

Mundelein ESD 75

District Superintendent

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2023 - 2024

<http://www.district75.org>

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 2024 Report Card Metrics](#) and the [2024 Glossary of Terms](#).

District Snapshot

Percent of Adequacy : 69.4%

Chronic Absenteeism : 19.6%

Principal Turnover : 1

Schools in District : 4

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

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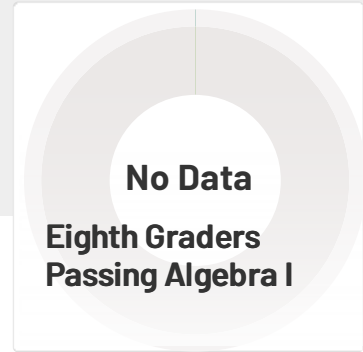
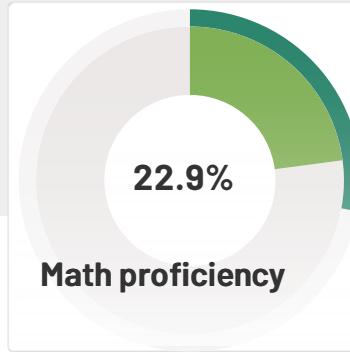
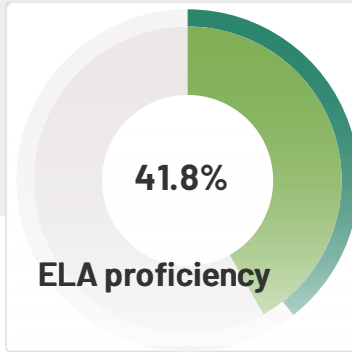
142 | Civil Rights Data Collection (2017-18)

144 | NAEP

Date: 02/04/25 11:29:05 -06:00

About the data

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



IAR

What is it?

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

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

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

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

Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	33.8%	22.6%	12.0%	30.8%	0.8%	29.3%	26.3%	25.6%	15.8%	3.0%
State	29.1%	19.0%	21.2%	28.1%	2.5%	18.3%	20.9%	27.0%	27.1%	6.7%
Female										
District	34.5%	13.8%	13.8%	36.2%	1.7%	32.8%	29.3%	25.9%	8.6%	3.4%
State	26.7%	18.2%	21.2%	30.7%	3.3%	18.6%	22.6%	27.5%	25.7%	5.5%
Male										
District	33.3%	29.3%	10.7%	26.7%	0.0%	26.7%	24.0%	25.3%	21.3%	2.7%
State	31.4%	19.8%	21.2%	25.7%	1.8%	17.9%	19.3%	26.6%	28.4%	7.8%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	13.3%	6.7%	20.0%	53.3%	6.7%	25.0%	12.5%	6.3%	43.8%	12.5%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	29.2%	24.8%	23.0%	20.6%	2.4%	20.9%	22.4%	26.5%	25.1%	5.0%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	12.8%	12.2%	20.2%	46.3%	8.4%	5.6%	10.5%	21.2%	41.8%	20.8%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	46.6%	21.4%	17.1%	14.2%	0.7%	36.0%	27.3%	23.3%	12.1%	1.3%
Hispanic										
District	47.6%	22.2%	9.5%	20.6%	0.0%	41.3%	25.4%	25.4%	6.3%	1.6%
State	41.2%	21.2%	18.7%	17.9%	1.0%	25.6%	27.1%	27.2%	17.8%	2.4%

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Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
MENA										
District	*	*	*	*	*	*	*	*	*	*
State	28.6%	3.6%	21.4%	35.7%	10.7%	10.7%	25.0%	14.3%	42.9%	7.1%
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	20.0%	22.9%	25.7%	29.5%	1.9%	9.5%	24.8%	26.7%	30.5%	8.6%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	26.2%	17.8%	21.4%	30.9%	3.6%	17.2%	20.9%	25.5%	28.4%	8.1%
White										
District	19.6%	25.0%	12.5%	41.1%	1.8%	17.9%	23.2%	30.4%	23.2%	5.4%
State	17.8%	17.8%	24.3%	36.8%	3.3%	9.2%	16.2%	29.2%	36.2%	9.3%
Students with Disabilities										
District	61.5%	26.9%	3.8%	7.7%	0.0%	69.2%	7.7%	7.7%	15.4%	0.0%
State	50.7%	20.5%	15.2%	12.8%	0.8%	36.0%	24.3%	21.5%	15.0%	3.2%
English Learners										
District	57.9%	21.1%	7.9%	13.2%	0.0%	44.7%	28.9%	23.7%	2.6%	0.0%
State	48.0%	21.5%	17.1%	13.0%	0.4%	28.1%	27.7%	26.7%	15.9%	1.5%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	61.9%	16.8%	12.5%	8.5%	0.4%	45.9%	25.2%	18.5%	9.7%	0.7%
Students with IEPs										
District	61.5%	26.9%	3.8%	7.7%	0.0%	69.2%	7.7%	7.7%	15.4%	0.0%
State	56.6%	20.4%	13.1%	9.4%	0.5%	40.9%	25.0%	19.8%	12.0%	2.3%

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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										
District	46.9%	26.6%	6.3%	20.3%	0.0%	42.2%	26.6%	23.4%	7.8%	0.0%
State	41.4%	22.0%	18.8%	16.9%	0.9%	27.7%	26.7%	26.6%	16.8%	2.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	64.3%	25.0%	10.7%	0.0%	0.0%	50.0%	25.0%	21.4%	3.6%	0.0%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	22.3%	21.5%	24.0%	30.4%	1.8%	13.1%	20.4%	28.9%	31.5%	6.2%
Non-English Learners										
District	24.2%	23.2%	13.7%	37.9%	1.1%	23.2%	25.3%	26.3%	21.1%	4.2%
State	24.1%	18.4%	22.3%	32.1%	3.1%	15.7%	19.1%	27.1%	30.0%	8.0%
Non-IEP										
District	27.1%	21.5%	14.0%	36.4%	0.9%	19.6%	30.8%	29.9%	15.9%	3.7%
State	24.0%	18.8%	22.7%	31.6%	2.9%	14.1%	20.2%	28.4%	29.9%	7.5%
Non Low Income										
District	21.7%	18.8%	17.4%	40.6%	1.4%	17.4%	26.1%	27.5%	23.2%	5.8%
State	15.4%	15.7%	23.9%	40.6%	4.4%	7.7%	14.4%	27.5%	38.6%	11.7%
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	48.7%	21.8%	15.6%	13.3%	0.5%	35.6%	28.0%	23.3%	12.0%	1.1%

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	17.3%	14.1%	24.9%	36.8%	7.0%	23.2%	27.0%	29.7%	18.9%	1.1%
State	20.6%	17.7%	23.9%	31.3%	6.5%	16.5%	27.3%	27.8%	25.4%	3.0%
Female										
District	12.0%	13.3%	27.7%	36.1%	10.8%	24.1%	26.5%	32.5%	16.9%	0.0%
State	18.1%	17.0%	24.1%	32.9%	7.9%	16.9%	29.3%	28.6%	22.9%	2.4%
Male										
District	21.6%	14.7%	22.5%	37.3%	3.9%	22.5%	27.5%	27.5%	20.6%	2.0%
State	23.0%	18.4%	23.7%	29.8%	5.1%	16.2%	25.3%	27.0%	27.8%	3.7%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	10.0%	15.0%	10.0%	60.0%	5.0%	15.0%	25.0%	40.0%	20.0%	0.0%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.5%	20.7%	24.5%	19.8%	2.5%	21.1%	33.9%	24.8%	18.3%	1.9%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	9.0%	9.3%	19.1%	45.7%	16.9%	4.6%	12.9%	24.8%	45.6%	12.1%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	35.4%	23.8%	22.8%	16.4%	1.6%	33.5%	37.1%	20.6%	8.3%	0.5%
Hispanic										
District	24.2%	17.2%	22.2%	33.3%	3.0%	31.3%	31.3%	28.3%	9.1%	0.0%
State	29.9%	22.0%	23.7%	21.6%	2.8%	23.8%	35.1%	26.3%	13.8%	0.9%

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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
MENA										
District	*	*	*	*	*	*	*	*	*	*
State	17.6%	23.5%	29.4%	23.5%	5.9%	17.6%	41.2%	11.8%	23.5%	5.9%
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	20.2%	15.4%	26.0%	29.8%	8.7%	17.3%	26.9%	26.0%	26.9%	2.9%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	18.6%	16.7%	22.5%	33.7%	8.4%	14.7%	26.3%	27.0%	28.2%	3.9%
White										
District	7.6%	12.1%	28.8%	37.9%	13.6%	7.6%	24.2%	33.3%	33.3%	1.5%
State	11.4%	14.2%	25.1%	40.5%	8.9%	7.8%	21.0%	31.7%	35.6%	4.0%
Students with Disabilities										
District	45.5%	21.2%	12.1%	21.2%	0.0%	48.5%	24.2%	15.2%	12.1%	0.0%
State	42.6%	22.2%	17.8%	15.1%	2.3%	34.5%	31.9%	19.5%	12.8%	1.3%
English Learners										
District	30.5%	20.3%	25.4%	23.7%	0.0%	37.3%	32.2%	25.4%	5.1%	0.0%
State	37.6%	24.2%	22.6%	14.8%	0.8%	27.4%	36.6%	25.2%	10.5%	0.3%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	52.3%	20.5%	16.1%	10.1%	1.0%	43.3%	34.2%	15.9%	6.3%	0.2%
Students with IEPs										
District	45.5%	21.2%	12.1%	21.2%	0.0%	48.5%	24.2%	15.2%	12.1%	0.0%
State	50.1%	23.2%	15.4%	10.2%	1.2%	40.5%	33.2%	16.6%	8.9%	0.7%

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	27.3%	14.1%	26.3%	29.3%	3.0%	36.4%	29.3%	25.3%	9.1%	0.0%
State	30.7%	22.4%	24.2%	20.5%	2.2%	25.4%	35.3%	25.6%	13.0%	0.7%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	53.1%	15.6%	21.9%	9.4%	0.0%	25.0%	37.5%	28.1%	9.4%	0.0%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	15.5%	14.7%	24.9%	37.1%	7.8%	11.5%	25.1%	31.3%	29.6%	2.5%
Non-English Learners										
District	11.1%	11.1%	24.6%	42.9%	10.3%	16.7%	24.6%	31.7%	25.4%	1.6%
State	16.6%	16.2%	24.2%	35.2%	7.8%	14.0%	25.1%	28.4%	28.9%	3.7%
Non-IEP										
District	11.2%	12.5%	27.6%	40.1%	8.6%	17.8%	27.6%	32.9%	20.4%	1.3%
State	15.1%	16.7%	25.5%	35.3%	7.4%	12.0%	26.2%	29.9%	28.5%	3.5%
Non Low Income										
District	5.8%	14.0%	23.3%	45.3%	11.6%	8.1%	24.4%	34.9%	30.2%	2.3%
State	9.6%	12.6%	23.5%	43.2%	11.2%	6.8%	18.5%	30.2%	38.9%	5.6%
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	41.7%	26.4%	19.7%	11.6%	0.6%	36.4%	38.8%	17.3%	7.4%	0.1%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	12.7%	17.8%	23.6%	42.7%	3.2%	22.9%	40.1%	19.7%	14.6%	2.5%
State	16.6%	19.9%	24.3%	35.5%	3.6%	16.0%	31.4%	25.7%	22.0%	4.8%
Female										
District	13.1%	16.7%	21.4%	45.2%	3.6%	27.4%	40.5%	17.9%	13.1%	1.2%
State	14.2%	18.2%	24.1%	38.7%	4.9%	14.8%	33.2%	27.3%	21.0%	3.7%
Male										
District	12.3%	19.2%	26.0%	39.7%	2.7%	17.8%	39.7%	21.9%	16.4%	4.1%
State	19.0%	21.6%	24.6%	32.5%	2.4%	17.1%	29.8%	24.3%	23.0%	5.9%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	14.3%	7.1%	21.4%	46.4%	10.7%	7.4%	29.6%	33.3%	22.2%	7.4%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	18.4%	22.3%	25.2%	31.1%	3.0%	19.0%	35.3%	19.9%	19.6%	6.2%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	7.0%	8.7%	17.2%	55.6%	11.5%	4.4%	13.9%	21.1%	40.4%	20.1%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	28.7%	28.8%	23.5%	18.2%	0.8%	31.5%	42.1%	18.7%	7.0%	0.7%
Hispanic										
District	19.8%	25.3%	24.2%	29.7%	1.1%	35.2%	40.7%	17.6%	6.6%	0.0%
State	24.8%	24.5%	24.9%	24.4%	1.4%	21.9%	39.7%	24.5%	12.5%	1.4%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
MENA										
District	*	*	*	*	*	*	*	*	*	*
State	15.4%	30.8%	23.1%	30.8%	0.0%	15.4%	23.1%	30.8%	23.1%	7.7%
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	14.2%	12.3%	18.9%	50.9%	3.8%	12.3%	28.3%	23.6%	27.4%	8.5%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.9%	19.3%	23.0%	38.1%	4.7%	15.6%	29.4%	25.2%	23.6%	6.2%
White										
District	2.0%	5.9%	21.6%	62.7%	7.8%	5.9%	37.3%	19.6%	31.4%	5.9%
State	8.8%	15.5%	25.3%	45.5%	4.9%	8.4%	25.1%	29.7%	30.5%	6.3%
Students with Disabilities										
District	50.0%	16.7%	13.3%	20.0%	0.0%	50.0%	33.3%	10.0%	6.7%	0.0%
State	38.4%	26.6%	18.1%	15.6%	1.2%	32.6%	37.0%	17.8%	10.6%	2.0%
English Learners										
District	42.5%	32.5%	15.0%	10.0%	0.0%	47.5%	40.0%	10.0%	2.5%	0.0%
State	38.8%	30.4%	21.4%	9.3%	0.1%	29.8%	45.6%	19.3%	5.2%	0.2%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	45.2%	23.9%	18.8%	11.6%	0.4%	41.7%	38.0%	15.0%	5.0%	0.3%
Students with IEPs										
District	50.0%	16.7%	13.3%	20.0%	0.0%	50.0%	33.3%	10.0%	6.7%	0.0%
State	47.1%	28.4%	14.9%	9.1%	0.5%	39.0%	38.8%	14.8%	6.4%	1.0%

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

Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	18.2%	24.7%	24.7%	28.6%	3.9%	35.1%	41.6%	14.3%	7.8%	1.3%
State	25.1%	25.9%	24.9%	22.9%	1.1%	24.3%	40.0%	23.0%	11.5%	1.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	60.0%	8.0%	28.0%	4.0%	0.0%	26.9%	53.8%	15.4%	3.8%	0.0%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	12.1%	18.5%	25.5%	39.7%	4.2%	12.0%	29.9%	28.0%	25.1%	5.1%
Non-English Learners										
District	2.6%	12.8%	26.5%	53.8%	4.3%	14.5%	40.2%	23.1%	18.8%	3.4%
State	12.4%	17.9%	24.9%	40.5%	4.3%	13.4%	28.8%	27.0%	25.2%	5.7%
Non-IEP										
District	3.9%	18.1%	26.0%	48.0%	3.9%	16.5%	41.7%	22.0%	16.5%	3.1%
State	11.1%	18.3%	26.1%	40.3%	4.2%	11.8%	30.1%	27.7%	24.8%	5.5%
Non Low Income										
District	7.5%	11.3%	22.5%	56.3%	2.5%	11.3%	38.8%	25.0%	21.3%	3.8%
State	7.4%	13.3%	23.7%	49.3%	6.4%	6.9%	22.1%	28.8%	33.4%	8.8%
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	34.1%	26.5%	21.5%	17.4%	0.4%	35.8%	42.7%	14.6%	6.9%	0.0%

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Academic Progress

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	9.6%	16.7%	27.6%	39.7%	6.4%	13.5%	36.5%	20.5%	28.8%	0.6%
State	12.1%	16.2%	25.0%	40.0%	6.7%	17.4%	29.4%	28.4%	21.4%	3.4%
Female										
District	3.8%	17.7%	25.3%	43.0%	10.1%	15.2%	36.7%	21.5%	25.3%	1.3%
State	9.7%	14.3%	23.9%	43.8%	8.3%	16.2%	31.2%	29.7%	20.0%	2.9%
Male										
District	15.6%	15.6%	29.9%	36.4%	2.6%	11.7%	36.4%	19.5%	32.5%	0.0%
State	14.5%	18.1%	26.0%	36.3%	5.1%	18.5%	27.6%	27.2%	22.8%	3.9%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	21.9%	15.6%	46.9%	15.6%	9.4%	31.3%	21.9%	37.5%	0.0%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	13.2%	20.1%	26.4%	36.1%	4.2%	20.1%	37.2%	24.3%	15.3%	3.1%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	4.4%	6.5%	15.3%	54.8%	19.0%	4.7%	13.1%	23.7%	41.3%	17.1%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	22.1%	24.9%	27.2%	24.0%	1.8%	34.2%	39.0%	19.9%	6.4%	0.4%
Hispanic										
District	12.9%	23.5%	30.6%	30.6%	2.4%	16.5%	50.6%	18.8%	14.1%	0.0%
State	18.0%	21.0%	27.5%	30.6%	2.9%	24.1%	37.2%	26.1%	11.7%	0.9%

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Academic Progress

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
MENA										
District	*	*	*	*	*	*	*	*	*	*
State	16.7%	8.3%	25.0%	50.0%	0.0%	16.7%	8.3%	50.0%	25.0%	0.0%
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	7.2%	10.8%	23.7%	51.1%	7.2%	11.5%	20.9%	33.8%	28.8%	5.0%
Two or More Races										
District	10.0%	0.0%	10.0%	60.0%	20.0%	10.0%	30.0%	10.0%	50.0%	0.0%
State	10.6%	15.8%	24.3%	40.6%	8.6%	17.4%	28.9%	26.5%	23.0%	4.2%
White										
District	4.1%	10.2%	26.5%	53.1%	6.1%	10.2%	12.2%	28.6%	46.9%	2.0%
State	6.1%	11.5%	24.0%	49.5%	8.9%	9.0%	23.3%	33.6%	29.9%	4.2%
Students with Disabilities										
District	30.0%	36.7%	20.0%	10.0%	3.3%	50.0%	36.7%	3.3%	10.0%	0.0%
State	29.8%	25.7%	22.5%	19.7%	2.3%	38.4%	32.7%	17.6%	10.1%	1.2%
English Learners										
District	20.0%	40.0%	30.0%	10.0%	0.0%	28.0%	54.0%	14.0%	4.0%	0.0%
State	32.2%	30.0%	26.3%	11.3%	0.2%	37.4%	43.3%	16.3%	2.9%	0.1%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	36.9%	24.6%	21.4%	15.9%	1.3%	44.0%	35.1%	16.2%	4.6%	0.1%
Students with IEPs										
District	30.0%	36.7%	20.0%	10.0%	3.3%	50.0%	36.7%	3.3%	10.0%	0.0%
State	37.9%	29.4%	20.6%	11.2%	0.8%	47.5%	34.2%	12.7%	5.2%	0.5%

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Academic Progress

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	13.2%	25.0%	30.3%	28.9%	2.6%	15.8%	50.0%	22.4%	11.8%	0.0%
State	18.8%	22.3%	27.9%	28.6%	2.4%	26.6%	37.5%	24.8%	10.2%	0.8%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	52.4%	23.8%	9.5%	9.5%	4.8%	52.4%	33.3%	4.8%	9.5%	0.0%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	9.3%	13.9%	25.5%	44.4%	6.8%	12.9%	28.8%	30.1%	24.8%	3.3%
Non-English Learners										
District	4.7%	5.7%	26.4%	53.8%	9.4%	6.6%	28.3%	23.6%	40.6%	0.9%
State	8.8%	13.9%	24.8%	44.8%	7.7%	14.1%	27.1%	30.4%	24.5%	4.0%
Non-IEP										
District	4.8%	11.9%	29.4%	46.8%	7.1%	4.8%	36.5%	24.6%	33.3%	0.8%
State	7.7%	14.0%	25.7%	45.0%	7.7%	12.2%	28.5%	31.1%	24.2%	3.9%
Non Low Income										
District	6.3%	8.8%	25.0%	50.0%	10.0%	11.3%	23.8%	18.8%	45.0%	1.3%
State	5.0%	9.7%	21.8%	52.2%	11.2%	7.5%	20.6%	32.2%	33.4%	6.2%
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	24.9%	28.8%	23.7%	21.3%	1.3%	37.9%	36.3%	20.3%	5.5%	0.0%

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Academic Progress

IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	7.5%	31.2%	24.2%	29.0%	8.1%	8.1%	32.8%	28.5%	28.5%	2.2%
State	10.4%	21.4%	25.7%	31.4%	11.1%	8.7%	29.7%	33.0%	24.0%	4.7%
Female										
District	5.2%	28.1%	24.0%	31.3%	11.5%	10.4%	33.3%	27.1%	28.1%	1.0%
State	8.0%	18.7%	24.6%	34.4%	14.3%	8.1%	30.1%	33.8%	23.7%	4.2%
Male										
District	10.0%	34.4%	24.4%	26.7%	4.4%	5.6%	32.2%	30.0%	28.9%	3.3%
State	12.6%	24.0%	26.8%	28.5%	8.1%	9.3%	29.2%	32.2%	24.2%	5.1%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	8.8%	11.8%	32.4%	38.2%	8.8%	8.8%	32.4%	26.5%	29.4%	2.9%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	19.4%	25.4%	25.1%	20.8%	9.3%	10.8%	35.4%	31.0%	18.8%	4.0%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	3.9%	7.9%	14.7%	40.9%	32.6%	2.5%	9.7%	23.1%	42.8%	22.0%
Black										
District	0.0%	30.0%	40.0%	10.0%	20.0%	20.0%	30.0%	20.0%	30.0%	0.0%
State	16.9%	31.8%	28.0%	19.6%	3.7%	17.7%	46.7%	27.2%	8.0%	0.5%
Hispanic										
District	11.7%	38.3%	26.6%	20.2%	3.2%	10.6%	41.5%	29.8%	18.1%	0.0%
State	15.7%	27.4%	26.8%	24.6%	5.5%	11.7%	38.4%	33.9%	14.8%	1.3%

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
MENA										
District	*	*	*	*	*	*	*	*	*	*
State	22.2%	16.7%	27.8%	33.3%	0.0%	11.1%	50.0%	16.7%	16.7%	5.6%
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	10.9%	15.5%	23.3%	38.0%	12.4%	5.4%	32.3%	30.8%	25.4%	6.2%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	8.8%	21.6%	25.4%	31.2%	13.0%	8.6%	29.0%	31.9%	24.6%	5.9%
White										
District	1.5%	26.5%	19.1%	42.6%	10.3%	2.9%	25.0%	26.5%	39.7%	5.9%
State	5.6%	15.7%	25.7%	38.6%	14.4%	4.5%	20.8%	35.8%	32.9%	6.0%
Students with Disabilities										
District	16.7%	41.7%	27.8%	13.9%	0.0%	22.2%	50.0%	25.0%	2.8%	0.0%
State	25.8%	33.7%	21.5%	15.4%	3.7%	23.1%	42.5%	21.9%	10.7%	1.8%
English Learners										
District	16.7%	53.7%	22.2%	7.4%	0.0%	16.7%	48.1%	29.6%	5.6%	0.0%
State	27.1%	37.7%	24.0%	10.6%	0.7%	18.7%	49.5%	26.8%	4.9%	0.2%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.4%	31.5%	22.4%	12.6%	2.1%	23.1%	47.2%	23.7%	5.7%	0.2%
Students with IEPs										
District	16.7%	41.7%	27.8%	13.9%	0.0%	22.2%	50.0%	25.0%	2.8%	0.0%
State	33.2%	38.7%	18.5%	8.3%	1.3%	30.0%	48.1%	16.3%	4.8%	0.7%

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	8.6%	39.8%	28.0%	20.4%	3.2%	15.1%	40.9%	24.7%	18.3%	1.1%
State	15.9%	29.1%	27.6%	22.7%	4.7%	13.4%	40.6%	31.9%	12.9%	1.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	16.1%	38.7%	25.8%	16.1%	3.2%	12.9%	45.2%	25.8%	16.1%	0.0%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	7.5%	20.2%	25.9%	36.1%	10.4%	7.4%	25.3%	35.8%	28.7%	2.8%
Non-English Learners										
District	3.8%	22.0%	25.0%	37.9%	11.4%	4.5%	26.5%	28.0%	37.9%	3.0%
State	7.4%	18.6%	26.0%	35.0%	13.0%	7.0%	26.2%	34.1%	27.3%	5.5%
Non-IEP										
District	5.3%	28.7%	23.3%	32.7%	10.0%	4.7%	28.7%	29.3%	34.7%	2.7%
State	6.6%	18.6%	26.9%	35.2%	12.7%	5.2%	26.6%	35.7%	27.1%	5.3%
Non Low Income										
District	6.5%	22.6%	20.4%	37.6%	12.9%	1.1%	24.7%	32.3%	38.7%	3.2%
State	4.6%	13.4%	23.8%	40.4%	17.8%	3.8%	18.2%	34.1%	35.6%	8.3%
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	22.6%	37.1%	25.6%	13.5%	1.3%	23.7%	48.1%	22.0%	6.2%	0.0%

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Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	19.4%	16.0%	17.7%	41.1%	5.7%	35.4%	21.1%	22.3%	20.6%	0.6%
State	14.4%	13.3%	22.5%	40.9%	9.0%	29.3%	24.3%	18.3%	23.1%	5.0%
Female										
District	16.1%	18.3%	14.0%	44.1%	7.5%	38.7%	17.2%	21.5%	21.5%	1.1%
State	11.0%	11.5%	20.9%	44.1%	12.5%	28.4%	25.1%	19.0%	22.9%	4.6%
Male										
District	23.2%	13.4%	22.0%	37.8%	3.7%	31.7%	25.6%	23.2%	19.5%	0.0%
State	17.6%	14.9%	24.0%	37.9%	5.7%	30.2%	23.6%	17.6%	23.3%	5.3%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	12.2%	14.3%	57.1%	16.3%	10.2%	18.4%	28.6%	28.6%	14.3%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	24.6%	13.8%	19.6%	33.7%	8.3%	38.0%	25.2%	16.1%	16.8%	4.0%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	5.1%	5.3%	12.5%	53.6%	23.6%	8.7%	12.2%	15.3%	40.6%	23.2%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	22.8%	20.6%	27.1%	27.1%	2.5%	50.4%	27.6%	12.5%	8.7%	0.7%
Hispanic										
District	26.3%	21.1%	20.0%	31.6%	1.1%	48.4%	25.3%	16.8%	9.5%	0.0%
State	21.1%	16.3%	24.7%	33.5%	4.4%	39.2%	28.1%	16.5%	14.5%	1.7%

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IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
MENA										
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	16.7%	83.3%	0.0%	0.0%	16.7%	33.3%	50.0%	0.0%
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	18.3%	9.6%	17.3%	40.4%	14.4%	19.2%	23.1%	17.3%	29.8%	10.6%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	13.1%	13.7%	22.9%	40.5%	9.8%	29.2%	23.8%	17.5%	23.3%	6.2%
White										
District	7.7%	10.8%	16.9%	53.8%	10.8%	18.5%	16.9%	30.8%	33.8%	0.0%
State	8.3%	9.7%	20.6%	49.1%	12.3%	18.0%	22.3%	22.0%	31.5%	6.2%
Students with Disabilities										
District	45.5%	15.2%	15.2%	24.2%	0.0%	60.6%	21.2%	15.2%	3.0%	0.0%
State	35.0%	20.9%	20.7%	20.6%	2.7%	55.5%	21.9%	10.5%	10.2%	1.8%
English Learners										
District	42.3%	23.1%	17.3%	17.3%	0.0%	63.5%	26.9%	9.6%	0.0%	0.0%
State	37.1%	22.2%	25.1%	15.2%	0.4%	56.6%	28.3%	10.3%	4.6%	0.2%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	41.3%	18.3%	20.3%	18.9%	1.4%	59.5%	24.5%	9.7%	5.8%	0.5%
Students with IEPs										
District	45.5%	15.2%	15.2%	24.2%	0.0%	60.6%	21.2%	15.2%	3.0%	0.0%
State	45.5%	24.2%	18.8%	10.8%	0.6%	69.0%	19.6%	6.9%	4.0%	0.5%

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Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	27.2%	21.7%	18.5%	31.5%	1.1%	52.2%	19.6%	17.4%	10.9%	0.0%
State	21.7%	18.1%	25.8%	30.6%	3.7%	42.4%	28.0%	15.4%	12.7%	1.5%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	53.8%	26.9%	11.5%	7.7%	0.0%	69.2%	26.9%	3.8%	0.0%	0.0%
Military										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	12.9%	12.2%	23.6%	43.2%	8.0%	25.5%	25.1%	19.8%	25.1%	4.6%
Non-English Learners										
District	9.8%	13.0%	17.9%	51.2%	8.1%	23.6%	18.7%	27.6%	29.3%	0.8%
State	10.6%	11.8%	22.0%	45.2%	10.4%	24.7%	23.7%	19.6%	26.2%	5.8%
Non-IEP										
District	13.4%	16.2%	18.3%	45.1%	7.0%	29.6%	21.1%	23.9%	24.6%	0.7%
State	9.4%	11.5%	23.0%	45.7%	10.3%	22.9%	25.1%	20.1%	26.1%	5.7%
Non Low Income										
District	10.8%	9.6%	16.9%	51.8%	10.8%	16.9%	22.9%	27.7%	31.3%	1.2%
State	6.8%	8.2%	19.0%	51.6%	14.5%	15.7%	20.5%	21.3%	33.9%	8.6%
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.5%	20.9%	24.7%	21.6%	1.3%	58.0%	26.2%	9.0%	6.5%	0.3%

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DLM

What is it?

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

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

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.9%	14.6%	11.8%	0.7%	73.1%	11.2%	12.0%	3.7%
Female								
District	*	*	*	*	*	*	*	*
State	70.0%	17.5%	12.3%	0.2%	74.8%	12.8%	10.4%	2.0%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.0%	13.4%	11.6%	0.9%	72.4%	10.6%	12.6%	4.4%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	60.0%	20.0%	20.0%	0.0%	80.0%	0.0%	20.0%	0.0%
Asian								
District	*	*	*	*	*	*	*	*
State	73.7%	12.3%	11.4%	2.6%	69.0%	13.3%	12.4%	5.3%
Black								
District	*	*	*	*	*	*	*	*
State	71.6%	15.1%	12.1%	1.3%	73.4%	9.1%	13.5%	4.1%
Hispanic								
District	*	*	*	*	*	*	*	*
State	75.9%	14.8%	9.1%	0.2%	74.9%	10.3%	10.9%	3.9%

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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
MENA								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	64.9%	18.9%	16.2%	0.0%	69.9%	11.0%	15.1%	4.1%
White								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.3%	13.9%	13.3%	0.5%	72.6%	13.0%	11.4%	3.0%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.9%	14.6%	11.8%	0.7%	73.1%	11.2%	12.0%	3.7%
English Learners								
District	*	*	*	*	*	*	*	*
State	75.4%	14.4%	9.6%	0.6%	73.7%	11.1%	10.9%	4.2%
Homeless								
District	*	*	*	*	*	*	*	*
State	76.9%	17.9%	5.1%	0.0%	74.4%	7.7%	15.4%	2.6%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.9%	14.6%	11.8%	0.7%	73.1%	11.2%	12.0%	3.7%

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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								
District	*	*	*	*	*	*	*	*
State	73.1%	15.1%	11.3%	0.5%	72.7%	10.8%	13.1%	3.4%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
District	*	*	*	*	*	*	*	*
State	78.6%	14.3%	7.1%	0.0%	64.3%	21.4%	7.1%	7.1%
Youth In Care								
District	*	*	*	*	*	*	*	*
State	61.5%	19.2%	19.2%	0.0%	69.2%	0.0%	26.9%	3.8%

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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								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.5%	17.2%	7.7%	0.6%	67.7%	9.2%	16.7%	6.3%
Female								
District	*	*	*	*	*	*	*	*
State	75.4%	17.6%	6.6%	0.4%	69.5%	9.5%	17.0%	4.1%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.0%	17.0%	8.3%	0.7%	66.9%	9.1%	16.6%	7.4%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Asian								
District	*	*	*	*	*	*	*	*
State	82.3%	11.5%	6.3%	0.0%	71.6%	10.5%	9.5%	8.4%
Black								
District	*	*	*	*	*	*	*	*
State	69.2%	21.4%	8.1%	1.3%	64.2%	11.1%	18.0%	6.6%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	75.1%	17.1%	7.6%	0.2%	69.4%	6.8%	17.0%	6.8%

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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
MENA								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	82.9%	8.5%	7.3%	1.2%	71.6%	12.3%	8.6%	7.4%
White								
District	*	*	*	*	*	*	*	*
State	74.8%	16.8%	8.0%	0.5%	67.3%	9.4%	17.9%	5.4%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.4%	17.2%	7.7%	0.6%	67.7%	9.2%	16.7%	6.4%
English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	77.3%	16.1%	6.6%	0.0%	69.9%	7.9%	16.2%	6.1%
Homeless								
District	*	*	*	*	*	*	*	*
State	81.6%	14.3%	4.1%	0.0%	75.5%	4.1%	16.3%	4.1%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.4%	17.2%	7.7%	0.6%	67.7%	9.2%	16.7%	6.4%

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Academic Progress

DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	73.9%	17.3%	7.9%	0.9%	66.2%	10.2%	17.1%	6.4%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
District	*	*	*	*	*	*	*	*
State	70.0%	20.0%	10.0%	0.0%	60.0%	0.0%	30.0%	10.0%
Youth In Care								
District	*	*	*	*	*	*	*	*
State	69.2%	15.4%	11.5%	3.8%	53.8%	15.4%	23.1%	7.7%

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DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	65.5%	16.5%	14.9%	3.1%	58.5%	22.7%	9.0%	9.7%
Female								
District	*	*	*	*	*	*	*	*
State	62.7%	19.3%	14.5%	3.5%	59.3%	24.3%	8.8%	7.6%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	66.8%	15.2%	15.1%	3.0%	58.2%	22.0%	9.1%	10.7%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
Asian								
District	*	*	*	*	*	*	*	*
State	80.6%	15.3%	4.1%	0.0%	67.7%	22.2%	6.1%	4.0%
Black								
District	*	*	*	*	*	*	*	*
State	57.9%	21.3%	16.2%	4.6%	55.6%	24.3%	8.8%	11.4%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	69.4%	13.0%	15.1%	2.5%	61.1%	20.7%	8.3%	9.9%

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DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
MENA								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	64.3%	21.4%	12.5%	1.8%	49.1%	32.7%	9.1%	9.1%
White								
District	*	*	*	*	*	*	*	*
State	65.1%	15.4%	16.1%	3.3%	57.8%	22.2%	10.5%	9.5%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	65.4%	16.5%	14.9%	3.2%	58.5%	22.8%	9.1%	9.7%
English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.5%	15.6%	10.7%	2.2%	62.9%	19.5%	8.5%	9.2%
Homeless								
District	*	*	*	*	*	*	*	*
State	66.7%	12.8%	17.9%	2.6%	64.1%	20.5%	7.7%	7.7%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	65.4%	16.5%	14.9%	3.2%	58.5%	22.8%	9.1%	9.7%

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Academic Progress

DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	63.6%	16.9%	16.1%	3.5%	57.0%	22.4%	9.3%	11.3%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
District	*	*	*	*	*	*	*	*
State	83.3%	11.1%	5.6%	0.0%	77.8%	11.1%	11.1%	0.0%
Youth In Care								
District	*	*	*	*	*	*	*	*
State	60.0%	16.0%	20.0%	4.0%	48.0%	32.0%	4.0%	16.0%

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DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	62.6%	20.4%	13.8%	3.2%	75.0%	15.6%	5.1%	4.3%
Female								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	60.0%	21.0%	15.2%	3.8%	74.4%	16.9%	5.0%	3.7%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	63.9%	20.1%	13.1%	2.9%	75.2%	15.0%	5.1%	4.6%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	80.0%	20.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Asian								
District	*	*	*	*	*	*	*	*
State	66.7%	19.5%	12.6%	1.1%	76.1%	13.6%	9.1%	1.1%
Black								
District	*	*	*	*	*	*	*	*
State	60.2%	20.2%	16.3%	3.3%	71.0%	18.5%	4.4%	6.1%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	64.7%	19.2%	12.6%	3.5%	74.9%	14.4%	6.4%	4.3%

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DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
MENA								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	62.3%	23.2%	13.0%	1.4%	79.7%	13.0%	4.3%	2.9%
White								
District	*	*	*	*	*	*	*	*
State	61.6%	21.2%	13.6%	3.6%	76.4%	15.6%	4.1%	3.9%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	62.6%	20.4%	13.8%	3.2%	75.0%	15.6%	5.1%	4.3%
English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	67.6%	17.5%	12.8%	2.1%	77.4%	13.3%	6.0%	3.3%
Homeless								
District	*	*	*	*	*	*	*	*
State	70.0%	13.3%	16.7%	0.0%	80.0%	10.0%	6.7%	3.3%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	62.6%	20.4%	13.8%	3.2%	75.0%	15.6%	5.1%	4.3%

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DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	62.3%	20.3%	14.1%	3.3%	73.6%	16.4%	5.8%	4.2%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
District	*	*	*	*	*	*	*	*
State	64.7%	5.9%	29.4%	0.0%	70.6%	17.6%	5.9%	5.9%
Youth In Care								
District	*	*	*	*	*	*	*	*
State	66.7%	12.5%	20.8%	0.0%	70.8%	20.8%	4.2%	4.2%

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DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%
Female								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.4%	29.8%	15.7%	2.0%	77.0%	14.7%	5.1%	3.3%
Male								
District	*	*	*	*	*	*	*	*
State	53.1%	27.3%	16.2%	3.4%	70.8%	18.4%	8.1%	2.8%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	60.0%	40.0%	0.0%	0.0%	60.0%	20.0%	20.0%	0.0%
Asian								
District	*	*	*	*	*	*	*	*
State	60.3%	30.8%	7.7%	1.3%	85.7%	3.9%	10.4%	0.0%
Black								
District	*	*	*	*	*	*	*	*
State	47.4%	32.0%	18.0%	2.6%	68.2%	20.3%	5.7%	5.7%
Hispanic								
District	*	*	*	*	*	*	*	*
State	54.8%	27.8%	14.4%	3.1%	69.9%	19.5%	8.4%	2.2%

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DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
MENA								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	0.0%	66.7%	33.3%	0.0%	66.7%	33.3%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	44.3%	36.1%	16.4%	3.3%	75.4%	19.7%	3.3%	1.6%
White								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.0%	24.6%	17.2%	3.2%	76.0%	14.8%	6.8%	2.3%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%
English Learners								
District	*	*	*	*	*	*	*	*
State	56.5%	27.4%	14.0%	2.1%	72.6%	16.5%	9.3%	1.6%
Homeless								
District	*	*	*	*	*	*	*	*
State	44.1%	38.2%	17.6%	0.0%	70.6%	23.5%	2.9%	2.9%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%

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DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	52.0%	27.9%	16.6%	3.5%	69.6%	19.6%	7.2%	3.6%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
District	*	*	*	*	*	*	*	*
State	63.6%	18.2%	18.2%	0.0%	72.7%	27.3%	0.0%	0.0%
Youth In Care								
District	*	*	*	*	*	*	*	*
State	40.0%	26.7%	30.0%	3.3%	70.0%	26.7%	3.3%	0.0%

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DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	29.5%	16.8%	0.6%	65.3%	28.5%	5.7%	0.6%
Female								
District	*	*	*	*	*	*	*	*
State	54.2%	28.3%	17.3%	0.2%	68.5%	27.5%	3.6%	0.4%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.4%	30.2%	16.5%	0.9%	63.5%	29.0%	6.8%	0.7%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	50.0%	0.0%	50.0%	0.0%	50.0%	50.0%	0.0%	0.0%
Asian								
District	*	*	*	*	*	*	*	*
State	68.1%	20.3%	11.6%	0.0%	72.5%	20.3%	7.2%	0.0%
Black								
District	*	*	*	*	*	*	*	*
State	45.5%	36.1%	17.9%	0.6%	62.5%	29.4%	8.1%	0.0%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	57.3%	27.5%	14.2%	1.0%	65.6%	28.0%	5.6%	0.8%

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DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
MENA								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
District	*	*	*	*	*	*	*	*
State	60.4%	20.8%	18.9%	0.0%	67.9%	24.5%	5.7%	1.9%
White								
District	*	*	*	*	*	*	*	*
State	52.0%	29.2%	18.2%	0.5%	65.6%	29.5%	4.2%	0.7%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	29.6%	16.8%	0.6%	65.2%	28.5%	5.7%	0.6%
English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.1%	28.7%	15.2%	1.0%	63.7%	29.4%	6.1%	0.7%
Homeless								
District	*	*	*	*	*	*	*	*
State	47.6%	26.2%	26.2%	0.0%	67.4%	18.6%	14.0%	0.0%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	29.6%	16.8%	0.6%	65.2%	28.5%	5.7%	0.6%

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Academic Progress

DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	51.2%	29.9%	18.2%	0.8%	63.2%	29.5%	6.6%	0.8%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
District	*	*	*	*	*	*	*	*
State	55.6%	22.2%	22.2%	0.0%	55.6%	44.4%	0.0%	0.0%
Youth In Care								
District	*	*	*	*	*	*	*	*
State	35.3%	41.2%	23.5%	0.0%	58.8%	35.3%	5.9%	0.0%

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Academic Progress

DLM (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	‡	‡	‡	‡
State	71.0%	17.1%	11.2%	0.7%
Female				
District	*	*	*	*
State	69.7%	20.3%	9.2%	0.9%
Male				
District	‡	‡	‡	‡
State	71.7%	15.6%	12.1%	0.6%
Non Binary				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
Asian				
District	*	*	*	*
State	86.8%	7.7%	5.5%	0.0%
Black				
District	*	*	*	*
State	68.6%	19.0%	12.1%	0.3%
Hispanic				
District	‡	‡	‡	‡
State	74.5%	16.1%	8.9%	0.5%

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DLM (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
Two or More Races				
District	*	*	*	*
State	74.1%	13.0%	11.1%	1.9%
White				
District	*	*	*	*
State	66.9%	18.7%	13.3%	1.2%
Students with Disabilities				
District	‡	‡	‡	‡
State	71.0%	17.1%	11.2%	0.7%
English Learners				
District	‡	‡	‡	‡
State	77.3%	13.8%	8.4%	0.5%
Homeless				
District	*	*	*	*
State	63.2%	18.4%	18.4%	0.0%
Students with IEPs				
District	‡	‡	‡	‡
State	71.0%	17.1%	11.2%	0.7%

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DLM (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	‡	‡	‡
State	70.2%	16.9%	12.0%	0.9%
Migrant				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
State	77.8%	11.1%	11.1%	0.0%
Youth In Care				
District	*	*	*	*
State	72.7%	4.5%	22.7%	0.0%

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Academic Progress

DLM (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	‡	‡	‡	‡
State	64.8%	19.3%	12.6%	3.3%
Female				
District	*	*	*	*
State	67.9%	15.8%	14.3%	1.9%
Male				
District	‡	‡	‡	‡
State	63.0%	21.2%	11.7%	4.0%
Non Binary				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	0.0%	0.0%	100.0%	0.0%
Asian				
District	*	*	*	*
State	78.8%	12.1%	4.5%	4.5%
Black				
District	*	*	*	*
State	61.1%	21.6%	13.5%	3.8%
Hispanic				
District	‡	‡	‡	‡
State	67.7%	17.7%	11.0%	3.5%

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DLM (cont)

Grade 8

	Science				
	Level 1	Level 2	Level 3	Level 4	
MENA					
District	*	*	*	*	
State	*	*	*	*	
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	
State	*	*	*	*	
Two or More Races					
District	*	*	*	*	
State	64.7%	19.6%	13.7%	2.0%	
White					
District	*	*	*	*	
State	63.2%	20.0%	14.0%	2.8%	
Students with Disabilities					
District	‡	‡	‡	‡	
State	64.8%	19.3%	12.6%	3.3%	
English Learners					
District	‡	‡	‡	‡	
State	66.1%	19.5%	10.3%	4.1%	
Homeless					
District	*	*	*	*	
State	57.5%	15.0%	22.5%	5.0%	
Students with IEPs					
District	‡	‡	‡	‡	
State	64.8%	19.3%	12.6%	3.3%	

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DLM (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	‡	‡	‡
State	62.8%	19.8%	13.4%	4.0%
Migrant				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
State	66.7%	22.2%	0.0%	11.1%
Youth In Care				
District	*	*	*	*
State	56.3%	25.0%	6.3%	12.5%

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ISA

What is it?

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

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

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Academic Progress

ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	11.5%	30.1%	35.9%	22.4%
State	16.7%	30.7%	34.6%	18.0%
Female				
District	12.0%	31.3%	38.6%	18.1%
State	15.1%	32.5%	35.4%	17.1%
Male				
District	11.0%	28.8%	32.9%	27.4%
State	18.3%	28.9%	34.0%	18.8%
Non Binary				
District	*	*	*	*
State	3.7%	22.2%	33.3%	40.7%
American Indian				
District	*	*	*	*
State	21.0%	30.8%	32.5%	15.7%
Asian				
District	‡	‡	‡	‡
State	6.3%	16.0%	37.5%	40.2%
Black				
District	‡	‡	‡	‡
State	32.5%	41.5%	21.5%	4.4%
Hispanic				
District	16.7%	42.2%	33.3%	7.8%
State	23.4%	37.8%	30.2%	8.5%

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ISA (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	15.4%	38.5%	30.8%	15.4%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	13.2%	23.6%	39.6%	23.6%
Two or More Races				
District	‡	‡	‡	‡
State	15.0%	29.1%	34.5%	21.4%
White				
District	3.9%	9.8%	41.2%	45.1%
State	8.6%	24.6%	41.6%	25.3%
Students with Disabilities				
District	46.7%	23.3%	26.7%	3.3%
State	36.5%	33.6%	21.2%	8.7%
English Learners				
District	32.5%	50.0%	17.5%	0.0%
State	35.7%	44.3%	18.5%	1.4%
Homeless				
District	‡	‡	‡	‡
State	41.8%	36.1%	18.7%	3.4%
Students with IEPs				
District	46.7%	23.3%	26.7%	3.3%
State	44.3%	34.9%	15.9%	4.8%

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ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	16.9%	45.5%	31.2%	6.5%
State	25.4%	38.3%	28.5%	7.8%
Migrant				
District	*	*	*	*
State	38.5%	42.3%	19.2%	0.0%
Military				
District	‡	‡	‡	‡
State	12.1%	28.9%	36.4%	22.6%
Youth In Care				
District	*	*	*	*
State	37.5%	36.3%	22.3%	3.9%

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Academic Progress

ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	13.7%	30.3%	38.3%	17.7%
State	16.5%	29.0%	34.5%	20.0%
Female				
District	15.1%	32.3%	38.7%	14.0%
State	15.1%	31.7%	36.0%	17.3%
Male				
District	12.2%	28.0%	37.8%	22.0%
State	17.8%	26.6%	33.2%	22.5%
Non Binary				
District	*	*	*	*
State	4.0%	12.0%	34.0%	50.0%
American Indian				
District	‡	‡	‡	‡
State	18.4%	34.3%	31.4%	15.9%
Asian				
District	‡	‡	‡	‡
State	5.0%	14.1%	36.0%	44.9%
Black				
District	‡	‡	‡	‡
State	31.7%	40.2%	23.5%	4.7%
Hispanic				
District	17.9%	41.1%	34.7%	6.3%
State	22.1%	36.9%	30.8%	10.2%

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ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	0.0%	28.6%	57.1%	14.3%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	15.2%	20.0%	34.3%	30.5%
Two or More Races				
District	‡	‡	‡	‡
State	15.2%	26.8%	35.1%	22.9%
White				
District	6.2%	20.0%	41.5%	32.3%
State	9.0%	22.2%	40.6%	28.1%
Students with Disabilities				
District	42.4%	21.2%	33.3%	3.0%
State	35.2%	33.6%	21.3%	9.9%
English Learners				
District	25.0%	53.8%	19.2%	1.9%
State	34.6%	45.7%	18.3%	1.4%
Homeless				
District	‡	‡	‡	‡
State	38.0%	38.7%	19.2%	4.2%
Students with IEPs				
District	42.4%	21.2%	33.3%	3.0%
State	45.0%	36.3%	14.8%	3.9%

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ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	20.7%	42.4%	30.4%	6.5%
State	24.8%	37.1%	29.1%	9.0%
Migrant				
District	*	*	*	*
State	34.6%	53.8%	11.5%	0.0%
Military				
District	‡	‡	‡	‡
State	14.3%	27.5%	34.6%	23.6%
Youth In Care				
District	‡	‡	‡	‡
State	35.7%	39.1%	19.6%	5.6%

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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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	41.8%	47.0%	36.6%	*	‡	69.7%	‡	29.5%	*	*	64.3%	56.5%	16.2%
State	39.4%	43.6%	35.3%	63.3%	31.0%	66.9%	20.3%	26.7%	39.4%	46.1%	42.5%	50.2%	18.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	13.7%	16.2%	28.9%	‡	*	‡	‡
State	11.8%	10.6%	24.6%	13.0%	7.9%	42.7%	16.1%

Mathematics - All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	22.9%	20.8%	25.0%	*	‡	48.5%	‡	10.8%	*	*	35.7%	37.9%	7.6%
State	27.9%	26.2%	29.6%	40.6%	23.3%	61.3%	8.9%	15.3%	33.3%	34.7%	30.6%	38.0%	13.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	3.3%	7.6%	11.5%	‡	*	‡	‡
State	8.0%	8.0%	13.7%	6.4%	6.3%	30.1%	7.6%

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Proficiency (cont)

Science - All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	56.0%	54.0%	58.0%	*	‡	‡	‡	40.0%	*	*	‡	79.0%	31.0%
State	52.0%	52.0%	52.0%	81.0%	47.0%	77.0%	26.0%	39.0%	54.0%	60.0%	56.0%	66.0%	30.0%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	19.0%	31.0%	36.0%	‡	*	‡	‡
State	18.0%	18.0%	36.0%	22.0%	17.0%	57.0%	24.0%

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Growth Percentile – IAR

What is it?

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

Cohort Growth Percentile - Overall

	ELA					Mathematics				
	Did Not Meet	Partially Met	Approached	Met	Exceeded	Did Not Meet	Partially Met	Approached	Met	Exceeded
District	23	40.2	52.1	64	81.2	26.4	49.2	55.6	66.6	78.2
State	22	41.4	47.8	59.8	79.8	24.8	45.5	55.3	62.2	76.8

Cohort Growth Percentile ELA - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	52.2	54.1	50.3	*	‡	49.6	53.3	51.1	*	*	55	53.9	49.9
State	50	51.6	48.3	51.9	48.1	56.2	46.9	48.8	48.3	50	49.1	51	44.7

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	48.3	49.9	51.9	‡	*	61.3	‡
State	47.3	43	47.9	45.5	44.8	50.2	45.5

* 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)

Cohort Growth Percentile Math – By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	50.5	50.1	50.8	*	‡	52.9	52.3	49	*	*	51.7	52.5	48
State	50	50.5	49.5	51.2	49.5	57	47.2	49.2	56.3	50.2	49.6	50.6	45.3

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	48	48	49.3	‡	*	51.2	‡
State	47.9	43.5	48.2	46.1	50.1	50.3	44

Baseline Growth Percentile – Overall

	ELA					Mathematics				
	Did Not Meet	Partially Met	Approached	Met	Exceeded	Did Not Meet	Partially Met	Approached	Met	Exceeded
District	29.6	54	65.6	74.7	84.8	30	55.7	59.4	69.7	80.8
State	29.6	55.1	62.3	71	82.7	29.1	51.9	59.9	65.7	80.8

Baseline Growth Percentile ELA – By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	63.2	64.8	61.7	*	‡	59.9	62.3	62.4	*	*	64.5	64.8	59.4
State	61.2	62.6	60	61.6	59.3	65.5	58.8	60.6	60.4	60.9	60.2	62.1	56

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

Growth Percentile – IAR (cont)

Baseline Growth Percentile ELA - By Demographics

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	59.4	59.4	63.2	‡	*	74.1	‡
State	58.7	54.1	59.6	56.8	54	61.2	56.5

Baseline Growth Percentile Math - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	54.9	54.5	55.2	*	‡	56.8	57.8	53.7	*	*	55.8	56.5	52.6
State	54.7	55.4	54.1	56.1	54.6	61.2	52.4	54.4	61.8	55.2	54.2	55	50.3

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	52.9	52.6	54.2	‡	*	54.9	‡
State	53.2	48.6	53.3	51	54.7	54.9	49

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

Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	99.0%	99.0%	99.0%	*	‡	100.0%	100.0%	99.3%	*	*	100.0%	98.4%	97.5%
State	98.6%	98.7%	98.5%	95.9%	98.2%	99.2%	97.7%	98.4%	97.3%	98.4%	98.4%	98.9%	97.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	99.7%	98.0%	99.0%	‡	*	100.0%	‡
State	98.4%	97.1%	98.2%	95.1%	97.4%	98.8%	94.5%

Mathematics - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	99.0%	99.0%	99.0%	*	‡	100.0%	100.0%	99.3%	*	*	100.0%	98.4%	97.5%
State	98.5%	98.6%	98.4%	95.9%	98.0%	99.1%	97.5%	98.3%	97.3%	98.3%	98.2%	98.9%	97.2%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	99.7%	98.0%	99.0%	‡	*	100.0%	‡
State	98.2%	96.9%	98.1%	94.8%	97.8%	98.8%	94.4%

* 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)

Science - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	99.1%	98.9%	99.4%	*	‡	‡	‡	99.5%	*	*	91.7%	99.2%	97.1%
State	96.0%	96.1%	95.8%	95.1%	95.1%	97.2%	93.0%	95.4%	83.9%	94.6%	95.5%	97.3%	93.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	99.0%	97.1%	99.4%	‡	*	‡	‡
State	94.9%	93.0%	94.7%	88.9%	95.7%	96.5%	86.7%

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

Participation Rate (cont)

Overall IAR ELA - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	99.1%	99.0%	99.2%	*	‡	100.0%	100.0%	99.3%	*	*	100.0%	98.6%	97.9%
State	99.0%	99.1%	99.0%	95.7%	99.2%	99.4%	98.7%	99.1%	97.2%	99.1%	98.7%	99.1%	98.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	99.7%	98.4%	99.0%	‡	*	100.0%	‡
State	98.9%	97.9%	98.9%	96.3%	98.5%	99.2%	96.5%

Overall IAR Mathematics - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	99.1%	99.0%	99.2%	*	‡	100.0%	100.0%	99.3%	*	*	100.0%	98.6%	97.9%
State	98.9%	99.0%	98.9%	95.7%	99.0%	99.3%	98.5%	99.0%	97.2%	99.0%	98.6%	99.0%	97.8%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	99.7%	98.4%	99.0%	‡	*	100.0%	‡
State	98.8%	97.6%	98.8%	95.9%	99.0%	99.2%	96.3%

* 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 ELA - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
State	97.6%	97.7%	97.6%	*	96.0%	98.0%	97.3%	97.5%	100.0%	100.0%	97.7%	97.9%	97.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	‡	*	*	*	*
State	97.7%	97.6%	97.5%	96.6%	100.0%	97.8%	97.8%

Overall DLM Mathematics - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
State	97.6%	97.6%	97.6%	*	96.0%	98.1%	97.3%	97.3%	100.0%	100.0%	97.7%	97.8%	97.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	‡	*	*	*	*
State	97.5%	97.6%	97.5%	96.6%	100.0%	97.8%	98.4%

* 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 Science - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	*	‡	*	*	*	*	‡	*	*	*	*	‡
State	96.4%	96.6%	96.3%	*	100.0%	97.0%	96.9%	95.2%	0.0%	100.0%	95.9%	96.9%	96.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	‡	*	*	*	*
State	96.2%	96.4%	96.2%	93.7%	100.0%	94.9%	98.4%

Overall - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	99.1%	98.9%	99.4%	*	‡	‡	‡	99.5%	*	*	91.7%	99.2%	96.9%
State	96.0%	96.1%	95.8%	95.1%	95.1%	97.2%	92.9%	95.4%	86.7%	94.6%	95.5%	97.3%	93.5%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	99.0%	96.9%	99.4%	‡	*	‡	‡
State	94.8%	92.8%	94.7%	88.8%	95.7%	96.5%	86.2%

* 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)

ELA - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	1.0%	1.0%	1.0%	*	‡	0.0%	0.0%	0.7%	*	*	0.0%	1.6%	2.5%
State	1.5%	1.3%	1.6%	4.1%	1.8%	0.8%	2.4%	1.6%	2.7%	1.6%	1.7%	1.1%	2.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	0.3%	2.0%	1.0%	‡	*	0.0%	‡
State	1.7%	3.0%	1.8%	5.0%	2.6%	1.2%	6.4%

Mathematics - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	1.0%	1.0%	1.0%	*	‡	0.0%	0.0%	0.7%	*	*	0.0%	1.6%	2.5%
State	1.6%	1.4%	1.7%	4.1%	2.0%	0.9%	2.6%	1.7%	2.7%	1.7%	1.8%	1.2%	2.9%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	0.3%	2.0%	1.0%	‡	*	0.0%	‡
State	1.8%	3.2%	2.0%	5.3%	2.2%	1.2%	6.5%

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

Participation Rate (cont)

Science - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	0.9%	1.1%	0.6%	*	‡	‡	‡	0.5%	*	*	8.3%	0.8%	2.9%
State	4.1%	4.0%	4.3%	4.9%	4.9%	2.8%	7.2%	4.7%	16.1%	5.4%	4.6%	2.8%	6.5%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	1.0%	2.9%	0.6%	‡	*	‡	‡
State	5.3%	7.1%	5.4%	11.6%	4.3%	3.5%	14.6%

* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	0.9%	1.0%	0.8%	*	‡	0.0%	0.0%	0.7%	*	*	0.0%	1.4%	2.1%
State	1.0%	1.0%	1.1%	4.3%	0.8%	0.7%	1.4%	1.0%	2.8%	0.9%	1.3%	0.9%	2.0%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	0.3%	1.6%	1.0%	‡	*	0.0%	‡
State	1.2%	2.2%	1.2%	3.8%	1.5%	0.8%	4.5%

Overall IAR Mathematics - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	0.9%	1.0%	0.8%	*	‡	0.0%	0.0%	0.7%	*	*	0.0%	1.4%	2.1%
State	1.1%	1.1%	1.2%	4.3%	1.0%	0.8%	1.6%	1.1%	2.8%	1.0%	1.5%	1.0%	2.2%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	0.3%	1.6%	1.0%	‡	*	0.0%	‡
State	1.3%	2.4%	1.3%	4.2%	1.0%	0.8%	4.6%

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

Participation Rate (cont)

Overall DLM ELA - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
State	2.4%	2.4%	2.4%	*	4.0%	2.0%	2.7%	2.6%	0.0%	0.0%	2.3%	2.1%	2.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	‡	*	*	*	*
State	2.3%	2.4%	2.5%	3.4%	0.0%	2.2%	2.2%

Overall DLM Mathematics - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
State	2.4%	2.4%	2.5%	*	4.0%	1.9%	2.8%	2.7%	0.0%	0.0%	2.3%	2.2%	2.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	‡	*	*	*	*
State	2.5%	2.4%	2.5%	3.4%	0.0%	2.2%	1.6%

* 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 DLM Science - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	*	‡	*	*	*	*	‡	*	*	*	*	‡
State	3.6%	3.4%	3.8%	*	0.0%	3.0%	3.2%	4.8%	100.0%	0.0%	4.1%	3.1%	3.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	‡	*	*	*	*
State	3.8%	3.6%	3.8%	6.3%	0.0%	5.1%	1.6%

Overall ISA - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	0.9%	1.1%	0.6%	*	‡	‡	‡	0.5%	*	*	8.3%	0.8%	3.1%
State	4.1%	4.0%	4.3%	4.9%	4.9%	2.8%	7.3%	4.7%	13.3%	5.4%	4.6%	2.8%	6.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	1.0%	3.1%	0.6%	‡	*	‡	‡
State	5.3%	7.4%	5.4%	11.7%	4.3%	3.5%	15.1%

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

Eighth Graders Passing Algebra I

What is it?

This shows the percentage of eighth-graders passing Algebra I. They are defined as eighth-grade students who have successfully completed Algebra I (or its equivalent) by the end of Grade 8. Successful completion is measured by earning a D or above and receiving at least 1.0 credit hour.

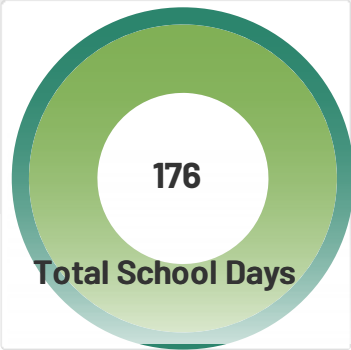
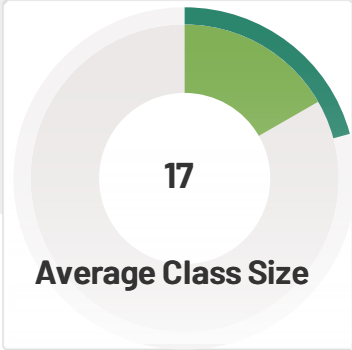
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	37.7%	43.2%	31.8%	*	‡	‡	‡	18.8%	*	‡	‡	62.1%	‡
State	29.1%	28.7%	29.6%	26.7%	24.3%	62.5%	13.7%	22.4%	23.5%	40.4%	31.6%	34.7%	14.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	22.7%	‡	*	*	*
State	12.8%	7.2%	18.3%	11.3%	0.0%	*	*

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

About the data

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



No Data district's percentage of adequacy

Evidence-Based Funding

Early Learning

What is it?

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

Kindergarten Individual Developmental Survey (KIDS) Results - Overall

	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math
District	98.8%	70.3%	13.3%	8.2%	8.2%	18.4%	22.2%	13.9%
State	90.9%	35.3%	16.3%	16.8%	31.6%	58.4%	49.2%	37.1%

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

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	English Learners	Students with IEPs	Low Income
District	8.2%	*	‡	‡	‡	*	‡	‡	‡	‡	‡	‡	‡
State	31.6%	25.4%	36.7%	25.8%	20.3%	*	32.9%	33.3%	39.3%	16.3%	14.6%	16.3%	22.7%

Homeless

District	*
State	18.1%

* 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			Exclusions	Total Expenditures
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
District	1,536	\$677	\$12,081	\$12,758	\$631	\$5,539	\$6,171	\$1,308	\$17,620	\$18,928	\$3,797,614	\$32,863,245

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

School Level Finances (cont)

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
Carl Sandburg Middle School	534	\$624	\$12,669	\$13,292	\$631	\$5,539	\$6,171	\$1,255	\$18,208	\$19,463
Lincoln Elem School	43	\$999	\$28,628	\$29,627	\$631	\$5,539	\$6,171	\$1,630	\$34,168	\$35,798
Mechanics Grove Elem School	493	\$597	\$11,379	\$11,975	\$631	\$5,539	\$6,171	\$1,228	\$16,918	\$18,146
Washington Elem School	466	\$793	\$10,618	\$11,411	\$631	\$5,539	\$6,171	\$1,424	\$16,158	\$17,582

* 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	60.1% \$18,393,626	4.9% \$1,495,548	21.2% \$6,476,361	4.5% \$1,383,972	9.3% \$2,830,322	\$30,579,829
State	58.1%	5.9%	19.7%	4.2%	12.2%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	43.7%	2.1%	39.0%	15.2%
State	46.1%	2.3%	30.8%	20.9%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	72.7% \$21,114,722	10.6% \$3,062,767	6.7% \$1,938,038	6.5% \$1,895,882	0.0% \$0	2.1% \$621,430	0.0% \$0	1.4% \$392,819	\$29,025,658
State	70.4%	7.7%	3.9%	7.0%	1.2%	1.7%	0.3%	7.7%	*

* 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

	2021 Equalized Assessed Valuation per Pupil	2021 Total School Tax Rate per \$100	2022-23 Instructional Expenditure per Pupil	2022-23 Operating Expenditure per Pupil
District	\$276,360	4.6	\$8,908	\$16,782
State	*	*	\$11,078	\$18,905

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	Grade 5	Grade 6	Grade 7	Grade 8	Overall
District	24	21	19	23	24	28	16	17	17	20
State	20	20	21	21	21	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	
District	176
State	176

Health and Wellness

What is it?

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

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

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

Days PE per week

Days PE per week	
District	5
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

Truant Minor Count	
District	168
State	167,463

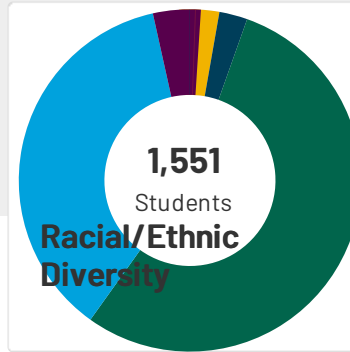
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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

1,551

Student Enrollment



19.6%

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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	100.0% 1,551	48.5% 753	51.5% 798	0.0% *	‡ ‡	3.7% 58	2.6% 40	53.2% 825	0.0% *	‡ ‡	4.4% 68	35.8% 555	20.1% 312
State	100.0% 1,851,290	48.6% 899,170	51.4% 951,463	0.0% 657	0.2% 4,580	5.6% 103,838	16.5% 305,129	28.1% 519,576	0.0% 7	0.1% 1,693	4.2% 78,523	45.3% 837,944	20.3% 376,166

	English Learners	Students with IEPs	Low Income	Former EL	Homeless	Migrant	Military	Never EL	Youth In Care
District	30.5% 473	20.1% 312	42.4% 657	7.3% 113	‡ ‡	0.0% *	0.8% 13	62.2% 965	‡ ‡
State	16.4% 303,166	16.0% 295,285	49.8% 922,067	8.2% 152,571	2.6% 47,220	0.0% 441	0.8% 14,692	75.4% 1,395,553	0.7% 13,111

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	75	160	149	152	138	189	160	157	190	181
State	85,740	120,746	126,015	132,006	130,416	130,416	129,900	132,010	135,732	137,388

* 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 who are Identified as Accelerated: The percentage of students who are Identified as Accelerated. Assessing a student for placement in an Advanced Academic Program may include assessment of a student as accelerated, either whole grade or in a combination of one or more subjects.

Students who are Identified as Accelerated by Demographics: The percentage of students who Are Identified as Accelerated, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Advanced Placement (AP) Testing (College Board) Exams: This shows the cumulative total number of AP exams taken and the cumulative total number of AP exams receiving a score of 3.0 or more. Upon completion of an AP course, students may choose to take the corresponding AP Exam. Illinois state law PA 99-0358 provides that a student who takes a College Board Advanced Placement examination and receives a score of 3 or higher on the examination is entitled to receive postsecondary level course credit at an Illinois public institution of higher education.

Students Enrolled in Advanced Academic Coursework: Advanced Academic Coursework includes courses in a variety of categories, all of which may or may not be offered within an individual school or district: Advanced Placement Coursework, IB Coursework, Enriched of Honors Coursework, and Dual-Credit Coursework.

Students Enrolled in Advanced Academic Coursework – Grade and Demographics: The percentage of students who are enrolled in Advanced Placement Coursework, allowing the totals to be broken down by type of coursework, grade level, and/or other demographic and programmatic factors.

Students Assessed for Giftedness by Demographics: The number and percentage of students at this location who have been assessed for giftedness, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Students Assessed for Giftedness Taught by a Gifted Endorsed Teacher – Grade and Demographics: The number and percentage of students at this location who have been assessed for giftedness and were taught by a Gifted Endorsed Teacher, allowing the totals to be broken down by subject, grade level, and/or other demographic and programmatic factors.

Students Identified as Gifted by Demographics: The number and percentage of students at this location who have been identified as gifted in accordance with the district's gifted assessment and academic policy, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Students Identified as Gifted Taught by a Gifted Endorsed Teacher – Grade and Demographics: The number and percentage of students at this location who have been identified as gifted in accordance with the district's gifted assessment and academic policy and were taught by a Gifted Endorsed Teacher, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

* 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 who are Identified as Accelerated - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
State	9.7% 186,357	10.0% 93,530	9.3% 92,604	12.9% 223	8.5% 395	24.8% 26,830	2.9% 9,360	7.4% 40,620	24.0% 609	9.9% 167	9.7% 8,363	11.7% 100,013	4.8% 18,478

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
District	*	*	*	*	*
State	3.2% 10,687	2.1% 6,270	4.6% 44,329	2.2% 1,460	1.2% 168

Students who are Identified as Accelerated - ELA - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
State	0.9% 17,567	1.2% 11,004	0.7% 6,536	1.6% 27	0.8% 37	0.8% 855	0.4% 1,211	0.7% 3,856	0.6% 16	0.6% 10	0.9% 773	1.3% 10,809	0.5% 1,966

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
District	*	*	*	*	*
State	0.2% 792	0.3% 828	0.6% 5,592	0.4% 264	0.4% 53

* 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 who are Identified as Accelerated - Math - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
State	1.8% 34,975	1.5% 13,797	2.1% 21,127	3.0% 51	1.3% 61	5.7% 6,130	0.3% 904	0.9% 4,790	1.1% 29	1.8% 30	2.1% 1,773	2.5% 21,258	0.9% 3,279

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	0.5% 1,609	0.4% 1,230	0.6% 6,021	0.3% 170	0.1% 18

Students who are Identified as Accelerated - Single Subject Other than ELA, Math or Science - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
State	1.3% 24,656	1.3% 12,012	1.3% 12,629	0.9% 15	2.2% 100	1.4% 1,500	0.5% 1,585	1.7% 9,615	4.9% 124	0.9% 16	1.0% 869	1.3% 10,847	1.0% 3,759

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
District	*	*	*	*	*	*
State	1.3% 4,443	0.7% 474	0.6% 1,927	0.9% 8,937	*	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 who are Identified as Accelerated - Multiple Subjects, but not Whole Grade - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
State	5.4% 104,119	5.8% 54,024	5.0% 49,971	7.2% 124	4.2% 193	16.5% 17,848	1.6% 5,055	3.8% 20,776	17.2% 437	6.0% 102	5.5% 4,750	6.4% 54,958	2.4% 9,012

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	1.0% 3,336	0.7% 2,112	2.3% 22,480	0.7% 501	0.4% 54

Students who are Identified as Accelerated - Whole Grade Acceleration - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
State	0.1% 2,145	0.1% 1,207	0.1% 932	0.3% 6	0.0% 2	0.3% 273	0.1% 417	0.2% 833	0.0% 0	0.2% 4	0.1% 99	0.1% 517	0.0% 96

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	0.1% 241	0.0% 51	0.0% 422	0.0% 24	0.1% 8

* 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 Advanced Placement Coursework - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
State	24.2% 146,564	27.5% 81,086	21.0% 65,343	29.3% 135	20.2% 307	54.9% 18,113	14.1% 13,985	22.5% 40,125	28.3% 278	32.4% 198	25.2% 5,892	25.0% 67,666	11.7% 14,446

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
	*	*	*	*	*
State	9.7% 7,479	3.4% 2,984	16.4% 47,264	8.0% 1,619	3.2% 104

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
State	16.4% 99,797	16.9% 49,774	16.0% 49,965	12.6% 58	11.5% 175	19.3% 6,358	10.8% 10,646	13.1% 23,343	21.3% 209	15.5% 95	15.3% 3,587	20.5% 55,384	10.9% 13,542

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
	*	*	*	*	*
State	8.1% 6,220	8.1% 7,028	11.9% 34,431	8.4% 1,693	5.1% 165

* 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 - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
State	52.3% 317,614	57.1% 168,338	47.9% 149,005	58.8% 271	49.1% 747	78.8% 26,000	41.2% 40,708	51.7% 92,014	50.7% 497	60.4% 369	52.8% 12,355	53.6% 144,924	32.3% 39,983

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
	*	*	*	*	*
State	34.8% 26,856	19.4% 16,953	42.4% 122,489	28.3% 5,726	16.8% 542

Students Enrolled in IB Coursework - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
State	1.2% 7,572	1.5% 4,466	1.0% 3,104	0.4% 2	1.4% 21	1.4% 447	1.8% 1,806	2.0% 3,583	0.1% 1	2.6% 16	0.8% 194	0.6% 1,504	0.8% 1,030

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
	*	*	*	*	*
State	0.9% 697	0.4% 323	1.7% 4,843	1.0% 206	0.5% 16

* 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 - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	3.8% 62	4.5% 35	3.2% 27	* *	‡ ‡	‡ ‡	‡ ‡	1.3% 11	* *	* *	‡ ‡	7.1% 41	‡ ‡
State	10.9% 210,029	10.9% 102,148	10.8% 107,618	15.2% 263	13.1% 609	25.5% 27,603	6.7% 21,672	8.9% 49,106	9.1% 231	14.6% 247	12.6% 10,835	11.7% 99,726	9.6% 36,640

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	2.3% 18	‡ ‡	‡ ‡
State	8.1% 27,120	8.1% 24,250	7.9% 75,982	5.0% 3,368	5.7% 830

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	2.7% 44	2.9% 23	2.5% 21	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	4.9% 28	‡ ‡
State	1.3% 24,286	1.2% 11,650	1.3% 12,539	5.6% 97	1.7% 77	4.2% 4,503	0.6% 2,057	0.8% 4,442	0.7% 19	1.7% 29	1.5% 1,258	1.4% 11,901	0.8% 3,235

* 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 - By Demographics

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡	‡	* 15	‡	‡
State	* 1,641	0.6% 1,669	* 5,810	* 176	* 31

Students Identified As Gifted - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	2.3% 37	2.4% 19	2.1% 18	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	4.9% 28	‡ ‡
State	4.3% 82,264	4.3% 39,778	4.3% 42,329	9.1% 157	4.4% 204	16.8% 18,205	1.9% 6,169	2.7% 14,678	3.2% 82	8.0% 135	5.2% 4,475	4.5% 38,316	2.4% 9,053

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡	‡	‡	‡	‡
State	0.9% 2,868	0.9% 2,723	2.1% 20,218	0.7% 450	0.4% 60

* 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 - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	1.5% 25	1.3% 10	1.8% 15	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	3.0% 17	‡ ‡
State	0.8% 14,561	0.7% 6,794	0.8% 7,679	5.1% 88	1.0% 45	3.3% 3,571	0.3% 1,112	0.4% 2,057	0.2% 6	1.2% 20	1.0% 834	0.8% 6,916	0.4% 1,436

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	0.1% 356	0.2% 467	0.3% 2,738	0.1% 50	0.0% 7

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

Students With IEPs

What is it?

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

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity

		American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White
District	All Students	0.1%	0.3%	0.6%	13.3%	*	*	0.6%	6.0%
	Students with IEPs	0.6%	1.5%	3.1%	63.3%	*	*	3.1%	28.4%
All Peer Districts	All Students	30.5%	22.3%	41.8%	35.7%	*	*	46.6%	33.8%
	Students with IEPs	0.2%	4.4%	15.3%	29.2%	*	*	4.8%	46.0%
State	All Students	0.0%	0.5%	3.2%	4.7%	*	*	0.7%	7.1%
	Students with IEPs	0.3%	3.0%	19.6%	28.8%	*	*	4.5%	43.8%

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	All Students	1.5%	*	*	4.9%	0.6%	0.5%	0.2%
	Students with IEPs	7.0%	*	*	23.2%	3.1%	2.4%	0.9%
All Peer Districts	All Students	4.4%	*	*	7.7%	1.3%	0.3%	0.8%
	Students with IEPs	12.5%	*	*	21.9%	3.7%	0.8%	2.2%
State	All Students	2.0%	*	*	2.3%	0.8%	0.1%	0.7%
	Students with IEPs	12.2%	*	*	14.4%	5.1%	0.7%	4.4%

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

Students With IEPs (cont)

By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
District	All Students	0.1%	*	2.1%	5.4%	5.7%	*	0.1%
	Students with IEPs	0.6%	*	10.1%	25.4%	26.9%	*	0.3%
All Peer Districts	All Students	0.3%	*	4.1%	8.2%	7.8%	*	0.1%
	Students with IEPs	0.8%	*	11.7%	23.5%	22.2%	*	0.3%
State	All Students	0.2%	*	2.2%	5.1%	2.7%	*	0.0%
	Students with IEPs	1.0%	*	13.7%	31.4%	16.3%	*	0.3%

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

Educational Environments for Students with IEPs (ages 6-21)

What is it?

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

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

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	61.2%	23.4%	11.2%	4.2%
All Peer Districts	60.8%	18.6%	14.1%	6.5%
State	54.5%	25.6%	13.3%	6.7%
American Indian				
District	0.3%	0.3%	0.0%	0.0%
All Peer Districts	0.1%	0.0%	0.0%	0.0%
State	0.1%	0.1%	0.0%	0.0%
Asian				
District	1.4%	0.0%	0.3%	0.0%
All Peer Districts	2.3%	0.6%	0.9%	0.2%
State	1.5%	0.5%	0.6%	0.2%

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

Educational Environments for Students with IEPs (ages 6-21) (cont)

By Race/ Ethnicity - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Black				
District	1.4%	1.7%	0.3%	0.0%
All Peer Districts	7.7%	3.4%	2.9%	1.9%
State	9.0%	6.0%	3.4%	1.7%
Hispanic				
District	34.6%	17.5%	7.3%	2.1%
All Peer Districts	17.7%	5.2%	4.7%	1.5%
State	15.7%	7.5%	4.0%	1.5%
MENA				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	*	*	*	*
Two or More Races				
District	2.1%	1.0%	0.0%	0.0%
All Peer Districts	2.9%	0.9%	0.6%	0.4%
State	2.4%	1.0%	0.6%	0.3%
White				
District	21.3%	2.8%	3.1%	2.1%
All Peer Districts	30.1%	8.5%	4.9%	2.5%
State	25.6%	10.4%	4.7%	2.9%

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

Educational Environments for Students with IEPs (ages 6-21) (cont)

By Race/ Ethnicity - Within Demographic Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	61.2%	23.4%	11.2%	4.2%
All Peer Districts	60.8%	18.6%	14.1%	6.5%
State	54.5%	25.6%	13.3%	6.7%
American Indian				
District	50.0%	50.0%	0.0%	0.0%
All Peer Districts	53.7%	17.6%	18.4%	10.3%
State	49.2%	27.8%	15.0%	7.9%
Asian				
District	80.0%	0.0%	20.0%	0.0%
All Peer Districts	58.1%	14.9%	22.1%	4.9%
State	53.2%	17.6%	21.8%	7.5%
Black				
District	40.0%	50.0%	10.0%	0.0%
All Peer Districts	48.4%	21.2%	18.5%	12.0%
State	44.8%	29.9%	16.8%	8.5%
Hispanic				
District	56.3%	28.4%	11.9%	3.4%
All Peer Districts	61.0%	17.8%	16.1%	5.2%
State	54.8%	26.1%	13.8%	5.3%
MENA				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%

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

Educational Environments for Students with IEPs (ages 6-21) (cont)

By Race/ Ethnicity - Within Demographic Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	50.0%	22.6%	16.5%	10.8%
Two or More Races				
District	66.7%	33.3%	0.0%	0.0%
All Peer Districts	60.2%	19.0%	13.5%	7.3%
State	54.5%	23.7%	13.8%	8.0%
White				
District	72.6%	9.5%	10.7%	7.1%
All Peer Districts	65.4%	18.5%	10.7%	5.4%
State	58.8%	23.9%	10.8%	6.6%

For Selected Disabilities - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	2.4%	1.0%	3.1%	1.0%
All Peer Districts	3.8%	2.2%	4.6%	2.1%
State	3.4%	2.6%	4.1%	2.0%
Emotional Disability				
District	2.8%	0.3%	0.0%	0.3%
All Peer Districts	1.8%	0.5%	0.5%	1.5%
State	2.0%	1.1%	0.7%	1.7%

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Educational Environments for Students with IEPs (ages 6-21) (cont)

For Selected Disabilities - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Intellectual Disability				
District	0.0%	0.0%	1.0%	0.0%
All Peer Districts	0.1%	0.7%	1.3%	0.4%
State	0.2%	1.5%	2.4%	0.8%
Other Health Impairment				
District	4.9%	2.4%	3.1%	1.0%
All Peer Districts	8.4%	2.8%	1.3%	0.8%
State	8.6%	4.1%	1.4%	0.8%
Specific Learning Disability				
District	14.0%	14.3%	0.7%	0.0%
All Peer Districts	16.3%	8.7%	2.0%	0.3%
State	19.3%	13.1%	1.8%	0.5%
Speech or Language Impairment				
District	26.6%	0.7%	0.0%	0.3%
All Peer Districts	20.0%	0.3%	0.1%	0.0%
State	14.2%	0.2%	0.1%	0.0%

For Selected Disabilities - Within Demographic Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	31.8%	13.6%	40.9%	13.6%
All Peer Districts	30.0%	17.2%	36.1%	16.6%
State	28.1%	21.8%	34.0%	16.1%

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

Educational Environments for Students with IEPs (ages 6-21) (cont)

For Selected Disabilities - Within Demographic Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Emotional Disability				
District	80.0%	10.0%	0.0%	10.0%
All Peer Districts	41.2%	12.3%	12.3%	34.2%
State	36.0%	20.0%	12.8%	31.2%
Intellectual Disability				
District	0.0%	0.0%	100.0%	0.0%
All Peer Districts	5.4%	26.5%	52.2%	15.9%
State	3.7%	30.3%	49.0%	17.0%
Other Health Impairment				
District	42.4%	21.2%	27.3%	9.1%
All Peer Districts	63.2%	20.9%	9.9%	6.0%
State	57.8%	27.4%	9.1%	5.6%
Specific Learning Disability				
District	48.2%	49.4%	2.4%	0.0%
All Peer Districts	59.5%	31.9%	7.4%	1.3%
State	55.6%	37.8%	5.3%	1.3%
Speech or Language Impairment				
District	96.2%	2.5%	0.0%	1.3%
All Peer Districts	97.8%	1.4%	0.7%	0.1%
State	98.2%	1.2%	0.5%	0.1%

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

What is it?

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

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

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity - Within Total Population

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	56.1%	19.5%	19.5%	0.0%	4.9%
All Peer Districts	51.3%	14.2%	26.4%	0.1%	7.9%
State	53.8%	15.4%	25.3%	0.1%	5.4%
American Indian					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	0.1%	0.0%	0.1%	0.0%	0.0%
State	0.1%	0.0%	0.1%	0.0%	0.0%
Asian					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	3.9%	0.5%	2.0%	0.0%	0.4%
State	2.9%	0.5%	1.5%	0.0%	0.3%

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

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

By Race/ Ethnicity - Within Total Population

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Black					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	5.3%	2.0%	3.9%	0.0%	0.3%
State	7.3%	2.2%	4.9%	0.0%	0.3%
Hispanic					
District	39.0%	14.6%	19.5%	0.0%	2.4%
All Peer Districts	17.4%	2.5%	9.0%	0.0%	1.6%
State	17.8%	2.5%	8.2%	0.0%	1.0%
MENA					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	*	*	*	*	*
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	*	*	*	*	*
Two or More Races					
District	0.0%	2.4%	0.0%	0.0%	0.0%
All Peer Districts	2.7%	0.8%	1.2%	0.0%	0.3%
State	2.6%	0.9%	1.2%	0.0%	0.2%

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

By Race/ Ethnicity - Within Total Population

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
White					
District	17.1%	2.4%	0.0%	0.0%	2.4%
All Peer Districts	21.8%	8.4%	10.3%	0.0%	5.2%
State	23.0%	9.3%	9.4%	0.1%	3.6%

By Race/ Ethnicity - Within Demographic Group

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	0.0%	0.0%	0.0%	0.0%	0.0%
State	53.8%	15.4%	25.3%	0.1%	5.4%
American Indian					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	50.0%	8.8%	35.3%	0.0%	5.9%
State	55.4%	14.9%	25.7%	0.0%	4.1%
Asian					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	57.4%	7.5%	29.1%	0.1%	6.0%
State	56.0%	8.9%	29.5%	0.1%	5.6%
Black					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	46.0%	16.9%	33.9%	0.1%	3.0%
State	49.5%	15.0%	33.5%	0.1%	2.0%

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

By Race/ Ethnicity - Within Demographic Group

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Hispanic					
District	51.6%	19.4%	25.8%	0.0%	3.2%
All Peer Districts	57.1%	8.1%	29.4%	0.1%	5.3%
State	60.4%	8.3%	27.9%	0.0%	3.3%
MENA					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	41.2%	11.8%	23.5%	0.0%	23.5%
Two or More Races					
District	0.0%	100.0%	0.0%	0.0%	0.0%
All Peer Districts	53.8%	15.6%	23.7%	0.2%	6.7%
State	52.1%	18.8%	24.1%	0.1%	4.9%

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

For Selected Disabilities - Within Total Population

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	0.0%	0.0%	2.4%	0.0%	0.0%
All Peer Districts	3.7%	1.1%	6.1%	0.0%	0.2%
State	4.5%	1.1%	6.8%	0.0%	0.1%
Developmental Delay					
District	46.3%	12.2%	17.1%	0.0%	0.0%
All Peer Districts	27.5%	5.6%	17.8%	0.0%	1.1%
State	28.5%	4.5%	15.8%	0.0%	0.5%
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	0.0%	0.0%	0.0%	0.0%	0.0%
State	0.0%	0.0%	0.0%	0.0%	0.0%
Intellectual Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	0.0%	0.0%	0.0%	0.0%	0.0%
State	0.0%	0.0%	0.0%	0.0%	0.0%
Other Health Impairment					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	1.0%	0.2%	0.9%	0.0%	0.0%
State	1.1%	0.2%	1.0%	0.0%	0.0%

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

For Selected Disabilities - Within Total Population

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Specific Learning Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	0.1%	0.0%	0.0%	0.0%	0.0%
State	0.1%	0.0%	0.0%	0.0%	0.0%
Speech or Language Impairment					
District	9.8%	7.3%	0.0%	0.0%	4.9%
All Peer Districts	18.2%	7.0%	0.7%	0.0%	6.6%
State	18.9%	9.3%	0.7%	0.0%	4.8%

For Selected Disabilities - Within Demographic Group

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	*	*	*	*	*
Developmental Delay					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	*	*	*	*	*

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

For Selected Disabilities - Within Demographic Group

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Emotional Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	*	*	*	*	*
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	*	*	*	*	*
Other Health Impairment					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	*	*	*	*	*
Specific Learning Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	*	*	*	*	*
Speech or Language Impairment					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	*	*	*	*	*

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

State Performance Plan Indicators For Students With IEPs

What is it?

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

SPP Indicator	Indicator Description	2023-24 District Data	2023-24 State Target	District Met Target
1	Graduation Percent for students with IEPs (Data lag one year)	*	82.6	N/A
2	Dropout Percent for students with IEPs (Data lag one year)	*	13.0	N/A
3ae4	Reading assessment participation rate for students with IEPs, Grade 4	100.00	95.0	Yes
3ae8	Reading assessment participation rate for students with IEPs, Grade 8	100.00	95.0	Yes
3ae11	Reading assessment participation rate for students with IEPs, Grade 11	*	95.0	N/A
3am4	Math assessment participation rate for students with IEPs, Grade 4	100.00	95.0	Yes
3am8	Math assessment participation rate for students with IEPs, Grade 8	100.00	95.0	Yes
3am11	Math assessment participation rate for students with IEPs, Grade 11	*	95.0	N/A
3be4	Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	13.33	11.0	Yes
3be8	Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	0.00	8.0	No
3be11	Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	*	8.0	N/A
3bm4	Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	3.33	12.0	No
3bm8	Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	0.00	6.5	No
3bm11	Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	*	7.0	N/A
3ce4	Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	0.00	15.0	No
3ce8	Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	23.5	N/A

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2023-24 District Data	2023-24 State Target	District Met Target
3ce11	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	22.5	N/A
3cm4	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	0.00	20.5	No
3cm8	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	5.5	N/A
3cm11	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	4.0	N/A
3de4	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	24.32	25.5	Yes
3de8	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	38.64	31.5	No
3de11	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	28.0	N/A
3dm4	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	12.10	21.5	Yes
3dm8	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	17.61	26.0	Yes
3dm11	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	27.5	N/A
4a	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in -? (Data lag one year)	*	No	*
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	61.2	53.3	Yes
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	56.1	47.5	Yes
7a1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	78.57	84	No
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	21.43	47.5	No
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	78.57	84.5	No

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

State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2023-24 District Data	2023-24 State Target	District Met Target
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	14.29	45.5	No
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	64.29	86.0	No
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	35.71	53.5	No
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	89.5	73.0	Yes
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	Yes
11	Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation	100.00	100	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	100.00	100	Yes
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	*	100	N/A
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	*	30.0	N/A
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	*	66.0	N/A
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	*	78.25	N/A

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English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
District	*	100.0% 432	5.6% 24	*
State	*	100.0% 268,275	6.2% 16,723	*

* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	93.2%	93.1%	93.3%	*	94.9%	95.3%	92.5%	92.6%	*	90.6%	91.7%	93.9%	91.7%
State	91.6%	91.6%	91.7%	92.2%	90.3%	94.0%	88.6%	90.1%	92.8%	91.3%	91.7%	93.3%	90.0%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	92.6%	91.7%	92.2%	80.6%	*	92.7%	90.4%
State	90.4%	89.8%	89.6%	84.6%	89.9%	92.8%	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 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	5.3%	6.5%	4.2%	*	‡	‡	‡	7.1%	*	‡	‡	3.3%	‡
State	7.9%	7.6%	8.2%	5.0%	11.7%	7.6%	13.2%	9.9%	7.5%	8.6%	8.3%	4.6%	6.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	8.0%	‡	6.2%	‡	*	‡	‡
State	13.6%	7.4%	10.9%	38.2%	38.4%	9.3%	27.9%

* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	19.6%	19.8%	19.4%	*	‡	‡	‡	24.2%	*	‡	29.2%	13.1%	28.5%
State	26.3%	26.6%	26.0%	23.6%	32.8%	16.6%	40.4%	32.9%	22.9%	28.0%	26.6%	18.1%	32.7%

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
District	24.9%	‡	28.2%	25.7%	‡	‡
State	32.1%	54.6%	33.6%	36.3%	20.3%	38.0%

By Grades

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	26.2%	20.9%	16.8%	20.5%	17.3%	17.2%	10.7%	19.4%	27.0%
State	29.1%	23.7%	21.8%	19.8%	19.1%	18.9%	20.6%	23.1%	25.3%

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

Chronic Truancy Rate

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	6.4%	7.0%	5.8%	*	‡	‡	‡	9.3%	*	‡	‡	‡	6.9%
State	20.0%	20.0%	20.0%	8.6%	26.3%	8.1%	44.4%	28.5%	7.8%	20.7%	17.2%	7.4%	22.6%

	English Learners	Students with IEPs	Low Income
District	7.3%	6.6%	9.4%
State	28.3%	24.3%	31.7%

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

Truancy Rate

What is it?

This shows the percentage of students who miss more than 1 percent but less than 5 percent school days per year without a valid excuse. Illinois law defines "truant" as a student who is subject to compulsory school attendance and is absent without a valid excuse for more than 1 percent but less than 5 percent of the past 180 school days.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	269 19.7%	143 21.2%	126 18.3%	*	‡	‡	15 39.5%	191 26.6%	*	‡	‡	45 9.1%	65 25.1%
State	431,594 25.7%	210,741 25.8%	220,534 25.6%	319 19.0%	1,195 29.9%	19,524 20.6%	86,768 31.5%	157,444 32.8%	626 27.7%	389 25.9%	19,102 26.1%	146,546 19.5%	89,136 26.7%

	English Learners	Students with IEPs	Low Income
District	131 30.8%	65 25.2%	210 31.4%
State	94,123 33.5%	69,217 27.2%	255,729 30.7%

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

Student Discipline

What is it?

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

Total Student Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
District	*	*	*	*	*	*
State	111,577	455	103	71,095	63,510	1,670

Total Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
District	*	*	*	*	*	*
State	253,314	459	103	148,096	102,584	2,072

* 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						
District	*	*	*	*	*	*
State	693	*	*	422	266	5
Asian						
District	*	*	*	*	*	*
State	2,469	1	1	1,576	874	17
Black						
District	*	*	*	*	*	*
State	89,929	188	36	45,037	43,342	1,326
Hispanic						
District	*	*	*	*	*	*
State	66,026	90	32	43,498	22,178	228
Native Hawaiian/ Pacific Islander						
District	*	*	*	*	*	*
State	183	*	*	112	71	*
Two or More Races						
District	*	*	*	*	*	*
State	17,008	44	9	9,837	6,966	152
White						
District	*	*	*	*	*	*
State	76,667	136	25	47,398	28,764	344

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

Student Discipline (cont)

By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
K-8						
District	*	*	*	*	*	*
State	124,379	139	31	65,831	57,183	1,195
9-12						
District	*	*	*	*	*	*
State	128,935	320	72	82,265	45,401	877

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Tobacco						
District	*	*	*	*	*	*
State	7,455	5	1	4,257	3,164	28
Alcohol						
District	*	*	*	*	*	*
State	3,198	2	*	1,295	1,878	23
Drug Offences						
District	*	*	*	*	*	*
State	10,678	88	16	3,149	7,214	211
Violence with Physical Injury						
District	*	*	*	*	*	*
State	15,625	103	14	3,518	11,871	119

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

Student Discipline (cont)

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Violence without Physical Injury						
District	*	*	*	*	*	*
State	50,695	106	25	19,517	30,324	723
Dangerous Weapon: Firearm						
District	*	*	*	*	*	*
State	499	8	6	86	388	11
Dangerous Weapon: Other						
District	*	*	*	*	*	*
State	2,171	51	12	547	1,472	89
Other Reason						
District	*	*	*	*	*	*
State	162,993	96	29	115,727	46,273	868

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						
District	*	*	*	*	*	*
State	37,976	39	19	25,420	12,372	126
Students with IEPs						
District	*	*	*	*	*	*
State	66,546	75	4	36,569	29,362	536

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Student Discipline (cont)

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Low Income						
District	*	*	*	*	*	*
State	187,999	372	82	107,558	78,336	1,651

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Less than 1 day						
District	*	*	*	*	*	*
State	32,224	1	1	28,032	4,171	19
1-2 days						
District	*	*	*	*	*	*
State	139,069	77	4	100,589	37,898	501
2-3 days						
District	*	*	*	*	*	*
State	38,526	3	1	13,746	24,575	201
3-4 days						
District	*	*	*	*	*	*
State	25,631	*	*	4,402	21,069	160
4-10 days						
District	*	*	*	*	*	*
State	12,050	6	*	1,123	10,680	241

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Student Discipline (cont)

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Greater than 10 days						
District	*	*	*	*	*	*
State	5,814	372	97	204	4,191	950

By Gender - Incident Count

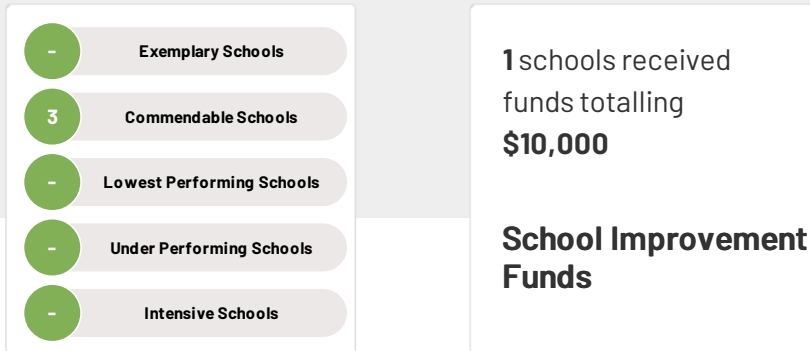
	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Female						
District	*	*	*	*	*	*
State	80,404	155	31	46,399	33,111	708
Male						
District	*	*	*	*	*	*
State	172,782	302	72	101,617	69,428	1,363
Non Binary						
District	*	*	*	*	*	*
State	128	2	*	80	45	1

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

About the data

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

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



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

	Cohort Year	School Improvement Status	Term within School Improvement Status Cycle	Current School Improvement Grant Term Allocation	Reason for Improvement Status & Grant Allocation
Carl Sandburg Middle School	*	*	*	*	*
Lincoln Elem School	*	*	*	*	*
Mechanics Grove Elem School	*	*	*	*	*
Washington Elem School	2023	Targeted	Planning Year	\$10,000	CWD

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Summative Designation Meta Indicator Components

What is it?

Summative Designation Meta Indicators: The accountability system has meta-indicators that are currently being validated for use as indicators within the summative designation calculations in future years. The Illinois Report Card is not reporting an overall calculation, but rather the sub-elements of the indicator calculations.

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.

Summative Designation Meta Indicators/P2 Meta Indicators/Chronic Absenteeism: The percentage of students in grades K, 1, and 2 who are chronically absent.

Summative Designation Meta Indicators/P2 Meta Indicators/Dual Language Programs: The percentage of students designated as "Currently EL" or "Currently EL Transition Incomplete" students from K, 1st, and 2nd grade who are enrolled in a dual language program.

Summative Designation Meta Indicators/P2 Meta Indicators/3rd Grade Literacy: The percentage of 3rd grade students who have received an A, B, or C (or commensurate standards) in English Language Arts (ELA).

Summative Designation Meta Indicators/Elementary/Middle School Meta Indicators/5th Grade Math: The percentage of 5th grade students who have received an A, B, or C (or commensurate standards) in math.

Summative Designation Meta Indicators/Elementary/Middle School Meta Indicators/Academic Success: The percentage of 6th, 7th, and 8th grade students who have received at least one A or B (or commensurate standards) and no grade of D and F (or commensurate standards) in core content courses in the current academic year.

Summative Designation Meta Indicators/Elementary/Middle School Meta Indicators/Student Discipline: The percentage of 6th, 7th, and 8th grade students who have received a suspension or expulsion in the current academic year.

* 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				
District	*	*	*	*
	*	*	*	*
State	3,423 21.7%	2,229 14.2%	4,080 25.9%	6,016 38.2%
Low Income				
District	*	*	*	*
	*	*	*	*
State	13,495 22.7%	8,607 14.5%	14,231 24.0%	23,045 38.8%

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
State	2,218 1.7%	1,426 2.1%	792 1.2%	0 0.0%	3 1.1%	252 3.3%	130 0.6%	527 1.4%	* *	3 2.6%	79 1.6%	1,224 1.9%	291 1.2%

	English Learners	Former EL	Students with IEPs	Low Income
District	*	*	*	*
	*	*	*	*
State	108 0.9%	544 2.4%	93 0.6%	677 1.1%

Fine Arts: Student Participation in Fine Arts

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	95.8%	96.9%	94.7%	*	‡	100.0%	92.9%	94.7%	*	‡	98.5%	96.7%	89.5%
State	71.5%	74.5%	68.8%	60.4%	72.3%	77.2%	70.8%	73.3%	*	72.7%	73.6%	69.8%	69.6%

* 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)

Fine Arts: Student Participation in Fine Arts

	English Learners	Former EL	Students with IEPs	Low Income
District	93.0%	99.2%	89.5%	95.0%
State	77.8%	64.2%	69.0%	71.6%

Fine Arts: Teacher Qualifications

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	99.9%	99.9%	100.0%	*	‡	100.0%	100.0%	100.0%	*	‡	100.0%	99.8%	99.6%
State	95.8%	95.8%	96.0%	97.9%	96.0%	98.3%	90.8%	96.0%	*	96.5%	96.9%	97.2%	94.8%

	English Learners	Former EL	Students with IEPs	Low Income
District	100.0%	100.0%	99.6%	99.9%
State	96.7%	95.4%	94.4%	94.4%

* 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)

P-2: Chronic Absenteeism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	100 21.1%	46 20.9%	54 21.3%	* *	* *	5 20.0%	‡ ‡	66 28.2%	* *	‡ ‡	7 33.3%	21 11.5%	23 27.1%
State	95,065 24.3%	45,285 23.8%	49,775 24.8%	5 14.3%	285 32.1%	4,987 22.3%	25,248 38.5%	34,414 31.8%	* *	69 25.5%	4,903 24.4%	25,159 14.5%	19,079 29.0%

	English Learners	Former EL	Students with IEPs	Low Income
District	32 22.9%	‡ ‡	23 27.1%	60 29.6%
State	25,089 30.4%	1,830 22.5%	17,006 29.4%	68,507 33.8%

P2: Dual Language Programs

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	28 20.0%	10 18.5%	18 20.9%	* *	* *	‡ ‡	‡ ‡	28 24.4%	* *	‡ ‡	‡ ‡	‡ ‡	6 20.0%
State	20,878 25.2%	10,225 26.7%	10,653 24.0%	0 0.0%	93 26.1%	125 1.2%	98 4.3%	20,007 34.8%	* *	2 3.9%	86 6.6%	467 4.2%	2,683 19.1%

	English Learners	Former EL	Students with IEPs	Low Income
District	28 20.0%	‡ ‡	6 20.0%	22 21.6%
State	20,878 25.2%	0 *	2,485 19.1%	14,613 25.3%

* 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)

P2: 3rd Grade Literacy

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	143 100.0%	66 100.0%	77 100.0%	* *	‡ ‡	‡ ‡	‡ ‡	67 100.0%	* *	* *	‡ ‡	62 100.0%	28 100.0%
State	116,928 94.6%	57,426 95.0%	59,487 94.3%	15 100.0%	298 93.4%	7,099 96.5%	18,050 90.7%	33,032 92.8%	* *	95 92.2%	5,497 94.0%	52,857 97.0%	22,031 93.1%

	English Learners	Former EL	Students with IEPs	Low Income
District	43 100.0%	‡ ‡	28 100.0%	69 100.0%
State	26,925 92.2%	3,041 96.4%	18,287 92.7%	59,017 92.9%

Elementary/Middle School: 5th Grade Math

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	166 100.0%	90 100.0%	76 100.0%	* *	* *	‡ ‡	‡ ‡	97 100.0%	* *	* *	‡ ‡	54 100.0%	30 100.0%
State	113,055 91.5%	55,494 92.0%	57,531 91.0%	30 90.9%	244 83.8%	6,904 93.6%	16,645 85.8%	31,255 88.9%	* *	91 94.8%	5,155 92.0%	52,761 94.8%	22,436 90.3%

	English Learners	Former EL	Students with IEPs	Low Income
District	48 100.0%	‡ ‡	30 100.0%	84 100.0%
State	18,781 85.9%	9,510 95.1%	17,418 90.3%	55,496 88.4%

* 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)

Elementary/Middle School: Academic Success

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	432 81.0%	236 86.5%	196 75.4%	* *	‡ ‡	20 100.0%	17 81.0%	213 75.0%	* *	* *	16 69.6%	165 89.7%	82 78.1%
State	315,373 79.3%	159,005 82.3%	155,485 76.5%	883 79.1%	653 75.8%	21,353 93.5%	40,923 64.7%	85,594 75.3%	* *	305 82.2%	12,889 77.1%	153,656 85.5%	58,528 74.1%

	English Learners	Former EL	Students with IEPs	Low Income
District	122 70.5%	72 85.7%	82 78.1%	194 71.8%
State	44,566 70.8%	36,769 88.4%	42,337 72.4%	135,787 70.1%

Elementary/Middle School: Student Discipline

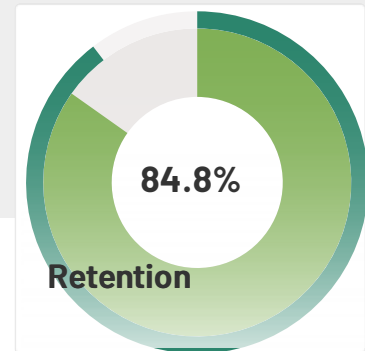
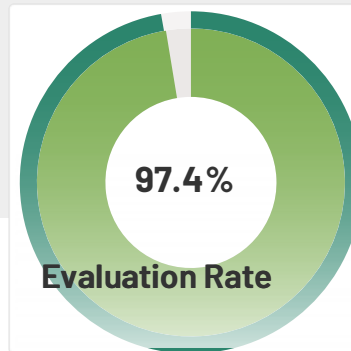
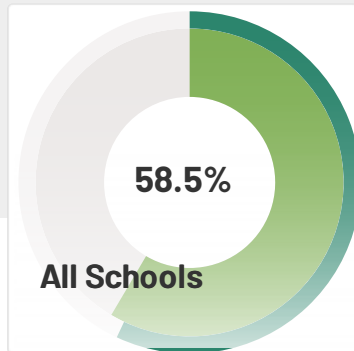
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	0 0.0%	0 0.0%	0 0.0%	* *	‡ ‡	0 0.0%	0 0.0%	0 0.0%	* *	* *	0 0.0%	0 0.0%	0 0.0%
State	20,803 5.1%	7,533 3.8%	13,247 6.3%	23 2.0%	56 6.2%	225 1.0%	8,486 12.8%	4,683 4.0%	* *	18 4.7%	1,363 7.8%	5,972 3.2%	6,113 7.5%

	English Learners	Former EL	Students with IEPs	Low Income
District	0 0.0%	0 0.0%	0 0.0%	0 0.0%
State	2,726 4.2%	847 2.0%	5,071 8.3%	15,688 7.8%

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

About the data

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



Teacher Information

What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
District	13	71.1%	97.4%
State	14	66.0%	97.2%

* 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. This displays the race and gender distribution by FTE for teachers in (this school/this district/the state). The table shows distribution by FTE, of *full-time equivalent*. FTE counts take into consideration employees who are employed less than full time, adding together the representative percentages of their level of employment (so 2 half time/.5 employees = 1FTE). Information is gathered about the race/ethnicity of school and district teachers. The percentage of male and female teachers is also compiled.

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown	
District	All	100.0% 118.8	* *	1.7% 2	* *	24.3% 28.9	* *	* *	0.8% 1	69.8% 82.9	3.4% 4
	Female	82.3% 97.8	* *	100.0% 2	* *	86.1% 24.9	* *	* *	100.0% 1	79.5% 65.9	100.0% 4
	Male	17.7% 21	* *	* *	* *	13.9% 4	* *	* *	* *	20.5% 17	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 137212.1	0.2% 274.8	2.0% 2750.6	6.4% 8800	8.9% 12198.5	* *	0.1% 105.4	0.8% 1110.4	79.6% 109172.2	2.0% 2778
	Female	76.5% 104942.3	77.1% 212	77.0% 2118.9	78.4% 6903.5	77.7% 9474	* *	70.0% 73.8	75.3% 836.1	76.2% 83191.1	76.0% 2110.7
	Male	23.5% 32266.1	22.9% 62.8	23.0% 631.7	21.6% 1896.5	22.3% 2724.5	* *	30.0% 31.6	24.7% 274.3	23.8% 25977.3	24.0% 667.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Teacher Head Count

What is it?

Not Available.

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown	
District	All	100.0% 120	* 120	1.7% 120	* 120	24.3% 120	* 120	0.8% 120	69.8% 120	3.4% 120	
	Female	82.3% 120	* 120	100.0% 120	* 120	86.1% 120	* 120	100.0% 120	79.5% 120	100.0% 120	
	Male	17.7% 120	* 120	* 120	* 120	13.9% 120	* 120	* 120	20.5% 120	* 120	
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	
State	All	100.0% 140477	0.2% 140477	2.0% 140477	6.4% 140477	8.9% 140477	* *	0.1% 140477	0.8% 140477	79.6% 140477	2.0% 140477
	Female	76.5% 140477	77.1% 140477	77.0% 140477	78.4% 140477	77.7% 140477	* *	70.0% 140477	75.3% 140477	76.2% 140477	76.0% 140477
	Male	23.5% 140477	22.9% 140477	23.0% 140477	21.6% 140477	22.3% 140477	* *	30.0% 140477	24.7% 140477	23.8% 140477	24.0% 140477
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Teachers Education

What is it?

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

Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
District	41.5%	*	*
State	42.0%	42.2%	36.2%

Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
District	58.5%	*	*
State	57.0%	55.8%	63.4%

Student-To-Teacher Ratios

What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	18	*
State	17	17

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

Novice Teachers

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	6 5.5%	*	*
State	9,160 6.7%	2,711 9.0%	1,949 4.0%

Teacher Out of Field

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	0 0.0%	*	*
State	4,726 4.1%	805 3.0%	1,205 3.0%

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

Teachers with Short Term or Provisional Licenses

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	7 6.2%	*	*
State	4,307 3.1%	1,409 4.0%	694 1.0%

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

Retention

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	All	84.8% 284	* *	85.7% 6	* *	83.3% 60	* *	* *	100.0% 3	84.6% 204	91.7% 11
	Female	85.3% 243	* *	100.0% 6	* *	82.8% 53	* *	* *	100.0% 3	85.0% 170	91.7% 11
	Male	82.0% 41	* *	0.0% 0	* *	87.5% 7	* *	* *	* *	82.9% 34	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	89.6% 318,798	89.0% 566	88.5% 5,292	84.6% 14,534	89.2% 22,226	* *	89.9% 195	86.7% 2,310	89.9% 268,681	88.7% 4,952
	Female	89.2% 242,531	88.4% 426	88.1% 4,042	84.7% 11,348	89.2% 17,160	* *	90.3% 139	86.6% 1,732	89.5% 203,914	88.1% 3,728
	Male	90.8% 76,267	90.9% 140	90.1% 1,250	84.2% 3,186	89.4% 5,066	* *	88.9% 56	87.2% 578	91.3% 64,767	90.7% 1,224
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Average Teacher Salary

What is it?

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

Average Teacher Salary	
District	\$62,264
State	\$75,978

Teacher Evaluation

What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
District	75 97.4%	0 *	0 *
State	66,326 97.2%	14,938 94.0%	20,636 98.6%

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

Teachers with Gifted Endorsement

What is it?

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

Teachers with Gifted Endorsement	
District	6
State	1,145

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	Female	Male	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	*	*	*	*	*	*	*	*	*	*	*	*
State	2,199	1,763	436	6	63	134	188	*	1	24	1,757	*

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

Average Teaching Experience

What is it?

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

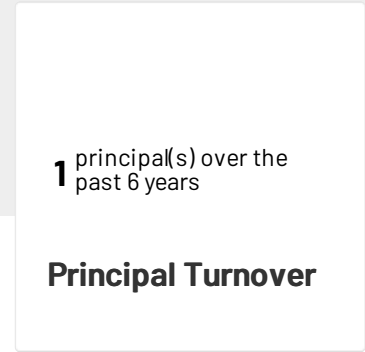
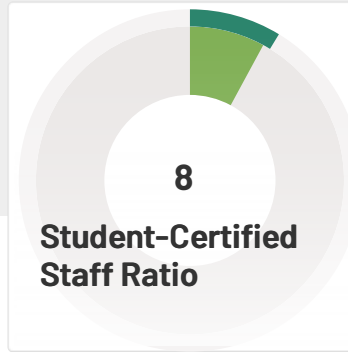
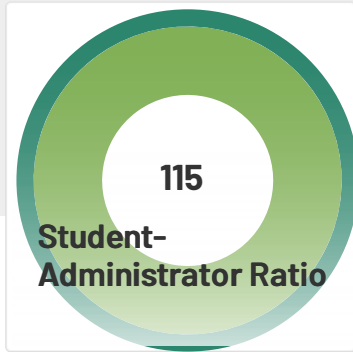
	All Schools	High Poverty Schools	Low Poverty Schools
District	13	*	*
State	14	*	*

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

Administrators & Support Personnel

About the data

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



Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	8	115
State	9	136

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

Administrators & Support Personnel

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	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown	
District	All	100.0% 13.5	*	*	*	7.4% 1	*	*	92.6% 12.5	*	
	Female	74.1% 10	*	*	*	100.0% 1	*	*	72.0% 9	*	
	Male	25.9% 3.5	*	*	*	*	*	*	28.0% 3.5	*	
	Non Binary	* *	*	*	*	*	*	*	* *	* *	
State	All	100.0% 13641.6	0.2% 24.8	1.1% 150	14.8% 2017.8	7.0% 955.8	*	0.1% 7	0.7% 102	74.3% 10136.3	1.8% 245.9
	Female	60.2% 8217.7	64.8% 16	59.8% 89.8	72.2% 1457.3	65.6% 626.8	*	57.1% 4	69.1% 70.4	57.1% 5784	68.5% 168.3
	Male	39.8% 5423.9	35.2% 8.7	40.2% 60.3	27.8% 560.5	34.4% 329	*	42.9% 3	30.9% 31.6	42.9% 4352.2	31.5% 77.6
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Administrators & Support Personnel

Principal Turnover

What is it?

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

Principal(s) over the past 6 years	
District	1
State	2

Average Administrator Salary

What is it?

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

Average Administrator Salary	
District	\$130,962
State	\$119,384

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

Administrators & Support Personnel

Novice Administrator

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	2 14.8%	* *	* *
State	1,455 10.7%	294 12.2%	228 8.5%

Support Personnel FTE

What is it?

This displays the total support personnel (Counselors, School Nurses, School Psychologists, and School Social Workers) by FTE, of *full-time equivalent*. FTE counts take into consideration employees who are employed less than full time, adding together the representative percentages of their level of employment (so 2 half time/.5 employees = 1FTE).

Total Support Personnel FTE

	Total School Counselor FTE	Total School Nurse FTE	Total School Psychologist FTE	Total School Social Worker FTE
District	1	*	2	6
State	3747.4	1209.5	2091.7	4282.6

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

Administrators & Support Personnel

Pupil Support Personnel Ratio

What is it?

These tables display the average number of students per counselor, the average number of students per nurse, the average number of students per social worker, and the average number of students per psychologist in this entity (whether it be school, district, or the state.) The ratio is calculated by using the fall enrollment total, divided by the number of FTE psychologists. When examining school or district ratios keep in mind that the number of psychologists can vary greatly between schools and districts, depending on their size, student population, programs, and financial resources.

Student/Support Personnel Ratio

	Student/School Counselor Ratio	Student/School Nurse Ratio	Student/School Psychologist Ratio	Student/School Social Worker Ratio
District	1,551	*	776	259
State	494	1,531	885	432

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

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
District	1.7%	1.0%	0.0%	0.0%	0.2%	7.3%
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)

	Incidents of Harassment or Bullying	Incidents of Violence	Number of Schools with Incidents of Violence	
			Firearm	Homicide
District	*	0.0%	0	0
State	*	2.2%	153	5

Academic Environment

What is it?

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

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

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

About the data

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

Inclusion Rate and Standard Error in NAEP

What is it?

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

Percentage of students identified With Disabilities and English Learners - Reading

Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	95	1.2	98	0.7	93	1.7	96	1.3

Percentage of students identified With Disabilities and English Learners - Mathematics

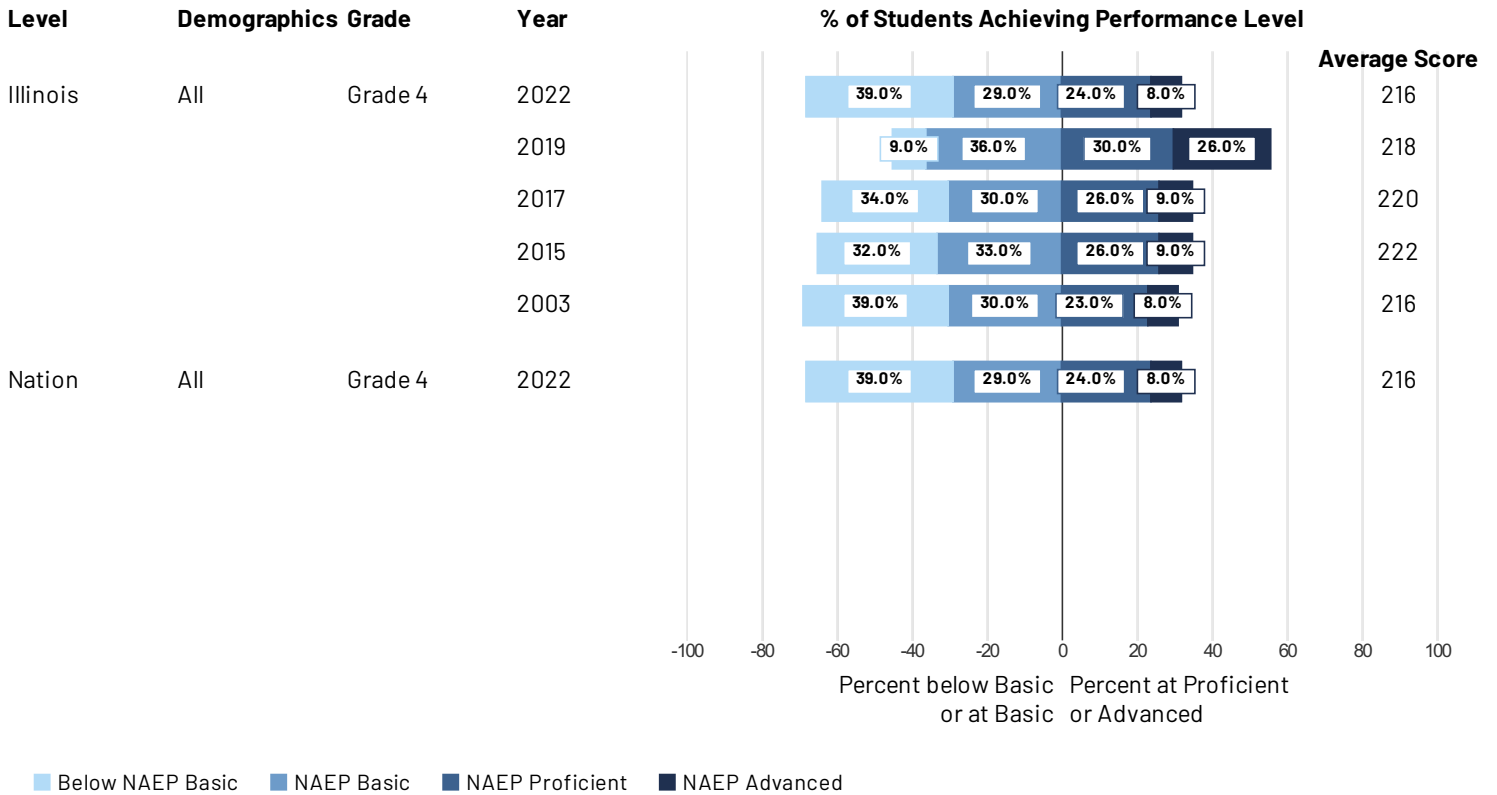
Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	92	2	98	0.7	94	1.7	96	1.1

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Reading - Grade 4



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

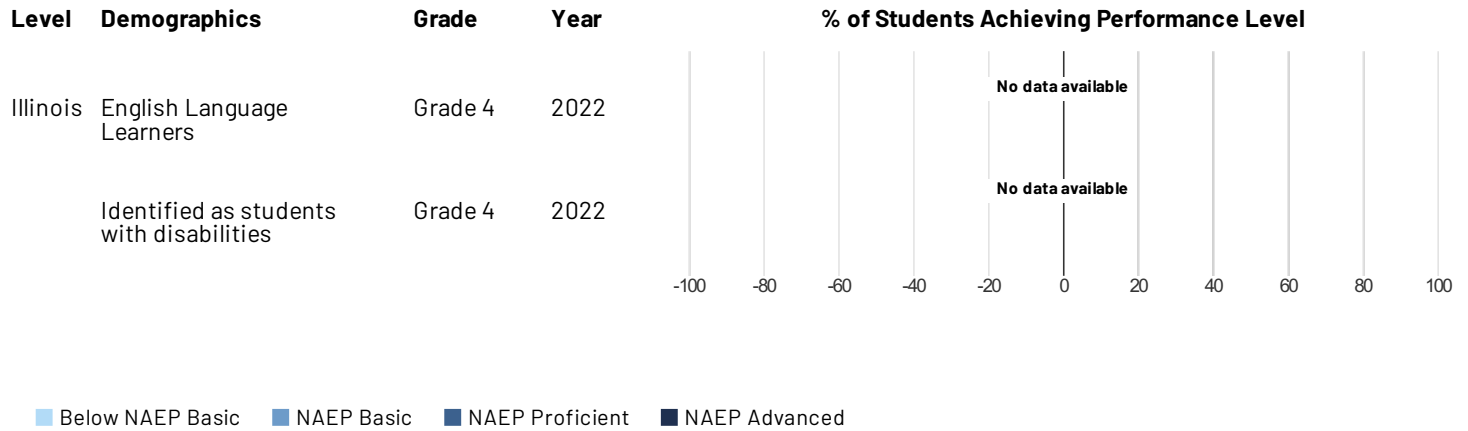
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Reading - Grade 4



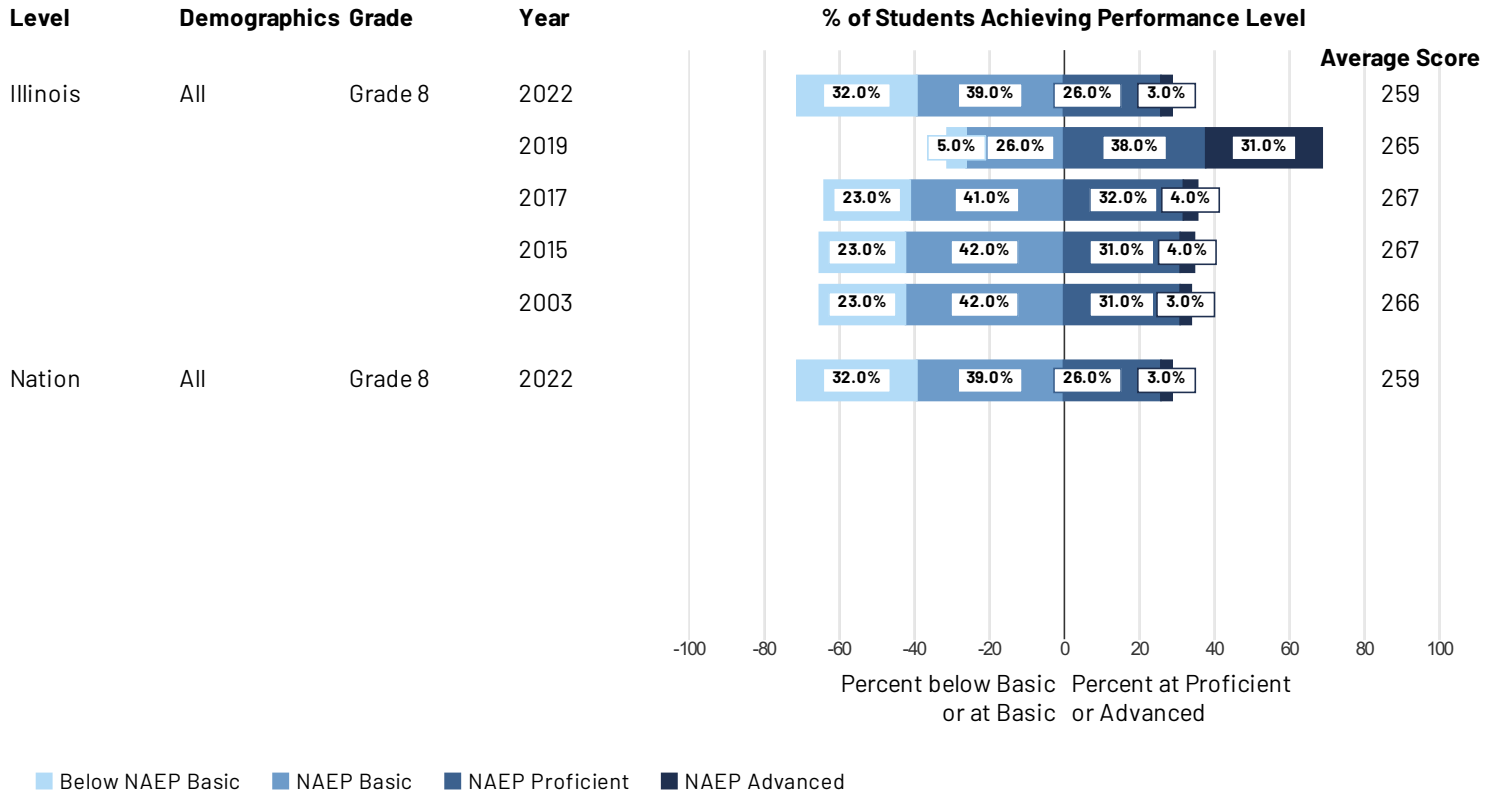
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

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

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

Reading - Grade 8

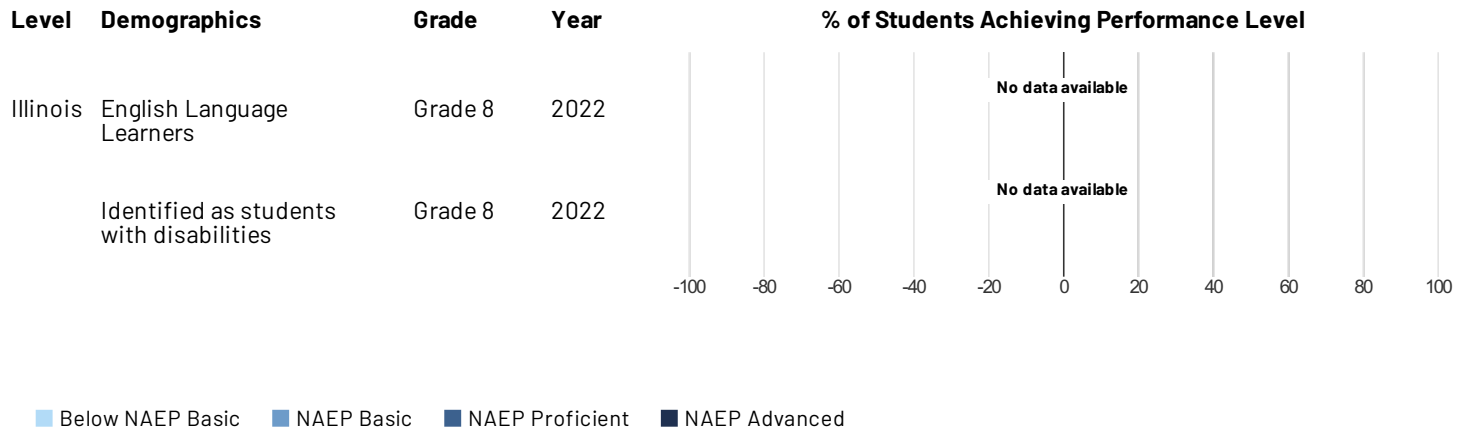


* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

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

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

Reading - Grade 8



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

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

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

Results for Student Groups

What is it?

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

Results for Student Groups in 2022 - Reading - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	5.0%	249	90.0%	69.0%	28.0%
Black	12.0%	194	38.0%	13.0%	2.0%
Hispanic	29.0%	205	49.0%	21.0%	4.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3.0%	223	67.0%	40.0%	12.0%
White	49.0%	228	73.0%	41.0%	13.0%
Gender					
Female	50.0%	219	63.0%	33.0%	10.0%
Male	50.0%	217	62.0%	33.0%	9.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

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

Results for Student Groups (cont)

Results for Student Groups in 2022 - Reading - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	7.0%	288	89.0%	63.0%	15.0%
Black	16.0%	241	49.0%	15.0%	#
Hispanic	28.0%	254	65.0%	23.0%	2.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	274	79.0%	43.0%	12.0%
White	45.0%	270	80.0%	39.0%	5.0%
Gender					
Female	50.0%	266	76.0%	36.0%	5.0%
Male	50.0%	257	66.0%	29.0%	3.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

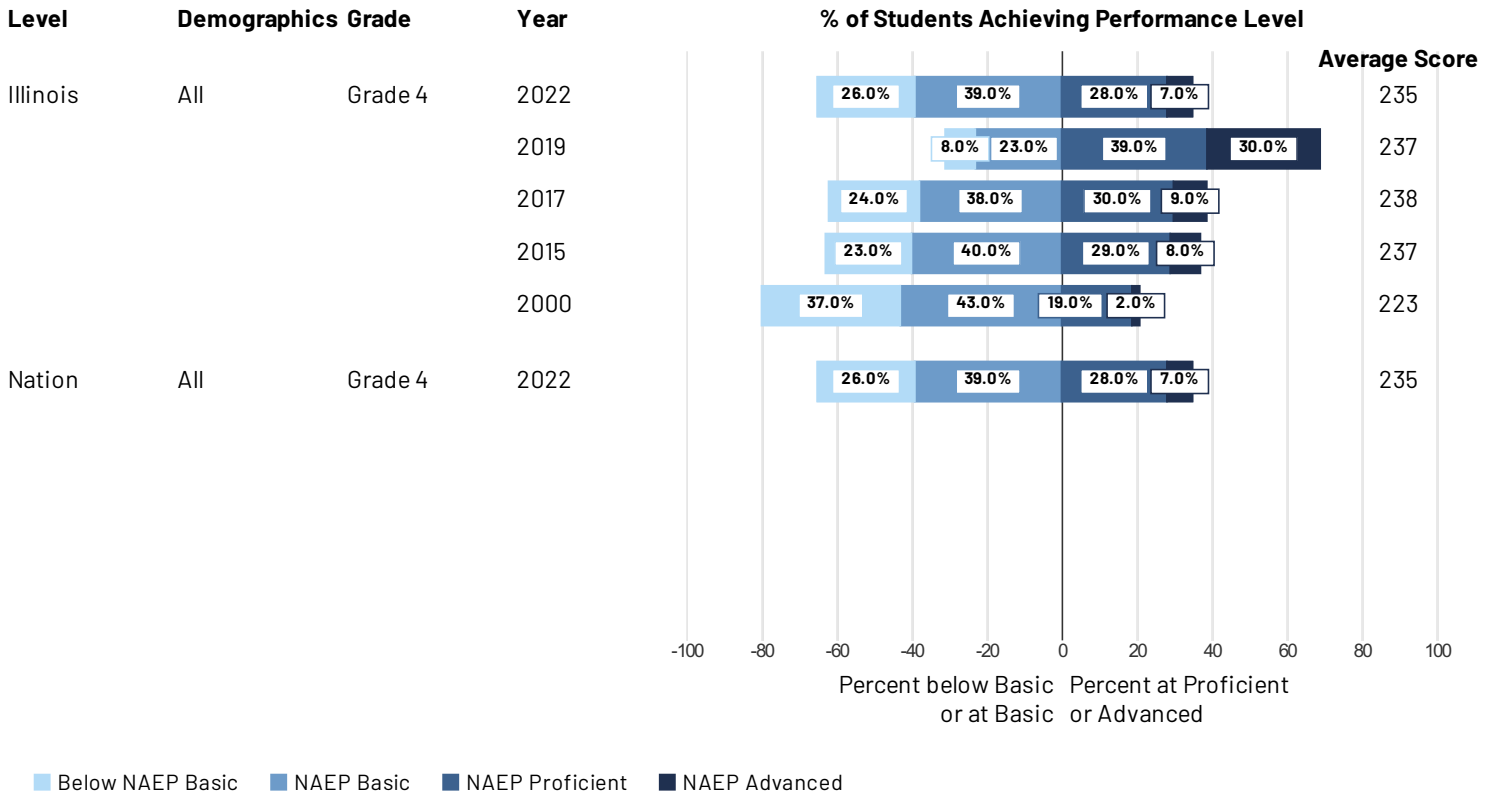
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic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

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Mathematics - Grade 4



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

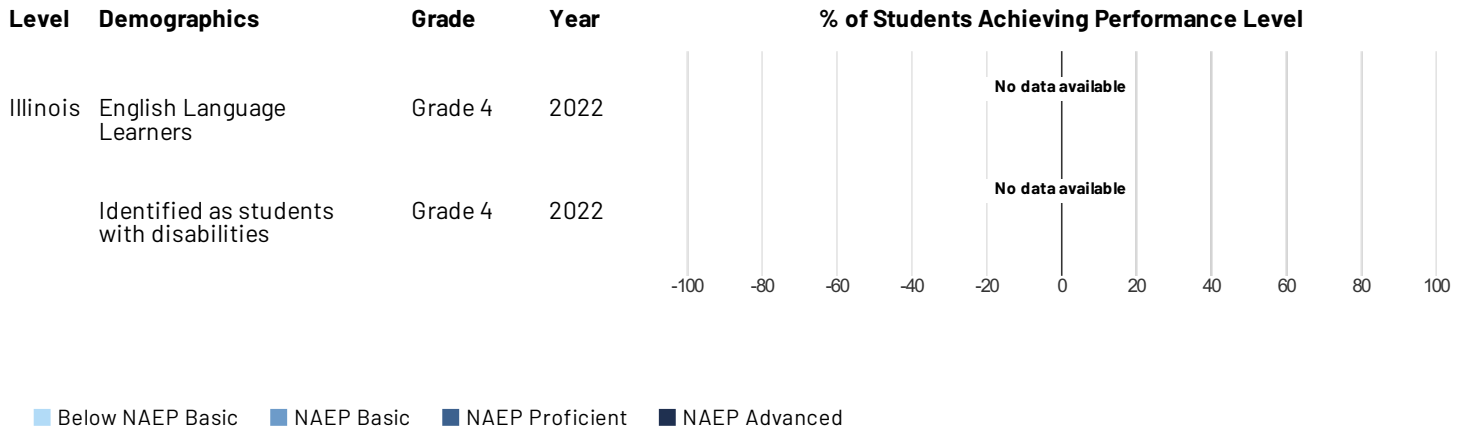
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Mathematics - Grade 4



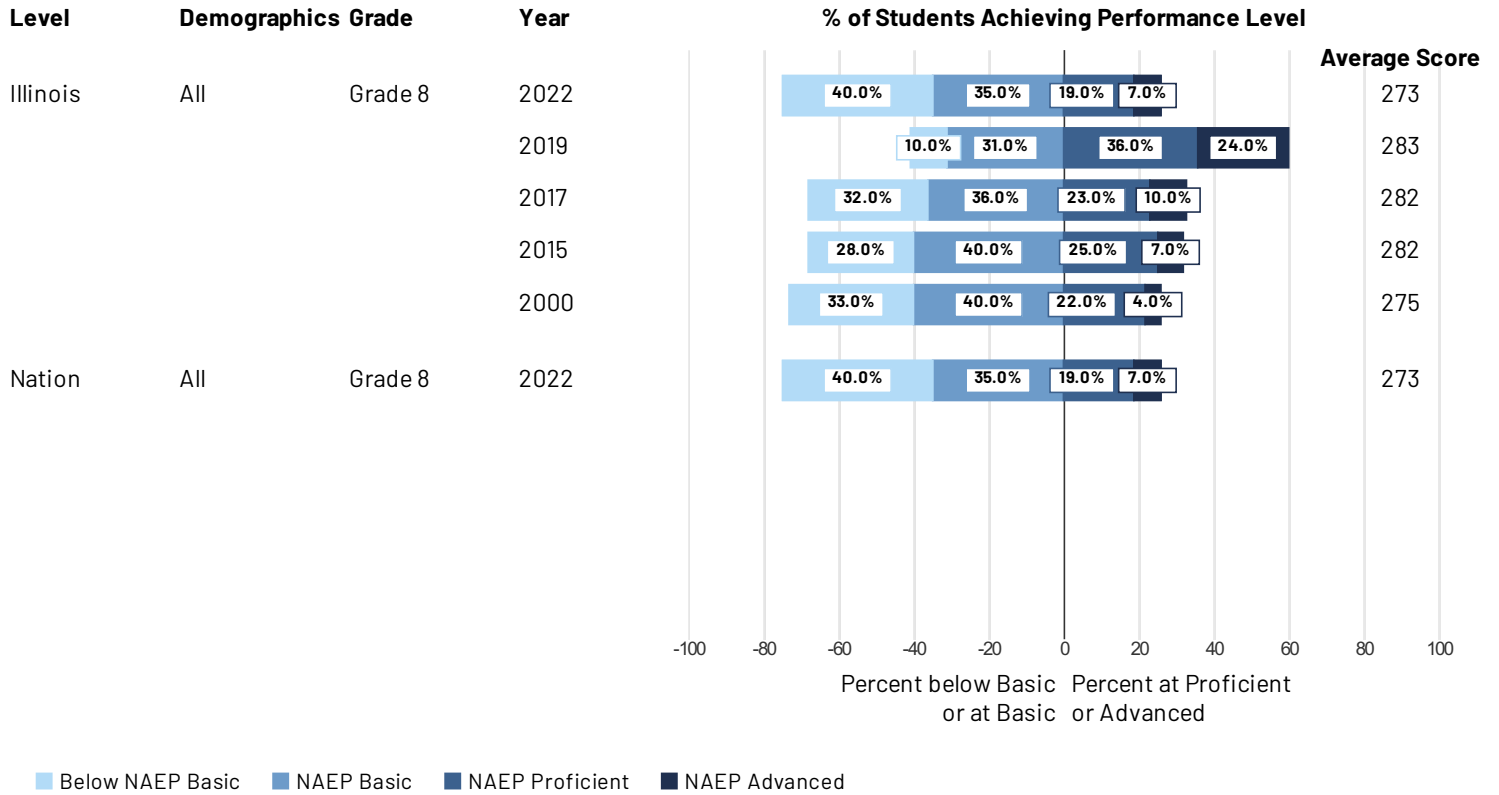
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

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

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

Mathematics – Grade 8

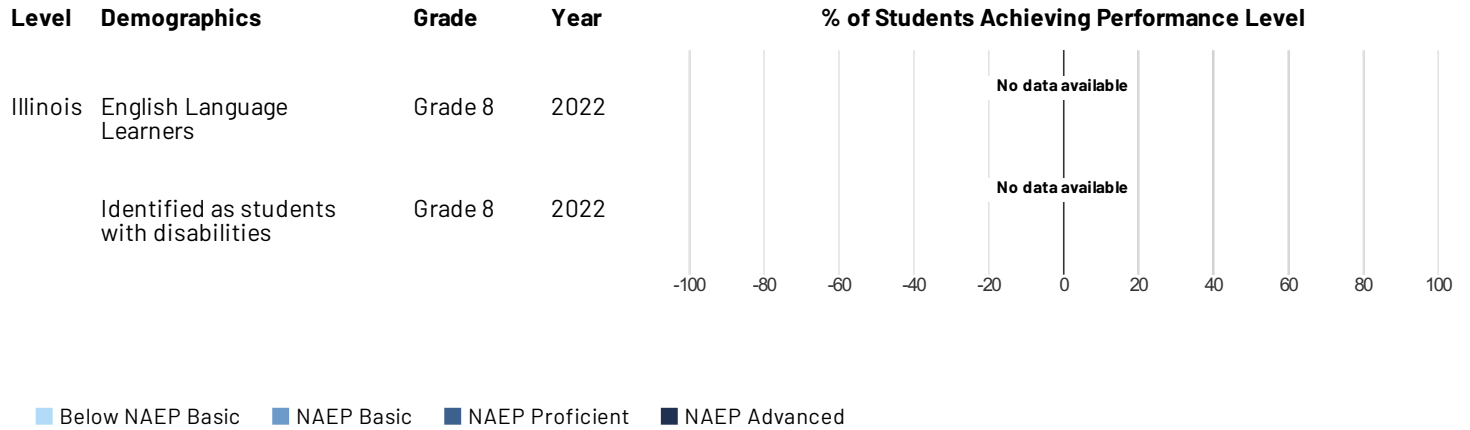


* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

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

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

Mathematics - Grade 8



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

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

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

Results for Student Groups

What is it?

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

Results for Student Groups in 2022 - Math - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	6.0%	265	94.0%	70.0%	28.0%
Black	12.0%	214	51.0%	12.0%	1.0%
Hispanic	29.0%	222	61.0%	19.0%	2.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3.0%	250	86.0%	53.0%	15.0%
White	49.0%	248	88.0%	50.0%	12.0%
Gender					
Female	49.0%	234	74.0%	33.0%	6.0%
Male	51.0%	240	77.0%	42.0%	12.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

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

Results for Student Groups (cont)

Results for Student Groups in 2022 - Math - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	7.0%	308	88.0%	62.0%	31.0%
Black	16.0%	254	38.0%	8.0%	1.0%
Hispanic	28.0%	262	49.0%	14.0%	2.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	276	64.0%	27.0%	3.0%
White	45.0%	286	74.0%	36.0%	10.0%
Gender					
Female	50.0%	273	59.0%	24.0%	6.0%
Male	50.0%	278	64.0%	29.0%	9.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

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