

Illini West H S Dist 307

Carthage, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

State and federal laws require public school districts to release report cards to the public each year.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION												
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Total Enrollment
District	95.5	0.3	2.9	0.3	0.0	0.3	0.8	42.4	0.5	13.9	7.9	382
State	48.8	17.3	25.5	4.7	0.1	0.3	3.2	49.9	10.5	14.3	2.2	2,041,779

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. IEP students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Total Enrollment** is based on [Home School](#). **Homeless** students are students who do not have permanent and adequate homes.

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION				
	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
District	1.8	1.1	13.0	93.4
State	2.0	9.8	12.2	94.4

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 9 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS		STUDENT-TO-STAFF RATIOS				HEALTH AND WELLNESS (days per week)	
	Percent		Days	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator	District	State
District	98.0		172		17.7	13.3	376.0		5.0
State	95.3		175		18.9	11.3	176.5		4.0

* 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	Overall
District										18.9	18.9
State										19.0	21.1

TEACHER INFORMATION (Full -Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	UnKnown	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.0	67.0	24
State	83.4	6.0	5.7	1.4	0.1	0.2	0.8	2.5	23.3	76.7	127,152

TEACHER INFORMATION				
		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Masters's & Above
District:	All Schools	20.2	83.5	16.5
	High Poverty Schools			
	Low Poverty Schools			
State:	All Schools	13.1	38.1	61.4
	High Poverty Schools	11.7	40.3	58.8
	Low Poverty Schools	13.7	30.9	68.9

Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

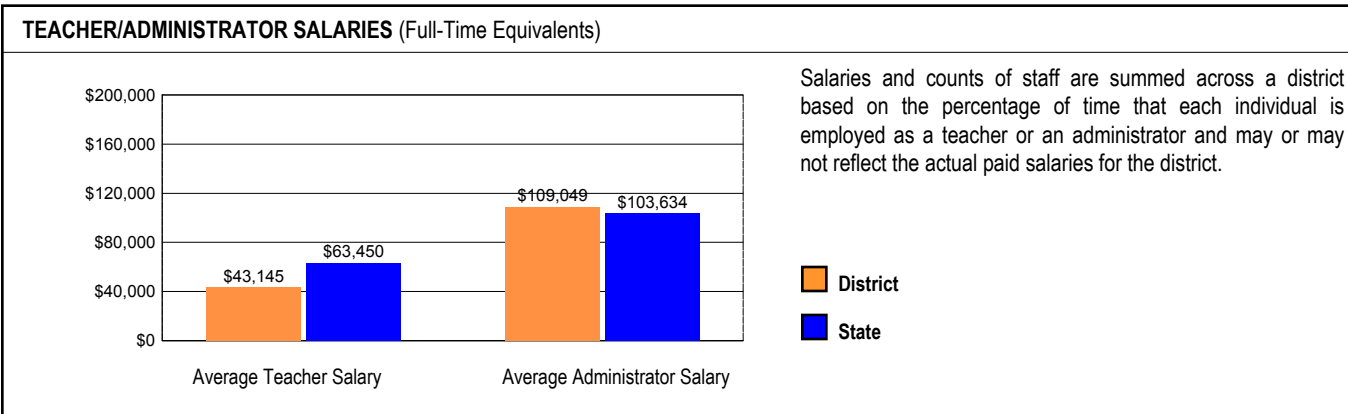
TEACHER RETENTION RATE	
District	89.3
State	85.8

PRINCIPAL TURNOVER (Count)	
District	1.0
State	2.0

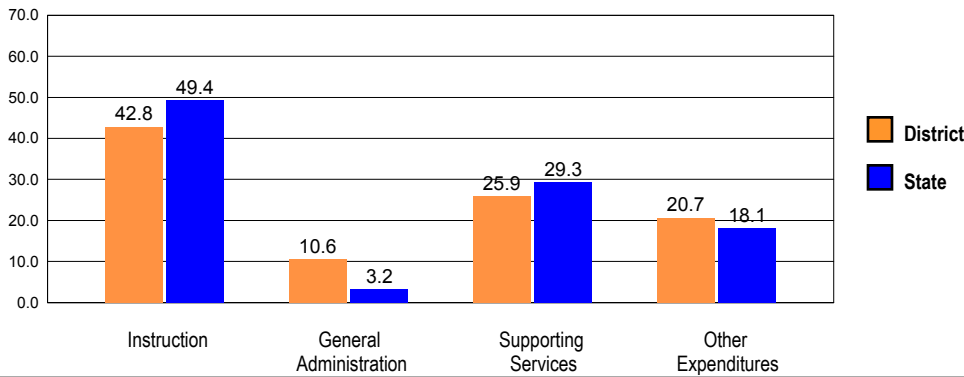
TEACHER ATTENDANCE	
District	95.6
State	76.5

Percentage of teachers absent 10 or fewer days
Data from 2013-14 Office of Civil Rights Data Collection, published June 2016

SCHOOL DISTRICT FINANCES



EXPENDITURE BY FUNCTION 2014-15 (Percentages)



REVENUE BY SOURCE 2014-15			
	District	District %	State %
Local Property Taxes	\$2,451,554	59.5	62.8
Other Local Funding	\$160,841	3.9	4.6
General State Aid	\$997,206	24.2	16.3
Other State Funding	\$319,988	7.8	8.6
Federal Funding	\$189,528	4.6	7.7
TOTAL	\$4,119,117		

EXPENDITURE BY FUND 2014-15			
	District	District %	State %
Education	\$2,626,926	65.5	73.4
Operations & Maintenance	\$395,532	9.9	6.4
Transportation	\$653,317	16.3	3.7
Debt Service	\$0	0.0	8.1
Tort	\$256,728	6.4	1.3
Municipal Retirement/ Social Security	\$78,631	2.0	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$0	0.0	4.7
TOTAL	\$4,011,134		

OTHER FINANCIAL INDICATORS				
	2013 Equalized Assessed Valuation per Pupil	2013 Total School Tax Rate per \$100	2014-15 Instructional Expenditure per Pupil	2014-15 Operating Expenditure per Pupil
District	\$357,458	1.93	\$4,915	\$9,138
State	**	**	\$7,712	\$12,821

** 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.

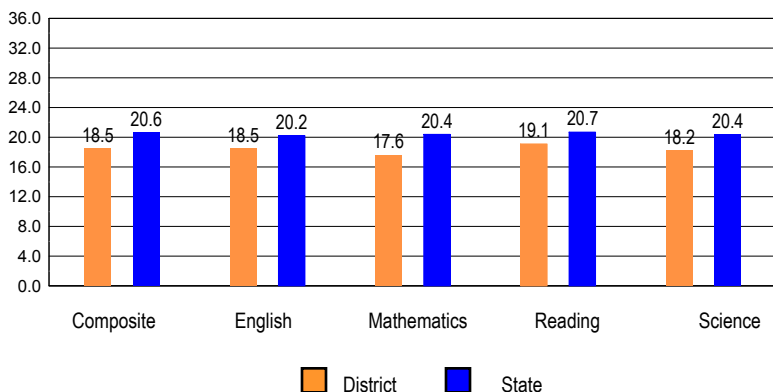
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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

ACT ASSESSMENT: GRADUATING CLASS OF 2016*



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. All students whose scores are college reportable, both standard and extended time tests, are now included. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

READY FOR COLLEGE COURSE WORK

District	24.0
State	46.4

PERCENT OF STUDENTS MET ACT BENCHMARKS

	English	Math	Read	Science	ALL 4 Subjects
District	54.2	16.7	26.0	21.9	9.4
State	61.9	39.7	40.3	34.3	25.1

COLLEGE ENROLLMENT

	12 Months	16 Months
District	67.8	72.4
State	67.8	71.4

FRESHMEN ON TRACK

District	94.6
State	82.4

8TH GRADERS PASSING ALGEBRA I *

District	
State	28.4

* For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

CTE ENROLLMENT

District	238
State	280,517

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)

	GRADE 10	GRADE 11	GRADE 12
District	0	6	35
State	28,457	54,910	70,923

DUAL CREDIT COURSE WORK			
Levels	Grade10	Grade11	Grade12
All			
District	0	6	35
State	7,337	17,215	29,739
White			
District	0	6	33
State	4,262	11,960	20,330
Black			
District	0	0	0
State	1,107	1,668	2,746
Hispanic			
District	0	0	1
State	1,522	2,442	4,548
Asian			
District	0	0	1
State	240	622	1,250
Native Hawaiian/Pacific Islander			
District	0	0	0
State	6	18	37
American Indian			
District	0	0	0
State	17	33	79
Two or More Races			
District	0	0	0
State	183	472	749
LEP			
District	0	0	0
State	182	201	237
Non LEP			
District	0	6	35
State	7,155	17,014	29,502
IEP			
District	0	0	0
State	774	1,382	2,245
Non IEP			
District	0	6	35

State	6,563	15,833	27,494
Low Income			
District	0	0	8
State	3,390	5,855	9,056
Non Low Income			
District	0	6	27
State	3,947	11,360	20,683

POST-SECONDARY REMEDIATION (CLASS OF 2014)

District	33.3
State	49.4

HIGH SCHOOL 4-YEAR GRADUATION RATE

	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races				
District	88.3	85.7	90.7	88.8									82.4	80.9
State	85.5	83.0	88.1	90.4									70.6	76.7

HIGH SCHOOL 5-YEAR GRADUATION RATE

	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races				
District	86.5	83.0	90.7	87.5									83.3	65.6
State	87.7	85.4	90.2	91.4									75.1	81.8

HIGH SCHOOL 6-YEAR GRADUATION RATE

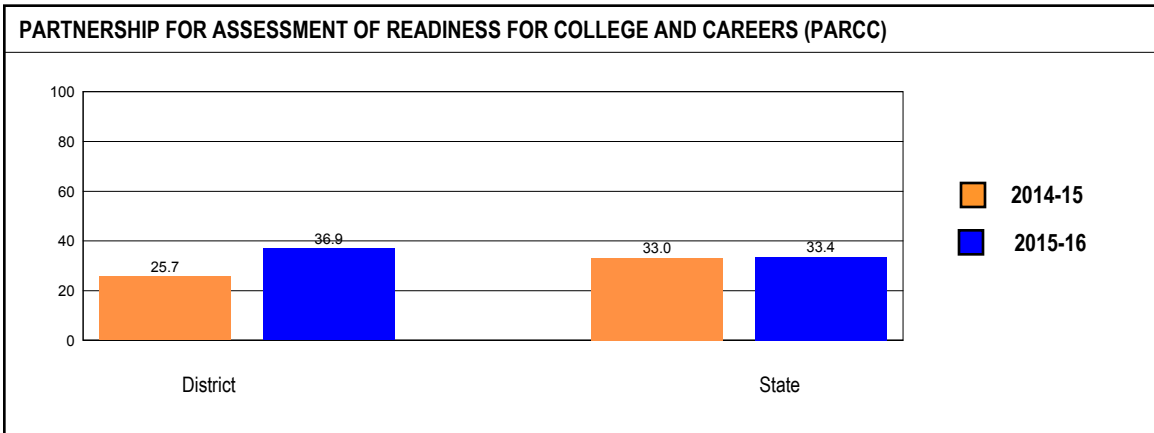
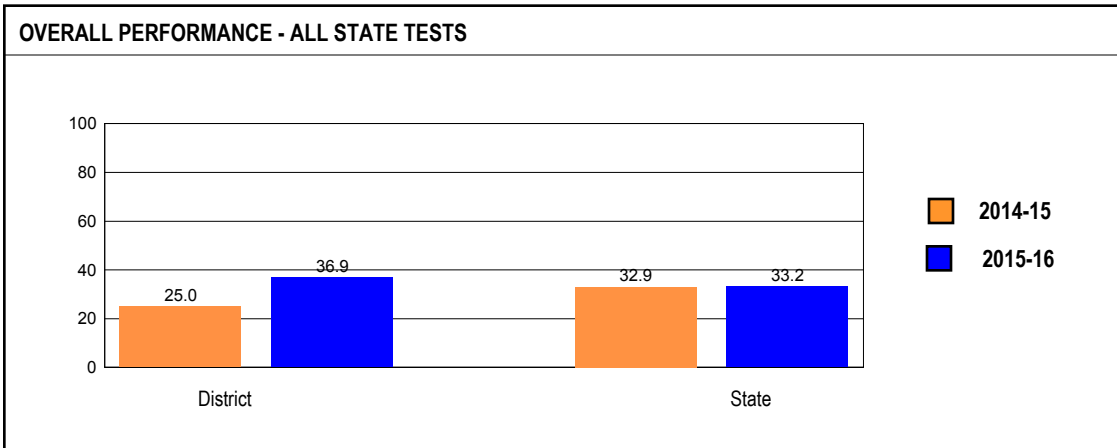
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races				
District	90.8	87.8	95.2	91.4									89.4	85.8
State	88.2	86.0	90.6	91.6									76.6	82.2

HIGH SCHOOL 7-YEAR GRADUATION RATE

	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races				
District	87.6	90.9	84.9	90.6									83.4	77.7
State	85.8	83.7	88.2	90.9									75.9	77.7

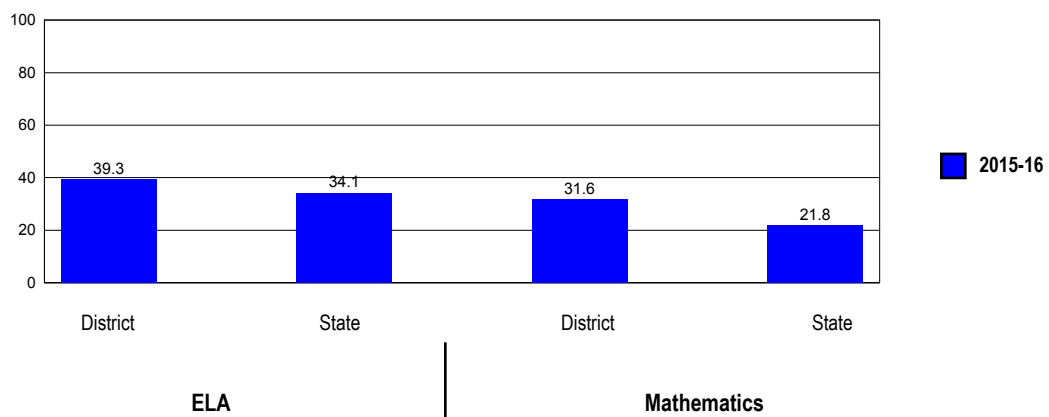
OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



PARCC

High School



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8 and high school. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC 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 FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	84	44	40	82	0	2	0	0	0	0	0	0	8	31
	Reading	0.0	0.0	0.0	0.0										0.0
State	*Enrollment	1,050,307	537,851	512,454	512,582	177,823	272,642	49,633	1,043	2,886	33,656	87,711	198	147,577	527,950
	Reading	2.5	2.5	2.6	2.2	3.0	2.9	2.0	3.5	3.0	2.7	2.5	1.0	3.6	2.7

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

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	38	16	22	37	0	1	0	0	0	0	0	0	0	12
	Mathematics	0.0	0.0	0.0	0.0										0.0
State	*Enrollment	1,025,813	525,396	500,415	494,198	176,422	271,200	47,430	1,046	2,841	32,624	91,569	202	145,620	524,025
	Mathematics	2.5	2.5	2.6	2.1	3.2	3.0	1.5	3.5	3.0	2.6	2.0	1.0	3.8	2.8

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

Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA/L and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

High School

High School- All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District State	15.5	23.8	21.4	36.9	2.4	5.3	23.7	39.5	31.6	0.0
	19.2	20.9	25.8	28.3	5.8	21.5	29.5	27.2	21.1	0.7

High School - Gender

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male District State	25.0	25.0	20.5	29.5	0.0	0.0	12.5	37.5	50.0	0.0
	25.0	22.9	24.9	23.4	3.7	23.8	29.9	25.6	19.8	0.8
Female District State	5.0	22.5	22.5	45.0	5.0	9.1	31.8	40.9	18.2	0.0
	13.1	18.8	26.7	33.4	8.0	19.1	29.1	28.8	22.4	0.6

High School - Racial/Ethnic Background

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White District State	15.9	23.2	22.0	36.6	2.4	5.4	24.3	37.8	32.4	0.0
	13.5	17.5	26.2	35.1	7.8	16.0	25.5	30.2	27.3	1.0
Black District State	33.3	28.6	23.3	13.4	1.3	35.5	36.2	19.6	8.7	0.1
	24.5	25.0	27.5	20.8	2.1	23.2	33.4	27.0	16.1	0.3
Hispanic District State	6.3	11.4	21.1	43.4	17.8	8.3	18.3	29.1	40.8	3.5
	7.2	18.0	29.7	37.8	7.2	11.2	31.8	23.4	31.8	1.9
Native Hawaiian/Pacific Islander District State	23.7	19.7	30.6	21.2	4.8	25.6	31.9	24.2	18.1	0.3
	16.7	19.2	25.1	30.2	8.8	21.3	27.9	26.5	23.3	0.9
American Indian District State	16.7	19.2	25.1	30.2	8.8	21.3	27.9	26.5	23.3	0.9
	16.7	19.2	25.1	30.2	8.8	21.3	27.9	26.5	23.3	0.9
Two or More Races District State	16.7	19.2	25.1	30.2	8.8	21.3	27.9	26.5	23.3	0.9
	16.7	19.2	25.1	30.2	8.8	21.3	27.9	26.5	23.3	0.9

High School - Economically Disadvantaged

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch										
District	19.4	32.3	12.9	32.3	3.2	8.3	16.7	41.7	33.3	0.0
State	28.0	26.1	25.6	18.4	1.9	28.0	34.3	24.2	13.3	0.2
Not Eligible										
District	13.2	18.9	26.4	39.6	1.9	3.8	26.9	38.5	30.8	0.0
State	12.4	16.8	25.9	36.0	8.9	15.3	25.0	30.0	28.5	1.2