

Pana CUSD 8

District Superintendent

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2021 - 2022

<http://www.panaschools.com>

District Provided Statement

Not available.

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.

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

District Snapshot

Percent of Adequacy : 68.1%

Chronic Absenteeism : 30.7%

Principal Turnover : 2

Schools in District : 4

Senate District : 48 **House District :** 95

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180 | Students

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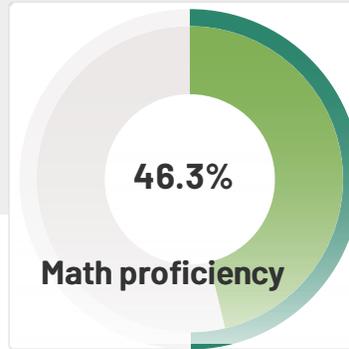
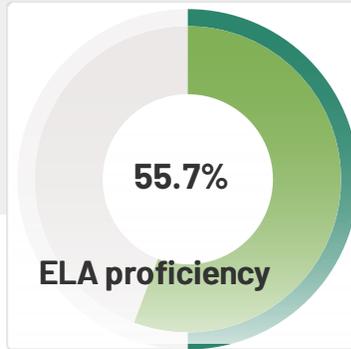
**224 | Civil Rights Data Collection
(2017-18)**

226 | NAEP

Date: 10/30/22 6:11:59 -05:00

About the data

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



IAR

What is it?

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

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

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

* 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
All										
District	24.7%	20.8%	29.9%	24.7%	0.0%	3.9%	14.3%	32.5%	46.8%	2.6%
State	30.6%	19.3%	22.6%	25.4%	2.0%	20.8%	22.0%	23.3%	26.5%	7.3%
White										
District	23.7%	21.1%	30.3%	25.0%	0.0%	3.9%	14.5%	31.6%	47.4%	2.6%
State	19.2%	18.3%	26.4%	33.5%	2.6%	10.4%	17.6%	25.8%	36.3%	9.9%
Black										
District	*	*	*	*	*	*	*	*	*	*
State	51.6%	21.0%	16.3%	10.7%	0.4%	43.6%	28.2%	17.9%	9.2%	1.1%
Hispanic										
District	*	*	*	*	*	*	*	*	*	*
State	42.4%	21.5%	20.2%	15.2%	0.7%	28.7%	28.6%	23.6%	16.7%	2.3%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	11.0%	12.4%	22.6%	46.7%	7.3%	5.1%	9.6%	18.2%	41.6%	25.5%
Male										
District	42.9%	17.1%	22.9%	17.1%	0.0%	2.9%	20.0%	34.3%	42.9%	0.0%
State	34.0%	20.1%	22.4%	22.1%	1.4%	20.8%	20.5%	22.6%	27.8%	8.4%
Female										
District	9.5%	23.8%	35.7%	31.0%	0.0%	4.8%	9.5%	31.0%	50.0%	4.8%
State	27.0%	18.5%	22.9%	28.9%	2.7%	20.9%	23.6%	24.1%	25.3%	6.2%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%

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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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	26.1%	17.4%	24.3%	28.7%	3.5%	16.5%	23.5%	19.1%	26.1%	14.8%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	34.6%	24.2%	15.7%	23.5%	2.0%	22.0%	27.0%	21.1%	22.4%	7.6%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	27.3%	18.8%	22.1%	28.7%	3.1%	19.1%	21.0%	23.0%	27.1%	9.8%
Students with Disabilities										
District	56.3%	25.0%	12.5%	6.3%	0.0%	6.3%	12.5%	56.3%	18.8%	6.3%
State	56.3%	18.1%	14.2%	10.8%	0.6%	40.1%	24.7%	17.8%	14.3%	3.2%
Students with IEPs										
District	61.5%	15.4%	15.4%	7.7%	0.0%	7.7%	7.7%	53.8%	23.1%	7.7%
State	62.4%	17.4%	11.9%	7.9%	0.4%	45.0%	25.2%	16.1%	11.4%	2.3%
Non-IEP										
District	17.2%	21.9%	32.8%	28.1%	0.0%	3.1%	15.6%	28.1%	51.6%	1.6%
State	25.2%	19.6%	24.5%	28.4%	2.3%	16.7%	21.4%	24.6%	29.1%	8.2%
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	48.7%	21.9%	18.5%	10.7%	0.3%	31.1%	28.8%	22.8%	15.7%	1.5%
Non-English Learners										
District	24.7%	20.8%	29.9%	24.7%	0.0%	3.9%	14.3%	32.5%	46.8%	2.6%
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
Low Income										
District	30.0%	26.0%	28.0%	16.0%	0.0%	6.0%	18.0%	42.0%	32.0%	2.0%
State	44.8%	21.8%	19.5%	13.5%	0.5%	32.9%	28.1%	22.2%	15.0%	1.9%
Non Low Income										
District	14.8%	11.1%	33.3%	40.7%	0.0%	0.0%	7.4%	14.8%	74.1%	3.7%
State	16.8%	16.9%	25.7%	37.1%	3.6%	9.0%	16.1%	24.5%	37.8%	12.6%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	59.3%	19.0%	13.3%	8.2%	0.1%	47.2%	28.1%	16.2%	7.7%	0.9%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	53.7%	19.7%	16.3%	10.3%	0.1%	40.7%	28.5%	19.5%	10.4%	1.0%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	26.0%	21.9%	31.4%	26.0%	0.0%	4.1%	15.0%	34.2%	49.2%	2.7%
State	31.9%	20.1%	23.6%	26.5%	2.1%	21.6%	22.9%	24.3%	27.6%	7.6%
White										
District	24.9%	22.2%	31.9%	26.3%	0.0%	4.2%	15.2%	33.2%	49.9%	2.8%
State	20.1%	19.2%	27.5%	34.9%	2.8%	10.8%	18.4%	26.9%	37.9%	10.3%
Black										
District	*	*	*	*	*	*	*	*	*	*
State	53.4%	21.8%	16.8%	11.0%	0.4%	45.0%	29.1%	18.4%	9.5%	1.1%
Hispanic										
District	*	*	*	*	*	*	*	*	*	*
State	44.2%	22.4%	21.0%	15.9%	0.7%	29.9%	29.8%	24.6%	17.4%	2.4%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	11.5%	12.9%	23.5%	48.8%	7.7%	5.3%	10.0%	19.0%	43.3%	26.6%
Male										
District	45.1%	18.1%	24.1%	18.1%	0.0%	3.0%	21.1%	36.1%	45.1%	0.0%
State	35.4%	20.9%	23.3%	22.9%	1.5%	21.6%	21.2%	23.5%	28.8%	8.7%
Female										
District	10.0%	25.1%	37.6%	32.6%	0.0%	5.0%	10.0%	32.6%	52.6%	5.0%
State	28.2%	19.3%	23.9%	30.1%	2.8%	21.7%	24.5%	25.1%	26.3%	6.4%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	35.1%	35.1%	0.0%	0.0%	0.0%	35.1%	35.1%	0.0%

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IAR (cont)

Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	27.2%	18.2%	25.4%	30.0%	3.6%	17.2%	24.5%	20.0%	27.2%	15.4%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	35.7%	24.9%	16.1%	24.2%	2.0%	22.5%	27.6%	21.5%	22.9%	7.7%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	28.0%	19.3%	22.7%	29.5%	3.1%	19.5%	21.5%	23.5%	27.8%	10.1%
Students with Disabilities										
District	59.2%	26.3%	13.2%	6.6%	0.0%	6.6%	13.2%	59.2%	19.7%	6.6%
State	57.9%	18.6%	14.6%	11.1%	0.7%	41.2%	25.4%	18.2%	14.6%	3.2%
Students with IEPs										
District	64.8%	16.2%	16.2%	8.1%	0.0%	8.1%	8.1%	56.7%	24.3%	8.1%
State	64.1%	17.8%	12.2%	8.1%	0.4%	46.1%	25.8%	16.5%	11.7%	2.4%
Non-IEP										
District	18.1%	23.0%	34.5%	29.6%	0.0%	3.3%	16.5%	29.6%	54.3%	1.6%
State	26.3%	20.5%	25.5%	29.7%	2.4%	17.4%	22.3%	25.6%	30.4%	8.5%
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	50.7%	22.8%	19.2%	11.2%	0.3%	32.4%	30.0%	23.7%	16.3%	1.6%
Non-English Learners										
District	26.0%	21.9%	31.4%	26.0%	0.0%	4.1%	15.0%	34.2%	49.2%	2.7%
State	27.6%	19.5%	24.5%	29.9%	2.6%	19.2%	21.2%	24.4%	30.1%	9.0%

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Academic Progress

IAR (cont)

Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	31.6%	27.4%	29.5%	16.8%	0.0%	6.3%	19.0%	44.2%	33.7%	2.1%
State	46.6%	22.6%	20.3%	14.0%	0.5%	34.2%	29.2%	23.0%	15.6%	1.9%
Non Low Income										
District	15.6%	11.7%	35.1%	42.9%	0.0%	0.0%	7.8%	15.6%	78.0%	3.9%
State	17.5%	17.6%	26.7%	38.6%	3.7%	9.4%	16.7%	25.5%	39.3%	13.1%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	60.5%	19.4%	13.6%	8.4%	0.1%	47.9%	28.5%	16.4%	7.8%	0.9%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	55.2%	20.2%	16.8%	10.6%	0.1%	41.6%	29.1%	19.9%	10.7%	1.0%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.9%	21.6%	25.5%	28.6%	2.1%	16.7%	21.7%	27.1%	30.5%	7.6%

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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
All										
District	20.3%	12.7%	20.3%	39.2%	7.6%	10.1%	27.8%	31.6%	30.4%	0.0%
State	23.5%	19.5%	24.4%	27.2%	5.4%	21.5%	27.9%	24.4%	23.4%	2.8%
White										
District	19.7%	13.2%	18.4%	40.8%	7.9%	10.5%	25.0%	32.9%	31.6%	0.0%
State	13.3%	16.7%	26.7%	35.9%	7.4%	10.7%	23.1%	29.3%	33.4%	3.6%
Black										
District	*	*	*	*	*	*	*	*	*	*
State	43.4%	24.3%	19.4%	11.8%	1.0%	45.0%	33.8%	15.0%	6.1%	0.2%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.7%	23.6%	23.8%	17.9%	2.1%	29.5%	35.9%	22.1%	11.7%	0.7%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	7.9%	11.1%	22.1%	43.2%	15.7%	5.2%	14.0%	22.0%	45.5%	13.2%
Male										
District	25.6%	17.9%	23.1%	33.3%	0.0%	12.8%	35.9%	23.1%	28.2%	0.0%
State	26.2%	20.3%	24.3%	25.0%	4.2%	21.3%	26.5%	24.1%	25.0%	3.2%
Female										
District	15.0%	7.5%	17.5%	45.0%	15.0%	7.5%	20.0%	40.0%	32.5%	0.0%
State	20.6%	18.7%	24.4%	29.5%	6.7%	21.8%	29.4%	24.7%	21.8%	2.4%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
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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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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	12.9%	18.2%	25.8%	34.8%	8.3%	12.2%	28.2%	22.1%	35.1%	2.3%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	31.1%	24.0%	23.6%	17.9%	3.4%	28.3%	33.7%	18.9%	17.2%	2.0%
Two or More Races										
District	*	*	*	*	*	*	*	*	*	*
State	21.1%	17.5%	24.4%	29.5%	7.5%	20.1%	26.1%	24.8%	24.9%	4.1%
Students with Disabilities										
District	65.0%	5.0%	10.0%	20.0%	0.0%	35.0%	45.0%	0.0%	20.0%	0.0%
State	49.9%	20.9%	15.8%	11.7%	1.8%	41.4%	30.1%	16.1%	11.4%	1.1%
Students with IEPs										
District	68.4%	0.0%	10.5%	21.1%	0.0%	36.8%	42.1%	0.0%	21.1%	0.0%
State	57.4%	20.8%	13.0%	7.7%	1.0%	47.1%	30.6%	13.5%	8.1%	0.7%
Non-IEP										
District	5.0%	16.7%	23.3%	45.0%	10.0%	1.7%	23.3%	41.7%	33.3%	0.0%
State	17.6%	19.3%	26.3%	30.6%	6.2%	17.0%	27.5%	26.3%	26.0%	3.2%
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	39.9%	25.9%	22.4%	11.2%	0.5%	33.2%	37.7%	20.1%	8.7%	0.2%
Non-English Learners										
District	20.3%	12.7%	20.3%	39.2%	7.6%	10.1%	27.8%	31.6%	30.4%	0.0%
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
Low Income										
District	25.0%	15.4%	19.2%	36.5%	3.8%	11.5%	26.9%	38.5%	23.1%	0.0%
State	36.3%	24.1%	22.6%	15.6%	1.4%	34.2%	35.0%	20.2%	10.2%	0.5%
Non Low Income										
District	11.1%	7.4%	22.2%	44.4%	14.8%	7.4%	29.6%	18.5%	44.4%	0.0%
State	11.2%	15.2%	26.0%	38.3%	9.2%	9.4%	21.2%	28.4%	36.0%	5.1%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	51.2%	22.8%	16.2%	9.2%	0.6%	50.0%	30.6%	13.5%	5.8%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.1%	23.6%	19.2%	12.2%	0.8%	40.6%	34.5%	17.4%	7.3%	0.1%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	21.3%	13.3%	21.3%	41.3%	8.0%	10.7%	29.3%	33.3%	32.0%	0.0%
State	24.5%	20.4%	25.4%	28.3%	5.6%	22.3%	29.0%	25.3%	24.3%	2.9%
White										
District	20.8%	13.9%	19.4%	42.9%	8.3%	11.1%	26.3%	34.6%	33.2%	0.0%
State	13.9%	17.4%	27.9%	37.4%	7.8%	11.1%	24.0%	30.5%	34.8%	3.8%
Black										
District	*	*	*	*	*	*	*	*	*	*
State	44.9%	25.2%	20.1%	12.3%	1.1%	46.3%	34.8%	15.4%	6.3%	0.2%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	34.1%	24.7%	24.8%	18.6%	2.2%	30.8%	37.4%	23.0%	12.2%	0.7%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	8.2%	11.6%	23.1%	45.1%	16.4%	5.5%	14.6%	22.9%	47.2%	13.7%
Male										
District	27.0%	18.9%	24.3%	35.1%	0.0%	13.5%	37.8%	24.3%	29.7%	0.0%
State	27.3%	21.1%	25.3%	26.0%	4.4%	22.0%	27.5%	25.0%	25.9%	3.3%
Female										
District	15.8%	7.9%	18.4%	47.4%	15.8%	7.9%	21.1%	42.1%	34.2%	0.0%
State	21.5%	19.5%	25.5%	30.8%	7.0%	22.6%	30.6%	25.7%	22.7%	2.5%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	0.0%	105.3%	0.0%	0.0%	105.3%	0.0%	0.0%	0.0%

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IAR (cont)

Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	13.4%	18.9%	26.7%	36.1%	8.6%	12.6%	29.1%	22.8%	36.1%	2.4%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	32.1%	24.8%	24.4%	18.5%	3.5%	29.3%	34.9%	19.5%	17.8%	2.1%
Two or More Races										
District	*	*	*	*	*	*	*	*	*	*
State	21.6%	18.0%	25.1%	30.3%	7.7%	20.6%	26.7%	25.4%	25.6%	4.2%
Students with Disabilities										
District	68.4%	5.3%	10.5%	21.1%	0.0%	36.8%	47.4%	0.0%	21.1%	0.0%
State	51.4%	21.5%	16.3%	12.0%	1.9%	42.4%	30.9%	16.5%	11.6%	1.1%
Students with IEPs										
District	72.0%	0.0%	11.1%	22.2%	0.0%	38.8%	44.3%	0.0%	22.2%	0.0%
State	59.0%	21.4%	13.4%	7.9%	1.1%	48.2%	31.3%	13.8%	8.3%	0.7%
Non-IEP										
District	5.3%	17.5%	24.6%	47.4%	10.5%	1.8%	24.6%	43.9%	35.1%	0.0%
State	18.3%	20.2%	27.5%	31.9%	6.5%	17.8%	28.6%	27.4%	27.1%	3.3%
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	41.6%	27.0%	23.4%	11.7%	0.6%	34.6%	39.3%	21.0%	9.1%	0.2%
Non-English Learners										
District	21.3%	13.3%	21.3%	41.3%	8.0%	10.7%	29.3%	33.3%	32.0%	0.0%
State	20.5%	18.8%	25.8%	32.1%	6.8%	19.5%	26.7%	26.3%	27.8%	3.5%

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Academic Progress

IAR (cont)

Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	26.3%	16.2%	20.2%	38.5%	4.1%	12.2%	28.3%	40.5%	24.3%	0.0%
State	37.8%	25.1%	23.6%	16.2%	1.5%	35.5%	36.3%	21.0%	10.6%	0.5%
Non Low Income										
District	11.7%	7.8%	23.4%	46.8%	15.6%	7.8%	31.2%	19.5%	46.8%	0.0%
State	11.7%	15.8%	27.1%	39.9%	9.6%	9.7%	22.0%	29.5%	37.4%	5.3%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	52.5%	23.3%	16.6%	9.4%	0.6%	50.9%	31.1%	13.7%	6.0%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	45.1%	24.1%	19.6%	12.4%	0.8%	41.1%	34.9%	17.6%	7.3%	0.1%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.4%	17.7%	27.9%	30.4%	7.1%	16.4%	28.0%	28.3%	27.7%	4.2%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	27.4%	32.9%	24.7%	15.1%	0.0%	24.7%	38.4%	24.7%	11.0%	1.4%
State	21.5%	21.6%	26.8%	27.6%	2.5%	23.8%	27.4%	24.9%	20.5%	3.4%
White										
District	27.5%	31.9%	24.6%	15.9%	0.0%	23.2%	39.1%	24.6%	11.6%	1.4%
State	12.4%	18.1%	29.8%	36.2%	3.4%	12.6%	23.5%	30.2%	29.3%	4.4%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.8%	27.8%	21.6%	11.3%	0.6%	48.1%	32.0%	14.8%	4.8%	0.3%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	29.8%	26.2%	25.4%	17.6%	0.9%	32.1%	34.0%	22.7%	10.4%	0.7%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	7.0%	10.9%	23.5%	49.9%	8.7%	5.5%	12.9%	22.4%	42.5%	16.7%
Male										
District	35.1%	29.7%	18.9%	16.2%	0.0%	29.7%	29.7%	24.3%	13.5%	2.7%
State	24.7%	23.1%	26.5%	24.0%	1.6%	24.9%	26.0%	23.6%	21.6%	3.9%
Female										
District	19.4%	36.1%	30.6%	13.9%	0.0%	19.4%	47.2%	25.0%	8.3%	0.0%
State	18.1%	20.0%	27.1%	31.2%	3.5%	22.7%	28.7%	26.3%	19.5%	2.8%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
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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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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	19.1%	17.6%	26.7%	32.8%	3.8%	21.5%	28.5%	30.0%	17.7%	2.3%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	30.3%	22.0%	20.9%	24.4%	2.4%	29.3%	29.3%	22.6%	14.3%	4.5%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	18.4%	20.2%	27.3%	31.3%	2.8%	21.8%	27.1%	24.1%	22.5%	4.5%
Students with Disabilities										
District	61.9%	33.3%	4.8%	0.0%	0.0%	61.9%	28.6%	4.8%	4.8%	0.0%
State	47.0%	24.6%	16.6%	11.0%	0.7%	46.8%	27.6%	14.9%	9.4%	1.3%
Students with IEPs										
District	65.0%	30.0%	5.0%	0.0%	0.0%	65.0%	25.0%	5.0%	5.0%	0.0%
State	55.7%	25.2%	12.7%	6.1%	0.3%	54.5%	27.5%	11.5%	5.7%	0.8%
Non-IEP										
District	13.2%	34.0%	32.1%	20.8%	0.0%	9.4%	43.4%	32.1%	13.2%	1.9%
State	15.7%	21.0%	29.2%	31.2%	2.9%	18.6%	27.3%	27.2%	23.1%	3.8%
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	41.4%	30.6%	21.4%	6.6%	0.1%	40.1%	37.5%	17.7%	4.6%	0.1%
Non-English Learners										
District	27.4%	32.9%	24.7%	15.1%	0.0%	24.7%	38.4%	24.7%	11.0%	1.4%
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
Low Income										
District	34.0%	29.8%	25.5%	10.6%	0.0%	34.0%	34.0%	23.4%	8.5%	0.0%
State	32.6%	27.0%	24.7%	15.0%	0.7%	37.0%	33.3%	20.3%	8.8%	0.6%
Non Low Income										
District	15.4%	38.5%	23.1%	23.1%	0.0%	7.7%	46.2%	26.9%	15.4%	3.8%
State	10.9%	16.4%	28.8%	39.6%	4.2%	11.2%	21.7%	29.3%	31.8%	6.1%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.8%	28.2%	18.1%	8.5%	0.4%	51.5%	31.8%	12.8%	3.7%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	37.9%	32.1%	19.2%	10.3%	0.5%	42.9%	35.7%	16.2%	4.9%	0.2%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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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Academic Progress

IAR (cont)

Grade 5 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	28.8%	34.6%	26.0%	15.9%	0.0%	25.6%	39.8%	25.6%	11.4%	1.4%
State	22.4%	22.5%	27.9%	28.7%	2.6%	24.7%	28.4%	25.9%	21.4%	3.5%
White										
District	29.0%	33.6%	25.9%	16.8%	0.0%	24.1%	40.6%	25.6%	12.0%	1.5%
State	12.9%	18.9%	31.1%	37.8%	3.6%	13.1%	24.5%	31.5%	30.6%	4.6%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	40.1%	28.8%	22.3%	11.7%	0.6%	49.6%	33.0%	15.3%	4.9%	0.3%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.1%	27.4%	26.6%	18.4%	1.0%	33.5%	35.5%	23.6%	10.9%	0.7%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	7.4%	11.4%	24.5%	52.2%	9.1%	5.7%	13.5%	23.4%	44.4%	17.4%
Male										
District	37.0%	31.3%	19.9%	17.1%	0.0%	30.5%	30.5%	24.9%	13.9%	2.8%
State	25.7%	24.1%	27.5%	25.0%	1.7%	25.8%	27.0%	24.5%	22.4%	4.1%
Female										
District	20.5%	38.0%	32.2%	14.6%	0.0%	20.5%	49.7%	26.3%	8.8%	0.0%
State	18.9%	20.9%	28.3%	32.5%	3.7%	23.6%	29.9%	27.3%	20.3%	3.0%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	13.2%	13.2%	26.3%	52.6%	0.0%	26.3%	26.3%	26.3%	26.3%	0.0%

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IAR (cont)

Grade 5 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	19.9%	18.3%	27.9%	34.3%	4.0%	22.3%	29.5%	31.1%	18.3%	2.4%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.6%	22.9%	21.8%	25.4%	2.5%	30.5%	30.5%	23.6%	14.9%	4.7%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	18.8%	20.7%	27.9%	32.1%	2.9%	22.2%	27.7%	24.6%	23.0%	4.6%
Students with Disabilities										
District	65.2%	35.1%	5.0%	0.0%	0.0%	62.2%	28.7%	4.8%	4.8%	0.0%
State	48.5%	25.4%	17.1%	11.3%	0.7%	48.0%	28.4%	15.3%	9.6%	1.3%
Students with IEPs										
District	68.4%	31.6%	5.3%	0.0%	0.0%	65.2%	25.1%	5.0%	5.0%	0.0%
State	57.2%	25.9%	13.1%	6.2%	0.3%	55.8%	28.1%	11.8%	5.8%	0.8%
Non-IEP										
District	13.9%	35.8%	33.8%	21.9%	0.0%	9.9%	45.7%	33.8%	13.9%	2.0%
State	16.4%	21.9%	30.5%	32.6%	3.0%	19.3%	28.5%	28.3%	24.0%	4.0%
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	43.1%	31.9%	22.3%	6.9%	0.1%	41.7%	39.1%	18.4%	4.8%	0.2%
Non-English Learners										
District	28.8%	34.6%	26.0%	15.9%	0.0%	25.6%	39.8%	25.6%	11.4%	1.4%
State	18.4%	20.7%	29.0%	32.9%	3.1%	21.4%	26.4%	27.4%	24.6%	4.2%

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Academic Progress

IAR (cont)

Grade 5 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	35.8%	31.4%	26.9%	11.2%	0.0%	35.8%	35.8%	24.6%	9.0%	0.0%
State	33.9%	28.1%	25.7%	15.6%	0.8%	38.4%	34.6%	21.1%	9.1%	0.6%
Non Low Income										
District	16.2%	40.5%	24.3%	24.3%	0.0%	7.8%	46.8%	27.3%	15.6%	3.9%
State	11.4%	17.1%	30.0%	41.2%	4.4%	11.6%	22.6%	30.5%	33.1%	6.3%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	45.6%	28.7%	18.4%	8.7%	0.4%	52.3%	32.4%	13.0%	3.8%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.5%	32.6%	19.5%	10.5%	0.5%	43.1%	35.8%	16.3%	4.9%	0.3%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	18.7%	20.5%	28.9%	33.1%	3.0%	20.5%	26.7%	29.9%	24.7%	2.2%

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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
All										
District	12.0%	16.0%	32.0%	36.0%	4.0%	14.0%	30.0%	37.0%	19.0%	0.0%
State	17.9%	23.8%	29.9%	25.5%	2.9%	23.2%	29.6%	26.8%	17.9%	2.5%
White										
District	12.8%	14.9%	31.9%	36.2%	4.3%	12.8%	30.9%	37.2%	19.1%	0.0%
State	10.6%	19.4%	32.8%	33.4%	3.9%	12.6%	25.8%	33.1%	25.5%	3.0%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.5%	31.7%	24.3%	11.0%	0.6%	46.2%	34.7%	14.8%	4.1%	0.2%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	24.0%	29.1%	29.3%	16.5%	1.1%	30.6%	36.4%	23.4%	8.9%	0.6%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	5.9%	11.9%	26.4%	46.4%	9.4%	6.7%	13.9%	26.1%	39.2%	14.1%
Male										
District	15.2%	19.6%	39.1%	23.9%	2.2%	13.0%	28.3%	39.1%	19.6%	0.0%
State	21.6%	25.8%	29.5%	21.4%	1.7%	23.9%	28.6%	25.9%	18.9%	2.8%
Female										
District	9.3%	13.0%	25.9%	46.3%	5.6%	14.8%	31.5%	35.2%	18.5%	0.0%
State	14.0%	21.6%	30.4%	29.9%	4.1%	22.5%	30.7%	27.6%	16.9%	2.2%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
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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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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	17.9%	20.5%	28.2%	31.6%	1.7%	22.2%	20.5%	31.6%	23.9%	1.7%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	23.6%	24.7%	30.2%	20.0%	1.5%	25.4%	39.3%	22.1%	10.7%	2.6%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	16.3%	22.0%	29.2%	28.7%	3.7%	21.9%	28.2%	26.8%	19.8%	3.4%
Students with Disabilities										
District	41.2%	41.2%	11.8%	5.9%	0.0%	47.1%	29.4%	17.6%	5.9%	0.0%
State	44.0%	27.4%	18.5%	9.5%	0.6%	46.5%	30.4%	15.0%	7.4%	0.7%
Students with IEPs										
District	40.0%	46.7%	6.7%	6.7%	0.0%	53.3%	20.0%	20.0%	6.7%	0.0%
State	53.7%	28.0%	13.5%	4.5%	0.2%	55.6%	30.2%	10.3%	3.6%	0.3%
Non-IEP										
District	7.1%	10.6%	36.5%	41.2%	4.7%	7.1%	31.8%	40.0%	21.2%	0.0%
State	12.0%	23.1%	32.6%	29.0%	3.3%	17.9%	29.5%	29.5%	20.3%	2.8%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	41.0%	36.6%	18.9%	3.4%	0.0%	46.9%	39.1%	12.3%	1.7%	0.0%
Non-English Learners										
District	12.1%	15.2%	32.3%	36.4%	4.0%	14.1%	30.3%	36.4%	19.2%	0.0%
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
Low Income										
District	14.3%	19.0%	31.7%	33.3%	1.6%	17.5%	38.1%	30.2%	14.3%	0.0%
State	27.2%	30.3%	27.7%	14.0%	0.9%	35.6%	35.8%	20.8%	7.3%	0.5%
Non Low Income										
District	8.1%	10.8%	32.4%	40.5%	8.1%	8.1%	16.2%	48.6%	27.0%	0.0%
State	9.0%	17.6%	32.0%	36.5%	4.8%	11.4%	23.7%	32.4%	28.1%	4.4%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.7%	30.8%	21.2%	8.9%	0.4%	48.4%	34.2%	13.8%	3.4%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.2%	28.8%	23.1%	9.3%	0.7%	46.1%	34.2%	15.6%	4.0%	0.0%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	17.5%	25.1%	28.6%	26.9%	1.9%	21.0%	30.1%	28.9%	18.2%	1.8%

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Academic Progress

IAR (cont)

Grade 6 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	12.6%	16.8%	33.7%	37.9%	4.2%	14.7%	31.6%	39.0%	20.0%	0.0%
State	18.6%	24.7%	31.0%	26.5%	3.0%	24.0%	30.7%	27.7%	18.5%	2.6%
White										
District	13.4%	15.7%	33.6%	38.1%	4.5%	13.4%	32.5%	39.2%	20.2%	0.0%
State	11.0%	20.2%	34.1%	34.7%	4.0%	13.1%	26.8%	34.3%	26.5%	3.1%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	33.5%	32.6%	25.0%	11.3%	0.6%	47.3%	35.5%	15.1%	4.2%	0.2%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	24.9%	30.1%	30.4%	17.2%	1.2%	31.7%	37.7%	24.3%	9.3%	0.6%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	6.2%	12.4%	27.6%	48.5%	9.8%	7.0%	14.5%	27.3%	40.9%	14.8%
Male										
District	16.0%	20.6%	41.2%	25.2%	2.3%	13.7%	29.8%	41.2%	20.6%	0.0%
State	22.3%	26.8%	30.5%	22.2%	1.8%	24.7%	29.6%	26.8%	19.5%	2.9%
Female										
District	9.8%	13.7%	27.3%	48.7%	5.9%	15.6%	33.1%	37.0%	19.5%	0.0%
State	14.5%	22.5%	31.5%	31.0%	4.2%	23.3%	31.8%	28.6%	17.5%	2.3%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	14.0%	42.1%	42.1%	0.0%	21.1%	21.1%	42.1%	14.0%	0.0%

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IAR (cont)

Grade 6 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	18.6%	21.2%	29.2%	32.7%	1.8%	23.0%	21.2%	32.7%	24.8%	1.8%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	24.4%	25.5%	31.1%	20.6%	1.5%	25.9%	40.1%	22.5%	10.9%	2.6%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	16.7%	22.6%	29.9%	29.4%	3.8%	22.4%	28.8%	27.3%	20.2%	3.5%
Students with Disabilities										
District	43.3%	43.3%	12.4%	6.2%	0.0%	49.5%	31.0%	18.6%	6.2%	0.0%
State	44.9%	28.0%	18.9%	9.7%	0.7%	47.3%	30.9%	15.3%	7.5%	0.8%
Students with IEPs										
District	42.1%	49.1%	7.0%	7.0%	0.0%	56.1%	21.1%	21.1%	7.0%	0.0%
State	54.7%	28.6%	13.8%	4.6%	0.2%	56.3%	30.6%	10.5%	3.7%	0.3%
Non-IEP										
District	7.4%	11.2%	38.4%	43.3%	5.0%	7.4%	33.4%	42.1%	22.3%	0.0%
State	12.5%	24.0%	33.9%	30.2%	3.4%	18.5%	30.7%	30.6%	21.1%	3.0%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	42.5%	38.0%	19.7%	3.5%	0.0%	48.6%	40.5%	12.7%	1.8%	0.0%
Non-English Learners										
District	12.8%	16.0%	34.0%	38.3%	4.3%	14.9%	31.9%	38.3%	20.2%	0.0%
State	14.9%	22.6%	32.7%	29.9%	3.4%	20.3%	29.2%	29.9%	21.1%	3.0%

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Academic Progress

IAR (cont)

Grade 6 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	15.0%	20.1%	33.4%	35.1%	1.7%	18.4%	40.1%	31.8%	15.0%	0.0%
State	28.2%	31.3%	28.7%	14.5%	0.9%	36.8%	37.0%	21.5%	7.5%	0.5%
Non Low Income										
District	8.5%	11.4%	34.1%	42.7%	8.5%	8.5%	17.1%	51.2%	28.5%	0.0%
State	9.4%	18.3%	33.2%	37.9%	5.0%	11.8%	24.6%	33.6%	29.1%	4.6%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.1%	31.1%	21.4%	9.0%	0.4%	48.5%	34.3%	13.9%	3.4%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	37.9%	28.6%	23.0%	9.2%	0.7%	45.6%	33.9%	15.5%	4.0%	0.0%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	18.3%	26.1%	29.8%	28.0%	1.9%	21.7%	31.2%	29.9%	18.9%	1.8%

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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
All										
District	13.4%	17.1%	28.0%	34.1%	7.3%	15.9%	25.6%	35.4%	23.2%	0.0%
State	21.4%	20.9%	25.7%	24.6%	7.4%	14.1%	28.5%	31.7%	22.3%	3.5%
White										
District	9.3%	18.7%	26.7%	37.3%	8.0%	13.3%	24.0%	37.3%	25.3%	0.0%
State	12.4%	17.7%	28.1%	31.7%	10.0%	7.6%	21.9%	35.4%	30.8%	4.3%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	37.8%	27.0%	21.3%	12.0%	1.9%	28.4%	41.0%	23.6%	6.6%	0.4%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	29.2%	24.9%	25.5%	17.4%	3.1%	18.3%	35.4%	31.9%	13.5%	1.0%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	6.8%	9.5%	20.3%	40.1%	23.3%	3.1%	10.3%	24.8%	43.6%	18.2%
Male										
District	16.7%	22.2%	30.6%	27.8%	2.8%	19.4%	27.8%	30.6%	22.2%	0.0%
State	26.0%	22.8%	24.8%	21.3%	5.1%	15.0%	27.2%	30.4%	23.3%	4.2%
Female										
District	10.9%	13.0%	26.1%	39.1%	10.9%	13.0%	23.9%	39.1%	23.9%	0.0%
State	16.5%	18.9%	26.6%	28.2%	9.8%	13.1%	29.9%	33.0%	21.3%	2.7%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
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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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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	12.7%	20.7%	26.0%	33.3%	7.3%	9.5%	21.6%	37.8%	26.4%	4.7%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.5%	19.6%	28.8%	21.8%	8.3%	13.9%	29.4%	33.9%	20.6%	2.3%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.3%	19.6%	25.1%	25.2%	8.8%	15.1%	28.8%	28.6%	23.0%	4.6%
Students with Disabilities										
District	47.4%	21.1%	21.1%	10.5%	0.0%	42.1%	31.6%	15.8%	10.5%	0.0%
State	48.2%	22.9%	16.5%	10.1%	2.3%	34.2%	35.5%	19.3%	9.6%	1.4%
Students with IEPs										
District	47.4%	21.1%	21.1%	10.5%	0.0%	42.1%	31.6%	15.8%	10.5%	0.0%
State	59.4%	23.0%	12.1%	4.7%	0.8%	42.9%	38.3%	13.9%	4.5%	0.5%
Non-IEP										
District	3.2%	15.9%	30.2%	41.3%	9.5%	7.9%	23.8%	41.3%	27.0%	0.0%
State	15.3%	20.5%	27.9%	27.8%	8.5%	9.5%	26.9%	34.5%	25.2%	3.9%
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	52.3%	29.4%	15.0%	3.2%	0.2%	31.4%	45.3%	20.4%	2.8%	0.1%
Non-English Learners										
District	13.4%	17.1%	28.0%	34.1%	7.3%	15.9%	25.6%	35.4%	23.2%	0.0%
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
Low Income										
District	20.0%	15.6%	26.7%	26.7%	11.1%	22.2%	20.0%	42.2%	15.6%	0.0%
State	31.8%	25.8%	24.3%	15.4%	2.7%	21.6%	37.4%	29.0%	11.2%	0.8%
Non Low Income										
District	5.4%	18.9%	29.7%	43.2%	2.7%	8.1%	32.4%	27.0%	32.4%	0.0%
State	11.5%	16.2%	27.0%	33.4%	11.8%	6.9%	20.0%	34.2%	32.9%	6.0%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.5%	25.6%	18.7%	9.7%	1.5%	32.9%	39.9%	21.6%	5.5%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.4%	26.7%	20.1%	12.8%	0.9%	32.1%	39.4%	21.6%	6.3%	0.6%
Military										
District	*	*	*	*	*	*	*	*	*	*
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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Academic Progress

IAR (cont)

Grade 7 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	14.1%	18.0%	29.5%	35.9%	7.7%	16.7%	27.0%	37.2%	24.4%	0.0%
State	22.0%	21.6%	26.5%	25.4%	7.6%	14.5%	29.3%	32.6%	23.0%	3.6%
White										
District	9.8%	19.7%	28.1%	39.3%	8.4%	14.0%	25.3%	39.3%	26.7%	0.0%
State	12.9%	18.3%	29.1%	32.8%	10.4%	7.8%	22.7%	36.6%	31.8%	4.4%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.7%	27.6%	21.7%	12.3%	1.9%	28.9%	41.7%	24.0%	6.7%	0.4%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	30.2%	25.8%	26.4%	18.0%	3.3%	18.8%	36.6%	32.9%	14.0%	1.0%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	7.1%	9.9%	21.1%	41.7%	24.2%	3.2%	10.7%	25.8%	45.3%	18.9%
Male										
District	17.5%	23.4%	32.2%	29.2%	2.9%	20.5%	29.2%	32.2%	23.4%	0.0%
State	26.8%	23.6%	25.6%	21.9%	5.3%	15.5%	28.0%	31.3%	23.9%	4.3%
Female										
District	11.4%	13.7%	27.5%	41.2%	11.4%	13.7%	25.2%	41.2%	25.2%	0.0%
State	17.1%	19.5%	27.5%	29.1%	10.1%	13.4%	30.8%	34.0%	22.0%	2.8%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	5.9%	5.9%	40.9%	40.9%	11.7%	5.5%	11.1%	38.8%	44.3%	0.0%

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IAR (cont)

Grade 7 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	13.2%	21.5%	27.0%	34.6%	7.6%	9.7%	22.2%	38.8%	27.0%	4.9%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.8%	19.9%	29.3%	22.2%	8.5%	14.0%	29.7%	34.2%	20.9%	2.3%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.6%	19.9%	25.4%	25.5%	9.0%	15.3%	29.0%	28.8%	23.2%	4.6%
Students with Disabilities										
District	49.9%	22.2%	22.2%	11.1%	0.0%	44.3%	33.2%	16.6%	11.1%	0.0%
State	49.0%	23.2%	16.8%	10.3%	2.3%	34.6%	35.9%	19.5%	9.7%	1.4%
Students with IEPs										
District	49.9%	22.2%	22.2%	11.1%	0.0%	44.3%	33.2%	16.6%	11.1%	0.0%
State	60.2%	23.4%	12.3%	4.7%	0.8%	43.2%	38.6%	14.0%	4.5%	0.5%
Non-IEP										
District	3.3%	16.7%	31.8%	43.4%	10.0%	8.4%	25.1%	43.4%	28.4%	0.0%
State	15.8%	21.3%	28.9%	28.8%	8.8%	9.8%	27.8%	35.6%	26.0%	4.1%
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	54.1%	30.4%	15.5%	3.3%	0.2%	32.4%	46.8%	21.0%	2.8%	0.1%
Non-English Learners										
District	14.1%	18.0%	29.5%	35.9%	7.7%	16.7%	27.0%	37.2%	24.4%	0.0%
State	17.6%	20.4%	28.1%	28.5%	8.7%	12.0%	27.0%	34.2%	25.8%	4.0%

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Academic Progress

IAR (cont)

Grade 7 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	21.1%	16.4%	28.1%	28.1%	11.7%	23.4%	21.1%	44.4%	16.4%	0.0%
State	32.8%	26.6%	25.0%	15.8%	2.8%	22.2%	38.4%	29.7%	11.5%	0.8%
Non Low Income										
District	5.7%	19.9%	31.3%	45.5%	2.8%	8.5%	34.1%	28.5%	34.1%	0.0%
State	11.9%	16.8%	28.0%	34.6%	12.2%	7.1%	20.7%	35.3%	34.0%	6.2%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.7%	25.7%	18.8%	9.8%	1.5%	32.8%	39.7%	21.6%	5.5%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	37.6%	25.5%	19.2%	12.3%	0.9%	30.6%	37.6%	20.7%	6.0%	0.6%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	21.9%	21.7%	26.7%	24.5%	8.0%	16.0%	30.2%	33.5%	21.3%	2.2%

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

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
All										
District	7.1%	7.1%	32.1%	41.7%	11.9%	29.8%	31.0%	29.8%	9.5%	0.0%
State	24.0%	20.6%	25.1%	25.9%	4.4%	29.2%	28.6%	19.1%	19.2%	3.9%
White										
District	7.3%	7.3%	30.5%	42.7%	12.2%	28.0%	31.7%	30.5%	9.8%	0.0%
State	15.8%	18.3%	27.4%	32.7%	5.9%	19.1%	26.0%	23.4%	26.8%	4.8%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.7%	25.9%	20.8%	12.6%	1.1%	51.5%	31.9%	10.8%	5.5%	0.4%
Hispanic										
District	*	*	*	*	*	*	*	*	*	*
State	31.0%	23.4%	25.0%	18.7%	1.8%	36.3%	33.7%	17.5%	11.4%	1.1%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	8.0%	9.5%	19.9%	46.7%	15.9%	8.7%	15.1%	17.3%	38.0%	20.8%
Male										
District	11.1%	8.9%	26.7%	42.2%	11.1%	22.2%	37.8%	24.4%	15.6%	0.0%
State	29.5%	22.7%	23.9%	21.2%	2.7%	30.3%	27.3%	18.7%	19.4%	4.3%
Female										
District	2.6%	5.1%	38.5%	41.0%	12.8%	38.5%	23.1%	35.9%	2.6%	0.0%
State	18.2%	18.5%	26.3%	30.7%	6.3%	28.1%	30.0%	19.5%	18.9%	3.4%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
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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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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	20.0%	16.4%	27.1%	30.7%	5.7%	24.3%	27.9%	17.9%	25.7%	4.3%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	31.0%	22.2%	24.9%	21.0%	1.0%	35.2%	32.0%	20.3%	10.8%	1.7%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	22.9%	20.0%	24.1%	27.7%	5.3%	29.6%	26.7%	18.5%	19.9%	5.3%
Students with Disabilities										
District	20.0%	20.0%	46.7%	6.7%	6.7%	46.7%	46.7%	6.7%	0.0%	0.0%
State	49.6%	22.6%	15.7%	10.7%	1.4%	52.0%	27.7%	10.6%	8.3%	1.5%
Students with IEPs										
District	20.0%	20.0%	46.7%	6.7%	6.7%	46.7%	46.7%	6.7%	0.0%	0.0%
State	61.3%	22.7%	11.2%	4.4%	0.4%	62.7%	27.3%	6.3%	3.2%	0.5%
Non-IEP										
District	4.3%	4.3%	29.0%	49.3%	13.0%	26.1%	27.5%	34.8%	11.6%	0.0%
State	18.3%	20.3%	27.2%	29.1%	5.0%	24.2%	28.8%	21.0%	21.6%	4.4%
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	53.5%	27.2%	15.3%	3.9%	0.1%	54.3%	34.9%	8.6%	2.1%	0.1%
Non-English Learners										
District	7.1%	7.1%	32.1%	41.7%	11.9%	29.8%	31.0%	29.8%	9.5%	0.0%
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
Low Income										
District	12.0%	8.0%	34.0%	40.0%	6.0%	38.0%	32.0%	20.0%	10.0%	0.0%
State	34.2%	24.5%	23.4%	16.3%	1.7%	41.5%	32.8%	15.2%	9.6%	1.0%
Non Low Income										
District	0.0%	5.9%	29.4%	44.1%	20.6%	17.6%	29.4%	44.1%	8.8%	0.0%
State	14.3%	17.0%	26.7%	34.9%	7.0%	17.7%	24.7%	22.8%	28.2%	6.6%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	43.9%	25.3%	19.7%	10.2%	0.9%	52.4%	31.3%	10.8%	5.1%	0.5%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	46.5%	24.2%	17.8%	10.4%	1.0%	56.8%	30.2%	8.4%	4.3%	0.3%
Military										
District	*	*	*	*	*	*	*	*	*	*
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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Academic Progress

IAR (cont)

Grade 8 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	7.5%	7.5%	33.8%	43.9%	12.5%	31.3%	32.6%	31.3%	10.0%	0.0%
State	24.6%	21.2%	25.8%	26.6%	4.6%	29.9%	29.3%	19.6%	19.6%	4.0%
White										
District	7.7%	7.7%	32.1%	44.9%	12.8%	29.5%	33.4%	32.1%	10.3%	0.0%
State	16.2%	18.8%	28.1%	33.5%	6.0%	19.6%	26.6%	24.0%	27.4%	4.9%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	40.5%	26.5%	21.3%	12.9%	1.1%	52.3%	32.4%	10.9%	5.6%	0.4%
Hispanic										
District	*	*	*	*	*	*	*	*	*	*
State	32.0%	24.2%	25.9%	19.3%	1.9%	37.4%	34.7%	18.0%	11.7%	1.2%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	8.3%	9.9%	20.6%	48.5%	16.5%	9.0%	15.7%	17.9%	39.4%	21.5%
Male										
District	11.7%	9.4%	28.1%	44.4%	11.7%	23.4%	39.8%	25.7%	16.4%	0.0%
State	30.3%	23.3%	24.6%	21.8%	2.7%	31.0%	27.9%	19.1%	19.9%	4.4%
Female										
District	2.7%	5.4%	40.5%	43.2%	13.5%	40.5%	24.3%	37.8%	2.7%	0.0%
State	18.7%	19.0%	27.1%	31.6%	6.4%	28.8%	30.7%	20.0%	19.4%	3.5%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	19.5%	3.9%	19.5%	50.7%	7.8%	36.4%	8.1%	12.2%	36.4%	8.1%

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IAR (cont)

Grade 8 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	20.3%	16.7%	27.6%	31.2%	5.8%	24.7%	28.3%	18.2%	26.1%	4.4%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	31.9%	22.9%	25.6%	21.6%	1.0%	36.2%	32.9%	20.9%	11.1%	1.8%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	23.1%	20.1%	24.3%	27.9%	5.3%	29.6%	26.8%	18.5%	20.0%	5.3%
Students with Disabilities										
District	21.1%	21.1%	49.1%	7.0%	7.0%	49.1%	49.1%	7.0%	0.0%	0.0%
State	50.0%	22.8%	15.8%	10.8%	1.4%	52.1%	27.8%	10.6%	8.3%	1.5%
Students with IEPs										
District	21.1%	21.1%	49.1%	7.0%	7.0%	49.1%	49.1%	7.0%	0.0%	0.0%
State	61.7%	22.8%	11.3%	4.4%	0.4%	62.7%	27.3%	6.3%	3.2%	0.5%
Non-IEP										
District	4.6%	4.6%	30.5%	51.9%	13.7%	27.5%	29.0%	36.6%	12.2%	0.0%
State	18.9%	20.9%	28.0%	30.0%	5.2%	24.9%	29.6%	21.6%	22.2%	4.5%
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	55.1%	28.0%	15.8%	4.1%	0.1%	55.8%	35.9%	8.8%	2.2%	0.1%
Non-English Learners										
District	7.5%	7.5%	33.8%	43.9%	12.5%	31.3%	32.6%	31.3%	10.0%	0.0%
State	20.6%	20.3%	27.1%	29.6%	5.1%	26.5%	28.4%	21.0%	22.0%	4.5%

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IAR (cont)

Grade 8 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	12.6%	8.4%	35.8%	42.1%	6.3%	40.0%	33.7%	21.1%	10.5%	0.0%
State	35.1%	25.1%	24.0%	16.7%	1.7%	42.4%	33.5%	15.5%	9.8%	1.0%
Non Low Income										
District	0.0%	6.2%	31.0%	46.4%	21.7%	18.6%	31.0%	46.4%	9.3%	0.0%
State	14.7%	17.5%	27.5%	35.9%	7.2%	18.1%	25.3%	23.4%	29.0%	6.8%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	43.9%	25.3%	19.7%	10.2%	0.9%	51.9%	31.0%	10.7%	5.1%	0.5%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.6%	23.2%	17.1%	10.0%	0.9%	54.2%	28.7%	8.0%	4.1%	0.3%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	26.2%	23.1%	22.6%	28.1%	3.0%	28.6%	30.3%	23.5%	18.8%	1.3%

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SAT

What is it?

This shows the percentage and number of 11th-graders scoring at each of the performance levels for the SAT. Each Performance Level is a broad, categorical level defined by a student's 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 scores for the assessment.

There are four Performance Levels for the SAT:

- Level 1 - Partially Meets Standards: The student has only partially met standards and demonstrates a minimal understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
 - Level 2 - Approaching Standards: The student is approaching the proficiency level and demonstrates an incomplete understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
 - Level 3 - Meets Standards: The student has met the proficiency level and demonstrates adequate understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
 - Level 4 - Exceeds Standards: The student has exceeded the proficiency level and demonstrates a thorough understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
-

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	35.4%	49.0%	13.5%	2.1%	58.3%	29.2%	12.5%	0.0%
State	30.0%	39.1%	20.6%	10.3%	44.8%	25.2%	23.4%	6.5%
White								
District	33.7%	50.0%	14.1%	2.2%	57.6%	29.3%	13.0%	0.0%
State	19.5%	39.2%	27.3%	14.1%	33.1%	27.4%	31.4%	8.1%
Black								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	36.8%	8.4%	1.8%	71.6%	19.9%	7.7%	0.7%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.5%	42.8%	13.4%	3.2%	57.5%	26.0%	14.8%	1.6%
Asian								
District	*	*	*	*	*	*	*	*
State	10.9%	27.7%	28.8%	32.5%	15.0%	18.0%	36.9%	30.0%
Male								
District	43.9%	39.0%	14.6%	2.4%	65.9%	22.0%	12.2%	0.0%
State	33.7%	37.6%	18.9%	9.8%	45.0%	23.7%	23.5%	7.8%
Female								
District	29.1%	56.4%	12.7%	1.8%	52.7%	34.5%	12.7%	0.0%
State	26.3%	40.7%	22.3%	10.8%	44.6%	26.8%	23.4%	5.1%
Non Binary								
District	*	*	*	*	*	*	*	*
State	27.3%	27.3%	9.1%	36.4%	36.4%	13.6%	31.8%	18.2%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	19.4%	33.3%	33.3%	13.9%	29.1%	23.0%	37.0%	10.9%
American Indian								
District	*	*	*	*	*	*	*	*
State	41.3%	37.9%	15.7%	5.1%	56.3%	23.9%	16.7%	3.1%
Two or More Races								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	27.3%	37.2%	21.8%	13.6%	44.1%	22.7%	24.6%	8.7%
Students with Disabilities								
District	53.3%	40.0%	6.7%	0.0%	73.3%	26.7%	0.0%	0.0%
State	54.1%	27.2%	11.8%	6.8%	67.4%	16.3%	13.0%	3.4%
Students with IEPs								
District	61.5%	38.5%	0.0%	0.0%	76.9%	23.1%	0.0%	0.0%
State	72.3%	21.6%	4.3%	1.8%	84.5%	10.6%	4.2%	0.7%
Non-IEP								
District	31.3%	50.6%	15.7%	2.4%	55.4%	30.1%	14.5%	0.0%
State	24.4%	41.4%	22.7%	11.4%	39.6%	27.2%	26.0%	7.3%
English Learners								
District	*	*	*	*	*	*	*	*
State	79.2%	19.8%	0.9%	0.0%	85.4%	12.0%	2.4%	0.2%
Non-English Learners								
District	35.4%	49.0%	13.5%	2.1%	58.3%	29.2%	12.5%	0.0%
State	26.6%	40.5%	22.0%	11.0%	42.0%	26.2%	24.9%	6.9%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	44.2%	44.2%	9.3%	2.3%	69.8%	23.3%	7.0%	0.0%
State	45.9%	40.4%	11.2%	2.5%	63.5%	23.4%	11.7%	1.4%
Non Low Income								
District	28.3%	52.8%	17.0%	1.9%	49.1%	34.0%	17.0%	0.0%
State	19.3%	38.3%	26.9%	15.6%	32.2%	26.5%	31.4%	10.0%
Homeless								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	60.9%	32.5%	5.6%	1.0%	78.5%	15.8%	5.4%	0.2%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	63.3%	32.1%	4.2%	0.4%	83.1%	13.5%	2.9%	0.4%
Military								
District	*	*	*	*	*	*	*	*
State	32.3%	39.2%	18.3%	10.2%	46.9%	27.0%	20.9%	5.2%

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SAT (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	37.3%	51.5%	14.3%	2.2%	61.4%	30.7%	13.2%	0.0%
State	30.2%	39.4%	20.7%	10.4%	45.0%	25.4%	23.6%	6.5%
White								
District	35.5%	52.6%	14.9%	2.3%	60.6%	30.9%	13.7%	0.0%
State	20.0%	40.2%	28.0%	14.5%	33.9%	28.1%	32.2%	8.3%
Black								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	50.8%	35.3%	8.1%	1.7%	68.5%	19.1%	7.4%	0.7%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.3%	42.5%	13.3%	3.2%	57.0%	25.8%	14.7%	1.6%
Asian								
District	*	*	*	*	*	*	*	*
State	11.4%	28.8%	30.0%	33.8%	15.6%	18.7%	38.4%	31.2%
Male								
District	46.2%	41.1%	15.4%	2.6%	69.3%	23.1%	12.8%	0.0%
State	33.7%	37.6%	18.9%	9.9%	44.9%	23.6%	23.5%	7.8%
Female								
District	30.6%	59.3%	13.4%	1.9%	55.5%	36.4%	13.4%	0.0%
State	26.6%	41.3%	22.6%	10.9%	45.2%	27.2%	23.7%	5.2%
Non Binary								
District	*	*	*	*	*	*	*	*
State	28.7%	28.7%	9.6%	38.3%	38.3%	14.4%	33.5%	19.1%

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SAT (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	20.1%	34.5%	34.5%	14.4%	30.1%	23.8%	38.2%	11.3%
American Indian								
District	*	*	*	*	*	*	*	*
State	40.1%	36.7%	15.2%	5.0%	54.6%	23.2%	16.2%	3.0%
Two or More Races								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	27.2%	37.0%	21.7%	13.6%	43.8%	22.5%	24.4%	8.6%
Students with Disabilities								
District	56.1%	42.1%	7.0%	0.0%	77.2%	28.1%	0.0%	0.0%
State	52.6%	26.5%	11.5%	6.6%	65.1%	15.7%	12.5%	3.3%
Students with IEPs								
District	64.8%	40.5%	0.0%	0.0%	81.0%	24.3%	0.0%	0.0%
State	68.8%	20.6%	4.1%	1.7%	79.7%	10.0%	4.0%	0.6%
Non-IEP								
District	33.0%	53.3%	16.5%	2.5%	58.3%	31.7%	15.2%	0.0%
State	24.7%	42.0%	23.1%	11.6%	40.1%	27.5%	26.3%	7.4%
English Learners								
District	*	*	*	*	*	*	*	*
State	76.5%	19.1%	0.9%	0.0%	82.0%	11.5%	2.3%	0.2%
Non-English Learners								
District	37.3%	51.5%	14.3%	2.2%	61.4%	30.7%	13.2%	0.0%
State	26.8%	40.9%	22.2%	11.1%	42.3%	26.4%	25.1%	7.0%

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

SAT (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	46.5%	46.5%	9.8%	2.5%	73.4%	24.5%	7.3%	0.0%
State	44.8%	39.5%	11.0%	2.5%	61.9%	22.8%	11.5%	1.4%
Non Low Income								
District	29.8%	55.6%	17.9%	2.0%	51.6%	35.8%	17.9%	0.0%
State	19.8%	39.3%	27.7%	16.0%	33.0%	27.2%	32.2%	10.2%
Homeless								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.0%	29.4%	5.0%	0.9%	70.7%	14.2%	4.9%	0.2%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	49.9%	25.3%	3.3%	0.4%	64.6%	10.5%	2.3%	0.4%
Military								
District	*	*	*	*	*	*	*	*
State	32.8%	39.9%	18.6%	10.4%	47.6%	27.4%	21.2%	5.3%

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

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DLM (cont)

Grade 3

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

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DLM (cont)

Grade 3

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

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DLM (cont)

Grade 3 - Accountability

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

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DLM (cont)

Grade 3 - Accountability

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

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DLM (cont)

Grade 3 - Accountability

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

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DLM (cont)

Grade 4

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

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DLM (cont)

Grade 4

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

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DLM (cont)

Grade 4

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

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DLM (cont)

Grade 4 - Accountability

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

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

DLM (cont)

Grade 4 - Accountability

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

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

DLM (cont)

Grade 4 - Accountability

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

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

DLM (cont)

Grade 5

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

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DLM (cont)

Grade 5

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

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DLM (cont)

Grade 5

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

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DLM (cont)

Grade 5 - Accountability

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

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DLM (cont)

Grade 5 - Accountability

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

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DLM (cont)

Grade 5 - Accountability

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

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DLM (cont)

Grade 6

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

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DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	60.0%	0.0%	40.0%	0.0%	80.0%	20.0%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	58.3%	29.2%	10.4%	2.1%	66.0%	25.5%	8.5%	0.0%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	60.8%	25.1%	12.2%	1.9%	71.0%	18.7%	6.3%	4.1%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	60.8%	25.1%	12.2%	1.9%	71.0%	18.7%	6.3%	4.1%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	65.8%	21.7%	11.5%	1.1%	70.5%	18.9%	5.9%	4.6%
Non-English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
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
Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	58.5%	27.3%	12.3%	1.8%	70.1%	18.5%	6.8%	4.6%
Non Low Income								
District	*	*	*	*	*	*	*	*
State	64.1%	21.8%	12.1%	2.0%	72.3%	18.9%	5.5%	3.3%
Homeless								
District	*	*	*	*	*	*	*	*
State	41.4%	37.9%	20.7%	0.0%	51.7%	31.0%	13.8%	3.4%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	52.6%	31.6%	15.8%	0.0%	68.4%	21.1%	5.3%	5.3%
Military								
District	*	*	*	*	*	*	*	*
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

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

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DLM (cont)

Grade 6 - Accountability

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

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DLM (cont)

Grade 6 - Accountability

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

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

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DLM (cont)

Grade 7

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

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DLM (cont)

Grade 7

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

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

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DLM (cont)

Grade 7 – Accountability

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

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DLM (cont)

Grade 7 - Accountability

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

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

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DLM (cont)

Grade 8

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

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DLM (cont)

Grade 8

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

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DLM (cont)

Grade 8 - Accountability

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

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DLM (cont)

Grade 8 - Accountability

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

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DLM (cont)

Grade 8 - Accountability

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

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Academic Progress

DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.8%	38.9%	17.7%	2.6%	59.3%	21.2%	19.3%	0.3%
White								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	39.1%	37.9%	20.1%	2.8%	58.6%	19.8%	21.2%	0.3%
Black								
District	*	*	*	*	*	*	*	*
State	39.0%	42.6%	16.2%	2.2%	58.0%	24.5%	17.6%	0.0%
Hispanic								
District	*	*	*	*	*	*	*	*
State	44.3%	37.3%	15.9%	2.5%	60.9%	21.1%	17.8%	0.3%
Asian								
District	*	*	*	*	*	*	*	*
State	47.4%	41.1%	10.5%	1.1%	66.0%	17.0%	17.0%	0.0%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.3%	40.0%	16.1%	2.5%	58.4%	21.3%	19.9%	0.4%
Female								
District	*	*	*	*	*	*	*	*
State	39.8%	36.9%	20.6%	2.8%	61.0%	20.9%	18.1%	0.0%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	57.1%	28.6%	0.0%	14.3%	57.1%	14.3%	28.6%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	31.6%	34.2%	28.9%	5.3%	52.6%	26.3%	18.4%	2.6%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.8%	38.9%	17.7%	2.6%	59.3%	21.2%	19.3%	0.3%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.8%	38.9%	17.7%	2.6%	59.3%	21.2%	19.3%	0.3%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	42.1%	42.1%	14.2%	1.7%	59.0%	22.0%	18.7%	0.3%
Non-English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.5%	38.2%	18.5%	2.8%	59.4%	21.0%	19.4%	0.2%

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DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	41.3%	40.2%	16.5%	2.0%	59.4%	23.1%	17.4%	0.1%
Non Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.2%	37.5%	19.0%	3.3%	59.2%	18.9%	21.4%	0.4%
Homeless								
District	*	*	*	*	*	*	*	*
State	30.6%	44.4%	22.2%	2.8%	38.9%	27.8%	33.3%	0.0%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	25.0%	58.3%	16.7%	0.0%	47.8%	39.1%	13.0%	0.0%
Military								
District	*	*	*	*	*	*	*	*
State	33.3%	42.9%	23.8%	0.0%	66.7%	23.8%	9.5%	0.0%

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DLM (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	42.9%	40.9%	18.6%	2.8%	62.3%	22.3%	20.2%	0.3%
White								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.1%	39.8%	21.1%	3.0%	61.6%	20.8%	22.3%	0.3%
Black								
District	*	*	*	*	*	*	*	*
State	41.1%	44.8%	17.1%	2.3%	61.0%	25.7%	18.5%	0.0%
Hispanic								
District	*	*	*	*	*	*	*	*
State	46.7%	39.2%	16.7%	2.7%	64.1%	22.2%	18.7%	0.3%
Asian								
District	*	*	*	*	*	*	*	*
State	49.9%	43.2%	11.1%	1.1%	69.4%	17.9%	17.9%	0.0%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.4%	42.1%	16.9%	2.7%	61.4%	22.4%	20.9%	0.4%
Female								
District	*	*	*	*	*	*	*	*
State	41.8%	38.8%	21.6%	2.9%	64.1%	21.9%	19.1%	0.0%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	0.0%	105.3%	0.0%	0.0%	0.0%	0.0%	105.3%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	60.2%	30.1%	0.0%	15.0%	60.2%	15.0%	30.1%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	32.4%	35.1%	29.7%	5.4%	54.0%	27.0%	18.9%	2.7%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	42.9%	40.9%	18.6%	2.8%	62.3%	22.3%	20.2%	0.3%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	42.9%	40.9%	18.6%	2.8%	62.3%	22.3%	20.2%	0.3%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	44.3%	44.3%	15.0%	1.7%	62.1%	23.2%	19.7%	0.4%
Non-English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	42.5%	40.1%	19.4%	3.0%	62.4%	22.0%	20.4%	0.3%

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DLM (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	43.4%	42.3%	17.4%	2.1%	62.5%	24.3%	18.3%	0.1%
Non Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	42.2%	39.3%	19.9%	3.5%	62.1%	19.9%	22.5%	0.4%
Homeless								
District	*	*	*	*	*	*	*	*
State	32.2%	46.8%	23.4%	2.9%	40.9%	29.2%	35.1%	0.0%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	26.3%	61.4%	17.5%	0.0%	50.3%	41.2%	13.7%	0.0%
Military								
District	*	*	*	*	*	*	*	*
State	35.1%	45.1%	25.1%	0.0%	70.2%	25.1%	10.0%	0.0%

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Academic Progress

DLM (cont)

Grade 5

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

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

DLM (cont)

Grade 5

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

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

DLM (cont)

Grade 5

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

DLM (cont)

Grade 5 - Accountability

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

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

DLM (cont)

Grade 5 - Accountability

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

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

DLM (cont)

Grade 5 - Accountability

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

Academic Progress

DLM (cont)

Grade 8

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

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

DLM (cont)

Grade 8

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

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

DLM (cont)

Grade 8

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

Academic Progress

DLM (cont)

Grade 8 - Accountability

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

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

DLM (cont)

Grade 8 - Accountability

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

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DLM (cont)

Grade 8 - Accountability

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

Academic Progress

DLM (cont)

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	‡	‡	‡	‡
State	66.7%	25.7%	6.8%	0.8%
White				
District	‡	‡	‡	‡
State	63.6%	27.9%	7.7%	0.8%
Black				
District	*	*	*	*
State	67.8%	25.2%	5.2%	1.7%
Hispanic				
District	*	*	*	*
State	68.1%	24.9%	6.7%	0.3%
Asian				
District	*	*	*	*
State	80.5%	16.1%	3.4%	0.0%
Male				
District	‡	‡	‡	‡
State	66.2%	25.5%	7.2%	1.0%
Female				
District	*	*	*	*
State	67.7%	25.9%	6.0%	0.4%
Non Binary				
District	*	*	*	*
State	*	*	*	*

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DLM (cont)

Grade 11

	Science				
	Level 1	Level 2	Level 3	Level 4	
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	
State	100.0%	0.0%	0.0%	0.0%	
American Indian					
District	*	*	*	*	
State	83.3%	0.0%	16.7%	0.0%	
Two or More Races					
District	*	*	*	*	
State	59.5%	27.0%	13.5%	0.0%	
Students with Disabilities					
District	‡	‡	‡	‡	
State	66.7%	25.7%	6.8%	0.8%	
Students with IEPs					
District	‡	‡	‡	‡	
State	66.7%	25.7%	6.8%	0.8%	
Non-IEP					
District	*	*	*	*	
State	*	*	*	*	
English Learners					
District	*	*	*	*	
State	70.5%	22.5%	6.6%	0.4%	
Non-English Learners					
District	‡	‡	‡	‡	
State	65.8%	26.4%	6.8%	0.9%	

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DLM (cont)

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	*	*	*	*
State	65.9%	27.1%	6.1%	1.0%
Non Low Income				
District	‡	‡	‡	‡
State	67.7%	24.0%	7.7%	0.6%
Homeless				
District	*	*	*	*
State	55.9%	29.4%	11.8%	2.9%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	65.2%	30.4%	4.3%	0.0%
Military				
District	*	*	*	*
State	76.2%	19.0%	4.8%	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

DLM (cont)

Grade 11 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	‡	‡	‡	‡
State	70.2%	27.0%	7.2%	0.9%
White				
District	‡	‡	‡	‡
State	66.9%	29.3%	8.1%	0.9%
Black				
District	*	*	*	*
State	71.4%	26.5%	5.5%	1.8%
Hispanic				
District	*	*	*	*
State	71.7%	26.2%	7.1%	0.3%
Asian				
District	*	*	*	*
State	84.7%	16.9%	3.6%	0.0%
Male				
District	‡	‡	‡	‡
State	69.7%	26.8%	7.6%	1.1%
Female				
District	*	*	*	*
State	71.1%	27.3%	6.3%	0.4%
Non Binary				
District	*	*	*	*
State	*	*	*	*

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

DLM (cont)

Grade 11 - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	105.3%	0.0%	0.0%	0.0%
American Indian				
District	*	*	*	*
State	87.7%	0.0%	17.5%	0.0%
Two or More Races				
District	*	*	*	*
State	62.6%	28.5%	14.2%	0.0%
Students with Disabilities				
District	‡	‡	‡	‡
State	70.2%	27.0%	7.2%	0.9%
Students with IEPs				
District	‡	‡	‡	‡
State	70.2%	27.0%	7.2%	0.9%
Non-IEP				
District	*	*	*	*
State	*	*	*	*
English Learners				
District	*	*	*	*
State	74.2%	23.7%	7.0%	0.4%
Non-English Learners				
District	‡	‡	‡	‡
State	69.3%	27.7%	7.2%	1.0%

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

DLM (cont)

Grade 11 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	*	*	*	*
State	69.3%	28.5%	6.4%	1.1%
Non Low Income				
District	‡	‡	‡	‡
State	71.2%	25.3%	8.1%	0.6%
Homeless				
District	*	*	*	*
State	58.8%	31.0%	12.4%	3.1%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	68.7%	32.0%	4.6%	0.0%
Military				
District	*	*	*	*
State	80.2%	20.1%	5.0%	0.0%

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

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.
-

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Academic Progress

ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	11.1%	45.8%	37.5%	5.6%
State	15.1%	34.2%	36.6%	14.1%
White				
District	10.3%	45.6%	38.2%	5.9%
State	7.2%	27.8%	44.8%	20.2%
Black				
District	‡	‡	‡	‡
State	32.4%	44.0%	20.7%	2.9%
Hispanic				
District	‡	‡	‡	‡
State	20.5%	42.5%	30.8%	6.2%
Asian				
District	*	*	*	*
State	5.0%	19.2%	43.3%	32.4%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	14.1%	34.1%	37.8%	14.1%
American Indian				
District	‡	‡	‡	‡
State	20.8%	37.7%	31.3%	10.2%

* 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

Science				
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	‡	‡	‡	‡
State	12.4%	32.4%	38.3%	16.9%
Students with Disabilities				
District	33.3%	47.6%	19.0%	0.0%
State	33.5%	37.0%	22.4%	7.1%
Students with IEPs				
District	35.0%	50.0%	15.0%	0.0%
State	40.5%	38.1%	17.1%	4.3%
Non-IEP				
District	1.9%	44.2%	46.2%	7.7%
State	11.0%	33.6%	39.8%	15.7%
English Learners				
District	*	*	*	*
State	29.1%	49.6%	20.0%	1.3%
Male				
District	19.4%	33.3%	38.9%	8.3%
State	16.2%	33.0%	36.0%	14.9%
Female				
District	2.8%	58.3%	36.1%	2.8%
State	14.0%	35.5%	37.3%	13.2%
Non Binary				
District	*	*	*	*
State	0.0%	20.0%	80.0%	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

ISA (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	*	*	*	*
State	29.1%	49.6%	20.0%	1.3%
Non-English Learners				
District	11.1%	45.8%	37.5%	5.6%
State	12.3%	31.1%	39.9%	16.6%
Low Income				
District	15.2%	45.7%	39.1%	0.0%
State	23.9%	42.8%	28.1%	5.2%
Non Low Income				
District	3.8%	46.2%	34.6%	15.4%
State	6.9%	26.3%	44.5%	22.3%
Homeless				
District	‡	‡	‡	‡
State	35.9%	42.0%	19.7%	2.5%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	‡	‡	‡	‡
State	29.6%	41.0%	26.4%	3.0%
Military				
District	‡	‡	‡	‡
State	10.9%	30.8%	40.6%	17.7%

* 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

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	11.7%	48.3%	39.5%	5.9%
State	15.7%	35.6%	38.1%	14.7%
White				
District	10.8%	48.0%	40.3%	6.2%
State	7.5%	29.0%	46.7%	21.1%
Black				
District	‡	‡	‡	‡
State	33.5%	45.5%	21.4%	3.0%
Hispanic				
District	‡	‡	‡	‡
State	21.4%	44.3%	32.1%	6.5%
Asian				
District	*	*	*	*
State	5.3%	20.1%	45.3%	33.9%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	14.7%	35.6%	39.5%	14.7%
American Indian				
District	‡	‡	‡	‡
State	21.3%	38.7%	32.2%	10.5%

* 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

	Science			
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	‡	‡	‡	‡
State	12.9%	33.7%	39.8%	17.5%
Students with Disabilities				
District	35.1%	50.1%	20.1%	0.0%
State	34.6%	38.2%	23.2%	7.3%
Students with IEPs				
District	36.8%	52.6%	15.8%	0.0%
State	41.8%	39.3%	17.7%	4.4%
Non-IEP				
District	2.0%	46.6%	48.6%	8.1%
State	11.4%	35.0%	41.5%	16.3%
English Learners				
District	*	*	*	*
State	30.4%	51.8%	20.9%	1.3%
Male				
District	20.5%	35.1%	40.9%	8.8%
State	16.8%	34.3%	37.4%	15.5%
Female				
District	2.9%	61.4%	38.0%	2.9%
State	14.6%	37.0%	38.8%	13.8%
Non Binary				
District	*	*	*	*
State	0.0%	21.1%	84.2%	0.0%

* 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

	Science			
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	*	*	*	*
State	30.4%	51.8%	20.9%	1.3%
Non-English Learners				
District	11.7%	48.3%	39.5%	5.9%
State	12.8%	32.4%	41.5%	17.3%
Low Income				
District	16.0%	48.1%	41.2%	0.0%
State	24.8%	44.4%	29.2%	5.4%
Non Low Income				
District	4.1%	48.6%	36.4%	16.2%
State	7.3%	27.4%	46.4%	23.3%
Homeless				
District	‡	‡	‡	‡
State	36.7%	43.0%	20.2%	2.5%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	‡	‡	‡	‡
State	30.4%	42.0%	27.1%	3.1%
Military				
District	‡	‡	‡	‡
State	11.4%	32.3%	42.5%	18.5%

* 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 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	10.8%	27.7%	47.0%	14.5%
State	17.3%	31.8%	35.6%	15.3%
White				
District	11.1%	25.9%	48.1%	14.8%
State	9.7%	25.6%	42.9%	21.8%
Black				
District	‡	‡	‡	‡
State	33.3%	41.9%	21.3%	3.6%
Hispanic				
District	*	*	*	*
State	22.6%	39.0%	31.4%	6.9%
Asian				
District	*	*	*	*
State	5.3%	15.8%	40.2%	38.7%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	13.6%	29.3%	35.7%	21.4%
American Indian				
District	*	*	*	*
State	22.6%	37.1%	31.1%	9.2%

* 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 8

Science				
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	‡	‡	‡	‡
State	16.0%	30.6%	35.3%	18.2%
Students with Disabilities				
District	40.0%	46.7%	6.7%	6.7%
State	35.5%	35.9%	21.1%	7.5%
Students with IEPs				
District	40.0%	46.7%	6.7%	6.7%
State	44.5%	38.4%	14.1%	3.0%
Non-IEP				
District	4.4%	23.5%	55.9%	16.2%
State	13.3%	30.8%	38.8%	17.1%
English Learners				
District	*	*	*	*
State	39.7%	46.8%	13.1%	0.5%
Male				
District	11.1%	17.8%	51.1%	20.0%
State	18.9%	30.1%	34.7%	16.3%
Female				
District	10.5%	39.5%	42.1%	7.9%
State	15.6%	33.5%	36.6%	14.3%
Non Binary				
District	*	*	*	*
State	11.8%	17.6%	41.2%	29.4%

* 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 8

	Science			
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	*	*	*	*
State	39.7%	46.8%	13.1%	0.5%
Non-English Learners				
District	10.8%	27.7%	47.0%	14.5%
State	14.2%	29.7%	38.7%	17.3%
Low Income				
District	18.4%	30.6%	38.8%	12.2%
State	25.9%	39.5%	28.5%	6.1%
Non Low Income				
District	0.0%	23.5%	58.8%	17.6%
State	9.4%	24.8%	42.1%	23.7%
Homeless				
District	‡	‡	‡	‡
State	36.0%	39.8%	20.6%	3.6%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	‡	‡	‡	‡
State	36.5%	39.9%	20.1%	3.5%
Military				
District	*	*	*	*
State	16.9%	29.7%	38.6%	14.9%

* 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 8 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	11.2%	28.5%	48.3%	14.9%
State	17.9%	32.8%	36.8%	15.8%
White				
District	11.4%	26.6%	49.5%	15.2%
State	10.1%	26.5%	44.4%	22.6%
Black				
District	‡	‡	‡	‡
State	34.1%	42.9%	21.8%	3.7%
Hispanic				
District	*	*	*	*
State	23.4%	40.3%	32.4%	7.2%
Asian				
District	*	*	*	*
State	5.5%	16.5%	41.9%	40.3%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	14.1%	30.4%	37.1%	22.2%
American Indian				
District	*	*	*	*
State	23.4%	38.5%	32.2%	9.6%

* 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 8 - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	‡	‡	‡	‡
State	16.5%	31.4%	36.2%	18.6%
Students with Disabilities				
District	42.1%	49.1%	7.0%	7.0%
State	36.3%	36.7%	21.6%	7.7%
Students with IEPs				
District	42.1%	49.1%	7.0%	7.0%
State	45.5%	39.3%	14.4%	3.1%
Non-IEP				
District	4.5%	24.1%	57.1%	16.5%
State	13.7%	31.9%	40.2%	17.7%
English Learners				
District	*	*	*	*
State	40.9%	48.2%	13.5%	0.5%
Male				
District	11.4%	18.3%	52.6%	20.6%
State	19.6%	31.2%	35.8%	16.9%
Female				
District	10.8%	40.5%	43.2%	8.1%
State	16.1%	34.6%	37.8%	14.7%
Non Binary				
District	*	*	*	*
State	12.4%	18.6%	43.3%	31.0%

* 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 8 - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	*	*	*	*
State	40.9%	48.2%	13.5%	0.5%
Non-English Learners				
District	11.2%	28.5%	48.3%	14.9%
State	14.7%	30.7%	40.0%	17.9%
Low Income				
District	19.0%	31.6%	40.0%	12.6%
State	26.7%	40.6%	29.4%	6.3%
Non Low Income				
District	0.0%	24.1%	60.2%	18.1%
State	9.7%	25.7%	43.7%	24.6%
Homeless				
District	‡	‡	‡	‡
State	36.5%	40.2%	20.8%	3.6%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	‡	‡	‡	‡
State	36.8%	40.4%	20.3%	3.5%
Military				
District	*	*	*	*
State	17.3%	30.5%	39.6%	15.3%

* 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 11

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	*	*	*	*
State	*	*	*	*
White				
District	*	*	*	*
State	*	*	*	*
Black				
District	*	*	*	*
State	*	*	*	*
Hispanic				
District	*	*	*	*
State	*	*	*	*
Asian				
District	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
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 11

Science				
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	*	*	*	*
State	*	*	*	*
Students with Disabilities				
District	*	*	*	*
State	*	*	*	*
Students with IEPs				
District	*	*	*	*
State	*	*	*	*
Non-IEP				
District	*	*	*	*
State	*	*	*	*
English Learners				
District	*	*	*	*
State	*	*	*	*
Male				
District	*	*	*	*
State	*	*	*	*
Female				
District	*	*	*	*
State	*	*	*	*
Non Binary				
District	*	*	*	*
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 11

Science				
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	*	*	*	*
State	*	*	*	*
Non-English Learners				
District	*	*	*	*
State	*	*	*	*
Low Income				
District	*	*	*	*
State	*	*	*	*
Non Low Income				
District	*	*	*	*
State	*	*	*	*
Homeless				
District	*	*	*	*
State	*	*	*	*
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
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 11 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	*	*	*	*
State	*	*	*	*
White				
District	*	*	*	*
State	*	*	*	*
Black				
District	*	*	*	*
State	*	*	*	*
Hispanic				
District	*	*	*	*
State	*	*	*	*
Asian				
District	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
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 11 - Accountability

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

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

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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
District	34.1% *	28.4% *	39.2% *	* *	35.3% *	‡ *	‡ *	* *	* *	‡ *	20.0% *	10.8% *
State	29.9% *	25.5% *	34.7% *	50.5% *	39.4% *	12.1% *	18.4% *	58.6% *	38.7% *	23.5% *	33.6% *	12.9% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	10.7% *	‡ *	29.0% *	21.7% *	* *	16.7% *	‡ *
State	7.0% *	6.9% *	15.9% *	9.3% *	10.2% *	11.0% *	31.1% *

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
District	21.7% *	21.8% *	21.7% *	* *	22.6% *	‡ *	‡ *	* *	* *	‡ *	10.0% *	10.0% *
State	25.8% *	27.3% *	24.3% *	37.2% *	35.6% *	6.8% *	13.5% *	60.2% *	33.4% *	19.1% *	28.5% *	12.2% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	10.7% *	‡ *	16.3% *	8.7% *	* *	8.3% *	‡ *
State	7.2% *	6.8% *	11.4% *	5.6% *	7.3% *	6.7% *	26.1% *

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

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
District	55.0% *	56.0% *	53.0% *	* *	56.0% *	‡ *	‡ *	* *	* *	‡ *	‡ *	18.0% *
State	50.0% *	50.0% *	50.0% *	75.0% *	63.0% *	23.0% *	37.0% *	76.0% *	56.0% *	41.0% *	54.0% *	28.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	15.0% *	‡ *	44.0% *	‡ *	* *	30.0% *	‡ *
State	17.0% *	16.0% *	33.0% *	22.0% *	19.0% *	24.0% *	54.0% *

ELA - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	35.8%	29.9%	41.2%	*	37.2%	‡	‡	*	*	‡	21.1%	11.3%
State	30.9%	26.2%	35.8%	51.6%	40.8%	12.4%	19.0%	61.1%	40.0%	24.0%	34.2%	13.1%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	11.3%	‡	30.5%	22.9%	*	17.5%	‡
State	7.1%	7.1%	16.3%	9.2%	10.5%	10.7%	32.1%

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

Proficiency (cont)

Mathematics - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	22.8%	22.8%	22.8%	*	23.7%	‡	‡	*	*	‡	10.5%	10.4%
State	26.6%	28.0%	25.0%	37.6%	36.8%	6.9%	13.9%	62.6%	34.4%	19.4%	28.9%	12.3%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	11.2%	‡	17.2%	9.2%	*	8.8%	‡
State	7.3%	7.0%	11.6%	5.5%	7.5%	6.4%	26.9%

Science - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	57.4%	58.6%	56.3%	*	58.9%	‡	‡	*	*	‡	‡	19.5%
State	51.8%	51.7%	52.0%	74.8%	65.9%	23.4%	38.5%	79.4%	57.4%	41.6%	55.5%	28.9%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	16.5%	‡	46.9%	‡	*	31.6%	‡
State	18.0%	16.9%	34.1%	22.0%	19.0%	24.2%	56.0%

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

Mean Growth Percentile - IAR

What is it?

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

ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	55.7% 21,960	53.8% 10,378	57.6% 11,582	* *	56.5% 21,126	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	46.7% 3,967
State	50.0% 23,717,338	48.1% 11,693,654	52.0% 12,021,349	57.0% 2,335	51.2% 13,262,181	44.9% 2,826,582	48.0% 5,143,887	58.7% 1,428,782	51.2% 23,226	48.6% 45,870	49.9% 986,810	42.5% 3,707,063

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	47.1% 3,815	‡ ‡	53.8% 13,021	50.9% 662	* *	48.5% 679	‡ ‡
State	40.2% 2,664,600	45.0% 2,435,298	46.5% 9,507,314	44.3% 347,058	45.1% 4,018	43.1% 117,964	49.2% 175,889

Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	46.3% 18,235	46.8% 9,042	45.7% 9,193	* *	47.1% 17,632	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	40.0% 3,398
State	49.9% 23,403,002	49.7% 11,949,676	50.1% 11,451,373	50.1% 1,953	50.8% 13,062,419	44.1% 2,704,988	49.2% 5,196,730	58.2% 1,401,896	53.7% 23,742	50.2% 46,477	49.5% 966,750	42.8% 3,669,151

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	40.1% 3,246	‡ ‡	44.7% 10,815	46.1% 599	* *	32.6% 457	‡ ‡
State	40.2% 2,619,125	46.4% 2,468,626	46.9% 9,433,658	43.3% 331,759	44.9% 3,997	42.8% 115,342	49.2% 174,269

* 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
District	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	‡ *	* *	* *	‡ *	100.0% *	100.0% *
State	98.0% *	97.8% *	98.1% *	96.9% *	98.4% *	96.7% *	97.9% *	99.0% *	98.3% *	97.1% *	96.6% *	96.5% *

	Students with IEPs	English Learners	Low Income
District	100.0% *	‡ *	100.0% *
State	96.2% *	98.1% *	97.6% *

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
District	99.8% *	99.7% *	100.0% *	* *	99.8% *	‡ *	‡ *	* *	* *	‡ *	100.0% *	99.2% *
State	97.7% *	97.6% *	97.9% *	95.9% *	98.3% *	96.3% *	97.7% *	98.8% *	97.9% *	96.8% *	96.3% *	96.0% *

	Students with IEPs	English Learners	Low Income
District	99.2% *	‡ *	100.0% *
State	95.7% *	97.9% *	97.3% *

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

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
District	99.6% *	100.0% *	99.2% *	* *	99.6% *	‡ *	‡ *	* *	* *	‡ *	‡ *	100.0% *
State	98.0% *	97.9% *	98.0% *	94.7% *	98.5% *	96.6% *	97.6% *	99.1% *	98.2% *	96.7% *	97.7% *	96.9% *

	Students with IEPs	English Learners	Low Income
District	100.0% *	‡ *	99.3% *
State	97.0% *	98.0% *	97.4% *

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

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
District	100.0% 495	100.0% 238	100.0% 257	* *	100.0% 472	‡ 4	‡ 8	* *	* *	‡ 3	‡ 8	100.0% 108
State	98.4% 788,429	98.4% 402,561	98.5% 385,799	95.8% 69	98.6% 364,253	97.8% 130,257	98.7% 215,653	99.0% 43,144	98.4% 785	97.8% 1,886	96.9% 32,451	97.1% 143,721

	Students with IEPs	English Learners	Low Income
District	100.0% 101	‡ 1	100.0% 307
State	96.9% 111,550	98.7% 117,879	98.4% 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
District	99.8% 495	99.6% 238	100.0% 257	* *	99.8% 472	‡ 4	‡ 8	* *	* *	‡ 3	‡ 8	99.1% 108
State	98.2% 786,393	98.1% 401,483	98.3% 384,842	94.4% 68	98.5% 363,642	97.3% 129,607	98.5% 215,109	98.8% 43,028	97.9% 781	97.5% 1,879	96.6% 32,347	96.7% 143,089

	Students with IEPs	English Learners	Low Income
District	99.0% 101	‡ 1	100.0% 307
State	96.5% 111,027	98.5% 117,563	98.1% 383,972

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

Participation Rate (cont)

Overall SAT ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0% 97	100.0% 42	100.0% 55	* *	100.0% 93	‡ 1	‡ 1	* *	* *	* *	‡ 2	100.0% 15
State	95.2% 142,053	94.6% 72,225	95.8% 69,802	100.0% 26	97.2% 66,937	90.6% 21,716	94.0% 40,286	98.5% 7,992	97.7% 172	93.1% 322	93.9% 4,628	91.9% 26,148

	Students with IEPs	English Learners	Low Income
District	100.0% 13	* *	100.0% 44
State	90.0% 17,519	91.5% 9,727	92.4% 59,151

Overall SAT Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0% 97	100.0% 42	100.0% 55	* *	100.0% 93	‡ 1	‡ 1	* *	* *	* *	‡ 2	100.0% 15
State	95.0% 141,759	94.3% 72,046	95.6% 69,687	100.0% 26	97.0% 66,836	90.2% 21,637	93.8% 40,194	98.3% 7,982	97.7% 172	92.8% 321	93.7% 4,617	91.2% 25,949

	Students with IEPs	English Learners	Low Income
District	100.0% 13	* *	100.0% 44
State	89.1% 17,339	91.0% 9,677	92.2% 58,980

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

Participation Rate (cont)

Overall DLM ELA - Participation

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

	Students with IEPs	English Learners	Low Income
District	‡ 7	* *	‡ 4
State	99.9% 10,693	99.9% 2,734	99.9% 6,388

Overall DLM Mathematics - Participation

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

	Students with IEPs	English Learners	Low Income
District	‡ 7	* *	‡ 4
State	99.9% 10,644	99.9% 2,712	99.9% 6,355

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

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	‡ 3	‡ 2	‡ 1	* *	‡ 3	* *	* *	* *	* *	* *	* *	‡ 3
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	‡ 3	* *	‡ 1
State	100.0% 4,158	99.9% 987	100.0% 2,392

Overall - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	99.6% 249	100.0% 122	99.2% 127	* *	99.6% 239	‡ 3	‡ 2	* *	* *	‡ 1	‡ 4	100.0% 51
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% 48	* *	99.3% 135
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.

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
District	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	‡ *	0.0% *	0.0% *
State	2.0% *	2.2% *	1.9% *	3.1% *	1.6% *	3.3% *	2.1% *	1.0% *	1.7% *	2.9% *	3.4% *	3.5% *

	Students with IEPs	English Learners	Low Income
District	0.0% *	‡ *	0.0% *
State	3.8% *	1.9% *	2.4% *

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
District	0.2% *	0.3% *	0.0% *	* *	0.2% *	‡ *	‡ *	* *	* *	‡ *	0.0% *	0.8% *
State	2.3% *	2.4% *	2.1% *	4.1% *	1.7% *	3.7% *	2.3% *	1.2% *	2.1% *	3.2% *	3.7% *	4.0% *

	Students with IEPs	English Learners	Low Income
District	0.8% *	‡ *	0.0% *
State	4.3% *	2.1% *	2.7% *

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

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
District	0.4% *	0.0% *	0.8% *	* *	0.4% *	‡ *	‡ *	* *	* *	‡ *	‡ *	0.0% *
State	2.0% *	2.1% *	2.0% *	5.3% *	1.5% *	3.4% *	2.4% *	0.9% *	1.8% *	3.3% *	2.3% *	3.1% *

	Students with IEPs	English Learners	Low Income
District	0.0% *	‡ *	0.7% *
State	3.0% *	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.

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
District	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	‡ *	‡ *	0.0% *
State	1.6% *	1.6% *	1.5% *	4.2% *	1.4% *	2.2% *	1.3% *	1.0% *	1.6% *	2.2% *	3.1% *	2.9% *

	Students with IEPs	English Learners	Low Income
District	0.0% *	‡ *	0.0% *
State	3.1% *	1.3% *	1.6% *

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
District	0.2% *	0.4% *	0.0% *	* *	0.2% *	‡ *	‡ *	* *	* *	‡ *	‡ *	0.9% *
State	1.8% *	1.9% *	1.7% *	5.6% *	1.5% *	2.7% *	1.5% *	1.2% *	2.1% *	2.5% *	3.4% *	3.3% *

	Students with IEPs	English Learners	Low Income
District	1.0% *	‡ *	0.0% *
State	3.6% *	1.5% *	1.9% *

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

Participation Rate (cont)

Overall SAT 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
District	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	* *	‡ *	0.0% *
State	4.8% *	5.4% *	4.2% *	0.0% *	2.8% *	9.4% *	6.0% *	1.5% *	2.3% *	6.9% *	6.1% *	8.1% *

	Students with IEPs	English Learners	Low Income
District	0.0% *	* *	0.0% *
State	10.0% *	8.5% *	7.6% *

Overall SAT 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
District	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	* *	‡ *	0.0% *
State	5.0% *	5.7% *	4.4% *	0.0% *	3.0% *	9.8% *	6.2% *	1.7% *	2.3% *	7.2% *	6.3% *	8.8% *

	Students with IEPs	English Learners	Low Income
District	0.0% *	* *	0.0% *
State	10.9% *	9.0% *	7.8% *

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

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
District	‡ *	‡ *	‡ *	* *	‡ *	* *	* *	* *	* *	* *	* *	‡ *
State	0.1% *	0.1% *	0.1% *	* *	0.1% *	0.0% *	0.1% *	0.2% *	0.0% *	0.0% *	0.3% *	0.1% *

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

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
District	‡ *	‡ *	‡ *	* *	‡ *	* *	* *	* *	* *	* *	* *	‡ *
State	0.1% *	0.1% *	0.1% *	* *	0.1% *	0.0% *	0.1% *	0.2% *	0.0% *	0.0% *	0.3% *	0.1% *

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

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

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	0.4% *	0.0% *	0.8% *	* *	0.4% *	‡ *	‡ *	* *	* *	‡ *	‡ *	0.0% *
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% *	* *	0.7% *
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.

Eighth Graders Passing Algebra I

What is it?

This shows the percentage of eighth-graders passing Algebra I. They are defined as eighth-grade students who have successfully completed Algebra I (or its equivalent) by the end of Grade 8. Successful completion is measured by earning a D or above and receiving at least 1.0 credit hour.

	Students
District	24.7%
State	29.9%

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

9th Grade On Track

What is it?

This shows the percentage of 9th graders on track. They are defined as the percentage of first-time ninth-grade students who have earned at least five course credits without failing more than 0.5 course credits in their core subjects. For the purpose of this metric, core subjects include reading, math, science, and social studies.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	80.2%	68.1%	93.2%	*	81.6%	*	‡	‡	*	*	‡	78.6%
State	86.6%	84.9%	88.3%	95.9%	90.9%	76.4%	83.8%	96.6%	86.7%	79.0%	83.5%	82.4%

	Students with IEPs	English Learners	Low Income
District	84.6%	‡	73.6%
State	81.1%	79.5%	79.4%

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

College and Career Ready

What is it?

This shows the percentage of students in the current academic year who both have an exit code of graduated and who meet either the Distinguished Scholar definition or College and Career Scholar definition.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.1%	0.0%	0.2%	5.6%	0.1%	0.2%	0.0%	0.2%	1.6%	0.7%	0.3%	0.1%

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

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

Career and Technical Education

What is it?

Career and Technical Education (CTE) programs in Illinois provide instruction for careers in high-wage, high-skill, and in-demand occupations.

Four year graduation rate: This shows the percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate, both as a whole and broken down by student group.

Extended graduation rate: This shows the percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in such Section 8101 (within six years of entering high school), both as a whole and broken down by student group.

ELA Proficiency: This shows CTE concentrators' proficiency in the challenging state academic standards adopted by the state under Section 111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act, both as a whole and broken down by student group.

Math Proficiency: This shows CTE concentrators' proficiency in the challenging state academic standards adopted by the state under Section 111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act, both as a whole and broken down by student group.

Science Proficiency: This shows CTE concentrators' proficiency in the challenging state academic standards adopted by the state under Section 111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act, both as a whole and broken down by student group.

Postsecondary placement rate: This shows the percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in post secondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed, both as a whole and broken down by student group.

Nontraditional program enrollment rate: This shows the percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented, both as a whole and broken down by student group.

Attained postsecondary credits rate: This shows the percentage of CTE concentrators graduating from high school having attained post secondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement, both as a whole and broken down by student group.

Work-based learning rate: This shows the percentage of CTE concentrators graduating from high school having participated in work-based learning, both as a whole and broken down by student group.

Total Count of CTE Participants: This shows the total count of CTE participants, both as a whole and broken down by student group. Subsequent sections throughout the remainder of this section represent subtotals within each of the career cluster program areas available statewide.

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

Career and Technical Education (cont)

Career and Technical Education

Enrollment	
District	283
State	291,667

Perkins Measures - Four-Year Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0%	100.0%	100.0%	*	100.0%	*	*	*	*	*	*	*
State	96.2%	95.7%	96.8%	100.0%	97.0%	94.3%	94.6%	98.5%	96.9%	96.3%	95.3%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	89.0%	90.0%	90.7%	85.7%	85.9%	94.8%

Perkins Measures - Extended (Six-Year) Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	29.3%	27.8%	31.7%	*	28.6%	30.7%	27.1%	46.7%	*	0.0%	35.0%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	22.8%	33.9%	41.2%	*	0.0%	20.0%

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

Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Reading/Language Art

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	28.1%	28.5%	27.6%	87.5%	33.3%	8.8%	16.0%	58.0%	30.0%	20.5%	29.8%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	5.8%	0.8%	6.9%	0.0%	16.7%	22.5%

Perkins Measures – Academic Proficiency Rate in Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	25.8%	28.8%	21.9%	50.0%	30.8%	6.5%	12.9%	61.3%	30.0%	18.0%	25.2%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	4.3%	1.5%	4.6%	0.0%	6.4%	18.4%

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

Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	45.2%	46.7%	*	*	45.2%	*	*	*	*	*	*	*
State	29.8%	34.2%	24.2%	100.0%	34.8%	9.5%	19.3%	52.9%	37.5%	31.3%	32.3%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	7.8%	1.6%	11.9%	0.0%	8.6%	22.8%

Perkins Measures – Postsecondary Placement Rate

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

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	*	*	*	*	*	*

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

Career and Technical Education (cont)

Perkins Measures – Nontraditional Program Enrollment Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	26.5%	*	62.1%	*	25.7%	*	*	*	*	*	*	*
State	31.2%	8.8%	60.1%	0.0%	31.3%	35.6%	29.3%	26.6%	28.1%	23.9%	32.9%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	29.2%	30.4%	36.8%	50.0%	39.9%	32.6%

Perkins Measures – Program Quality – Attained Postsecondary Credits Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	31.3%	33.5%	28.6%	33.3%	31.9%	28.8%	31.5%	31.3%	43.8%	31.4%	28.0%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	29.4%	29.9%	24.5%	16.7%	16.9%	35.2%

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

Career and Technical Education (cont)

Perkins Measures - Program Quality - Work-Based Learning Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	4.9%	4.6%	5.2%	0.0%	5.6%	4.7%	3.4%	3.0%	6.3%	7.0%	4.9%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	7.2%	3.5%	3.9%	33.3%	9.0%	5.2%

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

Career and Technical Education (cont)

CTE Participant - Total Count of CTE Participants

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	269	148	121	*	256	*	*	*	*	*	*	*
State	265,268	148,376	116,503	389	148,403	33,272	60,201	12,961	219	526	9,686	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	25	*	10	*	*	*
State	32,293	15,890	5,091	45	943	2,407

CTE Participant - Count of Students participating in Agri Food & Nat. Res.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	137	97	40	*	131	*	*	*	*	*	*	*
State	26,281	15,688	10,582	11	21,990	1,562	1,781	144	11	29	764	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	10	*	*	*	*	*
State	3,809	359	659	10	146	166

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Arch. & Const.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	38,925	31,101	7,777	47	24,366	3,904	7,505	1,569	27	84	1,470	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	5,671	2,132	692	12	143	314

CTE Participant - Count of Students participating in Arts, AV, Tech & Comm.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	25,281	15,810	9,385	86	13,423	3,328	6,220	1,132	24	44	1,110	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	3,564	1,801	599	8	105	225

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Business Mgmt. & Admin.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	130	67	63	*	124	*	*	*	*	*	*	*
State	66,174	38,133	27,929	112	38,494	8,940	12,349	3,446	51	131	2,763	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	17	*	*	*	*	*
State	6,456	3,575	1,080	20	271	609

CTE Participant - Count of Students participating in Education & Training

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	17,661	3,578	14,057	26	8,867	2,540	4,740	679	15	38	782	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	2,050	1,409	409	*	69	147

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	54	33	21	*	51	*	*	*	*	*	*	*
State	56,039	32,482	23,454	103	33,408	6,706	10,211	3,427	36	100	2,151	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	4,597	2,698	725	16	181	509

CTE Participant - Count of Students participating in Govt. & Public Admin.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	677	355	322	*	399	141	63	7	1	*	66	*

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*	*
State	117	27	394	26	*	12	3

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	15,037	3,867	11,164	6	6,648	2,534	4,228	897	9	49	672	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	1,262	1,160	438	2	73	108

CTE Participant - Count of Students participating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	47	15	32	*	45	*	*	*	*	*	*	*
State	62,331	28,055	34,137	139	34,203	8,434	14,862	2,175	54	121	2,482	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	9,076	4,160	1,178	11	232	661

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	36,555	12,174	24,375	6	23,043	4,465	6,459	878	32	64	1,614	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	5,046	1,656	810	15	198	405

CTE Participant - Count of Students participating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	81	41	40	*	78	*	*	*	*	*	*	*
State	45,847	28,538	17,255	54	24,759	7,475	9,237	2,372	47	100	1,857	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	16	*	*	*	*	*
State	5,829	2,919	1,021	13	218	491

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Law, Public Safety, Cor. & Sec.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	5,102	2,573	2,529	*	2,156	1,131	1,350	161	4	15	285	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	654	438	182	*	27	29

CTE Participant - Count of Students participating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	40,424	27,653	12,717	54	24,778	4,176	8,650	1,111	28	83	1,598	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	6,209	2,536	733	10	155	344

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	30,296	18,139	12,153	4	17,813	2,901	6,183	2,036	21	67	1,275	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	2,490	1,593	358	11	89	339

CTE Participant - Count of Students participating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	23,586	18,269	5,265	52	11,532	2,754	5,969	2,279	21	53	978	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	2,433	1,680	368	*	74	154

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Transp. Distr. & Logis.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	28,219	24,133	4,020	66	15,841	2,929	7,592	776	18	69	994	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	4,932	2,389	547	1	94	254

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

Career and Technical Education (cont)

CTE Concentrator - Total Count of CTE Concentrators

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	102	73	29	*	101	*	*	*	*	*	*	*
State	106,122	59,746	46,338	38	62,866	11,794	22,407	5,187	82	184	3,602	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	11	*	*	*	*	*
State	12,941	4,696	1,904	16	286	874

CTE Concentrator - Count of Students concentrating in Agri Food & Nat. Res.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	83	63	20	*	82	*	*	*	*	*	*	*
State	18,535	11,296	7,231	8	15,997	849	1,110	90	7	19	463	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	2,693	197	488	3	88	109

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Arch. & Const.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	26,458	21,788	4,665	5	17,557	2,173	4,553	1,214	19	54	888	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	3,555	986	411	10	61	208

CTE Concentrator - Count of Students concentrating in Arts, AV, Tech & Comm.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	15,359	10,574	4,783	2	9,682	1,313	3,101	650	8	17	588	*

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Business Mgmt. & Admin.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	101	72	29	*	100	*	*	*	*	*	*	*
State	40,934	24,921	16,009	4	27,151	4,139	6,292	1,762	35	76	1,479	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	11	*	*	*	*	*
State	4,362	1,393	650	13	115	341

CTE Concentrator - Count of Students concentrating in Education & Training

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	11,335	1,532	9,799	4	6,143	1,396	2,963	381	8	18	426	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	1,274	594	205	*	29	108

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	31	25	*	*	31	*	*	*	*	*	*	*
State	33,875	20,774	13,098	3	22,706	3,143	5,043	1,668	34	50	1,231	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	3,037	1,027	447	12	83	290

CTE Concentrator - Count of Students concentrating in Govt. & Public Admin.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	111	57	54	*	96	6	5	1	*	*	3	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	24	*	2	*	1	1

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	6,374	1,366	5,005	3	3,023	965	1,665	443	4	21	253	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	427	339	165	*	23	48

CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	28	16	12	*	28	*	*	*	*	*	*	*
State	48,719	22,623	26,075	21	28,292	6,328	10,485	1,592	38	77	1,907	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	7,152	2,419	902	8	153	487

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	32	18	14	*	31	*	*	*	*	*	*	*
State	27,327	9,541	17,784	2	18,283	2,817	4,470	579	23	45	1,110	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	3,902	987	588	13	105	228

CTE Concentrator - Count of Students concentrating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	93	66	27	*	92	*	*	*	*	*	*	*
State	32,222	20,745	11,471	6	21,112	3,112	5,181	1,603	25	59	1,130	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	3,935	1,174	521	11	105	301

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Law, Public Safety, Cor. & Sec.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	1,737	881	856	*	889	230	466	81	3	5	63	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	177	29	37	*	*	8

CTE Concentrator - Count of Students concentrating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	25,315	17,482	7,831	2	16,875	2,222	4,573	691	18	38	898	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	3,761	978	447	3	70	212

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	30,296	18,139	12,153	4	17,813	2,901	6,183	2,036	21	67	1,275	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	2,490	1,593	358	11	89	339

CTE Concentrator - Count of Students concentrating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	15,173	12,343	2,827	3	8,146	1,321	3,606	1,496	16	28	560	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	1,468	576	177	1	31	102

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Transp. Distr. & Logis.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	18,427	16,256	2,168	3	11,146	1,654	4,520	487	12	35	573	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	3,140	1,083	332	*	43	175

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

High School Graduation Rate

What is it?

This shows the percentage of graduating students who entered ninth grade for the first time four, five, or six years prior to the year being reported. Graduation Rate is calculated based on ESSA High School Graduation Rate guidance found [here](#). Students are reported at the school where students attend (home school). The cohort is based on the number of students who enter Grade 9 for the first time, adjusted by adding into the cohort any student who transfers in later during Grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

4 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	86.5%	88.9%	83.3%	*	88.0%	*	‡	‡	*	‡	‡	81.3%
State	87.3%	85.0%	89.7%	94.7%	90.5%	79.5%	85.0%	94.8%	86.3%	80.1%	84.4%	77.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	75.0%	*	73.9%	‡	*	*	‡
State	72.1%	76.8%	80.1%	67.3%	83.3%	51.8%	88.4%

5 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	81.3%	80.4%	82.2%	*	81.1%	*	‡	*	*	‡	‡	66.7%
State	88.8%	86.4%	91.2%	*	91.8%	81.6%	86.5%	96.3%	89.8%	81.3%	85.2%	79.6%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	58.3%	*	67.3%	70.0%	*	‡	‡
State	75.2%	79.5%	82.5%	69.6%	60.0%	60.5%	90.7%

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

High School Graduation Rate (cont)

6 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	91.5%	84.4%	98.0%	*	91.3%	*	*	*	*	‡	‡	92.9%
State	90.1%	87.9%	92.4%	*	92.7%	83.7%	88.3%	96.2%	92.7%	84.9%	87.6%	82.2%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	83.3%	*	83.3%	‡	*	‡	*
State	77.6%	81.8%	84.8%	72.8%	65.5%	59.3%	93.4%

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

Postsecondary Enrollment

What is it?

This shows the percentage of students who graduated with a regular high school diploma from a public high school in Illinois and enrolled in a two-year or four-year college in the United States within 12 or 16 months.

12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
District	51.7%	*	*	18.4%	33.3%	0.0%
State	64.3%	*	*	38.2%	26.1%	0.0%

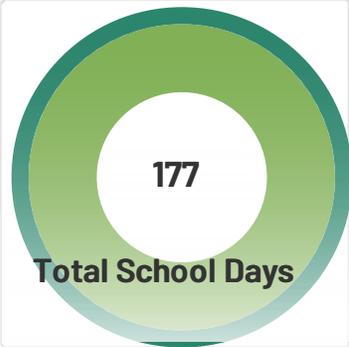
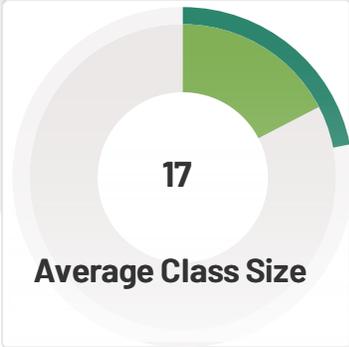
16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
District	52.9%	*	*	19.5%	33.3%	0.0%
State	65.1%	*	*	38.4%	26.8%	0.0%

* 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.



No Data district's percentage of adequacy

Evidence-Based Funding

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
District	95.4%	28.9%	15.7%	33.7%	21.7%	68.7%	55.4%	24.1%
State	84.6%	38.3%	16.6%	16.7%	28.4%	55.0%	46.2%	33.9%

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

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

	Non-IEP	Non-English Learners	Non Low Income	Homeless
District	*	*	*	*
State	*	*	*	*

* 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

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	1,139	\$1,698	\$8,130	\$9,828	\$686	\$3,407	\$4,093	\$2,384	\$11,537	\$13,921	\$1,054,358	\$16,914,450

* 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
District	1,139	\$1,698	\$8,130	\$9,828	\$686	\$3,407	\$4,093	\$2,384	\$11,537	\$13,921
Pana Sr High School	390	\$1,521	\$8,496	\$10,017	\$686	\$3,407	\$4,093	\$2,207	\$11,903	\$14,110
Pana Jr High School	273	\$1,535	\$8,378	\$9,912	\$686	\$3,407	\$4,093	\$2,221	\$11,785	\$14,005
Lincoln Elem School	235	\$2,164	\$7,232	\$9,396	\$686	\$3,407	\$4,093	\$2,850	\$10,639	\$13,489
Washington Elem School	242	\$1,712	\$8,135	\$9,848	\$686	\$3,407	\$4,093	\$2,398	\$11,542	\$13,940

* 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
District	37.3% \$6,312,438	5.6% \$944,606	40.7% \$6,885,289	3.6% \$602,747	12.8% \$2,163,679	\$16,908,759
State	60.6%	4.0%	21.3%	4.7%	9.5%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	51.0%	2.0%	32.2%	14.8%
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
District	77.3% \$11,645,542	4.5% \$673,756	3.9% \$589,363	6.9% \$1,035,271	3.9% \$585,179	3.1% \$468,564	0.4% \$66,100	0.0% \$7,399	\$15,071,174
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
District	\$113,115	5	\$7,303	\$11,545
State	*	*	\$9,703	\$16,029

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	Grade 9	Grade 10	Grade 11	Grade 12	Grades 9-12	Overall
District	*	20	16	14	18	19	16	20	18	17	19	20	20	18	*	18
State	*	21	20	20	21	21	21	22	22	22	22	21	21	20	21	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	177
State	176

Health and Wellness

What is it?

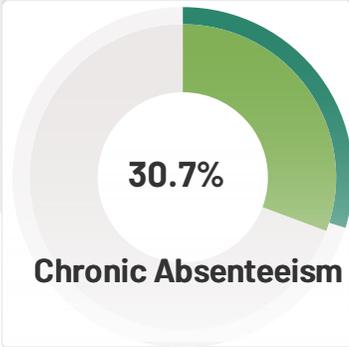
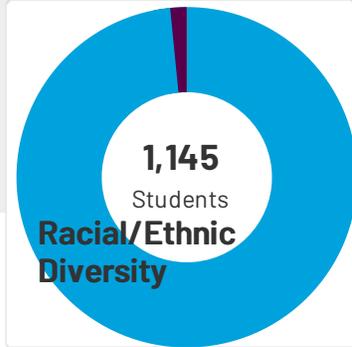
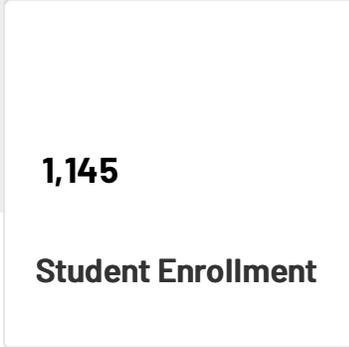
This shows the average number of days of physical education per week per student.

Days PE per week	
District	5
State	4

* 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.



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
District	100.0% 1,145	49.1% 562	50.9% 583	0.0% *	96.0% 1,099	‡	1.4% 16	‡	0.0% *	‡	1.5% 17	18.9% 216
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
District	17.4% 199	‡	57.9% 663	3.1% 36	0.0% *	3.2% 37	1.1% 13
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	Grade 9	Grade 10	Grade 11	Grade 12
District	66	82	63	54	75	81	74	99	81	90	112	86	98	84
State	76,645	124,808	126,801	127,437	127,217	129,338	133,597	135,399	140,813	145,466	157,008	149,133	146,066	149,597

* 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 Enrolled in Accelerated Placement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	8.5% 165,594	8.0% 79,982	9.1% 85,528	5.8% 84	7.2% 64,447	6.2% 20,363	9.7% 51,280	21.5% 22,540	15.2% 290	7.6% 368	7.8% 6,306	5.3% 18,800

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	2.8% 7,916	3.8% 10,296	6.7% 61,947	5.4% 2,318	1.6% 232

Students Enrolled in Accelerated Placement - ELA

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	0.1% 400	0.1% 400	0.3% 3,006	0.3% 149	0.1% 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 Enrolled in Accelerated Placement - Math

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

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

Students Enrolled in Accelerated Placement - Multiple Subjects

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
	*	*	*	*	*
State	1.4% 4,007	1.8% 4,965	4.6% 42,912	3.4% 1,461	0.9% 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 Enrolled in Accelerated Placement - Whole Grade

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
	*	*	*	*	*
State	0.0% 26	0.0% 42	0.0% 289	0.0% 2	0.0% 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	22.2% 136,701	18.8% 59,465	25.7% 76,999	31.9% 237	23.2% 66,464	12.6% 12,696	20.5% 35,457	51.9% 16,825	32.4% 210	17.6% 262	22.2% 4,787	9.3% 11,353

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	‡	*	‡	‡	*
	‡	*	‡	‡	*
State	2.8% 2,484	6.8% 3,404	14.8% 40,874	7.6% 1,138	2.9% 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	19.2% 232	16.7% 100	21.6% 132	* *	19.1% 222	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	6.8% 15
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	‡ ‡	‡ ‡	13.3% 94	‡ ‡	‡ ‡
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	16.7% 67	13.4% 28	20.2% 39	* *	17.0% 65	* *	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡
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	‡ ‡	* *	6.5% 14	‡ ‡	* *
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)

Advanced Placement (AP) Exams - Grade 12

	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	307,079	201,928	39,341	29,765

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
District	‡	‡	25	41
State	22,770	32,659	62,725	76,218

Advanced Placement (AP) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	‡	‡	*	*	*	‡
State	15,450	6,403	1,980	4,044	2,261	29	65	668	1,060

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	*	*	‡	*
State	254	*	313	*	5,241	*

* 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)

Advanced Placement (AP) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	‡	‡	*	*	*	‡
State	25,323	11,877	2,417	6,347	3,593	35	44	1,010	1,923

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	*	*	‡	*
State	371	*	543	*	7,608	*

Advanced Placement (AP) Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	‡	‡	*	*	*	‡
State	45,254	22,249	3,876	12,195	5,252	89	73	1,520	3,844

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	*	*	‡	*
State	773	*	1,235	*	13,754	*

* 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)

Advanced Placement (AP) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	‡	‡	*	*	*	‡
State	50,674	25,935	4,423	12,871	5,719	57	80	1,589	4,526
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
District	‡	*	*	*	‡	*			
State	1,086	*	1,313	*	14,271	*			

International Baccalaureate (IB) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	‡	‡	*	*	*	‡
State	171	48	83	19	10	0	0	11	11
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
District	‡	*	*	*	‡	*			
State	4	*	3	*	75	*			

* 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)

International Baccalaureate (IB) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	‡	‡	*	*	*	‡
State	194	33	104	37	15	0	0	5	18

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	*	*	‡	*
State	12	*	7	*	123	*

International Baccalaureate (IB) Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	‡	‡	*	*	*	‡
State	2,942	565	701	1,430	172	10	12	52	317

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	*	*	‡	*
State	95	*	99	*	1,864	*

* 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)

International Baccalaureate (IB) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	‡	‡	*	*	*	‡
State	2,747	444	756	1,322	158	2	11	54	244

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	*	*	‡	*
State	78	*	88	*	1,840	*

Dual Credit Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	‡	‡	*	*	*	‡
State	7,918	3,252	2,194	1,756	419	8	17	272	1,015

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	*	*	‡	*
State	635	*	552	*	3,427	*

* 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)

Dual Credit Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	‡	‡	*	*	*	‡
State	9,112	4,937	1,025	2,220	595	5	19	311	1,251

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	*	*	‡	*
State	739	*	517	*	3,104	*

Dual Credit Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	25	25	*	‡	‡	*	*	*	‡
State	23,791	14,980	2,050	4,480	1,406	18	40	817	2,946

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	*	*	‡	*
State	1,587	*	739	*	7,266	*

* 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)

Dual Credit Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	41	39	*	‡	‡	*	*	*	‡
State	40,096	25,409	3,273	7,589	2,429	30	59	1,307	5,180

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	*	*	10	*
State	2,772	*	1,152	*	10,907	*

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

Gifted Students

What is it?

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

Students Assessed For Giftedness

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	6.5% 125,984	6.4% 64,278	6.6% 61,684	1.5% 22	6.7% 59,326	4.1% 13,504	5.0% 26,428	18.7% 19,584	7.2% 137	6.9% 337	8.2% 6,668	5.7% 20,436

	Students with IEPs	English Learners	Low Income	Youth In Homeless Care
District	*	*	*	*
State	4.9% 13,939	5.4% 14,653	4.3% 39,577	2.4% 1,025

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% 15,425	0.8% 7,974	0.8% 7,447	0.3% 4	0.9% 7,868	0.3% 893	0.5% 2,539	3.1% 3,215	0.6% 12	1.0% 47	1.0% 851	0.5% 1,859

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

Gifted Students (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
	*	*	*	*	*
State	0.4% 997	0.4% 972	0.3% 3,030	0.1% 55	0.1% 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
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	2.4% 46,332	2.4% 23,874	2.4% 22,449	0.6% 9	2.5% 21,975	0.9% 2,920	1.3% 6,782	11.5% 12,042	3.3% 63	2.0% 98	3.0% 2,452	1.3% 4,476

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

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

Gifted Students (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

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

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

* 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	*	*	*	*	0.1%	*	*
	Students with IEPs	*	*	*	*	0.5%	*	*
All Peer Districts *	All Students	*	*	*	*	16.4%	*	*
	Students with IEPs	*	*	*	*	0.3%	*	*
State	All Students	*	*	*	*	0.0%	*	*
	Students with IEPs	*	*	*	*	0.3%	*	*

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	All Students	1.2%	0.1%	6.9%	*	0.3%	*	*
	Students with IEPs	4.4%	0.3%	31.9%	*	0.9%	*	*
All Peer Districts *	All Students	6.8%	0.5%	38.5%	*	2.0%	*	*
	Students with IEPs	0.7%	0.0%	5.0%	*	0.1%	*	*
State	All Students	0.7%	0.1%	5.1%	*	0.1%	*	*
	Students with IEPs	4.8%	0.3%	33.1%	*	0.8%	*	*

* 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
District	All Students	1.9%	1.0%	1.7%	0.3%	2.2%	2.1%	0.1%
	Students with IEPs	18.7%	5.3%	14.7%	1.1%	12.9%	9.3%	0.2%
All Peer Districts *	All Students	10.7%	5.9%	9.8%	1.5%	12.2%	11.7%	0.5%
	Students with IEPs	2.4%	0.9%	2.1%	0.2%	2.1%	1.6%	0.0%
State	All Students	3.0%	0.8%	2.3%	0.2%	2.0%	1.5%	0.0%
	Students with IEPs	15.8%	5.7%	13.8%	1.0%	13.5%	10.5%	0.2%

* 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
All				
District	58.2%	30.6%	3.6%	7.7%
All Peer Districts *	55.2%	26.2%	13.1%	5.5%
State	54.2%	26.3%	13.3%	6.3%
White				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Black				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Hispanic				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

* 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
Asian				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
District	0.0%	100.0%	0.0%	0.0%
All Peer Districts *	52.4%	28.3%	14.9%	4.5%
State	51.6%	27.3%	14.9%	6.1%
American Indian				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Two or More Races				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

* 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
Autism				
District	7.1%	71.4%	14.3%	7.1%
All Peer Districts *	3.3%	31.1%	54.3%	11.3%
State	3.4%	29.9%	49.9%	16.8%
Emotional Disability				
District	75.0%	25.0%	0.0%	0.0%
All Peer Districts *	70.1%	13.7%	7.5%	8.7%
State	70.8%	14.0%	8.8%	6.5%
Intellectual Disability				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Other Health Impairment				
District	60.0%	20.0%	0.0%	20.0%
All Peer Districts *	54.9%	29.8%	10.0%	5.3%
State	57.6%	28.2%	9.3%	5.0%
Specific Learning Disability				
District	0.0%	0.0%	100.0%	0.0%
All Peer Districts *	2.5%	15.7%	51.9%	29.9%
State	2.9%	13.1%	47.7%	36.3%
Speech or Language Impairment				
District	72.2%	22.2%	0.0%	5.6%
All Peer Districts *	57.1%	23.0%	17.7%	2.1%
State	55.6%	23.1%	18.7%	2.6%

* 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)

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
All					
District	77.8%	22.2%	0.0%	0.0%	0.0%
All Peer Districts *	48.1%	21.5%	23.5%	0.2%	6.7%
State	50.7%	16.7%	26.0%	0.2%	6.4%
White					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Black					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Hispanic					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

* 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
Asian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Native Hawaiian/ Pacific Islander					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	50.0%	21.4%	21.4%	0.0%	7.1%
State	62.7%	7.8%	27.5%	0.0%	2.0%
American Indian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Two or More Races					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

* 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
Autism					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	60.0%	10.0%	30.0%	0.0%	0.0%
State	43.5%	8.7%	47.8%	0.0%	0.0%
Developmental Delay					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	40.8%	18.3%	40.8%	0.0%	0.0%
State	38.3%	14.3%	46.8%	0.0%	0.6%

* 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
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Other Health Impairment					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	41.5%	14.1%	38.6%	4.0%	1.8%
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
Specific Learning Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	19.2%	7.7%	66.7%	3.8%	2.6%
State	22.0%	6.0%	63.3%	7.3%	1.3%
Speech or Language Impairment					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	52.2%	10.7%	36.3%	0.1%	0.7%
State	54.5%	8.7%	35.4%	0.1%	1.3%

* 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

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
1	Graduation Percent for students with IEPs (Data lag one year)	72.73	82.6	No
2	Dropout Percent for students with IEPs (Data lag one year)	27.27	13.7	No
3ae4	Reading assessment participation rate for students with IEPs, Grade 4	100.00	95	Yes
3ae8	Reading assessment participation rate for students with IEPs, Grade 8	100.00	95	Yes
3ae11	Reading assessment participation rate for students with IEPs, Grade 11	80.00	95	No
3am4	Math assessment participation rate for students with IEPs, Grade 4	100.00	95	Yes
3am8	Math assessment participation rate for students with IEPs, Grade 8	100.00	95	Yes
3am11	Math assessment participation rate for students with IEPs, Grade 11	80.00	95	No
3be4	Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	0.00	11	No
3be8	Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	0.00	8	No
3be11	Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	0.00	8	No
3bm4	Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	0.00	12	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
3bm8	Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	0.00	6.5	No
3bm11	Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	0.00	7	No
3ce4	Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	0.00	15	No
3ce8	Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	0.00	23.5	No
3ce11	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	0.00	22.5	No
3cm4	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	100.00	20.5	Yes
3cm8	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	0.00	5.5	No
3cm11	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	0.00	4	No
3de4	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	31.08	25.5	Yes
3de8	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	27.27	31.5	No
3de11	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	21.74	28	No
3dm4	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	14.86	21.5	No
3dm8	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	11.36	26	No
3dm11	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	17.39	27.5	No
4a	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

* 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
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	58.2	52.9	Yes
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	3.6	12.35	Yes
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	7.7	6.38	No
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	77.8	46.5	Yes
6b	Children ages 3-5 in separate special education class, separate school or residential facility	0.0	26.04	Yes
6c	Children ages 3-5 receiving special education and related services in the home	0.0	0.27	Yes
7a1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	100.00	83.95	Yes
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	25.00	47.2	No
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	100.00	84.1	Yes
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	25.00	45.1	No
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	100.00	85.8	Yes
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	25.00	53.4	No
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	*	71	N/A
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes

* 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	Proficient	More than 7 years as an EL
District	*	‡ ‡	‡ *	* 2
State	*	100.0% 229,014	6.1% *	* 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
District	91.2%	91.5%	91.0%	*	91.4%	90.4%	86.1%	89.8%	*	72.4%	87.8%	89.5%
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
District	89.6%	97.1%	89.7%
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
District	10.2%	10.1%	10.3%	*	9.6%	‡	‡	‡	*	‡	‡	10.7%
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
District	10.0%	‡	14.3%	43.1%
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
District	30.7%	29.1%	32.3%	*	29.5%	‡	‡	‡	*	‡	‡	39.0%
State	29.8%	29.5%	30.2%	20.9%	21.2%	47.9%	36.1%	15.8%	28.0%	36.4%	30.6%	37.3%

	Students with IEPs	English Learners	Low Income
District	39.0%	‡	38.9%
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	Grade 9	Grade 10	Grade 11	Grade 12
District	*	*	20.3%	26.2%	22.0%	26.2%	36.7%	23.6%	40.2%	37.4%	36.0%	38.2%	32.7%	25.6%
State	*	*	29.2%	26.5%	24.3%	23.4%	23.4%	25.5%	26.2%	27.7%	32.7%	35.4%	38.6%	43.6%

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

Dropout Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	5.7%	5.9%	5.4%	‡	5.3%	‡	‡	‡	‡	‡	‡	‡
State	3.3%	3.9%	2.8%	0.3%	2.6%	5.4%	3.7%	0.7%	2.5%	4.7%	4.4%	3.0%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant
District	‡	‡	9.0%	‡	‡
State	3.6%	4.3%	5.1%	9.6%	12.6%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	‡	‡	9.7%	10.7%
State	1.7%	3.1%	4.2%	4.6%

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

Chronically Truant Students

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	11.4%	12.2%	10.6%	*	10.8%	‡	‡	‡	*	‡	‡	18.1%
State	22.1%	22.2%	22.0%	7.2%	8.6%	50.2%	30.9%	7.9%	20.5%	28.8%	19.8%	25.5%

	Students with IEPs	English Learners	Low Income
District	18.2%	‡	16.5%
State	27.8%	29.4%	36.1%

* 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 four summative designations: Exemplary School, Commendable School, Targeted School, and Comprehensive School. Targeted Schools and Comprehensive Schools receive additional funding and supports to build local capacity and improve student outcomes. Multiple measures of school performance and growth determine a school's annual* summative designation.

*Federal waivers issued in 2020 and 2021 impacted accountability. For more information, see www.isbe.net/summative.

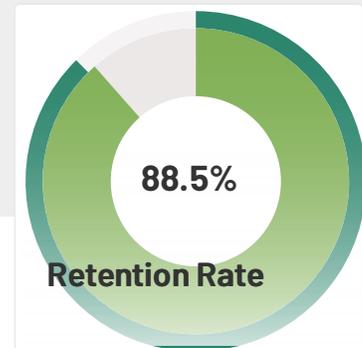
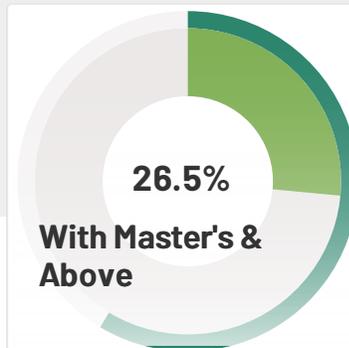


No Data

**School Improvement
Funds**

About the data

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



Teacher Information

What is it?

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

	Average Teaching Experience	With Bachelor's Degrees	With Master's & Above	Attendance Rate	Evaluation Rate
District	14	73.5%	26.5%	75.9%	*
State	*	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
District	17	16
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
District	\$52,179
State	\$72,316

* 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	88.5% 207	88.8% 207	* *	0.0% 0	* *	* *	* *	* *	* *
	Male	88.1% 59	89.4% 59	* *	0.0% 0	* *	* *	* *	* *	* *
	Female	88.6% 148	88.6% 148	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	87.6% 311,523	88.1% 262,637	81.8% 15,332	87.4% 21,752	87.6% 4,957	86.4% 184	85.5% 691	85.0% 2,323	82.6% 3,647
	Male	89.1% 73,837	89.8% 63,050	81.2% 3,038	87.3% 4,993	88.5% 1,159	87.5% 56	87.6% 169	87.1% 594	81.7% 778
	Female	87.2% 237,686	87.6% 199,587	81.9% 12,294	87.5% 16,759	87.3% 3,798	85.9% 128	84.9% 522	84.3% 1,729	82.9% 2,869
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

* 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% 85.3	98.8% 84.3	*	*	*	*	*	*	1.2% 1
	Male	23.4% 20	23.7% 20	*	*	*	*	*	*	*
	Female	76.6% 65.3	76.3% 64.3	*	*	*	*	*	*	100.0% 1
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 134887.1	81.3% 109693.6	6.0% 8130.5	8.0% 10848.3	1.8% 2472.7	0.1% 83.5	0.2% 319.7	0.8% 1125.1	1.6% 2213.8
	Male	23.3% 31433.8	23.6% 25853.6	21.4% 1741.5	22.6% 2449.9	22.4% 554.9	29.7% 24.8	22.9% 73.3	24.0% 270.5	21.0% 465.5
	Female	76.7% 103453.3	76.4% 83840	78.6% 6389	77.4% 8398.4	77.6% 1917.8	70.3% 58.7	77.1% 246.5	76.0% 854.6	79.0% 1748.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

* 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	*
State	1,247

National Board Certified Teachers

What is it?

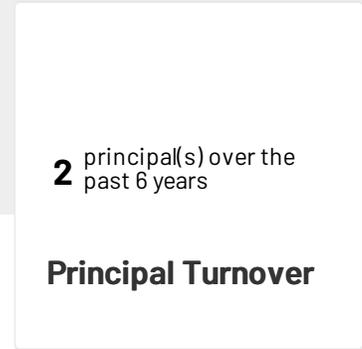
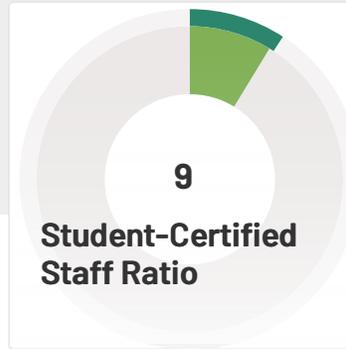
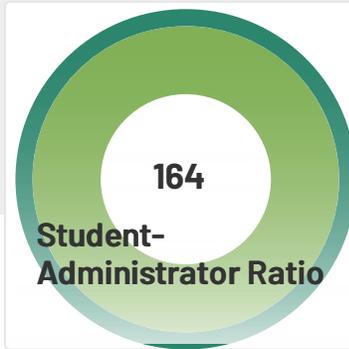
This shows the numbers of teachers who have achieved recognition as National Board Certified Teachers, both as a whole and broken down by certain demographic indicators.

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Male	Female	Non Binary	Unknown
District	1	1	*	*	*	*	*	*	*	1	*	*
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.

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	9	164
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.

Full-Time Equivalent

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	100.0% 7	100.0% 7	*	*	*	*	*	*	*
	Male	57.1% 4	57.1% 4	*	*	*	*	*	*	*
	Female	42.9% 3	42.9% 3	*	*	*	*	*	*	*
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 12732.9	76.1% 9694.8	14.3% 1820.1	6.9% 872.4	0.9% 118.1	0.1% 8.7	0.3% 34.1	0.8% 97	0.7% 87.8
	Male	41.2% 5242	44.5% 4311.1	27.9% 507	33.4% 291	45.9% 54.2	33.1% 2.9	34.9% 11.9	33.1% 32.1	36.2% 31.8
	Female	58.8% 7490.9	55.5% 5383.7	72.1% 1313.1	66.6% 581.4	54.1% 63.9	66.9% 5.8	65.1% 22.2	66.9% 64.9	63.8% 56
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Principal Turnover

What is it?

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

Principal(s) over the past 6 years	
District	2
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	
District	\$92,889
State	\$116,206

* 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. 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
District	3.6%	2.5%	0.7%	0.0%	0.1%	16.5%
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.

Student Environment (cont)

	Rate of Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
District	0.0%	0	0
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
District	5.0% 66	0.0% 0	0.0% 0	6.5% 85
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

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

Percentage of students identified With Disabilities and English Learners - Mathematics

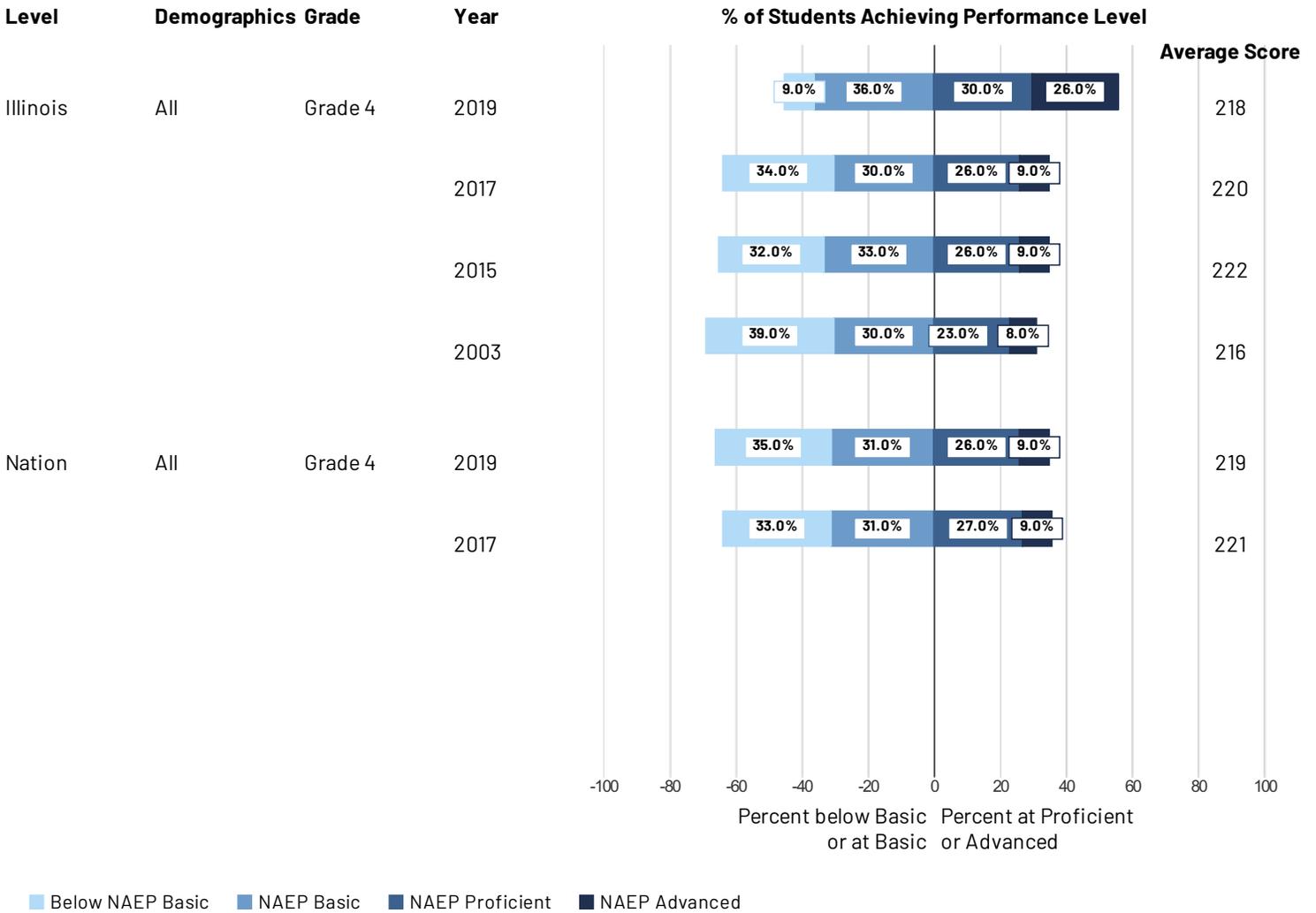
Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois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

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Reading - Grade 4



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

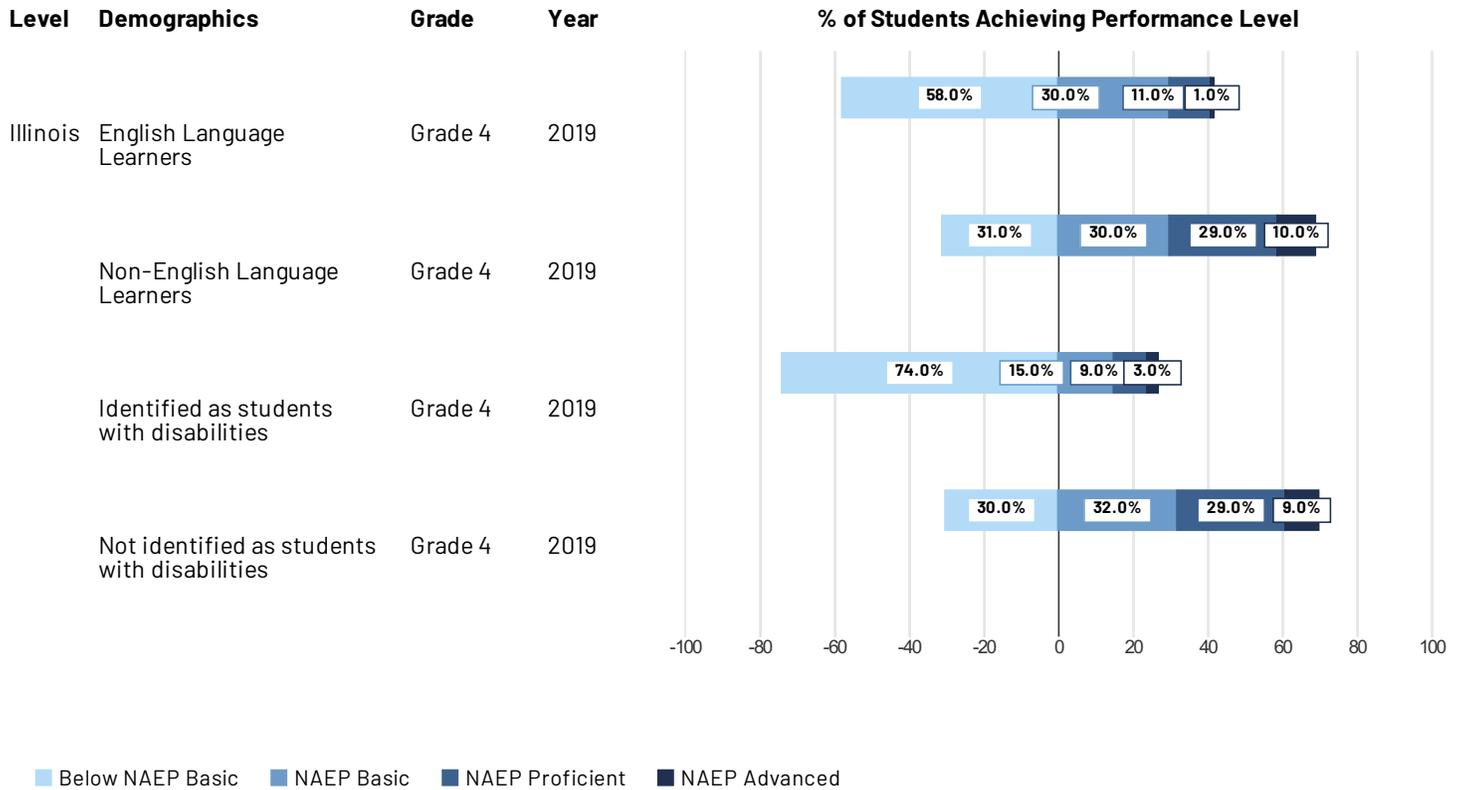
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results

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Reading - Grade 4



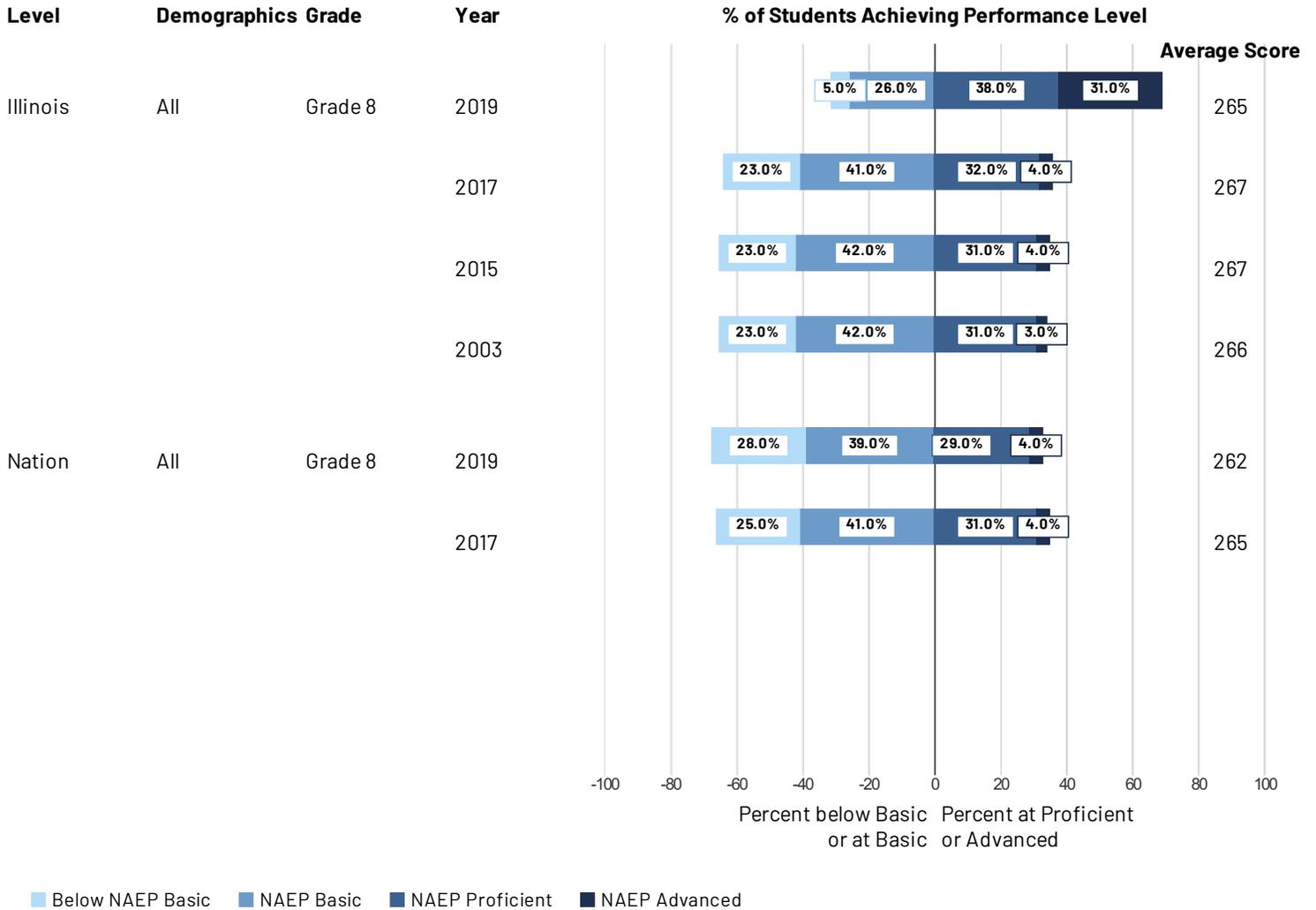
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

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

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

Reading - Grade 8

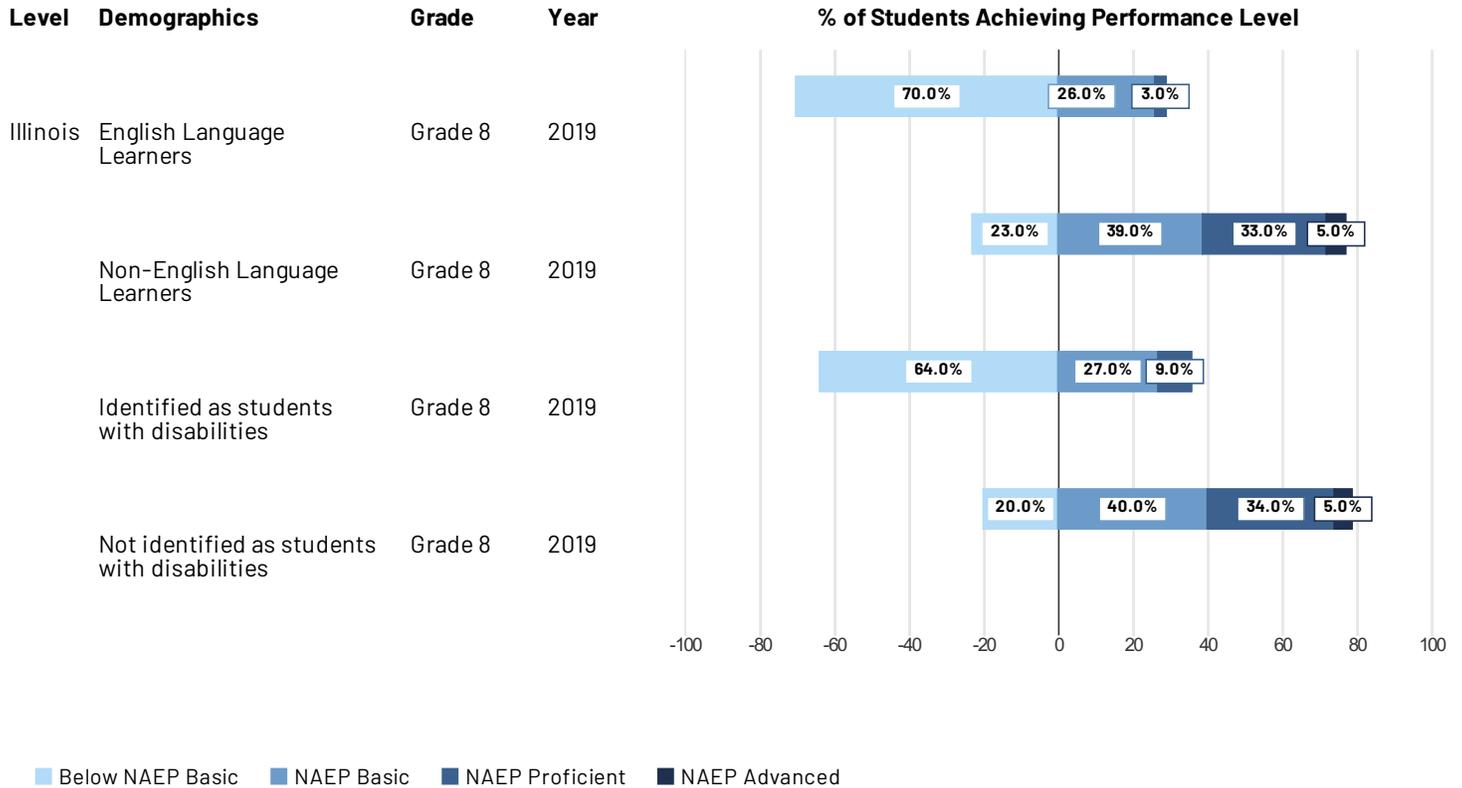


* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

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



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

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

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

Results for Student Groups

What is it?

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

Results for Student Groups in 2019 - Reading - Grade 4

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

Rounds to zero.

‡ Reporting standards not met.

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

Results for Student Groups (cont)

Results for Student Groups in 2019 - Reading - Grade 8

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

Rounds to zero.

‡ Reporting standards not met.

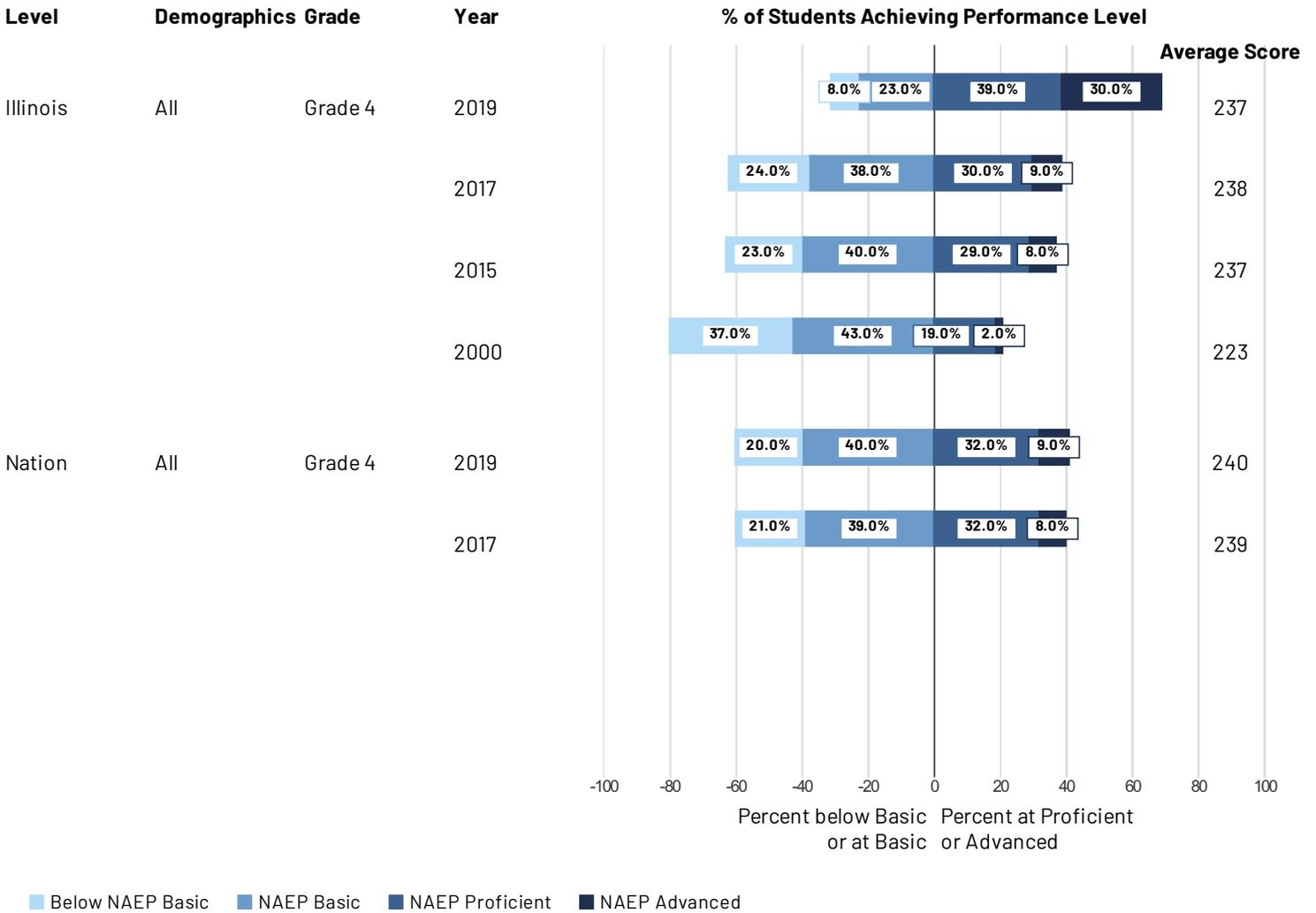
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic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

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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Mathematics - Grade 4



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

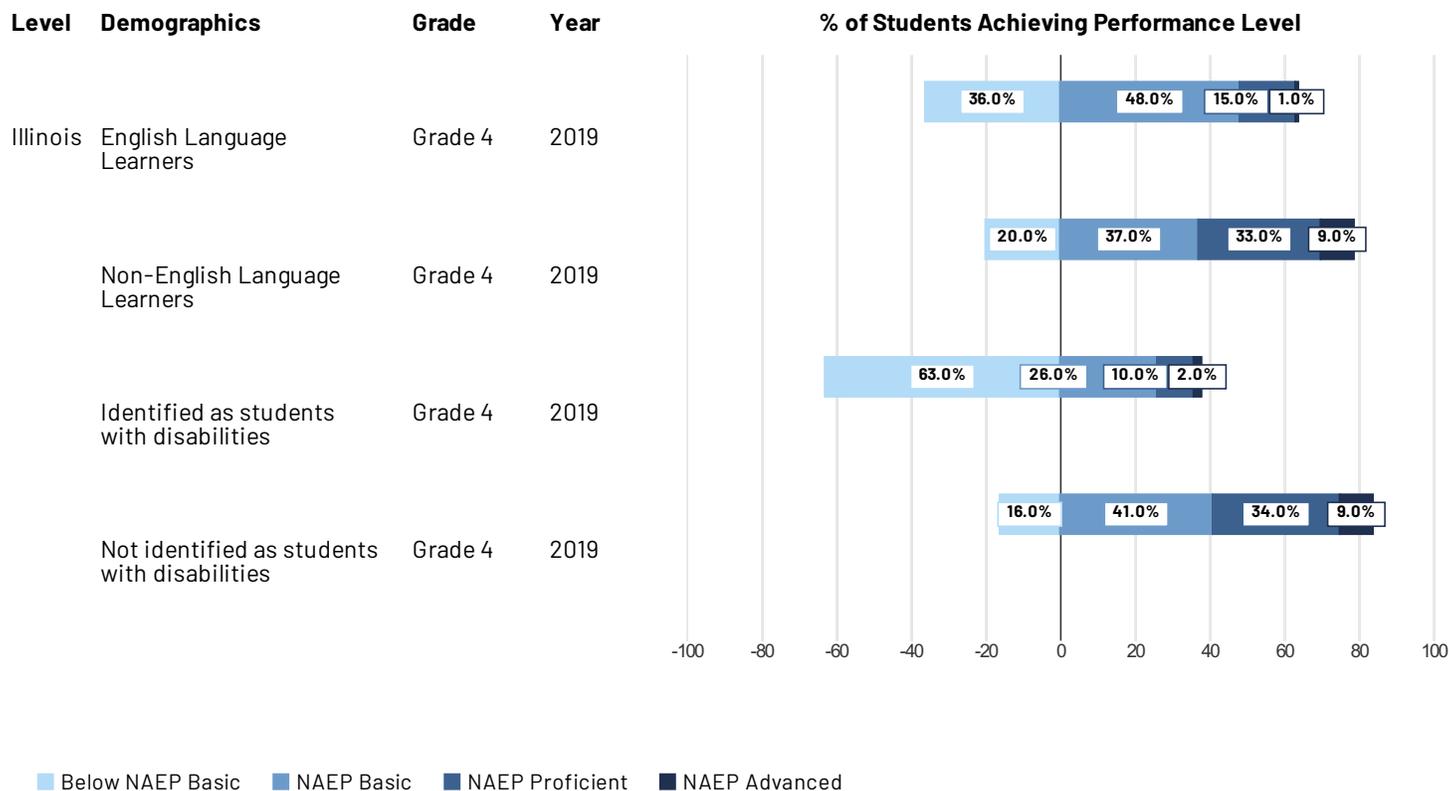
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

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



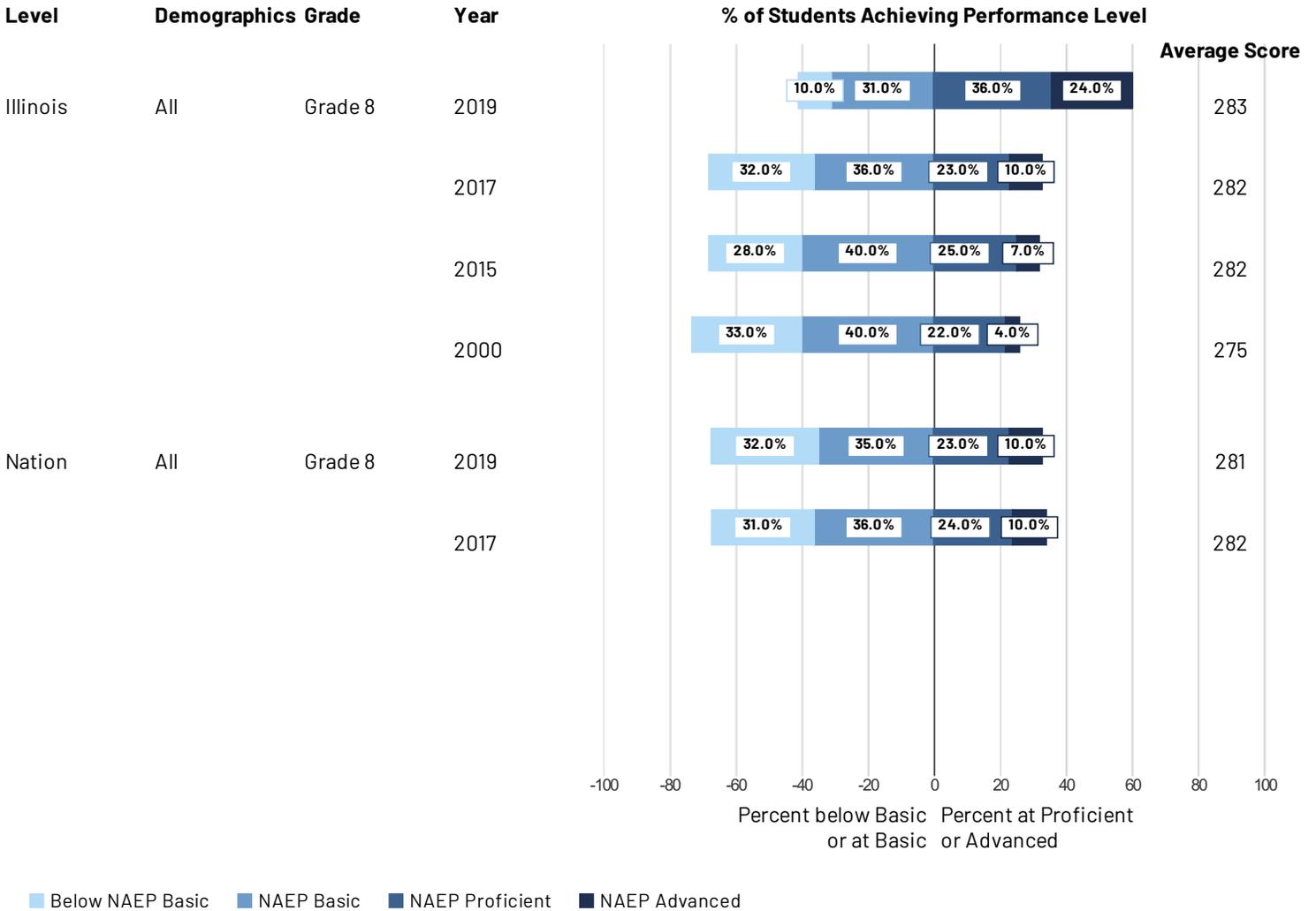
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

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

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

Mathematics - Grade 8

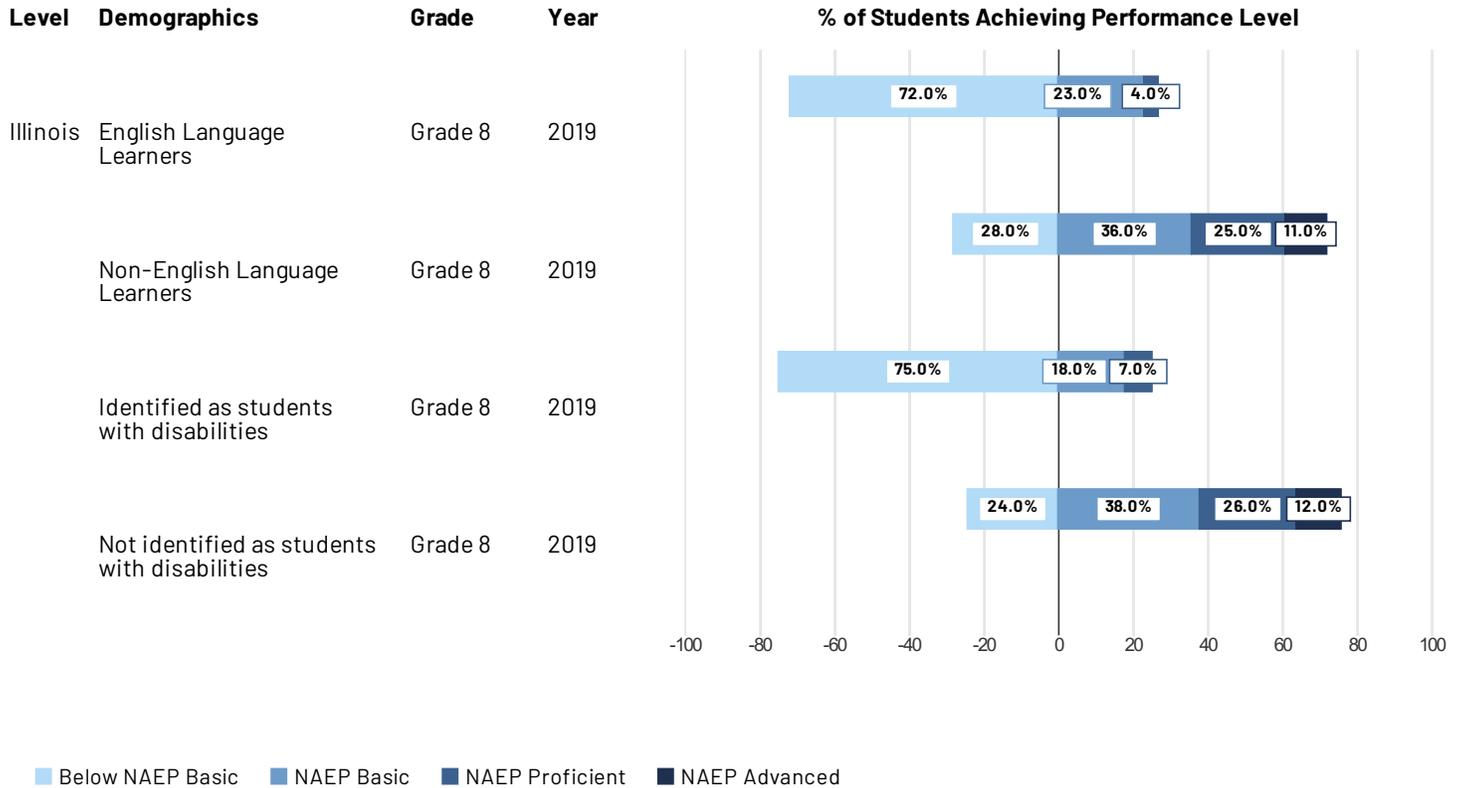


* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

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

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

Mathematics - Grade 8



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

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

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

Results for Student Groups

What is it?

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

Results for Student Groups in 2019 - Math - Grade 4

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

Rounds to zero.

‡ Reporting standards not met.

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

Results for Student Groups (cont)

Results for Student Groups in 2019 - Math - Grade 8

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

Rounds to zero.

‡ Reporting standards not met.

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