

**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.

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
<b>School</b>	80.8	1.0	10.3	2.1	0.7	5.2	39.2	7.6		0.0	15.7	96.1	291
<b>District</b>	82.5	1.4	8.7	2.7	0.5	4.2	35.1	3.7		0.2	11.1	96.0	938
<b>State</b>	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
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	15.5		11.6	234.5
<b>State</b>	96.7	18.4		13.3	201.8

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

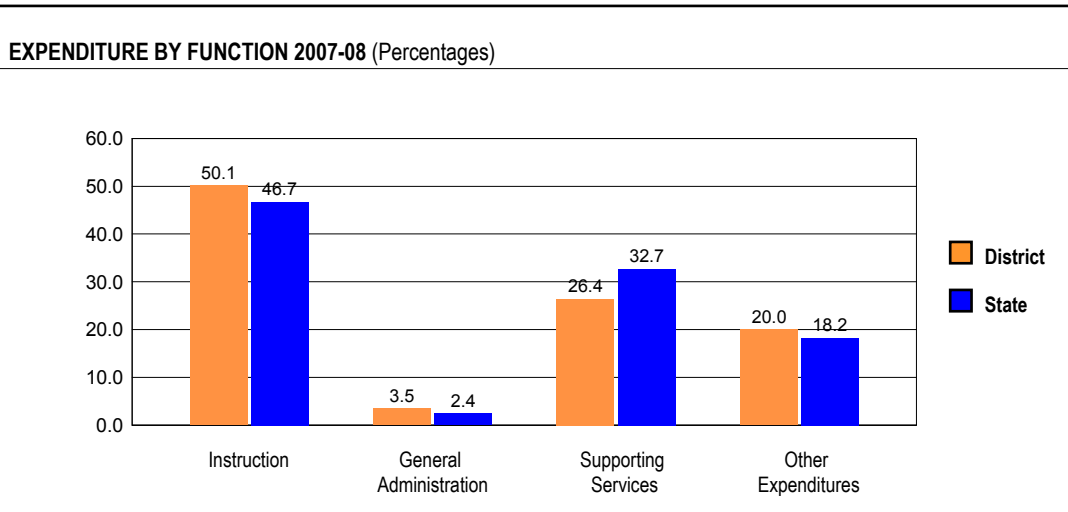
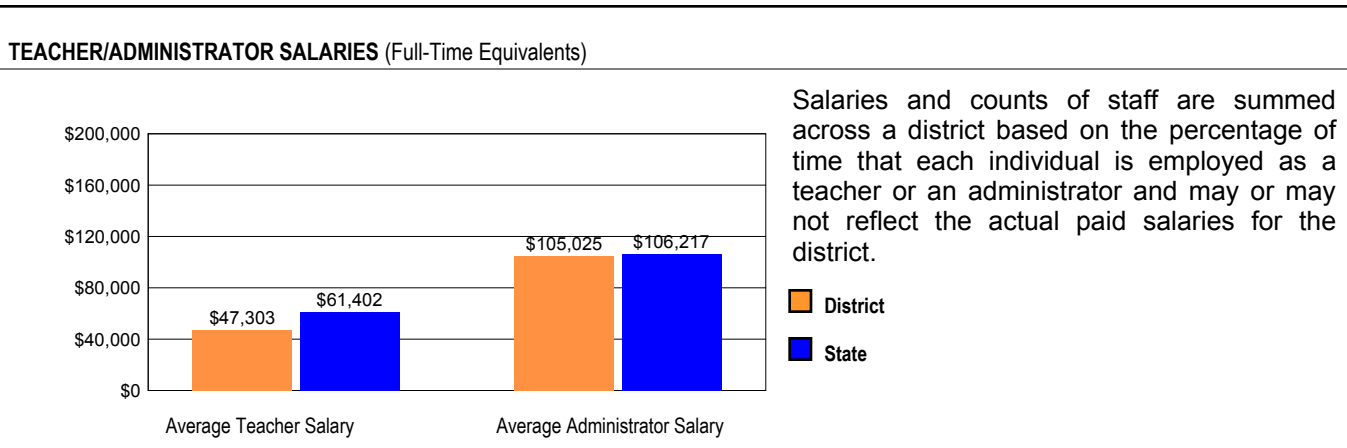
AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>	18.8	19.0	19.8							
<b>District</b>	18.8	19.0	19.8							
<b>State</b>	20.5	20.9	21.3							

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	13.8	86.2	73
<b>State</b>	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	65.5	34.5	0.0	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



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$5,447,588	63.2	58.7	Education	\$6,177,214	67.9	71.5
Other Local Funding	\$643,636	7.5	6.3	Operations & Maintenance	\$827,477	9.1	8.6
General State Aid	\$1,536,075	17.8	18.6	Transportation	\$292,755	3.2	3.9
Other State Funding	\$472,719	5.5	9.0	Bond and Interest	\$60,273	0.7	6.3
Federal Funding	\$524,477	6.1	7.4	Rent	\$0	0.0	0.0
TOTAL	\$8,624,495			Municipal Retirement/ Social Security	\$194,076	2.1	1.8
				Fire Prevention & Safety	\$7,971	0.1	0.9
				Site & Construction/ Capital Improvement	\$1,542,056	16.9	6.8
				TOTAL	\$9,101,822		

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	\$179,836	3.02	\$5,096	\$7,903
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.

## 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
<b>State AYP Minimum Target</b>	95.0		95.0		70.0			70.0			90.0		78.0	
<b>All</b>	100.0	Yes	100.0	Yes	80.2		Yes	88.4		Yes	96.1	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	81.9		Yes	87.5		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 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.

**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. Please note that while the report card is for last year's school (Roosevelt), the planned improvements are for Northview Elementary, due to the changes in grade levels at each building throughout the district.

**2009 AREAS OF SUCCESSES AND IMPROVEMENT  
ROOSEVELT/NORTHVIEW ELEMENTARY SCHOOLS**

<b>TEACHING AND LEARNING</b>	
<b>SUCCESSES</b>	<b>AREAS OF IMPROVEMENT</b>
<p>A variety of assistance for students who are struggling academically:</p> <ul style="list-style-type: none"> <li>• Reading Recovery – 3 teachers</li> <li>• Title I Reading Services</li> <li>• Social Work Assistance</li> <li>• Bilingual Aide</li> <li>• Summer School program</li> <li>• Teacher aides who work with identified students in areas of weakness</li> <li>• Problem Solving Team Approach that supports the RtI initiatives</li> </ul> <p>Developmental Preschool Program</p> <p>Newly developed Bright Futures Preschool that has a mix of “at risk” students and “non-at risk” students</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, video camera, and voice recorders 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> <li>• Individual teacher web pages</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/Balanced Literacy instructional techniques</li> <li>• Serving small populations of English Language Learners</li> </ul> <p>Servicing students that need enrichment</p> <p>More training in technology and how to utilize the teacher web pages to their fullest potential.</p>

STUDENT LEARNING, PROGRESS AND ACHIEVEMENT	
SUCCESSSES	AREAS OF IMPROVEMENT
<p>The Bright Futures Preschool and Developmental Preschool use Creative Curriculum which is aligned with the Early Learning Standards.</p> <p>Assessment: We are in our second year of using AIMSweb as our universal screening instrument in K-8. 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>• A new core reading series, Rigby's LBD is implemented by all K-5 teachers</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> <li>• Using the Early Numeracy Aimsweb Benchmarks to assess where students are</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>Professional development for teachers on Guided Reading and Balanced Literacy. More on-site visits to area schools so that teachers can see our new reading series, Rigby's <u>Literacy By Design</u>, in use.</p> <p>Continued training and use of data during Problem Solving Meetings to address the needs of students and to allow changes and modifications in teaching methods and services to students.</p> <p>Offer more intense training on specific Tier II and Tier III interventions. Focus specifically on the Lexia program and Great Leaps.</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 and phones in all classrooms</li> <li>• Classroom doors can be locked from the inside of room</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>• Curriculum Committee</li> <li>• Crisis Prevention Team</li> <li>• Technology Committee</li> <li>• Rtl Committee</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>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 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>• Involve the PreK parents in as many family nights/events as possible</li> <li>• Require one Home Visit for PreK parents</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>• Utilize the 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 about what is happening in their classroom.</li> </ul>

