



2023 ILLINOIS REPORT CARD

NEW SUMMATIVE DESIGNATION VISUALIZATION



Illinois State Board of Education

The 2023 Illinois Report Card has two new summative designation visualizations.

On your school's online Report Card, click Accountability in the menu at the left, then click Summative Designation.

Schools receive an annual summative designation on the Illinois Report Card, as required by federal accountability laws.

Summative Designations are calculated by assigning each school points for every accountability indicator, such as graduation rates, chronic absenteeism, and academic growth. The indicators are weighted, meaning, each indicator is worth a different number of total possible points.

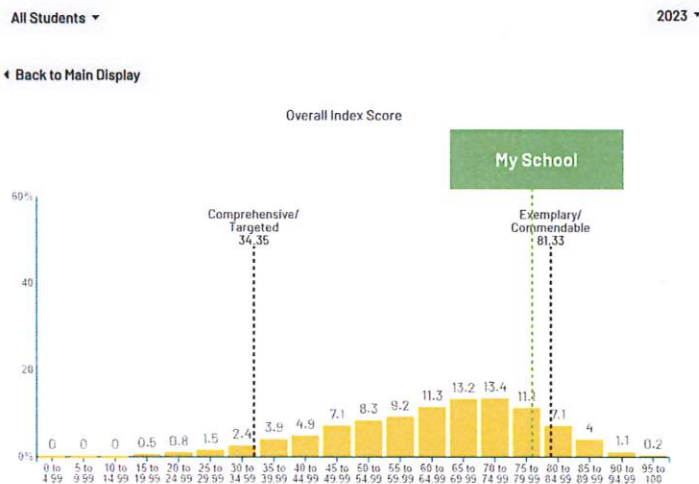
This new visual on the Report Card shows you the points your school earned for each of the accountability indicators.



There are five possible designations in Illinois: **Exemplary, Commendable, Targeted Support, Comprehensive Support,** and **Intensive Support.** By design, there will always be Exemplary and Comprehensive Support schools, as these are the top performing 10% and lowest performing 5% of schools.

Most schools will be in the middle and will be Commendable – or Targeted, if they have a student group performing in the range of the Comprehensive Support schools.

This new visual on the Report Card shows you the points threshold for that year for the bottom 5% (Comprehensive Support) and the top 10% (Exemplary) – and your school's total points in comparison. These points thresholds change every year according to statewide data.





2023 ILLINOIS REPORT CARD SCHOOL IMPROVEMENT & ACCOUNTABILITY



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Annual Summative Designations

Schools receive an annual summative designation on the Illinois Report Card. The designation is based on the school's overall data, and the data for each student group, for all of the accountability indicators.

Exemplary	<ul style="list-style-type: none"> • Overall performance in the top 10 percent of all schools • Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools • High schools must have a graduation rate higher than 67 percent
Commendable	<ul style="list-style-type: none"> • Overall performance not in the top 10 percent of all schools • Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools • High schools must have a graduation rate higher than 67 percent
Targeted Support	<ul style="list-style-type: none"> • One or more student groups performing at or below the "all students" group of the lowest-performing 5 percent of schools; groups must have at least 20 students in at least five of eight indicators, one of which must be non-academic <p>A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.</p>
Comprehensive Support	<ul style="list-style-type: none"> • Overall performance in the bottom 5 percent of Title I-eligible schools statewide • All high schools with a graduation rate of 67 percent or below • Schools that have completed a full Targeted Support school improvement cycle, where the performance of one or more of the originally Targeted student groups remains at or below the level of the "all students" group in the lowest-performing 5 percent of Title I-eligible schools at the end of the four-year improvement cycle <p>A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.</p>
Intensive Support	<ul style="list-style-type: none"> • A school that has completed a full Comprehensive Support school improvement cycle, but whose performance remains in the lowest-performing 5 percent of Title I-eligible schools statewide or is a high school with a graduation rate of 67 percent or below at the end of the four-year improvement cycle <p>An Intensive Support designation initiates intensive school improvement status and the school begins a four-year cycle of school improvement.</p>

STUDENT GROUPS

Demographics

- American Indian or Alaska Native
- Asian
- Black or African American

- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White

Programs

- Children with disabilities
- Economically disadvantaged students
- English Learners
- Former English Learners



2023 ILLINOIS REPORT CARD

MULTIPLE INDICATORS OF STUDENT SUCCESS



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A school's annual summative designation describes how well an individual school is meeting the needs of all its students. The designations recognize schools with strong overall performance across a range of academic and student success indicators. Schools with greatest need receive the most support.

Elementary & Middle Schools



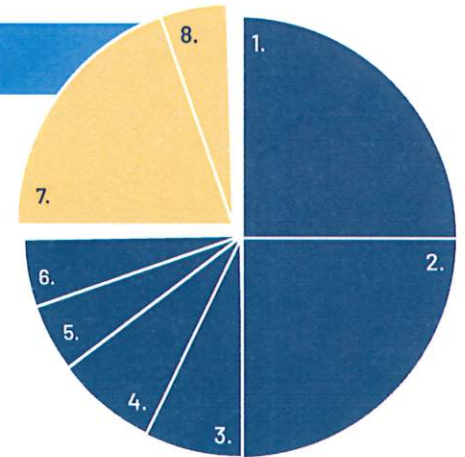
Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5%
6. English Learner Progress to Proficiency: 5%



School Quality & Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
9. P-2*
10. 3-8*
11. Fine Arts*



High School



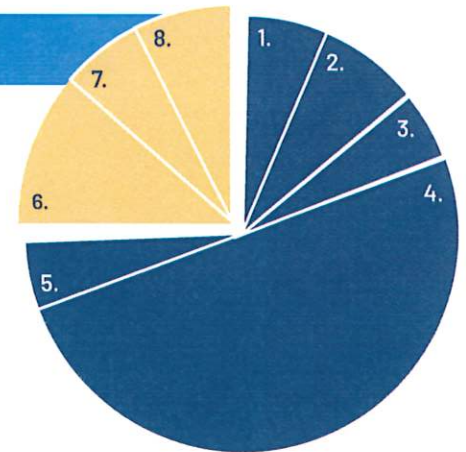
Academic Indicators

1. English Language Arts Proficiency: 7.5%
2. Math Proficiency: 7.5%
3. Science Proficiency: 5%
4. Graduation (composite 4-, 5-, and 6-year graduation rate): 50%
5. English Learner Progress to Proficiency: 5%



School Quality & Student Success Indicators

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%
9. College and Career Readiness*
10. Fine Arts*



*Not yet ready for implementation

INDICATOR DEFINITIONS AND WEIGHTS

	INDICATOR	DEFINITION	WEIGHT (% OUT OF 100)		
			P-8	9-12	
Academic	Visit isbe.net/indicators for a more detailed definition of each indicator			P-8	9-12
	ELA Growth	Average of individual students' growth percentiles in English language arts (ELA)	Measuring growth against current academic peers and against a 2019 baseline to use whichever best reflects progress	25%	—
	Math Growth	Average of individual students' growth percentiles in math		25%	—
	ELA Proficiency	Percentage of students proficient in ELA	New interim proficiency targets for ELA, math, and science based on state average performance in 2021	7.5%	
	Math Proficiency	Percentage of students proficient in math		7.5%	
	Science Proficiency	Percentage of students proficient in science		5%	
	English Learner (EL) Progress to Proficiency	An EL's progress attaining language proficiency within five years of identification	Students who were EL in SY 2020-21 get one extra year to their timeline	5%	
	Graduation	Four-year graduation rate		—	30%
		Five-year graduation rate		—	15%
		Six-year graduation rate		—	5%
		A single scoring formula for all student groups			
School Quality/Student Success	Chronic Absenteeism	Percentage of students who missed 10% or more of the prior academic year (excused and unexcused absences)	Differentiated scoring bands that incentivize steady or improving rates of chronic absenteeism	20%	10%
	Climate Survey	Percentage of students who participated in the climate survey		5%	6.67%
	9th-Graders on Track	Percentage of ninth-grade students with five full-year course credits (or 10 semester) with no more than one semester F in a core subject		—	8.33%
	Fine Arts	A combination of measures of student participation and teacher qualifications in the fine arts	Implementation delayed until 2025	—	—
	P-2	Measures of attendance, literacy, and participation in enrichment and acceleration		—	—
	3-8	A combination of measures of mathematic proficiency, middle school success, and participation in enrichment and acceleration		—	—
	College and Career Readiness	Percentage of students meeting academic and career readiness requirements		—	—



2023 ILLINOIS REPORT CARD

UNDERSTANDING STUDENT GROWTH



Illinois State Board of Education

What is the Student Growth Percentile (SGP)?

The Student Growth Percentile (SGP) describes how much a student grew compared to their academic peers who started at the same level. An academic peer is a student in the same grade and the same subject with the same test score in the previous year.

Growth is responsive to changes in classroom structures and practices.

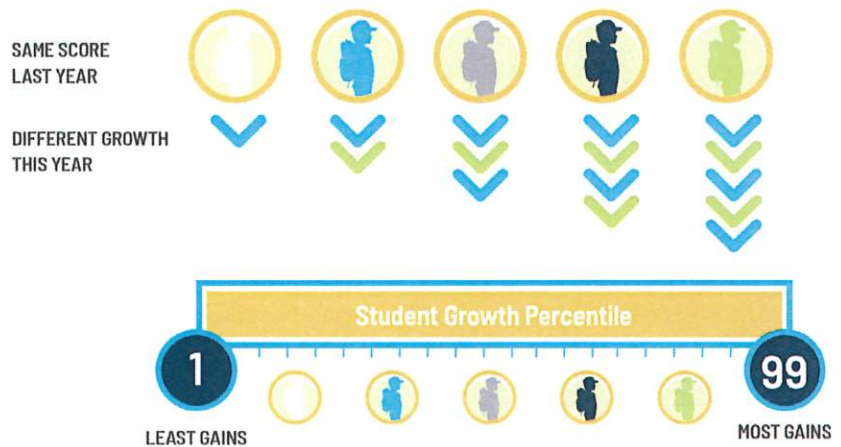
Percentile, Not Percent

The SGP represents a percentile, not a percent. It tells you how your students' growth on average compares to other students' growth. It does not tell you how much they grew – only whether their growth was above or below the state average, which is always the 50th percentile.

Why Growth?

Growth recognizes learning gains for all students, whether or not they achieve proficiency. Compared to other growth measures, school's SGPs had slightly lower correlations with prior year achievement, percent English Learners, percent children with disabilities, and percent low-income.

SGP Compares a Student's Growth to Academic Peers in Illinois



How do I talk about my school's SGP?

Example: 2023 School Cohort ELA SGP of 62.1, compared to 2023 State Cohort ELA SGP of 50 **"Our school achieved higher than average growth. Our students grew faster than 62% of comparable students in the state."**

Example: 2023 School Cohort Math SGP of 42.4, compared to 2023 State Cohort ELA SGP of 50 **"Our students' growth this past year was below the state average, but still within the normal range. Our students' growth was in the 42nd percentile."**

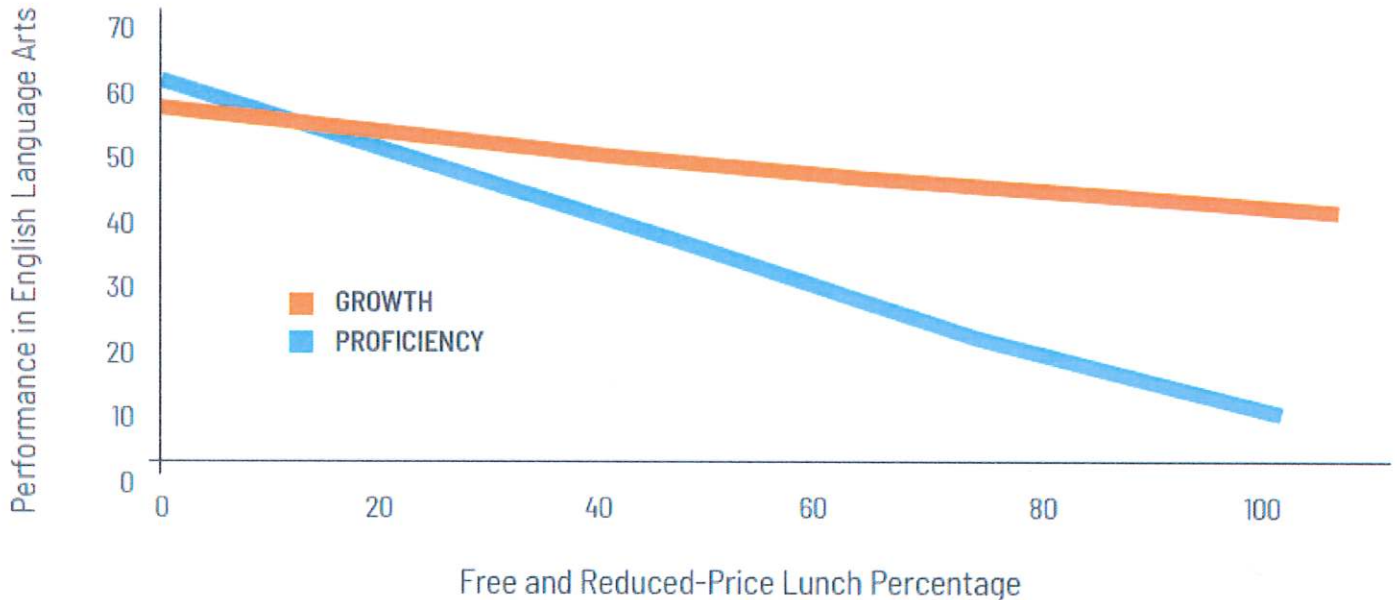
Example: 2023 School Baseline ELA SGP of 65.6, compared to 2019 School Cohort ELA SGP of 47.3 **"Our students continued to experience accelerated growth last year. Our students' growth was in the 65th percentile last year, compared to the 47th percentile in 2019 prior to the pandemic."**

Example: 2023 School Baseline Math SGP of 39.2, compared to 2019 School Cohort Math SGP of 44.1 **"Our students' growth was slower this year than prior to the pandemic. Our students' growth was in the 39th percentile last year, compared to the 44th percentile in 2019."**

What's the difference between proficiency and growth?

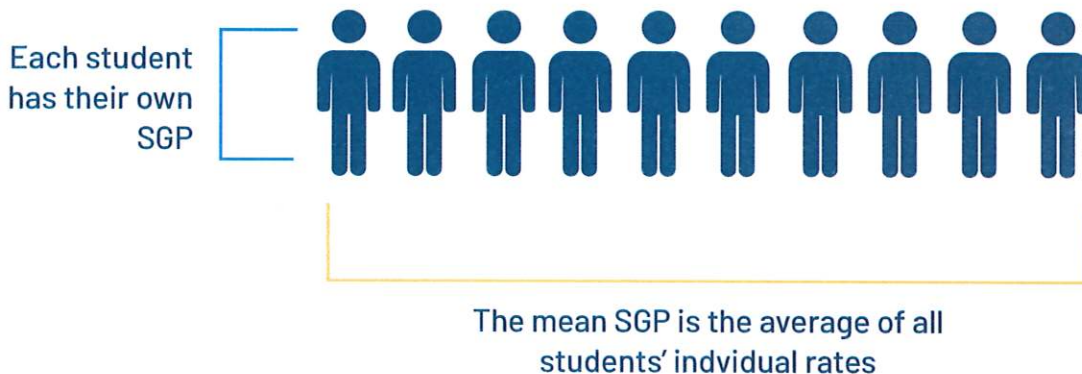
Proficiency shows whether or not students have mastered a common, high standard; it's a yes or no question. Growth is responsive to changes in classroom structures and practices; whereas proficiency correlates strongly with family income and education levels. Growth recognizes progress toward and beyond the standard, no matter where each student started. Demographics do not predict growth. Data show that students of all races, income levels, languages, and disability statuses demonstrate growth across the full range.

Proficiency and Growth: Correlation with Income



What is Mean SGP?

A school's mean SGP is the average of its individual students' SGPs. If 100 cars drive from Springfield to Chicago, each car's "SGP" would be its average rate of speed across the entire journey. The "mean SGP" would be the average of all 100 cars' individual rates. The mean SGP accounts for 50 percent of a P-8 school's annual summative designation.

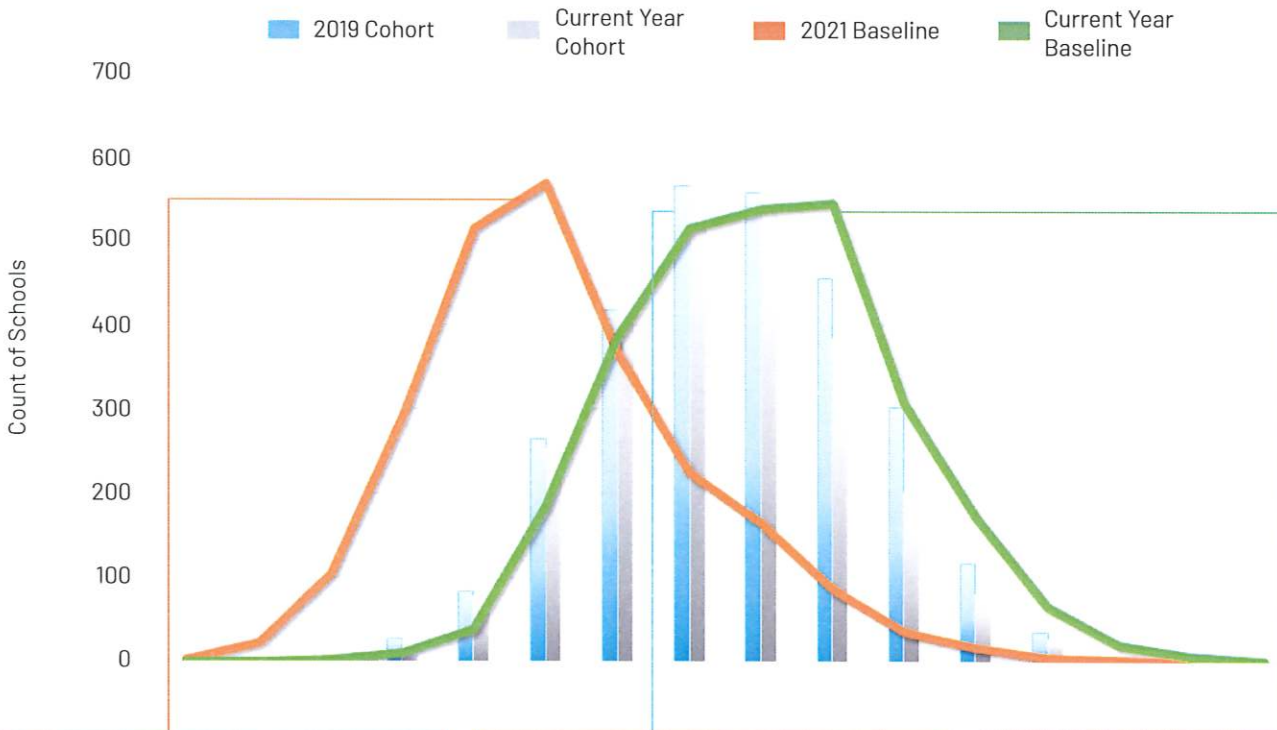


Cohort vs. Baseline SGP

The **cohort SGP** compares the growth of academic peers across the state who had the same scale score **last year**. The state mean SGP will always be the 50th percentile in a cohort SGP calculation.

The **baseline SGP** compares the growth of academic peers across the state to academic peers who had the same scale score in a **specified previous baseline year**. A state mean SGP above the 50th percentile in a baseline SGP calculation means students overall grew more this year than in the prior baseline year.

Sample Distributions of Mean SGPs Cohort vs. Baseline in 2019, 2021, and Current Year



2021 Baseline SGP: State mean in this 2021 baseline SGP, which compares 2021 students to 2019 students, is much lower than in 2019, indicating a much slower rate of growth.

2019 Cohort SGP: State mean in this pre-pandemic cohort SGP is 50. This is the baseline for 2021 and 2022 comparisons.

Current Year Baseline SGP: State mean in this current year baseline SGP is much higher than in 2021 and even higher than the 2019 baseline, indicating that the rate of growth in the current year is even faster than in 2019.



River Forest SD 90

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2022 - 2023

District Provided Statement

At District 90, our mission is to inspire and empower all learners to achieve their personal best. Our core values include academic success, personal well-being, continuous improvement, shared responsibility, and access to equitable opportunities and resources. We work to bring our values to life in every classroom, every day.

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.

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 : 127.4%

Chronic Absenteeism : 13.4%

Principal Turnover : 1

Schools in District : 3

Senate District : 4 House District : 7

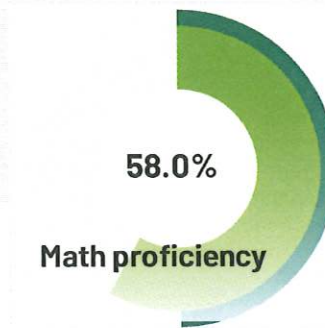
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About the data

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.



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.

* 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
All										
District	9.3%	9.3%	15.9%	54.3%	11.3%	4.0%	6.6%	30.5%	39.1%	19.9%
State	31.2%	19.4%	20.5%	27.1%	1.7%	19.9%	23.5%	23.6%	26.8%	6.2%
White										
District	7.3%	7.3%	17.7%	55.2%	12.5%	2.1%	6.3%	33.3%	40.6%	17.7%
State	19.7%	18.5%	24.0%	35.6%	2.3%	10.5%	19.0%	25.5%	36.4%	8.7%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	50.3%	21.1%	15.4%	12.8%	0.4%	39.5%	28.8%	19.8%	11.0%	0.9%
Hispanic										
District	17.6%	29.4%	17.6%	29.4%	5.9%	11.8%	11.8%	41.2%	17.6%	17.6%
State	43.6%	21.6%	17.7%	16.5%	0.7%	27.2%	30.6%	23.8%	16.4%	2.0%
Asian										
District	0.0%	0.0%	16.7%	56.7%	16.7%	0.0%	0.0%	25.0%	41.7%	33.3%
State	14.0%	12.1%	20.0%	48.4%	5.5%	5.8%	12.1%	19.6%	42.6%	19.9%
Male										
District	12.6%	8.0%	18.4%	50.6%	10.3%	4.6%	6.9%	36.8%	27.6%	24.1%
State	34.4%	20.1%	20.5%	23.8%	1.1%	19.8%	21.9%	22.9%	28.1%	7.3%
Female										
District	4.7%	10.9%	12.5%	59.4%	12.5%	3.1%	6.3%	21.9%	54.7%	14.1%
State	27.9%	18.6%	20.5%	30.6%	2.4%	20.0%	25.1%	24.3%	25.5%	5.1%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	33.3%	0.0%	33.3%	33.3%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%

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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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	20.0%	20.0%	26.0%	33.0%	1.0%	16.0%	23.0%	20.0%	33.0%	8.0%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	48.3%	17.7%	17.4%	15.6%	0.9%	29.3%	23.5%	25.0%	19.5%	2.7%
Two or More Races										
District	14.3%	9.5%	9.5%	57.1%	9.5%	9.5%	4.8%	14.3%	47.6%	23.8%
State	27.7%	17.9%	21.2%	30.6%	2.7%	18.7%	21.6%	22.7%	29.0%	7.9%
Students with Disabilities										
District	27.8%	13.9%	19.4%	36.1%	2.8%	11.1%	16.7%	41.7%	19.4%	11.1%
State	55.2%	18.9%	13.7%	11.6%	0.6%	39.4%	25.8%	17.4%	14.7%	2.8%
Students with IEPs										
District	50.0%	16.7%	11.1%	16.7%	5.6%	22.2%	27.8%	27.8%	11.1%	11.1%
State	61.2%	18.5%	11.6%	8.3%	0.3%	44.1%	26.2%	15.7%	12.0%	2.0%
Non-IEP										
District	3.8%	8.3%	16.5%	59.4%	12.0%	1.5%	3.8%	30.8%	42.9%	21.1%
State	25.9%	19.5%	22.1%	30.5%	2.0%	15.6%	23.0%	25.0%	29.5%	7.0%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	50.3%	21.7%	16.1%	11.7%	0.2%	29.2%	30.9%	23.3%	15.1%	1.4%
Non-English Learners										
District	6.9%	9.0%	16.7%	55.8%	11.8%	2.6%	6.3%	29.9%	40.3%	20.8%
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
Low Income										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.7%	22.0%	17.8%	15.1%	0.5%	30.5%	29.5%	22.8%	15.5%	1.7%
Non Low Income										
District	8.2%	8.3%	15.8%	55.5%	11.6%	3.4%	6.2%	30.1%	39.7%	20.5%
State	17.2%	16.7%	23.3%	39.7%	3.1%	8.9%	17.1%	24.5%	38.6%	10.9%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	58.9%	19.7%	12.5%	8.7%	0.2%	44.3%	27.6%	17.7%	9.8%	0.6%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	55.5%	22.7%	13.5%	8.2%	0.1%	41.4%	29.5%	19.3%	9.4%	0.4%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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
All										
District	2.4%	5.7%	11.4%	41.5%	39.0%	4.1%	4.1%	23.0%	54.9%	13.9%
State	18.5%	21.2%	25.0%	28.1%	7.3%	20.0%	25.5%	26.7%	24.8%	2.9%
White										
District	1.2%	4.7%	14.1%	41.2%	38.8%	2.4%	3.5%	23.5%	52.9%	17.6%
State	10.4%	17.3%	26.8%	35.8%	9.8%	10.3%	20.5%	30.9%	34.5%	3.8%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	33.1%	28.7%	22.0%	14.1%	2.0%	41.2%	32.8%	18.4%	7.4%	0.3%
Hispanic										
District	8.3%	8.3%	8.5%	66.7%	8.3%	18.2%	0.0%	36.4%	45.5%	0.0%
State	26.4%	25.8%	24.6%	20.1%	3.1%	27.3%	33.0%	25.2%	13.6%	0.7%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	6.8%	10.6%	20.7%	42.3%	19.6%	5.2%	11.5%	23.7%	46.8%	12.8%
Male										
District	3.2%	9.7%	16.1%	43.5%	27.4%	4.9%	3.3%	24.6%	55.7%	11.5%
State	20.8%	22.5%	25.1%	26.0%	5.7%	20.0%	23.5%	26.1%	26.8%	3.5%
Female										
District	1.6%	1.6%	6.6%	39.3%	50.8%	3.3%	4.9%	21.3%	54.1%	16.4%
State	16.0%	19.8%	24.9%	30.3%	9.0%	20.0%	27.7%	27.2%	22.8%	2.3%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
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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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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	15.5%	14.5%	28.2%	25.5%	16.4%	14.5%	20.9%	26.4%	33.6%	4.5%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.4%	20.5%	26.3%	25.0%	6.8%	25.2%	25.2%	21.6%	24.8%	3.2%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	15.9%	20.3%	24.7%	29.3%	9.9%	18.4%	24.4%	26.0%	27.0%	4.2%
Students with Disabilities										
District	11.1%	14.8%	14.8%	51.9%	7.4%	19.2%	11.5%	19.2%	50.0%	0.0%
State	42.0%	25.7%	17.1%	12.5%	2.6%	41.5%	27.2%	17.7%	12.3%	1.3%
Students with IEPs										
District	27.3%	27.3%	18.2%	27.3%	0.0%	36.4%	27.3%	18.2%	18.2%	0.0%
State	49.2%	26.4%	14.4%	8.4%	1.6%	47.8%	27.6%	15.1%	8.7%	0.7%
Non-IEP										
District	0.0%	3.6%	10.7%	42.9%	42.9%	0.9%	1.8%	23.4%	58.6%	15.3%
State	13.0%	20.3%	26.9%	31.6%	8.3%	15.1%	25.2%	28.8%	27.7%	3.3%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.9%	28.1%	23.3%	14.5%	1.2%	30.9%	34.2%	23.5%	11.0%	0.3%
Non-English Learners										
District	1.7%	5.1%	11.0%	42.4%	39.8%	2.6%	4.3%	21.4%	57.3%	14.5%
State	15.2%	19.6%	25.4%	31.1%	8.7%	17.5%	23.5%	27.4%	28.0%	3.5%

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

Academic Progress

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
Low Income										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	27.9%	27.0%	24.6%	18.1%	2.4%	30.8%	32.5%	23.9%	12.3%	0.6%
Non Low Income										
District	1.7%	5.0%	10.8%	42.5%	40.0%	2.5%	4.2%	22.7%	56.3%	14.3%
State	8.7%	15.2%	25.4%	38.4%	12.3%	8.9%	18.4%	29.6%	37.8%	5.4%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	40.9%	27.9%	19.5%	10.4%	1.2%	45.9%	29.8%	17.6%	6.6%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	39.6%	25.6%	20.0%	13.7%	1.1%	42.6%	30.7%	19.1%	7.6%	0.0%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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
All										
District	1.7%	10.7%	24.7%	55.1%	7.9%	3.4%	10.7%	27.5%	47.2%	11.2%
State	16.8%	21.3%	26.7%	32.1%	3.1%	20.7%	28.7%	25.0%	21.7%	3.9%
White										
District	0.9%	8.7%	24.3%	58.3%	7.8%	2.6%	7.0%	25.2%	55.7%	9.6%
State	9.3%	16.7%	28.1%	41.8%	4.1%	11.2%	23.9%	29.7%	30.4%	4.9%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	30.2%	30.0%	24.3%	15.0%	0.5%	42.0%	34.9%	16.5%	6.2%	0.4%
Hispanic										
District	5.3%	15.8%	21.1%	57.9%	0.0%	15.8%	26.3%	42.1%	15.8%	0.0%
State	24.2%	26.4%	27.0%	21.3%	1.1%	27.3%	36.4%	23.2%	12.0%	1.1%
Asian										
District	0.0%	8.1%	18.2%	54.5%	18.2%	0.0%	9.1%	9.1%	18.2%	63.6%
State	5.5%	9.9%	21.4%	51.9%	11.3%	5.3%	13.8%	21.6%	41.7%	17.5%
Male										
District	1.1%	13.2%	28.6%	49.5%	7.7%	2.2%	11.0%	19.8%	53.8%	13.2%
State	19.1%	22.4%	26.6%	29.7%	2.3%	21.4%	27.1%	23.6%	23.1%	4.8%
Female										
District	2.3%	8.0%	20.7%	60.9%	8.0%	4.6%	10.3%	35.6%	40.2%	9.2%
State	14.5%	20.1%	26.9%	34.5%	3.9%	19.9%	30.4%	26.5%	20.2%	3.0%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
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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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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	11.6%	15.5%	27.1%	41.9%	3.9%	14.8%	27.3%	25.8%	31.3%	0.8%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	18.5%	31.4%	26.4%	21.8%	2.0%	24.1%	36.3%	22.1%	14.5%	3.0%
Two or More Races										
District	0.0%	12.5%	29.2%	50.0%	8.3%	0.0%	12.5%	33.3%	45.8%	8.3%
State	15.3%	19.6%	26.3%	34.3%	4.4%	19.9%	28.0%	23.7%	22.7%	5.8%
Students with Disabilities										
District	4.9%	12.2%	43.9%	36.6%	2.4%	7.3%	12.2%	39.0%	31.7%	9.8%
State	39.9%	26.5%	18.5%	14.1%	1.0%	42.3%	29.9%	15.7%	10.3%	1.7%
Students with IEPs										
District	16.7%	25.0%	41.7%	16.7%	0.0%	16.7%	25.0%	33.3%	16.7%	8.3%
State	48.2%	28.1%	15.0%	8.3%	0.5%	49.9%	30.0%	12.7%	6.4%	0.9%
Non-IEP										
District	0.6%	9.6%	23.5%	57.8%	8.4%	2.4%	9.6%	27.1%	49.4%	11.4%
State	11.3%	20.1%	28.8%	36.2%	3.6%	15.5%	28.5%	27.2%	24.4%	4.4%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	35.8%	32.9%	23.2%	7.9%	0.2%	35.8%	40.2%	18.4%	5.2%	0.3%
Non-English Learners										
District	1.1%	10.3%	24.1%	56.3%	8.0%	2.9%	10.3%	27.6%	48.3%	10.9%
State	13.3%	19.1%	27.4%	36.6%	3.7%	17.8%	26.6%	26.3%	24.8%	4.6%

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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
Low Income										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.9%	27.7%	26.7%	18.9%	0.8%	31.9%	35.5%	21.5%	10.3%	0.8%
Non Low Income										
District	1.1%	10.3%	24.1%	56.3%	8.0%	3.4%	9.8%	27.0%	48.3%	11.5%
State	7.6%	14.7%	26.7%	45.5%	5.5%	9.2%	21.8%	28.7%	33.3%	7.0%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	38.9%	29.5%	20.8%	10.6%	0.3%	46.8%	33.5%	14.0%	5.5%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	33.8%	29.3%	23.7%	13.0%	0.3%	41.7%	33.6%	17.0%	7.6%	0.1%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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
All										
District	4.6%	9.9%	23.8%	51.7%	9.9%	5.3%	15.3%	29.3%	45.3%	4.7%
State	16.3%	21.8%	27.8%	30.3%	3.9%	22.0%	28.0%	26.5%	20.5%	2.9%
White										
District	4.4%	12.2%	22.2%	48.9%	12.2%	3.3%	13.3%	27.8%	51.1%	4.4%
State	9.0%	17.3%	29.4%	39.0%	5.3%	12.3%	23.5%	31.9%	28.8%	3.6%
Black										
District	10.0%	10.0%	10.0%	60.0%	10.0%	10.0%	20.0%	40.0%	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%
Hispanic										
District	3.7%	3.7%	44.4%	40.7%	7.4%	7.7%	26.9%	34.6%	30.8%	0.0%
State	23.0%	27.3%	27.9%	20.3%	1.5%	29.8%	34.7%	23.9%	10.9%	0.7%
Asian										
District	0.0%	0.0%	18.2%	81.8%	0.0%	0.0%	9.1%	18.2%	54.5%	18.2%
State	5.3%	8.7%	21.4%	52.4%	12.1%	5.6%	12.4%	22.7%	43.2%	16.1%
Male										
District	5.9%	11.8%	24.7%	52.9%	4.7%	4.7%	18.8%	22.4%	50.6%	3.5%
State	19.4%	24.0%	27.8%	26.3%	2.5%	22.7%	26.8%	25.5%	21.6%	3.4%
Female										
District	3.0%	7.6%	22.7%	50.0%	16.7%	6.2%	10.8%	38.5%	38.5%	6.2%
State	13.0%	19.4%	27.7%	34.5%	5.4%	21.3%	29.4%	27.5%	19.3%	2.5%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
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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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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	12.3%	19.6%	29.7%	33.3%	5.1%	22.5%	22.5%	34.1%	19.6%	1.4%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	24.4%	25.1%	25.8%	19.9%	4.9%	30.0%	31.7%	21.6%	13.6%	3.1%
Two or More Races										
District	8.3%	8.3%	8.3%	66.7%	8.3%	16.7%	0.0%	33.3%	41.7%	8.3%
State	14.9%	20.2%	27.2%	32.9%	4.8%	21.0%	27.2%	25.9%	21.9%	4.0%
Students with Disabilities										
District	17.5%	17.5%	27.5%	30.0%	7.5%	10.0%	32.5%	32.5%	20.0%	5.0%
State	39.5%	28.0%	19.1%	12.3%	1.1%	42.5%	31.6%	15.8%	9.0%	1.1%
Students with IEPs										
District	36.8%	21.1%	31.6%	5.3%	5.3%	10.5%	57.9%	21.1%	5.3%	5.3%
State	48.7%	29.6%	14.7%	6.6%	0.4%	50.4%	32.4%	11.8%	4.8%	0.5%
Non-IEP										
District	0.0%	8.3%	22.7%	58.3%	10.6%	4.6%	9.2%	30.5%	51.1%	4.6%
State	10.8%	20.5%	29.9%	34.3%	4.5%	17.3%	27.3%	28.9%	23.1%	3.3%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.1%	35.0%	21.1%	5.6%	0.1%	43.0%	39.1%	14.8%	2.9%	0.1%
Non-English Learners										
District	4.2%	9.0%	22.9%	53.5%	10.4%	4.2%	12.6%	30.8%	47.6%	4.9%
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
Low Income										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	24.8%	28.4%	27.4%	18.3%	1.2%	33.3%	34.6%	22.3%	9.2%	0.6%
Non Low Income										
District	4.1%	9.5%	23.8%	52.4%	10.2%	4.8%	13.7%	30.1%	46.6%	4.8%
State	7.7%	15.1%	28.2%	42.4%	6.6%	10.7%	21.4%	30.7%	31.9%	5.3%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	36.8%	29.5%	22.1%	11.0%	0.6%	46.2%	33.0%	16.9%	3.8%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	32.3%	33.7%	21.8%	11.7%	0.5%	40.3%	39.2%	17.0%	3.6%	0.0%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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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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
All										
District	6.1%	9.8%	19.0%	37.4%	27.6%	1.8%	10.4%	23.3%	49.7%	14.7%
State	18.5%	19.0%	24.6%	28.5%	9.4%	14.2%	29.1%	29.8%	23.2%	3.7%
White										
District	3.4%	9.2%	17.6%	41.2%	28.6%	0.8%	8.4%	21.0%	55.5%	14.3%
State	11.5%	15.2%	25.0%	35.7%	12.7%	7.6%	22.2%	33.3%	32.2%	4.6%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.4%	25.7%	23.8%	16.5%	2.6%	28.3%	41.6%	22.7%	7.1%	0.4%
Hispanic										
District	25.0%	8.3%	16.7%	25.0%	25.0%	8.3%	16.7%	16.7%	33.3%	25.0%
State	25.2%	23.3%	25.9%	21.3%	4.3%	18.7%	36.9%	29.6%	13.8%	1.0%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	6.2%	8.3%	18.3%	40.6%	26.6%	4.0%	11.1%	23.2%	43.1%	18.6%
Male										
District	7.1%	14.1%	23.5%	36.5%	18.8%	2.4%	9.4%	23.5%	51.8%	12.9%
State	22.0%	20.8%	24.7%	25.5%	7.1%	14.3%	28.0%	29.5%	24.1%	4.1%
Female										
District	5.1%	5.1%	14.1%	38.5%	37.2%	1.3%	11.5%	23.1%	47.4%	16.7%
State	14.9%	17.1%	24.5%	31.7%	11.8%	14.0%	30.4%	30.1%	22.3%	3.2%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
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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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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	19.0%	19.0%	14.7%	37.1%	10.3%	18.1%	19.8%	31.9%	24.1%	6.0%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	23.5%	22.5%	24.9%	20.7%	8.4%	19.9%	30.5%	31.2%	14.9%	3.5%
Two or More Races										
District	5.9%	23.5%	11.8%	47.1%	11.8%	0.0%	17.6%	35.3%	41.2%	5.9%
State	16.5%	19.5%	23.4%	29.5%	11.1%	13.1%	28.5%	29.5%	24.0%	4.8%
Students with Disabilities										
District	18.4%	20.4%	22.4%	22.4%	16.3%	6.1%	24.5%	26.5%	38.8%	4.1%
State	43.1%	23.3%	17.8%	12.9%	2.9%	34.3%	35.3%	18.9%	10.2%	1.3%
Students with IEPs										
District	36.0%	24.0%	28.0%	8.0%	4.0%	12.0%	44.0%	24.0%	16.0%	4.0%
State	53.3%	24.4%	14.4%	6.9%	0.9%	42.8%	37.9%	14.0%	4.8%	0.5%
Non-IEP										
District	0.7%	7.2%	17.4%	42.8%	31.8%	0.0%	4.3%	23.2%	55.6%	16.7%
State	12.8%	18.1%	26.3%	32.1%	10.8%	9.4%	27.7%	32.4%	26.3%	4.2%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	41.6%	28.9%	21.2%	7.9%	0.5%	29.6%	45.0%	21.0%	4.2%	0.2%
Non-English Learners										
District	5.0%	8.6%	19.5%	38.4%	28.3%	1.3%	10.1%	22.6%	50.9%	15.1%
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
Low Income										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	27.4%	24.2%	25.4%	19.4%	3.6%	21.8%	38.1%	27.5%	11.8%	0.8%
Non Low Income										
District	5.8%	8.4%	18.7%	38.1%	29.0%	1.9%	9.0%	22.6%	51.6%	14.8%
State	9.6%	13.7%	23.8%	37.7%	15.2%	6.6%	20.2%	32.1%	34.6%	6.6%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	40.2%	24.1%	21.6%	12.8%	1.3%	30.6%	41.4%	22.2%	5.7%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	36.9%	27.6%	22.2%	10.9%	2.4%	32.6%	38.5%	23.4%	5.5%	0.0%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	15.0%	20.6%	22.9%	31.4%	10.0%	11.5%	28.8%	31.2%	25.4%	3.1%

* 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
All										
District	4.3%	11.2%	16.8%	44.1%	23.6%	7.5%	11.8%	19.9%	42.9%	18.0%
State	15.3%	19.0%	25.2%	33.9%	6.6%	29.4%	23.2%	21.6%	21.5%	4.2%
White										
District	0.0%	10.5%	14.7%	50.5%	24.2%	3.2%	7.4%	23.2%	50.5%	15.8%
State	9.0%	14.6%	25.2%	41.9%	9.3%	18.5%	20.9%	25.9%	29.4%	5.3%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.7%	27.1%	25.7%	19.8%	1.7%	51.2%	26.5%	14.5%	7.2%	0.5%
Hispanic										
District	17.2%	17.2%	20.7%	31.0%	13.8%	24.1%	27.6%	10.3%	17.2%	20.7%
State	21.6%	23.5%	26.6%	25.6%	2.7%	38.2%	27.3%	19.9%	13.2%	1.3%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	4.9%	7.9%	17.9%	50.2%	19.2%	8.7%	11.2%	17.5%	40.8%	21.7%
Male										
District	5.7%	11.5%	20.7%	46.0%	16.1%	10.3%	9.2%	20.7%	47.1%	12.6%
State	18.8%	21.2%	26.1%	29.7%	4.3%	30.8%	22.8%	20.5%	21.3%	4.5%
Female										
District	2.7%	10.8%	12.2%	41.9%	32.4%	4.1%	14.9%	18.9%	37.8%	24.3%
State	11.8%	16.6%	24.2%	38.3%	9.0%	27.9%	23.6%	22.8%	21.7%	3.9%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
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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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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	13.5%	11.5%	26.3%	41.0%	7.7%	21.2%	23.1%	23.7%	25.6%	6.4%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	15.3%	20.6%	21.2%	39.9%	3.1%	28.1%	26.6%	21.3%	20.3%	3.8%
Two or More Races										
District	10.0%	10.0%	15.0%	30.0%	35.0%	10.0%	15.0%	10.0%	45.0%	20.0%
State	14.7%	18.4%	23.0%	36.6%	7.3%	29.7%	22.1%	20.4%	22.7%	5.1%
Students with Disabilities										
District	19.4%	30.6%	11.1%	33.3%	5.8%	27.8%	27.8%	11.1%	27.8%	5.6%
State	37.5%	25.9%	19.4%	15.0%	2.2%	55.0%	21.7%	12.3%	9.4%	1.5%
Students with IEPs										
District	28.6%	47.6%	9.5%	9.5%	4.8%	38.1%	33.3%	4.8%	18.0%	4.8%
State	48.0%	28.3%	16.0%	6.9%	0.7%	67.2%	20.8%	7.9%	3.7%	0.5%
Non-IEP										
District	0.7%	5.7%	17.9%	48.3%	26.4%	2.9%	8.6%	22.1%	46.4%	20.0%
State	10.2%	17.5%	26.6%	38.1%	7.5%	23.5%	23.6%	23.8%	24.3%	4.8%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.6%	31.5%	21.3%	7.4%	0.2%	57.5%	27.9%	11.1%	3.3%	0.2%
Non-English Learners										
District	3.8%	11.5%	16.8%	43.9%	24.2%	6.4%	12.1%	19.7%	43.3%	18.5%
State	11.8%	17.1%	25.8%	37.8%	7.6%	25.3%	22.5%	23.2%	24.2%	4.8%

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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
Low Income										
District	40.0%	10.0%	20.0%	20.0%	10.0%	40.0%	20.0%	10.0%	20.0%	10.0%
State	22.9%	24.7%	26.4%	23.3%	2.6%	42.2%	26.9%	18.4%	11.4%	1.2%
Non Low Income										
District	2.0%	11.3%	16.6%	45.7%	24.5%	5.5%	11.3%	20.5%	44.4%	18.5%
State	7.7%	13.2%	24.0%	44.5%	10.6%	16.6%	19.5%	24.9%	31.7%	7.3%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	34.1%	24.7%	23.5%	16.3%	1.3%	54.6%	25.1%	14.2%	5.8%	0.3%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.6%	24.8%	24.4%	17.2%	0.9%	57.4%	23.5%	13.7%	5.0%	0.3%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	13.1%	16.8%	25.7%	35.3%	9.1%	25.6%	21.2%	22.4%	25.3%	5.5%

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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.

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

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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
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	33.3%	66.7%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
Two or More Races								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	70.7%	17.1%	12.2%	0.0%	70.7%	13.4%	8.5%	7.3%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.4%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.4%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	75.7%	13.9%	9.8%	0.6%	76.3%	8.3%	11.0%	4.4%
Non-English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
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
Low Income								
District	*	*	*	*	*	*	*	*
State	71.0%	14.4%	14.0%	0.6%	73.8%	10.6%	10.4%	5.1%
Non Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.7%	14.2%	10.8%	0.3%	79.1%	8.8%	8.4%	3.7%
Homeless								
District	*	*	*	*	*	*	*	*
State	75.7%	16.2%	8.1%	0.0%	84.2%	2.6%	10.5%	2.6%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	76.0%	12.0%	12.0%	0.0%	64.0%	24.0%	4.0%	8.0%
Military								
District	*	*	*	*	*	*	*	*
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
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.7%	19.0%	9.0%	0.4%	59.6%	10.2%	22.5%	7.8%
White								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	69.0%	19.9%	10.5%	0.7%	57.8%	10.5%	24.1%	7.7%
Black								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	68.7%	20.9%	10.4%	0.0%	56.4%	11.0%	22.8%	9.8%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	75.3%	18.0%	6.5%	0.2%	62.3%	8.5%	22.4%	6.7%
Asian								
District	*	*	*	*	*	*	*	*
State	85.4%	8.7%	5.8%	0.0%	70.9%	12.6%	12.6%	3.9%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.5%	18.8%	9.2%	0.5%	59.3%	9.7%	22.5%	8.5%
Female								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.0%	19.5%	8.4%	0.2%	60.1%	11.2%	22.4%	6.3%
Non Binary								
District	*	*	*	*	*	*	*	*
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
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	66.7%	0.0%	33.3%	0.0%	33.3%	33.3%	33.3%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	66.7%	24.6%	7.0%	1.8%	57.9%	8.8%	22.8%	10.5%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.7%	19.0%	9.0%	0.4%	59.5%	10.2%	22.5%	7.8%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.7%	19.0%	9.0%	0.4%	59.5%	10.2%	22.5%	7.8%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	66.7%	33.3%	0.0%	0.0%	66.7%	0.0%	33.3%	0.0%
English Learners								
District	*	*	*	*	*	*	*	*
State	78.0%	15.6%	6.0%	0.4%	64.7%	7.8%	19.6%	8.0%
Non-English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
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
Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	70.3%	19.2%	10.2%	0.3%	58.0%	9.7%	23.7%	8.6%
Non Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.1%	18.5%	6.8%	0.5%	62.3%	11.0%	20.3%	6.3%
Homeless								
District	*	*	*	*	*	*	*	*
State	54.5%	27.3%	18.2%	0.0%	50.0%	4.5%	27.3%	18.2%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	65.5%	20.7%	13.8%	0.0%	53.6%	17.9%	25.0%	3.6%
Military								
District	*	*	*	*	*	*	*	*
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
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	65.8%	17.3%	15.7%	1.3%	61.6%	21.9%	9.4%	7.1%
White								
District	*	*	*	*	*	*	*	*
State	64.8%	15.7%	17.9%	1.6%	62.5%	21.4%	8.6%	7.6%
Black								
District	*	*	*	*	*	*	*	*
State	61.0%	20.9%	16.3%	1.9%	54.8%	22.9%	12.5%	9.8%
Hispanic								
District	*	*	*	*	*	*	*	*
State	69.7%	17.1%	12.7%	0.5%	64.7%	22.4%	8.7%	4.2%
Asian								
District	*	*	*	*	*	*	*	*
State	70.1%	14.9%	14.9%	0.0%	61.2%	23.5%	9.4%	5.9%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	67.2%	17.1%	14.6%	1.2%	62.0%	21.2%	9.9%	6.9%
Female								
District	*	*	*	*	*	*	*	*
State	62.9%	17.6%	17.8%	1.6%	60.9%	23.3%	8.3%	7.5%
Non Binary								
District	*	*	*	*	*	*	*	*
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
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Two or More Races								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	68.2%	16.7%	13.6%	1.5%	69.7%	18.2%	4.5%	7.6%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	65.8%	17.2%	15.7%	1.3%	61.7%	21.9%	9.4%	7.0%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	65.8%	17.2%	15.7%	1.3%	61.7%	21.9%	9.4%	7.0%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.5%	17.0%	11.1%	0.5%	66.9%	21.3%	7.6%	4.2%
Non-English Learners								
District	*	*	*	*	*	*	*	*
State	63.7%	17.4%	17.4%	1.6%	59.7%	22.1%	10.0%	8.2%

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

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

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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
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	66.7%	33.3%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	83.3%	16.7%	0.0%	0.0%	83.3%	16.7%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	55.9%	23.7%	16.9%	3.4%	69.5%	20.3%	5.1%	5.1%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	62.6%	23.2%	11.6%	2.6%	69.9%	17.4%	7.0%	5.6%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	62.6%	23.2%	11.6%	2.6%	69.9%	17.4%	7.0%	5.6%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	67.5%	21.7%	7.9%	2.8%	74.1%	14.4%	7.2%	4.4%
Non-English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
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
Low Income								
District	*	*	*	*	*	*	*	*
State	61.5%	23.2%	12.3%	2.9%	68.0%	17.9%	8.1%	6.1%
Non Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	64.5%	23.2%	10.3%	2.1%	73.3%	16.6%	5.2%	4.9%
Homeless								
District	*	*	*	*	*	*	*	*
State	53.1%	37.5%	9.4%	0.0%	71.9%	15.6%	6.3%	6.3%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	60.9%	17.4%	17.4%	4.3%	73.9%	13.0%	13.0%	0.0%
Military								
District	*	*	*	*	*	*	*	*
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
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	28.2%	15.2%	3.7%	75.8%	14.2%	6.2%	3.9%
White								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.2%	26.4%	16.5%	4.9%	77.8%	14.3%	5.1%	2.7%
Black								
District	*	*	*	*	*	*	*	*
State	49.1%	30.5%	17.2%	3.2%	71.0%	14.5%	8.7%	5.8%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	57.1%	28.5%	12.3%	2.1%	77.8%	12.4%	5.4%	4.4%
Asian								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	59.2%	32.4%	5.6%	2.8%	76.1%	15.5%	4.2%	4.2%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	50.8%	29.1%	16.3%	3.8%	72.9%	16.2%	6.3%	4.6%
Female								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	57.2%	26.3%	13.1%	3.4%	81.3%	10.3%	5.9%	2.4%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	66.7%	0.0%	0.0%	33.3%	66.7%	33.3%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	46.8%	25.5%	23.4%	4.3%	68.1%	21.3%	10.6%	0.0%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	28.1%	15.2%	3.7%	75.7%	14.2%	6.2%	3.9%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	28.1%	15.2%	3.7%	75.7%	14.2%	6.2%	3.9%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	56.1%	28.3%	12.0%	3.5%	75.9%	13.5%	6.3%	4.3%
Non-English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
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
Low Income								
District	*	*	*	*	*	*	*	*
State	51.0%	29.8%	15.7%	3.5%	73.2%	15.2%	7.0%	4.6%
Non Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	56.4%	25.4%	14.3%	3.9%	80.2%	12.5%	4.7%	2.6%
Homeless								
District	*	*	*	*	*	*	*	*
State	35.7%	40.5%	21.4%	2.4%	62.8%	23.3%	11.6%	2.3%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	64.7%	23.5%	11.8%	0.0%	76.5%	11.8%	0.0%	11.8%
Military								
District	*	*	*	*	*	*	*	*
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
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	31.6%	15.3%	0.1%	66.0%	27.2%	5.6%	1.2%
White								
District	*	*	*	*	*	*	*	*
State	55.7%	31.2%	12.9%	0.2%	69.8%	24.8%	4.9%	0.5%
Black								
District	*	*	*	*	*	*	*	*
State	46.4%	36.0%	17.5%	0.0%	60.7%	29.9%	7.1%	2.3%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.3%	29.2%	17.5%	0.0%	64.7%	28.8%	5.2%	1.3%
Asian								
District	*	*	*	*	*	*	*	*
State	61.5%	26.9%	11.5%	0.0%	70.1%	22.1%	6.5%	1.3%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.2%	31.7%	15.0%	0.1%	64.5%	28.3%	6.0%	1.1%
Female								
District	*	*	*	*	*	*	*	*
State	53.0%	31.1%	15.9%	0.0%	69.0%	24.9%	4.7%	1.4%
Non Binary								
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%

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DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	80.0%	20.0%	0.0%	0.0%	80.0%	20.0%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	43.8%	39.6%	16.7%	0.0%	59.6%	31.9%	6.4%	2.1%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.1%	31.5%	15.3%	0.1%	66.0%	27.2%	5.6%	1.2%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.1%	31.5%	15.3%	0.1%	66.0%	27.2%	5.6%	1.2%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
English Learners								
District	*	*	*	*	*	*	*	*
State	55.4%	28.2%	16.4%	0.0%	64.1%	29.0%	5.8%	1.0%
Non-English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
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
Low Income								
District	*	*	*	*	*	*	*	*
State	51.4%	31.7%	16.9%	0.0%	63.8%	28.6%	5.9%	1.7%
Non Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	56.0%	31.4%	12.4%	0.2%	70.0%	24.8%	4.9%	0.4%
Homeless								
District	*	*	*	*	*	*	*	*
State	59.4%	18.8%	21.9%	0.0%	65.6%	34.4%	0.0%	0.0%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	60.7%	32.1%	7.1%	0.0%	75.0%	21.4%	3.6%	0.0%
Military								
District	*	*	*	*	*	*	*	*
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
All				
District	‡	‡	‡	‡
State	75.6%	17.5%	6.9%	0.1%
White				
District	*	*	*	*
State	73.4%	18.7%	7.9%	0.0%
Black				
District	*	*	*	*
State	73.6%	18.9%	7.4%	0.0%
Hispanic				
District	*	*	*	*
State	79.6%	13.7%	6.5%	0.3%
Asian				
District	*	*	*	*
State	77.8%	19.8%	2.5%	0.0%
Male				
District	‡	‡	‡	‡
State	76.6%	16.4%	6.9%	0.1%
Female				
District	*	*	*	*
State	73.4%	19.7%	6.8%	0.0%
Non Binary				
District	*	*	*	*
State	*	*	*	*

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Academic Progress

DLM (cont)

Grade 5

Science

Level 1

Level 2

Level 3

Level 4

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

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

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

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DLM (cont)

Grade 8

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

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DLM (cont)

Grade 8

Science

Level 1

Level 2

Level 3

Level 4

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	*	*	*	*
State	65.1%	18.8%	13.9%	2.2%
Non Low Income				
District	‡	‡	‡	‡
State	67.3%	21.6%	9.9%	1.2%
Homeless				
District	*	*	*	*
State	84.6%	3.8%	11.5%	0.0%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	75.0%	8.3%	16.7%	0.0%
Military				
District	*	*	*	*
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
All				
District	3.4%	14.7%	49.2%	32.8%
State	16.0%	31.6%	36.2%	16.2%
White				
District	2.6%	10.4%	51.3%	35.7%
State	8.2%	25.4%	43.5%	22.9%
Black				
District	‡	‡	‡	‡
State	32.8%	41.4%	22.1%	3.6%
Hispanic				
District	10.0%	20.0%	60.0%	10.0%
State	21.5%	39.4%	31.4%	7.7%
Asian				
District	0.0%	11.1%	33.3%	55.6%
State	6.2%	17.4%	39.8%	36.7%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	7.0%	29.7%	42.2%	21.1%
American Indian				
District	*	*	*	*
State	19.4%	39.8%	32.9%	7.9%

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Academic Progress

ISA (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	0.0%	25.0%	37.5%	37.5%
State	14.1%	30.0%	36.3%	19.7%
Students with Disabilities				
District	10.0%	20.0%	42.5%	27.5%
State	35.0%	34.7%	22.0%	8.4%
Students with IEPs				
District	27.3%	27.3%	36.4%	9.1%
State	42.0%	36.2%	16.9%	4.9%
Non-IEP				
District	1.8%	13.9%	50.0%	34.3%
State	11.6%	30.8%	39.5%	18.1%
English Learners				
District	‡	‡	‡	‡
State	32.6%	45.8%	20.3%	1.3%
Male				
District	3.3%	16.3%	42.4%	38.0%
State	17.1%	30.4%	35.4%	17.1%
Female				
District	3.5%	12.9%	55.5%	27.1%
State	14.8%	32.8%	37.0%	15.3%
Non Binary				
District	*	*	*	*
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
English Learners				
District	‡	‡	‡	‡
State	32.6%	45.8%	20.3%	1.3%
Non-English Learners				
District	2.9%	15.0%	49.1%	32.9%
State	12.8%	28.8%	39.3%	19.1%
Low Income				
District	‡	‡	‡	‡
State	24.8%	39.8%	28.9%	6.5%
Non Low Income				
District	2.9%	13.9%	49.7%	33.5%
State	7.3%	23.5%	43.4%	25.9%
Homeless				
District	*	*	*	*
State	37.3%	38.6%	20.5%	3.6%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	‡	‡	‡	‡
State	33.5%	37.4%	25.6%	3.5%
Military				
District	‡	‡	‡	‡
State	10.2%	29.3%	40.9%	19.6%

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

Academic Progress

ISA (cont)

Grade 8

Science

Level 1

Level 2

Level 3

Level 4

	Level 1	Level 2	Level 3	Level 4
All				
District	6.9%	16.9%	36.9%	39.4%
State	19.6%	28.3%	33.2%	18.9%
White				
District	3.2%	12.8%	45.7%	38.3%
State	11.0%	23.4%	39.3%	26.3%
Black				
District	‡	‡	‡	‡
State	37.2%	36.1%	21.8%	4.9%
Hispanic				
District	24.1%	20.7%	27.8%	27.8%
State	26.0%	34.5%	29.7%	9.8%
Asian				
District	‡	‡	‡	‡
State	6.6%	14.7%	35.0%	43.7%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	12.3%	36.1%	33.5%	18.1%
American Indian				
District	*	*	*	*
State	17.1%	32.3%	32.6%	18.0%

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ISA (cont)

Grade 8

Science

Level 1

Level 2

Level 3

Level 4

	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	5.0%	30.0%	10.0%	55.0%
State	19.3%	26.4%	32.1%	22.2%
Students with Disabilities				
District	22.2%	36.1%	22.2%	19.4%
State	40.5%	30.2%	20.1%	9.2%
Students with IEPs				
District	33.3%	38.1%	19.0%	9.5%
State	50.6%	31.7%	13.9%	3.8%
Non-IEP				
District	2.9%	13.7%	39.6%	43.9%
State	14.9%	27.8%	36.1%	21.2%
English Learners				
District	‡	‡	‡	‡
State	43.4%	40.7%	14.8%	1.1%
Male				
District	8.1%	17.4%	36.0%	38.4%
State	20.8%	26.8%	31.9%	20.6%
Female				
District	5.4%	16.2%	37.8%	40.5%
State	18.5%	29.9%	34.5%	17.1%
Non Binary				
District	*	*	*	*
State	3.4%	17.2%	36.2%	43.1%

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

ISA (cont)

Grade 8

Science

Level 1

Level 2

Level 3

Level 4

English Learners				
District	‡	‡	‡	‡
State	43.4%	40.7%	14.8%	1.1%
Non-English Learners				
District	5.8%	17.3%	38.5%	40.4%
State	16.1%	26.5%	35.9%	21.5%
Low Income				
District	30.0%	50.0%	10.0%	10.0%
State	29.2%	34.6%	27.5%	8.7%
Non Low Income				
District	5.3%	14.7%	38.7%	41.3%
State	10.3%	22.2%	38.7%	28.8%
Homeless				
District	‡	‡	‡	‡
State	38.2%	36.0%	21.0%	4.8%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	‡	‡	‡	‡
State	43.2%	31.2%	20.1%	5.5%
Military				
District	*	*	*	*
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
District	65.8% *	59.5% *	73.3% *	* *	69.5% *	50.0% *	48.4% *	80.6% *	* *	‡ *	65.1% *	39.8% *
State	34.6% *	30.3% *	39.1% *	58.8% *	44.9% *	16.1% *	22.2% *	62.8% *	41.9% *	27.8% *	38.6% *	15.6% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	17.1% *	26.5% *	20.0% *	‡ *	* *	‡ *	‡ *
State	8.7% *	9.4% *	19.9% *	11.7% *	9.0% *	12.6% *	38.3% *

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
District	59.2% *	59.6% *	58.8% *	* *	64.2% *	39.6% *	34.2% *	77.4% *	* *	‡ *	58.5% *	35.5% *
State	26.9% *	28.4% *	25.2% *	42.2% *	36.7% *	8.0% *	14.3% *	60.9% *	32.7% *	20.7% *	30.0% *	13.1% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	19.5% *	8.8% *	17.1% *	‡ *	* *	‡ *	‡ *
State	7.9% *	7.7% *	12.5% *	6.2% *	6.5% *	6.7% *	28.9% *

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Academic Progress

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
District	78.0% *	76.0% *	81.0% *	* *	85.0% *	61.0% *	60.0% *	94.0% *	* *	‡ *	68.0% *	55.0% *
State	51.0% *	51.0% *	51.0% *	74.0% *	65.0% *	25.0% *	38.0% *	76.0% *	56.0% *	44.0% *	55.0% *	29.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	32.0% *	‡ *	21.0% *	‡ *	* *	‡ *	‡ *
State	18.0% *	17.0% *	35.0% *	24.0% *	28.0% *	25.0% *	57.0% *

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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.

ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	55 41,767	52.9 21,097	57.4 20,670	* *	55.7 27,646	47.6 1,761	51.8 4,922	64.6 3,100	* *	16 32	53.2 4,306	49.9 9,185
State	49.8 624,235	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
District	43.3 3,550	49.5 1,197	44.3 1,198	59.2 337	* *	52.5 105	67.9 475
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

Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	59 44,001	57.9 23,111	58.2 20,890	* *	58.4 28,976	64.4 2,382	52.4 4,927	59.6 2,882	* *	42 84	58.9 4,770	57.8 10,636
State	49.7 621,983	49.5 317,855	49.8 303,999	52.7 129	50.2 288,546	46.6 99,272	49 172,261	57.5 34,383	52.5 602	49.4 1,403	49.3 25,516	44.5 116,504

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	58.4 4,625	49.4 1,186	60.3 1,628	51.5 309	* *	42.5 85	57.3 401
State	42.6 88,960	47.3 91,879	47.9 311,018	45 12,376	47.2 104	44.4 3,339	50.3 4,718

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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
District	98.7% *	98.6% *	98.9% *	* *	98.2% *	94.1% *	98.4% *	100.0% *	* *	‡ *	98.1% *	98.5% *
State	98.4% *	98.3% *	98.5% *	98.7% *	98.8% *	97.5% *	98.3% *	99.2% *	97.8% *	98.2% *	97.4% *	97.1% *

	Students with IEPs	English Learners	Low Income
District	94.6% *	97.1% *	100.0% *
State	96.8% *	98.4% *	98.1% *

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
District	98.5% *	98.4% *	98.6% *	* *	99.2% *	94.1% *	96.8% *	100.0% *	* *	‡ *	98.1% *	96.1% *
State	98.3% *	98.1% *	98.4% *	97.4% *	98.7% *	97.2% *	98.2% *	99.2% *	97.7% *	98.1% *	97.2% *	96.8% *

	Students with IEPs	English Learners	Low Income
District	94.6% *	97.1% *	100.0% *
State	96.5% *	98.3% *	97.9% *

* 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
District	98.6% *	98.9% *	98.2% *	* *	93.6% *	94.7% *	100.0% *	100.0% *	* *	‡ *	97.8% *	95.1% *
State	96.3% *	96.2% *	96.4% *	92.7% *	97.0% *	94.4% *	96.1% *	98.0% *	95.2% *	95.0% *	95.5% *	94.0% *

	Students with IEPs	English Learners	Low Income
District	91.9% *	‡ *	100.0% *
State	93.8% *	96.7% *	95.4% *

* 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)

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
District	98.7% 927	98.6% 497	98.9% 430	* *	99.2% 600	93.9% 46	98.3% 116	100.0% 60	* *	‡ 2	98.1% 103	96.2% 229
State	98.9% *	98.8% *	98.9% *	98.7% *	99.0% *	98.4% *	99.0% *	99.3% *	98.8% *	98.8% *	97.7% *	97.8% *

	Students with IEPs	English Learners	Low Income
District	93.8% 106	96.9% 31	100.0% 34
State	97.6% *	99.0% *	98.8% *

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
District	98.5% 925	98.4% 496	98.6% 429	* *	99.2% 600	93.9% 46	98.6% 114	100.0% 60	* *	‡ 2	98.1% 103	95.8% 228
State	98.7% *	98.7% *	98.8% *	97.5% *	98.9% *	98.1% *	98.9% *	99.3% *	98.7% *	98.8% *	97.5% *	97.5% *

	Students with IEPs	English Learners	Low Income
District	93.8% 106	96.9% 31	100.0% 34
State	97.3% *	98.8% *	98.6% *

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

Academic Progress

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	100.0% 17	100.0% 12	‡ 5	* *	‡ 4	‡ 2	‡ 6	‡ 2	* *	* *	‡ 3	100.0% 17
State	99.7% *	99.7% *	99.8% *	100.0% *	99.7% *	99.7% *	99.9% *	99.5% *	100.0% *	100.0% *	99.8% *	99.7% *

	Students with IEPs	English Learners	Low Income
District	100.0% 17	‡ 3	‡ 1
State	99.7% *	99.9% *	99.7% *

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	100.0% 17	100.0% 12	‡ 5	* *	‡ 4	‡ 2	‡ 6	‡ 2	* *	* *	‡ 3	100.0% 17
State	99.8% *	99.7% *	99.8% *	100.0% *	99.7% *	99.7% *	99.9% *	99.5% *	100.0% *	100.0% *	99.8% *	99.8% *

	Students with IEPs	English Learners	Low Income
District	100.0% 17	‡ 3	‡ 1
State	99.8% *	99.9% *	99.7% *

* 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)

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	‡ 2	‡ 2	* *	* *	* *	* *	‡ 1	* *	* *	* *	‡ 1	‡ 2
State	100.0% *	100.0% *	99.9% *	100.0% *	100.0% *	99.9% *	100.0% *	100.0% *	100.0% *	100.0% *	100.0% *	100.0% *

	Students with IEPs	English Learners	Low Income
District	‡ 2	‡ 1	* *
State	100.0% *	100.0% *	100.0% *

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	98.6% 340	98.9% 178	98.2% 162	* *	98.6% 210	94.7% 18	100.0% 49	100.0% 19	* *	* *	97.8% 44	95.0% 76
State	96.3% *	96.2% *	96.4% *	92.7% *	97.0% *	94.3% *	96.1% *	97.9% *	95.2% *	94.9% *	95.5% *	93.7% *

	Students with IEPs	English Learners	Low Income
District	91.4% 32	‡ 8	100.0% 14
State	93.3% *	96.6% *	95.3% *

* 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)

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
District	1.3% *	1.4% *	1.1% *	* *	0.8% *	5.8% *	1.8% *	0.0% *	* *	‡ *	1.9% *	3.5% *
State	1.6% *	1.7% *	1.5% *	1.3% *	1.2% *	2.6% *	1.7% *	0.8% *	2.2% *	1.8% *	2.6% *	2.9% *

	Students with IEPs	English Learners	Low Income
District	5.4% *	2.9% *	0.0% *
State	3.2% *	1.6% *	1.9% *

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
District	1.5% *	1.8% *	1.4% *	* *	0.8% *	5.9% *	3.2% *	0.0% *	* *	‡ *	1.9% *	3.9% *
State	1.7% *	1.9% *	1.6% *	2.6% *	1.3% *	2.8% *	1.8% *	0.8% *	2.3% *	1.9% *	2.8% *	3.2% *

	Students with IEPs	English Learners	Low Income
District	5.4% *	2.9% *	0.0% *
State	3.5% *	1.7% *	2.1% *

* 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)

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
District	1.4% *	1.1% *	1.8% *	* *	1.4% *	5.3% *	0.0% *	0.0% *	* *	‡ *	2.2% *	4.9% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.6% *	3.9% *	2.0% *	4.8% *	5.0% *	4.5% *	6.0% *

	Students with IEPs	English Learners	Low Income
District	8.1% *	‡ *	0.0% *
State	6.2% *	3.3% *	4.6% *

* 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)

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
District	1.3% *	1.4% *	1.1% *	* *	0.8% *	6.1% *	1.7% *	0.0% *	* *	‡ *	1.9% *	3.8% *
State	1.1% *	1.2% *	1.1% *	1.3% *	1.0% *	1.6% *	1.0% *	0.7% *	1.2% *	1.2% *	2.3% *	2.2% *

	Students with IEPs	English Learners	Low Income
District	6.2% *	3.1% *	0.0% *
State	2.4% *	1.0% *	1.2% *

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
District	1.5% *	1.6% *	1.4% *	* *	0.8% *	6.1% *	3.4% *	0.0% *	* *	‡ *	1.9% *	4.2% *
State	1.3% *	1.3% *	1.2% *	2.5% *	1.1% *	1.9% *	1.1% *	0.7% *	1.3% *	1.2% *	2.5% *	2.5% *

	Students with IEPs	English Learners	Low Income
District	6.2% *	3.1% *	0.0% *
State	2.7% *	1.2% *	1.4% *

* 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)

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
District	0.0% *	0.0% *	‡ *	* *	‡ *	‡ *	‡ *	‡ *	* *	* *	‡ *	0.0% *
State	0.3% *	0.3% *	0.2% *	0.0% *	0.3% *	0.3% *	0.1% *	0.5% *	0.0% *	0.0% *	0.2% *	0.3% *

	Students with IEPs	English Learners	Low Income
District	0.0% *	‡ *	‡ *
State	0.3% *	0.1% *	0.3% *

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
District	0.0% *	0.0% *	‡ *	* *	‡ *	‡ *	‡ *	‡ *	* *	* *	‡ *	0.0% *
State	0.2% *	0.3% *	0.2% *	0.0% *	0.3% *	0.3% *	0.1% *	0.5% *	0.0% *	0.0% *	0.2% *	0.2% *

	Students with IEPs	English Learners	Low Income
District	0.0% *	‡ *	‡ *
State	0.2% *	0.1% *	0.3% *

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

Academic Progress

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

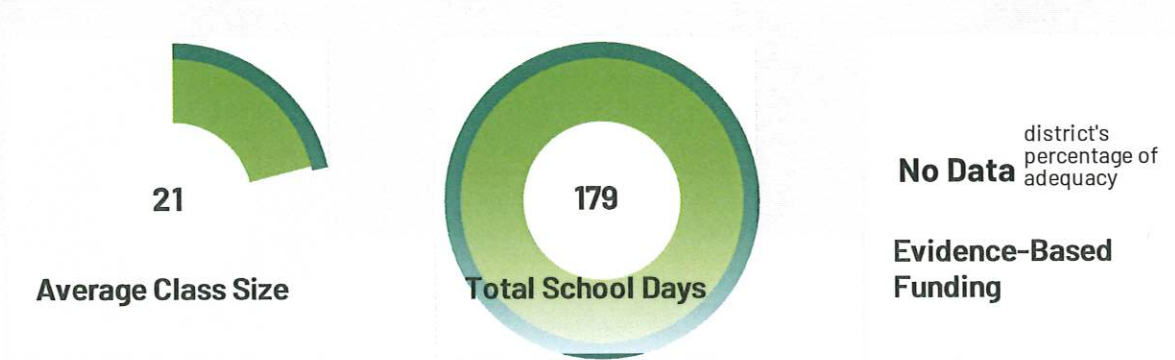
	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1.4% *	1.1% *	1.8% *	* *	1.4% *	5.3% *	0.0% *	0.0% *	* *	* *	2.2% *	5.0% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.7% *	3.9% *	2.1% *	4.8% *	5.1% *	4.5% *	6.3% *

	Students with IEPs	English Learners	Low Income
District	3.6% *	‡ *	0.0% *
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
District	100.0%	13.5%	24.7%	23.6%	38.2%	55.1%	66.5%	44.9%
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
District	*	*	*	*	*	*	*	*	*	*	*
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
District	*	*	*	*
State	*	*	*	*

* 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

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.

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
District	1,338	\$642	\$19,868	\$20,510	\$0	\$0	\$0	\$642	\$19,868	\$20,510	\$3,358,870	\$30,808,051

* 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 (cont)

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
District	1,338	\$642	\$19,869	\$20,510	\$0	\$0	\$0	\$642	\$19,869	\$20,510
Roosevelt School	687	\$501	\$18,677	\$19,179	\$0	\$0	\$0	\$501	\$18,677	\$19,179
Lincoln Elem School	321	\$815	\$20,610	\$21,425	\$0	\$0	\$0	\$815	\$20,610	\$21,425
Willard Elem School	331	\$767	\$21,620	\$22,387	\$0	\$0	\$0	\$767	\$21,620	\$22,387

* 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
District	86.9% \$25,188,178	2.3% \$679,234	3.7% \$1,075,725	2.4% \$706,274	4.6% \$1,331,529	\$28,980,940
State	59.6%	3.8%	20.2%	4.0%	12.3%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	48.1%	5.6%	32.2%	14.1%
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
District	76.9% \$23,668,693	5.5% \$1,682,113	3.7% \$1,153,043	5.2% \$1,599,553	0.0% \$0	2.2% \$683,216	1.3% \$406,040	5.2% \$1,605,629	\$30,798,287
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
District	\$506,024	3.8	\$11,710	\$20,165
State	*	*	\$10,636	\$17,952

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
District	*	15	19	18	19	20	21	21	22	21	21
State	*	20	21	21	21	21	22	22	21	22	21

* 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
District	179
State	176

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
District	4
State	4

* 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

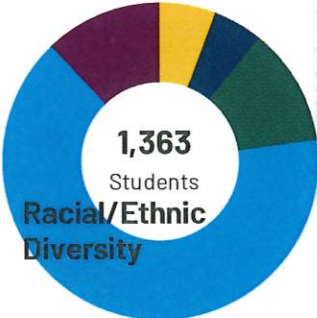
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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.

1,363

Student Enrollment



13.4%

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
District	100.0% 1,363	53.9% 735	46.1% 628	0.0% *	64.3% 877	5.0% 68	11.9% 162	6.7% 91	0.0% *	‡ ‡	11.9% 162	22.5% 306
State	100.0% 1,857,790	51.4% 954,190	48.6% 901,981	0.1% 1,619	45.9% 853,165	16.5% 307,166	27.5% 511,065	5.5% 101,782	0.1% 1,801	0.2% 4,582	4.2% 78,229	19.4% 361,334

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	12.1% 165	3.7% 51	3.7% 50	‡ ‡	0.0% *	‡ ‡	‡ ‡
State	15.3% 284,032	14.6% 271,983	49.0% 910,675	2.3% 42,367	0.0% 364	0.7% 13,316	0.8% 15,281

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	35	89	139	148	154	126	182	155	168	167
State	82,735	121,269	129,960	128,455	128,958	128,430	130,450	134,502	136,199	141,513

* 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
District	‡	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡
State	11.0% 211,565	10.4% 103,473	11.6% 107,975	17.3% 117	10.5% 91,681	7.1% 22,983	11.3% 60,462	25.9% 27,525	16.4% 302	9.2% 446	10.0% 8,166	6.6% 24,255

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	‡	*	*
State	3.3% 9,619	4.7% 13,757	7.6% 71,713	5.6% 2,549	1.8% 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
District	‡	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡
State	0.7% 13,762	0.5% 4,982	0.9% 8,758	3.2% 22	0.8% 7,412	0.5% 1,490	0.6% 3,421	0.8% 804	0.7% 13	0.6% 31	0.7% 591	0.4% 1,491

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	‡	*	*
State	0.2% 501	0.2% 490	0.4% 4,213	0.3% 158	0.2% 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	1.7% 33,417	2.0% 19,970	1.4% 13,429	2.7% 18	2.2% 18,940	0.4% 1,331	1.0% 5,526	5.5% 5,887	1.6% 30	1.5% 72	2.0% 1,631	0.8% 2,863

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	‡	*	*
	*	*	‡	*	*
State	0.4% 1,077	0.6% 1,699	0.7% 6,539	0.4% 173	0.2% 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	6.8% 131,254	6.2% 61,336	7.5% 69,850	10.0% 68	5.9% 51,919	4.9% 16,074	7.4% 39,744	17.1% 18,174	12.4% 227	5.8% 282	5.9% 4,834	3.8% 14,030

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	‡	*	*
	*	*	‡	*	*
State	1.6% 4,654	2.3% 6,809	5.0% 47,236	3.1% 1,396	0.8% 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	0.1% 2,355	0.1% 1,141	0.1% 1,214	0.0% 0	0.1% 1,063	0.1% 202	0.0% 188	0.7% 729	0.2% 3	0.1% 3	0.2% 167	0.1% 217

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	‡	*	*
	*	*	‡	*	*
State	0.0% 44	0.0% 39	0.1% 520	0.0% 9	0.0% 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	22.7% 138,767	19.6% 61,429	26.0% 77,249	21.2% 89	23.9% 66,690	13.0% 12,920	20.6% 36,163	53.1% 17,364	33.4% 219	17.2% 260	23.5% 5,151	10.4% 12,946

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
	*	*	*	*	*
State	2.9% 2,526	6.4% 3,907	14.9% 41,614	7.5% 1,194	3.1% 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	27.2% 377	26.3% 197	28.4% 180	*	28.7% 259	24.3% 18	22.4% 36	34.8% 32	*	*	20.9% 32	20.2% 65
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	11.7% 21	‡	21.5% 14	‡	‡
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	16,753	9,677	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	52,702	33,951	25,036	16,471

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	158,122	99,183	40,825	27,123

* 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
District	*	*	*	*	*
State	0.4% 1,245	0.5% 1,326	0.4% 3,975	0.2% 91	0.1% 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
District	‡	‡	*	*	‡	*	*	*	*	*	*	‡
State	3.0% 58,033	3.0% 30,004	3.0% 27,986	6.4% 43	3.3% 29,159	1.0% 3,185	1.6% 8,667	12.9% 13,689	5.2% 95	2.7% 132	3.8% 3,106	1.6% 5,846

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	0.7% 1,922	0.5% 1,488	1.1% 10,643	0.5% 208	0.2% 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	*	*	*	*	1.1%	*	*
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	0.1%	*	3.2%	*	0.1%	*	*
	Students with IEPs	1.1%	*	24.3%	*	0.6%	*	*
All Peer Districts *	All Students	0.8%	*	7.9%	*	0.3%	*	*
	Students with IEPs	2.4%	*	23.8%	*	0.9%	*	*
State	All Students	0.7%	*	5.0%	*	0.1%	*	*
	Students with IEPs	4.6%	*	32.3%	*	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
District	All Students	2.3%	0.4%	2.8%	*	2.0%	2.4%	*
	Students with IEPs	17.1%	2.8%	21.0%	*	14.9%	18.2%	*
All Peer Districts *	All Students	7.4%	1.3%	3.9%	*	7.2%	3.8%	*
	Students with IEPs	22.4%	3.9%	11.8%	*	21.7%	11.5%	*
State	All Students	2.5%	0.8%	2.2%	*	2.2%	1.8%	*
	Students with IEPs	16.2%	5.4%	13.8%	*	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
All				
District	63.2%	28.6%	1.8%	6.1%
All Peer Districts *	60.5%	19.2%	14.3%	6.0%
State	54.1%	26.1%	13.3%	6.5%
White				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Black				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Hispanic				
District	*	*	*	*
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

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Asian				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
District	0.0%	100.0%	0.0%	0.0%
All Peer Districts *	51.4%	20.1%	19.4%	9.0%
State	49.2%	27.8%	15.0%	7.9%
American Indian				
District	*	-	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Two or More Races				
District	*	*	*	*
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)

For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	0.0%	50.0%	50.0%	0.0%
All Peer Districts *	5.0%	24.6%	54.8%	15.6%
State	3.5%	30.1%	49.7%	16.7%
Emotional Disability				
District	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%
Intellectual Disability				
District	*	-	-	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Other Health Impairment				
District	73.7%	23.7%	0.0%	2.6%
All Peer Districts *	62.7%	21.7%	9.9%	5.7%
State	57.3%	28.0%	9.1%	5.5%
Specific Learning Disability				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Speech or Language Impairment				
District	39.9%	61.1%	0.0%	0.0%
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

	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	66.7%	11.1%	0.0%	0.0%	22.2%
All Peer Districts *	49.6%	14.6%	27.6%	0.1%	8.1%
State	51.9%	16.6%	25.1%	0.1%	6.3%
White					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Black					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Hispanic					
District	*	*	*	*	*
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

Asian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Native Hawaiian/ Pacific Islander					
District	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%
American Indian					
District	*	‡	‡	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Two or More Races					
District	*	*	‡	*	*
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
Autism					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	27.3%	9.1%	63.6%	0.0%	0.0%
State	42.9%	14.3%	42.9%	0.0%	0.0%
Developmental Delay					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Emotional Disability					
District	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%

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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
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Other Health Impairment					
District	0.0%	0.0%	0.0%	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
Specific Learning Disability					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Speech or Language Impairment					
District	100.0%	0.0%	0.0%	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
1	Graduation Percent for students with IEPs (Data lag one year)	*	82.6	N/A
2	Dropout Percent for students with IEPs (Data lag one year)	*	13.7	N/A
3ae4	Reading assessment participation rate for students with IEPs, Grade 4	60.87	95	No
3ae8	Reading assessment participation rate for students with IEPs, Grade 8	78.79	95	No
3ae11	Reading assessment participation rate for students with IEPs, Grade 11	*	95	N/A
3am4	Math assessment participation rate for students with IEPs, Grade 4	60.87	95	No
3am8	Math assessment participation rate for students with IEPs, Grade 8	75.76	95	No
3am11	Math assessment participation rate for students with IEPs, Grade 11	*	95	N/A
3be4	Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	21.43	11	Yes
3be8	Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	21.74	8	Yes
3be11	Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	*	8	N/A
3bm4	Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	14.29	12	Yes
3bm8	Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	18.18	6.5	Yes
3bm11	Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	*	7	N/A
3ce4	Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	15	N/A
3ce8	Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	33.33	23.5	Yes

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
3ce11	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	22.5	N/A
3cm4	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	20.5	N/A
3cm8	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	0.00	5.5	No
3cm11	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	4	N/A
3de4	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	54.11	25.5	No
3de8	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	34.89	31.5	No
3de11	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	28	N/A
3dm4	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	42.24	21.5	No
3dm8	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	38.44	26	No
3dm11	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	27.5	N/A
4a	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
4b	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
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	53.4	53.1	Yes
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	1.6	12.33	Yes
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	5.2	6.37	Yes
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	63.2	47.0	Yes
6b	Children ages 3-5 in separate special education class, separate school or residential facility	0.0	26.04	Yes

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
6c	Children ages 3-5 receiving special education and related services in the home	0.0	0.27	Yes
7a1	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	62.50	83.95	No
7a2	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	50.00	47.2	Yes
7b1	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	88.89	84.1	Yes
7b2	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	30.00	45.1	No
7c1	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	62.50	85.8	No
7c2	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.	50.00	53.4	No
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	*	71	N/A
9	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
10	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
11	Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation	100.00	100	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	100.00	100	Yes
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	*	100	N/A
14a	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
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	*	63.5	N/A
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	*	75.75	N/A

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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
District	*	100.0% 48	12.5% *	* 2
State	*	99.9% 252,357	5.8% *	* 54,729

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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
District	94.0%	94.2%	93.8%	*	94.0%	93.6%	93.3%	95.3%	*	90.1%	94.4%	92.5%
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
District	93.6%	94.8%	91.2%
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
District	1.8%	2.1%	‡	*	‡	‡	‡	‡	*	‡	‡	‡
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
District	‡	‡	‡	‡
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
District	13.4%	12.7%	14.2%	*	13.3%	13.7%	18.8%	11.0%	*	‡	8.8%	22.0%
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
District	17.9%	‡	29.7%
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
District	*	13.2%	10.7%	7.4%	11.0%	9.4%	12.4%	13.3%	21.5%	19.0%
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
District	‡	‡	‡	*	‡	‡	‡	‡	*	‡	‡	‡
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
District	‡	‡	‡
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
District	1 0.1%	1 0.1%	0 0.0%	* *	1 0.1%	0 0.0%	0 0.0%	0 0.0%	* *	‡ ‡	0 0.0%	1 0.3%
State	422,690 25.1%	216,052 25.0%	206,482 25.2%	156 23.8%	148,132 19.3%	85,946 30.9%	151,264 32.3%	18,279 19.6%	428 25.9%	1,194 28.4%	17,447 25.4%	84,510 26.2%

	Students with IEPs	English Learners	Low Income
District	0 0.0%	0 0.0%	0 0.0%
State	65,483 26.5%	82,015 33.3%	247,716 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
District	14	*	*	10	5	*
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
District	19	*	*	11	8	*
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
White						
District	15	*	*	8	7	*
State	75,846	135	39	44,702	30,559	411
Black						
District	1	*	*	1	*	*
State	93,206	188	39	43,799	47,398	1,782
Hispanic						
District	2	*	*	2	*	*
State	62,612	108	33	39,513	22,648	310
Asian						
District	*	*	*	*	*	*
State	2,270	3	2	1,444	803	18
Native Hawaiian/ Pacific Islander						
District	*	*	*	*	*	*
State	173	*	*	83	89	1
American Indian						
District	*	*	*	*	*	*
State	681	3	*	372	303	3
Two or More Races						
District	1	*	*	*	1	*
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
K-8						
District	19	*	*	11	8	*
State	121,737	145	49	60,827	59,300	1,416
9-12						
District	*	*	*	*	*	*
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
Tobacco						
District	*	*	*	*	*	*
State	7,952	2	*	4,445	3,481	24
Alcohol						
District	*	*	*	*	*	*
State	4,165	3	*	1,845	2,306	11
Drug Offences						
District	*	*	*	*	*	*
State	11,150	86	16	3,227	7,568	253
Violence with Physical Injury						
District	*	*	*	*	*	*
State	15,219	94	17	3,462	11,472	174

* 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 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
Violence without Physical Injury						
District	1	*	*	*	1	*
State	49,238	83	29	18,880	29,328	918
Dangerous Weapon: Firearm						
District	*	*	*	*	*	*
State	665	24	12	124	487	18
Dangerous Weapon: Other						
District	1	*	*	*	1	*
State	2,644	60	11	664	1,769	140
Other Reason						
District	*	*	*	*	*	*
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
Students with IEPs						
District	8	*	*	5	3	*
State	69,205	76	10	35,739	32,510	870
English Learners						
District	4	*	*	2	2	*
State	30,924	51	18	19,482	11,239	134

* 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 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
Low Income						
District	*	*	*	*	*	*
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
Less than 1 day						
District	5	*	*	5	*	*
State	22,054	84	5	18,376	3,567	22
1-2 days						
District	9	*	*	8	3	*
State	138,143	66	13	98,587	38,888	589
2-3 days						
District	2	*	*	*	2	*
State	40,987	1	2	14,990	25,620	374
3-4 days						
District	1	*	*	*	1	*
State	28,489	1	1	4,798	23,319	370
4-10 days						
District	2	*	*	*	2	*
State	13,943	16	10	1,374	12,253	290

* 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 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
Greater than 10 days						
District	*	*	*	*	*	*
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
Male						
District	16	*	*	11	5	*
State	168,584	309	78	93,901	72,584	1,712
Female						
District	3	*	*	*	3	*
State	81,424	162	43	44,184	36,051	984
Non Binary						
District	*	*	*	*	*	*
State	343	1	*	234	106	2

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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	15,394 12.4%	36,141 29.2%	43,060 34.8%	29,154 23.6%

* 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
Male				
District	*	*	*	*
State	7,818 12.5%	21,887 35.1%	21,286 34.1%	11,438 18.3%
Female				
District	*	*	*	*
State	7,571 12.3%	14,240 23.2%	21,751 35.5%	17,707 28.9%
Non Binary				
District	*	*	*	*
State	5 9.8%	14 27.4%	23 45.1%	9 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
White				
District	*	*	*	*
State	7,644 12.8%	11,888 19.9%	21,605 36.2%	18,509 31.0%
Black				
District	*	*	*	*
State	2,357 13.6%	8,114 47.0%	5,263 30.5%	1,543 8.9%
Hispanic				
District	*	*	*	*
State	4,111 11.8%	14,044 40.4%	12,244 35.2%	4,385 12.6%
Asian				
District	*	*	*	*
State	797 10.5%	776 10.2%	2,425 31.9%	3,593 47.3%

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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
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	11 6.8%	37 22.7%	60 36.8%	54 33.1%
American Indian				
District	*	*	*	*
State	30 10.9%	102 37.1%	94 34.2%	49 17.8%
Two or More Races				
District	*	*	*	*
State	444 11.1%	1,180 29.4%	1,369 34.1%	1,021 25.4%
Students with Disabilities				
District	*	*	*	*
State	3,107 13.5%	8,999 39.2%	7,949 34.6%	2,891 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
Students with IEPs				
District	*	*	*	*
State	2,129 14.8%	6,660 46.3%	4,563 31.7%	1,037 7.2%
English Learners				
District	*	*	*	*
State	1,110 13.4%	4,087 49.4%	2,598 31.4%	485 5.9%
Low Income				
District	*	*	*	*
State	6,735 13.2%	21,240 41.7%	16,497 32.4%	6,473 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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	24,363 19.7%	12,253 19.6%	12,095 19.7%	15 29.4%	14,978 25.1%	826 4.8%	3,630 10.4%	3,905 51.4%	53 32.5%	37 13.4%	934 23.3%	2,868 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
District	*	*	*
State	464 3.2%	181 2.2%	4,047 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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	52,201 42.2%	22,804 36.5%	29,373 47.9%	24 47.1%	29,531 49.5%	3,996 23.1%	11,350 32.6%	5,378 70.8%	98 60.1%	90 32.7%	1,758 43.8%	5,784 25.2%

	Students with IEPs	English Learners	Low Income
District	*	*	*
State	1,428 9.9%	766 9.3%	14,121 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%

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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
District	*	*	*
State	7,312 50.8%	4,111 49.6%	27,119 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
All				
District	*	*	*	*
State	40,809 33.0%	25,424 20.5%	28,206 22.8%	29,328 23.7%
Male				
District	*	*	*	*
State	20,203 32.4%	13,128 21.0%	14,541 23.3%	14,563 23.3%
Female				
District	*	*	*	*
State	20,600 33.6%	12,285 20.1%	13,641 22.3%	14,754 24.1%
Non Binary				
District	*	*	*	*
State	6 11.8%	11 21.6%	23 45.1%	11 21.6%

* 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 have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
White				
District	*	*	*	*
State	25,996 43.6%	13,831 23.2%	11,756 19.7%	8,073 13.5%
Black				
District	*	*	*	*
State	2,595 15.0%	2,858 16.5%	5,062 29.3%	6,766 39.1%
Hispanic				
District	*	*	*	*
State	7,816 22.5%	5,862 16.9%	8,846 25.4%	12,261 35.3%
Asian				
District	*	*	*	*
State	2,872 37.8%	1,886 24.9%	1,487 19.6%	1,346 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
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	41 25.1%	23 14.1%	24 14.7%	75 46.0%
American Indian				
District	*	*	*	*
State	72 26.2%	49 17.8%	79 28.7%	75 27.3%
Two or More Races				
District	*	*	*	*
State	1,417 35.3%	915 22.8%	951 23.7%	732 18.2%
Students with Disabilities				
District	*	*	*	*
State	5,703 24.9%	4,450 19.4%	5,696 24.8%	7,099 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
Students with IEPs				
District	*	*	*	*
State	2,907 20.2%	2,568 17.8%	3,840 26.7%	5,076 35.3%
English Learners				
District	*	*	*	*
State	1,193 14.4%	1,344 16.2%	2,173 26.2%	3,570 43.1%
Low Income				
District	*	*	*	*
State	11,094 21.8%	8,706 17.1%	13,292 26.1%	17,860 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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	964 0.8%	339 0.5%	625 1.0%	0 0.0%	571 1.0%	21 0.1%	189 0.5%	149 2.0%	4 2.5%	1 0.4%	29 0.7%	102 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
District	*	*	*
State	32 0.2%	17 0.2%	243 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
District	97.3%	97.3%	97.4%	*	98.0%	90.4%	96.3%	100.0%	*	100.0%	96.0%	94.7%
State	69.9%	67.0%	72.8%	69.1%	68.5%	66.9%	72.5%	76.2%	72.0%	71.8%	71.1%	67.0%

	Students with IEPs	English Learners	Low Income
District	85.1%	92.5%	87.5%
State	66.4%	78.2%	69.9%

Fine Arts: Student Participation in Fine Arts Numberator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1,311	708	603	*	856	66	154	91	*	2	142	288
State	1,271,937	626,370	645,098	469	568,210	203,123	365,407	76,666	1,272	3,266	53,993	228,922

* 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
District	154	49	66
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
District	1,347	728	619	*	875	75	160	91	*	2	148	304
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
District	162	53	64
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
District	99.8%	99.7%	100.0%	*	99.9%	100.0%	100.0%	99.9%	*	100.0%	100.0%	99.3%
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
District	98.7%	100.0%	100.0%
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
District	1,309	706	603	*	855	66	154	90	*	2	142	288
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
District	162	49	56
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
District	1,347	728	619	*	873	73	160	91	*	2	148	304
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

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Summative Designation Meta Indicator Components (cont)

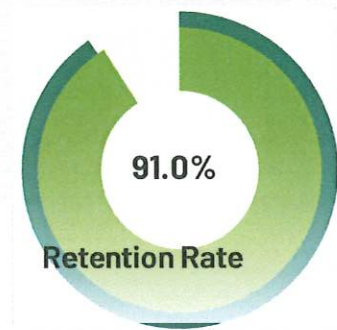
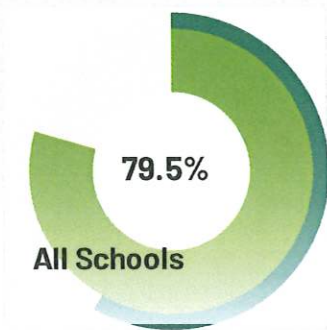
Fine Arts: Teacher Qualifications Denominator Count

	Students with IEPs	English Learners	Low Income
District	162	53	64
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
District	15	67.7%	*
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
District	16	*
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
District	\$75,666
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	91.0% 304	90.3% 278	100.0% 10	* *	100.0% 5	* *	100.0% 3	100.0% 8	* *
	Male	95.2% 60	95.1% 58	* *	* *	* *	* *	* *	100.0% 2	* *
	Female	89.0% 244	89.1% 220	100.0% 10	* *	100.0% 5	* *	100.0% 3	100.0% 6	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	90.2% 318,584	90.7% 270,195	85.3% 14,654	93.0% 21,699	90.2% 5,030	84.4% 190	91.8% 606	85.1% 2,319	70.8% 3,891
	Male	91.4% 75,736	92.0% 64,848	85.0% 3,134	93.4% 4,992	92.1% 1,169	81.1% 60	93.4% 156	84.9% 591	67.3% 786
	Female	89.9% 242,848	90.3% 205,347	85.3% 11,520	92.8% 16,707	89.6% 3,861	86.1% 130	91.3% 450	85.2% 1,728	71.7% 3,105
	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	100.0% 114.5	91.3% 104.5	3.5% 4	* *	1.7% 2	* *	0.9% 1	2.8% 3	* *
	Male	19.2% 22	20.1% 21	* *	* *	* *	* *	* *	33.3% 1	* *
	Female	80.8% 92.5	79.9% 83.5	100.0% 4	* *	100.0% 2	* *	100.0% 1	66.7% 2	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 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	23.5% 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	76.5% 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	
District	1
State	1,185

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
District	2	1	*	*	1	*	*	*	*	*	2
State	2,293	1,831	143	192	66	1	7	26	*	457	1,836

* 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
District	3 2.6%	*	3 2.0%
State	4,465 3.3%	1,349 4.0%	658 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
District	4 3.9%	*	4 3.0%
State	9,383 7.0%	2,627 9.0%	2,031 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
District	3 3.0%	*	3 3.0%
State	4,649 4.2%	836 4.0%	1,243 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
District	15	*	*
State	*	*	*

* 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
District	20.5%	*	20.5%
State	41.0%	41.1%	35.1%

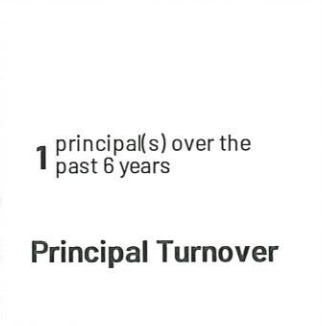
Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
District	79.5%	*	79.5%
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	7	151
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.

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	100.0% 9	100.0% 9	*	*	*	*	*	*	*
	Male	44.4% 4	44.4% 4	*	*	*	*	*	*	*
	Female	55.6% 5	55.6% 5	*	*	*	*	*	*	*
	Non Binary	* *	* *	*	*	*	*	*	*	*
State	All	100.0% 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	40.5% 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	59.5% 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	
District	1
State	2

Average Administrator Salary

What is it?

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

Average Administrator Salary	
District	\$165,365
State	\$116,908

* 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.

5Essentials

Historically, school improvement efforts have primarily focused on technical factors such as grades and test scores while neglecting the social components of a school's culture, such as trust and commitment. The 5Essentials changes that reality.

The 5Essentials® System

The 5Essentials® is a research-based school improvement system that defines, measures, and utilizes the most important organizational conditions, including aspects of a school's culture and climate, to improve student outcomes.

Specifically, the 5Essentials is an improvement framework and diagnostic survey with research-tested scoring and interactive reporting that provides insights into schools' organizational strengths and areas of opportunity across the five essential factors for school improvement: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction. The system also includes professional learning designed to help educators leverage 5Essentials data to inform improvement planning and drive improved school and student outcomes.

Research shows schools strong on at least three of the five essentials for school improvement were 10 times more likely to show substantial gains in student learning than schools weak on three or more of the five essentials. A low score in even just one of the five essentials reduced the likelihood of improvement to less than 10 percent.

Research has also shown that 5Essentials Survey indicators reliably predict

school success on a variety of outcomes for both high school and elementary schools, including:



Graduation
Rates



Freshman
OnTrack



Test Score
Gains



Attendance
Rates

In 2020, the [University of Chicago Consortium on School Research](#) released a report that reaffirms the effectiveness of the 5Essentials in promoting positive student outcomes. The ["Supporting School Improvement: Early Findings from a Reexamination of the 5Essentials Survey"](#) report **provides an updated and expanded validation of the 5Essentials Survey, including high schools and additional student outcomes.** See key findings from the report [here](#).

The 5Essentials Survey has been administered in over 6,000 schools across 22 states, with over 10 million students, teachers, and parents completing the survey and contributing to school improvement processes.

5Essentials Reporting Site

The 5Essentials Survey is administered to students and teachers, with an optional parent survey, once a year. After in-depth survey scoring, schools receive individualized web-based reports that offer a comprehensive view of their school environment.

The 5Essentials Reporting Site Allows Educators to:

See a snapshot of how organized their school is for improvement. Upon accessing their report, schools see a high-level view of their 5Essentials results, including an overall performance score of Well-Organized,

Organized, Moderately Organized, Partially Organized, or Not Yet Organized for Improvement.

Sample Primary School

Primary School (PK-5)
1 Primary Road, Big City, IL 52385



For 2020, Sample Primary School is **well-organized** for improvement

The overall performance score is comprised of each of the 5Essentials scores. Schools that are at or above benchmark on 3 or more essentials are 10 times more likely to improve than schools that are below the benchmark.

[About the Survey](#)

THE 5ESSENTIALS
How is Sample Primary School performing on each of the 5Essentials?

ALL MEASURES
How is Sample Primary School performing across all measures?

Compare performance across the 5Essentials that matter most for school improvement. Educators can see how their school's performance varies across each Essential and drill down to identify the Measures that can be strengthened to improve their overall performance.

The 5Essentials	Performance ↓
Supportive Environment	79 Strong
Ambitious Instruction	76 Strong
Involved Families	73 Strong
Effective Leaders	53 Neutral
Collaborative Teachers	49 Neutral

Examine performance across the multiple Survey Measures that make up the 5Essentials. Educators can take an even more pointed approach to understanding their school's organizational strengths and opportunities by exploring the research-based Measures that comprise each Essential, as well as optional Supplemental Measures.

How is Sample Primary School performing on all measures?



Dig deeper into a Measure. Educators can view the items within each Measure to see the questions respondents were asked on the survey. This provides users with a deeper understanding of the concept represented by the Measure and the role it plays in a school's organizational health.

Measure	Performance	Essential	Respondent
Teacher-Principal Trust	77 Strong	 Effective Leaders	Teacher

In schools with strong Teacher-Principal Trust, teachers and principals share a high level of mutual trust and respect.

- Based on a comparison to the benchmark, an mScore of **77** means that Example Elementary School is *strong* on this measure.

Teachers report the following:

[Expand All](#)




The principal has confidence in the expertise of the teachers.



I trust the principal at his or her word.



Identify patterns across student subgroups and compare school performance to the district. Educators can disaggregate student-based Measures by grade level, gender, race, free and reduced-price lunch status, IEP status, and English language learning status. Educators can also compare their school's performance on the 5Essentials, and specific Measures of each Essential, to their overall district's performance.

Measure	Performance	Essential
Student-Teacher Trust	51 Neutral	 Supportive Environment
Student-Teacher Trust (FRL)	52 Neutral	
Student-Teacher Trust (Non-FRL)	51 Neutral	

Track changes in the organizational conditions that are necessary for school improvement. 5Essentials Survey reports show multi-year trends that allow schools to dig into their data, formulate strategic actions, and track their improvement over time.

How has performance changed since the last survey?



5Essentials Professional Learning

Districts and schools using the 5Essentials Survey can receive professional learning designed to help leaders leverage 5Essentials insights to create improvement plans that strengthen the organizational conditions linked to long-term school and student success. Standard introductory sessions provide participants with a deeper understanding of the 5Essentials and the survey administration process, the survey scoring process, and features of the 5Essentials reporting site. Subsequent professional learning opportunities focus on building foundational knowledge about the 5Essentials' key themes and how to utilize 5Essentials results in a cycle of improvement:

- **5Essentials Foundations** is a series of professional learning sessions that unpack the 5Essentials Framework and central themes. This includes:
 - Understanding the 5Essentials
 - Building Trust
 - Fostering Supportive Environments

- Leadership and the Creation of Successful Environments
- **5Essentials School Improvement Series** is a series of professional learning sessions spread across two years and designed to help educators analyze their 5Essentials data within a cycle of improvement and apply the data to coherent school improvement plans. This includes:
 - Data and Root Cause Analysis
 - School Improvement and Implementation Planning
 - Evaluate and Adjust
 - Continuing the Improvement Process

Since no two districts or schools are exactly alike, 5Essentials Professional Learning can be customized to meet the needs of the district and school community. Additionally, sessions are offered in both in-person and virtual formats.

Findings from the University of Chicago Consortium on School Research show that both starting out the year with strength in 5Essentials Survey Measures and improving on Measures during the year predicted improved student outcomes in schools.

University of Chicago Consortium on School Research. (2019). *5Essentials Survey Measures and Student Outcomes*. Chicago, IL: University of Chicago Consortium on School Research.

5Essentials in Practice

What Research Tells Us About the Link Between School Organizational Conditions and Improved School and Student Outcomes



Research shows strong school climate has been demonstrated to reduce the negative effects socioeconomic status has on academic achievement* and helps foster higher overall academic achievement and attendance rates**.

Sources: * Berkowitz et al. (2017) ** Cohen, McCabe, Michelli, & Pickeral (2009)



According to a study that examined chronic absenteeism in Detroit Public Schools, schools strong in the 5Essentials (Effective Leaders, Ambitious Instruction, Collaborative Teachers, Supportive Environment, and Involved Families) had lower rates of chronic absenteeism.

Source: Lenhoff & Pogodzinski (2018)



San Francisco schools that modeled school improvement plans around the 5Essentials Framework experienced narrowed differences in achievement across student demographics, reduced absences, and improved teacher retention.

Source: Sun, Penner, & Loeb (2017)



A study of California CORE districts found social-emotional learning and climate survey scores were predictive of students' academic outcomes.

Source: Hough, Kalogrides, & Loeb (2017)



According to a study of New York City middle schools, improvement in the areas of Leadership, High Academic Expectations, Teacher Relationships and Collaboration, and School Safety and Order were all independently associated with reduced teacher turnover. Increases in High Academic Expectations and School Safety and Order were also associated with improved math scores.

Source: Kraft et al. (2016)

Impact UCHICAGO Consortium
on School Research



5Essentials' Reach

The 5Essentials Survey has been administered in over **6,000 schools** across the country, with over **10 million students, teachers, and parents** completing the survey and contributing to school improvement processes. The 5Essentials System is [implemented statewide in Illinois](#) and is cited in the state's Every Student Succeeds Act (ESSA) school accountability plan.

5Essentials School Leadership Coaching in Chicago

In Chicago, the 5Essentials System has gone even deeper. Through

philanthropic support, UChicago Impact's team of 5Essentials School Leadership Coaches have provided a cohort of Chicago public schools with leadership coaching designed to support school leaders in building the critical skills, knowledge, and capacity to be effective stewards of school improvement. Learn more about [5Essentials School Leadership Coaching](#).

School Stories

[National Teachers Academy](#)

[Fairfield Elementary Works to Foster Strong Student-Teacher Relationships](#)

[Strengthening Trust Among Adults at Pasteur Elementary](#)

[McPherson Works to Improve Student-Teacher Relationships](#)

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