

Chenoa Elem School
Prairie Central CUSD 8
Chenoa, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K 1 2 3 4

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
School	91.8	0.6	0.6	0.0	0.0	0.0	7.0	46.8	0.0	23.4	3.2	158
District	89.2	1.6	3.5	0.5	0.1	0.2	4.8	41.2	0.4	16.7	0.5	2,050
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 who do not have permanent and adequate homes.

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School		2.8	20.9	95.6
District		2.9	10.6	95.7
State		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*	
	Percent
School	100.0
District	100.0
State	95.3

TOTAL SCHOOL DAYS	
	Days
School	175
District	175
State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	15.9
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.

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

STUDENT-TO-STAFF RATIOS			
Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
--	--	--	--
16.0	15.1	9.6	183.9
18.7	18.9	11.3	176.5

HEALTH AND WELLNESS (days per week)	
School	2
District	2
State	4

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	14.0	13.0	16.0	24.0	13.0						15.1
District	17.6	15.4	18.3	18.9	17.3						17.9
State	20.4	21.4	22.0	22.5	23.0						21.1

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	60			30			90			30		
District	60			30			90			30		
State	71			34			133			30		

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	97.4	0.0	1.3	0.6	0.0	0.0	0.0	0.6	20.4	79.6
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 (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	14.1	49.4	50.6
State	13.1	38.1	61.4

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. 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.

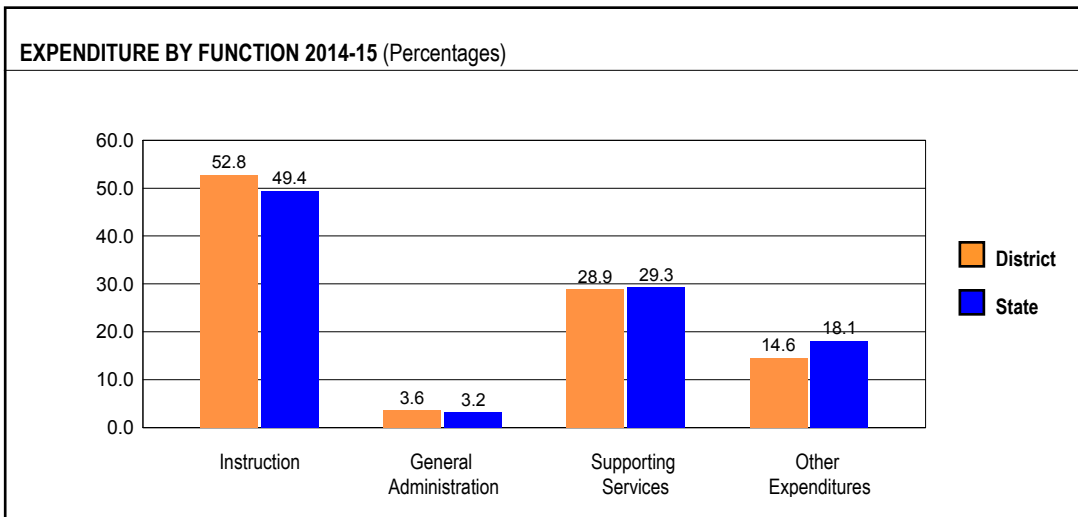
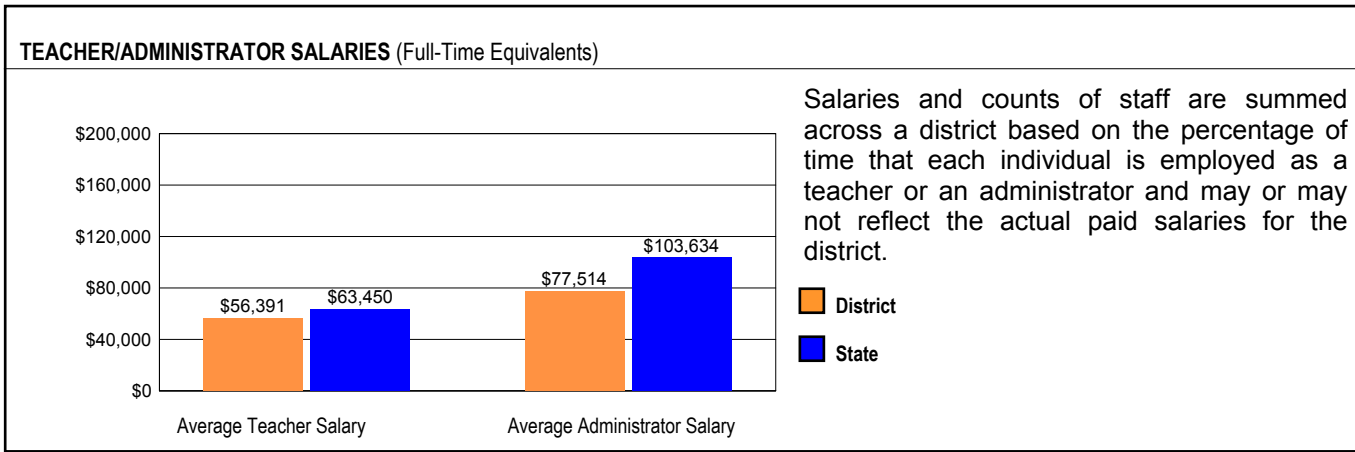
Some teacher/administrator data are not collected at the school level.

TEACHER RETENTION RATE	
School	79.5
District	82.9
State	85.8

PRINCIPAL TURNOVER (Count)	
School	1.0
District	1.0
State	2.0

TEACHER ATTENDANCE	
School	63.1
District	78.4
State	76.5

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2014-15			
	District	District %	State %
Local Property Taxes	\$12,666,236	57.7	62.8
Other Local Funding	\$1,588,143	7.2	4.6
General State Aid	\$4,967,967	22.6	16.3
Other State Funding	\$1,502,136	6.8	8.6
Federal Funding	\$1,243,029	5.7	7.7
TOTAL	\$21,967,511		

EXPENDITURE BY FUND 2014-15			
	District	District %	State %
Education	\$16,962,881	72.8	73.4
Operations & Maintenance	\$1,104,520	4.7	6.4
Transportation	\$1,411,857	6.1	3.7
Debt Service	\$1,910,509	8.2	8.1
Tort	\$674,691	2.9	1.3
Municipal Retirement/ Social Security	\$718,180	3.1	2.1
Fire Prevention & Safety	\$7,436	0.0	0.5
Capital Projects	\$502,844	2.2	4.7
TOTAL	\$23,292,918		

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	\$107,309	6.11	\$6,460	\$10,502
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.

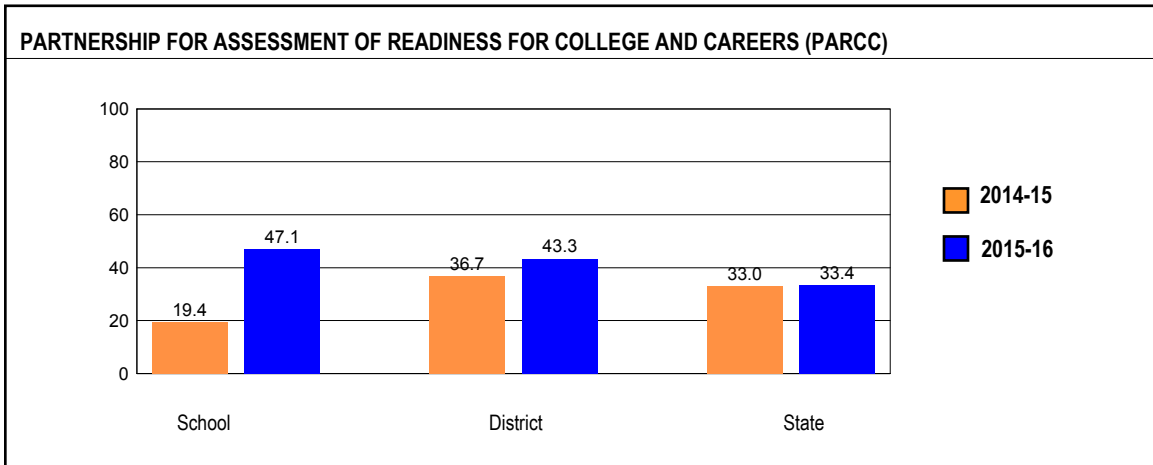
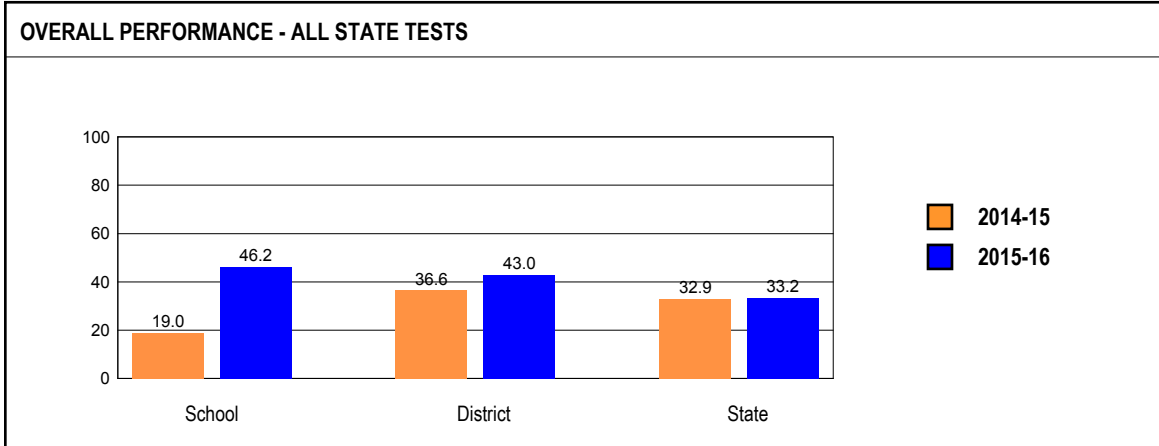
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

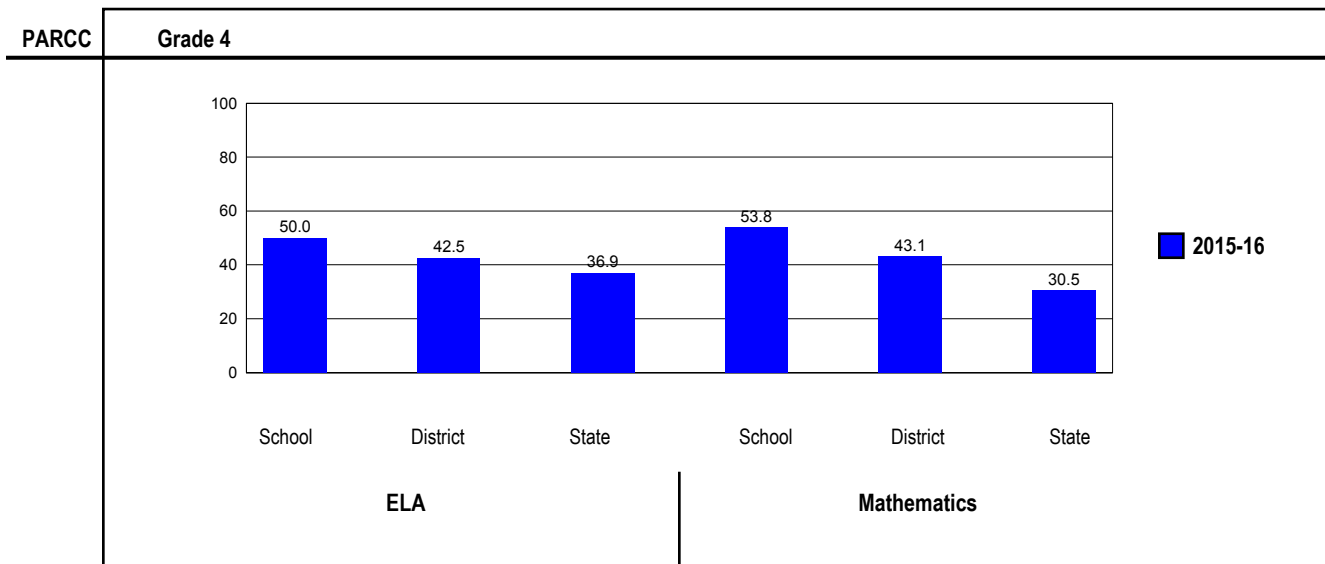
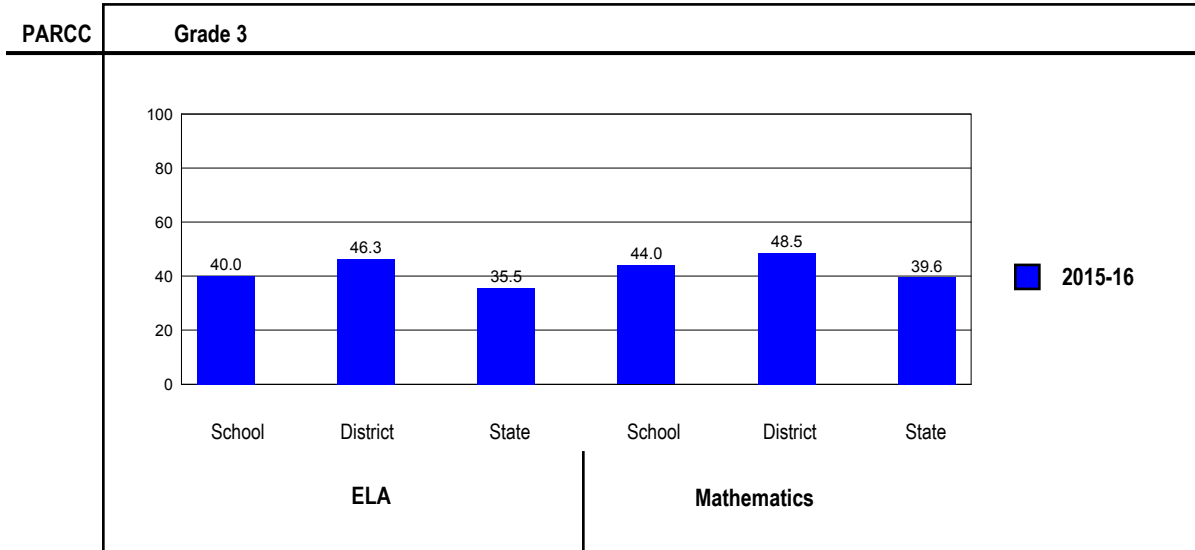
OVERALL STUDENT PERFORMANCE

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 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.



PERFORMANCE ON STATE ASSESSMENTS

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				
School	*Enrollment	52	31	21	47	0	0	0	0	0	5	0	0	10	22
	Reading	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	1,006	532	474	895	16	29	6	3	1	56	5	1	153	404
	Reading	0.4	0.8	0.0	0.3	0.0	0.0				1.8			0.0	0.5
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				
School	*Enrollment	52	31	21	47	0	0	0	0	0	5	0	0	10	22
	Mathematics	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	1,002	526	476	892	16	29	6	3	1	55	5	1	153	407
	Mathematics	0.6	0.8	0.4	0.6	0.0	0.0				1.8			0.0	1.0
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>.

Grade 3

Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	12.0	8.0	40.0	40.0	0.0	12.0	24.0	20.0	44.0	0.0
District	13.2	13.2	27.2	43.4	2.9	11.0	16.2	24.3	44.1	4.4
State	20.8	19.8	23.9	32.2	3.2	13.8	20.4	26.2	31.8	7.8

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	15.4	15.4	30.8	38.5	0.0	15.4	30.8	15.4	38.5	0.0
	District	17.1	11.4	27.1	44.3	0.0	14.3	17.1	21.4	44.3	2.9
	State	23.8	20.7	24.2	29.2	2.2	14.8	20.2	25.5	31.4	8.0
Female	School	8.3	0.0	50.0	41.7	0.0	8.3	16.7	25.0	50.0	0.0
	District	9.1	15.2	27.3	42.4	6.1	7.6	15.2	27.3	43.9	6.1
	State	17.7	18.9	23.6	35.4	4.4	12.7	20.6	27.0	32.2	7.6

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	12.5	8.3	37.5	41.7	0.0	12.5	20.8	20.8	45.8	0.0
	District	12.0	12.0	26.5	47.0	2.6	9.4	14.5	25.6	45.3	5.1
	State	12.2	17.1	25.8	40.5	4.4	7.6	15.7	26.0	40.3	10.3
Black	School										
	District										
	State	34.4	23.9	21.7	19.0	0.9	27.0	28.2	25.8	17.3	1.8
Hispanic	School										
	District										
	State	29.5	23.5	23.1	22.7	1.2	17.5	25.9	28.8	24.5	3.4
Asian	School										
	District										
	State	7.0	10.0	18.0	53.4	11.6	3.7	7.3	15.6	43.1	30.4
Native Hawaiian/Pacific Islander	School										
	District										
	State	11.8	11.2	21.7	47.2	8.1	9.2	12.3	29.4	33.1	16.0
American Indian	School										
	District										
	State	26.4	24.1	20.1	27.8	1.6	18.2	23.1	28.4	23.6	6.7
Two or More Races	School										
	District	27.3	27.3	27.3	18.2	0.0	9.1	45.5	27.3	18.2	0.0
	State	17.4	19.4	24.1	34.8	4.3	13.5	19.5	25.5	32.5	9.0

Grade 3 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	20.0	10.0	30.0	40.0	0.0	20.0	40.0	20.0	20.0	0.0
	District	22.2	20.6	30.2	22.2	4.8	20.6	22.2	23.8	30.2	3.2
	State	30.4	24.1	23.4	21.1	0.9	20.7	26.7	27.7	22.3	2.6
Not Eligible	School	6.7	6.7	46.7	40.0	0.0	6.7	13.3	20.0	60.0	0.0
	District	5.5	6.8	24.7	61.6	1.4	2.7	11.0	24.7	56.2	5.5
	State	9.6	14.8	24.5	45.1	5.9	5.7	13.1	24.5	42.8	13.9

Grade 4**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	0.0	11.5	38.5	50.0	0.0	0.0	19.2	26.9	53.8	0.0
District	6.9	16.9	33.8	38.8	3.8	5.6	22.5	28.8	42.5	0.6
State	13.8	20.2	29.1	31.0	5.9	16.3	26.5	26.7	27.9	2.6

Grade 4 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	0.0	11.8	52.9	35.3	0.0	0.0	17.6	35.3	47.1	0.0
	District	10.7	14.3	36.9	36.9	1.2	6.0	20.2	28.6	44.0	1.2
	State	17.1	21.9	29.2	27.8	4.0	17.3	26.4	25.9	27.8	2.7
Female	School										
	District	2.6	19.7	30.3	40.8	6.6	5.3	25.0	28.9	40.8	0.0
	State	10.5	18.3	29.0	34.4	7.8	15.2	26.6	27.7	28.0	2.5

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	0.0	13.6	40.9	45.5	0.0	0.0	18.2	22.7	59.1	0.0
	District	5.0	16.3	33.3	41.1	4.3	3.5	19.1	30.5	46.1	0.7
	State	8.4	15.3	29.2	39.2	8.0	9.3	21.2	29.2	37.0	3.2
Black	School										
	District										
	State	24.8	28.1	28.3	17.3	1.5	31.8	34.3	22.0	11.5	0.4
Hispanic	School										
	District										
	State	18.5	26.3	31.0	22.0	2.3	21.2	33.9	26.5	17.6	0.7
Asian	School										
	District										
	State	4.3	8.6	21.0	47.9	18.2	4.0	11.0	20.4	50.7	13.9
Native Hawaiian/Pacific Islander	School										
	District										
	State	6.8	15.5	29.8	38.5	9.3	7.4	23.9	27.0	37.4	4.3
American Indian	School										
	District										
	State	16.0	22.1	33.6	24.1	4.3	17.5	30.8	29.3	21.6	0.8
Two or More Races	School										
	District										
	State	12.5	17.0	28.8	33.6	8.2	15.6	24.8	26.1	29.9	3.6

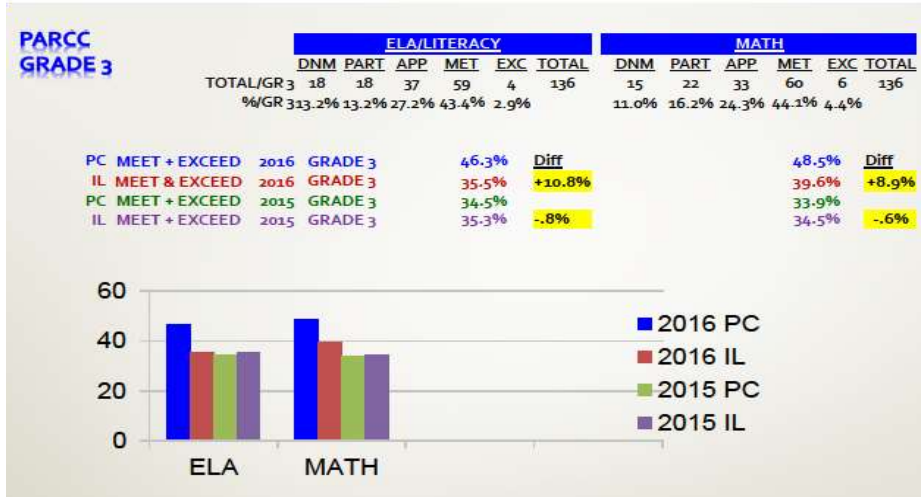
Grade 4 - Economically Disadvantaged

Levels	Reading					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	0.0	18.2	63.6	18.2	0.0	0.0	36.4	18.2	45.5	0.0
	District	10.6	27.3	37.9	24.2	0.0	10.6	30.3	30.3	28.8	0.0
	State	20.7	27.0	30.4	20.2	1.8	24.5	34.1	25.3	15.5	0.6
Not Eligible	School	0.0	6.7	20.0	73.3	0.0	0.0	6.7	33.3	60.0	0.0
	District	4.3	9.6	30.9	48.9	6.4	2.1	17.0	27.7	52.1	1.1
	State	6.3	12.6	27.7	43.1	10.4	7.1	18.1	28.3	41.7	4.8

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.)

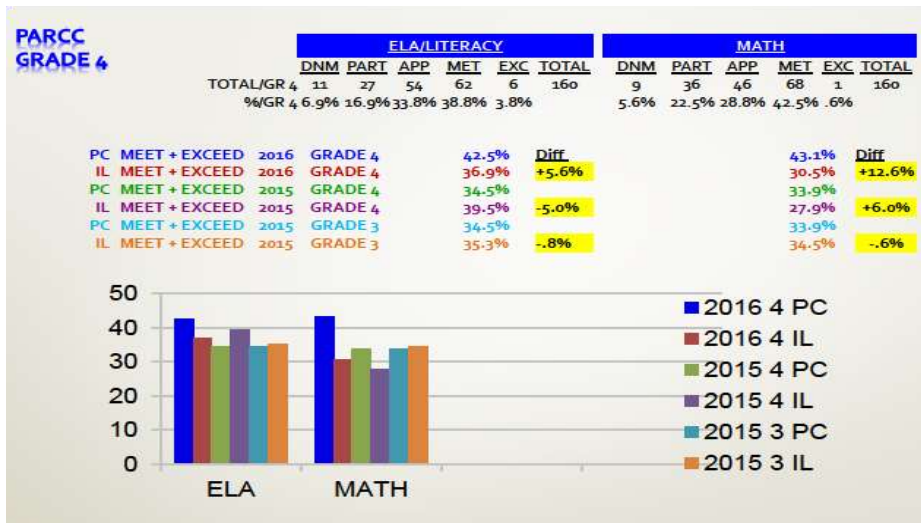


Observations

Results for all tested students in grades 3 and 4 from the spring, 2016, administration of PARCC (Partnership for Assessment of Readiness for College and Careers), the assessment ordained for Illinois public schools, can be seen at the left. The illustrations reflect the percentage of students meeting or exceeding state standards.

At glance, one may appreciate the improvement of both grades between 2015 and 2016 in Language Arts and Math. In like fashion, one may appreciate the progress reflected in the performance of the same class (3rd to 4th) between 2015 and 2016 in both disciplines.

However, although both grades clearly made progress and surpassed the average performance of their peers in the State of Illinois in both disciplines in 2016, less than half of Prairie Central's tested 3rd and 4th grade students met or exceeded state standards. If, indeed, the assessment battery was valid and reliable, i.e. measured what it should have and accurately, the point is an important one and draws a distinction between performing against "the field" and performing against a legitimate standard.



Planned Improvement

As the PARCC exam and the trappings of its administration become more familiar, we expect the percentage of "meets/exceeds" to grow. Also, Prairie Central has endeavored to reorganize its students and staff in pursuit of greater efficiency and educational effectiveness. Students in grades 2, 3, and 4 - for many years divided among four (4) elementary schools in four (4) communities - have been combined into a single building for the present school term. This "attendance center" concept, we believe, will lead to more frequent, meaningful, and productive collaboration among professional staff; and, thus, more focused and equitable teaching and learning in the core disciplines. We anticipate growth in assessment results, and in other important areas, as students and staff garner the many advantages of the change.

On the practical side, we will use our new collaborative opportunities to break down PARCC results into specific areas, analyze them, and plan and implement logical interventions.

Submitted by Karen Hazelrigg, Principal, Chatsworth Elementary; Daniel Groce, Principal, Chenoa Elementary; Paula Crane, Principal, Westview Elementary; Trish Paulson, Principal, Meadowbrook Elementary; and John Capasso, Superintendent