

**Centralia Jr High School**  
**Centralia SD 135**  
**Centralia, ILLINOIS**



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

**GRADES : 6 7 8**

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

**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>	71.3	18.6	0.9	0.2	0.2	8.8	70.5	0.0		1.1	15.3	94.2	457
<b>District</b>	68.1	18.6	2.0	0.7	0.3	10.3	72.7	0.2		0.5	20.4	94.3	1,324
<b>State</b>	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

**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\***

	Percent
<b>School</b>	100.0
<b>District</b>	100.0
<b>State</b>	96.8

**STUDENT-TO-STAFF RATIOS**

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	--	--	--	--
<b>District</b>	18.1		12.8	152.2
<b>State</b>	18.3		13.5	211.6

\* 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>							22.6	20.7	23.9	
<b>District</b>							22.6	20.7	23.9	
<b>State</b>							22.2	21.6	21.5	

**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>		44	44		44	44		88	88		44	44
<b>District</b>		44	44		44	44		88	88		44	44
<b>State</b>		54	51		43	44		104	93		43	44

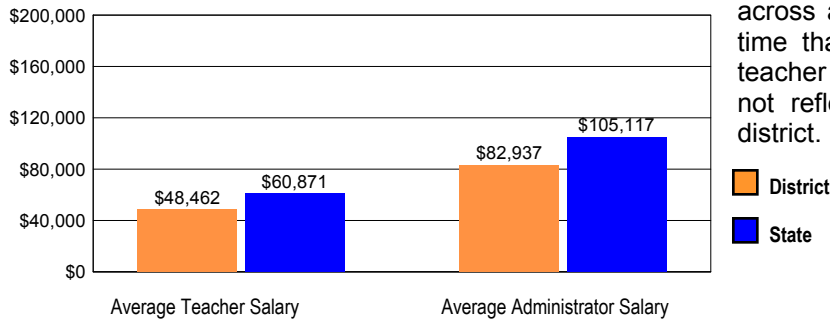
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	92.4	6.5	0.0	1.1	0.0	16.2	83.8	92
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	13.8	65.4	34.6	0.0	0.0
State	12.4	46.7	53.2	0.7	0.7

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

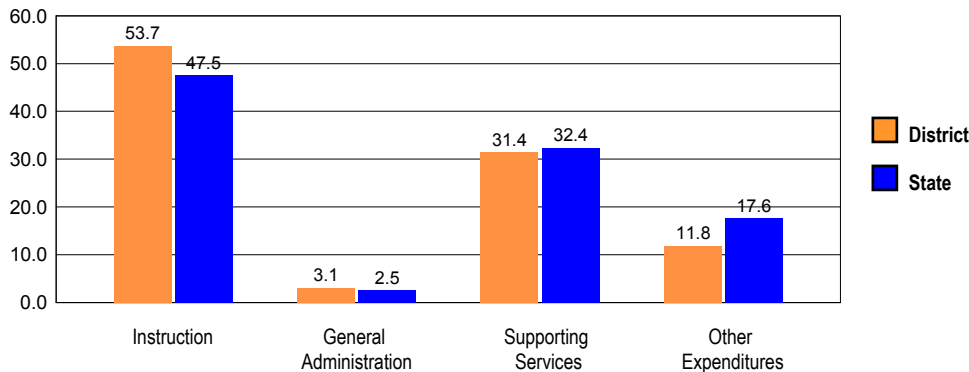
## SCHOOL DISTRICT FINANCES

### TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

### EXPENDITURE BY FUNCTION 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$3,227,999	25.3	57.6	Education	\$9,951,925	81.4	72.6
Other Local Funding	\$418,049	3.3	7.3	Operations & Maintenance	\$397,809	3.3	8.5
General State Aid	\$6,166,986	48.4	18.1	Transportation	\$670,339	5.5	3.9
Other State Funding	\$1,402,751	11.0	9.7	Bond and Interest	\$0	0.0	6.7
Federal Funding	\$1,529,879	12.0	7.3	Rent	\$0	0.0	0.0
TOTAL	\$12,745,664			Municipal Retirement/ Social Security	\$356,286	2.9	1.8
				Fire Prevention & Safety	\$854,742	7.0	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	5.6
				TOTAL	\$12,231,101		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$73,679	2.55	\$5,091	\$8,338
State	**	**	\$5,808	\$9,907

\*\* 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.

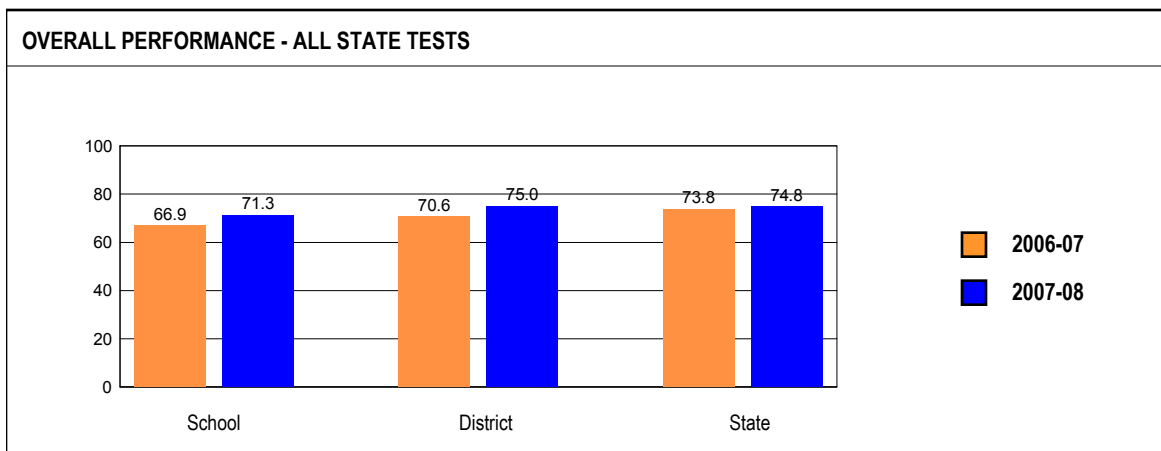
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE

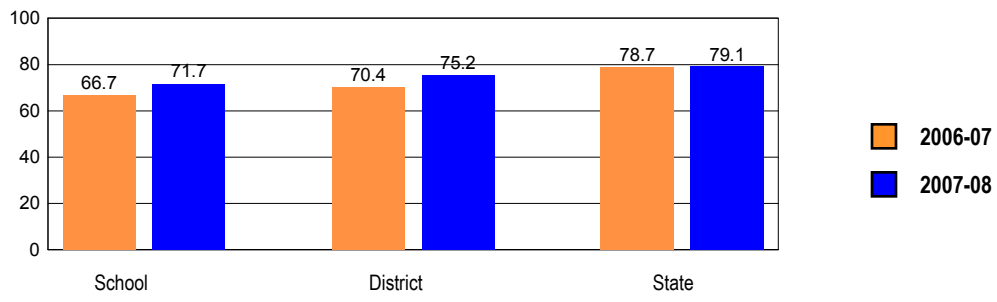
### OVERALL STUDENT PERFORMANCE

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 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.



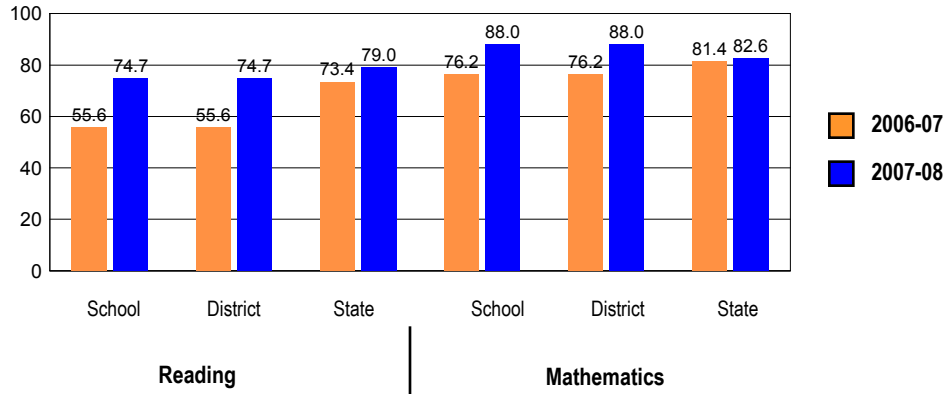
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



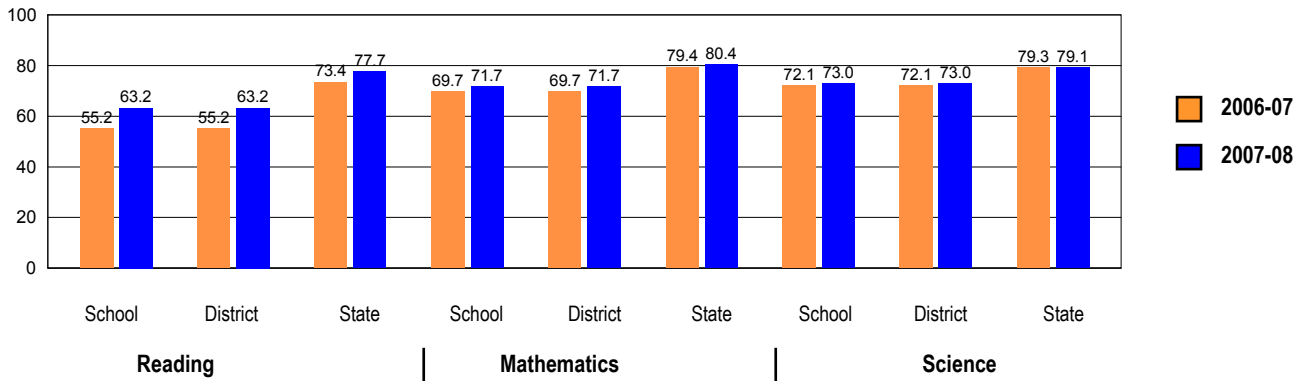
**ISAT PERFORMANCE**

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.

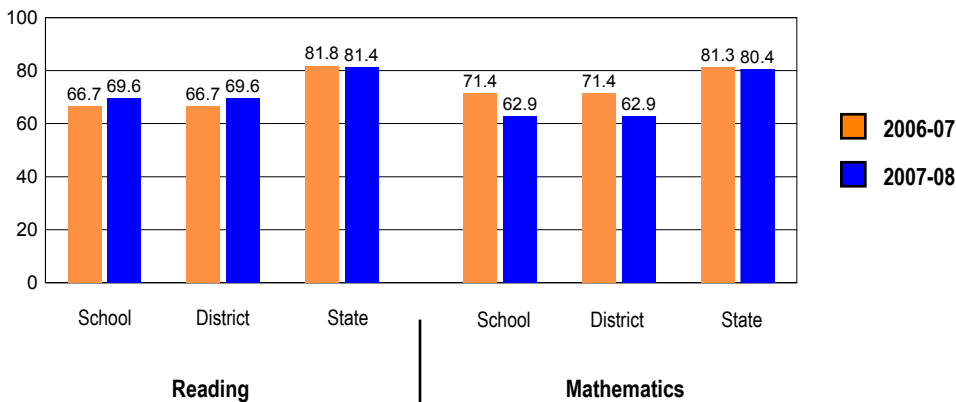
**ISAT Grade 6**



**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 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	476	242	234	335	94	4	3	1	39			119	331
	Reading	0.0	0.0	0.0	0.0	0.0				0.00			0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0				0.00			0.0	0.0
District	*Enrollment	864	443	421	600	164	12	6	2	80	1		230	616
	Reading	0.0	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	0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3

\* 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	154	74	80	104	33	1	1	1	14			36	112
	Science	0.0	0.0	0.0	0.0	0.0				0.0			0.0	0.0
District	*Enrollment	281	134	147	191	59	2	1	1	27			75	202
	Science	0.0	0.0	0.0	0.0	0.0				0.0			0.0	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	2.7	22.7	58.7	16.0	0.0	12.0	78.0	10.0
District	2.7	22.7	58.7	16.0	0.0	12.0	78.0	10.0
State	0.3	20.7	53.4	25.7	0.6	16.7	62.0	20.7

**Grade 6 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	1.2	26.7	58.1	14.0	0.0	10.5	76.7	12.8
	District	1.2	26.7	58.1	14.0	0.0	10.5	76.7	12.8
	State	0.4	23.9	53.0	22.7	0.8	18.4	59.9	20.9
Female	School	4.7	17.2	59.4	18.8	0.0	14.1	79.7	6.3
	District	4.7	17.2	59.4	18.8	0.0	14.1	79.7	6.3
	State	0.2	17.3	53.7	28.8	0.4	15.1	64.1	20.4

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	3.7	21.5	57.0	17.8	0.0	14.0	75.7	10.3
	District	3.7	21.5	57.0	17.8	0.0	14.0	75.7	10.3
	State	0.1	11.8	53.1	35.0	0.2	8.9	63.4	27.5
Black	School	0.0	24.0	68.0	8.0	0.0	4.0	84.0	12.0
	District	0.0	24.0	68.0	8.0	0.0	4.0	84.0	12.0
	State	0.7	35.9	53.4	10.0	1.6	34.8	56.9	6.7
Hispanic	School								
	District								
	State	0.4	31.7	55.4	12.5	0.7	22.2	65.6	11.5
Asian/Pacific Islander	School								
	District								
	State	0.1	8.2	46.1	45.7	0.1	5.1	47.3	47.5
Native American	School								
	District								
	State	0.4	19.4	50.6	29.5	1.3	16.8	64.7	17.2
Multiracial/Ethnic	School	0.0	35.7	50.0	14.3	0.0	14.3	85.7	0.0
	District	0.0	35.7	50.0	14.3	0.0	14.3	85.7	0.0
	State	0.2	17.1	55.0	27.7	0.5	14.6	64.1	20.8

**Grade 6 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	12.1	57.6	30.3	0.0	0.0	48.5	51.5	0.0
	District	12.1	57.6	30.3	0.0	0.0	48.5	51.5	0.0
	State	1.6	55.4	37.0	5.9	3.1	44.9	47.3	4.8
Non-IEP	School	0.0	12.8	66.7	20.5	0.0	1.7	85.5	12.8
	District	0.0	12.8	66.7	20.5	0.0	1.7	85.5	12.8
	State	0.1	15.3	55.9	28.7	0.2	12.5	64.2	23.1

**Grade 6 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	3.9	28.4	59.8	7.8	0.0	16.7	76.5	6.9
	District	3.9	28.4	59.8	7.8	0.0	16.7	76.5	6.9
	State	0.5	33.1	54.7	11.7	1.1	27.3	62.3	9.3
Not Eligible	School	0.0	10.4	56.3	33.3	0.0	2.1	81.3	16.7
	District	0.0	10.4	56.3	33.3	0.0	2.1	81.3	16.7
	State	0.1	10.9	52.3	36.7	0.2	8.4	61.7	29.7

**Grade 7**

**Grade 7 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School	School	0.7	36.2	52.6	10.5	2.0	26.3	61.8	9.9	5.3	21.7	57.9	15.1
	District	0.7	36.2	52.6	10.5	2.0	26.3	61.8	9.9	5.3	21.7	57.9	15.1
	State	0.5	21.8	59.1	18.6	1.8	17.8	54.5	25.9	6.4	14.5	55.8	23.4

**Grade 7 - Gender**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	1.4	46.6	45.2	6.8	1.4	37.0	54.8	6.8	5.5	23.3	53.4	17.8
	District	1.4	46.6	45.2	6.8	1.4	37.0	54.8	6.8	5.5	23.3	53.4	17.8
	State	0.8	25.5	57.8	16.0	2.2	18.7	52.1	26.9	7.0	13.6	53.3	26.1
Female	School	0.0	26.6	59.5	13.9	2.5	16.5	68.4	12.7	5.1	20.3	62.0	12.7
	District	0.0	26.6	59.5	13.9	2.5	16.5	68.4	12.7	5.1	20.3	62.0	12.7
	State	0.3	17.9	60.4	21.4	1.3	16.8	56.9	24.9	5.8	15.3	58.4	20.5

**Grade 7 - Racial/Ethnic Background**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	1.0	32.4	55.9	10.8	2.0	17.6	68.6	11.8	3.9	17.6	59.8	18.6
	District	1.0	32.4	55.9	10.8	2.0	17.6	68.6	11.8	3.9	17.6	59.8	18.6
	State	0.3	14.2	60.3	25.2	0.8	10.3	53.9	34.9	2.8	7.5	55.5	34.2
Black	School	0.0	57.6	36.4	6.1	0.0	60.6	39.4	0.0	9.1	39.4	48.5	3.0
	District	0.0	57.6	36.4	6.1	0.0	60.6	39.4	0.0	9.1	39.4	48.5	3.0
	State	1.0	35.3	56.3	7.4	4.4	35.9	52.0	7.7	13.9	27.3	53.7	5.1
Hispanic	School												
	District												
	State	0.8	31.6	59.7	7.9	2.0	22.7	61.1	14.3	9.8	22.6	59.1	8.4
Asian/Pacific Islander	School												
	District												
	State	0.2	8.3	54.1	37.4	0.6	5.3	39.2	54.9	2.1	6.0	50.7	41.2
Native American	School												
	District												
	State	0.0	20.4	63.7	15.9	0.8	17.3	60.2	21.7	4.4	9.7	64.5	21.4
Multiracial/Ethnic	School	0.0	21.4	64.3	14.3	7.1	14.3	71.4	7.1	7.1	7.1	71.4	14.3
	District	0.0	21.4	64.3	14.3	7.1	14.3	71.4	7.1	7.1	7.1	71.4	14.3
	State	0.4	19.9	59.3	20.4	1.4	16.8	57.4	24.4	5.6	12.8	59.6	22.1

**Grade 7 - Students with Disabilities**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	2.9	79.4	14.7	2.9	8.8	52.9	38.2	0.0	17.6	35.3	44.1	2.9
	District	2.9	79.4	14.7	2.9	8.8	52.9	38.2	0.0	17.6	35.3	44.1	2.9
	State	2.8	59.2	34.9	3.2	8.8	46.0	39.8	5.4	22.3	28.4	42.8	6.5
Non-IEP	School	0.0	23.7	63.6	12.7	0.0	18.6	68.6	12.7	1.7	17.8	61.9	18.6
	District	0.0	23.7	63.6	12.7	0.0	18.6	68.6	12.7	1.7	17.8	61.9	18.6
	State	0.2	16.1	62.8	21.0	0.7	13.5	56.7	29.0	4.0	12.3	57.7	25.9

**Grade 7 - Economically Disadvantaged**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.9	41.8	50.9	6.4	0.9	30.9	63.6	4.5	5.5	25.5	60.0	9.1
	District	0.9	41.8	50.9	6.4	0.9	30.9	63.6	4.5	5.5	25.5	60.0	9.1
	State	0.9	33.8	57.5	7.7	3.1	28.5	57.0	11.4	11.3	23.7	56.7	8.2
Not Eligible	School	0.0	21.4	57.1	21.4	4.8	14.3	57.1	23.8	4.8	11.9	52.4	31.0
	District	0.0	21.4	57.1	21.4	4.8	14.3	57.1	23.8	4.8	11.9	52.4	31.0
	State	0.2	12.8	60.3	26.7	0.8	9.8	52.6	36.8	2.7	7.6	55.1	34.6

**Grade 8**

**Grade 8 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		1.8	28.6	67.9	1.8	2.4	34.7	55.7	7.2
District		1.8	28.6	67.9	1.8	2.4	34.7	55.7	7.2
State		0.4	18.2	73.0	8.4	1.6	18.0	53.1	27.2

**Grade 8 - Gender**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	3.7	37.0	56.8	2.5	2.5	42.0	49.4	6.2
	District	3.7	37.0	56.8	2.5	2.5	42.0	49.4	6.2
	State	0.5	22.0	69.8	7.7	1.9	18.9	51.2	28.0
Female	School	0.0	20.7	78.2	1.1	2.3	27.9	61.6	8.1
	District	0.0	20.7	78.2	1.1	2.3	27.9	61.6	8.1
	State	0.2	14.3	76.4	9.1	1.4	17.0	55.2	26.5

**Grade 8 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	1.7	24.0	71.9	2.5	0.8	31.4	60.3	7.4
	District	1.7	24.0	71.9	2.5	0.8	31.4	60.3	7.4
	State	0.2	11.6	76.4	11.8	0.8	10.3	52.3	36.6
Black	School	2.8	41.7	55.6	0.0	8.6	42.9	42.9	5.7
	District	2.8	41.7	55.6	0.0	8.6	42.9	42.9	5.7
	State	0.8	30.5	66.7	2.0	3.8	35.3	51.9	9.1
Hispanic	School								
	District								
	State	0.4	26.1	70.3	3.2	1.9	23.6	59.9	14.6
Asian/Pacific Islander	School								
	District								
	State	0.1	7.5	72.4	20.1	0.5	5.6	37.2	56.6
Native American	School								
	District								
	State	0.8	17.4	74.3	7.5	1.2	16.5	61.2	21.1
Multiracial/Ethnic	School	0.0	40.0	60.0	0.0	0.0	40.0	50.0	10.0
	District	0.0	40.0	60.0	0.0	0.0	40.0	50.0	10.0
	State	0.3	15.0	75.0	9.7	1.6	17.1	55.0	26.3

**Grade 8 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	6.5	60.9	32.6	0.0	6.5	67.4	26.1	0.0
	District	6.5	60.9	32.6	0.0	6.5	67.4	26.1	0.0
	State	2.0	55.7	41.4	0.9	7.6	49.2	38.7	4.5
Non-IEP	School	0.0	16.4	81.1	2.5	0.8	22.3	66.9	9.9
	District	0.0	16.4	81.1	2.5	0.8	22.3	66.9	9.9
	State	0.1	12.4	77.9	9.5	0.7	13.2	55.4	30.7

**Grade 8 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	1.8	36.0	60.5	1.8	3.5	42.1	49.1	5.3
	District	1.8	36.0	60.5	1.8	3.5	42.1	49.1	5.3
	State	0.7	28.9	67.8	2.6	2.8	29.0	56.1	12.2
Not Eligible	School	1.9	13.0	83.3	1.9	0.0	18.9	69.8	11.3
	District	1.9	13.0	83.3	1.9	0.0	18.9	69.8	11.3
	State	0.2	10.5	76.8	12.6	0.8	10.0	51.0	38.1

## 2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	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?	Yes	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 State Improvement Status	Academic Watch Status 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		62.5			62.5			90.0		75.0	
<b>All</b>	100.0	Yes	100.0	Yes	70.2		Yes	75.0		Yes	94.2	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	72.7		Yes	78.2		Yes				
<b>Black</b>	100.0	Yes	100.0	Yes	59.8		Yes	62.2		Yes				
<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	29.1	29.5	Yes	41.7	40.3	Yes	93.2			
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	62.4		Yes	69.3		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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2007.

\*\* Safe Harbor Targets of 62.5% 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.

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**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

Centralia Junior High School is heading in the right direction in several areas. The first of which is parental involvement and communication. Over the last two years, we have successfully implemented an on-line grades program where parents can quickly and easily view their child's daily grades, attendance, discipline, and updated classroom information with just the click of a finger. The response from parents and teachers alike has been extremely positive with regards to this outstanding technology.

Our school is also making great advancements in our reading curriculum. We have added a course to the 7<sup>th</sup> and 8<sup>th</sup> grade titled "Today's Literacy." The purpose of this course is to provide students with literature rich critical thinking activities that will enable students to better understand the world around them. This class will focus on the different marketing and advertising strategies used to target teenage consumers in various media markets along with an in-depth analysis of current events. Also, the regular daily reading pedagogy in the classroom has been adjusted to meet the individual needs of students and focus on the identified strengths and weaknesses of each learner.

Needed improvements have also been made on how we assess the progression of our students reading ability. Teachers can now easily analyze the development of their student's skills with the use of our Illinois Learning Standards based "Study Island" program and the implementation of our new Houghton Mifflin reading series. Each reading instructor can teach a standard-aligned unit and then test their class with these new assessment tools to identify if their students fully understand the specific benchmark. Last year, CJHS make AYP (adequate yearly progress) for the first time since the inception of NCLB. We hope to maintain and improve upon this level of excellence with our guaranteed reading curriculum, efficient assessment tools, and a focus on the individual learner.

CJHS has seen vast progress in their math curriculum with a 25% - 30% increase on ISAT achievement over the last 4 years. Our math teachers work extremely hard and they fully understand what it takes to motivate students to succeed. 88% of our 6<sup>th</sup> grade students passed the ISAT math test in 2007 with 96 % of African American students meeting state standards. This is a shining example that we are seeing both increases in all student achievement at C.J.H.S. and we are seeing a narrowing of the achievement gap between white and black students.

The special education program is also flourishing at our junior high school. Last year we saw overall meets and exceeds percentages jump by nearly 10 %. We have created a team-teaching approach with our Learning Disabled Resource students where each child is encouraged to master grade level power standards. With this new and innovative approach, special education students are keeping up with their classmates and gaining key skills needed to compete in the global marketplace.