

**Wilder-Waite Elem School
Dunlap CUSD 323
Peoria, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : K 1 2 3 4 5

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/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
School	60.1	6.5	4.4	23.3	0.0	0.0	5.7	15.0	10.1	12.4	0.0	0.0	96.3	386
District	65.2	6.8	3.2	19.9	0.1	0.1	4.8	10.8	5.6	11.9	0.1	0.3	95.5	4,565
State	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	
School	13.3	14.0	12.5	11.8	13.8	5.6	18.6			8.3	20.8	13.0	18.6	
District	7.6	7.9	7.3	5.6	15.0	4.1	12.2			7.1	23.2	9.4	14.2	
State	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
School	100.0	School	174
District	100.0	District	174
State	94.9	State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	22.3
State	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	19.9	21.2	12.0	253.6
State	18.7	19.4	11.2	189.6

HEALTH AND WELLNESS (days per week)	
School	5.0
District	5.0
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	23.0	21.3	21.7	29.5	26.5	22.3					23.6
District	22.3	22.2	22.1	25.3	25.8	26.5					24.9
State	19.1	19.8	20.3	20.8	21.4	21.3					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	67			25			145			30		
District	66			26			147			30		
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	95.8	1.2	1.2	0.4	0.0	0.0	0.8	0.7	24.0	76.0	258
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	12.6	47.3	51.9
State	13.1	38.5	60.9

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

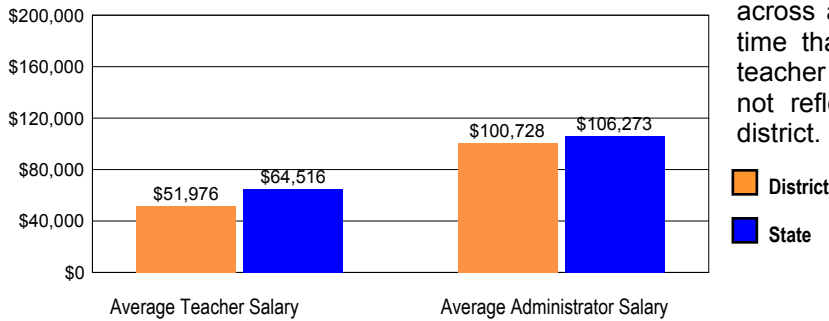
TEACHER RETENTION RATE	
School	85.7
District	82.9
State	86.3

PRINCIPAL TURNOVER (Count)	
School	2.0
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	81.2
District	71.3
State	75.3

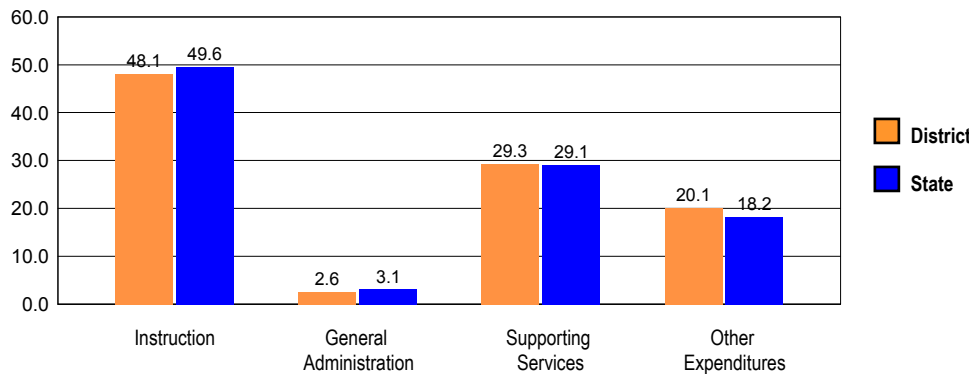
SCHOOL DISTRICT FINANCES

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)



REVENUE BY SOURCE 2015-16			
	District	District %	State %
Local Property Taxes	\$39,442,398	83.3	63.2
Other Local Funding	\$2,545,771	5.4	4.8
General State Aid	\$1,742,210	3.7	17.1
Other State Funding	\$2,442,234	5.2	7.1
Federal Funding	\$1,183,110	2.5	7.8
TOTAL	\$47,355,723		

EXPENDITURE BY FUND 2015-16			
	District	District %	State %
Education	\$27,581,527	65.9	73.4
Operations & Maintenance	\$4,069,882	9.7	6.2
Transportation	\$1,862,120	4.5	3.8
Debt Service	\$6,065,544	14.5	8.2
Tort	\$595,286	1.4	1.2
Municipal Retirement/ Social Security	\$1,271,660	3.0	2.1
Fire Prevention & Safety	\$61,799	0.1	0.5
Capital Projects	\$324,488	0.8	4.6
TOTAL	\$41,832,306		

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	\$198,699	4.51	\$4,813	\$8,471
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.

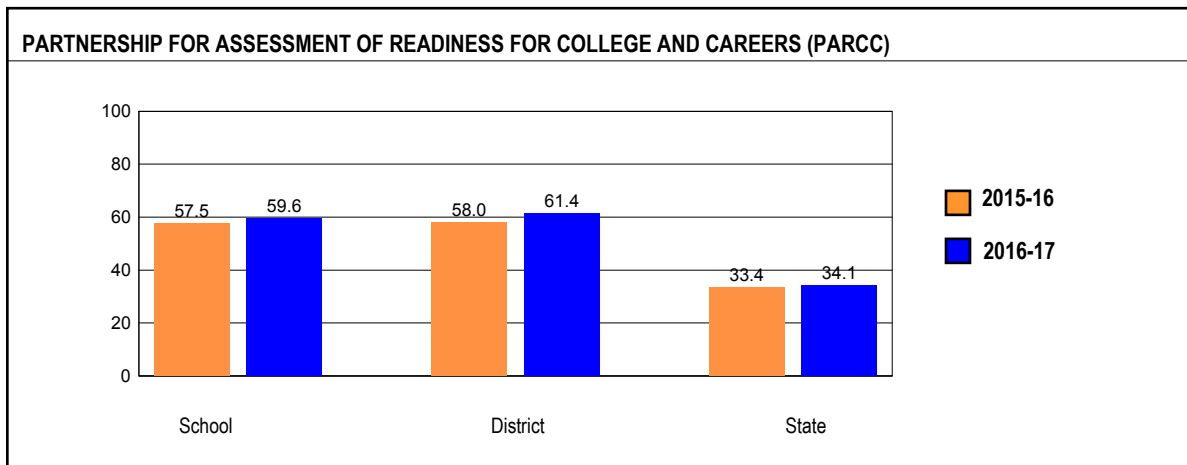
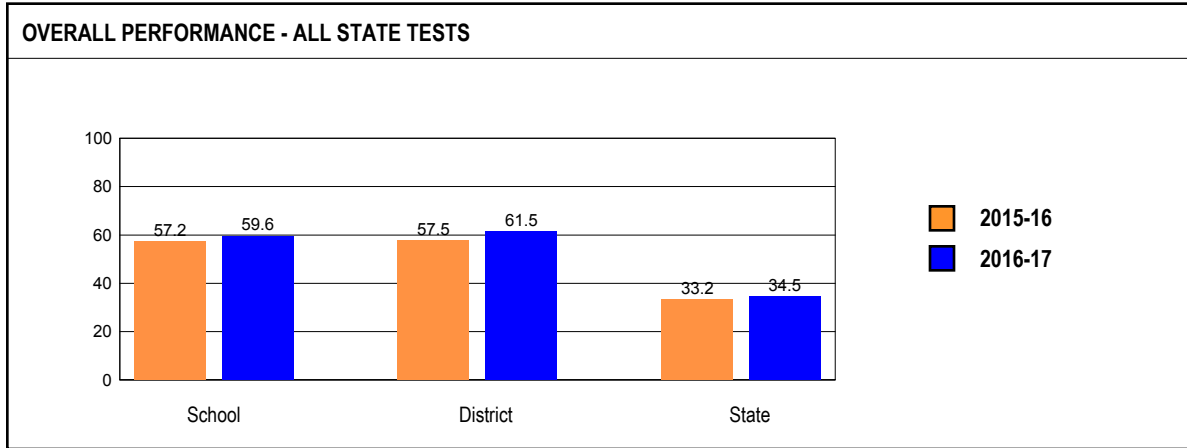
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

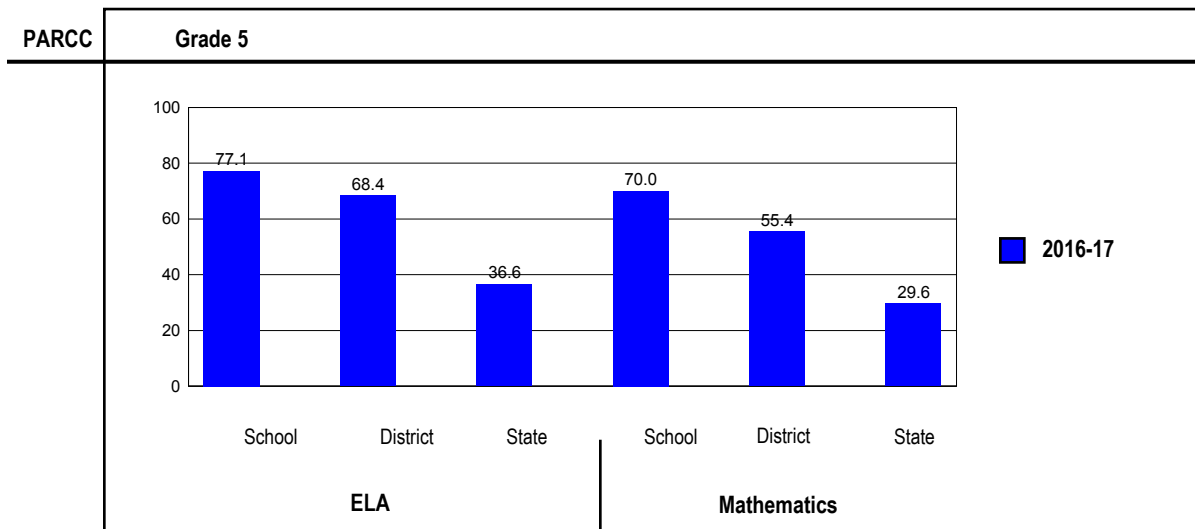
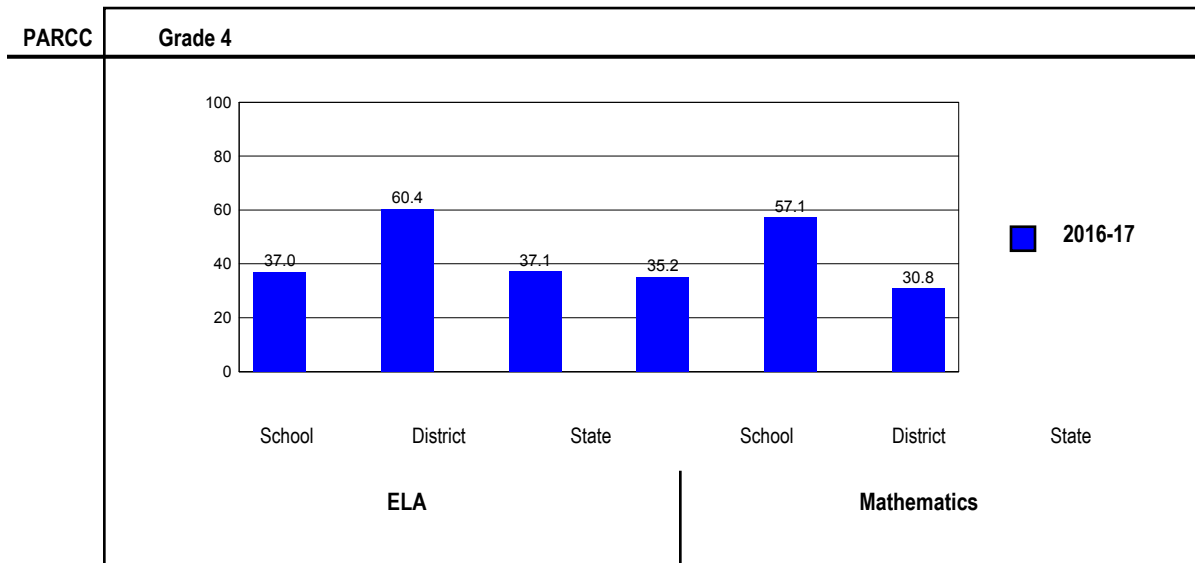
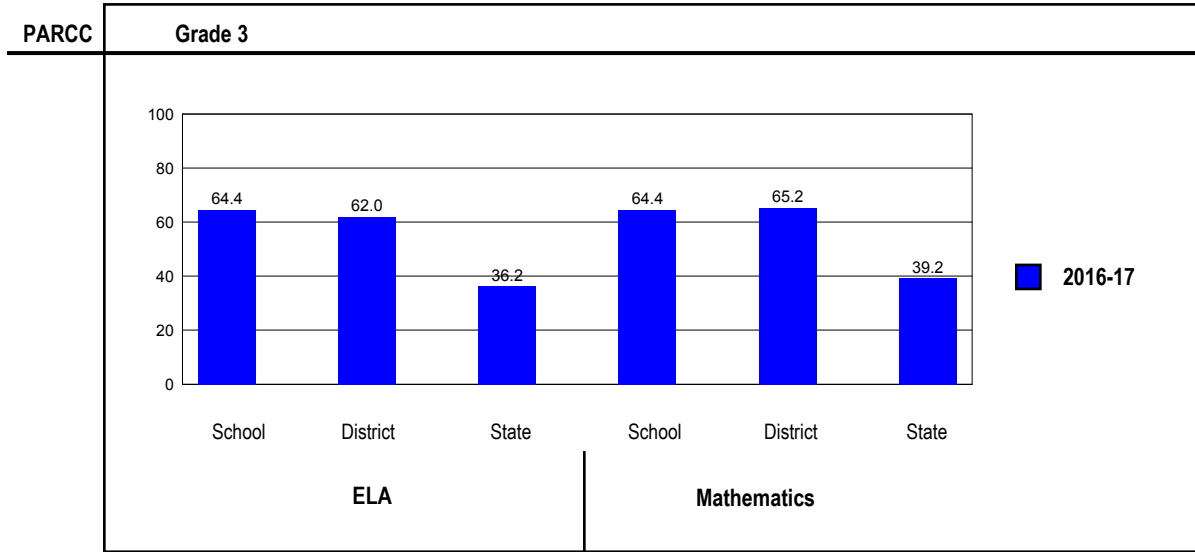
OVERALL STUDENT PERFORMANCE

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	183	86	97	111	12	7	41	0	0	12	17	0	19	32
	Reading	0.0	0.0	0.0	0.0	0.0		0.0			0.0	0.0		0.0	0.0
District	*Enrollment	2,410	1,229	1,181	1,573	164	80	465	4	0	124	93	0	245	293
	Reading	0.7	0.9	0.5	0.6	2.4	2.5	0.4			0.0	1.1		3.3	1.4
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	183	86	97	111	12	7	41	0	0	12	17	0	19	32
	Mathematics	0.0	0.0	0.0	0.0	0.0		0.0			0.0	0.0		0.0	0.0
District	*Enrollment	2,412	1,231	1,181	1,574	164	80	466	4	0	124	96	0	244	294
	Mathematics	0.7	0.9	0.4	0.6	2.4	2.5	0.2			0.0	1.0		3.3	1.4
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	6.8	13.6	15.3	57.6	6.8	5.1	11.9	18.6	45.8	18.6
District	6.3	10.3	21.4	54.9	7.1	3.4	8.8	22.5	44.2	21.1
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	11.1	18.5	11.1	55.6	3.7	0.0	14.8	29.6	37.0	18.5
	District	9.0	13.5	19.7	52.2	5.6	4.5	9.5	21.8	43.0	21.2
	State	24.1	20.5	23.6	29.9	2.0	14.7	19.2	26.3	30.9	8.9
Female	School	3.1	9.4	18.8	59.4	9.4	9.4	9.4	53.1	18.8	
	District	3.5	7.0	23.3	57.6	8.7	2.3	8.1	23.3	45.3	20.9
	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	6.7	13.3	16.7	60.0	3.3	3.3	10.0	23.3	46.7	16.7
	District	6.6	7.1	22.3	57.3	6.6	2.4	6.6	27.8	48.6	14.6
	State	12.2	16.3	25.4	42.3	3.8	7.5	15.0	27.2	39.0	11.3
Black	School										
	District	11.1	44.4	11.1	29.6	3.7	14.8	33.3	29.6	18.5	3.7
	State	35.0	23.9	20.6	19.4	1.0	26.3	27.7	26.9	17.2	1.9
Hispanic	School										
	District										
	State	29.5	23.7	22.7	22.8	1.3	17.6	25.4	30.0	23.7	3.3
Asian	School	5.9	5.9	11.8	64.7	11.8	5.9	5.9	0.0	58.8	29.4
	District	3.4	4.5	25.0	58.0	9.1	2.3	2.3	8.0	44.3	43.2
	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	5.6	22.2	5.6	61.1	5.6	0.0	16.7	22.2	44.4	16.7
	State	18.7	17.7	24.4	35.3	4.0	13.1	18.8	26.0	31.8	10.3

Grade 3 - Limited-English-Proficient

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	20.0	0.0	40.0	40.0	0.0	10.0	30.0	10.0	40.0	10.0
District	20.5	7.7	41.0	30.8	0.0	7.5	17.5	20.0	40.0	15.0
State	33.4	25.0	21.8	18.9	0.8	19.1	25.5	28.9	22.9	3.5

Grade 3 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	9.1	45.5	9.1	36.4	0.0	27.3	36.4	18.2	9.1	9.1
	District	21.3	29.8	23.4	25.5	0.0	14.9	23.4	29.8	23.4	8.5
	State	51.9	21.6	14.5	11.3	0.6	35.3	26.9	20.7	14.3	2.7
Non-IEP	School	6.3	6.3	16.7	62.5	8.3	0.0	6.3	18.8	54.2	20.8
	District	4.0	7.3	21.1	59.4	8.3	1.6	6.6	21.4	47.4	23.0
	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	16.7	33.3	25.0	25.0	0.0	8.3	41.7	33.3	16.7	0.0
	District	10.4	27.1	27.1	35.4	0.0	6.3	29.2	39.6	25.0	0.0
	State	30.5	23.9	22.9	21.7	1.0	20.2	25.9	29.1	21.8	2.9
Not Eligible	School	4.3	8.5	12.8	66.0	8.5	4.3	4.3	14.9	53.2	23.4
	District	5.6	7.6	20.5	57.9	8.3	3.0	5.6	19.8	47.2	24.4
	State	9.6	14.0	24.1	47.0	5.3	5.7	12.6	25.3	41.7	14.8

