

**Calvin Coolidge Middle School**  
**Peoria SD 150**  
**West Peoria, ILLINOIS**



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

**GRADES : 5 6 7 8**

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

**STUDENTS**

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	29.8	67.6	2.3	0.4	0.0	0.0	71.8	0.0		1.1	28.5	92.9	262
<b>District</b>	29.8	61.2	5.9	2.5	0.1	0.6	69.7	3.2		4.3	28.8	92.7	13,825
<b>State</b>	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

**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.

**Limited-English-proficient** students are those students eligible for transitional bilingual programs.

**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 18 or more of the last 180 school days.

**INSTRUCTIONAL SETTING**

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	96.5	18.1	19.8	12.2	164.6
<b>State</b>	96.7	18.4	18.0	13.3	201.8

\* 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
<b>School</b>						15.8	13.0	16.3	15.8	
<b>District</b>						15.9	17.1	16.7	18.6	
<b>State</b>						22.6	22.0	21.1	21.4	

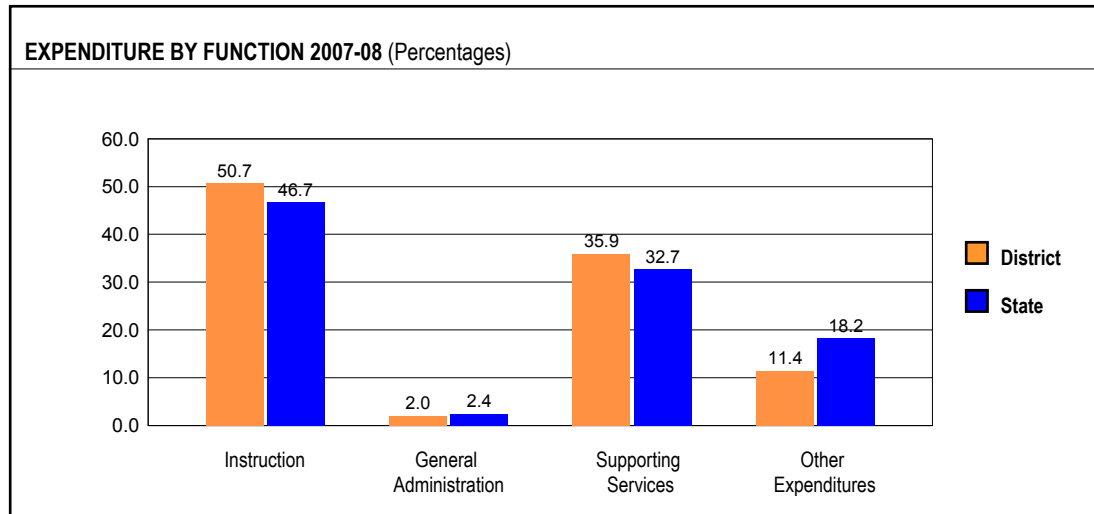
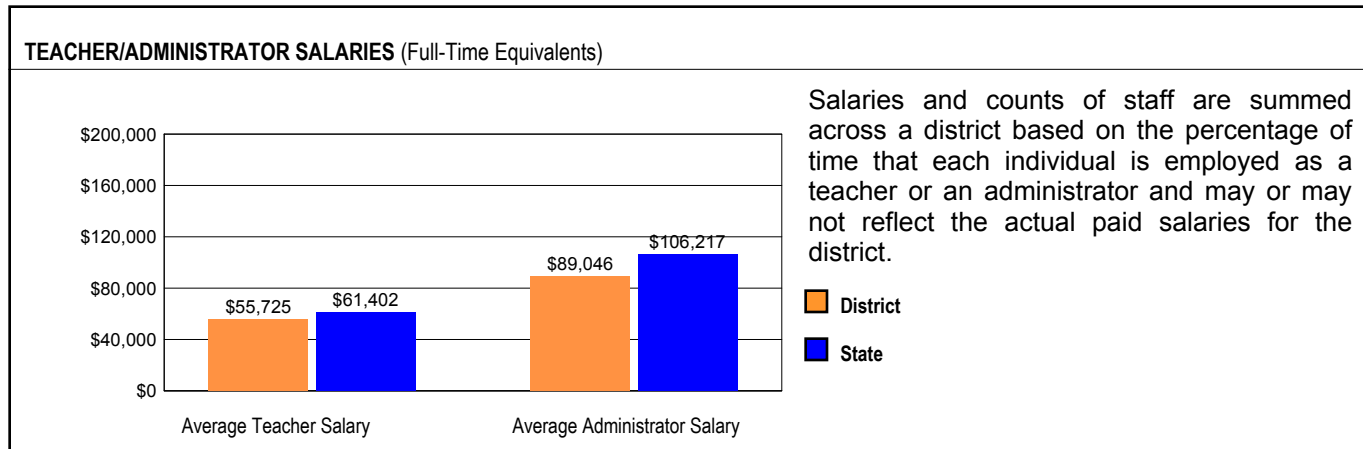
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>		90	90		45	45		90	45		45	45
<b>District</b>		74	78		44	44		77	73		44	44
<b>State</b>		54	51		43	44		104	92		43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	91.0	6.4	1.7	0.8	0.1	17.8	82.2	1,030
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	13.7	48.7	51.3	0.6	0.1
State	12.5	44.1	55.8	0.6	1.2

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$72,519,527	43.5	58.7	Education	\$126,325,755	75.9	71.5
Other Local Funding	\$12,028,957	7.2	6.3	Operations & Maintenance	\$14,066,678	8.4	8.6
General State Aid	\$42,744,403	25.7	18.6	Transportation	\$6,420,462	3.9	3.9
Other State Funding	\$19,197,175	11.5	9.0	Bond and Interest	\$3,278,068	2.0	6.3
Federal Funding	\$20,119,597	12.1	7.4	Rent	\$6,536,549	3.9	0.0
TOTAL	\$166,609,659			Municipal Retirement/ Social Security	\$4,594,615	2.8	1.8
				Fire Prevention & Safety	\$718,458	0.4	0.9
				Site & Construction/ Capital Improvement	\$4,562,613	2.7	6.8
				TOTAL	\$166,503,198		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$98,937	4.48	\$6,518	\$11,398
State	**	**	\$6,103	\$10,417

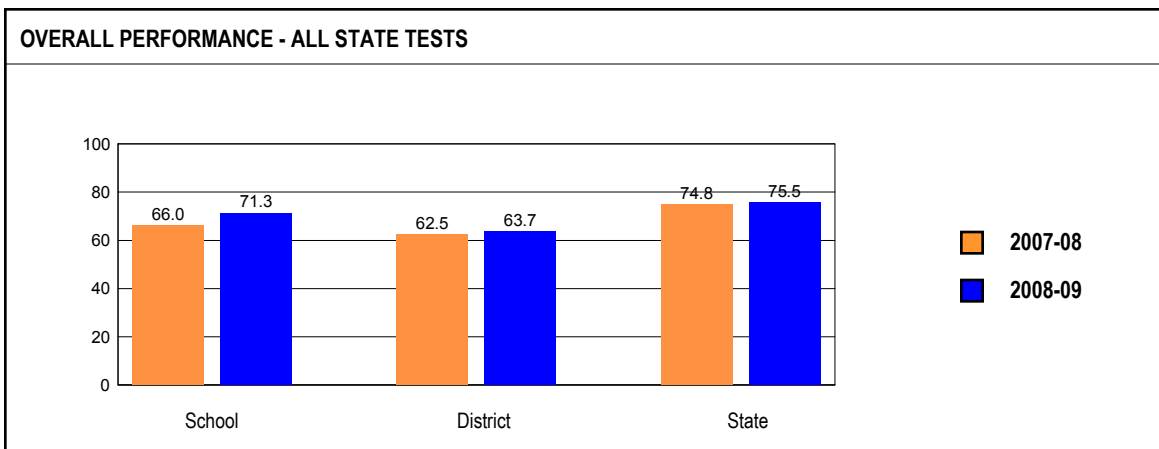
\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.  
**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.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

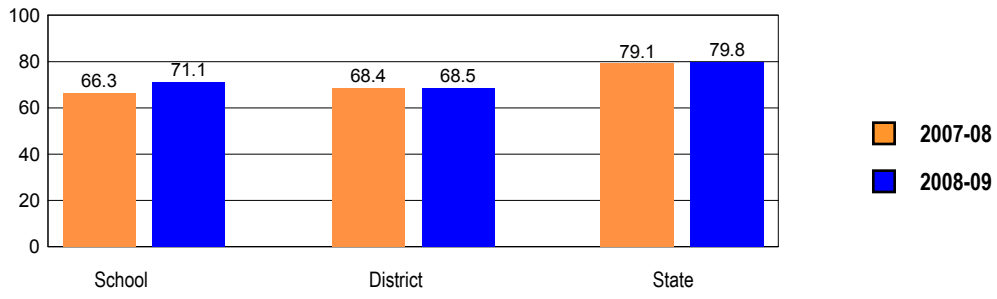
### OVERALL STUDENT PERFORMANCE

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, mathematics, and science.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.



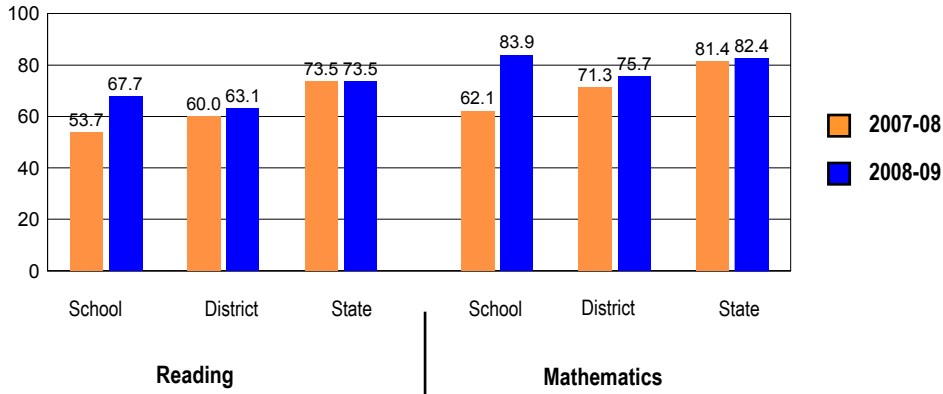
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



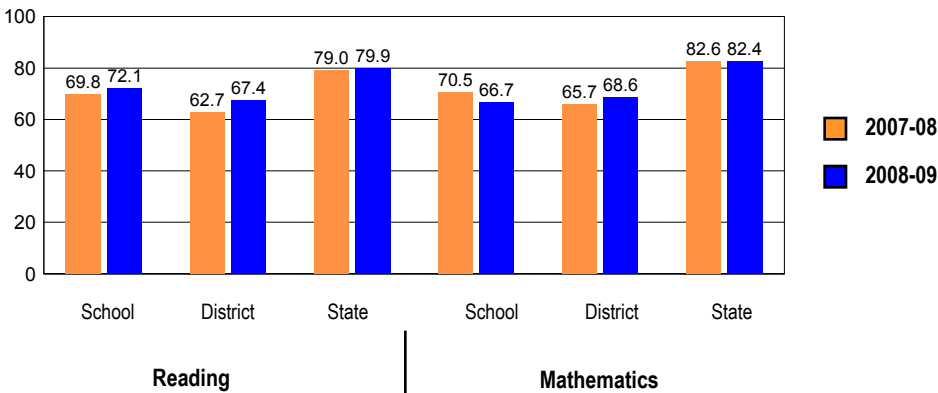
**ISAT PERFORMANCE**

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

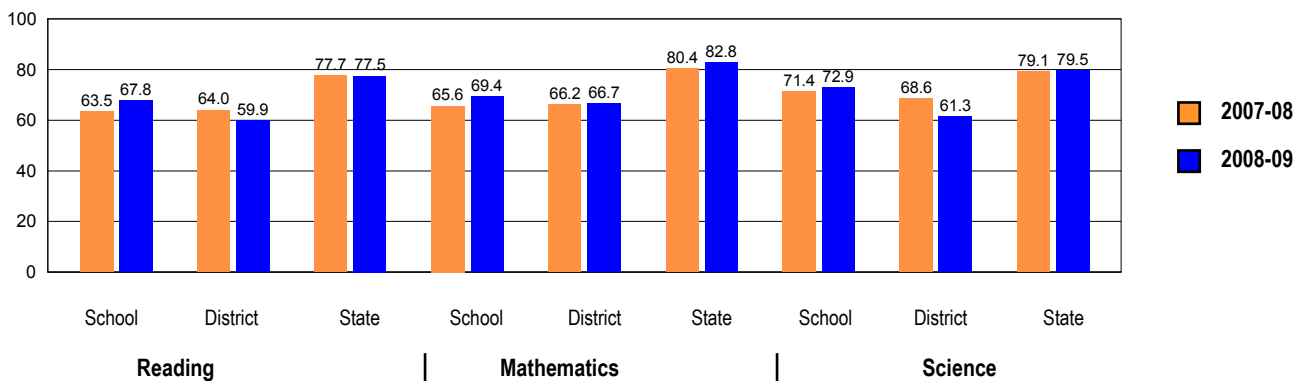
**ISAT Grade 5**

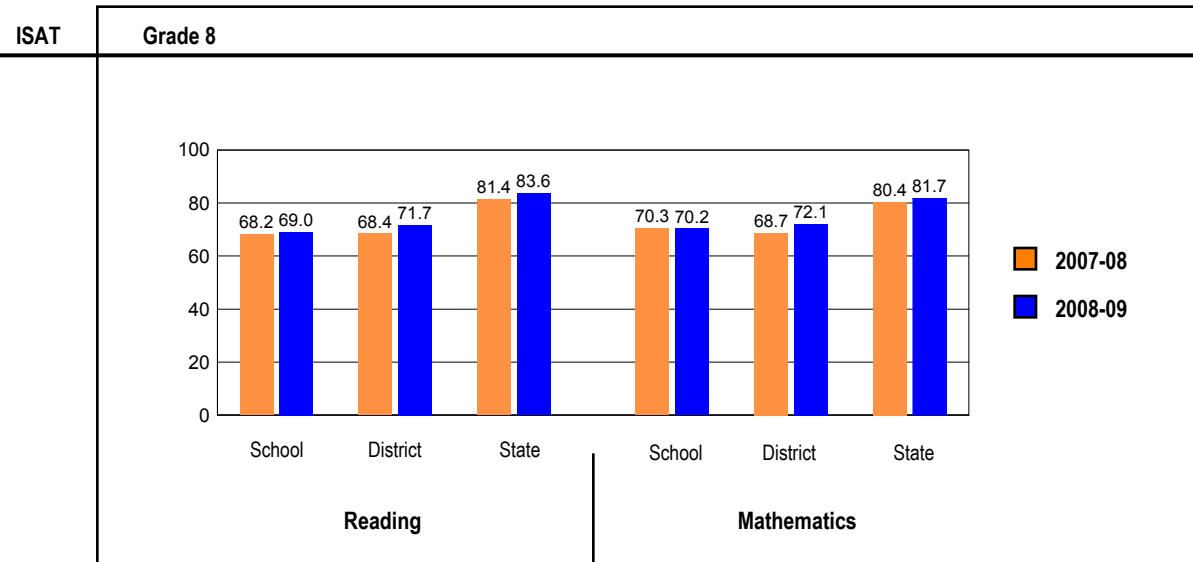


**ISAT Grade 6**



**ISAT Grade 7**





**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 AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	248	112	136	82	154	11	1	0	0	5	0	66	164
	Reading	0.0	0.0	0.0	0.0	0.0	0.0						0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0						0.0	0.0
District	*Enrollment	7,077	3,539	3,538	2,012	4,435	457	155	2	16	186	1	1,681	5,049
	Reading	0.2	0.3	0.1	0.1	0.3	0.2	0.0		0.0	0.0		0.7	0.3
	Mathematics	0.2	0.3	0.1	0.1	0.3	0.2	0.0		0.0	0.0		0.7	0.3
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	64	33	31	29	32	2	1	0	0	1	0	17	34
	Science	0.0	0.0	0.0	0.0	0.0							0.0	0.0
District	*Enrollment	2,931	1,478	1,453	906	1,789	177	55	0	4	62	0	708	2,007
	Science	0.2	0.2	0.1	0.1	0.2	0.0	0.0			0.0		0.6	0.2
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

\* Enrollment as reported during the testing windows for grades 4, 7, and 11.

### ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

## Grade 5

### Grade 5 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	32.3	56.5	11.3	0.0	16.1	71.0	12.9
District	0.6	36.3	43.3	19.9	0.5	23.8	61.7	14.0
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

### Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	50.0	42.9	7.1	0.0	25.0	60.7	14.3
	District	0.8	41.5	40.3	17.5	0.6	26.5	59.0	13.9
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.0	17.6	67.6	14.7	0.0	8.8	79.4	11.8
	District	0.4	30.6	46.5	22.5	0.4	20.8	64.6	14.2
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

**Grade 5 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	7.7	61.5	30.8	0.0	7.7	69.2	23.1
	District	0.7	17.4	46.4	35.5	0.7	10.1	61.2	27.9
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School	0.0	37.0	56.5	6.5	0.0	15.2	73.9	10.9
	District	0.7	45.8	42.4	11.2	0.5	31.6	61.4	6.4
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School								
	District	0.0	38.3	46.7	15.0	0.0	16.9	72.9	10.2
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School								
	District	0.0	8.3	16.7	75.0	0.0	0.0	41.7	58.3
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	District								
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

**Grade 5 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	52.9	41.2	5.9	0.0	35.3	47.1	17.6
	District	1.7	64.5	30.3	3.5	0.9	44.2	51.5	3.5
	State	2.3	60.1	29.9	7.7	1.4	43.7	49.9	5.0
Non-IEP	School	0.0	24.4	62.2	13.3	0.0	8.9	80.0	11.1
	District	0.3	27.4	47.3	25.0	0.4	17.4	64.9	17.4
	State	0.1	20.6	50.4	28.8	0.1	13.1	68.7	18.0

**Grade 5 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	32.6	56.5	10.9	0.0	19.6	71.7	8.7
	District	0.9	44.2	44.2	10.8	0.7	29.1	64.2	5.9
	State	0.8	40.6	46.7	11.9	0.5	27.5	65.5	6.4
Not Eligible	School	0.0	31.3	56.3	12.5	0.0	6.3	68.8	25.0
	District	0.0	16.5	41.0	42.4	0.0	10.4	55.4	34.2
	State	0.1	13.6	48.4	37.8	0.1	8.6	66.7	24.7

**Grade 6****Grade 6 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	27.9	57.4	14.8	0.0	33.3	60.3	6.3
District		0.5	32.0	49.6	17.9	1.2	30.2	51.5	17.1
State		0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

**Grade 6 - Gender**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	37.5	50.0	12.5	0.0	45.5	51.5	3.0
	District	1.0	37.4	45.7	15.9	1.8	34.8	46.7	16.7
	State	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female	School	0.0	17.2	65.5	17.2	0.0	20.0	70.0	10.0
	District	0.0	26.5	53.6	19.9	0.6	25.5	56.4	17.5
	State	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

**Grade 6 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	14.3	61.9	23.8	0.0	18.2	63.6	18.2
	District	0.8	15.5	46.4	37.2	0.8	13.3	48.8	37.1
	State	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black	School	0.0	34.3	57.1	8.6	0.0	44.4	55.6	0.0
	District	0.5	39.4	51.3	8.8	1.6	38.5	51.3	8.6
	State	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic	School	0.0	34.7	48.0	17.3	0.0	26.7	64.0	9.3
	District	0.0	34.7	48.0	17.3	0.0	26.7	64.0	9.3
	State	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander	School	0.0	3.4	37.9	58.6	0.0	0.0	41.4	58.6
	District	0.0	3.4	37.9	58.6	0.0	0.0	41.4	58.6
	State	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American	School								
	District								
	State	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic	School								
	District								
	State	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

**Grade 6 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	53.3	33.3	13.3	0.0	50.0	50.0	0.0
	District	2.3	62.1	31.5	4.1	3.7	56.2	35.6	4.6
	State	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP	School	0.0	19.6	65.2	15.2	0.0	27.7	63.8	8.5
	District	0.0	23.4	54.8	21.8	0.5	22.8	56.0	20.7
	State	0.1	14.5	55.1	30.3	0.2	12.5	61.1	26.2

**Grade 6 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	26.8	61.0	12.2	0.0	33.3	61.9	4.8
	District	0.7	39.1	51.2	9.0	1.5	36.6	53.5	8.4
	State	0.3	31.7	55.2	12.7	1.0	27.1	61.1	10.8
Not Eligible	School	0.0	30.0	50.0	20.0	0.0	33.3	57.1	9.5
	District	0.0	11.0	44.7	44.3	0.4	11.3	45.6	42.7
	State	0.1	10.2	50.5	39.3	0.2	8.6	57.2	34.0

**Grade 7****Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	32.2	54.2	13.6	1.6	29.0	50.0	19.4	11.9	15.3	59.3	13.6
District	0.8	39.3	45.5	14.4	4.1	29.2	47.1	19.6	16.0	22.6	47.0	14.4
State	0.5	22.0	56.8	20.7	1.6	15.6	55.0	27.7	7.0	13.6	55.7	23.8

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	35.5	54.8	9.7	0.0	25.8	54.8	19.4	9.7	12.9	64.5	12.9
	District	1.5	44.5	41.9	12.1	5.8	31.4	43.3	19.5	17.5	20.9	45.6	16.0
	State	0.7	26.1	55.4	17.9	2.1	17.1	52.8	28.0	7.9	13.0	52.8	26.4
Female	School	0.0	28.6	53.6	17.9	3.2	32.3	45.2	19.4	14.3	17.9	53.6	14.3
	District	0.2	34.1	49.1	16.6	2.4	27.1	50.8	19.7	14.6	24.4	48.3	12.7
	State	0.3	17.8	58.2	23.7	1.2	14.0	57.4	27.4	6.0	14.2	58.7	21.1

**Grade 7 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	22.2	55.6	22.2	0.0	14.8	48.1	37.0	7.7	11.5	53.8	26.9
	District	0.3	18.7	51.5	29.4	1.7	13.7	43.0	41.7	5.4	9.0	51.5	34.1
	State	0.2	14.2	57.6	28.0	0.7	9.1	53.4	36.7	2.9	7.1	55.2	34.8
Black	School	0.0	41.4	51.7	6.9	3.1	43.8	46.9	6.3	16.7	20.0	60.0	3.3
	District	0.7	50.2	41.4	7.6	5.4	36.3	48.7	9.6	21.2	28.8	44.5	5.5
	State	1.0	35.9	54.7	8.4	4.1	31.3	55.4	9.3	15.3	25.4	54.1	5.3
Hispanic	School												
	District	3.7	29.6	59.3	7.4	2.5	32.5	55.0	10.0	16.0	25.9	53.1	4.9
	State	0.8	32.4	57.5	9.3	1.9	20.0	62.4	15.7	10.8	21.4	59.0	8.7
Asian/Pacific Islander	School												
	District	0.0	5.3	42.1	52.6	0.0	5.3	21.1	73.7	0.0	5.3	36.8	57.9
	State	0.2	9.4	51.3	39.2	0.5	4.9	37.8	56.8	2.8	5.4	51.0	40.8
Native American	School												
	District												
	State	0.0	19.1	56.4	24.5	0.8	12.8	60.3	26.0	5.0	11.2	55.6	28.2
Multiracial/Ethnic	School												
	District												
	State	0.5	19.6	57.3	22.6	1.8	14.9	55.5	27.8	6.2	12.0	58.4	23.4

**Grade 7 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	66.7	33.3	0.0	0.0	53.3	46.7	0.0	26.7	26.7	46.7	0.0
	District	1.9	68.0	27.1	3.0	12.0	49.1	34.1	4.9	33.5	31.9	31.2	3.4
	State	2.7	59.0	34.6	3.7	8.3	44.0	42.0	5.7	24.1	26.5	42.5	6.8
Non-IEP	School	0.0	20.5	61.4	18.2	2.1	21.3	51.1	25.5	6.8	11.4	63.6	18.2
	District	0.5	29.9	51.5	18.1	1.5	22.7	51.3	24.4	10.4	19.6	52.1	17.9
	State	0.2	16.4	60.1	23.3	0.6	11.3	57.0	31.1	4.4	11.6	57.7	26.3

**Grade 7 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
<b>Free/Reduced Price Lunch</b>													
School	0.0	25.0	62.5	12.5	0.0	23.5	58.8	17.6	6.5	9.7	74.2	9.7	
District	1.1	46.6	44.3	8.0	5.0	35.2	48.7	11.1	20.0	27.9	46.7	5.4	
State	0.9	34.1	56.3	8.8	2.9	24.7	59.3	13.1	12.2	21.9	57.1	8.7	
<b>Not Eligible</b>													
School	0.0	40.7	44.4	14.8	3.6	35.7	39.3	21.4	17.9	21.4	42.9	17.9	
District	0.0	20.2	48.7	31.1	1.7	13.6	42.9	41.9	6.0	9.3	47.7	37.1	
State	0.2	12.6	57.1	30.1	0.7	8.4	51.7	39.3	2.9	7.0	54.6	35.6	

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	31.0	67.2	1.7	0.0	29.8	52.6	17.5
District	0.6	27.8	66.0	5.6	1.3	26.6	49.5	22.6
State	0.4	16.0	74.6	9.0	0.8	17.5	54.5	27.2

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
<b>Male</b>									
School	0.0	47.1	52.9	0.0	0.0	25.0	50.0	25.0	
District	0.8	32.0	61.9	5.3	1.3	28.1	48.0	22.7	
State	0.5	19.0	72.5	7.9	0.9	18.6	53.1	27.4	
<b>Female</b>									
School	0.0	24.4	73.2	2.4	0.0	31.7	53.7	14.6	
District	0.4	24.0	69.7	6.0	1.3	25.3	50.9	22.5	
State	0.2	12.9	76.7	10.2	0.6	16.4	56.0	27.0	

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
<b>White</b>									
School	0.0	5.9	88.2	5.9	0.0	6.3	62.5	31.3	
District	0.4	12.6	72.2	14.8	0.0	12.4	40.4	47.2	
State	0.2	10.0	77.2	12.6	0.4	10.3	53.4	35.9	
<b>Black</b>									
School	0.0	42.5	57.5	0.0	0.0	40.0	47.5	12.5	
District	0.8	35.0	63.3	0.9	2.0	33.7	53.8	10.4	
State	0.7	28.6	68.7	2.1	1.9	34.5	54.4	9.2	
<b>Hispanic</b>									
School									
District	0.0	26.6	64.1	9.4	0.0	21.9	54.7	23.4	
State	0.5	22.2	73.6	3.7	0.8	22.9	61.3	15.0	
<b>Asian/Pacific Islander</b>									
School									
District	0.0	4.8	71.4	23.8	0.0	4.8	19.0	76.2	
State	0.2	6.3	72.5	21.0	0.4	5.7	36.0	57.9	
<b>Native American</b>									
School									
District									
State	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8	
<b>Multiracial/Ethnic</b>									
School									
District									
State	0.2	14.6	75.5	9.6	0.5	16.7	56.0	26.7	

**Grade 8 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	60.0	40.0	0.0	0.0	57.1	35.7	7.1
	District	1.4	59.6	38.5	0.5	5.3	55.3	33.5	5.8
	State	2.0	51.8	44.9	1.3	4.0	51.3	40.0	4.7
Non-IEP	School	0.0	20.9	76.7	2.3	0.0	20.9	58.1	20.9
	District	0.4	19.5	73.2	7.0	0.3	19.1	53.7	26.9
	State	0.1	10.6	79.1	10.2	0.3	12.4	56.7	30.6

**Grade 8 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	36.6	63.4	0.0	0.0	36.6	46.3	17.1
	District	0.4	34.5	63.6	1.4	1.6	33.6	54.2	10.6
	State	0.6	25.8	70.5	3.0	1.3	28.1	58.1	12.4
Not Eligible	School	0.0	17.6	76.5	5.9	0.0	12.5	68.8	18.8
	District	1.0	12.8	71.2	15.0	0.6	11.0	39.2	49.2
	State	0.1	8.6	77.7	13.6	0.4	9.4	51.8	38.4

## 2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	No	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Early Warning Year 1

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		70.0			70.0			90.0		78.0	
<b>All</b>	100.0	Yes	100.0	Yes	70.2		Yes	73.2		Yes	92.9	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	85.9		Yes	85.9		Yes				
<b>Black</b>	100.0	Yes	100.0	Yes	62.4	67.0	No	65.8		Yes	92.3			
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	46.0	49.0	No	54.0	46.3	No	89.5			
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	69.4		Yes	74.0		Yes				

**Four Conditions Are Required For Making Adequate Yearly Progress (AYP):**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2008.

\*\* Safe Harbor Targets of 70.0% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

Dear Calvin Coolidge Parents and Guardians,

As you read the latest School Report Card results for Calvin Coolidge Middle School, you will see that there is much to feel encouraged about. Our school continues to meet or exceed the District levels in most of the academic areas as measured by the Illinois Standards Achievement Test. An examination of Calvin Coolidge's achievement data will show that our students made Adequate Yearly Progress (AYP) in all areas except with those students with disabilities and African American students in reading. Students with disabilities constitute a small percentage of the overall students in our school. Unfortunately, the manner in which AYP is calculated allows for a relatively small group of students to determine whether a school is defined as meeting state standards. We had growth in achievement with our students with disabilities, but not enough to make AYP. Our ISAT scores for our African American students in Reading dropped less than 1% this year. The stagnation in these scores was disappointing; however, we continue to work diligently as a community to focus our efforts so that our students get the very best education possible. This year the target score for meeting/exceeding has risen from last year's 70.0% to 77.5%.

**Reading:** Almost 71.0% of all students in our four grade levels met or exceeded the State Learning Standards in Reading. This is above the State's required score of 70.0%. However, our Special Education and African American students failed to meet the targeted score

**Math:** Over 73% of all students in our four grade levels met or exceeded the State Learning Standards in Math. As in Reading, this percent is beyond the state required score of 70.0%. However, our Special Education students failed to meet the target score of 70.0%.

**Attendance:** Over 92% of all students in all four grade levels met or exceeded the State's standards in regards to attendance. This is above the State's required attendance rate of 90.0%. However, our attendance rate for our special education students failed to meet this standard. Their attendance rate last year was 89.5%.

**Areas of Planned Improvement:**

- A. The two groups that did not meet the State's targeted score of 70.0% were our Students with Disabilities and our African American pupils. Therefore, special emphasis will be given to these groups in both Reading and Mathematics. Special Education teachers will be able to focus on each student's strengths and weaknesses as they hone individual programs for their students. Special Education teachers have been trained to utilize reading strategies that address the unique needs of their students. Where appropriate, Special Education teachers will co-teach with other teachers at their grade level. The Corrective Reading will be employed in appropriate classrooms to help remediate struggling students. In addition, Tungsten Benchmark testing will be used on a monthly basis to gauge students' growth.

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- B.** We recognize at Calvin Coolidge the vital role of the parent/guardian in the educational success of their child. A committed group of teachers and parents will form an Action Team for Partnership (ATP). This team will design a plan that will improve the link between school and home. They will also select four school improvement goals from the School Improvement Plan that would be strengthened with activities for family and community involvement.
- C.** A major component in our improvement plan will be in increasing the reading and writing skills of all of our students. In the 5<sup>th</sup> and 6<sup>th</sup> grades at Calvin Coolidge the District's reading series, Open Court, will be implemented fully. This comprehensive series allows students to work on their both their reading and writing skills. Open Court activities follow a systematic approach to the language arts and growth is predictable and measured. In 7<sup>th</sup> and 8<sup>th</sup> grade, Calvin Coolidge teachers use a literature book that carefully intertwines reading and writing activities that are challenging and motivating.
- D.** Reading is an integral part of our Science, Social Studies, and Math programs here at Calvin Coolidge. Best practices in reading are shared with teachers in all disciplines. Comprehension and vocabulary acquisition are stressed throughout the curriculum. Increased collaboration both vertically and horizontally will occur to increase communication amongst the teachers and staff.
- E.** Beginning with the current school year Calvin Coolidge will be a Title 1 school. One of the benefits of obtaining Title 1 status is increased funding from the Federal Government. This increase in funds has allowed us to hire a Direct Student Interventionist. The Interventionist will work with Targeted Title 1 students from our struggling sub groups in both reading and math to address the achievement gap.
- F.** In mathematics the District has employed a math series for 6<sup>th</sup> and 7<sup>th</sup> grades. This new series, CMP2, engages the students in activities that help them make mathematical connections and build deep concept development. The District has also developed a comprehensive four quarter math plan for all grade levels. This plan will assure that all areas tested in math are introduced and developed in a timely manner. Problem solving is imbedded in all facets of the math program. District monthly math meetings that allow for teacher collaboration and continued professional development aide in making the math curriculum responsive to students' needs.
- G.** This is the second year for Tungsten Benchmark testing at Calvin Coolidge. Students are tested on a monthly basis in both reading and mathematics. After a 45 minute test taken in our computer lab, students and teachers are given immediate feedback on the results. The benchmarking allows for both the teacher and student to concentrate learning on areas of need. The data gleaned from the test will allow teachers to differentiate instruction and provide remediation. In addition, the District supplies a Tungsten Expert that meets with the teachers on an individual basis. These meeting are centered on analyzing the data that the test provides. Finally, students are encouraged to take ownership of their learning. To facilitate this idea, each student is required to graph their monthly Tungsten results.
- H.** Another major initiative at Calvin Coolidge is the development of the questioning skills of our teachers. Using Bloom's Taxonomy of Higher Order Thinking, teachers have been trained to ask questions that are designated as higher level. A myriad of tools have been shared with teachers to build their questioning skills.

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- I. Calvin Coolidge has a special class taught each day that addresses the needs of our gifted students. These “Challenge” classes are taught at each grade level. The classes have a small teacher to student ratio and incorporate the tenets of a gifted curriculum.
- J. Co-Teaching will be employed when deemed appropriate for special education students by their teachers as guided by the students’ IEPs. Special Education teachers and their regular education counterparts will teach together to enhance the learning possibilities for all of their students.
- K. The teachers and staff have formed a professional “book club” in which the focus will be on improving the learning for all of our students but with special emphasis on our struggling sub groups. This summer we read Alfred Tatum’s Teaching Reading to Black Adolescents. From this book study we have implemented changes in our reading program. We will continue to read books throughout this school year that we hope will a positive impact on our students’ learning.
- L. Calvin Coolidge is implementing in the 2009-2010 school year the Comprehensive System of Student Support (CSSS) which will have a positive impact on our students attendance rate. With CSSS the school will focus on high quality academic and behavioral interventions for our students. Emphasis is placed on teaching and supporting the academic and positive behavioral skills of all of our students. This should have a positive impact on academics, behavior and attendance.

### **Planned Improvement for the District**

Peoria Public Schools continues to work to provide the highest quality education for every student. Increasing student achievement continues to be the driving force behind all District initiatives. The District continues to develop strategies that meet the varied needs of students, families and the community at large. Strategies incorporated into the District Improvement Plan include focused professional development, review of reading curriculum, implementation of early math strategies, provision of early intervening services, introduction of co-teaching, and development of parent academies. Activities currently being implemented to increase student learning include:

- Focus on high school achievement through enhanced student support and increased learning opportunities
- Develop plans for closing Woodruff High School
- Implementation of Comprehensive System of Student Support
- Student centered instructional programs in content areas
- Universal Leadership Teams at each building