

**WHITTIER 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	88.3	7.3	2.2	2.2	0.0	7.3	0.0		0.2	13.4	96.2	494
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	100.0	19.0	19.0	19.4				--	--	--	--
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		

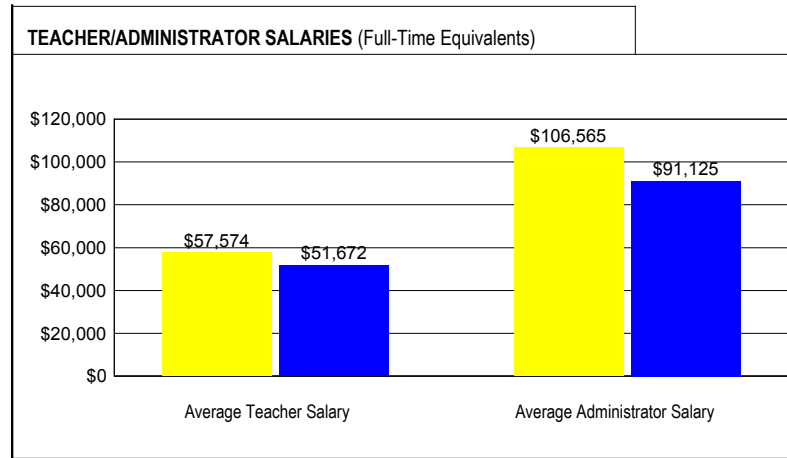
TEACHER INFORMATION (Full-Time Equivalents)									
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number	
District	97.7	0.9	0.5	0.8	0.0	22.9	77.1	914	
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068	

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	--	--	--	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

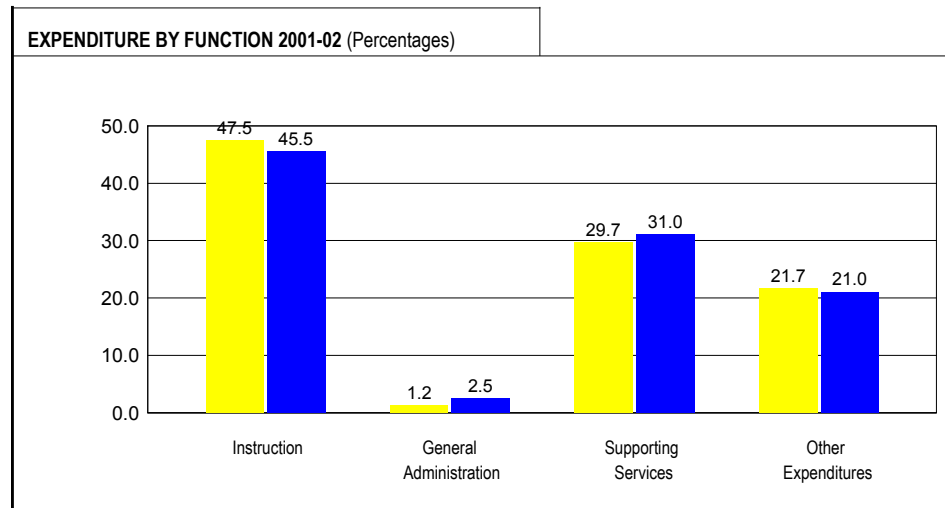
Most teacher/administrator data are not collected at the school level.

* 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.



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.

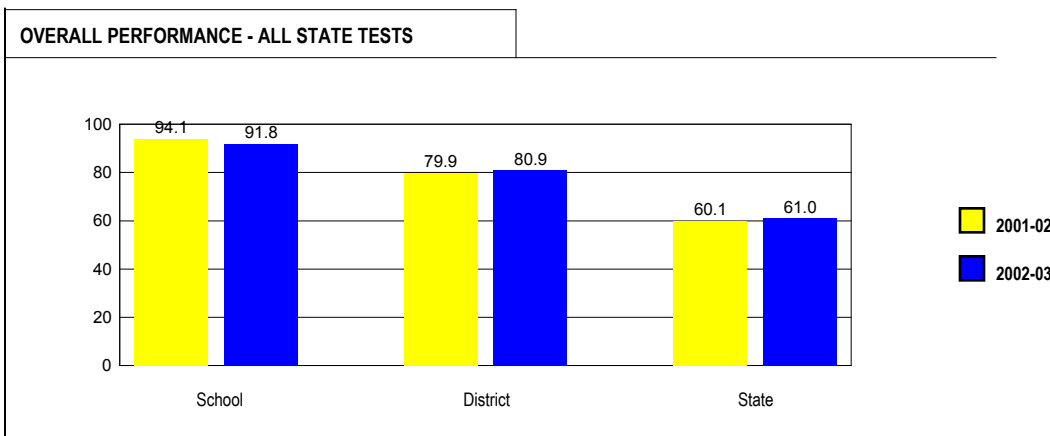
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

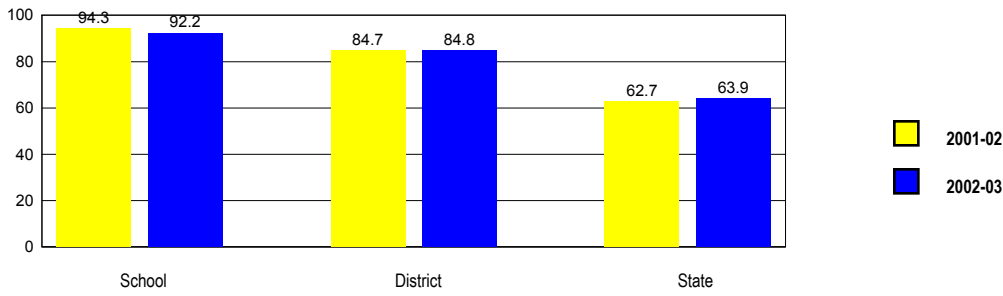
ACADEMIC PERFORMANCE

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.



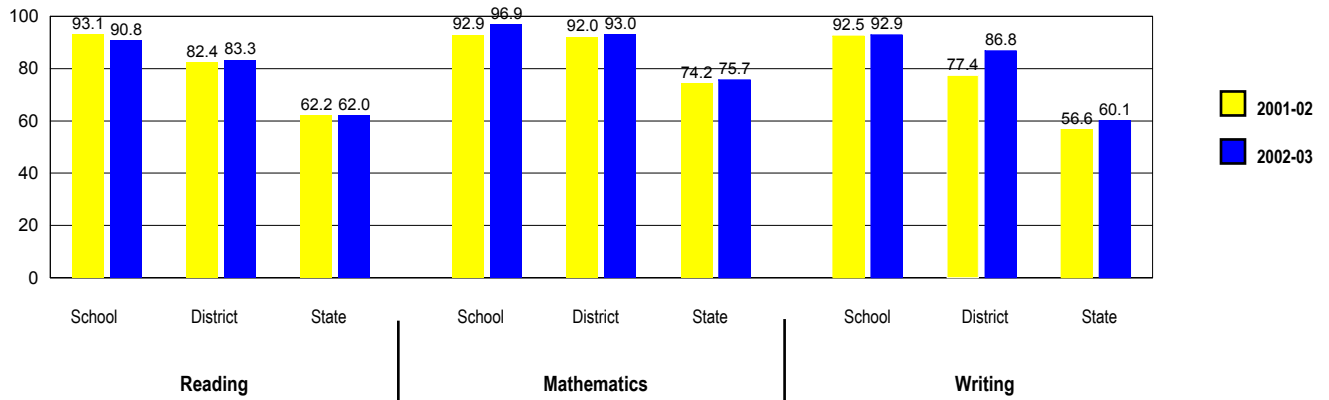
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



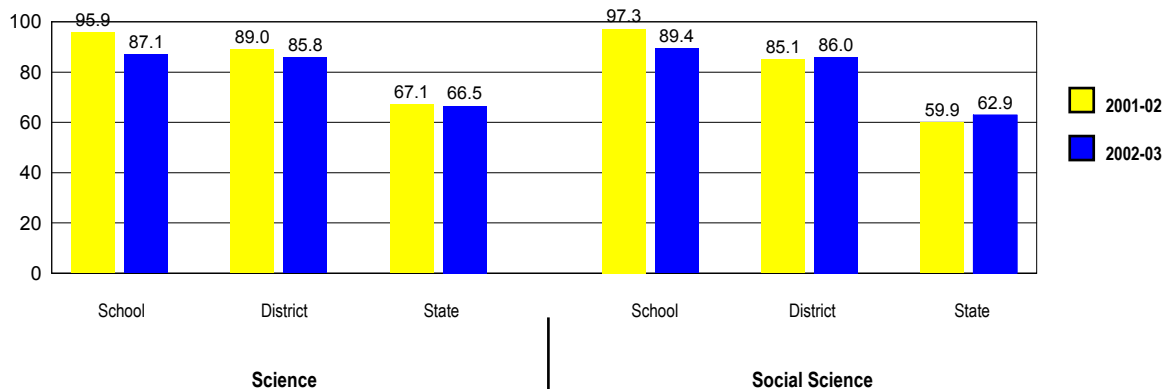
ISAT PERFORMANCE

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.

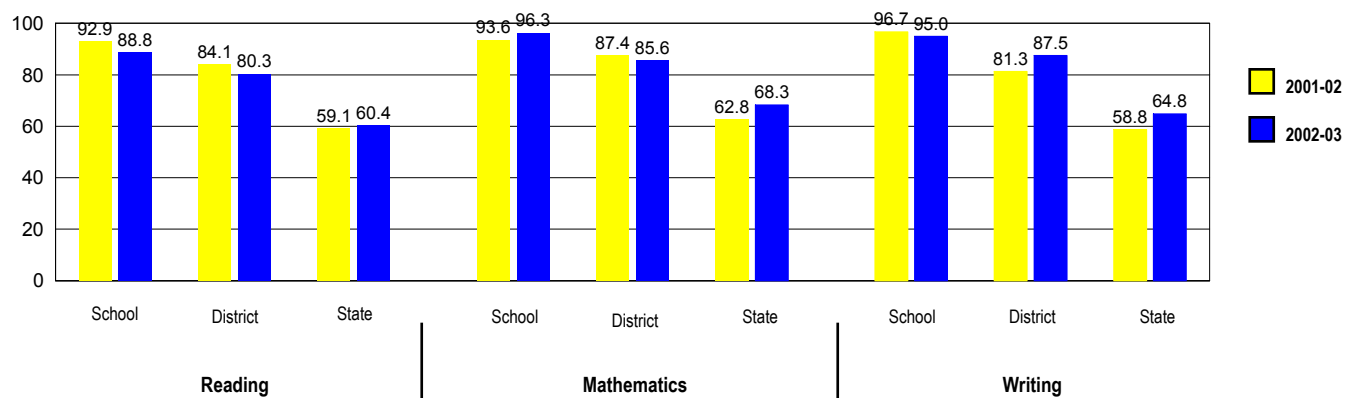
ISAT Grade 3



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	175	98	77	154	10	6	5	0	0	0	21	13
	Reading	0.0	0.0	0.0	0.0	0.0						0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0						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	1.0	8.2	32.7	58.2	0.0	3.1	30.6	66.3	0.0	7.1	74.5	18.4
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	0.0	7.5	34.0	58.5	0.0	1.9	28.3	69.8	0.0	7.5	77.4	15.1
	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	2.2	8.9	31.1	57.8	0.0	4.4	33.3	62.2	0.0	6.7	71.1	22.2
	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	7.0	31.4	61.6	0.0	2.3	29.1	68.6	0.0	7.0	73.3	19.8
	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	0.0	30.8	38.5	30.8	0.0	15.4	46.2	38.5	0.0	15.4	69.2	15.4
	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	1.2	4.9	32.1	61.7	0.0	1.2	28.4	70.4	0.0	6.2	75.3	18.5
	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	2.4	10.6	48.2	38.8	1.2	9.4	63.5	25.9
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	2.1	12.5	41.7	43.8	0.0	10.4	54.2	35.4
	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	2.7	8.1	56.8	32.4	2.7	8.1	75.7	13.5
	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

Grade 4 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	School	2.6	5.2	49.4	42.9	1.3	3.9	66.2	28.6
	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	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	6.3	25.0	43.8	25.0	6.3	31.3	56.3	6.3
	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	1.4	7.2	49.3	42.0	0.0	4.3	65.2	30.4
	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	10.0	70.0	20.0	0.0	10.0	60.0	30.0	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	2.7	52.0	44.0	0.0	2.7	68.0	29.3
	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	0.0	11.3	25.0	63.8	0.0	3.8	50.0	46.3	0.0	5.0	87.5	7.5
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	16.7	27.1	56.3	0.0	6.3	43.8	50.0	0.0	8.3	85.4	6.3
	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	3.1	21.9	75.0	0.0	0.0	59.4	40.6	0.0	0.0	90.6	9.4
	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

ISAT continued**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	4.3	26.1	69.6	0.0	1.4	46.4	52.2	0.0	2.9	91.3	5.8	
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	

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	36.4	27.3	36.4	0.0	18.2	63.6	18.2	0.0	27.3	72.7	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	7.5	23.9	68.7	0.0	1.5	47.8	50.7	0.0	0.0	91.0	9.0	
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)?	Yes
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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	89.4		Yes	96.7		Yes	96.2	Yes		
White	100.0	Yes	100.0	Yes	93.7		Yes	98.1		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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 Whittier's School Improvement Plan. A complete copy of the plan may be reviewed in the school office.

Target Areas for Student Improvement:

- In the area of reading, third & fifth grade reading comprehension scores will be maintained or increased by 5% through the use of thinking strategies, focusing on non-fiction text and content area reading, as measured by the ISAT reading test. 100% of all TAG students will exceed state standards on the ISAT reading test. Disabled students' reading scores will be improved by moving 5% more of the targeted population to the meets and exceeds standards on ISAT test.
- In the area of mathematics, third & fifth grade students will maintain & continue to improve communication of mathematical understanding in written and oral venues through problem solving as measured by the extended response portion of the ISAT and verified by a 10% increase in the number of students receiving a 4 in explanations. 100% of all TAG students will exceed state standards on the ISAT math test. Disabled students' math scores will be improved by moving 5% more of the targeted population to the meets and exceeds standards on the ISAT test.
- In the area of writing, third & fifth grade students will maintain and improve achievement as measured on the ISAT writing test with 5% more students moving from the meets standards to the exceeds standards. TAG students' scores will be increased by 10% more of the students exceeding standards. Disabled students' writing scores will be improved by moving 3% more of the targeted population to the meets and exceeds standard on the ISAT writing test.

Rationale for Target Selection:

- **READING:** In third grade, 90% of the students met or exceeded reading state standards. In fifth grade, 89% of the students met or exceeded state standards. In both groups, more students exceeded the standards.
- **MATHEMATICS:** In third grade, 97% of the students met or exceeded math state standards. In fifth grade, 96% of the students met or exceeded state standards. We are looking at the extended response portion of the test to improve written responses in mathematics.
- **WRITING:** In both third and fifth grade, more students meet standards, rather than exceed state standards.

Strategies for Improvement:

- All teachers will focus on using the thinking strategies with non-fiction material. Text structure will be taught in all grade levels.
- Terra Nova test results will be used as a tool to guide instruction in mathematics, as well as other content areas.
- Teachers will incorporate writing lessons from the new basal reading series into regular instruction.

Professional Development Opportunities:

- Building inservice days will focus on SIP goals and the strategies teachers can use to strengthen instruction in these targeted areas.
- Building staff development funds will be used to send teams of teachers to professional conferences that will enhance the teaching of reading, math, and writing.
- Professional book discussions will continue using books that feature best practice strategies to support instruction in targeted areas identified in SIP plan.

Quantifiable Measures of Success:

- Student scores will improve in reading, math and writing as measured by the test results on the spring 2004 ISAT test.

Quality Improvement Team

- Principal, School Improvement Team, Classroom Teachers, Reading Specialist, Resource Teachers, TAG teacher

Auditors

- School Improvement Team – Linda Ashman, Jann Barnes, Bob Cerny, Chris Crabtree, Chris Eriser, Fern Evelhoch, Joanne Hall, Jean Malik, Amy Steed, Mona Tauber

Reporting Method

- Semi-annual updates will be provided to the Superintendent and Assistant Superintendent of Curriculum and Instruction
- Identification of goals and ISAT results will be reported to parents through Principal newsletter
- Teachers' newsletters will address strategies used in content areas to support SIP goals