

**ROOSEVELT ELEM SCHOOL
PERU ELEM SCHOOL DISTRICT 124
PERU, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : PK 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	88.4	2.4	7.5	1.4	0.0	0.3	25.6	2.7		0.0	10.6	96.6	293
District	88.6	2.5	6.8	1.8	0.1	0.2	24.9	1.4		0.3	10.0	96.6	885
State	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6		2.2	16.1	93.9	2,062,912

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	95.7

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
21.8	20.6				
21.8	20.6				
20.9	21.5				

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
17.1		12.2	221.3
18.9		13.8	209.5

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

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	12.3	87.7	65
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

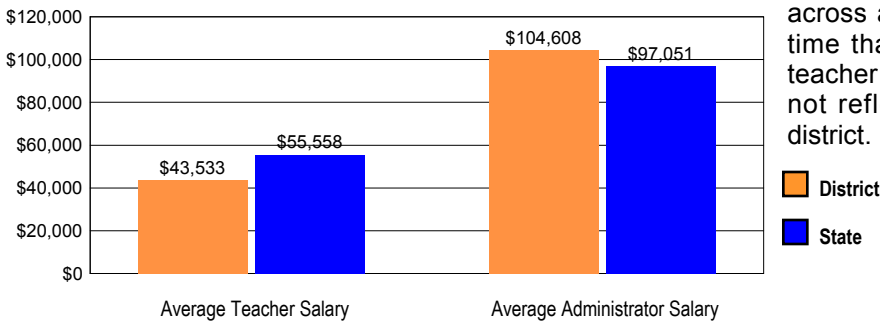
TEACHER INFORMATION (Continued)

	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	15.9	70.9	29.1	0.0	0.0
State	13.6	50.1	49.1	1.9	1.8

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

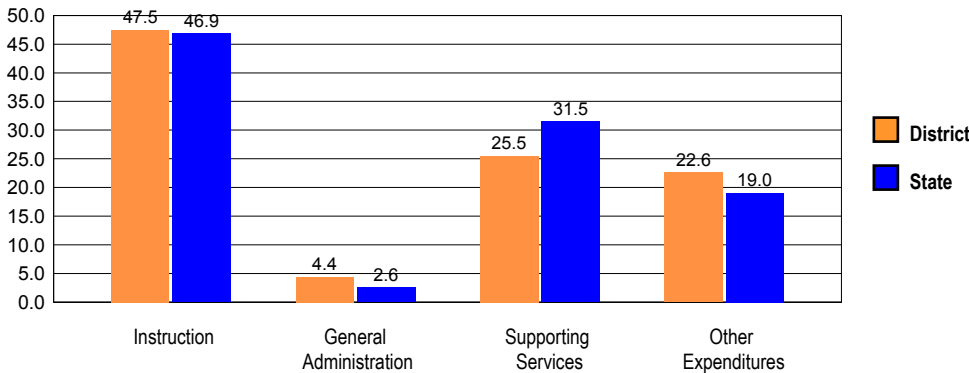
SCHOOL DISTRICT FINANCES

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 2003-04 (Percentages)



REVENUE BY SOURCE 2003-04				EXPENDITURE BY FUND 2003-04			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$4,283,087	63.0	57.0	Education	\$5,454,489	67.4	71.5
Other Local Funding	\$407,248	6.0	5.0	Operations & Maintenance	\$1,523,836	18.8	8.4
General State Aid	\$1,156,602	17.0	18.0	Transportation	\$316,174	3.9	3.6
Other State Funding	\$546,409	8.0	11.9	Bond and Interest	\$0	0.0	6.5
Federal Funding	\$410,319	6.0	8.0	Rent	\$0	0.0	0.0
TOTAL	\$6,803,665			Municipal Retirement/ Social Security	\$184,247	2.3	1.6
				Fire Prevention & Safety	\$610,064	7.5	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	7.5
				TOTAL	\$8,088,810		

OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$159,704	3.03	\$4,620	\$7,461
State	**	**	\$5,216	\$8,786

** 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.

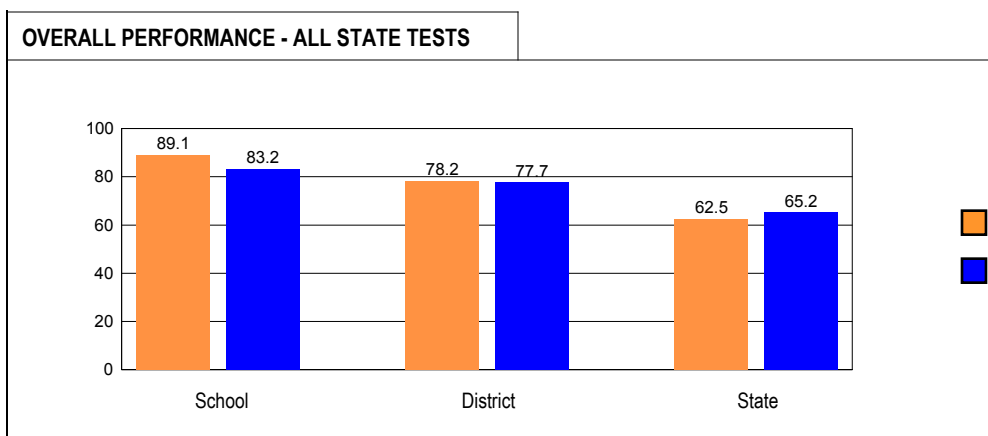
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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. These performance measures include only those test scores for the grades and subjects (reading, mathematics and science) included in your school. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.



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, 4, 5, 7, and 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 students in state-approved transitional bilingual programs. 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	98	49	49	81	2	12	1	1	1	6	0	10	27
	Reading	0.0	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	0.0
District	*Enrollment	380	186	194	327	8	35	7	2	1	6	0	47	102
	Reading	0.5	0.5	0.5	0.6		0.0						0.0	1.0
	Mathematics	0.5	0.5	0.5	0.6		0.0						0.0	1.0
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,798	43,196	194	89,769	248,030
	Reading	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
	Mathematics	0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

* Enrollment as reported by schools/districts during the testing window.

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	22.4	77.6	11.2	88.8

Grade 2 - Gender

Levels	Reading		Mathematics	
	1	2	1	2
Male School	26.5	73.5	12.2	87.8
Female School	18.4	81.6	10.2	89.8

Grade 2 - Racial/Ethnic Background

Levels	Reading		Mathematics	
	1	2	1	2
White School	19.8	80.2	9.9	90.1
Black School				
Hispanic School	33.3	66.7	8.3	91.7
Asian/Pacific Islander School				
Native American School				
Multiracial/Ethnic School				

Grade 2 - Students with Disabilities

Levels	Reading		Mathematics	
	1	2	1	2
IEP School	60.0	40.0	60.0	40.0
Non-IEP School	18.2	81.8	5.7	94.3

Grade 2 - Economically Disadvantaged

Levels	Reading		Mathematics	
	1	2	1	2
Free/Reduced Price Lunch School	44.4	55.6	29.6	70.4
Not Eligible School	14.1	85.9	4.2	95.8

2005 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	2005-06 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2005-06 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		67.0	
All	100.0	Yes	100.0	Yes	77.2		Yes	90.2		Yes	96.6	Yes		
White	100.0	Yes	100.0	Yes	80.5		Yes	90.9		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 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.***
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for non-high schools or at least 67.0% Graduation Rate for high schools

* Includes only students enrolled as of 9/30/2004.

** 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. 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 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 the differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

ROOSEVELT ELEMENTARY 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.

School Improvement Plan Review 2005-2006

The data provided in this summary will highlight the strengths and improvements needed for the elementary students.

Students at 2nd grade are given the Terra Nova Test. 78% of the students met the standards in reading, while 89% 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 goal here 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. We look at all areas of our school searching for ways to improve on the great things that are happening already!

In reading, we continue to use the McGraw Hill reading series in K-2. This series focuses on phonemic awareness, high interest literature, analytical reasoning, and integrates writing skills. Teachers integrate thematic units, seasonal units, and science and social studies into their daily reading instruction. Students who are struggling in reading are receiving appropriate remedial services with our Reading Recovery and/or Title I Reading program. During the second semester of Kindergarten, students work with a computer program titled "Writing to Read". This program reinforces what our reading series introduces as far as letter/sound association, sight words, blending, and composing creative stories. Second Grade students utilize the Accelerated Reader program that reinforces a love for literature as well as review vocabulary and comprehension. The second grade teachers are working together this year to assure that the goals, standards, and grading for this AR program is consistent among all the sections.

In mathematics, we were able to purchase many hands-on manipulatives from the Illinois Textbook Loan program. This hands-on approach to teaching math assures that the children are actively involved in their learning. Mastery of addition and subtraction facts in first and second grade are encouraged through periodic timed tests.

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. Children are challenged daily to become independent, responsible learners.

The goal as a staff is for every individual to perform to their ability. We continue to look for educationally sound ways to make this happen.

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.