

**ROBERT CROWN ELEMENTARY SCHOOL**  
**WAUCONDA CUSD 118**  
**WAUCONDA, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : K 1 2 3 4**

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>	69.3	0.5	23.6	3.0	0.0	3.5	20.3	18.7		0.0	10.0	95.5	939
<b>District</b>	76.8	0.5	18.4	2.3	0.1	1.8	16.5	8.4		2.2	8.5	94.5	4,194
<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>	100.0	19.6	22.8	14.6	299.6
<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>	23.1	20.8	23.4	24.5	24.3					
<b>District</b>	22.8	19.9	20.3	20.3	22.1					
<b>State</b>	20.9	21.0	21.3	21.8	22.5					

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

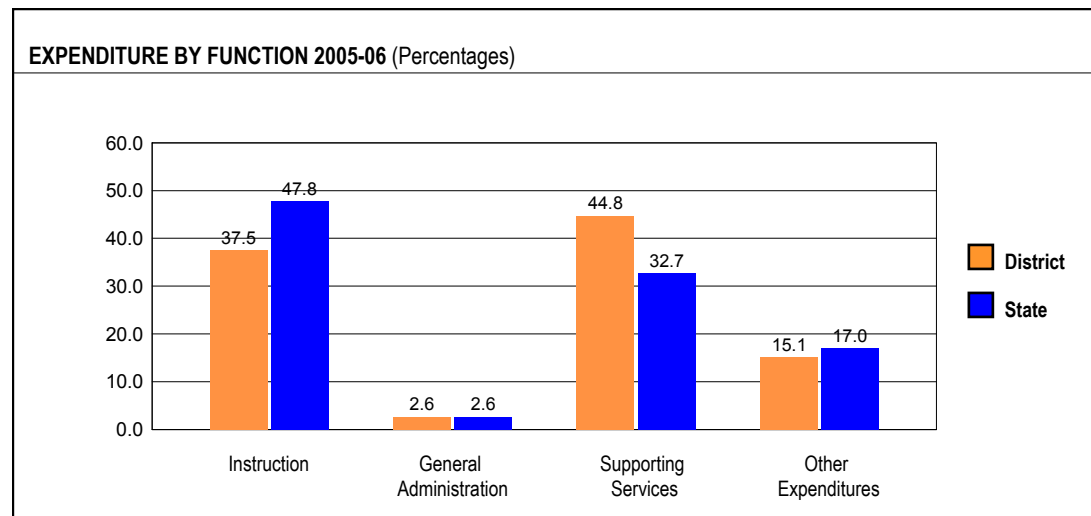
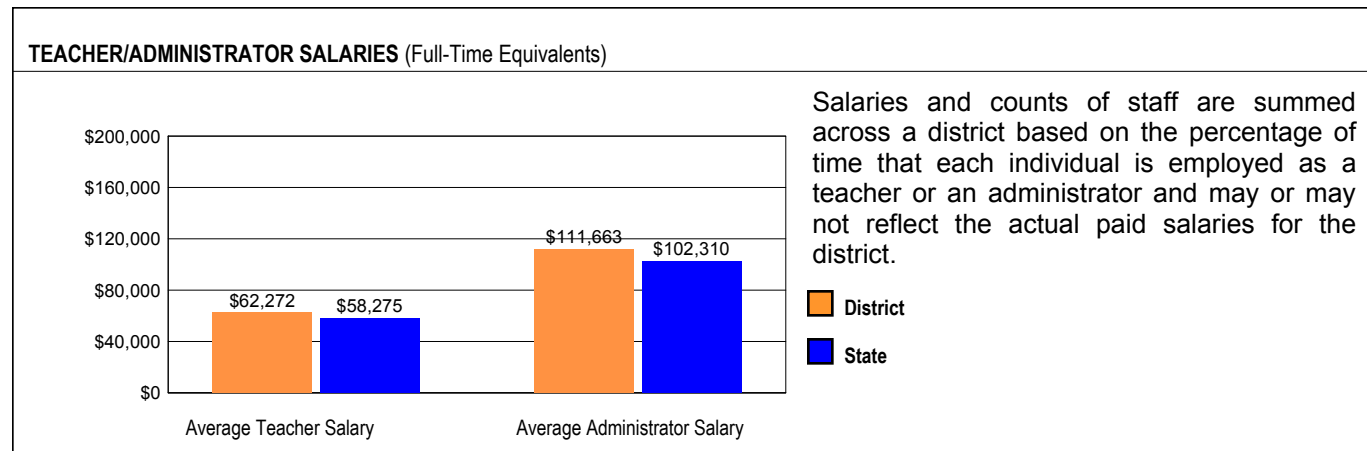
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	55			30			150			30		
<b>District</b>	55			30			150			30		
<b>State</b>	58			30			145			31		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.8	0.0	2.8	0.4	0.0	20.0	80.0	248
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	--	--	--	8.9	0.0
District	11.2	37.1	62.9	3.2	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



REVENUE BY SOURCE 2005-06				EXPENDITURE BY FUND 2005-06			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$28,735,024	73.4	58.8	Education	\$29,441,762	66.8	73.0
Other Local Funding	\$2,677,845	6.8	6.0	Operations & Maintenance	\$4,129,355	9.4	8.6
General State Aid	\$3,876,952	9.9	18.2	Transportation	\$2,955,770	6.7	3.9
Other State Funding	\$3,187,169	8.1	9.3	Bond and Interest	\$2,638,626	6.0	6.2
Federal Funding	\$693,448	1.8	7.7	Rent	\$0	0.0	0.0
TOTAL	\$39,170,438			Municipal Retirement/ Social Security	\$1,030,318	2.3	1.8
				Fire Prevention & Safety	\$0	0.0	1.1
				Site & Construction/ Capital Improvement	\$3,880,642	8.8	5.4
				TOTAL	\$44,076,473		

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	\$174,686	3.89	\$4,407	\$8,905
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.

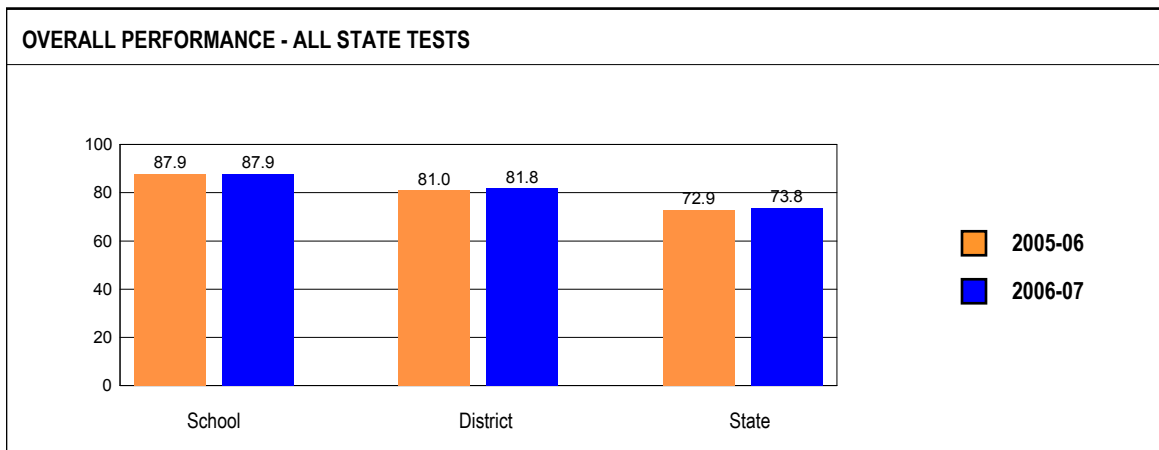
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

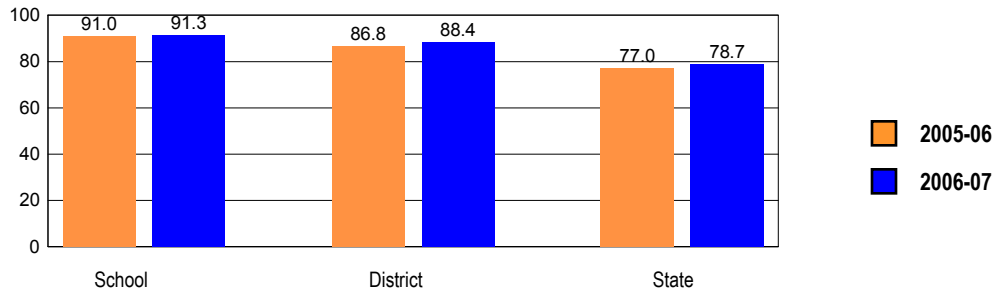
## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

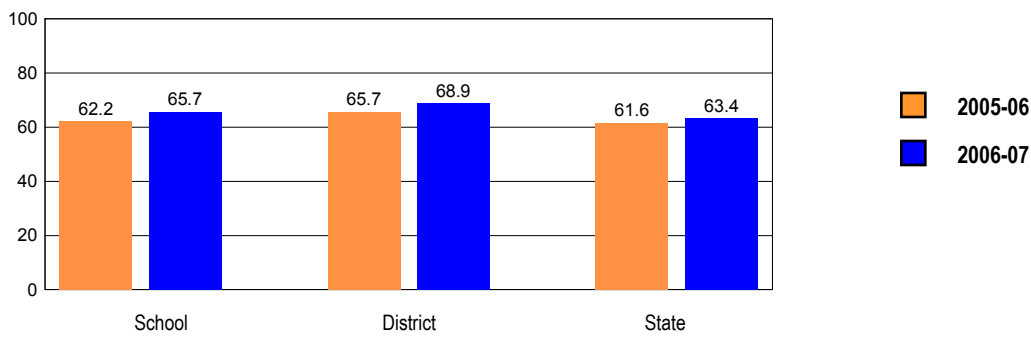
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics and science.



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

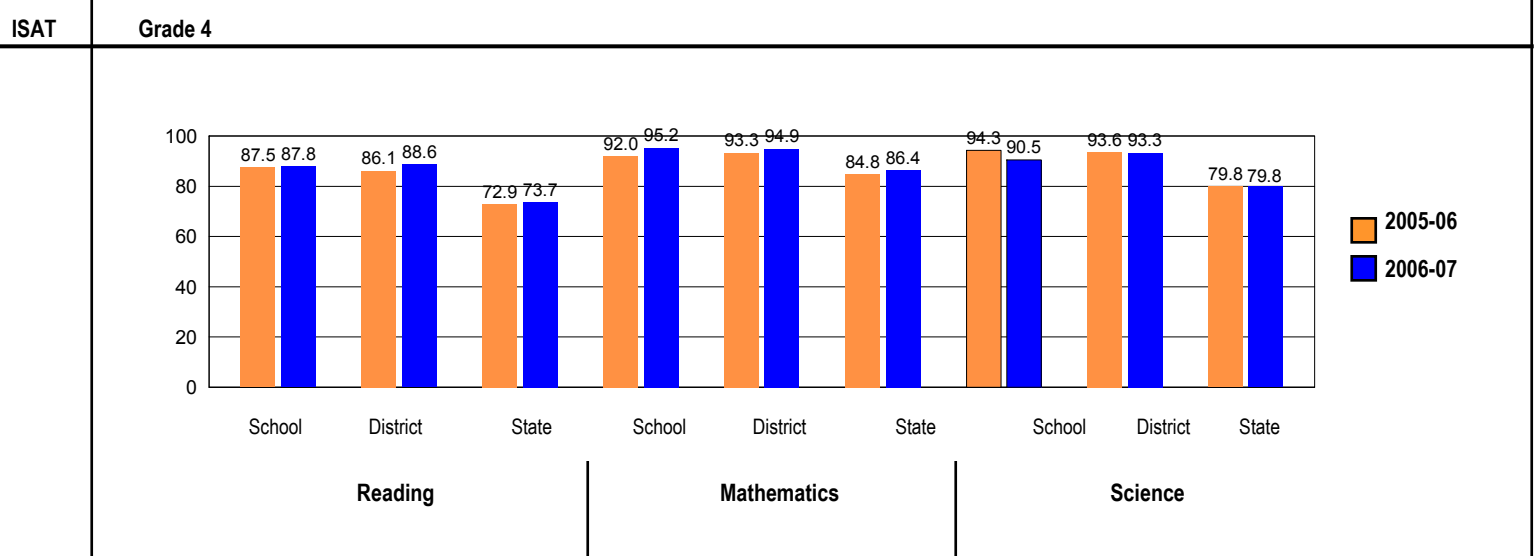
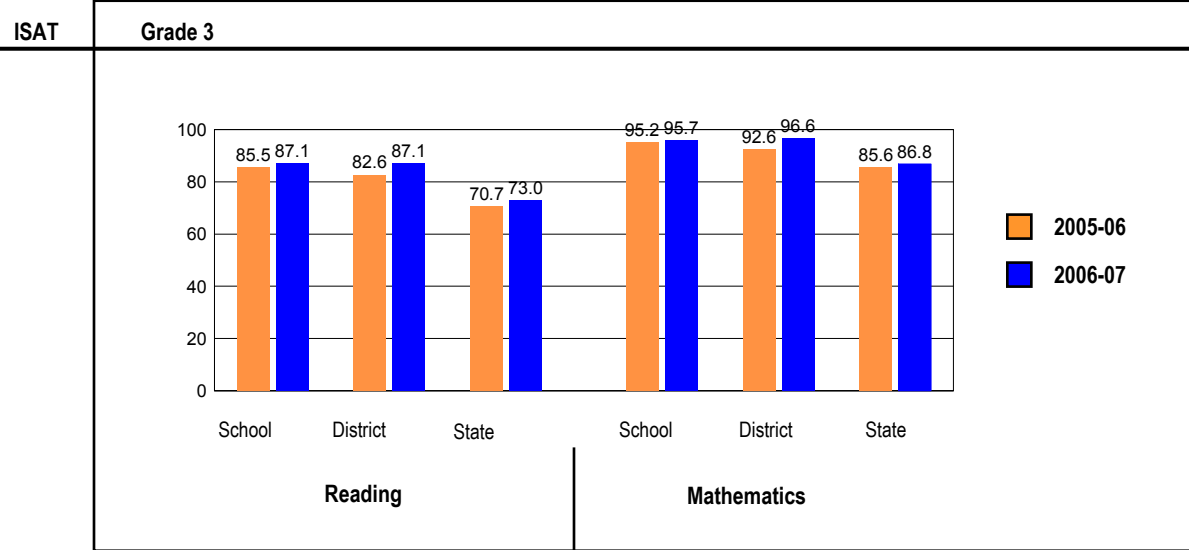


**OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE**



**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.



**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	368	186	182	272	4	76	11		5	52		54	65
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0		0.0 0.0	0.0 0.0			0.0 0.0		0.0 0.0	0.0 0.0
District	*Enrollment	2,302	1,204	1,098	1,819	15	389	51	3	25	136		336	407
	Reading Mathematics	0.0 0.0	0.1 0.1	0.0 0.0	0.0 0.0	0.0 0.0	0.3 0.3	0.0 0.0		0.0 0.0	0.7 0.7		0.0 0.0	0.2 0.2
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 Mathematics	0.2 0.2	0.1 0.1	0.1 0.1	0.1 0.1	0.2 0.2	0.1 0.1	0.1 0.1	0.2 0.2	0.0 0.0	0.2 0.2	0.2 0.2	0.5 0.5	0.1 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	3.1	9.8	41.7	45.4	1.2	3.1	33.3	62.3
District	1.8	11.1	45.8	41.3	0.8	2.6	35.3	61.3
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	4.7	10.5	47.7	37.2	1.2	2.3	34.9	61.6
	District	2.8	12.5	47.2	37.5	0.7	2.1	34.3	62.9
	State	7.0	24.3	47.5	21.2	4.3	9.4	43.2	43.1
Female	School	1.3	9.1	35.1	54.5	1.3	3.9	31.6	63.2
	District	0.8	9.4	44.1	45.7	0.8	3.3	36.6	59.3
	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	3.5	9.2	40.8	46.5	1.4	2.8	30.5	65.2
	District	2.0	10.7	45.5	41.8	0.8	2.5	33.5	63.2
	State	2.7	14.9	50.5	31.9	1.2	4.9	41.6	52.3
Black	School								
	District								
	State	12.3	37.2	42.4	8.1	10.8	21.0	49.7	18.4
Hispanic	School								
	District	0.0	21.4	50.0	28.6	0.0	7.1	50.0	42.9
	State	6.1	28.2	52.2	13.5	3.5	11.7	53.8	31.0
Asian/Pacific Islander	School								
	District								
	State	1.1	9.2	48.4	41.4	0.5	2.4	27.8	69.2
Native American	School								
	District								
	State	4.7	16.4	56.9	22.0	1.7	7.8	50.2	40.3
Multiracial/Ethnic	School								
	District								
	State	4.9	22.3	50.0	22.8	2.8	9.9	47.9	39.5

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	20.0	24.0	44.0	12.0	8.0	8.0	56.0	28.0
	District	10.6	31.9	42.6	14.9	4.3	8.5	59.6	27.7
	State	19.9	37.2	32.7	10.2	11.2	18.8	47.0	23.0
Non-IEP	School	0.0	7.2	41.3	51.4	0.0	2.2	29.2	68.6
	District	0.0	6.7	46.4	46.9	0.0	1.4	30.1	68.5
	State	3.0	19.2	51.5	26.4	2.5	8.0	44.4	45.1

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	10.0	30.0	30.0	30.0	10.0	20.0	40.0	30.0
	District	4.5	31.8	36.4	27.3	4.8	9.5	47.6	38.1
	State	9.8	33.1	46.4	10.8	7.2	16.5	51.6	24.6
Not Eligible	School	2.6	8.5	42.5	46.4	0.7	2.0	32.9	64.5
	District	1.6	9.2	46.6	42.6	0.4	2.0	34.3	63.3
	State	2.2	13.5	50.6	33.8	1.1	4.5	39.8	54.6

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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	12.2	48.3	39.5	0.7	4.1	46.9	48.3	0.0	9.5	62.6	27.9
District	0.0	11.4	51.8	36.9	0.4	4.7	47.1	47.8	0.4	6.3	64.2	29.1
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	15.2	47.0	37.9	1.5	1.5	51.5	45.5	0.0	9.1	54.5	36.4
	District	0.0	16.0	47.1	37.0	0.8	5.9	44.5	48.7	0.8	6.8	55.1	37.3
	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	9.9	49.4	40.7	0.0	6.2	43.2	50.6	0.0	9.9	69.1	21.0
	District	0.0	7.4	55.9	36.8	0.0	3.7	49.3	47.1	0.0	5.9	72.1	22.1
	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	10.7	48.8	40.5	0.8	4.1	42.1	52.9	0.0	9.1	61.2	29.8
	District	0.0	9.6	52.3	38.1	0.5	4.6	44.0	50.9	0.0	5.5	64.1	30.4
	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												
	District												
	State	2.7	47.1	41.9	8.3	3.4	28.7	58.2	9.8	10.8	37.4	48.5	3.2
Hispanic	School	0.0	26.3	47.4	26.3	0.0	5.3	78.9	15.8	0.0	10.5	73.7	15.8
	District	0.0	25.9	48.1	25.9	0.0	3.7	70.4	25.9	3.7	7.4	66.7	22.2
	State	1.1	30.5	53.7	14.8	0.9	13.5	66.4	19.1	3.3	21.9	67.8	7.0
Asian/Pacific Islander	School												
	District												
	State	0.2	9.2	48.6	42.0	0.2	3.1	40.6	56.1	0.6	6.1	64.5	28.8
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												
	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 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	52.9	29.4	17.6	5.9	17.6	70.6	5.9	0.0	29.4	58.8	11.8
	District	0.0	40.5	45.2	14.3	2.4	21.4	61.9	14.3	2.4	17.1	73.2	7.3
	State	5.1	53.8	31.8	9.3	5.4	30.1	52.5	12.0	9.4	28.9	53.2	8.5
Non-IEP	School	0.0	6.9	50.8	42.3	0.0	2.3	43.8	53.8	0.0	6.9	63.1	30.0
	District	0.0	5.6	53.1	41.3	0.0	1.4	44.1	54.5	0.0	4.2	62.4	33.3
	State	0.4	20.4	51.2	28.1	0.4	9.5	57.7	32.5	2.5	14.7	63.0	19.9

**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	23.5	47.1	29.4	0.0	11.8	70.6	17.6	0.0	23.5	64.7	11.8
	District	0.0	23.1	53.8	23.1	0.0	17.9	59.0	23.1	2.6	15.8	68.4	13.2
	State	2.0	40.0	46.6	11.4	2.2	21.4	62.1	14.3	7.0	28.8	57.9	6.3
Not Eligible	School	0.0	10.8	48.5	40.8	0.8	3.1	43.8	52.3	0.0	7.7	62.3	30.0
	District	0.0	9.3	51.4	39.4	0.5	2.3	44.9	52.3	0.0	4.6	63.4	31.9
	State	0.4	15.0	49.6	35.1	0.4	6.3	53.3	40.0	1.1	8.4	64.1	26.5



**ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)**

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 --Academic Warning -	Students work demonstrates limited knowledge and skills in the subject. Due to 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. Student creatively apply knowledge and skills to solve probelms and evalaute the results.

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	12.0	24.0	44.0	20.0	10.3	20.7	58.6	10.3
District	7.5	22.5	47.5	22.5	6.8	18.2	54.5	20.5
State	8.4	29.0	42.5	20.1	6.2	24.5	52.6	16.7

**Grade 3 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	6.7	20.0	53.3	20.0	11.1	22.2	50.0	16.7
	District	4.5	22.7	45.5	27.3	8.0	20.0	48.0	24.0
	State	9.2	29.2	41.8	19.7	6.8	23.1	51.4	18.7
Female	School	20.0	30.0	30.0	20.0	9.1	18.2	72.7	0.0
	District	11.1	22.2	50.0	16.7	5.3	15.8	63.2	15.8
	State	7.6	28.7	43.2	20.5	5.6	25.9	53.9	14.6

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School								
	District								
	State	4.9	22.1	44.2	28.8	4.0	18.7	54.7	22.8
Black	School								
	District								
	State	19.0	28.1	39.2	13.7	19.0	29.1	42.4	9.5
Hispanic	School	14.3	28.6	42.9	14.3	12.0	20.0	60.0	8.0
	District	8.8	20.6	50.0	20.6	8.0	13.2	57.9	21.1
	State	9.0	30.5	42.2	18.3	7.0	25.6	52.6	15.2
Asian/Pacific Islander	School								
	District								
	State	3.0	14.7	45.1	37.2	3.0	13.6	50.7	32.6
Native American	School								
	District								
	State								
Multiracial/Ethnic	School								
	District								
	State	7.2	29.6	44.8	18.4	3.0	23.4	57.0	16.4

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	12.5	37.5	43.8	6.3	15.0	25.0	60.0	0.0
	District	8.3	33.3	45.8	12.5	10.7	21.4	57.1	10.7
	State	9.1	30.2	41.5	19.2	6.5	25.1	52.3	16.1
Not Eligible	School								
	District	6.3	6.3	50.0	37.5	0.0	12.5	50.0	37.5
	State	5.6	23.8	46.8	23.8	5.0	21.6	53.9	19.5

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	9.1	27.3	45.5	18.2	4.3	30.4	60.9	4.3
District	6.1	24.2	48.5	21.2	2.9	26.5	67.6	2.9
State	8.3	23.1	46.7	21.9	3.3	27.5	61.6	7.6

**Grade 4 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	15.4	23.1	38.5	23.1	7.7	30.8	53.8	7.7
	District	9.5	19.0	42.9	28.6	4.8	23.8	66.7	4.8
	State	9.3	23.6	47.1	20.0	3.5	26.6	61.6	8.3
Female	School					0.0	30.0	70.0	0.0
	District	0.0	33.3	58.3	8.3	0.0	30.8	69.2	0.0
	State	7.2	22.5	46.3	24.0	3.2	28.4	61.6	6.9

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
<b>White</b>								
School								
District								
State	5.5	17.6	45.5	31.4	2.7	20.5	64.4	12.3
<b>Black</b>								
School								
District								
State	15.4	28.5	39.8	16.3	10.4	42.2	43.7	3.7
<b>Hispanic</b>								
School	9.1	27.3	45.5	18.2	4.3	30.4	60.9	4.3
District	6.9	24.1	51.7	17.2	3.3	26.7	66.7	3.3
State	8.7	24.3	47.0	19.9	3.4	29.0	61.3	6.3
<b>Asian/Pacific Islander</b>								
School								
District								
State	4.8	12.8	44.4	38.0	2.4	13.9	63.8	20.0
<b>Native American</b>								
School								
District								
State	0.0	20.0	80.0	0.0	0.0	30.0	70.0	0.0
<b>Multiracial/Ethnic</b>								
School								
District								
State	5.1	11.4	50.6	32.9	2.5	19.8	67.9	9.9

**Grade 4 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
<b>Free/Reduced Price Lunch</b>								
School	11.8	29.4	41.2	17.6	5.6	38.9	55.6	0.0
District	10.0	35.0	40.0	15.0	4.8	38.1	57.1	0.0
State	9.1	24.2	46.4	20.3	3.7	28.8	61.2	6.3
<b>Not Eligible</b>								
School								
District	0.0	7.7	61.5	30.8	0.0	7.7	84.6	7.7
State	4.9	18.0	48.1	29.1	1.9	21.7	63.4	13.0

## 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	85.4		Yes	91.7		Yes	95.5	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	89.7		Yes	95.6		Yes				
<b>Black</b>														
<b>Hispanic</b>	100.0	Yes	100.0	Yes	64.1		Yes	75.8		Yes				
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>	100.0	Yes	100.0	Yes				67.9		Yes				
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	54.2		Yes	76.6		Yes				
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	61.5		Yes	68.5		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 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.

**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

**AREAS OF PLANNED IMPROVEMENT**

- Continue to improve Hispanic students' reading performance on the 3rd grade IMAGE (reading) and IMAGE (math).
- Improve mathematics performance in extended response on the 3rd grade ISAT (math) by 5% each year, over a 2-year period.
- Improve reading performance in extended response on the 3rd grade ISAT(reading) by 5% each year, over a 2-year period.
- Improve reading comprehension of information sources performance on the 3rd grade ISAT (reading) by 5% each year, over a 2-year period.
- Improve students reading by using Curriculum Based Measurement to monitor progress.

**AREAS OF SUCCESS**

- Robert Crown's attendance rate continues to be 95.5%
- Parental contact at Robert Crown School continues to be 100%.
- All Robert Crown staff, both teachers and support staff, are highly qualified as defined by the No Child Left Behind Act of 2001.
- In all State Tests, Reading, Math, and Science, Robert Crown's overall performance remains at 87.9% in 2007
- more than 14% points above the state standards.
- In all areas of ISAT, reading, math, and science Robert Crown students exceeded state standards.
- Robert Crown students increased their Illinois Measure of Annual Growth in English (IMAGE) scores by 3.5% which is 2.3 more than state average increase.
- 87.1% of the third grade students at Robert Crown met or exceeded state standards on the ISAT reading test, an
- increase of 1.6% points from last year's scores.
- Ninety-five point seven percent (95.7%) of the third grade students at Robert Crown met or exceeded state standards on the ISAT math test, up .7% points from last year's scores.
- Eighty-seven point eight percent (87.8%) of the fourth grade students at Robert Crown met or exceeded state
- standards on the ISAT reading test, up .8% from last year's scores.
- Ninety-five point two percent (95.2%) of the fourth grade students at Robert Crown met or exceeded state
- standards on the ISAT math test, a 3.2% increase from last year.
- Ninety-four point 3 percent (94.3%) of the fourth grade students at Robert Crown met or exceeded state
- standards on the ISAT science test, up .3% points from last year.
- Seventy-four percent (74%) of the fourth grade Hispanic students met or exceeded state standards on the ISAT
- reading test.
- Ninety-five percent (95%) of the fourth grade Hispanic students met or exceeded state standards on the ISAT
- math test.
- Robert Crown School met Annual Yearly Progress (AYP) in all areas.
- Formative assessments are utilized to drive literacy instruction for all students.
- All staff members and students participate in First Class initiatives designed to
- improve student behavior.
- All K-2 students have been benchmarked using curriculum-based measurement in order to improve students
- reading.
- All teachers are members of Whole Faculty Study Groups focusing on raising students' academic achievement.