

Streator ESD 44

District Superintendent

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2022 - 2023

District Provided Statement

Not available.

About the Report Card

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

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

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

District Snapshot

Percent of Adequacy : 70.2%

Chronic Absenteeism : 35.7%

Principal Turnover : 2

Schools in District : 3

Senate District : 38 **House District :** 76

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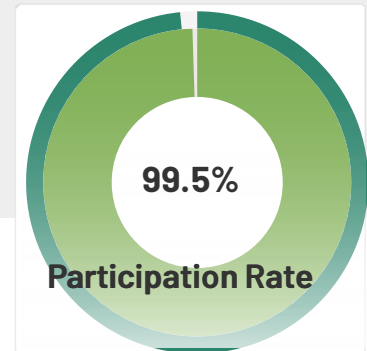
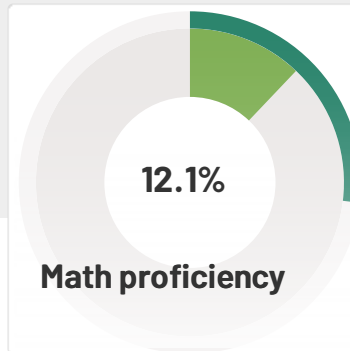
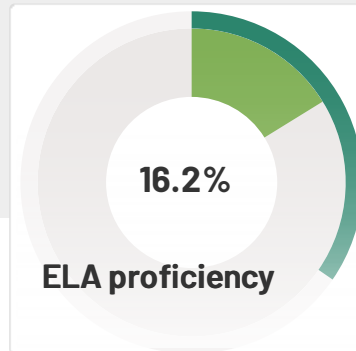
**142 | Civil Rights Data Collection
(2017-18)**

144 | NAEP

Date: 02/12/24 15:38:13 -06:00

About the data

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



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										
District	49.4%	21.3%	15.0%	11.9%	2.5%	25.2%	28.9%	28.3%	15.1%	2.5%
State	31.2%	19.4%	20.5%	27.1%	1.7%	19.9%	23.5%	23.6%	26.8%	6.2%
White										
District	51.9%	18.3%	12.5%	14.4%	2.9%	25.2%	27.2%	26.2%	19.4%	1.9%
State	19.7%	18.5%	24.0%	35.6%	2.3%	10.5%	19.0%	25.5%	36.4%	8.7%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	50.3%	21.1%	15.4%	12.8%	0.4%	39.5%	28.8%	19.8%	11.0%	0.9%
Hispanic										
District	42.9%	22.9%	25.7%	8.6%	0.0%	22.9%	25.7%	40.0%	8.6%	2.9%
State	43.6%	21.6%	17.7%	16.5%	0.7%	27.2%	30.6%	23.8%	16.4%	2.0%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.0%	12.1%	20.0%	48.4%	5.5%	5.8%	12.1%	19.6%	42.6%	19.9%
Male										
District	55.3%	20.0%	14.1%	10.6%	0.0%	28.6%	28.6%	25.0%	16.7%	1.2%
State	34.4%	20.1%	20.5%	23.8%	1.1%	19.8%	21.9%	22.9%	28.1%	7.3%
Female										
District	42.7%	22.7%	16.0%	13.3%	5.3%	21.3%	29.3%	32.0%	13.3%	4.0%
State	27.9%	18.6%	20.5%	30.6%	2.4%	20.0%	25.1%	24.3%	25.5%	5.1%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	33.3%	0.0%	33.3%	33.3%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%

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

Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	20.0%	20.0%	26.0%	33.0%	1.0%	16.0%	23.0%	20.0%	33.0%	8.0%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	48.3%	17.7%	17.4%	15.6%	0.9%	29.3%	23.5%	25.0%	19.5%	2.7%
Two or More Races										
District	50.0%	33.3%	8.3%	8.3%	0.0%	33.3%	50.0%	8.3%	8.3%	0.0%
State	27.7%	17.9%	21.2%	30.6%	2.7%	18.7%	21.6%	22.7%	29.0%	7.9%
Students with Disabilities										
District	85.7%	14.3%	0.0%	0.0%	0.0%	58.8%	26.5%	8.8%	5.9%	0.0%
State	55.2%	18.9%	13.7%	11.6%	0.6%	39.4%	25.8%	17.4%	14.7%	2.8%
Students with IEPs										
District	84.8%	15.2%	0.0%	0.0%	0.0%	62.5%	25.0%	9.4%	3.1%	0.0%
State	61.2%	18.5%	11.6%	8.3%	0.3%	44.1%	26.2%	15.7%	12.0%	2.0%
Non-IEP										
District	40.2%	22.8%	18.9%	15.0%	3.1%	15.7%	29.9%	33.1%	18.1%	3.1%
State	25.9%	19.5%	22.1%	30.5%	2.0%	15.6%	23.0%	25.0%	29.5%	7.0%
English Learners										
District	47.1%	23.5%	29.4%	0.0%	0.0%	17.6%	29.4%	41.2%	11.8%	0.0%
State	50.3%	21.7%	16.1%	11.7%	0.2%	29.2%	30.9%	23.3%	15.1%	1.4%
Non-English Learners										
District	49.7%	21.0%	13.3%	13.3%	2.8%	26.1%	28.9%	26.8%	15.5%	2.8%
State	26.8%	18.8%	21.5%	30.7%	2.1%	17.7%	21.7%	23.7%	29.6%	7.3%

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Academic Progress

IAR (cont)

Grade 3

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	54.0%	24.8%	9.7%	10.6%	0.9%	30.4%	31.3%	25.9%	8.9%	3.6%
State	44.7%	22.0%	17.8%	15.1%	0.5%	30.5%	29.5%	22.8%	15.5%	1.7%
Non Low Income										
District	38.3%	12.8%	27.7%	14.9%	6.4%	12.8%	23.4%	34.0%	29.8%	0.0%
State	17.2%	16.7%	23.3%	39.7%	3.1%	8.9%	17.1%	24.5%	38.6%	10.9%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	58.9%	19.7%	12.5%	8.7%	0.2%	44.3%	27.6%	17.7%	9.8%	0.6%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	55.5%	22.7%	13.5%	8.2%	0.1%	41.4%	29.5%	19.3%	9.4%	0.4%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	24.5%	20.5%	21.1%	31.9%	2.0%	16.4%	22.7%	24.4%	31.3%	5.2%

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	25.3%	25.9%	30.2%	14.8%	3.7%	22.2%	30.9%	27.8%	18.5%	0.6%
State	18.5%	21.2%	25.0%	28.1%	7.3%	20.0%	25.5%	26.7%	24.8%	2.9%
White										
District	17.9%	25.5%	36.8%	14.2%	5.7%	17.0%	29.2%	33.0%	19.8%	0.9%
State	10.4%	17.3%	26.8%	35.8%	9.8%	10.3%	20.5%	30.9%	34.5%	3.8%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	33.1%	28.7%	22.0%	14.1%	2.0%	41.2%	32.8%	18.4%	7.4%	0.3%
Hispanic										
District	24.2%	33.3%	24.2%	18.2%	0.0%	18.2%	45.5%	18.2%	18.2%	0.0%
State	26.4%	25.8%	24.6%	20.1%	3.1%	27.3%	33.0%	25.2%	13.6%	0.7%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	6.8%	10.6%	20.7%	42.3%	19.6%	5.2%	11.5%	23.7%	46.8%	12.8%
Male										
District	27.2%	25.9%	34.6%	9.9%	2.5%	23.5%	24.7%	25.9%	25.9%	0.0%
State	20.8%	22.5%	25.1%	26.0%	5.7%	20.0%	23.5%	26.1%	26.8%	3.5%
Female										
District	23.5%	25.9%	25.9%	19.8%	4.9%	21.0%	37.0%	29.6%	11.1%	1.2%
State	16.0%	19.8%	24.9%	30.3%	9.0%	20.0%	27.7%	27.2%	22.8%	2.3%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	10.0%	0.0%	30.0%	40.0%	20.0%	10.0%	10.0%	20.0%	60.0%	0.0%

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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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	15.5%	14.5%	28.2%	25.5%	16.4%	14.5%	20.9%	26.4%	33.6%	4.5%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	21.4%	20.5%	26.3%	25.0%	6.8%	25.2%	25.2%	21.6%	24.8%	3.2%
Two or More Races										
District	56.3%	18.8%	6.3%	18.8%	0.0%	43.8%	25.0%	12.5%	18.8%	0.0%
State	15.9%	20.3%	24.7%	29.3%	9.9%	18.4%	24.4%	26.0%	27.0%	4.2%
Students with Disabilities										
District	64.7%	20.6%	5.9%	5.9%	2.9%	55.9%	29.4%	5.9%	8.8%	0.0%
State	42.0%	25.7%	17.1%	12.5%	2.6%	41.5%	27.2%	17.7%	12.3%	1.3%
Students with IEPs										
District	70.0%	20.0%	6.7%	0.0%	3.3%	63.3%	26.7%	6.7%	3.3%	0.0%
State	49.2%	26.4%	14.4%	8.4%	1.6%	47.8%	27.6%	15.1%	8.7%	0.7%
Non-IEP										
District	15.2%	27.3%	35.6%	18.2%	3.8%	12.9%	31.8%	32.6%	22.0%	0.8%
State	13.0%	20.3%	26.9%	31.6%	8.3%	15.1%	25.2%	28.8%	27.7%	3.3%
English Learners										
District	29.4%	29.4%	17.6%	23.5%	0.0%	29.4%	47.1%	11.8%	11.8%	0.0%
State	32.9%	28.1%	23.3%	14.5%	1.2%	30.9%	34.2%	23.5%	11.0%	0.3%
Non-English Learners										
District	24.8%	25.5%	31.7%	13.8%	4.1%	21.4%	29.0%	29.7%	19.3%	0.7%
State	15.2%	19.6%	25.4%	31.1%	8.7%	17.5%	23.5%	27.4%	28.0%	3.5%

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Academic Progress

IAR (cont)

Grade 4

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	30.3%	24.8%	29.4%	13.8%	1.8%	27.5%	32.1%	27.5%	11.9%	0.9%
State	27.9%	27.0%	24.6%	18.1%	2.4%	30.8%	32.5%	23.9%	12.3%	0.6%
Non Low Income										
District	15.1%	28.3%	32.1%	17.0%	7.5%	11.3%	28.3%	28.3%	32.1%	0.0%
State	8.7%	15.2%	25.4%	38.4%	12.3%	8.9%	18.4%	29.6%	37.8%	5.4%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	40.9%	27.9%	19.5%	10.4%	1.2%	45.9%	29.8%	17.6%	6.6%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.6%	25.6%	20.0%	13.7%	1.1%	42.6%	30.7%	19.1%	7.6%	0.0%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.6%	19.3%	24.9%	32.5%	8.7%	15.8%	23.5%	29.4%	28.5%	2.8%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	18.5%	19.2%	35.4%	26.9%	0.0%	22.3%	43.8%	23.1%	10.0%	0.8%
State	16.8%	21.3%	26.7%	32.1%	3.1%	20.7%	28.7%	25.0%	21.7%	3.9%
White										
District	18.4%	18.4%	32.9%	30.3%	0.0%	21.1%	39.5%	27.6%	10.5%	1.3%
State	9.3%	16.7%	28.1%	41.8%	4.1%	11.2%	23.9%	29.7%	30.4%	4.9%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	30.2%	30.0%	24.3%	15.0%	0.5%	42.0%	34.9%	16.5%	6.2%	0.4%
Hispanic										
District	23.7%	15.8%	36.8%	23.7%	0.0%	23.7%	50.0%	15.8%	10.5%	0.0%
State	24.2%	26.4%	27.0%	21.3%	1.1%	27.3%	36.4%	23.2%	12.0%	1.1%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	5.5%	9.9%	21.4%	51.9%	11.3%	5.3%	13.8%	21.6%	41.7%	17.5%
Male										
District	17.2%	21.9%	35.9%	25.0%	0.0%	23.4%	37.5%	29.7%	7.8%	1.6%
State	19.1%	22.4%	26.6%	29.7%	2.3%	21.4%	27.1%	23.6%	23.1%	4.8%
Female										
District	19.7%	16.7%	34.8%	28.8%	0.0%	21.2%	50.0%	16.7%	12.1%	0.0%
State	14.5%	20.1%	26.9%	34.5%	3.9%	19.9%	30.4%	26.5%	20.2%	3.0%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	5.3%	10.5%	26.3%	47.4%	10.5%	10.5%	26.3%	15.8%	42.1%	5.3%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	11.6%	15.5%	27.1%	41.9%	3.9%	14.8%	27.3%	25.8%	31.3%	0.8%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	18.5%	31.4%	26.4%	21.8%	2.0%	24.1%	36.3%	22.1%	14.5%	3.0%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	15.3%	19.6%	26.3%	34.3%	4.4%	19.9%	28.0%	23.7%	22.7%	5.8%
Students with Disabilities										
District	56.7%	20.0%	16.7%	6.7%	0.0%	43.3%	43.3%	10.0%	3.3%	0.0%
State	39.9%	26.5%	18.5%	14.1%	1.0%	42.3%	29.9%	15.7%	10.3%	1.7%
Students with IEPs										
District	71.4%	23.8%	4.8%	0.0%	0.0%	57.1%	42.9%	0.0%	0.0%	0.0%
State	48.2%	28.1%	15.0%	8.3%	0.5%	49.9%	30.0%	12.7%	6.4%	0.9%
Non-IEP										
District	8.3%	18.3%	41.3%	32.1%	0.0%	15.6%	44.0%	27.5%	11.9%	0.9%
State	11.3%	20.1%	28.8%	36.2%	3.6%	15.5%	28.5%	27.2%	24.4%	4.4%
English Learners										
District	20.0%	13.3%	53.3%	13.3%	0.0%	13.3%	80.0%	6.7%	0.0%	0.0%
State	35.8%	32.9%	23.2%	7.9%	0.2%	35.8%	40.2%	18.4%	5.2%	0.3%
Non-English Learners										
District	18.3%	20.0%	33.0%	28.7%	0.0%	23.5%	39.1%	25.2%	11.3%	0.9%
State	13.3%	19.1%	27.4%	36.6%	3.7%	17.8%	26.6%	26.3%	24.8%	4.6%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	25.6%	25.6%	32.1%	16.7%	0.0%	29.5%	50.0%	15.4%	5.1%	0.0%
State	25.9%	27.7%	26.7%	18.9%	0.8%	31.9%	35.5%	21.5%	10.3%	0.8%
Non Low Income										
District	7.7%	9.6%	40.4%	42.3%	0.0%	11.5%	34.6%	34.6%	17.3%	1.9%
State	7.6%	14.7%	26.7%	45.5%	5.5%	9.2%	21.8%	28.7%	33.3%	7.0%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.9%	29.5%	20.8%	10.6%	0.3%	46.8%	33.5%	14.0%	5.5%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	33.8%	29.3%	23.7%	13.0%	0.3%	41.7%	33.6%	17.0%	7.6%	0.1%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	12.7%	17.7%	27.4%	37.2%	4.9%	13.5%	27.8%	30.5%	24.4%	3.8%

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

Academic Progress

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	28.1%	31.3%	24.4%	16.3%	0.0%	32.5%	34.4%	25.0%	8.1%	0.0%
State	16.3%	21.8%	27.8%	30.3%	3.9%	22.0%	28.0%	26.5%	20.5%	2.9%
White										
District	22.7%	35.1%	25.8%	16.5%	0.0%	26.8%	28.9%	34.0%	10.3%	0.0%
State	9.0%	17.3%	29.4%	39.0%	5.3%	12.3%	23.5%	31.9%	28.8%	3.6%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	29.3%	29.9%	25.1%	14.9%	0.9%	42.2%	35.1%	17.0%	5.4%	0.3%
Hispanic										
District	30.2%	30.2%	27.9%	11.6%	0.0%	41.9%	37.2%	16.3%	4.7%	0.0%
State	23.0%	27.3%	27.9%	20.3%	1.5%	29.8%	34.7%	23.9%	10.9%	0.7%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	5.3%	8.7%	21.4%	52.4%	12.1%	5.6%	12.4%	22.7%	43.2%	16.1%
Male										
District	30.3%	36.0%	19.1%	14.6%	0.0%	31.5%	38.2%	22.5%	7.9%	0.0%
State	19.4%	24.0%	27.8%	26.3%	2.5%	22.7%	26.8%	25.5%	21.6%	3.4%
Female										
District	25.4%	25.4%	31.0%	18.3%	0.0%	33.8%	29.6%	28.2%	8.5%	0.0%
State	13.0%	19.4%	27.7%	34.5%	5.4%	21.3%	29.4%	27.5%	19.3%	2.5%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	4.8%	14.3%	38.1%	38.1%	4.8%	9.5%	28.6%	33.3%	23.8%	4.8%

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Academic Progress

IAR (cont)

Grade 6

ELA					Mathematics					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	12.3%	19.6%	29.7%	33.3%	5.1%	22.5%	22.5%	34.1%	19.6%	1.4%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	24.4%	25.1%	25.8%	19.9%	4.9%	30.0%	31.7%	21.6%	13.6%	3.1%
Two or More Races										
District	36.4%	27.3%	9.1%	27.3%	0.0%	27.3%	63.6%	0.0%	9.1%	0.0%
State	14.9%	20.2%	27.2%	32.9%	4.8%	21.0%	27.2%	25.9%	21.9%	4.0%
Students with Disabilities										
District	64.7%	23.5%	5.9%	5.9%	0.0%	55.9%	29.4%	8.8%	5.9%	0.0%
State	39.5%	28.0%	19.1%	12.3%	1.1%	42.5%	31.6%	15.8%	9.0%	1.1%
Students with IEPs										
District	80.8%	15.4%	3.8%	0.0%	0.0%	69.2%	23.1%	3.8%	3.8%	0.0%
State	48.7%	29.6%	14.7%	6.6%	0.4%	50.4%	32.4%	11.8%	4.8%	0.5%
Non-IEP										
District	17.9%	34.3%	28.4%	19.4%	0.0%	25.4%	36.6%	29.1%	9.0%	0.0%
State	10.8%	20.5%	29.9%	34.3%	4.5%	17.3%	27.3%	28.9%	23.1%	3.3%
English Learners										
District	47.1%	35.3%	11.8%	5.9%	0.0%	52.9%	35.3%	11.8%	0.0%	0.0%
State	38.1%	35.0%	21.1%	5.6%	0.1%	43.0%	39.1%	14.8%	2.9%	0.1%
Non-English Learners										
District	25.9%	30.8%	25.9%	17.5%	0.0%	30.1%	34.3%	26.6%	9.1%	0.0%
State	12.7%	19.6%	28.8%	34.3%	4.5%	18.6%	26.2%	28.4%	23.4%	3.4%

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Academic Progress

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	34.7%	31.7%	24.8%	8.9%	0.0%	42.6%	36.6%	17.8%	3.0%	0.0%
State	24.8%	28.4%	27.4%	18.3%	1.2%	33.3%	34.6%	22.3%	9.2%	0.6%
Non Low Income										
District	16.9%	30.5%	23.7%	28.8%	0.0%	15.3%	30.5%	37.3%	16.9%	0.0%
State	7.7%	15.1%	28.2%	42.4%	6.6%	10.7%	21.4%	30.7%	31.9%	5.3%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	36.8%	29.5%	22.1%	11.0%	0.6%	46.2%	33.0%	16.9%	3.8%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.3%	33.7%	21.8%	11.7%	0.5%	40.3%	39.2%	17.0%	3.6%	0.0%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	13.3%	21.4%	28.2%	32.1%	5.0%	18.2%	26.8%	28.6%	24.7%	1.8%

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Academic Progress

IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	24.5%	32.2%	28.7%	13.3%	1.4%	28.0%	41.3%	25.2%	5.6%	0.0%
State	18.5%	19.0%	24.6%	28.5%	9.4%	14.2%	29.1%	29.8%	23.2%	3.7%
White										
District	22.0%	29.3%	30.5%	17.1%	1.2%	25.6%	39.0%	31.7%	3.7%	0.0%
State	11.5%	15.2%	25.0%	35.7%	12.7%	7.6%	22.2%	33.3%	32.2%	4.6%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.4%	25.7%	23.8%	16.5%	2.6%	28.3%	41.6%	22.7%	7.1%	0.4%
Hispanic										
District	32.5%	30.0%	27.5%	7.5%	2.5%	32.5%	40.0%	20.0%	7.5%	0.0%
State	25.2%	23.3%	25.9%	21.3%	4.3%	18.7%	36.9%	29.6%	13.8%	1.0%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	6.2%	8.3%	18.3%	40.6%	26.6%	4.0%	11.1%	23.2%	43.1%	18.6%
Male										
District	27.4%	32.9%	27.4%	12.3%	0.0%	26.0%	35.6%	31.5%	6.8%	0.0%
State	22.0%	20.8%	24.7%	25.5%	7.1%	14.3%	28.0%	29.5%	24.1%	4.1%
Female										
District	21.4%	31.4%	30.0%	14.3%	2.9%	30.0%	47.1%	18.6%	4.3%	0.0%
State	14.9%	17.1%	24.5%	31.7%	11.8%	14.0%	30.4%	30.1%	22.3%	3.2%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	2.6%	15.4%	17.9%	48.7%	15.4%	0.0%	18.9%	35.1%	43.2%	2.7%

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Academic Progress

IAR (cont)

Grade 7

ELA					Mathematics					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	19.0%	19.0%	14.7%	37.1%	10.3%	18.1%	19.8%	31.9%	24.1%	6.0%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	23.5%	22.5%	24.9%	20.7%	8.4%	19.9%	30.5%	31.2%	14.9%	3.5%
Two or More Races										
District	27.3%	54.5%	9.1%	9.1%	0.0%	27.3%	72.7%	0.0%	0.0%	0.0%
State	16.5%	19.5%	23.4%	29.5%	11.1%	13.1%	28.5%	29.5%	24.0%	4.8%
Students with Disabilities										
District	50.0%	15.6%	25.0%	9.4%	0.0%	37.5%	34.4%	21.9%	6.3%	0.0%
State	43.1%	23.3%	17.8%	12.9%	2.9%	34.3%	35.3%	18.9%	10.2%	1.3%
Students with IEPs										
District	58.3%	12.5%	20.8%	8.3%	0.0%	33.3%	45.8%	16.7%	4.2%	0.0%
State	53.3%	24.4%	14.4%	6.9%	0.9%	42.8%	37.9%	14.0%	4.8%	0.5%
Non-IEP										
District	17.6%	36.1%	30.3%	14.3%	1.7%	26.9%	40.3%	26.9%	5.9%	0.0%
State	12.8%	18.1%	26.3%	32.1%	10.8%	9.4%	27.7%	32.4%	26.3%	4.2%
English Learners										
District	53.8%	38.5%	0.0%	7.7%	0.0%	46.2%	38.5%	7.7%	7.7%	0.0%
State	41.6%	28.9%	21.2%	7.9%	0.5%	29.6%	45.0%	21.0%	4.2%	0.2%
Non-English Learners										
District	21.5%	31.5%	31.5%	13.8%	1.5%	26.2%	41.5%	26.9%	5.4%	0.0%
State	14.9%	17.4%	25.1%	31.8%	10.8%	11.7%	26.6%	31.2%	26.2%	4.2%

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Academic Progress

IAR (cont)

Grade 7

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	25.6%	34.9%	30.2%	8.1%	1.2%	31.4%	46.5%	16.3%	5.8%	0.0%
State	27.4%	24.2%	25.4%	19.4%	3.6%	21.8%	38.1%	27.5%	11.8%	0.8%
Non Low Income										
District	22.8%	28.1%	26.3%	21.1%	1.8%	22.8%	33.3%	38.6%	5.3%	0.0%
State	9.6%	13.7%	23.8%	37.7%	15.2%	6.6%	20.2%	32.1%	34.6%	6.6%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	40.2%	24.1%	21.6%	12.8%	1.3%	30.6%	41.4%	22.2%	5.7%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	36.9%	27.6%	22.2%	10.9%	2.4%	32.6%	38.5%	23.4%	5.5%	0.0%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	15.0%	20.6%	22.9%	31.4%	10.0%	11.5%	28.8%	31.2%	25.4%	3.1%

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Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	34.6%	28.1%	29.4%	7.2%	0.7%	50.3%	24.2%	16.3%	9.2%	0.0%
State	15.3%	19.0%	25.2%	33.9%	6.6%	29.4%	23.2%	21.6%	21.5%	4.2%
White										
District	34.0%	29.9%	27.8%	7.2%	1.0%	51.5%	24.7%	16.5%	7.2%	0.0%
State	9.0%	14.6%	25.2%	41.9%	9.3%	18.5%	20.9%	25.9%	29.4%	5.3%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.7%	27.1%	25.7%	19.8%	1.7%	51.2%	26.5%	14.5%	7.2%	0.5%
Hispanic										
District	40.0%	22.9%	34.3%	2.9%	0.0%	54.3%	20.0%	11.4%	14.3%	0.0%
State	21.6%	23.5%	26.6%	25.6%	2.7%	38.2%	27.3%	19.9%	13.2%	1.3%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	4.9%	7.9%	17.9%	50.2%	19.2%	8.7%	11.2%	17.5%	40.8%	21.7%
Male										
District	43.4%	25.3%	27.7%	3.6%	0.0%	55.4%	15.7%	15.7%	13.3%	0.0%
State	18.8%	21.2%	26.1%	29.7%	4.3%	30.8%	22.8%	20.5%	21.3%	4.5%
Female										
District	24.3%	31.4%	31.4%	11.4%	1.4%	44.3%	34.3%	17.1%	4.3%	0.0%
State	11.8%	16.6%	24.2%	38.3%	9.0%	27.9%	23.6%	22.8%	21.7%	3.9%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	8.3%	6.7%	30.0%	40.0%	15.0%	13.3%	20.0%	26.7%	35.0%	5.0%

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Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	13.5%	11.5%	26.3%	41.0%	7.7%	21.2%	23.1%	23.7%	25.6%	6.4%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	15.3%	20.6%	21.2%	39.9%	3.1%	28.1%	26.6%	21.3%	20.3%	3.8%
Two or More Races										
District	23.1%	30.8%	23.1%	23.1%	0.0%	46.2%	15.4%	30.8%	7.7%	0.0%
State	14.7%	18.4%	23.0%	36.6%	7.3%	29.7%	22.1%	20.4%	22.7%	5.1%
Students with Disabilities										
District	63.4%	24.4%	12.2%	0.0%	0.0%	82.9%	12.2%	2.4%	2.4%	0.0%
State	37.5%	25.9%	19.4%	15.0%	2.2%	55.0%	21.7%	12.3%	9.4%	1.5%
Students with IEPs										
District	72.4%	24.1%	3.4%	0.0%	0.0%	96.6%	3.4%	0.0%	0.0%	0.0%
State	48.0%	28.3%	16.0%	6.9%	0.7%	67.2%	20.8%	7.9%	3.7%	0.5%
Non-IEP										
District	25.8%	29.0%	35.5%	8.9%	0.8%	39.5%	29.0%	20.2%	11.3%	0.0%
State	10.2%	17.5%	26.6%	38.1%	7.5%	23.5%	23.6%	23.8%	24.3%	4.8%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.6%	31.5%	21.3%	7.4%	0.2%	57.5%	27.9%	11.1%	3.3%	0.2%
Non-English Learners										
District	32.6%	29.2%	29.9%	7.6%	0.7%	47.9%	25.0%	17.4%	9.7%	0.0%
State	11.8%	17.1%	25.8%	37.8%	7.6%	25.3%	22.5%	23.2%	24.2%	4.8%

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Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	41.3%	28.3%	25.0%	5.4%	0.0%	59.8%	21.7%	13.0%	5.4%	0.0%
State	22.9%	24.7%	26.4%	23.3%	2.6%	42.2%	26.9%	18.4%	11.4%	1.2%
Non Low Income										
District	24.6%	27.9%	36.1%	9.8%	1.6%	36.1%	27.9%	21.3%	14.8%	0.0%
State	7.7%	13.2%	24.0%	44.5%	10.6%	16.6%	19.5%	24.9%	31.7%	7.3%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	34.1%	24.7%	23.5%	16.3%	1.3%	54.6%	25.1%	14.2%	5.8%	0.3%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	32.6%	24.8%	24.4%	17.2%	0.9%	57.4%	23.5%	13.7%	5.0%	0.3%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	13.1%	16.8%	25.7%	35.3%	9.1%	25.6%	21.2%	22.4%	25.3%	5.5%

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DLM

What is it?

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

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

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Academic Progress

DLM (cont)

Grade 3

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

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Academic Progress

DLM (cont)

Grade 3

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

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Academic Progress

DLM (cont)

Grade 3

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

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Academic Progress

DLM (cont)

Grade 4

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

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Academic Progress

DLM (cont)

Grade 4

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

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Academic Progress

DLM (cont)

Grade 4

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

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Academic Progress

DLM (cont)

Grade 5

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

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Academic Progress

DLM (cont)

Grade 5

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

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Academic Progress

DLM (cont)

Grade 5

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

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Academic Progress

DLM (cont)

Grade 6

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

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Academic Progress

DLM (cont)

Grade 6

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

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Academic Progress

DLM (cont)

Grade 6

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

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Academic Progress

DLM (cont)

Grade 7

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

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Academic Progress

DLM (cont)

Grade 7

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

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Academic Progress

DLM (cont)

Grade 7

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

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Academic Progress

DLM (cont)

Grade 8

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

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Academic Progress

DLM (cont)

Grade 8

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

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Academic Progress

DLM (cont)

Grade 8

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

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Academic Progress

DLM (cont)

Grade 5

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

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Academic Progress

DLM (cont)

Grade 5

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

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Academic Progress

DLM (cont)

Grade 5

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

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Academic Progress

DLM (cont)

Grade 8

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

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Academic Progress

DLM (cont)

Grade 8

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

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Academic Progress

DLM (cont)

Grade 8

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

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ISA

What is it?

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

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

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Academic Progress

ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	9.2%	37.7%	37.7%	15.4%
State	16.0%	31.6%	36.2%	16.2%
White				
District	10.5%	31.6%	35.5%	22.4%
State	8.2%	25.4%	43.5%	22.9%
Black				
District	‡	‡	‡	‡
State	32.8%	41.4%	22.1%	3.6%
Hispanic				
District	5.3%	50.0%	39.5%	5.3%
State	21.5%	39.4%	31.4%	7.7%
Asian				
District	‡	‡	‡	‡
State	6.2%	17.4%	39.8%	36.7%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	7.0%	29.7%	42.2%	21.1%
American Indian				
District	*	*	*	*
State	19.4%	39.8%	32.9%	7.9%

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Academic Progress

ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	‡	‡	‡	‡
State	14.1%	30.0%	36.3%	19.7%
Students with Disabilities				
District	30.0%	50.0%	13.3%	6.7%
State	35.0%	34.7%	22.0%	8.4%
Students with IEPs				
District	42.9%	52.4%	0.0%	4.8%
State	42.0%	36.2%	16.9%	4.9%
Non-IEP				
District	2.8%	34.9%	45.0%	17.4%
State	11.6%	30.8%	39.5%	18.1%
English Learners				
District	0.0%	60.0%	40.0%	0.0%
State	32.6%	45.8%	20.3%	1.3%
Male				
District	7.8%	37.5%	37.5%	17.2%
State	17.1%	30.4%	35.4%	17.1%
Female				
District	10.6%	37.9%	37.9%	13.6%
State	14.8%	32.8%	37.0%	15.3%
Non Binary				
District	*	*	*	*
State	0.0%	21.1%	21.1%	57.9%

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Academic Progress

ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	0.0%	60.0%	40.0%	0.0%
State	32.6%	45.8%	20.3%	1.3%
Non-English Learners				
District	10.4%	34.8%	37.4%	17.4%
State	12.8%	28.8%	39.3%	19.1%
Low Income				
District	15.8%	48.7%	28.9%	6.6%
State	24.8%	39.8%	28.9%	6.5%
Non Low Income				
District	0.0%	22.2%	50.0%	27.8%
State	7.3%	23.5%	43.4%	25.9%
Homeless				
District	‡	‡	‡	‡
State	37.3%	38.6%	20.5%	3.6%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	‡	‡	‡	‡
State	33.5%	37.4%	25.6%	3.5%
Military				
District	‡	‡	‡	‡
State	10.2%	29.3%	40.9%	19.6%

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Academic Progress

ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	26.3%	38.2%	24.3%	11.2%
State	19.6%	28.3%	33.2%	18.9%
White				
District	24.7%	38.1%	24.7%	12.4%
State	11.0%	23.4%	39.3%	26.3%
Black				
District	‡	‡	‡	‡
State	37.2%	36.1%	21.8%	4.9%
Hispanic				
District	26.5%	35.3%	29.4%	8.8%
State	26.0%	34.5%	29.7%	9.8%
Asian				
District	‡	‡	‡	‡
State	6.6%	14.7%	35.0%	43.7%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	12.3%	36.1%	33.5%	18.1%
American Indian				
District	*	*	*	*
State	17.1%	32.3%	32.6%	18.0%

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Academic Progress

ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	30.8%	38.5%	15.4%	15.4%
State	19.3%	26.4%	32.1%	22.2%
Students with Disabilities				
District	50.0%	30.0%	17.5%	2.5%
State	40.5%	30.2%	20.1%	9.2%
Students with IEPs				
District	64.3%	25.0%	10.7%	0.0%
State	50.6%	31.7%	13.9%	3.8%
Non-IEP				
District	17.7%	41.1%	27.4%	13.7%
State	14.9%	27.8%	36.1%	21.2%
English Learners				
District	‡	‡	‡	‡
State	43.4%	40.7%	14.8%	1.1%
Male				
District	28.0%	30.5%	29.3%	12.2%
State	20.8%	26.8%	31.9%	20.6%
Female				
District	24.3%	47.1%	18.6%	10.0%
State	18.5%	29.9%	34.5%	17.1%
Non Binary				
District	*	*	*	*
State	3.4%	17.2%	36.2%	43.1%

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Academic Progress

ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	‡	‡	‡	‡
State	43.4%	40.7%	14.8%	1.1%
Non-English Learners				
District	24.5%	37.8%	25.9%	11.9%
State	16.1%	26.5%	35.9%	21.5%
Low Income				
District	30.8%	41.8%	19.8%	7.7%
State	29.2%	34.6%	27.5%	8.7%
Non Low Income				
District	19.7%	32.8%	31.1%	16.4%
State	10.3%	22.2%	38.7%	28.8%
Homeless				
District	‡	‡	‡	‡
State	38.2%	36.0%	21.0%	4.8%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	43.2%	31.2%	20.1%	5.5%
Military				
District	‡	‡	‡	‡
State	18.1%	23.0%	35.2%	23.6%

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Academic Progress

Proficiency

What is it?

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

ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	16.2% *	12.8% *	20.0% *	* *	18.1% *	6.5% *	12.4% *	‡ *	* *	‡ *	17.1% *	5.6% *
State	34.6% *	30.3% *	39.1% *	58.8% *	44.9% *	16.1% *	22.2% *	62.8% *	41.9% *	27.8% *	38.6% *	15.6% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	2.9% *	9.1% *	11.4% *	0.0% *	* *	‡ *	50.0% *
State	8.7% *	9.4% *	19.9% *	11.7% *	9.0% *	12.6% *	38.3% *

Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	12.1% *	13.8% *	10.3% *	* *	13.2% *	2.2% *	10.7% *	‡ *	* *	‡ *	10.0% *	6.6% *
State	26.9% *	28.4% *	25.2% *	42.2% *	36.7% *	8.0% *	14.3% *	60.9% *	32.7% *	20.7% *	30.0% *	13.1% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	4.1% *	5.7% *	8.2% *	0.0% *	* *	‡ *	28.6% *
State	7.9% *	7.7% *	12.5% *	6.2% *	6.5% *	6.7% *	28.9% *

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Academic Progress

Proficiency (cont)

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	43.0% *	47.0% *	40.0% *	* *	46.0% *	26.0% *	41.0% *	‡ *	* *	‡ *	35.0% *	21.0% *
State	51.0% *	51.0% *	51.0% *	74.0% *	65.0% *	25.0% *	38.0% *	76.0% *	56.0% *	44.0% *	55.0% *	29.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	10.0% *	25.0% *	31.0% *	‡ *	* *	‡ *	‡ *
State	18.0% *	17.0% *	35.0% *	24.0% *	28.0% *	25.0% *	57.0% *

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Growth Percentile – IAR

What is it?

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

Cohort Growth Percentile – Overall

	ELA					Mathematics				
	Exceeded	Met	Approached	Warning	Did Not Meet	Exceeded	Met	Approached	Warning	Did Not Meet
District	22.5	36.4	45.2	58.9	67.6	22.6	46.7	55.9	64.5	51.5
State	23.4	42.4	49.5	62.5	81.5	25.5	47.3	55.7	63	78.1

Cohort Growth Percentile ELA - By Demographics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	39.1 27,953	38.2 14,105	40.1 13,848	* *	39.4 17,125	45 1,486	38.8 7,264	55 165	* *	55.5 111	33.4 1,802	33.1 5,226
State	50 624,235	48.7 319,031	50.9 305,074	43.6 130	50.9 289,283	47.2 99,937	48 172,897	56.3 34,477	52.2 605	49.3 1,409	49.5 25,627	44 117,288

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	32.1 3,853	41.4 2,898	40.2 17,708	33.9 475	* *	51.8 259	55.8 614
State	42 89,584	46.4 92,228	47.5 312,575	45.4 12,515	42 106	44.5 3,373	49.3 4,728

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

Academic Progress

Growth Percentile – IAR (cont)

Cohort Growth Percentile Math – By Demographics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	43.2 30,857	43.2 15,952	43.2 14,905	* *	42.7 18,573	50.1 1,652	43.2 8,082	48 144	* *	70.5 141	41.9 2,265	34.7 5,477
State	50 621,983	49.5 317,855	49.8 303,999	52.7 129	50.2 288,546	46.6 99,272	49 172,261	57.5 34,383	52.5 602	49.4 1,403	49.3 25,516	44.5 116,504

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	33 3,960	39.1 2,735	42.3 18,645	28.1 393	* *	53.2 266	47.1 518
State	42.6 88,960	47.3 91,879	47.9 311,018	45 12,376	47.2 104	44.4 3,339	50.3 4,718

Baseline Growth Percentile – Overall

	ELA					Mathematics				
	Exceeded	Met	Approached	Warning	Did Not Meet	Exceeded	Met	Approached	Warning	Did Not Meet
District	27.4	44.5	54.8	66.6	73	23.9	52.1	61.3	67.3	50
State	28	50.3	58.1	69.8	84	26	51.7	60.9	66.3	78.9

Baseline Growth Percentile ELA – By Demographics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	46.8 714	45.5 369	48.1 345	* *	47.3 435	51.2 33	46.1 187	64.7 3	* *	59 2	40.4 54	38.9 158
State	56.8 624,235	55.8 319,031	57.8 305,074	50.6 130	58.2 289,283	53.9 99,937	54.9 172,897	62.5 34,477	59.2 605	56.2 1,409	56.4 25,627	50.6 117,288

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

Growth Percentile – IAR (cont)

Baseline Growth Percentile ELA – By Demographics

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	37.6 120	48.2 70	47.6 441	41.1 14	* *	61.8 5	64.8 11
State	48.4 89,584	53 92,228	54.4 312,575	52 12,515	48.7 106	51.1 3,373	56.2 4,728

Baseline Growth Percentile Math – By Demographics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	47 714	47 369	47.1 345	* *	46.4 435	53.2 33	47.5 187	54.7 3	* *	81 2	45.2 54	37.3 158
State	53.1 621,983	52.8 317,855	53.4 303,999	55.8 129	54.2 288,546	49 99,272	52.1 172,261	60.3 34,383	55.9 602	52.3 1,403	52.8 25,516	47.1 116,504

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	35.4 120	42.7 70	45.7 441	29.9 14	* *	58.2 5	55.2 11
State	44.9 88,960	49.6 91,879	50.8 311,018	47.4 12,376	49.5 104	47.1 3,339	54 4,718

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

Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	99.5% *	99.2% *	99.8% *	* *	99.5% *	100.0% *	99.6% *	‡ *	* *	‡ *	98.6% *	98.2% *
State	98.4% *	98.3% *	98.5% *	98.7% *	98.8% *	97.5% *	98.3% *	99.2% *	97.8% *	98.2% *	97.4% *	97.1% *

	Students with IEPs	English Learners	Low Income
District	98.3% *	100.0% *	99.3% *
State	96.8% *	98.4% *	98.1% *

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	99.3% *	99.0% *	99.8% *	* *	99.3% *	100.0% *	99.6% *	‡ *	* *	‡ *	98.6% *	97.7% *
State	98.3% *	98.1% *	98.4% *	97.4% *	98.7% *	97.2% *	98.2% *	99.2% *	97.7% *	98.1% *	97.2% *	96.8% *

	Students with IEPs	English Learners	Low Income
District	97.7% *	100.0% *	99.2% *
State	96.5% *	98.3% *	97.9% *

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

Participation Rate (cont)

Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	98.3% *	97.3% *	99.3% *	* *	98.9% *	93.8% *	98.6% *	‡ *	* *	‡ *	95.2% *	97.3% *
State	96.3% *	96.2% *	96.4% *	92.7% *	97.0% *	94.4% *	96.1% *	98.0% *	95.2% *	95.0% *	95.5% *	94.0% *

	Students with IEPs	English Learners	Low Income
District	96.2% *	100.0% *	97.7% *
State	93.8% *	96.7% *	95.4% *

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

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
District	99.5% 908	99.2% 475	99.8% 433	* *	99.5% 562	100.0% 45	99.6% 224	‡ 5	* *	‡ 2	98.6% 70	98.1% 206
State	98.9% 785,739	98.8% 401,675	98.9% 383,909	98.7% 155	99.0% 361,162	98.4% 128,469	99.0% 216,180	99.3% 44,295	98.8% 757	98.8% 1,864	97.7% 33,012	97.8% 146,237

	Students with IEPs	English Learners	Low Income
District	98.2% 163	100.0% 88	99.3% 579
State	97.6% 113,662	99.0% 127,557	98.8% 397,142

Overall IAR Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	99.3% 907	99.0% 474	99.8% 433	* *	99.3% 561	100.0% 45	99.6% 224	‡ 5	* *	‡ 2	98.6% 70	97.6% 205
State	98.7% 784,330	98.7% 400,982	98.8% 383,195	97.5% 153	98.9% 360,673	98.1% 128,056	98.9% 215,760	99.3% 44,277	98.7% 756	98.8% 1,863	97.5% 32,945	97.5% 145,741

	Students with IEPs	English Learners	Low Income
District	97.6% 162	100.0% 88	99.1% 578
State	97.3% 113,272	98.8% 127,337	98.6% 396,176

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Academic Progress

Participation Rate (cont)

Overall DLM ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ 9	‡ 3	‡ 6	* *	‡ 7	‡ 1	‡ 1	* *	* *	* *	* *	‡ 9
State	99.7% 10,868	99.7% 7,240	99.8% 3,627	100.0% 1	99.7% 4,191	99.7% 2,545	99.9% 3,061	99.5% 607	100.0% 15	100.0% 28	99.8% 421	99.7% 10,858

	Students with IEPs	English Learners	Low Income
District	‡ 9	* *	‡ 7
State	99.7% 10,858	99.9% 2,907	99.7% 6,850

Overall DLM Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ 8	‡ 3	‡ 5	* *	‡ 6	‡ 1	‡ 1	* *	* *	* *	* *	‡ 8
State	99.8% 10,838	99.7% 7,228	99.8% 3,609	100.0% 1	99.7% 4,184	99.7% 2,538	99.9% 3,055	99.5% 598	100.0% 15	100.0% 28	99.8% 420	99.8% 10,829

	Students with IEPs	English Learners	Low Income
District	‡ 8	* *	‡ 7
State	99.8% 10,829	99.9% 2,901	99.7% 6,828

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

Academic Progress

Participation Rate (cont)

Overall DLM Science - Participation

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

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

Overall - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	98.3% 282	97.3% 146	99.3% 136	* *	98.9% 173	93.8% 15	98.6% 72	‡ 2	* *	* *	95.2% 20	97.2% 70
State	96.3% 393,061	96.2% 199,738	96.4% 193,184	92.7% 139	97.0% 182,176	94.3% 61,290	96.1% 110,834	97.9% 22,291	95.2% 394	94.9% 897	95.5% 15,179	93.7% 71,774

	Students with IEPs	English Learners	Low Income
District	96.1% 49	100.0% 24	97.7% 167
State	93.3% 51,101	96.6% 48,621	95.3% 185,358

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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
District	0.5% *	0.8% *	0.2% *	* *	0.5% *	0.0% *	0.4% *	‡ *	* *	‡ *	1.4% *	1.8% *
State	1.6% *	1.7% *	1.5% *	1.3% *	1.2% *	2.6% *	1.7% *	0.8% *	2.2% *	1.8% *	2.6% *	2.9% *

	Students with IEPs	English Learners	Low Income
District	1.7% *	0.0% *	0.7% *
State	3.2% *	1.6% *	1.9% *

Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	0.7% *	1.0% *	0.2% *	* *	0.7% *	0.0% *	0.4% *	‡ *	* *	‡ *	1.4% *	2.3% *
State	1.7% *	1.9% *	1.6% *	2.6% *	1.3% *	2.8% *	1.8% *	0.8% *	2.3% *	1.9% *	2.8% *	3.2% *

	Students with IEPs	English Learners	Low Income
District	2.3% *	0.0% *	0.8% *
State	3.5% *	1.7% *	2.1% *

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Participation Rate (cont)

Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1.7% *	2.7% *	0.7% *	* *	1.1% *	6.3% *	1.4% *	‡ *	* *	‡ *	4.8% *	2.7% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.6% *	3.9% *	2.0% *	4.8% *	5.0% *	4.5% *	6.0% *

	Students with IEPs	English Learners	Low Income
District	3.8% *	0.0% *	2.3% *
State	6.2% *	3.3% *	4.6% *

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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
District	0.5% *	0.8% *	0.2% *	* *	0.5% *	0.0% *	0.4% *	‡ *	* *	‡ *	1.4% *	1.9% *
State	1.1% *	1.2% *	1.1% *	1.3% *	1.0% *	1.6% *	1.0% *	0.7% *	1.2% *	1.2% *	2.3% *	2.2% *

	Students with IEPs	English Learners	Low Income
District	1.8% *	0.0% *	0.7% *
State	2.4% *	1.0% *	1.2% *

Overall IAR Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	0.7% *	1.0% *	0.2% *	* *	0.7% *	0.0% *	0.4% *	‡ *	* *	‡ *	1.4% *	2.4% *
State	1.3% *	1.3% *	1.2% *	2.5% *	1.1% *	1.9% *	1.1% *	0.7% *	1.3% *	1.2% *	2.5% *	2.5% *

	Students with IEPs	English Learners	Low Income
District	2.4% *	0.0% *	0.9% *
State	2.7% *	1.2% *	1.4% *

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

Academic Progress

Participation Rate (cont)

Overall DLM ELA - Non Participation

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

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

Overall DLM Mathematics - Non Participation

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

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

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

Academic Progress

Participation Rate (cont)

Overall DLM Science - Non Participation

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

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

Overall ISA - Non Participation

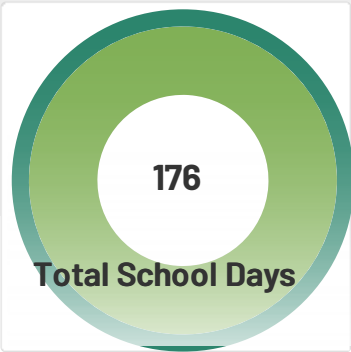
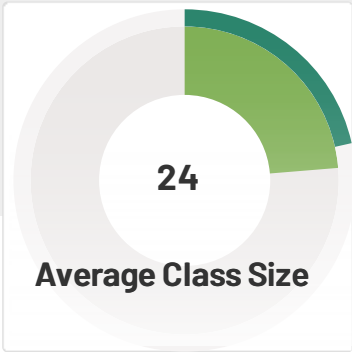
	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1.7% *	2.7% *	0.7% *	* *	1.1% *	6.3% *	1.4% *	‡ *	* *	* *	4.8% *	2.8% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.7% *	3.9% *	2.1% *	4.8% *	5.1% *	4.5% *	6.3% *

	Students with IEPs	English Learners	Low Income
District	3.9% *	0.0% *	2.3% *
State	6.7% *	3.4% *	4.7% *

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

About the data

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



District Environment

Early Learning

What is it?

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

Kindergarten Individual Developmental Survey (KIDS) Results - Overall

	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math
District	93.6%	33.1%	17.5%	20.0%	29.4%	63.1%	50.6%	31.9%
State	86.7%	36.0%	16.9%	17.2%	29.9%	57.5%	47.8%	35.6%

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

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

	Non-IEP	Non-English Learners	Non Low Income	Homeless
District	*	*	*	*
State	*	*	*	*

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

School Level Finances

What is it?

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

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Total Expenditures	
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total	Exclusions	Total Expenditures
District	1,485	\$1,167	\$8,328	\$9,496	\$631	\$3,099	\$3,730	\$1,799	\$11,427	\$13,226	\$1,934,343	\$21,568,905

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

School Level Finances (cont)

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
District	1,485	\$1,167	\$8,328	\$9,496	\$631	\$3,099	\$3,730	\$1,799	\$11,427	\$13,226
Northlawn Jr High School	606	\$1,004	\$8,869	\$9,873	\$631	\$3,099	\$3,730	\$1,635	\$11,968	\$13,603
Centennial Elem School	468	\$1,330	\$7,393	\$8,723	\$631	\$3,099	\$3,730	\$1,961	\$10,491	\$12,453
Kimes Elem School	410	\$1,224	\$8,596	\$9,820	\$631	\$3,099	\$3,730	\$1,855	\$11,695	\$13,550

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

District Finances

What is it?

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

Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	30.9% \$7,149,188	1.3% \$309,465	45.2% \$10,461,622	6.6% \$1,539,430	16.0% \$3,694,405	\$23,154,110
State	59.6%	3.8%	20.2%	4.0%	12.3%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	58.5%	3.0%	29.1%	9.4%
State	47.2%	2.3%	30.4%	20.2%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	74.9% \$14,522,405	5.7% \$1,110,223	6.9% \$1,347,134	3.4% \$661,204	5.9% \$1,138,913	3.1% \$609,034	0.1% \$12,598	0.0% \$0	\$19,401,511
State	71.3%	7.4%	3.7%	7.8%	1.2%	1.8%	0.4%	6.4%	*

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

District Finances (cont)

Other Financial Indicators

	2020 Equalized Assessed Valuation per Pupil	2020 Total School Tax Rate per \$100	2021-22 Instructional Expenditure per Pupil	2021-22 Operating Expenditure per Pupil
District	\$117,893	3.5	\$8,756	\$12,813
State	*	*	\$10,636	\$17,952

Average Class Size

What is it?

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

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Overall
District	*	28	26	23	24	27	27	23	22	24	25
State	*	20	21	21	21	21	22	22	21	22	21

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

Total School Days

What is it?

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

Total School Days	
District	176
State	176

Health and Wellness

What is it?

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

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

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

Days PE per week

Days PE per week	
District	4
State	4

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

Health and Wellness (cont)

Truant Minor Count

District	1,190
State	157,112

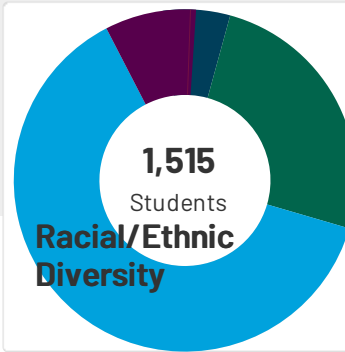
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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

1,515

Student Enrollment



35.7%

Chronic Absenteeism

Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0% 1,515	51.0% 773	49.0% 742	0.0% *	60.5% 917	6.1% 93	24.3% 368	‡ ‡	‡ ‡	‡ ‡	8.3% 125	22.0% 334
State	100.0% 1,857,790	51.4% 954,190	48.6% 901,981	0.1% 1,619	45.9% 853,165	16.5% 307,166	27.5% 511,065	5.5% 101,782	0.1% 1,801	0.2% 4,582	4.2% 78,229	19.4% 361,334

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	18.9% 287	9.4% 143	66.5% 1,007	1.8% 27	0.0% *	1.8% 27	1.5% 23
State	15.3% 284,032	14.6% 271,983	49.0% 910,675	2.3% 42,367	0.0% 364	0.7% 13,316	0.8% 15,281

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	111	169	172	134	162	165	136	158	149	159
State	82,735	121,269	129,960	128,455	128,958	128,430	130,450	134,502	136,199	141,513

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

Advanced Academic Programs

What is it?

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

Students Enrolled in Accelerated Placement

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

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

Students Enrolled in Accelerated Placement - ELA

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

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

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Math

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

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

Students Enrolled in Accelerated Placement - Multiple Subjects

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

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

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Whole Grade

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

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

Students Enrolled in Advanced Placement Coursework

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

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

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

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

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

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1.6% 26	2.1% 18	‡ ‡	* *	1.5% 15	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	20.3% 390,960	18.7% 185,955	21.9% 204,693	46.1% 312	22.0% 192,469	13.8% 44,859	18.7% 100,219	34.7% 36,905	26.3% 483	18.0% 868	18.6% 15,157	12.4% 45,420

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	0.9% 10	* *	* *
State	6.6% 18,955	7.3% 21,412	13.9% 131,252	10.3% 4,703	4.6% 671

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

Advanced Academic Programs (cont)

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

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

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

Advanced Placement (AP) Exams - Grade 9

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

Advanced Placement (AP) Exams - Grade 10

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

Advanced Placement (AP) Exams - Grade 11

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

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

Advanced Academic Programs (cont)

Students Assessed For Giftedness

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

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

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

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

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Advanced Academic Programs (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

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

Students Identified As Gifted

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

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

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Advanced Academic Programs (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

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

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

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Students With IEPs

What is it?

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

By Race/ Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
District	All Students	13.3%	1.4%	4.4%	*	*	0.1%	1.9%
	Students with IEPs	63.3%	6.6%	20.7%	*	*	0.3%	9.1%
All Peer Districts *	All Students	32.0%	38.5%	33.8%	*	*	36.9%	44.8%
	Students with IEPs	47.0%	14.9%	28.7%	*	*	0.2%	4.8%
State	All Students	7.0%	3.0%	4.4%	*	*	0.0%	0.7%
	Students with IEPs	44.9%	19.2%	28.2%	*	*	0.3%	4.4%

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	All Students	1.7%	*	*	5.2%	0.9%	0.2%	0.2%
	Students with IEPs	7.8%	*	*	24.8%	4.4%	0.9%	0.9%
All Peer Districts *	All Students	3.8%	*	*	7.2%	1.3%	0.3%	0.8%
	Students with IEPs	11.5%	*	*	21.7%	3.9%	0.9%	2.4%
State	All Students	1.8%	*	*	2.2%	0.8%	0.1%	0.7%
	Students with IEPs	11.3%	*	*	13.8%	5.4%	0.8%	4.6%

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Students With IEPs (cont)

By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
District	All Students	0.2%	0.1%	1.9%	5.9%	4.8%	*	*
	Students with IEPs	0.9%	0.3%	9.1%	27.9%	22.9%	*	*
All Peer Districts *	All Students	0.3%	0.1%	3.9%	7.9%	7.4%	*	*
	Students with IEPs	0.8%	0.3%	11.8%	23.8%	22.4%	*	*
State	All Students	0.2%	0.0%	2.2%	5.0%	2.5%	*	*
	Students with IEPs	1.0%	0.3%	13.8%	32.3%	16.2%	*	*

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

Educational Environments for Students with IEPs

What is it?

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

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

By Race/ Ethnicity

Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
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* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
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* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Educational Environments for Students with IEPs (cont)

For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	0.0%	0.0%	100.0%	0.0%
All Peer Districts *	5.0%	24.6%	54.8%	15.6%
State	3.5%	30.1%	49.7%	16.7%
Emotional Disability				
District	33.3%	0.0%	66.7%	0.0%
All Peer Districts *	77.7%	8.5%	10.1%	3.7%
State	70.5%	14.4%	8.4%	6.7%
Intellectual Disability				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Other Health Impairment				
District	39.3%	32.1%	25.0%	3.6%
All Peer Districts *	62.7%	21.7%	9.9%	5.7%
State	57.3%	28.0%	9.1%	5.5%
Specific Learning Disability				
District	0.0%	0.0%	50.0%	50.0%
All Peer Districts *	4.9%	10.7%	46.7%	37.6%
State	3.7%	13.0%	49.4%	33.8%
Speech or Language Impairment				
District	52.5%	5.1%	40.7%	1.7%
All Peer Districts *	55.2%	18.8%	21.4%	4.6%
State	54.2%	23.9%	18.9%	2.9%

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

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

Regular Early Childhood Program					
Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider	

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

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

Regular Early Childhood Program					
Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider	

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

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

What is it?

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

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

For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	27.3%	9.1%	63.6%	0.0%	0.0%
State	42.9%	14.3%	42.9%	0.0%	0.0%
Developmental Delay					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	38.7%	12.0%	45.3%	0.0%	4.0%
State	39.0%	11.6%	47.3%	0.0%	2.1%

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

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

For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Other Health Impairment					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	45.1%	10.1%	41.6%	1.6%	1.6%
State	44.3%	11.6%	41.4%	1.3%	1.4%

For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Specific Learning Disability					
District	0.0%	0.0%	0.0%	100.0%	0.0%
All Peer Districts *	14.3%	3.6%	71.4%	10.7%	0.0%
State	16.5%	8.2%	66.5%	7.0%	1.9%
Speech or Language Impairment					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	50.8%	10.1%	36.6%	0.0%	2.5%
State	55.6%	9.5%	33.6%	0.0%	1.3%

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

State Performance Plan Indicators For Students With IEPs

What is it?

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

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
1	Graduation Percent for students with IEPs (Data lag one year)	*	82.6	N/A
2	Dropout Percent for students with IEPs (Data lag one year)	*	13.7	N/A
3ae4	Reading assessment participation rate for students with IEPs, Grade 4	100.00	95	Yes
3ae8	Reading assessment participation rate for students with IEPs, Grade 8	96.15	95	Yes
3ae11	Reading assessment participation rate for students with IEPs, Grade 11	*	95	N/A
3am4	Math assessment participation rate for students with IEPs, Grade 4	100.00	95	Yes
3am8	Math assessment participation rate for students with IEPs, Grade 8	100.00	95	Yes
3am11	Math assessment participation rate for students with IEPs, Grade 11	*	95	N/A
3be4	Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	0.00	11	No
3be8	Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	0.00	8	No
3be11	Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	*	8	N/A
3bm4	Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	0.00	12	No
3bm8	Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	4.35	6.5	No
3bm11	Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	*	7	N/A
3ce4	Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	0.00	15	No
3ce8	Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	33.33	23.5	Yes

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
3ce11	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	22.5	N/A
3cm4	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	0.00	20.5	No
3cm8	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	0.00	5.5	No
3cm11	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	4	N/A
3de4	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	31.01	25.5	No
3de8	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	6.21	31.5	Yes
3de11	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	28	N/A
3dm4	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	24.03	21.5	No
3dm8	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	1.21	26	Yes
3dm11	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	27.5	N/A
4a	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in ~? (Data lag one year)	No	No	Yes
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	48.6	53.1	No
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	25.4	12.33	No
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	1.8	6.37	Yes
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	86.3	47.0	Yes
6b	Children ages 3-5 in separate special education class, separate school or residential facility	0.0	26.04	Yes

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
6c	Children ages 3-5 receiving special education and related services in the home	2.0	0.27	No
7a1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	76.92	83.95	No
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	14.81	47.2	No
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	66.67	84.1	No
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	14.81	45.1	No
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	69.23	85.8	No
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	33.33	53.4	No
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	53.3	71	No
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	Yes
11	Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation	100.00	100	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	100.00	100	Yes
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	*	100	N/A
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	*	29.6	N/A
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	*	63.5	N/A
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	*	75.75	N/A

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English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
District	127	100.0% 126	7.1% 9	‡ 9
State	250,939	99.9% 247,357	5.9% 14,576	21.8% 54,729

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Student Attendance

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	90.5%	90.3%	90.8%	*	91.3%	88.5%	90.2%	96.5%	94.3%	99.4%	86.8%	88.7%
State	91.2%	91.3%	91.1%	88.8%	92.8%	88.2%	89.9%	93.6%	91.3%	89.8%	91.1%	89.4%

	Students with IEPs	English Learners	Low Income
District	88.2%	90.4%	89.2%
State	89.3%	90.4%	89.2%

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Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	13.4%	13.3%	13.6%	*	14.2%	29.6%	8.9%	‡	‡	‡	8.5%	14.7%
State	7.4%	7.7%	7.2%	13.4%	4.8%	13.3%	8.0%	7.7%	8.5%	10.8%	8.2%	6.9%

	Students with IEPs	English Learners	Low Income	Homeless
District	16.2%	9.9%	15.2%	36.4%
State	7.5%	10.9%	10.2%	29.8%

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Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	35.7%	36.2%	35.1%	*	31.1%	56.7%	38.2%	‡	‡	‡	48.5%	42.2%
State	28.3%	27.9%	28.7%	39.0%	20.7%	42.1%	34.5%	18.5%	29.0%	35.6%	29.1%	35.3%

	Students with IEPs	English Learners	Low Income
District	44.2%	42.0%	42.6%
State	36.2%	33.2%	38.2%

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	*	52.3%	45.5%	30.3%	30.9%	31.3%	23.4%	32.3%	35.2%	33.5%
State	*	33.6%	27.5%	24.3%	22.0%	20.8%	20.6%	22.6%	24.8%	26.6%

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Chronic Truancy Rate

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	14.1%	13.8%	14.4%	*	10.8%	30.1%	16.1%	‡	‡	‡	21.4%	18.8%
State	19.9%	19.9%	20.0%	16.9%	7.7%	44.7%	27.9%	7.9%	19.7%	27.0%	17.6%	22.9%

	Students with IEPs	English Learners	Low Income
District	22.1%	18.3%	18.2%
State	24.6%	26.6%	31.7%

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Truancy Rate

What is it?

Not Available.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	277 21.0%	150 22.0%	127 19.8%	* *	135 16.7%	33 39.8%	77 24.8%	‡ ‡	‡ ‡	‡ ‡	32 28.6%	63 21.9%
State	422,690 25.1%	216,052 25.0%	206,482 25.2%	156 23.8%	148,132 19.3%	85,946 30.9%	151,264 32.3%	18,279 19.6%	428 25.9%	1,194 28.4%	17,447 25.4%	84,510 26.2%

	Students with IEPs	English Learners	Low Income
District	54 22.5%	34 28.3%	227 24.5%
State	65,483 26.5%	82,015 33.3%	247,716 30.4%

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Student Discipline

What is it?

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

Total Student Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
District	111	*	*	5	109	*
State	114,218	458	119	69,648	67,124	2,023

Total Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
District	177	*	*	5	172	*
State	250,351	472	121	138,319	108,741	2,698

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Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
White						
District	102	*	*	4	98	*
State	75,846	135	39	44,702	30,559	411
Black						
District	20	*	*	*	20	*
State	93,206	188	39	43,799	47,398	1,782
Hispanic						
District	34	*	*	1	33	*
State	62,612	108	33	39,513	22,648	310
Asian						
District	*	*	*	*	*	*
State	2,270	3	2	1,444	803	18
Native Hawaiian/ Pacific Islander						
District	*	*	*	*	*	*
State	173	*	*	83	89	1
American Indian						
District	*	*	*	*	*	*
State	681	3	*	372	303	3
Two or More Races						
District	21	*	*	*	21	*
State	15,563	35	8	8,406	6,941	173

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Student Discipline (cont)

By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
K-8						
District	177	*	*	5	172	*
State	121,737	145	49	60,827	59,300	1,416
9-12						
District	*	*	*	*	*	*
State	128,614	327	72	77,492	49,441	1,282

By Incident Type - Incident Count

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

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Student Discipline (cont)

By Incident Type - Incident Count

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

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Students with IEPs						
District	61	*	*	3	58	*
State	69,205	76	10	35,739	32,510	870
English Learners						
District	10	*	*	*	10	*
State	30,924	51	18	19,482	11,239	134

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Student Discipline (cont)

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Low Income						
District	143	*	*	4	139	*
State	185,307	372	92	99,893	82,771	2,179

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Less than 1 day						
District	1	*	*	*	1	*
State	22,054	84	5	18,376	3,567	22
1-2 days						
District	35	*	*	2	33	*
State	138,143	66	13	98,587	38,888	589
2-3 days						
District	30	*	*	1	29	*
State	40,987	1	2	14,990	25,620	374
3-4 days						
District	44	*	*	1	43	*
State	28,489	1	1	4,798	23,319	370
4-10 days						
District	51	*	*	1	50	*
State	13,943	16	10	1,374	12,253	290

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Student Discipline (cont)

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Greater than 10 days						
District	16	*	*	*	16	*
State	6,735	304	90	194	5,094	1,053

By Gender - Incident Count

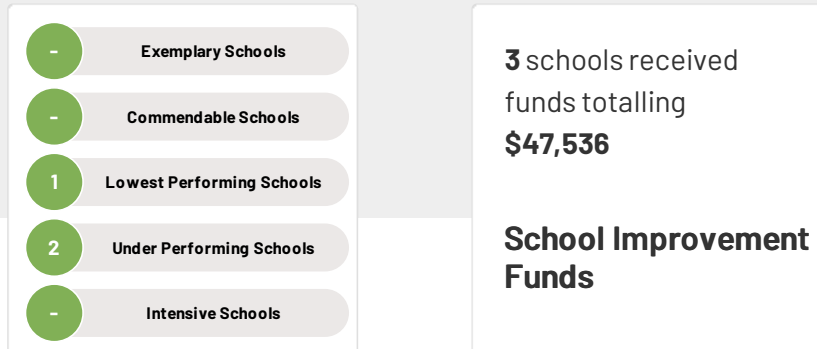
	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Male						
District	145	*	*	3	142	*
State	168,584	309	78	93,901	72,584	1,712
Female						
District	32	*	*	2	30	*
State	81,424	162	43	44,184	36,051	984
Non Binary						
District	*	*	*	*	*	*
State	343	1	*	234	106	2

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About the data

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

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



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 in Improvement Status	School Improvement Grant Allocation by School	Level of Support	Reason for Improvement Status & Grant Allocation	School Improvement Status
Northlawn Jr High School	2018	\$12,536	Targeted	IEP	*
Centennial Elem School	2019	\$20,000	Targeted	CWD	*
Kimes Elem School	2022	\$15,000	Targeted	CWD	*

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Summative Designation Meta Indicator Components

What is it?

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

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

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

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

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

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

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

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

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

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

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Summative Designation Meta Indicator Components (cont)

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

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

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

Percentage of students who fall into each GPA category

All
District
State

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

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

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

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

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

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

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

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

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

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

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Summative Designation Meta Indicator Components (cont)

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

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

Percentage of students who have at least 1 Academic ELA Indicator

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

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

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who have at least 1 Academic Math Indicator

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

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

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

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

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

Summative Designation Meta Indicator Components (cont)

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

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

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

Summative Designation Meta Indicator Components (cont)

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

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

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

Summative Designation Meta Indicator Components (cont)

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

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

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Summative Designation Meta Indicator Components (cont)

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

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

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Summative Designation Meta Indicator Components (cont)

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

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

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

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

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Summative Designation Meta Indicator Components (cont)

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

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

Fine Arts: Student Participation in Fine Arts

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	41.8%	43.2%	40.5%	*	41.0%	40.2%	44.9%	44.4%	100.0%	100.0%	39.1%	45.3%
State	69.9%	67.0%	72.8%	69.1%	68.5%	66.9%	72.5%	76.2%	72.0%	71.8%	71.1%	67.0%

	Students with IEPs	English Learners	Low Income
District	39.0%	36.9%	38.9%
State	66.4%	78.2%	69.9%

Fine Arts: Student Participation in Fine Arts Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	615	325	290	*	367	35	157	4	1	1	50	143
State	1,271,937	626,370	645,098	469	568,210	203,123	365,407	76,666	1,272	3,266	53,993	228,922

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Student Participation in Fine Arts Numerator Count

	Students with IEPs	English Learners	Low Income
District	104	48	398
State	175,684	212,971	619,115

Fine Arts: Student Participation in Fine Arts Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1,470	753	717	*	894	87	350	9	1	1	128	316
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

	Students with IEPs	English Learners	Low Income
District	267	130	1,024
State	264,507	272,399	885,329

Fine Arts: Teacher Qualifications

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	98.2%	97.5%	99.0%	*	98.1%	97.1%	98.1%	100.0%	100.0%	100.0%	100.0%	97.9%
State	94.2%	94.3%	94.2%	96.2%	96.3%	86.8%	94.2%	98.0%	96.5%	94.8%	95.6%	93.1%

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Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications

	Students with IEPs	English Learners	Low Income
District	97.1%	100.0%	97.2%
State	92.5%	95.5%	92.2%

Fine Arts: Teacher Qualifications Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	604	317	287	*	360	34	154	4	1	1	50	140
State	1,198,737	590,333	607,953	451	547,213	176,302	344,175	75,128	1,228	3,096	51,595	213,132

	Students with IEPs	English Learners	Low Income
District	101	48	387
State	162,574	203,311	570,669

Fine Arts: Teacher Qualifications Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1,470	753	717	*	894	87	350	9	1	1	128	316
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

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Summative Designation Meta Indicator Components (cont)

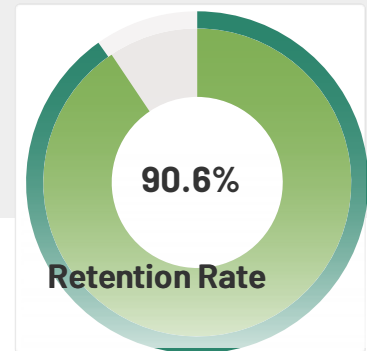
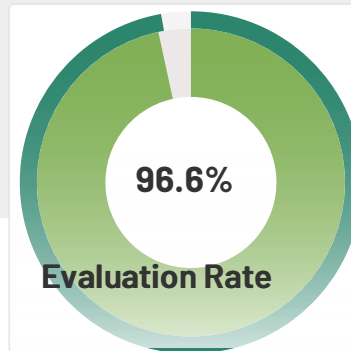
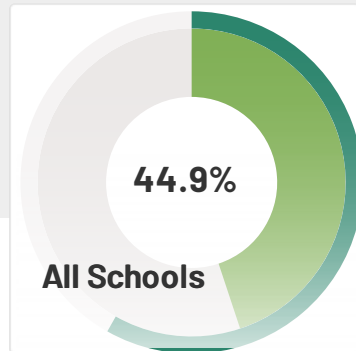
Fine Arts: Teacher Qualifications Denominator Count

	Students with IEPs	English Learners	Low Income
District	267	130	1,024
State	264,507	272,399	885,329

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

About the data

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



Teacher Information

What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
District	14	79.7%	96.6%
State	*	64.4%	97.2%

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

Student-To-Teacher Ratios

What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	20	*
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	\$58,400
State	\$73,916

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

Retention Rate

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	90.6% 261	90.4% 235	0.0% 0	100.0% 9	100.0% 2	* *	* *	* *	93.8% 15
	Male	87.5% 28	87.5% 28	* *	* *	* *	* *	* *	* *	* *
	Female	91.0% 233	90.8% 207	0.0% 0	100.0% 9	100.0% 2	* *	* *	* *	93.8% 15
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	90.2% 318,584	90.6% 270,179	85.3% 14,688	90.3% 21,684	89.9% 5,066	88.0% 184	88.6% 565	87.2% 2,267	87.9% 3,951
	Male	91.3% 75,750	91.8% 64,866	84.9% 3,139	90.4% 4,980	91.2% 1,185	89.4% 59	92.4% 146	87.2% 566	87.6% 809
	Female	89.9% 242,834	90.2% 205,313	85.4% 11,549	90.3% 16,704	89.5% 3,881	87.4% 125	87.3% 419	87.2% 1,701	88.0% 3,142
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Full-Time Equivalent

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	* 103.5	88.9% 92	* *	2.9% 3	1.4% 1.5	* *	* *	* *	6.8% 7
	Male	* 12	13.0% 12	* *	* *	* *	* *	* *	* *	* *
	Female	* 91.5	87.0% 80	* *	100.0% 3	100.0% 1.5	* *	* *	* *	100.0% 7
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	* 134896.6	80.6% 108715.6	6.2% 8387.2	8.4% 11339.2	1.9% 2528.6	0.1% 84.2	0.2% 260.1	0.8% 1096.3	1.8% 2485.4
	Male	* 31704.3	23.8% 25848.6	21.9% 1840	22.6% 2557.1	23.4% 591.8	28.3% 23.8	22.7% 59	23.9% 261.9	21.0% 522.1
	Female	* 103192.2	76.2% 82867.1	78.1% 6547.2	77.4% 8782.1	76.6% 1936.7	71.7% 60.4	77.3% 201	76.1% 834.4	79.0% 1963.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Teachers with Gifted Endorsement

What is it?

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

Teachers with Gifted Endorsement	
District	*
State	1,185

National Board Certified Teachers

What is it?

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

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

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

Teachers with Short Term or Provisional Licenses

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	8 7.7%	* *	* *
State	4,465 3.3%	1,349 4.0%	658 1.0%

Novice Teachers

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	7 7.2%	* *	* *
State	9,383 7.0%	2,627 9.0%	2,031 5.0%

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

Teacher Out of Field

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	1 1.2%	* *	* *
State	4,649 4.2%	836 4.0%	1,243 3.0%

Average Teaching Experience

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	14	*	*
State	*	*	*

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

Teachers Education

What is it?

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

Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
District	55.1%	*	*
State	41.0%	41.1%	35.1%

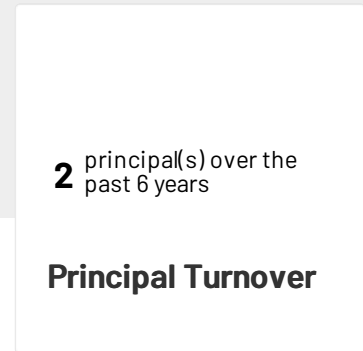
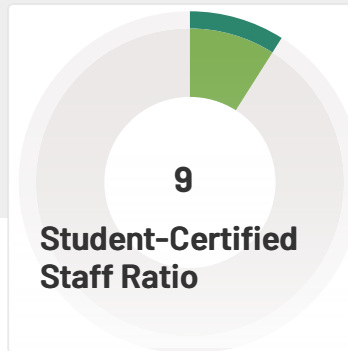
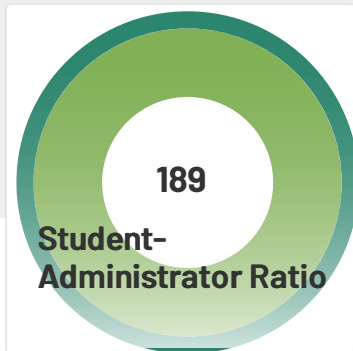
Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
District	44.9%	*	*
State	58.2%	57.1%	64.6%

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

About the data

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



Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	9	189
State	9	141

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

Administrators

Demographics

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	* 8	100.0% 8	* *	* *	* *	* *	* *	* *	* *
	Male	* 1	12.5% 1	* *	* *	* *	* *	* *	* *	* *
	Female	* 7	87.5% 7	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	* 13214.3	75.6% 9995.7	14.8% 1954.1	6.9% 910.7	1.0% 136	0.1% 9	0.1% 19.7	0.7% 92.3	0.7% 96.8
	Male	* 5353.4	43.4% 4339.7	28.5% 557.8	35.6% 323.9	41.3% 56.2	33.4% 3	49.3% 9.7	30.2% 27.8	36.5% 35.3
	Female	* 7860.9	56.6% 5656	71.5% 1396.3	64.4% 586.8	58.7% 79.9	66.6% 6	50.7% 10	69.8% 64.5	63.5% 61.4
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Principal Turnover

What is it?

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

Principal(s) over the past 6 years	
District	2
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	\$92,552
State	\$116,908

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

Novice Administrator

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	3 37.5%	* *	* *
State	1,563 11.8%	341 14.6%	253 9.9%

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

About the data

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

Student Environment

What is it?

Data from the Civil Rights Data Collection (CRDC) comes directly from the U.S. Department of Education (ED). ED collects the data directly from ISBE and school districts and releases the information on a two- to three-year delay. ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for in-school suspensions, out-of-school suspensions, and expulsions is reported by ISBE in a separate report on www.isbe.net. 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
District	6.2%	2.6%	0.1%	0.0%	0.0%	18.0%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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

Civil Rights Data Collection

(2017-18)

Student Environment (cont)

	Rate of Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
District	1.8%	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.

	Enrolled in PreSchool	Advanced Placement (AP) Course Work	Advanced Placement Course Work	
			International Baccalaureate (IB) Course Work	Dual Credit Course Work
District	5.7% 89	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

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

About the data

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

Inclusion Rate and Standard Error in NAEP

What is it?

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

Percentage of students identified With Disabilities and English Learners - Reading

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

Percentage of students identified With Disabilities and English Learners - Mathematics

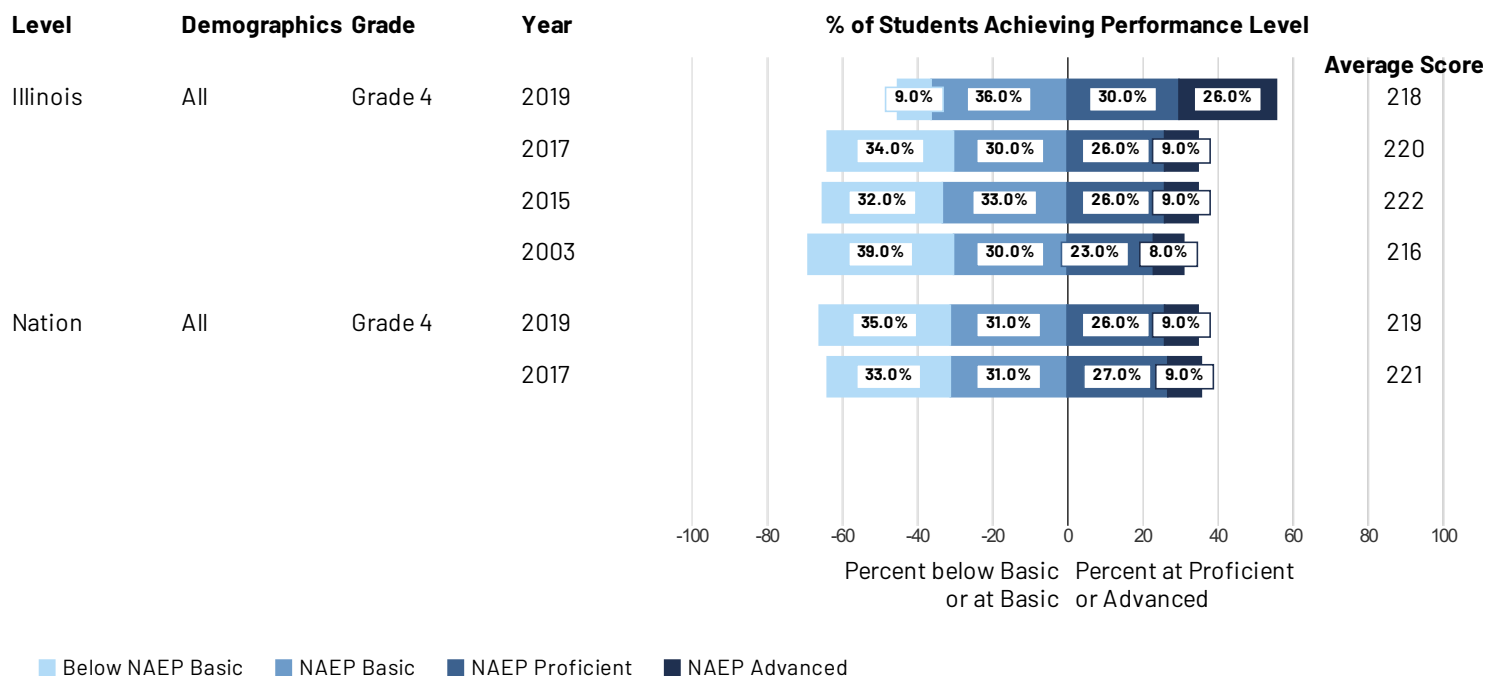
Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois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

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Reading - Grade 4



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

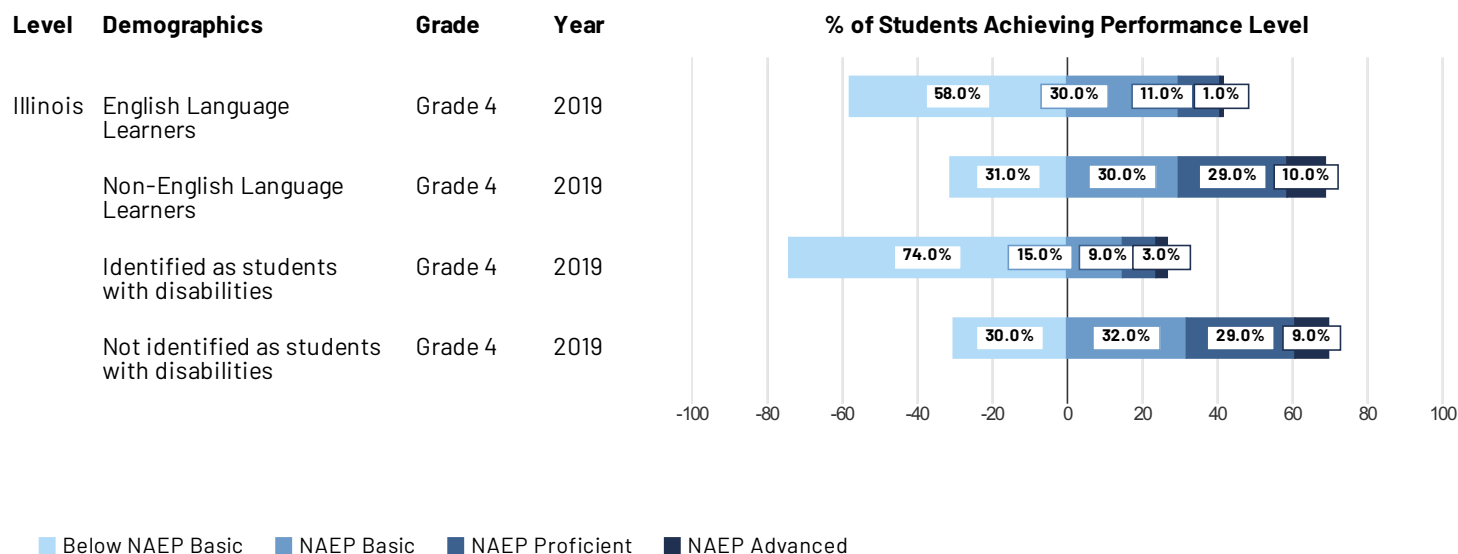
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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Reading - Grade 4



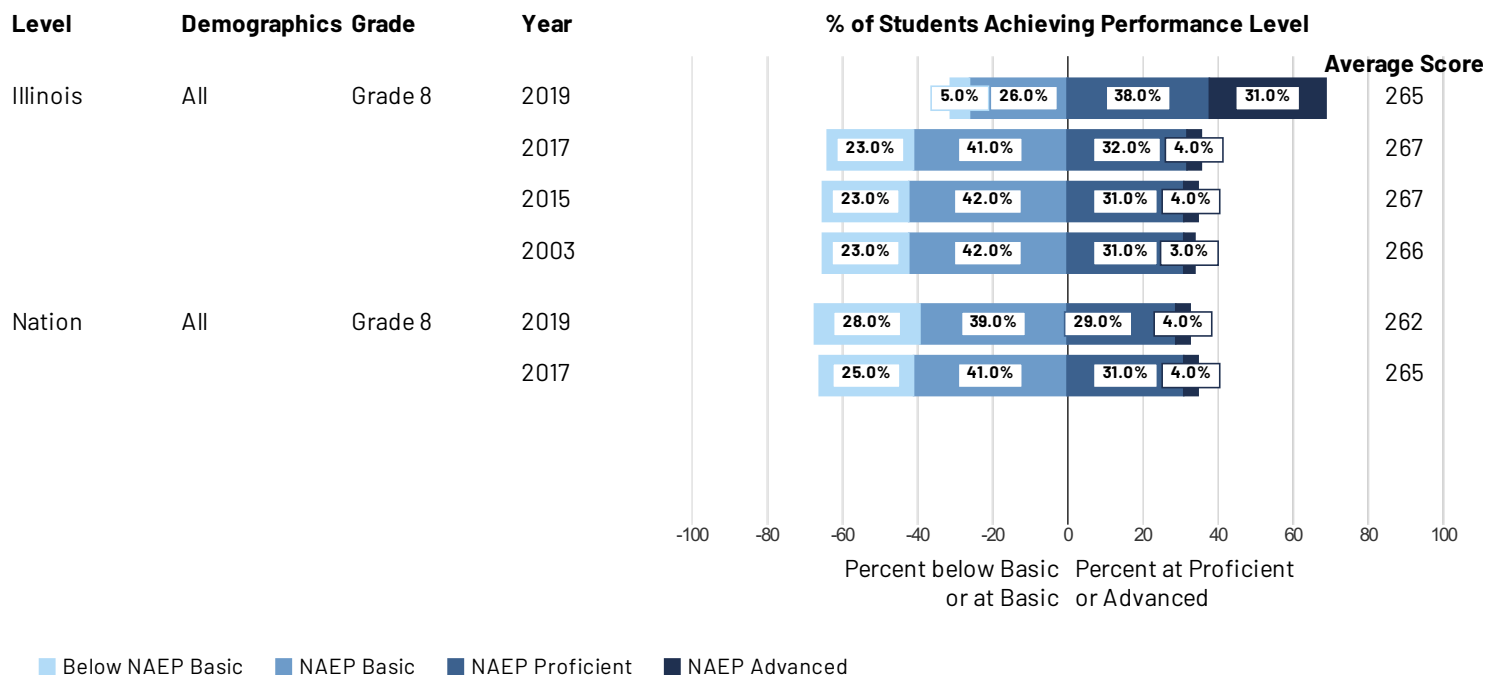
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

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

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

Reading - Grade 8

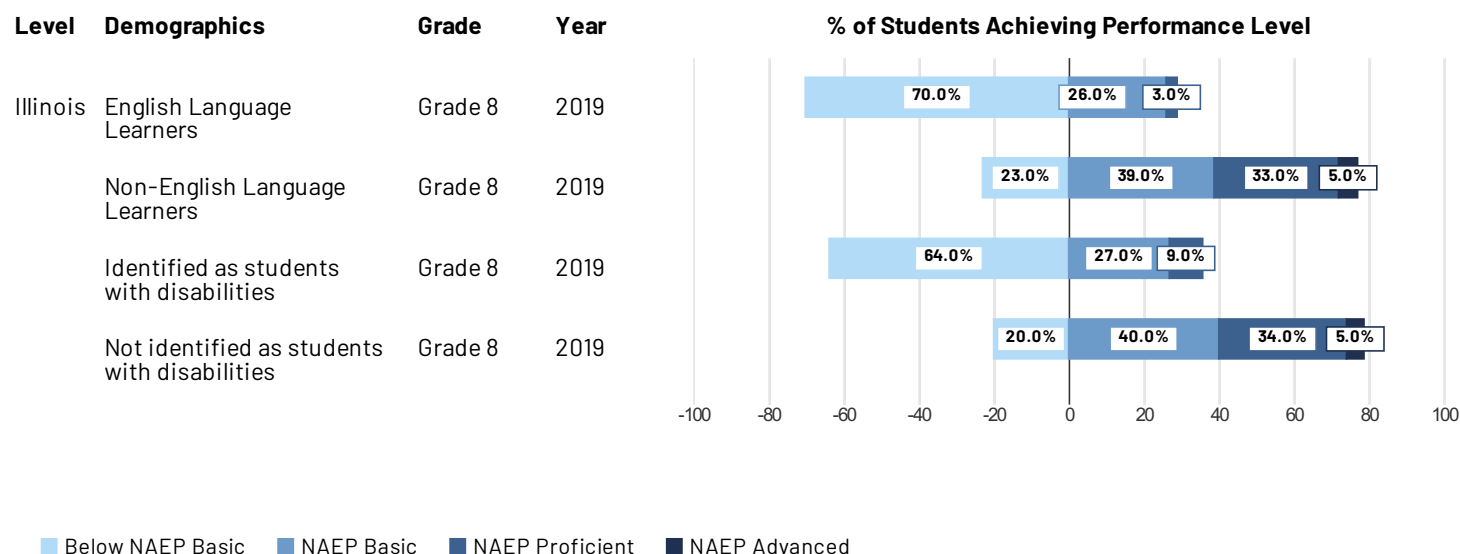


* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

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

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

Reading - Grade 8



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

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

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

Results for Student Groups

What is it?

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

Results for Student Groups in 2019 - Reading - Grade 4

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

Rounds to zero.

‡ Reporting standards not met.

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

Results for Student Groups (cont)

Results for Student Groups in 2019 - Reading - Grade 8

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

Rounds to zero.

‡ Reporting standards not met.

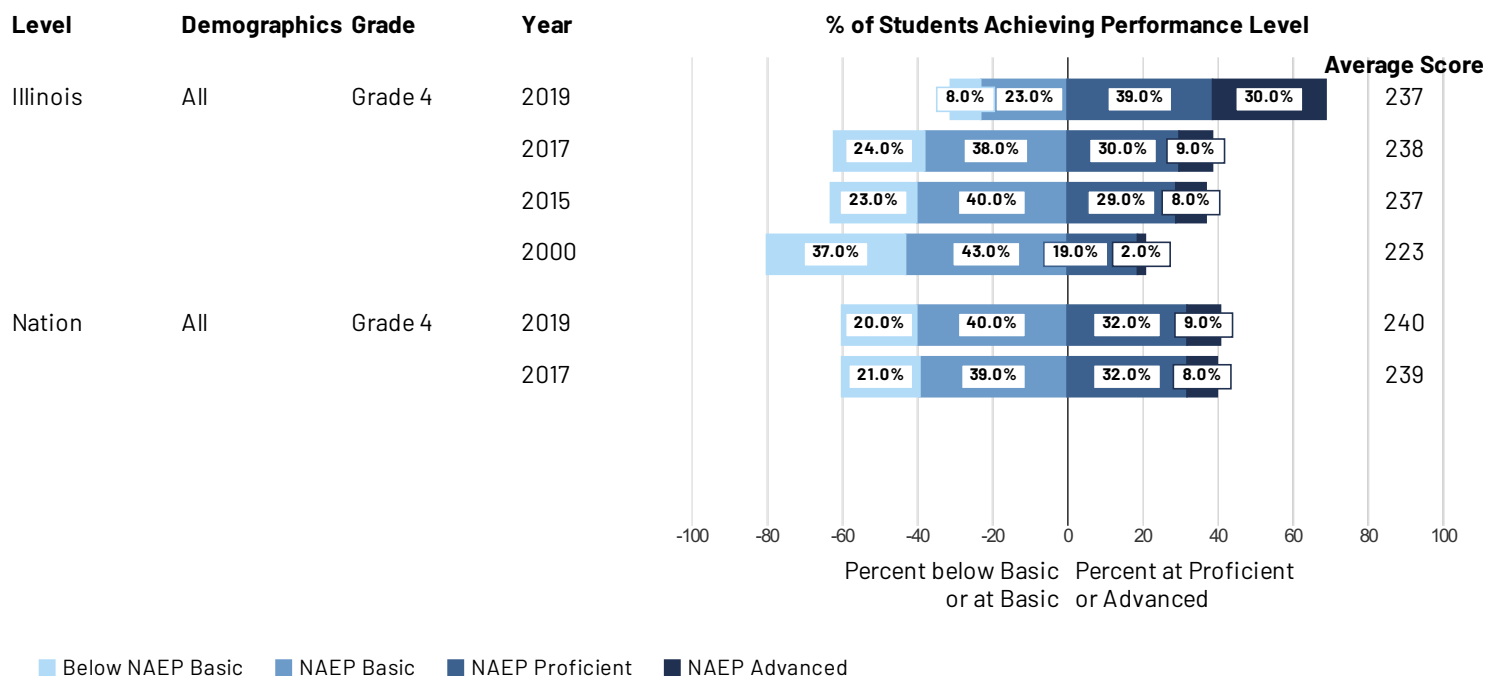
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic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

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Mathematics - Grade 4



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

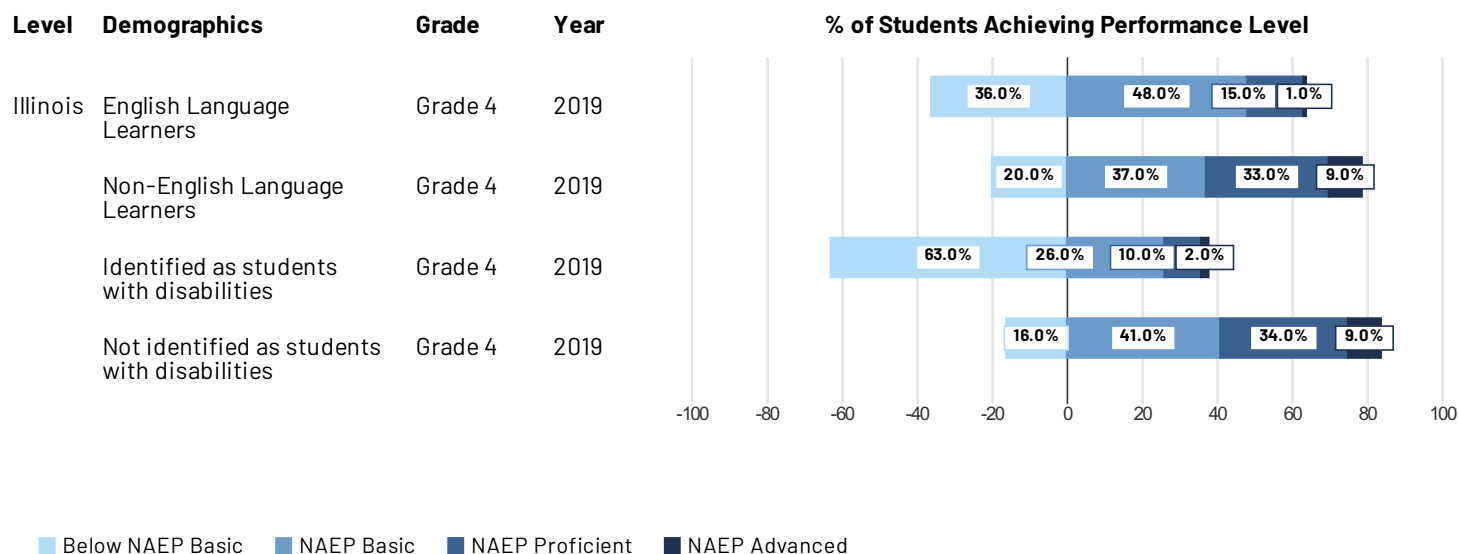
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Mathematics - Grade 4



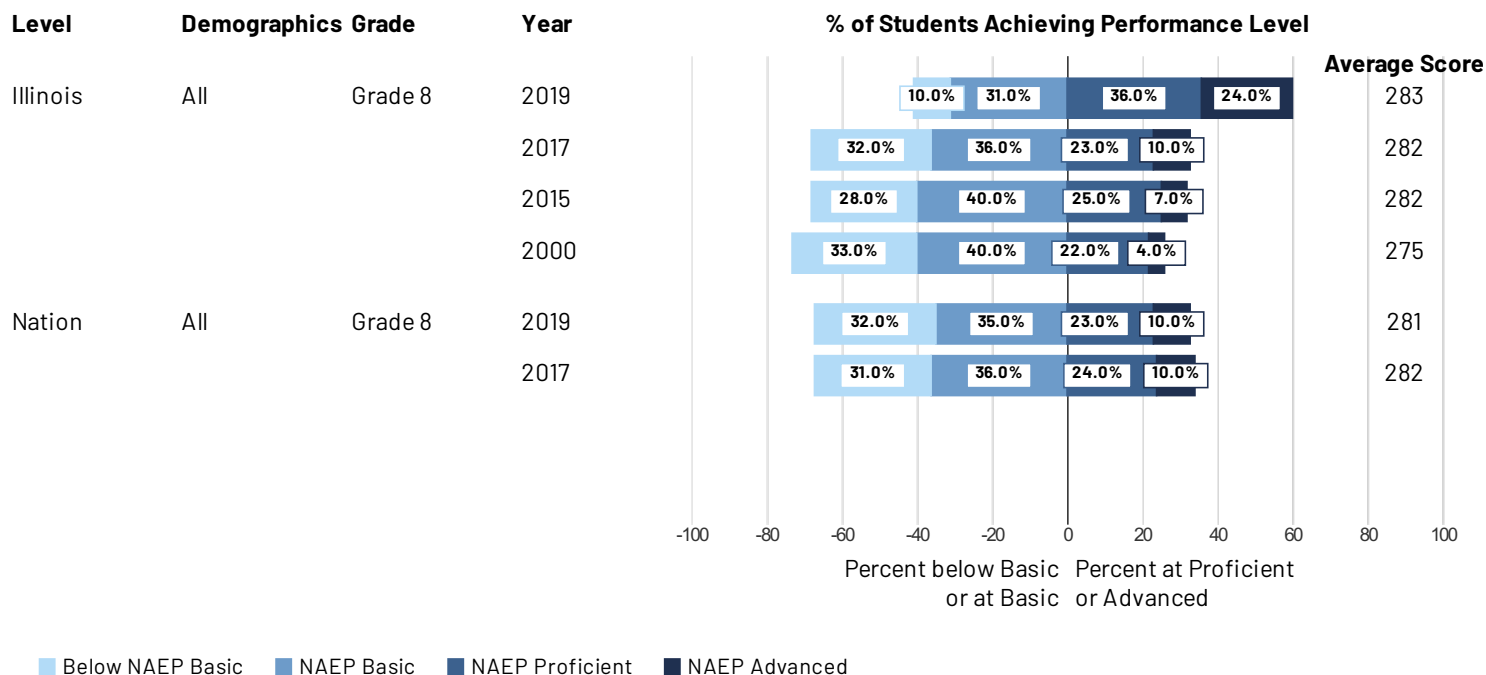
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

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

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

Mathematics – Grade 8

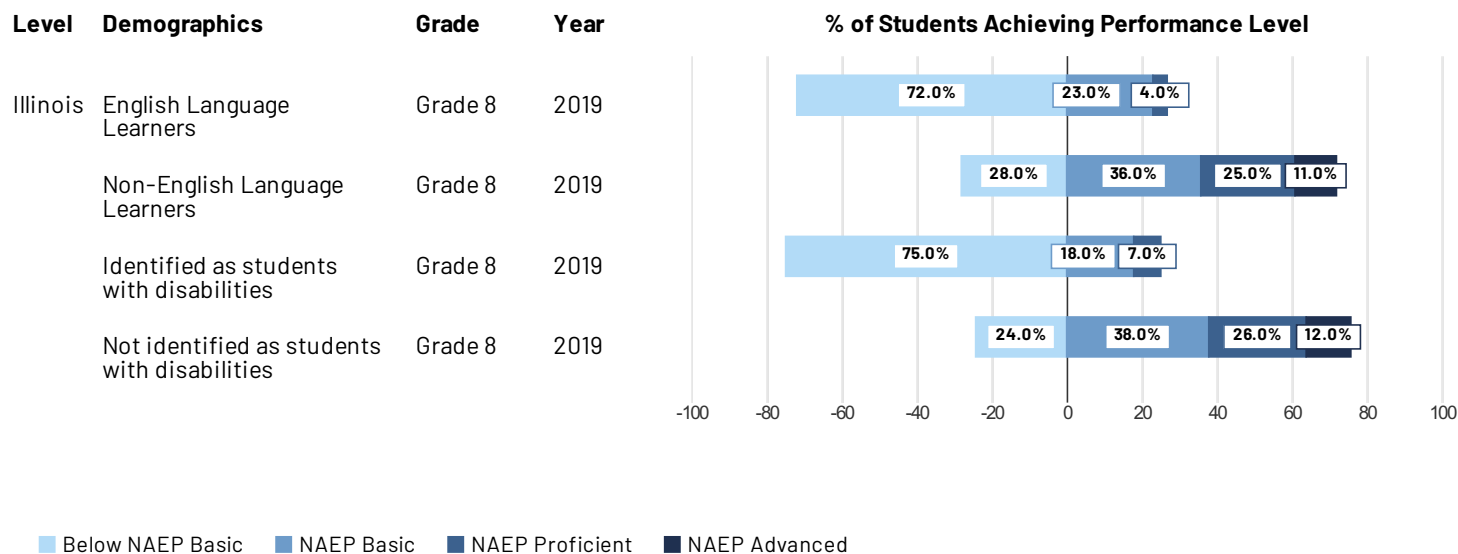


* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

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

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

Mathematics - Grade 8



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

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

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

Results for Student Groups

What is it?

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

Results for Student Groups in 2019 - Math - Grade 4

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

Rounds to zero.

‡ Reporting standards not met.

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

Results for Student Groups (cont)

Results for Student Groups in 2019 - Math - Grade 8

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

Rounds to zero.

‡ Reporting standards not met.

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