



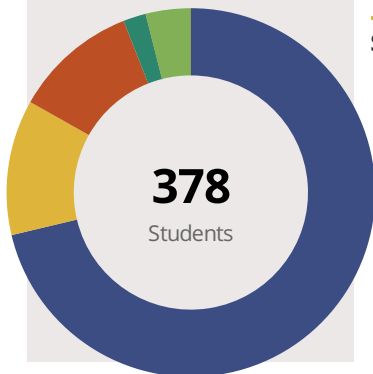
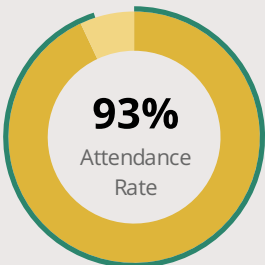
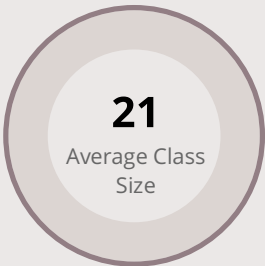
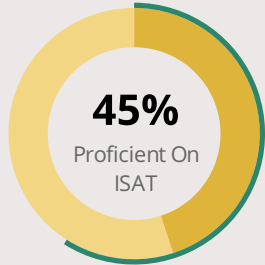
MARYVILLE ELEM SCHOOL

4651 MARYVILLE RD GRANITE CITY, IL 62040 2516 (618) 931-2044

Grades: K-4
District: GRANITE CITY CUSD 9

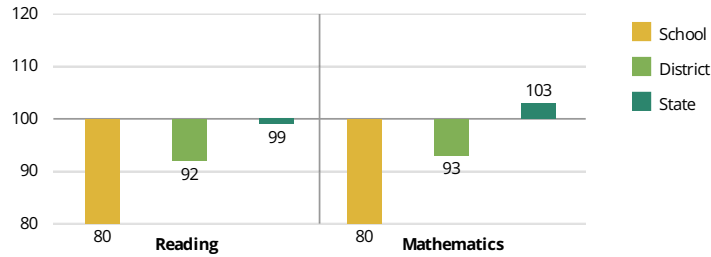
Principal: Mr. Mark Lull
Superintendent: Mr. Jim Greenwald

FAST FACTS



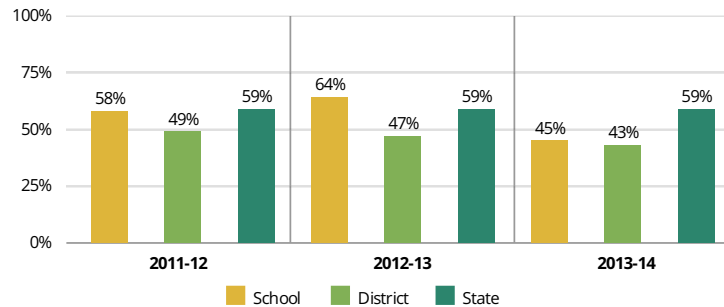
Academic Growth

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

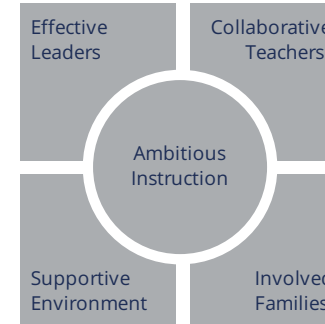
The percentage of students who meet or exceed standards on the Illinois Standards Achievement Test (ISAT).



Student Characteristics

White	72%	Low Income	68%
Black	12%	English Learners	6%
Hispanic	11%	With Disabilities	23%
Asian	2%	Homeless	11%
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?

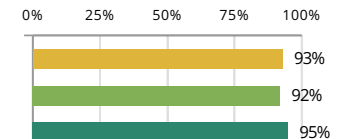
Involved Families

Does the entire staff build strong external relationships?

Student Attendance and Mobility

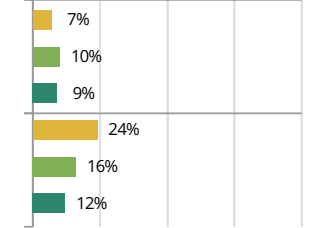
Attendance Rate

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





MARYVILLE ELEM SCHOOL

School Highlights

Academic Courses

Career Development Courses and Programs

Physical Education, Health and Wellness

Athletics

Other Programs and Activities

School Personnel Resources

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

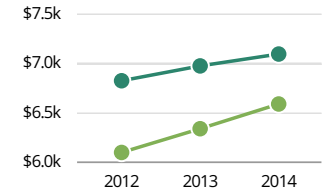
School Awards

Facilities

District Finance

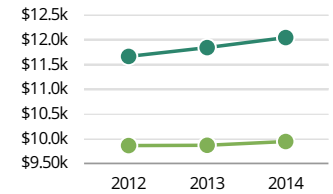
Instructional Spending per Pupil includes only the activities directly dealing with the teaching of students or the interaction between teachers and students.

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



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	\$9,943
State	\$11,664	\$11,842	\$12,045



Educator Measures

In the last six years, **3 principals** have led this school. In the last three years, an average of **79% 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 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.

Maryville Elementary School

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Fall 2014

The following “companion statement” for Maryville School is being submitted to all parents based on ISAT/PSAE data given to local districts by the Illinois State Board of Education.

Accomplishments

- Continued alignment with the New Illinois Learning Standards.
- Continue and promote use of technology in the classroom.
- Positive discipline with rewards and assemblies for good behavior and attendance.
- Continued parent involvement through planned activities, agenda books, monthly newsletter and PTA.
- Continued success in the Accelerated Reading Program.
- Creation and implementation of Kindergarten and 1st grade Standards Based Report Cards.

AREAS OF PLANNED IMPROVEMENT

- Continue to analyze data to improve students’ test scores.
- Continue STAR and ISEL testing to guide instruction.
- Continue to use Discovery Education to assess students’ deficiencies, and to plan Tier 2 and Tier 3 interventions and small groups.
- Continue to differentiate instruction to reach each students’ educational needs.
- Continue to use Accelerated Reader program.
- Encourage and allow professional development opportunities for all teachers and staff.
- Continued use of ESL tutor to support English as a Second Language students.
- Leveled Literacy Instruction (LLI) use with 1st and 2nd grade students.
- Continued use of support services (social worker, nurse, truancy officer) to improve attendance and academics.
- Continue training through the CharacterPlus program to improve discipline and behavior.

Maryville Elem School
Granite City CUSD 9
Granite City, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4

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	71.7	11.6	11.4	1.6	0.0	0.0	3.7	67.5	5.6	22.5	10.6	378
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 who do not have permanent and adequate homes.

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School		7.0	24.1	93.3
District		9.9	16.4	91.8
State		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
School	100.0	School	170
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
School	18.0	22.7	18.8	23.0	23.7						21.0
District	22.0	20.1	19.7	21.0	22.3						22.3
State	21.2	21.6	21.8	22.5	22.8						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			15			170			20		
District	60			16			169			21		
State	62			30			141			30		

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

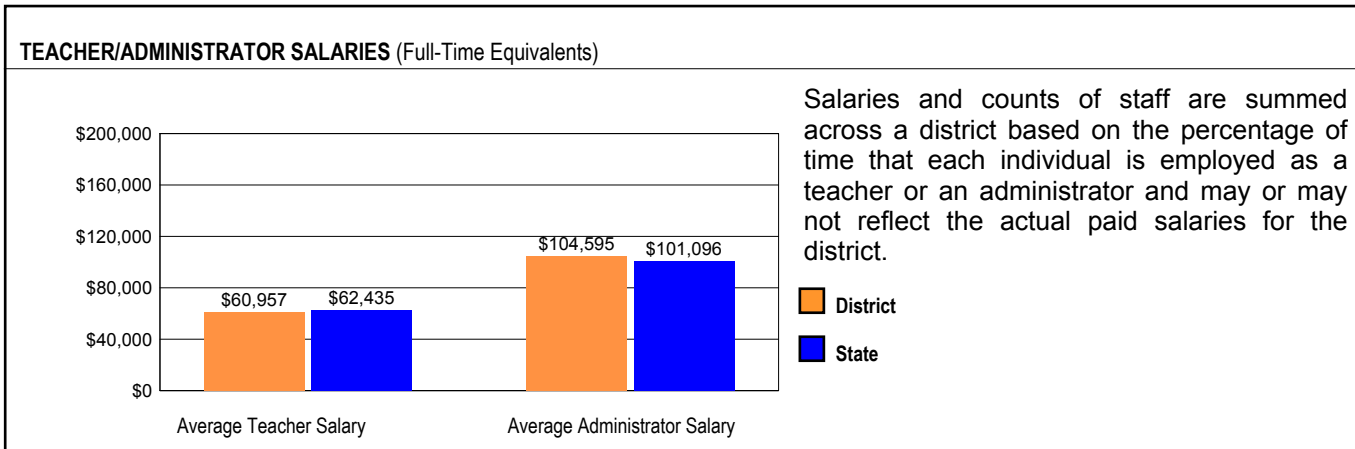
The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of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

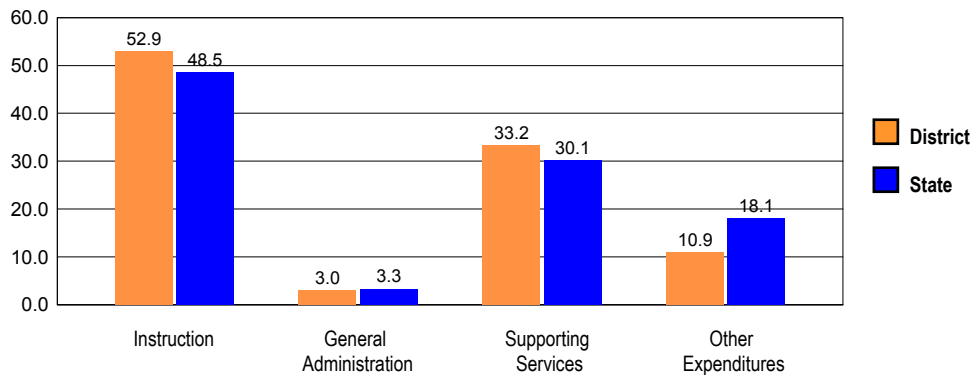
Some teacher/administrator data are not collected at the school level.

TEACHER RETENTION RATE	
School	78.7
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
TOTAL	\$66,543,018			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.

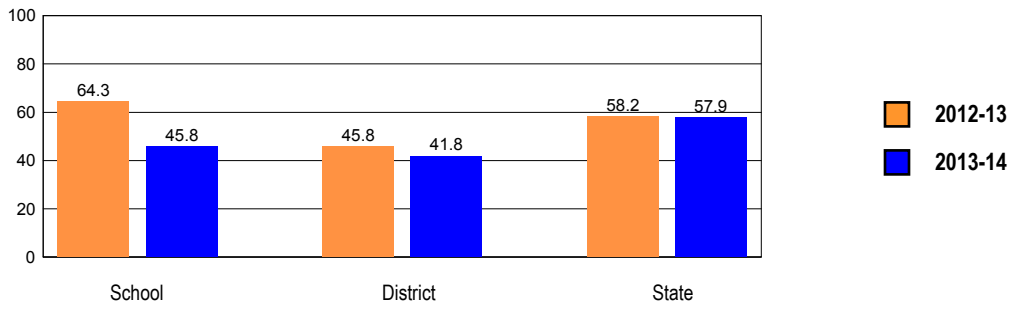
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

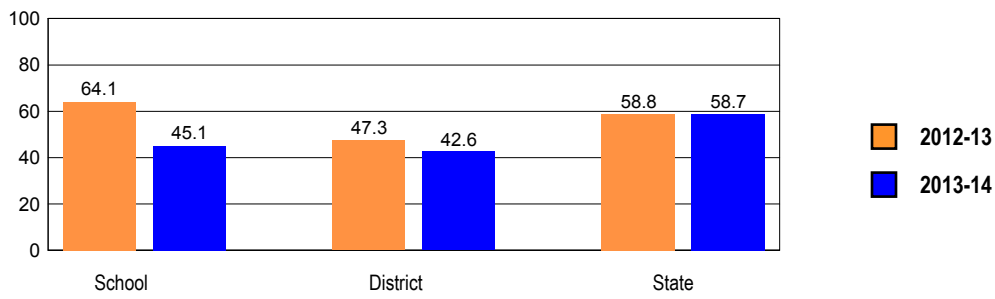
ACADEMIC PERFORMANCE**OVERALL STUDENT PERFORMANCE**

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

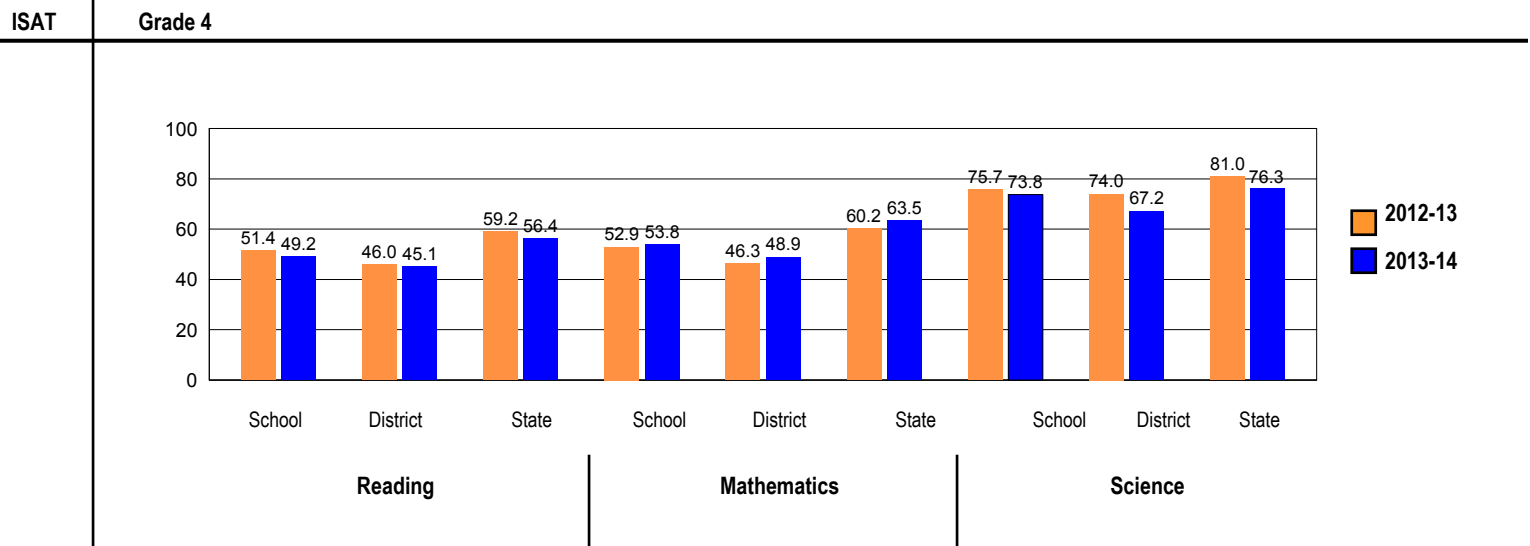
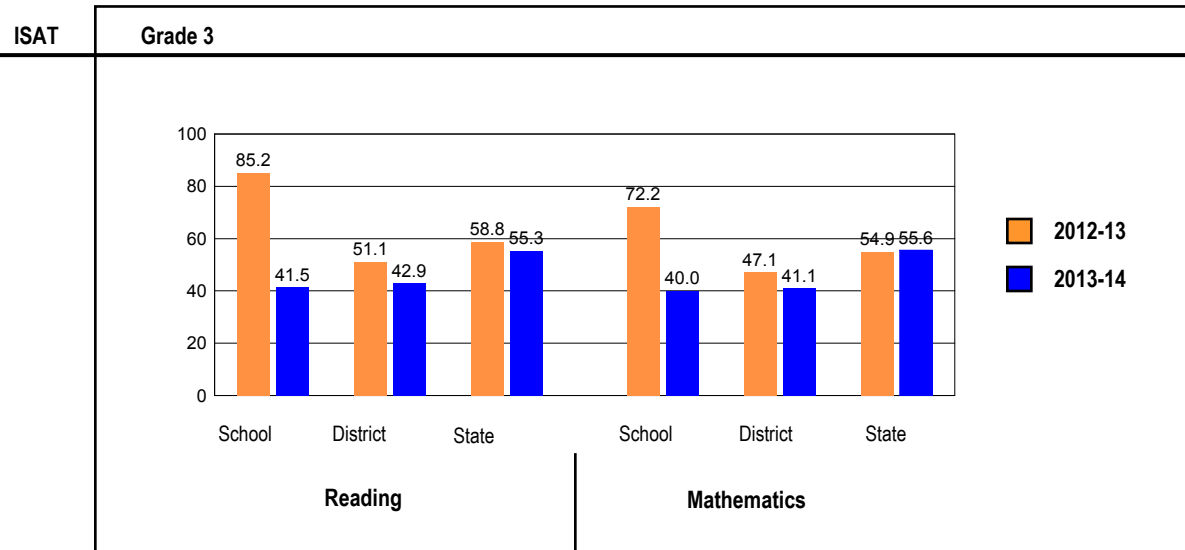


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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	162	94	68	123	17	17	0	0	0	5	11	1	44	109
	Reading	0.0	0.0	0.0	0.0	0.0	0.0					0.0		0.0	0.0
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	162	94	68	123	17	17	0	0	0	5	11	1	44	109
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0					0.0		0.0	0.0
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	65	36	29	54	4	7	0	0	0	0	6	1	10	42
	Science	0.0	0.0	0.0	0.0									0.0	0.0
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
School	16.0	42.6	28.7	12.8	22.1	37.9	31.6	8.4
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	School	17.9	44.6	30.4	7.1	23.2	42.9	32.1	1.8
	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	School	13.2	39.5	26.3	21.1	20.5	30.8	30.8	17.9
	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	School	14.7	41.2	26.5	17.6	19.1	35.3	33.8	11.8
	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	School	33.3	50.0	16.7	0.0	50.0	33.3	16.7	0.0
	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	School	10.0	40.0	50.0	0.0	20.0	30.0	50.0	0.0
	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	School								
	District								
	State	2.3	17.5	38.3	41.9	1.6	14.3	43.6	40.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	2.6	31.1	42.4	23.8	3.2	33.3	46.8	16.7
American Indian	School								
	District								
	State	9.7	42.7	36.3	11.3	8.3	44.2	40.7	6.9
Two or More Races	School								
	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 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	40.6	46.9	12.5	0.0	59.4	37.5	3.1	0.0
	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	School	3.2	40.3	37.1	19.4	3.2	38.1	46.0	12.7
	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	School	23.4	46.9	23.4	6.3	32.3	36.9	27.7	3.1
	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	School	0.0	33.3	40.0	26.7	0.0	40.0	40.0	20.0
	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
School	10.8	40.0	38.5	10.8	15.4	30.8	49.2	4.6	4.6	21.5	63.1	10.8
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	School	11.1	33.3	47.2	8.3	11.1	33.3	47.2	8.3	2.8	16.7	66.7	13.9
	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	School	10.3	48.3	27.6	13.8	20.7	27.6	51.7	0.0	6.9	27.6	58.6	6.9
	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	School	7.4	38.9	40.7	13.0	9.3	29.6	55.6	5.6	3.7	14.8	68.5	13.0
	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	School	16.9	52.5	30.5	0.0	27.1	42.4	30.5	0.0	6.8	45.8	47.5	0.0
	District	9.9	54.6	29.3	6.2	13.5	44.6	39.0	2.8	7.4	36.4	51.3	5.0
	State												
Hispanic	School	8.3	54.2	35.4	2.1	8.3	47.9	43.8	0.0	2.1	33.3	56.3	8.3
	District	7.7	50.2	33.9	8.2	8.4	39.1	47.7	4.8	4.5	28.7	59.4	7.4
	State												
Asian	School												
	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	School												
	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	School												
	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	School												
	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 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	40.0	40.0	10.0	10.0	50.0	40.0	0.0	10.0	30.0	40.0	20.0	10.0
	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	School	5.5	40.0	43.6	10.9	9.1	29.1	58.2	3.6	0.0	18.2	70.9	10.9
	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	School	14.3	54.8	26.2	4.8	19.0	42.9	38.1	0.0	4.8	31.0	61.9	2.4
	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	School	4.3	13.0	60.9	21.7	8.7	8.7	69.6	13.0	4.3	4.3	65.2	26.1
	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

2014 STUDENT ACADEMIC GROWTH

Average Growth Value		
	Reading	Math
School	79.9	80.4
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								
		1B		1								
	Below Standards	2A		1	1							
		2B			3	4	2					
	Meets Standards	3A			4	7	6	2				
		3B			1	4	2				1	
	Exceeds Standards	4A					5	1	1		1	
		4B					3	3	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								
		1B	3	1						
	Below Standards	2A		1	2					
		2B		1	4	6	4			
	Meets Standards	3A		2	1	1	8			
		3B				2	8	2	1	
	Exceeds Standards	4A					3	4	1	1
		4B					1	2		