

**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 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	83.5	7.0	4.3	5.2	0.0	14.8	5.0		0.0	8.9	96.5	541
District	81.4	6.2	8.0	4.4	0.1	12.6	4.4		0.9	10.1	93.6	14,024
State	57.7	20.8	17.7	3.6	0.2	39.0	6.7		2.1	16.8	94.2	2,060,048

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	97.7
State	96.3

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

Grade	Grade	Grade	Grade	Grade	High School
K	1	3	6	8	
School	21.5	25.5	22.0		
District	18.3	21.2	21.5		
State	21.0	21.6	22.6		

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--
District	18.4	20.0	13.5
State	19.4	18.8	14.1

* 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	57			30			146			31		

TEACHER INFORMATION (Full-Time Equivalents)

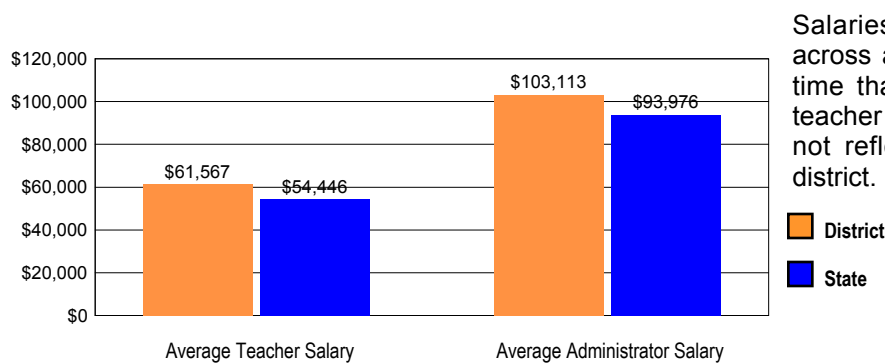
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.7	0.8	0.5	1.0	0.0	24.0	76.0	861
State	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

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	--	--	--	3.2	0.0
District	12.8	41.1	58.8	0.3	0.1
State	13.8	51.3	48.6	1.7	1.8

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

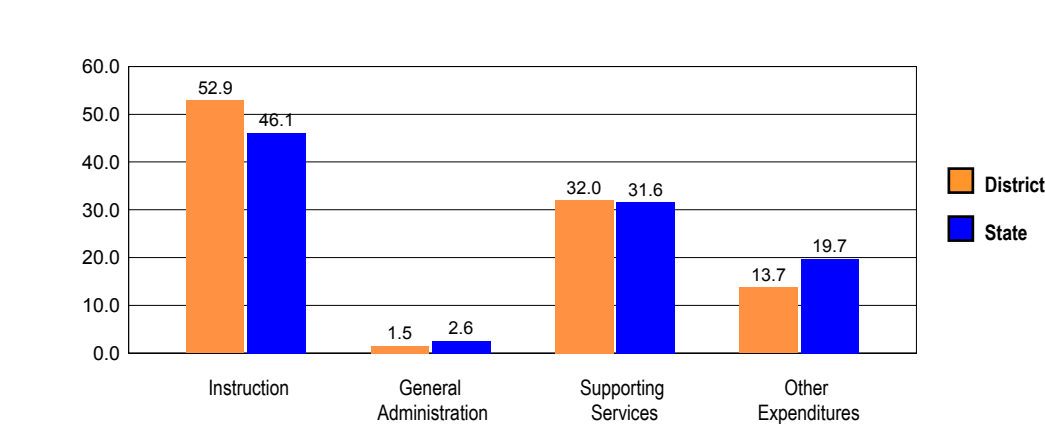
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2002-03 (Percentages)



REVENUE BY SOURCE 2002-03				EXPENDITURE BY FUND 2002-03			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$91,577,352	74.5	56.6	Education	\$99,737,369	75.0	70.1
Other Local Funding	\$6,418,201	5.2	5.4	Operations & Maintenance	\$15,221,222	11.4	8.9
General State Aid	\$8,118,564	6.6	17.9	Transportation	\$6,371,058	4.8	3.5
Other State Funding	\$10,281,360	8.4	12.1	Bond and Interest	\$8,296,490	6.2	6.0
Federal Funding	\$6,547,180	5.3	8.0	Rent	\$0	0.0	0.0
TOTAL	\$122,942,657			Municipal Retirement/ Social Security	\$2,467,067	1.9	1.5
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$851,849	0.6	9.0
				TOTAL	\$132,945,055		

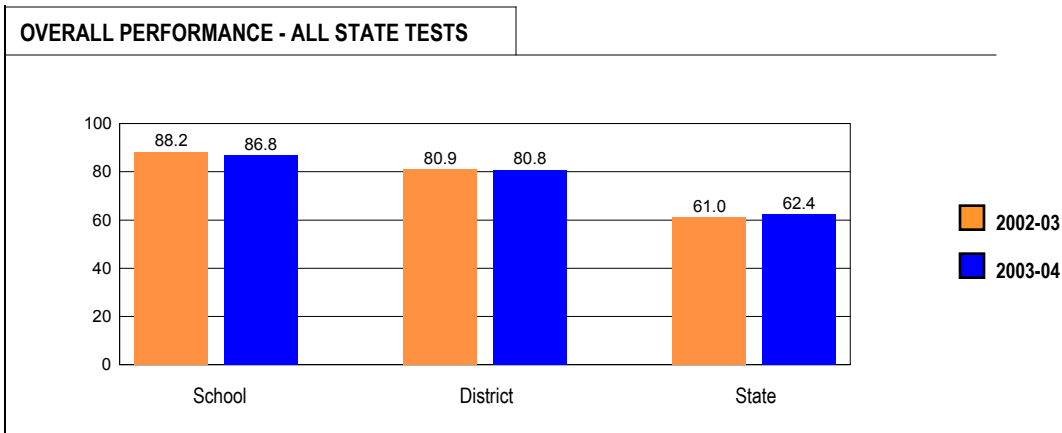
OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$148,186	4.61	\$5,375	\$8,860
State	**	**	\$5,022	\$8,482

** 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.

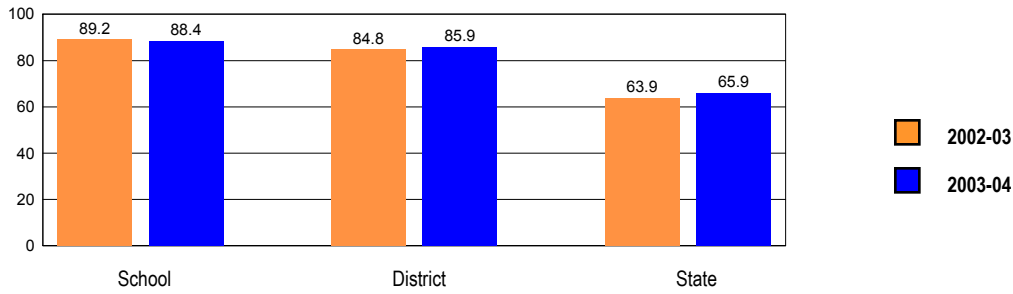
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

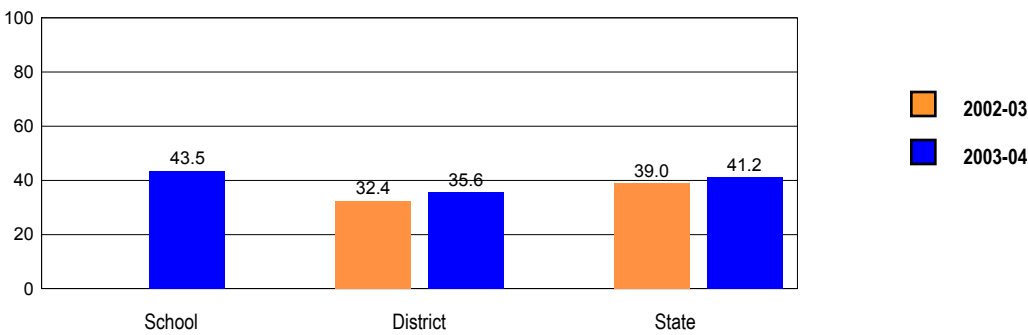
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



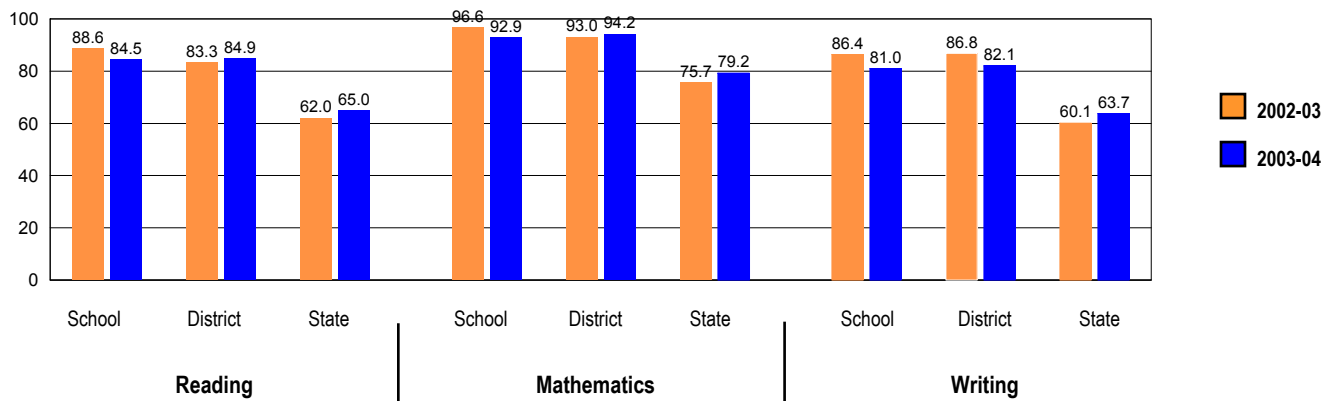
OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE



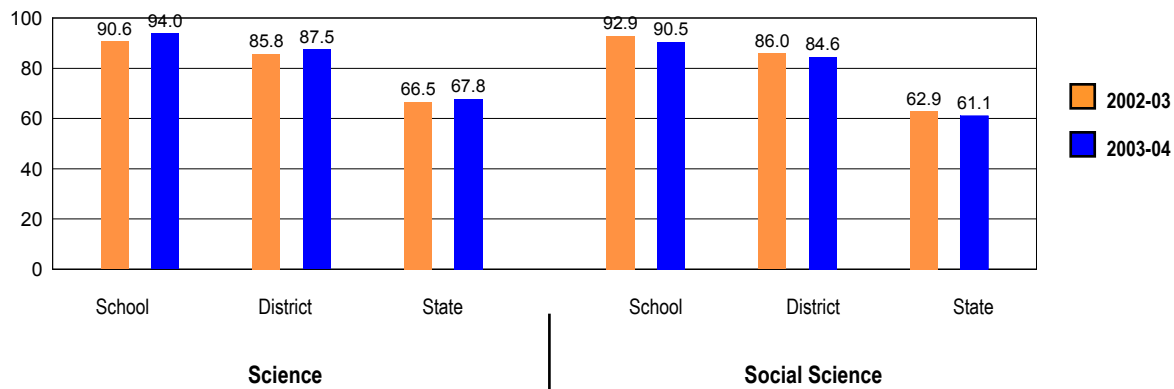
ISAT PERFORMANCE

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.

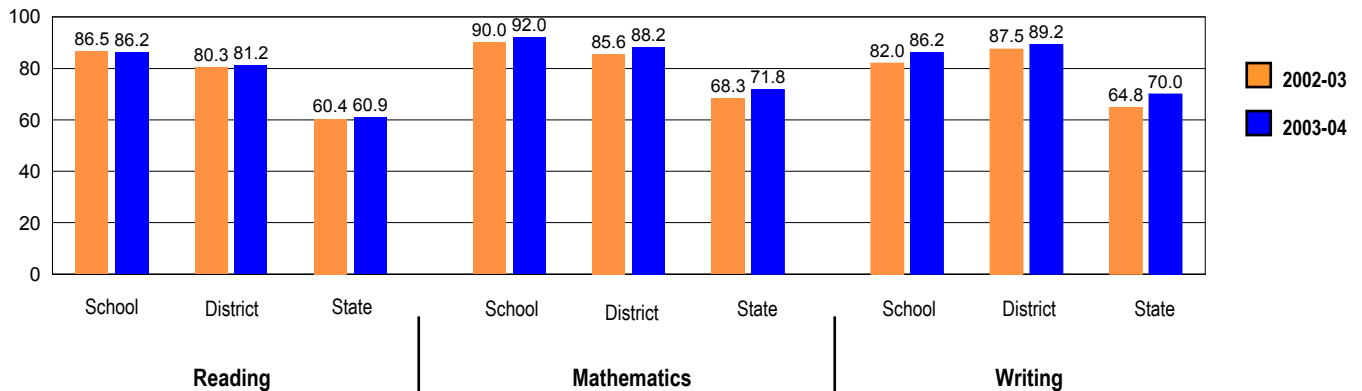
ISAT Grade 3



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 (No Child Left Behind Act). 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.

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	Multi racial /Ethnic				
School	*Enrollment	179	94	85	150	11	10	8	0	0	7	0	35	27
	Reading Mathematics	0.6	1.1	0.0	0.0	0.0	10.0						0.0	0.0
District	*Enrollment	4,344	2,243	2,101	3,588	236	335	160	6	19	179	0	665	577
	Reading Mathematics	0.1	0.0	0.2	0.1	0.0	0.6	0.6		0.0	1.1		0.2	0.5
State	*Enrollment	618,426	315,150	303,276	362,539	126,432	103,851	22,726	1,038	1,840	43,504	259	89,425	239,387
	Reading Mathematics	0.9	1.0	0.8	0.4	2.2	1.2	0.6	2.2	0.7	0.9	7.3	2.4	1.4
		0.9	1.1	0.9	0.4	2.3	1.3	0.6	1.9	0.8	1.3	6.9	2.5	1.5

* 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	2.4	13.1	47.6	36.9	1.2	6.0	36.9	56.0	1.2	17.9	69.0	11.9
District	2.4	12.6	44.1	40.8	1.0	4.9	37.6	56.6	1.3	16.6	75.8	6.3
State	7.0	27.9	42.4	22.7	6.8	14.0	46.1	33.0	5.2	31.1	61.0	2.8

Grade 3 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	4.2	14.6	39.6	41.7	2.1	4.2	31.3	62.5	0.0	18.8	75.0	6.3
	District	3.2	15.5	41.2	40.0	1.0	5.8	34.7	58.5	2.0	19.4	73.3	5.2
	State	8.6	29.4	41.7	20.2	7.5	13.4	44.4	34.7	7.1	35.6	55.5	1.8
Female	School	0.0	11.1	58.3	30.6	0.0	8.3	44.4	47.2	2.8	16.7	61.1	19.4
	District	1.6	9.5	47.3	41.7	0.9	3.8	40.8	54.5	0.4	13.5	78.7	7.4
	State	5.4	26.3	43.0	25.3	6.1	14.7	48.0	31.2	3.2	26.4	66.7	3.7

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	1.4	11.1	45.8	41.7	1.4	4.2	33.3	61.1	1.4	15.3	70.8	12.5
	District	1.3	9.9	43.2	45.6	0.6	2.4	35.0	61.9	0.8	13.2	78.9	7.2
	State	3.2	20.0	46.2	30.7	2.3	8.0	45.8	43.9	2.9	25.3	68.1	3.6
Black	School												
	District	14.1	37.5	39.1	9.4	4.7	28.1	51.6	15.6	6.3	44.4	49.2	0.0
	State	16.5	44.6	32.2	6.8	18.3	28.0	44.4	9.3	10.8	44.0	44.2	1.0
Hispanic	School												
	District	3.4	19.0	65.5	12.1	1.7	10.3	55.2	32.8	1.7	31.0	67.2	0.0
	State	8.0	36.2	43.8	12.0	6.5	17.5	54.5	21.6	5.7	36.3	56.5	1.5
Asian/Pacific Islander	School												
	District	3.3	13.3	40.0	43.3	0.0	6.7	36.7	56.7	3.3	13.3	73.3	10.0
	State	1.5	13.2	45.6	39.7	1.1	4.2	34.8	59.9	1.1	18.2	74.8	5.9
Native American	School												
	District												
	State	7.3	33.0	41.3	18.3	7.3	14.2	46.8	31.7	5.1	40.7	50.5	3.7
Multiracial/Ethnic	School												
	District	9.1	27.3	36.4	27.3	0.0	9.1	45.5	45.5	0.0	36.4	63.6	0.0
	State	3.8	24.7	45.9	25.6	4.0	10.4	49.5	36.1	3.7	30.6	63.7	2.0

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	10.0	35.0	25.0	30.0	5.0	20.0	35.0	40.0	5.0	25.0	65.0	5.0
	District	11.2	29.6	39.1	20.1	2.9	16.4	45.0	35.7	6.5	28.8	61.8	2.9
	State	22.3	42.1	27.2	8.4	17.3	23.0	43.5	16.2	17.3	41.7	40.0	1.0
Non-IEP	School	0.0	6.3	54.7	39.1	0.0	1.6	37.5	60.9	0.0	15.6	70.3	14.1
	District	0.5	8.9	45.2	45.3	0.5	2.3	35.9	61.2	0.1	14.0	78.9	7.0
	State	4.5	25.6	44.9	25.1	5.1	12.5	46.6	35.8	3.2	29.4	64.4	3.0

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	9.1	27.3	54.5	9.1	9.1	18.2	36.4	36.4	9.1	45.5	36.4	9.1
	District	8.6	31.4	42.9	17.1	4.7	19.8	50.0	25.5	6.7	40.0	51.4	1.9
	State	13.1	40.7	36.9	9.3	13.3	23.3	48.4	14.9	9.1	41.0	48.8	1.1
Not Eligible	School	1.4	11.0	46.6	41.1	0.0	4.1	37.0	58.9	0.0	13.7	74.0	12.3
	District	1.7	10.3	44.3	43.8	0.5	3.0	36.0	60.5	0.6	13.7	78.9	6.8
	State	2.8	18.9	46.2	32.1	2.2	7.5	44.5	45.8	2.4	24.2	69.5	3.9

Grade 4**Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	0.0	6.0	46.4	47.6	1.2	8.3	69.0	21.4
District	0.7	11.8	61.1	26.4	1.1	14.3	66.0	18.6
State	6.0	26.2	54.6	13.2	9.7	29.3	53.9	7.1

Grade 4 - Gender

Levels		Science				Social Science			
		1	2	3	4	1	2	3	4
Male	School	0.0	4.1	42.9	53.1	2.0	2.0	75.5	20.4
	District	0.8	8.8	61.0	29.4	1.4	11.7	66.9	20.1
	State	6.4	24.7	53.6	15.2	10.4	27.9	53.5	8.2
Female	School	0.0	8.6	51.4	40.0	0.0	17.1	60.0	22.9
	District	0.6	14.9	61.3	23.2	0.8	16.9	65.1	17.1
	State	5.5	27.8	55.6	11.1	8.9	30.7	54.4	6.0

Grade 4 - Racial/Ethnic Background

Levels		Science				Social Science			
		1	2	3	4	1	2	3	4
White	School	0.0	3.9	46.8	49.4	1.3	6.5	68.8	23.4
	District	0.0	7.7	62.6	29.7	0.6	9.7	68.9	20.8
	State	2.0	15.8	62.8	19.4	3.7	20.6	65.4	10.3
Black	School								
	District	7.9	50.8	38.1	3.2	3.2	57.1	38.1	1.6
	State	16.5	48.1	33.6	1.8	25.1	45.8	28.0	1.0
Hispanic	School								
	District	3.2	27.4	61.3	8.1	3.2	32.3	58.1	6.5
	State	5.5	35.5	54.3	4.7	9.9	40.3	47.4	2.5
Asian/Pacific Islander	School								
	District	0.0	10.3	69.2	20.5	2.6	12.8	64.1	20.5
	State	1.2	12.7	63.3	22.8	1.6	15.6	68.1	14.7
Native American	School								
	District								
	State	4.1	18.8	59.7	17.4	5.3	22.9	63.0	8.7
Multiracial/Ethnic	School								
	District								
	State	3.5	23.7	60.0	12.8	6.0	27.1	60.4	6.5

Grade 4 - Students with Disabilities

Levels		Science				Social Science			
		1	2	3	4	1	2	3	4
IEP	School	0.0	26.7	26.7	46.7	6.7	20.0	46.7	26.7
	District	1.9	28.8	50.0	19.4	5.6	27.5	57.5	9.4
	State	13.6	38.4	42.1	5.8	22.7	39.7	34.9	2.7
Non-IEP	School	0.0	1.4	50.7	47.8	0.0	5.8	73.9	20.3
	District	0.5	8.6	63.3	27.7	0.2	11.8	67.6	20.4
	State	4.6	24.1	56.8	14.5	7.4	27.4	57.3	7.9

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.1	12.6	29.9	56.3	2.3	5.7	69.3	22.7	0.0	13.8	80.5	5.7
District	0.6	18.2	31.6	49.6	0.9	10.9	61.9	26.3	0.9	10.0	78.4	10.7
State	1.7	37.4	35.9	25.0	2.9	25.2	59.8	12.0	4.4	25.7	65.7	4.3

Grade 5 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	2.4	14.6	31.7	51.2	4.8	7.1	61.9	26.2	0.0	19.5	73.2	7.3
	District	0.8	20.5	32.6	46.1	1.1	12.0	57.6	29.3	1.3	13.4	76.7	8.6
	State	2.3	38.9	35.4	23.4	3.7	25.5	58.0	12.8	6.2	30.8	60.5	2.4
Female	School	0.0	10.9	28.3	60.9	0.0	4.3	76.1	19.6	0.0	8.7	87.0	4.3
	District	0.4	15.7	30.5	53.4	0.6	9.8	66.5	23.2	0.4	6.3	80.3	13.0
	State	1.1	35.9	36.3	26.7	2.2	25.0	61.6	11.2	2.4	20.4	71.1	6.1

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	10.4	31.2	58.4	1.3	6.5	70.1	22.1	0.0	13.0	81.8	5.2
	District	0.4	13.9	32.0	53.7	0.6	7.4	62.6	29.4	0.8	7.8	79.6	11.8
	State	0.9	27.4	38.7	33.0	1.3	16.2	66.1	16.4	2.7	19.9	71.7	5.7
Black	School												
	District	1.9	59.3	16.7	22.2	1.8	45.5	47.3	5.5	1.9	24.1	72.2	1.9
	State	3.9	59.4	27.7	8.9	7.9	48.0	42.1	2.0	9.3	40.4	49.1	1.2
Hispanic	School												
	District	1.4	37.5	38.9	22.2	2.7	26.0	64.4	6.8	0.0	26.0	71.2	2.7
	State	1.8	48.3	36.3	13.6	2.5	30.5	61.7	5.3	4.3	30.3	63.6	1.8
Asian/Pacific Islander	School												
	District	3.8	15.4	26.9	53.8	3.8	11.5	57.7	26.9	3.8	7.7	69.2	19.2
	State	0.4	19.9	38.5	41.1	0.4	8.1	60.8	30.7	1.1	12.1	77.9	8.9
Native American	School												
	District												
	State	0.8	32.9	41.2	25.1	1.6	22.6	66.3	9.5	2.1	26.6	67.2	4.1
Multiracial/Ethnic	School												
	District												
	State	1.9	35.1	37.5	25.4	1.2	30.0	53.3	15.5	3.4	23.0	68.5	5.1

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	7.1	42.9	21.4	28.6	13.3	26.7	40.0	20.0	0.0	21.4	78.6	0.0
	District	3.7	54.3	29.3	12.8	5.4	32.3	55.1	7.2	4.8	30.1	63.9	1.2
	State	8.8	66.3	18.7	6.2	13.5	47.4	36.3	2.7	19.4	42.4	37.2	1.0
Non-IEP	School	0.0	6.8	31.5	61.6	0.0	1.4	75.3	23.3	0.0	12.3	80.8	6.8
	District	0.0	11.2	32.0	56.7	0.0	6.7	63.2	30.1	0.1	6.0	81.3	12.6
	State	0.5	32.4	38.8	28.3	1.1	21.4	63.8	13.7	1.9	22.9	70.4	4.8

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	36.4	27.3	36.4	9.1	9.1	81.8	0.0	0.0	36.4	63.6	0.0
	District	1.6	50.4	27.1	20.9	6.2	32.6	52.7	8.5	4.7	26.6	68.0	0.8
	State	3.1	54.7	31.6	10.6	5.6	40.2	50.8	3.5	7.7	36.9	53.9	1.5
Not Eligible	School	1.3	9.2	30.3	59.2	1.3	5.2	67.5	26.0	0.0	10.5	82.9	6.6
	District	0.5	13.5	32.2	53.8	0.1	7.8	63.2	28.9	0.3	7.6	79.9	12.2
	State	0.8	25.6	38.8	34.9	1.1	15.0	65.9	17.9	2.1	18.1	73.6	6.1

2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
Is this School making AYP in Reading?	Yes
Is this School making AYP in Mathematics?	Yes

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			89.0		66.0	
All	99.4	Yes	99.4	Yes	84.3		Yes	91.9		Yes	96.5	Yes		
White	100.0	Yes	100.0	Yes	89.1		Yes	93.9		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
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. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
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 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/03.

** 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 has an excellent academic reputation thanks to the efforts of parents, students and the entire Lowell Staff. In order to find the best way to continue the academic excellence, Lowell's School Improvement Team analyzed our test results in the areas of reading, writing and mathematics.

Target Areas for Student Improvement

- **Reading** -expand our current modes of reading instruction and increase our meets and exceeds category in reading ISAT's at the third and fifth grades by 3%.
- **Math**-expand our current modes of mathematical instruction and continue to increase the math written explanation category of the ISAT's from meets to exceed by 5% at the third and fifth grades.
- **Writing**- expand our current modes of writing instruction to increase our Local Assessment support and organization sub scores by .2 from January to June 2005

Rationale for Target Selection

- **Reading** ISAT scores remain strong with 84.5% meeting and exceeding in grade 3 and 86.2% in grade 5. Our reading scores dipped in third grade by 4.1% and in fifth grade by .3%. Therefore, we decided to raise scores in both grades by 3% for 2004-2005.
- **Math** scores remain strong with 92.9% of third grade students meeting and exceeding standards and 92% at the fifth grade level. We dropped our third grade ISAT scores by 3.7% and at fifth grade by .9%. We did have some success with our goal of increasing scores in our written explanation portion of the test with one math written response, but not with the other math written response
- 80.9% of third graders met or exceeded state **writing** standards in 2004. 86.2% of our fifth graders met or exceeded the state standards in 2004. Our scores that met/exceeded dropped by 5.4%. In fifth grade they increased 4.2%. We maintained our support and organization scores at third grade and dropped in support (.07%) and organization .02% at fifth grade.

Strategies for Improvement

- **Reading**- continue SOAR reading support, use Harcourt reading series for small group instruction, teach inferencing and connecting comprehension strategies, use the word analysis and word concept maps for understanding and using vocabulary, after school reading tutoring program from Nov.- May.
- **Math**- share math extended response lessons, use the Omni math materials for computation and extended math response training in grade 3, use math kits in one third grade classroom, addition of Title 1 math program at Lowell
- **Writing**- spiral writing expectations with focus on support and organization, implement Harcourt reading response assessments

Professional Development Opportunities

- Teachers will attend workshops and share the information with the staff
- Teacher modeling of strategies in classrooms
- Just in Time technology classes will be held at Lowell for our staff members
- Use NCTM Books and educational support materials to utilize best practices for math instruction

- Classroom teachers will use the Harcourt Web site for additional support in small group instruction.
- Utilize educational publications to support classroom instruction, such as: “The Reading Teacher,” the “Instructor” and “Mailbox” Magazines.
- Re-examine reading/writing lesson design with Reading Specialist (reading response, comprehension and vocabulary strategies)
- Spiraling writing expectations across the grade levels with focus on Support and Organization
- Examine lesson design for persuasive, expository and narrative writing
- Review district criteria for scoring student writing
- Utilize and discuss the Jan Lenci Binder for writing strategies

Quantifiable Measures of Success

- Our 2005 ISAT reading and math scores, local writing assessment scores, formal and informal assessments to monitor progress

Quality Improvement Team

- School Improvement Team, certified teachers, reading specialist, ELL teacher, special education teachers, TAG teacher, Title 1 teacher, administrative curriculum intern, parents and principal

Auditors

- School Improvement Team -Pam Menzel, Marybeth Zlock, Cindy Mielke, Deana McAllister, Brenda Lee, Theresa Rindt, Carmen MacDonald, Jo Turner, Laura Baumann, Amy Romozzi, Brenda Fustin and Denise DeSalvo

Reporting Method

- Semi annual updates will be provided to the Superintendent and Assistant Superintendent for Educational Services

School Improvement Team will monitor our progress early in 2005 and when we receive the ISAT scores.