

# Skokie SD 73-5

## District Superintendent

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2021 - 2022

<http://www.sd735.org>

## District Provided Statement

In District 73.5, we focus on 3 priorities. 1. Create WELCOMING ENVIRONMENTS for our community. We are intentional about our engagement with our students, parents, families, community, & staff. 2. HIRING & RETENTION: We deliberately seek to diversify our high-quality staff, with a commitment on retention and development. 3. Our focus is on ACCELERATING STUDENT LEARNING to reach grade-level standards & mitigate unfinished teaching & learning.

## 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 2022 Report Card Metrics](#) and the [2022 Glossary of Terms](#).

## District Snapshot

**Percent of Adequacy :** 99.4%

**Chronic Absenteeism :** 19.5%

**Principal Turnover :** 3

**Schools in District :** 3

**Senate District :** 8 **House District :** 16

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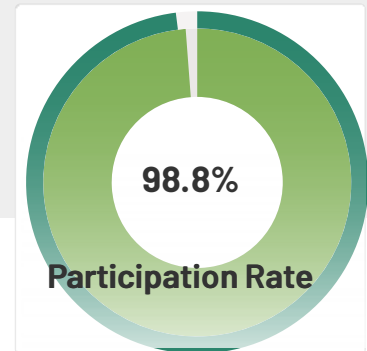
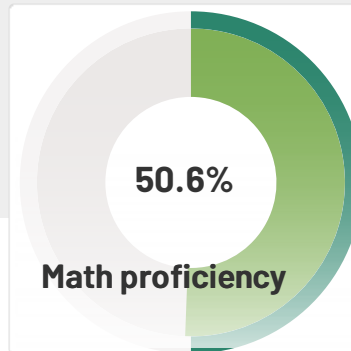
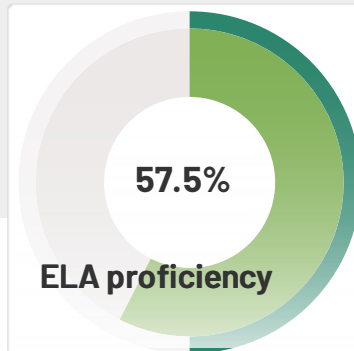
**159 | Civil Rights Data Collection (2017-18)**

**161 | NAEP**

Date: 11/09/24 11:12:30 -06:00

## 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.



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## 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.

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# 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>	13.3%	13.3%	25.5%	45.9%	2.0%	7.1%	16.3%	24.5%	39.8%	12.2%
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>	8.3%	13.9%	27.8%	47.2%	2.8%	5.6%	8.3%	22.2%	47.2%	16.7%
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>	13.3%	6.7%	33.3%	46.7%	0.0%	6.7%	13.3%	26.7%	46.7%	6.7%
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>	18.5%	11.1%	33.3%	37.0%	0.0%	14.8%	22.2%	25.9%	33.3%	3.7%
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>	18.5%	14.8%	18.5%	48.1%	0.0%	11.1%	11.1%	24.1%	42.6%	11.1%
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>	6.8%	11.4%	34.1%	43.2%	4.5%	2.3%	22.7%	25.0%	36.4%	13.6%
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%

\* indicates non-reported data. ‡ indicates 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>	0.0%	10.0%	0.0%	90.0%	0.0%	0.0%	10.0%	10.0%	50.0%	30.0%
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>	46.2%	7.7%	7.7%	30.8%	7.7%	23.1%	23.1%	30.8%	15.4%	7.7%
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>	50.0%	10.0%	10.0%	20.0%	10.0%	30.0%	30.0%	30.0%	0.0%	10.0%
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>	9.1%	13.6%	27.3%	48.9%	1.1%	4.5%	14.8%	23.9%	44.3%	12.5%
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>	34.6%	11.5%	34.6%	19.2%	0.0%	23.1%	23.1%	34.6%	15.4%	3.8%
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>	5.6%	13.9%	22.2%	55.6%	2.8%	1.4%	13.9%	20.8%	48.6%	15.3%
State	26.5%	18.7%	23.6%	28.8%	2.5%	18.5%	20.4%	23.5%	29.0%	8.6%

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# 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>	10.7%	14.3%	35.7%	39.3%	0.0%	7.1%	28.6%	28.6%	32.1%	3.6%
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>	14.3%	12.9%	21.4%	48.6%	2.9%	7.1%	11.4%	22.9%	42.9%	15.7%
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	69.2%	23.1%	7.7%	0.0%	0.0%	53.8%	38.5%	0.0%	7.7%	0.0%
<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%

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# Academic Progress

## IAR (cont)

### Grade 3 - Accountability Proficiency

	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>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>White</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Black</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Hispanic</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Asian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Male</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Female</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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## IAR (cont)

### Grade 3 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*	*	*
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Two or More Races</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Students with IEPs</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non-IEP</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>English Learners</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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## IAR (cont)

### Grade 3 - Accountability Proficiency

	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>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non Low Income</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Homeless</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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# 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>	18.2%	13.6%	23.6%	35.5%	9.1%	17.4%	23.9%	25.7%	32.1%	0.9%
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>	14.7%	8.8%	29.4%	38.2%	8.8%	9.1%	27.3%	27.3%	36.4%	0.0%
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>	41.7%	8.3%	25.0%	25.0%	0.0%	50.0%	25.0%	16.7%	8.3%	0.0%
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>	9.1%	27.3%	27.3%	36.4%	0.0%	18.2%	45.5%	36.4%	0.0%	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>	20.0%	15.6%	20.0%	33.3%	11.1%	17.8%	15.6%	24.4%	40.0%	2.2%
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>	17.0%	18.9%	26.4%	30.2%	7.5%	17.3%	15.4%	32.7%	34.6%	0.0%
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>	19.3%	8.8%	21.1%	40.4%	10.5%	17.5%	31.6%	19.3%	29.8%	1.8%
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%

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# 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%	9.5%	14.3%	28.6%	4.8%	38.1%	23.8%	14.3%	23.8%	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%	13.3%	6.7%	20.0%	0.0%	53.3%	20.0%	13.3%	13.3%	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>	11.6%	13.7%	26.3%	37.9%	10.5%	11.7%	24.5%	27.7%	35.1%	1.1%
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>	29.0%	22.6%	25.8%	22.6%	0.0%	32.3%	19.4%	29.0%	19.4%	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>	13.9%	10.1%	22.8%	40.5%	12.7%	11.5%	25.6%	24.4%	37.2%	1.3%
State	19.7%	18.1%	24.8%	30.8%	6.5%	18.8%	25.7%	25.3%	26.7%	3.4%

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# 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>32.3%</b>	<b>22.6%</b>	<b>19.4%</b>	<b>19.4%</b>	<b>6.5%</b>	<b>32.3%</b>	<b>29.0%</b>	<b>16.1%</b>	<b>22.6%</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>12.7%</b>	<b>10.1%</b>	<b>25.3%</b>	<b>41.8%</b>	<b>10.1%</b>	<b>11.5%</b>	<b>21.8%</b>	<b>29.5%</b>	<b>35.9%</b>	<b>1.3%</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	39.1%	30.4%	13.0%	13.0%	4.3%	43.5%	17.4%	26.1%	13.0%	0.0%
<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%

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# Academic Progress

## IAR (cont)

### Grade 4 - Accountability Proficiency

	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>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>White</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Black</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Hispanic</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Asian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Male</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Female</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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## IAR (cont)

### Grade 4 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*	*	*
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Two or More Races</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Students with IEPs</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non-IEP</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>English Learners</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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# Academic Progress

## IAR (cont)

### Grade 4 - Accountability Proficiency

	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>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non Low Income</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Homeless</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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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>	8.4%	23.4%	40.2%	26.2%	1.9%	12.1%	26.2%	40.2%	16.8%	4.7%
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>	10.5%	15.8%	39.5%	34.2%	0.0%	10.5%	21.1%	39.5%	26.3%	2.6%
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>	13.3%	20.0%	53.3%	13.3%	0.0%	6.7%	26.7%	60.0%	6.7%	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>	5.7%	34.3%	40.0%	17.1%	2.9%	11.4%	31.4%	42.9%	5.7%	8.6%
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>	11.5%	31.1%	36.1%	21.3%	0.0%	8.2%	31.1%	39.3%	14.8%	6.6%
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>	4.3%	13.0%	45.7%	32.6%	4.3%	17.4%	19.6%	41.3%	19.6%	2.2%
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>	25.9%	37.0%	18.5%	18.5%	0.0%	25.9%	29.6%	29.6%	11.1%	3.7%
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>	31.8%	40.9%	13.6%	13.6%	0.0%	31.8%	31.8%	22.7%	13.6%	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>	2.4%	18.8%	47.1%	29.4%	2.4%	7.1%	24.7%	44.7%	17.6%	5.9%
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>	12.5%	37.5%	37.5%	12.5%	0.0%	12.5%	43.8%	43.8%	0.0%	0.0%
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>	7.7%	20.9%	40.7%	28.6%	2.2%	12.1%	23.1%	39.6%	19.8%	5.5%
State	17.6%	19.9%	27.8%	31.6%	3.0%	20.6%	25.4%	26.3%	23.6%	4.0%

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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>Low Income</b>										
<b>District</b>	9.4%	31.3%	40.6%	15.6%	3.1%	12.5%	28.1%	53.1%	3.1%	3.1%
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>	8.0%	20.0%	40.0%	30.7%	1.3%	12.0%	25.3%	34.7%	22.7%	5.3%
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	46.2%	34.6%	15.4%	3.8%	0.0%	53.8%	30.8%	15.4%	0.0%	0.0%
<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%

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## IAR (cont)

### Grade 5 - Accountability Proficiency

	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>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>White</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Black</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Hispanic</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Asian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Male</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Female</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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## IAR (cont)

### Grade 5 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*	*	*
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Two or More Races</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Students with IEPs</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non-IEP</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>English Learners</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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# Academic Progress

## IAR (cont)

### Grade 5 - Accountability Proficiency

	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>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non Low Income</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Homeless</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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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>All</b>										
<b>District</b>	5.1%	5.9%	26.3%	49.2%	13.6%	12.7%	26.3%	33.1%	25.4%	2.5%
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>	7.0%	4.7%	18.6%	51.2%	18.6%	11.6%	14.0%	48.8%	23.3%	2.3%
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>	12.5%	12.5%	43.8%	12.5%	18.8%	18.8%	56.3%	6.3%	18.8%	0.0%
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>	0.0%	6.1%	30.3%	57.6%	6.1%	12.1%	27.3%	39.4%	21.2%	0.0%
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>	8.8%	7.0%	26.3%	49.1%	8.8%	8.8%	21.1%	36.8%	31.6%	1.8%
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>	1.7%	3.3%	26.7%	50.0%	18.3%	15.0%	31.7%	30.0%	20.0%	3.3%
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%

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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>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>	5.9%	0.0%	17.6%	58.8%	17.6%	11.8%	17.6%	17.6%	41.2%	11.8%
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>	30.0%	15.0%	35.0%	20.0%	0.0%	40.0%	30.0%	15.0%	15.0%	0.0%
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>	35.7%	14.3%	42.9%	7.1%	0.0%	50.0%	21.4%	21.4%	7.1%	0.0%
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>	1.0%	4.8%	24.0%	54.8%	15.4%	7.7%	26.9%	34.6%	27.9%	2.9%
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>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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>	1.8%	3.7%	26.6%	53.2%	14.7%	8.3%	25.7%	35.8%	27.5%	2.8%
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>	6.1%	9.1%	36.4%	39.4%	9.1%	15.2%	30.3%	42.4%	12.1%	0.0%
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>	4.7%	4.7%	22.4%	52.9%	15.3%	11.8%	24.7%	29.4%	30.6%	3.5%
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	50.0%	18.8%	31.3%	0.0%	0.0%	62.5%	18.8%	12.5%	6.3%	0.0%
<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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## IAR (cont)

### Grade 6 - Accountability Proficiency

	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>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>White</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Black</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Hispanic</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Asian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Male</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Female</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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## IAR (cont)

### Grade 6 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*	*	*
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Two or More Races</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Students with IEPs</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non-IEP</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>English Learners</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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## IAR (cont)

### Grade 6 - Accountability Proficiency

	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>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non Low Income</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Homeless</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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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>All</b>										
<b>District</b>	4.3%	6.8%	22.2%	35.9%	30.8%	5.1%	18.8%	35.0%	35.0%	6.0%
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>	2.5%	2.5%	25.0%	42.5%	27.5%	2.5%	15.0%	40.0%	40.0%	2.5%
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>	0.0%	0.0%	46.2%	46.2%	7.7%	7.7%	15.4%	61.5%	15.4%	0.0%
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>	0.0%	41.7%	33.3%	16.7%	8.3%	8.3%	25.0%	41.7%	25.0%	0.0%
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>	9.5%	2.4%	9.5%	31.0%	47.6%	7.1%	19.0%	23.8%	35.7%	14.3%
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>	3.2%	9.7%	25.8%	32.3%	29.0%	3.2%	11.3%	30.6%	43.5%	11.3%
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>	5.5%	3.6%	18.2%	40.0%	32.7%	7.3%	27.3%	40.0%	25.5%	0.0%
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%

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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>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>	0.0%	10.0%	20.0%	40.0%	30.0%	0.0%	30.0%	20.0%	50.0%	0.0%
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>	15.8%	5.3%	47.4%	15.8%	15.8%	21.1%	21.1%	31.6%	26.3%	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>	25.0%	8.3%	50.0%	8.3%	8.3%	33.3%	16.7%	33.3%	16.7%	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>	1.9%	6.7%	19.0%	39.0%	33.3%	1.9%	19.0%	35.2%	37.1%	6.7%
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>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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>	1.8%	5.4%	22.5%	37.8%	32.4%	2.7%	18.9%	35.1%	36.9%	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>	8.8%	8.8%	32.4%	35.3%	14.7%	5.9%	38.2%	35.3%	17.6%	2.9%
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>	2.4%	6.0%	18.1%	36.1%	37.3%	4.8%	10.8%	34.9%	42.2%	7.2%
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>	*	*	*	*	*	*	*	*	*	*
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>	*	*	*	*	*	*	*	*	*	*
State	40.0%	20.0%	16.0%	24.0%	0.0%	20.0%	32.0%	36.0%	12.0%	0.0%
<b>Youth In Care</b>										
<b>District</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>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.3%	21.1%	26.0%	23.9%	7.8%	15.5%	29.3%	32.5%	20.6%	2.1%

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## IAR (cont)

### Grade 7 - Accountability Proficiency

	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>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>White</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Black</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Hispanic</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Asian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Male</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Female</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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## IAR (cont)

### Grade 7 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*	*	*
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Two or More Races</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Students with IEPs</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non-IEP</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>English Learners</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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## IAR (cont)

### Grade 7 - Accountability Proficiency

	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>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non Low Income</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Homeless</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

\* indicates non-reported data. ‡ indicates 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>All</b>										
<b>District</b>	21.6%	24.5%	21.6%	28.4%	3.9%	17.8%	25.7%	23.8%	24.8%	7.9%
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>	18.9%	21.6%	13.5%	43.2%	2.7%	8.3%	27.8%	27.8%	22.2%	13.9%
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>	23.5%	29.4%	29.4%	17.6%	0.0%	41.2%	23.5%	17.6%	11.8%	5.9%
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>	21.2%	24.2%	27.3%	27.3%	0.0%	15.2%	24.2%	24.2%	30.3%	6.1%
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>	22.6%	24.5%	17.0%	34.0%	1.9%	15.4%	23.1%	21.2%	26.9%	13.5%
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>	20.4%	24.5%	26.5%	22.4%	6.1%	20.4%	28.6%	26.5%	22.4%	2.0%
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%

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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>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>	45.5%	21.2%	12.1%	18.2%	3.0%	36.4%	30.3%	12.1%	12.1%	9.1%
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>	65.0%	25.0%	10.0%	0.0%	0.0%	55.0%	25.0%	10.0%	10.0%	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>	11.0%	24.4%	24.4%	35.4%	4.9%	8.6%	25.9%	27.2%	28.4%	9.9%
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>	70.6%	17.6%	5.9%	5.9%	0.0%	70.6%	23.5%	5.9%	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>	11.8%	25.9%	24.7%	32.9%	4.7%	7.1%	26.2%	27.4%	29.8%	9.5%
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>	21.2%	36.4%	27.3%	12.1%	3.0%	21.2%	39.4%	18.2%	18.2%	3.0%
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>	21.7%	18.8%	18.8%	36.2%	4.3%	16.2%	19.1%	26.5%	27.9%	10.3%
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>	*	*	*	*	*	*	*	*	*	*
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>	*	*	*	*	*	*	*	*	*	*
State	47.4%	36.8%	5.3%	10.5%	0.0%	42.1%	31.6%	15.8%	10.5%	0.0%
<b>Youth In Care</b>										
<b>District</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>	*	*	*	*	*	*	*	*	*	*
State	25.4%	22.4%	22.0%	27.3%	2.9%	27.9%	29.6%	22.9%	18.3%	1.3%

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## IAR (cont)

### Grade 8 - Accountability Proficiency

	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>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>White</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Black</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Hispanic</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Asian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Male</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Female</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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## IAR (cont)

### Grade 8 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*	*	*
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Two or More Races</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Students with IEPs</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non-IEP</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>English Learners</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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## IAR (cont)

### Grade 8 - Accountability Proficiency

	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>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Non Low Income</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Homeless</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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## 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.
- 

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# 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	*	*	*	*	*	*	*	*

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# 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%

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# 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%

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# Academic Progress

## DLM (cont)

### Grade 3 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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# Academic Progress

## DLM (cont)

### Grade 3 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 3 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

\* indicates non-reported data. ‡ indicates 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	*	*	*	*	*	*	*	*

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# 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%

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# 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%

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# Academic Progress

## DLM (cont)

### Grade 4 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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# Academic Progress

## DLM (cont)

### Grade 4 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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## DLM (cont)

### Grade 4 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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# 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	*	*	*	*	*	*	*	*

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# 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%

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# 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%

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# Academic Progress

## DLM (cont)

### Grade 5 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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# Academic Progress

## DLM (cont)

### Grade 5 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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## DLM (cont)

### Grade 5 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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# 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	*	*	*	*	*	*	*	*

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# 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%

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# 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%

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# Academic Progress

## DLM (cont)

### Grade 6 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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# Academic Progress

## DLM (cont)

### Grade 6 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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# Academic Progress

## DLM (cont)

### Grade 6 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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# 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	*	*	*	*	*	*	*	*

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# 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%

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# 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	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<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%

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# Academic Progress

## DLM (cont)

### Grade 7 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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# Academic Progress

## DLM (cont)

### Grade 7 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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# Academic Progress

## DLM (cont)

### Grade 7 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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# 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	*	*	*	*	*	*	*	*

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# 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%

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# 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%

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# Academic Progress

## DLM (cont)

### Grade 8 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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# Academic Progress

## DLM (cont)

### Grade 8 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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# Academic Progress

## DLM (cont)

### Grade 8 - Accountability Proficiency

	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	*	*	*	*	*	*	*	*
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

\* indicates non-reported data. ‡ indicates 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	*	*	*	*

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# 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%

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## 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%

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## DLM (cont)

### Grade 5 - Accountability Proficiency

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>White</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Black</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Male</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Female</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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## DLM (cont)

### Grade 5 - Accountability Proficiency

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	*	*	*	*
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Students with Disabilities</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Students with IEPs</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non-English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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## DLM (cont)

### Grade 5 - Accountability Proficiency

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non Low Income</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Military</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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## 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	*	*	*	*

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# 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%

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# 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%

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## DLM (cont)

### Grade 8 - Accountability Proficiency

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>White</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Black</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Male</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Female</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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## DLM (cont)

### Grade 8 - Accountability Proficiency

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	*	*	*	*
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Students with Disabilities</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Students with IEPs</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non-English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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## DLM (cont)

### Grade 8 - Accountability Proficiency

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non Low Income</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Military</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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## 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.
-

# Academic Progress

## ISA (cont)

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	11.0%	36.7%	42.2%	10.1%
State	15.1%	34.2%	36.6%	14.1%
<b>White</b>				
<b>District</b>	12.8%	28.2%	41.0%	17.9%
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>	14.3%	35.7%	42.9%	7.1%
State	20.5%	42.5%	30.8%	6.2%
<b>Asian</b>				
<b>District</b>	8.1%	51.4%	35.1%	5.4%
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%

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# 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>	20.0%	44.0%	24.0%	12.0%
State	33.5%	37.0%	22.4%	7.1%
<b>Students with IEPs</b>				
<b>District</b>	25.0%	45.0%	25.0%	5.0%
State	40.5%	38.1%	17.1%	4.3%
<b>Non-IEP</b>				
<b>District</b>	7.9%	34.8%	46.1%	11.2%
State	11.0%	33.6%	39.8%	15.7%
<b>English Learners</b>				
<b>District</b>	25.0%	55.0%	20.0%	0.0%
State	29.1%	49.6%	20.0%	1.3%
<b>Male</b>				
<b>District</b>	11.3%	38.7%	38.7%	11.3%
State	16.2%	33.0%	36.0%	14.9%
<b>Female</b>				
<b>District</b>	10.6%	34.0%	46.8%	8.5%
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%

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# Academic Progress

## ISA (cont)

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>English Learners</b>				
<b>District</b>	<b>25.0%</b>	<b>55.0%</b>	<b>20.0%</b>	<b>0.0%</b>
State	29.1%	49.6%	20.0%	1.3%
<b>Non-English Learners</b>				
<b>District</b>	<b>7.9%</b>	<b>32.6%</b>	<b>47.2%</b>	<b>12.4%</b>
State	12.3%	31.1%	39.9%	16.6%
<b>Low Income</b>				
<b>District</b>	<b>11.4%</b>	<b>51.4%</b>	<b>34.3%</b>	<b>2.9%</b>
State	23.9%	42.8%	28.1%	5.2%
<b>Non Low Income</b>				
<b>District</b>	<b>10.8%</b>	<b>29.7%</b>	<b>45.9%</b>	<b>13.5%</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	34.6%	42.3%	23.1%	0.0%
<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%

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## ISA (cont)

### Grade 5 - Accountability Proficiency

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>White</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Black</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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## ISA (cont)

### Grade 5 - Accountability Proficiency

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Students with Disabilities</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Students with IEPs</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Male</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Female</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## ISA (cont)

### Grade 5 - Accountability Proficiency

Science				
	Level 1	Level 2	Level 3	Level 4
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non-English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Low Income</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non Low Income</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Military</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

\* indicates non-reported data. ‡ indicates 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>15.5%</b>	<b>16.5%</b>	<b>46.6%</b>	<b>21.4%</b>
State	17.3%	31.8%	35.6%	15.3%
<b>White</b>				
<b>District</b>	<b>10.8%</b>	<b>13.5%</b>	<b>45.9%</b>	<b>29.7%</b>
State	9.7%	25.6%	42.9%	21.8%
<b>Black</b>				
<b>District</b>	<b>30.0%</b>	<b>10.0%</b>	<b>50.0%</b>	<b>10.0%</b>
State	33.3%	41.9%	21.3%	3.6%
<b>Hispanic</b>				
<b>District</b>	<b>29.4%</b>	<b>23.5%</b>	<b>29.4%</b>	<b>17.6%</b>
State	22.6%	39.0%	31.4%	6.9%
<b>Asian</b>				
<b>District</b>	<b>12.1%</b>	<b>18.2%</b>	<b>57.6%</b>	<b>12.1%</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%

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# 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>	34.4%	12.5%	37.5%	15.6%
State	35.5%	35.9%	21.1%	7.5%
<b>Students with IEPs</b>				
<b>District</b>	50.0%	15.0%	30.0%	5.0%
State	44.5%	38.4%	14.1%	3.0%
<b>Non-IEP</b>				
<b>District</b>	7.2%	16.9%	50.6%	25.3%
State	13.3%	30.8%	38.8%	17.1%
<b>English Learners</b>				
<b>District</b>	57.9%	36.8%	5.3%	0.0%
State	39.7%	46.8%	13.1%	0.5%
<b>Male</b>				
<b>District</b>	15.1%	13.2%	41.5%	30.2%
State	18.9%	30.1%	34.7%	16.3%
<b>Female</b>				
<b>District</b>	16.0%	20.0%	52.0%	12.0%
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%

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# Academic Progress

## ISA (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>English Learners</b>				
<b>District</b>	<b>57.9%</b>	<b>36.8%</b>	<b>5.3%</b>	<b>0.0%</b>
State	39.7%	46.8%	13.1%	0.5%
<b>Non-English Learners</b>				
<b>District</b>	<b>6.0%</b>	<b>11.9%</b>	<b>56.0%</b>	<b>26.2%</b>
State	14.2%	29.7%	38.7%	17.3%
<b>Low Income</b>				
<b>District</b>	<b>23.7%</b>	<b>13.2%</b>	<b>50.0%</b>	<b>13.2%</b>
State	25.9%	39.5%	28.5%	6.1%
<b>Non Low Income</b>				
<b>District</b>	<b>10.8%</b>	<b>18.5%</b>	<b>44.6%</b>	<b>26.2%</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	30.0%	45.0%	25.0%	0.0%
<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%

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## ISA (cont)

### Grade 8 - Accountability Proficiency

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>White</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Black</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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## ISA (cont)

### Grade 8 - Accountability Proficiency

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Students with Disabilities</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Students with IEPs</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Male</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Female</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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## ISA (cont)

### Grade 8 - Accountability Proficiency

Science				
	Level 1	Level 2	Level 3	Level 4
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non-English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Low Income</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non Low Income</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Military</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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# 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>47.0%</b> *	<b>43.1%</b> *	<b>51.4%</b> *	<b>‡</b> *	<b>52.8%</b> *	<b>36.1%</b> *	<b>27.9%</b> *	<b>45.2%</b> *	<b>‡</b> *	<b>‡</b> *	<b>70.0%</b> *	<b>23.8%</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>11.7%</b> *	<b>13.3%</b> *	<b>32.1%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>33.3%</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>33.9%</b> *	<b>39.0%</b> *	<b>28.6%</b> *	<b>‡</b> *	<b>38.0%</b> *	<b>18.0%</b> *	<b>20.9%</b> *	<b>33.5%</b> *	<b>‡</b> *	<b>‡</b> *	<b>55.0%</b> *	<b>18.9%</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>10.7%</b> *	<b>9.7%</b> *	<b>18.9%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>41.7%</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> *

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# 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>59.0%</b> *	<b>60.0%</b> *	<b>59.0%</b> *	<b>‡</b> *	<b>67.0%</b> *	<b>50.0%</b> *	<b>48.0%</b> *	<b>53.0%</b> *	<b>‡</b> *	<b>‡</b> *	<b>86.0%</b> *	<b>44.0%</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>31.0%</b> *	<b>12.0%</b> *	<b>50.0%</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 Proficiency

	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>
State	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>

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# Academic Progress

## Proficiency (cont)

### Mathematics - All Tests - Accountability Proficiency

	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	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

### Science - All Tests - Accountability Proficiency

	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	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

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# Academic Progress

## 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>57.5%</b> <b>15,240</b>	<b>57.8%</b> <b>8,214</b>	<b>57.4%</b> <b>7,000</b>	‡ ‡	<b>60.0%</b> <b>6,543</b>	<b>59.4%</b> <b>1,486</b>	<b>53.0%</b> <b>1,909</b>	<b>51.7%</b> <b>3,518</b>	‡ ‡	‡ ‡	<b>66.5%</b> <b>1,728</b>	<b>55.0%</b> <b>3,573</b>
State	<b>50.0%</b> 23,717,338	<b>48.1%</b> 11,693,654	<b>52.0%</b> 12,021,349	<b>57.0%</b> 2,335	<b>51.2%</b> 13,262,181	<b>44.9%</b> 2,826,582	<b>48.0%</b> 5,143,887	<b>58.7%</b> 1,428,782	<b>51.2%</b> 23,226	<b>48.6%</b> 45,870	<b>49.9%</b> 986,810	<b>42.5%</b> 3,707,063

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>46.6%</b> <b>2,005</b>	<b>42.7%</b> <b>1,365</b>	<b>55.4%</b> <b>3,659</b>	‡ ‡	* *	‡ ‡	‡ ‡
State	<b>40.2%</b> 2,664,600	<b>45.0%</b> 2,435,298	<b>46.5%</b> 9,507,314	<b>44.3%</b> 347,058	<b>45.1%</b> 4,018	<b>43.1%</b> 117,964	<b>49.2%</b> 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>50.6%</b> <b>14,662</b>	<b>53.1%</b> <b>8,383</b>	<b>47.9%</b> <b>6,277</b>	‡ ‡	<b>52.3%</b> <b>6,219</b>	<b>51.7%</b> <b>1,396</b>	<b>53.4%</b> <b>2,084</b>	<b>48.1%</b> <b>3,707</b>	‡ ‡	‡ ‡	<b>46.3%</b> <b>1,251</b>	<b>45.5%</b> <b>3,142</b>
State	<b>50.0%</b> 23,403,002	<b>49.7%</b> 11,949,676	<b>50.1%</b> 11,451,373	<b>50.1%</b> 1,953	<b>50.8%</b> 13,062,419	<b>44.1%</b> 2,704,988	<b>49.2%</b> 5,196,730	<b>58.2%</b> 1,401,896	<b>53.7%</b> 23,742	<b>50.2%</b> 46,477	<b>49.5%</b> 966,750	<b>42.8%</b> 3,669,151

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>39.8%</b> <b>1,793</b>	<b>44.0%</b> <b>1,539</b>	<b>51.4%</b> <b>3,498</b>	‡ ‡	* *	‡ ‡	‡ ‡
State	<b>40.2%</b> 2,619,125	<b>46.4%</b> 2,468,626	<b>46.9%</b> 9,433,658	<b>43.3%</b> 331,759	<b>44.9%</b> 3,997	<b>42.8%</b> 115,342	<b>49.2%</b> 174,269

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## 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>98.8%</b> *	<b>98.6%</b> *	<b>99.1%</b> *	<b>‡</b> *	<b>97.9%</b> *	<b>100.0%</b> *	<b>100.0%</b> *	<b>99.1%</b> *	<b>‡</b> *	<b>‡</b> *	<b>98.4%</b> *	<b>98.6%</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>99.0%</b> *	<b>98.3%</b> *	<b>99.0%</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>98.5%</b> *	<b>98.0%</b> *	<b>99.1%</b> *	<b>‡</b> *	<b>97.0%</b> *	<b>100.0%</b> *	<b>100.0%</b> *	<b>99.1%</b> *	<b>‡</b> *	<b>‡</b> *	<b>98.4%</b> *	<b>98.6%</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>99.0%</b> *	<b>98.3%</b> *	<b>99.0%</b> *
State	<b>95.7%</b> *	<b>97.9%</b> *	<b>97.3%</b> *

\* indicates non-reported data. ‡ indicates 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>98.6%</b> *	<b>98.3%</b> *	<b>99.0%</b> *	<b>‡</b> *	<b>100.0%</b> *	<b>100.0%</b> *	<b>93.9%</b> *	<b>98.6%</b> *	<b>‡</b> *	<b>‡</b> *	<b>100.0%</b> *	<b>98.3%</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>100.0%</b> *	<b>100.0%</b> *	<b>98.6%</b> *
State	<b>97.0%</b> *	<b>98.0%</b> *	<b>97.4%</b> *

\* indicates non-reported data. ‡ indicates 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>98.8%</b> <b>652</b>	<b>98.6%</b> <b>340</b>	<b>99.0%</b> <b>311</b>	<b>‡</b> <b>1</b>	<b>97.9%</b> <b>228</b>	<b>100.0%</b> <b>60</b>	<b>100.0%</b> <b>86</b>	<b>99.1%</b> <b>215</b>	<b>‡</b> <b>1</b>	<b>‡</b> <b>2</b>	<b>98.4%</b> <b>60</b>	<b>98.5%</b> <b>133</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>98.9%</b> <b>93</b>	<b>98.1%</b> <b>105</b>	<b>99.0%</b> <b>191</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>98.5%</b> <b>650</b>	<b>98.0%</b> <b>338</b>	<b>99.0%</b> <b>311</b>	<b>‡</b> <b>1</b>	<b>97.0%</b> <b>226</b>	<b>100.0%</b> <b>60</b>	<b>100.0%</b> <b>86</b>	<b>99.1%</b> <b>215</b>	<b>‡</b> <b>1</b>	<b>‡</b> <b>2</b>	<b>98.4%</b> <b>60</b>	<b>98.5%</b> <b>133</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>98.9%</b> <b>93</b>	<b>98.1%</b> <b>105</b>	<b>99.0%</b> <b>191</b>
State	<b>96.5%</b> 111,027	<b>98.5%</b> 117,563	<b>98.1%</b> 383,972

\* indicates non-reported data. ‡ indicates 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
<b>District</b>	<b>100.0%</b> <b>10</b>	<b>‡</b> <b>6</b>	<b>‡</b> <b>4</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>3</b>	<b>‡</b> <b>1</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>6</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>100.0%</b> <b>10</b>
State	<b>99.9%</b> 10,693	<b>99.9%</b> 7,160	<b>99.9%</b> 3,533	<b>*</b> <b>*</b>	<b>99.9%</b> 4,222	<b>100.0%</b> 2,489	<b>99.9%</b> 3,012	<b>99.8%</b> 579	<b>100.0%</b> 7	<b>100.0%</b> 37	<b>99.7%</b> 347	<b>99.9%</b> 10,693

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>100.0%</b> <b>10</b>	<b>‡</b> <b>8</b>	<b>‡</b> <b>5</b>
State	<b>99.9%</b> 10,693	<b>99.9%</b> 2,734	<b>99.9%</b> 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
<b>District</b>	<b>100.0%</b> <b>10</b>	<b>‡</b> <b>6</b>	<b>‡</b> <b>4</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>3</b>	<b>‡</b> <b>1</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>6</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>100.0%</b> <b>10</b>
State	<b>99.9%</b> 10,644	<b>99.9%</b> 7,125	<b>99.9%</b> 3,519	<b>*</b> <b>*</b>	<b>99.9%</b> 4,211	<b>100.0%</b> 2,479	<b>99.9%</b> 2,993	<b>99.8%</b> 573	<b>100.0%</b> 7	<b>100.0%</b> 37	<b>99.7%</b> 344	<b>99.9%</b> 10,644

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>100.0%</b> <b>10</b>	<b>‡</b> <b>8</b>	<b>‡</b> <b>5</b>
State	<b>99.9%</b> 10,644	<b>99.9%</b> 2,712	<b>99.9%</b> 6,355

\* indicates non-reported data. ‡ indicates 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	‡ 1	* *	‡ 1	* *	* *	* *	* *	‡ 1	* *	* *	* *	‡ 1
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	‡ 1	‡ 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	98.6% 212	98.3% 115	99.0% 97	* *	100.0% 76	100.0% 18	93.9% 31	98.6% 70	* *	‡ 2	100.0% 15	98.3% 57
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	100.0% 40	100.0% 39	98.6% 73
State	96.7% 50,623	98.0% 46,584	97.4% 178,492

\* indicates non-reported data. ‡ indicates 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>1.2%</b> *	<b>1.4%</b> *	<b>0.9%</b> *	<b>‡</b> *	<b>2.1%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.9%</b> *	<b>‡</b> *	<b>‡</b> *	<b>1.6%</b> *	<b>1.4%</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>1.0%</b> *	<b>1.7%</b> *	<b>1.0%</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>1.5%</b> *	<b>2.0%</b> *	<b>0.9%</b> *	<b>‡</b> *	<b>3.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.9%</b> *	<b>‡</b> *	<b>‡</b> *	<b>1.6%</b> *	<b>1.4%</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>1.0%</b> *	<b>1.7%</b> *	<b>1.0%</b> *
State	<b>4.3%</b> *	<b>2.1%</b> *	<b>2.7%</b> *

\* indicates non-reported data. ‡ indicates 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>1.4%</b> *	<b>1.7%</b> *	<b>1.0%</b> *	<b>‡</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>6.1%</b> *	<b>1.4%</b> *	<b>‡</b> *	<b>‡</b> *	<b>0.0%</b> *	<b>1.7%</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>0.0%</b> *	<b>0.0%</b> *	<b>1.4%</b> *
State	<b>3.0%</b> *	<b>2.0%</b> *	<b>2.6%</b> *

\* indicates non-reported data. ‡ indicates 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>1.2%</b> *	<b>1.4%</b> *	<b>1.0%</b> *	<b>‡</b> *	<b>2.1%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.9%</b> *	<b>‡</b> *	<b>‡</b> *	<b>1.6%</b> *	<b>1.5%</b> *
State	<b>1.6%</b> *	<b>1.6%</b> *	<b>1.5%</b> *	<b>4.2%</b> *	<b>1.4%</b> *	<b>2.2%</b> *	<b>1.3%</b> *	<b>1.0%</b> *	<b>1.6%</b> *	<b>2.2%</b> *	<b>3.1%</b> *	<b>2.9%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>1.1%</b> *	<b>1.9%</b> *	<b>1.0%</b> *
State	<b>3.1%</b> *	<b>1.3%</b> *	<b>1.6%</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>1.5%</b> *	<b>2.0%</b> *	<b>1.0%</b> *	<b>‡</b> *	<b>3.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.9%</b> *	<b>‡</b> *	<b>‡</b> *	<b>1.6%</b> *	<b>1.5%</b> *
State	<b>1.8%</b> *	<b>1.9%</b> *	<b>1.7%</b> *	<b>5.6%</b> *	<b>1.5%</b> *	<b>2.7%</b> *	<b>1.5%</b> *	<b>1.2%</b> *	<b>2.1%</b> *	<b>2.5%</b> *	<b>3.4%</b> *	<b>3.3%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>1.1%</b> *	<b>1.9%</b> *	<b>1.0%</b> *
State	<b>3.6%</b> *	<b>1.5%</b> *	<b>1.9%</b> *

\* indicates non-reported data. ‡ indicates 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>	<b>0.0%</b> *	<b>‡</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>*</b> *	<b>*</b> *	<b>*</b> *	<b>0.0%</b> *
State	<b>0.1%</b> *	<b>0.1%</b> *	<b>0.1%</b> *	<b>*</b> *	<b>0.1%</b> *	<b>0.0%</b> *	<b>0.1%</b> *	<b>0.2%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.3%</b> *	<b>0.1%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>0.0%</b> *	<b>‡</b> *	<b>‡</b> *
State	<b>0.1%</b> *	<b>0.1%</b> *	<b>0.1%</b> *

### 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>	<b>0.0%</b> *	<b>‡</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>*</b> *	<b>*</b> *	<b>*</b> *	<b>0.0%</b> *
State	<b>0.1%</b> *	<b>0.1%</b> *	<b>0.1%</b> *	<b>*</b> *	<b>0.1%</b> *	<b>0.0%</b> *	<b>0.1%</b> *	<b>0.2%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.3%</b> *	<b>0.1%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>0.0%</b> *	<b>‡</b> *	<b>‡</b> *
State	<b>0.1%</b> *	<b>0.1%</b> *	<b>0.1%</b> *

\* indicates non-reported data. ‡ indicates 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	0.0% *	0.0% *	0.0% *	* *	0.0% *	0.0% *	0.0% *	0.4% *	0.0% *	0.0% *	0.0% *	0.0% *

	Students with IEPs	English Learners	Low Income
District	‡ *	‡ *	* *
State	0.0% *	0.1% *	0.0% *

### Overall ISA - Non Participation

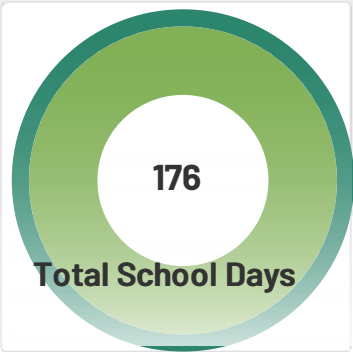
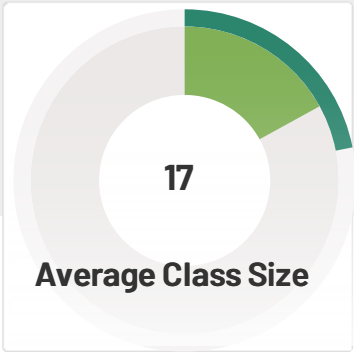
	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1.4% *	1.7% *	1.0% *	* *	0.0% *	0.0% *	6.1% *	1.4% *	* *	‡ *	0.0% *	1.7% *
State	2.1% *	2.1% *	2.0% *	5.3% *	1.5% *	3.4% *	2.4% *	1.0% *	1.8% *	3.4% *	2.3% *	3.3% *

	Students with IEPs	English Learners	Low Income
District	0.0% *	0.0% *	1.4% *
State	3.3% *	2.0% *	2.6% *

\* indicates non-reported data. ‡ indicates 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>94.6%</b>	<b>37.9%</b>	<b>16.1%</b>	<b>14.9%</b>	<b>31.0%</b>	<b>60.9%</b>	<b>43.7%</b>	<b>34.5%</b>
State	84.7%	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>	<b>43.2%</b>	<b>11.1%</b>	<b>40.0%</b>	<b>20.8%</b>	<b>*</b>	<b>*</b>	<b>14.3%</b>	<b>*</b>	<b>9.1%</b>	<b>7.4%</b>	<b>17.9%</b>
State	35.9%	20.8%	17.1%	34.7%	29.5%	17.8%	31.0%	*	12.8%	13.0%	19.1%

	Non-IEP	Non-English Learners	Non Low Income	Homeless
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	*	*	*	16.2%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# District Environment

## 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			Exclusions	Total Expenditures
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
District	1,026	\$471	\$12,810	\$13,281	\$467	\$4,207	\$4,674	\$938	\$17,017	\$17,955	\$4,667,255	\$23,081,123

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## 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
Oliver McCracken Middle School	348	\$0	\$14,345	\$14,345	\$467	\$4,207	\$4,674	\$467	\$18,552	\$19,019
John Middleton Elem School	552	\$594	\$10,972	\$11,566	\$467	\$4,207	\$4,674	\$1,060	\$15,179	\$16,239
Elizabeth Meyer School	126	\$1,236	\$16,623	\$17,859	\$467	\$4,207	\$4,674	\$1,702	\$20,830	\$22,532

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## 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>82.4%</b> <b>\$17,112,301</b>	<b>3.2%</b> <b>\$654,603</b>	<b>8.6%</b> <b>\$1,776,439</b>	<b>1.8%</b> <b>\$363,826</b>	<b>4.1%</b> <b>\$858,913</b>	<b>\$20,766,082</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>40.8%</b>	<b>4.0%</b>	<b>36.0%</b>	<b>19.2%</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>77.4%</b> <b>\$16,480,841</b>	<b>5.4%</b> <b>\$1,140,633</b>	<b>3.2%</b> <b>\$674,186</b>	<b>7.0%</b> <b>\$1,486,907</b>	<b>0.6%</b> <b>\$132,938</b>	<b>2.2%</b> <b>\$473,351</b>	<b>0.0%</b> <b>\$0</b>	<b>4.3%</b> <b>\$914,996</b>	<b>\$21,303,852</b>
State	71.3%	7.1%	2.9%	8.5%	1.2%	1.9%	0.6%	6.5%	*

\* indicates non-reported data. ‡ indicates 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>\$364,648</b>	<b>4.8</b>	<b>\$8,922</b>	<b>\$17,691</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>17</b>	<b>18</b>	<b>18</b>	<b>19</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>17</b>	<b>19</b>
State	*	21	20	20	21	21	21	22	22	22	21

\* indicates non-reported data. ‡ indicates 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?

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

Truant Minor Count: The table below reports the count of the number of truant minors in the district in the previous school year.

Truant Minors are defined as chronic truants to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community.

Days PE per week	
District	5
State	4

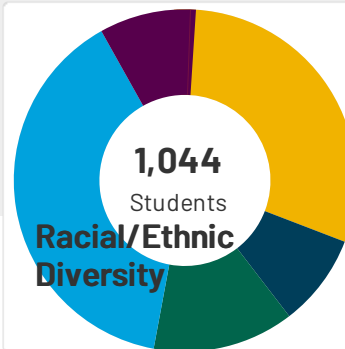
\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## 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.

**1,044**

**Student Enrollment**



**19.5%**

**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>1,044</b>	<b>51.3%</b> <b>536</b>	<b>48.7%</b> <b>508</b>	<b>0.0%</b> <b>*</b>	<b>37.9%</b> <b>396</b>	<b>8.5%</b> <b>89</b>	<b>13.0%</b> <b>136</b>	<b>31.0%</b> <b>324</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>8.9%</b> <b>93</b>	<b>20.0%</b> <b>209</b>
State	100.0% 1,869,325	51.4% 959,975	48.6% 909,276	0.0% 74	46.4% 866,540	16.6% 310,464	27.2% 508,549	5.4% 100,564	0.1% 1,851	0.3% 4,756	4.1% 76,601	20.3% 378,912

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>15.2%</b> <b>159</b>	<b>21.0%</b> <b>219</b>	<b>26.7%</b> <b>279</b>	<b>‡</b> <b>‡</b>	<b>0.0%</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>2.1%</b> <b>22</b>
State	16.5% 307,555	13.7% 255,367	46.5% 869,330	2.0% 36,543	0.0% 343	0.7% 13,324	0.8% 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>83</b>	<b>89</b>	<b>105</b>	<b>116</b>	<b>94</b>	<b>113</b>	<b>104</b>	<b>117</b>	<b>123</b>	<b>100</b>
State	76,645	124,808	126,801	127,437	127,217	129,338	133,597	135,399	140,813	145,466

\* indicates non-reported data. ‡ indicates 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 who are Identified as Accelerated

	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>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>	*	*	*	*	*
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 who are Identified as Accelerated - 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>	*	*	*	*	*	*	*	*	*	*	*	*
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>	*	*	*	*	*
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

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Students who are Identified as Accelerated - Math

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
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
District	*	*	*	*	*
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 who are Identified as Accelerated - Multiple Subjects

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
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
District	*	*	*	*	*
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

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Students who are Identified as Accelerated - Whole Grade

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
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
District	*	*	*	*	*
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
District	*	*	*	*	*	*	*	*	*	*	*	*
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
District	*	*	*	*	*
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

\* indicates non-reported data. ‡ indicates 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	28.8% 314	28.3% 158	28.8% 150	‡ ‡	30.9% 125	24.7% 24	21.7% 30	29.2% 100	* *	‡ ‡	33.7% 34	21.0% 44
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	12.9% 20	5.1% 12	24.8% 79	‡ ‡	* *
State	6.3% 17,755	6.0% 16,214	13.5% 125,534	10.4% 4,460	4.3% 639

\* indicates non-reported data. ‡ indicates 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

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### 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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	6.7% 129,344	6.6% 66,002	6.7% 63,320	1.5% 22	7.0% 61,935	4.1% 13,630	5.1% 26,858	18.7% 19,663	7.5% 142	7.0% 342	8.3% 6,774	5.9% 21,223

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	5.1% 14,417	5.4% 14,816	4.3% 40,132	2.4% 1,052	2.6% 379

### 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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.8% 15,553	0.8% 8,042	0.8% 7,507	0.3% 4	0.9% 7,974	0.3% 897	0.5% 2,550	3.1% 3,219	0.6% 12	1.0% 47	1.1% 854	0.5% 1,893

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
	*	*	*	*	*
State	<b>0.4%</b> 1,020	<b>0.4%</b> 980	<b>0.3%</b> 3,044	<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>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
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>	*	*	*	*	*
	*	*	*	*	*
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

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (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

\* indicates non-reported data. ‡ indicates 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	5.3%	1.5%	2.3%	4.7%	*	*	1.1%
	Students with IEPs	35.5%	10.3%	15.5%	31.6%	*	*	7.1%
All Peer Districts *	All Students	30.9%	36.4%	32.6%	19.7%	*	*	42.9%
	Students with IEPs	48.1%	14.8%	28.1%	4.2%	*	*	4.5%
State	All Students	6.9%	2.9%	4.3%	0.4%	*	*	0.6%
	Students with IEPs	45.4%	19.3%	28.0%	2.8%	*	*	4.2%

### By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	All Students	1.9%	0.2%	*	4.6%	0.6%	*	0.2%
	Students with IEPs	12.9%	1.3%	*	31.0%	3.9%	*	1.3%
All Peer Districts *	All Students	3.3%	0.1%	*	6.7%	1.3%	*	0.8%
	Students with IEPs	10.6%	0.2%	*	21.4%	4.2%	*	2.5%
State	All Students	1.6%	0.0%	*	2.1%	0.9%	*	0.7%
	Students with IEPs	10.5%	0.2%	*	13.5%	5.7%	*	4.8%

\* indicates non-reported data. ‡ indicates 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>0.1%</b>	<b>*</b>	<b>2.5%</b>	<b>3.4%</b>	<b>1.3%</b>	<b>*</b>	<b>*</b>
	<b>Students with IEPs</b>	<b>0.6%</b>	<b>*</b>	<b>16.8%</b>	<b>23.2%</b>	<b>9.0%</b>	<b>*</b>	<b>*</b>
All Peer Districts *	All Students	<b>0.3%</b>	<b>*</b>	<b>3.7%</b>	<b>7.7%</b>	<b>7.1%</b>	<b>*</b>	<b>*</b>
	Students with IEPs	<b>0.9%</b>	<b>*</b>	<b>11.8%</b>	<b>24.3%</b>	<b>22.4%</b>	<b>*</b>	<b>*</b>
State	All Students	<b>0.2%</b>	<b>*</b>	<b>2.1%</b>	<b>5.0%</b>	<b>2.4%</b>	<b>*</b>	<b>*</b>
	Students with IEPs	<b>1.0%</b>	<b>*</b>	<b>13.8%</b>	<b>33.1%</b>	<b>15.8%</b>	<b>*</b>	<b>*</b>

\* indicates non-reported data. ‡ indicates 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>51.8%</b>	<b>29.2%</b>	<b>10.2%</b>	<b>8.8%</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>66.0%</b>	<b>18.0%</b>	<b>10.0%</b>	<b>6.0%</b>
All Peer Districts *	64.7%	19.5%	11.1%	4.6%
State	57.9%	24.9%	11.0%	6.2%
<b>Black</b>				
<b>District</b>	<b>38.5%</b>	<b>46.2%</b>	<b>7.7%</b>	<b>7.7%</b>
All Peer Districts *	48.8%	22.3%	18.1%	10.9%
State	45.3%	29.9%	16.6%	8.1%
<b>Hispanic</b>				
<b>District</b>	<b>36.4%</b>	<b>59.1%</b>	<b>4.5%</b>	<b>0.0%</b>
All Peer Districts *	61.2%	18.4%	16.0%	4.3%
State	54.4%	26.9%	13.7%	4.9%

\* indicates non-reported data. ‡ indicates 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>	<b>45.2%</b>	<b>23.8%</b>	<b>14.3%</b>	<b>16.7%</b>
All Peer Districts *	59.4%	15.8%	19.9%	4.9%
State	53.1%	19.2%	20.7%	7.0%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Two or More Races</b>				
<b>District</b>	<b>60.0%</b>	<b>20.0%</b>	<b>10.0%</b>	<b>10.0%</b>
All Peer Districts *	61.6%	18.4%	13.1%	7.0%
State	54.9%	23.8%	13.8%	7.6%

\* indicates non-reported data. ‡ indicates 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>	<b>23.5%</b>	<b>11.8%</b>	<b>29.4%</b>	<b>35.3%</b>
All Peer Districts *	32.1%	17.3%	36.0%	14.6%
State	29.0%	21.9%	33.2%	16.0%
<b>Emotional Disability</b>				
<b>District</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	41.8%	13.9%	12.9%	31.4%
State	36.1%	20.9%	13.7%	29.3%
<b>Intellectual Disability</b>				
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>100.0%</b>
All Peer Districts *	4.1%	26.1%	53.4%	16.4%
State	3.4%	29.9%	49.9%	16.8%
<b>Other Health Impairment</b>				
<b>District</b>	<b>73.1%</b>	<b>19.2%</b>	<b>3.8%</b>	<b>3.8%</b>
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>	<b>44.4%</b>	<b>41.7%</b>	<b>11.1%</b>	<b>2.8%</b>
All Peer Districts *	57.0%	33.9%	8.2%	0.9%
State	54.3%	38.7%	6.0%	1.0%
<b>Speech or Language Impairment</b>				
<b>District</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	97.4%	1.6%	0.8%	0.2%
State	97.8%	1.5%	0.6%	0.1%

\* indicates non-reported data. ‡ indicates 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>16.7%</b>	<b>11.1%</b>	<b>55.6%</b>	<b>0.0%</b>	<b>16.7%</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>20.0%</b>	<b>0.0%</b>	<b>40.0%</b>	<b>0.0%</b>	<b>40.0%</b>
All Peer Districts *	45.3%	19.1%	25.0%	0.3%	10.3%
State	46.3%	22.3%	22.2%	0.3%	8.8%
<b>Black</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	42.7%	16.6%	36.7%	0.3%	3.6%
State	50.1%	14.1%	32.7%	0.2%	2.9%
<b>Hispanic</b>					
<b>District</b>	<b>50.0%</b>	<b>50.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	53.5%	9.3%	32.0%	0.3%	4.9%
State	59.6%	8.0%	28.6%	0.2%	3.6%

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## 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>	<b>0.0%</b>	<b>14.3%</b>	<b>71.4%</b>	<b>0.0%</b>	<b>14.3%</b>
All Peer Districts *	48.6%	12.1%	33.1%	0.0%	6.3%
State	51.1%	9.7%	33.6%	0.0%	5.6%
<b>Native Hawaiian/ Pacific Islander</b>					
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>American Indian</b>					
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Two or More Races</b>					
<b>District</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	48.5%	17.6%	26.9%	0.0%	7.0%
State	49.2%	19.4%	25.9%	0.0%	5.5%

\* indicates non-reported data. ‡ indicates 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>	<b>0.0%</b>	<b>0.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	22.9%	12.5%	63.2%	0.1%	1.4%
State	32.5%	9.1%	57.6%	0.1%	0.7%
<b>Developmental Delay</b>					
<b>District</b>	<b>30.0%</b>	<b>0.0%</b>	<b>70.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	49.0%	9.5%	39.0%	0.1%	2.4%
State	54.5%	8.7%	35.4%	0.1%	1.3%
<b>Emotional Disability</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	100.0%	0.0%	0.0%	0.0%
State	16.7%	66.7%	16.7%	0.0%	0.0%

\* indicates non-reported data. ‡ indicates 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>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	30.8%	7.7%	61.5%	0.0%	0.0%
State	43.5%	8.7%	47.8%	0.0%	0.0%
<b>Other Health Impairment</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
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>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	55.6%	7.4%	33.3%	0.0%	3.7%
State	51.1%	6.7%	31.1%	0.0%	11.1%
<b>Speech or Language Impairment</b>					
<b>District</b>	<b>0.0%</b>	<b>40.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>60.0%</b>
All Peer Districts *	52.8%	26.1%	2.6%	0.2%	18.3%
State	51.4%	30.7%	2.2%	0.2%	15.6%

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## 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>82.6</b>	<b>N/A</b>
<b>2</b>	<b>Dropout Percent for students with IEPs (Data lag one year)</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>78.26</b>	<b>95</b>	<b>No</b>
<b>3ae8</b>	<b>Reading assessment participation rate for students with IEPs, Grade 8</b>	<b>25.00</b>	<b>95</b>	<b>No</b>
<b>3ae11</b>	<b>Reading assessment participation rate for students with IEPs, Grade 11</b>	*	<b>95</b>	<b>N/A</b>
<b>3am4</b>	<b>Math assessment participation rate for students with IEPs, Grade 4</b>	<b>73.91</b>	<b>95</b>	<b>No</b>
<b>3am8</b>	<b>Math assessment participation rate for students with IEPs, Grade 8</b>	<b>25.00</b>	<b>95</b>	<b>No</b>
<b>3am11</b>	<b>Math assessment participation rate for students with IEPs, Grade 11</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>0.00</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>0.00</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>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>17.65</b>	<b>12</b>	<b>Yes</b>
<b>3bm8</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards</b>	<b>0.00</b>	<b>6.5</b>	<b>No</b>
<b>3bm11</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards</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>15</b>	<b>N/A</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>

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## 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>3ce11</b>	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	22.5	N/A
<b>3cm4</b>	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	20.5	N/A
<b>3cm8</b>	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	0.00	5.5	No
<b>3cm11</b>	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	4	N/A
<b>3de4</b>	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	26.09	25.5	Yes
<b>3de8</b>	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	31.25	31.5	No
<b>3de11</b>	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	28	N/A
<b>3dm4</b>	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	4.27	21.5	No
<b>3dm8</b>	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	33.33	26	Yes
<b>3dm11</b>	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	27.5	N/A
<b>4a</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)	No	-1	Yes
<b>4b</b>	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
<b>5a</b>	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	51.8	52.9	No
<b>5b</b>	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	10.2	12.35	Yes
<b>5c</b>	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	8.8	6.38	No
<b>6a</b>	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	16.7	46.5	No
<b>6b</b>	Children ages 3-5 in separate special education class, separate school or residential facility	55.6	26.04	No

\* indicates non-reported data. ‡ indicates 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>6c</b>	Children ages 3-5 receiving special education and related services in the home	0.0	0.27	Yes
<b>7a1</b>	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	54.55	83.95	No
<b>7a2</b>	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	18.18	47.2	No
<b>7b1</b>	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	45.45	84.1	No
<b>7b2</b>	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	9.09	45.1	No
<b>7c1</b>	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	45.45	85.8	No
<b>7c2</b>	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.	9.09	53.4	No
<b>8</b>	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	100.0	71	Yes
<b>9</b>	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
<b>10</b>	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	Yes
<b>11</b>	Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation	100.00	100	Yes
<b>12</b>	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	100.00	100	Yes
<b>13</b>	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	*	100	N/A
<b>14a</b>	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	*	29.6	N/A
<b>14b</b>	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	*	63.5	N/A
<b>14c</b>	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	*	75.75	N/A

\* indicates non-reported data. ‡ indicates 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	EL Exit Student Rate	More than 7 years as an EL
<b>District</b>	<b>*</b>	<b>100.0%</b> <b>216</b>	<b>9.3%</b> <b>*</b>	<b>*</b> <b>16</b>
State	233,139	100.0% 229,014	6.1% *	20.4% 47,572

\* indicates non-reported data. ‡ indicates 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>93.4%</b>	<b>93.5%</b>	<b>93.3%</b>	<b>93.5%</b>	<b>93.9%</b>	<b>94.8%</b>	<b>92.4%</b>	<b>92.6%</b>	<b>90.9%</b>	<b>83.8%</b>	<b>95.3%</b>	<b>92.7%</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>92.3%</b>	<b>91.3%</b>	<b>91.2%</b>
State	88.4%	90.1%	88.1%

\* indicates non-reported data. ‡ indicates 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>7.3%</b>	<b>8.0%</b>	<b>6.6%</b>	<b>‡</b>	<b>3.9%</b>	<b>13.7%</b>	<b>‡</b>	<b>11.1%</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>5.8%</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>‡</b>	<b>12.6%</b>	<b>13.4%</b>	<b>‡</b>
State	8.0%	9.5%	10.2%	25.7%

\* indicates non-reported data. ‡ indicates 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>19.5%</b>	<b>20.8%</b>	<b>18.3%</b>	<b>‡</b>	<b>14.1%</b>	<b>11.6%</b>	<b>25.4%</b>	<b>28.2%</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>19.7%</b>
State	29.8%	29.5%	30.2%	20.9%	21.2%	47.9%	36.1%	15.7%	28.0%	36.4%	30.6%	37.3%

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>22.1%</b>	<b>34.4%</b>	<b>34.5%</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>27.8%</b>	<b>20.7%</b>	<b>15.4%</b>	<b>20.8%</b>	<b>17.0%</b>	<b>18.2%</b>	<b>15.4%</b>	<b>20.6%</b>
State	*	*	29.2%	26.5%	24.3%	23.4%	23.4%	25.5%	26.2%	27.7%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Chronic Truancy Rate

### 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>8.5%</b>	<b>8.9%</b>	<b>8.4%</b>	‡	<b>4.4%</b>	‡	<b>12.7%</b>	<b>14.1%</b>	‡	‡	‡	<b>7.5%</b>
State	<b>22.1%</b>	<b>22.2%</b>	<b>22.0%</b>	<b>7.2%</b>	<b>8.6%</b>	<b>50.2%</b>	<b>30.9%</b>	<b>7.9%</b>	<b>20.5%</b>	<b>28.8%</b>	<b>19.8%</b>	<b>25.5%</b>

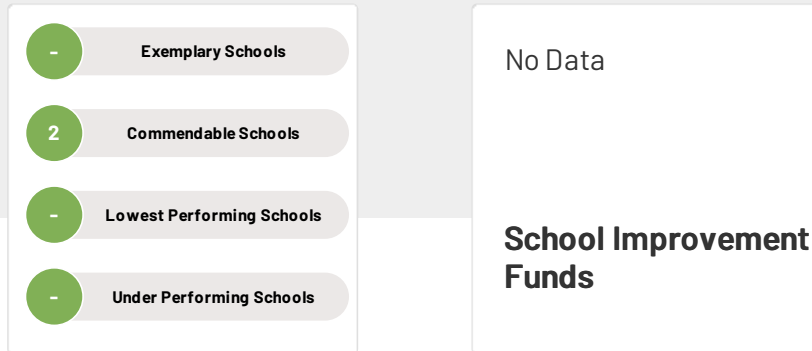
	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>9.8%</b>	<b>18.8%</b>	<b>17.4%</b>
State	<b>27.8%</b>	<b>29.4%</b>	<b>36.1%</b>

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

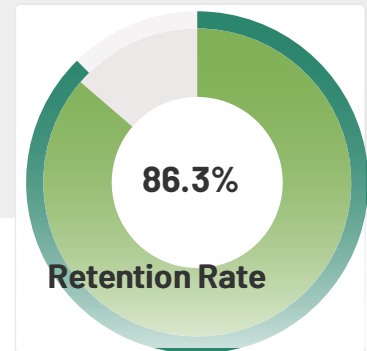
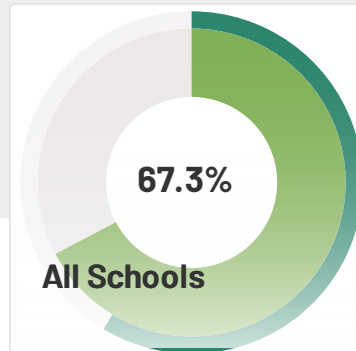
Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has five summative designations: Exemplary School, Commendable School, Targeted School, Comprehensive School, and Intensive School. Targeted Schools and Comprehensive Schools 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).



## 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.

	All Schools	All Schools	All Schools	Attendance Rate	Evaluation Rate
District	12	32.7%	67.3%	76.4%	*
State	14	40.6%	58.6%	66.1%	97.2%

\* indicates non-reported data. ‡ indicates 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>14</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>\$72,579</b>
State	\$72,315

\* indicates non-reported data. ‡ indicates 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	86.3% 207	85.9% 189	* *	100.0% 1	87.5% 14	100.0% 3	* *	* *	* *
	Male	88.5% 23	88.0% 22	* *	* *	100.0% 1	* *	* *	* *	* *
	Female	86.0% 184	85.6% 167	* *	100.0% 1	86.7% 13	100.0% 3	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	87.6% 311,540	88.1% 262,638	81.8% 15,325	87.6% 22,157	87.5% 4,943	87.2% 190	82.9% 485	84.3% 2,205	82.7% 3,597
	Male	89.1% 73,854	89.8% 63,064	81.2% 3,034	87.3% 5,095	88.5% 1,154	86.4% 57	86.8% 118	86.6% 570	81.7% 762
	Female	87.2% 237,686	87.6% 199,574	81.9% 12,291	87.7% 17,062	87.3% 3,789	87.5% 133	81.7% 367	83.5% 1,635	82.9% 2,835
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

\* indicates non-reported data. ‡ indicates 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% 90.6	87.1% 78.9	1.1% 1	1.7% 1.5	7.7% 7	1.1% 1	* *	1.1% 1	0.2% 0.2
	Male	14.3% 13	11.4% 9	100.0% 1	* *	28.6% 2	* *	* *	100.0% 1	* *
	Female	85.7% 77.6	88.6% 69.9	* *	100.0% 1.5	71.4% 5	100.0% 1	* *	* *	100.0% 0.2
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 134887.2	81.3% 109693.6	6.0% 8130.5	8.0% 10848.4	1.8% 2472.7	0.1% 83.5	0.2% 319.7	0.8% 1125.1	1.6% 2213.8
	Male	23.3% 31433.9	23.6% 25853.6	21.4% 1741.5	22.6% 2450	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	* *	* *	* *	* *	* *	* *	* *	* *	* *

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Teachers with Gifted Endorsement

### What is it?

This shows the number of teachers who have taken the necessary steps to obtain an endorsement for their Professional Educator License indicating that they have the skills to respond to the needs of gifted students in their classroom.

Teachers with Gifted Endorsement	
District	12
State	1,247

## National Board Certified Teachers

### What is it?

This shows the numbers of teachers who have achieved recognition as National Board Certified Teachers, both as a whole and broken down by certain demographic indicators.

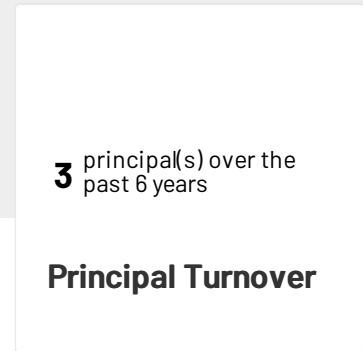
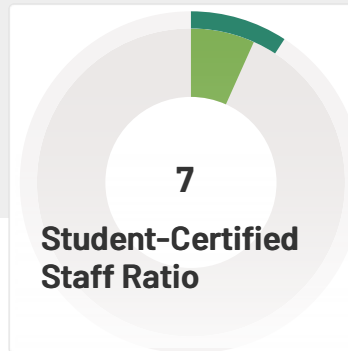
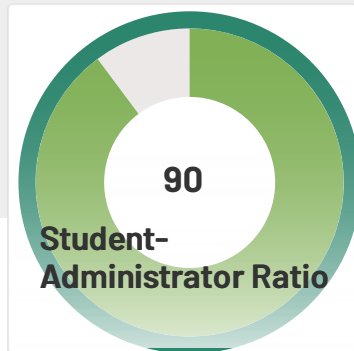
	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Male	Female	Non Binary	Unknown
District	*	*	*	*	*	*	*	*	*	*	*	*
State	2,513	2,027	150	203	68	1	6	29	484	2,029	*	*

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Administrators & Support Personnel

## 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	7	90
State	9	147

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Administrators & Support Personnel

## Demographics

### 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% 11.6	60.2% 7	14.0% 1.6	* *	25.8% 3	* *	* *	* *	* *
	Male	17.2% 2	28.6% 2	* *	* *	* *	* *	* *	* *	* *
	Female	82.8% 9.6	71.4% 5	100.0% 1.6	* *	100.0% 3	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 12737.1	76.1% 9697.3	14.3% 1822	6.8% 872.3	0.9% 118.1	0.1% 8.7	0.3% 34.1	0.8% 97	0.7% 87.8
	Male	41.2% 5243.9	44.5% 4311.9	27.9% 508.3	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% 7493.2	55.5% 5385.4	72.1% 1313.7	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	* *	* *	* *	* *	* *	* *	* *	* *	* *

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Administrators & Support Personnel

## 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>3</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>\$123,618</b>
State	\$116,166

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## 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>1.1%</b>	<b>1.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.2%</b>	<b>4.8%</b>
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

\* indicates non-reported data. ‡ indicates 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)

	Number of Schools with Incidents of Violence		
	Incidents of Violence	Firearm	Homicide
<b>District</b>	<b>0.0%</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 Course Work		
		Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
<b>District</b>	<b>8.1%</b> <b>88</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

\* indicates non-reported data. ‡ indicates 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?

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. For more information, please see [The Nation's Report Card](#).

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

Grade 4					Grade 8			
Jurisdiction	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	‡	*	‡	*	‡	*	‡	*

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

Grade 4					Grade 8			
Jurisdiction	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	‡	*	‡	*	‡	*	‡	*

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

Below NAEP Basic NAEP Basic NAEP Proficient NAEP Advanced

\* 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

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

Below NAEP Basic   NAEP Basic   NAEP Proficient   NAEP Advanced

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

Below NAEP Basic NAEP Basic NAEP Proficient NAEP Advanced

\* 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)

### Reading - Grade 8

■ Below NAEP Basic  
 ■ NAEP Basic  
 ■ NAEP Proficient  
 ■ NAEP Advanced

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 - Reading - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	‡	‡	‡	‡	‡
Black	‡	‡	‡	‡	‡
Hispanic	‡	‡	‡	‡	‡
Asian	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	‡	‡	‡	‡	‡
American Indian	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Gender					
Male	‡	‡	‡	‡	‡
Female	‡	‡	‡	‡	‡
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 - Reading - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	‡	‡	‡	‡	‡
Black	‡	‡	‡	‡	‡
Hispanic	‡	‡	‡	‡	‡
Asian	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	‡	‡	‡	‡	‡
American Indian	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Gender					
Male	‡	‡	‡	‡	‡
Female	‡	‡	‡	‡	‡
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.

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](#).

Mathematics - Grade 4

Below NAEP Basic   NAEP Basic   NAEP Proficient   NAEP Advanced

\* 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

### 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](#).

### Mathematics - Grade 4

■ Below NAEP Basic
 ■ NAEP Basic
 ■ NAEP Proficient
 ■ NAEP Advanced

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

Below NAEP Basic NAEP Basic NAEP Proficient NAEP Advanced

\* 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

Below NAEP Basic   NAEP Basic   NAEP Proficient   NAEP Advanced

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 - Math - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	‡	‡	‡	‡	‡
Black	‡	‡	‡	‡	‡
Hispanic	‡	‡	‡	‡	‡
Asian	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	‡	‡	‡	‡	‡
American Indian	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Gender					
Male	‡	‡	‡	‡	‡
Female	‡	‡	‡	‡	‡
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 - Math - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	‡	‡	‡	‡	‡
Black	‡	‡	‡	‡	‡
Hispanic	‡	‡	‡	‡	‡
Asian	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	‡	‡	‡	‡	‡
American Indian	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Gender					
Male	‡	‡	‡	‡	‡
Female	‡	‡	‡	‡	‡
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.