

Central City SD 133

Centralia, 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	86.7	1.8	2.9	0.0	0.0	0.0	8.6	51.4	0.0	20.5	6.8	278
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		1.2	23.9	95.2
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 DAY	
	Percent		Days
District	98.4	District	173
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	32.0	16.0	17.0	27.0	20.0	27.0	31.0	23.0	26.0		22.9
State	21.2	21.6	21.8	22.5	22.8	23.2	23.1	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
District	60	45	45	35	45	45	100	90	90	35	45	45
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	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.3	87.7
State	81.6	6.5	5.5	1.4	0.1	0.2	0.7	4.1	22.9	77.1	130,066

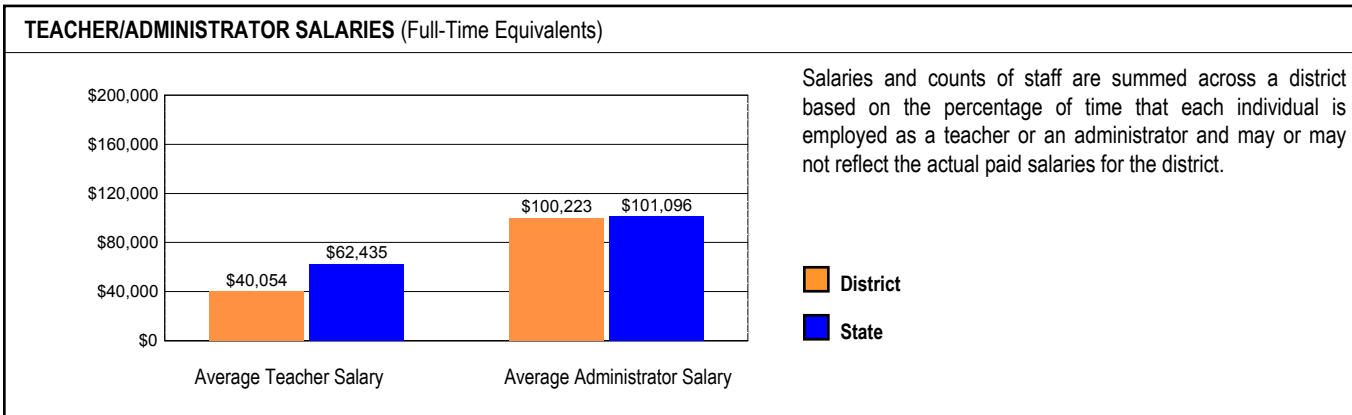
TEACHER INFORMATION					
		% of Teachers with Bachelor's Degrees	% of Teachers with Masters's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
District:	All Schools	57.0	43.0	0.0	0.0
	High Poverty Schools				
	Low Poverty Schools				
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

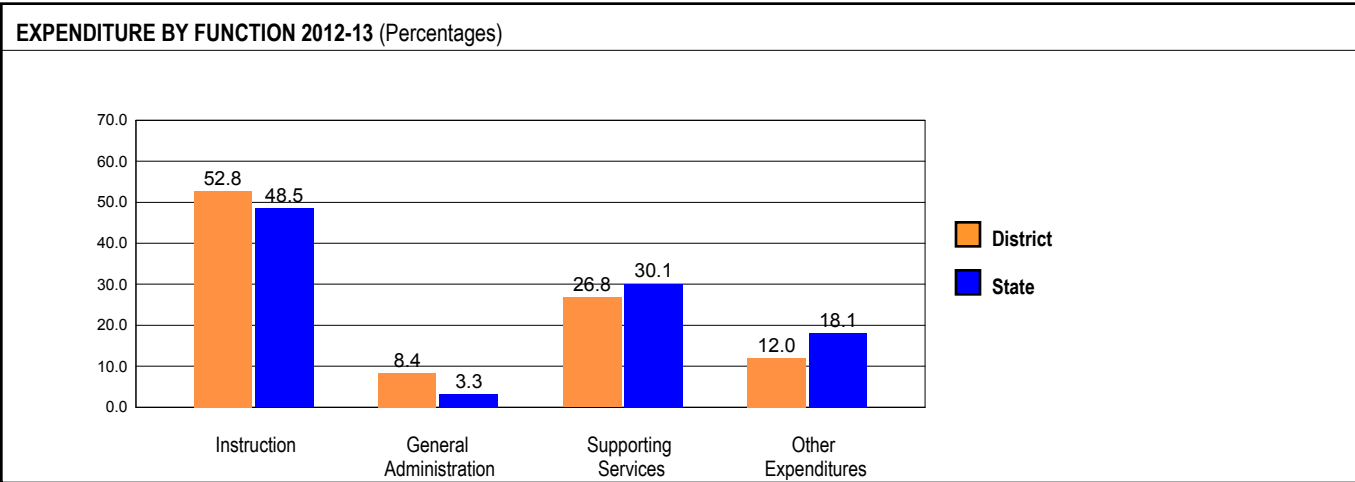
The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of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

TEACHER RETENTION RATE	
District	90.7
State	85.7

PRINCIPAL TURNOVER (Count)	
District	
State	2

SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2012-13

	District	District %	State %
Local Property Taxes	\$430,381	22.6	61.3
Other Local Funding	\$81,984	4.3	4.7
General State Aid	\$1,007,706	52.9	16.1
Other State Funding	\$117,946	6.2	10.0
Federal Funding	\$268,054	14.1	7.9
TOTAL	\$1,906,071		

EXPENDITURE BY FUND 2012-13

	District	District %	State %
Education	\$1,708,196	84.9	73.6
Operations & Maintenance	\$35,449	1.8	6.2
Transportation	\$43,615	2.2	3.8
Debt Service	\$106,254	5.3	7.8
Tort	\$10,962	0.5	1.2
Municipal Retirement/ Social Security	\$74,317	3.7	2.1
Fire Prevention & Safety	\$32,116	1.6	0.6
Capital Projects	\$0	0.0	4.7
TOTAL	\$2,010,909		

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	\$63,446	2.52	\$4,502	\$7,568
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

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

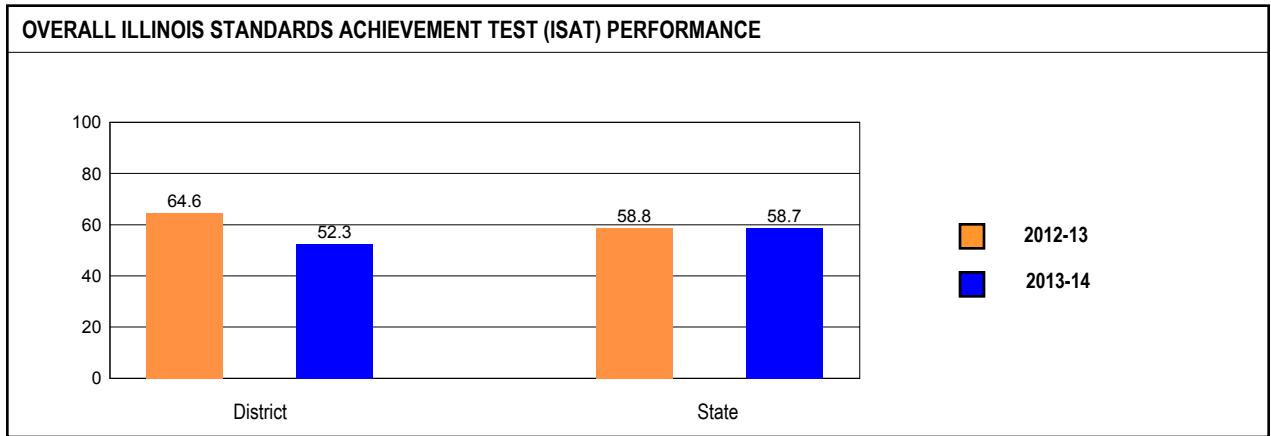
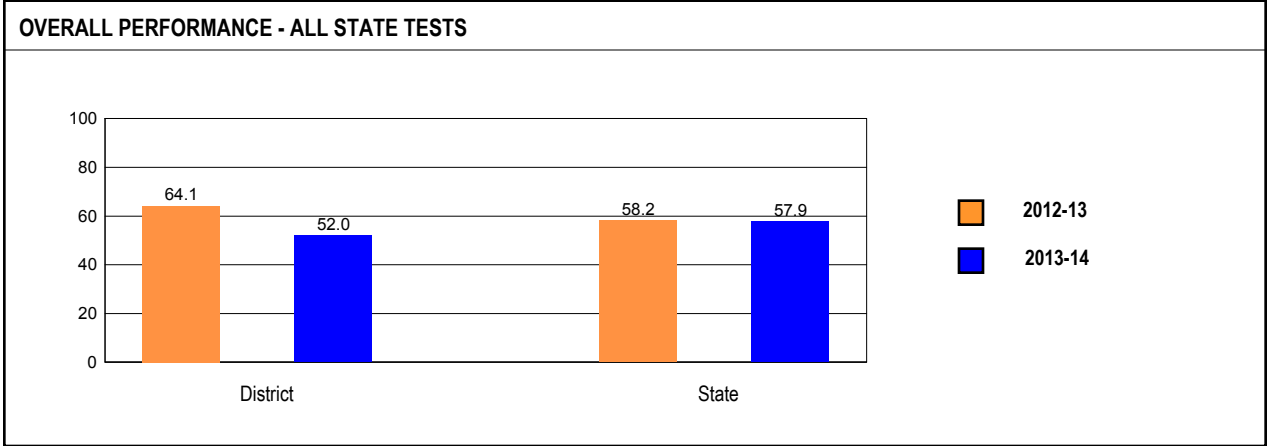
Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	36.4	44.0	18.7	0.9	41.9	39.7	16.0	2.4

Grade 8 - NAEP Participation Rates

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

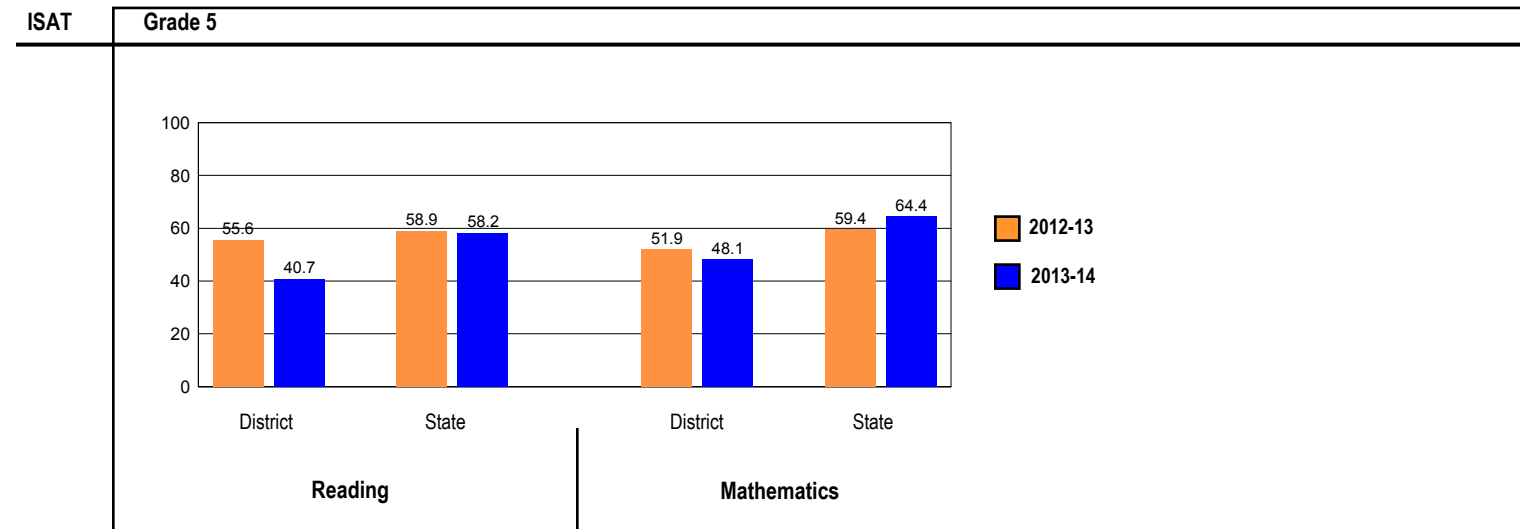
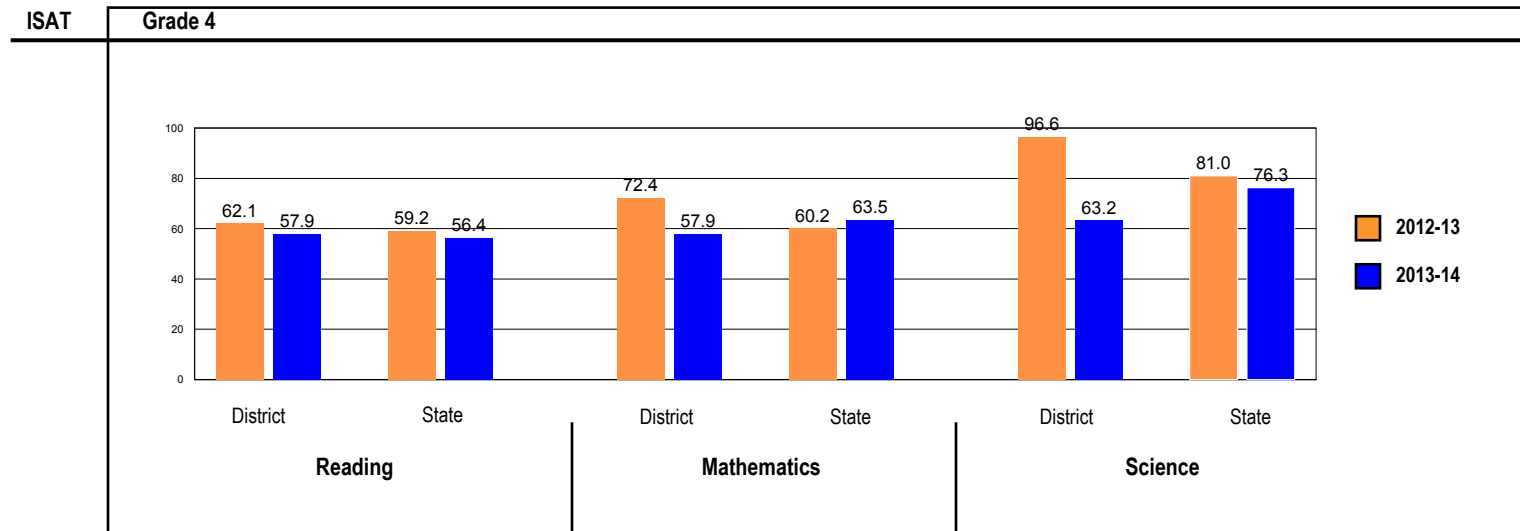
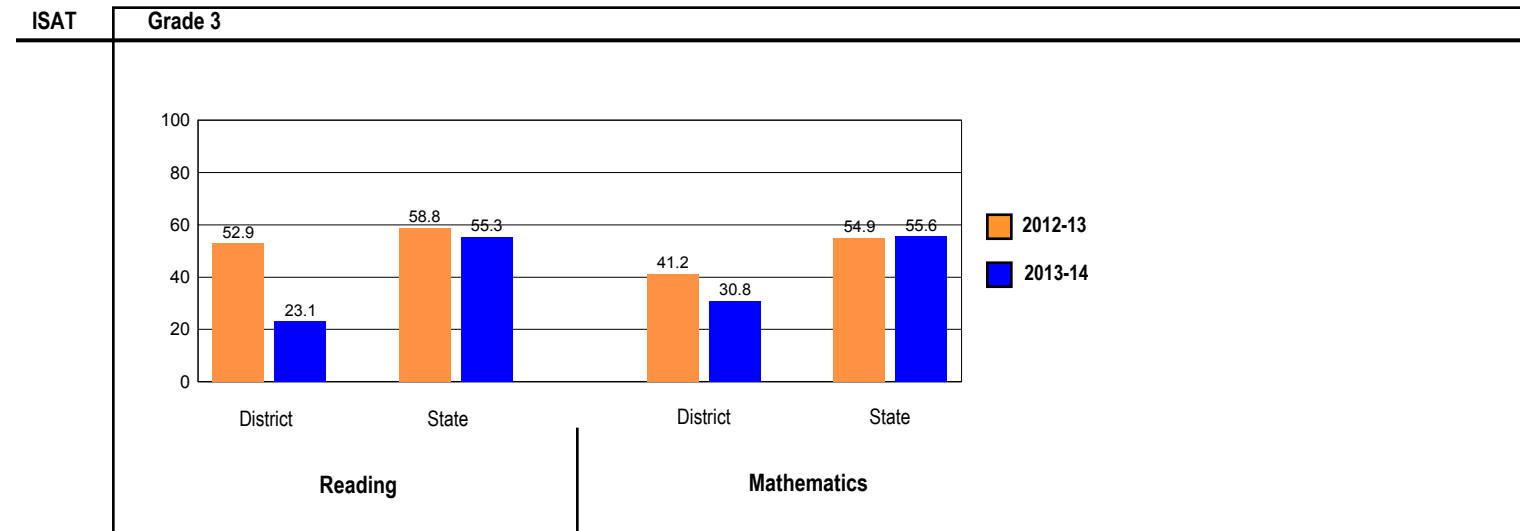
OVERALL STUDENT PERFORMANCE

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.

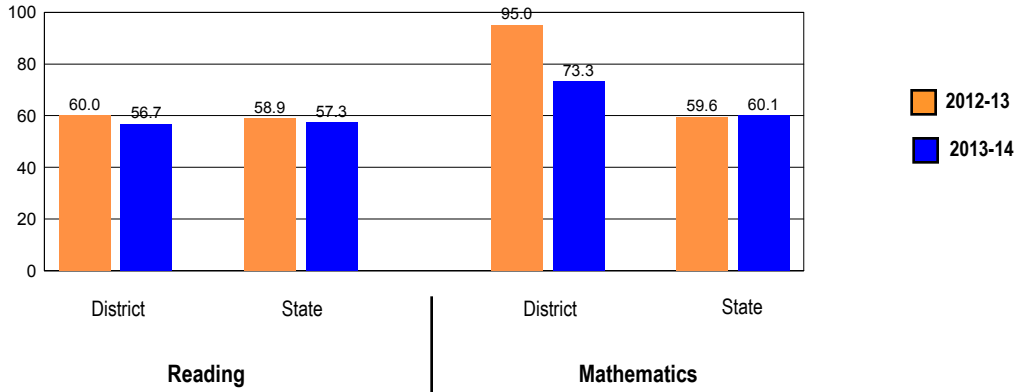


ISAT PERFORMANCE

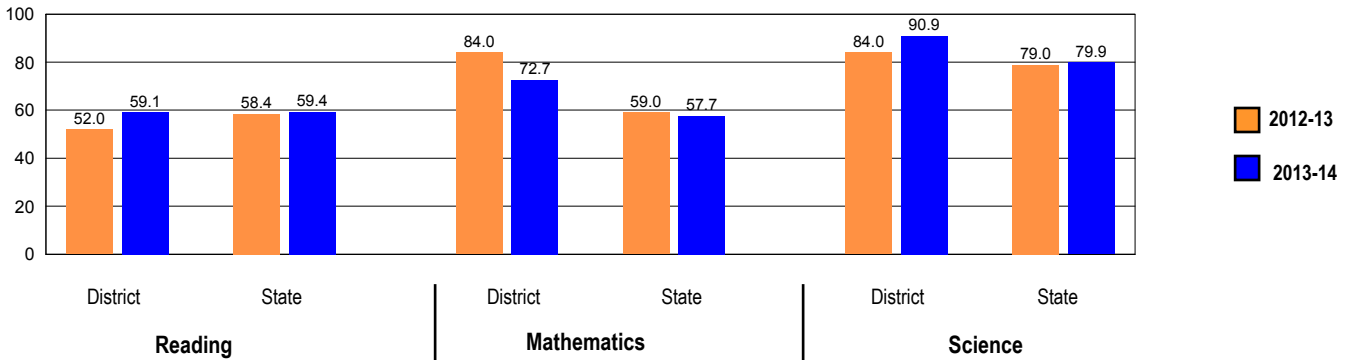
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



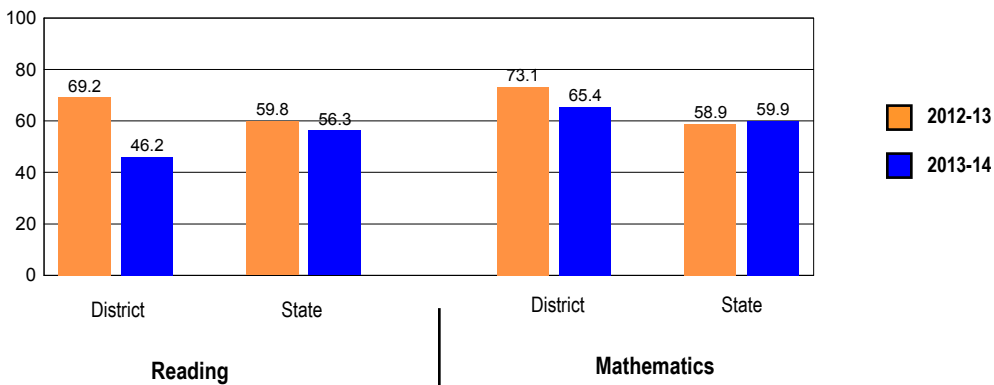
ISAT Grade 6



ISAT Grade 7



ISAT Grade 8



PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		Gender			Racial/Ethnic Background							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	153	72	81	133	3	4	0	0	0	13	0	0	31	7
	Reading	1.3	2.8	0.0	1.5						0.0			6.5	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	153	72	81	133	3	4	0	0	0	13	0	0	31	7
	Mathematics	1.3	2.8	0.0	1.5						0.0			6.5	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	41	17	24	32	1	1	0	0	0	7	0	0	6	17
	Science	0.0	0.0	0.0	0.0										0.0
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	3.8	73.1	19.2	3.8	7.7	61.5	30.8	0.0
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	0.0	71.4	21.4	7.1	0.0	64.3	35.7	0.0
	State	8.6	38.9	35.2	17.2	8.1	36.9	41.2	13.8
Female	District	8.3	75.0	16.7	0.0	16.7	58.3	25.0	0.0
	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	4.0	72.0	20.0	4.0	4.0	64.0	32.0	0.0
	State	3.4	28.0	41.6	26.9	3.8	29.7	49.4	17.1
Black	District								
	State	14.0	50.3	27.6	8.0	15.3	49.7	29.9	5.2
Hispanic	District								
	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								
	State	5.4	34.0	37.0	23.6	6.7	35.7	42.0	15.6

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	78.6	21.4	0.0	7.1	71.4	21.4	0.0
	State	11.5	48.9	30.9	8.7	11.3	47.6	35.4	5.8
Not Eligible	District	8.3	66.7	16.7	8.3	8.3	50.0	41.7	0.0
	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	5.3	36.8	52.6	5.3	5.3	36.8	52.6	5.3	0.0	36.8	52.6	10.5
	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	0.0	50.0	50.0	0.0	10.0	40.0	50.0	0.0	0.0	40.0	50.0	10.0
	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												
	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	0.0	37.5	56.3	6.3	6.3	31.3	56.3	6.3	0.0	31.3	56.3	12.5
	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												
	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												
	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												
	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 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	10.0	40.0	50.0	0.0	0.0	40.0	60.0	0.0	0.0	40.0	60.0	0.0
	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												
	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	18.5	40.7	37.0	3.7	7.4	44.4	44.4	3.7
	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	26.7	40.0	26.7	6.7	6.7	53.3	33.3	6.7
	State	9.8	35.7	42.2	12.3	6.3	30.7	46.8	16.2
Female	District	8.3	41.7	50.0	0.0	8.3	33.3	58.3	0.0
	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	18.2	50.0	31.8	0.0	9.1	45.5	45.5	0.0
	State	4.5	25.3	50.8	19.4	3.5	23.5	53.0	20.0
Black	District								
	State	15.4	48.3	31.6	4.8	10.6	43.7	40.8	4.8
Hispanic	District								
	State	11.1	44.5	37.9	6.4	7.0	37.4	48.0	7.6
Asian	District								
	State	2.4	16.0	46.1	35.4	1.6	10.3	42.4	45.7
Native Hawaiian/Pacific Islander	District								
	State	3.4	29.5	48.3	18.8	3.3	24.3	52.0	20.4
American Indian	District								
	State	6.2	39.1	41.2	13.5	6.4	35.5	45.2	12.9
Two or More Races	District								
	State	7.6	30.7	44.4	17.3	5.7	28.9	47.7	17.7

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	21.1	36.8	42.1	0.0	5.3	57.9	36.8	0.0
	State	12.5	45.4	36.4	5.7	8.4	40.0	45.1	6.5
Not Eligible	District								
	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		6.7	36.7	50.0	6.7	10.0	16.7	66.7	6.7
	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	14.3	50.0	35.7	0.0	7.1	28.6	64.3	0.0
	State	7.9	38.6	41.3	12.1	10.2	31.2	44.6	14.0
Female	District	0.0	25.0	62.5	12.5	12.5	6.3	68.8	12.5
	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	7.7	38.5	46.2	7.7	11.5	19.2	65.4	3.8
	State	3.5	28.3	49.2	19.1	5.3	24.1	52.8	17.8
Black	District								
	State	11.7	51.8	32.1	4.4	18.5	43.9	33.8	3.8
Hispanic	District								
	State	8.4	46.4	38.5	6.8	11.1	38.8	43.8	6.3
Asian	District								
	State	2.2	17.2	46.9	33.7	2.8	11.9	42.6	42.7
Native Hawaiian/Pacific Islander	District								
	State	4.0	29.6	52.8	13.6	3.9	26.6	52.3	17.2
American Indian	District								
	State	6.5	44.9	38.3	10.3	8.1	37.5	46.3	8.1
Two or More Races	District								
	State	5.4	34.4	42.6	17.5	9.2	29.7	44.1	16.9

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	6.7	53.3	33.3	6.7	20.0	13.3	60.0	6.7
	State	9.6	48.7	36.1	5.6	13.7	40.8	40.3	5.2
Not Eligible	District	6.7	20.0	66.7	6.7	0.0	20.0	73.3	6.7
	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		0.0	40.9	45.5	13.6	0.0	27.3	63.6	9.1	0.0	9.1	81.8	9.1
	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												
	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	0.0	26.7	53.3	20.0	0.0	20.0	73.3	6.7	0.0	6.7	80.0	13.3
	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	0.0	37.5	50.0	12.5	0.0	25.0	62.5	12.5	0.0	6.3	81.3	12.5
	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												
	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												
	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												
	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 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
District	3.8	50.0	42.3	3.8	11.5	23.1	61.5	3.8
	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								
	State	9.5	37.2	40.2	13.1	8.7	33.8	42.2	15.3
Female	District	5.9	52.9	35.3	5.9	11.8	35.3	47.1	5.9
	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	4.0	48.0	44.0	4.0	12.0	24.0	60.0	4.0
	State	4.5	28.1	47.9	19.5	4.4	26.6	49.5	19.5
Black	District								
	State	13.5	51.8	30.7	4.0	15.4	46.3	33.9	4.3
Hispanic	District								
	State	9.7	46.4	37.5	6.5	8.3	40.1	43.3	8.3
Asian	District								
	State	2.7	17.7	47.4	32.1	2.1	11.7	41.1	45.1
Native Hawaiian/Pacific Islander	District								
	State	3.7	32.3	42.2	21.7	3.7	22.4	50.9	23.0
American Indian	District								
	State	8.7	43.3	34.2	13.9	11.0	36.6	41.1	11.4
Two or More Races	District								
	State	6.6	32.7	43.2	17.6	8.2	30.6	43.0	18.2

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	8.3	75.0	16.7	0.0	25.0	16.7	58.3	0.0
	State	11.5	48.4	34.7	5.4	11.4	43.2	38.9	6.6
Not Eligible	District	0.0	28.6	64.3	7.1	0.0	28.6	64.3	7.1
	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
District	94.4	96.0
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									
		1B	1		2						
	Below Standards	2A	2	3	6	6	2				
		2B		2	9	14	9				1
	Meets Standards	3A			2	8	11	4			
		3B				3	8	11	1		
	Exceeds Standards	4A					1	8	1	3	
		4B							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	1	1							
		1B		1	1						
	Below Standards	2A		4	6	3	4				
		2B		1	8	6	6	3			
	Meets Standards	3A			4	8	22	5			
		3B					14	9	3		
	Exceeds Standards	4A					4	2	3		
		4B							1		