



Oak Park Elementary School District 97

970 Madison ▪ Oak Park ▪ Illinois ▪ 60302 ▪ ph: 708.524.3000 ▪ fax: 708.524.3019 ▪ www.op97.org

October, 2012

Dear Oak Park Families:

Oak Park Elementary School District 97 has established a strong tradition of educational excellence for all children. We are proud of our collaborative efforts to create a learning environment in which all students are challenged to perform to their highest potential. One measure of our success is our performance on the Illinois Standard Achievement Test, ISAT, which measures individual student achievement and shows how well students and schools are performing relative to the State's learning standards.

Each year the Illinois State Board of Education publishes an Illinois School Report Card for parents and community. This report contains information on ISAT tests taken in the spring of 2011. Also included in this report is information that compares our district and schools to other districts and schools in Illinois in the areas of per pupil expenditures, class size, instructional setting and finances.

This year's report card is a direct result of the support of our community, the dedication of our professional staff, and the efforts of our students and families. All of you have shared in District 97's accomplishments, and together we can move our district to higher levels of excellence.

You can access the state report card by logging on to the District 97 website at www.op97.org. Click on State Report Cards and then click on your child's school. If you prefer, you may request a printed copy of the report card by contacting Penny Sylvester at 524-3017 or psylvester@op97.org.

Sincerely,

Dr. Albert Roberts
Superintendent of Schools
Oak Park Elementary School District 97

Oak Park Elementary School District 97
On-Going District Goals
2012-2013

Oak Park Elementary School District 97 is dedicated to providing its students with an exemplary education that is administered in a rigorous academic environment and supported by highly qualified staff members. The Board of Education and district administration are committed to:

1. Establishing and maintaining an environment that fosters excellence in every student we serve
2. Promoting best practices and the strategic use of data
3. Engaging in effective communications
4. Dealing with critical issues in a consistent manner and with high expectations
5. Attracting and retaining high performing staff members

Administrators in the elementary and middle schools are working collaboratively with staff and parents/guardians to develop school improvement plans that result in:

1. Strong achievement for all students
2. A safe, orderly climate that fosters high expectations
3. Exceptional home-school communication

District 97 has also identified the essential elements that are critical for preparing students for success in a global society. These elements include:

1. Excellent teachers in every classroom
2. Differentiation and project-based learning
3. Strong data analysis and usage
4. 21st century technology and learning tools
5. Foreign language and global understanding
6. Coordinated school improvement efforts

In addition, district employees are encouraged to develop goals that relate to their professional responsibilities. District 97 strongly supports opportunities for professional development, and believes lifelong learning is a key component of a growing, vital educational institution.

Oak Park ESD 97

Oak Park, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

| | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Percent Low- Income | Percent Limited- English- Proficient | Percent IEP | High Sch. Dropout Rate | Chronic Truancy Rate | Mobility Rate | Attendance Rate | Total Enrollment |
|-----------------|-------|-------|----------|-------|--------------------------------------------|--------------------|-------------------------|---------------------------|-----------------------------------------------|----------------|------------------------------|----------------------------|------------------|--------------------|---------------------|
| District | 57.3 | 23.0 | 5.2 | 4.6 | 0.0 | 0.1 | 9.7 | 21.0 | 1.7 | 15.5 | | 0.1 | 4.5 | 95.5 | 5,625 |
| State | 51.0 | 18.0 | 23.6 | 4.2 | 0.1 | 0.3 | 2.8 | 49.0 | 9.4 | 13.6 | | 8.6 | 13.1 | 94.4 | 2,066,692 |

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.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

| PARENTAL CONTACT* | | STUDENT-TO-STAFF RATIOS | | | |
|-------------------|---------|---------------------------------|--------------------------------|------------------------------|-------------------------|
| | Percent | Pupil- Teacher Elementary | Pupil- Teacher Secondary | Pupil- Certified Staff | Pupil- Administrator |
| District | 99.9 | 15.6 | | 11.6 | 181.4 |
| State | 95.3 | 18.9 | | 13.7 | 205.0 |

* 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 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 - 12 |
|-----------------|------|------|------|------|------|------|------|------|------|--------|
| District | 17.7 | 18.8 | 19.6 | 19.2 | 18.5 | 19.0 | 15.9 | 18.0 | 16.3 | |
| State | 20.9 | 21.2 | 21.5 | 22.0 | 22.4 | 22.8 | 22.4 | 21.3 | 21.5 | |

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

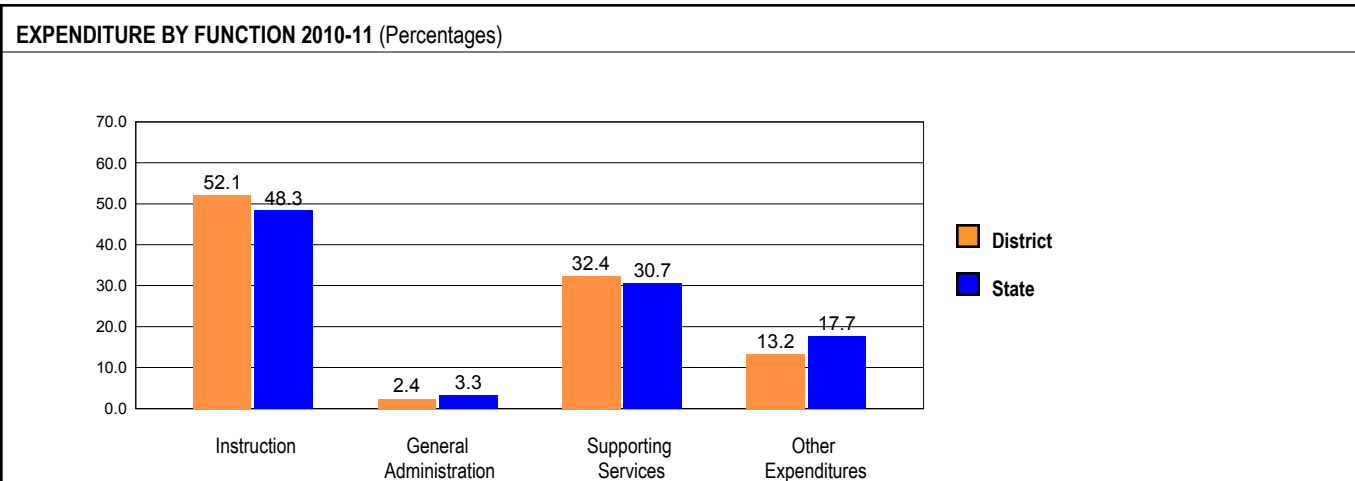
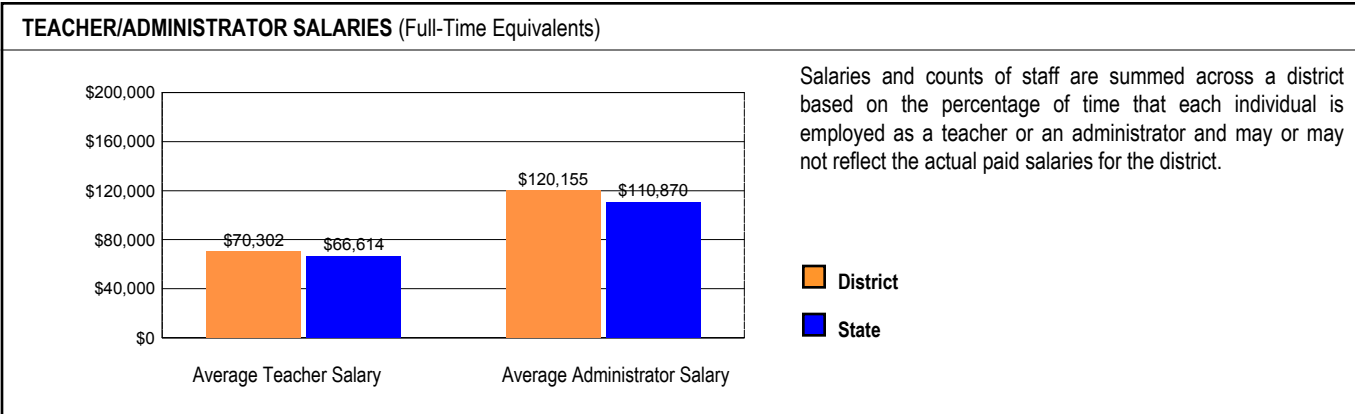
| Grades | Mathematics | | | Science | | | English/Language Arts | | | Social Science | | |
|-----------------|-------------|----|----|---------|----|----|-----------------------|-----|----|----------------|----|----|
| | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 |
| District | 60 | 50 | 50 | 30 | 50 | 50 | 150 | 50 | 50 | 30 | 50 | 50 |
| State | 61 | 56 | 54 | 31 | 44 | 46 | 143 | 103 | 92 | 30 | 43 | 44 |

| 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 | 78.6 | 12.4 | 3.7 | 2.7 | 0.2 | 0.2 | 2.0 | 0.0 | 21.1 | 78.9 | 403 |
| State | 83.3 | 7.1 | 5.3 | 1.3 | 0.1 | 0.2 | 0.8 | 2.0 | 23.1 | 76.9 | 127,830 |

| TEACHER INFORMATION (Continued) | | | | | | |
|---------------------------------|----------------------|-------------------------------------|---------------------------------------|-------------------------------------|---------------------------------------------------------|------------------------------------------------------|
| | | Average Teaching Experience (Years) | % of Teachers with Bachelor's Degrees | % of Teachers with Master's & Above | % of Teachers with Emergency or Provisional Credentials | % of Classes Not Taught by Highly Qualified Teachers |
| District: | All Schools | 12.2 | 25.9 | 74.1 | 0.0 | 0.0 |
| | High Poverty Schools | | | | | |
| | Low Poverty Schools | 12.4 | 23.0 | 77.0 | 0.0 | 0.0 |
| State: | All Schools | 12.9 | 37.8 | 61.7 | 0.6 | 0.7 |
| | High Poverty Schools | 12.0 | 39.5 | 59.7 | 1.3 | 0.9 |
| | Low Poverty Schools | 13.1 | 29.3 | 70.5 | 0.2 | 0.1 |

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. 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. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

SCHOOL DISTRICT FINANCES



| REVENUE BY SOURCE 2010-11 | | | | EXPENDITURE BY FUND 2010-11 | | | |
|---------------------------|--------------|------------|---------|------------------------------------------|--------------|------------|---------|
| | District | District % | State % | | District | District % | State % |
| Local Property Taxes | \$49,716,875 | 67.7 | 58.2 | Education | \$55,962,128 | 71.7 | 73.7 |
| Other Local Funding | \$4,808,082 | 6.5 | 5.1 | Operations & Maintenance | \$5,643,800 | 7.2 | 5.9 |
| General State Aid | \$9,230,467 | 12.6 | 17.1 | Transportation | \$3,143,878 | 4.0 | 3.8 |
| Other State Funding | \$5,818,316 | 7.9 | 9.5 | Debt Service | \$9,058,259 | 11.6 | 7.4 |
| Federal Funding | \$3,906,019 | 5.3 | 10.1 | Tort | \$0 | 0.0 | 1.2 |
| TOTAL | \$73,479,759 | | | Municipal Retirement/ Social Security | \$1,949,971 | 2.5 | 2.0 |
| | | | | Fire Prevention & Safety | \$112,147 | 0.1 | 0.8 |
| | | | | Capital Projects | \$2,196,128 | 2.8 | 5.1 |
| | | | | TOTAL | \$78,066,311 | | |

| OTHER FINANCIAL INDICATORS | | | | |
|----------------------------|---------------------------------------------|--------------------------------------|---------------------------------------------|-----------------------------------------|
| | 2009 Equalized Assessed Valuation per Pupil | 2009 Total School Tax Rate per \$100 | 2010-11 Instructional Expenditure per Pupil | 2010-11 Operating Expenditure per Pupil |
| District | \$359,507 | 2.66 | \$7,929 | \$13,412 |
| State | ** | ** | \$6,824 | \$11,664 |

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

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

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

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

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

ACADEMIC PERFORMANCE

2011 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP is sponsored by the U.S. Department of Education and administered to students in grade 4, 8, and 12. Only grade 4 and 8 results are required to be reported.

Achievement levels reflect what students should know and be able to do. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board for NAEP sets specific achievement levels for each subject area and grade. To provide a context for interpreting student performance, NAEP results are reported as percentages of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels, and at the *Advanced* level.

Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced represents superior performance.

The four achievement levels (below basic, basic, proficient, and advanced) are reported as level 1 through level 4, respectively. Please note that only **state results** are reported.

Grade 4

Grade 4 - All

| Levels | Reading | | | | Mathematics | | | |
|--------|---------|------|------|-----|-------------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | 34.7 | 32.0 | 24.7 | 8.6 | 20.2 | 41.5 | 31.4 | 6.9 |

Grade 4 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | |
|----------------------------------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White | 21.8 | 33.6 | 32.2 | 12.3 | 10.2 | 38.4 | 41.6 | 9.9 |
| Black | 57.7 | 29.9 | 10.9 | 1.6 | 41.8 | 43.9 | 12.8 | 1.5 |
| Hispanic | 51.2 | 30.7 | 15.7 | 2.4 | 29.6 | 50.5 | 18.5 | 1.4 |
| Asian | 16.1 | 31.3 | 35.5 | 17.1 | 5.9 | 29.4 | 44.8 | 19.8 |
| Native Hawaiian/Pacific Islander | | | | | | | | |
| American Indian | | | | | | | | |

Grade 4 - Limited-English-Proficient

| Levels | Reading | | | | Mathematics | | | |
|--------|---------|------|-----|-----|-------------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | 77.4 | 18.1 | 4.2 | 0.0 | 46.4 | 41.6 | 11.3 | 0.8 |

Grade 4 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | |
|--------|---------|------|------|-----|-------------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | 67.6 | 19.4 | 11.0 | 2.0 | 43.2 | 37.6 | 17.5 | 1.6 |

Grade 4 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | |
|--------|---------|------|------|-----|-------------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | 52.0 | 31.6 | 14.3 | 2.1 | 33.1 | 47.2 | 18.1 | 1.5 |

Grade 4 - NAEP Participation Rates

| | Reading | Mathematics |
|----------------------------|---------|-------------|
| Limited English Proficient | 92.4 | 93.5 |
| Students with Disabilities | 91.1 | 86.1 |

Grade 8**Grade 8 - All**

| Levels | Reading | | | | Mathematics | | | |
|--------|---------|------|------|-----|-------------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | 23.2 | 43.0 | 30.3 | 3.6 | 26.9 | 40.2 | 24.7 | 8.1 |

Grade 8 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | |
|----------------------------------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White | 15.3 | 41.2 | 38.8 | 4.7 | 15.7 | 40.2 | 32.8 | 11.2 |
| Black | 38.0 | 46.6 | 14.4 | 1.0 | 51.7 | 38.4 | 9.4 | 0.5 |
| Hispanic | 30.6 | 45.9 | 21.9 | 1.6 | 35.8 | 45.1 | 16.4 | 2.7 |
| Asian | 11.3 | 34.3 | 43.1 | 11.3 | 7.5 | 24.0 | 36.8 | 31.7 |
| Native Hawaiian/Pacific Islander | | | | | | | | |
| American Indian | | | | | | | | |

Grade 8 - Limited-English-Proficient

| Levels | Reading | | | | Mathematics | | | |
|--------|---------|------|-----|-----|-------------|------|-----|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | 67.9 | 29.9 | 2.2 | 0.0 | 69.5 | 27.0 | 3.2 | 0.0 |

Grade 8 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | |
|--------|---------|------|-----|-----|-------------|------|-----|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | 63.6 | 28.5 | 7.5 | 0.0 | 63.6 | 26.8 | 7.8 | 1.7 |

Grade 8 - Economically Disadvantaged

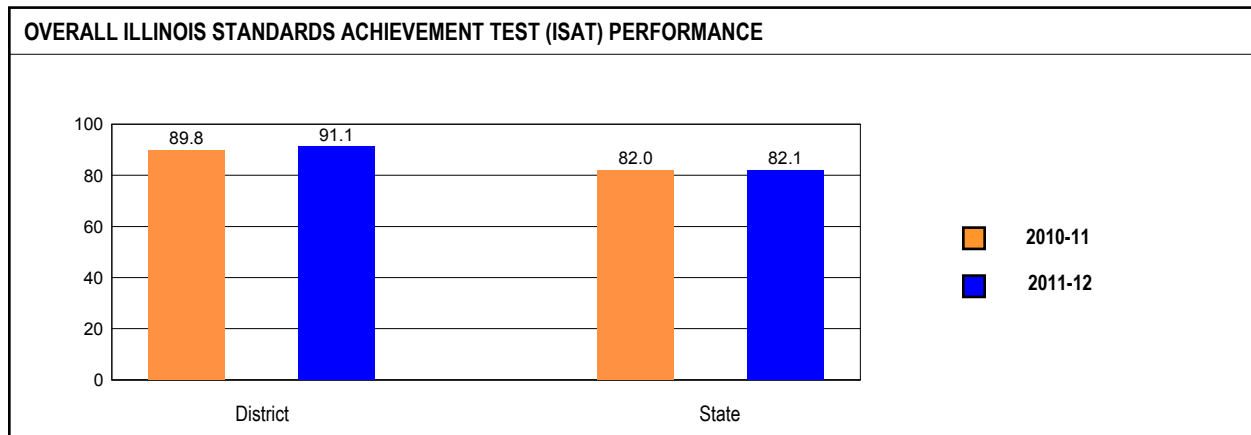
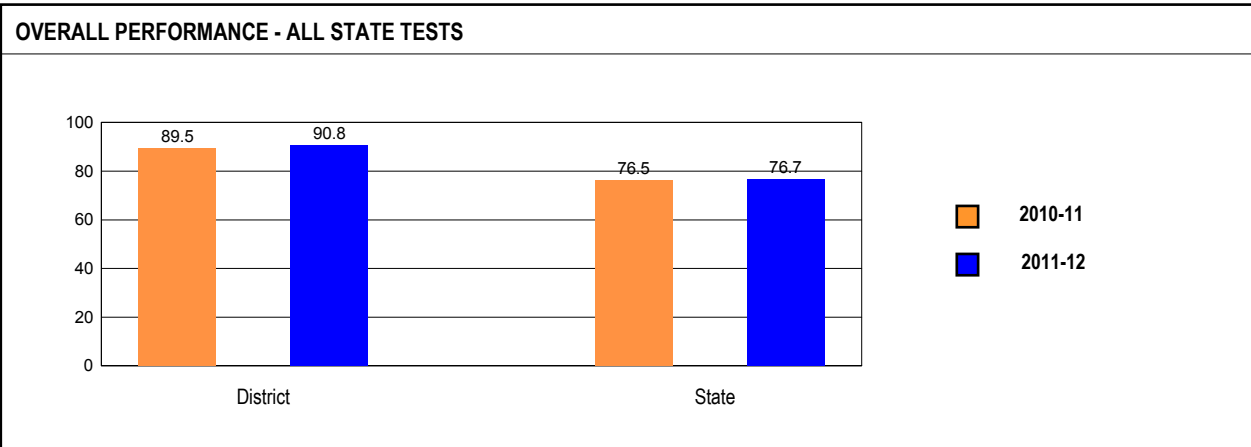
| Levels | Reading | | | | Mathematics | | | |
|--------|---------|------|------|-----|-------------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | 34.4 | 47.0 | 17.8 | 0.9 | 39.3 | 43.7 | 15.0 | 2.1 |

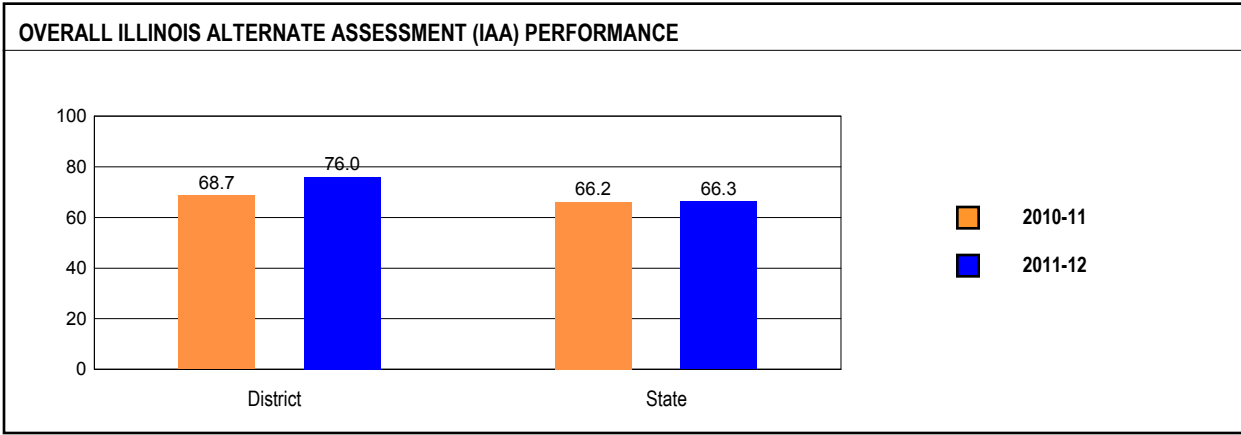
Grade 8 - NAEP Participation Rates

| | Reading | Mathematics |
|----------------------------|---------|-------------|
| Limited English Proficient | 91.2 | 89.9 |
| Students with Disabilities | 90.2 | 84.6 |

OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading, mathematics, and science.

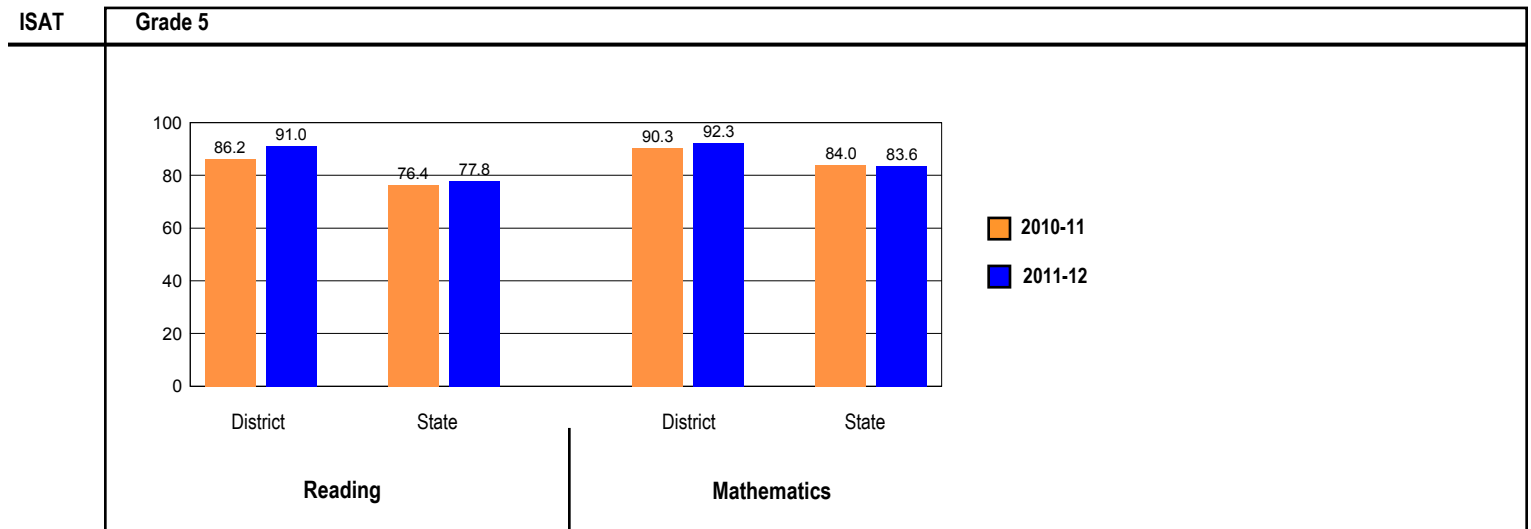
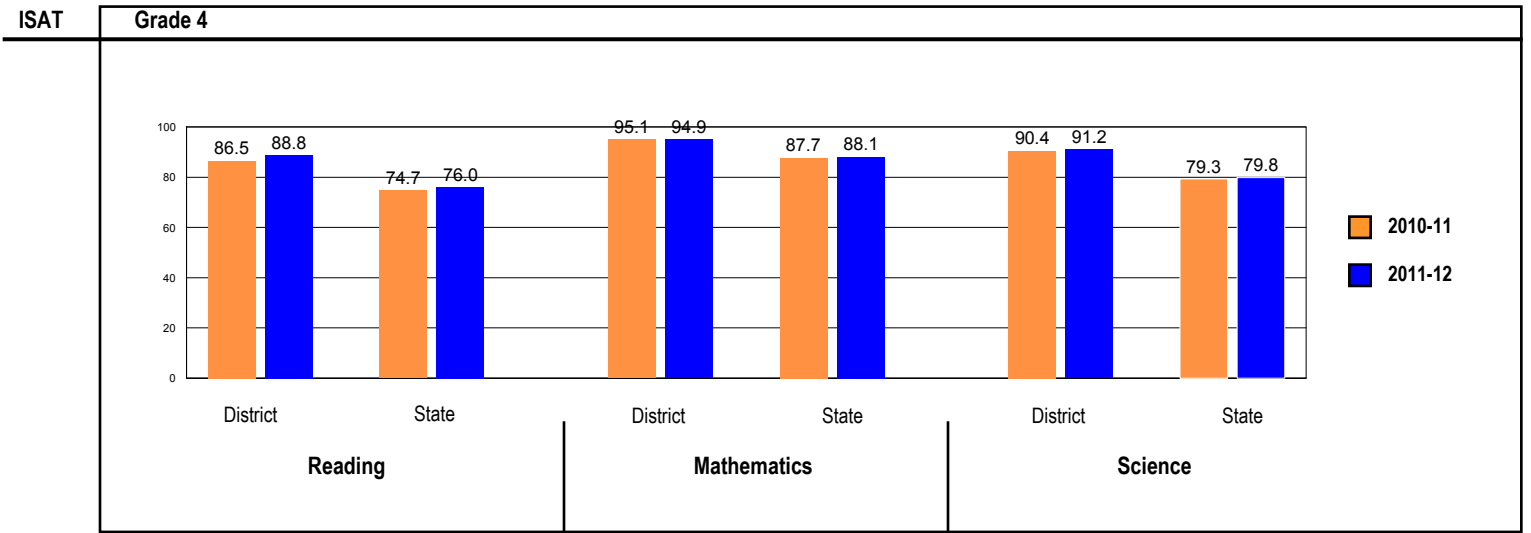
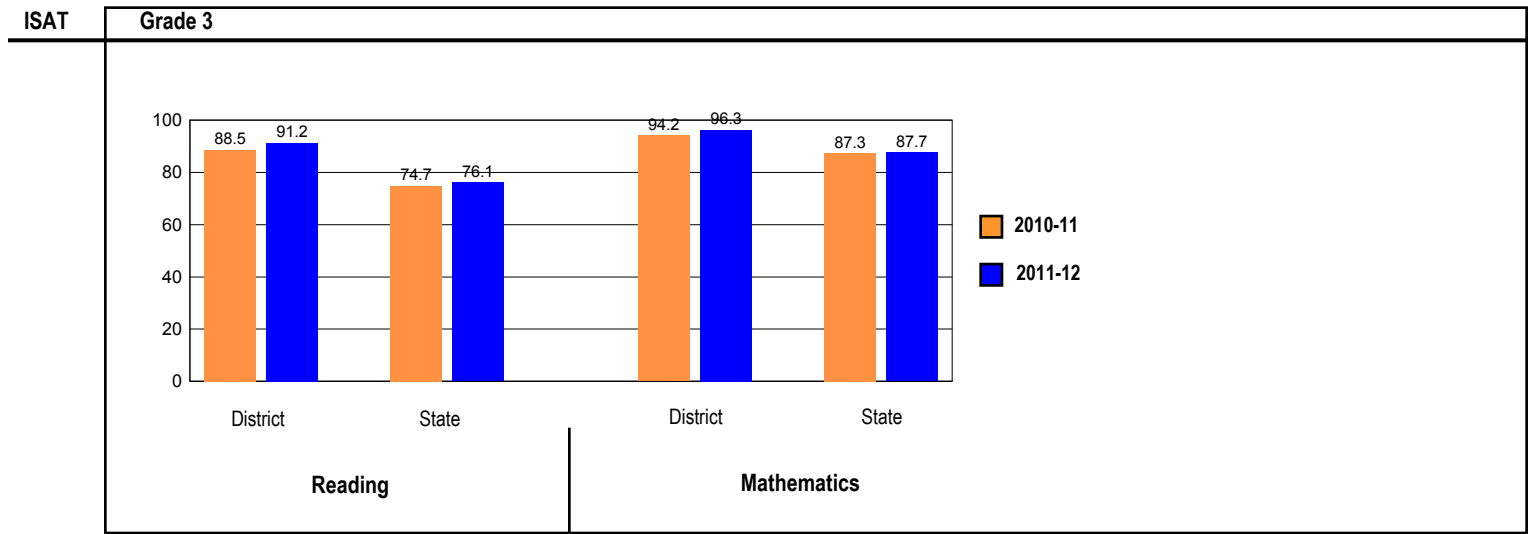




IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

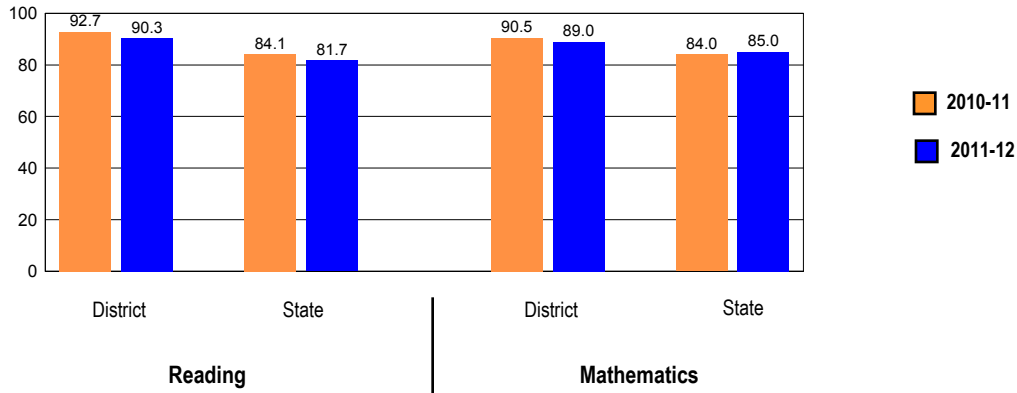
ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



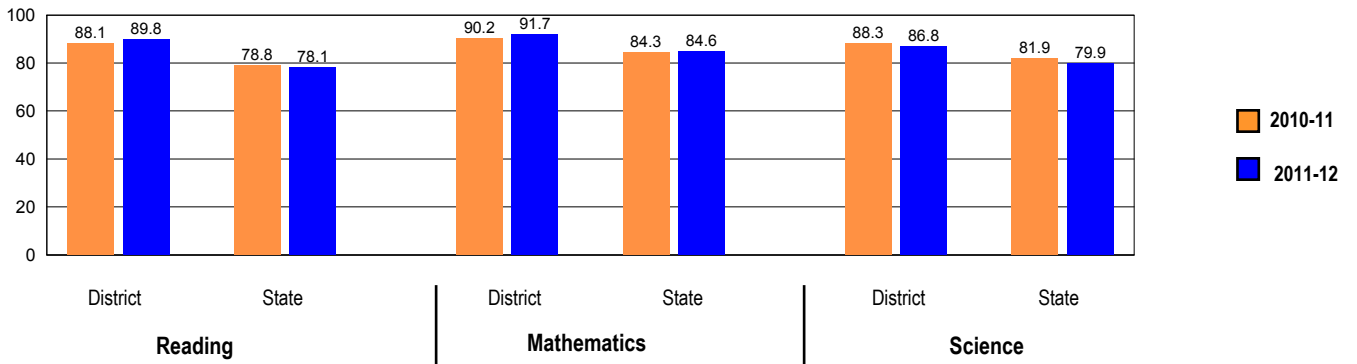
ISAT

Grade 6



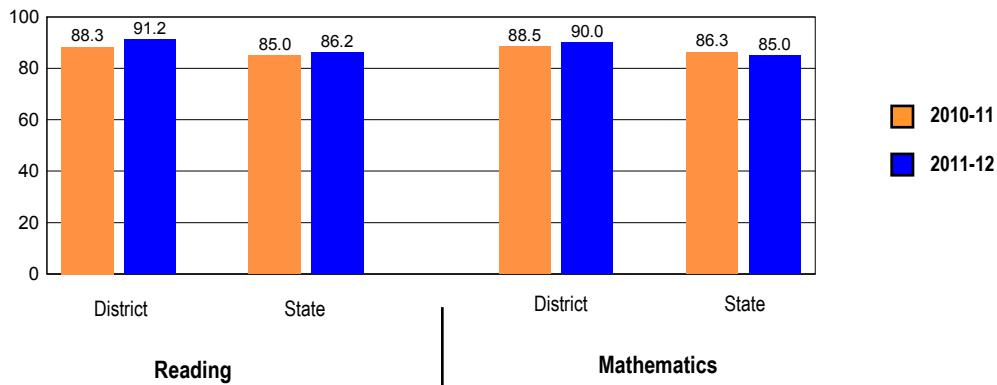
ISAT

Grade 7



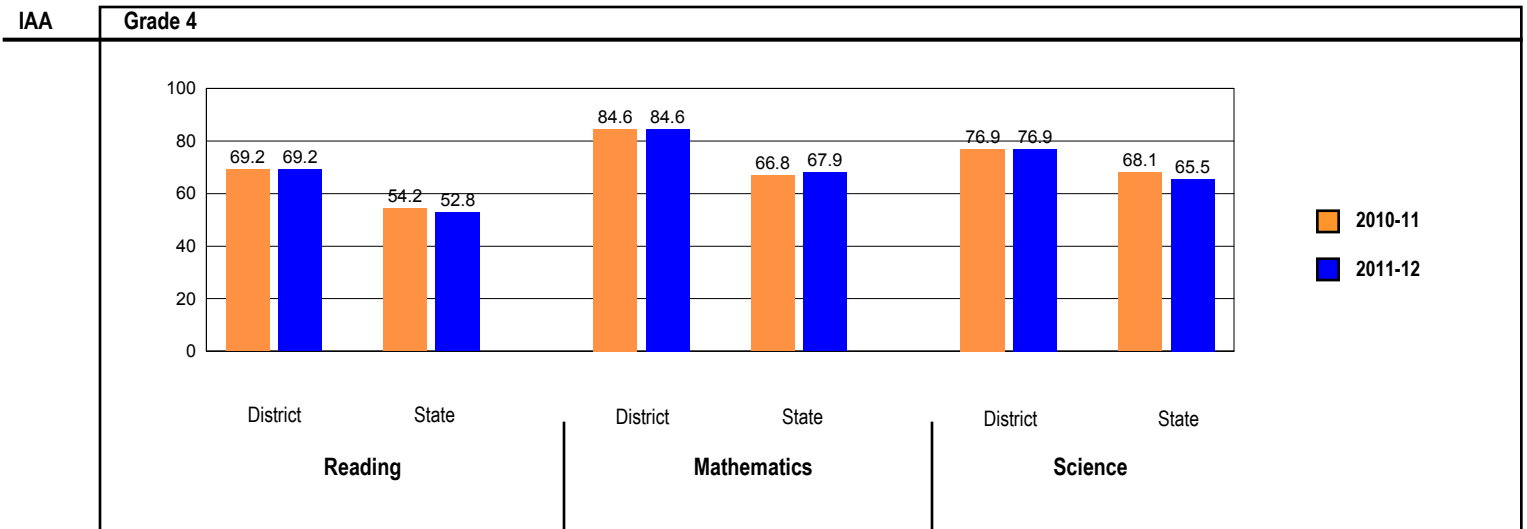
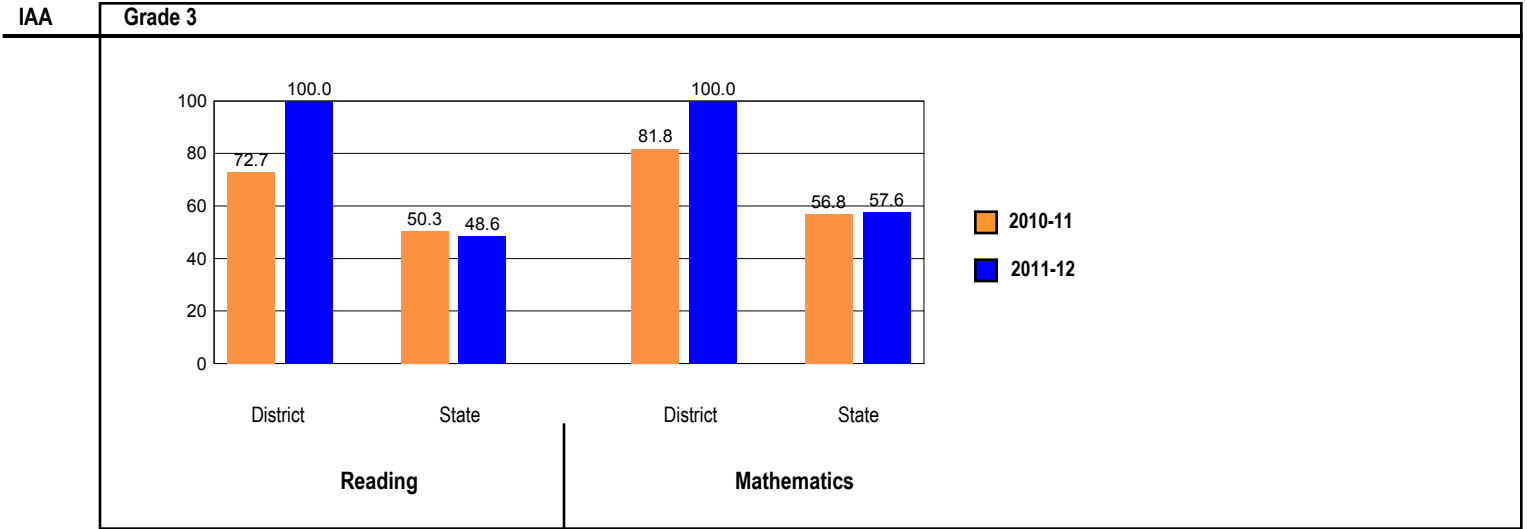
ISAT

Grade 8

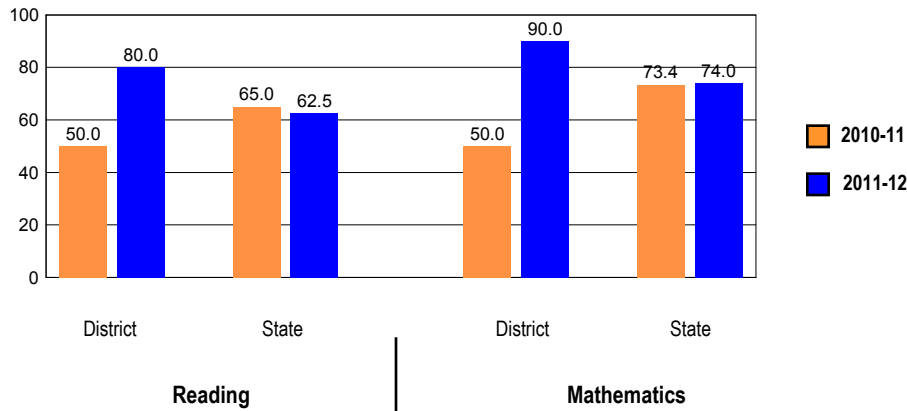


IAA PERFORMANCE

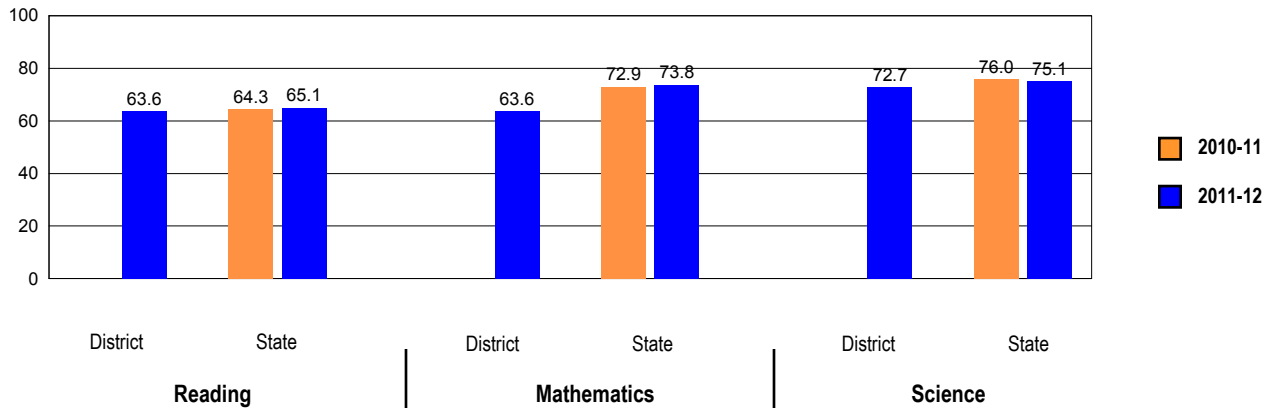
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on IAA.



IAA Grade 6



IAA Grade 7



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). 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.

Reading and Mathematics are tested in grades 3 through 8, and 11. Science is tested in grades 4, 7, and 11.

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 READING | | | | | | | | | | | | | | | |
|-------------------------------------------------------------------------|-------------|-----------|---------|---------|--------------------------|---------|----------|--------|-----------------------------------|-----------------|-------------------|--------|---------|----------------------------|----------------------------|
| | | 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 | 3,606 | 1,801 | 1,805 | 1,993 | 938 | 173 | 151 | 0 | 2 | 349 | 33 | 0 | 628 | 788 |
| | Reading | 0.4 | 0.4 | 0.4 | 0.3 | 0.5 | 1.2 | 0.7 | | | 0.6 | 0.0 | | 1.0 | 0.6 |
| State | *Enrollment | 1,072,304 | 548,690 | 523,352 | 547,900 | 192,977 | 251,440 | 45,188 | 977 | 3,177 | 29,968 | 75,031 | 261 | 146,113 | 531,157 |
| | Reading | 0.4 | 0.5 | 0.3 | 0.3 | 0.7 | 0.4 | 0.3 | 0.6 | 0.6 | 0.4 | 0.6 | 2.3 | 0.9 | 0.5 |

* Enrollment as reported during the testing windows for grades 3-8 and 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: 2

| 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 | 3,608 | 1,803 | 1,805 | 1,993 | 938 | 173 | 153 | 0 | 2 | 349 | 35 | 0 | 628 | 789 |
| | Mathematics | 0.4 | 0.4 | 0.4 | 0.3 | 0.5 | 1.2 | 0.7 | | | 0.6 | 0.0 | | 1.0 | 0.6 |
| State | *Enrollment | 1,073,764 | 549,462 | 524,040 | 548,234 | 193,064 | 252,013 | 45,638 | 983 | 3,180 | 29,975 | 76,502 | 271 | 146,133 | 532,214 |
| | Mathematics | 0.4 | 0.4 | 0.3 | 0.3 | 0.7 | 0.4 | 0.2 | 0.5 | 0.5 | 0.4 | 0.3 | 1.1 | 0.9 | 0.5 |

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

| PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE | | | | | | | | | | | | | | | |
|-------------------------------------------------------------------------|-------------|---------|---------|---------|--------------------------|--------|----------|--------|-----------------------------------|-----------------|-------------------|--------|---------|----------------------------|----------------------------|
| | | 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 | 1,189 | 611 | 578 | 655 | 302 | 56 | 56 | 0 | 1 | 119 | 12 | 0 | 198 | 265 |
| | Science | 0.8 | 0.5 | 1.0 | 0.9 | 0.3 | 1.8 | 1.8 | | | 0.0 | 0.0 | | 1.5 | 0.8 |
| State | *Enrollment | 456,721 | 232,992 | 223,651 | 237,912 | 81,780 | 103,594 | 19,211 | 393 | 1,359 | 12,254 | 25,859 | 107 | 61,941 | 217,988 |
| | Science | 0.7 | 0.8 | 0.6 | 0.5 | 1.4 | 0.7 | 0.3 | 1.0 | 0.9 | 0.7 | 0.8 | 0.9 | 1.6 | 1.0 |

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3**Grade 3 - All**

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|-----|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | 1.5 | 7.3 | 33.7 | 57.5 | 0.5 | 3.2 | 31.3 | 65.0 |
| State | 5.2 | 18.7 | 46.1 | 29.9 | 2.9 | 9.3 | 45.2 | 42.5 |

Grade 3 - Gender

| Levels | Reading | | | | Mathematics | | | | |
|--------|----------|-----|------|------|-------------|-----|-----|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | District | 0.7 | 10.3 | 37.0 | 52.0 | 0.3 | 3.3 | 31.3 | 65.0 |
| | State | 6.4 | 20.8 | 46.1 | 26.7 | 3.2 | 9.3 | 44.0 | 43.5 |
| Female | District | 2.2 | 4.4 | 30.6 | 62.8 | 0.6 | 3.2 | 31.2 | 65.0 |
| | State | 3.9 | 16.6 | 46.2 | 33.3 | 2.6 | 9.4 | 46.6 | 41.4 |

Grade 3 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | |
|----------------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | District | 0.3 | 4.2 | 25.5 | 70.0 | 0.0 | 1.7 | 20.7 | 77.6 |
| | State | 2.5 | 11.7 | 45.9 | 39.9 | 1.1 | 4.6 | 39.2 | 55.0 |
| Black | District | 3.8 | 17.3 | 51.1 | 27.8 | 1.5 | 9.8 | 56.1 | 32.6 |
| | State | 9.3 | 28.3 | 46.9 | 15.4 | 7.1 | 17.9 | 53.8 | 21.2 |
| Hispanic | District | 7.7 | 3.8 | 34.6 | 53.8 | 3.8 | 3.8 | 38.5 | 53.8 |
| | State | 8.3 | 28.0 | 47.6 | 16.1 | 3.8 | 13.8 | 54.7 | 27.7 |
| Asian | District | 0.0 | 6.5 | 25.8 | 67.7 | 0.0 | 0.0 | 21.9 | 78.1 |
| | State | 2.0 | 7.4 | 36.7 | 53.9 | 1.0 | 3.0 | 25.1 | 70.8 |
| Native Hawaiian/Pacific Islander | District | | | | | | | | |
| | State | 3.4 | 7.4 | 45.9 | 43.2 | 2.0 | 3.4 | 37.8 | 56.8 |
| American Indian | District | | | | | | | | |
| | State | 3.9 | 24.8 | 45.1 | 26.2 | 2.0 | 12.3 | 51.0 | 34.8 |
| Two or More Races | District | 1.4 | 5.5 | 45.2 | 47.9 | 0.0 | 0.0 | 39.7 | 60.3 |
| | State | 3.7 | 15.0 | 46.7 | 34.6 | 2.0 | 7.9 | 44.0 | 46.1 |

Grade 3 - Limited-English-Proficient

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|-----|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | | | | | 0.0 | 0.0 | 60.0 | 40.0 |
| State | 12.3 | 38.7 | 43.0 | 6.1 | 5.4 | 18.7 | 58.3 | 17.6 |

Grade 3 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | |
|---------|----------|------|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | District | 8.6 | 28.0 | 40.9 | 22.6 | 3.3 | 10.9 | 48.9 | 37.0 |
| | State | 21.1 | 37.1 | 31.6 | 10.3 | 9.9 | 21.0 | 48.6 | 20.5 |
| Non-IEP | District | 0.2 | 3.6 | 32.4 | 63.7 | 0.0 | 1.9 | 28.2 | 69.9 |
| | State | 3.0 | 16.2 | 48.2 | 32.7 | 1.9 | 7.7 | 44.8 | 45.6 |

Grade 3 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | |
|--------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | District | 4.2 | 20.8 | 54.2 | 20.8 | 1.7 | 8.3 | 64.2 | 25.8 |
| | State | 8.3 | 27.4 | 48.5 | 15.9 | 4.7 | 14.5 | 54.3 | 26.4 |
| Not Eligible | District | 0.8 | 4.0 | 28.8 | 66.4 | 0.2 | 2.0 | 23.3 | 74.4 |
| | State | 1.7 | 9.1 | 43.5 | 45.7 | 0.9 | 3.5 | 35.1 | 60.5 |

Grade 4**Grade 4 - All**

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | 0.4 | 10.9 | 37.8 | 51.0 | 0.7 | 4.4 | 44.3 | 50.6 | 1.4 | 7.4 | 58.3 | 32.9 |
| State | 1.0 | 23.0 | 47.1 | 28.9 | 1.2 | 10.7 | 57.1 | 31.0 | 2.6 | 17.6 | 59.7 | 20.1 |

Grade 4 - Gender

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | District | 0.7 | 15.1 | 38.8 | 45.4 | 1.0 | 5.8 | 44.7 | 48.5 | 2.4 | 9.3 | 54.7 | 33.6 |
| | State | 1.3 | 26.7 | 46.8 | 25.2 | 1.5 | 11.4 | 56.0 | 31.1 | 2.9 | 17.4 | 57.4 | 22.3 |
| Female | District | 0.0 | 6.5 | 36.7 | 56.8 | 0.4 | 2.9 | 43.9 | 52.9 | 0.4 | 5.4 | 62.1 | 32.1 |
| | State | 0.6 | 19.2 | 47.4 | 32.8 | 0.9 | 9.9 | 58.4 | 30.8 | 2.3 | 17.9 | 62.0 | 17.8 |

Grade 4 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|----------------------------------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | District | 0.0 | 5.0 | 30.3 | 64.7 | 0.0 | 1.9 | 37.2 | 61.0 | 0.6 | 1.6 | 55.3 | 42.5 |
| | State | 0.5 | 14.3 | 46.9 | 38.3 | 0.6 | 6.0 | 53.6 | 39.8 | 1.0 | 9.6 | 61.2 | 28.2 |
| Black | District | 1.6 | 27.6 | 52.0 | 18.9 | 2.4 | 10.2 | 68.5 | 18.9 | 4.0 | 23.2 | 65.6 | 7.2 |
| | State | 2.0 | 39.0 | 45.6 | 13.5 | 3.0 | 20.9 | 61.8 | 14.3 | 6.1 | 33.8 | 54.1 | 6.0 |
| Hispanic | District | 0.0 | 18.5 | 37.0 | 44.4 | 0.0 | 7.4 | 63.0 | 29.6 | 0.0 | 14.8 | 66.7 | 18.5 |
| | State | 1.3 | 32.3 | 50.0 | 16.4 | 1.4 | 14.5 | 64.7 | 19.4 | 3.8 | 24.6 | 61.8 | 9.9 |
| Asian | District | 0.0 | 6.9 | 41.4 | 51.7 | 0.0 | 6.9 | 20.7 | 72.4 | 0.0 | 3.4 | 51.7 | 44.8 |
| | State | 0.4 | 9.1 | 38.2 | 52.3 | 0.6 | 3.3 | 35.9 | 60.2 | 1.4 | 7.3 | 52.6 | 38.7 |
| Native Hawaiian/Pacific Islander | District | | | | | | | | | | | | |
| | State | 0.8 | 14.4 | 48.8 | 36.0 | 0.0 | 6.3 | 50.0 | 43.8 | 0.8 | 13.4 | 58.3 | 27.6 |
| American Indian | District | | | | | | | | | | | | |
| | State | 1.0 | 25.5 | 51.6 | 22.0 | 1.4 | 10.5 | 64.2 | 23.9 | 3.3 | 21.5 | 60.4 | 14.8 |
| Two or More Races | District | 0.0 | 6.5 | 45.2 | 48.4 | 1.6 | 3.2 | 35.5 | 59.7 | 1.6 | 4.8 | 58.1 | 35.5 |
| | State | 0.6 | 19.4 | 46.7 | 33.3 | 0.8 | 9.1 | 55.8 | 34.3 | 1.9 | 15.1 | 58.6 | 24.4 |

Grade 4 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|---------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | District | 2.4 | 46.4 | 39.3 | 11.9 | 3.6 | 22.6 | 60.7 | 13.1 | 6.2 | 22.2 | 63.0 | 8.6 |
| | State | 5.3 | 55.8 | 30.7 | 8.2 | 6.1 | 29.7 | 53.2 | 11.0 | 7.7 | 34.4 | 49.9 | 8.1 |
| Non-IEP | District | 0.0 | 4.7 | 37.5 | 57.7 | 0.2 | 1.2 | 41.4 | 57.1 | 0.6 | 4.9 | 57.5 | 36.9 |
| | State | 0.3 | 18.2 | 49.5 | 32.0 | 0.5 | 7.9 | 57.7 | 33.9 | 1.9 | 15.2 | 61.1 | 21.8 |

Grade 4 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|--------------------------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | District | 1.6 | 31.1 | 43.4 | 23.8 | 2.5 | 12.3 | 61.5 | 23.8 | 3.3 | 22.5 | 60.0 | 14.2 |
| | State | 1.6 | 34.2 | 49.0 | 15.2 | 2.0 | 16.5 | 64.2 | 17.4 | 4.3 | 26.7 | 59.7 | 9.4 |
| Not Eligible | District | 0.0 | 5.4 | 36.2 | 58.4 | 0.2 | 2.2 | 39.6 | 57.9 | 0.9 | 3.4 | 57.8 | 37.9 |
| | State | 0.3 | 10.9 | 45.1 | 43.7 | 0.4 | 4.5 | 49.5 | 45.6 | 0.8 | 7.9 | 59.7 | 31.6 |

Grade 5

Grade 5 - All

| Levels | Reading | | | | Mathematics | | | | |
|----------|---------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| District | | 0.2 | 8.9 | 35.9 | 55.0 | 0.0 | 7.7 | 50.6 | 41.7 |
| | State | 0.2 | 22.0 | 47.2 | 30.6 | 0.6 | 15.7 | 65.9 | 17.7 |

Grade 5 - Gender

| Levels | Reading | | | | Mathematics | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | District | 0.0 | 9.9 | 38.2 | 51.9 | 0.0 | 7.1 | 49.8 | 43.1 |
| | State | 0.2 | 25.5 | 47.4 | 26.9 | 0.8 | 16.8 | 64.3 | 18.1 |
| Female | District | 0.3 | 7.9 | 33.9 | 57.9 | 0.0 | 8.2 | 51.3 | 40.5 |
| | State | 0.1 | 18.4 | 47.0 | 34.5 | 0.5 | 14.6 | 67.6 | 17.2 |

Grade 5 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | |
|----------------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | District | 0.0 | 4.5 | 26.0 | 69.5 | 0.0 | 3.0 | 43.4 | 53.6 |
| | State | 0.1 | 12.7 | 46.3 | 41.0 | 0.3 | 9.1 | 66.6 | 24.0 |
| Black | District | 0.6 | 19.2 | 53.8 | 26.3 | 0.0 | 19.2 | 66.0 | 14.7 |
| | State | 0.4 | 38.1 | 48.0 | 13.5 | 1.5 | 30.3 | 63.1 | 5.1 |
| Hispanic | District | 0.0 | 22.7 | 36.4 | 40.9 | 0.0 | 13.6 | 54.5 | 31.8 |
| | State | 0.2 | 32.5 | 49.8 | 17.5 | 0.8 | 21.0 | 69.6 | 8.6 |
| Asian | District | 0.0 | 0.0 | 40.0 | 60.0 | 0.0 | 0.0 | 40.0 | 60.0 |
| | State | 0.1 | 9.2 | 39.1 | 51.7 | 0.3 | 5.3 | 49.5 | 44.9 |
| Native Hawaiian/Pacific Islander | District | | | | | | | | |
| | State | 0.0 | 12.6 | 50.5 | 36.9 | 0.0 | 9.1 | 69.1 | 21.8 |
| American Indian | District | | | | | | | | |
| | State | 0.2 | 26.3 | 53.8 | 19.6 | 0.5 | 20.6 | 67.2 | 11.7 |
| Two or More Races | District | 0.0 | 3.6 | 43.6 | 52.7 | 0.0 | 3.6 | 52.7 | 43.6 |
| | State | 0.2 | 16.5 | 46.9 | 36.4 | 0.5 | 13.1 | 64.9 | 21.4 |

Grade 5 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | |
|---------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | District | 1.1 | 41.5 | 38.3 | 19.1 | 0.0 | 35.1 | 50.0 | 14.9 |
| | State | 0.9 | 60.2 | 31.5 | 7.3 | 3.2 | 42.7 | 49.4 | 4.7 |
| Non-IEP | District | 0.0 | 2.6 | 35.5 | 61.9 | 0.0 | 2.4 | 50.7 | 46.9 |
| | State | 0.1 | 16.5 | 49.5 | 34.0 | 0.3 | 11.8 | 68.3 | 19.6 |

Grade 5 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | |
|--------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | District | 0.8 | 24.4 | 54.2 | 20.6 | 0.0 | 22.1 | 70.2 | 7.6 |
| | State | 0.3 | 33.5 | 49.7 | 16.5 | 1.0 | 24.0 | 67.6 | 7.4 |
| Not Eligible | District | 0.0 | 4.4 | 30.7 | 64.9 | 0.0 | 3.5 | 45.0 | 51.5 |
| | State | 0.1 | 10.0 | 44.5 | 45.5 | 0.2 | 7.1 | 64.2 | 28.4 |

Grade 6**Grade 6 - All**

| Levels | Reading | | | | Mathematics | | | | |
|----------|---------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| District | | 0.2 | 9.5 | 44.6 | 45.8 | 0.2 | 10.8 | 47.4 | 41.6 |
| | State | 0.2 | 18.1 | 56.5 | 25.2 | 0.4 | 14.6 | 58.9 | 26.0 |

Grade 6 - Gender

| Levels | Reading | | | | Mathematics | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | District | 0.3 | 9.8 | 52.5 | 37.3 | 0.3 | 10.8 | 51.2 | 37.6 |
| | State | 0.3 | 21.2 | 55.3 | 23.1 | 0.5 | 15.8 | 56.8 | 26.9 |
| Female | District | 0.0 | 9.2 | 36.9 | 53.9 | 0.0 | 10.8 | 43.8 | 45.4 |
| | State | 0.1 | 14.8 | 57.8 | 27.3 | 0.3 | 13.4 | 61.2 | 25.1 |

Grade 6 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | |
|----------------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | District | 0.0 | 2.9 | 33.2 | 63.9 | 0.0 | 3.9 | 38.4 | 57.7 |
| | State | 0.1 | 10.9 | 55.2 | 33.7 | 0.2 | 8.3 | 57.2 | 34.4 |
| Black | District | 0.6 | 21.5 | 61.6 | 16.4 | 0.6 | 20.9 | 67.2 | 11.3 |
| | State | 0.4 | 32.3 | 57.3 | 10.0 | 1.0 | 28.0 | 61.3 | 9.7 |
| Hispanic | District | 0.0 | 12.1 | 48.5 | 39.4 | 0.0 | 21.2 | 51.5 | 27.3 |
| | State | 0.2 | 24.8 | 61.0 | 13.9 | 0.5 | 19.7 | 64.8 | 15.0 |
| Asian | District | 0.0 | 4.2 | 41.7 | 54.2 | 0.0 | 0.0 | 29.2 | 70.8 |
| | State | 0.1 | 6.6 | 45.3 | 48.0 | 0.1 | 4.8 | 38.6 | 56.5 |
| Native Hawaiian/Pacific Islander | District | | | | | | | | |
| | State | 0.0 | 9.6 | 57.4 | 33.1 | 0.0 | 7.3 | 56.9 | 35.8 |
| American Indian | District | | | | | | | | |
| | State | 0.2 | 23.4 | 55.6 | 20.8 | 0.8 | 19.0 | 59.1 | 21.2 |
| Two or More Races | District | 0.0 | 8.8 | 52.6 | 38.6 | 0.0 | 15.8 | 40.4 | 43.9 |
| | State | 0.3 | 14.6 | 54.3 | 30.8 | 0.3 | 13.1 | 57.5 | 29.1 |

Grade 6 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | |
|---------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | District | 0.9 | 36.9 | 47.7 | 14.4 | 0.9 | 37.8 | 45.0 | 16.2 |
| | State | 1.2 | 56.2 | 37.4 | 5.2 | 2.3 | 45.3 | 46.6 | 5.9 |
| Non-IEP | District | 0.0 | 3.3 | 43.9 | 52.9 | 0.0 | 4.7 | 48.0 | 47.3 |
| | State | 0.1 | 12.6 | 59.3 | 28.1 | 0.1 | 10.2 | 60.7 | 28.9 |

Grade 6 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | |
|--------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | District | 0.7 | 23.7 | 63.2 | 12.5 | 0.7 | 27.0 | 61.2 | 11.2 |
| | State | 0.3 | 27.7 | 59.7 | 12.3 | 0.7 | 22.5 | 63.8 | 13.0 |
| Not Eligible | District | 0.0 | 4.7 | 38.3 | 57.0 | 0.0 | 5.3 | 42.8 | 51.9 |
| | State | 0.1 | 8.1 | 53.3 | 38.5 | 0.1 | 6.5 | 53.9 | 39.5 |

Grade 7**Grade 7 - All**

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | 0.5 | 9.7 | 54.7 | 35.1 | 0.9 | 7.4 | 44.2 | 47.5 | 5.4 | 7.8 | 49.0 | 37.8 |
| | 0.4 | 21.5 | 58.0 | 20.1 | 1.4 | 14.0 | 53.5 | 31.1 | 8.6 | 11.6 | 54.6 | 25.3 |

Grade 7 - Gender

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|---------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | District | 0.3 | 12.4 | 52.2 | 35.1 | 0.7 | 9.0 | 41.5 | 48.8 | 5.7 | 9.1 | 43.0 | 42.3 |
| | State | 0.6 | 25.0 | 56.9 | 17.5 | 1.8 | 15.6 | 51.6 | 31.0 | 10.0 | 11.7 | 51.3 | 26.9 |
| Female | District | 0.7 | 6.8 | 57.3 | 35.1 | 1.1 | 5.7 | 47.1 | 46.1 | 5.0 | 6.5 | 55.4 | 33.1 |
| | State | 0.2 | 17.8 | 59.3 | 22.7 | 1.0 | 12.3 | 55.6 | 31.1 | 7.0 | 11.4 | 58.1 | 23.5 |

Grade 7 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|----------------------------------|----------|-----|------|------|-------------|-----|------|------|---------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | District | 0.0 | 4.8 | 47.4 | 47.8 | 0.3 | 3.8 | 31.6 | 64.2 | 1.9 | 2.6 | 41.6 | 53.9 |
| | State | 0.2 | 13.9 | 58.9 | 27.0 | 0.8 | 9.0 | 50.8 | 39.4 | 4.4 | 7.1 | 53.1 | 35.5 |
| Black | District | 1.2 | 23.5 | 60.5 | 14.8 | 2.5 | 17.9 | 63.6 | 16.0 | 14.4 | 19.4 | 53.8 | 12.5 |
| | State | 0.9 | 36.6 | 54.6 | 7.9 | 2.9 | 25.9 | 57.1 | 14.1 | 17.4 | 20.4 | 54.5 | 7.7 |
| Hispanic | District | 4.0 | 4.0 | 76.0 | 16.0 | 0.0 | 3.8 | 69.2 | 26.9 | 3.8 | 11.5 | 69.2 | 15.4 |
| | State | 0.5 | 29.2 | 59.7 | 10.7 | 1.6 | 17.9 | 60.7 | 19.8 | 12.1 | 16.1 | 59.7 | 12.1 |
| Asian | District | 0.0 | 0.0 | 68.0 | 32.0 | 0.0 | 0.0 | 30.8 | 69.2 | 3.8 | 0.0 | 61.5 | 34.6 |
| | State | 0.2 | 8.5 | 53.6 | 37.7 | 0.7 | 3.6 | 32.0 | 63.8 | 3.3 | 4.6 | 47.0 | 45.1 |
| Native Hawaiian/Pacific Islander | District | | | | | | | | | | | | |
| | State | 0.0 | 17.1 | 57.7 | 25.2 | 0.9 | 4.5 | 55.4 | 39.3 | 8.0 | 6.3 | 59.8 | 25.9 |
| American Indian | District | | | | | | | | | | | | |
| | State | 0.0 | 23.6 | 60.1 | 16.2 | 1.5 | 16.2 | 56.0 | 26.3 | 9.1 | 12.7 | 58.1 | 20.1 |
| Two or More Races | District | 0.0 | 3.7 | 63.0 | 33.3 | 0.0 | 1.9 | 53.7 | 44.4 | 0.0 | 5.6 | 61.1 | 33.3 |
| | State | 0.2 | 18.4 | 57.4 | 24.0 | 1.2 | 12.6 | 52.3 | 33.9 | 7.1 | 10.5 | 51.6 | 30.8 |

Grade 7 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|---------|----------|-----|------|------|-------------|-----|------|------|---------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | District | 2.3 | 35.6 | 48.3 | 13.8 | 4.6 | 32.2 | 46.0 | 17.2 | 20.2 | 22.6 | 45.2 | 11.9 |
| | State | 2.4 | 61.0 | 33.3 | 3.3 | 7.7 | 44.0 | 42.2 | 6.1 | 28.6 | 24.5 | 40.8 | 6.1 |
| Non-IEP | District | 0.2 | 5.1 | 55.8 | 38.9 | 0.2 | 3.0 | 43.9 | 52.8 | 2.8 | 5.3 | 49.6 | 42.3 |
| | State | 0.1 | 15.8 | 61.6 | 22.5 | 0.5 | 9.7 | 55.2 | 34.7 | 5.7 | 9.7 | 56.6 | 28.0 |

Grade 7 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|--------------------------|----------|-----|------|------|-------------|-----|------|------|---------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | District | 0.8 | 24.6 | 69.2 | 5.4 | 3.1 | 20.6 | 60.3 | 16.0 | 11.8 | 23.6 | 54.3 | 10.2 |
| | State | 0.7 | 32.2 | 57.8 | 9.4 | 2.2 | 21.3 | 59.2 | 17.2 | 13.7 | 17.3 | 57.4 | 11.6 |
| Not Eligible | District | 0.4 | 5.4 | 50.4 | 43.8 | 0.2 | 3.6 | 39.6 | 56.7 | 3.6 | 3.3 | 47.4 | 45.7 |
| | State | 0.1 | 11.1 | 58.3 | 30.5 | 0.6 | 6.8 | 47.9 | 44.6 | 3.5 | 6.0 | 51.9 | 38.6 |

Grade 8

Grade 8 - All

| Levels | Reading | | | | Mathematics | | | | |
|----------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| District | District | 0.2 | 8.6 | 70.3 | 21.0 | 0.5 | 9.5 | 43.1 | 46.9 |
| | State | 0.1 | 13.6 | 76.1 | 10.1 | 0.3 | 14.7 | 52.4 | 32.6 |

Grade 8 - Gender

| Levels | Reading | | | | Mathematics | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | District | 0.4 | 11.1 | 71.2 | 17.3 | 1.1 | 11.8 | 41.5 | 45.6 |
| | State | 0.2 | 17.2 | 74.3 | 8.3 | 0.4 | 16.8 | 50.1 | 32.7 |
| Female | District | 0.0 | 6.1 | 69.3 | 24.5 | 0.0 | 7.2 | 44.6 | 48.2 |
| | State | 0.1 | 10.0 | 78.0 | 12.0 | 0.2 | 12.5 | 54.7 | 32.5 |

Grade 8 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | |
|----------------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | District | 0.3 | 1.0 | 71.0 | 27.7 | 0.0 | 2.6 | 36.0 | 61.4 |
| | State | 0.1 | 9.1 | 77.0 | 13.8 | 0.2 | 9.4 | 48.8 | 41.5 |
| Black | District | 0.0 | 24.8 | 69.0 | 6.2 | 1.4 | 24.8 | 57.9 | 15.9 |
| | State | 0.3 | 23.6 | 73.3 | 2.8 | 0.7 | 27.6 | 58.1 | 13.7 |
| Hispanic | District | 0.0 | 11.4 | 65.7 | 22.9 | 2.9 | 8.6 | 57.1 | 31.4 |
| | State | 0.1 | 17.3 | 77.6 | 4.9 | 0.3 | 18.1 | 59.7 | 21.9 |
| Asian | District | 0.0 | 11.1 | 77.8 | 11.1 | 0.0 | 10.5 | 31.6 | 57.9 |
| | State | 0.0 | 5.2 | 70.1 | 24.7 | 0.1 | 4.7 | 32.0 | 63.2 |
| Native Hawaiian/Pacific Islander | District | | | | | | | | |
| | State | 0.0 | 9.6 | 78.1 | 12.4 | 0.6 | 7.3 | 50.0 | 42.1 |
| American Indian | District | | | | | | | | |
| | State | 0.2 | 19.0 | 73.4 | 7.4 | 1.1 | 21.0 | 53.2 | 24.8 |
| Two or More Races | District | 0.0 | 5.0 | 70.0 | 25.0 | 0.0 | 7.5 | 37.5 | 55.0 |
| | State | 0.1 | 13.5 | 74.5 | 11.9 | 0.3 | 14.9 | 51.0 | 33.9 |

Grade 8 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | |
|---------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | District | 0.0 | 34.8 | 53.9 | 11.2 | 2.2 | 32.6 | 47.2 | 18.0 |
| | State | 0.9 | 50.8 | 47.2 | 1.1 | 2.0 | 50.6 | 41.6 | 5.9 |
| Non-IEP | District | 0.2 | 3.5 | 73.4 | 22.9 | 0.2 | 5.0 | 42.3 | 52.5 |
| | State | 0.0 | 8.3 | 80.3 | 11.4 | 0.1 | 9.6 | 53.9 | 36.4 |

Grade 8 - Economically Disadvantaged

| Levels | Reading | | | | Mathematics | | | | |
|--------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | District | 0.0 | 25.5 | 69.4 | 5.1 | 1.0 | 27.6 | 57.1 | 14.3 |
| | State | 0.2 | 20.8 | 75.1 | 3.9 | 0.5 | 22.5 | 59.0 | 18.1 |
| Not Eligible | District | 0.2 | 4.9 | 70.4 | 24.4 | 0.4 | 5.5 | 40.0 | 54.0 |
| | State | 0.1 | 7.0 | 77.0 | 15.9 | 0.2 | 7.5 | 46.2 | 46.2 |

ILLINOIS ALTERNATE ASSESSMENT (IAA)

The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate. The table below presents the percentages of student scores in each of four performance levels.

- Level 1 -- Entry - Students do not demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards.
- Level 2 --Foundational- Students demonstrate emerging knowledge and skills in the subject as linked to the Illinois Learning Standards. Students exhibit an ability to reproduce knowledge and skills.
- Level 3 -- Satisfactory - Students demonstrate basic knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit an ability to associate their knowledge and skills.
- Level 4 -- Mastery - Students demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit the ability to apply their knowledge and skills.

Grade 3**Grade 3 - All**

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | 0.0 | 0.0 | 45.5 | 54.5 | 0.0 | 0.0 | 27.3 | 72.7 |
| State | 19.3 | 32.1 | 37.8 | 10.8 | 22.9 | 19.4 | 33.2 | 24.4 |

Grade 3 - Gender

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male | | | | | | | | |
| District | | | | | | | | |
| State | 19.1 | 31.7 | 38.2 | 11.0 | 22.0 | 18.6 | 33.4 | 25.9 |
| Female | | | | | | | | |
| District | | | | | | | | |
| State | 19.6 | 33.1 | 37.0 | 10.3 | 24.5 | 21.3 | 32.8 | 21.5 |

Grade 3 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | |
|----------------------------------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White | | | | | | | | |
| District | | | | | | | | |
| State | 17.1 | 33.6 | 37.9 | 11.3 | 20.2 | 19.7 | 34.9 | 25.2 |
| Black | | | | | | | | |
| District | | | | | | | | |
| State | 21.6 | 29.9 | 38.1 | 10.4 | 25.4 | 17.8 | 33.1 | 23.7 |
| Hispanic | | | | | | | | |
| District | | | | | | | | |
| State | 19.5 | 31.2 | 38.9 | 10.4 | 23.5 | 20.4 | 31.4 | 24.7 |
| Asian | | | | | | | | |
| District | | | | | | | | |
| State | 27.6 | 39.5 | 27.6 | 5.3 | 36.8 | 19.7 | 27.6 | 15.8 |
| Native Hawaiian/Pacific Islander | | | | | | | | |
| District | | | | | | | | |
| State | | | | | | | | |
| American Indian | | | | | | | | |
| District | | | | | | | | |
| State | | | | | | | | |
| Two or More Races | | | | | | | | |
| District | | | | | | | | |
| State | 18.3 | 25.0 | 40.0 | 16.7 | 20.0 | 20.0 | 28.3 | 31.7 |

Grade 4**Grade 4 - All**

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | 15.4 | 15.4 | 46.2 | 23.1 | 7.7 | 7.7 | 53.8 | 30.8 | 7.7 | 15.4 | 15.4 | 61.5 |
| State | 21.2 | 26.1 | 36.3 | 16.5 | 16.0 | 16.1 | 46.6 | 21.3 | 13.0 | 21.5 | 26.4 | 39.1 |

Grade 4 - Gender

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male | | | | | | | | | | | | |
| District | | | | | | | | | | | | |
| State | 20.0 | 10.0 | 50.0 | 20.0 | 10.0 | 10.0 | 50.0 | 30.0 | 10.0 | 10.0 | 20.0 | 60.0 |
| Female | | | | | | | | | | | | |
| District | | | | | | | | | | | | |
| State | 21.6 | 26.0 | 35.3 | 17.1 | 16.5 | 15.1 | 45.8 | 22.6 | 13.0 | 20.8 | 26.7 | 39.5 |
| Female | | | | | | | | | | | | |
| District | | | | | | | | | | | | |
| State | 20.3 | 26.2 | 38.3 | 15.2 | 14.7 | 18.4 | 48.5 | 18.4 | 12.8 | 23.1 | 25.9 | 38.2 |

Grade 4 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------------------------------------------------------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White District State | 21.4 | 23.8 | 38.2 | 16.6 | 15.6 | 17.4 | 45.2 | 21.8 | 11.8 | 23.2 | 24.5 | 40.5 |
| Black District State | 21.9 | 27.3 | 32.3 | 18.5 | 16.6 | 16.2 | 45.6 | 21.6 | 14.9 | 19.7 | 27.2 | 38.2 |
| Hispanic District State | 20.5 | 28.9 | 35.7 | 14.9 | 16.5 | 14.3 | 48.2 | 21.1 | 13.3 | 19.4 | 28.3 | 39.1 |
| Asian District State | 18.8 | 36.2 | 39.1 | 5.8 | 12.9 | 15.7 | 60.0 | 11.4 | 11.4 | 30.0 | 35.7 | 22.9 |
| Native Hawaiian/Pacific Islander District State | | | | | | | | | | | | |
| American Indian District State | | | | | | | | | | | | |
| Two or More Races District State | 19.2 | 19.2 | 38.5 | 23.1 | 17.3 | 7.7 | 50.0 | 25.0 | 15.4 | 11.5 | 28.8 | 44.2 |

Grade 6**Grade 6 - All**

| Levels | Reading | | | | Mathematics | | | |
|-------------------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District State | 0.0 | 20.0 | 50.0 | 30.0 | 10.0 | 0.0 | 40.0 | 50.0 |
| | 14.3 | 23.2 | 36.0 | 26.5 | 11.2 | 14.8 | 36.6 | 37.4 |

Grade 6 - Gender

| Levels | Reading | | | | Mathematics | | | |
|-----------------------------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male District State | 13.5 | 23.2 | 36.2 | 27.0 | 10.5 | 14.3 | 36.7 | 38.5 |
| Female District State | 16.1 | 22.9 | 35.5 | 25.4 | 12.8 | 15.8 | 36.1 | 35.3 |

Grade 6 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | |
|----------------------------------------------------------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White District State | 13.9 | 22.3 | 36.0 | 27.8 | 9.9 | 14.0 | 37.0 | 39.1 |
| Black District State | 14.9 | 21.8 | 34.2 | 29.0 | 13.3 | 12.1 | 36.6 | 38.1 |
| Hispanic District State | 13.7 | 25.6 | 38.3 | 22.4 | 12.1 | 16.7 | 36.1 | 35.0 |
| Asian District State | 18.5 | 33.3 | 33.3 | 14.8 | 13.6 | 25.9 | 35.8 | 24.7 |
| Native Hawaiian/Pacific Islander District State | | | | | | | | |
| American Indian District State | | | | | | | | |
| Two or More Races District State | 15.8 | 15.8 | 38.6 | 29.8 | 10.5 | 17.5 | 31.6 | 40.4 |

Grade 7**Grade 7 - All**

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|-------------------|-------------|--------------|--------------|--------------|-------------|--------------|--------------|-------------|------------|--------------|--------------|--------------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District State | 9.1 14.0 | 27.3 20.9 | 45.5 38.8 | 18.2 26.3 | 9.1 14.2 | 27.3 12.0 | 63.6 43.0 | 0.0 30.8 | 0.0 8.1 | 27.3 16.8 | 45.5 32.2 | 27.3 42.9 |

Grade 7 - Gender

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|-----------------------------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male District State | 14.5 | 21.4 | 39.1 | 24.9 | 14.1 | 12.1 | 42.1 | 31.7 | 8.3 | 17.5 | 31.4 | 42.7 |
| Female District State | 13.1 | 19.8 | 38.3 | 28.8 | 14.2 | 11.9 | 44.7 | 29.2 | 7.7 | 15.5 | 33.6 | 43.3 |

Grade 7 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------------------------------------------------------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White District State | 13.2 | 20.7 | 38.0 | 28.0 | 12.5 | 13.3 | 42.8 | 31.4 | 6.9 | 17.7 | 30.8 | 44.6 |
| Black District State | 14.7 | 19.2 | 40.2 | 25.9 | 15.1 | 11.7 | 40.9 | 32.3 | 8.9 | 15.1 | 33.2 | 42.8 |
| Hispanic District State | 14.4 | 23.7 | 38.3 | 23.7 | 16.2 | 10.3 | 46.5 | 27.0 | 9.3 | 17.5 | 35.8 | 37.4 |
| Asian District State | 17.9 | 26.8 | 32.1 | 23.2 | 16.1 | 5.4 | 46.4 | 32.1 | 12.5 | 10.7 | 33.9 | 42.9 |
| Native Hawaiian/Pacific Islander District State | | | | | | | | | | | | |
| American Indian District State | | | | | | | | | | | | |
| Two or More Races District State | 14.6 | 7.3 | 53.7 | 24.4 | 14.6 | 12.2 | 36.6 | 36.6 | 4.8 | 19.0 | 16.7 | 59.5 |

2012 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

| | |
|---------------------------------------------------------|----|
| Is this district making Adequate Yearly Progress (AYP)? | No |
| Is this district making AYP in Reading? | No |
| Is this district making AYP in Mathematics? | No |

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----|
| Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act? | | Yes |
| 2012-13 Federal Improvement Status | District Improvement Year 1 | |
| 2012-13 State Improvement Status | Academic Early Warning Year 1 | |

| | Percent Tested on State Tests | | | | Percent Meeting/Exceeding Standards * | | | | | | Other Indicators | | | |
|--------------------------------------------------|-------------------------------|---------|-------------|---------|---------------------------------------|-----------------------|---------|-------------|-----------------------|---------|------------------|---------|------------------------|---------|
| | Reading | | Mathematics | | Reading | | | Mathematics | | | Attendance Rate | | 5-YEAR Graduation Rate | |
| | % | Met AYP | % | Met AYP | % | Safe Harbor Target ** | Met AYP | % | Safe Harbor Target ** | Met AYP | % | Met AYP | % | Met AYP |
| State AYP Minimum Target | 95.0 | | 95.0 | | 85.0 | | | 85.0 | | | 91.0 | | 82.0 | |
| All | 99.6 | Yes | 99.6 | Yes | 90.8 | | Yes | 92.7 | | Yes | 95.5 | Yes | | |
| White | 99.7 | Yes | 99.7 | Yes | 95.7 | | Yes | 96.9 | | Yes | | | | |
| Black | 99.5 | Yes | 99.5 | Yes | 77.6 | 77.0 | Yes | 82.1 | 82.0 | Yes | 95.5 | | | |
| Hispanic | 98.8 | Yes | 98.8 | Yes | 88.2 | | Yes | 89.0 | | Yes | | | | |
| Asian | 99.3 | Yes | 99.3 | Yes | 94.8 | | Yes | 97.0 | | Yes | | | | |
| Native Hawaiian/ Pacific Islander | | | | | | | | | | | | | | |
| American Indian Two or More Races | 99.4 | Yes | 99.4 | Yes | 94.6 | | Yes | 94.9 | | Yes | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | 99.0 | Yes | 99.0 | Yes | 62.9 | 66.7 | No | 71.6 | 73.7 | No | 94.5 | | | |
| Economically Disadvantaged | 99.4 | Yes | 99.4 | Yes | 74.4 | 75.8 | Yes | 79.8 | 81.3 | No | 94.7 | | | |

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2011.

** Safe Harbor Targets of 85% or above are not printed.

***Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

FEDERAL SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in Federal School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 10

Number of Title I schools: 6

Number of Title I schools in Federal School Improvement Status: 1

Percent of schools in Federal School Improvement Status: 10.0%

| School ID | School Name | Years in School Improvement |
|-----------------|--------------------------|-----------------------------|
| 060160970022001 | William Beye Elem School | 1 |

2012 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

| | |
|-----------------------------------------------------------------------|---------|
| The Differentiated Accountability Classification for the district is: | Focused |
| Is this district making AYP in the "ALL" subgroup in reading? | Yes |
| Is this district making AYP in the "ALL" subgroup in math? | Yes |

In 2008, the Illinois State Board of Education was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to districts in federal improvement status that do not make AYP.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a district's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between districts that need focused supports verses more comprehensive interventions.

If a district does make AYP in ALL-student group in both reading and math, this district will be classified as a focused district; otherwise, the district will be identified as a comprehensive district.