

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.

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 | 83.7 | 1.7 | 8.8 | 2.4 | 0.3 | 3.1 | 32.5 | 4.7 | | 0.0 | 13.4 | 95.7 | 295 |
| District | 84.6 | 1.7 | 8.8 | 1.8 | 0.4 | 2.7 | 30.6 | 1.8 | | 0.0 | 11.2 | 96.1 | 935 |
| 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* | | STUDENT-TO-STAFF RATIOS | | | |
|--------------------------|---------|---------------------------------|--------------------------------|------------------------------|-------------------------|
| | Percent | Pupil- Teacher Elementary | Pupil- Teacher Secondary | Pupil- Certified Staff | Pupil- Administrator |
| School | 100.0 | -- | -- | -- | -- |
| District | 100.0 | 16.9 | | 12.2 | 233.8 |
| State | 96.1 | 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 | 19.4 | 18.2 | 19.4 | | | | | | | |
| District | 19.4 | 18.2 | 19.4 | | | | | | | |
| State | 20.9 | 21.0 | 21.3 | | | | | | | |

TEACHER INFORMATION (Full-Time Equivalents)

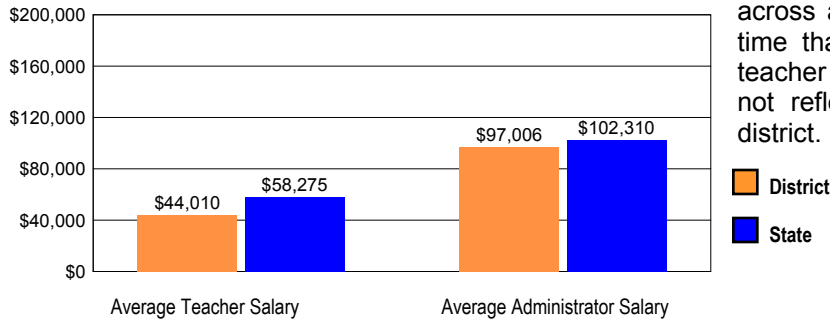
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Male | Female | Total Number |
|-----------------|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| District | 98.5 | 0.0 | 0.0 | 0.0 | 1.5 | 10.4 | 89.6 | 68 |
| 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 | -- | -- | -- | 0.0 | 0.0 |
| District | 13.4 | 70.4 | 29.6 | 0.0 | 0.0 |
| State | 12.9 | 47.6 | 52.3 | 1.5 | 3.2 |

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

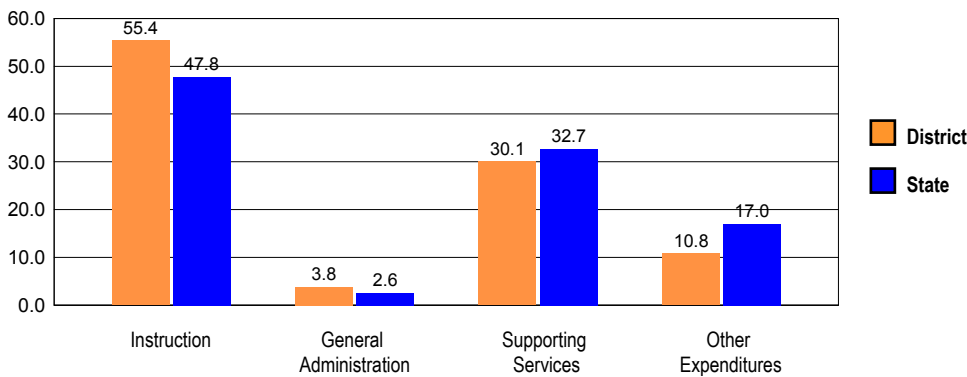
SCHOOL DISTRICT FINANCES

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 2005-06 (Percentages)



| REVENUE BY SOURCE 2005-06 | | | | EXPENDITURE BY FUND 2005-06 | | | |
|---------------------------|-------------|------------|---------|---|-------------|------------|---------|
| | District | District % | State % | | District | District % | State % |
| Local Property Taxes | \$4,730,671 | 65.8 | 58.8 | Education | \$5,595,358 | 77.7 | 73.0 |
| Other Local Funding | \$491,593 | 6.8 | 6.0 | Operations & Maintenance | \$868,582 | 12.1 | 8.6 |
| General State Aid | \$1,101,376 | 15.3 | 18.2 | Transportation | \$268,769 | 3.7 | 3.9 |
| Other State Funding | \$473,730 | 6.6 | 9.3 | Bond and Interest | \$56,903 | 0.8 | 6.2 |
| Federal Funding | \$395,185 | 5.5 | 7.7 | Rent | \$0 | 0.0 | 0.0 |
| TOTAL | \$7,192,555 | | | Municipal Retirement/ Social Security | \$180,715 | 2.5 | 1.8 |
| | | | | Fire Prevention & Safety | \$230,639 | 3.2 | 1.1 |
| | | | | Site & Construction/ Capital Improvement | \$0 | 0.0 | 5.4 |
| | | | | TOTAL | \$7,200,966 | | |

| 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 | \$152,753 | 3.10 | \$4,461 | \$7,168 |
| 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.

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 | 80.8 | | Yes | 88.9 | | Yes | 95.7 | Yes | | |
| White | 100.0 | Yes | 100.0 | Yes | 84.9 | | Yes | 90.7 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Economically Disadvantaged | | | | | | | | | | | | | | |

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.

**AREAS OF SUCCESSES AND IMPROVEMENT
ROOSEVELT SCHOOL**

| 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"> • Reading Recovery • Title I Reading Services • Social Work Assistance • Bilingual Aide • Certified teachers working with ESL students • Teacher aides who work with identified students in areas of weakness <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"> • 25 station computer lab • Portable Lap-top and LCD projector for classroom projects • Digital cameras and video camera for classroom use • Variety of educational software • Variety of web subscriptions that help teachers and offer academic support as well | <p>Professional Development in the following areas:</p> <ul style="list-style-type: none"> • Differentiation • Guided reading instructional techniques • Serving small populations of English Language Learners <p>Servicing students that need enrichment</p> <p>Offering “after school help” to those students who struggle with homework completion</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>ISEL Assessment – Grades 1-2</p> <ul style="list-style-type: none"> • Provides immediate feedback to teachers so that classroom instruction can be adjusted • Allows identification of students who need curriculum to be differentiated <p>Reading</p> <ul style="list-style-type: none"> • All Grade Levels are above state averages in Reading Scores • 2nd grade Accelerated Reader program provides incentives to students and get lots of books in their hands • Students are checking more books out during library time • Lots of hands-on learning centers rather than paper/pencil activities <p>Math</p> <ul style="list-style-type: none"> • ISAT scores are significantly above the state averages • Many manipulatives and hands-on activities incorporated into the curriculum | <p>Research the possibility of using the MAP Assessment for Primary (K-2) so that we are consistent across the district on our assessment component</p> <p>The use of the Curriculum Mapping software to facilitate identification of curricular gaps and redundancies</p> <p>Kindergarten Pre-screening instrument needs to be modified to fit the current report card and give the teachers the needed information</p> <p>All teachers become familiar with the Rtl 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>Form a Reading Curriculum Committee that will read research that will lead us to the most appropriate language arts/reading curriculum to meet the needs of <u>all</u> students</p> |

| LEARNING COMMUNITY | |
|--|---|
| SUCSESSES | AREAS OF IMPROVEMENT |
| <p>Parent Communication</p> <ul style="list-style-type: none"> • Newsletter sent out twice a month and posted on the school website • Progress Reports • Parents are surveyed yearly on ways to improve our school • Many parent volunteers and helpers in the classrooms <p>Student Safety Emphasized</p> <ul style="list-style-type: none"> • Building Locked • All Staff trained in CPI • Crisis Plan updated and Code Drills practiced • Intercoms in all classrooms • PeaceBuilder Program is successful and compliments the learning environment <p>Staff Leadership Teams Identified</p> <ul style="list-style-type: none"> • Curriculum Mapping • Assessment Committee • Reading Curriculum Committee • RtI/FLEX Committee <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>New Student Management Program (INOW) not functioning properly.</p> <p>Parent Involvement:</p> <ul style="list-style-type: none"> • Host a Title I Parent Night which will involve the parents in learning about the important skills their students need to have in order to be a successful reader • Host a Family Math Night which parents and students are invited to participate in a variety of hands-on math activities |