

Richmond 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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

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	51.4	3.9	36.5	1.4	0.0	6.9	32.8	23.6		0.0	14.2	95.2	436
District	84.9	1.3	6.8	4.4	0.4	2.1	6.4	2.0		0.3	5.2	94.8	13,727
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

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*

	Percent
School	96.0
District	97.6
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	18.5	18.0	13.6	210.2
State	18.3	18.0	13.5	211.6

* 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	20.7	20.7	19.0	24.3	26.7	23.3				
District	22.2	22.8	23.5	23.8	24.0	24.1				
State	20.5	21.0	21.1	21.7	22.3	22.7				

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	58			30			145			30		

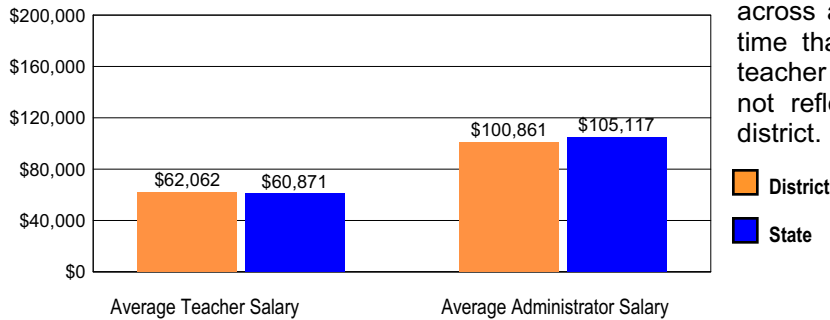
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.0	0.3	1.2	0.3	0.1	23.2	76.8	860
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	11.6	28.8	71.2	0.3	0.1
State	12.4	46.7	53.2	0.7	0.7

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

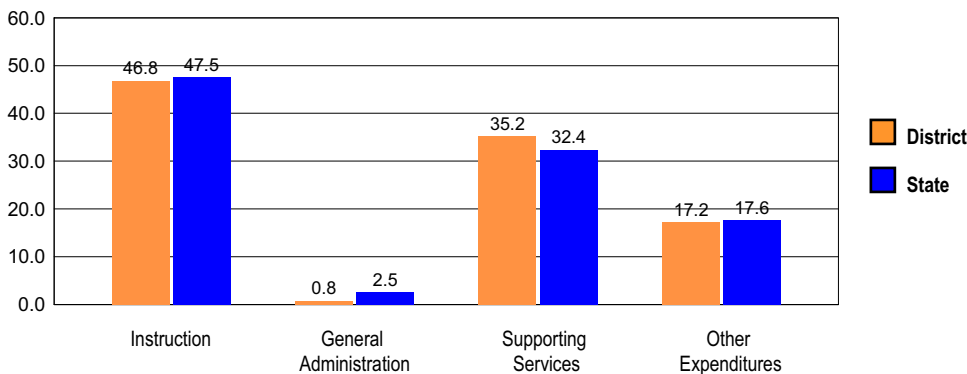
SCHOOL DISTRICT FINANCES

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 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$123,462,703	83.3	57.6	Education	\$103,329,558	72.1	72.6
Other Local Funding	\$9,331,520	6.3	7.3	Operations & Maintenance	\$14,389,332	10.0	8.5
General State Aid	\$4,443,233	3.0	18.1	Transportation	\$6,935,918	4.8	3.9
Other State Funding	\$8,244,115	5.6	9.7	Bond and Interest	\$15,048,861	10.5	6.7
Federal Funding	\$2,714,943	1.8	7.3	Rent	\$0	0.0	0.0
TOTAL	\$148,196,514			Municipal Retirement/ Social Security	\$3,578,550	2.5	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$1,628	0.0	5.6
				TOTAL	\$143,283,847		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$228,012	4.27	\$5,470	\$10,385
State	**	**	\$5,808	\$9,907

** 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.

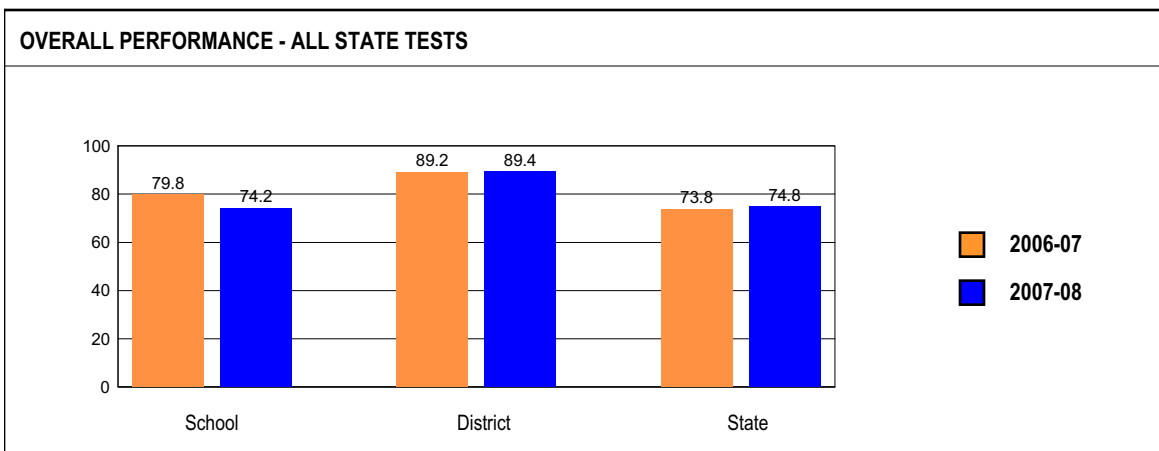
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

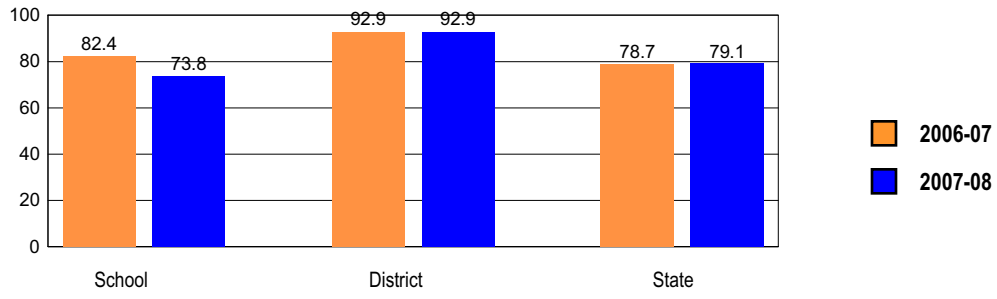
OVERALL STUDENT PERFORMANCE

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 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

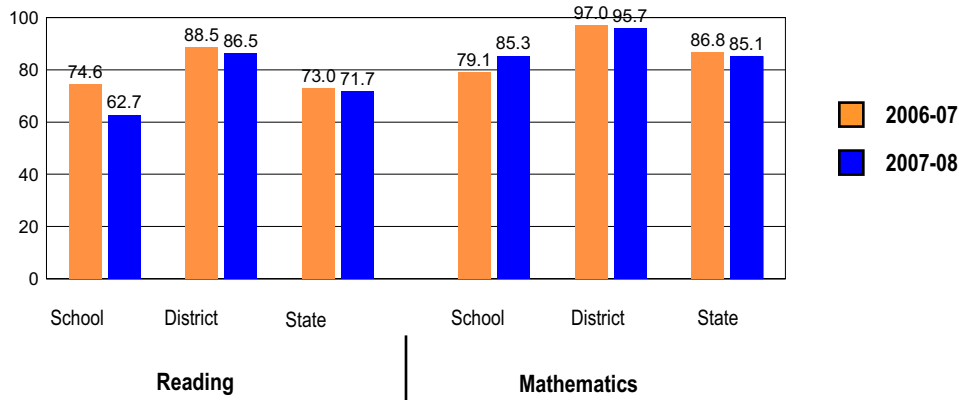


ISAT PERFORMANCE

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.

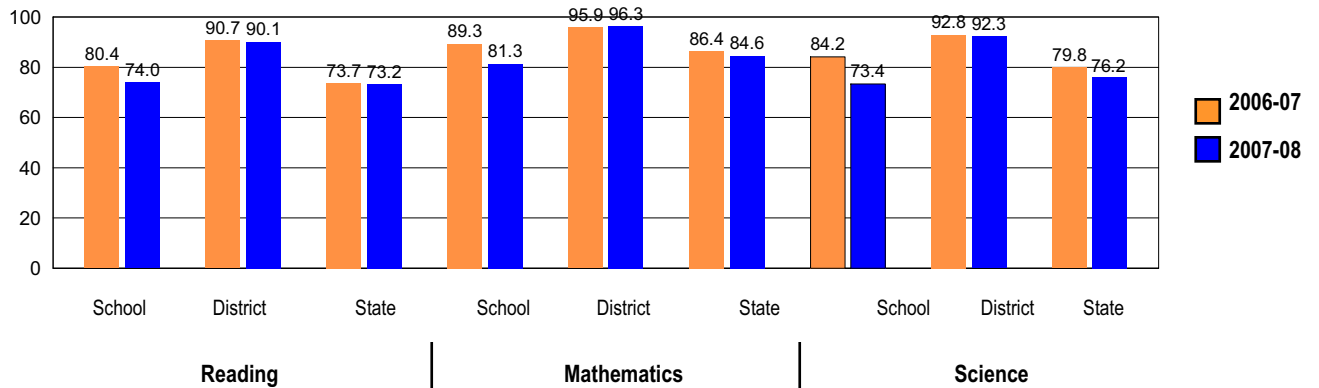
ISAT

Grade 3



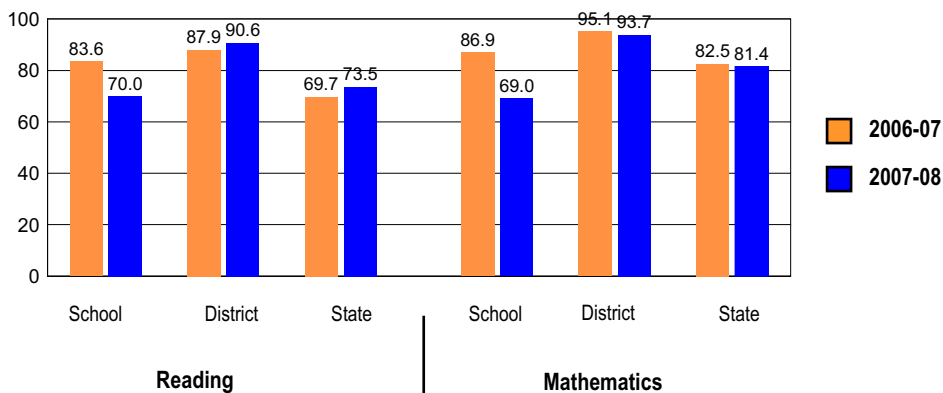
ISAT

Grade 4



ISAT

Grade 5



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	230	117	113	129	10	70	5		16	51		47	84
	Reading	0.0	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	0.0			0.00	0.0		0.0	0.0
District	*Enrollment	7,478	3,855	3,623	6,373	95	490	332	29	159	217		1,051	522
	Reading	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.2	0.0
	Mathematics	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.2	0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3

* 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	82	47	35	52	2	18	3		7	16		17	26
	Science	0.0	0.0	0.0	0.0		0.0				0.0		0.0	0.0
District	*Enrollment	3,218	1,654	1,564	2,761	38	211	135	13	60	72		422	204
	Science	0.1	0.1	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.5	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

* 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	14.7	22.7	41.3	21.3	2.7	12.0	48.0	37.3
District	2.7	10.9	41.2	45.3	0.6	3.7	32.1	63.6
State	6.8	21.5	47.6	24.2	3.5	11.4	44.1	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	17.6	23.5	35.3	23.5	2.9	8.8	50.0	38.2
	District	2.8	12.2	43.5	41.5	0.8	3.2	32.3	63.8
	State	8.5	23.8	46.4	21.3	4.0	11.2	42.3	42.5
Female	School	12.2	22.0	46.3	19.5	2.4	14.6	46.3	36.6
	District	2.5	9.5	38.8	49.2	0.4	4.3	31.8	63.5
	State	4.9	19.1	48.8	27.2	2.9	11.6	45.9	39.5

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	7.0	9.3	46.5	37.2	2.3	2.3	39.5	55.8
	District	2.0	8.5	41.3	48.2	0.5	2.7	29.8	67.0
	State	3.1	13.4	49.6	33.9	1.0	5.4	39.1	54.5
Black	School								
	District	0.0	26.7	40.0	33.3	0.0	13.3	46.7	40.0
	State	12.6	32.2	44.4	10.9	9.4	22.3	49.4	18.9
Hispanic	School	32.0	44.0	24.0	0.0	4.0	32.0	56.0	8.0
	District	14.3	37.1	32.9	15.7	2.9	17.1	52.9	27.1
	State	11.4	33.5	45.4	9.8	4.6	17.4	53.5	24.6
Asian/Pacific Islander	School								
	District	0.0	5.0	50.0	45.0	0.0	2.5	27.5	70.0
	State	2.0	10.8	46.8	40.4	0.6	3.5	28.9	67.0
Native American	School								
	District								
	State	5.5	18.9	54.2	21.4	1.7	6.3	43.9	48.1
Multiracial/Ethnic	School								
	District	0.0	14.7	47.1	38.2	0.0	0.0	44.1	55.9
	State	5.2	19.4	49.9	25.5	2.1	10.2	47.2	40.5

Grade 3 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		38.1	47.6	14.3	0.0	4.8	33.3	61.9	0.0
District		16.1	39.3	28.6	16.1	1.8	21.4	48.2	28.6
State		15.6	41.9	37.8	4.7	6.0	21.1	52.9	19.9

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	25.0	33.3	25.0	16.7	8.3	16.7	41.7	33.3
	District	8.2	33.3	40.9	17.5	2.9	12.3	46.8	38.0
	State	22.5	34.7	32.8	10.0	10.2	22.0	44.5	23.3
Non-IEP	School	12.7	20.6	44.4	22.2	1.6	11.1	49.2	38.1
	District	1.6	6.5	41.2	50.7	0.1	2.1	29.2	68.6
	State	4.4	19.5	49.8	26.3	2.5	9.8	44.0	43.7

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	30.0	36.7	33.3	0.0	6.7	23.3	56.7	13.3
	District	15.3	30.6	36.5	17.6	2.4	12.9	52.9	31.8
	State	11.4	31.8	46.1	10.7	6.2	18.6	51.3	23.9
Not Eligible	School	4.4	13.3	46.7	35.6	0.0	4.4	42.2	53.3
	District	1.6	9.1	41.6	47.7	0.4	2.9	30.2	66.5
	State	2.7	12.4	48.9	36.0	1.0	5.0	37.7	56.3

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	3.9	22.1	51.9	22.1	1.3	17.5	56.3	25.0	6.3	20.3	62.0	11.4
District	0.8	9.0	40.5	49.6	0.1	3.6	41.4	54.9	0.7	7.0	64.9	27.3
State	1.8	25.0	46.6	26.6	0.9	14.5	58.3	26.3	3.5	20.3	59.1	17.1

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	2.4	23.8	50.0	23.8	2.2	15.6	46.7	35.6	6.8	22.7	56.8	13.6
	District	0.7	9.9	43.8	45.6	0.2	2.6	36.7	60.6	0.7	5.9	62.6	30.8
	State	2.4	27.9	45.6	24.0	1.0	15.0	56.3	27.7	3.9	20.0	57.1	19.0
Female	School	5.7	20.0	54.3	20.0	0.0	20.0	68.6	11.4	5.7	17.1	68.6	8.6
	District	1.0	8.1	36.8	54.1	0.0	4.8	46.6	48.6	0.8	8.3	67.6	23.4
	State	1.2	21.9	47.7	29.3	0.7	14.0	60.4	24.9	3.1	20.6	61.2	15.1

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	2.0	8.0	64.0	26.0	1.9	7.7	59.6	30.8	2.0	7.8	80.4	9.8
	District	0.5	7.2	41.3	51.0	0.1	2.7	39.6	57.6	0.4	5.4	65.9	28.2
	State	0.8	15.4	47.2	36.6	0.3	7.2	56.0	36.5	0.9	9.7	63.8	25.5
Black	School	0.0	20.0	40.0	40.0	0.0	13.3	60.0	26.7	0.0	20.0	53.3	26.7
	District												
	State	3.5	40.4	45.2	10.9	2.4	28.6	60.3	8.7	8.4	38.7	49.2	3.7
Hispanic	School	13.3	53.3	33.3	0.0	0.0	50.0	43.8	6.3	25.0	43.8	31.3	0.0
	District	4.4	33.8	41.2	20.6	0.0	17.1	61.4	21.4	5.7	20.0	67.1	7.1
	State	3.0	37.7	46.9	12.5	1.1	22.1	64.2	12.6	6.0	32.3	55.8	5.9
Asian/Pacific Islander	School												
	District	0.0	7.7	25.0	67.3	0.0	1.9	32.7	65.4	0.0	11.5	51.9	36.5
	State	0.5	11.9	43.5	44.1	0.4	4.5	44.9	50.2	1.6	10.3	59.3	28.8
Native American	School												
	District												
	State	2.6	23.8	49.4	24.2	0.9	14.8	62.4	21.8	3.0	19.2	62.4	15.4
Multiracial/Ethnic	School												
	District	3.3	10.0	33.3	53.3	0.0	0.0	56.7	43.3	0.0	13.3	53.3	33.3
	State	1.8	22.5	47.7	28.0	0.7	12.8	61.5	25.1	2.2	17.9	62.4	17.5

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	15.4	61.5	23.1	0.0	0.0	57.1	42.9	0.0	28.6	50.0	21.4	0.0
District	4.3	50.0	32.6	13.0	0.0	22.9	64.6	12.5	8.3	22.9	62.5	6.3
State	5.5	56.2	34.6	3.7	1.9	33.3	58.4	6.4	11.2	45.1	41.8	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	7.1	50.0	28.6	14.3	6.7	13.3	60.0	20.0	6.7	40.0	33.3	20.0
	District	3.8	30.1	43.5	22.6	0.5	11.2	58.8	29.4	2.1	19.8	63.6	14.4
	State	7.7	51.1	31.6	9.6	3.7	32.5	52.0	11.8	8.5	32.5	50.6	8.3
Non-IEP	School	3.2	15.9	57.1	23.8	0.0	18.5	55.4	26.2	6.3	15.6	68.8	9.4
	District	0.2	4.7	39.9	55.2	0.0	2.1	37.8	60.1	0.4	4.4	65.2	30.0
	State	0.9	20.8	49.0	29.3	0.4	11.7	59.3	28.6	2.7	18.4	60.4	18.4

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	13.0	39.1	34.8	13.0	0.0	37.5	50.0	12.5	16.7	33.3	41.7	8.3
	District	6.0	32.8	40.3	20.9	0.0	23.2	58.0	18.8	7.2	21.7	59.4	11.6
	State	3.2	38.1	46.6	12.1	1.6	23.8	62.8	11.8	6.4	33.0	54.6	6.0
Not Eligible	School	0.0	14.8	59.3	25.9	1.8	8.9	58.9	30.4	1.8	14.5	70.9	12.7
	District	0.5	7.5	40.5	51.5	0.1	2.3	40.3	57.3	0.3	6.0	65.3	28.4
	State	0.7	14.2	46.7	38.5	0.3	6.8	54.6	38.3	1.1	9.9	62.8	26.2

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	1.4	28.6	37.1	32.9	0.0	31.0	52.1	16.9
District	0.1	9.3	43.3	47.2	0.2	6.1	58.9	34.8
State	0.5	25.9	46.3	27.3	0.5	18.1	64.2	17.1

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	2.8	30.6	30.6	36.1	0.0	38.9	44.4	16.7
	District	0.2	11.6	47.1	41.1	0.4	7.1	55.8	36.7
	State	0.7	29.2	45.7	24.4	0.7	19.0	62.4	17.9
Female	School	0.0	26.5	44.1	29.4	0.0	22.9	60.0	17.1
	District	0.0	7.1	39.5	53.4	0.0	5.1	62.0	32.9
	State	0.3	22.5	46.9	30.2	0.4	17.2	66.1	16.3

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	21.2	33.3	45.5	0.0	12.1	57.6	30.3
	District	0.0	8.1	42.1	49.8	0.2	4.3	59.1	36.4
	State	0.2	15.1	47.5	37.3	0.2	10.0	66.5	23.3
Black	School								
	District	0.0	37.5	31.3	31.3	0.0	43.8	50.0	6.3
	State	1.0	43.2	43.9	11.9	1.4	35.5	57.8	5.3
Hispanic	School	4.0	36.0	40.0	20.0	0.0	50.0	50.0	0.0
	District	1.6	18.8	53.1	26.6	0.0	21.5	63.1	15.4
	State	0.8	41.1	45.9	12.3	0.7	25.3	66.4	7.6
Asian/Pacific Islander	School								
	District	0.0	13.0	46.3	40.7	0.0	5.6	48.1	46.3
	State	0.2	12.2	43.7	43.9	0.2	5.4	53.8	40.7
Native American	School								
	District								
	State	0.0	26.9	47.4	25.6	0.0	19.1	68.1	12.8
Multiracial/Ethnic	School								
	District	0.0	4.5	59.1	36.4	0.0	9.1	68.2	22.7
	State	0.7	23.1	47.6	28.5	0.5	17.7	64.8	17.0

Grade 5 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		8.3	58.3	33.3	0.0	0.0	69.2	30.8	0.0
District		2.5	40.0	45.0	12.5	0.0	26.8	65.9	7.3
State		1.5	65.9	29.6	2.9	1.4	39.7	55.5	3.4

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	43.8	31.3	25.0	0.0	37.5	56.3	6.3
	District	0.0	33.8	51.9	14.4	1.3	20.0	67.5	11.3
	State	2.8	58.7	30.5	8.0	2.6	42.8	49.3	5.2
Non-IEP	School	1.9	24.1	38.9	35.2	0.0	29.1	50.9	20.0
	District	0.1	4.8	41.8	53.3	0.0	3.6	57.3	39.2
	State	0.1	20.8	48.8	30.3	0.2	14.2	66.6	19.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	3.8	46.2	34.6	15.4	0.0	59.3	40.7	0.0
	District	1.5	34.3	41.8	22.4	0.0	33.8	63.2	2.9
	State	0.9	41.1	45.6	12.4	1.0	29.0	63.1	6.9
Not Eligible	School	0.0	18.2	38.6	43.2	0.0	13.6	59.1	27.3
	District	0.0	7.6	43.4	49.0	0.2	4.2	58.5	37.1
	State	0.2	13.9	46.8	39.1	0.2	9.3	65.1	25.4

2008 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?	No
Is this school making AYP in Reading?	No	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	70.7		Yes	81.6		Yes	95.2	Yes		
White	100.0	Yes	100.0	Yes	84.6		Yes	92.7		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	42.4		No	57.6		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes										
Students with Disabilities	100.0	Yes	100.0	Yes										
Economically Disadvantaged	100.0	Yes	100.0	Yes	45.1		No	62.0		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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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.

Richmond Elementary School Improvement Plan for 2008-2009

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.* Richmond Elementary School has a unique demographic profile in St. Charles. The percentage of our students who come from low-income households is 32.8% in the 2007-2008 school year compared to the district average of 6.4%. The percentage of our Limited English Proficient students rose from 21.2% to 23.6 with the district average at 2%. The staff at Richmond embraces the diversity represented within the students we serve and realizes 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. The bilingual program is one of the initiatives during the 2008-2009 school year intended to address some of the students' needs. Additionally, our students will be supported by resources such as Partners-in-Reading tutors in kindergarten and first grade, one full-time ELL instructor, two bilingual teachers, four Native Language tutors, a Reading Resource teacher, 1.5 Literacy support teacher, 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, and state exams to inform instruction and identify areas for additional growth. Last spring, the Illinois Standards Achievement Test (ISAT) was administered to 3rd, 4th, and 5th 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, 62.7% of our third graders, 74% of our fourth graders, and 70% of our fifth graders met or exceeded standards. In math, 85.3% of our third graders, 81.3% of our fourth graders, and 69% of our fifth graders met or exceeded standards. In science 73.4% of fourth grade students met or exceeded state standards. Our combined overall performance on all ISAT tests showed 74.2% meeting or exceeding standards. In the area of reading, scores for the Economically Disadvantaged and Hispanic subgroups did not meet AYP.

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.
- Increase the performance of all students on the ISAT math test by 4% by identifying mathematical vocabulary concepts and improving performance on geometry test items.
- Increase the percentage of all students who meet and exceed standards on the ISAT reading test by 7% focusing on critical thinking.
- Continue to reduce the gap between reading scores of economically disadvantaged students and non-economically disadvantaged students and Hispanics and other subgroups.
- Help all students to become valued and productive members of their school community by focusing on respectful behaviors and increase the percent of students feeling respected by peers as measured by the District Character Survey.
- Continue the Teachers Caring for Kids (TCK) mentoring program.
- Use the Richmond Daily Student News Show to showcase respectful behaviors and student learning.
- Continue to provide opportunities for grade level teams to meet in Professional Learning Communities focused on student progress, enrichment, and intervention.

Contact Information

We welcome your comments and feedback. Please email 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. Log on to that site for links to staff e-mail and additional information about the school district.