Grigsby Middle School

2013

The following "companion statement" for Grigsby Middle School is being delivered to all parents based on ISAT/PSAE data submitted to local districts by the Illinois State Board of Education. As you investigate our school's performance, we want to emphasize the continued improvement in our scores both as a school and our district as a whole. Thank you for your interest, and accompanying commitment to our goal- that Granite City schools will become the finest in the state.

Areas of Success

- Continued progress of students that meet or exceed in Reading
- Continued progress of students that meet or exceed in Math
- Continued alignment of the curriculum with the state standards
- Continued use of technology
- Use of internet in the classroom
- Truancy Program utilizing district Truant Officers to reinforce importance of attendance
- Monthly calendar, flyers and memos to parents and the community informing of school activities and achievements
- District website for community, student and parent access of the Skyward web based system
- All students taking pre-Algebra in the 7th grade and Algebra in 8th grade
- Continued Involvement with School Leadership Team for School Improvement
- Co-Teaching of Special needs students by mainstreaming them into regular education classroom
- Remediation/Promotion program: Summer school aligned with Teen Reach requires that benchmarks are met before a promotion is awarded
- Integration of Character Plus throughout the school year with monthly educational themes & service learning projects
- Recognizing students who show good character on a weekly basis.
- Weekly Peer Tutoring
- Full-time Reading Specialist on staff
- Exploration of the Common Core State Standards for full implementation in 2014

Areas for Planned Improvement

- Current information on our school website to grow parent and student involvement
- Continued use of our Student Assistance Programs
- Continued use of attendance incentives
- Positive rewards for good behavior
- Raise adequate yearly progress in all areas, despite the change in cut scores
- Assistance of a 6th grade part-time Reading Improvement Aide
- Continued use of extra-curricular coordinators in Math and Language Arts
- Continue positive recognition for grades and attendance
- Media coverage of positive school events
- Incorporate parent involvement more regularly in school activities by creating a PTA
- Continuing character education with the Character Plus model
- Continued staff training and planning for the Common Core State Standards for full implementation in 2014
- Introduction of Course Mason in unit development using Common Core Standards

Grigsby Middle School
Granite City CUSD 9
Granite City, ILLINOIS

GRADES : 6 7 8

2013 ILLINOIS SCHOOL REPORT CARD

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	79.5	7.3	7.9	0.6	0.1	0.4	4.0	55.8	0.7	19.6	4.8	669
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		7.1	11.3	92.2
District		9.1	20.0	91.8
State		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*

	Percent
School	95.5
District	99.1
State	95.5

Total School Days

	Days
School	174
District	174
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							22.0	24.8	22.4		23.1
District							22.9	23.5	23.0		20.3
State							23.1	22.3	22.2		21.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

	Mathematics			Science			English/Language Arts			Social Science		
Grades	3	6	8	3	6	8	3	6	8	3	6	8
School		60	60		60	60		60	60		60	60
District		55	55		55	55		80	80		55	55
State		58	55		44	46		103	92		43	45

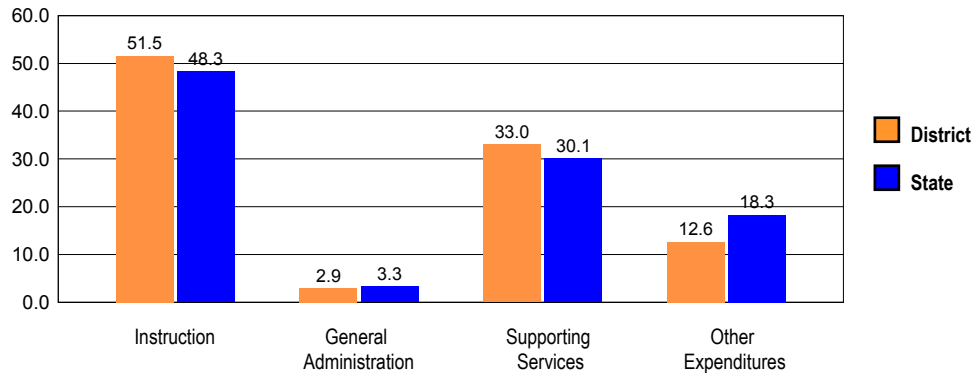
TEACHER INFORMATION

	% 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

EXPENDITURE BY FUNCTION 2011-12 (Percentages)



REVENUE BY SOURCE 2011-12

	District	District %	State %
Local Property Taxes	$28,708,009	43.3	61.1
Other Local Funding	$3,093,048	4.7	4.8
General State Aid	$19,427,773	29.3	16.4
Other State Funding	$8,358,907	12.6	9.7
Federal Funding	$6,769,509	10.2	8.1
TOTAL	$66,357,246		

EXPENDITURE BY FUND 2011-12

	District	District %	State %
Education	$53,082,034	71.0	73.4
Operations & Maintenance	$8,077,888	10.8	6.2
Transportation	$3,880,222	5.2	3.7
Debt Service	$2,479,848	3.3	7.6
Tort	$1,145,854	1.5	1.2
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

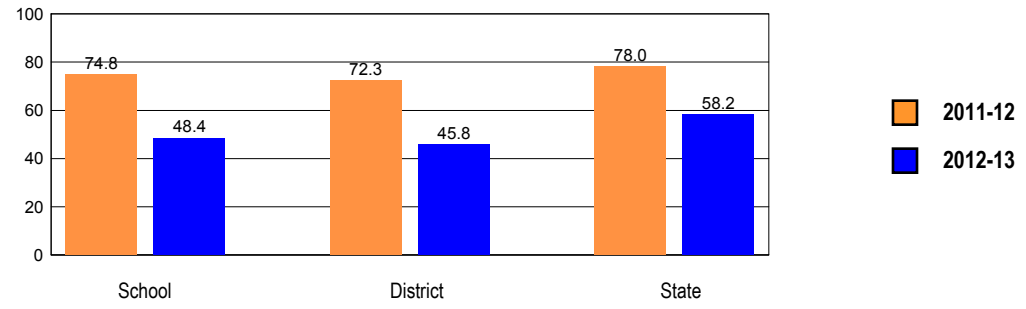
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per $100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school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

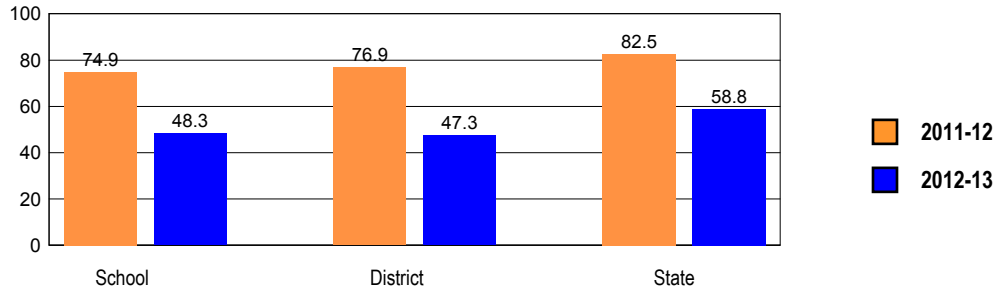
OVERALL STUDENT PERFORMANCE

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 respresent 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.

OVERALL PERFORMANCE - ALL STATE TESTS



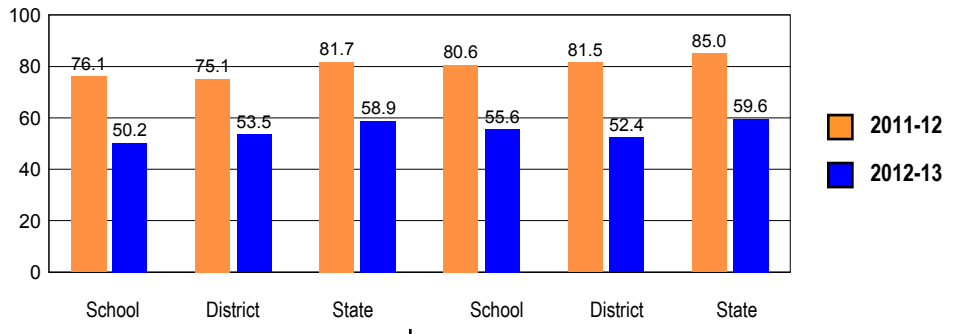
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



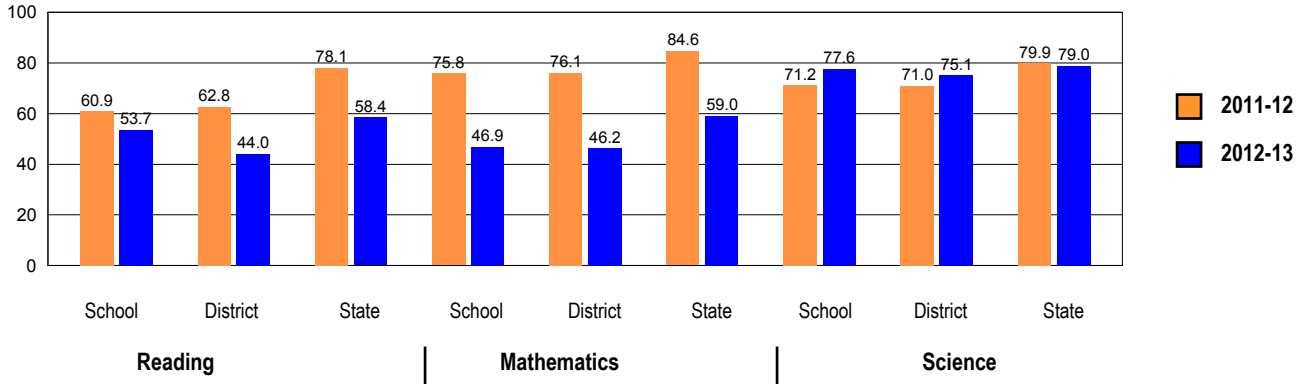
ISAT PERFORMANCE

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.

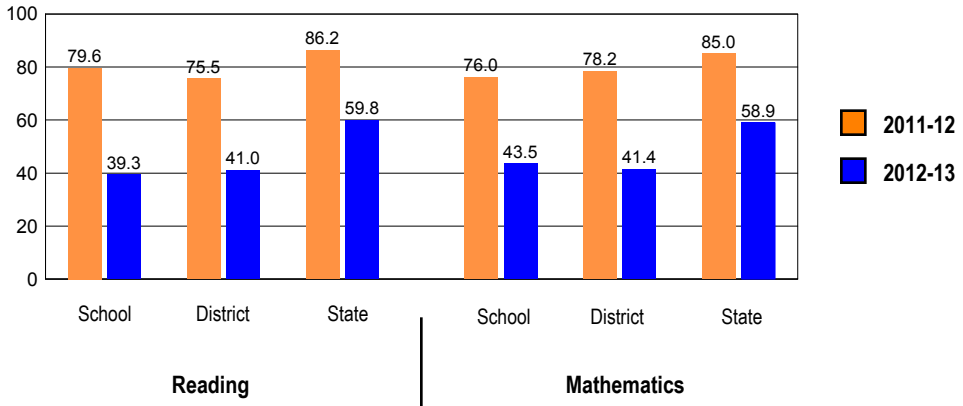
ISAT **Grade 6**



ISAT **Grade 7**



ISAT **Grade 8**



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	Econo-mically Disadv-antaged
School	*Enrollment	647	328	319	517	44	52	3	1	3	27	4	0	122	343
	Reading	0.5	0.9	0.0	0.6	0.0	0.0				0.0			0.0	0.9
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: 1

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	Econo-mically Disadv-antaged
School	*Enrollment	648	329	319	517	44	53	3	1	3	27	5	0	122	344
	Mathematics	0.5	0.9	0.0	0.6	0.0	0.0				0.0			0.0	0.9
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										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo-mically Disadv-antaged
School	*Enrollment	229	115	114	182	17	21	1	0	2	6	2	0	38	121
	Science	0.4	0.9	0.0	0.5	0.0	0.0							2.6	0.8
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.

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 6

Grade 6 - All

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
School	11.7	38.0	42.0	8.3	12.2	32.2	48.8	6.8
District	7.3	39.2	45.2	8.4	8.5	39.1	46.8	5.6
State	6.1	35.0	42.7	16.2	7.2	33.1	47.0	12.6

Grade 6 - Gender

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Male								
School	19.8	29.2	47.9	3.1	14.6	32.3	45.8	7.3
District	11.3	35.5	48.9	4.3	9.1	39.2	45.3	6.5
State	8.0	37.9	41.2	13.0	8.4	33.6	45.0	13.0
Female								
School	4.6	45.9	36.7	12.8	10.1	32.1	51.4	6.4
District	3.4	42.8	41.5	12.3	8.1	39.0	48.3	4.7
State	4.1	31.9	44.4	19.5	6.0	32.7	49.2	12.2

Grade 6 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White								
School	11.0	35.6	44.2	9.2	11.7	30.1	50.3	8.0
District	6.4	36.7	46.9	10.0	7.5	36.4	49.7	6.4
State	3.5	27.1	47.8	21.6	4.1	25.6	53.7	16.7
Black								
School	7.7	76.9	7.7	7.7	30.8	46.2	23.1	0.0
District	7.3	63.4	26.8	2.4	24.4	48.8	26.8	0.0
State	11.7	48.5	33.6	6.3	15.3	47.7	33.6	3.4
Hispanic								
School	16.7	38.9	44.4	0.0	5.6	38.9	55.6	0.0
District	9.8	41.5	46.3	2.4	2.4	57.1	38.1	2.4
State	8.1	45.1	38.7	8.1	8.7	41.9	43.4	5.9
Asian								
School								
District								
State	2.2	17.5	43.4	36.8	2.5	14.2	45.2	38.1
Native Hawaiian/Pacific Islander								
School								
District								
State	10.6	32.4	42.1	14.8	8.3	36.1	43.5	12.0
American Indian								
School								
District								
State	7.7	45.4	36.9	10.0	9.3	43.8	39.1	7.9
Two or More Races								
School								
District	19.0	33.3	42.9	4.8	9.5	38.1	42.9	9.5
State	5.0	30.5	44.3	20.2	6.9	30.1	47.3	15.7

Grade 6 - Students with Disabilities

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
IEP								
School	35.0	42.5	20.0	2.5	32.5	37.5	27.5	2.5
District	24.7	45.7	27.2	2.5	27.2	48.1	22.2	2.5
State	29.0	52.7	15.6	2.8	29.4	49.4	18.9	2.3
Non-IEP								
School	6.1	37.0	47.3	9.7	7.3	30.9	53.9	7.9
District	3.6	37.8	49.0	9.6	4.7	37.2	51.9	6.2
State	2.9	32.5	46.6	18.1	4.1	30.9	51.0	14.1

Grade 6 - Economically Disadvantaged

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	12.8	46.2	36.8	4.3	16.2	37.6	42.7	3.4
District	7.5	46.4	42.3	3.8	10.2	46.6	40.8	2.4
State	9.6	46.2	37.1	7.2	11.1	43.9	40.0	5.0
Not Eligible								
School	10.2	27.3	48.9	13.6	6.8	25.0	56.8	11.4
District	6.9	27.0	50.0	16.1	5.7	26.4	56.9	10.9
State	2.3	22.9	48.9	25.9	3.0	21.4	54.7	20.9

Grade 7

Grade 7 - All

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
School	4.4	41.9	46.3	7.5	3.9	49.1	41.2	5.7	4.4	18.0	61.8	15.8
District	10.0	46.1	37.8	6.2	6.4	47.4	41.8	4.4	6.9	18.1	60.9	14.1
State	6.5	35.0	43.6	14.9	7.0	34.0	46.7	12.4	6.9	14.1	54.3	24.7

Grade 7 - Gender

		Reading				Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male	School	7.1	46.9	39.8	6.2	7.0	51.8	34.2	7.0	7.0	20.2	52.6	20.2
	District	15.5	48.2	30.7	5.6	10.4	48.8	36.0	4.8	10.0	19.6	54.0	16.4
	State	8.5	37.4	42.1	11.9	8.5	34.5	44.2	12.8	8.3	14.6	50.6	26.5
Female	School	1.8	36.8	52.6	8.8	0.9	46.5	48.2	4.4	1.8	15.8	71.1	11.4
	District	3.9	43.7	45.5	6.9	2.2	45.9	48.1	3.9	3.5	16.5	68.4	11.7
	State	4.4	32.5	45.1	18.0	5.4	33.4	49.3	11.9	5.4	13.5	58.2	22.8

Grade 7 - Racial/Ethnic Background

		Reading				Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
White	School	4.4	40.9	47.0	7.7	4.4	43.6	46.4	5.5	3.3	16.6	62.4	17.7
	District	8.7	44.3	39.7	7.2	5.2	42.7	47.1	4.9	5.2	16.3	62.5	16.0
	State	4.0	28.2	48.4	19.4	4.1	27.3	52.5	16.1	3.6	9.0	53.2	34.2
Black	School	5.9	52.9	41.2	0.0	0.0	82.4	11.8	5.9	5.9	35.3	47.1	11.8
	District	17.5	54.0	28.6	0.0	9.7	69.4	19.4	1.6	11.3	32.3	53.2	3.2
	State	12.3	47.6	34.2	5.9	14.2	47.5	35.0	3.3	14.3	24.0	54.0	7.7
Hispanic	School	5.0	35.0	50.0	10.0	0.0	66.7	23.8	9.5	9.5	14.3	66.7	9.5
	District	14.6	43.8	35.4	6.3	12.2	55.1	28.6	4.1	14.3	16.3	57.1	12.2
	State	8.3	43.8	39.6	8.3	8.6	42.2	43.3	6.0	9.1	19.3	59.0	12.6
Asian	School												
	District												
	State	2.3	16.7	47.7	33.3	2.3	13.4	46.0	38.4	2.8	5.3	45.7	46.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	5.2	36.6	43.3	14.9	6.7	34.9	44.6	13.8	6.0	15.3	55.6	23.1
American Indian	School												
	District												
	State	9.7	39.2	39.3	11.8	9.4	40.5	41.3	8.7	9.5	17.7	53.0	19.8
Two or More Races	School												
	District	0.0	52.4	42.9	4.8	0.0	42.9	52.4	4.8	0.0	9.5	66.7	23.8
	State	6.1	31.3	43.7	18.9	6.9	31.6	45.5	15.9	6.4	12.4	51.2	29.9

Grade 7 - Students with Disabilities

		Reading				Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	8.1	67.6	21.6	2.7	10.8	75.7	13.5	0.0	10.8	35.1	48.6	5.4
	District	28.6	56.0	14.3	1.2	20.7	63.4	14.6	1.2	17.1	25.6	52.4	4.9
	State	30.7	52.7	14.7	1.9	30.8	51.2	16.2	1.7	24.0	31.3	39.0	5.7
Non-IEP	School	3.7	36.8	51.1	8.4	2.6	44.0	46.6	6.8	3.1	14.7	64.4	17.8
	District	6.0	44.0	42.7	7.3	3.5	44.1	47.4	5.0	4.8	16.5	62.7	16.0
	State	3.1	32.5	47.7	16.7	3.6	31.5	51.0	13.9	4.5	11.7	56.5	27.4

Grade 7 - Economically Disadvantaged

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch												
School	5.0	49.6	42.0	3.4	3.3	62.5	30.0	4.2	5.8	21.7	64.2	8.3
District	13.4	48.9	34.5	3.3	8.2	54.6	34.3	2.9	9.5	21.2	59.5	9.8
State	10.3	45.9	37.1	6.8	10.8	44.8	39.6	4.8	10.8	20.7	56.7	11.7
Not Eligible												
School	3.7	33.3	50.9	12.0	4.6	34.3	53.7	7.4	2.8	13.9	59.3	24.1
District	4.0	41.1	43.4	11.4	3.4	34.9	54.9	6.9	2.3	12.6	63.4	21.7
State	2.6	23.8	50.3	23.3	3.0	22.8	54.0	20.2	2.8	7.2	51.8	38.2

Grade 8

Grade 8 - All

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
School	10.2	50.5	31.6	7.8	8.2	48.3	39.1	4.3
District	12.5	46.5	33.8	7.2	10.1	48.5	38.0	3.4
State	5.9	34.4	41.7	18.1	5.4	35.7	45.7	13.2

Grade 8 - Gender

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Male								
School	15.3	53.2	27.0	4.5	10.8	50.5	35.1	3.6
District	15.9	50.0	29.0	5.2	11.5	49.2	35.7	3.6
State	8.0	36.9	39.5	15.6	6.5	36.1	44.0	13.4
Female								
School	4.2	47.4	36.8	11.6	5.2	45.8	43.8	5.2
District	8.6	42.5	39.4	9.5	8.6	47.7	40.5	3.2
State	3.7	31.7	43.9	20.7	4.2	35.4	47.4	12.9

Grade 8 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White								
School	9.8	50.0	32.9	7.3	7.3	45.5	42.4	4.8
District	12.4	44.5	35.3	7.8	9.2	47.0	39.5	4.3
State	3.8	26.5	45.2	24.5	3.5	28.5	50.6	17.3
Black								
School	14.3	57.1	21.4	7.1	7.1	78.6	14.3	0.0
District	16.1	48.2	32.1	3.6	12.5	57.1	30.4	0.0
State	11.1	48.9	33.9	6.1	11.2	51.9	33.6	3.3
Hispanic								
School	14.3	42.9	42.9	0.0	7.1	57.1	35.7	0.0
District	13.3	55.6	28.9	2.2	13.3	57.8	28.9	0.0
State	7.1	44.0	39.5	9.4	5.5	43.4	44.6	6.5
Asian								
School								
District								
State	2.5	17.0	43.6	36.8	1.9	14.2	44.6	39.3
Native Hawaiian/Pacific Islander								
School								
District								
State	8.3	38.4	40.7	12.6	4.0	39.3	47.9	8.9
American Indian								
School								
District								
State	6.8	40.2	42.8	10.2	7.5	41.7	41.1	9.7
Two or More Races								
School	7.7	53.8	15.4	23.1	23.1	38.5	30.8	7.7
District	6.3	50.0	25.0	18.8	18.8	31.3	43.8	6.3
State	5.6	31.5	40.5	22.4	5.5	34.8	43.0	16.7

Grade 8 - Students with Disabilities

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
IEP								
School	43.9	51.2	4.9	0.0	34.1	56.1	9.8	0.0
District	43.5	46.7	9.8	0.0	32.6	56.5	10.9	0.0
State	29.7	53.6	14.2	2.5	26.3	56.7	15.1	1.9
Non-IEP								
School	1.8	50.3	38.2	9.7	1.8	46.4	46.4	5.4
District	5.0	46.5	39.6	8.9	4.7	46.6	44.5	4.2
State	2.5	31.6	45.5	20.3	2.5	32.8	50.0	14.7

Grade 8 - Economically Disadvantaged

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	16.8	57.4	19.8	5.9	12.7	57.8	28.4	1.0
District	17.6	50.3	26.7	5.4	13.8	54.5	30.3	1.3
State	9.1	46.0	36.8	8.0	8.3	47.3	39.3	5.1
Not Eligible								
School	3.8	43.8	42.9	9.5	3.8	39.0	49.5	7.6
District	4.0	40.1	45.8	10.2	4.0	38.4	50.8	6.8
State	2.7	22.8	46.5	28.1	2.5	24.3	52.0	21.1

2013 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	No
Is this school making AYP in Mathematics?	No

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2013-14 Federal Improvement Status	
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	99.5	Yes	99.5	Yes	50.8	55.2	No	50.9	54.4	No	92.2	Yes		
White	99.4	Yes	99.4	Yes	51.8	55.9	No	54.6	56.4	No	91.9			
Black														
Hispanic	100.0	Yes	100.0	Yes	54.3		No	43.5		No				
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	20.4	24.9	No	19.4	30.2	No	84.9			
Economically Disadvantaged	99.1	Yes	99.1	Yes	40.3	49.0	No	38.4	46.2	No	90.5			

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.**

2013 STUDENT ACADEMIC GROWTH

Average Growth Value		
	Reading	Math
School	98.0	96.5
District	96.4	94.1
State	102.1	101.4

Illinois has chosen to use a value table methodology to determine the school and district growth metric based on student performance on large-scale assessments (the ISAT). The numbers contained in the value table represent the number of students in each cell.
The average of all students' academic growth over two year's performance will be used to determine the growth metric..

Reading

			Performance Level in Year 2							
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards	
			1A	1B	2A	2B	3A	3B	4A	4B
Performance Level in Year 1	Academic Warning	1A	5	7	1					
		1B	6	10	18	6				
	Below Standards	2A	6	5	33	40	8			
		2B	1	9	40	65	30	6		
	Meets Standards	3A		1	9	36	72	30	7	1
		3B				9	38	42	19	2
	Exceeds Standards	4A					5	13	11	3
		4B					1	5	7	

Math

			Performance Level in Year 2							
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards	
			1A	1B	2A	2B	3A	3B	4A	4B
Performance Level in Year 1	Academic Warning	1A		3	1					
		1B		19	19	5				
	Below Standards	2A	1	18	56	26	4			
		2B		2	45	57	18			
	Meets Standards	3A		2	9	38	94	30	1	
		3B				4	48	57	13	1
	Exceeds Standards	4A					2	14	11	1
		4B							6	3