

St Charles East High School
St Charles CUSD 303
St Charles, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 9 10 11 12

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/ 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	84.0	1.7	8.5	4.1	0.3	1.4	9.6	1.1	0.6	0.7	8.6	92.5	2,137
District	83.8	1.3	7.3	4.6	0.4	2.6	7.7	3.6	0.4	0.2	6.6	95.0	13,809
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0	3.5	3.7	13.5	93.7	2,070,125

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	96.0	--	--	--	--
District	98.5	18.4	16.9	13.3	242.7
State	96.7	18.4	18.0	13.3	201.8

* 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										22.0
District										21.2
State										19.2

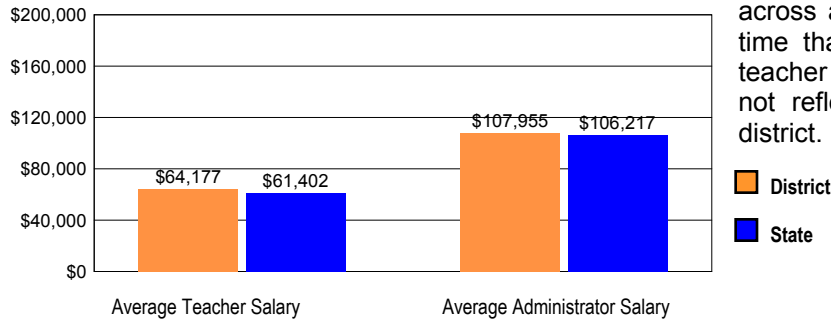
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.3	0.4	1.6	0.6	0.1	23.9	76.1	871
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	30.5	69.5	0.5	0.3
State	12.5	44.1	55.8	0.6	1.2

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

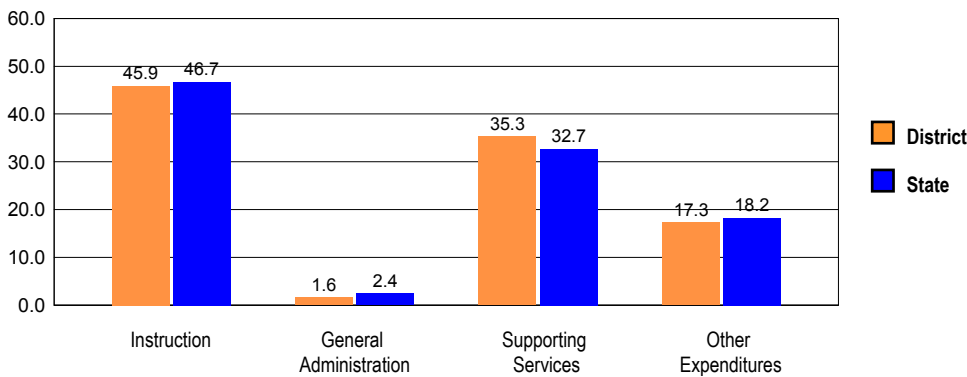
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2007-08 (Percentages)

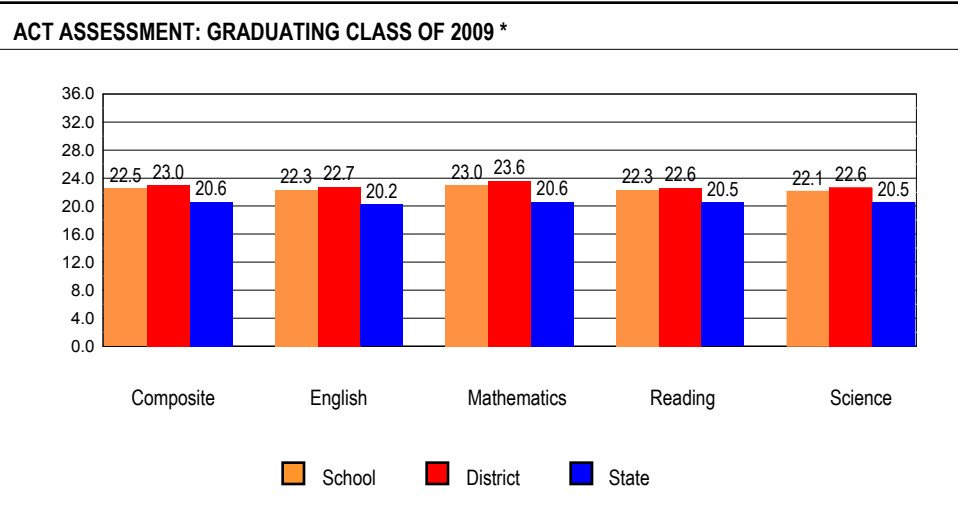


REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$132,783,278	82.8	58.7	Education	\$110,935,197	72.8	71.5
Other Local Funding	\$8,885,649	5.5	6.3	Operations & Maintenance	\$14,752,389	9.7	8.6
General State Aid	\$4,858,790	3.0	18.6	Transportation	\$7,413,083	4.9	3.9
Other State Funding	\$10,222,521	6.4	9.0	Bond and Interest	\$15,475,629	10.2	6.3
Federal Funding	\$3,658,147	2.3	7.4	Rent	\$0	0.0	0.0
TOTAL	\$160,408,385			Municipal Retirement/ Social Security	\$3,838,952	2.5	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$2,013	0.0	6.8
				TOTAL	\$152,417,263		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$248,517	4.21	\$5,709	\$10,953
State	**	**	\$6,103	\$10,417

** 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



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

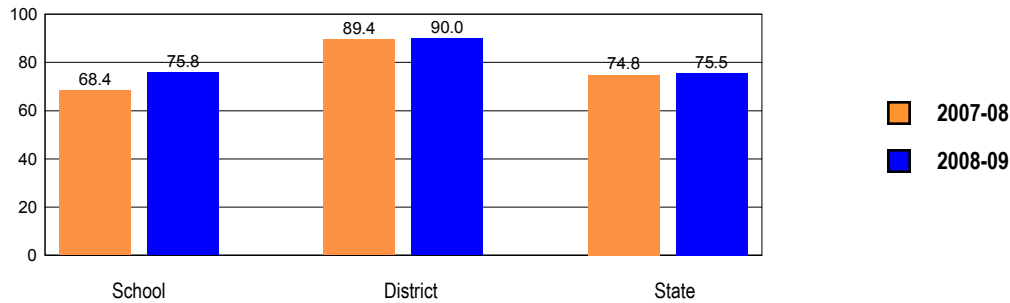
HIGH SCHOOL GRADUATION RATE													
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	97.4	95.7	98.9	98.1	90.0	88.2	100.0			66.7		86.2	83.7
District	98.4	97.3	99.4	98.8	92.3	93.7	100.0			66.7		87.2	85.4
State	87.1	84.5	89.7	92.3	76.7	76.8	94.0			63.1		78.1	76.6

OVERALL STUDENT PERFORMANCE

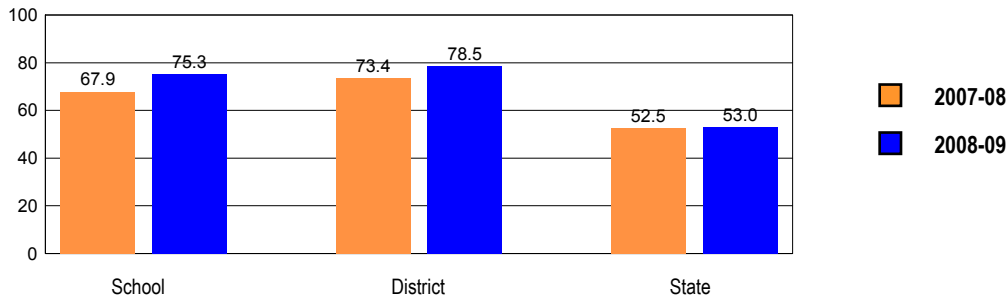
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

OVERALL PERFORMANCE - ALL STATE TESTS



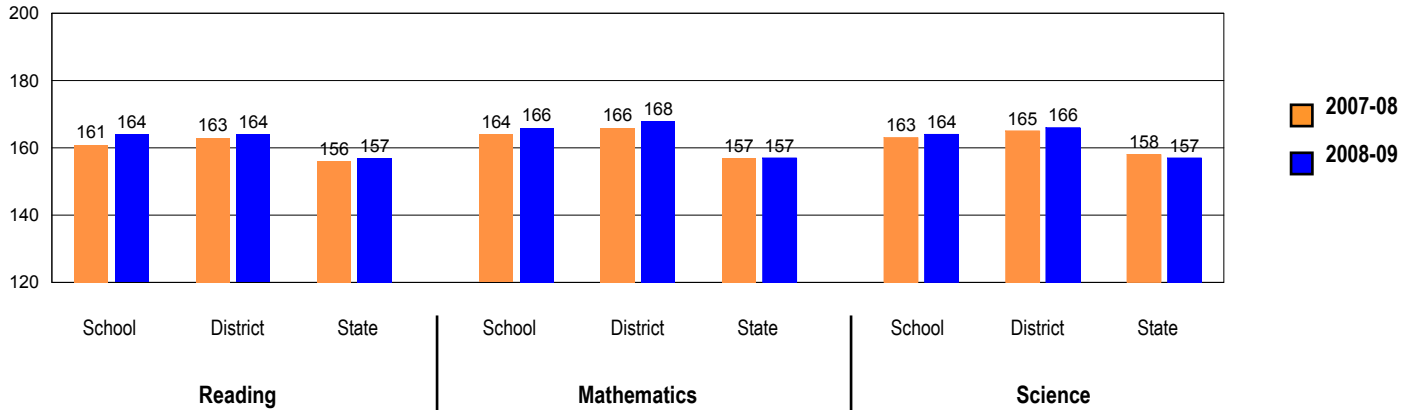
OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



PSAE PERFORMANCE

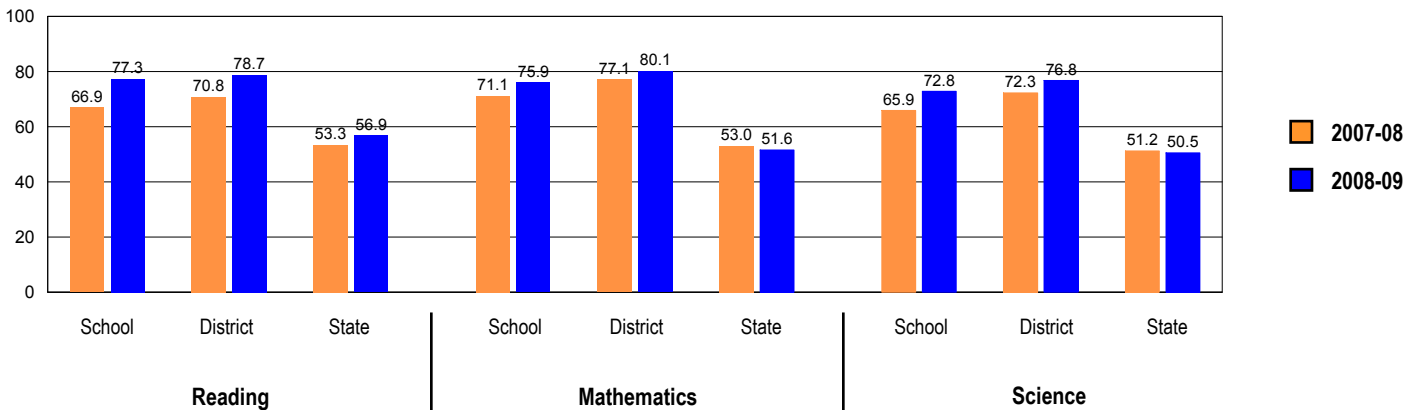
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards



Number of students in this school with PSAE scores in 2009: 503

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 AND MATHEMATICS														
		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	514	243	271	447	2	43	18	2	2	6	0	59	44
	Reading Mathematics	0.2 0.2	0.0 0.0	0.4 0.4	0.2 0.2		0.0 0.0	0.0 0.0					0.0 0.0	0.0 0.0
District	*Enrollment	7,557	3,902	3,655	6,385	101	503	354	28	186	235	0	1,024	573
	Reading Mathematics	0.0 0.0	0.0 0.0	0.1 0.1	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0		0.1 0.1	0.0 0.0
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading Mathematics	0.3 0.3	0.3 0.3	0.2 0.2	0.1 0.1	0.6 0.6	0.3 0.3	0.1 0.1	0.2 0.2	0.3 0.3	0.2 0.2	0.8 0.8	0.4 0.4	0.4 0.4

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		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	514	243	271	447	2	43	18	2	2	6	0	59	44
	Science	0.2	0.0	0.4	0.2		0.0	0.0					0.0	0.0
District	*Enrollment	3,262	1,663	1,599	2,811	32	210	140	9	60	80	0	406	237
	Science	0.1	0.1	0.1	0.1	0.0	0.0	0.0		0.0	0.0		0.2	0.0
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

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

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

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 11

Grade 11 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	3.2	19.5	57.1	20.3	3.2	20.9	56.5	19.5	2.8	24.5	58.1	14.7
District	2.6	18.8	60.2	18.5	2.2	17.7	60.0	20.1	1.9	21.3	60.7	16.2
State	8.5	34.6	45.0	11.9	11.0	37.4	42.2	9.4	8.9	40.7	40.3	10.2

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	5.5	23.2	51.9	19.4	5.5	22.8	51.9	19.8	4.2	21.1	56.5	18.1
	District	4.1	21.1	57.7	17.1	3.1	19.1	55.9	21.9	3.0	17.9	58.3	20.9
	State	10.6	34.8	42.8	11.8	11.2	34.5	42.7	11.6	9.2	36.8	40.8	13.2
Female	School	1.1	16.2	61.7	21.1	1.1	19.2	60.5	19.2	1.5	27.4	59.4	11.7
	District	1.1	16.5	62.6	19.7	1.3	16.4	63.9	18.4	0.9	24.4	63.0	11.7
	State	6.3	34.5	47.1	12.1	10.8	40.2	41.8	7.3	8.5	44.4	39.8	7.2

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	1.8	18.0	57.4	22.8	2.3	19.1	58.1	20.5	2.5	21.4	59.9	16.2
	District	1.6	17.6	61.2	19.6	1.4	16.3	61.5	20.8	1.6	18.9	62.2	17.3
	State	5.0	26.5	52.5	15.9	5.9	30.6	51.0	12.4	4.5	32.1	49.5	13.9
Black	School												
	District												
	State	16.9	55.1	26.0	2.0	26.9	54.5	18.0	0.6	21.3	61.4	16.5	0.7
Hispanic	School	12.2	29.3	58.5	0.0	9.8	31.7	46.3	12.2	4.9	43.9	48.8	2.4
	District	11.7	26.7	56.7	5.0	8.3	31.7	48.3	11.7	5.0	43.3	48.3	3.3
	State	14.7	48.9	32.9	3.6	17.1	51.3	29.7	1.9	15.1	57.3	25.6	2.0
Asian/Pacific Islander	School	5.6	27.8	55.6	11.1	5.6	27.8	50.0	16.7	5.6	38.9	44.4	11.1
	District	4.4	26.7	55.6	13.3	6.7	20.0	53.3	20.0	2.2	31.1	53.3	13.3
	State	5.0	26.3	48.7	20.0	3.7	20.5	50.1	25.7	3.9	28.4	47.1	20.6
Native American	School												
	District												
	State	6.8	32.7	50.2	10.4	9.6	42.6	39.4	8.4	8.0	39.4	42.6	10.0
Multiracial/Ethnic	School												
	District												
	State	6.3	32.5	47.6	13.6	9.6	38.5	43.5	8.5	7.4	39.8	43.2	9.6

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	22.0	44.0	34.0	0.0	22.0	58.0	20.0	0.0	16.0	54.0	28.0	2.0
	District	25.6	41.5	31.7	1.2	20.7	54.9	23.2	1.2	17.1	54.9	24.4	3.7
	State	40.3	42.8	14.7	2.1	46.7	41.2	10.9	1.2	40.0	46.1	12.1	1.8
Non-IEP	School	1.1	16.8	59.6	22.5	1.1	16.8	60.5	21.6	1.3	21.2	61.4	16.1
	District	0.6	16.8	62.6	19.9	0.6	14.5	63.2	21.7	0.6	18.4	63.8	17.2
	State	4.5	33.6	48.7	13.1	6.6	36.9	46.1	10.4	5.0	40.0	43.8	11.2

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	14.3	42.9	35.7	7.1	11.9	33.3	50.0	4.8	4.8	50.0	42.9	2.4
	District	14.8	38.9	38.9	7.4	11.1	37.0	46.3	5.6	7.4	48.1	42.6	1.9
	State	16.3	50.4	30.2	3.0	21.6	52.1	24.8	1.5	18.0	58.2	22.1	1.7
Not Eligible	School	2.2	17.4	59.0	21.5	2.4	19.7	57.0	20.8	2.6	22.1	59.4	15.8
	District	1.9	17.6	61.4	19.1	1.7	16.6	60.8	20.9	1.6	19.8	61.7	16.9
	State	4.8	27.3	51.8	16.0	6.1	30.5	50.3	13.1	4.6	32.6	48.7	14.1

2009 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	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 State Improvement Status	Academic Early Warning Year 1

	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		70.0			70.0			90.0		78.0	
All	99.8	Yes	99.8	Yes	77.7		Yes	77.1		Yes			97.4	Yes
White	99.8	Yes	99.8	Yes	80.1		Yes	79.4		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	43.1	46.4	Yes	32.8	36.8	Yes			86.2	
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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% 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 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% 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.

St. Charles East High School Improvement Plan for 2009-2010

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 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 performance of this school and district on the annual targets. Our 2008-09 PSAE scores met the AYP benchmarks for all students.

We are now in the fifth year of defined secondary school improvement work. As a school we are continually monitoring, analyzing, and interpreting student data which leads to implementing new goals while at the same time continuing with previously established ones. The four primary goals established for East High School and all District #303 schools are: 1) the continuation and refinement of Professional Learning Communities (PLCs); 2) the incorporation of Response to Interventions (RTI), where various forms of student assistance are utilized to help struggling students; 3) the development and use of common formative assessments in instruction - this ensures that teachers who teach the same course will give comparable assessments and student data from these assessments will be examined, analyzed and teaching will be adjusted; and, 4) the use of the Charlotte Danielson Framework, which is a plan that clearly delineates effective teaching and best practice in the classroom with the intent of increased student success.

Findings of the School Improvement Plan:

For a third year, a comprehensive plan for providing achievement data for all students in grades 9-11 from the ACT series of tests will be implemented. On October 27, 2009, 9th graders will take a retired PLAN test, sophomores will take the PLAN test, and juniors will have the opportunity to take a retired ACT test. This system provides us with timely and useful data relative to our students' current levels of performance and prioritizes instructional needs. In April, the required Prairie State Achievement Exam (PSAE) will be administered to all 11th graders. This assessment is used to measure students' current progress, as well as their academic achievement in comparison to district and state results.

Documented successes of school improvement as compared to the 2007-2008 school year, that are noted in this report include:

- Chronic Truancy Rate decreased by .1%
- Attendance Rate increased by .7%
- Total Enrollment increased from 2114 to 2137
- Pupil to Teacher Ratio decreased from 18.0 to 16.9
- Average Class Size decreased from 22.1 to 22.0
- High School Graduation Rate increased from 92.7% to 97.4%
- Students With Disabilities Graduation Rate increased from 74.2% to 86.2%
- PSAE improvements were impressive. The following increases were noted for those students who met or exceeded standards: Overall +7.4%; Reading +10.4%; Mathematics +4.8%; and Science +6.9%

Goals for the Current School Year:

The St. Charles East High School staff will focus on these goals for improving student performance and achievement:

- *Within the next year, the number of 11th grade students meeting or exceeding state standards in reading and math will increase by at least 5 %.*
- *All subgroups will reach the NCLB benchmarks for 2010.*
- *All staff will incorporate best practices in the classroom and focus on the success of ALL students.*
- *All students will increase their commitment to learning.*

In order to achieve the above goals for the current school year the following long-range goals have been established:

- 1) Regularly scheduled weekly meetings of Professional Learning Communities will focus on data analysis and instructional improvement.
- 2) Instructional Support Coaches will target and reinforce effective classroom instruction for all staff.
- 3) The Response to Interventions (RTI) framework will be highly utilized to assist struggling students.
- 4) The Charlotte Danielson Framework will be an integral part of all school improvement activities.
- 5) Common formative assessments will provide data to inform instruction and deliver immediate feedback to learners.

For Additional Information:

We welcome your comments. You may contact Robert Miller, Principal at Robert.H.Miller@d303.org or by phone at 630-377-4750, or write us at St. Charles East High School, 1020 Dunham Road, St. Charles, IL 60174. Community Unit School District #303 has a web site at www.d303.org. You may log on to that web site for links to staff email and additional information about our school.