

**ANDERSON ELEM SCHOOL
ST CHARLES CUSD 303
SAINT 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.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	78.9	1.8	14.5	4.2	0.5	0.0	11.5	4.1		0.0	5.0	95.7	565
District	86.1	1.2	6.4	4.4	0.4	1.5	5.5	1.7		0.2	5.4	94.7	13,694
State	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2		2.5	15.2	93.7	2,077,856

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.

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.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	96.8	20.1	18.4	13.9	216.7
State	96.1	18.8	18.8	13.9	230.6

* 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	23.5	21.0	24.3	23.3	27.0	27.3				
District	23.2	22.9	23.0	24.6	24.8	25.2				
State	20.9	21.0	21.3	21.8	22.5	22.8				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

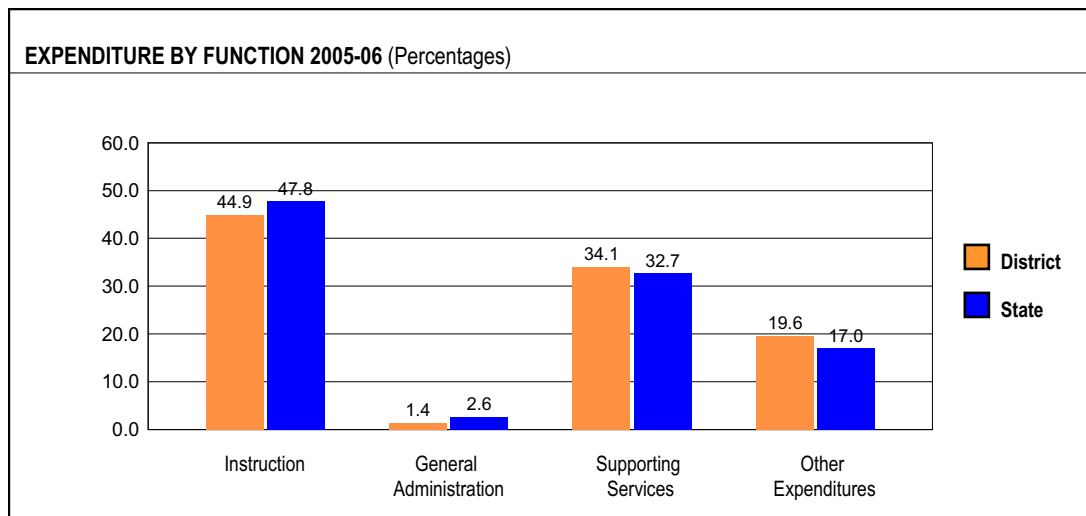
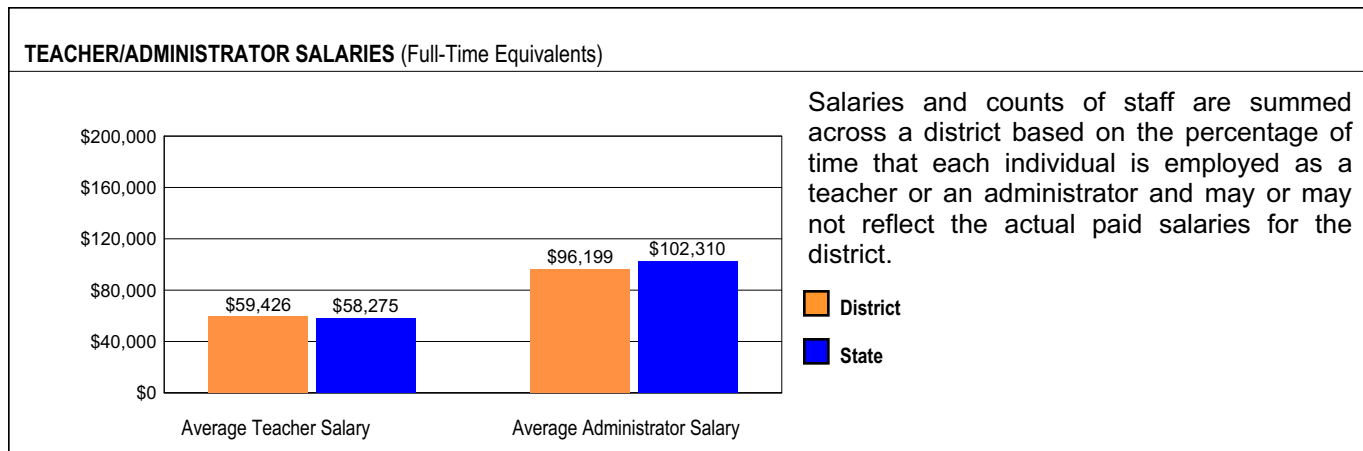
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	50			30			154			30		
District	50			30			154			30		
State	58			30			145			31		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.0	0.1	0.4	0.5	0.0	23.9	76.1	817
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

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	11.5	35.4	64.6	0.3	0.2
State	12.9	47.6	52.3	1.5	3.2

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2005-06				EXPENDITURE BY FUND 2005-06			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$114,596,949	81.1	58.8	Education	\$94,142,378	70.1	73.0
Other Local Funding	\$10,512,048	7.4	6.0	Operations & Maintenance	\$13,872,935	10.3	8.6
General State Aid	\$4,211,200	3.0	18.2	Transportation	\$5,806,609	4.3	3.9
Other State Funding	\$7,998,428	5.7	9.3	Bond and Interest	\$13,673,043	10.2	6.2
Federal Funding	\$3,922,049	2.8	7.7	Rent	\$0	0.0	0.0
TOTAL	\$141,240,674			Municipal Retirement/ Social Security	\$3,127,999	2.3	1.8
				Fire Prevention & Safety	\$0	0.0	1.1
				Site & Construction/ Capital Improvement	\$3,713,029	2.8	5.4
				TOTAL	\$134,335,993		

OTHER FINANCIAL INDICATORS				
	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per \$100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	\$209,867	4.27	\$4,953	\$9,345
State	**	**	\$5,567	\$9,488

** 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.

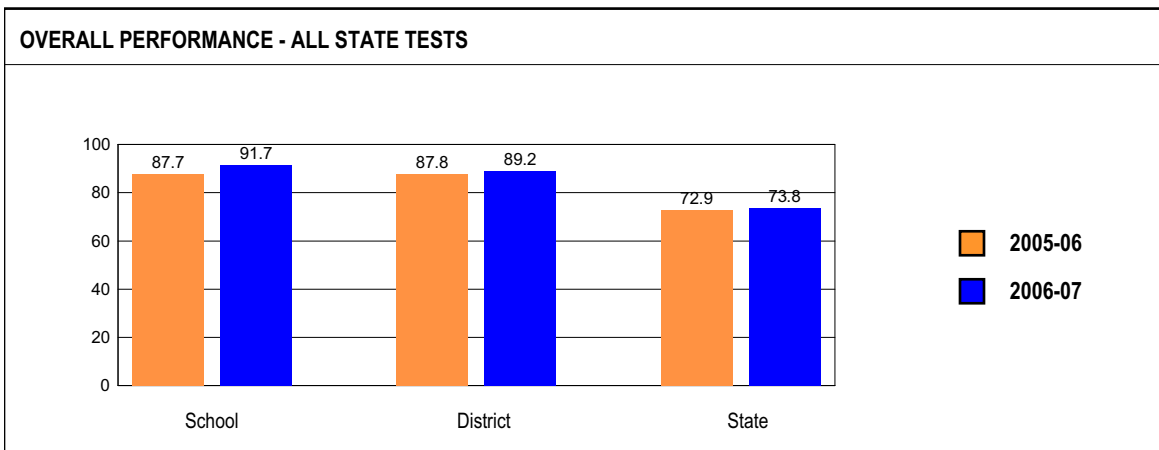
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

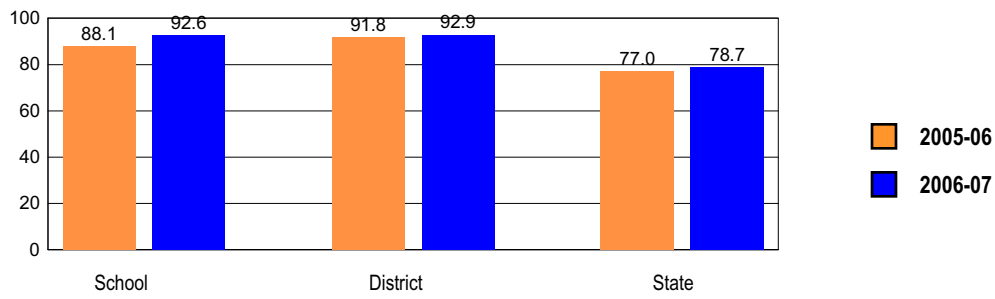
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

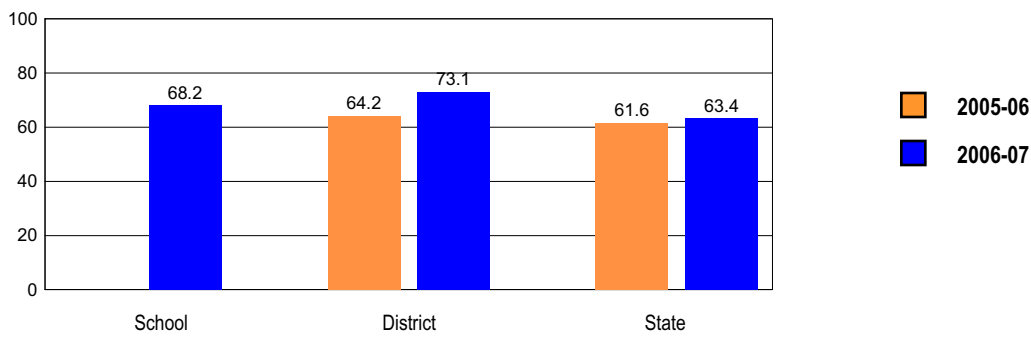
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics and science.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

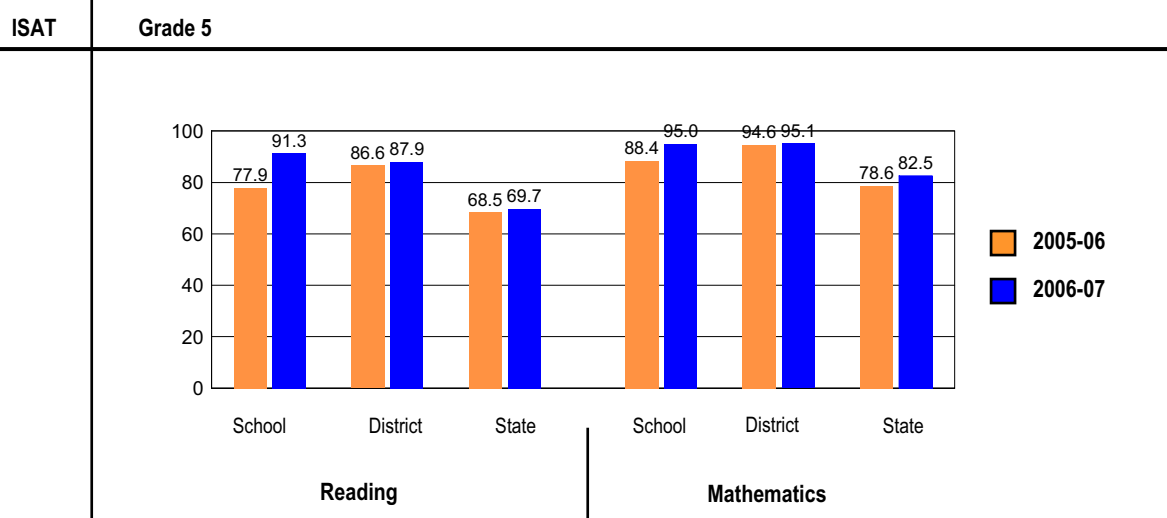
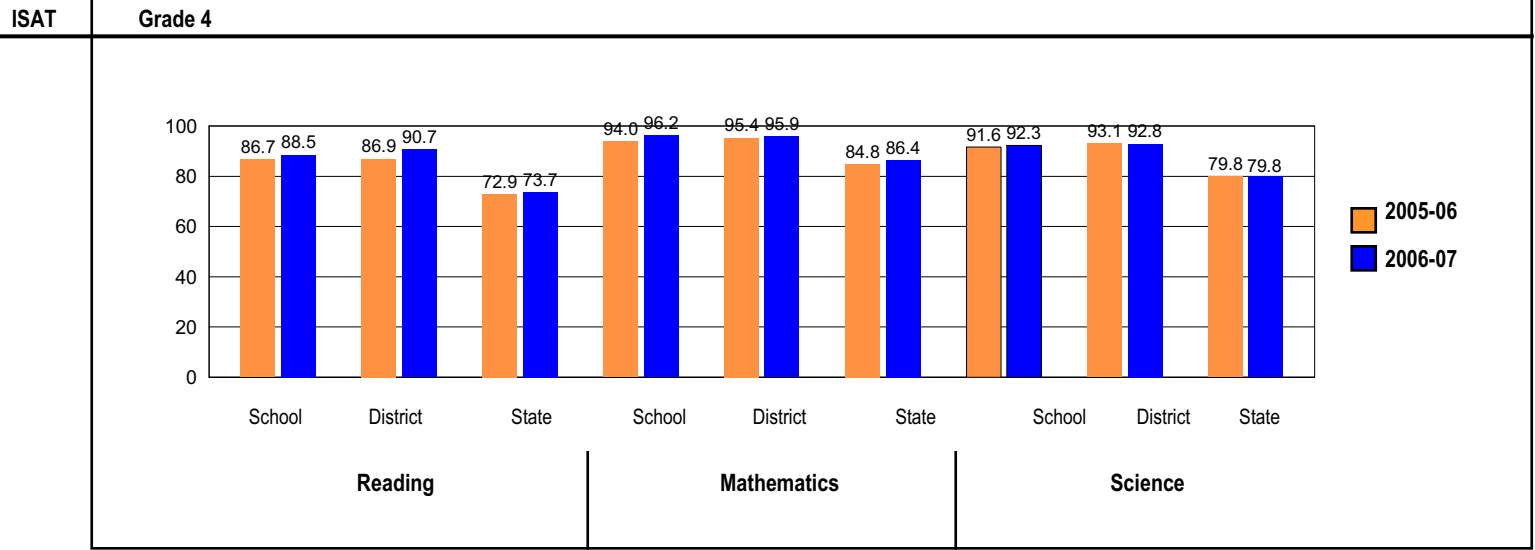
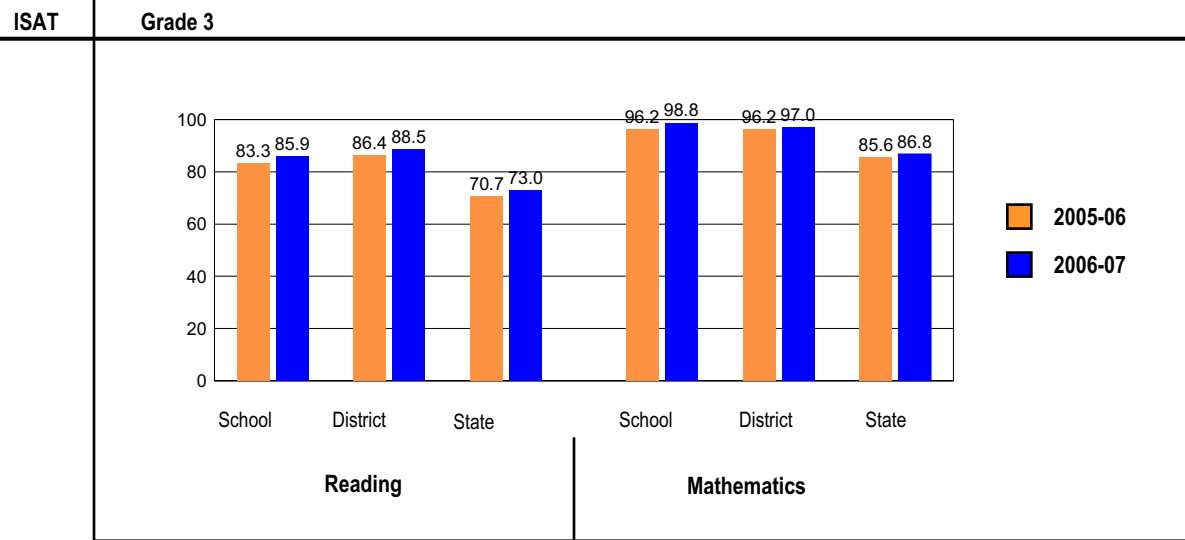


OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE



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 Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. 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.

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														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	256	130	126	209	2	34	10	1		11		41	26
	Reading	0.0	0.0	0.0	0.0		0.0	0.0			0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0			0.0		0.0	0.0
District	*Enrollment	7,425	3,849	3,576	6,390	95	453	331	34	122	134		1,007	424
	Reading	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.2	0.0
	Mathematics	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.2	0.0
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1
	Mathematics	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1

* Enrollment as reported during the testing windows.

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		0.0	14.1	41.2	44.7	0.0	1.2	32.9	65.9
District		1.7	9.8	49.1	39.4	0.3	2.7	32.4	64.6
State		5.3	21.7	48.8	24.1	3.7	9.5	44.7	42.0

Grade 3 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	17.0	40.4	42.6	0.0	0.0	31.9	68.1
	District	2.2	11.0	51.9	35.0	0.0	2.2	30.5	67.3
	State	7.0	24.3	47.5	21.2	4.3	9.4	43.2	43.1
Female	School	0.0	10.5	42.1	47.4	0.0	2.6	34.2	63.2
	District	1.2	8.6	46.1	44.1	0.6	3.3	34.4	61.7
	State	3.6	19.0	50.2	27.2	3.1	9.7	46.4	40.9

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	14.5	39.5	46.1	0.0	1.3	28.9	69.7
	District	1.6	9.3	48.8	40.3	0.3	1.9	31.7	66.0
	State	2.7	14.9	50.5	31.9	1.2	4.9	41.6	52.3
Black	School								
	District	0.0	10.0	50.0	40.0	0.0	0.0	50.0	50.0
	State	12.3	37.2	42.4	8.1	10.8	21.0	49.7	18.4
Hispanic	School								
	District	4.8	16.7	66.7	11.9	0.0	14.3	52.4	33.3
	State	6.1	28.2	52.2	13.5	3.5	11.7	53.8	31.0
Asian/Pacific Islander	School								
	District	0.0	8.3	43.8	47.9	0.0	2.1	22.9	75.0
	State	1.1	9.2	48.4	41.4	0.5	2.4	27.8	69.2
Native American	School								
	District								
	State	4.7	16.4	56.9	22.0	1.7	7.8	50.2	40.3
Multiracial/Ethnic	School								
	District	3.2	16.1	41.9	38.7	0.0	12.9	32.3	54.8
	State	4.9	22.3	50.0	22.8	2.8	9.9	47.9	39.5

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	37.5	31.3	31.3	0.0	6.3	50.0	43.8
	District	9.7	25.5	43.0	21.8	1.2	9.1	51.5	38.2
	State	19.9	37.2	32.7	10.2	11.2	18.8	47.0	23.0
Non-IEP	School	0.0	8.7	43.5	47.8	0.0	0.0	29.0	71.0
	District	0.2	7.0	50.2	42.6	0.1	1.5	28.9	69.5
	State	3.0	19.2	51.5	26.4	2.5	8.0	44.4	45.1

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	11.5	60.3	28.2	0.0	3.8	43.6	52.6	0.0	7.7	78.2	14.1
District	0.2	9.1	46.8	43.9	0.2	3.9	40.1	55.8	0.8	6.3	71.2	21.7
State	1.1	25.2	48.3	25.4	1.2	12.5	56.9	29.5	3.5	16.7	61.5	18.2

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	15.0	55.0	30.0	0.0	5.0	37.5	57.5	0.0	7.5	77.5	15.0
	District	0.2	12.3	47.6	39.9	0.2	4.4	40.7	54.6	0.8	6.8	68.4	23.9
	State	1.5	27.9	47.2	23.5	1.5	13.1	55.2	30.3	4.0	16.5	59.0	20.5
Female	School	0.0	7.9	65.8	26.3	0.0	2.6	50.0	47.4	0.0	7.9	78.9	13.2
	District	0.2	5.8	46.0	47.9	0.2	3.3	39.5	57.0	0.8	5.8	74.0	19.3
	State	0.6	22.5	49.5	27.4	0.8	11.9	58.7	28.7	3.0	17.0	64.2	15.8

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	10.6	59.1	30.3	0.0	4.5	40.9	54.5	0.0	7.6	77.3	15.2
	District	0.0	8.5	45.9	45.6	0.1	3.3	39.8	56.8	0.6	5.7	71.3	22.5
	State	0.5	17.0	49.4	33.2	0.5	6.8	55.1	37.6	1.1	8.6	64.4	25.8
Black	School	0.0	20.0	60.0	20.0	0.0	26.7	53.3	20.0	0.0	20.0	66.7	13.3
	District	0.0	20.0	60.0	20.0	0.0	26.7	53.3	20.0	0.0	20.0	66.7	13.3
	State	2.7	47.1	41.9	8.3	3.4	28.7	58.2	9.8	10.8	37.4	48.5	3.2
Hispanic	School	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	District	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	State	1.1	30.5	53.7	14.8	0.9	13.5	66.4	19.1	3.3	21.9	67.8	7.0
Asian/Pacific Islander	School	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	District	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	State	4.1	10.2	55.1	30.6	2.0	4.1	36.7	57.1	4.1	14.3	61.2	20.4
Native American	School	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	District	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	State	0.2	9.2	48.6	42.0	0.2	3.1	40.6	56.1	0.6	6.1	64.5	28.8
Multiracial/Ethnic	School	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	District	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	State	1.7	27.1	47.6	23.6	0.9	14.4	57.6	27.1	3.1	14.9	65.8	16.2
Multiracial/Ethnic	School	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	District	0.0	14.0	55.8	30.2	0.0	7.0	41.9	51.2	2.3	7.0	76.7	14.0
	State	0.0	15.0	40.0	45.0	0.0	12.9	59.8	26.1	0.0	5.0	80.0	15.0
Multiracial/Ethnic	School	0.0	15.0	40.0	45.0	0.0	12.9	59.8	26.1	0.0	5.0	80.0	15.0
	District	0.0	15.0	40.0	45.0	0.0	12.9	59.8	26.1	0.0	5.0	80.0	15.0
	State	1.0	25.7	49.4	23.9	1.2	12.9	59.8	26.1	3.2	16.3	65.4	15.1

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	30.0	60.0	10.0	0.0	0.0	90.0	10.0	0.0	20.0	80.0	0.0
	District	0.7	31.8	48.0	19.6	1.4	12.8	61.5	24.3	3.4	16.9	68.2	11.5
	State	5.1	53.8	31.8	9.3	5.4	30.1	52.5	12.0	9.4	28.9	53.2	8.5
Non-IEP	School	0.0	8.8	60.3	30.9	0.0	4.4	36.8	58.8	0.0	5.9	77.9	16.2
	District	0.1	5.1	46.6	48.2	0.0	2.3	36.3	61.4	0.4	4.5	71.7	23.5
	State	0.4	20.4	51.2	28.1	0.4	9.5	57.7	32.5	2.5	14.7	63.0	19.9

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	8.8	48.8	42.5	0.0	5.0	46.3	48.8
District	0.1	12.0	41.9	46.0	0.1	4.8	52.7	42.4
State	0.8	29.6	44.1	25.6	0.5	17.0	62.8	19.7

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	8.1	56.8	35.1	0.0	5.4	48.6	45.9
	District	0.2	14.2	42.7	42.9	0.2	5.2	51.7	42.8
	State	1.0	33.0	42.8	23.2	0.7	18.0	60.7	20.7
Female	School	0.0	9.3	41.9	48.8	0.0	4.7	44.2	51.2
	District	0.0	9.5	41.0	49.5	0.0	4.3	53.8	41.8
	State	0.5	26.0	45.5	28.1	0.4	15.9	64.9	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	10.8	43.1	46.2	0.0	6.2	40.0	53.8
	District	0.0	11.6	40.4	48.0	0.1	4.9	51.1	43.9
	State	0.4	20.5	45.3	33.8	0.2	9.7	64.3	25.8
Black	School								
	District	7.1	28.6	50.0	14.3	0.0	21.4	71.4	7.1
	State	2.0	53.2	36.6	8.2	1.6	38.2	55.1	5.1
Hispanic	School	0.0	0.0	80.0	20.0	0.0	0.0	80.0	20.0
	District	0.0	17.0	57.4	25.5	0.0	2.1	78.7	19.1
	State	0.7	35.0	49.6	14.7	0.3	18.1	70.5	11.1
Asian/Pacific Islander	School								
	District	0.0	10.9	54.3	34.8	0.0	0.0	54.3	45.7
	State	0.1	12.2	44.8	42.8	0.1	3.7	49.7	46.5
Native American	School								
	District								
	State	0.0	29.6	43.5	26.9	0.4	18.8	67.3	13.5
Multiracial/Ethnic	School								
	District	0.0	6.3	43.8	50.0	0.0	0.0	56.3	43.8
	State	0.8	28.9	45.7	24.7	0.4	16.6	64.7	18.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	36.4	36.4	27.3	0.0	18.2	63.6	18.2
	District	0.0	47.2	38.2	14.6	0.7	25.5	62.1	11.7
	State	4.2	62.2	26.1	7.6	2.6	41.5	50.0	5.9
Non-IEP	School	0.0	4.3	50.7	44.9	0.0	2.9	43.5	53.6
	District	0.1	6.5	42.5	50.9	0.0	1.6	51.3	47.1
	State	0.2	24.1	47.1	28.6	0.2	12.9	64.9	22.0

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	30.0	70.0	0.0	0.0	20.0	70.0	10.0
District	0.0	30.4	46.4	23.2	1.8	16.1	66.1	16.1
State	1.4	45.5	42.1	11.0	1.0	28.4	62.7	7.8
Not Eligible								
School	0.0	5.7	45.7	48.6	0.0	2.9	42.9	54.3
District	0.1	11.0	41.7	47.3	0.0	4.2	52.0	43.8
State	0.3	18.2	45.6	36.0	0.2	8.8	62.8	28.2

2007 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	2007-08 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2007-08 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		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	89.5		Yes	96.7		Yes	95.7	Yes		
White	100.0	Yes	100.0	Yes	89.0		Yes	97.5		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 72% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2006.

** Safe Harbor Targets of 55.0% 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 2007-2008

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 (NCLBA) requires states to establish annual 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. Our goal is to provide all students an education that helps them grow both academically and emotionally.

Findings for the Improvement Plan

This past spring, our third, fourth, and fifth graders took the Illinois Standards Achievement Test (ISAT). This exam measures student performance against a fixed set of learning standards developed by the State of Illinois. Full sets of the State standards are available in our LRC. At grade three, 85.9% of our students met or exceeded standards in reading, and 98.8% in math. At grade four, 88.5% of our students met or exceeded standards in reading, and 96.2% in math. Our 4th grade students also took the science tests with 92.3% of them meeting or exceeding standards. At fifth grade, 91.3% of our students met or exceeded standards in reading, and 95% in math. The federal law "No Child Left Behind" requires that all schools meet or exceed set standards. We have met or exceeded all the current requirements of the law. Each year our grade level Professional Learning Communities (PLCs) analyze our instructional program, at each grade level, to make sure that we will continue to meet or exceed the standards for all students.

We also use other data collected during the year. Students in grades 2-5 are taking reading and math tests monthly with the Tungsten Assessment program. This online assessment helps teachers understand how students are doing on the subcomponents of the Illinois State Standards in reading and math. This assessment data helps teachers make informed judgments about what adjustments are needed to help students learn the state standards. We also use the district affective survey with students that measures school climate and respect at Anderson School. We are continuing to develop common grade level assessments based on the essential state standards to improve the performance of students at Anderson School.

Goals for the Current Year

We use the information from the ISAT test scores, classroom tests and observations, district assessments, report cards, and parent surveys to set target areas for improvement. For the 2007-2008 school year, we will work toward goals in three areas:

- Improve comprehension and word strategies in reading as identified by grade level PLCs, based on student data.
- Increase the annual percentage of meets/exceeds students for Math, in each area identified by the grade level PLCs from student data.
- Improve the school climate at Anderson School as measured on the District Affective Survey.

At staff meetings and on Institute Days, when your children do not attend school, teachers will participate in professional development classes focused on improving instruction in reading, writing, and ways to help improve our affective goal. All together, these activities will help address 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 on to 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.