

**LOWELL 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
School	86.4	5.7	3.2	4.7	0.0	7.7	0.3		0.0	9.4	96.4	594
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	100.0
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	21.2	21.8	22.8			
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
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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
School	53			27			145			28		
District	53			27			145			28		
State	56			30			147			31		

TEACHER INFORMATION (Full-Time Equivalents)

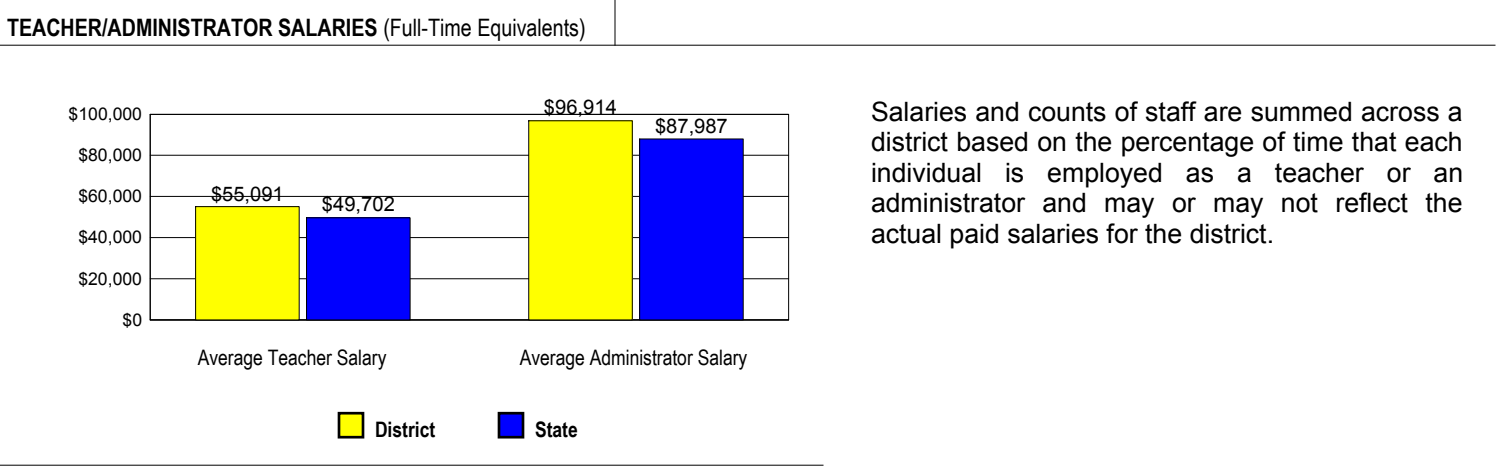
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.4	0.9	1.0	0.6	0.0	23.2	76.8	898
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

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	--	--	--	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



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.

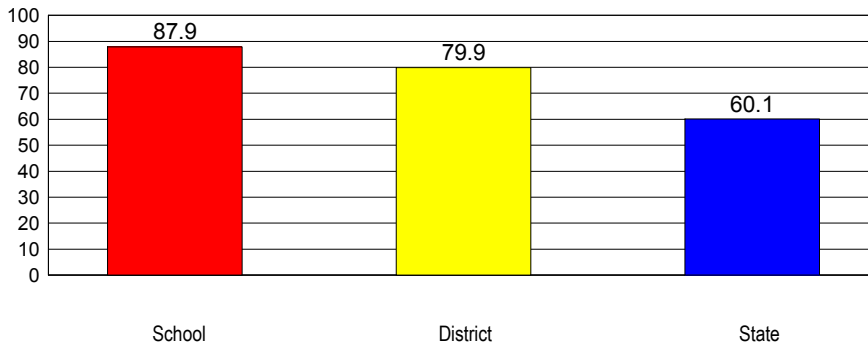
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

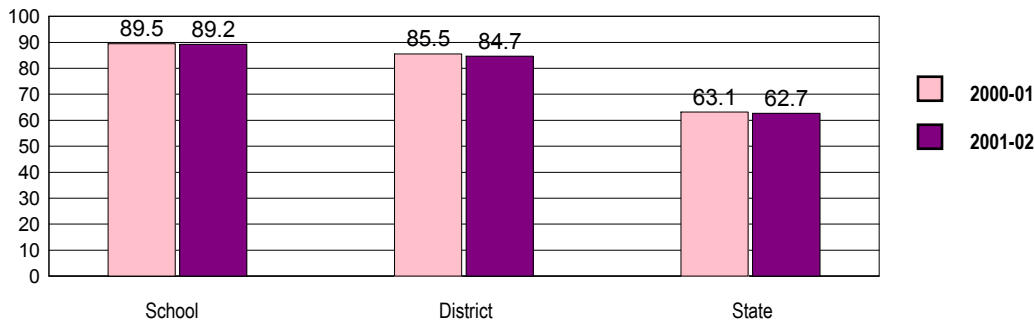
OVERALL STUDENT PERFORMANCE

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

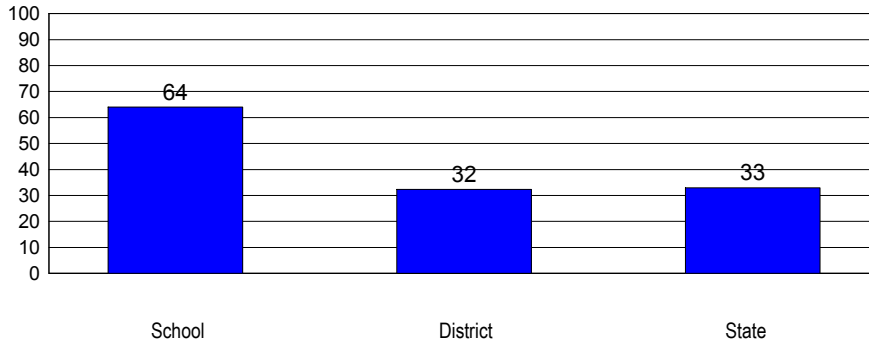
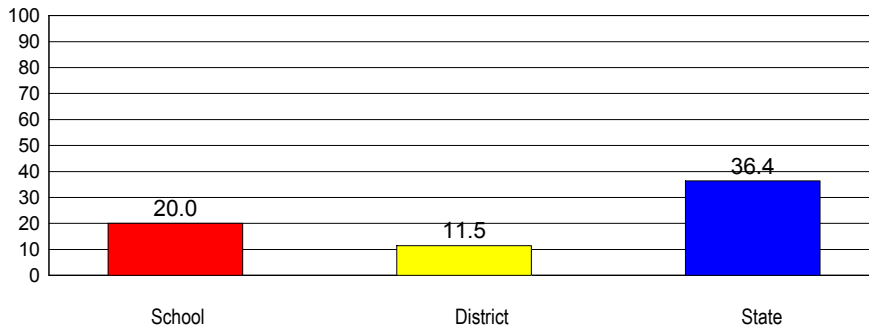


IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE 2001-02

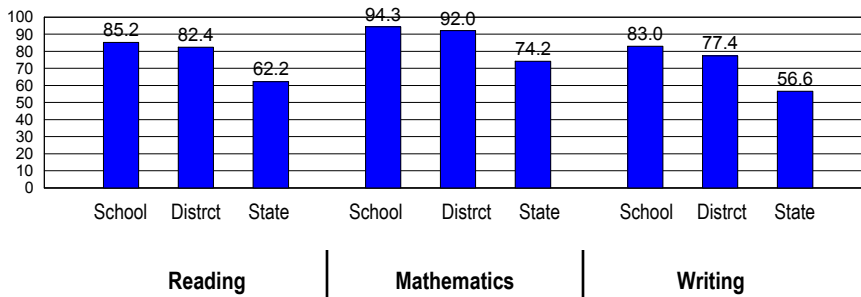


IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

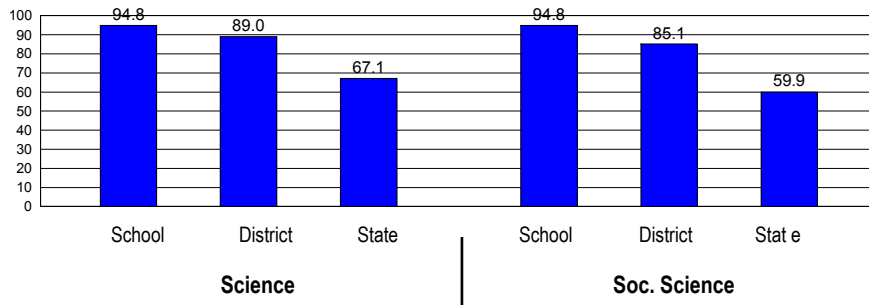
ISAT PERFORMANCE

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.

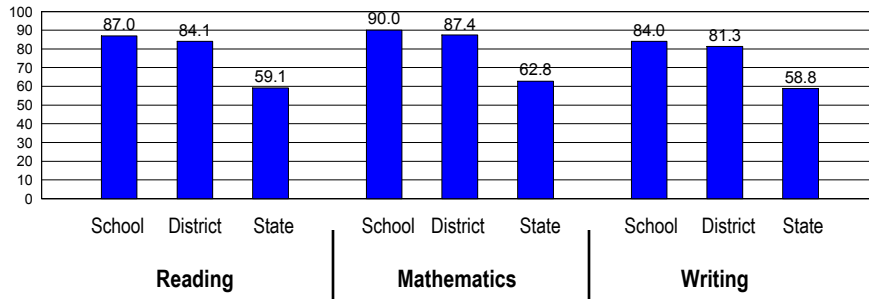
Grade 3



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	192	100	92	166	9	8	9					14
	Reading	0.0	0.0	1.1	0.0	0.0	0.0	0.0		0.0		0.0	0.0
	Mathematics	0.0	0.0	1.1	0.6	0.0	0.0	0.0		0.0		0.0	0.0
District	*Enrollment	4,430	2,311	2,119	3,748	214	261	203					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					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	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	2.3	12.5	40.9	44.3	1.1	4.5	21.6	72.7	5.7	11.4	77.3	5.7
	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	4.3	17.0	44.7	34.0	2.1	8.5	21.3	68.1	8.5	12.8	72.3	6.4
	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	0.0	7.3	36.6	56.1	0.0	0.0	22.0	78.0	2.4	9.8	82.9	4.9
	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	0.0	6.9	38.9	54.2	0.0	1.4	20.8	77.8	2.8	6.9	83.3	6.9
	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	14.3	57.1	28.6	0.0	14.3	14.3	42.9	28.6	14.3	42.9	42.9	0.0
	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	16.7	33.3	50.0	0.0	0.0	33.3	16.7	50.0	33.3	16.7	50.0	0.0
	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	12.5	50.0	31.3	6.3	6.3	18.8	31.3	43.8	18.8	18.8	62.5	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	4.2	43.1	52.8	0.0	1.4	19.4	79.2	2.8	9.7	80.6	6.9
	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	12.5	37.5	37.5	12.5	0.0	25.0	37.5	37.5	25.0	12.5	50.0	12.5
	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	1.3	10.0	41.3	47.5	1.3	2.5	20.0	76.3	3.8	11.3	80.0	5.0
	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	1.0	4.1	57.7	37.1	0.0	5.2	64.9	29.9
	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	7.4	57.4	35.2	0.0	7.4	68.5	24.1
	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	2.3	0.0	58.1	39.5	0.0	2.3	60.5	37.2
	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	1.1	0.0	57.5	41.4	0.0	2.3	65.5	32.2
	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	9.5	71.4	19.0	0.0	4.8	71.4	23.8
	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	2.7	54.7	42.7	0.0	4.0	64.0	32.0
	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
Free/Reduced Price Lunch	School	0.0	25.0	62.5	12.5	0.0	37.5	62.5	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	1.1	2.2	57.3	39.3	0.0	2.2	65.2	32.6
	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	13.0	34.0	53.0	0.0	10.0	71.0	19.0	0.0	16.0	61.0	23.0
	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	13.0	38.9	48.1	0.0	5.6	74.1	20.4	0.0	20.4	66.7	13.0
	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	13.0	28.3	58.7	0.0	15.2	67.4	17.4	0.0	10.9	54.3	34.8
	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	10.3	34.5	55.2	0.0	6.9	72.4	20.7	0.0	12.6	63.2	24.1
	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	0.0	40.0	40.0	20.0	0.0	60.0	40.0	0.0	0.0	60.0	40.0	0.0
	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	0.0	20.0	40.0	40.0	0.0	20.0	60.0	20.0	0.0	20.0	60.0	20.0
	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	43.8	31.3	25.0	0.0	50.0	43.8	6.3	0.0	43.8	56.3	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	7.2	34.9	57.8	0.0	2.4	75.9	21.7	0.0	10.8	61.4	27.7
	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	0.0	25.0	37.5	37.5	0.0	37.5	50.0	12.5	0.0	50.0	50.0	0.0
	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	12.0	33.7	54.3	0.0	7.6	72.8	19.6	0.0	13.0	62.0	25.0
	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								
	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				
	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 Lowell Families:

As we begin the school year, the staff and I would like to share with you our academic goals this year, as identified in our school Improvement Plan for the 2002-2003 school year.

Analyzing our test scores this fall, we are still very excited about the progress of Math and Reading at Lowell, especially as measured by the state test, ISAT, for 3rd and 5th grade. The writing, however, continues to provide us with room for growth and development. The scoring for these ISAT tests is grouped into ranges identified as: *Exceeds* criteria, *Meets* criteria, *Below* criteria and *Academic Warning*.

In math, with your assistance we have done very well again this year. In addition to helping your children continue the basic operation drills you have helped us improve working on multi-step problem solving: interpreting and defining the problem as well as solving it. 73% of the 3rd graders exceeded the state standards. 95% of the total 3rd grade class met and/or exceeded the state standards. In the 5th grade, 90% of the children met and/or exceeded the state standards, with 20% in the exceeds range.

In reading, your persistence in daily reading is showing results. 85% of our 3rd graders met and/or exceeded the state standards, with just under half, 45% exceeding those standards. The 5th graders demonstrated that 87% of the children met and/or exceeded the standards with over half 53% exceeding the state standards. We will continue to push the comprehension skills this year with a greater emphasis on making inferences from reading passages. In addition to the 'what happened' questions, we will be asking 'what would happen,' 'why do you think...?' We will focus on higher level thinking skills, having the children read and interpret the information or make inferences from their reading, as we call it.

In the writing area, we are finding as we did last year, that our children have a good understanding of the facts, as is demonstrated by their high test scores overall, but their support and elaboration of that information in written work is not as detailed as it needs to be. 83% of our 3rd graders met and/or exceeded the standards but only 6% exceeded the standards. 5th grade also saw 84% of the children meeting and /or exceeding the standards with 23% exceeding the standards.

Writing is critical for success. We will be increasing the time your children spend writing this year and additionally ask them to write more frequently in all subject areas. Of course, we will be continuing our emphasis on persistence in completing these written tasks with thoughtful and well-supported ideas, 'sustained writing time' we call it. We hope to combine this goal of more thoughtful writing with the reading goal of looking for inferences, greater meaning in one's reading. These skills are truly interchangeable in that when you write, you give well thought out information and when you read, you gain thoughtful information. As we tell the children often, good readers are good writers and good writers are good readers.

As always, thank you for your participation in your child's education. Please continue to help us with your feedback and support. You will continue to hear more about these skills and teaching strategies in your child's classroom newsletters and weekly memos throughout the year. Happy school year, happy reading for inferences and happy sustained writing!

Sincerely,

Rosemary Murphy
Denise DeSalvo
Lowell Staff