

1999

ILLINOIS SCHOOL REPORT CARD

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AVON JR HIGH SCHOOL
AVON COMM UNIT SCH DIST 176
AVON, ILLINOIS

Grades 6 7 8

Public school districts are required to provide this report to parents and others upon request. This report card includes information about your school and district. Information about the students' performance on the Illinois Standards Achievement Test (ISAT) shows what percentages of your school's students are meeting the Illinois Learning Standards in reading, writing and mathematics. The Illinois Goal Assessment Program (IGAP) information shows the percentages of students who meet the state goals for science and social science. Next year, IGAP will no longer be administered; ISAT will be used to assess students in all areas.

The financial information provided is the most recent available. State averages in this report are based on information from regular public schools only and exclude private and other special-purpose public schools.

Avon Jr High School is in a Unit district. Generally, elementary districts have grades prekindergarten through eight; high school districts have grades nine through twelve; and unit districts have grades prekindergarten through twelve.

THE STUDENTS

RACIAL/ETHNIC BACKGROUND AND TOTAL ENROLLMENT

The major racial-ethnic groups in Illinois public schools are White non-Hispanic, Black non-Hispanic, Hispanic, Asian/Pacific Islander and Native American (American Indian/Alaskan Native). Enrollments were reported as of September 30, 1998.

	White	Black	Hispanic	Asian/Pacific Islander	Native American	TOTAL ENROLLMENT
School	98.6%	0.0%	1.4%	0.0%	0.0%	74
District	99.2%	0.0%	0.5%	0.3%	0.0%	372
State	62.0%	20.8%	13.9%	3.2%	0.2%	1,962,026

LOW-INCOME AND LIMITED-ENGLISH-PROFICIENT STUDENTS

Low-income students may come from families receiving public aid, may live in institutions for neglected or delinquent children, may be supported in foster homes with public funds, or may be eligible to receive free or reduced-price lunches.

Limited-English-proficient students include students whose first language is not English and who are eligible for transitional bilingual education.

	Low-Income	Limited-English-Proficient
School	31.1%	0.0%
District	28.2%	0.0%
State	36.1%	6.4%

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 18 or more of the last 180 school days.

	Attendance	Mobility	Chronic Truancy	Number of Chronic Truants
School	96.4%	8.3%	0.0%	0
District	94.6%	8.4%	0.9%	3
State	93.6%	18.1%	2.3%	43,332

INSTRUCTIONAL SETTING

AVERAGE CLASS SIZE

Average class size is a grade's total enrollment divided by the number of classes for that grade. It is reported for the first school day in May.

	Kindergarten	Grade 1	Grade 3	Grade 6	Grade 8
School				27.0	26.0
District				27.0	26.0
State				23.8	23.1

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.

GRADES	Mathematics			Science			English			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School		70	70		70	70		78	78		40	40
District		70	70		70	70		78	78		40	40
State		51	48		42	44		108	91		43	45

CONTACT WITH PARENTS

At your school, 100.0% of students' parents/guardians had personal contact with the school staff during the school year. For comparison, the percentages of personal contacts between parents and school staff were 97.0% for your district and 96.1% for the state. "Personal contact" includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

TEACHERS BY RACIAL/ETHNIC BACKGROUND AND GENDER (FULL-TIME EQUIVALENTS)

Teachers include all school personnel categorized by the district as classroom teachers.

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	TOTAL NUMBER
District	100.0%	0.0%	0.0%	0.0%	0.0%	27.6%	72.4%	35
State	84.9%	11.0%	3.3%	0.7%	0.1%	24.6%	75.4%	119,718

DISTRICT BY TYPE AND ENROLLMENT

Districts may be organized by three types: **elementary** usually serving grades prekindergarten-8, **high school** serving grades 9-12, and **unit** serving prekindergarten-12.

DISTRICT TYPE	Small	Medium	Large
Elementary	Under 283	283-1747	Over 1747
High School	Under 638	638-2875	Over 2875
Unit	Under 551	551-1789	Over 1789

TEACHER/ADMINISTRATOR CHARACTERISTICS (FULL-TIME EQUIVALENTS)

Teacher information includes classroom teachers plus teachers specializing in art, physical education, music, etc.

	Average Teaching Experience	Teachers with Bachelor's Degree	Teachers with Master's & Above	(3) Pupil-Teacher Ratio: Elementary	Pupil-Certified Staff Ratio	Pupil-Administrator Ratio
District	13.7 Yrs.	79.7%	20.3%	16.3:1	9.3:1	124.0:1
Type (1)	15.1 Yrs.	56.3%	43.3%	20.1:1	14.5:1	267.9:1
Size (2)	14.2 Yrs.	79.8%	20.1%	15.8:1	11.3:1	162.4:1
State	15.0 Yrs.	53.1%	46.7%	19.6:1	14.3:1	243.3:1

TEACHER/ADMINISTRATOR SALARIES (FULL-TIME EQUIVALENTS)

	Average Teacher Salary	Average Administrator Salary
District	\$30,778	\$62,892
Type (1)	\$43,354	\$72,853
Size (2)	\$31,279	\$59,383
State	\$45,337	\$76,917

- (1) Average for all Unit Districts.
- (2) Average for all Small Unit Districts.
- (3) Special education teachers are excluded.

SCHOOL DISTRICT'S FINANCES

AVERAGE FINANCIAL INDICATORS

Equalized assessed valuation (1996) includes all computed property values, less homestead exemptions and adjustments for tax abatements, upon which a district's local tax rate is calculated.

Total school tax rate (1996) is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure (1997-98) includes the direct costs of teaching pupils or the interaction between teachers and pupils. Instruction has a very narrow and restrictive definition.

Operating expenditure (1997-98) includes Instructional Expenditures, costs of Pupil Support Services, Instructional Staff Support Services, School Administration, Business Support Services, Central Support Services, Community Services, Debt Services, Payments to Other Governmental Units for Services Provided, and Central Administration Services.

All the above financial indicators were divided by the 9-month Average Daily Attendance to derive the per pupil figures.

	Equalized Assessed Valuation per Pupil	Total School Tax Rate per \$100	Instructional Expenditure per Pupil	Operating Expenditure per Pupil
District	\$60,879	\$5.23	\$4,170	\$6,768
Type (1)	\$50,668	\$4.36	\$3,887	\$6,359
Size (2)	\$59,255	\$4.40	\$3,304	\$5,579
State	N/A(3)	N/A(3)	\$3,990	\$6,682

(1) Average for all Unit Districts.

(2) Average for all Small Unit Districts.

(3) State averages are not meaningful because of overlaps in dual (elementary and high school) districts.

EXPENDITURE BY FUNCTION, 1997-98

	District	District	State
Instruction	\$1,447,837	43.4%	46.9%
General Administration	\$183,916	5.5%	2.7%
Supporting Services	\$766,541	23.0%	32.2%
Other Expenditures	\$941,045	28.2%	18.2%

EXPENDITURE BY FUND, 1997-98

	District	District	State
Education	\$2,321,376	69.5%	72.0%
Operations & Maintenance	\$122,155	3.7%	8.7%
Transportation	\$140,014	4.2%	3.3%
Bond and Interest	\$100,661	3.0%	5.1%
Rent	\$0	0.0%	0.4%
Municipal Retirement/Social Security	\$65,358	2.0%	1.7%
Fire Prevention & Safety	\$589,775	17.7%	1.7%
Site & Construction/Capital Improvement	\$0	0.0%	7.2%
TOTAL	\$3,339,339		

ACADEMIC PERFORMANCE

When interpreting the achievement data of smaller schools or districts, please note that the performance of a small number of students can substantially affect a school's achievement data. Thus, changes from one year to the next may be due to changes in the performance of a small group of students.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)/ILLINOIS GOAL ASSESSMENT PROGRAM (IGAP)

Students at the following grade levels took the Illinois Standards Achievement Test (ISAT) or the Illinois Goal Assessment Program (IGAP). ISAT was used to test grades 3, 5 and 8. IGAP was used to test grades 4 and 7. Next year, ISAT will be used to test students' performance on the Illinois Learning Standards in grades 3, 4, 5, 7 and 8.

The following table reports the school enrollment for each grade by the total number of students, students with an IEP and students without an IEP. A student with an Individualized Education Program (IEP) has a disability and is required to have a written statement of needed special education and related services that must be provided to the child under the *Individuals with Disabilities Education Act (IDEA)*.

Enrollment When Tests Were Administered

GRADE	Total Enrollment	IEP	Non-IEP
3			
4			
5			
7	20	3	17
8	26	5	21

ILLINOIS STANDARDS ACHIEVEMENT TESTS (ISAT)

The following tables show the percentages of your school's students 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.

- Level 1 – **Academic Warning** – Students' work shows an inconsistent command of the basic knowledge and skills. Students have major gaps in their knowledge and skills and little ability to apply them. They may have serious error or misunderstandings.
- Level 2 – **Below Standards** – Students' work shows basic knowledge and skills in the learning area. However, students have some gaps in their learning and can apply it only in limited ways.
- Level 3 – **Meets Standards** – Students' work shows that they have knowledge and skills in the learning area. Students consistently use and apply their knowledge and skills to solve problems.
- Level 4 – **Exceeds Standards** – Students' work is outstanding and shows comprehensive knowledge and skills in the learning area. Students consistently use their knowledge and skills to solve problems and evaluate the results.

READING

GRADES	All Students Tested					IEP*					Non-IEP				
	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
3 School															
3 District															
3 State															
5 School															
5 District															
5 State															
8 School	4	23	54	19	100	20	80	0	0	100	0	10	67	24	100
8 District	4	23	54	19	100	20	80	0	0	100	0	10	67	24	100
8 State	1	27	54	18	92	6	64	27	3	66	0	23	56	20	95

*Students who have disabilities and are required to have written statements of needed special education and related services.

MATHEMATICS

		All Students Tested					IEP*					Non-IEP				
GRADES		% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
3	School															
	District															
	State															
5	School															
	District															
	State															
8	School	8	58	35	0	100	40	60	0	0	100	0	57	43	0	100
	District	8	58	35	0	100	40	60	0	0	100	0	57	43	0	100
	State	5	52	36	7	91	22	68	9	1	67	3	51	39	7	95

WRITING

		All Students Tested					IEP*					Non-IEP				
GRADES		% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
3	School															
	District															
	State															
5	School															
	District															
	State															
8	School	4	35	62	0	100	0	40	60	0	100	5	33	62	0	100
	District	4	35	62	0	100	0	40	60	0	100	5	33	62	0	100
	State	5	36	56	3	91	24	53	22	0	63	3	34	59	4	94

*Students who have disabilities and are required to have written statements of needed special education and related services.

ILLINOIS GOAL ASSESSMENT PROGRAM (IGAP)

The following tables show the percentages of students who performed at three performance levels on the learning areas tested by the Illinois Goal Assessment Program (IGAP). Illinois educators helped establish the performance levels. This is the last year for the IGAP test. Next year, ISAT will test students' achievement of the Illinois Learning Standards in science and social science.

Level 1 – Does Not Meet State Goals – Lacks expected knowledge and skills and has limited ability to apply learning.

Level 2 – Meets State Goals – Demonstrates expected knowledge and skills and can usually apply learning to real-life problems.

Level 3 – Exceeds State Goals – Performs at a high level and consistently applies knowledge and skills to real-life problems.

SCIENCE

All Students Tested					IEP*				Non-IEP			
GRADES	% Level 1	% Level 2	% Level 3	% Tested	% Level 1	% Level 2	% Level 3	% Tested	% Level 1	% Level 2	% Level 3	% Tested
4 School												
District												
State												
7 School	20	50	30	100	100	0	0	100	6	59	35	100
District	20	50	30	100	100	0	0	100	6	59	35	100
State	19	49	32	93	47	45	8	71	16	50	35	96

SOCIAL SCIENCE

All Students Tested					IEP*				Non-IEP			
GRADES	% Level 1	% Level 2	% Level 3	% Tested	% Level 1	% Level 2	% Level 3	% Tested	% Level 1	% Level 2	% Level 3	% Tested
4 School												
District												
State												
7 School	15	50	35	100	67	33	0	100	6	53	41	100
District	15	50	35	100	67	33	0	100	6	53	41	100
State	19	49	32	93	49	43	8	71	16	50	34	96

*Students who have disabilities and are required to have written statements of needed special education and related services.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Based on your school's improvement plan, your school and district are providing information on areas of success and areas for planned improvement below and/or on a separate sheet.