

SY 2018 E-Report Card Collection Instructions

The E-Report Card Form (86-43) will be available in IWAS on May 15, 2018. At step 1 on the confirmation page, please check the grades served data closely. To fulfill ESEA requirement, a new data element, Chronic Absenteeism, will be collected through E-Report Card this year.

2018 School Report Card Instructions for Data Collection Form, 2017-18 School Year

ITEM-BY-ITEM INSTRUCTIONS: Please read before entering data. Do not report Pre-K data.

Deadline: July 31, 2018. If more time is needed, please call (217) 782-3950.

1. STUDENT ATTENDANCE.

- A. Enter the **sum** of the number of students in attendance each school day, (i.e. add the attendance for day 1 + the attendance for day 2 + the attendance for day 3 + ... etc.)
- B. Enter the **sum** of the number of students absent each school day (i.e. add the absences for day 1 + the absences for day 2 + absences for day 3 + ... etc.) for the 2017-2018 school year.

Note: Enter data only for **kindergarten and above (K-12) students** who are enrolled (housed) in the school. Round reported data to the nearest whole number. Half day kindergarten students are counted the same as the other students.

Attendance days, not number of students by type: In the cells for disaggregated data, provide the attendance days for each category of students. For example, the attendance days for males should include the number of males in attendance for each day of the school year. Do not use commas when entering data in the thousands—this will result in an error message.

Students changing status: Students who belonged to a specific subgroup for only part of the year (e.g. low income, EL, etc.) should only be accounted for in that subgroup for the period of time they belonged to the subgroup.

For example: If a student was considered low income for only for 3 out of 9 months of the year their attendance should only be counted in the low income category for 3 months. This applies to all other categories such as homeless, EL and students with disabilities.

2. **CHRONIC TRUANTS.** For all students in this school enter (A.) the number of chronic truants. A chronic truant is a student who has been **absent without valid cause** from school attendance for 5% or more of the previous 180 regular attendance days.
3. **CHRONIC ABSENTEEISM.** For all students in the school enter (A.) the number of chronically absent students. In accordance with the Office for Civil Rights' guidance, a student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of **whether absences are excused or unexcused**. Include students who were **enrolled in the school for at least 10 school days** at any time during the school year, **and who missed 10% of the school days** in which they were enrolled in the school. Students should be counted once at each school he/she attends. **Only students who miss 50% or more of a school day should be counted as absent.**

For example: If a student is enrolled in school A for half the school year and school B for the other half of the school year, this student should be counted at both school A and B. For state institutions (juvenile justice school and department of health service schools), student must be enrolled in a state institution for 60 school days before Chronic Absenteeism starts being collected.

4. PARENTAL CONTACT. Enter (A.) the percent of students whose parents had personal contact with their students' teachers. Teachers include all certified staff, such as student counselors and administrators. Count students only once; there should not be multiple counts. **Exclude** form letters or notices; parental letters/calls relating to student absences; regular notification of grades; student progress report cards; school report cards; attendance at school athletic, music, drama events, and other co-curricular activities. Record to nearest one decimal place. Enter 100 percent as 100.0%.

5. SCHOOLYEAR. Enter (A.) the number of days school was in session (students were in attendance) during the 2017-18 school year.

6. HEALTH AND WELLNESS. Enter (A.) the average number of days per week of physical education per student. It is the total number of days per week of physical education for all students divided by the total number of students. Health education classes in middle and high school should be included, recesses should not counted. Record to nearest one decimal. The data range should be between 0 and 5.

For example: In a K-2 school with 20 students in kindergarten, 20 students in grade 1 and 10 students in grade 2 and grades K-1 have PE 5 days/week and Grade 2 has PE 3 days/week, the calculation would be:

$$[20 \text{ KG} \times 5(\text{days/week})] + [20 \text{ 1}^{\text{st}} \text{ Grade} \times 5] + [10 \text{ 2}^{\text{nd}} \text{ Grade} \times 3] / [\text{Total Enrollment}] =$$

$$(100 + 100 + 30) / (50) =$$

$$230 / 50 = 4.6$$

7. ELEMENTARY CLASS SIZE.

- A. Enter the total number of all sections/classes taught by grade level for grades KG through 8th as of the first regular day of classes in May. If grades 6, 7, or 8 are "departmentalized" (i.e. dedicated subject teacher instead of self-contained classrooms) enter all sections/classes in the second instructional period.
- B. For departmentalized 6th, 7th, or 8th grade only: Enter the total number of all sections/classes taught by grade level in the fifth instructional period.
- C. Enter the total enrollment in sections/classes referenced in (A.).
- D. Enter the total enrollment in sections/classes referenced in (B.).

Notes:

- The data entered should reflect enrollment as of the first day of classes in May.
- Do not count study hall, physical education, or self-contained special education classes.
- For grade levels having self-contained classes (usually KG – 5th), consider each class as one section at the respective grade levels.
- In the case of split classes, such as a combined 3rd and 4th grade class, enter the sum of 3rd and 4th grade students in the class as the enrollment for both the 3rd and 4th grades.
- A half-day kindergarten class counts as one class or section.

8. AMOUNT OF TIME DEVOTED TO MATHEMATICS, SCIENCE, ENGLISH, AND SOCIAL SCIENCE AT GRADES 3, 6 and 8.

Enter the average number of minutes allocated during the 5-day school week for instruction in mathematics, science, English and social science at grade levels 3, 6 and 8. English includes time for instruction in reading, spelling and other language arts. The average should reflect the average number of minutes of instruction delivered to all classes for that grade level.

For example: In a school with 6 third grade teachers who allocate 200, 210, 225, 190, 200 and 211 minutes to mathematics instruction per week, the average number of minutes per week would be: $(200+210+225+190+200+211)/6 = 206$.

9. HIGH SCHOOLCLASS SIZE.

- A. Enter the total number of all sections/classes in the second instructional period on the first regular day of classes in May for grades 9 through 12.
- B. Enter the total number of all sections/classes in the fifth instructional period on the first regular day of classes in May for grades 9 through 12.
- C. Enter the total enrollment in sections/classes referenced in (A.).
- D. Enter the total enrollment in sections/classes referenced in (B.).

Note: Do not count study hall, physical education, or self-contained special education classes.

ILLINOIS STATE BOARD OF EDUCATION
Data Analysis and Progress Reporting
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 Springfield, Illinois 62777-0001

2017-2018 SCHOOL REPORT CARD
DATA COLLECTION FORM

ALL GRADES IN THIS SCHOOL

1. STUDENT ATTENDANCE (For the 2017-2018 school year)

A. Total number of **attendance days** for all pupils in this school.

ALL	GENDER		RACE/ETHNICITY							EL	Homeless	STUDENTS WITH IEPs	FREE/ REDUCED-PRICE LUNCH
	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	Am. Indian/ Alaskan Nat.	Two or More Races				

B. Total number of **absence days** for all pupils in this school

ALL	GENDER		RACE/ETHNICITY							EL	Homeless	STUDENTS WITH IEPs	FREE/ REDUCED-PRICE LUNCH
	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	Am. Indian/ Alaskan Nat.	Two or More Races				

EL – English learner students who are eligible for bilingual education.

Homeless - Students who do not have a permanent and adequate home.

Students with IEPs - Include all students with IEPs. Exclude students that only have a Section 504 plan

Low-income students - Students Aged 0 – 22 that receive or live in households that receive Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance to Needy Families (TANF); classified as homeless, migrant, runaway, Head Start, or foster child from local coordinator/State agency; or living in household where the household income meets the United States Department of Agriculture (USDA) income guidelines to receive free or reduced-price meals.

2. CHRONIC TRUANTS

_____ A. Number of chronic truants for this school

3. CHRONIC ABSENTEEISM

A. Number of students who are enrolled in the school year for at least 10 school days and absent 10% or more school days, including both excused and unexcused absences.

ALL	GENDER		RACE/ETHNICITY							EL	Homeless	STUDENTS WITH IEPs	FREE/ REDUCED-PRICE LUNCH
	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	Am. Indian/ Alaskan Nat.	Two or More Races				

4. PARENTAL CONTACT

_____ % A. Percent of students whose parents had personal contact with students' teachers. Record to nearest one decimal place.

5. SCHOOL YEAR

_____ A. Number of days school was in session (students attended) during the 2017-2018 school year) (Do not count institute days or parent/teacher conference days.)

6. HEALTH AND WELLNESS

_____ A. Average number of days per week of PE per student.

7. TEACHER ABSENCE.

_____ A. Total teacher FTE count for those teachers with at least 10 days of absences. Record to nearest two decimal places.

ELEMENTARY GRADES IN THIS SCHOOL

8. ELEMENTARY CLASS SIZE (On the first regular day of classes in May 2018)

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	A	A	A	A	A	A	A B	A B	A B
Number of Sections/Classes (on the first regular day of classes in May 2018)	_____	_____	_____	_____	_____	_____	_____	_____	_____
Total Enrollment in these Sections/Classes (on the first regular day of classes in May 2018)	C	C	C	C	C	C	C D	C D	C D

ELEMENTARY GRADES IN THIS SCHOOL (Continued)

9. AMOUNT OF TIME DEVOTED TO MATHEMATICS, SCIENCE, ENGLISH AND SOCIAL SCIENCE IN GRADES 3, 6, AND 8

AVERAGE NUMBER OF MINUTES PER WEEK FOR INSTRUCTION

	Mathematics	Science	English (See definition)	Social Science
Grade 3	_____	_____	_____	_____
Grade 6	_____	_____	_____	_____
Grade 8	_____	_____	_____	_____

SECONDARY GRADES IN THIS SCHOOL

10. HIGH SCHOOL CLASS SIZE (On the first regular day of classes in May 2018.)
GRADES 9 THROUGH 12:

		Second Period	Fifth Period
On the first regular school day in May 2018:	Total number of core classes/sections in school	_____	_____
	Total enrollment in these core classes/sections	_____	_____