01-009-0640-26-0003 Virginia Jr/ Sr High School

Virginia Jr/ Sr High School Virginia CUSD 64 Virginia, ILLINOIS

GRADES: 6789101112



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/I	RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American	Two or More Races	Percent Low- Income	Percent Limited- English- Proficient		Percent Homeless	Chronic Truancy Rate	Attendance Rate	Total Enrollment
School District State	94.9 94.9 48.5	0.0 0.3 17.0	4.3 2.7 25.7	0.0 0.0 4.9	0.0 0.0 0.1	0.0 0.0 0.4	0.7 2.0 3.4	44.2 49.3 50.5	0.0 0.0 10.7	16.7 18.0 13.9	0.0 0.0 2.1	1.4 0.8 10.8	94.6 94.9 94.0	138 294 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- English- Proficient	Percent IEP	Percent Low- Income
School	10.2	12.3	7.6	10.1								4.2	16.2
District	10.4	11.2	9.5	9.8								8.0	15.4
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				
School	100.0				
District	100.0				
State	94.9				

TOTAL SCH	TOTAL SCHOOL DAYS					
	Days					
School	174					
District	174					
State	175					

8TH GRADERS PASSING ALGEBRA I **							
School	0.0						
District	0.0						
State	29.1						

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

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

	STUDENT-TO-STAFF RATIOS							
	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator				
1	12.6	7.9	8.8	91.9				
	18.7	19.5	11.2	189.6				

HEALTH AND WELLNESS (days per week)						
School	5.0					
District	5.0					
State	3.9					

AVERAGE C	LASS SIZE	(as of the	first school	day in May	')						
Grades	к	1	2	3	4	5	6	7	8	9 - 12	Overall
School District State							28.0 28.0 21.3	26.0 26.0 20.5	14.0 14.0 20.6	10.9 10.9 19.5	13.8 15.5 20.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Mathematics			Science English/			h/Language Arts		Social Science				
Grades	3	6	8	3	6	8	3	6	8	3	6	8
School		43	43		43	43		86	86		43	43
District		43	43		43	43		86	86		43	43
State		60	56		48	50		89	77		48	49

TEACHER	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	89.4	0.0	0.0	0.0	0.0	0.0	0.0	10.6	35.5	64.5	28
State	83.3	5.9	5.7	1.5	0.1	0.2	0.8	2.6	23.2	76.8	127,310

TEACHER INFORMATION (Continued)							
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above				
School							
District	10.1	63.8	36.2				
State	12.8	38.4	61.2				

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.

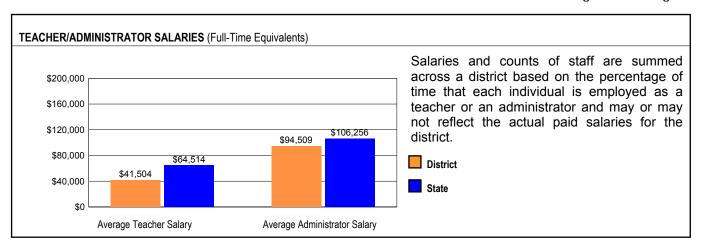
Some teacher/administrator data are not collected at the school level.

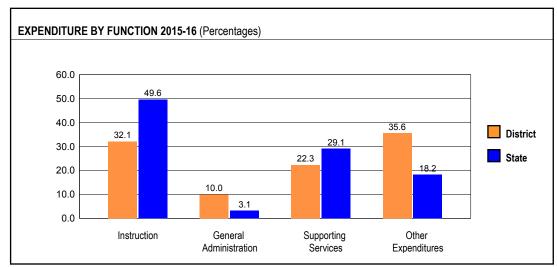
TEACHER RETENTION RATE						
School	68.2					
District	70.9					
State	86.3					

PRINCIPAL TURNOVER (Count)					
School	3.0				
District	3.0				
State	2.0				

TEACHER ATTENDANCE						
School 66.0						
District	64.5					
State	75.3					

SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2015-16						
	District	District %	State %			
Local Property Taxes	\$2,110,847	60.9	63.2			
Other Local Funding	\$290,735	8.4	4.8			
General State Aid	\$608,364	17.6	17.1			
Other State Funding	\$246,236	7.1	7.1			
Federal Funding	\$207,963	6.0	7.8			
TOTAL	\$3,464,145					

EXPENDITURE BY FUND 2015-16						
	District	District %	State %			
Education	\$2,284,251	52.8	73.4			
Operations & Maintenance	\$265,908	6.1	6.2			
Transportation	\$207,310	4.8	3.8			
Debt Service	\$494,900	11.4	8.2			
Tort	\$252,880	5.8	1.2			
Municipal Retirement/						
Social Security	\$84,702	2.0	2.1			
Fire Prevention & Safety	\$2,136	0.0	0.5			
Capital Projects	\$732,139	16.9	4.6			
TOTAL	\$4,324,226					

OTHER FINANCIAL INDICATORS						
	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil		
District	\$34,131,530	5.95	\$5,229	\$11,412		
State	**	**	\$7,853	\$12,973		

^{**} 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.

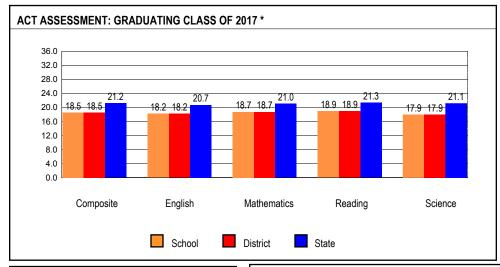
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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



ACT is no longer the state assessment. College and career readiness will be redefined next year due to ESSA. As a result, the college and career readiness measure for the 2016-17 Report Card has not been changed for consistency. All 11th grade students take the SAT as the high school accountability assessment beginning with the 2016-17 school year. However, the College Course Work Readiness data point on the Illinois Report Card reports on the graduating class of the reporting year. Since the graduating class of 2017 (12th grade students in the 2016-17 school year) took the ACT and not the SAT, ISBE is using ACT scores for the 2017 College Course Work Readiness data point.

READY FOR COLLEGE COURSE WORK						
School	31.8					
District 31.8						
State	50.5					

PERCENT OF STUDENTS MET ACT BENCHMARKS						
	English	Math	Read	Science	ALL 4 Subjects	
School District State	45.5 45.5 64.5	18.2 18.2 42.6	31.8 31.8 46.2	9.1 9.1 37.7	4.5 4.5 28.2	

COLLEGE ENROLLMENT							
	12 Months 16 Months						
School	58.8	58.8					
District	District 58.8 58.8						
State	69.5	73.2					

FRESHMEN ON TRACK					
School 9.1					
District 9.1					
State	83.8				

CTE ENROLLI	MENT
School	41
District	41
State	275,524

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)					
	GRADE 10	GRADE 11	GRADE 12		
School	0	1	5		
District	0	1	5		
State	27,086	56,178	71,104		

ADVANCED PLACEME	NT (AP) COU	RSE WORK					_		
		ADVANCED PLACEMENT (AP) COURSE WORK			INTERNATIONAL BACCALAUREATE (IB) COURSE WORK		DUAL CREDIT COURSE WORK		
	Grade10	Grade11	Grade12	Grade10	Grade11	Grade12	Grade10	Grade11	Grade12
All School	0	1	5	0	0	0	0	0	0
District State	0 22,394	1 42,700	5 51,379	0 81	0 2,474	0 2,456	0 5,355	0 15,913	0 28,735
White	22,004	42,700	31,373	01	2,777	2,430	0,000	10,515	20,700
School	0	1	5	0	0	0	0	0	0
District	0	1	5	0	0	0	0	0	0
State	12,920	24,021	29,522	32	410	469	3,073	10,730	19,459
Black									
School	0	0	0	0	0	0	0	0	0
District	0	0	0	0	0	0	0	0	0
State	1,413	3,516	4,450	15	647	611	758	1,509	2,621
Hispanic School	0	0	0	_	0	0	0	0	_
District	0	0	0 0	0	0	0 0	0 0	0	0
State	4,165	9,285	11,128	26	1,201	1,135	1,118	2,424	4,510
Asian	.,	0,200	,0		.,=	.,	.,	_, '	.,510
School	0	0	0	0	0	0	0	0	0
District	0	0	0	0	0	0	0	0	0
State	2,992	4,402	4,680	7	170	182	215	736	1,279
Native Hawaiian/Pacific Islander									
School	0	0	0	0	0	0	0	0	0
District	0	0	0	0	0	0	0	0	0
State	34	52	55	0	4	0	5	13	29
American Indian									
School	0	0	0	0	0	0	0	0	0
District	0	0	0	0	0	0	0	0	0
State	52	103	111	0	10	6	25	29	69
Two or More Races									
School	0	0	0	0	0	0	0	0	0
District	0	0	0	0	0	0	0	0	0
State	818	1,321	1,433	1	32	53	160	160	768
LEP									
School	0	0	0	0	0	0	0	0	0
District	0	0	0	0	0	0	0	0	0
State	67	201	313	2	25	26	166	166	264
Non LEP									
School	0	1	5	0	0	0	0	0	0
District	0	1	5	0	0	0	0	0	0
State	22,327	42,499	51,066	79	2,449	2,430	5,189	5,189	2,003
IEP	22,021	12,100	31,000	' '	2,170	2,100	3,100	0,100	۷,000
School	0	0	0	0	0	0	0	0	0
District	0	0	0	0	0	0	0	0	0
State	186	392	718	0	17	34	530	530	26,732
Non IEP	100	002	7.10	<u> </u>	17	01	- 555		20,102
School	0	1	5	0	0	0	0	0	0
District	0	1	5	0	0	0	0	0	0
State	22,208	42,308	50,661	81	2,457	2,422	81	14,736	26,732
Low Income		·						-	
School	0	0	2	0	0	0	0	0	0
District	0	0	2	0	0	0	0	0	0

Non Low Income		
School 0 1 3 0 0 0	0	0
District 0 1 3 0 0 0	0	0
State 17,281 30,987 36,935 38 729 777 38	10,863	20,318

POST-SECON	DARY REMEDIATION (CLASS OF 2015)
School	
District	
State	46.8

HIGH SCHO	OL 4-YE	AR GRAD	UATION F	RATE										
		Gend	ler			Race / E	Ethnicity							
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disad- vantaged
School	90.5	92.3		94.7										80.0
District State	90.5 86.9	92.3 84.5	89.3	94.7 90.6	78.5	83.7	94.4	82.8	81.5	85.9	74.6	68.8	72.2	80.0 79.5

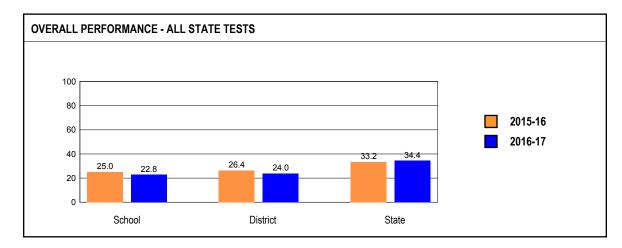
OL 5-YE/	AR GRAD	UATION F	RATE										
	Gend	ler			Race / E	Ethnicity							
All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disad- vantaged
93.8			93.8										
	85 8	90.2		70.7	8/10	05.3	86.2	82.6	87 1	78 R	82.6	76.0	81.0
	All	All Male 93.8 93.8	Gender All Male Female 93.8 93.8	All Male Female White 93.8 93.8 93.8 93.8	Gender	All Male Female White Black Hispanic 93.8 93.8 93.8 93.8	Gender Race / Ethnicity All Male Female White Black Hispanic Asian 93.8 93.8 93.8 93.8	Gender Race / Ethnicity All Male Female White Black Hispanic Asian Pacific Islander 93.8 93.8 93.8	Gender Race / Ethnicity All Male Female White Black Hispanic Asian Native Hawaiian/ Pacific Islander Indian 93.8 93.8 93.8	All Male Female White Black Hispanic Asian Native Hawaiian/ Pacific Islander Nore Races 93.8 93.8 93.8	Gender Race / Ethnicity All Male Female White Black Hispanic Asian Pacific Islander Indian Races LEP	Gender Race / Ethnicity All Male Female White Black Hispanic Asian Native Hawaiian Pacific Islander Indian Races LEP Migrant Migrant Migrant Migrant Migrant Migrant	Gender Race / Ethnicity Male Female White Black Hispanic Asian Native Hawaiian Pacific Islander Indian Races LEP Migrant Disabilities

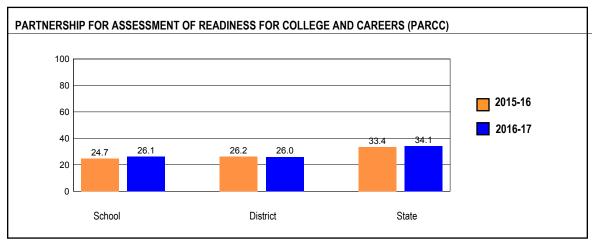
HIGH SCHO	OL 6-YE	AR GRAD	UATION F	RATE										
		Gend	ler			Race / E	Ethnicity							
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disad- vantaged
School District	70.8 70.8	57.1 57.1	90.0 90.0	69.6 69.6										64.3 64.3
State	88.2	85.9	90.5	91.6	80.0	85.1	95.6	89.7	84.4	87.7	80.4	40.0	77.2	82.6

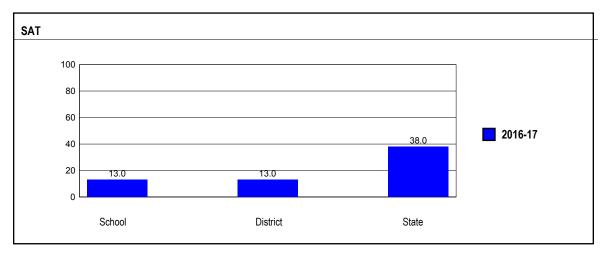
DROP OUT I	RATE BY	/ RACIAL	ETHNIC E	BACKGRO	UND AND	OTHER II	NFORMAT	ION						
		Gend	ler			Race / E	Ethnicity							
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disad- vantaged
School	1.4	0.0	3.7	1.5									0.0	4.0
District	1.4	0.0	3.7	1.5									0.0	4.0
State	2.0	2.3	1.8	1.2	4.2	2.7	2.1	3.6	2.5	3.6	3.6			

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.

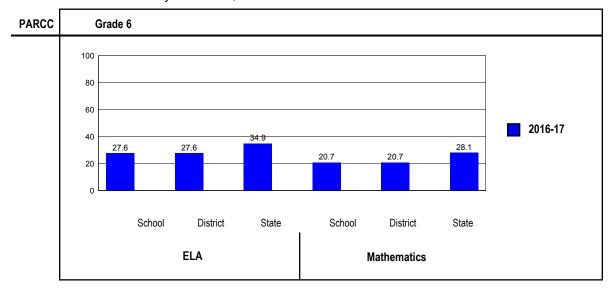


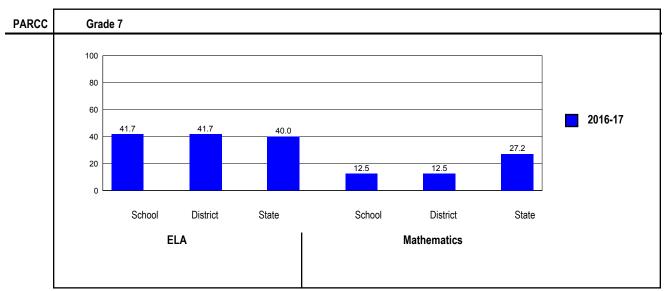


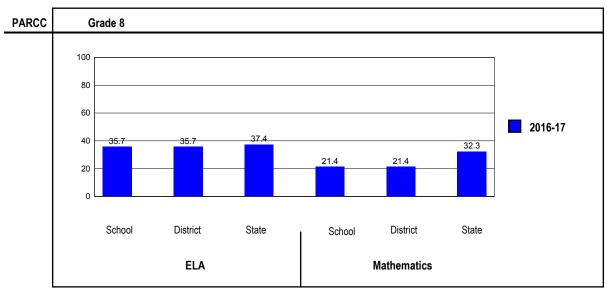


PARCC PERFORMANCE

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.





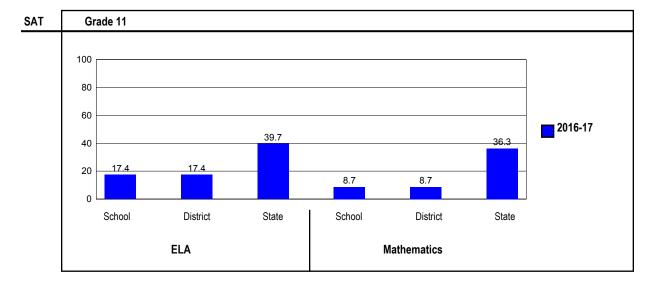


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SAT PERFORMANCE

These show the percentage of student scores meeting or exceeding Standards for the grades and subjects tested on SAT



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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.

PERCE	NTAGE OF ST	TUDENTS I	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR I	ELA							
			Ge	nder		F	Racial/Ethni	c Backgro	ound						
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	90	51	39	85	0	5	0	0	0	0	0	0	17	42
	Reading	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	152	80	72	143	0	5	0	1	0	3	1	0	28	78
	Reading	0.0	0.0	0.0	0.0									0.0	0.0
State	*Enrollment	1,044,699	534,146	510,536	505,763	175,236	271,935	51,317	1,081	4,731	34,579	90,597	126	143,977	534,082
State	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

PERCE	NTAGE OF ST	UDENTS I	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR I	MATHEMA	ATICS						
			Ge	nder		F	Racial/Ethni	c Backgro	ound						
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
School	*Enrollment	90	51	39	85	0	5	0	0	0	0	0	0	17	42
	Mathematics	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	152	80	72	143	0	5	0	1	0	3	1	0	28	78
District	Mathematics	0.0	0.0	0.0	0.0									0.0	0.0
State	*Enrollment	1,046,855	535,286	511,552	506,360	175,294	272,701	52,007	1,091	4,740	34,602	93,069	127	143,900	535,352
State	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

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

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 6

Grade 6 - All

			ELA				М	athematic	<u></u>	
Levels	1	2	3	4	5	1	2	3	4	5
School	3.4	24.1	44.8	27.6	0.0	10.3	20.7	48.3	20.7	0.0
District State	3.4 11.8	24.1 23.3	44.8 30.1	27.6 30.7	0.0 4.2	10.3 16.1	20.7 26.2	48.3 29.6	20.7 24.2	0.0 3.9

Grade 6 - Gender

				ELA			Mathematics					
	Levels	1	2	3	4	5	1	2	3	4	5	
Male	School	6.7	26.7	53.3	13.3	0.0	13.3	26.7	46.7	13.3	0.0	
	District	6.7	26.7	53.3	13.3	0.0	13.3	26.7	46.7	13.3	0.0	
	State	15.4	27.0	30.0	25.2	2.5	18.1	26.5	28.0	23.5	4.0	
Female	School	0.0	21.4	35.7	42.9	0.0	7.1	14.3	50.0	28.6	0.0	
	District	0.0	21.4	35.7	42.9	0.0	7.1	14.3	50.0	28.6	0.0	
	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

				ELA				М	athematic	s	
	Levels	1	2	3	4	5	1	2	3	4	5
White	School District	3.6 3.6	25.0 25.0	42.9 42.9	28.6 28.6	0.0 0.0	10.7 10.7	17.9 17.9	50.0 50.0	21.4 21.4	0.0 0.0
	State	6.9	17.5	30.9	39.1	5.6	9.5	21.1	32.5	32.0	4.9
Black	School District State	22.8	34.1	27.9	14.4	0.8	32.1	36.1	22.7	8.6	0.5
Hispanic	School District State	15.4	29.9	31.5	21.7	1.5	20.7	32.3	30.0	15.8	1.1
Asian	School District State	3.7	8.7	21.6	50.7	15.2	4.2	9.5	21.9	44.8	19.5
Native Haw Islander	aiian/Pacific School District State	8.5	12.1	32.7	38.8	7.9	7.8	22.8	24.6	37.1	7.8
American II	ndian School District State	20.6	25.6	31.4	20.3	2.1	21.0	31.8	28.9	16.4	1.9
Two or Mor	e Races School District State	10.8	23.0	29.5	31.6	5.2	16.1	25.9	28.7	23.6	5.7

Grade 6 - Economically Disadvantaged

		•								
			ELA				M	athematio	cs	
Levels	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch										
School	6.3	18.8	50.0	25.0	0.0	6.3	25.0	56.3	12.5	0.0
District	6.3	18.8	50.0	25.0	0.0	6.3	25.0	56.3	12.5	0.0
State	17.7	31.2	30.5	19.3	1.3	24.2	33.8	27.6	13.5	0.9
Not Eligible										
School	0.0	30.8	38.5	30.8	0.0	15.4	15.4	38.5	30.8	0.0
District	0.0	30.8	38.5	30.8	0.0	15.4	15.4	38.5	30.8	0.0
State	5.3	14.8	29.6	43.0	7.3	7.4	18.0	31.7	35.7	7.2

Grade 7

Grade 7 - All

,			ELA			Mathematics					
Levels	1	2	3	4	5	1	2	3	4	5	
School	12.5	12.5	33.3	37.5	4.2	0.0	25.0	62.5	12.5	0.0	
District	12.5	12.5	33.3	37.5	4.2	0.0	25.0	62.5	12.5	0.0	
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	1	2	3	4	5	1	2	3	4	5
Male	School	16.7	25.0	25.0	25.0	8.3	0.0	41.7	50.0	8.3	0.0
	District	16.7	25.0	25.0	25.0	8.3	0.0	41.7	50.0	8.3	0.0
	State	20.5	21.4	26.5	25.2	6.3	12.8	27.8	32.7	23.3	3.4
Female	School	8.3	0.0	41.7	50.0	0.0	0.0	8.3	75.0	16.7	0.0
	District	8.3	0.0	41.7	50.0	0.0	0.0	8.3	75.0	16.7	0.0
	State	10.0	15.2	25.9	34.7	14.2	10.0	26.4	35.8	24.8	3.0

			·	ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
White		13.0	8.7	34.8	39.1	4.3	0.0	21.7	65.2	13.0	0.0
	School	13.0	8.7	34.8	39.1	4.3	0.0	21.7	65.2	13.0	0.0
	District		· ·								3.9
	State	9.4	14.5	26.3	36.5	13.3	7.0	20.8	36.9	31.4	5.5
Black	School										
	District										
	State	28.7	26.5	25.5	16.5	2.8	22.6	40.7	27.9	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										
	District State	5.3	7.5	18.1	39.3	29.8	3.4	9.8	24.9	44.5	17.3
		5.5	7.5	10.1	39.3	25.0	3.4	9.0	24.3	44.3	17.3
Native Haw Islander	aiian/Pacific										
isiander	School										
	District										
	State	8.4	12.1	26.2	35.5	17.8	9.6	14.8	40.0	33.9	1.7
American I	ndian										
	School										
	District	20.0		0= 4			45.0			40.0	
	State	22.3	22.3	27.1	22.1	6.3	15.9	31.9	32.8	18.0	1.5
Two or Moi											
	School										
	District	14.3	18.4	26.0	30.5	10.9	11.2	28.4	32.0	24.7	3.8
	State	14.3	10.4	∠0.0	JU.5	10.9	11.2	Zö.4	32.0	Z4./	3.0

			ELA			Mathematics				
Levels	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch School District State	7.7 7.7 23.2	15.4 15.4 24.1	46.2 46.2 27.5	30.8 30.8 21.0	0.0 0.0 4.2	0.0 0.0 17.2	23.1 23.1 36.0	69.2 69.2 32.7	7.7 7.7 13.2	0.0 0.0 0.8
Not Eligible School District State	18.2 18.2 7.4	9.1 9.1 12.5	18.2 18.2 25.0	45.5 45.5 38.8	9.1 9.1 16.3	0.0 0.0 5.5	27.3 27.3 18.1	54.5 54.5 35.6	18.2 18.2 35.0	0.0 0.0 5.7

Grade 8

Grac	le 8	3 - A	II

		ELA					Mathematics				
Levels	1	2	3	4	5	1	2	3	4	5	
School District State	21.4 21.4 16.6	7.1 7.1 19.9	35.7 35.7 26.1	28.6 28.6 31.2	7.1 7.1 6.2	21.4 21.4 23.6	0.0 0.0 20.6	57.1 57.1 23.6	21.4 21.4 27.7	0.0 0.0 4.6	

Grade 8 - Gender

				ELA			Mathematics					
	Levels	1	2	3	4	5	1	2	3	4	5	
Male	School District State	22.4	23.0	25.8	25.2	3.6	26.3	20.8	22.3	25.8	4.7	
Female	School District 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

				ELA			Mathematics					
	Levels	1	2	3	4	5	1	2	3	4	5	
White	School District State	16.7 16.7 11.1	8.3 8.3 16.6	41.7 41.7 26.5	25.0 25.0 37.9	8.3 8.3 7.8	16.7 16.7 15.5	0.0 0.0 17.5	58.3 58.3 25.7	25.0 25.0 35.7	0.0 0.0 5.6	
Black	School District State	29.4	27.0	25.1	17.1	1.4	43.4	25.9	18.8	11.2	0.7	
Hispanic	School District State	21.1	24.1	27.5	24.5	2.8	29.5	25.5	23.9	19.7	1.4	
Asian	School District State	5.1	7.5	18.6	46.8	22.0	6.6	8.3	16.5	45.7	22.9	
Native Haw Islander	raiian/Pacific School District State	9.5	13.1	25.5	43.8	8.0	16.4	10.7	27.1	40.0	5.7	
American I	ndian 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 Moi	re Races School District State	16.5	18.5	25.7	31.3	8.0	24.4	19.7	22.6	27.4	6.0	

SAT

Each Performance Level is a broad, categorical level defined by a student's score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scores for the assessment. There are four Performance Levels for SAT:

Level 1 -- Partially Meets Standards

The student has only partially met standards & demonstrates a **minimal** understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

Level 2 -- Approaching Standards

The student is approaching the proficiency level & demonstrates an **incomplete** understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

Level 3 -- Meet Standards

The student has met the proficiency level & demonstrates **adequate** understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

Level 4 -- Exceed Standards

The student has exceeded the proficiency level & demonstrates a **thorough** understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

SAT

SAT - All	_								
		EI		Mathematics					
Levels	1	2	3	4	1	2	3	4	
School	47.8	34.8	17.4	0.0	52.2	39.1	8.7	0.0	
District	47.8	34.8	17.4	0.0	52.2	39.1	8.7	0.0	
State	22.9	37.4	26.7	13.0	31.1	32.6	28.5	7.8	

SAT- Gen	ıder										
			ELA				Mathematics				
	Levels	1	2	3	4	1	2	3	4		
Male	School	41.2	35.3	23.5	0.0	35.3	52.9	11.8	0.0		
	District	41.2	35.3	23.5	0.0	35.3	52.9	11.8	0.0		
	State	26.2	36.4	24.9	12.4	30.8	30.9	28.9	9.5		
Female	School										
	District										
	State	19.5	38.4	28.5	13.6	31.3	34.3	28.1	6.2		

om nao	ial/Ethnic Bac	nground	EL	Λ			Mathe	ematics	
	Levels	1	2	3	4	1	2	3	4
White	201010	-	_			-			
· · · · · · · · · · · · · · · · · · ·	School	50.0	31.8	18.2	0.0	54.5	36.4	9.1	0.0
	District	50.0	31.8	18.2	0.0	54.5	36.4	9.1	0.0
	State	14.8	34.2	33.2	17.8	21.0	31.8	36.8	10.4
Black	School								
	District	44.0	44.7	40.7	0.0	56.4	31.9	10.9	0.8
	State	41.6	41.7	13.7	3.0	30.4	31.9	10.9	0.0
Hispanic	School								
	District								
	State	31.6	44.3	19.4	4.7	41.2	37.2	19.5	2.1
Asian	School								
	District								
	State	10.2	24.6	33.5	31.8	10.8	22.1	38.8	28.3
	aiian/Pacific								
Islander	School								
	District								
	State	16.2	39.7	26.5	17.6	28.7	27.2	33.1	11.0
American Ir	ndian School								
	District								
	State	28.4	41.6	20.4	9.7	41.0	29.5	24.7	4.8
Two or Mor		20.4	41.0	20.4	3.1				
I WU UI WIUI	School								
	District	40.0	25.0	07.0	47.4	28.2	31.5	29.7	10.6
	State	19.0	35.8	27.8	17.4	20.2	31.3	23.1	10.0