

**EMERSON ELEM SCHOOL  
COMMUNITY UNIT SCHOOL DIST 200  
WHEATON, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES: 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
<b>School</b>	85.4	6.1	3.6	4.9	0.0	3.3	0.0		0.0	10.2	96.4	329
<b>District</b>	83.6	5.1	6.5	4.8	0.1	8.4	1.5		0.4	10.0	95.5	14,301
<b>State</b>	59.3	20.8	16.2	3.5	0.2	37.5	6.7		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>	100.0
<b>District</b>	92.9
<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>	16.0	15.0	13.0			
<b>District</b>	20.1	20.2	21.6			
<b>State</b>	20.5	21.1	22.1			

**STAFF-TO-STUDENT RATIOS**

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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18.0	20.2	13.7	285.4
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.

**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>	53			27			145			28		
<b>District</b>	53			27			145			28		
<b>State</b>	56			30			147			31		

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

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	97.4	0.9	1.0	0.6	0.0	23.2	76.8	898
<b>State</b>	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

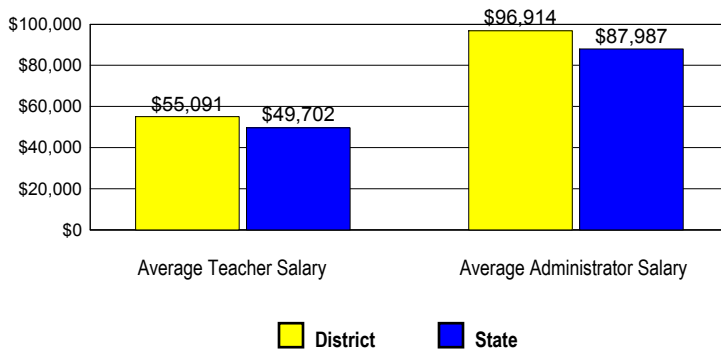
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	13.3	41.3	58.6	0.5	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.

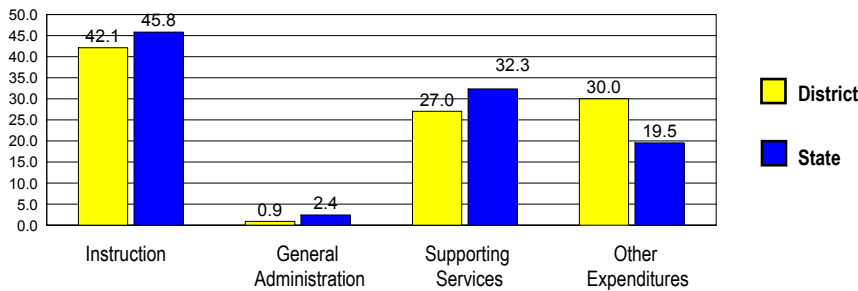
## SCHOOL DISTRICT FINANCES

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 2000-01 (Percentages)



REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$86,052,645	70.3	54.4
Other Local Funding	\$6,997,040	5.7	7.5
General State Aid	\$10,409,892	8.5	17.9
Other State Funding	\$15,084,288	12.3	12.7
Federal Funding	\$3,833,490	3.1	7.4
<b>TOTAL</b>	<b>\$122,377,355</b>		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$86,384,397	60.4	70.0
Operations & Maintenance	\$11,323,945	7.9	9.2
Transportation	\$5,515,250	3.9	3.4
Bond and Interest	\$6,734,615	4.7	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$2,381,361	1.7	1.6
Fire Prevention & Safety	\$0	0.0	1.0
Site & Construction/ Capital Improvement	\$30,698,376	21.5	9.3
<b>TOTAL</b>	<b>\$143,037,944</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	\$134,012	4.74	\$4,616	\$7,782
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.

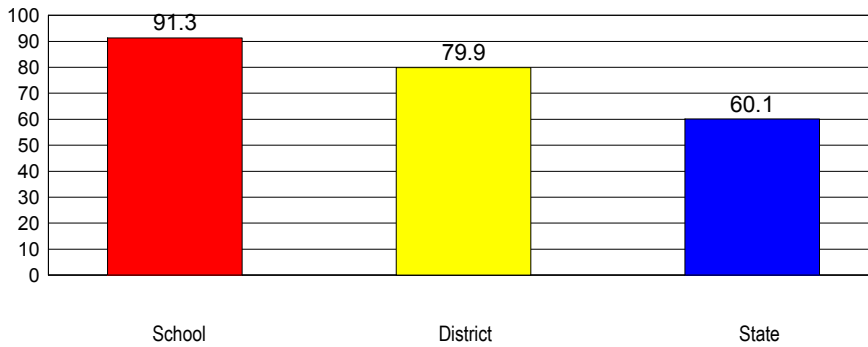
**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

**ACADEMIC PERFORMANCE**

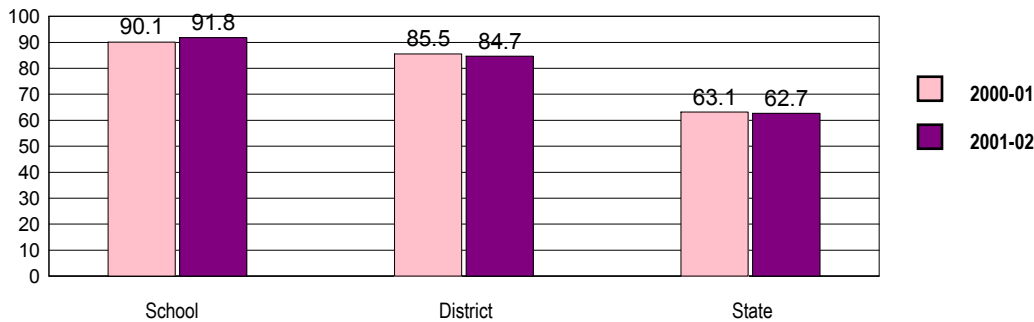
**OVERALL STUDENT PERFORMANCE**

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**



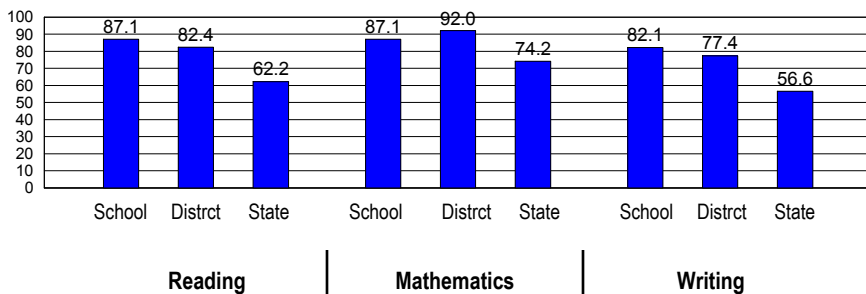
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



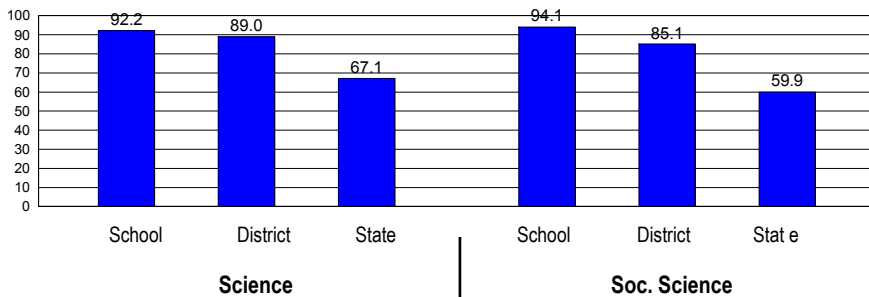
**ISAT PERFORMANCE**

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.

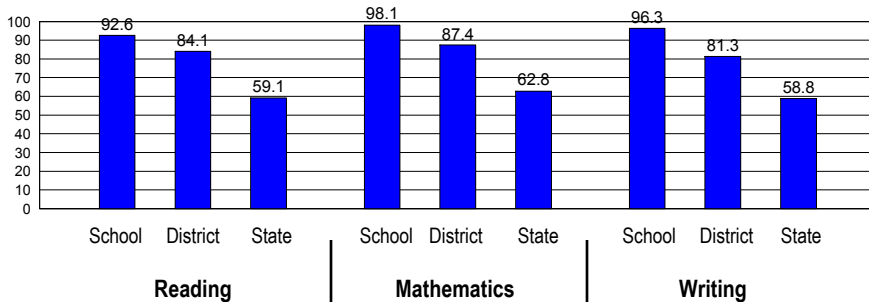
Grade 3



Grade 4



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. 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

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	94	54	40	82	5	5	2				7	6
	Reading	0.0	0.0	0.0	0.0	20.0	0.0	50.0				0.0	0.0
	Mathematics	3.2	3.7	2.5	3.7	20.0	0.0	50.0				0.0	16.7
District	*Enrollment	4,430	2,311	2,119	3,748	214	261	203				503	406
	Reading	2.2	2.5	1.9	2.2	8.9	8.4	0.0				5.9	18.5
	Mathematics	1.7	1.8	1.6	1.7	8.9	7.7	0.0				5.2	19.0
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444				74,640	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8				0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7				0.6	16.3

\* 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

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	7.7	5.1	33.3	53.8	0.0	12.8	17.9	69.2	10.3	7.7	74.4	7.7
	District	1.5	16.0	44.8	37.6	1.0	7.0	37.9	54.1	4.0	18.6	70.6	6.8
	State	6.8	31.0	43.6	18.6	7.2	18.6	43.9	30.3	9.0	34.3	53.6	3.0

Gender		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	8.7	0.0	30.4	60.9	0.0	13.0	8.7	78.3	8.7	0.0	87.0	4.3
	District	1.5	20.0	45.5	33.0	1.5	6.7	34.5	57.3	5.8	19.8	69.0	5.4
	State	8.2	32.8	42.5	16.5	7.9	18.0	42.4	31.7	11.9	37.1	49.0	2.1
Female	School	6.3	12.5	37.5	43.8	0.0	12.5	31.3	56.3	12.5	18.8	56.3	12.5
	District	1.5	11.7	44.1	42.7	0.4	7.3	41.6	50.6	2.1	17.3	72.3	8.2
	State	5.2	29.2	44.8	20.9	6.4	19.2	45.5	28.9	6.0	31.5	58.5	4.0

Racial/Ethnic Background		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	6.1	3.0	36.4	54.5	0.0	12.1	18.2	69.7	9.1	9.1	72.7	9.1
	District	0.8	13.2	44.3	41.7	0.5	4.9	37.0	57.6	3.1	16.6	72.7	7.6
	State	2.6	21.3	50.2	26.0	2.1	10.4	45.9	41.6	5.2	28.3	62.6	3.9
Black	School												
	District	7.5	49.1	34.0	9.4	7.5	26.4	52.8	13.2	11.5	32.7	55.8	0.0
	State	16.1	49.9	29.3	4.8	19.2	35.4	37.7	7.7	18.1	47.1	33.9	0.9
Hispanic	School												
	District	6.3	31.3	51.6	10.9	3.1	20.3	37.5	39.1	10.9	29.7	56.3	3.1
	State	9.0	42.9	39.9	8.2	7.6	26.2	49.5	16.7	10.2	40.9	47.2	1.8
Asian/ Pacific Islander	School												
	District	0.0	6.1	66.7	27.3	0.0	3.0	39.4	57.6	0.0	27.3	69.7	3.0
	State	1.2	17.1	49.9	31.8	1.0	6.3	38.0	54.7	2.5	22.0	68.9	6.6
Native American	School												
	District												
	State	3.3	31.0	47.3	18.4	3.0	19.8	48.9	28.2	6.9	36.1	54.5	2.4

Students with Disabilities		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	42.9	14.3	28.6	14.3	0.0	57.1	14.3	28.6	57.1	0.0	42.9	0.0
	District	9.5	51.8	27.7	10.9	5.8	25.2	45.3	23.7	18.4	31.6	48.5	1.5
	State	21.2	47.7	25.5	5.5	18.9	29.3	39.1	12.6	26.3	40.9	32.0	0.9
Section 504	School												
	District	0.0	22.2	55.6	22.2	0.0	0.0	77.8	22.2	0.0	44.4	55.6	0.0
	State	7.5	37.3	43.6	11.6	8.1	22.2	45.3	24.4	11.2	42.0	45.0	1.8
Non- disabled	School	0.0	3.1	34.4	62.5	0.0	3.1	18.8	78.1	0.0	9.4	81.3	9.4
	District	0.2	10.2	47.5	42.1	0.2	4.1	36.3	59.4	1.8	16.3	74.3	7.7
	State	4.6	28.6	46.2	20.6	5.5	17.0	44.6	32.9	6.6	33.4	56.8	3.3

Economically Disadvantaged		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School												
	District	4.9	45.1	37.8	12.2	3.7	25.6	50.0	20.7	13.8	30.0	53.8	2.5
	State	13.2	46.5	34.2	6.1	14.6	31.1	42.7	11.7	15.7	45.4	37.8	1.0
Not Eligible	School	5.6	5.6	36.1	52.8	0.0	11.1	19.4	69.4	8.3	8.3	75.0	8.3
	District	1.2	13.4	45.5	39.9	0.8	5.3	36.8	57.1	3.2	17.7	72.0	7.1
	State	3.2	22.4	48.9	25.6	3.1	11.6	44.6	40.7	5.3	28.2	62.3	4.1

**GRADE 4**

All		Science				Social Science			
		1	2	3	4	1	2	3	4
	School	0.0	7.8	51.0	41.2	0.0	5.9	62.7	31.4
	District	1.1	9.8	57.1	31.9	1.9	13.0	67.0	18.1
	State	7.6	25.2	53.3	13.8	9.6	30.5	53.7	6.2

Gender		Science				Social Science			
		1	2	3	4	1	2	3	4
Male	School	0.0	4.5	50.0	45.5	0.0	4.5	54.5	40.9
	District	1.3	9.3	51.9	37.6	2.3	12.5	65.1	20.0
	State	7.9	23.5	52.2	16.3	10.4	29.1	53.4	7.1
Female	School	0.0	10.3	51.7	37.9	0.0	6.9	69.0	24.1
	District	1.0	10.5	63.0	25.5	1.4	13.6	69.2	15.8
	State	7.2	27.0	54.6	11.2	8.8	32.0	54.0	5.2

Racial/Ethnic Background		Science				Social Science			
		1	2	3	4	1	2	3	4
White	School	0.0	4.5	47.7	47.7	0.0	4.5	59.1	36.4
	District	0.6	6.5	57.9	35.0	1.1	10.1	69.2	19.6
	State	2.5	15.1	61.9	20.5	3.3	20.8	66.8	9.1
Black	School	7.5	35.8	54.7	1.9	5.7	41.5	49.1	3.8
	District	18.4	44.0	35.4	2.2	22.9	47.7	28.5	1.0
	State								
Hispanic	School	4.3	24.3	55.7	15.7	8.6	24.3	58.6	8.6
	District	12.7	39.0	44.7	3.6	16.0	45.8	36.8	1.3
	State								
Asian/ Pacific Islander	School	0.0	18.6	48.8	32.6	2.3	18.6	55.8	23.3
	District	1.8	14.6	61.6	22.1	2.6	18.3	66.2	12.9
	State								
Native American	School								
	District								
	State	3.4	19.9	62.3	14.4	7.1	24.1	61.9	6.9

Students with Disabilities		Science				Social Science			
		1	2	3	4	1	2	3	4
IEP	School	0.0	28.6	42.9	28.6	0.0	14.3	71.4	14.3
	District	3.0	23.2	53.6	20.2	5.4	31.0	53.6	10.1
	State	17.0	36.6	41.0	5.4	24.1	40.7	33.4	1.8
Section 504	School								
	District	12.5	0.0	50.0	37.5	0.0	12.5	62.5	25.0
	State	8.3	31.9	50.2	9.6	9.6	40.5	45.0	4.8
Non- disabled	School	0.0	4.5	52.3	43.2	0.0	4.5	61.4	34.1
	District	0.7	7.4	57.8	34.1	1.3	9.5	69.7	19.5
	State	6.1	23.4	55.3	15.2	7.3	28.9	56.9	6.9

Economically Disadvantaged		Science				Social Science			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	16.7	50.0	33.3	0.0	0.0	100.	0.0
	District	7.4	34.7	49.5	8.4	10.5	38.9	47.4	3.2
	State	14.6	40.1	41.7	3.7	18.5	45.9	34.3	1.2
Not Eligible	School	0.0	6.7	51.1	42.2	0.0	6.7	57.8	35.6
	District	0.5	7.4	57.8	34.3	1.1	10.4	69.0	19.6
	State	3.5	16.7	60.1	19.7	4.5	21.7	64.8	9.0

**GRADE 5**

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.0	7.4	42.6	50.0	0.0	1.9	63.5	34.6	0.0	3.7	83.3	13.0
	District	0.5	15.4	35.2	48.9	0.6	12.0	66.3	21.1	1.6	17.2	67.2	14.1
	State	1.5	39.4	36.8	22.3	5.2	32.0	54.9	7.9	5.8	35.4	53.9	4.9

Gender		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	6.7	46.7	46.7	0.0	3.4	55.2	41.4	0.0	6.5	80.6	12.9
	District	0.5	16.6	36.6	46.2	0.2	11.0	63.1	25.7	2.2	20.8	68.7	8.4
	State	1.9	41.1	36.4	20.6	6.0	31.7	53.6	8.6	8.2	40.4	48.6	2.9
Female	School	0.0	8.3	37.5	54.2	0.0	0.0	73.9	26.1	0.0	0.0	87.0	13.0
	District	0.4	14.1	33.8	51.8	0.9	13.0	69.6	16.4	0.9	13.4	65.6	20.0
	State	1.1	37.4	37.2	24.3	4.2	32.1	56.5	7.2	3.2	30.2	59.5	7.0

Racial/Ethnic Background		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	6.3	37.5	56.3	0.0	2.2	58.7	39.1	0.0	4.2	81.3	14.6
	District	0.2	12.4	34.7	52.7	0.4	9.1	67.8	22.6	1.1	15.0	68.9	15.0
	State	0.7	26.8	41.6	31.0	1.8	20.9	66.1	11.2	3.8	28.5	61.0	6.7
Black	School												
	District	3.6	38.2	47.3	10.9	1.8	47.3	49.1	1.8	7.5	32.1	60.4	0.0
	State	3.4	63.2	26.8	6.6	13.4	54.4	31.3	0.9	10.6	49.7	38.3	1.4
Hispanic	School												
	District	0.0	33.3	38.9	27.8	1.9	25.9	66.7	5.6	3.7	29.6	63.0	3.7
	State	2.1	57.4	31.9	8.6	7.1	46.6	44.2	2.1	7.4	44.6	46.0	2.0
Asian/ Pacific Islander	School												
	District	2.3	27.3	27.3	43.2	0.0	11.4	59.1	29.5	2.3	27.3	45.5	25.0
	State	0.3	24.3	40.1	35.4	0.9	13.8	63.8	21.5	1.8	23.4	64.4	10.3
Native American	School												
	District												
	State	1.1	36.6	43.4	18.9	4.3	31.8	57.2	6.7	6.0	37.1	54.0	2.9

Students with Disabilities		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	50.0	33.3	16.7	0.0	0.0	80.0	20.0	0.0	0.0	100.0	0.0
	District	2.5	50.9	33.1	13.5	2.5	38.3	53.7	5.6	6.3	39.6	52.8	1.3
	State	7.3	68.4	19.2	5.1	18.5	50.2	29.7	1.6	23.2	48.1	27.8	0.9
Section 504	School												
	District	0.0	6.3	50.0	43.8	0.0	12.5	75.0	12.5	0.0	31.3	68.8	0.0
	State	1.3	47.7	35.7	15.3	6.0	41.1	48.4	4.5	7.4	43.7	45.9	3.0
Non- disabled	School	0.0	2.1	43.8	54.2	0.0	2.1	61.7	36.2	0.0	4.2	81.3	14.6
	District	0.1	9.2	35.3	55.4	0.2	7.3	68.4	24.0	0.8	13.0	69.7	16.6
	State	0.5	34.6	39.7	25.2	3.0	28.9	59.1	9.0	3.0	33.4	58.0	5.5

Economically Disadvantaged		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School												
	District	1.2	47.1	36.5	15.3	3.6	41.7	48.8	6.0	4.8	39.8	53.0	2.4
	State	2.7	59.9	30.0	7.5	9.9	49.3	39.1	1.6	9.5	48.1	41.0	1.5
Not Eligible	School	0.0	3.9	45.1	51.0	0.0	2.0	62.0	36.0	0.0	3.9	82.4	13.7
	District	0.4	12.7	35.1	51.8	0.3	9.5	67.8	22.4	1.3	15.3	68.3	15.1
	State	0.8	27.8	40.6	30.7	2.5	22.2	63.9	11.5	3.7	28.4	61.1	6.8

Dear Emerson Parents:

All Illinois Public Schools are held accountable to the public as to how they measure up to Local, State, and National Standards. As a part of this process our students are tested through 3 significant means: certain Local Tests (developed through the District 200 Curriculum and Assessment Department), the Illinois Standards Achievement Tests (ISAT) and, the TerraNova (a Nationally normed Test). Early in the School year, a representative team of Emerson's staff, reviews the results of the various tests and determines the areas of strength and weakness. This review is conducted to: 1) examine individual students, 2) compare Emerson scores year by year, and 3) compare Emerson School to the rest of Community Unit School District 200, State of Illinois, and the Nation.

From this process, a School Improvement Plan (SIP) is developed, utilizing nine (9) different categories (see attached plan).

For the past several years, Emerson has had a focus on Reading, Math, and Writing. These subjects are not necessarily low, but because these subject areas are basic to all that the Elementary Curriculum is about, we desire to continually focus on them. We also desire to continually improve instruction in each of these content areas. Within each subject area, there are several sub-tests that make up the overall content. Examples of these sub-tests include Reading Comprehension, Math Computation, and Writing Organization. We also look at the data from the perspective of the different groups of students that we might have. These categories may include ethnic groups, boys vs. girls, years of attendance within District 200, the amount of absenteeism of a student, and/or other pertinent categories.

Training opportunities are then developed for the staff. For the purpose of assuring consistency from one teacher to another and from one grade level to another, building-wide curricular procedures are developed. Materials might be purchased to help supplement our District issued curriculum. Computers are used to help enhance classroom instruction. Emerson's Reading and Special Education Departments are involved in developing any necessary strategies to further support classroom and individual instruction. All of these activities are developed with the primary focus of having a coordinated and comprehensive educational program for all of Emerson's students, making certain that Local, State, and National Standards are met and/or exceeded.

Enclosed, you will find a summary of results from past years and our School Improvement Plan, as developed for the 2002/2003 School year. As always, should you have any questions regarding instruction, policies and/or procedures that affect your child, please feel free to let us know. We welcome your input and support. Should any of you desire to become a part of our School Improvement Planning process, please do not hesitate to let us know.

Sincerely,

Daniel A. Bostrom,  
Principal