

Roosevelt Magnet School
Peoria SD 150
Peoria, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K 1 2 3 4 5 6 7 8

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	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	6.2	88.6	5.1	0.2	0.0	0.0	90.5	0.9		2.1	14.0	94.8	632
District	29.8	61.2	5.9	2.5	0.1	0.6	69.7	3.2		4.3	28.8	92.7	13,825
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	96.0	--	--	--	--
District	96.5	18.1	19.8	12.2	164.6
State	96.7	18.4	18.0	13.3	201.8

* 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	18.3	22.5	20.3	17.8	18.3	22.7	22.7	22.3	19.7	
District	19.2	15.3	15.4	15.5	15.5	15.9	17.1	16.7	18.6	
State	20.5	20.9	21.3	21.8	22.2	22.6	22.0	21.1	21.4	

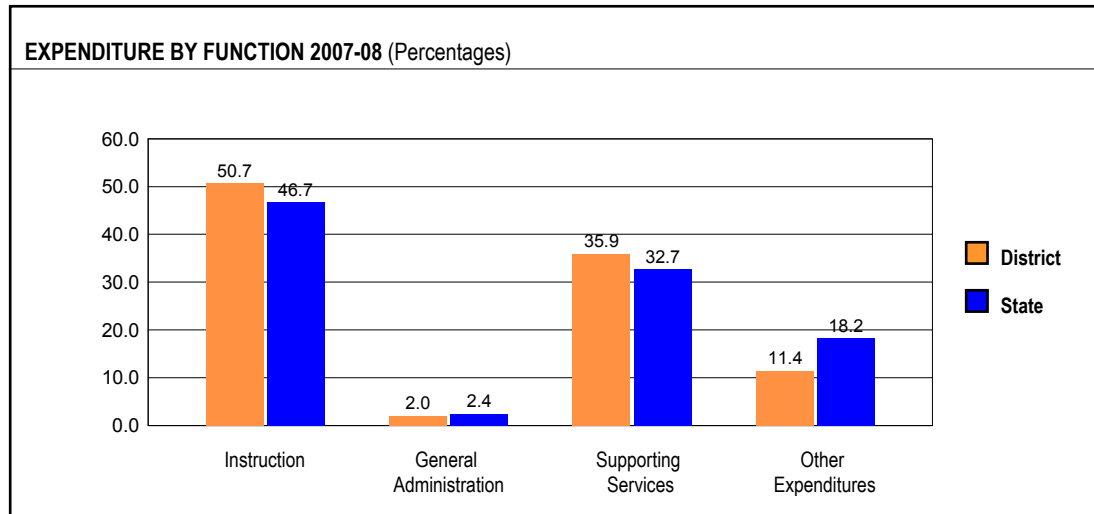
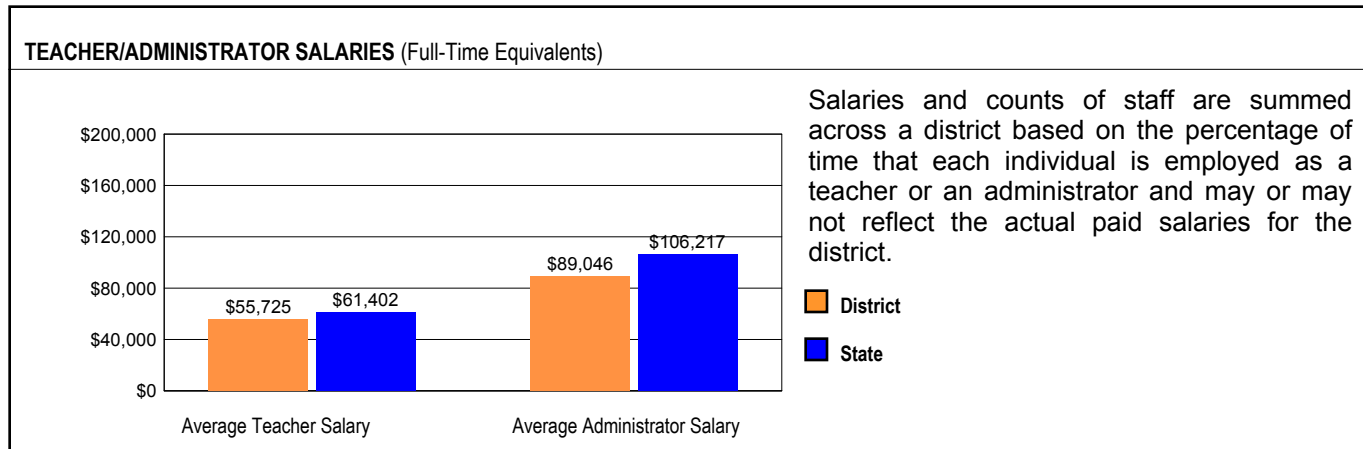
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	68	68	68	26	45	45	180	99	99	25	45	45
District	64	74	78	28	44	44	167	77	73	27	44	44
State	59	54	51	30	43	44	145	104	92	30	43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	91.0	6.4	1.7	0.8	0.1	17.8	82.2	1,030
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	13.7	48.7	51.3	0.6	0.1
State	12.5	44.1	55.8	0.6	1.2

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$72,519,527	43.5	58.7	Education	\$126,325,755	75.9	71.5
Other Local Funding	\$12,028,957	7.2	6.3	Operations & Maintenance	\$14,066,678	8.4	8.6
General State Aid	\$42,744,403	25.7	18.6	Transportation	\$6,420,462	3.9	3.9
Other State Funding	\$19,197,175	11.5	9.0	Bond and Interest	\$3,278,068	2.0	6.3
Federal Funding	\$20,119,597	12.1	7.4	Rent	\$6,536,549	3.9	0.0
TOTAL	\$166,609,659			Municipal Retirement/ Social Security	\$4,594,615	2.8	1.8
				Fire Prevention & Safety	\$718,458	0.4	0.9
				Site & Construction/ Capital Improvement	\$4,562,613	2.7	6.8
				TOTAL	\$166,503,198		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$98,937	4.48	\$6,518	\$11,398
State	**	**	\$6,103	\$10,417

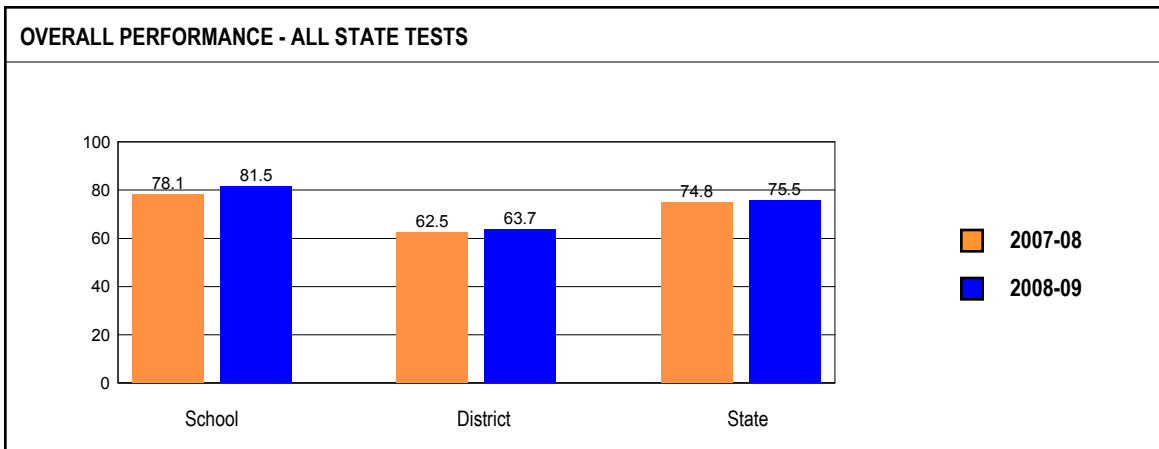
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school 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

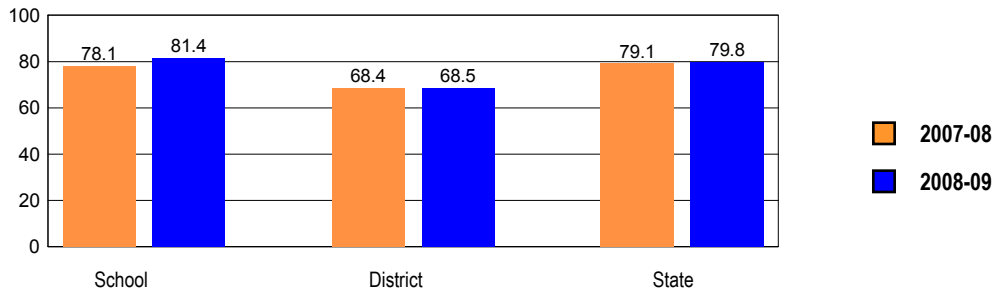
OVERALL STUDENT PERFORMANCE

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.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

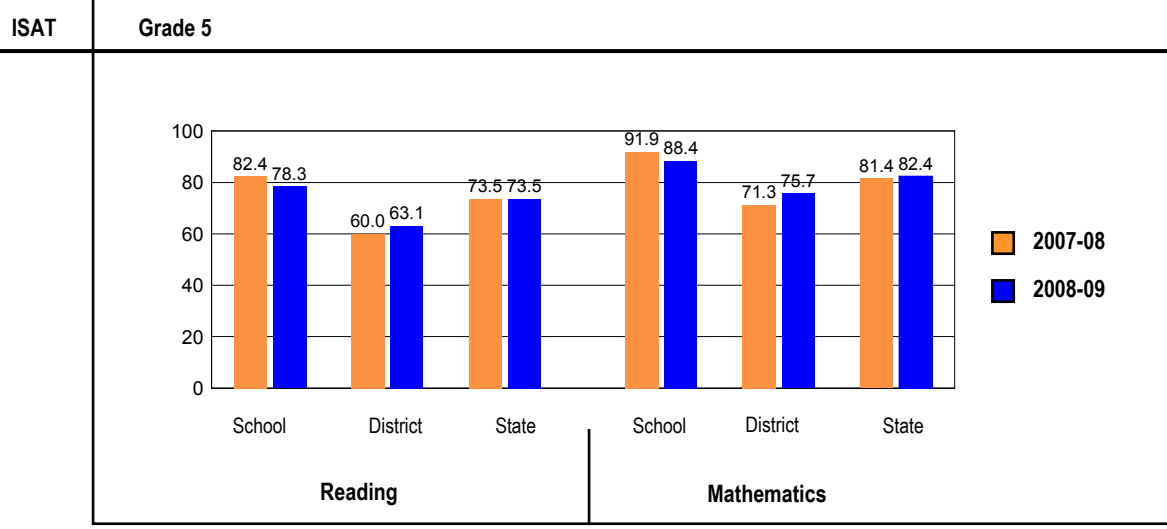
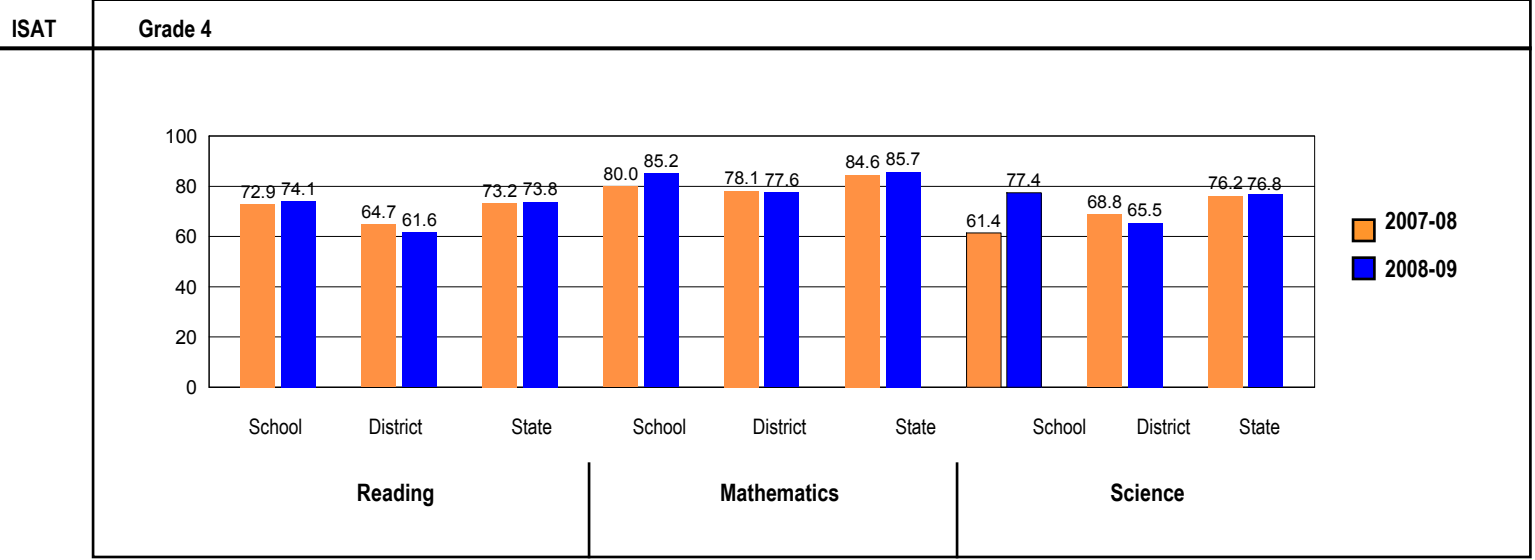
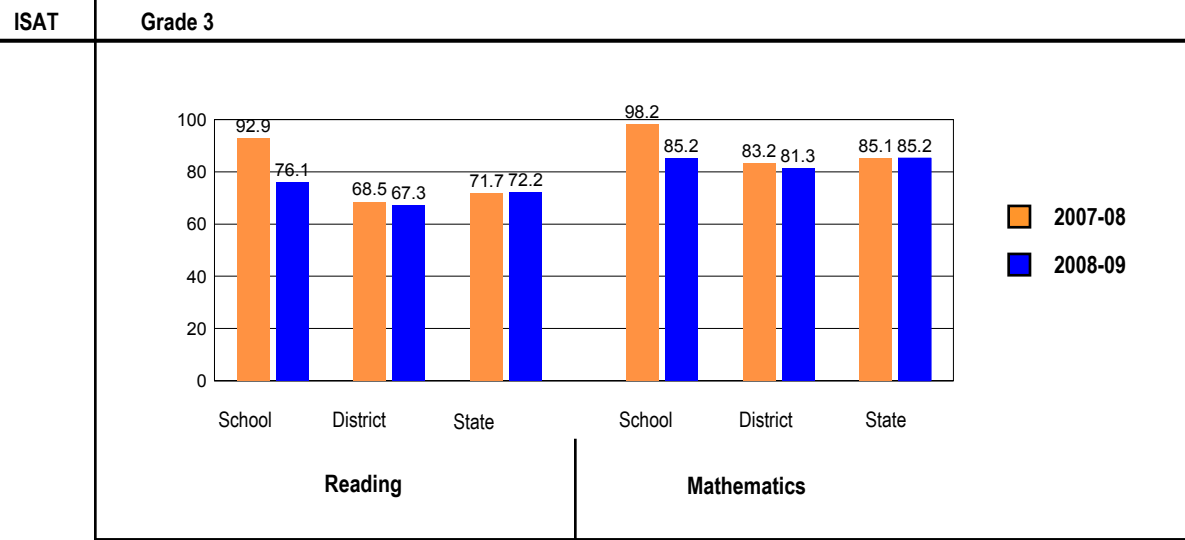


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

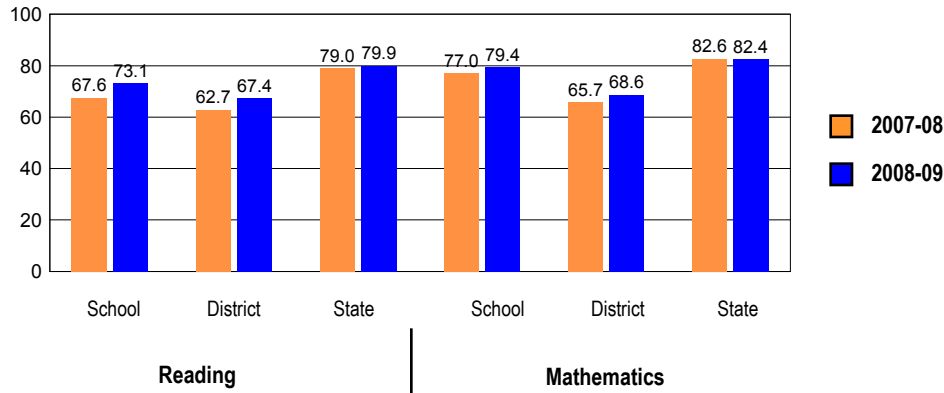


ISAT PERFORMANCE

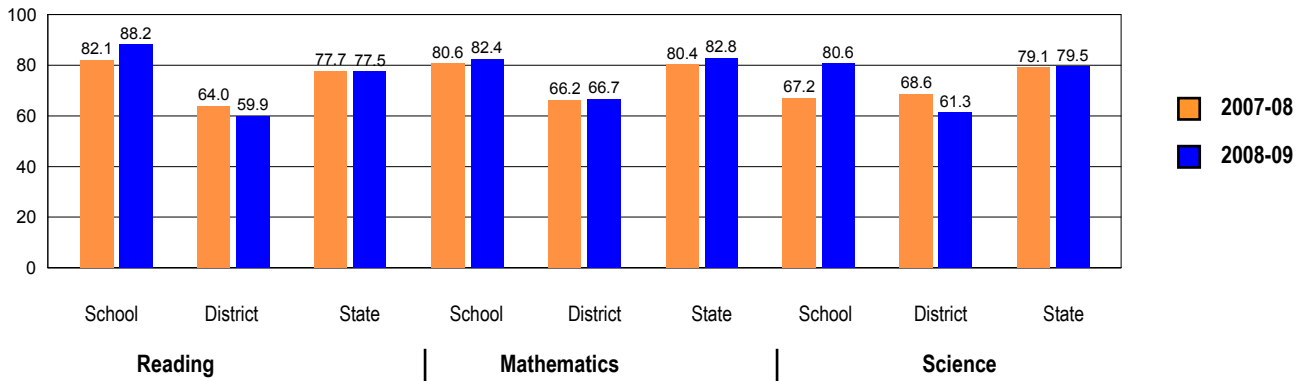
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



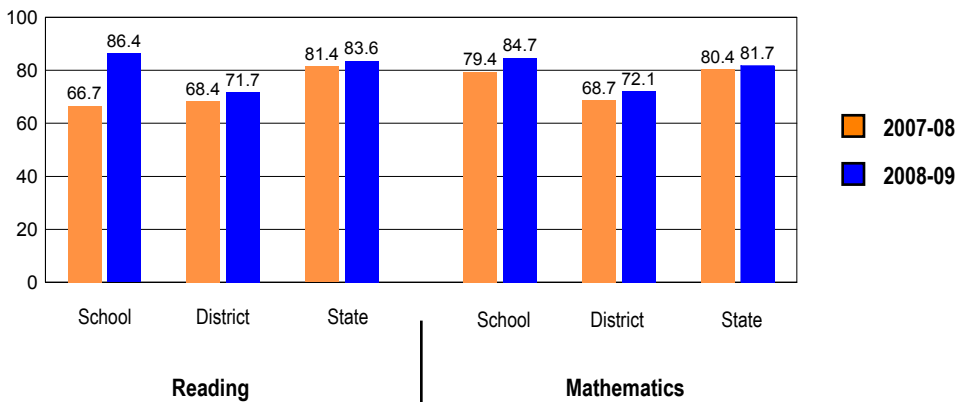
ISAT Grade 6



ISAT Grade 7



ISAT Grade 8



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 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.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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 FOR READING AND MATHEMATICS														
		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	408	169	239	31	354	22	1	0	0	4	0	66	363
	Reading	0.0	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	0.0
District	*Enrollment	7,077	3,539	3,538	2,012	4,435	457	155	2	16	186	1	1,681	5,049
	Reading	0.2	0.3	0.1	0.1	0.3	0.2	0.0		0.0	0.0		0.7	0.3
	Mathematics	0.2	0.3	0.1	0.1	0.3	0.2	0.0		0.0	0.0		0.7	0.3
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		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	123	51	72	8	108	7	0	0	0	0	0	18	112
	Science	0.0	0.0	0.0		0.0							0.0	0.0
District	*Enrollment	2,931	1,478	1,453	906	1,789	177	55	0	4	62	0	708	2,007
	Science	0.2	0.2	0.1	0.1	0.2	0.0	0.0			0.0		0.6	0.2
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

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	1.1	22.7	60.2	15.9	1.1	13.6	62.5	22.7
District	5.6	27.0	47.5	19.9	4.9	13.8	49.6	31.7
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	31.6	55.3	13.2	2.6	13.2	65.8	18.4
	District	7.3	29.9	45.3	17.5	5.6	12.9	48.6	32.9
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	2.0	16.0	64.0	18.0	0.0	14.0	60.0	26.0
	District	4.0	24.5	49.5	22.0	4.2	14.6	50.6	30.5
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	3.5	14.9	43.9	37.7	1.4	7.3	36.0	55.4
	District	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
	State								
Black	School	1.3	22.4	61.8	14.5	1.3	13.2	67.1	18.4
	District	6.8	32.8	48.6	11.8	6.7	16.9	56.6	19.8
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School	3.8	24.4	52.6	19.2	1.3	13.9	48.1	36.7
	District	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
	State								
Asian/Pacific Islander	School	0.0	20.8	37.5	41.7	8.3	0.0	20.8	70.8
	District	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
	State								
Native American	School								
	District	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
	State								
Multiracial/Ethnic	School								
	District	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0
	State								

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	27.8	61.1	11.1	0.0	5.6	66.7	27.8
	District	16.5	46.0	31.2	6.3	12.7	25.3	45.6	16.5
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	1.4	21.4	60.0	17.1	1.4	15.7	61.4	21.4
	District	2.6	21.8	52.0	23.6	2.7	10.6	50.8	35.9
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	1.2	22.6	59.5	16.7	1.2	14.3	60.7	23.8
	District	6.7	31.7	49.3	12.2	5.6	16.8	54.7	22.9
	State	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible	School								
	District	2.0	11.5	41.3	45.2	2.4	4.0	32.9	60.7
	State	1.7	12.4	46.5	39.3	0.9	5.1	37.2	56.8

Grade 4**Grade 4 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School		0.0	25.9	51.9	22.2	3.7	11.1	64.8	20.4	0.0	22.6	71.7	5.7
District		2.4	36.1	41.5	20.0	2.6	19.8	57.2	20.5	4.6	29.9	53.1	12.4
State		1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	27.6	55.2	17.2	0.0	13.8	69.0	17.2	0.0	25.0	67.9	7.1
	District	3.4	39.4	39.8	17.3	2.8	20.9	56.6	19.7	5.6	28.8	51.8	13.7
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	0.0	24.0	48.0	28.0	8.0	8.0	60.0	24.0	0.0	20.0	76.0	4.0
	District	1.4	32.7	43.2	22.7	2.4	18.7	57.7	21.3	3.6	31.0	54.3	11.1
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School												
	District	1.0	17.1	43.8	38.1	0.7	8.7	47.3	43.3	1.7	10.7	58.0	29.7
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School	0.0	28.3	52.2	19.6	4.3	13.0	63.0	19.6	0.0	26.7	68.9	4.4
	District	2.9	45.2	40.7	11.2	3.9	25.2	61.6	9.3	6.4	40.3	48.8	4.6
	State	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
Hispanic	School												
	District	4.5	42.4	39.4	13.6	0.0	22.7	65.2	12.1	1.5	30.3	65.2	3.0
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School												
	District	0.0	21.7	39.1	39.1	0.0	12.5	41.7	45.8	4.2	8.3	66.7	20.8
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School												
	District												
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	26.4	52.8	20.8	3.8	11.3	64.2	20.8	0.0	23.1	71.2	5.8
	District	3.0	44.7	40.1	12.2	3.4	24.8	60.0	11.8	6.1	37.1	51.2	5.6
	State	2.5	38.2	46.3	12.9	2.0	21.3	64.0	12.6	5.6	32.4	56.1	5.9
Not Eligible	School												
	District	0.7	13.1	45.5	40.7	0.4	6.5	49.6	43.5	0.7	11.2	58.0	30.1
	State	0.4	12.9	45.6	41.1	0.4	5.8	52.9	40.9	0.8	9.2	61.9	28.1

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	21.7	60.9	17.4	0.0	11.6	78.3	10.1
District	0.6	36.3	43.3	19.9	0.5	23.8	61.7	14.0
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

Grade 5 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	10.0	66.7	23.3	0.0	6.7	83.3	10.0
	District	0.8	41.5	40.3	17.5	0.6	26.5	59.0	13.9
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.0	30.8	56.4	12.8	0.0	15.4	74.4	10.3
	District	0.4	30.6	46.5	22.5	0.4	20.8	64.6	14.2
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School								
	District	0.7	17.4	46.4	35.5	0.7	10.1	61.2	27.9
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School	0.0	23.7	64.4	11.9	0.0	13.6	81.4	5.1
	District	0.7	45.8	42.4	11.2	0.5	31.6	61.4	6.4
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School								
	District	0.0	38.3	46.7	15.0	0.0	16.9	72.9	10.2
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School								
	District	0.0	8.3	16.7	75.0	0.0	0.0	41.7	58.3
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	District								
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	20.0	80.0	0.0	0.0	0.0	100.0	0.0
	District	1.7	64.5	30.3	3.5	0.9	44.2	51.5	3.5
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	School	0.0	22.0	57.6	20.3	0.0	13.6	74.6	11.9
	District	0.3	27.4	47.3	25.0	0.4	17.4	64.9	17.4
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	24.1	58.6	17.2	0.0	12.1	81.0	6.9
	District	0.9	44.2	44.2	10.8	0.7	29.1	64.2	5.9
	State	0.8	40.6	46.7	11.9	0.5	27.5	65.5	6.4
Not Eligible	School	0.0	9.1	72.7	18.2	0.0	9.1	63.6	27.3
	District	0.0	16.5	41.0	42.4	0.0	10.4	55.4	34.2
	State	0.1	13.6	48.4	37.8	0.1	8.6	66.7	24.7

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	26.9	58.2	14.9	0.0	20.6	69.1	10.3
District	0.5	32.0	49.6	17.9	1.2	30.2	51.5	17.1
State	0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	44.0	48.0	8.0	0.0	26.9	65.4	7.7
	District	1.0	37.4	45.7	15.9	1.8	34.8	46.7	16.7
	State	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female	School	0.0	16.7	64.3	19.0	0.0	16.7	71.4	11.9
	District	0.0	26.5	53.6	19.9	0.6	25.5	56.4	17.5
	State	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School								
	District	0.8	15.5	46.4	37.2	0.8	13.3	48.8	37.1
	State	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black	School	0.0	28.1	59.6	12.3	0.0	22.4	67.2	10.3
	District	0.5	39.4	51.3	8.8	1.6	38.5	51.3	8.6
	State	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic	School								
	District	0.0	34.7	48.0	17.3	0.0	26.7	64.0	9.3
	State	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander	School								
	District	0.0	3.4	37.9	58.6	0.0	0.0	41.4	58.6
	State	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American	School								
	District								
	State	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic	School								
	District								
	State	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	63.6	36.4	0.0	0.0	36.4	54.5	9.1
	District	2.3	62.1	31.5	4.1	3.7	56.2	35.6	4.6
	State	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP	School	0.0	19.6	62.5	17.9	0.0	17.5	71.9	10.5
	District	0.0	23.4	54.8	21.8	0.5	22.8	56.0	20.7
	State	0.1	14.5	55.1	30.3	0.2	12.5	61.1	26.2

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	24.6	59.0	16.4	0.0	19.4	69.4	11.3
District	0.7	39.1	51.2	9.0	1.5	36.6	53.5	8.4
State	0.3	31.7	55.2	12.7	1.0	27.1	61.1	10.8
Not Eligible								
School								
District	0.0	11.0	44.7	44.3	0.4	11.3	45.6	42.7
State	0.1	10.2	50.5	39.3	0.2	8.6	57.2	34.0

Grade 7

Grade 7 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	11.8	64.7	23.5	0.0	17.6	51.5	30.9	3.0	16.4	67.2	13.4
District	0.8	39.3	45.5	14.4	4.1	29.2	47.1	19.6	16.0	22.6	47.0	14.4
State	0.5	22.0	56.8	20.7	1.6	15.6	55.0	27.7	7.0	13.6	55.7	23.8

Grade 7 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	23.8	57.1	19.0	0.0	23.8	52.4	23.8	5.0	20.0	55.0	20.0
District	1.5	44.5	41.9	12.1	5.8	31.4	43.3	19.5	17.5	20.9	45.6	16.0
State	0.7	26.1	55.4	17.9	2.1	17.1	52.8	28.0	7.9	13.0	52.8	26.4
Female												
School	0.0	6.4	68.1	25.5	0.0	14.9	51.1	34.0	2.1	14.9	72.3	10.6
District	0.2	34.1	49.1	16.6	2.4	27.1	50.8	19.7	14.6	24.4	48.3	12.7
State	0.3	17.8	58.2	23.7	1.2	14.0	57.4	27.4	6.0	14.2	58.7	21.1

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School												
District	0.3	18.7	51.5	29.4	1.7	13.7	43.0	41.7	5.4	9.0	51.5	34.1
State	0.2	14.2	57.6	28.0	0.7	9.1	53.4	36.7	2.9	7.1	55.2	34.8
Black												
School	0.0	13.1	62.3	24.6	0.0	18.0	49.2	32.8	3.3	16.4	65.6	14.8
District	0.7	50.2	41.4	7.6	5.4	36.3	48.7	9.6	21.2	28.8	44.5	5.5
State	1.0	35.9	54.7	8.4	4.1	31.3	55.4	9.3	15.3	25.4	54.1	5.3
Hispanic												
School												
District	3.7	29.6	59.3	7.4	2.5	32.5	55.0	10.0	16.0	25.9	53.1	4.9
State	0.8	32.4	57.5	9.3	1.9	20.0	62.4	15.7	10.8	21.4	59.0	8.7
Asian/Pacific Islander												
School												
District	0.0	5.3	42.1	52.6	0.0	5.3	21.1	73.7	0.0	5.3	36.8	57.9
State	0.2	9.4	51.3	39.2	0.5	4.9	37.8	56.8	2.8	5.4	51.0	40.8
Native American												
School												
District												
State	0.0	19.1	56.4	24.5	0.8	12.8	60.3	26.0	5.0	11.2	55.6	28.2
Multiracial/Ethnic												
School												
District												
State	0.5	19.6	57.3	22.6	1.8	14.9	55.5	27.8	6.2	12.0	58.4	23.4

Grade 7 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	0.0	8.6	65.5	25.9	0.0	17.2	50.0	32.8	3.4	17.2	67.2	12.1	
District	1.1	46.6	44.3	8.0	5.0	35.2	48.7	11.1	20.0	27.9	46.7	5.4	
State	0.9	34.1	56.3	8.8	2.9	24.7	59.3	13.1	12.2	21.9	57.1	8.7	
Not Eligible													
School	0.0	30.0	60.0	10.0	0.0	20.0	60.0	20.0					
District	0.0	20.2	48.7	31.1	1.7	13.6	42.9	41.9	6.0	9.3	47.7	37.1	
State	0.2	12.6	57.1	30.1	0.7	8.4	51.7	39.3	2.9	7.0	54.6	35.6	

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	13.6	83.1	3.4	0.0	15.3	62.7	22.0
District	0.6	27.8	66.0	5.6	1.3	26.6	49.5	22.6
State	0.4	16.0	74.6	9.0	0.8	17.5	54.5	27.2

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male									
School	0.0	21.7	78.3	0.0	0.0	26.1	56.5	17.4	
District	0.8	32.0	61.9	5.3	1.3	28.1	48.0	22.7	
State	0.5	19.0	72.5	7.9	0.9	18.6	53.1	27.4	
Female									
School	0.0	8.3	86.1	5.6	0.0	8.3	66.7	25.0	
District	0.4	24.0	69.7	6.0	1.3	25.3	50.9	22.5	
State	0.2	12.9	76.7	10.2	0.6	16.4	56.0	27.0	

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White									
School									
District	0.4	12.6	72.2	14.8	0.0	12.4	40.4	47.2	
State	0.2	10.0	77.2	12.6	0.4	10.3	53.4	35.9	
Black									
School	0.0	11.5	84.6	3.8	0.0	17.3	63.5	19.2	
District	0.8	35.0	63.3	0.9	2.0	33.7	53.8	10.4	
State	0.7	28.6	68.7	2.1	1.9	34.5	54.4	9.2	
Hispanic									
School									
District	0.0	26.6	64.1	9.4	0.0	21.9	54.7	23.4	
State	0.5	22.2	73.6	3.7	0.8	22.9	61.3	15.0	
Asian/Pacific Islander									
School									
District	0.0	4.8	71.4	23.8	0.0	4.8	19.0	76.2	
State	0.2	6.3	72.5	21.0	0.4	5.7	36.0	57.9	
Native American									
School									
District									
State	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8	
Multiracial/Ethnic									
School									
District									
State	0.2	14.6	75.5	9.6	0.5	16.7	56.0	26.7	

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	17.4	78.3	4.3	0.0	19.6	65.2	15.2
District	0.4	34.5	63.6	1.4	1.6	33.6	54.2	10.6
State	0.6	25.8	70.5	3.0	1.3	28.1	58.1	12.4
Not Eligible								
School	0.0	0.0	100.0	0.0	0.0	0.0	53.8	46.2
District	1.0	12.8	71.2	15.0	0.6	11.0	39.2	49.2
State	0.1	8.6	77.7	13.6	0.4	9.4	51.8	38.4

2009 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	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 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		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	80.1		Yes	84.6		Yes	94.8	Yes		
White														
Black	100.0	Yes	100.0	Yes	80.1		Yes	83.2		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	56.6	65.6	Yes	73.6		Yes	93.7			
Economically Disadvantaged	100.0	Yes	100.0	Yes	80.0		Yes	84.1		Yes				

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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% 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 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% 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.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Dear Parent/Guardian:

Roosevelt Magnet School is a unique school to Peoria Public Schools District 150 and Central Illinois, serving pre-kindergarten through eighth grades. We offer specialized classes in the performing and visual arts. Students in grades 5 through 8 are selected to attend Roosevelt based on their arts auditions. Students in the primary grades are area students as well as some magnet students (out of the attendance area). The mission of Roosevelt Magnet School, as an innovative fine arts academy, is to ensure that each student develops to his or her academic, artistic and personal potential by integrating the arts and technology within a safe, nurturing environment, which embraces diversity in partnership with families and the community.

The data contained in this School Report Card show students' results on the Illinois Standards Achievement Test (ISAT). This test is designed to measure how well our students are meeting state standards at selected grade levels. Reading and math are tested at third, fourth, fifth, sixth, seventh, and eighth grade. Science is tested at fourth and seventh grade.

We are very pleased to have made AYP again this year. This enables Roosevelt to remain free of School Improvement Status. In fact, our scores surpassed the expectations of the state in all subject areas. The school's overall performance was at 81.4% on ISAT, and surpassed our last year's score of 78.1%. The state target in reading was 70.0% meet or exceeds, we had 80.1% of our students meet or exceed in reading. The math target for the state was 70.0%, we had 84.6% of the students meet or exceed in math. We also surpassed the state target in all subgroups including students with disabilities. We are extremely proud of their accomplishments and would like to commend both the students and teachers for their efforts. However, we are far from being content and will make every effort to improve upon our accomplishments and continue to move student achievement forward.

Thanks to the new registration process this year, we have greater access to our families and they are becoming more involved with their student's education through Family Access. This helps parents monitor the progress of their student(s) on a daily basis. The registration effort has also given us greater parental contact that allows us to involve more of our families in school activities and academics. It was a great help and a through process.

Targeted areas of focus at Roosevelt Magnet this year continue to be to improve fluency and comprehension in all grade levels and subgroups with an emphasis on the special education subgroup and reading in grades three and five. Math in third grade and seventh grade are our other areas of focus. In order to identify our areas of need, information from the ISAT, teacher-made tests, Open Court and other pre/interval and post tests, Benchmark and DIBELS testing (monthly), progress monitoring, methods of teaching that are best practices, parental input and data from the NWEA standardized tests were used. Our Student Improvement Plan addresses how we will use this data to increase student achievement. Also we will continue to utilize other resources to improve student achievement, including:

- Bradley University, our professional development partner, to monitor the implementation of planned curricular activities and staff development. Bradley also provides tutors.
- Open Court, Accelerated Reader, and Computer classes at every level
- New classroom technology to enhance student learning and enhance student engagement
- Extended Day reading and math support
- The new CMP2 Math Curriculum
- Enrichment reading and math programs
- The school-wide Positive Behavior Intervention System (PBIS)
- School-wide academic thematic units that incorporate the arts
- Community collaboration with Roosevelt through Strategic Plan
- Benchmark Testing in the Middle School and DIBELS for the Elementary Grades

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- School wide tutoring by certified teachers for at-risk students in reading and math
 - Inclusion Model for students with IEP's
 - CSSS (Comprehensive System of Student Support) tutoring by the grade level teachers
 - Arts Integration and Differentiated Instruction

Planned Improvement for the District

Peoria Public Schools continues to work to provide the highest quality education for every student. Increasing student achievement continues to be the driving force behind all District initiatives. The District continues to develop strategies that meet the varied needs of students, families and the community at large. Strategies incorporated into the District Improvement Plan include focused professional development, review of reading curriculum, implementation of early math strategies, provision of early intervening services, introduction of co-teaching, and development of parent academies. Activities currently being implemented to increase student learning include:

- Focus on high school achievement through enhanced student support and increased learning opportunities
- Develop plans for closing Woodruff High School
- Implementation of Comprehensive System of Student Support
- Student centered instructional programs in content areas
- Universal Leadership Teams at each building