

Indian Trail Elem School
Summit Hill SD 161
Frankfort, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 1 2 3 4

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	74.2	8.2	12.8	1.7	0.0	0.0	3.1	13.7	4.1	13.3	1.2	0.0	96.2	415
District	76.1	5.8	11.4	4.1	0.1	0.2	2.4	13.7	3.5	13.7	0.4	0.0	95.7	3,083
State	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.5	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 Home 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	2.6	1.9	3.3	1.9	2.9	7.3				0.0	5.6	3.5	6.6
District	2.6	2.3	2.9	2.4	2.8	2.9	2.4			6.7	5.7	3.1	5.0
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

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*	
	Percent
School	100.0
District	100.0
State	94.9

TOTAL SCHOOL DAYS	
	Days
School	174
District	174
State	175

8TH GRADERS PASSING ALGEBRA I **	
	Percent
School	
District	12.8
State	29.1

** 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

HEALTH AND WELLNESS (days per week)	
School	Days
School	5.0

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16.5		10.9	252.7
18.7		11.2	189.6

District	5.0
State	3.9

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		19.1	19.1	17.4	21.4						19.3
District		19.5	19.2	17.8	21.7						20.5
State		19.8	20.3	20.8	21.4						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	63			22			178			22		
District	63			22			178			22		
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	99.1	0.0	0.9	0.0	0.0	0.0	0.0	0.0	15.2	84.8
State	83.3	5.9	5.7	1.5	0.1	0.2	0.8	2.6	23.2	76.8	127,310

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	13.7	33.4	66.6
State	12.8	38.4	61.2

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.

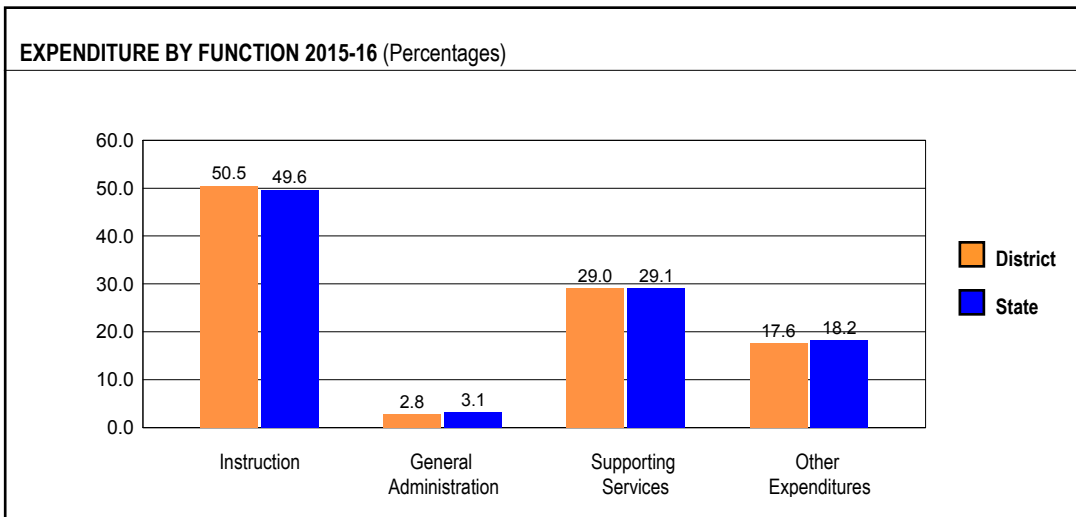
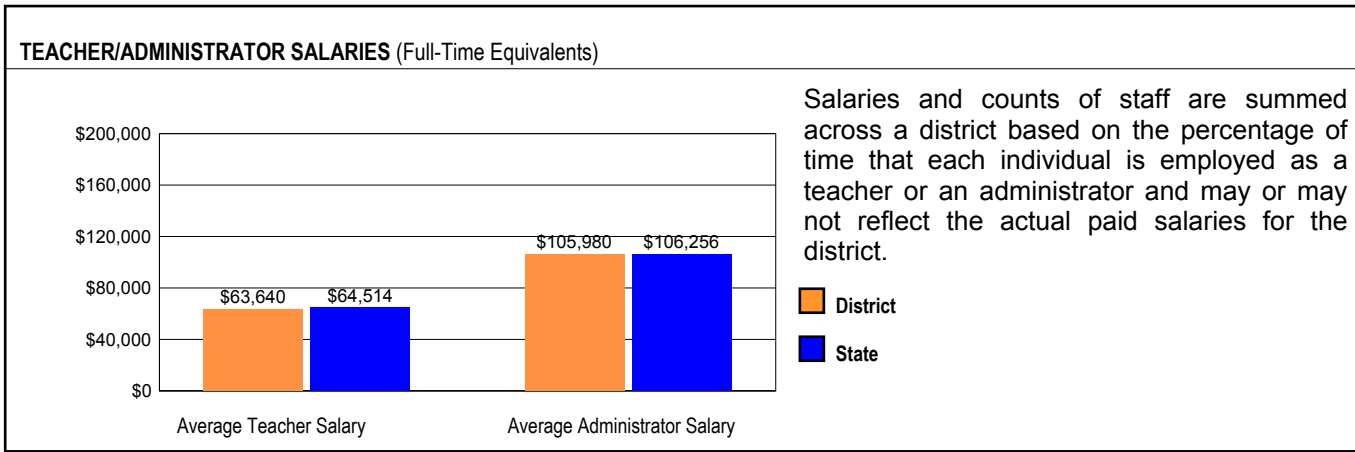
TEACHER RETENTION RATE	
School	93.3
District	89.9
State	86.3

PRINCIPAL TURNOVER (Count)	
School	2.0
District	3.0
State	2.0

TEACHER ATTENDANCE	
School	80.7
District	72.3
State	75.3

Percentage of teachers absent 10 or fewer days
Data from 2013-14 Office of Civil Rights Data Collection, published June 2016

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2015-16			
	District	District %	State %
Local Property Taxes	\$33,910,074	84.4	63.2
Other Local Funding	\$1,204,049	3.0	4.8
General State Aid	\$1,445,838	3.6	17.1
Other State Funding	\$2,609,065	6.5	7.1
Federal Funding	\$993,544	2.5	7.8
TOTAL	\$40,162,570		

EXPENDITURE BY FUND 2015-16			
	District	District %	State %
Education	\$26,667,955	68.3	73.4
Operations & Maintenance	\$2,698,280	6.9	6.2
Transportation	\$3,033,514	7.8	3.8
Debt Service	\$5,611,956	14.4	8.2
Tort	\$283,061	0.7	1.2
Municipal Retirement/ Social Security	\$701,597	1.8	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$32,355	0.1	4.6
TOTAL	\$39,028,718		

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	\$816,152,306	4.11	\$6,536	\$11,502
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.

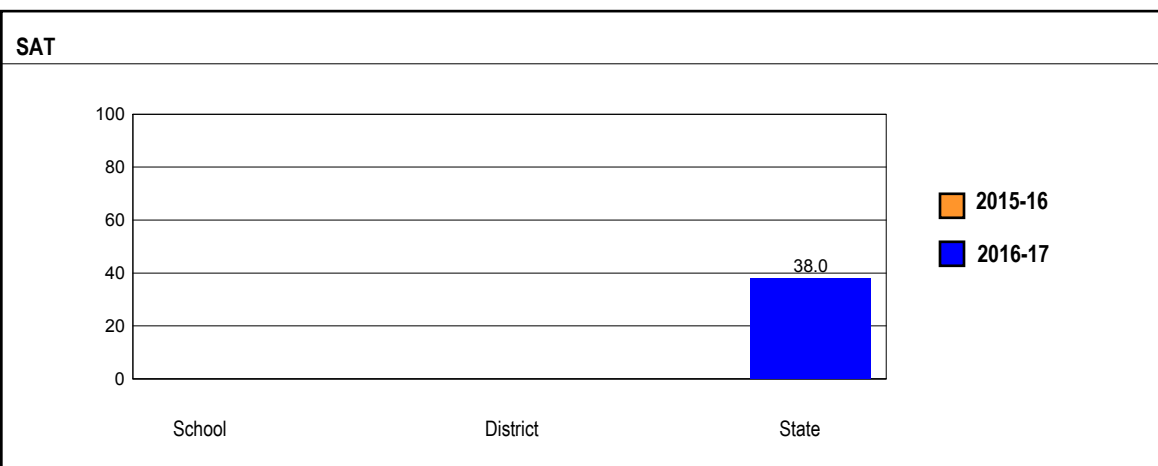
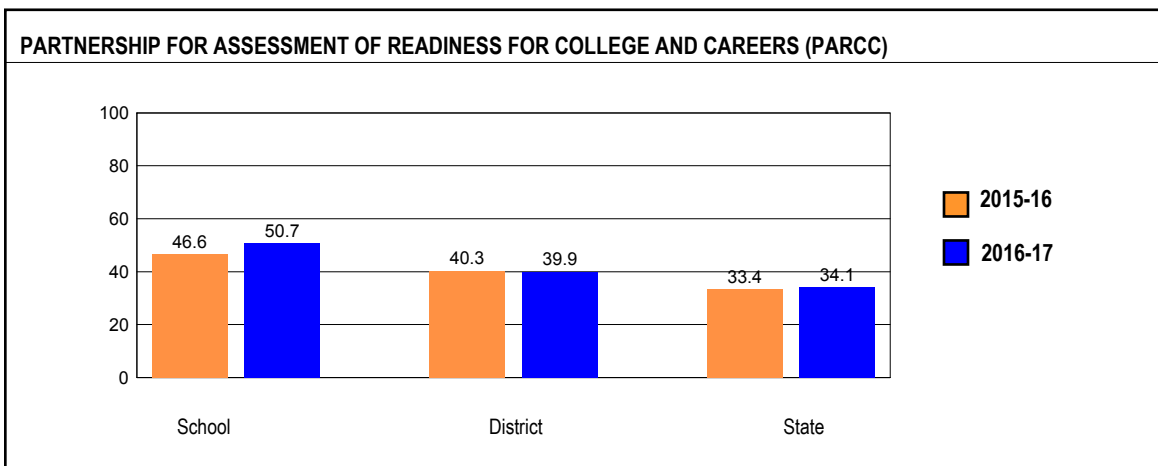
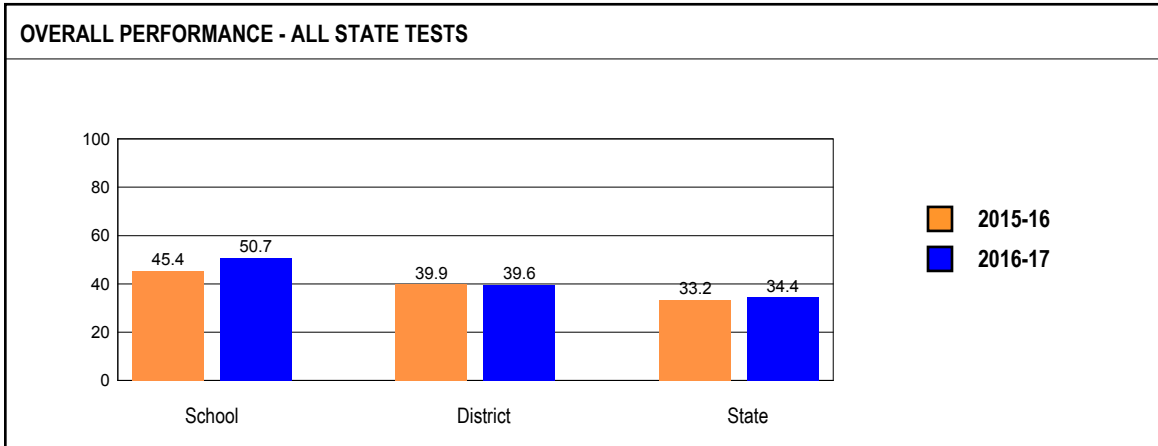
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

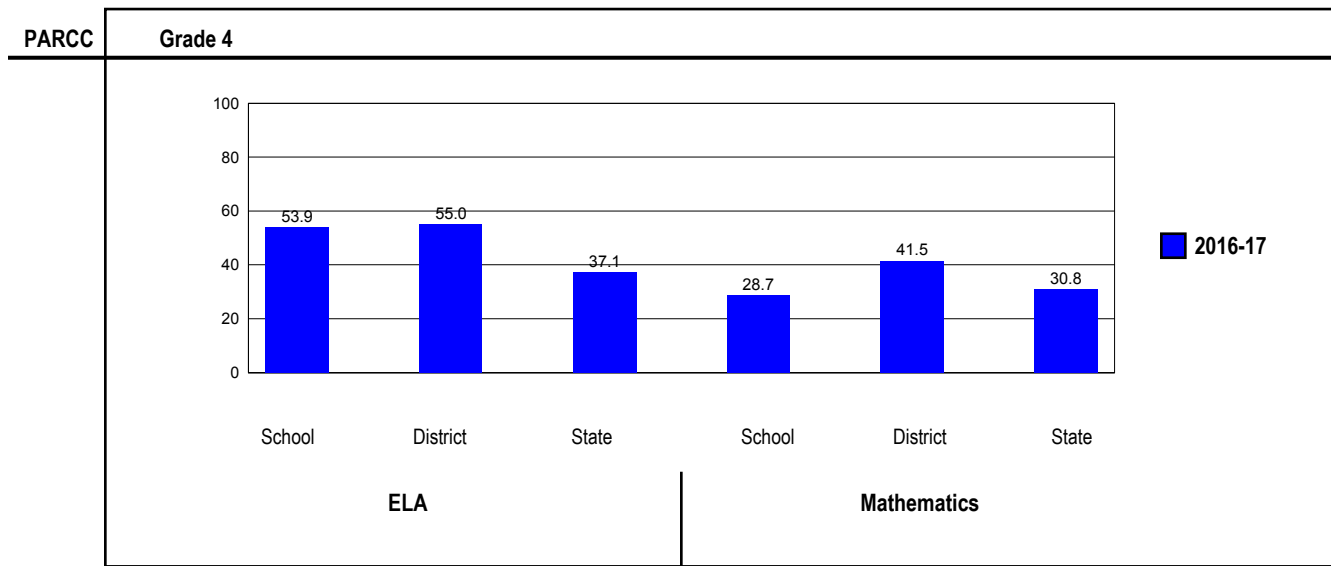
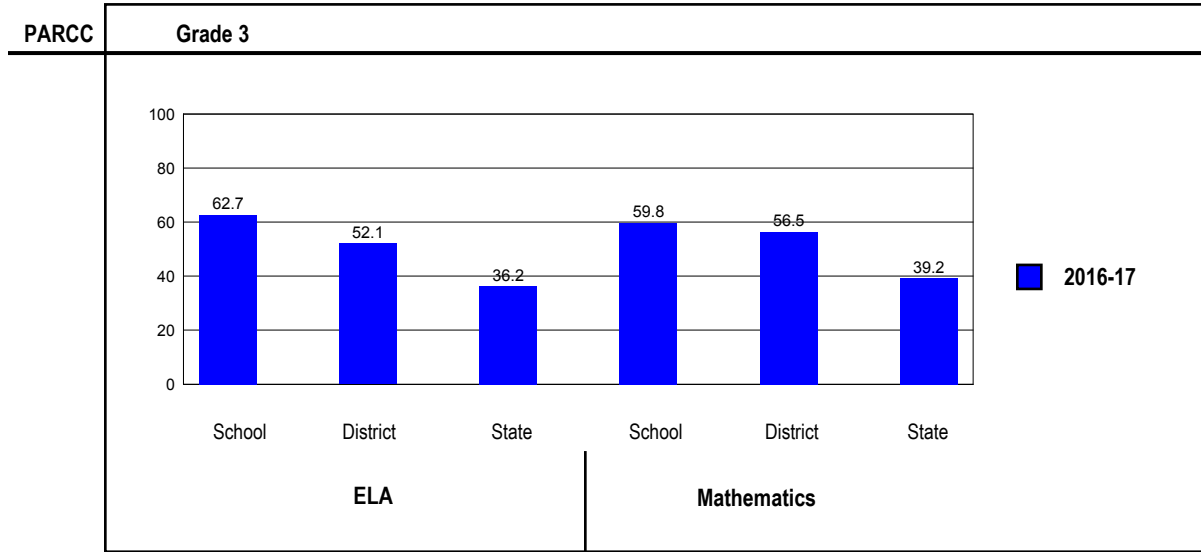
OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations 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	217	110	107	162	20	27	3	0	0	5	5	0	34	27
	Reading	0.0	0.0	0.0	0.0	0.0	0.0							0.0	0.0
District	*Enrollment	2,144	1,127	1,017	1,620	131	246	92	2	4	49	32	0	260	269
	Reading	0.7	0.7	0.7	0.9	0.0	0.0	0.0			0.0	0.0		0.4	0.7
State	*Enrollment	1,044,699	534,146	510,536	505,763	175,236	271,935	51,317	1,081	4,731	34,579	90,597	126	143,977	534,082
	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 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	217	110	107	162	20	27	3	0	0	5	5	0	34	27
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0							0.0	0.0
District	*Enrollment	2,145	1,127	1,018	1,620	131	247	92	2	4	49	32	0	260	269
	Mathematics	0.7	0.7	0.8	1.0	0.0	0.0	0.0			0.0	0.0		0.4	0.7
State	*Enrollment	1,046,855	535,286	511,552	506,360	175,294	272,701	52,007	1,091	4,740	34,602	93,069	127	143,900	535,352
	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 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	8.8	13.7	14.7	50.0	12.7	3.9	11.8	24.5	47.1	12.7
District	6.9	16.7	24.3	47.0	5.0	3.2	11.7	28.7	44.2	12.3
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	4.2	18.8	16.7	50.0	10.4	0.0	10.4	25.0	47.9	16.7
	District	7.7	21.3	26.6	41.4	3.0	3.0	11.8	27.8	45.0	12.4
	State	24.1	20.5	23.6	29.9	2.0	14.7	19.2	26.3	30.9	8.9
Female	School	13.0	9.3	13.0	50.0	14.8	7.4	13.0	24.1	46.3	9.3
	District	6.1	11.5	21.6	53.4	7.4	3.4	11.5	29.7	43.2	12.2
	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	9.3	16.0	10.7	49.3	14.7	2.7	12.0	22.7	50.7	12.0
	District	5.8	17.4	22.3	48.8	5.8	2.5	11.2	28.9	45.5	12.0
	State	12.2	16.3	25.4	42.3	3.8	7.5	15.0	27.2	39.0	11.3
Black	School	10.0	10.0	20.0	50.0	10.0	0.0	20.0	40.0	20.0	20.0
	District	22.7	13.6	18.2	40.9	4.5	9.1	13.6	31.8	31.8	13.6
	State	35.0	23.9	20.6	19.4	1.0	26.3	27.7	26.9	17.2	1.9
Hispanic	School	7.1	7.1	35.7	50.0	0.0	14.3	7.1	28.6	50.0	0.0
	District	8.3	13.9	38.9	38.9	0.0	5.6	16.7	30.6	36.1	11.1
	State	29.5	23.7	22.7	22.8	1.3	17.6	25.4	30.0	23.7	3.3
Asian	School										
	District	0.0	10.0	30.0	50.0	10.0	0.0	10.0	10.0	60.0	20.0
	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	35.7	35.7	7.1	21.4	0.0	14.3	35.7	28.6	14.3	7.1
	District	24.4	37.8	13.3	24.4	0.0	17.8	22.2	33.3	24.4	2.2
	State	51.9	21.6	14.5	11.3	0.6	35.3	26.9	20.7	14.3	2.7
Non-IEP	School	4.5	10.2	15.9	54.5	14.8	2.3	8.0	23.9	52.3	13.6
	District	4.0	13.2	26.1	50.7	5.9	0.7	9.9	27.9	47.4	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	20.0	26.7	6.7	46.7	0.0	6.7	13.3	53.3	26.7	0.0
	District	17.0	18.9	20.8	43.4	0.0	5.7	15.1	45.3	32.1	1.9
	State	30.4	23.9	23.0	21.8	1.0	20.1	25.8	29.1	22.0	3.0
Not Eligible	School	6.9	11.5	16.1	50.6	14.9	3.4	11.5	19.5	50.6	14.9
	District	4.9	16.3	25.0	47.7	6.1	2.7	11.0	25.4	46.6	14.4
	State	9.6	14.0	24.1	47.0	5.3	5.7	12.6	25.3	41.6	14.8

Grade 4**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	6.1	15.7	24.3	49.6	4.3	8.7	27.0	35.7	28.7	0.0
District	4.7	14.0	26.3	49.4	5.6	5.8	19.3	33.3	38.9	2.6
State	14.2	20.4	28.3	31.1	5.9	15.7	25.3	28.2	27.6	3.2

Grade 4 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	8.1	21.0	25.8	41.9	3.2	12.9	25.8	29.0	32.3	0.0
	District	6.7	19.4	28.9	41.1	3.9	7.2	20.6	30.6	39.4	2.2
	State	17.1	22.0	28.2	28.4	4.2	16.5	24.6	27.3	28.2	3.3
Female	School	3.8	9.4	22.6	58.5	5.7	3.8	28.3	43.4	24.5	0.0
	District	2.5	8.0	23.5	58.6	7.4	4.3	17.9	36.4	38.3	3.1
	State	11.1	18.8	28.4	34.0	7.7	14.8	26.0	29.2	26.9	3.1

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	6.9	10.3	27.6	50.6	4.6	8.0	24.1	37.9	29.9	0.0
	District	5.7	12.6	26.1	49.4	6.1	6.1	17.6	34.5	39.5	2.3
	State	8.2	15.8	28.4	39.6	8.1	8.7	19.7	30.6	37.0	4.0
Black	School	10.0	30.0	0.0	60.0	0.0	20.0	20.0	30.0	30.0	0.0
	District	5.9	23.5	11.8	58.8	0.0	17.6	11.8	29.4	35.3	5.9
	State	25.5	28.2	27.7	17.1	1.5	30.7	33.7	23.7	11.4	0.5
Hispanic	School	0.0	38.5	23.1	38.5	0.0	7.7	53.8	30.8	7.7	0.0
	District	0.0	22.2	30.6	41.7	5.6	2.8	30.6	38.9	25.0	2.8
	State	19.2	25.7	30.1	22.5	2.5	20.5	32.6	28.2	17.7	1.1
Asian	School										
	District	0.0	11.1	33.3	55.6	0.0	0.0	16.7	11.1	66.7	5.6
	State	4.7	8.7	20.4	46.7	19.5	4.0	10.0	20.7	49.1	16.1
Native Hawaiian/Pacific Islander	School										
	District										
	State	10.4	14.6	22.0	39.6	13.4	11.0	16.5	31.1	32.3	9.1
American Indian	School										
	District										
	State	22.4	24.8	29.0	21.7	2.1	19.8	32.0	32.1	15.2	0.8
Two or More Races	School	0.0	10.0	30.0	50.0	10.0	0.0	40.0	30.0	30.0	0.0
	District	13.0	19.1	27.5	33.3	7.1	14.6	24.3	28.6	28.9	3.6
	State										

Grade 4 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	30.0	45.0	20.0	5.0	0.0	35.0	60.0	0.0	5.0	0.0
	District	30.0	30.0	22.5	15.0	2.5	27.5	40.0	15.0	17.5	0.0
	State	46.0	27.6	16.6	8.8	1.0	42.8	31.6	16.1	8.8	0.6
Non-IEP	School	1.1	9.5	25.3	58.9	5.3	3.2	20.0	43.2	33.7	0.0
	District	1.3	11.9	26.8	54.0	6.0	3.0	16.6	35.8	41.7	3.0
	State	9.3	19.3	30.1	34.6	6.7	11.6	24.4	30.1	30.4	3.6

Grade 4 - Economically Disadvantaged

Levels	Reading					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch										
School	25.0	58.3	8.3	8.3	0.0	33.3	50.0	8.3	8.3	0.0
District	9.8	36.6	24.4	24.4	4.9	9.8	41.5	19.5	29.3	0.0
State	21.1	26.6	29.6	20.8	2.0	23.5	32.3	27.2	16.1	0.9
Not Eligible										
School	3.9	10.7	26.2	54.4	4.9	5.8	24.3	38.8	31.1	0.0
District	4.0	11.0	26.6	52.8	5.6	5.3	16.3	35.2	40.2	3.0
State	6.1	13.2	26.9	43.2	10.6	6.6	17.1	29.4	41.0	5.9

SAT

Each Performance Level is a broad, categorical level defined by a student's 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 scores for the assessment. There are four Performance Levels for SAT:

- Level 1 -- Partially Meets Standards The student has only partially met standards & demonstrates a **minimal** understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
- Level 2 -- Approaching Standards The student is approaching the proficiency level & demonstrates an **incomplete** understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
- Level 3 -- Meet Standards The student has met the proficiency level & demonstrates **adequate** understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
- Level 4 -- Exceed Standards The student has exceeded the proficiency level & demonstrates a **thorough** understanding of the knowledge & skills needed relative to the Illinois Learning Standards.