

Davis Primary School
St Charles CUSD 303
St Charles, 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. 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	Total Enrollment
School	59.1	2.0	29.6	3.0	0.0	1.0	5.3	40.3	27.9	20.0	3.2	494
District	79.3	1.5	10.9	5.7	0.1	0.3	2.3	17.3	4.6	13.3	0.6	13,145
State	49.3	17.5	25.1	4.6	0.1	0.3	3.1	54.2	10.3	14.1	2.3	2,054,556

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 Home School.

Homeless_students are who do not have permanent and adequate homes.

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School		0.5	10.1	95.0
District		0.8	5.4	95.4
State		8.7	12.0	94.2

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 9 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*	
	Percent
School	100.0
District	99.5
State	95.2

TOTAL SCHOOL DAYS	
	Days
School	174
District	174
State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	38.8
State	28.4

** 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
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18.1	17.1	10.5	224.9
18.5	18.4	11.3	173.3

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	19.6	19.8	23.3								20.7
District	22.0	21.8	23.5								22.2
State	20.7	21.6	21.9								21.2

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	95.2	0.5	3.1	1.0	0.0	0.0	0.0	0.3	25.2	74.8	846
State	82.5	6.4	5.7	1.4	0.1	0.2	0.8	3.0	23.2	76.8	129,668

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		36.7	63.3	0.3	0.0
State		38.4	61.1	0.6	0.8

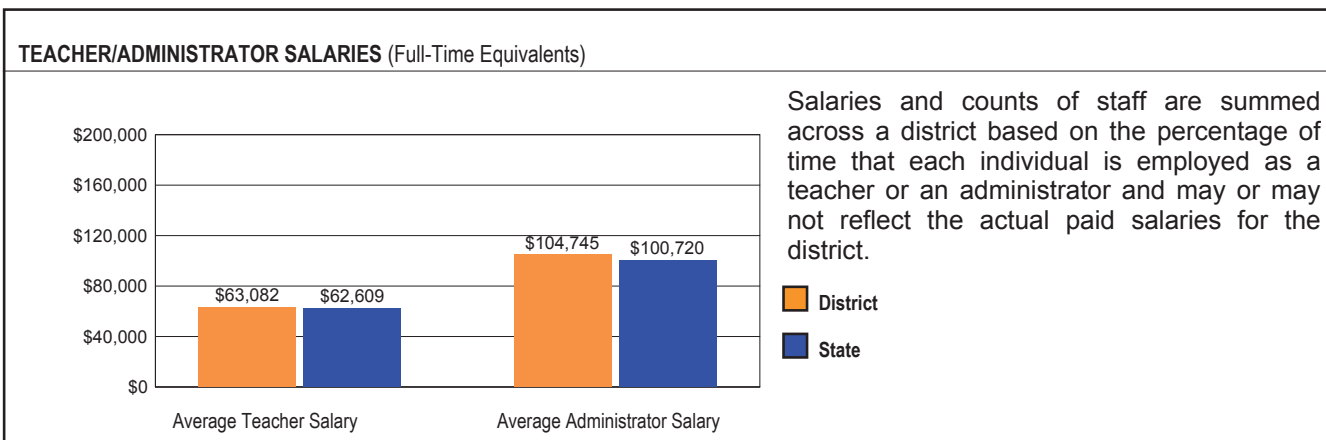
The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

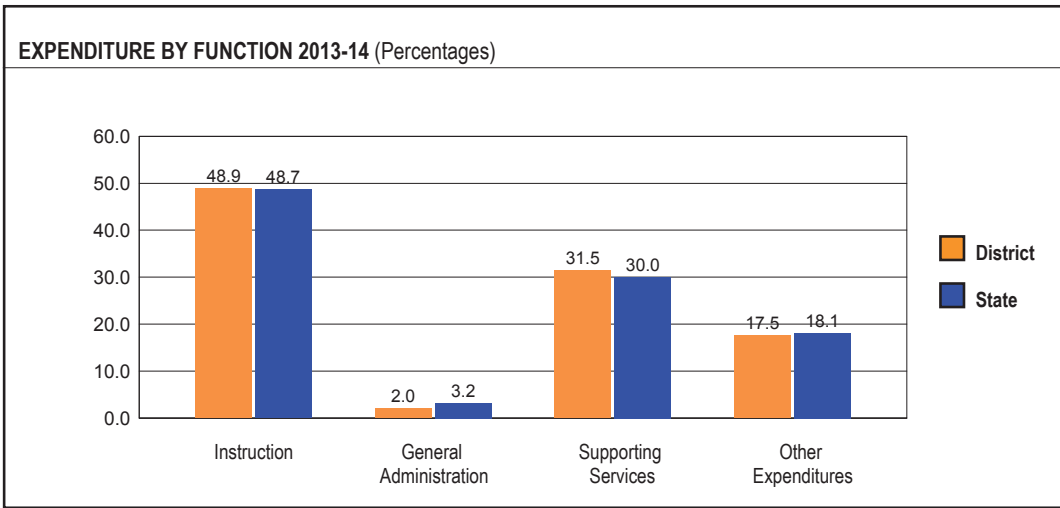
Some teacher/administrator data are not collected at the school level.

TEACHER RETENTION RATE	
School	76.9
District	89.0
State	85.0

PRINCIPAL TURNOVER (Count)	
School	3.0
District	2.1
State	1.9

SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2013-14			
	District	District %	State %
Local Property Taxes	\$156,385,026	84.9	61.7
Other Local Funding	\$7,817,490	4.2	4.4
General State Aid	\$5,034,171	2.7	16.4
Other State Funding	\$10,695,103	5.8	9.6
Federal Funding	\$4,294,560	2.3	7.8
TOTAL	\$184,226,350		

EXPENDITURE BY FUND 2013-14			
	District	District %	State %
Education	\$129,615,672	70.0	73.4
Operations & Maintenance	\$17,982,202	9.7	6.3
Transportation	\$8,033,044	4.3	3.7
Debt Service	\$22,552,543	12.2	8.0
Tort	\$2,107,610	1.1	1.2
Municipal Retirement/ Social Security	\$5,005,827	2.7	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$0	0.0	4.7
TOTAL	\$185,296,898		

OTHER FINANCIAL INDICATORS				
	2012 Equalized Assessed Valuation per Pupil	2012 Total School Tax Rate per \$100	2013-14 Instructional Expenditure per Pupil	2013-14 Operating Expenditure per Pupil
District	\$231,691	5.52	\$7,500	\$12,657
State	**	**	\$7,419	\$12,521

** 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.

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.

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	1	1	0	0	0	1	0	0	0	0	1	0	1	1
	Reading														
District	*Enrollment	7,200	3,727	3,473	5,723	108	794	396	2	20	157	244	0	923	1,285
	Reading	1.7	1.9	1.6	1.7	1.9	1.8	1.0		0.0	3.2	1.2		3.5	2.7
State	*Enrollment	1,051,652	539,231	512,415	519,458	180,276	267,114	48,403	1,065	3,047	32,282	80,475	208	147,346	562,215
	Reading	4.4	4.5	4.4	3.6	6.4	4.9	3.2	5.4	5.1	4.5	4.0	1.4	6.7	4.8

* Enrollment as reported during the testing windows for grades 3 - 8 and high school.

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	1	1	0	0	0	1	0	0	0	0	1	0	1	1
	Mathematics														
District	*Enrollment	6,835	3,526	3,309	5,407	101	790	367	2	20	148	253	0	926	1,273
	Mathematics	2.0	2.2	1.8	1.9	2.0	2.9	1.1		0.0	4.1	3.6		4.6	3.6
State	*Enrollment	1,030,879	528,251	502,622	503,822	178,769	265,697	47,032	1,068	2,998	31,486	84,312	222	144,711	557,532
	Mathematics	4.4	4.4	4.3	3.4	6.5	5.0	2.8	5.8	4.5	4.3	4.6	4.5	6.6	4.7

* Enrollment as reported during the testing windows for grades 3 - 8 and high school.

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