Capron Elem School North Boone CUSD 200 Capron, ILLINOIS

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/E	RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION												
	Native Hawaiian Two or /Pacific American More White Black Hispanic Asian Islander Indian Races						Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	Percent Homeless	Total Enrollment		
School District State	50.5 67.6 49.3	0.5 1.6 17.5	44.3 24.8 25.1	0.0 0.7 4.6	0.0 0.0 0.1	0.0 0.4 0.3	4.8 4.9 3.1	51.9 47.0 54.2	25.7 8.8 10.3	11.9 12.3 14.1	1.0 1.1 2.3	210 1,644 2,054,556	

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 <u>Home School</u>.

Homeless students are who do not have permanent and adequate homes.

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School		1.4	13.5	94.8
District		6.6	14.4	94.6
State		8.7	12.0	94.2

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 State	98.4 95.2				

Total School Days						
	Days					
School	176					
District	176					
State	175					

8th Graders Passing Algebra I**						
School						
District	0.0					
State	28.4					

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

^{**} For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

AVERAGE CLASS SIZE (as of the first school day in May)												
Grades	к	1	2	3	4	5	6	7	8	9 - 12	Overall	
School	14.5	14.5	20.5	11.5	14.5						15.1	
District	17.5	16.7	21.2	17.9	20.3						20.2	
State	20.7	21.6	21.9	22.4	22.7						21.2	

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Mathematics Science English/Language Arts Social Science									nce			
Grades	3	6	8	3	6	8	3	6	8	3	6	8
School	75			35			140			35		
District	75			35			140			35		
State	65			31			139			30		

TEACHER	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	92.0	0.0	0.0	0.0	0.0	0.0	0.0	8.0	21.2	78.8	103		
State	82.5	6.4	5.7	1.4	0.1	0.2	8.0	3.0	23.2	76.8	129,668		

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		61.1	38.9	1.9	0.0				
State		38.4	61.1	0.6	0.8				

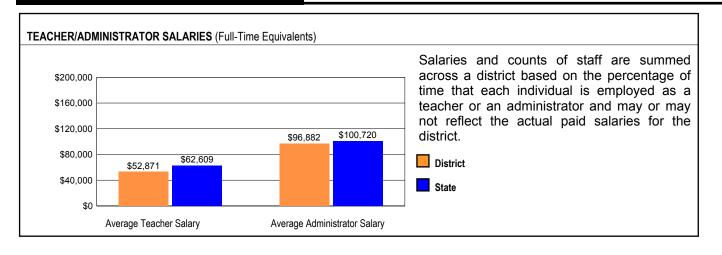
The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

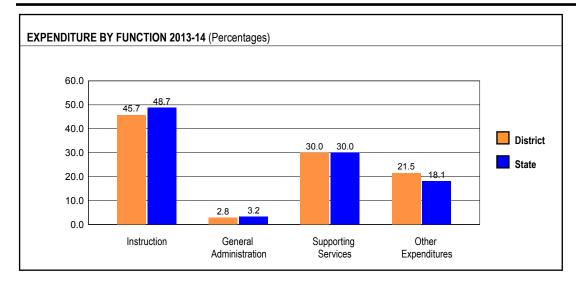
Some teacher/administrator data are not collected at the school level.

TEACHER RETENTION RATE							
School	44.7						
District	68.2						
State	85.0						

PRINCIPAL TURNOVER (Count)							
School	2.0						
District	2.0						
State	1.9						

SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2013-14										
	District	District %	State %							
Local Property Taxes	\$11,094,667	57.6	61.7							
Other Local Funding	\$1,035,734	5.4	4.4							
General State Aid	\$4,811,028	25.0	16.4							
Other State Funding	\$1,489,055	7.7	9.6							
Federal Funding	\$843,223	4.4	7.8							
TOTAL	\$19,273,707									

EXPENDITURE BY FUND 2013-	14		
	District	District %	State %
Education	\$11,722,935	68.1	73.4
Operations & Maintenance	\$1,868,410	10.9	6.3
Transportation	\$923,205	5.4	3.7
Debt Service	\$2,162,418	12.6	8.0
Tort	\$29,999	0.2	1.2
Municipal Retirement/			
Social Security	\$499,622	2.9	2.1
Fire Prevention & Safety	\$1	0.0	0.5
Capital Projects	\$0	0.0	4.7
TOTAL	\$17,206,590		

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OTHER FINA	ANCIAL INDICATORS			
	2012 Equalized	2012 Total School	2013-14 Instructional	2013-14 Operating
	Assessed Valuation	Tax Rate	Expenditure	Expenditure
	per Pupil	per \$100	per Pupil	per Pupil
District	\$96,789	6.95	\$5,074	\$9,538
State	**	**	\$7,419	\$12,521

^{**} 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.

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

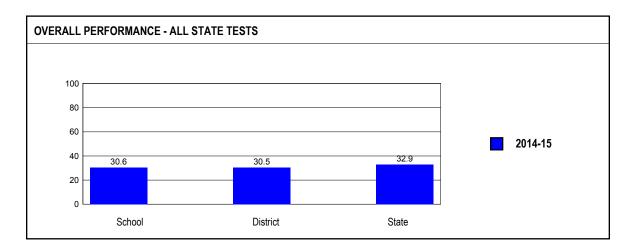
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

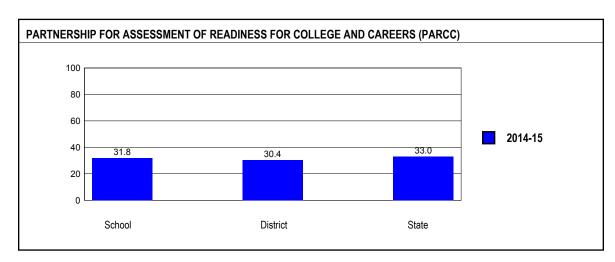
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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.

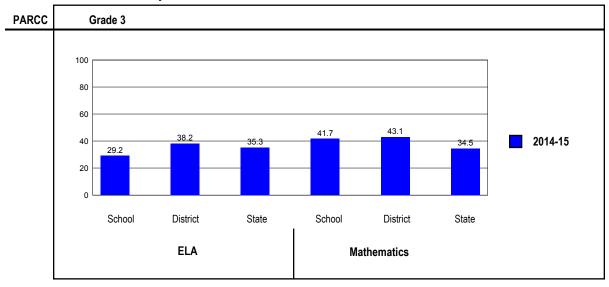


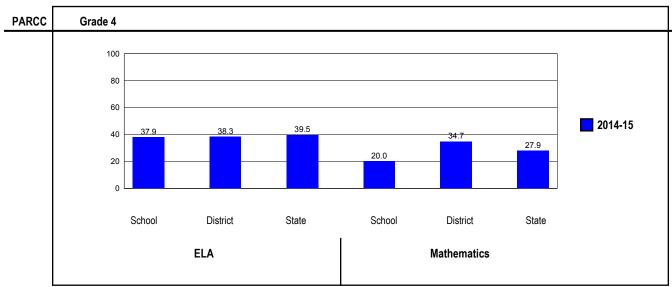


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PARCC PERFORMANCE

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.

PERCE	NTAGE OF ST	TUDENTS I	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR I	ELA							
			Ge	nder		F	Racial/Ethni	c Backgro	ound						
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	56	26	30	19	0	34	0	0	0	3	18	0	13	35
	Reading	1.8	0.0	3.3	0.0		2.9					5.6		7.7	2.9
District	*Enrollment	833	408	425	568	9	198	6	0	2	50	49	0	112	399
	Reading	1.2	1.5	0.9	1.2		1.5				0.0	2.0		3.6	1.0
State	*Enrollment	1,051,652	539,231	512,415	519,458	180,276	267,114	48,403	1,065	3,047	32,282	80,475	208	147,346	562,215
	Reading	4.4	4.5	4.4	3.6	6.4	4.9	3.2	5.4	5.1	4.5	4.0	1.4	6.7	4.8

^{*} 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

PERCE	NTAGE OF ST	TUDENTS I	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR I	MATHEMA	ATICS						
			Ge	nder		F	Racial/Ethni	c Backgro	ound						
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	57	26	31	20	0	34	0	0	0	3	18	0	13	36
	Mathematics	1.8	0.0	3.2	0.0		2.9					5.6		7.7	2.8
	*Enrollment	841	410	431	575	9	197	8	0	2	50	50	0	107	401
District	Mathematics	1.3	2.0	0.7	0.9		3.0				0.0	2.0		2.8	1.2
State	*Enrollment	1,030,879	528,251	502,622	503,822	178,769	265,697	47,032	1,068	2,998	31,486	84,312	222	144,711	557,532
	Mathematics	4.4	4.4	4.3	3.4	6.5	5.0	2.8	5.8	4.5	4.3	4.6	4.5	6.6	4.7

^{*} Enrollment as reported during the testing windows for grades 3 - 8 and high school.

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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

			ELA							
Levels	1	ELA Mathematics 1 2 3 4 5 1 2 3 4								5
School District State	16.7 17.1 20.1	33.3 20.3 21.0	20.8 24.4 23.5	29.2 36.6 32.4	0.0 1.6 2.9	4.2 9.8 14.1	12.5 18.7 23.6	41.7 28.5 27.8	41.7 39.0 29.1	0.0 4.1 5.4

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				ELA			Mathematics					
	Levels	1	2	3	4	5	1	2	3	4	5	
Male	School	8.3	33.3	16.7	41.7	0.0	0.0	8.3	41.7	50.0	0.0	
	District	18.3	21.7	25.0	35.0	0.0	11.7	18.3	28.3	36.7	5.0	
	State	23.1	22.0	23.6	29.2	2.0	15.2	23.4	26.8	28.7	5.8	
Female	School	25.0	33.3	25.0	16.7	0.0	8.3	16.7	41.7	33.3	0.0	
	District	15.9	19.0	23.8	38.1	3.2	7.9	19.0	28.6	41.3	3.2	
	State	17.0	19.9	23.5	35.7	3.9	13.0	23.8	28.8	29.4	5.0	

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Grade 3 - Racial/Ethnic Background

				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
White											
	School	l									
	District	11.4	21.5	25.3	41.8	0.0	7.6	17.7	29.1	41.8	3.8
	State	12.2	17.6	24.9	41.4	3.9	7.8	18.4	28.9	37.7	7.2
Black	School										
	District State	33.3	25.7	21.6	18.4	1.0	28.3	31.0	25.4	14.3	1.1
	State	აა.ა	25.7	21.0	10.4	1.0	20.3	31.0	25.4	14.3	1.1
Hispanic	0.11	14.3	35.7	28.6	21.4	0.0	7.1	14.3	35.7	42.9	0.0
	School							_			
	District	21.9 28.5	21.9 25.8	28.1 23.0	28.1 21.7	0.0 1.1	6.3 18.1	18.8 30.8	37.5 29.0	34.4 20.3	3.1 1.7
Asian	State	20.5	23.0	23.0	21.7	1.1	10.1	30.0	29.0	20.3	1.7
Asian	School										
	District										
	State	6.4	11.2	19.8	52.8	9.8	3.1	8.7	19.1	46.5	22.7
Native Hawa		0.1		10.0	02.0	0.0	0.1	0.1	10.1	10.0	22.7
Islander											
ioiaiiaoi	School										
	District										
	State	13.0	15.4	27.2	34.9	9.5	6.0	25.6	21.4	33.9	13.1
American In	ndian										
	School										
	District										
	State	26.6	24.2	23.2	25.6	0.5	17.1	28.8	33.4	19.7	1.0
Two or More	e Races										
	School										
	District										
	State	16.4	20.2	23.0	36.4	4.0	13.0	22.3	26.9	30.4	7.4
			ı		ı						

Grade 3 - Limited-English-Proficient

			ELA			Mathematics					
Levels	1	2	3	4	5	1	2	3	4	5	
School	15.4	38.5	30.8	15.4	0.0	7.7	15.4	38.5	38.5	0.0	
District	23.1	26.9	34.6	15.4	0.0	7.7	23.1	42.3	26.9	0.0	
State	33.5	28.1	22.6	15.4	0.4	20.0	32.0	28.7	17.8	1.4	

Grade 3 - Economically Disadvantaged

raue 3 - Economican	Disauva	illageu									
			ELA			Mathematics					
Levels	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch											
School	18.8	18.8	31.3	31.3	0.0	6.3	12.5	37.5	43.8	0.0	
District	24.6	17.5	21.1	36.8	0.0	10.5	17.5	31.6	38.6	1.8	
State	28.7	25.6	23.3	21.4	1.0	20.6	30.3	28.3	19.1	1.7	
Not Eligible											
School								1			
District	10.6	22.7	27.3	36.4	3.0	9.1	19.7	25.8	39.4	6.1	
State	8.6	14.7	23.9	47.3	5.5	5.3	14.4	27.2	42.7	10.4	
								1			

Grade 4

Grade 4 - All

			ELA			Mathematics						
Levels	1	2	3	4	5	1	2	3	4	5		
School	10.3	13.8	37.9	34.5	3.4	13.3	30.0	36.7	20.0	0.0		
District	8.3	16.7	36.7	34.2	4.2	9.1	19.8	36.4	33.1	1.7		
State	10.9	19.7	29.9	32.9	6.5	13.7	29.4	29.1	25.3	2.6		

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Grade 4 - Gender

				ELA		_	Mathematics					
	Levels	1	2	3	4	5	1	2	3	4	5	
Male	School	7.7	15.4	61.5	15.4	0.0	15.4	38.5	30.8	15.4	0.0	
	District	8.6	15.5	48.3	25.9	1.7	8.5	20.3	37.3	30.5	3.4	
	State	13.4	22.0	30.4	29.7	4.6	15.1	29.3	27.6	25.2	2.7	
Female	School	12.5	12.5	18.8	50.0	6.3	11.8	23.5	41.2	23.5	0.0	
	District	8.1	17.7	25.8	41.9	6.5	9.7	19.4	35.5	35.5	0.0	
	State	8.4	17.4	29.4	36.4	8.5	12.1	29.5	30.5	25.4	2.4	

		ELA						Mathematics					
	Levels	1	2	3	4	5	1	2	3	4	5		
White	0.1	40.0	40.0	20.0	50.0	0.0	40.0	40.0	07.0	20.4	0.0		
	School	10.0	10.0	30.0	50.0	0.0	18.2	18.2	27.3	36.4	0.0		
	District	7.9	9.2	38.2	39.5	5.3	7.8	13.0	33.8	42.9	2.6		
	State	6.5	15.0	29.5	40.3	8.8	8.4	23.8	31.2	33.4	3.2		
Black	School												
	District												
	State	19.6	28.5	30.7	19.3	1.9	26.1	39.2	24.0	10.3	0.4		
Hispanic	School	11.1	11.1	44.4	27.8	5.6	5.6	38.9	44.4	11.1	0.0		
	District	9.1	21.2	42.4	24.2	3.0	9.1	33.3	39.4	18.2	0.0		
	State	15.4	25.3	32.0	24.2	2.6	17.5	37.3	29.3	15.2	0.6		
Asian													
	School												
	District												
	State	3.0	8.3	19.8	49.7	19.1	3.3	10.9	23.4	48.9	13.5		
		0.0	0.0	10.0	40.1	10.1	3.3	10.0	20.4	40.9	10.0		
Native Hawa	aiian/Pacific												
isiailuci	School												
	District												
	State	7.1	14.7	29.5	39.1	9.6	9.4	24.5	23.9	36.5	5.7		
American Ir	ndian School												
	District												
	State	16.0	22.3	31.5	26.3	3.9	16.8	34.6	29.0	18.5	1.1		
Two or Mor													
	School	10.0	50.0	10.0	30.0	0.0	20.0	30.0	40.0	10.0	0.0		
	District	9.3	18.7			8.3	14.1		28.3	26.4			
	State	9.3	1ŏ./	29.4	34.2	წ. პ	14.1	27.4	∠ŏ.3	∠0.4	3.7		

Grade 4 - Economically Disadvantaged

		Reading					Mathematics					
	Levels	1	2	3	4	5	1	2	3	4	5	
Free/Reduced	d Price Lunch School District State	11.8 8.8 16.2	17.6 21.1 26.3	41.2 38.6 32.1	23.5 29.8 23.1	5.9 1.8 2.3	5.6 8.8 20.1	38.9 24.6 37.5	44.4 40.4 27.8	11.1 26.3 14.0	0.0 0.0 0.6	
Not Eligible	School District State	8.3 7.9 4.3	8.3 12.7 11.4	33.3 34.9 27.1	50.0 38.1 45.3	0.0 6.3 11.9	25.0 9.4 5.6	16.7 15.6 19.1	25.0 32.8 30.7	33.3 39.1 39.6	0.0 3.1 5.0	