# Forest Glen Elem School Glen Ellyn SD 41 Glen Ellyn, ILLINOIS

**GRADES: PKK12345** 



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/E	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 IEP	Percent Homeless	Total Enrollment
School District State	66.9 66.1 48.8	2.1 3.4 17.3	13.1 14.4 25.5	12.5 12.2 4.7	0.2 0.1 0.1	0.0 0.3 0.3	5.2 3.6 3.2	15.6 22.0 49.9	11.0 13.1 10.5	11.7 9.9 14.3	1.2 1.0 2.2	520 3,539 2,041,779

**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 <u>Home School</u>.

Homeless students are who do not have permanent and adequate homes.

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School		0.0	8.0	94.5
District		0.4	7.7	95.5
State		9.8	12.2	94.4

**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.

#### **INSTRUCTIONAL SETTING**

PARENTAL CONTACT*					
	Percent				
School District	100.0 100.0				
State	95.3				

TOTAL SCHOOL DAYS			
	Days		
School	175		
District	175		
State	175		
L			

8TH GRADERS PASSING ALGEBRA I **					
School	FC F				
District	56.5				
State	28.4				

<sup>\*\*</sup> For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

<sup>\*</sup> 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						
			-						
17.8		10.5	210.1						
18.7		11.3	176.5						

HEALTH AND WELLNESS (days per week)								
School District	4							
State	State 4							

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AVERAGE CLASS SIZE (as of the first school day in May)										
К	1	2	3	4	5	6	7	8	9 - 12	Overall
21.0	21.0	21.7	21.5	14.0	20.0					19.5
22.2	20.5	17.3	17.9	16.7	18.4					21.7
20.4	21.4	22.0	22.5	23.0	23.1					21.1
	<b>K</b> 21.0 22.2	K 1  21.0 21.0 22.2 20.5	K         1         2           21.0         21.0         21.7           22.2         20.5         17.3	K         1         2         3           21.0         21.0         21.7         21.5           22.2         20.5         17.3         17.9	K         1         2         3         4           21.0         21.0         21.7         21.5         14.0           22.2         20.5         17.3         17.9         16.7	K         1         2         3         4         5           21.0         21.0         21.7         21.5         14.0         20.0           22.2         20.5         17.3         17.9         16.7         18.4	K         1         2         3         4         5         6           21.0         21.0         21.7         21.5         14.0         20.0           22.2         20.5         17.3         17.9         16.7         18.4	K         1         2         3         4         5         6         7           21.0         21.0         21.7         21.5         14.0         20.0           22.2         20.5         17.3         17.9         16.7         18.4	K         1         2         3         4         5         6         7         8           21.0         21.0         21.7         21.5         14.0         20.0         20.0         22.2         20.5         17.3         17.9         16.7         18.4 <td>K         1         2         3         4         5         6         7         8         9 - 12           21.0         21.0         21.7         21.5         14.0         20.0&lt;</td>	K         1         2         3         4         5         6         7         8         9 - 12           21.0         21.0         21.7         21.5         14.0         20.0<

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
	Mathematics		Science		English/Language Arts			Social Science				
Grades	3	6	8	3	6	8	3	6	8	3	6	8
School	75			40			150			30		
District	75			44			150			30		
State	71			34			133			30		

TEACHER	INFORMATION	(Full-Time E	quivalents)						_		
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	91.1	0.0	5.0	2.8	0.0	0.0	0.5	0.6	17.4	82.6	218
State	83.4	6.0	5.7	1.4	0.1	0.2	0.8	2.5	23.3	76.7	127,152

TEACHER INFORMATION ( Continued )							
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above				
School							
District	14.7	18.1	81.9				
State	13.1	38.1	61.4				

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.

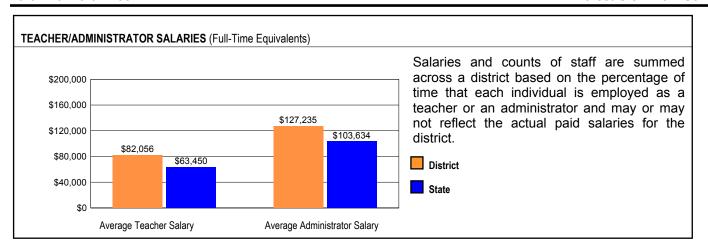
Some teacher/administrator data are not collected at the school level.

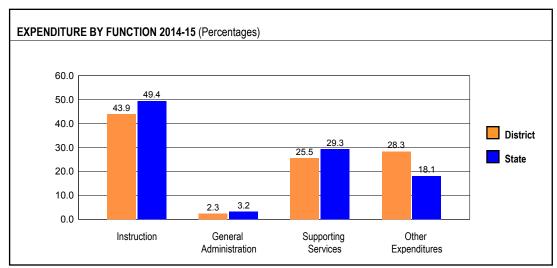
TEACHER RETENTION RATE						
School	83.7					
District	87.9					
State	85.8					

PRINCIPAL TURNOVER (Count)									
School	1.0								
District	1.0								
State	2.0								

TEACHER A	ATTENDANCE
School	63.4
District	63.8
State	76.5

## **SCHOOL DISTRICT FINANCES**





REVENUE BY SOURCE 2014-	REVENUE BY SOURCE 2014-15												
	District	District %	State %										
Local Property Taxes	\$45,106,199	88.7	62.8										
Other Local Funding	\$1,234,120	2.4	4.6										
General State Aid	\$1,394,647	2.7	16.3										
Other State Funding	\$2,221,419	4.4	8.6										
Federal Funding	\$885,254	1.7	7.7										
TOTAL	\$50,841,639												

EXPENDITURE BY FUND 201	EXPENDITURE BY FUND 2014-15												
	District	District %	State %										
Education	\$39,210,199	67.4	73.4										
Operations & Maintenance	\$2,438,488	4.2	6.4										
Transportation	\$1,333,631	2.3	3.7										
Debt Service	\$3,647,933	6.3	8.1										
Tort	\$0	0.0	1.3										
Municipal Retirement/													
Social Security	\$1,173,090	2.0	2.1										
Fire Prevention & Safety	\$0	0.0	0.5										
Capital Projects	\$10,340,271	17.8	4.7										
TOTAL	\$58,143,612												

OTHER FINA	ANCIAL INDICATORS			
	2013 Equalized Assessed Valuation per Pupil	2013 Total School Tax Rate per \$100	2014-15 Instructional Expenditure per Pupil	2014-15 Operating Expenditure per Pupil
District	\$383,853	3.80	\$8,437	\$13,412
State	**	**	\$7,712	\$12,821

<sup>\*\*</sup> 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.

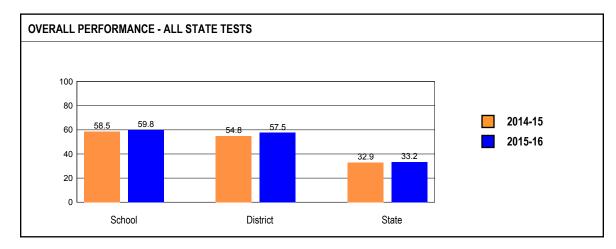
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

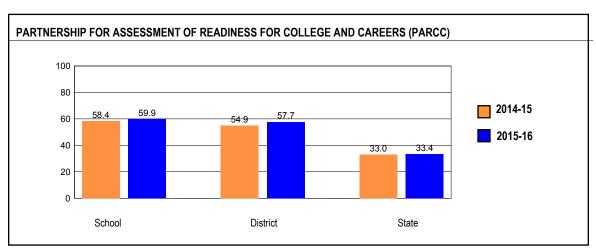
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

# **ACADEMIC PERFORMANCE**

#### **OVERALL STUDENT 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.

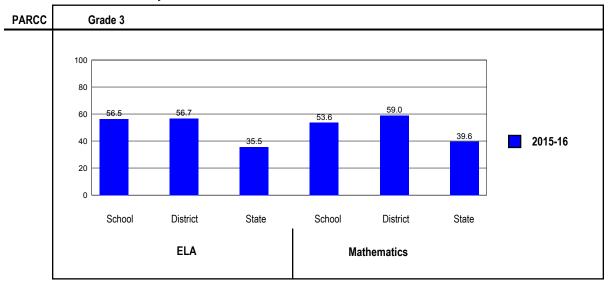


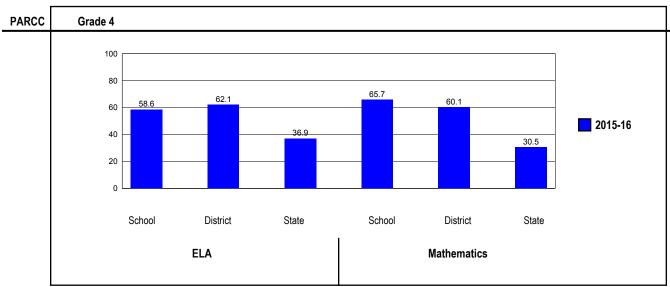


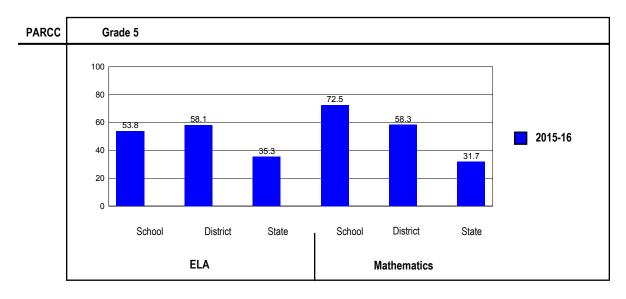
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#### PARCC PERFORMANCE

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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### PERFORMANCE ON STATE ASSESSMENTS

The PARCC is administered to students in grade 3 through 8 and high school. 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 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.

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

PERCE	NTAGE OF ST	TUDENTS I	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR E	LA							
			Ge	nder	Racial/Ethnic Background										
School		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	242	123	119	167	4	29	29	0	0	13	18	0	26	41
School -	Reading	2.5	0.8	4.2	3.6		0.0	0.0			0.0	0.0		0.0	0.0
District	*Enrollment	2,298	1,170	1,128	1,562	90	309	255	1	7	74	185	0	211	482
	Reading	4.0	3.8	4.3	5.2	0.0	1.3	0.8			4.1	0.0		8.1	2.3
State	*Enrollment	1,050,307	537,851	512,454	512,582	177,823	272,642	49,633	1,043	2,886	33,656	87,711	198	147,577	527,950
State –	Reading	2.5	2.5	2.6	2.2	3.0	2.9	2.0	3.5	3.0	2.7	2.5	1.0	3.6	2.7

<sup>\*</sup> Enrollment as reported during the testing windows for grades 3 - 8 and high school.

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	TUDENTS I	NOT TEST	ED IN STA	TE TESTIN	IG PROGR	AMS FOR I	MATHEMA	ATICS						
			Ge	nder	Racial/Ethnic Background										
		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
	*Enrollment	241	122	119	166	4	29	29	0	0	13	18	0	26	41
School	Mathematics	2.9	1.6	4.2	4.2		0.0	0.0			0.0	0.0		3.8	0.0
District	*Enrollment	2,310	1,174	1,136	1,562	92	314	260	1	7	74	198	0	210	493
District	Mathematics	4.0	3.9	4.1	5.2	0.0	1.6	0.8			4.1	0.0		8.1	2.2
	*Enrollment	1,025,813	525,396	500,415	494,198	176,422	271,200	47,430	1,046	2,841	32,624	91,569	202	145,620	524,025
State -	Mathematics	2.5	2.5	2.6	2.1	3.2	3.0	1.5	3.5	3.0	2.6	2.0	1.0	3.8	2.8

<sup>\*</sup> Enrollment as reported during the testing windows for grades 3 - 8 and high school.

#### 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/L and mathematics), and at each grade level/course. PLDs are available at http://avocet.pearson.com/PARCC/Home.

### Grade 3

#### Grade 3 - All

ſ				ELA			Mathematics				
L	Levels	1	2	3	4	5	1	2	3	4	5
	School District State	11.8 12.6 20.8	14.1 14.5 19.8	17.6 16.1 23.9	49.4 47.8 32.2	7.1 8.9 3.2	7.1 6.2 13.8	15.5 13.2 20.4	23.8 21.6 26.2	39.3 40.7 31.8	14.3 18.3 7.8

#### Grade 3 - Gender

				ELA			Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
Male	School	7.0	18.6	16.3	53.5	4.7	9.5	14.3	14.3	40.5	21.4
	District	12.1	13.7	19.8	48.4	6.0	6.7	12.2	17.2	46.1	17.8
	State	23.8	20.7	24.2	29.2	2.2	14.8	20.2	25.5	31.4	8.0
Female	School	16.7	9.5	19.0	45.2	9.5	4.8	16.7	33.3	38.1	7.1
	District	13.2	15.3	12.6	47.4	11.6	5.8	14.1	25.7	35.6	18.8
	State	17.7	18.9	23.6	35.4	4.4	12.7	20.6	27.0	32.2	7.6

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Grade 3 - Racial/Ethnic Background

				ELA			Mathematics						
	Levels	1	2	3	4	5	1	2	3	4	5		
White	School District State	5.2 4.9 12.2	10.3 12.1 17.1	20.7 17.0 25.8	55.2 55.1 40.5	8.6 10.9 4.4	1.8 1.2 7.6	10.5 9.0 15.7	24.6 18.4 26.0	49.1 50.6 40.3	14.0 20.8 10.3		
Black	School District State	23.1 34.4	38.5 23.9	15.4 21.7	23.1 19.0	0.0	30.8 27.0	15.4 28.2	46.2 25.8	7.7 17.3	0.0		
Hispanic	School District State	45.5 45.6 29.5	27.3 19.3 23.5	9.1 10.5 23.1	18.2 24.6 22.7	0.0 0.0 1.2	27.3 16.1 17.5	36.4 28.6 25.9	9.1 30.4 28.8	18.2 19.6 24.5	9.1 5.4 3.4		
Asian	School District State	18.2 14.3 7.0	18.2 16.7 10.0	0.0 14.3 18.0	54.5 42.9 53.4	9.1 11.9 11.6	18.2 15.9 3.7	9.1 13.6 7.3	27.3 13.6 15.6	27.3 31.8 43.1	18.2 25.0 30.4		
Native Haw Islander	vaiian/Pacific School District State	11.8	11.2	21.7	47.2	8.1	9.2	12.3	29.4	33.1	16.0		
American I	ndian School District State	26.4	24.1	20.1	27.8	1.6	18.2	23.1	28.4	23.6	6.7		
Two or Mo	re Races School District State	0.0 17.4	9.1 19.4	36.4 24.1	45.5 34.8	9.1 4.3	0.0 13.5	27.3 19.5	36.4 25.5	9.1 32.5	27.3 9.0		

Grade 3 - Limited-English-Proficient

Grade 3 - Ellinted-English-Proficient												
	ELA						Mathematics					
Levels	1	2	3	4	5	1	2	3	4	5		
School	42.9	28.6	7.1	21.4	0.0	28.6	28.6	14.3	28.6	0.0		
District	35.6	25.3	13.8	21.8	3.4	18.0	30.3	25.8	22.5	3.4		
State	34.1	25.1	22.2	18.1	0.6	19.2	26.9	28.3	22.8	2.9		

Grade 3 - Students with Disabilities

				ELA			Mathematics					
	Levels	1	2	3	4	5	1	2	3	4	5	
IEP	School	50.0	20.0	10.0	20.0	0.0	20.0	40.0	10.0	20.0	10.0	
	District	43.2	13.5	16.2	27.0	0.0	22.9	25.7	17.1	28.6	5.7	
	State	52.4	21.9	14.7	10.3	0.7	36.6	28.0	19.4	13.8	2.1	
Non-IEP	School	6.7	13.3	18.7	53.3	8.0	5.4	12.2	25.7	41.9	14.9	
	District	9.3	14.6	16.1	50.1	9.9	4.5	11.9	22.0	42.0	19.6	
	State	16.0	19.5	25.3	35.5	3.6	10.3	19.3	27.3	34.5	8.7	

Grade 3 - Economically Disadvantaged

			ELA			Mathematics					
Levels	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch											
School	50.0	7.1	14.3	21.4	7.1	28.6	35.7	7.1	28.6	0.0	
District	37.6	20.4	15.1	25.8	1.1	20.2	27.7	33.0	17.0	2.1	
State	30.4	24.1	23.4	21.1	0.9	20.7	26.7	27.7	22.3	2.6	
Not Eligible											
School	4.2	15.5	18.3	54.9	7.0	2.9	11.4	27.1	41.4	17.1	
District	4.3	12.5	16.5	55.2	11.5	1.4	8.3	17.7	48.7	23.8	
State	9.6	14.8	24.5	45.1	5.9	5.7	13.1	24.5	42.8	13.9	

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# Grade 4

### Grade 4 - All

·			ELA			Mathematics					
Levels	1	2	3	4	5	1	2	3	4	5	
School	11.4	10.0	20.0	50.0	8.6	2.9	11.4	20.0	55.7	10.0	
District	8.4	9.3	20.2	46.3	15.8	6.2	14.6	19.1	51.5	8.6	
State	13.8	20.2	29.1	31.0	5.9	16.3	26.5	26.7	27.9	2.6	

Grade 4 - Gender

				ELA				М	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
Male	School	13.9	11.1	22.2	44.4	8.3	2.8	11.1	25.0	44.4	16.7
	District	8.3	12.2	25.6	43.3	10.6	4.4	14.9	20.4	51.4	8.8
	State	17.1	21.9	29.2	27.8	4.0	17.3	26.4	25.9	27.8	2.7
Female	School	8.8	8.8	17.6	55.9	8.8	2.9	11.8	14.7	67.6	2.9
	District	8.6	6.4	15.0	49.2	20.9	7.9	14.2	17.9	51.6	8.4
	State	10.5	18.3	29.0	34.4	7.8	15.2	26.6	27.7	28.0	2.5

Grade 4 - Racial/Ethnic Background

				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
White	School District State	10.9 4.3 8.4	10.9 6.4 15.3	10.9 16.6 29.2	54.3 50.6 39.2	13.0 22.1 8.0	0.0 0.9 9.3	10.9 11.9 21.2	21.7 17.0 29.2	56.5 60.0 37.0	10.9 10.2 3.2
Black	School District State	17.6 24.8	23.5 28.1	11.8 28.3	47.1 17.3	0.0 1.5	16.7 31.8	27.8 34.3	33.3 22.0	22.2 11.5	0.0 0.4
Hispanic	School District State	9.1 25.0 18.5	9.1 20.0 26.3	45.5 35.0 31.0	36.4 18.3 22.0	0.0 1.7 2.3	9.1 25.0 21.2	9.1 26.7 33.9	36.4 25.0 26.5	45.5 23.3 17.6	0.0 0.0 0.7
Asian	School District State	6.8 4.3	4.5 8.6	20.5 21.0	61.4 47.9	6.8 18.2	6.4 4.0	10.6 11.0	19.1 20.4	53.2 50.7	10.6 13.9
Native Haw Islander	vaiian/Pacific School District State	6.8	15.5	29.8	38.5	9.3	7.4	23.9	27.0	37.4	4.3
American II	ndian School District State	16.0	22.1	33.6	24.1	4.3	17.5	30.8	29.3	21.6	0.8
Two or Mor	re Races School District State	0.0 12.5	9.1 17.0	27.3 28.8	45.5 33.6	18.2 8.2	0.0 15.6	0.0 24.8	9.1 26.1	63.6 29.9	27.3 3.6

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Grade 4 - Economically Disadvantaged

				Reading			Mathematics					
	Levels	1	2	3	4	5	1	2	3	4	5	
Free/Reduce	d Price Lunch School District State	25.0 25.3 20.7	16.7 24.1 27.0	33.3 21.5 30.4	25.0 27.8 20.2	0.0 1.3 1.8	16.7 24.4 24.5	0.0 26.8 34.1	33.3 26.8 25.3	50.0 22.0 15.5	0.0 0.0 0.6	
Not Eligible	School District State	8.6 3.8 6.3	8.6 5.2 12.6	17.2 19.8 27.7	55.2 51.4 43.1	10.3 19.8 10.4	0.0 1.0 7.1	13.8 11.1 18.1	17.2 17.0 28.3	56.9 59.9 41.7	12.1 11.1 4.8	

# Grade 5

			ELA			Mathematics					
Levels	1	2	3	4	5	1	2	3	4	5	
School District State	5.0 6.2 12.7	11.3 12.2 23.1	30.0 23.5 28.9	48.8 50.4 33.0	5.0 7.6 2.3	3.8 6.5 12.8	11.3 11.3 26.2	12.5 23.9 29.2	55.0 47.0 27.5	17.5 11.3 4.2	

Grade 5 - Gender

				ELA			Mathematics					
	Levels	1	2	3	4	5	1	2	3	4	5	
Male	School	4.8	16.7	40.5	38.1	0.0	4.8	14.3	14.3	50.0	16.7	
	District	7.4	16.5	30.7	42.6	2.8	7.9	12.4	29.4	40.7	9.6	
	State	15.4	25.6	29.3	28.4	1.3	14.8	26.7	27.5	26.5	4.5	
Female	School	5.3	5.3	18.4	60.5	10.5	2.6	7.9	10.5	60.5	18.4	
	District	5.1	7.9	16.4	58.2	12.4	5.1	10.1	18.5	53.4	12.9	
	State	9.8	20.6	28.4	37.9	3.4	10.8	25.8	31.0	28.6	3.9	

Cradas	Racial/Ethnic Background	
	V42(612)/V=110101(6HP22(6)/0100101010	

				ELA				М	athematic	s	
	Levels	1	2	3	4	5	1	2	3	4	5
White											
	School	5.4	10.7	28.6	51.8	3.6	5.4	10.7	14.3	57.1	12.5
	District	3.8	8.5	19.7	59.0	9.0	3.8	8.5	22.6	53.4	11.5
Divi	State	7.3	17.5	29.9	42.3	3.0	7.9	20.7	30.6	35.4	5.3
Black	School										
	District	21.4	35.7	21.4	21.4	0.0	21.4	35.7	7.1	35.7	0.0
	State	23.8	32.9	27.0	15.9	0.4	24.8	37.5	25.5	11.8	0.5
Hispanic											
•	School										
	District	7.1	21.4	33.3	38.1	0.0	9.1	22.7	38.6	25.0	4.5
	State	17.3	30.0	29.8	22.1	0.7	16.3	32.7	30.7	19.1	1.2
Asian	0.11	0.0	40.0	40.0	40.0	10.0	0.0	40.0	0.0	40.0	50.0
	School District	12.8	10.0 10.6	40.0 38.3	40.0 27.7	10.0	12.8	10.0 8.5	23.4	40.0 36.2	50.0 19.1
	State	4.1	9.3	20.1	57.3	9.3	3.2	9.0	20.0	47.7	20.1
Native Haws	aiian/Pacific		0.0		01.10	0.0		0.0			
Islander	anan/i acinc										
	School										
	District										
	State	6.7	18.2	33.3	37.6	4.2	10.8	19.9	26.5	34.3	8.4
American Ir	ndian School										
	District										
	State	14.6	28.5	32.3	22.7	1.9	16.2	28.8	30.5	22.1	2.4
Two or Mor	e Races										
	School	0.7	00.7	6.7	50.0		0.7	0.7	00.0	F0.0	40.0
	District	6.7 10.9	26.7 21.8	6.7 28.9	53.3 35.4	6.7 3.0	6.7 12.9	6.7 26.1	20.0 28.5	53.3 26.8	13.3
	State	10.9	Z1.ŏ	28.9	35.4	3.0	12.9	20.1	28.5	∠0.ŏ	5.7

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Grade 5 - Economically Disadvantaged

	Loononnoan						_					
				ELA			Mathematics					
	Levels	1	2	3	4	5	1	2	3	4	5	
Free/Redu	uced Price Lunch											
	School	13.3	26.7	20.0	40.0	0.0	0.0	33.3	13.3	46.7	6.7	
	District	16.7	28.6	28.6	25.0	1.2	18.6	23.3	29.1	27.9	1.2	
	State	19.6	31.0	29.4	19.5	0.5	19.5	34.7	28.8	16.0	1.0	
Not Eligib	ole											
	School	3.1	7.7	32.3	50.8	6.2	4.6	6.2	12.3	56.9	20.0	
	District	3.0	7.1	21.9	58.4	9.7	2.6	7.4	22.3	53.2	14.5	
	State	5.4	14.8	28.3	47.3	4.2	5.8	17.4	29.6	39.6	7.6	