

**Norton Creek Elementary School**  
**St Charles CUSD 303**  
**West Chicago, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : PK K 1 2 3 4 5**

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	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	79.2	0.7	3.9	12.7	0.0	3.5	2.8	6.7	11.8		0.0	3.4	96.0	566
<b>District</b>	83.1	1.3	7.4	4.7	0.4	3.1	8.9	3.7	11.5		0.2	6.9	95.0	13,860
<b>State</b>	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

**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.

**IEP** Students are those students eligible to receive special education services.

**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**

<b>PARENTAL CONTACT*</b>	
	Percent
<b>School</b>	100.0
<b>District</b>	98.1
<b>State</b>	96.2

<b>STUDENT-TO-STAFF RATIOS</b>			
Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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18.1	17.0	13.2	264.4
18.2	18.2	13.3	203.8

\* 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
<b>School</b>	20.3	25.3	24.0	24.8	26.0	27.0				
<b>District</b>	21.3	24.5	23.9	25.0	24.5	25.2				
<b>State</b>	20.7	21.2	21.4	22.1	22.6	22.8				

**TIME DEVOTED TO TEACHING CORE SUBJECTS** (Minutes Per Day)

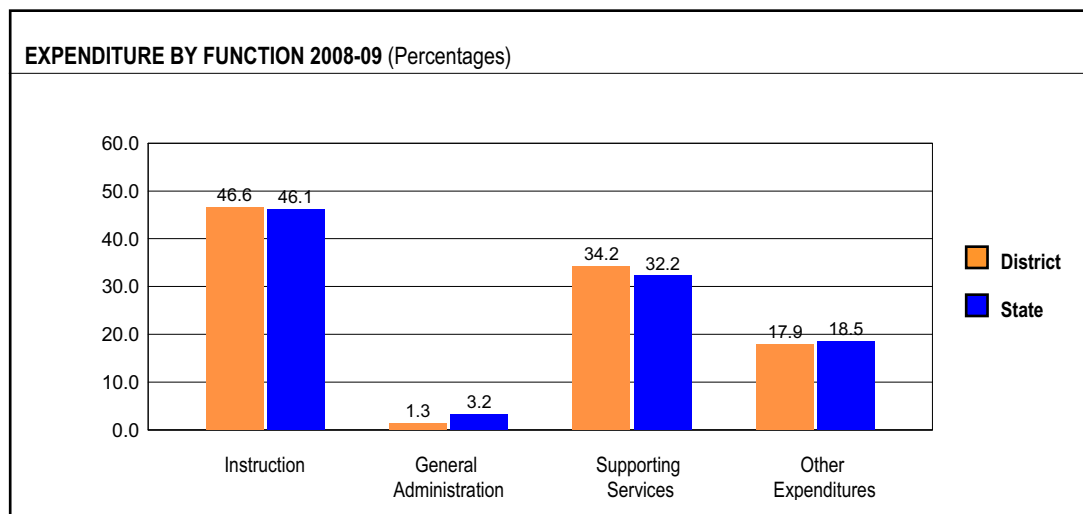
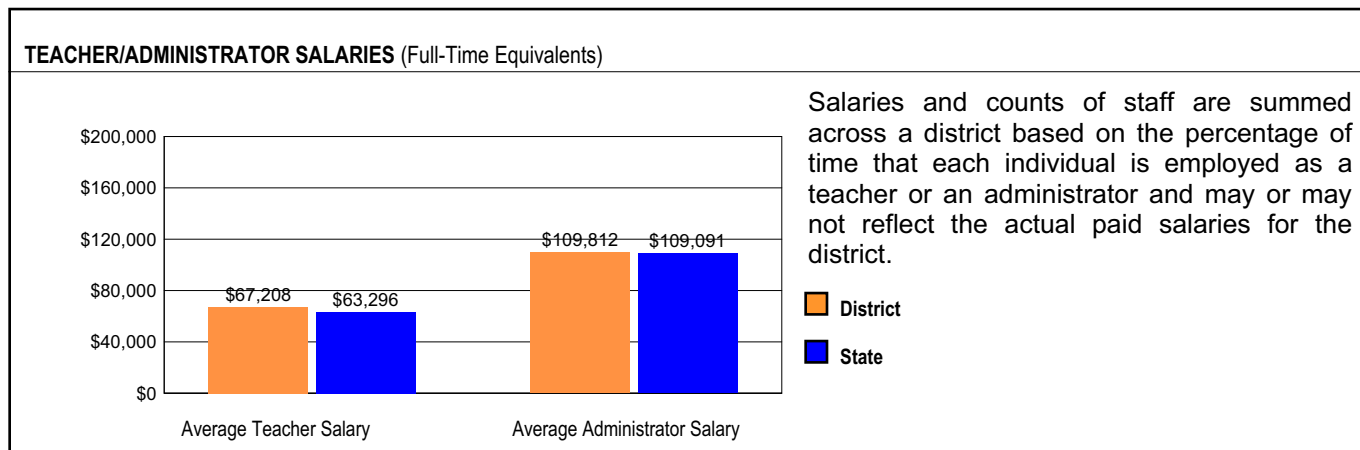
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	50			30			154			30		
<b>District</b>	50			30			154			30		
<b>State</b>	59			30			145			30		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.8	0.4	1.3	0.3	0.1	24.5	75.5	880
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

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	11.7	29.9	70.1	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2008-09				EXPENDITURE BY FUND 2008-09			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$136,657,831	82.8	58.4	Education	\$116,599,552	71.2	69.6
Other Local Funding	\$9,537,962	5.8	6.9	Operations & Maintenance	\$15,525,168	9.5	7.9
General State Aid	\$3,861,479	2.3	14.5	Transportation	\$8,623,154	5.3	3.8
Other State Funding	\$10,154,353	6.2	8.3	Debt Service	\$17,445,521	10.7	7.0
Federal Funding	\$4,812,510	2.9	11.9	Tort	\$1,359,734	0.8	1.2
<b>TOTAL</b>	<b>\$165,024,135</b>			Municipal Retirement/ Social Security	\$4,112,621	2.5	1.8
				Fire Prevention & Safety	\$0	0.0	0.8
				Site & Construction/ Capital Improvement	\$0	0.0	7.9
				<b>TOTAL</b>	<b>\$163,665,750</b>		

OTHER FINANCIAL INDICATORS				
	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per \$100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	\$265,167	4.21	\$6,131	\$11,426
State	**	**	\$6,483	\$11,197

\*\* 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.

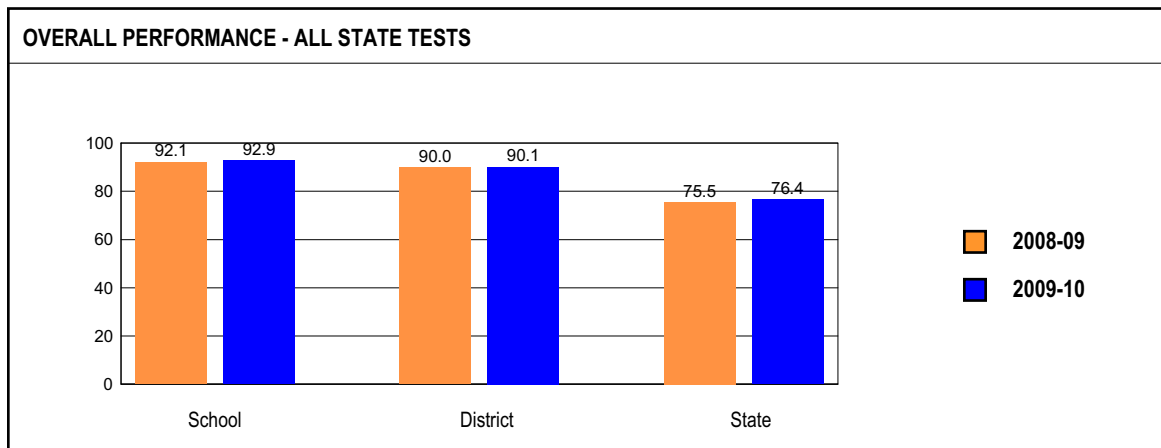
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

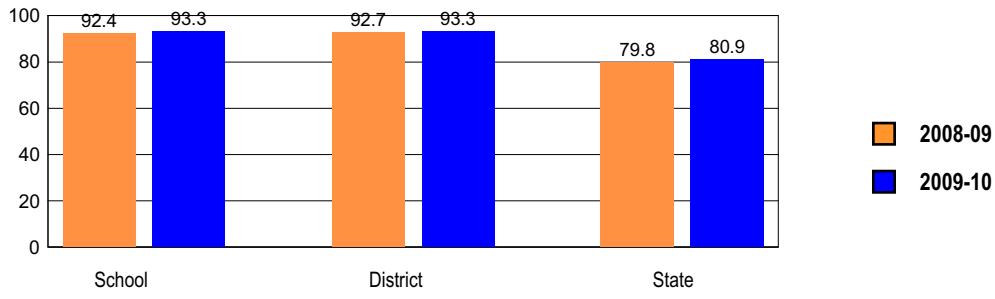
## ACADEMIC PERFORMANCE

### 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.

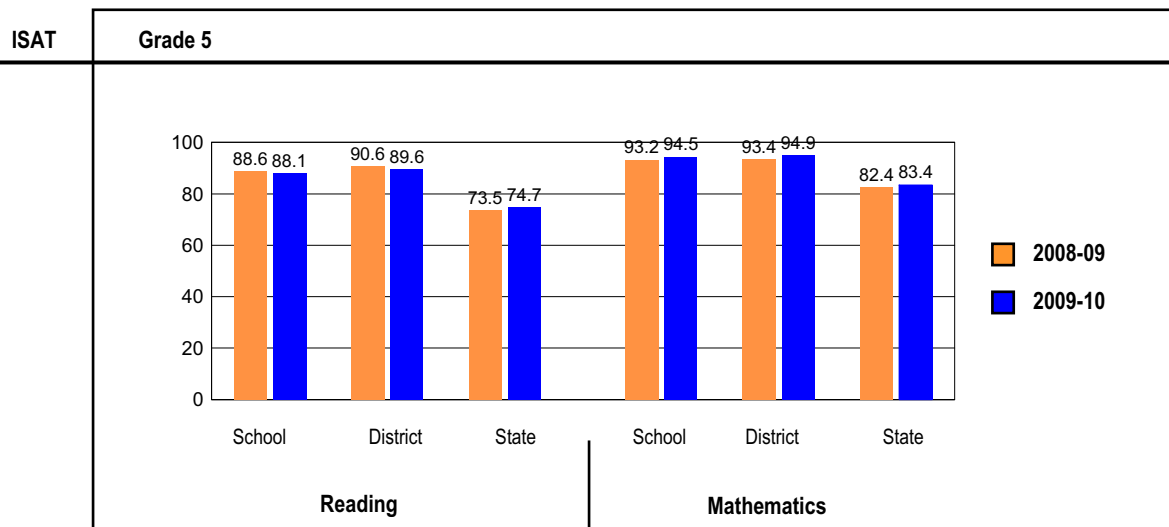
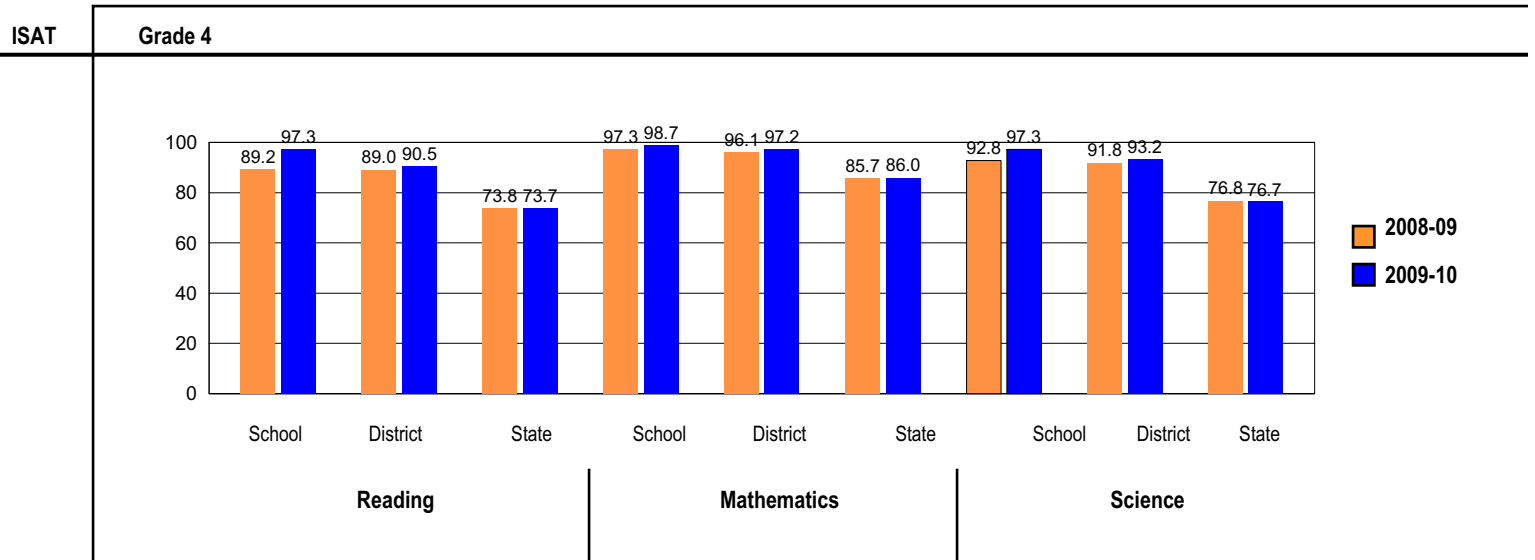
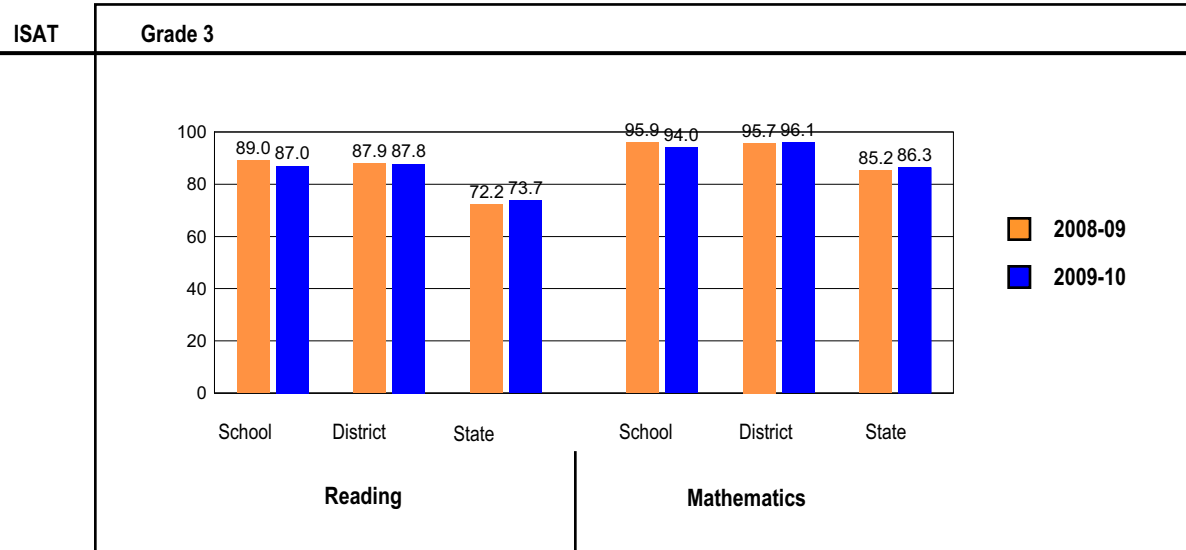


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**ISAT PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



## 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	286	129	157	230	2	13	36	0	5	17	0	44	6
	Reading	0.0	0.0	0.0	0.0		0.0	0.0			0.0		0.0	
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0			0.0		0.0	
District	*Enrollment	7,567	3,896	3,671	6,364	113	516	342	27	205	245	0	1,078	675
	Reading	0.1	0.1	0.2	0.1	0.0	0.2	0.0	0.0	0.5	0.0		0.6	0.1
	Mathematics	0.1	0.1	0.2	0.1	0.0	0.2	0.0	0.0	0.5	0.0		0.6	0.1
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3
	Mathematics	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3

\* 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	77	34	43	61	1	3	11	0	1	4	0	14	1
	Science	0.0	0.0	0.0	0.0			0.0					0.0	
District	*Enrollment	3,185	1,628	1,557	2,667	56	227	145	16	74	79	0	423	288
	Science	0.2	0.2	0.3	0.2	0.0	0.4	0.0	0.0	1.4	0.0		1.2	0.3
State	*Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

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

### ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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 3

### Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	2.0	11.0	45.0	42.0	1.0	5.0	44.0	50.0
District	1.5	10.7	40.4	47.4	0.4	3.5	36.6	59.5
State	5.4	20.9	45.9	27.8	2.9	10.7	44.7	41.7

### Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	9.3	46.5	44.2	0.0	2.3	37.2	60.5
	District	2.3	12.1	42.4	43.2	0.2	3.5	35.3	61.0
	State	6.6	22.7	45.6	25.1	3.1	10.6	43.2	43.0
Female	School	3.5	12.3	43.9	40.4	1.8	7.0	49.1	42.1
	District	0.6	9.3	38.4	51.7	0.6	3.6	37.9	57.9
	State	4.1	19.1	46.2	30.7	2.7	10.9	46.2	40.2

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	2.5	11.1	46.9	39.5	1.2	6.2	46.9	45.7
	District	1.4	9.7	38.7	50.2	0.5	3.6	33.8	62.1
	State	2.2	11.9	46.6	39.3	1.0	5.3	39.0	54.7
Black	School								
	District	0.0	0.0	70.0	30.0	0.0	0.0	70.0	30.0
	State	9.8	31.1	46.2	12.9	7.4	20.0	51.9	20.6
Hispanic	School								
	District	2.8	26.4	54.2	16.7	0.0	2.8	69.0	28.2
	State	9.7	35.1	44.2	11.0	4.1	16.7	54.3	24.9
Asian/Pacific Islander	School	0.0	0.0	50.0	50.0	0.0	0.0	20.0	80.0
	District	2.1	8.3	43.8	45.8	0.0	2.1	29.2	68.8
	State	1.7	10.0	43.5	44.9	0.9	3.5	27.3	68.4
Native American	School								
	District								
	State	3.8	19.8	48.3	28.1	2.3	8.0	46.8	43.0
Multiracial/Ethnic	School								
	District	0.0	10.5	42.1	47.4	0.0	5.3	42.1	52.6
	State	3.7	17.3	48.2	30.7	2.1	9.0	45.8	43.1

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP	School	9.1	36.4	45.5	9.1	9.1	45.5	36.4
	District	6.9	28.0	37.1	28.0	2.3	12.6	43.1
	State	18.9	36.6	33.4	11.1	9.3	22.4	46.7
Non-IEP	School	1.1	7.9	44.9	46.1	0.0	4.5	43.8
	District	0.4	7.2	41.1	51.4	0.0	1.6	35.3
	State	3.4	18.6	47.7	30.2	2.0	9.1	44.4

**Grade 4****Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	2.7	49.3	48.0	0.0	1.3	46.7	52.0	0.0	2.7	76.0	21.3
District	0.1	9.4	36.5	54.0	0.0	2.8	43.2	54.0	0.1	6.7	66.6	26.6
State	1.2	25.1	44.8	28.9	1.1	12.9	57.7	28.2	2.8	20.5	59.6	17.0

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	3.0	51.5	45.5	0.0	0.0	39.4	60.6	0.0	0.0	69.7	30.3
	District	0.2	12.3	36.0	51.6	0.0	2.9	41.4	55.7	0.0	6.6	62.9	30.5
	State	1.7	27.7	43.9	26.7	1.3	13.3	56.1	29.3	3.2	20.1	57.4	19.4
Female	School	0.0	2.4	47.6	50.0	0.0	2.4	52.4	45.2	0.0	4.8	81.0	14.3
	District	0.0	6.4	37.0	56.7	0.0	2.7	45.2	52.1	0.2	6.7	70.6	22.5
	State	0.7	22.3	45.7	31.2	0.9	12.5	59.5	27.1	2.5	21.0	62.0	14.6



**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	3.4	52.5	44.1	0.0	1.7	49.2	49.2	0.0	3.4	72.9	23.7
	District	0.0	7.3	34.1	58.6	0.0	2.3	39.9	57.8	0.1	5.0	65.4	29.4
	State	0.5	15.1	45.0	39.4	0.5	6.6	54.4	38.5	0.8	10.2	63.7	25.4
Black	School	0.0	15.8	57.9	26.3	0.0	10.0	75.0	15.0	0.0	40.0	55.0	5.0
	District	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
	State												
Hispanic	School												
	District	1.6	31.3	45.3	21.9	0.0	7.7	69.2	23.1	0.0	15.4	80.0	4.6
	State	2.1	38.8	45.3	13.9	1.5	18.7	65.5	14.2	4.5	31.2	58.6	5.7
Asian/Pacific Islander	School	0.0	0.0	45.5	54.5	0.0	0.0	36.4	63.6	0.0	0.0	81.8	18.2
	District	0.0	11.1	48.9	40.0	0.0	2.2	40.0	57.8	0.0	6.7	71.1	22.2
	State	0.4	10.7	39.6	49.2	0.5	4.2	41.2	54.1	1.3	9.1	57.7	31.9
Native American	School												
	District												
	State	0.7	21.7	44.9	32.6	0.4	13.0	59.8	26.8	3.3	17.4	58.7	20.7
Multiracial/Ethnic	School												
	District	0.0	12.8	48.7	38.5	0.0	2.6	59.0	38.5	0.0	10.3	71.8	17.9
	State	0.5	21.0	47.2	31.2	0.6	11.4	59.9	28.0	1.7	17.2	63.0	18.1

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	8.3	66.7	25.0	0.0	8.3	50.0	41.7	0.0	16.7	66.7	16.7
	District	0.0	30.8	42.4	26.7	0.0	11.6	59.3	29.1	0.6	18.6	69.2	11.6
	State	5.9	54.4	29.8	10.0	5.3	31.9	51.6	11.2	8.1	35.8	48.6	7.4
Non-IEP	School	0.0	1.6	46.0	52.4	0.0	0.0	46.0	54.0	0.0	0.0	77.8	22.2
	District	0.1	4.9	35.2	59.7	0.0	1.0	39.9	59.1	0.0	4.2	66.1	29.7
	State	0.5	20.6	47.1	31.8	0.5	10.0	58.7	30.9	2.0	18.2	61.3	18.5

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	11.9	40.4	47.7	0.0	5.5	57.8	36.7
District	0.0	10.4	36.3	53.3	0.1	5.0	58.3	36.6
State	0.3	25.0	44.7	30.0	0.3	16.3	65.8	17.6

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	19.2	44.2	36.5	0.0	7.7	55.8	36.5
	District	0.0	12.8	38.8	48.4	0.2	5.8	56.4	37.6
	State	0.4	28.5	44.1	27.0	0.4	17.1	64.4	18.0
Female	School	0.0	5.3	36.8	57.9	0.0	3.5	59.6	36.8
	District	0.0	7.9	33.7	58.4	0.0	4.2	60.2	35.6
	State	0.2	21.3	45.5	33.1	0.3	15.4	67.3	17.1

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	10.2	42.0	47.7	0.0	5.7	58.0	36.4
	District	0.0	8.0	36.6	55.3	0.1	4.0	57.6	38.3
	State	0.2	14.8	45.1	40.0	0.1	9.1	67.0	23.8
Black	School								
	District	0.0	18.8	12.5	68.8	0.0	12.5	75.0	12.5
	State	0.6	41.8	43.4	14.2	0.9	32.2	61.2	5.7
Hispanic	School								
	District	0.0	37.3	43.3	19.4	0.0	22.4	64.2	13.4
	State	0.4	38.6	45.9	15.0	0.4	22.5	69.4	7.7
Asian/Pacific Islander	School	0.0	13.3	26.7	60.0	0.0	0.0	53.3	46.7
	District	0.0	11.4	27.3	61.4	0.0	0.0	52.3	47.7
	State	0.0	10.8	38.4	50.8	0.1	4.8	51.1	44.1
Native American	School								
	District								
	State	0.0	24.9	44.6	30.5	0.0	13.4	70.6	16.0
Multiracial/Ethnic	School								
	District	0.0	13.9	33.3	52.8	0.0	0.0	61.1	38.9
	State	0.3	21.4	47.1	31.2	0.2	14.6	68.6	16.5

**Grade 5 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	52.6	31.6	15.8	0.0	21.1	78.9	0.0
	District	0.0	41.7	38.7	19.6	0.6	22.2	67.1	10.2
	State	1.6	60.4	29.9	8.1	1.6	42.9	50.5	4.9
Non-IEP	School	0.0	3.3	42.2	54.4	0.0	2.2	53.3	44.4
	District	0.0	4.5	35.8	59.7	0.0	1.8	56.6	41.6
	State	0.1	19.5	47.1	33.4	0.1	12.1	68.2	19.5

## 2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes
Is this school making AYP in Reading?	Yes
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2010-11 Federal Improvement Status	
2010-11 State Improvement Status	

	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		77.5			77.5			91.0		80.0	
<b>All</b>	100.0	Yes	100.0	Yes	89.8		Yes	95.4		Yes	96.0	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	90.0		Yes	94.8		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>														

### 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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2009.

\*\* Safe Harbor Targets of 77.5% 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.

## **Norton Creek Elementary School Improvement Plan for 2010-2011**

This School Report Card has been compiled by the Illinois State Board of Education as a means by which school districts communicate local and statewide information to the public. The No Child Left Behind Act of 2001 (NCLB) requires states to establish annual achievement targets which are used to calculate Adequate Yearly Progress (AYP). The purpose of this School Report Card is to communicate the school's and district's performance on the annual targets.

Our mission at Norton Creek is to build a community of learners. We collaborate to attain rigorous, attainable goals. Our environment is safe, respectful, inclusive, and joyful. We value and support risk taking and diverse thinking. We continue our work to bring our mission statement to life. This report is a summary of our findings upon which our School Improvement Plan is based and the goals for our school during the current year.

### **Findings for the Improvement Plan**

The Building Leadership Team looked at a number of data sources to formulate our school improvement goals. We analyzed data from a variety of sources including the Illinois Standards Achievement Test (ISAT), Tungsten Benchmark Assessments, Cognitive Abilities Test (CogAT), and other local assessments.

The following percentages of Norton Creek students met or exceeded standards on the ISAT state assessment in March, 2010:

<b>Grade Level</b>	<b>Reading</b>	<b>Mathematics</b>
Grade 3	87	94
Grade 4	97	99
Grade 5	88	95

### **Goals for the Current Year**

For the 2010-2011 school year, the Building Leadership Team determined that our major academic goals will be in the area of reading and writing.

Our reading goal states that 92% of Norton Creek students will meet or exceed on the ISAT reading assessment. We will meet this goal by maintaining and refining school wide structures that support students in daily, sustained reading at the student's independent reading level. Students will also set goals for improving their own reading based on their individual data and teacher feedback. Teachers will engage in job-embedded professional learning in the area of reading and work in collaborative teams to maintain and refine a daily intervention and enrichment block to support student needs in literacy based on student data. We will continue to develop and implement strategies to involve all parents in improving student achievement in literacy.

We will also work to increase the performance of our students in writing. At Norton Creek, 80% of our students will meet or exceed benchmarks on grade level common assessments. We will meet this goal by implementing school wide structures to support students in daily, sustained independent writing. Students will set goals for improving their own writing based on their individual data and teacher feedback. Teachers will receive professional learning on best practices in writing instruction. Grade level collaborative teams will refine and revise common grade level writing assessments. Parents will also be involved in reading and responding to their child's writing and writing goals.

In addition, we plan to increase social problem solving skills by decreasing playground behavioral incidents, decreasing the number of behavioral incidents by the same child, and increasing student self-assessment of their use of problem solving skills to resolve behavioral incidents.

### **Contact Information**

Our Building Leadership Team would like to know what you think. Please e-mail your comments and ideas to the principal: [Rachel.Overton@d303.org](mailto:Rachel.Overton@d303.org) or write to Norton Creek Elementary School, 2033 Smith Road, West Chicago, IL, 60185-1039. Community Unit School District 303 has a web site at [www.d303.org](http://www.d303.org). Please log on to that site for additional information about our school and school district.