

# Mundelein ESD 75

**District Superintendent**

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2022 - 2023

**District Provided Statement**

Not available.

## About the Report Card

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

The federal Every Student Succeeds Act requires that states annually assign schools a summative designation that meaningfully differentiates school performance based on multiple performance measures. All states were offered a waiver of this requirement for school year 2020-2021 due to the impact of COVID-19. For more information about Illinois' accountability system please visit [www.isbe.net/summative](http://www.isbe.net/summative).

For additional information, refer to the [Public Business Rules for 2021 Report Card Metrics](#) and the [2021 Glossary of Terms](#).

## District Snapshot

**Percent of Adequacy :** 65.8%

**Chronic Absenteeism :** 24.3%

**Principal Turnover :** 1

**Schools in District :** 4

**Senate District :** 30 **House District :** 59

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**129 | Teachers**

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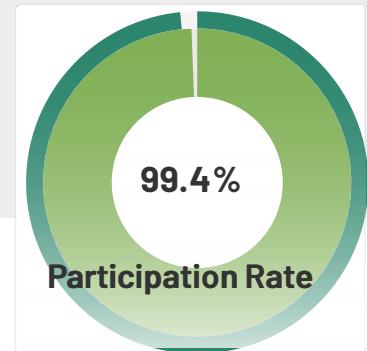
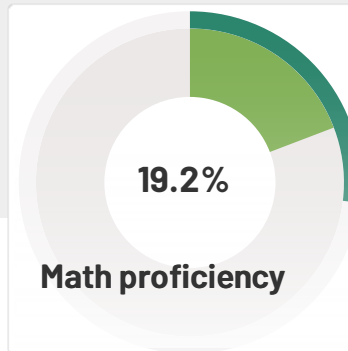
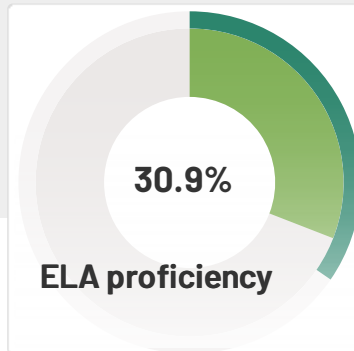
**141 | Civil Rights Data Collection  
(2017-18)**

**143 | NAEP**

Date: 02/01/24 1:03:02 -06:00

## About the data

Academic progress data includes information regarding assessments, such as student participation rates, proficiency rates, and mean student growth percentile. Other information regarding academics may include certain touchstones, such as eighth-graders passing Algebra 1, graduation rate, and various advanced coursework information. Academic progress often is disaggregated further into demographic student groups.



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## IAR

### What is it?

This shows the percentage of students scoring at each of the Performance Levels for the Illinois Assessment of Readiness (IAR). Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for IAR assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (English language arts [ELA] and mathematics) and at each grade level/course.

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# Academic Progress

## IAR (cont)

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	30.6%	22.6%	24.7%	21.0%	1.1%	26.3%	24.2%	26.3%	18.3%	4.8%
State	31.2%	19.4%	20.5%	27.1%	1.7%	19.9%	23.5%	23.6%	26.8%	6.2%
<b>White</b>										
<b>District</b>	16.9%	27.7%	26.2%	29.2%	0.0%	12.3%	20.0%	32.3%	24.6%	10.8%
State	19.7%	18.5%	24.0%	35.6%	2.3%	10.5%	19.0%	25.5%	36.4%	8.7%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	50.3%	21.1%	15.4%	12.8%	0.4%	39.5%	28.8%	19.8%	11.0%	0.9%
<b>Hispanic</b>										
<b>District</b>	41.2%	20.6%	22.5%	14.7%	1.0%	35.3%	28.4%	23.5%	10.8%	2.0%
State	43.6%	21.6%	17.7%	16.5%	0.7%	27.2%	30.6%	23.8%	16.4%	2.0%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.0%	12.1%	20.0%	48.4%	5.5%	5.8%	12.1%	19.6%	42.6%	19.9%
<b>Male</b>										
<b>District</b>	34.6%	27.9%	18.3%	18.3%	1.0%	26.0%	23.1%	26.0%	19.2%	5.8%
State	34.4%	20.1%	20.5%	23.8%	1.1%	19.8%	21.9%	22.9%	28.1%	7.3%
<b>Female</b>										
<b>District</b>	25.6%	15.9%	32.9%	24.4%	1.2%	26.8%	25.6%	26.8%	17.1%	3.7%
State	27.9%	18.6%	20.5%	30.6%	2.4%	20.0%	25.1%	24.3%	25.5%	5.1%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	33.3%	0.0%	33.3%	33.3%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%

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

# Academic Progress

## IAR (cont)

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	20.0%	20.0%	26.0%	33.0%	1.0%	16.0%	23.0%	20.0%	33.0%	8.0%
<b>American Indian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	48.3%	17.7%	17.4%	15.6%	0.9%	29.3%	23.5%	25.0%	19.5%	2.7%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	27.7%	17.9%	21.2%	30.6%	2.7%	18.7%	21.6%	22.7%	29.0%	7.9%
<b>Students with Disabilities</b>										
<b>District</b>	61.5%	20.5%	15.4%	2.6%	0.0%	46.2%	30.8%	15.4%	7.7%	0.0%
State	55.2%	18.9%	13.7%	11.6%	0.6%	39.4%	25.8%	17.4%	14.7%	2.8%
<b>Students with IEPs</b>										
<b>District</b>	63.9%	19.4%	13.9%	2.8%	0.0%	47.2%	27.8%	16.7%	8.3%	0.0%
State	61.2%	18.5%	11.6%	8.3%	0.3%	44.1%	26.2%	15.7%	12.0%	2.0%
<b>Non-IEP</b>										
<b>District</b>	22.7%	23.3%	27.3%	25.3%	1.3%	21.3%	23.3%	28.7%	20.7%	6.0%
State	25.9%	19.5%	22.1%	30.5%	2.0%	15.6%	23.0%	25.0%	29.5%	7.0%
<b>English Learners</b>										
<b>District</b>	52.5%	24.6%	16.4%	6.6%	0.0%	41.0%	31.1%	14.8%	11.5%	1.6%
State	50.3%	21.7%	16.1%	11.7%	0.2%	29.2%	30.9%	23.3%	15.1%	1.4%
<b>Non-English Learners</b>										
<b>District</b>	20.0%	21.6%	28.8%	28.0%	1.6%	19.2%	20.8%	32.0%	21.6%	6.4%
State	26.8%	18.8%	21.5%	30.7%	2.1%	17.7%	21.7%	23.7%	29.6%	7.3%

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# Academic Progress

## IAR (cont)

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	40.0%	24.2%	23.2%	11.6%	1.1%	38.9%	28.4%	22.1%	10.5%	0.0%
State	44.7%	22.0%	17.8%	15.1%	0.5%	30.5%	29.5%	22.8%	15.5%	1.7%
<b>Non Low Income</b>										
<b>District</b>	20.9%	20.9%	26.4%	30.8%	1.1%	13.2%	19.8%	30.8%	26.4%	9.9%
State	17.2%	16.7%	23.3%	39.7%	3.1%	8.9%	17.1%	24.5%	38.6%	10.9%
<b>Homeless</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	58.9%	19.7%	12.5%	8.7%	0.2%	44.3%	27.6%	17.7%	9.8%	0.6%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	55.5%	22.7%	13.5%	8.2%	0.1%	41.4%	29.5%	19.3%	9.4%	0.4%
<b>Military</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	24.5%	20.5%	21.1%	31.9%	2.0%	16.4%	22.7%	24.4%	31.3%	5.2%

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# Academic Progress

## IAR (cont)

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	18.1%	21.3%	22.5%	35.6%	2.5%	20.6%	31.9%	31.9%	14.4%	1.3%
State	18.5%	21.2%	25.0%	28.1%	7.3%	20.0%	25.5%	26.7%	24.8%	2.9%
<b>White</b>										
<b>District</b>	3.8%	13.5%	23.1%	53.8%	5.8%	3.8%	25.0%	38.5%	28.8%	3.8%
State	10.4%	17.3%	26.8%	35.8%	9.8%	10.3%	20.5%	30.9%	34.5%	3.8%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	33.1%	28.7%	22.0%	14.1%	2.0%	41.2%	32.8%	18.4%	7.4%	0.3%
<b>Hispanic</b>										
<b>District</b>	26.6%	25.5%	24.5%	23.4%	0.0%	29.8%	37.2%	26.6%	6.4%	0.0%
State	26.4%	25.8%	24.6%	20.1%	3.1%	27.3%	33.0%	25.2%	13.6%	0.7%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	6.8%	10.6%	20.7%	42.3%	19.6%	5.2%	11.5%	23.7%	46.8%	12.8%
<b>Male</b>										
<b>District</b>	17.8%	23.3%	23.3%	31.5%	4.1%	20.5%	24.7%	32.9%	19.2%	2.7%
State	20.8%	22.5%	25.1%	26.0%	5.7%	20.0%	23.5%	26.1%	26.8%	3.5%
<b>Female</b>										
<b>District</b>	18.4%	19.5%	21.8%	39.1%	1.1%	20.7%	37.9%	31.0%	10.3%	0.0%
State	16.0%	19.8%	24.9%	30.3%	9.0%	20.0%	27.7%	27.2%	22.8%	2.3%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	10.0%	0.0%	30.0%	40.0%	20.0%	10.0%	10.0%	20.0%	60.0%	0.0%

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# Academic Progress

## IAR (cont)

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	15.5%	14.5%	28.2%	25.5%	16.4%	14.5%	20.9%	26.4%	33.6%	4.5%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	21.4%	20.5%	26.3%	25.0%	6.8%	25.2%	25.2%	21.6%	24.8%	3.2%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	15.9%	20.3%	24.7%	29.3%	9.9%	18.4%	24.4%	26.0%	27.0%	4.2%
<b>Students with Disabilities</b>										
<b>District</b>	50.0%	14.7%	17.6%	17.6%	0.0%	55.9%	23.5%	14.7%	5.9%	0.0%
State	42.0%	25.7%	17.1%	12.5%	2.6%	41.5%	27.2%	17.7%	12.3%	1.3%
<b>Students with IEPs</b>										
<b>District</b>	56.7%	10.0%	20.0%	13.3%	0.0%	60.0%	23.3%	13.3%	3.3%	0.0%
State	49.2%	26.4%	14.4%	8.4%	1.6%	47.8%	27.6%	15.1%	8.7%	0.7%
<b>Non-IEP</b>										
<b>District</b>	9.2%	23.8%	23.1%	40.8%	3.1%	11.5%	33.8%	36.2%	16.9%	1.5%
State	13.0%	20.3%	26.9%	31.6%	8.3%	15.1%	25.2%	28.8%	27.7%	3.3%
<b>English Learners</b>										
<b>District</b>	37.3%	23.7%	18.6%	20.3%	0.0%	35.6%	40.7%	18.6%	5.1%	0.0%
State	32.9%	28.1%	23.3%	14.5%	1.2%	30.9%	34.2%	23.5%	11.0%	0.3%
<b>Non-English Learners</b>										
<b>District</b>	6.9%	19.8%	24.8%	44.6%	4.0%	11.9%	26.7%	39.6%	19.8%	2.0%
State	15.2%	19.6%	25.4%	31.1%	8.7%	17.5%	23.5%	27.4%	28.0%	3.5%

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# Academic Progress

## IAR (cont)

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	23.2%	31.9%	21.7%	21.7%	1.4%	31.9%	43.5%	17.4%	7.2%	0.0%
State	27.9%	27.0%	24.6%	18.1%	2.4%	30.8%	32.5%	23.9%	12.3%	0.6%
<b>Non Low Income</b>										
<b>District</b>	14.3%	13.2%	23.1%	46.2%	3.3%	12.1%	23.1%	42.9%	19.8%	2.2%
State	8.7%	15.2%	25.4%	38.4%	12.3%	8.9%	18.4%	29.6%	37.8%	5.4%
<b>Homeless</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	40.9%	27.9%	19.5%	10.4%	1.2%	45.9%	29.8%	17.6%	6.6%	0.1%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	39.6%	25.6%	20.0%	13.7%	1.1%	42.6%	30.7%	19.1%	7.6%	0.0%
<b>Military</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.6%	19.3%	24.9%	32.5%	8.7%	15.8%	23.5%	29.4%	28.5%	2.8%

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# Academic Progress

## IAR (cont)

### Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	18.2%	23.4%	27.9%	29.2%	1.3%	26.6%	35.7%	23.4%	13.0%	1.3%
State	16.8%	21.3%	26.7%	32.1%	3.1%	20.7%	28.7%	25.0%	21.7%	3.9%
<b>White</b>										
<b>District</b>	8.2%	12.2%	38.8%	36.7%	4.1%	10.2%	24.5%	42.9%	20.4%	2.0%
State	9.3%	16.7%	28.1%	41.8%	4.1%	11.2%	23.9%	29.7%	30.4%	4.9%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	30.2%	30.0%	24.3%	15.0%	0.5%	42.0%	34.9%	16.5%	6.2%	0.4%
<b>Hispanic</b>										
<b>District</b>	27.4%	29.8%	22.6%	20.2%	0.0%	36.9%	44.0%	15.5%	3.6%	0.0%
State	24.2%	26.4%	27.0%	21.3%	1.1%	27.3%	36.4%	23.2%	12.0%	1.1%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	5.5%	9.9%	21.4%	51.9%	11.3%	5.3%	13.8%	21.6%	41.7%	17.5%
<b>Male</b>										
<b>District</b>	20.0%	28.0%	22.7%	29.3%	0.0%	29.3%	30.7%	26.7%	12.0%	1.3%
State	19.1%	22.4%	26.6%	29.7%	2.3%	21.4%	27.1%	23.6%	23.1%	4.8%
<b>Female</b>										
<b>District</b>	16.5%	19.0%	32.9%	29.1%	2.5%	24.1%	40.5%	20.3%	13.9%	1.3%
State	14.5%	20.1%	26.9%	34.5%	3.9%	19.9%	30.4%	26.5%	20.2%	3.0%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	5.3%	10.5%	26.3%	47.4%	10.5%	10.5%	26.3%	15.8%	42.1%	5.3%

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# Academic Progress

## IAR (cont)

### Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	11.6%	15.5%	27.1%	41.9%	3.9%	14.8%	27.3%	25.8%	31.3%	0.8%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	18.5%	31.4%	26.4%	21.8%	2.0%	24.1%	36.3%	22.1%	14.5%	3.0%
<b>Two or More Races</b>										
<b>District</b>	0.0%	20.0%	30.0%	50.0%	0.0%	20.0%	30.0%	10.0%	30.0%	10.0%
State	15.3%	19.6%	26.3%	34.3%	4.4%	19.9%	28.0%	23.7%	22.7%	5.8%
<b>Students with Disabilities</b>										
<b>District</b>	52.8%	27.8%	5.6%	13.9%	0.0%	58.3%	25.0%	13.9%	2.8%	0.0%
State	39.9%	26.5%	18.5%	14.1%	1.0%	42.3%	29.9%	15.7%	10.3%	1.7%
<b>Students with IEPs</b>										
<b>District</b>	61.3%	29.0%	3.2%	6.5%	0.0%	67.7%	22.6%	6.5%	3.2%	0.0%
State	48.2%	28.1%	15.0%	8.3%	0.5%	49.9%	30.0%	12.7%	6.4%	0.9%
<b>Non-IEP</b>										
<b>District</b>	7.3%	22.0%	34.1%	35.0%	1.6%	16.3%	39.0%	27.6%	15.4%	1.6%
State	11.3%	20.1%	28.8%	36.2%	3.6%	15.5%	28.5%	27.2%	24.4%	4.4%
<b>English Learners</b>										
<b>District</b>	36.8%	35.1%	22.8%	5.3%	0.0%	52.6%	35.1%	12.3%	0.0%	0.0%
State	35.8%	32.9%	23.2%	7.9%	0.2%	35.8%	40.2%	18.4%	5.2%	0.3%
<b>Non-English Learners</b>										
<b>District</b>	7.2%	16.5%	30.9%	43.3%	2.1%	11.3%	36.1%	29.9%	20.6%	2.1%
State	13.3%	19.1%	27.4%	36.6%	3.7%	17.8%	26.6%	26.3%	24.8%	4.6%

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

# Academic Progress

## IAR (cont)

### Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	27.4%	37.0%	17.8%	17.8%	0.0%	37.0%	43.8%	16.4%	2.7%	0.0%
State	25.9%	27.7%	26.7%	18.9%	0.8%	31.9%	35.5%	21.5%	10.3%	0.8%
<b>Non Low Income</b>										
<b>District</b>	9.9%	11.1%	37.0%	39.5%	2.5%	17.3%	28.4%	29.6%	22.2%	2.5%
State	7.6%	14.7%	26.7%	45.5%	5.5%	9.2%	21.8%	28.7%	33.3%	7.0%
<b>Homeless</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.9%	29.5%	20.8%	10.6%	0.3%	46.8%	33.5%	14.0%	5.5%	0.2%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	33.8%	29.3%	23.7%	13.0%	0.3%	41.7%	33.6%	17.0%	7.6%	0.1%
<b>Military</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	12.7%	17.7%	27.4%	37.2%	4.9%	13.5%	27.8%	30.5%	24.4%	3.8%

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# Academic Progress

## IAR (cont)

### Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	16.5%	25.8%	28.6%	24.2%	4.9%	21.4%	33.0%	26.4%	18.1%	1.1%
State	16.3%	21.8%	27.8%	30.3%	3.9%	22.0%	28.0%	26.5%	20.5%	2.9%
<b>White</b>										
<b>District</b>	8.3%	16.7%	25.0%	40.0%	10.0%	11.7%	26.7%	26.7%	31.7%	3.3%
State	9.0%	17.3%	29.4%	39.0%	5.3%	12.3%	23.5%	31.9%	28.8%	3.6%
<b>Black</b>										
<b>District</b>	10.0%	30.0%	20.0%	30.0%	10.0%	30.0%	30.0%	10.0%	30.0%	0.0%
State	29.3%	29.9%	25.1%	14.9%	0.9%	42.2%	35.1%	17.0%	5.4%	0.3%
<b>Hispanic</b>										
<b>District</b>	24.5%	34.7%	28.6%	11.2%	1.0%	29.6%	39.8%	26.5%	4.1%	0.0%
State	23.0%	27.3%	27.9%	20.3%	1.5%	29.8%	34.7%	23.9%	10.9%	0.7%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	5.3%	8.7%	21.4%	52.4%	12.1%	5.6%	12.4%	22.7%	43.2%	16.1%
<b>Male</b>										
<b>District</b>	19.8%	28.6%	27.5%	20.9%	3.3%	25.3%	28.6%	30.8%	14.3%	1.1%
State	19.4%	24.0%	27.8%	26.3%	2.5%	22.7%	26.8%	25.5%	21.6%	3.4%
<b>Female</b>										
<b>District</b>	13.2%	23.1%	29.7%	27.5%	6.6%	17.6%	37.4%	22.0%	22.0%	1.1%
State	13.0%	19.4%	27.7%	34.5%	5.4%	21.3%	29.4%	27.5%	19.3%	2.5%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	4.8%	14.3%	38.1%	38.1%	4.8%	9.5%	28.6%	33.3%	23.8%	4.8%

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# Academic Progress

## IAR (cont)

### Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	12.3%	19.6%	29.7%	33.3%	5.1%	22.5%	22.5%	34.1%	19.6%	1.4%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	24.4%	25.1%	25.8%	19.9%	4.9%	30.0%	31.7%	21.6%	13.6%	3.1%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.9%	20.2%	27.2%	32.9%	4.8%	21.0%	27.2%	25.9%	21.9%	4.0%
<b>Students with Disabilities</b>										
<b>District</b>	36.4%	39.4%	18.2%	3.0%	3.0%	36.4%	45.5%	15.2%	3.0%	0.0%
State	39.5%	28.0%	19.1%	12.3%	1.1%	42.5%	31.6%	15.8%	9.0%	1.1%
<b>Students with IEPs</b>										
<b>District</b>	36.4%	39.4%	18.2%	3.0%	3.0%	36.4%	45.5%	15.2%	3.0%	0.0%
State	48.7%	29.6%	14.7%	6.6%	0.4%	50.4%	32.4%	11.8%	4.8%	0.5%
<b>Non-IEP</b>										
<b>District</b>	12.1%	22.8%	30.9%	28.9%	5.4%	18.1%	30.2%	28.9%	21.5%	1.3%
State	10.8%	20.5%	29.9%	34.3%	4.5%	17.3%	27.3%	28.9%	23.1%	3.3%
<b>English Learners</b>										
<b>District</b>	36.1%	37.7%	18.0%	8.2%	0.0%	36.1%	41.0%	23.0%	0.0%	0.0%
State	38.1%	35.0%	21.1%	5.6%	0.1%	43.0%	39.1%	14.8%	2.9%	0.1%
<b>Non-English Learners</b>										
<b>District</b>	6.6%	19.8%	33.9%	32.2%	7.4%	14.0%	28.9%	28.1%	27.3%	1.7%
State	12.7%	19.6%	28.8%	34.3%	4.5%	18.6%	26.2%	28.4%	23.4%	3.4%

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# Academic Progress

## IAR (cont)

### Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	22.9%	36.1%	27.7%	12.0%	1.2%	30.1%	36.1%	27.7%	6.0%	0.0%
State	24.8%	28.4%	27.4%	18.3%	1.2%	33.3%	34.6%	22.3%	9.2%	0.6%
<b>Non Low Income</b>										
<b>District</b>	11.1%	17.2%	29.3%	34.3%	8.1%	14.1%	30.3%	25.3%	28.3%	2.0%
State	7.7%	15.1%	28.2%	42.4%	6.6%	10.7%	21.4%	30.7%	31.9%	5.3%
<b>Homeless</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	36.8%	29.5%	22.1%	11.0%	0.6%	46.2%	33.0%	16.9%	3.8%	0.1%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.3%	33.7%	21.8%	11.7%	0.5%	40.3%	39.2%	17.0%	3.6%	0.0%
<b>Military</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	13.3%	21.4%	28.2%	32.1%	5.0%	18.2%	26.8%	28.6%	24.7%	1.8%

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# Academic Progress

## IAR (cont)

### Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	21.4%	22.5%	27.2%	24.3%	4.6%	13.3%	30.6%	31.2%	23.1%	1.7%
State	18.5%	19.0%	24.6%	28.5%	9.4%	14.2%	29.1%	29.8%	23.2%	3.7%
<b>White</b>										
<b>District</b>	9.7%	12.9%	32.3%	33.9%	11.3%	3.2%	19.4%	33.9%	40.3%	3.2%
State	11.5%	15.2%	25.0%	35.7%	12.7%	7.6%	22.2%	33.3%	32.2%	4.6%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.4%	25.7%	23.8%	16.5%	2.6%	28.3%	41.6%	22.7%	7.1%	0.4%
<b>Hispanic</b>										
<b>District</b>	29.8%	27.7%	26.6%	16.0%	0.0%	19.1%	40.4%	30.9%	9.6%	0.0%
State	25.2%	23.3%	25.9%	21.3%	4.3%	18.7%	36.9%	29.6%	13.8%	1.0%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	6.2%	8.3%	18.3%	40.6%	26.6%	4.0%	11.1%	23.2%	43.1%	18.6%
<b>Male</b>										
<b>District</b>	27.5%	20.0%	30.0%	20.0%	2.5%	15.0%	28.8%	33.8%	18.8%	3.8%
State	22.0%	20.8%	24.7%	25.5%	7.1%	14.3%	28.0%	29.5%	24.1%	4.1%
<b>Female</b>										
<b>District</b>	16.1%	24.7%	24.7%	28.0%	6.5%	11.8%	32.3%	29.0%	26.9%	0.0%
State	14.9%	17.1%	24.5%	31.7%	11.8%	14.0%	30.4%	30.1%	22.3%	3.2%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	2.6%	15.4%	17.9%	48.7%	15.4%	0.0%	18.9%	35.1%	43.2%	2.7%

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# Academic Progress

## IAR (cont)

### Grade 7

ELA					Mathematics					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	19.0%	19.0%	14.7%	37.1%	10.3%	18.1%	19.8%	31.9%	24.1%	6.0%
<b>American Indian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	23.5%	22.5%	24.9%	20.7%	8.4%	19.9%	30.5%	31.2%	14.9%	3.5%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	16.5%	19.5%	23.4%	29.5%	11.1%	13.1%	28.5%	29.5%	24.0%	4.8%
<b>Students with Disabilities</b>										
<b>District</b>	50.0%	25.0%	18.8%	6.3%	0.0%	37.5%	46.9%	15.6%	0.0%	0.0%
State	43.1%	23.3%	17.8%	12.9%	2.9%	34.3%	35.3%	18.9%	10.2%	1.3%
<b>Students with IEPs</b>										
<b>District</b>	50.0%	25.0%	18.8%	6.3%	0.0%	37.5%	46.9%	15.6%	0.0%	0.0%
State	53.3%	24.4%	14.4%	6.9%	0.9%	42.8%	37.9%	14.0%	4.8%	0.5%
<b>Non-IEP</b>										
<b>District</b>	14.9%	22.0%	29.1%	28.4%	5.7%	7.8%	27.0%	34.8%	28.4%	2.1%
State	12.8%	18.1%	26.3%	32.1%	10.8%	9.4%	27.7%	32.4%	26.3%	4.2%
<b>English Learners</b>										
<b>District</b>	43.4%	34.0%	13.2%	9.4%	0.0%	28.3%	45.3%	26.4%	0.0%	0.0%
State	41.6%	28.9%	21.2%	7.9%	0.5%	29.6%	45.0%	21.0%	4.2%	0.2%
<b>Non-English Learners</b>										
<b>District</b>	11.7%	17.5%	33.3%	30.8%	6.7%	6.7%	24.2%	33.3%	33.3%	2.5%
State	14.9%	17.4%	25.1%	31.8%	10.8%	11.7%	26.6%	31.2%	26.2%	4.2%

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# Academic Progress

## IAR (cont)

### Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	<b>33.3%</b>	<b>22.6%</b>	<b>28.6%</b>	<b>15.5%</b>	<b>0.0%</b>	<b>21.4%</b>	<b>36.9%</b>	<b>31.0%</b>	<b>10.7%</b>	<b>0.0%</b>
State	27.4%	24.2%	25.4%	19.4%	3.6%	21.8%	38.1%	27.5%	11.8%	0.8%
<b>Non Low Income</b>										
<b>District</b>	<b>10.1%</b>	<b>22.5%</b>	<b>25.8%</b>	<b>32.6%</b>	<b>9.0%</b>	<b>5.6%</b>	<b>24.7%</b>	<b>31.5%</b>	<b>34.8%</b>	<b>3.4%</b>
State	9.6%	13.7%	23.8%	37.7%	15.2%	6.6%	20.2%	32.1%	34.6%	6.6%
<b>Homeless</b>										
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	40.2%	24.1%	21.6%	12.8%	1.3%	30.6%	41.4%	22.2%	5.7%	0.1%
<b>Migrant</b>										
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	36.9%	27.6%	22.2%	10.9%	2.4%	32.6%	38.5%	23.4%	5.5%	0.0%
<b>Military</b>										
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	15.0%	20.6%	22.9%	31.4%	10.0%	11.5%	28.8%	31.2%	25.4%	3.1%

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# Academic Progress

## IAR (cont)

### Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	17.2%	20.7%	23.0%	37.9%	1.1%	29.9%	30.5%	21.8%	17.2%	0.6%
State	15.3%	19.0%	25.2%	33.9%	6.6%	29.4%	23.2%	21.6%	21.5%	4.2%
<b>White</b>										
<b>District</b>	7.1%	10.7%	17.9%	62.5%	1.8%	8.9%	21.4%	30.4%	39.3%	0.0%
State	9.0%	14.6%	25.2%	41.9%	9.3%	18.5%	20.9%	25.9%	29.4%	5.3%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.7%	27.1%	25.7%	19.8%	1.7%	51.2%	26.5%	14.5%	7.2%	0.5%
<b>Hispanic</b>										
<b>District</b>	24.5%	27.6%	26.5%	20.4%	1.0%	41.8%	37.8%	16.3%	4.1%	0.0%
State	21.6%	23.5%	26.6%	25.6%	2.7%	38.2%	27.3%	19.9%	13.2%	1.3%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	4.9%	7.9%	17.9%	50.2%	19.2%	8.7%	11.2%	17.5%	40.8%	21.7%
<b>Male</b>										
<b>District</b>	23.8%	18.8%	23.8%	33.8%	0.0%	32.5%	30.0%	21.3%	16.3%	0.0%
State	18.8%	21.2%	26.1%	29.7%	4.3%	30.8%	22.8%	20.5%	21.3%	4.5%
<b>Female</b>										
<b>District</b>	11.7%	22.3%	22.3%	41.5%	2.1%	27.7%	30.9%	22.3%	18.1%	1.1%
State	11.8%	16.6%	24.2%	38.3%	9.0%	27.9%	23.6%	22.8%	21.7%	3.9%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	8.3%	6.7%	30.0%	40.0%	15.0%	13.3%	20.0%	26.7%	35.0%	5.0%

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# Academic Progress

## IAR (cont)

### Grade 8

ELA					Mathematics					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	13.5%	11.5%	26.3%	41.0%	7.7%	21.2%	23.1%	23.7%	25.6%	6.4%
<b>American Indian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	15.3%	20.6%	21.2%	39.9%	3.1%	28.1%	26.6%	21.3%	20.3%	3.8%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.7%	18.4%	23.0%	36.6%	7.3%	29.7%	22.1%	20.4%	22.7%	5.1%
<b>Students with Disabilities</b>										
<b>District</b>	60.9%	21.7%	17.4%	0.0%	0.0%	69.6%	30.4%	0.0%	0.0%	0.0%
State	37.5%	25.9%	19.4%	15.0%	2.2%	55.0%	21.7%	12.3%	9.4%	1.5%
<b>Students with IEPs</b>										
<b>District</b>	60.9%	21.7%	17.4%	0.0%	0.0%	69.6%	30.4%	0.0%	0.0%	0.0%
State	48.0%	28.3%	16.0%	6.9%	0.7%	67.2%	20.8%	7.9%	3.7%	0.5%
<b>Non-IEP</b>										
<b>District</b>	10.6%	20.5%	23.8%	43.7%	1.3%	23.8%	30.5%	25.2%	19.9%	0.7%
State	10.2%	17.5%	26.6%	38.1%	7.5%	23.5%	23.6%	23.8%	24.3%	4.8%
<b>English Learners</b>										
<b>District</b>	41.3%	34.8%	17.4%	6.5%	0.0%	56.5%	34.8%	8.7%	0.0%	0.0%
State	39.6%	31.5%	21.3%	7.4%	0.2%	57.5%	27.9%	11.1%	3.3%	0.2%
<b>Non-English Learners</b>										
<b>District</b>	8.6%	15.6%	25.0%	49.2%	1.6%	20.3%	28.9%	26.6%	23.4%	0.8%
State	11.8%	17.1%	25.8%	37.8%	7.6%	25.3%	22.5%	23.2%	24.2%	4.8%

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

# Academic Progress

## IAR (cont)

### Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	30.7%	16.0%	26.7%	25.3%	1.3%	42.7%	28.0%	20.0%	9.3%	0.0%
State	22.9%	24.7%	26.4%	23.3%	2.6%	42.2%	26.9%	18.4%	11.4%	1.2%
<b>Non Low Income</b>										
<b>District</b>	7.1%	24.2%	20.2%	47.5%	1.0%	20.2%	32.3%	23.2%	23.2%	1.0%
State	7.7%	13.2%	24.0%	44.5%	10.6%	16.6%	19.5%	24.9%	31.7%	7.3%
<b>Homeless</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	34.1%	24.7%	23.5%	16.3%	1.3%	54.6%	25.1%	14.2%	5.8%	0.3%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	32.6%	24.8%	24.4%	17.2%	0.9%	57.4%	23.5%	13.7%	5.0%	0.3%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	13.1%	16.8%	25.7%	35.3%	9.1%	25.6%	21.2%	22.4%	25.3%	5.5%

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

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## DLM

### What is it?

This shows the percentage and number of students scoring at each of the performance levels for the Dynamic Learning Maps Alternative Assessment (DLM-AA) for students with cognitive disabilities. DLM-AA results are not based on raw or scale scores; all data is based on diagnostic classification modeling. Standard setting allows us to look at patterns of number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This performance are reported using the four Performance Levels approved by the consortium:

- Level 1 – Entry: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
  - Level 2 – Foundational: The student’s understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
  - Level 3 – Satisfactory: The student’s understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
  - Level 4 – Mastery: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.
-

# Academic Progress

## DLM (cont)

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	72.3%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
<b>White</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	73.2%	12.3%	14.0%	0.5%	76.1%	10.5%	8.8%	4.6%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	66.6%	17.0%	15.7%	0.8%	73.9%	11.0%	9.7%	5.5%
<b>Hispanic</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	73.9%	14.9%	11.0%	0.2%	76.3%	8.3%	11.4%	3.9%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	84.4%	10.0%	4.4%	1.1%	83.1%	5.6%	9.0%	2.2%
<b>Male</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	72.5%	13.9%	12.9%	0.6%	74.9%	8.8%	10.6%	5.7%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	71.9%	15.2%	12.7%	0.2%	77.6%	12.5%	7.7%	2.2%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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

# Academic Progress

## DLM (cont)

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	33.3%	66.7%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	70.7%	17.1%	12.2%	0.0%	70.7%	13.4%	8.5%	7.3%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	72.4%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	72.4%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	75.7%	13.9%	9.8%	0.6%	76.3%	8.3%	11.0%	4.4%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	70.9%	14.5%	14.1%	0.4%	75.5%	10.6%	9.2%	4.7%

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# Academic Progress

## DLM (cont)

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	71.0%	14.4%	14.0%	0.6%	73.8%	10.6%	10.4%	5.1%
<b>Non Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	74.7%	14.2%	10.8%	0.3%	79.1%	8.8%	8.4%	3.7%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	75.7%	16.2%	8.1%	0.0%	84.2%	2.6%	10.5%	2.6%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	76.0%	12.0%	12.0%	0.0%	64.0%	24.0%	4.0%	8.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.6%	11.1%	33.3%	0.0%	55.6%	11.1%	22.2%	11.1%

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# Academic Progress

## DLM (cont)

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	71.7%	19.0%	9.0%	0.4%	59.6%	10.2%	22.5%	7.8%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.0%	19.9%	10.5%	0.7%	57.8%	10.5%	24.1%	7.7%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	68.7%	20.9%	10.4%	0.0%	56.4%	11.0%	22.8%	9.8%
<b>Hispanic</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	75.3%	18.0%	6.5%	0.2%	62.3%	8.5%	22.4%	6.7%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	85.4%	8.7%	5.8%	0.0%	70.9%	12.6%	12.6%	3.9%
<b>Male</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	71.5%	18.8%	9.2%	0.5%	59.3%	9.7%	22.5%	8.5%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	72.0%	19.5%	8.4%	0.2%	60.1%	11.2%	22.4%	6.3%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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# Academic Progress

## DLM (cont)

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	66.7%	0.0%	33.3%	0.0%	33.3%	33.3%	33.3%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	66.7%	24.6%	7.0%	1.8%	57.9%	8.8%	22.8%	10.5%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	71.7%	19.0%	9.0%	0.4%	59.5%	10.2%	22.5%	7.8%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	71.7%	19.0%	9.0%	0.4%	59.5%	10.2%	22.5%	7.8%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	66.7%	33.3%	0.0%	0.0%	66.7%	0.0%	33.3%	0.0%
<b>English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	78.0%	15.6%	6.0%	0.4%	64.7%	7.8%	19.6%	8.0%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.2%	20.4%	10.1%	0.4%	57.5%	11.2%	23.7%	7.7%

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# Academic Progress

## DLM (cont)

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	70.3%	19.2%	10.2%	0.3%	58.0%	9.7%	23.7%	8.6%
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	74.1%	18.5%	6.8%	0.5%	62.3%	11.0%	20.3%	6.3%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.5%	27.3%	18.2%	0.0%	50.0%	4.5%	27.3%	18.2%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	65.5%	20.7%	13.8%	0.0%	53.6%	17.9%	25.0%	3.6%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	61.5%	7.7%	30.8%	0.0%

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# Academic Progress

## DLM (cont)

### Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	65.8%	17.3%	15.7%	1.3%	61.6%	21.9%	9.4%	7.1%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	64.8%	15.7%	17.9%	1.6%	62.5%	21.4%	8.6%	7.6%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	61.0%	20.9%	16.3%	1.9%	54.8%	22.9%	12.5%	9.8%
<b>Hispanic</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	69.7%	17.1%	12.7%	0.5%	64.7%	22.4%	8.7%	4.2%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	70.1%	14.9%	14.9%	0.0%	61.2%	23.5%	9.4%	5.9%
<b>Male</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	67.2%	17.1%	14.6%	1.2%	62.0%	21.2%	9.9%	6.9%
<b>Female</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	62.9%	17.6%	17.8%	1.6%	60.9%	23.3%	8.3%	7.5%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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

# Academic Progress

## DLM (cont)

### Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	68.2%	16.7%	13.6%	1.5%	69.7%	18.2%	4.5%	7.6%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	65.8%	17.2%	15.7%	1.3%	61.7%	21.9%	9.4%	7.0%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	65.8%	17.2%	15.7%	1.3%	61.7%	21.9%	9.4%	7.0%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
<b>English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	71.5%	17.0%	11.1%	0.5%	66.9%	21.3%	7.6%	4.2%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	63.7%	17.4%	17.4%	1.6%	59.7%	22.1%	10.0%	8.2%

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

# Academic Progress

## DLM (cont)

### Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	63.8%	17.7%	16.9%	1.6%	60.0%	22.7%	10.2%	7.2%
<b>Non Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	69.3%	16.5%	13.6%	0.7%	64.6%	20.5%	8.0%	6.9%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.8%	12.9%	32.3%	0.0%	45.2%	35.5%	0.0%	19.4%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.0%	26.7%	10.0%	3.3%	58.6%	34.5%	0.0%	6.9%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	75.0%	0.0%	25.0%	0.0%	75.0%	12.5%	0.0%	12.5%

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

# Academic Progress

## DLM (cont)

### Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	62.6%	23.2%	11.6%	2.6%	69.9%	17.4%	7.0%	5.6%
<b>White</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	61.5%	24.1%	11.9%	2.6%	72.3%	17.7%	5.7%	4.3%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	59.7%	23.6%	15.0%	1.7%	62.8%	18.9%	9.2%	9.2%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	65.1%	22.9%	8.7%	3.4%	71.3%	16.4%	7.5%	4.8%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	73.8%	16.3%	7.5%	2.5%	77.2%	10.1%	7.6%	5.1%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	62.6%	23.6%	11.4%	2.3%	67.8%	18.4%	7.7%	6.0%
<b>Female</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	62.6%	22.3%	11.9%	3.2%	74.0%	15.4%	5.7%	4.9%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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



# Academic Progress

## DLM (cont)

### Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	66.7%	33.3%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	83.3%	16.7%	0.0%	0.0%	83.3%	16.7%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.9%	23.7%	16.9%	3.4%	69.5%	20.3%	5.1%	5.1%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	62.6%	23.2%	11.6%	2.6%	69.9%	17.4%	7.0%	5.6%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	62.6%	23.2%	11.6%	2.6%	69.9%	17.4%	7.0%	5.6%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	67.5%	21.7%	7.9%	2.8%	74.1%	14.4%	7.2%	4.4%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	60.9%	23.7%	12.9%	2.5%	68.4%	18.5%	7.0%	6.1%

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# Academic Progress

## DLM (cont)

### Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	61.5%	23.2%	12.3%	2.9%	68.0%	17.9%	8.1%	6.1%
<b>Non Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	64.5%	23.2%	10.3%	2.1%	73.3%	16.6%	5.2%	4.9%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.1%	37.5%	9.4%	0.0%	71.9%	15.6%	6.3%	6.3%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.9%	17.4%	17.4%	4.3%	73.9%	13.0%	13.0%	0.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	77.8%	22.2%	0.0%	0.0%	88.9%	0.0%	11.1%	0.0%

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# Academic Progress

## DLM (cont)

### Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	28.2%	15.2%	3.7%	75.8%	14.2%	6.2%	3.9%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.2%	26.4%	16.5%	4.9%	77.8%	14.3%	5.1%	2.7%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	49.1%	30.5%	17.2%	3.2%	71.0%	14.5%	8.7%	5.8%
<b>Hispanic</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	57.1%	28.5%	12.3%	2.1%	77.8%	12.4%	5.4%	4.4%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	59.2%	32.4%	5.6%	2.8%	76.1%	15.5%	4.2%	4.2%
<b>Male</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	50.8%	29.1%	16.3%	3.8%	72.9%	16.2%	6.3%	4.6%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	57.2%	26.3%	13.1%	3.4%	81.3%	10.3%	5.9%	2.4%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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# Academic Progress

## DLM (cont)

### Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	66.7%	0.0%	0.0%	33.3%	66.7%	33.3%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	46.8%	25.5%	23.4%	4.3%	68.1%	21.3%	10.6%	0.0%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	28.1%	15.2%	3.7%	75.7%	14.2%	6.2%	3.9%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	28.1%	15.2%	3.7%	75.7%	14.2%	6.2%	3.9%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	56.1%	28.3%	12.0%	3.5%	75.9%	13.5%	6.3%	4.3%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	51.8%	28.1%	16.4%	3.7%	75.7%	14.4%	6.1%	3.7%

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# Academic Progress

## DLM (cont)

### Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	51.0%	29.8%	15.7%	3.5%	73.2%	15.2%	7.0%	4.6%
<b>Non Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	56.4%	25.4%	14.3%	3.9%	80.2%	12.5%	4.7%	2.6%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	35.7%	40.5%	21.4%	2.4%	62.8%	23.3%	11.6%	2.3%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	64.7%	23.5%	11.8%	0.0%	76.5%	11.8%	0.0%	11.8%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	30.0%	20.0%	40.0%	10.0%	90.0%	10.0%	0.0%	0.0%

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# Academic Progress

## DLM (cont)

### Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.0%	31.6%	15.3%	0.1%	66.0%	27.2%	5.6%	1.2%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.7%	31.2%	12.9%	0.2%	69.8%	24.8%	4.9%	0.5%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	46.4%	36.0%	17.5%	0.0%	60.7%	29.9%	7.1%	2.3%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.3%	29.2%	17.5%	0.0%	64.7%	28.8%	5.2%	1.3%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	61.5%	26.9%	11.5%	0.0%	70.1%	22.1%	6.5%	1.3%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.2%	31.7%	15.0%	0.1%	64.5%	28.3%	6.0%	1.1%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.0%	31.1%	15.9%	0.0%	69.0%	24.9%	4.7%	1.4%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%

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# Academic Progress

## DLM (cont)

### Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	80.0%	20.0%	0.0%	0.0%	80.0%	20.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	43.8%	39.6%	16.7%	0.0%	59.6%	31.9%	6.4%	2.1%
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.1%	31.5%	15.3%	0.1%	66.0%	27.2%	5.6%	1.2%
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.1%	31.5%	15.3%	0.1%	66.0%	27.2%	5.6%	1.2%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.4%	28.2%	16.4%	0.0%	64.1%	29.0%	5.8%	1.0%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.2%	32.8%	14.9%	0.1%	66.7%	26.5%	5.5%	1.3%

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# Academic Progress

## DLM (cont)

### Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	51.4%	31.7%	16.9%	0.0%	63.8%	28.6%	5.9%	1.7%
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	56.0%	31.4%	12.4%	0.2%	70.0%	24.8%	4.9%	0.4%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	59.4%	18.8%	21.9%	0.0%	65.6%	34.4%	0.0%	0.0%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.7%	32.1%	7.1%	0.0%	75.0%	21.4%	3.6%	0.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	25.0%	25.0%	50.0%	0.0%	50.0%	25.0%	25.0%	0.0%

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# Academic Progress

## DLM (cont)

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	‡	‡	‡	‡
State	75.6%	17.5%	6.9%	0.1%
<b>White</b>				
<b>District</b>	*	*	*	*
State	73.4%	18.7%	7.9%	0.0%
<b>Black</b>				
<b>District</b>	*	*	*	*
State	73.6%	18.9%	7.4%	0.0%
<b>Hispanic</b>				
<b>District</b>	‡	‡	‡	‡
State	79.6%	13.7%	6.5%	0.3%
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	77.8%	19.8%	2.5%	0.0%
<b>Male</b>				
<b>District</b>	‡	‡	‡	‡
State	76.6%	16.4%	6.9%	0.1%
<b>Female</b>				
<b>District</b>	‡	‡	‡	‡
State	73.4%	19.7%	6.8%	0.0%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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

# Academic Progress

## DLM (cont)

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
State	75.4%	21.3%	3.3%	0.0%
<b>Students with Disabilities</b>				
<b>District</b>	‡	‡	‡	‡
State	75.6%	17.5%	6.8%	0.1%
<b>Students with IEPs</b>				
<b>District</b>	‡	‡	‡	‡
State	75.6%	17.5%	6.8%	0.1%
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	50.0%	0.0%	50.0%	0.0%
<b>English Learners</b>				
<b>District</b>	‡	‡	‡	‡
State	79.8%	15.4%	4.5%	0.3%
<b>Non-English Learners</b>				
<b>District</b>	‡	‡	‡	‡
State	74.0%	18.3%	7.8%	0.0%

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# Academic Progress

## DLM (cont)

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>District</b>	‡	‡	‡	‡
State	74.7%	17.8%	7.4%	0.1%
<b>Non Low Income</b>				
<b>District</b>	‡	‡	‡	‡
State	77.2%	16.8%	6.0%	0.0%
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	54.8%	32.3%	12.9%	0.0%
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	78.6%	14.3%	7.1%	0.0%
<b>Military</b>				
<b>District</b>	*	*	*	*
State	80.0%	13.3%	6.7%	0.0%

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# Academic Progress

## DLM (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	*	*	*	*
State	65.9%	19.8%	12.5%	1.8%
<b>White</b>				
<b>District</b>	*	*	*	*
State	67.3%	20.3%	11.0%	1.5%
<b>Black</b>				
<b>District</b>	*	*	*	*
State	60.3%	21.3%	16.4%	2.1%
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
State	66.5%	18.9%	12.1%	2.4%
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	72.0%	16.0%	12.0%	0.0%
<b>Male</b>				
<b>District</b>	*	*	*	*
State	66.1%	18.9%	12.9%	2.1%
<b>Female</b>				
<b>District</b>	*	*	*	*
State	65.6%	21.3%	11.8%	1.2%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%

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

# Academic Progress

## DLM (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
State	63.8%	21.3%	12.8%	2.1%
<b>Students with Disabilities</b>				
<b>District</b>	*	*	*	*
State	65.8%	19.8%	12.5%	1.8%
<b>Students with IEPs</b>				
<b>District</b>	*	*	*	*
State	65.8%	19.8%	12.5%	1.8%
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	70.2%	17.2%	12.1%	0.5%
<b>Non-English Learners</b>				
<b>District</b>	*	*	*	*
State	64.2%	20.8%	12.7%	2.3%

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

# Academic Progress

## DLM (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>District</b>	*	*	*	*
State	65.1%	18.8%	13.9%	2.2%
<b>Non Low Income</b>				
<b>District</b>	*	*	*	*
State	67.3%	21.6%	9.9%	1.2%
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	84.6%	3.8%	11.5%	0.0%
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	75.0%	8.3%	16.7%	0.0%
<b>Military</b>				
<b>District</b>	*	*	*	*
State	25.0%	50.0%	25.0%	0.0%

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## ISA

### What is it?

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

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

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# Academic Progress

## ISA (cont)

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	<b>14.8%</b>	<b>34.2%</b>	<b>38.7%</b>	<b>12.3%</b>
State	16.0%	31.6%	36.2%	16.2%
<b>White</b>				
<b>District</b>	<b>10.0%</b>	<b>16.0%</b>	<b>58.0%</b>	<b>16.0%</b>
State	8.2%	25.4%	43.5%	22.9%
<b>Black</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	32.8%	41.4%	22.1%	3.6%
<b>Hispanic</b>				
<b>District</b>	<b>17.9%</b>	<b>46.4%</b>	<b>29.8%</b>	<b>6.0%</b>
State	21.5%	39.4%	31.4%	7.7%
<b>Asian</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	6.2%	17.4%	39.8%	36.7%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	7.0%	29.7%	42.2%	21.1%
<b>American Indian</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	19.4%	39.8%	32.9%	7.9%

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



# Academic Progress

## ISA (cont)

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Two or More Races</b>				
<b>District</b>	<b>10.0%</b>	<b>30.0%</b>	<b>30.0%</b>	<b>30.0%</b>
State	14.1%	30.0%	36.3%	19.7%
<b>Students with Disabilities</b>				
<b>District</b>	<b>37.8%</b>	<b>37.8%</b>	<b>18.9%</b>	<b>5.4%</b>
State	35.0%	34.7%	22.0%	8.4%
<b>Students with IEPs</b>				
<b>District</b>	<b>43.8%</b>	<b>40.6%</b>	<b>12.5%</b>	<b>3.1%</b>
State	42.0%	36.2%	16.9%	4.9%
<b>Non-IEP</b>				
<b>District</b>	<b>7.3%</b>	<b>32.5%</b>	<b>45.5%</b>	<b>14.6%</b>
State	11.6%	30.8%	39.5%	18.1%
<b>English Learners</b>				
<b>District</b>	<b>25.9%</b>	<b>56.9%</b>	<b>15.5%</b>	<b>1.7%</b>
State	32.6%	45.8%	20.3%	1.3%
<b>Male</b>				
<b>District</b>	<b>13.3%</b>	<b>36.0%</b>	<b>40.0%</b>	<b>10.7%</b>
State	17.1%	30.4%	35.4%	17.1%
<b>Female</b>				
<b>District</b>	<b>16.3%</b>	<b>32.5%</b>	<b>37.5%</b>	<b>13.8%</b>
State	14.8%	32.8%	37.0%	15.3%
<b>Non Binary</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	0.0%	21.1%	21.1%	57.9%

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# Academic Progress

## ISA (cont)

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>English Learners</b>				
<b>District</b>	<b>25.9%</b>	<b>56.9%</b>	<b>15.5%</b>	<b>1.7%</b>
State	32.6%	45.8%	20.3%	1.3%
<b>Non-English Learners</b>				
<b>District</b>	<b>8.2%</b>	<b>20.6%</b>	<b>52.6%</b>	<b>18.6%</b>
State	12.8%	28.8%	39.3%	19.1%
<b>Low Income</b>				
<b>District</b>	<b>20.8%</b>	<b>48.6%</b>	<b>30.6%</b>	<b>0.0%</b>
State	24.8%	39.8%	28.9%	6.5%
<b>Non Low Income</b>				
<b>District</b>	<b>9.6%</b>	<b>21.7%</b>	<b>45.8%</b>	<b>22.9%</b>
State	7.3%	23.5%	43.4%	25.9%
<b>Homeless</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	37.3%	38.6%	20.5%	3.6%
<b>Migrant</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	33.5%	37.4%	25.6%	3.5%
<b>Military</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	10.2%	29.3%	40.9%	19.6%

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# Academic Progress

## ISA (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	<b>19.5%</b>	<b>29.3%</b>	<b>43.1%</b>	<b>8.0%</b>
State	19.6%	28.3%	33.2%	18.9%
<b>White</b>				
<b>District</b>	<b>3.6%</b>	<b>17.9%</b>	<b>64.3%</b>	<b>14.3%</b>
State	11.0%	23.4%	39.3%	26.3%
<b>Black</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	37.2%	36.1%	21.8%	4.9%
<b>Hispanic</b>				
<b>District</b>	<b>29.6%</b>	<b>35.7%</b>	<b>31.6%</b>	<b>3.1%</b>
State	26.0%	34.5%	29.7%	9.8%
<b>Asian</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	6.6%	14.7%	35.0%	43.7%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	12.3%	36.1%	33.5%	18.1%
<b>American Indian</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	17.1%	32.3%	32.6%	18.0%

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# Academic Progress

## ISA (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Two or More Races</b>				
<b>District</b>	‡	‡	‡	‡
State	19.3%	26.4%	32.1%	22.2%
<b>Students with Disabilities</b>				
<b>District</b>	52.2%	39.1%	8.7%	0.0%
State	40.5%	30.2%	20.1%	9.2%
<b>Students with IEPs</b>				
<b>District</b>	52.2%	39.1%	8.7%	0.0%
State	50.6%	31.7%	13.9%	3.8%
<b>Non-IEP</b>				
<b>District</b>	14.6%	27.8%	48.3%	9.3%
State	14.9%	27.8%	36.1%	21.2%
<b>English Learners</b>				
<b>District</b>	48.9%	42.6%	8.5%	0.0%
State	43.4%	40.7%	14.8%	1.1%
<b>Male</b>				
<b>District</b>	22.8%	21.5%	48.1%	7.6%
State	20.8%	26.8%	31.9%	20.6%
<b>Female</b>				
<b>District</b>	16.8%	35.8%	38.9%	8.4%
State	18.5%	29.9%	34.5%	17.1%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	3.4%	17.2%	36.2%	43.1%

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# Academic Progress

## ISA (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>English Learners</b>				
<b>District</b>	<b>48.9%</b>	<b>42.6%</b>	<b>8.5%</b>	<b>0.0%</b>
State	43.4%	40.7%	14.8%	1.1%
<b>Non-English Learners</b>				
<b>District</b>	<b>8.7%</b>	<b>24.4%</b>	<b>55.9%</b>	<b>11.0%</b>
State	16.1%	26.5%	35.9%	21.5%
<b>Low Income</b>				
<b>District</b>	<b>36.0%</b>	<b>22.7%</b>	<b>36.0%</b>	<b>5.3%</b>
State	29.2%	34.6%	27.5%	8.7%
<b>Non Low Income</b>				
<b>District</b>	<b>7.1%</b>	<b>34.3%</b>	<b>48.5%</b>	<b>10.1%</b>
State	10.3%	22.2%	38.7%	28.8%
<b>Homeless</b>				
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	38.2%	36.0%	21.0%	4.8%
<b>Migrant</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	43.2%	31.2%	20.1%	5.5%
<b>Military</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	18.1%	23.0%	35.2%	23.6%

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# Academic Progress

## Proficiency

### What is it?

The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for ELA, math, and science. Each state may also have a general assessment for the majority of its students and an alternate assessment for the 1 percent of students with the most significant cognitive disabilities. The All Test Proficiency measure is the proficiency rate for students combining all tests. A rate is calculated for ELA, math, and science.

### ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>30.9%</b> *	<b>26.5%</b> *	<b>35.0%</b> *	<b>*</b> *	<b>47.4%</b> *	<b>22.9%</b> *	<b>17.9%</b> *	<b>70.3%</b> *	<b>*</b> *	<b>‡</b> *	<b>45.0%</b> *	<b>7.8%</b> *
State	<b>34.6%</b> *	<b>30.3%</b> *	<b>39.1%</b> *	<b>58.8%</b> *	<b>44.9%</b> *	<b>16.1%</b> *	<b>22.2%</b> *	<b>62.8%</b> *	<b>41.9%</b> *	<b>27.8%</b> *	<b>38.6%</b> *	<b>15.6%</b> *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>5.7%</b> *	<b>9.4%</b> *	<b>17.6%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>31.3%</b> *
State	<b>8.7%</b> *	<b>9.4%</b> *	<b>19.9%</b> *	<b>11.7%</b> *	<b>9.0%</b> *	<b>12.6%</b> *	<b>38.3%</b> *

### Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>19.2%</b> *	<b>19.1%</b> *	<b>19.3%</b> *	<b>*</b> *	<b>35.0%</b> *	<b>17.1%</b> *	<b>6.8%</b> *	<b>51.4%</b> *	<b>*</b> *	<b>‡</b> *	<b>32.5%</b> *	<b>3.4%</b> *
State	<b>26.9%</b> *	<b>28.4%</b> *	<b>25.2%</b> *	<b>42.2%</b> *	<b>36.7%</b> *	<b>8.0%</b> *	<b>14.3%</b> *	<b>60.9%</b> *	<b>32.7%</b> *	<b>20.7%</b> *	<b>30.0%</b> *	<b>13.1%</b> *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>3.1%</b> *	<b>3.2%</b> *	<b>7.9%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>31.3%</b> *
State	<b>7.9%</b> *	<b>7.7%</b> *	<b>12.5%</b> *	<b>6.2%</b> *	<b>6.5%</b> *	<b>6.7%</b> *	<b>28.9%</b> *

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## Proficiency (cont)

### Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>50.0%</b> *	<b>52.0%</b> *	<b>48.0%</b> *	<b>*</b> *	<b>76.0%</b> *	<b>25.0%</b> *	<b>34.0%</b> *	<b>76.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>60.0%</b> *	<b>17.0%</b> *
State	<b>51.0%</b> *	<b>51.0%</b> *	<b>51.0%</b> *	<b>74.0%</b> *	<b>65.0%</b> *	<b>25.0%</b> *	<b>38.0%</b> *	<b>76.0%</b> *	<b>56.0%</b> *	<b>44.0%</b> *	<b>55.0%</b> *	<b>29.0%</b> *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>12.0%</b> *	<b>13.0%</b> *	<b>35.0%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>‡</b> *
State	<b>18.0%</b> *	<b>17.0%</b> *	<b>35.0%</b> *	<b>24.0%</b> *	<b>28.0%</b> *	<b>25.0%</b> *	<b>57.0%</b> *

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

## Growth Percentile – IAR

### What is it?

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

### Cohort Growth Percentile – Overall

	ELA					Mathematics				
	Exceeded	Met	Approached	Warning	Did Not Meet	Exceeded	Met	Approached	Warning	Did Not Meet
<b>District</b>	<b>21.8</b>	<b>40.1</b>	<b>47.1</b>	<b>61.4</b>	<b>83.7</b>	<b>24.8</b>	<b>49.1</b>	<b>54.6</b>	<b>57.1</b>	<b>82.7</b>
State	23.4	42.4	49.5	62.5	81.5	25.5	47.3	55.7	63	78.1

### Cohort Growth Percentile ELA – By Demographics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>46.2</b> <b>38,215</b>	<b>46</b> <b>18,140</b>	<b>46.3</b> <b>20,075</b>	<b>*</b> <b>*</b>	<b>52.5</b> <b>14,182</b>	<b>42.6</b> <b>1,277</b>	<b>42</b> <b>19,545</b>	<b>53.9</b> <b>1,618</b>	<b>*</b> <b>*</b>	<b>28</b> <b>56</b>	<b>49.6</b> <b>1,537</b>	<b>42</b> <b>6,468</b>
State	50 624,235	48.7 319,031	50.9 305,074	43.6 130	50.9 289,283	47.2 99,937	48 172,897	56.3 34,477	52.2 605	49.3 1,409	49.5 25,627	44 117,288

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>41.4</b> <b>6,045</b>	<b>40.6</b> <b>11,130</b>	<b>42</b> <b>16,085</b>	<b>25.7</b> <b>77</b>	<b>*</b> <b>*</b>	<b>44.2</b> <b>221</b>	<b>66.3</b> <b>796</b>
State	42 89,584	46.4 92,228	47.5 312,575	45.4 12,515	42 106	44.5 3,373	49.3 4,728

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



# Academic Progress

## Growth Percentile – IAR (cont)

### Cohort Growth Percentile Math – By Demographics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>46.9</b> <b>39,065</b>	<b>45.1</b> <b>17,776</b>	<b>48.5</b> <b>21,289</b>	<b>*</b> <b>*</b>	<b>49.2</b> <b>13,340</b>	<b>48.3</b> <b>1,448</b>	<b>45</b> <b>21,034</b>	<b>49.1</b> <b>1,523</b>	<b>*</b> <b>*</b>	<b>59</b> <b>118</b>	<b>50.1</b> <b>1,602</b>	<b>42.2</b> <b>6,541</b>
State	<b>50</b> 621,983	<b>49.5</b> 317,855	<b>49.8</b> 303,999	<b>52.7</b> 129	<b>50.2</b> 288,546	<b>46.6</b> 99,272	<b>49</b> 172,261	<b>57.5</b> 34,383	<b>52.5</b> 602	<b>49.4</b> 1,403	<b>49.3</b> 25,516	<b>44.5</b> 116,504

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>42.1</b> <b>6,143</b>	<b>44.2</b> <b>12,164</b>	<b>44.5</b> <b>17,036</b>	<b>50</b> <b>150</b>	<b>*</b> <b>*</b>	<b>50.6</b> <b>253</b>	<b>56.1</b> <b>673</b>
State	<b>42.6</b> 88,960	<b>47.3</b> 91,879	<b>47.9</b> 311,018	<b>45</b> 12,376	<b>47.2</b> 104	<b>44.4</b> 3,339	<b>50.3</b> 4,718

### Baseline Growth Percentile – Overall

	ELA				Mathematics					
	Exceeded	Met	Approached	Warning	Did Not Meet	Exceeded	Met	Approached	Warning	Did Not Meet
<b>District</b>	<b>26.8</b>	<b>48.4</b>	<b>55.7</b>	<b>69.4</b>	<b>85.8</b>	<b>25.5</b>	<b>53.7</b>	<b>59.1</b>	<b>61.3</b>	<b>83.8</b>
State	<b>28</b>	<b>50.3</b>	<b>58.1</b>	<b>69.8</b>	<b>84</b>	<b>26</b>	<b>51.7</b>	<b>60.9</b>	<b>66.3</b>	<b>78.9</b>

### Baseline Growth Percentile ELA – By Demographics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>53.7</b> <b>828</b>	<b>53.7</b> <b>394</b>	<b>53.6</b> <b>434</b>	<b>*</b> <b>*</b>	<b>60.1</b> <b>270</b>	<b>49.8</b> <b>30</b>	<b>49.7</b> <b>465</b>	<b>60.2</b> <b>30</b>	<b>*</b> <b>*</b>	<b>37</b> <b>2</b>	<b>56.5</b> <b>31</b>	<b>48.7</b> <b>154</b>
State	<b>56.8</b> 624,235	<b>55.8</b> 319,031	<b>57.8</b> 305,074	<b>50.6</b> 130	<b>58.2</b> 289,283	<b>53.9</b> 99,937	<b>54.9</b> 172,897	<b>62.5</b> 34,477	<b>59.2</b> 605	<b>56.2</b> 1,409	<b>56.4</b> 25,627	<b>50.6</b> 117,288

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

# Academic Progress

## Growth Percentile – IAR (cont)

### Baseline Growth Percentile ELA - By Demographics

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>47.9</b> <b>146</b>	<b>47.9</b> <b>274</b>	<b>49.3</b> <b>383</b>	<b>33</b> <b>3</b>	<b>*</b> <b>*</b>	<b>52.4</b> <b>5</b>	<b>71.9</b> <b>12</b>
State	<b>48.4</b> 89,584	<b>53</b> 92,228	<b>54.4</b> 312,575	<b>52</b> 12,515	<b>48.7</b> 106	<b>51.1</b> 3,373	<b>56.2</b> 4,728

### Baseline Growth Percentile Math - By Demographics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>50.5</b> <b>833</b>	<b>48.6</b> <b>394</b>	<b>52.2</b> <b>439</b>	<b>*</b> <b>*</b>	<b>53.3</b> <b>271</b>	<b>50.7</b> <b>30</b>	<b>48.4</b> <b>467</b>	<b>53</b> <b>31</b>	<b>*</b> <b>*</b>	<b>65.5</b> <b>2</b>	<b>53.5</b> <b>32</b>	<b>44.3</b> <b>155</b>
State	<b>53.1</b> 621,983	<b>52.8</b> 317,855	<b>53.4</b> 303,999	<b>55.8</b> 129	<b>54.2</b> 288,546	<b>49</b> 99,272	<b>52.1</b> 172,261	<b>60.3</b> 34,383	<b>55.9</b> 602	<b>52.3</b> 1,403	<b>52.8</b> 25,516	<b>47.1</b> 116,504

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>44.1</b> <b>146</b>	<b>47.5</b> <b>275</b>	<b>47.9</b> <b>383</b>	<b>46.3</b> <b>3</b>	<b>*</b> <b>*</b>	<b>57.8</b> <b>5</b>	<b>60.9</b> <b>12</b>
State	<b>44.9</b> 88,960	<b>49.6</b> 91,879	<b>50.8</b> 311,018	<b>47.4</b> 12,376	<b>49.5</b> 104	<b>47.1</b> 3,339	<b>54</b> 4,718

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

## Participation Rate

### What is it?

This shows the percentage and number of students participating in standardized testing, by subject and applicable test. Some students may take the test for one subject but not another. According to Illinois School Code, all students enrolled in public schools are required to participate in the state assessment or an alternate form of the assessment. Students who participate but for various reasons do not complete the testing process (e.g., illness) are still counted as having participated.

### ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>99.4%</b> *	<b>99.4%</b> *	<b>99.4%</b> *	<b>*</b> *	<b>99.4%</b> *	<b>100.0%</b> *	<b>99.3%</b> *	<b>100.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>100.0%</b> *	<b>99.0%</b> *
State	<b>98.4%</b> *	<b>98.3%</b> *	<b>98.5%</b> *	<b>98.7%</b> *	<b>98.8%</b> *	<b>97.5%</b> *	<b>98.3%</b> *	<b>99.2%</b> *	<b>97.8%</b> *	<b>98.2%</b> *	<b>97.4%</b> *	<b>97.1%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>99.0%</b> *	<b>99.2%</b> *	<b>99.0%</b> *
State	<b>96.8%</b> *	<b>98.4%</b> *	<b>98.1%</b> *

### Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>99.4%</b> *	<b>99.4%</b> *	<b>99.4%</b> *	<b>*</b> *	<b>99.4%</b> *	<b>100.0%</b> *	<b>99.3%</b> *	<b>100.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>100.0%</b> *	<b>99.0%</b> *
State	<b>98.3%</b> *	<b>98.1%</b> *	<b>98.4%</b> *	<b>97.4%</b> *	<b>98.7%</b> *	<b>97.2%</b> *	<b>98.2%</b> *	<b>99.2%</b> *	<b>97.7%</b> *	<b>98.1%</b> *	<b>97.2%</b> *	<b>96.8%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>99.0%</b> *	<b>99.2%</b> *	<b>99.0%</b> *
State	<b>96.5%</b> *	<b>98.3%</b> *	<b>97.9%</b> *

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

## Participation Rate (cont)

### Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>99.7%</b> *	<b>99.4%</b> *	<b>100.0%</b> *	<b>*</b> *	<b>100.0%</b> *	<b>100.0%</b> *	<b>99.5%</b> *	<b>100.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>100.0%</b> *	<b>100.0%</b> *
State	<b>96.3%</b> *	<b>96.2%</b> *	<b>96.4%</b> *	<b>92.7%</b> *	<b>97.0%</b> *	<b>94.4%</b> *	<b>96.1%</b> *	<b>98.0%</b> *	<b>95.2%</b> *	<b>95.0%</b> *	<b>95.5%</b> *	<b>94.0%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>100.0%</b> *	<b>99.1%</b> *	<b>99.3%</b> *
State	<b>93.8%</b> *	<b>96.7%</b> *	<b>95.4%</b> *

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

# Academic Progress

## Participation Rate (cont)

### Overall IAR ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>99.4%</b> <b>1,040</b>	<b>99.4%</b> <b>509</b>	<b>99.4%</b> <b>531</b>	<b>*</b> <b>*</b>	<b>99.4%</b> <b>347</b>	<b>100.0%</b> <b>35</b>	<b>99.3%</b> <b>578</b>	<b>100.0%</b> <b>37</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>3</b>	<b>100.0%</b> <b>40</b>	<b>99.0%</b> <b>199</b>
State	<b>98.9%</b> 785,739	<b>98.8%</b> 401,675	<b>98.9%</b> 383,909	<b>98.7%</b> 155	<b>99.0%</b> 361,162	<b>98.4%</b> 128,469	<b>99.0%</b> 216,180	<b>99.3%</b> 44,295	<b>98.8%</b> 757	<b>98.8%</b> 1,864	<b>97.7%</b> 33,012	<b>97.8%</b> 146,237

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>98.9%</b> <b>187</b>	<b>99.1%</b> <b>348</b>	<b>99.0%</b> <b>489</b>
State	<b>97.6%</b> 113,662	<b>99.0%</b> 127,557	<b>98.8%</b> 397,142

### Overall IAR Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>99.4%</b> <b>1,040</b>	<b>99.4%</b> <b>509</b>	<b>99.4%</b> <b>531</b>	<b>*</b> <b>*</b>	<b>99.4%</b> <b>347</b>	<b>100.0%</b> <b>35</b>	<b>99.3%</b> <b>578</b>	<b>100.0%</b> <b>37</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>3</b>	<b>100.0%</b> <b>40</b>	<b>99.0%</b> <b>199</b>
State	<b>98.7%</b> 784,330	<b>98.7%</b> 400,982	<b>98.8%</b> 383,195	<b>97.5%</b> 153	<b>98.9%</b> 360,673	<b>98.1%</b> 128,056	<b>98.9%</b> 215,760	<b>99.3%</b> 44,277	<b>98.7%</b> 756	<b>98.8%</b> 1,863	<b>97.5%</b> 32,945	<b>97.5%</b> 145,741

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>98.9%</b> <b>187</b>	<b>99.1%</b> <b>348</b>	<b>99.0%</b> <b>489</b>
State	<b>97.3%</b> 113,272	<b>98.8%</b> 127,337	<b>98.6%</b> 396,176

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

# Academic Progress

## Participation Rate (cont)

### Overall DLM ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ 8	‡ 6	‡ 2	* *	‡ 2	* *	‡ 6	* *	* *	* *	* *	‡ 8
State	99.7% 10,868	99.7% 7,240	99.8% 3,627	100.0% 1	99.7% 4,191	99.7% 2,545	99.9% 3,061	99.5% 607	100.0% 15	100.0% 28	99.8% 421	99.7% 10,858

	Students with IEPs	English Learners	Low Income
District	‡ 8	‡ 5	‡ 3
State	99.7% 10,858	99.9% 2,907	99.7% 6,850

### Overall DLM Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ 8	‡ 6	‡ 2	* *	‡ 2	* *	‡ 6	* *	* *	* *	* *	‡ 8
State	99.8% 10,838	99.7% 7,228	99.8% 3,609	100.0% 1	99.7% 4,184	99.7% 2,538	99.9% 3,055	99.5% 598	100.0% 15	100.0% 28	99.8% 420	99.8% 10,829

	Students with IEPs	English Learners	Low Income
District	‡ 8	‡ 5	‡ 3
State	99.8% 10,829	99.9% 2,901	99.7% 6,828

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

# Academic Progress

## Participation Rate (cont)

### Overall DLM Science - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ 3	‡ 2	‡ 1	* *	* *	* *	‡ 3	* *	* *	* *	* *	‡ 3
State	100.0% 4,358	100.0% 2,879	99.9% 1,478	100.0% 1	100.0% 1,710	99.9% 961	100.0% 1,267	100.0% 241	100.0% 7	100.0% 13	100.0% 159	100.0% 4,355

	Students with IEPs	English Learners	Low Income
District	‡ 3	‡ 2	‡ 1
State	100.0% 4,355	100.0% 1,116	100.0% 2,713

### Overall - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	99.7% 330	99.4% 154	100.0% 176	* *	100.0% 106	100.0% 12	99.5% 183	100.0% 13	* *	‡ 1	100.0% 15	100.0% 60
State	96.3% 393,061	96.2% 199,738	96.4% 193,184	92.7% 139	97.0% 182,176	94.3% 61,290	96.1% 110,834	97.9% 22,291	95.2% 394	94.9% 897	95.5% 15,179	93.7% 71,774

	Students with IEPs	English Learners	Low Income
District	100.0% 55	99.1% 105	99.3% 148
State	93.3% 51,101	96.6% 48,621	95.3% 185,358

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

# Academic Progress

## Participation Rate (cont)

### ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>0.6%</b> *	<b>0.6%</b> *	<b>0.6%</b> *	<b>*</b> *	<b>0.6%</b> *	<b>0.0%</b> *	<b>0.7%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>0.0%</b> *	<b>1.0%</b> *
State	<b>1.6%</b> *	<b>1.7%</b> *	<b>1.5%</b> *	<b>1.3%</b> *	<b>1.2%</b> *	<b>2.6%</b> *	<b>1.7%</b> *	<b>0.8%</b> *	<b>2.2%</b> *	<b>1.8%</b> *	<b>2.6%</b> *	<b>2.9%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>1.0%</b> *	<b>0.8%</b> *	<b>1.0%</b> *
State	<b>3.2%</b> *	<b>1.6%</b> *	<b>1.9%</b> *

### Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>0.6%</b> *	<b>0.6%</b> *	<b>0.6%</b> *	<b>*</b> *	<b>0.6%</b> *	<b>0.0%</b> *	<b>0.7%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>0.0%</b> *	<b>1.0%</b> *
State	<b>1.7%</b> *	<b>1.9%</b> *	<b>1.6%</b> *	<b>2.6%</b> *	<b>1.3%</b> *	<b>2.8%</b> *	<b>1.8%</b> *	<b>0.8%</b> *	<b>2.3%</b> *	<b>1.9%</b> *	<b>2.8%</b> *	<b>3.2%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>1.0%</b> *	<b>0.8%</b> *	<b>1.0%</b> *
State	<b>3.5%</b> *	<b>1.7%</b> *	<b>2.1%</b> *

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



## Participation Rate (cont)

### Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>0.3%</b> *	<b>0.6%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.5%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>0.0%</b> *	<b>0.0%</b> *
State	<b>3.7%</b> *	<b>3.8%</b> *	<b>3.6%</b> *	<b>7.3%</b> *	<b>3.0%</b> *	<b>5.6%</b> *	<b>3.9%</b> *	<b>2.0%</b> *	<b>4.8%</b> *	<b>5.0%</b> *	<b>4.5%</b> *	<b>6.0%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>0.0%</b> *	<b>0.9%</b> *	<b>0.7%</b> *
State	<b>6.2%</b> *	<b>3.3%</b> *	<b>4.6%</b> *

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

# Academic Progress

## Participation Rate (cont)

### Overall IAR ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>0.6%</b> *	<b>0.6%</b> *	<b>0.6%</b> *	<b>*</b> *	<b>0.6%</b> *	<b>0.0%</b> *	<b>0.7%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>0.0%</b> *	<b>1.0%</b> *
State	<b>1.1%</b> *	<b>1.2%</b> *	<b>1.1%</b> *	<b>1.3%</b> *	<b>1.0%</b> *	<b>1.6%</b> *	<b>1.0%</b> *	<b>0.7%</b> *	<b>1.2%</b> *	<b>1.2%</b> *	<b>2.3%</b> *	<b>2.2%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>1.1%</b> *	<b>0.9%</b> *	<b>1.0%</b> *
State	<b>2.4%</b> *	<b>1.0%</b> *	<b>1.2%</b> *

### Overall IAR Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>0.6%</b> *	<b>0.6%</b> *	<b>0.6%</b> *	<b>*</b> *	<b>0.6%</b> *	<b>0.0%</b> *	<b>0.7%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>0.0%</b> *	<b>1.0%</b> *
State	<b>1.3%</b> *	<b>1.3%</b> *	<b>1.2%</b> *	<b>2.5%</b> *	<b>1.1%</b> *	<b>1.9%</b> *	<b>1.1%</b> *	<b>0.7%</b> *	<b>1.3%</b> *	<b>1.2%</b> *	<b>2.5%</b> *	<b>2.5%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>1.1%</b> *	<b>0.9%</b> *	<b>1.0%</b> *
State	<b>2.7%</b> *	<b>1.2%</b> *	<b>1.4%</b> *

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

# Academic Progress

## Participation Rate (cont)

### Overall DLM ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	‡ *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *
State	<b>0.3%</b> *	<b>0.3%</b> *	<b>0.2%</b> *	<b>0.0%</b> *	<b>0.3%</b> *	<b>0.3%</b> *	<b>0.1%</b> *	<b>0.5%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.2%</b> *	<b>0.3%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	‡ *	‡ *	‡ *
State	<b>0.3%</b> *	<b>0.1%</b> *	<b>0.3%</b> *

### Overall DLM Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	‡ *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *
State	<b>0.2%</b> *	<b>0.3%</b> *	<b>0.2%</b> *	<b>0.0%</b> *	<b>0.3%</b> *	<b>0.3%</b> *	<b>0.1%</b> *	<b>0.5%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.2%</b> *	<b>0.2%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	‡ *	‡ *	‡ *
State	<b>0.2%</b> *	<b>0.1%</b> *	<b>0.3%</b> *

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

# Academic Progress

## Participation Rate (cont)

### Overall DLM Science - Non Participation

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

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

### Overall ISA - Non Participation

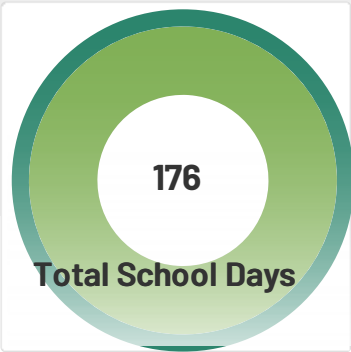
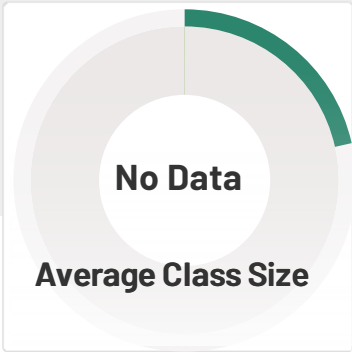
	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	0.3% *	0.6% *	0.0% *	* *	0.0% *	0.0% *	0.5% *	0.0% *	* *	‡ *	0.0% *	0.0% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.7% *	3.9% *	2.1% *	4.8% *	5.1% *	4.5% *	6.3% *

	Students with IEPs	English Learners	Low Income
District	0.0% *	0.9% *	0.7% *
State	6.7% *	3.4% *	4.7% *

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

## About the data

District environment data includes information regarding finances as well as information regarding conditions in the classroom, such as average class size and total school days.



# District Environment

## Early Learning

### What is it?

This shows the percentage of entering kindergartners rated on their readiness. The Kindergarten Individual Development Survey (KIDS) was implemented statewide in Illinois in the 2017-18 school year. KIDS is an observational assessment tool designed to help teachers, administrators, families, and policymakers better understand the development of children in kindergarten. ISBE requires kindergarten teachers to collect observations beginning on the first day of in-person instruction on a minimum of 14 required measures, which are from three key developmental areas. This subset of 14 measures provides a developmental indicator for a group of students (class, school, district, state) in kindergarten.

### Kindergarten Individual Developmental Survey (KIDS) Results - Overall

	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math
<b>District</b>	<b>97.4%</b>	<b>40.9%</b>	<b>17.4%</b>	<b>24.2%</b>	<b>17.4%</b>	<b>48.3%</b>	<b>35.6%</b>	<b>34.2%</b>
State	86.7%	36.0%	16.9%	17.2%	29.9%	57.5%	47.8%	35.6%

### % Entering Kindergartners Demonstrating Readiness in all 3 Developmental Areas - KIDS Results

	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities	Students with IEPs	English Learners	Low Income
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
State	37.5%	23.7%	18.0%	38.0%	24.1%	21.6%	30.6%	*	14.7%	13.0%	20.5%

	Non-IEP	Non-English Learners	Non Low Income	Homeless
<b>District</b>	*	*	*	*
State	*	*	*	*

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

# District Environment

## School Level Finances

### What is it?

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

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
District	1,543	\$818	\$10,739	\$11,558	\$632	\$5,079	\$5,711	\$1,450	\$15,819	\$17,268	\$2,485,563	\$29,123,368

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

## School Level Finances (cont)

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
<b>District</b>	<b>1,543</b>	<b>\$818</b>	<b>\$10,739</b>	<b>\$11,558</b>	<b>\$632</b>	<b>\$5,079</b>	<b>\$5,711</b>	<b>\$1,450</b>	<b>\$15,819</b>	<b>\$17,268</b>
Carl Sandburg Middle School	541	\$679	\$10,582	\$11,262	\$632	\$5,079	\$5,711	\$1,311	\$15,662	\$16,973
Mechanics Grove Elem School	512	\$692	\$10,403	\$11,095	\$632	\$5,079	\$5,711	\$1,324	\$15,482	\$16,806
Washington Elem School	444	\$990	\$10,343	\$11,333	\$632	\$5,079	\$5,711	\$1,621	\$15,423	\$17,044
Lincoln Elem School	46	\$2,193	\$20,095	\$22,288	\$632	\$5,079	\$5,711	\$2,824	\$25,174	\$27,999

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



## District Finances

### What is it?

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

### Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
<b>District</b>	<b>64.2%</b> <b>\$18,096,610</b>	<b>3.8%</b> <b>\$1,067,769</b>	<b>17.4%</b> <b>\$4,895,910</b>	<b>5.6%</b> <b>\$1,584,454</b>	<b>9.1%</b> <b>\$2,557,659</b>	<b>\$28,202,402</b>
State	59.6%	3.8%	20.2%	4.0%	12.3%	*

### Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
<b>District</b>	<b>43.5%</b>	<b>2.0%</b>	<b>38.4%</b>	<b>16.1%</b>
State	47.2%	2.3%	30.4%	20.2%

### Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
<b>District</b>	<b>73.1%</b> <b>\$19,994,155</b>	<b>8.8%</b> <b>\$2,412,436</b>	<b>7.6%</b> <b>\$2,071,784</b>	<b>6.6%</b> <b>\$1,793,887</b>	<b>0.0%</b> <b>\$0</b>	<b>2.1%</b> <b>\$576,063</b>	<b>0.0%</b> <b>\$0</b>	<b>1.8%</b> <b>\$492,861</b>	<b>\$27,341,186</b>
State	71.3%	7.4%	3.7%	7.8%	1.2%	1.8%	0.4%	6.4%	*

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

## District Finances (cont)

### Other Financial Indicators

	2020 Equalized Assessed Valuation per Pupil	2020 Total School Tax Rate per \$100	2021-22 Instructional Expenditure per Pupil	2021-22 Operating Expenditure per Pupil
<b>District</b>	<b>\$263,893</b>	<b>4.7</b>	<b>\$8,248</b>	<b>\$15,041</b>
State	*	*	<b>\$10,636</b>	<b>\$17,952</b>

## Average Class Size

### What is it?

This shows the average number of students in each class at this school. Class size refers to the number of students in a classroom, specifically either the number of students being taught by individual teachers in a classroom or the average number of students being taught by teachers in a school, district, or education system

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Overall
<b>District</b>	<b>*</b>	<b>20</b>	<b>19</b>	<b>21</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>20</b>
State	*	<b>20</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>22</b>	<b>22</b>	<b>21</b>	<b>22</b>	<b>21</b>

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

## Total School Days

### What is it?

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

Total School Days	
<b>District</b>	<b>176</b>
State	<b>176</b>

## Health and Wellness

### What is it?

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

Truant Minor Count: The table below reports the count of the number of truant minors in the district in the previous school year.

Truant Minors are defined as chronic truants to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community.

### Days PE per week

Days PE per week	
<b>District</b>	<b>5</b>
State	<b>4</b>

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

## Health and Wellness (cont)

### Truant Minor Count

District	0
State	157,112

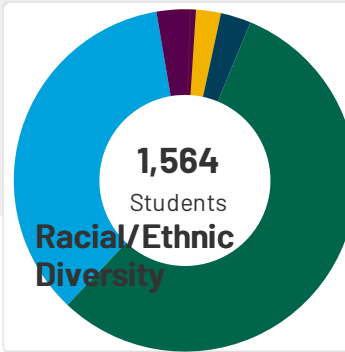
\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

Student data includes information regarding the student population, including enrollment and attendance data, as well as information regarding specific student groups, such as gifted students and English Learner students. Student data often is disaggregated further into demographic student groups.

**1,564**

**Student Enrollment**



**24.3%**

**Chronic Absenteeism**

## Student Enrollment

### What is it?

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

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

### By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>100.0%</b> <b>1,564</b>	<b>50.1%</b> <b>784</b>	<b>49.9%</b> <b>780</b>	<b>0.0%</b> <b>*</b>	<b>34.4%</b> <b>538</b>	<b>2.8%</b> <b>44</b>	<b>54.4%</b> <b>851</b>	<b>4.3%</b> <b>68</b>	‡ ‡	‡ ‡	<b>3.6%</b> <b>56</b>	<b>18.4%</b> <b>288</b>
State	<b>100.0%</b> 1,857,790	<b>51.4%</b> 954,190	<b>48.6%</b> 901,981	<b>0.1%</b> 1,619	<b>45.9%</b> 853,165	<b>16.5%</b> 307,166	<b>27.5%</b> 511,065	<b>5.5%</b> 101,782	<b>0.1%</b> 1,801	<b>0.2%</b> 4,582	<b>4.2%</b> 78,229	<b>19.4%</b> 361,334

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>17.6%</b> <b>276</b>	<b>31.8%</b> <b>497</b>	<b>43.3%</b> <b>677</b>	‡ ‡	<b>0.0%</b> <b>*</b>	‡ ‡	<b>1.1%</b> <b>17</b>
State	<b>15.3%</b> 284,032	<b>14.6%</b> 271,983	<b>49.0%</b> 910,675	<b>2.3%</b> 42,367	<b>0.0%</b> 364	<b>0.7%</b> 13,316	<b>0.8%</b> 15,281

### By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>District</b>	<b>83</b>	<b>152</b>	<b>159</b>	<b>129</b>	<b>190</b>	<b>162</b>	<b>156</b>	<b>183</b>	<b>174</b>	<b>176</b>
State	<b>82,735</b>	<b>121,269</b>	<b>129,960</b>	<b>128,455</b>	<b>128,958</b>	<b>128,430</b>	<b>130,450</b>	<b>134,502</b>	<b>136,199</b>	<b>141,513</b>

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

## Advanced Academic Programs

### What is it?

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

### Students Enrolled in Accelerated Placement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	<b>11.0%</b> 211,565	<b>10.4%</b> 103,473	<b>11.6%</b> 107,975	<b>17.3%</b> 117	<b>10.5%</b> 91,681	<b>7.1%</b> 22,983	<b>11.3%</b> 60,462	<b>25.9%</b> 27,525	<b>16.4%</b> 302	<b>9.2%</b> 446	<b>10.0%</b> 8,166	<b>6.6%</b> 24,255

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	* *	‡ ‡	‡ ‡	* *	* *
State	<b>3.3%</b> 9,619	<b>4.7%</b> 13,757	<b>7.6%</b> 71,713	<b>5.6%</b> 2,549	<b>1.8%</b> 260

### Students Enrolled in Accelerated Placement - ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	<b>0.7%</b> 13,762	<b>0.5%</b> 4,982	<b>0.9%</b> 8,758	<b>3.2%</b> 22	<b>0.8%</b> 7,412	<b>0.5%</b> 1,490	<b>0.6%</b> 3,421	<b>0.8%</b> 804	<b>0.7%</b> 13	<b>0.6%</b> 31	<b>0.7%</b> 591	<b>0.4%</b> 1,491

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	* *	‡ ‡	‡ ‡	* *	* *
State	<b>0.2%</b> 501	<b>0.2%</b> 490	<b>0.4%</b> 4,213	<b>0.3%</b> 158	<b>0.2%</b> 24

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

## Advanced Academic Programs (cont)

### Students Enrolled in Accelerated Placement - Math

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	<b>1.7%</b> 33,417	<b>2.0%</b> 19,970	<b>1.4%</b> 13,429	<b>2.7%</b> 18	<b>2.2%</b> 18,940	<b>0.4%</b> 1,331	<b>1.0%</b> 5,526	<b>5.5%</b> 5,887	<b>1.6%</b> 30	<b>1.5%</b> 72	<b>2.0%</b> 1,631	<b>0.8%</b> 2,863

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	‡ ‡	‡ ‡	* *	* *
State	<b>0.4%</b> 1,077	<b>0.6%</b> 1,699	<b>0.7%</b> 6,539	<b>0.4%</b> 173	<b>0.2%</b> 35

### Students Enrolled in Accelerated Placement - Multiple Subjects

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	<b>6.8%</b> 131,254	<b>6.2%</b> 61,336	<b>7.5%</b> 69,850	<b>10.0%</b> 68	<b>5.9%</b> 51,919	<b>4.9%</b> 16,074	<b>7.4%</b> 39,744	<b>17.1%</b> 18,174	<b>12.4%</b> 227	<b>5.8%</b> 282	<b>5.9%</b> 4,834	<b>3.8%</b> 14,030

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	‡ ‡	‡ ‡	* *	* *
State	<b>1.6%</b> 4,654	<b>2.3%</b> 6,809	<b>5.0%</b> 47,236	<b>3.1%</b> 1,396	<b>0.8%</b> 120

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



## Advanced Academic Programs (cont)

### Students Enrolled in Accelerated Placement - Whole Grade

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	<b>0.1%</b> 2,355	<b>0.1%</b> 1,141	<b>0.1%</b> 1,214	<b>0.0%</b> 0	<b>0.1%</b> 1,063	<b>0.1%</b> 202	<b>0.0%</b> 188	<b>0.7%</b> 729	<b>0.2%</b> 3	<b>0.1%</b> 3	<b>0.2%</b> 167	<b>0.1%</b> 217

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	‡ ‡	‡ ‡	* *	* *
State	<b>0.0%</b> 44	<b>0.0%</b> 39	<b>0.1%</b> 520	<b>0.0%</b> 9	<b>0.0%</b> 3

### Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	<b>22.7%</b> 138,767	<b>19.6%</b> 61,429	<b>26.0%</b> 77,249	<b>21.2%</b> 89	<b>23.9%</b> 66,690	<b>13.0%</b> 12,920	<b>20.6%</b> 36,163	<b>53.1%</b> 17,364	<b>33.4%</b> 219	<b>17.2%</b> 260	<b>23.5%</b> 5,151	<b>10.4%</b> 12,946

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	* *	* *	* *	* *
State	<b>2.9%</b> 2,526	<b>6.4%</b> 3,907	<b>14.9%</b> 41,614	<b>7.5%</b> 1,194	<b>3.1%</b> 102

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

## Advanced Academic Programs (cont)

### Students Enrolled in IB Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	1.1% 6,888	0.9% 2,740	1.4% 4,147	0.2% 1	0.5% 1,267	1.7% 1,692	1.9% 3,336	1.2% 406	2.0% 13	1.3% 19	0.7% 155	0.8% 953

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	0.4% 316	0.7% 402	1.6% 4,368	1.0% 155	0.6% 19

### Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	20.3% 390,960	18.7% 185,955	21.9% 204,693	46.1% 312	22.0% 192,469	13.8% 44,859	18.7% 100,219	34.7% 36,905	26.3% 483	18.0% 868	18.6% 15,157	12.4% 45,420

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	6.6% 18,955	7.3% 21,412	13.9% 131,252	10.3% 4,703	4.6% 671

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

## Advanced Academic Programs (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	14.0% 85,182	13.7% 42,915	14.2% 42,235	7.6% 32	18.0% 50,161	8.6% 8,600	10.2% 17,888	16.7% 5,465	11.8% 77	9.2% 140	13.0% 2,851	9.0% 11,213

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	6.7% 5,843	6.0% 3,661	9.6% 26,728	8.7% 1,381	5.2% 173

### Advanced Placement (AP) Exams - Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	*	*	*	*
State	16,722	9,655	15,401	9,066

### Advanced Placement (AP) Exams - Grade 10

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	*	*	*	*
State	42,163	26,824	25,036	16,469

### Advanced Placement (AP) Exams - Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	*	*	*	*
State	115,622	71,399	40,825	27,121

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

## Advanced Academic Programs (cont)

### Students Assessed For Giftedness

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	8.4% 161,960	8.3% 82,804	8.5% 79,074	12.1% 82	9.5% 82,826	4.7% 15,310	6.3% 33,934	19.8% 21,125	10.1% 185	9.0% 433	10.0% 8,147	7.3% 26,740

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	6.3% 18,167	6.2% 18,038	5.4% 51,189	3.2% 1,484	3.2% 466

### Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	1.1% 20,484	1.1% 10,553	1.1% 9,928	0.4% 3	1.3% 11,027	0.4% 1,394	0.6% 3,374	3.4% 3,619	1.1% 21	1.4% 67	1.2% 982	0.7% 2,490

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

## Advanced Academic Programs (cont)

### Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
	*	*	*	*	*
State	<b>0.4%</b> 1,245	<b>0.5%</b> 1,326	<b>0.4%</b> 3,975	<b>0.2%</b> 91	<b>0.1%</b> 15

### Students Identified As Gifted

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>3.0%</b> 58,033	<b>3.0%</b> 30,004	<b>3.0%</b> 27,986	<b>6.4%</b> 43	<b>3.3%</b> 29,159	<b>1.0%</b> 3,185	<b>1.6%</b> 8,667	<b>12.9%</b> 13,689	<b>5.2%</b> 95	<b>2.7%</b> 132	<b>3.8%</b> 3,106	<b>1.6%</b> 5,846

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
	*	*	*	*	*
State	<b>0.7%</b> 1,922	<b>0.5%</b> 1,488	<b>1.1%</b> 10,643	<b>0.5%</b> 208	<b>0.2%</b> 30

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

## Advanced Academic Programs (cont)

### Students Identified As Gifted Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.6% 11,006	0.6% 5,751	0.6% 5,252	0.4% 3	0.6% 5,598	0.2% 671	0.3% 1,380	2.5% 2,690	0.8% 15	0.8% 38	0.8% 614	0.3% 958

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	0.1% 289	0.1% 202	0.2% 1,664	0.1% 25	0.0% 4

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

## Students With IEPs

### What is it?

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

### By Race/ Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
District	All Students	*	*	*	*	0.1%	*	*
	Students with IEPs	*	*	*	*	0.7%	*	*
All Peer Districts *	All Students	*	*	*	*	36.9%	*	*
	Students with IEPs	*	*	*	*	0.2%	*	*
State	All Students	*	*	*	*	0.0%	*	*
	Students with IEPs	*	*	*	*	0.3%	*	*

### By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	All Students	*	*	4.8%	0.1%	0.4%	*	*
	Students with IEPs	*	*	25.8%	0.3%	2.4%	*	*
All Peer Districts *	All Students	*	*	7.9%	0.1%	0.3%	*	*
	Students with IEPs	*	*	23.8%	0.3%	0.9%	*	*
State	All Students	*	*	5.0%	0.1%	0.1%	*	*
	Students with IEPs	*	*	32.3%	0.3%	0.8%	*	*

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

## Students With IEPs (cont)

### By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
<b>District</b>	<b>All Students</b>	<b>5.1%</b>	<b>0.5%</b>	<b>1.9%</b>	<b>0.1%</b>	<b>4.3%</b>	<b>1.4%</b>	<b>*</b>
	<b>Students with IEPs</b>	<b>27.5%</b>	<b>2.7%</b>	<b>10.0%</b>	<b>0.7%</b>	<b>23.0%</b>	<b>7.6%</b>	<b>*</b>
All Peer Districts *	All Students	7.4%	1.3%	3.9%	0.3%	7.2%	3.8%	*
	Students with IEPs	22.4%	3.9%	11.8%	0.8%	21.7%	11.5%	*
State	All Students	2.5%	0.8%	2.2%	0.2%	2.2%	1.8%	*
	Students with IEPs	16.2%	5.4%	13.8%	1.0%	13.8%	11.3%	*

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



## Educational Environments for Students with IEPs

### What is it?

This shows the percentage of students with IEPs and the classification of their educational environment. Special education law requires that students with IEPs be placed to the maximum extent appropriate with children who are not disabled. This means including students with IEPs in general classrooms, the least restrictive environment, as much as possible. The IEP team, which includes parents, bases placement decisions on the best ways to meet the identified needs of a student. The percentage of time spent in general classrooms will vary according to the needs of individual students, who may require supplemental services to achieve their learning goals. The percentage of students with IEPs whose educational environment was classified into one of four settings for students age 6 to 21 is as follows:

- 80 percent or more of time in a general classroom with their non-disabled peers
- Less than 40 percent of time in a general classroom
- 40-79 percent of time in a general classroom
- In a separate facility

### By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>All</b>				
<b>District</b>	<b>58.8%</b>	<b>23.7%</b>	<b>14.0%</b>	<b>3.5%</b>
All Peer Districts *	60.5%	19.2%	14.3%	6.0%
State	54.1%	26.1%	13.3%	6.5%
<b>White</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Black</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Hispanic</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*
State	*	*	*	*

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## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Asian</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	50.0%	50.0%	0.0%	0.0%
All Peer Districts *	51.4%	20.1%	19.4%	9.0%
State	49.2%	27.8%	15.0%	7.9%
<b>American Indian</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

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## Educational Environments for Students with IEPs (cont)

### For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Autism</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Emotional Disability</b>				
<b>District</b>	100.0%	0.0%	0.0%	0.0%
All Peer Districts *	77.7%	8.5%	10.1%	3.7%
State	70.5%	14.4%	8.4%	6.7%
<b>Intellectual Disability</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Other Health Impairment</b>				
<b>District</b>	40.7%	18.5%	33.3%	7.4%
All Peer Districts *	62.7%	21.7%	9.9%	5.7%
State	57.3%	28.0%	9.1%	5.5%
<b>Specific Learning Disability</b>				
<b>District</b>	0.0%	0.0%	0.0%	100.0%
All Peer Districts *	4.9%	10.7%	46.7%	37.6%
State	3.7%	13.0%	49.4%	33.8%
<b>Speech or Language Impairment</b>				
<b>District</b>	38.1%	40.5%	19.0%	2.4%
All Peer Districts *	55.2%	18.8%	21.4%	4.6%
State	54.2%	23.9%	18.9%	2.9%

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## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>All</b>					
<b>District</b>	<b>64.7%</b>	<b>8.8%</b>	<b>26.5%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	49.6%	14.6%	27.6%	0.1%	8.1%
State	51.9%	16.6%	25.1%	0.1%	6.3%
<b>White</b>					
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Black</b>					
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Hispanic</b>					
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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

## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Asian</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>					
<b>District</b>	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	40.0%	13.3%	43.3%	0.0%	3.3%
State	40.6%	20.3%	37.5%	0.0%	1.6%
<b>American Indian</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Two or More Races</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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

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

### What is it?

This shows the percentage of students with IEPs and the classification of their educational environment. Special education law requires that students with IEPs be placed to the maximum extent appropriate with children who are not disabled. This means including students with IEPs in general classrooms, the least restrictive environment, as much as possible. The IEP team, which includes parents, bases placement decisions on the best ways to meet the identified needs of a student. The percentage of time spent in general classrooms will vary according to the needs of individual students, who may require supplemental services to achieve their learning goals. For pre-school students age 3-5 with IEPs, educational environments are classified in five ways:

- Receives the majority of special education services inside an early childhood program
- Enrolled in a regular early childhood program but the majority of special education services outside the early childhood program
- Enrolled in special education class or facility
- At home
- In the care of a service provider

### For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Autism</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Developmental Delay</b>					
<b>District</b>	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	56.3%	12.5%	31.3%	0.0%	0.0%
State	58.1%	9.7%	32.3%	0.0%	0.0%
<b>Emotional Disability</b>					
<b>District</b>	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	38.7%	12.0%	45.3%	0.0%	4.0%
State	39.0%	11.6%	47.3%	0.0%	2.1%

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

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

### For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Intellectual Disability</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Other Health Impairment</b>					
<b>District</b>	50.0%	0.0%	50.0%	0.0%	0.0%
All Peer Districts *	45.1%	10.1%	41.6%	1.6%	1.6%
State	44.3%	11.6%	41.4%	1.3%	1.4%

### For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Specific Learning Disability</b>					
<b>District</b>	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	14.3%	3.6%	71.4%	10.7%	0.0%
State	16.5%	8.2%	66.5%	7.0%	1.9%
<b>Speech or Language Impairment</b>					
<b>District</b>	72.0%	4.0%	24.0%	0.0%	0.0%
All Peer Districts *	50.8%	10.1%	36.6%	0.0%	2.5%
State	55.6%	9.5%	33.6%	0.0%	1.3%

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## State Performance Plan Indicators For Students With IEPs

### What is it?

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

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
<b>1</b>	<b>Graduation Percent for students with IEPs (Data lag one year)</b>	*	<b>82.6</b>	<b>N/A</b>
<b>2</b>	<b>Dropout Percent for students with IEPs (Data lag one year)</b>	*	<b>13.7</b>	<b>N/A</b>
<b>3ae4</b>	<b>Reading assessment participation rate for students with IEPs, Grade 4</b>	<b>100.00</b>	<b>95</b>	<b>Yes</b>
<b>3ae8</b>	<b>Reading assessment participation rate for students with IEPs, Grade 8</b>	<b>100.00</b>	<b>95</b>	<b>Yes</b>
<b>3ae11</b>	<b>Reading assessment participation rate for students with IEPs, Grade 11</b>	*	<b>95</b>	<b>N/A</b>
<b>3am4</b>	<b>Math assessment participation rate for students with IEPs, Grade 4</b>	<b>100.00</b>	<b>95</b>	<b>Yes</b>
<b>3am8</b>	<b>Math assessment participation rate for students with IEPs, Grade 8</b>	<b>96.77</b>	<b>95</b>	<b>Yes</b>
<b>3am11</b>	<b>Math assessment participation rate for students with IEPs, Grade 11</b>	*	<b>95</b>	<b>N/A</b>
<b>3be4</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards</b>	<b>10.71</b>	<b>11</b>	<b>No</b>
<b>3be8</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards</b>	<b>6.67</b>	<b>8</b>	<b>No</b>
<b>3be11</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards</b>	*	<b>8</b>	<b>N/A</b>
<b>3bm4</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards</b>	<b>6.90</b>	<b>12</b>	<b>No</b>
<b>3bm8</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards</b>	<b>6.90</b>	<b>6.5</b>	<b>Yes</b>
<b>3bm11</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards</b>	*	<b>7</b>	<b>N/A</b>
<b>3ce4</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards</b>	<b>0.00</b>	<b>15</b>	<b>No</b>
<b>3ce8</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards</b>	<b>0.00</b>	<b>23.5</b>	<b>No</b>

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



## State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
<b>3ce11</b>	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	22.5	N/A
<b>3cm4</b>	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	0.00	20.5	No
<b>3cm8</b>	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	0.00	5.5	No
<b>3cm11</b>	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	4	N/A
<b>3de4</b>	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	14.79	25.5	Yes
<b>3de8</b>	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	24.52	31.5	Yes
<b>3de11</b>	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	28	N/A
<b>3dm4</b>	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	6.18	21.5	Yes
<b>3dm8</b>	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	13.50	26	Yes
<b>3dm11</b>	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	27.5	N/A
<b>4a</b>	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in ~? (Data lag one year)	No	No	Yes
<b>4b</b>	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)	No	No	Yes
<b>5a</b>	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	58.8	53.1	Yes
<b>5b</b>	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	14.0	12.33	No
<b>5c</b>	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	3.5	6.37	Yes
<b>6a</b>	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	64.7	47.0	Yes
<b>6b</b>	Children ages 3-5 in separate special education class, separate school or residential facility	26.5	26.04	No

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

## State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
<b>6c</b>	Children ages 3-5 receiving special education and related services in the home	0.0	0.27	Yes
<b>7a1</b>	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	78.57	83.95	No
<b>7a2</b>	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	21.43	47.2	No
<b>7b1</b>	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	92.86	84.1	Yes
<b>7b2</b>	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	21.43	45.1	No
<b>7c1</b>	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	92.86	85.8	Yes
<b>7c2</b>	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	42.86	53.4	No
<b>8</b>	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	*	71	N/A
<b>9</b>	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes
<b>10</b>	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	Yes
<b>11</b>	Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation	100.00	100	Yes
<b>12</b>	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	100.00	100	Yes
<b>13</b>	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	*	100	N/A
<b>14a</b>	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	*	29.6	N/A
<b>14b</b>	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	*	63.5	N/A
<b>14c</b>	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	*	75.75	N/A

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

## English Learners

### What is it?

This shows students whose primary language is not English. These students have been identified through a screening process as eligible for bilingual education and/or English as a second language services, and who have not yet reached English language proficiency as measured by ACCESS for ELLs 2.0.

### EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
<b>District</b>	<b>*</b>	<b>100.0%</b> <b>468</b>	<b>6.6%</b> <b>*</b>	<b>*</b> <b>40</b>
State	*	99.9% 247,357	5.9% *	* 54,729

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

## Student Attendance

### What is it?

This shows the average daily attendance at this school. This is a weighted measure of the number of days present relative to the total number of potential attendance days.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>92.9%</b>	<b>92.8%</b>	<b>92.9%</b>	<b>*</b>	<b>93.5%</b>	<b>92.1%</b>	<b>92.2%</b>	<b>95.1%</b>	<b>89.4%</b>	<b>92.6%</b>	<b>93.3%</b>	<b>91.4%</b>
State	91.2%	91.3%	91.1%	88.8%	92.8%	88.2%	89.9%	93.6%	91.3%	89.8%	91.1%	89.4%

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>91.4%</b>	<b>92.4%</b>	<b>91.7%</b>
State	89.3%	90.4%	89.2%

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

## Student Mobility Rate

### What is it?

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

### Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>3.8%</b>	<b>4.0%</b>	<b>3.6%</b>	<b>*</b>	<b>2.7%</b>	<b>‡</b>	<b>5.0%</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>5.1%</b>
State	7.4%	7.7%	7.2%	13.4%	4.8%	13.3%	8.0%	7.7%	8.5%	10.8%	8.2%	6.9%

	Students with IEPs	English Learners	Low Income	Homeless
<b>District</b>	<b>5.3%</b>	<b>8.3%</b>	<b>5.9%</b>	<b>‡</b>
State	7.5%	10.9%	10.2%	29.8%

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

## Chronic Absenteeism Rate

### What is it?

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

### By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>24.3%</b>	<b>24.9%</b>	<b>23.7%</b>	<b>*</b>	<b>19.0%</b>	<b>‡</b>	<b>28.8%</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>21.1%</b>	<b>32.1%</b>
State	28.3%	27.9%	28.7%	39.0%	20.7%	42.1%	34.5%	18.5%	29.0%	35.6%	29.1%	35.3%

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>32.4%</b>	<b>28.8%</b>	<b>33.5%</b>
State	36.2%	33.2%	38.2%

### By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>District</b>	<b>*</b>	<b>32.7%</b>	<b>24.4%</b>	<b>34.8%</b>	<b>22.8%</b>	<b>22.9%</b>	<b>24.2%</b>	<b>17.6%</b>	<b>27.1%</b>	<b>16.2%</b>
State	*	33.6%	27.5%	24.3%	22.0%	20.8%	20.6%	22.6%	24.8%	26.6%

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

## Chronic Truancy Rate

### What is it?

This shows the percentage of students who are considered chronic truants as defined in [Section 26-2a of the School Code](#). Chronic truants include students subject to compulsory attendance who have been absent without valid cause from such attendance for 5 percent or more of the previous 180 regular attendance days.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>6.5%</b>	<b>5.7%</b>	<b>7.4%</b>	<b>*</b>	<b>‡</b>	<b>23.8%</b>	<b>9.4%</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>9.3%</b>
State	19.9%	19.9%	20.0%	16.9%	7.7%	44.7%	27.9%	7.9%	19.7%	27.0%	17.6%	22.9%

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>9.4%</b>	<b>9.0%</b>	<b>11.5%</b>
State	24.6%	26.6%	31.7%

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

## Truancy Rate

### What is it?

Not Available.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>257</b> <b>18.8%</b>	<b>129</b> <b>18.8%</b>	<b>128</b> <b>18.9%</b>	<b>*</b> <b>*</b>	<b>48</b> <b>10.3%</b>	<b>9</b> <b>21.4%</b>	<b>185</b> <b>24.9%</b>	<b>7</b> <b>12.3%</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>6</b> <b>12.2%</b>	<b>58</b> <b>22.6%</b>
State	<b>422,690</b> 25.1%	<b>216,052</b> 25.0%	<b>206,482</b> 25.2%	<b>156</b> 23.8%	<b>148,132</b> 19.3%	<b>85,946</b> 30.9%	<b>151,264</b> 32.3%	<b>18,279</b> 19.6%	<b>428</b> 25.9%	<b>1,194</b> 28.4%	<b>17,447</b> 25.4%	<b>84,510</b> 26.2%

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>58</b> <b>23.7%</b>	<b>121</b> <b>26.7%</b>	<b>166</b> <b>27.6%</b>
State	<b>65,483</b> 26.5%	<b>82,015</b> 33.3%	<b>247,716</b> 30.4%

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



## Student Discipline

### What is it?

The tables below provide a summary of discipline incidents occurring over the previous school year. In the following tables incidents are broken down by column (actions taken). The tables represent breakdowns by race, gender, grade level, whether a student is an English learner, incident type, and duration of the action taken.

#### Total Student Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>District</b>	<b>61</b>	<b>*</b>	<b>*</b>	<b>57</b>	<b>12</b>	<b>*</b>
State	114,218	458	119	69,648	67,124	2,023

#### Total Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>District</b>	<b>91</b>	<b>*</b>	<b>*</b>	<b>78</b>	<b>13</b>	<b>*</b>
State	250,351	472	121	138,319	108,741	2,698

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

## Student Discipline (cont)

### By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>White</b>						
<b>District</b>	22	*	*	22	*	*
State	75,846	135	39	44,702	30,559	411
<b>Black</b>						
<b>District</b>	11	*	*	8	3	*
State	93,206	188	39	43,799	47,398	1,782
<b>Hispanic</b>						
<b>District</b>	58	*	*	48	10	*
State	62,612	108	33	39,513	22,648	310
<b>Asian</b>						
<b>District</b>	*	*	*	*	*	*
State	2,270	3	2	1,444	803	18
<b>Native Hawaiian/ Pacific Islander</b>						
<b>District</b>	*	*	*	*	*	*
State	173	*	*	83	89	1
<b>American Indian</b>						
<b>District</b>	*	*	*	*	*	*
State	681	3	*	372	303	3
<b>Two or More Races</b>						
<b>District</b>	*	*	*	*	*	*
State	15,563	35	8	8,406	6,941	173

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

## Student Discipline (cont)

### By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>K-8</b>						
<b>District</b>	<b>91</b>	<b>*</b>	<b>*</b>	<b>78</b>	<b>13</b>	<b>*</b>
State	121,737	145	49	60,827	59,300	1,416
<b>9-12</b>						
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	128,614	327	72	77,492	49,441	1,282

### By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Tobacco</b>						
<b>District</b>	<b>1</b>	<b>*</b>	<b>*</b>	<b>1</b>	<b>*</b>	<b>*</b>
State	7,952	2	*	4,445	3,481	24
<b>Alcohol</b>						
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	4,165	3	*	1,845	2,306	11
<b>Drug Offences</b>						
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	11,150	86	16	3,227	7,568	253
<b>Violence with Physical Injury</b>						
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	15,219	94	17	3,462	11,472	174

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## Student Discipline (cont)

### By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Violence without Physical Injury</b>						
<b>District</b>	*	*	*	*	*	*
State	49,238	83	29	18,880	29,328	918
<b>Dangerous Weapon: Firearm</b>						
<b>District</b>	*	*	*	*	*	*
State	665	24	12	124	487	18
<b>Dangerous Weapon: Other</b>						
<b>District</b>	*	*	*	*	*	*
State	2,644	60	11	664	1,769	140
<b>Other Reason</b>						
<b>District</b>	*	*	*	*	*	*
State	*	*	*	*	*	*

### By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Students with IEPs</b>						
<b>District</b>	24	*	*	22	2	*
State	69,205	76	10	35,739	32,510	870
<b>English Learners</b>						
<b>District</b>	40	*	*	35	5	*
State	30,924	51	18	19,482	11,239	134

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## Student Discipline (cont)

### By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Low Income</b>						
<b>District</b>	<b>71</b>	<b>*</b>	<b>*</b>	<b>61</b>	<b>10</b>	<b>*</b>
State	185,307	372	92	99,893	82,771	2,179

### By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Less than 1 day</b>						
<b>District</b>	<b>19</b>	<b>*</b>	<b>*</b>	<b>18</b>	<b>1</b>	<b>*</b>
State	22,054	84	5	18,376	3,567	22
<b>1-2 days</b>						
<b>District</b>	<b>42</b>	<b>*</b>	<b>*</b>	<b>38</b>	<b>4</b>	<b>*</b>
State	138,143	66	13	98,587	38,888	589
<b>2-3 days</b>						
<b>District</b>	<b>13</b>	<b>*</b>	<b>*</b>	<b>11</b>	<b>2</b>	<b>*</b>
State	40,987	1	2	14,990	25,620	374
<b>3-4 days</b>						
<b>District</b>	<b>10</b>	<b>*</b>	<b>*</b>	<b>7</b>	<b>3</b>	<b>*</b>
State	28,489	1	1	4,798	23,319	370
<b>4-10 days</b>						
<b>District</b>	<b>7</b>	<b>*</b>	<b>*</b>	<b>4</b>	<b>3</b>	<b>*</b>
State	13,943	16	10	1,374	12,253	290

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## Student Discipline (cont)

### By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Greater than 10 days</b>						
<b>District</b>	*	*	*	*	*	*
State	6,735	304	90	194	5,094	1,053

### By Gender - Incident Count

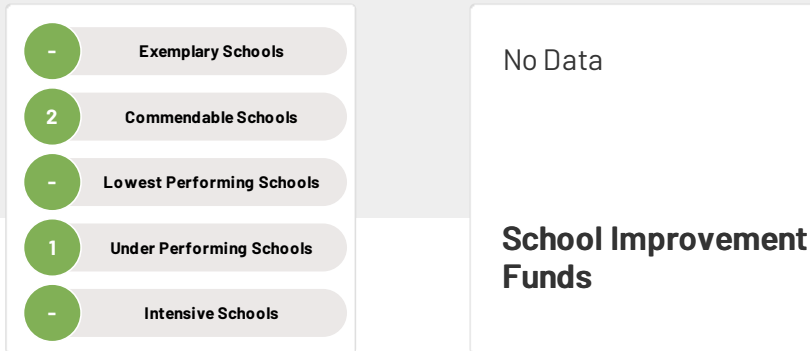
	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Male</b>						
<b>District</b>	71	*	*	61	10	*
State	168,584	309	78	93,901	72,584	1,712
<b>Female</b>						
<b>District</b>	20	*	*	17	3	*
State	81,424	162	43	44,184	36,051	984
<b>Non Binary</b>						
<b>District</b>	*	*	*	*	*	*
State	343	1	*	234	106	2

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

## About the data

Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has five summative designations: Exemplary School, Commendable School, Targeted School, Comprehensive School, and Intensive School. Targeted Schools and Comprehensive Schools receive additional funding and supports to build local capacity and improve student outcomes. Multiple measures of school performance and growth determine a school's annual\* summative designation.

\* Federal waivers issued in 2020 and 2021 impacted accountability. For more information, see [www.isbe.net/summative](http://www.isbe.net/summative).



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## Summative Designation Meta Indicator Components

### What is it?

Percentage of Students with 95% Attendance in Junior/Senior year: The tables indicate the percentage of students in this district and the state who graduated with an average attendance rate of 95% or better over their junior and senior years.

Percentage of students who fall into each GPA category: The tables indicate the percentage of students in this district and the state whose GPA fell into one of four categorical ranges (as noted in the table).

Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement: The tables below indicate the percentage of students in this district and the state who met the minimum composite score requirements on the SAT or ACT.

Percentage of students who have at least 1 Academic ELA Indicator: The tables below indicate the percentage of students in this district and the state who have currently met the requirements for at least 1 academic ELA indicator.

Percentage of students who have at least 1 Academic Math Indicator: The tables below indicate the percentage of students in this district and the state who have currently met the requirements for at least 1 academic MATH indicator.

Percentage of students who have identified a Career Area of Interest by Sophomore Year: The tables below indicate the percentage of students in this district and the state who have identified a career area of interest by their sophomore year.

Percentage of students who have earned 1, 2, or 3+ career ready indicators: The tables below indicate the percentage of students in this district and the state who have earned 1, 2, or 3+ career-ready indicators.

Percentage of students who have earned a College and Career Pathway Endorsement: The tables below indicate the percentage of students in this district and the state who have earned a college and career pathway endorsement.

Student Participation in Fine Arts: The tables below indicate the percentage of students in this district and the state who were enrolled in one or more fine arts courses in the previous year.

Fine Arts: Teacher Qualifications: The tables below indicate the percentage of students in the district and the state enrolled in fine arts courses taught by teachers licensed to teach fine arts courses.

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## Summative Designation Meta Indicator Components (cont)

### Percentage of students with 95% attendance in JR/SR year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	89,290 72.1%	45,134 72.3%	44,113 72.0%	43 84.3%	52,654 88.3%	7,120 41.2%	19,452 55.9%	6,727 88.6%	125 76.7%	161 58.6%	3,051 76.0%	15,236 66.4%

	Students with IEPs	English Learners	Low Income
District	*	*	*
State	8,661 60.2%	3,984 48.1%	26,686 52.4%

### Percentage of students who fall into each GPA category

All
District
State

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>Male</b>				
<b>District</b>	*	*	*	*
State	<b>7,818</b> 12.5%	<b>21,887</b> 35.1%	<b>21,286</b> 34.1%	<b>11,438</b> 18.3%
<b>Female</b>				
<b>District</b>	*	*	*	*
State	<b>7,571</b> 12.3%	<b>14,240</b> 23.2%	<b>21,751</b> 35.5%	<b>17,707</b> 28.9%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	<b>5</b> 9.8%	<b>14</b> 27.4%	<b>23</b> 45.1%	<b>9</b> 17.6%

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>White</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>7,644</b> 12.8%	<b>11,888</b> 19.9%	<b>21,605</b> 36.2%	<b>18,509</b> 31.0%
<b>Black</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>2,357</b> 13.6%	<b>8,114</b> 47.0%	<b>5,263</b> 30.5%	<b>1,543</b> 8.9%
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>4,111</b> 11.8%	<b>14,044</b> 40.4%	<b>12,244</b> 35.2%	<b>4,385</b> 12.6%
<b>Asian</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>797</b> 10.5%	<b>776</b> 10.2%	<b>2,425</b> 31.9%	<b>3,593</b> 47.3%

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>11</b> 6.8%	<b>37</b> 22.7%	<b>60</b> 36.8%	<b>54</b> 33.1%
<b>American Indian</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>30</b> 10.9%	<b>102</b> 37.1%	<b>94</b> 34.2%	<b>49</b> 17.8%
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>444</b> 11.1%	<b>1,180</b> 29.4%	<b>1,369</b> 34.1%	<b>1,021</b> 25.4%
<b>Students with Disabilities</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>3,107</b> 13.5%	<b>8,999</b> 39.2%	<b>7,949</b> 34.6%	<b>2,891</b> 12.6%

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>Students with IEPs</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>2,129</b> 14.8%	<b>6,660</b> 46.3%	<b>4,563</b> 31.7%	<b>1,037</b> 7.2%
<b>English Learners</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>1,110</b> 13.4%	<b>4,087</b> 49.4%	<b>2,598</b> 31.4%	<b>485</b> 5.9%
<b>Low Income</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>6,735</b> 13.2%	<b>21,240</b> 41.7%	<b>16,497</b> 32.4%	<b>6,473</b> 12.7%

### Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>24,363</b> 19.7%	<b>12,253</b> 19.6%	<b>12,095</b> 19.7%	<b>15</b> 29.4%	<b>14,978</b> 25.1%	<b>826</b> 4.8%	<b>3,630</b> 10.4%	<b>3,905</b> 51.4%	<b>53</b> 32.5%	<b>37</b> 13.4%	<b>934</b> 23.3%	<b>2,868</b> 12.5%

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement

	Students with IEPs	English Learners	Low Income
<b>District</b>	* *	* *	* *
State	<b>464</b> 3.2%	<b>181</b> 2.2%	<b>4,047</b> 7.9%

### Percentage of students who have at least 1 Academic ELA Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	<b>52,201</b> 42.2%	<b>22,804</b> 36.5%	<b>29,373</b> 47.9%	<b>24</b> 47.1%	<b>29,531</b> 49.5%	<b>3,996</b> 23.1%	<b>11,350</b> 32.6%	<b>5,378</b> 70.8%	<b>98</b> 60.1%	<b>90</b> 32.7%	<b>1,758</b> 43.8%	<b>5,784</b> 25.2%

	Students with IEPs	English Learners	Low Income
<b>District</b>	* *	* *	* *
State	<b>1,428</b> 9.9%	<b>766</b> 9.3%	<b>14,121</b> 27.7%

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have at least 1 Academic Math Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	87,721 70.9%	41,992 67.3%	45,691 74.6%	38 74.5%	45,501 76.3%	9,800 56.7%	22,507 64.7%	6,856 90.3%	126 77.3%	177 64.4%	2,754 68.6%	12,917 56.3%

	Students with IEPs	English Learners	Low Income
District	*	*	*
State	6,259 43.5%	4,197 50.7%	30,104 59.1%

### Percentage of students who have identified a Career Area of Interest by Sophomore Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	75,953 61.4%	37,503 60.1%	38,432 62.7%	18 35.3%	40,116 67.3%	8,205 47.5%	19,033 54.7%	5,747 75.7%	103 63.2%	162 58.9%	2,587 64.4%	12,696 55.3%

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have identified a Career Area of Interest by Sophomore Year

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>
State	<b>7,312</b> 50.8%	<b>4,111</b> 49.6%	<b>27,119</b> 53.2%

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



## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
<b>All</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>40,809</b> 33.0%	<b>25,424</b> 20.5%	<b>28,205</b> 22.8%	<b>29,328</b> 23.7%
<b>Male</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>20,203</b> 32.4%	<b>13,128</b> 21.0%	<b>14,541</b> 23.3%	<b>14,563</b> 23.3%
<b>Female</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>20,600</b> 33.6%	<b>12,285</b> 20.1%	<b>13,641</b> 22.3%	<b>14,754</b> 24.1%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>6</b> 11.8%	<b>11</b> 21.6%	<b>23</b> 45.1%	<b>11</b> 21.6%

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## Summative Designation Meta Indicator Components (cont)

Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
<b>White</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>25,996</b> 43.6%	<b>13,831</b> 23.2%	<b>11,756</b> 19.7%	<b>8,073</b> 13.5%
<b>Black</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>2,595</b> 15.0%	<b>2,858</b> 16.5%	<b>5,062</b> 29.3%	<b>6,766</b> 39.1%
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>7,816</b> 22.5%	<b>5,862</b> 16.9%	<b>8,846</b> 25.4%	<b>12,261</b> 35.3%
<b>Asian</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>2,872</b> 37.8%	<b>1,886</b> 24.9%	<b>1,487</b> 19.6%	<b>1,346</b> 17.7%

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## Summative Designation Meta Indicator Components (cont)

Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>41</b> 25.1%	<b>23</b> 14.1%	<b>24</b> 14.7%	<b>75</b> 46.0%
<b>American Indian</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>72</b> 26.2%	<b>49</b> 17.8%	<b>79</b> 28.7%	<b>75</b> 27.3%
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>1,417</b> 35.3%	<b>915</b> 22.8%	<b>951</b> 23.7%	<b>732</b> 18.2%
<b>Students with Disabilities</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>5,703</b> 24.9%	<b>4,450</b> 19.4%	<b>5,696</b> 24.8%	<b>7,099</b> 30.9%

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## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
<b>Students with IEPs</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>2,907</b> 20.2%	<b>2,568</b> 17.8%	<b>3,840</b> 26.7%	<b>5,076</b> 35.3%
<b>English Learners</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>1,193</b> 14.4%	<b>1,344</b> 16.2%	<b>2,173</b> 26.2%	<b>3,570</b> 43.1%
<b>Low Income</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>11,094</b> 21.8%	<b>8,706</b> 17.1%	<b>13,292</b> 26.1%	<b>17,860</b> 35.0%

### Percentage of students who have earned a College and Career Pathway Endorsement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>964</b> 0.8%	<b>339</b> 0.5%	<b>625</b> 1.0%	<b>0</b> 0.0%	<b>571</b> 1.0%	<b>21</b> 0.1%	<b>189</b> 0.5%	<b>149</b> 2.0%	<b>4</b> 2.5%	<b>1</b> 0.4%	<b>29</b> 0.7%	<b>102</b> 0.4%

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## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have earned a College and Career Pathway Endorsement

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>
	<b>*</b>	<b>*</b>	<b>*</b>
State	<b>32</b> 0.2%	<b>17</b> 0.2%	<b>243</b> 0.5%

### Fine Arts: Student Participation in Fine Arts

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>28.8%</b>	<b>30.4%</b>	<b>27.1%</b>	<b>*</b>	<b>32.8%</b>	<b>16.7%</b>	<b>25.7%</b>	<b>42.4%</b>	<b>50.0%</b>	<b>40.0%</b>	<b>26.3%</b>	<b>24.3%</b>
State	<b>69.9%</b>	<b>67.0%</b>	<b>72.8%</b>	<b>69.1%</b>	<b>68.5%</b>	<b>66.9%</b>	<b>72.5%</b>	<b>76.2%</b>	<b>72.0%</b>	<b>71.8%</b>	<b>71.1%</b>	<b>67.0%</b>

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>25.4%</b>	<b>25.6%</b>	<b>27.4%</b>
State	<b>66.4%</b>	<b>78.2%</b>	<b>69.9%</b>

### Fine Arts: Student Participation in Fine Arts Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>434</b>	<b>230</b>	<b>204</b>	<b>*</b>	<b>172</b>	<b>7</b>	<b>209</b>	<b>28</b>	<b>1</b>	<b>2</b>	<b>15</b>	<b>65</b>
State	<b>1,271,937</b>	<b>626,370</b>	<b>645,098</b>	<b>469</b>	<b>568,210</b>	<b>203,123</b>	<b>365,407</b>	<b>76,666</b>	<b>1,272</b>	<b>3,266</b>	<b>53,993</b>	<b>228,922</b>

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

## Summative Designation Meta Indicator Components (cont)

### Fine Arts: Student Participation in Fine Arts Numerator Count

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>65</b>	<b>123</b>	<b>177</b>
State	175,684	212,971	619,115

### Fine Arts: Student Participation in Fine Arts Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>1,509</b>	<b>756</b>	<b>753</b>	<b>*</b>	<b>525</b>	<b>42</b>	<b>812</b>	<b>66</b>	<b>2</b>	<b>5</b>	<b>57</b>	<b>268</b>
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>256</b>	<b>481</b>	<b>647</b>
State	264,507	272,399	885,329

### Fine Arts: Teacher Qualifications

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>*</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
State	94.2%	94.3%	94.2%	96.2%	96.3%	86.8%	94.2%	98.0%	96.5%	94.8%	95.6%	93.1%

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

## Summative Designation Meta Indicator Components (cont)

### Fine Arts: Teacher Qualifications

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
State	92.5%	95.5%	92.2%

### Fine Arts: Teacher Qualifications Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>434</b>	<b>230</b>	<b>204</b>	<b>*</b>	<b>172</b>	<b>7</b>	<b>209</b>	<b>28</b>	<b>1</b>	<b>2</b>	<b>15</b>	<b>65</b>
State	1,198,737	590,333	607,953	451	547,213	176,302	344,175	75,128	1,228	3,096	51,595	213,132

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>65</b>	<b>123</b>	<b>177</b>
State	162,574	203,311	570,669

### Fine Arts: Teacher Qualifications Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>1,509</b>	<b>756</b>	<b>753</b>	<b>*</b>	<b>525</b>	<b>42</b>	<b>812</b>	<b>66</b>	<b>2</b>	<b>5</b>	<b>57</b>	<b>268</b>
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

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

## Summative Designation Meta Indicator Components (cont)

### Fine Arts: Teacher Qualifications Denominator Count

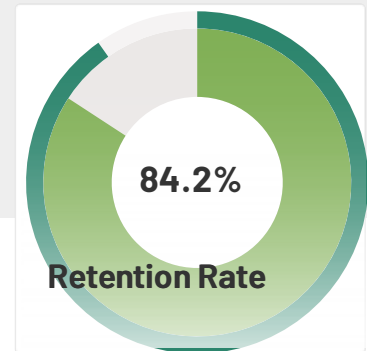
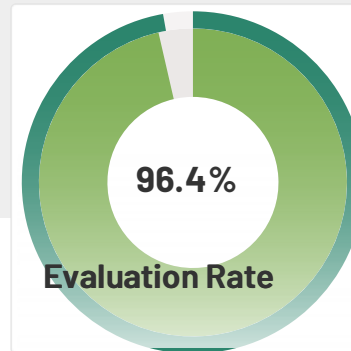
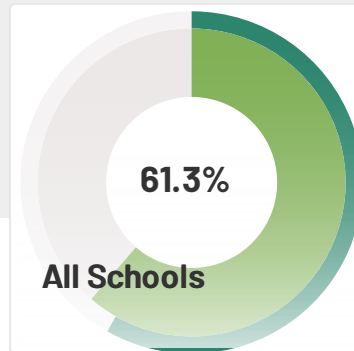
	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>256</b>	<b>481</b>	<b>647</b>
State	264,507	272,399	885,329

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



## About the data

Teacher data includes information regarding teachers, including salary, retention, and education, as well as information comparing the ratio of teachers to students.



## Teacher Information

### What is it?

This shows information pertaining to teachers, including experience, education, attendance, and evaluation.

	All Schools	Attendance Rate	Evaluation Rate
<b>District</b>	<b>13</b>	<b>58.4%</b>	<b>96.4%</b>
State	*	64.4%	97.2%

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

## Student-To-Teacher Ratios

### What is it?

This shows the average number of students per teacher. Teachers classified as special education teachers are not included. Research indicates that children in lower grades show the potential for higher achievement scores when they are in smaller classes. Many factors contribute to student achievement, and class size is only one part of this bigger picture. Special education classes are not included in this calculation.

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
<b>District</b>	<b>18</b>	<b>*</b>
State	17	18

## Average Teacher Salary

### What is it?

This shows the average salary for teachers. This information is reported at the district level.

	Average Teacher Salary
<b>District</b>	<b>\$62,264</b>
State	\$73,916

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

## Retention Rate

### What is it?

This shows the three-year average percentage of full-time teachers returning to the same school year to year.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	84.2% 288	85.8% 217	* *	80.0% 52	87.5% 7	* *	* *	100.0% 3	69.2% 9
	Male	85.7% 42	89.7% 35	* *	85.7% 6	50.0% 1	* *	* *	* *	0.0% 0
	Female	84.0% 246	85.0% 182	* *	79.3% 46	100.0% 6	* *	* *	100.0% 3	75.0% 9
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	90.2% 318,584	90.6% 270,179	85.3% 14,688	90.3% 21,684	89.9% 5,066	88.0% 184	88.6% 565	87.2% 2,267	87.9% 3,951
	Male	91.3% 75,750	91.8% 64,866	84.9% 3,139	90.4% 4,980	91.2% 1,185	89.4% 59	92.4% 146	87.2% 566	87.6% 809
	Female	89.9% 242,834	90.2% 205,313	85.4% 11,549	90.3% 16,704	89.5% 3,881	87.4% 125	87.3% 419	87.2% 1,701	88.0% 3,142
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

## Full-Time Equivalent

### What is it?

This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	* 116.7	70.0% 81.7	* *	23.1% 27	1.7% 2	* *	* *	0.9% 1	4.3% 5
	Male	* 18	18.4% 15	* *	11.1% 3	* *	* *	* *	* *	* *
	Female	* 98.7	81.6% 66.7	* *	88.9% 24	100.0% 2	* *	* *	100.0% 1	100.0% 5
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	* 134896.6	80.6% 108715.6	6.2% 8387.2	8.4% 11339.2	1.9% 2528.6	0.1% 84.2	0.2% 260.1	0.8% 1096.3	1.8% 2485.4
	Male	* 31704.3	23.8% 25848.6	21.9% 1840	22.6% 2557.1	23.4% 591.8	28.3% 23.8	22.7% 59	23.9% 261.9	21.0% 522.1
	Female	* 103192.2	76.2% 82867.1	78.1% 6547.2	77.4% 8782.1	76.6% 1936.7	71.7% 60.4	77.3% 201	76.1% 834.4	79.0% 1963.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

## Teachers with Gifted Endorsement

### What is it?

This shows the number of teachers who have taken the necessary steps to obtain an endorsement for their Professional Educator License indicating that they have the skills to respond to the needs of gifted students in their classroom.

Teachers with Gifted Endorsement	
<b>District</b>	<b>7</b>
State	<b>1,185</b>

## National Board Certified Teachers

### What is it?

This shows the numbers of teachers who have achieved recognition as National Board Certified Teachers, both as a whole and broken down by certain demographic indicators.

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female
<b>District</b>	<b>1</b>	<b>1</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>1</b>	<b>*</b>
State	<b>2,293</b>	<b>1,831</b>	<b>143</b>	<b>192</b>	<b>66</b>	<b>1</b>	<b>7</b>	<b>26</b>	<b>27</b>	<b>457</b>	<b>1,836</b>

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

## Teachers with Short Term or Provisional Licenses

### What is it?

The tables below represent the percentage of teachers teaching with short-term or provisional licenses. The display summarizes the rate across the state and highlights the rates across all high-poverty and low-poverty schools.

	All Schools	High Poverty Schools	Low Poverty Schools
<b>District</b>	<b>6</b> <b>5.1%</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>
State	<b>4,465</b> 3.3%	<b>1,349</b> 4.0%	<b>658</b> 1.0%

## Novice Teachers

### What is it?

The table below represents the percentage of teachers defined as “novice” – having less than 2 full-time equivalent years of combined public school teaching experience. The display summarizes the rate within this district and across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
<b>District</b>	<b>9</b> <b>7.7%</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>
State	<b>9,383</b> 7.0%	<b>2,627</b> 9.0%	<b>2,031</b> 5.0%

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

## Teacher Out of Field

### What is it?

The table below represents the percentage of teachers defined as “out-of-field” – a teacher teaching in a grade or content area for which he or she does not hold the appropriate state-issued license, endorsement, approvals, or previous qualifications. The display summarizes the rate across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
<b>District</b>	<b>0</b> <b>0.0%</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>
State	<b>4,649</b> 4.2%	<b>836</b> 4.0%	<b>1,243</b> 3.0%

## Average Teaching Experience

### What is it?

The table below represents the average teaching experience of teachers across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
<b>District</b>	<b>13</b>	<b>*</b>	<b>*</b>
State	<b>*</b>	<b>*</b>	<b>*</b>

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

## Teachers Education

### What is it?

The tables below represent the percentage of teachers with bachelor's and master's degrees across the state and highlight the rates across all high-poverty and low-poverty schools in the district (as applicable).

#### Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
<b>District</b>	<b>38.7%</b>	<b>*</b>	<b>*</b>
State	41.0%	41.1%	35.1%

#### Teachers Education - Master's

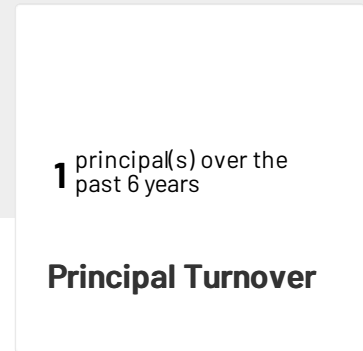
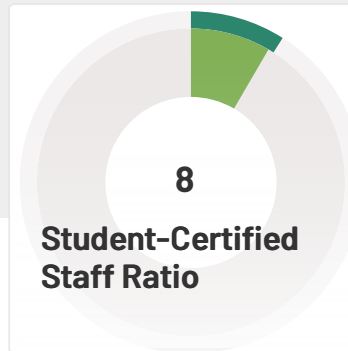
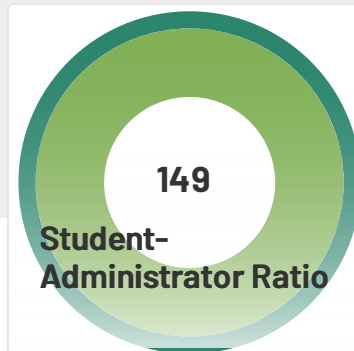
	All Schools	High Poverty Schools	Low Poverty Schools
<b>District</b>	<b>61.3%</b>	<b>*</b>	<b>*</b>
State	58.2%	57.1%	64.6%

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



## About the data

Administrator data includes information regarding administration, including salary and turnover, as well as information comparing ratios of administration to both students and staff.



## Student-To-Staff Ratios

### What is it?

This shows the average number of students per certified staff member and the average number of students per administrator.

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	8	149
State	9	141

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

# Administrators

## Demographics

### What is it?

This shows the total percentage and number of administrator Full-Time Equivalents. The number of administrators at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	* 10.5	90.5% 9.5	* *	9.5% 1	* *	* *	* *	* *	* *
	Male	* 3.5	36.8% 3.5	* *	* *	* *	* *	* *	* *	* *
	Female	* 7	63.2% 6	* *	100.0% 1	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	* 13214.3	75.6% 9995.7	14.8% 1954.1	6.9% 910.7	1.0% 136	0.1% 9	0.1% 19.7	0.7% 92.3	0.7% 96.8
	Male	* 5353.4	43.4% 4339.7	28.5% 557.8	35.6% 323.9	41.3% 56.2	33.4% 3	49.3% 9.7	30.2% 27.8	36.5% 35.3
	Female	* 7860.9	56.6% 5656	71.5% 1396.3	64.4% 586.8	58.7% 79.9	66.6% 6	50.7% 10	69.8% 64.5	63.5% 61.4
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

## Principal Turnover

### What is it?

Principal Turnover for the school is the number of different principals at the same school in the last six years. At the district and state level, it is the average number of principals at the same school in the past six years. If the number is zero, no current data was provided.

Principal(s) over the past 6 years	
<b>District</b>	<b>1</b>
State	<b>2</b>

## Average Administrator Salary

### What is it?

This shows the average salary for administrators. This information is reported at the district level.

Average Administrator Salary	
<b>District</b>	<b>\$126,514</b>
State	<b>\$116,908</b>

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

## Novice Administrator

### What is it?

The table below represents the percentage of administrators defined as “novice” - having less than 2 full-time equivalent years of combined public school teaching experience. The display summarizes the rate within this district and across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
District	* *	* *	* *
State	1,563 11.8%	341 14.6%	253 9.9%

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

## About the data

The Civil Rights Data Collection (CRDC) is a biennial (i.e., every other school year) survey of public schools that has been required by the U.S. Department of Education Office for Civil Rights since 1968. The CRDC collects data on leading civil rights indicators related to access and barriers to educational opportunity from early childhood through Grade 12. The CRDC collects data from public Local Educational Agencies and schools, including juvenile facilities, charter schools, alternative schools, and schools serving only students with disabilities.

## Student Environment

### What is it?

Data from the Civil Rights Data Collection (CRDC) comes directly from the U.S. Department of Education (ED). ED collects the data directly from ISBE and school districts and releases the information on a two- to three-year delay. ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for in-school suspensions, out-of-school suspensions, and expulsions is reported by ISBE in a separate report on [www.isbe.net](http://www.isbe.net). Current year data for chronic absenteeism can be found in the Students section of the Report Card. Please note data may not match due to differences in data collection methods.

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
<b>District</b>	<b>1.7%</b>	<b>1.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.2%</b>	<b>7.3%</b>
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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

# Civil Rights Data Collection

(2017-18)

## Student Environment (cont)

	Rate of Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
<b>District</b>	<b>0.0%</b>	<b>0</b>	<b>0</b>
State	2.2%	153	5

## Academic Environment

### What is it?

Data from the Civil Rights Data Collection comes directly from ED, which collects the data directly from ISBE and school districts and releases the information on a two- to three-year delay. ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for accelerated coursework can be found in the Academic Performance section of the Report Card. Please note data may not match due to differences in data collection methods.

	Enrolled in PreSchool	Advanced Placement (AP) Course Work	Advanced Placement Course Work	
			International Baccalaureate (IB) Course Work	Dual Credit Course Work
<b>District</b>	<b>7.2%</b> <b>121</b>	<b>0.0%</b> <b>0</b>	<b>0.0%</b> <b>0</b>	<b>0.0%</b> <b>0</b>
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

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

## About the data

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). NAEP results are based on a sample of student populations of interest. National NAEP reports information for the nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement at Grades 4, 8, and 12.

## Inclusion Rate and Standard Error in NAEP

### What is it?

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Percentage of students identified With Disabilities and English Learners - Reading

Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	91	2.1	96	1	95	1.4	94	1.6

### Percentage of students identified With Disabilities and English Learners - Mathematics

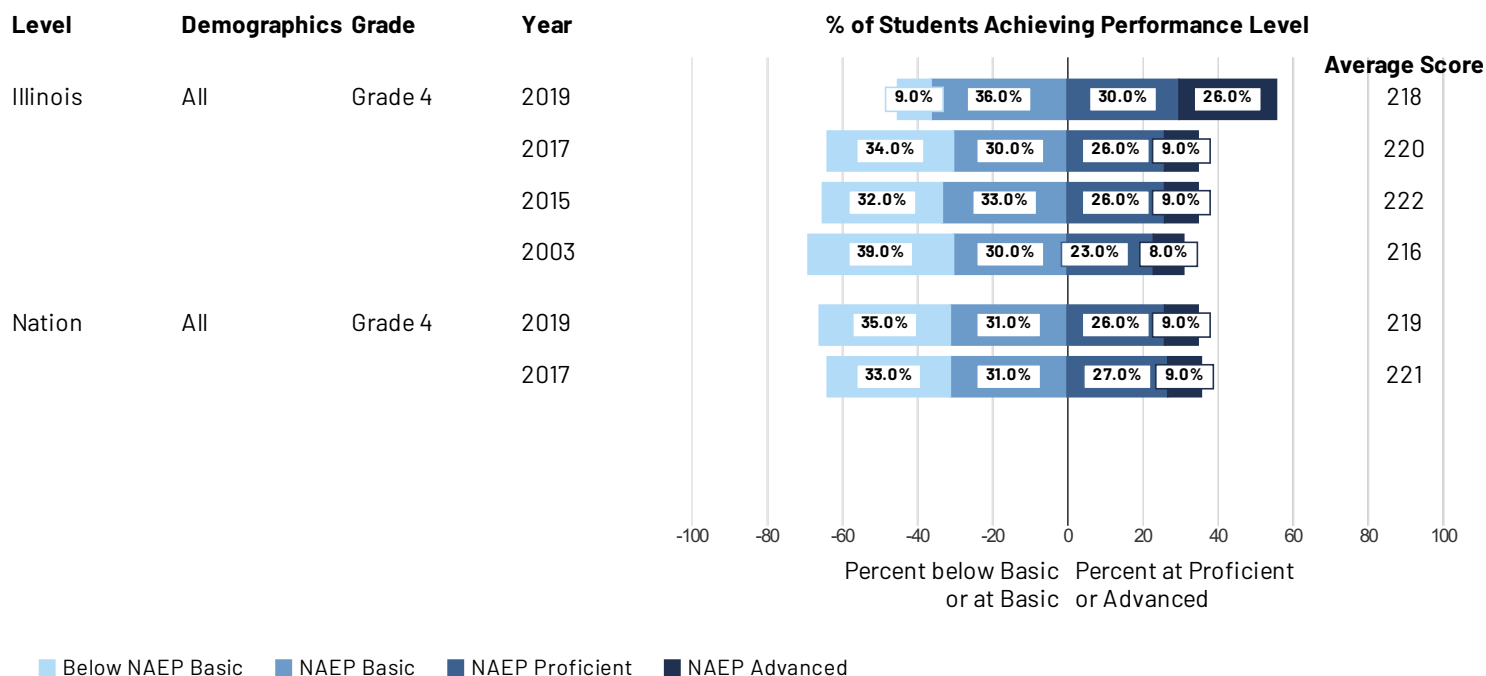
Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	95	1.2	98	0.7	94	1.1	95	2

## NAEP Achievement-Level Percentages and Average Score Results

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Reading - Grade 4



\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

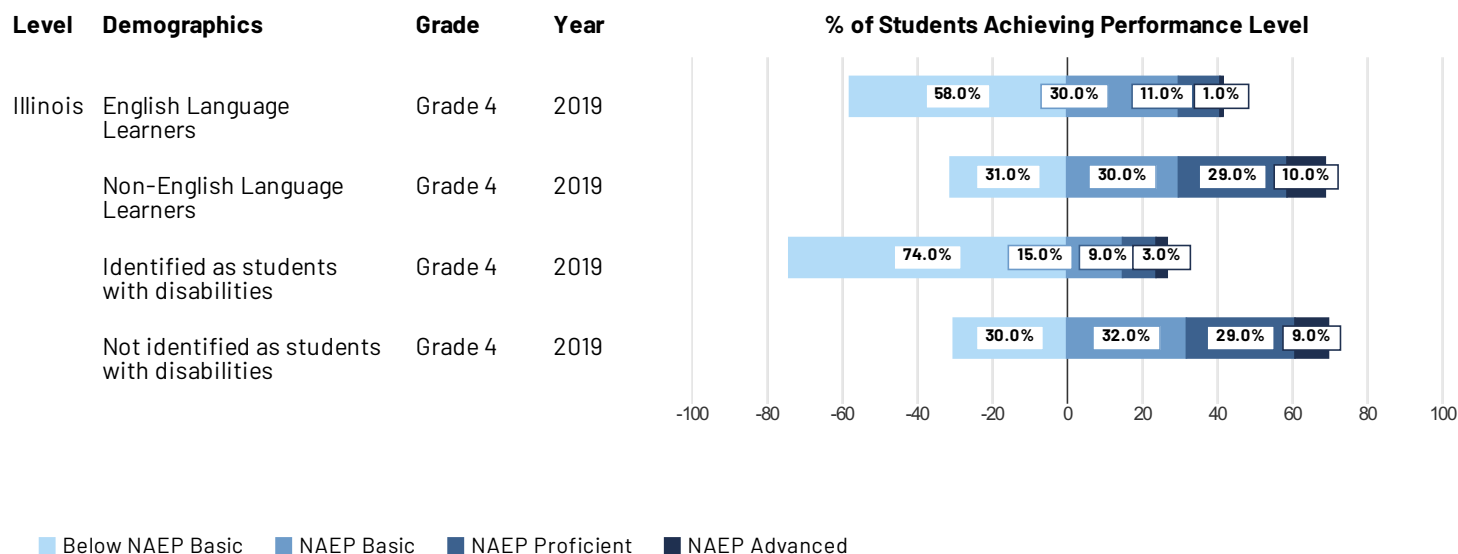


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### Reading - Grade 4



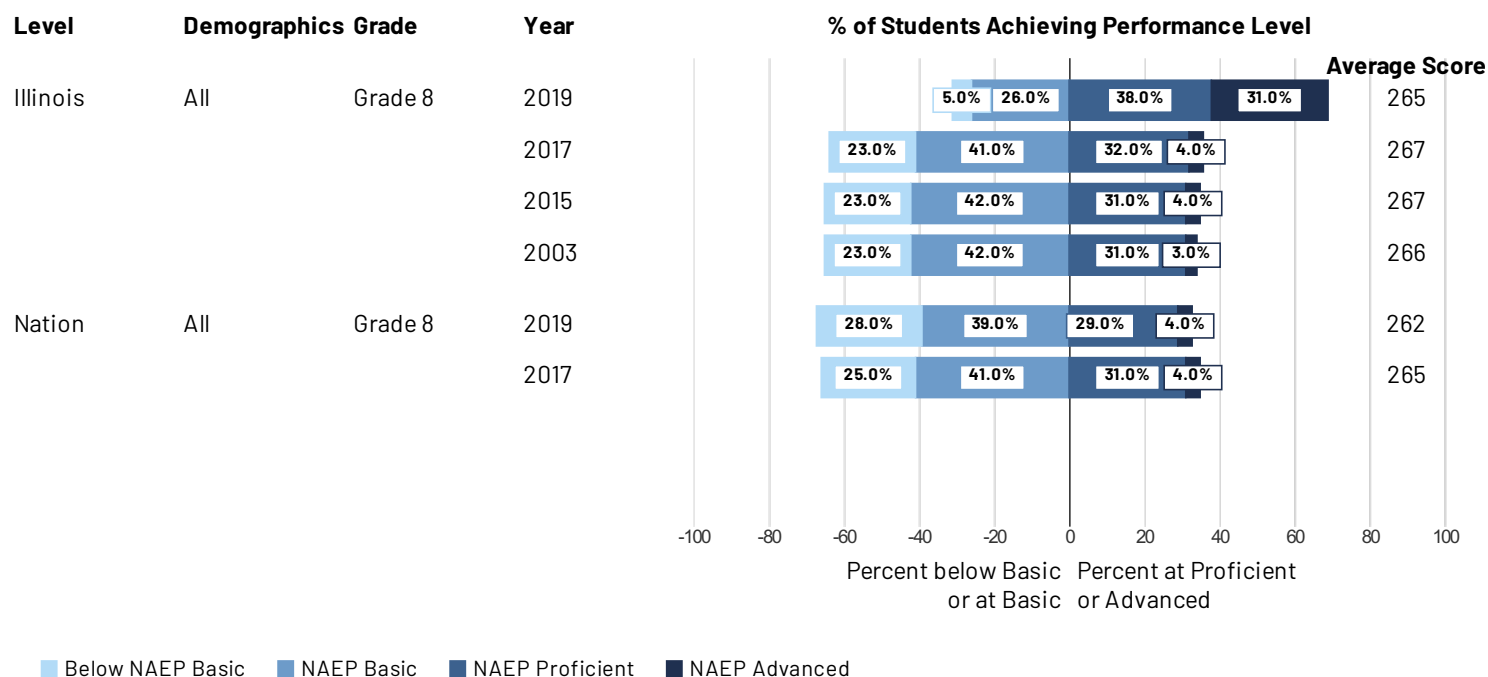
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

## NAEP Achievement-Level Percentages and Average Score Results (cont)

### Reading - Grade 8

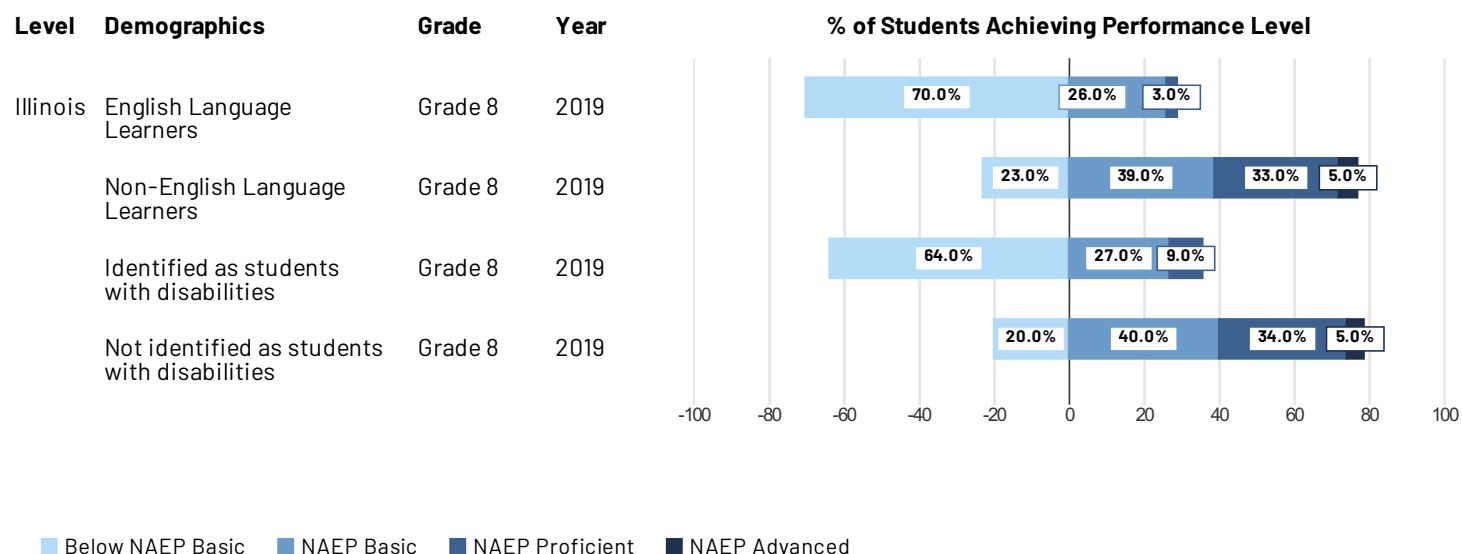


\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

## NAEP Achievement-Level Percentages and Average Score Results (cont)

### Reading - Grade 8



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

## Results for Student Groups

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Results for Student Groups in 2019 - Reading - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	46.0%	228	75.0%	45.0%	12.0%
Black	18.0%	200	46.0%	17.0%	2.0%
Hispanic	27.0%	208	55.0%	23.0%	4.0%
Asian	4.0%	238	82.0%	57.0%	19.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	4.0%	229	74.0%	43.0%	12.0%
Gender					
Male	50.0%	215	61.0%	32.0%	8.0%
Female	50.0%	221	68.0%	36.0%	9.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## Results for Student Groups (cont)

### Results for Student Groups in 2019 - Reading - Grade 8

			Percentage at or above NAEP		Percentage at NAEP
Reporting Groups	Percentage of students	Average Score	Basic	Proficient	Advanced
Race/Ethnicity					
White	48.0%	274	82.0%	45.0%	6.0%
Black	18.0%	246	56.0%	15.0%	1.0%
Hispanic	25.0%	255	66.0%	25.0%	2.0%
Asian	6.0%	290	90.0%	66.0%	15.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	3.0%	263	72.0%	32.0%	5.0%
Gender					
Male	51.0%	260	69.0%	32.0%	4.0%
Female	49.0%	269	78.0%	40.0%	6.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

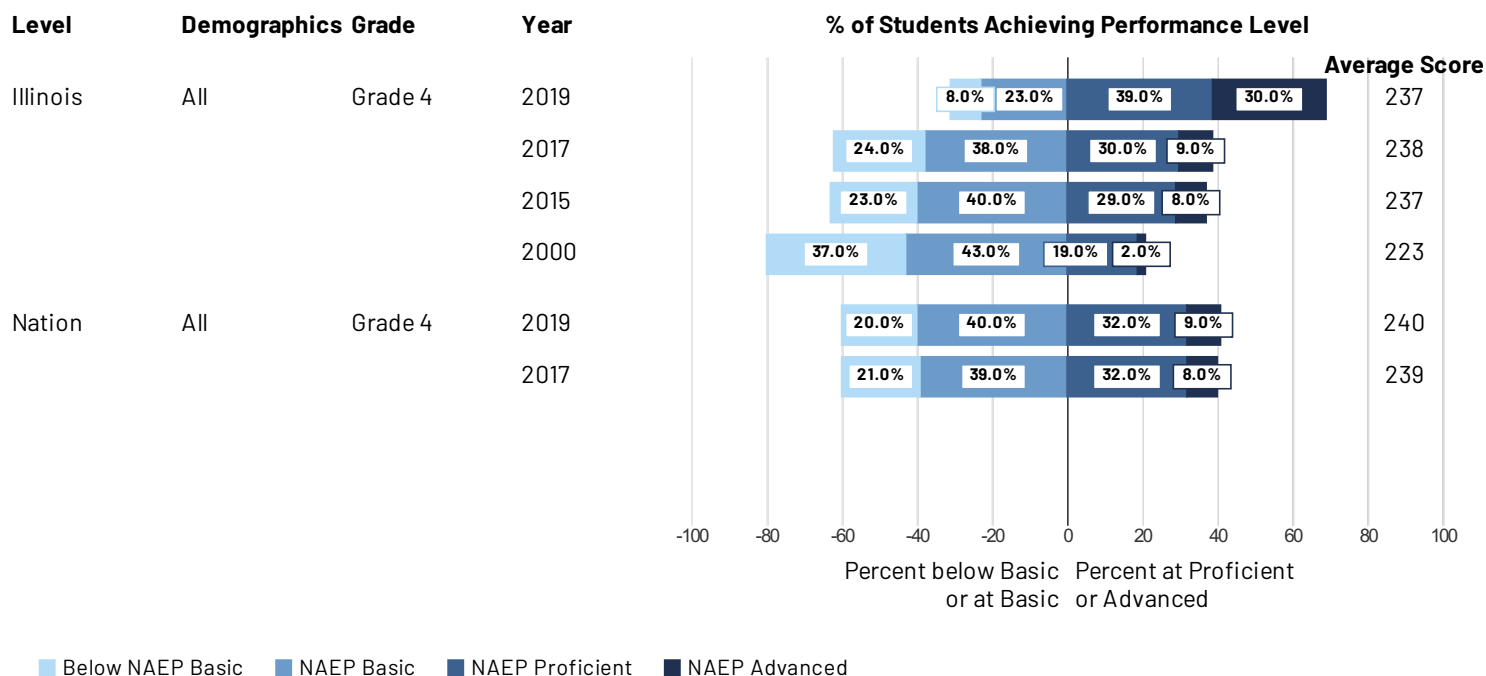
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## NAEP Achievement-Level Percentages and Average Score Results

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Mathematics - Grade 4



\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

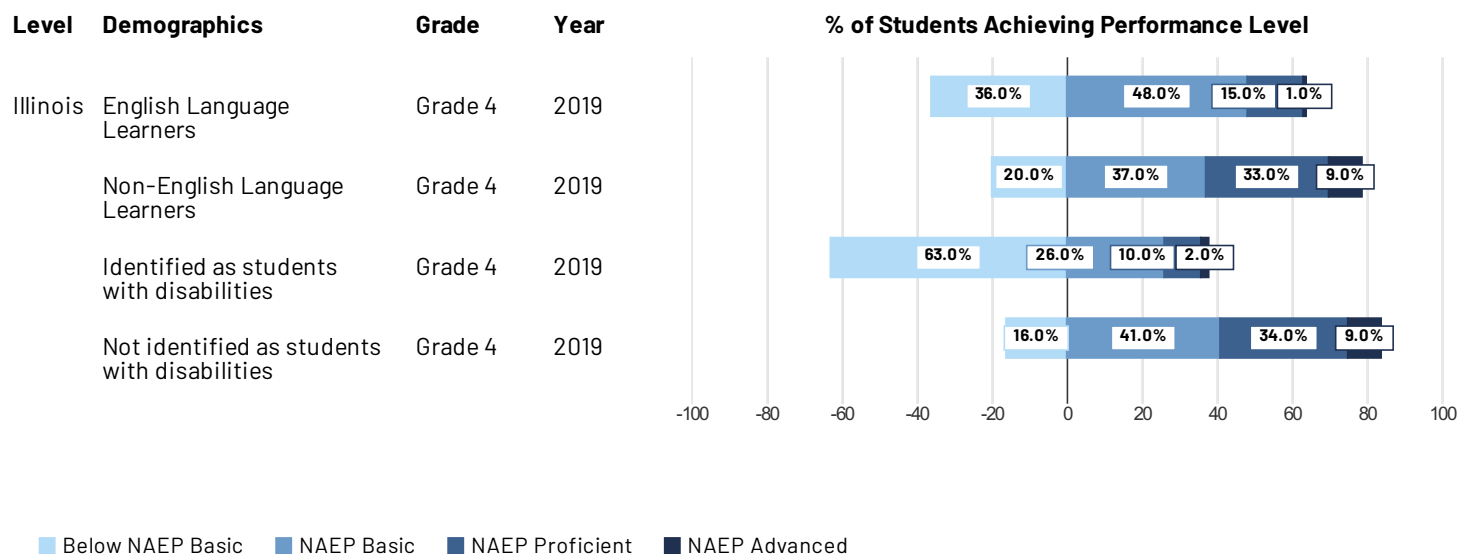
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

## NAEP Achievement-Level Percentages and Average Score Results

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Mathematics - Grade 4



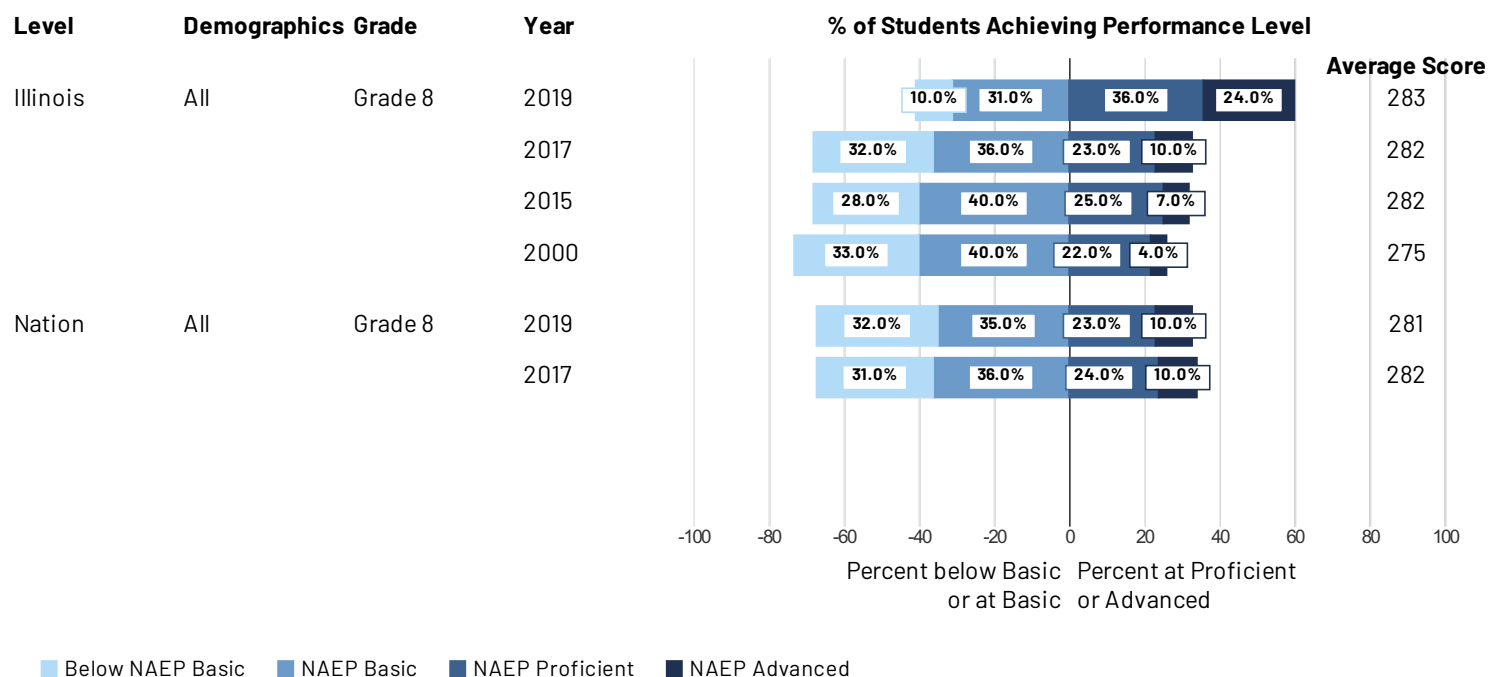
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

## NAEP Achievement-Level Percentages and Average Score Results (cont)

### Mathematics – Grade 8



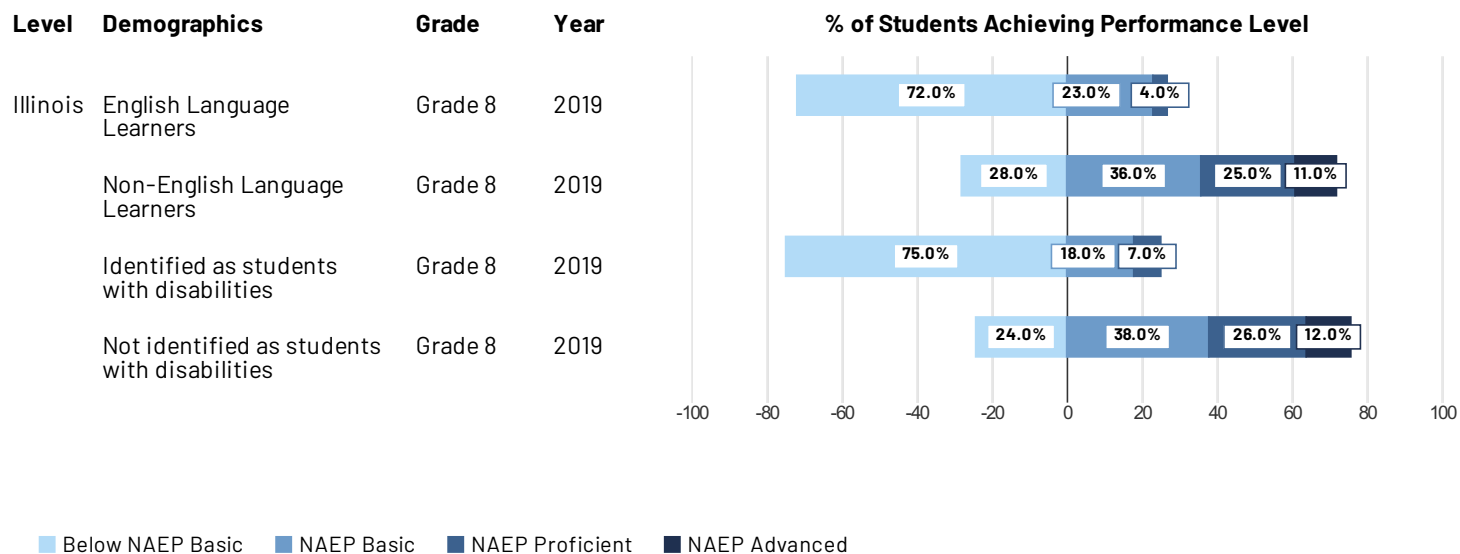
\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.



## NAEP Achievement-Level Percentages and Average Score Results (cont)

### Mathematics - Grade 8



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

## Results for Student Groups

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Results for Student Groups in 2019 - Math - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	46.0%	246	86.0%	51.0%	11.0%
Black	17.0%	217	57.0%	14.0%	1.0%
Hispanic	27.0%	231	74.0%	28.0%	4.0%
Asian	4.0%	259	88.0%	65.0%	25.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	4.0%	238	76.0%	40.0%	12.0%
Gender					
Male	50.0%	239	78.0%	41.0%	10.0%
Female	50.0%	236	77.0%	36.0%	6.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## Results for Student Groups (cont)

### Results for Student Groups in 2019 - Math - Grade 8

			Percentage at or above NAEP		Percentage at NAEP
Reporting Groups	Percentage of students	Average Score	Basic	Proficient	Advanced
Race/Ethnicity					
White	48.0%	291	78.0%	42.0%	12.0%
Black	18.0%	262	49.0%	14.0%	2.0%
Hispanic	25.0%	273	62.0%	24.0%	5.0%
Asian	6.0%	320	92.0%	73.0%	36.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	3.0%	286	71.0%	38.0%	17.0%
Gender					
Male	51.0%	283	69.0%	35.0%	12.0%
Female	49.0%	282	70.0%	32.0%	9.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.