

2000

ILLINOIS SCHOOL REPORT CARD

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METCALFE ELEM COMMUNITY ACADEMY
CITY OF CHICAGO SCHOOL DIST 299
CHICAGO, ILLINOIS

Grades Pk K 1 2 3 4 5 6 7 8

Public school districts are required to provide this report to parents and others upon request. This report card includes information about your school and district. Information about the students' performance on the Illinois Standards Achievement Test (ISAT) shows what percentages of your school's students are meeting the Illinois Learning Standards in reading, writing, mathematics, science and social science.

ISAT, staffing and financial indicators are based on data from all public schools, including those that are special-purpose. All other indicators are based on data from regular public schools only. Data from private schools are not included in this report card.

Metcalf Elem Community Academy is in a Unit district.

Generally, elementary districts have grades prekindergarten through eight; high school districts have grades nine through twelve; and unit districts have grades prekindergarten through twelve.

THE STUDENTS

RACIAL/ETHNIC BACKGROUND AND TOTAL ENROLLMENT

The major racial-ethnic groups in Illinois public schools are White non-Hispanic, Black non-Hispanic, Hispanic, Asian/Pacific Islander and Native American (American Indian/Alaskan Native). Enrollments were reported as of September 30, 1999.

	White	Black	Hispanic	Asian/Pacific Islander	Native American	TOTAL ENROLLMENT
School	0.0%	99.7%	0.3%	0.0%	0.0%	1,012
Subregion	5.5%	81.7%	12.6%	0.2%	0.1%	59,668
District	9.9%	52.3%	34.4%	3.2%	0.2%	426,814
State	61.1%	20.9%	14.6%	3.3%	0.2%	1,983,991

LOW-INCOME AND LIMITED-ENGLISH-PROFICIENT STUDENTS

Low-income students may come from families receiving public aid, may live in institutions for neglected or delinquent children, may be supported in foster homes with public funds, or may be eligible to receive free or reduced-price lunches.

Limited-English-proficient students include students whose first language is not English and who are eligible for bilingual education.

	Low-Income	Limited-English-Proficient
School	89.0%	0.1%
Subregion	80.7%	2.6%
District	85.6%	13.7%
State	36.7%	6.1%

ATTENDANCE, MOBILITY AND CHRONIC TRUANCY

A perfect **attendance** rate (100%) means that all students attended school every day.

The student **mobility** rate is based on the number of students who enroll in or leave a school during the school year. Students are counted each time they transfer out or transfer in.

Chronic truants are students who were absent from school without valid cause for 18 or more of the last 180 school days.

	Attendance	Mobility	Chronic Truancy	Number of Chronic Truants
School	94.4%	31.1%	0.3%	3
Subregion	91.8%	24.8%	3.1%	1,755
District	91.6%	26.6%	4.3%	17,241
State	93.9%	17.5%	2.4%	45,109

INSTRUCTIONAL SETTING

AVERAGE CLASS SIZE

Average class size is a grade's total enrollment divided by the number of classes for that grade. It is reported for the first school day in May.

	Kindergarten	Grade 1	Grade 3	Grade 6	Grade 8
School	28.0	28.8	25.4	23.8	24.3
Subregion	22.3	26.1	24.2	25.3	25.4
District	23.7	25.1	24.0	25.0	25.6
State	21.3	21.6	22.4	23.9	22.9

TIME DEVOTED TO THE TEACHING OF CORE SUBJECTS (MINUTES PER DAY)

Time devoted to the teaching of core subjects is the average number of minutes of instruction per 5-day school week in each subject area divided by 5. English includes all language arts courses.

GRADES	Mathematics			Science			English			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	41	56	55	22	38	45	160	113	128	26	38	40
Subregion	48	53	53	25	40	41	145	105	105	28	40	41
District	49	53	53	25	40	41	141	105	104	29	40	41
State	55	50	48	30	43	44	148	108	92	30	43	44

CONTACT WITH PARENTS

At your school, 97.1% of students' parents/guardians had personal contact with the school staff during the school year. For comparison, the percentages of personal contacts between parents and school staff were 99.4% for your subregion, 99.9% for your district, and 97.2% for the state. "Personal contact" includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

TEACHERS BY RACIAL/ETHNIC BACKGROUND AND GENDER (FULL-TIME EQUIVALENTS)

Teachers include all school personnel categorized by the district as classroom teachers.

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	TOTAL NUMBER
District	45.4%	40.6%	11.3%	2.3%	0.3%	23.1%	76.9%	23,723
State	85.0%	10.7%	3.4%	0.8%	0.1%	24.4%	75.6%	122,671

DISTRICT BY TYPE AND ENROLLMENT

Districts may be organized by three types: **elementary** usually serving grades prekindergarten-8, **high school** serving grades 9-12, and **unit** serving prekindergarten-12.

DISTRICT TYPE	Small	Medium	Large
Elementary	Under 274	274-1756	Over 1756
High School	Under 662	662-2923	Over 2923
Unit	Under 539	539-1769	Over 1769

TEACHER/ADMINISTRATOR CHARACTERISTICS (FULL-TIME EQUIVALENTS)

Teacher information includes classroom teachers plus teachers specializing in art, physical education, music, etc.

	Average Teaching Experience	Teachers with Bachelor's Degree	Teachers with Master's & Above	(3) Pupil-Teacher Ratio: Elementary	Pupil-Certified Staff Ratio	Pupil-Administrator Ratio
District	14.6 Yrs.	53.7%	45.7%	22.6:1	15.4:1	329.5:1
Type (1)	14.9 Yrs.	56.5%	43.2%	19.9:1	14.4:1	261.8:1
Size (2)	14.8 Yrs.	52.4%	47.4%	20.7:1	14.8:1	279.3:1
State	14.8 Yrs.	53.2%	46.6%	19.3:1	14.1:1	239.3:1

TEACHER/ADMINISTRATOR SALARIES (FULL-TIME EQUIVALENTS)

Average salaries are based on full-time equivalents (FTE). Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as an administrator or a teacher. These averages allow for comparisons among districts. They may or may not reflect the actual paid salaries for the district.

	Average Teacher Salary	Average Administrator Salary
District	\$50,411	\$87,703
Type (1)	\$44,648	\$76,372
Size (2)	\$46,988	\$79,715
State	\$46,584	\$80,495

- (1) Average for all Unit Districts.
 (2) Average for all Large Unit Districts.
 (3) Special education teachers are excluded.

SCHOOL DISTRICT'S FINANCES

AVERAGE FINANCIAL INDICATORS

Equalized assessed valuation (1997) includes all computed property values, less homestead exemptions and adjustments for tax abatements, upon which a district's local tax rate is calculated.

Total school tax rate (1997) is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure (1998-99) includes the direct costs of teaching pupils or the interaction between teachers and pupils. Instruction has a very narrow and restrictive definition.

Operating expenditure (1998-99) includes Instructional Expenditures, costs of Pupil Support Services, Instructional Staff Support Services, School Administration, Business Support Services, Central Support Services, Community Services, Debt Services, Payments to Other Governmental Units for Services Provided, and Central Administration Services.

All the above financial indicators were divided by the 9-month Average Daily Attendance to derive the per pupil figures.

	Equalized Assessed Valuation per Pupil	Total School Tax Rate per \$100	Instructional Expenditure per Pupil	Operating Expenditure per Pupil
District	\$90,863	\$4.35	\$5,064	\$7,827
Type (1)	\$83,266	\$4.37	\$4,190	\$6,816
Size (2)	\$88,401	\$4.40	\$4,374	\$7,091
State	N/A(3)	N/A(3)	\$4,291	\$7,146

(1) Average for all Unit Districts.

(2) Average for all Large Unit Districts.

(3) State averages are not meaningful because of overlaps in dual (elementary and high school) districts.

EXPENDITURE BY FUNCTION, 1998-99

	District	District	State
Instruction	\$1,858,952,631	48.8%	47.0%
General Administration	\$32,930,447	0.9%	2.5%
Supporting Services	\$1,637,573,169	43.0%	32.9%
Other Expenditures	\$277,427,395	7.3%	17.7%

EXPENDITURE BY FUND, 1998-99

	District	District	State
Education	\$2,764,917,384	72.6%	71.3%
Operations & Maintenance	\$255,205,307	6.7%	8.7%
Transportation	\$0	0.0%	3.3%
Bond and Interest	\$84,349,389	2.2%	5.0%
Rent	\$51,345,534	1.3%	0.4%
Municipal Retirement/Social Security	\$0	0.0%	1.7%
Fire Prevention & Safety	\$0	0.0%	1.1%
Site & Construction/Capital Improvement	\$651,066,028	17.1%	8.6%
TOTAL	\$3,806,883,642		

ACADEMIC PERFORMANCE

When interpreting the achievement data of smaller schools or districts, please note that the performance of a small number of students can substantially affect a school's achievement data. Thus, changes from one year to the next may be due to changes in the performance of a small group of students.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

Students at the following grade levels took the Illinois Standards Achievement Test (ISAT). The following table reports the school enrollment for each grade by the total number of students, students with an Individualized Education Program (IEP) and students without an IEP. A student with an IEP has a disability and is required to have a written statement of needed special education and related services that must be provided to the child under the *Individuals with Disabilities Education Act (IDEA)*.

Enrollment When Tests Were Administered

GRADE	Total Enrollment	IEP	Non-IEP
3	136	7	129
4	110	18	92
5	90	17	73
7	89	8	81
8	109	14	95

The following tables show the percentages of your school's students 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.

- Level 1 – Academic Warning – Students' work shows an inconsistent command of the basic knowledge and skills. Students have major gaps in their knowledge and skills and little ability to apply them. They may have serious errors or misunderstandings.
- Level 2 – Below Standards – Students' work shows basic knowledge and skills in the learning area. However, students have some gaps in their learning and can apply it only in limited ways.
- Level 3 – Meets Standards – Students' work shows that they have knowledge and skills in the learning area. Students consistently use and apply their knowledge and skills to solve problems.
- Level 4 – Exceeds Standards – Students' work is outstanding and shows comprehensive knowledge and skills in the learning area. Students consistently use their knowledge and skills to solve problems and evaluate the results.

READING

All Students Tested						IEP*					Non-IEP				
GRADES	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
3 School	19	51	19	11	96	50	50	0	0	29	19	51	19	11	100
Subregion	14	50	29	7	90	32	53	14	1	58	13	50	30	7	93
District	16	51	27	6	73	31	54	12	2	50	15	51	28	6	75
State	6	32	41	21	85	16	51	26	7	63	5	30	42	23	88
5 School	0	59	37	4	87	0	100	0	0	35	0	56	40	4	99
Subregion	0	63	29	7	93	1	84	12	3	62	0	62	31	7	97
District	0	66	27	6	86	2	86	10	2	57	0	65	29	6	89
State	0	41	39	20	92	1	73	20	5	69	0	38	41	21	95
8 School	0	40	50	10	94	0	88	13	0	57	0	36	54	11	100
Subregion	1	38	52	9	92	4	74	20	2	67	0	34	56	10	97
District	0	43	49	8	85	3	77	20	1	60	0	39	52	9	89
State	0	28	56	16	91	2	69	27	2	69	0	23	59	17	95

*Students who have disabilities and are required to have written statements of needed special education and related services.

MATHEMATICS

All Students Tested						IEP*					Non-IEP				
GRADES	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
3 School	31	33	25	11	96	100	0	0	0	29	30	33	26	11	100
Subregion	25	36	34	6	90	45	32	21	2	59	24	36	35	6	93
District	27	36	32	6	74	43	36	18	3	52	26	36	32	6	76
State	10	21	46	23	86	21	31	38	10	68	9	20	47	25	88
5 School	11	65	23	1	88	33	67	0	0	35	10	64	25	1	100
Subregion	13	58	28	1	93	39	52	9	1	62	10	59	30	1	97
District	13	58	27	1	85	36	55	8	0	58	11	59	29	1	89
State	6	37	52	5	92	18	57	24	1	72	4	35	55	6	95
8 School	15	65	19	0	95	44	56	0	0	64	13	66	21	0	100
Subregion	16	62	20	2	92	53	43	3	0	67	11	65	22	2	97
District	16	64	17	3	84	48	48	3	1	60	12	65	19	3	88
State	8	46	35	12	91	33	57	9	1	70	5	44	38	13	95

WRITING

All Students Tested						IEP*					Non-IEP				
GRADES	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
3 School	11	60	27	2	87	0	100	0	0	29	11	59	28	2	90
Subregion	13	53	33	1	85	30	54	15	1	51	13	53	34	1	88
District	15	54	31	1	70	31	52	16	0	43	14	54	31	1	72
State	6	38	53	2	84	18	48	34	1	61	5	37	55	2	87
5 School	5	58	37	0	87	0	100	0	0	35	6	54	40	0	99
Subregion	5	43	48	5	90	23	52	24	1	54	3	42	49	5	95
District	6	45	45	5	83	25	54	20	1	50	4	44	47	5	87
State	3	26	57	14	91	15	45	37	3	66	2	24	59	15	94
8 School	0	44	51	5	94	0	63	38	0	57	0	42	53	5	100
Subregion	5	41	49	5	90	27	50	22	1	60	2	40	52	6	96
District	6	43	47	5	83	28	54	17	1	54	3	42	50	5	87
State	3	27	59	11	90	20	49	29	1	65	2	25	62	12	94

SCIENCE

All Students Tested						IEP*					Non-IEP				
GRADES	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
4 School	1	67	31	1	89	0	100	0	0	33	1	65	33	1	100
Subregion	2	64	31	3	92	9	78	11	2	57	2	63	33	3	97
District	2	65	30	3	85	7	79	12	1	55	2	64	31	3	89
State	1	35	51	13	92	2	52	42	4	74	1	33	52	13	95
7 School	24	35	39	2	93	100	0	0	0	25	22	36	40	2	100
Subregion	23	28	44	5	93	63	22	14	1	67	19	29	48	5	98
District	26	27	42	5	84	60	25	15	1	57	22	28	45	5	88
State	12	16	54	18	92	34	27	36	3	72	9	15	56	20	95

*Students who have disabilities and are required to have written statements of needed special education and related services.

SOCIAL SCIENCE

		All Students Tested					IEP*					Non-IEP				
GRADES		% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
4	School	29	41	31	0	89	83	17	0	0	33	25	42	33	0	100
	Subregion	26	45	28	1	93	64	26	10	1	59	23	46	30	1	97
	District	27	44	27	1	85	56	32	11	1	55	25	45	28	1	89
	State	11	30	53	6	93	23	40	35	2	74	10	28	55	7	95
7	School	0	67	29	4	93	0	100	0	0	25	0	67	30	4	100
	Subregion	4	61	31	4	93	23	68	8	0	68	2	60	34	4	98
	District	5	61	30	4	84	24	68	7	0	58	3	61	32	4	89
	State	3	39	46	12	92	12	66	20	2	73	2	36	49	14	95

*Students who have disabilities and are required to have written statements of needed special education and related services.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Based on your school's improvement plan, your school and district are providing information on areas of success and areas for planned improvement below and/or on a separate sheet.