

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



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 9 10 11 12

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION															
	White	Black	Hispanic	Asian	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	79.9	2.1	11.8	5.3	0.0	0.8	0.0	15.4	1.7	13.9	0.5	0.5	4.8	94.0	2,331
District	82.0	1.4	9.7	4.8	0.1	0.4	1.6	12.8	3.6	14.9	0.4	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	2.7	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	98.5	--	--	--	--
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.

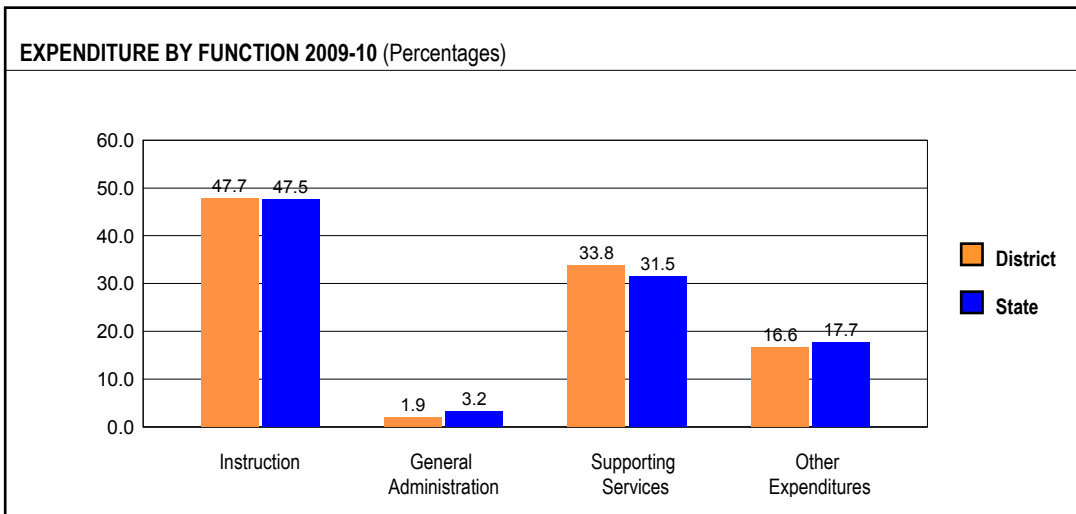
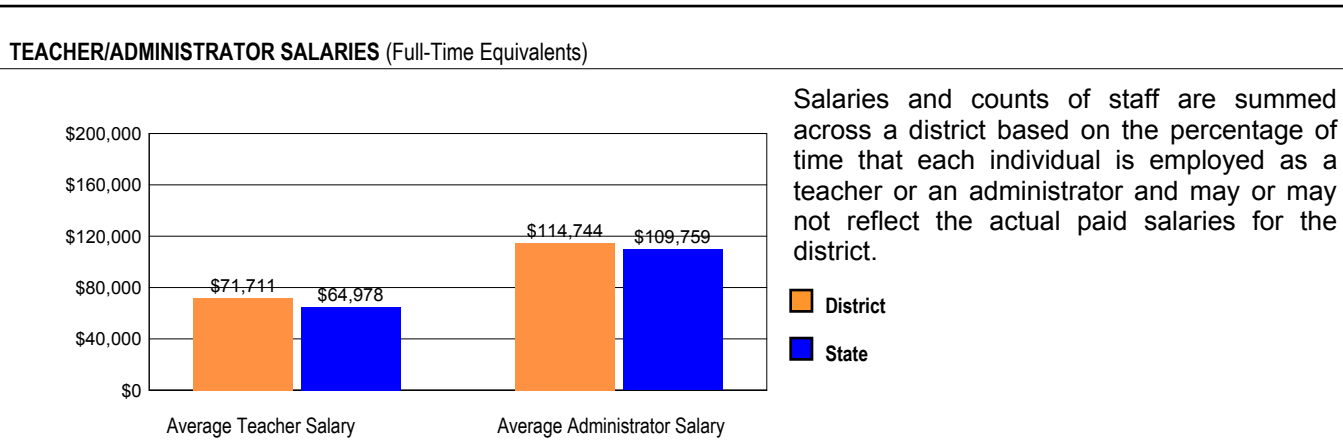
AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School										23.3
District										21.4
State										19.2

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			
	District	District %	State %
Local Property Taxes	\$140,212,666	83.6	58.9
Other Local Funding	\$9,052,156	5.4	6.4
General State Aid	\$4,326,243	2.6	14.9
Other State Funding	\$8,092,474	4.8	7.5
Federal Funding	\$5,982,603	3.6	12.4
TOTAL	\$167,666,142		

EXPENDITURE BY FUND 2009-10			
	District	District %	State %
Education	\$119,468,948	72.1	72.9
Operations & Maintenance	\$14,609,755	8.8	6.0
Transportation	\$7,943,860	4.8	3.8
Debt Service	\$18,182,873	11.0	7.2
Tort	\$1,206,696	0.7	1.2
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.

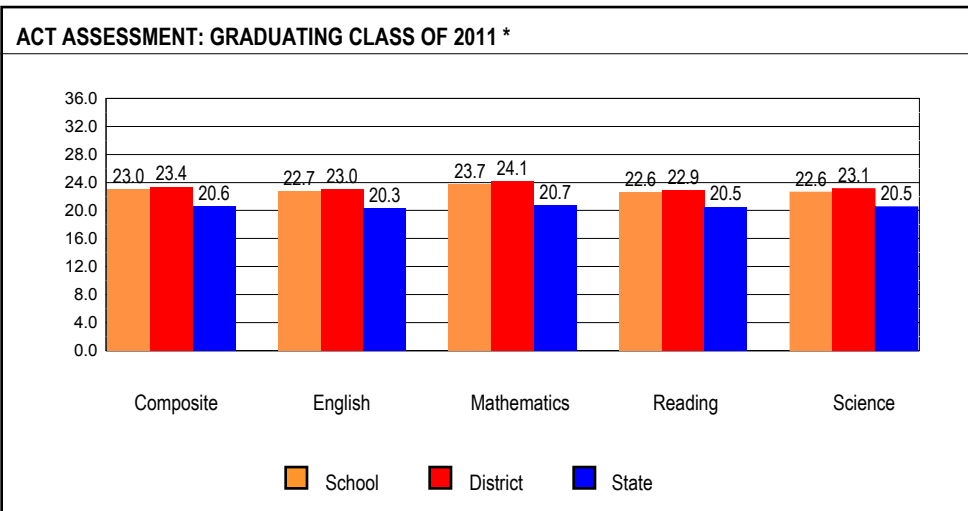
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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



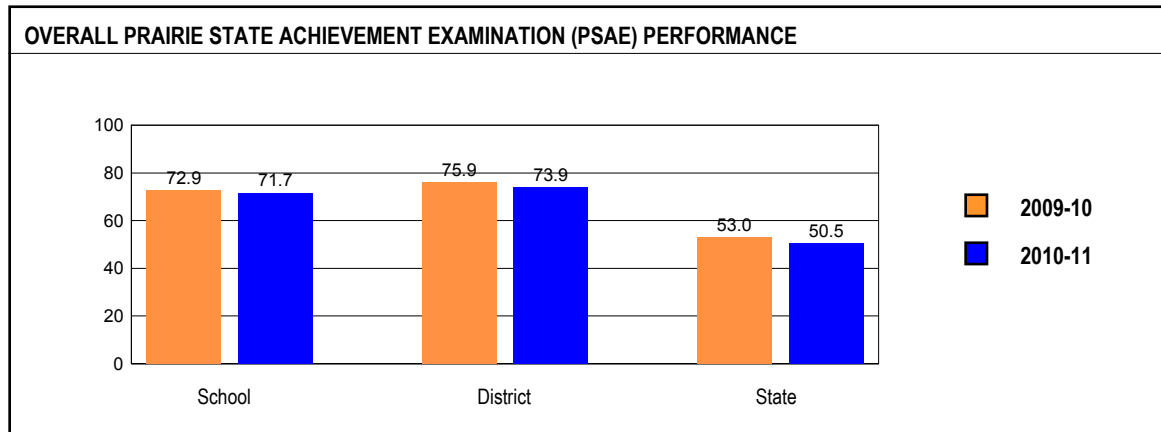
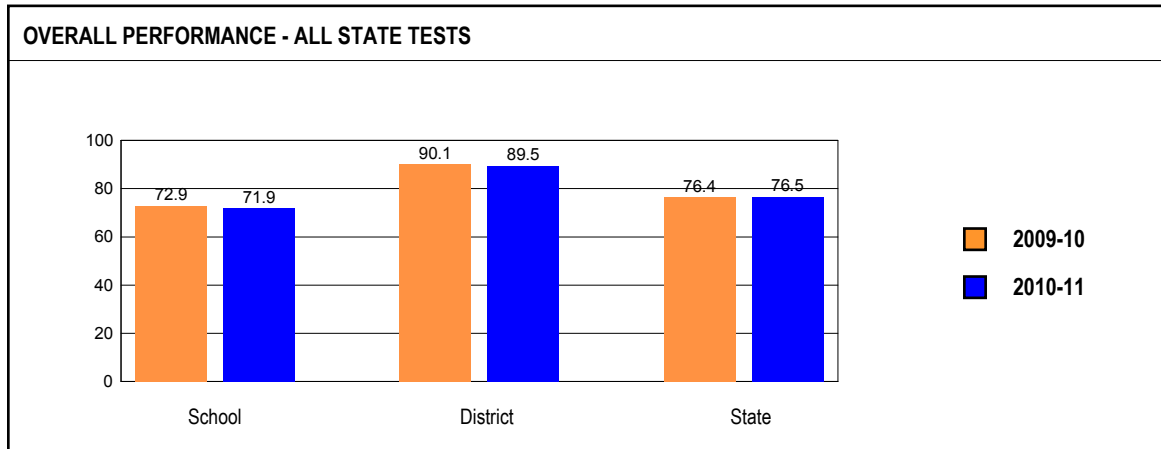
The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

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

HIGH SCHOOL GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races				
School	89.8	87.5	92.2	92.3	84.6	78.0	90.9		75.0	0.0	50.0		80.3	79.3
District	91.7	91.2	92.2	93.1	85.0	84.3	89.5		81.8	75.0	50.0		85.3	82.7
State	83.8	80.9	86.7	89.1	74.0	76.8	92.3		77.7	81.4	67.7		66.2	75.1

OVERALL STUDENT PERFORMANCE

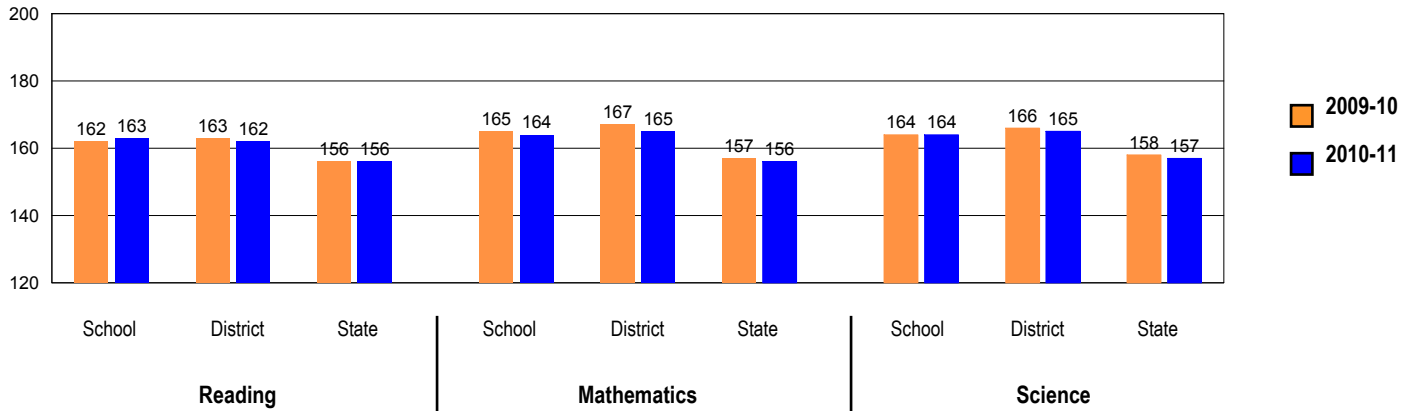
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.



PSAE PERFORMANCE

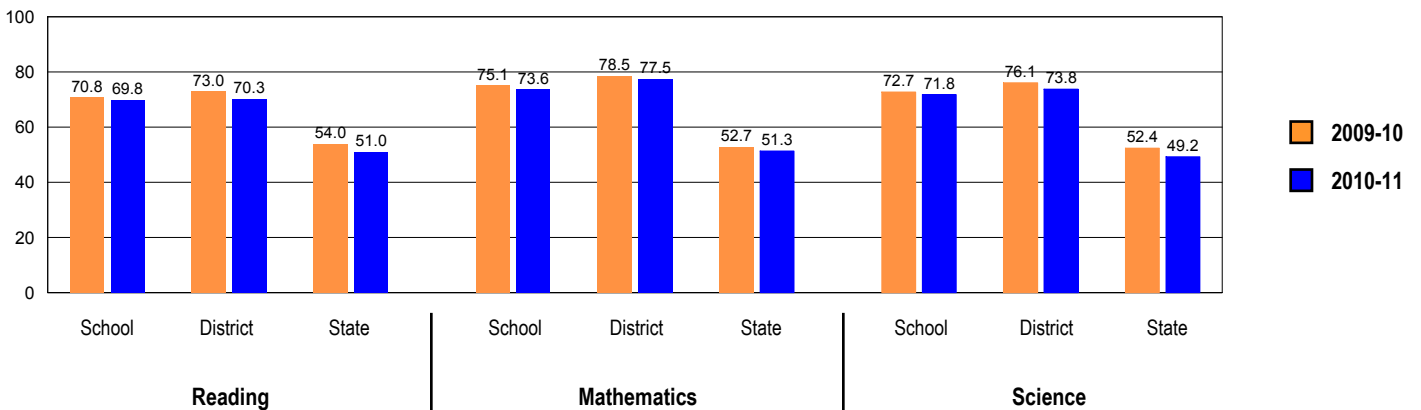
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



PSAE scores range from 120 to 200.

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



Number of students in this school with PSAE scores in 2011: 503

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		Gender			Racial/Ethnic Background										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Economically Disadvantaged
School	*Enrollment	526	259	267	407	11	76	27	0	5	0	5	0	76	93
	Reading	2.9	1.9	3.7	2.7	9.1	2.6	0.0						9.2	4.3
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										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Economically Disadvantaged
School	*Enrollment	526	259	267	407	11	76	27	0	5	0	5	0	76	93
	Mathematics	2.9	1.9	3.7	2.7	9.1	2.6	0.0						9.2	4.3
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	526	259	267	407	11	76	27	0	5	0	5	0	76	93
	Science	2.9	1.9	3.7	2.7	9.1	2.6	0.0						9.2	4.3
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.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 11

Grade 11 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	3.6	26.6	52.5	17.3	5.2	21.3	59.0	14.5	3.0	25.2	55.5	16.3
District	3.5	26.2	54.1	16.2	4.0	18.5	61.9	15.6	2.6	23.6	56.1	17.7
State	10.1	38.9	40.7	10.4	10.0	38.7	43.1	8.2	8.6	42.2	39.6	9.6

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	5.6	27.4	51.6	15.3	6.0	20.2	57.3	16.5	2.8	22.6	55.2	19.4
	District	5.2	28.4	52.2	14.1	4.4	17.8	59.2	18.6	3.3	21.3	54.2	21.3
	State	12.7	39.3	38.2	9.8	10.6	35.9	43.3	10.2	9.0	38.6	40.1	12.3
Female	School	1.6	25.9	53.3	19.2	4.3	22.4	60.8	12.5	3.1	27.8	55.7	13.3
	District	1.6	23.8	56.1	18.4	3.5	19.3	64.8	12.5	1.8	26.0	58.2	13.9
	State	7.5	38.5	43.2	10.9	9.4	41.5	42.9	6.2	8.1	45.8	39.2	6.9

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	3.1	23.8	53.6	19.5	4.6	17.9	62.8	14.6	2.3	22.1	57.9	17.7
	District	3.4	24.0	55.5	17.1	3.8	16.0	64.7	15.5	2.5	20.8	58.1	18.7
	State	6.1	29.6	49.4	14.9	5.3	29.8	53.5	11.4	4.2	31.3	50.4	14.0
Black	School	10.0	50.0	30.0	10.0	10.0	20.0	70.0	0.0	0.0	30.0	70.0	0.0
	District	5.9	52.9	35.3	5.9	5.9	29.4	64.7	0.0	0.0	52.9	47.1	0.0
	State	18.5	56.7	23.2	1.6	23.0	56.8	19.6	0.6	19.9	63.2	16.2	0.7
Hispanic	School	6.9	47.2	40.3	5.6	9.7	43.1	38.9	8.3	8.3	44.4	38.9	8.3
	District	5.9	46.1	39.2	8.8	6.9	39.2	46.1	7.8	5.9	41.2	42.2	10.8
	State	14.7	52.2	30.0	3.1	13.2	51.9	33.0	1.9	11.9	58.1	27.7	2.2
Asian	School	0.0	3.7	74.1	22.2	0.0	11.1	51.9	37.0	0.0	18.5	55.6	25.9
	District	0.0	13.2	64.2	22.6	0.0	11.3	50.9	37.7	0.0	20.8	54.7	24.5
	State	6.7	27.3	46.3	19.7	3.2	19.0	52.0	25.7	3.9	25.7	49.3	21.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	8.0	43.8	41.6	6.6	5.8	40.1	46.7	7.3	2.9	49.6	38.7	8.8
American Indian	School												
	District												
	State	12.5	42.4	36.7	8.4	11.9	42.5	40.3	5.3	8.6	48.1	38.0	5.3
Two or More Races	School												
	District	0.0	33.3	50.0	16.7	8.3	25.0	41.7	25.0	0.0	33.3	50.0	16.7
	State	7.6	35.9	43.6	12.9	8.5	38.6	44.1	8.7	6.5	40.2	41.8	11.5

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	16.1	51.6	25.8	6.5	30.6	46.8	19.4	3.2	14.5	56.5	24.2	4.8
	District	23.0	49.0	24.0	4.0	30.0	47.0	21.0	2.0	19.0	58.0	20.0	3.0
	State	46.5	37.9	13.4	2.2	46.1	41.8	11.2	0.9	39.6	46.9	11.5	2.1
Non-IEP	School	1.8	23.1	56.2	18.8	1.6	17.7	64.6	16.1	1.4	20.9	59.9	17.9
	District	1.3	23.6	57.5	17.6	1.1	15.4	66.4	17.1	0.8	19.8	60.1	19.3
	State	5.2	39.0	44.3	11.4	5.2	38.3	47.4	9.1	4.5	41.6	43.4	10.6

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	10.3	49.4	36.8	3.4	11.5	46.0	42.5	0.0	5.7	51.7	39.1	3.4
	District	10.1	48.7	36.1	5.0	9.2	45.4	45.4	0.0	5.0	53.8	37.8	3.4
	State	17.1	53.1	27.3	2.6	17.8	53.4	27.3	1.5	15.6	59.0	23.6	1.8
Not Eligible	School	2.2	21.9	55.8	20.2	3.8	16.1	62.5	17.5	2.4	19.7	58.9	19.0
	District	2.6	23.1	56.5	17.7	3.3	14.9	64.1	17.7	2.3	19.5	58.6	19.6
	State	5.5	29.7	49.4	15.4	5.0	29.1	53.4	12.5	4.0	31.3	50.0	14.6

2011 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	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	2011-12 State Improvement Status	Academic Watch Status Year 1

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		85.0			85.0			91.0		82.0	
All	97.1	Yes	97.1	Yes	70.7		No	74.5		No			89.8	Yes
White	97.3	Yes	97.3	Yes	73.7	75.5	Yes	78.1	81.1	No			92.3	
Black														
Hispanic	97.4	Yes	97.4	Yes	47.9		No	49.3		No				
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	90.8	Yes	90.8	Yes	35.8	29.4	No	29.9	36.5	No			80.3	
Economically Disadvantaged	95.7	Yes	95.7	Yes	40.9	45.7	No	43.2	48.8	No			79.3	

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.

St. Charles East High School Improvement Plan for 2011-2012

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

We are now in the seventh year of defined secondary school improvement work. As a school we are continually monitoring, analyzing, and interpreting student data which leads to implementing new goals, while at the same time continuing with previously established successful ones. For example, this current school year there is an increased focus on building wide reading to improve our students’ college readiness and scores on standardized testing.

The four primary goals for all District #303 schools are: 1) the continuation and refinement of Professional Learning Communities (PLCs); 2) the incorporation of Response to Intervention (RtI); where various forms of student assistance are utilized to help struggling students; 3) the development and use of common formative assessments in instruction—this ensures that teachers who teach the same course will give comparable assessment, and student data from these assessments will be examined, analyzed and teaching will be adjusted; and, 4) the use of the Charlotte Danielson Framework, which is a plan that clearly delineates effective teaching and best practice in the classroom with the intent of increased student success.

Findings of the School Improvement Plan:

For the fifth year, a comprehensive plan for providing achievement data for all students in grades 9-11 from the ACT series of tests will be implemented. On October 25, 2011, 9th graders will take a retired PLAN test, sophomores will take the official PLAN test, and juniors will take a retired ACT test. This system provides us with timely and useful data relative to our students’ current levels of performance, academic progress, and prioritizes instructional goals. In April, the Prairie State Achievement Exam (PSAE) will be administered to all 11th graders. This assessment, which is a graduation requirement, is used to measure students’ current progress, as well as their academic achievement in comparison to district and state levels.

Documented successes of school improvement as compared to the 2009-2010 school year, that are noted in this report include:

- Enrollment increased from 2216 to 2330
- 4th year in a row St. Charles East was recognized by the Washington Post as one of “America’s Best High Schools” in the United States
- 806 AP exams were taken in 2011; an increase of 49 from the prior year
- 473 students took the AP exams
- The composite ACT college entrance exam score for East’s class of 2011 was 23.0
- High school graduation rate of 89.8%
- Overall, students’ average PSAE was 71.7% as compared to the state average of 50.5%.

Goals for the 2011-2012 School Year

The East staff will focus on the goals listed below for improving student performance and achievement:

- *All students will meet the Reading Benchmark of 80% on the 2012 PSAE.*
- *By the end of the school year, 80% of East students will have accessed course materials or participated in course activities electronically outside of class time using Blackboard.*

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

- 1) All departments will continue to develop specific reading goals, identify actions to reach the goals, implement, and evaluate the plans.
- 2) The entire building will focus on Academic Vocabulary.
- 3) All faculty meetings and School Improvement Days will be dedicated to academic vocabulary, reading strategies, and social emotional learning for the 2011-2012 school year.
- 4) Assessment data will be used to identify student deficiencies, target interventions, and reading strategies.

For Additional Information:

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