

**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	57.4	4.9	34.8	2.9	0.0	26.0	23.1		0.0	18.3	95.7	589
District	82.7	5.7	7.0	4.5	0.1	10.9	3.2		1.0	10.0	93.2	14,183
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	98.0	16.5	18.8	21.3				--	--	--	--
District	97.6	19.2	21.1	21.2				17.5	20.1	13.4	288.8
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	53			27			145			28		
District	53			27			145			28		
State	56			30			146			31		

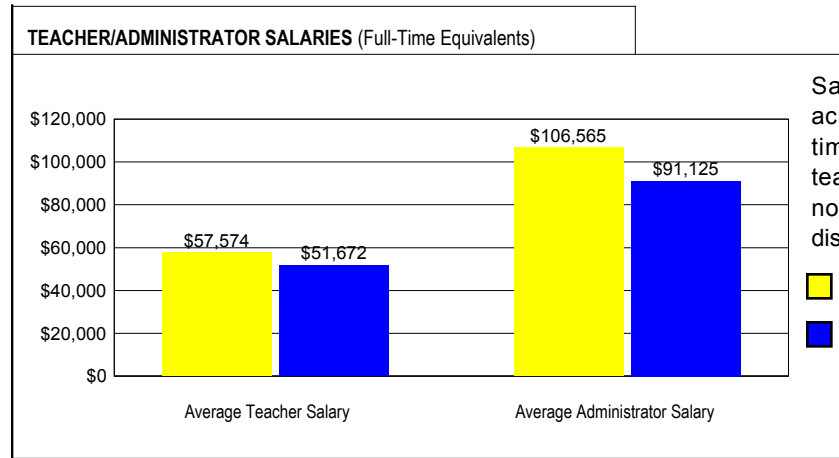
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.7	0.9	0.5	0.8	0.0	22.9	77.1	914
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

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	--	--	--	4.9	0.0
District	13.1	40.3	59.5	0.5	0.1
State	13.9	53.9	46.0	2.5	2.1

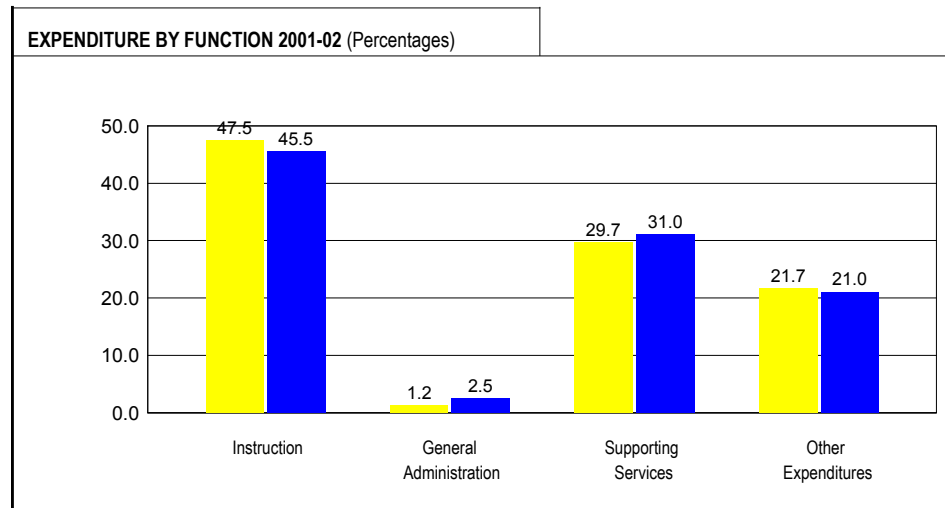
Most teacher/administrator data are not collected at the school level.

* Data based on No Child Left Behind (NCLB) definition.

SCHOOL DISTRICT FINANCES



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.



REVENUE BY SOURCE 2001-02				EXPENDITURE BY FUND 2001-02			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$88,842,949	72.8	55.4	Education	\$94,097,779	67.6	69.7
Other Local Funding	\$5,509,666	4.5	6.1	Operations & Maintenance	\$20,135,171	14.5	8.9
General State Aid	\$9,986,492	8.2	18.7	Transportation	\$6,745,245	4.8	3.4
Other State Funding	\$13,287,246	10.9	12.5	Bond and Interest	\$8,082,178	5.8	5.7
Federal Funding	\$4,409,128	3.6	7.3	Rent			0.0
TOTAL	\$122,035,481			Municipal Retirement/ Social Security	\$2,419,351	1.7	1.5
				Fire Prevention & Safety			1.0
				Site & Construction/ Capital Improvement	\$7,703,163	5.5	9.8
				TOTAL	\$139,182,887		

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	\$138,255	4.70	\$4,990	\$8,293
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.

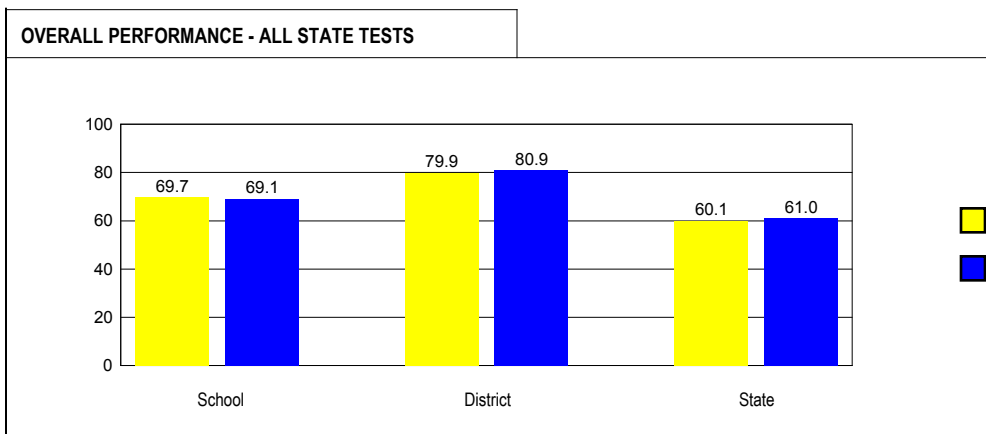
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

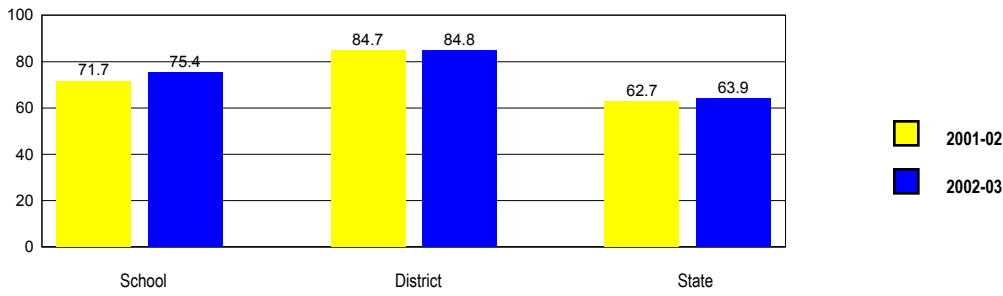
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

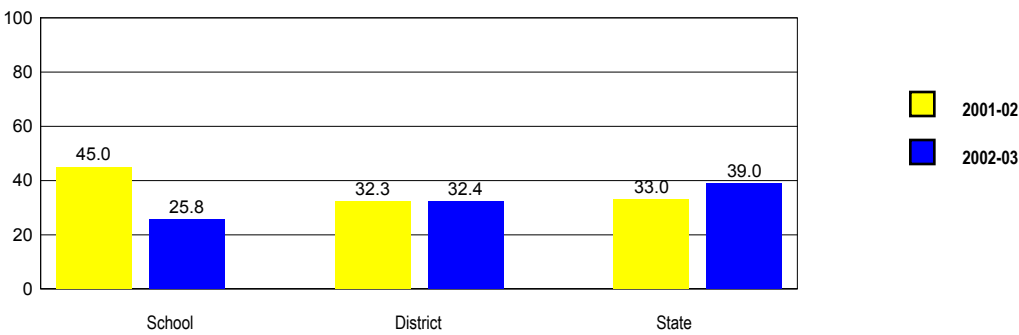
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



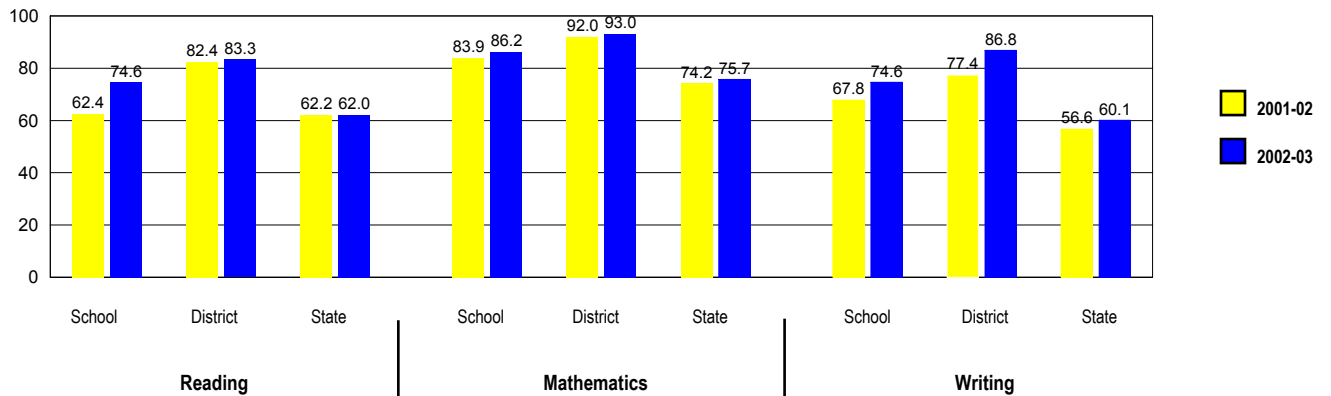
OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE



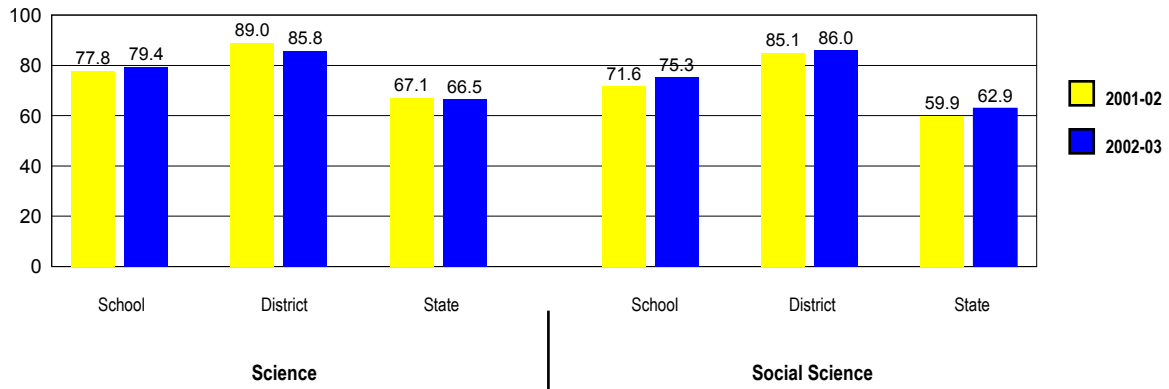
ISAT PERFORMANCE

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.

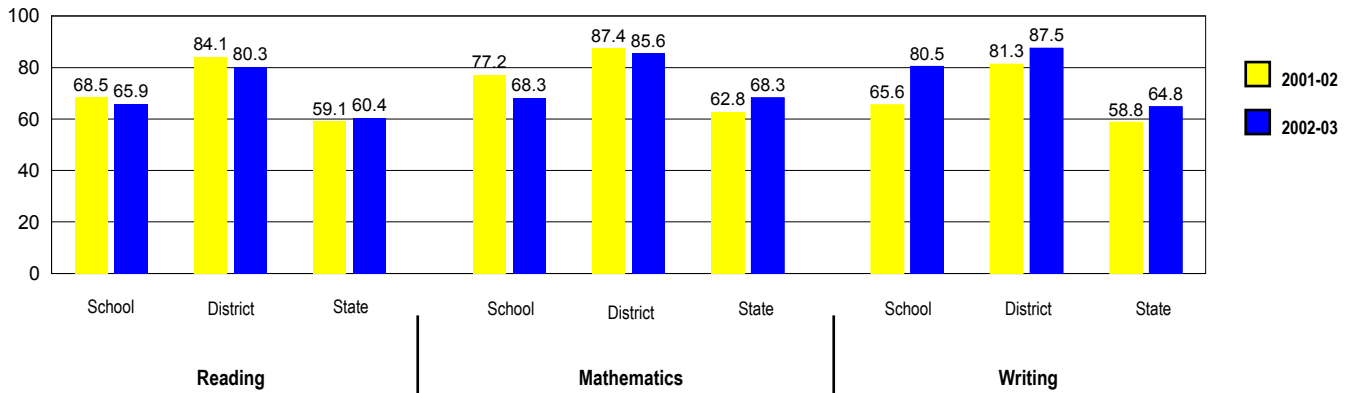
ISAT Grade 3



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	175	86	89	101	7	58	7	0	32	0	17	64
	Reading	0.0	0.0	2.2	0.0		0.0			0.0		0.0	6.3
	Mathematics	0.0	0.0	2.2	0.0		0.0			0.0		0.0	6.3
District	*Enrollment	4,398	2,316	2,082	3,616	235	294	218	1	150	0	556	527
	Reading	1.6	2.0	1.2	1.7	7.2	4.4	0.0		0.0		0.0	7.6
	Mathematics	1.8	2.3	1.2	1.8	8.9	4.4	0.5		0.0		0.0	8.2
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	6.3	19.0	41.3	33.3	0.0	13.8	41.5	44.6	4.8	20.6	69.8	4.8
District	2.2	14.5	42.0	41.2	0.5	6.5	39.3	53.7	1.8	11.4	78.0	8.8
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	7.1	17.9	53.6	21.4	0.0	23.3	36.7	40.0	10.7	14.3	75.0	0.0
District	2.3	15.2	44.7	37.7	0.6	5.3	38.6	55.6	2.9	12.1	79.4	5.6
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	5.7	20.0	31.4	42.9	0.0	5.7	45.7	48.6	0.0	25.7	65.7	8.6
District	2.0	13.9	39.2	44.9	0.4	7.8	40.0	51.8	0.6	10.8	76.6	12.0
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	2.1	10.4	47.9	39.6	0.0	4.2	43.8	52.1	2.1	14.6	77.1	6.3
District	1.3	10.6	42.6	45.6	0.1	3.9	37.2	58.7	0.7	8.6	80.7	10.0
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												
District	13.3	40.0	40.0	6.7	5.1	30.5	52.5	11.9	10.0	31.7	56.7	1.7
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	4.1	44.9	34.7	16.3	2.1	17.0	59.6	21.3	8.2	28.6	63.3	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												
District	2.8	13.9	47.2	36.1	0.0	8.3	36.1	55.6	2.8	11.1	80.6	5.6
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	14.3	35.7	35.7	14.3	0.0	31.3	37.5	31.3	14.3	35.7	50.0	0.0
	District	8.9	36.9	35.1	19.0	1.2	20.8	45.8	32.1	7.6	24.1	66.5	1.8
	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	District	0.0	15.4	30.8	53.8	0.0	0.0	61.5	38.5	0.0	23.1	69.2	7.7
	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	4.1	14.3	42.9	38.8	0.0	8.2	42.9	49.0	2.0	16.3	75.5	6.1
	District	0.9	10.0	43.6	45.6	0.4	3.7	37.6	58.4	0.6	8.6	80.5	10.2
	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 3 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	17.6	41.2	17.6	23.5	0.0	22.2	61.1	16.7	11.8	41.2	47.1	0.0
	District	7.6	41.9	37.1	13.3	2.9	17.3	63.5	16.3	7.5	28.3	62.3	1.9
	State	15.1	43.6	33.7	7.6	13.3	29.1	45.1	12.5	12.2	44.3	42.7	0.8
Not Eligible	School	2.2	10.9	50.0	37.0	0.0	10.6	34.0	55.3	2.2	13.0	78.3	6.5
	District	1.6	11.3	42.6	44.5	0.2	5.2	36.5	58.1	1.1	9.5	79.9	9.6
	State	3.9	21.4	44.1	30.6	2.8	10.3	44.3	42.6	3.9	25.9	66.1	4.1

Grade 4**Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	1.0	19.6	55.7	23.7	3.1	21.6	66.0	9.3
District	1.0	13.2	54.6	31.3	1.6	12.4	67.0	19.1
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	2.0	24.5	49.0	24.5	4.1	16.3	73.5	6.1
	District	1.1	14.2	52.5	32.2	1.9	12.9	63.6	21.6
	State	7.3	24.6	51.6	16.5	8.2	28.1	56.3	7.4
Female	School	0.0	14.6	62.5	22.9	2.1	27.1	58.3	12.5
	District	0.8	12.1	56.9	30.3	1.2	11.9	70.6	16.4
	State	6.7	28.5	52.9	12.0	7.0	31.1	56.6	5.4

ISAT continued**Grade 4 - Racial/Ethnic Background**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
White								
School	1.5	9.1	57.6	31.8	0.0	18.2	68.2	13.6
District	0.6	8.7	55.0	35.7	0.5	8.9	68.8	21.8
State	2.4	15.8	60.5	21.2	2.7	18.8	69.0	9.5
Black								
District	5.7	52.8	37.7	3.8	9.4	37.7	50.9	1.9
State	16.2	46.2	35.1	2.5	17.7	48.3	32.9	1.1
Hispanic								
School	0.0	39.1	60.9	0.0	13.0	30.4	56.5	0.0
District	2.5	30.9	61.7	4.9	7.4	32.1	55.6	4.9
State	11.7	39.9	44.5	3.9	12.5	44.5	41.5	1.5
Asian/Pacific Islander								
District	0.0	15.6	62.5	21.9	0.0	9.4	81.3	9.4
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

Grade 4 - Students with Disabilities

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
IEP								
School	6.7	33.3	53.3	6.7	20.0	46.7	33.3	0.0
District	4.3	31.7	53.0	11.0	7.9	30.5	57.9	3.7
State	15.9	38.3	40.0	5.9	20.3	40.6	37.0	2.1
Section 504								
District	9.1	27.3	45.5	18.2	9.1	27.3	45.5	18.2
State	7.5	24.8	52.5	15.1	6.2	33.6	53.9	6.4
Non-disabled								
School	0.0	16.0	56.8	27.2	0.0	16.0	72.8	11.1
District	0.2	9.4	55.0	35.4	0.2	8.7	69.0	22.1
State	5.6	24.6	54.2	15.6	5.5	27.7	59.7	7.1

Grade 4 - Economically Disadvantaged

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	42.9	52.4	4.8	14.3	23.8	61.9	0.0
District	3.7	46.8	43.1	6.4	9.2	36.7	50.5	3.7
State	13.1	41.8	41.1	3.9	14.2	45.8	38.6	1.3
Not Eligible								
School	1.3	13.2	56.6	28.9	0.0	21.1	67.1	11.8
District	0.7	9.1	55.9	34.3	0.7	9.5	68.9	20.9
State	3.2	16.9	59.1	20.7	3.5	19.4	67.6	9.6

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.2	32.9	45.1	20.7	7.3	24.4	56.1	12.2	2.4	17.1	74.4	6.1
District	0.3	19.4	37.3	43.0	1.5	12.9	58.3	27.2	1.5	11.0	73.3	14.2
State	1.0	38.6	37.3	23.1	3.5	28.1	58.6	9.7	6.2	29.0	61.3	3.5

ISAT continued**Grade 5 - Gender**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	26.1	50.0	23.9	8.7	15.2	58.7	17.4	2.2	26.1	69.6	2.2
	District	0.4	21.9	37.5	40.2	1.6	13.0	55.9	29.5	1.8	14.1	73.4	10.7
	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	2.8	41.7	38.9	16.7	5.6	36.1	52.8	5.6	2.8	5.6	80.6	11.1
	District	0.2	16.6	37.1	46.2	1.4	12.8	61.2	24.6	1.2	7.4	73.2	18.1
	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	22.6	50.9	26.4	3.8	15.1	66.0	15.1	0.0	17.0	77.4	5.7
	District	0.0	14.6	37.6	47.8	0.7	9.9	59.1	30.3	0.8	8.5	75.3	15.4
	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	60.3	34.5	5.2	5.0	40.0	53.3	1.7	6.8	35.6	55.9	1.7
	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	School	4.8	52.4	38.1	4.8	14.3	42.9	38.1	4.8	4.8	23.8	66.7	4.8
	District	4.2	41.7	37.5	16.7	8.3	23.6	56.9	11.1	1.4	16.7	76.4	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	21.7	23.9	54.3	2.2	17.8	40.0	40.0	4.3	15.2	58.7	21.7
	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

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	5.0	70.0	25.0	0.0	30.0	40.0	30.0	0.0	10.0	50.0	40.0	0.0
	District	2.0	55.6	28.8	13.7	7.8	38.6	45.8	7.8	6.5	39.0	52.6	1.9
	State	5.2	69.5	19.9	5.4	14.4	50.4	33.0	2.2	25.7	42.4	31.2	0.7
Section 504	District	0.0	30.8	23.1	46.2	0.0	0.0	76.9	23.1	0.0	23.1	69.2	7.7
	State	0.6	39.4	41.1	18.9	1.3	29.6	61.0	8.0	7.0	41.4	49.5	2.1
Non-disabled	School	0.0	21.3	52.5	26.2	0.0	19.7	65.6	14.8	0.0	6.6	86.9	6.6
	District	0.0	13.0	39.0	48.0	0.5	8.6	60.2	30.7	0.7	5.9	77.0	16.4
	State	0.3	33.5	40.1	26.0	1.7	24.4	62.9	10.9	3.1	26.8	66.1	4.0

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	58.3	37.5	4.2	16.7	45.8	37.5	0.0	4.2	16.7	75.0	4.2
	District	1.6	50.0	39.7	8.7	5.5	33.6	58.6	2.3	3.9	25.0	68.0	3.1
	State	1.8	58.3	31.2	8.7	6.5	44.4	46.7	2.3	9.8	40.0	49.0	1.1
Not Eligible	School	1.7	22.4	48.3	27.6	3.4	15.5	63.8	17.2	1.7	17.2	74.1	6.9
	District	0.1	15.2	37.0	47.7	1.0	10.0	58.3	30.7	1.2	9.1	74.0	15.7
	State	0.5	26.5	41.0	31.9	1.7	18.1	65.9	14.2	4.0	22.3	68.8	5.0

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	45.5	22.7	13.6	18.2	4.5	63.6	31.8	0.0	15.8	36.8	47.4	0.0
District	25.4	30.5	22.0	22.0	8.6	44.8	41.4	5.2	7.1	12.5	57.1	23.2
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 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	54.5	9.1	18.2	18.2	0.0	63.6	36.4	0.0				
District	31.3	15.6	31.3	21.9	6.5	38.7	48.4	6.5	6.9	6.9	65.5	20.7
State	25.5	35.3	23.9	15.3	16.1	33.3	44.0	6.5	7.0	15.6	50.7	26.7
Female												
School	36.4	36.4	9.1	18.2	9.1	63.6	27.3	0.0	9.1	45.5	45.5	0.0
District	18.5	48.1	11.1	22.2	11.1	51.9	33.3	3.7	7.4	18.5	48.1	25.9
State	23.3	33.4	25.7	17.6	15.6	37.3	41.6	5.5	3.7	9.4	45.1	41.8

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	45.5	22.7	13.6	18.2	4.5	63.6	31.8	0.0	15.8	36.8	47.4	0.0
District	34.1	34.1	12.2	19.5	7.5	57.5	32.5	2.5	10.5	18.4	55.3	15.8
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												
District	0.0	20.0	50.0	30.0	0.0	10.0	90.0	0.0	0.0	0.0	60.0	40.0
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

IMAGE continued**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	58.3	16.7	16.7	8.3	8.3	66.7	25.0	0.0	30.0	20.0	50.0	0.0	
District	26.8	31.7	19.5	22.0	12.5	45.0	35.0	7.5	7.7	5.1	59.0	28.2	
State	25.9	35.1	23.8	15.2	16.9	36.3	41.6	5.1	5.7	13.0	48.4	32.8	
Not Eligible													
School	30.0	30.0	10.0	30.0	0.0	60.0	40.0	0.0					
District	22.2	27.8	27.8	22.2	0.0	44.4	55.6	0.0	5.9	29.4	52.9	11.8	
State	20.4	31.9	27.9	19.9	12.8	32.4	46.1	8.7	4.3	11.0	46.3	38.4	

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	No
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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	100.0	Yes	100.0	Yes	61.8		Yes	68.1		Yes	95.7	Yes		
White	100.0	Yes	100.0	Yes	81.6		Yes	87.8		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	31.6		No	37.9		Yes				
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities														
Economically Disadvantaged	93.8	No	93.8	No	32.1		No	43.4		Yes				

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

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

The information below is taken from the Johnson Elementary School Improvement Plan. A complete copy of the plan is available for parent review in the school office.

Target Areas for Student Improvement

- Reading – To continue each year to improve our scores on the ISAT and other assessments
- Math – To continue each year to improve our scores on the ISAT and other assessments

Rationale for Target Selection

- Analysis of ISAT results notes that a majority of students score in the meets/exceeds categories. Students who do not score in the meets/exceeds categories are identified by staff through this analysis and are provided additional assistance.

Strategies for Improvement

- Analyze test scores
- Identify students scoring below appropriate levels
- Provide extra instruction, help and services where appropriate
- Continue to monitor students during the year with assessments and class work

Professional Development Opportunities

- Language Arts/Reading inservice sessions will be made available for teachers during the school year.
- Math inservice sessions will be made available for teachers during the school year.
- Both district funds and school staff development funds will be used on inservice days for presenters and resource materials.

Quantifiable Measures of Success

- Increase in the percentage of students scoring in the meets and exceeds categories on the 2004 ISAT in reading and math.

Quality Improvement Team

- The Johnson Elementary School Improvement Team consists of a teacher from each grade level, the reading specialist, a Title I teacher, a special education teacher, the assistant principal and the principal.

Auditors

- School Improvement Team

Reporting Method

- Semi-annual updates will be provided to the Superintendent and Assistant Superintendent of Curriculum and Instruction.
- Identification of goals and progress toward meeting them will be reported to parents during the school year.

Community Unit School District 200

Administration and School Service Center

130 W. Park Avenue
Wheaton, IL 60187

Phone: 630/682-2000

Fax: 630/682-2227

December 2003

Dear Johnson Families:

The 2003 School Report Card contains a lot of useful and interesting information about our students and school. Most of you probably know that we use much of the data in the report card to develop our continuous improvement plans for the year. We believe this effort helps us improve instruction for all students, but especially for those individual students who did not meet the state standards in any of the tested areas.

For the first time, the School Report Card is identifying schools that did not make adequate yearly progress (AYP) based on the requirements of the No Child Left Behind (NCLB) legislation. Page 13 of the report card shows that Johnson did not make AYP in two areas. First, according to the state, fewer than 95 percent of students in the economically disadvantaged subgroup (determined by a student's participation in the free and reduced lunch program) took the state test. We believe the state's calculations are incorrect and that Johnson did, in fact, test at least 95 percent of the students in this group. At this time we are waiting to hear from the state whether there is an appeal process which we may use to challenge their data.

The report card also indicates that fewer than 40 percent of the students in the economically disadvantaged and Hispanic subgroups met or exceeded state standards in reading. One of the tests that is used in these calculations is IMAGE, a language proficiency test given to students who are not fluent enough in English to take the ISAT, which measures academic achievement. We would therefore expect that students in the ESL or bilingual programs here would not receive high scores on the test. The state recognizes this discrepancy in the test and is appealing this method of determining AYP to the Department of Education.

When we reviewed our test data earlier this fall, we were concerned that many students in these groups were not meeting standards. Because of that, we have made it a goal to increase their scores this year by giving them more individual support and helping teachers to learn new ways to support these young people.

That the school did not make AYP in no way reflects poorly on the school's program or the quality of the professionals who work with the children every day. It simply means that there are students at Johnson who need more individual attention to be successful learners and, as a staff, we are committed to seeing that every child is given the attention and resources they need to succeed.

To make AYP in 2003, schools and school districts must meet the following three requirements:

1. 95 percent of all students in the tested grade and in each subgroup must take the state assessment—ISAT (for third, fourth, fifth, seventh and eighth graders), PSAE (for high

school juniors), IMAGE (for students with limited English proficiency) or IAA (for certain special education students).

2. A minimum of 40% of the students in the tested grades and in all subgroups must meet or exceed the state standards in reading and math.
3. Elementary and Middle Schools must have an attendance rate of 88% and high schools must have a graduation rate of 65%.

(The subgroups in NCLB are the white, black, Hispanic, Asian and American Indian ethnic groups; and students identified as limited English proficient, students with disabilities and students who are economically disadvantaged as determined by their free and reduced lunch participation.)

Nearly half of the schools in the state did not make AYP because they failed to meet one of the above requirements, according to the state. Although many of these schools will be challenging their AYP status, media outlets throughout the state will be identifying these schools by name.

As parents at Johnson, you should be aware that District 200 believes the participation rate for the school was incorrectly computed. You can therefore be confident that the school is following the requirements of NCLB and making a systematic effort to close the achievement gap among students. We thank you for your understanding and cooperation and invite you to call should you have any questions.

Sincerely,

Marcie Nordlund, Principal
Johnson Elementary School

You may access Johnson's 2003 School Report Card on the District 200 web site at www.cusd200.org or review a copy in the school office.