

**SEWARD SCHOOL  
WINNEBAGO CUSD 323  
SEWARD, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES : PK K**

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>	96.5	0.7	0.7	0.7	0.7	0.7	19.0	0.0		0.0	25.2	93.2	142
<b>District</b>	93.2	2.2	2.4	0.8	0.6	0.8	12.0	0.0		0.5	6.7	95.3	1,715
<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>	96.9	17.3	17.1	13.7	197.8
<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>	19.0									
<b>District</b>	19.0									
<b>State</b>	20.9									

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

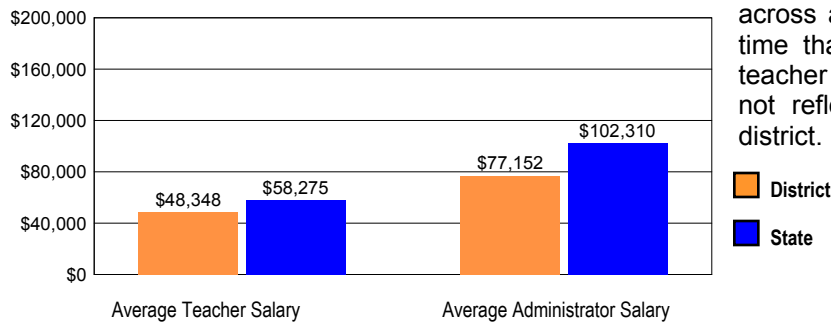
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	100.0	0.0	0.0	0.0	0.0	22.8	77.2	111
<b>State</b>	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	13.3	34.1	65.9	0.9	0.0
State	12.9	47.6	52.3	1.5	3.2

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

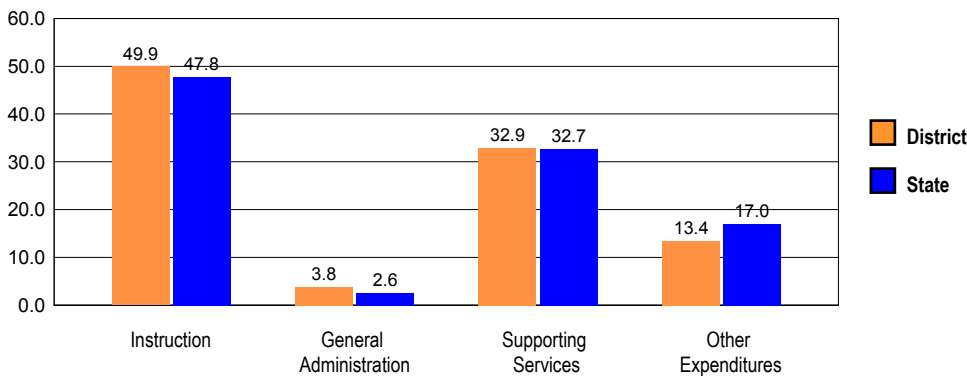
## SCHOOL DISTRICT FINANCES

### TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

### EXPENDITURE BY FUNCTION 2005-06 (Percentages)



REVENUE BY SOURCE 2005-06				EXPENDITURE BY FUND 2005-06			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$8,370,331	54.6	58.8	Education	\$11,070,899	73.9	73.0
Other Local Funding	\$1,405,807	9.2	6.0	Operations & Maintenance	\$1,428,548	9.5	8.6
General State Aid	\$4,381,339	28.6	18.2	Transportation	\$920,877	6.1	3.9
Other State Funding	\$1,031,516	6.7	9.3	Bond and Interest	\$886,207	5.9	6.2
Federal Funding	\$143,162	0.9	7.7	Rent	\$0	0.0	0.0
TOTAL	\$15,332,155			Municipal Retirement/ Social Security	\$378,170	2.5	1.8
				Fire Prevention & Safety	\$295,770	2.0	1.1
				Site & Construction/ Capital Improvement	\$0	0.0	5.4
				TOTAL	\$14,980,471		

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	\$76,883	5.92	\$4,704	\$8,129
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.

## **Planned Improvement for the School and District Seward Early Learning Center 2007-2008**

Seward Early Learning Center School Mission Statement:

*As a partnership with our community, we lay the foundation for young learners to meet their fullest potential in a safe, caring, and respectful environment.*

Seward Early Learning Center Beliefs Statements:

- *We believe that teaching and learning flourish in a safe, caring, and respectful environment.*
- *We believe that students are unique and learn in different ways.*
- *We believe that every individual can learn.*
- *We believe that we must lay the foundation for developing problem solvers and life-long learners.*
- *We believe that students, teachers, administrators, and parents have a shared responsibility to advance student learning.*

It is our mission statement that guides us in what directions we will lead our children in our learning community of Seward Early Learning Center.

Each school year, Seward students receive instruction in the areas of Reading, Everyday Mathematics, Houghton-Mifflin Mathematics, Language Arts, Social Studies, Science, and Developmental Motor Movements. To a significant extent, instruction focuses upon district established objectives which are directly tied to the Illinois Early Learning Standards and Illinois Kindergarten Standards.

Our main focus of learning at Seward Early Learning Center is focused on literacy and reading development. The reading program at Seward is based on a balanced reading and literacy concept that is called the, "Building Block Framework." The Building Block of Reading focuses on the areas of learning six key components:

1. Desire to learn to read and write
2. Learning many new language concepts
3. Learning printed text concepts
4. Phonemic awareness
5. Learning to read and write interesting to them words
6. Letter names and sounds

It is within this framework, the Seward staff works on increasing individual student growth in literacy using the Harcourt Trophies reading series. This is accomplished by promoting literacy instruction through shared reading, teacher led read alouds, self selected reading material, and take home reading material to share with family members.

Students' literacy growth is measure each fall and spring using AIMSWeb. The purpose of this assessment is to measure five keys areas of literacy, which include: alphabet recognition, story listening, phonemic awareness, one to one matching, and letter sounds. Students are assessed quarterly using a standards-based computer instruction program called Prescriptive Instruction. This program is worked on at school, but also can be accessed at home.

Seward Early Learning Center also houses a Blended Early Childhood program that establishes the foundations of literacy development for many students that qualify. Our program is an at-risk program that has the support from Speech Therapists, Occupational Therapy, Academic Interventions, and in some cases Physical Therapy.

We are very proud of the high degree of family involvement at Seward. Parent participation during parent teacher conferences is always near 100%. Many of our parents were involved as classroom volunteers and active in our PTO. Also, more than 85% of our parents participated in our annual Open House held in the fall. In the 2006-2007 school year, we had 150 volunteers' assists with programs at Simon and Seward Elementary. Community resources are also used through cooperation of the Winnebago Park District, LatchKey, Winnebago Private Pre-School, and other community volunteers.

Good academic performance by the Seward students is something of which to be proud. Good teaching practices, engaged learning, and parental involvement are key factors to academic success. The community can take pride in the support it provides for Seward Early Learning Center students.