

1996 School Report Card

L E STARKE 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 1994-95, 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 268 | 268-1682 | Over 1682 |
| | H.S. | Under 604 | 604-2747 | Over 2747 |
| | Unit | Under 555 | 555-1827 | Over 1827 |

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 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 1995-96 school year. For comparison, other figures were 100.0% for your district and 95.4% 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 29, 1995.

| | White | Black | Hispanic | Asian/P. Islander | Native American | Total Enrollment |
|----------|-------|-------|----------|----------------------|--------------------|---------------------|
| School | 95.6% | 0.7% | 1.8% | 1.8% | 0.0% | 271 |
| District | 98.6% | 0.3% | 0.4% | 0.6% | 0.1% | 4,150 |
| State | 64.0% | 20.6% | 12.2% | 3.1% | 0.1% | 1,906,599 |

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 | 44.3% | 0.0% |
| District | 39.2% | 0.0% |
| State | 34.9% | 5.9% |

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 | 95.2% | 8.7% | 0.0% | 0 |
| District | 95.2% | 13.1% | 0.4% | 17 |
| State | 93.5% | 18.8% | 2.3% | 42,974 |

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 | 25.0 | 20.7 | 21.7 | | |
| District | 23.2 | 22.3 | 22.6 | | |
| State | 23.0 | 22.7 | 22.8 | | |

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 | | | 30 | | | 135 | | | 30 | | |
| District | 60 | | | 26 | | | 140 | | | 26 | | |
| 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% | 14.9% | 85.1% | 255 |
| State | 84.6% | 11.8% | 2.8% | 0.7% | 0.1% | 25.2% | 74.8% | 111,279 |

Teacher/Administrator Characteristics

| | Average Teaching Experience | Teachers with Bachelor's Degree | Teachers with Master's & Above | Pupil-Teacher Ratio Elem. | Pupil-Admin. Ratio |
|----------|-----------------------------------|---------------------------------------|--------------------------------------|---------------------------------|-----------------------|
| District | 16.3 Yrs. | 67.0% | 33.0% | 18.8:1 | 276.7:1 |
| Type* | 13.6 Yrs. | 57.6% | 42.4% | 19.0:1 | 233.9:1 |
| Size** | 13.6 Yrs. | 53.4% | 46.6% | 19.7:1 | 249.7:1 |
| State | 14.4 Yrs. | 55.6% | 44.2% | 19.5:1 | 253.2:1 |

* 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 1994-95, the most recent year available.

| | Teacher Salary 1995-96 | Administrator Salary 1995-96 | Operating Expenditure Per Pupil 1994-95 |
|----------|---------------------------|---------------------------------|--|
| District | \$34,196 | \$60,768 | \$4,400 |
| Type* | \$39,397 | \$68,898 | \$5,469 |
| Size** | \$41,153 | \$70,955 | \$5,468 |
| State | \$41,014 | \$67,479 | \$5,922 |

* Average for all Elementary Districts

** Average for all Large Elementary Districts

Expenditure by Fund, 1994-95

| | District | District | State |
|------------------------------|--------------|----------|-------|
| Education | \$15,764,470 | 77.3% | 76.5% |
| Operations & Maintenance | \$1,583,731 | 7.8% | 9.3% |
| Transportation | \$850,813 | 4.2% | 3.5% |
| Bond and Interest | \$1,089,782 | 5.3% | 4.7% |
| Rent | \$0 | 0.0% | 0.5% |
| Municipal Ret./Soc. Security | \$252,800 | 1.2% | 1.8% |
| Fire Prevention & Safety | \$855,105 | 4.2% | 1.4% |
| Site & Constr./Cap. Improve. | \$0 | 0.0% | 2.4% |
| TOTAL | \$20,396,701 | | |

About the Academic Performance of Students

Illinois Goal Assessment Program (IGAP)

IGAP Average Scores for 1995-96

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: 66

| | Reading | | | Mathematics | | | Writing | | |
|----------|---------|---------|---------|-------------|---------|---------|---------|-----------|---------|
| | Score | Band | %Tested | Score | Band | %Tested | Score | Band | %Tested |
| School | 280 | 252-308 | 92.4 | 321 | 293-349 | 98.5 | 17.3 | 16.5-18.1 | 97.0 |
| District | 266 | 256-276 | 94.7 | 323 | 313-333 | 96.1 | 17.2 | 16.8-17.6 | 94.5 |
| State | 249 | | 88.5 | 287 | | 89.4 | 17.9 | | 86.7 |

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 | 15 | 55 | 30 | 3 | 58 | 38 | 14 | 75 | 12 |
| District | 17 | 61 | 22 | 2 | 59 | 39 | 20 | 65 | 15 |
| State | 27 | 52 | 22 | 10 | 61 | 29 | 19 | 59 | 22 |

| Grade 4 | Science | | | Social Science | | |
|----------|--------------------|-------------|---------------|--------------------|-------------|---------------|
| | %Do not meet goals | %Meet goals | %Exceed goals | %Do not meet goals | %Meet goals | %Exceed goals |
| 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

**PEKIN SCHOOLS RECEIVES A \$3.5 MILLION FEDERAL
GRANT FROM THE UNITED STATES DEPARTMENT OF
EDUCATION**

The United States Department of Education presented Pekin Public School District 108 and its consortium of partners a five year grant for \$3.5 million dollars effective October 1, 1996 through September 30, 2001. Pekin is one of 24 districts nationwide to meet the Department of Education's challenge: to use the information superhighway and powerful new technologies to improve education and enhance economic competitiveness.

Joining the Pekin Schools in this grant are the following community partners: Dirksen Congressional Center, City of Pekin, Pekin Hospital, the Daily Times, Pekin Community High School District 303, and the Pekin Library.

In addition, the grant relied upon over \$800,000 of financial and in-kind support from Continental Cablevision, IBM, Sprint/ Centel, the Illinois State Board of Education, Anixter, Schwartz Engineering, and Kirtley Technologies, Inc. in providing the technologies upon which the Learning Community 2000 grant will rely.

The major goals of the Learning Community 2000 project includes:

- Teach learners of all ages to access electronic information, to participate in computer mediated civics discourse, and to use technology as a tool to enhance learning and communication.
- Extend throughout the schools and community the structure and concepts of the Dirksen Congressional Leadership Center CongressLink project.
- Expand home, community, and school based access to a high bandwidth network infrastructure with capabilities to carry synchronous voice, video and data.
- Train teachers, parents, and community members to use the tools of technology to actively solve challenging, meaningful problems.

We are most excited about the opportunities for students, staff, parents, and community members. This grant will provide for the community a significant resource to enable enhanced communication and collaboration. It will enhance both teaching and learning. We are indeed proud of this accomplishment and are grateful to our many partners. Without their efforts, this award would not have been possible.