

**EMERSON ELEM SCHOOL  
COMMUNITY UNIT SCHOOL DIST 200  
WHEATON, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES : K 1 2 3 4 5**

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>	84.7	10.4	2.8	2.1	0.0	8.6	0.0		0.0	8.4	96.8	326
<b>District</b>	81.4	6.2	8.0	4.4	0.1	12.6	4.4		0.9	10.1	93.6	14,024
<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>	97.7
<b>State</b>	96.3

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

Grade	Grade	Grade	Grade	Grade	High School
K	1	3	6	8	
<b>School</b>	14.6	24.0	15.3		
<b>District</b>	18.3	21.2	21.5		
<b>State</b>	21.0	21.6	22.6		

**STAFF-TO-STUDENT RATIOS**

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	--	--	--
<b>District</b>	18.4	20.0	13.5
<b>State</b>	19.4	18.8	14.1

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

**TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)**

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	53			27			145			28		
<b>District</b>	53			27			145			28		
<b>State</b>	57			30			146			31		

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

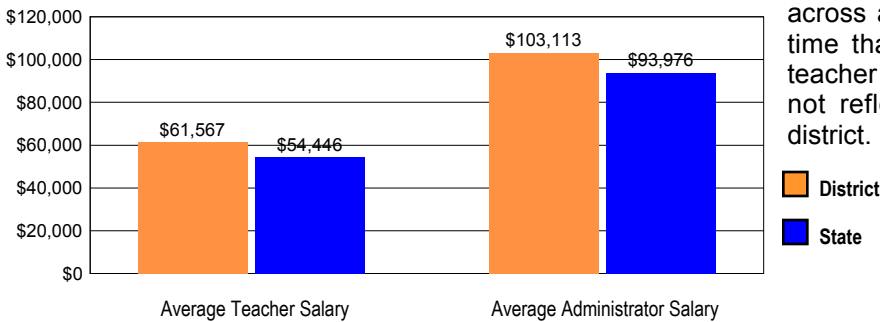
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	97.7	0.8	0.5	1.0	0.0	24.0	76.0	861
<b>State</b>	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

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	12.8	41.1	58.8	0.3	0.1
State	13.8	51.3	48.6	1.7	1.8

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

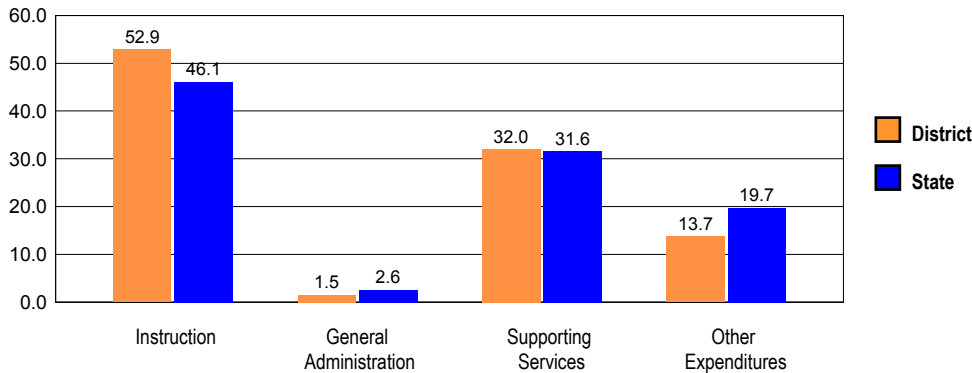
## SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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 2002-03 (Percentages)



REVENUE BY SOURCE 2002-03				EXPENDITURE BY FUND 2002-03			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$91,577,352	74.5	56.6	Education	\$99,737,369	75.0	70.1
Other Local Funding	\$6,418,201	5.2	5.4	Operations & Maintenance	\$15,221,222	11.4	8.9
General State Aid	\$8,118,564	6.6	17.9	Transportation	\$6,371,058	4.8	3.5
Other State Funding	\$10,281,360	8.4	12.1	Bond and Interest	\$8,296,490	6.2	6.0
Federal Funding	\$6,547,180	5.3	8.0	Rent	\$0	0.0	0.0
TOTAL	\$122,942,657			Municipal Retirement/ Social Security	\$2,467,067	1.9	1.5
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$851,849	0.6	9.0
				TOTAL	\$132,945,055		

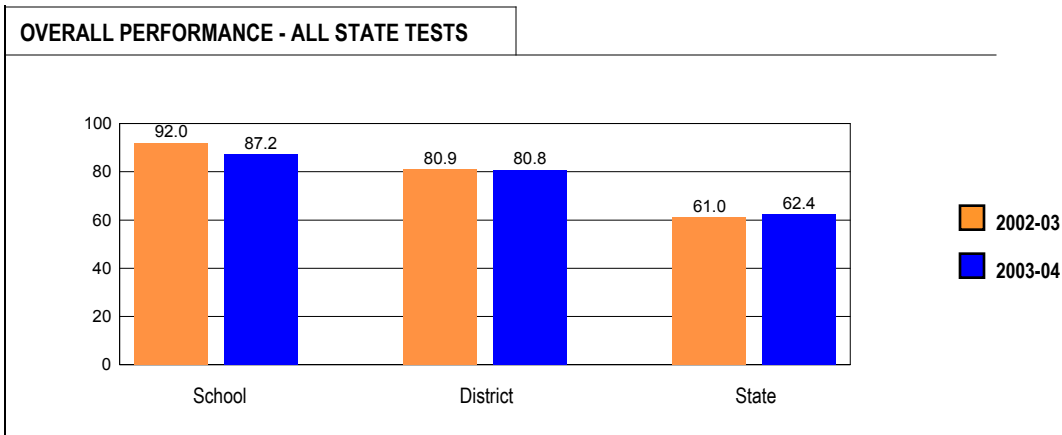
OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$148,186	4.61	\$5,375	\$8,860
State	**	**	\$5,022	\$8,482

\*\* 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.

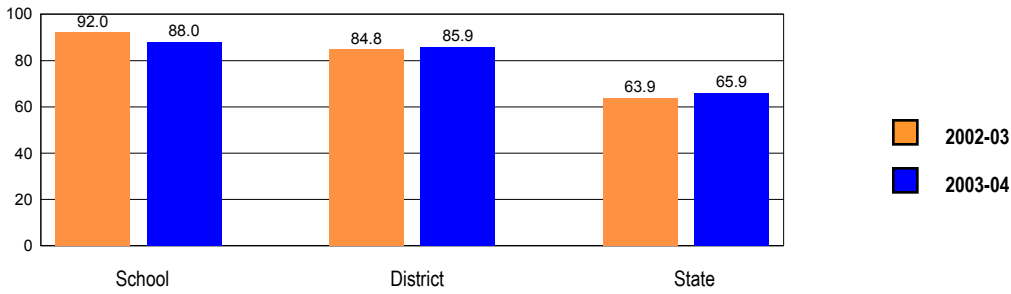
## ACADEMIC PERFORMANCE

### 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.



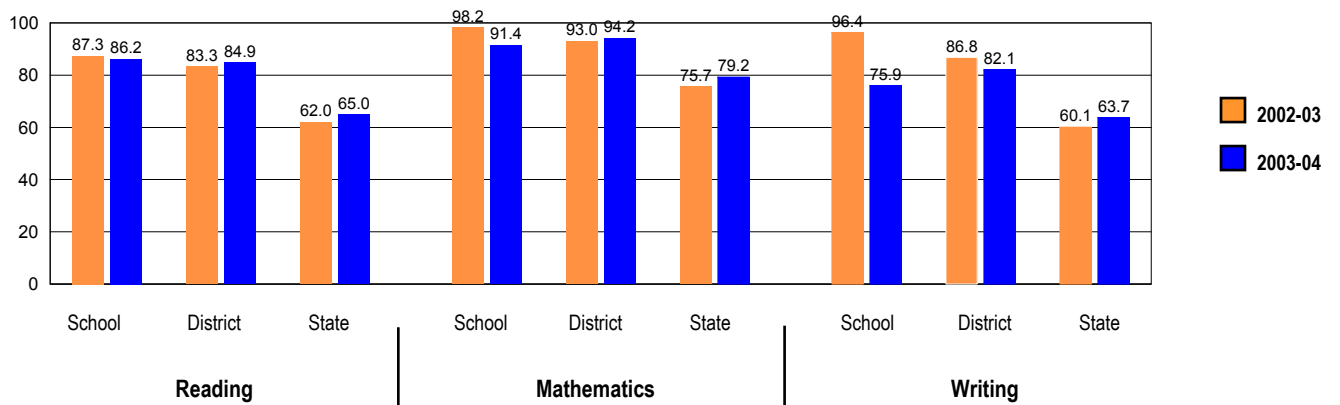
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



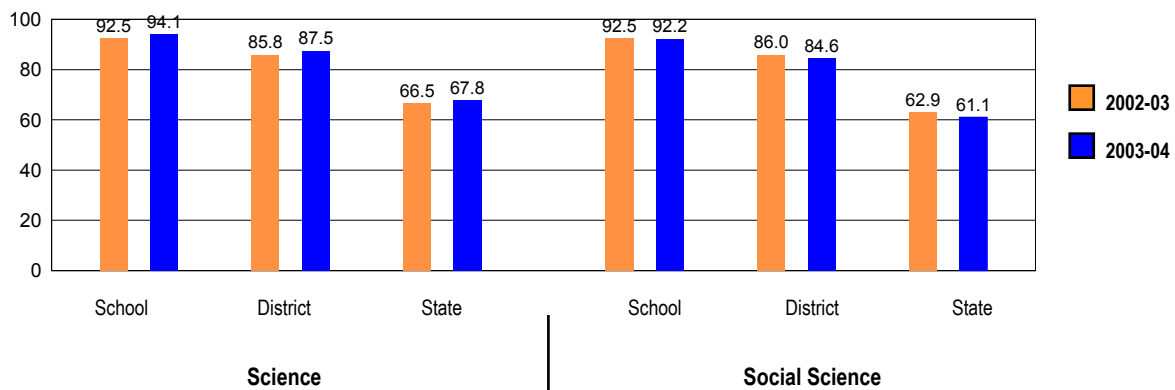
**ISAT PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

**ISAT Grade 3**

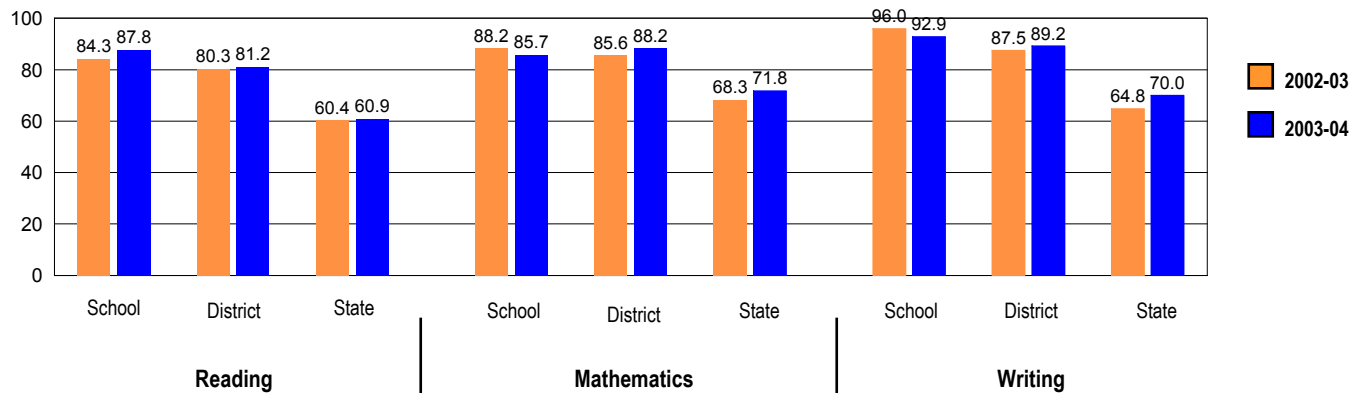


**ISAT Grade 4**



ISAT

Grade 5



### 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	102	58	44	85	10	5	2	0	0	0	0	19	12
	Reading	0.0	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	0.0
District	*Enrollment	4,344	2,243	2,101	3,588	236	335	160	6	19	179	0	665	577
	Reading	0.1	0.0	0.2	0.1	0.0	0.6	0.6		0.0	1.1		0.2	0.5
	Mathematics	0.1	0.0	0.2	0.1	0.0	0.9	0.0		0.0	1.1		0.2	0.5
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 STANDARDS ACHIEVEMENT TEST (ISAT)**

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- 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 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

**Grade 3****Grade 3 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.7	12.1	37.9	48.3	1.7	6.9	29.3	62.1	1.7	22.4	60.3	15.5
District	2.4	12.6	44.1	40.8	1.0	4.9	37.6	56.6	1.3	16.6	75.8	6.3
State	7.0	27.9	42.4	22.7	6.8	14.0	46.1	33.0	5.2	31.1	61.0	2.8

**Grade 3 - Gender**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	3.0	15.2	42.4	39.4	3.0	9.1	24.2	63.6	3.0	18.2	63.6	15.2
	District	3.2	15.5	41.2	40.0	1.0	5.8	34.7	58.5	2.0	19.4	73.3	5.2
	State	8.6	29.4	41.7	20.2	7.5	13.4	44.4	34.7	7.1	35.6	55.5	1.8
Female	School	0.0	8.0	32.0	60.0	0.0	4.0	36.0	60.0	0.0	28.0	56.0	16.0
	District	1.6	9.5	47.3	41.7	0.9	3.8	40.8	54.5	0.4	13.5	78.7	7.4
	State	5.4	26.3	43.0	25.3	6.1	14.7	48.0	31.2	3.2	26.4	66.7	3.7

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	12.0	34.0	54.0	0.0	6.0	28.0	66.0	0.0	20.0	62.0	18.0
	District	1.3	9.9	43.2	45.6	0.6	2.4	35.0	61.9	0.8	13.2	78.9	7.2
	State	3.2	20.0	46.2	30.7	2.3	8.0	45.8	43.9	2.9	25.3	68.1	3.6
Black	School												
	District	14.1	37.5	39.1	9.4	4.7	28.1	51.6	15.6	6.3	44.4	49.2	0.0
	State	16.5	44.6	32.2	6.8	18.3	28.0	44.4	9.3	10.8	44.0	44.2	1.0
Hispanic	School												
	District	3.4	19.0	65.5	12.1	1.7	10.3	55.2	32.8	1.7	31.0	67.2	0.0
	State	8.0	36.2	43.8	12.0	6.5	17.5	54.5	21.6	5.7	36.3	56.5	1.5
Asian/Pacific Islander	School												
	District	3.3	13.3	40.0	43.3	0.0	6.7	36.7	56.7	3.3	13.3	73.3	10.0
	State	1.5	13.2	45.6	39.7	1.1	4.2	34.8	59.9	1.1	18.2	74.8	5.9
Native American	School												
	District												
	State	7.3	33.0	41.3	18.3	7.3	14.2	46.8	31.7	5.1	40.7	50.5	3.7
Multiracial/Ethnic	School												
	District	9.1	27.3	36.4	27.3	0.0	9.1	45.5	45.5	0.0	36.4	63.6	0.0
	State	3.8	24.7	45.9	25.6	4.0	10.4	49.5	36.1	3.7	30.6	63.7	2.0

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	9.1	45.5	18.2	27.3	0.0	27.3	27.3	45.5	9.1	63.6	18.2	9.1
	District	11.2	29.6	39.1	20.1	2.9	16.4	45.0	35.7	6.5	28.8	61.8	2.9
	State	22.3	42.1	27.2	8.4	17.3	23.0	43.5	16.2	17.3	41.7	40.0	1.0
Non-IEP	School	0.0	4.3	42.6	53.2	2.1	2.1	29.8	66.0	0.0	12.8	70.2	17.0
	District	0.5	8.9	45.2	45.3	0.5	2.3	35.9	61.2	0.1	14.0	78.9	7.0
	State	4.5	25.6	44.9	25.1	5.1	12.5	46.6	35.8	3.2	29.4	64.4	3.0

**Grade 4****Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	0.0	5.9	52.9	41.2	0.0	7.8	60.8	31.4
District	0.7	11.8	61.1	26.4	1.1	14.3	66.0	18.6
State	6.0	26.2	54.6	13.2	9.7	29.3	53.9	7.1

**Grade 4 - Gender**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	School	0.0	0.0	46.2	53.8	0.0	11.5	53.8	34.6
	District	0.8	8.8	61.0	29.4	1.4	11.7	66.9	20.1
	State	6.4	24.7	53.6	15.2	10.4	27.9	53.5	8.2
Female	School	0.0	12.0	60.0	28.0	0.0	4.0	68.0	28.0
	District	0.6	14.9	61.3	23.2	0.8	16.9	65.1	17.1
	State	5.5	27.8	55.6	11.1	8.9	30.7	54.4	6.0

**Grade 4 - Racial/Ethnic Background**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	School	0.0	2.2	53.3	44.4	0.0	6.7	62.2	31.1
	District	0.0	7.7	62.6	29.7	0.6	9.7	68.9	20.8
	State	2.0	15.8	62.8	19.4	3.7	20.6	65.4	10.3
Black	School								
	District	7.9	50.8	38.1	3.2	3.2	57.1	38.1	1.6
	State	16.5	48.1	33.6	1.8	25.1	45.8	28.0	1.0
Hispanic	School								
	District	3.2	27.4	61.3	8.1	3.2	32.3	58.1	6.5
	State	5.5	35.5	54.3	4.7	9.9	40.3	47.4	2.5
Asian/Pacific Islander	School								
	District	0.0	10.3	69.2	20.5	2.6	12.8	64.1	20.5
	State	1.2	12.7	63.3	22.8	1.6	15.6	68.1	14.7
Native American	School								
	District								
	State	4.1	18.8	59.7	17.4	5.3	22.9	63.0	8.7
Multiracial/Ethnic	School								
	District								
	State	3.5	23.7	60.0	12.8	6.0	27.1	60.4	6.5

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	12.2	26.8	61.0	0.0	14.3	40.5	45.2	4.8	2.4	83.3	9.5
District	0.6	18.2	31.6	49.6	0.9	10.9	61.9	26.3	0.9	10.0	78.4	10.7
State	1.7	37.4	35.9	25.0	2.9	25.2	59.8	12.0	4.4	25.7	65.7	4.3

**Grade 5 - Gender**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	8.7	30.4	60.9	0.0	12.5	29.2	58.3	8.3	0.0	87.5	4.2
	District	0.8	20.5	32.6	46.1	1.1	12.0	57.6	29.3	1.3	13.4	76.7	8.6
	State	2.3	38.9	35.4	23.4	3.7	25.5	58.0	12.8	6.2	30.8	60.5	2.4
Female	School	0.0	16.7	22.2	61.1	0.0	16.7	55.6	27.8	0.0	5.6	77.8	16.7
	District	0.4	15.7	30.5	53.4	0.6	9.8	66.5	23.2	0.4	6.3	80.3	13.0
	State	1.1	35.9	36.3	26.7	2.2	25.0	61.6	11.2	2.4	20.4	71.1	6.1

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	9.1	27.3	63.6	0.0	8.8	38.2	52.9	2.9	2.9	85.3	8.8
	District	0.4	13.9	32.0	53.7	0.6	7.4	62.6	29.4	0.8	7.8	79.6	11.8
	State	0.9	27.4	38.7	33.0	1.3	16.2	66.1	16.4	2.7	19.9	71.7	5.7
Black	School												
	District	1.9	59.3	16.7	22.2	1.8	45.5	47.3	5.5	1.9	24.1	72.2	1.9
	State	3.9	59.4	27.7	8.9	7.9	48.0	42.1	2.0	9.3	40.4	49.1	1.2
Hispanic	School												
	District	1.4	37.5	38.9	22.2	2.7	26.0	64.4	6.8	0.0	26.0	71.2	2.7
	State	1.8	48.3	36.3	13.6	2.5	30.5	61.7	5.3	4.3	30.3	63.6	1.8
Asian/Pacific Islander	School												
	District	3.8	15.4	26.9	53.8	3.8	11.5	57.7	26.9	3.8	7.7	69.2	19.2
	State	0.4	19.9	38.5	41.1	0.4	8.1	60.8	30.7	1.1	12.1	77.9	8.9
Native American	School												
	District												
	State	0.8	32.9	41.2	25.1	1.6	22.6	66.3	9.5	2.1	26.6	67.2	4.1
Multiracial/Ethnic	School												
	District												
	State	1.9	35.1	37.5	25.4	1.2	30.0	53.3	15.5	3.4	23.0	68.5	5.1

## 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	
<b>All</b>	100.0	Yes	100.0	Yes	86.7		Yes	88.9		Yes	96.8	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	88.1		Yes	91.8		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</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. 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 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.)

**The information below is taken from Emerson's School Improvement Plan. A complete copy of the plan is available for parent review in the school office.**

Emerson's SIP team has disaggregated data to reflect goals established for the 2003/2004 School year. It is evident that 3<sup>rd</sup> grade has maintained a steady performance over a 3 year period of time in meet/exceeds category in Reading and that 5<sup>th</sup> grade has shown a sporadic performance in same. Math shows a sporadic variance in the 3<sup>rd</sup> and 5<sup>th</sup> grades in meet/exceeds categories. In the case of both 3<sup>rd</sup> and 5<sup>th</sup> grades, the yearly averages have been quite consistent. In each case it has been determined that a greater emphasis must occur with extended responses and future efforts are being made through staff development sessions to cover such. In addition, it is evident that 3<sup>rd</sup> grade has increased substantially in exceeds, but has also increased in below standards category. In 5<sup>th</sup> grade this is not the case. Further, the SIP team has decided to take averages over several years to view how we are performing as it is more reflective of how students are doing as a whole and not just a specific group of students. We took a close look at all of the components of Reading and Math to see if there might be a particularly weak area. As we viewed these numbers and compared them to past years, the District numbers and the State numbers, it is evident that there is no particularly weak area for specific focus. With this disaggregated information there is no identified sub-group that is lacking. Our focus will be to move more students from a '2' to a '3', in Reading and Math extended response for 3<sup>rd</sup> and 5<sup>th</sup> grade.

### EMERSON S.I.P. SCORE SUMMARIES

**READING** Maintain and/or improve overall student scores as measured by ISAT.

**Target 1% increase for a 3 year AVE in '05**

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>3vyrAVE'02</u>	<u>3vyrAVE'03</u>	<u>3vyrAVE'04</u>
3 <sup>rd</sup>	87	87	86	87	87	86	<b>86.7</b>	<b>86.7</b>	<b>86.7</b>
5 <sup>th</sup>	83	82	81	93	84.4	87.8	<b>85.3</b>	<b>86.1</b>	<b>88.4</b>

**MATH** Maintain and/or improve overall student scores as measured by ISAT.

**Target 1% increase for a 3 year AVE in '05**

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>3vyrAVE'02</u>	<u>3vyrAVE'03</u>	<u>3vyrAVE'04</u>
3 <sup>rd</sup>	92	96	96	87	98	91	<b>93</b>	<b>93.7</b>	<b>92</b>
5 <sup>th</sup>	82	83	88	98	88	86	<b>89.7</b>	<b>91.3</b>	<b>90.7</b>

### **Rationale for Target Selection**

In an effort to Leave No Child Behind, Emerson School is in a continual mode of refinement and improvement of instruction. As the data is disaggregated, any weak area is identified and Staff Development activities take place to assure that all students will learn to their potential. Emerson's Collaborative Team and School Improvement Team continue to process areas of weakness and therefore develop Staff Development opportunities to instruct staff in identified areas. Both Reading Extended Response and integrating technology into instruction were a part of our staff development day. Further, our Reading Specialist works with classroom teachers to both model and instruct students in needed strategies. Our Collaborative Team reviews and approves teacher requests for further educational opportunities presented outside of CUSD 200's offerings and assures that this education relates to Emerson's SIP. Emerson has developed a Parent/Child Math night that will challenge students and parents to elevate home math time. Further, teachers have developed and implemented math computation incentives to further elevate student math challenges. Staff meetings are used to present teaching strategies and help to hold staff accountable for classroom instruction. As teacher evaluations occur, discussions and accountability to district critical content takes place. Emerson's Administrative Intern visits classrooms, especially of new staff, to assure compliance with best practice.

## Strategies for Improvement and Professional Development Opportunities

Emerson's SIP Team and Collaborative Team continue to monitor student's performance and special needs. Having two in-service days at our disposal, every effort is made to tailor these days to meet the needs of the staff as they relate to student ISAT and Local Assessment performance. In addition, our Administrative Intern has the responsibility to mentor new staff to assure that they are supported and trained in defined areas. Staff Development money that is allocated to our building is used to support our SIP goals. When necessary, staff meetings are used to present needed training in curricular areas. Emerson has a Technology Team which continually monitors staff needs and provides training and/or support for integrating technology and instruction. Under the leadership of our Reading Specialist and with the support and direction of our Collaborative Team, special focus is given to content areas. In 2003/2004 we had a Parent Night supporting reading at home. For 2004/2005 we will emphasize Math. Our LLC department in cooperation with our PTA has sponsored assemblies that include a presentation from a Children's Literature writer and this year will have an illustrator. The Reading Specialist has written a grant to have a poetry writer present to our student body during Poetry Month (April). PTA sponsors cultural arts performances that support our curriculum. All of these programs have a dual purpose, that of enhancing what is taught in the classroom and training for staff.

### Quantifiable Measures of Success

- Target for Reading and Math: As indicated by achievement data from assessments in the 2005 State Testing Program in identifying mastery of Illinois Learning Standards with the percentage of students proficient increasing by at least 1% for meeting/exceeding (3year average) State Standards as measured by ISAT's.
- Target for Writing: As indicated by achievement data in the 2005 Emerson School Local Assessment Testing Program. Develop a 3 year trend data analysis.

Quality Improvement Team and Auditors	Reporting Method
<ul style="list-style-type: none"> <li>• SIP Team</li> <li>• Collaborative Team</li> <li>• Selected Parents</li> <li>• Superintendent for CUSD 200</li> <li>• Assistant Superintendent for Instruction for CUSD 200</li> </ul>	<ul style="list-style-type: none"> <li>• PTA Meetings</li> <li>• Newsletter</li> <li>• Special Publications</li> <li>• CUSD 200 Web page</li> </ul>