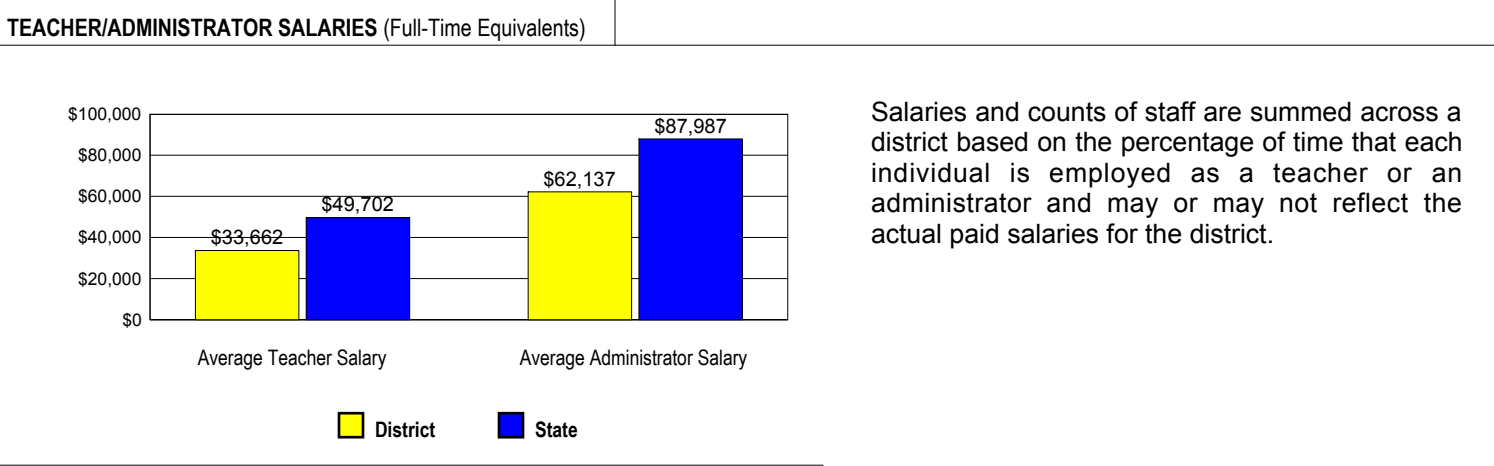
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	100.0	0.0	0.0	0.0	0.0	21.6	78.4	35
<b>State</b>	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

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	15.4	79.7	20.3	2.9	0.0
State	14.2	53.9	46.0	2.4	2.3

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

\* Data based on preliminary NCLB definitions.

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$826,415	23.8	54.4
Other Local Funding	\$288,999	8.3	7.5
General State Aid	\$1,432,897	41.2	17.9
Other State Funding	\$582,993	16.8	12.7
Federal Funding	\$344,569	9.9	7.4
<b>TOTAL</b>	<b>\$3,475,873</b>		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$2,570,091	78.9	70.0
Operations & Maintenance	\$243,744	7.5	9.2
Transportation	\$239,413	7.4	3.4
Bond and Interest	\$0	0.0	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$88,593	2.7	1.6
Fire Prevention & Safety	\$114,883	3.5	1.0
Site & Construction/ Capital Improvement	\$0	0.0	9.3
<b>TOTAL</b>	<b>\$3,256,724</b>		

**OTHER FINANCIAL INDICATORS**

	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$70,947	2.88	\$4,186	\$7,257
State	**	**	\$4,667	\$7,926

\*\* 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.

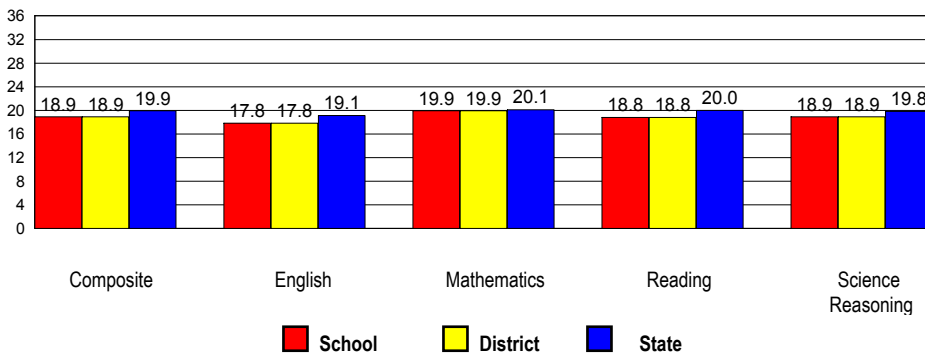
**Total school tax rate** is a district's total tax rate as it appears on local property tax bills.

**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 2002\***



**ACT TEST TAKERS**

	Number	% Class
School	37	94.9
District	37	94.9
State	111,838	92.5

\* 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.

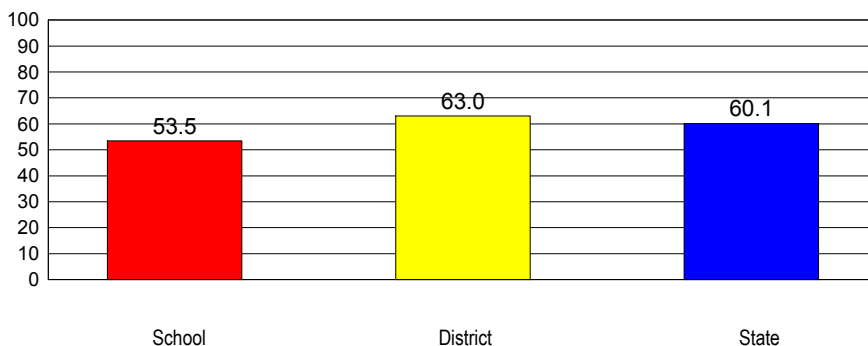
**HIGH SCHOOL GRADUATION RATE**

	Gender			Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American				
School	90.2	95.8	82.4	90.2							71.4	100.0
District	90.2	95.8	82.4	90.2							71.4	100.0
State	85.2	82.5	87.9	89.2							69.1	80.2

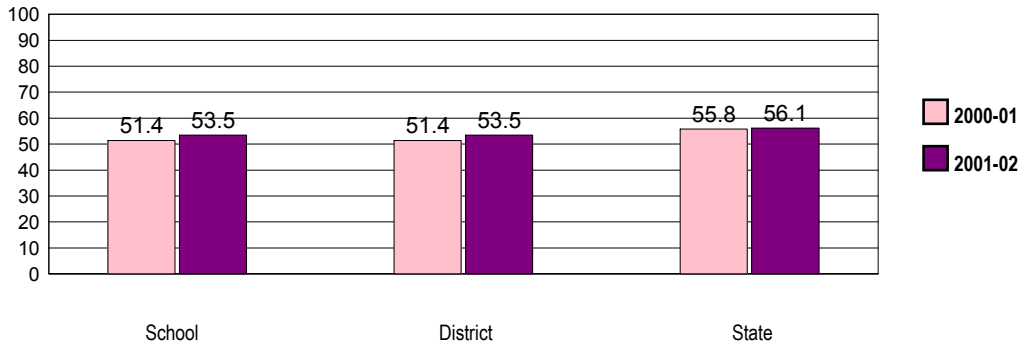
**OVERALL STUDENT PERFORMANCE**

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.

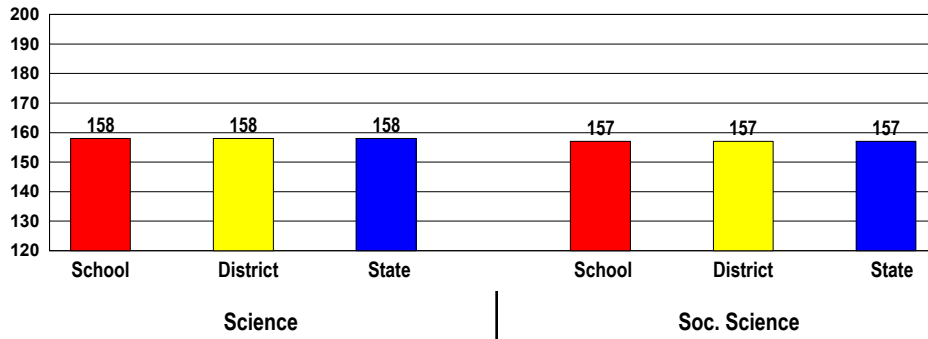
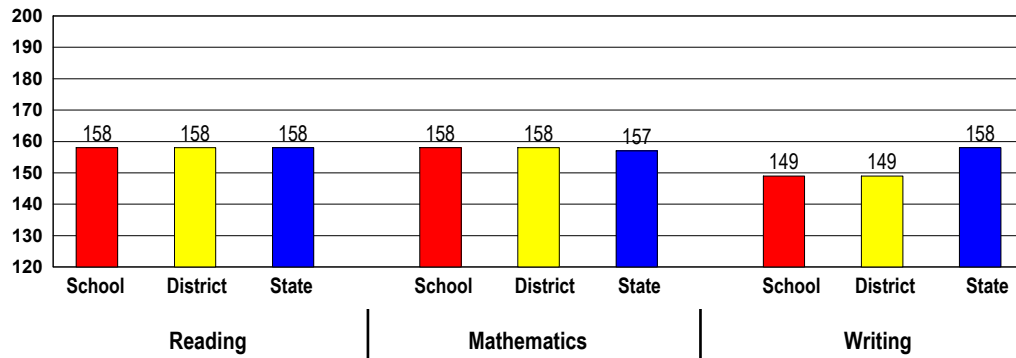
**2001-02 OVERALL PERFORMANCE - ALL STATE TESTS**



**OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE**

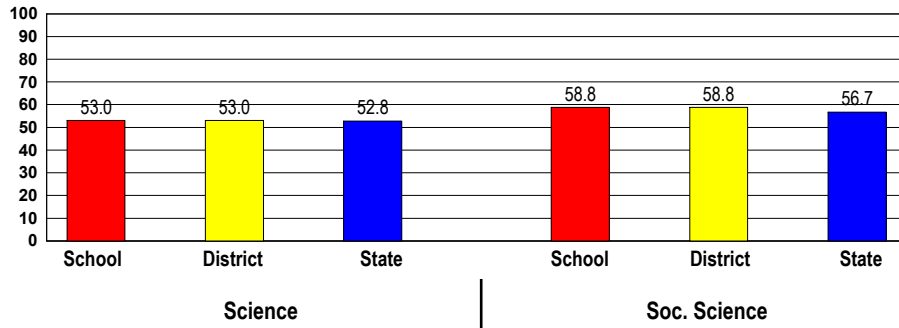
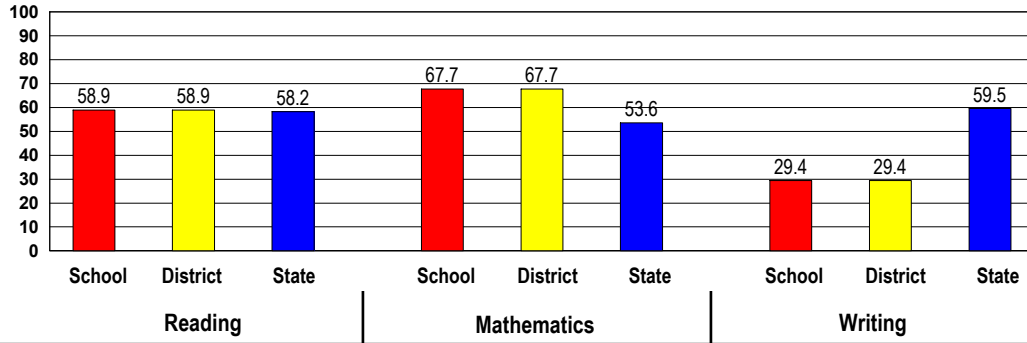


**PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) --- Average Scores**



\* PSAE scores range from 120 to 200.

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



Number of students in this school taking the PSAE in 2002: 34

**PERFORMANCE ON STATE ASSESSMENTS**

Federal law requires that student achievement results for schools providing Title I services be reported to the general public. Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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.

In order to protect students' identities, test data for groups of fewer than five 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	33	17	16	31		1	1				9	14
	Reading	0.0	0.0	0.0	0.0		100.	0.0				0.0	78.6
	Mathematics	0.0	0.0	0.0	0.0		100.	0.0				0.0	78.6
District	*Enrollment	111	56	55	108		2	1				15	52
	Reading	0.0	0.0	0.0	0.0		0.0	0.0				0.0	21.2
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0				0.0	19.2
State	*Enrollment	610,328	310,180	300,148	369,979		92,959	21,444				74,640	226,724
	Reading	2.6	3.0	2.6	4.1		5.3	3.8				0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0		5.2	3.7				0.6	16.3

\* 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**

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	8.8	32.4	47.1	11.8	5.9	26.5	61.8	5.9	14.7	55.9	29.4	0.0	2.9	44.1	41.2	11.8	8.8	32.4	50.0	8.8
	District	8.8	32.4	47.1	11.8	5.9	26.5	61.8	5.9	14.7	55.9	29.4	0.0	2.9	44.1	41.2	11.8	8.8	32.4	50.0	8.8
	State	8.0	33.9	45.2	13.0	10.0	36.4	45.2	8.4	6.4	34.1	49.5	10.0	10.6	36.6	41.1	11.7	7.1	36.1	42.7	14.0

<b>Gender</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>				<b>Science</b>				<b>Social Science</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Male</b>	<b>School</b>	11.1	33.3	50.0	5.6	5.6	27.8	61.1	5.6	16.7	66.7	16.7	0.0	5.6	38.9	44.4	11.1	11.1	27.8	55.6	5.6
	<b>District</b>	11.1	33.3	50.0	5.6	5.6	27.8	61.1	5.6	16.7	66.7	16.7	0.0	5.6	38.9	44.4	11.1	11.1	27.8	55.6	5.6
	<b>State</b>	10.4	34.3	42.6	12.7	9.9	34.0	45.6	10.4	9.0	37.1	45.4	8.4	10.7	34.0	40.9	14.4	7.8	31.2	42.8	18.2
<b>Female</b>	<b>School</b>	6.3	31.3	43.8	18.8	6.3	25.0	62.5	6.3	12.5	43.8	43.8	0.0	0.0	50.0	37.5	12.5	6.3	37.5	43.8	12.5
	<b>District</b>	6.3	31.3	43.8	18.8	6.3	25.0	62.5	6.3	12.5	43.8	43.8	0.0	0.0	50.0	37.5	12.5	6.3	37.5	43.8	12.5
	<b>State</b>	5.6	33.5	47.6	13.3	10.1	38.6	44.8	6.5	3.9	31.2	53.4	11.4	10.5	39.1	41.3	9.1	6.5	40.9	42.7	9.9
<b>Racial/Ethnic Background</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>				<b>Science</b>				<b>Social Science</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>White</b>	<b>School</b>	9.1	30.3	48.5	12.1	6.1	27.3	60.6	6.1	15.2	54.5	30.3	0.0	3.0	45.5	39.4	12.1	9.1	33.3	48.5	9.1
	<b>District</b>	9.1	30.3	48.5	12.1	6.1	27.3	60.6	6.1	15.2	54.5	30.3	0.0	3.0	45.5	39.4	12.1	9.1	33.3	48.5	9.1
	<b>State</b>	5.5	28.4	50.0	16.1	5.9	31.3	52.5	10.3	4.2	28.2	55.4	12.2	6.0	31.3	47.9	14.7	4.5	29.9	48.0	17.5
<b>Black</b>	<b>School</b>																				
	<b>District</b>																				
	<b>State</b>	15.2	52.7	29.4	2.6	26.8	53.8	18.7	0.7	14.2	53.7	30.4	1.7	28.2	53.2	17.5	1.1	18.8	56.5	22.4	2.3
<b>Hispanic</b>	<b>School</b>																				
	<b>District</b>																				
	<b>State</b>	15.5	48.5	32.2	3.7	18.1	53.2	27.3	1.5	12.4	52.9	32.5	2.2	21.1	53.8	22.9	2.2	10.6	54.2	31.1	4.1
<b>Asian/ Pacific Islander</b>	<b>School</b>																				
	<b>District</b>																				
	<b>State</b>	5.9	28.4	47.5	18.2	4.0	23.2	53.2	19.6	3.4	24.4	54.4	17.8	5.3	29.5	47.4	17.8	3.1	27.3	50.8	18.9
<b>Native American</b>	<b>School</b>																				
	<b>District</b>																				
	<b>State</b>	11.5	31.3	44.8	12.4	11.2	36.6	47.3	4.9	8.1	31.0	51.2	9.7	11.7	34.6	43.3	10.4	8.7	34.3	44.6	12.4
<b>Students with Disabilities</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>				<b>Science</b>				<b>Social Science</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>IEP</b>	<b>School</b>	22.2	66.7	11.1	0.0	22.2	44.4	33.3	0.0	22.2	77.8	0.0	0.0	11.1	66.7	22.2	0.0	33.3	33.3	33.3	0.0
	<b>District</b>	22.2	66.7	11.1	0.0	22.2	44.4	33.3	0.0	22.2	77.8	0.0	0.0	11.1	66.7	22.2	0.0	33.3	33.3	33.3	0.0
	<b>State</b>	37.2	45.7	15.0	2.1	42.8	43.4	12.9	0.9	34.8	49.6	14.6	1.0	42.4	43.9	11.7	2.0	29.6	52.1	15.5	2.7
<b>Section 504</b>	<b>School</b>																				
	<b>District</b>																				
	<b>State</b>	12.6	33.3	40.7	13.4	14.0	36.6	41.3	8.1	9.8	35.3	46.1	8.8	12.2	36.4	39.0	12.4	7.7	38.3	38.7	15.3
<b>Non- disabled</b>	<b>School</b>	4.0	20.0	60.0	16.0	0.0	20.0	72.0	8.0	12.0	48.0	40.0	0.0	0.0	36.0	48.0	16.0	0.0	32.0	56.0	12.0
	<b>District</b>	4.0	20.0	60.0	16.0	0.0	20.0	72.0	8.0	12.0	48.0	40.0	0.0	0.0	36.0	48.0	16.0	0.0	32.0	56.0	12.0
	<b>State</b>	5.1	32.7	48.1	14.1	6.9	35.7	48.3	9.2	3.8	32.7	52.8	10.8	7.6	35.9	43.9	12.6	4.9	34.5	45.4	15.1
<b>Economically Disadvantaged</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>				<b>Science</b>				<b>Social Science</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Free/Reduced School Price Lunch</b>	<b>District</b>																				
	<b>State</b>	16.8	50.5	29.8	3.0	23.5	52.5	23.0	1.0	14.9	53.8	29.8	1.5	26.5	52.6	19.1	1.8	17.3	55.4	24.4	3.0
<b>Not Eligible</b>	<b>School</b>	9.7	32.3	48.4	9.7	6.5	25.8	61.3	6.5	16.1	58.1	25.8	0.0	3.2	45.2	41.9	9.7	6.5	35.5	51.6	6.5
	<b>District</b>	9.7	32.3	48.4	9.7	6.5	25.8	61.3	6.5	16.1	58.1	25.8	0.0	3.2	45.2	41.9	9.7	6.5	35.5	51.6	6.5
	<b>State</b>	6.0	30.2	48.5	15.2	7.1	32.8	50.0	10.0	4.6	29.9	53.7	11.8	7.2	33.1	45.9	13.8	4.9	31.8	46.8	16.5

**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

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

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