

**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	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>	88.0	5.0	3.8	3.2	0.0	0.0	13.5	0.0		0.0	10.9	96.0	341
<b>District</b>	80.1	5.7	8.6	4.2	0.1	1.4	15.2	5.1		0.6	8.0	94.0	13,920
<b>State</b>	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6		2.2	16.1	93.9	2,062,912

**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>	97.3
<b>State</b>	95.7

**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>	12.2	19.0	14.3		
<b>District</b>	18.7	19.8	21.2		
<b>State</b>	20.9	21.5	22.3		

**STUDENT-TO-STAFF RATIOS**

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	--	--	--
<b>District</b>	18.2	20.3	13.4
<b>State</b>	18.9	18.4	13.8

\* 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>	51			27			145			28		
<b>State</b>	58			30			146			31		

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

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	97.4	0.5	0.9	1.2	0.0	24.0	76.0	863
<b>State</b>	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

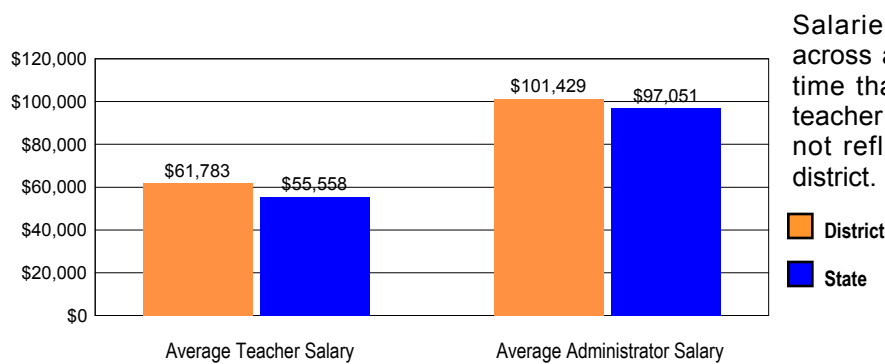
**TEACHER INFORMATION (Continued)**

	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	12.3	36.3	63.6	0.6	0.1
State	13.6	50.1	49.1	1.9	1.9

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

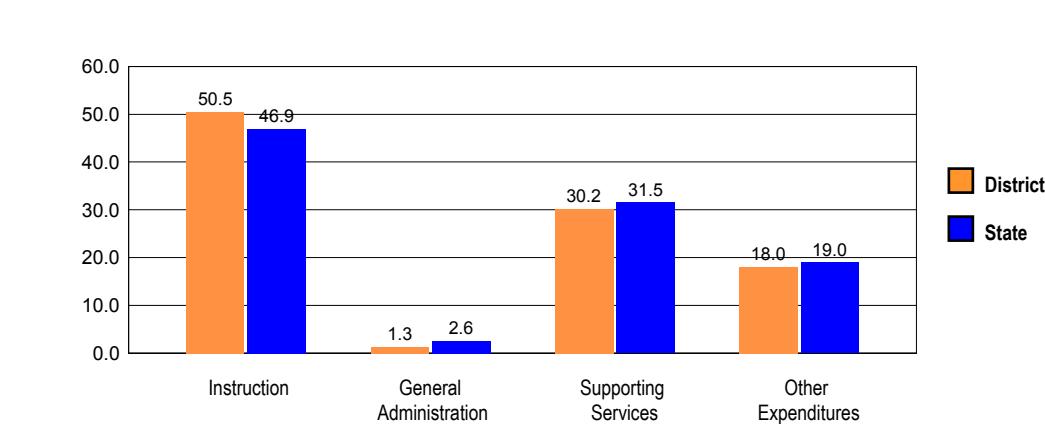
**SCHOOL DISTRICT FINANCES**

**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 2003-04 (Percentages)**



REVENUE BY SOURCE 2003-04				EXPENDITURE BY FUND 2003-04			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$96,160,669	74.8	57.0	Education	\$101,626,786	70.9	71.5
Other Local Funding	\$6,480,154	5.0	5.0	Operations & Maintenance	\$10,676,086	7.4	8.4
General State Aid	\$8,528,244	6.6	18.0	Transportation	\$6,676,573	4.7	3.6
Other State Funding	\$11,751,727	9.1	11.9	Bond and Interest	\$7,588,197	5.3	6.5
Federal Funding	\$5,704,498	4.4	8.0	Rent	\$0	0.0	0.0
TOTAL	\$128,625,292			Municipal Retirement/ Social Security	\$2,684,479	1.9	1.6
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$14,058,994	9.8	7.5
				TOTAL	\$143,311,115		

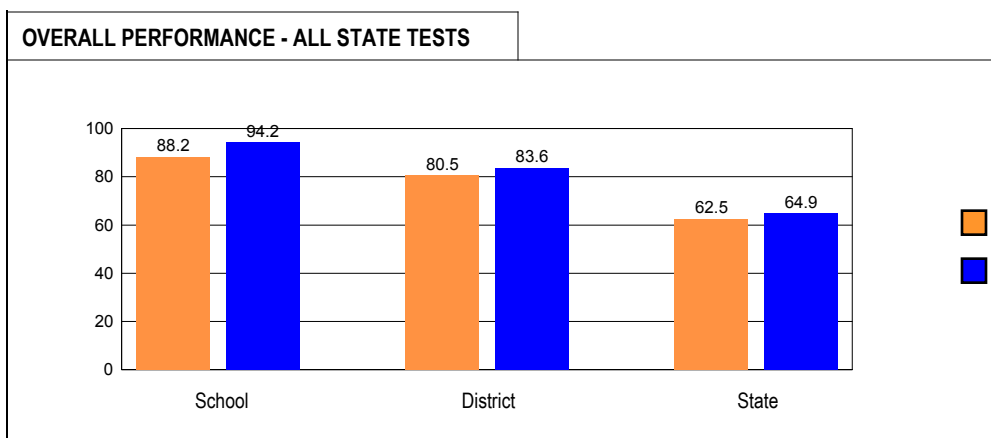
OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$161,389	4.36	\$5,556	\$9,133
State	**	**	\$5,216	\$8,786

\*\* 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.

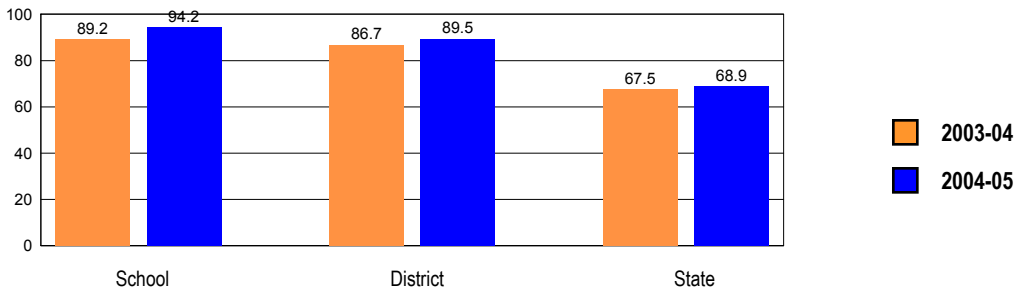
## ACADEMIC PERFORMANCE

### 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 (reading, mathematics and science) included in your school. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.



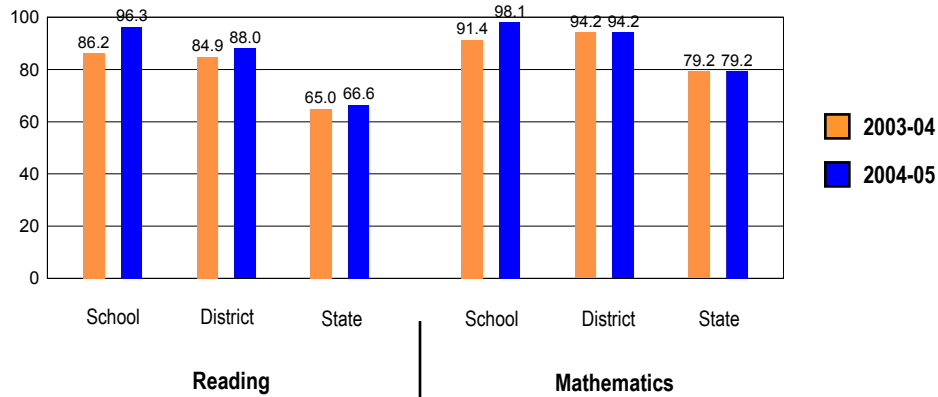
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



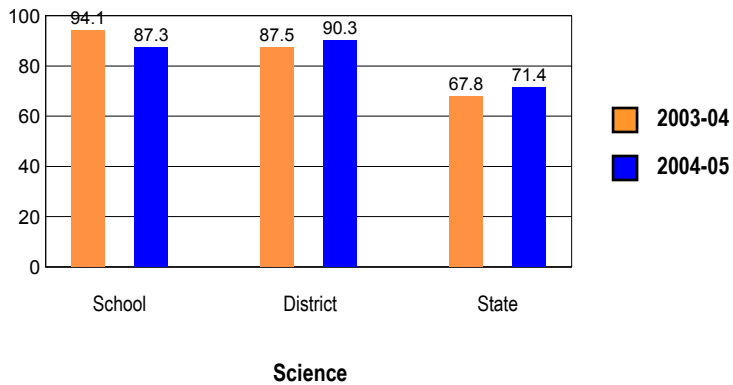
**ISAT PERFORMANCE**

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.

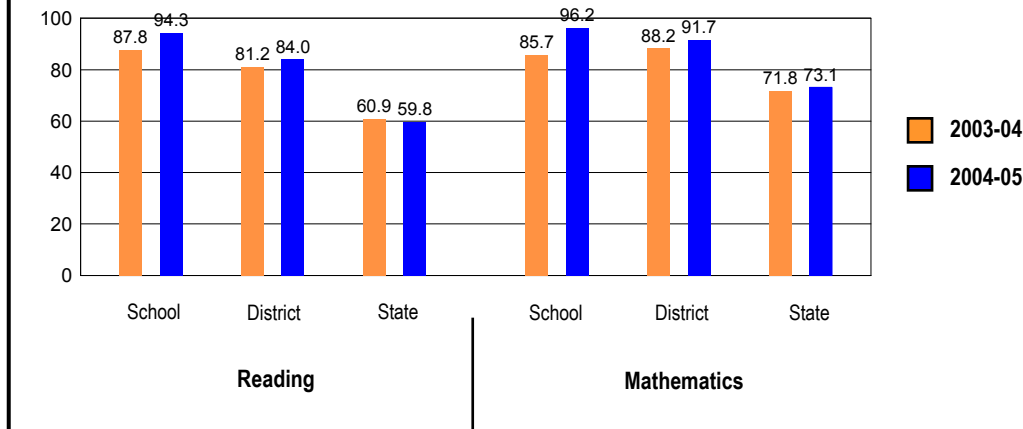
**ISAT Grade 3**



**ISAT Grade 4**



ISAT Grade 5



**PERFORMANCE ON STATE ASSESSMENTS**

Federal law requires that student achievement results for 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, 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	110	50	60	102	4	0	4	0	0	0	0	18	11
	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	4,298	2,193	2,105	3,504	219	353	180	1	41	225	0	614	617
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.2	0.0
	Mathematics	0.0	0.0	0.1	0.1	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,978	43,196	194	89,769	248,030
	Reading	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
	Mathematics	0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

\* Enrollment as reported by schools/districts during the testing window.



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

Levels		Science			
		1	2	3	4
School		0.0	12.7	60.3	27.0
District		0.5	9.1	55.2	35.2
State		5.0	23.6	55.1	16.3

**Grade 4 - Gender**

Levels		Science			
		1	2	3	4
Male	School	0.0	15.2	51.5	33.3
	District	0.4	9.9	50.2	39.5
	State	5.2	22.2	54.3	18.3
Female	School	0.0	10.0	70.0	20.0
	District	0.7	8.2	60.8	30.3
	State	4.7	25.2	56.1	14.1

**Grade 4 - Racial/Ethnic Background**

Levels		Science			
		1	2	3	4
White	School	0.0	9.1	60.0	30.9
	District	0.1	5.5	54.2	40.2
	State	1.4	13.5	61.7	23.4
Black	School				
	District	5.6	35.2	52.1	7.0
	State	15.0	46.4	35.9	2.8
Hispanic	School				
	District	0.0	21.2	72.7	6.1
	State	4.8	32.2	57.1	5.9
Asian/Pacific Islander	School				
	District	0.0	12.1	54.5	33.3
	State	1.1	10.9	60.3	27.7
Native American	School				
	District				
	State	3.2	21.7	58.9	16.2
Multiracial/Ethnic	School				
	District	0.0	13.3	46.7	40.0
	State	2.5	21.6	60.4	15.5

**Grade 4 - Students with Disabilities**

Levels		Science			
		1	2	3	4
IEP	School	0.0	30.8	46.2	23.1
	District	1.2	23.1	51.5	24.3
	State	10.8	34.0	47.3	7.9
Non-IEP	School	0.0	8.0	64.0	28.0
	District	0.4	6.1	56.0	37.5
	State	4.0	21.8	56.5	17.7



## 2005 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
2005-06 Federal Improvement Status		
2005-06 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		67.0	
<b>All</b>	100.0	Yes	100.0	Yes	95.3		Yes	97.2		Yes	96.0	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	94.9		Yes	96.9		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>														

**Four 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 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.\*\*\*
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for non-high schools or at least 67.0% Graduation Rate for high schools

\* Includes only students enrolled as of 9/30/2004.

\*\* 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. 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.)

### Emerson Elementary School's Improvement Plan

Emerson's School Improvement Team (SIP) has disaggregated data to assess goals established for the 2004/05 School year. 3<sup>rd</sup> grade showed a 10% increase for students meeting/exceeding State Standards in Reading. Over a 3 year average the 3<sup>rd</sup> grade scores rose more than 3 percentage points, in the meet/exceeds category. This surpassed our goal of showing a 1% average increase over a three year span. 5<sup>th</sup> grade showed more than 6% increase for one year in Reading. The 3 year average rose .5%, falling just short of the goal of 1% increase. Math showed 3<sup>rd</sup> grade increasing more than 7% in one year and more than 3% over the 3 year average. Our goal was for a 1% average increase over 3 years. 5<sup>th</sup> grade experienced more than 10% increase in one year and a slight loss for the 3 year average. Both 3<sup>rd</sup> grade and 5<sup>th</sup> grade had no students in the Academic Warning category and a decrease in the % of students in the Below Standards category. 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. As our focus was 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, this was accomplished. (Refer to charts)

**READING Quantifiable Measure of Success: Target 1% increase for a 3 year AVE in '05 from ISAT**

	1999	2000	2001	2002	2003	2004	2005	3yrAVE'02	3yrAVE'03	3yrAVE'04	3yrAVE'05
3 <sup>rd</sup>	87	87	86	87	87	86	96.3	86.7	86.7	86.7	89.8
5 <sup>th</sup>	83	82	81	93	84.4	87.8	94.4	85.3	86.1	88.4	88.9

**MATH Quantifiable Measure of Success: Target 1% increase for a 3 year AVE in '05 from ISAT**

	1999	2000	2001	2002	2003	2004	2005	3yrAVE'02	3yrAVE'03	3yrAVE'04	3yrAVE'05
3 <sup>rd</sup>	92	96	96	87	98	91	98.2	93	93.7	92	95.7
5 <sup>th</sup>	82	83	88	98	88	86	96.2	89.7	91.3	90.7	90.1

**Extended Response Results: from '05 ISAT**

3 <sup>rd</sup> Read	0	1	2	3	4	Math	0	1	2	3	4
03/04	1.0%	17.2%	62.9%	18.1%	1.0%		3.4%	7.8%	45.7%	25.9%	17.2%
04/05	2.0%	3.0%	42.0%	37.0%	16.5%		5.5%	5.5%	36.0%	25.0%	28.0%
5th Read						Math					
03/04	0.00%	15.90%	69.50%	14.60%	0.00%		0.00%	7.10%	10.70%	11.90%	70.20%
04/05	0.00%	17.00%	49.00%	34.00%	0.00%		2.00%	1.00%	29.00%	20.00%	48.00%

**Rationale for Target Selection:** 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 and Reading night that challenges students and parents to elevate home math and reading time. Further, teachers have developed and implemented math computation and reading incentives to further elevate student math skills and reading comprehension abilities. 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 Curriculum Leader visits classrooms, especially of new staff, to assure compliance with best practice. The Curriculum Leader encourages each teacher in new District level implementation procedures and practices. **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 emphasized Math. Our LLC department in cooperation with our PTA has sponsored assemblies that included a presentation from a Children's Literature writer. The Reading Specialist wrote a grant to have a poetry writer present to our student body during Poetry Month (April). PTA sponsored 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.