## Millburn CCSD 24 Old Mill Creek, ILLINOIS

## 2 ILLINOIS DISTRICT REPORT CARD

State and federal laws require public school districts to release report cards to the public each year.
This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

| RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | White | Black | Hispanic | Asian | Native <br> Hawaiian /Pacific Islander | American Indian | Two or More Races | Percent Low- Income | Percent <br> Limited- <br> English- <br> Proficient | Percent IEP | Percent Homeless | Chronic Truancy Rate | Attendance Rate | Total Enrollment |
| District | 76.4 | 1.8 | 8.0 | 8.9 | 0.0 | 0.1 | 4.9 | 3.0 | 4.9 | 13.0 | 0.0 | 0.2 | 95.3 | 1,206 |
| State | 48.5 | 17.0 | 25.7 | 4.9 | 0.1 | 0.4 | 3.4 | 50.2 | 10.7 | 13.9 | 2.1 | 10.8 | 94.0 | 2,028,162 |

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. IEP students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs.
Total Enrollment is based on Serving School.
Homeless students are students who do not have permanent and adequate homes.
Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

| STUDENT MOBILITY RATE |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Percent <br> Limited- <br> English- <br> Proficient | Percent IEP | Percent LowIncome |
| District | 4.0 | 3.0 | 5.1 | 2.5 | 12.0 | 6.9 | 8.8 |  |  | 9.5 | 3.2 | 6.0 | 16.3 |
| State | 6.9 | 7.3 | 6.5 | 4.5 | 13.4 | 6.8 | 6.8 | 8.1 | 7.5 | 8.0 | 9.3 | 10.1 | 9.6 |

## INSTRUCTIONAL SETTING

| PARENTAL CONTACT* |  |
| :--- | ---: |
|  |  |
|  | Percent |
| District | 100.0 |
| State | 94.9 |


| TOTAL SCHOOL DAYS |  |
| :--- | :---: |
|  |  |
|  | Days |
| District | 176 |
| State | 175 |


| STUDENT-TO-STAFF RATIOS |  |  |  |
| ---: | :---: | ---: | ---: |
| Pupil- | Pupil- |  |  |
| Teacher | Pupil- |  |  |
| Teacher |  |  |  |
| Elementary | Secondary | Certified <br> Staff | Pupil- <br> Administrator |
| 17.3 |  | 8.6 | 172.3 |
| 18.7 |  | 11.2 | 189.6 |


| HEALTH AND WELLNESS <br> (days per week) |  |
| :--- | :--- |
| District | 3.5 |
| State | 4.0 |

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

| AVERAGE CLASS SIZE (as of the first school day in May) |  |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grades | $\mathbf{K}$ |  | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | $\mathbf{6}$ | $\mathbf{7}$ | $\mathbf{8}$ | $\mathbf{9 - 1 2}$ | Overall |
| District | 23.8 | 22.4 | 23.8 | 22.6 | 24.2 | 26.8 | 24.8 | 29.8 | 26.3 |  | 25.6 |  |
| State | 19.1 | 19.8 | 20.3 | 20.8 | 21.4 | 21.3 | 21.3 | 20.6 | 20.6 |  | 20.2 |  |


| TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day) |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grades | Mathematics |  |  | Science |  |  | English/Language Arts |  |  | Social Science |  |  |
|  | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 |
| District | 100 | 80 | 80 | 22 | 40 | 40 | 135 | 80 | 80 | 22 | 40 | 40 |
| State | 72 | 60 | 56 | 35 | 48 | 50 | 132 | 89 | 77 | 30 | 48 | 49 |


| TEACHER INFORMATION (Full -Time Equivalents) |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | White | Black | Hispanic | Asian | Native <br> Hawaiian/ <br> Pacific <br> Islander | American Indian | Two or More Races | UnKnowr | Male | Female | Total Number |
| District | 98.9 | 0.0 | 1.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 14.3 | 85.7 | 87 |
| State | 83.3 | 5.8 | 5.6 | 1.5 | 0.1 | 0.2 | 0.8 | 2.7 | 23.3 | 76.7 | 129,575 |


| TEACHER INFORMATION |  | Average <br> Teaching <br> Experience <br> (Years) | \% of <br> Teachers <br> with <br> Bachelor's <br> Degrees | \% of <br> Teachers <br> with <br> Masters's <br> \& Above |
| :--- | :--- | ---: | ---: | :---: |
| District: | All Schools | 15.2 | 31.6 | 68.4 |
|  | High Poverty Schools | 15.2 | 31.6 | 68.4 |
| State: | Low Poverty Schools | All Schools | 13.1 | 38.5 |
|  | High Poverty Schools | 12.0 | 39.6 | 60.9 |
|  | Low Poverty Schools | 13.6 | 31.3 | 59.9 |

Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

| TEACHER RETENTION RATE |  |
| :--- | :---: |
| District | 89.3 |
| State | 86.3 |$\quad$| PRINCIPAL TURNOVER (Count) |  |
| :--- | :--- |
| District | 2.0 |
| State | 2.0 |


| TEACHER ATTENDANCE |  |
| :--- | ---: |
| District | 59.8 |
| State | 75.3 |


| TEACHER EVALUATION |  |
| :--- | ---: |
| District | 98.2 |
| State | 96.7 |

## SCHOOL DISTRICT FINANCES



EXPENDITURE BY FUNCTION 2015-16 (Percentages)


| REVENUE BY SOURCE 2015-16 |  |  |  | EXPENDITURE BY FUND 2015-16 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | District | District \% | State \% |  | District | District \% | State \% |
| Local Property Taxes | \$13,149,258 | 70.3 | 63.2 | Education | \$11,892,236 | 66.5 | 73.4 |
|  |  |  |  | Operations \& Maintenance | \$1,389,284 | 7.8 | 6.2 |
| Other Local Funding | \$1,247,269 | 6.7 | 4.8 | Transportation | \$1,017,545 | 5.7 | 3.8 |
|  |  |  |  | Debt Service | \$2,622,152 | 14.7 | 8.2 |
| General State Aid | \$2,841,170 | 15.2 | 17.1 | Tort | \$137,472 | 0.8 | 1.2 |
| Other State Funding | \$1,230,300 | 6.6 | 7.1 | Municipal Retirement/ Social Security | \$536,598 | 3.0 | 2.1 |
|  |  |  |  | Fire Prevention \& Safety | \$0 | 0.0 | 0.5 |
| Federal Funding | \$224,904 | 1.2 | 7.8 | Capital Projects | \$280,723 | 1.6 | 4.6 |
| TOTAL | \$18,692,901 |  |  | TOTAL | \$17,876,010 |  |  |


| OTHER FINANCIAL INDICATORS |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2014 Equalized <br> Assessed Valuation <br> per Pupil | 2014 Total School <br> Tax Rate <br> per $\$ 100$ | 2015-16 Instructional <br> Expenditure <br> per Pupil | 2015-16 Operating <br> Expenditure <br> per Pupil |  |  |  |
| District | $\$ 168,063$ | 6.44 | $\$ 6,917$ | $\$ 12,391$ |  |  |  |
| State | $* *$ |  |  |  |  |  |  |

[^0]
## ACADEMIC PERFORMANCE

| 8TH GRADERS PASSING ALGEBRA I * |  |
| :--- | :---: |
| District | 68.2 |
| State | 29.5 |

OVERALL STUDENT PERFORMANCE
These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your district, and the state.

## OVERALL PERFORMANCE - ALL STATE TESTS



PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC)


DYNAMIC LEARNING MAPS - ALTERNATIVE ASSESSMENT (DLM-AA)


DLM-AA scores in the Progressing and Attaining performance levels count the same, respectively, as meeting or exceeding state standards.

## PARCC PERFORMANCE

These charts show the percentage of student scores meeting or exceeding expectations for the grades and subjects tested on PARCC that have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers.







## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.
The PARCC is administered to students in grade 3 through 8. SAT is is administered to students in grade 11. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC or SAT would not be appropriate.

Students with disabilities have an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA

|  |  |  | Gender |  | Racial/Ethnic Background |  |  |  |  |  |  | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races |  |  |  |  |
|  | *Enrollment | 865 | 459 | 406 | 653 | 15 | 71 | 83 | 0 | 1 | 42 | 44 | 0 | 111 | 34 |
| District | Reading | 0.8 | 0.7 | 1.0 | 1.1 | 0.0 | 0.0 | 0.0 |  |  | 0.0 | 0.0 |  | 1.8 | 0.0 |
|  | *Enrollment | 1,044,459 | 533,974 | 510,468 | 505,668 | 175,154 | 271,875 | 51,312 | 1,081 | 4,730 | 34,569 | 90,576 | 126 | 143,863 | 530,039 |
|  | Reading | 1.8 | 1.8 | 1.8 | 1.7 | 2.4 | 1.7 | 1.2 | 3.4 | 1.1 | 2.1 | 1.9 | 1.6 | 3.0 | 1.9 |

* Enrollment as reported during the testing windows for grades 3-8 and grade 11

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

| PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Gender |  | Racial/Ethnic Background |  |  |  |  |  |  | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
|  |  | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races |  |  |  |  |
| District | *Enrollment | 867 | 459 | 408 | 654 | 15 | 72 | 83 | 0 | 1 | 42 | 45 | 0 | 112 | 34 |
|  | Mathematics | 0.9 | 0.7 | 1.2 | 1.2 | 0.0 | 0.0 | 0.0 |  |  | 0.0 | 0.0 |  | 1.8 | 0.0 |
| State | *Enrollment | 1,046,615 | 535,114 | 511,484 | 506,264 | 175,213 | 272,641 | 52,002 | 1,091 | 4,739 | 34,592 | 93,048 | 127 | 143,785 | 531,314 |
|  | Mathematics | 1.8 | 1.8 | 1.8 | 1.7 | 2.5 | 1.7 | 1.0 | 2.7 | 1.1 | 2.2 | 1.4 | 1.6 | 3.1 | 1.8 |

[^1]
## Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:
-• Level 1: Did not yet meet expectations

- Level 2: Partially met expectations
-• Level 3: Approached expectations
- Level 4: Met expectations
-• Level 5: Exceeded expectations
Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers.Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available at http://avocet.pearson.com/PARCC/Home.

Grade 3
Grade 3 - All

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| District State | $\begin{array}{r} 9.1 \\ 21.0 \end{array}$ | $\begin{aligned} & 14.5 \\ & 19.4 \end{aligned}$ | $\begin{aligned} & 29.1 \\ & 23.5 \end{aligned}$ | $\begin{aligned} & 44.5 \\ & 33.2 \end{aligned}$ | $\begin{aligned} & 2.7 \\ & 2.9 \end{aligned}$ | $\begin{array}{r} 2.7 \\ 13.6 \end{array}$ | $\begin{array}{r} 8.2 \\ 19.8 \end{array}$ | $\begin{aligned} & 30.0 \\ & 27.4 \end{aligned}$ | $\begin{aligned} & 42.7 \\ & 30.9 \end{aligned}$ | 16.4 8.3 |

## Grade 3-Gender

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Male | District State | $\begin{aligned} & 10.0 \\ & 24.1 \end{aligned}$ | $\begin{aligned} & 17.1 \\ & 20.5 \end{aligned}$ | $\begin{aligned} & 28.6 \\ & 23.6 \end{aligned}$ | $\begin{aligned} & 42.9 \\ & 29.9 \end{aligned}$ | $\begin{aligned} & 1.4 \\ & 2.0 \end{aligned}$ | $\begin{array}{r} 4.3 \\ 14.7 \end{array}$ | $\begin{array}{r} 8.6 \\ 19.2 \end{array}$ | $\begin{aligned} & 24.3 \\ & 26.3 \end{aligned}$ | $\begin{aligned} & 44.3 \\ & 30.9 \end{aligned}$ | $\begin{array}{r} 18.6 \\ 8.9 \end{array}$ |
| Female | District State | $\begin{array}{r} 7.5 \\ 17.8 \end{array}$ | $\begin{aligned} & 10.0 \\ & 18.3 \end{aligned}$ | $\begin{aligned} & 30.0 \\ & 23.3 \end{aligned}$ | $\begin{aligned} & 47.5 \\ & 36.7 \end{aligned}$ | $\begin{aligned} & 5.0 \\ & 3.9 \end{aligned}$ | $\begin{array}{r} 0.0 \\ 12.5 \end{array}$ | $\begin{array}{r} 7.5 \\ 20.5 \end{array}$ | $\begin{aligned} & 40.0 \\ & 28.5 \end{aligned}$ | $\begin{aligned} & 40.0 \\ & 30.8 \end{aligned}$ | $\begin{array}{r} 12.5 \\ 7.7 \end{array}$ |

Grade 3-Racial/Ethnic Background

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| White <br> District State | $\begin{array}{r} 9.6 \\ 12.2 \\ \hline \end{array}$ | $\begin{aligned} & 13.3 \\ & 16.3 \end{aligned}$ | $\begin{array}{r} 27.7 \\ 25.4 \\ \hline \end{array}$ | $\begin{aligned} & 47.0 \\ & 42.3 \end{aligned}$ | $\begin{aligned} & 2.4 \\ & 3.8 \end{aligned}$ | $\begin{aligned} & 1.2 \\ & 7.5 \\ & \hline \end{aligned}$ | $\begin{array}{r} 9.6 \\ 15.0 \end{array}$ | $\begin{aligned} & 26.5 \\ & 27.2 \\ & \hline \end{aligned}$ | $\begin{aligned} & 47.0 \\ & 39.0 \end{aligned}$ | $\begin{aligned} & 15.7 \\ & 11.3 \end{aligned}$ |
| Black District <br> State | 35.0 | 23.9 | 20.6 | 19.4 | 1.0 | 26.3 | 27.7 | 26.9 | 17.2 | 1.9 |
| Hispanic <br>  <br>  <br> District <br> State | 29.5 | 23.7 | 22.7 | 22.8 | 1.3 | 17.6 | 25.4 | 30.0 | 23.7 | 3.3 |
| Asian District <br> State | $\begin{aligned} & 8.3 \\ & 7.5 \\ & \hline \end{aligned}$ | $\begin{array}{r} 0.0 \\ 10.1 \end{array}$ | $\begin{aligned} & 33.3 \\ & 19.0 \end{aligned}$ | $\begin{aligned} & 50.0 \\ & 53.4 \end{aligned}$ | $\begin{array}{r} 8.3 \\ 10.0 \end{array}$ | $\begin{aligned} & 0.0 \\ & 3.8 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 7.0 \end{aligned}$ | 41.7 17.0 | $\begin{aligned} & 25.0 \\ & 42.6 \\ & \hline \end{aligned}$ | $\begin{aligned} & 33.3 \\ & 29.6 \end{aligned}$ |
| $\begin{array}{ll} \hline \text { Native Hawaiian/Pacific } \\ \text { Islander } & \text { District } \\ & \text { State } \\ \hline \end{array}$ | 15.8 | 12.7 | 25.9 | 39.2 | 6.3 | 11.2 | 11.8 | 27.3 | 34.8 | 14.9 |
| American Indian District State | 33.1 | 25.6 | 21.1 | 19.5 | 0.8 | 18.5 | 25.1 | 32.3 | 20.9 | 3.2 |
| Two or More Races <br> District <br> State | 18.7 | 17.7 | 24.4 | 35.3 | 4.0 | 13.1 | 18.8 | 26.0 | 31.8 | 10.3 |

## Grade 3 - Limited-English-Proficient

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| District | 33.3 | 16.7 | 16.7 | 25.0 | 8.3 | 16.7 | 8.3 | 41.7 | 16.7 | 16.7 |
| State | 33.4 | 25.0 | 21.8 | 18.9 | 0.8 | 19.1 | 25.5 | 28.9 | 22.9 | 3.5 |

## Grade 4

## Grade 4 - All

|  | ELA |  |  |  |  | Mathematics |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | ---: | ---: | ---: | ---: | ---: | :---: |
|  | Levels | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ |
| District | 5.8 | 11.6 | 22.5 | 49.3 | 10.9 | 3.6 | 11.6 | 32.6 | 48.6 | 3.6 |  |
| State | 14.2 | 20.4 | 28.3 | 31.1 | 5.9 | 15.7 | 25.3 | 28.2 | 27.6 | 3.2 |  |

Grade 4 - Gender

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Male | District State | $\begin{aligned} & 10.5 \\ & 17.1 \end{aligned}$ | $\begin{aligned} & 11.8 \\ & 22.0 \end{aligned}$ | $\begin{aligned} & 27.6 \\ & 28.2 \end{aligned}$ | $\begin{aligned} & 44.7 \\ & 28.4 \end{aligned}$ | $\begin{aligned} & 5.3 \\ & 4.2 \end{aligned}$ | $\begin{array}{r} 5.3 \\ 16.5 \end{array}$ | $\begin{aligned} & 10.5 \\ & 24.6 \end{aligned}$ | $\begin{aligned} & 34.2 \\ & 27.3 \end{aligned}$ | $\begin{aligned} & 47.4 \\ & 28.2 \end{aligned}$ | $\begin{aligned} & 2.6 \\ & 3.3 \end{aligned}$ |
| Female | District State | $\begin{array}{r} 0.0 \\ 11.1 \end{array}$ | $\begin{aligned} & 11.3 \\ & 18.8 \end{aligned}$ | $\begin{aligned} & 16.1 \\ & 28.4 \end{aligned}$ | 54.8 34.0 | 17.7 7.7 | 1.6 14.8 | 12.9 26.0 | 30.6 29.2 | 50.0 26.9 | 4.8 3.1 |

## Grade 4 - Racial/Ethnic Background

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| White <br> District <br> State | $\begin{aligned} & 5.0 \\ & 8.2 \end{aligned}$ | $\begin{aligned} & 10.9 \\ & 15.8 \end{aligned}$ | $\begin{aligned} & 24.8 \\ & 28.4 \end{aligned}$ | $\begin{aligned} & 50.5 \\ & 39.6 \end{aligned}$ | $\begin{aligned} & 8.9 \\ & 8.1 \end{aligned}$ | $\begin{aligned} & 3.0 \\ & 8.7 \end{aligned}$ | $\begin{array}{r} 9.9 \\ 19.7 \end{array}$ | $\begin{aligned} & 34.7 \\ & 30.6 \end{aligned}$ | $\begin{aligned} & 49.5 \\ & 37.0 \end{aligned}$ | $\begin{aligned} & 3.0 \\ & 4.0 \end{aligned}$ |
| BlackDistrict <br> State | 25.5 | 28.2 | 27.7 | 17.1 | 1.5 | 30.7 | 33.7 | 23.7 | 11.4 | 0.5 |
| Hispanic District <br> State | $\begin{array}{r} 8.3 \\ 19.2 \end{array}$ | $\begin{aligned} & 16.7 \\ & 25.7 \end{aligned}$ | $\begin{array}{r} 0.0 \\ 30.1 \end{array}$ | $\begin{aligned} & 58.3 \\ & 22.5 \end{aligned}$ | $\begin{array}{r} 16.7 \\ 2.5 \end{array}$ | $\begin{array}{r} 8.3 \\ 20.5 \end{array}$ | $\begin{aligned} & 16.7 \\ & 32.6 \end{aligned}$ | $\begin{aligned} & 33.3 \\ & 28.2 \end{aligned}$ | $\begin{aligned} & 41.7 \\ & 17.7 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 1.1 \end{aligned}$ |
| Asian District <br> State | $\begin{aligned} & 5.0 \\ & 4.7 \end{aligned}$ | $\begin{array}{r} 10.0 \\ 8.7 \\ \hline \end{array}$ | $\begin{aligned} & 25.0 \\ & 20.4 \end{aligned}$ | $\begin{aligned} & 40.0 \\ & 46.7 \end{aligned}$ | $\begin{aligned} & 20.0 \\ & 19.5 \end{aligned}$ | $\begin{aligned} & 5.0 \\ & 4.0 \end{aligned}$ | $\begin{aligned} & 10.0 \\ & 10.0 \end{aligned}$ | $\begin{aligned} & 20.0 \\ & 20.7 \end{aligned}$ | $\begin{aligned} & 55.0 \\ & 49.1 \end{aligned}$ | $\begin{aligned} & 10.0 \\ & 16.1 \end{aligned}$ |
| Native Hawaiian/Pacific Islander <br> District <br> State | 10.4 | 14.6 | 22.0 | 39.6 | 13.4 | 11.0 | 16.5 | 31.1 | 32.3 | 9.1 |
| American Indian District State | 22.4 | 24.8 | 29.0 | 21.7 | 2.1 | 19.8 | 32.0 | 32.1 | 15.2 | 0.8 |
| Two or More Races District State | 13.0 | 19.1 | 27.5 | 33.3 | 7.1 | 14.6 | 24.3 | 28.6 | 28.9 | 3.6 |

Grade 4 - Students with Disabilities

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| IEP | District State | $\begin{aligned} & 33.3 \\ & 46.0 \end{aligned}$ | $\begin{aligned} & 40.0 \\ & 27.6 \end{aligned}$ | $\begin{aligned} & 20.0 \\ & 16.6 \end{aligned}$ | $\begin{aligned} & 6.7 \\ & 8.8 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 1.0 \end{aligned}$ | $\begin{aligned} & 26.7 \\ & 42.8 \end{aligned}$ | $\begin{aligned} & 46.7 \\ & 31.6 \end{aligned}$ | $\begin{aligned} & 26.7 \\ & 16.1 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 8.8 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 0.6 \end{aligned}$ |
| Non-IEP | District State | $\begin{aligned} & 2.4 \\ & 9.3 \end{aligned}$ | $\begin{array}{r} 8.1 \\ 19.3 \end{array}$ | $\begin{aligned} & 22.8 \\ & 30.1 \end{aligned}$ | $\begin{aligned} & 54.5 \\ & 34.6 \end{aligned}$ | $\begin{array}{r} 12.2 \\ 6.7 \end{array}$ | $\begin{array}{r} 0.8 \\ 11.6 \end{array}$ | $\begin{array}{r} 7.3 \\ 24.4 \end{array}$ | $\begin{aligned} & 33.3 \\ & 30.1 \end{aligned}$ | $\begin{aligned} & 54.5 \\ & 30.4 \end{aligned}$ | $\begin{aligned} & 4.1 \\ & 3.6 \end{aligned}$ |

## Grade 5

Grade 5 - All

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| District <br> State | $\begin{array}{r} 9.2 \\ 14.1 \end{array}$ | $\begin{aligned} & 14.5 \\ & 21.4 \end{aligned}$ | $\begin{aligned} & 38.2 \\ & 27.9 \end{aligned}$ | $\begin{aligned} & 36.6 \\ & 33.7 \end{aligned}$ | 1.5 2.9 | $\begin{array}{r} 3.8 \\ 13.3 \end{array}$ | $\begin{aligned} & 21.4 \\ & 26.6 \end{aligned}$ | $\begin{aligned} & 38.9 \\ & 30.5 \end{aligned}$ | 29.8 25.6 | $\begin{aligned} & 6.1 \\ & 3.9 \end{aligned}$ |

## Grade 5-Gender

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Male | District State | $\begin{aligned} & 12.9 \\ & 17.1 \end{aligned}$ | $\begin{aligned} & 17.7 \\ & 23.9 \end{aligned}$ | $\begin{aligned} & 40.3 \\ & 28.4 \end{aligned}$ | $\begin{aligned} & 29.0 \\ & 28.9 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 1.7 \end{aligned}$ | $\begin{array}{r} 6.5 \\ 14.9 \end{array}$ | $\begin{aligned} & 24.2 \\ & 26.5 \end{aligned}$ | $\begin{aligned} & 37.1 \\ & 28.6 \end{aligned}$ | $\begin{aligned} & 29.0 \\ & 25.6 \end{aligned}$ | $\begin{aligned} & 3.2 \\ & 4.4 \end{aligned}$ |
| Female | District State | $\begin{array}{r} 5.8 \\ 10.9 \end{array}$ | $\begin{aligned} & 11.6 \\ & 18.8 \end{aligned}$ | $\begin{aligned} & 36.2 \\ & 27.5 \end{aligned}$ | $\begin{aligned} & 43.5 \\ & 38.6 \end{aligned}$ | $\begin{aligned} & 2.9 \\ & 4.2 \end{aligned}$ | $\begin{array}{r} 1.4 \\ 11.7 \\ \hline \end{array}$ | $\begin{array}{r} 18.8 \\ 26.7 \\ \hline \end{array}$ | $\begin{aligned} & 40.6 \\ & 32.4 \\ & \hline \end{aligned}$ | $\begin{array}{r} 30.4 \\ 25.7 \\ \hline \end{array}$ | 8.7 <br> 3.5 |

## Grade 5-Racial/Ethnic Background

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| White <br> District <br> State | $\begin{array}{r} 11.2 \\ 7.8 \end{array}$ | $\begin{aligned} & 13.3 \\ & 16.4 \end{aligned}$ | $\begin{array}{r} 40.8 \\ 28.7 \\ \hline \end{array}$ | $\begin{aligned} & 32.7 \\ & 43.1 \end{aligned}$ | $\begin{aligned} & 2.0 \\ & 4.0 \end{aligned}$ | $\begin{aligned} & 4.1 \\ & 7.9 \end{aligned}$ | $\begin{aligned} & 25.5 \\ & 20.7 \end{aligned}$ | $\begin{aligned} & 38.8 \\ & 32.4 \end{aligned}$ | $\begin{aligned} & 25.5 \\ & 33.9 \end{aligned}$ | $\begin{aligned} & 6.1 \\ & 5.1 \end{aligned}$ |
| Black District <br> State <br>   | 26.4 | 30.0 | 26.1 | 16.9 | 0.5 | 26.9 | 37.0 | 25.4 | 10.2 | 0.5 |
| Hispanic <br> District State | $\begin{array}{r} 0.0 \\ 19.3 \\ \hline \end{array}$ | $\begin{array}{r} 36.4 \\ 27.3 \\ \hline \end{array}$ | $\begin{array}{r} 36.4 \\ 29.4 \\ \hline \end{array}$ | $\begin{array}{r} 27.3 \\ 23.1 \\ \hline \end{array}$ | $\begin{aligned} & 0.0 \\ & 1.0 \end{aligned}$ | $\begin{array}{r} 0.0 \\ 16.5 \\ \hline \end{array}$ | $\begin{aligned} & 18.2 \\ & 33.7 \\ & \hline \end{aligned}$ | $\begin{aligned} & 54.5 \\ & 32.0 \\ & \hline \end{aligned}$ | $\begin{aligned} & 27.3 \\ & 16.8 \\ & \hline \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 1.1 \\ & \hline \end{aligned}$ |
| Asian <br> District State | $\begin{aligned} & 0.0 \\ & 4.9 \end{aligned}$ | $\begin{aligned} & 9.1 \\ & 9.7 \end{aligned}$ | $\begin{aligned} & 36.4 \\ & 19.0 \end{aligned}$ | $\begin{aligned} & 54.5 \\ & 55.8 \end{aligned}$ | $\begin{array}{r} 0.0 \\ 10.6 \end{array}$ | $\begin{aligned} & 0.0 \\ & 2.9 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 9.7 \end{aligned}$ | $\begin{aligned} & 27.3 \\ & 22.2 \end{aligned}$ | $\begin{aligned} & 54.5 \\ & 45.8 \end{aligned}$ | $\begin{aligned} & 18.2 \\ & 19.4 \end{aligned}$ |
| Native Hawaiian/Pacific Islander <br> District <br> State | 10.3 | 16.7 | 29.5 | 40.4 | 3.2 | 7.6 | 21.7 | 28.0 | 31.2 | 11.5 |
| American Indian District State | 21.9 | 25.6 | 26.8 | 24.4 | 1.2 | 15.9 | 33.5 | 34.1 | 15.6 | 1.0 |
| Two or More Races District State | 12.1 | 19.6 | 27.9 | 36.5 | 4.0 | 13.3 | 25.9 | 28.3 | 27.5 | 5.0 |

## Grade 5-Students with Disabilities

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| IEP | District State | $\begin{aligned} & 70.0 \\ & 45.1 \end{aligned}$ | $\begin{aligned} & 10.0 \\ & 31.1 \end{aligned}$ | $\begin{aligned} & 10.0 \\ & 15.7 \end{aligned}$ | $\begin{array}{r} 10.0 \\ 7.8 \end{array}$ | $\begin{aligned} & 0.0 \\ & 0.3 \end{aligned}$ | $\begin{aligned} & 30.0 \\ & 37.6 \end{aligned}$ | 60.0 37.2 | 0.0 17.6 | 10.0 6.9 | $\begin{aligned} & 0.0 \\ & 0.7 \end{aligned}$ |
| Non-IEP | District State | $\begin{aligned} & 4.1 \\ & 9.3 \end{aligned}$ | $\begin{aligned} & 14.9 \\ & 19.9 \end{aligned}$ | $\begin{aligned} & 40.5 \\ & 29.8 \end{aligned}$ | $\begin{aligned} & 38.8 \\ & 37.6 \end{aligned}$ | 1.7 3.3 | 1.7 9.6 | 18.2 25.0 | 42.1 32.5 | 31.4 28.5 | $\begin{aligned} & 6.6 \\ & 4.4 \end{aligned}$ |

## Grade 6

Grade 6-All

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| District State | $\begin{array}{r} 9.4 \\ 11.8 \end{array}$ | 13.7 23.3 | 32.4 30.1 | 38.1 30.7 | 6.5 4.2 | $\begin{aligned} & 10.0 \\ & 16.1 \end{aligned}$ | 14.3 26.2 | 34.3 29.6 | 32.1 24.2 | 9.3 3.9 |

## Grade 6-Gender

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Male | District State | $\begin{aligned} & 15.8 \\ & 15.4 \end{aligned}$ | $\begin{aligned} & 18.4 \\ & 27.0 \end{aligned}$ | $\begin{aligned} & 38.2 \\ & 30.0 \end{aligned}$ | $\begin{aligned} & 26.3 \\ & 25.2 \end{aligned}$ | $\begin{aligned} & 1.3 \\ & 2.5 \end{aligned}$ | 13.2 18.1 | 18.4 26.5 | 30.3 28.0 | $\begin{gathered} 31.6 \\ 23.5 \end{gathered}$ | 6.6 4.0 |
| Female | District State | $\begin{aligned} & 1.6 \\ & 7.9 \end{aligned}$ | $\begin{array}{r} 7.9 \\ 19.4 \end{array}$ | $\begin{aligned} & 25.4 \\ & 30.2 \end{aligned}$ | $\begin{aligned} & 52.4 \\ & 36.5 \end{aligned}$ | $\begin{array}{r} 12.7 \\ 6.0 \end{array}$ | 6.3 14.1 | 9.4 25.9 | 39.1 31.2 | $\begin{aligned} & 32.8 \\ & 24.9 \end{aligned}$ | $\begin{array}{r} 12.5 \\ 3.9 \end{array}$ |

## Grade 6-Racial/Ethnic Background

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| White <br> District State | $\begin{aligned} & 5.7 \\ & 6.9 \end{aligned}$ | $\begin{aligned} & 13.3 \\ & 17.5 \end{aligned}$ | $\begin{aligned} & 35.2 \\ & 30.9 \end{aligned}$ | $\begin{aligned} & 40.0 \\ & 39.1 \end{aligned}$ | $\begin{aligned} & 5.7 \\ & 5.6 \end{aligned}$ | $\begin{aligned} & 6.6 \\ & 9.5 \end{aligned}$ | $\begin{aligned} & 13.2 \\ & 21.1 \end{aligned}$ | $\begin{aligned} & 39.6 \\ & 32.5 \end{aligned}$ | $\begin{aligned} & 31.1 \\ & 32.0 \end{aligned}$ | $\begin{aligned} & 9.4 \\ & 4.9 \end{aligned}$ |
| Black District <br> State <br>   | 22.8 | 34.1 | 27.9 | 14.4 | 0.8 | 32.1 | 36.1 | 22.7 | 8.6 | 0.5 |
| Hispanic District <br> State | $\begin{aligned} & 23.1 \\ & 15.4 \end{aligned}$ | $\begin{array}{r} 15.4 \\ 29.9 \\ \hline \end{array}$ | $\begin{aligned} & 38.5 \\ & 31.5 \end{aligned}$ | $\begin{aligned} & 23.1 \\ & 21.7 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 1.5 \end{aligned}$ | $\begin{aligned} & 23.1 \\ & 20.7 \end{aligned}$ | $\begin{aligned} & 23.1 \\ & 32.3 \end{aligned}$ | $\begin{aligned} & 15.4 \\ & 30.0 \end{aligned}$ | $\begin{aligned} & 30.8 \\ & 15.8 \end{aligned}$ | $\begin{aligned} & 7.7 \\ & 1.1 \end{aligned}$ |
| Asian <br> District State | $\begin{array}{r} 20.0 \\ 3.7 \end{array}$ | 0.0 8.7 | $\begin{array}{r} 0.0 \\ 21.6 \end{array}$ | $\begin{aligned} & 60.0 \\ & 50.7 \end{aligned}$ | $\begin{aligned} & 20.0 \\ & 15.2 \end{aligned}$ | $\begin{array}{r} 20.0 \\ 4.2 \end{array}$ | $\begin{aligned} & 0.0 \\ & 9.5 \end{aligned}$ | $\begin{aligned} & 20.0 \\ & 21.9 \end{aligned}$ | $\begin{aligned} & 40.0 \\ & 44.8 \end{aligned}$ | $\begin{aligned} & 20.0 \\ & 19.5 \end{aligned}$ |
| Native Hawaiian/Pacific  <br> Islander District <br> State | 8.5 | 12.1 | 32.7 | 38.8 | 7.9 | 7.8 | 22.8 | 24.6 | 37.1 | 7.8 |
| American Indian District State | 20.6 | 25.6 | 31.4 | 20.3 | 2.1 | 21.0 | 31.8 | 28.9 | 16.4 | 1.9 |
| Two or More Races District State | 10.8 | 23.0 | 29.5 | 31.6 | 5.2 | 16.1 | 25.9 | 28.7 | 23.6 | 5.7 |

## Grade 6 - Students with Disabilities

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| IEP | District State | $\begin{gathered} 52.4 \\ 42.3 \end{gathered}$ | $\begin{aligned} & 28.6 \\ & 36.5 \end{aligned}$ | $\begin{aligned} & 19.0 \\ & 15.6 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 5.3 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 0.3 \end{aligned}$ | $\begin{aligned} & 61.9 \\ & 48.2 \end{aligned}$ | $\begin{aligned} & 23.8 \\ & 33.9 \end{aligned}$ | $\begin{array}{r} 9.5 \\ 12.9 \end{array}$ | $\begin{aligned} & 4.8 \\ & 4.6 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 0.4 \end{aligned}$ |
| Non-IEP | District State | $\begin{aligned} & 1.7 \\ & 7.2 \end{aligned}$ | $\begin{aligned} & 11.0 \\ & 21.3 \end{aligned}$ | $\begin{aligned} & 34.7 \\ & 32.2 \end{aligned}$ | $\begin{array}{r} 44.9 \\ 34.5 \end{array}$ | 7.6 4.8 | $\begin{array}{r} 0.8 \\ 11.4 \end{array}$ | $\begin{aligned} & 12.6 \\ & 25.0 \end{aligned}$ | 38.7 32.0 | $\begin{aligned} & 37.0 \\ & 27.1 \end{aligned}$ | $\begin{array}{r} 10.9 \\ 4.4 \end{array}$ |

Grade 7
Grade 7 - All

|  | ELA |  |  |  | Mathematics |  |  |  |  |  |
| :---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  | Levels | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ |
| District | 4.1 | 11.2 | 24.1 | 39.4 | 21.2 | 3.5 | 10.6 | 33.5 | 45.3 | 7.1 |
| State | 15.4 | 18.4 | 26.2 | 29.8 | 10.2 | 11.4 | 27.1 | 34.2 | 24.0 | 3.2 |

## Grade 7-Gender

|  |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :--- | :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  | Levels | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ |
| Male |  |  |  |  |  |  |  |  |  |  |  |
|  | District | 6.2 | 19.8 | 32.1 | 35.8 | 6.2 | 4.9 | 13.6 | 39.5 | 35.8 | 6.2 |
|  | State | 20.5 | 21.4 | 26.5 | 25.2 | 6.3 | 12.8 | 27.8 | 32.7 | 23.3 | 3.4 |
| Female |  |  |  |  |  |  |  |  |  |  |  |
|  | District | 2.2 | 3.4 | 16.9 | 42.7 | 34.8 | 2.2 | 7.9 | 28.1 | 53.9 | 7.9 |
|  | State | 10.0 | 15.2 | 25.9 | 34.7 | 14.2 | 10.0 | 26.4 | 35.8 | 24.8 | 3.0 |

## Grade 7 - Racial/Ethnic Background

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| White $\begin{aligned} & \text { District } \\ & \\ & \text { State }\end{aligned}$ | $\begin{aligned} & 3.7 \\ & 9.4 \end{aligned}$ | $\begin{aligned} & 11.2 \\ & 14.5 \end{aligned}$ | $\begin{aligned} & 25.4 \\ & 26.3 \end{aligned}$ | $\begin{aligned} & 41.0 \\ & 36.5 \end{aligned}$ | $\begin{aligned} & 18.7 \\ & 13.3 \end{aligned}$ | $\begin{aligned} & 2.2 \\ & 7.0 \end{aligned}$ | $\begin{gathered} 10.4 \\ 20.8 \end{gathered}$ | $\begin{aligned} & 35.8 \\ & 36.9 \end{aligned}$ | $\begin{gathered} 44.8 \\ 31.4 \end{gathered}$ | $\begin{aligned} & 6.7 \\ & 3.9 \end{aligned}$ |
| Black District <br> State | 28.7 | 26.5 | 25.5 | 16.5 | 2.8 | 22.6 | 40.7 | 28.0 | 8.5 | 0.3 |
| Hispanic District <br> State <br>   | 20.4 | 22.7 | 28.2 | 23.6 | 5.1 | 14.5 | 33.9 | 34.9 | 15.8 | 0.9 |
| AsianDistrict <br> State | $\begin{aligned} & 6.7 \\ & 5.3 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 7.5 \end{aligned}$ | $\begin{aligned} & 13.3 \\ & 18.1 \end{aligned}$ | $\begin{aligned} & 33.3 \\ & 39.3 \end{aligned}$ | $\begin{aligned} & 46.7 \\ & 29.8 \end{aligned}$ | $\begin{aligned} & 6.7 \\ & 3.4 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 9.8 \end{aligned}$ | $\begin{aligned} & 20.0 \\ & 24.9 \end{aligned}$ | $\begin{aligned} & 53.3 \\ & 44.5 \end{aligned}$ | $\begin{aligned} & 20.0 \\ & 17.3 \end{aligned}$ |
| Native Hawaiian/Pacific Islander <br> District <br> State | 8.4 | 12.1 | 26.2 | 35.5 | 17.8 | 9.6 | 14.8 | 40.0 | 33.9 | 1.7 |
| American Indian District State | 22.3 | 22.3 | 27.1 | 22.1 | 6.3 | 15.9 | 31.9 | 32.8 | 18.0 | 1.5 |
| Two or More Races District State | 14.2 | 18.4 | 26.0 | 30.5 | 10.9 | 11.2 | 28.4 | 32.0 | 24.7 | 3.8 |

## Grade 7 - Students with Disabilities

| IEP | Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|  | District <br> State | $\begin{aligned} & 37.5 \\ & 51.5 \end{aligned}$ | $\begin{aligned} & 25.0 \\ & 26.3 \end{aligned}$ | $\begin{aligned} & 25.0 \\ & 15.5 \end{aligned}$ | $\begin{array}{r} 12.5 \\ 5.9 \end{array}$ | $\begin{aligned} & 0.0 \\ & 0.9 \end{aligned}$ | $\begin{aligned} & 31.3 \\ & 37.5 \end{aligned}$ | $\begin{aligned} & 43.8 \\ & 42.4 \end{aligned}$ | $\begin{aligned} & 12.5 \\ & 15.5 \end{aligned}$ | 12.5 4.2 | $\begin{aligned} & 0.0 \\ & 0.4 \end{aligned}$ |
| Non-IEP | District State | $\begin{array}{r} 0.6 \\ 10.2 \end{array}$ | $\begin{array}{r} 9.7 \\ 17.2 \end{array}$ | $\begin{aligned} & 24.0 \\ & 27.8 \end{aligned}$ | $\begin{aligned} & 42.2 \\ & 33.3 \end{aligned}$ | $\begin{aligned} & 23.4 \\ & 11.5 \end{aligned}$ | $\begin{aligned} & 0.6 \\ & 7.7 \end{aligned}$ | $\begin{array}{r} 7.1 \\ 24.9 \end{array}$ | 35.7 36.9 | $\begin{aligned} & 48.7 \\ & 26.9 \end{aligned}$ | $\begin{aligned} & 7.8 \\ & 3.6 \end{aligned}$ |

## Grade 8

## Grade 8 - All

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| District <br> State | $\begin{array}{r} 6.0 \\ 16.6 \end{array}$ | $\begin{aligned} & 11.3 \\ & 19.9 \end{aligned}$ | $\begin{aligned} & 23.3 \\ & 26.1 \end{aligned}$ | $\begin{array}{r} 48.7 \\ 31.2 \end{array}$ | 10.7 6.2 | 5.3 23.6 | 7.3 20.6 | 18.0 23.6 | 63.3 27.7 | 6.0 4.6 |

## Grade 8 - Gender

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Male | District State | $\begin{aligned} & 11.7 \\ & 22.4 \end{aligned}$ | $\begin{aligned} & 15.6 \\ & 23.0 \end{aligned}$ | $\begin{aligned} & 31.2 \\ & 25.8 \end{aligned}$ | $\begin{aligned} & 37.7 \\ & 25.2 \end{aligned}$ | 3.9 3.6 | $\begin{array}{r} 7.8 \\ 26.3 \end{array}$ | 7.8 20.8 | 16.9 22.3 | 63.6 25.8 | $\begin{aligned} & 3.9 \\ & 4.7 \end{aligned}$ |
| Female | District State | $\begin{array}{r} 0.0 \\ 10.5 \end{array}$ | $\begin{array}{r} 6.8 \\ 16.6 \end{array}$ | $\begin{aligned} & 15.1 \\ & 26.4 \end{aligned}$ | $\begin{aligned} & 60.3 \\ & 37.6 \end{aligned}$ | $\begin{array}{r} 17.8 \\ 8.8 \end{array}$ | $\begin{array}{r} 2.7 \\ 20.6 \end{array}$ | $\begin{array}{r} 6.8 \\ 20.3 \end{array}$ | $\begin{aligned} & 19.2 \\ & 24.8 \end{aligned}$ | $\begin{aligned} & 63.0 \\ & 29.8 \end{aligned}$ | $\begin{aligned} & 8.2 \\ & 4.4 \end{aligned}$ |

## Grade 8-Racial/Ethnic Background

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| WhiteDistrict <br> State | $\begin{array}{r} 6.1 \\ 11.1 \end{array}$ | $\begin{aligned} & 11.4 \\ & 16.6 \end{aligned}$ | $\begin{aligned} & 24.6 \\ & 26.5 \end{aligned}$ | $\begin{aligned} & 48.2 \\ & 37.9 \end{aligned}$ | $\begin{aligned} & 9.6 \\ & 7.8 \end{aligned}$ | $\begin{array}{r} 4.4 \\ 15.5 \end{array}$ | $\begin{array}{r} 8.8 \\ 17.5 \end{array}$ | $\begin{aligned} & 15.9 \\ & 25.7 \end{aligned}$ | 66.4 35.7 | 4.4 5.6 |
| BlackDistrict <br> State | 29.4 | 27.0 | 25.1 | 17.1 | 1.4 | 43.4 | 25.9 | 18.8 | 11.2 | 0.7 |
| Hispanic District <br> State | $\begin{array}{r} 0.0 \\ 21.1 \end{array}$ | $\begin{aligned} & 25.0 \\ & 24.1 \end{aligned}$ | $\begin{aligned} & 16.7 \\ & 27.5 \end{aligned}$ | $\begin{aligned} & 50.0 \\ & 24.5 \end{aligned}$ | $\begin{aligned} & 8.3 \\ & 2.8 \end{aligned}$ | $\begin{aligned} & 15.4 \\ & 29.5 \end{aligned}$ | $\begin{array}{r} 7.7 \\ 25.5 \end{array}$ | $\begin{aligned} & 30.8 \\ & 23.9 \end{aligned}$ | $\begin{aligned} & 38.5 \\ & 19.7 \end{aligned}$ | 7.7 1.4 |
| Asian District <br> State | $\begin{aligned} & 0.0 \\ & 5.1 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 7.5 \\ & \hline \end{aligned}$ | $\begin{aligned} & 23.1 \\ & 18.6 \end{aligned}$ | $\begin{aligned} & 46.2 \\ & 46.8 \end{aligned}$ | $\begin{aligned} & 30.8 \\ & 22.0 \\ & \hline \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 6.6 \\ & \hline \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 8.3 \end{aligned}$ | $\begin{aligned} & 23.1 \\ & 16.5 \end{aligned}$ | 61.5 45.7 | $\begin{array}{r} 15.4 \\ 22.9 \\ \hline \end{array}$ |
| Native Hawaiian/Pacific Islander <br> District <br> State | 9.5 | 13.1 | 25.5 | 43.8 | 8.0 | 16.4 | 10.7 | 27.1 | 40.0 | 5.7 |
| American Indian District State | 23.1 | 23.3 | 24.2 | 25.3 | 4.2 | 31.0 | 22.1 | 22.8 | 21.0 | 3.1 |
| Two or More Races District State | 16.5 | 18.5 | 25.7 | 31.3 | 8.0 | 24.4 | 19.7 | 22.6 | 27.4 | 6.0 |

## Grade 8 - Students with Disabilities

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| IEP | District State | $\begin{aligned} & 33.3 \\ & 54.2 \end{aligned}$ | $\begin{aligned} & 44.4 \\ & 26.4 \end{aligned}$ | $\begin{aligned} & 11.1 \\ & 13.4 \end{aligned}$ | $\begin{array}{r} 11.1 \\ 5.4 \end{array}$ | $\begin{aligned} & 0.0 \\ & 0.6 \\ & \hline \end{aligned}$ | $\begin{aligned} & 36.8 \\ & 63.3 \end{aligned}$ | $\begin{aligned} & 21.1 \\ & 21.8 \end{aligned}$ | $\begin{aligned} & 5.3 \\ & 9.6 \\ & \hline \end{aligned}$ | $\begin{array}{r} 36.8 \\ 4.8 \end{array}$ | $\begin{aligned} & 0.0 \\ & 0.5 \\ & \hline \end{aligned}$ |
| Non-IEP | District State | $\begin{array}{r} 2.3 \\ 11.3 \end{array}$ | $\begin{array}{r} 6.8 \\ 19.0 \end{array}$ | $\begin{aligned} & 25.0 \\ & 27.9 \end{aligned}$ | $\begin{aligned} & 53.8 \\ & 34.9 \end{aligned}$ | $\begin{array}{r} 12.1 \\ 6.9 \end{array}$ | $\begin{array}{r} 0.8 \\ 17.9 \end{array}$ | 5.3 20.4 | $\begin{aligned} & 19.8 \\ & 25.5 \end{aligned}$ | $\begin{aligned} & 67.2 \\ & 31.0 \end{aligned}$ | $\begin{aligned} & 6.9 \\ & 5.2 \end{aligned}$ |

## RACE/ETHNICITY AND DISABILITY CATEGORY FOR STUDENTS WITH DISABILITIES

## Percent of Students with Disabilities by Race / Ethnicity

|  |  |  |  |  | Native <br> Hawaiian | Native <br> American | Two or More <br> Races |  |
| :--- | :--- | ---: | ---: | ---: | ---: | ---: | ---: | :---: |
| District | All Students | 76.4 | 1.8 | 8.0 | 8.9 | 0.0 | 0.1 | 4.9 |
|  | Students with IEPs | 68.3 | 4.2 | 12.0 | 8.5 | 0.0 | 0.0 | 7.0 |
| All Peer | All Students | 51.2 | 13.2 | 24.7 | 6.3 | 0.1 | 0.8 | 3.8 |
| Districts * | Students with IEPs | 50.3 | 15.3 | 25.9 | 3.8 | 0.1 | 0.6 | 3.9 |
| State | All Students | 48.5 | 17.0 | 25.7 | 4.9 | 0.1 | 0.4 | 3.4 |
|  | Students with IEPS | 47.9 | 20.4 | 25.2 | 2.4 | 0.1 | 0.4 | 3.6 |

## Percent of Students with IEPs in Each Disability Category

|  | Percent of All Students |  |  | Percent of Students with IEPs |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| Disability Category | All Peer <br> Districts* |  | State | District | All Peer <br> Districts* | State |
| Autism | 1.6 | 1.1 | 1.2 | 13.4 | 8.1 | 8.4 |
| Deafness | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.2 |
| Deaf-Blindness | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Developmental Delay | 4.1 | 2.7 | 1.8 | 35.2 | 19.3 | 12.6 |
| Emotional Disability | 0.3 | 0.7 | 0.9 | 2.8 | 4.8 | 6.4 |
| Hearing Impairment | 0.0 | 0.2 | 0.1 | 0.0 | 1.2 | 1.0 |
| Intellectual Disability | 0.2 | 0.5 | 0.8 | 2.1 | 3.2 | 5.6 |
| Multiple Disabilities | 0.0 | 0.1 | 0.1 | 0.0 | 1.0 | 1.0 |
| Orthopedic Impairment | 0.2 | 0.1 | 0.1 | 1.4 | 0.4 | 0.4 |
| Other Health Impairment | 1.8 | 1.5 | 1.7 | 15.5 | 10.7 | 12.2 |
| Specific Learning Disability | 2.7 | 3.7 | 5.0 | 22.5 | 25.9 | 34.9 |
| Speech or Language Impairment | 0.8 | 3.5 | 2.4 | 7.0 | 24.7 | 16.8 |
| Traumatic Brain Injury | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.2 |
| Visual Impairment | 0.0 | 0.0 | 0.1 | 0.0 | 0.3 | 0.4 |

[^2]
## EDUCATIONAL ENVIRONMENTS FOR STUDENTS WITH DISABILITIES

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

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

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

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

| Percent of Students with Disabilities in Various Educational Environments |  |  |  |  |  |  |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: |
|  |  | Inside $\geq 80 \%$ | Inside 40-79\% | Inside <40\% | Separate <br> Facility |  |
| All Students <br> with a Disability | District | All Peer Districts* | 60.0 | 36.4 | 7.3 |  |
|  |  |  |  |  |  |  |
|  | State | 53.2 | 19.9 | 14.3 | 5.5 |  |

Educational Environments by Race / Ethnicity

|  |  | Inside $\geq$ 80\% | Inside 40-79\% | Inside <40\% | Separate Facility |
| :---: | :---: | :---: | :---: | :---: | :---: |
| White | District <br> All Peer Districts* <br> State | $\begin{aligned} & 49.3 \\ & 63.5 \\ & 57.2 \end{aligned}$ | $\begin{aligned} & 32.9 \\ & 20.4 \\ & 24.7 \end{aligned}$ | $\begin{array}{r} 8.2 \\ 11.2 \\ 11.6 \end{array}$ | $\begin{aligned} & 9.6 \\ & 4.9 \\ & 6.5 \end{aligned}$ |
| Black | District <br> All Peer Districts* <br> State | $\begin{aligned} & 49.4 \\ & 43.6 \end{aligned}$ | $\begin{aligned} & 20.7 \\ & 31.0 \end{aligned}$ | $\begin{aligned} & 20.4 \\ & 17.3 \end{aligned}$ | $\begin{aligned} & 9.5 \\ & 8.1 \end{aligned}$ |
| Hispanic | District <br> All Peer Districts* <br> State | $\begin{aligned} & 42.9 \\ & 61.3 \\ & 53.7 \end{aligned}$ | $\begin{aligned} & 57.1 \\ & 18.9 \\ & 28.1 \end{aligned}$ | $\begin{array}{r} 0.0 \\ 15.7 \\ 13.7 \end{array}$ | $\begin{aligned} & 0.0 \\ & 4.1 \\ & 4.5 \end{aligned}$ |
| Asian | District <br> All Peer Districts* <br> State | $\begin{aligned} & 60.0 \\ & 60.6 \\ & 54.3 \end{aligned}$ | $\begin{aligned} & 20.0 \\ & 17.2 \\ & 19.5 \end{aligned}$ | $\begin{aligned} & 20.0 \\ & 17.0 \\ & 19.1 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 5.2 \\ & 7.1 \end{aligned}$ |
| Native Hawaiian | District <br> All Peer Districts* <br> State | $\begin{aligned} & 55.3 \\ & 47.1 \end{aligned}$ | $\begin{aligned} & 25.5 \\ & 24.8 \end{aligned}$ | $\begin{aligned} & 10.6 \\ & 18.0 \end{aligned}$ | $\begin{array}{r} 8.5 \\ 10.2 \end{array}$ |
| Native American | District <br> All Peer Districts* <br> State | $\begin{aligned} & 60.7 \\ & 53.6 \end{aligned}$ | $\begin{aligned} & 15.9 \\ & 25.3 \end{aligned}$ | $\begin{aligned} & 20.0 \\ & 16.5 \end{aligned}$ | $\begin{aligned} & 3.4 \\ & 4.7 \end{aligned}$ |
| Two or More Races | District <br> All Peer Districts State | $\begin{aligned} & 58.8 \\ & 54.4 \end{aligned}$ | $\begin{aligned} & 20.8 \\ & 24.5 \end{aligned}$ | $\begin{aligned} & 14.7 \\ & 14.3 \end{aligned}$ | $\begin{aligned} & 5.7 \\ & 6.9 \end{aligned}$ |

[^3]| Educational Environments for Selected Disabilities |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Inside $\geq 80 \%$ | Inside 40-79\% | Inside < 40\% | Separate Facility |
| Autism | District <br> All Peer Districts* State | 41.2 <br> 34.1 <br> 30.6 | $\begin{aligned} & 35.3 \\ & 18.0 \\ & 22.4 \end{aligned}$ | $\begin{aligned} & 17.6 \\ & 32.6 \\ & 31.2 \end{aligned}$ | $\begin{array}{r} 5.9 \\ 15.3 \\ 15.8 \end{array}$ |
| Emotional Disability | District <br> All Peer Districts* <br> State | $\begin{aligned} & 38.5 \\ & 33.4 \end{aligned}$ | $\begin{aligned} & 15.3 \\ & 21.1 \end{aligned}$ | $\begin{aligned} & 16.2 \\ & 15.7 \end{aligned}$ | $\begin{aligned} & 29.9 \\ & 29.8 \end{aligned}$ |
| Intellectual Disability | District <br> All Peer Districts* <br> State | $\begin{aligned} & 5.6 \\ & 4.3 \end{aligned}$ | $\begin{aligned} & 19.5 \\ & 28.3 \end{aligned}$ | $\begin{aligned} & 59.7 \\ & 51.5 \end{aligned}$ | $\begin{aligned} & 15.2 \\ & 16.0 \end{aligned}$ |
| Other Health Impairment | District <br> All Peer Districts* <br> State | $\begin{aligned} & 50.0 \\ & 61.9 \\ & 58.0 \end{aligned}$ | $\begin{aligned} & 40.9 \\ & 22.7 \\ & 27.7 \end{aligned}$ | $\begin{array}{r} 4.5 \\ 11.0 \\ 9.7 \end{array}$ | $\begin{aligned} & 4.5 \\ & 4.3 \\ & 4.6 \end{aligned}$ |
| Specific Learning Disability | District <br> All Peer Districts* <br> State | $\begin{aligned} & 46.9 \\ & 58.5 \\ & 54.8 \end{aligned}$ | $\begin{aligned} & 50.0 \\ & 31.7 \\ & 37.3 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 9.0 \\ & 6.8 \end{aligned}$ | $\begin{aligned} & 3.1 \\ & 0.8 \\ & 1.0 \end{aligned}$ |
| Speech or Language Impairment | District <br> All Peer Districts* <br> State | $\begin{aligned} & 95.9 \\ & 96.7 \end{aligned}$ | $\begin{aligned} & 2.8 \\ & 2.3 \end{aligned}$ | $\begin{aligned} & 1.2 \\ & 0.9 \end{aligned}$ | $\begin{aligned} & 0.1 \\ & 0.1 \end{aligned}$ |

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

Educational environments for children ages 3 through 5 can be generally classified into one of the following settings:
A. Children attending a regular early childhood program and receives the majority of special education and related services in the regular early childhood program.
B. Children attending a regular early childhood program and receives the majority of special education and related services in some other location.
C. Children receiving special education or related services full time in a separate class/facility.
D. Children receiving special education or related services full time in the child's home.
E. Children receiving special education or related services from a service provider, and who do not attend an early childhood or special education program.

Percent of Students with Disabilities in Various Educational Environments

|  | Regular Early Childhood Program |  | Separate <br> Class/ <br> Facility | Home | Service <br> Provider |
| :--- | :---: | :---: | ---: | ---: | ---: |
|  | Majority of Services <br> Inside EC Program | Majority of Services <br> Outside EC Program | 9.4 | 0.0 | 0.0 |
| District | 90.6 | 25.4 | 30.7 | 0.2 | 0.0 |
| All Peer Districts* | 35.2 | 26.1 | 26.8 | 0.3 | 6.9 |
| State | 40.0 |  |  |  |  |

Educational Environments by Race/Ethnicity

|  | Regular Early Childhood Program |  | Separate Class/ Facility | Home | Service Provider |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Majority of Services Inside EC Program | Majority of Services Outside EC Program |  |  |  |
| White |  |  |  |  |  |
| District | 87.5 | 12.5 | 0.0 | 0.0 | 0.0 |
| All Peer Districts* | 30.9 | 29.7 | 27.2 | 0.2 | 11.9 |
| State | 35.5 | 31.2 | 23.6 | 0.3 | 9.5 |
| Black |  |  |  |  |  |
| District |  |  |  |  |  |
| All Peer Districts* | 33.2 | 25.6 | 37.3 | 0.3 | 3.5 |
| State | 42.5 | 23.0 | 31.6 | 0.4 | 2.6 |
| Hispanic |  |  |  |  |  |
| District |  |  |  |  |  |
| All Peer Districts* | 43.5 | 18.3 | 33.6 | 0.1 | 4.6 |
| State | 49.2 | 17.6 | 29.2 | 0.1 | 3.8 |
| Asian |  |  |  |  |  |
| District |  |  |  |  |  |
| All Peer Districts* | 37.6 | 19.0 | 37.7 | 0.1 | 5.5 |
| State | 39.5 | 17.0 | 37.3 | 0.1 | 6.2 |
| Native Hawaiian |  |  |  |  |  |
| District |  |  |  |  |  |
| All Peer Districts* | 38.1 | 28.6 | 23.8 | 0.0 | 9.5 |
| State | 47.7 | 22.7 | 22.7 | 0.0 | 6.8 |
| Native American |  |  |  |  |  |
| District |  |  |  |  |  |
| All Peer Districts* | 53.1 | 16.3 | 26.5 | 2.0 | 2.0 |
| State | 47.7 | 20.6 | 27.1 | 0.9 | 3.7 |
| Two or More Races |  |  |  |  |  |
| District |  |  |  |  |  |
| All Peer Districts* | 37.1 | 24.9 | 32.3 | 0.0 | 5.7 |
| State | 36.2 | 30.1 | 27.9 | 0.1 | 5.7 |

[^4]
## Educational Environments for Selected Disabilities

|  | Regular Early Childhood Program |  | Separate Class/ Facility | Home | Service Provider |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Majority of Services Inside EC Program | Majority of Services Outside EC Program |  |  |  |
| Autism |  |  |  |  |  |
| District |  |  |  |  |  |
| All Peer Districts* | 20.3 | 14.6 | 63.4 | 0.1 | 1.6 |
| State | 25.5 | 11.6 | 61.9 | 0.0 | 0.9 |
| Developmental Delay |  |  |  |  |  |
| District | 89.3 | 10.7 | 0.0 | 0.0 | 0.0 |
| All Peer Districts* | 37.4 | 16.5 | 44.4 | 0.1 | 1.6 |
| State | 44.2 | 15.8 | 39.0 | 0.1 | 0.9 |
| Emotional Disability |  |  |  |  |  |
| District |  |  |  |  |  |
| All Peer Districts* | 18.4 | 28.9 | 50.0 | 0.0 | 2.6 |
| State | 15.7 | 27.1 | 54.3 | 0.0 | 2.9 |
| Intellectual Disability |  |  |  |  |  |
| District |  |  |  |  |  |
| All Peer Districts* | 21.6 | 11.8 | 66.7 | 0.0 | 0.0 |
| State | 21.1 | 16.9 | 62.0 | 0.0 | 0.0 |
| Other Health Impairment |  |  |  |  |  |
| District |  |  |  |  |  |
| All Peer Districts* | 32.8 | 16.7 | 48.1 | 0.9 | 1.5 |
| State | 40.6 | 14.6 | 42.3 | 1.0 | 1.4 |
| Specific Learning Disability |  |  |  |  |  |
| District |  |  |  |  |  |
| All Peer Districts* | 50.0 | 22.2 | 16.7 | 0.0 | 11.1 |
| State | 42.2 | 25.0 | 26.6 | 0.0 | 6.3 |
| Speech or Language Impairment |  |  |  |  |  |
| District |  |  |  |  |  |
| All Peer Districts* | 35.6 | 38.9 | 6.6 | 0.2 | 18.7 |
| State | 38.3 | 41.3 | 4.7 | 0.4 | 15.3 |

[^5]
## STATE PERFORMANCE PLAN INDICATORS FOR STUDENTS WITH DISABILITIES

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

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

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

| SPP Indicator | Indicator Description | 2016-2017 <br> District Data | 2016-2017 <br> State Target | District Met <br> State Target |
| :---: | :---: | :---: | :---: | :---: |
| 1 | Graduation Rate for students with IEPs (Data lag one year) |  | 84.0 |  |
| 2 | Dropout Rate for students with IEPs (Data lag one year) |  | 4.7 |  |
| 3a | Made adequate yearly progress (AYP) for students with IEPs | N/A | N/A | N/A |
| 3b | Reading assessment participation rate for students with IEPs | 98.2 | 95.0 | YES |
| 3b | Math assessment participation rate for students with IEPs | 98.2 | 95.0 | YES |
| 3c | Students with IEPs meeting or exceeding standards on state reading assessments | 9.2 | 42.0 | NO |
| 3c | Students with IEPs meeting or exceeding standards on state math assessments | 13.6 | 40.0 | NO |
| 4a | Significant discrepancy in the rate of suspensions and expulsions of greater than 10 days for children with IEPs (Data lag one year) | NO | NO | YES |
| 4b | Significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy (Data lag one year) | NO | NO | YES |
| 5a | Students with IEPs ages 6-21 served inside the general classroom $\geq 80 \%$ of the time | 50.0 | 56.0 | NO |
| 5b | Students with IEPs ages 6-21 served inside of the general classroom < 40\% of the time | 7.3 | 16.5 | YES |
| 5c | Students with IEPs ages 6-21 served in separate educational facilities | 6.4 | 3.9 | NO |


| SPP <br> Indicator | Indicator Description | $\begin{gathered} 2016-2017 \\ \text { District Data } \end{gathered}$ | 2016-2017 <br> State Target | District Met State Target |
| :---: | :---: | :---: | :---: | :---: |
| 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 | 90.6 | 32.7 | YES |
| 6b | Children ages 3-5 in separate special education class, separate school or residential facility | 0.0 | 30.7 | YES |
| 7a | Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills | 91.7 | 86.1 | YES |
| 7a | Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program | 85.7 | 55.4 | YES |
| 7b | Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program | 100.0 | 86.8 | YES |
| 7b | Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program | 78.6 | 53.7 | YES |
| 7c | Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program | 100.0 | 87.9 | YES |
| 7c | Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program | 85.7 | 64.1 | 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 | 75.0 | 60.0 | YES |
| 9 | Disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification | NO | NO | YES |
| 10 | Disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification | NO | NO | YES |


| SPP Indicator | Indicator Description | $\begin{aligned} & \text { 2016-2017 } \\ & \text { District Data } \end{aligned}$ | 2016-2017 <br> State Target | District Met State Target |
| :---: | :---: | :---: | :---: | :---: |
| 11 | Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days | 100.0 | 100.0 | YES |
| 12 | Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays | 100.0 | 100.0 | 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 |  | 100.0 |  |
| 14a | Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school |  | 35.0 |  |
| 14b | Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school |  | 57.0 |  |
| 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 |  | 73.0 |  |

SPP Indicators 1-8 and 14 are Results Indicators
SPP Indicators 9-13 are Compliance Indicators

## Millburn Elem School Millburn CCSD 24 Old Mill Creek, ILLINOIS



## GRADES: PK K 12345

State and federal laws require public school districts to release report cards to the public each year.
This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

## STUDENTS

| RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Percent Income | Percent Limited-EnglishProficient | Percent IEP | Percent Homeless | Chronic Truancy Rate | Attendance Rate | Total Enrollment |
| School | 75.8 | 1.8 | 8.4 | 9.2 | 0.0 | 0.0 | 4.8 | 1.7 | 6.3 | 12.4 | 0.0 | 0.3 | 95.4 | 727 |
| District | 76.4 | 1.8 | 8.0 | 8.9 | 0.0 | 0.1 | 4.9 | 3.0 | 4.9 | 13.0 | 0.0 | 0.2 | 95.3 | 1,206 |
| State | 48.5 | 17.0 | 25.7 | 4.9 | 0.1 | 0.4 | 3.4 | 50.2 | 10.7 | 13.9 | 2.1 | 10.8 | 94.0 | 2,028,162 |

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. Total Enrollment is based on Serving School. Homeless students are who do not have permanent and adequate homes.
Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

| STUDENT MOBILITY RATE |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Percent Limited-EnglishProficient | Percent IEP | Percent LowIncome |
| School | 4.0 | 2.6 | 5.5 | 2.6 | 13.3 | 4.9 | 7.1 |  |  | 13.2 | 2.2 | 4.0 | 25.0 |
| District | 4.0 | 3.0 | 5.1 | 2.5 | 12.0 | 6.9 | 8.8 |  |  | 9.5 | 3.2 | 6.0 | 16.3 |
| State | 6.9 | 7.3 | 6.5 | 4.5 | 13.4 | 6.8 | 6.8 | 8.1 | 7.5 | 8.0 | 9.3 | 10.1 | 9.6 |

## INSTRUCTIONAL SETTING



[^6]| STUDENT-TO-STAFF RATIOS |  |  |  |  |  |  | HEALTH AND WELLNESS (days per week) |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Pupil- <br> Teacher Elementary | Pupil- <br> Teacher Secondary | PupilCertified Staff |  | Pupil- <br> Administrator |  |  |  |  |  |  |
|  |  |  |  |  | School <br> District <br> State | 2.0 |  |  |  |
| School | -- |  | - | -- |  | 172.3189.6 |  |  | 3.5 |  |  |
| District | 17.3 |  |  | 8.6 |  |  |  |  | 4.0 |  |  |
| State | 18.7 |  |  | 11.2 |  |  |  |  |  |  |  |
| AVERAGE CLASS SIZE (as of the first school day in May) |  |  |  |  |  |  |  |  |  |  |  |
| Grades | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-12 | Overall |
| School | 23.8 | 22.4 | 23.8 | 22.6 | 24.2 | 26.8 |  |  |  |  | 23.9 |
| District | 23.8 | 22.4 | 23.8 | 22.6 | 24.2 | 26.8 |  |  |  |  | 25.6 |
| State | 19.1 | 19.8 | 20.3 | 20.8 | 21.4 | 21.3 |  |  |  |  | 20.2 |


| TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day) |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grades | Mathematics |  |  | Science |  |  | English/Language Arts |  |  | Social Science |  |  |
|  | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 |
| School | 100 |  |  | 22 |  |  | 135 |  |  | 22 |  |  |
| District | 100 |  |  | 22 |  |  | 135 |  |  | 22 |  |  |
| State | 72 |  |  | 35 |  |  | 132 |  |  | 30 |  |  |


| TEACHER INFORMATION (Full-Time Equivalents) |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific islander | American Indian | Two or More Races | Unknown | Male | Female | Total Number |
| District | 98.9 | 0.0 | 1.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 14.3 | 85.7 | 87 |
| State | 83.3 | 5.8 | 5.6 | 1.5 | 0.1 | 0.2 | 0.8 | 2.7 | 23.3 | 76.7 | 129,575 |


| TEACHER INFORMATION (Continued ) |  |  |  |  |
| :--- | ---: | ---: | ---: | :---: |
|  | Average <br> Teaching <br> Experience <br> (Years) | \% of <br> Teachers <br> with <br> Bachelor's <br> Degrees | \% of <br> Teachers <br> with <br> Master's <br> \& Above |  |
| School | -- | -- | -- |  |
| District | 15.2 | 31.6 | 68.4 |  |
| State | 13.1 | 38.5 | 60.9 |  |

Some teacher/administrator data are not collected at the school level.

| TEACHER RETENTION RATE |  |
| :--- | :--- |
| School | 87.5 |
| District | 89.3 |
| State | 86.3 |


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


| TEACHER ATTENDANCE |  |
| :---: | :---: |
| School | 60.0 |
| District | 59.8 |
| State | 75.3 |

SCHOOL DISTRICT FINANCES



| REVENUE BY SOURCE 2015-16 |  |  |  | EXPENDITURE BY FUND 2015-16 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | District | District \% | State \% |  | District | District \% | State \% |
| Local Property Taxes | \$13,149,258 | 70.3 | 63.2 | Education | \$11,892,236 | 66.5 | 73.4 |
|  |  |  |  | Operations \& Maintenance | \$1,389,284 | 7.8 | 6.2 |
| Other Local Funding | \$1,247,269 | 6.7 | 4.8 | Transportation | \$1,017,545 | 5.7 | 3.8 |
|  |  |  |  | Debt Service | \$2,622,152 | 14.7 | 8.2 |
| General State Aid | \$2,841,170 | 15.2 | 17.1 | Tort | \$137,472 | 0.8 | 1.2 |
| Other State Funding | \$1,230,300 | 6.6 | 7.1 | Municipal Retirement/ Social Security | \$536,598 | 3.0 | 2.1 |
|  |  |  |  | Fire Prevention \& Safety | \$0 | 0.0 | 0.5 |
| Federal Funding | \$224,904 | 1.2 | 7.8 | Capital Projects | \$280,723 | 1.6 | 4.6 |
| TOTAL | \$18,692,901 |  |  | TOTAL | \$17,876,010 |  |  |


|  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2014 Equalized <br> Assessed Valuation <br> per Pupil | 2014 Total School <br> Tax Rate <br> per $\$ 100$ | 2015-16 Instructional <br> Expenditure <br> per Pupil | 2015-16 Operating <br> Expenditure <br> per Pupil |  |  |
|  | $\$ 168,063$ | 6.44 | $\$ 6,917$ | $\$ 12,391$ |  |  |
| District | $* *$ | $* *$ | $\$ 7,853$ | $\$ 12,973$ |  |  |

[^7]
## ACADEMIC PERFORMANCE

## OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your school, district, and the state. School-level data are based on serving school. In order to protect students' identities, test data for groups of fewer than ten students are not reported.

OVERALL PERFORMANCE - ALL STATE TESTS


## PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC)



DYNAMIC LEARNING MAPS - ALTERNATIVE ASSESSMENT (DLM-AA)


[^8]PARCC PERFORMANCE
These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.




## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.
The PARCC is administered to students in grade 3 through 8. SAT is is administered to students in grade 11. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC or SAT would not be appropriate.

Students with disabilities have an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

## PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA

|  |  |  | Gender |  | Racial/Ethnic Background |  |  |  |  |  |  | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | All | Male | Female | White | Black | Hispanic | Asian | Native <br> Hawaiian <br> /Pacific islander | American Indian | Two or More Races |  |  |  |  |
| School | *Enrollment | 387 | 214 | 173 | 289 | 5 | 33 | 43 | 0 | 0 | 17 | 29 | 0 | 40 | 8 |
|  | Reading | 0.5 | 0.5 | 0.6 | 0.7 |  | 0.0 | 0.0 |  |  | 0.0 | 0.0 |  | 0.0 |  |
| District | *Enrollment | 865 | 459 | 406 | 653 | 15 | 71 | 83 | 0 | 1 | 42 | 44 | 0 | 111 | 34 |
|  | Reading | 0.8 | 0.7 | 1.0 | 1.1 | 0.0 | 0.0 | 0.0 |  |  | 0.0 | 0.0 |  | 1.8 | 0.0 |
| State | *Enrollment | 1,044,459 | 533,974 | 510,468 | 505,668 | 175,154 | 271,875 | 51,312 | 1,081 | 4,730 | 34,569 | 90,576 | 126 | 143,863 | 530,039 |
|  | Reading | 1.8 | 1.8 | 1.8 | 1.7 | 2.4 | 1.7 | 1.2 | 3.4 | 1.1 | 2.1 | 1.9 | 1.6 | 3.0 | 1.9 |

* Enrollment as reported during the testing windows for grades 3-8 and grade 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

## PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS

|  |  |  | Gender |  | Racial/Ethnic Background |  |  |  |  |  |  | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian Pacific islander | American Indian | Two or More Races |  |  |  |  |
| School | *Enrollment | 387 | 214 | 173 | 289 | 5 | 33 | 43 | 0 | 0 | 17 | 29 | 0 | 40 | 8 |
|  | Mathematics | 0.5 | 0.5 | 0.6 | 0.7 |  | 0.0 | 0.0 |  |  | 0.0 | 0.0 |  | 0.0 |  |
| District | *Enrollment | 867 | 459 | 408 | 654 | 15 | 72 | 83 | 0 | 1 | 42 | 45 | 0 | 112 | 34 |
|  | Mathematics | 0.9 | 0.7 | 1.2 | 1.2 | 0.0 | 0.0 | 0.0 |  |  | 0.0 | 0.0 |  | 1.8 | 0.0 |
| State | *Enrollment | 1,046,615 | 535,114 | 511,484 | 506,264 | 175,213 | 272,641 | 52,002 | 1,091 | 4,739 | 34,592 | 93,048 | 127 | 143,785 | 531,314 |
|  | Mathematics | 1.8 | 1.8 | 1.8 | 1.7 | 2.5 | 1.7 | 1.0 | 2.7 | 1.1 | 2.2 | 1.4 | 1.6 | 3.1 | 1.8 |

[^9]
## Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:
$\bullet$ - Level 1: Did not yet meet expectations

- Level 2: Partially met expectations
-• Level 3: Approached expectations
-• Level 4: Met expectations
-• Level 5: Exceeded expectations
Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers.Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available at http://avocet.pearson.com/PARCC/Home.


## Grade 3

Grade 3 - All

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| School | 9.1 | 14.5 | 29.1 | 44.5 | 2.7 | 2.7 | 8.2 | 30.0 | 42.7 | 16.4 |
| District | 9.1 | 14.5 | 29.1 | 44.5 | 2.7 | 2.7 | 8.2 | 30.0 | 42.7 | 16.4 |
| State | 21.0 | 19.4 | 23.5 | 33.2 | 2.9 | 13.6 | 19.8 | 27.4 | 30.9 | 8.3 |

Grade 3-Gender

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Male | School | 10.0 | 17.1 | 28.6 | 42.9 | 1.4 | 43 | 8.6 | 24.3 | 44.3 | 18.6 |
|  | District | 10.0 | 17.1 | 28.6 | 42.9 | 1.4 | 4.3 | 8.6 | 24.3 | 44.3 | 18.6 |
|  | State | 24.1 | 20.5 | 23.6 | 29.9 | 2.0 | 14.7 | 19.2 | 26.3 | 30.9 | 8.9 |
| Female | School | 7.5 | 10.0 | 30.0 | 47.5 | 5.0 | 0.0 | 7.5 | 40.0 | 40.0 | 12.5 |
|  | District | 7.5 | 10.0 | 30.0 | 47.5 | 5.0 | 0.0 | 7.5 | 40.0 | 40.0 | 12.5 |
|  | State | 17.8 | 18.3 | 23.3 | 36.7 | 3.9 | 12.5 | 20.5 | 28.5 | 30.8 | 7.7 |

## Grade 3 - Racial/Ethnic Background

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| White <br> School District State | $\begin{array}{r} 9.6 \\ 9.6 \\ 12.2 \end{array}$ | $\begin{aligned} & 13.3 \\ & 13.3 \\ & 16.3 \end{aligned}$ | $\begin{aligned} & 27.7 \\ & 27.7 \\ & 25.4 \end{aligned}$ | $\begin{aligned} & 47.0 \\ & 47.0 \\ & 42.3 \end{aligned}$ | $\begin{aligned} & 2.4 \\ & 2.4 \\ & 3.8 \end{aligned}$ | $\begin{aligned} & 1.2 \\ & 1.2 \\ & 7.5 \end{aligned}$ | $\begin{array}{r} 9.6 \\ 9.6 \\ 15.0 \end{array}$ | $\begin{array}{r} 26.5 \\ 26.5 \\ 27.2 \end{array}$ | $\begin{aligned} & 47.0 \\ & 47.0 \\ & 39.0 \end{aligned}$ | $\begin{aligned} & 15.7 \\ & 15.7 \\ & 11.3 \end{aligned}$ |
| Black  <br>  School <br>  <br>  <br>  <br>  <br>  <br> District <br> State | 35.0 | 23.9 | 20.6 | 19.4 | 1.0 | 26.3 | 27.7 | 26.9 | 17.2 | 1.9 |
| Hispanic <br> School District State | 29.5 | 23.7 | 22.7 | 22.8 | 1.3 | 17.6 | 25.4 | 30.0 | 23.7 | 3.3 |
| Asian  <br>  School <br>  <br>  <br>  <br>  <br>  <br> District <br> State | $\begin{aligned} & 8.3 \\ & 8.3 \\ & 7.5 \end{aligned}$ | $\begin{array}{r} 0.0 \\ 0.0 \\ 10.1 \end{array}$ | $\begin{aligned} & 33.3 \\ & 33.3 \\ & 19.0 \end{aligned}$ | $\begin{aligned} & 50.0 \\ & 50.0 \\ & 53.4 \end{aligned}$ | $\begin{array}{r} 8.3 \\ 8.3 \\ 10.0 \end{array}$ | $\begin{aligned} & 0.0 \\ & 0.0 \\ & 3.8 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 0.0 \\ & 7.0 \end{aligned}$ | $\begin{aligned} & 41.7 \\ & 41.7 \\ & 17.0 \end{aligned}$ | $\begin{aligned} & 25.0 \\ & 25.0 \\ & 42.6 \end{aligned}$ | $\begin{aligned} & 33.3 \\ & 33.3 \\ & 29.6 \end{aligned}$ |
| Native Hawaiian/Pacific Islander <br> School <br> District <br> State | 15.8 | 12.7 | 25.9 | 39.2 | 6.3 | 11.2 | 11.8 | 27.3 | 34.8 | 14.9 |
| American Indian School District State | 33.1 | 25.6 | 21.1 | 19.5 | 0.8 | 18.5 | 25.1 | 32.3 | 20.9 | 3.2 |
| Two or More Races School District State | 18.7 | 17.7 | 24.4 | 35.3 | 4.0 | 13.1 | 18.8 | 26.0 | 31.8 | 10.3 |

Grade 3 - Limited-English-Proficient

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| School | 33.3 | 16.7 | 16.7 | 25.0 | 8.3 | 16.7 | 8.3 | 41.7 | 16.7 | 16.7 |
| District | 33.3 | 16.7 | 16.7 | 25.0 | 8.3 | 16.7 | 8.3 | 41.7 | 16.7 | 16.7 |
| State | 33.4 | 25.0 | 21.8 | 18.9 | 0.8 | 19.1 | 25.5 | 28.9 | 22.9 | 3.5 |

## Grade 4

Grade 4 - All

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| School | 5.8 | 11.6 | 22.5 | 49.3 | 10.9 | 3.6 | 11.6 | 32.6 | 48.6 | 3.6 |
| District | 5.8 | 11.6 | 22.5 | 49.3 | 10.9 | 3.6 | 11.6 | 32.6 | 48.6 | 3.6 |
| State | 14.2 | 20.4 | 28.3 | 31.1 | 5.9 | 15.7 | 25.3 | 28.2 | 27.6 | 3.2 |

## Grade 4 - Gender

|  |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :--- | :--- | ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Levels | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ |
| Male | School | 10.5 | 11.8 | 27.6 | 44.7 | 5.3 | 5.3 | 10.5 | 34.2 | 47.4 | 2.6 |
|  | District | 10.5 | 11.8 | 27.6 | 44.7 | 5.3 | 5.3 | 10.5 | 34.2 | 47.4 | 2.6 |
|  | State | 17.1 | 22.0 | 28.2 | 28.4 | 4.2 | 16.5 | 24.6 | 27.3 | 28.2 | 3.3 |
| Female | School | 0.0 | 11.3 | 16.1 | 54.8 | 17.7 | 1.6 | 12.9 | 30.6 | 50.0 | 4.8 |
|  | District | 0.0 | 11.3 | 16.1 | 54.8 | 17.7 | 1.6 | 12.9 | 30.6 | 50.0 | 4.8 |
|  | State | 11.1 | 18.8 | 28.4 | 34.0 | 7.7 | 14.8 | 26.0 | 29.2 | 26.9 | 3.1 |

## Grade 4-Racial/Ethnic Background

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| White <br> School <br> District <br> State | 5.0 5.0 8.2 | $\begin{aligned} & 10.9 \\ & 10.9 \\ & 15.8 \end{aligned}$ | $\begin{aligned} & 24.8 \\ & 24.8 \\ & 28.4 \end{aligned}$ | $\begin{aligned} & 50.5 \\ & 50.5 \\ & 39.6 \end{aligned}$ | $\begin{aligned} & 8.9 \\ & 8.9 \\ & 8.1 \end{aligned}$ | $\begin{aligned} & 3.0 \\ & 3.0 \\ & 8.7 \end{aligned}$ | $\begin{array}{r} 9.9 \\ 9.9 \\ 19.7 \end{array}$ | $\begin{aligned} & 34.7 \\ & 34.7 \\ & 30.6 \end{aligned}$ | $\begin{aligned} & 49.5 \\ & 49.5 \\ & 37.0 \end{aligned}$ | $\begin{aligned} & 3.0 \\ & 3.0 \\ & 4.0 \end{aligned}$ |
| Black School <br> District <br> State <br>   | 25.5 | 28.2 | 27.7 | 17.1 | 1.5 | 30.7 | 33.7 | 23.7 | 11.4 | 0.5 |
| Hispanic <br> School <br> District <br> State | $\begin{array}{r} 8.3 \\ 8.3 \\ 19.2 \end{array}$ | $\begin{aligned} & 16.7 \\ & 16.7 \\ & 25.7 \end{aligned}$ | $\begin{array}{r} 0.0 \\ 0.0 \\ 30.1 \end{array}$ | $\begin{aligned} & 58.3 \\ & 58.3 \\ & 22.5 \end{aligned}$ | $\begin{array}{r} 16.7 \\ 16.7 \\ 2.5 \end{array}$ | $\begin{array}{r} 8.3 \\ 8.3 \\ 20.5 \end{array}$ | $\begin{array}{r} 16.7 \\ 16.7 \\ 32.6 \\ \hline \end{array}$ | $\begin{array}{r} 33.3 \\ 33.3 \\ 28.2 \\ \hline \end{array}$ | $\begin{aligned} & 41.7 \\ & 41.7 \\ & 17.7 \\ & \hline \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 0.0 \\ & 1.1 \end{aligned}$ |
| Asian <br> School <br> District <br> State | 5.0 5.0 4.7 | $\begin{array}{r} 10.0 \\ 10.0 \\ 8.7 \end{array}$ | $\begin{aligned} & 25.0 \\ & 25.0 \\ & 20.4 \end{aligned}$ | $\begin{aligned} & 40.0 \\ & 40.0 \\ & 46.7 \end{aligned}$ | $\begin{aligned} & 20.0 \\ & 20.0 \\ & 19.5 \end{aligned}$ | $\begin{aligned} & 5.0 \\ & 5.0 \\ & 4.0 \end{aligned}$ | $\begin{aligned} & 10.0 \\ & 10.0 \\ & 10.0 \end{aligned}$ | $\begin{aligned} & 20.0 \\ & 20.0 \\ & 20.7 \end{aligned}$ | $\begin{aligned} & 55.0 \\ & 55.0 \\ & 49.1 \end{aligned}$ | $\begin{aligned} & 10.0 \\ & 10.0 \\ & 16.1 \end{aligned}$ |
| Native Hawaiian/Pacific Islander <br> School <br> District <br> State | 10.4 | 14.6 | 22.0 | 39.6 | 13.4 | 11.0 | 16.5 | 31.1 | 32.3 | 9.1 |
| American Indian School <br> District <br> State | 22.4 | 24.8 | 29.0 | 21.7 | 2.1 | 19.8 | 32.0 | 32.1 | 15.2 | 0.8 |
| Two or More Races School District State | 13.0 | 19.1 | 27.5 | 33.3 | 7.1 | 14.6 | 24.3 | 28.6 | 28.9 | 3.6 |

Grade 4 - Students with Disabilities

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| IEP | School | 33.3 | 40.0 | 20.0 | 6.7 | 0.0 | 26.7 | 46.7 | 26.7 | 0.0 | 0.0 |
|  | District <br> State | $\begin{aligned} & 33.3 \\ & 46.0 \end{aligned}$ | $\begin{aligned} & 40.0 \\ & 27.6 \end{aligned}$ | $\begin{aligned} & 20.0 \\ & 16.6 \end{aligned}$ | $\begin{aligned} & 6.7 \\ & 8.8 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 1.0 \end{aligned}$ | $\begin{aligned} & 26.7 \\ & 42.8 \end{aligned}$ | 46.7 31.6 | 26.7 16.1 | $\begin{aligned} & 0.0 \\ & 8.8 \end{aligned}$ | 0.0 0.6 |
| Non-IEP | School | 2.4 | 8.1 | 22.8 | 54.5 | 12.2 | 0.8 | 7.3 | 33.3 | 54.5 | 4.1 |
|  | District | 2.4 | 8.1 | 22.8 | 54.5 | 12.2 | 0.8 | 7.3 | 33.3 | 54.5 | 4.1 |
|  | State | 9.3 | 19.3 | 30.1 | 34.6 | 6.7 | 11.6 | 24.4 | 30.1 | 30.4 | 3.6 |

## Grade 5

Grade 5 - All

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| School | 9.2 | 14.5 | 38.2 | 36.6 | 1.5 | 3.8 | 21.4 | 38.9 | 29.8 | 6.1 |
| District | 9.2 | 14.5 | 38.2 | 36.6 | 1.5 | 3.8 | 21.4 | 38.9 | 29.8 | 6.1 |
| State | 14.1 | 21.4 | 27.9 | 33.7 | 2.9 | 13.3 | 26.6 | 30.5 | 25.6 | 3.9 |

## Grade 5-Gender

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Male |  |  |  |  |  |  |  |  |  |  |  |
|  | School | 12.9 | 17.7 | 40.3 | 29.0 | 0.0 | 6.5 | 24.2 | 37.1 | 29.0 | 3.2 |
|  | District | 12.9 | 17.7 | 40.3 | 29.0 | 0.0 | 6.5 | 24.2 | 37.1 | 29.0 | 3.2 |
|  | State | 17.1 | 23.9 | 28.4 | 28.9 | 1.7 | 14.9 | 26.5 | 28.6 | 25.6 | 4.4 |
| Female | School | 5.8 | 11.6 | 36.2 | 43.5 | 2.9 | 1.4 | 18.8 | 40.6 | 30.4 | 8.7 |
|  | District | 5.8 | 11.6 | 36.2 | 43.5 | 2.9 | 1.4 | 18.8 | 40.6 | 30.4 | 8.7 |
|  | State | 10.9 | 18.8 | 27.5 | 38.6 | 4.2 | 11.7 | 26.7 | 32.4 | 25.7 | 3.5 |

Grade 5-Racial/Ethnic Background

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| White <br> School District State | $\begin{array}{r} 11.2 \\ 11.2 \\ 7.8 \end{array}$ | $\begin{aligned} & 13.3 \\ & 13.3 \\ & 16.4 \end{aligned}$ | $\begin{aligned} & 40.8 \\ & 40.8 \\ & 28.7 \\ & \hline \end{aligned}$ | $\begin{aligned} & 32.7 \\ & 32.7 \\ & 43.1 \end{aligned}$ | $\begin{aligned} & 2.0 \\ & 2.0 \\ & 4.0 \end{aligned}$ | $\begin{aligned} & 4.1 \\ & 4.1 \\ & 7.9 \end{aligned}$ | $\begin{aligned} & 25.5 \\ & 25.5 \\ & 20.7 \end{aligned}$ | $\begin{aligned} & 38.8 \\ & 38.8 \\ & \end{aligned}$ | $\begin{aligned} & 25.5 \\ & 25.5 \\ & 33.9 \end{aligned}$ | 6.1 6.1 5.1 |
| Black School <br>  <br>  <br>  <br>  <br> District <br> State | 26.4 | 30.0 | 26.1 | 16.9 | 0.5 | 26.9 | 37.0 | 25.4 | 10.2 | 0.5 |
| Hispanic School <br>  <br>  <br>  <br> District <br> State | $\begin{array}{r} 0.0 \\ 0.0 \\ 19.3 \end{array}$ | $\begin{aligned} & 36.4 \\ & 36.4 \\ & 27.3 \end{aligned}$ | $\begin{aligned} & 36.4 \\ & 36.4 \\ & 29.4 \end{aligned}$ | $\begin{aligned} & 27.3 \\ & 27.3 \\ & 23.1 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 0.0 \\ & 1.0 \end{aligned}$ | $\begin{array}{r} 0.0 \\ 0.0 \\ 16.5 \end{array}$ | $\begin{aligned} & 18.2 \\ & 18.2 \\ & 33.7 \end{aligned}$ | 54.5 54.5 32.0 | $\begin{aligned} & 27.3 \\ & 27.3 \\ & 16.8 \end{aligned}$ | 0.0 0.0 1.1 |
| Asian  <br>  School <br>  <br>  <br>  <br>  <br>  <br> District <br> State | $\begin{aligned} & 0.0 \\ & 0.0 \\ & 4.9 \end{aligned}$ | $\begin{aligned} & 9.1 \\ & 9.1 \\ & 9.7 \end{aligned}$ | $\begin{aligned} & 36.4 \\ & 36.4 \\ & 19.0 \end{aligned}$ | $\begin{aligned} & 54.5 \\ & 54.5 \\ & 55.8 \end{aligned}$ | $\begin{array}{r} 0.0 \\ 0.0 \\ 0.0 \\ 10.6 \end{array}$ | $\begin{aligned} & 0.0 \\ & 0.0 \\ & 2.9 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 0.0 \\ & 9.7 \end{aligned}$ | 27.3 27.3 22.2 | $\begin{aligned} & 5.5 \\ & 5.5 \\ & 45.8 \end{aligned}$ | $\begin{aligned} & 18.2 \\ & 18.2 \\ & 19.4 \end{aligned}$ |
| Native Hawaiian/Pacific  <br> Islander School <br>  District <br>  <br>  <br> State | 10.3 | 16.7 | 29.5 | 40.4 | 3.2 | 7.6 | 21.7 | 28.0 | 31.2 | 11.5 |
| American Indian <br> School <br> District <br> State | 21.9 | 25.6 | 26.8 | 24.4 | 1.2 | 15.9 | 33.5 | 34.1 | 15.6 | 1.0 |
| Two or More Races <br> School <br> District <br> State | 12.1 | 19.6 | 27.9 | 36.5 | 4.0 | 13.3 | 25.9 | 28.3 | 27.5 | 5.0 |

Grade 5 - Students with Disabilities

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| IEP | School | 70.0 | 10.0 | 10.0 | 10.0 | 0.0 | 30.0 | 60.0 | 0.0 | 10.0 | 0.0 |
|  | District | 70.0 | 10.0 | 10.0 | 10.0 | 0.0 | 30.0 | 60.0 | 0.0 | 10.0 | 0.0 |
|  | State | 45.1 | 31.1 | 15.7 | 7.8 | 0.3 | 37.6 | 37.2 | 17.6 | 6.9 | 0.7 |
| Non-IEP | School | 4.1 | 14.9 | 40.5 | 38.8 | 1.7 | 1.7 | 18.2 | 42.1 | 31.4 | 6.6 |
|  | District | 4.1 | 14.9 | 40.5 | 38.8 | 1.7 | 1.7 | 18.2 | 42.1 | 31.4 | 6.6 |
|  | State | 9.3 | 19.9 | 29.8 | 37.6 | 3.3 | 9.6 | 25.0 | 32.5 | 28.5 | 4.4 |

## Millburn Middle School <br> Millburn CCSD 24 <br> Lindenhurst, ILLINOIS



GRADES : 678
State and federal laws require public school districts to release report cards to the public each year.
This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

## STUDENTS

| RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Percent LowIncome | Percent <br> Limited- <br> English- <br> Proficient | Percent IEP | Percent <br> Homeless | Chronic Truancy Rate | Attendance Rate | Total Enrollment |
| School | 77.1 | 1.9 | 7.4 | 8.4 | 0.0 | 0.2 | 5.0 | 5.0 | 2.7 | 13.9 | 0.0 | 0.0 | 95.2 | 476 |
| District | 76.4 | 1.8 | 8.0 | 8.9 | 0.0 | 0.1 | 4.9 | 3.0 | 4.9 | 13.0 | 0.0 | 0.2 | 95.3 | 1,206 |
| State | 48.5 | 17.0 | 25.7 | 4.9 | 0.1 | 0.4 | 3.4 | 50.2 | 10.7 | 13.9 | 2.1 | 10.8 | 94.0 | 2,028,162 |

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. Total Enrollment is based on Serving School. Homeless students are who do not have permanent and adequate homes.
Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

| STUDENT MOBILITY RATE |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All | Male | Female | White | Black | Hispanic | Asian | Native <br> Hawaiian <br> /Pacific <br> Islander | American Indian | Two or More Races | Percent Limited-EnglishProficient | Percent IEP | Percent LowIncome |
| School | 3.5 | 3.3 | 3.8 | 1.9 | 10.0 | 10.0 | 9.5 |  |  | 4.0 | 5.9 | 4.3 | 11.1 |
| District | 4.0 | 3.0 | 5.1 | 2.5 | 12.0 | 6.9 | 8.8 |  |  | 9.5 | 3.2 | 6.0 | 16.3 |
| State | 6.9 | 7.3 | 6.5 | 4.5 | 13.4 | 6.8 | 6.8 | 8.1 | 7.5 | 8.0 | 9.3 | 10.1 | 9.6 |

## INSTRUCTIONAL SETTING

| PARENTAL CONTACT* |  | TOTAL SCHOOL DAYS |  |
| :---: | :---: | :---: | :---: |
|  | Percent |  | Days |
| School | 100.0 | School | 176 |
| District | 100.0 | District | 176 |
| State | 94.9 | State | 175 |


${ }^{* *}$ For the 8th graders passing algebra I, if the percentage is 0 , it means that an Algebra I course is not offered.

[^10]$\left.$| STUDENT-TO-STAFF RATIOS |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :---: | :---: | :---: | :---: |
|  | Pupil- <br> Teacher <br> Elementary | Pupil- <br> Teacher <br> Secondary | Pupil- <br> Certified <br> Staff |  |  |  |  | | Pupil- |
| :---: |
| Administrator | \right\rvert\,


| HEALTH AND WELLNESS <br> (days per week) |  |
| :--- | :--- |
| School | 5.0 |
| District | 3.5 |
| State | 4.0 |


| AVERAGE CLASS SIZE (as of the first school day in May) |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grades | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-12 | Overall |
| School |  |  |  |  |  |  | 24.8 | 29.8 | 26.3 |  | 27.0 |
| District |  |  |  |  |  |  | 24.8 | 29.8 | 26.3 |  | 25.6 |
| State |  |  |  |  |  |  | 21.3 | 20.6 | 20.6 |  | 20.2 |


| TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day) |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grades | Mathematics |  |  | Science |  |  | English/Language Arts |  |  | Social Science |  |  |
|  | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 |
| School |  | 80 | 80 |  | 40 | 40 |  | 80 | 80 |  | 40 | 40 |
| District |  | 80 | 80 |  | 40 | 40 |  | 80 | 80 |  | 40 | 40 |
| State |  | 60 | 56 |  | 48 | 50 |  | 89 | 77 |  | 48 | 49 |


| TEACHER INFORMATION (Full-Time Equivalents) |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific islander | American Indian | Two or More Races | Unknown | Male | Female | Total Number |
| District | 98.9 | 0.0 | 1.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 14.3 | 85.7 | 87 |
| State | 83.3 | 5.8 | 5.6 | 1.5 | 0.1 | 0.2 | 0.8 | 2.7 | 23.3 | 76.7 | 129,575 |


| TEACHER INFORMATION ( Continued ) |  |  |  |  |
| :--- | ---: | ---: | ---: | :---: |
|  | Average <br> Teaching <br> Experience <br> (Years) | \% of <br> Teachers <br> with <br> Bachelor's <br> Degrees | \% of <br> Teachers <br> with <br> Master's <br> \& Above |  |
| School | -- | -- | -- |  |
| District | 15.2 | 31.6 | 68.4 |  |
| State | 13.1 | 38.5 | 60.9 |  |

Some teacher/administrator data are not collected at the school level.

| TEACHER RETENTION RATE |  |
| :--- | :--- |
| School | 92.2 |
| District | 89.3 |
| State | 86.3 |


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


| TEACHER ATTENDANCE |  |
| :---: | :---: |
| School | 59.4 |
| District | 59.8 |
| State | 75.3 |

SCHOOL DISTRICT FINANCES



| REVENUE BY SOURCE 2015-16 |  |  |  | EXPENDITURE BY FUND 2015-16 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | District | District \% | State \% |  | District | District \% | State \% |
| Local Property Taxes | \$13,149,258 | 70.3 | 63.2 | Education | \$11,892,236 | 66.5 | 73.4 |
|  |  |  |  | Operations \& Maintenance | \$1,389,284 | 7.8 | 6.2 |
| Other Local Funding | \$1,247,269 | 6.7 | 4.8 | Transportation | \$1,017,545 | 5.7 | 3.8 |
|  |  |  |  | Debt Service | \$2,622,152 | 14.7 | 8.2 |
| General State Aid | \$2,841,170 | 15.2 | 17.1 | Tort | \$137,472 | 0.8 | 1.2 |
| Other State Funding | \$1,230,300 | 6.6 | 7.1 | Municipal Retirement/ Social Security | \$536,598 | 3.0 | 2.1 |
|  |  |  |  | Fire Prevention \& Safety | \$0 | 0.0 | 0.5 |
| Federal Funding | \$224,904 | 1.2 | 7.8 | Capital Projects | \$280,723 | 1.6 | 4.6 |
| TOTAL | \$18,692,901 |  |  | TOTAL | \$17,876,010 |  |  |


|  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2THER FINANCIAL INDICATORS <br> 2ssessed Valuation <br> per Pupil | 2014 Total School <br> Tax Rate <br> per $\$ 100$ | 2015-16 Instructional <br> Expenditure <br> per Pupil | 2015-16 Operating <br> Expenditure <br> per Pupil |  |  |
|  | $\$ 168,063$ | 6.44 | $\$ 6,917$ | $\$ 12,391$ |  |  |
| District | $* *$ | $* *$ | $\$ 7,853$ | $\$ 12,973$ |  |  |

[^11]
## ACADEMIC PERFORMANCE

## OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your school, district, and the state. School-level data are based on serving school. In order to protect students' identities, test data for groups of fewer than ten students are not reported.

OVERALL PERFORMANCE - ALL STATE TESTS


## PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC)



DYNAMIC LEARNING MAPS - ALTERNATIVE ASSESSMENT (DLM-AA)


[^12]
## PARCC PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.




## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.
The PARCC is administered to students in grade 3 through 8. SAT is is administered to students in grade 11. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC or SAT would not be appropriate.

Students with disabilities have an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

## PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA

|  |  |  | Gender |  | Racial/Ethnic Background |  |  |  |  |  |  | LEP | Migrant | $\begin{array}{\|c\|} \hline \text { Students } \\ \text { with } \\ \text { Disabilities } \end{array}$ | Economically Disadvantaged |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific islander | American Indian | $\begin{array}{\|l\|l} \hline \text { Two or } \\ \text { More } \\ \text { Races } \\ \hline \end{array}$ |  |  |  |  |
| School | *Enrollment | 473 | 242 | 231 | 359 | 10 | 38 | 40 | 0 | 1 | 25 | 15 | 0 | 68 | 26 |
|  | Reading | 0.6 | 0.8 | 0.4 | 0.8 | 0.0 | 0.0 | 0.0 |  |  | 0.0 | 0.0 |  | 0.0 | 0.0 |
| District | *Enrollment | 865 | 459 | 406 | 653 | 15 | 71 | 83 | 0 | 1 | 42 | 44 | 0 | 111 | 34 |
|  | Reading | 0.8 | 0.7 | 1.0 | 1.1 | 0.0 | 0.0 | 0.0 |  |  | 0.0 | 0.0 |  | 1.8 | 0.0 |
| State | *Enrollment | 1,044,459 | 533,974 | 510,468 | 505,668 | 175,154 | 271,875 | 51,312 | 1,081 | 4,730 | 34,569 | 90,576 | 126 | 143,863 | 530,039 |
|  | Reading | 1.8 | 1.8 | 1.8 | 1.7 | 2.4 | 1.7 | 1.2 | 3.4 | 1.1 | 2.1 | 1.9 | 1.6 | 3.0 | 1.9 |

* Enrollment as reported during the testing windows for grades $3-8$ and grade 11 .

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

## PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS

|  |  |  | Gender |  | Racial/Ethnic Background |  |  |  |  |  |  | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific islander | $\begin{array}{\|c} \hline \text { American } \\ \text { Indian } \end{array}$ | $\begin{aligned} & \text { Two or } \\ & \text { More } \\ & \text { Races } \end{aligned}$ |  |  |  |  |
| School | *Enrollment | 475 | 242 | 233 | 360 | 10 | 39 | 40 | 0 | 1 | 25 | 16 | 0 | 69 | 26 |
|  | Mathematics | 0.8 | 0.8 | 0.9 | 1.1 | 0.0 | 0.0 | 0.0 |  |  | 0.0 | 0.0 |  | 0.0 | 0.0 |
| District | *Enrollment | 867 | 459 | 408 | 654 | 15 | 72 | 83 | 0 | 1 | 42 | 45 | 0 | 112 | 34 |
|  | Mathematics | 0.9 | 0.7 | 1.2 | 1.2 | 0.0 | 0.0 | 0.0 |  |  | 0.0 | 0.0 |  | 1.8 | 0.0 |
| State | *Enrollment | 1,046,615 | 535,114 | 511,484 | 506,264 | 175,213 | 272,641 | 52,002 | 1,091 | 4,739 | 34,592 | 93,048 | 127 | 143,785 | 531,314 |
|  | Mathematics | 1.8 | 1.8 | 1.8 | 1.7 | 2.5 | 1.7 | 1.0 | 2.7 | 1.1 | 2.2 | 1.4 | 1.6 | 3.1 | 1.8 |

[^13]
## Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:
$\bullet$ - Level 1: Did not yet meet expectations

- Level 2: Partially met expectations
- Level 3: Approached expectations
-• Level 4: Met expectations
-• Level 5: Exceeded expectations
Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers.Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available at http://avocet.pearson.com/PARCC/Home.


## Grade 6

Grade 6 - All

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| School | 8.8 | 13.1 | 32.8 | 38.7 | 6.6 | 9.4 | 13.8 | 34.8 | 32.6 | 9.4 |
| District State | $\begin{array}{r} 9.4 \\ 11.8 \end{array}$ | $\begin{aligned} & 13.7 \\ & 23.3 \\ & \hline \end{aligned}$ | 32.4 30.1 | 38.1 30.7 | 6.5 4.2 | 10.0 16.1 | 14.3 26.2 | 34.3 29.6 | 32.1 24.2 | 9.3 3.9 |

## Grade 6-Gender

|  |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Level | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ |
| Male |  |  |  |  |  |  |  |  |  |  |  |
|  | School | 14.9 | 17.6 | 39.2 | 27.0 | 1.4 | 12.2 | 17.6 | 31.1 | 32.4 | 6.8 |
|  | District | 15.8 | 18.4 | 38.2 | 26.3 | 1.3 | 13.2 | 18.4 | 30.3 | 31.6 | 6.6 |
|  | State | 15.4 | 27.0 | 30.0 | 25.2 | 2.5 | 18.1 | 26.5 | 28.0 | 23.5 | 4.0 |
| Female |  |  |  |  |  |  |  |  |  |  |  |
|  | School | 1.6 | 7.9 | 25.4 | 52.4 | 12.7 | 6.3 | 9.4 | 39.1 | 32.8 | 12.5 |
|  | District | 1.6 | 7.9 | 25.4 | 52.4 | 12.7 | 6.3 | 9.4 | 39.1 | 32.8 | 12.5 |
|  | State | 7.9 | 19.4 | 30.2 | 36.5 | 6.0 | 14.1 | 25.9 | 31.2 | 24.9 | 3.9 |

## Grade 6 - Racial/Ethnic Background

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| WhiteSchool <br>  | 4.9 | 12.6 | 35.9 | 40.8 | 5.8 | 5.8 | 12.5 | 40.4 | 31.7 | 9.6 |
|  | $\begin{aligned} & 5.7 \\ & 6.9 \end{aligned}$ | $\begin{aligned} & 13.3 \\ & 17.5 \end{aligned}$ | $\begin{aligned} & 35.2 \\ & 30.9 \end{aligned}$ | $\begin{aligned} & 40.0 \\ & 39.1 \end{aligned}$ | 5.7 5.6 | $\begin{aligned} & 6.6 \\ & 9.5 \end{aligned}$ | $\begin{aligned} & 13.2 \\ & 21.1 \end{aligned}$ | $\begin{aligned} & 39.6 \\ & 32.5 \end{aligned}$ | $\begin{aligned} & 31.1 \\ & 32.0 \end{aligned}$ | 9.4 4.9 |
| Black $\begin{array}{l}\text { School } \\ \\ \text { District } \\ \text { State }\end{array}$ |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  | 22.8 | 34.1 | 27.9 | 14.4 | 0.8 | 32.1 | 36.1 | 22.7 | 8.6 | 0.5 |
| Hispanic |  |  |  |  |  |  |  |  |  |  |
| School | 23.1 | 15.4 | 38.5 | 23.1 | 0.0 | 23.1 | 23.1 | 15.4 | 30.8 | 7.7 |
| District | 23.1 | 15.4 | 38.5 | 23.1 | 0.0 | 23.1 | 23.1 | 15.4 | 30.8 | 7.7 |
| State | 15.4 | 29.9 | 31.5 | 21.7 | 1.5 | 20.7 | 32.3 | 30.0 | 15.8 | 1.1 |
| Asian $\begin{array}{l}\text { School } \\ \text { District } \\ \text { State }\end{array}$ |  |  |  |  |  |  |  |  |  |  |
|  | 20.0 | 0.0 | 0.0 | 60.0 | 20.0 | 20.0 | 0.0 | 20.0 | 40.0 | 20.0 |
|  | 20.0 | 0.0 | 0.0 | 60.0 | 20.0 | 20.0 | 0.0 | 20.0 | 40.0 | 20.0 |
|  | 3.7 | 8.7 | 21.6 | 50.7 | 15.2 | 4.2 | 9.5 | 21.9 | 44.8 | 19.5 |
| Native Hawaiian/Pacific Islander |  |  |  |  |  |  |  |  |  |  |
| School |  |  |  |  |  |  |  |  |  |  |
| District <br> State | 8.5 | 12.1 | 32.7 | 38.8 | 79 | 7.8 | 22.8 | 24.6 | 37.1 | 78 |
| American Indian |  |  |  |  |  |  |  |  |  |  |
| School |  |  |  |  |  |  |  |  |  |  |
| District | 20.6 | 256 | 31.4 | 203 | 21 | 210 | 31.8 | 28.9 | 16.4 | 19 |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Two or More Races <br> School <br> District <br> State |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  | 10.8 | 23.0 | 29.5 | 31.6 | 5.2 | 16.1 | 25.9 | 28.7 | 23.6 | 5.7 |

Grade 6-Students with Disabilities

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| IEP |  | 50.0 | 30.0 | 20.0 | 0.0 | 0.0 | 60.0 | 25.0 | 10.0 | 5.0 | 0.0 |
|  | District | 52.4 | 28.6 | 19.0 | 0.0 | 0.0 | 61.9 | 23.8 | 9.5 | 4.8 | 0.0 |
|  | State | 42.3 | 36.5 | 15.6 | 5.3 | 0.3 | 48.2 | 33.9 | 12.9 | 4.6 | 0.4 |
| Non-IEP | School | 1.7 | 10.3 | 35.0 | 45.3 | 7.7 | 0.8 | 11.9 | 39.0 | 37.3 | 11.0 |
|  | District | 1.7 | 11.0 | 34.7 | 44.9 | 7.6 | 0.8 | 12.6 | 38.7 | 37.0 | 10.9 |
|  | State | 7.2 | 21.3 | 32.2 | 34.5 | 4.8 | 11.4 | 25.0 | 32.0 | 27.1 | 4.4 |

## Grade 7

Grade 7 - All

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| School | 4.1 | 11.2 | 23.7 | 39.6 | 21.3 | 3.6 | 10.7 | 33.1 | 45.6 | 7.1 |
| District | 4.1 | 11.2 | 24.1 | 39.4 | 21.2 | 3.5 | 10.6 | 33.5 | 45.3 | 7.1 |
| State | 15.4 | 18.4 | 26.2 | 29.8 | 10.2 | 11.4 | 27.1 | 34.2 | 24.0 | 3.2 |


| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Male | School | 6.3 | 20.0 | 31.3 | 36.3 | 6.3 | 5.0 | 13.8 | 38.8 | 36.3 | 6.3 |
|  | District | 6.2 | 19.8 | 32.1 | 35.8 | 6.2 | 4.9 | 13.6 | 39.5 | 35.8 | 6.2 |
|  | State | 20.5 | 21.4 | 26.5 | 25.2 | 6.3 | 12.8 | 27.8 | 32.7 | 23.3 | 3.4 |
| Female | School | 2.2 | 3.4 | 16.9 | 42.7 | 34.8 | 2.2 | 7.9 | 28.1 | 53.9 | 7.9 |
|  | District | 2.2 | 3.4 | 16.9 | 42.7 | 34.8 | 2.2 | 7.9 | 28.1 | 53.9 | 7.9 |
|  | State | 10.0 | 15.2 | 25.9 | 34.7 | 14.2 | 10.0 | 26.4 | 35.8 | 24.8 | 3.0 |

## Grade 7 - Racial/Ethnic Background

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| White School | 3.8 | 11.3 | 24.8 | 41.4 | 18.8 | 2.3 | 10.5 | 35.3 | 45.1 | 6.8 |
| District | 3.7 | 11.2 | 25.4 | 41.0 | 18.7 | 2.2 | 10.4 | 35.8 | 44.8 | 6.7 |
| State | 9.4 | 14.5 | 26.3 | 36.5 | 13.3 | 7.0 | 20.8 | 36.9 | 31.4 | 3.9 |
| Black |  |  |  |  |  |  |  |  |  |  |
| School District State | 28.7 | 26.5 | 25.5 | 16.5 | 2.8 | 22.6 | 40.7 | 28.0 | 8.5 | 0.3 |
| Hispanic |  |  |  |  |  |  |  |  |  |  |
| School |  |  |  |  |  |  |  |  |  |  |
| District State | 20.4 | 22.7 | 28.2 | 23.6 | 5.1 | 14.5 | 33.9 | 34.9 | 15.8 | 0.9 |
| Asian |  |  |  |  |  |  |  |  |  |  |
| School | 6.7 | 0.0 | 13.3 | 33.3 | 46.7 | 6.7 | 0.0 | 20.0 | 53.3 | 20.0 |
| District | 6.7 | 0.0 | 13.3 | 33.3 | 46.7 | 6.7 | 0.0 | 20.0 | 53.3 | 20.0 |
| State | 5.3 | 7.5 | 18.1 | 39.3 | 29.8 | 3.4 | 9.8 | 24.9 | 44.5 | 17.3 |
| Native Hawaiian/Pacific Islander |  |  |  |  |  |  |  |  |  |  |
| School |  |  |  |  |  |  |  |  |  |  |
| District <br> State | 8.4 | 12.1 | 26.2 | 35.5 | 17.8 | 9.6 | 14.8 | 40.0 | 33.9 | 17 |
| American Indian |  |  |  |  |  |  |  |  |  | 1.7 |
| School |  |  |  |  |  |  |  |  |  |  |
| District <br> State | 22.3 | 22.3 | 27.1 | 22.1 | 6.3 | 15.9 | 31.9 | 32.8 | 18.0 | 1.5 |
|  |  |  |  |  |  |  |  |  |  |  |
| Two or More Races School |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  | 14.2 | 18.4 | 26.0 | 30.5 | 10.9 | 11.2 | 28.4 | 32.0 | 24.7 | 3.8 |

## Grade 7-Students with Disabilities

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| IEP | School | 37.5 | 25.0 | 25.0 | 12.5 | 0.0 | 31.3 | 43.8 | 12.5 | 12.5 | 0.0 |
|  | District | 37.5 | 25.0 | 25.0 | 12.5 | 0.0 | 31.3 | 43.8 | 12.5 | 12.5 | 0.0 |
|  | State | 51.3 | 26.3 | 15.5 | 5.9 | 0.9 | 37.5 | 42.4 | 15.5 | 4.2 | 0.4 |
| Non-IEP | School | 0.7 | 9.8 | 23.5 | 42.5 | 23.5 | 0.7 | 7.2 | 35.3 | 49.0 | 7.8 |
|  | District | 0.6 | 9.7 | 24.0 | 42.2 | 23.4 | 0.6 | 7.1 | 35.7 | 48.7 | 7.8 |
|  | State | 10.2 | 17.2 | 27.8 | 33.3 | 11.5 | 7.7 | 24.9 | 36.9 | 26.9 | 3.6 |

## Grade 8

Grade 8 - All

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| School | 6.0 | 11.3 | 23.3 | 48.7 | 10.7 | 5.3 | 7.3 | 18.0 | 63.3 | 6.0 |
| District | 6.0 | 11.3 | 23.3 | 48.7 | 10.7 | 5.3 | 7.3 | 18.0 | 63.3 | 6.0 |
| State | 16.6 | 19.9 | 26.1 | 31.2 | 6.2 | 23.6 | 20.6 | 23.6 | 27.7 | 4.6 |

## Grade 8-Gender

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Male |  |  |  |  |  |  |  |  |  |  |  |
|  | School | 11.7 | 15.6 | 31.2 | 37.7 | 3.9 | 7.8 | 7.8 | 16.9 | 63.6 | 3.9 |
|  | District | 11.7 | 15.6 | 31.2 | 37.7 | 3.9 | 7.8 | 7.8 | 16.9 | 63.6 | 3.9 |
|  | State | 22.4 | 23.0 | 25.8 | 25.2 | 3.6 | 26.3 | 20.8 | 22.3 | 25.8 | 4.7 |
| Female | School | 0.0 | 6.8 | 15.1 | 60.3 | 17.8 | 2.7 | 6.8 | 19.2 | 63.0 | 8.2 |
|  | District | 0.0 | 6.8 | 15.1 | 60.3 | 17.8 | 2.7 | 6.8 | 19.2 | 63.0 | 8.2 |
|  | State | 10.5 | 16.6 | 26.4 | 37.6 | 8.8 | 20.6 | 20.3 | 24.8 | 29.8 | 4.4 |

Grade 8-Racial/Ethnic Background

| Levels | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| White <br> School District State | $\begin{array}{r} 6.1 \\ 6.1 \\ 11.1 \end{array}$ | $\begin{aligned} & 11.4 \\ & 11.4 \\ & 16.6 \end{aligned}$ | $\begin{aligned} & 24.6 \\ & 24.6 \\ & 2.5 \end{aligned}$ | $\begin{aligned} & 48.2 \\ & 48.2 \\ & 37.9 \end{aligned}$ | $\begin{aligned} & 9.6 \\ & 9.6 \\ & 7.8 \end{aligned}$ | 4.4 4.4 15.5 | $\begin{array}{r} 8.8 \\ 8.8 \\ 17.5 \end{array}$ | $\begin{aligned} & 15.9 \\ & 15.9 \\ & 25.7 \end{aligned}$ | $\begin{aligned} & 66.4 \\ & 66.4 \\ & 35.7 \end{aligned}$ | 4.4 4.4 5.6 |
| Black  <br>  School <br>  <br>  <br>  <br>  <br> District <br> State | 29.4 | 27.0 | 25.1 | 17.1 | 1.4 | 43.4 | 25.9 | 18.8 | 11.2 | 0.7 |
| Hispanic School <br>  <br>  <br>  <br> District <br> State | $\begin{array}{r} 0.0 \\ 0.0 \\ 21.1 \end{array}$ | $\begin{aligned} & 25.0 \\ & 25.0 \\ & 24.1 \end{aligned}$ | $\begin{aligned} & 16.7 \\ & 16.7 \\ & 27.7 \end{aligned}$ | $\begin{aligned} & 50.0 \\ & 50.0 \\ & 24.5 \end{aligned}$ | $\begin{aligned} & 8.3 \\ & 8.3 \\ & 2.8 \end{aligned}$ | $\begin{aligned} & 15.4 \\ & 15.4 \\ & 29.5 \end{aligned}$ | $\begin{array}{r} 7.7 \\ 7.7 \\ 25.5 \\ \hline \end{array}$ | $\begin{aligned} & 30.8 \\ & 30.8 \\ & 23.9 \end{aligned}$ | $\begin{aligned} & 38.5 \\ & 38.5 \\ & 19.7 \end{aligned}$ | 7.7 <br> 7.7 <br> 1.4 |
| Asian  <br>  School <br>  <br>  <br>  <br>  <br> District <br> State | $\begin{aligned} & 0.0 \\ & 0.0 \\ & 5.1 \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 0.0 \\ & 7.5 \end{aligned}$ | $\begin{aligned} & 23.1 \\ & 23.1 \\ & 18.6 \end{aligned}$ | $\begin{aligned} & 46.2 \\ & 46.2 \\ & 46.8 \end{aligned}$ | $\begin{aligned} & 30.8 \\ & 30.8 \\ & 22.0 \end{aligned}$ | 0.0 0.0 6.6 | $\begin{aligned} & 0.0 \\ & 0.0 \\ & 8.3 \end{aligned}$ | $\begin{aligned} & 23.1 \\ & 23.1 \\ & 16.5 \end{aligned}$ | $\begin{aligned} & 61.5 \\ & 61.5 \\ & 4.7 \end{aligned}$ | $\begin{aligned} & 15.4 \\ & 15.4 \\ & 22.9 \end{aligned}$ |
| Native Hawaiian/Pacific  <br> Islander School <br>  <br>  <br>  <br> District <br> State | 9.5 | 13.1 | 25.5 | 43.8 | 8.0 | 16.4 | 10.7 | 27.1 | 40.0 | 5.7 |
| American Indian School District State | 23.1 | 23.3 | 24.2 | 25.3 | 4.2 | 31.0 | 22.1 | 22.8 | 21.0 | 3.1 |
| Two or More Races School District State | 16.5 | 18.5 | 25.7 | 31.3 | 8.0 | 24.4 | 19.7 | 22.6 | 27.4 | 6.0 |

Grade 8 - Students with Disabilities

| Levels |  | ELA |  |  |  |  | Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| IEP |  |  |  |  |  |  |  |  |  |  |  |
|  | School | 33.3 | 44.4 | 11.1 | 11.1 | 0.0 | 36.8 | 21.1 | 5.3 | 36.8 | 0.0 |
|  | District | 33.3 | 44.4 | 11.1 | 11.1 | 0.0 | 36.8 | 21.1 | 5.3 | 36.8 | 0.0 |
|  | State | 54.2 | 26.4 | 13.4 | 5.4 | 0.6 | 63.3 | 21.8 | 9.6 | 4.8 | 0.5 |
| Non-IEP |  | 23 |  |  |  |  | 0.8 | 5.3 | 19.8 | 67.2 |  |
|  | School | 2.3 23 |  |  |  |  |  |  |  |  | 6.9 |
|  | District State | $\begin{array}{r} 2.3 \\ 11.3 \end{array}$ | $\begin{array}{r} 6.8 \\ 19.0 \end{array}$ | $\begin{aligned} & 25.0 \\ & 27.9 \\ & \hline \end{aligned}$ | $\begin{aligned} & 53.8 \\ & 34.9 \end{aligned}$ | $\begin{array}{r} 12.1 \\ 6.9 \\ \hline \end{array}$ | 0.8 17.9 | 5.3 20.4 | 19.8 25.5 | 67.2 31.0 | 6.9 5.2 |


[^0]:    ** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per $\$ 100$ are not provided.
    Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
    Total school tax rate is a district's total tax rate as it appears on local property tax bills.
    Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
    Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

[^1]:    * Enrollment as reported during the testing windows for grades 3-8 and grade 11

[^2]:    *Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District
    ** Peer districts for Unit Districts do not include Chicago Public Schools
    *** Students who are receiving special education and/or related services via an Individualized Service Plan (ISP) have been removed from all calculations

[^3]:    *Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District
    ** Peer districts for Unit Districts do not inlcude Chicago Public Schools

[^4]:    *Peer districts are districts of the same type as this district: Elementary, High School , or Unit
    ** Peer districts for Unit Districts do not include Chicago Public Schools

[^5]:    *Peer districts are districts of the same type as this district: Elementary, High School, or Unit
    ** Peer districts for Unit Districts do not include Chicago Public Schools

[^6]:    * Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

[^7]:    ** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per $\$ 100$ are not provided.
    Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
    Total school tax rate is a district's total tax rate as it appears on local property tax bills,
    Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
    Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

[^8]:    DLM-AA scores in the Progressing and Attaining performance levels count the same, respectively, as meeting or exceeding state standards.

[^9]:    * Enrollment as reported during the testing windows for grades $3-8$ and grade 11 .

[^10]:    * Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

[^11]:    ** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per $\$ 100$ are not provided.
    Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
    Total school tax rate is a district's total tax rate as it appears on local property tax bills.
    Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
    Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

[^12]:    DLM-AA scores in the Progressing and Attaining performance levels count the same, respectively, as meeting or exceeding state standards.

[^13]:    * Enrollment as reported during the testing windows for grades $3-8$ and grade 11 .

