

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



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES: PK K 1 2 3

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	96.6	1.8	0.8	0.8	0.0	42.4	0.0		0.0	21.6	95.3	382
District	97.7	0.9	0.8	0.6	0.1	40.4	0.1		2.0	15.9	94.6	3,873
State	59.3	20.8	16.2	3.5	0.2	37.5	6.7		2.0	16.5	94.0	2,029,821

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.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

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 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	90.0
District	99.1
State	95.0

AVERAGE CLASS SIZE (as of the first school day in May)

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
School	18.3	22.5	18.4			
District	19.6	21.7	19.5			
State	20.5	21.1	22.1			

STAFF-TO-STUDENT RATIOS

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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18.8		13.1	276.6
19.1		14.0	222.6

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

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			120			30		
District	60			30			120			30		
State	56			30			147			31		

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	14.2	85.8	253
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

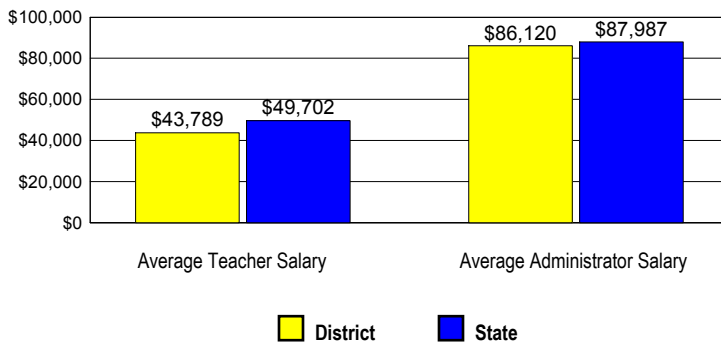
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	17.2	50.5	49.5	0.0	0.0
State	14.2	53.9	46.0	2.4	2.3

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

* Data based on preliminary NCLB definitions.

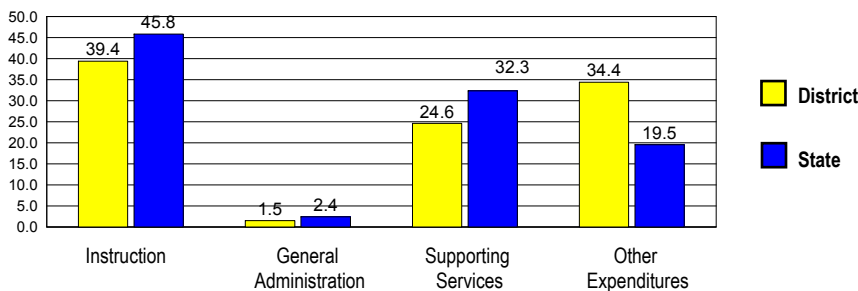
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2000-01 (Percentages)



REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$11,713,934	34.9	54.4
Other Local Funding	\$3,052,285	9.1	7.5
General State Aid	\$7,617,524	22.7	17.9
Other State Funding	\$8,428,729	25.1	12.7
Federal Funding	\$2,789,704	8.3	7.4
TOTAL	\$33,602,176		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$22,534,379	62.6	70.0
Operations & Maintenance	\$1,702,764	4.7	9.2
Transportation	\$1,098,871	3.1	3.4
Bond and Interest	\$1,329,166	3.7	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$319,634	0.9	1.6
Fire Prevention & Safety	\$151,337	0.4	1.0
Site & Construction/ Capital Improvement	\$8,861,798	24.6	9.3
TOTAL	\$35,997,949		

OTHER FINANCIAL INDICATORS

	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$86,098	2.88	\$3,930	\$6,356
State	**	**	\$4,667	\$7,926

** 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.

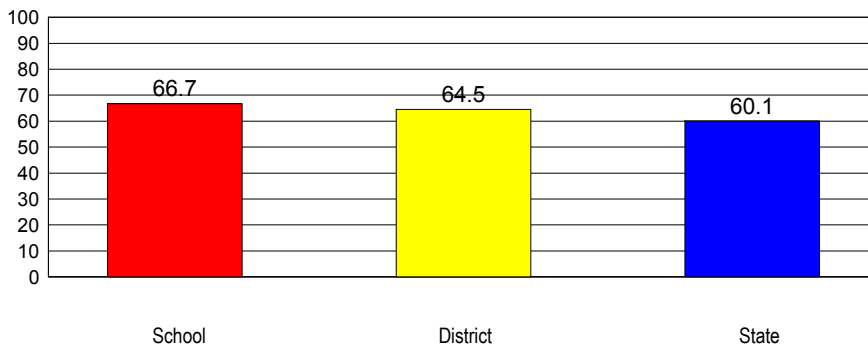
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

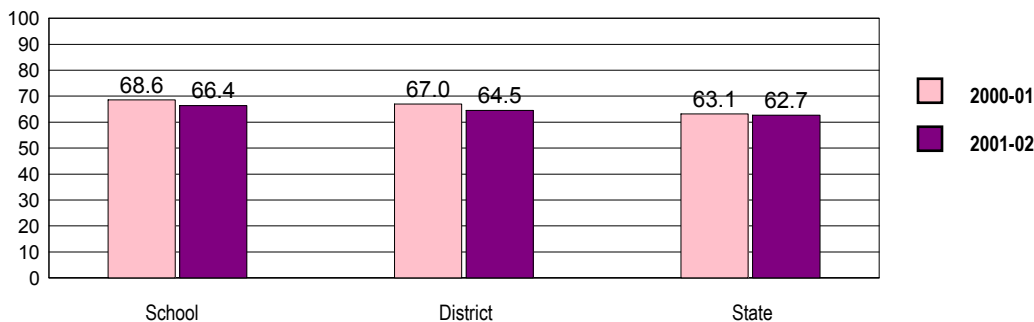
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.

2001-02 OVERALL PERFORMANCE - ALL STATE TESTS



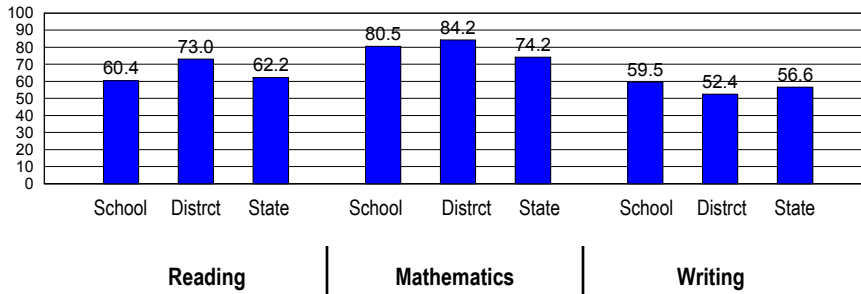
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

Grade 3



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public. Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the

Students with disabilities have an IEP or Section 504 Plan. 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. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

In order to protect students' identities, test data for groups of fewer than five students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS

		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
School	*Enrollment	91	48	43	89	2						19	42
	Reading	0.0	0.0	0.0	0.0	0.0						0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0						0.0	0.0
District	*Enrollment	1,189	594	595	1,169	5						151	442
	Reading	1.4	1.3	1.8	2.3	0.0						0.0	1.8
	Mathematics	0.8	0.3	1.5	1.6	0.0						0.0	0.9
State	*Enrollment	610,328	310,180	300,148	369,979	124,787						74,640	226,724
	Reading	2.6	3.0	2.6	4.1	6.8						0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5						0.6	16.3

* Enrollment on the first day of state testing.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning -** Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards -** Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards -** Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards -** Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

GRADE 3													
All		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School	7.7	31.9	50.5	9.9	3.3	16.3	53.3	27.2	12.4	28.1	58.4	1.1
	District	3.4	23.5	51.6	21.4	2.6	13.2	45.0	39.2	6.6	41.0	51.6	0.8
	State	6.8	31.0	43.6	18.6	7.2	18.6	43.9	30.3	9.0	34.3	53.6	3.0
Gender		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	10.6	25.5	57.4	6.4	4.2	10.4	60.4	25.0	17.4	19.6	60.9	2.2
	District	3.1	23.1	55.9	17.9	3.0	11.2	47.7	38.1	9.3	43.8	46.4	0.5
	State	8.2	32.8	42.5	16.5	7.9	18.0	42.4	31.7	11.9	37.1	49.0	2.1
Female	School	4.5	38.6	43.2	13.6	2.3	22.7	45.5	29.5	7.0	37.2	55.8	0.0
	District	3.8	24.0	47.0	25.1	2.2	15.3	42.1	40.4	3.8	37.9	57.1	1.1
	State	5.2	29.2	44.8	20.9	6.4	19.2	45.5	28.9	6.0	31.5	58.5	4.0
Racial/Ethnic Background		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School	8.0	31.8	50.0	10.2	3.4	15.7	52.8	28.1	12.8	27.9	58.1	1.2
	District	3.5	23.1	51.6	21.8	2.4	12.8	44.9	39.8	6.5	40.8	51.9	0.8
	State	2.6	21.3	50.2	26.0	2.1	10.4	45.9	41.6	5.2	28.3	62.6	3.9
Black	School												
	District												
	State	16.1	49.9	29.3	4.8	19.2	35.4	37.7	7.7	18.1	47.1	33.9	0.9
Hispanic	School												
	District												
	State	9.0	42.9	39.9	8.2	7.6	26.2	49.5	16.7	10.2	40.9	47.2	1.8
Asian/ Pacific Islander	School												
	District												
	State	1.2	17.1	49.9	31.8	1.0	6.3	38.0	54.7	2.5	22.0	68.9	6.6
Native American	School												
	District												
	State	3.3	31.0	47.3	18.4	3.0	19.8	48.9	28.2	6.9	36.1	54.5	2.4

Students with Disabilities		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	38.9	55.6	5.6	0.0	15.8	36.8	42.1	5.3	56.3	37.5	6.3	0.0
	District	20.3	52.5	27.1	0.0	13.1	37.7	45.9	3.3	33.3	42.1	24.6	0.0
	State	21.2	47.7	25.5	5.5	18.9	29.3	39.1	12.6	26.3	40.9	32.0	0.9
Section 504	School												
	District												
	State	7.5	37.3	43.6	11.6	8.1	22.2	45.3	24.4	11.2	42.0	45.0	1.8
Non-disabled	School	0.0	26.0	61.6	12.3	0.0	11.0	56.2	32.9	2.7	26.0	69.9	1.4
	District	0.3	17.9	56.3	25.5	0.6	8.2	45.0	46.2	1.9	40.6	56.6	0.9
	State	4.6	28.6	46.2	20.6	5.5	17.0	44.6	32.9	6.6	33.4	56.8	3.3

Economically Disadvantaged		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	12.2	39.0	46.3	2.4	7.1	19.0	50.0	23.8	22.5	22.5	55.0	0.0
	District	5.5	30.1	49.3	15.1	5.4	18.9	41.9	33.8	11.7	42.8	44.8	0.7
	State	13.2	46.5	34.2	6.1	14.6	31.1	42.7	11.7	15.7	45.4	37.8	1.0
Not Eligible	School	4.0	26.0	54.0	16.0	0.0	14.0	56.0	30.0	4.1	32.7	61.2	2.0
	District	2.2	19.4	53.0	25.4	0.9	9.5	47.0	42.7	3.5	39.8	55.8	0.9
	State	3.2	22.4	48.9	25.6	3.1	11.6	44.6	40.7	5.3	28.2	62.3	4.1

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.)