

**CLIFFORD JOHNSON SCHOOL
CUSD 200
WARRENVILLE, 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	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	35.2	5.6	51.2	2.6	0.2	5.1	40.1	35.6		0.0	17.7	95.9	531
District	77.7	6.4	9.6	4.1	0.0	2.3	16.9	5.7		0.9	9.8	95.1	13,597
State	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2		2.5	15.2	93.7	2,077,856

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	98.3
State	96.1

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	17.9	20.2	12.9	274.0
State	18.8	18.8	13.9	230.6

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	15.6	16.0	18.8	18.8	23.8	22.3				
District	19.6	20.1	21.8	20.5	23.6	23.7				
State	20.9	21.0	21.3	21.8	22.5	22.8				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

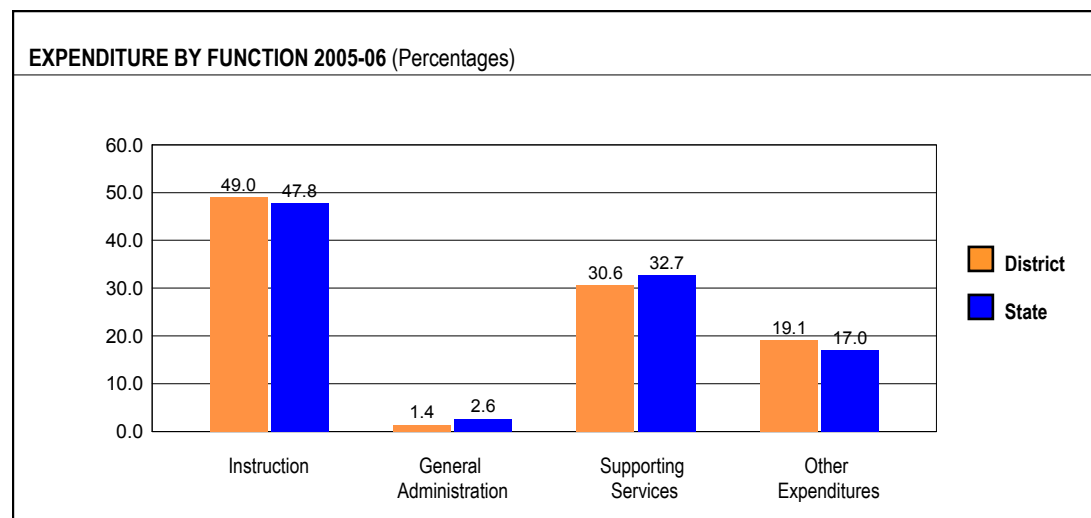
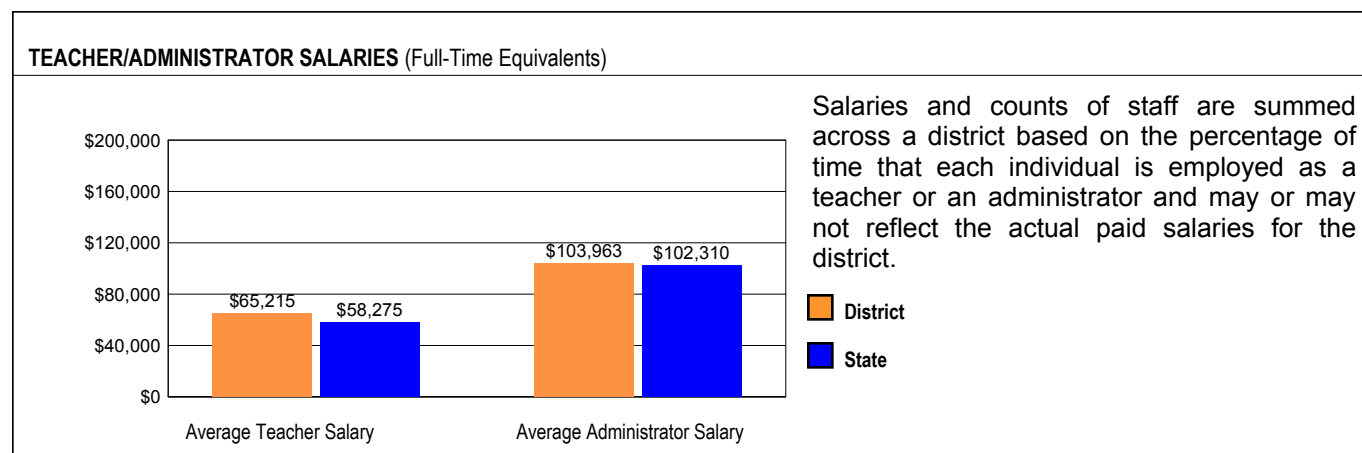
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	53			27			145			28		
District	51			27			145			28		
State	58			30			145			31		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.6	0.5	1.8	0.9	0.1	23.8	76.2	868
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

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	--	--	--	3.9	0.0
District	12.2	25.4	74.5	0.7	0.0
State	12.9	47.6	52.3	1.5	3.2

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2005-06				EXPENDITURE BY FUND 2005-06			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$103,658,526	74.0	58.8	Education	\$106,607,192	68.7	73.0
Other Local Funding	\$8,317,011	5.9	6.0	Operations & Maintenance	\$11,302,348	7.3	8.6
General State Aid	\$9,341,206	6.7	18.2	Transportation	\$7,471,604	4.8	3.9
Other State Funding	\$12,119,620	8.6	9.3	Bond and Interest	\$11,193,379	7.2	6.2
Federal Funding	\$6,697,573	4.8	7.7	Rent	\$0	0.0	0.0
TOTAL	\$140,133,936			Municipal Retirement/ Social Security	\$3,007,892	1.9	1.8
				Fire Prevention & Safety	\$0	0.0	1.1
				Site & Construction/ Capital Improvement	\$15,563,785	10.0	5.4
				TOTAL	\$155,146,200		

OTHER FINANCIAL INDICATORS				
	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per \$100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	\$190,562	4.14	\$5,934	\$9,996
State	**	**	\$5,567	\$9,488

** 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.

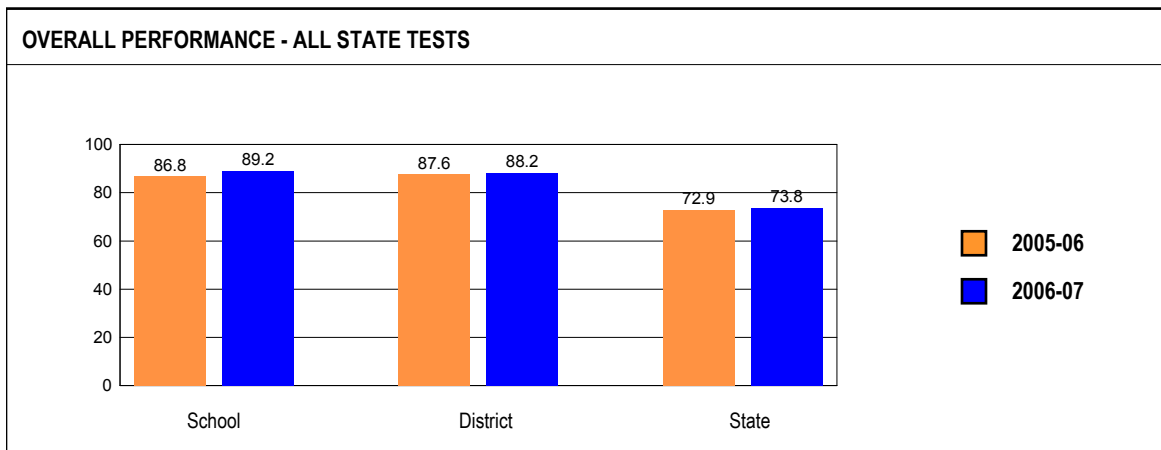
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

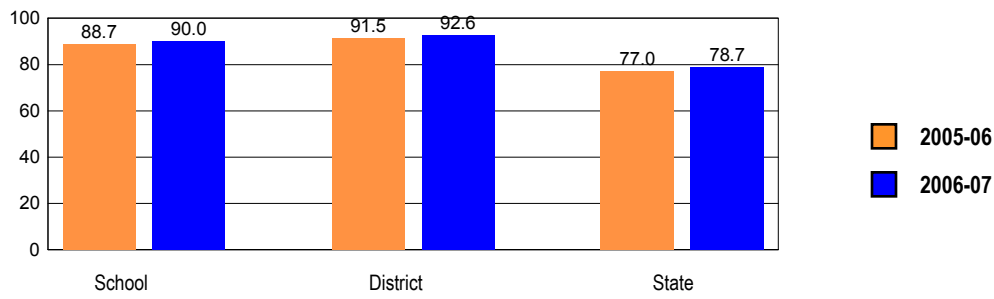
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

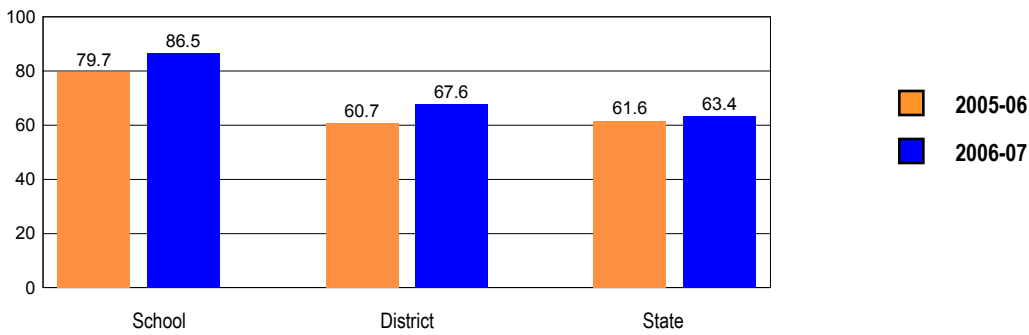
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics and science.



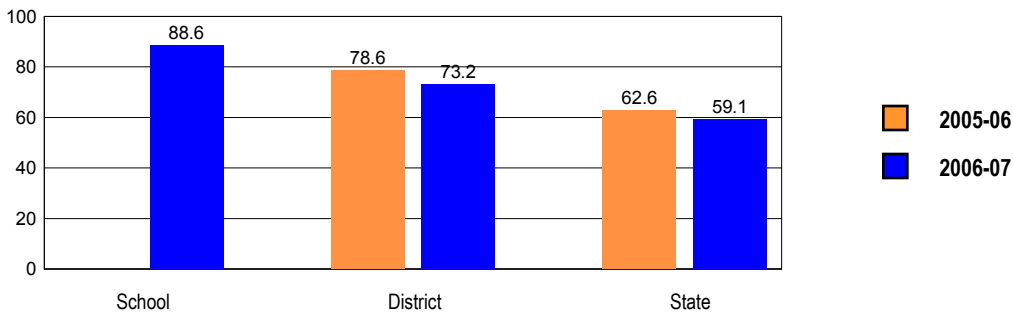
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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



OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE



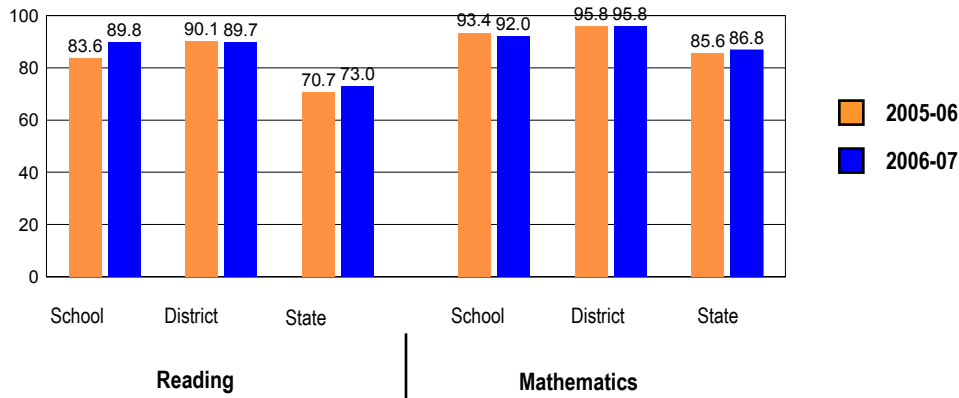
IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

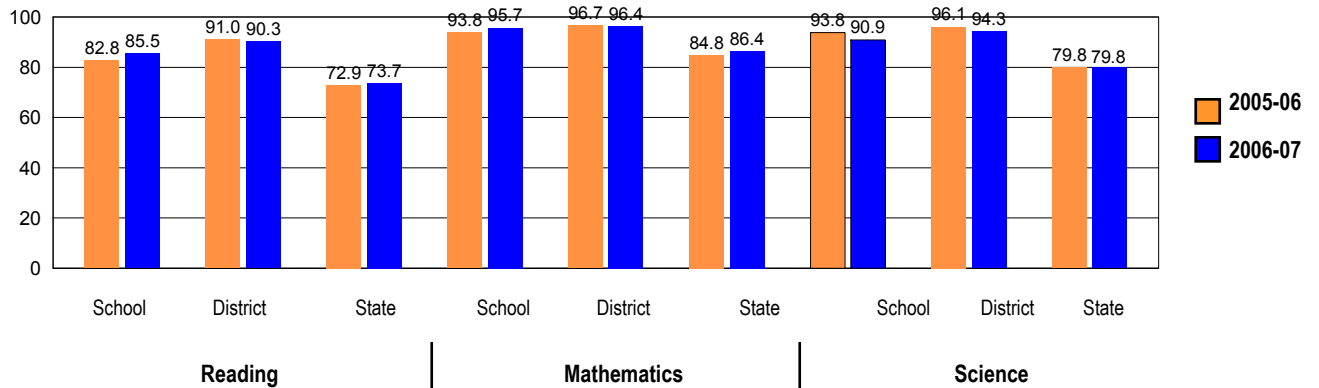
ISAT

Grade 3



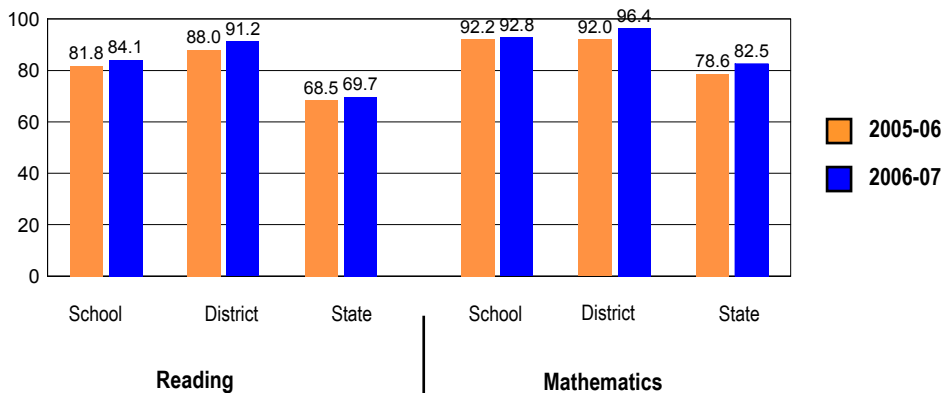
ISAT

Grade 4



ISAT

Grade 5



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics and science 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 through 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 limited-English-proficient students. 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.

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	267	145	122	114	21	117	7	1	7	77		51	124
	Reading Mathematics	0.0	0.0	0.0	0.0	0.0	0.0				0.0		0.0	0.0
District	*Enrollment	7,306	3,763	3,543	5,718	471	684	292	2	138	393		1,146	1,300
	Reading Mathematics	0.0	0.0	0.0	0.0	0.0	0.1	0.0		0.0	0.3		0.0	0.1
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading Mathematics	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1

* Enrollment as reported during the testing windows.

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			
	1	2	3	4	1	2	3	4
School	0.0	10.2	46.9	42.9	0.0	8.0	34.0	58.0
District	1.5	8.8	40.3	49.5	1.1	3.1	28.5	67.3
State	5.3	21.7	48.8	24.1	3.7	9.5	44.7	42.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	8.0	40.0	52.0	0.0	3.8	30.8	65.4
	District	2.0	9.6	42.8	45.7	1.0	3.9	25.1	70.0
	State	7.0	24.3	47.5	21.2	4.3	9.4	43.2	43.1
Female	School	0.0	12.5	54.2	33.3	0.0	12.5	37.5	50.0
	District	1.0	8.1	37.9	53.1	1.2	2.4	31.7	64.7
	State	3.6	19.0	50.2	27.2	3.1	9.7	46.4	40.9

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	3.0	39.4	57.6	0.0	3.0	24.2	72.7
	District	0.9	6.6	39.1	53.4	0.6	1.5	26.1	71.9
	State	2.7	14.9	50.5	31.9	1.2	4.9	41.6	52.3
Black	School								
	District	10.2	28.6	51.0	10.2	8.2	18.4	51.0	22.4
	State	12.3	37.2	42.4	8.1	10.8	21.0	49.7	18.4
Hispanic	School								
	District	2.9	20.0	45.7	31.4	2.9	11.4	42.9	42.9
	State	6.1	28.2	52.2	13.5	3.5	11.7	53.8	31.0
Asian/Pacific Islander	School								
	District	0.0	6.7	43.3	50.0	0.0	0.0	30.0	70.0
	State	1.1	9.2	48.4	41.4	0.5	2.4	27.8	69.2
Native American	School								
	District								
	State	4.7	16.4	56.9	22.0	1.7	7.8	50.2	40.3
Multiracial/Ethnic	School								
	District	0.0	13.3	40.0	46.7	0.0	9.7	29.0	61.3
	State	4.9	22.3	50.0	22.8	2.8	9.9	47.9	39.5

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	11.8	70.6	17.6	0.0	11.1	55.6	33.3
	District	6.7	23.1	51.0	19.2	4.8	12.5	51.9	30.8
	State	9.8	33.1	46.4	10.8	7.2	16.5	51.6	24.6
Not Eligible	School	0.0	9.4	34.4	56.3	0.0	6.3	21.9	71.9
	District	0.7	6.8	38.7	53.8	0.6	1.8	25.1	72.6
	State	2.2	13.5	50.6	33.8	1.1	4.5	39.8	54.6

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	14.5	53.6	31.9	0.0	4.3	52.2	43.5	0.0	9.1	72.7	18.2
District	0.1	9.6	44.3	45.9	0.1	3.5	45.5	50.8	0.3	5.4	59.8	34.5
State	1.1	25.2	48.3	25.4	1.2	12.5	56.9	29.5	3.5	16.7	61.5	18.2

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	10.5	68.4	21.1	0.0	0.0	63.2	36.8	0.0	11.4	77.1	11.4
	District	0.2	11.0	47.5	41.3	0.2	2.4	45.0	52.3	0.7	5.2	56.7	37.5
	State	1.5	27.9	47.2	23.5	1.5	13.1	55.2	30.3	4.0	16.5	59.0	20.5
Female	School	0.0	19.4	35.5	45.2	0.0	9.7	38.7	51.6	0.0	6.5	67.7	25.8
	District	0.0	8.1	41.1	50.8	0.0	4.6	46.1	49.3	0.0	5.6	63.0	31.4
	State	0.6	22.5	49.5	27.4	0.8	11.9	58.7	28.7	3.0	17.0	64.2	15.8

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	8.1	51.4	40.5	0.0	0.0	45.9	54.1	0.0	0.0	71.4	28.6
	District	0.1	8.1	43.8	48.0	0.1	2.7	43.0	54.1	0.4	3.6	57.5	38.4
	State	0.5	17.0	49.4	33.2	0.5	6.8	55.1	37.6	1.1	8.6	64.4	25.8
Black	School	0.0	27.3	72.7	0.0	0.0	9.1	81.8	9.1	0.0	36.4	63.6	0.0
	District	0.0	34.6	51.9	13.5	0.0	13.2	73.6	13.2	0.0	32.1	64.2	3.8
	State	2.7	47.1	41.9	8.3	3.4	28.7	58.2	9.8	10.8	37.4	48.5	3.2
Hispanic	School	0.0	21.4	50.0	28.6	0.0	7.1	57.1	35.7	0.0	15.4	76.9	7.7
	District	0.0	8.9	48.9	42.2	0.0	2.2	60.9	37.0	0.0	4.5	81.8	13.6
	State	1.1	30.5	53.7	14.8	0.9	13.5	66.4	19.1	3.3	21.9	67.8	7.0
Asian/Pacific Islander	School												
	District	0.0	3.2	48.4	48.4	0.0	3.2	29.0	67.7	0.0	0.0	64.5	35.5
	State	0.2	9.2	48.6	42.0	0.2	3.1	40.6	56.1	0.6	6.1	64.5	28.8
Native American	School												
	District												
	State	1.7	27.1	47.6	23.6	0.9	14.4	57.6	27.1	3.1	14.9	65.8	16.2
Multiracial/Ethnic	School												
	District	0.0	12.0	32.0	56.0	0.0				0.0	8.3	70.8	20.8
	State	1.0	25.7	49.4	23.9	1.2	12.9	59.8	26.1	3.2	16.3	65.4	15.1

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	20.0	68.0	12.0	0.0	8.0	64.0	28.0	0.0	16.7	75.0	8.3
	District	0.0	29.4	47.7	22.9	0.0	11.8	64.5	23.6	0.9	21.1	67.0	11.0
	State	2.0	40.0	46.6	11.4	2.2	21.4	62.1	14.3	7.0	28.8	57.9	6.3
Not Eligible	School	0.0	11.4	45.5	43.2	0.0	2.3	45.5	52.3	0.0	4.8	71.4	23.8
	District	0.1	6.8	43.9	49.2	0.1	2.3	42.8	54.7	0.3	3.2	58.7	37.8
	State	0.4	15.0	49.6	35.1	0.4	6.3	53.3	40.0	1.1	8.4	64.1	26.5

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	15.9	46.4	37.7	0.0	7.2	69.6	23.2
District	0.0	8.8	40.7	50.5	0.0	3.6	57.8	38.6
State	0.8	29.6	44.1	25.6	0.5	17.0	62.8	19.7

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	17.1	40.0	42.9	0.0	11.4	65.7	22.9
	District	0.0	10.1	42.1	47.8	0.0	3.8	55.0	41.3
	State	1.0	33.0	42.8	23.2	0.7	18.0	60.7	20.7
Female	School	0.0	14.7	52.9	32.4	0.0	2.9	73.5	23.5
	District	0.0	7.5	39.2	53.3	0.0	3.5	60.7	35.8
	State	0.5	26.0	45.5	28.1	0.4	15.9	64.9	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	14.6	39.0	46.3	0.0	2.4	68.3	29.3
	District	0.0	7.3	38.2	54.5	0.0	2.2	56.2	41.6
	State	0.4	20.5	45.3	33.8	0.2	9.7	64.3	25.8
Black	School	0.0	23.3	62.8	14.0	0.0	20.9	60.5	18.6
	District	2.0	53.2	36.6	8.2	1.6	38.2	55.1	5.1
	State	0.0	23.3	62.8	14.0	0.0	20.9	60.5	18.6
Hispanic	School	0.0	17.4	69.6	13.0	0.0	17.4	78.3	4.3
	District	0.0	15.3	55.9	28.8	0.0	10.2	76.3	13.6
	State	0.7	35.0	49.6	14.7	0.3	18.1	70.5	11.1
Asian/Pacific Islander	School	0.0	8.1	45.9	45.9	0.0	2.7	56.8	40.5
	District	0.1	12.2	44.8	42.8	0.1	3.7	49.7	46.5
	State	0.0	8.1	45.9	45.9	0.0	2.7	56.8	40.5
Native American	School	0.0	29.6	43.5	26.9	0.4	18.8	67.3	13.5
	District	0.0	29.6	43.5	26.9	0.4	18.8	67.3	13.5
	State	0.0	29.6	43.5	26.9	0.4	18.8	67.3	13.5
Multiracial/Ethnic	School	0.0	18.2	36.4	45.5	0.0	4.5	59.1	36.4
	District	0.8	28.9	45.7	24.7	0.4	16.6	64.7	18.3
	State	0.8	28.9	45.7	24.7	0.4	16.6	64.7	18.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	80.0	10.0	10.0	0.0	20.0	70.0	10.0
	District	0.0	41.1	42.6	16.3	0.0	16.2	69.2	14.6
	State	4.2	62.2	26.1	7.6	2.6	41.5	50.0	5.9
Non-IEP	School	0.0	5.1	52.5	42.4	0.0	5.1	69.5	25.4
	District	0.0	3.6	40.4	56.0	0.0	1.6	55.9	42.5
	State	0.2	24.1	47.1	28.6	0.2	12.9	64.9	22.0

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	18.2	40.9	40.9	0.0	18.2	68.2	13.6
District	0.0	22.5	53.5	24.0	0.0	13.2	72.1	14.7
State	1.4	45.5	42.1	11.0	1.0	28.4	62.7	7.8
Not Eligible								
School	0.0	14.9	48.9	36.2	0.0	2.1	70.2	27.7
District	0.0	6.6	38.7	54.7	0.0	2.1	55.5	42.4
State	0.3	18.2	45.6	36.0	0.2	8.8	62.8	28.2

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 --Academic Warning - Students work demonstrates limited knowledge and skills in the subject. Due to 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. Student creatively apply knowledge and skills to solve probelms and evalaute the results.

Grade 3**Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	20.0	64.0	16.0	0.0	3.8	84.6	11.5
District	3.8	23.8	46.3	26.3	4.9	11.0	64.6	19.5
State	8.4	29.0	42.5	20.1	6.2	24.5	52.6	16.7

Grade 3 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School	0.0	6.3	81.3	12.5	0.0	0.0	88.2	11.8
District	5.4	24.3	51.4	18.9	7.5	10.0	67.5	15.0
State	9.2	29.2	41.8	19.7	6.8	23.1	51.4	18.7
Female								
School								
District	2.3	23.3	41.9	32.6	2.4	11.9	61.9	23.8
State	7.6	28.7	43.2	20.5	5.6	25.9	53.9	14.6

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School								
	District	0.0	27.3	36.4	36.4	0.0	0.0	80.0	20.0
	State	4.9	22.1	44.2	28.8	4.0	18.7	54.7	22.8
Black	School								
	District								
	State	19.0	28.1	39.2	13.7	19.0	29.1	42.4	9.5
Hispanic	School	0.0	20.0	64.0	16.0	0.0	3.8	84.6	11.5
	District	1.9	26.4	49.1	22.6	2.0	7.4	70.4	20.4
	State	9.0	30.5	42.2	18.3	7.0	25.6	52.6	15.2
Asian/Pacific Islander	School								
	District								
	State	3.0	14.7	45.1	37.2	3.0	13.6	50.7	32.6
Native American	School								
	District								
	State								
Multiracial/Ethnic	School								
	District								
	State	7.2	29.6	44.8	18.4	3.0	23.4	57.0	16.4

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	25.0	50.0	25.0	0.0	0.0	100.0	0.0
	District	5.2	31.0	37.9	25.9	6.8	11.9	69.5	11.9
	State	9.1	30.2	41.5	19.2	6.5	25.1	52.3	16.1
Not Eligible	School								
	District	0.0	4.5	68.2	27.3	0.0	8.7	52.2	39.1
	State	5.6	23.8	46.8	23.8	5.0	21.6	53.9	19.5

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	5.0	15.0	45.0	35.0	4.8	4.8	85.7	4.8
District	7.6	16.5	45.6	30.4	2.4	18.3	69.5	9.8
State	8.3	23.1	46.7	21.9	3.3	27.5	61.6	7.6

Grade 4 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	8.3	16.7	41.7	33.3	7.7	0.0	84.6	7.7
	District	8.9	15.6	46.7	28.9	4.2	12.5	70.8	12.5
	State	9.3	23.6	47.1	20.0	3.5	26.6	61.6	8.3
Female	School								
	District	5.9	17.6	44.1	32.4	0.0	26.5	67.6	5.9
	State	7.2	22.5	46.3	24.0	3.2	28.4	61.6	6.9

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School								
	District	15.4	23.1	30.8	30.8	7.1	28.6	50.0	14.3
	State	5.5	17.6	45.5	31.4	2.7	20.5	64.4	12.3
Black	School								
	District								
	State	15.4	28.5	39.8	16.3	10.4	42.2	43.7	3.7
Hispanic	School	5.0	15.0	45.0	35.0	4.8	4.8	85.7	4.8
	District	5.9	13.7	49.0	31.4	1.9	9.6	80.8	7.7
	State	8.7	24.3	47.0	19.9	3.4	29.0	61.3	6.3
Asian/Pacific Islander	School								
	District								
	State	4.8	12.8	44.4	38.0	2.4	13.9	63.8	20.0
Native American	School								
	District								
	State	0.0	20.0	80.0	0.0	0.0	30.0	70.0	0.0
Multiracial/Ethnic	School								
	District								
	State	5.1	11.4	50.6	32.9	2.5	19.8	67.9	9.9

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	5.6	16.7	38.9	38.9	5.3	5.3	84.2	5.3
	District	9.0	16.4	47.8	26.9	2.9	21.4	68.6	7.1
	State	9.1	24.2	46.4	20.3	3.7	28.8	61.2	6.3
Not Eligible	School								
	District	0.0	16.7	33.3	50.0	0.0	0.0	75.0	25.0
	State	4.9	18.0	48.1	29.1	1.9	21.7	63.4	13.0

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	5.9	41.2	52.9	0.0	23.5	76.5	0.0
District	7.3	12.7	23.6	56.4	5.1	28.8	62.7	3.4
State	4.4	18.1	42.1	35.4	1.6	45.2	50.7	2.6

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School								
	District	4.3	17.4	21.7	56.5	7.7	26.9	61.5	3.8
	State	5.0	19.2	41.5	34.3	2.0	44.4	50.9	2.8
Female	School	0.0	0.0	40.0	60.0	0.0	20.0	80.0	0.0
	District	9.4	9.4	25.0	56.3	3.0	30.3	63.6	3.0
	State	3.7	17.0	42.8	36.5	1.1	46.1	50.4	2.3

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School								
District					18.2	54.5	27.3	0.0
State	3.1	13.3	35.2	48.4	1.0	32.1	61.1	5.8
Black								
School								
District								
State	13.3	19.5	38.9	28.3	5.0	57.1	37.8	0.0
Hispanic								
School	0.0	5.9	41.2	52.9	0.0	23.5	76.5	0.0
District	0.0	6.3	28.1	65.6	0.0	18.8	81.3	0.0
State	4.4	19.0	43.2	33.4	1.6	47.7	49.0	1.7
Asian/Pacific Islander								
School								
District	10.0	10.0	10.0	70.0	0.0	27.3	54.5	18.2
State	3.9	12.4	35.2	48.6	0.6	24.7	63.4	11.3
Native American								
School								
District								
State								
Multiracial/Ethnic								
School								
District								
State	7.5	10.4	44.8	37.3	1.5	43.3	50.7	4.5

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	6.3	43.8	50.0	0.0	25.0	75.0	0.0
District	9.3	16.3	25.6	48.8	6.4	34.0	57.4	2.1
State	4.9	19.5	42.7	32.9	1.8	47.1	49.2	1.9
Not Eligible								
School								
District	0.0	0.0	16.7	83.3	0.0	8.3	83.3	8.3
State	2.0	11.9	39.2	46.9	0.7	36.4	57.5	5.4

2007 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2007-08 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2007-08 State Improvement Status	

	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		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	84.5		Yes	92.5		Yes	95.9	Yes		
White	100.0	Yes	100.0	Yes	90.5		Yes	98.1		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	81.0		Yes	86.7		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes	82.6		Yes	89.9		Yes				
Students with Disabilities	100.0	Yes	100.0	Yes	64.4		Yes	88.9		Yes				
Economically Disadvantaged	100.0	Yes	100.0	Yes	79.6		Yes	86.9		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 72% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2006.

** Safe Harbor Targets of 55.0% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. 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. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Clifford A. Johnson School School Improvement Plan Summary

Target Areas for Student Improvement and Measure of Achievement

Clifford Johnson School reading and math scores have shown considerable improvement over the last four years. In 2007, 84.5% of students met and/or exceeded standards in reading. Johnson students also scored considerably higher than District 200 averages in the Black, Hispanic, Limited English Proficiency, and Low-Income student sub-groups. In math, 92.5% of Johnson students met and/or exceeded state standards. Johnson students also scored significantly higher than District 200 averages in the Black, Hispanic, White, Special Education, Limited English Proficiency, and Low-Income student sub-groups.

We will measure our growth in student achievement by studying our data from the 2008 ISAT (Illinois Standards Achievement Test), reading and math tests taken by students in grades 3-5, IMAGE (Illinois Measure of Annual Growth), reading and math tests taken by English Language Learners in grades 3-5, and IAA (Illinois Alternative Assessment), assessments taken by some special education students. In 2008, although we strive to meet state designated AYP (Adequate Yearly Progress) targets of 62.5% in each sub-group, we also expect to continue to surpass the state target and improve scores in each sub-group by 2%.

Rationale for Target Selection

Our goals were generated as our staff analyzed data gathered from 2006 and 2007 state test scores. After analyzing our data a team of Johnson staff consisting of the principal, assistant principal, curriculum leader, reading specialist, speech and language specialist and grade level teachers, met to set the goals for the 2007-08 school year.

Strategies for Improvement

The goal for Clifford Johnson School is to continue to surpass state targets and raise the number of students to meet and exceed standards in each sub-group by 2%. In reading, we will accomplish this goal by:

- Continue to implement the building-wide vocabulary program.
- Continue the use of The Waterford Program to assist students in developmental reading skills.
- Utilize AIMSWEB progress monitoring assessments to plan interventions for struggling students.
- Assist struggling readers with additional, small-group reading instruction.
- Use *Strategies that Work*, written by Stephanie Harvey to increase reading comprehension.

In math, we will accomplish this goal by:

- Continue to assist students struggling in math with “M.A.R.S.”, an after school math program.
- Provide teachers with on-site professional development in standards based mathematics planning and instruction.
- Engage students in conceptual/standards-based math practices.

Professional Development Opportunities

All professional development opportunities will be centered on the above stated goals and initiatives. In September, the staff will be trained in teaching strategies found in *Strategies that Work*. Teachers will learn new strategies to increase student reading comprehension skills. In October, the staff will continue their work in reading comprehension. They will also learn about conceptual math strategies and plan conceptual lessons for students. This focus on engaging, hands-on, problem solving will help students gain a better understanding of important math concepts. In February and April, much of the staff development will focus on learning and implementing strategies to assist struggling readers.