



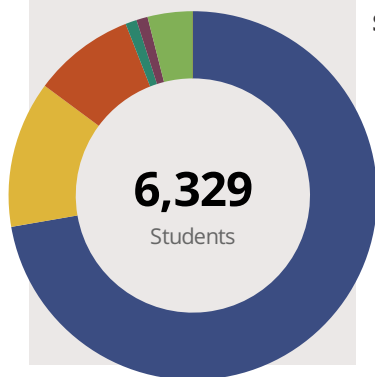
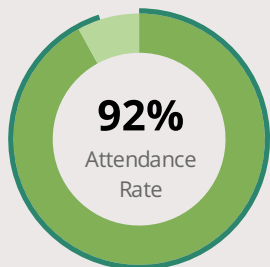
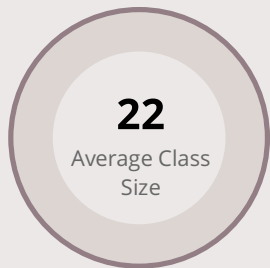
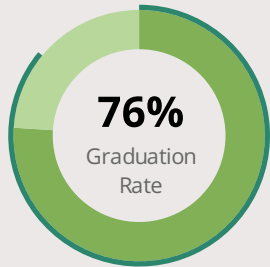
GRANITE CITY CUSD 9

1947 ADAMS ST GRANITE CITY, IL 62040 3311 (618) 451-5800

Grades: P-12

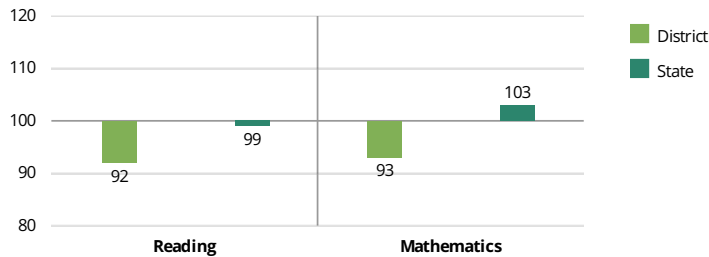
Superintendent: Mr. Jim Greenwald

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

	District	State
ISAT % Meets or Exceeds	43%	59%
PSAE % Meets or Exceeds	36%	54%
Graduation Rate	76%	86%
Post Secondary Enrollment	58%	70%
Ready for College Coursework	29%	46%

ISAT and PSAE show the percentage of students who meet or exceed state standards on these achievement tests.

Graduation Rate is the percentage of students who graduate within 4 years.

Post-Secondary Enrollment is the percentage of students who enroll at colleges and universities.

Ready for College Coursework is determined by ACT benchmarks.

Student Characteristics

White	73%	Low Income	65%
Black	13%	English Learners	2%
Hispanic	9%	With Disabilities	19%
Asian	1%	Homeless	7%
American Indian	1%		
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
- of schools have at least a 50% response rate

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

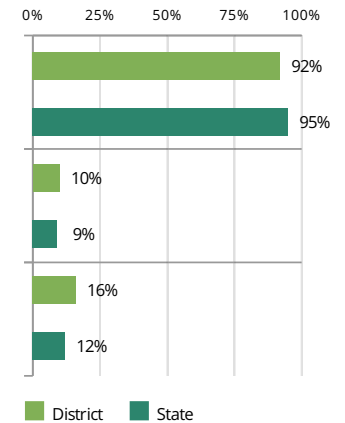
Rate at which students are present, not including excused or unexcused absences

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





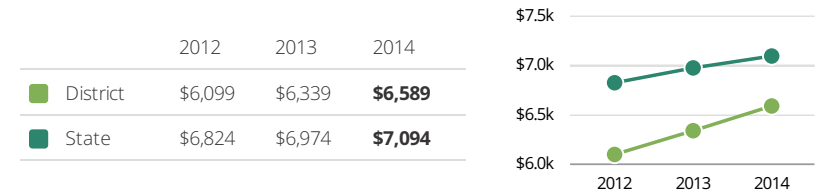
GRANITE CITY CUSD 9

Schools in District

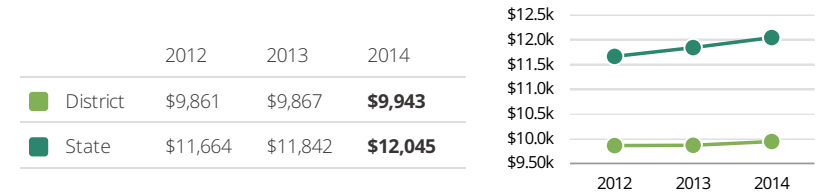
School Name	Grades	% Proficient	School Name	Grades	% Proficient
WORTHEN ELEM SCHOOL	K-4	60.9%	GRANITE CITY HIGH SCHOOL	9-12	36.4%
PRATHER ELEMENTARY SCHOOL	K-4	39.7%	WILSON ELEM SCHOOL	K-4	34.6%
COOLIDGE JUNIOR HIGH SCH	7-8	37.2%	MARYVILLE ELEM SCHOOL	K-4	45.8%
MITCHELL ELEMENTARY SCHOOL	K-4	40.5%	GRIGSBY INTERMEDIATE SCH	5-6	46.5%
FROHARDT ELEM SCHOOL	K-4	46%			

District Finance

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



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



Educator Measures

In the last six years, schools in this district have been led by an average of **3 principals** per school. In the last three years, an average of **82% of teachers** return to the same 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 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.

Granite City CUSD 9

Granite City, ILLINOIS



ILLINOIS DISTRICT 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 the 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
District	72.8	12.6	9.1	0.7	0.1	0.6	4.0	65.2	2.2	18.9	7.4	6,329
State	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 students who do not have permanent and adequate homes.

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION				
	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
District	3.1	9.9	16.4	91.8
State	2.2	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 DAY	
	Percent		Days
District	100.0	District	170
State	95.7	State	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
District	22.0	20.1	19.7	21.0	22.3	24.7	24.9	23.5	24.3	22.2	22.3
State	21.2	21.6	21.8	22.5	22.8	23.2	23.1	22.5	22.6	19.4	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
District	60	60	60	16	15	60	169	170	60	21	20	60
State	62	56	53	30	43	44	141	101	91	30	42	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
	District	99.7	0.0	0.0	0.0	0.0	0.0	0.0	0.3	23.2	76.8
State	81.6	6.5	5.5	1.4	0.1	0.2	0.7	4.1	22.9	77.1	130,066

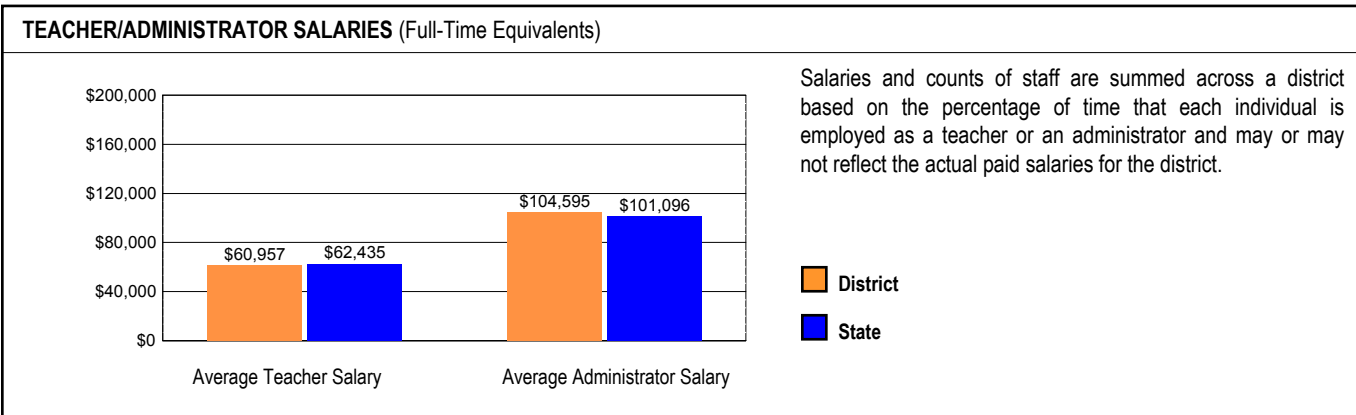
TEACHER INFORMATION					
		% of Teachers with Bachelor's Degrees	% of Teachers with Masters's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
District:	All Schools	49.1	49.7	0.3	0.0
	High Poverty Schools	58.0	42.0	0.0	0.0
	Low Poverty Schools				
State:	All Schools	41.2	58.2	0.6	0.6
	High Poverty Schools	42.7	56.1	1.6	1.8
	Low Poverty Schools	35.0	64.7	0.3	0.0

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.

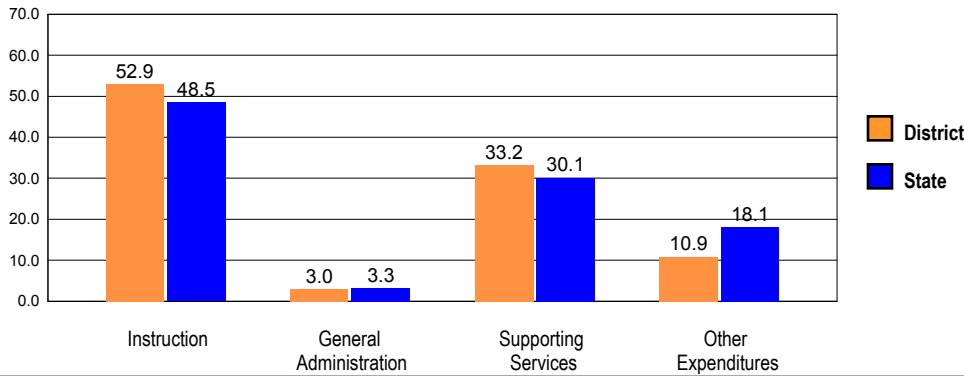
TEACHER RETENTION RATE	
District	81.5
State	85.7

PRINCIPAL TURNOVER (Count)	
District	3
State	2

SCHOOL DISTRICT FINANCES



EXPENDITURE BY FUNCTION 2012-13 (Percentages)



REVENUE BY SOURCE 2012-13

	District	District %	State %
Local Property Taxes	\$30,244,866	45.5	61.3
Other Local Funding	\$2,279,921	3.4	4.7
General State Aid	\$19,575,581	29.4	16.1
Other State Funding	\$8,668,117	13.0	10.0
Federal Funding	\$5,774,533	8.7	7.9
TOTAL	\$66,543,018		

EXPENDITURE BY FUND 2012-13

	District	District %	State %
Education	\$54,957,289	72.2	73.6
Operations & Maintenance	\$7,616,633	10.0	6.2
Transportation	\$3,922,403	5.2	3.8
Debt Service	\$4,256,272	5.6	7.8
Tort	\$1,288,768	1.7	1.2
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
TOTAL	\$76,161,083		

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.

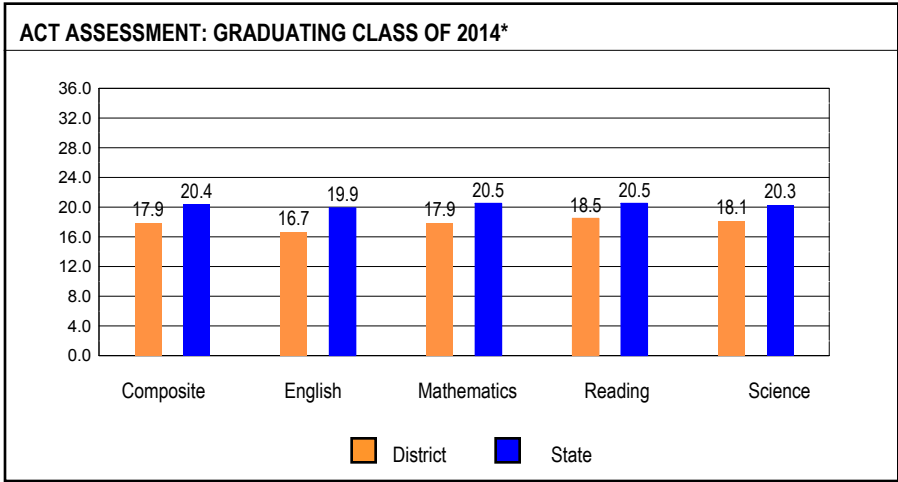
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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



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	
District	29.1
State	45.8

Percent of Student Met ACT Benchmarks					
	English	Math	Read	Science	ALL 4 Subjects
District	42.1	20.0	28.9	18.5	11.9
State	60.4	39.2	39.2	32.9	24.2

COLLEGE ENROLLMENT		
	12 Months	16 Months
District	56.4	62.6
State	68.7	73.0

FRESHMAN ON TRACK	
District	79.5
State	87.4

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				
District	76.0	71.7	80.3	77.6	75.9	66.7				70.6			63.7	68.3
State	86.0	83.2	88.9	90.1	77.2	81.3				86.0			71.8	78.5

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				
District	81.3	82.8	79.7	81.4	80.4	80.9				78.6			76.2	71.4
State	87.5	85.3	89.7	90.9	79.5	83.9				86.2			76.2	80.7

2013 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP is sponsored by the U.S. Department of Education and administered to students in grade 4, 8, and 12. Only grade 4 and 8 results are required to be reported.

Achievement levels reflect what students should know and be able to do. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board for NAEP sets specific achievement levels for each subject area and grade. To provide a context for interpreting student performance, NAEP results are reported as percentages of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels, and at the *Advanced* level.

Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced represents superior performance.

The four achievement levels (below basic, basic, proficient, and advanced) are reported as level 1 through level 4, respectively. Please note that only **state results** are reported.

Grade 4

Grade 4 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	35.5	31.0	25.3	8.2	21.4	39.5	30.7	8.4

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	22.0	31.9	34.4	11.8	12.4	36.2	40.1	11.2
Black	58.4	27.8	11.4	2.4	41.4	43.0	14.2	1.4
Hispanic	49.5	32.3	15.9	2.3	28.5	46.6	21.9	2.9
Asian	14.3	27.0	35.7	23.0	4.4	22.1	42.4	31.1
Native Hawaiian/Pacific Islander								
Multi Racial	33.9	29.1	27.5	9.5	13.3	40.2	35.0	11.5
American Indian								

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	81.7	15.0	3.2	0.0	53.9	38.7	6.9	0.0

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	72.7	17.3	8.6	1.3	52.7	31.5	13.0	2.8

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	52.0	31.9	14.3	1.8	32.6	45.5	19.7	2.3

Grade 4 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	94.9	95.5
Students with Disabilities	93.0	94.7

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	22.6	41.2	32.5	3.8	26.1	37.4	27.0	9.4

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	22.6	41.2	32.5	3.8	15.0	37.1	34.7	13.2
Black	43.9	42.1	13.4	0.6	51.2	36.7	11.4	0.6
Hispanic	31.0	45.2	22.4	1.4	35.9	41.7	20.0	2.3
Asian	9.1	32.0	46.5	12.5	10.2	20.0	36.2	33.6
Native Hawaiian/Pacific Islander								
Multi Racial	21.1	36.7	37.8	4.5	26.0	41.0	21.5	11.6
American Indian								

Grade 8 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	76.6	22.2	1.2	0.0	73.6	23.3	2.5	0.6

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	65.7	27.0	7.0	0.0	67.1	22.5	7.9	2.5

Grade 8 - Economically Disadvantaged

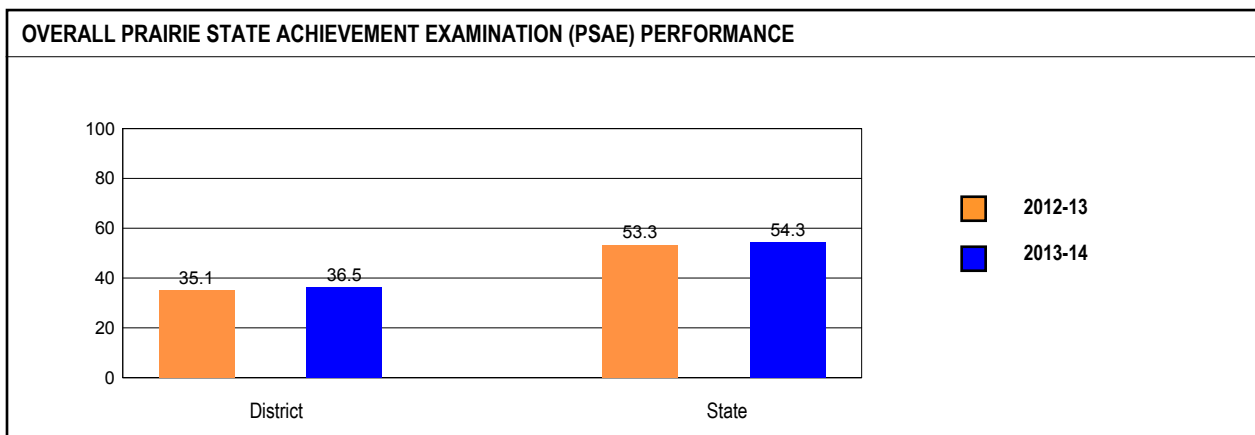
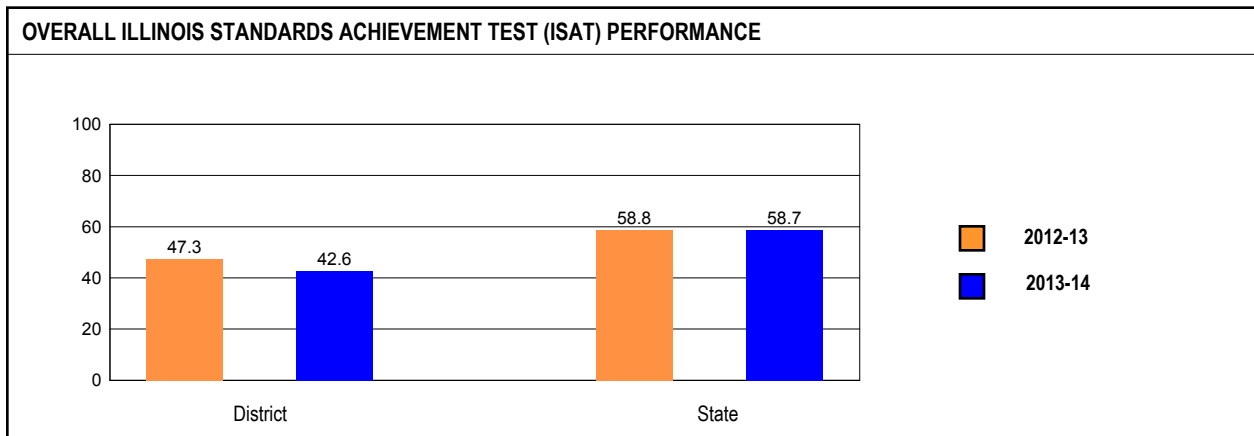
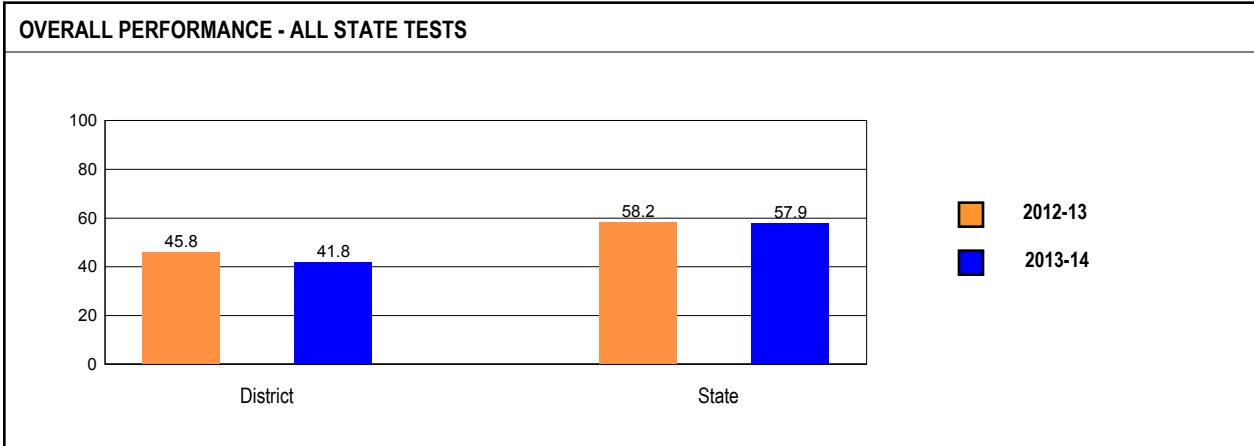
Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	36.4	44.0	18.7	0.9	41.9	39.7	16.0	2.4

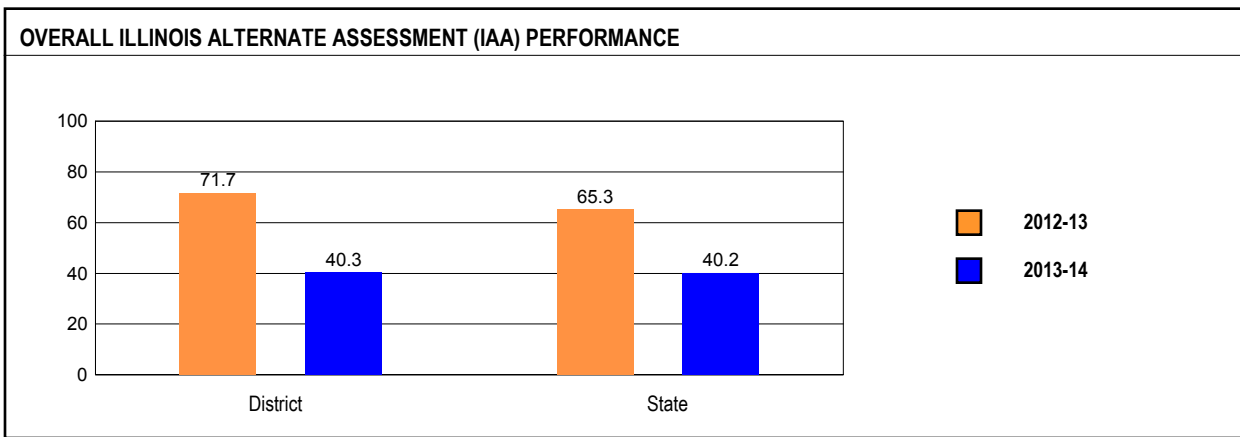
Grade 8 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	91.9	94.7
Students with Disabilities	91.3	94.1

OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district'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.

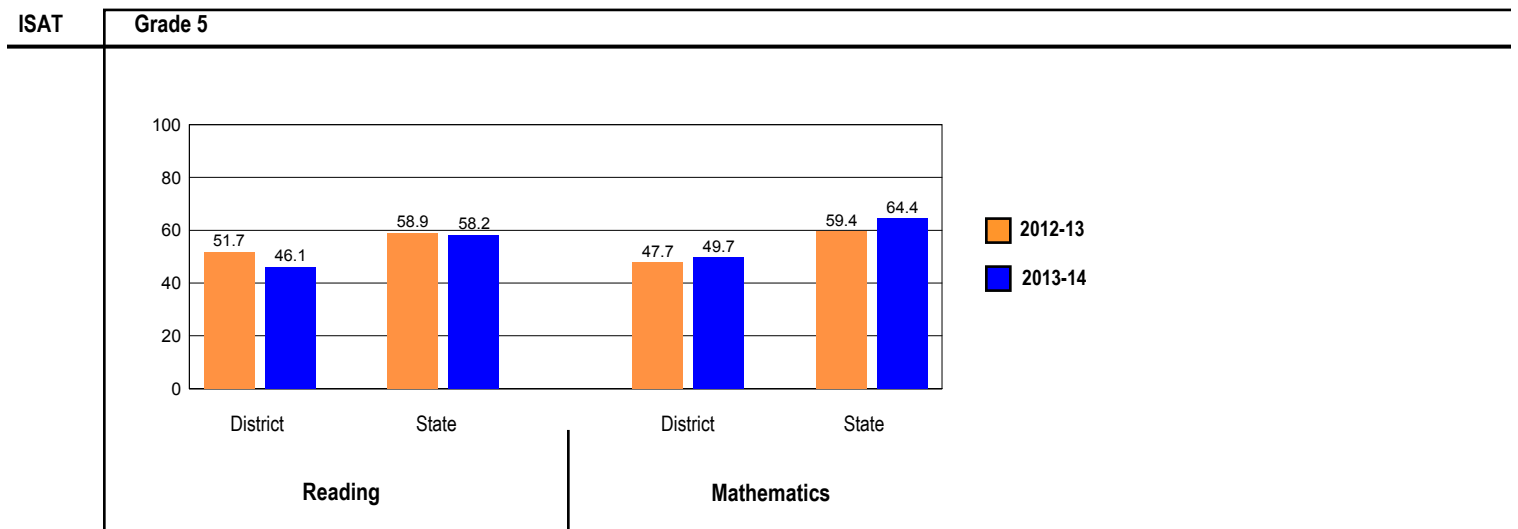
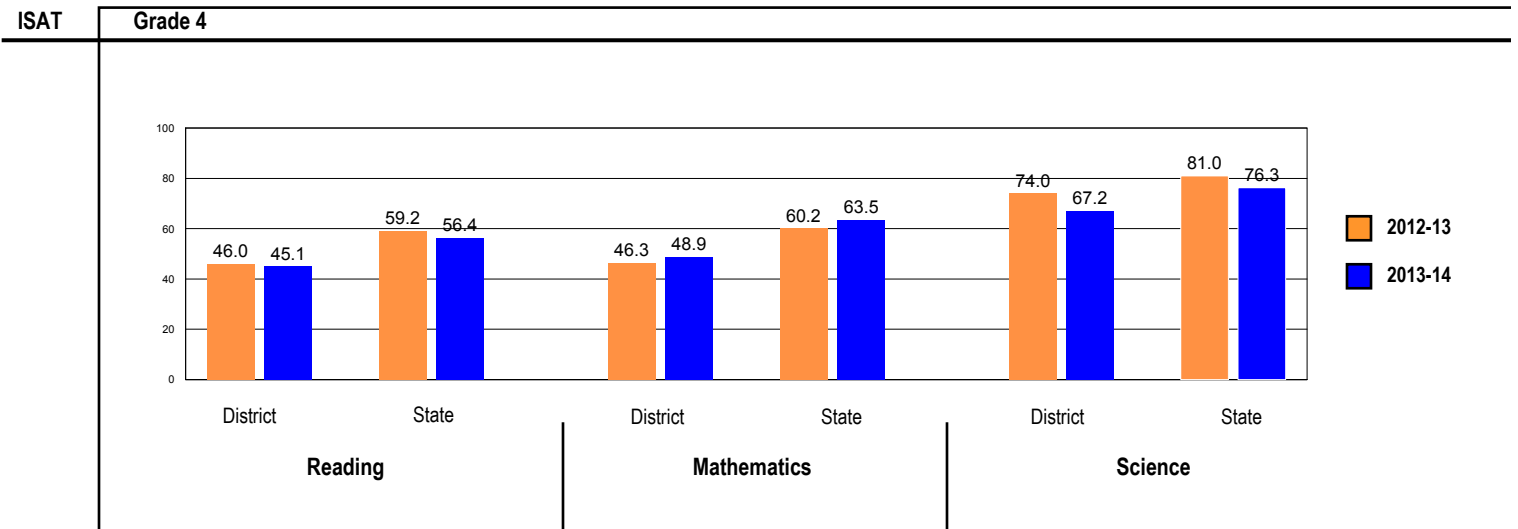
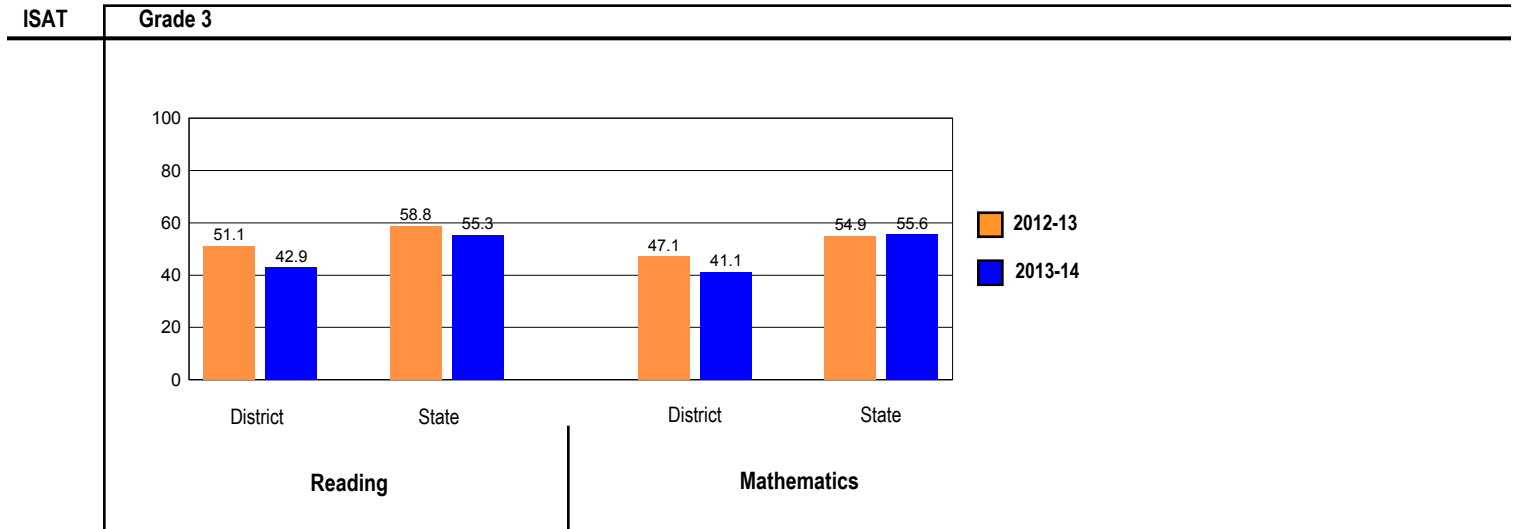




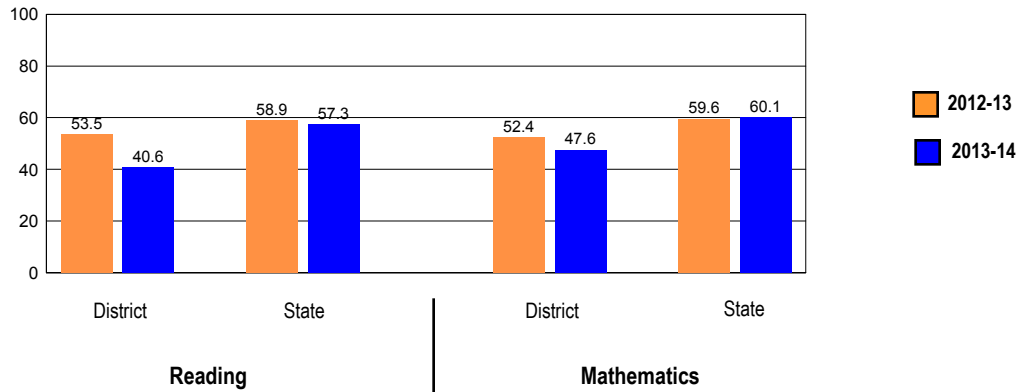
IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

ISAT PERFORMANCE

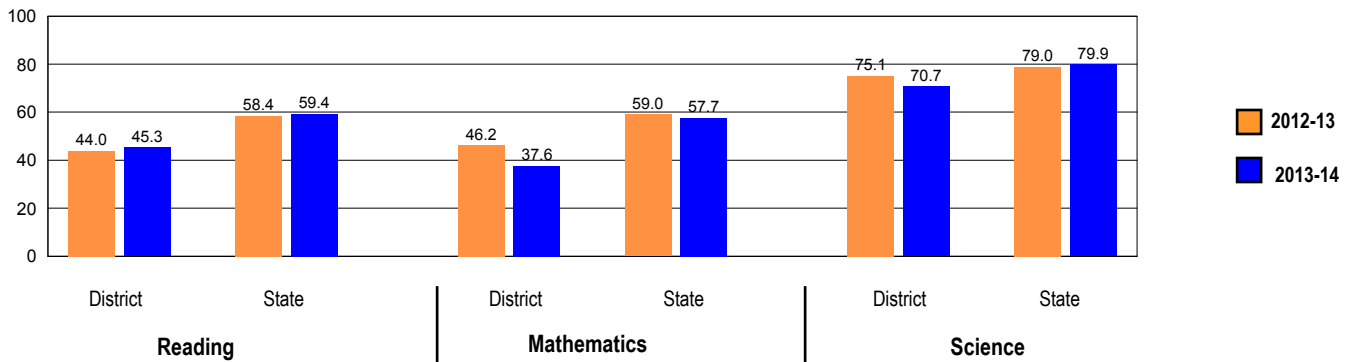
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



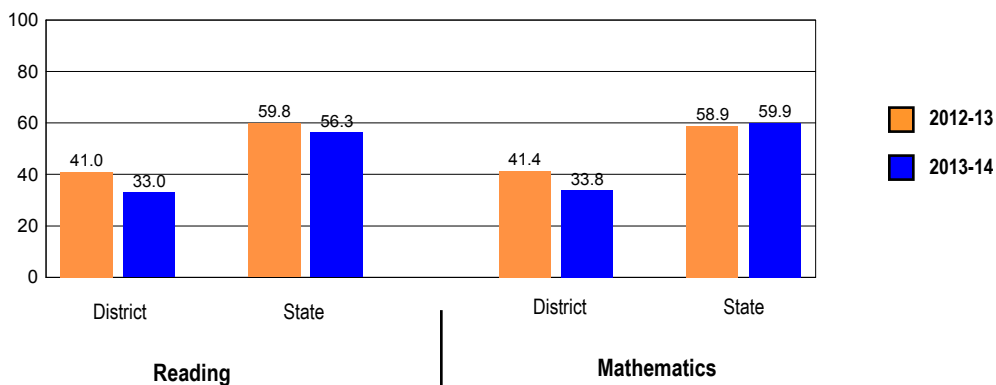
ISAT Grade 6



ISAT Grade 7



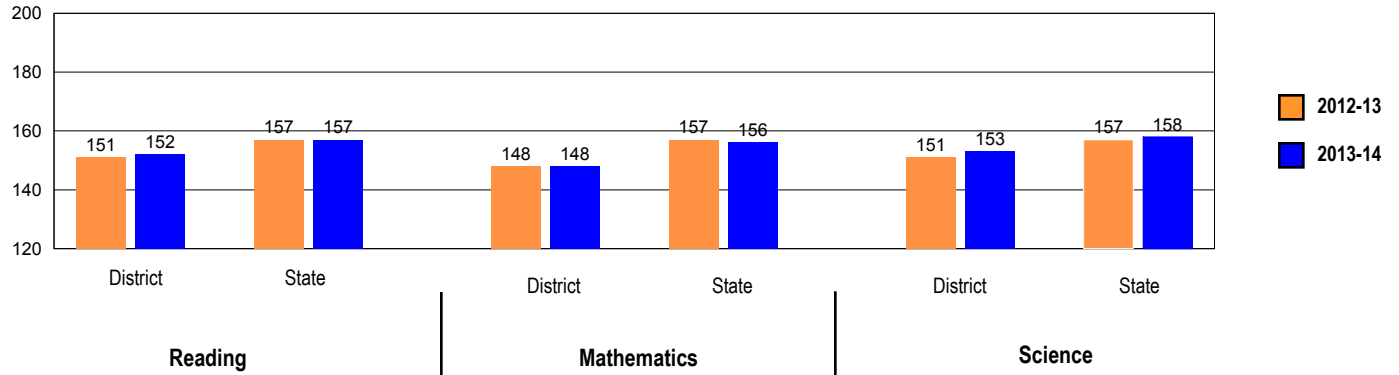
ISAT Grade 8



PSAE PERFORMANCE

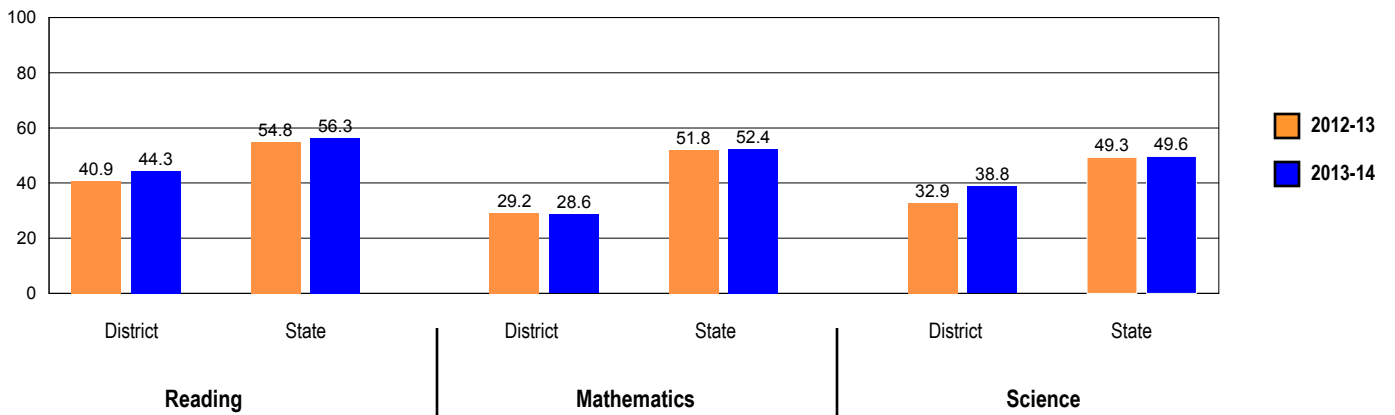
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding Standards in reading, mathematics, and science on PSAE.

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 District with PSAE scores in 2014: 451

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 Disadvantage
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	3,376	1,767	1,609	2,439	414	337	20	7	15	144	61	1	608	2,19
	Reading	0.5	0.7	0.3	0.5	0.7	0.3	0.0		0.0	0.7	0.0		0.8	0.
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	547,76
	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.

* 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 Disadvantage
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	3,375	1,766	1,609	2,439	413	337	20	7	15	144	61	1	608	2,19
	Mathematics	0.5	0.7	0.3	0.5	1.0	0.3	0.0		0.0	0.7	0.0		0.8	0.
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	548,76
	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.

* 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				
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 3**Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	8.9	48.2	30.7	12.2	11.6	47.3	34.9	6.2
State	7.4	37.2	35.9	19.4	7.3	37.1	42.4	13.2

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	9.8	52.2	28.2	9.8	13.1	47.8	35.1	4.1
	State	8.6	38.9	35.2	17.2	8.1	36.9	41.2	13.8
Female	District	7.9	44.2	33.3	14.6	10.0	46.9	34.7	8.4
	State	6.2	35.5	36.6	21.8	6.5	37.2	43.6	12.6

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	District	8.3	45.4	32.9	13.4	11.0	44.8	36.7	7.5
	State	3.4	28.0	41.6	26.9	3.8	29.7	49.4	17.1
Black	District	15.3	54.2	22.0	8.5	18.6	49.2	30.5	1.7
	State	14.0	50.3	27.6	8.0	15.3	49.7	29.9	5.2
Hispanic	District	3.9	56.9	27.5	11.8	7.8	52.9	31.4	7.8
	State	11.5	49.4	30.3	8.7	9.7	46.7	37.6	6.0
Asian	District								
	State	2.3	17.5	38.3	41.9	1.6	14.3	43.6	40.5
Native Hawaiian/Pacific Islander	District								
	State	2.6	31.1	42.4	23.8	3.2	33.3	46.8	16.7
American Indian	District								
	State	9.7	42.7	36.3	11.3	8.3	44.2	40.7	6.9
Two or More Races	District	13.8	65.5	17.2	3.4	13.3	70.0	16.7	0.0
	State	5.4	34.0	37.0	23.6	6.7	35.7	42.0	15.6

Grade 3 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
District	District	15.0	70.0	15.0	0.0	15.0	70.0	15.0	0.0
	State	16.1	60.8	21.0	2.1	12.3	53.3	31.2	3.3

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	District	30.8	57.3	9.4	2.6	32.8	52.6	12.1	2.6
	State	26.6	50.0	17.8	5.5	19.5	50.8	25.2	4.5
Non-IEP	District	1.9	45.4	37.5	15.2	4.9	45.7	42.1	7.3
	State	4.7	35.4	38.5	21.4	5.6	35.1	44.8	14.5

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	District	11.7	55.1	25.1	8.1	15.3	51.1	28.8	4.8
	State	11.5	48.9	30.9	8.7	11.3	47.6	35.4	5.8
Not Eligible	District	2.6	33.1	43.0	21.2	3.3	39.1	48.3	9.3
	State	2.5	23.0	42.0	32.6	2.5	24.3	50.9	22.3

Grade 4**Grade 4 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
District	District	9.9	45.1	36.1	9.0	11.6	39.5	45.3	3.6	3.6	29.2	59.9	7.3
	State	5.1	38.6	39.5	16.8	6.6	29.9	51.8	11.7	3.3	20.4	59.9	16.3

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	9.9	43.1	38.7	8.3	10.7	40.3	44.7	4.3	2.8	26.9	62.5	7.9
	State	6.4	40.7	38.2	14.8	7.3	29.3	50.0	13.3	3.7	21.0	58.2	17.1
Female	District	9.9	47.4	32.9	9.9	12.7	38.5	46.0	2.8	4.7	31.9	56.8	6.6
	State	3.7	36.4	40.9	19.0	5.8	30.5	53.7	10.0	2.8	19.9	61.7	15.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	9.1	42.6	37.1	11.2	9.7	36.8	48.5	5.0	3.5	26.5	62.1	7.9
	State	2.5	29.2	45.4	23.0	3.7	22.1	58.4	15.7	1.5	12.1	63.6	22.9
Black	District	16.9	52.5	30.5	0.0	27.1	42.4	30.5	0.0	6.8	45.8	47.5	0.0
	State	9.9	54.6	29.3	6.2	13.5	44.6	39.0	2.8	7.4	36.4	51.3	5.0
Hispanic	District	8.3	54.2	35.4	2.1	8.3	47.9	43.8	0.0	2.1	33.3	56.3	8.3
	State	7.7	50.2	33.9	8.2	8.4	39.1	47.7	4.8	4.5	28.7	59.4	7.4
Asian	District												
	State	1.8	18.4	45.0	34.8	2.0	10.7	51.4	35.9	1.3	8.0	56.3	34.4
Native Hawaiian/Pacific Islander	District												
	State	1.7	28.6	41.2	28.6	1.6	23.0	55.7	19.7	0.8	13.8	55.3	30.1
American Indian	District												
	State	6.6	42.5	36.9	14.0	5.8	35.0	51.5	7.6	3.3	22.8	59.2	14.7
Two or More Races	District	7.1	35.7	42.9	14.3	7.1	50.0	42.9	0.0	0.0	14.3	64.3	21.4
	State	3.8	34.4	41.7	20.2	6.3	27.7	50.5	15.5	2.7	18.1	59.6	19.7

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
District		22.2	61.1	16.7	0.0	22.2	55.6	22.2	0.0	0.0	50.0	50.0	0.0
	State	20.8	68.2	10.2	0.8	20.5	53.5	24.8	1.2	12.1	50.4	36.6	0.9

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	30.5	51.4	14.3	3.8	36.2	45.7	15.2	2.9	11.4	46.7	37.1	4.8
	State	22.0	56.2	17.4	4.5	24.7	44.4	27.2	3.6	9.4	40.3	44.7	5.6
Non-IEP	District	3.9	43.2	42.4	10.5	4.4	37.7	54.0	3.9	1.4	24.1	66.5	8.0
	State	2.6	35.9	42.8	18.6	3.9	27.8	55.4	12.9	2.4	17.5	62.2	17.9

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	12.0	53.0	29.7	5.4	14.5	45.1	37.9	2.5	4.1	36.0	55.8	4.1
	State	8.0	51.0	33.6	7.4	10.2	40.5	45.1	4.1	5.2	30.0	57.8	7.0
Not Eligible	District	5.4	28.2	49.7	16.8	5.4	27.5	61.1	6.0	2.7	14.8	68.5	14.1
	State	1.7	24.2	46.4	27.7	2.3	17.7	59.5	20.4	1.1	9.5	62.4	27.0

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	9.3	44.6	39.8	6.3	9.9	40.4	44.4	5.3
State	8.0	33.8	43.9	14.3	5.6	30.0	49.0	15.4

Grade 5 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	11.6	44.2	38.6	5.6	11.7	39.5	43.1	5.6
State	9.8	35.7	42.2	12.3	6.3	30.7	46.8	16.2
Female								
District	6.6	45.1	41.2	7.1	7.9	41.4	45.8	4.8
State	6.1	31.9	45.6	16.4	4.8	29.4	51.2	14.6

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	9.2	43.1	41.0	6.6	10.7	34.7	48.8	5.8
State	4.5	25.3	50.8	19.4	3.5	23.5	53.0	20.0
Black								
District	7.0	61.4	28.1	3.5	10.5	61.4	26.3	1.8
State	15.4	48.3	31.6	4.8	10.6	43.7	40.8	4.8
Hispanic								
District	12.5	37.5	45.8	4.2	6.3	58.3	31.3	4.2
State	11.1	44.5	37.9	6.4	7.0	37.4	48.0	7.6
Asian								
District	2.4	16.0	46.1	35.4	1.6	10.3	42.4	45.7
Native Hawaiian/Pacific Islander								
District	3.4	29.5	48.3	18.8	3.3	24.3	52.0	20.4
State								
American Indian								
District	6.2	39.1	41.2	13.5	6.4	35.5	45.2	12.9
State								
Two or More Races								
District	5.3	47.4	36.8	10.5	0.0	36.8	52.6	10.5
State	7.6	30.7	44.4	17.3	5.7	28.9	47.7	17.7

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
District	26.8	50.0	22.0	1.2	36.6	35.4	28.0	0.0
State	31.8	48.2	17.1	2.9	20.9	50.1	25.5	3.6
Non-IEP								
District	5.6	43.5	43.5	7.4	4.3	41.5	47.8	6.4
State	4.5	31.7	47.8	16.0	3.3	27.1	52.4	17.1

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	11.6	50.2	34.7	3.5	13.2	46.3	38.3	2.3
State	12.5	45.4	36.4	5.7	8.4	40.0	45.1	6.5
Not Eligible								
District	4.9	34.1	49.4	11.6	3.7	29.3	56.1	11.0
State	3.0	20.7	52.3	24.0	2.4	18.7	53.4	25.6

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	12.7	46.7	35.4	5.2	12.5	39.9	44.2	3.4
State	6.1	36.6	43.2	14.1	9.0	30.8	46.5	13.6

Grade 6 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	16.2	48.2	29.6	5.9	13.4	42.3	40.7	3.6
State	7.9	38.6	41.3	12.1	10.2	31.2	44.6	14.0
Female								
District	9.0	45.1	41.4	4.5	11.5	37.4	47.7	3.3
State	4.3	34.5	45.2	16.1	7.8	30.4	48.6	13.2

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	9.9	46.0	38.7	5.4	9.4	40.4	46.4	3.8
State	3.5	28.3	49.2	19.1	5.3	24.1	52.8	17.8
Black								
District	26.7	41.7	30.0	1.7	28.3	41.7	30.0	0.0
State	11.7	51.8	32.1	4.4	18.5	43.9	33.8	3.8
Hispanic								
District	15.2	56.5	21.7	6.5	15.2	39.1	41.3	4.3
State	8.4	46.4	38.5	6.8	11.1	38.8	43.8	6.3
Asian								
District	2.2	17.2	46.9	33.7	2.8	11.9	42.6	42.7
Native Hawaiian/Pacific Islander								
District	4.0	29.6	52.8	13.6	3.9	26.6	52.3	17.2
State								
American Indian								
District	6.5	44.9	38.3	10.3	8.1	37.5	46.3	8.1
State								
Two or More Races								
District	14.3	64.3	14.3	7.1	14.3	35.7	42.9	7.1
State	5.4	34.4	42.6	17.5	9.2	29.7	44.1	16.9

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
District	44.6	44.6	8.4	2.4	44.6	45.8	9.6	0.0
State	27.8	55.1	14.9	2.3	31.7	46.4	19.3	2.6
Non-IEP								
District	6.3	47.1	40.8	5.8	6.1	38.7	51.1	4.1
State	3.0	34.0	47.3	15.7	5.8	28.6	50.4	15.2

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	17.2	48.6	30.7	3.4	17.3	41.5	39.0	2.2
State	9.6	48.7	36.1	5.6	13.7	40.8	40.3	5.2
Not Eligible								
District	4.5	43.3	43.8	8.4	3.9	37.1	53.4	5.6
State	2.3	23.2	51.1	23.4	3.9	19.8	53.4	22.9

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
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	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	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	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	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	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	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	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	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	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	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	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	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	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
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	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	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	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	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	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	District	2.7	17.7	47.4	32.1	2.1	11.7	41.1	45.1
	State								
Native Hawaiian/Pacific Islander	District	3.7	32.3	42.2	21.7	3.7	22.4	50.9	23.0
	State								
American Indian	District	8.7	43.3	34.2	13.9	11.0	36.6	41.1	11.4
	State								
Two or More Races	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	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	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	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	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

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
District	13.7	41.9	40.1	4.2	16.2	55.2	27.7	0.9	12.6	48.6	35.7	3.1
State	7.7	36.0	45.6	10.7	10.1	37.6	43.2	9.1	9.4	41.0	38.1	11.5

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	16.5	43.9	35.9	3.8	18.6	53.2	27.4	0.8	13.9	45.6	36.3	4.2
	State	10.0	37.4	42.5	10.1	10.4	35.9	42.7	10.9	9.5	37.8	38.3	14.4
Female	District	10.7	39.7	44.9	4.7	13.6	57.5	28.0	0.9	11.2	51.9	35.0	1.9
	State	5.4	34.6	48.6	11.4	9.8	39.2	43.7	7.3	9.3	44.1	37.9	8.7

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	12.4	38.4	44.6	4.6	13.0	54.5	31.3	1.2	10.8	45.5	39.6	4.0
	State	4.5	26.4	53.7	15.3	5.4	29.3	52.6	12.7	4.6	31.0	47.7	16.7
Black	District	18.5	55.6	24.1	1.9	31.5	57.4	11.1	0.0	22.2	57.4	20.4	0.0
	State	15.3	54.6	28.3	1.8	23.1	54.2	22.1	0.7	22.8	58.9	17.1	1.2
Hispanic	District	11.9	52.4	35.7	0.0	14.3	59.5	26.2	0.0	11.9	57.1	31.0	0.0
	State	10.6	49.2	36.6	3.5	13.3	49.7	34.4	2.6	12.6	55.9	28.3	3.2
Asian	District												
	State	5.0	22.3	51.2	21.5	3.9	18.1	50.8	27.1	4.1	25.4	45.4	25.1
Native Hawaiian/Pacific Islander	District												
	State	7.4	33.6	50.3	8.7	10.1	35.6	45.0	9.4	5.4	43.6	39.6	11.4
American Indian	District												
	State	8.8	42.5	44.3	4.4	10.0	48.7	38.6	2.7	10.0	48.7	36.4	4.9
Two or More Races	District	13.0	47.8	30.4	8.7	21.7	56.5	21.7	0.0	13.0	52.2	30.4	4.3
	State	6.3	32.8	48.0	12.9	8.8	37.4	43.6	10.2	8.0	39.0	39.7	13.3

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	63.0	26.1	10.9	0.0	65.2	32.6	2.2	0.0	47.8	45.7	6.5	0.0
	State	32.7	48.5	16.5	2.4	44.9	41.9	12.1	1.1	37.7	46.5	13.0	2.8
Non-IEP	District	8.1	43.7	43.5	4.7	10.6	57.8	30.6	1.0	8.6	48.9	39.0	3.5
	State	4.7	34.5	49.1	11.8	5.8	37.0	47.1	10.1	5.9	40.3	41.2	12.6

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	18.2	45.0	33.9	2.9	22.3	57.0	20.7	0.0	16.1	56.2	26.4	1.2
	State	12.9	49.8	34.2	3.1	17.1	50.8	30.1	1.9	16.4	55.8	25.1	2.7
Not Eligible	District	8.6	38.3	47.4	5.7	9.1	53.1	35.9	1.9	8.6	39.7	46.4	5.3
	State	3.8	25.5	54.2	16.5	4.8	27.5	53.2	14.6	4.1	29.7	48.0	18.2

2014 STUDENT ACADEMIC GROWTH

Average Growth Value		
	Reading	Math
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	4	17	12					
		1B	28	58	52	16				
	Below Standards	2A	23	69	147	120	10	2		
		2B	4	29	143	272	119	13	2	
	Meets Standards	3A	2	4	37	196	244	56	14	1
		3B		1	3	48	135	114	45	4
	Exceeds Standards	4A			1	4	31	66	44	13
		4B				1	7	15	18	11

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	6	14	4	2				
		1B	32	57	56	16	5			
	Below Standards	2A	13	95	197	86	20		1	
		2B	4	27	166	220	138	9		
	Meets Standards	3A		6	48	183	300	82	4	
		3B	1	2	3	21	135	159	32	2
	Exceeds Standards	4A					13	53	17	9
		4B					1	7	10	5