

Verda Dierzen Early Learning Ctr
Woodstock CUSD 200
Woodstock, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K

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	57.4	3.4	32.8	2.6	0.0	0.0	3.8	41.2	27.6	13.7	0.7	702
District	59.0	2.8	32.9	1.9	0.1	0.2	3.1	40.8	14.2	12.0	0.9	6,400
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		4.7	62.6	94.4
District		2.1	12.6	95.0
State		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	98.0
District	99.5
State	95.3

TOTAL SCHOOL DAYS	
	Days
School	174
District	174
State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	72.8
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
--	--	--	--
20.7	17.3	10.3	186.9
18.7	18.9	11.3	176.5

HEALTH AND WELLNESS (days per week)	
School	5.0
District	4.7
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	22.3										22.3
District	22.4										18.4
State	20.4										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	89.0	0.3	8.2	1.3	0.0	0.3	1.0	0.0	29.1	70.9	400	
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	12.2	29.5	70.2
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.

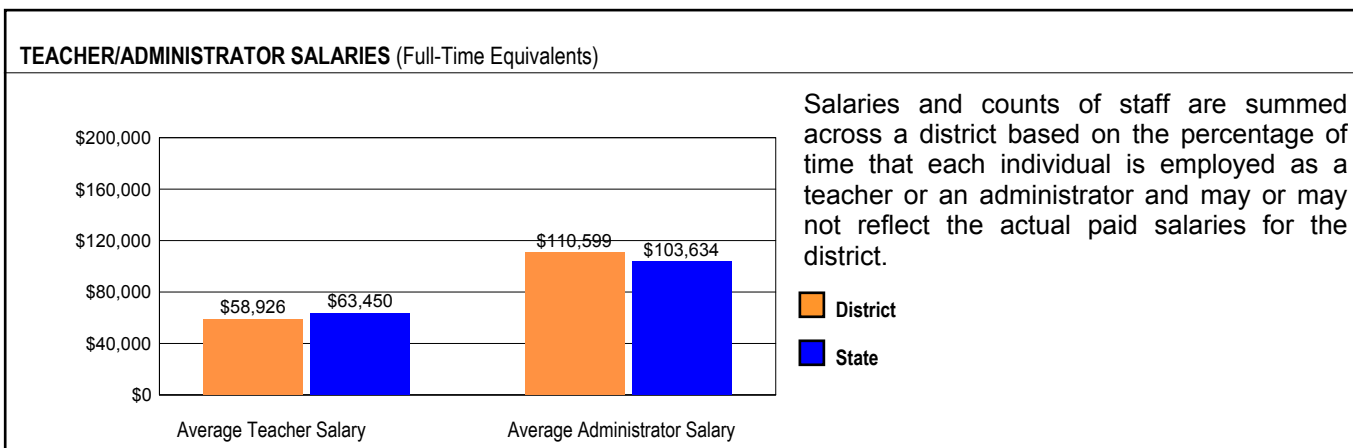
TEACHER RETENTION RATE	
School	80.5
District	86.9
State	85.8

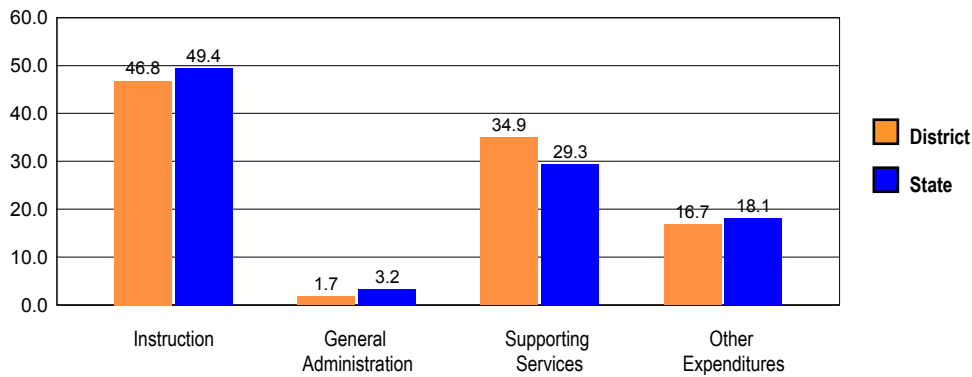
PRINCIPAL TURNOVER (Count)	
School	1.0
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	75.8
District	77.2
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	\$59,567,419	67.5	62.8	Education	\$59,952,414	68.8	73.4
Other Local Funding	\$6,396,772	7.3	4.6	Operations & Maintenance	\$6,530,210	7.5	6.4
General State Aid	\$10,968,842	12.4	16.3	Transportation	\$4,817,383	5.5	3.7
Other State Funding	\$5,966,224	6.8	8.6	Debt Service	\$11,881,786	13.6	8.1
Federal Funding	\$5,293,336	6.0	7.7	Tort	\$868,148	1.0	1.3
TOTAL	\$88,192,593			Municipal Retirement/ Social Security	\$2,715,377	3.1	2.1
				Fire Prevention & Safety	\$600	0.0	0.5
				Capital Projects	\$359,850	0.4	4.7
				TOTAL	\$87,125,768		

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	\$122,937	7.74	\$6,604	\$12,400
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.

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.

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>.