

West Central High School
West Central CUSD 235
Biggsville, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 9 10 11 12

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	92.7	0.7	3.1	0.0	0.0	0.0	3.5	58.4	0.0	11.9	1.0	286
District	93.6	0.2	2.8	0.0	0.0	0.1	3.3	58.6	0.2	13.7	0.8	871
State	48.8	17.3	25.5	4.7	0.1	0.3	3.2	49.9	10.5	14.3	2.2	2,041,779

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	5.6	11.6	13.9	91.5
District	5.6	8.1	12.8	93.5
State	2.0	9.8	12.2	94.4

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	93.0
District	97.6
State	95.3

TOTAL SCHOOL DAYS	
	Days
School	174
District	174
State	175

8TH GRADERS PASSING ALGEBRA I **	
School	0.0
District	0.0
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
--	--	--	--
13.8	15.5	8.7	121.9
18.7	18.9	11.3	176.5

HEALTH AND WELLNESS (days per week)	
School	5.0
District	5.0
State	4.0

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										11.0	11.0
District										11.0	15.1
State										19.0	21.1

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	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.4	74.6	64
State	83.4	6.0	5.7	1.4	0.1	0.2	0.8	2.5	23.3	76.7	127,152

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	13.0	66.6	33.4
State	13.1	38.1	61.4

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.

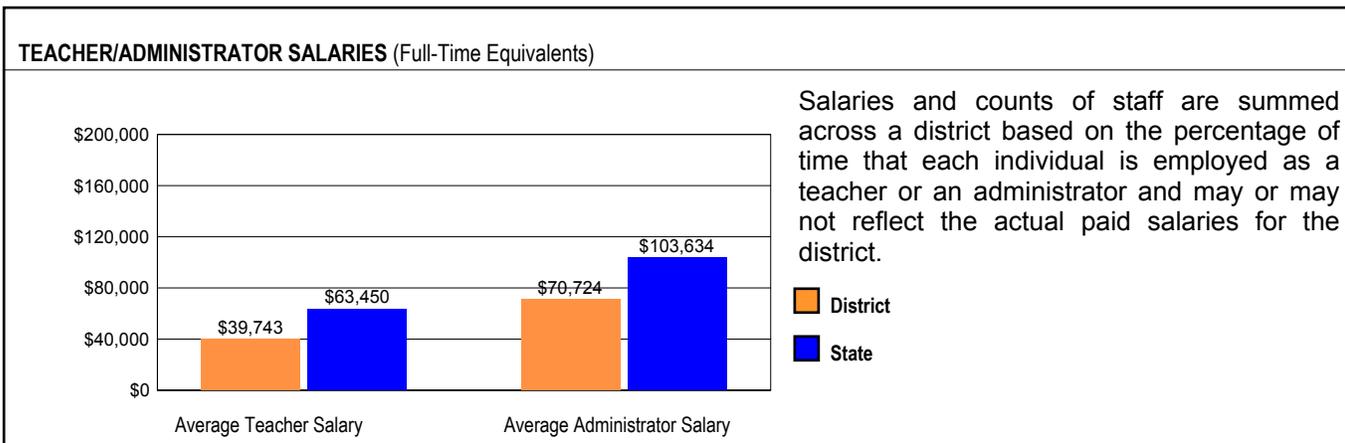
TEACHER RETENTION RATE	
School	86.8
District	90.3
State	85.8

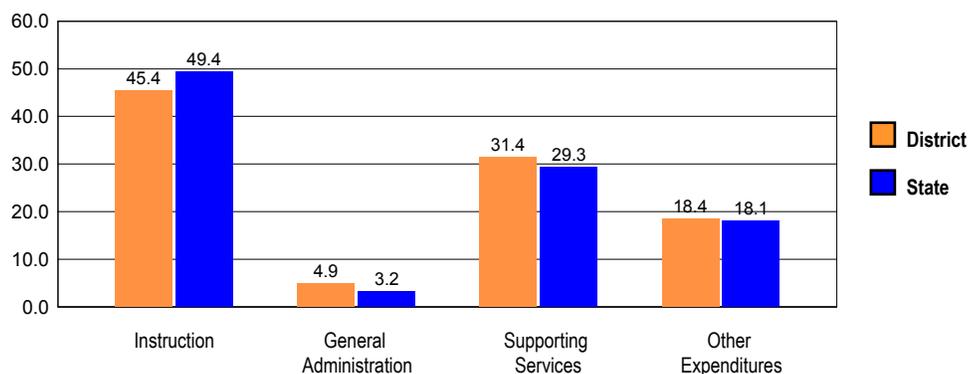
PRINCIPAL TURNOVER (Count)	
School	2.0
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	84.2
District	82.8
State	76.5

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

SCHOOL DISTRICT FINANCES



EXPENDITURE BY FUNCTION 2014-15 (Percentages)

REVENUE BY SOURCE 2014-15				EXPENDITURE BY FUND 2014-15			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$5,009,503	59.5	62.8	Education	\$5,988,556	64.3	73.4
Other Local Funding	\$322,395	3.8	4.6	Operations & Maintenance	\$1,122,969	12.0	6.4
General State Aid	\$1,773,840	21.1	16.3	Transportation	\$660,716	7.1	3.7
Other State Funding	\$752,767	8.9	8.6	Debt Service	\$315,366	3.4	8.1
Federal Funding	\$567,095	6.7	7.7	Tort	\$150,809	1.6	1.3
TOTAL	\$8,425,600			Municipal Retirement/ Social Security	\$318,181	3.4	2.1
				Fire Prevention & Safety	\$762,721	8.2	0.5
				Capital Projects	\$0	0.0	4.7
				TOTAL	\$9,319,318		

OTHER FINANCIAL INDICATORS

	2013 Equalized Assessed Valuation per Pupil	2013 Total School Tax Rate per \$100	2014-15 Instructional Expenditure per Pupil	2014-15 Operating Expenditure per Pupil
District	\$137,746	4.22	\$5,172	\$9,168
State	**	**	\$7,712	\$12,821

** 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.

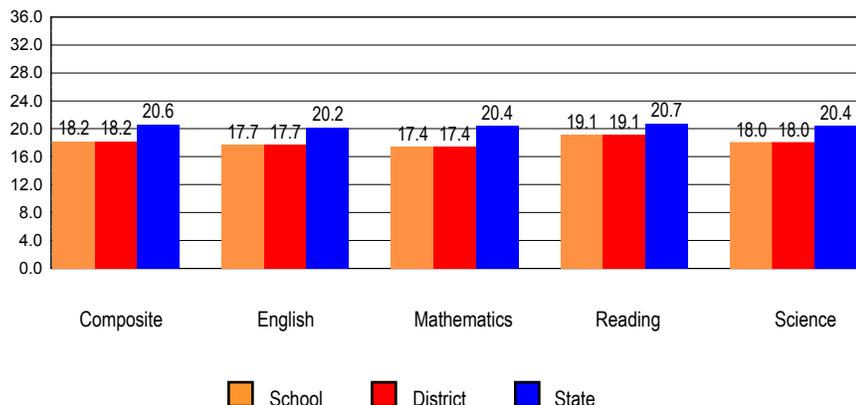
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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

ACT ASSESSMENT: GRADUATING CLASS OF 2016 *



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. All students whose scores are college reportable, both standard and extended time tests, are now included. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

READY FOR COLLEGE COURSE WORK	
School	30.0
District	30.0
State	46.4

PERCENT OF STUDENTS MET ACT BENCHMARKS					
	English	Math	Read	Science	ALL 4 Subjects
School	46.7	18.3	28.3	23.3	13.3
District	46.7	18.3	28.3	23.3	13.3
State	61.9	39.7	40.3	34.3	25.1

COLLEGE ENROLLMENT		
	12 Months	16 Months
School	73.0	74.6
District	73.0	74.6
State	67.8	71.4

FRESHMEN ON TRACK	
School	77.5
District	77.5
State	82.4

CTE ENROLLMENT	
School	185
District	185
State	280,517

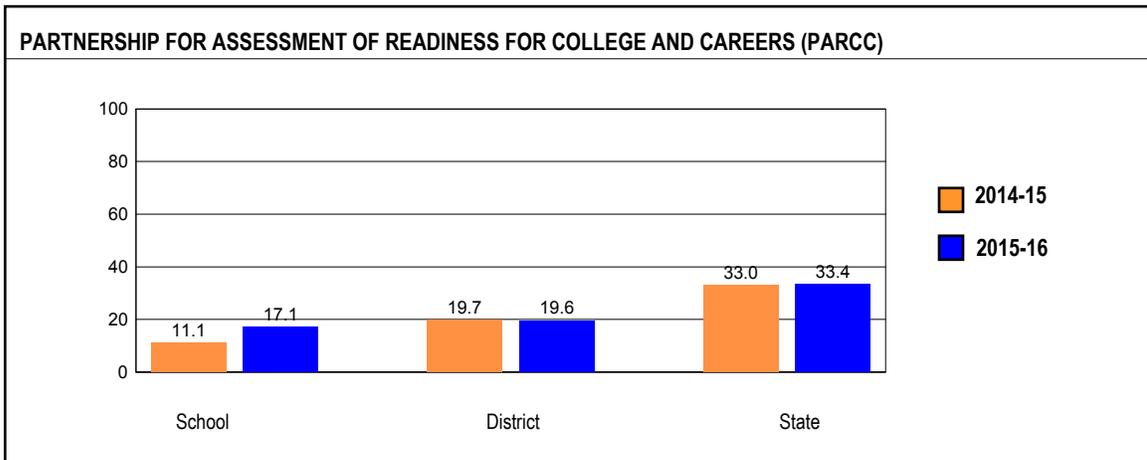
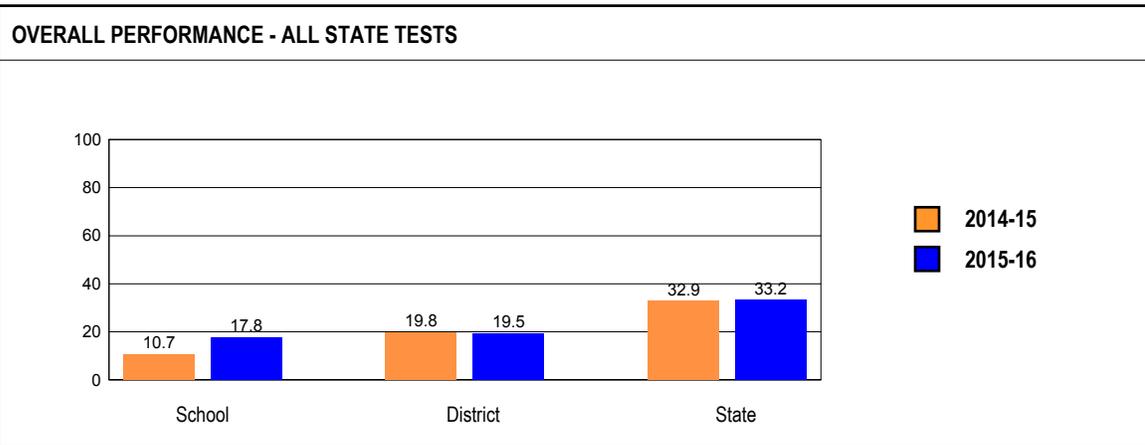
ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)			
	GRADE 10	GRADE 11	GRADE 12
School	0	4	6
District	0	4	6
State	28,457	54,910	70,923

DUAL CREDIT COURSE WORK			
Levels	Grade10	Grade11	Grade12
All			
School	0	4	6
District	0	4	6
State	7,337	17,215	29,739
White			
School	0	4	6
District	0	4	6
State	4,262	11,960	20,330
Black			
School	0	0	0
District	0	0	0
State	1,107	1,668	2,746
Hispanic			
School	0	0	0
District	0	0	0
State	1,522	2,442	4,548
Asian			
School	0	0	0
District	0	0	0
State	240	622	1,250
Native Hawaiian/Pacific Islander			
School	0	0	0
District	0	0	0
State	6	18	37
American Indian			
School	0	0	0
District	0	0	0
State	17	33	79
Two or More Races			
School	0	0	0
District	0	0	0
State	183	472	749
LEP			
School	0	0	0
District	0	0	0
State	182	201	237
Non LEP			
School	0	4	6
District	0	4	6
State	7,155	17,014	29,502
IEP			
School	0	0	1
District	0	0	1
State	774	1,382	2,245
Non IEP			

HIGH SCHOOL 7-YEAR GRADUATION RATE														
	Gender			Race / Ethnicity							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	81.6	84.0	78.9	83.7									45.6	68.7
District	81.6	84.0	78.9	83.7									45.6	68.7
State	85.8	83.7	88.2	90.9									75.9	77.7

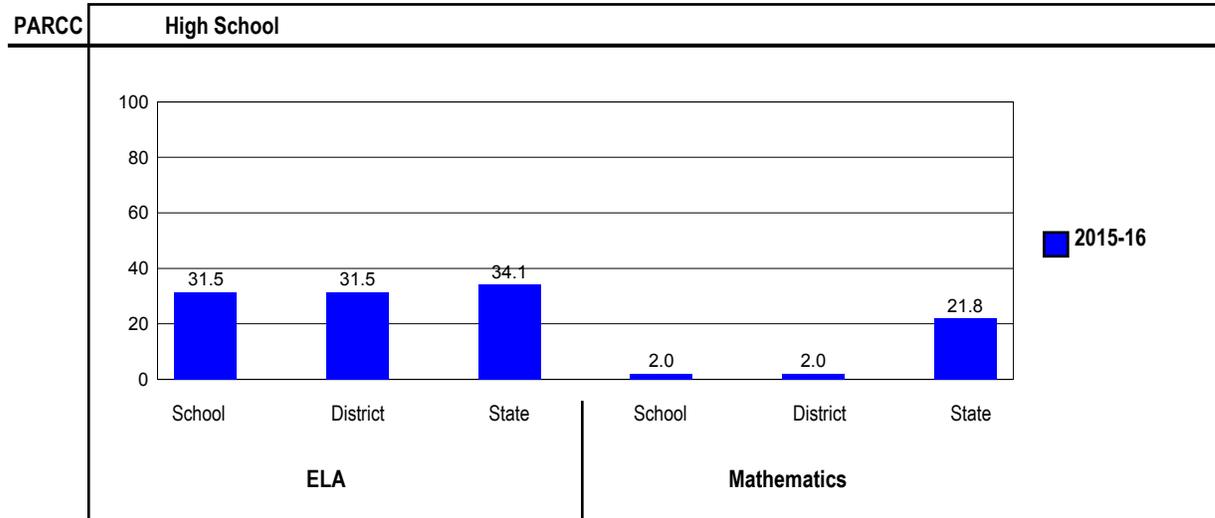
OVERALL STUDENT PERFORMANCE

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	56	24	32	55	0	1	0	0	0	0	0	0	6	23
	Reading	1.8	4.2	0.0	1.8										4.3
District	*Enrollment	400	202	198	380	0	9	0	0	1	10	1	0	65	218
	Reading	0.5	0.5	0.5	0.3						10.0			1.5	0.9
State	*Enrollment	1,050,307	537,851	512,454	512,582	177,823	272,642	49,633	1,043	2,886	33,656	87,711	198	147,577	527,950
	Reading	2.5	2.5	2.6	2.2	3.0	2.9	2.0	3.5	3.0	2.7	2.5	1.0	3.6	2.7

* 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	52	19	33	51	0	1	0	0	0	0	0	0	1	19
	Mathematics	0.0	0.0	0.0	0.0										0.0
District	*Enrollment	397	198	199	377	0	9	0	0	1	10	1	0	60	215
	Mathematics	0.3	0.0	0.5	0.0						10.0			0.0	0.5
State	*Enrollment	1,025,813	525,396	500,415	494,198	176,422	271,200	47,430	1,046	2,841	32,624	91,569	202	145,620	524,025
	Mathematics	2.5	2.5	2.6	2.1	3.2	3.0	1.5	3.5	3.0	2.6	2.0	1.0	3.8	2.8

* 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>.

High School

High School - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	16.7	22.2	29.6	31.5	0.0	54.9	27.5	15.7	2.0	0.0
District	16.7	22.2	29.6	31.5	0.0	54.9	27.5	15.7	2.0	0.0
State	19.2	20.9	25.8	28.3	5.8	21.5	29.5	27.2	21.1	0.7

High School - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	30.4	34.8	26.1	8.7	0.0	68.4	21.1	10.5	0.0	0.0
	District	30.4	34.8	26.1	8.7	0.0	68.4	21.1	10.5	0.0	0.0
	State	25.0	22.9	24.9	23.4	3.7	23.8	29.9	25.6	19.8	0.8
Female	School	6.5	12.9	32.3	48.4	0.0	46.9	31.3	18.8	3.1	0.0
	District	6.5	12.9	32.3	48.4	0.0	46.9	31.3	18.8	3.1	0.0
	State	13.1	18.8	26.7	33.4	8.0	19.1	29.1	28.8	22.4	0.6

High School - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	15.1	22.6	30.2	32.1	0.0	54.0	28.0	16.0	2.0	0.0
	District	15.1	22.6	30.2	32.1	0.0	54.0	28.0	16.0	2.0	0.0
	State	13.5	17.5	26.2	35.1	7.8	16.0	25.5	30.2	27.3	1.0
Black	School										
	District										
	State	33.3	28.6	23.3	13.4	1.3	35.5	36.2	19.6	8.7	0.1
Hispanic	School										
	District										
	State	24.5	25.0	27.5	20.8	2.1	23.2	33.4	27.0	16.1	0.3
Asian	School										
	District										
	State	6.3	11.4	21.1	43.4	17.8	8.3	18.3	29.1	40.8	3.5
Native Hawaiian/Pacific Islander	School										
	District										
	State	7.2	18.0	29.7	37.8	7.2	11.2	31.8	23.4	31.8	1.9
American Indian	School										
	District										
	State	23.7	19.7	30.6	21.2	4.8	25.6	31.9	24.2	18.1	0.3
Two or More Races	School										
	District										
	State	16.7	19.2	25.1	30.2	8.8	21.3	27.9	26.5	23.3	0.9

High School - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	13.6	31.8	36.4	18.2	0.0	73.7	21.1	5.3	0.0	0.0
	District	13.6	31.8	36.4	18.2	0.0	73.7	21.1	5.3	0.0	0.0
	State	28.0	26.1	25.6	18.4	1.9	28.0	34.3	24.2	13.3	0.2
Not Eligible	School	18.8	15.6	25.0	40.6	0.0	43.8	31.3	21.9	3.1	0.0
	District	18.8	15.6	25.0	40.6	0.0	43.8	31.3	21.9	3.1	0.0
	State	12.4	16.8	25.9	36.0	8.9	15.3	25.0	30.0	28.5	1.2