

East St Louis SD 189



2022 - 2023

District Superintendent

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District Provided Statement

Not available.

About the Report Card

State and federal laws require public school districts to release report cards to the public each year.

The federal Every Student Succeeds Act requires that states annually assign schools a summative designation that meaningfully differentiates school performance based on multiple performance measures. All states were offered a waiver of this requirement for school year 2020-2021 due to the impact of COVID-19. For more information about Illinois' accountability system please visit www.isbe.net/summative.

For additional information, refer to the [Public Business Rules for 2023 Report Card Metrics](#) and the [2023 Glossary of Terms](#).

District Snapshot

Percent of Adequacy : 95.9%

Chronic Absenteeism : 64.5%

Principal Turnover : 2

Schools in District : 10

Senate District : 57 **House District** : 114

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Proficiency

What is it?

The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for ELA, math, and science. Each state may also have a general assessment for the majority of its students and an alternate assessment for the 1 percent of students with the most significant cognitive disabilities. The All Test Proficiency measure is the proficiency rate for students combining all tests. A rate is calculated for ELA, math, and science.

ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	13.3% *	11.0% *	15.6% *	* *	12.5% *	13.2% *	9.1% *	* *	50.0% *	* *	33.3% *	3.1% *
State	34.6% *	30.3% *	39.1% *	58.8% *	44.9% *	16.1% *	22.2% *	62.8% *	41.9% *	27.8% *	38.6% *	15.6% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	3.1% *	3.1% *	13.3% *	8.8% *	* *	8.7% *	100.0% *
State	8.7% *	9.4% *	19.9% *	11.7% *	9.0% *	12.6% *	38.3% *

Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	5.8% *	6.1% *	5.5% *	* *	4.2% *	5.7% *	11.6% *	* *	0.0% *	* *	0.0% *	2.1% *
State	26.9% *	28.4% *	25.2% *	42.2% *	36.7% *	8.0% *	14.3% *	60.9% *	32.7% *	20.7% *	30.0% *	13.1% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	2.1% *	3.2% *	5.8% *	3.6% *	* *	4.3% *	100.0% *
State	7.9% *	7.7% *	12.5% *	6.2% *	6.5% *	6.7% *	28.9% *

* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Proficiency (cont)

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	22.0% *	23.0% *	20.0% *	* *	41.0% *	21.0% *	15.0% *	* *	0.0% *	* *	50.0% *	3.0% *
State	51.0% *	51.0% *	51.0% *	74.0% *	65.0% *	25.0% *	38.0% *	76.0% *	56.0% *	44.0% *	55.0% *	29.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	3.0% *	13.0% *	21.0% *	7.0% *	* *	12.0% *	100.0% *
State	18.0% *	17.0% *	35.0% *	24.0% *	28.0% *	25.0% *	57.0% *

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High School Graduation Rate

What is it?

This shows the percentage of graduating students who entered ninth grade for the first time four, five, or six years prior to the year being reported. Graduation Rate is calculated based on ESSA High School Graduation Rate guidance found [here](#). Students are reported at the school where students attend (home school). The cohort is based on the number of students who enter Grade 9 for the first time, adjusted by adding into the cohort any student who transfers in later during Grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

4 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	68.7%	63.9%	74.6%	*	50.0%	68.9%	‡	*	*	*	‡	58.2%
State	87.6%	85.6%	89.7%	82.5%	90.7%	80.1%	85.5%	94.7%	91.6%	82.2%	84.2%	78.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	58.2%	‡	69.5%	73.5%	*	36.4%	*
State	72.3%	77.3%	81.2%	69.4%	52.4%	56.0%	89.0%

5 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	70.8%	61.7%	79.5%	*	‡	71.5%	‡	*	‡	*	‡	59.5%
State	89.1%	87.2%	91.2%	90.0%	91.7%	82.4%	87.7%	95.6%	88.4%	84.2%	86.5%	80.9%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	58.0%	‡	72.2%	70.0%	*	54.5%	*
State	75.9%	81.6%	82.9%	72.0%	83.3%	57.7%	90.5%

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High School Graduation Rate (cont)

6 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	74.5%	70.6%	78.4%	*	‡	75.4%	‡	*	*	*	‡	71.4%
State	89.3%	87.1%	91.6%	*	92.3%	82.2%	87.3%	96.7%	91.6%	82.5%	86.0%	81.1%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	71.0%	‡	75.5%	72.6%	*	41.7%	*
State	76.8%	80.8%	83.2%	70.6%	60.0%	62.1%	91.4%

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Community College Remediation

What is it?

This shows the percentage of students who graduated with a regular high school diploma from a public high school in Illinois and enrolled in a two-year or four-year college in the United States within 12 or 16 months.

12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
District	41.3%	*	*	29.7%	11.6%	0.0%
State	64.8%	*	*	39.7%	25.1%	0.0%

16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
District	41.9%	*	*	29.7%	12.2%	0.0%
State	65.6%	*	*	39.9%	25.7%	0.0%

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School Level Finances

What is it?

Average spending per student at this school, as collected through the unaudited ESSA Site-Based Expenditure Report. Districts report the actual dollars spent in the previous school year, including site-level costs (like school staff) and districtwide centralized costs allocated to each individual school (like transportation and central office staff), divided by the school's enrollment. Districts also report whether federal or state/local sources funded the spending.

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
District	4,667	\$3,874	\$13,229	\$17,103	\$1,641	\$6,269	\$7,910	\$5,516	\$19,498	\$25,013	\$26,826,582	\$143,575,668

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School Level Finances (cont)

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
District	4,667	\$3,874	\$13,229	\$17,103	\$1,641	\$6,269	\$7,910	\$5,516	\$19,498	\$25,013
SIU Charter Sch of East St Louis	108	\$1,262	\$0	\$1,262	\$1,641	\$6,269	\$7,910	\$2,904	\$6,269	\$9,172
East St Louis Senior High School	1,177	\$3,047	\$13,392	\$16,439	\$1,641	\$6,269	\$7,910	\$4,689	\$19,661	\$24,349
Mason/Clark Middle Sch	600	\$4,141	\$11,602	\$15,744	\$1,641	\$6,269	\$7,910	\$5,782	\$17,871	\$23,654
East St Louis-Lincoln Middle School	447	\$5,549	\$16,033	\$21,582	\$1,641	\$6,269	\$7,910	\$7,190	\$22,302	\$29,492
Dunbar Elem School	344	\$4,522	\$11,701	\$16,223	\$1,641	\$6,269	\$7,910	\$6,163	\$17,970	\$24,133
Annette Officer Elementary	339	\$3,853	\$13,507	\$17,360	\$1,641	\$6,269	\$7,910	\$5,494	\$19,776	\$25,270
Katie Harper-Wright Elem	392	\$3,833	\$11,961	\$15,794	\$1,641	\$6,269	\$7,910	\$5,474	\$18,230	\$23,704
Wyvetter Younge School of Excellence	413	\$3,099	\$14,151	\$17,250	\$1,641	\$6,269	\$7,910	\$4,740	\$20,420	\$25,160
Vivian Adams Early Child Ctr	416	\$2,123	\$15,282	\$17,404	\$1,641	\$6,269	\$7,910	\$3,764	\$21,550	\$25,314
James Avant Elementary School	331	\$5,361	\$12,934	\$18,295	\$1,641	\$6,269	\$7,910	\$7,002	\$19,203	\$26,205

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Student Attendance

What is it?

This shows the average daily attendance at this school. This is a weighted measure of the number of days present relative to the total number of potential attendance days.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	82.4%	82.5%	82.4%	91.4%	87.0%	82.3%	83.0%	*	96.0%	66.7%	85.9%	81.6%
State	91.2%	91.3%	91.1%	88.8%	92.8%	88.2%	89.9%	93.6%	91.3%	89.8%	91.1%	89.4%

	Students with IEPs	English Learners	Low Income
District	81.6%	83.8%	82.4%
State	89.3%	90.4%	89.2%

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Student Mobility Rate

What is it?

A school's student mobility rate is the percentage of students who experienced at least one transfer in or out of the school between the first school day of October and the last school day of the year. Graduates are not included.

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	16.4%	18.3%	14.4%	‡	50.0%	16.0%	16.7%	*	‡	‡	32.3%	16.8%
State	7.4%	7.7%	7.2%	13.4%	4.8%	13.3%	8.0%	7.7%	8.5%	10.8%	8.2%	6.9%

	Students with IEPs	English Learners	Low Income	Homeless
District	16.8%	‡	16.0%	45.2%
State	7.5%	10.9%	10.2%	29.8%

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Chronic Absenteeism Rate

What is it?

This shows the percentage of students who miss 10 percent or more of school days per year either with or without a valid excuse. Illinois law defines “chronic absentee” as a student who misses 10 percent of school days within an academic year with or without a valid excuse. That’s 18 days of an average 180-day school year. Excused absences include illness, suspension, need to care for a family member, etc. Students need daily instruction in order to succeed. Chronic absentees are at risk of academic and social problems.

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	64.5%	64.6%	64.5%	‡	41.7%	64.7%	68.8%	*	‡	‡	70.6%	64.7%
State	28.3%	27.9%	28.7%	39.0%	20.7%	42.1%	34.5%	18.5%	29.0%	35.6%	29.1%	35.3%

	Students with IEPs	English Learners	Low Income
District	64.8%	64.3%	64.4%
State	36.2%	33.2%	38.2%

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
District	*	57.8%	55.8%	53.7%	43.3%	40.1%	47.4%	51.6%	59.5%	61.3%	84.9%	89.3%	84.8%	93.3%
State	*	33.6%	27.5%	24.3%	22.0%	20.8%	20.6%	22.6%	24.8%	26.6%	30.7%	34.1%	36.8%	42.7%

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Dropout Rate

What is it?

This shows the percentage of students who are removed from the local enrollment roster before the end of a school term. Dropouts include students in Grades 9-12 whose names have been removed for any reason, including moved not known to be continuing, transfer to GED-program, and aged out. The percentage does not include death, extended illness, graduation/completion of a program of studies, transfer to another public/private/home school, or expulsion.

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	8.4%	8.8%	8.0%	‡	‡	8.3%	‡	‡	‡	‡	‡	5.4%
State	2.9%	3.2%	2.6%	2.5%	2.1%	5.1%	3.2%	1.0%	3.2%	4.6%	3.7%	2.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant
District	5.4%	‡	8.4%	13.4%	‡
State	3.2%	3.7%	4.3%	8.2%	10.7%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	9.0%	13.3%	17.0%	9.3%
State	2.4%	4.7%	4.9%	4.0%

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