

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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

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	88.9	2.7	3.4	2.3	0.0	2.7	12.2	0.8		0.0	12.5	96.0	523
District	90.7	2.6	2.8	2.1	0.1	1.7	12.8	0.6		0.0	9.2	96.2	1,562
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

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	99.1
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	17.6		14.2	312.4
State	18.3		13.5	211.6

* 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
School	20.1	19.5	19.6							
District	20.1	19.5	19.6							
State	20.5	21.0	21.1							

TEACHER INFORMATION (Full-Time Equivalents)

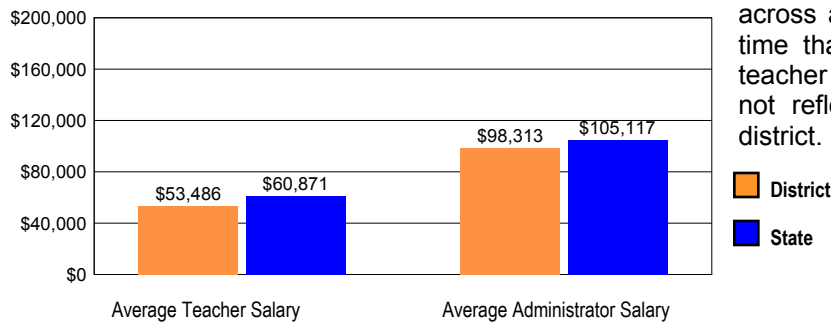
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.0	0.0	0.0	1.0	0.0	12.9	87.1	101
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	34.8	65.2	0.0	0.0
State	12.4	46.7	53.2	0.7	0.7

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

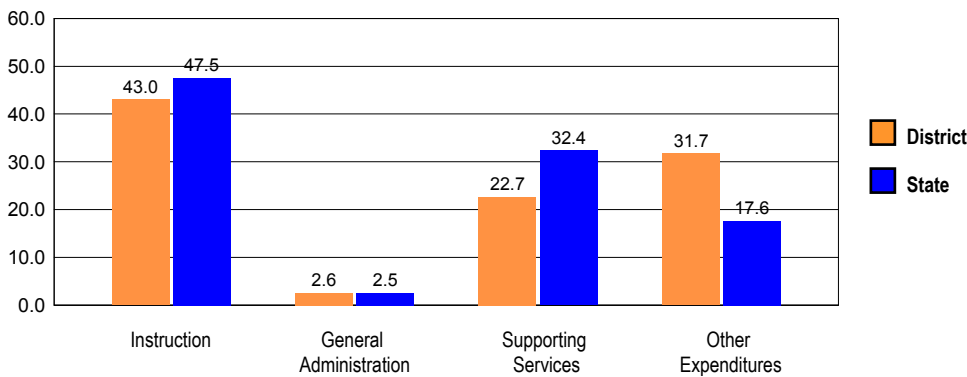
SCHOOL DISTRICT FINANCES

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 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$6,644,574	49.4	57.6	Education	\$8,871,412	60.4	72.6
Other Local Funding	\$1,909,451	14.2	7.3	Operations & Maintenance	\$3,623,078	24.7	8.5
General State Aid	\$3,487,895	25.9	18.1	Transportation	\$578,167	3.9	3.9
Other State Funding	\$1,216,894	9.0	9.7	Bond and Interest	\$1,003,662	6.8	6.7
Federal Funding	\$199,331	1.5	7.3	Rent	\$0	0.0	0.0
TOTAL	\$13,458,145			Municipal Retirement/ Social Security	\$284,904	1.9	1.8
				Fire Prevention & Safety	\$332,541	2.3	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	5.6
				TOTAL	\$14,693,764		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$123,873	3.45	\$4,362	\$7,025
State	**	**	\$5,808	\$9,907

** 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.

2008 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	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	88.4		Yes	95.3		Yes	96.0	Yes		
White	100.0	Yes	100.0	Yes	89.8		Yes	95.5		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% 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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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.

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.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

Our mission statement at Rockton Grade School states: "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 meet in collaborative groups each week to make decisions about academic interventions that may need to be implemented so that all students will learn. Frequent assessment of student learning informs teachers of student learning and assists them in making decisions about whole group and individualized instruction.

We have used the Northwest Evaluation Association (NWEA) Primary Measure of Academic Progress (MAP) since January 2007. This is an adaptive assessment that allows students to answer questions appropriate for their ability level. The NWEA Primary MAP is the primary form of the online assessment program that has been used throughout the district over the past two years. This assessment gives us specific and timely information about the progress our students are making and provides us with suggested interventions for those students who are not progressing as we feel they should. At Rockton Grade School, we will give the Primary MAP Survey with Goals assessment three times throughout the school year – in September, January, and May, use the information we get to assess students' progress toward their yearly growth goals, and make adjustments to their academic programs as necessary.

In our plan for school improvement, we have targeted reading instruction at all three grade levels for our focus over the past three years and will continue to do so for the 2008-09 school year. This focus includes staff development for teachers in guided reading and literacy centers and a careful look at reading assessments used throughout the school year so that classroom instruction can meet the needs of all students.

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.