

**Richmond 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.

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
<b>School</b>	47.5	3.6	39.8	2.3	0.2	6.6	43.9	32.0		0.0	19.6	94.8	440
<b>District</b>	83.8	1.3	7.3	4.6	0.4	2.6	7.7	3.6		0.2	6.6	95.0	13,809
<b>State</b>	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		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
<b>School</b>	99.5	--	--	--	--
<b>District</b>	98.5	18.4	16.9	13.3	242.7
<b>State</b>	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
<b>School</b>	24.0	23.0	18.0	22.0	25.0	25.7				
<b>District</b>	22.9	23.8	24.3	23.9	24.3	25.1				
<b>State</b>	20.5	20.9	21.3	21.8	22.2	22.6				

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>	59			30			145			30		

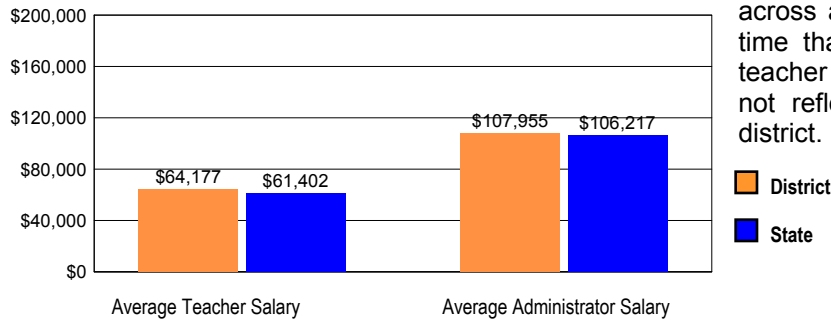
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.3	0.4	1.6	0.6	0.1	23.9	76.1	871
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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.

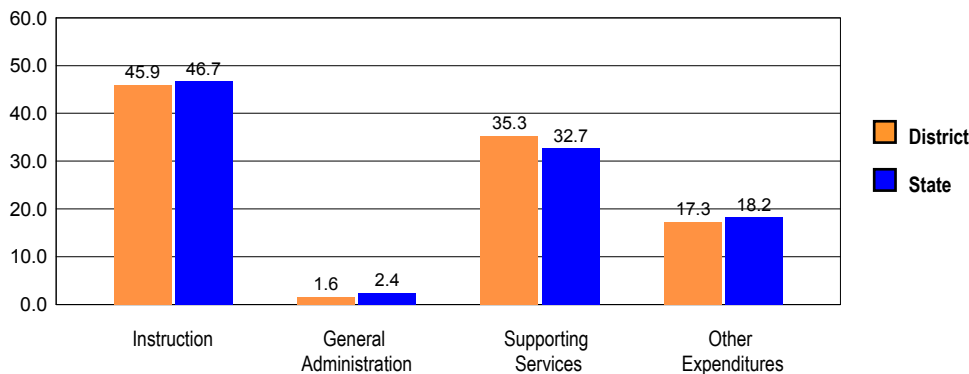
## SCHOOL DISTRICT FINANCES

### 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

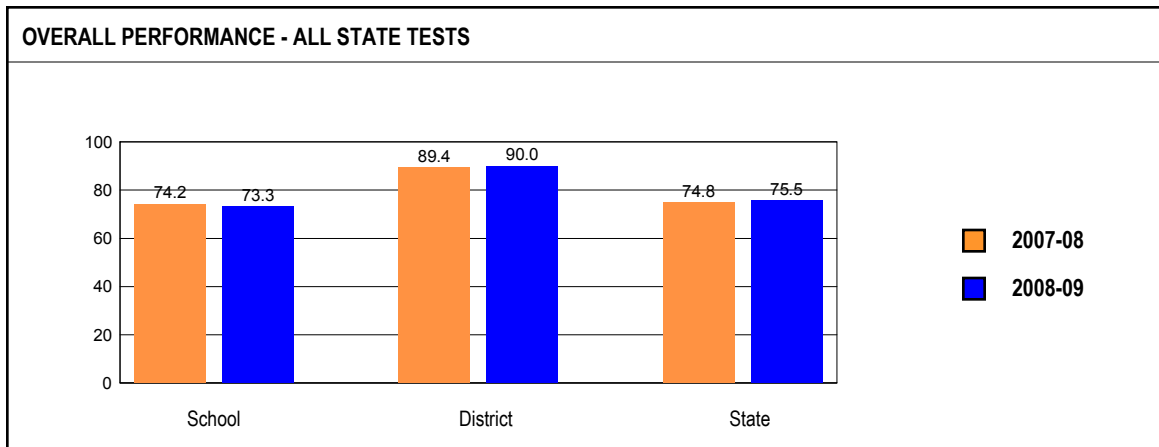
\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.  
**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.  
**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

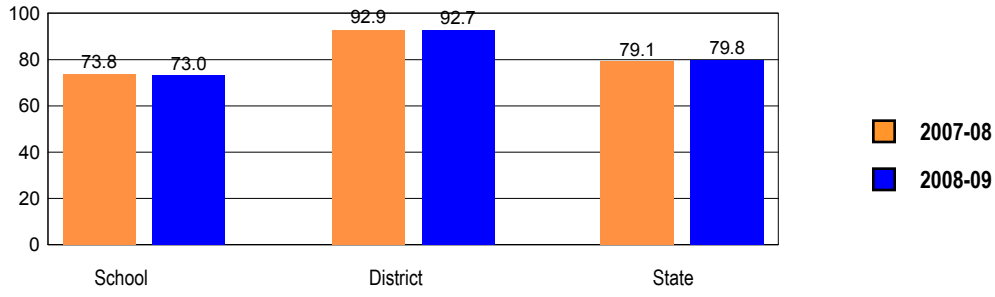
### OVERALL STUDENT PERFORMANCE

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.

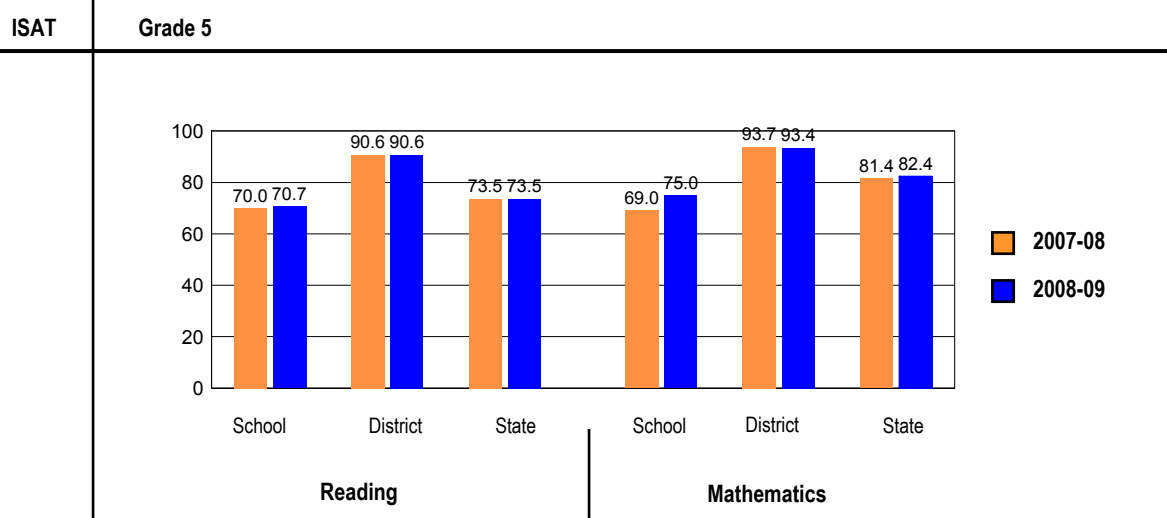
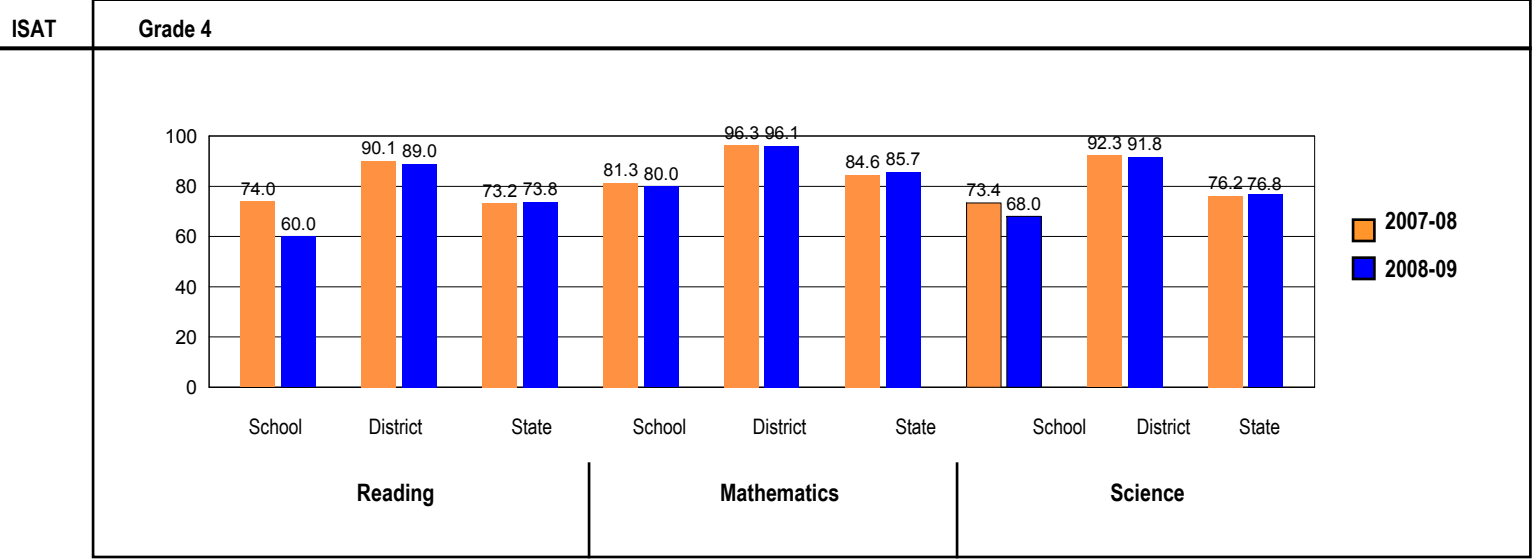
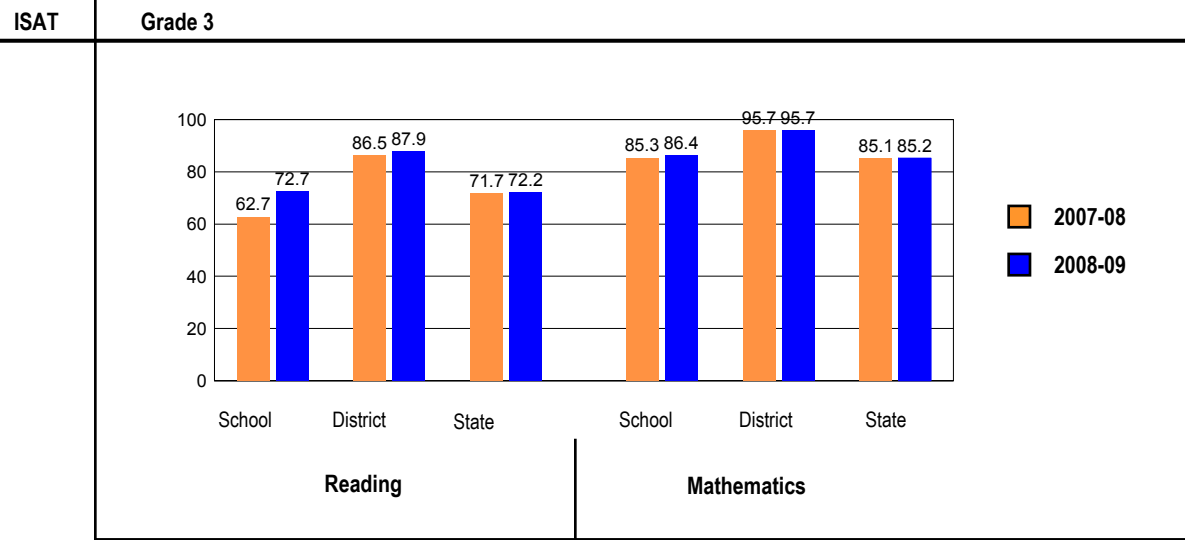


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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 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	228	129	99	124	9	71	4	1	19	59	0	46	99
	Reading	0.0	0.0	0.0	0.0		0.0			0.00	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0			0.00	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	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.1	0.0
	Mathematics	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.1	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	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	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	77	40	37	41	2	28	0	0	6	23	0	14	35
	Science	0.0	0.0	0.0	0.0		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.

### 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	1.5	25.8	50.0	22.7	1.5	12.1	40.9	45.5
District	1.5	10.6	42.1	45.8	0.2	4.1	34.2	61.5
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

### Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	2.5	30.0	45.0	22.5	2.5	17.5	40.0	40.0
	District	1.8	11.7	42.2	44.3	0.4	3.9	30.7	65.0
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	0.0	19.2	57.7	23.1	0.0	3.8	42.3	53.8
	District	1.2	9.5	42.0	47.3	0.0	4.3	37.9	57.8
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	3.3	60.0	36.7	0.0	3.3	23.3	73.3
	District	1.0	7.7	40.9	50.4	0.1	2.8	31.2	65.9
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School								
	District	0.0	42.1	47.4	10.5	0.0	15.8	63.2	21.1
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School	4.5	54.5	36.4	4.5	4.5	27.3	50.0	18.2
	District	8.1	37.1	45.2	9.7	1.6	16.1	58.1	24.2
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District	2.2	13.3	53.3	31.1	0.0	6.4	27.7	66.0
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District	2.6	12.8	43.6	41.0	0.0	5.1	51.3	43.6
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	5.6	50.0	38.9	5.6	5.6	33.3	44.4	16.7
District	11.8	31.4	45.1	11.8	1.9	22.6	45.3	30.2
State	10.4	46.2	38.4	5.0	6.0	20.8	53.3	19.9

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	15.4	61.5	23.1	0.0	7.7	46.2	46.2
	District	4.9	26.8	47.9	20.4	0.7	9.9	52.8	36.6
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	1.9	28.3	47.2	22.6	1.9	13.2	39.6	45.3
	District	0.9	7.9	41.1	50.0	0.1	3.1	31.1	65.6
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	2.9	45.7	42.9	8.6	2.9	17.1	60.0	20.0
	District	7.3	34.4	43.8	14.6	1.0	16.5	56.7	25.8
	State	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible	School	0.0	3.2	58.1	38.7	0.0	6.5	19.4	74.2
	District	0.9	8.1	41.9	49.1	0.1	2.8	31.8	65.3
	State	1.7	12.4	46.5	39.3	0.9	5.1	37.2	56.8



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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	2.7	37.3	37.3	22.7	2.7	17.3	50.7	29.3	6.7	25.3	52.0	16.0
District	0.6	10.4	38.1	50.9	0.5	3.5	41.9	54.2	0.8	7.4	60.4	31.3
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	41.0	38.5	20.5	2.6	15.4	64.1	17.9	2.6	33.3	51.3	12.8
	District	0.4	11.6	39.9	48.2	0.6	3.9	42.4	53.2	0.7	8.3	57.7	33.3
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	5.6	33.3	36.1	25.0	2.8	19.4	36.1	41.7	11.1	16.7	52.8	19.4
	District	0.8	9.2	36.2	53.8	0.4	3.1	41.4	55.2	1.0	6.5	63.3	29.3
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	2.4	14.6	46.3	36.6	2.4	4.9	46.3	46.3	0.0	17.1	53.7	29.3
	District	0.3	8.4	38.2	53.1	0.3	2.2	41.8	55.6	0.2	6.5	60.4	32.8
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School	0.0	0.0	50.0	50.0	0.0	0.0	50.0	50.0	0.0	6.3	68.8	25.0
	District	0.0	0.0	50.0	50.0	0.0	0.0	50.0	50.0	0.0	6.3	68.8	25.0
	State	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
Hispanic	School	3.7	74.1	18.5	3.7	3.7	40.7	48.1	7.4	18.5	37.0	44.4	0.0
	District	2.7	40.5	36.5	20.3	2.7	20.3	54.1	23.0	9.6	20.5	57.5	12.3
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School												
	District	0.0	4.7	37.2	58.1	0.0	2.2	17.8	80.0	0.0	4.4	64.4	31.1
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School												
	District	2.9	11.4	34.3	51.4	0.0	2.9	45.7	51.4	0.0	8.6	60.0	31.4
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	4.5	81.8	13.6	0.0	4.5	45.5	50.0	0.0	22.7	36.4	40.9	0.0
District	3.7	48.1	31.5	16.7	1.8	26.8	46.4	25.0	10.7	26.8	53.6	8.9
State	4.4	56.3	34.7	4.6	2.6	29.1	60.8	7.5	8.8	43.2	45.9	2.2

**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	58.3	16.7	25.0	0.0	25.0	58.3	16.7	0.0	41.7	50.0	8.3
	District	2.3	37.2	34.9	25.6	1.7	11.6	57.6	29.1	1.8	23.4	56.1	18.7
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	School	3.2	33.3	41.3	22.2	3.2	15.9	49.2	31.7	7.9	22.2	52.4	17.5
	District	0.2	5.3	38.7	55.8	0.2	1.9	38.9	59.0	0.7	4.4	61.3	33.7
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

**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	3.0	63.6	27.3	6.1	3.0	30.3	54.5	12.1	15.2	42.4	42.4	0.0
	District	3.2	35.5	40.9	20.4	1.1	17.0	56.4	25.5	6.4	25.5	54.3	13.8
	State	2.5	38.2	46.3	12.9	2.0	21.3	64.0	12.6	5.6	32.4	56.1	5.9
Not Eligible	School	2.4	16.7	45.2	35.7	2.4	7.1	47.6	42.9	0.0	11.9	59.5	28.6
	District	0.3	8.0	37.8	53.9	0.4	2.2	40.5	56.9	0.3	5.7	61.0	33.0
	State	0.4	12.9	45.6	41.1	0.4	5.8	52.9	40.9	0.8	9.2	61.9	28.1

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	1.2	28.0	53.7	17.1	1.3	23.8	58.8	16.3
District	0.1	9.3	44.2	46.3	0.2	6.4	57.7	35.7
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	2.1	29.8	57.4	10.6	2.2	26.7	48.9	22.2
	District	0.2	9.9	45.3	44.6	0.2	6.1	54.3	39.4
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.0	25.7	48.6	25.7	0.0	20.0	71.4	8.6
	District	0.0	8.7	43.1	48.3	0.2	6.7	61.6	31.5
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

**Grade 5 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	2.0	9.8	72.5	15.7	0.0	6.1	73.5	20.4
	District	0.1	6.6	45.1	48.2	0.1	4.5	58.2	37.2
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School								
	District	0.0	20.0	46.7	33.3	6.7	6.7	86.7	0.0
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School	0.0	70.0	20.0	10.0	0.0	65.0	35.0	0.0
	District	0.0	39.4	38.0	22.5	0.0	29.7	59.5	10.8
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School								
	District	0.0	13.5	30.8	55.8	0.0	7.7	38.5	53.8
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	District	0.0	12.1	51.5	36.4	0.0	6.1	51.5	42.4
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

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

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	88.2	11.8	0.0	0.0	76.5	23.5	0.0
District		0.0	57.4	40.4	2.1	0.0	38.0	54.0	8.0
State		1.4	65.2	30.4	3.0	0.6	41.2	55.1	3.1

**Grade 5 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	6.3	50.0	37.5	6.3	0.0	53.3	46.7	0.0
	District	0.6	33.9	46.3	19.2	0.6	25.6	61.7	12.2
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	School	0.0	22.7	57.6	19.7	1.5	16.9	61.5	20.0
	District	0.0	4.6	43.8	51.5	0.1	2.7	57.0	40.2
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

**Grade 5 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	3.6	39.3	50.0	7.1	0.0	40.7	51.9	7.4
	District	1.3	36.3	46.3	16.3	0.0	25.9	63.0	11.1
	State	0.8	40.6	46.7	11.9	0.5	27.5	65.5	6.4
Not Eligible	School	0.0	22.2	55.6	22.2	1.9	15.1	62.3	20.8
	District	0.0	7.2	44.1	48.7	0.2	4.9	57.3	37.6
	State	0.1	13.6	48.4	37.8	0.1	8.6	66.7	24.7

## 2009 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	2009-10 Federal Improvement Status	Choice
Is this school making AYP in Mathematics?	No	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
<b>State AYP Minimum Target</b>	95.0		95.0		70.0			70.0			90.0		78.0	
<b>All</b>	100.0	Yes	100.0	Yes	68.8		Yes	79.6		Yes	94.8	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	87.9		Yes	93.4		Yes				
<b>Black</b>														
<b>Hispanic</b>	100.0	Yes	100.0	Yes	33.3	48.2	No	53.0	61.8	No	94.1			
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>	100.0	Yes	100.0	Yes	26.3		No	47.4		No				
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	57.8		No							
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	48.9	50.6	Yes	68.5		Yes	93.8			

### 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.

## 2009 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Focused
Is this school making (AYP) in the "ALL" subgroup in <b>reading</b> ?	Yes
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 Elementary School Improvement Plan for 2009-2010**

The Illinois State Board of Education, as a means by which school districts communicate local and statewide information to the public, has compiled this "School Report Card." 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 school and district's performance on the annual targets. The mission of Richmond is *to maximize learning through the combined efforts of students, staff, and parents by maintaining an environment of respect, working together to accomplish goals, and participating actively in the learning process.* Factors such as different ethnic groups and a range of socioeconomic groups that make Richmond a diverse school continue to change. Richmond has a unique demographic profile in St. Charles. The percentage of our students who come from low-income households is 43.9% in the 2008-2009 school year compared to the district average of 7.7%. The percentage of our Limited English Proficient students rose from 23.6 to 32% with the district average at 3.6%. The staff at Richmond continues to embrace the diversity represented within the students we serve and is aware that it is one of the strengths of our school. This type of diversity also creates instructional challenges as we strive to foster academic achievement and life long learning. One way to address the needs of students at Richmond is the bilingual program, which continues to grow and currently serves students in kindergarten and first grade. Additionally, our students will be supported by resources such as two reading specialists, three ELL instructors, three Native Language tutors, an Instructional Support Coach (ISC), and two Resource teachers.

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

Richmond uses formative and summative assessments such as formal and informal classroom assessments, report cards, classroom observations, district assessments (Tungsten, DRA2, and ISEL), and state exams to inform instruction and identify areas for additional growth. Every spring, the Illinois Standards Achievement Test (ISAT) is administered to 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students. This rigorous exam measures student performance against a fixed set of learning standards, which were summarized in a brochure mailed home with each student's scores. In the area of reading, 72.7% of our third graders, 60% of our fourth graders, and 70.8 % of our fifth graders met or exceeded standards. In math, 86.4% of our third graders, 80% of our fourth graders, and 75.1% of our fifth graders met or exceeded standards. In science 68% of fourth grade students met or exceeded state standards. Our combined overall performance on all ISAT tests showed 73% meeting or exceeding standards. Hispanic and LEP subgroups did not meet AYP in the areas of reading and math and the Students with Disabilities subgroup did not meet AYP in the area of reading.

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

Based on student performance on state assessments, parent and student surveys, and other similar tools, our target goals for this year are:

- Continue to work toward increasing performance of all students across subject areas.
- All subgroups will make AYP in reading of at least 77% or safe harbor on the 2010 ISAT assessment and 82.5% or Safe Harbor for the 2011 ISAT.
- All subgroups, including Hispanics and LEP, will make AYP in Math of at least 77.5% or Safe Harbor in 2010 and 85% or Safe Harbor on the 2011 ISAT.
- The areas identified for growth in math include number sense, probability, measurement, and data statistics.
- We will increase the percentage of all students who meet and exceed standards on the ISAT reading test by focusing on reading comprehension, literary text, and vocabulary.
- Continue to reduce the gap between reading scores of economically disadvantaged students and non-economically disadvantaged students and Hispanics and Students with Disabilities and other subgroups.
- Develop a sense of community among our students by focusing on respectful behavior and by conducting school-wide activities that focus on diversity and multiculturalism.
- Use morning assemblies to promote interaction among students from different grade levels, provide a setting for reading, and discuss the Social Decision Making Problem Solving curriculum.
- Provide time during the school day to allow grade level teams to collaborate, analyze data to inform their instruction, and share and learn instructional strategies.

### **Contact Information**

We welcome your comments and feedback. Please email [Guillermo.Heredia@d303.org](mailto:Guillermo.Heredia@d303.org) (or write Guillermo Heredia, Principal, Richmond School, 300 S. 12th St., St. Charles, Illinois 60174). Community Unit School District 303 has a web site at [www.d303.org](http://www.d303.org). Log on to that site for links to staff e-mail and additional information about the school district.