

**Richmond Intermediate Sch**  
**St Charles CUSD 303**  
**Saint Charles, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : 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
<b>School</b>	67.5	3.2	25.2	2.8	0.0	0.2	1.1	34.8	12.7	17.6		0.2	9.1	97.5	465
<b>District</b>	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
<b>State</b>	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
<b>School</b>	100.0	--	--	--	--
<b>District</b>	99.4	18.8	17.6	13.3	270.7
<b>State</b>	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
<b>School</b>				25.2	25.2	26.4				
<b>District</b>				24.9	24.6	26.0				
<b>State</b>				22.0	22.4	22.8				

**TIME DEVOTED TO TEACHING CORE SUBJECTS** (Minutes Per Day)

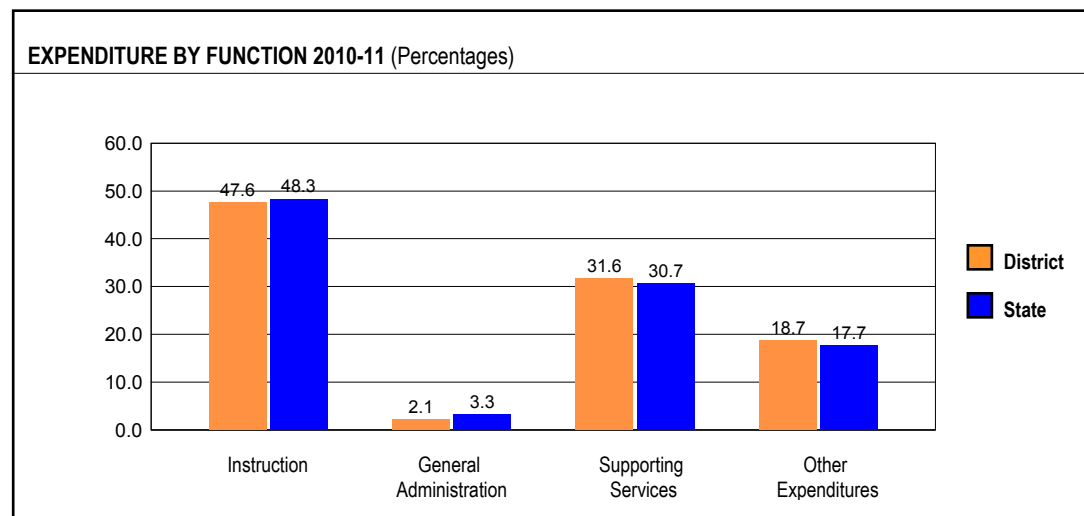
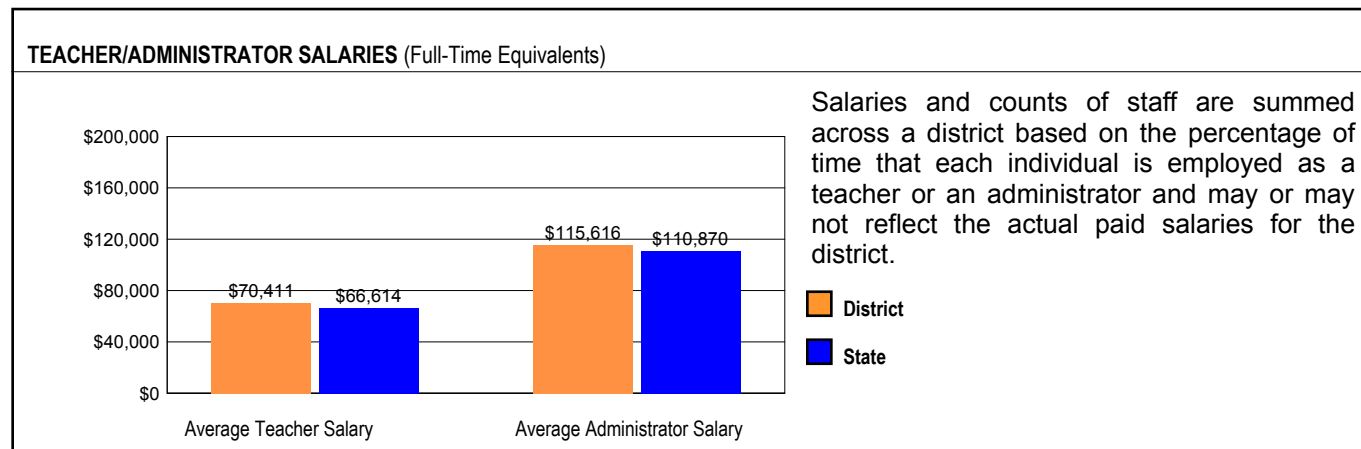
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	50			30			154			30		
<b>District</b>	50			30			154			30		
<b>State</b>	61			31			143			30		

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	96.0	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.

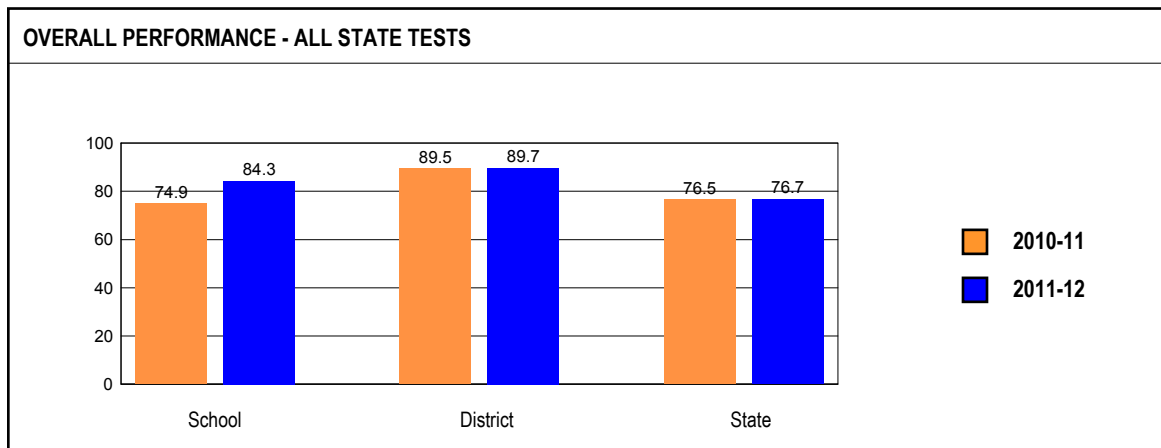
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

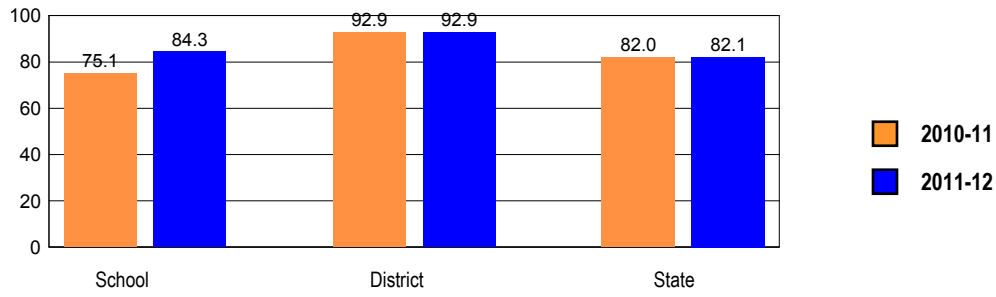
**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

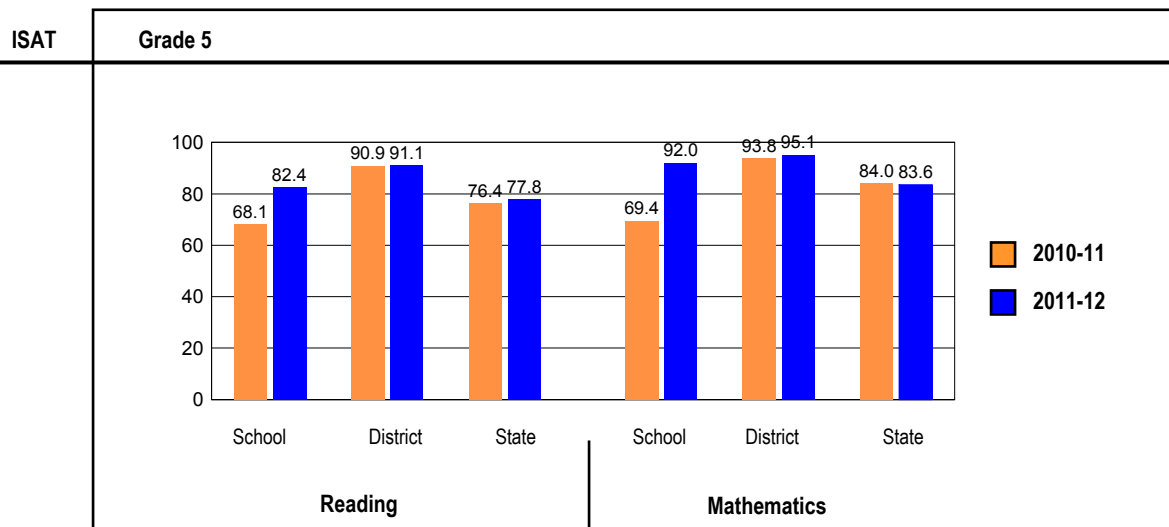
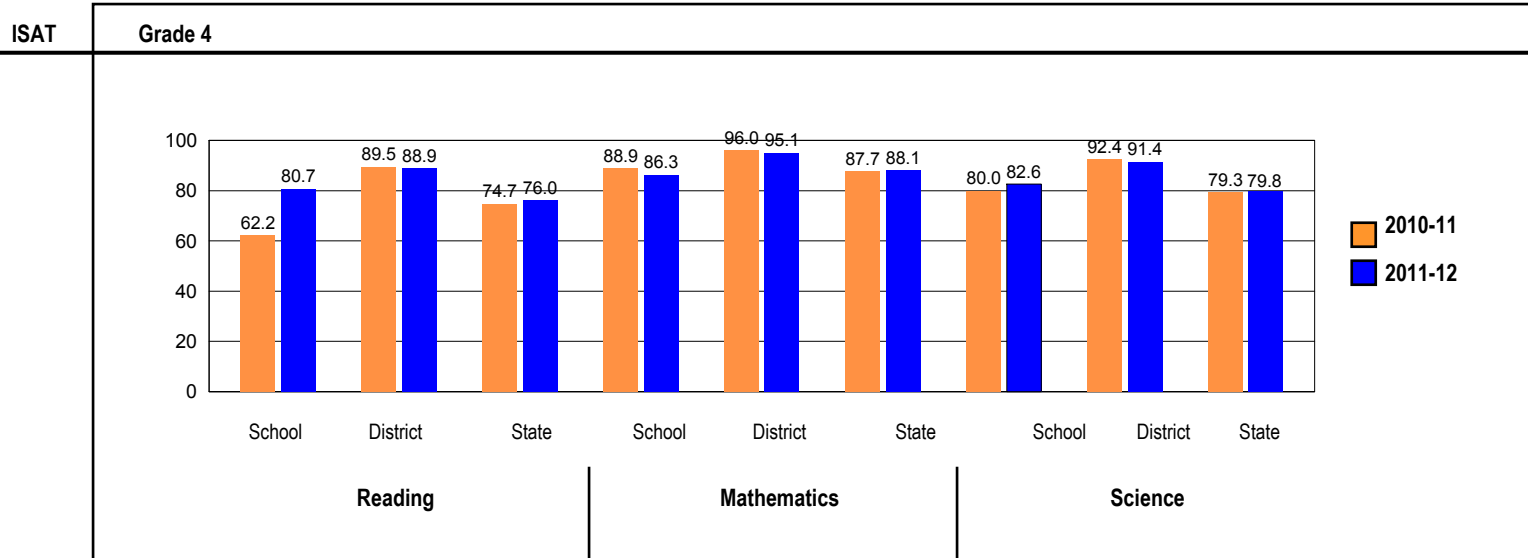
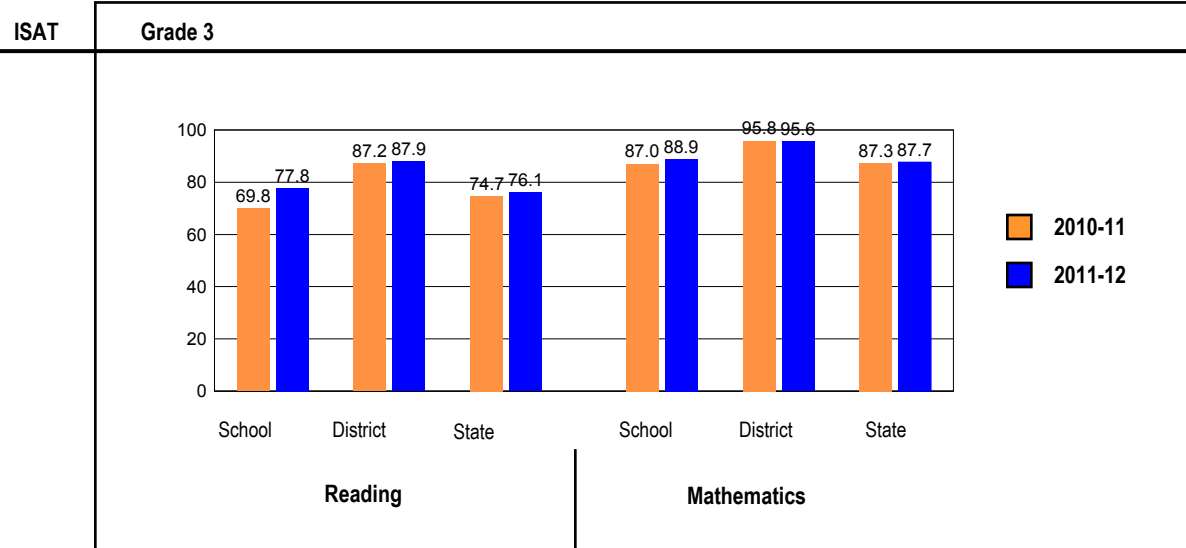
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.



**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	471	235	236	304	17	131	13	0	1	5	71	0	85	175
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0				0.0		0.0	0.0
District	*Enrollment	7,563	3,959	3,604	6,217	115	720	356	1	26	128	221	0	1,062	949
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0
State	*Enrollment	1,072,304	548,690	523,352	547,900	192,977	251,440	45,188	977	3,177	29,968	75,031	261	146,113	531,157
	Reading	0.4	0.5	0.3	0.3	0.7	0.4	0.3	0.6	0.6	0.4	0.6	2.3	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	471	235	236	304	17	131	13	0	1	5	71	0	85	175
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0				0.0		0.0	0.0
District	*Enrollment	7,564	3,960	3,604	6,217	115	721	356	1	26	128	222	0	1,062	950
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0
State	*Enrollment	1,073,764	549,462	524,040	548,234	193,064	252,013	45,638	983	3,180	29,975	76,502	271	146,133	532,214
	Mathematics	0.4	0.4	0.3	0.3	0.7	0.4	0.2	0.5	0.5	0.4	0.3	1.1	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	161	88	73	107	7	37	7	0	1	2	20	0	27	60
	Science	0.0	0.0	0.0	0.0		0.0					0.0		0.0	0.0
District	*Enrollment	3,212	1,674	1,538	2,661	40	303	147	0	14	47	69	0	426	384
	Science	0.1	0.1	0.1	0.1	0.0	0.0	0.0		0.0	0.0	0.0		0.5	0.3
State	*Enrollment	456,721	232,992	223,651	237,912	81,780	103,594	19,211	393	1,359	12,254	25,859	107	61,941	217,988
	Science	0.7	0.8	0.6	0.5	1.4	0.7	0.3	1.0	0.9	0.7	0.8	0.9	1.6	1.0

\* 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	4.9	17.4	43.1	34.7	0.7	10.4	45.8	43.1
District	2.3	9.8	45.5	42.4	0.5	3.9	35.7	59.9
State	5.2	18.7	46.1	29.9	2.9	9.3	45.2	42.5

**Grade 3 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	7.4	25.0	39.7	27.9	1.5	13.2	47.1	38.2
	District	2.5	12.3	46.5	38.7	0.7	3.9	35.0	60.4
	State	6.4	20.8	46.1	26.7	3.2	9.3	44.0	43.5
Female	School	2.6	10.5	46.1	40.8	0.0	7.9	44.7	47.4
	District	2.0	6.8	44.3	46.9	0.2	3.9	36.6	59.2
	State	3.9	16.6	46.2	33.3	2.6	9.4	46.6	41.4

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	3.9	9.7	40.8	45.6	0.0	4.9	39.8	55.3
	District	1.9	7.7	44.8	45.5	0.4	2.3	33.9	63.5
	State	2.5	11.7	45.9	39.9	1.1	4.6	39.2	55.0
Black	School								
	District	0.0	26.3	57.9	15.8	0.0	15.8	63.2	21.1
	State	9.3	28.3	46.9	15.4	7.1	17.9	53.8	21.2
Hispanic	School	10.0	33.3	46.7	10.0	3.3	23.3	60.0	13.3
	District	7.1	24.2	46.5	22.2	1.0	15.2	50.5	33.3
	State	8.3	28.0	47.6	16.1	3.8	13.8	54.7	27.7
Asian	School								
	District	0.0	5.9	49.0	45.1	2.0	2.0	31.4	64.7
	State	2.0	7.4	36.7	53.9	1.0	3.0	25.1	70.8
Native Hawaiian/Pacific Islander	School								
	District								
	State	3.4	7.4	45.9	43.2	2.0	3.4	37.8	56.8
American Indian	School								
	District								
	State	3.9	24.8	45.1	26.2	2.0	12.3	51.0	34.8
Two or More Races	School								
	District	0.0	7.1	50.0	42.9	0.0	0.0	14.3	85.7
	State	3.7	15.0	46.7	34.6	2.0	7.9	44.0	46.1

**Grade 3 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	14.3	57.1	28.6	0.0	7.1	28.6	64.3	0.0
District	14.8	37.0	46.3	1.9	3.7	25.9	55.6	14.8
State	12.3	38.7	43.0	6.1	5.4	18.7	58.3	17.6



**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	22.7	40.9	22.7	13.6	0.0	31.8	54.5	13.6
	District	9.7	34.0	38.9	17.4	2.8	12.5	53.5	31.3
	State	21.1	37.1	31.6	10.3	9.9	21.0	48.6	20.5
Non-IEP	School	1.6	13.1	46.7	38.5	0.8	6.6	44.3	48.4
	District	1.0	5.8	46.6	46.5	0.1	2.5	32.8	64.6
	State	3.0	16.2	48.2	32.7	1.9	7.7	44.8	45.6

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	4.7	41.9	44.2	9.3	0.0	20.9	62.8	16.3
	District	6.0	26.3	54.9	12.8	0.8	13.5	57.9	27.8
	State	8.3	27.4	48.5	15.9	4.7	14.5	54.3	26.4
Not Eligible	School	5.0	6.9	42.6	45.5	1.0	5.9	38.6	54.5
	District	1.7	7.3	44.1	46.8	0.5	2.5	32.4	64.7
	State	1.7	9.1	43.5	45.7	0.9	3.5	35.1	60.5

**Grade 4****Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.2	18.0	50.3	30.4	0.6	13.0	50.9	35.4	1.9	15.5	62.7	19.9
District	0.4	10.8	42.9	45.9	0.3	4.6	44.6	50.5	0.5	8.1	65.6	25.8
State	1.0	23.0	47.1	28.9	1.2	10.7	57.1	31.0	2.6	17.6	59.7	20.1

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	21.6	51.1	27.3	0.0	13.6	48.9	37.5	2.3	13.6	60.2	23.9
	District	0.2	13.5	45.3	41.0	0.2	5.3	44.4	50.2	0.8	7.7	62.7	28.8
	State	1.3	26.7	46.8	25.2	1.5	11.4	56.0	31.1	2.9	17.4	57.4	22.3
Female	School	2.7	13.7	49.3	34.2	1.4	12.3	53.4	32.9	1.4	17.8	65.8	15.1
	District	0.6	7.7	40.3	51.3	0.4	3.9	44.8	50.9	0.2	8.6	68.6	22.6
	State	0.6	19.2	47.4	32.8	0.9	9.9	58.4	30.8	2.3	17.9	62.0	17.8

**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	13.1	50.5	36.4	0.0	6.5	51.4	42.1	0.9	11.2	64.5	23.4
	District	0.1	8.5	42.2	49.2	0.1	2.6	43.3	54.0	0.2	6.4	65.5	27.9
	State	0.5	14.3	46.9	38.3	0.6	6.0	53.6	39.8	1.0	9.6	61.2	28.2
Black	School	0.0	46.2	38.5	15.4	0.0	38.5	46.2	15.4	7.7	23.1	61.5	7.7
	District	2.0	39.0	45.6	13.5	3.0	20.9	61.8	14.3	6.1	33.8	54.1	6.0
	State												
Hispanic	School	5.4	29.7	54.1	10.8	2.7	27.0	54.1	16.2	2.7	27.0	59.5	10.8
	District	2.8	25.9	48.1	23.1	0.9	16.7	58.3	24.1	1.9	21.3	66.7	10.2
	State	1.3	32.3	50.0	16.4	1.4	14.5	64.7	19.4	3.8	24.6	61.8	9.9
Asian	School												
	District	0.0	6.4	44.7	48.9	0.0	2.1	42.6	55.3	0.0	4.3	68.1	27.7
	State	0.4	9.1	38.2	52.3	0.6	3.3	35.9	60.2	1.4	7.3	52.6	38.7
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.8	14.4	48.8	36.0	0.0	6.3	50.0	43.8	0.8	13.4	58.3	27.6
American Indian	School												
	District												
	State	1.0	25.5	51.6	22.0	1.4	10.5	64.2	23.9	3.3	21.5	60.4	14.8
Two or More Races	School												
	District	0.0	6.7	33.3	60.0	0.0	6.7	20.0	73.3	0.0	6.7	53.3	40.0
	State	0.6	19.4	46.7	33.3	0.8	9.1	55.8	34.3	1.9	15.1	58.6	24.4

**Grade 4 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	10.0	50.0	35.0	5.0	5.0	45.0	45.0	5.0	5.0	50.0	45.0	0.0
District	7.0	46.5	41.9	4.7	2.3	32.6	60.5	4.7	4.7	37.2	53.5	4.7
State	2.8	58.7	35.6	3.0	3.1	27.3	62.6	7.0	8.8	41.8	47.5	1.9

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	3.7	33.3	40.7	22.2	0.0	29.6	40.7	29.6	3.7	22.2	51.9	22.2
	District	1.9	35.0	46.9	16.3	1.3	18.1	58.8	21.9	1.9	21.4	66.7	10.1
	State	5.3	55.8	30.7	8.2	6.1	29.7	53.2	11.0	7.7	34.4	49.9	8.1
Non-IEP	School	0.7	14.9	52.2	32.1	0.7	9.7	53.0	36.6	1.5	14.2	64.9	19.4
	District	0.1	6.3	42.2	51.4	0.1	2.1	41.9	55.9	0.2	5.7	65.4	28.7
	State	0.3	18.2	49.5	32.0	0.5	7.9	57.7	33.9	1.9	15.2	61.1	21.8

**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	3.3	31.7	51.7	13.3	1.7	28.3	53.3	16.7	5.0	26.7	58.3	10.0
	District	1.9	25.5	52.9	19.7	1.3	14.6	58.6	25.5	2.5	18.5	64.3	14.6
	State	1.6	34.2	49.0	15.2	2.0	16.5	64.2	17.4	4.3	26.7	59.7	9.4
Not Eligible	School	0.0	9.9	49.5	40.6	0.0	4.0	49.5	46.5	0.0	8.9	65.3	25.7
	District	0.1	8.1	41.1	50.7	0.1	2.8	42.0	55.1	0.1	6.2	65.8	27.9
	State	0.3	10.9	45.1	43.7	0.4	4.5	49.5	45.6	0.8	7.9	59.7	31.6

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	17.6	48.5	33.8	0.0	8.0	70.1	21.9
District	0.0	8.9	41.9	49.2	0.1	4.9	61.3	33.8
State	0.2	22.0	47.2	30.6	0.6	15.7	65.9	17.7

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	26.2	44.3	29.5	0.0	12.9	72.6	14.5
	District	0.0	10.9	46.2	42.9	0.2	5.0	59.9	34.9
	State	0.2	25.5	47.4	26.9	0.8	16.8	64.3	18.1
Female	School	0.0	10.7	52.0	37.3	0.0	4.0	68.0	28.0
	District	0.0	6.8	37.6	55.6	0.0	4.7	62.6	32.7
	State	0.1	18.4	47.0	34.5	0.5	14.6	67.6	17.2

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	10.9	47.8	41.3	0.0	7.5	64.5	28.0
	District	0.0	7.5	41.0	51.5	0.1	4.7	60.9	34.3
	State	0.1	12.7	46.3	41.0	0.3	9.1	66.6	24.0
Black	School								
	District	0.0	10.0	80.0	10.0	0.0	10.0	80.0	10.0
	State	0.4	38.1	48.0	13.5	1.5	30.3	63.1	5.1
Hispanic	School	0.0	36.1	50.0	13.9	0.0	8.3	86.1	5.6
	District	0.0	22.7	51.5	25.8	0.0	7.2	73.2	19.6
	State	0.2	32.5	49.8	17.5	0.8	21.0	69.6	8.6
Asian	School								
	District	0.0	5.6	33.3	61.1	0.0	3.7	37.0	59.3
	State	0.1	9.2	39.1	51.7	0.3	5.3	49.5	44.9
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	12.6	50.5	36.9	0.0	9.1	69.1	21.8
American Indian	School								
	District								
	State	0.2	26.3	53.8	19.6	0.5	20.6	67.2	11.7
Two or More Races	School								
	District	0.0	12.5	37.5	50.0	0.0	0.0	75.0	25.0
	State	0.2	16.5	46.9	36.4	0.5	13.1	64.9	21.4

**Grade 5 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	72.7	27.3	0.0	0.0	27.3	72.7	0.0
District	0.0	82.6	17.4	0.0	0.0	30.4	69.6	0.0
State	0.7	69.2	28.0	2.1	2.3	42.3	53.4	2.0

**Grade 5 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	43.3	40.0	16.7	0.0	22.6	67.7	9.7
	District	0.0	33.7	46.2	20.1	0.6	21.2	66.5	11.8
	State	0.9	60.2	31.5	7.3	3.2	42.7	49.4	4.7
Non-IEP	School	0.0	10.4	50.9	38.7	0.0	3.8	70.8	25.5
	District	0.0	4.2	41.1	54.7	0.0	1.8	60.3	38.0
	State	0.1	16.5	49.5	34.0	0.3	11.8	68.3	19.6

**Grade 5 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	31.8	56.8	11.4	0.0	9.1	88.6	2.3
	District	0.0	28.3	52.0	19.7	0.0	11.8	78.7	9.4
	State	0.3	33.5	49.7	16.5	1.0	24.0	67.6	7.4
Not Eligible	School	0.0	10.9	44.6	44.6	0.0	7.5	61.3	31.2
	District	0.0	6.3	40.6	53.2	0.1	3.9	58.9	37.1
	State	0.1	10.0	44.5	45.5	0.2	7.1	64.2	28.4

## 2012 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this school making AYP in Reading?	No	2012-13 Federal Improvement Status	Choice
Is this school making AYP in Mathematics?	No	2012-13 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		5-YEAR Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		85.0			85.0			91.0		82.0	
<b>All</b>	100.0	Yes	100.0	Yes	81.2		No	89.7		Yes	97.5	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	87.0		Yes	93.7		Yes				
<b>Black</b>														
<b>Hispanic</b>	100.0	Yes	100.0	Yes	64.0	61.9	Yes	80.2		Yes	97.8			
<b>Asian</b>														
<b>Native Hawaiian/ Pacific Islander</b>														
<b>American Indian</b>														
<b>Two or More Races</b>														
<b>LEP</b>	100.0	Yes	100.0	Yes										
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	54.7		No	74.7		No				
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	62.6	61.6	Yes	79.7		Yes	97.4			

### 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.

## 2012 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Comprehensive
Is this school making (AYP) in the "ALL" subgroup in <b>reading</b> ?	No
Is this school making (AYP) in the "ALL" subgroup in <b>math</b> ?	Yes

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP.**

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused supports verses more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.

## **Richmond Intermediate School Improvement Plan for 2012-2013**

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 Adequate Yearly Progress (AYP). The purpose of this "School Report Card" is to communicate the school's and district's performance on the annual targets.

The Richmond Intermediate community of staff, students, and parents are working toward our goals focusing on ALL students learning at high levels, increasing achievement and success for every student, and to move more students from meeting expectations to exceeding expectations.

### **Findings for the Improvement Plan**

Our 2012-2013 School Improvement Plan is based partially on the following information that was collected during the 2010-11 school year. We also looked at district and school based assessments which gave us a data about students learning over time and based on our curriculum.

**ISAT:** In March 2012, students in grades 3, 4 and 5 participated in the Illinois Standards Achievement Test. Students in grades 3, 4 & 5 were administered tests in reading and math. Students in 4<sup>th</sup> grade were also given tests in science.

#### Reading

- 77.8 percent of Richmond Intermediate 3<sup>rd</sup> graders met or exceeded state standards in Reading
- 80.7 percent of Richmond Intermediate 4<sup>th</sup> graders met or exceeded state standards in Reading
- 82.4 percent of Richmond Intermediate 5<sup>th</sup> graders met or exceeded state standards in Reading

#### Math

- 88.9 percent of Richmond Intermediate 3<sup>rd</sup> graders met or exceeded state standards in Math
- 86.3 percent of Richmond Intermediate 4<sup>th</sup> graders met or exceeded state standards in Math
- 92.0 percent of Richmond Intermediate 5<sup>th</sup> graders met or exceeded state standards in Math

#### Science

- 82.6 percent of Richmond Intermediate 4<sup>th</sup> graders met or exceeded state standards in Science

### **Goals for the Current Year**

The Richmond Intermediate School Improvement Team analyzed the data to determine strengths and areas for improvement. Based on that work, the Richmond Intermediate School Improvement Plan was developed to focus on three goals:

- Increase the performance of all students on the ISAT Reading reaching the top half of D303 Elementary Schools by May 2013
- Increase the performance of all students on the ISAT Math by 7%
- Maintain positive interactions in a supportive and caring environment for students, staff and parents.

Based on trend data and current baseline data, our focus in achieving our reading and math goals will be to strengthen each student's ability to utilize and develop vocabulary, compare and contrast skills, and improve writing in reading, and to improve number sense and measurement in math.

To address each Richmond Intermediate SIP goal, the Richmond Intermediate Staff will:

- Regularly meet in collaborative teams as professional learning communities to systematically analyze student data, establish student learning goals, create action plans and formative assessments to evaluate student progress;
- Use Acuity Benchmarks Assessments to guide instructional planning and practice, targeting areas needing improvement;
- Use the DRA2 (Developmental Reading Assessment) and Fountas and Pinnell Assessment, as well as other assessment measures, to obtain an individual comprehensive literacy profile for each student to guide the teacher to plan for small group reading instruction.

### **Richmond Intermediate School Improvement Plan**

Using our core literacy program, the entire Richmond Intermediate Staff is working diligently to combine best practices in literacy instruction and differentiation methods to support all students' learning needs. Throughout the year and on Institute days, staff members are actively participating in professional learning activities aligned with school improvement goals and plans. In addition, staff members are continually strengthening their data interpretation skills to assist them in analyzing student data while monitoring student growth and achievement.

To achieve success in the affective domain of the Richmond Intermediate School Improvement Plan, staff members are successfully implementing the Social Emotional Learning Standards during classroom Morning Meetings and as a school we have integrated these skills into the daily routine. A fundamental component of long-standing success at Richmond Intermediate School is the close-knit and caring community that is established and maintained this year and in years after.

### **Contact Information**

Richmond Intermediate School values input and feedback! Please contact [Rosalind.Ascharya@d303.org](mailto:Rosalind.Ascharya@d303.org) or write: Rosalind Ascharya, Principal; Richmond Intermediate School; 300 S. 12<sup>th</sup> Street. St. Charles, IL 60174. Log on to our website at [www.d303.org](http://www.d303.org) to access other information and links related to Community Unit School District 303.