

Munhall 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	83.2	0.6	11.6	4.2	0.0	0.2	0.2	21.2	8.5	22.5		0.0	5.3	96.1	481
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	22.3	22.0	24.0	23.0	26.7	27.3				
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)

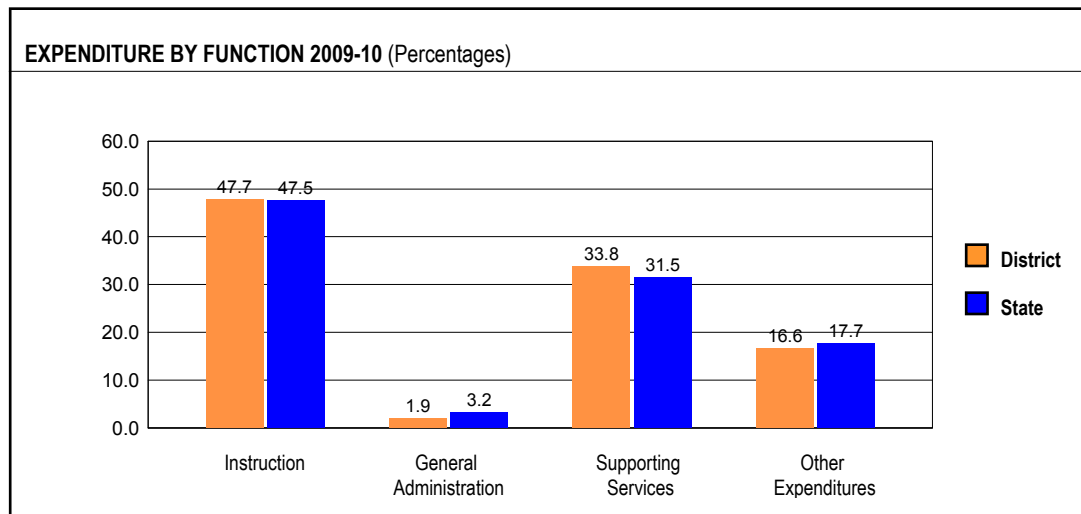
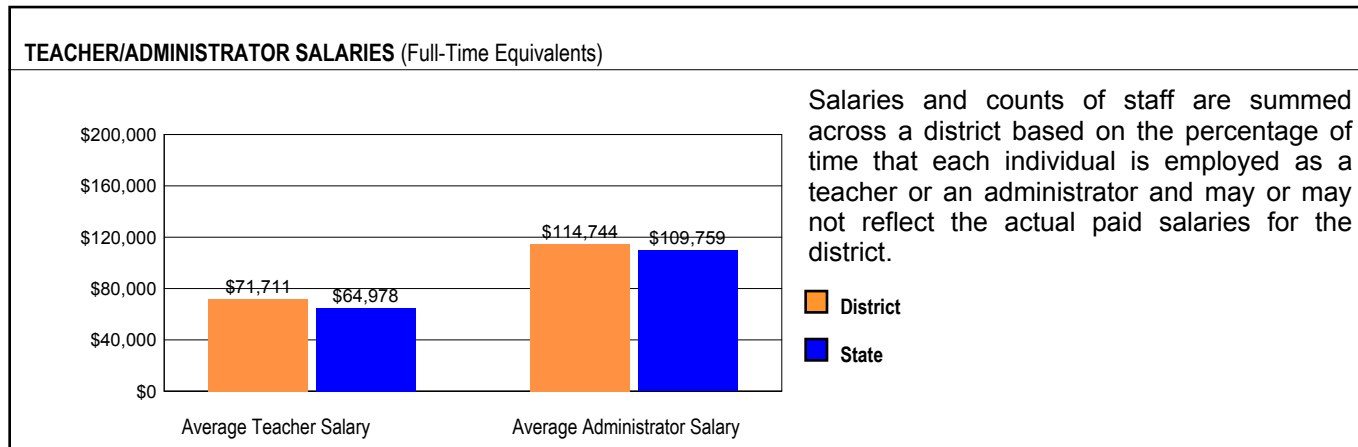
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	50			30			154			30		
District	50			30			154			30		
State	60			30			143			30		

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.

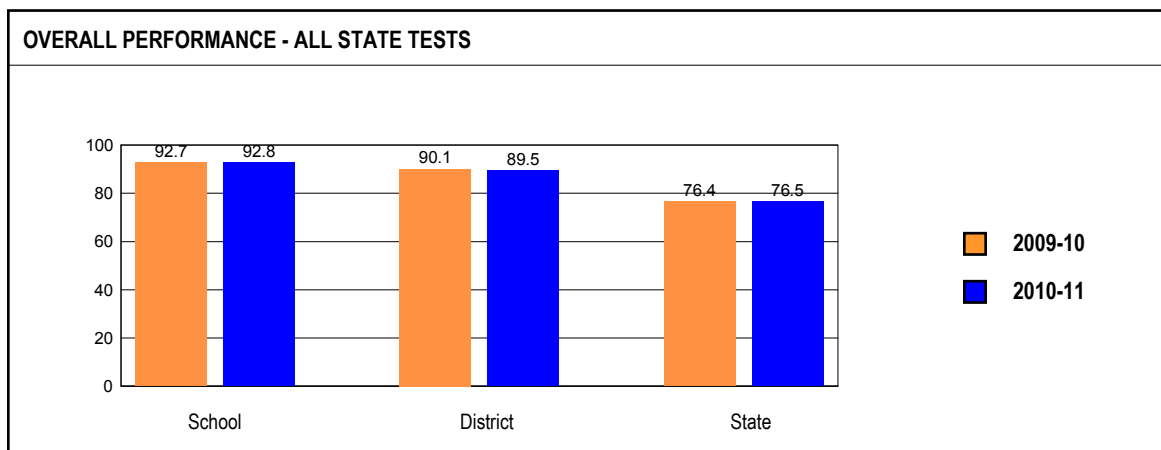
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

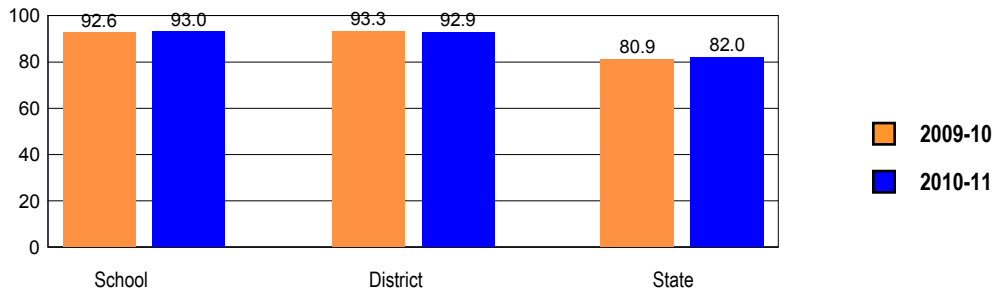
ACADEMIC PERFORMANCE

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.

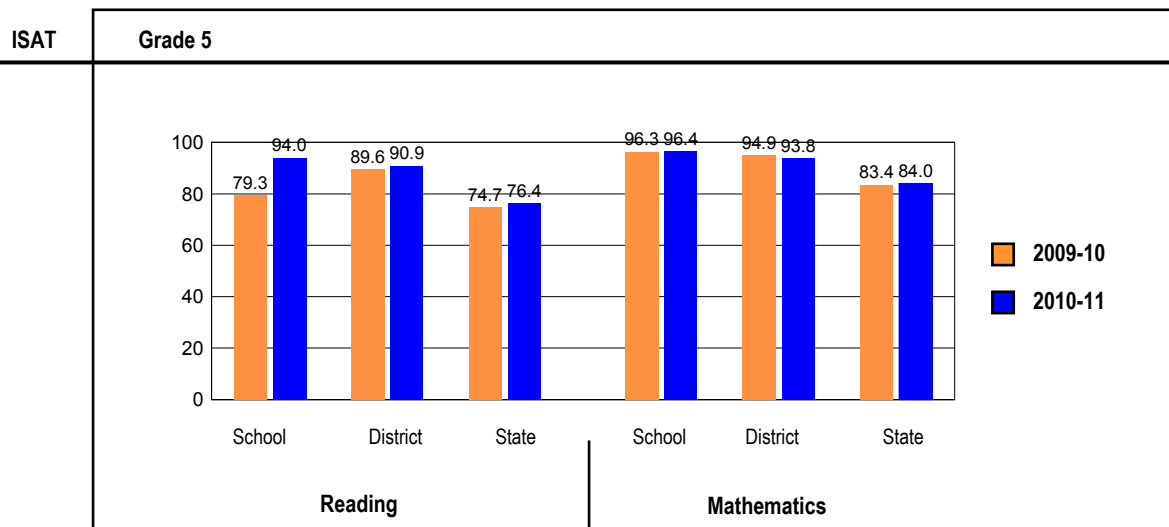
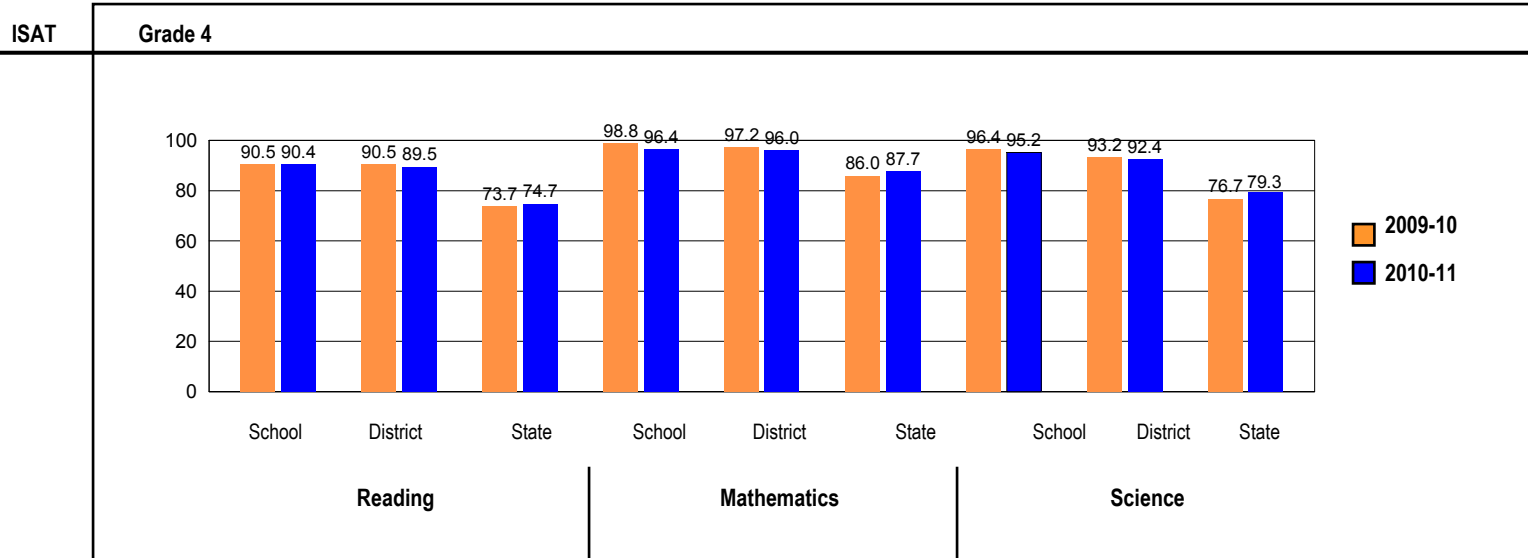
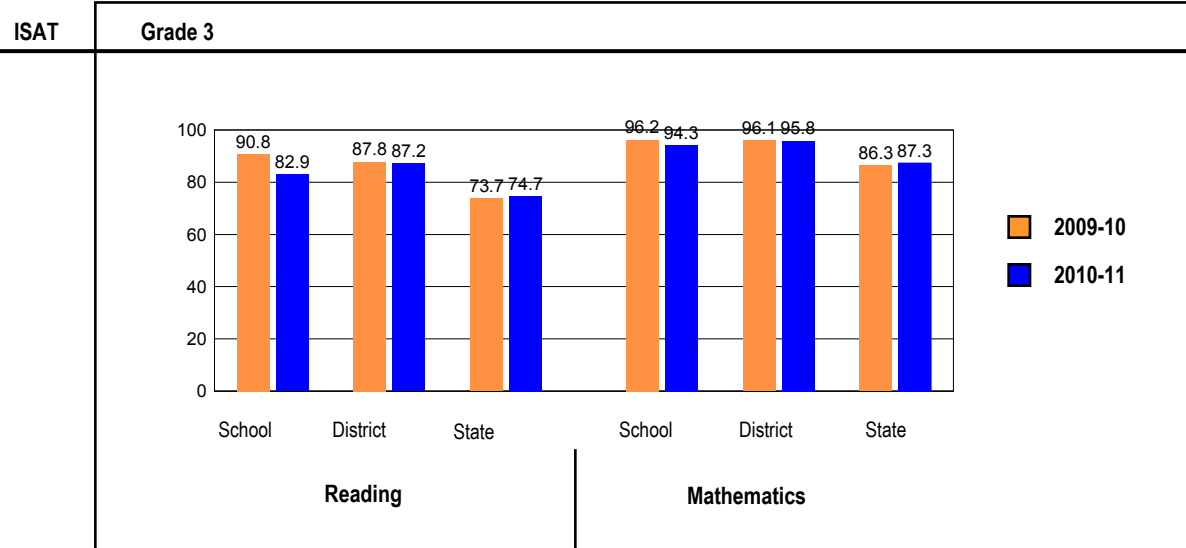


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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	238	121	117	199	2	26	11	0	0	0	18	0	56	47
	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	238	121	117	199	2	26	11	0	0	0	18	0	56	47
	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	83	45	38	72	0	6	5	0	0	0	8	0	26	15
	Science	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	2.9	14.3	55.7	27.1	2.9	2.9	45.7	48.6
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	6.3	15.6	50.0	28.1	6.3	0.0	40.6	53.1
	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	13.2	60.5	26.3	0.0	5.3	50.0	44.7
	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	8.8	59.6	29.8	3.5	1.8	40.4	54.4
	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	10.0	50.0	30.0	10.0	0.0	10.0	80.0	10.0
	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	0.0	58.3	33.3	8.3	8.3	8.3	75.0	8.3
	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	3.4	5.2	60.3	31.0	1.7	1.7	39.7	56.9
	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	12.5	31.3	43.8	12.5	6.3	6.3	62.5	25.0
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	0.0	9.3	59.3	31.5	1.9	1.9	40.7	55.6
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	9.6	37.3	53.0	1.2	2.4	36.1	60.2	2.4	2.4	71.1	24.1
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	11.1	42.2	46.7	2.2	2.2	37.8	57.8	2.2	0.0	77.8	20.0
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	7.9	31.6	60.5	0.0	2.6	34.2	63.2	2.6	5.3	63.2	28.9
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	6.9	37.5	55.6	1.4	2.8	31.9	63.9	2.8	1.4	70.8	25.0
	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	2.1	24.7	41.2	32.0	1.0	8.2	63.9	26.8	0.0	15.5	67.0	17.5
	District	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
	State												
Asian	School	0.0	7.7	25.0	67.3	0.0	1.9	40.4	57.7	1.9	9.6	57.7	30.8
	District	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
	State												
Native Hawaiian/Pacific Islander	School	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
	District												
	State												
American Indian	School	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
	District												
	State												
Two or More Races	School	0.0	16.7	41.7	41.7	0.0	0.0	83.3	16.7	0.0	16.7	75.0	8.3
	District	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6
	State												

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	19.2	42.3	38.5	3.8	7.7	34.6	53.8	7.7	0.0	80.8	11.5
	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	5.3	35.1	59.6	0.0	0.0	36.8	63.2	0.0	3.5	66.7	29.8
	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	33.3	26.7	40.0	6.7	0.0	66.7	26.7	0.0	13.3	73.3	13.3
	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	4.4	39.7	55.9	0.0	2.9	29.4	67.6	2.9	0.0	70.6	26.5
	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	1.2	4.8	52.4	41.7	0.0	3.6	65.5	31.0
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	2.3	4.7	60.5	32.6	0.0	7.0	67.4	25.6
	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	4.9	43.9	51.2	0.0	0.0	63.4	36.6
	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	1.4	4.3	49.3	44.9	0.0	1.4	63.8	34.8
	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	0.0	21.7	60.9	17.4	0.0	26.1	60.9	13.0
	District	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
	State								
Hispanic	School	0.0	10.0	70.0	20.0	0.0	20.0	70.0	10.0
	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	0.0	8.7	52.2	39.1	0.0	4.3	47.8	47.8
	District	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
	State								
Native Hawaiian/Pacific Islander	School	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
	District								
	State								
American Indian	School	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
	District								
	State								
Two or More Races	School	0.0	10.0	50.0	40.0	0.0	10.0	50.0	40.0
	District	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3
	State								

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	5.9	11.8	52.9	29.4	0.0	17.6	70.6	11.8
	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	3.0	52.2	44.8	0.0	0.0	64.2	35.8
	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	13.3	73.3	13.3	0.0	6.7	93.3	0.0
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	1.4	2.9	47.8	47.8	0.0	2.9	59.4	37.7
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	90.4		Yes	95.9		Yes	96.1	Yes		
White	100.0	Yes	100.0	Yes	94.0		Yes	96.7		Yes				
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	75.5	75.6	Yes	86.8		Yes	95.8			
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 05/01/2010.

** 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.

Munhall Elementary School – School Improvement Plan (SIP) for 2011-2012

This School Report Card has been compiled by the Illinois State Board of Education (ISBE) as a means by which school districts communicate local and statewide information to the public. The No Child Left Behind Act (NCLB) of 2001 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 the school and district in relation to the annual targets.

At Munhall Elementary School, our goal is to support the academic and social-emotional growth of all students within the educational environment. We believe:

- All students can and must learn;
- All members of our community are life-long learners;
- Collaboration is essential to achieve high expectations and success for all learners;
- Learning requires a respectful, caring, safe environment that honors risk-taking;
- Learning necessitates a partnership involving school, home, and community; and
- Learning requires engagement and ownership.

Findings for the School Improvement Plan (SIP)

The School Improvement (SIP) Team at Munhall Elementary School reviewed multiple data sources to establish our school improvement goals for the 2011-2012 school year. We analyzed our Illinois Standards Assessment (ISAT) data, our Tungsten formative assessment data, and additional data from other district and building level assessments.

Specifically, data on the ISAT, which was administered to third, fourth, and fifth grade students in spring 2011, indicated the following:

- At grade three, 82.9% of our students met or exceeded standards in reading and 94.3% in mathematics.
- At grade four, 90.4% of our students met or exceeded standards in reading, and 96.4% in mathematics, and 95.2% in science.
- At grade five, 94% of our students met or exceeded standards in reading and 96.4% in mathematics.
- 80.8% of our special education subgroup of 45 students or more met or exceeded standards in reading and 88.4% in mathematics.

Goals for the 2011-2012 School Year

When analyzing our data, the School Improvement (SIP) Team identified areas of strength and areas for growth. Additionally, we looked for patterns in our data. As a result of our data analysis and work together, we set our school improvement (SIP) goals as follows:

- To increase student learning through the continued implementation of the D303 Core Literacy Curriculum.
- To increase caring and respectful behaviors by building and maintaining trusting relationships among members of the Munhall Learning Community.

As a Professional Learning Community (PLC), we are working to increase cognitive student engagement in relation to the implementation of the core literacy curriculum. Our collaborative teams meet on a regular basis and collect and analyze formative assessment data to set goals and to plan for instruction. Educators throughout the school participate in embedded professional learning opportunities by opening their classrooms to objective observations, lesson studies, peer learning labs, and professional conversations. Our data teams and collaborative problem-solving team meet regularly to plan for intervention support for students needing additional tiered support. Progress is monitored for all students receiving intervention support, to ensure growth for all students.

As we look to increase caring and respectful behaviors among members of the Munhall Learning Community, we are focused on building and maintaining school-wide expectations while building student responsibility. In our professional learning, we are working to embed structures in our everyday practice which support reflection, problem-solving, ownership, and conflict resolution. In our small, cross-grade level Town Hall meeting groups, we are working to build a common understanding of bullying and to identify and implement strategies to address bullying.

Contact Information

The School Improvement (SIP) Team at Munhall Elementary School welcomes and values your comments and feedback. Please forward any comments and feedback to Kelly Sculles, Principal of Munhall Elementary School at Kelly.Sculles@d303.org or via the US mail to Munhall Elementary School, in C/O Kelly Sculles, 1400 South 13th Avenue, St. Charles, Illinois 60174. For additional information about the school district, please log on to the Community Unit School District 303 website at www.d303.org.