

Millburn CCSD 24

District Superintendent

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2021 - 2022

<http://www.millburn24.net>

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 : 87.3%

Chronic Absenteeism : 13.2%

Principal Turnover : 1

Schools in District : 2

Senate District : 31 **House District :** 61

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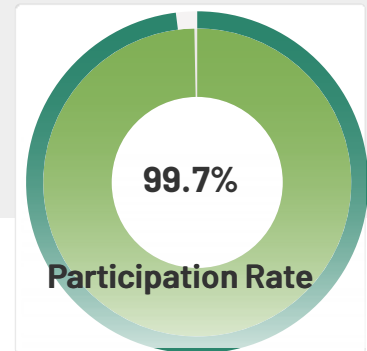
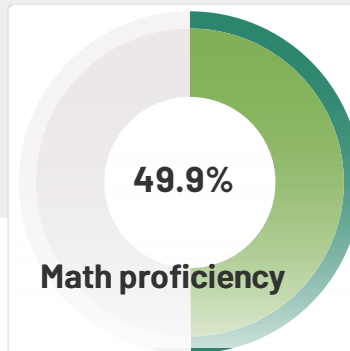
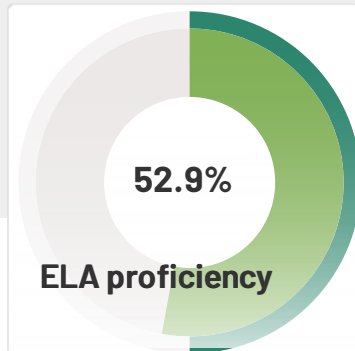
116 | District Environment

121 | Students

Date: 01/16/23 16:46:36 -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	13.8%	11.9%	26.6%	42.2%	5.5%	1.9%	14.8%	26.9%	36.1%	20.4%
State	30.6%	19.3%	22.6%	25.4%	2.0%	20.8%	22.0%	23.3%	26.5%	7.3%
White										
District	19.4%	12.5%	25.0%	36.1%	6.9%	1.4%	16.7%	30.6%	29.2%	22.2%
State	19.2%	18.3%	26.4%	33.5%	2.6%	10.4%	17.6%	25.8%	36.3%	9.9%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	51.6%	21.0%	16.3%	10.7%	0.4%	43.6%	28.2%	17.9%	9.2%	1.1%
Hispanic										
District	0.0%	7.1%	42.8%	50.0%	0.0%	0.0%	21.4%	28.6%	42.9%	7.1%
State	42.4%	21.5%	20.2%	15.2%	0.7%	28.7%	28.6%	23.6%	16.7%	2.3%
Asian										
District	0.0%	0.0%	20.0%	80.0%	0.0%	0.0%	0.0%	6.7%	73.3%	20.0%
State	11.0%	12.4%	22.6%	46.7%	7.3%	5.1%	9.6%	18.2%	41.6%	25.5%
Male										
District	20.8%	5.7%	28.3%	41.5%	3.8%	0.0%	11.5%	26.9%	34.6%	26.9%
State	34.0%	20.1%	22.4%	22.1%	1.4%	20.8%	20.5%	22.6%	27.8%	8.4%
Female										
District	7.1%	17.9%	25.0%	42.9%	7.1%	3.6%	17.9%	26.8%	37.5%	14.3%
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	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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	52.0%	16.0%	16.0%	16.0%	0.0%	8.3%	20.8%	41.7%	16.7%	12.5%
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	63.2%	15.8%	10.5%	10.5%	0.0%	11.1%	27.8%	44.4%	11.1%	5.6%
State	62.4%	17.4%	11.9%	7.9%	0.4%	45.0%	25.2%	16.1%	11.4%	2.3%
Non-IEP										
District	3.3%	11.1%	30.0%	48.9%	6.7%	0.0%	12.2%	23.3%	41.1%	23.3%
State	25.2%	19.6%	24.5%	28.4%	2.3%	16.7%	21.4%	24.6%	29.1%	8.2%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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	12.7%	12.7%	27.5%	41.2%	5.9%	2.0%	14.9%	26.7%	34.7%	21.8%
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	20.0%	25.0%	40.0%	15.0%	0.0%	5.3%	21.1%	26.3%	42.1%	5.3%
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	12.4%	9.0%	23.6%	48.3%	6.7%	1.1%	13.5%	27.0%	34.8%	23.6%
State	16.8%	16.9%	25.7%	37.1%	3.6%	9.0%	16.1%	24.5%	37.8%	12.6%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	59.3%	19.0%	13.3%	8.2%	0.1%	47.2%	28.1%	16.2%	7.7%	0.9%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	53.7%	19.7%	16.3%	10.3%	0.1%	40.7%	28.5%	19.5%	10.4%	1.0%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.0%	20.8%	24.6%	27.6%	2.0%	16.2%	20.9%	26.1%	29.4%	7.3%

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Academic Progress

IAR (cont)

Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	14.5%	12.6%	28.0%	44.4%	5.8%	1.9%	15.5%	28.0%	37.7%	21.3%
State	31.9%	20.1%	23.6%	26.5%	2.1%	21.6%	22.9%	24.3%	27.6%	7.6%
White										
District	20.5%	13.2%	26.3%	38.0%	7.3%	1.5%	17.5%	32.2%	30.7%	23.4%
State	20.1%	19.2%	27.5%	34.9%	2.8%	10.8%	18.4%	26.9%	37.9%	10.3%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	53.4%	21.8%	16.8%	11.0%	0.4%	45.0%	29.1%	18.4%	9.5%	1.1%
Hispanic										
District	0.0%	7.5%	45.1%	52.6%	0.0%	0.0%	22.6%	30.1%	45.1%	7.5%
State	44.2%	22.4%	21.0%	15.9%	0.7%	29.9%	29.8%	24.6%	17.4%	2.4%
Asian										
District	0.0%	0.0%	21.1%	84.2%	0.0%	0.0%	0.0%	7.0%	77.2%	21.1%
State	11.5%	12.9%	23.5%	48.8%	7.7%	5.3%	10.0%	19.0%	43.3%	26.6%
Male										
District	21.9%	6.0%	29.8%	43.7%	4.0%	0.0%	11.9%	27.8%	35.8%	27.8%
State	35.4%	20.9%	23.3%	22.9%	1.5%	21.6%	21.2%	23.5%	28.8%	8.7%
Female										
District	7.5%	18.8%	26.3%	45.1%	7.5%	3.8%	18.8%	28.2%	39.5%	15.0%
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	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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	54.7%	16.8%	16.8%	16.8%	0.0%	8.4%	21.1%	42.1%	16.8%	12.6%
State	57.9%	18.6%	14.6%	11.1%	0.7%	41.2%	25.4%	18.2%	14.6%	3.2%
Students with IEPs										
District	66.5%	16.6%	11.1%	11.1%	0.0%	11.1%	27.7%	44.3%	11.1%	5.5%
State	64.1%	17.8%	12.2%	8.1%	0.4%	46.1%	25.8%	16.5%	11.7%	2.4%
Non-IEP										
District	3.5%	11.7%	31.6%	51.5%	7.0%	0.0%	12.9%	24.6%	43.3%	24.6%
State	26.3%	20.5%	25.5%	29.7%	2.4%	17.4%	22.3%	25.6%	30.4%	8.5%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	50.7%	22.8%	19.2%	11.2%	0.3%	32.4%	30.0%	23.7%	16.3%	1.6%
Non-English Learners										
District	13.4%	13.4%	28.9%	43.3%	6.2%	2.1%	15.5%	27.9%	36.1%	22.7%
State	27.6%	19.5%	24.5%	29.9%	2.6%	19.2%	21.2%	24.4%	30.1%	9.0%

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Academic Progress

IAR (cont)

Grade 3 - Accountability

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	21.1%	26.3%	42.1%	15.8%	0.0%	5.3%	21.1%	26.3%	42.1%	5.3%
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	13.0%	9.5%	24.8%	50.9%	7.1%	1.2%	14.2%	28.4%	36.7%	24.8%
State	17.5%	17.6%	26.7%	38.6%	3.7%	9.4%	16.7%	25.5%	39.3%	13.1%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	60.5%	19.4%	13.6%	8.4%	0.1%	47.9%	28.5%	16.4%	7.8%	0.9%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	55.2%	20.2%	16.8%	10.6%	0.1%	41.6%	29.1%	19.9%	10.7%	1.0%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.9%	21.6%	25.5%	28.6%	2.1%	16.7%	21.7%	27.1%	30.5%	7.6%

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	8.5%	18.8%	34.2%	34.2%	4.3%	9.5%	33.6%	29.3%	22.4%	5.2%
State	23.5%	19.5%	24.4%	27.2%	5.4%	21.5%	27.9%	24.4%	23.4%	2.8%
White										
District	8.4%	18.1%	37.3%	32.5%	3.6%	7.3%	35.4%	29.3%	23.2%	4.9%
State	13.3%	16.7%	26.7%	35.9%	7.4%	10.7%	23.1%	29.3%	33.4%	3.6%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	43.4%	24.3%	19.4%	11.8%	1.0%	45.0%	33.8%	15.0%	6.1%	0.2%
Hispanic										
District	15.8%	26.3%	26.3%	26.3%	5.3%	15.8%	42.1%	26.3%	10.5%	5.3%
State	32.7%	23.6%	23.8%	17.9%	2.1%	29.5%	35.9%	22.1%	11.7%	0.7%
Asian										
District	0.0%	10.0%	20.0%	60.0%	10.0%	0.0%	10.0%	40.0%	40.0%	10.0%
State	7.9%	11.1%	22.1%	43.2%	15.7%	5.2%	14.0%	22.0%	45.5%	13.2%
Male										
District	12.5%	23.2%	37.5%	23.2%	3.6%	7.3%	32.7%	25.5%	29.1%	5.5%
State	26.2%	20.3%	24.3%	25.0%	4.2%	21.3%	26.5%	24.1%	25.0%	3.2%
Female										
District	4.9%	14.8%	31.1%	44.3%	4.9%	11.5%	34.4%	32.8%	16.4%	4.9%
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	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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	16.7%	27.8%	27.8%	22.2%	5.6%	22.2%	33.3%	16.7%	27.8%	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	27.3%	27.3%	27.3%	9.1%	9.1%	27.3%	45.5%	18.2%	9.1%	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	6.6%	17.9%	34.9%	36.8%	3.8%	7.6%	32.4%	30.5%	23.8%	5.7%
State	17.6%	19.3%	26.3%	30.6%	6.2%	17.0%	27.5%	26.3%	26.0%	3.2%
English Learners										
District	7.1%	28.6%	28.6%	35.7%	0.0%	0.0%	35.7%	64.3%	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	8.7%	17.5%	35.0%	34.0%	4.9%	10.8%	33.3%	24.5%	25.5%	5.9%
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	10.0%	30.0%	35.0%	25.0%	0.0%	15.0%	45.0%	20.0%	20.0%	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	8.2%	16.5%	34.0%	36.1%	5.2%	8.3%	31.3%	31.3%	22.9%	6.3%
State	11.2%	15.2%	26.0%	38.3%	9.2%	9.4%	21.2%	28.4%	36.0%	5.1%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	51.2%	22.8%	16.2%	9.2%	0.6%	50.0%	30.6%	13.5%	5.8%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	44.1%	23.6%	19.2%	12.2%	0.8%	40.6%	34.5%	17.4%	7.3%	0.1%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	20.5%	16.9%	26.7%	29.1%	6.8%	15.7%	26.8%	27.0%	26.5%	4.0%

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Academic Progress

IAR (cont)

Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	9.0%	19.8%	36.0%	36.0%	4.5%	10.0%	35.4%	30.9%	23.6%	5.4%
State	24.5%	20.4%	25.4%	28.3%	5.6%	22.3%	29.0%	25.3%	24.3%	2.9%
White										
District	8.9%	19.0%	39.3%	34.2%	3.8%	7.7%	37.2%	30.8%	24.4%	5.1%
State	13.9%	17.4%	27.9%	37.4%	7.8%	11.1%	24.0%	30.5%	34.8%	3.8%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.9%	25.2%	20.1%	12.3%	1.1%	46.3%	34.8%	15.4%	6.3%	0.2%
Hispanic										
District	16.6%	27.7%	27.7%	27.7%	5.5%	16.6%	44.3%	27.7%	11.1%	5.5%
State	34.1%	24.7%	24.8%	18.6%	2.2%	30.8%	37.4%	23.0%	12.2%	0.7%
Asian										
District	0.0%	10.5%	21.1%	63.2%	10.5%	0.0%	10.5%	42.1%	42.1%	10.5%
State	8.2%	11.6%	23.1%	45.1%	16.4%	5.5%	14.6%	22.9%	47.2%	13.7%
Male										
District	13.2%	24.4%	39.5%	24.4%	3.8%	7.7%	34.5%	26.8%	30.6%	5.7%
State	27.3%	21.1%	25.3%	26.0%	4.4%	22.0%	27.5%	25.0%	25.9%	3.3%
Female										
District	5.2%	15.5%	32.8%	46.6%	5.2%	12.1%	36.2%	34.5%	17.3%	5.2%
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	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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	17.5%	29.2%	29.2%	23.4%	5.9%	23.4%	35.1%	17.5%	29.2%	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	28.7%	28.7%	28.7%	9.6%	9.6%	28.7%	47.9%	19.1%	9.6%	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	7.0%	18.9%	36.7%	38.7%	4.0%	8.0%	34.1%	32.1%	25.1%	6.0%
State	18.3%	20.2%	27.5%	31.9%	6.5%	17.8%	28.6%	27.4%	27.1%	3.3%
English Learners										
District	7.5%	30.1%	30.1%	37.6%	0.0%	0.0%	37.6%	67.7%	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	9.2%	18.4%	36.8%	35.8%	5.1%	11.4%	35.1%	25.8%	26.8%	6.2%
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	10.5%	31.6%	36.8%	26.3%	0.0%	15.8%	47.4%	21.1%	21.1%	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	8.7%	17.4%	35.8%	38.0%	5.4%	8.8%	32.9%	32.9%	24.1%	6.6%
State	11.7%	15.8%	27.1%	39.9%	9.6%	9.7%	22.0%	29.5%	37.4%	5.3%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	52.5%	23.3%	16.6%	9.4%	0.6%	50.9%	31.1%	13.7%	6.0%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	45.1%	24.1%	19.6%	12.4%	0.8%	41.1%	34.9%	17.6%	7.3%	0.1%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.4%	17.7%	27.9%	30.4%	7.1%	16.4%	28.0%	28.3%	27.7%	4.2%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	5.8%	17.5%	30.8%	44.2%	1.7%	3.3%	15.0%	30.8%	45.0%	5.8%
State	21.5%	21.6%	26.8%	27.6%	2.5%	23.8%	27.4%	24.9%	20.5%	3.4%
White										
District	7.1%	15.3%	28.2%	47.1%	2.4%	2.4%	14.1%	28.2%	50.6%	4.7%
State	12.4%	18.1%	29.8%	36.2%	3.4%	12.6%	23.5%	30.2%	29.3%	4.4%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.8%	27.8%	21.6%	11.3%	0.6%	48.1%	32.0%	14.8%	4.8%	0.3%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	29.8%	26.2%	25.4%	17.6%	0.9%	32.1%	34.0%	22.7%	10.4%	0.7%
Asian										
District	0.0%	0.0%	30.0%	70.0%	0.0%	0.0%	0.0%	10.0%	60.0%	30.0%
State	7.0%	10.9%	23.5%	49.9%	8.7%	5.5%	12.9%	22.4%	42.5%	16.7%
Male										
District	5.3%	19.3%	29.8%	45.6%	0.0%	1.8%	15.8%	33.3%	42.1%	7.0%
State	24.7%	23.1%	26.5%	24.0%	1.6%	24.9%	26.0%	23.6%	21.6%	3.9%
Female										
District	6.3%	15.9%	31.7%	42.9%	3.2%	4.8%	14.3%	28.6%	47.6%	4.8%
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	8.3%	25.0%	41.7%	25.0%	0.0%	0.0%	25.0%	50.0%	25.0%	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	20.0%	28.0%	40.0%	12.0%	0.0%	0.0%	44.0%	36.0%	20.0%	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	26.7%	40.0%	26.7%	6.7%	0.0%	0.0%	46.7%	33.3%	20.0%	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	2.9%	14.3%	31.4%	49.5%	1.9%	3.8%	10.5%	30.5%	48.6%	6.7%
State	15.7%	21.0%	29.2%	31.2%	2.9%	18.6%	27.3%	27.2%	23.1%	3.8%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	41.4%	30.6%	21.4%	6.6%	0.1%	40.1%	37.5%	17.7%	4.6%	0.1%
Non-English Learners										
District	6.2%	15.0%	31.0%	46.0%	1.8%	3.5%	14.2%	29.2%	46.9%	6.2%
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	5.3%	26.3%	47.4%	21.1%	0.0%	5.3%	26.3%	42.1%	26.3%	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	5.9%	15.8%	27.7%	48.5%	2.0%	3.0%	12.9%	28.7%	48.5%	6.9%
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	6.1%	18.4%	32.5%	46.5%	1.8%	3.5%	15.8%	32.5%	47.4%	6.1%
State	22.4%	22.5%	27.9%	28.7%	2.6%	24.7%	28.4%	25.9%	21.4%	3.5%
White										
District	7.4%	16.1%	29.7%	49.5%	2.5%	2.5%	14.9%	29.7%	53.3%	5.0%
State	12.9%	18.9%	31.1%	37.8%	3.6%	13.1%	24.5%	31.5%	30.6%	4.6%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	40.1%	28.8%	22.3%	11.7%	0.6%	49.6%	33.0%	15.3%	4.9%	0.3%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.1%	27.4%	26.6%	18.4%	1.0%	33.5%	35.5%	23.6%	10.9%	0.7%
Asian										
District	0.0%	0.0%	31.6%	73.7%	0.0%	0.0%	0.0%	10.5%	63.2%	31.6%
State	7.4%	11.4%	24.5%	52.2%	9.1%	5.7%	13.5%	23.4%	44.4%	17.4%
Male										
District	5.5%	20.3%	31.4%	48.0%	0.0%	1.9%	16.6%	35.1%	44.3%	7.4%
State	25.7%	24.1%	27.5%	25.0%	1.7%	25.8%	27.0%	24.5%	22.4%	4.1%
Female										
District	6.7%	16.7%	33.4%	45.1%	3.3%	5.0%	15.0%	30.1%	50.1%	5.0%
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	8.8%	26.3%	43.9%	26.3%	0.0%	0.0%	26.3%	52.6%	26.3%	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	21.1%	29.5%	42.1%	12.6%	0.0%	0.0%	46.3%	37.9%	21.1%	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	28.1%	42.1%	28.1%	7.0%	0.0%	0.0%	49.1%	35.1%	21.1%	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	3.0%	15.0%	33.1%	52.1%	2.0%	4.0%	11.0%	32.1%	51.1%	7.0%
State	16.4%	21.9%	30.5%	32.6%	3.0%	19.3%	28.5%	28.3%	24.0%	4.0%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	43.1%	31.9%	22.3%	6.9%	0.1%	41.7%	39.1%	18.4%	4.8%	0.2%
Non-English Learners										
District	6.5%	15.8%	32.6%	48.4%	1.9%	3.7%	14.9%	30.7%	49.4%	6.5%
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	5.5%	27.7%	49.9%	22.2%	0.0%	5.5%	27.7%	44.3%	27.7%	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	6.3%	16.7%	29.2%	51.1%	2.1%	3.1%	13.6%	30.2%	51.1%	7.3%
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	7.8%	17.8%	31.8%	38.0%	4.7%	7.0%	21.7%	24.8%	38.0%	8.5%
State	17.9%	23.8%	29.9%	25.5%	2.9%	23.2%	29.6%	26.8%	17.9%	2.5%
White										
District	8.7%	14.1%	33.7%	38.0%	5.4%	6.5%	19.6%	25.0%	41.3%	7.6%
State	10.6%	19.4%	32.8%	33.4%	3.9%	12.6%	25.8%	33.1%	25.5%	3.0%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.5%	31.7%	24.3%	11.0%	0.6%	46.2%	34.7%	14.8%	4.1%	0.2%
Hispanic										
District	5.9%	52.9%	11.8%	29.4%	0.0%	17.6%	35.3%	29.4%	11.8%	5.9%
State	24.0%	29.1%	29.3%	16.5%	1.1%	30.6%	36.4%	23.4%	8.9%	0.6%
Asian										
District	0.0%	0.0%	30.8%	61.5%	7.7%	0.0%	0.0%	15.4%	61.5%	23.1%
State	5.9%	11.9%	26.4%	46.4%	9.4%	6.7%	13.9%	26.1%	39.2%	14.1%
Male										
District	8.3%	20.0%	31.7%	36.7%	3.3%	8.3%	23.3%	21.7%	35.0%	11.7%
State	21.6%	25.8%	29.5%	21.4%	1.7%	23.9%	28.6%	25.9%	18.9%	2.8%
Female										
District	7.2%	15.9%	31.9%	39.1%	5.8%	5.8%	20.3%	27.5%	40.6%	5.8%
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%	42.8%	42.9%	0.0%	21.4%	21.4%	42.9%	14.3%	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 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	17.9%	20.5%	28.2%	31.6%	1.7%	22.2%	20.5%	31.6%	23.9%	1.7%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	23.6%	24.7%	30.2%	20.0%	1.5%	25.4%	39.3%	22.1%	10.7%	2.6%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	16.3%	22.0%	29.2%	28.7%	3.7%	21.9%	28.2%	26.8%	19.8%	3.4%
Students with Disabilities										
District	25.8%	19.4%	32.3%	19.4%	3.2%	22.6%	29.0%	16.1%	29.0%	3.2%
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	50.0%	12.5%	18.8%	18.8%	0.0%	43.8%	25.0%	18.8%	6.3%	6.3%
State	53.7%	28.0%	13.5%	4.5%	0.2%	55.6%	30.2%	10.3%	3.6%	0.3%
Non-IEP										
District	1.8%	18.6%	33.6%	40.7%	5.3%	1.8%	21.2%	25.7%	42.5%	8.8%
State	12.0%	23.1%	32.6%	29.0%	3.3%	17.9%	29.5%	29.5%	20.3%	2.8%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	41.0%	36.6%	18.9%	3.4%	0.0%	46.9%	39.1%	12.3%	1.7%	0.0%
Non-English Learners										
District	5.6%	16.9%	33.1%	39.5%	4.8%	5.6%	21.0%	25.0%	39.5%	8.9%
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	21.1%	31.6%	36.8%	10.5%	0.0%	21.1%	21.1%	36.8%	15.8%	5.3%
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	5.5%	15.5%	30.9%	42.7%	5.5%	4.5%	21.8%	22.7%	41.8%	9.1%
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	8.1%	18.6%	33.2%	39.7%	4.9%	7.3%	22.7%	25.9%	39.7%	8.9%
State	18.6%	24.7%	31.0%	26.5%	3.0%	24.0%	30.7%	27.7%	18.5%	2.6%
White										
District	9.2%	14.9%	35.5%	40.1%	5.7%	6.9%	20.6%	26.3%	43.5%	8.0%
State	11.0%	20.2%	34.1%	34.7%	4.0%	13.1%	26.8%	34.3%	26.5%	3.1%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	33.5%	32.6%	25.0%	11.3%	0.6%	47.3%	35.5%	15.1%	4.2%	0.2%
Hispanic										
District	6.2%	55.7%	12.4%	31.0%	0.0%	18.6%	37.2%	31.0%	12.4%	6.2%
State	24.9%	30.1%	30.4%	17.2%	1.2%	31.7%	37.7%	24.3%	9.3%	0.6%
Asian										
District	0.0%	0.0%	30.1%	60.2%	7.5%	0.0%	0.0%	15.0%	60.2%	22.6%
State	6.2%	12.4%	27.6%	48.5%	9.8%	7.0%	14.5%	27.3%	40.9%	14.8%
Male										
District	8.6%	20.7%	32.8%	38.0%	3.5%	8.6%	24.2%	22.4%	36.2%	12.1%
State	22.3%	26.8%	30.5%	22.2%	1.8%	24.7%	29.6%	26.8%	19.5%	2.9%
Female										
District	7.6%	16.8%	33.6%	41.2%	6.1%	6.1%	21.4%	29.0%	42.7%	6.1%
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	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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	26.3%	19.7%	32.9%	19.7%	3.3%	23.0%	29.6%	16.5%	29.6%	3.3%
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	49.5%	12.4%	18.6%	18.6%	0.0%	43.3%	24.8%	18.6%	6.2%	6.2%
State	54.7%	28.6%	13.8%	4.6%	0.2%	56.3%	30.6%	10.5%	3.7%	0.3%
Non-IEP										
District	1.9%	19.6%	35.4%	42.9%	5.6%	1.9%	22.4%	27.0%	44.7%	9.3%
State	12.5%	24.0%	33.9%	30.2%	3.4%	18.5%	30.7%	30.6%	21.1%	3.0%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	42.5%	38.0%	19.7%	3.5%	0.0%	48.6%	40.5%	12.7%	1.8%	0.0%
Non-English Learners										
District	5.9%	17.7%	34.5%	41.3%	5.1%	5.9%	21.9%	26.1%	41.3%	9.3%
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	22.2%	33.2%	38.8%	11.1%	0.0%	22.2%	22.2%	38.8%	16.6%	5.5%
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	5.7%	16.1%	32.2%	44.6%	5.7%	4.7%	22.8%	23.7%	43.6%	9.5%
State	9.4%	18.3%	33.2%	37.9%	5.0%	11.8%	24.6%	33.6%	29.1%	4.6%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	39.1%	31.1%	21.4%	9.0%	0.4%	48.5%	34.3%	13.9%	3.4%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	37.9%	28.6%	23.0%	9.2%	0.7%	45.6%	33.9%	15.5%	4.0%	0.0%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	18.3%	26.1%	29.8%	28.0%	1.9%	21.7%	31.2%	29.9%	18.9%	1.8%

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Academic Progress

IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	6.0%	20.3%	27.1%	35.3%	11.3%	4.5%	20.3%	30.1%	39.8%	5.3%
State	21.4%	20.9%	25.7%	24.6%	7.4%	14.1%	28.5%	31.7%	22.3%	3.5%
White										
District	4.1%	20.6%	25.8%	36.1%	13.4%	2.1%	15.5%	32.0%	44.3%	6.2%
State	12.4%	17.7%	28.1%	31.7%	10.0%	7.6%	21.9%	35.4%	30.8%	4.3%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	37.8%	27.0%	21.3%	12.0%	1.9%	28.4%	41.0%	23.6%	6.6%	0.4%
Hispanic										
District	19.0%	23.8%	33.3%	23.8%	0.0%	19.0%	42.9%	14.3%	23.8%	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	6.3%	26.6%	31.3%	28.1%	7.8%	4.7%	17.2%	35.9%	37.5%	4.7%
State	26.0%	22.8%	24.8%	21.3%	5.1%	15.0%	27.2%	30.4%	23.3%	4.2%
Female										
District	5.8%	14.5%	23.2%	42.0%	14.5%	4.3%	23.2%	24.6%	42.0%	5.8%
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	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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	13.8%	34.5%	31.0%	13.8%	6.9%	10.3%	31.0%	37.9%	20.7%	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	25.0%	50.0%	12.5%	12.5%	0.0%	18.8%	43.8%	31.3%	6.3%	0.0%
State	59.4%	23.0%	12.1%	4.7%	0.8%	42.9%	38.3%	13.9%	4.5%	0.5%
Non-IEP										
District	3.4%	16.2%	29.1%	38.5%	12.8%	2.6%	17.1%	29.9%	44.4%	6.0%
State	15.3%	20.5%	27.9%	27.8%	8.5%	9.5%	26.9%	34.5%	25.2%	3.9%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	52.3%	29.4%	15.0%	3.2%	0.2%	31.4%	45.3%	20.4%	2.8%	0.1%
Non-English Learners										
District	6.3%	19.5%	25.8%	36.7%	11.7%	4.7%	19.5%	28.9%	41.4%	5.5%
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	0.0%	34.8%	30.4%	34.8%	0.0%	4.3%	39.1%	30.4%	26.1%	0.0%
State	31.8%	25.8%	24.3%	15.4%	2.7%	21.6%	37.4%	29.0%	11.2%	0.8%
Non Low Income										
District	7.3%	17.3%	26.4%	35.5%	13.6%	4.5%	16.4%	30.0%	42.7%	6.4%
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	6.3%	21.4%	28.5%	37.2%	11.9%	4.7%	21.2%	31.4%	41.6%	5.5%
State	22.0%	21.6%	26.5%	25.4%	7.6%	14.5%	29.3%	32.6%	23.0%	3.6%
White										
District	4.3%	21.7%	27.1%	38.0%	14.1%	2.2%	16.1%	33.3%	46.2%	6.4%
State	12.9%	18.3%	29.1%	32.8%	10.4%	7.8%	22.7%	36.6%	31.8%	4.4%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.7%	27.6%	21.7%	12.3%	1.9%	28.9%	41.7%	24.0%	6.7%	0.4%
Hispanic										
District	20.1%	25.1%	35.1%	25.1%	0.0%	20.1%	45.1%	15.0%	25.1%	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	6.6%	28.0%	32.9%	29.6%	8.2%	4.9%	18.1%	37.8%	39.5%	4.9%
State	26.8%	23.6%	25.6%	21.9%	5.3%	15.5%	28.0%	31.3%	23.9%	4.3%
Female										
District	6.1%	15.3%	24.4%	44.2%	15.3%	4.5%	24.1%	25.6%	43.6%	6.0%
State	17.1%	19.5%	27.5%	29.1%	10.1%	13.4%	30.8%	34.0%	22.0%	2.8%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	5.9%	5.9%	40.9%	40.9%	11.7%	5.5%	11.1%	38.8%	44.3%	0.0%

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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	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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	14.5%	36.3%	32.7%	14.5%	7.3%	10.5%	31.6%	38.6%	21.1%	0.0%
State	49.0%	23.2%	16.8%	10.3%	2.3%	34.6%	35.9%	19.5%	9.7%	1.4%
Students with IEPs										
District	26.3%	52.6%	13.2%	13.2%	0.0%	18.6%	43.3%	31.0%	6.2%	0.0%
State	60.2%	23.4%	12.3%	4.7%	0.8%	43.2%	38.6%	14.0%	4.5%	0.5%
Non-IEP										
District	3.6%	17.1%	30.6%	40.5%	13.5%	2.7%	18.0%	31.5%	46.8%	6.3%
State	15.8%	21.3%	28.9%	28.8%	8.8%	9.8%	27.8%	35.6%	26.0%	4.1%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	54.1%	30.4%	15.5%	3.3%	0.2%	32.4%	46.8%	21.0%	2.8%	0.1%
Non-English Learners										
District	6.6%	20.6%	27.1%	38.7%	12.3%	4.9%	20.4%	30.2%	43.3%	5.7%
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	0.0%	36.6%	32.0%	36.6%	0.0%	4.6%	41.2%	32.0%	27.5%	0.0%
State	32.8%	26.6%	25.0%	15.8%	2.8%	22.2%	38.4%	29.7%	11.5%	0.8%
Non Low Income										
District	7.7%	18.2%	27.8%	37.3%	14.4%	4.7%	17.1%	31.3%	44.6%	6.6%
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	5.9%	15.1%	34.5%	39.5%	5.0%	5.9%	14.3%	26.1%	42.9%	10.9%
State	24.0%	20.6%	25.1%	25.9%	4.4%	29.2%	28.6%	19.1%	19.2%	3.9%
White										
District	5.4%	14.0%	35.5%	39.8%	5.4%	6.5%	14.0%	25.8%	41.9%	11.8%
State	15.8%	18.3%	27.4%	32.7%	5.9%	19.1%	26.0%	23.4%	26.8%	4.8%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.7%	25.9%	20.8%	12.6%	1.1%	51.5%	31.9%	10.8%	5.5%	0.4%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.0%	23.4%	25.0%	18.7%	1.8%	36.3%	33.7%	17.5%	11.4%	1.1%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	8.0%	9.5%	19.9%	46.7%	15.9%	8.7%	15.1%	17.3%	38.0%	20.8%
Male										
District	8.5%	16.9%	33.8%	38.0%	2.8%	4.2%	18.3%	19.7%	43.7%	14.1%
State	29.5%	22.7%	23.9%	21.2%	2.7%	30.3%	27.3%	18.7%	19.4%	4.3%
Female										
District	2.1%	12.5%	35.4%	41.7%	8.3%	8.3%	8.3%	35.4%	41.7%	6.3%
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	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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	21.1%	15.8%	31.6%	26.3%	5.3%	21.1%	21.1%	10.5%	26.3%	21.1%
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	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	61.3%	22.7%	11.2%	4.4%	0.4%	62.7%	27.3%	6.3%	3.2%	0.5%
Non-IEP										
District	2.7%	14.5%	34.5%	42.7%	5.5%	2.7%	13.6%	26.4%	45.5%	11.8%
State	18.3%	20.3%	27.2%	29.1%	5.0%	24.2%	28.8%	21.0%	21.6%	4.4%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	53.5%	27.2%	15.3%	3.9%	0.1%	54.3%	34.9%	8.6%	2.1%	0.1%
Non-English Learners										
District	3.4%	15.5%	35.3%	40.5%	5.2%	5.2%	12.9%	26.7%	44.0%	11.2%
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	29.4%	11.8%	17.6%	41.2%	0.0%	11.8%	23.5%	17.6%	41.2%	5.9%
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	2.0%	15.7%	37.3%	39.2%	5.9%	4.9%	12.7%	27.5%	43.1%	11.8%
State	14.3%	17.0%	26.7%	34.9%	7.0%	17.7%	24.7%	22.8%	28.2%	6.6%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	43.9%	25.3%	19.7%	10.2%	0.9%	52.4%	31.3%	10.8%	5.1%	0.5%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	46.5%	24.2%	17.8%	10.4%	1.0%	56.8%	30.2%	8.4%	4.3%	0.3%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.4%	22.4%	22.0%	27.3%	2.9%	27.9%	29.6%	22.9%	18.3%	1.3%

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Academic Progress

IAR (cont)

Grade 8 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	6.1%	15.8%	36.0%	41.2%	5.3%	6.1%	14.9%	27.2%	44.7%	11.4%
State	24.6%	21.2%	25.8%	26.6%	4.6%	29.9%	29.3%	19.6%	19.6%	4.0%
White										
District	5.7%	14.7%	37.4%	41.9%	5.7%	6.8%	14.7%	27.2%	44.1%	12.5%
State	16.2%	18.8%	28.1%	33.5%	6.0%	19.6%	26.6%	24.0%	27.4%	4.9%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	40.5%	26.5%	21.3%	12.9%	1.1%	52.3%	32.4%	10.9%	5.6%	0.4%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.0%	24.2%	25.9%	19.3%	1.9%	37.4%	34.7%	18.0%	11.7%	1.2%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	8.3%	9.9%	20.6%	48.5%	16.5%	9.0%	15.7%	17.9%	39.4%	21.5%
Male										
District	8.9%	17.8%	35.6%	40.0%	3.0%	4.5%	19.3%	20.8%	46.0%	14.8%
State	30.3%	23.3%	24.6%	21.8%	2.7%	31.0%	27.9%	19.1%	19.9%	4.4%
Female										
District	2.2%	12.9%	36.5%	43.0%	8.6%	8.6%	8.6%	36.5%	43.0%	6.4%
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	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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	22.2%	16.6%	33.2%	27.7%	5.5%	22.2%	22.2%	11.1%	27.7%	22.2%
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	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	61.7%	22.8%	11.3%	4.4%	0.4%	62.7%	27.3%	6.3%	3.2%	0.5%
Non-IEP										
District	2.8%	15.2%	36.0%	44.6%	5.7%	2.8%	14.2%	27.5%	47.4%	12.3%
State	18.9%	20.9%	28.0%	30.0%	5.2%	24.9%	29.6%	21.6%	22.2%	4.5%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	55.1%	28.0%	15.8%	4.1%	0.1%	55.8%	35.9%	8.8%	2.2%	0.1%
Non-English Learners										
District	3.6%	16.2%	36.9%	42.3%	5.4%	5.4%	13.5%	27.9%	45.9%	11.7%
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	31.0%	12.4%	18.6%	43.3%	0.0%	12.4%	24.8%	18.6%	43.3%	6.2%
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	2.0%	16.4%	38.8%	40.9%	6.1%	5.1%	13.3%	28.6%	45.0%	12.3%
State	14.7%	17.5%	27.5%	35.9%	7.2%	18.1%	25.3%	23.4%	29.0%	6.8%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	43.9%	25.3%	19.7%	10.2%	0.9%	51.9%	31.0%	10.7%	5.1%	0.5%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	44.6%	23.2%	17.1%	10.0%	0.9%	54.2%	28.7%	8.0%	4.1%	0.3%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	26.2%	23.1%	22.6%	28.1%	3.0%	28.6%	30.3%	23.5%	18.8%	1.3%

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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	*	*	*	*	*	*	*	*

* 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

	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 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%

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

Academic Progress

DLM (cont)

Grade 5

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

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

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%

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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	*	*	*	*

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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%

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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%

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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	*	*	*	*

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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%

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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%

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ISA

What is it?

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

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

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Academic Progress

ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	5.1%	17.1%	59.8%	17.9%
State	15.1%	34.2%	36.6%	14.1%
White				
District	3.6%	14.5%	61.4%	20.5%
State	7.2%	27.8%	44.8%	20.2%
Black				
District	‡	‡	‡	‡
State	32.4%	44.0%	20.7%	2.9%
Hispanic				
District	‡	‡	‡	‡
State	20.5%	42.5%	30.8%	6.2%
Asian				
District	0.0%	10.0%	60.0%	30.0%
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%

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Academic Progress

ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	9.1%	18.2%	72.7%	0.0%
State	12.4%	32.4%	38.3%	16.9%
Students with Disabilities				
District	8.0%	24.0%	56.0%	12.0%
State	33.5%	37.0%	22.4%	7.1%
Students with IEPs				
District	13.3%	20.0%	60.0%	6.7%
State	40.5%	38.1%	17.1%	4.3%
Non-IEP				
District	3.9%	16.7%	59.8%	19.6%
State	11.0%	33.6%	39.8%	15.7%
English Learners				
District	‡	‡	‡	‡
State	29.1%	49.6%	20.0%	1.3%
Male				
District	1.8%	20.0%	61.8%	16.4%
State	16.2%	33.0%	36.0%	14.9%
Female				
District	8.1%	14.5%	58.1%	19.4%
State	14.0%	35.5%	37.3%	13.2%
Non Binary				
District	*	*	*	*
State	0.0%	20.0%	80.0%	0.0%

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

Academic Progress

ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	‡	‡	‡	‡
State	29.1%	49.6%	20.0%	1.3%
Non-English Learners				
District	5.5%	14.5%	60.9%	19.1%
State	12.3%	31.1%	39.9%	16.6%
Low Income				
District	11.1%	33.3%	55.6%	0.0%
State	23.9%	42.8%	28.1%	5.2%
Non Low Income				
District	4.0%	14.1%	60.6%	21.2%
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	5.4%	18.0%	63.0%	18.9%
State	15.7%	35.6%	38.1%	14.7%
White				
District	3.8%	15.2%	64.7%	21.6%
State	7.5%	29.0%	46.7%	21.1%
Black				
District	‡	‡	‡	‡
State	33.5%	45.5%	21.4%	3.0%
Hispanic				
District	‡	‡	‡	‡
State	21.4%	44.3%	32.1%	6.5%
Asian				
District	0.0%	10.5%	63.2%	31.6%
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	9.6%	19.1%	76.6%	0.0%
State	12.9%	33.7%	39.8%	17.5%
Students with Disabilities				
District	8.4%	25.3%	59.0%	12.6%
State	34.6%	38.2%	23.2%	7.3%
Students with IEPs				
District	14.0%	21.1%	63.2%	7.0%
State	41.8%	39.3%	17.7%	4.4%
Non-IEP				
District	4.1%	17.5%	63.0%	20.6%
State	11.4%	35.0%	41.5%	16.3%
English Learners				
District	‡	‡	‡	‡
State	30.4%	51.8%	20.9%	1.3%
Male				
District	1.9%	21.1%	65.1%	17.2%
State	16.8%	34.3%	37.4%	15.5%
Female				
District	8.5%	15.3%	61.1%	20.4%
State	14.6%	37.0%	38.8%	13.8%
Non Binary				
District	*	*	*	*
State	0.0%	21.1%	84.2%	0.0%

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

Academic Progress

ISA (cont)

Grade 5 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	‡	‡	‡	‡
State	30.4%	51.8%	20.9%	1.3%
Non-English Learners				
District	5.7%	15.3%	64.1%	20.1%
State	12.8%	32.4%	41.5%	17.3%
Low Income				
District	11.7%	35.1%	58.5%	0.0%
State	24.8%	44.4%	29.2%	5.4%
Non Low Income				
District	4.3%	14.9%	63.8%	22.3%
State	7.3%	27.4%	46.4%	23.3%
Homeless				
District	*	*	*	*
State	36.7%	43.0%	20.2%	2.5%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	30.4%	42.0%	27.1%	3.1%
Military				
District	*	*	*	*
State	11.4%	32.3%	42.5%	18.5%

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

Academic Progress

ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	3.3%	14.9%	47.1%	34.7%
State	17.3%	31.8%	35.6%	15.3%
White				
District	1.1%	15.1%	46.2%	37.6%
State	9.7%	25.6%	42.9%	21.8%
Black				
District	‡	‡	‡	‡
State	33.3%	41.9%	21.3%	3.6%
Hispanic				
District	‡	‡	‡	‡
State	22.6%	39.0%	31.4%	6.9%
Asian				
District	10.0%	10.0%	40.0%	40.0%
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	‡	‡	‡	‡
State	16.0%	30.6%	35.3%	18.2%
Students with Disabilities				
District	10.5%	21.1%	26.3%	42.1%
State	35.5%	35.9%	21.1%	7.5%
Students with IEPs				
District	‡	‡	‡	‡
State	44.5%	38.4%	14.1%	3.0%
Non-IEP				
District	1.8%	13.4%	48.2%	36.6%
State	13.3%	30.8%	38.8%	17.1%
English Learners				
District	‡	‡	‡	‡
State	39.7%	46.8%	13.1%	0.5%
Male				
District	2.7%	17.8%	41.1%	38.4%
State	18.9%	30.1%	34.7%	16.3%
Female				
District	4.2%	10.4%	56.3%	29.2%
State	15.6%	33.5%	36.6%	14.3%
Non Binary				
District	*	*	*	*
State	11.8%	17.6%	41.2%	29.4%

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Academic Progress

ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	‡	‡	‡	‡
State	39.7%	46.8%	13.1%	0.5%
Non-English Learners				
District	1.7%	13.0%	48.7%	36.5%
State	14.2%	29.7%	38.7%	17.3%
Low Income				
District	11.1%	22.2%	38.9%	27.8%
State	25.9%	39.5%	28.5%	6.1%
Non Low Income				
District	1.9%	13.6%	48.5%	35.9%
State	9.4%	24.8%	42.1%	23.7%
Homeless				
District	*	*	*	*
State	36.0%	39.8%	20.6%	3.6%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	36.5%	39.9%	20.1%	3.5%
Military				
District	‡	‡	‡	‡
State	16.9%	29.7%	38.6%	14.9%

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Academic Progress

ISA (cont)

Grade 8 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	3.5%	15.7%	49.6%	36.5%
State	17.9%	32.8%	36.8%	15.8%
White				
District	1.1%	15.9%	48.7%	39.6%
State	10.1%	26.5%	44.4%	22.6%
Black				
District	‡	‡	‡	‡
State	34.1%	42.9%	21.8%	3.7%
Hispanic				
District	‡	‡	‡	‡
State	23.4%	40.3%	32.4%	7.2%
Asian				
District	10.5%	10.5%	42.1%	42.1%
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	‡	‡	‡	‡
State	16.5%	31.4%	36.2%	18.6%
Students with Disabilities				
District	11.1%	22.2%	27.7%	44.3%
State	36.3%	36.7%	21.6%	7.7%
Students with IEPs				
District	‡	‡	‡	‡
State	45.5%	39.3%	14.4%	3.1%
Non-IEP				
District	1.9%	14.1%	50.8%	38.5%
State	13.7%	31.9%	40.2%	17.7%
English Learners				
District	‡	‡	‡	‡
State	40.9%	48.2%	13.5%	0.5%
Male				
District	2.9%	18.8%	43.3%	40.4%
State	19.6%	31.2%	35.8%	16.9%
Female				
District	4.4%	11.0%	59.2%	30.7%
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	‡	‡	‡	‡
State	40.9%	48.2%	13.5%	0.5%
Non-English Learners				
District	1.8%	13.7%	51.3%	38.4%
State	14.7%	30.7%	40.0%	17.9%
Low Income				
District	11.7%	23.4%	40.9%	29.2%
State	26.7%	40.6%	29.4%	6.3%
Non Low Income				
District	2.0%	14.3%	51.1%	37.8%
State	9.7%	25.7%	43.7%	24.6%
Homeless				
District	*	*	*	*
State	36.5%	40.2%	20.8%	3.6%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	36.8%	40.4%	20.3%	3.5%
Military				
District	‡	‡	‡	‡
State	17.3%	30.5%	39.6%	15.3%

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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	44.4% *	39.3% *	49.5% *	* *	44.8% *	20.8% *	31.8% *	70.3% *	‡ *	* *	38.7% *	22.7% *
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	15.1% *	27.9% *	24.6% *	* *	* *	* *	33.3% *
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	46.3% *	48.1% *	44.6% *	* *	47.7% *	8.7% *	27.1% *	73.4% *	‡ *	* *	45.2% *	28.1% *
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	13.0% *	11.6% *	30.8% *	* *	* *	* *	25.0% *
State	7.2% *	6.8% *	11.4% *	5.6% *	7.3% *	6.7% *	26.1% *

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Academic Progress

Proficiency (cont)

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	79.0% *	78.0% *	80.0% *	* *	82.0% *	30.0% *	73.0% *	85.0% *	‡ *	* *	75.0% *	66.0% *
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	56.0% *	28.0% *	61.0% *	* *	* *	* *	‡ *
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	46.6%	41.3%	51.9%	*	47.2%	21.9%	33.0%	72.9%	‡	*	40.7%	23.8%
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	15.7%	29.4%	25.9%	*	*	*	35.1%
State	7.1%	7.1%	16.3%	9.2%	10.5%	10.7%	32.1%

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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	48.5%	50.3%	46.7%	*	50.1%	8.8%	28.2%	76.1%	‡	*	47.5%	29.0%
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	13.3%	12.2%	32.1%	*	*	*	26.3%
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	83.7%	82.4%	85.2%	*	86.8%	31.6%	77.2%	89.5%	‡	*	78.9%	70.2%
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	58.9%	30.1%	64.3%	*	*	*	‡
State	18.0%	16.9%	34.1%	22.0%	19.0%	24.2%	56.0%

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Academic Progress

Growth Percentile – IAR

What is it?

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

ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	52.9% 25,056	50.9% 12,174	54.8% 12,882	* *	53.1% 18,793	61.3% 858	50.2% 2,560	56.7% 1,872	‡ ‡	* *	45.4% 953	48.0% 4,556
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	41.5% 2,114	49.6% 1,290	50.7% 3,804	‡ ‡	* *	* *	‡ ‡
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	49.9% 23,283	52.2% 12,366	47.5% 10,917	* *	49.7% 17,454	61.5% 799	42.8% 2,097	60.1% 1,923	‡ ‡	* *	48.0% 1,008	46.9% 4,412
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	42.3% 2,116	43.3% 1,127	46.7% 3,407	‡ ‡	* *	* *	‡ ‡
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

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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	99.7% *	99.7% *	99.7% *	* *	100.0% *	100.0% *	98.8% *	98.5% *	‡ *	* *	100.0% *	99.4% *
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	98.9% *	100.0% *	100.0% *
State	96.2% *	98.1% *	97.6% *

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	99.5% *	99.5% *	99.5% *	* *	99.8% *	95.8% *	98.8% *	98.5% *	‡ *	* *	100.0% *	98.1% *
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	96.8% *	100.0% *	99.2% *
State	95.7% *	97.9% *	97.3% *

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Academic Progress

Participation Rate (cont)

Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0% *	100.0% *	100.0% *	* *	100.0% *	100.0% *	100.0% *	100.0% *	‡ *	* *	100.0% *	100.0% *
State	98.0% *	97.9% *	98.0% *	94.7% *	98.5% *	96.6% *	97.6% *	99.1% *	98.2% *	96.7% *	97.7% *	96.9% *

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

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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	99.7% 727	99.7% 361	99.7% 366	* *	100.0% 522	100.0% 24	98.8% 85	98.5% 64	‡ 1	* *	100.0% 31	99.3% 147
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	98.9% 86	100.0% 41	100.0% 118
State	96.9% 111,550	98.7% 117,879	98.4% 385,305

Overall IAR Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	99.5% 725	99.4% 359	99.5% 366	* *	99.8% 521	95.8% 23	98.8% 85	98.5% 64	‡ 1	* *	100.0% 31	98.0% 146
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	96.6% 85	100.0% 41	99.2% 117
State	96.5% 111,027	98.5% 117,563	98.1% 383,972

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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	‡ 7	‡ 5	‡ 2	* *	‡ 7	* *	* *	* *	* *	* *	* *	‡ 7
State	99.9% 10,693	99.9% 7,160	99.9% 3,533	* *	99.9% 4,222	100.0% 2,489	99.9% 3,012	99.8% 579	100.0% 7	100.0% 37	99.7% 347	99.9% 10,693

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

Overall DLM Mathematics - Participation

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

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

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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	‡ 2	‡ 2	* *	* *	‡ 2	* *	* *	* *	* *	* *	* *	‡ 2
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	‡ 2	‡ 2	* *
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	100.0% 238	100.0% 128	100.0% 110	* *	100.0% 176	100.0% 10	100.0% 15	100.0% 20	‡ 1	* *	100.0% 16	100.0% 44
State	97.9% 395,258	97.9% 201,018	98.0% 194,204	94.7% 36	98.5% 185,552	96.6% 61,374	97.6% 110,216	99.0% 22,083	98.2% 426	96.6% 980	97.7% 14,627	96.7% 70,516

	Students with IEPs	English Learners	Low Income
District	100.0% 24	100.0% 13	100.0% 36
State	96.7% 50,623	98.0% 46,584	97.4% 178,492

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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	0.3% *	0.3% *	0.3% *	* *	0.0% *	0.0% *	1.2% *	1.5% *	‡ *	* *	0.0% *	0.6% *
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	1.1% *	0.0% *	0.0% *
State	3.8% *	1.9% *	2.4% *

Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	0.5% *	0.5% *	0.5% *	* *	0.2% *	4.2% *	1.2% *	1.5% *	‡ *	* *	0.0% *	1.9% *
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	3.2% *	0.0% *	0.8% *
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	0.0% *	0.0% *	0.0% *	* *	0.0% *	0.0% *	0.0% *	0.0% *	‡ *	* *	0.0% *	0.0% *
State	2.0% *	2.1% *	2.0% *	5.3% *	1.5% *	3.4% *	2.4% *	0.9% *	1.8% *	3.3% *	2.3% *	3.1% *

	Students with IEPs	English Learners	Low Income
District	0.0% *	0.0% *	0.0% *
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	0.3% *	0.3% *	0.3% *	* *	0.0% *	0.0% *	1.2% *	1.5% *	‡ *	* *	0.0% *	0.7% *
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	1.1% *	0.0% *	0.0% *
State	3.1% *	1.3% *	1.6% *

Overall IAR Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	0.5% *	0.6% *	0.5% *	* *	0.2% *	4.2% *	1.2% *	1.5% *	‡ *	* *	0.0% *	2.0% *
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	3.4% *	0.0% *	0.8% *
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 DLM ELA - Non Participation

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

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

Overall DLM Mathematics - Non Participation

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

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

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

Academic Progress

Participation Rate (cont)

Overall DLM Science - Non Participation

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

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

Overall ISA - Non Participation

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

	Students with IEPs	English Learners	Low Income
District	0.0% *	0.0% *	0.0% *
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.

District Environment

School Level Finances

What is it?

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

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
District	1,084	\$427	\$12,129	\$12,556	\$23	\$3,972	\$3,995	\$449	\$16,102	\$16,551	\$5,432,024	\$23,377,270

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

School Level Finances (cont)

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
District	1,084	\$427	\$12,129	\$12,556	\$23	\$3,972	\$3,995	\$449	\$16,102	\$16,551
Millburn Elem School	695	\$498	\$11,397	\$11,896	\$23	\$3,972	\$3,995	\$521	\$15,370	\$15,891
Millburn Middle School	390	\$299	\$13,435	\$13,734	\$23	\$3,972	\$3,995	\$321	\$17,407	\$17,728

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

District Finances

What is it?

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

Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	69.0% \$15,527,512	6.2% \$1,397,201	16.5% \$3,703,215	4.4% \$995,644	3.9% \$875,958	\$22,499,530
State	60.6%	4.0%	21.3%	4.7%	9.5%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	42.7%	3.2%	28.3%	25.8%
State	48.2%	2.3%	29.1%	20.4%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	63.8% \$13,762,093	6.9% \$1,498,733	4.8% \$1,035,384	20.0% \$4,310,266	0.6% \$126,833	2.7% \$573,746	0.0% \$0	1.2% \$260,667	\$21,567,722
State	71.3%	7.1%	2.9%	8.5%	1.2%	1.9%	0.6%	6.5%	*

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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	\$216,869	6.7	\$8,570	\$16,619
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	Overall
District	*	17	22	21	22	23	23	21	23	21	22
State	*	21	20	20	21	21	21	22	22	22	21

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Total School Days

What is it?

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

Total School Days	
District	176
State	176

Health and Wellness

What is it?

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

Days PE per week	
District	4
State	4

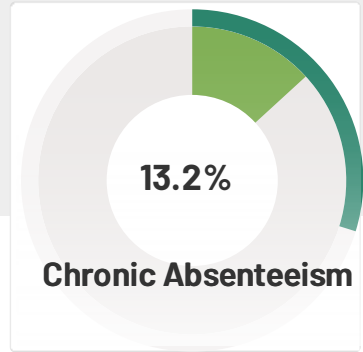
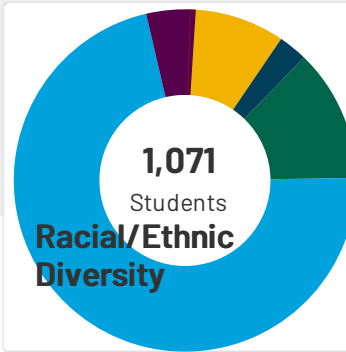
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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.

1,071

Student Enrollment



Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0% 1,071	50.5% 541	49.5% 530	0.0% *	70.8% 758	2.7% 29	12.4% 133	9.4% 101	‡ ‡	0.0% *	4.6% 49	21.7% 232
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	15.4% 165	6.2% 66	14.3% 153	0.0% *	0.0% *	0.0% *	1.6% 17
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
District	17	98	104	120	108	119	117	128	138	122
State	76,645	124,808	126,801	127,437	127,217	129,338	133,597	135,399	140,813	145,466

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

Advanced Academic Programs

What is it?

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

Students Enrolled in Accelerated Placement

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

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

Students Enrolled in Accelerated Placement - ELA

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

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

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Math

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

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

Students Enrolled in Accelerated Placement - Multiple Subjects

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

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

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Whole Grade

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

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

Students Enrolled in Advanced Placement Coursework

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

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

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

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

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

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	23.2% 258	26.7% 149	19.6% 109	*	25.1% 193	‡	13.7% 20	26.5% 30	*	*	22.0% 11	15.7% 35
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	7.7% 12	‡	17.5% 33	*	*
State	6.3% 17,755	6.0% 16,214	13.5% 125,534	10.4% 4,460	4.3% 639

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

Advanced Academic Programs (cont)

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

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

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

Advanced Placement (AP) Exams - Grade 9

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

Advanced Placement (AP) Exams - Grade 10

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

Advanced Placement (AP) Exams - Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	*	*	*	*
State	155,940	96,101	39,509	26,229

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

Advanced Academic Programs (cont)

Students Assessed For Giftedness

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

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

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

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

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

Advanced Academic Programs (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
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.

Advanced Academic Programs (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

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

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

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

Students With IEPs

What is it?

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

By Race/ Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
District	All Students	*	*	*	*	*	*	*
	Students with IEPs	*	*	*	*	*	*	*
All Peer Districts *	All Students	*	*	*	*	*	*	*
	Students with IEPs	*	*	*	*	*	*	*
State	All Students	*	*	*	*	*	*	*
	Students with IEPs	*	*	*	*	*	*	*

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	All Students	0.4%	*	3.6%	0.1%	0.2%	*	*
	Students with IEPs	2.5%	*	24.3%	0.3%	1.0%	*	*
All Peer Districts *	All Students	2.5%	*	24.7%	0.6%	1.3%	*	*
	Students with IEPs	0.7%	*	5.0%	0.0%	0.1%	*	*
State	All Students	0.8%	*	7.7%	0.1%	0.3%	*	*
	Students with IEPs	4.8%	*	33.1%	0.3%	0.8%	*	*

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

Students With IEPs (cont)

By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
District	All Students	1.9%	0.5%	1.8%	*	4.7%	1.7%	*
	Students with IEPs	22.4%	4.2%	11.8%	*	21.4%	10.6%	*
All Peer Districts *	All Students	12.7%	3.2%	12.0%	*	31.6%	11.4%	*
	Students with IEPs	2.4%	0.9%	2.1%	*	2.1%	1.6%	*
State	All Students	7.1%	1.3%	3.7%	*	6.8%	3.4%	*
	Students with IEPs	15.8%	5.7%	13.8%	*	13.5%	10.5%	*

* 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	50.4%	38.3%	8.5%	2.8%
All Peer Districts *	60.9%	19.5%	14.0%	5.6%
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	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
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	0.0%	25.0%	75.0%	0.0%
All Peer Districts *	4.1%	26.1%	53.4%	16.4%
State	3.4%	29.9%	49.9%	16.8%
Emotional Disability				
District	100.0%	0.0%	0.0%	0.0%
All Peer Districts *	75.7%	9.0%	11.4%	3.9%
State	70.8%	14.0%	8.8%	6.5%
Intellectual Disability				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Other Health Impairment				
District	63.2%	31.6%	5.3%	0.0%
All Peer Districts *	63.1%	21.9%	10.1%	4.8%
State	57.6%	28.2%	9.3%	5.0%
Specific Learning Disability				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Speech or Language Impairment				
District	42.4%	51.5%	3.0%	3.0%
All Peer Districts *	56.7%	18.9%	20.6%	3.8%
State	55.6%	23.1%	18.7%	2.6%

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Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	70.6%	11.8%	17.6%	0.0%	0.0%
All Peer Districts *	47.6%	15.6%	28.8%	0.3%	7.7%
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	*	*	*	*	*

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Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Asian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
American Indian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Two or More Races					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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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 *	30.8%	7.7%	61.5%	0.0%	0.0%
State	43.5%	8.7%	47.8%	0.0%	0.0%
Developmental Delay					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	64.7%	11.8%	23.5%	0.0%	0.0%
State	54.5%	11.4%	34.1%	0.0%	0.0%
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	37.7%	11.7%	49.4%	0.0%	1.3%
State	38.3%	14.3%	46.8%	0.0%	0.6%

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

For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Other Health Impairment					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	43.9%	13.3%	40.2%	1.9%	0.8%
State	45.2%	11.9%	39.2%	2.5%	1.1%

For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Specific Learning Disability					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Speech or Language Impairment					
District	70.6%	11.8%	17.6%	0.0%	0.0%
All Peer Districts *	49.0%	9.5%	39.0%	0.1%	2.4%
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)	*	82.6	N/A
2	Dropout Percent for students with IEPs (Data lag one year)	*	13.7	N/A
3ae4	Reading assessment participation rate for students with IEPs, Grade 4	73.33	95	No
3ae8	Reading assessment participation rate for students with IEPs, Grade 8	76.92	95	No
3ae11	Reading assessment participation rate for students with IEPs, Grade 11	*	95	N/A
3am4	Math assessment participation rate for students with IEPs, Grade 4	73.33	95	No
3am8	Math assessment participation rate for students with IEPs, Grade 8	73.08	95	No
3am11	Math assessment participation rate for students with IEPs, Grade 11	*	95	N/A
3be4	Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	18.18	11	Yes
3be8	Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	10.00	8	Yes
3be11	Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	*	8	N/A
3bm4	Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	27.27	12	Yes
3bm8	Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	15.79	6.5	Yes
3bm11	Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	*	7	N/A
3ce4	Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	15	N/A
3ce8	Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	23.5	N/A

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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	*	22.5	N/A
3cm4	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	20.5	N/A
3cm8	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	5.5	N/A
3cm11	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	4	N/A
3de4	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	24.35	25.5	No
3de8	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	35.04	31.5	Yes
3de11	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	28	N/A
3dm4	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	14.11	21.5	No
3dm8	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	39.60	26	Yes
3dm11	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	27.5	N/A
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	50.4	52.9	No
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	8.5	12.35	Yes
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	2.8	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	70.6	46.5	Yes
6b	Children ages 3-5 in separate special education class, separate school or residential facility	17.6	26.04	Yes

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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	100.00	83.95	Yes
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	70.00	47.2	Yes
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	100.00	84.1	Yes
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	70.00	45.1	Yes
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	100.00	85.8	Yes
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	100.00	53.4	Yes
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	N/A
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% 66	18.2% *	* 4
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	94.3%	94.4%	94.2%	*	94.7%	93.0%	92.8%	94.1%	*	*	93.6%	94.1%
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	94.5%	93.1%	93.0%
State	88.4%	90.1%	88.1%

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

Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	4.7%	4.7%	4.6%	*	2.3%	‡	13.1%	‡	*	*	‡	‡
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	‡	17.1%	11.9%	‡
State	8.0%	9.5%	10.2%	25.7%

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

Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	13.2%	12.0%	14.3%	*	10.9%	‡	20.5%	15.8%	*	*	‡	12.0%
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	10.6%	20.8%	23.1%
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
District	*	*	16.4%	13.2%	15.0%	10.5%	3.3%	15.0%	15.1%	17.3%
State	*	*	29.2%	26.5%	24.3%	23.4%	23.4%	25.5%	26.2%	27.7%

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

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	‡	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡
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	‡	‡	‡
State	27.8%	29.4%	36.1%

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