

Pana Jr High
School Improvement Plan
2018-2019

School Information

Region-County-District-Type Code: 03-011-0080-26

District Name/Number:Pana Community School District #8

School Name: Pana Jr. High

School Address: 203 West 8th Street Pana, Illinois 62557

Grade Levels of the School:6-8

Years Covered by the Plan:2018-2019 2019-2020

Contact Person:Paul Donahue

Phone Number:217-562-1529

E-mail Address: pdonahue@panaschools.com

Title 1: Non-Title 1: Schoolwide: **Yes** No Planning **YES**

SIP Planning Participants

School Improvement Team that wrote the School Improvement Plan.

Paul Donahue- Director of Curriculum and Instruction

Juletta Ellis- Jr. High Principal

Mark Schmitz- 8th Grade Science Teacher and School Improvement Coordinator

Dena Smith- Title I Reading Teacher

Sara Kallal- Title I Math Teacher

Sarah Crosby- Special Education Teacher

Kelly Suey- Mid State Program Coordinator

Reviewing the School Improvement Plan

Jr. High Staff

Pana School Board

Jason Bauer, Superintendent

DOCUMENTATION OF COLLABORATION IN T-SIP CREATION

An assessment team drive was created to store all data for all teachers and administrators across the district. This drive includes data from PARCC (2015-2018), NWEA MAP, SAT, and KIDS. On October 17th, the data from the 2017 and 2018 PARCC test were reviewed with Pana Jr. High staff. In addition, staff were given time to discuss the data during school improvement days.

Juletta Ellis, Mark Schmitz, and Paul Donahue met on August 2nd to discuss the grant application and plan how we would proceed with the school improvement plan. It was decided that we would use 2018-2019 as a planning year.

A Google Classroom account was set up for the team that was going to meet and write the school improvement plan. In the Classroom, data, templates, and the Illinois Quality Framework Rubric were distributed. Team members had several weeks to look over the data and the Illinois Quality Framework Rubric.

The team met on November 16th and completed the Illinois Quality Framework Rubric. In addition to the data mentioned above, we used data from the 5 Essentials Survey. This rubric served as our needs assessment.

We then proceed to analyze the data to determine trends and root causes for these trends. We then began to discuss and write the school improvement plan. As this plan was typed, we met electronically to review changes. In January, it was presented to the Jr. High staff and revisions were made. On February 25th it was presented to the Pana School Board for approval.

SCHOOL AND COMMUNITY CHARACTERISTICS

In 2018 Pana Jr. High had 286 students. 96.9% of the students are white. 64.3% are Low Income, and 14.3% of the students have an IEP. The number of low income students is increasing every year. Pana saw the closing of Walmart in October of 2018, with a loss of 85 jobs and loss of sales tax revenue for the district. There is very little economic growth in Pana. The mobility rate for Pana Jr. High was 4.5%.

Pana relies heavily on the state for funding. As a result of the proration of General State Aid, we saw a reduction in staff. In addition, textbooks were not updated. We did not get the first Evidence Based Funding until late March 2018. We were not able to use any of that money for the 2017-2018 school year. Pana is currently at 59.6% of adequate funding.

According to the Illinois Report Card, our class sizes for Pana Jr. High range from 19 to 21. When discussing this, we found that the core classes actually ranged from 19 to 25 students. Pana's overall student population has been decreasing the last several years.

The Pana Education Foundation does support grants for classroom teachers. In addition, they have helped fund the 1:1 Chromebook initiative. Due to cuts in funding, the Pana Sports Boosters and Pana Music Boosters have been asked to pick up more of the cost for things like uniforms, supplies, and equipment.

Pana CUSD 8
 Pana Jr High School
 PO Box 377
 Pana, ILLINOIS 62557
 GRADES - 6 7 8

Juletta Ellis
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Summative Designation - Commendable
 Student Group - All Students
 Title 1 Status - Schoolwide Title One Program

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 ENROLLMENT | | | | | | | | | | | | |
|--------------------|-----------|---------|---------|----------|---------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|----------|
| | All | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students With IEPs | English Learners | Low Income | Homeless |
| School | 286 | 277 | * | * | * | * | * | * | 41 | * | 184 | * |
| | | 96.9% | * | * | * | * | * | * | 14.3% | * | 64.3% | * |
| 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 ABSENTEEISM RATE | | | | | | | | | | | |
|--------------------------|-------|-------|-------|----------|-------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|
| | All | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students With IEPs | English Learners | Low Income |
| School | 14.8% | 14.9% | * | * | * | * | * | * | 15.0% | * | 18.3% |
| 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 MOBILITY RATE | | | | | | | | | | | | | |
|-----------------------|------|------|--------|-------|-------|----------|-------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students With IEPs | English Learners | Low Income |
| School | 4.5% | 6.1% | 2.8% | 4.3% | * | * | * | * | * | * | 2.7% | * | 6.0% |
| 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% |

INSTRUCTIONAL SETTING

| TOTAL SCHOOL DAYS | |
|-------------------|-----|
| Number of Days | |
| School | 176 |
| District | 176 |
| State | 175 |

| % of 8TH GRADERS PASSING ALGEBRA I | |
|------------------------------------|-------|
| School | 25.9% |
| District | 25.3% |
| State | 30.6% |

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

| HEALTH AND WELLNESS (days per week) | |
|-------------------------------------|-----|
| School | 5.0 |
| District | 5.0 |
| State | 3.0 |

| AVERAGE CLASS SIZE (as of the first school day in May) | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|--------|---------|
| Grades | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 - 12 | Overall |
| School | * | * | * | * | * | * | 21.0 | 19.0 | 18.0 | * | 19.0 |
| 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 |

| TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day) | | | | | | | | | | | | |
|--|-------------|----|----|---------|----|----|-----------------------|-----|-----|----------------|----|----|
| Grades | Mathematics | | | Science | | | English/Language Arts | | | Social Science | | |
| | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 |
| School | 1 | 54 | 54 | 1 | 54 | 54 | 1 | 108 | 108 | 1 | 54 | 54 |
| District | 60 | 54 | 54 | 50 | 54 | 54 | 160 | 108 | 108 | 50 | 54 | 54 |
| State | 73 | 60 | 57 | 35 | 48 | 51 | 129 | 88 | 77 | 30 | 48 | 50 |

| TEACHER INFORMATION (Full-Time Equivalents) | | | | | | | | | | | | |
|---|--------------|-------|--------|-------|-------|----------|-------|-----------------------------------|------|------|-------------------|---------|
| | Total Number | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | | | Two or More 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 Master's & Above |
| School | -- | -- | -- |
| District | 15.5 | 71.3% | 28.7% |
| State | 13.2 | 38.5% | 61.0% |

| TEACHER RETENTION RATE | |
|------------------------|-------|
| School | 91.5% |
| District | 88.5% |
| State | 85.2% |

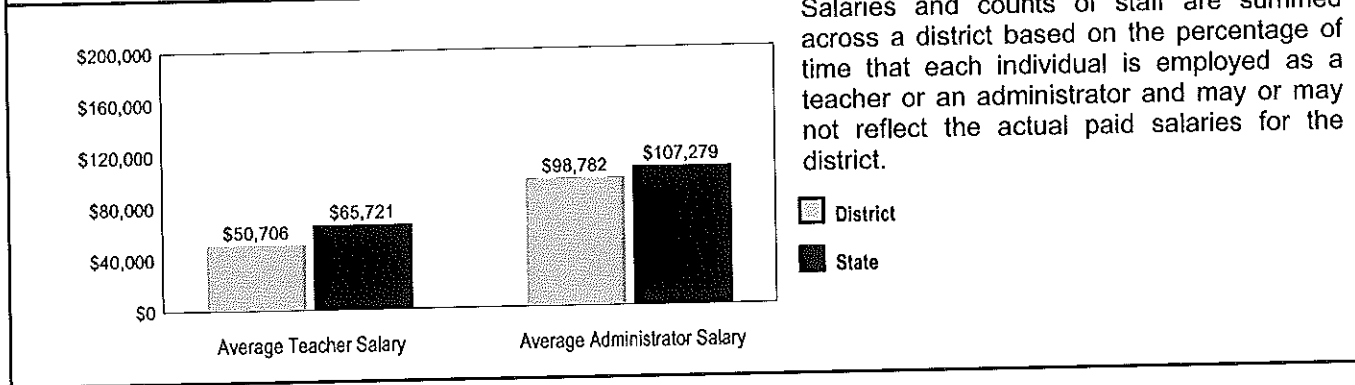
| TEACHER ATTENDANCE RATE | |
|-------------------------|-------|
| School | -- |
| District | 66.4% |
| State | 70.2% |

| TEACHER EVALUATION RATE | |
|-------------------------|--------|
| School | -- |
| District | 100.0% |
| State | 97.1% |

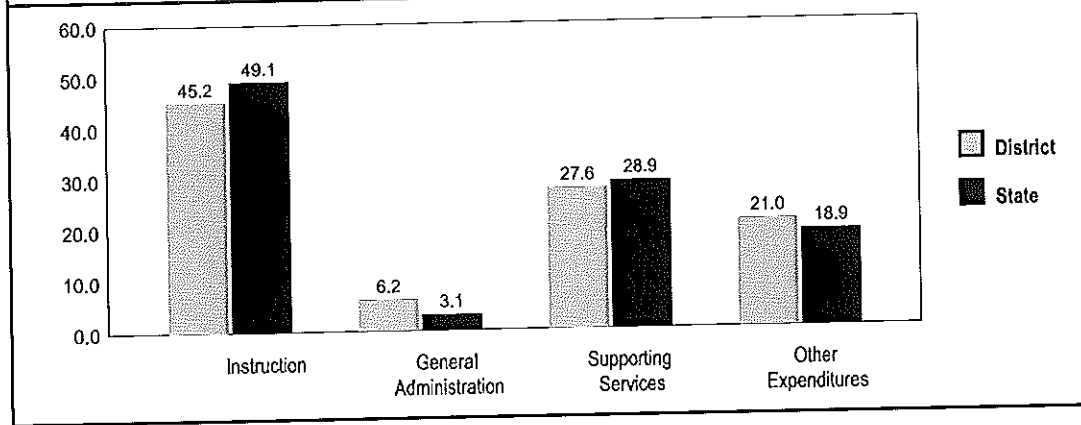
| PRINCIPAL TURNOVER (Count) | |
|----------------------------|-----|
| School | 2.0 |
| District | 1.0 |
| State | 2.0 |

SCHOOL DISTRICT FINANCES

AVERAGE TEACHER/ADMINISTRATOR SALARIES



EXPENDITURE BY FUNCTION 2016-17 (Percentages)



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.

ACADEMIC PERFORMANCE

| ELA PROFICIENCY | | | | | | | | | | | | | |
|-----------------|--------------|---------|---------|---------|--------|----------|--------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|
| | 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 |
| School | 108 | 34 | 74 | 107 | * | * | * | * | * | * | 3 | * | 52 |
| | 38.2% | 23.6% | 53.2% | 38.8% | * | * | * | * | * | * | 7.5% | * | 28.7% |
| 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% |

| MATH PROFICIENCY | | | | | | | | | | | | | |
|------------------|--------------|---------|---------|---------|--------|----------|--------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|
| | 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 |
| School | 53 | 21 | 32 | 52 | * | * | * | * | * | * | 0 | * | 23 |
| | 18.7% | 14.6% | 23.0% | 18.8% | * | * | * | * | * | * | 0.0% | * | 12.7% |
| 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% |

| ISA PROFICIENCY | | | | | | | | | | | | | |
|-----------------|--------------|---------|---------|---------|--------|----------|--------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|
| | 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 |
| School | 51 | 26 | 25 | 50 | * | * | * | * | * | * | 2 | * | 28 |
| | 60.7% | 54.2% | 69.4% | 61.7% | * | * | * | * | * | * | 18.2% | * | 50.9% |
| 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 ELA GROWTH PERCENTILE | | | | | | | | | | | | | |
|----------------------------|--------------|------|--------|-------|-------|----------|-------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|
| | 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 |
| School | 54.4 | 49.0 | 59.8 | 54.3 | 33.0 | 75.0 | * | * | * | 58.5 | 48.7 | 52.0 | 54.5 |
| 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 |

* Student counts reported are counts out of groups 10 or greater.

| MEAN MATH GROWTH PERCENTILE | | | | | | | | | | | | | |
|-----------------------------|--------------|------|--------|-------|-------|----------|-------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|
| | 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 |
| School | 54.7 | 50.0 | 59.5 | 54.6 | 61.0 | 61.0 | * | * | * | 53.0 | 48.6 | 76.0 | 54.3 |
| 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 Proficiency on ACCESS | | | | | | |
|--------------------------|---------|----------|--------------|--------------|----------------|----------------|
| | # ELS | # Tested | # Proficient | % Proficient | # Long Term EL | % Long Term EL |
| School | * | * | * | * | * | * |
| District | * | * | * | * | * | * |
| State | 210,124 | 207,307 | 18,810 | 9.1% | 24,957 | 11.9% |

| ELA 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 |
| School | 283 | 144 | 139 | 276 | * | * | * | * | * | * | 40 | * | 181 |
| | 100.0% | 100.0% | 100.0% | 100.0% | * | * | * | * | * | * | 100.0% | * | 100.0% |
| 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 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 |
| School | 283 | 144 | 139 | 276 | * | * | * | * | * | * | 40 | * | 181 |
| | 100.0% | 100.0% | 100.0% | 100.0% | * | * | * | * | * | * | 100.0% | * | 100.0% |
| 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% |

| ISA 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 |
| School | 84 | 48 | 36 | 81 | * | * | * | * | * | * | 11 | * | 55 |
| | 100.0% | 100.0% | 100.0% | 100.0% | * | * | * | * | * | * | 100.0% | * | 100.0% |
| District | 261 | 137 | 124 | 254 | * | * | * | * | * | * | 33 | * | 157 |
| | 99.2% | 99.3% | 99.2% | 99.2% | * | * | * | * | * | * | 97.1% | * | 98.7% |
| State | 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% |

| SAT ELA 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 |
| School | * | * | * | * | * | * | * | * | * | * | * | * | * |
| | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 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 |
| School | * | * | * | * | * | * | * | * | * | * | * | * | * |
| | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 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 ELA 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 |
| School | * | * | * | * | * | * | * | * | * | * | * | * | * |
| | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 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 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 |
| School | * | * | * | * | * | * | * | * | * | * | * | * | * |
| District | * | * | * | * | * | * | * | * | * | * | * | * | * |
| State | 11,444 95.7% | 7,555 95.8% | 3,889 95.7% | 4,938 96.3% | 2,590 93.6% | 2,981 96.5% | 526 96.3% | 12 85.7% | 36 100.0% | 361 96.0% | 11,440 95.7% | 2,417 96.9% | 7,172 95.4% |

| PARCC ELA 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 |
| School | 282 100.0% | 143 100.0% | 139 100.0% | 275 100.0% | * | * | * | * | * | * | 39 100.0% | * | 181 100.0% |
| District | 557 100.0% | 284 100.0% | 273 100.0% | 540 100.0% | * | * | * | * | * | * | 90 100.0% | * | 378 100.0% |
| State | 862,483 98.1% | 440,454 98.2% | 422,029 98.0% | 409,367 98.2% | 143,886 97.4% | 232,143 98.4% | 43,237 98.9% | 870 97.5% | 2,467 98.0% | 30,513 97.9% | 115,366 97.2% | 97,779 98.9% | 451,706 98.3% |

| PARCC 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 |
| School | 282 100.0% | 143 100.0% | 139 100.0% | 275 100.0% | * | * | * | * | * | * | 39 100.0% | * | 181 100.0% |
| District | 557 100.0% | 284 100.0% | 273 100.0% | 540 100.0% | * | * | * | * | * | * | 90 100.0% | * | 378 100.0% |
| State | 865,899 98.1% | 442,244 98.1% | 423,655 98.0% | 409,886 98.2% | 143,909 97.3% | 233,943 98.3% | 44,248 98.9% | 884 97.2% | 2,498 97.9% | 30,531 97.8% | 115,351 97.1% | 101,855 98.8% | 453,882 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 6 - All

| Levels | ELA | | | | | Mathematics | | | | |
|----------|-------|-------|-------|-------|------|-------------|-------|-------|-------|------|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| School | 9.2% | 16.1% | 41.4% | 28.7% | 4.6% | 19.5% | 33.3% | 35.6% | 11.5% | 0.0% |
| 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

| Levels | ELA | | | | | Mathematics | | | | | |
|--------|----------|-------|-------|-------|-------|-------------|-------|-------|-------|-------|------|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| Male | School | 15.2% | 21.7% | 43.5% | 19.6% | 0.0% | 23.9% | 37.0% | 32.6% | 6.5% | 0.0% |
| | 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 | School | 2.4% | 9.8% | 39.0% | 39.0% | 9.8% | 14.6% | 29.3% | 39.0% | 17.1% | 0.0% |
| | 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% |

Grade 6 - Racial/Ethnic Background

| Levels | ELA | | | | | Mathematics | | | | | |
|----------------------------------|----------|-------|-------|-------|-------|-------------|-------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| White | School | 9.4% | 15.3% | 41.2% | 29.4% | 4.7% | 18.8% | 32.9% | 36.5% | 11.8% | 0.0% |
| | District | 10.5% | 15.1% | 40.7% | 29.1% | 4.7% | 19.8% | 32.6% | 36.0% | 11.6% | 0.0% |
| | State | 6.8% | 17.3% | 31.2% | 38.2% | 6.5% | 9.1% | 23.1% | 31.8% | 31.6% | 4.4% |
| Black | School | * | * | * | * | * | * | * | * | * | * |
| | District | * | * | * | * | * | * | * | * | * | * |
| | State | 24.8% | 34.1% | 26.9% | 13.4% | 0.8% | 31.6% | 38.7% | 21.5% | 7.8% | 0.4% |
| Hispanic | School | * | * | * | * | * | * | * | * | * | * |
| | District | * | * | * | * | * | * | * | * | * | * |
| | State | 16.6% | 30.3% | 31.6% | 20.0% | 1.6% | 19.5% | 35.9% | 29.0% | 14.7% | 0.9% |
| Asian | School | * | * | * | * | * | * | * | * | * | * |
| | District | * | * | * | * | * | * | * | * | * | * |
| | State | 3.7% | 9.4% | 21.9% | 48.4% | 16.5% | 3.5% | 11.0% | 22.0% | 43.9% | 19.5% |
| Native Hawaiian/Pacific Islander | School | * | * | * | * | * | * | * | * | * | * |
| | District | * | * | * | * | * | * | * | * | * | * |
| | State | 10.1% | 18.8% | 26.1% | 38.4% | 6.5% | * | * | * | * | * |
| American Indian | School | * | * | * | * | * | * | * | * | * | * |
| | District | * | * | * | * | * | * | * | * | * | * |
| | State | * | * | * | * | * | 16.2% | 36.7% | 28.2% | 17.8% | 1.1% |
| Two or More Races | School | * | * | * | * | * | * | * | * | * | * |
| | 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

| Levels | ELA | | | | | Mathematics | | | | | |
|---------|----------|-------|-------|-------|-------|-------------|-------|-------|-------|-------|------|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| IEP | School | 50.0% | 25.0% | 8.3% | 16.7% | 0.0% | 50.0% | 25.0% | 25.0% | 0.0% | 0.0% |
| | 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 | School | 2.7% | 14.7% | 46.7% | 30.7% | 5.3% | 14.7% | 34.7% | 37.3% | 13.3% | 0.0% |
| | 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

| Levels | ELA | | | | | Mathematics | | | | | |
|--------------------------|----------|-------|-------|-------|-------|-------------|-------|-------|-------|-------|------|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| Free/Reduced Price Lunch | School | 10.7% | 23.2% | 46.4% | 19.6% | 0.0% | 25.0% | 42.9% | 26.8% | 5.4% | 0.0% |
| | 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 | School | 6.5% | 3.2% | 32.3% | 45.2% | 12.9% | 9.7% | 16.1% | 51.6% | 22.6% | 0.0% |
| | 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

| Levels | | ELA | | | | | Mathematics | | | | |
|----------|--|-------|-------|-------|-------|-------|-------------|-------|-------|-------|------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| School | | 14.4% | 18.0% | 28.8% | 36.9% | 1.8% | 9.9% | 30.6% | 45.0% | 14.4% | 0.0% |
| District | | 14.4% | 18.0% | 28.8% | 36.9% | 1.8% | 9.9% | 30.6% | 45.0% | 14.4% | 0.0% |
| State | | 16.5% | 18.2% | 25.5% | 29.1% | 10.7% | 11.3% | 26.9% | 31.1% | 26.9% | 3.8% |

Grade 7 - Gender

| Levels | | ELA | | | | | Mathematics | | | | |
|--------|----------|-------|-------|-------|-------|-------|-------------|-------|-------|-------|------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Male | School | 22.4% | 24.5% | 22.4% | 28.6% | 2.0% | 10.2% | 40.8% | 36.7% | 12.2% | 0.0% |
| | 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 | School | 8.1% | 12.9% | 33.9% | 43.5% | 1.6% | 9.7% | 22.6% | 51.6% | 16.1% | 0.0% |
| | 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% |

Grade 7 - Racial/Ethnic Background

| Levels | | ELA | | | | | Mathematics | | | | |
|----------------------------------|----------|-------|-------|-------|-------|-------|-------------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| White | School | 14.7% | 17.4% | 28.4% | 37.6% | 1.8% | 10.1% | 31.2% | 44.0% | 14.7% | 0.0% |
| | 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 | School | * | * | * | * | * | * | * | * | * | * |
| | District | * | * | * | * | * | * | * | * | * | * |
| | State | 31.3% | 25.9% | 24.5% | 15.7% | 2.7% | 23.8% | 40.9% | 25.3% | 9.5% | 0.4% |
| Hispanic | School | * | * | * | * | * | * | * | * | * | * |
| | District | * | * | * | * | * | * | * | * | * | * |
| | State | 21.8% | 22.7% | 27.4% | 23.1% | 5.0% | 14.4% | 33.8% | 32.7% | 18.1% | 1.0% |
| Asian | School | * | * | * | * | * | * | * | * | * | * |
| | District | * | * | * | * | * | * | * | * | * | * |
| | State | 5.0% | 6.9% | 16.8% | 39.7% | 31.6% | 2.9% | 8.8% | 21.9% | 47.4% | 18.9% |
| Native Hawaiian/Pacific Islander | School | * | * | * | * | * | * | * | * | * | * |
| | District | * | * | * | * | * | * | * | * | * | * |
| | State | 7.3% | 16.5% | 20.7% | 34.1% | 21.3% | * | * | * | * | * |
| American Indian | School | * | * | * | * | * | * | * | * | * | * |
| | District | * | * | * | * | * | * | * | * | * | * |
| | State | * | * | * | * | * | 12.6% | 30.3% | 32.9% | 22.1% | 2.1% |
| Two or More Races | School | * | * | * | * | * | * | * | * | * | * |
| | 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

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

Grade 7 - Economically Disadvantaged

| Levels | | ELA | | | | | Mathematics | | | | |
|--------------------------|----------|-------|-------|-------|-------|-------|-------------|-------|-------|-------|------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Free/Reduced Price Lunch | School | 15.7% | 22.9% | 28.6% | 31.4% | 1.4% | 11.4% | 31.4% | 47.1% | 10.0% | 0.0% |
| | 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 | School | 12.2% | 9.8% | 29.3% | 46.3% | 2.4% | 7.3% | 29.3% | 41.5% | 22.0% | 0.0% |
| | 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

| Levels | | ELA | | | | | Mathematics | | | | |
|--------|----------|-------|-------|-------|-------|------|-------------|-------|-------|-------|------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| School | School | 19.0% | 16.7% | 21.4% | 36.9% | 6.0% | 20.2% | 26.2% | 21.4% | 28.6% | 3.6% |
| | 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

| Levels | | ELA | | | | | Mathematics | | | | |
|--------|----------|-------|-------|-------|-------|-------|-------------|-------|-------|-------|------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Male | School | 31.3% | 16.7% | 31.3% | 20.8% | 0.0% | 27.1% | 31.3% | 16.7% | 20.8% | 4.2% |
| | 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 | School | 2.8% | 16.7% | 8.3% | 58.3% | 13.9% | 11.1% | 19.4% | 27.8% | 38.9% | 2.8% |
| | 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

| Levels | | ELA | | | | | Mathematics | | | | |
|----------------------------------|----------|-------|-------|-------|-------|-------|-------------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| White | School | 19.8% | 17.3% | 19.8% | 37.0% | 6.2% | 19.8% | 27.2% | 21.0% | 28.4% | 3.7% |
| | 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 | School | * | * | * | * | * | * | * | * | * | * |
| | District | * | * | * | * | * | * | * | * | * | * |
| | State | 33.6% | 26.5% | 23.7% | 14.8% | 1.4% | 45.5% | 27.3% | 16.8% | 9.8% | 0.5% |
| Hispanic | School | * | * | * | * | * | * | * | * | * | * |
| | District | * | * | * | * | * | * | * | * | * | * |
| | State | 24.4% | 23.8% | 26.6% | 22.6% | 2.6% | 30.3% | 27.5% | 22.7% | 18.1% | 1.4% |
| Asian | School | * | * | * | * | * | * | * | * | * | * |
| | District | * | * | * | * | * | * | * | * | * | * |
| | State | 6.1% | 8.8% | 18.4% | 44.9% | 21.8% | 6.7% | 10.1% | 17.9% | 43.4% | 22.0% |
| Native Hawaiian/Pacific Islander | School | * | * | * | * | * | * | * | * | * | * |
| | District | * | * | * | * | * | * | * | * | * | * |
| | State | 15.6% | 13.8% | 22.9% | 33.9% | 12.8% | * | * | * | * | * |
| American Indian | School | * | * | * | * | * | * | * | * | * | * |
| | District | * | * | * | * | * | * | * | * | * | * |
| | State | * | * | * | * | * | 30.0% | 20.6% | 23.4% | 24.0% | 2.0% |
| Two or More Races | School | * | * | * | * | * | * | * | * | * | * |
| | 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

| Levels | | ELA | | | | | Mathematics | | | | |
|---------|----------|-------|-------|-------|-------|------|-------------|-------|-------|-------|------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| IEP | School | 81.8% | 18.2% | 0.0% | 0.0% | 0.0% | 72.7% | 27.3% | 0.0% | 0.0% | 0.0% |
| | District | 84.6% | 15.4% | 0.0% | 0.0% | 0.0% | 76.9% | 23.1% | 0.0% | 0.0% | 0.0% |
| | State | 57.6% | 24.2% | 12.5% | 5.2% | 0.4% | 64.8% | 21.9% | 8.6% | 4.2% | 0.5% |
| Non-IEP | School | 9.6% | 16.4% | 24.7% | 42.5% | 6.8% | 12.3% | 26.0% | 24.7% | 32.9% | 4.1% |
| | District | 9.6% | 16.4% | 24.7% | 42.5% | 6.8% | 12.3% | 26.0% | 24.7% | 32.9% | 4.1% |
| | State | 12.6% | 18.8% | 27.6% | 33.8% | 7.2% | 18.0% | 22.8% | 24.9% | 29.4% | 5.0% |

Grade 8 - Economically Disadvantaged

| Levels | | ELA | | | | | Mathematics | | | | |
|--------------------------|----------|-------|-------|-------|-------|-------|-------------|-------|-------|-------|------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Free/Reduced Price Lunch | School | 21.8% | 20.0% | 25.5% | 29.1% | 3.6% | 25.5% | 34.5% | 16.4% | 20.0% | 3.6% |
| | 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 | School | 13.8% | 10.3% | 13.8% | 51.7% | 10.3% | 10.3% | 10.3% | 31.0% | 44.8% | 3.4% |
| | 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% |

DEMOGRAPHIC INFORMATION

In 2018, Pana Jr. High had 286 students. 96.9% of the students were white. 64.3% are Low Income, and 14.3% of the students have an IEP.

II-B: ACADEMIC PROGRESS

These numbers are from the ESSA Designation Data on ISBE website. These data may vary slightly from Illinois Report Card due to different rules. For the designation, we need to address the IEP students subgroup.

| Indicators | Subgroup Performance | Description of Notable Trends |
|------------------------------------|---|---|
| Academic Achievement (Math) | <p style="text-align: center;">2017 Pana Performance/Target.</p> <p style="text-align: center;">All 16.7/35.28</p> <p style="text-align: center;">White 16.4/43.71</p> <p style="text-align: center;">Low Income 10.9/22.02</p> <p style="text-align: center;">IEP 2.6/13.7</p> <p style="text-align: center;">2018</p> <p style="text-align: center;">ALL 18.5/38.93</p> <p style="text-align: center;">White 18.7/46.80</p> <p style="text-align: center;">Low Income 12.5/26.56</p> <p style="text-align: center;">IEP 0.0/18.78</p> | <p>All 4 groups are below the target score for math.</p> <p>All but IEP improved in 2018 from 2017.</p> <p>None of the groups improved as much as the target score.</p> <p>It is difficult for IEP students to meet on PARCC.</p> <p>Math Proficiency of PARCC has been lower in Math than ELA.</p> |

| Indicators | Subgroup Performance | Description of Notable Trends |
|-----------------------------------|---|--|
| Academic Achievement (ELA) | <p style="text-align: center;"><u>2017</u> All 30.2/39.67</p> <p>White 30.1/48.44</p> <p>Low Income 22.3/26.19</p> <p>IEP 2.6/14.04</p> <p style="text-align: center;"><u>2018</u></p> <p>All 37.7/43.03</p> <p>White 38.5/51.21</p> <p>Low Income 28.1/30.44</p> <p>IEP 7.0/19.10</p> | <p>All groups were below the target score.</p> <p>All groups improved from 2017 to 2018</p> <p>All but IEP improved more than the target score</p> |

| Indicators | Subgroup Performance | Description of Notable Trends |
|--|--|---|
| <p align="center">Academic Growth</p> | <p align="center">ELA All 53.56</p> <p align="center">White 53.79</p> <p align="center">Low Income 53.31</p> <p align="center">IEP 45.12</p> <p align="center">MATH</p> <p align="center">ALL 54.10</p> <p align="center">White 54.10</p> <p align="center">Low income 53.36</p> <p align="center">IEP 45.62</p> | <p>This is the first year for Student Growth.</p> <p>All 4 groups had average SGP that were similar in Math and Reading.</p> <p>All groups but IEP were above the 50%</p> |

| Indicators | Subgroup Performance | Description of Notable Trends |
|--|---|--|
| <p>English Language Proficiency</p> | <p>We do not have 20 students. These 5 points get spread out over the other indicators according to their weight.</p> | |
| <p>Chronic Absenteeism</p> | <p>All 15.31%</p> <p>White 14.69%</p> <p>Low Income 21.39%</p> <p>IEP 21.95%</p> <p>These numbers are higher than what is on report card due to rules on who counts for ESSA.</p> | <p>This is the first year for Chronic Absenteeism.</p> <p>IEP had the highest rate of Chronic Absenteeism.</p> <p>Low Income students % was also over 20%.</p> |

| Indicators | Subgroup Performance | Description of Notable Trends |
|-------------------|---|--------------------------------------|
| Climate Survey | There is no Climate Survey Data available for ESSA. We did use 5 Essential Survey from 2017-2018 school year. | |

Local Assessment Fall 2018 Map Data

| Math | | | |
|-----------|----------------------|---------------|---|
| | Overall RIT Score | National Norm | % of Students at or Above Grade Level |
| 6th Grade | 210.4 | 217.6 | 28.42% |
| 7th Grade | 217 | 222.6 | 33.33% |
| 8th Grade | 218.8 | 226.3 | 26.61% |
| Reading | | | |
| | Overall RIT Score | National Norm | % of Students at or Above National Norm |
| 6th Grade | 210.2 | 211 | 58.33% |
| 7th Grade | 214.8 | 214.4 | 57.78% |
| 8th Grade | 215.5 | 217.2 | 54.13% |

Our Math Scores continue to be a concern.

REVIEW, REFINE THE DATA AND DEFINE TRENDS
PARCC DATA
% Meeting

| | | Math | | | |
|------------------|-------------|-------------|--------------|------------|-------------------|
| 6th Grade | | All | White | IEP | Low Income |
| | 2016 | 17.80% | 18.10% | 7.70% | 12.50% |
| | 2017 | 10.50% | 10.80% | 0.00% | 7.10% |
| | 2018 | 11.50% | 11.80% | 0.00% | 5.40% |
| 7th Grade | | All | White | IEP | Low Income |
| | 2016 | 15.70% | 14.30% | 0.00% | 11.90% |
| | 2017 | 20.20% | 20.30% | 8.30% | 11.80% |
| | 2018 | 14.40% | 14.70% | 0.00% | 10.00% |
| 8th Grade | | All | White | IEP | Low Income |
| | 2016 | 14.80% | 15.30% | 0.00% | 9.80% |
| | 2017 | 21.10% | 20.00% | 0.00% | 14.30% |
| | 2018 | 31.45% | 31.30% | 0.00% | 22.80% |

| Jr. High | All | White | IEP | Low Income |
|-----------------|------------|--------------|------------|-------------------|
| 2016 | 16.10% | 15.90% | 3.30% | 11.50% |
| 2017 | 16.70% | 16.40% | 2.60% | 10.90% |
| 2018 | 18.50% | 18.10% | 0.00% | 12.50% |

The chart shows that in 8th grade math, we have seen an increase in the percentage of students that were proficient in Math. This trend has not applied to the students with and IEP as we had zero 8th graders meet all 3 years. We are below the target score at all grade levels as well as within each subgroup in Math.

Hypothesis for why we are below the target score for IEP students.

One reason we believe the IEP students are not meeting the target score is that we don't have a curriculum for the IEP students. The teachers are putting together material from different places for our IEP students that are pulled out for math. In addition we are investigating the rigor of the math curriculum that is being used in our math classes. In 2018-19, Pana Jr. High implemented a co-teaching model with the special education teacher and regular education teacher teaching within the same classroom. What we found is that even though training was given it may not have been sufficient. Another area of concern is the lack of common planning time given for teachers to plan lessons together. Other likely contributing factors include 45-minute classes, which is below the state average and lack of student training on the tools and adaptations that are available to our IEP students.

IDENTIFY ROOT CAUSES

1. Lack of motivation for some of the students on standardized testing.
2. Lack of a defined curriculum for IEP students being pulled for math and ELA classes.
3. The amount of instruction time is below the state average.

IV-A: SMART GOALS

1. Pana Jr. High will increase IEP proficiency on Illinois Assessment of Readiness in Math and ELA by 2%.
2. Pana Jr. High will increase Student Growth to 48% on IAR for both Math and Reading (currently at 45.12 for ELA and 45.62 for Math according to raw data for ESSA).
3. Pana Jr. High will decrease Chronic Absenteeism for IEP students to 19.9%. In 2018, according to the raw data for ESSA, it was 21.95%.

EVIDENCE-BASED INTERVENTIONS

Provide the evidence-based interventions that will be used to support each SMART goal.

Goals 1 and 2.

1. **Summer School-** Summer School will be used to help students that are behind catch up.
2. **Curriculum-** We are going to be searching for a curriculum for IEP students who are pulled out. This could include a core curriculum as well as some interventions. The goal is to have something in place for the 2019-20 school year.
3. **Calculators** These will be used on IAR on sections that are allowed as well as some homework assignments. (Visible Learning Plus 250 Influences on Student Achievement)
4. **Increase minutes for Math.** The School Improvement team will look at the schedule and look for ways to increase the amount of time spent on math. This could include schedule for math and well as intervention time. This will be for the 2019-2020 school year.

Goal 3 -Chronic Absenteeism

Positive Behavior Interventions and Supports. -Pana Jr High will recognize those students with good attendance quarterly. The PBIS team will monitor student attendance when feasible and offer positive incentives to encourage attendance. The office staff will monitor regular attendance and will utilize resources such as the R.O.E RAP (Regular Attendance Program) to work with both students and parents to increase student attendance. All staff members are encouraged to use techniques like 2 x 10 meeting model and check-in/check-out to build relationships with students.

Action Plan

SMART GOALS: 1. Pana Jr. High will increase IEP proficiency on Illinois Assessment of Readiness in Math and ELA by 2%.

2. 2.Pana Jr. High will increase Student Growth to 48% on IAR for both Math and Reading. (currently at 45.12 for ELA and 45.62 for Math, according to raw data for ESSA)

| ACTIVITY | TIMELINE | ROLES & RESPONSIBILITIES | IMPLEMENTATION BENCHMARKS | RESOURCES FOR ACTIVITY |
|--|--------------------------|---|--|---|
| <p>Activity Summer School</p> <p>Evidence-Base:</p> | <p>June 2019</p> | <p>Teachers with Mrs. Ellis and Mr. Donahue overseeing the program.</p> | <p>NWEA Map Tests, local assessments, and classwork.</p> | <p>2 Teachers at \$22 4 Weeks of Instruction</p> |
| <p>Activity: Calculators</p> <p>Evidence-Base: John Hattie Visible Learning 250 Influences on Student Achievement</p> | <p>November 15, 2018</p> | <p>Math teachers (Mrs. Perry, Mrs. Ade, and Mrs. Dameris). All staff you give the IAR if calculators are allowed. Tutoring staff will also be using them.</p> | <p>NWEA Map Tests, local assessments, and classwork.</p> | <p>100 Calculator were bought with the Title I School Improvement Grant</p> |
| <p>Activity: Curriculum- We are going to be searching for a curriculum for IEP students who are pulled</p> | <p>August 2019</p> | <p>Mr. Donahue, Mrs. Ellis, and Mrs. Suey will work with the special education staff to find the best</p> | <p>NWEA Map Tests, local assessments, and classwork.</p> | <p>District will need to purchase curriculum for IEP students.</p> |

| | | | | |
|--|--------------------------|--|---|--|
| <p>out This could include a core curriculum as well as some interventions. The goal is to have something in place for the 2019-20 school year.</p> <p>Evidence-Base: The curriculum will be researched base</p> | | <p>curriculum we can find for our IEP students.</p> | | |
| <p>Activity-Schedule- Look to see if we can increase the minutes spent on math</p> | <p>August 2019</p> | <p>Mrs. Ellis and staff will look at the schedule to determine ways to increase the minutes in math.</p> | <p>NWEA Map Tests, local assessments, and classwork</p> | <p>Time to meet to work on schedule.</p> |
| <p>Activity: Freckle (Computer based program that allows teachers to assign extra practice for all students at their level.</p> <p>Evidence Base:</p> | <p>November 15, 2018</p> | <p>Math staff (Mrs. Dameris, Mrs. Ade, and Mrs. Perry). Special Education Staff: Mrs. Clavin, Mrs.Henschen, and Mrs. Crosby</p> | <p>NWEA Map Tests, local assessments, and classwork</p> | <p>Freckle was purchased with the Title 1 Grant Funds.</p> |

Freckle is a proven program that will increase student growth and achievement.

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SMART GOAL: Pana Jr. High will decrease Chronic Absenteeism for IEP students to 19.9%. In 2018 according to the raw data for ESSA it was 21.95%

| | | | | |
|---|---|---------------------------------|------------------------|--|
| <p>Activity: Recognize those students who have good attendance quarterly. Have discussions with those students who are having attendance issues. Staff will also be meeting with students and building relationships with those students.</p> <p>Evidence-Based Positive Behavior Intervention System (PBIS)</p> | <p>This began at end of 1st 9 weeks and will continue at the end of each 9 weeks.</p> | <p>PBIS Team and Mrs. Ellis</p> | <p>Attendance data</p> | <p>Certificates for Attendance Rewards</p> <p>Prizes</p> |
|---|---|---------------------------------|------------------------|--|

INTERNAL DISTRICT SUPPORT

We will need district financial support for curriculum and evidence based interventions for the IEP students. If we determine Freckle was valuable, we will need district and or Pana Education Foundation to fund this program yearly.

EXTERNAL SUPPORT

The Pana Education Foundation helps fund the 1:1 Chromebook program that allows students to use Freckle on their chromebooks.

MONITORING PROGRESS OF THE PLAN

We will use our NWEA Map scores, local assessments, and classwork to monitor student progress. NWEA Map is given 3 times a year. Data teams at each grade level will meet quarterly to review data and monitor progress.

We will review Illinois Assessment of Readiness data as we get it. The state has a goal of getting that data to us in a much more timely fashion. We will review the plan yearly after we get back data.

The PBIS team will review attendance records monthly to monitor student attendance.

REVISION OF THE PLAN

The Pana Jr. High School Improvement Team will monitor and review the plan after we have MAP Data, and State IAR Data. Smart Goals will be updated yearly based on IAR Data.

DISTRICT PEER REVIEW PROCESS

On January 9th, 2019 Pana Jr. High staff had the opportunity to review the Pana Jr. High School Improvement Plan. Pana Jr. High School Improvement team then reviewed those recommendations and changes were made as need. The plan was presented to the Pana School Board for approval on February 25, 2019.

GENERAL ASSURANCES

The school must assure that it has/will:

1. Follow local, state and federal laws, as applicable.
2. Implement the evidence-based interventions as outlined in this plan and monitor and evaluate their impact accordingly.

Schools agrees to Assurances: Yes No

Principal's Name and Signature:

Date:

The district must assure that it has/will:

1. Ensure that the school will receive all of the State and local funds it would have received in the absence of funds received under section 1118 of ESEA.
2. Use any awarded 1003(a) funds under ESEA to develop this plans and any associated actions supported by this plan.
3. Follow local, state and federal laws, as applicable.
Monitor and evaluate the actions the district and its school have taken,
4. as outlined in the approved plan.

LEA agrees to Assurances: Yes No

Superintendent's Name and Signature:

Date: