

Anderson Elem School
St Charles CUSD 303
St Charles, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K 1 2 3 4 5

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

Starting in 2009, charter school information is included in district statistics.

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	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	69.9	1.3	21.7	5.5	0.0	1.3	0.2	31.9	15.3	21.2		0.0	3.3	95.7	452
District	82.0	1.4	9.7	4.8	0.1	0.4	1.6	12.8	3.6	14.9		0.2	5.1	95.4	13,836
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

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.

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 18 or more of the last 180 school days.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	100.0	--	--	--	--
District	99.2	18.4	18.0	13.5	274.6
State	96.0	18.8	18.9	13.6	211.3

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	21.7	18.3	21.0	23.7	27.0	23.7				
District	22.7	23.1	24.0	24.5	26.4	25.3				
State	20.9	21.6	21.8	22.3	22.9	23.3				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

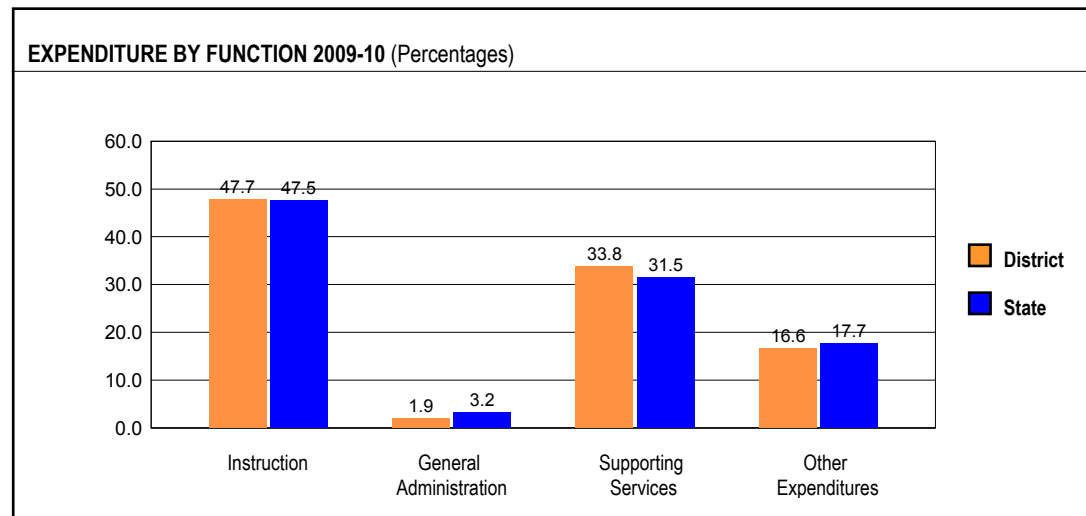
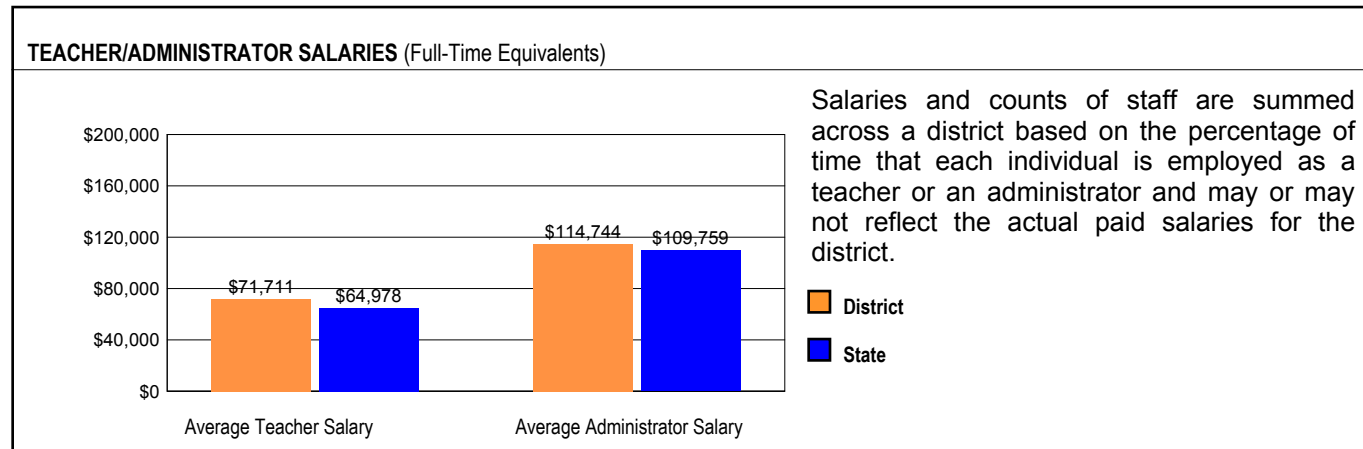
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	50			30			154			30		
District	50			30			154			30		
State	60			30			143			30		

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	96.2	0.6	2.2	0.4	0.1	0.0	0.6	0.0	24.1	75.9	855
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	12.4	26.9	73.1	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

Some teacher/administrator data are not collected at the school level.

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$140,212,666	83.6	58.9	Education	\$119,468,948	72.1	72.9
Other Local Funding	\$9,052,156	5.4	6.4	Operations & Maintenance	\$14,609,755	8.8	6.0
General State Aid	\$4,326,243	2.6	14.9	Transportation	\$7,943,860	4.8	3.8
Other State Funding	\$8,092,474	4.8	7.5	Debt Service	\$18,182,873	11.0	7.2
Federal Funding	\$5,982,603	3.6	12.4	Tort	\$1,206,696	0.7	1.2
TOTAL	\$167,666,142			Municipal Retirement/ Social Security	\$4,049,782	2.4	1.9
				Fire Prevention & Safety	\$0	0.0	0.7
				Site & Construction/ Capital Improvement	\$228,595	0.1	6.4
				TOTAL	\$165,690,509		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$275,343	4.09	\$6,332	\$11,588
State	**	**	\$6,773	\$11,537

** 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.

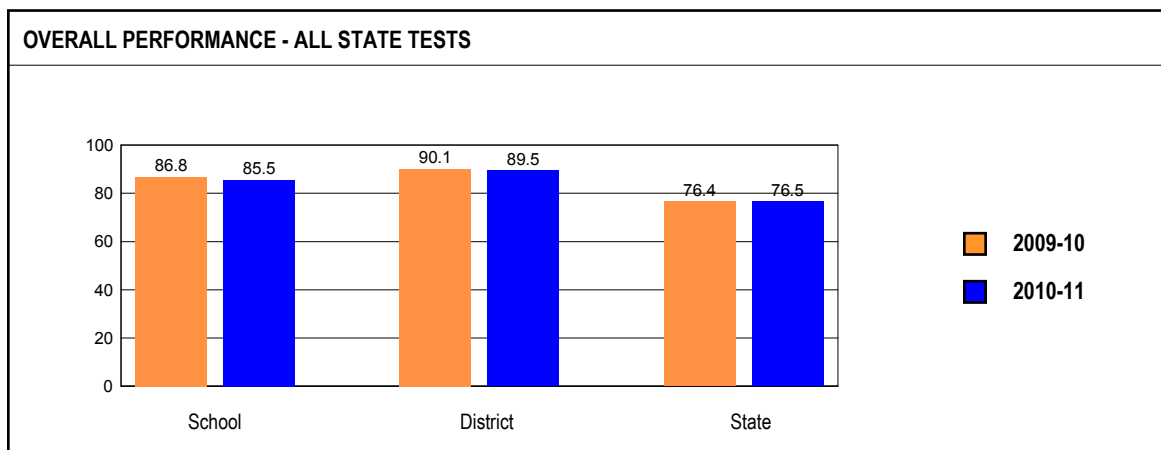
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

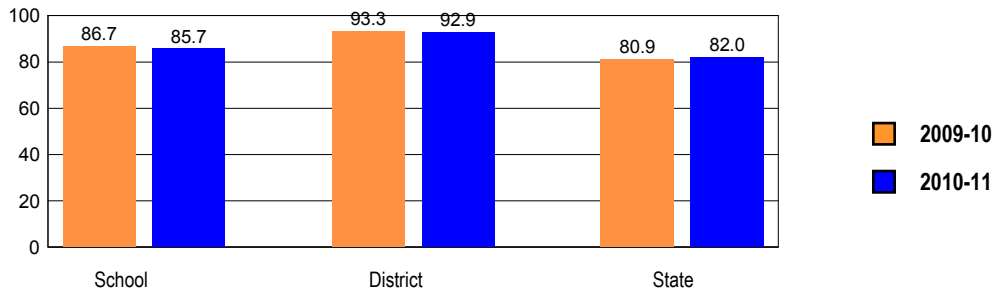
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

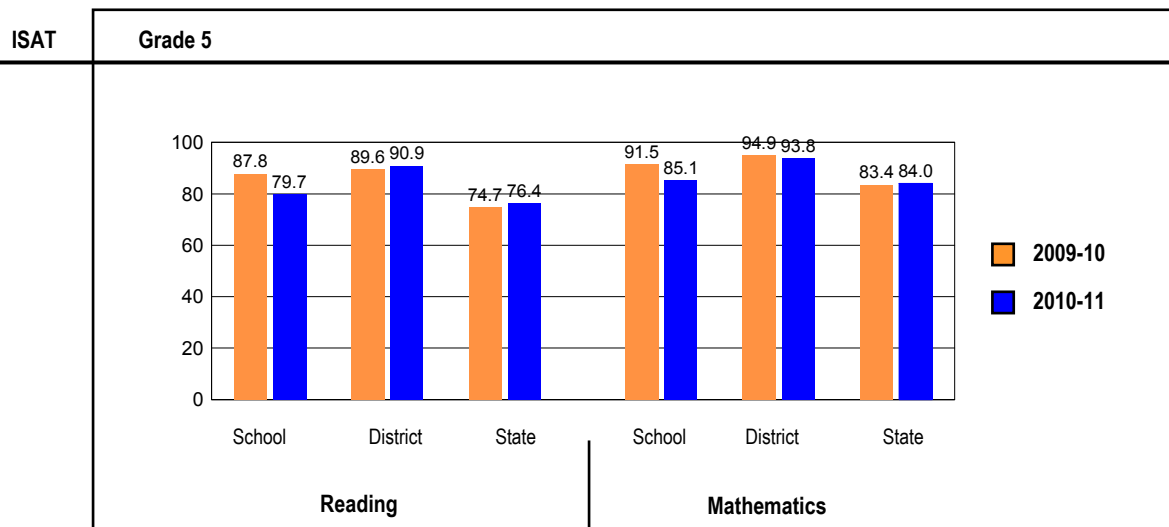
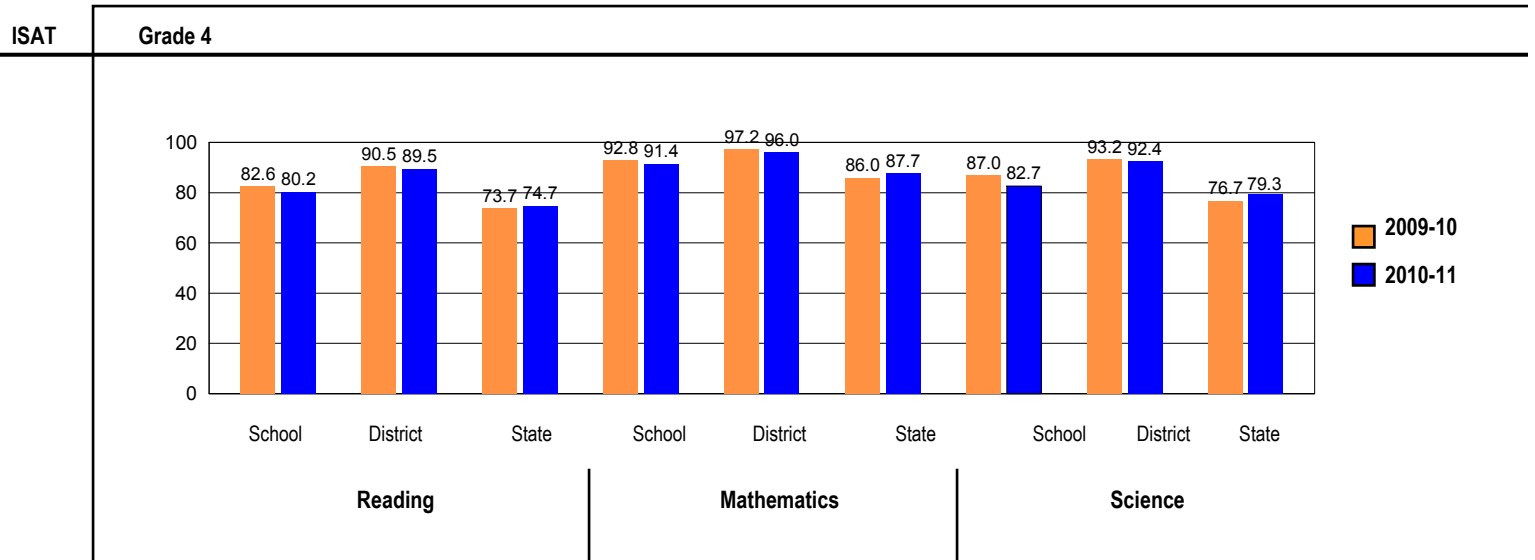
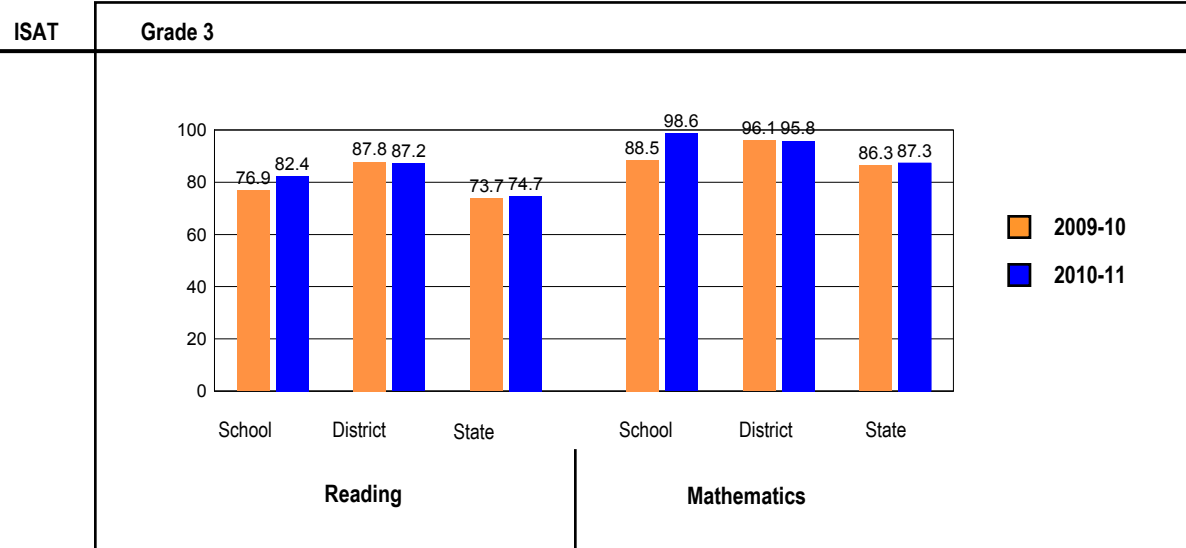


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE 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.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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 READING															
		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	231	113	118	173	6	37	13	0	1	1	18	0	51	58
	Reading	0.0	0.0	0.0	0.0		0.0	0.0				0.0		0.0	0.0
District	*Enrollment	7,470	3,838	3,632	6,171	112	667	356	2	28	134	199	0	1,099	875
	Reading	0.3	0.2	0.4	0.3	0.9	0.4	0.0		3.6	0.0	0.0		0.8	0.6
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

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	231	113	118	173	6	37	13	0	1	1	18	0	51	58
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0				0.0		0.0	0.0
District	*Enrollment	7,474	3,840	3,634	6,171	112	671	356	2	28	134	203	0	1,100	879
	Mathematics	0.3	0.2	0.4	0.3	0.9	0.4	0.0		3.6	0.0	0.0		0.8	0.6
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		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	81	35	46	61	3	14	3	0	0	0	5	0	18	19
	Science	0.0	0.0	0.0	0.0		0.0							0.0	0.0
District	*Enrollment	3,265	1,682	1,583	2,691	47	299	161	2	12	53	74	0	461	372
	Science	0.6	0.5	0.8	0.6	2.1	0.7	0.0		8.3	0.0	0.0		2.0	1.3
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores 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. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3**Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	1.4	16.2	44.6	37.8	0.0	1.4	44.6	54.1
District	1.9	10.9	45.1	42.1	0.7	3.5	31.3	64.5
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	2.5	20.0	40.0	37.5	0.0	2.5	45.0	52.5
	District	2.1	12.9	45.4	39.7	1.0	3.2	31.4	64.4
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	School	0.0	11.8	50.0	38.2	0.0	0.0	44.1	55.9
	District	1.7	8.8	44.8	44.8	0.4	3.7	31.2	64.7
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	1.8	10.7	42.9	44.6	0.0	1.8	35.7	62.5
	District	1.3	8.4	45.6	44.7	0.5	2.3	29.1	68.1
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	School	0.0	41.7	50.0	8.3	0.0	8.3	75.0	16.7
	District	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
	State								
Hispanic	School	0.0	35.7	50.0	14.3	0.0	0.0	78.6	21.4
	District	7.0	28.0	42.0	23.0	1.0	13.9	48.5	36.6
	State	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	School	2.1	10.4	41.7	45.8	2.1	0.0	27.1	70.8
	District	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
	State								
Native Hawaiian/Pacific Islander	School								
	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	School								
	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	School	0.0	6.7	46.7	46.7	0.0	6.7	13.3	80.0
	District	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4
	State								

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	6.3	50.0	25.0	18.8	0.0	6.3	56.3	37.5
	District	6.1	33.5	39.1	21.2	2.2	9.6	52.2	36.0
	State	20.9	35.2	33.4	10.4	9.2	21.3	46.9	22.5
Non-IEP	School	0.0	6.9	50.0	43.1	0.0	0.0	41.4	58.6
	District	1.0	6.0	46.4	46.6	0.4	2.2	26.8	70.7
	State	3.6	17.2	49.6	29.5	2.0	8.2	42.6	47.2

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	30.0	50.0	20.0	0.0	5.0	55.0	40.0
District	7.1	27.9	45.7	19.3	2.1	12.1	51.8	34.0
State	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible								
School	1.9	11.1	42.6	44.4	0.0	0.0	40.7	59.3
District	1.0	8.2	45.0	45.8	0.5	2.1	27.9	69.5
State	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	19.8	44.4	35.8	1.2	7.4	53.1	38.3	0.0	17.3	64.2	18.5
District	0.4	10.1	37.5	52.0	0.8	3.2	45.7	50.4	0.7	6.9	62.5	30.0
State	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	28.6	42.9	28.6	0.0	8.6	54.3	37.1	0.0	17.1	65.7	17.1
District	0.6	11.6	39.8	48.0	0.9	3.2	42.8	53.1	0.8	6.2	58.7	34.3
State	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female												
School	0.0	13.0	45.7	41.3	2.2	6.5	52.2	39.1	0.0	17.4	63.0	19.6
District	0.2	8.6	35.2	56.1	0.6	3.2	48.6	47.6	0.6	7.6	66.3	25.5
State	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	18.0	39.3	42.6	1.6	3.3	49.2	45.9	0.0	13.1	67.2	19.7
	District	0.2	8.5	37.5	53.8	0.8	2.6	43.3	53.3	0.7	5.5	62.0	31.8
	State	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black	School	0.0	20.0	50.0	30.0	0.0	20.0	60.0	20.0	0.0	20.0	70.0	10.0
	District	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
	State												
Hispanic	School	0.0	14.3	71.4	14.3	0.0	21.4	64.3	14.3	0.0	21.4	64.3	14.3
	District	2.1	24.7	41.2	32.0	1.0	8.2	63.9	26.8	0.0	15.5	67.0	17.5
	State	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	School												
	District	0.0	7.7	25.0	67.3	0.0	1.9	40.4	57.7	1.9	9.6	57.7	30.8
	State	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian	School												
	District												
	State	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races	School												
	District	0.0	16.7	41.7	41.7	0.0	0.0	83.3	16.7	0.0	16.7	75.0	8.3
	State	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	55.6	33.3	11.1	0.0	11.1	72.2	16.7	0.0	33.3	55.6	11.1
	District	1.7	33.0	41.5	23.9	4.0	10.8	55.7	29.5	4.0	17.6	61.4	17.0
	State	4.9	56.0	29.4	9.8	5.7	29.0	55.0	10.3	9.9	31.2	50.1	8.8
Non-IEP	School	0.0	9.5	47.6	42.9	1.6	6.3	47.6	44.4	0.0	12.7	66.7	20.6
	District	0.1	5.5	36.7	57.6	0.1	1.7	43.7	54.5	0.0	4.8	62.7	32.5
	State	0.3	19.6	46.8	33.3	0.5	8.4	60.9	30.2	2.5	15.1	59.6	22.8

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	15.8	78.9	5.3	5.3	21.1	68.4	5.3	0.0	26.3	68.4	5.3
	District	1.6	31.7	47.2	19.5	3.3	9.8	70.7	16.3	0.8	22.0	64.2	13.0
	State	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible	School	0.0	21.0	33.9	45.2	0.0	3.2	48.4	48.4	0.0	14.5	62.9	22.6
	District	0.2	7.3	36.2	56.3	0.4	2.4	42.4	54.9	0.6	4.9	62.2	32.2
	State	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	20.3	45.9	33.8	2.7	12.2	55.4	29.7
District	0.1	9.0	45.8	45.2	0.3	5.9	52.7	41.1
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	21.6	48.6	29.7	5.4	13.5	51.4	29.7
	District	0.2	10.6	47.6	41.7	0.6	6.5	51.7	41.2
	State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female	School	0.0	18.9	43.2	37.8	0.0	10.8	59.5	29.7
	District	0.0	7.3	43.8	48.9	0.0	5.3	53.7	41.1
	State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	11.1	48.1	40.7	1.9	7.4	59.3	31.5
	District	0.1	6.8	43.8	49.2	0.2	3.4	52.6	43.8
	State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	School								
	District	0.0	21.7	60.9	17.4	0.0	26.1	60.9	13.0
	State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic	School								
	District	0.0	25.8	55.1	19.1	1.1	24.2	54.9	19.8
	State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian	School								
	District	0.0	8.7	52.2	39.1	0.0	4.3	47.8	47.8
	State	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian	School								
	District								
	State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races	School								
	District	0.0	10.0	50.0	40.0	0.0	10.0	50.0	40.0
	State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	60.0	40.0	0.0	13.3	26.7	60.0	0.0
	District	0.6	36.1	48.8	14.5	1.8	23.4	63.5	11.4
	State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP	School	0.0	10.2	47.5	42.4	0.0	8.5	54.2	37.3
	District	0.0	3.7	45.2	51.2	0.0	2.5	50.5	47.0
	State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	22.2	55.6	22.2	5.6	27.8	50.0	16.7
District	0.0	26.6	58.6	14.8	0.8	20.8	60.8	17.7
State	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible								
School	0.0	19.6	42.9	37.5	1.8	7.1	57.1	33.9
District	0.1	6.4	43.9	49.5	0.2	3.7	51.5	44.6
State	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2011-12 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	83.2		Yes	92.3		Yes	95.7	Yes		
White	100.0	Yes	100.0	Yes	86.6		Yes	93.9		Yes				
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	48.9	44.5	Yes	82.2		Yes	95.7			
Economically Disadvantaged	100.0	Yes	100.0	Yes	84.4		Yes	80.0		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Anderson Elementary School Improvement Plan for 2011 – 2012

The mission of Anderson School is to provide all students the opportunity to grow academically, socially, physically, and emotionally in a safe and positive environment that promotes learning. This “School Report Card” has been compiled by the Illinois State Board of Education as a means by which school districts communicate local and statewide information to the public. The No Child Left Behind Act of 2001 (NCLB) requires schools to reach achievement targets which are used to calculate Adequate Yearly Progress (AYP). The purpose of this “School Report Card” is to communicate the school’s and district’s performance under the annual targets.

Achievement Results from 2011:

In the spring of 2011, our third, fourth, and fifth graders took the Illinois Standards Achievement Test (ISAT). This exam measures student performance against learning standards developed by the State of Illinois.

- At grade three, 82.4% of our students met/exceeded standards in reading, and 98.6% in math.
- At grade four, 80.2% of our students met/exceeded standards in reading, and 91.4% in math. Our 4th grade students also took the science tests with 82.7% of them meeting/exceeding standards.
- At fifth grade, 79.7% of our students met/exceeded standards in reading, and 85.1% in math.

For 2011 the state required percentage was 85% of students meeting or exceeding the state standard to meet AYP. In 2011, Anderson School met the requirements for AYP for all groups of students. In the school year 2009 2011, Anderson School did not meet AYP in a subgroup of students. We are pleased with the progress Anderson School has made to meet the requirements for AYP last year.

Each year the required percentage of students meeting or exceeding the state standards go up. In 2012, the state required percentage will be 92.5% of students meeting or exceeding the state standard. In 2014, it will be 100% of students meeting or exceeding the state standard.

Goals for the current year:

During the school year, our teachers meet in Professional Learning Communities (PLCs) and use the information from the ISAT tests, classroom tests, observations, district assessments, report cards, and parent surveys to set target areas for improvement. For the 2011-2012 school year, we will work toward goals in three areas:

- Increase the percentage of students meeting/exceeding standards in Reading so all students achieve AYP.
- Increase the percentage of students meeting/exceeding standards in Math so all students achieve AYP.
- Improve the school climate at Anderson School as measured on the District Affective Survey.

At staff meetings and on Institute Days teachers participate in professional development classes focused on improving instruction in reading, writing, math, and ways to help improve our affective goal. All together, these activities will raise the achievement for students to the goals we have identified.

Contact Information:

We want to know what you think. Please e-mail your comments and ideas to me, Jeff.Hildreth@d303.org or write me at Anderson Elementary School; 35W071 Villa Marie Road; St. Charles, IL 60174. Also, you may log onto the Community Unit School District 303 web site at www.d303.org. This site has links to our school web site, staff e-mail, curriculum information, and additional information about Anderson School or the school district.