

**CLIFFORD JOHNSON SCHOOL
COMMUNITY UNIT SCHOOL DIST 200
WARRENVILLE, 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
School	64.7	4.3	28.7	2.4	0.0	16.0	1.4		0.0	30.6	95.4	586
District	83.6	5.1	6.5	4.8	0.1	8.4	1.5		0.4	10.0	95.5	14,301
State	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
School	85.0
District	92.9
State	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
School	22.5	20.6	22.2			
District	20.1	20.2	21.6			
State	20.5	21.1	22.1			

STAFF-TO-STUDENT RATIOS

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
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
School	53			27			145			28		
District	53			27			145			28		
State	56			30			147			31		

TEACHER INFORMATION (Full-Time Equivalents)

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

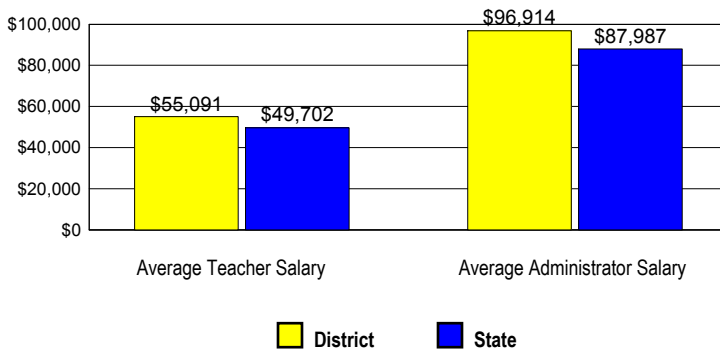
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	2.5	0.0
District	13.3	41.3	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.

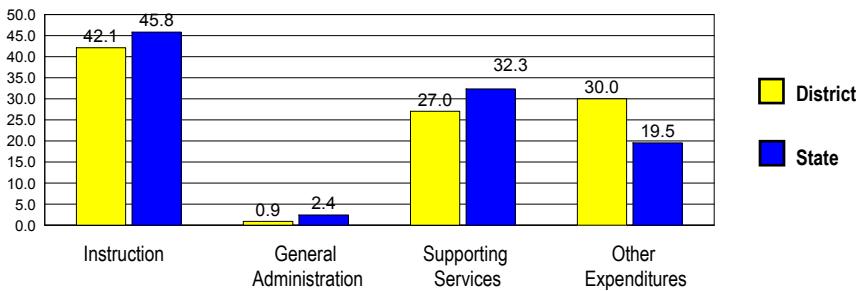
SCHOOL DISTRICT FINANCES

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
TOTAL	\$122,377,355		

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
TOTAL	\$143,037,944		

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.

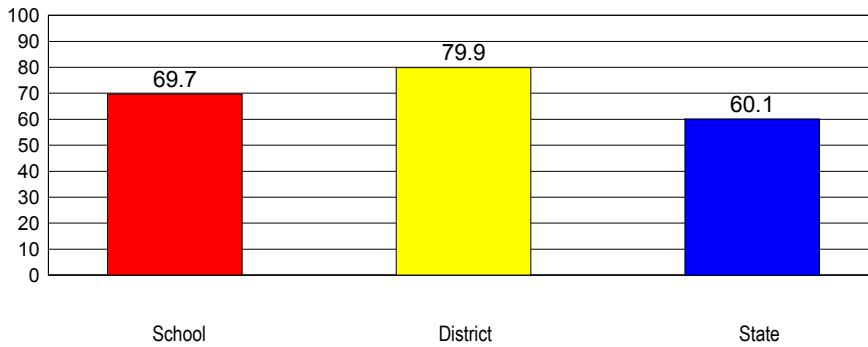
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

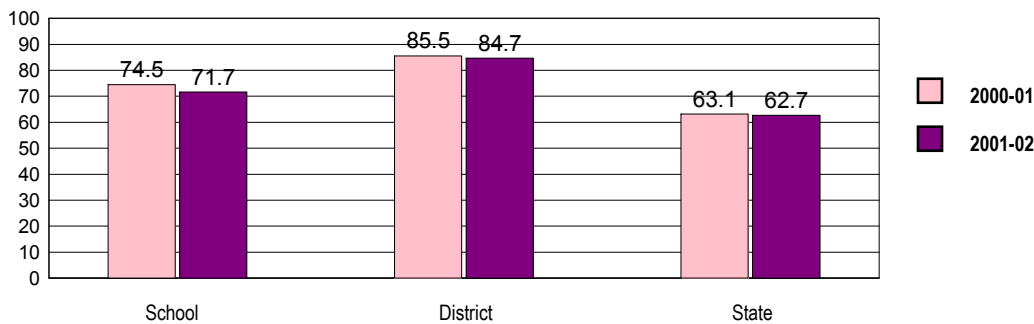
OVERALL STUDENT PERFORMANCE

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



OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE 2001-02

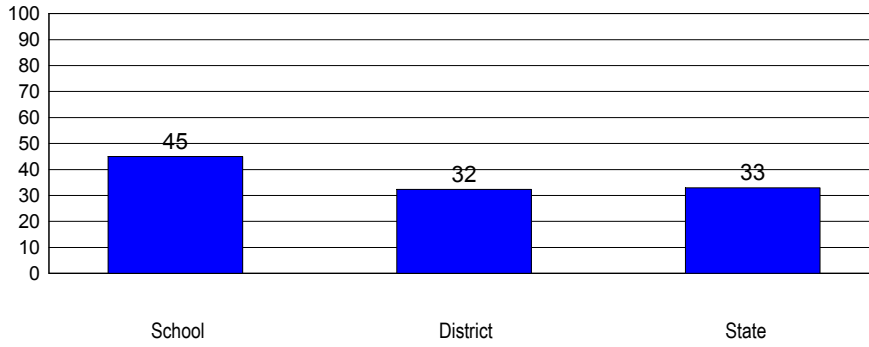
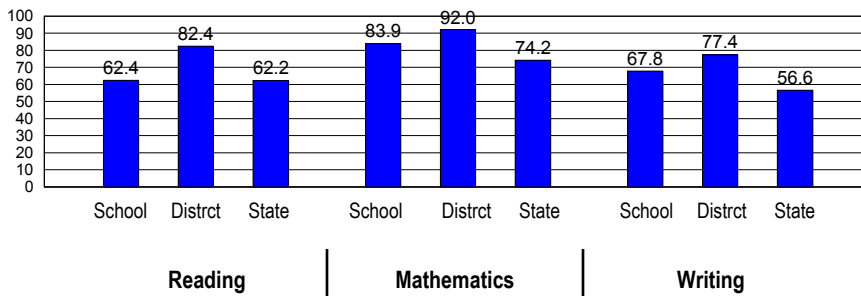


IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

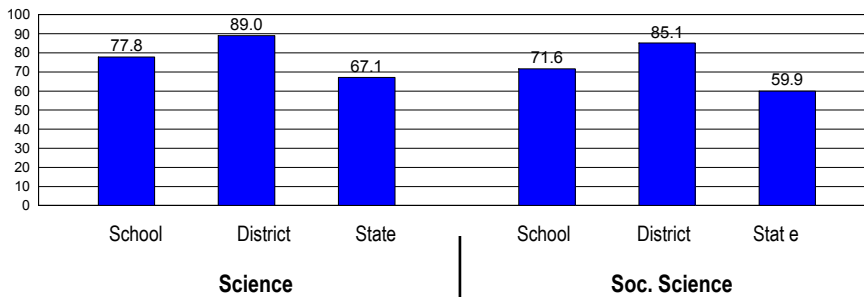
ISAT PERFORMANCE

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.

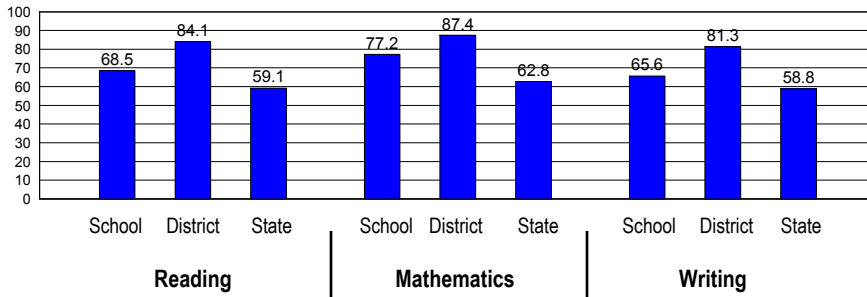
Grade 3



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	204	107	97	148	8	44	4		7		31	31
	Reading	1.5	5.6	0.0	2.7	12.5	11.4	0.0		0.0		0.0	9.7
	Mathematics	1.5	5.6	0.0	2.7	12.5	11.4	0.0		0.0		0.0	9.7
District	*Enrollment	4,430	2,311	2,119	3,748	214	261	203		74		578	406
	Reading	2.2	2.5	1.9	2.2	8.9	8.4	0.0		0.0		5.9	18.5
	Mathematics	1.7	1.8	1.6	1.7	8.9	7.7	0.0		0.0		5.2	19.0
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444		37,080		78,455	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8		6.4		0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7		6.9		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		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School	4.3	33.3	39.8	22.6	3.2	12.9	49.5	34.4	7.5	24.7	62.4	5.4
	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			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	6.1	36.7	34.7	22.4	6.1	10.2	42.9	40.8	10.2	26.5	57.1	6.1
	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	2.3	29.5	45.5	22.7	0.0	15.9	56.8	27.3	4.5	22.7	68.2	4.5
	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			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School	1.5	26.5	42.6	29.4	1.5	5.9	48.5	44.1	4.4	20.6	69.1	5.9
	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	11.1	55.6	27.8	5.6	5.6	33.3	55.6	5.6	16.7	33.3	44.4	5.6
	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
Limited-English-Proficient		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School	33.3	66.7	0.0	0.0	16.7	50.0	33.3	0.0	16.7	50.0	33.3	0.0
	District	36.4	36.4	27.3	0.0	9.1	45.5	27.3	18.2	18.2	36.4	45.5	0.0
	State	10.1	28.9	38.9	22.1	6.8	17.6	37.2	38.5	10.1	22.8	63.1	4.0

Students with Disabilities		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	30.8	53.8	7.7	7.7	23.1	46.2	15.4	15.4	30.8	38.5	30.8	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	0.0	22.2	55.6	22.2	0.0	0.0	77.8	22.2	0.0	44.4	55.6	0.0
	District	7.5	37.3	43.6	11.6	8.1	22.2	45.3	24.4	11.2	42.0	45.0	1.8
	State	0.0	30.8	43.6	25.6	0.0	7.7	53.8	38.5	3.8	21.8	67.9	6.4
Non-disabled	School	0.2	10.2	47.5	42.1	0.2	4.1	36.3	59.4	1.8	16.3	74.3	7.7
	District	4.6	28.6	46.2	20.6	5.5	17.0	44.6	32.9	6.6	33.4	56.8	3.3
	State												

Economically Disadvantaged		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	8.3	66.7	16.7	8.3	8.3	25.0	58.3	8.3	25.0	25.0	41.7	8.3
	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	3.7	28.4	43.2	24.7	2.5	11.1	48.1	38.3	4.9	24.7	65.4	4.9
	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
Levels	School	3.7	18.5	53.1	24.7	4.9	23.5	63.0	8.6
	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	2.4	14.6	48.8	34.1	2.4	22.0	65.9	9.8
	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	5.0	22.5	57.5	15.0	7.5	25.0	60.0	7.5
	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	13.2	56.6	30.2	0.0	15.1	75.5	9.4
	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								
	District	7.5	35.8	54.7	1.9	5.7	41.5	49.1	3.8
	State	18.4	44.0	35.4	2.2	22.9	47.7	28.5	1.0
Hispanic	School	9.5	28.6	52.4	9.5	14.3	38.1	42.9	4.8
	District	4.3	24.3	55.7	15.7	8.6	24.3	58.6	8.6
	State	12.7	39.0	44.7	3.6	16.0	45.8	36.8	1.3
Asian/Pacific Islander	School								
	District	0.0	18.6	48.8	32.6	2.3	18.6	55.8	23.3
	State	1.8	14.6	61.6	22.1	2.6	18.3	66.2	12.9
Native American	School								
	District								
	State	3.4	19.9	62.3	14.4	7.1	24.1	61.9	6.9

Limited-English-Proficient		Science				Social Science			
		1	2	3	4	1	2	3	4
	Levels								
	School	40.0	60.0	0.0	0.0	60.0	40.0	0.0	0.0
	District	18.8	43.8	37.5	0.0	25.0	50.0	25.0	0.0
	State	7.7	26.2	46.4	19.6	10.1	26.8	52.4	10.7

Students with Disabilities		Science				Social Science			
		1	2	3	4	1	2	3	4
	Levels								
IEP	School	0.0	35.0	50.0	15.0	5.0	45.0	50.0	0.0
	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	5.0	13.3	55.0	26.7	5.0	16.7	68.3	10.0
	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
	Levels								
Free/Reduced Price Lunch	School	17.6	35.3	41.2	5.9	11.8	58.8	29.4	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	14.1	56.3	29.7	3.1	14.1	71.9	10.9
	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		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	Levels												
	School	1.1	30.4	37.0	31.5	4.3	18.5	65.2	12.0	3.3	31.1	60.0	5.6
	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	40.9	34.1	25.0	0.0	22.7	65.9	11.4	2.3	38.6	56.8	2.3
	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	2.1	20.8	39.6	37.5	8.3	14.6	64.6	12.5	4.3	23.9	63.0	8.7
	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	29.3	36.0	34.7	2.7	18.7	68.0	10.7	2.7	35.1	58.1	4.1
	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	0.0	36.4	54.5	9.1	9.1	18.2	63.6	9.1	0.0	18.2	81.8	0.0
	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	5.0	70.0	20.0	5.0	10.0	45.0	45.0	0.0	10.0	55.0	30.0	5.0
	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	20.0	40.0	40.0	2.9	11.4	70.0	15.7	1.5	25.0	67.6	5.9
	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	9.1	63.6	18.2	9.1	18.2	45.5	36.4	0.0	18.2	36.4	36.4	9.1
	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	25.9	39.5	34.6	2.5	14.8	69.1	13.6	1.3	30.4	63.3	5.1
	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

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.

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.

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.

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.

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.

Grades	Reading				Writing			
	Percent Beginning	Percent Strengthening	Percent Expanding	Percent Transitioning	Percent Beginning	Percent Strengthening	Percent Expanding	Percent Transitioning
3 School District State	38.5	7.7	30.8	23.1	0.0	27.3	54.5	18.2
	30.4	28.3	26.1	15.2	9.1	15.9	56.8	18.2
	29.1	32.9	24.0	14.0	8.7	16.2	47.9	27.2
5 School District State	19.0	33.3	28.6	19.0	23.8	9.5	52.4	14.3
	42.3	27.2	18.7	11.8	26.3	28.3	37.0	8.5
8 School District State								
11 School District State								

Mathematics*

Grades	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
3 School District State	15.4	30.8	46.2	7.7
	21.3	40.4	36.2	2.1
	17.8	40.8	36.9	4.5
5 School District State	14.3	52.4	33.3	0.0
	21.9	56.0	21.3	0.8
8 School District State				
11 School District State				

*See ISAT or PSAE description of the four performance levels.

Dear Parents,

This year as we reviewed the scores from the Illinois Standards Achievement Test (ISAT) that our students took last spring, we were happy to see marked improvement in our third grade reading and writing scores. Several other areas remained stable while others showed the need for improvement. Although we place special emphasis on the learning areas of greatest need, we also consistently strive to maintain or improve performance in those areas that have shown greater achievement.

Each year we carefully study our ISAT results to determine where we have or have not made progress. We also are using the results from the TerraNova assessment, which was taken by grades 2 through 5, and local assessments.

Each year teachers review test results for their individual students and classes, grade level teams review results for their respective grade levels and the School Improvement Team (SIP) reviews results for the entire school. As we analyze the test results, we look beyond the total scores reported for reading, writing, math, social studies, science, fine arts and physical education by studying our performance on the standards within each learning area. For instance, we review our performance on comprehension and word analysis, which are components of the total reading scores. In addition, since it is important for us to understand the multiple factors that affect our students' achievement, we also separate data by using school demographics such as attendance and mobility.

By identifying where our students have or have not shown growth and by understanding how demographic variables affect our students, we know where to make instructional changes to better support student achievement. We also know when to maintain those instructional practices that are shown to have encouraged student learning. All of this information has been used to develop our goals for this year's School Improvement Plan. Therefore, our goals are to improve student performance in reading, writing and math through sound instructional practices. In addition, to enhance our learning environment, we will continue to teach problem solving skills through "I Can Problem Solve" and reinforce good character traits through "Character Counts."

The Johnson School Staff is committed to providing an educational program that supports and encourages each child in the learning process. The following are some of the steps, in addition to those already indicated, that we are taking this year to ensure greater success:

- We are protecting valuable instructional time by making certain that all classroom activities and instruction reflect district curriculum and are aligned with state standards.
- In October, our teachers attended a district writing workshop. They will continue to share insights about effective writing instruction during staff meetings.
- As a part of our SIP, teachers use reading, writing and math instructional strategies that are supported by research. They collaborate during grade level and whole staff meetings by sharing ideas on how to increase the effectiveness of these strategies at each grade level.

- Teachers are attending workshops on topics that support our SIP plan. They have and will continue to share information from these workshops with their colleagues during regularly scheduled staff meetings established for this purpose.
- Our Title 1 teachers, Reading Specialist, ESL/Bilingual teachers, and Resource teachers continue to collaborate on how to coordinate instruction for the greatest positive impact on student learning. They provide valuable assessment information that helps teachers adjust classroom instruction, and they provide students with direct small group instruction.
- Our teachers continue to modify instruction when necessary so that children with limited English proficiency or specific learning problems have good opportunity for learning success.
- We are communicating with schools that have demographics similar to Johnson's in order to gain an understanding of additional ways we can improve our educational program.

Johnson School staff will continue to take the steps necessary to provide the instruction that will help your children learn to their fullest abilities. Our entire staff is deeply committed to this goal and is continuously learning additional ways to develop instruction that will best serve our school population.

As we work with your children, we ask for your assistance in communicating to them the expectation that they can and will learn. Each child really wants to learn; your guidance will help your child to stay focused on doing his or her best.

Sincerely,

Barbara MacDowall
Principal