

1997

School Report Card

EDISON JUNIOR HIGH SCHOOL
PEKIN PUBLIC SCHOOL DIST 108
PEKIN, IL

The Better Schools Accountability Law (Section 10-17a of the School Code) requires all public school districts to report on the performance of their schools and students through school report cards.

This report card includes information about the students, the instructional setting, the finances and student performance in your school and/or district and the state. Some financial information is from 1995-96, which is the most recent available. State averages are based on information from regular public schools only.

		Small	Medium	Large
Averages are also provided for some information for districts by type (elementary, high school and unit) and size based on enrollment.	Elem	Under 271	271-1758	Over 1758
	H.S.	Under 605	605-2715	Over 2715
	Unit	Under 567	567-1799	Over 1799

Caution should be exercised when interpreting the achievement data of smaller schools or districts. Their data tend to be less stable than data for larger ones, because the performance of a handful of students can substantially affect mean scores. Thus changes from one year to the next may be due to the performance of a small group of students.

Generally, elementary districts have grades prekindergarten through eight; high school districts have grades nine through twelve; and unit districts have grades prekindergarten through twelve.

- Your child's school is in an Elementary district.
- The grades in your child's school are 7-8.
- The parents/guardians of 96.7% of the students in your school made at least one contact with the students' teachers during the 1996-97 school year. For comparison, other figures were 98.2% for your district and 95.3% for the state.

About the Students

Racial/Ethnic Background and Total Enrollment

White non-Hispanic, Black non-Hispanic, Hispanic, Asian/Pacific Islander and Native American (American Indian/Alaskan Native) are the major racial-ethnic groups in Illinois public schools. Enrollments were reported as of September 30, 1996.

	White	Black	Hispanic	Asian/P. Islander	Native American	Total Enrollment
School	98.2%	0.0%	0.9%	0.9%	0.0%	457
District	98.7%	0.3%	0.4%	0.5%	0.1%	4,110
State	63.3%	20.6%	12.8%	3.1%	0.1%	1,931,871

Low-Income and Limited-English-Proficient Students

Low-Income students are from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-price lunches.

Limited-English-Proficient students are those who have been found to be eligible for bilingual education.

	Low-Income	Limited-English-Proficient
School	27.4%	0.0%
District	37.8%	0.0%
State	35.7%	6.1%

Attendance, Mobility and Chronic Truancy

A perfect **attendance** rate (100%) means that all students attended school every day.

The student **mobility** rate is based on the number of students who enroll in or leave a school during the school year. Students may be counted more than once.

Chronic truants are students who were absent from school without valid cause for 10% or more of the last 180 school days.

	Attendance	Student Mobility	Chronic Truancy	Number of Chronic Truants
School	94.5%	12.5%	1.2%	6
District	95.2%	11.7%	0.6%	24
State	93.8%	18.4%	2.3%	42,546

About the Instructional Setting**Average Class Size**

Average class size is the total enrollment for a grade divided by the number of classes for that grade reported for the first school day in May.

	Kindergarten	Grade 1	Grade 3	Grade 6	Grade 8
School					26.9
District					27.8
State					23.0

Time Devoted to the Teaching of Core Subjects (Minutes per Day)

Time devoted to the teaching of core subjects is the average number of minutes of instruction per 5-day school week in each subject area divided by 5. English includes all language arts courses.

Grade	Mathematics			Science			English			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School			60			60			60			60
District			60			60			60			60
State			48			44			90			45

Teachers by Racial/Ethnic Background and Gender

Teacher and administrator information is based on full-time equivalents. Teachers include all school personnel whose primary responsibility is listed as that of classroom teacher on the State Teacher Service Record File.

	White	Black	Hispanic	Asian/P Islander	Native American	Male	Female	Total Number
District	100.0%	0.0%	0.0%	0.0%	0.0%	14.2%	85.8%	260
State	84.6%	11.6%	3.0%	0.7%	0.1%	25.1%	74.9%	113,965

Teacher/Administrator Characteristics

	Average Teaching Experience	Teachers with Bachelor's Degree	Teachers with Master's & Above	Pupil-Teacher Ratio Elem.	Pupil-Admin. Ratio
District	16.5 Yrs.	67.0%	33.0%	19.0:1	274.0:1
Type*	13.9 Yrs.	55.6%	44.4%	19.4:1	232.5:1
Size**	14.0 Yrs.	51.1%	48.9%	20.2:1	248.4:1
State	14.8 Yrs.	54.2%	45.6%	20.0:1	250.8:1

* Average for all Elementary Districts

** Average for all Large Elementary Districts

About the School District's Finances

Average Financial Indicators

The **average teacher and administrator salaries** are based on full-time equivalents. Effective 1991-92, salaries include various monetary benefits and compensation such as tax-sheltered annuities, retirement benefits, bonus and extracurricular duty payments which were previously excluded. Therefore, it is not appropriate to compare this year's salaries with those for years prior to 1991-92.

Note that the **operating expenditure per pupil and expenditure by fund** are for 1995-96, the most recent year available.

	Teacher Salary 1996-97	Administrator Salary 1996-97	Operating Expenditure Per Pupil 1995-96
District	\$35,317	\$64,401	\$4,773
Type*	\$40,722	\$71,351	\$5,685
Size**	\$42,475	\$73,114	\$5,820
State	\$42,429	\$70,183	\$6,158

* Average for all Elementary Districts

** Average for all Large Elementary Districts

Expenditure by Fund, 1995-96

	District	District	State
Education	\$18,136,522	81.5%	75.3%
Operations & Maintenance	\$1,410,958	6.3%	8.4%
Transportation	\$851,184	3.8%	3.5%
Bond and Interest	\$1,126,793	5.1%	5.0%
Rent	\$0	0.0%	0.5%
Municipal Ret./Soc. Security	\$269,964	1.2%	1.7%
Fire Prevention & Safety	\$449,972	2.0%	1.7%
Site & Constr./Cap. Improve.	\$0	0.0%	3.9%
TOTAL	\$22,245,393		

About the Academic Performance of Students

Illinois Goal Assessment Program (IGAP)

IGAP Average Scores for 1996-97

Average IGAP scores in reading, mathematics, science, and social sciences are reported on a 0-500 scale. Average scores for writing are reported on a 6-32 scale. Score bands can be used to compare two averages. For example, you could compare the school average to the state average in reading. For any school year, if the average score for the state falls within the score band for the school, then there is no significant difference between the school average and the state average. However, if the state average falls outside the score band for the school, then there is a significant difference between the school average and the state average. Similar comparisons can be made between the school and district, and the district and the state. State score bands are not shown because they are very narrow.

Grade 3: Third grade enrollment when test was administered:

	Reading			Mathematics			Writing		
	Score	Band	%Tested	Score	Band	%Tested	Score	Band	%Tested
School									
District									
State									

Grade 4: Fourth grade enrollment when test was administered:

	Science			Social Sciences		
	Score	Band	%Tested	Score	Band	%Tested
School						
District						
State						

Grade 6: Sixth grade enrollment when test was administered:

	Reading			Mathematics			Writing		
	Score	Band	%Tested	Score	Band	%Tested	Score	Band	%Tested
School									
District									
State									

Grade 7: Seventh grade enrollment when test was administered: 251

	Science			Social Sciences		
	Score	Band	%Tested	Score	Band	%Tested
School	279	269-289	91.6	277	265-289	91.6
District	268	260-276	95.0	271	261-281	95.0
State	253		92.4	252		92.4

Grade 8: Eighth grade enrollment when test was administered: 232

	Reading			Mathematics			Writing		
	Score	Band	%Tested	Score	Band	%Tested	Score	Band	%Tested
School	248	234-262	87.5	308	296-320	88.4	26.1	25.7-26.5	86.6
District	230	220-240	92.8	297	289-305	92.8	25.4	25.0-25.8	90.2
State	227		91.6	288		91.7	24.7		89.9

IGAP State Performance Standards

Between 1991 and 1993, the State Board of Education established performance standards for reading, mathematics, writing, science and social sciences. IGAP scores for students are placed in one of three levels: Level 1 (do not meet state goals for learning); Level 2 (meet state goals); and Level 3 (exceed state goals). The cut-off scores for these levels were established with the help of Illinois elementary and secondary educators. The distribution of student scores at each level is shown in the following tables.

Grade 3	Reading			Mathematics			Writing		
	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals
School									
District									
State									

Grade 4	Science			Social Sciences		
	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals
School						
District						
State						

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Grade 6	Reading			Mathematics			Writing		
	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals
School									
District									
State									

Grade 7	Science			Social Sciences		
	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals
School	4	62	35	5	55	40
District	8	58	34	7	55	38
State	16	53	30	16	49	35

Grade 8	Reading			Mathematics			Writing		
	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals
School	25	56	19	3	67	30	3	51	47
District	34	53	14	5	71	25	6	55	39
State	34	50	16	12	62	26	13	56	31



NATIONAL SCHOOL BOARD ASSOCIATION

SALUTES DISTRICT 108!

It is with pleasure and pride that we share with the community that the National School Board Association will showcase District 108's achievements with technology at the 1997 Technology and Learning Conference at the Colorado Convention Center in Denver November 5-7, 1997. We received word from the N.S.B.A. that our district will receive the "Elementary Technology District of the Year Salute." Only one elementary district in the country is selected each year. This is the sixth consecutive year for the award. This award recognizes a district committed to creating improved teaching and learning environments using technology.

The N.S.B.A. is most impressed with the leadership and commitment shown by our teaching staff and with our ability to foster partnerships with local and state business partners. They are most impressed with what we have accomplished with the limited resources available.

It is one of the greatest rewards to be recognized by your peers. It is wonderful to start the new 1997-98 school year with this honor. It is a credit to all of our staff and another proud moment for District 108!

Media One and the City of Pekin will air our video on the following dates:

We invite you to watch our technology video.

Channel 2

Saturday, Nov. 1, 6:30 p.m.

Wednesday, Nov. 5, 6:30 p.m.

Channel 16

Sunday, Nov. 2, 2:00 p.m.

Tuesday, Nov. 4, 7:00 p.m.