

**EMERSON ELEM SCHOOL**  
**CUSD 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>	84.6	4.0	3.3	3.7	0.7	3.7	10.7	0.0		0.0	14.7	95.9	299
<b>District</b>	77.7	6.4	9.6	4.1	0.0	2.3	16.9	5.7		0.9	9.8	95.1	13,597
<b>State</b>	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2		2.5	15.2	93.7	2,077,856

**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**

<b>PARENTAL CONTACT*</b>		<b>STUDENT-TO-STAFF RATIOS</b>			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	98.3	17.9	20.2	12.9	274.0
<b>State</b>	96.1	18.8	18.8	13.9	230.6

\* 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
<b>School</b>	13.8	17.3	19.0	14.5	22.0	28.0				
<b>District</b>	19.6	20.1	21.8	20.5	23.6	23.7				
<b>State</b>	20.9	21.0	21.3	21.8	22.5	22.8				

**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			145			31		

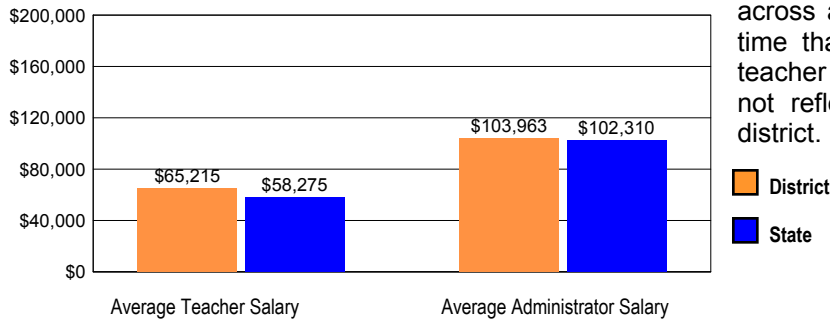
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.6	0.5	1.8	0.9	0.1	23.8	76.2	868
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

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	25.4	74.5	0.7	0.0
State	12.9	47.6	52.3	1.5	3.2

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

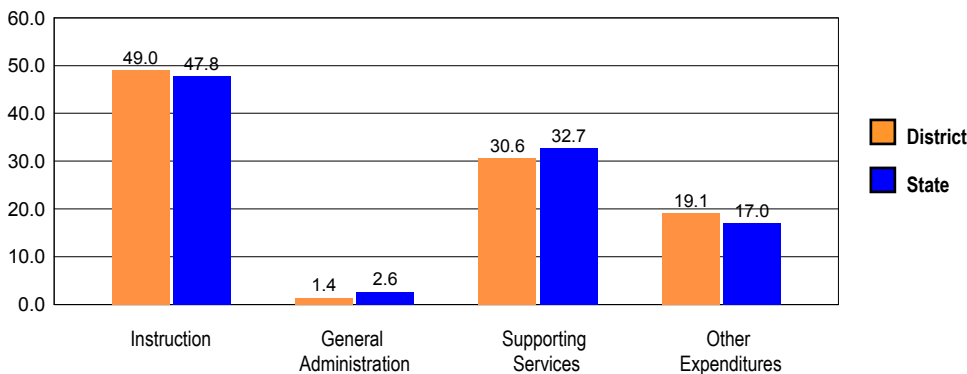
## SCHOOL DISTRICT FINANCES

### 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 2005-06 (Percentages)



REVENUE BY SOURCE 2005-06				EXPENDITURE BY FUND 2005-06			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$103,658,526	74.0	58.8	Education	\$106,607,192	68.7	73.0
Other Local Funding	\$8,317,011	5.9	6.0	Operations & Maintenance	\$11,302,348	7.3	8.6
General State Aid	\$9,341,206	6.7	18.2	Transportation	\$7,471,604	4.8	3.9
Other State Funding	\$12,119,620	8.6	9.3	Bond and Interest	\$11,193,379	7.2	6.2
Federal Funding	\$6,697,573	4.8	7.7	Rent	\$0	0.0	0.0
TOTAL	\$140,133,936			Municipal Retirement/ Social Security	\$3,007,892	1.9	1.8
				Fire Prevention & Safety	\$0	0.0	1.1
				Site & Construction/ Capital Improvement	\$15,563,785	10.0	5.4
				TOTAL	\$155,146,200		

OTHER FINANCIAL INDICATORS				
	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per \$100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	\$190,562	4.14	\$5,934	\$9,996
State	**	**	\$5,567	\$9,488

\*\* 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.

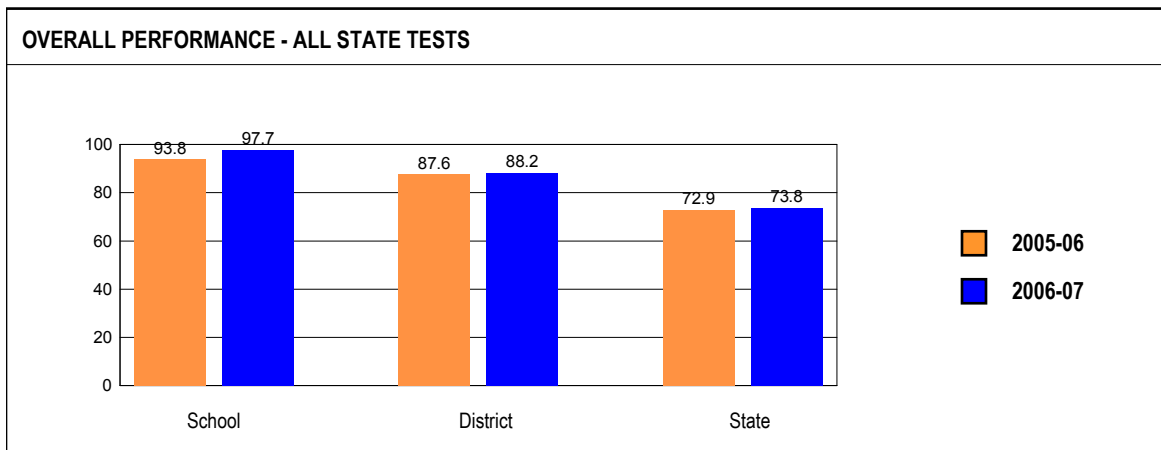
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

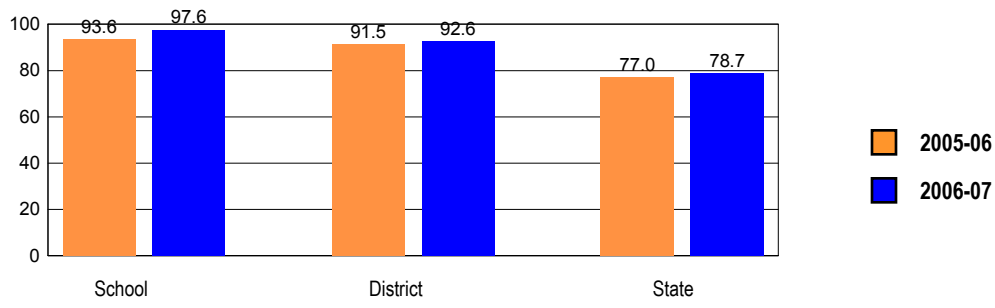
## ACADEMIC PERFORMANCE

### 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.



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

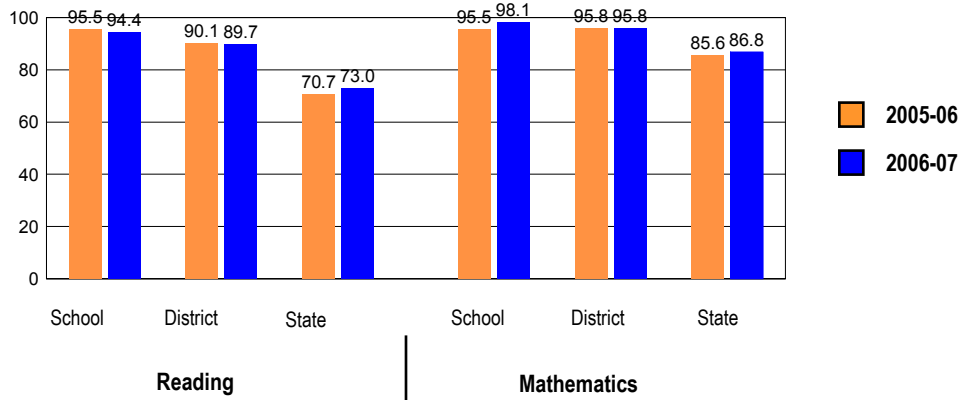


**ISAT PERFORMANCE**

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.

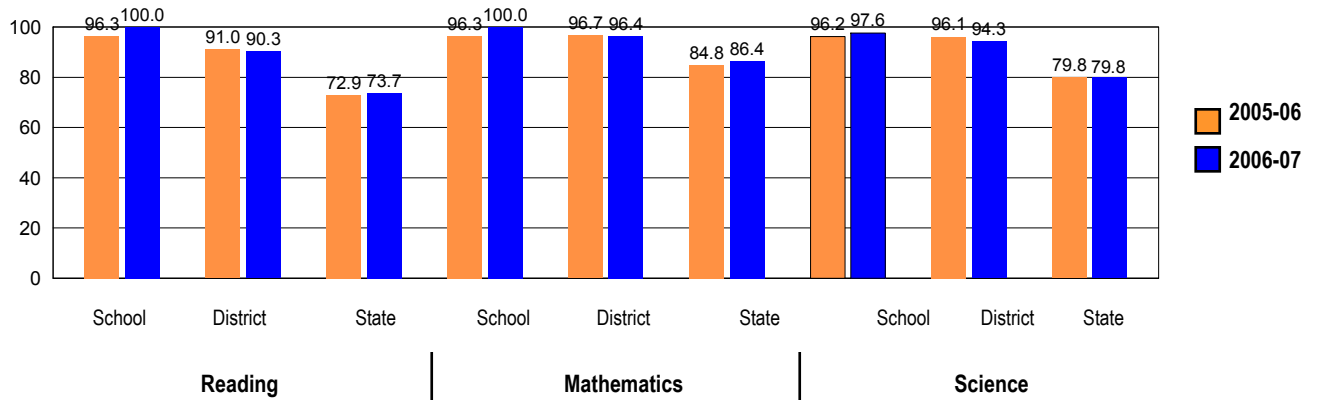
ISAT

Grade 3



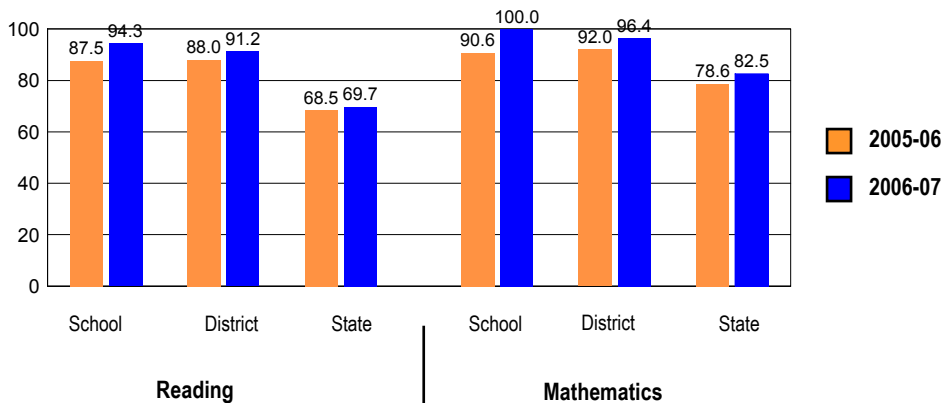
ISAT

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 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.

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	155	69	86	137	7	6	4		1			18	16
	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	7,306	3,763	3,543	5,718	471	684	292	2	138	393		1,146	1,300
	Reading	0.0	0.0	0.0	0.0	0.0	0.1	0.0		0.0	0.3		0.0	0.1
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.1	0.0		0.0	0.3		0.0	0.1
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1
	Mathematics	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1

\* Enrollment as reported during the testing windows.

### 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			
	1	2	3	4	1	2	3	4
School	0.0	5.6	38.9	55.6	0.0	1.9	30.2	67.9
District	1.5	8.8	40.3	49.5	1.1	3.1	28.5	67.3
State	5.3	21.7	48.8	24.1	3.7	9.5	44.7	42.0

**Grade 3 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	4.0	48.0	48.0	0.0	0.0	28.0	72.0
	District	2.0	9.6	42.8	45.7	1.0	3.9	25.1	70.0
	State	7.0	24.3	47.5	21.2	4.3	9.4	43.2	43.1
Female	School	0.0	6.9	31.0	62.1	0.0	3.6	32.1	64.3
	District	1.0	8.1	37.9	53.1	1.2	2.4	31.7	64.7
	State	3.6	19.0	50.2	27.2	3.1	9.7	46.4	40.9

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	4.3	37.0	58.7	0.0	2.2	24.4	73.3
	District	0.9	6.6	39.1	53.4	0.6	1.5	26.1	71.9
	State	2.7	14.9	50.5	31.9	1.2	4.9	41.6	52.3
Black	School	10.2	28.6	51.0	10.2	8.2	18.4	51.0	22.4
	District	12.3	37.2	42.4	8.1	10.8	21.0	49.7	18.4
	State								
Hispanic	School	2.9	20.0	45.7	31.4	2.9	11.4	42.9	42.9
	District	6.1	28.2	52.2	13.5	3.5	11.7	53.8	31.0
	State								
Asian/Pacific Islander	School	0.0	6.7	43.3	50.0	0.0	0.0	30.0	70.0
	District	1.1	9.2	48.4	41.4	0.5	2.4	27.8	69.2
	State								
Native American	School	4.7	16.4	56.9	22.0	1.7	7.8	50.2	40.3
	District								
	State								
Multiracial/Ethnic	School	0.0	13.3	40.0	46.7	0.0	9.7	29.0	61.3
	District	4.9	22.3	50.0	22.8	2.8	9.9	47.9	39.5
	State								

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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	0.0	40.5	59.5	0.0	0.0	38.1	61.9	0.0	2.4	54.8	42.9
District	0.1	9.6	44.3	45.9	0.1	3.5	45.5	50.8	0.3	5.4	59.8	34.5
State	1.1	25.2	48.3	25.4	1.2	12.5	56.9	29.5	3.5	16.7	61.5	18.2

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	0.0	50.0	50.0	0.0	0.0	44.4	55.6	0.0	0.0	61.1	38.9
	District	0.2	11.0	47.5	41.3	0.2	2.4	45.0	52.3	0.7	5.2	56.7	37.5
	State	1.5	27.9	47.2	23.5	1.5	13.1	55.2	30.3	4.0	16.5	59.0	20.5
Female	School	0.0	0.0	33.3	66.7	0.0	0.0	33.3	66.7	0.0	4.2	50.0	45.8
	District	0.0	8.1	41.1	50.8	0.0	4.6	46.1	49.3	0.0	5.6	63.0	31.4
	State	0.6	22.5	49.5	27.4	0.8	11.9	58.7	28.7	3.0	17.0	64.2	15.8

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	0.0	37.8	62.2	0.0	0.0	37.8	62.2	0.0	2.7	48.6	48.6
	District	0.1	8.1	43.8	48.0	0.1	2.7	43.0	54.1	0.4	3.6	57.5	38.4
	State	0.5	17.0	49.4	33.2	0.5	6.8	55.1	37.6	1.1	8.6	64.4	25.8
Black	School	0.0	34.6	51.9	13.5	0.0	13.2	73.6	13.2	0.0	32.1	64.2	3.8
	District	2.7	47.1	41.9	8.3	3.4	28.7	58.2	9.8	10.8	37.4	48.5	3.2
	State												
Hispanic	School	0.0	8.9	48.9	42.2	0.0	2.2	60.9	37.0	0.0	4.5	81.8	13.6
	District	1.1	30.5	53.7	14.8	0.9	13.5	66.4	19.1	3.3	21.9	67.8	7.0
	State												
Asian/Pacific Islander	School	0.0	3.2	48.4	48.4	0.0	3.2	29.0	67.7	0.0	0.0	64.5	35.5
	District	0.2	9.2	48.6	42.0	0.2	3.1	40.6	56.1	0.6	6.1	64.5	28.8
	State												
Native American	School												
	District												
	State	1.7	27.1	47.6	23.6	0.9	14.4	57.6	27.1	3.1	14.9	65.8	16.2
Multiracial/Ethnic	School												
	District	0.0	12.0	32.0	56.0	0.0				0.0	8.3	70.8	20.8
	State	1.0	25.7	49.4	23.9	1.2	12.9	59.8	26.1	3.2	16.3	65.4	15.1

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	5.7	43.4	50.9	0.0	0.0	61.1	38.9
District	0.0	8.8	40.7	50.5	0.0	3.6	57.8	38.6
State	0.8	29.6	44.1	25.6	0.5	17.0	62.8	19.7

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	9.1	45.5	45.5	0.0	0.0	52.2	47.8
	District	0.0	10.1	42.1	47.8	0.0	3.8	55.0	41.3
	State	1.0	33.0	42.8	23.2	0.7	18.0	60.7	20.7
Female	School	0.0	3.2	41.9	54.8	0.0	0.0	67.7	32.3
	District	0.0	7.5	39.2	53.3	0.0	3.5	60.7	35.8
	State	0.5	26.0	45.5	28.1	0.4	15.9	64.9	18.8

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	6.3	39.6	54.2	0.0	0.0	61.2	38.8
	District	0.0	7.3	38.2	54.5	0.0	2.2	56.2	41.6
	State	0.4	20.5	45.3	33.8	0.2	9.7	64.3	25.8
Black	School								
	District	0.0	23.3	62.8	14.0	0.0	20.9	60.5	18.6
	State	2.0	53.2	36.6	8.2	1.6	38.2	55.1	5.1
Hispanic	School								
	District	0.0	15.3	55.9	28.8	0.0	10.2	76.3	13.6
	State	0.7	35.0	49.6	14.7	0.3	18.1	70.5	11.1
Asian/Pacific Islander	School								
	District	0.0	8.1	45.9	45.9	0.0	2.7	56.8	40.5
	State	0.1	12.2	44.8	42.8	0.1	3.7	49.7	46.5
Native American	School								
	District								
	State	0.0	29.6	43.5	26.9	0.4	18.8	67.3	13.5
Multiracial/Ethnic	School								
	District	0.0	18.2	36.4	45.5	0.0	4.5	59.1	36.4
	State	0.8	28.9	45.7	24.7	0.4	16.6	64.7	18.3

## 2007 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	2007-08 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2007-08 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		55.0			55.0			90.0		72.0	
<b>All</b>	100.0	Yes	100.0	Yes	96.5		Yes	99.3		Yes	95.9	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	96.0		Yes	99.2		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% 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 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% 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 55.0% 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 72% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2006.

\*\* Safe Harbor Targets of 55.0% 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.

**Emerson Elementary School's Improvement Plan**  
**Illinois Standards Achievement Test (ISAT) SCORE SUMMARIES**

**READING Target area for student improvement: 1% increase of "meets/exceeds" for a 3 year AVE in '07**

	'01	'02	'03	'04	'05	'06	'07	3yr AVE'03	3yr AVE'04	3yr AVE'05	3yr AVE'06	3yr AVE'07
3 <sup>rd</sup>	86	87	87	86	96.3	95	94	86.7	86.7	89.8	92.4	95.1
4 <sup>th</sup>	**	**	**	**	**	96	100	***	***	***	***	98 (2yr)
5 <sup>th</sup>	81	93	84.4	87.8	96.2	88	94	86.1	88.4	89.5	90.6	92.7

**MATH**

	'01	'02	'03	'04	'05	'06	'07	3yr AVE'03	3yr AVE'04	3yr AVE'05	3yr AVE'06	3yr AVE'07
3 <sup>rd</sup>	96	87	98	91	98.2	95	98	93.7	92	95.7	94.7	97.1
4 <sup>th</sup>	**	**	**	**	**	96	100	***	***	***	***	98(2yr)
5 <sup>th</sup>	88	98	88	86	96.2	91	100	91.3	90.7	90.1	90.1	95.7

**Rationale for Target Selection:**

- Illinois Standards Achievement Test (ISAT) data were reviewed from 2006/07 testing for grades 3, 4, and 5, as well as the last seven years.
- The target (1% increase in meets/exceeds for both math and reading) was selected as there were no specific identified components for either math or reading that indicated an area for concern. It is important to continually improve instruction for all students in both subjects and not make significant changes from one year's worth of data.
- Our school improvement team, comprised of classroom teachers, specialists, aides, and administration, analyzed the data. Central office data and assessment staff also assisted the team as well as the entire staff to disaggregate and assess the many components of each subject.
- These targets were chosen as they allow us to look at each child's score and address all areas in a differentiated manner. The disaggregated data did not demonstrate any specific area, but within each subject if we simply modified our instruction, small, but intentional and deliberate gains would be addressed, thus increasing our overall percentage of students meeting and exceeding state standards.

**Strategies for Improvement :**

- Emerson's staff will concentrate on implementing new tools to support comprehension with a focus on non-fiction text. Several grants were written to purchase and build a leveled library that will challenge and motivate all children at their present level of reading.
- Extended response will be an overall focus in both reading and math which will be addressed through ongoing staff development.
- Several parent nights have been scheduled by grade level or entire school to inform or make available tools and strategies for parents to best support their students at home.

**Professional Development:**

- Our collaborative team/school improvement team meets twice a month with a goal of analyzing our data and developing instructional opportunities to focus on our goals.
- Our technology team meets twice a month with a goal of integrating technology into instruction. Through staff meetings and in-service days, various means and methods are presented and practiced. The technology team will offer support on an ongoing basis targeting individual needs and situations.
- Staff will learn new strategies to use in the way of differentiation through staff development and by reading a professional book, *Differentiating Instruction in a Whole-Group Setting*.
- Through the School Improvement Plan (SIP) team, money that is given to Emerson is used to send staff to workshops (ex: our reading specialist attended "What Really Matters for Intervention"), purchase materials for staff, and/or provide release time for staff to work together.