

**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	83.9	6.6	4.6	4.8	0.0	9.5	3.2		0.0	10.1	96.4	560
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\***

	Percent
School	100.0
District	97.6
State	95.9

**AVERAGE CLASS SIZE (as of the first school day in May)**

Grade	Grade 1	Grade 3	Grade 6	Grade 8	High School
K	23.3	26.8	21.5		
District	19.2	21.1	21.2		
State	20.6	21.3	22.5		

**STAFF-TO-STUDENT RATIOS**

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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17.5	20.1	13.4	288.8
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)**

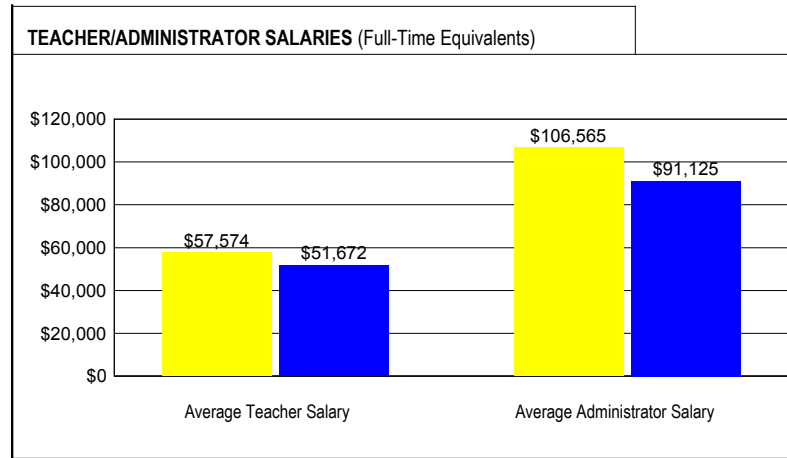
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.7	0.9	0.5	0.8	0.0	22.9	77.1	914
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

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	--	--	--	0.0	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.

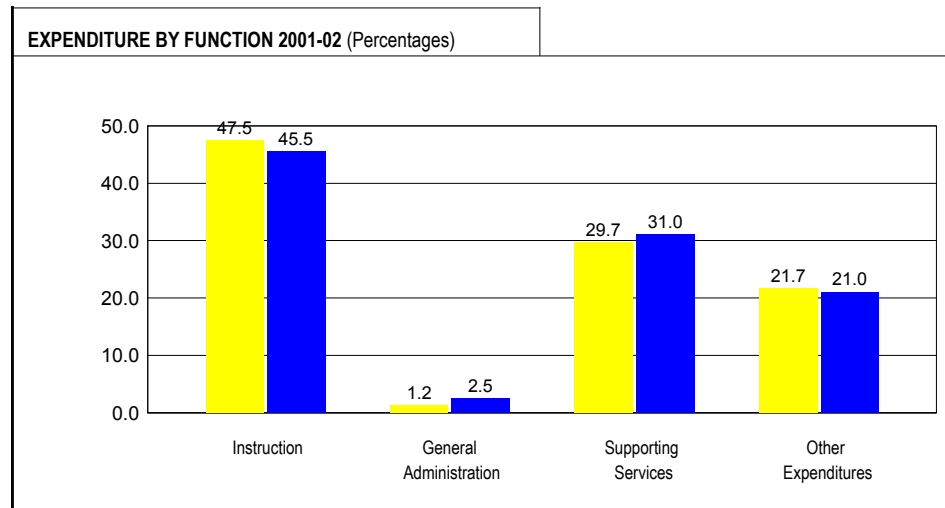
\* Data based on No Child Left Behind (NCLB) definition.

### 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.

■ District  
■ State



■ District  
■ State

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.

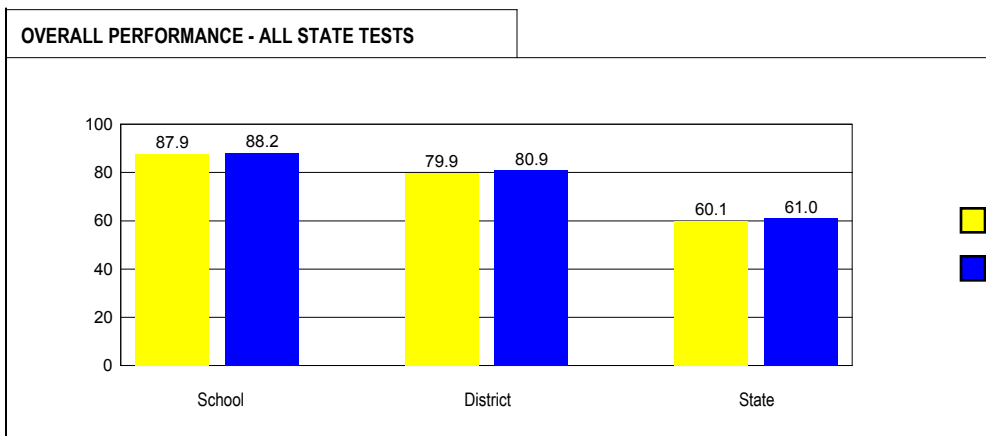
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

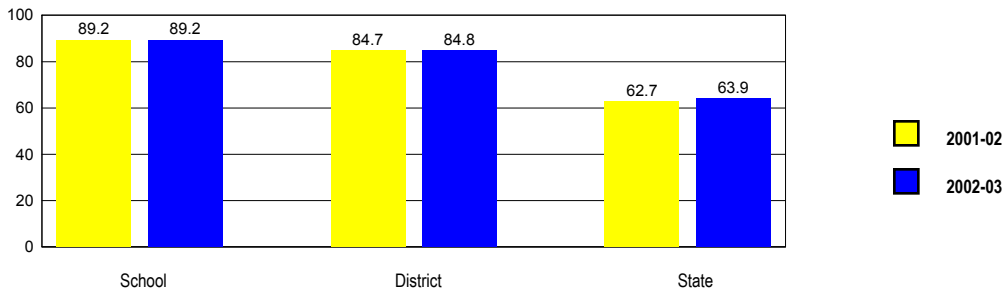
## ACADEMIC PERFORMANCE

### 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.



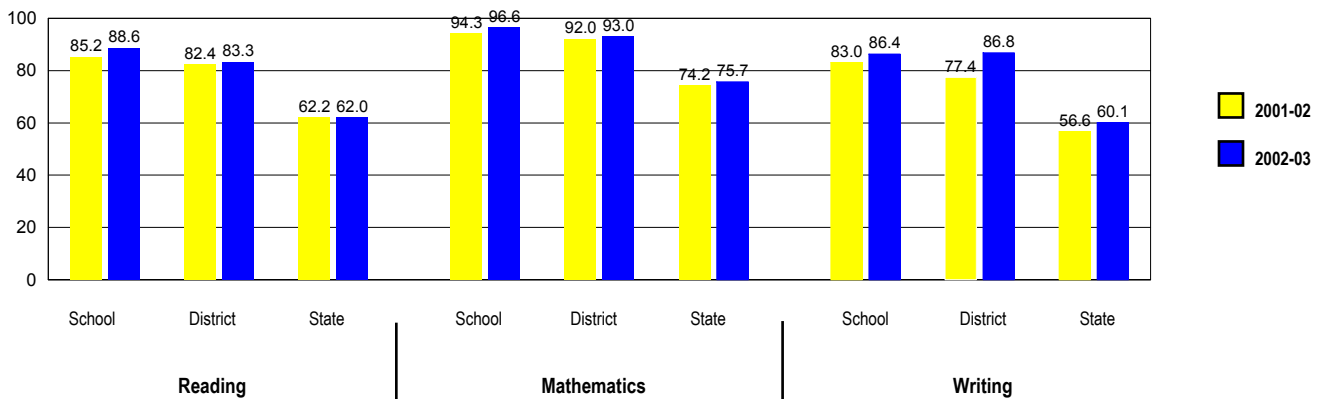
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



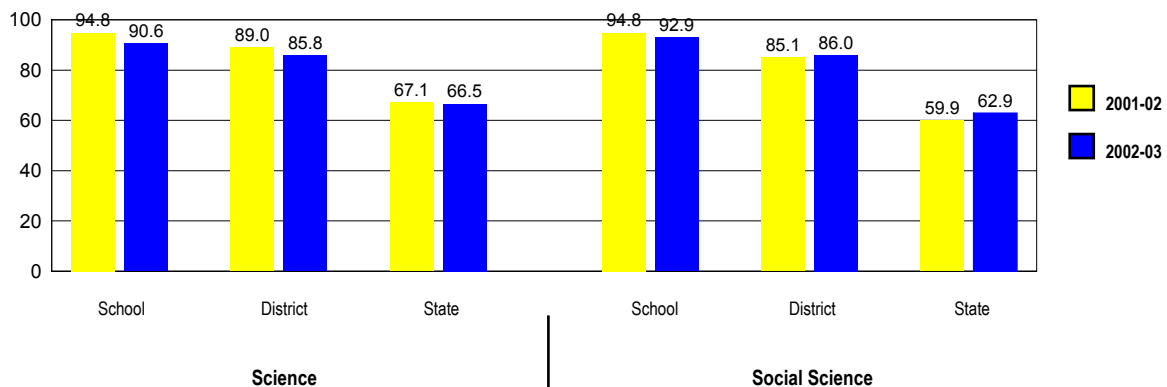
**ISAT PERFORMANCE**

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.

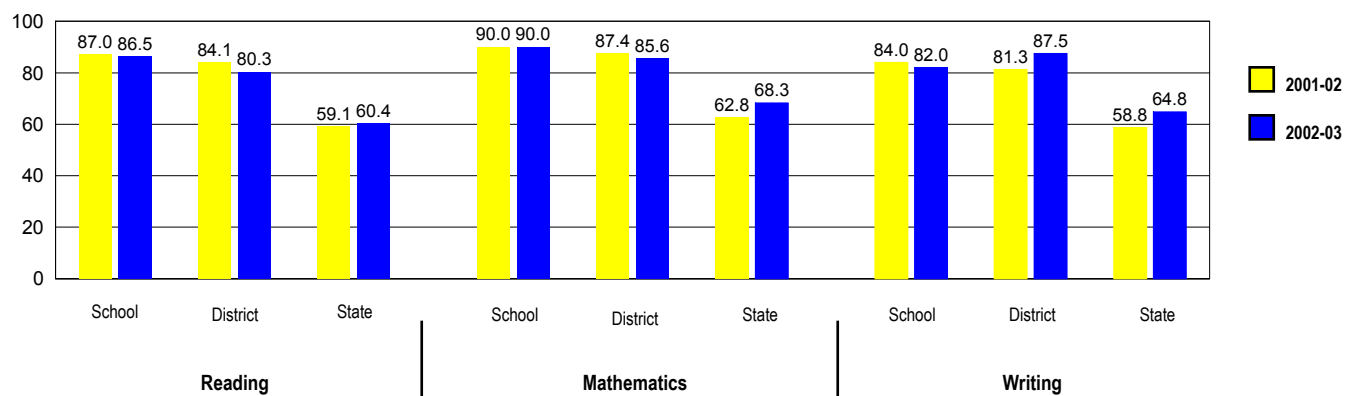
**ISAT Grade 3**



**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	183	104	79	159	9	8	5	0	3	0	27	18
	Reading	1.1	1.9	0.0	5.7							0.0	0.0
	Mathematics	1.1	1.9	0.0	5.7							0.0	0.0
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	1.1	10.2	31.8	56.8	0.0	3.4	27.3	69.3	3.4	10.2	79.5	6.8
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	1.9	7.7	34.6	55.8	0.0	3.8	23.1	73.1	5.8	7.7	80.8	5.8
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	0.0	13.9	27.8	58.3	0.0	2.8	33.3	63.9	0.0	13.9	77.8	8.3
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	0.0	6.6	35.5	57.9	0.0	1.3	26.3	72.4	1.3	6.6	84.2	7.9
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	5.6	38.9	27.8	27.8	0.0	16.7	50.0	33.3	16.7	22.2	61.1	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	0.0	2.9	32.9	64.3	0.0	0.0	21.4	78.6	0.0	7.1	84.3	8.6
	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 4****Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	0.0	9.4	43.5	47.1	1.2	5.9	63.5	29.4
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	0.0	15.0	40.0	45.0	2.5	7.5	60.0	30.0
	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	4.4	46.7	48.9	0.0	4.4	66.7	28.9
	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

**Grade 4 - Racial/Ethnic Background**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	School	0.0	2.8	43.7	53.5	0.0	1.4	67.6	31.0
	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	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

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

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	28.6	50.0	21.4	7.1	21.4	64.3	7.1
	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	5.6	42.3	52.1	0.0	2.8	63.4	33.8
	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 5****Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	13.5	37.1	49.4	1.1	8.9	67.8	22.2	3.4	14.6	60.7	21.3
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

**Grade 5 - Gender**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	17.0	48.9	34.0	2.1	8.3	68.8	20.8	4.3	19.1	68.1	8.5
	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	0.0	9.5	23.8	66.7	0.0	9.5	66.7	23.8	2.4	9.5	52.4	35.7
	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	10.8	29.7	59.5	0.0	6.8	66.2	27.0	0.0	10.8	63.5	25.7
	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	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

**ISAT continued****Grade 5 - Students with Disabilities**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP													
School	0.0	41.7	25.0	33.3	0.0	33.3	50.0	16.7	0.0	58.3	41.7	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	9.1	39.0	51.9	1.3	5.1	70.5	23.1	3.9	7.8	63.6	24.7	
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	

**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
<b>State AYP Minimum Target</b>	95.0		95.0		40.0			40.0			88.0		65.0	
<b>All</b>	98.9	Yes	98.9	Yes	87.0		Yes	92.7		Yes	96.4	Yes		
<b>White</b>	94.3	No	94.3	No	91.3		Yes	96.0		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>														

**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.)

Lowell's School Improvement Team has been working diligently since August to analyze our data and decide on improvements for the 2003-2004 school year. A complete copy of the improvement plan is available for parent review in the Lowell School Office.

#### **Target Areas for Student Improvement**

- Reading-Maintain 88.6 % of students that meet and exceed state standards in grade 3 and increase the percentage of fifth grade students that meet and exceed the state standards by .5%
- Math-For the written explanation category of the ISAT math assessment, increase the percentage of students in the exceeds state standards category by .5%,
- Writing-Increase our overall writing sub score areas of support and organization by .5% at grades 3 and 5

#### **Rationale for Target Selection**

- Third grade reading scores rose and fifth grade scores dipped slightly
- ISAT writing sub scores in the areas of support and organization need to increase
- Written explanation math scores need to improve

#### **Strategies for Improvement**

- Reading- specifically teach four reading comprehension strategies, continue reading support program for students, use new reading series for small group instruction in fiction and non fiction genres, use Omni Reading practice packets with third grade students
- Math- implement spiral of T charts as graphic organizers for written math explanation, focus on K-2 problem of the week packets
- Writing- Implement Write Time for Kids in grades 3-5, integrate the six trait writing process in the traits of organization and word choice (support), utilize teaching methods introduced in District 200 writing training sessions, respond to writing prompts presented in the new reading series

#### **Professional Development Opportunities**

- Building staff development funds will be used to send teachers to reading, writing or math workshops
- District 200 reading and writing meetings/inservices for teachers
- Modeling of reading/writing strategies in classrooms

#### **Quantifiable Measures of Success**

- Our 2004 ISAT scores will reflect our increases in the areas of reading, math and writing. We will also use other assessments to monitor our progress throughout the year.

#### **Quality Improvement Team**

- School Improvement Team, Teachers, Reading Specialist, ELL Teacher, TAG teacher, special education teachers, parents Principal

#### **Auditors**

- School Improvement Team

#### **Reporting Method**

- Semi-annual updates will be provided to the Superintendent and Assistant Superintendent for Curriculum and Instruction
- School Improvement Team will monitor the progress toward our goals in January and when the ISAT scores are returned to us.

Sincerely,

Denise DeSalvo  
Lowell Elementary School Principal

# Community Unit School District 200

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Administration and School Service Center

130 W. Park Avenue  
Wheaton, IL 60187

Phone: 630/682-2000

Fax: 630/682-2227

December 2003

Dear Lowell 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 included in the report card to develop our continuous improvement plans for the year. We believe this effort has resulted in improved scores on the ISAT. In the eight areas tested, at least 82 percent of Lowell students met or exceeded the state standards in reading, writing, math, science and social studies. In four of those areas, at least 90 percent of the students met or exceeded the standards.

Nonetheless, the School Report Card on page 11 shows Lowell as not making adequate yearly progress (AYP) because fewer than 95 percent of students in the white ethnic subgroup did not take the ISAT. We believe the state's calculations are incorrect and that Lowell did, in fact, test at least 95 percent of the students in that subgroup. The State Board of Education notified the District on December 18 that Lowell is among a number of schools in Illinois that may have errors in participation rates on the School Report Card. As a result, the District will resubmit all of its student test data to the state for review in anticipation that a correction will be made on this year's student demographic information.

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 Lowell, you should be aware that District 200 is confident that the participation rate for Lowell 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 groups of students. We thank you for your understanding and cooperation and invite you to call should you have any questions.

Sincerely,

Denise DeSalvo, Principal  
Lowell Elementary School

You may access Lowell's 2003 School Report Card on the District 200 web site at [www.cusd200.org](http://www.cusd200.org) or review a copy in the school office.