

**Roosevelt Elem School**  
**Peru ESD 124**  
**Peru, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : K 1 2**

State and federal laws require public school districts to release report cards to the public each year.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

**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
<b>School</b>	84.2	1.4	6.7	2.8	0.4	4.6	32.0	5.3		0.0	14.9	96.2	284
<b>District</b>	84.9	1.2	8.3	1.7	0.5	3.3	30.9	2.7		0.1	10.0	96.2	927
<b>State</b>	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

**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
<b>School</b>	100.0
<b>District</b>	100.0
<b>State</b>	96.8

**STUDENT-TO-STAFF RATIOS**

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	--	--	--	--
<b>District</b>	15.9		11.7	231.8
<b>State</b>	18.3		13.5	211.6

\* 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
<b>School</b>	17.4	19.0	18.0							
<b>District</b>	17.4	19.0	18.0							
<b>State</b>	20.5	21.0	21.1							

**TEACHER INFORMATION** (Full-Time Equivalents)

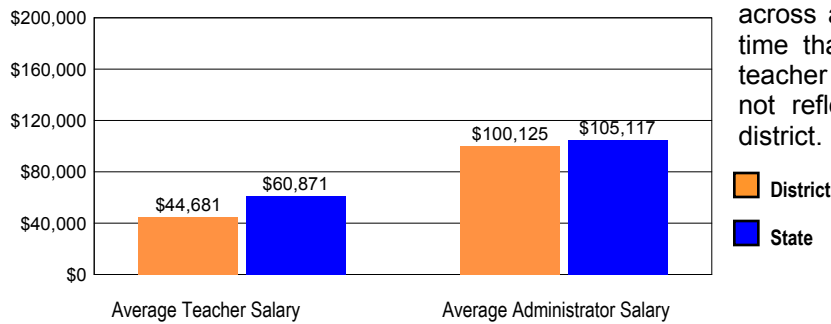
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	100.0	0.0	0.0	0.0	0.0	11.3	88.7	71
<b>State</b>	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	68.8	31.2	0.0	0.0
State	12.4	46.7	53.2	0.7	0.7

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

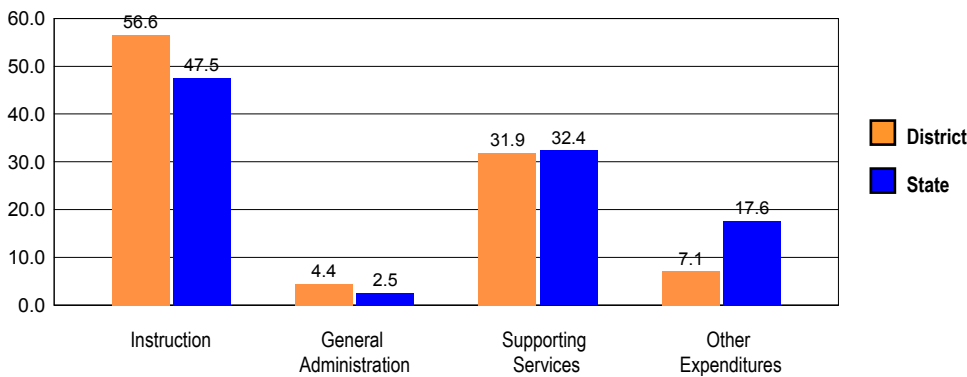
## SCHOOL DISTRICT FINANCES

### 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 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$5,049,134	60.7	57.6	Education	\$5,980,076	79.8	72.6
Other Local Funding	\$580,806	7.0	7.3	Operations & Maintenance	\$999,114	13.3	8.5
General State Aid	\$1,475,506	17.7	18.1	Transportation	\$261,872	3.5	3.9
Other State Funding	\$621,599	7.5	9.7	Bond and Interest	\$56,019	0.7	6.7
Federal Funding	\$592,320	7.1	7.3	Rent	\$0	0.0	0.0
TOTAL	\$8,319,365			Municipal Retirement/ Social Security	\$190,201	2.5	1.8
				Fire Prevention & Safety	\$2,100	0.0	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	5.6
				TOTAL	\$7,489,382		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$165,908	3.10	\$4,716	\$7,722
State	**	**	\$5,808	\$9,907

\*\* 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.

## 2008 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	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 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
<b>State AYP Minimum Target</b>	95.0		95.0		62.5			62.5			90.0		75.0	
<b>All</b>	100.0	Yes	100.0	Yes	79.1		Yes	91.9		Yes	96.2	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	83.3		Yes	94.4		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>														

**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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2007.

\*\* Safe Harbor Targets of 62.5% 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.

## 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.

### AREAS OF SUCCESSES AND IMPROVEMENT ROOSEVELT SCHOOL 2008

TEACHING AND LEARNING	
SUCCESSES	AREAS OF IMPROVEMENT
<p>A variety of assistance for students who are struggling academically:</p> <ul style="list-style-type: none"> <li>• Reading Recovery</li> <li>• Title I Reading Services</li> <li>• Social Work Assistance</li> <li>• Bilingual Aide</li> <li>• Project Success after school program for 2<sup>nd</sup> grade students who struggle to complete homework</li> <li>• Teacher aides who work with identified students in areas of weakness</li> <li>• Small Special Education Caseloads at K-2</li> </ul> <p>Developmental PreSchool Program</p> <p>Highly Qualified classroom teachers, Special education teachers, special area Teachers and paraprofessionals.</p> <p>Technology:</p> <ul style="list-style-type: none"> <li>• 25 station computer lab</li> <li>• Portable Lap-top and LCD projector for classroom projects</li> <li>• Digital cameras and video camera for classroom use</li> <li>• Variety of educational software</li> <li>• Variety of web subscriptions that help teachers and offer academic support as well.</li> </ul> <p>PeaceBuilders reinforces positive student behavior and character education.</p>	<p>Professional Development in the following areas:</p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Guided reading instructional techniques</li> <li>• Serving small populations of English Language Learners</li> </ul> <p>Servicing students that need enrichment</p> <p>Preschool for At-Risk students</p>

STUDENT LEARNING, PROGRESS AND ACHIEVEMENT	
SUCCESSSES	AREAS OF IMPROVEMENT
<p>The new Kindergarten Standards are implemented into lesson plans weekly and used in curriculum maps.</p> <p>The Kindergarten Pre-screening instrument was modified to align better with the Kindergarten Standards and to give the teachers useful information in order to address student needs.</p> <p>Assessment: We are in our first year of using AIMSweb as our universal screening instrument in K-2. The benchmarks will assist classroom teachers in addressing academic needs in the classroom. The progress monitoring component will be used to determine if appropriate interventions are successful.</p> <p>Reading</p> <ul style="list-style-type: none"> <li>• All Grade Levels are above state averages in Reading Scores</li> <li>• Guided Reading implemented</li> <li>• New Accelerated Reader web-based program provides incentives to students and allows them to test on any book in the system</li> <li>• Students are checking more books out during library time</li> <li>• Lots of hands-on learning centers rather than paper/pencil activities</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• ISAT scores are significantly above the state averages</li> <li>• Many manipulatives and hands-on activities incorporated into the curriculum</li> </ul>	<p>The use of the Curriculum Mapping software to facilitate identification of curricular gaps and redundancies.</p> <p>All teachers become familiar with the RtI Model and the three Tiers of Intervention.</p> <p>Research and implement appropriate Tier 3 intervention services to students prior to referring them to special education.</p> <p>We are in our 2<sup>nd</sup> Year with the Reading Curriculum Committee that will research the most appropriate language arts/reading curriculum to meet the needs of <u>all</u> students.</p> <p>Professional development for teachers on Guided Reading and Balanced Literacy. More on-site visits to area schools so that teachers can see Guided Reading in action and make adjustments to their management and implementation of this instructional practice.</p>

LEARNING COMMUNITY	
SUCCESSSES	AREAS OF IMPROVEMENT
<p>Parent Communication</p> <ul style="list-style-type: none"> <li>• Newsletter sent out twice a month and posted on the school website</li> <li>• Progress Reports</li> <li>• Parents are surveyed yearly on ways to improve our school</li> <li>• Many parent volunteers and helpers in the classrooms</li> </ul> <p>Student Safety Emphasized</p> <ul style="list-style-type: none"> <li>• Building Locked</li> <li>• All Staff trained in CPI</li> <li>• Crisis Plan updated and Code Drills practiced</li> <li>• Intercoms in all classrooms</li> <li>• PeaceBuilder Program is successful and compliments the learning environment</li> </ul> <p>Staff Leadership Teams Identified</p> <ul style="list-style-type: none"> <li>• Curriculum Mapping</li> <li>• Assessment Committee</li> <li>• Reading Curriculum Committee</li> <li>• Crisis Prevention Team</li> </ul> <p>“Parents As Partners” Literacy Night held to involve the parents in learning about the important skills their children need to have in order to be a successful reader.</p> <p>Clearly Identified District and School Mission</p> <p>Staff takes advantage of professional growth opportunities to improve instruction</p> <p>Strong Parent Teacher Club (PTC) which supports students, staff and administration</p>	<p>Continue to learn how to use the new student management system and the teacher grade book to the maximum benefit of teachers (<i>Teacher Ease</i>).</p> <p>Parent Involvement:</p> <ul style="list-style-type: none"> <li>• Host a Family I Math Night which parents and students are invited to participate in a variety of hands-on math activities.</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>• Utilize the new district website to communicate with the parents and send them timely information via home email addresses.</li> <li>• Teachers use their own website to communicate with parents what is happening in their classroom.</li> </ul>