

**Wilson Elementary School**  
**Calumet City SD 155**  
**Calumet City, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : PK K 1 2**

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](http://illinoisreportcard.com). All of the metrics posted on [illinoisreportcard.com](http://illinoisreportcard.com) are also included in this report.

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Chronic Truancy Rate	Attendance Rate	Total Enrollment
<b>School</b>	2.4	52.5	43.4	0.0	0.5	0.2	1.0	55.2	10.6	11.8	0.5	19.4	91.8	417
<b>District</b>	1.6	57.3	39.1	0.0	0.2	1.2	0.6	67.9	15.0	18.2	0.8	18.1	93.8	1,130
<b>State</b>	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.5	10.7	13.9	2.1	10.8	94.0	2,028,162

**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 Serving School.

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

**Chronic truants** are students who are absent from school without valid cause for 9 or more of the last 180 school days.

**STUDENT MOBILITY RATE**

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income
<b>School</b>	14.5	15.8	13.2		18.3	8.6					5.6	5.3	9.7
<b>District</b>	14.2	15.2	13.1	7.1	18.5	6.9			7.1		4.4	13.0	11.9
<b>State</b>	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6

**INSTRUCTIONAL SETTING**

<b>PARENTAL CONTACT*</b>	
	Percent
<b>School</b>	98.5
<b>District</b>	98.2
<b>State</b>	94.9

<b>TOTAL SCHOOL DAYS</b>	
	Days
<b>School</b>	179
<b>District</b>	179
<b>State</b>	175

<b>8TH GRADERS PASSING ALGEBRA I **</b>	
School District State	Percent
School	0.0
District	29.1
State	29.1

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

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

<b>STUDENT-TO-STAFF RATIOS</b>			
Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
--	--	--	--
18.3		9.4	125.6
18.7		11.2	189.6

<b>HEALTH AND WELLNESS (days per week)</b>	
School District State	Days
School	5.0
District	4.3
State	3.9

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	12.5	18.3	17.9								15.8
District	12.5	18.3	17.9								16.2
State	19.1	19.8	20.3								20.2

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	73.4	17.7	6.3	1.3	0.0	1.3	0.0	0.0	15.2	84.8	79
State	83.3	5.9	5.7	1.5	0.1	0.2	0.8	2.6	23.2	76.8	127,310

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	14.0	41.8	58.2
State	12.8	38.4	61.2

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.

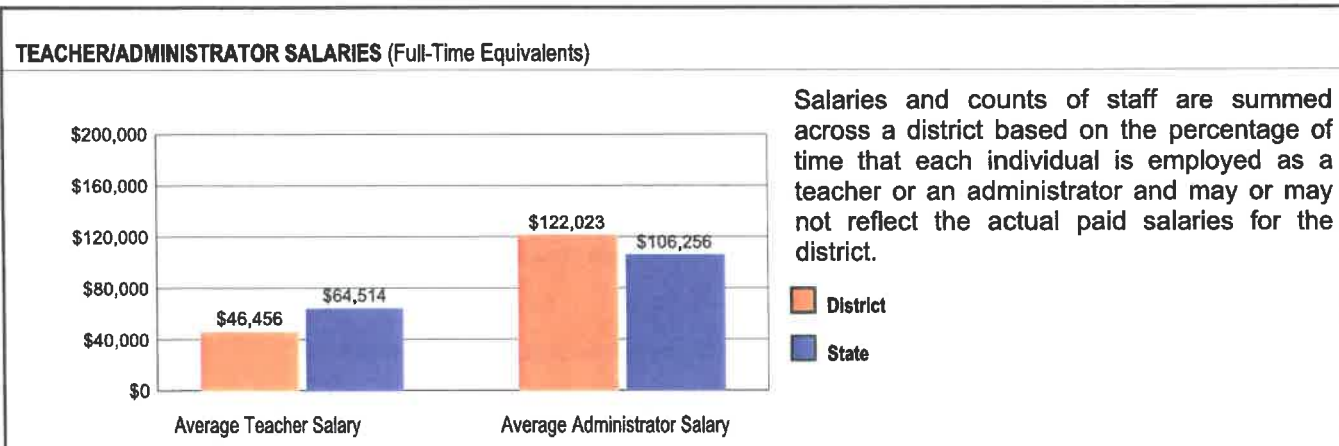
Some teacher/administrator data are not collected at the school level.

TEACHER RETENTION RATE	
School	91.1
District	87.0
State	86.3

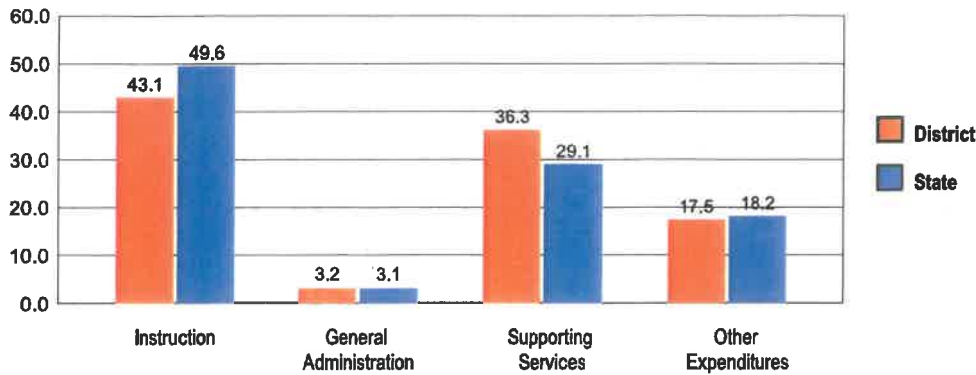
PRINCIPAL TURNOVER (Count)	
School	2.0
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	100.0
District	72.2
State	75.3

## SCHOOL DISTRICT FINANCES



**EXPENDITURE BY FUNCTION 2015-16 (Percentages)**



REVENUE BY SOURCE 2015-16			
	District	District %	State %
Local Property Taxes	\$9,485,350	46.8	63.2
Other Local Funding	\$630,344	3.1	4.8
General State Aid	\$7,323,138	36.1	17.1
Other State Funding	\$1,037,982	5.1	7.1
Federal Funding	\$1,792,695	8.8	7.8
<b>TOTAL</b>	<b>\$20,269,509</b>		

EXPENDITURE BY FUND 2015-16			
	District	District %	State %
Education	\$12,853,270	73.8	73.4
Operations & Maintenance	\$1,844,559	10.6	6.2
Transportation	\$463,141	2.7	3.8
Debt Service	\$1,785,003	10.2	8.2
Tort	\$0	0.0	1.2
Municipal Retirement/ Social Security	\$473,747	2.7	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$0	0.0	4.6
<b>TOTAL</b>	<b>\$17,419,720</b>		

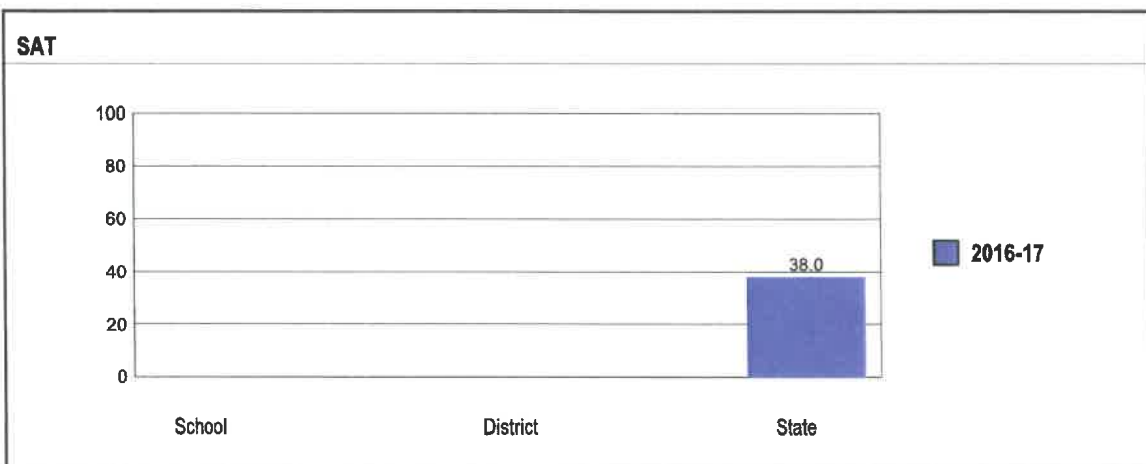
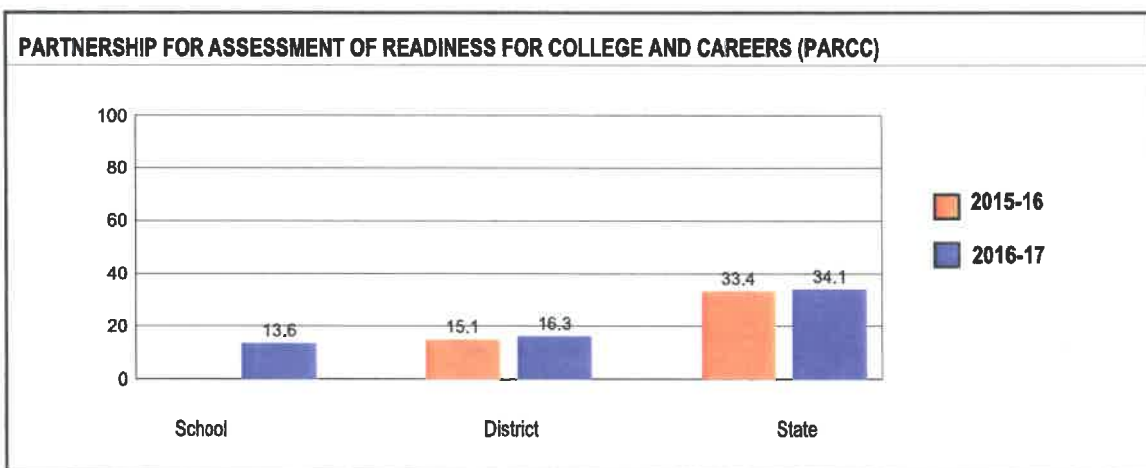
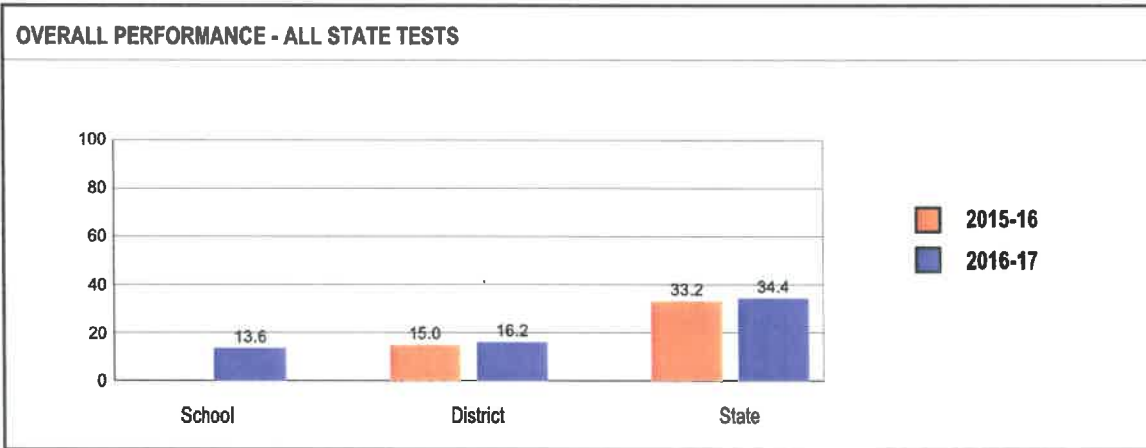
OTHER FINANCIAL INDICATORS				
	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	\$96,014,354	9.54	\$7,352	\$14,745
State	**	**	\$7,853	\$12,973

\*\* 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

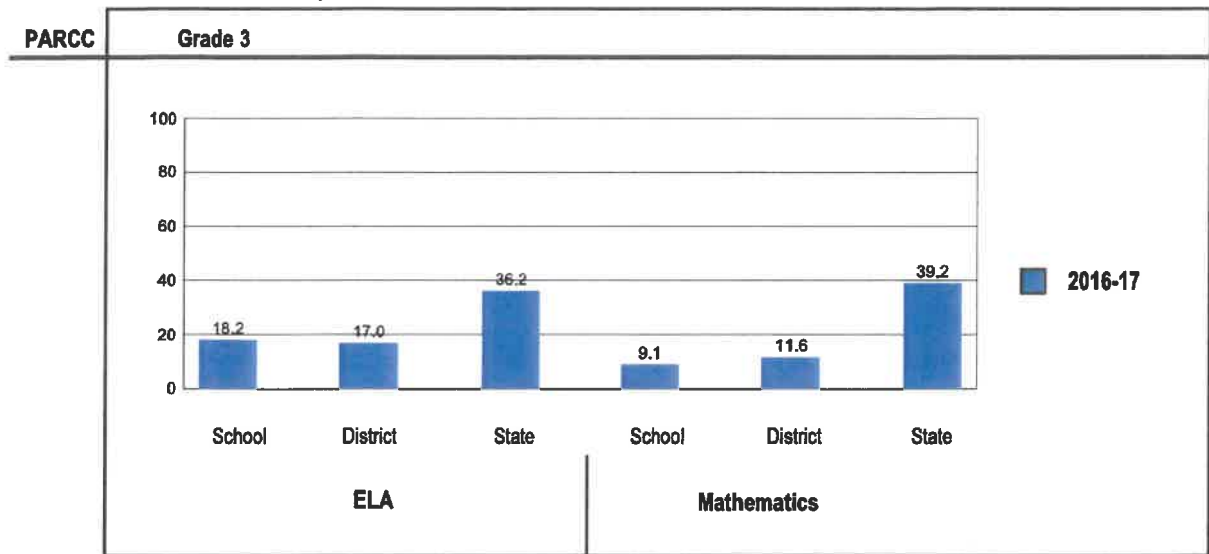
### OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your district, and the state.



**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

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8. SAT is administered to students in grade 11. 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 or SAT would not be appropriate.

Students with disabilities have an IEP. 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.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	11	9	2	1	5	5	0	0	0	0	3	0	9	9
	Reading	0.0													
District	*Enrollment	703	360	343	7	424	257	0	0	13	2	128	0	146	522
	Reading	0.6	0.8	0.3		0.7	0.0			0.0		0.0		1.4	0.4
State	*Enrollment	1,044,699	534,146	510,536	505,763	175,236	271,935	51,317	1,081	4,731	34,579	90,597	126	143,977	534,082
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

\* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	11	9	2	1	5	5	0	0	0	0	3	0	9	9
	Mathematics	0.0													
District	*Enrollment	703	360	343	7	424	257	0	0	13	2	128	0	146	522
	Mathematics	0.7	1.1	0.3		0.9	0.0			0.0		0.0		2.1	0.6
State	*Enrollment	1,046,855	535,286	511,552	506,360	175,294	272,701	52,007	1,091	4,740	34,602	93,069	127	143,900	535,352
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

\* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

### 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 and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

### Grade 3

#### Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	45.5	27.3	9.1	18.2	0.0	27.3	54.5	9.1	9.1	0.0
District	34.8	26.8	21.4	15.2	1.8	25.0	40.2	23.2	8.0	3.6
State	21.0	19.4	23.5	33.2	2.9	13.6	19.8	27.4	30.9	8.3

#### Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School										
	District	42.1	31.6	21.1	5.3	0.0	24.6	45.6	26.3	3.5	0.0
	State	24.1	20.5	23.6	29.9	2.0	14.7	19.2	26.3	30.9	8.9
Female	School										
	District	27.3	21.8	21.8	25.5	3.6	25.5	34.5	20.0	12.7	7.3
	State	17.8	18.3	23.3	36.7	3.9	12.5	20.5	28.5	30.8	7.7

## Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
<b>White</b>										
School										
District										
State	12.2	16.3	25.4	42.3	3.8	7.5	15.0	27.2	39.0	11.3
<b>Black</b>										
School										
District	36.7	23.3	21.7	15.0	3.3	30.0	38.3	21.7	5.0	5.0
State	35.0	23.9	20.6	19.4	1.0	26.3	27.7	26.9	17.2	1.9
<b>Hispanic</b>										
School										
District	32.0	32.0	20.0	16.0	0.0	20.0	40.0	26.0	12.0	2.0
State	29.5	23.7	22.7	22.8	1.3	17.6	25.4	30.0	23.7	3.3
<b>Asian</b>										
School										
District										
State	7.5	10.1	19.0	53.4	10.0	3.8	7.0	17.0	42.6	29.6
<b>Native Hawaiian/Pacific Islander</b>										
School										
District										
State	15.8	12.7	25.9	39.2	6.3	11.2	11.8	27.3	34.8	14.9
<b>American Indian</b>										
School										
District										
State	33.1	25.6	21.1	19.5	0.8	18.5	25.1	32.3	20.9	3.2
<b>Two or More Races</b>										
School										
District										
State	18.7	17.7	24.4	35.3	4.0	13.1	18.8	26.0	31.8	10.3