

**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	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	87.9	2.0	7.7	2.3	0.0	25.8	1.3		0.0	11.0	95.8	298
<b>District</b>	87.8	2.2	7.8	2.2	0.1	25.2	2.3		0.5	11.0	96.2	876
<b>State</b>	57.7	20.8	17.7	3.6	0.2	39.0	6.7		2.1	16.8	94.2	2,060,048

**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>	96.3

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
21.4	18.0				
21.4	18.0				
21.0	21.6				

**STAFF-TO-STUDENT RATIOS**

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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16.2		12.1	219.0
19.4		14.1	208.7

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

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

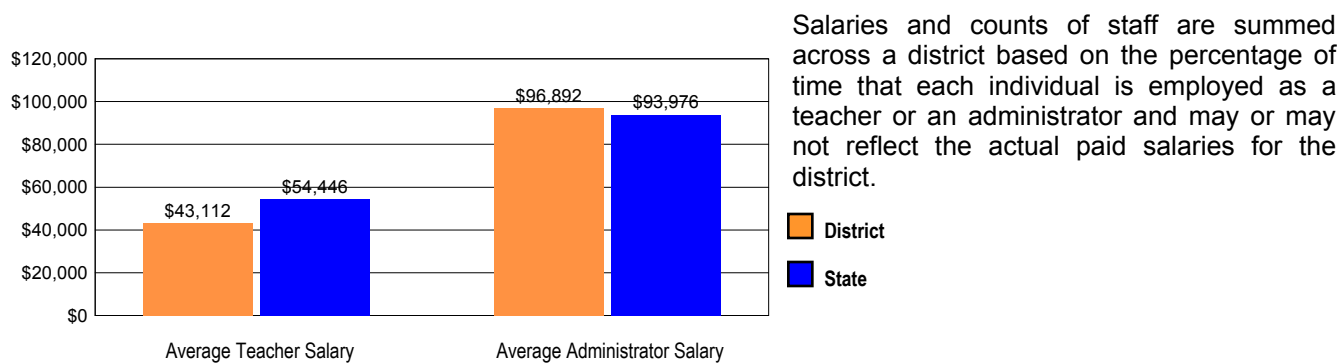
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	100.0	0.0	0.0	0.0	0.0	13.5	86.5	67
<b>State</b>	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

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	16.5	67.0	33.0	0.0	0.0
State	13.8	51.3	48.6	1.7	1.8

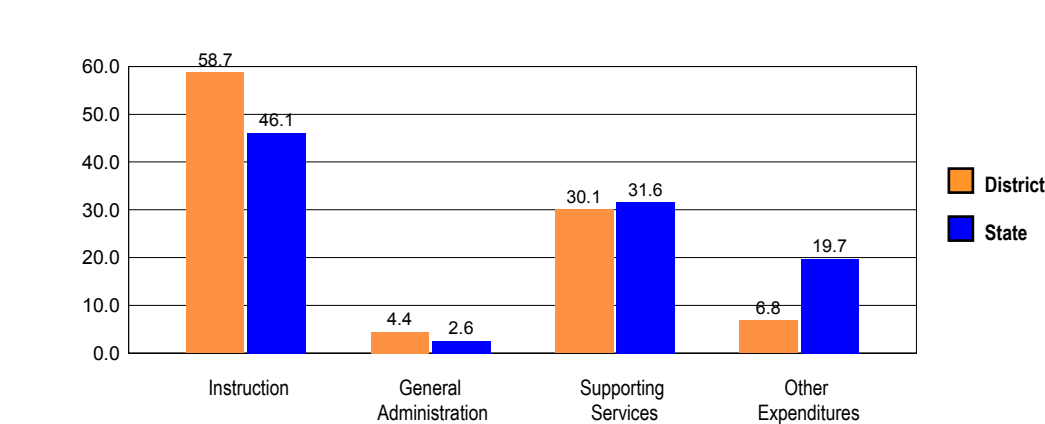
Some teacher/administrator data are not collected at the school level.

## SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



EXPENDITURE BY FUNCTION 2002-03 (Percentages)



REVENUE BY SOURCE 2002-03				EXPENDITURE BY FUND 2002-03			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$3,938,936	63.5	56.6	Education	\$4,948,288	80.1	70.1
Other Local Funding	\$386,457	6.2	5.4	Operations & Maintenance	\$768,957	12.5	8.9
General State Aid	\$1,050,072	16.9	17.9	Transportation	\$273,895	4.4	3.5
Other State Funding	\$557,471	9.0	12.1	Bond and Interest	\$0	0.0	6.0
Federal Funding	\$269,535	4.3	8.0	Rent	\$0	0.0	0.0
TOTAL	\$6,202,471			Municipal Retirement/ Social Security	\$179,596	2.9	1.5
				Fire Prevention & Safety	\$3,920	0.1	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	9.0
				TOTAL	\$6,174,656		

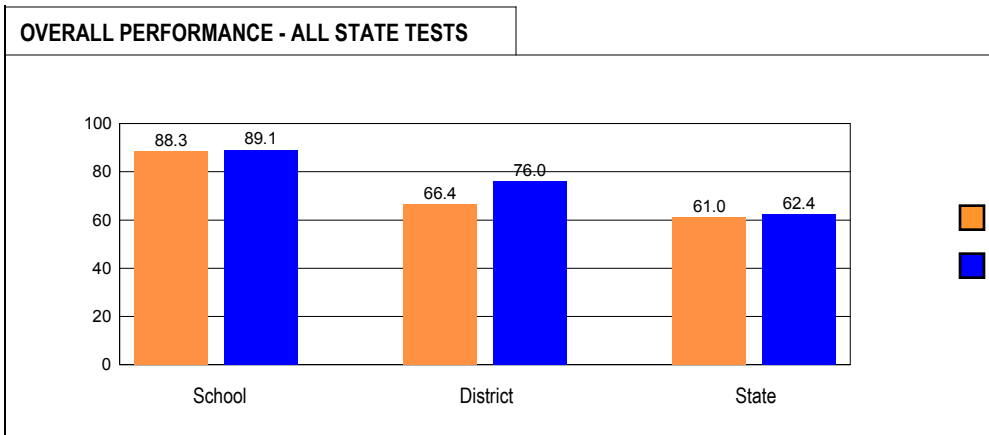
OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$145,271	2.91	\$4,192	\$6,570
State	**	**	\$5,022	\$8,482

\*\* 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 included in your school.



## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results 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	92	44	48	78	1	8	3		2	4		9	21
	Reading	0.0	0.0	0.0	0.0									0.0
	Mathematics	0.0	0.0	0.0	0.0									0.0
District	*Enrollment	384	180	204	336	7	28	11	0	2	4	0	38	88
	Reading	0.8	1.7	0.0	0.9		0.0	0.0					5.3	3.4
	Mathematics	0.8	1.7	0.0	0.9		0.0	0.0					5.3	3.4
State	*Enrollment	618,426	315,150	303,276	362,539	126,432	103,851	22,726	1,038	1,840	43,504	259	89,425	239,387
	Reading	0.9	1.0	0.8	0.4	2.2	1.2	0.6	2.2	0.7	0.9	7.3	2.4	1.4
	Mathematics	0.9	1.1	0.9	0.4	2.3	1.3	0.6	1.9	0.8	1.3	6.9	2.5	1.5

\* Enrollment on the first day of state testing.

**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	7.6	92.4	14.1	85.9

**Grade 2 - Gender**

Levels	Reading		Mathematics	
	1	2	1	2
Male School	6.8	93.2	13.6	86.4
Female School	8.3	91.7	14.6	85.4

**Grade 2 - Racial/Ethnic Background**

Levels	Reading		Mathematics	
	1	2	1	2
White School	7.7	92.3	12.8	87.2
Black School				
Hispanic School				
Asian/Pacific Islander School				
Native American School				
Multiracial/Ethnic School				

**Grade 2 - Economically Disadvantaged**

Levels	Reading		Mathematics	
	1	2	1	2
Free/Reduced Price Lunch School	19.0	81.0	33.3	66.7
Not Eligible School	4.2	95.8	8.5	91.5

## 2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
Is this School making AYP in Reading?	Yes
Is this School making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	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		40.0			40.0			89.0		66.0	
All	100.0	Yes	100.0	Yes	92.2		Yes	85.6		Yes	95.8	Yes		
White	100.0	Yes	100.0	Yes	92.2		Yes	87.0		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

### Three 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 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements\*\*\*

3. At least 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

\* Includes only students enrolled as of 9/30/03.

\*\* Safe Harbor Targets of 37% or above are not printed.

\*\*\* Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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 2004-2005**

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

Students at 2<sup>nd</sup> grade are given the Terra Nova Test. 92% of the students met the standards in reading, while 86% of the 2<sup>nd</sup> graders met the standards in math.

Our main goal at the elementary level this school year is to increase reading time and services for all students. A half-time Title I teacher was hired to address this need and she is focusing her time with the kindergarten students. Having her work with the kindergarten students allows her to evaluate and strengthen their reading skills so hopefully they will not need as much support in the later years. Part of this goal continues to be to maintain two certified Reading Recovery teachers in order to improve strategies used in teaching reading, phonics, grammar, and spelling. Team Plan Time every other month for Title I Reading and Reading Recovery is integral for the classroom teachers and the Title teachers. Our bilingual tutor works daily with ESL students in order to accelerate their academic achievement levels, especially in reading.

Another goal this school year is to stress integration of technology into the curriculum. Each grade level will work as a team to create and implement an integrated technology unit that will coincide with a theme/unit they normally teach as part of their curriculum. Classroom computers and the computer lab will be used in order to accomplish this goal. New this year is a portable LCD projector/laptop that teachers can use in their classroom as a teaching tool. This goal will give our students access to a rich, diverse, and high-quality technology-based curriculum.

The last main goal for our school this year is to continue to extend the learning community out to our parent partners. Parenting classes will continue to be offered for the second year now, with topics to include discipline, communication, stress management, and pre-readiness skills for incoming kindergarten students. With the hiring of an extra social worker within the district, home visits and working closely with local and state agencies in order to provide the best suitable living environment for all of our students will be made easier. Grandparents Tea and Parents Lunch continues to be well-attended and very well received by the local community. A Veterans Day Assembly was introduced at Roosevelt this year and very well attended by local veterans. The Parent Teacher Club (PTC) supports many field trips, assemblies, and school events. Parent volunteers assist in the classroom with individual student and teacher needs.