

Lincoln Elem School (K - 4)

RIVER FOREST SD 90



2021 - 2022

Principal

Mr. Casey Godfrey
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Address

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District Superintendent

Dr. Edward Condon

District Provided Statement

The District 90 Strategic Plan and Mission statement - "to inspire and empower all learners to achieve their personal best" - strengthen and reflect the District's core values of academic success, personal well-being, continuous improvement, shared responsibility, and access to equitable opportunities and resources. These key priorities and values guide our students' experiences in every classroom and are shared across the school community.

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](#).

School Snapshot

Site-Based Expenditure Per Student Spending : \$20,012

Average Class Size : *

Chronic Absenteeism : 7.3%

Teacher Retention : 82.1%

Senate District : 4 **House District :** 7

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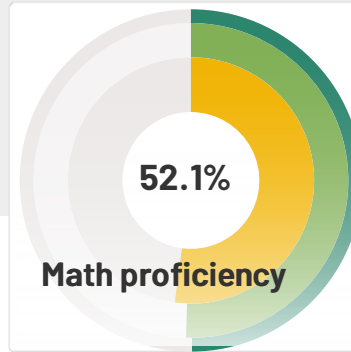
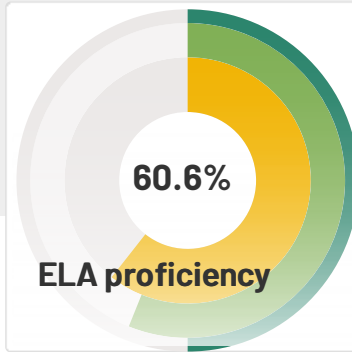
84 | Administrators

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

Date: 10/27/22 14:00:54 -05:00

About the data

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



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.

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										
School	1.7%	10.3%	20.7%	51.7%	15.5%	3.4%	10.3%	22.4%	43.1%	20.7%
District	3.3%	8.2%	24.6%	48.4%	15.6%	3.3%	7.4%	16.4%	47.5%	25.4%
State	30.6%	19.3%	22.6%	25.4%	2.0%	20.8%	22.0%	23.3%	26.5%	7.3%
White										
School	2.3%	9.1%	22.7%	47.7%	18.2%	2.3%	11.4%	22.7%	43.2%	20.5%
District	3.7%	8.5%	25.6%	46.3%	15.9%	1.2%	8.5%	18.3%	47.6%	24.4%
State	19.2%	18.3%	26.4%	33.5%	2.6%	10.4%	17.6%	25.8%	36.3%	9.9%
Black										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	0.0%	10.0%	30.0%	50.0%	10.0%	0.0%	10.0%	20.0%	50.0%	20.0%
State	51.6%	21.0%	16.3%	10.7%	0.4%	43.6%	28.2%	17.9%	9.2%	1.1%
Male										
School	3.2%	16.1%	25.8%	38.7%	16.1%	3.2%	16.1%	19.4%	41.9%	19.4%
District	5.0%	13.3%	30.0%	41.7%	10.0%	3.3%	10.0%	13.3%	51.7%	21.7%
State	34.0%	20.1%	22.4%	22.1%	1.4%	20.8%	20.5%	22.6%	27.8%	8.4%
Female										
School	0.0%	3.7%	14.8%	66.7%	14.8%	3.7%	3.7%	25.9%	44.4%	22.2%
District	1.6%	3.2%	19.4%	54.8%	21.0%	3.2%	4.8%	19.4%	43.5%	29.0%
State	27.0%	18.5%	22.9%	28.9%	2.7%	20.9%	23.6%	24.1%	25.3%	6.2%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%

Asterisks (*) in the tables indicate either non-reported data or 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
Hispanic										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	0.0%	9.1%	36.4%	45.5%	9.1%	0.0%	9.1%	18.2%	63.6%	9.1%
State	42.4%	21.5%	20.2%	15.2%	0.7%	28.7%	28.6%	23.6%	16.7%	2.3%
Asian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	11.0%	12.4%	22.6%	46.7%	7.3%	5.1%	9.6%	18.2%	41.6%	25.5%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	26.1%	17.4%	24.3%	28.7%	3.5%	16.5%	23.5%	19.1%	26.1%	14.8%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	34.6%	24.2%	15.7%	23.5%	2.0%	22.0%	27.0%	21.1%	22.4%	7.6%
Two or More Races										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	27.3%	18.8%	22.1%	28.7%	3.1%	19.1%	21.0%	23.0%	27.1%	9.8%

Asterisks (*) in the tables indicate either non-reported data or 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
Students with Disabilities										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	16.7%	11.1%	33.3%	33.3%	5.6%	5.6%	22.2%	27.8%	38.9%	5.6%
State	56.3%	18.1%	14.2%	10.8%	0.6%	40.1%	24.7%	17.8%	14.3%	3.2%
Students with IEPs										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	62.4%	17.4%	11.9%	7.9%	0.4%	45.0%	25.2%	16.1%	11.4%	2.3%
Non-IEP										
School	1.8%	10.5%	19.3%	52.6%	15.8%	3.5%	10.5%	22.8%	42.1%	21.1%
District	0.9%	8.8%	22.8%	50.9%	16.7%	2.6%	6.1%	15.8%	48.2%	27.2%
State	25.2%	19.6%	24.5%	28.4%	2.3%	16.7%	21.4%	24.6%	29.1%	8.2%
English Learners										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	48.7%	21.9%	18.5%	10.7%	0.3%	31.1%	28.8%	22.8%	15.7%	1.5%
Non-English Learners										
School	1.8%	8.9%	21.4%	53.6%	14.3%	1.8%	8.9%	23.2%	44.6%	21.4%
District	2.6%	7.7%	23.9%	50.4%	15.4%	1.7%	6.8%	16.2%	48.7%	26.5%
State	26.5%	18.7%	23.6%	28.8%	2.5%	18.5%	20.4%	23.5%	29.0%	8.6%

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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										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.8%	21.8%	19.5%	13.5%	0.5%	32.9%	28.1%	22.2%	15.0%	1.9%
Non Low Income										
School	1.8%	8.8%	21.1%	52.6%	15.8%	1.8%	10.5%	22.8%	43.9%	21.1%
District	3.4%	7.6%	25.2%	47.9%	16.0%	2.5%	7.6%	16.0%	48.7%	25.2%
State	16.8%	16.9%	25.7%	37.1%	3.6%	9.0%	16.1%	24.5%	37.8%	12.6%
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	59.3%	19.0%	13.3%	8.2%	0.1%	47.2%	28.1%	16.2%	7.7%	0.9%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	53.7%	19.7%	16.3%	10.3%	0.1%	40.7%	28.5%	19.5%	10.4%	1.0%
Military										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.0%	20.8%	24.6%	27.6%	2.0%	16.2%	20.9%	26.1%	29.4%	7.3%

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Academic Progress

IAR (cont)

Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	1.8%	10.9%	21.8%	54.5%	16.3%	3.6%	10.9%	23.6%	45.4%	21.8%
District	3.5%	8.6%	25.9%	50.9%	16.4%	3.5%	7.8%	17.3%	50.0%	26.8%
State	*	*	*	*	*	*	*	*	*	*
White										
School	2.4%	9.6%	23.9%	50.2%	19.1%	2.4%	12.0%	23.9%	45.5%	21.5%
District	3.9%	9.0%	27.0%	48.8%	16.7%	1.3%	9.0%	19.3%	50.1%	25.7%
State	*	*	*	*	*	*	*	*	*	*
Black										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	0.0%	10.5%	31.6%	52.6%	10.5%	0.0%	10.5%	21.1%	52.6%	21.1%
State	*	*	*	*	*	*	*	*	*	*
Male										
School	3.4%	17.0%	27.2%	40.8%	17.0%	3.4%	17.0%	20.4%	44.1%	20.4%
District	5.3%	14.0%	31.6%	43.9%	10.5%	3.5%	10.5%	14.0%	54.4%	22.8%
State	*	*	*	*	*	*	*	*	*	*
Female										
School	0.0%	3.9%	15.6%	70.2%	15.6%	3.9%	3.9%	27.3%	46.8%	23.4%
District	1.7%	3.4%	20.4%	57.7%	22.1%	3.4%	5.1%	20.4%	45.8%	30.6%
State	*	*	*	*	*	*	*	*	*	*
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	0.0%	9.6%	38.3%	47.9%	9.6%	0.0%	9.6%	19.1%	67.0%	9.6%
State	*	*	*	*	*	*	*	*	*	*
Asian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	17.5%	11.7%	35.1%	35.1%	5.9%	5.9%	23.4%	29.2%	40.9%	5.9%
State	*	*	*	*	*	*	*	*	*	*
Students with IEPs										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
School	1.9%	11.1%	20.3%	55.4%	16.6%	3.7%	11.1%	24.0%	44.3%	22.2%
District	0.9%	9.2%	24.0%	53.6%	17.5%	2.8%	6.5%	16.6%	50.8%	28.6%
State	*	*	*	*	*	*	*	*	*	*
English Learners										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
School	1.9%	9.4%	22.6%	56.4%	15.0%	1.9%	9.4%	24.4%	47.0%	22.6%
District	2.7%	8.1%	25.2%	53.1%	16.2%	1.8%	7.2%	17.1%	51.3%	27.9%
State	*	*	*	*	*	*	*	*	*	*

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Academic Progress

IAR (cont)

Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
School	1.9%	9.2%	22.2%	55.4%	16.6%	1.9%	11.1%	24.0%	46.2%	22.2%
District	3.5%	8.0%	26.5%	50.4%	16.8%	2.7%	8.0%	16.8%	51.3%	26.5%
State	*	*	*	*	*	*	*	*	*	*
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Military										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*	*	*

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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										
School	0.0%	4.3%	13.0%	58.7%	23.9%	1.1%	13.0%	26.1%	53.3%	6.5%
District	2.2%	5.4%	16.8%	49.5%	26.1%	1.1%	14.7%	27.7%	50.0%	6.5%
State	23.5%	19.5%	24.4%	27.2%	5.4%	21.5%	27.9%	24.4%	23.4%	2.8%
White										
School	0.0%	6.3%	12.7%	63.5%	17.5%	1.6%	9.5%	30.2%	54.0%	4.8%
District	0.0%	6.0%	13.7%	55.6%	24.8%	0.9%	9.4%	28.2%	55.6%	6.0%
State	13.3%	16.7%	26.7%	35.9%	7.4%	10.7%	23.1%	29.3%	33.4%	3.6%
Black										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	43.4%	24.3%	19.4%	11.8%	1.0%	45.0%	33.8%	15.0%	6.1%	0.2%
Male										
School	0.0%	5.9%	21.6%	58.8%	13.7%	0.0%	9.8%	25.5%	58.8%	5.9%
District	3.1%	4.2%	24.0%	47.9%	20.8%	0.0%	8.3%	27.1%	56.3%	8.3%
State	26.2%	20.3%	24.3%	25.0%	4.2%	21.3%	26.5%	24.1%	25.0%	3.2%
Female										
School	0.0%	2.4%	2.4%	58.5%	36.6%	2.4%	17.1%	26.8%	46.3%	7.3%
District	1.1%	6.8%	9.1%	51.1%	31.8%	2.3%	21.6%	28.4%	43.2%	4.5%
State	20.6%	18.7%	24.4%	29.5%	6.7%	21.8%	29.4%	24.7%	21.8%	2.4%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

Asterisks (*) in the tables indicate either non-reported data or 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
Hispanic										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	5.0%	0.0%	20.0%	55.0%	20.0%	0.0%	35.0%	50.0%	15.0%	0.0%
State	32.7%	23.6%	23.8%	17.9%	2.1%	29.5%	35.9%	22.1%	11.7%	0.7%
Asian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	8.3%	8.3%	16.7%	25.0%	41.7%	0.0%	25.0%	0.0%	41.7%	33.3%
State	7.9%	11.1%	22.1%	43.2%	15.7%	5.2%	14.0%	22.0%	45.5%	13.2%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	12.9%	18.2%	25.8%	34.8%	8.3%	12.2%	28.2%	22.1%	35.1%	2.3%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	31.1%	24.0%	23.6%	17.9%	3.4%	28.3%	33.7%	18.9%	17.2%	2.0%
Two or More Races										
School	0.0%	0.0%	7.7%	69.2%	23.1%	0.0%	23.1%	15.4%	61.5%	0.0%
District	3.8%	7.7%	19.2%	42.3%	26.9%	0.0%	15.4%	23.1%	57.7%	3.8%
State	21.1%	17.5%	24.4%	29.5%	7.5%	20.1%	26.1%	24.8%	24.9%	4.1%

Asterisks (*) in the tables indicate either non-reported data or 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
Students with Disabilities										
School	0.0%	6.3%	25.0%	50.0%	18.8%	0.0%	12.5%	43.8%	43.8%	0.0%
District	5.6%	11.1%	33.3%	33.3%	16.7%	2.8%	13.9%	38.9%	38.9%	5.6%
State	49.9%	20.9%	15.8%	11.7%	1.8%	41.4%	30.1%	16.1%	11.4%	1.1%
Students with IEPs										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	14.3%	21.4%	42.9%	14.3%	7.1%	0.0%	35.7%	50.0%	7.1%	7.1%
State	57.4%	20.8%	13.0%	7.7%	1.0%	47.1%	30.6%	13.5%	8.1%	0.7%
Non-IEP										
School	0.0%	3.5%	10.5%	61.6%	24.4%	1.2%	11.6%	24.4%	55.8%	7.0%
District	1.2%	4.1%	14.7%	52.4%	27.6%	1.2%	12.9%	25.9%	53.5%	6.5%
State	17.6%	19.3%	26.3%	30.6%	6.2%	17.0%	27.5%	26.3%	26.0%	3.2%
English Learners										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.9%	25.9%	22.4%	11.2%	0.5%	33.2%	37.7%	20.1%	8.7%	0.2%
Non-English Learners										
School	0.0%	4.3%	13.0%	58.7%	23.9%	1.1%	13.0%	26.1%	53.3%	6.5%
District	1.7%	5.6%	16.1%	50.0%	26.7%	1.1%	13.3%	28.3%	51.1%	6.1%
State	19.7%	18.1%	24.8%	30.8%	6.5%	18.8%	25.7%	25.3%	26.7%	3.4%

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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
Low Income										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	36.3%	24.1%	22.6%	15.6%	1.4%	34.2%	35.0%	20.2%	10.2%	0.5%
Non Low Income										
School	0.0%	4.4%	13.3%	57.8%	24.4%	1.1%	12.2%	25.6%	54.4%	6.7%
District	2.3%	5.1%	16.4%	49.7%	26.6%	0.6%	13.6%	27.1%	52.0%	6.8%
State	11.2%	15.2%	26.0%	38.3%	9.2%	9.4%	21.2%	28.4%	36.0%	5.1%
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	51.2%	22.8%	16.2%	9.2%	0.6%	50.0%	30.6%	13.5%	5.8%	0.2%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.1%	23.6%	19.2%	12.2%	0.8%	40.6%	34.5%	17.4%	7.3%	0.1%
Military										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	20.5%	16.9%	26.7%	29.1%	6.8%	15.7%	26.8%	27.0%	26.5%	4.0%

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

IAR (cont)

Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	0.0%	4.6%	13.7%	61.8%	25.2%	1.1%	13.7%	27.5%	56.1%	6.9%
District	2.3%	5.6%	17.5%	51.2%	27.0%	1.1%	15.2%	28.7%	51.8%	6.8%
State	*	*	*	*	*	*	*	*	*	*
White										
School	0.0%	6.7%	13.4%	66.8%	18.4%	1.7%	10.0%	31.8%	56.8%	5.0%
District	0.0%	6.2%	14.2%	57.5%	25.7%	0.9%	9.7%	29.2%	57.5%	6.2%
State	*	*	*	*	*	*	*	*	*	*
Black										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*	*	*
Male										
School	0.0%	6.2%	22.7%	61.9%	14.5%	0.0%	10.3%	26.8%	61.9%	6.2%
District	3.3%	4.3%	25.0%	49.9%	21.7%	0.0%	8.7%	28.2%	58.6%	8.7%
State	*	*	*	*	*	*	*	*	*	*
Female										
School	0.0%	2.6%	2.6%	61.6%	38.5%	2.6%	18.0%	28.2%	48.8%	7.7%
District	1.2%	7.0%	9.4%	52.6%	32.8%	2.3%	22.2%	29.2%	44.4%	4.7%
State	*	*	*	*	*	*	*	*	*	*
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

IAR (cont)

Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	5.3%	0.0%	21.1%	57.9%	21.1%	0.0%	36.8%	52.6%	15.8%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Asian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	8.8%	8.8%	17.5%	26.3%	43.9%	0.0%	26.3%	0.0%	43.9%	35.1%
State	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
School	0.0%	0.0%	8.1%	72.9%	24.3%	0.0%	24.3%	16.2%	64.8%	0.0%
District	3.9%	7.8%	19.5%	42.9%	27.3%	0.0%	15.6%	23.4%	58.5%	3.9%
State	*	*	*	*	*	*	*	*	*	*

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Academic Progress

IAR (cont)

Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	0.0%	6.6%	26.3%	52.6%	19.7%	0.0%	13.2%	46.1%	46.1%	0.0%
District	5.4%	10.8%	32.4%	32.4%	16.2%	2.7%	13.5%	37.8%	37.8%	5.4%
State	*	*	*	*	*	*	*	*	*	*
Students with IEPs										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	12.4%	18.6%	37.2%	12.4%	6.2%	0.0%	31.0%	43.3%	6.2%	6.2%
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
School	0.0%	3.7%	11.0%	64.9%	25.7%	1.2%	12.2%	25.7%	58.8%	7.3%
District	1.2%	4.3%	15.5%	55.1%	29.1%	1.2%	13.6%	27.2%	56.4%	6.8%
State	*	*	*	*	*	*	*	*	*	*
English Learners										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
School	0.0%	4.6%	13.7%	61.8%	25.2%	1.1%	13.7%	27.5%	56.1%	6.9%
District	1.7%	5.8%	16.7%	51.8%	27.6%	1.2%	13.8%	29.3%	52.9%	6.3%
State	*	*	*	*	*	*	*	*	*	*

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Academic Progress

IAR (cont)

Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
School	0.0%	4.7%	14.0%	60.8%	25.7%	1.2%	12.9%	26.9%	57.3%	7.0%
District	2.3%	5.3%	17.0%	51.5%	27.5%	0.6%	14.0%	28.1%	53.8%	7.0%
State	*	*	*	*	*	*	*	*	*	*
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*	*	*
Military										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*	*	*

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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.
-

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	68.8%	14.3%	16.7%	0.2%	73.5%	10.1%	12.1%	4.3%
White								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	67.3%	13.4%	19.1%	0.2%	71.8%	9.5%	13.2%	5.4%
Black								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	64.8%	17.0%	17.6%	0.6%	72.5%	11.8%	12.6%	3.1%
Male								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	69.7%	14.5%	15.6%	0.3%	72.4%	10.0%	12.4%	5.2%
Female								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	66.7%	14.0%	19.3%	0.0%	75.8%	10.4%	11.6%	2.2%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	70.0%	14.6%	15.4%	0.0%	72.7%	11.0%	11.5%	4.8%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	85.3%	9.5%	5.3%	0.0%	89.4%	4.3%	4.3%	2.1%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	40.0%	0.0%	0.0%	80.0%	0.0%	20.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	72.2%	9.3%	18.5%	0.0%	74.1%	9.3%	14.8%	1.9%

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	68.8%	14.3%	16.7%	0.2%	73.5%	10.1%	12.1%	4.3%
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	68.8%	14.3%	16.7%	0.2%	73.5%	10.1%	12.1%	4.3%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	73.0%	13.2%	13.7%	0.0%	75.8%	9.4%	9.1%	5.7%
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	67.1%	14.7%	17.9%	0.3%	72.6%	10.4%	13.3%	3.8%

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	66.3%	14.4%	19.0%	0.3%	70.4%	11.1%	14.1%	4.4%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.6%	14.2%	13.2%	0.0%	78.3%	8.5%	9.1%	4.1%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	84.0%	8.0%	8.0%	0.0%	80.8%	11.5%	3.8%	3.8%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	53.1%	21.9%	25.0%	0.0%	71.0%	16.1%	9.7%	3.2%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	88.9%	0.0%	11.1%	0.0%	77.8%	11.1%	0.0%	11.1%

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

DLM (cont)

Grade 3 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*
White								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*
Black								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*
Male								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*
Female								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

DLM (cont)

Grade 3 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

DLM (cont)

Grade 3 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

DLM (cont)

Grade 3 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non Low Income								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	*	*	*	*	*	*	*	*
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	73.4%	17.4%	8.8%	0.3%	63.1%	12.8%	19.4%	4.6%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	72.4%	18.4%	8.9%	0.3%	62.5%	12.7%	19.7%	5.2%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.4%	19.9%	9.4%	0.3%	61.0%	13.5%	20.8%	4.7%
Male								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	73.3%	17.5%	8.9%	0.3%	63.1%	11.5%	20.3%	5.1%
Female								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	73.5%	17.4%	8.7%	0.4%	63.2%	15.6%	17.5%	3.6%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	74.8%	16.6%	8.1%	0.5%	63.9%	14.4%	18.3%	3.4%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	77.6%	14.5%	7.9%	0.0%	61.3%	8.0%	24.0%	6.7%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	83.3%	5.0%	11.7%	0.0%	75.0%	8.3%	11.7%	5.0%

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	73.4%	17.4%	8.8%	0.3%	63.1%	12.8%	19.4%	4.6%
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	73.4%	17.4%	8.8%	0.3%	63.1%	12.8%	19.4%	4.6%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	77.0%	14.8%	7.8%	0.5%	65.9%	11.9%	19.4%	2.8%
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	72.0%	18.5%	9.2%	0.3%	62.1%	13.2%	19.4%	5.3%

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	71.3%	19.1%	9.5%	0.2%	60.8%	14.9%	20.4%	3.9%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.6%	15.0%	7.8%	0.5%	66.7%	9.6%	17.9%	5.8%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	72.7%	15.2%	12.1%	0.0%	54.5%	24.2%	21.2%	0.0%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	68.0%	24.0%	8.0%	0.0%	64.0%	8.0%	24.0%	4.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	83.3%	8.3%	8.3%	0.0%	58.3%	8.3%	25.0%	8.3%

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

DLM (cont)

Grade 4 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Male								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Female								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

DLM (cont)

Grade 4 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

DLM (cont)

Grade 4 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

DLM (cont)

Grade 4 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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.
-

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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
School	76.7% *	65.9% *	89.7% *	* *	74.8% *	‡ *	78.6% *	‡ *	* *	* *	88.2% *	66.7% *
District	61.6% *	53.5% *	70.3% *	‡ *	64.8% *	36.8% *	52.6% *	78.3% *	‡ *	‡ *	59.8% *	33.9% *
State	29.9% *	25.5% *	34.7% *	50.5% *	39.4% *	12.1% *	18.4% *	58.6% *	38.7% *	23.5% *	33.6% *	12.9% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡ *	‡ *	‡ *	* *	* *	* *	‡ *
District	18.3% *	14.8% *	36.0% *	‡ *	* *	‡ *	‡ *
State	7.0% *	6.9% *	15.9% *	9.3% *	10.2% *	11.0% *	31.1% *

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
School	61.3% *	63.4% *	58.8% *	* *	60.7% *	‡ *	42.9% *	‡ *	* *	* *	64.7% *	38.1% *
District	57.0% *	59.6% *	53.9% *	‡ *	61.3% *	36.8% *	37.9% *	75.0% *	‡ *	‡ *	57.8% *	31.4% *
State	25.8% *	27.3% *	24.3% *	37.2% *	35.6% *	6.8% *	13.5% *	60.2% *	33.4% *	19.1% *	28.5% *	12.2% *

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

Proficiency (cont)

Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡ *	‡ *	‡ *	* *	* *	* *	‡ *
District	16.0% *	15.4% *	20.0% *	‡ *	* *	‡ *	‡ *
State	7.2% *	6.8% *	11.4% *	5.6% *	7.3% *	6.7% *	26.1% *

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
School	‡ *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	‡ *	* *	* *	‡ *	‡ *
District	73.0% *	73.0% *	73.0% *	‡ *	75.0% *	52.0% *	67.0% *	83.0% *	‡ *	‡ *	78.0% *	52.0% *
State	50.0% *	50.0% *	50.0% *	75.0% *	63.0% *	23.0% *	37.0% *	76.0% *	56.0% *	41.0% *	54.0% *	28.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡ *	‡ *	‡ *	* *	* *	* *	‡ *
District	26.0% *	30.0% *	40.0% *	‡ *	* *	‡ *	‡ *
State	17.0% *	16.0% *	33.0% *	22.0% *	19.0% *	24.0% *	54.0% *

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

Proficiency (cont)

ELA - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	80.7%	69.3%	94.4%	‡	78.7%	‡	82.7%	‡	‡	‡	92.9%	70.2%
District	63.8%	55.5%	72.5%	‡	67.2%	36.2%	54.6%	82.5%	‡	‡	62.3%	33.6%
State	30.9%	26.2%	35.8%	51.6%	40.8%	12.4%	19.0%	61.1%	40.0%	24.0%	34.2%	13.1%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	‡	‡	‡	‡	‡	‡
District	17.7%	15.6%	37.2%	‡	*	‡	‡
State	7.1%	7.1%	16.3%	9.2%	10.5%	10.7%	32.1%

Mathematics - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	64.6%	66.8%	61.9%	‡	63.9%	‡	45.1%	‡	‡	‡	68.1%	40.1%
District	59.0%	61.9%	55.6%	‡	63.7%	36.2%	39.0%	78.9%	‡	‡	60.3%	31.0%
State	26.6%	28.0%	25.0%	37.6%	36.8%	6.9%	13.9%	62.6%	34.4%	19.4%	28.9%	12.3%

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Proficiency (cont)

Mathematics - All Tests - Accountability

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	‡	‡	‡	‡	‡	‡
District	15.3%	15.6%	20.6%	‡	*	‡	‡
State	7.3%	7.0%	11.6%	5.5%	7.5%	6.4%	26.9%

Science - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	76.9%	76.9%	76.9%	‡	79.6%	54.9%	70.8%	87.7%	‡	‡	82.2%	55.1%
State	51.8%	51.7%	52.0%	74.8%	65.9%	23.4%	38.5%	79.4%	57.4%	41.6%	55.5%	28.9%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	‡	‡	‡	‡	‡	‡
District	27.6%	31.6%	43.1%	‡	*	‡	‡
State	18.0%	16.9%	34.1%	22.0%	19.0%	24.2%	56.0%

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Mean 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
School	60.6% 4,973	59.1% 2,658	62.6% 2,315	* *	56.2% 3,146	‡ ‡	‡ ‡	‡ ‡	* *	* *	75.6% 907	60.2% 782
District	56.1% 42,103	53.6% 21,216	58.9% 20,802	‡ ‡	56.6% 27,662	53.7% 1,934	52.8% 5,390	62.8% 2,826	‡ ‡	‡ ‡	55.0% 4,291	46.6% 8,020
State	50.0% 23,717,338	48.1% 11,693,654	52.0% 12,021,349	57.0% 2,335	51.2% 13,262,181	44.9% 2,826,582	48.0% 5,143,887	58.7% 1,428,782	51.2% 23,226	48.6% 45,870	49.9% 986,810	42.5% 3,707,063

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡
District	44.5% 3,962	52.8% 951	47.2% 1,653	‡ ‡	* *	‡ ‡	‡ ‡
State	40.2% 2,664,600	45.0% 2,435,298	46.5% 9,507,314	44.3% 347,058	45.1% 4,018	43.1% 117,964	49.2% 175,889

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Mean Growth Percentile - IAR (cont)

Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	52.1% 4,269	56.1% 2,579	46.9% 1,690	* *	50.6% 2,884	‡ ‡	‡ ‡	‡ ‡	* *	* *	55.9% 615	48.3% 628
District	50.5% 37,623	50.5% 19,964	50.3% 17,570	‡ ‡	50.3% 24,486	56.7% 1,984	47.3% 4,827	54.1% 2,433	‡ ‡	‡ ‡	51.2% 3,893	42.8% 7,320
State	49.9% 23,403,002	49.7% 11,949,676	50.1% 11,451,373	50.1% 1,953	50.8% 13,062,419	44.1% 2,704,988	49.2% 5,196,730	58.2% 1,401,896	53.7% 23,742	50.2% 46,477	49.5% 966,750	42.8% 3,669,151

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡
District	36.2% 3,183	46.3% 833	47.5% 1,662	‡ ‡	* *	‡ ‡	‡ ‡
State	40.2% 2,619,125	46.4% 2,468,626	46.9% 9,433,658	43.3% 331,759	44.9% 3,997	42.8% 115,342	49.2% 174,269

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

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
School	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	100.0% *	‡ *	* *	* *	100.0% *	100.0% *
District	98.4% *	98.6% *	98.1% *	‡ *	98.6% *	93.4% *	98.5% *	100.0% *	‡ *	‡ *	99.0% *	94.2% *
State	98.0% *	97.8% *	98.1% *	96.9% *	98.4% *	96.7% *	97.9% *	99.0% *	98.3% *	97.1% *	96.6% *	96.5% *

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	91.6% *	100.0% *	98.0% *
State	96.2% *	98.1% *	97.6% *

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
School	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	100.0% *	‡ *	* *	* *	100.0% *	100.0% *
District	98.4% *	98.6% *	98.1% *	‡ *	98.7% *	93.4% *	97.8% *	100.0% *	‡ *	‡ *	99.0% *	93.8% *
State	97.7% *	97.6% *	97.9% *	95.9% *	98.3% *	96.3% *	97.7% *	98.8% *	97.9% *	96.8% *	96.3% *	96.0% *

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Participation Rate (cont)

Mathematics - All Tests - Participation

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	90.8% *	96.3% *	98.0% *
State	95.7% *	97.9% *	97.3% *

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
School	‡ *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	‡ *	* *	* *	‡ *	‡ *
District	100.0% *	100.0% *	100.0% *	‡ *	100.0% *	100.0% *	100.0% *	100.0% *	‡ *	‡ *	100.0% *	100.0% *
State	98.0% *	97.9% *	98.0% *	94.7% *	98.5% *	96.6% *	97.6% *	99.1% *	98.2% *	96.7% *	97.7% *	96.9% *

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	100.0% *	100.0% *	100.0% *
State	97.0% *	98.0% *	97.4% *

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

Participation Rate (cont)

Overall IAR ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	100.0% *	‡ *	* *	* *	100.0% *	100.0% *
District	98.4% 954	98.6% 493	98.1% 459	‡ 2	98.5% 608	93.3% 56	98.4% 127	100.0% 58	‡ 1	‡ 2	99.0% 102	93.8% 212
State	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	90.5% 105	100.0% 26	98.0% 50
State	* *	* *	* *

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
School	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	100.0% *	‡ *	* *	* *	100.0% *	100.0% *
District	98.4% 954	98.6% 493	98.1% 459	‡ 2	98.7% 609	93.3% 56	97.7% 126	100.0% 58	‡ 1	‡ 2	99.0% 102	93.4% 211
State	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	89.7% 104	96.2% 25	98.0% 50
State	* *	* *	* *

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	100.0% 15	100.0% 10	‡ 5	* *	‡ 6	‡ 1	‡ 6	‡ 2	* *	* *	* *	100.0% 15
State	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	100.0% 15	‡ 1	* *
State	*	*	*

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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	100.0% 15	100.0% 10	‡ 5	* *	‡ 6	‡ 1	‡ 6	‡ 2	* *	* *	* *	100.0% 15
State	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	100.0% 15	‡ 1	* *
State	*	*	*

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

Participation Rate (cont)

Overall DLM Science - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	‡ 4	‡ 2	‡ 2	* *	‡ 3	* *	‡ 1	* *	* *	* *	* *	‡ 4
State	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

	Students with IEPs	English Learners	Low Income
School	*	*	*
	*	*	*
District	‡ 4	* *	* *
State	* *	* *	* *

Overall - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	100.0% 319	100.0% 165	100.0% 154	* *	100.0% 190	100.0% 23	100.0% 54	100.0% 18	‡ 1	‡ 1	100.0% 32	100.0% 80
State	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

	Students with IEPs	English Learners	Low Income
School	*	*	*
	*	*	*
District	100.0% 38	100.0% 10	100.0% 22
State	* *	* *	* *

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	0.0% *	‡ *	* *	* *	0.0% *	0.0% *
District	1.6% *	1.4% *	1.9% *	‡ *	1.4% *	6.6% *	1.5% *	0.0% *	‡ *	‡ *	1.0% *	5.8% *
State	2.0% *	2.2% *	1.9% *	3.1% *	1.6% *	3.3% *	2.1% *	1.0% *	1.7% *	2.9% *	3.4% *	3.5% *

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	8.4% *	0.0% *	2.0% *
State	3.8% *	1.9% *	2.4% *

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
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	0.0% *	‡ *	* *	* *	0.0% *	0.0% *
District	1.6% *	1.4% *	1.9% *	‡ *	1.3% *	6.6% *	2.2% *	0.0% *	‡ *	‡ *	1.0% *	6.2% *
State	2.3% *	2.4% *	2.1% *	4.1% *	1.7% *	3.7% *	2.3% *	1.2% *	2.1% *	3.2% *	3.7% *	4.0% *

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Participation Rate (cont)

Mathematics - All Tests - Non Participation

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	9.2% *	3.7% *	2.0% *
State	4.3% *	2.1% *	2.7% *

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
School	‡ *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	‡ *	* *	* *	‡ *	‡ *
District	0.0% *	0.0% *	0.0% *	‡ *	0.0% *	0.0% *	0.0% *	0.0% *	‡ *	‡ *	0.0% *	0.0% *
State	2.0% *	2.1% *	2.0% *	5.3% *	15% *	3.4% *	2.4% *	0.9% *	1.8% *	3.3% *	2.3% *	3.1% *

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	0.0% *	0.0% *	0.0% *
State	3.0% *	2.0% *	2.6% *

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

Participation Rate (cont)

Overall IAR ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	0.0% *	‡ *	* *	* *	0.0% *	0.0% *
District	1.6% *	1.4% *	1.9% *	‡ *	1.5% *	6.7% *	1.6% *	0.0% *	‡ *	‡ *	1.0% *	6.2% *
State	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	9.5% *	0.0% *	2.0% *
State	* *	* *	* *

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
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	0.0% *	‡ *	* *	* *	0.0% *	0.0% *
District	1.6% *	1.4% *	1.9% *	‡ *	1.3% *	6.7% *	2.3% *	0.0% *	‡ *	‡ *	1.0% *	6.6% *
State	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	10.3% *	3.8% *	2.0% *
State	* *	* *	* *

Asterisks (*) in the tables indicate either non-reported data or 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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	0.0%	0.0%	‡	*	‡	‡	‡	‡	*	*	*	0.0%
State	*	*	*	*	*	*	*	*	*	*	*	*

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

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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	0.0%	0.0%	‡	*	‡	‡	‡	‡	*	*	*	0.0%
State	*	*	*	*	*	*	*	*	*	*	*	*

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

Asterisks (*) in the tables indicate either non-reported data or 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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	*	‡	*	‡	*	*	*	*	‡
State	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	‡	*	*
State	*	*	*

Overall ISA - Non Participation

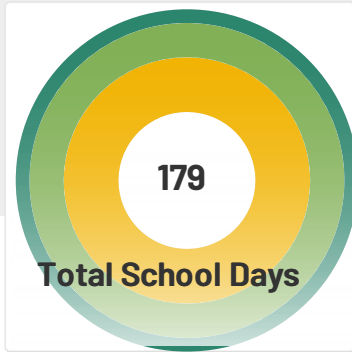
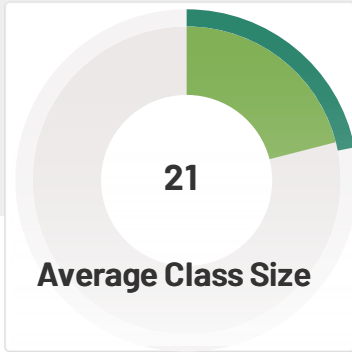
	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	‡	‡	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*	*	*

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

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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



No Data district's percentage of adequacy
Evidence-Based Funding

Illinois Youth Survey

What is it?

This confirms whether or not this school participated in the Illinois Youth Survey (IYS) for the school year. The Illinois Youth Survey is a self-report survey of eighth-, 10th-, and 12th-grade students conducted during the spring of even-numbered years. It is administered in school settings and designed to gather information about a variety of health and social indicators, including substance use patterns and attitudes of Illinois youth. IYS is supported by the Center for Prevention Research and Development (CPRD) at the University of Illinois at Urbana-Champaign. For more information, visit iys.cprd.illinois.edu. This indicator shows whether your school participated during the most recent administration year. CPRD provides all schools that participate in the Illinois Youth Survey a summary report of their results.

School did participate in Illinois Youth Survey	
School	No

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

School Environment

School Level Finances

What is it?

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

	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		
School	327	\$1,111	\$18,900	\$20,012	\$0	\$0	\$0	\$1,111	\$18,900	\$20,012	*	*
District	1,384	\$978	\$18,315	\$19,294	\$0	\$0	\$0	\$978	\$18,315	\$19,294	\$4,355,306	\$31,052,884

Asterisks (*) in the tables indicate either non-reported data or 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	86.5% \$23,889,295	2.9% \$790,288	3.9% \$1,074,405	2.6% \$731,117	4.1% \$1,120,197	\$27,605,302
State	60.6%	4.0%	21.3%	4.7%	9.5%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	49.3%	7.6%	28.6%	14.6%
State	48.2%	2.3%	29.1%	20.4%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	77.4% \$23,053,781	5.8% \$1,715,247	2.1% \$614,175	5.4% \$1,597,095	0.0% \$0	2.2% \$664,000	2.5% \$745,446	4.7% \$1,389,477	\$29,779,221
State	71.3%	7.1%	2.9%	8.5%	1.2%	1.9%	0.6%	6.5%	*

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

District Finances (cont)

Other Financial Indicators

	2019 Equalized Assessed Valuation per Pupil	2019 Total School Tax Rate per \$100	2020-21 Instructional Expenditure per Pupil	2020-21 Operating Expenditure per Pupil
District	\$439,636	4.2	\$11,580	\$19,419
State	*	*	\$9,703	\$16,029

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

	K	Grade 1	Grade 2	Grade 3	Grade 4	Overall
School	19	20	18	19	18	19
District	17	20	19	21	19	20
State	21	20	20	21	21	21

Asterisks (*) in the tables indicate either non-reported data or 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	
School	179
District	179
State	176

Health and Wellness

What is it?

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

Days PE per week	
School	4
District	4
State	4

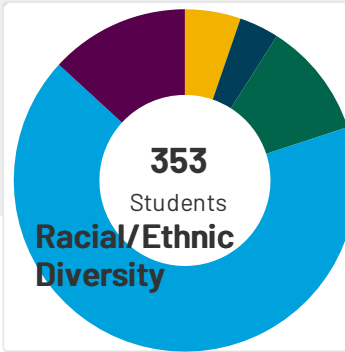
Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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.

353

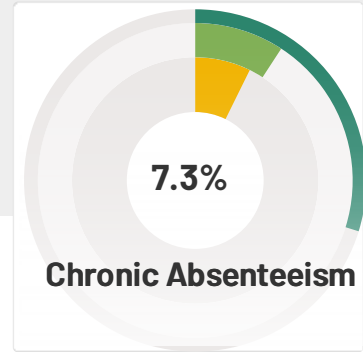
Student Enrollment



353
Students
**Racial/Ethnic
Diversity**

7.3%

Chronic Absenteeism



Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% 353	53.8% 190	46.2% 163	0.0% *	66.0% 233	3.7% 13	10.8% 38	6.2% 22	0.0% *	‡ ‡	13.0% 46	15.0% 53
District	100.0% 1,387	53.1% 736	46.9% 651	0.0% *	62.7% 870	5.3% 74	13.0% 181	6.8% 94	‡ ‡	‡ ‡	11.8% 164	22.4% 310
State	100.0% 1,869,325	51.4% 959,975	48.6% 909,276	0.0% 74	46.4% 866,540	16.6% 310,464	27.2% 508,549	5.4% 100,564	0.1% 1,851	0.3% 4,756	4.1% 76,601	20.3% 378,912

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	9.1% 32	4.0% 14	‡ ‡	0.0% *	0.0% *	0.0% *	‡ ‡
District	13.2% 183	3.3% 46	4.8% 66	‡ ‡	0.0% *	‡ ‡	‡ ‡
State	16.5% 307,555	13.7% 255,367	46.5% 869,330	2.0% 36,543	0.0% 343	0.7% 13,324	0.8% 14,220

By Grades

	K	Grade 1	Grade 2	Grade 3	Grade 4
School	55	77	72	58	91
District	102	138	152	124	181
State	124,808	126,801	127,437	127,217	129,338

Asterisks (*) in the tables indicate either non-reported data or 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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	8.5% 165,594	8.0% 79,982	9.1% 85,528	5.8% 84	7.2% 64,447	6.2% 20,363	9.7% 51,280	21.5% 22,540	15.2% 290	7.6% 368	7.8% 6,306	5.3% 18,800

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
State	2.8% 7,916	3.8% 10,296	6.7% 61,947	5.4% 2,318	1.6% 232

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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.5% 9,274	0.3% 3,409	0.6% 5,855	0.7% 10	0.5% 4,396	0.3% 1,144	0.5% 2,685	0.6% 637	0.4% 7	0.2% 11	0.5% 394	0.3% 1,060

Asterisks (*) in the tables indicate either non-reported data or 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 - ELA

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	0.1% 400	0.1% 400	0.3% 3,006	0.3% 149	0.1% 21

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
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	1.3% 24,369	1.4% 14,394	1.1% 9,946	2.0% 29	1.4% 12,824	0.3% 890	0.9% 4,686	4.4% 4,613	1.5% 29	1.2% 60	1.6% 1,267	0.6% 2,159

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	0.3% 808	0.6% 1,578	0.6% 5,252	0.3% 111	0.1% 19

Asterisks (*) in the tables indicate either non-reported data or 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 - Multiple Subjects

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	5.6% 108,934	5.0% 50,021	6.3% 58,870	2.9% 43	4.4% 39,069	4.5% 14,721	6.6% 34,997	15.0% 15,752	12.3% 235	5.0% 244	4.8% 3,916	3.2% 11,406

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
State	1.4% 4,007	1.8% 4,965	4.6% 42,912	3.4% 1,461	0.9% 126

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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.1% 1,280	0.1% 620	0.1% 660	0.0% 0	0.1% 607	0.1% 197	0.0% 104	0.2% 251	0.0% 0	0.0% 0	0.1% 121	0.0% 81

Asterisks (*) in the tables indicate either non-reported data or 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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	0.0% 26	0.0% 42	0.0% 289	0.0% 2	0.0% 1

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
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	22.2% 136,701	18.8% 59,465	25.7% 76,999	31.9% 237	23.2% 66,464	12.6% 12,696	20.5% 35,457	51.9% 16,825	32.4% 210	17.6% 262	22.2% 4,787	9.3% 11,353

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	2.8% 2,484	6.8% 3,404	14.8% 40,874	7.6% 1,138	2.9% 94

Asterisks (*) in the tables indicate either non-reported data or 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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	1.0% 6,054	0.7% 2,344	1.2% 3,710	0.0% 0	0.4% 1,090	1.6% 1,644	1.6% 2,808	1.1% 355	1.8% 12	1.5% 23	0.6% 122	0.5% 590

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
State	0.2% 189	0.4% 197	1.4% 3,902	1.0% 154	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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	26.9% 383	25.6% 195	28.0% 184	‡ ‡	28.1% 252	24.7% 20	26.6% 49	29.5% 28	‡ ‡	*	20.1% 33	21.7% 68
State	19.8% 384,714	18.1% 180,719	21.6% 203,343	44.7% 652	21.8% 194,193	13.3% 43,602	17.9% 94,705	34.4% 36,095	23.9% 455	17.0% 828	18.3% 14,836	11.6% 41,302

Asterisks (*) in the tables indicate either non-reported data or 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 course designated as Enriched or Honors

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	13.3% 24	‡	26.6% 17	‡	*
State	6.3% 17,755	6.0% 16,214	13.5% 125,534	10.4% 4,460	4.3% 639

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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	13.1% 80,917	13.0% 41,004	13.3% 39,900	1.7% 13	16.9% 48,578	8.5% 8,542	9.3% 16,045	14.9% 4,849	9.4% 61	9.1% 135	12.5% 2,707	8.5% 10,392

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
State	6.5% 5,733	5.9% 2,960	8.9% 24,704	8.0% 1,196	4.4% 146

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Gifted Students

What is it?

This shows the number and percentage of students who have been assessed for giftedness. The current guidelines within which gifted education programs operate was established with reauthorization of the Elementary and Secondary Education Act in 1988 and passage of the Jacob Javits Gifted and Talented Students Education Act. At the federal level, the program supports "evidence-based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools nationwide to identify gifted and talented students and meet their special educational needs." Within Illinois, school districts define both the criteria for "giftedness" and the assessments used to measure it, and self-report data on their programs of gifted education.

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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	6.5% 125,984	6.4% 64,278	6.6% 61,684	1.5% 22	6.7% 59,326	4.1% 13,504	5.0% 26,428	18.7% 19,584	7.2% 137	6.9% 337	8.2% 6,668	5.7% 20,436

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
State	4.9% 13,939	5.4% 14,653	4.3% 39,577	2.4% 1,025	2.6% 378

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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.8% 15,425	0.8% 7,974	0.8% 7,447	0.3% 4	0.9% 7,868	0.3% 893	0.5% 2,539	3.1% 3,215	0.6% 12	1.0% 47	1.0% 851	0.5% 1,859

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Gifted Students (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	0.4% 997	0.4% 972	0.3% 3,030	0.1% 55	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
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	2.4% 46,332	2.4% 23,874	2.4% 22,449	0.6% 9	2.5% 21,975	0.9% 2,920	1.3% 6,782	11.5% 12,042	3.3% 63	2.0% 98	3.0% 2,452	1.3% 4,476

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	0.6% 1,599	0.5% 1,279	0.9% 8,598	0.4% 184	0.1% 20

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Gifted Students (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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.5% 8,965	0.5% 4,706	0.5% 4,258	0.1% 1	0.5% 4,393	0.1% 390	0.2% 1,124	2.3% 2,463	0.5% 9	0.5% 23	0.7% 563	0.2% 726

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
State	0.1% 255	0.1% 171	0.1% 1,352	0.0% 17	0.0% 2

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
School	*	100.0% 14	0.0% *	* *
District	*	100.0% 42	4.8% *	* 1
State	*	100.0% 229,014	6.1% *	* 47,572

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Student Attendance

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	95.4%	95.3%	95.5%	*	95.6%	95.9%	93.4%	97.3%	*	84.5%	95.0%	93.6%
District	94.9%	94.9%	94.8%	93.2%	95.0%	94.7%	93.4%	96.8%	98.0%	88.6%	94.9%	93.0%
State	90.8%	90.9%	90.8%	93.0%	92.8%	86.5%	89.4%	94.2%	91.3%	89.5%	90.7%	88.8%

	Students with IEPs	English Learners	Low Income
School	93.6%	90.9%	85.8%
District	93.7%	93.5%	90.8%
State	88.4%	90.1%	88.1%

Asterisks (*) in the tables indicate either non-reported data or 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
School	‡	‡	‡	*	‡	‡	‡	‡	*	‡	‡	‡
District	1.4%	1.6%	‡	‡	1.4%	‡	‡	‡	‡	‡	‡	‡
State	7.6%	7.9%	7.3%	2.9%	5.2%	13.8%	7.7%	7.1%	9.6%	10.2%	8.9%	7.2%

	Students with IEPs	English Learners	Low Income	Homeless
School	‡	‡	‡	*
District	‡	‡	‡	‡
State	8.0%	9.5%	10.2%	25.7%

Asterisks (*) in the tables indicate either non-reported data or 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
School	7.3%	8.4%	‡	*	‡	‡	‡	‡	*	‡	‡	‡
District	9.2%	9.1%	9.3%	‡	7.7%	‡	15.5%	‡	‡	‡	10.4%	17.2%
State	29.8%	29.5%	30.2%	20.9%	21.2%	47.9%	36.1%	15.8%	28.0%	36.4%	30.6%	37.3%

	Students with IEPs	English Learners	Low Income
School	‡	‡	‡
District	16.9%	‡	35.6%
State	38.9%	34.5%	42.0%

By Grades

	K	Grade 1	Grade 2	Grade 3	Grade 4
School	‡	‡	‡	‡	‡
District	*	7.9%	8.4%	7.2%	6.4%
State	*	29.2%	26.5%	24.3%	23.4%

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Dropout Rate

What is it?

This shows the percentage of students who are removed from the local enrollment roster before the end of a school term. Dropouts include students in Grades 9-12 whose names have been removed for any reason, including moved not known to be continuing, transfer to GED-program, and aged out. The percentage does not include death, extended illness, graduation/completion of a program of studies, transfer to another public/private/home school, or expulsion.

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	3.3%	3.9%	2.8%	0.3%	2.6%	5.4%	3.7%	0.7%	2.5%	4.7%	4.4%	3.0%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant
School	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	3.6%	4.3%	5.1%	9.6%	12.6%

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Chronically Truant Students

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
School	‡	‡	‡	*	‡	‡	‡	‡	*	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	22.1%	22.2%	22.0%	7.2%	8.6%	50.2%	30.9%	7.9%	20.5%	28.8%	19.8%	25.5%

	Students with IEPs	English Learners	Low Income
School	‡	‡	‡
District	‡	‡	‡
State	27.8%	29.4%	36.1%

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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

*Federal waivers issued in 2020 and 2021 impacted accountability. For more information, see www.isbe.net/summative.

Summative Designation Commendable School

A school that has **no underperforming student groups**, a graduation rate greater than 67%, and whose performance is **not in the top 10%** of schools statewide.

No Data

School Improvement
Funds

Eligible, but
Not a
Participant in
Title One
Program

Title I Status

Title I Status

What is it?

Title I Status indicates if an entity receives funds from the Title I grant. If an entity receives Title I funds, their status can be "Title I Targeted" or "Title I Schoolwide." Title I Targeted assistance programs must focus services to identify students most at risk of failing through multiple objective criteria. Services, including supplies, must ONLY focus on those students identified. Title I Schoolwide programs may focus services to the entire school. Schoolwide Title I Status is defined as a school with 40 percent or greater of the students enrolled classified as low income. Schoolwide programs are not required to identify students at risk and thus may focus their funding and efforts on raising achievement of the whole school.

Title I Status	
School	Eligible, but Not a Participant in Title One Program

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

School Improvement Funds

What is it?

Funds authorized under Title I, Part A, Section 1003 School Improvement of ESSA are allocated on a formula basis to LEAs serving the state’s lowest-performing schools that are implementing comprehensive support and improvement activities or the state’s underperforming schools that are implementing targeted support and improvement activities. School Improvement funds are disbursed by the Illinois State Board of Education to eligible LEAs via the IL-EMPOWER Grant to assist schools in improvement status develop, implement, and monitor effective School Improvement Plans. The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status. LEAs use school improvement funding for the following types of planning and implementation activities:

- Contracting for professional services from state-approved learning partners.
- Conducting school-level needs assessments.
- Analyzing data.
- Identifying resource inequities.
- Researching and implementing evidence-based interventions.
- Purchasing standards-aligned curriculum and materials.
- Purchasing and administering local assessments for progress monitoring.
- Paying school personnel to collaborate and to develop, implement, and monitor School Improvement Plans.

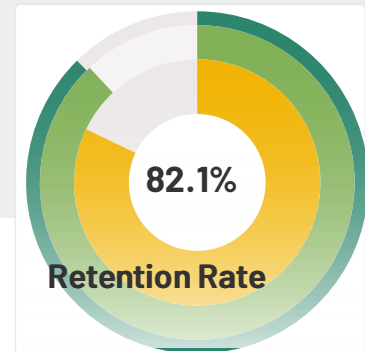
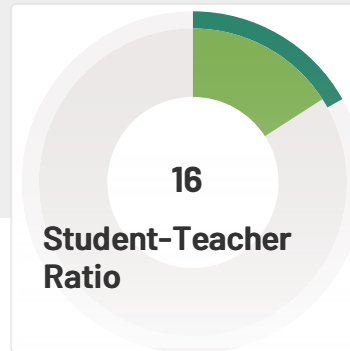
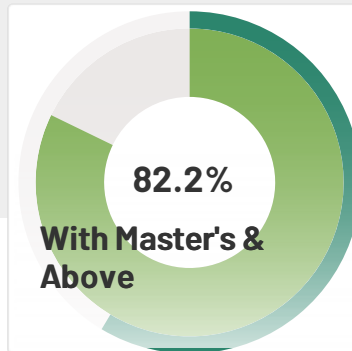
Schools Who Receive Title I School Improvement - 1003(a) Funds

School Year First Identified As Needing Support	Title I School Improvement - 1003(a) Funds Received for Previous School Year	Level of Support	Reason for Receiving Title I School Improvement - 1003(a) Funds

Asterisks (*) in the tables indicate either non-reported data or 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.

	Average Teaching Experience	With Bachelor's Degrees	With Master's & Above	Attendance Rate	Evaluation Rate
School	*	*	*	*	*
District	15	17.8%	82.2%	54.4%	*
State	*	40.6%	58.6%	66.1%	97.2%

Asterisks (*) in the tables indicate either non-reported data or 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	\$71,694
State	\$72,316

Asterisks (*) in the tables indicate either non-reported data or 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
School	All	82.1% 64	83.3% 60	* *	* *	0.0% 0	* *	* *	80.0% 4	* *
	Male	84.6% 11	90.9% 10	* *	* *	* *	* *	* *	50.0% 1	* *
	Female	81.5% 53	82.0% 50	* *	* *	0.0% 0	* *	* *	100.0% 3	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	88.0% 287	88.7% 267	100.0% 8	0.0% 0	40.0% 2	* *	100.0% 3	87.5% 7	* *
	Male	86.4% 57	90.3% 56	* *	0.0% 0	0.0% 0	* *	* *	50.0% 1	* *
	Female	88.5% 230	88.3% 211	100.0% 8	* *	50.0% 2	* *	100.0% 3	100.0% 6	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	87.6% 311,523	88.1% 262,637	81.8% 15,332	87.4% 21,752	87.6% 4,957	86.4% 184	85.5% 691	85.0% 2,323	82.6% 3,647
	Male	89.1% 73,837	89.8% 63,050	81.2% 3,038	87.3% 4,993	88.5% 1,159	87.5% 56	87.6% 169	87.1% 594	81.7% 778
	Female	87.2% 237,686	87.6% 199,587	81.9% 12,294	87.5% 16,759	87.3% 3,798	85.9% 128	84.9% 522	84.3% 1,729	82.9% 2,869
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Full-Time Equivalents

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
School	All	100.0% 27.3	92.7% 25.3	*	*	*	*	*	7.3% 2	*
	Male	18.3% 5	15.8% 4	*	*	*	*	*	50.0% 1	*
	Female	81.7% 22.3	84.2% 21.3	*	*	*	*	*	50.0% 1	*
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 119.2	91.6% 109.2	3.4% 4	*	1.7% 2	*	0.8% 1	2.5% 3	*
	Male	18.2% 21.8	19.0% 20.8	*	*	*	*	*	33.3% 1	*
	Female	81.8% 97.4	81.0% 88.4	100.0% 4	*	100.0% 2	*	100.0% 1	66.7% 2	*
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 134887.1	81.3% 109693.6	6.0% 8130.5	8.0% 10848.3	1.8% 2472.7	0.1% 83.5	0.2% 319.7	0.8% 1125.1	1.6% 2213.8
	Male	23.3% 31433.8	23.6% 25853.6	21.4% 1741.5	22.6% 2449.9	22.4% 554.9	29.7% 24.8	22.9% 73.3	24.0% 270.5	21.0% 465.5
	Female	76.7% 103453.3	76.4% 83840	78.6% 6389	77.4% 8398.4	77.6% 1917.8	70.3% 58.7	77.1% 246.5	76.0% 854.6	79.0% 1748.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Teachers with Gifted Endorsement

Teachers with Gifted Endorsement	
School	*
District	1
State	1,247

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

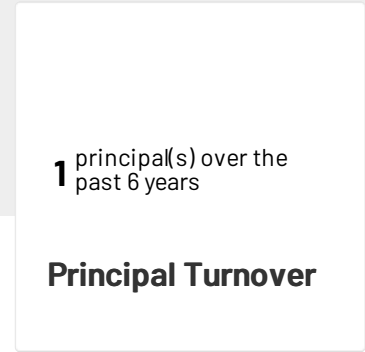
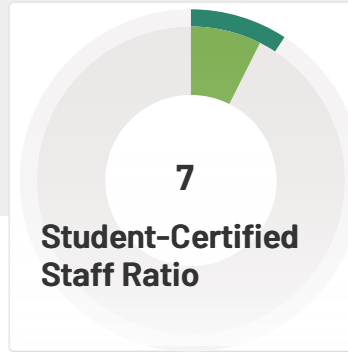
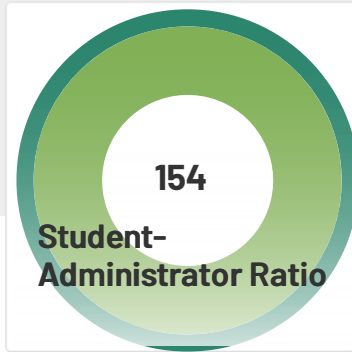
National Board Certified Teachers

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Male	Female	Non Binary	Unknown
School	2	1	*	*	*	*	*	1	*	2	*	*
District	4	2	*	*	1	*	*	1	*	4	*	*
State	2,513	2,027	150	203	68	1	6	29	484	2,029	*	*

Asterisks (*) in the tables indicate either non-reported data or 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	154
State	9	147

Asterisks (*) in the tables indicate either non-reported data or 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	
School	1
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	\$161,019
State	\$116,206

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
School	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
District	0.2%	0.0%	0.0%	0.0%	0.0%	3.6%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Civil Rights Data Collection

(2017-18)

Student Environment (cont)

School	Number of Schools with Incidents of Violence		
	Rate of Incidents of Violence	Firearm	Homicide
School	0.0%	0	0
District	0.0%	0	0
State	2.2%	153	5

Academic Environment

What is it?

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

School	Advanced Placement Course Work			
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
School	0.0% 0	0.0% 0	0.0% 0	0.0% 0
District	2.3% 33	0.0% 0	0.0% 0	0.0% 0
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.