

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mr. Lynn W. Clapp (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Roosevelt Elementary School (As it should appear in the official records)

School Mailing Address 700 West Cleveland Avenue (If address is P.O. Box, also include street address)

Belleville Illinois 62220 -2496 City State Zip Code+4 (9 digits total)

Tel. (618) 233-1608 Fax (618) 233-1757

Website/Url www.belleville118.stclair.k12.il.us Email lclapp@stclair.k12.il.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. James T. Rosborg (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Belleville Public School District #118 Tel. (618) 233-2830

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date

Name of School Board President/Chairperson Mrs. Carol Scharf (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 9 Elementary schools
 0 Middle schools
 2 Junior high schools
 0 High schools
 11 TOTAL

2. District Per Pupil Expenditure: \$4211
 Average State Per Pupil Expenditure: \$4667

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 1 Number of years the principal has been in her/his position at this school.
 7 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total	
K	28	22	50	7				
1	18	25	43	8				
2	14	13	27	9				
3	21	25	46	10				
4	27	29	56	11				
5	31	26	57	12				
6	33	25	58	Other				
			TOTAL STUDENTS IN THE APPLYING SCHOOL					

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>76.9</u> % White |
| <u>18.9</u> % Black or African American |
| <u>.3</u> % Hispanic or Latino |
| <u>2.4</u> % Asian/Pacific Islander |
| <u>1.5</u> % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 12.17 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	24
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	18
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	42
(4)	Total number of students in the school as of October 1	318
(5)	Subtotal in row (3) divided by total in row (4)	.13
(6)	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: .3 %
1 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Korean

9. Students eligible for free/reduced-priced meals: 33 %
106 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 18 %
61 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>47</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>13</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>5</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>0</u>	<u>2</u>
Total number	<u>17</u>	<u>7</u>

12. Student-“classroom teacher” ratio: 24:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.9%	96.4%	96.4%	95.8%	96.1%
Daily teacher attendance	96%	95%	99%	97%	95%
Teacher turnover rate	0%	0%	0%	23.5%	0%
Student dropout rate	-	-	-	-	-
Student drop-off rate	-	-	-	-	-

PART III - SUMMARY

Roosevelt Elementary School was built in the heart of a traditional blue-collar neighborhood in 1928 in the city of Belleville, Illinois. Our community of 42,000 is considered part of the greater St. Louis metropolitan area. Our student population nearly doubled in size in 1991 when new housing sprouted in the area and new classrooms were added to the existing structure. There are two sections of classes at each grade level, kindergarten through sixth grade. Enrollment includes 33% low income and 22% minority. Our staff serves students with learning disabilities through resource and instructional programs. Reading Recovery is offered for first graders, and Americorps reading coaches and tutors assist the other grades. Speech/Language services and social work intervention services are available, and Roosevelt participates in the district program for gifted students.

The vision of our stakeholders is "...for all students to develop to their optimum potential as persons of character as well as learners". To do this, the stakeholders (staff, parents, students, and community) collaborate in developing a School Improvement Plan to "...identify where we are and where we want to be in relation to student achievement, teaching and learning, and the learning community." Goals for school improvement are developed, monitored, and revised throughout the year and made available to the public. Parents and supporters are invited to attend an annual school-community council meeting to discuss current progress and future initiatives.

Our staff is an experienced and thoroughly dedicated group. Most believe this assignment to be a permanent career choice. Several are considered experts in their subject area, and are frequently invited to offer training to peers. Two teachers have earned National Board Certification.

Roosevelt School has forged strong collaborative partnerships. Parent organizations conduct fundraisers, volunteer in the classrooms, and help sponsor our annual family Campus Campout. We have an active PTA and Mothers Club that sponsor family theme nights on reading, mathematics, and technology, as well as student musical and art presentations. The Retired Senior Volunteers Program supplies a librarian. Together with city officials, our staff coordinates city-wide Veterans Day activities and organizes a yearly neighborhood clean-up day. We hosted a neighborhood Safety Fair this year, involving more than twenty businesses and agencies to offer special activities for families. We have an Adopt-A-Cop and D.A.R.E. officer as community allies for safety education.

Roosevelt addresses the social/emotional needs of students with character education initiatives such as Word-of-the-Month and Do The Right Thing. The Second Step violence prevention program is taught at all grade levels. Opportunities abound for service projects in the Roosevelt Student Service Club and the Junior Optimist Club, and sixth grade patrol students contribute to our safety program.

Roosevelt's greatest asset is its own self-image. There is a pervasive attitude among stakeholders that this is an institution that sets itself apart in molding students into persons of high achievement and character. There is a strong belief that children always come first. New students and their parents catch this spirit almost immediately. Students offer their best performance not because of the pressure to succeed, but because they enjoy the faith and encouragement of their teachers. There is a true love of learning at Roosevelt School, because all our children believe they can learn.

Part IV - Indicators of Academic Success

1 Assessment Results

The Illinois Standards Achievement Test (ISAT) is administered each spring to grades 3, 4, 5, 7, 8, and 11. At Roosevelt, Grades 3 and 5 are assessed in Math (both traditional and extended answer), Reading (both traditional and extended answer), and Writing (in Expository, Persuasive, and Narrative forms). Grade 4 takes assessments in Physical and Natural Science as well as Social Studies. The content area of the test is based on the learning standards created and published by the Illinois State Board of Education and shared with its public school system.

Since our school welcomes accountability, every effort is made to assess each student in the Roosevelt system. We need all data, including ISAT scores, to reach those that are “falling through the cracks”. With our current track record of solid test scores drawing attention from educational administrators at the state and federal levels, we must maintain a testing integrity that is most appropriate. Approximately 97% of our students were assessed by the ISAT, compared to the state average that hovers at 95%. All Roosevelt students attending District 118 schools participated; the small number of our students that were not assessed were housed in private facilities at the time of the testing. These children require services for their severe physical or mental health conditions that require the special care of such institutions. Our district makes information and resources regarding alternate assessment available to these facilities.

The attached tables show that disaggregated statistics from the ISAT tests have just become available over the last few years, evolving into a rather thorough process by the time of the 2002 testing. The positive factors we discovered were that our school showed a steady growth in our test scores, and that most disaggregated groups were outperforming the state average. As we looked over numbers that raised concerns, we considered all factors. In the case of students with an IEP, the percent of Academic Warning among those students was alarming in 1998-1999. The alteration of two factors, the improved alternate assessment process installed by the state and our goal to increase the number of IEP students who could experience success in the normal testing, brought the Academic Warning percent scores down to miniscule or zero. In comparing the subgroups of African-American and Low Income with our overall score, we find some gaps in 2000-2001 that drew closer in the following year. These groups tend to be the most transient, and we make the best effort possible to acclimate them to our school environment. The one glitch in the state’s reporting of disaggregated data exists in the 2000-2001 fifth grade reading scores. We had the bare minimum in the African-American subgroup to generate numbers in the areas of math and writing, but an extended absence of one student before the administering of the Reading section resulted in his exclusion from that category. This dropped the number of African-American participants below the state’s minimum, and the state did not calculate that subtotal.

2- Indicators of Academic Success Use of Assessment Data

The process of data assessment begins in May with the return of data from the Illinois Standards Achievement Test (ISAT) and our district’s locally developed criterion-referenced tests. The principal distributes the results to the teachers whose students were measured, the instructors who will have the students the following year, and the School Improvement Team—consisting of a teacher from each grade level, a special education teacher, and the principal.

In August, the School Improvement Team analyzes test data, determining areas of strengths and areas of concern. By early September, the entire faculty collaborates on an action plan to identify instructional strategies to improve learning and ultimately influence performance. The action plan is assembled into a School Improvement Plan. This document is published in booklet form, shared with the parents at a meeting in the spring, and made available in the school office

for the community to view. The School Improvement Plan serves as the working document for the faculty. Throughout the year the instructors at the various grade levels discuss their progress and articulate with their neighboring grade levels. Our teachers use multiple, ongoing formal and informal evaluation methods to check the success of strategies developed in the plan. We use our assessment data to develop the teaching strategies that will ensure that no child is left behind.

3-Indicators of Academic Success Communication of Student Performance

Roosevelt School staff recognizes the importance of providing information on student performance to all stakeholders. We present information through several formats, including the internet, face-to-face meetings, periodic written reports, and group presentations.

Our annual School Report Card is displayed on the websites of Belleville School District 118 and the Regional Office of Education. The Report Card includes demographic data as well as school and grade level performance on the Illinois State Achievement Test. The School Improvement Plan is a document that includes annual improvement goals, student performance and analysis, and funding resources. Free copies are available, and a summary page is sent to all parents.

Formal parent-teacher conferences occur twice per year, but informal meetings occur more regularly. At least once per quarter and sometimes weekly, progress reports are sent home that show grade trends and percentages. Every Wednesday, each student delivers a large white envelope to parents containing school communications, including progress reports and other academic information. The achievements of honor roll students are celebrated at quarterly school assemblies. Once per year, a school-community council meeting is convened to discuss the current state of Roosevelt, including a report on student achievement and test performance. Roosevelt is truly a "public" school, where information about our performance is available to all, because we value and depend upon the feedback and support of all stakeholders.

4-Indicators of Academic Success Sharing Success with Other Schools

Roosevelt School educators recognize the importance of a strong collaborative network with other educators. We welcome teams of teachers into our classrooms for observations, demonstrations of teaching methods and strategies, and curriculum discussions. To accomplish this goal, we rely on creative scheduling, flexibility, and the cooperation of our close-knit staff. Additionally, we train and mentor student teachers, serve on and chair educational committees at local, state, and national levels, and contribute to professional publications. A significant number of Roosevelt teachers also conduct workshops throughout the region, sharing a variety of key topics across the curriculum.

Should Roosevelt School be chosen for this prestigious honor and be named a Blue Ribbon School, our teachers are eager to continue to volunteer our collective knowledge. Networking through e-mail, sharing information on our District 118 website, publishing teacher-friendly materials, and traveling to other districts with a trained team of presenters are just a few of our anticipated plans. We feel that by sharing within our own profession, Roosevelt School will continue to improve its effectiveness while impacting the education of each and every learner with whom we are privileged to work.

PART V – CURRICULUM AND INSTRUCTION

Part V-1-Curriculum and Instruction Curriculum

Roosevelt’s curriculum is the backbone of our instruction. It is the continually evolving product of decades of ongoing evaluation and assessment. Belleville District 118 was an early leader in the field of standards and benchmarks, and our original skills continuum and assessment system became the model for countless school districts that hoped to match our success. That continuum has now been meticulously aligned with the Illinois Learning Standards. The Learning Standards set high expectations, and our curriculum is designed to make sure all students meet them. Materials and methods are chosen with significant input from teachers, and as a result, the curriculum is challenging, effective, appropriate, and well defined. Teachers know what they must teach, and students know what they must learn.

As mandated by the state of Illinois, the curriculum includes a specific number of daily minutes of language arts, mathematics, science, social studies, P.E., art, and music. Additionally, all Roosevelt teachers conduct lessons in character development and ethical behavior. As a team, teachers share ideas and resources, and have developed a thorough understanding of the materials and methods used at other grade levels. This broad, shared curricular knowledge allows us to build seamlessly upon the skills we know have been taught in earlier grades, and to ensure that the different subjects are clearly integrated with one another.

The quality of our curriculum is vital to our teaching. We have lengthy experience in developing and adapting curricula to the changing needs and expectations of a diverse society, and we view our curriculum as a fluid, evolving work. We use it in a dynamic cycle of teach, assess, and revise. Since we believe that all students are entitled to an education that will allow them to take advantage of the opportunities our country offers, we spend significant time throughout the school year and in the summer assessing the performance of each of our disaggregated groups. Our curricular content is strongly connected to the Illinois Learning Standards, and we judge its efficacy by our students’ performance on the state tests.

We use data from the state tests, our own locally developed test system, and our innate knowledge of our students to reexamine our goals and maintain our high standards for student learning and teacher instruction. We rely upon the many Roosevelt teachers whose expertise has been recognized at the local, state, and national level to help us adapt our curriculum to new, research-based methods, and build on our strengths in the most effective ways to meet our goals. Together, we study our weaknesses and make plans to correct them. These plans may include more effective methods and materials, more efficient use of human resources, or more extensive accommodations to meet the needs of an increasingly diverse population. Our curricular content is significant and relevant because it equips students with the academic and social skills they must have to become productive, participatory citizens of our community. Our task is to maintain the integrity of our curriculum through ongoing assessment and reflection. It is a challenge we embrace because we believe every child deserves the best education we can provide.

The most empowering aspect of our curriculum is the fact that it was created and is constantly revised by the teachers who use it. It is not a framework that is imposed upon us, but rather a road map that we have drawn ourselves with our proudly earned expertise and experience. For each area of study, there is a district committee composed of teachers and administrators, and decisions made by those committees are honored by the administration. Even today, there are very few school districts that encourage that kind of collaboration or offer teachers such important and meaningful control. We teach our curriculum as though we own it, because we do.

Part V-2-Curriculum and Instruction Reading Curriculum

The goal of Roosevelt’s reading curriculum is to ensure that no child is left without the critical skill of reading. At each grade level, developmentally appropriate reading skills are taught and practiced using thoughtfully selected literature on topics that range across the disciplines.

At the primary level, instruction is a careful balance of phonics, word recognition, and whole language. Teachers use a basal reading series, elements of Patricia Cunningham’s Four Blocks model, and books chosen for their appeal and relevance to other subjects. As students progress, these basic skills are expanded to include structural analysis of words, sentences, short stories, and novels. Beginning at second grade, all classes use sets of novels that provide a common experiential base for vocabulary development and comprehension. These skills are enhanced through the use of Scholastic’s computerized Reading Counts program. Throughout all grade levels, reading is closely tied to writing. Both are tightly connected to the Illinois Learning Standards, and the success of our curriculum is obvious from our test scores.

Roosevelt chose this comprehensive approach to reading because we believe it is the most successful in teaching children to read regardless of the literary background they bring to school. From the beginning, reading is meaningful, attractive, motivating, and possible. Children are inspired to read through the appeal of well-chosen literature, and are then systematically taught the necessary skills to act on that desire. Roosevelt’s reading curriculum is not designed to make children read. It makes them want to read.

Part V-3-Curriculum and Instruction Mathematics Curriculum

Roosevelt School’s mathematics curriculum epitomizes our school’s mission and vision, “. . .to help all students develop to their optimum potential as persons of character as well as learners.” Our mathematics curriculum is built on the premise that all students can and must experience success in an academic environment of mutual respect and trust.

The concepts of critical thinking, problem solving skills, and experiential learning comprise the framework of mathematics education at Roosevelt School. At all levels, our students are provided with the opportunity to construct mathematical understanding through the use of manipulatives and a wide range of concrete experiences before progressing to more abstract levels of application. The integration and use of technology in our classrooms provides our students with the awareness and essential skills to apply these tools in their daily lives.

Our teachers recognize the importance of communicating and explaining one’s thinking, and as a result, the use of writing in mathematics is a valued instructional strategy. Careful alignment of our curriculum with the Illinois Learning Standards ensures a successful blend of skills, concepts, and problem solving as evidenced by our consistently high performance on state and locally developed tests.

Assimilation of mathematical knowledge and processes provides our students with a solid foundation for life-long learning and continued personal growth. The excitement of success and thrill of discovery allows the magic of mathematics to come alive for every child.

Part V-4-Curriculum and Instruction Instructional Methods

Roosevelt teachers are experts at using a variety of instructional methods. Through our extensive professional development, experience, and collaboration with other teachers, community members, and our own students, we have improved the learning of our students, including those with specific learning needs, gifted as well as learning disabled. Using

instructional techniques based on Bloom’s Taxonomy, accommodating students’ kinesthetic, auditory, and visual learning styles, and employing different technologies, our teachers establish a caring, stimulating, and safe community where students learn as individuals, in small collaborative groups, and in whole-class instruction.

In the primary grades, our teachers use phonics manipulatives to make the learning of reading and writing as kinesthetic as possible, and students are taught to use manipulatives like tangrams and counters to better understand math concepts. The instructional method of patterning can also be seen as cross-curricular: students are taught how to pattern a plot through a ‘story map’, and for math instruction, students are taught the skill of pattern recognition to solve problems like ‘Pascal’s Triangle’ and geometric proofs.

We also use writing as an instructional tool, teaching students to analyze their solutions to math problems. Our teachers use modeling and demonstrations to help students make connections, too, even inviting other teachers into our classrooms to teach a lesson! By striving to improve our methods at every opportunity, we keep alive our enthusiasm for teaching, for learning, and, most importantly, for our students.

Part V-5-Curriculum and Instruction Professional Development

Professional development at Roosevelt School is a site-based management program, driven by the goals formulated for the Roosevelt School Improvement Plan. Also, teachers from Roosevelt are represented on every Belleville School District 118 committee, where decisions are collectively made for district-wide professional development initiatives.

Roosevelt staff has the responsibility of managing its own professional development program, connected to the specific objectives of the school improvement plan. Teachers analyze test data and make recommendations to the entire faculty. Since decisions are data-driven, the majority of professional development is directed to areas targeted for improvement, and achievement scores have correspondingly improved. Our teachers share new research-based information from training sessions, visit each other’s classrooms to model instructional strategies, and participate in a grade level articulation network. They have been involved in national projects, sponsored by such bodies as the National Science Foundation, to improve achievement in areas such as math and reading. A partnership between the District and the teachers’ association offers graduate level courses entitled Educational Research and Dissemination.

The preparation of novice teachers is a high priority. During a two-year apprenticeship program, new teachers are assigned a mentor, and participate in specially designed inservice programs.

We believe our site-ownership of professional development has two benefits. It serves to strengthen the team approach to school improvement, but most importantly, contributes to the consistent growth of student achievement for all groups of students.

Roosevelt School Third Grade Reading

	ISAT 2001-2002	ISAT 2000-2001	ISAT 1999-2000	ISAT 1998-1999
Testing month	April	April	April	Feb
School Scores Total %				
Academic Warning	0	0	0	9
Below	2	14	12	26
Meets/Exceeds	98	86	88	66
Exceeds	51	24	35	33
SUBGROUPS				
1. Caucasian %				
Academic Warning	0	0		
Below	0	14		
Meets/Exceeds	100	86		
Exceeds	61	24		
2. African/American %				
Academic Warning	0	0		
Below	9	20		
Meets/Exceeds	91	80		
Exceeds	27	20		
3. Low Income %				
Academic Warning	0	0		
Below	8	20		
Meets/Exceeds	93	80		
Exceeds	8	13		
4. IEP %				
Academic Warning	0	0	0	42
Below	20	22	43	17
Meets/Exceeds	80	78	57	41
Exceeds	20	0	0	8
STATE TOTAL %				
Academic Warning	7	7	6	8
Below	31	31	32	31
Meets/Exceeds	63	62	62	61
Exceeds	19	19	21	17

Illinois Standards Achievement Test (ISAT)

Groups excluded from testing: All Roosevelt students attending District 118 schools participated in the Illinois Standards Achievement Test. The students who were not assessed were housed in private facilities for care of their severe physical or mental health conditions. Our district makes information and resources regarding alternate assessment available to these facilities.

Illinois cutpoints:

Academic Warning	120-137
Below Standards	138-155
Meets Standards	156-173
Exceeds Standards	174-200

Performance Levels:

Academic Warning: displays limited knowledge and skills and applies them ineffectively

Below Standards: displays basic knowledge and skills, but applies them in limited ways

Meets Standards: demonstrates proficiency in the subject and effective use of knowledge and skills to solve problems **Exceeds Standards:** demonstrates advanced subject understanding and high-level skills that are creatively applied to solve problems and evaluate results

Roosevelt School Third Grade Writing

	ISAT 2001-2002	ISAT 2000-2001	ISAT 1999-2000	ISAT 1998-1999
Testing month	April	April	April	Feb
School Scores Total %				
Academic Warning	0	0	0	7
Below	7	21	7	10
Meets/Exceeds	93	79	93	83
Exceeds	2	0	9	14
SUBGROUPS				
1. Caucasian %				
Academic Warning	0	0		
Below	3	22		
Meets/Exceeds	97	78		
Exceeds	3	0		
2. African/American %				
Academic Warning	0	0		
Below	9	20		
Meets/Exceeds	91	80		
Exceeds	0	0		
3. Low Income %				
Academic Warning	0	0		
Below	8	27		
Meets/Exceeds	92	73		
Exceeds	0	0		
4. IEP %				
Academic Warning	0	0	0	33
Below	0	22	0	25
Meets/Exceeds	100	78	100	42
Exceeds	0	0	0	0
STATE TOTAL %				
Academic Warning	9	9	6	9
Below	34	33	38	35
Meets/Exceeds	57	58	55	56
Exceeds	3	3	2	6

Illinois Standards Achievement Test (ISAT)

Groups excluded from testing: All Roosevelt students attending District 118 schools participated in the Illinois Standards Achievement Test. The students who were not assessed were housed in private facilities for care of their severe physical or mental health conditions. Our district makes information and resources regarding alternate assessment available to these facilities.

Illinois cutpoints:

Academic Warning	6-13
Below Standards	14-21
Meets Standards	22-29
Exceeds Standards	30-32

Performance Levels:

Academic Warning: displays limited knowledge and skills and applies them ineffectively

Below Standards: displays basic knowledge and skills, but applies them in limited ways

Meets Standards: demonstrates proficiency in the subject and effective use of knowledge and skills to solve problems **Exceeds Standards:** demonstrates advanced subject understanding and high-level skills that are creatively applied to solve problems and evaluate results

Roosevelt School Third Grade Math

	ISAT 2001-2002	ISAT 2000-2001	ISAT 1999-2000	ISAT 1998-1999
Testing month	April	April	April	Feb
School Scores Total %				
Academic Warning	0	2	0	5
Below	2	0	4	3
Meets/Exceeds	97	97	96	51
Exceeds	77	60	50	47
SUBGROUPS				
1. Caucasian %				
Academic Warning	0	0		
Below	3	0		
Meets/Exceeds	97	100		
Exceeds	84	61		
2. African/American %				
Academic Warning	0	20		
Below	9	0		
Meets/Exceeds	100	80		
Exceeds	55	60		
3. Low Income %				
Academic Warning	0	7		
Below	7	0		
Meets/Exceeds	93	93		
Exceeds	43	33		
4. IEP %				
Academic Warning	0	10	0	23
Below	17	0	29	8
Meets/Exceeds	83	90	72	69
Exceeds	50	30	29	15
STATE TOTAL %				
Academic Warning	7	8	10	12
Below	19	18	21	20
Meets/Exceeds	74	74	69	68
Exceeds	30	28	23	21

Illinois Standards Achievement Test (ISAT)

Groups excluded from testing: All Roosevelt students attending District 118 schools participated in the Illinois Standards Achievement Test. The students who were not assessed were housed in private facilities for care of their severe physical or mental health conditions. Our district makes information and resources regarding alternate assessment available to these facilities.

Illinois cutpoints:

Academic Warning	120-141
Below Standards	142-152
Meets Standards	153-172
Exceeds Standards	173-200

Performance Levels:

Academic Warning: displays limited knowledge and skills and applies them ineffectively

Below Standards: displays basic knowledge and skills, but applies them in limited ways

Meets Standards: demonstrates proficiency in the subject and effective use of knowledge and skills to solve problems **Exceeds Standards:** demonstrates advanced subject understanding and high-level skills that are creatively applied to solve problems and evaluate results

Roosevelt School Fifth Grade Reading

	ISAT 2001-2002	ISAT 2000-2001	ISAT 1999-2000	ISAT 1998-1999
Testing month	April	April	April	Feb
School Scores Total %				
Academic Warning	0	0	0	0
Below	19	18	21	24
Meets/Exceeds	81	82	79	76
Exceeds	33	36	23	33
SUBGROUPS				
1. Caucasian %				
Academic Warning	0	0		
Below	16	14		
Meets/Exceeds	84	87		
Exceeds	39	40		
2. African/American %				
Academic Warning	0	*		
Below	29	*		
Meets/Exceeds	71	*		
Exceeds	0	*		
3. Low Income %				
Academic Warning	0	0		
Below	36	55		
Meets/Exceeds	64	45		
Exceeds	7	18		
4. IEP %				
Academic Warning	0	0	0	0
Below	29	29	50	100
Meets/Exceeds	72	72	50	0
Exceeds	29	43	0	0
STATE TOTAL %				
Academic Warning	1	1	0	1
Below	39	40	41	38
Meets/Exceeds	59	59	59	61
Exceeds	22	25	20	24

Illinois Standards Achievement Test (ISAT)

Groups excluded from testing: All Roosevelt students attending District 118 schools participated in the Illinois Standards Achievement Test. The students who were not assessed were housed in private facilities for care of their severe physical or mental health conditions. Our district makes information and resources regarding alternate assessment available to these facilities.

Illinois cutpoints:

Academic Warning	120-129
Below Standards	130-155
Meets Standards	156-170
Exceeds Standards	171-200

Performance Levels:

Academic Warning: displays limited knowledge and skills and applies them ineffectively

Below Standards: displays basic knowledge and skills, but applies them in limited ways

Meets Standards: demonstrates proficiency in the subject and effective use of knowledge and skills to solve problems **Exceeds Standards:** demonstrates advanced subject understanding and high-level skills that are creatively applied to solve problems and evaluate results

Roosevelt School Fifth Grade Writing

	ISAT 2001-2002	ISAT 2000-2001	ISAT 1999-2000	ISAT 1998-1999
Testing month	April	April	April	Feb
School Scores Total %				
Academic Warning	0	0	0	0
Below	4	0	2	2
Meets/Exceeds	96	100	97	98
Exceeds	13	49	27	78
SUBGROUPS				
1. Caucasian %				
Academic Warning	0	0		
Below	3	0		
Meets/Exceeds	98	100		
Exceeds	16	51		
2. African/American %				
Academic Warning	0	0		
Below	14	0		
Meets/Exceeds	86	100		
Exceeds	0	40		
3. Low Income %				
Academic Warning	0	0		
Below	7	0		
Meets/Exceeds	93	100		
Exceeds	0	42		
4. IEP %				
Academic Warning	0	0	0	0
Below	14	0	50	25
Meets/Exceeds	85	100	50	75
Exceeds	14	29	0	25
STATE TOTAL %				
Academic Warning	6	4	3	2
Below	35	27	26	23
Meets/Exceeds	59	70	71	75
Exceeds	5	12	14	23

Illinois Standards Achievement Test (ISAT)

Groups excluded from testing: All Roosevelt students attending District 118 schools participated in the Illinois Standards Achievement Test. The students who were not assessed were housed in private facilities for care of their severe physical or mental health conditions. Our district makes information and resources regarding alternate assessment available to these facilities.

Illinois cutpoints:

Academic Warning	6-13
Below Standards	14-20
Meets Standards	21-27
Exceeds Standards	28-32

Performance Levels:

Academic Warning: displays limited knowledge and skills and applies them ineffectively

Below Standards: displays basic knowledge and skills, but applies them in limited ways

Meets Standards: demonstrates proficiency in the subject and effective use of knowledge and skills to solve problems **Exceeds Standards:** demonstrates advanced subject understanding and high-level skills that are creatively applied to solve problems and evaluate result

Roosevelt School Fifth Grade Math

	ISAT 2001-2002	ISAT 2000-2001	ISAT 1999-2000	ISAT 1998-1999
Testing month	April	April	April	Feb
School Scores Total %				
Academic Warning	0	0	0	2
Below	10	10	30	16
Meets/Exceeds	90	90	70	82
Exceeds	19	25	11	2
SUBGROUPS				
1. Caucasian %				
Academic Warning	0	0		
Below	5	5		
Meets/Exceeds	95	95		
Exceeds	21	28		
2. African/American %				
Academic Warning	0	0		
Below	43	40		
Meets/Exceeds	57	60		
Exceeds	14	0		
3. Low Income %				
Academic Warning	0	0		
Below	21	33		
Meets/Exceeds	78	66		
Exceeds	7	8		
4. IEP %				
Academic Warning	0	0	0	0
Below	14	29	100	75
Meets/Exceeds	85	71	0	25
Exceeds	14	0	0	0
STATE TOTAL %				
Academic Warning	5	4	6	6
Below	32	34	37	39
Meets/Exceeds	63	61	57	56
Exceeds	8	6	5	3

Illinois Standards Achievement Test (ISAT)

Groups excluded from testing: All Roosevelt students attending District 118 schools participated in the Illinois Standards Achievement Test. The students who were not assessed were housed in private facilities for care of their severe physical or mental health conditions. Our district makes information and resources regarding alternate assessment available to these facilities.

Illinois cutpoints:

Academic Warning	120-137
Below Standards	138-157
Meets Standards	158-190
Exceeds Standards	191-200

Performance Levels:

Academic Warning: displays limited knowledge and skills and applies them ineffectively

Below Standards: displays basic knowledge and skills, but applies them in limited ways

Meets Standards: demonstrates proficiency in the subject and effective use of knowledge and skills to solve problems

Exceeds Standards: demonstrate advanced subject understanding and high-level skills that are creatively applied to solve problems and evaluate results