Neoga Elem School Neoga CUSD 3 Neoga, ILLINOIS

GRADES: PK K 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. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/E	RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION											
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American	Two or More Races	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	Percent Homeless	Total Enrollment
School District State	96.5 96.1 49.9	0.9 1.3 17.5	0.4 0.3 24.6	0.0 0.6 4.5	0.0 0.0 0.1	0.0 0.3 0.3	2.2 1.5 3.1	38.9 36.9 51.5	0.0 0.0 9.5	27.9 22.2 13.7	3.1 2.4 2.4	229 712 2,046,857

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 <u>Home School</u>.

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	11.8	95.3
District		0.8	10.3	95.2
State		8.7	12.3	94.5

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	95.6			
State	95.7			

Total School Days				
Days				
•				
170 170				
174				

^{*} 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	К	1	2	3	4	5	6	7	8	9 - 12	Overall
School	14.3	16.7	24.0	23.5							18.8
District	14.3	16.7	24.0	23.5							19.8
State	21.2	21.6	21.8	22.5							21.4

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Mathematics Science English/Language Arts Social Science							cial Scie	nce				
Grades	3	6	8	3	6	8	3	6	8	3	6	8
School	80			50			145			50		
District	80			50			145			50		
State	62			30			141			30		

TEACHER	INFORMATION	(Full-Time E	quivalents)								
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.5	83.5	49
State	81.6	6.5	5.5	1.4	0.1	0.2	0.7	4.1	22.9	77.1	130,066

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		67.9	32.1	0.0	0.0			
State		41.2	58.2	0.6	0.6			

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.

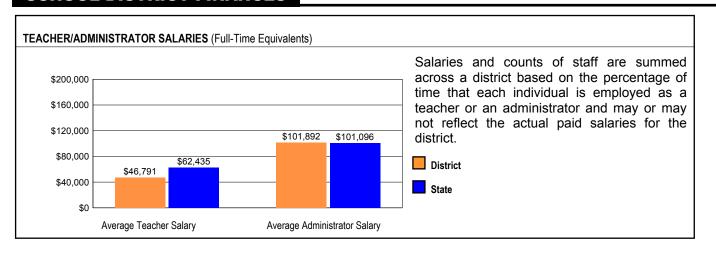
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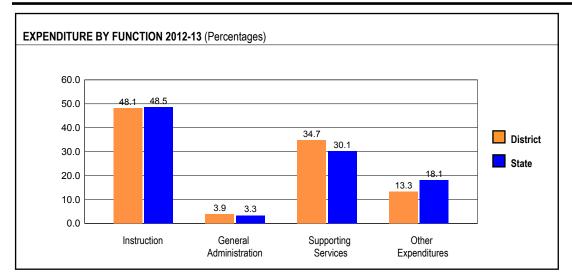
Some teacher/administrator data are not collected at the school level.

TEACHER RETENTION RATE					
School	92.2				
District	89.1				
State	85.7				

PRINCIPAL TURNOVER (Count)						
School 2						
District	1					
State	2					
	1 2					

SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2012-13								
	District	District %	State %					
Local Property Taxes	\$2,216,531	35.2	61.3					
Other Local Funding	\$311,578	4.9	4.7					
General State Aid	\$2,565,774	40.7	16.1					
Other State Funding	\$753,681	12.0	10.0					
Federal Funding	\$458,325	7.3	7.9					
TOTAL	\$6.305.889							

EXPENDITURE BY FUND 2012-13							
	District	District %	State %				
Education	\$5,202,261	71.9	73.6				
Operations & Maintenance	\$692,165	9.6	6.2				
Transportation	\$393,486	5.4	3.8				
Debt Service	\$541,406	7.5	7.8				
Tort	\$65,834	0.9	1.2				
Municipal Retirement/							
Social Security	\$281,626	3.9	2.1				
Fire Prevention & Safety	\$58,755	0.8	0.6				
Capital Projects	\$0	0.0	4.7				
TOTAL	\$7.235.533						

OTHER FINA	OTHER FINANCIAL INDICATORS											
	2011 Equalized	2011 Total School	2012-13 Instructional	2012-13 Operating								
	Assessed Valuation	Tax Rate	Expenditure	Expenditure								
	per Pupil	per \$100	per Pupil	per Pupil								
District	\$94,853	3.39	\$5,421	\$9,548								
State	**	**	\$7,094	\$12,045								

^{**} 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.

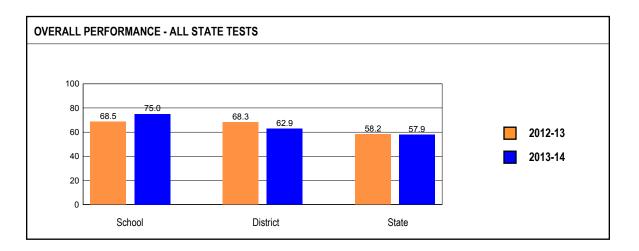
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

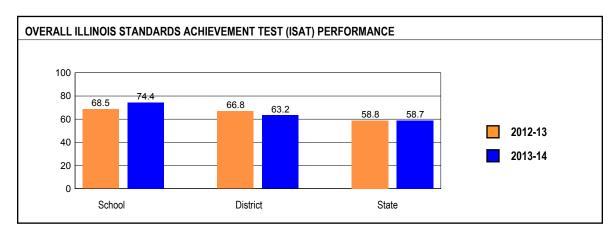
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They respresent your school's performance in reading and mathematics. The ISAT reading and math cut scores were reset for school year 2013. Starting in 2013, Illinois raised the performance cut scores in reading and math to align with college and career ready expectations. In Order to align the Illinois Alternative Assessment (IAA) with the content standards of the Common Core Essentials Elements, Illinois raised the performance cut scores of IAA in reading and math in 2014.

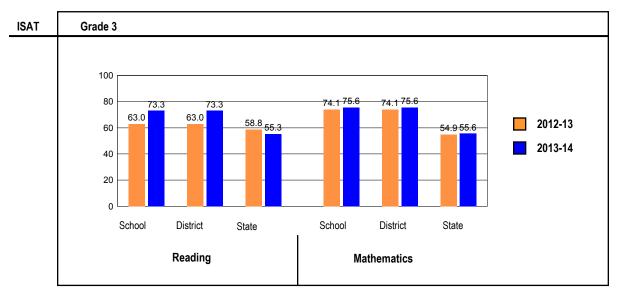




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ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE 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.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

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PERCE	PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING														
			Ge	nder		F	Racial/Ethni	c Backgro	ound						Econo- mically Disadv- antaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American	Two or More Races	LEP	Migrant	Students with Disabilities	
School	*Enrollment	48	30	18	48	0	0	0	0	0	0	0	0	14	26
School	Reading	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	348	181	167	334	5	1	3	0	3	2	0	0	77	150
	Reading	0.0	0.0	0.0	0.0									0.0	0.0
State	*Enrollment	1,060,658	543,109	517,316	532,220	183,481	260,114	48,330	1,029	2,982	31,812	70,904	280	143,042	547,763
Jiale	Reading	0.6	0.6	0.5	0.4	0.8	0.6	0.5	1.2	0.8	0.6	1.1	2.5	1.2	0.7

^{*} Enrollment as reported during the testing windows for grades 3 - 8 and 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

PERCE	NTAGE OF ST	TUDENTS I	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR I	MATHEMA	ATICS						
			Ge	nder		F	Racial/Ethni	c Backgro	ound						
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	48	30	18	48	0	0	0	0	0	0	0	0	14	26
	Mathematics	0.0	0.0	0.0	0.0									0.0	0.0
	*Enrollment	348	181	167	334	5	1	3	0	3	2	0	0	77	150
District	Mathematics	0.0	0.0	0.0	0.0									0.0	0.0
State	*Enrollment	1,062,316	543,976	518,107	532,697	183,560	260,674	48,844	1,035	2,994	31,822	72,621	281	143,066	548,764
State	Mathematics	0.5	0.6	0.5	0.4	0.9	0.5	0.3	0.4	0.6	0.6	0.6	1.4	1.2	0.6

^{*} Enrollment as reported during the testing windows for grades 3 - 8 and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3

Grade 3 - All

		Read	ding		Mathematics					
Levels	1	2	3	4	1	2	3	4		
School District State	2.2 2.2 7.4	24.4 24.4 37.2	48.9 48.9 35.9	24.4 24.4 19.4	0.0 0.0 7.3	24.4 24.4 37.1	73.3 73.3 42.4	2.2 2.2 13.2		

Grade 3 - Gender

			Rea	ding		Mathematics					
	Levels	1	2	3	4	1	2	3	4		
Male	School	3.6	21.4	57.1	17.9	0.0	25.0	75.0	0.0		
	District	3.6	21.4	57.1	17.9	0.0	25.0	75.0	0.0		
	State	8.6	38.9	35.2	17.2	8.1	36.9	41.2	13.8		
Female	School	0.0	29.4	35.3	35.3	0.0	23.5	70.6	5.9		
	District	0.0	29.4	35.3	35.3	0.0	23.5	70.6	5.9		
	State	6.2	35.5	36.6	21.8	6.5	37.2	43.6	12.6		

Grade 3 - Racial/Ethnic Background

			Rea	ding			Mather	natics	
	Levels	1	2	3	4	1	2	3	4
White									
	School	2.2	24.4	48.9	24.4	0.0	24.4	73.3	2.2
	District	2.2	24.4	48.9	24.4	0.0	24.4	73.3	2.2
	State	3.4	28.0	41.6	26.9	3.8	29.7	49.4	17.1
Black									
	School								
	District								
	State	14.0	50.3	27.6	8.0	15.3	49.7	29.9	5.2
Hispanic									
	School								
	District								
	State	11.5	49.4	30.3	8.7	9.7	46.7	37.6	6.0
Asian									
	School								
	District								
	State	2.3	17.5	38.3	41.9	1.6	14.3	43.6	40.5
	aiian/Pacific								
Islander	School								
	District								
	State	2.6	31.1	42.4	23.8	3.2	33.3	46.8	16.7
		2.0	31.1	42.4	23.0	J.Z	33.3	40.0	10.7
American I									
	School								
	District State	9.7	42.7	36.3	11.3	8.3	44.2	40.7	6.9
		9.1	42.1	30.3	11.3	0.3	44.2	40.7	0.9
Two or Mor									
	School								
	District	l <u>.</u> .							
	State	5.4	34.0	37.0	23.6	6.7	35.7	42.0	15.6

Grade 3 - Students with Disabilities

			Rea	ding			Mather	Mathematics 2 3 36.4 63.6 36.4 63.6 50.8 25.2 20.6 76.5 20.6 76.5	
	Levels	1	2	3	4	1	2		4
IEP									
	School	9.1	45.5	36.4	9.1	0.0	36.4	63.6	0.0
	District	9.1	45.5	36.4	9.1	0.0	36.4	63.6	0.0
	State	26.6	50.0	17.8	5.5	19.5	50.8	25.2	4.5
Non-IEP									
	School	0.0	17.6	52.9	29.4	0.0	20.6	76.5	2.9
	District	0.0	17.6	52.9	29.4	0.0	20.6	76.5	2.9
	State	4.7	35.4	38.5	21.4	5.6	35.1	44.8	14.5

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Grade 3 - Economically Disadvantaged

		Rea	ding		Mathematics					
Levels	1	2	3	4	1	2	3	4		
Free/Reduced Price Lunch										
School	4.0	32.0	44.0	20.0	0.0	32.0	64.0	4.0		
District	4.0	32.0	44.0	20.0	0.0	32.0	64.0	4.0		
State	11.5	48.9	30.9	8.7	11.3	47.6	35.4	5.8		
Not Eligible										
School	0.0	15.0	55.0	30.0	0.0	15.0	85.0	0.0		
District	0.0	15.0	55.0	30.0	0.0	15.0	85.0	0.0		
State	2.5	23.0	42.0	32.6	2.5	24.3	50.9	22.3		