

**ROCKTON ELEM SCHOOL**  
**ROCKTON SD 140**  
**ROCKTON, 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
<b>School</b>	90.8	2.6	2.6	2.4	0.4	1.1	13.1	0.4		0.2	11.0	95.3	459
<b>District</b>	92.1	3.5	2.1	1.5	0.4	0.4	12.8	0.3		0.1	9.9	95.6	1,442
<b>State</b>	55.6	20.0	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
<b>School</b>	100.0
<b>District</b>	99.1
<b>State</b>	96.6

**STUDENT-TO-STAFF RATIOS**

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	--	--	--	--
<b>District</b>	18.4		14.8	288.4
<b>State</b>	19.1		13.9	222.3

\* 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>	22.6	19.9	20.6							
<b>District</b>	22.6	19.9	20.6							
<b>State</b>	20.9	21.5	21.6							

**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	16.0	84.0	88
<b>State</b>	84.9	9.2	4.6	1.2	0.2	23.1	76.9	126,996

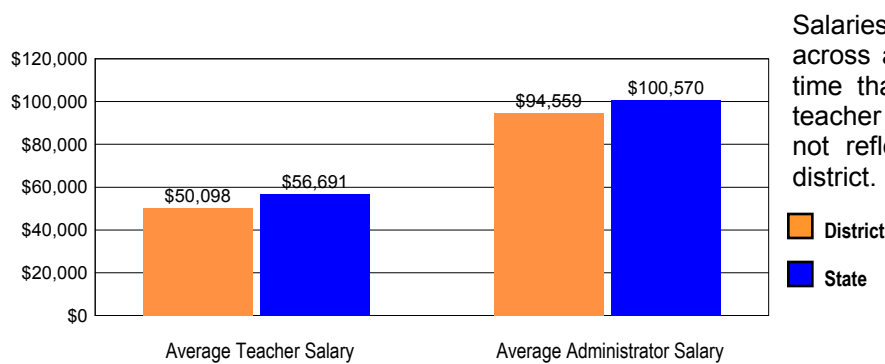
**TEACHER INFORMATION (Continued)**

	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	12.5	44.6	55.4	0.0	0.0
State	13.0	49.3	50.6	1.6	3.9

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

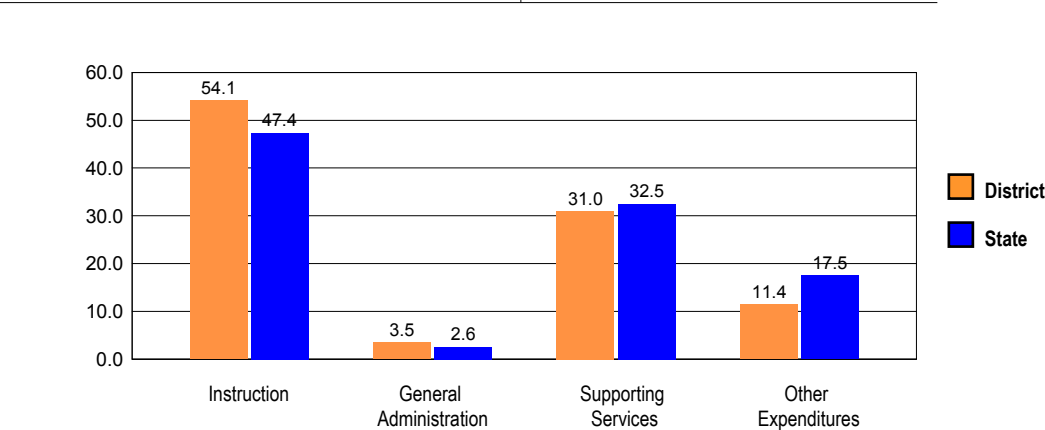
**SCHOOL DISTRICT FINANCES**

**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	\$5,367,909	51.6	58.2	Education	\$7,690,864	74.7	72.2
Other Local Funding	\$1,058,071	10.2	5.1	Operations & Maintenance	\$933,587	9.1	8.4
General State Aid	\$2,713,852	26.1	18.5	Transportation	\$555,317	5.4	3.6
Other State Funding	\$1,098,225	10.6	10.1	Bond and Interest	\$807,803	7.8	6.6
Federal Funding	\$160,396	1.5	8.1	Rent	\$0	0.0	0.0
TOTAL	\$10,398,453			Municipal Retirement/ Social Security	\$243,147	2.4	1.7
				Fire Prevention & Safety	\$64,273	0.6	1.1
				Site & Construction/ Capital Improvement	\$0	0.0	6.5
				TOTAL	\$10,294,991		

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	\$116,917	3.42	\$4,219	\$6,824
State	**	**	\$5,366	\$9,099

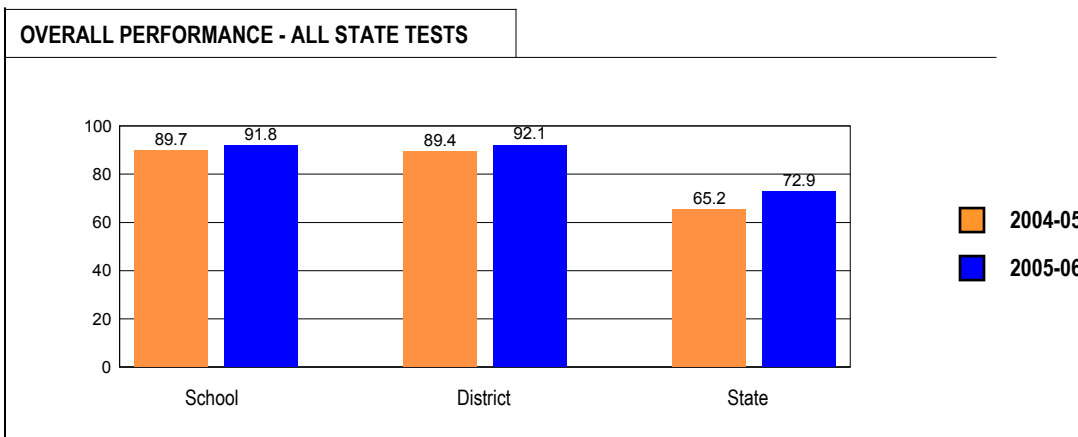
\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.  
**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.  
**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	141	73	68	134	4	1	2	0	0	0	0	13	20
	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	1,141	554	587	1,065	40	19	12	4	1	3	0	144	138
	Reading	0.6	0.7	0.5	0.8	0.0	5.3	0.0					0.0	0.7
	Mathematics	0.6	0.7	0.5	0.8	0.0	5.3	0.0					0.0	0.7
State	*Enrollment	1,097,519	560,894	536,602	610,160	220,827	201,628	41,301	2,481	19,622	67,464	368	160,049	461,179
	Reading	0.5	0.5	0.4	0.3	1.3	0.7	0.5	0.6	0.4	0.4	1.9	0.9	0.9
	Mathematics	0.5	0.5	0.4	0.3	1.3	0.7	0.5	0.6	0.4	0.4	1.9	0.9	0.9

\* 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	11.3	88.7	5.0	95.0

**Grade 2 - Gender**

Levels	Reading		Mathematics	
	1	2	1	2
Male School	13.7	86.3	4.1	95.9
Female School	8.8	91.2	5.9	94.1

**Grade 2 - Racial/Ethnic Background**

Levels	Reading		Mathematics	
	1	2	1	2
White School	11.2	88.8	4.5	95.5
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	38.5	61.5	0.0	100.0
Non-IEP School	8.6	91.4	5.5	94.5

**Grade 2 - Economically Disadvantaged**

Levels	Reading		Mathematics	
	1	2	1	2
Free/Reduced Price Lunch School	30.0	70.0	0.0	100.0
Not Eligible School	8.3	91.7	5.8	94.2

## 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
<b>State AYP Minimum Target</b>	95.0		95.0		47.5			47.5			89.0		69.0	
All	100.0	Yes	100.0	Yes	88.7		Yes	94.8		Yes	95.3	Yes		
White	100.0	Yes	100.0	Yes	89.0		Yes	95.4		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.

The teachers and staff at Rockton Grade School developed a new mission statement for our school this year: "Rockton Grade School provides a caring, nurturing and safe environment. We are a learning community working together with parents to serve the social, emotional and educational needs of all our children."

In an effort to achieve this mission, teachers are meeting in professional learning communities each week to make decisions about what is important for all students at their grade level to learn, how we will know if they have learned it, and how we will respond when they don't. Academic interventions are implemented for those students who need them, and frequent assessment of student learning informs them of student learning.

Second grade students at Rockton Grade School have taken the Illinois Grade Two Assessment of Reading and Mathematics each spring since 2002. When looking at our students' performance on that state assessment, you see consistently high numbers of students meeting the state standards in mathematics (90% - 96% of students for each of the past four years). While our performance in reading on the same assessment has been strong and well above the state average, we have not had as much success in this area, with between 81% and 89% of our students meeting standards each year over the past four years. In our plan for school improvement, we have targeted reading instruction at all three grade levels for our focus over the next two years. This focus will include staff development for teachers, a careful look at reading assessments used throughout the school year, and classroom instruction that meets the needs of all students.

Beginning in the spring of 2007, the Grade Two Assessment will no longer be given in Illinois. Rockton Grade School is participating in the NWEA Primary MAP assessment program, the primary form of the online assessment being used throughout the district this year. This assessment will give us specific and timely information about the progress our students are making and provide us with suggested interventions for those students who are not progressing as we feel they should.

At Rockton Grade School, while we believe that academics are very important, we also believe that it is our task to educate the whole child. Because this is important to us, our school improvement plan includes an Action Plan to continue our Character Education program. Teachers and staff members across all grade levels and subject areas participate in this initiative, with a school-wide focus on one key character trait each month.