

# La Grange SD 105 South

## District Superintendent

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2021 - 2022

<http://d105.net>

## District Provided Statement

On the climate survey, we had high ratings in Supportive Environment, Ambitious Instruction and Involved Families. Our IAR data showed positive indicators of accelerated growth. In some cases, we had over 60% growth in ELA and 50% in math. However, based on past performance, it is clear that the pandemic impacted current student scores. Though one data point of many, we remain committed to best instructional practices and program enhancements.

## About the Report Card

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

The federal Every Student Succeeds Act requires that states annually assign schools a summative designation that meaningfully differentiates school performance based on multiple performance measures. All states were offered a waiver of this requirement for school year 2020-2021 due to the impact of COVID-19. For more information about Illinois' accountability system please visit [www.isbe.net/summative](http://www.isbe.net/summative).

For additional information, refer to the [Public Business Rules for 2021 Report Card Metrics](#) and the [2021 Glossary of Terms](#).

## District Snapshot

**Percent of Adequacy :** 140.2%

**Chronic Absenteeism :** 18.9%

**Principal Turnover :** 2

**Schools in District :** 5

**Senate District :** 12    **House District :** 23

## TABLE OF CONTENTS

**02 | Academic Progress**

**116 | District Environment**

**123 | Students**

**151 | Accountability**

**153 | Teachers**

**158 | Administrators**

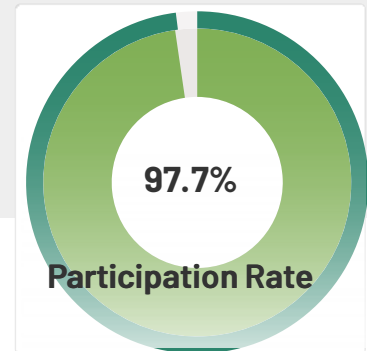
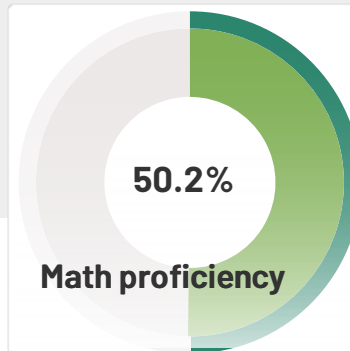
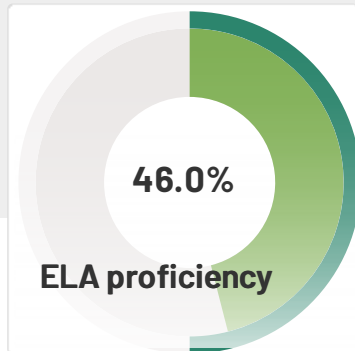
**161 | Civil Rights Data Collection  
(2017-18)**

**163 | NAEP**

Date: 10/28/22 7:47:57 -05:00

## About the data

Academic progress data includes information regarding assessments, such as student participation rates, proficiency rates, and mean student growth percentile. Other information regarding academics may include certain touchstones, such as eighth-graders passing Algebra 1, graduation rate, and various advanced coursework information. Academic progress often is disaggregated further into demographic student groups.



## IAR

### What is it?

This shows the percentage of students scoring at each of the Performance Levels for the Illinois Assessment of Readiness (IAR). Each Performance Level is a broad, categorical level defined by a student’s overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for IAR assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/ course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (English language arts [ELA] and mathematics) and at each grade level/course.

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	20.7%	19.8%	25.0%	31.0%	3.4%	13.4%	16.0%	21.8%	32.8%	16.0%
State	30.6%	19.3%	22.6%	25.4%	2.0%	20.8%	22.0%	23.3%	26.5%	7.3%
<b>White</b>										
<b>District</b>	10.3%	20.7%	24.1%	41.4%	3.4%	8.3%	6.7%	18.3%	41.7%	25.0%
State	19.2%	18.3%	26.4%	33.5%	2.6%	10.4%	17.6%	25.8%	36.3%	9.9%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	51.6%	21.0%	16.3%	10.7%	0.4%	43.6%	28.2%	17.9%	9.2%	1.1%
<b>Hispanic</b>										
<b>District</b>	37.2%	16.3%	23.3%	20.9%	2.3%	18.6%	27.9%	23.3%	25.6%	4.7%
State	42.4%	21.5%	20.2%	15.2%	0.7%	28.7%	28.6%	23.6%	16.7%	2.3%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	11.0%	12.4%	22.6%	46.7%	7.3%	5.1%	9.6%	18.2%	41.6%	25.5%
<b>Male</b>										
<b>District</b>	23.2%	23.2%	24.6%	27.5%	1.4%	12.7%	15.5%	21.1%	36.6%	14.1%
State	34.0%	20.1%	22.4%	22.1%	1.4%	20.8%	20.5%	22.6%	27.8%	8.4%
<b>Female</b>										
<b>District</b>	17.0%	14.9%	25.5%	36.2%	6.4%	14.6%	16.7%	22.9%	27.1%	18.8%
State	27.0%	18.5%	22.9%	28.9%	2.7%	20.9%	23.6%	24.1%	25.3%	6.2%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	26.1%	17.4%	24.3%	28.7%	3.5%	16.5%	23.5%	19.1%	26.1%	14.8%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	34.6%	24.2%	15.7%	23.5%	2.0%	22.0%	27.0%	21.1%	22.4%	7.6%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	27.3%	18.8%	22.1%	28.7%	3.1%	19.1%	21.0%	23.0%	27.1%	9.8%
<b>Students with Disabilities</b>										
<b>District</b>	35.7%	28.6%	21.4%	10.7%	3.6%	20.0%	16.7%	20.0%	26.7%	16.7%
State	56.3%	18.1%	14.2%	10.8%	0.6%	40.1%	24.7%	17.8%	14.3%	3.2%
<b>Students with IEPs</b>										
<b>District</b>	39.1%	30.4%	21.7%	8.7%	0.0%	20.0%	20.0%	20.0%	28.0%	12.0%
State	62.4%	17.4%	11.9%	7.9%	0.4%	45.0%	25.2%	16.1%	11.4%	2.3%
<b>Non-IEP</b>										
<b>District</b>	16.1%	17.2%	25.8%	36.6%	4.3%	11.7%	14.9%	22.3%	34.0%	17.0%
State	25.2%	19.6%	24.5%	28.4%	2.3%	16.7%	21.4%	24.6%	29.1%	8.2%
<b>English Learners</b>										
<b>District</b>	40.0%	25.0%	20.0%	15.0%	0.0%	15.0%	35.0%	20.0%	30.0%	0.0%
State	48.7%	21.9%	18.5%	10.7%	0.3%	31.1%	28.8%	22.8%	15.7%	1.5%
<b>Non-English Learners</b>										
<b>District</b>	16.7%	18.8%	26.0%	34.4%	4.2%	13.1%	12.1%	22.2%	33.3%	19.2%
State	26.5%	18.7%	23.6%	28.8%	2.5%	18.5%	20.4%	23.5%	29.0%	8.6%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	41.9%	20.9%	18.6%	16.3%	2.3%	27.3%	34.1%	20.5%	15.9%	2.3%
State	44.8%	21.8%	19.5%	13.5%	0.5%	32.9%	28.1%	22.2%	15.0%	1.9%
<b>Non Low Income</b>										
<b>District</b>	8.2%	19.2%	28.8%	39.7%	4.1%	5.3%	5.3%	22.7%	42.7%	24.0%
State	16.8%	16.9%	25.7%	37.1%	3.6%	9.0%	16.1%	24.5%	37.8%	12.6%
<b>Homeless</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	59.3%	19.0%	13.3%	8.2%	0.1%	47.2%	28.1%	16.2%	7.7%	0.9%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	53.7%	19.7%	16.3%	10.3%	0.1%	40.7%	28.5%	19.5%	10.4%	1.0%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	25.0%	20.8%	24.6%	27.6%	2.0%	16.2%	20.9%	26.1%	29.4%	7.3%

Asterisks(\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	21.1%	20.2%	25.4%	31.6%	3.5%	14.0%	16.7%	22.8%	34.2%	16.7%
State	31.9%	20.1%	23.6%	26.5%	2.1%	21.6%	22.9%	24.3%	27.6%	7.6%
<b>White</b>										
<b>District</b>	10.5%	21.1%	24.6%	42.1%	3.5%	8.8%	7.0%	19.3%	43.9%	26.3%
State	20.1%	19.2%	27.5%	34.9%	2.8%	10.8%	18.4%	26.9%	37.9%	10.3%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	53.4%	21.8%	16.8%	11.0%	0.4%	45.0%	29.1%	18.4%	9.5%	1.1%
<b>Hispanic</b>										
<b>District</b>	38.3%	16.8%	23.9%	21.5%	2.4%	19.1%	28.7%	23.9%	26.3%	4.8%
State	44.2%	22.4%	21.0%	15.9%	0.7%	29.9%	29.8%	24.6%	17.4%	2.4%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	11.5%	12.9%	23.5%	48.8%	7.7%	5.3%	10.0%	19.0%	43.3%	26.6%
<b>Male</b>										
<b>District</b>	23.4%	23.4%	24.9%	27.8%	1.5%	13.2%	16.1%	21.9%	38.0%	14.6%
State	35.4%	20.9%	23.3%	22.9%	1.5%	21.6%	21.2%	23.5%	28.8%	8.7%
<b>Female</b>										
<b>District</b>	17.5%	15.4%	26.3%	37.3%	6.6%	15.4%	17.5%	24.1%	28.5%	19.7%
State	28.2%	19.3%	23.9%	30.1%	2.8%	21.7%	24.5%	25.1%	26.3%	6.4%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	35.1%	35.1%	0.0%	0.0%	0.0%	35.1%	35.1%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 3 - Accountability

ELA					Mathematics					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	27.2%	18.2%	25.4%	30.0%	3.6%	17.2%	24.5%	20.0%	27.2%	15.4%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	35.7%	24.9%	16.1%	24.2%	2.0%	22.5%	27.6%	21.5%	22.9%	7.7%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	28.0%	19.3%	22.7%	29.5%	3.1%	19.5%	21.5%	23.5%	27.8%	10.1%
<b>Students with Disabilities</b>										
<b>District</b>	35.1%	28.1%	21.1%	10.5%	3.5%	21.1%	17.5%	21.1%	28.1%	17.5%
State	57.9%	18.6%	14.6%	11.1%	0.7%	41.2%	25.4%	18.2%	14.6%	3.2%
<b>Students with IEPs</b>										
<b>District</b>	37.9%	29.5%	21.1%	8.4%	0.0%	21.1%	21.1%	21.1%	29.5%	12.6%
State	64.1%	17.8%	12.2%	8.1%	0.4%	46.1%	25.8%	16.5%	11.7%	2.4%
<b>Non-IEP</b>										
<b>District</b>	16.6%	17.7%	26.6%	37.7%	4.4%	12.2%	15.5%	23.3%	35.5%	17.7%
State	26.3%	20.5%	25.5%	29.7%	2.4%	17.4%	22.3%	25.6%	30.4%	8.5%
<b>English Learners</b>										
<b>District</b>	42.1%	26.3%	21.1%	15.8%	0.0%	15.8%	36.8%	21.1%	31.6%	0.0%
State	50.7%	22.8%	19.2%	11.2%	0.3%	32.4%	30.0%	23.7%	16.3%	1.6%
<b>Non-English Learners</b>										
<b>District</b>	16.8%	19.0%	26.3%	34.7%	4.2%	13.7%	12.6%	23.2%	34.7%	20.0%
State	27.6%	19.5%	24.5%	29.9%	2.6%	19.2%	21.2%	24.4%	30.1%	9.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## IAR (cont)

### Grade 3 - Accountability

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	43.1%	21.5%	19.1%	16.8%	2.4%	28.7%	35.9%	21.5%	16.8%	2.4%
State	46.6%	22.6%	20.3%	14.0%	0.5%	34.2%	29.2%	23.0%	15.6%	1.9%
<b>Non Low Income</b>										
<b>District</b>	8.3%	19.4%	29.1%	40.2%	4.2%	5.5%	5.5%	23.6%	44.3%	24.9%
State	17.5%	17.6%	26.7%	38.6%	3.7%	9.4%	16.7%	25.5%	39.3%	13.1%
<b>Homeless</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	60.5%	19.4%	13.6%	8.4%	0.1%	47.9%	28.5%	16.4%	7.8%	0.9%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	55.2%	20.2%	16.8%	10.6%	0.1%	41.6%	29.1%	19.9%	10.7%	1.0%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	25.9%	21.6%	25.5%	28.6%	2.1%	16.7%	21.7%	27.1%	30.5%	7.6%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	19.7%	18.8%	13.7%	34.2%	13.7%	6.7%	26.7%	32.5%	31.7%	2.5%
State	23.5%	19.5%	24.4%	27.2%	5.4%	21.5%	27.9%	24.4%	23.4%	2.8%
<b>White</b>										
<b>District</b>	13.4%	17.9%	10.4%	38.8%	19.4%	1.5%	20.6%	38.2%	38.2%	1.5%
State	13.3%	16.7%	26.7%	35.9%	7.4%	10.7%	23.1%	29.3%	33.4%	3.6%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	43.4%	24.3%	19.4%	11.8%	1.0%	45.0%	33.8%	15.0%	6.1%	0.2%
<b>Hispanic</b>										
<b>District</b>	33.3%	23.1%	17.9%	23.1%	2.6%	12.5%	40.0%	30.0%	17.5%	0.0%
State	32.7%	23.6%	23.8%	17.9%	2.1%	29.5%	35.9%	22.1%	11.7%	0.7%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	7.9%	11.1%	22.1%	43.2%	15.7%	5.2%	14.0%	22.0%	45.5%	13.2%
<b>Male</b>										
<b>District</b>	23.2%	23.2%	12.5%	28.6%	12.5%	5.2%	31.0%	27.6%	32.8%	3.4%
State	26.2%	20.3%	24.3%	25.0%	4.2%	21.3%	26.5%	24.1%	25.0%	3.2%
<b>Female</b>										
<b>District</b>	16.4%	14.8%	14.8%	39.3%	14.8%	8.1%	22.6%	37.1%	30.6%	1.6%
State	20.6%	18.7%	24.4%	29.5%	6.7%	21.8%	29.4%	24.7%	21.8%	2.4%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	12.9%	18.2%	25.8%	34.8%	8.3%	12.2%	28.2%	22.1%	35.1%	2.3%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	31.1%	24.0%	23.6%	17.9%	3.4%	28.3%	33.7%	18.9%	17.2%	2.0%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.1%	17.5%	24.4%	29.5%	7.5%	20.1%	26.1%	24.8%	24.9%	4.1%
<b>Students with Disabilities</b>										
<b>District</b>	42.9%	25.0%	3.6%	25.0%	3.6%	21.4%	21.4%	32.1%	25.0%	0.0%
State	49.9%	20.9%	15.8%	11.7%	1.8%	41.4%	30.1%	16.1%	11.4%	1.1%
<b>Students with IEPs</b>										
<b>District</b>	60.0%	30.0%	0.0%	10.0%	0.0%	30.0%	30.0%	20.0%	20.0%	0.0%
State	57.4%	20.8%	13.0%	7.7%	1.0%	47.1%	30.6%	13.5%	8.1%	0.7%
<b>Non-IEP</b>										
<b>District</b>	11.3%	16.5%	16.5%	39.2%	16.5%	2.0%	26.0%	35.0%	34.0%	3.0%
State	17.6%	19.3%	26.3%	30.6%	6.2%	17.0%	27.5%	26.3%	26.0%	3.2%
<b>English Learners</b>										
<b>District</b>	50.0%	22.2%	11.1%	11.1%	5.6%	15.8%	52.6%	15.8%	15.8%	0.0%
State	39.9%	25.9%	22.4%	11.2%	0.5%	33.2%	37.7%	20.1%	8.7%	0.2%
<b>Non-English Learners</b>										
<b>District</b>	14.1%	18.2%	14.1%	38.4%	15.2%	5.0%	21.8%	35.6%	34.7%	3.0%
State	19.7%	18.1%	24.8%	30.8%	6.5%	18.8%	25.7%	25.3%	26.7%	3.4%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 4

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	<b>36.7%</b>	<b>23.3%</b>	<b>13.3%</b>	<b>23.3%</b>	<b>3.3%</b>	<b>16.1%</b>	<b>41.9%</b>	<b>25.8%</b>	<b>16.1%</b>	<b>0.0%</b>
State	36.3%	24.1%	22.6%	15.6%	1.4%	34.2%	35.0%	20.2%	10.2%	0.5%
<b>Non Low Income</b>										
<b>District</b>	<b>13.8%</b>	<b>17.2%</b>	<b>13.8%</b>	<b>37.9%</b>	<b>17.2%</b>	<b>3.4%</b>	<b>21.3%</b>	<b>34.8%</b>	<b>37.1%</b>	<b>3.4%</b>
State	11.2%	15.2%	26.0%	38.3%	9.2%	9.4%	21.2%	28.4%	36.0%	5.1%
<b>Homeless</b>										
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	51.2%	22.8%	16.2%	9.2%	0.6%	50.0%	30.6%	13.5%	5.8%	0.2%
<b>Migrant</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	44.1%	23.6%	19.2%	12.2%	0.8%	40.6%	34.5%	17.4%	7.3%	0.1%
<b>Military</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	20.5%	16.9%	26.7%	29.1%	6.8%	15.7%	26.8%	27.0%	26.5%	4.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	19.7%	18.8%	13.7%	34.2%	13.7%	6.9%	27.4%	33.4%	32.5%	2.6%
State	24.5%	20.4%	25.4%	28.3%	5.6%	22.3%	29.0%	25.3%	24.3%	2.9%
<b>White</b>										
<b>District</b>	13.7%	18.3%	10.7%	39.7%	19.8%	1.5%	21.4%	39.7%	39.7%	1.5%
State	13.9%	17.4%	27.9%	37.4%	7.8%	11.1%	24.0%	30.5%	34.8%	3.8%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.9%	25.2%	20.1%	12.3%	1.1%	46.3%	34.8%	15.4%	6.3%	0.2%
<b>Hispanic</b>										
<b>District</b>	32.6%	22.6%	17.5%	22.6%	2.5%	12.5%	40.1%	30.1%	17.5%	0.0%
State	34.1%	24.7%	24.8%	18.6%	2.2%	30.8%	37.4%	23.0%	12.2%	0.7%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	8.2%	11.6%	23.1%	45.1%	16.4%	5.5%	14.6%	22.9%	47.2%	13.7%
<b>Male</b>										
<b>District</b>	22.4%	22.4%	12.1%	27.6%	12.1%	5.2%	31.1%	27.6%	32.8%	3.5%
State	27.3%	21.1%	25.3%	26.0%	4.4%	22.0%	27.5%	25.0%	25.9%	3.3%
<b>Female</b>										
<b>District</b>	17.0%	15.3%	15.3%	40.8%	15.3%	8.5%	23.8%	39.1%	32.3%	1.7%
State	21.5%	19.5%	25.5%	30.8%	7.0%	22.6%	30.6%	25.7%	22.7%	2.5%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	0.0%	105.3%	0.0%	0.0%	105.3%	0.0%	0.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 4 - Accountability

ELA					Mathematics					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	13.4%	18.9%	26.7%	36.1%	8.6%	12.6%	29.1%	22.8%	36.1%	2.4%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	32.1%	24.8%	24.4%	18.5%	3.5%	29.3%	34.9%	19.5%	17.8%	2.1%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.6%	18.0%	25.1%	30.3%	7.7%	20.6%	26.7%	25.4%	25.6%	4.2%
<b>Students with Disabilities</b>										
<b>District</b>	43.6%	25.4%	3.6%	25.4%	3.6%	21.8%	21.8%	32.7%	25.4%	0.0%
State	51.4%	21.5%	16.3%	12.0%	1.9%	42.4%	30.9%	16.5%	11.6%	1.1%
<b>Students with IEPs</b>										
<b>District</b>	60.2%	30.1%	0.0%	10.0%	0.0%	30.1%	30.1%	20.1%	20.1%	0.0%
State	59.0%	21.4%	13.4%	7.9%	1.1%	48.2%	31.3%	13.8%	8.3%	0.7%
<b>Non-IEP</b>										
<b>District</b>	11.4%	16.5%	16.5%	39.2%	16.5%	2.1%	26.8%	36.1%	35.1%	3.1%
State	18.3%	20.2%	27.5%	31.9%	6.5%	17.8%	28.6%	27.4%	27.1%	3.3%
<b>English Learners</b>										
<b>District</b>	49.9%	22.2%	11.1%	11.1%	5.5%	16.6%	55.4%	16.6%	16.6%	0.0%
State	41.6%	27.0%	23.4%	11.7%	0.6%	34.6%	39.3%	21.0%	9.1%	0.2%
<b>Non-English Learners</b>										
<b>District</b>	14.2%	18.2%	14.2%	38.5%	15.2%	5.1%	22.3%	36.4%	35.4%	3.0%
State	20.5%	18.8%	25.8%	32.1%	6.8%	19.5%	26.7%	26.3%	27.8%	3.5%

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# Academic Progress

## IAR (cont)

### Grade 4 - Accountability

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	<b>36.2%</b>	<b>23.0%</b>	<b>13.2%</b>	<b>23.0%</b>	<b>3.3%</b>	<b>16.5%</b>	<b>42.8%</b>	<b>26.3%</b>	<b>16.5%</b>	<b>0.0%</b>
State	37.8%	25.1%	23.6%	16.2%	1.5%	35.5%	36.3%	21.0%	10.6%	0.5%
<b>Non Low Income</b>										
<b>District</b>	<b>13.9%</b>	<b>17.4%</b>	<b>13.9%</b>	<b>38.2%</b>	<b>17.4%</b>	<b>3.5%</b>	<b>22.0%</b>	<b>35.9%</b>	<b>38.2%</b>	<b>3.5%</b>
State	11.7%	15.8%	27.1%	39.9%	9.6%	9.7%	22.0%	29.5%	37.4%	5.3%
<b>Homeless</b>										
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	52.5%	23.3%	16.6%	9.4%	0.6%	50.9%	31.1%	13.7%	6.0%	0.2%
<b>Migrant</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	45.1%	24.1%	19.6%	12.4%	0.8%	41.1%	34.9%	17.6%	7.3%	0.1%
<b>Military</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	21.4%	17.7%	27.9%	30.4%	7.1%	16.4%	28.0%	28.3%	27.7%	4.2%

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# Academic Progress

## IAR (cont)

### Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	16.3%	19.3%	23.0%	39.3%	2.2%	15.2%	20.5%	28.8%	30.3%	5.3%
State	21.5%	21.6%	26.8%	27.6%	2.5%	23.8%	27.4%	24.9%	20.5%	3.4%
<b>White</b>										
<b>District</b>	17.9%	11.9%	17.9%	50.7%	1.5%	7.8%	20.3%	28.1%	32.8%	10.9%
State	12.4%	18.1%	29.8%	36.2%	3.4%	12.6%	23.5%	30.2%	29.3%	4.4%
<b>Black</b>										
<b>District</b>	†	†	†	†	†	†	†	†	†	†
State	38.8%	27.8%	21.6%	11.3%	0.6%	48.1%	32.0%	14.8%	4.8%	0.3%
<b>Hispanic</b>										
<b>District</b>	17.3%	26.9%	30.8%	23.1%	1.9%	25.0%	23.1%	28.8%	23.1%	0.0%
State	29.8%	26.2%	25.4%	17.6%	0.9%	32.1%	34.0%	22.7%	10.4%	0.7%
<b>Asian</b>										
<b>District</b>	†	†	†	†	†	†	†	†	†	†
State	7.0%	10.9%	23.5%	49.9%	8.7%	5.5%	12.9%	22.4%	42.5%	16.7%
<b>Male</b>										
<b>District</b>	18.5%	18.5%	21.5%	41.5%	0.0%	14.5%	14.5%	29.0%	35.5%	6.5%
State	24.7%	23.1%	26.5%	24.0%	1.6%	24.9%	26.0%	23.6%	21.6%	3.9%
<b>Female</b>										
<b>District</b>	14.3%	20.0%	24.3%	37.1%	4.3%	15.7%	25.7%	28.6%	25.7%	4.3%
State	18.1%	20.0%	27.1%	31.2%	3.5%	22.7%	28.7%	26.3%	19.5%	2.8%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	12.5%	12.5%	25.0%	50.0%	0.0%	25.0%	25.0%	25.0%	25.0%	0.0%

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# Academic Progress

## IAR (cont)

### Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	19.1%	17.6%	26.7%	32.8%	3.8%	21.5%	28.5%	30.0%	17.7%	2.3%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	30.3%	22.0%	20.9%	24.4%	2.4%	29.3%	29.3%	22.6%	14.3%	4.5%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	18.4%	20.2%	27.3%	31.3%	2.8%	21.8%	27.1%	24.1%	22.5%	4.5%
<b>Students with Disabilities</b>										
<b>District</b>	38.9%	36.1%	8.3%	13.9%	2.8%	29.4%	32.4%	26.5%	11.8%	0.0%
State	47.0%	24.6%	16.6%	11.0%	0.7%	46.8%	27.6%	14.9%	9.4%	1.3%
<b>Students with IEPs</b>										
<b>District</b>	40.0%	36.7%	10.0%	10.0%	3.3%	32.1%	32.1%	25.0%	10.7%	0.0%
State	55.7%	25.2%	12.7%	6.1%	0.3%	54.5%	27.5%	11.5%	5.7%	0.8%
<b>Non-IEP</b>										
<b>District</b>	9.5%	14.3%	26.7%	47.6%	1.9%	10.6%	17.3%	29.8%	35.6%	6.7%
State	15.7%	21.0%	29.2%	31.2%	2.9%	18.6%	27.3%	27.2%	23.1%	3.8%
<b>English Learners</b>										
<b>District</b>	31.8%	27.3%	27.3%	13.6%	0.0%	45.5%	31.8%	18.2%	0.0%	4.5%
State	41.4%	30.6%	21.4%	6.6%	0.1%	40.1%	37.5%	17.7%	4.6%	0.1%
<b>Non-English Learners</b>										
<b>District</b>	13.3%	17.7%	22.1%	44.2%	2.7%	9.1%	18.2%	30.9%	36.4%	5.5%
State	17.6%	19.9%	27.8%	31.6%	3.0%	20.6%	25.4%	26.3%	23.6%	4.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	23.3%	27.9%	32.6%	16.3%	0.0%	37.2%	27.9%	25.6%	9.3%	0.0%
State	32.6%	27.0%	24.7%	15.0%	0.7%	37.0%	33.3%	20.3%	8.8%	0.6%
<b>Non Low Income</b>										
<b>District</b>	13.0%	15.2%	18.5%	50.0%	3.3%	4.5%	16.9%	30.3%	40.4%	7.9%
State	10.9%	16.4%	28.8%	39.6%	4.2%	11.2%	21.7%	29.3%	31.8%	6.1%
<b>Homeless</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.8%	28.2%	18.1%	8.5%	0.4%	51.5%	31.8%	12.8%	3.7%	0.2%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	37.9%	32.1%	19.2%	10.3%	0.5%	42.9%	35.7%	16.2%	4.9%	0.2%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	18.0%	19.6%	27.7%	31.8%	2.9%	19.7%	25.7%	28.7%	23.8%	2.1%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 5 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	16.9%	20.0%	23.8%	40.7%	2.3%	15.4%	20.8%	29.2%	30.7%	5.4%
State	22.4%	22.5%	27.9%	28.7%	2.6%	24.7%	28.4%	25.9%	21.4%	3.5%
<b>White</b>										
<b>District</b>	18.6%	12.4%	18.6%	52.6%	1.6%	7.7%	20.1%	27.9%	32.5%	10.8%
State	12.9%	18.9%	31.1%	37.8%	3.6%	13.1%	24.5%	31.5%	30.6%	4.6%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	40.1%	28.8%	22.3%	11.7%	0.6%	49.6%	33.0%	15.3%	4.9%	0.3%
<b>Hispanic</b>										
<b>District</b>	17.9%	27.8%	31.8%	23.8%	2.0%	25.8%	23.8%	29.8%	23.8%	0.0%
State	31.1%	27.4%	26.6%	18.4%	1.0%	33.5%	35.5%	23.6%	10.9%	0.7%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	7.4%	11.4%	24.5%	52.2%	9.1%	5.7%	13.5%	23.4%	44.4%	17.4%
<b>Male</b>										
<b>District</b>	18.9%	18.9%	22.0%	42.4%	0.0%	14.1%	14.1%	28.3%	34.6%	6.3%
State	25.7%	24.1%	27.5%	25.0%	1.7%	25.8%	27.0%	24.5%	22.4%	4.1%
<b>Female</b>										
<b>District</b>	15.0%	21.1%	25.6%	39.1%	4.5%	16.5%	27.1%	30.1%	27.1%	4.5%
State	18.9%	20.9%	28.3%	32.5%	3.7%	23.6%	29.9%	27.3%	20.3%	3.0%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	13.2%	13.2%	26.3%	52.6%	0.0%	26.3%	26.3%	26.3%	26.3%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 5 - Accountability

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	19.9%	18.3%	27.9%	34.3%	4.0%	22.3%	29.5%	31.1%	18.3%	2.4%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	31.6%	22.9%	21.8%	25.4%	2.5%	30.5%	30.5%	23.6%	14.9%	4.7%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	18.8%	20.7%	27.9%	32.1%	2.9%	22.2%	27.7%	24.6%	23.0%	4.6%
<b>Students with Disabilities</b>										
<b>District</b>	40.9%	38.0%	8.8%	14.6%	2.9%	29.2%	32.2%	26.3%	11.7%	0.0%
State	48.5%	25.4%	17.1%	11.3%	0.7%	48.0%	28.4%	15.3%	9.6%	1.3%
<b>Students with IEPs</b>										
<b>District</b>	42.1%	38.6%	10.5%	10.5%	3.5%	31.6%	31.6%	24.6%	10.5%	0.0%
State	57.2%	25.9%	13.1%	6.2%	0.3%	55.8%	28.1%	11.8%	5.8%	0.8%
<b>Non-IEP</b>										
<b>District</b>	9.8%	14.8%	27.6%	49.2%	2.0%	10.8%	17.7%	30.5%	36.4%	6.9%
State	16.4%	21.9%	30.5%	32.6%	3.0%	19.3%	28.5%	28.3%	24.0%	4.0%
<b>English Learners</b>										
<b>District</b>	33.5%	28.7%	28.7%	14.4%	0.0%	47.9%	33.5%	19.1%	0.0%	4.8%
State	43.1%	31.9%	22.3%	6.9%	0.1%	41.7%	39.1%	18.4%	4.8%	0.2%
<b>Non-English Learners</b>										
<b>District</b>	13.7%	18.3%	22.9%	45.8%	2.8%	9.2%	18.3%	31.1%	36.6%	5.5%
State	18.4%	20.7%	29.0%	32.9%	3.1%	21.4%	26.4%	27.4%	24.6%	4.2%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 5 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	23.9%	28.7%	33.5%	16.8%	0.0%	38.3%	28.7%	26.3%	9.6%	0.0%
State	33.9%	28.1%	25.7%	15.6%	0.8%	38.4%	34.6%	21.1%	9.1%	0.6%
<b>Non Low Income</b>										
<b>District</b>	13.6%	15.9%	19.2%	52.1%	3.4%	4.5%	17.0%	30.6%	40.8%	7.9%
State	11.4%	17.1%	30.0%	41.2%	4.4%	11.6%	22.6%	30.5%	33.1%	6.3%
<b>Homeless</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	45.6%	28.7%	18.4%	8.7%	0.4%	52.3%	32.4%	13.0%	3.8%	0.2%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	38.5%	32.6%	19.5%	10.5%	0.5%	43.1%	35.8%	16.3%	4.9%	0.3%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	18.7%	20.5%	28.9%	33.1%	3.0%	20.5%	26.7%	29.9%	24.7%	2.2%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	6.3%	16.4%	31.3%	39.1%	7.0%	5.4%	16.3%	34.1%	38.0%	6.2%
State	17.9%	23.8%	29.9%	25.5%	2.9%	23.2%	29.6%	26.8%	17.9%	2.5%
<b>White</b>										
<b>District</b>	2.8%	13.9%	33.3%	38.9%	11.1%	0.0%	12.3%	30.1%	50.7%	6.8%
State	10.6%	19.4%	32.8%	33.4%	3.9%	12.6%	25.8%	33.1%	25.5%	3.0%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.5%	31.7%	24.3%	11.0%	0.6%	46.2%	34.7%	14.8%	4.1%	0.2%
<b>Hispanic</b>										
<b>District</b>	10.9%	19.6%	30.4%	37.0%	2.2%	13.0%	21.7%	37.0%	21.7%	6.5%
State	24.0%	29.1%	29.3%	16.5%	1.1%	30.6%	36.4%	23.4%	8.9%	0.6%
<b>Asian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	5.9%	11.9%	26.4%	46.4%	9.4%	6.7%	13.9%	26.1%	39.2%	14.1%
<b>Male</b>										
<b>District</b>	4.1%	18.9%	37.8%	33.8%	5.4%	2.7%	14.9%	28.4%	45.9%	8.1%
State	21.6%	25.8%	29.5%	21.4%	1.7%	23.9%	28.6%	25.9%	18.9%	2.8%
<b>Female</b>										
<b>District</b>	9.3%	13.0%	22.2%	46.3%	9.3%	9.1%	18.2%	41.8%	27.3%	3.6%
State	14.0%	21.6%	30.4%	29.9%	4.1%	22.5%	30.7%	27.6%	16.9%	2.2%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	0.0%	14.3%	42.9%	42.9%	0.0%	21.4%	21.4%	42.9%	14.3%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	17.9%	20.5%	28.2%	31.6%	1.7%	22.2%	20.5%	31.6%	23.9%	1.7%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	23.6%	24.7%	30.2%	20.0%	1.5%	25.4%	39.3%	22.1%	10.7%	2.6%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	16.3%	22.0%	29.2%	28.7%	3.7%	21.9%	28.2%	26.8%	19.8%	3.4%
<b>Students with Disabilities</b>										
<b>District</b>	28.6%	25.0%	21.4%	21.4%	3.6%	17.9%	25.0%	35.7%	10.7%	10.7%
State	44.0%	27.4%	18.5%	9.5%	0.6%	46.5%	30.4%	15.0%	7.4%	0.7%
<b>Students with IEPs</b>										
<b>District</b>	38.1%	23.8%	19.0%	19.0%	0.0%	23.8%	33.3%	23.8%	9.5%	9.5%
State	53.7%	28.0%	13.5%	4.5%	0.2%	55.6%	30.2%	10.3%	3.6%	0.3%
<b>Non-IEP</b>										
<b>District</b>	0.0%	15.0%	33.6%	43.0%	8.4%	1.9%	13.0%	36.1%	43.5%	5.6%
State	12.0%	23.1%	32.6%	29.0%	3.3%	17.9%	29.5%	29.5%	20.3%	2.8%
<b>English Learners</b>										
<b>District</b>	30.0%	40.0%	30.0%	0.0%	0.0%	40.0%	30.0%	30.0%	0.0%	0.0%
State	41.0%	36.6%	18.9%	3.4%	0.0%	46.9%	39.1%	12.3%	1.7%	0.0%
<b>Non-English Learners</b>										
<b>District</b>	4.2%	14.4%	31.4%	42.4%	7.6%	2.5%	15.1%	34.5%	41.2%	6.7%
State	14.4%	21.8%	31.6%	28.9%	3.3%	19.6%	28.2%	28.9%	20.4%	2.9%

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# Academic Progress

## IAR (cont)

### Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	13.6%	27.3%	20.5%	34.1%	4.5%	15.9%	31.8%	25.0%	22.7%	4.5%
State	27.2%	30.3%	27.7%	14.0%	0.9%	35.6%	35.8%	20.8%	7.3%	0.5%
<b>Non Low Income</b>										
<b>District</b>	2.4%	10.7%	36.9%	41.7%	8.3%	0.0%	8.2%	38.8%	45.9%	7.1%
State	9.0%	17.6%	32.0%	36.5%	4.8%	11.4%	23.7%	32.4%	28.1%	4.4%
<b>Homeless</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.7%	30.8%	21.2%	8.9%	0.4%	48.4%	34.2%	13.8%	3.4%	0.2%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.2%	28.8%	23.1%	9.3%	0.7%	46.1%	34.2%	15.6%	4.0%	0.0%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	17.5%	25.1%	28.6%	26.9%	1.9%	21.0%	30.1%	28.9%	18.2%	1.8%

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# Academic Progress

## IAR (cont)

### Grade 6 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	6.4%	16.8%	31.9%	39.9%	7.2%	5.6%	16.8%	35.1%	39.1%	6.4%
State	18.6%	24.7%	31.0%	26.5%	3.0%	24.0%	30.7%	27.7%	18.5%	2.6%
<b>White</b>										
<b>District</b>	2.8%	13.9%	33.2%	38.8%	11.1%	0.0%	12.5%	30.5%	51.3%	6.9%
State	11.0%	20.2%	34.1%	34.7%	4.0%	13.1%	26.8%	34.3%	26.5%	3.1%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	33.5%	32.6%	25.0%	11.3%	0.6%	47.3%	35.5%	15.1%	4.2%	0.2%
<b>Hispanic</b>										
<b>District</b>	11.4%	20.6%	32.0%	38.9%	2.3%	13.7%	22.9%	38.9%	22.9%	6.9%
State	24.9%	30.1%	30.4%	17.2%	1.2%	31.7%	37.7%	24.3%	9.3%	0.6%
<b>Asian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	6.2%	12.4%	27.6%	48.5%	9.8%	7.0%	14.5%	27.3%	40.9%	14.8%
<b>Male</b>										
<b>District</b>	4.2%	19.7%	39.3%	35.1%	5.6%	2.8%	15.4%	29.5%	47.7%	8.4%
State	22.3%	26.8%	30.5%	22.2%	1.8%	24.7%	29.6%	26.8%	19.5%	2.9%
<b>Female</b>										
<b>District</b>	9.2%	12.9%	22.2%	46.2%	9.2%	9.2%	18.5%	42.5%	27.7%	3.7%
State	14.5%	22.5%	31.5%	31.0%	4.2%	23.3%	31.8%	28.6%	17.5%	2.3%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	0.0%	14.0%	42.1%	42.1%	0.0%	21.1%	21.1%	42.1%	14.0%	0.0%

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# Academic Progress

## IAR (cont)

### Grade 6 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	18.6%	21.2%	29.2%	32.7%	1.8%	23.0%	21.2%	32.7%	24.8%	1.8%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	24.4%	25.5%	31.1%	20.6%	1.5%	25.9%	40.1%	22.5%	10.9%	2.6%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	16.7%	22.6%	29.9%	29.4%	3.8%	22.4%	28.8%	27.3%	20.2%	3.5%
<b>Students with Disabilities</b>										
<b>District</b>	29.0%	25.4%	21.8%	21.8%	3.6%	18.2%	25.4%	36.3%	10.9%	10.9%
State	44.9%	28.0%	18.9%	9.7%	0.7%	47.3%	30.9%	15.3%	7.5%	0.8%
<b>Students with IEPs</b>										
<b>District</b>	38.3%	23.9%	19.1%	19.1%	0.0%	23.9%	33.5%	23.9%	9.6%	9.6%
State	54.7%	28.6%	13.8%	4.6%	0.2%	56.3%	30.6%	10.5%	3.7%	0.3%
<b>Non-IEP</b>										
<b>District</b>	0.0%	15.3%	34.5%	44.0%	8.6%	1.9%	13.4%	37.3%	45.0%	5.7%
State	12.5%	24.0%	33.9%	30.2%	3.4%	18.5%	30.7%	30.6%	21.1%	3.0%
<b>English Learners</b>										
<b>District</b>	31.6%	42.1%	31.6%	0.0%	0.0%	42.1%	31.6%	31.6%	0.0%	0.0%
State	42.5%	38.0%	19.7%	3.5%	0.0%	48.6%	40.5%	12.7%	1.8%	0.0%
<b>Non-English Learners</b>										
<b>District</b>	4.3%	14.7%	31.9%	43.1%	7.8%	2.6%	15.5%	35.4%	42.3%	6.9%
State	14.9%	22.6%	32.7%	29.9%	3.4%	20.3%	29.2%	29.9%	21.1%	3.0%

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# Academic Progress

## IAR (cont)

### Grade 6 - Accountability

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	14.4%	28.7%	21.5%	35.9%	4.8%	16.8%	33.5%	26.3%	23.9%	4.8%
State	28.2%	31.3%	28.7%	14.5%	0.9%	36.8%	37.0%	21.5%	7.5%	0.5%
<b>Non Low Income</b>										
<b>District</b>	2.4%	10.8%	37.1%	41.9%	8.4%	0.0%	8.4%	39.5%	46.7%	7.2%
State	9.4%	18.3%	33.2%	37.9%	5.0%	11.8%	24.6%	33.6%	29.1%	4.6%
<b>Homeless</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.1%	31.1%	21.4%	9.0%	0.4%	48.5%	34.3%	13.9%	3.4%	0.2%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	37.9%	28.6%	23.0%	9.2%	0.7%	45.6%	33.9%	15.5%	4.0%	0.0%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	18.3%	26.1%	29.8%	28.0%	1.9%	21.7%	31.2%	29.9%	18.9%	1.8%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	18.4%	16.3%	26.2%	32.6%	6.4%	9.9%	17.7%	31.9%	34.8%	5.7%
State	21.4%	20.9%	25.7%	24.6%	7.4%	14.1%	28.5%	31.7%	22.3%	3.5%
<b>White</b>										
<b>District</b>	12.1%	7.6%	27.3%	42.4%	10.6%	1.5%	12.1%	30.3%	50.0%	6.1%
State	12.4%	17.7%	28.1%	31.7%	10.0%	7.6%	21.9%	35.4%	30.8%	4.3%
<b>Black</b>										
<b>District</b>	†	†	†	†	†	†	†	†	†	†
State	37.8%	27.0%	21.3%	12.0%	1.9%	28.4%	41.0%	23.6%	6.6%	0.4%
<b>Hispanic</b>										
<b>District</b>	28.8%	25.4%	22.0%	23.7%	0.0%	18.6%	22.0%	35.6%	20.3%	3.4%
State	29.2%	24.9%	25.5%	17.4%	3.1%	18.3%	35.4%	31.9%	13.5%	1.0%
<b>Asian</b>										
<b>District</b>	†	†	†	†	†	†	†	†	†	†
State	6.8%	9.5%	20.3%	40.1%	23.3%	3.1%	10.3%	24.8%	43.6%	18.2%
<b>Male</b>										
<b>District</b>	26.3%	22.4%	25.0%	23.7%	2.6%	10.5%	19.7%	34.2%	28.9%	6.6%
State	26.0%	22.8%	24.8%	21.3%	5.1%	15.0%	27.2%	30.4%	23.3%	4.2%
<b>Female</b>										
<b>District</b>	9.2%	9.2%	27.7%	43.1%	10.8%	9.2%	15.4%	29.2%	41.5%	4.6%
State	16.5%	18.9%	26.6%	28.2%	9.8%	13.1%	29.9%	33.0%	21.3%	2.7%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	5.6%	5.6%	38.9%	38.9%	11.1%	5.6%	11.1%	38.9%	44.4%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	12.7%	20.7%	26.0%	33.3%	7.3%	9.5%	21.6%	37.8%	26.4%	4.7%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	21.5%	19.6%	28.8%	21.8%	8.3%	13.9%	29.4%	33.9%	20.6%	2.3%
<b>Two or More Races</b>										
<b>District</b>	10.0%	10.0%	40.0%	30.0%	10.0%	10.0%	10.0%	30.0%	30.0%	20.0%
State	21.3%	19.6%	25.1%	25.2%	8.8%	15.1%	28.8%	28.6%	23.0%	4.6%
<b>Students with Disabilities</b>										
<b>District</b>	45.9%	13.5%	27.0%	13.5%	0.0%	27.0%	16.2%	35.1%	21.6%	0.0%
State	48.2%	22.9%	16.5%	10.1%	2.3%	34.2%	35.5%	19.3%	9.6%	1.4%
<b>Students with IEPs</b>										
<b>District</b>	60.7%	10.7%	17.9%	10.7%	0.0%	35.7%	21.4%	25.0%	17.9%	0.0%
State	59.4%	23.0%	12.1%	4.7%	0.8%	42.9%	38.3%	13.9%	4.5%	0.5%
<b>Non-IEP</b>										
<b>District</b>	8.0%	17.7%	28.3%	38.1%	8.0%	3.5%	16.8%	33.6%	38.9%	7.1%
State	15.3%	20.5%	27.9%	27.8%	8.5%	9.5%	26.9%	34.5%	25.2%	3.9%
<b>English Learners</b>										
<b>District</b>	60.0%	33.3%	6.7%	0.0%	0.0%	40.0%	46.7%	13.3%	0.0%	0.0%
State	52.3%	29.4%	15.0%	3.2%	0.2%	31.4%	45.3%	20.4%	2.8%	0.1%
<b>Non-English Learners</b>										
<b>District</b>	13.5%	14.3%	28.6%	36.5%	7.1%	6.3%	14.3%	34.1%	38.9%	6.3%
State	17.1%	19.7%	27.2%	27.6%	8.4%	11.7%	26.2%	33.2%	25.0%	3.9%

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# Academic Progress

## IAR (cont)

### Grade 7

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	<b>34.8%</b>	<b>23.9%</b>	<b>21.7%</b>	<b>17.4%</b>	<b>2.2%</b>	<b>26.1%</b>	<b>26.1%</b>	<b>28.3%</b>	<b>17.4%</b>	<b>2.2%</b>
State	31.8%	25.8%	24.3%	15.4%	2.7%	21.6%	37.4%	29.0%	11.2%	0.8%
<b>Non Low Income</b>										
<b>District</b>	<b>10.5%</b>	<b>12.6%</b>	<b>28.4%</b>	<b>40.0%</b>	<b>8.4%</b>	<b>2.1%</b>	<b>13.7%</b>	<b>33.7%</b>	<b>43.2%</b>	<b>7.4%</b>
State	11.5%	16.2%	27.0%	33.4%	11.8%	6.9%	20.0%	34.2%	32.9%	6.0%
<b>Homeless</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	44.5%	25.6%	18.7%	9.7%	1.5%	32.9%	39.9%	21.6%	5.5%	0.1%
<b>Migrant</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	39.4%	26.7%	20.1%	12.8%	0.9%	32.1%	39.4%	21.6%	6.3%	0.6%
<b>Military</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	21.3%	21.1%	26.0%	23.9%	7.8%	15.5%	29.3%	32.5%	20.6%	2.1%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 7 – Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	19.1%	16.9%	27.2%	33.9%	6.6%	10.3%	18.4%	33.1%	36.1%	5.9%
State	22.0%	21.6%	26.5%	25.4%	7.6%	14.5%	29.3%	32.6%	23.0%	3.6%
<b>White</b>										
<b>District</b>	12.4%	7.7%	27.9%	43.3%	10.8%	1.6%	12.4%	31.0%	51.1%	6.2%
State	12.9%	18.3%	29.1%	32.8%	10.4%	7.8%	22.7%	36.6%	31.8%	4.4%
<b>Black</b>										
<b>District</b>	†	†	†	†	†	†	†	†	†	†
State	38.7%	27.6%	21.7%	12.3%	1.9%	28.9%	41.7%	24.0%	6.7%	0.4%
<b>Hispanic</b>										
<b>District</b>	30.3%	26.8%	23.2%	25.0%	0.0%	19.6%	23.2%	37.5%	21.4%	3.6%
State	30.2%	25.8%	26.4%	18.0%	3.3%	18.8%	36.6%	32.9%	14.0%	1.0%
<b>Asian</b>										
<b>District</b>	†	†	†	†	†	†	†	†	†	†
State	7.1%	9.9%	21.1%	41.7%	24.2%	3.2%	10.7%	25.8%	45.3%	18.9%
<b>Male</b>										
<b>District</b>	27.7%	23.6%	26.3%	24.9%	2.8%	11.1%	20.8%	36.0%	30.5%	6.9%
State	26.8%	23.6%	25.6%	21.9%	5.3%	15.5%	28.0%	31.3%	23.9%	4.3%
<b>Female</b>										
<b>District</b>	9.4%	9.4%	28.3%	44.0%	11.0%	9.4%	15.7%	29.9%	42.4%	4.7%
State	17.1%	19.5%	27.5%	29.1%	10.1%	13.4%	30.8%	34.0%	22.0%	2.8%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	5.9%	5.9%	40.9%	40.9%	11.7%	5.5%	11.1%	38.8%	44.3%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 7 – Accountability

ELA					Mathematics					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	13.2%	21.5%	27.0%	34.6%	7.6%	9.7%	22.2%	38.8%	27.0%	4.9%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	21.8%	19.9%	29.3%	22.2%	8.5%	14.0%	29.7%	34.2%	20.9%	2.3%
<b>Two or More Races</b>										
<b>District</b>	10.5%	10.5%	42.1%	31.6%	10.5%	10.5%	10.5%	31.6%	31.6%	21.1%
State	21.6%	19.9%	25.4%	25.5%	9.0%	15.3%	29.0%	28.8%	23.2%	4.6%
<b>Students with Disabilities</b>										
<b>District</b>	45.9%	13.5%	27.0%	13.5%	0.0%	27.0%	16.2%	35.1%	21.6%	0.0%
State	49.0%	23.2%	16.8%	10.3%	2.3%	34.6%	35.9%	19.5%	9.7%	1.4%
<b>Students with IEPs</b>										
<b>District</b>	63.9%	11.3%	18.8%	11.3%	0.0%	37.6%	22.6%	26.3%	18.8%	0.0%
State	60.2%	23.4%	12.3%	4.7%	0.8%	43.2%	38.6%	14.0%	4.5%	0.5%
<b>Non-IEP</b>										
<b>District</b>	8.2%	18.3%	29.3%	39.4%	8.2%	3.7%	17.4%	34.8%	40.3%	7.3%
State	15.8%	21.3%	28.9%	28.8%	8.8%	9.8%	27.8%	35.6%	26.0%	4.1%
<b>English Learners</b>										
<b>District</b>	63.2%	35.1%	7.0%	0.0%	0.0%	42.1%	49.1%	14.0%	0.0%	0.0%
State	54.1%	30.4%	15.5%	3.3%	0.2%	32.4%	46.8%	21.0%	2.8%	0.1%
<b>Non-English Learners</b>										
<b>District</b>	14.0%	14.8%	29.6%	37.8%	7.4%	6.6%	14.8%	35.4%	40.3%	6.6%
State	17.6%	20.4%	28.1%	28.5%	8.7%	12.0%	27.0%	34.2%	25.8%	4.0%

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# Academic Progress

## IAR (cont)

### Grade 7 - Accountability

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	<b>36.6%</b>	<b>25.2%</b>	<b>22.9%</b>	<b>18.3%</b>	<b>2.3%</b>	<b>27.5%</b>	<b>27.5%</b>	<b>29.8%</b>	<b>18.3%</b>	<b>2.3%</b>
State	32.8%	26.6%	25.0%	15.8%	2.8%	22.2%	38.4%	29.7%	11.5%	0.8%
<b>Non Low Income</b>										
<b>District</b>	<b>10.9%</b>	<b>13.0%</b>	<b>29.3%</b>	<b>41.2%</b>	<b>8.7%</b>	<b>2.2%</b>	<b>14.1%</b>	<b>34.7%</b>	<b>44.5%</b>	<b>7.6%</b>
State	11.9%	16.8%	28.0%	34.6%	12.2%	7.1%	20.7%	35.3%	34.0%	6.2%
<b>Homeless</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	44.7%	25.7%	18.8%	9.8%	1.5%	32.8%	39.7%	21.6%	5.5%	0.1%
<b>Migrant</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	37.6%	25.5%	19.2%	12.3%	0.9%	30.6%	37.6%	20.7%	6.0%	0.6%
<b>Military</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	21.9%	21.7%	26.7%	24.5%	8.0%	16.0%	30.2%	33.5%	21.3%	2.2%

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# Academic Progress

## IAR (cont)

### Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	19.9%	18.5%	23.8%	33.1%	4.6%	27.2%	19.9%	11.9%	34.4%	6.6%
State	24.0%	20.6%	25.1%	25.9%	4.4%	29.2%	28.6%	19.1%	19.2%	3.9%
<b>White</b>										
<b>District</b>	12.2%	17.6%	17.6%	44.6%	8.1%	16.4%	12.3%	8.2%	49.3%	13.7%
State	15.8%	18.3%	27.4%	32.7%	5.9%	19.1%	26.0%	23.4%	26.8%	4.8%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.7%	25.9%	20.8%	12.6%	1.1%	51.5%	31.9%	10.8%	5.5%	0.4%
<b>Hispanic</b>										
<b>District</b>	24.2%	22.7%	31.8%	19.7%	1.5%	34.8%	30.3%	16.7%	18.2%	0.0%
State	31.0%	23.4%	25.0%	18.7%	1.8%	36.3%	33.7%	17.5%	11.4%	1.1%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	8.0%	9.5%	19.9%	46.7%	15.9%	8.7%	15.1%	17.3%	38.0%	20.8%
<b>Male</b>										
<b>District</b>	31.6%	25.0%	14.5%	26.3%	2.6%	31.6%	21.1%	13.2%	26.3%	7.9%
State	29.5%	22.7%	23.9%	21.2%	2.7%	30.3%	27.3%	18.7%	19.4%	4.3%
<b>Female</b>										
<b>District</b>	8.0%	12.0%	33.3%	40.0%	6.7%	22.7%	18.7%	10.7%	42.7%	5.3%
State	18.2%	18.5%	26.3%	30.7%	6.3%	28.1%	30.0%	19.5%	18.9%	3.4%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	19.2%	3.8%	19.2%	50.0%	7.7%	36.0%	8.0%	12.0%	36.0%	8.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	20.0%	16.4%	27.1%	30.7%	5.7%	24.3%	27.9%	17.9%	25.7%	4.3%
<b>American Indian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.0%	22.2%	24.9%	21.0%	1.0%	35.2%	32.0%	20.3%	10.8%	1.7%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	22.9%	20.0%	24.1%	27.7%	5.3%	29.6%	26.7%	18.5%	19.9%	5.3%
<b>Students with Disabilities</b>										
<b>District</b>	51.0%	17.6%	9.8%	17.6%	3.9%	50.0%	17.3%	7.7%	21.2%	3.8%
State	49.6%	22.6%	15.7%	10.7%	1.4%	52.0%	27.7%	10.6%	8.3%	1.5%
<b>Students with IEPs</b>										
<b>District</b>	59.5%	21.6%	5.4%	8.1%	5.4%	57.9%	18.4%	5.3%	18.4%	0.0%
State	61.3%	22.7%	11.2%	4.4%	0.4%	62.7%	27.3%	6.3%	3.2%	0.5%
<b>Non-IEP</b>										
<b>District</b>	7.0%	17.5%	29.8%	41.2%	4.4%	16.8%	20.4%	14.2%	39.8%	8.8%
State	18.3%	20.3%	27.2%	29.1%	5.0%	24.2%	28.8%	21.0%	21.6%	4.4%
<b>English Learners</b>										
<b>District</b>	38.9%	44.4%	11.1%	5.6%	0.0%	61.1%	38.9%	0.0%	0.0%	0.0%
State	53.5%	27.2%	15.3%	3.9%	0.1%	54.3%	34.9%	8.6%	2.1%	0.1%
<b>Non-English Learners</b>										
<b>District</b>	17.3%	15.0%	25.6%	36.8%	5.3%	22.6%	17.3%	13.5%	39.1%	7.5%
State	20.0%	19.8%	26.4%	28.8%	5.0%	25.9%	27.8%	20.5%	21.5%	4.4%

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# Academic Progress

## IAR (cont)

### Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	<b>31.7%</b>	<b>17.5%</b>	<b>31.7%</b>	<b>19.0%</b>	<b>0.0%</b>	<b>41.9%</b>	<b>24.2%</b>	<b>16.1%</b>	<b>16.1%</b>	<b>1.6%</b>
State	34.2%	24.5%	23.4%	16.3%	1.7%	41.5%	32.8%	15.2%	9.6%	1.0%
<b>Non Low Income</b>										
<b>District</b>	<b>11.4%</b>	<b>19.3%</b>	<b>18.2%</b>	<b>43.2%</b>	<b>8.0%</b>	<b>16.9%</b>	<b>16.9%</b>	<b>9.0%</b>	<b>47.2%</b>	<b>10.1%</b>
State	14.3%	17.0%	26.7%	34.9%	7.0%	17.7%	24.7%	22.8%	28.2%	6.6%
<b>Homeless</b>										
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	43.9%	25.3%	19.7%	10.2%	0.9%	52.4%	31.3%	10.8%	5.1%	0.5%
<b>Migrant</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	46.5%	24.2%	17.8%	10.4%	1.0%	56.8%	30.2%	8.4%	4.3%	0.3%
<b>Military</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	25.4%	22.4%	22.0%	27.3%	2.9%	27.9%	29.6%	22.9%	18.3%	1.3%

Asterisks(\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 8 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	20.8%	19.4%	24.9%	34.6%	4.9%	28.4%	20.8%	12.5%	36.0%	6.9%
State	24.6%	21.2%	25.8%	26.6%	4.6%	29.9%	29.3%	19.6%	19.6%	4.0%
<b>White</b>										
<b>District</b>	12.8%	18.5%	18.5%	46.9%	8.5%	17.3%	13.0%	8.7%	51.9%	14.4%
State	16.2%	18.8%	28.1%	33.5%	6.0%	19.6%	26.6%	24.0%	27.4%	4.9%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	40.5%	26.5%	21.3%	12.9%	1.1%	52.3%	32.4%	10.9%	5.6%	0.4%
<b>Hispanic</b>										
<b>District</b>	25.1%	23.6%	33.0%	20.4%	1.6%	36.1%	31.4%	17.3%	18.9%	0.0%
State	32.0%	24.2%	25.9%	19.3%	1.9%	37.4%	34.7%	18.0%	11.7%	1.2%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	8.3%	9.9%	20.6%	48.5%	16.5%	9.0%	15.7%	17.9%	39.4%	21.5%
<b>Male</b>										
<b>District</b>	32.8%	26.0%	15.0%	27.3%	2.7%	32.8%	21.9%	13.7%	27.3%	8.2%
State	30.3%	23.3%	24.6%	21.8%	2.7%	31.0%	27.9%	19.1%	19.9%	4.4%
<b>Female</b>										
<b>District</b>	8.4%	12.6%	35.1%	42.1%	7.0%	23.9%	19.7%	11.2%	44.9%	5.6%
State	18.7%	19.0%	27.1%	31.6%	6.4%	28.8%	30.7%	20.0%	19.4%	3.5%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	19.5%	3.9%	19.5%	50.7%	7.8%	36.4%	8.1%	12.2%	36.4%	8.1%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 8 - Accountability

ELA					Mathematics					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	20.3%	16.7%	27.6%	31.2%	5.8%	24.7%	28.3%	18.2%	26.1%	4.4%
<b>American Indian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.9%	22.9%	25.6%	21.6%	1.0%	36.2%	32.9%	20.9%	11.1%	1.8%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	23.1%	20.1%	24.3%	27.9%	5.3%	29.6%	26.8%	18.5%	20.0%	5.3%
<b>Students with Disabilities</b>										
<b>District</b>	52.6%	18.2%	10.1%	18.2%	4.1%	51.6%	17.9%	7.9%	21.9%	4.0%
State	50.0%	22.8%	15.8%	10.8%	1.4%	52.1%	27.8%	10.6%	8.3%	1.5%
<b>Students with IEPs</b>										
<b>District</b>	60.9%	22.2%	5.5%	8.3%	5.5%	59.4%	18.9%	5.4%	18.9%	0.0%
State	61.7%	22.8%	11.3%	4.4%	0.4%	62.7%	27.3%	6.3%	3.2%	0.5%
<b>Non-IEP</b>										
<b>District</b>	7.4%	18.5%	31.4%	43.4%	4.6%	17.7%	21.4%	14.9%	41.9%	9.3%
State	18.9%	20.9%	28.0%	30.0%	5.2%	24.9%	29.6%	21.6%	22.2%	4.5%
<b>English Learners</b>										
<b>District</b>	38.8%	44.3%	11.1%	5.5%	0.0%	60.9%	38.8%	0.0%	0.0%	0.0%
State	55.1%	28.0%	15.8%	4.1%	0.1%	55.8%	35.9%	8.8%	2.2%	0.1%
<b>Non-English Learners</b>										
<b>District</b>	18.2%	15.8%	26.9%	38.8%	5.5%	23.7%	18.2%	14.3%	41.2%	7.9%
State	20.6%	20.3%	27.1%	29.6%	5.1%	26.5%	28.4%	21.0%	22.0%	4.5%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 8 - Accountability

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	<b>32.9%</b>	<b>18.1%</b>	<b>32.9%</b>	<b>19.7%</b>	<b>0.0%</b>	<b>43.4%</b>	<b>25.1%</b>	<b>16.7%</b>	<b>16.7%</b>	<b>1.7%</b>
State	35.1%	25.1%	24.0%	16.7%	1.7%	42.4%	33.5%	15.5%	9.8%	1.0%
<b>Non Low Income</b>										
<b>District</b>	<b>12.0%</b>	<b>20.3%</b>	<b>19.1%</b>	<b>45.5%</b>	<b>8.4%</b>	<b>17.7%</b>	<b>17.7%</b>	<b>9.5%</b>	<b>49.7%</b>	<b>10.6%</b>
State	14.7%	17.5%	27.5%	35.9%	7.2%	18.1%	25.3%	23.4%	29.0%	6.8%
<b>Homeless</b>										
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	43.9%	25.3%	19.7%	10.2%	0.9%	51.9%	31.0%	10.7%	5.1%	0.5%
<b>Migrant</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	44.6%	23.2%	17.1%	10.0%	0.9%	54.2%	28.7%	8.0%	4.1%	0.3%
<b>Military</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	26.2%	23.1%	22.6%	28.1%	3.0%	28.6%	30.3%	23.5%	18.8%	1.3%

Asterisks(\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## DLM

### What is it?

This shows the percentage and number of students scoring at each of the performance levels for the Dynamic Learning Maps Alternative Assessment (DLM-AA) for students with cognitive disabilities. DLM-AA results are not based on raw or scale scores; all data is based on diagnostic classification modeling. Standard setting allows us to look at patterns of number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This performance are reported using the four Performance Levels approved by the consortium:

- Level 1 – Entry: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Foundational: The student’s understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
- Level 3 – Satisfactory: The student’s understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Mastery: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## DLM (cont)

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	68.8%	14.3%	16.7%	0.2%	73.5%	10.1%	12.1%	4.3%
<b>White</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	67.3%	13.4%	19.1%	0.2%	71.8%	9.5%	13.2%	5.4%
<b>Black</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	64.8%	17.0%	17.6%	0.6%	72.5%	11.8%	12.6%	3.1%
<b>Hispanic</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	70.0%	14.6%	15.4%	0.0%	72.7%	11.0%	11.5%	4.8%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	85.3%	9.5%	5.3%	0.0%	89.4%	4.3%	4.3%	2.1%
<b>Male</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	69.7%	14.5%	15.6%	0.3%	72.4%	10.0%	12.4%	5.2%
<b>Female</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	66.7%	14.0%	19.3%	0.0%	75.8%	10.4%	11.6%	2.2%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.0%	40.0%	0.0%	0.0%	80.0%	0.0%	20.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	72.2%	9.3%	18.5%	0.0%	74.1%	9.3%	14.8%	1.9%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	68.8%	14.3%	16.7%	0.2%	73.5%	10.1%	12.1%	4.3%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	68.8%	14.3%	16.7%	0.2%	73.5%	10.1%	12.1%	4.3%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	73.0%	13.2%	13.7%	0.0%	75.8%	9.4%	9.1%	5.7%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	67.1%	14.7%	17.9%	0.3%	72.6%	10.4%	13.3%	3.8%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	†	†	†	†	†	†	†	†
State	66.3%	14.4%	19.0%	0.3%	70.4%	11.1%	14.1%	4.4%
<b>Non Low Income</b>								
<b>District</b>	†	†	†	†	†	†	†	†
State	72.6%	14.2%	13.2%	0.0%	78.3%	8.5%	9.1%	4.1%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	84.0%	8.0%	8.0%	0.0%	80.8%	11.5%	3.8%	3.8%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.1%	21.9%	25.0%	0.0%	71.0%	16.1%	9.7%	3.2%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	88.9%	0.0%	11.1%	0.0%	77.8%	11.1%	0.0%	11.1%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 3 - Accountability

ELA					Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	72.3%	15.1%	17.6%	0.2%	77.2%	10.6%	12.7%	4.5%
<b>White</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	70.7%	14.1%	20.1%	0.2%	75.5%	10.0%	13.9%	5.7%
<b>Black</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	68.2%	17.9%	18.5%	0.6%	76.3%	12.4%	13.3%	3.3%
<b>Hispanic</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	73.5%	15.4%	16.2%	0.0%	76.3%	11.6%	12.1%	5.0%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	89.8%	10.0%	5.5%	0.0%	94.1%	4.5%	4.5%	2.2%
<b>Male</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	73.3%	15.2%	16.4%	0.3%	76.2%	10.5%	13.0%	5.5%
<b>Female</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	70.1%	14.7%	20.3%	0.0%	79.6%	11.0%	12.1%	2.3%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 3 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	63.2%	42.1%	0.0%	0.0%	84.2%	0.0%	21.1%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	76.0%	9.8%	19.5%	0.0%	78.0%	9.8%	15.6%	2.0%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	72.3%	15.1%	17.6%	0.2%	77.2%	10.6%	12.7%	4.5%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	72.3%	15.1%	17.6%	0.2%	77.2%	10.6%	12.7%	4.5%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	76.7%	13.9%	14.4%	0.0%	79.6%	9.9%	9.6%	6.0%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	70.5%	15.5%	18.8%	0.3%	76.3%	10.9%	14.0%	4.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 3 - Accountability

ELA					Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	69.7%	15.1%	19.9%	0.4%	74.0%	11.7%	14.8%	4.6%
<b>Non Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	76.4%	15.0%	13.9%	0.0%	82.4%	9.0%	9.6%	4.3%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	88.4%	8.4%	8.4%	0.0%	85.0%	12.2%	4.1%	4.1%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.9%	23.0%	26.3%	0.0%	74.7%	17.0%	10.2%	3.4%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	93.6%	0.0%	11.7%	0.0%	81.9%	11.7%	0.0%	11.7%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	73.4%	17.4%	8.8%	0.3%	63.1%	12.8%	19.4%	4.6%
<b>White</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	72.4%	18.4%	8.9%	0.3%	62.5%	12.7%	19.7%	5.2%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	70.4%	19.9%	9.4%	0.3%	61.0%	13.5%	20.8%	4.7%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	74.8%	16.6%	8.1%	0.5%	63.9%	14.4%	18.3%	3.4%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	77.6%	14.5%	7.9%	0.0%	61.3%	8.0%	24.0%	6.7%
<b>Male</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	73.3%	17.5%	8.9%	0.3%	63.1%	11.5%	20.3%	5.1%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	73.5%	17.4%	8.7%	0.4%	63.2%	15.6%	17.5%	3.6%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	83.3%	5.0%	11.7%	0.0%	75.0%	8.3%	11.7%	5.0%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	73.4%	17.4%	8.8%	0.3%	63.1%	12.8%	19.4%	4.6%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	73.4%	17.4%	8.8%	0.3%	63.1%	12.8%	19.4%	4.6%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	77.0%	14.8%	7.8%	0.5%	65.9%	11.9%	19.4%	2.8%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	72.0%	18.5%	9.2%	0.3%	62.1%	13.2%	19.4%	5.3%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## DLM (cont)

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	71.3%	19.1%	9.5%	0.2%	60.8%	14.9%	20.4%	3.9%
<b>Non Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	76.6%	15.0%	7.8%	0.5%	66.7%	9.6%	17.9%	5.8%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	72.7%	15.2%	12.1%	0.0%	54.5%	24.2%	21.2%	0.0%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	68.0%	24.0%	8.0%	0.0%	64.0%	8.0%	24.0%	4.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	83.3%	8.3%	8.3%	0.0%	58.3%	8.3%	25.0%	8.3%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 4 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	77.2%	18.3%	9.3%	0.4%	66.4%	13.5%	20.4%	4.9%
<b>White</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	76.2%	19.3%	9.4%	0.4%	65.8%	13.3%	20.7%	5.4%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	74.1%	21.0%	9.9%	0.3%	64.2%	14.2%	21.9%	4.9%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	78.3%	17.4%	8.4%	0.5%	66.9%	15.1%	19.2%	3.6%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	81.7%	15.2%	8.3%	0.0%	64.6%	8.4%	25.3%	7.0%
<b>Male</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	77.1%	18.4%	9.4%	0.3%	66.3%	12.1%	21.3%	5.4%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	77.2%	18.3%	9.1%	0.5%	66.4%	16.4%	18.4%	3.8%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 4 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	105.3%	0.0%	0.0%	0.0%	105.3%	0.0%	0.0%	0.0%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	105.3%	0.0%	0.0%	0.0%	105.3%	0.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	87.7%	5.3%	12.3%	0.0%	79.0%	8.8%	12.3%	5.3%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	77.2%	18.3%	9.3%	0.4%	66.4%	13.5%	20.4%	4.9%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	77.2%	18.3%	9.3%	0.4%	66.4%	13.5%	20.4%	4.9%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	80.9%	15.5%	8.1%	0.5%	69.2%	12.5%	20.4%	2.9%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	75.8%	19.4%	9.7%	0.3%	65.3%	13.9%	20.4%	5.6%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 4 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	74.9%	20.0%	10.0%	0.2%	63.9%	15.7%	21.4%	4.1%
<b>Non Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	80.5%	15.8%	8.3%	0.5%	70.1%	10.1%	18.8%	6.1%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	76.6%	16.0%	12.8%	0.0%	57.4%	25.5%	22.3%	0.0%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	71.6%	25.3%	8.4%	0.0%	67.4%	8.4%	25.3%	4.2%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	87.7%	8.8%	8.8%	0.0%	61.4%	8.8%	26.3%	8.8%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	63.9%	17.6%	16.1%	2.3%	58.7%	23.5%	11.6%	6.1%
<b>White</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	63.3%	15.3%	19.2%	2.3%	58.5%	23.7%	11.2%	6.5%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	59.9%	21.2%	16.9%	2.0%	55.3%	25.0%	13.2%	6.6%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	66.3%	19.5%	11.3%	3.0%	61.8%	21.9%	10.4%	5.9%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	72.0%	13.4%	13.4%	1.2%	61.3%	23.8%	12.5%	2.5%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	62.5%	19.4%	16.0%	2.1%	58.2%	22.9%	11.9%	7.0%
<b>Female</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	67.1%	13.6%	16.3%	2.9%	60.0%	24.8%	10.8%	4.3%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	0.0%	66.7%	33.3%	0.0%	66.7%	33.3%	0.0%	0.0%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	85.7%	0.0%	14.3%	0.0%	57.1%	0.0%	14.3%	28.6%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	64.7%	13.7%	19.6%	2.0%	54.0%	28.0%	14.0%	4.0%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	63.9%	17.6%	16.1%	2.3%	58.7%	23.5%	11.6%	6.1%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	63.9%	17.6%	16.1%	2.3%	58.7%	23.5%	11.6%	6.1%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	66.5%	20.2%	10.6%	2.7%	60.6%	23.6%	10.9%	4.9%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	63.0%	16.7%	18.1%	2.2%	58.1%	23.5%	11.8%	6.6%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	62.3%	18.3%	16.7%	2.7%	58.1%	22.4%	13.1%	6.4%
<b>Non Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	66.6%	16.5%	15.2%	1.7%	59.8%	25.5%	9.1%	5.7%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	51.1%	24.4%	22.2%	2.2%	51.1%	28.9%	8.9%	11.1%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	70.6%	17.6%	11.8%	0.0%	70.6%	17.6%	11.8%	0.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	77.8%	22.2%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 5 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	67.2%	18.5%	17.0%	2.5%	61.8%	24.8%	12.2%	6.4%
<b>White</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	66.5%	16.1%	20.1%	2.4%	61.5%	24.9%	11.8%	6.8%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	63.1%	22.3%	17.8%	2.1%	58.2%	26.3%	13.9%	6.9%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.6%	20.5%	11.8%	3.2%	64.9%	23.0%	11.0%	6.1%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	75.7%	14.1%	14.1%	1.3%	64.5%	25.0%	13.2%	2.6%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	65.7%	20.4%	16.9%	2.2%	61.2%	24.1%	12.6%	7.3%
<b>Female</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	70.5%	14.3%	17.2%	3.1%	63.1%	26.1%	11.4%	4.5%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## DLM (cont)

### Grade 5 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	0.0%	70.2%	35.1%	0.0%	70.2%	35.1%	0.0%	0.0%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	90.2%	0.0%	15.0%	0.0%	60.2%	0.0%	15.0%	30.1%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	68.1%	14.5%	20.6%	2.1%	56.8%	29.5%	14.7%	4.2%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	67.2%	18.5%	17.0%	2.5%	61.8%	24.8%	12.2%	6.4%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	67.2%	18.5%	17.0%	2.5%	61.8%	24.8%	12.2%	6.4%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.8%	21.2%	11.2%	2.8%	63.6%	24.8%	11.4%	5.1%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	66.3%	17.5%	19.1%	2.3%	61.1%	24.7%	12.5%	6.9%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 5 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	65.5%	19.2%	17.5%	2.9%	61.0%	23.5%	13.8%	6.7%
<b>Non Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	70.1%	17.4%	16.0%	1.8%	63.0%	26.8%	9.5%	6.0%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.8%	25.7%	23.4%	2.3%	53.8%	30.4%	9.4%	11.7%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	74.3%	18.6%	12.4%	0.0%	74.3%	18.6%	12.4%	0.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	81.9%	23.4%	0.0%	0.0%	70.2%	35.1%	0.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	60.8%	25.1%	12.2%	1.9%	71.0%	18.7%	6.3%	4.1%
<b>White</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	60.7%	23.9%	12.6%	2.8%	71.8%	17.1%	6.7%	4.4%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.6%	32.4%	13.1%	1.0%	70.7%	18.0%	7.3%	4.0%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	65.4%	21.7%	11.3%	1.6%	69.7%	21.4%	4.9%	4.1%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	70.3%	20.3%	9.4%	0.0%	75.0%	15.6%	4.7%	4.7%
<b>Male</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	59.8%	25.6%	13.0%	1.6%	68.0%	19.5%	8.0%	4.5%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	62.6%	24.1%	10.8%	2.5%	76.7%	17.1%	3.0%	3.2%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.0%	0.0%	40.0%	0.0%	80.0%	20.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	58.3%	29.2%	10.4%	2.1%	66.0%	25.5%	8.5%	0.0%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	60.8%	25.1%	12.2%	1.9%	71.0%	18.7%	6.3%	4.1%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	60.8%	25.1%	12.2%	1.9%	71.0%	18.7%	6.3%	4.1%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	65.8%	21.7%	11.5%	1.1%	70.5%	18.9%	5.9%	4.6%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	58.9%	26.4%	12.5%	2.2%	71.1%	18.6%	6.4%	3.9%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	58.5%	27.3%	12.3%	1.8%	70.1%	18.5%	6.8%	4.6%
<b>Non Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	64.1%	21.8%	12.1%	2.0%	72.3%	18.9%	5.5%	3.3%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	41.4%	37.9%	20.7%	0.0%	51.7%	31.0%	13.8%	3.4%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.6%	31.6%	15.8%	0.0%	68.4%	21.1%	5.3%	5.3%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	50.0%	30.0%	20.0%	0.0%	60.0%	40.0%	0.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 6 - Accountability

ELA					Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	63.9%	26.4%	12.9%	2.0%	74.6%	19.6%	6.6%	4.3%
<b>White</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	63.8%	25.1%	13.3%	3.0%	75.5%	17.9%	7.0%	4.6%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	56.4%	34.1%	13.8%	1.0%	74.4%	19.0%	7.7%	4.2%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	68.7%	22.8%	11.8%	1.7%	73.2%	22.4%	5.1%	4.3%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	74.0%	21.4%	9.9%	0.0%	79.0%	16.5%	4.9%	4.9%
<b>Male</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	62.8%	26.9%	13.6%	1.7%	71.4%	20.5%	8.4%	4.7%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	65.9%	25.4%	11.4%	2.7%	80.7%	18.0%	3.2%	3.4%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 6 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	63.2%	0.0%	42.1%	0.0%	84.2%	21.1%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	61.4%	30.7%	11.0%	2.2%	69.4%	26.9%	9.0%	0.0%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	63.9%	26.4%	12.9%	2.0%	74.6%	19.6%	6.6%	4.3%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	63.9%	26.4%	12.9%	2.0%	74.6%	19.6%	6.6%	4.3%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	68.9%	22.7%	12.0%	1.1%	73.9%	19.8%	6.2%	4.8%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	62.0%	27.8%	13.2%	2.3%	74.9%	19.6%	6.7%	4.1%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 6 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	61.4%	28.7%	12.9%	1.9%	73.6%	19.4%	7.2%	4.8%
<b>Non Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	67.5%	23.0%	12.7%	2.1%	76.1%	19.9%	5.8%	3.5%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	43.6%	39.9%	21.8%	0.0%	54.5%	32.7%	14.5%	3.6%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.4%	33.2%	16.6%	0.0%	72.0%	22.2%	5.5%	5.5%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.6%	31.6%	21.1%	0.0%	63.2%	42.1%	0.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## DLM (cont)

### Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.0%	31.1%	14.2%	1.7%	78.1%	14.2%	5.4%	2.4%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.1%	29.9%	13.2%	1.8%	78.4%	14.3%	5.2%	2.1%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	45.0%	37.2%	15.4%	2.3%	76.5%	12.8%	6.7%	4.0%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.8%	29.6%	14.4%	1.2%	78.2%	15.1%	4.8%	1.9%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.0%	25.3%	12.0%	2.7%	80.0%	13.3%	5.3%	1.3%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.6%	32.3%	13.5%	1.5%	77.1%	14.4%	6.0%	2.6%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.7%	28.6%	15.6%	2.1%	80.3%	13.7%	4.1%	1.9%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.0%	40.0%	0.0%	0.0%	80.0%	20.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	51.1%	26.7%	22.2%	0.0%	81.8%	13.6%	4.5%	0.0%
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.0%	31.1%	14.2%	1.7%	78.1%	14.2%	5.4%	2.4%
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.0%	31.1%	14.2%	1.7%	78.1%	14.2%	5.4%	2.4%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	56.4%	29.4%	12.8%	1.4%	80.7%	13.9%	4.3%	1.1%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	51.8%	31.7%	14.7%	1.8%	77.2%	14.3%	5.7%	2.8%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	51.4%	31.6%	15.4%	1.6%	77.5%	14.2%	5.3%	3.0%
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.6%	30.3%	12.2%	1.9%	79.2%	14.1%	5.4%	1.3%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	33.3%	45.8%	20.8%	0.0%	62.5%	29.2%	8.3%	0.0%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.0%	35.0%	5.0%	0.0%	84.2%	10.5%	5.3%	0.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	62.5%	37.5%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 7 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.7%	32.7%	14.9%	1.8%	82.1%	14.9%	5.6%	2.5%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	57.9%	31.5%	13.9%	1.9%	82.4%	15.0%	5.4%	2.3%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	47.3%	39.2%	16.3%	2.5%	80.5%	13.4%	7.1%	4.2%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	57.6%	31.1%	15.2%	1.3%	82.1%	15.9%	5.0%	2.0%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	63.2%	26.7%	12.6%	2.8%	84.2%	14.0%	5.6%	1.4%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.3%	34.0%	14.2%	1.6%	81.0%	15.1%	6.3%	2.7%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	56.6%	30.1%	16.4%	2.2%	84.5%	14.5%	4.3%	2.0%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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# Academic Progress

## DLM (cont)

### Grade 7 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	63.2%	42.1%	0.0%	0.0%	84.2%	21.1%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.8%	28.1%	23.4%	0.0%	86.1%	14.4%	4.8%	0.0%
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.7%	32.7%	14.9%	1.8%	82.1%	14.9%	5.6%	2.5%
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.7%	32.7%	14.9%	1.8%	82.1%	14.9%	5.6%	2.5%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	59.2%	30.9%	13.4%	1.4%	84.7%	14.6%	4.6%	1.1%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.5%	33.3%	15.5%	1.9%	81.2%	15.0%	6.0%	3.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 7 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.0%	33.2%	16.2%	1.7%	81.5%	14.9%	5.6%	3.2%
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	58.5%	31.8%	12.8%	2.0%	83.2%	14.8%	5.7%	1.4%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	35.1%	48.3%	21.9%	0.0%	65.8%	30.7%	8.8%	0.0%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	63.2%	36.8%	5.3%	0.0%	88.6%	11.1%	5.5%	0.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	65.8%	39.5%	0.0%	0.0%	105.3%	0.0%	0.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	53.7%	30.6%	15.6%	0.1%	69.5%	24.7%	3.9%	1.9%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.2%	31.6%	15.2%	0.0%	70.1%	23.7%	4.1%	2.1%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	50.6%	33.4%	16.0%	0.0%	68.2%	24.6%	5.2%	2.0%
<b>Hispanic</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	56.2%	27.9%	15.7%	0.2%	69.6%	26.6%	2.0%	1.8%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	62.1%	28.8%	9.1%	0.0%	71.6%	20.9%	6.0%	1.5%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.5%	31.3%	15.1%	0.1%	68.3%	25.7%	4.3%	1.7%
<b>Female</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	54.2%	29.2%	16.5%	0.0%	71.7%	22.8%	3.2%	2.2%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	48.7%	23.1%	28.2%	0.0%	66.7%	28.2%	5.1%	0.0%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	53.7%	30.6%	15.6%	0.1%	69.5%	24.7%	3.9%	1.9%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	53.7%	30.6%	15.6%	0.1%	69.5%	24.7%	3.9%	1.9%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	56.5%	28.1%	15.4%	0.0%	68.6%	27.2%	3.2%	1.1%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	52.8%	31.4%	15.7%	0.1%	69.8%	23.9%	4.2%	2.2%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## DLM (cont)

### Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	50.8%	32.0%	17.2%	0.0%	67.1%	26.8%	4.1%	1.9%
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	57.8%	28.6%	13.4%	0.2%	72.6%	21.9%	3.6%	1.9%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	29.4%	47.1%	23.5%	0.0%	55.9%	41.2%	2.9%	0.0%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.4%	23.8%	23.8%	0.0%	80.0%	10.0%	10.0%	0.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	16.7%	66.7%	16.7%	0.0%	33.3%	66.7%	0.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 8 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	56.5%	32.1%	16.4%	0.1%	73.0%	26.0%	4.1%	2.0%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	56.0%	33.3%	16.0%	0.0%	73.8%	24.9%	4.4%	2.2%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.1%	35.1%	16.8%	0.0%	71.6%	25.8%	5.5%	2.1%
<b>Hispanic</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	59.0%	29.3%	16.5%	0.2%	73.1%	28.0%	2.1%	1.9%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	64.4%	29.9%	9.4%	0.0%	74.3%	21.7%	6.2%	1.6%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	56.2%	32.8%	15.9%	0.1%	71.7%	27.0%	4.5%	1.8%
<b>Female</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	57.1%	30.8%	17.4%	0.0%	75.5%	24.1%	3.4%	2.3%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 8 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.6%	52.6%	0.0%	0.0%	52.6%	0.0%	52.6%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	51.3%	24.3%	29.7%	0.0%	70.2%	29.7%	5.4%	0.0%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	56.5%	32.1%	16.4%	0.1%	73.0%	26.0%	4.1%	2.0%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	56.5%	32.1%	16.4%	0.1%	73.0%	26.0%	4.1%	2.0%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	59.2%	29.4%	16.1%	0.0%	71.8%	28.5%	3.3%	1.1%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	55.5%	33.1%	16.5%	0.1%	73.4%	25.1%	4.4%	2.3%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 8 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	53.3%	33.6%	18.0%	0.0%	70.4%	28.1%	4.3%	2.0%
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.8%	30.2%	14.2%	0.2%	76.4%	23.1%	3.8%	2.0%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	31.0%	49.5%	24.8%	0.0%	58.8%	43.3%	3.1%	0.0%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.1%	25.1%	25.1%	0.0%	84.2%	10.5%	10.5%	0.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	17.5%	70.2%	17.5%	0.0%	35.1%	70.2%	0.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	‡	‡	‡	‡
State	77.9%	17.5%	4.5%	0.1%
<b>White</b>				
<b>District</b>	‡	‡	‡	‡
State	77.7%	16.6%	5.7%	0.0%
<b>Black</b>				
<b>District</b>	*	*	*	*
State	74.8%	21.0%	4.2%	0.0%
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
State	78.9%	17.9%	3.0%	0.3%
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	86.1%	11.4%	2.5%	0.0%
<b>Male</b>				
<b>District</b>	*	*	*	*
State	77.5%	17.6%	4.9%	0.0%
<b>Female</b>				
<b>District</b>	‡	‡	‡	‡
State	78.7%	17.5%	3.6%	0.2%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	66.7%	33.3%	0.0%	0.0%
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	85.7%	0.0%	14.3%	0.0%
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
State	77.3%	15.9%	6.8%	0.0%
<b>Students with Disabilities</b>				
<b>District</b>	‡	‡	‡	‡
State	77.9%	17.5%	4.5%	0.1%
<b>Students with IEPs</b>				
<b>District</b>	‡	‡	‡	‡
State	77.9%	17.5%	4.5%	0.1%
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	83.5%	14.5%	1.7%	0.3%
<b>Non-English Learners</b>				
<b>District</b>	‡	‡	‡	‡
State	75.9%	18.6%	5.5%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>District</b>	*	*	*	*
State	74.7%	20.3%	5.0%	0.0%
<b>Non Low Income</b>				
<b>District</b>	‡	‡	‡	‡
State	83.2%	12.9%	3.6%	0.2%
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	70.5%	18.2%	11.4%	0.0%
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	81.3%	12.5%	6.3%	0.0%
<b>Military</b>				
<b>District</b>	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 5 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	‡	‡	‡	‡
State	81.9%	18.5%	4.7%	0.1%
<b>White</b>				
<b>District</b>	‡	‡	‡	‡
State	81.8%	17.5%	6.0%	0.0%
<b>Black</b>				
<b>District</b>	*	*	*	*
State	78.8%	22.1%	4.4%	0.0%
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
State	82.8%	18.8%	3.1%	0.3%
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	90.6%	12.0%	2.7%	0.0%
<b>Male</b>				
<b>District</b>	*	*	*	*
State	81.5%	18.5%	5.2%	0.0%
<b>Female</b>				
<b>District</b>	‡	‡	‡	‡
State	82.9%	18.4%	3.8%	0.3%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## DLM (cont)

### Grade 5 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	70.2%	35.1%	0.0%	0.0%
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	90.2%	0.0%	15.0%	0.0%
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
State	81.3%	16.8%	7.2%	0.0%
<b>Students with Disabilities</b>				
<b>District</b>	‡	‡	‡	‡
State	81.9%	18.5%	4.7%	0.1%
<b>Students with IEPs</b>				
<b>District</b>	‡	‡	‡	‡
State	81.9%	18.5%	4.7%	0.1%
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	87.6%	15.3%	1.8%	0.3%
<b>Non-English Learners</b>				
<b>District</b>	‡	‡	‡	‡
State	79.9%	19.6%	5.8%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 5 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>District</b>	*	*	*	*
State	78.5%	21.4%	5.2%	0.0%
<b>Non Low Income</b>				
<b>District</b>	‡	‡	‡	‡
State	87.6%	13.6%	3.8%	0.2%
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	74.2%	19.1%	12.0%	0.0%
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	85.5%	13.2%	6.6%	0.0%
<b>Military</b>				
<b>District</b>	*	*	*	*
State	105.3%	0.0%	0.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	‡	‡	‡	‡
State	69.2%	17.4%	12.5%	0.9%
<b>White</b>				
<b>District</b>	*	*	*	*
State	68.2%	16.2%	14.3%	1.3%
<b>Black</b>				
<b>District</b>	*	*	*	*
State	68.2%	17.3%	13.6%	0.9%
<b>Hispanic</b>				
<b>District</b>	‡	‡	‡	‡
State	71.3%	18.1%	10.1%	0.5%
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	74.6%	17.5%	6.3%	1.6%
<b>Male</b>				
<b>District</b>	*	*	*	*
State	68.8%	17.0%	13.4%	0.9%
<b>Female</b>				
<b>District</b>	‡	‡	‡	‡
State	70.0%	18.1%	10.8%	1.1%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
State	59.5%	24.3%	16.2%	0.0%
<b>Students with Disabilities</b>				
<b>District</b>	‡	‡	‡	‡
State	69.2%	17.4%	12.5%	0.9%
<b>Students with IEPs</b>				
<b>District</b>	‡	‡	‡	‡
State	69.2%	17.4%	12.5%	0.9%
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	71.3%	18.5%	9.6%	0.6%
<b>Non-English Learners</b>				
<b>District</b>	‡	‡	‡	‡
State	68.4%	17.0%	13.5%	1.1%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>District</b>	‡	‡	‡	‡
State	66.5%	18.3%	14.3%	0.9%
<b>Non Low Income</b>				
<b>District</b>	*	*	*	*
State	72.8%	16.0%	10.1%	1.0%
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	50.0%	38.2%	11.8%	0.0%
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	75.0%	12.5%	6.3%	6.3%
<b>Military</b>				
<b>District</b>	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 8 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	‡	‡	‡	‡
State	72.7%	18.2%	13.1%	1.0%
<b>White</b>				
<b>District</b>	*	*	*	*
State	71.8%	17.0%	15.0%	1.4%
<b>Black</b>				
<b>District</b>	*	*	*	*
State	71.6%	18.1%	14.3%	1.0%
<b>Hispanic</b>				
<b>District</b>	‡	‡	‡	‡
State	74.9%	19.0%	10.6%	0.5%
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	77.3%	18.1%	6.6%	1.6%
<b>Male</b>				
<b>District</b>	*	*	*	*
State	72.2%	17.8%	14.0%	0.9%
<b>Female</b>				
<b>District</b>	‡	‡	‡	‡
State	73.7%	19.1%	11.4%	1.1%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 8 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	52.6%	52.6%	0.0%	0.0%
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
State	62.6%	25.6%	17.1%	0.0%
<b>Students with Disabilities</b>				
<b>District</b>	‡	‡	‡	‡
State	72.7%	18.2%	13.1%	1.0%
<b>Students with IEPs</b>				
<b>District</b>	‡	‡	‡	‡
State	72.7%	18.2%	13.1%	1.0%
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	74.7%	19.3%	10.1%	0.6%
<b>Non-English Learners</b>				
<b>District</b>	‡	‡	‡	‡
State	72.0%	17.8%	14.2%	1.1%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 8 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>District</b>	‡	‡	‡	‡
State	69.7%	19.2%	15.0%	0.9%
<b>Non Low Income</b>				
<b>District</b>	*	*	*	*
State	76.6%	16.9%	10.7%	1.1%
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	52.6%	40.3%	12.4%	0.0%
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	79.0%	13.2%	6.6%	6.6%
<b>Military</b>				
<b>District</b>	*	*	*	*
State	105.3%	0.0%	0.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## ISA

### What is it?

This shows the percentage and number of students scoring at each of the Performance Levels for the Illinois Science Assessment (ISA). The ISA performance levels indicate students’ understanding of the Illinois Learning Standards in science for their grade level. There are four Performance Levels for the ISA:

- Level 1 – Emerging: Work at this level shows a partial application of knowledge and skills. It is superficial (lacks depth), fragmented, or incomplete and needs considerable development. Work contains errors or omissions.
- Level 2 – Developing: Work at this level does not meet the standard. It shows basic, but inconsistent, application of knowledge and skills. Minor errors or omissions detract from the overall quality. Work needs further development.
- Level 3 – Proficient: Work at this level meets the standard. It is acceptable work that demonstrates application of essential knowledge and skills. Minor errors or omissions do not detract from the overall quality.
- Level 4 – Exemplary: Work at this level is of exceptional quality. It is both thorough and accurate. It exceeds the standard. It shows a sophisticated application of knowledge and skills.

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## ISA (cont)

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	9.4%	39.9%	34.1%	16.7%
State	15.1%	34.2%	36.6%	14.1%
<b>White</b>				
<b>District</b>	5.9%	29.4%	42.6%	22.1%
State	7.2%	27.8%	44.8%	20.2%
<b>Black</b>				
<b>District</b>	‡	‡	‡	‡
State	32.4%	44.0%	20.7%	2.9%
<b>Hispanic</b>				
<b>District</b>	14.8%	51.9%	25.9%	7.4%
State	20.5%	42.5%	30.8%	6.2%
<b>Asian</b>				
<b>District</b>	‡	‡	‡	‡
State	5.0%	19.2%	43.3%	32.4%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	14.1%	34.1%	37.8%	14.1%
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	20.8%	37.7%	31.3%	10.2%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## ISA (cont)

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Two or More Races</b>				
<b>District</b>	‡	‡	‡	‡
State	12.4%	32.4%	38.3%	16.9%
<b>Students with Disabilities</b>				
<b>District</b>	14.3%	62.9%	17.1%	5.7%
State	33.5%	37.0%	22.4%	7.1%
<b>Students with IEPs</b>				
<b>District</b>	17.2%	62.1%	13.8%	6.9%
State	40.5%	38.1%	17.1%	4.3%
<b>Non-IEP</b>				
<b>District</b>	7.3%	33.9%	39.4%	19.3%
State	11.0%	33.6%	39.8%	15.7%
<b>English Learners</b>				
<b>District</b>	33.3%	48.1%	18.5%	0.0%
State	29.1%	49.6%	20.0%	1.3%
<b>Male</b>				
<b>District</b>	4.5%	40.3%	34.3%	20.9%
State	16.2%	33.0%	36.0%	14.9%
<b>Female</b>				
<b>District</b>	14.1%	39.4%	33.8%	12.7%
State	14.0%	35.5%	37.3%	13.2%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	0.0%	20.0%	80.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## ISA (cont)

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>English Learners</b>				
<b>District</b>	<b>33.3%</b>	<b>48.1%</b>	<b>18.5%</b>	<b>0.0%</b>
State	29.1%	49.6%	20.0%	1.3%
<b>Non-English Learners</b>				
<b>District</b>	<b>3.6%</b>	<b>37.8%</b>	<b>37.8%</b>	<b>20.7%</b>
State	12.3%	31.1%	39.9%	16.6%
<b>Low Income</b>				
<b>District</b>	<b>22.2%</b>	<b>55.6%</b>	<b>22.2%</b>	<b>0.0%</b>
State	23.9%	42.8%	28.1%	5.2%
<b>Non Low Income</b>				
<b>District</b>	<b>3.2%</b>	<b>32.3%</b>	<b>39.8%</b>	<b>24.7%</b>
State	6.9%	26.3%	44.5%	22.3%
<b>Homeless</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	35.9%	42.0%	19.7%	2.5%
<b>Migrant</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	29.6%	41.0%	26.4%	3.0%
<b>Military</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	10.9%	30.8%	40.6%	17.7%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## ISA (cont)

### Grade 5 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	<b>9.8%</b>	<b>41.7%</b>	<b>35.6%</b>	<b>17.4%</b>
State	15.7%	35.6%	38.1%	14.7%
<b>White</b>				
<b>District</b>	<b>6.2%</b>	<b>31.0%</b>	<b>44.9%</b>	<b>23.2%</b>
State	7.5%	29.0%	46.7%	21.1%
<b>Black</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	33.5%	45.5%	21.4%	3.0%
<b>Hispanic</b>				
<b>District</b>	<b>15.3%</b>	<b>53.6%</b>	<b>26.8%</b>	<b>7.7%</b>
State	21.4%	44.3%	32.1%	6.5%
<b>Asian</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	5.3%	20.1%	45.3%	33.9%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	14.7%	35.6%	39.5%	14.7%
<b>American Indian</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	21.3%	38.7%	32.2%	10.5%

Asterisks(\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## ISA (cont)

### Grade 5 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Two or More Races</b>				
<b>District</b>	‡	‡	‡	‡
State	12.9%	33.7%	39.8%	17.5%
<b>Students with Disabilities</b>				
<b>District</b>	14.6%	64.3%	17.5%	5.9%
State	34.6%	38.2%	23.2%	7.3%
<b>Students with IEPs</b>				
<b>District</b>	17.5%	63.2%	14.0%	7.0%
State	41.8%	39.3%	17.7%	4.4%
<b>Non-IEP</b>				
<b>District</b>	7.7%	35.7%	41.5%	20.3%
State	11.4%	35.0%	41.5%	16.3%
<b>English Learners</b>				
<b>District</b>	33.8%	48.9%	18.8%	0.0%
State	30.4%	51.8%	20.9%	1.3%
<b>Male</b>				
<b>District</b>	4.6%	41.8%	35.6%	21.7%
State	16.8%	34.3%	37.4%	15.5%
<b>Female</b>				
<b>District</b>	14.8%	41.5%	35.6%	13.3%
State	14.6%	37.0%	38.8%	13.8%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	0.0%	21.1%	84.2%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## ISA (cont)

### Grade 5 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>English Learners</b>				
<b>District</b>	<b>33.8%</b>	<b>48.9%</b>	<b>18.8%</b>	<b>0.0%</b>
State	30.4%	51.8%	20.9%	1.3%
<b>Non-English Learners</b>				
<b>District</b>	<b>3.8%</b>	<b>39.8%</b>	<b>39.8%</b>	<b>21.8%</b>
State	12.8%	32.4%	41.5%	17.3%
<b>Low Income</b>				
<b>District</b>	<b>22.9%</b>	<b>57.2%</b>	<b>22.9%</b>	<b>0.0%</b>
State	24.8%	44.4%	29.2%	5.4%
<b>Non Low Income</b>				
<b>District</b>	<b>3.4%</b>	<b>34.0%</b>	<b>41.9%</b>	<b>26.0%</b>
State	7.3%	27.4%	46.4%	23.3%
<b>Homeless</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	36.7%	43.0%	20.2%	2.5%
<b>Migrant</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	30.4%	42.0%	27.1%	3.1%
<b>Military</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	11.4%	32.3%	42.5%	18.5%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## ISA (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	<b>14.5%</b>	<b>25.7%</b>	<b>41.4%</b>	<b>18.4%</b>
State	17.3%	31.8%	35.6%	15.3%
<b>White</b>				
<b>District</b>	<b>6.8%</b>	<b>12.3%</b>	<b>50.7%</b>	<b>30.1%</b>
State	9.7%	25.6%	42.9%	21.8%
<b>Black</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	33.3%	41.9%	21.3%	3.6%
<b>Hispanic</b>				
<b>District</b>	<b>22.1%</b>	<b>38.2%</b>	<b>35.3%</b>	<b>4.4%</b>
State	22.6%	39.0%	31.4%	6.9%
<b>Asian</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	5.3%	15.8%	40.2%	38.7%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	13.6%	29.3%	35.7%	21.4%
<b>American Indian</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	22.6%	37.1%	31.1%	9.2%

Asterisks(\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## ISA (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Two or More Races</b>				
<b>District</b>	‡	‡	‡	‡
State	16.0%	30.6%	35.3%	18.2%
<b>Students with Disabilities</b>				
<b>District</b>	32.7%	20.4%	36.7%	10.2%
State	35.5%	35.9%	21.1%	7.5%
<b>Students with IEPs</b>				
<b>District</b>	42.9%	20.0%	31.4%	5.7%
State	44.5%	38.4%	14.1%	3.0%
<b>Non-IEP</b>				
<b>District</b>	6.0%	27.4%	44.4%	22.2%
State	13.3%	30.8%	38.8%	17.1%
<b>English Learners</b>				
<b>District</b>	33.3%	47.6%	19.0%	0.0%
State	39.7%	46.8%	13.1%	0.5%
<b>Male</b>				
<b>District</b>	21.1%	23.7%	38.2%	17.1%
State	18.9%	30.1%	34.7%	16.3%
<b>Female</b>				
<b>District</b>	7.9%	27.6%	44.7%	19.7%
State	15.6%	33.5%	36.6%	14.3%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	11.8%	17.6%	41.2%	29.4%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## ISA (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>English Learners</b>				
<b>District</b>	<b>33.3%</b>	<b>47.6%</b>	<b>19.0%</b>	<b>0.0%</b>
State	39.7%	46.8%	13.1%	0.5%
<b>Non-English Learners</b>				
<b>District</b>	<b>11.5%</b>	<b>22.1%</b>	<b>45.0%</b>	<b>21.4%</b>
State	14.2%	29.7%	38.7%	17.3%
<b>Low Income</b>				
<b>District</b>	<b>25.0%</b>	<b>35.0%</b>	<b>33.3%</b>	<b>6.7%</b>
State	25.9%	39.5%	28.5%	6.1%
<b>Non Low Income</b>				
<b>District</b>	<b>7.6%</b>	<b>19.6%</b>	<b>46.7%</b>	<b>26.1%</b>
State	9.4%	24.8%	42.1%	23.7%
<b>Homeless</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	36.0%	39.8%	20.6%	3.6%
<b>Migrant</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	36.5%	39.9%	20.1%	3.5%
<b>Military</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	16.9%	29.7%	38.6%	14.9%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## ISA (cont)

### Grade 8 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	<b>15.0%</b>	<b>26.7%</b>	<b>43.1%</b>	<b>19.1%</b>
State	17.9%	32.8%	36.8%	15.8%
<b>White</b>				
<b>District</b>	<b>7.2%</b>	<b>13.0%</b>	<b>53.4%</b>	<b>31.7%</b>
State	10.1%	26.5%	44.4%	22.6%
<b>Black</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	34.1%	42.9%	21.8%	3.7%
<b>Hispanic</b>				
<b>District</b>	<b>22.9%</b>	<b>39.7%</b>	<b>36.6%</b>	<b>4.6%</b>
State	23.4%	40.3%	32.4%	7.2%
<b>Asian</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	5.5%	16.5%	41.9%	40.3%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	14.1%	30.4%	37.1%	22.2%
<b>American Indian</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	23.4%	38.5%	32.2%	9.6%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## ISA (cont)

### Grade 8 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Two or More Races</b>				
<b>District</b>	‡	‡	‡	‡
State	16.5%	31.4%	36.2%	18.6%
<b>Students with Disabilities</b>				
<b>District</b>	33.0%	20.6%	37.2%	10.3%
State	36.3%	36.7%	21.6%	7.7%
<b>Students with IEPs</b>				
<b>District</b>	42.7%	19.9%	31.3%	5.7%
State	45.5%	39.3%	14.4%	3.1%
<b>Non-IEP</b>				
<b>District</b>	6.3%	28.8%	46.8%	23.4%
State	13.7%	31.9%	40.2%	17.7%
<b>English Learners</b>				
<b>District</b>	35.1%	50.1%	20.1%	0.0%
State	40.9%	48.2%	13.5%	0.5%
<b>Male</b>				
<b>District</b>	21.9%	24.6%	39.6%	17.8%
State	19.6%	31.2%	35.8%	16.9%
<b>Female</b>				
<b>District</b>	8.2%	28.7%	46.5%	20.5%
State	16.1%	34.6%	37.8%	14.7%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	12.4%	18.6%	43.3%	31.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## ISA (cont)

### Grade 8 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>English Learners</b>				
<b>District</b>	<b>35.1%</b>	<b>50.1%</b>	<b>20.1%</b>	<b>0.0%</b>
State	40.9%	48.2%	13.5%	0.5%
<b>Non-English Learners</b>				
<b>District</b>	<b>11.9%</b>	<b>23.0%</b>	<b>46.7%</b>	<b>22.2%</b>
State	14.7%	30.7%	40.0%	17.9%
<b>Low Income</b>				
<b>District</b>	<b>25.5%</b>	<b>35.7%</b>	<b>34.0%</b>	<b>6.8%</b>
State	26.7%	40.6%	29.4%	6.3%
<b>Non Low Income</b>				
<b>District</b>	<b>8.0%</b>	<b>20.6%</b>	<b>49.2%</b>	<b>27.5%</b>
State	9.7%	25.7%	43.7%	24.6%
<b>Homeless</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	36.5%	40.2%	20.8%	3.6%
<b>Migrant</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	36.8%	40.4%	20.3%	3.5%
<b>Military</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	17.3%	30.5%	39.6%	15.3%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Proficiency

### What is it?

The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for ELA, math, and science. Each state may also have a general assessment for the majority of its students and an alternate assessment for the 1 percent of students with the most significant cognitive disabilities. The All Test Proficiency measure is the proficiency rate for students combining all tests. A rate is calculated for ELA, math, and science.

### ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>40.7%</b> *	<b>33.7%</b> *	<b>48.4%</b> *	<b>*</b> *	<b>51.7%</b> *	<b>23.1%</b> *	<b>25.6%</b> *	<b>73.3%</b> *	<b>*</b> *	<b>‡</b> *	<b>44.7%</b> *	<b>19.4%</b> *
State	<b>29.9%</b> *	<b>25.5%</b> *	<b>34.7%</b> *	<b>50.5%</b> *	<b>39.4%</b> *	<b>12.1%</b> *	<b>18.4%</b> *	<b>58.6%</b> *	<b>38.7%</b> *	<b>23.5%</b> *	<b>33.6%</b> *	<b>12.9%</b> *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>12.5%</b> *	<b>9.4%</b> *	<b>22.3%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>*</b> *
State	<b>7.0%</b> *	<b>6.9%</b> *	<b>15.9%</b> *	<b>9.3%</b> *	<b>10.2%</b> *	<b>11.0%</b> *	<b>31.1%</b> *

### Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>40.2%</b> *	<b>41.7%</b> *	<b>38.5%</b> *	<b>*</b> *	<b>53.9%</b> *	<b>7.7%</b> *	<b>22.9%</b> *	<b>73.3%</b> *	<b>*</b> *	<b>‡</b> *	<b>43.9%</b> *	<b>23.4%</b> *
State	<b>25.8%</b> *	<b>27.3%</b> *	<b>24.3%</b> *	<b>37.2%</b> *	<b>35.6%</b> *	<b>6.8%</b> *	<b>13.5%</b> *	<b>60.2%</b> *	<b>33.4%</b> *	<b>19.1%</b> *	<b>28.5%</b> *	<b>12.2%</b> *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>19.5%</b> *	<b>9.3%</b> *	<b>17.9%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>*</b> *
State	<b>7.2%</b> *	<b>6.8%</b> *	<b>11.4%</b> *	<b>5.6%</b> *	<b>7.3%</b> *	<b>6.7%</b> *	<b>26.1%</b> *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Proficiency (cont)

### Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>55.0%</b> *	<b>55.0%</b> *	<b>55.0%</b> *	<b>*</b> *	<b>72.0%</b> *	<b>‡</b> *	<b>36.0%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>46.0%</b> *	<b>36.0%</b> *
State	<b>50.0%</b> *	<b>50.0%</b> *	<b>50.0%</b> *	<b>75.0%</b> *	<b>63.0%</b> *	<b>23.0%</b> *	<b>37.0%</b> *	<b>76.0%</b> *	<b>56.0%</b> *	<b>41.0%</b> *	<b>54.0%</b> *	<b>28.0%</b> *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>28.0%</b> *	<b>18.0%</b> *	<b>32.0%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>*</b> *
State	<b>17.0%</b> *	<b>16.0%</b> *	<b>33.0%</b> *	<b>22.0%</b> *	<b>19.0%</b> *	<b>24.0%</b> *	<b>54.0%</b> *

### ELA - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>41.8%</b>	<b>34.5%</b>	<b>50.0%</b>	<b>*</b>	<b>53.0%</b>	<b>24.3%</b>	<b>26.4%</b>	<b>77.2%</b>	<b>*</b>	<b>‡</b>	<b>44.7%</b>	<b>19.7%</b>
State	<b>30.9%</b>	<b>26.2%</b>	<b>35.8%</b>	<b>51.6%</b>	<b>40.8%</b>	<b>12.4%</b>	<b>19.0%</b>	<b>61.1%</b>	<b>40.0%</b>	<b>24.0%</b>	<b>34.2%</b>	<b>13.1%</b>

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>12.8%</b>	<b>9.7%</b>	<b>23.1%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>*</b>
State	<b>7.1%</b>	<b>7.1%</b>	<b>16.3%</b>	<b>9.2%</b>	<b>10.5%</b>	<b>10.7%</b>	<b>32.1%</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Proficiency (cont)

### Mathematics - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>41.5%</b>	<b>42.8%</b>	<b>40.1%</b>	<b>*</b>	<b>55.4%</b>	<b>8.1%</b>	<b>23.7%</b>	<b>77.2%</b>	<b>*</b>	<b>‡</b>	<b>46.2%</b>	<b>23.9%</b>
State	26.6%	28.0%	25.0%	37.6%	36.8%	6.9%	13.9%	62.6%	34.4%	19.4%	28.9%	12.3%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>20.0%</b>	<b>9.7%</b>	<b>18.6%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>*</b>
State	7.3%	7.0%	11.6%	5.5%	7.5%	6.4%	26.9%

### Science - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>57.4%</b>	<b>57.4%</b>	<b>57.5%</b>	<b>*</b>	<b>76.4%</b>	<b>‡</b>	<b>37.9%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>48.6%</b>	<b>36.7%</b>
State	51.8%	51.7%	52.0%	74.8%	65.9%	23.4%	38.5%	79.4%	57.4%	41.6%	55.5%	28.9%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>29.0%</b>	<b>19.3%</b>	<b>32.8%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>*</b>
State	18.0%	16.9%	34.1%	22.0%	19.0%	24.2%	56.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## Mean Growth Percentile - IAR

### What is it?

This shows the growth of students relative to other students in the state with a similar scale score in the preceding school year(s). If the data is available, the Student Growth Percentile (SGP) takes up to two prior scores. The school, district, and state measure is the sum of the students' SGP divided by the number of students with an SGP. Illinois uses SGPs to calculate growth. Proficiency shows whether or not students have mastered a common, high standard; whereas, growth recognizes progress toward and beyond the standard, no matter where each student started. Data show that students of all races, income levels, languages, and disability statutes demonstrate growth across the full range. Our rigorous assessments ensure there is more than enough room to measure the growth of even Illinois' highest achievers.

### ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>46.0%</b> <b>22,540</b>	<b>41.7%</b> <b>10,510</b>	<b>50.5%</b> <b>12,030</b>	<b>*</b> <b>*</b>	<b>47.2%</b> <b>13,974</b>	<b>‡</b> <b>‡</b>	<b>42.4%</b> <b>6,483</b>	<b>‡</b> <b>‡</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>45.0%</b> <b>1,080</b>	<b>36.4%</b> <b>4,982</b>
State	50.0% 23,717,338	48.1% 11,693,654	52.0% 12,021,349	57.0% 2,335	51.2% 13,262,181	44.9% 2,826,582	48.0% 5,143,887	58.7% 1,428,782	51.2% 23,226	48.6% 45,870	49.9% 986,810	42.5% 3,707,063

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>32.4%</b> <b>3,276</b>	<b>48.8%</b> <b>2,439</b>	<b>41.7%</b> <b>5,632</b>	<b>‡</b> <b>‡</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>
State	40.2% 2,664,600	45.0% 2,435,298	46.5% 9,507,314	44.3% 347,058	45.1% 4,018	43.1% 117,964	49.2% 175,889

### Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>50.2%</b> <b>23,602</b>	<b>47.7%</b> <b>11,403</b>	<b>52.8%</b> <b>12,199</b>	<b>*</b> <b>*</b>	<b>50.6%</b> <b>14,276</b>	<b>‡</b> <b>‡</b>	<b>49.8%</b> <b>7,415</b>	<b>‡</b> <b>‡</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>53.4%</b> <b>1,282</b>	<b>44.5%</b> <b>5,790</b>
State	49.9% 23,403,002	49.7% 11,949,676	50.1% 11,451,373	50.1% 1,953	50.8% 13,062,419	44.1% 2,704,988	49.2% 5,196,730	58.2% 1,401,896	53.7% 23,742	50.2% 46,477	49.5% 966,750	42.8% 3,669,151

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>40.9%</b> <b>3,885</b>	<b>44.8%</b> <b>2,242</b>	<b>49.3%</b> <b>6,558</b>	<b>‡</b> <b>‡</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>
State	40.2% 2,619,125	46.4% 2,468,626	46.9% 9,433,658	43.3% 331,759	44.9% 3,997	42.8% 115,342	49.2% 174,269

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate

### What is it?

This shows the percentage and number of students participating in standardized testing, by subject and applicable test. Some students may take the test for one subject but not another. According to Illinois School Code, all students enrolled in public schools are required to participate in the state assessment or an alternate form of the assessment. Students who participate but for various reasons do not complete the testing process (e.g., illness) are still counted as having participated.

### ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>97.7%</b> *	<b>97.2%</b> *	<b>98.2%</b> *	<b>*</b> *	<b>97.4%</b> *	<b>100.0%</b> *	<b>98.1%</b> *	<b>100.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>95.0%</b> *	<b>96.9%</b> *
State	<b>98.0%</b> *	<b>97.8%</b> *	<b>98.1%</b> *	<b>96.9%</b> *	<b>98.4%</b> *	<b>96.7%</b> *	<b>97.9%</b> *	<b>99.0%</b> *	<b>98.3%</b> *	<b>97.1%</b> *	<b>96.6%</b> *	<b>96.5%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>97.1%</b> *	<b>98.1%</b> *	<b>98.2%</b> *
State	<b>96.2%</b> *	<b>98.1%</b> *	<b>97.6%</b> *

### Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>98.2%</b> *	<b>97.5%</b> *	<b>99.0%</b> *	<b>*</b> *	<b>97.6%</b> *	<b>100.0%</b> *	<b>98.4%</b> *	<b>100.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>100.0%</b> *	<b>96.9%</b> *
State	<b>97.7%</b> *	<b>97.6%</b> *	<b>97.9%</b> *	<b>95.9%</b> *	<b>98.3%</b> *	<b>96.3%</b> *	<b>97.7%</b> *	<b>98.8%</b> *	<b>97.9%</b> *	<b>96.8%</b> *	<b>96.3%</b> *	<b>96.0%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>97.1%</b> *	<b>99.1%</b> *	<b>98.9%</b> *
State	<b>95.7%</b> *	<b>97.9%</b> *	<b>97.3%</b> *

Asterisks(\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

### Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>99.3%</b> *	<b>99.3%</b> *	<b>99.3%</b> *	<b>*</b> *	<b>100.0%</b> *	<b>‡</b> *	<b>99.2%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>100.0%</b> *	<b>97.8%</b> *
State	<b>98.0%</b> *	<b>97.9%</b> *	<b>98.0%</b> *	<b>94.7%</b> *	<b>98.5%</b> *	<b>96.6%</b> *	<b>97.6%</b> *	<b>99.1%</b> *	<b>98.2%</b> *	<b>96.7%</b> *	<b>97.7%</b> *	<b>96.9%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>97.1%</b> *	<b>100.0%</b> *	<b>98.2%</b> *
State	<b>97.0%</b> *	<b>98.0%</b> *	<b>97.4%</b> *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

### Overall IAR ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>97.6%</b> <b>788</b>	<b>97.2%</b> <b>416</b>	<b>98.2%</b> <b>372</b>	<b>*</b> <b>*</b>	<b>97.3%</b> <b>404</b>	<b>100.0%</b> <b>25</b>	<b>98.1%</b> <b>305</b>	<b>100.0%</b> <b>15</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>1</b>	<b>95.0%</b> <b>38</b>	<b>96.7%</b> <b>208</b>
State	<b>98.4%</b> 788,429	<b>98.4%</b> 402,561	<b>98.5%</b> 385,799	<b>95.8%</b> 69	<b>98.6%</b> 364,253	<b>97.8%</b> 130,257	<b>98.7%</b> 215,653	<b>99.0%</b> 43,144	<b>98.4%</b> 785	<b>97.8%</b> 1,886	<b>96.9%</b> 32,451	<b>97.1%</b> 143,721

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>97.0%</b> <b>159</b>	<b>98.1%</b> <b>103</b>	<b>98.2%</b> <b>269</b>
State	<b>96.9%</b> 111,550	<b>98.7%</b> 117,879	<b>98.4%</b> 385,305

### Overall IAR Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>98.1%</b> <b>792</b>	<b>97.4%</b> <b>417</b>	<b>98.9%</b> <b>375</b>	<b>*</b> <b>*</b>	<b>97.6%</b> <b>404</b>	<b>100.0%</b> <b>25</b>	<b>98.4%</b> <b>306</b>	<b>100.0%</b> <b>15</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>1</b>	<b>100.0%</b> <b>41</b>	<b>96.8%</b> <b>209</b>
State	<b>98.2%</b> 786,393	<b>98.1%</b> 401,483	<b>98.3%</b> 384,842	<b>94.4%</b> 68	<b>98.5%</b> 363,642	<b>97.3%</b> 129,607	<b>98.5%</b> 215,109	<b>98.8%</b> 43,028	<b>97.9%</b> 781	<b>97.5%</b> 1,879	<b>96.6%</b> 32,347	<b>96.7%</b> 143,089

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>97.0%</b> <b>160</b>	<b>99.0%</b> <b>104</b>	<b>98.9%</b> <b>270</b>
State	<b>96.5%</b> 111,027	<b>98.5%</b> 117,563	<b>98.1%</b> 383,972

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

### Overall DLM ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ 9	‡ 5	‡ 4	* *	‡ 4	‡ 1	‡ 4	* *	* *	* *	* *	‡ 9
State	99.9% 10,693	99.9% 7,160	99.9% 3,533	* *	99.9% 4,222	100.0% 2,489	99.9% 3,012	99.8% 579	100.0% 7	100.0% 37	99.7% 347	99.9% 10,693

	Students with IEPs	English Learners	Low Income
District	‡ 9	‡ 3	‡ 4
State	99.9% 10,693	99.9% 2,734	99.9% 6,388

### Overall DLM Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ 9	‡ 5	‡ 4	* *	‡ 4	‡ 1	‡ 4	* *	* *	* *	* *	‡ 9
State	99.9% 10,644	99.9% 7,125	99.9% 3,519	* *	99.9% 4,211	100.0% 2,479	99.9% 2,993	99.8% 573	100.0% 7	100.0% 37	99.7% 344	99.9% 10,644

	Students with IEPs	English Learners	Low Income
District	‡ 9	‡ 3	‡ 4
State	99.9% 10,644	99.9% 2,712	99.9% 6,355

Asterisks(\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

### Overall DLM Science - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ 2	* *	‡ 2	* *	‡ 1	* *	‡ 1	* *	* *	* *	* *	‡ 2
State	100.0% 4,158	100.0% 2,775	100.0% 1,383	* *	100.0% 1,683	100.0% 956	100.0% 1,153	99.6% 229	100.0% 4	100.0% 15	100.0% 118	100.0% 4,158

	Students with IEPs	English Learners	Low Income
District	‡ 2	* *	‡ 1
State	100.0% 4,158	99.9% 987	100.0% 2,392

### Overall - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	99.3% 291	99.3% 144	99.3% 147	* *	100.0% 141	‡ 6	99.2% 123	‡ 7	* *	‡ 1	100.0% 13	97.7% 85
State	97.9% 395,258	97.9% 201,018	98.0% 194,204	94.7% 36	98.5% 185,552	96.6% 61,374	97.6% 110,216	99.0% 22,083	98.2% 426	96.6% 980	97.7% 14,627	96.7% 70,516

	Students with IEPs	English Learners	Low Income
District	97.0% 65	100.0% 49	98.1% 106
State	96.7% 50,623	98.0% 46,584	97.4% 178,492

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

### ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>2.3%</b> *	<b>2.8%</b> *	<b>1.8%</b> *	<b>*</b> *	<b>2.6%</b> *	<b>0.0%</b> *	<b>1.9%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>5.0%</b> *	<b>3.1%</b> *
State	<b>2.0%</b> *	<b>2.2%</b> *	<b>1.9%</b> *	<b>3.1%</b> *	<b>1.6%</b> *	<b>3.3%</b> *	<b>2.1%</b> *	<b>1.0%</b> *	<b>1.7%</b> *	<b>2.9%</b> *	<b>3.4%</b> *	<b>3.5%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>2.9%</b> *	<b>1.9%</b> *	<b>1.8%</b> *
State	<b>3.8%</b> *	<b>1.9%</b> *	<b>2.4%</b> *

### Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>1.8%</b> *	<b>2.5%</b> *	<b>1.0%</b> *	<b>*</b> *	<b>2.4%</b> *	<b>0.0%</b> *	<b>1.6%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>0.0%</b> *	<b>3.1%</b> *
State	<b>2.3%</b> *	<b>2.4%</b> *	<b>2.1%</b> *	<b>4.1%</b> *	<b>1.7%</b> *	<b>3.7%</b> *	<b>2.3%</b> *	<b>1.2%</b> *	<b>2.1%</b> *	<b>3.2%</b> *	<b>3.7%</b> *	<b>4.0%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>2.9%</b> *	<b>0.9%</b> *	<b>1.1%</b> *
State	<b>4.3%</b> *	<b>2.1%</b> *	<b>2.7%</b> *

Asterisks(\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

### Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>0.7%</b> *	<b>0.7%</b> *	<b>0.7%</b> *	<b>*</b> *	<b>0.0%</b> *	<b>‡</b> *	<b>0.8%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>0.0%</b> *	<b>2.2%</b> *
State	<b>2.0%</b> *	<b>2.1%</b> *	<b>2.0%</b> *	<b>5.3%</b> *	<b>1.5%</b> *	<b>3.4%</b> *	<b>2.4%</b> *	<b>0.9%</b> *	<b>1.8%</b> *	<b>3.3%</b> *	<b>2.3%</b> *	<b>3.1%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>2.9%</b> *	<b>0.0%</b> *	<b>1.8%</b> *
State	<b>3.0%</b> *	<b>2.0%</b> *	<b>2.6%</b> *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## Participation Rate (cont)

### Overall IAR ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>2.4%</b> *	<b>2.8%</b> *	<b>1.8%</b> *	<b>*</b> *	<b>2.7%</b> *	<b>0.0%</b> *	<b>1.9%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>5.0%</b> *	<b>3.3%</b> *
State	<b>31.3%</b> *	<b>26.1%</b> *	<b>36.6%</b> *	<b>52.6%</b> *	<b>40.9%</b> *	<b>12.9%</b> *	<b>19.7%</b> *	<b>61.4%</b> *	<b>38.6%</b> *	<b>25.2%</b> *	<b>34.4%</b> *	<b>12.1%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>3.0%</b> *	<b>1.9%</b> *	<b>1.8%</b> *
State	<b>6.5%</b> *	<b>7.5%</b> *	<b>16.9%</b> *

### Overall IAR Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>1.9%</b> *	<b>2.6%</b> *	<b>1.1%</b> *	<b>*</b> *	<b>2.4%</b> *	<b>0.0%</b> *	<b>1.6%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>0.0%</b> *	<b>3.2%</b> *
State	<b>26.3%</b> *	<b>27.9%</b> *	<b>24.7%</b> *	<b>35.1%</b> *	<b>36.5%</b> *	<b>6.6%</b> *	<b>13.6%</b> *	<b>62.2%</b> *	<b>31.7%</b> *	<b>19.7%</b> *	<b>28.7%</b> *	<b>11.6%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>3.0%</b> *	<b>1.0%</b> *	<b>1.1%</b> *
State	<b>7.0%</b> *	<b>7.2%</b> *	<b>11.5%</b> *

Asterisks(\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

### Overall DLM ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	‡ *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	* *	* *	* *	* *	‡ *
State	16.7% *	16.2% *	17.7% *	* *	18.0% *	17.0% *	15.3% *	10.9% *	15.0% *	11.4% *	21.5% *	16.7% *

	Students with IEPs	English Learners	Low Income
<b>District</b>	‡ *	‡ *	‡ *
State	16.7% *	14.0% *	17.3% *

### Overall DLM Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	‡ *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	* *	* *	* *	* *	‡ *
State	15.5% *	16.7% *	13.1% *	* *	16.4% *	16.3% *	13.8% *	13.8% *	30.1% *	19.9% *	14.6% *	15.5% *

	Students with IEPs	English Learners	Low Income
<b>District</b>	‡ *	‡ *	‡ *
State	15.5% *	14.0% *	16.0% *

Asterisks(\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

### Overall DLM Science - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ *	* *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *
State	9.0% *	9.6% *	7.8% *	* *	10.4% *	9.1% *	7.5% *	4.6% *	0.0% *	14.0% *	12.5% *	9.0% *

	Students with IEPs	English Learners	Low Income
District	‡ *	* *	‡ *
State	9.0% *	6.7% *	9.5% *

### Overall ISA - Non Participation

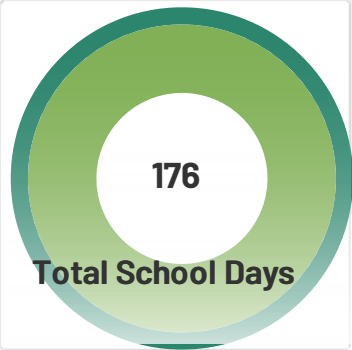
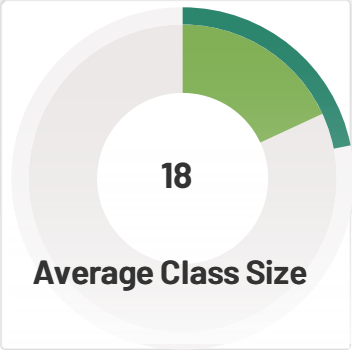
	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	0.7% *	0.7% *	0.7% *	* *	0.0% *	‡ *	0.8% *	‡ *	* *	‡ *	0.0% *	2.3% *
State	52.3% *	52.2% *	52.3% *	74.8% *	66.4% *	23.6% *	38.8% *	80.2% *	58.0% *	42.0% *	55.8% *	30.0% *

	Students with IEPs	English Learners	Low Income
District	3.0% *	0.0% *	1.9% *
State	18.7% *	17.1% *	34.4% *

Asterisks(\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

District environment data includes information regarding finances as well as information regarding conditions in the classroom, such as average class size and total school days.



# District Environment

## Early Learning

### What is it?

This shows the percentage of entering kindergartners rated on their readiness. The Kindergarten Individual Development Survey (KIDS) was implemented statewide in Illinois in the 2017-18 school year. KIDS is an observational assessment tool designed to help teachers, administrators, families, and policymakers better understand the development of children in kindergarten. ISBE requires kindergarten teachers to collect observations beginning on the first day of in-person instruction on a minimum of 14 required measures, which are from three key developmental areas. This subset of 14 measures provides a developmental indicator for a group of students (class, school, district, state) in kindergarten.

### Kindergarten Individual Developmental Survey (KIDS) Results - Overall

	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math
<b>District</b>	<b>92.4%</b>	<b>23.7%</b>	<b>18.6%</b>	<b>16.5%</b>	<b>41.2%</b>	<b>75.3%</b>	<b>56.7%</b>	<b>43.3%</b>
State	84.6%	38.3%	16.6%	16.7%	28.4%	55.0%	46.2%	33.9%

### % Entering Kindergartners Demonstrating Readiness in all 3 Developmental Areas - KIDS Results

	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities	Students with IEPs	English Learners	Low Income
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
State	35.9%	20.8%	17.0%	34.8%	27.3%	16.9%	30.7%	*	13.3%	13.0%	19.0%

	Non-IEP	Non-English Learners	Non Low Income	Homeless
<b>District</b>	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

School Level Finances

What is it?

Average spending per student at this school, as collected through the unaudited ESSA Site-Based Expenditure Report. Districts report the actual dollars spent in the previous school year, including site-level costs (like school staff) and districtwide centralized costs allocated to each individual school (like transportation and central office staff), divided by the school's enrollment. Districts also report whether federal or state/local sources funded the spending.

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures				
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total	Exclusions	Total Expenditures
District	1,198	\$838	\$17,350	\$18,188	\$148	\$3,617	\$3,765	\$986	\$20,967	\$21,953	\$4,237,208	\$30,526,998

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# District Environment

## School Level Finances (cont)

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
<b>District</b>	<b>1,198</b>	<b>\$838</b>	<b>\$17,350</b>	<b>\$18,188</b>	<b>\$148</b>	<b>\$3,617</b>	<b>\$3,765</b>	<b>\$986</b>	<b>\$20,967</b>	<b>\$21,953</b>
Wm F Gurrie Middle School	306	\$829	\$17,436	\$18,266	\$148	\$3,617	\$3,765	\$977	\$21,054	\$22,031
Hodgkins Elem School	125	\$806	\$19,681	\$20,488	\$148	\$3,617	\$3,765	\$954	\$23,299	\$24,253
Ideal Elem School	244	\$934	\$18,226	\$19,160	\$148	\$3,617	\$3,765	\$1,082	\$21,843	\$22,925
Seventh Ave Elem School	206	\$806	\$18,174	\$18,980	\$148	\$3,617	\$3,765	\$954	\$21,791	\$22,745
Spring Ave Elem School	318	\$806	\$15,145	\$15,952	\$148	\$3,617	\$3,765	\$954	\$18,763	\$19,717

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# District Environment

## District Finances

### What is it?

The Annual Financial Report (AFR) for a district is the final financial statement for the fiscal year of a Local Education Agency (LEA) after it has been audited by a qualified auditor. Each district is required to have an annual audit completed by a qualified and licensed auditing firm. The AFR is completed by the auditor and is submitted to Illinois State Board of Education. This displays the Revenue by Source, Expenditure by Function, Expenditure by Fund, and other financial indicators.

### Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
<b>District</b>	<b>86.1%</b> <b>\$23,391,945</b>	<b>1.5%</b> <b>\$411,340</b>	<b>5.7%</b> <b>\$1,554,895</b>	<b>1.7%</b> <b>\$466,670</b>	<b>4.9%</b> <b>\$1,331,662</b>	<b>\$27,156,512</b>
State	60.6%	4.0%	21.3%	4.7%	9.5%	*

### Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
<b>District</b>	<b>51.0%</b>	<b>3.5%</b>	<b>28.9%</b>	<b>16.7%</b>
State	48.2%	2.3%	29.1%	20.4%

### Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
<b>District</b>	<b>80.2%</b> <b>\$21,307,016</b>	<b>7.3%</b> <b>\$1,952,268</b>	<b>1.7%</b> <b>\$450,399</b>	<b>7.1%</b> <b>\$1,879,774</b>	<b>1.1%</b> <b>\$289,803</b>	<b>2.5%</b> <b>\$671,058</b>	<b>0.1%</b> <b>\$16,002</b>	<b>0.0%</b> <b>\$0</b>	<b>\$26,566,320</b>
State	71.3%	7.1%	2.9%	8.5%	1.2%	1.9%	0.6%	6.5%	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## District Finances (cont)

### Other Financial Indicators

	2019 Equalized Assessed Valuation per Pupil	2019 Total School Tax Rate per \$100	2020-21 Instructional Expenditure per Pupil	2020-21 Operating Expenditure per Pupil
<b>District</b>	<b>\$536,666</b>	<b>3.6</b>	<b>\$11,522</b>	<b>\$18,884</b>
State	*	*	<b>\$9,703</b>	<b>\$16,029</b>

## Average Class Size

### What is it?

This shows the average number of students in each class at this school. Class size refers to the number of students in a classroom, specifically either the number of students being taught by individual teachers in a classroom or the average number of students being taught by teachers in a school, district, or education system

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Overall
<b>District</b>	<b>*</b>	<b>19</b>	<b>15</b>	<b>18</b>	<b>18</b>	<b>16</b>	<b>18</b>	<b>14</b>	<b>19</b>	<b>18</b>	<b>17</b>
State	*	<b>21</b>	<b>20</b>	<b>20</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>21</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Total School Days

### What is it?

This shows the total number of days in which the school provided at least five hours of instruction during the school year. The minimum length for an Illinois public school's year is 176 days. The number of actual calendar days varies from district to district.

Total School Days	
District	176
State	176

## Health and Wellness

### What is it?

This shows the average number of days of physical education per week per student.

Days PE per week	
District	5
State	4

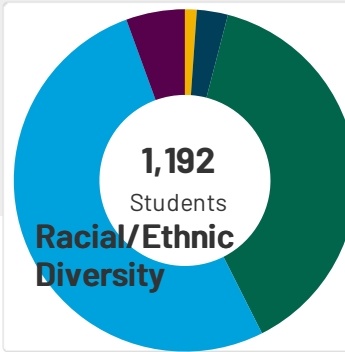
Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

Student data includes information regarding the student population, including enrollment and attendance data, as well as information regarding specific student groups, such as gifted students and English Learner students. Student data often is disaggregated further into demographic student groups.

**1,192**

**Student Enrollment**



**18.9%**

**Chronic Absenteeism**

## Student Enrollment

### What is it?

This shows the total percentage and number of students enrolled in this school as of October 1 of the current school year. District-level enrollment includes students attending a school in the district and students placed in private schools by the district and funded by the district. The student enrollment excludes the following:

- Students given vouchers to attend private schools
- Students placed by their parents in private schools whose tuition is paid for by their parents, but who receive special education services from their home district

### By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>100.0%</b> <b>1,192</b>	<b>52.1%</b> <b>621</b>	<b>47.9%</b> <b>571</b>	<b>0.0%</b> <b>*</b>	<b>51.3%</b> <b>611</b>	<b>2.9%</b> <b>34</b>	<b>38.1%</b> <b>454</b>	<b>2.1%</b> <b>25</b>	<b>0.0%</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>5.5%</b> <b>66</b>	<b>24.9%</b> <b>297</b>
State	<b>100.0%</b> 1,869,325	<b>51.4%</b> 959,975	<b>48.6%</b> 909,276	<b>0.0%</b> 74	<b>46.4%</b> 866,540	<b>16.6%</b> 310,464	<b>27.2%</b> 508,549	<b>5.4%</b> 100,564	<b>0.1%</b> 1,851	<b>0.3%</b> 4,756	<b>4.1%</b> 76,601	<b>20.3%</b> 378,912

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>20.0%</b> <b>238</b>	<b>13.9%</b> <b>166</b>	<b>36.1%</b> <b>430</b>	<b>‡</b> <b>‡</b>	<b>0.0%</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>
State	<b>16.5%</b> 307,555	<b>13.7%</b> 255,367	<b>46.5%</b> 869,330	<b>2.0%</b> 36,543	<b>0.0%</b> 343	<b>0.7%</b> 13,324	<b>0.8%</b> 14,220

### By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>District</b>	<b>46</b>	<b>99</b>	<b>109</b>	<b>124</b>	<b>122</b>	<b>122</b>	<b>135</b>	<b>134</b>	<b>148</b>	<b>153</b>
State	<b>76,645</b>	<b>124,808</b>	<b>126,801</b>	<b>127,437</b>	<b>127,217</b>	<b>129,338</b>	<b>133,597</b>	<b>135,399</b>	<b>140,813</b>	<b>145,466</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs

### What is it?

Advanced Academic Programs are courses of study to which students are assigned based on advanced cognitive ability or advanced academic achievement compared to local age peers and in which the curriculum is substantially differentiated from the general curriculum to provide appropriate challenge and pace.

### Students Enrolled in Accelerated Placement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>14.0%</b> <b>177</b>	<b>14.0%</b> <b>95</b>	<b>13.9%</b> <b>82</b>	<b>*</b> <b>*</b>	<b>20.0%</b> <b>128</b>	<b>‡</b> <b>‡</b>	<b>6.5%</b> <b>32</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>19.0%</b> <b>12</b>	<b>5.9%</b> <b>17</b>
State	<b>8.5%</b> 165,594	<b>8.0%</b> 79,982	<b>9.1%</b> 85,528	<b>5.8%</b> 84	<b>7.2%</b> 64,447	<b>6.2%</b> 20,363	<b>9.7%</b> 51,280	<b>21.5%</b> 22,540	<b>15.2%</b> 290	<b>7.6%</b> 368	<b>7.8%</b> 6,306	<b>5.3%</b> 18,800

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>4.9%</b> <b>22</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>
State	<b>2.8%</b> 7,916	<b>3.8%</b> 10,296	<b>6.7%</b> 61,947	<b>5.4%</b> 2,318	<b>1.6%</b> 232

### Students Enrolled in Accelerated Placement - ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>3.0%</b> <b>38</b>	<b>2.2%</b> <b>15</b>	<b>3.9%</b> <b>23</b>	<b>*</b> <b>*</b>	<b>3.4%</b> <b>22</b>	<b>‡</b> <b>‡</b>	<b>2.2%</b> <b>11</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>
State	<b>0.5%</b> 9,274	<b>0.3%</b> 3,409	<b>0.6%</b> 5,855	<b>0.7%</b> 10	<b>0.5%</b> 4,396	<b>0.3%</b> 1,144	<b>0.5%</b> 2,685	<b>0.6%</b> 637	<b>0.4%</b> 7	<b>0.2%</b> 11	<b>0.5%</b> 394	<b>0.3%</b> 1,060

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>2.2%</b> <b>10</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>
State	<b>0.1%</b> 400	<b>0.1%</b> 400	<b>0.3%</b> 3,006	<b>0.3%</b> 149	<b>0.1%</b> 21

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Students Enrolled in Accelerated Placement - Math

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>7.2%</b> <b>91</b>	<b>8.1%</b> <b>55</b>	<b>6.1%</b> <b>36</b>	<b>*</b> <b>*</b>	<b>10.5%</b> <b>67</b>	<b>‡</b> <b>‡</b>	<b>3.6%</b> <b>18</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>
State	<b>1.3%</b> 24,369	<b>1.4%</b> 14,394	<b>1.1%</b> 9,946	<b>2.0%</b> 29	<b>1.4%</b> 12,824	<b>0.3%</b> 890	<b>0.9%</b> 4,686	<b>4.4%</b> 4,613	<b>1.5%</b> 29	<b>1.2%</b> 60	<b>1.6%</b> 1,267	<b>0.6%</b> 2,159

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>
State	<b>0.3%</b> 808	<b>0.6%</b> 1,578	<b>0.6%</b> 5,252	<b>0.3%</b> 111	<b>0.1%</b> 19

### Students Enrolled in Accelerated Placement - Multiple Subjects

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>2.8%</b> <b>36</b>	<b>1.9%</b> <b>13</b>	<b>3.9%</b> <b>23</b>	<b>*</b> <b>*</b>	<b>4.7%</b> <b>30</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>
State	<b>5.6%</b> 108,934	<b>5.0%</b> 50,021	<b>6.3%</b> 58,870	<b>2.9%</b> 43	<b>4.4%</b> 39,069	<b>4.5%</b> 14,721	<b>6.6%</b> 34,997	<b>15.0%</b> 15,752	<b>12.3%</b> 235	<b>5.0%</b> 244	<b>4.8%</b> 3,916	<b>3.2%</b> 11,406

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>
State	<b>1.4%</b> 4,007	<b>1.8%</b> 4,965	<b>4.6%</b> 42,912	<b>3.4%</b> 1,461	<b>0.9%</b> 126

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Students Enrolled in Accelerated Placement - Whole Grade

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>0.9%</b> 12	<b>1.8%</b> 12	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>0.1%</b> 1,280	<b>0.1%</b> 620	<b>0.1%</b> 660	<b>0.0%</b> 0	<b>0.1%</b> 607	<b>0.1%</b> 197	<b>0.0%</b> 104	<b>0.2%</b> 251	<b>0.0%</b> 0	<b>0.0%</b> 0	<b>0.1%</b> 121	<b>0.0%</b> 81

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>0.0%</b> 26	<b>0.0%</b> 42	<b>0.0%</b> 289	<b>0.0%</b> 2	<b>0.0%</b> 1

### Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	<b>22.2%</b> 136,701	<b>18.8%</b> 59,465	<b>25.7%</b> 76,999	<b>31.9%</b> 237	<b>23.2%</b> 66,464	<b>12.6%</b> 12,696	<b>20.5%</b> 35,457	<b>51.9%</b> 16,825	<b>32.4%</b> 210	<b>17.6%</b> 262	<b>22.2%</b> 4,787	<b>9.3%</b> 11,353

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	* *	* *	* *	* *	* *
State	<b>2.8%</b> 2,484	<b>6.8%</b> 3,404	<b>14.8%</b> 40,874	<b>7.6%</b> 1,138	<b>2.9%</b> 94

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Students Enrolled in IB Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	1.0% 6,054	0.7% 2,344	1.2% 3,710	0.0% 0	0.4% 1,090	1.6% 1,644	1.6% 2,808	1.1% 355	1.8% 12	1.5% 23	0.6% 122	0.5% 590

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	0.2% 189	0.4% 197	1.4% 3,902	1.0% 154	0.6% 19

### Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	18.1% 229	17.7% 120	18.5% 109	*	23.9% 153	‡	11.3% 56	‡	*	*	20.6% 13	9.4% 27
State	19.8% 384,714	18.1% 180,719	21.6% 203,343	44.7% 652	21.8% 194,193	13.3% 43,602	17.9% 94,705	34.4% 36,095	23.9% 455	17.0% 828	18.3% 14,836	11.6% 41,302

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	5.8% 13	‡	7.6% 34	*	*
State	6.3% 17,755	6.0% 16,214	13.5% 125,534	10.4% 4,460	4.3% 639

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Advanced Academic Programs (cont)

### Students Enrolled in any dual-credit course where college credit was earned

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	13.1% 80,917	13.0% 41,004	13.3% 39,900	1.7% 13	16.9% 48,578	8.5% 8,542	9.3% 16,045	14.9% 4,849	9.4% 61	9.1% 135	12.5% 2,707	8.5% 10,392

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	6.5% 5,733	5.9% 2,960	8.9% 24,704	8.0% 1,196	4.4% 146

### Advanced Placement (AP) Exams - Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	*	*	*	*
State	16,077	8,983	14,916	8,430

### Advanced Placement (AP) Exams - Grade 10

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	*	*	*	*
State	47,189	29,003	22,853	14,471

### Advanced Placement (AP) Exams - Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	*	*	*	*
State	155,940	96,101	39,509	26,229

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Gifted Students

### What is it?

This shows the number and percentage of students who have been assessed for giftedness. The current guidelines within which gifted education programs operate was established with reauthorization of the Elementary and Secondary Education Act in 1988 and passage of the Jacob Javits Gifted and Talented Students Education Act. At the federal level, the program supports "evidence-based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools nationwide to identify gifted and talented students and meet their special educational needs." Within Illinois, school districts define both the criteria for "giftedness" and the assessments used to measure it, and self-report data on their programs of gifted education.

### Students Assessed For Giftedness

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>92.7%</b> <b>1,175</b>	<b>92.2%</b> <b>625</b>	<b>93.4%</b> <b>550</b>	<b>*</b> <b>*</b>	<b>94.9%</b> <b>608</b>	<b>94.6%</b> <b>35</b>	<b>90.7%</b> <b>448</b>	<b>80.0%</b> <b>24</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>92.1%</b> <b>58</b>	<b>90.6%</b> <b>259</b>
State	<b>6.5%</b> 125,984	<b>6.4%</b> 64,278	<b>6.6%</b> 61,684	<b>1.5%</b> 22	<b>6.7%</b> 59,326	<b>4.1%</b> 13,504	<b>5.0%</b> 26,428	<b>18.7%</b> 19,584	<b>7.2%</b> 137	<b>6.9%</b> 337	<b>8.2%</b> 6,668	<b>5.7%</b> 20,436

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	<b>88.4%</b> <b>199</b>	<b>98.9%</b> <b>183</b>	<b>87.9%</b> <b>392</b>	<b>100.0%</b> <b>14</b>	<b>‡</b> <b>‡</b>
State	<b>4.9%</b> 13,939	<b>5.4%</b> 14,653	<b>4.3%</b> 39,577	<b>2.4%</b> 1,025	<b>2.6%</b> 378

### Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>
State	<b>0.8%</b> 15,425	<b>0.8%</b> 7,974	<b>0.8%</b> 7,447	<b>0.3%</b> 4	<b>0.9%</b> 7,868	<b>0.3%</b> 893	<b>0.5%</b> 2,539	<b>3.1%</b> 3,215	<b>0.6%</b> 12	<b>1.0%</b> 47	<b>1.0%</b> 851	<b>0.5%</b> 1,859

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Gifted Students (cont)

### Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>
State	<b>0.4%</b> 997	<b>0.4%</b> 972	<b>0.3%</b> 3,030	<b>0.1%</b> 55	<b>0.1%</b> 15

### Students Identified As Gifted

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>14.0%</b> <b>177</b>	<b>14.0%</b> <b>95</b>	<b>13.9%</b> <b>82</b>	<b>*</b> <b>*</b>	<b>20.0%</b> <b>128</b>	<b>‡</b> <b>‡</b>	<b>6.5%</b> <b>32</b>	<b>‡</b> <b>‡</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>19.0%</b> <b>12</b>	<b>5.9%</b> <b>17</b>
State	<b>2.4%</b> 46,332	<b>2.4%</b> 23,874	<b>2.4%</b> 22,449	<b>0.6%</b> 9	<b>2.5%</b> 21,975	<b>0.9%</b> 2,920	<b>1.3%</b> 6,782	<b>11.5%</b> 12,042	<b>3.3%</b> 63	<b>2.0%</b> 98	<b>3.0%</b> 2,452	<b>1.3%</b> 4,476

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>4.9%</b> <b>22</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>
State	<b>0.6%</b> 1,599	<b>0.5%</b> 1,279	<b>0.9%</b> 8,598	<b>0.4%</b> 184	<b>0.1%</b> 20

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Gifted Students (cont)

### Students Identified As Gifted Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.5% 8,965	0.5% 4,706	0.5% 4,258	0.1% 1	0.5% 4,393	0.1% 390	0.2% 1,124	2.3% 2,463	0.5% 9	0.5% 23	0.7% 563	0.2% 726

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	0.1% 255	0.1% 171	0.1% 1,352	0.0% 17	0.0% 2

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Students With IEPs

### What is it?

This shows the percentage of students who receive special education and related services in accordance with their Individualized Education Programs (IEPs). Each student who is found eligible for special education and related services receives an IEP that specifies supplemental services, accommodations, modifications, and supports to enable the student to be involved in, and make progress in, the general education curriculum. The state collects demographic information on all students, including racial and ethnic diversity. There are 14 disability areas, ranging from autism to visual impairment. Schools follow a process mandated by law in identifying students' disabilities and then developing IEPs.

### By Race/ Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
District	All Students	*	*	*	*	*	*	*
	Students with IEPs	*	*	*	*	*	*	*
All Peer Districts *	All Students	*	*	*	*	*	*	*
	Students with IEPs	*	*	*	*	*	*	*
State	All Students	*	*	*	*	*	*	*
	Students with IEPs	*	*	*	*	*	*	*

### By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	All Students	*	*	4.9%	0.2%	0.2%	*	*
	Students with IEPs	*	*	24.3%	0.3%	1.0%	*	*
All Peer Districts *	All Students	*	*	25.3%	0.9%	0.9%	*	*
	Students with IEPs	*	*	5.0%	0.0%	0.1%	*	*
State	All Students	*	*	7.7%	0.1%	0.3%	*	*
	Students with IEPs	*	*	33.1%	0.3%	0.8%	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Students With IEPs (cont)

### By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
<b>District</b>	<b>All Students</b>	<b>4.6%</b>	<b>0.5%</b>	<b>1.9%</b>	<b>0.2%</b>	<b>4.6%</b>	<b>2.2%</b>	<b>*</b>
	<b>Students with IEPs</b>	<b>22.4%</b>	<b>4.2%</b>	<b>11.8%</b>	<b>0.9%</b>	<b>21.4%</b>	<b>10.6%</b>	<b>*</b>
All Peer Districts *	All Students	24.0%	2.6%	10.0%	0.9%	24.0%	11.4%	*
	Students with IEPs	2.4%	0.9%	2.1%	0.2%	2.1%	1.6%	*
State	All Students	7.1%	1.3%	3.7%	0.3%	6.8%	3.4%	*
	Students with IEPs	15.8%	5.7%	13.8%	1.0%	13.5%	10.5%	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Educational Environments for Students with IEPs

### What is it?

This shows the percentage of students with IEPs and the classification of their educational environment. Special education law requires that students with IEPs be placed to the maximum extent appropriate with children who are not disabled. This means including students with IEPs in general classrooms, the least restrictive environment, as much as possible. The IEP team, which includes parents, bases placement decisions on the best ways to meet the identified needs of a student. The percentage of time spent in general classrooms will vary according to the needs of individual students, who may require supplemental services to achieve their learning goals. The percentage of students with IEPs whose educational environment was classified into one of four settings for students age 6 to 21 is as follows:

- 80 percent or more of time in a general classroom with their non-disabled peers
- Less than 40 percent of time in a general classroom
- 40-79 percent of time in a general classroom
- In a separate facility

### By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>All</b>				
<b>District</b>	<b>70.1%</b>	<b>9.0%</b>	<b>16.9%</b>	<b>4.0%</b>
All Peer Districts *	60.9%	19.5%	14.0%	5.6%
State	54.2%	26.3%	13.3%	6.3%
<b>White</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Black</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Hispanic</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Asian</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Educational Environments for Students with IEPs (cont)

### For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Autism</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Emotional Disability</b>				
<b>District</b>	100.0%	0.0%	0.0%	0.0%
All Peer Districts *	75.7%	9.0%	11.4%	3.9%
State	70.8%	14.0%	8.8%	6.5%
<b>Intellectual Disability</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Other Health Impairment</b>				
<b>District</b>	86.4%	4.5%	9.1%	0.0%
All Peer Districts *	63.1%	21.9%	10.1%	4.8%
State	57.6%	28.2%	9.3%	5.0%
<b>Specific Learning Disability</b>				
<b>District</b>	0.0%	0.0%	50.0%	50.0%
All Peer Districts *	3.5%	12.2%	44.7%	39.6%
State	2.9%	13.1%	47.7%	36.3%
<b>Speech or Language Impairment</b>				
<b>District</b>	50.0%	7.1%	35.7%	7.1%
All Peer Districts *	56.7%	18.9%	20.6%	3.8%
State	55.6%	23.1%	18.7%	2.6%

Asterisks(\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>All</b>					
<b>District</b>	<b>14.3%</b>	<b>17.9%</b>	<b>60.7%</b>	<b>0.0%</b>	<b>7.1%</b>
All Peer Districts *	47.6%	15.6%	28.8%	0.3%	7.7%
State	50.7%	16.7%	26.0%	0.2%	6.4%
<b>White</b>					
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Black</b>					
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Hispanic</b>					
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Asian</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>American Indian</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Two or More Races</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

Asterisks(\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Early Childhood (EC) Educational Environments (ages 3-5)

### What is it?

This shows the percentage of students with IEPs and the classification of their educational environment. Special education law requires that students with IEPs be placed to the maximum extent appropriate with children who are not disabled. This means including students with IEPs in general classrooms, the least restrictive environment, as much as possible. The IEP team, which includes parents, bases placement decisions on the best ways to meet the identified needs of a student. The percentage of time spent in general classrooms will vary according to the needs of individual students, who may require supplemental services to achieve their learning goals. For pre-school students age 3-5 with IEPs, educational environments are classified in five ways:

- Receives the majority of special education services inside an early childhood program
- Enrolled in a regular early childhood program but the majority of special education services outside the early childhood program
- Enrolled in special education class or facility
- At home
- In the care of a service provider

### For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Autism</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Developmental Delay</b>					
<b>District</b>	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	64.7%	11.8%	23.5%	0.0%	0.0%
State	54.5%	11.4%	34.1%	0.0%	0.0%
<b>Emotional Disability</b>					
<b>District</b>	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	37.7%	11.7%	49.4%	0.0%	1.3%
State	38.3%	14.3%	46.8%	0.0%	0.6%

Asterisks(\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Early Childhood (EC) Educational Environments (ages 3-5) (cont)

### For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Intellectual Disability</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Other Health Impairment</b>					
<b>District</b>	0.0%	0.0%	100.0%	0.0%	0.0%
All Peer Districts *	43.9%	13.3%	40.2%	1.9%	0.8%
State	45.2%	11.9%	39.2%	2.5%	1.1%

### For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Specific Learning Disability</b>					
<b>District</b>	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	17.0%	4.3%	61.7%	17.0%	0.0%
State	22.0%	6.0%	63.3%	7.3%	1.3%
<b>Speech or Language Impairment</b>					
<b>District</b>	15.4%	0.0%	84.6%	0.0%	0.0%
All Peer Districts *	49.0%	9.5%	39.0%	0.1%	2.4%
State	54.5%	8.7%	35.4%	0.1%	1.3%

Asterisks(\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## State Performance Plan Indicators For Students With IEPs

### What is it?

The Individuals with Disabilities Education Act (IDEA 2004) requires states to develop and submit a State Performance Plan (SPP) to the Office of Special Education Programs at the U.S. Department of Education. The SPP is designed to evaluate the state's efforts to implement the requirements and purposes of IDEA and describe how the state will improve its implementation. The plan consists of several priority areas with specific indicators defined for each area. Measurable and rigorous targets are defined for each indicator to show progress throughout the life of the SPP. States are required to publicly report on SPP Indicators 1-14. A link to Part B of the Illinois State Performance Plan can be found at <https://www.isbe.net/Pages/State-Performance-Plan-Data-and-Accountability.aspx>

SPP Indicator	Indicator Description	2021-22 District Data	2021-22 State Target	District Met Target
<b>1</b>	<b>Graduation Percent for students with IEPs (Data lag one year)</b>	<b>*</b>	<b>82.6</b>	<b>N/A</b>
<b>2</b>	<b>Dropout Percent for students with IEPs (Data lag one year)</b>	<b>*</b>	<b>13.7</b>	<b>N/A</b>
<b>3ae4</b>	<b>Reading assessment participation rate for students with IEPs, Grade 4</b>	<b>66.67</b>	<b>95</b>	<b>No</b>
<b>3ae8</b>	<b>Reading assessment participation rate for students with IEPs, Grade 8</b>	<b>84.00</b>	<b>95</b>	<b>No</b>
<b>3ae11</b>	<b>Reading assessment participation rate for students with IEPs, Grade 11</b>	<b>*</b>	<b>95</b>	<b>N/A</b>
<b>3am4</b>	<b>Math assessment participation rate for students with IEPs, Grade 4</b>	<b>62.50</b>	<b>95</b>	<b>No</b>
<b>3am8</b>	<b>Math assessment participation rate for students with IEPs, Grade 8</b>	<b>80.00</b>	<b>95</b>	<b>No</b>
<b>3am11</b>	<b>Math assessment participation rate for students with IEPs, Grade 11</b>	<b>*</b>	<b>95</b>	<b>N/A</b>
<b>3be4</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards</b>	<b>6.67</b>	<b>11</b>	<b>No</b>
<b>3be8</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards</b>	<b>5.00</b>	<b>8</b>	<b>No</b>
<b>3be11</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards</b>	<b>*</b>	<b>8</b>	<b>N/A</b>
<b>3bm4</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards</b>	<b>0.00</b>	<b>12</b>	<b>No</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2021-22 District Data	2021-22 State Target	District Met Target
<b>3bm8</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards</b>	<b>10.53</b>	<b>6.5</b>	<b>Yes</b>
<b>3bm11</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards</b>	<b>*</b>	<b>7</b>	<b>N/A</b>
<b>3ce4</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards</b>	<b>0.00</b>	<b>15</b>	<b>No</b>
<b>3ce8</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards</b>	<b>0.00</b>	<b>23.5</b>	<b>No</b>
<b>3ce11</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards</b>	<b>*</b>	<b>22.5</b>	<b>N/A</b>
<b>3cm4</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards</b>	<b>0.00</b>	<b>20.5</b>	<b>No</b>
<b>3cm8</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards</b>	<b>0.00</b>	<b>5.5</b>	<b>No</b>
<b>3cm11</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards</b>	<b>*</b>	<b>4</b>	<b>N/A</b>
<b>3de4</b>	<b>Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards</b>	<b>29.42</b>	<b>25.5</b>	<b>Yes</b>
<b>3de8</b>	<b>Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards</b>	<b>41.40</b>	<b>31.5</b>	<b>Yes</b>
<b>3de11</b>	<b>Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards</b>	<b>*</b>	<b>28</b>	<b>N/A</b>
<b>3dm4</b>	<b>Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards</b>	<b>29.90</b>	<b>21.5</b>	<b>Yes</b>
<b>3dm8</b>	<b>Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards</b>	<b>24.18</b>	<b>26</b>	<b>No</b>
<b>3dm11</b>	<b>Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards</b>	<b>*</b>	<b>27.5</b>	<b>N/A</b>
<b>4a</b>	<b>Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in ~? (Data lag one year)</b>	<b>No</b>	<b>-1</b>	<b>Yes</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2021-22 District Data	2021-22 State Target	District Met Target
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	70.1	52.9	Yes
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	16.9	12.35	No
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	4.0	6.38	Yes
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	14.3	46.5	No
6b	Children ages 3-5 in separate special education class, separate school or residential facility	60.7	26.04	No
6c	Children ages 3-5 receiving special education and related services in the home	0.0	0.27	Yes
7a1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	85.71	83.95	Yes
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	25.00	47.2	No
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	100.00	84.1	Yes
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	50.00	45.1	Yes
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	85.71	85.8	No
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	12.50	53.4	No
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	*	71	N/A
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## English Learners

### What is it?

This shows students whose primary language is not English. These students have been identified through a screening process as eligible for bilingual education and/or English as a second language services, and who have not yet reached English language proficiency as measured by ACCESS for ELLs 2.0.

### EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
<b>District</b>	*	<b>100.0%</b> <b>177</b>	<b>11.3%</b> <b>*</b>	<b>*</b> <b>17</b>
State	*	<b>100.0%</b> 229,014	<b>6.1%</b> *	<b>*</b> 47,572

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Student Attendance

### What is it?

This shows the average daily attendance at this school. This is a weighted measure of the number of days present relative to the total number of potential attendance days.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>93.6%</b>	<b>93.4%</b>	<b>93.8%</b>	<b>*</b>	<b>95.1%</b>	<b>92.1%</b>	<b>91.8%</b>	<b>96.7%</b>	<b>42.4%</b>	<b>*</b>	<b>92.5%</b>	<b>91.1%</b>
State	90.8%	90.9%	90.8%	93.0%	92.8%	86.5%	89.4%	94.2%	91.3%	89.5%	90.7%	88.8%

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>90.5%</b>	<b>91.9%</b>	<b>90.5%</b>
State	88.4%	90.1%	88.1%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Student Mobility Rate

### What is it?

A school's student mobility rate is the percentage of students who experienced at least one transfer in or out of the school between the first school day of October and the last school day of the year. Graduates are not included.

### Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>8.5%</b>	<b>8.0%</b>	<b>8.9%</b>	<b>*</b>	<b>4.2%</b>	<b>26.2%</b>	<b>11.5%</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>7.3%</b>
State	7.6%	7.9%	7.3%	2.9%	5.2%	13.8%	7.7%	7.1%	9.6%	10.2%	8.9%	7.2%

	Students with IEPs	English Learners	Low Income	Homeless
<b>District</b>	<b>8.5%</b>	<b>13.9%</b>	<b>12.6%</b>	<b>‡</b>
State	8.0%	9.5%	10.2%	25.7%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Chronic Absenteeism Rate

### What is it?

This shows the percentage of students who miss 10 percent or more of school days per year either with or without a valid excuse. Illinois law defines “chronic absentee” as a student who misses 10 percent of school days within an academic year with or without a valid excuse. That’s 18 days of an average 180-day school year. Excused absences include illness, suspension, need to care for a family member, etc. Students need daily instruction in order to succeed. Chronic absentees are at risk of academic and social problems.

### By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>18.9%</b>	<b>20.9%</b>	<b>16.8%</b>	<b>*</b>	<b>11.5%</b>	<b>28.9%</b>	<b>29.3%</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>29.9%</b>
State	29.8%	29.5%	30.2%	20.9%	21.2%	47.9%	36.1%	15.8%	28.0%	36.4%	30.6%	37.3%

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>34.4%</b>	<b>28.1%</b>	<b>36.1%</b>
State	38.9%	34.5%	42.0%

### By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>District</b>	<b>*</b>	<b>*</b>	<b>19.5%</b>	<b>19.7%</b>	<b>13.6%</b>	<b>14.6%</b>	<b>13.9%</b>	<b>19.1%</b>	<b>19.9%</b>	<b>29.2%</b>
State	*	*	29.2%	26.5%	24.3%	23.4%	23.4%	25.5%	26.2%	27.7%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Dropout Rate

### What is it?

This shows the percentage of students who are removed from the local enrollment roster before the end of a school term. Dropouts include students in Grades 9-12 whose names have been removed for any reason, including moved not known to be continuing, transfer to GED-program, and aged out. The percentage does not include death, extended illness, graduation/completion of a program of studies, transfer to another public/private/home school, or expulsion.

### By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	†	†	†	†	†	†	†	†	†	†	†	†
State	3.3%	3.9%	2.8%	0.3%	2.6%	5.4%	3.7%	0.7%	2.5%	4.7%	4.4%	3.0%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant
District	†	†	†	†	†
State	3.6%	4.3%	5.1%	9.6%	12.6%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Chronically Truant Students

### What is it?

This shows the percentage of students who are considered chronic truants as defined in [Section 26-2a of the School Code](#). Chronic truants include students subject to compulsory attendance who have been absent without valid cause from such attendance for 5 percent or more of the previous 180 regular attendance days.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>1.0%</b>	‡	‡	*	‡	‡	‡	‡	‡	*	‡	‡
State	22.1%	22.2%	22.0%	7.2%	8.6%	50.2%	30.9%	7.9%	20.5%	28.8%	19.8%	25.5%

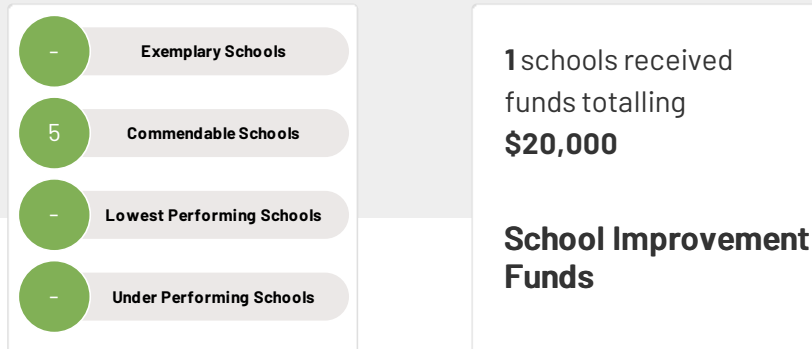
	Students with IEPs	English Learners	Low Income
<b>District</b>	‡	‡	‡
State	27.8%	29.4%	36.1%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has four summative designations: Exemplary School, Commendable School, Targeted School, and Comprehensive School. Targeted Schools and Comprehensive Schools receive additional funding and supports to build local capacity and improve student outcomes. Multiple measures of school performance and growth determine a school's annual\* summative designation.

\* Federal waivers issued in 2020 and 2021 impacted accountability. For more information, see [www.isbe.net/summative](http://www.isbe.net/summative).



## School Improvement Funds

### What is it?

Funds authorized under Title I, Part A, Section 1003 School Improvement of ESSA are allocated on a formula basis to LEAs serving the state's lowest-performing schools that are implementing comprehensive support and improvement activities or the state's underperforming schools that are implementing targeted support and improvement activities. School Improvement funds are disbursed by the Illinois State Board of Education to eligible LEAs via the IL-EMPOWER Grant to assist schools in improvement status develop, implement, and monitor effective School Improvement Plans. The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status. LEAs use school improvement funding for the following types of planning and implementation activities:

- Contracting for professional services from state-approved learning partners.
- Conducting school-level needs assessments.
- Analyzing data.
- Identifying resource inequities.
- Researching and implementing evidence-based interventions.
- Purchasing standards-aligned curriculum and materials.
- Purchasing and administering local assessments for progress monitoring.
- Paying school personnel to collaborate and to develop, implement, and monitor School Improvement Plans.

### Schools Who Receive Title I School Improvement - 1003(a) Funds

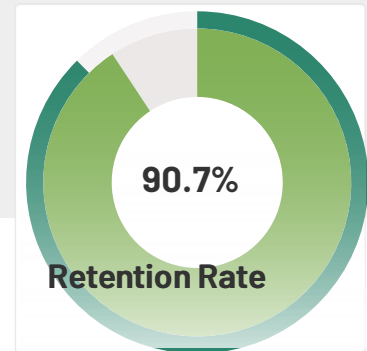
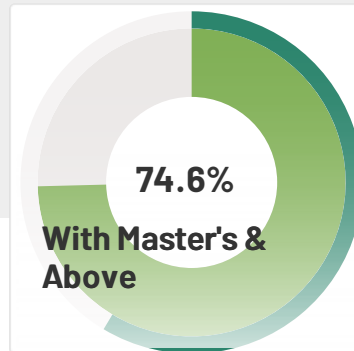
	School Year First Identified As Needing Support	Title I School Improvement - 1003(a) Funds Received for Previous School Year	Level of Support	Reason for Receiving Title I School Improvement - 1003(a) Funds
Wm F Gurrie Middle School	2018	\$20,000	Targeted	EL, IEP

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## About the data

Teacher data includes information regarding teachers, including salary, retention, and education, as well as information comparing the ratio of teachers to students.



## Teacher Information

### What is it?

This shows information pertaining to teachers, including experience, education, attendance, and evaluation.

	Average Teaching Experience	With Bachelor's Degrees	With Master's & Above	Attendance Rate	Evaluation Rate
<b>District</b>	<b>13</b>	<b>25.4%</b>	<b>74.6%</b>	<b>80.8%</b>	<b>100.0%</b>
State	*	40.6%	58.6%	66.1%	97.2%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Student-To-Teacher Ratios

### What is it?

This shows the average number of students per teacher. Teachers classified as special education teachers are not included. Research indicates that children in lower grades show the potential for higher achievement scores when they are in smaller classes. Many factors contribute to student achievement, and class size is only one part of this bigger picture. Special education classes are not included in this calculation.

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
<b>District</b>	<b>11</b>	<b>*</b>
State	17	18

## Average Teacher Salary

### What is it?

This shows the average salary for teachers. This information is reported at the district level.

	Average Teacher Salary
<b>District</b>	<b>\$70,049</b>
State	\$72,316

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Retention Rate

### What is it?

This shows the three-year average percentage of full-time teachers returning to the same school year to year.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	90.7% 282	91.0% 274	* *	100.0% 7	50.0% 1	* *	* *	* *	0.0% 0
	Male	90.9% 40	90.2% 37	* *	100.0% 3	* *	* *	* *	* *	* *
	Female	90.6% 242	91.2% 237	* *	100.0% 4	50.0% 1	* *	* *	* *	0.0% 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	87.6% 311,523	88.1% 262,637	81.8% 15,332	87.4% 21,752	87.6% 4,957	86.4% 184	85.5% 691	85.0% 2,323	82.6% 3,647
	Male	89.1% 73,837	89.8% 63,050	81.2% 3,038	87.3% 4,993	88.5% 1,159	87.5% 56	87.6% 169	87.1% 594	81.7% 778
	Female	87.2% 237,686	87.6% 199,587	81.9% 12,294	87.5% 16,759	87.3% 3,798	85.9% 128	84.9% 522	84.3% 1,729	82.9% 2,869
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Full-Time Equivalent

### What is it?

This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	100.0% 128.6	93.0% 119.6	* *	6.2% 8	0.8% 1	* *	* *	* *	* *
	Male	16.0% 20.6	15.6% 18.6	* *	25.0% 2	* *	* *	* *	* *	* *
	Female	84.0% 108	84.4% 101	* *	75.0% 6	100.0% 1	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 134887.1	81.3% 109693.6	6.0% 8130.5	8.0% 10848.3	1.8% 2472.7	0.1% 83.5	0.2% 319.7	0.8% 1125.1	1.6% 2213.8
	Male	23.3% 31433.8	23.6% 25853.6	21.4% 1741.5	22.6% 2449.9	22.4% 554.9	29.7% 24.8	22.9% 73.3	24.0% 270.5	21.0% 465.5
	Female	76.7% 103453.3	76.4% 83840	78.6% 6389	77.4% 8398.4	77.6% 1917.8	70.3% 58.7	77.1% 246.5	76.0% 854.6	79.0% 1748.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Teachers with Gifted Endorsement

Teachers with Gifted Endorsement	
District	*
State	1,247

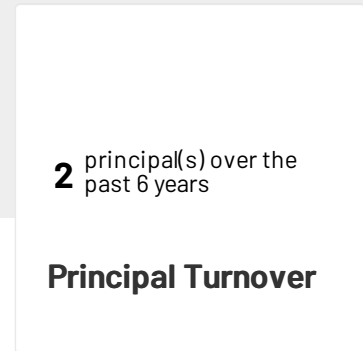
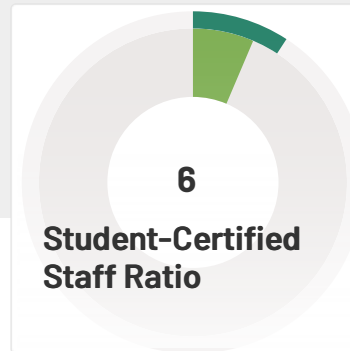
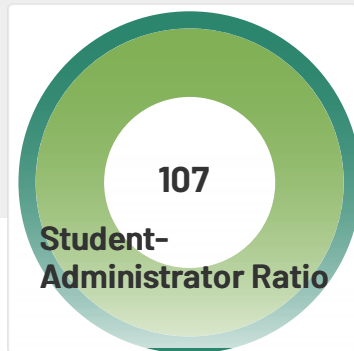
## National Board Certified Teachers

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Male	Female	Non Binary	Unknown
District	4	4	*	*	*	*	*	*	*	4	*	*
State	2,513	2,027	150	203	68	1	6	29	484	2,029	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

Administrator data includes information regarding administration, including salary and turnover, as well as information comparing ratios of administration to both students and staff.



## Student-To-Staff Ratios

### What is it?

This shows the average number of students per certified staff member and the average number of students per administrator.

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	6	107
State	9	147

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Administrators

## Full-Time Equivalent

### What is it?

This shows the total percentage and number of administrator Full-Time Equivalents. The number of administrators at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	100.0% 11.2	91.0% 10.2	* *	9.0% 1	* *	* *	* *	* *	* *
	Male	19.4% 2.2	21.3% 2.2	* *	* *	* *	* *	* *	* *	* *
	Female	80.6% 9	78.7% 8	* *	100.0% 1	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 12732.9	76.1% 9694.8	14.3% 1820.1	6.9% 872.4	0.9% 118.1	0.1% 8.7	0.3% 34.1	0.8% 97	0.7% 87.8
	Male	41.2% 5242	44.5% 4311.1	27.9% 507	33.4% 291	45.9% 54.2	33.1% 2.9	34.9% 11.9	33.1% 32.1	36.2% 31.8
	Female	58.8% 7490.9	55.5% 5383.7	72.1% 1313.1	66.6% 581.4	54.1% 63.9	66.9% 5.8	65.1% 22.2	66.9% 64.9	63.8% 56
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Principal Turnover

### What is it?

Principal Turnover for the school is the number of different principals at the same school in the last six years. At the district and state level, it is the average number of principals at the same school in the past six years. If the number is zero, no current data was provided.

Principal(s) over the past 6 years	
<b>District</b>	<b>2</b>
State	2

## Average Administrator Salary

### What is it?

This shows the average salary for administrators. This information is reported at the district level.

Average Administrator Salary	
<b>District</b>	<b>\$127,586</b>
State	\$116,206

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Civil Rights Data Collection

(2017-18)

## About the data

The Civil Rights Data Collection (CRDC) is a biennial (i.e., every other school year) survey of public schools that has been required by the U.S. Department of Education Office for Civil Rights since 1968. The CRDC collects data on leading civil rights indicators related to access and barriers to educational opportunity from early childhood through Grade 12. The CRDC collects data from public Local Educational Agencies and schools, including juvenile facilities, charter schools, alternative schools, and schools serving only students with disabilities.

## Student Environment

### What is it?

Data from the Civil Rights Data Collection (CRDC) comes directly from the U.S. Department of Education (ED). ED collects the data directly from ISBE and school districts and releases the information on a two- to three-year delay. ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for in-school suspensions, out-of-school suspensions, and expulsions is reported by ISBE in a separate report on [www.isbe.net](http://www.isbe.net). Current year data for chronic absenteeism can be found in the Students section of the Report Card. Please note data may not match due to differences in data collection methods.

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
<b>District</b>	<b>1.3%</b>	<b>1.7%</b>	<b>0.4%</b>	<b>0.0%</b>	<b>0.2%</b>	<b>9.0%</b>
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Civil Rights Data Collection

(2017-18)

## Student Environment (cont)

	Rate of Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
<b>District</b>	<b>1.3%</b>	<b>0</b>	<b>0</b>
State	2.2%	153	5

## Academic Environment

### What is it?

Data from the Civil Rights Data Collection comes directly from ED, which collects the data directly from ISBE and school districts and releases the information on a two- to three-year delay. ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for accelerated coursework can be found in the Academic Performance section of the Report Card. Please note data may not match due to differences in data collection methods.

	Enrolled in PreSchool	Advanced Placement (AP) Course Work	Advanced Placement Course Work	
			International Baccalaureate (IB) Course Work	Dual Credit Course Work
<b>District</b>	<b>5.2%</b> <b>71</b>	<b>0.0%</b> <b>0</b>	<b>0.0%</b> <b>0</b>	<b>0.0%</b> <b>0</b>
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). NAEP results are based on a sample of student populations of interest. National NAEP reports information for the nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement at Grades 4, 8, and 12.

## Inclusion Rate and Standard Error in NAEP

### What is it?

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### Percentage of students identified With Disabilities and English Learners - Reading

Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	91	2.1	96	1	95	1.4	94	1.6

### Percentage of students identified With Disabilities and English Learners - Mathematics

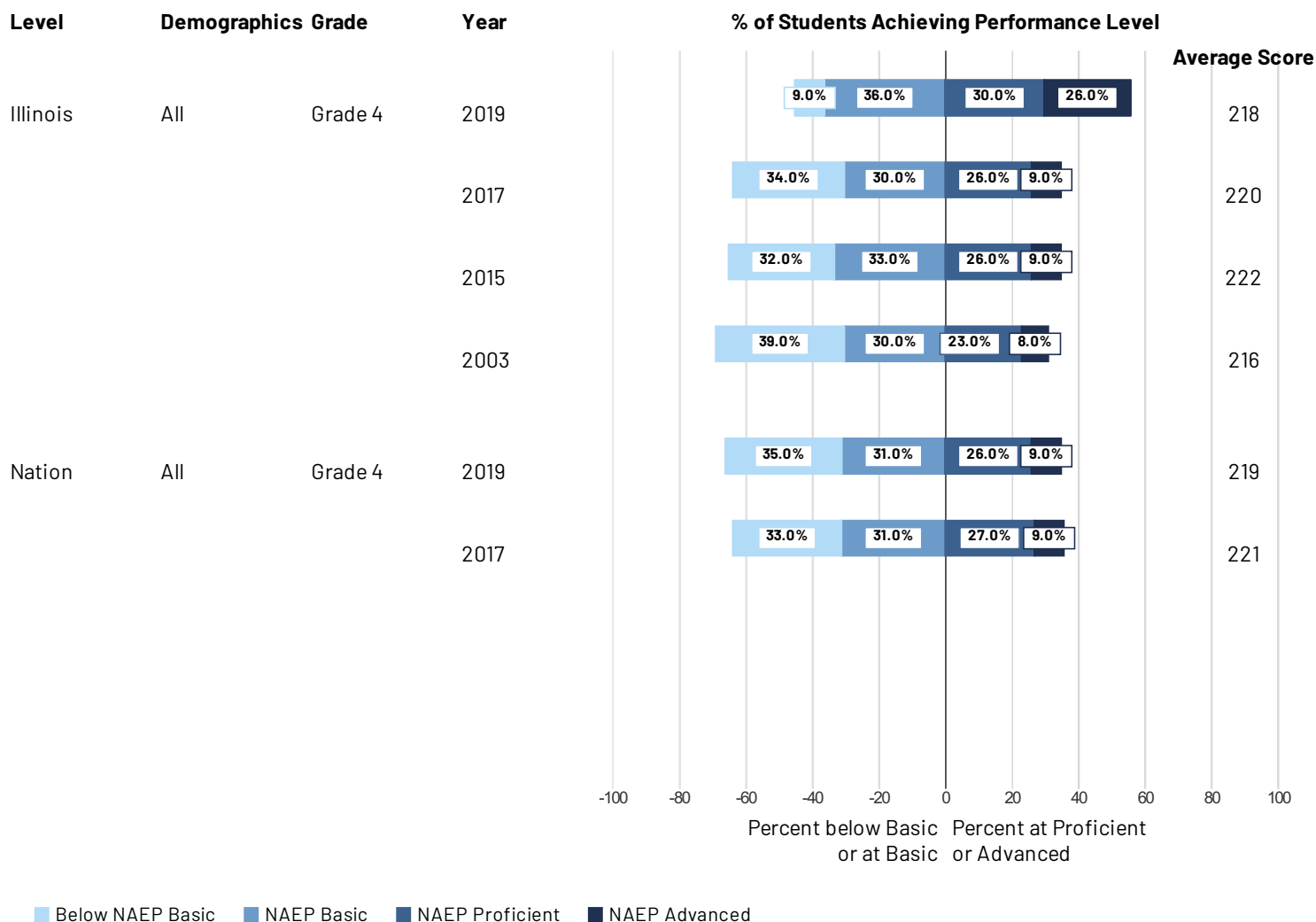
Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	95	1.2	98	0.7	94	1.1	95	2

## NAEP Achievement-Level Percentages and Average Score Results

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Reading - Grade 4



\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

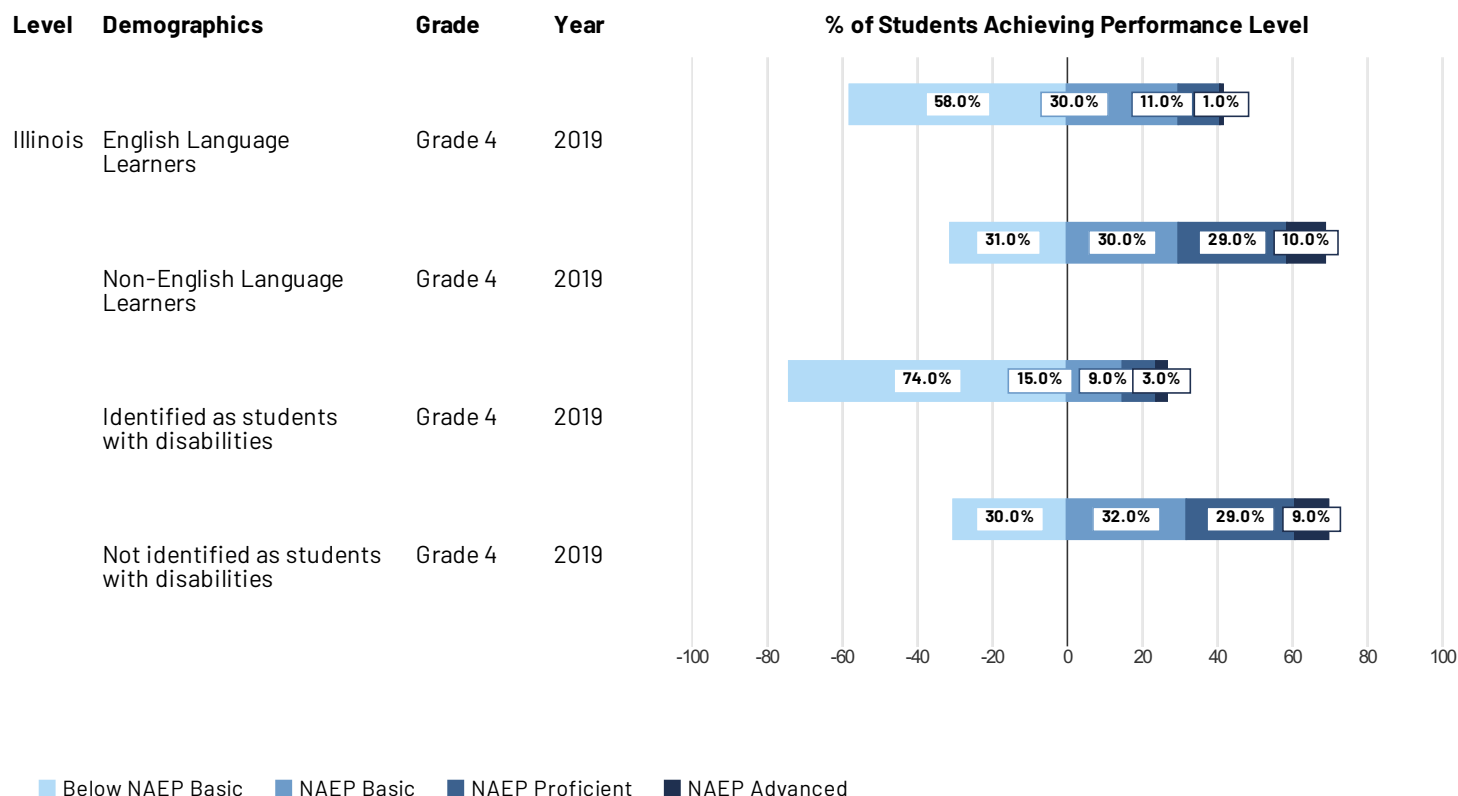
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

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### Reading - Grade 4



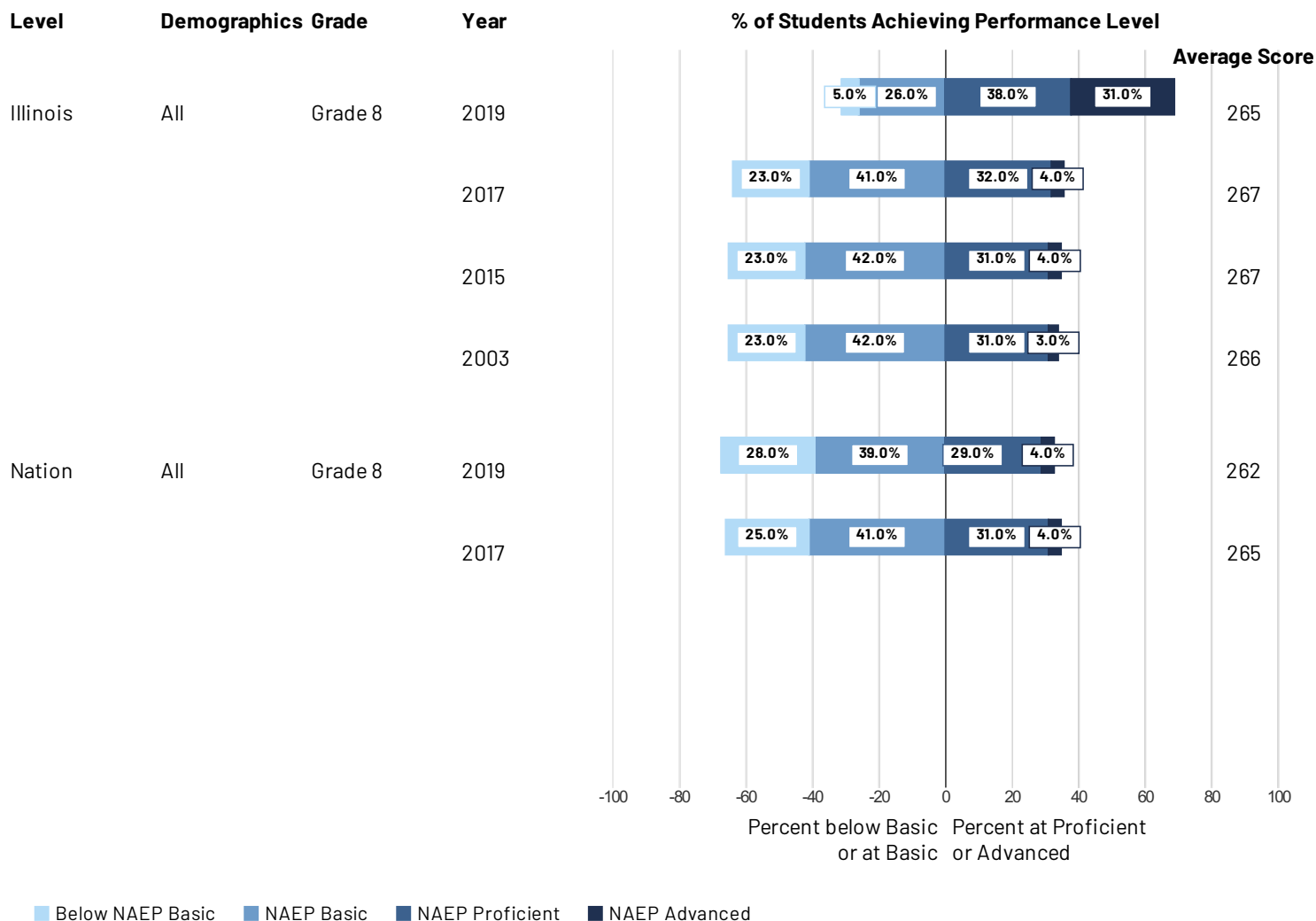
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

## NAEP Achievement-Level Percentages and Average Score Results (cont)

### Reading - Grade 8

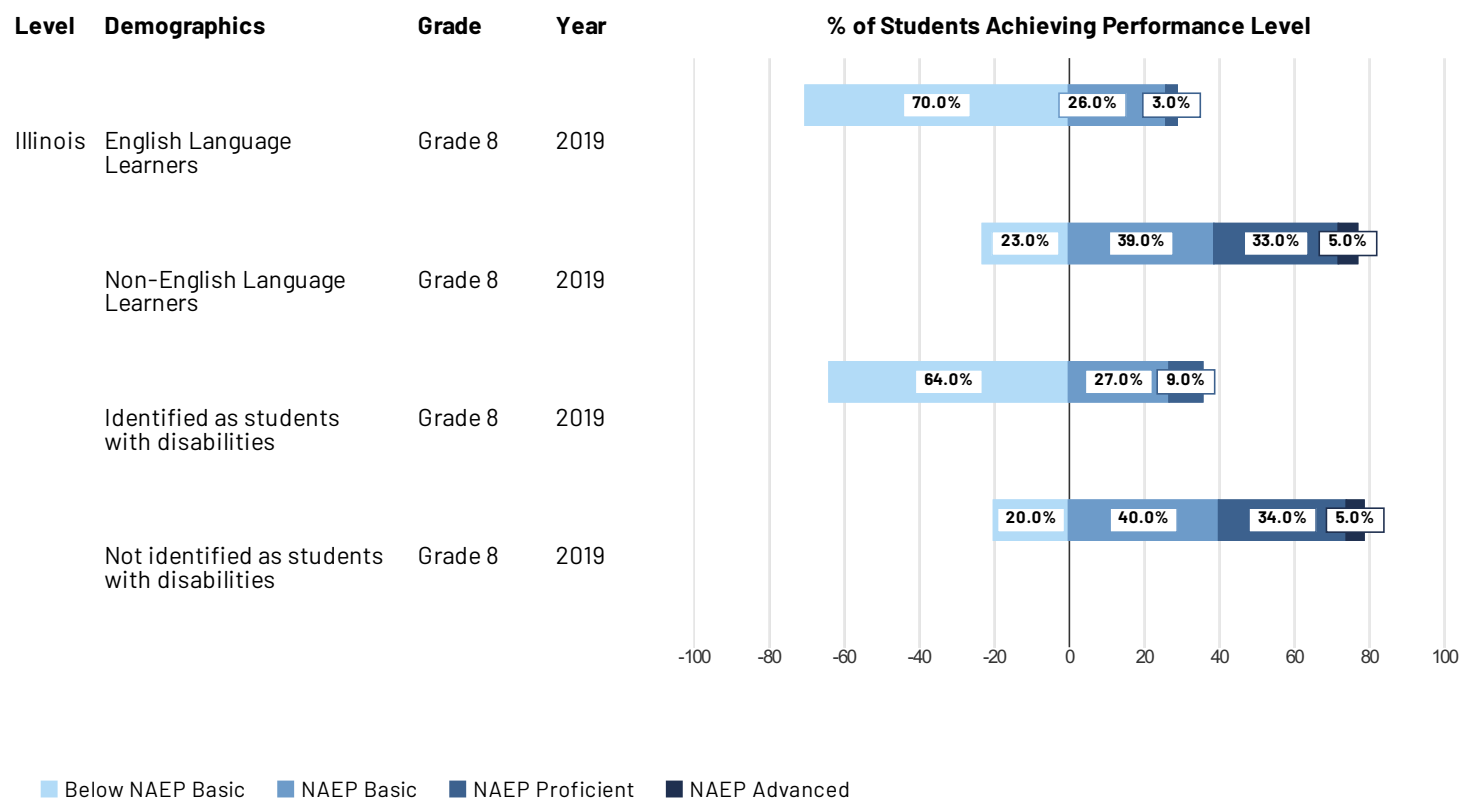


\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

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## NAEP Achievement-Level Percentages and Average Score Results (cont)

### Reading - Grade 8



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

## Results for Student Groups

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Results for Student Groups in 2019 - Reading - Grade 4

			Percentage at or above NAEP		Percentage at NAEP
Reporting Groups	Percentage of students	Average Score	Basic	Proficient	Advanced
Race/Ethnicity					
White	46.0%	228	75.0%	45.0%	12.0%
Black	18.0%	200	46.0%	17.0%	2.0%
Hispanic	27.0%	208	55.0%	23.0%	4.0%
Asian	4.0%	238	82.0%	57.0%	19.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	4.0%	229	74.0%	43.0%	12.0%
Gender					
Male	50.0%	215	61.0%	32.0%	8.0%
Female	50.0%	221	68.0%	36.0%	9.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.



## Results for Student Groups (cont)

### Results for Student Groups in 2019 - Reading - Grade 8

			Percentage at or above NAEP		Percentage at NAEP
Reporting Groups	Percentage of students	Average Score	Basic	Proficient	Advanced
Race/Ethnicity					
White	48.0%	274	82.0%	45.0%	6.0%
Black	18.0%	246	56.0%	15.0%	1.0%
Hispanic	25.0%	255	66.0%	25.0%	2.0%
Asian	6.0%	290	90.0%	66.0%	15.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	3.0%	263	72.0%	32.0%	5.0%
Gender					
Male	51.0%	260	69.0%	32.0%	4.0%
Female	49.0%	269	78.0%	40.0%	6.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

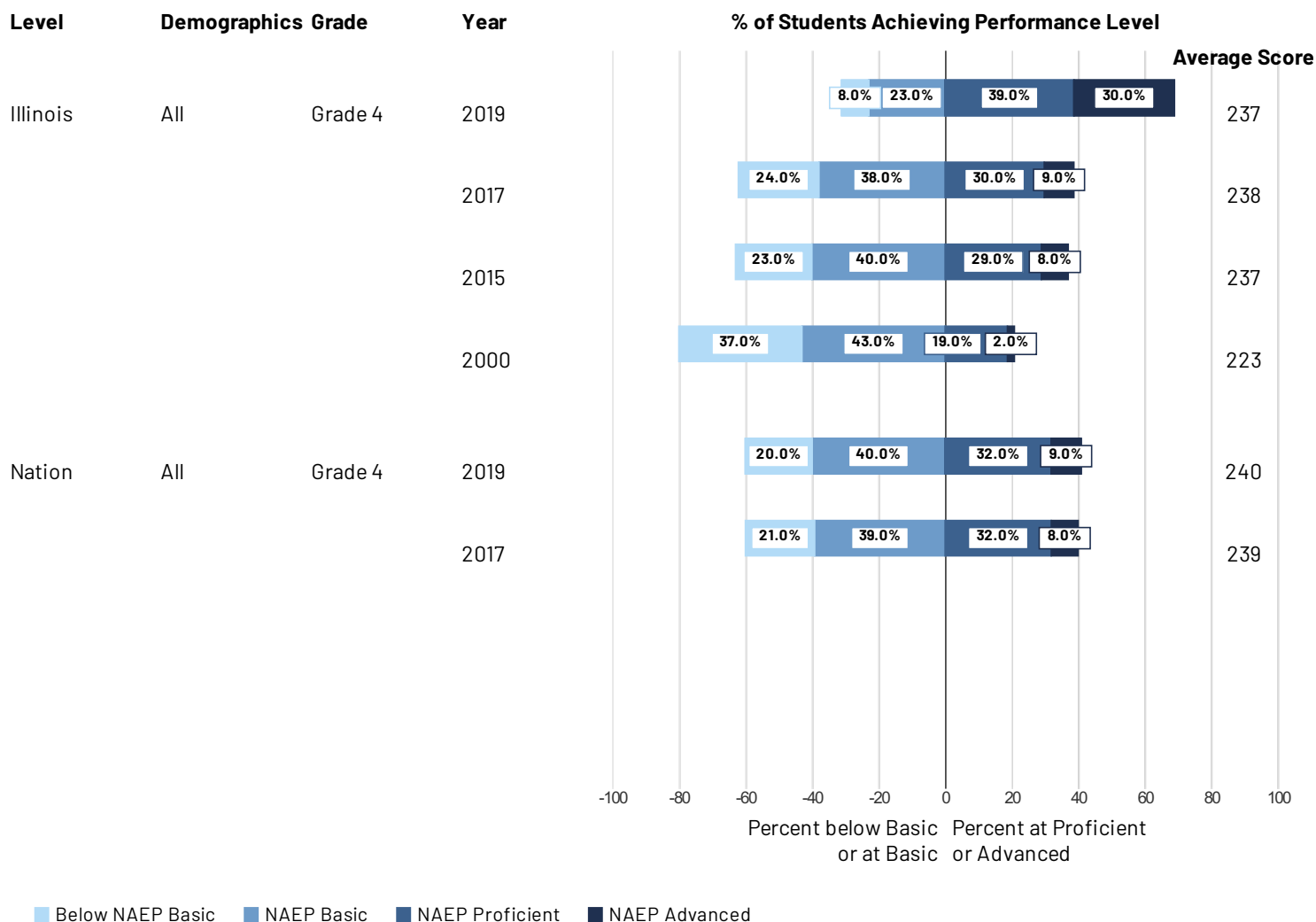
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## NAEP Achievement-Level Percentages and Average Score Results

### What is it?

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### Mathematics - Grade 4



\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

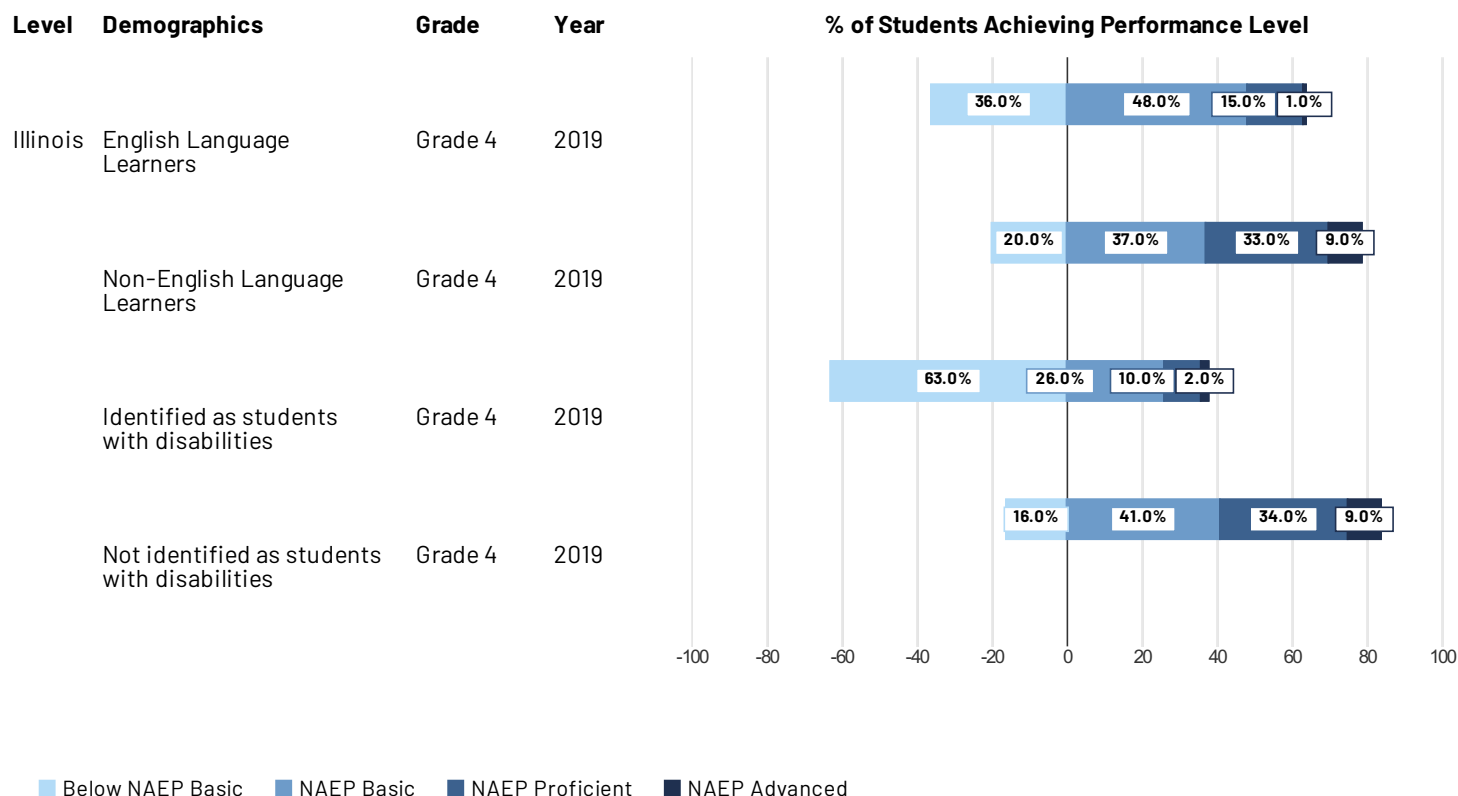
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## NAEP Achievement-Level Percentages and Average Score Results

### What is it?

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### Mathematics - Grade 4



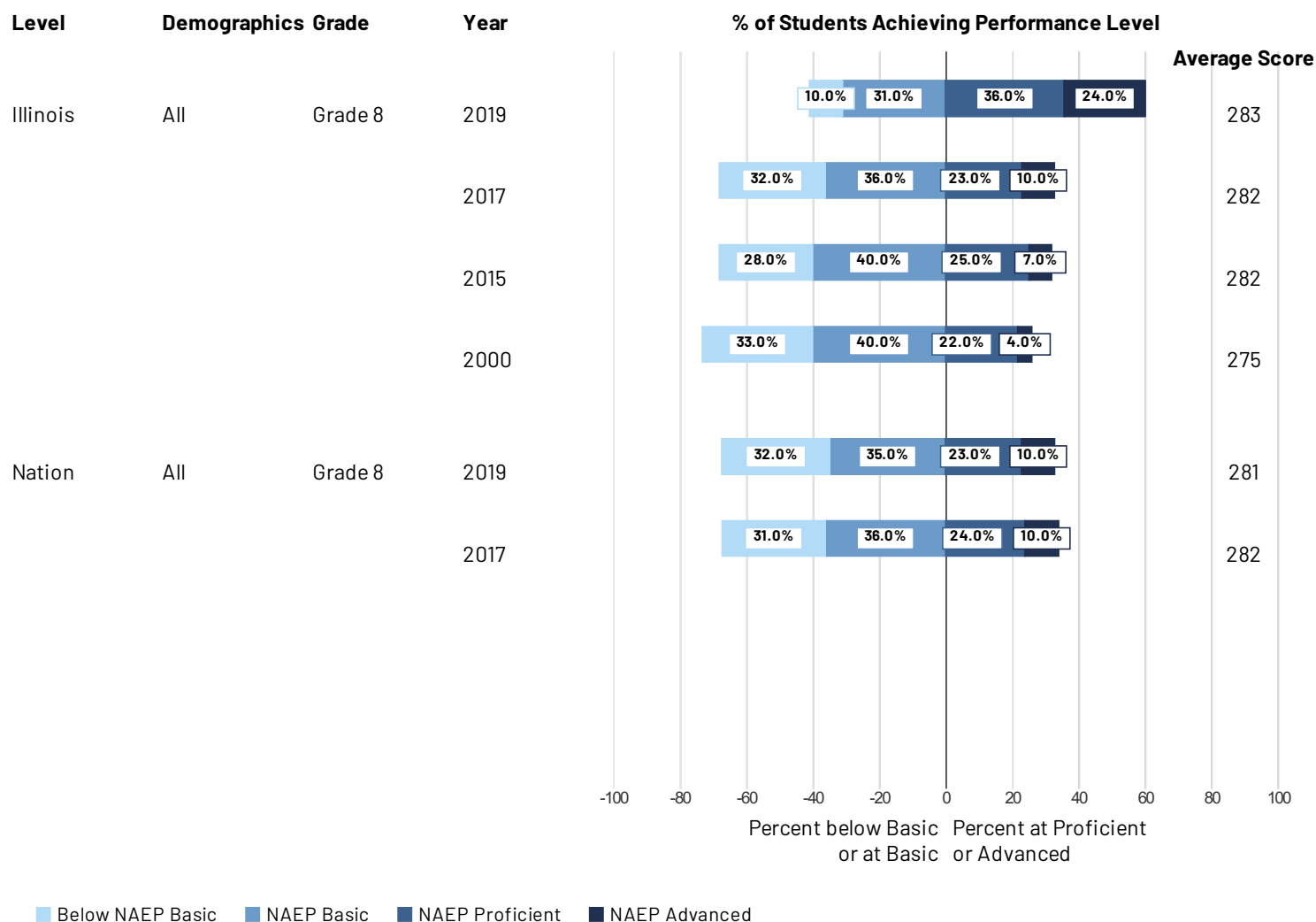
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

## NAEP Achievement-Level Percentages and Average Score Results (cont)

### Mathematics – Grade 8

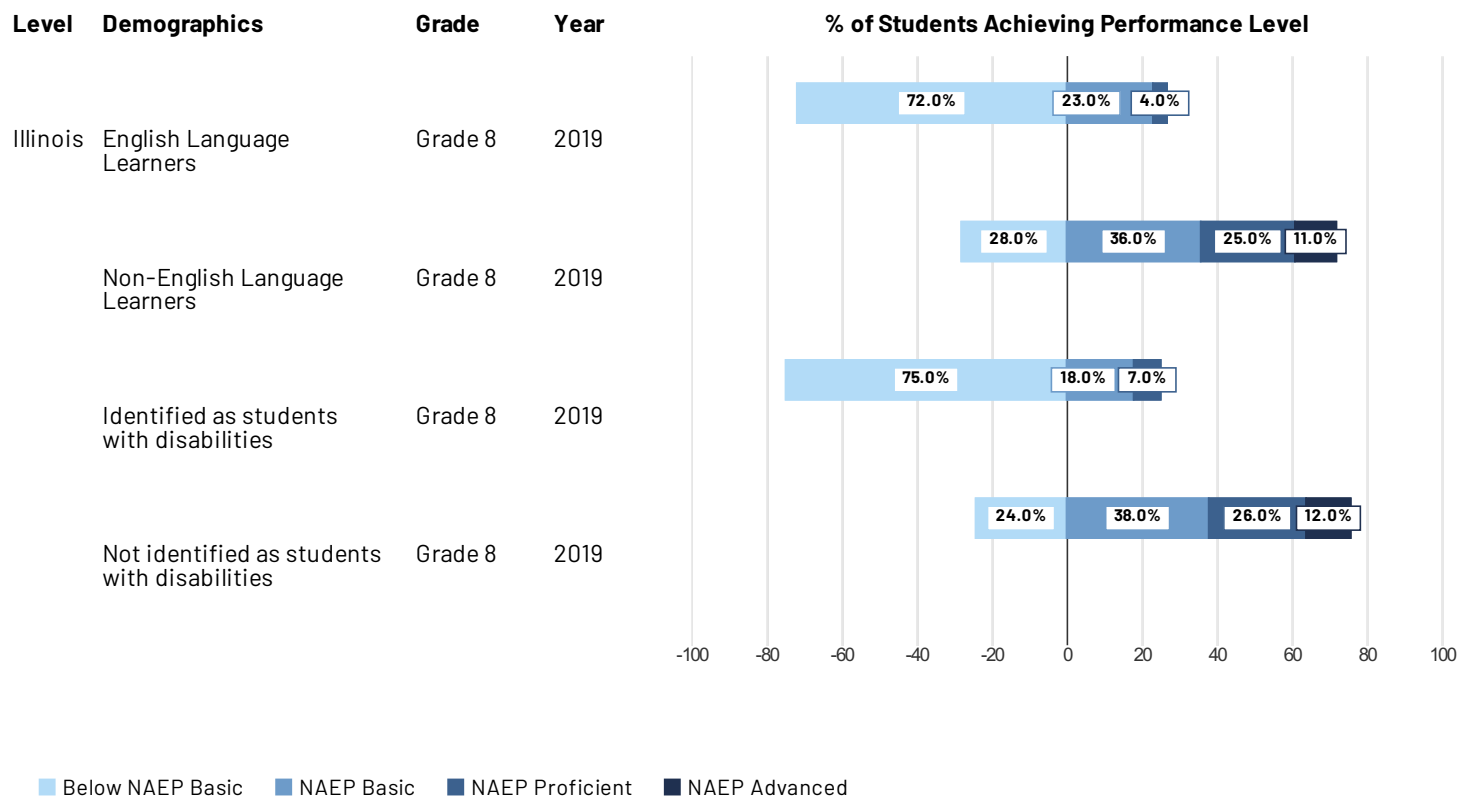


\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

## NAEP Achievement-Level Percentages and Average Score Results (cont)

### Mathematics – Grade 8



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

## Results for Student Groups

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Results for Student Groups in 2019 - Math - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	46.0%	246	86.0%	51.0%	11.0%
Black	17.0%	217	57.0%	14.0%	1.0%
Hispanic	27.0%	231	74.0%	28.0%	4.0%
Asian	4.0%	259	88.0%	65.0%	25.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	4.0%	238	76.0%	40.0%	12.0%
Gender					
Male	50.0%	239	78.0%	41.0%	10.0%
Female	50.0%	236	77.0%	36.0%	6.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## Results for Student Groups (cont)

### Results for Student Groups in 2019 - Math - Grade 8

			Percentage at or above NAEP		Percentage at NAEP
Reporting Groups	Percentage of students	Average Score	Basic	Proficient	Advanced
Race/Ethnicity					
White	48.0%	291	78.0%	42.0%	12.0%
Black	18.0%	262	49.0%	14.0%	2.0%
Hispanic	25.0%	273	62.0%	24.0%	5.0%
Asian	6.0%	320	92.0%	73.0%	36.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	3.0%	286	71.0%	38.0%	17.0%
Gender					
Male	51.0%	283	69.0%	35.0%	12.0%
Female	49.0%	282	70.0%	32.0%	9.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.