

Danville CCSD 118

District Superintendent

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2021 - 2022

<http://www.danville118.org>

District Provided Statement

Not available.

About the Report Card

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

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

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

District Snapshot

Percent of Adequacy : 69.8%

Chronic Absenteeism : 39.5%

Principal Turnover : 2

Schools in District : 10

Senate District : 52 **House District :** 104

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02 | Academic Progress

173 | District Environment

180 | Students

215 | Accountability

217 | Teachers

222 | Administrators

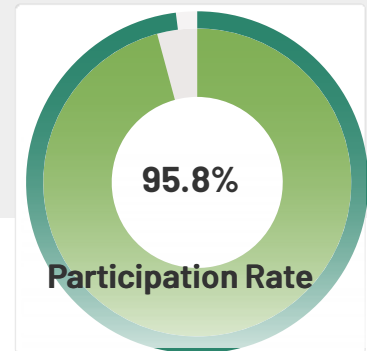
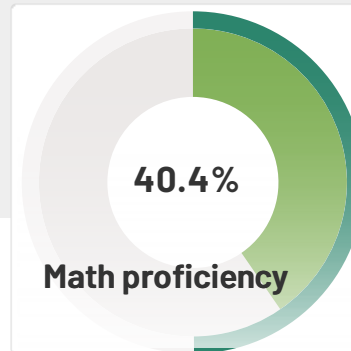
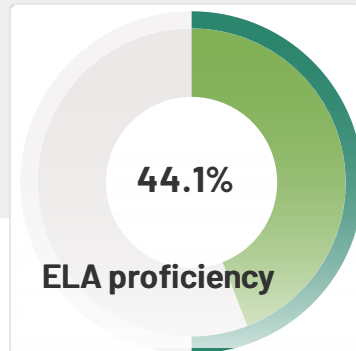
**225 | Civil Rights Data Collection
(2017-18)**

227 | NAEP

Date: 11/16/22 10:21:09 -06:00

About the data

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



IAR

What is it?

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

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

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

Academic Progress

IAR (cont)

Grade 3

| | ELA | | | | | Mathematics | | | | |
|-------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| All | | | | | | | | | | |
| District | 58.3% | 19.5% | 13.5% | 8.6% | 0.0% | 47.3% | 27.4% | 13.1% | 12.0% | 0.3% |
| State | 30.6% | 19.3% | 22.6% | 25.4% | 2.0% | 20.8% | 22.0% | 23.3% | 26.5% | 7.3% |
| White | | | | | | | | | | |
| District | 47.6% | 17.5% | 20.4% | 14.6% | 0.0% | 33.0% | 24.3% | 17.5% | 25.2% | 0.0% |
| State | 19.2% | 18.3% | 26.4% | 33.5% | 2.6% | 10.4% | 17.6% | 25.8% | 36.3% | 9.9% |
| Black | | | | | | | | | | |
| District | 66.8% | 19.3% | 8.0% | 5.9% | 0.0% | 59.7% | 25.3% | 10.2% | 4.8% | 0.0% |
| State | 51.6% | 21.0% | 16.3% | 10.7% | 0.4% | 43.6% | 28.2% | 17.9% | 9.2% | 1.1% |
| Hispanic | | | | | | | | | | |
| District | 60.5% | 21.1% | 15.8% | 2.6% | 0.0% | 39.5% | 36.8% | 15.8% | 7.9% | 0.0% |
| State | 42.4% | 21.5% | 20.2% | 15.2% | 0.7% | 28.7% | 28.6% | 23.6% | 16.7% | 2.3% |
| Asian | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 11.0% | 12.4% | 22.6% | 46.7% | 7.3% | 5.1% | 9.6% | 18.2% | 41.6% | 25.5% |
| Male | | | | | | | | | | |
| District | 63.1% | 17.9% | 12.8% | 6.2% | 0.0% | 49.2% | 25.1% | 12.8% | 12.3% | 0.5% |
| State | 34.0% | 20.1% | 22.4% | 22.1% | 1.4% | 20.8% | 20.5% | 22.6% | 27.8% | 8.4% |
| Female | | | | | | | | | | |
| District | 53.4% | 21.2% | 14.3% | 11.1% | 0.0% | 45.2% | 29.8% | 13.3% | 11.7% | 0.0% |
| State | 27.0% | 18.5% | 22.9% | 28.9% | 2.7% | 20.9% | 23.6% | 24.1% | 25.3% | 6.2% |
| Non Binary | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 0.0% | 0.0% | 50.0% | 50.0% | 0.0% | 0.0% | 0.0% | 50.0% | 50.0% | 0.0% |

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

Academic Progress

IAR (cont)

Grade 3

| ELA | | | | | Mathematics | | | | | |
|------------------------------------------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Native Hawaiian/ Pacific Islander | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 26.1% | 17.4% | 24.3% | 28.7% | 3.5% | 16.5% | 23.5% | 19.1% | 26.1% | 14.8% |
| American Indian | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 34.6% | 24.2% | 15.7% | 23.5% | 2.0% | 22.0% | 27.0% | 21.1% | 22.4% | 7.6% |
| Two or More Races | | | | | | | | | | |
| District | 50.0% | 25.0% | 15.4% | 9.6% | 0.0% | 40.4% | 34.6% | 13.5% | 9.6% | 1.9% |
| State | 27.3% | 18.8% | 22.1% | 28.7% | 3.1% | 19.1% | 21.0% | 23.0% | 27.1% | 9.8% |
| Students with Disabilities | | | | | | | | | | |
| District | 75.9% | 8.9% | 11.4% | 3.8% | 0.0% | 64.1% | 24.4% | 5.1% | 6.4% | 0.0% |
| State | 56.3% | 18.1% | 14.2% | 10.8% | 0.6% | 40.1% | 24.7% | 17.8% | 14.3% | 3.2% |
| Students with IEPs | | | | | | | | | | |
| District | 84.3% | 3.9% | 11.8% | 0.0% | 0.0% | 76.0% | 16.0% | 2.0% | 6.0% | 0.0% |
| State | 62.4% | 17.4% | 11.9% | 7.9% | 0.4% | 45.0% | 25.2% | 16.1% | 11.4% | 2.3% |
| Non-IEP | | | | | | | | | | |
| District | 54.4% | 21.9% | 13.8% | 9.9% | 0.0% | 42.9% | 29.1% | 14.7% | 12.9% | 0.3% |
| State | 25.2% | 19.6% | 24.5% | 28.4% | 2.3% | 16.7% | 21.4% | 24.6% | 29.1% | 8.2% |
| English Learners | | | | | | | | | | |
| District | 38.9% | 27.8% | 22.2% | 11.1% | 0.0% | 27.8% | 27.8% | 16.7% | 27.8% | 0.0% |
| State | 48.7% | 21.9% | 18.5% | 10.7% | 0.3% | 31.1% | 28.8% | 22.8% | 15.7% | 1.5% |
| Non-English Learners | | | | | | | | | | |
| District | 59.3% | 19.1% | 13.1% | 8.5% | 0.0% | 48.2% | 27.4% | 12.9% | 11.2% | 0.3% |
| State | 26.5% | 18.7% | 23.6% | 28.8% | 2.5% | 18.5% | 20.4% | 23.5% | 29.0% | 8.6% |

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Academic Progress

IAR (cont)

Grade 3

| | ELA | | | | | Mathematics | | | | |
|-----------------------|--------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Low Income | | | | | | | | | | |
| District | 62.0% | 20.2% | 12.1% | 5.6% | 0.0% | 52.2% | 28.1% | 10.6% | 8.8% | 0.3% |
| State | 44.8% | 21.8% | 19.5% | 13.5% | 0.5% | 32.9% | 28.1% | 22.2% | 15.0% | 1.9% |
| Non Low Income | | | | | | | | | | |
| District | 39.7% | 15.9% | 20.6% | 23.8% | 0.0% | 22.2% | 23.8% | 25.4% | 28.6% | 0.0% |
| State | 16.8% | 16.9% | 25.7% | 37.1% | 3.6% | 9.0% | 16.1% | 24.5% | 37.8% | 12.6% |
| Homeless | | | | | | | | | | |
| District | 45.5% | 36.4% | 9.1% | 9.1% | 0.0% | 63.6% | 27.3% | 0.0% | 9.1% | 0.0% |
| State | 59.3% | 19.0% | 13.3% | 8.2% | 0.1% | 47.2% | 28.1% | 16.2% | 7.7% | 0.9% |
| Migrant | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | * | * | * | * | * | * | * | * | * | * |
| Youth In Care | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 53.7% | 19.7% | 16.3% | 10.3% | 0.1% | 40.7% | 28.5% | 19.5% | 10.4% | 1.0% |
| Military | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 25.0% | 20.8% | 24.6% | 27.6% | 2.0% | 16.2% | 20.9% | 26.1% | 29.4% | 7.3% |

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Academic Progress

IAR (cont)

Grade 3 - Accountability

| | ELA | | | | | Mathematics | | | | |
|-------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| All | | | | | | | | | | |
| District | 60.3% | 20.2% | 14.0% | 8.9% | 0.0% | 48.7% | 28.3% | 13.5% | 12.4% | 0.3% |
| State | 31.9% | 20.1% | 23.6% | 26.5% | 2.1% | 21.6% | 22.9% | 24.3% | 27.6% | 7.6% |
| White | | | | | | | | | | |
| District | 49.1% | 18.1% | 21.1% | 15.0% | 0.0% | 34.1% | 25.1% | 18.1% | 26.1% | 0.0% |
| State | 20.1% | 19.2% | 27.5% | 34.9% | 2.8% | 10.8% | 18.4% | 26.9% | 37.9% | 10.3% |
| Black | | | | | | | | | | |
| District | 69.3% | 19.9% | 8.3% | 6.1% | 0.0% | 61.5% | 26.0% | 10.5% | 5.0% | 0.0% |
| State | 53.4% | 21.8% | 16.8% | 11.0% | 0.4% | 45.0% | 29.1% | 18.4% | 9.5% | 1.1% |
| Hispanic | | | | | | | | | | |
| District | 62.1% | 21.6% | 16.2% | 2.7% | 0.0% | 40.5% | 37.8% | 16.2% | 8.1% | 0.0% |
| State | 44.2% | 22.4% | 21.0% | 15.9% | 0.7% | 29.9% | 29.8% | 24.6% | 17.4% | 2.4% |
| Asian | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 11.5% | 12.9% | 23.5% | 48.8% | 7.7% | 5.3% | 10.0% | 19.0% | 43.3% | 26.6% |
| Male | | | | | | | | | | |
| District | 64.7% | 18.4% | 13.2% | 6.3% | 0.0% | 50.5% | 25.8% | 13.2% | 12.6% | 0.5% |
| State | 35.4% | 20.9% | 23.3% | 22.9% | 1.5% | 21.6% | 21.2% | 23.5% | 28.8% | 8.7% |
| Female | | | | | | | | | | |
| District | 55.7% | 22.0% | 14.9% | 11.6% | 0.0% | 46.8% | 30.9% | 13.8% | 12.1% | 0.0% |
| State | 28.2% | 19.3% | 23.9% | 30.1% | 2.8% | 21.7% | 24.5% | 25.1% | 26.3% | 6.4% |
| Non Binary | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 0.0% | 0.0% | 35.1% | 35.1% | 0.0% | 0.0% | 0.0% | 35.1% | 35.1% | 0.0% |

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Academic Progress

IAR (cont)

Grade 3 - Accountability

| ELA | | | | | Mathematics | | | | | |
|------------------------------------------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Native Hawaiian/ Pacific Islander | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 27.2% | 18.2% | 25.4% | 30.0% | 3.6% | 17.2% | 24.5% | 20.0% | 27.2% | 15.4% |
| American Indian | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 35.7% | 24.9% | 16.1% | 24.2% | 2.0% | 22.5% | 27.6% | 21.5% | 22.9% | 7.7% |
| Two or More Races | | | | | | | | | | |
| District | 51.6% | 25.8% | 15.9% | 9.9% | 0.0% | 41.7% | 35.8% | 13.9% | 9.9% | 2.0% |
| State | 28.0% | 19.3% | 22.7% | 29.5% | 3.1% | 19.5% | 21.5% | 23.5% | 27.8% | 10.1% |
| Students with Disabilities | | | | | | | | | | |
| District | 78.0% | 9.1% | 11.7% | 3.9% | 0.0% | 65.0% | 24.7% | 5.2% | 6.5% | 0.0% |
| State | 57.9% | 18.6% | 14.6% | 11.1% | 0.7% | 41.2% | 25.4% | 18.2% | 14.6% | 3.2% |
| Students with IEPs | | | | | | | | | | |
| District | 87.0% | 4.1% | 12.2% | 0.0% | 0.0% | 76.9% | 16.2% | 2.0% | 6.1% | 0.0% |
| State | 64.1% | 17.8% | 12.2% | 8.1% | 0.4% | 46.1% | 25.8% | 16.5% | 11.7% | 2.4% |
| Non-IEP | | | | | | | | | | |
| District | 56.2% | 22.7% | 14.3% | 10.3% | 0.0% | 44.4% | 30.1% | 15.2% | 13.4% | 0.3% |
| State | 26.3% | 20.5% | 25.5% | 29.7% | 2.4% | 17.4% | 22.3% | 25.6% | 30.4% | 8.5% |
| English Learners | | | | | | | | | | |
| District | 38.8% | 27.7% | 22.2% | 11.1% | 0.0% | 27.7% | 27.7% | 16.6% | 27.7% | 0.0% |
| State | 50.7% | 22.8% | 19.2% | 11.2% | 0.3% | 32.4% | 30.0% | 23.7% | 16.3% | 1.6% |
| Non-English Learners | | | | | | | | | | |
| District | 61.4% | 19.8% | 13.6% | 8.8% | 0.0% | 49.8% | 28.3% | 13.3% | 11.6% | 0.3% |
| State | 27.6% | 19.5% | 24.5% | 29.9% | 2.6% | 19.2% | 21.2% | 24.4% | 30.1% | 9.0% |

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Academic Progress

IAR (cont)

Grade 3 - Accountability

| ELA | | | | | | Mathematics | | | | |
|-----------------------|--------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Low Income | | | | | | | | | | |
| District | 64.1% | 20.9% | 12.6% | 5.8% | 0.0% | 53.8% | 29.0% | 10.9% | 9.0% | 0.3% |
| State | 46.6% | 22.6% | 20.3% | 14.0% | 0.5% | 34.2% | 29.2% | 23.0% | 15.6% | 1.9% |
| Non Low Income | | | | | | | | | | |
| District | 41.1% | 16.5% | 21.4% | 24.7% | 0.0% | 23.0% | 24.7% | 26.3% | 29.6% | 0.0% |
| State | 17.5% | 17.6% | 26.7% | 38.6% | 3.7% | 9.4% | 16.7% | 25.5% | 39.3% | 13.1% |
| Homeless | | | | | | | | | | |
| District | 40.5% | 32.4% | 8.1% | 8.1% | 0.0% | 56.7% | 24.3% | 0.0% | 8.1% | 0.0% |
| State | 60.5% | 19.4% | 13.6% | 8.4% | 0.1% | 47.9% | 28.5% | 16.4% | 7.8% | 0.9% |
| Migrant | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | * | * | * | * | * | * | * | * | * | * |
| Youth In Care | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 55.2% | 20.2% | 16.8% | 10.6% | 0.1% | 41.6% | 29.1% | 19.9% | 10.7% | 1.0% |
| Military | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 25.9% | 21.6% | 25.5% | 28.6% | 2.1% | 16.7% | 21.7% | 27.1% | 30.5% | 7.6% |

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Academic Progress

IAR (cont)

Grade 4

| | ELA | | | | | Mathematics | | | | |
|-------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| All | | | | | | | | | | |
| District | 47.3% | 24.9% | 16.2% | 11.4% | 0.3% | 50.5% | 27.3% | 14.4% | 7.8% | 0.0% |
| State | 23.5% | 19.5% | 24.4% | 27.2% | 5.4% | 21.5% | 27.9% | 24.4% | 23.4% | 2.8% |
| White | | | | | | | | | | |
| District | 37.6% | 29.0% | 19.4% | 12.9% | 1.1% | 40.9% | 28.0% | 18.3% | 12.9% | 0.0% |
| State | 13.3% | 16.7% | 26.7% | 35.9% | 7.4% | 10.7% | 23.1% | 29.3% | 33.4% | 3.6% |
| Black | | | | | | | | | | |
| District | 58.3% | 22.6% | 11.3% | 7.7% | 0.0% | 59.9% | 26.9% | 9.6% | 3.6% | 0.0% |
| State | 43.4% | 24.3% | 19.4% | 11.8% | 1.0% | 45.0% | 33.8% | 15.0% | 6.1% | 0.2% |
| Hispanic | | | | | | | | | | |
| District | 25.0% | 29.2% | 41.7% | 4.2% | 0.0% | 20.8% | 54.2% | 20.8% | 4.2% | 0.0% |
| State | 32.7% | 23.6% | 23.8% | 17.9% | 2.1% | 29.5% | 35.9% | 22.1% | 11.7% | 0.7% |
| Asian | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 7.9% | 11.1% | 22.1% | 43.2% | 15.7% | 5.2% | 14.0% | 22.0% | 45.5% | 13.2% |
| Male | | | | | | | | | | |
| District | 51.2% | 24.7% | 15.7% | 8.4% | 0.0% | 52.7% | 25.5% | 13.9% | 7.9% | 0.0% |
| State | 26.2% | 20.3% | 24.3% | 25.0% | 4.2% | 21.3% | 26.5% | 24.1% | 25.0% | 3.2% |
| Female | | | | | | | | | | |
| District | 43.5% | 25.0% | 16.7% | 14.3% | 0.6% | 48.2% | 29.2% | 14.9% | 7.7% | 0.0% |
| State | 20.6% | 18.7% | 24.4% | 29.5% | 6.7% | 21.8% | 29.4% | 24.7% | 21.8% | 2.4% |
| Non Binary | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% |

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Academic Progress

IAR (cont)

Grade 4

| ELA | | | | | Mathematics | | | | | |
|------------------------------------------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Native Hawaiian/ Pacific Islander | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 12.9% | 18.2% | 25.8% | 34.8% | 8.3% | 12.2% | 28.2% | 22.1% | 35.1% | 2.3% |
| American Indian | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 31.1% | 24.0% | 23.6% | 17.9% | 3.4% | 28.3% | 33.7% | 18.9% | 17.2% | 2.0% |
| Two or More Races | | | | | | | | | | |
| District | 41.3% | 23.9% | 15.2% | 19.6% | 0.0% | 54.3% | 15.2% | 19.6% | 10.9% | 0.0% |
| State | 21.1% | 17.5% | 24.4% | 29.5% | 7.5% | 20.1% | 26.1% | 24.8% | 24.9% | 4.1% |
| Students with Disabilities | | | | | | | | | | |
| District | 63.4% | 17.2% | 9.7% | 9.7% | 0.0% | 63.0% | 18.5% | 10.9% | 7.6% | 0.0% |
| State | 49.9% | 20.9% | 15.8% | 11.7% | 1.8% | 41.4% | 30.1% | 16.1% | 11.4% | 1.1% |
| Students with IEPs | | | | | | | | | | |
| District | 76.0% | 18.0% | 0.0% | 6.0% | 0.0% | 79.6% | 12.2% | 4.1% | 4.1% | 0.0% |
| State | 57.4% | 20.8% | 13.0% | 7.7% | 1.0% | 47.1% | 30.6% | 13.5% | 8.1% | 0.7% |
| Non-IEP | | | | | | | | | | |
| District | 42.3% | 26.1% | 19.0% | 12.3% | 0.4% | 45.4% | 29.9% | 16.2% | 8.5% | 0.0% |
| State | 17.6% | 19.3% | 26.3% | 30.6% | 6.2% | 17.0% | 27.5% | 26.3% | 26.0% | 3.2% |
| English Learners | | | | | | | | | | |
| District | 26.7% | 40.0% | 26.7% | 6.7% | 0.0% | 20.0% | 46.7% | 33.3% | 0.0% | 0.0% |
| State | 39.9% | 25.9% | 22.4% | 11.2% | 0.5% | 33.2% | 37.7% | 20.1% | 8.7% | 0.2% |
| Non-English Learners | | | | | | | | | | |
| District | 48.3% | 24.1% | 15.7% | 11.6% | 0.3% | 51.9% | 26.4% | 13.5% | 8.2% | 0.0% |
| State | 19.7% | 18.1% | 24.8% | 30.8% | 6.5% | 18.8% | 25.7% | 25.3% | 26.7% | 3.4% |

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Academic Progress

IAR (cont)

Grade 4

| ELA | | | | | | Mathematics | | | | |
|-----------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Low Income | | | | | | | | | | |
| District | 51.8% | 24.1% | 14.2% | 9.9% | 0.0% | 54.1% | 27.4% | 11.7% | 6.8% | 0.0% |
| State | 36.3% | 24.1% | 22.6% | 15.6% | 1.4% | 34.2% | 35.0% | 20.2% | 10.2% | 0.5% |
| Non Low Income | | | | | | | | | | |
| District | 23.1% | 28.8% | 26.9% | 19.2% | 1.9% | 30.8% | 26.9% | 28.8% | 13.5% | 0.0% |
| State | 11.2% | 15.2% | 26.0% | 38.3% | 9.2% | 9.4% | 21.2% | 28.4% | 36.0% | 5.1% |
| Homeless | | | | | | | | | | |
| District | 56.3% | 18.8% | 18.8% | 6.3% | 0.0% | 50.0% | 37.5% | 6.3% | 6.3% | 0.0% |
| State | 51.2% | 22.8% | 16.2% | 9.2% | 0.6% | 50.0% | 30.6% | 13.5% | 5.8% | 0.2% |
| Migrant | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | * | * | * | * | * | * | * | * | * | * |
| Youth In Care | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 44.1% | 23.6% | 19.2% | 12.2% | 0.8% | 40.6% | 34.5% | 17.4% | 7.3% | 0.1% |
| Military | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 20.5% | 16.9% | 26.7% | 29.1% | 6.8% | 15.7% | 26.8% | 27.0% | 26.5% | 4.0% |

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Academic Progress

IAR (cont)

Grade 4 - Accountability

| | ELA | | | | | Mathematics | | | | |
|-------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| All | | | | | | | | | | |
| District | 48.4% | 25.4% | 16.5% | 11.6% | 0.3% | 51.4% | 27.9% | 14.7% | 8.0% | 0.0% |
| State | 24.5% | 20.4% | 25.4% | 28.3% | 5.6% | 22.3% | 29.0% | 25.3% | 24.3% | 2.9% |
| White | | | | | | | | | | |
| District | 38.8% | 29.9% | 19.9% | 13.3% | 1.1% | 42.1% | 28.8% | 18.8% | 13.3% | 0.0% |
| State | 13.9% | 17.4% | 27.9% | 37.4% | 7.8% | 11.1% | 24.0% | 30.5% | 34.8% | 3.8% |
| Black | | | | | | | | | | |
| District | 59.3% | 23.0% | 11.5% | 7.9% | 0.0% | 60.5% | 27.2% | 9.7% | 3.6% | 0.0% |
| State | 44.9% | 25.2% | 20.1% | 12.3% | 1.1% | 46.3% | 34.8% | 15.4% | 6.3% | 0.2% |
| Hispanic | | | | | | | | | | |
| District | 25.3% | 29.5% | 42.1% | 4.2% | 0.0% | 21.1% | 54.7% | 21.1% | 4.2% | 0.0% |
| State | 34.1% | 24.7% | 24.8% | 18.6% | 2.2% | 30.8% | 37.4% | 23.0% | 12.2% | 0.7% |
| Asian | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 8.2% | 11.6% | 23.1% | 45.1% | 16.4% | 5.5% | 14.6% | 22.9% | 47.2% | 13.7% |
| Male | | | | | | | | | | |
| District | 52.6% | 25.4% | 16.1% | 8.7% | 0.0% | 53.9% | 26.0% | 14.2% | 8.1% | 0.0% |
| State | 27.3% | 21.1% | 25.3% | 26.0% | 4.4% | 22.0% | 27.5% | 25.0% | 25.9% | 3.3% |
| Female | | | | | | | | | | |
| District | 44.2% | 25.4% | 16.9% | 14.5% | 0.6% | 49.0% | 29.6% | 15.1% | 7.9% | 0.0% |
| State | 21.5% | 19.5% | 25.5% | 30.8% | 7.0% | 22.6% | 30.6% | 25.7% | 22.7% | 2.5% |
| Non Binary | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 0.0% | 0.0% | 0.0% | 105.3% | 0.0% | 0.0% | 105.3% | 0.0% | 0.0% | 0.0% |

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Academic Progress

IAR (cont)

Grade 4 - Accountability

| ELA | | | | | Mathematics | | | | | |
|------------------------------------------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Native Hawaiian/ Pacific Islander | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 13.4% | 18.9% | 26.7% | 36.1% | 8.6% | 12.6% | 29.1% | 22.8% | 36.1% | 2.4% |
| American Indian | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 32.1% | 24.8% | 24.4% | 18.5% | 3.5% | 29.3% | 34.9% | 19.5% | 17.8% | 2.1% |
| Two or More Races | | | | | | | | | | |
| District | 42.6% | 24.6% | 15.7% | 20.2% | 0.0% | 56.0% | 15.7% | 20.2% | 11.2% | 0.0% |
| State | 21.6% | 18.0% | 25.1% | 30.3% | 7.7% | 20.6% | 26.7% | 25.4% | 25.6% | 4.2% |
| Students with Disabilities | | | | | | | | | | |
| District | 65.4% | 17.7% | 10.0% | 10.0% | 0.0% | 64.3% | 18.8% | 11.1% | 7.8% | 0.0% |
| State | 51.4% | 21.5% | 16.3% | 12.0% | 1.9% | 42.4% | 30.9% | 16.5% | 11.6% | 1.1% |
| Students with IEPs | | | | | | | | | | |
| District | 76.9% | 18.2% | 0.0% | 6.1% | 0.0% | 79.0% | 12.2% | 4.1% | 4.1% | 0.0% |
| State | 59.0% | 21.4% | 13.4% | 7.9% | 1.1% | 48.2% | 31.3% | 13.8% | 8.3% | 0.7% |
| Non-IEP | | | | | | | | | | |
| District | 43.3% | 26.7% | 19.5% | 12.6% | 0.4% | 46.5% | 30.6% | 16.6% | 8.7% | 0.0% |
| State | 18.3% | 20.2% | 27.5% | 31.9% | 6.5% | 17.8% | 28.6% | 27.4% | 27.1% | 3.3% |
| English Learners | | | | | | | | | | |
| District | 28.1% | 42.1% | 28.1% | 7.0% | 0.0% | 21.1% | 49.1% | 35.1% | 0.0% | 0.0% |
| State | 41.6% | 27.0% | 23.4% | 11.7% | 0.6% | 34.6% | 39.3% | 21.0% | 9.1% | 0.2% |
| Non-English Learners | | | | | | | | | | |
| District | 49.3% | 24.6% | 16.0% | 11.8% | 0.3% | 52.8% | 26.9% | 13.8% | 8.3% | 0.0% |
| State | 20.5% | 18.8% | 25.8% | 32.1% | 6.8% | 19.5% | 26.7% | 26.3% | 27.8% | 3.5% |

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Academic Progress

IAR (cont)

Grade 4 - Accountability

| | ELA | | | | | Mathematics | | | | |
|-----------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Low Income | | | | | | | | | | |
| District | 53.0% | 24.7% | 14.5% | 10.2% | 0.0% | 55.2% | 28.0% | 12.0% | 6.9% | 0.0% |
| State | 37.8% | 25.1% | 23.6% | 16.2% | 1.5% | 35.5% | 36.3% | 21.0% | 10.6% | 0.5% |
| Non Low Income | | | | | | | | | | |
| District | 23.4% | 29.2% | 27.3% | 19.5% | 2.0% | 31.2% | 27.3% | 29.2% | 13.7% | 0.0% |
| State | 11.7% | 15.8% | 27.1% | 39.9% | 9.6% | 9.7% | 22.0% | 29.5% | 37.4% | 5.3% |
| Homeless | | | | | | | | | | |
| District | 55.7% | 18.6% | 18.6% | 6.2% | 0.0% | 49.5% | 37.2% | 6.2% | 6.2% | 0.0% |
| State | 52.5% | 23.3% | 16.6% | 9.4% | 0.6% | 50.9% | 31.1% | 13.7% | 6.0% | 0.2% |
| Migrant | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | * | * | * | * | * | * | * | * | * | * |
| Youth In Care | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 45.1% | 24.1% | 19.6% | 12.4% | 0.8% | 41.1% | 34.9% | 17.6% | 7.3% | 0.1% |
| Military | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 21.4% | 17.7% | 27.9% | 30.4% | 7.1% | 16.4% | 28.0% | 28.3% | 27.7% | 4.2% |

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Academic Progress

IAR (cont)

Grade 5

| | ELA | | | | | Mathematics | | | | |
|-------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| All | | | | | | | | | | |
| District | 53.2% | 21.8% | 17.6% | 7.4% | 0.0% | 66.9% | 18.6% | 12.1% | 2.4% | 0.0% |
| State | 21.5% | 21.6% | 26.8% | 27.6% | 2.5% | 23.8% | 27.4% | 24.9% | 20.5% | 3.4% |
| White | | | | | | | | | | |
| District | 42.6% | 16.0% | 27.7% | 13.8% | 0.0% | 51.6% | 19.4% | 22.6% | 6.5% | 0.0% |
| State | 12.4% | 18.1% | 29.8% | 36.2% | 3.4% | 12.6% | 23.5% | 30.2% | 29.3% | 4.4% |
| Black | | | | | | | | | | |
| District | 62.0% | 23.3% | 12.9% | 1.8% | 0.0% | 77.9% | 17.2% | 4.9% | 0.0% | 0.0% |
| State | 38.8% | 27.8% | 21.6% | 11.3% | 0.6% | 48.1% | 32.0% | 14.8% | 4.8% | 0.3% |
| Hispanic | | | | | | | | | | |
| District | 33.3% | 26.2% | 23.8% | 16.7% | 0.0% | 54.8% | 23.8% | 21.4% | 0.0% | 0.0% |
| State | 29.8% | 26.2% | 25.4% | 17.6% | 0.9% | 32.1% | 34.0% | 22.7% | 10.4% | 0.7% |
| Asian | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 7.0% | 10.9% | 23.5% | 49.9% | 8.7% | 5.5% | 12.9% | 22.4% | 42.5% | 16.7% |
| Male | | | | | | | | | | |
| District | 55.2% | 24.1% | 16.7% | 4.0% | 0.0% | 69.4% | 17.9% | 10.4% | 2.3% | 0.0% |
| State | 24.7% | 23.1% | 26.5% | 24.0% | 1.6% | 24.9% | 26.0% | 23.6% | 21.6% | 3.9% |
| Female | | | | | | | | | | |
| District | 51.2% | 19.3% | 18.7% | 10.8% | 0.0% | 64.2% | 19.4% | 13.9% | 2.4% | 0.0% |
| State | 18.1% | 20.0% | 27.1% | 31.2% | 3.5% | 22.7% | 28.7% | 26.3% | 19.5% | 2.8% |
| Non Binary | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 12.5% | 12.5% | 25.0% | 50.0% | 0.0% | 25.0% | 25.0% | 25.0% | 25.0% | 0.0% |

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Academic Progress

IAR (cont)

Grade 5

| | ELA | | | | | Mathematics | | | | |
|------------------------------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Native Hawaiian/ Pacific Islander | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 19.1% | 17.6% | 26.7% | 32.8% | 3.8% | 21.5% | 28.5% | 30.0% | 17.7% | 2.3% |
| American Indian | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 30.3% | 22.0% | 20.9% | 24.4% | 2.4% | 29.3% | 29.3% | 22.6% | 14.3% | 4.5% |
| Two or More Races | | | | | | | | | | |
| District | 62.5% | 25.0% | 7.5% | 5.0% | 0.0% | 69.2% | 17.9% | 7.7% | 5.1% | 0.0% |
| State | 18.4% | 20.2% | 27.3% | 31.3% | 2.8% | 21.8% | 27.1% | 24.1% | 22.5% | 4.5% |
| Students with Disabilities | | | | | | | | | | |
| District | 68.5% | 13.0% | 14.1% | 4.3% | 0.0% | 76.9% | 13.2% | 7.7% | 2.2% | 0.0% |
| State | 47.0% | 24.6% | 16.6% | 11.0% | 0.7% | 46.8% | 27.6% | 14.9% | 9.4% | 1.3% |
| Students with IEPs | | | | | | | | | | |
| District | 82.8% | 8.6% | 6.9% | 1.7% | 0.0% | 89.5% | 7.0% | 3.5% | 0.0% | 0.0% |
| State | 55.7% | 25.2% | 12.7% | 6.1% | 0.3% | 54.5% | 27.5% | 11.5% | 5.7% | 0.8% |
| Non-IEP | | | | | | | | | | |
| District | 47.2% | 24.5% | 19.9% | 8.5% | 0.0% | 62.3% | 21.0% | 13.9% | 2.8% | 0.0% |
| State | 15.7% | 21.0% | 29.2% | 31.2% | 2.9% | 18.6% | 27.3% | 27.2% | 23.1% | 3.8% |
| English Learners | | | | | | | | | | |
| District | 33.3% | 26.7% | 26.7% | 13.3% | 0.0% | 66.7% | 20.0% | 13.3% | 0.0% | 0.0% |
| State | 41.4% | 30.6% | 21.4% | 6.6% | 0.1% | 40.1% | 37.5% | 17.7% | 4.6% | 0.1% |
| Non-English Learners | | | | | | | | | | |
| District | 54.2% | 21.5% | 17.2% | 7.1% | 0.0% | 66.9% | 18.6% | 12.1% | 2.5% | 0.0% |
| State | 17.6% | 19.9% | 27.8% | 31.6% | 3.0% | 20.6% | 25.4% | 26.3% | 23.6% | 4.0% |

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Academic Progress

IAR (cont)

Grade 5

| | ELA | | | | | Mathematics | | | | |
|-----------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Low Income | | | | | | | | | | |
| District | 59.2% | 21.7% | 14.3% | 4.8% | 0.0% | 73.1% | 17.3% | 8.9% | 0.7% | 0.0% |
| State | 32.6% | 27.0% | 24.7% | 15.0% | 0.7% | 37.0% | 33.3% | 20.3% | 8.8% | 0.6% |
| Non Low Income | | | | | | | | | | |
| District | 29.4% | 22.1% | 30.9% | 17.6% | 0.0% | 41.8% | 23.9% | 25.4% | 9.0% | 0.0% |
| State | 10.9% | 16.4% | 28.8% | 39.6% | 4.2% | 11.2% | 21.7% | 29.3% | 31.8% | 6.1% |
| Homeless | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 44.8% | 28.2% | 18.1% | 8.5% | 0.4% | 51.5% | 31.8% | 12.8% | 3.7% | 0.2% |
| Migrant | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | * | * | * | * | * | * | * | * | * | * |
| Youth In Care | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 37.9% | 32.1% | 19.2% | 10.3% | 0.5% | 42.9% | 35.7% | 16.2% | 4.9% | 0.2% |
| Military | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 18.0% | 19.6% | 27.7% | 31.8% | 2.9% | 19.7% | 25.7% | 28.7% | 23.8% | 2.1% |

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Academic Progress

IAR (cont)

Grade 5 - Accountability

| | ELA | | | | | Mathematics | | | | |
|-------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| All | | | | | | | | | | |
| District | 54.9% | 22.5% | 18.2% | 7.6% | 0.0% | 68.6% | 19.1% | 12.4% | 2.4% | 0.0% |
| State | 22.4% | 22.5% | 27.9% | 28.7% | 2.6% | 24.7% | 28.4% | 25.9% | 21.4% | 3.5% |
| White | | | | | | | | | | |
| District | 43.4% | 16.3% | 28.2% | 14.1% | 0.0% | 52.1% | 19.5% | 22.8% | 6.5% | 0.0% |
| State | 12.9% | 18.9% | 31.1% | 37.8% | 3.6% | 13.1% | 24.5% | 31.5% | 30.6% | 4.6% |
| Black | | | | | | | | | | |
| District | 64.1% | 24.1% | 13.3% | 1.9% | 0.0% | 80.5% | 17.8% | 5.1% | 0.0% | 0.0% |
| State | 40.1% | 28.8% | 22.3% | 11.7% | 0.6% | 49.6% | 33.0% | 15.3% | 4.9% | 0.3% |
| Hispanic | | | | | | | | | | |
| District | 35.1% | 27.6% | 25.1% | 17.5% | 0.0% | 57.6% | 25.1% | 22.6% | 0.0% | 0.0% |
| State | 31.1% | 27.4% | 26.6% | 18.4% | 1.0% | 33.5% | 35.5% | 23.6% | 10.9% | 0.7% |
| Asian | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 7.4% | 11.4% | 24.5% | 52.2% | 9.1% | 5.7% | 13.5% | 23.4% | 44.4% | 17.4% |
| Male | | | | | | | | | | |
| District | 57.1% | 25.0% | 17.3% | 4.2% | 0.0% | 71.4% | 18.4% | 10.7% | 2.4% | 0.0% |
| State | 25.7% | 24.1% | 27.5% | 25.0% | 1.7% | 25.8% | 27.0% | 24.5% | 22.4% | 4.1% |
| Female | | | | | | | | | | |
| District | 52.6% | 19.8% | 19.2% | 11.2% | 0.0% | 65.6% | 19.8% | 14.2% | 2.5% | 0.0% |
| State | 18.9% | 20.9% | 28.3% | 32.5% | 3.7% | 23.6% | 29.9% | 27.3% | 20.3% | 3.0% |
| Non Binary | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 13.2% | 13.2% | 26.3% | 52.6% | 0.0% | 26.3% | 26.3% | 26.3% | 26.3% | 0.0% |

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Academic Progress

IAR (cont)

Grade 5 - Accountability

| | ELA | | | | | Mathematics | | | | |
|------------------------------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Native Hawaiian/ Pacific Islander | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 19.9% | 18.3% | 27.9% | 34.3% | 4.0% | 22.3% | 29.5% | 31.1% | 18.3% | 2.4% |
| American Indian | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 31.6% | 22.9% | 21.8% | 25.4% | 2.5% | 30.5% | 30.5% | 23.6% | 14.9% | 4.7% |
| Two or More Races | | | | | | | | | | |
| District | 64.2% | 25.7% | 7.7% | 5.1% | 0.0% | 69.3% | 18.0% | 7.7% | 5.1% | 0.0% |
| State | 18.8% | 20.7% | 27.9% | 32.1% | 2.9% | 22.2% | 27.7% | 24.6% | 23.0% | 4.6% |
| Students with Disabilities | | | | | | | | | | |
| District | 69.1% | 13.2% | 14.3% | 4.4% | 0.0% | 76.8% | 13.2% | 7.7% | 2.2% | 0.0% |
| State | 48.5% | 25.4% | 17.1% | 11.3% | 0.7% | 48.0% | 28.4% | 15.3% | 9.6% | 1.3% |
| Students with IEPs | | | | | | | | | | |
| District | 82.8% | 8.6% | 6.9% | 1.7% | 0.0% | 88.0% | 6.9% | 3.5% | 0.0% | 0.0% |
| State | 57.2% | 25.9% | 13.1% | 6.2% | 0.3% | 55.8% | 28.1% | 11.8% | 5.8% | 0.8% |
| Non-IEP | | | | | | | | | | |
| District | 49.0% | 25.4% | 20.6% | 8.8% | 0.0% | 64.4% | 21.7% | 14.4% | 2.9% | 0.0% |
| State | 16.4% | 21.9% | 30.5% | 32.6% | 3.0% | 19.3% | 28.5% | 28.3% | 24.0% | 4.0% |
| English Learners | | | | | | | | | | |
| District | 35.1% | 28.1% | 28.1% | 14.0% | 0.0% | 70.2% | 21.1% | 14.0% | 0.0% | 0.0% |
| State | 43.1% | 31.9% | 22.3% | 6.9% | 0.1% | 41.7% | 39.1% | 18.4% | 4.8% | 0.2% |
| Non-English Learners | | | | | | | | | | |
| District | 55.8% | 22.2% | 17.8% | 7.3% | 0.0% | 68.5% | 19.0% | 12.4% | 2.5% | 0.0% |
| State | 18.4% | 20.7% | 29.0% | 32.9% | 3.1% | 21.4% | 26.4% | 27.4% | 24.6% | 4.2% |

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Academic Progress

IAR (cont)

Grade 5 - Accountability

| ELA | | | | | | Mathematics | | | | |
|-----------------------|--------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Low Income | | | | | | | | | | |
| District | 61.0% | 22.3% | 14.8% | 4.9% | 0.0% | 75.0% | 17.8% | 9.1% | 0.8% | 0.0% |
| State | 33.9% | 28.1% | 25.7% | 15.6% | 0.8% | 38.4% | 34.6% | 21.1% | 9.1% | 0.6% |
| Non Low Income | | | | | | | | | | |
| District | 30.5% | 22.9% | 32.0% | 18.3% | 0.0% | 42.7% | 24.4% | 25.9% | 9.2% | 0.0% |
| State | 11.4% | 17.1% | 30.0% | 41.2% | 4.4% | 11.6% | 22.6% | 30.5% | 33.1% | 6.3% |
| Homeless | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 45.6% | 28.7% | 18.4% | 8.7% | 0.4% | 52.3% | 32.4% | 13.0% | 3.8% | 0.2% |
| Migrant | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | * | * | * | * | * | * | * | * | * | * |
| Youth In Care | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 38.5% | 32.6% | 19.5% | 10.5% | 0.5% | 43.1% | 35.8% | 16.3% | 4.9% | 0.3% |
| Military | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 18.7% | 20.5% | 28.9% | 33.1% | 3.0% | 20.5% | 26.7% | 29.9% | 24.7% | 2.2% |

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Academic Progress

IAR (cont)

Grade 6

| | ELA | | | | | Mathematics | | | | |
|-------------------|--------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| All | | | | | | | | | | |
| District | 36.3% | 33.8% | 18.2% | 11.5% | 0.3% | 58.5% | 25.9% | 10.5% | 5.1% | 0.0% |
| State | 17.9% | 23.8% | 29.9% | 25.5% | 2.9% | 23.2% | 29.6% | 26.8% | 17.9% | 2.5% |
| White | | | | | | | | | | |
| District | 27.8% | 32.2% | 24.4% | 15.6% | 0.0% | 42.2% | 26.7% | 23.3% | 7.8% | 0.0% |
| State | 10.6% | 19.4% | 32.8% | 33.4% | 3.9% | 12.6% | 25.8% | 33.1% | 25.5% | 3.0% |
| Black | | | | | | | | | | |
| District | 47.3% | 35.8% | 11.5% | 5.4% | 0.0% | 76.2% | 20.4% | 2.7% | 0.7% | 0.0% |
| State | 32.5% | 31.7% | 24.3% | 11.0% | 0.6% | 46.2% | 34.7% | 14.8% | 4.1% | 0.2% |
| Hispanic | | | | | | | | | | |
| District | 28.1% | 40.6% | 15.6% | 12.5% | 3.1% | 46.9% | 37.5% | 9.4% | 6.3% | 0.0% |
| State | 24.0% | 29.1% | 29.3% | 16.5% | 1.1% | 30.6% | 36.4% | 23.4% | 8.9% | 0.6% |
| Asian | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 5.9% | 11.9% | 26.4% | 46.4% | 9.4% | 6.7% | 13.9% | 26.1% | 39.2% | 14.1% |
| Male | | | | | | | | | | |
| District | 37.6% | 40.6% | 15.9% | 5.9% | 0.0% | 61.5% | 26.6% | 7.1% | 4.7% | 0.0% |
| State | 21.6% | 25.8% | 29.5% | 21.4% | 1.7% | 23.9% | 28.6% | 25.9% | 18.9% | 2.8% |
| Female | | | | | | | | | | |
| District | 34.7% | 25.7% | 20.8% | 18.1% | 0.7% | 54.9% | 25.0% | 14.6% | 5.6% | 0.0% |
| State | 14.0% | 21.6% | 30.4% | 29.9% | 4.1% | 22.5% | 30.7% | 27.6% | 16.9% | 2.2% |
| Non Binary | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 0.0% | 14.3% | 42.9% | 42.9% | 0.0% | 21.4% | 21.4% | 42.9% | 14.3% | 0.0% |

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Academic Progress

IAR (cont)

Grade 6

| ELA | | | | | Mathematics | | | | | |
|------------------------------------------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Native Hawaiian/ Pacific Islander | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 17.9% | 20.5% | 28.2% | 31.6% | 1.7% | 22.2% | 20.5% | 31.6% | 23.9% | 1.7% |
| American Indian | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 23.6% | 24.7% | 30.2% | 20.0% | 1.5% | 25.4% | 39.3% | 22.1% | 10.7% | 2.6% |
| Two or More Races | | | | | | | | | | |
| District | 22.5% | 27.5% | 27.5% | 22.5% | 0.0% | 42.5% | 32.5% | 12.5% | 12.5% | 0.0% |
| State | 16.3% | 22.0% | 29.2% | 28.7% | 3.7% | 21.9% | 28.2% | 26.8% | 19.8% | 3.4% |
| Students with Disabilities | | | | | | | | | | |
| District | 63.8% | 27.5% | 5.0% | 3.8% | 0.0% | 79.7% | 13.9% | 3.8% | 2.5% | 0.0% |
| State | 44.0% | 27.4% | 18.5% | 9.5% | 0.6% | 46.5% | 30.4% | 15.0% | 7.4% | 0.7% |
| Students with IEPs | | | | | | | | | | |
| District | 80.0% | 16.4% | 1.8% | 1.8% | 0.0% | 90.7% | 5.6% | 3.7% | 0.0% | 0.0% |
| State | 53.7% | 28.0% | 13.5% | 4.5% | 0.2% | 55.6% | 30.2% | 10.3% | 3.6% | 0.3% |
| Non-IEP | | | | | | | | | | |
| District | 27.0% | 37.5% | 21.6% | 13.5% | 0.4% | 51.7% | 30.1% | 12.0% | 6.2% | 0.0% |
| State | 12.0% | 23.1% | 32.6% | 29.0% | 3.3% | 17.9% | 29.5% | 29.5% | 20.3% | 2.8% |
| English Learners | | | | | | | | | | |
| District | 35.3% | 58.8% | 5.9% | 0.0% | 0.0% | 52.9% | 47.1% | 0.0% | 0.0% | 0.0% |
| State | 41.0% | 36.6% | 18.9% | 3.4% | 0.0% | 46.9% | 39.1% | 12.3% | 1.7% | 0.0% |
| Non-English Learners | | | | | | | | | | |
| District | 36.4% | 32.3% | 18.9% | 12.1% | 0.3% | 58.8% | 24.7% | 11.1% | 5.4% | 0.0% |
| State | 14.4% | 21.8% | 31.6% | 28.9% | 3.3% | 19.6% | 28.2% | 28.9% | 20.4% | 2.9% |

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Academic Progress

IAR (cont)

Grade 6

| | ELA | | | | | Mathematics | | | | |
|-----------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Low Income | | | | | | | | | | |
| District | 41.1% | 35.0% | 15.6% | 8.4% | 0.0% | 63.7% | 26.3% | 6.5% | 3.4% | 0.0% |
| State | 27.2% | 30.3% | 27.7% | 14.0% | 0.9% | 35.6% | 35.8% | 20.8% | 7.3% | 0.5% |
| Non Low Income | | | | | | | | | | |
| District | 11.8% | 27.5% | 31.4% | 27.5% | 2.0% | 31.4% | 23.5% | 31.4% | 13.7% | 0.0% |
| State | 9.0% | 17.6% | 32.0% | 36.5% | 4.8% | 11.4% | 23.7% | 32.4% | 28.1% | 4.4% |
| Homeless | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 38.7% | 30.8% | 21.2% | 8.9% | 0.4% | 48.4% | 34.2% | 13.8% | 3.4% | 0.2% |
| Migrant | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | * | * | * | * | * | * | * | * | * | * |
| Youth In Care | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 38.2% | 28.8% | 23.1% | 9.3% | 0.7% | 46.1% | 34.2% | 15.6% | 4.0% | 0.0% |
| Military | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 17.5% | 25.1% | 28.6% | 26.9% | 1.9% | 21.0% | 30.1% | 28.9% | 18.2% | 1.8% |

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Academic Progress

IAR (cont)

Grade 6 - Accountability

| | ELA | | | | | Mathematics | | | | |
|-------------------|--------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| All | | | | | | | | | | |
| District | 36.8% | 34.2% | 18.4% | 11.6% | 0.3% | 59.1% | 26.2% | 10.7% | 5.2% | 0.0% |
| State | 18.6% | 24.7% | 31.0% | 26.5% | 3.0% | 24.0% | 30.7% | 27.7% | 18.5% | 2.6% |
| White | | | | | | | | | | |
| District | 28.6% | 33.2% | 25.2% | 16.0% | 0.0% | 43.5% | 27.5% | 24.0% | 8.0% | 0.0% |
| State | 11.0% | 20.2% | 34.1% | 34.7% | 4.0% | 13.1% | 26.8% | 34.3% | 26.5% | 3.1% |
| Black | | | | | | | | | | |
| District | 47.5% | 36.0% | 11.5% | 5.4% | 0.0% | 76.1% | 20.4% | 2.7% | 0.7% | 0.0% |
| State | 33.5% | 32.6% | 25.0% | 11.3% | 0.6% | 47.3% | 35.5% | 15.1% | 4.2% | 0.2% |
| Hispanic | | | | | | | | | | |
| District | 28.7% | 41.5% | 16.0% | 12.8% | 3.2% | 47.9% | 38.3% | 9.6% | 6.4% | 0.0% |
| State | 24.9% | 30.1% | 30.4% | 17.2% | 1.2% | 31.7% | 37.7% | 24.3% | 9.3% | 0.6% |
| Asian | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 6.2% | 12.4% | 27.6% | 48.5% | 9.8% | 7.0% | 14.5% | 27.3% | 40.9% | 14.8% |
| Male | | | | | | | | | | |
| District | 37.4% | 40.4% | 15.8% | 5.9% | 0.0% | 60.8% | 26.3% | 7.0% | 4.7% | 0.0% |
| State | 22.3% | 26.8% | 30.5% | 22.2% | 1.8% | 24.7% | 29.6% | 26.8% | 19.5% | 2.9% |
| Female | | | | | | | | | | |
| District | 36.1% | 26.7% | 21.6% | 18.8% | 0.7% | 57.0% | 26.0% | 15.1% | 5.8% | 0.0% |
| State | 14.5% | 22.5% | 31.5% | 31.0% | 4.2% | 23.3% | 31.8% | 28.6% | 17.5% | 2.3% |
| Non Binary | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 0.0% | 14.0% | 42.1% | 42.1% | 0.0% | 21.1% | 21.1% | 42.1% | 14.0% | 0.0% |

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Academic Progress

IAR (cont)

Grade 6 - Accountability

| ELA | | | | | | Mathematics | | | | |
|------------------------------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Native Hawaiian/ Pacific Islander | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 18.6% | 21.2% | 29.2% | 32.7% | 1.8% | 23.0% | 21.2% | 32.7% | 24.8% | 1.8% |
| American Indian | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 24.4% | 25.5% | 31.1% | 20.6% | 1.5% | 25.9% | 40.1% | 22.5% | 10.9% | 2.6% |
| Two or More Races | | | | | | | | | | |
| District | 22.6% | 27.6% | 27.6% | 22.6% | 0.0% | 42.6% | 32.6% | 12.5% | 12.5% | 0.0% |
| State | 16.7% | 22.6% | 29.9% | 29.4% | 3.8% | 22.4% | 28.8% | 27.3% | 20.2% | 3.5% |
| Students with Disabilities | | | | | | | | | | |
| District | 64.7% | 27.9% | 5.1% | 3.8% | 0.0% | 79.9% | 14.0% | 3.8% | 2.5% | 0.0% |
| State | 44.9% | 28.0% | 18.9% | 9.7% | 0.7% | 47.3% | 30.9% | 15.3% | 7.5% | 0.8% |
| Students with IEPs | | | | | | | | | | |
| District | 79.9% | 16.3% | 1.8% | 1.8% | 0.0% | 88.9% | 5.4% | 3.6% | 0.0% | 0.0% |
| State | 54.7% | 28.6% | 13.8% | 4.6% | 0.2% | 56.3% | 30.6% | 10.5% | 3.7% | 0.3% |
| Non-IEP | | | | | | | | | | |
| District | 27.5% | 38.1% | 22.0% | 13.8% | 0.4% | 52.6% | 30.6% | 12.2% | 6.3% | 0.0% |
| State | 12.5% | 24.0% | 33.9% | 30.2% | 3.4% | 18.5% | 30.7% | 30.6% | 21.1% | 3.0% |
| English Learners | | | | | | | | | | |
| District | 37.2% | 61.9% | 6.2% | 0.0% | 0.0% | 55.7% | 49.5% | 0.0% | 0.0% | 0.0% |
| State | 42.5% | 38.0% | 19.7% | 3.5% | 0.0% | 48.6% | 40.5% | 12.7% | 1.8% | 0.0% |
| Non-English Learners | | | | | | | | | | |
| District | 36.8% | 32.7% | 19.1% | 12.3% | 0.3% | 59.3% | 24.9% | 11.2% | 5.5% | 0.0% |
| State | 14.9% | 22.6% | 32.7% | 29.9% | 3.4% | 20.3% | 29.2% | 29.9% | 21.1% | 3.0% |

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Academic Progress

IAR (cont)

Grade 6 - Accountability

| | ELA | | | | | Mathematics | | | | |
|-----------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Low Income | | | | | | | | | | |
| District | 41.5% | 35.3% | 15.8% | 8.5% | 0.0% | 64.2% | 26.5% | 6.5% | 3.5% | 0.0% |
| State | 28.2% | 31.3% | 28.7% | 14.5% | 0.9% | 36.8% | 37.0% | 21.5% | 7.5% | 0.5% |
| Non Low Income | | | | | | | | | | |
| District | 12.2% | 28.3% | 32.4% | 28.3% | 2.0% | 32.4% | 24.3% | 32.4% | 14.2% | 0.0% |
| State | 9.4% | 18.3% | 33.2% | 37.9% | 5.0% | 11.8% | 24.6% | 33.6% | 29.1% | 4.6% |
| Homeless | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 39.1% | 31.1% | 21.4% | 9.0% | 0.4% | 48.5% | 34.3% | 13.9% | 3.4% | 0.2% |
| Migrant | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | * | * | * | * | * | * | * | * | * | * |
| Youth In Care | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 37.9% | 28.6% | 23.0% | 9.2% | 0.7% | 45.6% | 33.9% | 15.5% | 4.0% | 0.0% |
| Military | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 18.3% | 26.1% | 29.8% | 28.0% | 1.9% | 21.7% | 31.2% | 29.9% | 18.9% | 1.8% |

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

Academic Progress

IAR (cont)

Grade 7

| | ELA | | | | | Mathematics | | | | |
|-------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| All | | | | | | | | | | |
| District | 38.8% | 25.8% | 21.4% | 10.7% | 3.2% | 29.8% | 34.1% | 29.2% | 6.4% | 0.6% |
| State | 21.4% | 20.9% | 25.7% | 24.6% | 7.4% | 14.1% | 28.5% | 31.7% | 22.3% | 3.5% |
| White | | | | | | | | | | |
| District | 33.0% | 25.9% | 21.4% | 12.5% | 7.1% | 23.7% | 28.9% | 35.1% | 10.5% | 1.8% |
| State | 12.4% | 17.7% | 28.1% | 31.7% | 10.0% | 7.6% | 21.9% | 35.4% | 30.8% | 4.3% |
| Black | | | | | | | | | | |
| District | 45.5% | 24.4% | 19.9% | 9.0% | 1.3% | 39.1% | 35.9% | 22.4% | 2.6% | 0.0% |
| State | 37.8% | 27.0% | 21.3% | 12.0% | 1.9% | 28.4% | 41.0% | 23.6% | 6.6% | 0.4% |
| Hispanic | | | | | | | | | | |
| District | 28.6% | 31.0% | 23.8% | 14.3% | 2.4% | 16.7% | 28.6% | 42.9% | 11.9% | 0.0% |
| State | 29.2% | 24.9% | 25.5% | 17.4% | 3.1% | 18.3% | 35.4% | 31.9% | 13.5% | 1.0% |
| Asian | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 6.8% | 9.5% | 20.3% | 40.1% | 23.3% | 3.1% | 10.3% | 24.8% | 43.6% | 18.2% |
| Male | | | | | | | | | | |
| District | 43.8% | 27.5% | 20.2% | 7.3% | 1.1% | 29.1% | 36.3% | 28.5% | 5.6% | 0.6% |
| State | 26.0% | 22.8% | 24.8% | 21.3% | 5.1% | 15.0% | 27.2% | 30.4% | 23.3% | 4.2% |
| Female | | | | | | | | | | |
| District | 33.5% | 24.0% | 22.8% | 14.4% | 5.4% | 30.5% | 31.7% | 29.9% | 7.2% | 0.6% |
| State | 16.5% | 18.9% | 26.6% | 28.2% | 9.8% | 13.1% | 29.9% | 33.0% | 21.3% | 2.7% |
| Non Binary | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 5.6% | 5.6% | 38.9% | 38.9% | 11.1% | 5.6% | 11.1% | 38.9% | 44.4% | 0.0% |

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Academic Progress

IAR (cont)

Grade 7

| | ELA | | | | | Mathematics | | | | |
|------------------------------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Native Hawaiian/ Pacific Islander | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 12.7% | 20.7% | 26.0% | 33.3% | 7.3% | 9.5% | 21.6% | 37.8% | 26.4% | 4.7% |
| American Indian | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 21.5% | 19.6% | 28.8% | 21.8% | 8.3% | 13.9% | 29.4% | 33.9% | 20.6% | 2.3% |
| Two or More Races | | | | | | | | | | |
| District | 37.5% | 28.1% | 25.0% | 9.4% | 0.0% | 25.8% | 51.6% | 19.4% | 3.2% | 0.0% |
| State | 21.3% | 19.6% | 25.1% | 25.2% | 8.8% | 15.1% | 28.8% | 28.6% | 23.0% | 4.6% |
| Students with Disabilities | | | | | | | | | | |
| District | 61.8% | 19.1% | 13.5% | 4.5% | 1.1% | 49.4% | 30.3% | 18.0% | 2.2% | 0.0% |
| State | 48.2% | 22.9% | 16.5% | 10.1% | 2.3% | 34.2% | 35.5% | 19.3% | 9.6% | 1.4% |
| Students with IEPs | | | | | | | | | | |
| District | 78.9% | 10.5% | 8.8% | 1.8% | 0.0% | 63.2% | 29.8% | 7.0% | 0.0% | 0.0% |
| State | 59.4% | 23.0% | 12.1% | 4.7% | 0.8% | 42.9% | 38.3% | 13.9% | 4.5% | 0.5% |
| Non-IEP | | | | | | | | | | |
| District | 30.9% | 28.8% | 24.0% | 12.5% | 3.8% | 23.2% | 34.9% | 33.6% | 7.6% | 0.7% |
| State | 15.3% | 20.5% | 27.9% | 27.8% | 8.5% | 9.5% | 26.9% | 34.5% | 25.2% | 3.9% |
| English Learners | | | | | | | | | | |
| District | 50.0% | 20.0% | 20.0% | 10.0% | 0.0% | 30.0% | 50.0% | 20.0% | 0.0% | 0.0% |
| State | 52.3% | 29.4% | 15.0% | 3.2% | 0.2% | 31.4% | 45.3% | 20.4% | 2.8% | 0.1% |
| Non-English Learners | | | | | | | | | | |
| District | 38.5% | 26.0% | 21.5% | 10.7% | 3.3% | 29.8% | 33.6% | 29.5% | 6.5% | 0.6% |
| State | 17.1% | 19.7% | 27.2% | 27.6% | 8.4% | 11.7% | 26.2% | 33.2% | 25.0% | 3.9% |

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Academic Progress

IAR (cont)

Grade 7

| | ELA | | | | | Mathematics | | | | |
|-----------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Low Income | | | | | | | | | | |
| District | 43.5% | 28.4% | 18.2% | 9.1% | 0.7% | 33.9% | 35.7% | 27.3% | 2.8% | 0.3% |
| State | 31.8% | 25.8% | 24.3% | 15.4% | 2.7% | 21.6% | 37.4% | 29.0% | 11.2% | 0.8% |
| Non Low Income | | | | | | | | | | |
| District | 16.7% | 13.3% | 36.7% | 18.3% | 15.0% | 10.0% | 26.7% | 38.3% | 23.3% | 1.7% |
| State | 11.5% | 16.2% | 27.0% | 33.4% | 11.8% | 6.9% | 20.0% | 34.2% | 32.9% | 6.0% |
| Homeless | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 44.5% | 25.6% | 18.7% | 9.7% | 1.5% | 32.9% | 39.9% | 21.6% | 5.5% | 0.1% |
| Migrant | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | * | * | * | * | * | * | * | * | * | * |
| Youth In Care | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 39.4% | 26.7% | 20.1% | 12.8% | 0.9% | 32.1% | 39.4% | 21.6% | 6.3% | 0.6% |
| Military | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 21.3% | 21.1% | 26.0% | 23.9% | 7.8% | 15.5% | 29.3% | 32.5% | 20.6% | 2.1% |

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Academic Progress

IAR (cont)

Grade 7 – Accountability

| | ELA | | | | | Mathematics | | | | |
|-------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| All | | | | | | | | | | |
| District | 39.1% | 26.0% | 21.6% | 10.8% | 3.2% | 30.0% | 34.4% | 29.5% | 6.4% | 0.6% |
| State | 22.0% | 21.6% | 26.5% | 25.4% | 7.6% | 14.5% | 29.3% | 32.6% | 23.0% | 3.6% |
| White | | | | | | | | | | |
| District | 33.9% | 26.5% | 22.0% | 12.8% | 7.3% | 24.7% | 30.2% | 36.6% | 11.0% | 1.8% |
| State | 12.9% | 18.3% | 29.1% | 32.8% | 10.4% | 7.8% | 22.7% | 36.6% | 31.8% | 4.4% |
| Black | | | | | | | | | | |
| District | 45.0% | 24.1% | 19.7% | 8.9% | 1.3% | 38.7% | 35.5% | 22.2% | 2.5% | 0.0% |
| State | 38.7% | 27.6% | 21.7% | 12.3% | 1.9% | 28.9% | 41.7% | 24.0% | 6.7% | 0.4% |
| Hispanic | | | | | | | | | | |
| District | 28.7% | 31.1% | 23.9% | 14.4% | 2.4% | 16.8% | 28.7% | 43.1% | 12.0% | 0.0% |
| State | 30.2% | 25.8% | 26.4% | 18.0% | 3.3% | 18.8% | 36.6% | 32.9% | 14.0% | 1.0% |
| Asian | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 7.1% | 9.9% | 21.1% | 41.7% | 24.2% | 3.2% | 10.7% | 25.8% | 45.3% | 18.9% |
| Male | | | | | | | | | | |
| District | 43.0% | 27.0% | 19.8% | 7.2% | 1.1% | 28.7% | 35.8% | 28.1% | 5.5% | 0.6% |
| State | 26.8% | 23.6% | 25.6% | 21.9% | 5.3% | 15.5% | 28.0% | 31.3% | 23.9% | 4.3% |
| Female | | | | | | | | | | |
| District | 34.7% | 24.8% | 23.5% | 14.9% | 5.6% | 31.6% | 32.8% | 31.0% | 7.4% | 0.6% |
| State | 17.1% | 19.5% | 27.5% | 29.1% | 10.1% | 13.4% | 30.8% | 34.0% | 22.0% | 2.8% |
| Non Binary | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 5.9% | 5.9% | 40.9% | 40.9% | 11.7% | 5.5% | 11.1% | 38.8% | 44.3% | 0.0% |

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Academic Progress

IAR (cont)

Grade 7 – Accountability

| ELA | | | | | Mathematics | | | | | |
|------------------------------------------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Native Hawaiian/ Pacific Islander | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 13.2% | 21.5% | 27.0% | 34.6% | 7.6% | 9.7% | 22.2% | 38.8% | 27.0% | 4.9% |
| American Indian | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 21.8% | 19.9% | 29.3% | 22.2% | 8.5% | 14.0% | 29.7% | 34.2% | 20.9% | 2.3% |
| Two or More Races | | | | | | | | | | |
| District | 38.3% | 28.7% | 25.5% | 9.6% | 0.0% | 25.5% | 51.0% | 19.1% | 3.2% | 0.0% |
| State | 21.6% | 19.9% | 25.4% | 25.5% | 9.0% | 15.3% | 29.0% | 28.8% | 23.2% | 4.6% |
| Students with Disabilities | | | | | | | | | | |
| District | 63.6% | 19.7% | 13.9% | 4.6% | 1.2% | 50.9% | 31.2% | 18.5% | 2.3% | 0.0% |
| State | 49.0% | 23.2% | 16.8% | 10.3% | 2.3% | 34.6% | 35.9% | 19.5% | 9.7% | 1.4% |
| Students with IEPs | | | | | | | | | | |
| District | 81.7% | 10.9% | 9.1% | 1.8% | 0.0% | 65.3% | 30.9% | 7.3% | 0.0% | 0.0% |
| State | 60.2% | 23.4% | 12.3% | 4.7% | 0.8% | 43.2% | 38.6% | 14.0% | 4.5% | 0.5% |
| Non-IEP | | | | | | | | | | |
| District | 30.9% | 28.8% | 24.0% | 12.5% | 3.8% | 23.3% | 35.1% | 33.7% | 7.6% | 0.7% |
| State | 15.8% | 21.3% | 28.9% | 28.8% | 8.8% | 9.8% | 27.8% | 35.6% | 26.0% | 4.1% |
| English Learners | | | | | | | | | | |
| District | 52.6% | 21.1% | 21.1% | 10.5% | 0.0% | 31.6% | 52.6% | 21.1% | 0.0% | 0.0% |
| State | 54.1% | 30.4% | 15.5% | 3.3% | 0.2% | 32.4% | 46.8% | 21.0% | 2.8% | 0.1% |
| Non-English Learners | | | | | | | | | | |
| District | 38.7% | 26.1% | 21.6% | 10.8% | 3.3% | 30.0% | 33.9% | 29.7% | 6.6% | 0.6% |
| State | 17.6% | 20.4% | 28.1% | 28.5% | 8.7% | 12.0% | 27.0% | 34.2% | 25.8% | 4.0% |

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Academic Progress

IAR (cont)

Grade 7 - Accountability

| ELA | | | | | | Mathematics | | | | |
|-----------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Low Income | | | | | | | | | | |
| District | 43.4% | 28.3% | 18.2% | 9.1% | 0.7% | 33.9% | 35.7% | 27.3% | 2.8% | 0.4% |
| State | 32.8% | 26.6% | 25.0% | 15.8% | 2.8% | 22.2% | 38.4% | 29.7% | 11.5% | 0.8% |
| Non Low Income | | | | | | | | | | |
| District | 17.5% | 14.0% | 38.6% | 19.3% | 15.8% | 10.5% | 28.1% | 40.4% | 24.6% | 1.8% |
| State | 11.9% | 16.8% | 28.0% | 34.6% | 12.2% | 7.1% | 20.7% | 35.3% | 34.0% | 6.2% |
| Homeless | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 44.7% | 25.7% | 18.8% | 9.8% | 1.5% | 32.8% | 39.7% | 21.6% | 5.5% | 0.1% |
| Migrant | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | * | * | * | * | * | * | * | * | * | * |
| Youth In Care | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 37.6% | 25.5% | 19.2% | 12.3% | 0.9% | 30.6% | 37.6% | 20.7% | 6.0% | 0.6% |
| Military | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 21.9% | 21.7% | 26.7% | 24.5% | 8.0% | 16.0% | 30.2% | 33.5% | 21.3% | 2.2% |

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Academic Progress

IAR (cont)

Grade 8

| | ELA | | | | | Mathematics | | | | |
|-------------------|--------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| All | | | | | | | | | | |
| District | 38.9% | 26.6% | 17.2% | 15.7% | 1.6% | 50.6% | 34.0% | 9.1% | 6.3% | 0.0% |
| State | 24.0% | 20.6% | 25.1% | 25.9% | 4.4% | 29.2% | 28.6% | 19.1% | 19.2% | 3.9% |
| White | | | | | | | | | | |
| District | 33.3% | 20.0% | 21.9% | 21.9% | 2.9% | 39.0% | 35.2% | 12.4% | 13.3% | 0.0% |
| State | 15.8% | 18.3% | 27.4% | 32.7% | 5.9% | 19.1% | 26.0% | 23.4% | 26.8% | 4.8% |
| Black | | | | | | | | | | |
| District | 45.9% | 30.8% | 11.6% | 11.0% | 0.7% | 57.9% | 34.5% | 5.5% | 2.1% | 0.0% |
| State | 39.7% | 25.9% | 20.8% | 12.6% | 1.1% | 51.5% | 31.9% | 10.8% | 5.5% | 0.4% |
| Hispanic | | | | | | | | | | |
| District | 34.8% | 21.7% | 26.1% | 17.4% | 0.0% | 43.5% | 39.1% | 17.4% | 0.0% | 0.0% |
| State | 31.0% | 23.4% | 25.0% | 18.7% | 1.8% | 36.3% | 33.7% | 17.5% | 11.4% | 1.1% |
| Asian | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 8.0% | 9.5% | 19.9% | 46.7% | 15.9% | 8.7% | 15.1% | 17.3% | 38.0% | 20.8% |
| Male | | | | | | | | | | |
| District | 46.1% | 29.6% | 11.2% | 12.5% | 0.7% | 49.3% | 30.9% | 13.8% | 5.9% | 0.0% |
| State | 29.5% | 22.7% | 23.9% | 21.2% | 2.7% | 30.3% | 27.3% | 18.7% | 19.4% | 4.3% |
| Female | | | | | | | | | | |
| District | 32.3% | 24.0% | 22.8% | 18.6% | 2.4% | 51.8% | 36.7% | 4.8% | 6.6% | 0.0% |
| State | 18.2% | 18.5% | 26.3% | 30.7% | 6.3% | 28.1% | 30.0% | 19.5% | 18.9% | 3.4% |
| Non Binary | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 19.2% | 3.8% | 19.2% | 50.0% | 7.7% | 36.0% | 8.0% | 12.0% | 36.0% | 8.0% |

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Academic Progress

IAR (cont)

Grade 8

| ELA | | | | | Mathematics | | | | | |
|------------------------------------------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Native Hawaiian/ Pacific Islander | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 20.0% | 16.4% | 27.1% | 30.7% | 5.7% | 24.3% | 27.9% | 17.9% | 25.7% | 4.3% |
| American Indian | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 31.0% | 22.2% | 24.9% | 21.0% | 1.0% | 35.2% | 32.0% | 20.3% | 10.8% | 1.7% |
| Two or More Races | | | | | | | | | | |
| District | 30.8% | 33.3% | 15.4% | 17.9% | 2.6% | 59.0% | 25.6% | 10.3% | 5.1% | 0.0% |
| State | 22.9% | 20.0% | 24.1% | 27.7% | 5.3% | 29.6% | 26.7% | 18.5% | 19.9% | 5.3% |
| Students with Disabilities | | | | | | | | | | |
| District | 62.5% | 26.6% | 6.3% | 4.7% | 0.0% | 64.1% | 28.1% | 4.7% | 3.1% | 0.0% |
| State | 49.6% | 22.6% | 15.7% | 10.7% | 1.4% | 52.0% | 27.7% | 10.6% | 8.3% | 1.5% |
| Students with IEPs | | | | | | | | | | |
| District | 78.6% | 21.4% | 0.0% | 0.0% | 0.0% | 69.0% | 28.6% | 2.4% | 0.0% | 0.0% |
| State | 61.3% | 22.7% | 11.2% | 4.4% | 0.4% | 62.7% | 27.3% | 6.3% | 3.2% | 0.5% |
| Non-IEP | | | | | | | | | | |
| District | 32.9% | 27.4% | 19.9% | 18.1% | 1.8% | 47.8% | 34.8% | 10.1% | 7.2% | 0.0% |
| State | 18.3% | 20.3% | 27.2% | 29.1% | 5.0% | 24.2% | 28.8% | 21.0% | 21.6% | 4.4% |
| English Learners | | | | | | | | | | |
| District | 61.5% | 30.8% | 7.7% | 0.0% | 0.0% | 69.2% | 30.8% | 0.0% | 0.0% | 0.0% |
| State | 53.5% | 27.2% | 15.3% | 3.9% | 0.1% | 54.3% | 34.9% | 8.6% | 2.1% | 0.1% |
| Non-English Learners | | | | | | | | | | |
| District | 37.9% | 26.5% | 17.6% | 16.3% | 1.6% | 49.8% | 34.1% | 9.5% | 6.6% | 0.0% |
| State | 20.0% | 19.8% | 26.4% | 28.8% | 5.0% | 25.9% | 27.8% | 20.5% | 21.5% | 4.4% |

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Academic Progress

IAR (cont)

Grade 8

| | ELA | | | | | Mathematics | | | | |
|-----------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Low Income | | | | | | | | | | |
| District | 44.6% | 29.9% | 14.3% | 10.8% | 0.4% | 56.0% | 34.8% | 7.6% | 1.6% | 0.0% |
| State | 34.2% | 24.5% | 23.4% | 16.3% | 1.7% | 41.5% | 32.8% | 15.2% | 9.6% | 1.0% |
| Non Low Income | | | | | | | | | | |
| District | 17.6% | 14.7% | 27.9% | 33.8% | 5.9% | 30.9% | 30.9% | 14.7% | 23.5% | 0.0% |
| State | 14.3% | 17.0% | 26.7% | 34.9% | 7.0% | 17.7% | 24.7% | 22.8% | 28.2% | 6.6% |
| Homeless | | | | | | | | | | |
| District | 45.5% | 27.3% | 9.1% | 18.2% | 0.0% | 27.3% | 63.6% | 9.1% | 0.0% | 0.0% |
| State | 43.9% | 25.3% | 19.7% | 10.2% | 0.9% | 52.4% | 31.3% | 10.8% | 5.1% | 0.5% |
| Migrant | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | * | * | * | * | * | * | * | * | * | * |
| Youth In Care | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 46.5% | 24.2% | 17.8% | 10.4% | 1.0% | 56.8% | 30.2% | 8.4% | 4.3% | 0.3% |
| Military | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 25.4% | 22.4% | 22.0% | 27.3% | 2.9% | 27.9% | 29.6% | 22.9% | 18.3% | 1.3% |

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

Academic Progress

IAR (cont)

Grade 8 - Accountability

| | ELA | | | | | Mathematics | | | | |
|-------------------|--------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| All | | | | | | | | | | |
| District | 37.9% | 26.0% | 16.8% | 15.3% | 1.5% | 49.3% | 33.1% | 8.9% | 6.1% | 0.0% |
| State | 24.6% | 21.2% | 25.8% | 26.6% | 4.6% | 29.9% | 29.3% | 19.6% | 19.6% | 4.0% |
| White | | | | | | | | | | |
| District | 32.9% | 19.7% | 21.6% | 21.6% | 2.8% | 38.5% | 34.8% | 12.2% | 13.2% | 0.0% |
| State | 16.2% | 18.8% | 28.1% | 33.5% | 6.0% | 19.6% | 26.6% | 24.0% | 27.4% | 4.9% |
| Black | | | | | | | | | | |
| District | 44.1% | 29.6% | 11.2% | 10.5% | 0.7% | 55.3% | 32.9% | 5.3% | 2.0% | 0.0% |
| State | 40.5% | 26.5% | 21.3% | 12.9% | 1.1% | 52.3% | 32.4% | 10.9% | 5.6% | 0.4% |
| Hispanic | | | | | | | | | | |
| District | 35.1% | 21.9% | 26.3% | 17.5% | 0.0% | 43.9% | 39.5% | 17.5% | 0.0% | 0.0% |
| State | 32.0% | 24.2% | 25.9% | 19.3% | 1.9% | 37.4% | 34.7% | 18.0% | 11.7% | 1.2% |
| Asian | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 8.3% | 9.9% | 20.6% | 48.5% | 16.5% | 9.0% | 15.7% | 17.9% | 39.4% | 21.5% |
| Male | | | | | | | | | | |
| District | 43.3% | 27.9% | 10.5% | 11.8% | 0.6% | 46.4% | 29.1% | 13.0% | 5.6% | 0.0% |
| State | 30.3% | 23.3% | 24.6% | 21.8% | 2.7% | 31.0% | 27.9% | 19.1% | 19.9% | 4.4% |
| Female | | | | | | | | | | |
| District | 32.7% | 24.2% | 23.0% | 18.8% | 2.4% | 52.0% | 36.9% | 4.8% | 6.7% | 0.0% |
| State | 18.7% | 19.0% | 27.1% | 31.6% | 6.4% | 28.8% | 30.7% | 20.0% | 19.4% | 3.5% |
| Non Binary | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 19.5% | 3.9% | 19.5% | 50.7% | 7.8% | 36.4% | 8.1% | 12.2% | 36.4% | 8.1% |

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Academic Progress

IAR (cont)

Grade 8 - Accountability

| ELA | | | | | Mathematics | | | | | |
|------------------------------------------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Native Hawaiian/ Pacific Islander | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 20.3% | 16.7% | 27.6% | 31.2% | 5.8% | 24.7% | 28.3% | 18.2% | 26.1% | 4.4% |
| American Indian | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | 31.9% | 22.9% | 25.6% | 21.6% | 1.0% | 36.2% | 32.9% | 20.9% | 11.1% | 1.8% |
| Two or More Races | | | | | | | | | | |
| District | 30.1% | 32.6% | 15.0% | 17.5% | 2.5% | 57.6% | 25.1% | 10.0% | 5.0% | 0.0% |
| State | 23.1% | 20.1% | 24.3% | 27.9% | 5.3% | 29.6% | 26.8% | 18.5% | 20.0% | 5.3% |
| Students with Disabilities | | | | | | | | | | |
| District | 59.3% | 25.2% | 5.9% | 4.5% | 0.0% | 60.8% | 26.7% | 4.5% | 3.0% | 0.0% |
| State | 50.0% | 22.8% | 15.8% | 10.8% | 1.4% | 52.1% | 27.8% | 10.6% | 8.3% | 1.5% |
| Students with IEPs | | | | | | | | | | |
| District | 70.9% | 19.3% | 0.0% | 0.0% | 0.0% | 62.3% | 25.8% | 2.2% | 0.0% | 0.0% |
| State | 61.7% | 22.8% | 11.3% | 4.4% | 0.4% | 62.7% | 27.3% | 6.3% | 3.2% | 0.5% |
| Non-IEP | | | | | | | | | | |
| District | 32.5% | 27.1% | 19.6% | 17.8% | 1.8% | 47.1% | 34.3% | 10.0% | 7.1% | 0.0% |
| State | 18.9% | 20.9% | 28.0% | 30.0% | 5.2% | 24.9% | 29.6% | 21.6% | 22.2% | 4.5% |
| English Learners | | | | | | | | | | |
| District | 64.8% | 32.4% | 8.1% | 0.0% | 0.0% | 72.9% | 32.4% | 0.0% | 0.0% | 0.0% |
| State | 55.1% | 28.0% | 15.8% | 4.1% | 0.1% | 55.8% | 35.9% | 8.8% | 2.2% | 0.1% |
| Non-English Learners | | | | | | | | | | |
| District | 36.9% | 25.8% | 17.2% | 15.9% | 1.6% | 48.3% | 33.1% | 9.2% | 6.4% | 0.0% |
| State | 20.6% | 20.3% | 27.1% | 29.6% | 5.1% | 26.5% | 28.4% | 21.0% | 22.0% | 4.5% |

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Academic Progress

IAR (cont)

Grade 8 - Accountability

| | ELA | | | | | Mathematics | | | | |
|-----------------------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Low Income | | | | | | | | | | |
| District | 43.0% | 28.8% | 13.8% | 10.4% | 0.4% | 53.8% | 33.4% | 7.3% | 1.5% | 0.0% |
| State | 35.1% | 25.1% | 24.0% | 16.7% | 1.7% | 42.4% | 33.5% | 15.5% | 9.8% | 1.0% |
| Non Low Income | | | | | | | | | | |
| District | 18.1% | 15.0% | 28.6% | 34.6% | 6.0% | 31.6% | 31.6% | 15.0% | 24.1% | 0.0% |
| State | 14.7% | 17.5% | 27.5% | 35.9% | 7.2% | 18.1% | 25.3% | 23.4% | 29.0% | 6.8% |
| Homeless | | | | | | | | | | |
| District | 37.6% | 22.6% | 7.5% | 15.0% | 0.0% | 22.6% | 52.6% | 7.5% | 0.0% | 0.0% |
| State | 43.9% | 25.3% | 19.7% | 10.2% | 0.9% | 51.9% | 31.0% | 10.7% | 5.1% | 0.5% |
| Migrant | | | | | | | | | | |
| District | * | * | * | * | * | * | * | * | * | * |
| State | * | * | * | * | * | * | * | * | * | * |
| Youth In Care | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 44.6% | 23.2% | 17.1% | 10.0% | 0.9% | 54.2% | 28.7% | 8.0% | 4.1% | 0.3% |
| Military | | | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 26.2% | 23.1% | 22.6% | 28.1% | 3.0% | 28.6% | 30.3% | 23.5% | 18.8% | 1.3% |

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SAT

What is it?

This shows the percentage and number of 11th-graders scoring at each of the performance levels for the SAT. Each Performance Level is a broad, categorical level defined by a student's score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scores for the assessment. There are four Performance Levels for the SAT:

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

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Academic Progress

SAT (cont)

Grade 11

| | ELA | | | | Mathematics | | | |
|-------------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 1 | Level 2 | Level 3 | Level 4 |
| All | | | | | | | | |
| District | 55.0% | 33.8% | 7.5% | 3.8% | 70.7% | 19.2% | 10.0% | 0.0% |
| State | 30.0% | 39.1% | 20.6% | 10.3% | 44.8% | 25.2% | 23.4% | 6.5% |
| White | | | | | | | | |
| District | 32.4% | 45.7% | 15.2% | 6.7% | 54.8% | 27.9% | 17.3% | 0.0% |
| State | 19.5% | 39.2% | 27.3% | 14.1% | 33.1% | 27.4% | 31.4% | 8.1% |
| Black | | | | | | | | |
| District | 76.4% | 21.3% | 1.1% | 1.1% | 83.1% | 13.5% | 3.4% | 0.0% |
| State | 53.0% | 36.8% | 8.4% | 1.8% | 71.6% | 19.9% | 7.7% | 0.7% |
| Hispanic | | | | | | | | |
| District | 64.0% | 32.0% | 4.0% | 0.0% | 88.0% | 8.0% | 4.0% | 0.0% |
| State | 40.5% | 42.8% | 13.4% | 3.2% | 57.5% | 26.0% | 14.8% | 1.6% |
| Asian | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 10.9% | 27.7% | 28.8% | 32.5% | 15.0% | 18.0% | 36.9% | 30.0% |
| Male | | | | | | | | |
| District | 56.2% | 31.4% | 9.1% | 3.3% | 68.3% | 23.3% | 8.3% | 0.0% |
| State | 33.7% | 37.6% | 18.9% | 9.8% | 45.0% | 23.7% | 23.5% | 7.8% |
| Female | | | | | | | | |
| District | 53.8% | 36.1% | 5.9% | 4.2% | 73.1% | 15.1% | 11.8% | 0.0% |
| State | 26.3% | 40.7% | 22.3% | 10.8% | 44.6% | 26.8% | 23.4% | 5.1% |
| Non Binary | | | | | | | | |
| District | * | * | * | * | * | * | * | * |
| State | 27.3% | 27.3% | 9.1% | 36.4% | 36.4% | 13.6% | 31.8% | 18.2% |

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Academic Progress

SAT (cont)

Grade 11

| ELA | | | | | Mathematics | | | |
|------------------------------------------|---------|---------|---------|---------|-------------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 1 | Level 2 | Level 3 | Level 4 |
| Native Hawaiian/ Pacific Islander | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 19.4% | 33.3% | 33.3% | 13.9% | 29.1% | 23.0% | 37.0% | 10.9% |
| American Indian | | | | | | | | |
| District | * | * | * | * | * | * | * | * |
| State | 41.3% | 37.9% | 15.7% | 5.1% | 56.3% | 23.9% | 16.7% | 3.1% |
| Two or More Races | | | | | | | | |
| District | 75.0% | 18.8% | 0.0% | 6.3% | 87.5% | 0.0% | 12.5% | 0.0% |
| State | 27.3% | 37.2% | 21.8% | 13.6% | 44.1% | 22.7% | 24.6% | 8.7% |
| Students with Disabilities | | | | | | | | |
| District | 68.6% | 25.5% | 5.9% | 0.0% | 84.0% | 12.0% | 4.0% | 0.0% |
| State | 54.1% | 27.2% | 11.8% | 6.8% | 67.4% | 16.3% | 13.0% | 3.4% |
| Students with IEPs | | | | | | | | |
| District | 84.0% | 16.0% | 0.0% | 0.0% | 95.8% | 4.2% | 0.0% | 0.0% |
| State | 72.3% | 21.6% | 4.3% | 1.8% | 84.5% | 10.6% | 4.2% | 0.7% |
| Non-IEP | | | | | | | | |
| District | 51.6% | 35.8% | 8.4% | 4.2% | 67.9% | 20.9% | 11.2% | 0.0% |
| State | 24.4% | 41.4% | 22.7% | 11.4% | 39.6% | 27.2% | 26.0% | 7.3% |
| English Learners | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 79.2% | 19.8% | 0.9% | 0.0% | 85.4% | 12.0% | 2.4% | 0.2% |
| Non-English Learners | | | | | | | | |
| District | 53.7% | 34.6% | 7.8% | 3.9% | 70.4% | 19.1% | 10.4% | 0.0% |
| State | 26.6% | 40.5% | 22.0% | 11.0% | 42.0% | 26.2% | 24.9% | 6.9% |

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Academic Progress

SAT (cont)

Grade 11

| | ELA | | | | Mathematics | | | |
|-----------------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 1 | Level 2 | Level 3 | Level 4 |
| Low Income | | | | | | | | |
| District | 65.0% | 27.4% | 4.5% | 3.2% | 80.8% | 13.5% | 5.8% | 0.0% |
| State | 45.9% | 40.4% | 11.2% | 2.5% | 63.5% | 23.4% | 11.7% | 1.4% |
| Non Low Income | | | | | | | | |
| District | 36.1% | 45.8% | 13.3% | 4.8% | 51.8% | 30.1% | 18.1% | 0.0% |
| State | 19.3% | 38.3% | 26.9% | 15.6% | 32.2% | 26.5% | 31.4% | 10.0% |
| Homeless | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 60.9% | 32.5% | 5.6% | 1.0% | 78.5% | 15.8% | 5.4% | 0.2% |
| Migrant | | | | | | | | |
| District | * | * | * | * | * | * | * | * |
| State | * | * | * | * | * | * | * | * |
| Youth In Care | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 63.3% | 32.1% | 4.2% | 0.4% | 83.1% | 13.5% | 2.9% | 0.4% |
| Military | | | | | | | | |
| District | * | * | * | * | * | * | * | * |
| State | 32.3% | 39.2% | 18.3% | 10.2% | 46.9% | 27.0% | 20.9% | 5.2% |

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Academic Progress

SAT (cont)

Grade 11 - Accountability

| | ELA | | | | Mathematics | | | |
|-------------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 1 | Level 2 | Level 3 | Level 4 |
| All | | | | | | | | |
| District | 52.6% | 32.3% | 7.2% | 3.6% | 67.4% | 18.3% | 9.6% | 0.0% |
| State | 30.2% | 39.4% | 20.7% | 10.4% | 45.0% | 25.4% | 23.6% | 6.5% |
| White | | | | | | | | |
| District | 32.0% | 45.1% | 15.0% | 6.6% | 53.6% | 27.3% | 16.9% | 0.0% |
| State | 20.0% | 40.2% | 28.0% | 14.5% | 33.9% | 28.1% | 32.2% | 8.3% |
| Black | | | | | | | | |
| District | 71.6% | 20.0% | 1.1% | 1.1% | 77.9% | 12.6% | 3.2% | 0.0% |
| State | 50.8% | 35.3% | 8.1% | 1.7% | 68.5% | 19.1% | 7.4% | 0.7% |
| Hispanic | | | | | | | | |
| District | 58.1% | 29.0% | 3.6% | 0.0% | 79.9% | 7.3% | 3.6% | 0.0% |
| State | 40.3% | 42.5% | 13.3% | 3.2% | 57.0% | 25.8% | 14.7% | 1.6% |
| Asian | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 11.4% | 28.8% | 30.0% | 33.8% | 15.6% | 18.7% | 38.4% | 31.2% |
| Male | | | | | | | | |
| District | 55.1% | 30.8% | 8.9% | 3.2% | 66.4% | 22.7% | 8.1% | 0.0% |
| State | 33.7% | 37.6% | 18.9% | 9.9% | 44.9% | 23.6% | 23.5% | 7.8% |
| Female | | | | | | | | |
| District | 50.3% | 33.8% | 5.5% | 3.9% | 68.3% | 14.1% | 11.0% | 0.0% |
| State | 26.6% | 41.3% | 22.6% | 10.9% | 45.2% | 27.2% | 23.7% | 5.2% |
| Non Binary | | | | | | | | |
| District | * | * | * | * | * | * | * | * |
| State | 28.7% | 28.7% | 9.6% | 38.3% | 38.3% | 14.4% | 33.5% | 19.1% |

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Academic Progress

SAT (cont)

Grade 11 - Accountability

| ELA | | | | | Mathematics | | | |
|------------------------------------------|---------|---------|---------|-------|-------------|---------|---------|---------|
| Level 1 | Level 2 | Level 3 | Level 4 | | Level 1 | Level 2 | Level 3 | Level 4 |
| Native Hawaiian/ Pacific Islander | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 20.1% | 34.5% | 34.5% | 14.4% | 30.1% | 23.8% | 38.2% | 11.3% |
| American Indian | | | | | | | | |
| District | * | * | * | * | * | * | * | * |
| State | 40.1% | 36.7% | 15.2% | 5.0% | 54.6% | 23.2% | 16.2% | 3.0% |
| Two or More Races | | | | | | | | |
| District | 70.2% | 17.5% | 0.0% | 5.9% | 81.9% | 0.0% | 11.7% | 0.0% |
| State | 27.2% | 37.0% | 21.7% | 13.6% | 43.8% | 22.5% | 24.4% | 8.6% |
| Students with Disabilities | | | | | | | | |
| District | 64.6% | 24.0% | 5.5% | 0.0% | 77.6% | 11.1% | 3.7% | 0.0% |
| State | 52.6% | 26.5% | 11.5% | 6.6% | 65.1% | 15.7% | 12.5% | 3.3% |
| Students with IEPs | | | | | | | | |
| District | 81.9% | 15.6% | 0.0% | 0.0% | 89.7% | 3.9% | 0.0% | 0.0% |
| State | 68.8% | 20.6% | 4.1% | 1.7% | 79.7% | 10.0% | 4.0% | 0.6% |
| Non-IEP | | | | | | | | |
| District | 49.3% | 34.2% | 8.0% | 4.0% | 64.9% | 20.0% | 10.7% | 0.0% |
| State | 24.7% | 42.0% | 23.1% | 11.6% | 40.1% | 27.5% | 26.3% | 7.4% |
| English Learners | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 76.5% | 19.1% | 0.9% | 0.0% | 82.0% | 11.5% | 2.3% | 0.2% |
| Non-English Learners | | | | | | | | |
| District | 51.6% | 33.3% | 7.5% | 3.7% | 67.4% | 18.3% | 10.0% | 0.0% |
| State | 26.8% | 40.9% | 22.2% | 11.1% | 42.3% | 26.4% | 25.1% | 7.0% |

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Academic Progress

SAT (cont)

Grade 11 - Accountability

| | ELA | | | | Mathematics | | | |
|-----------------------|---------|---------|---------|---------|-------------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 1 | Level 2 | Level 3 | Level 4 |
| Low Income | | | | | | | | |
| District | 60.0% | 25.3% | 4.1% | 2.9% | 74.1% | 12.4% | 5.3% | 0.0% |
| State | 44.8% | 39.5% | 11.0% | 2.5% | 61.9% | 22.8% | 11.5% | 1.4% |
| Non Low Income | | | | | | | | |
| District | 37.2% | 47.1% | 13.6% | 5.0% | 53.3% | 31.0% | 18.6% | 0.0% |
| State | 19.8% | 39.3% | 27.7% | 16.0% | 33.0% | 27.2% | 32.2% | 10.2% |
| Homeless | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 55.0% | 29.4% | 5.0% | 0.9% | 70.7% | 14.2% | 4.9% | 0.2% |
| Migrant | | | | | | | | |
| District | * | * | * | * | * | * | * | * |
| State | * | * | * | * | * | * | * | * |
| Youth In Care | | | | | | | | |
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | 49.9% | 25.3% | 3.3% | 0.4% | 64.6% | 10.5% | 2.3% | 0.4% |
| Military | | | | | | | | |
| District | * | * | * | * | * | * | * | * |
| State | 32.8% | 39.9% | 18.6% | 10.4% | 47.6% | 27.4% | 21.2% | 5.3% |

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DLM

What is it?

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

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

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Academic Progress

DLM (cont)

Grade 3

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

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Academic Progress

DLM (cont)

Grade 3

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

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Academic Progress

DLM (cont)

Grade 3

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

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Academic Progress

DLM (cont)

Grade 3 - Accountability

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

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Academic Progress

DLM (cont)

Grade 3 - Accountability

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

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Academic Progress

DLM (cont)

Grade 3 - Accountability

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

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Academic Progress

DLM (cont)

Grade 4

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

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Academic Progress

DLM (cont)

Grade 4

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

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Academic Progress

DLM (cont)

Grade 4

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

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Academic Progress

DLM (cont)

Grade 4 - Accountability

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

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Academic Progress

DLM (cont)

Grade 4 - Accountability

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

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Academic Progress

DLM (cont)

Grade 4 - Accountability

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

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Academic Progress

DLM (cont)

Grade 5

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

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Academic Progress

DLM (cont)

Grade 5

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

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Academic Progress

DLM (cont)

Grade 5

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

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Academic Progress

DLM (cont)

Grade 5 - Accountability

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

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Academic Progress

DLM (cont)

Grade 5 - Accountability

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

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Academic Progress

DLM (cont)

Grade 5 - Accountability

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

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Academic Progress

DLM (cont)

Grade 6

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

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Academic Progress

DLM (cont)

Grade 6

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

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Academic Progress

DLM (cont)

Grade 6

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

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Academic Progress

DLM (cont)

Grade 6 - Accountability

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

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Academic Progress

DLM (cont)

Grade 6 - Accountability

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

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Academic Progress

DLM (cont)

Grade 6 - Accountability

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

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Academic Progress

DLM (cont)

Grade 7

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

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Academic Progress

DLM (cont)

Grade 7

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

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Academic Progress

DLM (cont)

Grade 7

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

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Academic Progress

DLM (cont)

Grade 7 - Accountability

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

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Academic Progress

DLM (cont)

Grade 7 - Accountability

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

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Academic Progress

DLM (cont)

Grade 7 - Accountability

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

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Academic Progress

DLM (cont)

Grade 8

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

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Academic Progress

DLM (cont)

Grade 8

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

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Academic Progress

DLM (cont)

Grade 8

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

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Academic Progress

DLM (cont)

Grade 8 - Accountability

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

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Academic Progress

DLM (cont)

Grade 8 - Accountability

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

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Academic Progress

DLM (cont)

Grade 8 - Accountability

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

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Academic Progress

DLM (cont)

Grade 11

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

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Academic Progress

DLM (cont)

Grade 11

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

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Academic Progress

DLM (cont)

Grade 11

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

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Academic Progress

DLM (cont)

Grade 11 - Accountability

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

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Academic Progress

DLM (cont)

Grade 11 - Accountability

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

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Academic Progress

DLM (cont)

Grade 11 - Accountability

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

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Academic Progress

DLM (cont)

Grade 5

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

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Academic Progress

DLM (cont)

Grade 5

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

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Academic Progress

DLM (cont)

Grade 5

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

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Academic Progress

DLM (cont)

Grade 5 - Accountability

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

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Academic Progress

DLM (cont)

Grade 5 - Accountability

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

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

Academic Progress

DLM (cont)

Grade 5 - Accountability

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

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Academic Progress

DLM (cont)

Grade 8

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

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

Academic Progress

DLM (cont)

Grade 8

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

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

Academic Progress

DLM (cont)

Grade 8

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

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

Academic Progress

DLM (cont)

Grade 8 - Accountability

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

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

Academic Progress

DLM (cont)

Grade 8 - Accountability

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

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

Academic Progress

DLM (cont)

Grade 8 - Accountability

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

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

Academic Progress

DLM (cont)

Grade 11

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

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

Academic Progress

DLM (cont)

Grade 11

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

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Academic Progress

DLM (cont)

Grade 11

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

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Academic Progress

DLM (cont)

Grade 11 - Accountability

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

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

DLM (cont)

Grade 11 - Accountability

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

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Academic Progress

DLM (cont)

Grade 11 - Accountability

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

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

ISA

What is it?

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

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

Academic Progress

ISA (cont)

Grade 5

| Science | | | | |
|------------------------------------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| All | | | | |
| District | 38.8% | 40.4% | 18.3% | 2.5% |
| State | 15.1% | 34.2% | 36.6% | 14.1% |
| White | | | | |
| District | 23.7% | 40.2% | 29.9% | 6.2% |
| State | 7.2% | 27.8% | 44.8% | 20.2% |
| Black | | | | |
| District | 51.4% | 41.5% | 5.6% | 1.4% |
| State | 32.4% | 44.0% | 20.7% | 2.9% |
| Hispanic | | | | |
| District | 22.5% | 47.5% | 30.0% | 0.0% |
| State | 20.5% | 42.5% | 30.8% | 6.2% |
| Asian | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 5.0% | 19.2% | 43.3% | 32.4% |
| Native Hawaiian/ Pacific Islander | | | | |
| District | * | * | * | * |
| State | 14.1% | 34.1% | 37.8% | 14.1% |
| American Indian | | | | |
| District | * | * | * | * |
| State | 20.8% | 37.7% | 31.3% | 10.2% |

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

Academic Progress

ISA (cont)

Grade 5

| Science | | | | |
|-----------------------------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| Two or More Races | | | | |
| District | 45.9% | 29.7% | 24.3% | 0.0% |
| State | 12.4% | 32.4% | 38.3% | 16.9% |
| Students with Disabilities | | | | |
| District | 53.4% | 33.0% | 13.6% | 0.0% |
| State | 33.5% | 37.0% | 22.4% | 7.1% |
| Students with IEPs | | | | |
| District | 69.1% | 23.6% | 7.3% | 0.0% |
| State | 40.5% | 38.1% | 17.1% | 4.3% |
| Non-IEP | | | | |
| District | 32.4% | 43.9% | 20.6% | 3.1% |
| State | 11.0% | 33.6% | 39.8% | 15.7% |
| English Learners | | | | |
| District | 35.7% | 50.0% | 14.3% | 0.0% |
| State | 29.1% | 49.6% | 20.0% | 1.3% |
| Male | | | | |
| District | 41.7% | 39.3% | 17.2% | 1.8% |
| State | 16.2% | 33.0% | 36.0% | 14.9% |
| Female | | | | |
| District | 35.7% | 41.6% | 19.5% | 3.2% |
| State | 14.0% | 35.5% | 37.3% | 13.2% |
| Non Binary | | | | |
| District | * | * | * | * |
| State | 0.0% | 20.0% | 80.0% | 0.0% |

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

Academic Progress

ISA (cont)

Grade 5

| Science | | | | |
|-----------------------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| English Learners | | | | |
| District | 35.7% | 50.0% | 14.3% | 0.0% |
| State | 29.1% | 49.6% | 20.0% | 1.3% |
| Non-English Learners | | | | |
| District | 38.9% | 39.9% | 18.5% | 2.6% |
| State | 12.3% | 31.1% | 39.9% | 16.6% |
| Low Income | | | | |
| District | 44.0% | 39.3% | 14.7% | 2.0% |
| State | 23.9% | 42.8% | 28.1% | 5.2% |
| Non Low Income | | | | |
| District | 18.5% | 44.6% | 32.3% | 4.6% |
| State | 6.9% | 26.3% | 44.5% | 22.3% |
| Homeless | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 35.9% | 42.0% | 19.7% | 2.5% |
| Migrant | | | | |
| District | * | * | * | * |
| State | * | * | * | * |
| Youth In Care | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 29.6% | 41.0% | 26.4% | 3.0% |
| Military | | | | |
| District | * | * | * | * |
| State | 10.9% | 30.8% | 40.6% | 17.7% |

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

Academic Progress

ISA (cont)

Grade 5 - Accountability

| Science | | | | |
|------------------------------------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| All | | | | |
| District | 37.5% | 39.1% | 17.7% | 2.4% |
| State | 15.7% | 35.6% | 38.1% | 14.7% |
| White | | | | |
| District | 24.7% | 41.9% | 31.2% | 6.4% |
| State | 7.5% | 29.0% | 46.7% | 21.1% |
| Black | | | | |
| District | 47.1% | 38.1% | 5.2% | 1.3% |
| State | 33.5% | 45.5% | 21.4% | 3.0% |
| Hispanic | | | | |
| District | 22.6% | 47.6% | 30.1% | 0.0% |
| State | 21.4% | 44.3% | 32.1% | 6.5% |
| Asian | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 5.3% | 20.1% | 45.3% | 33.9% |
| Native Hawaiian/ Pacific Islander | | | | |
| District | * | * | * | * |
| State | 14.7% | 35.6% | 39.5% | 14.7% |
| American Indian | | | | |
| District | * | * | * | * |
| State | 21.3% | 38.7% | 32.2% | 10.5% |

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

Academic Progress

ISA (cont)

Grade 5 - Accountability

| Science | | | | |
|-----------------------------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| Two or More Races | | | | |
| District | 43.7% | 28.2% | 23.1% | 0.0% |
| State | 12.9% | 33.7% | 39.8% | 17.5% |
| Students with Disabilities | | | | |
| District | 52.6% | 32.5% | 13.4% | 0.0% |
| State | 34.6% | 38.2% | 23.2% | 7.3% |
| Students with IEPs | | | | |
| District | 66.7% | 22.8% | 7.0% | 0.0% |
| State | 41.8% | 39.3% | 17.7% | 4.4% |
| Non-IEP | | | | |
| District | 31.4% | 42.5% | 19.9% | 3.0% |
| State | 11.4% | 35.0% | 41.5% | 16.3% |
| English Learners | | | | |
| District | 35.1% | 49.1% | 14.0% | 0.0% |
| State | 30.4% | 51.8% | 20.9% | 1.3% |
| Male | | | | |
| District | 40.7% | 38.3% | 16.8% | 1.8% |
| State | 16.8% | 34.3% | 37.4% | 15.5% |
| Female | | | | |
| District | 34.3% | 39.9% | 18.7% | 3.1% |
| State | 14.6% | 37.0% | 38.8% | 13.8% |
| Non Binary | | | | |
| District | * | * | * | * |
| State | 0.0% | 21.1% | 84.2% | 0.0% |

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Academic Progress

ISA (cont)

Grade 5 - Accountability

| Science | | | | |
|-----------------------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| English Learners | | | | |
| District | 35.1% | 49.1% | 14.0% | 0.0% |
| State | 30.4% | 51.8% | 20.9% | 1.3% |
| Non-English Learners | | | | |
| District | 37.6% | 38.6% | 17.9% | 2.6% |
| State | 12.8% | 32.4% | 41.5% | 17.3% |
| Low Income | | | | |
| District | 42.2% | 37.6% | 14.1% | 1.9% |
| State | 24.8% | 44.4% | 29.2% | 5.4% |
| Non Low Income | | | | |
| District | 18.6% | 44.9% | 32.5% | 4.6% |
| State | 7.3% | 27.4% | 46.4% | 23.3% |
| Homeless | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 36.7% | 43.0% | 20.2% | 2.5% |
| Migrant | | | | |
| District | * | * | * | * |
| State | * | * | * | * |
| Youth In Care | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 30.4% | 42.0% | 27.1% | 3.1% |
| Military | | | | |
| District | * | * | * | * |
| State | 11.4% | 32.3% | 42.5% | 18.5% |

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Academic Progress

ISA (cont)

Grade 8

| Science | | | | |
|------------------------------------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| All | | | | |
| District | 35.9% | 37.5% | 21.8% | 4.8% |
| State | 17.3% | 31.8% | 35.6% | 15.3% |
| White | | | | |
| District | 25.2% | 35.9% | 33.0% | 5.8% |
| State | 9.7% | 25.6% | 42.9% | 21.8% |
| Black | | | | |
| District | 43.7% | 40.1% | 13.4% | 2.8% |
| State | 33.3% | 41.9% | 21.3% | 3.6% |
| Hispanic | | | | |
| District | 39.1% | 43.5% | 13.0% | 4.3% |
| State | 22.6% | 39.0% | 31.4% | 6.9% |
| Asian | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 5.3% | 15.8% | 40.2% | 38.7% |
| Native Hawaiian/ Pacific Islander | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 13.6% | 29.3% | 35.7% | 21.4% |
| American Indian | | | | |
| District | * | * | * | * |
| State | 22.6% | 37.1% | 31.1% | 9.2% |

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

Academic Progress

ISA (cont)

Grade 8

| Science | | | | |
|-----------------------------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| Two or More Races | | | | |
| District | 34.2% | 31.6% | 26.3% | 7.9% |
| State | 16.0% | 30.6% | 35.3% | 18.2% |
| Students with Disabilities | | | | |
| District | 62.3% | 24.6% | 9.8% | 3.3% |
| State | 35.5% | 35.9% | 21.1% | 7.5% |
| Students with IEPs | | | | |
| District | 82.5% | 12.5% | 5.0% | 0.0% |
| State | 44.5% | 38.4% | 14.1% | 3.0% |
| Non-IEP | | | | |
| District | 29.0% | 41.2% | 24.3% | 5.5% |
| State | 13.3% | 30.8% | 38.8% | 17.1% |
| English Learners | | | | |
| District | 41.7% | 41.7% | 16.7% | 0.0% |
| State | 39.7% | 46.8% | 13.1% | 0.5% |
| Male | | | | |
| District | 39.1% | 33.1% | 21.2% | 6.6% |
| State | 18.9% | 30.1% | 34.7% | 16.3% |
| Female | | | | |
| District | 32.9% | 41.6% | 22.4% | 3.1% |
| State | 15.6% | 33.5% | 36.6% | 14.3% |
| Non Binary | | | | |
| District | * | * | * | * |
| State | 11.8% | 17.6% | 41.2% | 29.4% |

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

Academic Progress

ISA (cont)

Grade 8

| Science | | | | |
|-----------------------------|--------------|--------------|--------------|--------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| English Learners | | | | |
| District | 41.7% | 41.7% | 16.7% | 0.0% |
| State | 39.7% | 46.8% | 13.1% | 0.5% |
| Non-English Learners | | | | |
| District | 35.7% | 37.3% | 22.0% | 5.0% |
| State | 14.2% | 29.7% | 38.7% | 17.3% |
| Low Income | | | | |
| District | 41.4% | 39.8% | 16.8% | 2.0% |
| State | 25.9% | 39.5% | 28.5% | 6.1% |
| Non Low Income | | | | |
| District | 16.2% | 29.4% | 39.7% | 14.7% |
| State | 9.4% | 24.8% | 42.1% | 23.7% |
| Homeless | | | | |
| District | 45.5% | 18.2% | 27.3% | 9.1% |
| State | 36.0% | 39.8% | 20.6% | 3.6% |
| Migrant | | | | |
| District | * | * | * | * |
| State | * | * | * | * |
| Youth In Care | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 36.5% | 39.9% | 20.1% | 3.5% |
| Military | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 16.9% | 29.7% | 38.6% | 14.9% |

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Academic Progress

ISA (cont)

Grade 8 - Accountability

| Science | | | | |
|------------------------------------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| All | | | | |
| District | 35.9% | 37.6% | 21.8% | 4.8% |
| State | 17.9% | 32.8% | 36.8% | 15.8% |
| White | | | | |
| District | 25.8% | 36.7% | 33.8% | 6.0% |
| State | 10.1% | 26.5% | 44.4% | 22.6% |
| Black | | | | |
| District | 43.2% | 39.7% | 13.3% | 2.8% |
| State | 34.1% | 42.9% | 21.8% | 3.7% |
| Hispanic | | | | |
| District | 39.5% | 43.9% | 13.2% | 4.4% |
| State | 23.4% | 40.3% | 32.4% | 7.2% |
| Asian | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 5.5% | 16.5% | 41.9% | 40.3% |
| Native Hawaiian/ Pacific Islander | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 14.1% | 30.4% | 37.1% | 22.2% |
| American Indian | | | | |
| District | * | * | * | * |
| State | 23.4% | 38.5% | 32.2% | 9.6% |

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Academic Progress

ISA (cont)

Grade 8 - Accountability

| Science | | | | |
|-----------------------------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| Two or More Races | | | | |
| District | 33.4% | 30.8% | 25.7% | 7.7% |
| State | 16.5% | 31.4% | 36.2% | 18.6% |
| Students with Disabilities | | | | |
| District | 64.5% | 25.5% | 10.2% | 3.4% |
| State | 36.3% | 36.7% | 21.6% | 7.7% |
| Students with IEPs | | | | |
| District | 84.7% | 12.8% | 5.1% | 0.0% |
| State | 45.5% | 39.3% | 14.4% | 3.1% |
| Non-IEP | | | | |
| District | 29.0% | 41.1% | 24.2% | 5.5% |
| State | 13.7% | 31.9% | 40.2% | 17.7% |
| English Learners | | | | |
| District | 40.5% | 40.5% | 16.2% | 0.0% |
| State | 40.9% | 48.2% | 13.5% | 0.5% |
| Male | | | | |
| District | 38.8% | 32.9% | 21.1% | 6.6% |
| State | 19.6% | 31.2% | 35.8% | 16.9% |
| Female | | | | |
| District | 33.2% | 42.0% | 22.6% | 3.1% |
| State | 16.1% | 34.6% | 37.8% | 14.7% |
| Non Binary | | | | |
| District | * | * | * | * |
| State | 12.4% | 18.6% | 43.3% | 31.0% |

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Academic Progress

ISA (cont)

Grade 8 - Accountability

| Science | | | | |
|-----------------------------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| English Learners | | | | |
| District | 40.5% | 40.5% | 16.2% | 0.0% |
| State | 40.9% | 48.2% | 13.5% | 0.5% |
| Non-English Learners | | | | |
| District | 35.8% | 37.4% | 22.1% | 5.0% |
| State | 14.7% | 30.7% | 40.0% | 17.9% |
| Low Income | | | | |
| District | 41.1% | 39.4% | 16.7% | 2.0% |
| State | 26.7% | 40.6% | 29.4% | 6.3% |
| Non Low Income | | | | |
| District | 16.8% | 30.5% | 41.2% | 15.3% |
| State | 9.7% | 25.7% | 43.7% | 24.6% |
| Homeless | | | | |
| District | 43.9% | 17.5% | 26.3% | 8.8% |
| State | 36.5% | 40.2% | 20.8% | 3.6% |
| Migrant | | | | |
| District | * | * | * | * |
| State | * | * | * | * |
| Youth In Care | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 36.8% | 40.4% | 20.3% | 3.5% |
| Military | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 17.3% | 30.5% | 39.6% | 15.3% |

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Academic Progress

ISA (cont)

Grade HS

| Science | | | | |
|------------------------------------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| All | | | | |
| District | 24.3% | 37.2% | 34.1% | 4.4% |
| State | 17.9% | 30.3% | 38.0% | 13.8% |
| White | | | | |
| District | 20.2% | 27.3% | 44.4% | 8.1% |
| State | 11.1% | 25.3% | 44.6% | 19.0% |
| Black | | | | |
| District | 28.0% | 45.1% | 25.6% | 1.2% |
| State | 38.2% | 39.5% | 20.3% | 2.0% |
| Hispanic | | | | |
| District | 25.9% | 44.4% | 29.6% | 0.0% |
| State | 23.0% | 37.8% | 33.5% | 5.7% |
| Asian | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 6.4% | 16.8% | 43.8% | 33.1% |
| Native Hawaiian/ Pacific Islander | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 11.0% | 28.1% | 41.1% | 19.9% |
| American Indian | | | | |
| District | * | * | * | * |
| State | 19.8% | 35.9% | 36.3% | 8.1% |

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Academic Progress

ISA (cont)

Grade HS

| Science | | | | |
|-----------------------------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| Two or More Races | | | | |
| District | 30.8% | 38.5% | 23.1% | 7.7% |
| State | 16.2% | 27.8% | 38.3% | 17.8% |
| Students with Disabilities | | | | |
| District | 38.3% | 40.4% | 21.3% | 0.0% |
| State | 33.3% | 35.1% | 23.8% | 7.8% |
| Students with IEPs | | | | |
| District | 58.3% | 29.2% | 12.5% | 0.0% |
| State | 43.8% | 39.2% | 14.4% | 2.7% |
| Non-IEP | | | | |
| District | 20.3% | 38.1% | 36.6% | 5.0% |
| State | 14.6% | 29.1% | 41.0% | 15.2% |
| English Learners | | | | |
| District | 40.0% | 50.0% | 10.0% | 0.0% |
| State | 44.7% | 44.3% | 10.8% | 0.1% |
| Male | | | | |
| District | 28.2% | 30.8% | 35.9% | 5.1% |
| State | 19.6% | 28.9% | 35.6% | 16.0% |
| Female | | | | |
| District | 20.2% | 44.0% | 32.1% | 3.7% |
| State | 16.1% | 31.7% | 40.5% | 11.6% |
| Non Binary | | | | |
| District | * | * | * | * |
| State | 21.4% | 0.0% | 28.6% | 50.0% |

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Academic Progress

ISA (cont)

Grade HS

| Science | | | | |
|-----------------------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| English Learners | | | | |
| District | 40.0% | 50.0% | 10.0% | 0.0% |
| State | 44.7% | 44.3% | 10.8% | 0.1% |
| Non-English Learners | | | | |
| District | 23.6% | 36.6% | 35.2% | 4.6% |
| State | 16.0% | 29.3% | 39.9% | 14.8% |
| Low Income | | | | |
| District | 25.5% | 38.3% | 32.6% | 3.5% |
| State | 27.8% | 38.2% | 29.2% | 4.7% |
| Non Low Income | | | | |
| District | 22.4% | 35.3% | 36.5% | 5.9% |
| State | 11.6% | 25.2% | 43.6% | 19.6% |
| Homeless | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 40.5% | 38.8% | 18.6% | 2.1% |
| Migrant | | | | |
| District | * | * | * | * |
| State | * | * | * | * |
| Youth In Care | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 44.0% | 37.5% | 16.7% | 1.8% |
| Military | | | | |
| District | * | * | * | * |
| State | 17.4% | 30.0% | 38.2% | 14.4% |

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Academic Progress

ISA (cont)

Grade HS - Accountability

| Science | | | | |
|------------------------------------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| All | | | | |
| District | 21.4% | 32.6% | 29.9% | 3.9% |
| State | 17.7% | 30.0% | 37.7% | 13.7% |
| White | | | | |
| District | 19.1% | 25.8% | 42.1% | 7.7% |
| State | 11.3% | 25.7% | 45.3% | 19.3% |
| Black | | | | |
| District | 22.4% | 36.1% | 20.5% | 1.0% |
| State | 35.1% | 36.4% | 18.7% | 1.8% |
| Hispanic | | | | |
| District | 25.4% | 43.6% | 29.0% | 0.0% |
| State | 22.5% | 37.0% | 32.7% | 5.5% |
| Asian | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 6.5% | 17.2% | 45.1% | 34.0% |
| Native Hawaiian/ Pacific Islander | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 10.8% | 27.7% | 40.5% | 19.6% |
| American Indian | | | | |
| District | * | * | * | * |
| State | 18.6% | 33.8% | 34.2% | 7.6% |

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Academic Progress

ISA (cont)

Grade HS - Accountability

| Science | | | | |
|-----------------------------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| Two or More Races | | | | |
| District | 22.2% | 27.7% | 16.6% | 5.5% |
| State | 15.9% | 27.3% | 37.6% | 17.5% |
| Students with Disabilities | | | | |
| District | 31.1% | 32.8% | 17.3% | 0.0% |
| State | 31.8% | 33.5% | 22.8% | 7.5% |
| Students with IEPs | | | | |
| District | 49.1% | 24.6% | 10.5% | 0.0% |
| State | 41.5% | 37.1% | 13.6% | 2.6% |
| Non-IEP | | | | |
| District | 17.9% | 33.6% | 32.3% | 4.4% |
| State | 14.6% | 29.0% | 40.9% | 15.2% |
| English Learners | | | | |
| District | 38.3% | 47.9% | 9.6% | 0.0% |
| State | 42.8% | 42.4% | 10.4% | 0.1% |
| Male | | | | |
| District | 25.9% | 28.3% | 33.0% | 4.7% |
| State | 19.4% | 28.5% | 35.2% | 15.8% |
| Female | | | | |
| District | 16.9% | 36.9% | 26.9% | 3.1% |
| State | 16.0% | 31.5% | 40.2% | 11.5% |
| Non Binary | | | | |
| District | * | * | * | * |
| State | 19.7% | 0.0% | 26.3% | 46.1% |

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Academic Progress

ISA (cont)

Grade HS - Accountability

| Science | | | | |
|-----------------------------|--------------|--------------|--------------|-------------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| English Learners | | | | |
| District | 38.3% | 47.9% | 9.6% | 0.0% |
| State | 42.8% | 42.4% | 10.4% | 0.1% |
| Non-English Learners | | | | |
| District | 20.7% | 32.0% | 30.8% | 4.1% |
| State | 15.9% | 29.1% | 39.6% | 14.7% |
| Low Income | | | | |
| District | 20.6% | 30.9% | 26.3% | 2.9% |
| State | 26.7% | 36.7% | 28.0% | 4.5% |
| Non Low Income | | | | |
| District | 23.0% | 36.3% | 37.5% | 6.1% |
| State | 11.7% | 25.6% | 44.1% | 19.8% |
| Homeless | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 36.3% | 34.8% | 16.7% | 1.9% |
| Migrant | | | | |
| District | * | * | * | * |
| State | * | * | * | * |
| Youth In Care | | | | |
| District | ‡ | ‡ | ‡ | ‡ |
| State | 38.5% | 32.8% | 14.6% | 1.6% |
| Military | | | | |
| District | * | * | * | * |
| State | 17.8% | 30.6% | 38.9% | 14.6% |

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Academic Progress

Proficiency

What is it?

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

ELA - All Tests

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------------------------|-------------------|-------------------|----------------------------|
| District | 11.4% * | 8.0% * | 15.0% * | * * | 17.7% * | 6.5% * | 11.3% * | 23.5% * | ‡ * | ‡ * | 13.7% * | 5.3% * |
| State | 29.9% * | 25.5% * | 34.7% * | 50.5% * | 39.4% * | 12.1% * | 18.4% * | 58.6% * | 38.7% * | 23.5% * | 33.6% * | 12.9% * |

| | Students with IEPs | English Learners | Low Income | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|-------------------|------------------|-------------------|-------------------|-------------------|
| District | 1.9% * | 6.1% * | 8.0% * | 6.3% * | * * | 5.3% * | 18.2% * |
| State | 7.0% * | 6.9% * | 15.9% * | 9.3% * | 10.2% * | 11.0% * | 31.1% * |

Mathematics - All Tests

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|-------------------|-------------------|--------------------------------------|-------------------|-------------------|----------------------------|
| District | 7.1% * | 6.8% * | 7.5% * | * * | 13.6% * | 2.4% * | 5.2% * | 41.2% * | ‡ * | ‡ * | 8.6% * | 4.0% * |
| State | 25.8% * | 27.3% * | 24.3% * | 37.2% * | 35.6% * | 6.8% * | 13.5% * | 60.2% * | 33.4% * | 19.1% * | 28.5% * | 12.2% * |

| | Students with IEPs | English Learners | Low Income | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|-------------------|------------------|------------------|------------------|-------------------|
| District | 1.6% * | 5.1% * | 4.4% * | 3.2% * | * * | 2.6% * | 9.1% * |
| State | 7.2% * | 6.8% * | 11.4% * | 5.6% * | 7.3% * | 6.7% * | 26.1% * |

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

Academic Progress

Proficiency (cont)

Science - All Tests

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 27.0% * | 27.0% * | 27.0% * | * * | 41.0% * | 14.0% * | 26.0% * | ‡ * | ‡ * | ‡ * | 28.0% * | 14.0% * |
| State | 50.0% * | 50.0% * | 50.0% * | 75.0% * | 63.0% * | 23.0% * | 37.0% * | 76.0% * | 56.0% * | 41.0% * | 54.0% * | 28.0% * |

| | Students with IEPs | English Learners | Low Income | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| District | 6.0% * | 13.0% * | 21.0% * | 25.0% * | * * | 18.0% * | ‡ * |
| State | 17.0% * | 16.0% * | 33.0% * | 22.0% * | 19.0% * | 24.0% * | 54.0% * |

ELA - All Tests - Accountability

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|--------------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 11.5% | 8.0% | 15.3% | * | 18.0% | 6.5% | 11.4% | 24.8% | ‡ | ‡ | 13.9% | 5.3% |
| State | 30.9% | 26.2% | 35.8% | 51.6% | 40.8% | 12.4% | 19.0% | 61.1% | 40.0% | 24.0% | 34.2% | 13.1% |

| | Students with IEPs | English Learners | Low Income | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|---------------|-------------|--------------|------------------|--------------|
| District | 1.9% | 6.3% | 8.1% | 5.7% | * | 5.3% | 19.1% |
| State | 7.1% | 7.1% | 16.3% | 9.2% | 10.5% | 10.7% | 32.1% |

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

Academic Progress

Proficiency (cont)

Mathematics - All Tests - Accountability

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-------------|-------------|-------------|------------|--------------|-------------|-------------|--------------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 7.2% | 6.8% | 7.6% | * | 13.8% | 2.4% | 5.2% | 43.3% | ‡ | ‡ | 8.6% | 4.0% |
| State | 26.6% | 28.0% | 25.0% | 37.6% | 36.8% | 6.9% | 13.9% | 62.6% | 34.4% | 19.4% | 28.9% | 12.3% |

| | Students with IEPs | English Learners | Low Income | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|-------------|-------------|----------|---------------|-------------|
| District | 1.6% | 5.2% | 4.4% | 2.8% | * | 2.6% | 9.6% |
| State | 7.3% | 7.0% | 11.6% | 5.5% | 7.5% | 6.4% | 26.9% |

Science - All Tests - Accountability

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|--------------|--------------|--------------|------------|--------------|--------------|--------------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 26.0% | 26.5% | 25.4% | * | 41.8% | 13.6% | 26.6% | ‡ | ‡ | ‡ | 26.6% | 13.8% |
| State | 51.8% | 51.7% | 52.0% | 74.8% | 65.9% | 23.4% | 38.5% | 79.4% | 57.4% | 41.6% | 55.5% | 28.9% |

| | Students with IEPs | English Learners | Low Income | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|--------------|--------------|----------|---------------|----------|
| District | 6.6% | 13.5% | 20.1% | 17.5% | * | 18.6% | ‡ |
| State | 18.0% | 16.9% | 34.1% | 22.0% | 19.0% | 24.2% | 56.0% |

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

Academic Progress

Mean Growth Percentile - IAR

What is it?

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

ELA

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-------------------------------|-------------------------------|-------------------------------|-----------------------|-------------------------------|-------------------------------|------------------------------|---------------------------|--------------------------------------|------------------------|------------------------------|-------------------------------|
| District | 44.1% 55,958 | 42.5% 27,047 | 45.7% 28,911 | * * | 47.3% 18,547 | 40.4% 23,749 | 49.5% 6,183 | ‡ ‡ | ‡ ‡ | ‡ ‡ | 45.5% 6,821 | 38.3% 11,988 |
| State | 50.0% 23,717,338 | 48.1% 11,693,654 | 52.0% 12,021,349 | 57.0% 2,335 | 51.2% 13,262,181 | 44.9% 2,826,582 | 48.0% 5,143,887 | 58.7% 1,428,782 | 51.2% 23,226 | 48.6% 45,870 | 49.9% 986,810 | 42.5% 3,707,063 |

| | Students with IEPs | English Learners | Low Income | Homeless | Migrant | Youth In Care | Military |
|-----------------|------------------------------|------------------------------|-------------------------------|----------------------------|-----------------------|----------------------------|-------------------------|
| District | 34.9% 6,350 | 47.3% 2,552 | 42.2% 42,610 | 38.6% 771 | * * | 37.9% 531 | ‡ ‡ |
| State | 40.2% 2,664,600 | 45.0% 2,435,298 | 46.5% 9,507,314 | 44.3% 347,058 | 45.1% 4,018 | 43.1% 117,964 | 49.2% 175,889 |

Mathematics

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-------------------------------|-------------------------------|-------------------------------|-----------------------|-------------------------------|-------------------------------|------------------------------|---------------------------|--------------------------------------|------------------------|------------------------------|-------------------------------|
| District | 40.4% 49,506 | 40.2% 24,658 | 40.7% 24,848 | * * | 43.4% 16,290 | 36.9% 21,011 | 47.8% 5,830 | ‡ ‡ | ‡ ‡ | ‡ ‡ | 40.6% 5,811 | 35.2% 10,534 |
| State | 49.9% 23,403,002 | 49.7% 11,949,676 | 50.1% 11,451,373 | 50.1% 1,953 | 50.8% 13,062,419 | 44.1% 2,704,988 | 49.2% 5,196,730 | 58.2% 1,401,896 | 53.7% 23,742 | 50.2% 46,477 | 49.5% 966,750 | 42.8% 3,669,151 |

| | Students with IEPs | English Learners | Low Income | Homeless | Migrant | Youth In Care | Military |
|-----------------|------------------------------|------------------------------|-------------------------------|----------------------------|-----------------------|----------------------------|-------------------------|
| District | 29.4% 5,006 | 38.5% 2,039 | 39.7% 38,255 | 51.9% 935 | * * | 26.3% 394 | ‡ ‡ |
| State | 40.2% 2,619,125 | 46.4% 2,468,626 | 46.9% 9,433,658 | 43.3% 331,759 | 44.9% 3,997 | 42.8% 115,342 | 49.2% 174,269 |

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

Academic Progress

Participation Rate

What is it?

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

ELA - All Tests - Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------|--------------------------------------|-------------------|-------------------|----------------------------|
| District | 95.8% * | 95.0% * | 96.6% * | * * | 96.5% * | 95.1% * | 95.9% * | 100.0% * | ‡ * | ‡ * | 96.1% * | 95.7% * |
| State | 98.0% * | 97.8% * | 98.1% * | 96.9% * | 98.4% * | 96.7% * | 97.9% * | 99.0% * | 98.3% * | 97.1% * | 96.6% * | 96.5% * |

| | Students with IEPs | English Learners | Low Income |
|-----------------|--------------------|-------------------|-------------------|
| District | 95.1% * | 97.0% * | 95.3% * |
| State | 96.2% * | 98.1% * | 97.6% * |

Mathematics - All Tests - Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------|--------------------------------------|-------------------|-------------------|----------------------------|
| District | 95.6% * | 94.8% * | 96.4% * | * * | 96.5% * | 94.8% * | 95.9% * | 100.0% * | ‡ * | ‡ * | 95.4% * | 94.9% * |
| State | 97.7% * | 97.6% * | 97.9% * | 95.9% * | 98.3% * | 96.3% * | 97.7% * | 98.8% * | 97.9% * | 96.8% * | 96.3% * | 96.0% * |

| | Students with IEPs | English Learners | Low Income |
|-----------------|--------------------|-------------------|-------------------|
| District | 93.8% * | 97.0% * | 95.0% * |
| State | 95.7% * | 97.9% * | 97.3% * |

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

Participation Rate (cont)

Science - All Tests - Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 92.1% * | 93.3% * | 90.8% * | * * | 95.3% * | 89.0% * | 95.8% * | ‡ * | ‡ * | ‡ * | 90.3% * | 91.7% * |
| State | 98.0% * | 97.9% * | 98.0% * | 94.7% * | 98.5% * | 96.6% * | 97.6% * | 99.1% * | 98.2% * | 96.7% * | 97.7% * | 96.9% * |

| | Students with IEPs | English Learners | Low Income |
|-----------------|-----------------------|---------------------|-------------------|
| District | 93.0% * | 94.9% * | 90.4% * |
| State | 97.0% * | 98.0% * | 97.4% * |

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

Academic Progress

Participation Rate (cont)

Overall IAR ELA - Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------------------------|------------------------------|------------------------------|----------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------------------|-----------------------|----------------------------|----------------------------|
| District | 96.4% 2,036 | 95.1% 1,035 | 97.7% 1,001 | * * | 96.9% 597 | 95.7% 968 | 97.1% 201 | 100.0% 14 | ‡ 5 | ‡ 2 | 96.5% 249 | 96.1% 497 |
| State | 98.4% 788,429 | 98.4% 402,561 | 98.5% 385,799 | 95.8% 69 | 98.6% 364,253 | 97.8% 130,257 | 98.7% 215,653 | 99.0% 43,144 | 98.4% 785 | 97.8% 1,886 | 96.9% 32,451 | 97.1% 143,721 |

| | Students with IEPs | English Learners | Low Income |
|-----------------|----------------------------|---------------------------|------------------------------|
| District | 94.8% 313 | 98.9% 88 | 96.0% 1,674 |
| State | 96.9% 111,550 | 98.7% 117,879 | 98.4% 385,305 |

Overall IAR Mathematics - Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------------------------|------------------------------|----------------------------|----------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------------------|-----------------------|----------------------------|----------------------------|
| District | 96.1% 2,031 | 94.9% 1,033 | 97.4% 998 | * * | 97.1% 598 | 95.4% 964 | 97.1% 201 | 100.0% 14 | ‡ 5 | ‡ 2 | 95.7% 247 | 95.4% 493 |
| State | 98.2% 786,393 | 98.1% 401,483 | 98.3% 384,842 | 94.4% 68 | 98.5% 363,642 | 97.3% 129,607 | 98.5% 215,109 | 98.8% 43,028 | 97.9% 781 | 97.5% 1,879 | 96.6% 32,347 | 96.7% 143,089 |

| | Students with IEPs | English Learners | Low Income |
|-----------------|----------------------------|---------------------------|------------------------------|
| District | 93.6% 309 | 98.9% 88 | 95.8% 1,670 |
| State | 96.5% 111,027 | 98.5% 117,563 | 98.1% 383,972 |

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

Academic Progress

Participation Rate (cont)

Overall SAT ELA - Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|----------------------------|----------------------------|----------------------------|----------------------|----------------------------|---------------------------|---------------------------|-----------------------|--------------------------------------|----------------------|---------------------------|----------------------------|
| District | 91.3% 264 | 93.8% 135 | 89.0% 129 | * * | 94.3% 115 | 89.2% 99 | 87.1% 27 | ‡ 3 | ‡ 2 | * * | 90.0% 18 | 90.6% 58 |
| State | 95.2% 142,053 | 94.6% 72,225 | 95.8% 69,802 | 100.0% 26 | 97.2% 66,937 | 90.6% 21,716 | 94.0% 40,286 | 98.5% 7,992 | 97.7% 172 | 93.1% 322 | 93.9% 4,628 | 91.9% 26,148 |

| | Students with IEPs | English Learners | Low Income |
|-----------------|---------------------------|-----------------------|----------------------------|
| District | 93.5% 29 | ‡ 9 | 88.6% 178 |
| State | 90.0% 17,519 | 91.5% 9,727 | 92.4% 59,151 |

Overall SAT Mathematics - Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|----------------------------|----------------------------|----------------------------|----------------------|----------------------------|---------------------------|---------------------------|-----------------------|--------------------------------------|----------------------|---------------------------|----------------------------|
| District | 91.0% 263 | 93.1% 134 | 89.0% 129 | * * | 93.4% 114 | 89.2% 99 | 87.1% 27 | ‡ 3 | ‡ 2 | * * | 90.0% 18 | 89.1% 57 |
| State | 95.0% 141,759 | 94.3% 72,046 | 95.6% 69,687 | 100.0% 26 | 97.0% 66,836 | 90.2% 21,637 | 93.8% 40,194 | 98.3% 7,982 | 97.7% 172 | 92.8% 321 | 93.7% 4,617 | 91.2% 25,949 |

| | Students with IEPs | English Learners | Low Income |
|-----------------|---------------------------|-----------------------|----------------------------|
| District | 90.3% 28 | ‡ 9 | 88.1% 177 |
| State | 89.1% 17,339 | 91.0% 9,677 | 92.2% 58,980 |

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

Academic Progress

Participation Rate (cont)

Overall DLM ELA - Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|----------------------------|----------------------------|----------------------------|----------------------|----------------------------|----------------------------|-----------------------|----------------------|--------------------------------------------|----------------------|-------------------------|----------------------------------|
| District | 100.0% 29 | 100.0% 19 | 100.0% 10 | * * | 100.0% 11 | 100.0% 12 | ‡ 3 | * * | * * | * * | ‡ 3 | 100.0% 29 |
| State | 99.9% 10,693 | 99.9% 7,160 | 99.9% 3,533 | * * | 99.9% 4,222 | 100.0% 2,489 | 99.9% 3,012 | 99.8% 579 | 100.0% 7 | 100.0% 37 | 99.7% 347 | 99.9% 10,693 |

| | Students with IEPs | English Learners | Low Income |
|-----------------|----------------------------|-----------------------|----------------------------|
| District | 100.0% 29 | ‡ 1 | 100.0% 24 |
| State | 99.9% 10,693 | 99.9% 2,734 | 99.9% 6,388 |

Overall DLM Mathematics - Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|----------------------------|----------------------------|----------------------------|----------------------|----------------------------|----------------------------|-----------------------|----------------------|--------------------------------------------|----------------------|-------------------------|----------------------------------|
| District | 100.0% 29 | 100.0% 19 | 100.0% 10 | * * | 100.0% 11 | 100.0% 12 | ‡ 3 | * * | * * | * * | ‡ 3 | 100.0% 29 |
| State | 99.9% 10,644 | 99.9% 7,125 | 99.9% 3,519 | * * | 99.9% 4,211 | 100.0% 2,479 | 99.9% 2,993 | 99.8% 573 | 100.0% 7 | 100.0% 37 | 99.7% 344 | 99.9% 10,644 |

| | Students with IEPs | English Learners | Low Income |
|-----------------|----------------------------|-----------------------|----------------------------|
| District | 100.0% 29 | ‡ 1 | 100.0% 24 |
| State | 99.9% 10,644 | 99.9% 2,712 | 99.9% 6,355 |

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

Academic Progress

Participation Rate (cont)

Overall DLM Science - Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|----------------------------|----------------------------|------------------------|----------------------|------------------------|----------------------|------------------------|----------------------|--------------------------------------|----------------------|----------------------|----------------------------|
| District | 100.0% 12 | 100.0% 10 | ‡ 2 | * * | ‡ 6 | ‡ 4 | * * | * * | * * | * * | ‡ 2 | 100.0% 12 |
| State | 100.0% 4,158 | 100.0% 2,775 | 100.0% 1,383 | * * | 100.0% 1,683 | 100.0% 956 | 100.0% 1,153 | 99.6% 229 | 100.0% 4 | 100.0% 15 | 100.0% 118 | 100.0% 4,158 |

| | Students with IEPs | English Learners | Low Income |
|-----------------|----------------------------|----------------------|------------------------|
| District | 100.0% 12 | * * | ‡ 8 |
| State | 100.0% 4,158 | 99.9% 987 | 100.0% 2,392 |

Overall - Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|----------------------------|----------------------------|----------------------------|----------------------|----------------------------|----------------------------|---------------------------|------------------------|--------------------------------------|----------------------|---------------------------|----------------------------|
| District | 91.9% 868 | 93.2% 438 | 90.7% 430 | * * | 95.2% 299 | 88.9% 375 | 95.8% 91 | ‡ 8 | ‡ 4 | * * | 90.1% 91 | 91.2% 198 |
| State | 97.9% 395,258 | 97.9% 201,018 | 98.0% 194,204 | 94.7% 36 | 98.5% 185,552 | 96.6% 61,374 | 97.6% 110,216 | 99.0% 22,083 | 98.2% 426 | 96.6% 980 | 97.7% 14,627 | 96.7% 70,516 |

| | Students with IEPs | English Learners | Low Income |
|-----------------|----------------------------|---------------------------|----------------------------|
| District | 92.4% 121 | 94.9% 37 | 90.3% 650 |
| State | 96.7% 50,623 | 98.0% 46,584 | 97.4% 178,492 |

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

Academic Progress

Participation Rate (cont)

ELA - All Tests - Non Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------------------------|------------------|-------------------|----------------------------|
| District | 4.2% * | 5.0% * | 3.4% * | * * | 3.5% * | 4.9% * | 4.1% * | 0.0% * | ‡ * | ‡ * | 3.9% * | 4.3% * |
| State | 2.0% * | 2.2% * | 1.9% * | 3.1% * | 1.6% * | 3.3% * | 2.1% * | 1.0% * | 1.7% * | 2.9% * | 3.4% * | 3.5% * |

| | Students with IEPs | English Learners | Low Income |
|-----------------|--------------------|------------------|------------------|
| District | 4.9% * | 3.0% * | 4.7% * |
| State | 3.8% * | 1.9% * | 2.4% * |

Mathematics - All Tests - Non Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------------------------|------------------|-------------------|----------------------------|
| District | 4.4% * | 5.2% * | 3.6% * | * * | 3.5% * | 5.2% * | 4.1% * | 0.0% * | ‡ * | ‡ * | 4.6% * | 5.1% * |
| State | 2.3% * | 2.4% * | 2.1% * | 4.1% * | 1.7% * | 3.7% * | 2.3% * | 1.2% * | 2.1% * | 3.2% * | 3.7% * | 4.0% * |

| | Students with IEPs | English Learners | Low Income |
|-----------------|--------------------|------------------|------------------|
| District | 6.2% * | 3.0% * | 5.0% * |
| State | 4.3% * | 2.1% * | 2.7% * |

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

Academic Progress

Participation Rate (cont)

Science - All Tests - Non Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------------|------------------|------------------|------------------|------------------|-------------------|------------------|------------------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 7.9% * | 6.7% * | 9.2% * | * * | 4.7% * | 11.0% * | 4.2% * | ‡ * | ‡ * | ‡ * | 9.7% * | 8.3% * |
| State | 2.0% * | 2.1% * | 2.0% * | 5.3% * | 1.5% * | 3.4% * | 2.4% * | 0.9% * | 1.8% * | 3.3% * | 2.3% * | 3.1% * |

| | Students with IEPs | English Learners | Low Income |
|-----------------|-----------------------|---------------------|------------------|
| District | 7.0% * | 5.1% * | 9.6% * |
| State | 3.0% * | 2.0% * | 2.6% * |

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

Academic Progress

Participation Rate (cont)

Overall IAR ELA - Non Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------------------------|------------------|-------------------|----------------------------|
| District | 3.6% * | 4.9% * | 2.3% * | * * | 3.1% * | 4.3% * | 2.9% * | 0.0% * | ‡ * | ‡ * | 3.5% * | 3.9% * |
| State | 1.6% * | 1.6% * | 1.5% * | 4.2% * | 1.4% * | 2.2% * | 1.3% * | 1.0% * | 1.6% * | 2.2% * | 3.1% * | 2.9% * |

| | Students with IEPs | English Learners | Low Income |
|-----------------|--------------------|------------------|------------------|
| District | 5.2% * | 1.1% * | 4.0% * |
| State | 3.1% * | 1.3% * | 1.6% * |

Overall IAR Mathematics - Non Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------------------------|------------------|-------------------|----------------------------|
| District | 3.9% * | 5.1% * | 2.6% * | * * | 2.9% * | 4.6% * | 2.9% * | 0.0% * | ‡ * | ‡ * | 4.3% * | 4.6% * |
| State | 1.8% * | 1.9% * | 1.7% * | 5.6% * | 1.5% * | 2.7% * | 1.5% * | 1.2% * | 2.1% * | 2.5% * | 3.4% * | 3.3% * |

| | Students with IEPs | English Learners | Low Income |
|-----------------|--------------------|------------------|------------------|
| District | 6.4% * | 1.1% * | 4.2% * |
| State | 3.6% * | 1.5% * | 1.9% * |

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

Academic Progress

Participation Rate (cont)

Overall SAT ELA - Non Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------------|------------------|-------------------|------------------|------------------|-------------------|-------------------|------------------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 8.7% * | 6.3% * | 11.0% * | * * | 5.7% * | 10.8% * | 12.9% * | ‡ * | ‡ * | * * | 10.0% * | 9.4% * |
| State | 4.8% * | 5.4% * | 4.2% * | 0.0% * | 2.8% * | 9.4% * | 6.0% * | 1.5% * | 2.3% * | 6.9% * | 6.1% * | 8.1% * |

| | Students with IEPs | English Learners | Low Income |
|-----------------|-----------------------|---------------------|-------------------|
| District | 6.5% * | ‡ * | 11.4% * |
| State | 10.0% * | 8.5% * | 7.6% * |

Overall SAT Mathematics - Non Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------------|------------------|-------------------|------------------|------------------|-------------------|-------------------|------------------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 9.0% * | 6.9% * | 11.0% * | * * | 6.6% * | 10.8% * | 12.9% * | ‡ * | ‡ * | * * | 10.0% * | 10.9% * |
| State | 5.0% * | 5.7% * | 4.4% * | 0.0% * | 3.0% * | 9.8% * | 6.2% * | 1.7% * | 2.3% * | 7.2% * | 6.3% * | 8.8% * |

| | Students with IEPs | English Learners | Low Income |
|-----------------|-----------------------|---------------------|-------------------|
| District | 9.7% * | ‡ * | 11.9% * |
| State | 10.9% * | 9.0% * | 7.8% * |

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

Academic Progress

Participation Rate (cont)

Overall DLM ELA – Non Participation

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

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

Overall DLM Mathematics – Non Participation

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

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

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

Academic Progress

Participation Rate (cont)

Overall DLM Science - Non Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------------|------------------|------------------|---------------|------------------|------------------|------------------|------------------|--------------------------------------|------------------|-------------------|----------------------------|
| District | 0.0% * | 0.0% * | ‡ * | * * | ‡ * | ‡ * | * * | * * | * * | * * | ‡ * | 0.0% * |
| State | 0.0% * | 0.0% * | 0.0% * | * * | 0.0% * | 0.0% * | 0.0% * | 0.4% * | 0.0% * | 0.0% * | 0.0% * | 0.0% * |

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

Overall ISA - Non Participation

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------------|------------------|------------------|------------------|------------------|-------------------|------------------|------------------|--------------------------------------|------------------|-------------------|----------------------------|
| District | 8.1% * | 6.8% * | 9.3% * | * * | 4.8% * | 11.1% * | 4.2% * | ‡ * | ‡ * | * * | 9.9% * | 8.8% * |
| State | 2.1% * | 2.1% * | 2.0% * | 5.3% * | 1.5% * | 3.4% * | 2.4% * | 1.0% * | 1.8% * | 3.4% * | 2.3% * | 3.3% * |

| | Students with IEPs | English Learners | Low Income |
|-----------------|--------------------|------------------|------------------|
| District | 7.6% * | 5.1% * | 9.7% * |
| State | 3.3% * | 2.0% * | 2.6% * |

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

Eighth Graders Passing Algebra I

What is it?

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

| Students | |
|----------|-------|
| District | 21.1% |
| State | 29.9% |

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

Academic Progress

9th Grade On Track

What is it?

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 56.8% | 48.9% | 63.6% | * | 70.9% | 43.9% | 67.7% | * | * | * | 43.3% | 54.2% |
| State | 86.6% | 84.9% | 88.3% | 95.9% | 90.9% | 76.4% | 83.8% | 96.6% | 86.7% | 79.0% | 83.5% | 82.4% |

| | Students with IEPs | English Learners | Low Income |
|-----------------|-----------------------|---------------------|---------------|
| District | 54.5% | 80.0% | 51.5% |
| State | 81.1% | 79.5% | 79.4% |

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

College and Career Ready

What is it?

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

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

| | Students with IEPs | English Learners | Low Income |
|----------|-----------------------|---------------------|---------------|
| District | * | * | * |
| State | * | * | * |

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

Career and Technical Education

What is it?

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

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

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

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

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

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

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

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

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

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

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

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

Academic Progress

Career and Technical Education (cont)

Career and Technical Education

| Enrollment | |
|------------|---------|
| District | 897 |
| State | 291,667 |

Perkins Measures – Four-Year Graduation Rate

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|----------|-------|-------|--------|------------|-------|--------|----------|-------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 97.1% | 97.7% | 96.3% | * | 97.6% | 100.0% | * | * | * | * | * | 94.1% |
| State | 97.1% | 96.7% | 97.7% | 100.0% | 97.8% | 95.4% | 95.8% | 98.7% | 100.0% | 98.6% | 96.2% | 93.0% |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|----------|--------------------|------------------|----------|---------|---------------|----------|
| District | * | * | * | * | * | * |
| State | 90.4% | 91.9% | 92.6% | 85.7% | 89.5% | 96.1% |

Perkins Measures – Extended (Six-Year) Graduation Rate

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|----------|-------|-------|--------|------------|-------|-------|----------|-------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 94.7% | 90.9% | 98.0% | * | 95.7% | 95.8% | 85.7% | * | * | * | * | * |
| State | 96.2% | 95.8% | 96.9% | * | 96.5% | 95.1% | 95.4% | 98.7% | 100.0% | 94.9% | 94.9% | 92.8% |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|----------|--------------------|------------------|----------|---------|---------------|----------|
| District | * | * | * | * | * | * |
| State | 90.1% | 92.3% | 89.4% | * | 77.0% | 96.3% |

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

Academic Progress

Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Reading/Language Art

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|----------|-------|-------|--------|------------|-------|-------|----------|-------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | * | * | * | * | * | * | * | * | * | * | * | * |
| State | 28.1% | 28.6% | 27.6% | 87.5% | 33.3% | 8.7% | 15.9% | 57.9% | 28.6% | 21.5% | 29.5% | 16.4% |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|----------|--------------------|------------------|----------|---------|---------------|----------|
| District | * | * | * | * | * | * |
| State | 5.7% | 0.7% | 6.7% | 0.0% | 16.5% | 21.8% |

Perkins Measures – Academic Proficiency Rate in Mathematics

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|----------|-------|-------|--------|------------|-------|-------|----------|-------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | * | * | * | * | * | * | * | * | * | * | * | * |
| State | 25.8% | 29.0% | 21.8% | 50.0% | 30.8% | 6.6% | 12.8% | 61.3% | 28.6% | 19.0% | 25.0% | 13.4% |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|----------|--------------------|------------------|----------|---------|---------------|----------|
| District | * | * | * | * | * | * |
| State | 4.3% | 1.3% | 4.6% | 0.0% | 6.3% | 18.1% |

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

Academic Progress

Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Science

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|--------------|--------------|----------|---------------|--------------|----------|----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 21.5% | 21.3% | * | * | 27.7% | * | * | * | * | * | * | * |
| State | 29.9% | 34.3% | 24.2% | 100.0% | 34.9% | 9.5% | 19.2% | 53.0% | 34.8% | 30.6% | 32.3% | 17.9% |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | * | * | * | * | * | * |
| State | 7.9% | 1.5% | 12.1% | 0.0% | 8.2% | 22.2% |

Perkins Measures – Postsecondary Placement Rate

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

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

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

Academic Progress

Career and Technical Education (cont)

Perkins Measures – Nontraditional Program Enrollment Rate

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|--------------|----------|--------------|------------|--------------|--------------|----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 38.9% | * | 85.1% | * | 40.3% | 42.2% | * | * | * | * | * | 45.2% |
| State | 31.0% | 8.4% | 60.1% | 0.0% | 31.1% | 35.3% | 29.2% | 26.8% | 28.6% | 25.7% | 32.4% | 28.3% |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|----------|----------|---------------|----------|
| District | * | * | * | * | * | * |
| State | 28.7% | 30.2% | 36.3% | 50.0% | 39.9% | 32.4% |

Perkins Measures – Program Quality – Attained Postsecondary Credits Rate

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|--------------|--------------|--------------|------------|--------------|--------------|----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 45.4% | 49.0% | 40.5% | * | 47.1% | 50.0% | * | * | * | * | * | * |
| State | 31.7% | 33.6% | 29.2% | 33.3% | 32.1% | 29.3% | 31.9% | 32.1% | 40.0% | 31.4% | 28.1% | 30.9% |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|----------|----------|---------------|----------|
| District | * | * | * | * | * | * |
| State | 29.7% | 30.3% | 25.4% | 16.7% | 18.7% | 35.1% |

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

Career and Technical Education (cont)

Perkins Measures – Program Quality – Work-Based Learning Rate

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|----------|------|------|--------|---------------|-------|-------|----------|-------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | * | * | * | * | * | * | * | * | * | * | * | * |
| State | 5.0% | 4.7% | 5.5% | 0.0% | 5.7% | 4.7% | 3.6% | 3.1% | 6.7% | 7.0% | 5.5% | 6.3% |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|----------|-----------------------|---------------------|----------|---------|------------------|----------|
| District | * | * | * | * | * | * |
| State | 7.0% | 3.6% | 4.2% | 33.3% | 8.8% | 5.3% |

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

Career and Technical Education (cont)

CTE Participant - Total Count of CTE Participants

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------|------------|------------|---------------|------------|------------|-----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 887 | 444 | 443 | * | 344 | 363 | 93 | * | * | * | 81 | 181 |
| State | 266,448 | 149,005 | 117,054 | 389 | 149,012 | 33,617 | 60,351 | 12,981 | 218 | 528 | 9,741 | 47,616 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | 84 | 24 | * | * | * | * |
| State | 32,355 | 15,937 | 5,140 | 45 | 947 | 2,430 |

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|----------|----------|----------|---------------|----------|----------|----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | * | * | * | * | * | * | * | * | * | * | * | * |
| State | 26,698 | 15,890 | 10,797 | 11 | 22,358 | 1,584 | 1,795 | 149 | 11 | 29 | 772 | 5,049 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | * | * | * | * | * | * |
| State | 3,862 | 364 | 663 | 10 | 150 | 176 |

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

Career and Technical Education (cont)

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------|------------|-----------|------------|-----------|-----------|-----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 171 | 120 | 51 | * | 76 | 63 | 16 | * | * | * | 15 | 42 |
| State | 39,138 | 31,245 | 7,846 | 47 | 24,565 | 3,908 | 7,504 | 1,572 | 27 | 85 | 1,477 | 7,843 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|----------|----------|---------------|----------|
| District | 23 | * | * | * | * | * |
| State | 5,680 | 2,129 | 692 | 12 | 143 | 318 |

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------|-----------|------------|------------|-----------|-----------|-----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 178 | 77 | 101 | * | 76 | 67 | 19 | * | * | * | 13 | 24 |
| State | 25,572 | 15,961 | 9,525 | 86 | 13,577 | 3,449 | 6,228 | 1,132 | 24 | 44 | 1,118 | 5,033 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|----------|----------|---------------|----------|
| District | * | * | * | * | * | * |
| State | 3,595 | 1,802 | 613 | 8 | 106 | 228 |

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

Career and Technical Education (cont)

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------|------------|------------|------------|------------|------------|-----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 436 | 203 | 233 | * | 171 | 182 | 42 | * | * | * | 37 | 80 |
| State | 66,910 | 38,568 | 28,230 | 112 | 38,772 | 9,182 | 12,499 | 3,467 | 50 | 132 | 2,808 | 10,038 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|----------|----------|---------------|----------|
| District | 36 | 10 | * | * | * | * |
| State | 6,527 | 3,638 | 1,106 | 20 | 274 | 617 |

CTE Participant - Count of Students participating in Education & Training

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------|-----------|-----------|------------|-----------|-----------|----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 52 | 17 | 35 | * | 24 | 21 | * | * | * | * | * | * |
| State | 18,093 | 3,735 | 14,332 | 26 | 9,177 | 2,585 | 4,785 | 683 | 15 | 41 | 807 | 3,282 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|----------|----------|---------------|----------|
| District | * | * | * | * | * | * |
| State | 2,110 | 1,425 | 424 | * | 70 | 155 |

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Finance

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------|-----------|------------|---------------|-----------|-----------|-----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 206 | 96 | 110 | * | 81 | 81 | 20 | * | * | * | 21 | 30 |
| State | 56,125 | 32,547 | 23,475 | 103 | 33,485 | 6,707 | 10,216 | 3,426 | 35 | 101 | 2,155 | 7,516 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | 11 | * | * | * | * | * |
| State | 4,601 | 2,700 | 726 | 16 | 180 | 515 |

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------|-----------|-----------|---------------|-----------|-----------|----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 114 | 52 | 62 | * | 56 | 39 | * | * | * | * | 12 | 25 |
| State | 677 | 355 | 322 | * | 399 | 141 | 63 | 7 | 1 | * | 66 | 157 |

| | Students with IEPs | English Learners | Low Income | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|---------------|----------|----------|------------------|----------|
| District | 10 | * | 78 | * | * | * | * |
| State | 117 | 27 | 394 | 26 | * | 12 | 3 |

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Health Science

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------|-----------|-----------|---------------|-----------|-----------|----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 67 | 21 | 46 | * | 28 | 26 | * | * | * | * | * | * |
| State | 15,258 | 3,943 | 11,309 | 6 | 6,814 | 2,572 | 4,234 | 900 | 9 | 49 | 680 | 1,998 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | * | * | * | * | * | * |
| State | 1,274 | 1,160 | 441 | 2 | 73 | 112 |

CTE Participant - Count of Students participating in Hospitality & Tourism

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------|----------|-----------|---------------|----------|-----------|----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 18 | * | 15 | * | * | 12 | * | * | * | * | * | * |
| State | 62,735 | 28,200 | 34,396 | 139 | 34,506 | 8,483 | 14,876 | 2,179 | 55 | 122 | 2,514 | 12,631 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | * | * | * | * | * | * |
| State | 9,095 | 4,152 | 1,188 | 11 | 233 | 664 |

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Human Services

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------|------------|------------|------------|-----------|------------|-----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 272 | 134 | 138 | * | 73 | 138 | 32 | * | * | * | 26 | 58 |
| State | 36,864 | 12,307 | 24,551 | 6 | 23,300 | 4,482 | 6,476 | 882 | 32 | 64 | 1,628 | 6,891 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|----------|----------|---------------|----------|
| District | 27 | * | * | * | * | * |
| State | 5,082 | 1,657 | 814 | 15 | 198 | 409 |

CTE Participant - Count of Students participating in Information Technology

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------|------------|------------|------------|------------|------------|-----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 399 | 177 | 222 | * | 154 | 174 | 38 | * | * | * | 31 | 78 |
| State | 45,944 | 28,592 | 17,298 | 54 | 24,834 | 7,494 | 9,238 | 2,371 | 47 | 100 | 1,860 | 8,223 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|----------|----------|---------------|----------|
| District | 32 | * | * | * | * | * |
| State | 5,835 | 2,917 | 1,027 | 13 | 219 | 494 |

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

Career and Technical Education (cont)

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------|----------|----------|---------------|----------|----------|----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 10 | * | * | * | * | * | * | * | * | * | * | * |
| State | 5,205 | 2,624 | 2,581 | * | 2,253 | 1,132 | 1,352 | 161 | 4 | 15 | 288 | 928 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | * | * | * | * | * | * |
| State | 665 | 438 | 183 | * | 27 | 32 |

CTE Participant - Count of Students participating in Manufacturing

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------|------------|-----------|---------------|-----------|-----------|----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 137 | 100 | 37 | * | 61 | 56 | * | * | * | * | 10 | 31 |
| State | 40,725 | 27,832 | 12,839 | 54 | 24,992 | 4,203 | 8,691 | 1,116 | 28 | 85 | 1,610 | 8,596 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | 16 | * | * | * | * | * |
| State | 6,238 | 2,546 | 744 | 10 | 157 | 349 |

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Marketing

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------|------------|------------|---------------|-----------|-----------|-----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 235 | 113 | 122 | * | 95 | 93 | 22 | * | * | * | 22 | 34 |
| State | 30,550 | 18,311 | 12,235 | 4 | 18,023 | 2,915 | 6,197 | 2,037 | 21 | 67 | 1,290 | 4,370 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | 12 | * | * | * | * | * |
| State | 2,504 | 1,594 | 358 | 11 | 89 | 341 |

CTE Participant - Count of Students participating in STEM

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------|-----------|-----------|---------------|-----------|-----------|-----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 134 | 93 | 41 | * | 54 | 53 | 13 | * | * | * | 13 | 25 |
| State | 23,845 | 18,493 | 5,300 | 52 | 11,743 | 2,761 | 5,994 | 2,280 | 21 | 53 | 993 | 3,995 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | 13 | * | * | * | * | * |
| State | 2,477 | 1,685 | 373 | * | 75 | 170 |

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

Academic Progress

Career and Technical Education (cont)

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------|-----------|-----------|---------------|-----------|-----------|----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 139 | 98 | 41 | * | 66 | 54 | * | * | * | * | * | 35 |
| State | 28,343 | 24,204 | 4,073 | 66 | 15,941 | 2,937 | 7,603 | 777 | 18 | 69 | 998 | 6,642 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | 15 | * | * | * | * | * |
| State | 4,943 | 2,392 | 549 | 1 | 94 | 257 |

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

Career and Technical Education (cont)

CTE Concentrator - Total Count of CTE Concentrators

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------|-----------|-----------|------------|-----------|-----------|-----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 149 | 82 | 67 | * | 77 | 45 | 14 | * | * | * | 12 | 31 |
| State | 105,517 | 59,367 | 46,113 | 37 | 62,749 | 11,585 | 22,204 | 5,122 | 77 | 183 | 3,597 | 18,817 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|----------|----------|---------------|----------|
| District | * | * | * | * | * | * |
| State | 12,617 | 4,653 | 1,874 | 16 | 288 | 868 |

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|----------|----------|----------|------------|----------|----------|----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | * | * | * | * | * | * | * | * | * | * | * | * |
| State | 18,507 | 11,204 | 7,296 | 7 | 15,976 | 852 | 1,102 | 93 | 7 | 19 | 458 | 3,489 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|----------|----------|---------------|----------|
| District | * | * | * | * | * | * |
| State | 2,652 | 193 | 470 | 3 | 89 | 108 |

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

Career and Technical Education (cont)

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------|-----------|-----------|------------|-----------|-----------|----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 78 | 55 | 23 | * | 40 | 25 | * | * | * | * | * | 15 |
| State | 26,342 | 21,682 | 4,655 | 5 | 17,515 | 2,156 | 4,507 | 1,207 | 18 | 51 | 888 | 5,029 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|----------|----------|---------------|----------|
| District | * | * | * | * | * | * |
| State | 3,458 | 971 | 409 | 10 | 63 | 199 |

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------|-----------|-----------|------------|-----------|-----------|----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 45 | 23 | 22 | * | 25 | 14 | * | * | * | * | * | * |
| State | 15,483 | 10,619 | 4,862 | 2 | 9,793 | 1,346 | 3,079 | 649 | 8 | 17 | 591 | 3,129 |

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

Career and Technical Education (cont)

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------|-----------|-----------|---------------|-----------|-----------|----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 108 | 59 | 49 | * | 55 | 35 | * | * | * | * | * | 20 |
| State | 41,362 | 25,135 | 16,223 | 4 | 27,489 | 4,169 | 6,330 | 1,774 | 33 | 76 | 1,491 | 6,501 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | * | * | * | * | * | * |
| State | 4,299 | 1,414 | 675 | 13 | 121 | 344 |

CTE Concentrator - Count of Students concentrating in Education & Training

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------|----------|----------|---------------|----------|----------|----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 10 | * | * | * | * | * | * | * | * | * | * | * |
| State | 11,518 | 1,588 | 9,926 | 4 | 6,241 | 1,419 | 3,009 | 385 | 7 | 21 | 436 | 2,076 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | * | * | * | * | * | * |
| State | 1,268 | 619 | 212 | * | 28 | 109 |

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Finance

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------|-----------|-----------|---------------|-----------|-----------|----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 62 | 31 | 31 | * | 35 | 20 | * | * | * | * | * | 11 |
| State | 33,959 | 20,788 | 13,169 | 2 | 22,920 | 3,042 | 5,005 | 1,667 | 31 | 55 | 1,239 | 4,793 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | * | * | * | * | * | * |
| State | 2,960 | 1,010 | 440 | 12 | 86 | 292 |

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------|----------|----------|---------------|----------|----------|----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 13 | * | * | * | * | * | * | * | * | * | * | * |
| State | 113 | 58 | 55 | * | 97 | 6 | 6 | 1 | * | * | 3 | 38 |

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

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Health Science

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------|----------|----------|---------------|----------|----------|----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 12 | * | * | * | * | * | * | * | * | * | * | * |
| State | 6,173 | 1,333 | 4,837 | 3 | 2,995 | 947 | 1,564 | 391 | 4 | 19 | 253 | 714 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | * | * | * | * | * | * |
| State | 426 | 335 | 169 | * | 25 | 44 |

CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------|----------|----------|---------------|----------|----------|----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 13 | * | * | * | * | * | * | * | * | * | * | * |
| State | 48,695 | 22,505 | 26,169 | 21 | 28,548 | 6,159 | 10,367 | 1,580 | 34 | 77 | 1,930 | 9,549 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | * | * | * | * | * | * |
| State | 6,915 | 2,375 | 897 | 8 | 156 | 485 |

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Human Services

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------|-----------|----------|------------|----------|----------|----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 13 | 11 | * | * | * | * | * | * | * | * | * | * |
| State | 27,699 | 9,645 | 18,052 | 2 | 18,594 | 2,843 | 4,474 | 586 | 20 | 46 | 1,136 | 5,214 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|----------|----------|---------------|----------|
| District | * | * | * | * | * | * |
| State | 3,818 | 982 | 589 | 13 | 109 | 229 |

CTE Concentrator - Count of Students concentrating in Information Technology

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------|-----------|-----------|------------|-----------|-----------|-----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 122 | 62 | 60 | * | 61 | 42 | 10 | * | * | * | * | 27 |
| State | 32,612 | 20,966 | 11,640 | 6 | 21,421 | 3,121 | 5,212 | 1,627 | 22 | 58 | 1,151 | 5,544 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|----------|----------|---------------|----------|
| District | * | * | * | * | * | * |
| State | 3,888 | 1,162 | 519 | 11 | 109 | 295 |

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

Academic Progress

Career and Technical Education (cont)

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|----------|-------|------|--------|---------------|-------|-------|----------|-------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | * | * | * | * | * | * | * | * | * | * | * | * |
| State | 1,797 | 927 | 870 | * | 939 | 235 | 467 | 86 | 3 | 6 | 61 | 288 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|----------|-----------------------|---------------------|----------|---------|------------------|----------|
| District | * | * | * | * | * | * |
| State | 172 | 29 | 38 | * | * | 8 |

CTE Concentrator - Count of Students concentrating in Manufacturing

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|----------|--------|--------|--------|---------------|--------|-------|----------|-------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 71 | 51 | 20 | * | 36 | 21 | * | * | * | * | * | 15 |
| State | 25,458 | 17,526 | 7,931 | 1 | 17,023 | 2,224 | 4,569 | 674 | 17 | 37 | 914 | 5,240 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|----------|-----------------------|---------------------|----------|---------|------------------|----------|
| District | * | * | * | * | * | * |
| State | 3,700 | 978 | 448 | 3 | 74 | 208 |

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Marketing

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------|------------|------------|------------|-----------|-----------|-----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 235 | 113 | 122 | * | 95 | 93 | 22 | * | * | * | 22 | 34 |
| State | 30,550 | 18,311 | 12,235 | 4 | 18,023 | 2,915 | 6,197 | 2,037 | 21 | 67 | 1,290 | 4,370 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|----------|----------|---------------|----------|
| District | 12 | * | * | * | * | * |
| State | 2,504 | 1,594 | 358 | 11 | 89 | 341 |

CTE Concentrator - Count of Students concentrating in STEM

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------|-----------|-----------|------------|-----------|-----------|----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 68 | 51 | 17 | * | 36 | 17 | * | * | * | * | * | 11 |
| State | 15,175 | 12,352 | 2,820 | 3 | 8,216 | 1,286 | 3,586 | 1,479 | 15 | 26 | 567 | 2,472 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|----------|----------|---------------|----------|
| District | * | * | * | * | * | * |
| State | 1,434 | 570 | 173 | 1 | 33 | 103 |

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

Career and Technical Education (cont)

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------|-----------|----------|---------------|-----------|-----------|----------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 52 | 44 | * | * | 31 | 13 | * | * | * | * | * | 10 |
| State | 18,365 | 16,195 | 2,167 | 3 | 11,134 | 1,651 | 4,475 | 485 | 10 | 36 | 574 | 4,262 |

| | Students with IEPs | English Learners | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|----------|----------|------------------|----------|
| District | * | * | * | * | * | * |
| State | 3,074 | 1,073 | 328 | * | 46 | 161 |

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

Academic Progress

High School Graduation Rate

What is it?

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

4 Year

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|--------------|--------------|--------------|------------|--------------|--------------|--------------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 67.5% | 65.7% | 69.1% | * | 68.6% | 71.4% | 63.3% | ‡ | * | ‡ | 50.0% | 60.8% |
| State | 87.3% | 85.0% | 89.7% | 94.7% | 90.5% | 79.5% | 85.1% | 94.8% | 86.3% | 80.1% | 84.5% | 77.7% |

| | Students with IEPs | English Learners | Low Income | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|--------------|--------------|----------|---------------|----------|
| District | 47.4% | ‡ | 61.0% | 36.8% | * | ‡ | * |
| State | 72.1% | 76.8% | 80.1% | 67.3% | 83.3% | 51.8% | 88.4% |

5 Year

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|--------------|--------------|--------------|------------|--------------|--------------|--------------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 65.8% | 60.3% | 71.6% | * | 70.0% | 63.3% | 70.3% | ‡ | * | * | 53.1% | 69.6% |
| State | 88.8% | 86.4% | 91.2% | * | 91.8% | 81.6% | 86.5% | 96.3% | 89.8% | 81.3% | 85.2% | 79.6% |

| | Students with IEPs | English Learners | Low Income | Homeless | Migrant | Youth In Care | Military |
|-----------------|--------------------|------------------|--------------|--------------|----------|---------------|----------|
| District | 59.6% | ‡ | 57.0% | 51.6% | * | ‡ | * |
| State | 75.2% | 79.5% | 82.5% | 69.6% | 60.0% | 60.5% | 90.7% |

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

Academic Progress

High School Graduation Rate (cont)

6 Year

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 72.5% | 69.5% | 75.1% | * | 74.9% | 66.2% | 87.2% | ‡ | * | ‡ | 66.7% | 67.6% |
| State | 90.1% | 87.9% | 92.4% | * | 92.7% | 83.7% | 88.3% | 96.2% | 92.7% | 84.9% | 87.6% | 82.2% |

| | Students with IEPs | English Learners | Low Income | Homeless | Migrant | Youth In Care | Military |
|-----------------|-----------------------|---------------------|---------------|--------------|----------|------------------|----------|
| District | 56.3% | ‡ | 69.3% | 64.5% | * | ‡ | * |
| State | 77.6% | 81.8% | 84.8% | 72.8% | 65.5% | 59.3% | 93.4% |

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

Postsecondary Enrollment

What is it?

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

12 Month Enrollment

| | Enrolling in College | Enrolling in Public School | Enrolling in Private School | Enrolling in University | Enrolling in Community College | Enrolling in Trade/Vocational Schools |
|-----------------|----------------------|----------------------------|-----------------------------|-------------------------|--------------------------------|---------------------------------------|
| District | 37.9% | * | * | 19.1% | 18.8% | 0.0% |
| State | 64.3% | * | * | 38.2% | 26.1% | 0.0% |

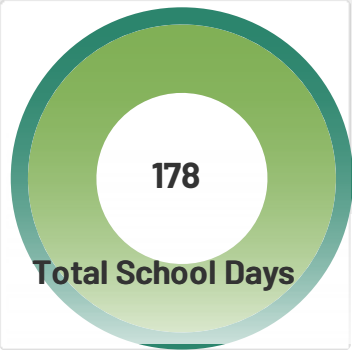
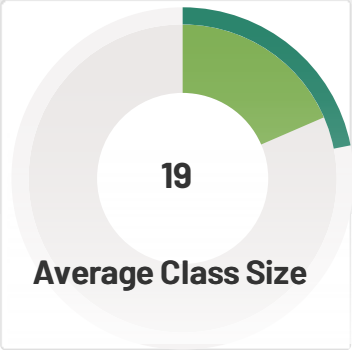
16 Month Enrollment

| | Enrolling in College | Enrolling in Public School | Enrolling in Private School | Enrolling in University | Enrolling in Community College | Enrolling in Trade/Vocational Schools |
|-----------------|----------------------|----------------------------|-----------------------------|-------------------------|--------------------------------|---------------------------------------|
| District | 38.2% | * | * | 19.5% | 18.8% | 0.0% |
| State | 65.1% | * | * | 38.4% | 26.8% | 0.0% |

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

About the data

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



District Environment

Early Learning

What is it?

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

Kindergarten Individual Developmental Survey (KIDS) Results - Overall

| | % of Entering Kindergartners Rated on Required 14 Measures | % of Entering Kindergartners Demonstrating Readiness by Developmental Area | | | | | | |
|-----------------|------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------|--------------------------|------------------------------|----------------------------------|-----------------------------------|--------------|
| | | In 0 Developmental Areas | In 1 Developmental Area | In 2 Developmental Areas | In All 3 Developmental Areas | Social and Emotional Development | Language and Literacy Development | Math |
| District | 70.0% | 57.5% | 12.1% | 17.6% | 12.8% | 39.0% | 30.4% | 16.3% |
| State | 84.7% | 38.3% | 16.6% | 16.7% | 28.4% | 55.0% | 46.2% | 33.9% |

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

| | White | Black | Hispanic | Asian | Native Hawaiian/Pacific Islander | American Indian | Two or More Races | Students with Disabilities | Students with IEPs | English Learners | Low Income |
|-----------------|-------|-------|----------|-------|----------------------------------|-----------------|-------------------|----------------------------|--------------------|------------------|------------|
| District | * | * | * | * | * | * | * | * | * | * | * |
| State | 35.9% | 20.8% | 17.1% | 34.7% | 29.5% | 17.8% | 31.0% | * | 12.8% | 13.0% | 19.1% |

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

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

District Environment

School Level Finances

What is it?

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

| | Site level Per Pupil Expenditures | | | | District Centralized Per Pupil Expenditures | | | Total Per Pupil Expenditures | | | Exclusions | Total Expenditures |
|----------|-----------------------------------|---------|-------------|----------|---------------------------------------------|-------------|----------|------------------------------|-------------|----------|-------------|--------------------|
| | Enrollment | Federal | State/Local | Subtotal | Federal | State/Local | Subtotal | Federal | State/Local | Total | | |
| District | 4,689 | \$348 | \$8,254 | \$8,603 | \$2,359 | \$6,531 | \$8,891 | \$2,708 | \$14,786 | \$17,493 | \$7,623,293 | \$89,655,853 |

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

School Level Finances (cont)

| | Site level Per Pupil Expenditures | | | | District Centralized Per Pupil Expenditures | | | Total Per Pupil Expenditures | | |
|-------------------------------|-----------------------------------|--------------|----------------|----------------|---------------------------------------------|----------------|----------------|------------------------------|-----------------|-----------------|
| | Enrollment | Federal | State/Local | Subtotal | Federal | State/Local | Subtotal | Federal | State/Local | Total |
| District | 4,689 | \$348 | \$8,254 | \$8,603 | \$2,359 | \$6,531 | \$8,891 | \$2,708 | \$14,786 | \$17,493 |
| Danville High School | 1,219 | \$187 | \$10,548 | \$10,735 | \$2,122 | \$5,895 | \$8,017 | \$2,309 | \$16,443 | \$18,752 |
| North Ridge Middle School | 675 | \$356 | \$8,182 | \$8,538 | \$2,118 | \$5,923 | \$8,041 | \$2,474 | \$14,104 | \$16,578 |
| South View Upper Elem School | 614 | \$407 | \$7,451 | \$7,857 | \$2,118 | \$5,923 | \$8,041 | \$2,525 | \$13,373 | \$15,898 |
| Edison Elem School | 239 | \$749 | \$5,328 | \$6,077 | \$2,712 | \$9,166 | \$11,879 | \$3,461 | \$14,495 | \$17,956 |
| Garfield Elem School | 193 | \$740 | \$7,084 | \$7,823 | \$2,632 | \$6,628 | \$9,260 | \$3,372 | \$13,711 | \$17,083 |
| Liberty Elem School | 249 | \$162 | \$6,911 | \$7,073 | \$2,632 | \$6,628 | \$9,260 | \$2,794 | \$13,539 | \$16,333 |
| Northeast Elem Magnet School | 278 | \$265 | \$5,920 | \$6,184 | \$2,632 | \$6,628 | \$9,260 | \$2,897 | \$12,548 | \$15,444 |
| Meade Park Elem School | 246 | \$742 | \$8,406 | \$9,148 | \$2,632 | \$6,628 | \$9,260 | \$3,374 | \$15,033 | \$18,408 |
| Mark Denman Elementary School | 591 | \$299 | \$7,470 | \$7,769 | \$2,632 | \$6,628 | \$9,260 | \$2,931 | \$14,098 | \$17,029 |
| Southwest Elem School | 311 | \$337 | \$6,905 | \$7,242 | \$2,712 | \$9,166 | \$11,879 | \$3,050 | \$16,071 | \$19,121 |

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District Finances

What is it?

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

Revenue By Source

| | Local Property Taxes | Other Local Funding | Evidence-Based Funding | Other State Funding | Federal Funding | Total Revenue |
|-----------------|-------------------------------------|--------------------------------|-------------------------------------|-----------------------------------|-------------------------------------|---------------------|
| District | 29.1% \$23,739,359 | 0.1% \$54,973 | 46.5% \$37,977,806 | 8.7% \$7,121,670 | 15.6% \$12,713,868 | \$81,607,676 |
| State | 60.6% | 4.0% | 21.3% | 4.7% | 9.5% | * |

Expenditure By Function

| | Instruction | General Administration | Supporting Services | Other Expenditures |
|-----------------|--------------|------------------------|---------------------|--------------------|
| District | 42.3% | 3.5% | 30.0% | 24.1% |
| State | 48.2% | 2.3% | 29.1% | 20.4% |

Expenditure By Fund

| | Education | Operations & Maintenance | Transportation | Debt Service | Tort | Municipal Retirement/ Social Security | Fire Prevention & Safety | Capital Projects | Total Expenditure |
|-----------------|-------------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|-----------------------------------|---------------------------------------|---------------------------|-----------------------------------|---------------------|
| District | 69.5% \$64,271,983 | 4.7% \$4,331,099 | 4.7% \$4,382,989 | 14.7% \$13,626,011 | 2.4% \$2,217,160 | 2.8% \$2,572,253 | 0.0% \$0 | 1.2% \$1,077,961 | \$92,479,456 |
| State | 71.3% | 7.1% | 2.9% | 8.5% | 1.2% | 1.9% | 0.6% | 6.5% | * |

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

District Environment

District Finances (cont)

Other Financial Indicators

| | 2019 Equalized Assessed Valuation per Pupil | 2019 Total School Tax Rate per \$100 | 2020-21 Instructional Expenditure per Pupil | 2020-21 Operating Expenditure per Pupil |
|-----------------|---------------------------------------------|--------------------------------------|---------------------------------------------|-----------------------------------------|
| District | \$78,407 | 5.7 | \$9,104 | \$16,245 |
| State | * | * | \$9,703 | \$16,029 |

Average Class Size

What is it?

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

| | PK | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade HS | Overall |
|-----------------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| District | * | 24 | 22 | 23 | 22 | 21 | 25 | 24 | 20 | 19 | 18 | 19 | 17 | 16 | * | 20 |
| State | * | 21 | 20 | 20 | 21 | 21 | 21 | 22 | 22 | 22 | 22 | 21 | 21 | 20 | 21 | 21 |

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

Total School Days

What is it?

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

| Total School Days | |
|-------------------|-----|
| District | 178 |
| State | 176 |

Health and Wellness

What is it?

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

| Days PE per week | |
|------------------|---|
| District | 4 |
| State | 4 |

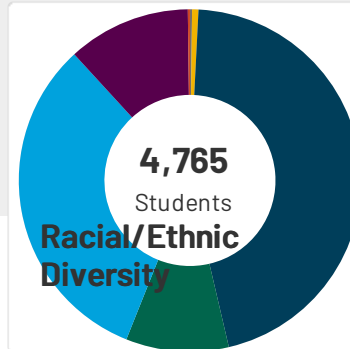
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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

4,765

Student Enrollment



39.5%

Chronic Absenteeism

Student Enrollment

What is it?

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

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

By Subgroups

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-------------------------------|------------------------------|------------------------------|-------------------------|------------------------------|------------------------------|---------------------------|--------------------------|--------------------------------------|--------------------------|----------------------------|------------------------------|
| District | 100.0% 4,765 | 50.2% 2,390 | 49.8% 2,375 | 0.0% * | 32.1% 1,529 | 45.5% 2,170 | 9.7% 464 | 0.6% 29 | 0.2% 10 | 0.2% 11 | 11.6% 552 | 25.1% 1,195 |
| State | 100.0% 1,869,325 | 51.4% 959,975 | 48.6% 909,276 | 0.0% 74 | 46.4% 866,540 | 16.6% 310,464 | 27.2% 508,549 | 5.4% 100,564 | 0.1% 1,851 | 0.3% 4,756 | 4.1% 76,601 | 20.3% 378,912 |

| | Students with IEPs | English Learners | Low Income | Homeless | Migrant | Youth In Care | Military |
|-----------------|----------------------------|---------------------------|------------------------------|--------------------------|-------------------------|---------------------------|--------------------------|
| District | 17.6% 841 | 3.5% 165 | 78.5% 3,741 | 1.6% 78 | 0.0% * | 2.1% 100 | 0.3% 14 |
| State | 16.5% 307,555 | 13.7% 255,367 | 46.5% 869,330 | 2.0% 36,543 | 0.0% 343 | 0.7% 13,324 | 0.8% 14,220 |

By Grades

| | PK | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| District | 192 | 383 | 367 | 384 | 390 | 343 | 356 | 329 | 363 | 348 | 437 | 332 | 281 | 260 |
| State | 76,645 | 124,808 | 126,801 | 127,437 | 127,217 | 129,338 | 133,597 | 135,399 | 140,813 | 145,466 | 157,008 | 149,133 | 146,066 | 149,597 |

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

Advanced Academic Programs

What is it?

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

Students Enrolled in Accelerated Placement

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

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

Students Enrolled in Accelerated Placement - ELA

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

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|-----------------|--------------------|--------------------|----------------------|--------------------|-------------------|
| District | * | * | * | * | * |
| State | 0.1% 400 | 0.1% 400 | 0.3% 3,006 | 0.3% 149 | 0.1% 21 |

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Math

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

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

Students Enrolled in Accelerated Placement - Multiple Subjects

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

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|----------|----------------------|----------------------|-----------------------|----------------------|--------------------|
| District | * | * | * | * | * |
| State | 1.4% 4,007 | 1.8% 4,965 | 4.6% 42,912 | 3.4% 1,461 | 0.9% 126 |

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Whole Grade

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

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|----------|-----------------------|---------------------|---------------|-----------|------------------|
| District | * | * | * | * | * |
| State | 0.0% 26 | 0.0% 42 | 0.0% 289 | 0.0% 2 | 0.0% 1 |

Students Enrolled in Advanced Placement Coursework

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|----------|------------------|-----------------|-----------------|---------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 12.6% 176 | 10.0% 67 | 15.0% 109 | * | 20.2% 107 | 7.2% 43 | 8.7% 12 | ‡ | ‡ | * | ‡ | 6.6% 21 |
| State | 22.2% 136,701 | 18.8% 59,465 | 25.7% 76,999 | 31.9% 237 | 23.2% 66,464 | 12.6% 12,696 | 20.5% 35,457 | 51.9% 16,825 | 32.4% 210 | 17.6% 262 | 22.2% 4,787 | 9.3% 11,353 |

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|----------|-----------------------|---------------------|-----------------|---------------|------------------|
| District | ‡ | ‡ | 8.2% 83 | ‡ | ‡ |
| State | 2.8% 2,484 | 6.8% 3,404 | 14.8% 40,874 | 7.6% 1,138 | 2.9% 94 |

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

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

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

Students Enrolled in any course designated as Enriched or Honors

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|----------|---------------------------|---------------------------|----------------------------|---------------------|----------------------------|---------------------------|--------------------------|------------------------|--------------------------------------|---------------------|--------------------------|----------------------------|
| District | 9.8% 514 | 7.9% 210 | 11.8% 304 | * * | 16.6% 276 | 5.9% 140 | 9.1% 46 | ‡ ‡ | ‡ ‡ | ‡ ‡ | 6.7% 41 | 5.7% 67 |
| State | 19.8% 384,714 | 18.1% 180,719 | 21.6% 203,343 | 44.7% 652 | 21.8% 194,193 | 13.3% 43,602 | 17.9% 94,705 | 34.4% 36,095 | 23.9% 455 | 17.0% 828 | 18.3% 14,836 | 11.6% 41,302 |

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|----------|-----------------------|-----------------------|---------------------------|-----------------------|--------------------|
| District | ‡ ‡ | ‡ ‡ | 6.3% 265 | ‡ ‡ | ‡ ‡ |
| State | 6.3% 17,755 | 6.0% 16,214 | 13.5% 125,534 | 10.4% 4,460 | 4.3% 639 |

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

Advanced Academic Programs (cont)

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|----------------------------|---------------------------|----------------------------|----------------------|----------------------------|---------------------------|---------------------------|-----------------------|--------------------------------------------|----------------------|---------------------------|----------------------------------|
| District | 14.9% 209 | 12.8% 86 | 16.9% 123 | * * | 19.8% 105 | 11.9% 71 | 11.6% 16 | ‡ ‡ | ‡ ‡ | * * | 11.2% 14 | 9.1% 29 |
| State | 13.1% 80,917 | 13.0% 41,004 | 13.3% 39,900 | 1.7% 13 | 16.9% 48,578 | 8.5% 8,542 | 9.3% 16,045 | 14.9% 4,849 | 9.4% 61 | 9.1% 135 | 12.5% 2,707 | 8.5% 10,392 |

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|-----------------|-----------------------|----------------------|----------------------------|----------------------|----------------------|
| District | ‡ ‡ | ‡ ‡ | 12.3% 125 | ‡ ‡ | ‡ ‡ |
| State | 6.5% 5,733 | 5.9% 2,960 | 8.9% 24,704 | 8.0% 1,196 | 4.4% 146 |

Advanced Placement (AP) Exams - Grade 9

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

Advanced Placement (AP) Exams - Grade 10

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

Advanced Placement (AP) Exams - Grade 11

| | Number of AP Exams Taken | Number of AP Exams Passed | Number of Students Took One or More AP Exams | Number of Students Passed One or More AP Exams |
|-----------------|--------------------------|---------------------------|-------------------------------------------------|---------------------------------------------------|
| District | 155 | 34 | 78 | 21 |
| State | 155,940 | 96,101 | 39,509 | 26,229 |

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Exams - Grade 12

| | Number of AP Exams Taken | Number of AP Exams Passed | Number of Students Took One or More AP Exams | Number of Students Passed One or More AP Exams |
|-----------------|--------------------------|---------------------------|----------------------------------------------|------------------------------------------------|
| District | 181 | 32 | 45 | 19 |
| State | 307,079 | 201,928 | 39,341 | 29,765 |

Students Taking Early College Courses

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----------------|-----------|----------|------------|------------|
| District | 25 | ‡ | 121 | 132 |
| State | 22,770 | 32,659 | 62,725 | 76,218 |

Advanced Placement (AP) Coursework - Grade 9

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

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

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 10

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

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

Advanced Placement (AP) Coursework - Grade 11

| | All | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|----------|--------|--------|-------|----------|-------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 91 | 52 | 23 | ‡ | ‡ | ‡ | * | ‡ | 11 |
| State | 45,254 | 22,249 | 3,876 | 12,195 | 5,252 | 89 | 73 | 1,520 | 3,844 |

| | Students with IEPs | Non-IEP | English Learners | Non-English Learners | Low Income | Non Low Income |
|----------|--------------------|---------|------------------|----------------------|------------|----------------|
| District | ‡ | * | ‡ | * | 49 | * |
| State | 773 | * | 1,235 | * | 13,754 | * |

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 12

| | All | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------|-----------|-----------|----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 69 | 47 | 13 | ‡ | ‡ | ‡ | * | ‡ | ‡ |
| State | 50,674 | 25,935 | 4,423 | 12,871 | 5,719 | 57 | 80 | 1,589 | 4,526 |

| | Students with IEPs | Non-IEP | English Learners | Non-English Learners | Low Income | Non Low Income |
|-----------------|--------------------|----------|------------------|----------------------|------------|----------------|
| District | ‡ | * | ‡ | * | 26 | * |
| State | 1,086 | * | 1,313 | * | 14,271 | * |

International Baccalaureate (IB) Coursework - Grade 9

| | All | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|----------|----------|----------|----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | * | ‡ | ‡ |
| State | 171 | 48 | 83 | 19 | 10 | 0 | 0 | 11 | 11 |

| | Students with IEPs | Non-IEP | English Learners | Non-English Learners | Low Income | Non Low Income |
|-----------------|--------------------|----------|------------------|----------------------|------------|----------------|
| District | ‡ | * | ‡ | * | ‡ | * |
| State | 4 | * | 3 | * | 75 | * |

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 10

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

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

International Baccalaureate (IB) Coursework - Grade 11

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

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

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 12

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

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

Dual Credit Coursework - Grade 9

| | All | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-------|-------|-------|----------|-------|--------------------------------------------|--------------------|----------------------|-------------------------------|
| District | 21 | ‡ | ‡ | ‡ | ‡ | ‡ | * | ‡ | ‡ |
| State | 7,918 | 3,252 | 2,194 | 1,756 | 419 | 8 | 17 | 272 | 1,015 |

| | Students with IEPs | Non-IEP | English Learners | Non-English Learners | Low Income | Non Low Income |
|-----------------|-----------------------|---------|---------------------|-------------------------|------------|-------------------|
| District | ‡ | * | ‡ | * | 15 | * |
| State | 635 | * | 552 | * | 3,427 | * |

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 10

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

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

Dual Credit Coursework - Grade 11

| | All | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|--------|--------|-------|----------|-------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 80 | 46 | 25 | ‡ | ‡ | ‡ | * | ‡ | 13 |
| State | 23,791 | 14,980 | 2,050 | 4,480 | 1,406 | 18 | 40 | 817 | 2,946 |

| | Students with IEPs | Non-IEP | English Learners | Non-English Learners | Low Income | Non Low Income |
|-----------------|--------------------|---------|------------------|----------------------|------------|----------------|
| District | ‡ | * | ‡ | * | 43 | * |
| State | 1,587 | * | 739 | * | 7,266 | * |

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 12

| | All | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|---------------|---------------|--------------|--------------|--------------|--------------------------------------------|--------------------|----------------------|-------------------------------|
| District | 107 | 51 | 38 | 10 | ‡ | ‡ | * | ‡ | 15 |
| State | 40,096 | 25,409 | 3,273 | 7,589 | 2,429 | 30 | 59 | 1,307 | 5,180 |

| | Students with IEPs | Non-IEP | English Learners | Non-English Learners | Low Income | Non Low Income |
|-----------------|-----------------------|----------|---------------------|-------------------------|---------------|-------------------|
| District | ‡ | * | ‡ | * | 67 | * |
| State | 2,772 | * | 1,152 | * | 10,907 | * |

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

Gifted Students

What is it?

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

Students Assessed For Giftedness

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|------------------------|-----------------------|-----------------------|-------------------|-----------------------|-----------------------|-----------------------|------------------------|--------------------------------------|--------------------|----------------------|----------------------------|
| District | * | * | * | * | * | * | * | * | * | * | * | * |
| State | 6.7% 129,344 | 6.6% 66,002 | 6.7% 63,320 | 1.5% 22 | 7.0% 61,935 | 4.1% 13,630 | 5.1% 26,858 | 18.7% 19,663 | 7.5% 142 | 7.0% 342 | 8.3% 6,774 | 5.9% 21,223 |

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

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------------------|----------------------|----------------------|------------------|----------------------|--------------------|----------------------|----------------------|--------------------------------------|-------------------|--------------------|----------------------------|
| District | * | * | * | * | * | * | * | * | * | * | * | * |
| State | 0.8% 15,553 | 0.8% 8,042 | 0.8% 7,507 | 0.3% 4 | 0.9% 7,974 | 0.3% 897 | 0.5% 2,550 | 3.1% 3,219 | 0.6% 12 | 1.0% 47 | 1.1% 854 | 0.5% 1,893 |

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

Gifted Students (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|-----------------|-----------------------|---------------------|----------------------|-------------------|-------------------|
| District | * | * | * | * | * |
| | * | * | * | * | * |
| State | 0.4% 1,020 | 0.4% 980 | 0.3% 3,044 | 0.1% 55 | 0.1% 15 |

Students Identified As Gifted

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-----------------------|-----------------------|-----------------------|------------------|-----------------------|----------------------|----------------------|------------------------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | * | * | * | * | * | * | * | * | * | * | * | * |
| | * | * | * | * | * | * | * | * | * | * | * | * |
| State | 2.4% 46,332 | 2.4% 23,874 | 2.4% 22,449 | 0.6% 9 | 2.5% 21,975 | 0.9% 2,920 | 1.3% 6,782 | 11.5% 12,042 | 3.3% 63 | 2.0% 98 | 3.0% 2,452 | 1.3% 4,476 |

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

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

Gifted Students (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

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

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

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

Students With IEPs

What is it?

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

By Race/ Ethnicity

| | | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races |
|----------------------|--------------------|-------|-------|----------|-------|--------------------------------------|-----------------|-------------------|
| District | All Students | * | * | * | * | 0.0% | * | * |
| | Students with IEPs | * | * | * | * | 0.1% | * | * |
| All Peer Districts * | All Students | * | * | * | * | 16.4% | * | * |
| | Students with IEPs | * | * | * | * | 0.3% | * | * |
| State | All Students | * | * | * | * | 0.0% | * | * |
| | Students with IEPs | * | * | * | * | 0.3% | * | * |

By Disability Category

| | | Autism | Deafness | Deaf-Blindness | Developmental Delay | Emotional Disability | Hearing Impairment | Intellectual Disability |
|----------------------|--------------------|--------|----------|----------------|---------------------|----------------------|--------------------|-------------------------|
| District | All Students | 1.2% | * | 4.3% | * | 0.2% | * | * |
| | Students with IEPs | 4.4% | * | 31.9% | * | 0.9% | * | * |
| All Peer Districts * | All Students | 6.9% | * | 25.6% | * | 1.0% | * | * |
| | Students with IEPs | 0.7% | * | 5.0% | * | 0.1% | * | * |
| State | All Students | 0.7% | * | 5.1% | * | 0.1% | * | * |
| | Students with IEPs | 4.8% | * | 33.1% | * | 0.8% | * | * |

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

Students With IEPs (cont)

By Disability Category

| | | Multiple Disabilities | Orthopedic Impairment | Other Health Impairment | Specific Learning Disability | Speech or Language Impairment | Traumatic Brain Injury | Visual Impairment |
|----------------------|--------------------|-----------------------|-----------------------|-------------------------|------------------------------|-------------------------------|------------------------|-------------------|
| District | All Students | 3.8% | 0.7% | 2.5% | 0.2% | 2.5% | 1.4% | 0.1% |
| | Students with IEPs | 18.7% | 5.3% | 14.7% | 1.1% | 12.9% | 9.3% | 0.2% |
| All Peer Districts * | All Students | 22.9% | 4.0% | 14.8% | 1.4% | 14.8% | 8.2% | 0.4% |
| | Students with IEPs | 2.4% | 0.9% | 2.1% | 0.2% | 2.1% | 1.6% | 0.0% |
| State | All Students | 3.0% | 0.8% | 2.3% | 0.2% | 2.0% | 1.5% | 0.0% |
| | Students with IEPs | 15.8% | 5.7% | 13.8% | 1.0% | 13.5% | 10.5% | 0.2% |

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

Educational Environments for Students with IEPs

What is it?

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

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

By Race/ Ethnicity

| | Inside >= 80 | Inside 40-79 | Inside < 40 | Separate Facility |
|----------------------|--------------|--------------|--------------|-------------------|
| All | | | | |
| District | 54.9% | 21.2% | 20.4% | 3.5% |
| All Peer Districts * | 55.2% | 26.2% | 13.1% | 5.5% |
| State | 54.2% | 26.3% | 13.3% | 6.3% |
| White | | | | |
| District | * | * | * | * |
| All Peer Districts * | * | * | * | * |
| State | * | * | * | * |
| Black | | | | |
| District | * | * | * | * |
| All Peer Districts * | * | * | * | * |
| State | * | * | * | * |
| Hispanic | | | | |
| District | * | * | * | * |
| All Peer Districts * | * | * | * | * |
| State | * | * | * | * |

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

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

| | Inside >= 80 | Inside 40-79 | Inside < 40 | Separate Facility |
|------------------------------------------|--------------|--------------|-------------|-------------------|
| Asian | | | | |
| District | * | * | * | * |
| All Peer Districts * | * | * | * | * |
| State | * | * | * | * |
| Native Hawaiian/ Pacific Islander | | | | |
| District | 100.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts * | 52.4% | 28.3% | 14.9% | 4.5% |
| State | 51.6% | 27.3% | 14.9% | 6.1% |
| American Indian | | | | |
| District | * | * | * | * |
| All Peer Districts * | * | * | * | * |
| State | * | * | * | * |
| Two or More Races | | | | |
| District | * | * | * | * |
| All Peer Districts * | * | * | * | * |
| State | * | * | * | * |

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

Educational Environments for Students with IEPs (cont)

For Selected Disabilities

| | Inside >= 80 | Inside 40-79 | Inside < 40 | Separate Facility |
|--------------------------------------|---------------|--------------|--------------|-------------------|
| Autism | | | | |
| District | 3.6% | 34.5% | 60.0% | 1.8% |
| All Peer Districts * | 3.3% | 31.1% | 54.3% | 11.3% |
| State | 3.4% | 29.9% | 49.9% | 16.8% |
| Emotional Disability | | | | |
| District | 100.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts * | 70.1% | 13.7% | 7.5% | 8.7% |
| State | 70.8% | 14.0% | 8.8% | 6.5% |
| Intellectual Disability | | | | |
| District | * | * | * | * |
| All Peer Districts * | * | * | * | * |
| State | * | * | * | * |
| Other Health Impairment | | | | |
| District | 49.1% | 33.6% | 15.5% | 1.7% |
| All Peer Districts * | 54.9% | 29.8% | 10.0% | 5.3% |
| State | 57.6% | 28.2% | 9.3% | 5.0% |
| Specific Learning Disability | | | | |
| District | 9.1% | 27.3% | 45.5% | 18.2% |
| All Peer Districts * | 2.5% | 15.7% | 51.9% | 29.9% |
| State | 2.9% | 13.1% | 47.7% | 36.3% |
| Speech or Language Impairment | | | | |
| District | 43.3% | 6.7% | 48.9% | 1.1% |
| All Peer Districts * | 57.1% | 23.0% | 17.7% | 2.1% |
| State | 55.6% | 23.1% | 18.7% | 2.6% |

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

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

| Regular Early Childhood Program | | | | | |
|---------------------------------|-------------------------------------------|--------------------------------------------|--------------------------|-------------|------------------|
| | Majority of Services Inside EC Program | Majority of Services Outside EC Program | Separate Class/ Facility | Home | Service Provider |
| All | | | | | |
| District | 62.7% | 0.0% | 37.3% | 0.0% | 0.0% |
| All Peer Districts * | 48.1% | 21.5% | 23.5% | 0.2% | 6.7% |
| State | 50.7% | 16.7% | 26.0% | 0.2% | 6.4% |
| White | | | | | |
| District | * | * | * | * | * |
| All Peer Districts * | * | * | * | * | * |
| State | * | * | * | * | * |
| Black | | | | | |
| District | * | * | * | * | * |
| All Peer Districts * | * | * | * | * | * |
| State | * | * | * | * | * |
| Hispanic | | | | | |
| District | * | * | * | * | * |
| All Peer Districts * | * | * | * | * | * |
| State | * | * | * | * | * |

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

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

| Regular Early Childhood Program | | | | | |
|------------------------------------------|-------------------------------------------|--------------------------------------------|--------------------------|------|------------------|
| | Majority of Services Inside EC Program | Majority of Services Outside EC Program | Separate Class/ Facility | Home | Service Provider |
| Asian | | | | | |
| District | * | * | * | * | * |
| All Peer Districts * | * | * | * | * | * |
| State | * | * | * | * | * |
| Native Hawaiian/ Pacific Islander | | | | | |
| District | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts * | 50.0% | 21.4% | 21.4% | 0.0% | 7.1% |
| State | 62.7% | 7.8% | 27.5% | 0.0% | 2.0% |
| American Indian | | | | | |
| District | * | * | * | * | * |
| All Peer Districts * | * | * | * | * | * |
| State | * | * | * | * | * |
| Two or More Races | | | | | |
| District | * | * | * | * | * |
| All Peer Districts * | * | * | * | * | * |
| State | * | * | * | * | * |

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

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

What is it?

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

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

For Selected Disabilities

| | Regular Early Childhood Program | | | | |
|-----------------------------|-------------------------------------------|--------------------------------------------|--------------------------|-------------|------------------|
| | Majority of Services Inside EC Program | Majority of Services Outside EC Program | Separate Class/ Facility | Home | Service Provider |
| Autism | | | | | |
| District | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts * | 60.0% | 10.0% | 30.0% | 0.0% | 0.0% |
| State | 43.5% | 8.7% | 47.8% | 0.0% | 0.0% |
| Developmental Delay | | | | | |
| District | * | * | * | * | * |
| All Peer Districts * | * | * | * | * | * |
| State | * | * | * | * | * |
| Emotional Disability | | | | | |
| District | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts * | 40.8% | 18.3% | 40.8% | 0.0% | 0.0% |
| State | 38.3% | 14.3% | 46.8% | 0.0% | 0.6% |

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

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

For Selected Disabilities

| Regular Early Childhood Program | | | | | |
|---------------------------------|-------------------------------------------|--------------------------------------------|--------------------------|------|------------------|
| | Majority of Services Inside EC Program | Majority of Services Outside EC Program | Separate Class/ Facility | Home | Service Provider |
| Intellectual Disability | | | | | |
| District | * | * | * | * | * |
| All Peer Districts * | * | * | * | * | * |
| State | * | * | * | * | * |
| Other Health Impairment | | | | | |
| District | 50.0% | 0.0% | 50.0% | 0.0% | 0.0% |
| All Peer Districts * | 41.5% | 14.1% | 38.6% | 4.0% | 1.8% |
| State | 45.2% | 11.9% | 39.2% | 2.5% | 1.1% |

For Selected Disabilities

| Regular Early Childhood Program | | | | | |
|--------------------------------------|-------------------------------------------|--------------------------------------------|--------------------------|------|------------------|
| | Majority of Services Inside EC Program | Majority of Services Outside EC Program | Separate Class/ Facility | Home | Service Provider |
| Specific Learning Disability | | | | | |
| District | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts * | 19.2% | 7.7% | 66.7% | 3.8% | 2.6% |
| State | 22.0% | 6.0% | 63.3% | 7.3% | 1.3% |
| Speech or Language Impairment | | | | | |
| District | 46.4% | 0.0% | 53.6% | 0.0% | 0.0% |
| All Peer Districts * | 52.2% | 10.7% | 36.3% | 0.1% | 0.7% |
| State | 54.5% | 8.7% | 35.4% | 0.1% | 1.3% |

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State Performance Plan Indicators For Students With IEPs

What is it?

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

| SPP Indicator | Indicator Description | 2021-22 District Data | 2021-22 State Target | District Met Target |
|---------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------|---------------------|
| 1 | Graduation Percent for students with IEPs (Data lag one year) | 84.38 | 82.6 | Yes |
| 2 | Dropout Percent for students with IEPs (Data lag one year) | 15.63 | 13.7 | No |
| 3ae4 | Reading assessment participation rate for students with IEPs, Grade 4 | 100.00 | 95 | Yes |
| 3ae8 | Reading assessment participation rate for students with IEPs, Grade 8 | 100.00 | 95 | Yes |
| 3ae11 | Reading assessment participation rate for students with IEPs, Grade 11 | 77.50 | 95 | No |
| 3am4 | Math assessment participation rate for students with IEPs, Grade 4 | 100.00 | 95 | Yes |
| 3am8 | Math assessment participation rate for students with IEPs, Grade 8 | 100.00 | 95 | Yes |
| 3am11 | Math assessment participation rate for students with IEPs, Grade 11 | 77.50 | 95 | No |
| 3be4 | Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards | 2.56 | 11 | No |
| 3be8 | Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards | 0.00 | 8 | No |
| 3be11 | Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards | 0.00 | 8 | No |
| 3bm4 | Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards | 0.00 | 12 | No |
| 3bm8 | Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards | 0.00 | 6.5 | No |
| 3bm11 | Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards | 0.00 | 7 | No |
| 3ce4 | Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards | 0.00 | 15 | No |
| 3ce8 | Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards | 20.00 | 23.5 | No |

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State Performance Plan Indicators For Students With IEPs (cont)

| SPP Indicator | Indicator Description | 2021-22 District Data | 2021-22 State Target | District Met Target |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------|---------------------|
| 3ce11 | Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards | 28.57 | 22.5 | Yes |
| 3cm4 | Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards | 50.00 | 20.5 | Yes |
| 3cm8 | Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards | 0.00 | 5.5 | No |
| 3cm11 | Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards | 57.14 | 4 | Yes |
| 3de4 | Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards | 4.61 | 25.5 | No |
| 3de8 | Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards | 12.05 | 31.5 | No |
| 3de11 | Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards | 16.22 | 28 | No |
| 3dm4 | Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards | 4.85 | 21.5 | No |
| 3dm8 | Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards | 3.54 | 26 | No |
| 3dm11 | Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards | 6.18 | 27.5 | No |
| 4a | Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in ~? (Data lag one year) | No | -1 | Yes |
| 4b | Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year) | No | No | Yes |
| 5a | Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time | 54.9 | 52.9 | Yes |
| 5b | Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time | 20.4 | 12.35 | No |
| 5c | Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities | 3.5 | 6.38 | Yes |
| 6a | Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program | 62.7 | 46.5 | Yes |
| 6b | Children ages 3-5 in separate special education class, separate school or residential facility | 37.3 | 26.04 | No |

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State Performance Plan Indicators For Students With IEPs (cont)

| SPP Indicator | Indicator Description | 2021-22 District Data | 2021-22 State Target | District Met Target |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------|---------------------|
| 6c | Children ages 3-5 receiving special education and related services in the home | 0.0 | 0.27 | Yes |
| 7a1 | Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program | 63.64 | 83.95 | No |
| 7a2 | Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program | 25.00 | 47.2 | No |
| 7b1 | Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program | 54.55 | 84.1 | No |
| 7b2 | Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program | 29.17 | 45.1 | No |
| 7c1 | Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program | 60.87 | 85.8 | No |
| 7c2 | Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program. | 25.00 | 53.4 | No |
| 8 | Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | * | 71 | N/A |
| 9 | Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification? | No | No | Yes |
| 10 | Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification? | No | No | Yes |
| 11 | Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation | 100.00 | 100 | 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 | 100.00 | 100 | Yes |
| 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 | 100.00 | 100 | 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 | * | 29.6 | 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 | * | 63.5 | 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 | * | 75.75 | N/A |

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English Learners

What is it?

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

EL on ACCESS

| | ACCESS Enrollment | ACCESS Participation | Proficient | More than 7 years as an EL |
|-----------------|-------------------|-----------------------------|-------------------------|----------------------------|
| District | * | 100.0% 160 | 6.9% * | * 33 |
| State | * | 100.0% 229,014 | 6.1% * | * 47,572 |

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Student Attendance

What is it?

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|--------------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 88.7% | 88.8% | 88.6% | * | 90.4% | 87.3% | 90.2% | 96.2% | 90.1% | 90.3% | 87.6% | 89.1% |
| State | 90.8% | 90.9% | 90.8% | 93.0% | 92.8% | 86.5% | 89.4% | 94.2% | 91.3% | 89.5% | 90.7% | 88.8% |

| | Students with IEPs | English Learners | Low Income |
|-----------------|-----------------------|---------------------|---------------|
| District | 89.5% | 92.5% | 87.6% |
| State | 88.4% | 90.1% | 88.1% |

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Student Mobility Rate

What is it?

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

Student Mobility

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 18.3% | 19.1% | 17.6% | * | 15.8% | 20.5% | 15.2% | ‡ | ‡ | ‡ | 19.7% | 12.5% |
| State | 7.6% | 7.9% | 7.3% | 2.9% | 5.2% | 13.8% | 7.7% | 7.1% | 9.6% | 10.2% | 8.9% | 7.2% |

| | Students with IEPs | English Learners | Low Income | Homeless |
|-----------------|-----------------------|---------------------|---------------|--------------|
| District | 14.1% | 9.8% | 19.7% | 51.7% |
| State | 8.0% | 9.5% | 10.2% | 25.7% |

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Chronic Absenteeism Rate

What is it?

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

By Subgroups

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|--------------|--------------|--------------|------------|--------------|--------------|--------------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| District | 39.5% | 40.0% | 39.1% | * | 31.8% | 46.9% | 29.1% | ‡ | ‡ | ‡ | 41.6% | 38.8% |
| State | 29.8% | 29.5% | 30.2% | 20.9% | 21.2% | 47.9% | 36.1% | 15.7% | 28.0% | 36.4% | 30.6% | 37.3% |

| | Students with IEPs | English Learners | Low Income |
|-----------------|--------------------|------------------|--------------|
| District | 37.9% | 22.6% | 44.0% |
| State | 38.9% | 34.5% | 42.0% |

By Grades

| | PK | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----------------|----------|----------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| District | * | * | 39.7% | 32.4% | 31.4% | 32.1% | 32.2% | 35.1% | 41.4% | 38.9% | 55.7% | 48.3% | 42.2% | 46.6% |
| State | * | * | 29.2% | 26.5% | 24.3% | 23.4% | 23.4% | 25.5% | 26.2% | 27.7% | 32.6% | 35.4% | 38.5% | 43.6% |

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Dropout Rate

What is it?

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

By Subgroups

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|-------------|-------------|-------------|---------------|-------------|-------------|-------------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 6.8% | 7.0% | 6.6% | ‡ | 6.7% | 5.6% | 8.3% | ‡ | ‡ | ‡ | 9.2% | 4.7% |
| State | 3.4% | 3.9% | 2.8% | 0.3% | 2.6% | 5.4% | 3.7% | 0.7% | 2.5% | 4.7% | 4.4% | 3.0% |

| | Students with IEPs | English Learners | Low Income | Homeless | Migrant |
|-----------------|-----------------------|---------------------|---------------|----------|----------|
| District | 5.9% | ‡ | 7.4% | ‡ | ‡ |
| State | 3.6% | 4.3% | 5.1% | 9.6% | 12.6% |

By Grades

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----------------|-------------|-------------|-------------|-------------|
| District | 5.0% | 9.9% | 7.5% | 4.8% |
| State | 1.7% | 3.1% | 4.2% | 4.6% |

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Chronically Truant Students

What is it?

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

| | All | Male | Female | Non Binary | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|-----------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|----------|--------------------------------------------|--------------------|-------------------------|----------------------------------|
| District | 47.7% | 48.3% | 47.0% | * | 33.0% | 60.3% | 36.1% | ‡ | ‡ | ‡ | 49.2% | 43.3% |
| State | 22.1% | 22.2% | 22.0% | 7.2% | 8.6% | 50.2% | 30.9% | 7.9% | 20.5% | 28.8% | 19.8% | 25.5% |

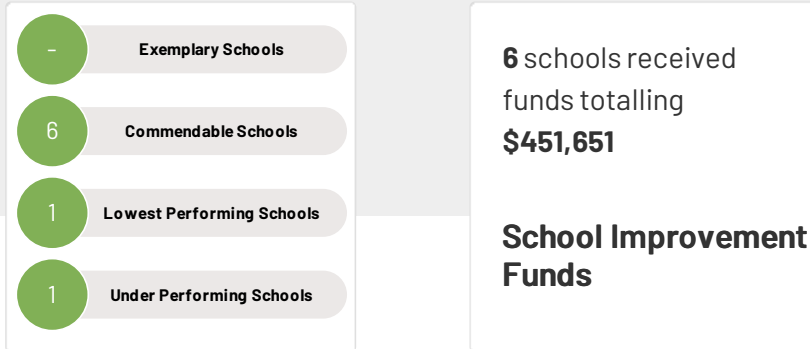
| | Students with IEPs | English Learners | Low Income |
|-----------------|-----------------------|---------------------|---------------|
| District | 44.9% | 25.3% | 54.4% |
| State | 27.8% | 29.4% | 36.1% |

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About the data

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

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



School Improvement Funds

What is it?

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

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

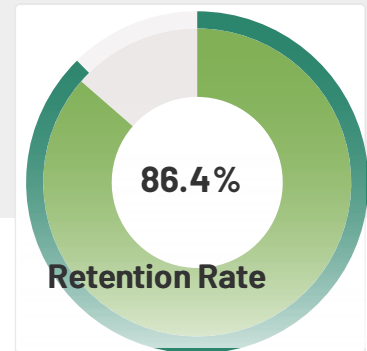
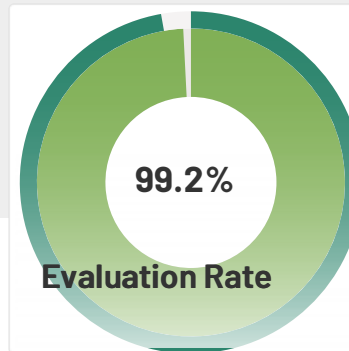
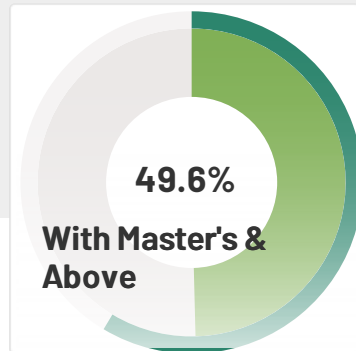
Schools Who Receive Title I School Improvement - 1003(a) Funds

| | School Year First Identified As Needing Support | Title I School Improvement - 1003(a) Funds Received for Previous School Year | Level of Support | Reason for Receiving Title I School Improvement - 1003(a) Funds |
|-------------------------------|-------------------------------------------------|------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------|
| North Ridge Middle School | 2018 | \$28,242 | Targeted | EL, IEP, Hispanic or Latino |
| South View Upper Elem School | 2018 | \$133,852 | Comprehensive | All Students |
| Edison Elem School | 2019 | \$100,000 | Comprehensive | All Students |
| Garfield Elem School | 2019 | \$100,000 | Comprehensive | All Students |
| Meade Park Elem School | 2018 | \$65,000 | Comprehensive | All Students |
| Mark Denman Elementary School | 2018 | \$24,557 | Targeted | IEP, Black |

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About the data

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



Teacher Information

What is it?

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

| | Average Teaching Experience | With Bachelor's Degrees | With Master's & Above | Attendance Rate | Evaluation Rate |
|-----------------|-----------------------------|-------------------------|-----------------------|-----------------|-----------------|
| District | 13 | 49.6% | 49.6% | 66.2% | 99.2% |
| State | * | 40.6% | 58.6% | 66.1% | 97.2% |

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

Student-To-Teacher Ratios

What is it?

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

| | Student-Teacher Ratio - Elementary | Student-Teacher Ratio - Secondary |
|-----------------|------------------------------------|-----------------------------------|
| District | 19 | 14 |
| State | 17 | 18 |

Average Teacher Salary

What is it?

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

| | Average Teacher Salary |
|-----------------|------------------------|
| District | \$61,248 |
| State | \$72,316 |

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Retention Rate

What is it?

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

| | | All | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Unknown |
|----------|------------|------------------|------------------|-----------------|-----------------|----------------|--------------------------------------------|--------------------|----------------------|----------------|
| District | All | 86.4% 852 | 87.0% 811 | 83.3% 30 | 60.0% 3 | 66.7% 2 | * * | 50.0% 3 | 75.0% 3 | * * |
| | Male | 86.8% 231 | 87.6% 220 | * * | 75.0% 3 | 66.7% 2 | * * | 60.0% 3 | 100.0% 3 | * * |
| | Female | 86.3% 621 | 86.8% 591 | 83.3% 30 | 0.0% 0 | * * | * * | 0.0% 0 | 0.0% 0 | * * |
| | Non Binary | * * | * * | * * | * * | * * | * * | * * | * * | * * |
| State | All | 87.6% 311,523 | 88.1% 262,637 | 81.8% 15,332 | 87.4% 21,752 | 87.6% 4,957 | 86.4% 184 | 85.5% 691 | 85.0% 2,323 | 82.6% 3,647 |
| | Male | 89.1% 73,837 | 89.8% 63,050 | 81.2% 3,038 | 87.3% 4,993 | 88.5% 1,159 | 87.5% 56 | 87.6% 169 | 87.1% 594 | 81.7% 778 |
| | Female | 87.2% 237,686 | 87.6% 199,587 | 81.9% 12,294 | 87.5% 16,759 | 87.3% 3,798 | 85.9% 128 | 84.9% 522 | 84.3% 1,729 | 82.9% 2,869 |
| | Non Binary | * * | * * | * * | * * | * * | * * | * * | * * | * * |

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Full-Time Equivalent

What is it?

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

| | | All | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Unknown |
|----------|------------|--------------------|-------------------|-----------------|-----------------|-----------------|--------------------------------------------|--------------------|----------------------|-----------------|
| District | All | 100.0% 332.9 | 94.6% 314.9 | 3.3% 11 | 0.9% 3 | 0.6% 2 | * * | * * | 0.6% 2 | * * |
| | Male | 25.9% 86.1 | 26.4% 83.1 | * * | 33.3% 1 | * * | * * | * * | 100.0% 2 | * * |
| | Female | 74.1% 246.8 | 73.6% 231.8 | 100.0% 11 | 66.7% 2 | 100.0% 2 | * * | * * | * * | * * |
| | Non Binary | * * | * * | * * | * * | * * | * * | * * | * * | * * |
| State | All | 100.0% 134887.1 | 81.3% 109693.6 | 6.0% 8130.5 | 8.0% 10848.3 | 1.8% 2472.7 | 0.1% 83.5 | 0.2% 319.7 | 0.8% 1125.1 | 1.6% 2213.8 |
| | Male | 23.3% 31433.8 | 23.6% 25853.6 | 21.4% 1741.5 | 22.6% 2449.9 | 22.4% 554.9 | 29.7% 24.8 | 22.9% 73.3 | 24.0% 270.5 | 21.0% 465.5 |
| | Female | 76.7% 103453.3 | 76.4% 83840 | 78.6% 6389 | 77.4% 8398.4 | 77.6% 1917.8 | 70.3% 58.7 | 77.1% 246.5 | 76.0% 854.6 | 79.0% 1748.3 |
| | Non Binary | * * | * * | * * | * * | * * | * * | * * | * * | * * |

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Teachers with Gifted Endorsement

What is it?

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

| Teachers with Gifted Endorsement | |
|----------------------------------|-------|
| District | * |
| State | 1,247 |

National Board Certified Teachers

What is it?

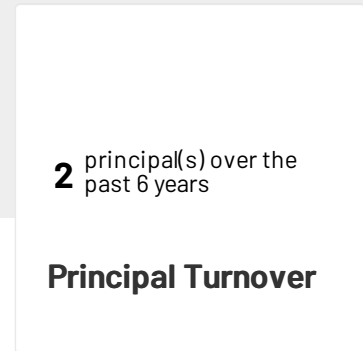
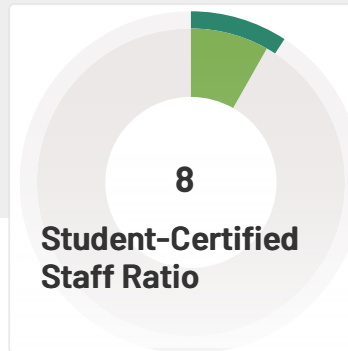
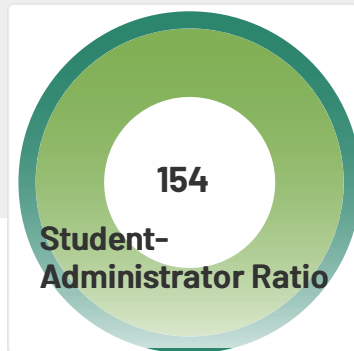
This shows the numbers of teachers who have achieved recognition as National Board Certified Teachers, both as a whole and broken down by certain demographic indicators.

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

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

About the data

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



Student-To-Staff Ratios

What is it?

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

| | Student-Certified Staff Ratio | Student-Administrator Ratio |
|----------|-------------------------------|-----------------------------|
| District | 8 | 154 |
| State | 9 | 147 |

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

Administrators

Demographics

What is it?

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

| | | All | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Unknown |
|----------|------------|-------------------|-----------------|-----------------|----------------|---------------|--------------------------------------------|--------------------|----------------------|---------------|
| District | All | 100.0% 30.9 | 67.9% 21 | 25.6% 7.9 | * * | * * | * * | * * | 3.2% 1 | 3.2% 1 |
| | Male | 32.3% 10 | 33.3% 7 | 25.2% 2 | * * | * * | * * | * * | 100.0% 1 | * * |
| | Female | 67.7% 20.9 | 66.7% 14 | 74.8% 5.9 | * * | * * | * * | * * | * * | 100.0% 1 |
| | Non Binary | * * | * * | * * | * * | * * | * * | * * | * * | * * |
| State | All | 100.0% 12732.9 | 76.1% 9694.8 | 14.3% 1820.1 | 6.9% 872.4 | 0.9% 118.1 | 0.1% 8.7 | 0.3% 34.1 | 0.8% 97 | 0.7% 87.8 |
| | Male | 41.2% 5242 | 44.5% 4311.1 | 27.9% 507 | 33.4% 291 | 45.9% 54.2 | 33.1% 2.9 | 34.9% 11.9 | 33.1% 32.1 | 36.2% 31.8 |
| | Female | 58.8% 7490.9 | 55.5% 5383.7 | 72.1% 1313.1 | 66.6% 581.4 | 54.1% 63.9 | 66.9% 5.8 | 65.1% 22.2 | 66.9% 64.9 | 63.8% 56 |
| | Non Binary | * * | * * | * * | * * | * * | * * | * * | * * | * * |

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

Principal Turnover

What is it?

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

| Principal(s) over the past 6 years | |
|------------------------------------|----------|
| District | 2 |
| State | 2 |

Average Administrator Salary

What is it?

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

| Average Administrator Salary | |
|------------------------------|------------------|
| District | \$103,492 |
| State | \$116,206 |

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

About the data

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

Student Environment

What is it?

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

| | In School Suspensions | Out Of School Suspensions | Expulsions | School Related Arrests | Referral to Law Enforcement | Chronic Absenteeism |
|-----------------|-----------------------|---------------------------|-------------|------------------------|-----------------------------|---------------------|
| District | 11.6% | 15.7% | 0.9% | 0.0% | 0.0% | 31.4% |
| State | 5.1% | 3.5% | 0.1% | 0.1% | 0.7% | 16.3% |

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

Civil Rights Data Collection

(2017-18)

Student Environment (cont)

| | Rate of Incidents of Violence | Number of Schools with Incidents of Violence | |
|-----------------|-------------------------------|----------------------------------------------|----------|
| | | Firearm | Homicide |
| District | 8.4% | 0 | 0 |
| State | 2.2% | 153 | 5 |

Academic Environment

What is it?

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

| | Enrolled in PreSchool | Advanced Placement (AP) Course Work | Advanced Placement Course Work | |
|-----------------|---------------------------|----------------------------------------|-------------------------------------------------|---------------------------|
| | | | International Baccalaureate (IB) Course Work | Dual Credit Course Work |
| District | 5.4% 298 | 3.9% 214 | 0.0% 0 | 5.0% 279 |
| State | 3.9% 78,272 | 7.2% 143,753 | 0.3% 5,004 | 3.3% 65,736 |

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

About the data

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

Inclusion Rate and Standard Error in NAEP

What is it?

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

Percentage of students identified With Disabilities and English Learners - Reading

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

Percentage of students identified With Disabilities and English Learners - Mathematics

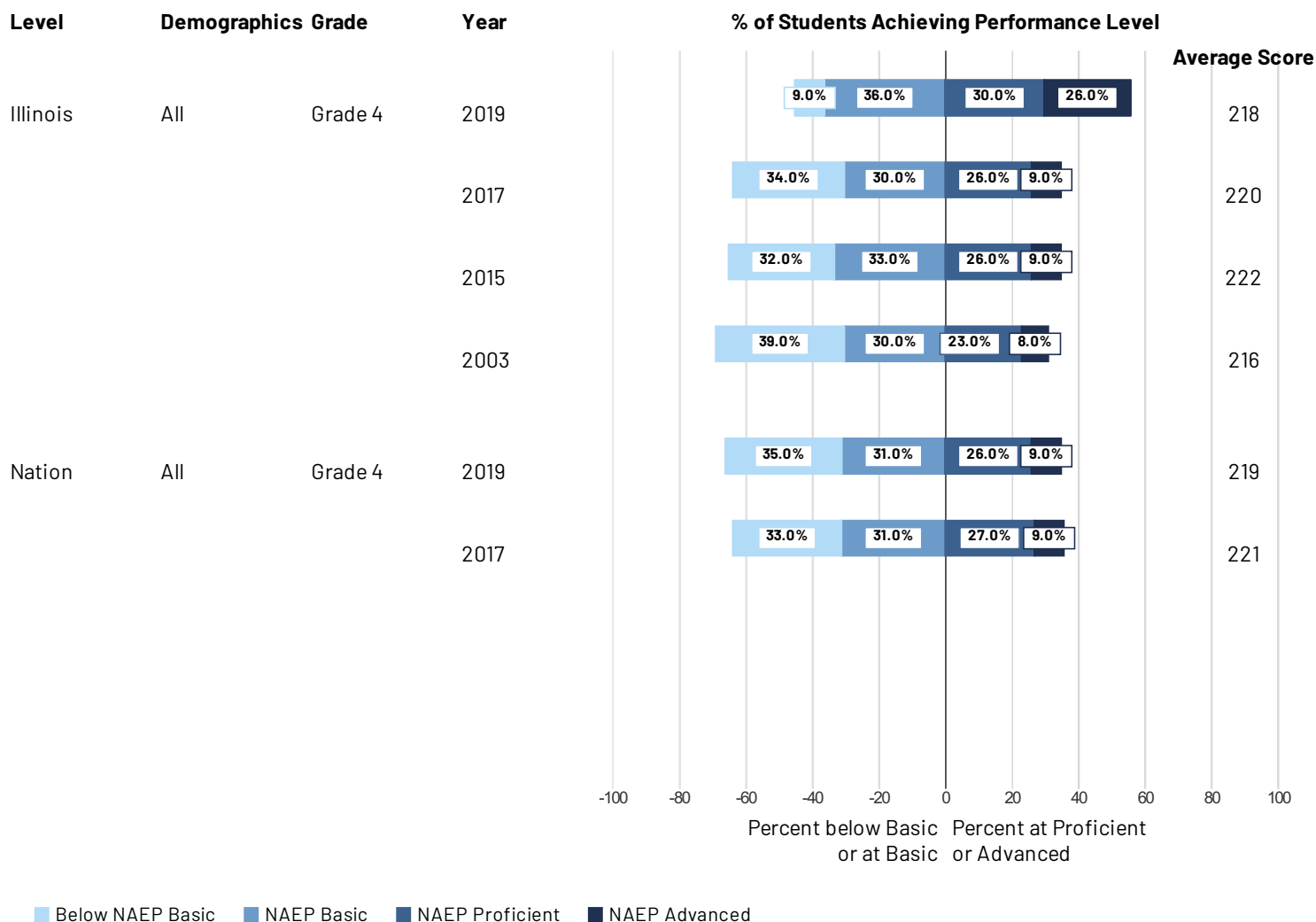
| Jurisdiction | Grade 4 | | | | Grade 8 | | | |
|--------------|------------------------------------------|----------------|---------------------------|----------------|------------------------------------------|----------------|---------------------------|----------------|
| | Identified as students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

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Reading - Grade 4



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

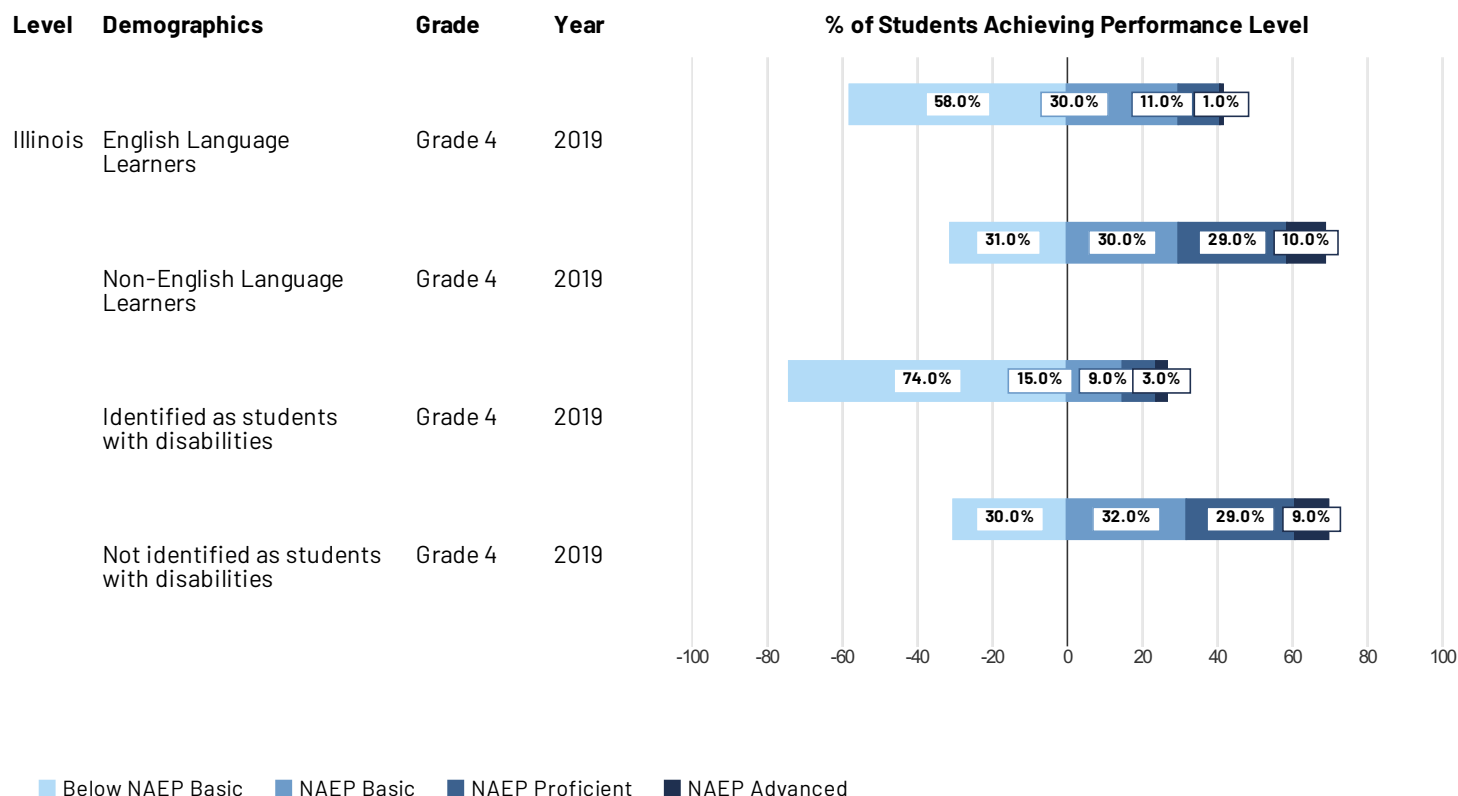
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Reading - Grade 4



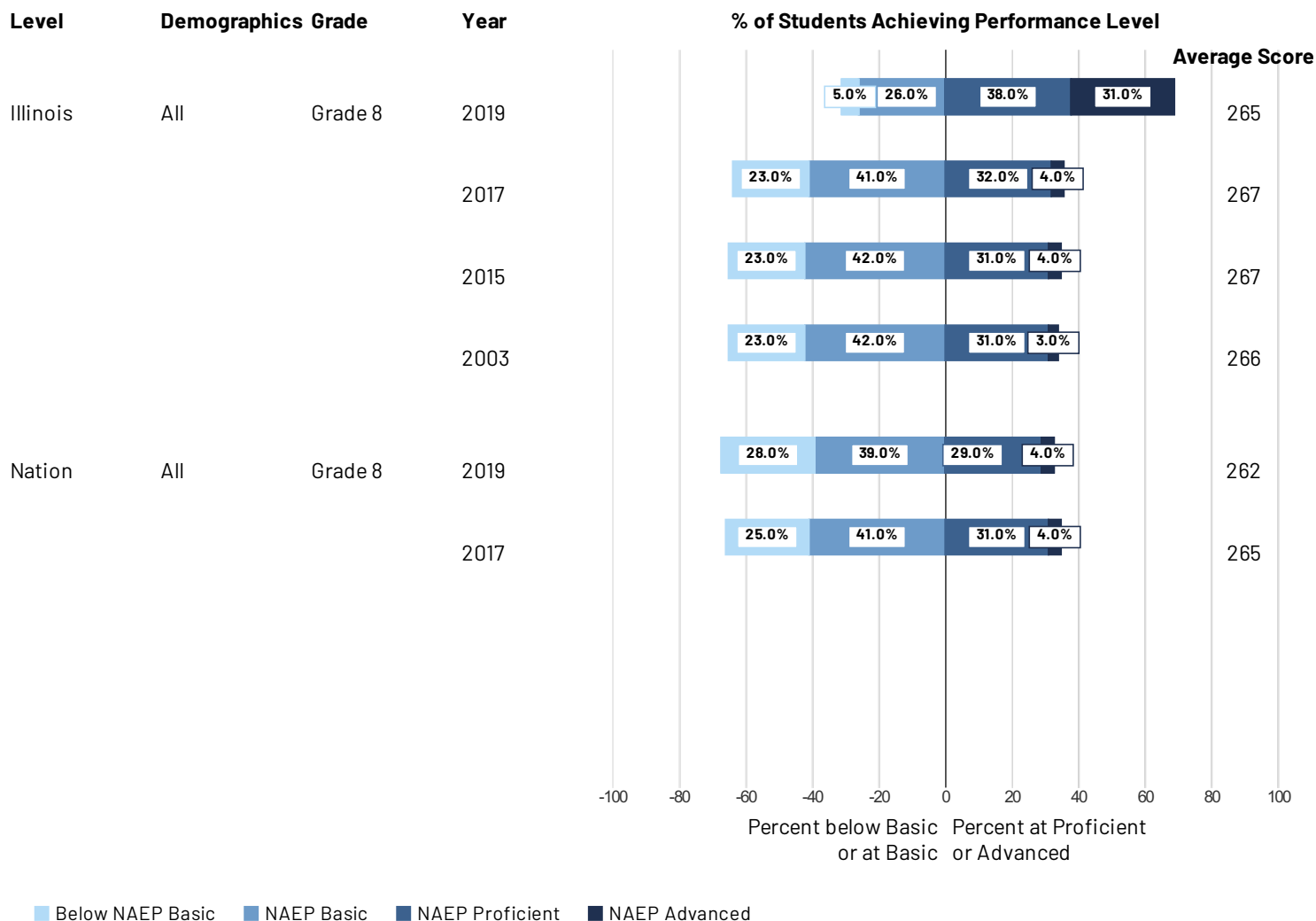
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

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

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

Reading - Grade 8

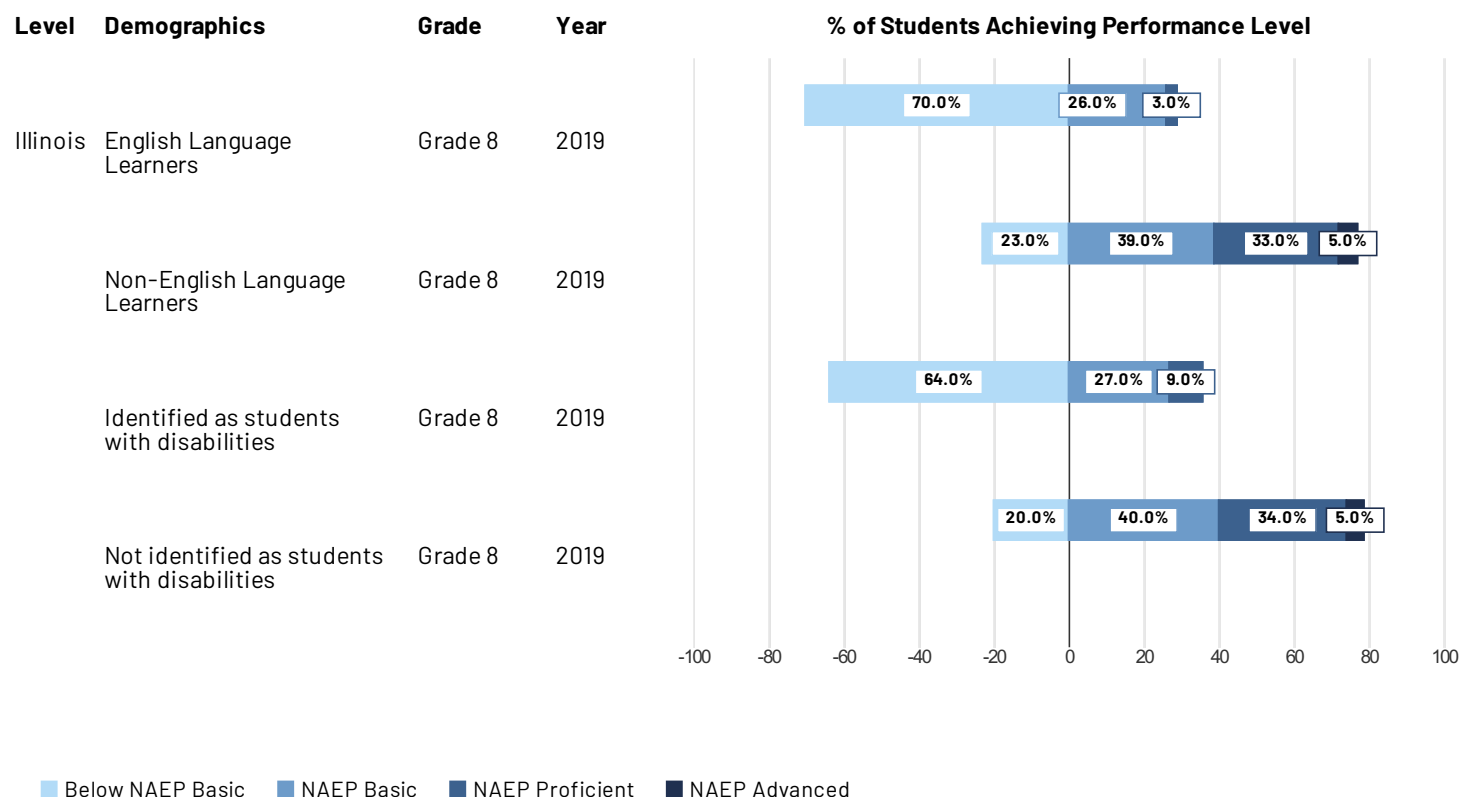


* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

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

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

Reading - Grade 8



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

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

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

Results for Student Groups

What is it?

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

Results for Student Groups in 2019 - Reading - Grade 4

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

Rounds to zero.

‡ Reporting standards not met.

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

Results for Student Groups (cont)

Results for Student Groups in 2019 - Reading - Grade 8

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

Rounds to zero.

‡ Reporting standards not met.

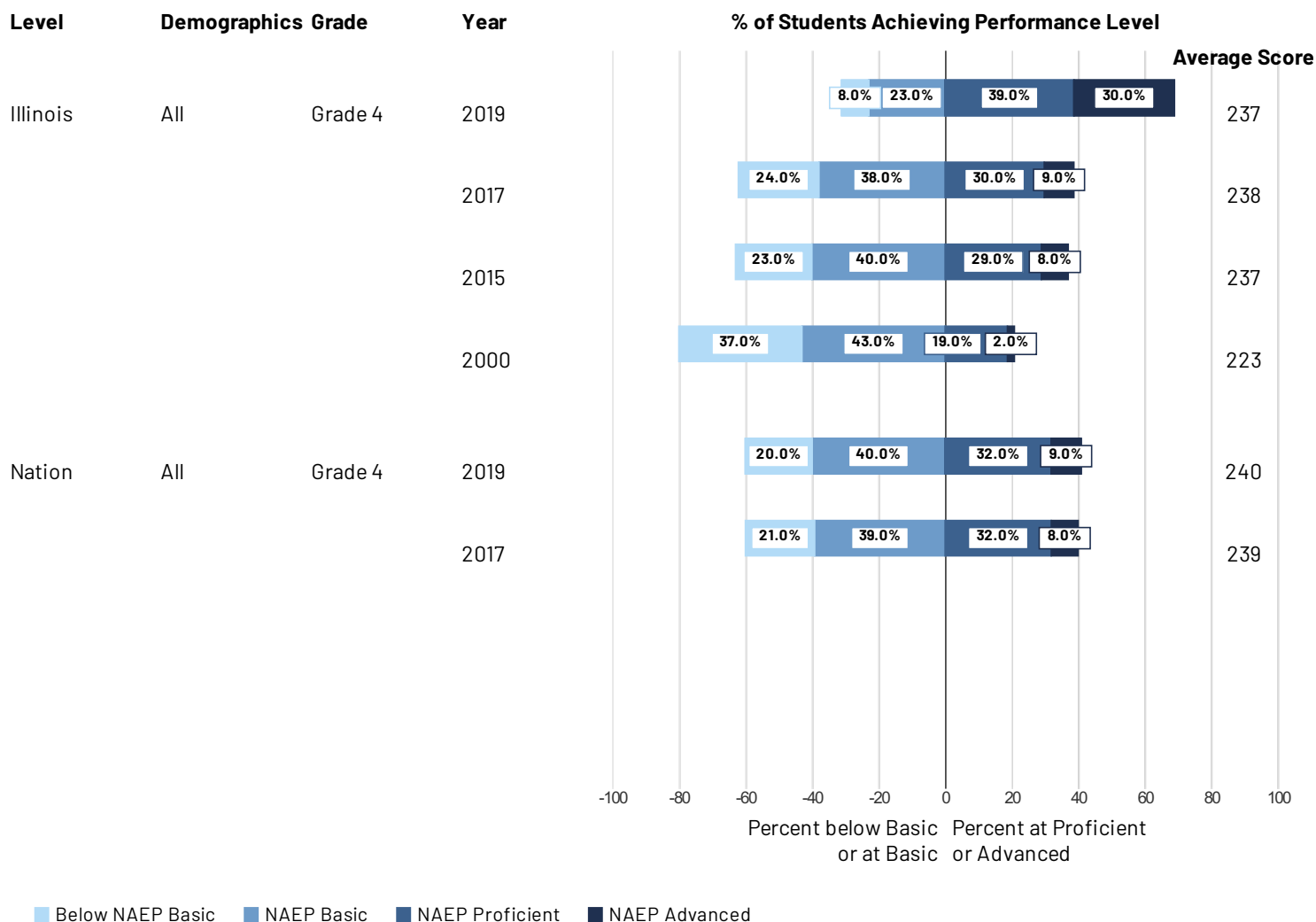
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic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

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Mathematics - Grade 4



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

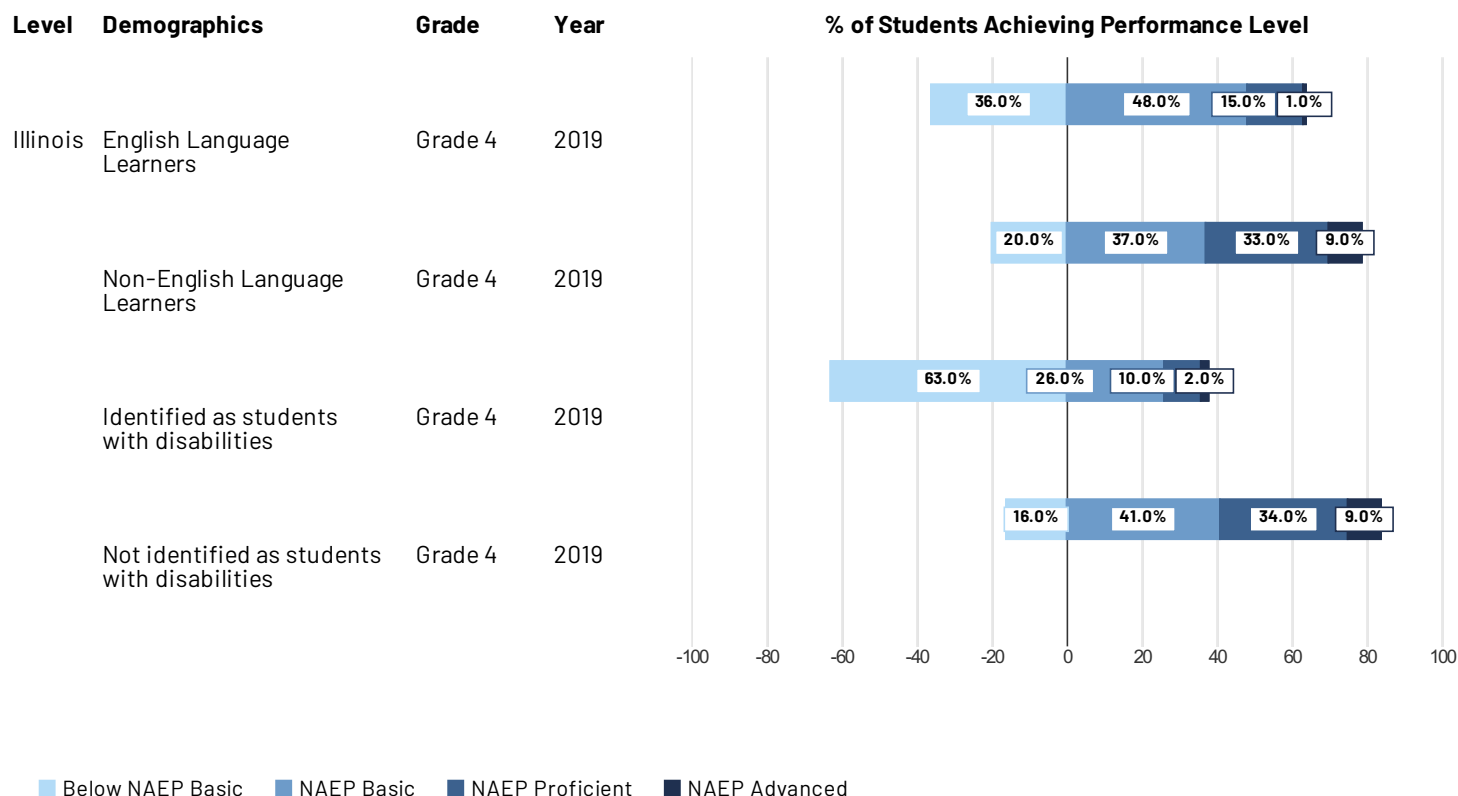
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Mathematics - Grade 4



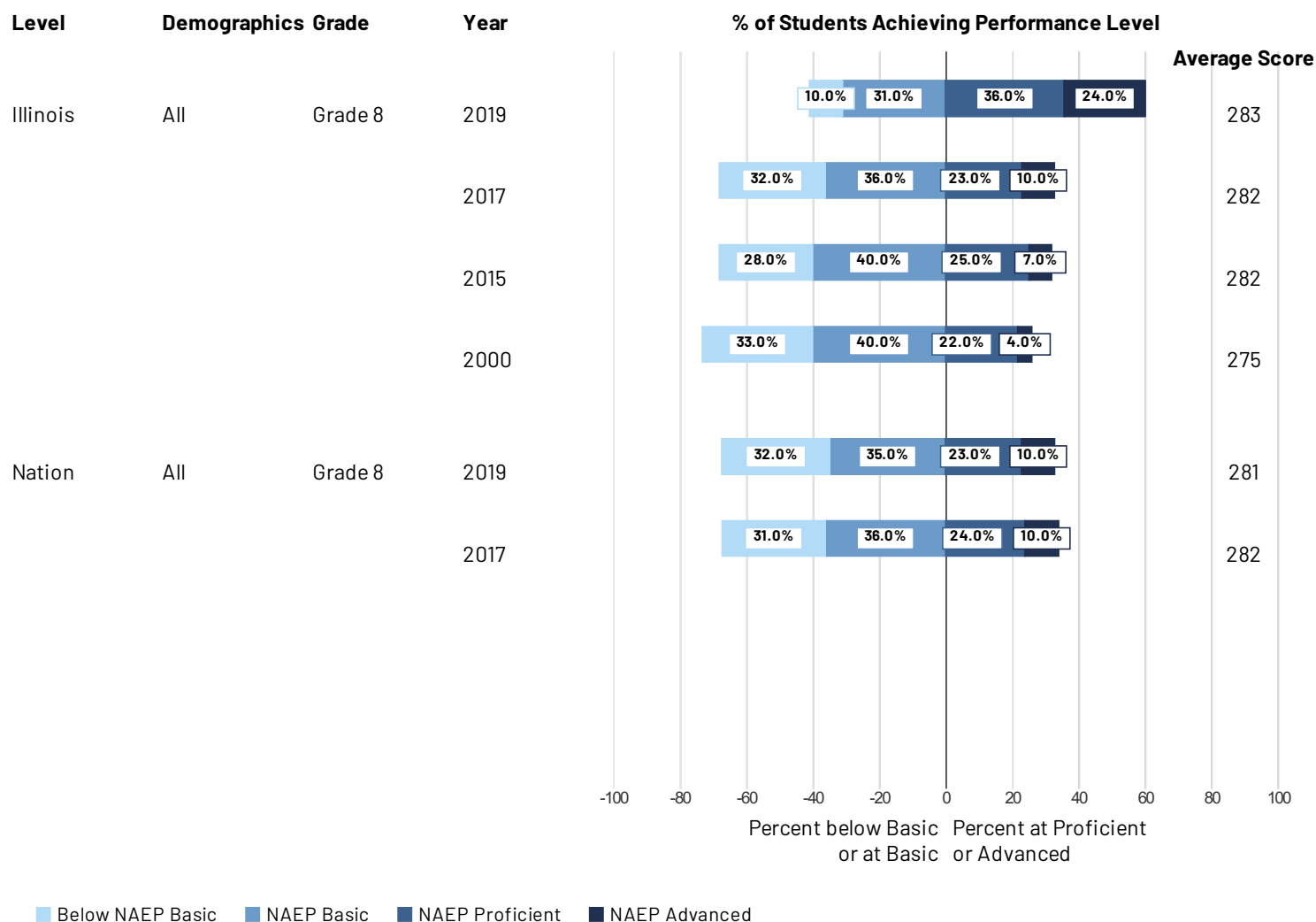
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

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

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

Mathematics – Grade 8

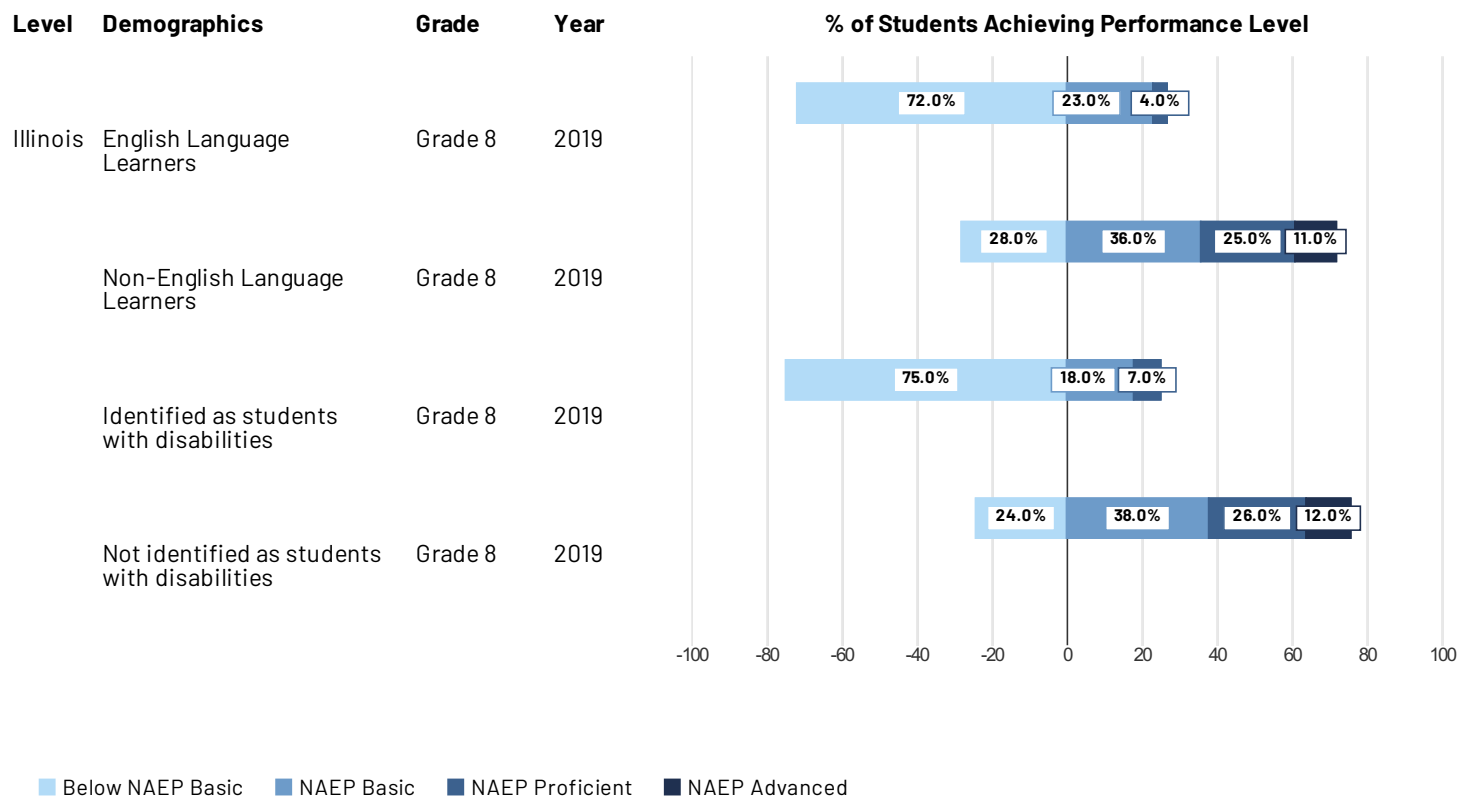


* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

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

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

Mathematics – Grade 8



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

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

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

Results for Student Groups

What is it?

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

Results for Student Groups in 2019 - Math - Grade 4

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

Rounds to zero.

‡ Reporting standards not met.

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

Results for Student Groups (cont)

Results for Student Groups in 2019 - Math - Grade 8

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

Rounds to zero.

‡ Reporting standards not met.

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