Meade Park Elem School (K - 4)
DANVILLE CCSD 118

Illinois Report Card
2022 - 2023

Principal
Mr. Tanner DeLaurier
delauriert@danville118.org

District Superintendent
Dr. Alicia Geddis

Address
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http://www.danville.k12.il.us/schools/meadepark/index.htm

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.

School Snapshot

Site-Based Expenditure Per Student Spending : $8,344

Average Class Size : *

Chronic Absenteeism : 24.5%

Teacher Retention : 80.3%

Senate District : 52   **House District :** 104

Date: 12/01/23 16:01:52 -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.

7.3%

ELA proficiency

3.7%

Math proficiency

95.7%

Participation Rate

IAR
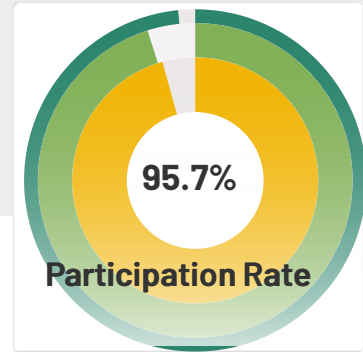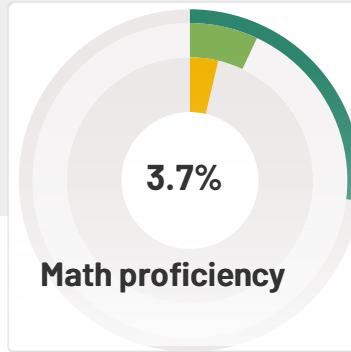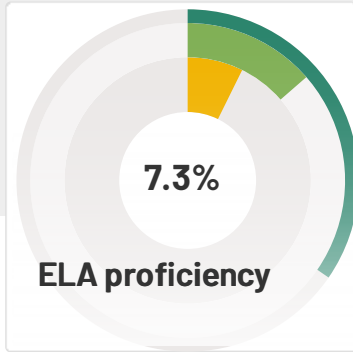
What is it?

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

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

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

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

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IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	46.0%	30.0%	20.0%	4.0%	0.0%	58.0%	22.0%	16.0%	4.0%	0.0%
District	51.6%	22.4%	14.6%	10.8%	0.5%	39.0%	29.0%	18.7%	11.9%	1.4%
State	31.2%	19.4%	20.5%	27.1%	1.7%	19.9%	23.5%	23.6%	26.8%	6.2%
White										
School	46.2%	30.8%	15.4%	7.7%	0.0%	46.2%	23.1%	23.1%	7.7%	0.0%
District	39.4%	23.1%	20.2%	17.3%	0.0%	19.4%	33.0%	27.2%	17.5%	2.9%
State	19.7%	18.5%	24.0%	35.6%	2.3%	10.5%	19.0%	25.5%	36.4%	8.7%
Black										
School	43.3%	33.3%	23.3%	0.0%	0.0%	63.3%	20.0%	13.3%	3.3%	0.0%
District	58.9%	22.7%	10.8%	7.0%	0.5%	50.3%	27.6%	13.0%	8.1%	1.1%
State	50.3%	21.1%	15.4%	12.8%	0.4%	39.5%	28.8%	19.8%	11.0%	0.9%
Male										
School	32.1%	35.7%	28.6%	3.6%	0.0%	50.0%	28.6%	14.3%	7.1%	0.0%
District	50.5%	24.2%	18.6%	6.2%	0.5%	41.8%	28.9%	17.5%	10.8%	1.0%
State	34.4%	20.1%	20.5%	23.8%	1.1%	19.8%	21.9%	22.9%	28.1%	7.3%
Female										
School	63.6%	22.7%	9.1%	4.5%	0.0%	68.2%	13.6%	18.2%	0.0%	0.0%
District	52.8%	20.5%	10.2%	15.9%	0.6%	36.0%	29.1%	20.0%	13.1%	1.7%
State	27.9%	18.6%	20.5%	30.6%	2.4%	20.0%	25.1%	24.3%	25.5%	5.1%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	33.3%	0.0%	33.3%	33.3%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%

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IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	56.8%	18.9%	16.2%	8.1%	0.0%	40.5%	32.4%	13.5%	13.5%	0.0%
State	43.6%	21.6%	17.7%	16.5%	0.7%	27.2%	30.6%	23.8%	16.4%	2.0%
Asian										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.0%	12.1%	20.0%	48.4%	5.5%	5.8%	12.1%	19.6%	42.6%	19.9%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	20.0%	20.0%	26.0%	33.0%	1.0%	16.0%	23.0%	20.0%	33.0%	8.0%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
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										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	43.9%	24.4%	14.6%	14.6%	2.4%	36.6%	22.0%	29.3%	12.2%	0.0%
State	27.7%	17.9%	21.2%	30.6%	2.7%	18.7%	21.6%	22.7%	29.0%	7.9%

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IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	50.0%	27.8%	22.2%	0.0%	0.0%	66.7%	11.1%	16.7%	5.6%	0.0%
District	63.5%	26.0%	8.3%	2.1%	0.0%	52.1%	31.3%	10.4%	5.2%	1.0%
State	55.2%	18.9%	13.7%	11.6%	0.6%	39.4%	25.8%	17.4%	14.7%	2.8%
Students with IEPs										
School	72.7%	9.1%	18.2%	0.0%	0.0%	72.7%	9.1%	18.2%	0.0%	0.0%
District	72.9%	18.6%	7.1%	1.4%	0.0%	60.0%	24.3%	11.4%	2.9%	1.4%
State	61.2%	18.5%	11.6%	8.3%	0.3%	44.1%	26.2%	15.7%	12.0%	2.0%
Non-IEP										
School	38.5%	35.9%	20.5%	5.1%	0.0%	53.8%	25.6%	15.4%	5.1%	0.0%
District	46.7%	23.3%	16.3%	13.0%	0.7%	34.1%	30.1%	20.4%	14.0%	1.3%
State	25.9%	19.5%	22.1%	30.5%	2.0%	15.6%	23.0%	25.0%	29.5%	7.0%
English Learners										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	44.4%	16.7%	27.8%	11.1%	0.0%	27.8%	44.4%	5.6%	22.2%	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										
School	45.8%	31.3%	18.8%	4.2%	0.0%	58.3%	20.8%	16.7%	4.2%	0.0%
District	52.0%	22.7%	13.9%	10.8%	0.6%	39.6%	28.2%	19.4%	11.4%	1.4%
State	26.8%	18.8%	21.5%	30.7%	2.1%	17.7%	21.7%	23.7%	29.6%	7.3%

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IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	45.7%	32.6%	17.4%	4.3%	0.0%	58.7%	21.7%	15.2%	4.3%	0.0%
District	56.0%	23.0%	12.6%	8.1%	0.3%	42.9%	30.8%	16.6%	8.1%	1.6%
State	44.7%	22.0%	17.8%	15.1%	0.5%	30.5%	29.5%	22.8%	15.5%	1.7%
Non Low Income										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	29.5%	19.7%	24.6%	24.6%	1.6%	19.7%	19.7%	29.5%	31.1%	0.0%
State	17.2%	16.7%	23.3%	39.7%	3.1%	8.9%	17.1%	24.5%	38.6%	10.9%
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	75.0%	18.8%	0.0%	6.3%	0.0%	40.0%	40.0%	20.0%	0.0%	0.0%
State	58.9%	19.7%	12.5%	8.7%	0.2%	44.3%	27.6%	17.7%	9.8%	0.6%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	55.5%	22.7%	13.5%	8.2%	0.1%	41.4%	29.5%	19.3%	9.4%	0.4%
Military										
School	*	*	*	*	*	*	*	*	*	*
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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IAR (cont)

Grade 3 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	45.7%	29.8%	19.9%	4.0%	0.0%	57.6%	21.9%	15.9%	4.0%	0.0%
District	53.1%	23.1%	15.0%	11.1%	0.6%	40.0%	29.7%	19.2%	12.2%	1.4%
State	32.3%	20.0%	21.2%	28.1%	1.8%	20.5%	24.2%	24.4%	27.7%	6.4%
White										
School	48.6%	32.4%	16.2%	8.1%	0.0%	48.6%	24.3%	24.3%	8.1%	0.0%
District	40.7%	23.8%	20.9%	17.9%	0.0%	19.9%	33.8%	27.8%	17.9%	3.0%
State	20.4%	19.2%	24.9%	37.0%	2.4%	10.9%	19.7%	26.5%	37.8%	9.0%
Black										
School	42.8%	32.9%	23.0%	0.0%	0.0%	62.5%	19.7%	13.2%	3.3%	0.0%
District	60.1%	23.2%	11.0%	7.2%	0.6%	51.3%	28.1%	13.2%	8.3%	1.1%
State	52.3%	21.9%	16.0%	13.3%	0.4%	40.9%	29.8%	20.5%	11.4%	1.0%
Male										
School	31.6%	35.1%	28.1%	3.5%	0.0%	49.1%	28.1%	14.0%	7.0%	0.0%
District	51.8%	24.9%	19.0%	6.4%	0.5%	42.9%	29.6%	18.0%	11.1%	1.1%
State	35.6%	20.8%	21.2%	24.6%	1.2%	20.4%	22.6%	23.6%	29.0%	7.5%
Female										
School	64.1%	22.9%	9.2%	4.6%	0.0%	68.7%	13.7%	18.3%	0.0%	0.0%
District	54.4%	21.1%	10.5%	16.4%	0.6%	36.8%	29.8%	20.5%	13.5%	1.8%
State	28.9%	19.2%	21.2%	31.7%	2.5%	20.7%	25.9%	25.1%	26.3%	5.3%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	35.1%	0.0%	35.1%	35.1%	0.0%	0.0%	35.1%	70.2%	0.0%	0.0%

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IAR (cont)

Grade 3 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	58.2%	19.4%	16.6%	8.3%	0.0%	41.6%	33.2%	13.9%	13.9%	0.0%
State	44.7%	22.2%	18.2%	16.9%	0.7%	27.9%	31.3%	24.3%	16.8%	2.1%
Asian										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.2%	12.2%	20.3%	49.0%	5.6%	5.9%	12.2%	19.8%	43.1%	20.2%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	20.6%	20.6%	26.8%	34.1%	1.0%	16.5%	23.7%	20.6%	34.1%	8.3%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	49.1%	18.0%	17.7%	15.8%	0.9%	29.8%	23.9%	25.5%	19.9%	2.8%
Two or More Races										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	46.2%	25.7%	15.4%	15.4%	2.6%	38.5%	23.1%	30.8%	12.8%	0.0%
State	28.4%	18.3%	21.7%	31.4%	2.8%	19.1%	22.2%	23.3%	29.8%	8.1%

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IAR (cont)

Grade 3 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	49.9%	27.7%	22.2%	0.0%	0.0%	66.5%	11.1%	16.6%	5.5%	0.0%
District	65.5%	26.9%	8.6%	2.2%	0.0%	53.7%	32.2%	10.7%	5.4%	1.1%
State	56.8%	19.5%	14.1%	12.0%	0.6%	40.5%	26.5%	17.8%	15.1%	2.9%
Students with IEPs										
School	70.2%	8.8%	17.5%	0.0%	0.0%	70.2%	8.8%	17.5%	0.0%	0.0%
District	75.6%	19.3%	7.4%	1.5%	0.0%	62.3%	25.2%	11.9%	3.0%	1.5%
State	62.9%	19.0%	12.0%	8.5%	0.4%	45.2%	26.9%	16.2%	12.3%	2.0%
Non-IEP										
School	38.5%	35.9%	20.5%	5.1%	0.0%	53.9%	25.7%	15.4%	5.1%	0.0%
District	47.9%	23.9%	16.8%	13.3%	0.7%	34.9%	30.8%	20.9%	14.4%	1.4%
State	26.8%	20.2%	22.9%	31.6%	2.1%	16.1%	23.7%	25.9%	30.5%	7.2%
English Learners										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	44.3%	16.6%	27.7%	11.1%	0.0%	27.7%	44.3%	5.5%	22.2%	0.0%
State	49.9%	21.5%	16.0%	11.6%	0.2%	29.0%	30.7%	23.1%	15.0%	1.4%
Non-English Learners										
School	46.3%	31.6%	19.0%	4.2%	0.0%	59.0%	21.1%	16.8%	4.2%	0.0%
District	53.5%	23.4%	14.3%	11.1%	0.6%	40.6%	29.0%	19.9%	11.7%	1.5%
State	28.0%	19.7%	22.5%	32.1%	2.2%	18.5%	22.6%	24.7%	30.8%	7.6%

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IAR (cont)

Grade 3 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	46.1%	32.9%	17.5%	4.4%	0.0%	59.2%	21.9%	15.4%	4.4%	0.0%
District	57.5%	23.6%	13.0%	8.3%	0.3%	43.8%	31.6%	16.9%	8.3%	1.7%
State	46.1%	22.7%	18.4%	15.6%	0.5%	31.4%	30.4%	23.5%	16.0%	1.8%
Non Low Income										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	30.6%	20.4%	25.5%	25.5%	1.7%	20.4%	20.4%	30.6%	32.3%	0.0%
State	17.8%	17.2%	24.2%	41.1%	3.2%	9.2%	17.7%	25.3%	40.0%	11.2%
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	74.3%	18.6%	0.0%	6.2%	0.0%	37.2%	37.2%	18.6%	0.0%	0.0%
State	56.9%	19.1%	12.1%	8.4%	0.2%	42.6%	26.5%	17.0%	9.4%	0.6%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	57.4%	23.5%	14.0%	8.5%	0.1%	42.6%	30.4%	19.8%	9.7%	0.4%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	25.4%	21.3%	21.9%	33.2%	2.1%	16.9%	23.4%	25.2%	32.3%	5.4%

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IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	33.9%	28.8%	27.1%	10.2%	0.0%	52.6%	28.1%	15.8%	3.5%	0.0%
District	35.2%	29.7%	18.1%	15.7%	1.3%	42.4%	28.9%	20.8%	7.9%	0.0%
State	18.5%	21.2%	25.0%	28.1%	7.3%	20.0%	25.5%	26.7%	24.8%	2.9%
White										
School	50.0%	40.0%	0.0%	10.0%	0.0%	60.0%	30.0%	10.0%	0.0%	0.0%
District	28.1%	27.1%	14.6%	28.1%	2.1%	29.9%	24.7%	26.8%	18.6%	0.0%
State	10.4%	17.3%	26.8%	35.8%	9.8%	10.3%	20.5%	30.9%	34.5%	3.8%
Black										
School	33.3%	30.6%	27.8%	8.3%	0.0%	54.3%	25.7%	14.3%	5.7%	0.0%
District	43.0%	31.6%	16.6%	7.8%	1.0%	56.3%	26.6%	13.0%	4.2%	0.0%
State	33.1%	28.7%	22.0%	14.1%	2.0%	41.2%	32.8%	18.4%	7.4%	0.3%
Male										
School	31.4%	34.3%	28.6%	5.7%	0.0%	47.1%	32.4%	20.6%	0.0%	0.0%
District	36.9%	32.3%	17.4%	12.8%	0.5%	39.7%	29.9%	22.2%	8.2%	0.0%
State	20.8%	22.5%	25.1%	26.0%	5.7%	20.0%	23.5%	26.1%	26.8%	3.5%
Female										
School	37.5%	20.8%	25.0%	16.7%	0.0%	60.9%	21.7%	8.7%	8.7%	0.0%
District	33.3%	26.9%	18.8%	18.8%	2.2%	45.2%	28.0%	19.4%	7.5%	0.0%
State	16.0%	19.8%	24.9%	30.3%	9.0%	20.0%	27.7%	27.2%	22.8%	2.3%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	10.0%	0.0%	30.0%	40.0%	20.0%	10.0%	10.0%	20.0%	60.0%	0.0%

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IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	22.2%	33.3%	25.0%	19.4%	0.0%	19.4%	50.0%	27.8%	2.8%	0.0%
State	26.4%	25.8%	24.6%	20.1%	3.1%	27.3%	33.0%	25.2%	13.6%	0.7%
Asian										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	6.8%	10.6%	20.7%	42.3%	19.6%	5.2%	11.5%	23.7%	46.8%	12.8%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	15.5%	14.5%	28.2%	25.5%	16.4%	14.5%	20.9%	26.4%	33.6%	4.5%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
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										
School	20.0%	20.0%	40.0%	20.0%	0.0%	‡	‡	‡	‡	‡
District	30.8%	25.0%	26.9%	15.4%	1.9%	33.3%	31.4%	31.4%	3.9%	0.0%
State	15.9%	20.3%	24.7%	29.3%	9.9%	18.4%	24.4%	26.0%	27.0%	4.2%

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IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	50.0%	27.3%	22.7%	0.0%	0.0%	66.7%	28.6%	4.8%	0.0%	0.0%
District	51.1%	28.9%	11.1%	8.9%	0.0%	60.0%	24.4%	10.0%	5.6%	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										
School	60.0%	20.0%	20.0%	0.0%	0.0%	64.3%	28.6%	7.1%	0.0%	0.0%
District	62.5%	23.2%	8.9%	5.4%	0.0%	67.9%	19.6%	7.1%	5.4%	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										
School	25.0%	31.8%	29.5%	13.6%	0.0%	48.8%	27.9%	18.6%	4.7%	0.0%
District	30.5%	30.8%	19.7%	17.5%	1.5%	38.0%	30.6%	23.1%	8.3%	0.0%
State	13.0%	20.3%	26.9%	31.6%	8.3%	15.1%	25.2%	28.8%	27.7%	3.3%
English Learners										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	19.0%	23.8%	23.8%	33.3%	0.0%	14.3%	47.6%	33.3%	4.8%	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										
School	33.9%	30.4%	25.0%	10.7%	0.0%	51.9%	27.8%	16.7%	3.7%	0.0%
District	36.1%	30.0%	17.8%	14.7%	1.4%	44.0%	27.9%	20.1%	8.1%	0.0%
State	15.2%	19.6%	25.4%	31.1%	8.7%	17.5%	23.5%	27.4%	28.0%	3.5%

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IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	33.3%	28.1%	28.1%	10.5%	0.0%	52.7%	27.3%	16.4%	3.6%	0.0%
District	37.8%	31.1%	17.5%	12.9%	0.6%	46.9%	29.0%	18.2%	5.9%	0.0%
State	27.9%	27.0%	24.6%	18.1%	2.4%	30.8%	32.5%	23.9%	12.3%	0.6%
Non Low Income										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	19.6%	21.4%	21.4%	32.1%	5.4%	16.1%	28.6%	35.7%	19.6%	0.0%
State	8.7%	15.2%	25.4%	38.4%	12.3%	8.9%	18.4%	29.6%	37.8%	5.4%
Homeless										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	45.0%	35.0%	10.0%	5.0%	5.0%	68.4%	5.3%	26.3%	0.0%	0.0%
State	40.9%	27.9%	19.5%	10.4%	1.2%	45.9%	29.8%	17.6%	6.6%	0.1%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.6%	25.6%	20.0%	13.7%	1.1%	42.6%	30.7%	19.1%	7.6%	0.0%
Military										
School	*	*	*	*	*	*	*	*	*	*
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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IAR (cont)

Grade 4 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	34.5%	29.3%	27.6%	10.4%	0.0%	51.8%	27.6%	15.5%	3.5%	0.0%
District	36.1%	30.4%	18.6%	16.2%	1.4%	43.3%	29.6%	21.3%	8.1%	0.0%
State	19.1%	21.9%	25.9%	29.1%	7.6%	20.7%	26.4%	27.6%	25.7%	3.0%
White										
School	52.6%	42.1%	0.0%	10.5%	0.0%	63.2%	31.6%	10.5%	0.0%	0.0%
District	27.6%	26.6%	14.3%	27.6%	2.0%	29.6%	24.5%	26.6%	18.4%	0.0%
State	10.8%	18.0%	27.9%	37.2%	10.2%	10.7%	21.3%	32.1%	35.9%	3.9%
Black										
School	33.2%	30.5%	27.7%	8.3%	0.0%	52.6%	24.9%	13.9%	5.5%	0.0%
District	44.6%	32.8%	17.2%	8.1%	1.1%	58.0%	27.4%	13.4%	4.3%	0.0%
State	34.4%	29.8%	22.9%	14.7%	2.1%	42.8%	34.0%	19.1%	7.7%	0.3%
Male										
School	33.1%	36.1%	30.1%	6.0%	0.0%	48.1%	33.1%	21.1%	0.0%	0.0%
District	38.5%	33.7%	18.2%	13.4%	0.5%	41.1%	31.0%	23.0%	8.6%	0.0%
State	21.5%	23.3%	25.9%	26.8%	5.9%	20.7%	24.3%	27.0%	27.7%	3.6%
Female										
School	36.4%	20.2%	24.3%	16.2%	0.0%	56.7%	20.2%	8.1%	8.1%	0.0%
District	33.6%	27.1%	19.0%	19.0%	2.2%	45.6%	28.2%	19.5%	7.6%	0.0%
State	16.6%	20.6%	25.8%	31.4%	9.3%	20.7%	28.6%	28.2%	23.6%	2.4%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	10.5%	0.0%	31.6%	42.1%	21.1%	10.5%	10.5%	21.1%	63.2%	0.0%

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IAR (cont)

Grade 4 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	23.4%	35.1%	26.3%	20.5%	0.0%	20.5%	52.6%	29.2%	2.9%	0.0%
State	27.2%	26.5%	25.4%	20.6%	3.2%	28.1%	34.0%	26.0%	14.0%	0.8%
Asian										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	6.9%	10.8%	20.9%	42.8%	19.9%	5.3%	11.6%	24.0%	47.4%	13.0%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	15.8%	14.9%	28.9%	26.1%	16.8%	14.9%	21.4%	27.0%	34.5%	4.7%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	21.9%	20.9%	26.9%	25.6%	7.0%	25.9%	25.9%	22.3%	25.6%	3.3%
Two or More Races										
School	21.1%	21.1%	42.1%	21.1%	0.0%	‡	‡	‡	‡	‡
District	32.4%	26.3%	28.3%	16.2%	2.0%	34.4%	32.4%	32.4%	4.1%	0.0%
State	16.3%	20.9%	25.4%	30.1%	10.2%	18.9%	25.1%	26.7%	27.8%	4.3%

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IAR (cont)

Grade 4 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	52.6%	28.7%	23.9%	0.0%	0.0%	67.0%	28.7%	4.8%	0.0%	0.0%
District	52.6%	29.8%	11.4%	9.2%	0.0%	61.8%	25.2%	10.3%	5.7%	0.0%
State	43.5%	26.6%	17.7%	13.0%	2.7%	42.8%	28.0%	18.3%	12.8%	1.3%
Students with IEPs										
School	63.2%	21.1%	21.1%	0.0%	0.0%	63.2%	28.1%	7.0%	0.0%	0.0%
District	63.5%	23.6%	9.1%	5.4%	0.0%	69.0%	20.0%	7.3%	5.4%	0.0%
State	50.8%	27.3%	14.9%	8.7%	1.6%	49.3%	28.5%	15.5%	9.0%	0.8%
Non-IEP										
School	25.2%	32.0%	29.8%	13.7%	0.0%	48.1%	27.5%	18.3%	4.6%	0.0%
District	31.3%	31.6%	20.2%	18.0%	1.6%	38.9%	31.3%	23.7%	8.5%	0.0%
State	13.4%	21.0%	27.8%	32.7%	8.6%	15.6%	26.0%	29.8%	28.7%	3.4%
English Learners										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	20.1%	25.1%	25.1%	35.1%	0.0%	15.0%	50.1%	35.1%	5.0%	0.0%
State	32.7%	27.9%	23.1%	14.5%	1.2%	30.7%	34.0%	23.4%	10.9%	0.3%
Non-English Learners										
School	34.5%	30.9%	25.4%	10.9%	0.0%	50.8%	27.2%	16.3%	3.6%	0.0%
District	37.0%	30.7%	18.2%	15.1%	1.4%	45.0%	28.5%	20.5%	8.3%	0.0%
State	15.9%	20.5%	26.5%	32.5%	9.1%	18.3%	24.6%	28.6%	29.2%	3.7%

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IAR (cont)

Grade 4 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	33.9%	28.6%	28.6%	10.7%	0.0%	51.7%	26.8%	16.1%	3.6%	0.0%
District	38.8%	31.8%	18.0%	13.2%	0.6%	47.9%	29.6%	18.6%	6.0%	0.0%
State	28.8%	27.9%	25.4%	18.7%	2.5%	31.8%	33.5%	24.6%	12.7%	0.6%
Non Low Income										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	20.3%	22.2%	22.2%	33.2%	5.5%	16.6%	29.6%	36.9%	20.3%	0.0%
State	9.1%	15.8%	26.3%	39.8%	12.8%	9.2%	19.1%	30.6%	39.2%	5.6%
Homeless										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	45.1%	35.1%	10.0%	5.0%	5.0%	65.2%	5.0%	25.1%	0.0%	0.0%
State	39.9%	27.3%	19.1%	10.1%	1.2%	44.5%	28.8%	17.0%	6.4%	0.1%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	40.7%	26.4%	20.6%	14.1%	1.1%	43.8%	31.5%	19.6%	7.8%	0.0%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	15.2%	20.0%	25.8%	33.7%	9.0%	16.4%	24.4%	30.5%	29.5%	2.9%

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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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DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.3%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
White								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	73.2%	12.3%	14.0%	0.5%	76.1%	10.5%	8.8%	4.6%
Black								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	66.6%	17.0%	15.7%	0.8%	73.9%	11.0%	9.7%	5.5%
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.5%	13.9%	12.9%	0.6%	74.9%	8.8%	10.6%	5.7%
Female								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.9%	15.2%	12.7%	0.2%	77.6%	12.5%	7.7%	2.2%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	73.9%	14.9%	11.0%	0.2%	76.3%	8.3%	11.4%	3.9%
Asian								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	84.4%	10.0%	4.4%	1.1%	83.1%	5.6%	9.0%	2.2%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	33.3%	66.7%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.7%	17.1%	12.2%	0.0%	70.7%	13.4%	8.5%	7.3%

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DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.4%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.4%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
English Learners								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	75.7%	13.9%	9.8%	0.6%	76.3%	8.3%	11.0%	4.4%
Non-English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	70.9%	14.5%	14.1%	0.4%	75.5%	10.6%	9.2%	4.7%

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DLM (cont)

Grade 3

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

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DLM (cont)

Grade 3 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	75.7%	15.0%	13.5%	0.5%	79.3%	10.4%	10.2%	4.8%
White								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	76.6%	12.9%	14.6%	0.5%	79.6%	11.0%	9.2%	4.8%
Black								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	70.1%	17.9%	16.5%	0.8%	77.8%	11.5%	10.2%	5.8%
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	76.0%	14.6%	13.5%	0.7%	78.5%	9.2%	11.1%	6.0%
Female								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	75.1%	15.9%	13.2%	0.2%	81.1%	13.0%	8.1%	2.3%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 3 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	77.5%	15.6%	11.5%	0.2%	80.0%	8.7%	12.0%	4.1%
Asian								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	86.0%	10.2%	4.5%	1.1%	84.7%	5.7%	9.2%	2.3%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	105.3%	0.0%	0.0%	0.0%	105.3%	0.0%	0.0%	0.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	35.1%	70.2%	0.0%	0.0%	35.1%	70.2%	0.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	74.5%	18.0%	12.8%	0.0%	74.5%	14.1%	9.0%	7.7%

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DLM (cont)

Grade 3 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	75.8%	15.0%	13.4%	0.5%	79.3%	10.4%	10.2%	4.8%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	75.8%	15.0%	13.4%	0.5%	79.3%	10.4%	10.2%	4.8%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	0.0%	105.3%	0.0%	105.3%	0.0%	0.0%	0.0%
English Learners								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	78.4%	14.4%	10.1%	0.6%	79.1%	8.6%	11.4%	4.5%
Non-English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.6%	15.3%	14.9%	0.5%	79.4%	11.2%	9.6%	5.0%

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DLM (cont)

Grade 3 – Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.4%	15.1%	14.7%	0.6%	77.4%	11.1%	10.9%	5.4%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	78.1%	14.8%	11.3%	0.4%	82.7%	9.2%	8.8%	3.9%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	75.6%	16.2%	8.1%	0.0%	84.2%	2.6%	10.5%	2.6%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	80.0%	12.6%	12.6%	0.0%	67.4%	25.3%	4.2%	8.4%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	58.5%	11.7%	35.1%	0.0%	58.5%	11.7%	23.4%	11.7%

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DLM (cont)

Grade 4

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

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DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	75.3%	18.0%	6.5%	0.2%	62.3%	8.5%	22.4%	6.7%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	85.4%	8.7%	5.8%	0.0%	70.9%	12.6%	12.6%	3.9%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	66.7%	0.0%	33.3%	0.0%	33.3%	33.3%	33.3%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	66.7%	24.6%	7.0%	1.8%	57.9%	8.8%	22.8%	10.5%

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DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.7%	19.0%	9.0%	0.4%	59.5%	10.2%	22.5%	7.8%
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.7%	19.0%	9.0%	0.4%	59.5%	10.2%	22.5%	7.8%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	66.7%	33.3%	0.0%	0.0%	66.7%	0.0%	33.3%	0.0%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	78.0%	15.6%	6.0%	0.4%	64.7%	7.8%	19.6%	8.0%
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	69.2%	20.4%	10.1%	0.4%	57.5%	11.2%	23.7%	7.7%

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DLM (cont)

Grade 4

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

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DLM (cont)

Grade 4 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	75.1%	19.9%	9.4%	0.4%	62.4%	10.7%	23.6%	8.1%
White								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.1%	20.8%	10.9%	0.7%	60.4%	11.0%	25.2%	8.0%
Black								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.1%	21.9%	11.0%	0.0%	59.2%	11.6%	24.0%	10.3%
Male								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.8%	19.6%	9.7%	0.5%	62.0%	10.2%	23.6%	8.9%
Female								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	75.6%	20.4%	8.8%	0.2%	63.2%	11.8%	23.5%	6.6%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 4 – Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	78.9%	18.8%	6.8%	0.2%	65.3%	8.9%	23.5%	7.1%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	89.9%	9.2%	6.1%	0.0%	74.6%	13.3%	13.3%	4.1%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	105.3%	0.0%	0.0%	0.0%	105.3%	0.0%	0.0%	0.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.2%	0.0%	35.1%	0.0%	35.1%	35.1%	35.1%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.0%	25.4%	7.3%	1.8%	59.9%	9.1%	23.6%	10.9%

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DLM (cont)

Grade 4 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	75.1%	19.9%	9.4%	0.4%	62.4%	10.7%	23.5%	8.2%
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	75.1%	19.9%	9.4%	0.4%	62.4%	10.7%	23.5%	8.2%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.2%	35.1%	0.0%	0.0%	70.2%	0.0%	35.1%	0.0%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	81.4%	16.2%	6.3%	0.5%	67.5%	8.1%	20.4%	8.4%
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.5%	21.4%	10.6%	0.4%	60.3%	11.7%	24.8%	8.1%

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DLM (cont)

Grade 4 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	73.5%	20.1%	10.6%	0.3%	60.6%	10.2%	24.8%	9.0%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	77.9%	19.5%	7.2%	0.6%	65.5%	11.6%	21.4%	6.6%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	54.9%	27.5%	18.3%	0.0%	50.3%	4.6%	27.5%	18.3%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.0%	21.8%	14.5%	0.0%	56.4%	18.8%	26.3%	3.8%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	105.3%	0.0%	0.0%	0.0%	64.8%	8.1%	32.4%	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

Proficiency

What is it?

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

ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	7.3% *	4.7% *	10.9% *	* *	8.3% *	4.5% *	‡ *	* *	* *	* *	23.1% *	0.0% *
District	13.6% *	10.2% *	17.3% *	* *	20.5% *	7.8% *	14.5% *	43.8% *	‡ *	‡ *	17.6% *	5.7% *
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
School	0.0% *	‡ *	7.7% *	‡ *	* *	* *	* *
District	3.2% *	10.4% *	10.3% *	5.3% *	‡ *	2.8% *	‡ *
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
School	3.7% *	3.2% *	4.4% *	* *	4.2% *	4.6% *	‡ *	* *	* *	* *	0.0% *	2.5% *
District	7.0% *	7.0% *	7.0% *	* *	12.9% *	3.5% *	6.7% *	31.3% *	‡ *	‡ *	5.7% *	3.4% *
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% *

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

Proficiency (cont)

Mathematics – All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	0.0% *	‡ *	3.9% *	‡ *	* *	* *	* *
District	2.3% *	7.3% *	4.7% *	0.0% *	‡ *	2.8% *	‡ *
State	7.9% *	7.7% *	12.5% *	6.2% *	6.5% *	6.7% *	28.9% *

Science – All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	22.0% *	24.0% *	21.0% *	* *	33.0% *	14.0% *	22.0% *	‡ *	‡ *	‡ *	28.0% *	14.0% *
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
School	* *	* *	* *	* *	* *	* *	* *
District	8.0% *	12.0% *	18.0% *	7.0% *	‡ *	10.0% *	‡ *
State	18.0% *	17.0% *	35.0% *	24.0% *	28.0% *	25.0% *	57.0% *

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

Proficiency (cont)

ELA - All Tests - Accountability Proficiency

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	10.7%	*	*	4.5%	‡	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	‡	*	‡	*	*	*
District	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

Mathematics - All Tests - Accountability Proficiency

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	3.7%	*	4.3%	*	*	4.5%	‡	*	*	*	0.0%	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

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

Proficiency (cont)

Mathematics – All Tests – Accountability Proficiency

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	0.0%	‡	3.9%	‡	*	*	*
District	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

Science – All Tests – Accountability Proficiency

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

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

Growth Percentile – IAR

What is it?

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

ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**51.7** 2,790	**51.2** 1,688	**52.5** 1,102	* *	**43** 387	**54.7** 1,751	**44.7** 134	* *	* *	* *	**51.8** 518	**42.7** 812
District	**45** 69,224	**43.8** 34,877	**46.3** 34,347	* *	**45.4** 20,041	**42.9** 31,317	**50.1** 8,013	**60.8** 729	**14** 28	**72** 72	**47** 9,024	**38.7** 15,531
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
School	**38.8** 466	**39** 117	**53.3** 2,773	**36** 72	* *	* *	* *
District	**33.9** 8,471	**51.6** 3,042	**44** 56,711	**44.4** 1,909	**72** 72	**44** 969	**49.7** 298
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.

Growth Percentile – IAR (cont)

Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**48.6** 2,525	**47.5** 1,567	**50.4** 958	* *	**42.8** 385	**49.9** 1,548	**39.3** 118	* *	* *	* *	**52.7** 474	**40.6** 730
District	**44.4** 68,097	**44.5** 35,378	**44.2** 32,719	* *	**45.8** 20,125	**42.8** 31,330	**46.5** 7,399	**46.8** 561	**61.5** 123	**20** 20	**44.9** 8,539	**37.4** 14,882
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
School	**39** 429	**22** 66	**49.5** 2,476	**22** 44	* *	* *	* *
District	**35.1** 8,669	**45.1** 2,663	**43.4** 55,872	**30.9** 1,267	**40** 40	**35** 736	**71** 426
State	**42.6** 88,960	**47.3** 91,879	**47.9** 311,018	**45** 12,376	**47.2** 104	**44.4** 3,339	**50.3** 4,718

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Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	95.7% *	97.0% *	93.9% *	* *	100.0% *	94.3% *	‡ *	* *	* *	* *	100.0% *	97.6% *
District	95.1% *	95.2% *	95.0% *	* *	96.1% *	93.9% *	95.9% *	100.0% *	‡ *	‡ *	96.9% *	95.6% *
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
School	96.4% *	‡ *	96.3% *
District	96.2% *	94.1% *	94.4% *
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
School	93.9% *	95.5% *	91.8% *	* *	100.0% *	92.9% *	‡ *	* *	* *	* *	92.3% *	95.2% *
District	95.3% *	95.5% *	95.1% *	* *	96.0% *	94.3% *	95.9% *	100.0% *	‡ *	‡ *	97.2% *	95.6% *
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% *

* 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)

Mathematics - All Tests - Participation

	Students with IEPs	English Learners	Low Income
School	92.9% *	‡ *	94.4% *
District	96.2% *	94.1% *	94.6% *
State	96.5% *	98.3% *	97.9% *

Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	90.7% *	91.4% *	90.0% *	* *	92.9% *	89.1% *	90.8% *	‡ *	‡ *	‡ *	90.4% *	90.2% *
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
School	* *	* *	* *
District	89.9% *	100.0% *	89.4% *
State	93.8% *	96.7% *	95.4% *

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

Participation Rate (cont)

Overall IAR ELA – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	95.6% *	96.9% *	93.9% *	* *	100.0% *	94.3% *	‡ *	* *	* *	* *	100.0% *	97.6% *
District	95.5% 2,078	95.7% 1,081	95.3% 997	* *	96.3% 594	94.4% 1,000	96.8% 212	100.0% 15	‡ 2	‡ 3	96.9% 252	95.6% 541
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
School	96.3% *	‡ *	96.3% *
District	95.7% 357	94.7% 89	94.9% 1,739
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
School	93.9% *	95.4% *	91.8% *	* *	100.0% *	92.9% *	‡ *	* *	* *	* *	92.3% *	95.1% *
District	95.7% 2,081	96.0% 1,084	95.4% 997	* *	96.1% 593	94.8% 1,003	96.8% 212	100.0% 15	‡ 2	‡ 3	97.3% 253	95.6% 541
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
School	92.6% *	‡ *	94.4% *
District	95.7% 357	94.7% 89	95.1% 1,742
State	97.3% 113,272	98.8% 127,337	98.6% 396,176

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Participation Rate (cont)

Overall DLM ELA – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	* *	* *	‡ *	* *	* *	* *	* *	* *	* *	‡ *
District	100.0% 41	100.0% 26	100.0% 15	* *	100.0% 17	100.0% 18	‡ 4	‡ 1	* *	* *	‡ 1	100.0% 41
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
School	‡ *	* *	‡ *
District	100.0% 41	‡ 1	100.0% 37
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
School	‡ *	‡ *	* *	* *	‡ *	* *	* *	* *	* *	* *	* *	‡ *
District	100.0% 41	100.0% 26	100.0% 15	* *	100.0% 17	100.0% 18	‡ 4	‡ 1	* *	* *	‡ 1	100.0% 41
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
School	‡ *	* *	‡ *
District	100.0% 41	‡ 1	100.0% 37
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.

Participation Rate (cont)

Overall DLM Science – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	100.0% 16	‡ 9	‡ 7	* *	‡ 4	‡ 8	‡ 3	* *	* *	* *	‡ 1	100.0% 16
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
School	* *	* *	* *
District	100.0% 16	* *	100.0% 16
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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	90.5% 900	91.2% 456	89.9% 444	* *	92.8% 284	88.9% 417	90.6% 96	‡ 8	‡ 1	‡ 1	90.3% 93	89.6% 232
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
School	* *	* *	* *
District	88.9% 136	100.0% 31	89.1% 706
State	93.3% 51,101	96.6% 48,621	95.3% 185,358

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

Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	4.3% *	3.0% *	6.1% *	* *	0.0% *	5.7% *	‡ *	* *	* *	* *	0.0% *	2.4% *
District	4.9% *	4.8% *	5.0% *	* *	3.9% *	6.1% *	4.1% *	0.0% *	‡ *	‡ *	3.1% *	4.4% *
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
School	3.6% *	‡ *	3.7% *
District	3.8% *	5.9% *	5.6% *
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
School	6.1% *	4.5% *	8.2% *	* *	0.0% *	7.1% *	‡ *	* *	* *	* *	7.7% *	4.8% *
District	4.7% *	4.5% *	4.9% *	* *	4.0% *	5.7% *	4.1% *	0.0% *	‡ *	‡ *	2.8% *	4.4% *
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% *

* 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)

Mathematics – All Tests – Non Participation

	Students with IEPs	English Learners	Low Income
School	7.1% *	‡ *	5.6% *
District	3.8% *	5.9% *	5.4% *
State	3.5% *	1.7% *	2.1% *

Science – All Tests – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	9.3% *	8.6% *	10.0% *	* *	7.1% *	10.9% *	9.2% *	‡ *	‡ *	‡ *	9.6% *	9.8% *
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
School	* *	* *	* *
District	10.1% *	0.0% *	10.6% *
State	6.2% *	3.3% *	4.6% *

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

Participation Rate (cont)

Overall IAR ELA – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	4.4% *	3.1% *	6.1% *	* *	0.0% *	5.7% *	‡ *	* *	* *	* *	0.0% *	2.4% *
District	4.5% *	4.3% *	4.7% *	* *	3.7% *	5.6% *	3.2% *	0.0% *	‡ *	‡ *	3.1% *	4.4% *
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
School	3.7% *	‡ *	3.7% *
District	4.3% *	5.3% *	5.1% *
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
School	6.1% *	4.6% *	8.2% *	* *	0.0% *	7.1% *	‡ *	* *	* *	* *	7.7% *	4.9% *
District	4.3% *	4.0% *	4.6% *	* *	3.9% *	5.2% *	3.2% *	0.0% *	‡ *	‡ *	2.7% *	4.4% *
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
School	7.4% *	‡ *	5.6% *
District	4.3% *	5.3% *	4.9% *
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.

Participation Rate (cont)

Overall DLM ELA - Non Participation

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

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

Overall DLM Mathematics - Non Participation

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

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

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

Participation Rate (cont)

Overall DLM Science – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	0.0% *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	* *	* *	* *	‡ *	0.0% *
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
School	* *	* *	* *
District	0.0% *	* *	0.0% *
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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	9.5% *	8.8% *	10.1% *	* *	7.2% *	11.1% *	9.4% *	‡ *	‡ *	‡ *	9.7% *	10.4% *
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
School	* *	* *	* *
District	11.1% *	0.0% *	10.9% *
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

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

19

Average Class Size

176

Total School Days
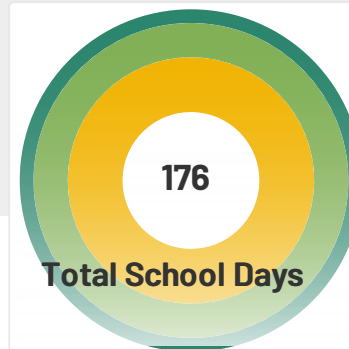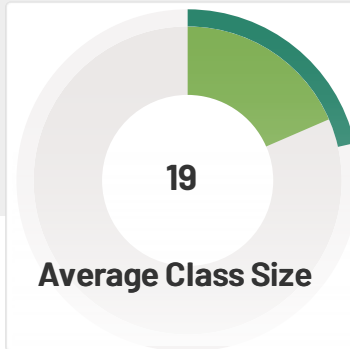
No Data district's percentage of adequacy

Evidence-Based Funding

Illinois Youth Survey

What is it?

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

	School did participate in Illinois Youth Survey
School	**No**

* 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				
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total	Exclusions	Total Expenditures
School	287	$851	$7,493	$8,344	$3,985	$7,379	$11,364	$4,836	$14,872	$19,707	*	*
District	4,681	$341	$8,327	$8,668	$3,958	$7,540	$11,498	$4,299	$15,867	$20,166	$9,610,096	$104,011,153

* 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	**30.4%** $28,637,593	**0.4%** $397,132	**41.4%** $39,041,533	**7.7%** $7,296,329	**20.1%** $18,957,403	**$94,329,990**
State	**59.6%**	**3.8%**	**20.2%**	**4.0%**	**12.3%**	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	**45.3%**	**3.2%**	**37.7%**	**13.8%**
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	**77.9%** $70,845,556	**8.3%** $7,596,589	**5.3%** $4,800,523	**3.7%** $3,362,672	**1.8%** $1,660,555	**3.0%** $2,708,788	**0.0%** $0	**0.0%** $26,177	**$91,000,860**
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	$83,485	5.4	$10,176	$19,281
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

|	K	Grade 1	Grade 2	Grade 3	Grade 4	Overall
School	19	16	16	17	15	16
District	18	18	17	15	15	16
State	20	21	21	21	21	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
School	**176**
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
School	**3**
District	3
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

School	6
District	436
State	157,112

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.

280

Student Enrollment

280
Students

Racial/Ethnic Diversity
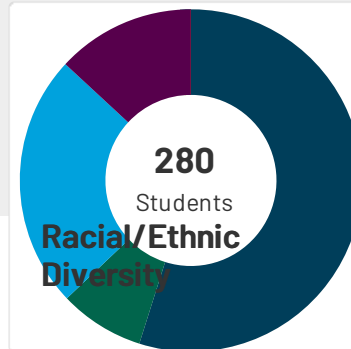
24.5%

Chronic Absenteeism

Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% 280	54.3% 152	45.7% 128	0.0% *	23.6% 66	55.0% 154	7.9% 22	0.0% *	0.0% *	‡ ‡	12.9% 36	25.7% 72
District	100.0% 4,726	51.1% 2,416	48.9% 2,310	0.0% *	31.1% 1,472	45.4% 2,145	10.5% 495	0.6% 28	0.2% 10	‡ ‡	12.0% 568	24.4% 1,155
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
School	18.2% 51	‡ ‡	94.6% 265	‡ ‡	0.0% *	‡ ‡	0.0% *
District	17.0% 805	3.5% 167	80.7% 3,812	3.0% 141	0.0% *	2.2% 104	0.3% 13
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

	K	Grade 1	Grade 2	Grade 3	Grade 4
School	57	59	59	49	56
District	360	408	353	377	384
State	121,269	129,960	128,455	128,958	128,430

* 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
School	‡ ‡	* *	‡ ‡	* *	* *	‡ ‡	* *	* *	* *	* *	* *	* *
District	0.3% 17	0.5% 12	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡
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
School	* *	* *	‡ ‡	* *	* *
District	* *	‡ ‡	0.3% 11	* *	‡ ‡
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
School	‡ ‡	* *	‡ ‡	* *	* *	‡ ‡	* *	* *	* *	* *	* *	* *
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

* 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 – ELA

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

Students Enrolled in Accelerated Placement – Math

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ ‡	* *	‡ ‡	* *	* *	‡ ‡	* *	* *	* *	* *	* *	* *
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡
State	1.7% 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
School	* *	* *	‡ ‡	* *	* *
District	* *	‡ ‡	‡ ‡	* *	‡ ‡
State	0.4% 1,077	0.6% 1,699	0.7% 6,539	0.4% 173	0.2% 35

* 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 - Mutiple Subjects

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ ‡	* *	‡ ‡	* *	* *	‡ ‡	* *	* *	* *	* *	* *	* *
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡
State	**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
School	* *	* *	‡ ‡	* *	* *
District	* *	‡ ‡	‡ ‡	* *	‡ ‡
State	**1.6%** 4,654	**2.3%** 6,809	**5.0%** 47,236	**3.1%** 1,396	**0.8%** 120

Students Enrolled in Accelerated Placement - Whole Grade

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ ‡	* *	‡ ‡	* *	* *	‡ ‡	* *	* *	* *	* *	* *	* *
District	**0.3%** 17	**0.5%** 12	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡
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

* 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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	‡ ‡	* *	* *
District	* *	‡ ‡	0.3% 11	* *	‡ ‡
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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	20.1% 258	17.8% 114	22.3% 144	* *	24.7% 114	16.7% 93	20.4% 28	‡ ‡	‡ ‡	‡ ‡	17.1% 20	13.9% 41
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
School	* *	* *	* *	* *	* *
District	11.6% 22	‡ ‡	14.9% 139	‡ ‡	‡ ‡
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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
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
School	* *	* *	* *	* *	* *
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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	10.0% 511	7.9% 209	12.2% 302	* *	16.0% 254	6.1% 142	11.0% 58	‡ ‡	‡ ‡	‡ ‡	8.1% 49	4.5% 55
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

* 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 course designated as Enriched or Honors

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	‡ ‡	‡ ‡	**6.5%** 273	‡ ‡	‡ ‡
State	**6.6%** 18,955	**7.3%** 21,412	**13.9%** 131,252	**10.3%** 4,703	**4.6%** 671

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	**14.1%** 181	**10.8%** 69	**17.3%** 112	* *	**15.6%** 72	**11.3%** 63	**22.6%** 31	‡ ‡	‡ ‡	‡ ‡	**12.8%** 15	**8.5%** 25
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
School	* *	* *	* *	* *	* *
District	‡ ‡	‡ ‡	**10.8%** 101	‡ ‡	‡ ‡
State	**6.7%** 5,843	**6.0%** 3,661	**9.6%** 26,728	**8.7%** 1,381	**5.2%** 173

*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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	0.4% 18	0.5% 13	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	* *	‡ ‡	‡ ‡
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
School	* *	* *	* *	* *	* *
District	* *	* *	0.3% 12	* *	‡ ‡
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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	1.1% 20,484	1.1% 10,553	1.1% 9,928	0.4% 3	1.3% 11,027	0.4% 1,394	0.6% 3,374	3.4% 3,619	1.1% 21	1.4% 67	1.2% 982	0.7% 2,490

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

Advanced Academic Programs (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	0.4% 18	0.5% 13	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	* *	‡ ‡	‡ ‡
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
School	* *	* *	* *	* *	* *
District	* *	* *	0.3% 12	* *	‡ ‡
State	0.7% 1,922	0.5% 1,488	1.1% 10,643	0.5% 208	0.2% 30

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

Advanced Academic Programs (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
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
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	**0.1%** 289	**0.1%** 202	**0.2%** 1,664	**0.1%** 25	**0.0%** 4

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

English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
School	*	**100.0%** **6**	**16.7%** *	* *
District	*	**100.0%** 160	**8.8%** *	* 32
State	*	**99.9%** 252,357	**5.8%** *	* 54,729

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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.

Student Attendance

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	91.9%	91.9%	92.0%	*	93.0%	90.8%	94.5%	*	*	89.1%	92.8%	92.7%
District	89.2%	89.2%	89.2%	*	90.1%	88.2%	90.9%	93.9%	89.1%	90.3%	88.8%	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
School	92.7%	95.1%	91.8%
District	88.4%	92.5%	88.4%
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
School	18.9%	20.9%	16.4%	*	18.2%	18.1%	‡	*	*	‡	‡	15.0%
District	19.2%	19.2%	19.2%	*	16.3%	22.2%	19.3%	‡	‡	‡	14.9%	14.0%
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
School	17.5%	‡	18.3%	‡
District	15.7%	24.6%	20.2%	56.6%
State	7.5%	10.9%	10.2%	29.8%

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

Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	24.5%	24.7%	24.1%	*	17.7%	30.2%	‡	*	*	‡	‡	19.8%
District	37.6%	37.7%	37.6%	*	34.7%	41.6%	30.2%	‡	‡	‡	37.4%	37.6%
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
School	19.0%	‡	24.8%
District	40.8%	24.5%	41.3%
State	36.2%	33.2%	38.2%

By Grades

	K	Grade 1	Grade 2	Grade 3	Grade 4
School	32.4%	36.9%	19.0%	‡	20.3%
District	45.4%	40.0%	31.3%	29.4%	27.5%
State	33.6%	27.5%	24.3%	22.0%	20.8%

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

Students

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
School	34.0%	37.6%	29.8%	*	20.3%	44.3%	‡	*	*	‡	27.8%	28.6%
District	39.7%	41.4%	37.9%	*	27.3%	49.7%	32.8%	‡	‡	‡	39.6%	36.5%
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
School	33.3%	‡	35.5%
District	39.8%	24.3%	44.6%
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
School	116 47.0%	62 46.6%	54 47.4%	* *	29 49.2%	58 44.3%	9 45.0%	* *	* *	‡ ‡	20 55.6%	33 47.1%
District	1,564 35.2%	781 34.6%	783 35.9%	* *	458 33.6%	722 35.0%	169 36.3%	11 39.3%	‡ ‡	‡ ‡	197 39.4%	394 36.4%
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
School	22 45.8%	‡ ‡	107 45.7%
District	256 34.4%	66 39.1%	1,287 35.8%
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
School	12	*	*	*	12	*
District	813	*	*	132	757	37
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
School	17	*	*	*	17	*
District	2,061	*	*	248	1,776	37
State	250,351	472	121	138,319	108,741	2,698

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

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
White						
School	1	*	*	*	1	*
District	385	*	*	40	343	2
State	75,846	135	39	44,702	30,559	411
Black						
School	15	*	*	*	15	*
District	1,301	*	*	182	1,086	33
State	93,206	188	39	43,799	47,398	1,782
Hispanic						
School	1	*	*	*	1	*
District	156	*	*	11	144	1
State	62,612	108	33	39,513	22,648	310
Asian						
School	*	*	*	*	*	*
District	6	*	*	*	6	*
State	2,270	3	2	1,444	803	18
Native Hawaiian/ Pacific Islander						
School	*	*	*	*	*	*
District	‡	*	*	*	‡	*
State	173	*	*	83	89	1

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

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
American Indian						
School	*	*	*	*	*	*
District	‡	*	*	*	‡	*
State	681	3	*	372	303	3
Two or More Races						
School	*	*	*	*	*	*
District	198	*	*	15	182	1
State	15,563	35	8	8,406	6,941	173

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						
School	17	*	*	*	17	*
District	1,048	*	*	247	783	18
State	121,737	145	49	60,827	59,300	1,416
9-12						
School	*	*	*	*	*	*
District	1,013	*	*	1	993	19
State	128,614	327	72	77,492	49,441	1,282

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

Student Discipline (cont)

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Tobacco						
School	*	*	*	*	*	*
District	13	*	*	*	13	*
State	7,952	2	*	4,445	3,481	24
Alcohol						
School	*	*	*	*	*	*
District	1	*	*	*	1	*
State	4,165	3	*	1,845	2,306	11
Drug Offences						
School	*	*	*	*	*	*
District	98	*	*	*	96	2
State	11,150	86	16	3,227	7,568	253
Violence with Physical Injury						
School	*	*	*	*	*	*
District	40	*	*	2	28	10
State	15,219	94	17	3,462	11,472	174
Violence without Physical Injury						
School	12	*	*	*	12	*
District	666	*	*	37	608	21
State	49,238	83	29	18,880	29,328	918

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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
Dangerous Weapon: Firearm						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	665	24	12	124	487	18
Dangerous Weapon: Other						
School	*	*	*	*	*	*
District	13	*	*	*	12	1
State	2,644	60	11	664	1,769	140
Other Reason						
School	*	*	*	*	*	*
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						
School	6	*	*	*	6	*
District	395	*	*	29	361	5
State	69,205	76	10	35,739	32,510	870

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

Student Discipline (cont)

By Program – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
English Learners						
School	*	*	*	*	*	*
District	57	*	*	2	55	*
State	30,924	51	18	19,482	11,239	134
Low Income						
School	17	*	*	*	17	*
District	1,878	*	*	243	1,600	35
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						
School	*	*	*	*	*	*
District	9	*	*	8	1	*
State	22,054	84	5	18,376	3,567	22
1–2 days						
School	10	*	*	*	10	*
District	870	*	*	210	660	*
State	138,143	66	13	98,587	38,888	589

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

Student Discipline (cont)

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
2-3 days						
School	5	*	*	*	5	*
District	410	*	*	22	388	*
State	40,987	1	2	14,990	25,620	374
3-4 days						
School	2	*	*	*	2	*
District	431	*	*	5	426	*
State	28,489	1	1	4,798	23,319	370
4-10 days						
School	*	*	*	*	*	*
District	231	*	*	2	228	1
State	13,943	16	10	1,374	12,253	290
Greater than 10 days						
School	*	*	*	*	*	*
District	110	*	*	1	73	36
State	6,735	304	90	194	5,094	1,053

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Student Discipline (cont)

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						
School	15	*	*	*	15	*
District	1,255	*	*	149	1,094	12
State	168,584	309	78	93,901	72,584	1,712
Female						
School	2	*	*	*	2	*
District	806	*	*	99	682	25
State	81,424	162	43	44,184	36,051	984
Non Binary						
School	*	*	*	*	*	*
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.

Annual Summative Designation
Commendable School

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

$35,000 received to support the achievement of **sd.reason.All students**
School Improvement Funds

Schoolwide Title I Program

Title I Status

Title I Status

What is it?

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

	Title I Status
School	**Schoolwide Title I Program**

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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
School	**2018**	**$35,000**	**Comprehensive**	**All**	**CSI**

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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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	2 40.0%	1 50.0%	1 33.3%	* *	2 50.0%	0 0.0%	* *	* *	* *	* *	* *	0 0.0%
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
School	* *	* *	* *
District	0 0.0%	* *	2 40.0%
State	8,661 60.2%	3,984 48.1%	26,686 52.4%

Percentage of students who fall into each GPA category

	> 3.75	2.8 – 3.75	< 2.8	No GPA
All				
School	* *	* *	* *	* *
District	3 60.0%	1 20.0%	0 0.0%	1 20.0%
State	15,394 12.4%	36,141 29.2%	43,060 34.8%	29,154 23.6%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Male				
School	* *	* *	* *	* *
District	2 100.0%	0 0.0%	0 0.0%	0 0.0%
State	7,818 12.5%	21,887 35.1%	21,286 34.1%	11,438 18.3%
Female				
School	* *	* *	* *	* *
District	1 33.3%	1 33.3%	0 0.0%	1 33.3%
State	7,571 12.3%	14,240 23.2%	21,751 35.5%	17,707 28.9%
Non Binary				
School	* *	* *	* *	* *
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				
School	* *	* *	* *	* *
District	3 75.0%	1 25.0%	0 0.0%	0 0.0%
State	7,644 12.8%	11,888 19.9%	21,605 36.2%	18,509 31.0%
Black				
School	* *	* *	* *	* *
District	0 0.0%	0 0.0%	0 0.0%	1 100.0%
State	2,357 13.6%	8,114 47.0%	5,263 30.5%	1,543 8.9%
Hispanic				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	4,111 11.8%	14,044 40.4%	12,244 35.2%	4,385 12.6%
Asian				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	797 10.5%	776 10.2%	2,425 31.9%	3,593 47.3%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Native Hawaiian/ Pacific Islander				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	11 6.8%	37 22.7%	60 36.8%	54 33.1%
American Indian				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	30 10.9%	102 37.1%	94 34.2%	49 17.8%
Two or More Races				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	444 11.1%	1,180 29.4%	1,369 34.1%	1,021 25.4%
Students with Disabilities				
School	* *	* *	* *	* *
District	0 0.0%	1 50.0%	0 0.0%	1 50.0%
State	3,107 13.5%	8,999 39.2%	7,949 34.6%	2,891 12.6%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Students with IEPs				
School	* *	* *	* *	* *
District	0 0.0%	1 100.0%	0 0.0%	0 0.0%
State	2,129 14.8%	6,660 46.3%	4,563 31.7%	1,037 7.2%
English Learners				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	1,110 13.4%	4,087 49.4%	2,598 31.4%	485 5.9%
Low Income				
School	* *	* *	* *	* *
District	3 60.0%	1 20.0%	0 0.0%	1 20.0%
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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	0 0.0%	0 0.0%	0 0.0%	* *	0 0.0%	0 0.0%	* *	* *	* *	* *	* *	0 0.0%
State	24,363 19.7%	12,253 19.6%	12,095 19.7%	15 29.4%	14,978 25.1%	826 4.8%	3,630 10.4%	3,905 51.4%	53 32.5%	37 13.4%	934 23.3%	2,868 12.5%

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

Summative Designation Meta Indicator Components (cont)

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

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
District	0 0.0%	* *	0 0.0%
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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	2 40.0%	1 50.0%	1 33.3%	* *	1 25.0%	1 100.0%	* *	* *	* *	* *	* *	1 50.0%
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
School	* *	* *	* *
District	0 0.0%	* *	2 40.0%
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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	2 40.0%	2 100.0%	0 0.0%	* *	2 50.0%	0 0.0%	* *	* *	* *	* *	* *	0 0.0%
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
School	* *	* *	* *
District	0 0.0%	* *	2 40.0%
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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	3 60.0%	2 100.0%	1 33.3%	* *	3 75.0%	0 0.0%	* *	* *	* *	* *	* *	1 50.0%
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
School	* *	* *	* *
District	1 100.0%	* *	3 60.0%
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				
School	* *	* *	* *	* *
District	0 0.0%	0 0.0%	1 20.0%	4 80.0%
State	40,809 33.0%	25,424 20.5%	28,205 22.8%	29,328 23.7%
Male				
School	* *	* *	* *	* *
District	0 0.0%	0 0.0%	0 0.0%	2 100.0%
State	20,203 32.4%	13,128 21.0%	14,541 23.3%	14,563 23.3%
Female				
School	* *	* *	* *	* *
District	0 0.0%	0 0.0%	1 33.3%	2 66.7%
State	20,600 33.6%	12,285 20.1%	13,641 22.3%	14,754 24.1%
Non Binary				
School	* *	* *	* *	* *
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				
School	* *	* *	* *	* *
District	0 0.0%	0 0.0%	1 25.0%	3 75.0%
State	25,996 43.6%	13,831 23.2%	11,756 19.7%	8,073 13.5%
Black				
School	* *	* *	* *	* *
District	0 0.0%	0 0.0%	0 0.0%	1 100.0%
State	2,595 15.0%	2,858 16.5%	5,062 29.3%	6,766 39.1%
Hispanic				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	7,816 22.5%	5,862 16.9%	8,846 25.4%	12,261 35.3%
Asian				
School	* *	* *	* *	* *
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				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	41 25.1%	23 14.1%	24 14.7%	75 46.0%
American Indian				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	72 26.2%	49 17.8%	79 28.7%	75 27.3%
Two or More Races				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	1,417 35.3%	915 22.8%	951 23.7%	732 18.2%
Students with Disabilities				
School	* *	* *	* *	* *
District	0 0.0%	0 0.0%	0 0.0%	2 100.0%
State	5,703 24.9%	4,450 19.4%	5,696 24.8%	7,099 30.9%

* 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
Students with IEPs				
School	* *	* *	* *	* *
District	0 0.0%	0 0.0%	0 0.0%	1 100.0%
State	2,907 20.2%	2,568 17.8%	3,840 26.7%	5,076 35.3%
English Learners				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	1,193 14.4%	1,344 16.2%	2,173 26.2%	3,570 43.1%
Low Income				
School	* *	* *	* *	* *
District	0 0.0%	0 0.0%	1 20.0%	4 80.0%
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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	0 0.0%	0 0.0%	0 0.0%	* *	0 0.0%	0 0.0%	* *	* *	* *	* *	* *	0 0.0%
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
School	* *	* *	* *
District	0 0.0%	* *	0 0.0%
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
School	94.4%	91.1%	98.5%	*	90.7%	95.6%	96.2%	*	*	100.0%	95.1%	93.5%
District	70.0%	67.1%	73.1%	*	69.7%	69.4%	69.0%	79.3%	50.0%	100.0%	74.0%	70.0%
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
School	92.6%	85.7%	95.1%
District	68.8%	68.0%	70.4%
State	66.4%	78.2%	69.9%

Fine Arts: Student Participation in Fine Arts Numberator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	286	153	133	*	68	152	25	*	*	2	39	72
District	3,337	1,639	1,698	*	1,021	1,527	342	23	5	8	411	790
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 Numberator Count

	Students with IEPs	English Learners	Low Income
School	50	6	273
District	539	123	2,721
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
School	303	168	135	*	75	159	26	*	*	2	41	77
District	4,765	2,441	2,324	*	1,466	2,201	496	29	10	8	555	1,129
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
School	54	7	287
District	784	181	3,863
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
School	96.5%	94.8%	98.5%	*	92.7%	98.0%	96.0%	*	*	100.0%	97.4%	86.1%
District	66.8%	68.0%	65.7%	*	67.7%	65.3%	70.2%	60.9%	80.0%	75.0%	67.6%	62.8%
State	94.2%	94.3%	94.2%	96.2%	96.3%	86.8%	94.2%	98.0%	96.5%	94.8%	95.6%	93.1%

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

## Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications

	Students with IEPs	English Learners	Low Income
School	80.0%	100.0%	96.3%
District	63.3%	68.3%	65.9%
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
School	276	145	131	*	63	149	24	*	*	2	38	62
District	2,230	1,115	1,115	*	691	997	240	14	4	6	278	496
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
School	40	6	263
District	341	84	1,792
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
School	303	168	135	*	75	159	26	*	*	2	41	77
District	4,765	2,441	2,324	*	1,466	2,201	496	29	10	8	555	1,129
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications Denominator Count

	Students with IEPs	English Learners	Low Income
School	54	7	287
District	784	181	3,863
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.

52.9%

All Schools

19

Student-Teacher Ratio

80.3%

Retention Rate
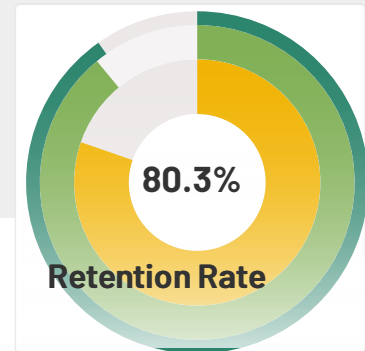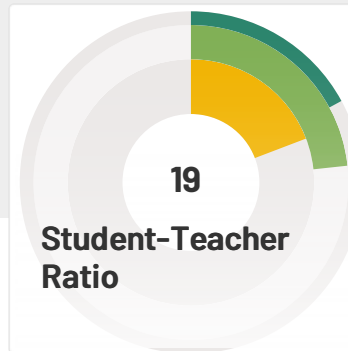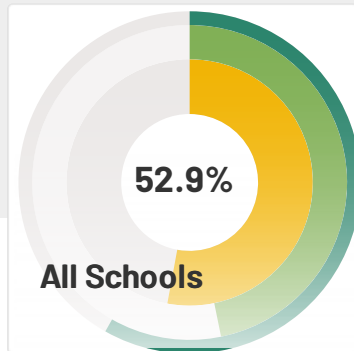
Teacher Information

What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
School	17	67.1%	*
District	14	58.3%	100.0%
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
School	**19**
District	*
State	*

Average Teacher Salary

What is it?

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

	Average Teacher Salary
School	**$63,629**
District	$64,045
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
School	**All**	**80.3%** 49	**81.0%** 47	**66.7%** 2	* *	* *	* *	* *	* *	* *
	Male	**83.3%** 5	**83.3%** 5	* *	* *	* *	* *	* *	* *	* *
	Female	**80.0%** 44	**80.8%** 42	**66.7%** 2	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	**89.0%** 896	**90.0%** 855	**82.9%** 29	**87.5%** 7	**50.0%** 2	**0.0%** 0	**25.0%** 1	**50.0%** 2	**0.0%** 0
	Male	**89.9%** 240	**91.3%** 231	* *	**125.0%** 5	**50.0%** 1	**0.0%** 0	**33.3%** 1	**66.7%** 2	**0.0%** 0
	Female	**88.6%** 656	**89.5%** 624	**82.9%** 29	**50.0%** 2	**50.0%** 1	* *	**0.0%** 0	**0.0%** 0	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**90.2%** 318,584	**90.7%** 270,195	**85.3%** 14,654	**93.0%** 21,699	**90.2%** 5,030	**84.4%** 190	**91.8%** 606	**85.1%** 2,319	**70.8%** 3,891
	Male	**91.4%** 75,736	**92.0%** 64,848	**85.0%** 3,134	**93.4%** 4,992	**92.1%** 1,169	**81.1%** 60	**93.4%** 156	**84.9%** 591	**67.3%** 786
	Female	**89.9%** 242,848	**90.3%** 205,347	**85.3%** 11,520	**92.8%** 16,707	**89.6%** 3,861	**86.1%** 130	**91.3%** 450	**85.2%** 1,728	**71.7%** 3,105
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Full-Time Equivalents

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	**All**	**100.0%** 18	**94.4%** 17	* *	**5.6%** 1	* *	* *	* *	* *	* *
	Male	**11.1%** 2	**5.9%** 1	* *	**100.0%** 1	* *	* *	* *	* *	* *
	Female	**88.9%** 16	**94.1%** 16	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	**100.0%** 300	**94.6%** 283.8	**2.7%** 8.2	**1.7%** 5	**0.3%** 1	* *	* *	**0.3%** 1	**0.3%** 0.9
	Male	**27.0%** 81.1	**27.1%** 76.8	**15.0%** 1.2	**40.0%** 2	* *	* *	* *	**100.0%** 1	* *
	Female	**73.0%** 218.9	**72.9%** 207	**85.0%** 7	**60.0%** 3	**100.0%** 1	* *	* *	* *	**100.0%** 0.9
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 134896.6	**80.6%** 108715.6	**6.2%** 8387.2	**8.4%** 11339.2	**1.9%** 2528.6	**0.1%** 84.2	**0.2%** 260.1	**0.8%** 1096.3	**1.8%** 2485.4
	Male	**23.5%** 31704.3	**23.8%** 25848.6	**21.9%** 1840	**22.6%** 2557.1	**23.4%** 591.8	**28.3%** 23.8	**22.7%** 59	**23.9%** 261.9	**21.0%** 522.1
	Female	**76.5%** 103192.2	**76.2%** 82867.1	**78.1%** 6547.2	**77.4%** 8782.1	**76.6%** 1936.7	**71.7%** 60.4	**77.3%** 201	**76.1%** 834.4	**79.0%** 1963.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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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
School	*
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
School	*	*	*	*	*	*	*	*	*	*	*
District	2	2	*	*	*	*	*	*	*	*	2
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
School	1 5.6%	* *	* *
District	13 4.4%	9 5.0%	* *
State	4,465 3.3%	1,349 4.0%	658 1.0%

Novice Teachers

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	0 2.5%	* *	* *
District	15 5.3%	10 3.0%	* *
State	9,383 7.0%	2,627 9.0%	2,031 5.0%

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

Teacher Out of Field

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	0 0.0%	* *	* *
District	13 6.2%	3 2.0%	* *
State	4,649 4.2%	836 4.0%	1,243 3.0%

Average Teaching Experience

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	17	*	*
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
School	**47.1%**	*	*
District	**52.6%**	**52.4%**	*
State	**41.0%**	**41.1%**	**35.1%**

Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
School	**52.9%**	*	*
District	**46.8%**	**47.6%**	*
State	**58.2%**	**57.1%**	**64.6%**

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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.

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.

280

Student-Administrator Ratio

9

Student-Certified Staff Ratio

2 principal(s) over the past 6 years

Principal Turnover
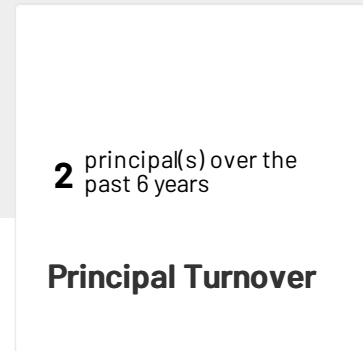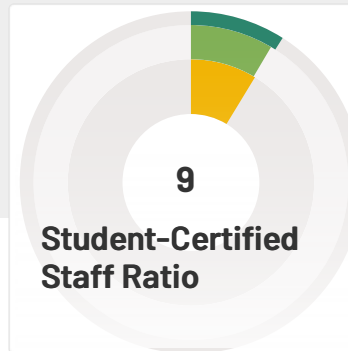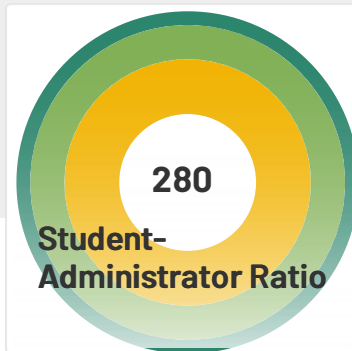
Student-To-Staff Ratios

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
School	9	280
District	9	131
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
School	**All**	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Male	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Female	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 36.2	77.9% 28.2	19.4% 7	* *	* *	* *	* *	* *	2.8% 1
	Male	39.2% 14.2	46.8% 13.2	14.3% 1	* *	* *	* *	* *	* *	* *
	Female	60.8% 22	53.2% 15	85.7% 6	* *	* *	* *	* *	* *	100.0% 1
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 13214.3	75.6% 9995.7	14.8% 1954.1	6.9% 910.7	1.0% 136	0.1% 9	0.1% 19.7	0.7% 92.3	0.7% 96.8
	Male	40.5% 5353.4	43.4% 4339.7	28.5% 557.8	35.6% 323.9	41.3% 56.2	33.4% 3	49.3% 9.7	30.2% 27.8	36.5% 35.3
	Female	59.5% 7860.9	56.6% 5656	71.5% 1396.3	64.4% 586.8	58.7% 79.9	66.6% 6	50.7% 10	69.8% 64.5	63.5% 61.4
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Principal Turnover

What is it?

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

	Principal(s) over the past 6 years
School	**2**
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
School	**$86,400**
District	**$101,633**
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
School	* *	* *	* *
District	7 19.8%	5 29.4%	* *
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
School	0.0%	5.4%	0.0%	0.0%	0.0%	35.3%
District	11.6%	15.7%	0.9%	0.0%	0.0%	31.4%
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.

Student Environment (cont)

	Rate of Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
School	**0.6%**	**0**	**0**
District	**8.4%**	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 Course Work		Dual Credit Course Work
		Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	
School	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**
District	**5.4%** 298	**3.9%** 214	**0.0%** 0	**5.0%** 279
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.