

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



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES : K 1 2**

State and federal laws require public school districts to release school 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
School	84.9	2.6	9.8	2.6	0.0	26.9	2.3		0.0	14.7	95.4	305
District	85.7	3.0	9.2	2.2	0.0	26.9	1.1		1.0	13.0	95.7	906
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3		1.9	16.4	94.0	2,044,539

**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*		AVERAGE CLASS SIZE (as of the first school day in May)						STAFF-TO-STUDENT RATIOS			
	Percent	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	18.8	20.6					--	--	--	--
District	100.0	18.8	20.6					17.3		12.8	226.5
State	95.9	20.6	21.3					18.4	18.2	13.8	221.1

\* 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	14.1	85.9	64
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

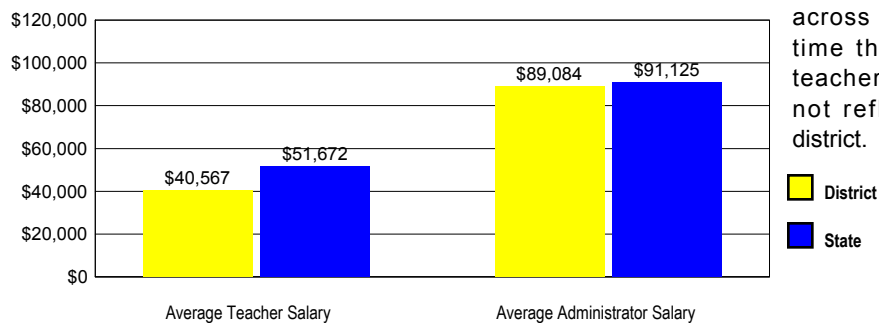
TEACHER INFORMATION ( Continued )					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	15.9	68.8	31.3	0.0	0.0
State	13.9	53.9	46.0	2.5	2.1

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

\* Data based on No Child Left Behind (NCLB) definition.

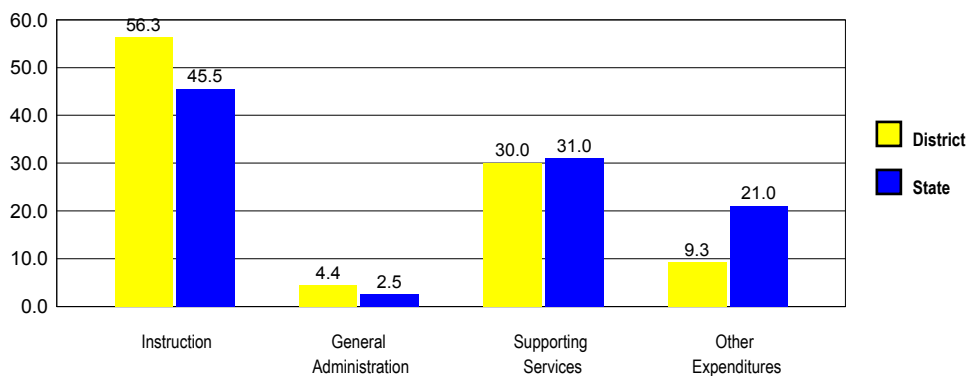
### SCHOOL DISTRICT FINANCES

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 2001-02 (Percentages)



REVENUE BY SOURCE 2001-02				EXPENDITURE BY FUND 2001-02			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$3,841,973	63.6	55.4	Education	\$4,692,238	78.6	69.7
Other Local Funding	\$484,994	8.0	6.1	Operations & Maintenance	\$790,068	13.2	8.9
General State Aid	\$1,040,815	17.2	18.7	Transportation	\$301,962	5.1	3.4
Other State Funding	\$401,867	6.6	12.5	Bond and Interest	\$240	0.0	5.7
Federal Funding	\$273,694	4.5	7.3	Rent			0.0
TOTAL	\$6,043,343			Municipal Retirement/ Social Security	\$173,683	2.9	1.5
				Fire Prevention & Safety	\$10,512	0.2	1.0
				Site & Construction/ Capital Improvement			9.8
				TOTAL	\$5,968,703		

OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$146,179	2.96	\$4,138	\$6,547
State	**	**	\$4,842	\$8,181

\*\* 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.

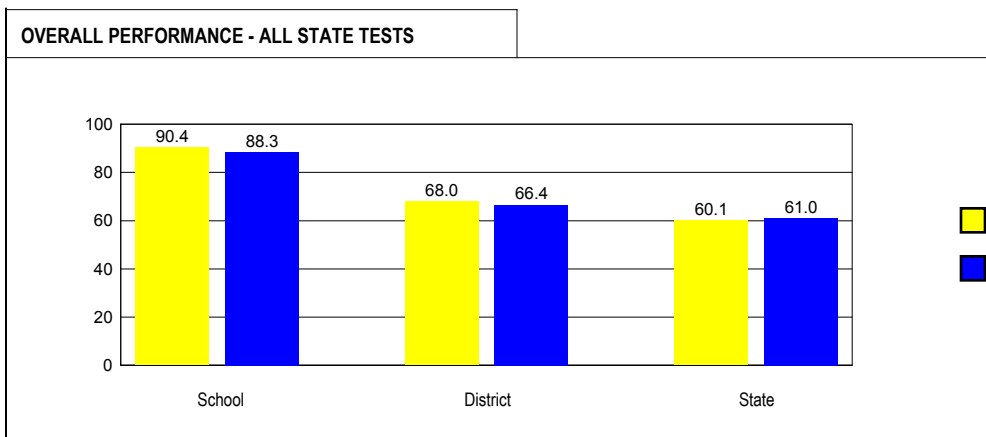
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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 or Section 504 Plan. 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. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

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				
School	*Enrollment	104	55	49	92	3	6	3	0	0	0	10	23
	Reading	1.0	1.8	0.0	0.0							0.0	13.0
	Mathematics	1.0	1.8	0.0	0.0							0.0	13.0
District	*Enrollment	420	210	210	366	11	31	11	1	6	0	50	104
	Reading	1.0	1.0	1.0	0.0	9.1	9.7	0.0				0.0	1.9
	Mathematics	1.0	1.0	1.0	0.0	9.1	9.7	0.0				0.0	1.9
State	*Enrollment	616,170	313,399	302,581	366,187	127,748	97,933	21,960	936	35,949	310	82,419	234,696
	Reading	0.4	0.4	0.5	1.4	2.6	2.0	1.2	0.0	4.1	0.0	0.0	10.4
	Mathematics	0.5	0.6	0.6	1.5	2.8	2.2	1.3	0.0	4.7	0.0	0.0	10.6

\* 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	16.5	83.5	6.8	93.2

**Grade 2 - Gender**

Levels	Reading		Mathematics	
	1	2	1	2
Male				
School	22.2	77.8	9.3	90.7
Female				
School	10.2	89.8	4.1	95.9

**Grade 2 - Racial/Ethnic Background**

Levels	Reading		Mathematics	
	1	2	1	2
White				
School	17.2	82.8	6.5	93.5

**Grade 2 - Students with Disabilities**

Levels	Reading		Mathematics	
	1	2	1	2
IEP				
School	60.0	40.0	40.0	60.0
Non-disabled				
School	11.8	88.2	3.2	96.8

**Grade 2 - Economically Disadvantaged**

Levels	Reading		Mathematics	
	1	2	1	2
Free/Reduced Price Lunch				
School	20.0	80.0	10.0	90.0
Not Eligible				
School	15.7	84.3	6.0	94.0

**ADEQUATE YEARLY PROGRESS (AYP) INFORMATION**

Is this School making Adequate Yearly Progress (AYP)?	Yes
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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			88.0		65.0	
<b>All</b>	99.0	Yes	99.0	Yes	85.4		Yes	95.8		Yes	95.4	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	84.9		Yes	96.5		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>														

**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
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 88.0% Attendance Rate for Non-High Schools or at least 65.0% Graduation Rate for High Schools

\* Includes only students enrolled as of 9/30/02.

\*\* 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.)

### **TEACHING AND LEARNING**

- Continued Attendance Centers establishing Roosevelt as Peru Public Schools' Primary building, utilized the attendance centers to coordinate curriculum.
- Made the students and their learning the fundamental value in all decisions and actions in the classroom and school.
- Ensured all students were learning at a higher level.
- Began new McGraw/Hill Social Studies Series, continued the Science, Reading and Math series.
- Maintained two certified Reading Recovery teachers to improve strategies used in teaching reading.
- Continued to utilize Title I teachers at Kindergarten level as a means of evaluating students and strengthening skills.
- Team Plan once a month for Title I Reading and Reading Recovery.
- ESL Program everyday for students with language issues.
- Continued Fine Arts curriculum and Art room to building by consolidating space within the building.
- Challenged students in physical education by providing roller skating, bowling, Rock Climbing wall and President's Fitness Test.
- Supported the learning curriculum with field trips to Bloomington, Peoria, Rockford and Starved Rock.

### **STUDENT PROGRESS AND ACHIEVEMENT**

- Utilized ISAT scores from the 3<sup>rd</sup> grade level to determine strengths and weaknesses.
- Tested 1<sup>st</sup> and 2<sup>nd</sup> grades using nationally normed tests Iowa Test or Basic Skills and Metropolitan Readiness Test for Kindergarten, as well as Terra Nova for the Second Grade students and planned teaching strategies based on results.
- Sent 1 student from each 1<sup>st</sup> and 2<sup>nd</sup> grade class to meet and learn from an author at "Young Authors' Day."
- Provided PTC mini grants to support student learning.
- Mentored 10 student teachers, 4 Junior College and college students and one high school student.
- Grouped students in heterogeneous classrooms.
- Performed an all school winter program in the district auditorium.
- Upgraded the classroom computers and computer lab on a three-year rotation.
- Worked with families through home visits and evening classes to help students succeed

### **LEARNING COMMUNITY**

- Hosted a Grandparents and Parents lunch for the community.
- Parent volunteers assisted in classroom needs.
- Rewarded students for good attendance in ceremony at the end of the school year.

- Encouraged staff to attend professional development directly related to the needs of the building.
- Created School Improvement Team comprised of educators, parents and administration.
- Created Parent Handbook Team and created one handbook for both Elementary Schools.
- Participated as a member of Illinois Valley Fine Arts Co-op providing theatrical programs for students at Illinois Valley Community College.
- Brought parts of the world into the classroom through “Flat Stanley” unit.
- Reevaluated the school safety plan with local Law Enforcement and Fire Department.
- Utilized web access to post weekly newsletter for community