

# 1995

# School Report Card

**C B SMITH ELEM SCHOOL**  
**PEKIN PUBLIC SCHOOL DIST 108**  
**PEKIN, ILLINOIS**

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 1993-94, 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	Elem	Under 255	255-1662
for districts by type (elementary, high school and unit)	H.S.	Under 566	566-2686
and size based on enrollment.	Unit	Under 541	541-1752
			Over 1662
			Over 2686
			Over 1752

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 Pk K 1 2 3.
- The parents/guardians of 100.0% of the students in your school made at least one contact with the students' teachers during the 1994-95 school year. For comparison, other figures were 100.0% for your district and 93.6% 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, 1994.

	White	Black	Hispanic	Asian/P. Islander	Native American	Total Enrollment
School	99.0%	0.3%	0.0%	0.5%	0.3%	393
District	98.9%	0.2%	0.3%	0.5%	0.0%	4,116
State	64.7%	20.6%	11.6%	3.0%	0.1%	1,880,376

**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	41.2%	0.0%
District	38.6%	0.0%
State	34.0%	5.6%

**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	95.8%	19.8%	0.3%	1
District	95.7%	15.1%	0.4%	16
State	93.4%	19.3%	2.4%	43,666

## 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	21.5	22.0	24.3		
District	21.8	23.8	24.7		
State	22.7	23.1	23.5		

### 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			24			150			24		
District	60			25			140			24		
State	52			29			147			29		

### 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%	14.7%	85.3%	244
State	84.6%	12.0%	2.7%	0.6%	0.1%	25.5%	74.5%	108,557

### Teacher/Administrator Characteristics

	Average Teaching Experience	Teachers with Bachelor's Degree	Teachers with Master's & Above	Pupil-Teacher Ratio Elem.	Pupil-Admin. Ratio
District	15.9 Yrs.	67.0 %	33.0 %	19.6:1	274.4:1
Type*	13.3 Yrs.	58.6 %	41.4 %	19.1:1	236.4:1
Size**	13.4 Yrs.	54.6 %	45.4 %	19.8:1	253.3:1
State	14.2 Yrs.	56.0 %	43.8 %	19.6:1	255.6:1

\* 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 1993-94, the most recent year available.

	Teacher Salary	Administrator Salary	Operating Expenditure Per Pupil
	1994-95	1994-95	1993-94
District	\$32,940	\$58,225	\$4,202
Type*	\$38,179	\$66,930	\$5,264
Size**	\$39,930	\$69,178	\$5,278
State	\$39,505	\$64,835	\$5,705

\* Average for all Elementary Districts

\*\* Average for all Large Elementary Districts

### Expenditure by Fund, 1993-94

	District	District	State
Education	\$14,400,441	75.0%	77.3%
Operations & Maintenance	\$1,251,269	6.5%	9.0%
Transportation	\$797,675	4.2%	3.6%
Bond and Interest	\$1,224,967	6.4%	4.6%
Rent	\$0	0.0%	0.4%
Municipal Ret./Soc. Security	\$222,771	1.2%	1.7%
Fire Prevention & Safety	\$1,309,559	6.8%	1.6%
Site & Constr./Cap. Improve.	\$0	0.0%	1.8%
TOTAL	\$19,206,682		

About the Academic Performance of Students

Illinois Goal Assessment Program (IGAP)

IGAP Average Scores for 1994-1995

Average IGAP scores in reading, mathematics, science, and social science 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 averages to the state averages 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: 93

	Reading			Mathematics			Writing		
	Score	Band	%Tested	Score	Band	%Tested	Score	Band	%Tested
School	262	244-280	98.9	324	308-340	98.9	17.0	16.4-17.6	98.9
District	279	271-287	95.1	331	323-339	97.3	18.1	17.7-18.5	93.3
State	247		88.5	275		89.5	18.5		87.6

Grade 4: Fourth grade enrollment when test was administered:

	Science			Social Science		
	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:

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

Grade 8: Eighth grade enrollment when test was administered:

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

**IGAP State Performance Standards**

Between 1991 and 1993, the State Board of Education established performance standards for reading, mathematics, writing, science and social science. Based on their IGAP scores, 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 students 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	17	64	20	0	67	33	21	66	13
District	13	61	26	1	58	41	17	59	25
State	27	52	22	13	64	24	14	60	26

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

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Grade 3: Third grade enrollment when test was administered: 93

	Reading			Mathematics			Writing		
	Score	Band	%Tested	Score	Band	%Tested	Score	Band	%Tested
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State	247		88.5	275		89.5	18.5		87.6

Grade 4: Fourth grade enrollment when test was administered:

	Science			Social Science		
	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 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 Science		
	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals

School  
District  
State

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  
District  
State