

Wagoner Elem
CCSD 168
Sauk Village, 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.

Starting in 2009, charter school information is included in district statistics.

STUDENTS

| RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION | | | | | | | | | | | | | |
|--|-------|-------|----------|-------------------------------|--------------------|----------------------------|------------------------|--|------------------------------|----------------------------|------------------|--------------------|---------------------|
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Multi racial /Ethnic | Low- Income Rate | Limited- English- Proficient Rate | High Sch. Dropout Rate | Chronic Truancy Rate | Mobility Rate | Attendance Rate | Total Enrollment |
| School | 10.6 | 73.0 | 9.8 | 0.2 | 0.0 | 6.5 | 76.5 | 2.0 | | 8.9 | 24.4 | 94.1 | 603 |
| District | 9.4 | 77.1 | 8.9 | 0.1 | 0.2 | 4.3 | 80.9 | 1.5 | | 5.5 | 40.5 | 94.1 | 1,727 |
| State | 53.3 | 19.1 | 20.8 | 4.1 | 0.2 | 2.5 | 42.9 | 8.0 | | 3.7 | 13.5 | 93.7 | 2,070,125 |

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.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

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 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

| PARENTAL CONTACT* | | STUDENT-TO-STAFF RATIOS | | | |
|-------------------|---------|---------------------------------|--------------------------------|------------------------------|-------------------------|
| | Percent | Pupil- Teacher Elementary | Pupil- Teacher Secondary | Pupil- Certified Staff | Pupil- Administrator |
| School | 100.0 | -- | -- | -- | -- |
| District | 99.0 | 17.6 | | 12.4 | 143.9 |
| State | 96.7 | 18.4 | | 13.3 | 201.8 |

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

| AVERAGE CLASS SIZE (as of the first school day in May) | | | | | | | | | | |
|--|------|------|------|---|---|---|---|---|---|--------|
| Grades | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 - 12 |
| School | 18.0 | 18.0 | 17.9 | | | | | | | |
| District | 18.0 | 18.0 | 17.9 | | | | | | | |
| State | 20.5 | 20.9 | 21.3 | | | | | | | |

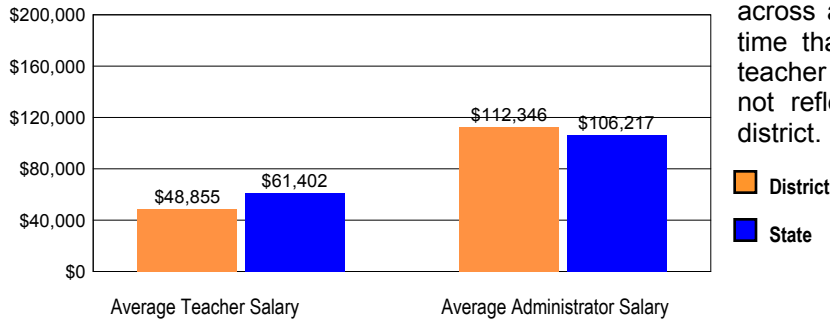
| TEACHER INFORMATION (Full-Time Equivalents) | | | | | | | | |
|---|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Male | Female | Total Number |
| District | 89.4 | 8.0 | 2.7 | 0.0 | 0.0 | 14.2 | 85.8 | 113 |
| State | 85.1 | 8.3 | 5.0 | 1.4 | 0.2 | 22.9 | 77.1 | 133,017 |

| 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 | 10.3 | 68.1 | 31.9 | 0.0 | 0.0 |
| State | 12.5 | 44.1 | 55.8 | 0.6 | 1.2 |

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

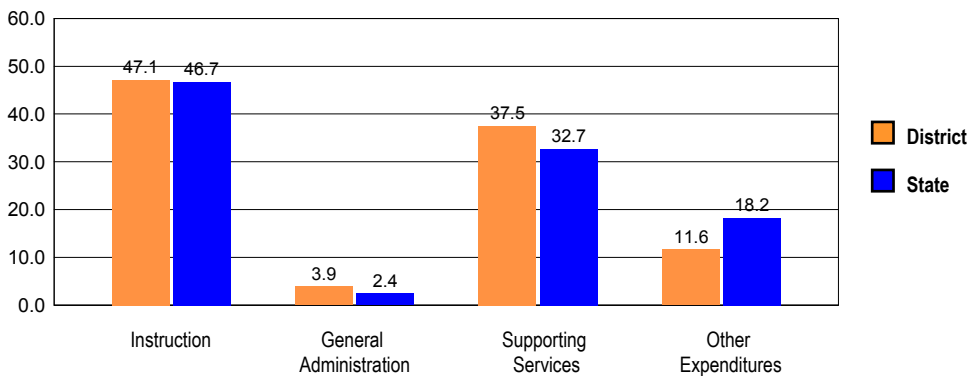
SCHOOL DISTRICT FINANCES

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 2007-08 (Percentages)



| REVENUE BY SOURCE 2007-08 | | | | EXPENDITURE BY FUND 2007-08 | | | |
|---------------------------|--------------|------------|---------|---|--------------|------------|---------|
| | District | District % | State % | | District | District % | State % |
| Local Property Taxes | \$4,015,137 | 22.5 | 58.7 | Education | \$13,019,803 | 80.8 | 71.5 |
| Other Local Funding | \$1,158,445 | 6.5 | 6.3 | Operations & Maintenance | \$1,372,719 | 8.5 | 8.6 |
| General State Aid | \$8,529,993 | 47.7 | 18.6 | Transportation | \$592,582 | 3.7 | 3.9 |
| Other State Funding | \$1,675,865 | 9.4 | 9.0 | Bond and Interest | \$485,050 | 3.0 | 6.3 |
| Federal Funding | \$2,504,180 | 14.0 | 7.4 | Rent | \$0 | 0.0 | 0.0 |
| TOTAL | \$17,883,620 | | | Municipal Retirement/ Social Security | \$385,165 | 2.4 | 1.8 |
| | | | | Fire Prevention & Safety | \$265,200 | 1.6 | 0.9 |
| | | | | Site & Construction/ Capital Improvement | \$0 | 0.0 | 6.8 |
| | | | | TOTAL | \$16,120,519 | | |

| OTHER FINANCIAL INDICATORS | | | | |
|----------------------------|---|--|---|---|
| | 2006 Equalized Assessed Valuation per Pupil | 2006 Total School Tax Rate per \$100 | 2007-08 Instructional Expenditure per Pupil | 2007-08 Operating Expenditure per Pupil |
| District | \$63,329 | 4.19 | \$5,017 | \$8,929 |
| State | ** | ** | \$6,103 | \$10,417 |

** 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.

2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

| | | | |
|---|----|---|-------------------------------|
| Is this school making Adequate Yearly Progress (AYP)? | No | Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act? | Yes |
| Is this school making AYP in Reading? | No | 2009-10 Federal Improvement Status | Choice SES |
| Is this school making AYP in Mathematics? | No | 2009-10 State Improvement Status | Academic Early Warning Year 2 |

| | Percent Tested on State Tests | | | | Percent Meeting/Exceeding Standards * | | | | | | Other Indicators | | | |
|-----------------------------------|-------------------------------|---------|-------------|---------|---------------------------------------|-----------------------|---------|-------------|-----------------------|---------|------------------|---------|-----------------|---------|
| | Reading | | Mathematics | | Reading | | | Mathematics | | | Attendance Rate | | Graduation Rate | |
| | % | Met AYP | % | Met AYP | % | Safe Harbor Target ** | Met AYP | % | Safe Harbor Target ** | Met AYP | % | Met AYP | % | Met AYP |
| State AYP Minimum Target | 95.0 | | 95.0 | | 70.0 | | | 70.0 | | | 90.0 | | 78.0 | |
| All | 100.0 | Yes | 100.0 | Yes | 57.3 | | No | 58.0 | | No | 94.1 | Yes | | |
| White | | | | | | | | | | | | | | |
| Black | 100.0 | Yes | 100.0 | Yes | 57.7 | 53.4 | Yes | 55.0 | 65.6 | No | 93.9 | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Economically Disadvantaged | 100.0 | Yes | 100.0 | Yes | 55.6 | 56.4 | Yes | 55.6 | | No | 93.9 | | | |

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

2009 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

| | |
|---|---------------|
| The Differentiated Accountability classification for the school is: | Comprehensive |
| Is this school making (AYP) in the "ALL" subgroup in reading ? | No |
| Is this school making (AYP) in the "ALL" subgroup in math ? | No |

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP.**

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused supports verses more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.