Pana CUSD 8 Pana, ILLINOIS 62557 Jason Bauer Email - jbauer@panaschools.com (217) 562-1500



EBF District Funding Tier - 1
Financial capacity to meet expectations - 59.6 %
State Senate District - 48
State Representative District - 095

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

This year, the Illinois State Board of Education has updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

STUDENT	ENROLLMEN	Т										
	A 11						American	Two or More	Students With	English	Low	
	All	White	Black	Hispanic	Asian	Islander	Indian	Races	<u>IEPs</u>	Learners	Income	Homeless
District	1,305	1,264	*	12	*	*	*	15	171	*	822	29
		96.9%	*	0.9%	*	*	*	1.1%	13.1%	*	63.0%	2.2%
State	2,001,529	961,211	336,956	523,950	101,548	2,091	5,591	70,182	289,903	233,348	988,686	39,266
		48.0%	16.8%	26.2%	5.1%	0.1%	0.3%	3.5%	14.5%	11.7%	49.4%	2.0%

Student Enrollment is based on Serving School.

Students With IEPs are those eligible to receive special education services. English Learners are students eligible for transitional bilingual programs. **Low Income** are students who receive or live in households that receive SNAP or TANF; are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income meets the USDA income guidelines to receive free or reduced-price meals.

Homeless students are those who do not have permanent and adequate homes.

CHRONIC	CHRONIC ABSENTEEISM RATE										
						Native Hawaiian /Pacific	American	Two or More	Students With	English	Low
	All	White	Black	Hispanic	Asian	Islander	Indian	Races	IEPs	Learners	Income
District	17.1%	17.1%	*	*	*	*	*	22.2%	21.9%	*	23.0%
State	16.8%	13.2%	27.4%	17.6%	8.5%	14.4%	33.1%	18.2%	25.2%	14.6%	23.3%

STUDENT	TUDENT MOBILITY RATE												
								Native Hawaiian /Pacific	American	Two or More	Students With	English	Low
	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	IEPs	Learners	Income
District	6.8%	8.2%	5.3%	6.4%	*	25.0%	*	*	*	21.1%	12.2%	*	9.3%
State	6.9%	7.3%	6.4%	4.6%	13.5%	6.7%	6.4%	9.2%	10.8%	8.0%	10.1%	9.3%	10.0%

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INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS						
Number of Days						
District	176					
State	175					

	% of 8TH GRADERS PASSING ALGEBRA I							
District	25.3%							
State	30.6%							

STUDENT-TO-STAFF RATIOS								
	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator				
District	20.1	20.1	12.3	217.5				
State	19.0	19.3	11.1	180.6				

WEL	HEALTH AND WELLNESS (days per week)					
District	5.0					
State	3.0					

AVERAGE	AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
District	25.0	20.0	24.0	21.0	23.0	24.0	21.0	19.0	18.0	20.0	21.0
State	19.0	19.0	20.0	20.0	21.0	21.0	21.0	20.0	20.0	20.0	20.0

TEACHER	EACHER INFORMATION (Full-Time Equivalents)										
	Total							Native Hawaiian /Pacific	American	Two or More	
	Number	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	Unknown
District	87	27.3	72.7	98.8	*	*	*	*	*	*	1.2
State	128,999	23.3	76.7	83.2	5.8	6.2	1.5	0.1	0.2	0.8	2.3

TEACHER	INFORMATION (Continued)					
		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Masters's & Above	% of Novice Teachers	% of Teachers With Short-Term or Provisional License
District	All Schools	15.5	71.3%	28.7%	*	*
	High Poverty Schools	*	*	*	*	*
	Low Poverty Schools	*	*	*	*	*
State	All Schools	13.2	38.5%	61.0%	*	*
	High Poverty Schools	12.1	40.6%	58.4%	0.1%	0.5%
	Low Poverty Schools	13.9	30.7%	69.1%	0.0%	0.0%

TEACHER RETENTION RATE						
District	88.5%					
State	85.2%					

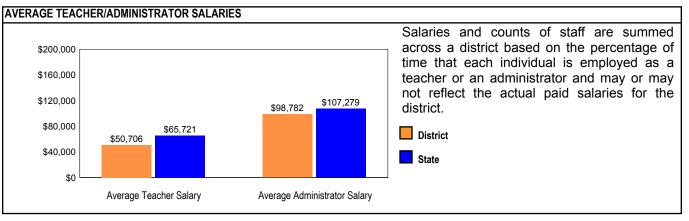
TEACHER ATTENDANCE RATE						
District	66.4%					
State	70.2%					

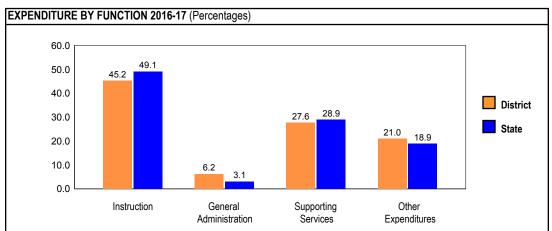
TEACHER EVALUATION RATE				
District	100.0%			
State	97.1%			

PRINCIPAL TURNOVER (Count)				
District	1.0			
State	2.0			

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SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2016-17			
	District	District %	State %
Local Property Taxes	\$5,454,599	38.9%	63.1%
Other Local Funding	\$1,010,522	7.2%	5.0%
General State Aid	\$5,626,610	40.1%	17.6%
Other State Funding	\$713,260	5.1%	6.8%
Federal Funding	\$1,218,019	8.7%	7.5%
TOTAL	\$14,023,010		

EXPENDITURE BY FUND 2016-17							
	District	District %	State %				
Education	\$10,679,099	74.4%	71.6%				
Operations & Maintenance	\$668,622	4.7%	7.1%				
Transportation	\$639,923	4.5%	3.8%				
Debt Service	\$613,822	4.3%	9.5%				
Tort	\$585,545	4.1%	1.2%				
Municipal Retirement/							
Social Security	\$449,138	3.1%	2.1%				
Fire Prevention & Safety	\$238,210	1.7%	0.7%				
Capital Projects	\$487,669	3.4%	4.0%				
TOTAL	\$14,362,028						

OTHER FINANCIAL INDICATORS								
	2015 Equalized Assessed Valuation per Pupil	2015 Total School Tax Rate per \$100	2016-17 Instructional Expenditure per Pupil	2016-17 Operating Expenditure per Pupil				
District	\$86,405	5.06	\$5,459	\$9,280				
State	**	**	\$8,024	\$13,337				

^{**} Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

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ACADEMIC PERFORMANCE

COLLEGE ENROLLMENT RATE					
12 Months 16 Months					
District	53.8%	54.8%			
State	74.8%	75.7%			

9th GRA TRACK	•
District	88.1%
State	86.8%

CAREER AND TECHNICAL EDUCATION ENROLLMENT				
District	307			
State	283,473			

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)								
	GRADE 9 GRADE 10 GRADE 11 GRADE 12							
District	*	*	41	43				
State	16,088 29,581 61,294 77,168							

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ADVANCED PLAC			ACEMENT A	'A D\	INTERNAT	TIONAL DA	COAL ALID!	TATE (ID)				
	AL	VANCED PL COURS	E WORK	AP)	INTERNAT	COURSE		EATE (IB)	DUAL (CREDIT CO	URSE WORK	(
	Grade 9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12
All District State	* 11,945	* 24,678	* 47,158	* 55,838	* 263	* 332	* 2,447	* 2,549	* 4,362	* 5,616	41 18,004	43 33,555
White District	*	*	*	*	*	*	*	*	*	*	39	43
State	5,412	13,071	24,743	30,029	26	51	368	465	2,219	3,119	11,689	21,388
Black District	*	*	*	*	*	*	*	*	*	*	*	*
State	1,310	1,824	4,171	5,661	125	125	620	671	865	772	1,851	3,580
Hispanic District State	* 2,954	* 5,507	* 11,684	* 13,082	* 100	* 135	* 1,239	* 1,192	* 979	* 1,290	* 3,059	* 5,958
Asian	2,904	3,307	11,004	10,002	100	133	1,239	1,102	313	1,290	3,009	3,330
District State	* 1,747	* 3,279	* 4,710	* 5,269	* 10	* 16	* 181	* 169	* 144	* 265	* 791	* 1,622
Native Hawaiian/Pacific				,								
District State	33	* 41	* 56	* 58	* 1	* 0	* 5	* 3	* 1	* 6	* 17	* 34
American Indian District	*	*	*	*	*	*	*	*	*	*	*	*
State	31	43	109	120	1	3	7	9	6	11	30	72
Two or More Races District	*	*	*	*	*	*	*	*	*	*	*	*
State	458	913	1,685	1,619	0	2	27	40	148	153	567	901
EL District	* 67	* 160	* 441	*	* 7	* 11	* 52	*	* 187	* 226	* 319	* 429
State Non EL		100	771	541	'	''		34	107	220	010	725
District State	* 11,878	* 24,518	* 46,717	* 55,297	* 256	* 321	* 2,395	* 2,515	* 4,175	* 5,390	41 17,685	43 33,126
IEP District	*	*	*	*	*	*	*	*	*	*	*	*
State	128	280	568	1,021	11	7	48	66	463	520	1,278	2,024
Non IEP												
District State	* 11,817	* 24,398	* 46,590	* 54,817	* 252	* 325	2,399	* 2,483	* 3,899	* 5,096	41 16,726	41 31,531
Low Income District	*	*	*	*	*	*	*	*	*	*	16	15
State	3,415	5,976	12,814	17,291	181	209	1,429	1,799	1,706	2,228	5,960	10,979
Non Low Income District	*	*	*	*	*	*	*	*	*	*	25	28
State	8,530	18,702	34,344	38,547	82	123	1,018	750	2,656	3,388	12,044	22,576

ADVANCE PLACEMENT (AP) EXAMS GRADE 10							
	No. of AP Exams Taken No. of AP Exams Passed Took One or More AP Exams Passe						
District State	* 32,448	* 21,887	* 21,622	* 14,877			

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GRADE 11							
	No. of AP Exams Taken No. of AP Exams Passed Took One or More AP Exams Passed One or More Exams						
District	*	*	*	*			
State	105,217	68,247	39,649	27,289			

GRADE 12													
No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams										
*	*	*	* 30.560										
	No. of AP Exams Taken * 173,528	* *	* * *										

POSTSECONDARY ENRO	OLLMENT 12 N	MONTH				
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
District	53.8%	49.5%	4.3%	11.8%	41.9%	0.0%
State	74.8%	61.6%	13.2%	32.1%	42.7%	0.0%

POSTSECONDARY ENRO	OLLMENT 16 N	MONTH				
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
District	54.8%	50.5%	4.3%	11.8%	43.0%	0.0%
State	75.7%	62.3%	13.3%	32.3%	43.3%	0.0%

CLIMATE AND CULTURE	(Count)												
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific A Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
In-School-Suspensions	39	32	7	38		1				0	5		29
Out-of-School Suspensions	32	23	9	30		1				1	9		24
Expulsions	0	0	0	0		0				0	0		0
Incidents of Violence (including bullying and harassment)	13	6	7	12		0				1	1		10

4-YEAR GR	ADUATI	ON RATE						4-YEAR GRADUATION RATE													
		Gei	nder			i	Race / Ethi	nicity													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	English Learners		Low Income								
District State	92.9% 85.4%	89.7% 82.5%	95.6% 88.4%	92.9% 90.6%	* 75.0%	* 80.7%	93.6%	* 81.0%	* 79.8%	* 84.7%	* 76.5%	68.8%	85.3% 77.0%								

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HIGH SCHO	OL 5-YE	AR GRAD	UATION R	ATE									
		Gei	nder			I	Race / Ethi	nicity					
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	English Learners	Students With IEPs	Low Income
District State	90.9% 87.6%	93.3% 85.3%	88.0% 89.9%	90.7% 91.5%	* 78.4%	* 84.6%	* 95.3%	* 84.3%	* 82.6%	* 86.8%	* 83.0%	84.6% 73.5%	86.5% 80.2%

HIGH SCHO	OL 6-YE	AR GRAD	UATION F	RATE									
		Gei	nder			I	Race / Ethi	nicity					
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	English Learners	Students With IEPs	Low Income
District State	94.8% 87.7%	95.7% 85.4%	94.1% 90.1%	94.8% 91.7%	* 78.3%	* 84.7%	* 95.3%	* 86.9%	* 82.4%	* 86.9%	* 83.0%	94.7% 74.9%	90.6% 80.3%

DROPOUT R	ATE BY	RACIAL/E	THNIC BA	ACKGROU	ND AND	OTHER IN	FORMATIC	N					·
		Gei	nder			ı	Race / Ethr	nicity					
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	English Learners		Low Income
District State	1.5% 2.1%	2.0% 2.4%	1.0% 1.7%	1.5% 1.2%	4.0%	2.8%	* 0.5%	2.3%	2.9%	2.1%	2.8%	2.5% 3.8%	2.9% 3.6%

ELA PRO	FICIENCY												
								Native Hawaiian		Two or	Students		
	All Students	Male	Female	White	Black	Hispanic	Asian	/Pacific Islander	American Indian	More Races	With IEPs	English Learners	Low Income
District	224	87	137	220	*	*	*	*	*	*	7	*	116
	33.8%	25.6%	42.4%	34.2%	*	*	*	*	*	*	6.7%	*	26.9%
State	373,532	160,882	212,650	227,977	29,576	67,203	33,470	463	833	14,010	12,783	11,564	115,196
	36.7%	30.9%	42.8%	46.8%	17.4%	24.8%	65.6%	44.7%	29.2%	40.0%	8.9%	10.9%	22.1%

	All Students	Male	Female	White	Black	Uiononio	Asian		American Indian	Two or More	Students With IEPs	English	Low
				I	DIACK	Hispanic	ASIAII	Islanuer		Races		Learners	Income
District	169	77	92	164	*	*	*	*	*	*	8	*	88
	25.5%	22.6%	28.5%	25.5%	*	*	*	*	*	*	7.6%	*	20.4%
State	321,607	163,519	158,088	201,422	19,256	53,675	34,370	435	682	11,767	11,241	12,270	88,476
	31.5%	31.3%	31.7%	41.3%	11.4%	19.7%	66.0%	41.4%	23.6%	33.6%	7.9%	11.1%	16.9%

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ISA PROF	ICIENCY												
	All							Native Hawaiian /Pacific	American	Two or More	Students With	English	Low
	Students	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	IEPs	Learners	Income
District	132	67	65	128	*	*	*	*	*	*	7	*	73
	50.6%	48.9%	52.4%	50.4%	*	*	*	*	*	*	21.2%	*	46.5%
State	215,229	106,179	109,050	129,557	17,623	43,209	16,338	269	503	7,730	10,024	4,347	72,825
	50.5%	48.9%	52.0%	62.2%	25.3%	38.0%	73.9%	59.5%	43.1%	54.7%	18.3%	13.4%	34.9%

MEAN EL	A GROWTH PE	RCENTIL	.E										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	52.9	48.6	57.2	52.8	28.3	58.0	64.0	*	*	66.2	45.5	49.5	52.6
State	50.0	47.5	52.5	51.8	44.5	48.7	57.4	52.4	49.8	50.0	43.5	48.1	47.5

MEAN MA	TH GROWTH	PERCENT	ILE										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	51.8	48.4	55.2	51.7	54.7	53.0	56.0	*	*	50.6	46.4	58.5	50.6
State	50.0	49.0	51.0	51.6	44.5	48.9	58.0	50.3	48.5	49.6	44.0	47.6	47.5

EL Profic	iency on ACCE	SS				
					#	%
	#	#	#	%	Long Term	Long Term
	ELS	Tested	Proficient	Proficient	EL	EL
District	*	*	*	*	*	*
State	210,124	207,307	18,810	9.1%	24,957	11.9%

ELA Parti	cipation												
									American	Two or More	Students With	English	Low
	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	IEPs	Learners	Income
District	663	340	323	644	*	*	*	*	*	*	105	*	431
	99.8%	100.0%	99.7%	99.8%	*	*	*	*	*	*	100.0%	*	99.8%
State	1,017,260	520,123	497,137	486,626	169,503	271,186	51,039	1,036	2,854	35,016	142,919	106,440	521,722
	98.1%	98.1%	98.1%	98.3%	97.0%	98.2%	98.9%	97.5%	98.0%	97.8%	96.9%	98.7%	98.0%

Math Part	icipation All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	663	340	323	644	*	*	*	*	*	*	105	*	431
	99.8%	100.0%	99.7%	99.8%	*	*	*	*	*	*	100.0%	*	99.8%
State	1,020,683	521,922	498,761	487,140	169,521	272,992	52,057	1,051	2,885	35,037	142,911	110,540	523,904
	98.0%	98.0%	98.0%	98.2%	96.9%	98.2%	98.9%	97.2%	97.9%	97.7%	96.9%	98.6%	98.0%

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pation												
							Native Hawaiian		Two or	Students		
All	Male	Female	White	Black	Hispanic	Asian	/Pacific Islander	American Indian	More Races	With IEPs	Learners	Low Income
261	137	124	254	*	*	*	*	*	*	33	*	157
99.2%	99.3%	99.2%	99.2%	*	*	*	*	*	*	97.1%	*	98.7%
426,608	217,043	209,565	208,207	66,876	113,680	22,099	452	1,165	14,129	52,325	32,340	206,136
95.2%	94.9%	95.6%	96.5%	91.1%	95.3%	96.6%	95.6%	94.8%	95.1%	90.6%	94.4%	93.7%
	All 261 99.2% 426,608	All Male 261 137 99.2% 99.3% 426,608 217,043	All Male Female 261 137 124 99.2% 99.3% 99.2% 426,608 217,043 209,565	All Male Female White 261 137 124 254 99.2% 99.3% 99.2% 99.2% 426,608 217,043 209,565 208,207	All Male Female White Black 261 137 124 254 * 99.2% 99.3% 99.2% 99.2% * 426,608 217,043 209,565 208,207 66,876	All Male Female White Black Hispanic 261 137 124 254 * * 99.2% 99.3% 99.2% 99.2% * * 426,608 217,043 209,565 208,207 66,876 113,680	All Male Female White Black Hispanic Asian 261 137 124 254 * * * * 99.2% 99.3% 99.2% 99.2% * * * * 426,608 217,043 209,565 208,207 66,876 113,680 22,099	All Male Female White Black Hispanic Asian Islander 261 137 124 254 * * * * * 99.2% 99.3% 99.2% 99.2% * * * * 426,608 217,043 209,565 208,207 66,876 113,680 22,099 452	All Male Female White Black Hispanic Asian Native Hawaiian /Pacific American Islander American Indian 261 137 124 254 *	Native Hawaiian Two or Pacific American More Races	Native Hawaiian / Pacific American More With IEPs American Horse Native Hawaiian / Pacific American Native Hawaiian / Native Hawaiian Native H	Native Hawaiian Pacific American Nove Nove

SAT ELA	Participation							Native Hawaiian /Pacific	American	Two or More	Students With	English	Low
	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	IEPs	Learners	Income
District	104	54	50	102	*	*	*	*	*	*	13	*	52
	99.0%	100.0%	98.0%	99.0%	*	*	*	*	*	*	100.0%	*	98.1%
State	143,340	72,123	71,217	72,316	23,022	36,068	7,283	155	351	4,145	16,120	6,268	62,850
	97.9%	97.5%	98.3%	98.8%	95.4%	97.4%	99.5%	98.1%	97.5%	97.6%	95.7%	96.3%	96.6%

SAT Math	Participation All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	104	54	50	102	*	*	*	*	*	*	13	*	52
	99.0%	100.0%	98.0%	99.0%	*	*	*	*	*	*	100.0%	*	98.1%
State	143,340	72,123	71,217	72,316	23,022	36,068	7,283	155	351	4,145	16,120	6,268	62,850
	97.9%	97.5%	98.3%	98.8%	95.4%	97.4%	99.5%	98.1%	97.5%	97.6%	95.7%	96.3%	96.6%

DLM-AA E	LA Participation	on											
									American	Two or More	Students With	English	Low
	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	IEPs	Learners	Income
District	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
State	11,437	7,546	3,891	4,943	2,595	2,975	519	11	36	358	11,433	2,393	7,166
	95.9%	95.9%	95.9%	96.5%	93.8%	96.7%	96.6%	84.6%	100.0%	95.5%	95.9%	97.0%	95.6%

DLM-AA N	Math Participati	on											
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
State	11,444	7,555	3,889	4,938	2,590	2,981	526	12	36	361	11,440	2,417	7,172
	95.7%	95.8%	95.7%	96.3%	93.6%	96.5%	96.3%	85.7%	100.0%	96.0%	95.7%	96.9%	95.4%

PARCC E	LA Participatio	n											
								Native Hawaiian /Pacific	American	Two or More	Students With	English	Low
	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	IEPs	Learners	Income
District	557	284	273	540	*	*	*	*	*	*	90	*	378
	100.0%	100.0%	100.0%	100.0%	*	*	*	*	*	*	100.0%	*	100.0%
State	862,483	440,454	422,029	409,367	143,886	232,143	43,237	870	2,467	30,513	115,366	97,779	451,706
	98.1%	98.2%	98.0%	98.2%	97.4%	98.4%	98.9%	97.5%	98.0%	97.9%	97.2%	98.9%	98.3%

									American	Two or More	Students With	English	Low
	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	IEPs	Learners	Income
District	557	284	273	540	*	*	*	*	*	*	90	*	378
	100.0%	100.0%	100.0%	100.0%	*	*	*	*	*	*	100.0%	*	100.0%
State	865,899	442,244	423,655	409,886	143,909	233,943	44,248	884	2,498	30,531	115,351	101,855	453,882
	98.1%	98.1%	98.0%	98.2%	97.3%	98.3%	98.9%	97.2%	97.9%	97.8%	97.1%	98.8%	98.2%

Partnership for Assessment of Readiness for College and Careers (PARCC)

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 PARCC 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 (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics) and at each grade level/course.

Grade 3 - All

			ELA				М	athematic	cs	
Levels	1	2	3	4	5	1	2	3	4	5
District	14.5%	18.1%	30.1%	37.3%	0.0%	8.4%	16.9%	24.1%	33.7%	16.9%
State	21.4%	17.8%	23.7%	33.6%	3.4%	14.5%	21.9%	25.8%	29.5%	8.2%

Grade 3 - Gender

				ELA				М	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
Male	District	19.0%	16.7%	26.2%	38.1%	0.0%	9.5%	16.7%	19.0%	35.7%	19.0%
	State	24.6%	18.9%	23.8%	30.4%	2.3%	15.4%	21.3%	25.1%	29.6%	8.7%
Female	District	9.8%	19.5%	34.1%	36.6%	0.0%	7.3%	17.1%	29.3%	31.7%	14.6%
	State	18.2%	16.8%	23.5%	37.0%	4.5%	13.5%	22.5%	26.6%	29.5%	7.8%

Grade 3 - Racial/Ethnic Background

				ELA				M	athematic	CS	
	Levels	1	2	3	4	5	1	2	3	4	5
White	District State	12.7% 13.2%	19.0% 15.9%	29.1% 25.2%	39.2% 41.3%	0.0% 4.4%	6.3% 7.7%	17.7% 16.8%	24.1% 26.5%	35.4% 37.8%	16.5% 11.2%
Black	District State	* 34.5%	* 21.6%	21.8%	21.0%	1.1%	28.7%	30.4%	23.7%	* 15.4%	1.8%
Hispanic	District State	30.2%	20.4%	23.2%	* 24.7%	1.5%	* 19.1%	28.0%	* 27.8%	22.0%	3.0%
Asian	District State	7.2%	9.8%	* 19.3%	* 52.1%	* 11.5%	3.5%	8.3%	* 17.2%	* 41.8%	* 29.2%
Native Haw Islander	aiian/Pacific										
	District State	* 14.4%	* 13.8%	* 33.1%	* 35.0%	* 3.8%	*	*	*	*	*
American I	ndian District State	*	*	*	*	*	* 19.4%	* 23.5%	* 25.8%	* 27.4%	3.8%
Two or Moi		*	*	*	*	*	19.4%	23.3%	23.0%	× ×	3.0 %
	State	19.4%	16.7%	23.4%	35.8%	4.6%	14.6%	20.5%	24.7%	30.2%	10.0%

Grade 3 - Students with IEPs

Graue 3 -	Students wit	III IEF5									
				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
IEP	District State	35.7% 54.2%	28.6% 20.2%	21.4% 14.0%	14.3% 10.9%	0.0% 0.6%	28.6% 37.8%	42.9% 28.5%	0.0% 18.7%	14.3% 12.8%	14.3% 2.2%
Non-IEP	District State	10.1% 16.5%	15.9% 17.5%	31.9% 25.2%	42.0% 37.0%	0.0% 3.8%	4.3% 11.0%	11.6% 20.9%	29.0% 26.9%	37.7% 32.1%	17.4% 9.1%

Grade 3 - Economically Disadvantaged

Orace 5 - Economical	iy Disauv	antagea								
			ELA				M	lathemati	cs	
Levels	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch	1									
District	18.5%	25.9%	27.8%	27.8%	0.0%	11.1%	22.2%	24.1%	31.5%	11.1%
State	31.0%	21.4%	23.4%	23.0%	1.2%	21.9%	28.6%	26.7%	20.2%	2.7%
Not Eligible District	6.9%	3.4%	34.5%	55.2%	0.0%	3.4%	6.9%	24.1%	37.9%	27.6%
State	10.3%	13.7%	24.1%	46.0%	6.0%	5.9%	14.1%	24.9%	40.5%	14.7%

Grade 4 - All

			ELA				M	athematic	cs	
Levels	evels 1 2 3 4 5 1 2 3 4							5		
District	13.0%	23.9%	29.3%	30.4%	3.3%	10.9%	23.9%	26.1%	38.0%	1.1%
State	14.1%	20.1%	27.3%	31.0%	7.6%	15.8%	25.6%	27.2%	28.1%	3.4%

Grade 4 - Gender

				ELA				М	athematic	CS	
	Levels	1	2	3	4	5	1	2	3	4	5
Male	District	21.3%	23.4%	29.8%	25.5%	0.0%	12.8%	29.8%	19.1%	36.2%	2.1%
	State	17.1%	21.9%	27.5%	28.1%	5.5%	16.6%	25.0%	26.5%	28.4%	3.5%
Female	District	4.4%	24.4%	28.9%	35.6%	6.7%	8.9%	17.8%	33.3%	40.0%	0.0%
	State	10.9%	18.2%	27.2%	33.9%	9.8%	15.0%	26.1%	27.9%	27.7%	3.3%

				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
White	District State	13.3% 8.4%	23.3% 16.1%	28.9% 27.5%	31.1% 38.0%	3.3% 10.0%	11.1% 8.8%	24.4% 19.7%	24.4% 29.6%	38.9% 37.4%	1.1% 4.4%
Black	District	*	*	* 26.9%	* 18.2%	* 2.3%	*	*	* 22.3%	*	*
10	State	25.1%	27.5%	20.9%	10.2%	2.3%	31.1%	35.0%	ZZ.3% *	11.1%	0.5%
Hispanic	District State	18.8%	24.4%	29.1%	24.2%	3.5%	20.6%	32.8%	27.4%	18.3%	1.0%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	4.6%	8.4%	18.9%	44.5%	23.6%	3.9%	10.1%	20.3%	50.0%	15.7%
Native Haw Islander	aiian/Pacific										
	District State	* 7.8%	* 16.3%	* 28.4%	* 36.9%	* 10.6%	*	*	*	*	*
American I		*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	21.7%	33.6%	26.8%	15.6%	2.4%
Two or Moi	e Races District	*	*	*	*	*	*	*	*	*	*
	State	12.9%	19.7%	25.6%	32.3%	9.6%	15.1%	24.2%	26.5%	30.2%	4.1%

Grade 4 - Students with IEPs

Graue 4 -	Students wit	II IEFS									
				ELA				M	athematic	CS	
	Levels	1	2	3	4	5	1	2	3	4	5
IEP	District State	53.3% 45.2%	33.3% 28.7%	0.0% 15.6%	13.3% 9.1%	0.0% 1.4%	26.7% 41.4%	33.3% 33.0%	20.0% 15.5%	20.0% 9.3%	0.0% 0.8%
Non-IEP	District State	5.2% 9.1%	22.1% 18.7%	35.1% 29.2%	33.8% 34.4%	3.9% 8.6%	7.8% 11.8%	22.1% 24.4%	27.3% 29.0%	41.6% 31.0%	1.3% 3.8%

Grade 4 - Economically Disadvantaged

Grade + - Leononnean	Disauva	iiiagea								
			ELA				M	athematic	cs	
Levels	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch										
District	17.4%	27.5%	26.1%	26.1%	2.9%	14.5%	27.5%	26.1%	30.4%	1.4%
State	20.8%	25.9%	28.8%	21.8%	2.7%	23.8%	33.1%	26.0%	16.3%	0.8%
Not Eligible District	0.0%	13.0%	39.1%	43.5%	4.3%	0.0%	13.0%	26.1%	60.9%	0.0%
State	6.2%	13.3%	25.6%	41.6%	13.3%	6.5%	16.7%	28.5%	41.8%	6.4%

Grade 5 - All

			ELA				M	athematic	CS	
Levels	1 2 3 4 5 1 2 3 4							5		
District	9.4%	18.8%	44.8%	26.0%	1.0%	11.5%	32.3%	34.4%	20.8%	1.0%
State	14.0%	21.9%	28.5%	32.9%	2.7%	16.6%	24.7%	27.9%	26.3%	4.5%

Grade 5 - Gender

				ELA				М	athematic	S	
	Levels	1	2	3	4	5	1	2	3	4	5
Male	District	8.2%	18.4%	49.0%	24.5%	0.0%	10.2%	30.6%	40.8%	18.4%	0.0%
	State	17.2%	24.7%	29.1%	27.6%	1.5%	18.4%	24.6%	26.2%	26.1%	4.8%
Female	District	10.6%	19.1%	40.4%	27.7%	2.1%	12.8%	34.0%	27.7%	23.4%	2.1%
	State	10.8%	19.0%	27.9%	38.4%	4.0%	14.7%	24.9%	29.6%	26.5%	4.3%

				ELA				M	athematic	s	
	Levels	1	2	3	4	5	1	2	3	4	5
White	District	9.7%	19.4%	44.1%	25.8%	1.1%	11.8%	31.2%	35.5%	20.4%	1.1%
	State	7.4%	16.4%	29.6%	42.8%	3.8%	9.6%	19.7%	29.9%	35.1%	5.7%
Black	District	*	*	*	*	*	*	*	*	*	*
	State	27.1%	31.2%	25.7%	15.5%	0.5%	32.4%	33.3%	23.4%	10.3%	0.6%
Hispanic	District	*	*	*	*	*	*	*	*	*	*
•	State	19.2%	28.0%	29.7%	22.3%	0.8%	20.9%	31.0%	29.0%	17.6%	1.5%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	4.4%	9.1%	21.0%	55.3%	10.3%	4.2%	9.0%	19.3%	44.4%	23.1%
Native Haw	aiian/Pacific										
Islander											
	District	*	*	*	*	*	*	*	*	*	*
	State	9.4%	17.6%	27.7%	39.6%	5.7%	*	*	*	*	*
American I											
	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	19.6%	28.8%	27.5%	22.6%	1.5%
Two or Mor											
	District	*	*	*	*	*	*	*	*	*	*
	State	11.5%	20.8%	28.4%	35.9%	3.4%	16.6%	24.1%	26.7%	27.6%	5.1%

Grade 5 - Students with IEPs

Graue J -	Students wit	II IEFS									
				ELA				M	athematic	CS	
	Levels	1	1 2 3 4				1	2	3	4	5
IEP	District State	38.9% 47.1%	33.3% 30.5%	27.8% 15.1%	0.0% 7.0%	0.0% 0.3%	33.3% 42.6%	50.0% 34.2%	11.1% 15.3%	5.6% 7.1%	0.0% 0.8%
Non-IEP	District	2.6%	15.4%	48.7%	32.1%	1.3%	6.4%	28.2%	39.7%	24.4%	1.3%
	State	8.8%	20.6%	30.6%	37.0%	3.1%	12.5%	23.3%	29.9%	29.3%	5.1%

Grade 5 - Economically Disadvantaged

			ELA				М	athematic	cs	
Levels	1	1 2 3 4 5					2	3	4	5
Free/Reduced Price Lunch										
School	13.0%	17.4%	43.5%	26.1%	0.0%	11.6%	37.7%	29.0%	21.7%	0.0%
District	12.9%	18.6%	42.9%	25.7%	0.0%	12.9%	37.1%	28.6%	21.4%	0.0%
State	21.4%	29.0%	28.7%	20.2%	0.7%	24.7%	31.8%	27.0%	15.4%	1.1%
Not Eligible District	0.0%	19.2%	50.0%	26.9%	3.8%	7.7%	19.2%	50.0%	19.2%	3.8%
State	5.5%	13.8%	28.2%	47.5%	5.0%	7.2%	16.7%	28.9%	38.8%	8.4%

Grade 6 - All

			ELA			Mathematics					
Levels	1	1 2 3 4 5					2	3	4	5	
District	11.2%	15.7%	40.4%	28.1%	4.5%	21.3%	32.6%	34.8%	11.2%	0.0%	
State	12.5%	23.4%	30.1%	29.4%	4.7%	15.6%	28.8%	28.7%	23.3%	3.6%	

Grade 6 - Gender

				ELA				М	athematic	S	
	Levels	1	2	3	4	5	1	2	3	4	5
Male	District	17.0%	21.3%	42.6%	19.1%	0.0%	25.5%	36.2%	31.9%	6.4%	0.0%
	State	15.8%	26.7%	30.1%	24.6%	2.8%	17.2%	28.6%	27.6%	22.7%	3.8%
Female	District	4.8%	9.5%	38.1%	38.1%	9.5%	16.7%	28.6%	38.1%	16.7%	0.0%
	State	9.0%	20.1%	30.0%	34.3%	6.6%	14.0%	28.9%	29.8%	23.9%	3.3%

				ELA				M	athematic	S	
	Levels	1	2	3	4	5	1	2	3	4	5
White	District State	10.5% 6.8%	15.1% 17.3%	40.7% 31.2%	29.1% 38.2%	4.7% 6.5%	19.8% 9.1%	32.6% 23.1%	36.0% 31.8%	11.6% 31.6%	0.0% 4.4%
Black	District State	* 24.8%	* 34.1%	* 26.9%	* 13.4%	0.8%	* 31.6%	* 38.7%	* 21.5%	* 7.8%	0.4%
Hispanic	District State	* 16.6%	* 30.3%	* 31.6%	* 20.0%	1.6%	* 19.5%	* 35.9%	* 29.0%	* 14.7%	0.9%
Asian	District State	3.7%	9.4%	* 21.9%	* 48.4%	* 16.5%	3.5%	* 11.0%	22.0%	* 43.9%	19.5%
Native Haw Islander	aiian/Pacific										
	District State	* 10.1%	* 18.8%	* 26.1%	* 38.4%	* 6.5%	*	*	*	*	*
American lı	ndian District State	*	*	*	*	*	* 16.2%	* 36.7%	* 28.2%	* 17.8%	1.1%
Two or Mor	e Races District State	* 11.2%	* 21.5%	* 30.2%	* 31.2%	* 5.9%	* 15.8%	* 27.8%	* 28.1%	* 23.2%	5.0%

Grade 6 - Students with IEPs

Graue 0 -	Students wit	II IEFS									
				ELA				M	athematic	S	
	Levels	1	2	3	4	5	1	2	3	4	5
IEP	District	57.1%	21.4%	7.1%	14.3%	0.0%	57.1%	21.4%	21.4%	0.0%	0.0%
	State	43.1%	35.3%	15.4%	5.7%	0.5%	46.3%	36.1%	12.4%	4.6%	0.6%
Non-IEP	District	2.7%	14.7%	46.7%	30.7%	5.3%	14.7%	34.7%	37.3%	13.3%	0.0%
	State	7.7%	21.6%	32.4%	33.0%	5.3%	10.9%	27.6%	31.2%	26.2%	4.0%

Grade 6 - Economically Disadvantaged

Orace o - Economican	y Disauva	magea								
			ELA				M	athematic	cs	
Levels	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch										
District	13.8%	22.4%	44.8%	19.0%	0.0%	27.6%	41.4%	25.9%	5.2%	0.0%
State	19.3%	31.2%	30.3%	18.0%	1.3%	23.6%	36.8%	26.4%	12.4%	0.8%
Not Eligible District	6.5%	3.2%	32.3%	45.2%	12.9%	9.7%	16.1%	51.6%	22.6%	0.0%
State	4.9%	14.9%	29.9%	41.9%	8.3%	6.9%	19.9%	31.2%	35.4%	6.6%

Grade 7 - All

	14.4% 18.0% 28.8% 36.9% 1.8%					Mathematics					
Levels	1	1 2 3 4 5					2	3	4	5	
District	14.4%	18.0%	28.8%	36.9%	1.8%	9.9%	30.6%	45.0%	14.4%	0.0%	
State	16.5%						26.9%	31.1%	26.9%	3.8%	

Grade 7 - Gender

			ELA					Mathematics					
	Levels	1	2	3	4	5	1	2	3	4	5		
Male	District	22.4%	24.5%	22.4%	28.6%	2.0%	10.2%	40.8%	36.7%	12.2%	0.0%		
	State	21.5%	21.3%	25.8%	24.7%	6.7%	13.1%	27.5%	29.9%	25.6%	3.9%		
Female	District	8.1%	12.9%	33.9%	43.5%	1.6%	9.7%	22.6%	51.6%	16.1%	0.0%		
	State	11.1%	15.0%	25.1%	33.8%	15.0%	9.5%	26.3%	32.4%	28.2%	3.6%		

				ELA				M	athematic	S	
	Levels	1	2	3	4	5	1	2	3	4	5
White	District	14.7%	17.4%	28.4%	37.6%	1.8%	10.1%	31.2%	44.0%	14.7%	0.0%
	State	9.9%	14.4%	25.7%	35.8%	14.2%	6.4%	20.3%	33.2%	35.4%	4.7%
Black	District	*	*	*	*	*	*	*	*	*	*
	State	31.3%	25.9%	24.5%	15.7%	2.7%	23.8%	40.9%	25.3%	9.5%	0.4%
Hispanic	District	*	*	*	*	*	*	*	*	*	*
•	State	21.8%	22.7%	27.4%	23.1%	5.0%	14.4%	33.8%	32.7%	18.1%	1.0%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	5.0%	6.9%	16.8%	39.7%	31.6%	2.9%	8.8%	21.9%	47.4%	18.9%
Native Haw	aiian/Pacific										
Islander											
	District	*	*	*	*	*	*	*	*	*	*
	State	7.3%	16.5%	20.7%	34.1%	21.3%	*	*	*	*	*
American I											
	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	12.6%	30.3%	32.9%	22.1%	2.1%
Two or Mor											
	District	*	*	*	*	*	*	*	*	*	*
	State	15.0%	18.6%	24.8%	29.3%	12.3%	11.2%	28.0%	29.5%	26.4%	5.0%

Grade 7 - Students with IEPs

Graue 1	Students wit	III IEFS									
				ELA				M	athematic	CS	
	Levels	1	2	3	4	5	1	2	3	4	5
IEP	District State	56.3% 53.8%	25.0% 25.6%	12.5% 14.2%	6.3% 5.6%	0.0% 0.8%	43.8% 40.6%	43.8% 40.4%	12.5% 14.1%	0.0% 4.5%	0.0% 0.4%
Non-IEP	District State	7.4% 10.7%	16.8% 17.1%	31.6% 27.2%	42.1% 32.7%	2.1% 12.2%	4.2% 6.9%	28.4% 24.9%	50.5% 33.7%	16.8% 30.3%	0.0% 4.3%

Grade 7 - Economically Disadvantaged

Orace r - Leononican	y Disauva	IIIageu								
			ELA				M	athematio	cs	
Levels	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch										
District	15.7%	22.9%	28.6%	31.4%	1.4%	11.4%	31.4%	47.1%	10.0%	0.0%
State	24.9%	23.9%	26.7%	20.4%	4.2%	17.5%	36.2%	30.5%	14.9%	0.9%
Not Eligible District	12.2%	9.8%	29.3%	46.3%	2.4%	7.3%	29.3%	41.5%	22.0%	0.0%
State	7.7%	12.4%	24.2%	38.2%	17.5%	5.0%	17.3%	31.7%	39.3%	6.7%

Grade 8 - All

			ELA			Mathematics					
Levels	1	2	3	4	5	1	2	3	4	5	
District	20.9%	16.3%	20.9%	36.0%	5.8%	22.1%	25.6%	20.9%	27.9%	3.5%	
State	18.4%	19.5%	25.6%	30.1%	6.3%	24.1%	22.7%	22.8%	26.1%	4.4%	

Grade 8 - Gender

				ELA			Mathematics					
	Levels	1	2	3	4	5	1	2	3	4	5	
Male	District	34.0%	16.0%	30.0%	20.0%	0.0%	30.0%	30.0%	16.0%	20.0%	4.0%	
	State	24.3%	22.1%	25.2%	24.6%	3.9%	27.1%	22.6%	21.3%	24.4%	4.6%	
Female	District	2.8%	16.7%	8.3%	58.3%	13.9%	11.1%	19.4%	27.8%	38.9%	2.8%	
	State	12.3%	16.8%	26.1%	36.0%	8.9%	20.9%	22.7%	24.3%	27.9%	4.2%	

Grade 8 - Racial/Ethnic Background

				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
White	District	21.7%	16.9%	19.3%	36.1%	6.0%	21.7%	26.5%	20.5%	27.7%	3.6%
	State	11.6%	16.1%	26.4%	37.6%	8.2%	15.4%	19.9%	25.4%	33.9%	5.4%
Black	District	*	*	*	*	*	*	*	*	*	*
	State	33.6%	26.5%	23.7%	14.8%	1.4%	45.5%	27.3%	16.8%	9.8%	0.5%
Hispanic	District	*	*	*	*	*	*	*	*	*	*
	State	24.4%	23.8%	26.6%	22.6%	2.6%	30.3%	27.5%	22.7%	18.1%	1.4%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	6.1%	8.8%	18.4%	44.9%	21.8%	6.7%	10.1%	17.9%	43.4%	22.0%
Native Haw	aiian/Pacific										
Islander											
	District	*	*	*	*	*	*	*	*	*	*
	State	15.6%	13.8%	22.9%	33.9%	12.8%	*	*	*	*	*
American I	ndian										
	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	30.0%	20.6%	23.4%	24.0%	2.0%
Two or Moi	e Races										
	District	*	*	*	*	*	*	*	*	*	*
	State	17.9%	18.6%	25.5%	30.9%	7.2%	25.4%	22.1%	21.3%	26.5%	4.7%

Grade 8 - Students with IEPs

Graue o -	Brade 6 - Students with IEFS													
				ELA			Mathematics							
	Levels	1	2	3	4	5	1	2	3	4	5			
IEP	District State	84.6% 57.6%	15.4% 24.2%	0.0% 12.5%	0.0% 5.2%	0.0% 0.4%	76.9% 64.8%	23.1% 21.9%	0.0% 8.6%	0.0% 4.2%	0.0% 0.5%			
Non-IEP	District State	9.6% 12.6%	16.4% 18.8%	24.7% 27.6%	42.5% 33.8%	6.8% 7.2%	12.3% 18.0%	26.0% 22.8%	24.7% 24.9%	32.9% 29.4%	4.1% 5.0%			

Grade 8 - Economically Disadvantaged

Orace o - Economican	y Disauva	iiiagea									
			ELA			Mathematics					
Levels	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch											
District	24.6%	19.3%	24.6%	28.1%	3.5%	28.1%	33.3%	15.8%	19.3%	3.5%	
State	27.6%	24.7%	25.7%	19.8%	2.2%	35.7%	27.3%	20.8%	15.0%	1.2%	
Not Eligible District	13.8%	10.3%	13.8%	51.7%	10.3%	10.3%	10.3%	31.0%	44.8%	3.4%	
State	9.4%	14.4%	25.5%	40.4%	10.4%	12.6%	18.0%	24.7%	37.2%	7.6%	

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 SAT:

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

SAT - All

		El	_A		Mathematics				
Levels	1	2	3	4	1	2	3	4	
District	24.0%	49.0%	23.1%	3.8%	39.4%	44.2%	14.4%	1.9%	
State	24.9%	38.2%	24.4%	12.5%	33.6%	32.0%	25.2%	9.1%	

C A			7				
- A		_		er	10	е	r
9-	м		u	VΙ	ш		

			El	_A		Mathematics				
	Levels	1	2	3	4	1	2	3	4	
Male	District State	31.5% 28.5%	44.4% 36.3%	22.2% 22.8%	1.9% 12.4%	44.4% 34.1%	44.4% 30.3%	7.4% 25.0%	3.7% 10.5%	
Female										
	District State	16.0% 21.2%	54.0% 40.2%	24.0% 25.9%	6.0% 12.7%	34.0% 33.1%	44.0% 33.7%	22.0% 25.4%	0.0% 7.7%	

SAT - Racial/Ethnic Background

		El	_A			Mathe	matics	
Level	s 1	2	3	4	1	2	3	4
White								
Distric	t 24.5%	50.0%	21.6%	3.9%	40.2%	45.1%	12.7%	2.0%
State	15.6%	35.8%	31.0%	17.6%	22.6%	32.5%	32.6%	12.2%
Black								
Distric	t *	*	*	*	*	*	*	*
State	45.4%	40.8%	11.5%	2.3%	59.3%	29.6%	10.0%	1.1%
Hispanic								
Distric	t *	*	*	*	*	*	*	*
State	33.7%	44.0%	17.9%	4.4%	44.0%	34.8%	18.3%	2.9%
Asian								
Distric	t *	*	*	*	*	*	*	*
State	10.6%	27.0%	30.9%	31.6%	12.5%	20.6%	33.7%	33.1%
Native Hawaiian/Pac	ific							
Islander								
Distric	t *	*	*	*	*	*	*	*
State	26.5%	38.1%	21.3%	14.2%	*	*	*	*
American Indian								
Distric		*	*	*	*	*	*	*
State	*	*	*	*	37.3%	34.5%	20.5%	7.7%
Two or More Races								
Distric		*	*	*	*	*	*	,
State	20.8%	36.1%	25.7%	17.3%	29.6%	31.5%	26.5%	12.4%

SAT - Students with IFPs

3A1 - 310	- State its with iEFs												
			El	_A		Mathematics							
	Levels	1	2	3	4	1	2	3	4				
IEP													
	District	69.2%	30.8%	0.0%	0.0%	84.6%	15.4%	0.0%	0.0%				
	State	66.9%	25.5%	5.5%	2.1%	78.2%	16.1%	4.5%	1.2%				
Non-IEP													
	District	17.6%	51.6%	26.4%	4.4%	33.0%	48.4%	16.5%	2.2%				
	State	19.5%	39.9%	26.8%	13.8%	28.0%	34.0%	27.9%	10.1%				

SAT - Economically Disadvantaged

24 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -											
		El	. A		Mathematics						
Levels	1	1 2 3 4				2	3	4			
Free/Reduced Price Lunch											
District	30.8%	48.1%	21.2%	0.0%	48.1%	42.3%	9.6%	0.0%			
State	38.8%	42.4%	15.3%	3.4%	50.2%	32.8%	14.8%	2.2%			
Not Eligible											
District	17.3%	50.0%	25.0%	7.7%	30.8%	46.2%	19.2%	3.8%			
State	14.0%	35.0%	31.4%	19.6%	20.7%	31.4%	33.3%	14.5%			

RACE/ETHNICITY AND DISABILITY CATEGORY FOR STUDENTS WITH DISABILITIES

Percent of Students with Disabilities by Race / Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian	Native American	Two or More Races
Diatriot	All Students	96.9%	0.5%	0.9%	0.4%		0.2%	1.1%
District	Students with IEPs	97.3%	1.6%	0.5%	0.5%			
All Peer	All Students	61.4%	11.4%	18.3%	4.2%		0.3%	4.4%
Districts *	Students with IEPs	60.7%	14.7%	17.4%	2.0%		0.3%	4.8%
State	All Students	47.9%	16.8%	26.1%	5.1%	0.1%	0.3%	3.5%
State	Students with IEPs	47.4%	20.0%	25.9%	2.6%	0.1%	0.3%	3.7%

Percent of Students with IEPs in Each Disability Category

	Percei	nt of All Stu	udents	_	of Students	with IEPs
Disability Category	District	All Peer Districts*	State	District	All Peer Districts*	State
Autism	1.5%	1.2%	1.3%	10.4%	8.1%	8.8%
Deafness		0.0%	0.0%		0.1%	0.2%
Deaf-Blindness		0.0%	0.0%		0.0%	0.0%
Developmental Delay	1.5%	1.9%	1.9%	11.0%	12.7%	12.9%
Emotional Disability	0.6%	0.9%	0.9%	4.4%	5.8%	6.3%
Hearing Impairment	0.4%	0.2%	0.1%	2.7%	1.1%	1.0%
Intellectual Disability	0.5%	0.7%	0.8%	3.3%	4.8%	5.4%
Multiple Disabilities	0.2%	0.2%	0.1%	1.1%	1.1%	1.0%
Orthopedic Impairment		0.1%	0.1%		0.4%	0.4%
Other Health Impairment	1.1%	2.2%	1.8%	8.2%	14.1%	12.6%
Specific Learning Disability	5.8%	4.9%	5.0%	41.8%	31.9%	34.5%
Speech or Language Impairment	2.2%	2.9%	2.4%	15.9%	19.2%	16.3%
Traumatic Brain Injury	0.1%	0.0%	0.0%	0.5%	0.2%	0.2%
Visual Impairment	0.1%	0.1%	0.1%	0.5%	0.4%	0.4%

^{*}Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District

^{**} Peer districts for Unit Districts do not include Chicago Public Schools

^{***} Students who are receiving special education and/or related services via an Individualized Service Plan (ISP) have been removed from all calculations

EDUCATIONAL ENVIRONMENTS FOR STUDENTS WITH DISABILITIES

Educational environment refers to the extent to which students with disabilities receive special education and related services in classes or schools with their non-disabled peers. Research has shown that students with disabilities who received their special education and/or related services in the general education environment displayed increased motivation, higher self-esteem, improved communication and socialization skills, and greater academic achievement as compared to students who received their special education and/or related services in a more restrictive, or segregated, environment.

The educational environments in which students with disabilities ages 6-21 receive their special education and/or related services are generally classified into four settings:

- 1. Served inside the general education classroom 80% or more of the day
- 2. Served inside the general education classroom 40% to 79% of the day
- 3. Served inside the general education classroom less than 40% of the day
- 4. Served in separate educational facilities

The following information is provided for students ages 6 through 21.

Percent of Students with Disabilities in Various Educational Environments								
		Inside <u>></u> 80%	Inside 40-79%	Inside <40%	Separate Facility			
All Chudonto	District	69.5%	23.2%	3.7%	3.7%			
All Students with a Disability	All Peer Districts*	54.9%	26.3%	13.1%	5.8%			
_	State	53.3%	26.8%	13.4%	6.4%			

Educational Environments by Race / Ethnicity						
		Inside <u>></u> 80%	Inside 40-79%	Inside <40%	Separate Facility	
	District	68.6%	23.9%	3.8%	3.8%	
White	All Peer Districts* State	57.3% 57.3%	26.4% 24.8%	10.8% 11.4%	5.5% 6.6%	
	District	100.0%	0.0%	0.0%	0.0%	
Black	All Peer Districts* State	46.0% 43.7%	26.7% 31.2%	19.3% 16.9%	8.0% 8.2%	
	District	100.0%	0.0%	0.0%	0.0%	
Hispanic	All Peer Districts* State	54.2% 53.8%	26.9% 28.0%	14.3% 13.6%	4.5% 4.6%	
Asian	District All Peer Districts*	100.0% 56.0%	0.0% 18.7%	0.0% 19.4%	0.0% 5.9%	
	State	54.4%	19.3%	19.1%	7.2%	
Native Hawaiian	District All Peer Districts*	49.4%	21.8%	20.7%	8.0%	
	State	50.5%	18.4%	22.2%	9.0%	
Native American	District All Peer Districts*	54.1%	22.8%	15.2%	7.9%	
	State	52.1%	25.4%	15.4%	7.1%	
Two or More Races	District	55 OU	24.2%	14.8%	6.0%	
	All Peer Districts* State	55.0% 54.7%	24.2%	14.8%	7.1%	

^{*}Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District
** Peer districts for Unit Districts do not inlcude Chicago Public Schools

			ities		
		Inside <u>></u> 80%	Inside 40-79%	Inside <40%	Separate Facility
	District	73.7%	15.8%	5.3%	5.3%
Autism	All Peer Districts*	32.2%	23.2%	30.2%	14.4%
	State	30.3%	22.6%	31.3%	15.8%
	District	42.9%	0.0%	0.0%	57.1%
Emotional Disability	All Peer Districts*	30.0%	20.3%	19.0%	30.7%
,	State	34.0%	20.7%	15.2%	30.0%
	District	0.0%	66.7%	33.3%	0.0%
Intellectual Disability	All Peer Districts*	4.1%	31.2%	53.6%	11.2%
	State	4.0%	29.0%	51.3%	15.7%
	District	30.8%	53.8%	7.7%	7.7%
Other Health Impairment	All Peer Districts*	55.7%	29.2%	9.9%	5.2%
	State	58.0%	27.6%	9.5%	4.9%
Specific Learning Disability	District	75.0%	25.0%	0.0%	0.0%
-promo Edulining Bloadinty	All Peer Districts*	55.3%	37.4%	6.3%	1.0%
	State	55.1%	37.4%	6.4%	1.1%
Speech or Language					
Impairment	District	100.0%	0.0%	0.0%	0.0%
	All Peer Districts*	97.9%	1.5%	0.5%	0.0%
	State	96.9%	2.1%	0.9%	0.1%

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

Educational environments for children ages 3 through 5 can be generally classified into one of the following settings:

- A. Children attending a regular early childhood program and receives the majority of special education and related services in the regular early childhood program.
- B. Children attending a regular early childhood program and receives the majority of special education and related services in some other location.
- C. Children receiving special education or related services full-time in a separate class/facility.
- D. Children receiving special education or related services full-time in the child's home.
- E. Children receiving special education or related services from a service provider, and who do not attend an early childhood or special education program.

Percent of Students with Disabilities in Various Educational Environments								
	Regular Early Ch	ildhood Program	Separate		Service			
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Class/ Facility	Home	Provider			
District	61.1	22.2	5.6	5.6	5.6			
All Peer Districts*	37.3	34.8	20.9	0.3	6.6			
State	41.3	26.9	25.3	0.2	6.3			

Educational Environments by Race/Ethnicity

	Regular Early Ch	nildhood Program	Separate		
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Class/ Facility	Home	Service Provider
White					
District	61.1%	22.2%	5.6%	5.6%	5.6%
All Peer Districts*	36.4%	36.7%	19.1%	0.3%	7.4%
State	36.3%	32.3%	22.8%	0.3%	8.4%
Black					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	34.9%	37.0%	24.7%	0.1%	3.3%
State	43.6%	24.2%	29.6%	0.1%	2.5%
Hispanic					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	42.6%	28.9%	22.2%	0.2%	6.2%
State	51.9%	17.5%	26.5%	0.1%	4.1%
Asian					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	41.2%	17.4%	33.1%	0.2%	8.1%
State	42.1%	16.6%	35.5%	0.1%	5.8%
Native Hawaiian					
District	40.70/	00.00/	40.00/	0.00/	0.70/
All Peer Districts*	46.7%	33.3%	13.3%	0.0%	6.7%
State	38.2%	29.4%	29.4%	0.0%	2.9%
Native American					
District All Peer Districts*	34.2%	31.6%	23.7%	2.6%	7.9%
State	36.3%	22.5%	33.3%	1.0%	6.9%
	30.370	22.570	33.370	1.070	0.970
Two or More Races District					
All Peer Districts*	33.4%	39.3%	22.6%	0.3%	4.4%
State	35.9%	33.0%	25.7%	0.2%	5.2%

^{*}Peer districts are districts of the same type as this district: Elementary, High School , or Unit ** Peer districts for Unit Districts do not include Chicago Public Schools

Educational Envi	Educational Environments for Selected Disabilities							
	Regular Early Ch	nildhood Program	Separate					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Class/ Facility	Home	Service Provider			
Autism								
District	0.0%	0.0%	0.0%	0.0%	0.0%			
All Peer Districts*	29.6%	18.8%	51.1%	0.2%	0.3%			
State	27.3%	15.4%	56.9%	0.1%	0.4%			
Developmental Delay								
District	100.0%	0.0%	0.0%	0.0%	0.0%			
All Peer Districts*	42.3%	22.5%	34.5%	0.1%	0.6%			
State	45.2%	16.9%	37.0%	0.1%	0.8%			
Emotional Disability								
District	0.0%	0.0%	100.0%	0.0%	0.0%			
All Peer Districts*	20.0%	56.7%	20.0%	0.0%	3.3%			
State	25.4%	34.3%	38.8%	0.0%	1.5%			
Intellectual Disability								
District	0.0%	0.0%	0.0%	0.0%	0.0%			
All Peer Districts*	30.5%	28.8%	40.7%	0.0%	0.0%			
State	25.9%	17.9%	56.3%	0.0%	0.0%			
Other Health Impairment								
District	0.0%	50.0%	0.0%	50.0%	0.0%			
All Peer Districts*	39.5%	24.6%	32.3%	1.9%	1.7%			
State	38.2%	19.0%	40.2%	1.3%	1.4%			
Specific Learning Disability								
District	0.0%	0.0%	0.0%	0.0%	0.0%			
All Peer Districts*	33.3%	33.3%	33.3%	0.0%	0.0%			
State	44.0%	26.7%	28.0%	0.0%	1.3%			
Speech or Language Impairment								
District	33.3%	50.0%	0.0%	0.0%	16.7%			
All Peer Districts*	33.8%	49.8%	2.3%	0.2%	13.8%			
State	40.1%	41.5%	3.7%	0.2%	14.5%			

^{*}Peer districts are districts of the same type as this district: Elementary, High School , or Unit ** Peer districts for Unit Districts do not include Chicago Public Schools

STATE PERFORMANCE PLAN INDICATORS FOR STUDENTS WITH DISABILITIES

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 (OSEP) 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 the Illinois State Performance Plan, Part B can be found at: https://www.isbe.net/Pages/State-Performance-Plan-Data-and-Accountability.aspx

The table below shows how this school district performed on specific indicators and whether or not it met the annual state targets for those indicators as defined in the Illinois State Performance Plan. Some indicators require a minimum number of students before comparing district data to the state targets. "N/A" indicates that either the district did not have enough students to report on the district's performance for that particular indicator or the district does not serve students of the ages measured by the indicator.

The State Test Participation Rate is calculated by dividing the number of participants by the Tested Enrollment. At least 95% of students should be tested in ELA and mathematics with at least 10 students. If the state test participation rate is less than 95%, a 95% confidence interval is applied and the student group can meet the 95% target through the confidence interval.

SPP ndicator	Indicator Description	2017 - 2018 District Data	2017 - 2018 State Target	District Met State Target
1	Graduation Rate for students with IEPs (Data lag one year)	83.3	84.0	No
2	Dropout Rate for students with IEPs (Data lag one year)	0.0	4.6	Yes
3a	Made adequate yearly progress (AYP) for students with IEPs	N/A	N/A	N/A
3b	Reading assessment participation rate for students with IEPs	99.7	95.0	Yes
3b	Math assessment participation rate for students with IEPs	99.7	95.0	Yes
3c	Students with IEPs meeting or exceeding standards on state reading assessments	28.4	42.0	No
3c	Students with IEPs meeting or exceeding standards on state math assessments	20.1	40.0	No
4a	Significant discrepancy in the rate of suspensions and expulsions of greater than 10 days for children with IEPs (Data lag one year)	No	No	Yes
4b	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 served inside the general classroom > 80% of the time	69.5	57.0	Yes
5b	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	3.7	16.0	Yes
5c	Students with IEPs ages 6-21 served in separate educational facilities	3.7	3.9	Yes

SPP Indicator	Indicator Description	2017 - 2018 District Data	2017 - 2018 State Target	District Met State Target
6 a	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	61.1	32.8	Yes
6b	Children ages 3-5 in separate special education class, separate school or residential facility	5.6	30.6	Yes
7a	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		86.2	N/A
7a	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		55.5	N/A
7b	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		86.9	N/A
7b	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		53.8	N/A
7c	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		88.0	N/A
7c	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		64.2	N/A
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		60.0	N/A
9	Disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification	No	No	Yes
10	Disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification	No	No	Yes

SPP Indicator	Indicator Description	2017 - 2018 District Data	2017 - 2018 State Target	District Met State Target
11	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	100.0	100.0	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays		100.0	N/A
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	100.0	100.0	Yes
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school		35.0	N/A
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school		57.0	N/A
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school		74.0	N/A

SPP Indicators 1 - 8 and 14 are Results Indicators

SPP Indicators 9 - 13 are Compliance Indicators