

**SHERWOOD ELEM SCHOOL
NORTH SHORE SD 112
HIGHLAND PARK, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : PK K 1 2 3 4 5

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	83.7	0.0	15.6	0.7	0.0	2.9	1.7		0.0	7.3	96.2	418
District	81.3	2.3	14.7	1.7	0.0	8.8	7.3		0.3	8.6	95.9	4,511
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3		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	100.0	19.5	23.7	21.3				--	--	--	--
District	100.0	18.3	18.3	20.3				15.2		11.1	205.0
State	95.9	20.6	21.3	22.5				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.

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
School	60			30			165			30		
District	60			30			165			30		
State	56			30			146			31		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	92.3	0.6	5.7	1.4	0.0	18.2	81.8	349
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

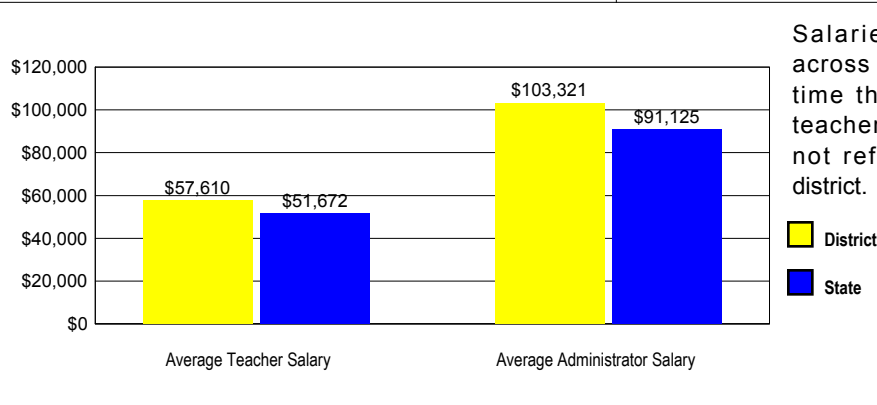
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	7.7	0.0
District	13.5	27.2	72.8	3.8	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.

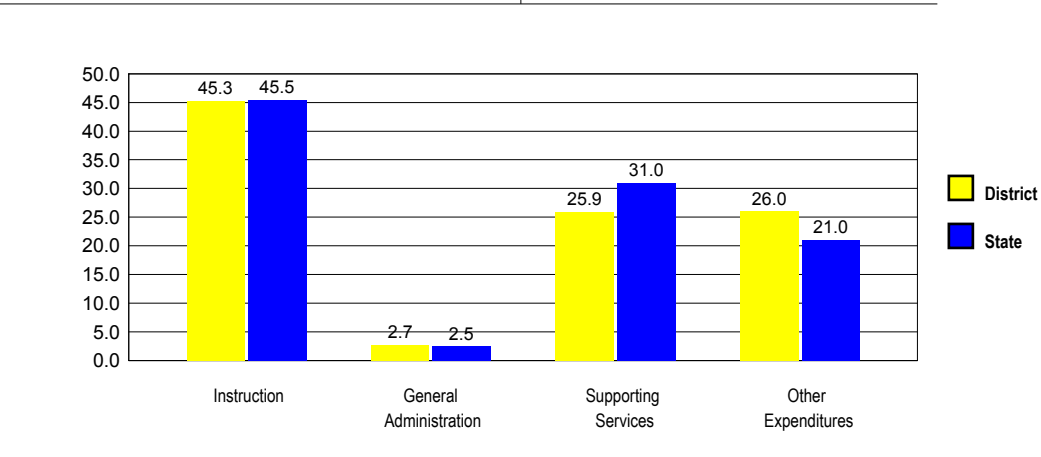
SCHOOL DISTRICT FINANCES

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.

EXPENDITURE BY FUNCTION 2001-02 (Percentages)



REVENUE BY SOURCE 2001-02				EXPENDITURE BY FUND 2001-02			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$43,370,992	72.9	55.4	Education	\$36,427,767	65.4	69.7
Other Local Funding	\$2,864,540	4.8	6.1	Operations & Maintenance	\$4,117,551	7.4	8.9
General State Aid	\$946,308	1.6	18.7	Transportation	\$2,943,017	5.3	3.4
Other State Funding	\$10,655,402	17.9	12.5	Bond and Interest	\$4,224,807	7.6	5.7
Federal Funding	\$1,641,584	2.8	7.3	Rent			0.0
TOTAL	\$59,478,826			Municipal Retirement/ Social Security	\$1,031,559	1.9	1.5
				Fire Prevention & Safety	\$3,524,262	6.3	1.0
				Site & Construction/ Capital Improvement	\$3,415,754	6.1	9.8
				TOTAL	\$55,684,717		

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	\$375,989	2.89	\$6,269	\$10,846
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.

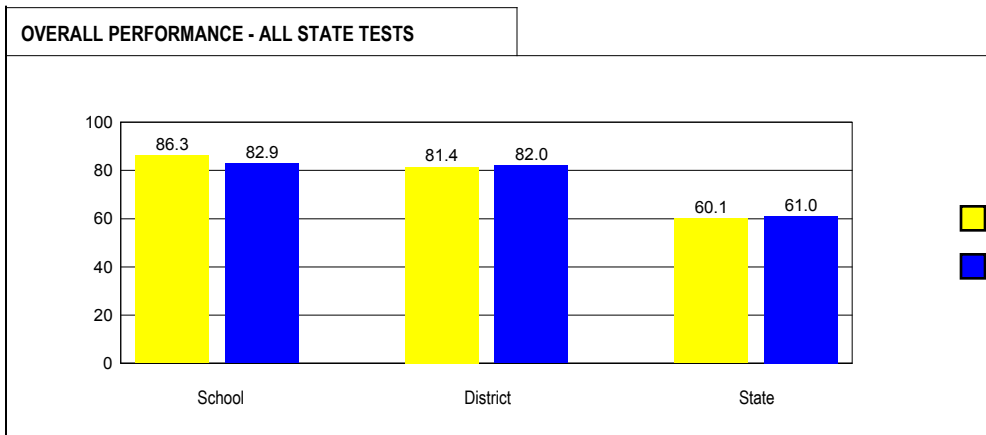
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

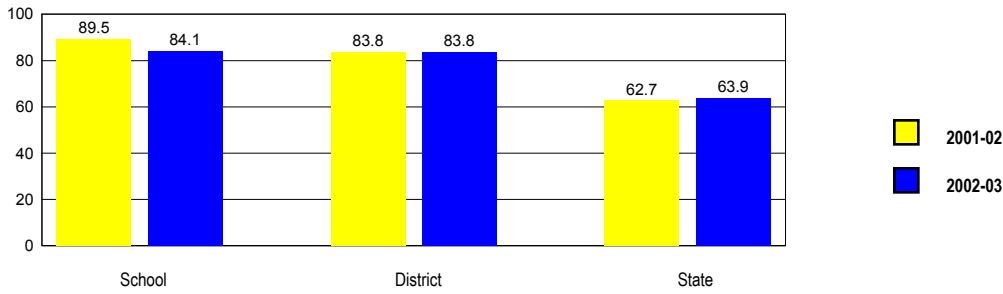
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

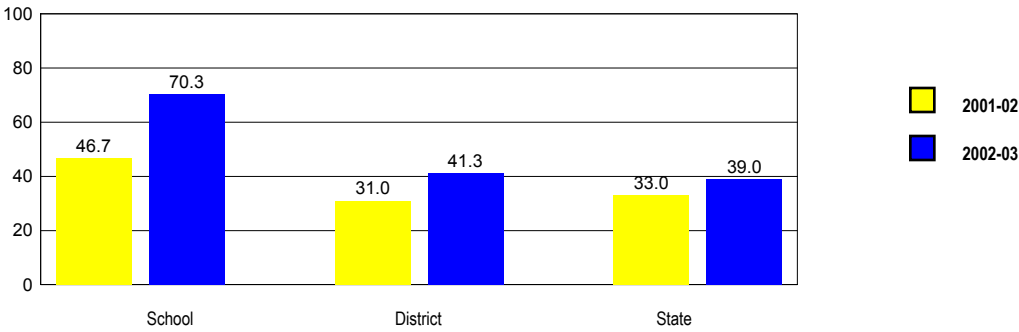
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



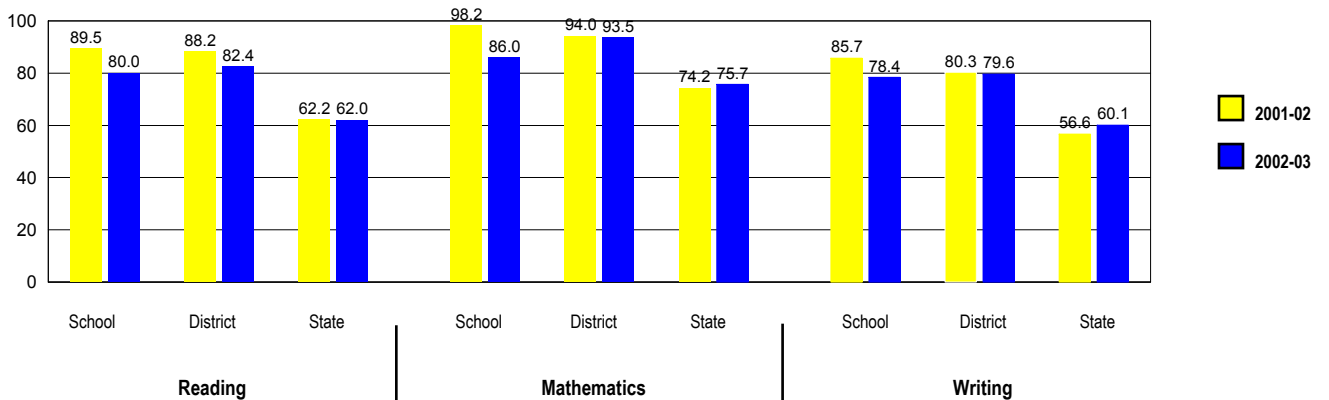
OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE



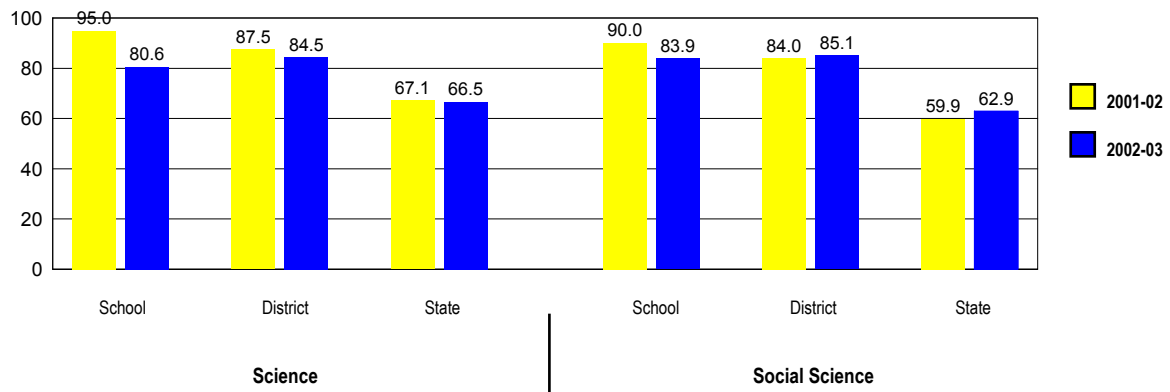
ISAT PERFORMANCE

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.

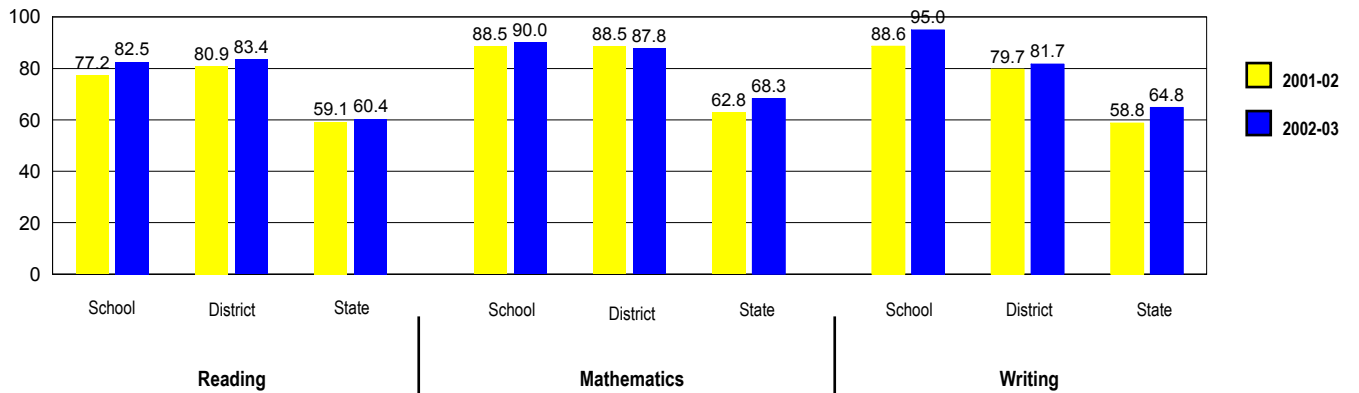
ISAT Grade 3



ISAT Grade 4



ISAT Grade 5



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	108	53	55	86	2	18	2	0	19	0	17	11
	Reading	3.7	3.8	3.6	4.7		0.0			15.8		0.0	18.2
	Mathematics	3.7	3.8	3.6	4.7		0.0			15.8		0.0	45.5
District	*Enrollment	1,463	769	694	1,192	34	210	27	0	151	0	215	163
	Reading	0.7	0.7	0.7	0.4	0.0	7.1	0.0		18.5		0.0	25.8
	Mathematics	0.7	0.8	1.0	0.4	0.0	7.6	0.0		18.5		0.0	27.6
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.

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				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	4.0	16.0	38.0	42.0	6.0	8.0	32.0	54.0	5.9	15.7	74.5	3.9
District	1.4	16.3	37.0	45.4	1.1	5.4	34.2	59.2	2.9	17.5	74.2	5.4
State	8.1	29.8	40.1	21.9	6.8	17.4	44.6	31.1	7.1	32.9	57.3	2.8

Grade 3 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	14.8	33.3	51.9	0.0	0.0	29.6	70.4	7.4	14.8	70.4	7.4
District	0.9	17.5	37.6	44.1	0.4	3.1	31.4	65.1	3.9	19.7	72.9	3.5
State	9.8	31.4	39.2	19.6	7.6	16.9	43.1	32.4	9.5	35.7	52.9	1.9
Female												
School	8.7	17.4	43.5	30.4	13.0	17.4	34.8	34.8	4.2	16.7	79.2	0.0
District	1.9	15.0	36.4	46.7	1.9	7.9	37.2	53.0	1.9	15.3	75.5	7.4
State	6.4	28.1	41.1	24.3	6.0	17.9	46.2	29.9	4.5	29.9	61.8	3.8

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School	4.3	13.0	39.1	43.5	6.5	6.5	30.4	56.5	6.4	14.9	74.5	4.3
District	1.2	14.5	36.7	47.5	1.2	5.2	31.8	61.8	2.7	16.0	75.7	5.7
State	3.3	20.7	45.1	30.9	2.0	9.5	45.3	43.1	3.8	25.8	66.3	4.0
Black												
State	18.5	46.8	29.2	5.6	17.7	33.5	40.7	8.2	14.4	46.9	38.1	0.7
Hispanic												
District	5.6	38.9	38.9	16.7	0.0	5.6	61.1	33.3	5.6	33.3	61.1	0.0
State	10.5	40.2	39.3	10.0	7.3	23.3	51.8	17.6	8.0	39.2	51.7	1.1
Asian/Pacific Islander												
State	1.8	15.6	45.0	37.6	1.2	5.3	36.2	57.3	1.9	21.0	71.4	5.8
Native American												
State	6.5	34.8	35.7	23.0	3.0	18.1	52.6	26.3	8.3	39.1	51.3	1.3

ISAT continued**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	11.8	35.3	35.3	17.6	17.6	17.6	47.1	17.6	16.7	22.2	55.6	5.6
	District	5.2	53.2	27.3	14.3	6.5	16.9	57.1	19.5	14.1	38.5	44.9	2.6
	State	24.3	43.5	24.4	7.8	17.3	27.7	40.6	14.4	22.1	40.0	36.9	1.0
Section 504	State	7.5	29.5	43.0	20.0	4.1	17.1	48.8	30.0	7.9	35.2	53.9	3.0
	Non-disabled	School	0.0	6.1	39.4	54.5	0.0	3.0	24.2	72.7	0.0	12.1	84.8
District		0.5	8.5	38.9	52.1	0.0	3.0	29.2	67.8	0.5	12.8	80.6	6.0
State		5.6	27.7	42.6	24.1	5.2	15.8	45.2	33.8	4.7	31.8	60.4	3.1

Grade 4**Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	6.5	12.9	43.5	37.1	9.7	6.5	64.5	19.4
District	3.1	12.4	53.0	31.5	4.6	10.4	64.8	20.3
State	7.0	26.5	52.2	14.3	7.6	29.5	56.4	6.4

Grade 4 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	School	9.1	9.1	33.3	48.5	9.1	6.1	63.6	21.2
	District	3.4	9.4	55.7	31.5	4.3	7.7	66.8	21.3
	State	7.3	24.6	51.6	16.5	8.2	28.1	56.3	7.4
Female	School	3.4	17.2	55.2	24.1	10.3	6.9	65.5	17.2
	District	2.8	15.3	50.4	31.5	4.8	12.9	62.9	19.4
	State	6.7	28.5	52.9	12.0	7.0	31.1	56.6	5.4

Grade 4 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	School	1.9	5.8	48.1	44.2	1.9	0.0	75.0	23.1
	District	1.2	8.0	55.7	35.1	1.9	6.5	68.3	23.2
	State	2.4	15.8	60.5	21.2	2.7	18.8	69.0	9.5
Black	District	13.3	20.0	53.3	13.3	13.3	26.7	53.3	6.7
	State	16.2	46.2	35.1	2.5	17.7	48.3	32.9	1.1
Hispanic	District	18.2	47.7	31.8	2.3	27.3	36.4	36.4	0.0
	State	11.7	39.9	44.5	3.9	12.5	44.5	41.5	1.5
Asian/Pacific Islander	State	1.7	13.5	61.2	23.6	1.4	16.5	69.3	12.8
Native American	State	5.9	28.3	53.5	12.2	5.2	35.7	54.5	4.5

ISAT continued**Grade 4 - Students with Disabilities**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	School	12.5	12.5	50.0	25.0	12.5	6.3	68.8	12.5
	District	7.9	28.9	52.6	10.5	13.2	22.4	59.2	5.3
	State	15.9	38.3	40.0	5.9	20.3	40.6	37.0	2.1
Section 504	State	7.5	24.8	52.5	15.1	6.2	33.6	53.9	6.4
	Non-disabled	School	4.3	13.0	41.3	41.3	8.7	6.5	63.0
District		2.2	9.4	53.2	35.2	3.0	8.1	66.0	22.9
State		5.6	24.6	54.2	15.6	5.5	27.7	59.7	7.1

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	17.5	25.0	57.5	0.0	10.0	57.5	32.5	0.0	5.0	72.5	22.5
	0.4	16.1	39.9	43.6	0.7	11.5	62.4	25.4	1.5	16.8	69.7	12.0
	1.0	38.6	37.3	23.1	3.5	28.1	58.6	9.7	6.2	29.0	61.3	3.5

Grade 5 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	22.2	27.8	50.0	0.0	16.7	50.0	33.3	0.0	11.1	77.8	11.1
	District	0.0	17.1	42.0	40.8	0.8	9.8	58.4	31.0	2.5	21.4	70.0	6.2
	State	1.4	40.0	37.0	21.6	4.2	28.3	56.9	10.6	8.8	34.3	54.9	2.0
Female	School	0.0	13.6	22.7	63.6	0.0	4.5	63.6	31.8	0.0	0.0	68.2	31.8
	District	0.9	15.0	37.4	46.7	0.5	13.5	67.0	19.1	0.5	11.6	69.3	18.6
	State	0.7	37.1	37.6	24.7	2.8	27.9	60.5	8.8	3.4	23.5	68.0	5.2

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	14.3	20.0	65.7	0.0	5.7	57.1	37.1	0.0	5.7	68.6	25.7
	District	0.3	10.8	38.9	50.0	0.0	6.9	63.5	29.6	0.8	14.1	71.9	13.3
	State	0.5	26.0	41.7	31.8	1.3	17.3	67.6	13.7	4.2	22.8	68.3	4.7
Black	District	0.0	46.2	46.2	7.7	0.0	42.9	50.0	7.1	0.0	35.7	64.3	0.0
	State	2.2	61.9	28.5	7.3	9.1	50.8	38.7	1.5	10.9	42.1	45.9	1.1
Hispanic	District	1.8	47.3	41.8	9.1	5.5	38.2	52.7	3.6	7.4	31.5	55.6	5.6
	State	1.4	56.3	32.4	9.8	4.6	40.1	52.2	3.1	7.7	36.6	54.0	1.7
Asian/Pacific Islander	District	0.0	10.0	40.0	50.0	0.0	0.0	80.0	20.0	0.0	10.0	70.0	20.0
	State	0.2	20.9	40.5	38.4	0.8	10.2	62.7	26.3	1.9	17.3	72.3	8.5
Native American	State	0.7	36.4	43.1	19.9	3.0	29.1	61.1	6.8	7.9	29.0	61.0	2.1

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Beginning -	Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
Level 2 --Strengthening -	Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
Level 3 -- Expanding -	Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
Level 4 -- Transitioning -	Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

For Mathematics see ISAT or PSAE descriptions of the performance levels.

Grade 3**Grade 3 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	20.0	10.0	40.0	30.0	0.0	30.0	50.0	20.0				
District	24.1	29.3	29.3	17.2	19.0	41.4	34.5	5.2	10.0	16.0	56.0	18.0
State	24.5	34.3	24.8	16.4	15.9	35.3	42.7	6.0	5.4	12.5	47.9	34.2

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
State	12.4	25.8	31.9	29.8	8.1	26.4	50.7	14.9	1.9	8.3	40.2	49.6
Black												
State	34.7	31.6	20.4	13.3	29.1	31.1	35.9	3.9	9.5	15.8	46.3	28.4
Hispanic												
School	20.0	10.0	40.0	30.0	0.0	30.0	50.0	20.0				
District	24.1	29.3	29.3	17.2	19.0	41.4	34.5	5.2	10.0	16.0	56.0	18.0
State	26.5	35.6	23.5	14.4	17.2	37.1	41.3	4.3	5.9	13.3	48.8	32.0
Asian/Pacific Islander												
State	10.6	26.1	34.4	28.9	5.0	21.7	53.7	19.6	1.5	7.8	46.2	44.5
Native American												
State	7.1	50.0	14.3	28.6	8.3	25.0	50.0	16.7	0.0	0.0	50.0	50.0

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
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Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	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
State AYP Minimum Target	95.0		95.0		40.0			40.0			88.0		65.0	
All	96.3	Yes	96.3	Yes	83.9		Yes	86.5		Yes	96.2	Yes		
White	95.3	Yes	95.3	Yes	85.0		Yes	90.0		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% Tested for Reading and Mathematics for the All Group and Subgroups
2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***
3. At least 88.0% Attendance Rate for Non-High Schools or at least 65.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/02.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

The mission of North Shore School District 112 is
to nurture every child as an individual
to empower every child as a leader
to inspire every child to become a contributing member of the community

Sherwood School's instructional program is designed to ensure successful academic achievement for students in grades K – 5 to meet or exceed state standards. With highly talented staff, students experience a rich challenging, academic environment where maximum social and emotion growth occurs. Strong parental and community support significantly contributes to the learning process. Together they create effective school to home partnerships that benefit each child's development.

Areas of Success

- Clearly articulated core values (Mission, Vision, Beliefs, Aim).
- Commitment to and involvement in strategic planning.
- High achieving students as measured by ISAT/IMAGE tests.
- High achieving students as measured by Terra Nova/Supera tests.
- Emphasis on character education utilizing the *Character Counts!* Program.
- Instituted regular (3 times per year) assessment of all students progress in reading.
- Highly active and involved parent community.
- Highly successful Dual Language Two Way Immersion Program.
- Extensive use of technology including two fixed and one mobile computer labs.
- Utilization of Problem Solving and Flexible Delivery of Services.
- Long and strong history of support for and inclusion of special education students & programs.
- Yearly Storytelling Festival featuring student and professional tellers.

Areas for Planned Improvement

- Improve the quality of social skills.
- Refine the Problem Solving process.
- Improve differentiated reading instruction for all students.
- Improve the presentation and content of student writing.
- Use technology effectively and powerfully for learning.
- Promote cultural awareness and diversity in the community.
- Revision of strategic planning process for 2004-2007.

We are a dynamic, nurturing, learning community with goals and practices that lead to our continued growth and success.