

Granite City High School
Granite City CUSD 9
Granite City, 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.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

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	Percent Homeless	Total Enrollment
School	75.1	11.6	8.2	0.5	0.1	0.9	3.5	53.7	0.7	15.1	3.6	2,010
District	74.0	11.2	9.3	0.6	0.2	0.7	4.1	60.6	2.2	19.6	6.5	6,474
State	50.6	17.6	24.1	4.3	0.1	0.3	3.0	49.9	9.5	13.6	2.0	2,054,155

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.
Total Enrollment is based on Home School.
Homeless students are who do not have permanent and adequate homes.

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School	3.5	11.1	23.5	90.0
District	3.5	9.1	20.0	91.8
State	2.4	9.8	12.8	94.2

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 9 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		Total School Days	
	Percent		Days
School	100.0	School	174
District	99.1	District	174
State	95.5	State	176

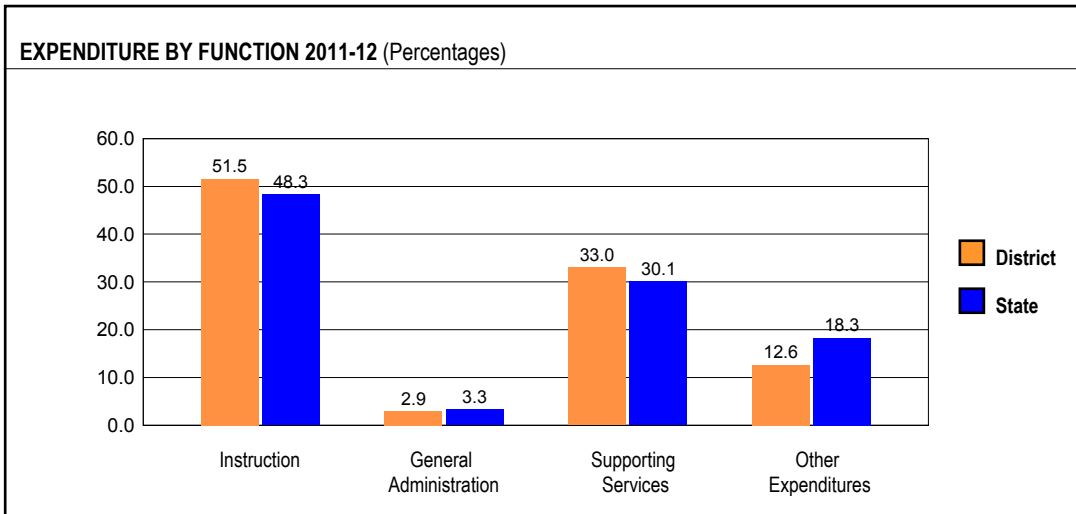
* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School										20.3	20.3
District										20.3	20.3
State										19.3	21.2

TEACHER INFORMATION	
	% of Classes Not Taught by Highly Qualified Teachers
School	0.0
District	0.0
State	0.2

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2011-12				EXPENDITURE BY FUND 2011-12			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$28,708,009	43.3	61.1	Education	\$53,082,034	71.0	73.4
Other Local Funding	\$3,093,048	4.7	4.8	Operations & Maintenance	\$8,077,888	10.8	6.2
General State Aid	\$19,427,773	29.3	16.4	Transportation	\$3,880,222	5.2	3.7
Other State Funding	\$8,358,907	12.6	9.7	Debt Service	\$2,479,848	3.3	7.6
Federal Funding	\$6,769,509	10.2	8.1	Tort	\$1,145,854	1.5	1.2
TOTAL	\$66,357,246			Municipal Retirement/ Social Security	\$2,224,284	3.0	2.0
				Fire Prevention & Safety	\$602,661	0.8	0.7
				Capital Projects	\$3,252,058	4.4	5.2
				TOTAL	\$74,744,849		

OTHER FINANCIAL INDICATORS				
	2010 Equalized Assessed Valuation per Pupil	2010 Total School Tax Rate per \$100	2011-12 Instructional Expenditure per Pupil	2011-12 Operating Expenditure per Pupil
District	\$82,987	4.26	\$6,339	\$9,867
State	**	**	\$6,974	\$11,842

** 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.

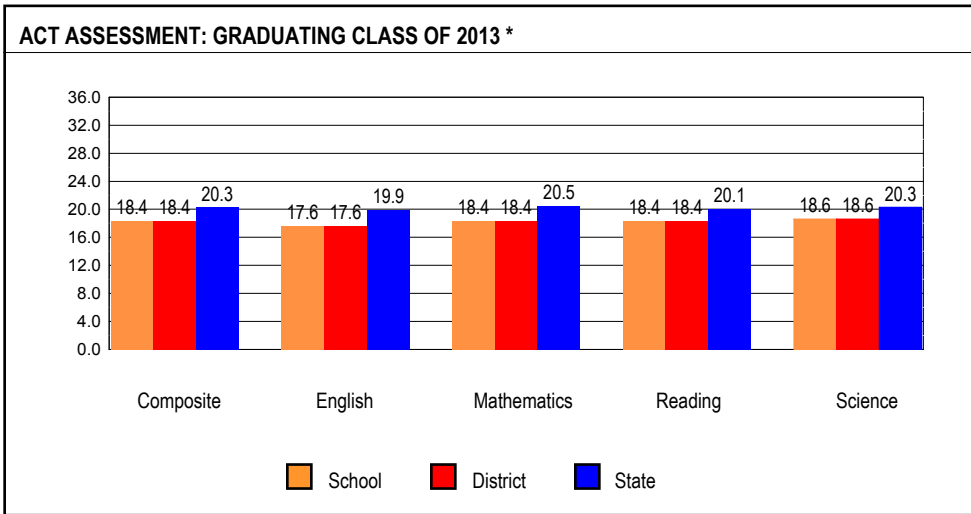
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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. All students whose scores are college reportable, both standard and extended time tests, are now included. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

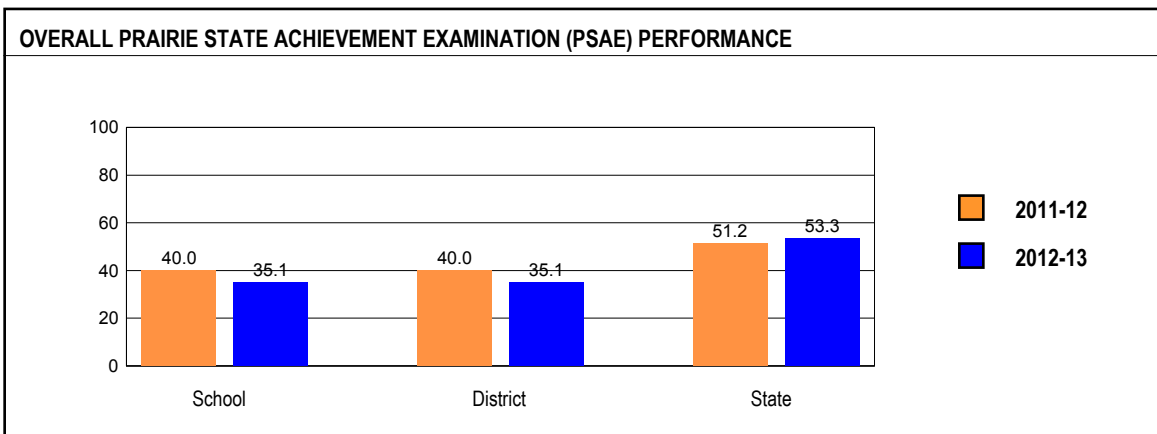
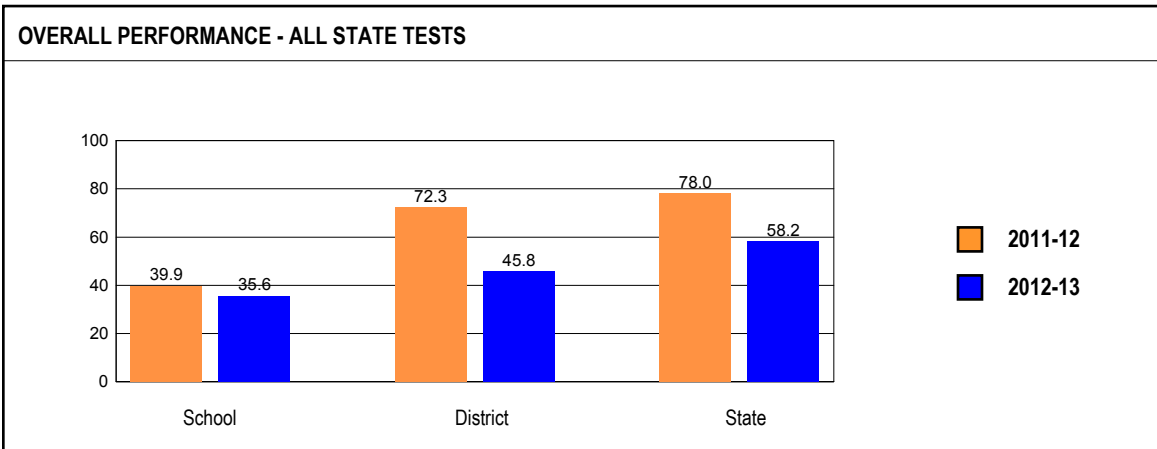
READY FOR COLLEGE COURSE WORK	
School	32.4
District	32.4
State	45.7

HIGH SCHOOL 4-YEAR 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	74.4	75.5	73.3	75.1	69.1	72.5		100.0	100.0	73.3	44.4		72.6	62.3
District	74.4	75.5	73.3	75.1	69.1	72.5		100.0	100.0	73.3	44.4		72.6	62.3
State	83.2	80.3	86.1	89.3	70.9	76.3		78.0	78.2	83.1	63.7		70.1	73.0

HIGH SCHOOL 5-YEAR 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	81.0	80.7	81.3	83.2	75.4	64.5	0.0	0.0	66.7	100.0	33.3		78.8	72.9
District	81.0	80.7	81.3	83.2	75.4	64.5	0.0	0.0	66.7	100.0	33.3		78.8	72.9
State	87.0	84.9	89.1	90.7	78.4	83.2	94.9	89.2	83.0	86.5	76.5		76.8	80.6

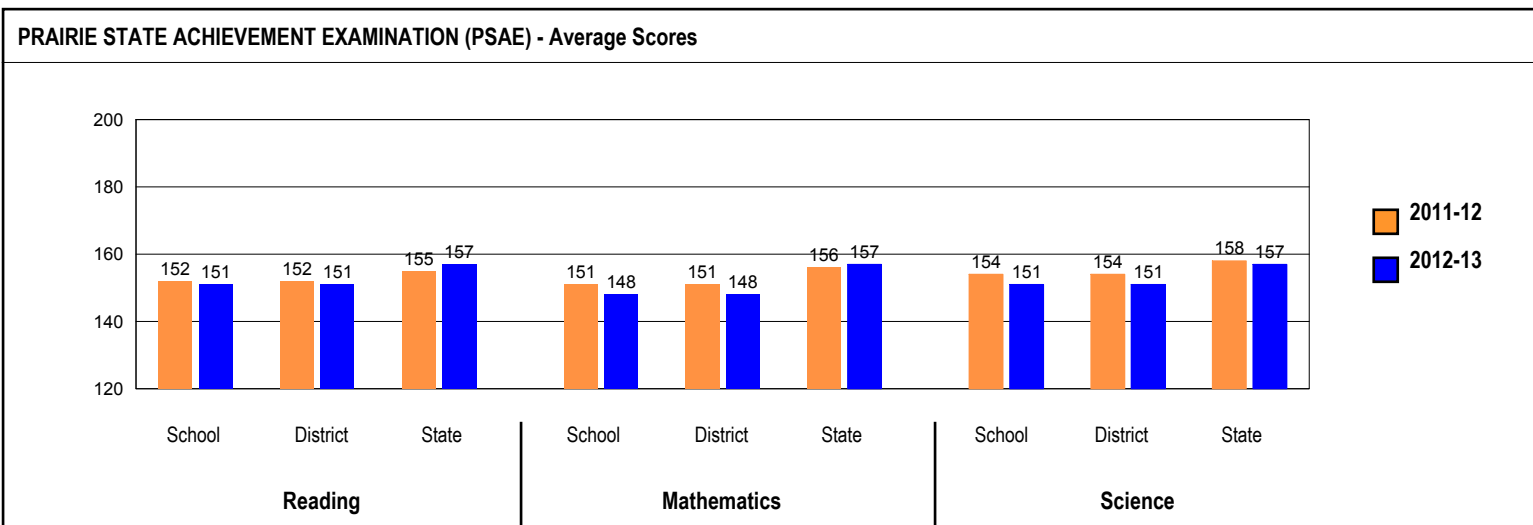
OVERALL STUDENT PERFORMANCE

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 and mathematics. The ISAT reading and math cut scores were reset for school year 2013. Starting in 2013, Illinois raised the performance cut scores in reading and math to align with college and career ready expectations.

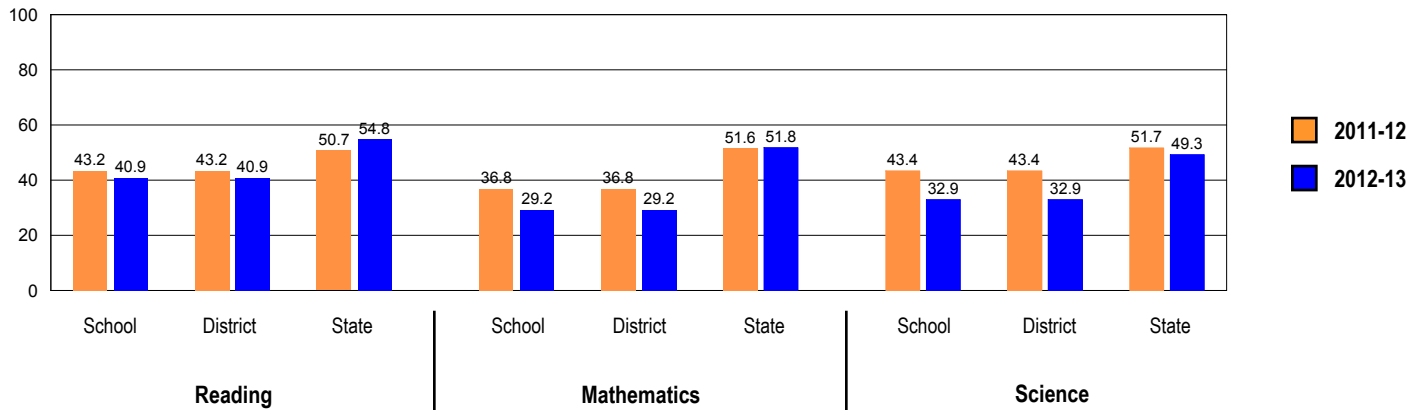


PSAE PERFORMANCE

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.



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 2013: 489

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	512	245	267	396	59	36	4	0	1	16	4	0	87	266
	Reading	2.0	1.6	2.2	1.8	0.0	5.6				6.3			1.1	3.0
District	*Enrollment	3,450	1,793	1,657	2,587	381	317	19	4	19	123	57	0	677	2,086
	Reading	0.4	0.4	0.4	0.4	0.0	0.6	0.0		0.0	0.8	0.0		0.3	0.6
State	*Enrollment	1,067,095	545,884	521,053	542,053	188,403	253,427	46,751	1,561	3,694	30,704	73,555	276	143,695	542,427
	Reading	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.4	0.4	0.6	1.1	0.8	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	512	245	267	396	59	36	4	0	1	16	4	0	87	266
	Mathematics	2.0	1.6	2.2	1.8	0.0	5.6				6.3			1.1	3.0
District	*Enrollment	3,454	1,796	1,658	2,587	381	319	19	4	21	123	61	0	677	2,089
	Mathematics	0.5	0.6	0.4	0.5	0.3	0.6	0.0		0.0	0.8	0.0		0.6	0.7
State	*Enrollment	1,068,846	546,846	521,842	542,440	188,509	254,061	47,334	1,565	3,709	30,726	75,331	278	143,714	543,668
	Mathematics	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.3	0.4	0.3	0.7	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	511	244	267	396	58	36	4	0	1	16	4	0	86	266
	Science	2.0	1.6	2.2	1.8	0.0	5.6				6.3			1.2	3.0
District	*Enrollment	1,501	767	734	1,124	168	138	9	0	8	54	21	0	282	876
	Science	0.9	1.0	0.8	0.9	0.6	1.4				1.9	0.0		1.8	1.4
State	*Enrollment	455,414	232,478	222,882	234,340	79,949	105,892	20,304	615	1,520	12,626	25,072	106	60,808	223,602
	Science	0.6	0.7	0.5	0.5	1.1	0.6	0.3	0.7	0.7	0.7	0.7	0.9	1.4	0.8

* 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	13.3	45.8	36.2	4.7	18.0	52.8	27.8	1.4	14.5	52.6	28.8	4.1
District	13.3	45.8	36.2	4.7	18.0	52.8	27.8	1.4	14.5	52.6	28.8	4.1
State	8.2	37.1	42.9	11.9	9.9	38.3	42.4	9.4	9.2	41.4	38.0	11.4

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	16.7	46.8	32.2	4.3	19.7	47.6	30.5	2.1	14.2	47.6	33.0	5.2
	District	16.7	46.8	32.2	4.3	19.7	47.6	30.5	2.1	14.2	47.6	33.0	5.2
	State	10.6	37.1	40.5	11.9	10.0	36.4	42.7	10.9	9.5	38.0	38.7	13.9
Female	School	10.2	44.9	39.8	5.1	16.4	57.4	25.4	0.8	14.8	57.0	25.0	3.1
	District	10.2	44.9	39.8	5.1	16.4	57.4	25.4	0.8	14.8	57.0	25.0	3.1
	State	5.7	37.1	45.3	11.9	9.9	40.2	42.1	7.8	9.0	44.8	37.3	8.9

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	11.5	44.1	39.4	5.0	15.4	52.2	30.8	1.6	11.5	52.2	32.1	4.2
	District	11.5	44.1	39.4	5.0	15.4	52.2	30.8	1.6	11.5	52.2	32.1	4.2
	State	4.8	27.5	50.9	16.9	4.9	30.0	52.1	12.9	4.3	31.3	47.9	16.5
Black	School	27.8	50.0	22.2	0.0	38.9	55.6	5.6	0.0	31.5	59.3	9.3	0.0
	District	27.8	50.0	22.2	0.0	38.9	55.6	5.6	0.0	31.5	59.3	9.3	0.0
	State	15.7	55.4	27.0	1.9	24.2	54.7	20.3	0.8	22.5	59.8	16.6	1.1
Hispanic	School	12.1	60.6	21.2	6.1	18.2	45.5	36.4	0.0	24.2	39.4	30.3	6.1
	District	12.1	60.6	21.2	6.1	18.2	45.5	36.4	0.0	24.2	39.4	30.3	6.1
	State	11.7	50.8	33.4	4.1	13.0	50.8	33.5	2.7	12.8	56.4	27.4	3.4
Asian	School												
	District												
	State	4.8	23.3	48.7	23.2	3.5	20.4	48.5	27.5	4.4	25.9	46.3	23.4
Native Hawaiian/Pacific Islander	School												
	District												
	State	8.9	35.8	44.7	10.6	7.3	38.2	47.2	7.3	5.7	42.3	43.9	8.1
American Indian	School												
	District												
	State	8.6	42.1	39.2	10.1	14.0	41.6	39.5	4.9	10.9	43.7	37.5	8.0
Two or More Races	School	14.3	42.9	28.6	14.3	14.3	71.4	7.1	7.1	7.1	78.6	0.0	14.3
	District	14.3	42.9	28.6	14.3	14.3	71.4	7.1	7.1	7.1	78.6	0.0	14.3
	State	7.2	32.8	44.3	15.7	8.4	37.3	42.2	12.1	7.3	39.1	39.2	14.4

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	40.3	53.2	6.5	0.0	49.4	49.4	1.3	0.0	50.6	41.6	6.5	1.3
	District	40.3	53.2	6.5	0.0	49.4	49.4	1.3	0.0	50.6	41.6	6.5	1.3
	State	32.3	49.9	15.5	2.3	41.0	44.8	12.7	1.4	38.8	44.8	13.5	2.9
Non-IEP	School	8.3	44.4	41.7	5.6	12.1	53.4	32.8	1.7	7.8	54.6	33.0	4.6
	District	8.3	44.4	41.7	5.6	12.1	53.4	32.8	1.7	7.8	54.6	33.0	4.6
	State	5.2	35.5	46.3	13.1	6.1	37.5	46.1	10.3	5.6	41.0	41.0	12.4

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	18.8	53.6	24.8	2.8	22.8	58.4	18.8	0.0	20.0	58.4	20.8	0.8
	District	18.8	53.6	24.8	2.8	22.8	58.4	18.8	0.0	20.0	58.4	20.8	0.8
	State	13.8	51.1	31.6	3.5	17.3	51.5	29.3	2.0	16.5	56.2	24.4	2.8
Not Eligible	School	7.5	37.7	48.1	6.7	13.0	46.9	37.2	2.9	8.8	46.4	37.2	7.5
	District	7.5	37.7	48.1	6.7	13.0	46.9	37.2	2.9	8.8	46.4	37.2	7.5
	State	4.1	26.9	51.0	17.9	4.6	28.8	51.9	14.7	4.0	30.7	47.7	17.5

2013 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	2013-14 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	2013-14 State Improvement Status	Academic Watch Status Year 8

	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		92.5			92.5			92.0		85.0	
All	98.0	Yes	98.0	Yes	41.9	50.5	No	30.4	44.9	No			81.0	No
White	98.2	Yes	98.2	Yes	45.4	52.5	No	33.4	47.7	No			83.2	
Black	100.0	Yes	100.0	Yes	25.5		No	7.8		No				
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian Two or More Races														
LEP														
Students with Disabilities	98.9	Yes	98.9	Yes	12.8	28.0	No	6.4	21.7	No			78.8	
Economically Disadvantaged	97.0	Yes	97.0	Yes	29.2	38.9	No	20.0	31.0	No			72.9	

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 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 92% attendance rate for non-high schools.
4. At least 85% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

* Includes only students enrolled as of 05/01/2012.

** Safe Harbor Targets of 92.5% 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.

School Report Card Companion Statement

Granite City High School

Fall 2013

Parents/Community: At this time every year, we provide the public with a copy of the School Report Card for the previous year (12-13) as we recognize the importance of this communication. Please review the information below.

Teaching and Learning

Areas of Success

- GCHS staff members continue to work cooperatively with the District Curriculum Committee to revise and update curricular offerings.
- GCHS staff members are working in Course Mason to align curriculum with the Common Core.
- High school teachers continue to participate in professional development opportunities to strengthen instructional and classroom skills.
- Teachers incorporate data analysis into decisions regarding curriculum, instruction, and assessment.
- The Prairie State Achievement Exam (PSAE) is administered in a small group setting as recommended by the North Central Association accrediting agency.
- ACT test preparation is available to interested students in an after-school program in the spring.
- All 10th graders will participate in the PLAN test in preparation for the PSAE their junior year.
- All 9th graders will participate in the EXPLORE test as this is part of the ACT testing family.
- Co-teaching opportunities are available for 9th and 10th grade students who need accommodations related to their learning styles; a content specialist and a learning specialist teacher are paired in the classroom.
- College prep and career & technical programs are available to meet the needs of our students.
- Work-based learning programs are available to enhance educational opportunities: the cooperative education program, industrial technologies, business, family and consumer sciences, video journalism, field trips, guest speakers, and job shadowing.
- The Running Start Program with Southwestern Illinois College allows students to complete high school while attending college. The courses are aligned to the high school graduation requirements, and students who complete the program also graduate with an Associate of Arts degree from SWIC.
- The 1818 Advanced College Credit program and the SWIC CTE course option programs are available to students 16+ years old who wish to earn college credit while in high school.

Planning for improvements in 2013-2014

- Continue work in Course Mason to align curriculum with Common Core.
- Look at teaching schedule to try and incorporate common planning time
- Continue to review curriculum and analyze assessment data.
- Incorporate more technology into instruction.
- Utilize Career & Technical Education grant funds to update equipment in the Industrial Technology Department, Family & Consumer Sciences Department, and the Business Department so that students are learning on equipment that meets industry standards.

School Report Card Companion Statement

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Student Progress and Achievement

Areas of Success

- GCHS 2013 junior students who took the college prep core curriculum had higher ACT scores, surpassing the College Readiness Benchmark scores in English, math, and reading.
- Student attendance at the after school Media Center Open Lab Program served 156 students, allowing them access to resources which support academic performance.
- Student attendance at the Academic Support Network in the Media Center, our after-school tutoring program, served 184 students in English, 238 in math, and 139 in science.
- The GCHS student peer tutoring program offered services in math, science, English, and foreign language courses during all 5 half-hour study halls.
- SWIC Dual Credit program awarded 180 credit hours in the fall and 298 credits in the spring, serving 108 students.
- The SLU 1818 Dual Credit program awarded 224 credits in the fall to 65 students and 183 credit hours in the spring to 52 students.
- Eleven students are participating in the Running Start Program with SWIC.
- Performance success of curriculum-related programs at state, regional, and national competitions—band, speech, and debate.
- Continued use of Career Cruising to help students clarify career pathways.
- Continued use of Everfi Financial Literacy software for consumer education classes, economics, and business courses.
- Continued use of On Your Own software to help relate academic success to real world living.
- Book Club Program with student incentive to encourage reading.
- Poetry Competition offered through Media Center to inspire and recognize creative writing.
- 90% of PSAE students indicated they plan to pursue post-secondary education upon leaving high school.
- Core GPA software is utilized to help athletes track academic performance according to the college entrance requirements.

Planning for improvements in 2013-2014

- GCHS staff will continue work in Course Mason to align assessments within departments.
- Online Discovery Education testing will be utilized to help direct instruction in the classroom.
- Continue use of WIN software in CTE classes to help develop skills measured on the WorkKeys portion of the PSAE.
- Encourage students to participate in tutoring programs.
- Encourage students to participate in dual credit programs with SWIC and SLU.
- Continue to work with truancy officers to increase attendance and graduation rates.
- Special Education administrator in building to help service the needs of students with IEP's.

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Learning Community

Sharing what has been successful

- GCHS has been accredited by the AdvancED/North Central Association since 1923.
- GCHS offers a variety of extra-curricular opportunities: athletic teams, yearbook, school newspaper, and student clubs/organizations. These opportunities enhance the academic offerings and foster a strong sense of belonging to the school and community.
- The Renaissance Program has a focus on academic achievement, student attendance, and student involvement.
- Various student clubs/organizations focus on community service: Working Warriors, Student Council, National Honor Society, Future Educators of America, and Varsity Club.
- Communication with families and the public: use of message board, district website, Skyward system for parents, GCHS Open House, Parent/Teacher Conferences, parent meetings, and various school web pages.
- GCHS offers College & Career Night and a Financial Aid Night to assist parents and students making the transition to education/training after high school.
- GCHS Guidance Department releases scholarship bulletins and maintains a guidance web page with a variety of information for students.
- Updates made in the Media Center to keep current with career information/resources
- Class meetings are held to highlight student handbook and to set expectations.
- Use of district truancy officers to focus on increasing attendance.
- Continued use of school monitors, school resource officer, and security cameras to increase safety on campus.
- Continuation of the Granite City Partnership for Excellence in Education's Job Shadow Program which provides students a work-based learning opportunity.
- Student and staff performances bring the school and community together in support of one another: plays, concerts, talent show, sporting events, Lip Sync Competition, Mr. Warrior, Welcome Back Rally, Fine Arts Festival, Homecoming Week activities, Faculty Basketball Game, District 5K run/fundraiser.
- ALPHA Peer Leaders are involved in freshman health classes.
- Community relationship with SWIC and SLU

Planning for improvements 2013-2014

- Continue to reward and recognize student and staff achievement: Rotary Student of the Month, Elks Student of the Month, Renaissance Top Ten, Path of the Warrior, and Personal Choice Awards.

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Planning for improvements 2013-2014 cont.

- Increase student recognition through Board of Education meetings: academic competition, academic test performance, regional and state level program participation, etc.
- Increase parent involvement in school activities.
- Share the positives with home and community through increased communication with media.
- Continue to focus on collaboration between and among staff, students, parent, and community.
- Continue to focus on activities related to Character Education.
- Explore additional dual credit opportunities with SWIC.