

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.

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	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	86.6	3.5	5.2	2.1	0.0	2.7	20.6	2.5	9.1		0.0	7.5	95.7	485
District	88.9	2.8	3.6	2.2	0.1	2.4	20.4	1.3	12.7		0.0	6.1	95.7	1,566
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

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.

IEP Students are those students eligible to receive special education services.

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
School	99.4	--	--	--	--
District	97.4	17.3		13.7	261.2
State	96.2	18.2		13.3	203.8

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

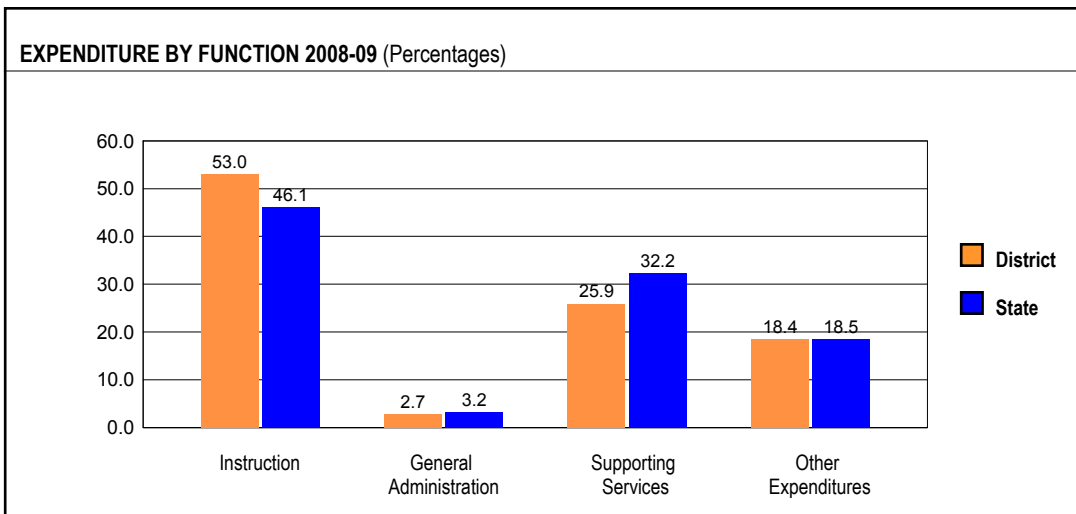
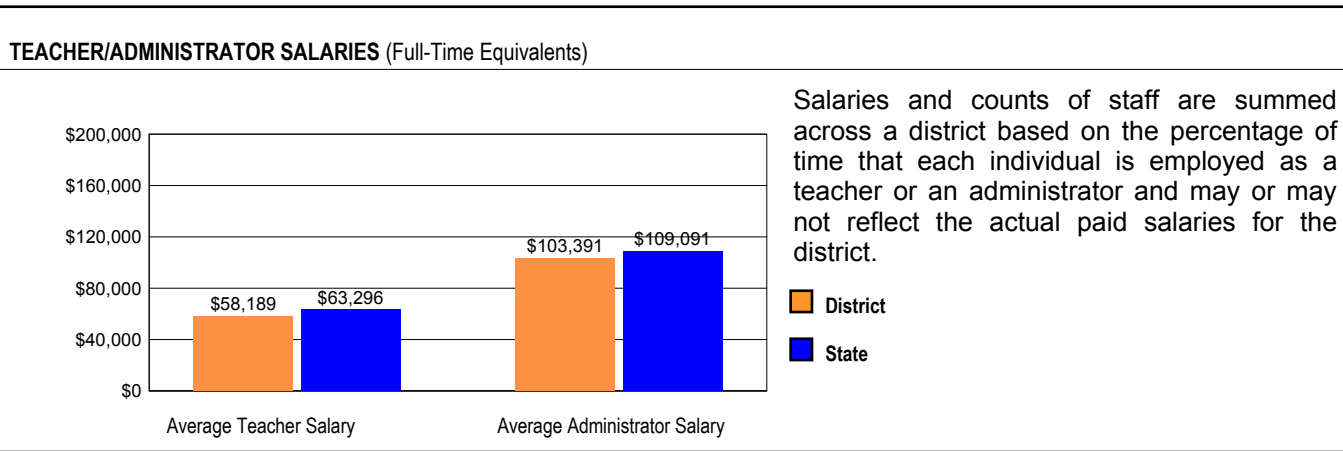
AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	19.4	21.4	20.1							
District	19.4	21.4	20.1							
State	20.7	21.2	21.4							

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	18.6	81.4	102
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

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	12.2	32.2	67.8	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2008-09				EXPENDITURE BY FUND 2008-09			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$7,268,230	51.6	58.4	Education	\$11,023,846	73.4	69.6
Other Local Funding	\$1,342,359	9.5	6.9	Operations & Maintenance	\$1,575,032	10.5	7.9
General State Aid	\$3,218,454	22.9	14.5	Transportation	\$678,396	4.5	3.8
Other State Funding	\$1,011,263	7.2	8.3	Debt Service	\$1,073,354	7.1	7.0
Federal Funding	\$1,235,335	8.8	11.9	Tort	\$94,407	0.6	1.2
TOTAL	\$14,075,641			Municipal Retirement/ Social Security	\$351,096	2.3	1.8
				Fire Prevention & Safety	\$224,127	1.5	0.8
				Site & Construction/ Capital Improvement	\$0	0.0	7.9
				TOTAL	\$15,020,258		

OTHER FINANCIAL INDICATORS				
	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per \$100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	\$145,061	3.37	\$5,195	\$8,091
State	**	**	\$6,483	\$11,197

** 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.

2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

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
2010-11 Federal Improvement Status	
2010-11 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		77.5			77.5			91.0		80.0	
All	100.0	Yes	100.0	Yes	92.1		Yes	98.9		Yes	95.7	Yes		
White	100.0	Yes	100.0	Yes	93.0		Yes	99.4		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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% 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.

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 bi-weekly 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 three 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 and writing instruction at all three grade levels for our focus for the 2010-2011 year, as well as understanding and embracing the Response to Intervention model to provide early, targeted instructional interventions for students who need them to be successful learners.

At Rockton Grade School, while we believe that academic achievement is 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 a continued focus on Character Education. 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.