

ROOSEVELT ELEM SCHOOL
PERU ESD 124
PERU, ILLINOIS
GRADES : K 1 2



ILLINOIS
SCHOOL
REPORT
CARD

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	85.8	2.3	7.1	2.3	0.3	2.3	28.7	2.6		0.0	11.4	96.3	310
District	87.3	1.9	7.3	1.9	0.3	1.2	27.8	1.2		0.1	10.1	96.3	939
State	55.7	19.9	18.7	3.8	0.2	1.8	40.0	6.6		2.2	16.0	94.0	2,075,277

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	100.0
State	96.6

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	17.5		12.9	234.8
State	19.1		13.9	221.9

* 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	19.8	19.4	21.6							
District	19.8	19.4	21.6							
State	20.9	21.5	21.6							

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	10.8	89.2	65
State	84.9	9.2	4.6	1.2	0.2	23.1	76.9	127,010

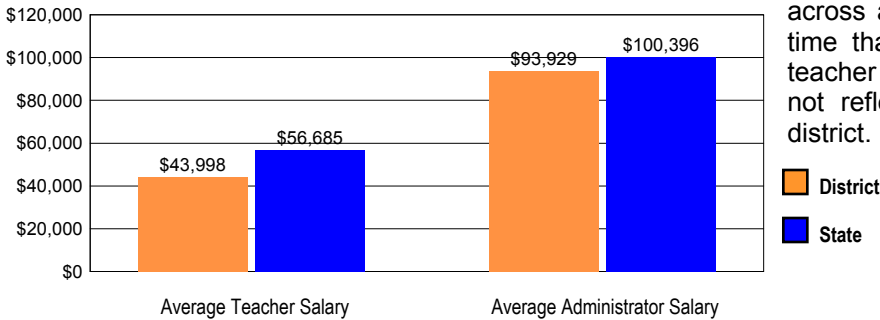
TEACHER INFORMATION (Continued)

	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	15.0	66.5	33.5	0.0	0.0
State	13.0	49.3	50.6	1.6	1.4

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

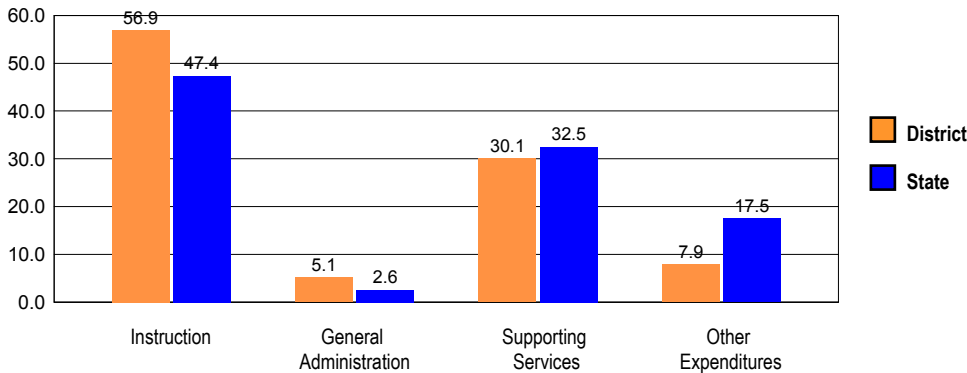
SCHOOL DISTRICT FINANCES

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 2004-05 (Percentages)



REVENUE BY SOURCE 2004-05				EXPENDITURE BY FUND 2004-05			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$4,517,114	65.7	58.2	Education	\$5,432,928	78.6	72.2
Other Local Funding	\$352,231	5.1	5.1	Operations & Maintenance	\$844,283	12.2	8.4
General State Aid	\$1,040,340	15.1	18.5	Transportation	\$323,247	4.7	3.6
Other State Funding	\$491,127	7.1	10.1	Bond and Interest	\$78,727	1.1	6.6
Federal Funding	\$479,396	7.0	8.1	Rent	\$0	0.0	0.0
TOTAL	\$6,880,208			Municipal Retirement/ Social Security	\$218,140	3.2	1.7
				Fire Prevention & Safety	\$19,057	0.3	1.1
				Site & Construction/ Capital Improvement	\$0	0.0	6.5
				TOTAL	\$6,916,382		

OTHER FINANCIAL INDICATORS				
	2003 Equalized Assessed Valuation per Pupil	2003 Total School Tax Rate per \$100	2004-05 Instructional Expenditure per Pupil	2004-05 Operating Expenditure per Pupil
District	\$161,089	3.02	\$4,633	\$7,559
State	**	**	\$5,366	\$9,099

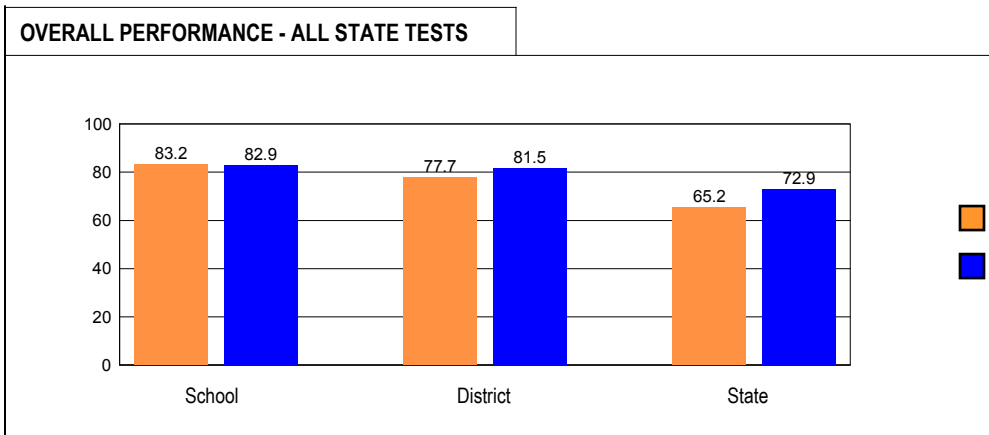
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school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

Caution: Data for 2004-05 should not be compared to data for 2005-06 because substantial changes were made to the state test in 2005-06 when testing in reading and mathematics was expanded to include all grades from grade 3 through grade 8. In 2004-05, such testing was limited only to selected grades. Although there were no changes in high school testing, data in high school report cards at the state level (and also at the district level for unit districts) are not comparable between the two years because of changes in elementary school testing mentioned above.



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.

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	105	59	46	92	2	7	2	0	2	0	0	13	31
	Reading	0.0	0.0	0.0	0.0								0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0								0.0	0.0
District	*Enrollment	731	364	367	643	13	55	13	2	5	3	0	89	202
	Reading	0.1	0.0	0.3	0.2	0.0	0.0	0.0					0.0	0.0
	Mathematics	0.1	0.0	0.3	0.2	0.0	0.0	0.0					0.0	0.0
State	*Enrollment	1,098,045	561,165	536,855	610,423	220,763	201,615	41,305	2,480	19,623	67,463	368	160,118	461,218
	Reading	0.7	0.7	0.7	0.5	1.7	0.8	0.6	1.0	1.0	0.4	1.9	1.2	1.3
	Mathematics	0.7	0.7	0.7	0.5	1.7	0.8	0.6	1.0	1.0	0.4	1.9	1.2	1.3

* Enrollment as reported during the testing windows.

ILLINOIS GRADE 2 ASSESSMENT

The following table shows the percentages of student scores in each of two performance levels: Below Standards and Meets Standards. Since this test is administered in a limited number of schools (Title I schools with grade 2 as the highest grade), district- and state-level data are not computed or reported. Data for your school are presented in the table below. Due to rounding, the sum of the percentages in the two performance levels may not always equal 100.

- Level 1 -- 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 2 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Grade 2**Grade 2 - All**

Levels	Reading		Mathematics	
	1	2	1	2
School	23.8	76.2	10.5	89.5

Grade 2 - Gender

Levels	Reading		Mathematics	
	1	2	1	2
Male School	23.7	76.3	8.5	91.5
Female School	23.9	76.1	13.0	87.0

Grade 2 - Racial/Ethnic Background

Levels	Reading		Mathematics	
	1	2	1	2
White School	25.0	75.0	9.8	90.2
Black School				
Hispanic School				
Asian/Pacific Islander School				
Native American School				
Multiracial/Ethnic School				

Grade 2 - Students with Disabilities

Levels	Reading		Mathematics	
	1	2	1	2
IEP School	46.2	53.8	30.8	69.2
Non-IEP School	20.7	79.3	7.6	92.4

Grade 2 - Economically Disadvantaged

Levels	Reading		Mathematics	
	1	2	1	2
Free/Reduced Price Lunch School	38.7	61.3	22.6	77.4
Not Eligible School	17.6	82.4	5.4	94.6

2006 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	2006-07 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2006-07 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		47.5			47.5			89.0		69.0	
All	100.0	Yes	100.0	Yes	77.7		Yes	94.7		Yes	96.3	Yes		
White	100.0	Yes	100.0	Yes	76.2		Yes	95.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

The four conditions for making Adequate Yearly Progress (AYP) are:

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 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% 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 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2005.

** Safe Harbor Targets of 47.5% 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.

(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.)

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ROOSEVELT SCHOOL MISSION STATEMENT

Our goal at Roosevelt School is to promote responsibility, encourage achievement, provide motivation, and build self-esteem in a caring, stable environment where each child has an opportunity to develop to his or her fullest potential.

2005-2006 SCHOOL IMPROVEMENT PLAN REVIEW

The data provided in this summary will highlight the strengths and improvements needed for the elementary students. Our goal at Roosevelt is to continue to strengthen the programs that have proven to be successful while implementing changes in areas that need improvement. Every year we look at ways to improve the overall educational opportunities provided for our students. Success should not be measured simply by how students score on one test.

Students at 2nd grade were given the Terra Nova Test during the spring of 2006. 100 % of our second grade students participated in the Terra Nova Test. 76% of the students met the standards in reading, while 89.5% of the 2nd graders met the standards in math. The Terra Nova Test results are not compared to other 2nd grade students in the state, so comparable data is not available.

Our scores are good, but we are always looking for ways to improve. The information from these scores helps us with the process. We are well above the standard set to achieve Adequate Yearly Progress (AYP) in all academic areas assessed. We will continue to increase the use of thematic units, hands-on learning, and higher order thinking skills in reading. We are purchasing more class sets of supplementary readers that will be used for guided reading, fluency, and listening centers. A new Phonemic Awareness Program (Heggerty) is being implemented at the kindergarten and first grade level. Professional development activities for the teachers on differentiated instructional techniques and practices are encouraged. We hired an extra Reading Recovery teacher which allows us to meet the needs of struggling readers at an early age. Local, on-going assessment is so important at this grade level. This school year, students in grades 1 and 2 were assessed using the ISEL (The Illinois Snapshot of Early Literacy) during the fall and again in the spring. This assessment is diagnostic in the sense that it allows the teachers to get to know their student's strengths and weaknesses in an effort to differentiate instruction. We get a "baseline" in the fall that then shows us how much growth the students made when they are assessed again in the spring! We also use this assessment data to target students that need a more intensive reading program to meet their needs.

In mathematics, hands-on learning is the focus when teaching students in grades K-2. Using manipulatives when teaching math assures that the children are actively engaged in their learning. Mastery of addition and subtraction facts in first and second grade is encouraged through periodic timed tests.

Technology continues to be used effectively in the classroom with teachers integrating numerous software and educational web-sites into their daily teaching. We have a 25 station computer lab that is in constant use. The Accelerated Reading program is used in 2nd grade. Students are challenged to read books at their instructional level and take computerized tests that measure their vocabulary and comprehension. Writing to Read is still used extensively in kindergarten during the second semester. This program reinforces letter/sound association and involves the students in sounding out words and beginning writing.

Learning and playing in a safe and peaceful environment is another goal at Roosevelt School. The PeaceBuilder Program continues to be utilized and reinforced daily. Teachers compliment students for their positive behavior and refer appropriately behaved students to the principal for "Principal Preferrals". These children are then honored for their hard work and are invited to a special luncheon with their parents. This not only challenges the children to become independent, responsible learners, but also involves the parents in their school life.

In closing, we look at all areas of our school searching for ways to improve on the great things that are happening already. If you have any questions about what the scores in this report mean or how they were derived, please give us a call and we will provide you with that information.