

**NORTON CREEK ELEMENTARY SCHOOL**  
**ST CHARLES CUSD 303**  
**WEST CHICAGO, ILLINOIS**



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

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

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

**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
<b>School</b>	77.1	0.4	4.6	16.3	0.2	1.4	2.4	0.4		0.0	4.5	96.0	497
<b>District</b>	86.1	1.2	6.4	4.4	0.4	1.5	5.5	1.7		0.2	5.4	94.7	13,694
<b>State</b>	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2		2.5	15.2	93.7	2,077,856

**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**

<b>PARENTAL CONTACT*</b>		<b>STUDENT-TO-STAFF RATIOS</b>			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	96.8	20.1	18.4	13.9	216.7
<b>State</b>	96.1	18.8	18.8	13.9	230.6

\* 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>	24.3	19.3	20.0	27.0	22.3	22.8				
<b>District</b>	23.2	22.9	23.0	24.6	24.8	25.2				
<b>State</b>	20.9	21.0	21.3	21.8	22.5	22.8				

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

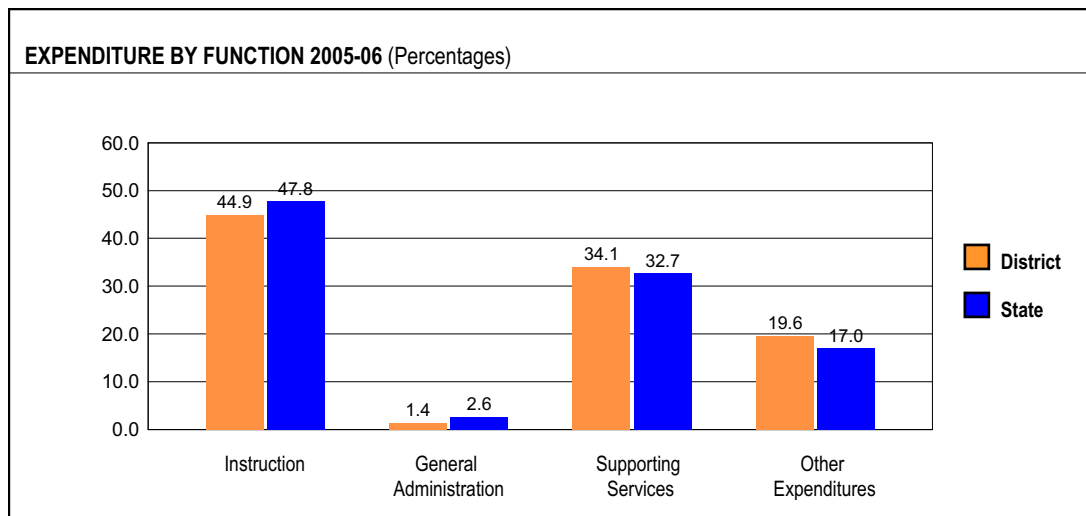
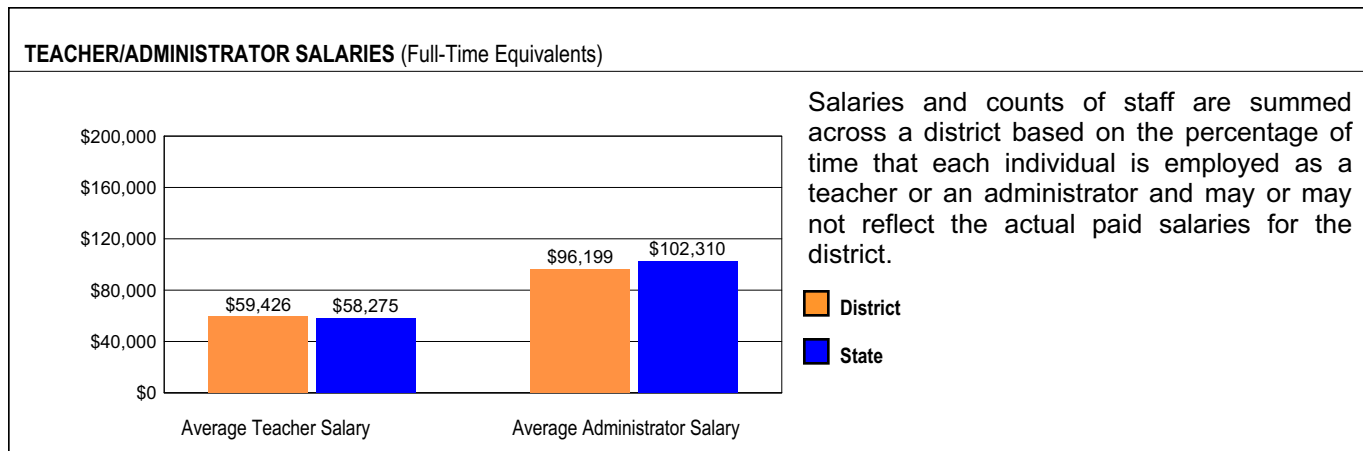
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	50			30			154			30		
<b>District</b>	50			30			154			30		
<b>State</b>	58			30			145			31		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.0	0.1	0.4	0.5	0.0	23.9	76.1	817
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

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	11.5	35.4	64.6	0.3	0.2
State	12.9	47.6	52.3	1.5	3.2

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2005-06				EXPENDITURE BY FUND 2005-06			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$114,596,949	81.1	58.8	Education	\$94,142,378	70.1	73.0
Other Local Funding	\$10,512,048	7.4	6.0	Operations & Maintenance	\$13,872,935	10.3	8.6
General State Aid	\$4,211,200	3.0	18.2	Transportation	\$5,806,609	4.3	3.9
Other State Funding	\$7,998,428	5.7	9.3	Bond and Interest	\$13,673,043	10.2	6.2
Federal Funding	\$3,922,049	2.8	7.7	Rent	\$0	0.0	0.0
TOTAL	\$141,240,674			Municipal Retirement/ Social Security	\$3,127,999	2.3	1.8
				Fire Prevention & Safety	\$0	0.0	1.1
				Site & Construction/ Capital Improvement	\$3,713,029	2.8	5.4
				TOTAL	\$134,335,993		

OTHER FINANCIAL INDICATORS				
	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per \$100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	\$209,867	4.27	\$4,953	\$9,345
State	**	**	\$5,567	\$9,488

\*\* 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.

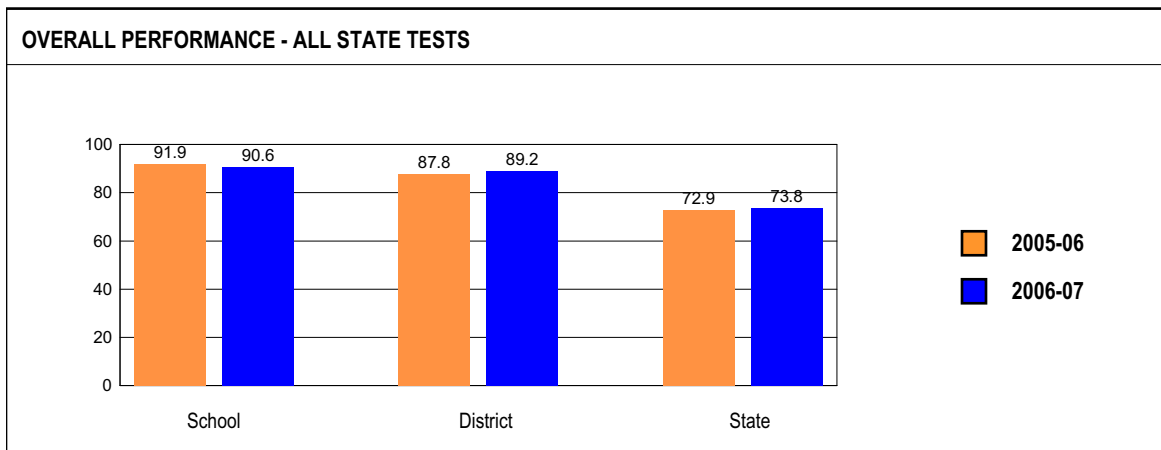
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

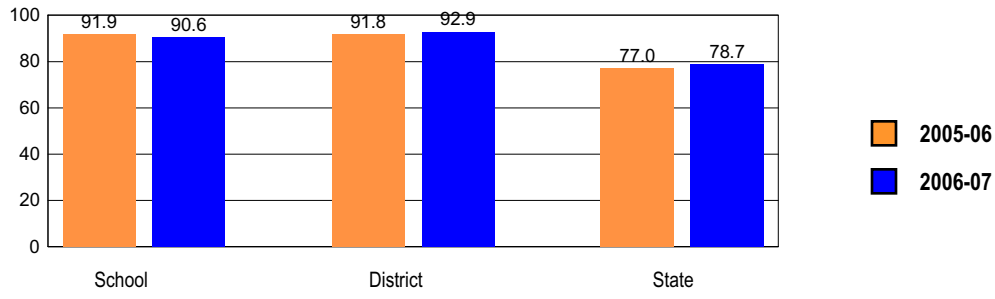
## ACADEMIC PERFORMANCE

### 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.

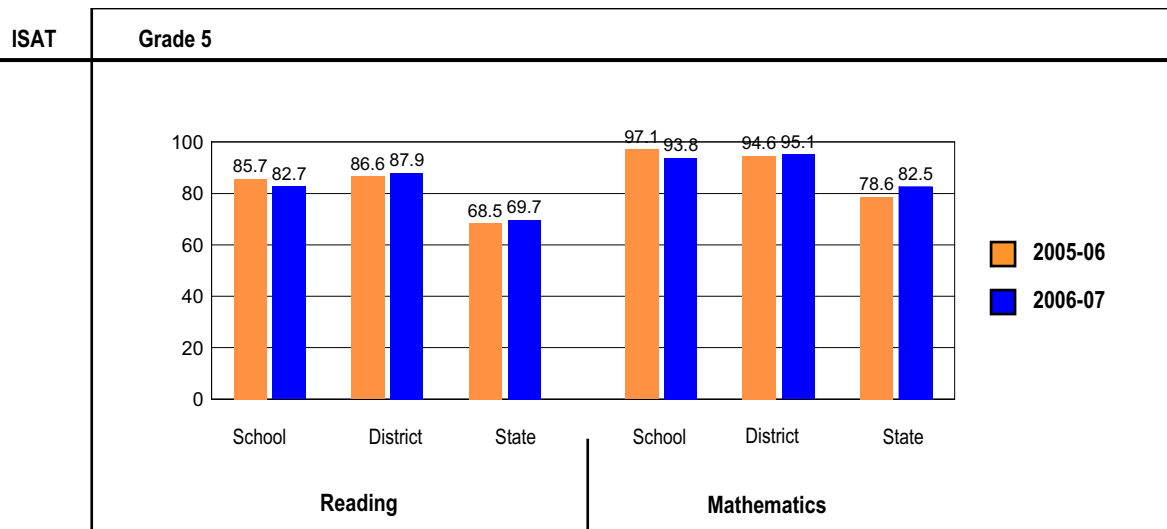
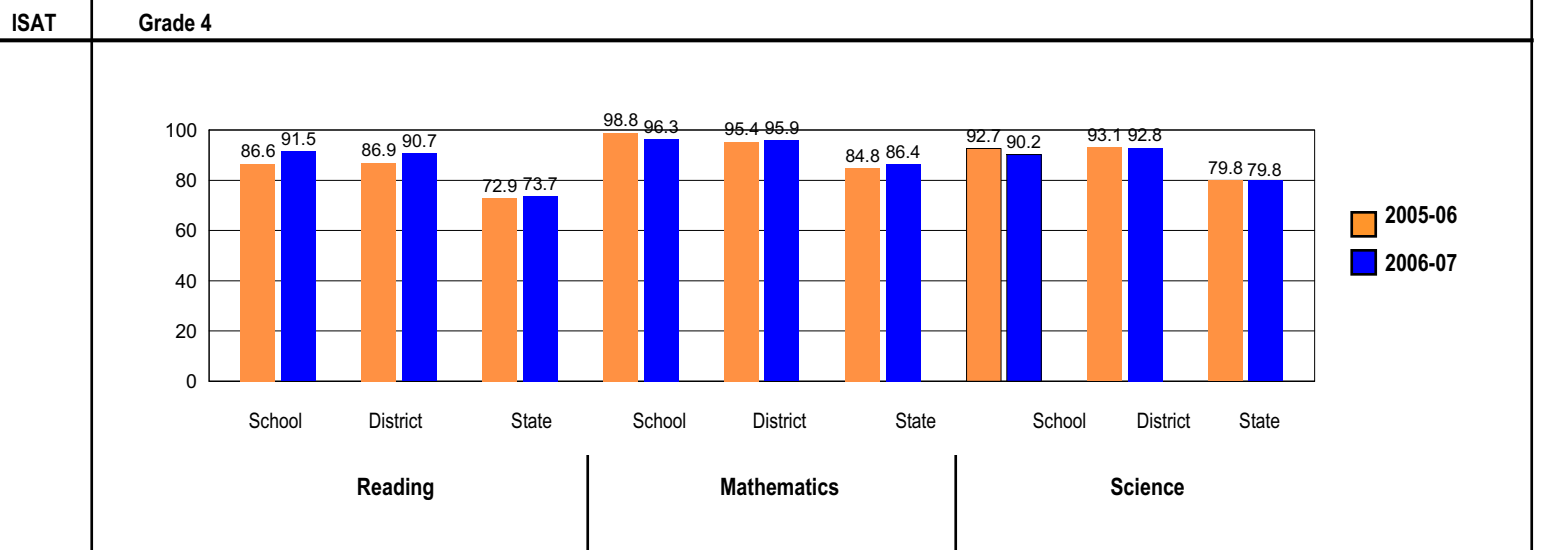
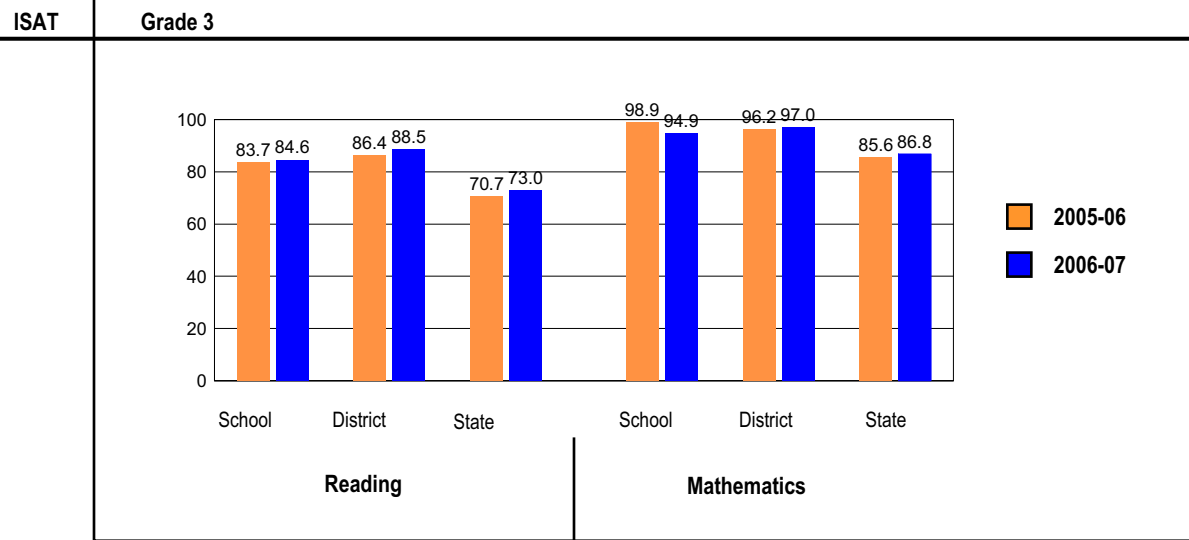


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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 Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. 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.

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	Multi racial /Ethnic				
School	*Enrollment	242	131	111	177	1	12	49		3			46	7
	Reading	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	
District	*Enrollment	7,425	3,849	3,576	6,390	95	453	331	34	122	134		1,007	424
	Reading	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.2	0.0
	Mathematics	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.2	0.0
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1
	Mathematics	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1

\* Enrollment as reported during the testing windows.

### 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	6.4	9.0	52.6	32.1	0.0	5.1	42.3	52.6
District	1.7	9.8	49.1	39.4	0.3	2.7	32.4	64.6
State	5.3	21.7	48.8	24.1	3.7	9.5	44.7	42.0

**Grade 3 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	4.7	7.0	58.1	30.2	0.0	4.7	37.2	58.1
	District	2.2	11.0	51.9	35.0	0.0	2.2	30.5	67.3
	State	7.0	24.3	47.5	21.2	4.3	9.4	43.2	43.1
Female	School	8.6	11.4	45.7	34.3	0.0	5.7	48.6	45.7
	District	1.2	8.6	46.1	44.1	0.6	3.3	34.4	61.7
	State	3.6	19.0	50.2	27.2	3.1	9.7	46.4	40.9

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	7.7	9.2	52.3	30.8	0.0	6.2	43.1	50.8
	District	1.6	9.3	48.8	40.3	0.3	1.9	31.7	66.0
	State	2.7	14.9	50.5	31.9	1.2	4.9	41.6	52.3
Black	School								
	District	0.0	10.0	50.0	40.0	0.0	0.0	50.0	50.0
	State	12.3	37.2	42.4	8.1	10.8	21.0	49.7	18.4
Hispanic	School								
	District	4.8	16.7	66.7	11.9	0.0	14.3	52.4	33.3
	State	6.1	28.2	52.2	13.5	3.5	11.7	53.8	31.0
Asian/Pacific Islander	School	0.0	9.1	45.5	45.5	0.0	0.0	27.3	72.7
	District	0.0	8.3	43.8	47.9	0.0	2.1	22.9	75.0
	State	1.1	9.2	48.4	41.4	0.5	2.4	27.8	69.2
Native American	School								
	District								
	State	4.7	16.4	56.9	22.0	1.7	7.8	50.2	40.3
Multiracial/Ethnic	School								
	District	3.2	16.1	41.9	38.7	0.0	12.9	32.3	54.8
	State	4.9	22.3	50.0	22.8	2.8	9.9	47.9	39.5

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	27.8	27.8	38.9	5.6	0.0	11.1	66.7	22.2
	District	9.7	25.5	43.0	21.8	1.2	9.1	51.5	38.2
	State	19.9	37.2	32.7	10.2	11.2	18.8	47.0	23.0
Non-IEP	School	0.0	3.3	56.7	40.0	0.0	3.3	35.0	61.7
	District	0.2	7.0	50.2	42.6	0.1	1.5	28.9	69.5
	State	3.0	19.2	51.5	26.4	2.5	8.0	44.4	45.1

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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	2.4	6.1	51.2	40.2	1.2	2.4	54.9	41.5	2.4	7.3	75.6	14.6
District	0.2	9.1	46.8	43.9	0.2	3.9	40.1	55.8	0.8	6.3	71.2	21.7
State	1.1	25.2	48.3	25.4	1.2	12.5	56.9	29.5	3.5	16.7	61.5	18.2

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	2.1	6.4	48.9	42.6	0.0	4.3	53.2	42.6	2.1	6.4	74.5	17.0
	District	0.2	12.3	47.6	39.9	0.2	4.4	40.7	54.6	0.8	6.8	68.4	23.9
	State	1.5	27.9	47.2	23.5	1.5	13.1	55.2	30.3	4.0	16.5	59.0	20.5
Female	School	2.9	5.7	54.3	37.1	2.9	0.0	57.1	40.0	2.9	8.6	77.1	11.4
	District	0.2	5.8	46.0	47.9	0.2	3.3	39.5	57.0	0.8	5.8	74.0	19.3
	State	0.6	22.5	49.5	27.4	0.8	11.9	58.7	28.7	3.0	17.0	64.2	15.8

**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	7.3	41.8	50.9	0.0	1.8	54.5	43.6	0.0	5.5	78.2	16.4
	District	0.0	8.5	45.9	45.6	0.1	3.3	39.8	56.8	0.6	5.7	71.3	22.5
	State	0.5	17.0	49.4	33.2	0.5	6.8	55.1	37.6	1.1	8.6	64.4	25.8
Black	School	0.0	20.0	60.0	20.0	0.0	26.7	53.3	20.0	0.0	20.0	66.7	13.3
	District												
	State	2.7	47.1	41.9	8.3	3.4	28.7	58.2	9.8	10.8	37.4	48.5	3.2
Hispanic	School	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	District												
	State	1.1	30.5	53.7	14.8	0.9	13.5	66.4	19.1	3.3	21.9	67.8	7.0
Asian/Pacific Islander	School	9.1	4.5	63.6	22.7	4.5	4.5	54.5	36.4	9.1	9.1	68.2	13.6
	District	4.1	10.2	55.1	30.6	2.0	4.1	36.7	57.1	4.1	14.3	61.2	20.4
	State	0.2	9.2	48.6	42.0	0.2	3.1	40.6	56.1	0.6	6.1	64.5	28.8
Native American	School												
	District												
	State	1.7	27.1	47.6	23.6	0.9	14.4	57.6	27.1	3.1	14.9	65.8	16.2
Multiracial/Ethnic	School												
	District	0.0	15.0	40.0	45.0	0.0				0.0	5.0	80.0	15.0
	State	1.0	25.7	49.4	23.9	1.2	12.9	59.8	26.1	3.2	16.3	65.4	15.1

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	8.3	16.7	66.7	8.3	8.3	8.3	75.0	8.3	8.3	8.3	83.3	0.0
	District	0.7	31.8	48.0	19.6	1.4	12.8	61.5	24.3	3.4	16.9	68.2	11.5
	State	5.1	53.8	31.8	9.3	5.4	30.1	52.5	12.0	9.4	28.9	53.2	8.5
Non-IEP	School	1.4	4.3	48.6	45.7	0.0	1.4	51.4	47.1	1.4	7.1	74.3	17.1
	District	0.1	5.1	46.6	48.2	0.0	2.3	36.3	61.4	0.4	4.5	71.7	23.5
	State	0.4	20.4	51.2	28.1	0.4	9.5	57.7	32.5	2.5	14.7	63.0	19.9



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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	17.3	49.4	33.3	0.0	6.2	63.0	30.9
District	0.1	12.0	41.9	46.0	0.1	4.8	52.7	42.4
State	0.8	29.6	44.1	25.6	0.5	17.0	62.8	19.7

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	24.4	46.3	29.3	0.0	9.8	58.5	31.7
	District	0.2	14.2	42.7	42.9	0.2	5.2	51.7	42.8
	State	1.0	33.0	42.8	23.2	0.7	18.0	60.7	20.7
Female	School	0.0	10.0	52.5	37.5	0.0	2.5	67.5	30.0
	District	0.0	9.5	41.0	49.5	0.0	4.3	53.8	41.8
	State	0.5	26.0	45.5	28.1	0.4	15.9	64.9	18.8

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	14.3	51.8	33.9	0.0	8.9	58.9	32.1
	District	0.0	11.6	40.4	48.0	0.1	4.9	51.1	43.9
	State	0.4	20.5	45.3	33.8	0.2	9.7	64.3	25.8
Black	School								
	District	7.1	28.6	50.0	14.3	0.0	21.4	71.4	7.1
	State	2.0	53.2	36.6	8.2	1.6	38.2	55.1	5.1
Hispanic	School								
	District	0.0	17.0	57.4	25.5	0.0	2.1	78.7	19.1
	State	0.7	35.0	49.6	14.7	0.3	18.1	70.5	11.1
Asian/Pacific Islander	School	0.0	18.8	43.8	37.5	0.0	0.0	62.5	37.5
	District	0.0	10.9	54.3	34.8	0.0	0.0	54.3	45.7
	State	0.1	12.2	44.8	42.8	0.1	3.7	49.7	46.5
Native American	School								
	District								
	State	0.0	29.6	43.5	26.9	0.4	18.8	67.3	13.5
Multiracial/Ethnic	School								
	District	0.0	6.3	43.8	50.0	0.0	0.0	56.3	43.8
	State	0.8	28.9	45.7	24.7	0.4	16.6	64.7	18.3

**Grade 5 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	60.0	33.3	6.7	0.0	26.7	60.0	13.3
	District	0.0	47.2	38.2	14.6	0.7	25.5	62.1	11.7
	State	4.2	62.2	26.1	7.6	2.6	41.5	50.0	5.9
Non-IEP	School	0.0	7.6	53.0	39.4	0.0	1.5	63.6	34.8
	District	0.1	6.5	42.5	50.9	0.0	1.6	51.3	47.1
	State	0.2	24.1	47.1	28.6	0.2	12.9	64.9	22.0

## 2007 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	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?	Yes	2007-08 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2007-08 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		55.0			55.0			90.0		72.0	
<b>All</b>	100.0	Yes	100.0	Yes	87.7		Yes	95.3		Yes	96.0	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	87.0		Yes	94.4		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>	100.0	Yes	100.0	Yes	88.9		Yes	97.8		Yes				
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	53.3		Yes	82.2		Yes				
<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 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% 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 55.0% 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 72% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2006.

\*\* Safe Harbor Targets of 55.0% 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.

## **Norton Creek Elementary School Improvement Plan for 2007-2008**

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 (NCLBA) required 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 2007:

<b>Grade Level</b>	<b>Reading</b>	<b>Mathematics</b>
Grade 3	85%	95%
Grade 4	91%	96%
Grade 5	83%	94%

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

For the 2007-2008 school year, the Building Leadership Team determined that our major academic goal will be in the area of reading. Our goal will be to increase the percentage of students meeting or exceeding standards by 1%. We will meet this goal by providing specific, targeted interventions for students who are at risk for not meeting standards in reading. Teachers will engage in staff development, work collaboratively, and enhance the use of instructional strategies in the classroom. Specifically, teachers will explore reading data and strategies during staff meetings, collect and analyze data, and participate in staff development, institute days and school improvement days.

In addition, we will work to increase the performance of our students in mathematics by 1%. We will analyze our mathematics instructional program and identify reasons for our high level of academic success, ensuring that these conditions continue and/or are enhanced.

### **Contact Information**

Our Building Leadership Team would like to know what you think. Please e-mail your comments and ideas to the principal: [Robert.Allison@d303.org](mailto:Robert.Allison@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 district.