

Davis Primary School
St Charles CUSD 303
St Charles, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K 1 2

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	65.7	2.7	27.0	2.1	0.2	0.0	2.3	39.1	20.9	18.6		0.0	8.3	95.3	522
District	81.5	1.5	9.9	5.0	0.0	0.4	1.7	13.1	3.5	14.0		0.8	6.4	96.1	13,672
State	51.0	18.0	23.6	4.2	0.1	0.3	2.8	49.0	9.4	13.6		8.6	13.1	94.4	2,066,692

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	99.4	18.8	17.6	13.3	270.7
State	95.3	18.9	18.8	13.7	205.0

* 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	23.7	24.7	27.2							
District	22.4	22.9	23.3							
State	20.9	21.2	21.5							

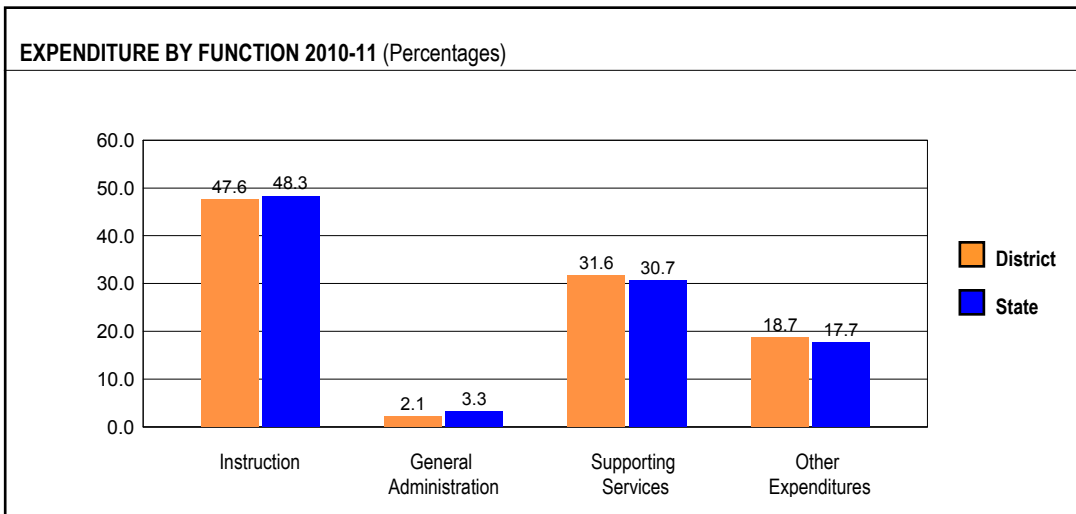
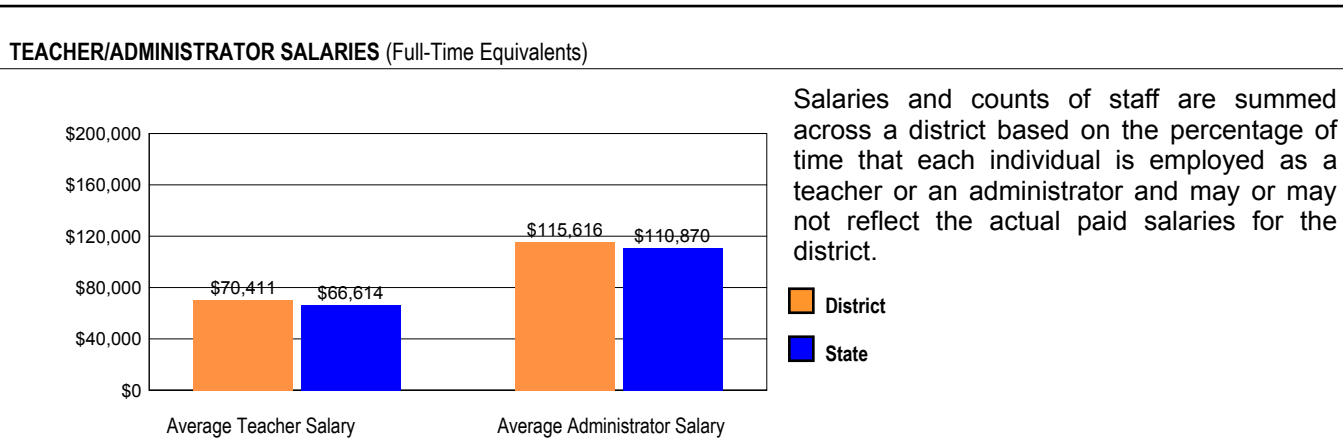
TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	96.0	0.6	2.6	0.2	0.1	0.0	0.5	0.0	24.7	75.3	841
State	83.3	7.1	5.3	1.3	0.1	0.2	0.8	2.0	23.1	76.9	127,830

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	12.3	26.4	73.6	0.1	0.0
State	12.9	37.8	61.7	0.6	0.7

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2010-11				EXPENDITURE BY FUND 2010-11			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$145,221,871	82.9	58.2	Education	\$124,935,515	72.0	73.7
Other Local Funding	\$8,533,416	4.9	5.1	Operations & Maintenance	\$15,297,073	8.8	5.9
General State Aid	\$5,281,241	3.0	17.1	Transportation	\$7,771,108	4.5	3.8
Other State Funding	\$9,980,989	5.7	9.5	Debt Service	\$17,828,835	10.3	7.4
Federal Funding	\$6,188,375	3.5	10.1	Tort	\$1,818,042	1.0	1.2
TOTAL	\$175,205,892			Municipal Retirement/ Social Security	\$4,293,691	2.5	2.0
				Fire Prevention & Safety	\$1,528,418	0.9	0.8
				Capital Projects	\$0	0.0	5.1
				TOTAL	\$173,472,682		

OTHER FINANCIAL INDICATORS				
	2009 Equalized Assessed Valuation per Pupil	2009 Total School Tax Rate per \$100	2010-11 Instructional Expenditure per Pupil	2010-11 Operating Expenditure per Pupil
District	\$273,678	4.16	\$6,647	\$11,780
State	**	**	\$6,824	\$11,664

** 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.

2012 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	2012-13 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2012-13 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		5-YEAR 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	80.6		Yes	91.1		Yes	95.3	Yes		
White	100.0	Yes	100.0	Yes	86.3		Yes	94.7		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes										
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	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 05/01/2011.

** 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.

Davis Primary Improvement Plan for 2012 - 2013

Davis Primary is in its second year of serving the Davis Richmond K-2 students of St. Charles in School District 303. Our intermediate students are served by Richmond Intermediate. At Davis . . . Literacy is PRIMARY! Our goal is to develop independent, motivated, and persistent readers and writers. To accomplish this, we are committed to engaging students as learners, challenging our teachers to be leaders in literacy, and inviting parents to be partners.

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)* required states to establish annual achievement targets which are used to calculate Annual Yearly Progress (AYP). The purpose of this "School Report Card" is to communicate the school's and district's performance on the annual targets. In School Year 2011-2012, Davis Primary achieved Adequate Yearly Progress (AYP) in Reading and Mathematics under the Federal No Child Left Behind Act.

Findings for the School Improvement Plan

The Davis Primary School Improvement Team met this summer to analyze data on student achievement and performance. We reviewed preliminary results from the Illinois Standards Achievement Test (ISAT), Illinois Snapshot of Early Literacy (ISEL), the Diagnostic Reading Assessment and our District Affective Survey to determine areas for improvement and to develop academic and affective goals.

ISAT Findings:

Annual Yearly Progress is typically measured at Grades 3, 4, and 5. Since Davis Primary hosts only K – 2 students, the Illinois State Board of Education has determined that Davis' AYP status will be measured by Richmond Intermediate Grade 3 student performance. Students in Grade 3 participated in the ISAT Reading and Math Tests.

3rd Grade Students performed above state averages in reading and math. 80.6% of 3rd Graders met or exceeded standards in reading. 91.1% met or exceeded standards in math.

Goals for the Current School Year

Our school improvement team chose to focus our work in three primary areas:

- Increase the percentage of students meeting Grade Level DRA reading benchmarks by focusing upon close reading of text and fluent reading of ever-increasing complex texts.
- Increase the percentage of students reporting a sense of belonging to their primary school community on the Student Survey and in focus groups. Students will demonstrate respectful and responsible behavior as measured by playground and office reports.
- Increase parent involvement at home and in the school environment.

To accomplish these goals, our Grade Level Teams will meet quarterly to develop and plan instructional units based upon the Common Core Standards in literacy and mathematics. They will create common formative assessments that measure student progress toward the standards. Teaching teams will hone their instructional craft through lesson studies focused upon instructional practices that best engage students. Our Grade Level and Student Service Teams will meet quarterly to consider formative assessment data. They will identify students at risk of not meeting standards, as well as, students who need challenge. Intervention and enrichment strategies will be put in place to meet the needs of these students. Teachers will continue to monitor student response to these interventions and progress towards state standards.

Affectively, students will be welcomed into our school community as respectful and responsible members who "Be, Do and Give Their BEST." Problem-solving will be emphasized through an embedded Social Emotional Curriculum and the resource, 2nd Steps. Parents will be invited to partner with us at home and school by volunteering, attending Family Literacy Nights and implementing the "Paws to Read" Program. We will initiate the Latino Family Literacy Project and English Lessons for parents so they may partner more fully with our school.

Contact Information

We look forward to a year of academic and social growth for students at Davis Primary. Our School Improvement Team values your comments and suggestions in this process. Please feel free to contact Denise Liechty, principal of Davis, at (331) 228-2200 or by email at dliechty@d303.org.