

**Tri-C Elementary School  
Carterville CUSD 5  
Carterville, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES : PK K 1 2 3**

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>	84.7	2.0	6.1	1.6	0.0	0.1	5.5	39.8	0.6	16.6	2.3	4.3	95.1	691
<b>District</b>	85.9	2.1	4.6	1.6	0.0	0.2	5.5	35.7	0.2	13.8	2.5	3.3	94.6	2,208
<b>State</b>	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.2	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>	7.5	7.2	7.9	6.6	6.7	4.8	30.8			17.1		7.2	10.5	
<b>District</b>	7.4	7.4	7.4	7.0	10.2	4.0	17.9			12.1		10.4	11.8	
<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**

PARENTAL CONTACT*		TOTAL SCHOOL DAYS	
	Percent		Days
<b>School</b>	100.0	<b>School</b>	174
<b>District</b>	100.0	<b>District</b>	174
<b>State</b>	94.9	<b>State</b>	175

8TH GRADERS PASSING ALGEBRA I **	
<b>School</b>	
<b>District</b>	32.7
<b>State</b>	29.5

\*\* 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.

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	20.7	24.9	13.5	259.8
State	18.7	19.4	11.2	189.6

HEALTH AND WELLNESS (days per week)	
School	5.0
District	4.5
State	4.0

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	21.0	21.0	20.9	22.8							21.4
District	21.0	21.0	20.9	22.8							24.1
State	19.1	19.8	20.3	20.8							20.2

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			25			190			25		
District	60			25			190			25		
State	72			35			132			30		

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	97.5	0.0	0.8	0.0	0.0	0.0	0.0	1.7	22.7	77.3	119
State	83.3	5.8	5.6	1.5	0.1	0.2	0.8	2.7	23.3	76.7	129,575	

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	13.8	63.9	35.3
State	13.1	38.5	60.9

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

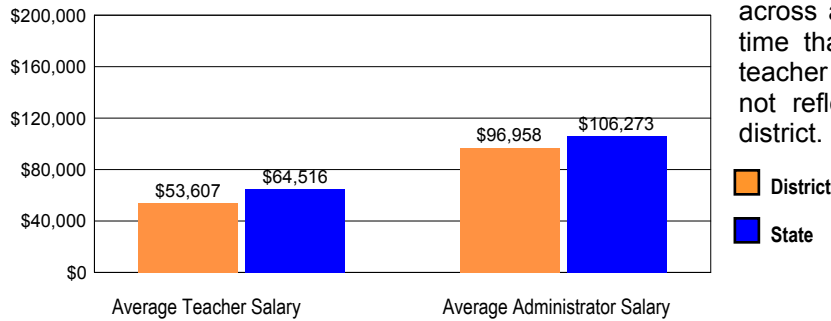
TEACHER RETENTION RATE	
School	89.9
District	89.0
State	86.3

PRINCIPAL TURNOVER (Count)	
School	2.0
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	68.8
District	76.5
State	75.3

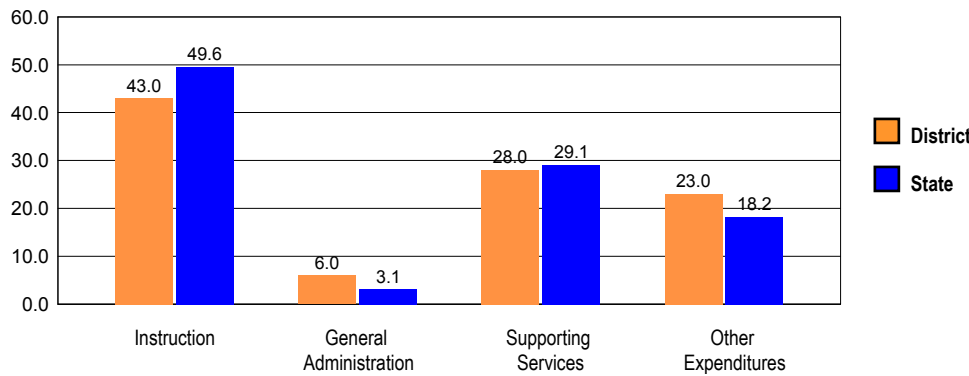
## SCHOOL DISTRICT FINANCES

### 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 2015-16 (Percentages)



	District	District %	State %
Local Property Taxes	\$7,250,877	39.6	63.2
Other Local Funding	\$2,221,677	12.1	4.8
General State Aid	\$7,375,649	40.3	17.1
Other State Funding	\$437,724	2.4	7.1
Federal Funding	\$1,018,238	5.6	7.8
<b>TOTAL</b>	<b>\$18,304,165</b>		

	District	District %	State %
Education	\$12,879,173	72.5	73.4
Operations & Maintenance	\$1,241,848	7.0	6.2
Transportation	\$555,452	3.1	3.8
Debt Service	\$2,085,752	11.7	8.2
Tort	\$483,020	2.7	1.2
Municipal Retirement/ Social Security	\$420,280	2.4	2.1
Fire Prevention & Safety	\$4,333	0.0	0.5
Capital Projects	\$96,963	0.5	4.6
<b>TOTAL</b>	<b>\$17,766,821</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	\$86,382	3.89	\$3,700	\$7,246
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.

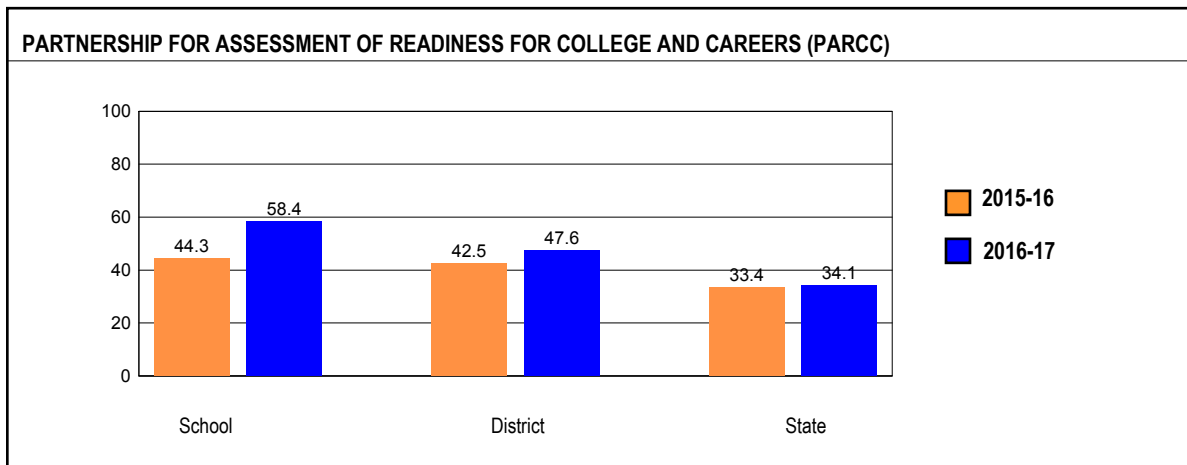
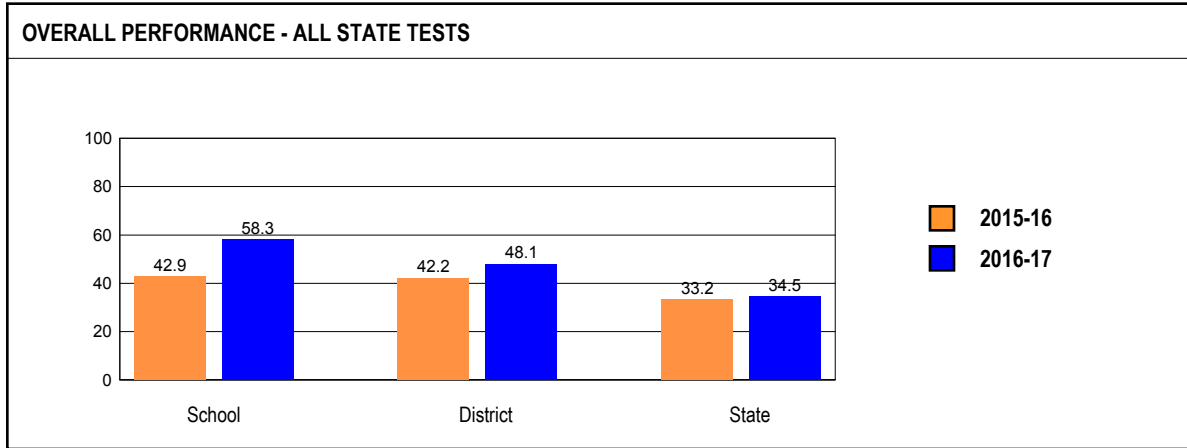
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

**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

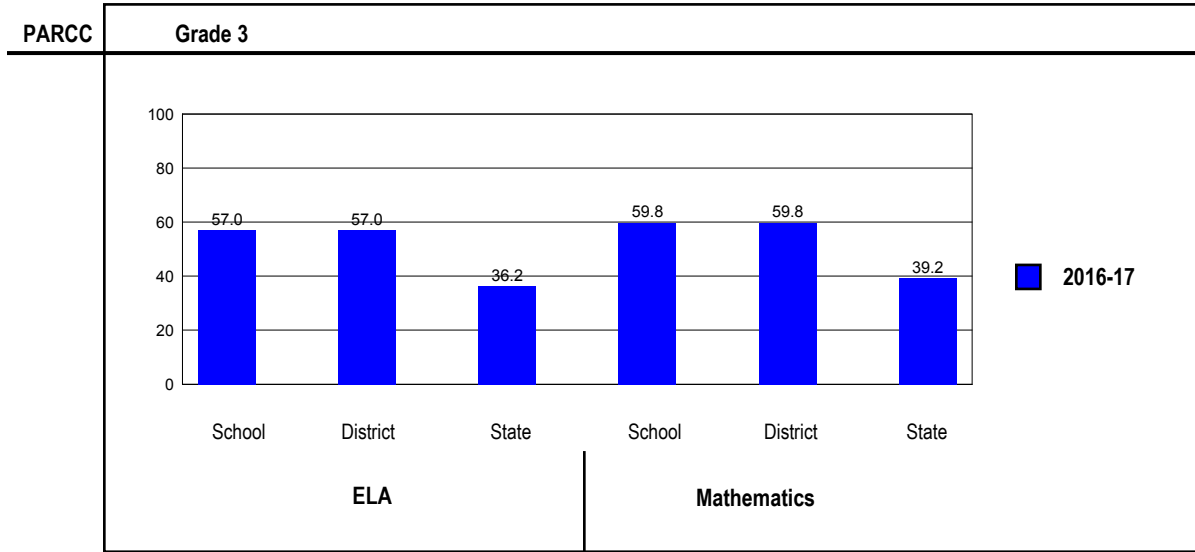
### OVERALL STUDENT PERFORMANCE

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 school, district, and the state. School-level data are based on serving school. In order to protect students' identities, test data for groups of fewer than ten students are not reported.



**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.

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

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	181	100	81	152	6	12	4	0	0	7	2	0	30	73
	Reading	0.6	0.0	1.2	0.7		0.0							0.0	0.0
District	*Enrollment	1,143	616	527	970	27	53	23	0	2	68	3	0	158	414
	Reading	1.0	0.8	1.3	1.1	0.0	0.0	4.3			0.0			2.5	1.0
State	*Enrollment	1,044,459	533,974	510,468	505,668	175,154	271,875	51,312	1,081	4,730	34,569	90,576	126	143,863	530,039
	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	181	100	81	152	6	12	4	0	0	7	2	0	30	73
	Mathematics	0.6	0.0	1.2	0.7		0.0							0.0	0.0
District	*Enrollment	1,146	618	528	972	27	53	24	0	2	68	5	0	158	416
	Mathematics	1.0	0.8	1.3	1.1	0.0	0.0	4.2			0.0			2.5	1.0
State	*Enrollment	1,046,615	535,114	511,484	506,264	175,213	272,641	52,002	1,091	4,739	34,592	93,048	127	143,785	531,314
	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	6.7	9.5	26.8	49.2	7.8	3.4	12.3	24.6	48.0	11.7
District	6.7	9.5	26.8	49.2	7.8	3.4	12.3	24.6	48.0	11.7
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	7.1	13.1	32.3	42.4	5.1	3.0	14.1	30.3	39.4	13.1
	District	7.1	13.1	32.3	42.4	5.1	3.0	14.1	30.3	39.4	13.1
	State	24.1	20.5	23.6	29.9	2.0	14.7	19.2	26.3	30.9	8.9
Female	School	6.3	5.0	20.0	57.5	11.3	3.8	10.0	17.5	58.8	10.0
	District	6.3	5.0	20.0	57.5	11.3	3.8	10.0	17.5	58.8	10.0
	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	
White	School	4.7	8.7	24.0	54.0	8.7	2.0	10.7	22.7	52.0	12.7
	District	4.7	8.7	24.0	54.0	8.7	2.0	10.7	22.7	52.0	12.7
	State	12.2	16.3	25.4	42.3	3.8	7.5	15.0	27.2	39.0	11.3
Black	School										
	District										
	State	35.0	23.9	20.6	19.4	1.0	26.3	27.7	26.9	17.2	1.9
Hispanic	School	25.0	25.0	33.3	16.7	0.0	16.7	25.0	41.7	16.7	0.0
	District	25.0	25.0	33.3	16.7	0.0	16.7	25.0	41.7	16.7	0.0
	State	29.5	23.7	22.7	22.8	1.3	17.6	25.4	30.0	23.7	3.3
Asian	School										
	District										
	State	7.5	10.1	19.0	53.4	10.0	3.8	7.0	17.0	42.6	29.6
Native Hawaiian/Pacific Islander	School										
	District										
	State	15.8	12.7	25.9	39.2	6.3	11.2	11.8	27.3	34.8	14.9
American Indian	School										
	District										
	State	33.1	25.6	21.1	19.5	0.8	18.5	25.1	32.3	20.9	3.2
Two or More Races	School										
	District										
	State	18.7	17.7	24.4	35.3	4.0	13.1	18.8	26.0	31.8	10.3

**Grade 3 - Students with Disabilities**

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	37.9	17.2	17.2	24.1	3.4	17.2	24.1	34.5	24.1	0.0
	District	37.9	17.2	17.2	24.1	3.4	17.2	24.1	34.5	24.1	0.0
	State	51.9	21.6	14.5	11.3	0.6	35.3	26.9	20.7	14.3	2.7
Non-IEP	School	0.7	8.0	28.7	54.0	8.7	0.7	10.0	22.7	52.7	14.0
	District	0.7	8.0	28.7	54.0	8.7	0.7	10.0	22.7	52.7	14.0
	State	16.5	19.1	24.8	36.4	3.3	10.4	18.8	28.3	33.3	9.2

**Grade 3 - Economically Disadvantaged**

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	12.5	9.7	31.9	41.7	4.2	5.6	11.1	31.9	43.1	8.3
	District	12.5	9.7	31.9	41.7	4.2	5.6	11.1	31.9	43.1	8.3
	State	30.5	23.9	22.9	21.7	1.0	20.2	25.9	29.1	21.8	2.9
Not Eligible	School	2.8	9.3	23.4	54.2	10.3	1.9	13.1	19.6	51.4	14.0
	District	2.8	9.3	23.4	54.2	10.3	1.9	13.1	19.6	51.4	14.0
	State	9.6	14.0	24.1	47.0	5.3	5.7	12.6	25.3	41.7	14.8