



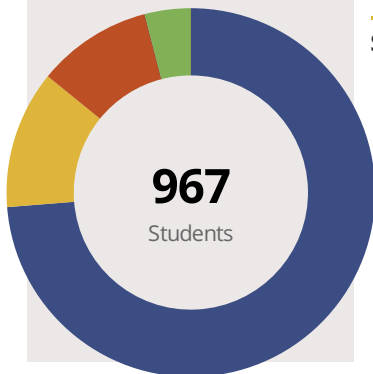
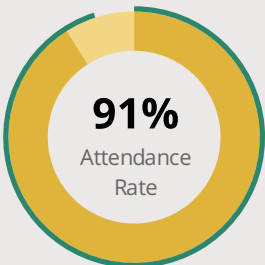
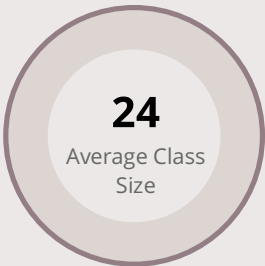
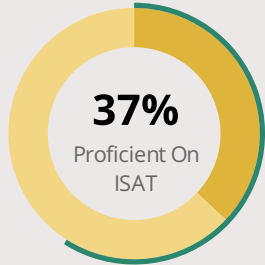
# COOLIDGE JUNIOR HIGH SCH

3231 NAMEOKI RD GRANITE CITY, IL 62040 5001 (618) 451-5826

Grades: 7-8  
District: GRANITE CITY CUSD 9

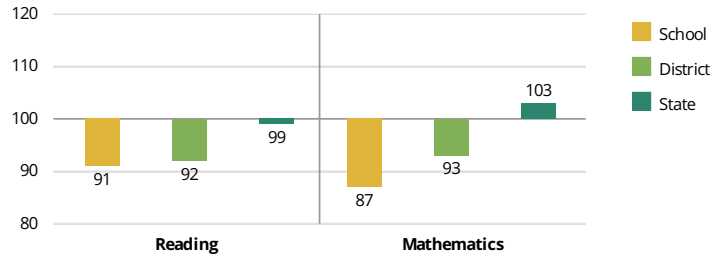
Principal: Mr. Patrick Curry  
Superintendent: Mr. Jim Greenwald

## FAST FACTS



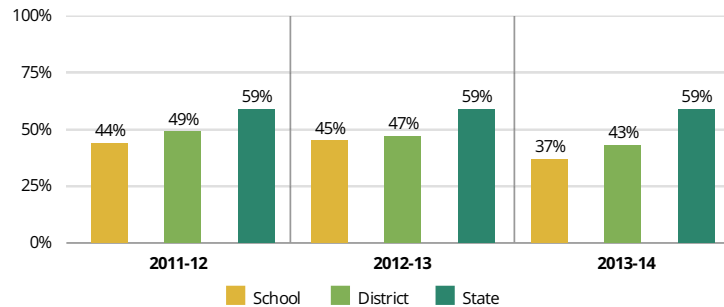
## Academic Growth

To measure the amount of academic growth a school's students demonstrate, Illinois compares students' performance on the ISAT from one year to the next. Scores over 100 indicate that students are improving relative to their grade level, for example by moving from Below Standards to Meets Standards.



## Academic Success

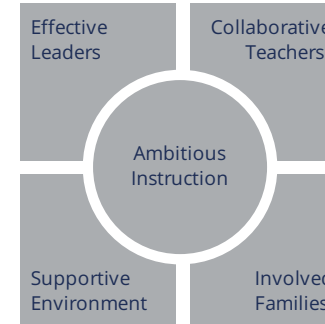
The percentage of students who meet or exceed standards on the Illinois Standards Achievement Test (ISAT).



## Student Characteristics

White	73%	Low Income	68%
Black	12%	English Learners	1%
Hispanic	10%	With Disabilities	16%
Asian	0%	Homeless	7%
American Indian	0%		
Multiracial	4%		
Pacific Islander	0%		

## School Environment



The **5Essentials Survey** allows students in grades 6-12 and all teachers to share their perspectives on essential conditions for learning. The anonymous survey consists of 5 components.

- Most implementation
- More implementation
- Average implementation
- Less implementation
- Least implementation
- Not Applicable/Low Response

### Response Rates

Students	-
Teachers	-

### Effective Leaders

Do principals and teachers implement a shared vision for success?

### Collaborative Teachers

Do teachers collaborate to promote professional growth?

### Ambitious Instruction

Are the classes challenging and engaging?

### Supportive Environment

Is the school safe, demanding, and supportive?

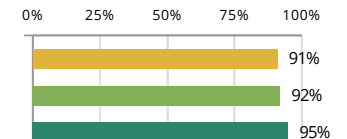
### Involved Families

Does the entire staff build strong external relationships?

## Student Attendance and Mobility

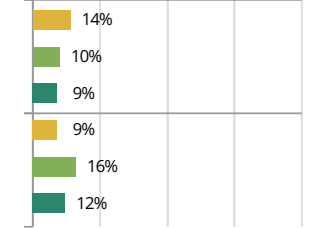
### Attendance Rate

Rate at which students are present, not including excused or unexcused absences



### Chronic Truancy Rate

Percentage of students who have been absent without valid reasons for 5% or more of regular school days



### Student Mobility

Percentage of students who transfer in or out of the school during the school year, not including graduates





# COOLIDGE JUNIOR HIGH SCH

## School Highlights

### Academic Courses

Coolidge Junior High School offers students a rigorous curriculum which incorporates the New Illinois Learning Standards. Data-based decision making is utilized in the assessment and evaluation process to promote student growth and to provide a vehicle to improve instruction in the classroom. Each core subject area is departmentalized.

### Career Development Courses and Programs

### Athletics

Boy's Basketball, Boy's Football, Boy's Track & Field, Boy's Wrestling, Girl's Basketball, Girl's Competitive Cheerleading, Girl's Track & Field, Girl's Volleyball, IESA State Competition

### Physical Education, Health and Wellness

### Other Programs and Activities

At Coolidge Junior High School we actively promote our students to become involved in their school experience and encourage students to join clubs or groups that they find suited to their interests.

### School Personnel Resources

Paraprofessional, Reading Specialist, School Nurse, School Social Worker, Special Education Teacher, Speech Language Pathologist-non teaching

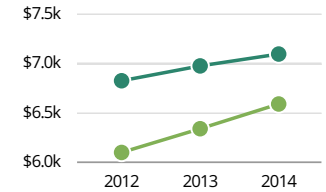
### School Awards

### Facilities

## District Finance

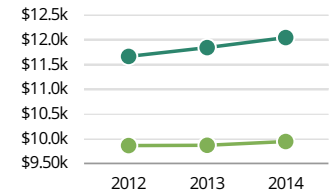
**Instructional Spending per Pupil** includes only the activities directly dealing with the teaching of students or the interaction between teachers and students.

	2012	2013	2014
District	\$6,099	\$6,339	<b>\$6,589</b>
State	\$6,824	\$6,974	<b>\$7,094</b>



**Operational Spending per Pupil** includes all costs for overall operations in this school's district, including Instructional Spending, but excluding summer school, adult education, capital expenditures, and long-term debt payments.

	2012	2013	2014
District	\$9,861	\$9,867	<b>\$9,943</b>
State	\$11,664	\$11,842	<b>\$12,045</b>



## Educator Measures

In the last six years, **3 principals** have led this school. In the last three years, an average of **80% of teachers** return to this school from one year to the next.

Measures of teacher attendance and proficiency will be added to this report in 2015.

## FOR MORE INFORMATION

Visit [IllinoisReportCard.com](http://IllinoisReportCard.com) to see additional details about each item of information for this school. There you will find charts spanning multiple years, detailed explanations, resources, more of the school's programs and activities, and powerful tools that let you dig deeper into data.

Most of this data has been collected by ISBE from school districts through data systems. Some information, such as the School Highlights, is entered directly by principals and can be updated throughout the year.

## **Coolidge Junior High School 2013-2014 ISAT Information**

The following “companion statement” for Coolidge Junior High 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 efforts to improve our scores both as a school and as a district. It is important to note that for the 2014-2015 School Year, The Partnership for Assessment of Readiness for College and Careers (PARCC) is the new state assessment and accountability measure for students in Illinois. PARCC incorporates the New Illinois Learning Standards. Parents will continue to be provided information regarding this shift in assessment.

### **Areas of Success**

- Continued implementation of the New Illinois Learning Standards into classroom practices and the creation of a more rigorous curriculum
- Alignment both vertically and horizontally of the curriculum throughout the district and specifically at the 7<sup>th</sup> and 8<sup>th</sup> grade levels
- Continued collaboration with our High School colleagues to align the Jr. High curriculum with the High School curriculum by discipline
- Data-based decision making utilizing Discovery Education assessment and evaluation tools to focus on student growth and provide a vehicle to improve instruction in the classroom
- Offering an Accelerated Mathematics section at the Jr. High School for those students who met acceptance criteria that will provide a rigorous curriculum designed to prepare students for upper level Mathematics classes at the High School
- Alignment of the Junior High eligibility guidelines with that of the IHSA High School guidelines to promote the relationship between athletics and academics
- Continuation of the Teen Reach program providing both an academic and social skills component for students before and after school
- District website promoting increased communication with community, staff, and parents. This includes the use of Skyward, web based data software, which allows parents access to every facet of their child’s education

### **Areas for Planned Improvement**

- Raise adequate yearly progress in Mathematics and Reading as we did not meet AYP
- Utilize Discovery Education assessments to monitor student growth in the areas of Math and Reading that will allow us to address student weaknesses and drive instruction
- Provide professional development throughout the year for staff in order to increase the continuity and rigor of the curriculum and effectiveness of its delivery
- Raise our attendance rate by continuing the use of our Student Services Coordinator to provide district level interventions to promote good attendance and cooperation with families
- Focus on the use of positive incentives for students to recognize their accomplishments both academically and attendance at school
- Promote positive student choices through our Student Council student organization
- Bring in local agencies that offer special programs and curriculum designed to educate students on making positive choices
- Provide quality services and programs to students that offer assistance in the areas of a student’s overall emotional well-being through local stakeholders and the Student Assistance Coordinator

**Coolidge Junior High Sch**  
**Granite City CUSD 9**  
**Granite City, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : 7 8**

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](http://illinoisreportcard.com). All of the metrics posted on [illinoisreportcard.com](http://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
<b>School</b>	72.9	11.8	10.0	0.3	0.2	0.3	4.4	67.8	0.8	15.6	7.0	967
<b>District</b>	72.8	12.6	9.1	0.7	0.1	0.6	4.0	65.2	2.2	18.9	7.4	6,329
<b>State</b>	49.9	17.5	24.6	4.5	0.1	0.3	3.1	51.5	9.5	13.7	2.4	2,046,857

**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
<b>School</b>		14.3	9.1	90.7
<b>District</b>		9.9	16.4	91.8
<b>State</b>		8.7	12.3	94.5

**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
<b>School</b>	100.0	<b>School</b>	170
<b>District</b>	100.0	<b>District</b>	170
<b>State</b>	95.7	<b>State</b>	174

\* 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
<b>School</b>								23.5	24.3		23.9
<b>District</b>								23.5	24.3		22.3
<b>State</b>								22.5	22.6		21.4

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			60			60			60			60
District			60			60			60			60
State			53			44			91			44

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
State	81.6	6.5	5.5	1.4	0.1	0.2	0.7	4.1	22.9	77.1	130,066

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		49.1	49.7	0.3	0.0
State		41.2	58.2	0.6	0.6

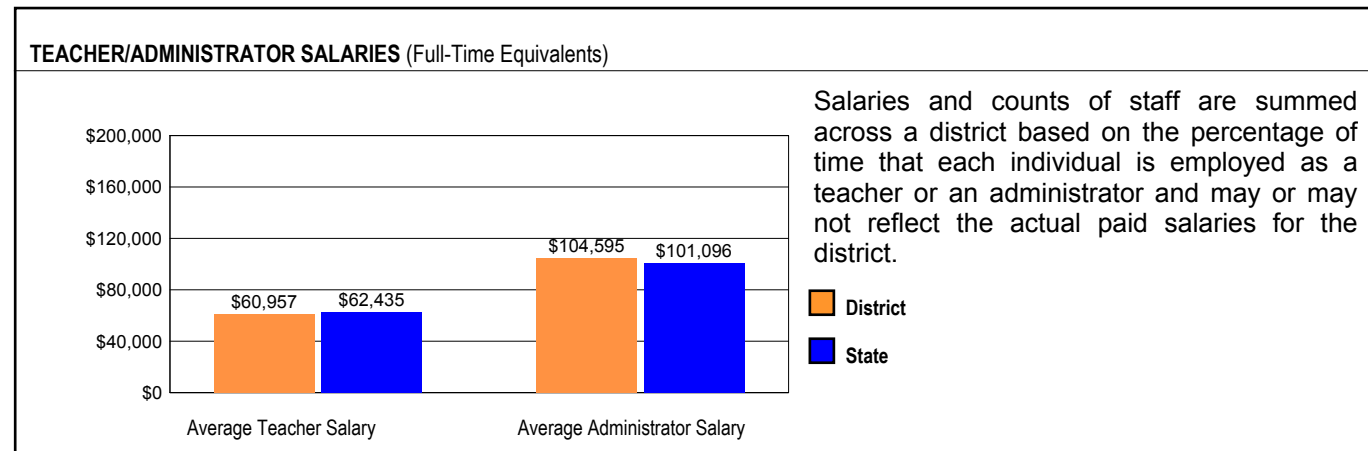
The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

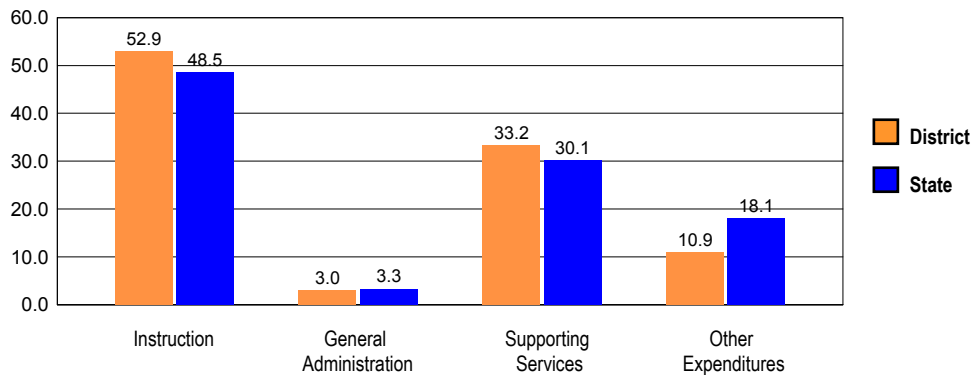
Some teacher/administrator data are not collected at the school level.

TEACHER RETENTION RATE	
School	80.0
District	81.5
State	85.7

PRINCIPAL TURNOVER (Count)	
School	3
District	3
State	2

## SCHOOL DISTRICT FINANCES



**EXPENDITURE BY FUNCTION 2012-13 (Percentages)**

REVENUE BY SOURCE 2012-13				EXPENDITURE BY FUND 2012-13			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$30,244,866	45.5	61.3	Education	\$54,957,289	72.2	73.6
Other Local Funding	\$2,279,921	3.4	4.7	Operations & Maintenance	\$7,616,633	10.0	6.2
General State Aid	\$19,575,581	29.4	16.1	Transportation	\$3,922,403	5.2	3.8
Other State Funding	\$8,668,117	13.0	10.0	Debt Service	\$4,256,272	5.6	7.8
Federal Funding	\$5,774,533	8.7	7.9	Tort	\$1,288,768	1.7	1.2
<b>TOTAL</b>	<b>\$66,543,018</b>			Municipal Retirement/ Social Security	\$2,344,036	3.1	2.1
				Fire Prevention & Safety	\$0	0.0	0.6
				Capital Projects	\$1,775,682	2.3	4.7
				<b>TOTAL</b>	<b>\$76,161,083</b>		

**OTHER FINANCIAL INDICATORS**

	2011 Equalized Assessed Valuation per Pupil	2011 Total School Tax Rate per \$100	2012-13 Instructional Expenditure per Pupil	2012-13 Operating Expenditure per Pupil
District	\$80,543	4.27	\$6,589	\$9,943
State	**	**	\$7,094	\$12,045

\*\* 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.

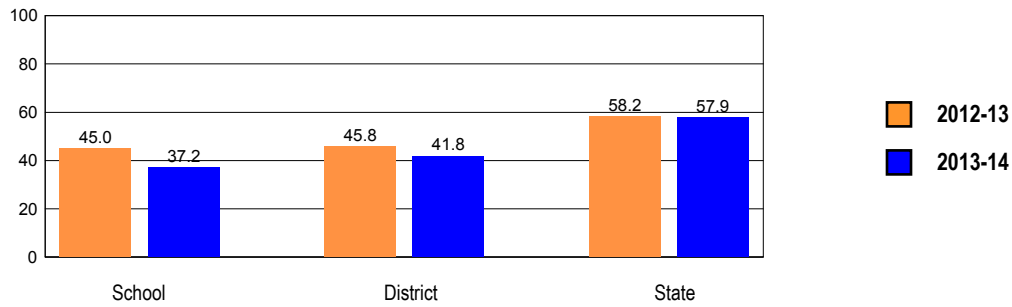
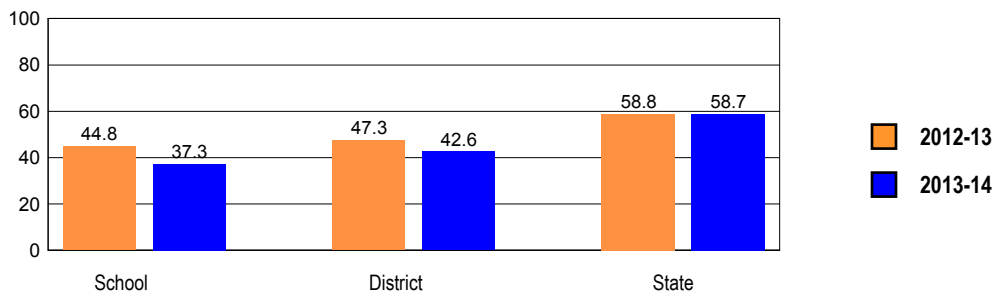
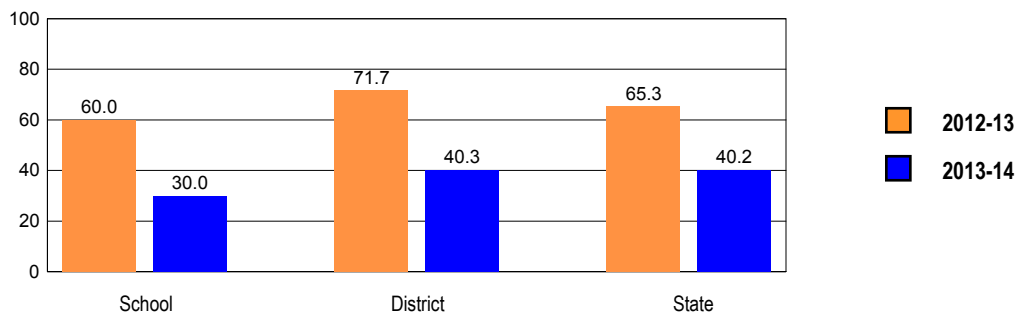
**Total school tax rate** is a district's total tax rate as it appears on local property tax bills.

**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**

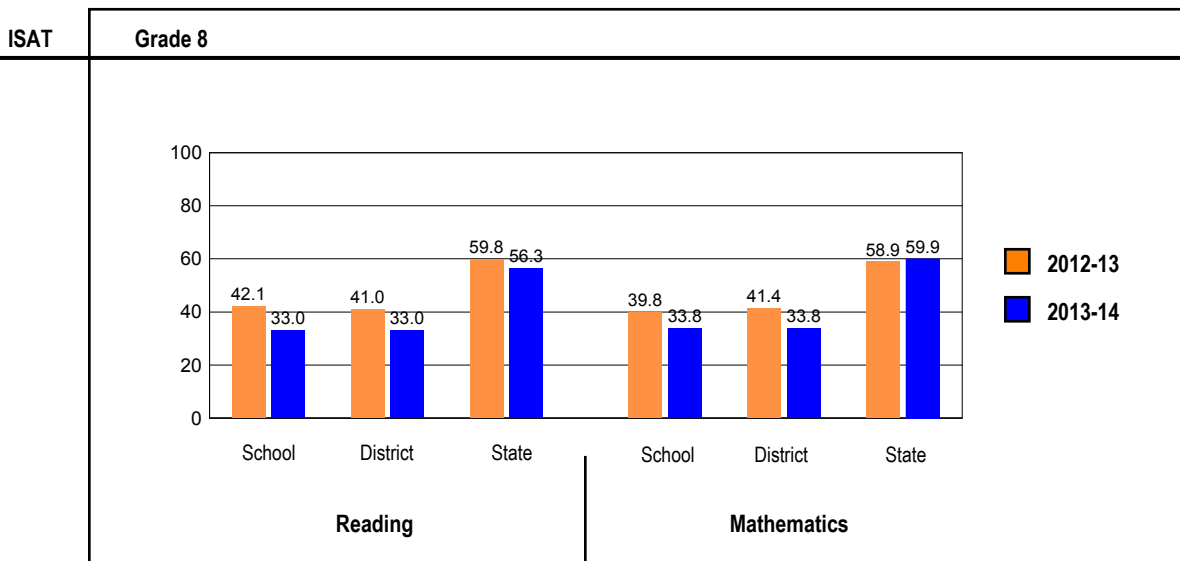
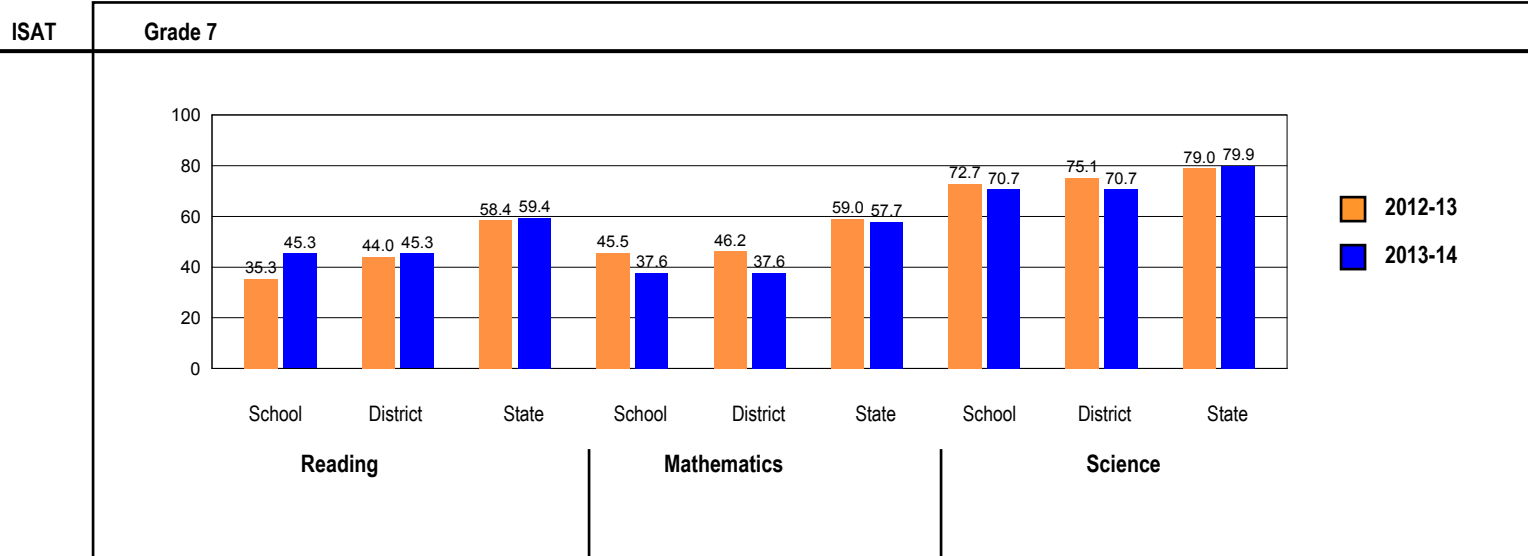
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading and mathematics. The ISAT reading and math cut scores were reset for school year 2013. Starting in 2013, Illinois raised the performance cut scores in reading and math to align with college and career ready expectations. In order to align the Illinois Alternative Assessment (IAA) with the content standards of the Common Core Essentials Elements, Illinois raised the performance cut scores of IAA in reading and math in 2014.

**OVERALL PERFORMANCE - ALL STATE TESTS****OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE****OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE**

IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

**ISAT PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

**PERFORMANCE ON STATE ASSESSMENTS**

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

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

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

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

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



PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		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	949	496	453	683	117	98	3	2	3	43	8	0	144	625
	Reading	0.4	0.8	0.0	0.4	0.9	0.0				0.0			2.1	0.6
District	*Enrollment	3,376	1,767	1,609	2,439	414	337	20	7	15	144	61	1	608	2,192
	Reading	0.5	0.7	0.3	0.5	0.7	0.3	0.0		0.0	0.7	0.0		0.8	0.8
State	*Enrollment	1,060,658	543,109	517,316	532,220	183,481	260,114	48,330	1,029	2,982	31,812	70,904	280	143,042	547,763
	Reading	0.6	0.6	0.5	0.4	0.8	0.6	0.5	1.2	0.8	0.6	1.1	2.5	1.2	0.7

\* 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	948	495	453	683	116	98	3	2	3	43	8	0	144	624
	Mathematics	0.4	0.8	0.0	0.3	1.7	0.0				0.0			2.1	0.6
District	*Enrollment	3,375	1,766	1,609	2,439	413	337	20	7	15	144	61	1	608	2,191
	Mathematics	0.5	0.7	0.3	0.5	1.0	0.3	0.0		0.0	0.7	0.0		0.8	0.8
State	*Enrollment	1,062,316	543,976	518,107	532,697	183,560	260,674	48,844	1,035	2,994	31,822	72,621	281	143,066	548,764
	Mathematics	0.5	0.6	0.5	0.4	0.9	0.5	0.3	0.4	0.6	0.6	0.6	1.4	1.2	0.6

\* 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	461	240	221	346	47	44	0	2	1	21	3	0	71	301
	Science	1.5	2.5	0.5	1.2	4.3	0.0				4.8			4.2	2.3
District	*Enrollment	1,415	753	662	1,036	165	137	5	5	8	59	23	1	239	892
	Science	1.4	1.9	0.9	1.3	2.4	0.7				3.4	0.0		2.1	2.2
State	*Enrollment	454,072	231,511	222,497	231,754	77,973	108,437	20,846	425	1,245	13,169	23,463	112	60,394	226,620
	Science	0.7	0.8	0.6	0.5	1.3	0.7	0.3	0.2	1.1	0.8	0.9	0.9	1.4	0.9

\* 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 7

### Grade 7 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	9.2	45.5	37.1	8.3	12.0	50.4	35.8	1.8	12.8	16.6	51.9	18.8
District	9.2	45.5	37.1	8.3	12.0	50.4	35.8	1.8	12.8	16.6	51.9	18.8
State	7.2	33.4	45.3	14.1	7.4	35.0	47.9	9.8	8.2	11.9	54.7	25.2

### Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	11.3	46.3	36.8	5.6	15.2	48.3	34.8	1.7	11.7	19.0	49.4	19.9
	District	11.3	46.3	36.8	5.6	15.2	48.3	34.8	1.7	11.7	19.0	49.4	19.9
	State	9.2	36.2	43.1	11.5	8.7	35.7	45.7	10.0	9.7	12.2	51.3	26.8
Female	School	6.9	44.7	37.3	11.1	8.6	52.7	36.8	1.8	13.9	13.9	54.6	17.6
	District	6.9	44.7	37.3	11.1	8.6	52.7	36.8	1.8	13.9	13.9	54.6	17.6
	State	5.1	30.4	47.6	16.8	6.0	34.2	50.1	9.6	6.7	11.6	58.1	23.6

**Grade 7 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	9.7	40.1	40.1	10.0	9.4	48.7	39.6	2.3	12.1	14.5	50.7	22.7
	District	9.7	40.1	40.1	10.0	9.4	48.7	39.6	2.3	12.1	14.5	50.7	22.7
	State	4.4	26.6	50.7	18.2	4.5	27.7	55.2	12.6	4.4	7.6	53.3	34.7
Black	School	11.6	62.8	23.3	2.3	27.9	60.5	11.6	0.0	20.9	32.6	44.2	2.3
	District	11.6	62.8	23.3	2.3	27.9	60.5	11.6	0.0	20.9	32.6	44.2	2.3
	State	13.2	46.1	35.5	5.2	15.1	49.6	33.1	2.2	16.8	20.4	54.4	8.4
Hispanic	School	7.0	60.5	32.6	0.0	18.6	51.2	30.2	0.0	7.1	23.8	61.9	7.1
	District	7.0	60.5	32.6	0.0	18.6	51.2	30.2	0.0	7.1	23.8	61.9	7.1
	State	9.3	41.9	41.1	7.6	8.7	43.8	43.3	4.2	10.9	16.4	59.9	12.8
Asian	School												
	District												
	State	3.0	15.9	46.0	35.1	2.0	13.3	48.2	36.4	3.0	4.7	45.0	47.3
Native Hawaiian/Pacific Islander	School												
	District												
	State	7.9	21.6	43.2	27.3	5.0	33.6	40.0	21.4	6.4	11.3	46.1	36.2
American Indian	School												
	District												
	State	8.0	42.4	38.7	11.0	9.0	43.3	42.5	5.2	9.0	14.9	57.5	18.7
Two or More Races	School	0.0	65.0	25.0	10.0	10.0	60.0	30.0	0.0	20.0	5.0	60.0	15.0
	District	0.0	65.0	25.0	10.0	10.0	60.0	30.0	0.0	20.0	5.0	60.0	15.0
	State	7.0	29.4	46.2	17.4	7.2	33.0	46.8	12.9	7.7	10.4	51.3	30.6

**Grade 7 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	31.7	54.0	14.3	0.0	28.6	63.5	7.9	0.0	33.3	25.4	34.9	6.3
	District	31.7	54.0	14.3	0.0	28.6	63.5	7.9	0.0	33.3	25.4	34.9	6.3
	State	33.2	49.8	15.2	1.9	30.2	52.5	15.7	1.6	29.0	26.0	38.7	6.3
Non-IEP	School	5.5	44.2	40.8	9.6	9.3	48.3	40.3	2.1	9.4	15.1	54.7	20.8
	District	5.5	44.2	40.8	9.6	9.3	48.3	40.3	2.1	9.4	15.1	54.7	20.8
	State	3.5	31.1	49.6	15.8	4.2	32.5	52.4	11.0	5.3	9.9	56.9	27.9

**Grade 7 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	11.4	52.9	32.2	3.5	15.8	55.8	27.4	1.0	16.3	20.8	54.5	8.3
	District	11.4	52.9	32.2	3.5	15.8	55.8	27.4	1.0	16.3	20.8	54.5	8.3
	State	11.1	43.7	38.9	6.3	11.3	46.3	39.1	3.3	12.9	17.3	57.4	12.4
Not Eligible	School	5.0	32.1	45.9	17.0	5.1	40.5	51.3	3.2	6.3	8.8	47.2	37.7
	District	5.0	32.1	45.9	17.0	5.1	40.5	51.3	3.2	6.3	8.8	47.2	37.7
	State	3.0	22.4	52.2	22.4	3.1	22.9	57.2	16.7	3.2	6.2	51.7	38.9

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	15.2	51.8	28.6	4.4	14.2	52.0	30.5	3.3
District	15.2	51.8	28.6	4.4	14.2	52.0	30.5	3.3
State	7.3	36.4	42.1	14.1	7.3	32.8	44.7	15.2

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	21.5	49.0	24.3	5.2	18.7	48.6	28.3	4.4
	District	21.5	49.0	24.3	5.2	18.7	48.6	28.3	4.4
	State	9.5	37.2	40.2	13.1	8.7	33.8	42.2	15.3
Female	School	8.3	54.8	33.3	3.5	9.2	55.7	32.9	2.2
	District	8.3	54.8	33.3	3.5	9.2	55.7	32.9	2.2
	State	5.0	35.6	44.2	15.2	5.9	31.7	47.2	15.1

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	12.7	50.9	31.3	5.1	8.4	52.1	35.5	3.9
	District	12.7	50.9	31.3	5.1	8.4	52.1	35.5	3.9
	State	4.5	28.1	47.9	19.5	4.4	26.6	49.5	19.5
Black	School	16.4	68.7	14.9	0.0	34.3	56.7	7.5	1.5
	District	16.4	68.7	14.9	0.0	34.3	56.7	7.5	1.5
	State	13.5	51.8	30.7	4.0	15.4	46.3	33.9	4.3
Hispanic	School	30.2	37.7	26.4	5.7	20.8	54.7	20.8	3.8
	District	30.2	37.7	26.4	5.7	20.8	54.7	20.8	3.8
	State	9.7	46.4	37.5	6.5	8.3	40.1	43.3	8.3
Asian	School								
	District								
	State	2.7	17.7	47.4	32.1	2.1	11.7	41.1	45.1
Native Hawaiian/Pacific Islander	School								
	District								
	State	3.7	32.3	42.2	21.7	3.7	22.4	50.9	23.0
American Indian	School								
	District								
	State	8.7	43.3	34.2	13.9	11.0	36.6	41.1	11.4
Two or More Races	School	13.6	50.0	31.8	4.5	18.2	40.9	40.9	0.0
	District	13.6	50.0	31.8	4.5	18.2	40.9	40.9	0.0
	State	6.6	32.7	43.2	17.6	8.2	30.6	43.0	18.2

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	41.8	50.7	7.5	0.0	44.8	50.7	4.5	0.0
	District	41.8	50.7	7.5	0.0	44.8	50.7	4.5	0.0
	State	33.6	52.0	12.6	1.8	33.4	49.8	14.9	1.9
Non-IEP	School	10.9	51.9	32.0	5.1	9.2	52.2	34.7	3.9
	District	10.9	51.9	32.0	5.1	9.2	52.2	34.7	3.9
	State	3.7	34.2	46.3	15.8	3.7	30.4	48.8	17.1

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	18.4	56.5	21.9	3.2	17.8	55.6	23.8	2.9
District	18.4	56.5	21.9	3.2	17.8	55.6	23.8	2.9
State	11.5	48.4	34.7	5.4	11.4	43.2	38.9	6.6
Not Eligible								
School	9.1	42.7	41.5	6.7	7.3	45.1	43.3	4.3
District	9.1	42.7	41.5	6.7	7.3	45.1	43.3	4.3
State	3.1	24.1	49.8	23.1	3.2	22.2	50.6	24.0

**2014 STUDENT ACADEMIC GROWTH**

Average Growth Value		
	Reading	Math
School	91.3	87.4
District	92.3	92.7
State	99.4	102.9

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	2	10	6					
		1B	9	15	18	4				
	Below Standards	2A	15	27	56	50	2			
		2B	3	17	57	108	46	6	1	
	Meets Standards	3A	1	1	17	83	102	19	6	1
		3B		1	2	19	50	40	17	2
	Exceeds Standards	4A			1	1	6	23	21	7
		4B					1	2	2	

**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	6	24	13	8				
	Below Standards	2A	2	49	90	34	4			
		2B	1	14	71	97	29	1		
	Meets Standards	3A		3	22	100	104	10		
		3B	1	2	2	13	71	51	9	
	Exceeds Standards	4A					5	25	5	5
		4B						1	5	