

**Chippewa Elem School**  
**Palos Heights SD 128**  
**Palos Heights, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : 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	Total Enrollment
<b>School</b>	86.5	1.0	11.1	1.4	0.0	0.0	0.0	11.6	11.1	16.9	8.7	207
<b>District</b>	87.9	1.6	9.1	0.8	0.1	0.0	0.4	10.3	6.0	13.7	4.4	746
<b>State</b>	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
<b>School</b>		0.0	4.9	95.9
<b>District</b>		1.5	4.6	95.4
<b>State</b>		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
<b>School</b>	98.0
<b>District</b>	98.3
<b>State</b>	95.2

TOTAL SCHOOL DAYS	
	Days
<b>School</b>	175
<b>District</b>	176
<b>State</b>	175

8TH GRADERS PASSING ALGEBRA I **	
<b>School</b>	
<b>District</b>	28.0
<b>State</b>	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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16.4		8.5	136.7
18.5		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		21.0	24.7	22.3							22.7
District		21.0	24.7	22.3							20.8
State		21.6	21.9	22.4							21.2

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			30			90			30		
District	60			30			90			30		
State	65			31			139			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	98.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	11.8	88.2
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		37.4	62.6	0.0	0.0
State		38.4	61.1	0.6	0.8

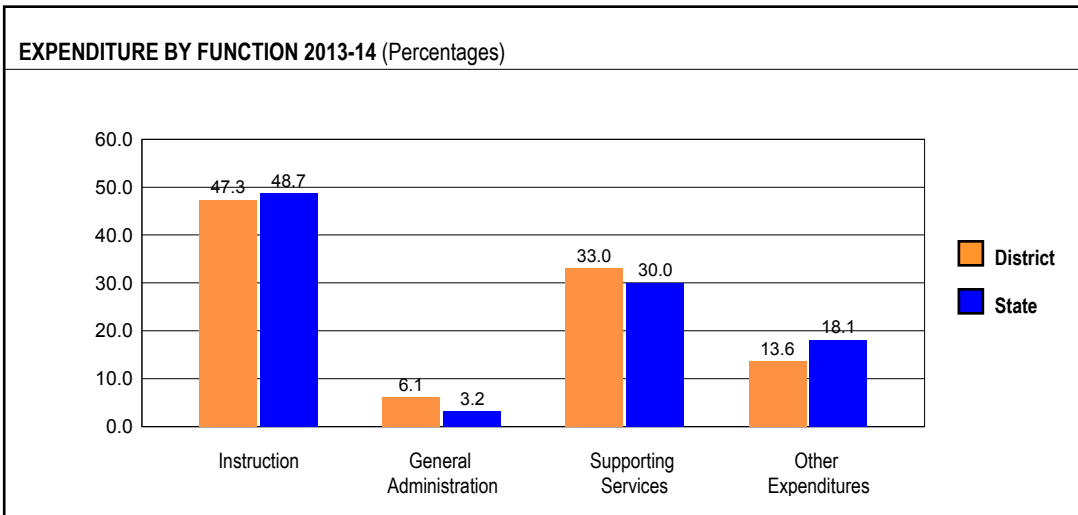
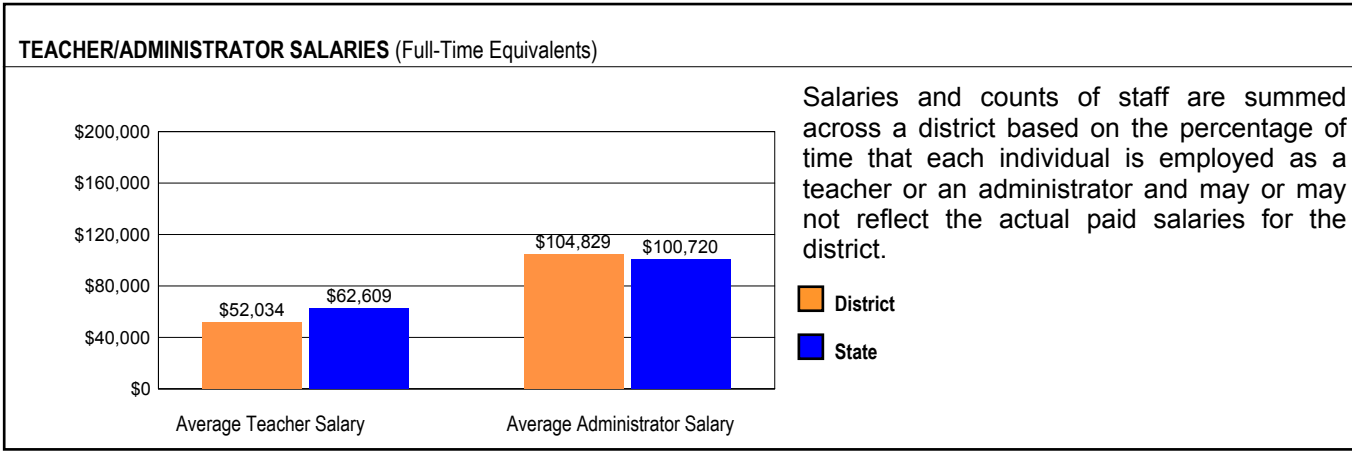
The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of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

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

TEACHER RETENTION RATE	
School	71.7
District	79.3
State	85.0

PRINCIPAL TURNOVER (Count)	
School	3.0
District	1.8
State	1.9

## SCHOOL DISTRICT FINANCES



**REVENUE BY SOURCE 2013-14**

	District	District %	State %
Local Property Taxes	\$8,388,368	82.3	61.7
Other Local Funding	\$544,027	5.3	4.4
General State Aid	\$283,947	2.8	16.4
Other State Funding	\$738,020	7.2	9.6
Federal Funding	\$233,703	2.3	7.8
<b>TOTAL</b>	<b>\$10,188,065</b>		

**EXPENDITURE BY FUND 2013-14**

	District	District %	State %
Education	\$6,643,040	69.2	73.4
Operations & Maintenance	\$1,227,517	12.8	6.3
Transportation	\$486,173	5.1	3.7
Debt Service	\$916,100	9.5	8.0
Tort	\$0	0.0	1.2
Municipal Retirement/ Social Security	\$327,570	3.4	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$0	0.0	4.7
<b>TOTAL</b>	<b>\$9,600,400</b>		

**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	\$420,721	2.76	\$6,322	\$10,632
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.

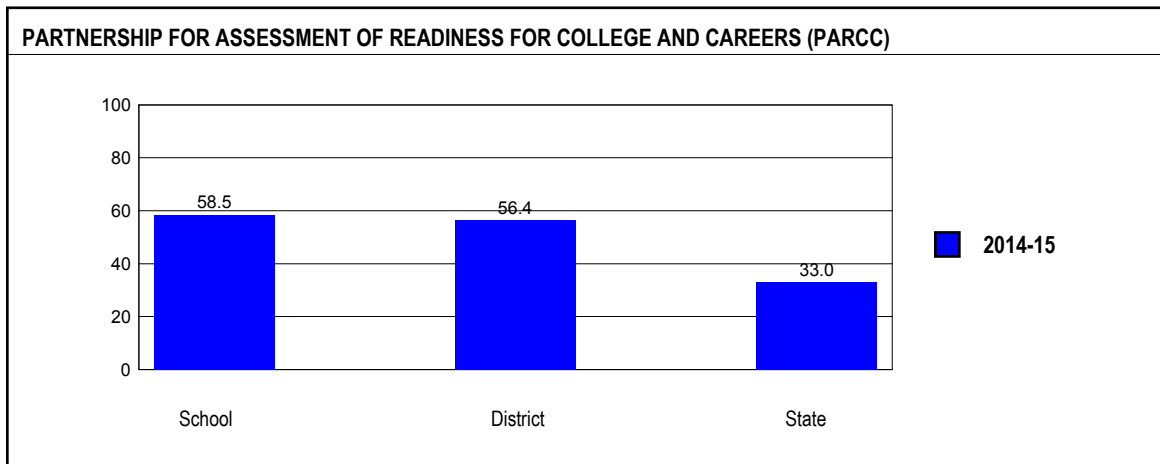
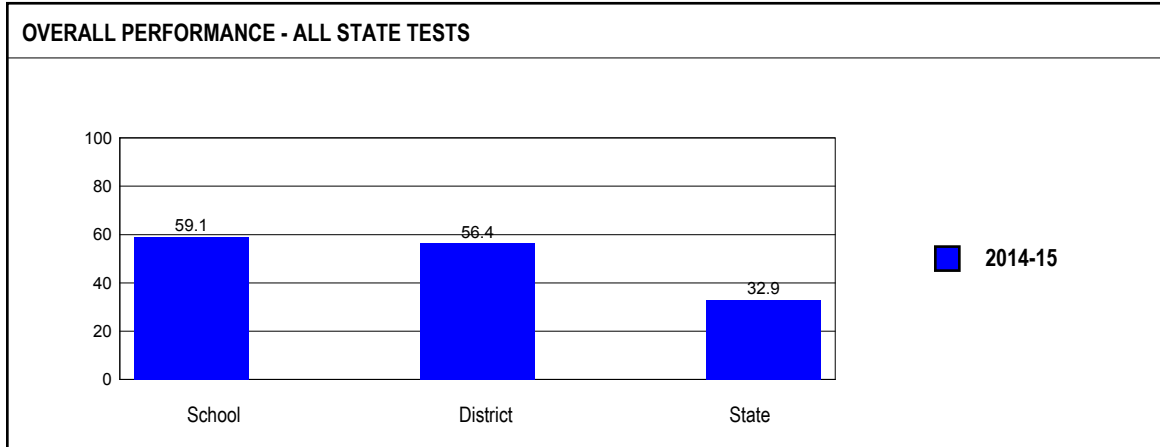
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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.

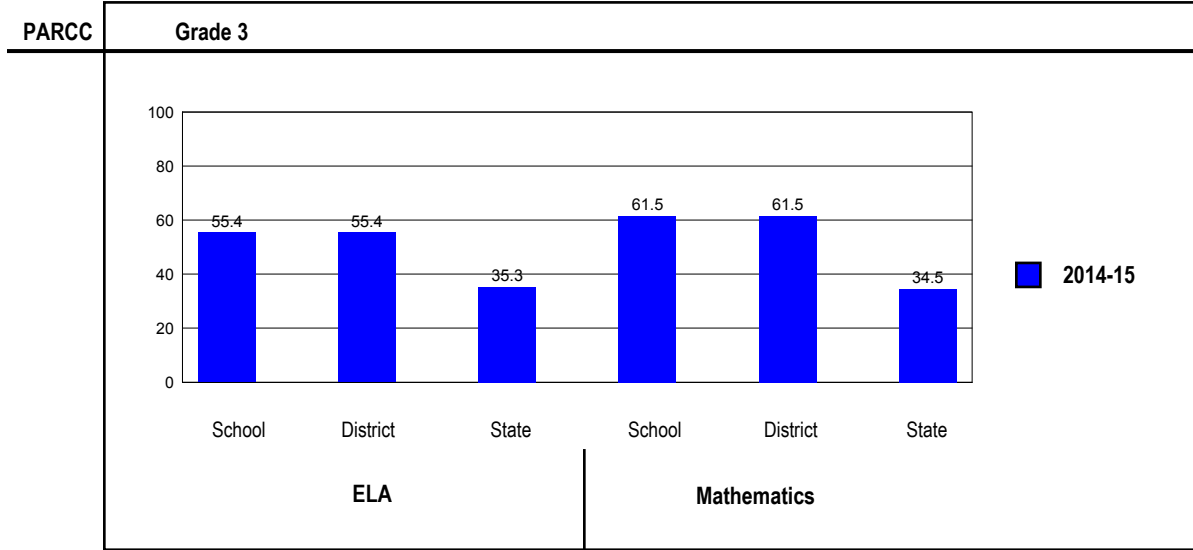
**ACADEMIC PERFORMANCE****OVERALL STUDENT PERFORMANCE**

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.



**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

The PARCC is administered to students in grade 3 through 8 and high school. 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 would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). 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	67	31	36	58	0	7	2	0	0	0	9	0	12	6
	Reading	1.5	3.2	0.0	1.7									0.0	
District	*Enrollment	474	244	230	419	8	40	5	1	0	1	20	0	53	52
	Reading	1.3	1.2	1.3	1.2		0.0					0.0		0.0	3.8
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	67	31	36	58	0	7	2	0	0	0	9	0	12	6
	Mathematics	1.5	3.2	0.0	1.7									0.0	
District	*Enrollment	475	245	230	420	8	40	5	1	0	1	21	0	53	52
	Mathematics	1.3	1.2	1.3	1.2		0.0					0.0		0.0	3.8
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>.

### Grade 3

#### Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	3.1	18.5	23.1	52.3	3.1	0.0	10.8	27.7	52.3	9.2
District	3.1	18.5	23.1	52.3	3.1	0.0	10.8	27.7	52.3	9.2
State	20.1	21.0	23.5	32.4	2.9	14.1	23.6	27.8	29.1	5.4

#### Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	6.7	26.7	23.3	43.3	0.0	0.0	16.7	33.3	36.7	13.3
	District	6.7	26.7	23.3	43.3	0.0	0.0	16.7	33.3	36.7	13.3
	State	23.1	22.0	23.6	29.2	2.0	15.2	23.4	26.8	28.7	5.8
Female	School	0.0	11.4	22.9	60.0	5.7	0.0	5.7	22.9	65.7	5.7
	District	0.0	11.4	22.9	60.0	5.7	0.0	5.7	22.9	65.7	5.7
	State	17.0	19.9	23.5	35.7	3.9	13.0	23.8	28.8	29.4	5.0

**Grade 3 - Racial/Ethnic Background**

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	3.6	19.6	21.4	53.6	1.8	0.0	12.5	30.4	46.4	10.7
	District	3.6	19.6	21.4	53.6	1.8	0.0	12.5	30.4	46.4	10.7
	State	12.2	17.6	24.9	41.4	3.9	7.8	18.4	28.9	37.7	7.2
Black	School										
	District										
	State	33.3	25.7	21.6	18.4	1.0	28.3	31.0	25.4	14.3	1.1
Hispanic	School										
	District										
	State	28.5	25.8	23.0	21.7	1.1	18.1	30.8	29.0	20.3	1.7
Asian	School										
	District										
	State	6.4	11.2	19.8	52.8	9.8	3.1	8.7	19.1	46.5	22.7
Native Hawaiian/Pacific Islander	School										
	District										
	State	13.0	15.4	27.2	34.9	9.5	6.0	25.6	21.4	33.9	13.1
American Indian	School										
	District										
	State	26.6	24.2	23.2	25.6	0.5	17.1	28.8	33.4	19.7	1.0
Two or More Races	School										
	District										
	State	16.4	20.2	23.0	36.4	4.0	13.0	22.3	26.9	30.4	7.4

**Grade 3 - Students with Disabilities**

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	9.1	45.5	18.2	27.3	0.0	0.0	18.2	45.5	27.3	9.1
	District	9.1	45.5	18.2	27.3	0.0	0.0	18.2	45.5	27.3	9.1
	State	50.7	23.7	14.3	10.7	0.6	34.7	31.1	20.0	12.4	1.7
Non-IEP	School	1.9	13.0	24.1	57.4	3.7	0.0	9.3	24.1	57.4	9.3
	District	1.9	13.0	24.1	57.4	3.7	0.0	9.3	24.1	57.4	9.3
	State	15.5	20.6	24.9	35.7	3.3	10.9	22.4	29.0	31.6	6.0