

**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.

Starting in 2009, charter school information is included in district statistics.

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	27.4	6.9	57.9	1.0	0.2	6.5	55.4	41.7		0.0	32.6	95.7	504
District	75.0	7.0	10.6	4.3	0.0	3.1	20.5	7.4		0.9	12.5	95.2	13,299
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	98.7	17.2	19.1	12.1	249.7
State	96.7	18.4	18.0	13.3	201.8

* 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	18.8	17.4	16.4	18.3	24.8	26.3				
District	18.9	20.7	21.1	22.6	23.0	23.4				
State	20.5	20.9	21.3	21.8	22.2	22.6				

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	59			30			145			30		

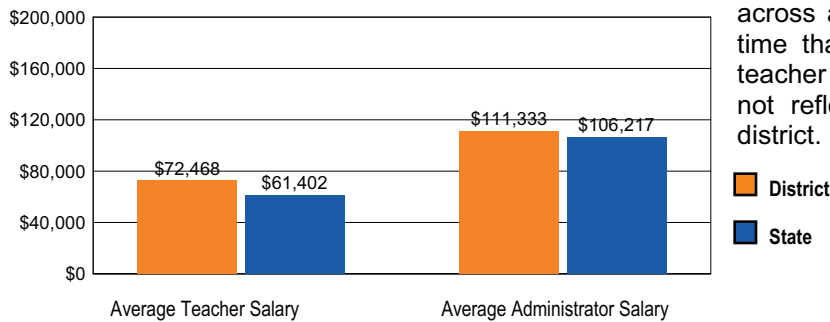
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.5	0.5	1.9	1.0	0.1	23.5	76.5	894
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	13.2	20.1	79.8	0.2	0.0
State	12.5	44.1	55.8	0.6	1.2

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

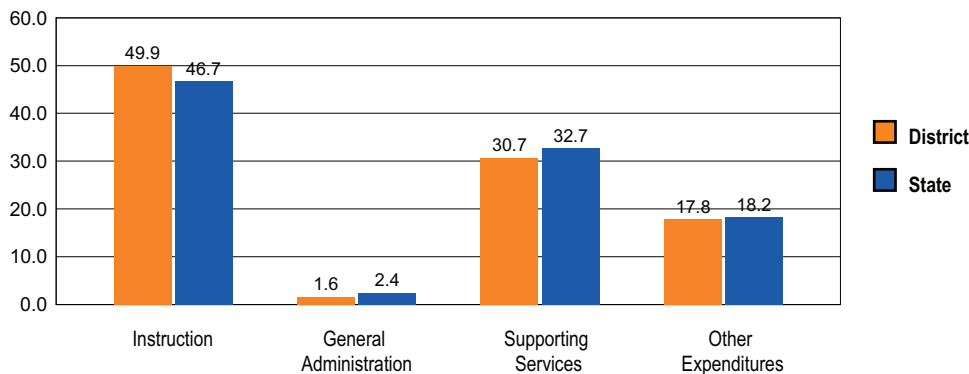
SCHOOL DISTRICT FINANCES

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 2007-08 (Percentages)



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$114,265,925	75.2	58.7	Education	\$118,459,078	69.9	71.5
Other Local Funding	\$8,187,723	5.4	6.3	Operations & Maintenance	\$11,868,148	7.0	8.6
General State Aid	\$9,636,410	6.3	18.6	Transportation	\$8,170,636	4.8	3.9
Other State Funding	\$13,544,472	8.9	9.0	Bond and Interest	\$12,415,133	7.3	6.3
Federal Funding	\$6,357,884	4.2	7.4	Rent	\$0	0.0	0.0
TOTAL	\$151,992,414			Municipal Retirement/ Social Security	\$3,303,540	1.9	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$15,251,163	9.0	6.8
				TOTAL	\$169,467,698		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$228,016	3.88	\$6,780	\$11,189
State	**	**	\$6,103	\$10,417

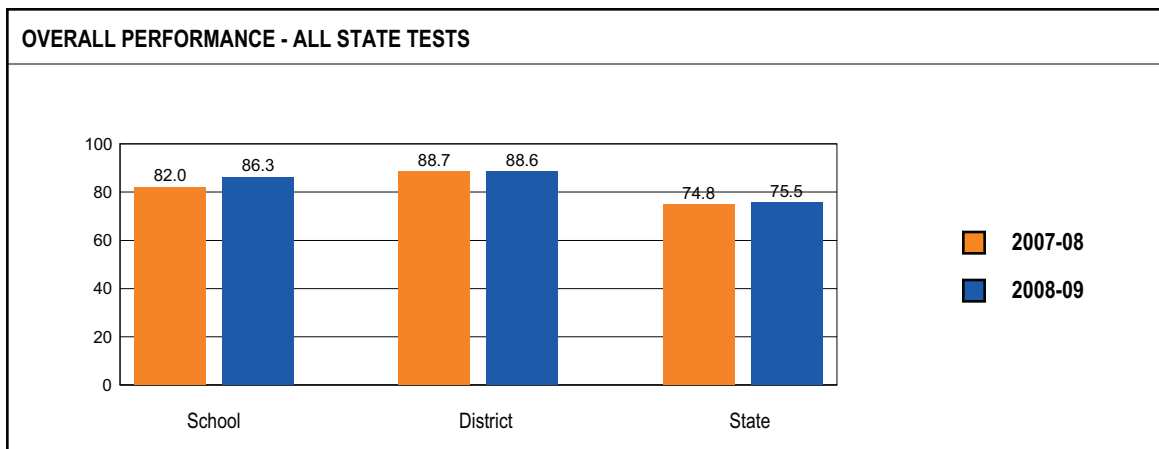
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school 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

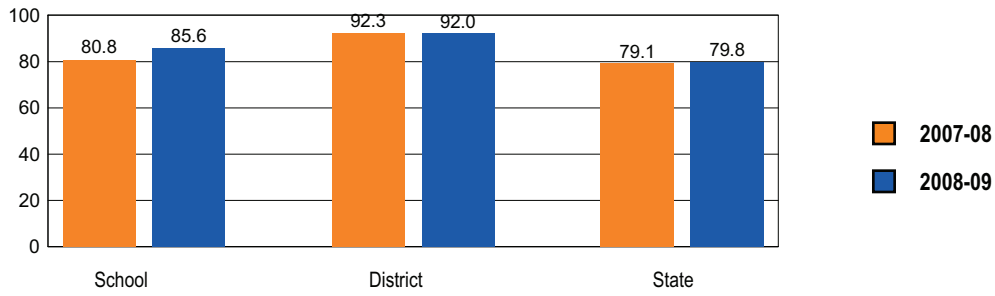
OVERALL STUDENT PERFORMANCE

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.

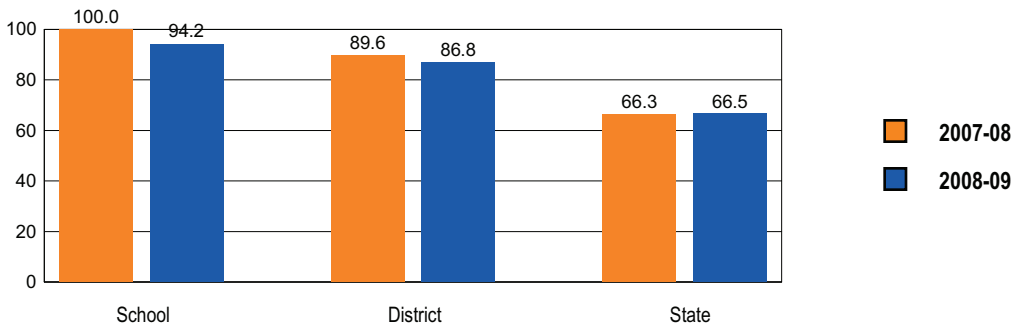
The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



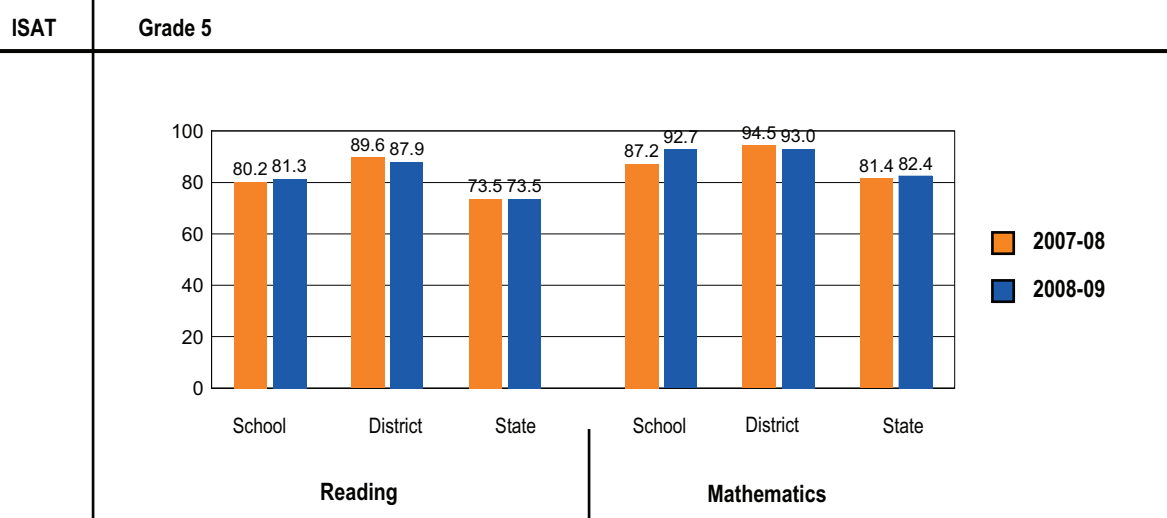
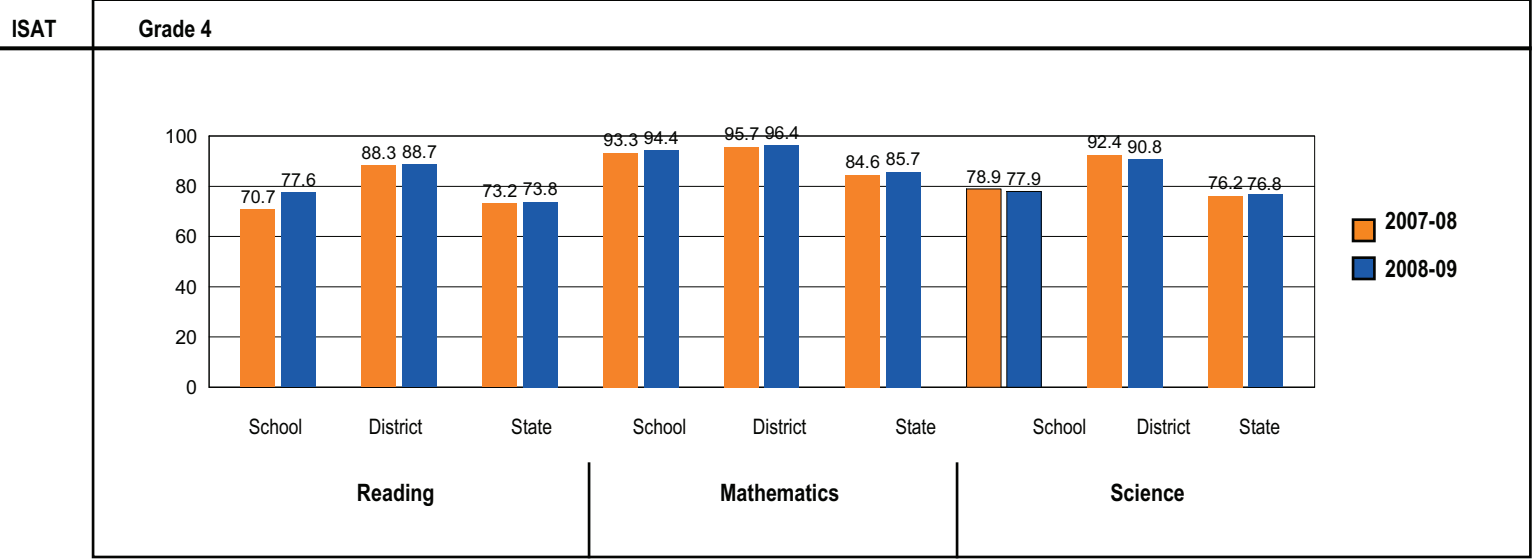
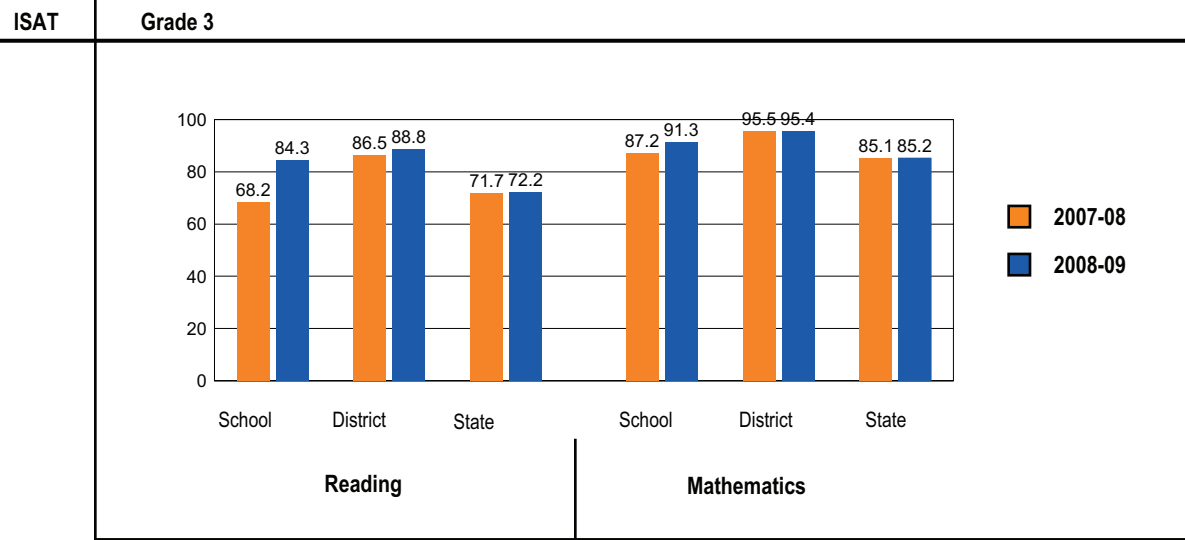
OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE



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.



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 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.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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 FOR READING AND MATHEMATICS														
		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	264	128	136	89	20	131	3	1	20	96	0	51	144
	Reading	0.0	0.0	0.0	0.0	0.0	0.0			0.00	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0			0.00	0.0		0.0	0.0
District	*Enrollment	7,088	3,632	3,456	5,328	486	726	329	1	218	548	0	1,057	1,502
	Reading	0.1	0.1	0.1	0.1	0.0	0.3	0.0		0.0	0.2		0.1	0.2
	Mathematics	0.1	0.1	0.1	0.1	0.0	0.3	0.0		0.0	0.2		0.1	0.2
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		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	103	45	58	30	9	51	1	0	12	32	0	26	58
	Science	0.0	0.0	0.0	0.0		0.0			0.0	0.0		0.0	0.0
District	Enrollment	3,071	1,591	1,480	2,335	198	305	152	0	81	196	0	464	624
	Science	0.1	0.2	0.1	0.1	0.0	0.7	0.0		0.0	0.5		0.2	0.3
State	Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

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	1.4	14.3	58.6	25.7	1.4	7.2	49.3	42.0
District	1.4	9.8	41.6	47.2	0.6	4.0	28.8	66.7
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	3.3	16.7	60.0	20.0	0.0	10.0	53.3	36.7
	District	1.9	12.4	40.4	45.4	0.6	2.9	28.4	68.1
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	0.0	12.5	57.5	30.0	2.6	5.1	46.2	46.2
	District	0.8	7.2	42.8	49.2	0.6	5.1	29.1	65.2
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	0.0	65.2	34.8	0.0	0.0	45.5	54.5
	District	0.3	6.3	37.1	56.3	0.3	1.4	22.3	76.0
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School								
	District	1.5	27.9	54.4	16.2	1.5	13.2	61.8	23.5
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School	2.6	26.3	55.3	15.8	2.6	13.2	55.3	28.9
	District	5.1	26.3	55.6	13.1	1.0	11.0	52.0	36.0
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District	8.3	4.2	54.2	33.3	4.0	10.0	24.0	62.0
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District	2.2	6.5	47.8	43.5	0.0	6.5	32.6	60.9
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

Grade 3 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	3.3	33.3	56.7	6.7	3.3	10.0	63.3	23.3
District	7.8	27.8	56.5	7.8	2.5	14.3	51.3	31.9
State	10.4	46.2	38.4	5.0	6.0	20.8	53.3	19.9

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	2.8	16.7	66.7	13.9	0.0	11.4	60.0	28.6
	District	5.2	22.9	52.9	19.0	0.9	11.8	50.9	36.3
	State	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible	School	0.0	11.8	50.0	38.2	2.9	2.9	38.2	55.9
	District	0.3	6.2	38.4	55.2	0.5	1.7	22.5	75.3
	State	1.7	12.4	46.5	39.3	0.9	5.1	37.2	56.8

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	22.4	49.4	28.2	0.0	5.6	59.6	34.8	0.0	22.1	54.7	23.3
District	0.2	11.1	37.4	51.4	0.1	3.5	44.0	52.4	0.2	8.9	51.6	39.3
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	23.7	39.5	36.8	0.0	7.5	52.5	40.0	0.0	20.5	48.7	30.8
	District	0.4	11.0	40.8	47.7	0.2	2.6	41.2	56.0	0.4	7.9	49.7	42.0
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	0.0	21.3	57.4	21.3	0.0	4.1	65.3	30.6	0.0	23.4	59.6	17.0
	District	0.0	11.1	33.8	55.0	0.0	4.4	46.9	48.7	0.0	10.0	53.5	36.4
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

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	0.0	50.0	50.0	0.0	0.0	33.3	66.7	0.0	3.8	53.8	42.3
	District	0.1	5.7	33.9	60.2	0.1	2.1	37.7	60.1	0.3	3.7	49.7	46.3
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School	0.0	34.5	58.2	7.3	0.0	12.7	74.5	12.7	0.0	32.7	61.5	5.8
	District	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
	State	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
Hispanic	School	0.0	32.5	52.5	15.0	0.0	7.1	78.6	14.3	0.0	32.5	57.5	10.0
	District	1.0	34.0	49.0	16.0	0.0	8.8	69.6	21.6	0.0	29.8	58.5	11.7
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School												
	District	0.0	9.5	35.7	54.8	0.0	2.4	33.3	64.3	0.0	7.1	57.1	35.7
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School	0.0	20.0	30.0	50.0	0.0	9.1	36.4	54.5	0.0	18.2	36.4	45.5
	District	0.0	14.0	39.5	46.5	0.0	2.3	54.5	43.2	0.0	16.7	47.6	35.7
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	41.4	55.2	3.4	0.0	9.7	87.1	3.2	0.0	36.7	63.3	0.0
District	0.0	44.4	53.5	2.0	0.0	11.9	78.2	9.9	1.1	31.5	64.1	3.3
State	4.4	56.3	34.7	4.6	2.6	29.1	60.8	7.5	8.8	43.2	45.9	2.2

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	45.5	27.3	27.3	0.0	16.7	50.0	33.3	0.0	38.5	38.5	23.1
	District	1.5	28.7	41.9	27.9	0.7	9.6	57.4	32.4	0.8	20.8	53.1	25.4
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	School	0.0	18.9	52.7	28.4	0.0	3.9	61.0	35.1	0.0	19.2	57.5	23.3
	District	0.0	8.0	36.6	55.4	0.0	2.4	41.7	55.9	0.1	6.9	51.3	41.6
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

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	34.0	53.2	12.8	0.0	8.0	76.0	16.0	0.0	33.3	58.3	8.3
	District	0.5	34.7	47.7	17.1	0.5	11.4	66.7	21.4	0.5	29.3	59.7	10.5
	State	2.5	38.2	46.3	12.9	2.0	21.3	64.0	12.6	5.6	32.4	56.1	5.9
Not Eligible	School	0.0	7.9	44.7	47.4	0.0	2.6	38.5	59.0	0.0	7.9	50.0	42.1
	District	0.1	4.6	34.5	60.8	0.0	1.2	37.7	61.0	0.1	3.3	49.4	47.2
	State	0.4	12.9	45.6	41.1	0.4	5.8	52.9	40.9	0.8	9.2	61.9	28.1

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	18.8	57.5	23.8	0.0	7.3	76.8	15.9
District	0.1	12.0	43.2	44.7	0.1	6.9	58.8	34.2
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	20.0	51.1	28.9	0.0	6.5	71.7	21.7
	District	0.2	13.8	43.1	42.9	0.2	6.9	57.2	35.6
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.0	17.1	65.7	17.1	0.0	8.3	83.3	8.3
	District	0.0	10.3	43.3	46.4	0.0	6.9	60.3	32.8
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	3.2	51.6	45.2	0.0	6.3	56.3	37.5
	District	0.0	6.5	40.2	53.3	0.1	3.1	56.5	40.3
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School								
	District	0.0	32.8	64.1	3.1	0.0	32.8	60.9	6.3
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School	0.0	27.0	64.9	8.1	0.0	2.6	97.4	0.0
	District	0.0	33.7	54.7	11.6	0.0	13.5	82.3	4.2
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School								
	District	2.5	22.5	35.0	40.0	0.0	17.1	43.9	39.0
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	District	0.0	13.9	41.7	44.4	0.0	5.4	54.1	40.5
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

Grade 5 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	30.0	60.0	10.0	0.0	6.5	93.5	0.0
District	1.1	45.6	48.9	4.4	0.0	20.7	76.1	3.3
State	1.4	65.2	30.4	3.0	0.6	41.2	55.1	3.1

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	0.0	60.0	40.0	0.0	0.0	90.0	10.0
	District	0.0	37.5	39.2	23.3	0.8	25.2	58.0	16.0
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	School	0.0	21.4	57.1	21.4	0.0	8.3	75.0	16.7
	District	0.1	8.3	43.8	47.8	0.0	4.2	58.9	36.8
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	31.8	63.6	4.5	0.0	11.1	86.7	2.2
	District	0.5	36.4	56.1	7.1	0.0	22.5	69.0	8.5
	State	0.8	40.6	46.7	11.9	0.5	27.5	65.5	6.4
Not Eligible	School	0.0	2.8	50.0	47.2	0.0	2.7	64.9	32.4
	District	0.0	5.5	39.8	54.7	0.1	2.7	56.0	41.1
	State	0.1	13.6	48.4	37.8	0.1	8.6	66.7	24.7

ILLINOIS ALTERNATE ASSESSMENT (IAA)

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. The table below presents the percentages of student scores in each of four performance levels.

- Level 1 -- Entry - Students do not demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards.
- Level 2 --Foundational - Students demonstrate emerging knowledge and skills in the subject as linked to the Illinois Learning Standards. Students exhibit an ability to reproduce knowledge and skills.
- Level 3 -- Satisfactory - Students demonstrate basic knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit an ability to associate their knowledge and skills.
- Level 4 -- Mastery - Students demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit the ability to apply their knowledge and skills.

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	8.3	0.0	25.0	66.7	0.0	8.3	25.0	66.7	0.0	8.3	0.0	91.7
District	12.9	0.0	29.0	58.1	3.2	3.2	22.6	71.0	3.2	9.7	6.5	80.6
State	20.7	20.0	34.7	24.6	16.9	17.9	35.5	29.7	15.3	17.8	26.1	40.8

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School												
	District	11.8	0.0	23.5	64.7	5.9	0.0	17.6	76.5	5.9	11.8	5.9	76.5
	State	21.5	20.1	33.8	24.6	17.4	17.6	33.6	31.5	15.8	18.3	24.4	41.4
Female	School												
	District	14.3	0.0	35.7	50.0	0.0	7.1	28.6	64.3	0.0	7.1	7.1	85.7
	State	19.0	19.9	36.7	24.5	16.0	18.7	39.0	26.4	14.3	16.7	29.3	39.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School												
	District	27.3	0.0	36.4	36.4	9.1	0.0	36.4	54.5	9.1	18.2	0.0	72.7
	State	18.3	19.3	35.1	27.3	14.0	17.6	37.3	31.1	12.4	17.7	26.4	43.5
Black	School												
	District												
	State	23.3	21.6	33.7	21.4	21.8	18.1	33.7	26.4	20.0	19.2	24.7	36.1
Hispanic	School												
	District	10.0	0.0	10.0	80.0	0.0	10.0	10.0	80.0	0.0	10.0	0.0	90.0
	State	22.8	19.6	34.0	23.6	18.6	18.4	33.0	30.1	17.0	16.5	25.3	41.2
Asian/Pacific Islander	School												
	District												
	State	33.8	20.0	30.8	15.4	26.2	16.9	32.3	24.6	23.1	21.5	29.2	26.2
Native American	School												
	District												
	State												
Multiracial/Ethnic	School												
	District												
	State	14.1	21.2	42.4	22.2	9.1	20.2	37.4	33.3	9.2	15.3	31.6	43.9

2009 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	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 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		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	83.0		Yes	93.8		Yes	95.7	Yes		
White	100.0	Yes	100.0	Yes	98.7		Yes	98.8		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	74.1		Yes	92.6		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes	68.7		Yes	91.6		Yes				
Students with Disabilities	100.0	Yes	100.0	Yes										
Economically Disadvantaged	100.0	Yes	100.0	Yes	74.1		Yes	91.5		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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% 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 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% 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

The 2009 ISAT data indicates a need for continued focus on vocabulary. In 2009, vocabulary scores rose closer to the District 200 average. We believe this is a direct result of increased familiarity and focus on ISAT Assessment Frameworks and increase student study of these skills. There is also a need to focus on Reading Comprehension as it pertains to ISAT. Not only is there a large discrepancy between the scores at Johnson compared to District 200 averages, but it is also the most heavily weighted sub-test on the ISAT each year. ISAT Reading data also indicates a need to significantly change Johnson's bilingual program to better serve its bilingual population. This restructuring will result in increased ISAT scores for the Hispanic and LEP subgroups.

We will continue to focus this year on the three sub-groups at Johnson that are at risk for not meeting or exceeding standards in Reading: Low Social Economic Status (SES), Hispanic and Limited English Proficient (LEP). Although these groups met standards last year, however, these subgroups are all within a few percentage points of meeting standards under this current year's new 77.5% benchmark. All students receiving intervention services in reading and math are progress monitored. Every student in the classroom not currently receiving interventions is being reviewed to see if interventions are needed.

All three of these subgroups performed well above this current year's 77.5% benchmark based on last year's ISAT scores in Mathematics.

Rationale for Target Selection

Our goals were generated as our staff analyzed data gathered from 2009 state test scores. After analyzing our data, a team of Johnson staff consisting of the principal, assistant principal, curriculum leader, reading specialist, regular education teachers, special education teachers, and LEP teachers met to set the goals for the 2009-10 school year.

Strategies for Improvement

The goal for Clifford Johnson School is 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 an after school reading intervention program, in which, struggling students will benefit from targeted instruction in small groups. Students will also spend valuable time with adult volunteers while practicing reading comprehension strategies.
- Restructuring the Self Sustained Reading (SSR) program at Johnson so that students will learn continue to utilize this block of time for a clear focus on reading strategies
- Redefine the role of the Reading Specialist so that she will push in to more classrooms in an effort to model good reading instruction.

In math, we will accomplish this goal by:

- Engage students in conceptual/inquiry-based math practices
- Put an increased instructional focus in student understanding of number sense and measurement, two areas that test results have shown a need for improvement
- Continue to utilize the FASTTMATH computer based program which is used to assist struggling students with computation skills.

Professional Development Opportunities

In October, professional development will focus on the restructuring of the SSR reading block. In January, professional development will focus on the integration of technology and mathematics to train teachers how to teach conceptual/inquiry based lessons. In March, the SIP team will provide professional development on a program called "Secret Stories" which has a strong emphasis on comprehension and fluency.