Roselle SD 12

2022 - 2023

District Superintendent

Dr. Mary Henderson
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Address

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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 2023 Report Card Metrics and the 2023 Glossary of Terms.

District Snapshot

Percent of Adequacy : 103.8%

Chronic Absenteeism : 18.9%

Principal Turnover : 2

Schools in District : 2

Senate District : 23   **House District :** 45

Date: 07/22/25 8:50:11 -05:00

VISIT **ILLINOISREPORTCARD.COM** FOR MORE INFORMATION.

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.

51.4%
ELA proficiency

46.2%
Math proficiency

98.9%
Participation Rate

IAR
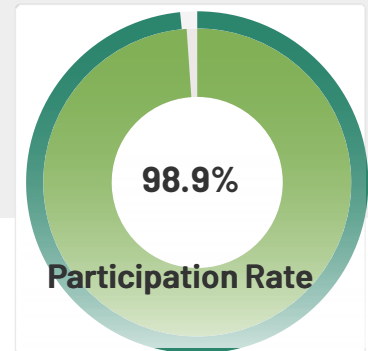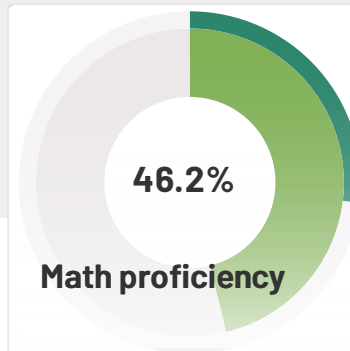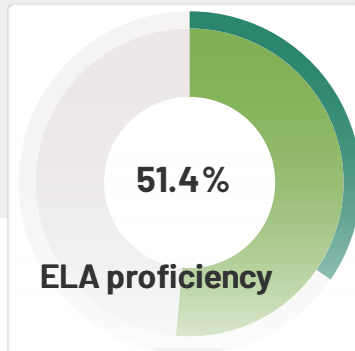
What is it?

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

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

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

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

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IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	14.3%	18.2%	27.3%	39.0%	1.3%	7.8%	16.9%	22.1%	42.9%	10.4%
State	31.2%	19.4%	20.5%	27.1%	1.7%	19.9%	23.5%	23.6%	26.8%	6.2%
White										
District	12.1%	17.2%	25.9%	43.1%	1.7%	8.6%	12.1%	22.4%	44.8%	12.1%
State	19.7%	18.5%	24.0%	35.6%	2.3%	10.5%	19.0%	25.5%	36.4%	8.7%
Black										
District	*	*	*	*	*	*	*	*	*	*
State	50.3%	21.1%	15.4%	12.8%	0.4%	39.5%	28.8%	19.8%	11.0%	0.9%
Hispanic										
District	18.8%	25.0%	37.5%	18.8%	0.0%	6.3%	37.5%	25.0%	31.3%	0.0%
State	43.6%	21.6%	17.7%	16.5%	0.7%	27.2%	30.6%	23.8%	16.4%	2.0%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.0%	12.1%	20.0%	48.4%	5.5%	5.8%	12.1%	19.6%	42.6%	19.9%
Male										
District	23.5%	8.8%	26.5%	41.2%	0.0%	11.8%	8.8%	14.7%	47.1%	17.6%
State	34.4%	20.1%	20.5%	23.8%	1.1%	19.8%	21.9%	22.9%	28.1%	7.3%
Female										
District	7.0%	25.6%	27.9%	37.2%	2.3%	4.7%	23.3%	27.9%	39.5%	4.7%
State	27.9%	18.6%	20.5%	30.6%	2.4%	20.0%	25.1%	24.3%	25.5%	5.1%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	33.3%	0.0%	33.3%	33.3%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%

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IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	20.0%	20.0%	26.0%	33.0%	1.0%	16.0%	23.0%	20.0%	33.0%	8.0%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	48.3%	17.7%	17.4%	15.6%	0.9%	29.3%	23.5%	25.0%	19.5%	2.7%
Two or More Races										
District	*	*	*	*	*	*	*	*	*	*
State	27.7%	17.9%	21.2%	30.6%	2.7%	18.7%	21.6%	22.7%	29.0%	7.9%
Students with Disabilities										
District	31.3%	6.3%	25.0%	37.5%	0.0%	18.8%	18.8%	12.5%	43.8%	6.3%
State	55.2%	18.9%	13.7%	11.6%	0.6%	39.4%	25.8%	17.4%	14.7%	2.8%
Students with IEPs										
District	35.7%	7.1%	28.6%	28.6%	0.0%	21.4%	21.4%	7.1%	50.0%	0.0%
State	61.2%	18.5%	11.6%	8.3%	0.3%	44.1%	26.2%	15.7%	12.0%	2.0%
Non-IEP										
District	9.5%	20.6%	27.0%	41.3%	1.6%	4.8%	15.9%	25.4%	41.3%	12.7%
State	25.9%	19.5%	22.1%	30.5%	2.0%	15.6%	23.0%	25.0%	29.5%	7.0%
English Learners										
District	21.1%	21.1%	47.4%	10.5%	0.0%	15.8%	15.8%	36.8%	26.3%	5.3%
State	50.3%	21.7%	16.1%	11.7%	0.2%	29.2%	30.9%	23.3%	15.1%	1.4%
Non-English Learners										
District	12.1%	17.2%	20.7%	48.3%	1.7%	5.2%	17.2%	17.2%	48.3%	12.1%
State	26.8%	18.8%	21.5%	30.7%	2.1%	17.7%	21.7%	23.7%	29.6%	7.3%

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IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	27.3%	18.2%	36.4%	13.6%	4.5%	18.2%	27.3%	27.3%	27.3%	0.0%
State	44.7%	22.0%	17.8%	15.1%	0.5%	30.5%	29.5%	22.8%	15.5%	1.7%
Non Low Income										
District	9.1%	18.2%	23.6%	49.1%	0.0%	3.6%	12.7%	20.0%	49.1%	14.5%
State	17.2%	16.7%	23.3%	39.7%	3.1%	8.9%	17.1%	24.5%	38.6%	10.9%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	58.9%	19.7%	12.5%	8.7%	0.2%	44.3%	27.6%	17.7%	9.8%	0.6%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	68.8%	21.9%	3.1%	6.3%	0.0%	31.3%	37.5%	25.0%	6.3%	0.0%
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	55.5%	22.7%	13.5%	8.2%	0.1%	41.4%	29.5%	19.3%	9.4%	0.4%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	24.5%	20.5%	21.1%	31.9%	2.0%	16.4%	22.7%	24.4%	31.3%	5.2%

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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	5.1%	19.0%	32.9%	34.2%	8.9%	2.5%	21.5%	29.1%	44.3%	2.5%
State	18.5%	21.2%	25.0%	28.1%	7.3%	20.0%	25.5%	26.7%	24.8%	2.9%
White										
District	5.0%	15.0%	30.0%	40.0%	10.0%	1.7%	16.7%	30.0%	48.3%	3.3%
State	10.4%	17.3%	26.8%	35.8%	9.8%	10.3%	20.5%	30.9%	34.5%	3.8%
Black										
District	*	*	*	*	*	*	*	*	*	*
State	33.1%	28.7%	22.0%	14.1%	2.0%	41.2%	32.8%	18.4%	7.4%	0.3%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	26.4%	25.8%	24.6%	20.1%	3.1%	27.3%	33.0%	25.2%	13.6%	0.7%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	6.8%	10.6%	20.7%	42.3%	19.6%	5.2%	11.5%	23.7%	46.8%	12.8%
Male										
District	6.4%	19.1%	27.7%	31.9%	14.9%	4.3%	17.0%	29.8%	46.8%	2.1%
State	20.8%	22.5%	25.1%	26.0%	5.7%	20.0%	23.5%	26.1%	26.8%	3.5%
Female										
District	3.1%	18.8%	40.6%	37.5%	0.0%	0.0%	28.1%	28.1%	40.6%	3.1%
State	16.0%	19.8%	24.9%	30.3%	9.0%	20.0%	27.7%	27.2%	22.8%	2.3%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	10.0%	0.0%	30.0%	40.0%	20.0%	10.0%	10.0%	20.0%	60.0%	0.0%

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IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	15.5%	14.5%	28.2%	25.5%	16.4%	14.5%	20.9%	26.4%	33.6%	4.5%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.4%	20.5%	26.3%	25.0%	6.8%	25.2%	25.2%	21.6%	24.8%	3.2%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	15.9%	20.3%	24.7%	29.3%	9.9%	18.4%	24.4%	26.0%	27.0%	4.2%
Students with Disabilities										
District	20.0%	33.3%	26.7%	20.0%	0.0%	6.7%	40.0%	33.3%	20.0%	0.0%
State	42.0%	25.7%	17.1%	12.5%	2.6%	41.5%	27.2%	17.7%	12.3%	1.3%
Students with IEPs										
District	25.0%	33.3%	25.0%	16.7%	0.0%	8.3%	41.7%	33.3%	16.7%	0.0%
State	49.2%	26.4%	14.4%	8.4%	1.6%	47.8%	27.6%	15.1%	8.7%	0.7%
Non-IEP										
District	1.5%	16.4%	34.3%	37.3%	10.4%	1.5%	17.9%	28.4%	49.3%	3.0%
State	13.0%	20.3%	26.9%	31.6%	8.3%	15.1%	25.2%	28.8%	27.7%	3.3%
English Learners										
District	4.5%	31.8%	45.5%	18.2%	0.0%	0.0%	40.9%	40.9%	18.2%	0.0%
State	32.9%	28.1%	23.3%	14.5%	1.2%	30.9%	34.2%	23.5%	11.0%	0.3%
Non-English Learners										
District	5.3%	14.0%	28.1%	40.4%	12.3%	3.5%	14.0%	24.6%	54.4%	3.5%
State	15.2%	19.6%	25.4%	31.1%	8.7%	17.5%	23.5%	27.4%	28.0%	3.5%

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IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	8.7%	21.7%	47.8%	17.4%	4.3%	4.3%	30.4%	26.1%	39.1%	0.0%
State	27.9%	27.0%	24.6%	18.1%	2.4%	30.8%	32.5%	23.9%	12.3%	0.6%
Non Low Income										
District	3.6%	17.9%	26.8%	41.1%	10.7%	1.8%	17.9%	30.4%	46.4%	3.6%
State	8.7%	15.2%	25.4%	38.4%	12.3%	8.9%	18.4%	29.6%	37.8%	5.4%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	40.9%	27.9%	19.5%	10.4%	1.2%	45.9%	29.8%	17.6%	6.6%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	52.4%	28.6%	14.3%	4.8%	0.0%	57.1%	28.6%	14.3%	0.0%	0.0%
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	39.6%	25.6%	20.0%	13.7%	1.1%	42.6%	30.7%	19.1%	7.6%	0.0%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	14.6%	19.3%	24.9%	32.5%	8.7%	15.8%	23.5%	29.4%	28.5%	2.8%

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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	7.4%	17.6%	39.7%	33.8%	1.5%	2.9%	29.4%	39.7%	23.5%	4.4%
State	16.8%	21.3%	26.7%	32.1%	3.1%	20.7%	28.7%	25.0%	21.7%	3.9%
White										
District	5.6%	16.7%	42.6%	33.3%	1.9%	1.9%	29.6%	38.9%	25.9%	3.7%
State	9.3%	16.7%	28.1%	41.8%	4.1%	11.2%	23.9%	29.7%	30.4%	4.9%
Black										
District	*	*	*	*	*	*	*	*	*	*
State	30.2%	30.0%	24.3%	15.0%	0.5%	42.0%	34.9%	16.5%	6.2%	0.4%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	24.2%	26.4%	27.0%	21.3%	1.1%	27.3%	36.4%	23.2%	12.0%	1.1%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	5.5%	9.9%	21.4%	51.9%	11.3%	5.3%	13.8%	21.6%	41.7%	17.5%
Male										
District	6.5%	16.1%	35.5%	41.9%	0.0%	3.2%	19.4%	38.7%	29.0%	9.7%
State	19.1%	22.4%	26.6%	29.7%	2.3%	21.4%	27.1%	23.6%	23.1%	4.8%
Female										
District	8.1%	18.9%	43.2%	27.0%	2.7%	2.7%	37.8%	40.5%	18.9%	0.0%
State	14.5%	20.1%	26.9%	34.5%	3.9%	19.9%	30.4%	26.5%	20.2%	3.0%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	5.3%	10.5%	26.3%	47.4%	10.5%	10.5%	26.3%	15.8%	42.1%	5.3%

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IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	11.6%	15.5%	27.1%	41.9%	3.9%	14.8%	27.3%	25.8%	31.3%	0.8%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	18.5%	31.4%	26.4%	21.8%	2.0%	24.1%	36.3%	22.1%	14.5%	3.0%
Two or More Races										
District	*	*	*	*	*	*	*	*	*	*
State	15.3%	19.6%	26.3%	34.3%	4.4%	19.9%	28.0%	23.7%	22.7%	5.8%
Students with Disabilities										
District	15.4%	38.5%	46.2%	0.0%	0.0%	15.4%	30.8%	46.2%	7.7%	0.0%
State	39.9%	26.5%	18.5%	14.1%	1.0%	42.3%	29.9%	15.7%	10.3%	1.7%
Students with IEPs										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	48.2%	28.1%	15.0%	8.3%	0.5%	49.9%	30.0%	12.7%	6.4%	0.9%
Non-IEP										
District	5.0%	11.7%	43.3%	38.3%	1.7%	0.0%	28.3%	40.0%	26.7%	5.0%
State	11.3%	20.1%	28.8%	36.2%	3.6%	15.5%	28.5%	27.2%	24.4%	4.4%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	35.8%	32.9%	23.2%	7.9%	0.2%	35.8%	40.2%	18.4%	5.2%	0.3%
Non-English Learners										
District	4.9%	14.8%	42.6%	36.1%	1.6%	1.6%	24.6%	42.6%	26.2%	4.9%
State	13.3%	19.1%	27.4%	36.6%	3.7%	17.8%	26.6%	26.3%	24.8%	4.6%

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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	10.5%	31.6%	36.8%	21.1%	0.0%	10.5%	36.8%	36.8%	15.8%	0.0%
State	25.9%	27.7%	26.7%	18.9%	0.8%	31.9%	35.5%	21.5%	10.3%	0.8%
Non Low Income										
District	6.1%	12.2%	40.8%	38.8%	2.0%	0.0%	26.5%	40.8%	26.5%	6.1%
State	7.6%	14.7%	26.7%	45.5%	5.5%	9.2%	21.8%	28.7%	33.3%	7.0%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	38.9%	29.5%	20.8%	10.6%	0.3%	46.8%	33.5%	14.0%	5.5%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	61.1%	16.7%	16.7%	5.6%	0.0%	50.0%	33.3%	11.1%	5.6%	0.0%
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	33.8%	29.3%	23.7%	13.0%	0.3%	41.7%	33.6%	17.0%	7.6%	0.1%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	12.7%	17.7%	27.4%	37.2%	4.9%	13.5%	27.8%	30.5%	24.4%	3.8%

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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	5.6%	12.7%	26.8%	53.5%	1.4%	5.6%	15.5%	43.7%	32.4%	2.8%
State	16.3%	21.8%	27.8%	30.3%	3.9%	22.0%	28.0%	26.5%	20.5%	2.9%
White										
District	1.8%	12.3%	26.3%	57.9%	1.8%	5.3%	8.8%	45.6%	36.8%	3.5%
State	9.0%	17.3%	29.4%	39.0%	5.3%	12.3%	23.5%	31.9%	28.8%	3.6%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	29.3%	29.9%	25.1%	14.9%	0.9%	42.2%	35.1%	17.0%	5.4%	0.3%
Hispanic										
District	10.0%	20.0%	40.0%	30.0%	0.0%	10.0%	40.0%	40.0%	10.0%	0.0%
State	23.0%	27.3%	27.9%	20.3%	1.5%	29.8%	34.7%	23.9%	10.9%	0.7%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	5.3%	8.7%	21.4%	52.4%	12.1%	5.6%	12.4%	22.7%	43.2%	16.1%
Male										
District	8.3%	13.9%	33.3%	44.4%	0.0%	8.3%	13.9%	44.4%	33.3%	0.0%
State	19.4%	24.0%	27.8%	26.3%	2.5%	22.7%	26.8%	25.5%	21.6%	3.4%
Female										
District	2.9%	11.4%	20.0%	62.9%	2.9%	2.9%	17.1%	42.9%	31.4%	5.7%
State	13.0%	19.4%	27.7%	34.5%	5.4%	21.3%	29.4%	27.5%	19.3%	2.5%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	4.8%	14.3%	38.1%	38.1%	4.8%	9.5%	28.6%	33.3%	23.8%	4.8%

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

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	12.3%	19.6%	29.7%	33.3%	5.1%	22.5%	22.5%	34.1%	19.6%	1.4%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	24.4%	25.1%	25.8%	19.9%	4.9%	30.0%	31.7%	21.6%	13.6%	3.1%
Two or More Races										
District	*	*	*	*	*	*	*	*	*	*
State	14.9%	20.2%	27.2%	32.9%	4.8%	21.0%	27.2%	25.9%	21.9%	4.0%
Students with Disabilities										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.5%	28.0%	19.1%	12.3%	1.1%	42.5%	31.6%	15.8%	9.0%	1.1%
Students with IEPs										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	48.7%	29.6%	14.7%	6.6%	0.4%	50.4%	32.4%	11.8%	4.8%	0.5%
Non-IEP										
District	1.6%	14.5%	24.2%	58.1%	1.6%	3.2%	11.3%	50.0%	32.3%	3.2%
State	10.8%	20.5%	29.9%	34.3%	4.5%	17.3%	27.3%	28.9%	23.1%	3.3%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.1%	35.0%	21.1%	5.6%	0.1%	43.0%	39.1%	14.8%	2.9%	0.1%
Non-English Learners										
District	3.1%	10.9%	28.1%	56.3%	1.6%	4.7%	14.1%	43.8%	34.4%	3.1%
State	12.7%	19.6%	28.8%	34.3%	4.5%	18.6%	26.2%	28.4%	23.4%	3.4%

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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	10.7%	21.4%	39.3%	28.6%	0.0%	7.1%	25.0%	42.9%	21.4%	3.6%
State	24.8%	28.4%	27.4%	18.3%	1.2%	33.3%	34.6%	22.3%	9.2%	0.6%
Non Low Income										
District	2.3%	7.0%	18.6%	69.8%	2.3%	4.7%	9.3%	44.2%	39.5%	2.3%
State	7.7%	15.1%	28.2%	42.4%	6.6%	10.7%	21.4%	30.7%	31.9%	5.3%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	36.8%	29.5%	22.1%	11.0%	0.6%	46.2%	33.0%	16.9%	3.8%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	40.7%	25.9%	25.9%	7.4%	0.0%	40.7%	29.6%	22.2%	7.4%	0.0%
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	32.3%	33.7%	21.8%	11.7%	0.5%	40.3%	39.2%	17.0%	3.6%	0.0%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	13.3%	21.4%	28.2%	32.1%	5.0%	18.2%	26.8%	28.6%	24.7%	1.8%

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	6.3%	10.0%	31.3%	46.3%	6.3%	1.3%	17.5%	31.3%	48.8%	1.3%
State	18.5%	19.0%	24.6%	28.5%	9.4%	14.2%	29.1%	29.8%	23.2%	3.7%
White										
District	5.9%	10.3%	29.4%	47.1%	7.4%	1.5%	16.2%	30.9%	50.0%	1.5%
State	11.5%	15.2%	25.0%	35.7%	12.7%	7.6%	22.2%	33.3%	32.2%	4.6%
Black										
District	*	*	*	*	*	*	*	*	*	*
State	31.4%	25.7%	23.8%	16.5%	2.6%	28.3%	41.6%	22.7%	7.1%	0.4%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.2%	23.3%	25.9%	21.3%	4.3%	18.7%	36.9%	29.6%	13.8%	1.0%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	6.2%	8.3%	18.3%	40.6%	26.6%	4.0%	11.1%	23.2%	43.1%	18.6%
Male										
District	8.3%	16.7%	25.0%	44.4%	5.6%	2.8%	13.9%	22.2%	58.3%	2.8%
State	22.0%	20.8%	24.7%	25.5%	7.1%	14.3%	28.0%	29.5%	24.1%	4.1%
Female										
District	4.5%	4.5%	36.4%	47.7%	6.8%	0.0%	20.5%	38.6%	40.9%	0.0%
State	14.9%	17.1%	24.5%	31.7%	11.8%	14.0%	30.4%	30.1%	22.3%	3.2%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	2.6%	15.4%	17.9%	48.7%	15.4%	0.0%	18.9%	35.1%	43.2%	2.7%

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	19.0%	19.0%	14.7%	37.1%	10.3%	18.1%	19.8%	31.9%	24.1%	6.0%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	23.5%	22.5%	24.9%	20.7%	8.4%	19.9%	30.5%	31.2%	14.9%	3.5%
Two or More Races										
District	*	*	*	*	*	*	*	*	*	*
State	16.5%	19.5%	23.4%	29.5%	11.1%	13.1%	28.5%	29.5%	24.0%	4.8%
Students with Disabilities										
District	14.3%	28.6%	42.9%	14.3%	0.0%	7.1%	42.9%	28.6%	21.4%	0.0%
State	43.1%	23.3%	17.8%	12.9%	2.9%	34.3%	35.3%	18.9%	10.2%	1.3%
Students with IEPs										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	53.3%	24.4%	14.4%	6.9%	0.9%	42.8%	37.9%	14.0%	4.8%	0.5%
Non-IEP										
District	4.2%	6.9%	31.9%	50.0%	6.9%	0.0%	15.3%	30.6%	52.8%	1.4%
State	12.8%	18.1%	26.3%	32.1%	10.8%	9.4%	27.7%	32.4%	26.3%	4.2%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	41.6%	28.9%	21.2%	7.9%	0.5%	29.6%	45.0%	21.0%	4.2%	0.2%
Non-English Learners										
District	5.4%	9.5%	28.4%	50.0%	6.8%	1.4%	16.2%	29.7%	51.4%	1.4%
State	14.9%	17.4%	25.1%	31.8%	10.8%	11.7%	26.6%	31.2%	26.2%	4.2%

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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	5.9%	11.8%	47.1%	29.4%	5.9%	5.9%	17.6%	35.3%	35.3%	5.9%
State	27.4%	24.2%	25.4%	19.4%	3.6%	21.8%	38.1%	27.5%	11.8%	0.8%
Non Low Income										
District	6.3%	9.5%	27.0%	50.8%	6.3%	0.0%	17.5%	30.2%	52.4%	0.0%
State	9.6%	13.7%	23.8%	37.7%	15.2%	6.6%	20.2%	32.1%	34.6%	6.6%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	40.2%	24.1%	21.6%	12.8%	1.3%	30.6%	41.4%	22.2%	5.7%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	31.6%	36.8%	26.3%	5.3%	0.0%	17.6%	64.7%	11.8%	5.9%	0.0%
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	36.9%	27.6%	22.2%	10.9%	2.4%	32.6%	38.5%	23.4%	5.5%	0.0%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	15.0%	20.6%	22.9%	31.4%	10.0%	11.5%	28.8%	31.2%	25.4%	3.1%

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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	1.2%	8.4%	10.8%	59.0%	20.5%	4.8%	10.8%	24.1%	49.4%	10.8%
State	15.3%	19.0%	25.2%	33.9%	6.6%	29.4%	23.2%	21.6%	21.5%	4.2%
White										
District	0.0%	8.2%	9.8%	62.3%	19.7%	6.6%	8.2%	27.9%	47.5%	9.8%
State	9.0%	14.6%	25.2%	41.9%	9.3%	18.5%	20.9%	25.9%	29.4%	5.3%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.7%	27.1%	25.7%	19.8%	1.7%	51.2%	26.5%	14.5%	7.2%	0.5%
Hispanic										
District	9.1%	9.1%	18.2%	45.5%	18.2%	0.0%	27.3%	9.1%	45.5%	18.2%
State	21.6%	23.5%	26.6%	25.6%	2.7%	38.2%	27.3%	19.9%	13.2%	1.3%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	4.9%	7.9%	17.9%	50.2%	19.2%	8.7%	11.2%	17.5%	40.8%	21.7%
Male										
District	2.6%	17.9%	10.3%	51.3%	17.9%	5.1%	17.9%	20.5%	35.9%	20.5%
State	18.8%	21.2%	26.1%	29.7%	4.3%	30.8%	22.8%	20.5%	21.3%	4.5%
Female										
District	0.0%	0.0%	11.4%	65.9%	22.7%	4.5%	4.5%	27.3%	61.4%	2.3%
State	11.8%	16.6%	24.2%	38.3%	9.0%	27.9%	23.6%	22.8%	21.7%	3.9%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	8.3%	6.7%	30.0%	40.0%	15.0%	13.3%	20.0%	26.7%	35.0%	5.0%

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IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	13.5%	11.5%	26.3%	41.0%	7.7%	21.2%	23.1%	23.7%	25.6%	6.4%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	15.3%	20.6%	21.2%	39.9%	3.1%	28.1%	26.6%	21.3%	20.3%	3.8%
Two or More Races										
District	*	*	*	*	*	*	*	*	*	*
State	14.7%	18.4%	23.0%	36.6%	7.3%	29.7%	22.1%	20.4%	22.7%	5.1%
Students with Disabilities										
District	9.1%	27.3%	9.1%	45.5%	9.1%	27.3%	27.3%	18.2%	27.3%	0.0%
State	37.5%	25.9%	19.4%	15.0%	2.2%	55.0%	21.7%	12.3%	9.4%	1.5%
Students with IEPs										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	48.0%	28.3%	16.0%	6.9%	0.7%	67.2%	20.8%	7.9%	3.7%	0.5%
Non-IEP										
District	0.0%	7.6%	10.1%	60.8%	21.5%	2.5%	8.9%	25.3%	51.9%	11.4%
State	10.2%	17.5%	26.6%	38.1%	7.5%	23.5%	23.6%	23.8%	24.3%	4.8%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.6%	31.5%	21.3%	7.4%	0.2%	57.5%	27.9%	11.1%	3.3%	0.2%
Non-English Learners										
District	1.3%	6.6%	10.5%	59.2%	22.4%	3.9%	7.9%	23.7%	52.6%	11.8%
State	11.8%	17.1%	25.8%	37.8%	7.6%	25.3%	22.5%	23.2%	24.2%	4.8%

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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	0.0%	15.0%	20.0%	45.0%	20.0%	0.0%	20.0%	25.0%	45.0%	10.0%
State	22.9%	24.7%	26.4%	23.3%	2.6%	42.2%	26.9%	18.4%	11.4%	1.2%
Non Low Income										
District	1.6%	6.3%	7.9%	63.5%	20.6%	6.3%	7.9%	23.8%	50.8%	11.1%
State	7.7%	13.2%	24.0%	44.5%	10.6%	16.6%	19.5%	24.9%	31.7%	7.3%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	34.1%	24.7%	23.5%	16.3%	1.3%	54.6%	25.1%	14.2%	5.8%	0.3%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	32.1%	14.3%	28.6%	21.4%	3.6%	46.4%	28.6%	10.7%	14.3%	0.0%
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	32.6%	24.8%	24.4%	17.2%	0.9%	57.4%	23.5%	13.7%	5.0%	0.3%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	13.1%	16.8%	25.7%	35.3%	9.1%	25.6%	21.2%	22.4%	25.3%	5.5%

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DLM

What is it?

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

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

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DLM (cont)

Grade 3

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

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DLM (cont)

Grade 3

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

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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	71.0%	14.4%	14.0%	0.6%	73.8%	10.6%	10.4%	5.1%
Homeless								
District	*	*	*	*	*	*	*	*
State	75.7%	16.2%	8.1%	0.0%	84.2%	2.6%	10.5%	2.6%
Migrant								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Youth In Care								
District	*	*	*	*	*	*	*	*
State	76.0%	12.0%	12.0%	0.0%	64.0%	24.0%	4.0%	8.0%
Military								
District	*	*	*	*	*	*	*	*
State	55.6%	11.1%	33.3%	0.0%	55.6%	11.1%	22.2%	11.1%

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DLM (cont)

Grade 4

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

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DLM (cont)

Grade 4

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

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DLM (cont)

Grade 4

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

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DLM (cont)

Grade 5

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

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DLM (cont)

Grade 5

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

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

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DLM (cont)

Grade 6

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

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DLM (cont)

Grade 6

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

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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	61.5%	23.2%	12.3%	2.9%	68.0%	17.9%	8.1%	6.1%
Homeless								
District	*	*	*	*	*	*	*	*
State	53.1%	37.5%	9.4%	0.0%	71.9%	15.6%	6.3%	6.3%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	60.9%	17.4%	17.4%	4.3%	73.9%	13.0%	13.0%	0.0%
Military								
District	*	*	*	*	*	*	*	*
State	77.8%	22.2%	0.0%	0.0%	88.9%	0.0%	11.1%	0.0%

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DLM (cont)

Grade 7

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

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DLM (cont)

Grade 7

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

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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	51.0%	29.8%	15.7%	3.5%	73.2%	15.2%	7.0%	4.6%
Homeless								
District	*	*	*	*	*	*	*	*
State	35.7%	40.5%	21.4%	2.4%	62.8%	23.3%	11.6%	2.3%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	64.7%	23.5%	11.8%	0.0%	76.5%	11.8%	0.0%	11.8%
Military								
District	*	*	*	*	*	*	*	*
State	30.0%	20.0%	40.0%	10.0%	90.0%	10.0%	0.0%	0.0%

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DLM (cont)

Grade 8

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

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DLM (cont)

Grade 8

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

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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
Low Income								
District	*	*	*	*	*	*	*	*
State	51.4%	31.7%	16.9%	0.0%	63.8%	28.6%	5.9%	1.7%
Homeless								
District	*	*	*	*	*	*	*	*
State	59.4%	18.8%	21.9%	0.0%	65.6%	34.4%	0.0%	0.0%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	60.7%	32.1%	7.1%	0.0%	75.0%	21.4%	3.6%	0.0%
Military								
District	*	*	*	*	*	*	*	*
State	25.0%	25.0%	50.0%	0.0%	50.0%	25.0%	25.0%	0.0%

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DLM (cont)

Grade 5

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

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

DLM (cont)

Grade 5

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

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DLM (cont)

Grade 5

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

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

DLM (cont)

Grade 8

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

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

DLM (cont)

Grade 8

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

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

DLM (cont)

Grade 8

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

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ISA

What is it?

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

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

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ISA (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
District	0.0%	39.7%	41.2%	19.1%
State	16.0%	31.6%	36.2%	16.2%
White				
District	0.0%	38.9%	44.4%	16.7%
State	8.2%	25.4%	43.5%	22.9%
Black				
District	*	*	*	*
State	32.8%	41.4%	22.1%	3.6%
Hispanic				
District	‡	‡	‡	‡
State	21.5%	39.4%	31.4%	7.7%
Asian				
District	‡	‡	‡	‡
State	6.2%	17.4%	39.8%	36.7%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	7.0%	29.7%	42.2%	21.1%
American Indian				
District	‡	‡	‡	‡
State	19.4%	39.8%	32.9%	7.9%

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

ISA (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	*	*	*	*
State	14.1%	30.0%	36.3%	19.7%
Students with Disabilities				
District	0.0%	61.5%	38.5%	0.0%
State	35.0%	34.7%	22.0%	8.4%
Students with IEPs				
District	‡	‡	‡	‡
State	42.0%	36.2%	16.9%	4.9%
English Learners				
District	‡	‡	‡	‡
State	32.6%	45.8%	20.3%	1.3%
Male				
District	0.0%	29.0%	38.7%	32.3%
State	17.1%	30.4%	35.4%	17.1%
Female				
District	0.0%	48.6%	43.2%	8.1%
State	14.8%	32.8%	37.0%	15.3%
Non Binary				
District	*	*	*	*
State	0.0%	21.1%	21.1%	57.9%

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ISA (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	0.0%	68.4%	21.1%	10.5%
State	24.8%	39.8%	28.9%	6.5%
Homeless				
District	*	*	*	*
State	37.3%	38.6%	20.5%	3.6%
Migrant				
District	*	*	*	*
State	41.7%	29.2%	29.2%	0.0%
Youth In Care				
District	*	*	*	*
State	33.5%	37.4%	25.6%	3.5%
Military				
District	*	*	*	*
State	10.2%	29.3%	40.9%	19.6%

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

ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
District	3.5%	8.2%	34.1%	54.1%
State	19.6%	28.3%	33.2%	18.9%
White				
District	4.8%	7.9%	33.3%	54.0%
State	11.0%	23.4%	39.3%	26.3%
Black				
District	‡	‡	‡	‡
State	37.2%	36.1%	21.8%	4.9%
Hispanic				
District	0.0%	9.1%	36.4%	54.5%
State	26.0%	34.5%	29.7%	9.8%
Asian				
District	‡	‡	‡	‡
State	6.6%	14.7%	35.0%	43.7%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	12.3%	36.1%	33.5%	18.1%
American Indian				
District	*	*	*	*
State	17.1%	32.3%	32.6%	18.0%

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ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	*	*	*	*
State	19.3%	26.4%	32.1%	22.2%
Students with Disabilities				
District	7.7%	38.5%	15.4%	38.5%
State	40.5%	30.2%	20.1%	9.2%
Students with IEPs				
District	‡	‡	‡	‡
State	50.6%	31.7%	13.9%	3.8%
English Learners				
District	‡	‡	‡	‡
State	43.4%	40.7%	14.8%	1.1%
Male				
District	7.5%	10.0%	22.5%	60.0%
State	20.8%	26.8%	31.9%	20.6%
Female				
District	0.0%	6.7%	44.4%	48.9%
State	18.5%	29.9%	34.5%	17.1%
Non Binary				
District	*	*	*	*
State	3.4%	17.2%	36.2%	43.1%

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ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	4.8%	9.5%	42.9%	42.9%
State	29.2%	34.6%	27.5%	8.7%
Homeless				
District	*	*	*	*
State	38.2%	36.0%	21.0%	4.8%
Migrant				
District	*	*	*	*
State	26.9%	34.6%	30.8%	7.7%
Youth In Care				
District	*	*	*	*
State	43.2%	31.2%	20.1%	5.5%
Military				
District	*	*	*	*
State	18.1%	23.0%	35.2%	23.6%

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Proficiency

What is it?

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

ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	51.4% *	49.1% *	53.6% *	* *	54.6% *	50.0% *	31.1% *	65.4% *	0.0% *	50.0% *	16.7% *	24.1% *
State	34.6% *	30.3% *	39.1% *	58.8% *	44.9% *	16.1% *	22.2% *	62.8% *	41.9% *	27.8% *	38.6% *	15.6% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	17.9% *	19.1% *	30.8% *	0.0% *	* *	* *	* *
State	8.7% *	9.4% *	19.9% *	11.7% *	9.0% *	12.6% *	38.3% *

Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	46.2% *	50.4% *	42.1% *	* *	48.2% *	50.0% *	26.2% *	65.4% *	0.0% *	50.0% *	50.0% *	26.6% *
State	26.9% *	28.4% *	25.2% *	42.2% *	36.7% *	8.0% *	14.3% *	60.9% *	32.7% *	20.7% *	30.0% *	13.1% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	23.2% *	19.1% *	33.1% *	50.0% *	* *	* *	* *
State	7.9% *	7.7% *	12.5% *	6.2% *	6.5% *	6.7% *	28.9% *

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Proficiency (cont)

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	75.8% *	77.5% *	74.4% *	* *	75.2% *	50.0% *	68.4% *	92.9% *	0.0% *	100.0% *	0.0% *	46.2% *
State	51.8% *	51.8% *	51.7% *	74.8% *	65.0% *	25.5% *	38.9% *	76.7% *	56.0% *	44.4% *	55.3% *	29.6% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	38.5% *	50.0% *	60.0% *	0.0% *	* *	* *	* *
State	18.5% *	17.6% *	35.3% *	24.4% *	28.8% *	25.9% *	57.3% *

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

Growth Percentile – IAR

What is it?

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

Cohort Growth Percentile – Overall

	ELA					Mathematics				
	Did Not Meet	Partially Met	Approached	Met	Exceeded	Did Not Meet	Partially Met	Approached	Met	Exceeded
District	13.7	32.8	42.3	63.1	83.3	25.1	44.3	53.6	57.5	67.1
State	23.4	42.3	49.4	62.5	81.5	25.5	47.3	55.7	63	78.1

Cohort Growth Percentile ELA – By Demographics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	52.6 19,499	52 9,509	53.1 9,990	* *	53.6 15,557	48.3 193	47.5 2,138	56.6 1,301	19 19	27.5 55	39.3 236	45.1 2,749
State	50 31,010,760	48.7 15,510,174	50.9 15,494,918	43.6 5,668	50.9 14,714,936	47.2 4,716,345	48 8,279,081	56.3 1,934,261	52.2 31,543	49.4 69,441	49.5 1,265,153	44 5,155,471

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	39.3 1,573	49.3 2,167	48.3 4,976	* *	* *	* *	* *
State	42 3,759,796	46.4 4,232,170	47.5 14,811,072	45.4 566,802	42.3 4,268	44.5 149,949	49.3 232,996

* 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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	53.3 19,776	53.1 9,715	53.5 10,061	* *	52.7 15,287	53.5 214	57.2 2,576	56 1,288	79 79	22 44	48 288	51 3,108
State	50 30,840,053	49.5 15,710,399	49.8 15,122,859	52.7 6,795	50.2 14,465,176	46.6 4,628,937	49.1 8,421,732	57.4 1,967,311	52.4 31,502	49.5 69,312	49.4 1,256,083	44.5 5,184,556

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	53.5 2,138	60.6 2,665	57.3 5,907	* *	* *	* *	* *
State	42.6 3,785,546	47.2 4,294,630	47.9 14,857,741	45 555,332	47.1 4,662	44.4 148,084	50.3 236,899

Baseline Growth Percentile - Overall

	ELA					Mathematics				
	Did Not Meet	Partially Met	Approached	Met	Exceeded	Did Not Meet	Partially Met	Approached	Met	Exceeded
District	16.7	39.5	49.7	69.2	86.4	27.1	47.9	59	60.8	69.7
State	28	50.3	58	69.8	84	26	51.7	60.9	66.3	78.9

Baseline Growth Percentile ELA - By Demographics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	58.7 371	58.4 183	59 188	* *	59.9 290	52 4	53.1 45	62.3 23	18 1	32.5 2	49.3 6	51.1 61
State	56.8 623,258	55.8 318,536	57.8 304,592	50.6 130	58.2 289,101	53.9 99,913	54.9 172,324	62.5 34,346	59.3 604	56.3 1,407	56.4 25,563	50.6 117,194

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

Growth Percentile – IAR (cont)

Baseline Growth Percentile ELA - By Demographics

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	45 40	55.9 44	54.8 103	* *	* *	* *	* *
State	48.4 89,502	53 91,263	54.4 311,962	52 12,474	49.1 101	51.1 3,373	56.2 4,724

Baseline Growth Percentile Math - By Demographics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	57.3 371	56.5 183	58 188	* *	57.1 290	56 4	61.2 45	58 23	79 1	17.5 2	45.3 6	55 61
State	53.1 620,998	52.8 317,355	53.4 303,514	55.8 129	54.2 288,364	49 99,244	52.1 171,685	60.3 34,251	55.8 601	52.4 1,401	52.8 25,452	47.1 116,410

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	57.6 40	62 44	61.3 103	* *	* *	* *	* *
State	44.9 88,878	49.6 90,906	50.8 310,400	47.4 12,335	49.7 99	47.1 3,338	54 4,714

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

Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	98.9% *	98.7% *	99.2% *	* *	98.6% *	100.0% *	100.0% *	100.0% *	100.0% *	100.0% *	100.0% *	97.5% *
State	98.4% *	98.3% *	98.5% *	98.7% *	98.8% *	97.5% *	98.3% *	99.2% *	97.8% *	98.2% *	97.4% *	97.1% *

	Students with IEPs	English Learners	Low Income
District	98.2% *	98.6% *	97.7% *
State	96.8% *	98.4% *	98.1% *

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	98.9% *	98.7% *	99.2% *	* *	98.6% *	100.0% *	100.0% *	100.0% *	100.0% *	100.0% *	100.0% *	97.5% *
State	98.3% *	98.1% *	98.4% *	97.4% *	98.7% *	97.2% *	98.2% *	99.2% *	97.7% *	98.1% *	97.2% *	96.8% *

	Students with IEPs	English Learners	Low Income
District	98.2% *	98.6% *	97.7% *
State	96.5% *	98.3% *	97.9% *

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

Participation Rate (cont)

Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	99.4% *	98.6% *	100.0% *	* *	99.2% *	100.0% *	100.0% *	100.0% *	* *	100.0% *	* *	96.3% *
State	96.3% *	96.2% *	96.4% *	92.7% *	97.0% *	94.4% *	96.1% *	98.0% *	95.2% *	95.0% *	95.5% *	94.0% *

	Students with IEPs	English Learners	Low Income
District	92.9% *	100.0% *	100.0% *
State	93.8% *	96.7% *	95.4% *

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

Participation Rate (cont)

Overall IAR ELA – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	98.9% 458	98.7% 223	99.2% 235	* *	98.6% 358	‡ 4	100.0% 61	100.0% 26	‡ 1	‡ 2	‡ 6	97.5% 78
State	98.9% 785,739	98.8% 401,675	98.9% 383,909	98.7% 155	99.0% 361,162	98.4% 128,469	99.0% 216,180	99.3% 44,295	98.8% 757	98.8% 1,864	97.7% 33,012	97.8% 146,237

	Students with IEPs	English Learners	Low Income
District	98.2% 55	98.6% 68	97.7% 129
State	97.6% 113,662	99.0% 127,557	98.8% 397,142

Overall IAR Mathematics – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	98.9% 458	98.7% 223	99.2% 235	* *	98.6% 358	‡ 4	100.0% 61	100.0% 26	‡ 1	‡ 2	‡ 6	97.5% 78
State	98.7% 784,330	98.7% 400,982	98.8% 383,195	97.5% 153	98.9% 360,673	98.1% 128,056	98.9% 215,760	99.3% 44,277	98.7% 756	98.8% 1,863	97.5% 32,945	97.5% 145,741

	Students with IEPs	English Learners	Low Income
District	98.2% 55	98.6% 68	97.7% 129
State	97.3% 113,272	98.8% 127,337	98.6% 396,176

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

	Students with IEPs	English Learners	Low Income
District	‡ 1	* *	‡ 1
State	**99.7%** 10,858	**99.9%** 2,907	**99.7%** 6,850

Overall DLM Mathematics - Participation

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

	Students with IEPs	English Learners	Low Income
District	‡ 1	* *	‡ 1
State	**99.8%** 10,829	**99.9%** 2,901	**99.7%** 6,828

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

Participation Rate (cont)

Overall DLM Science – Participation

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

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

Overall – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**99.4%** 153	**98.6%** 71	**100.0%** 82	* *	**99.2%** 117	‡ 2	**100.0%** 19	**100.0%** 14	* *	‡ 1	* *	**96.3%** 26
State	**96.3%** 393,061	**96.2%** 199,738	**96.4%** 193,184	**92.7%** 139	**97.0%** 182,176	**94.3%** 61,290	**96.1%** 110,834	**97.9%** 22,291	**95.2%** 394	**94.9%** 897	**95.5%** 15,179	**93.7%** 71,774

	Students with IEPs	English Learners	Low Income
District	**92.9%** 13	**100.0%** 14	**100.0%** 40
State	**93.3%** 51,101	**96.6%** 48,621	**95.3%** 185,358

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

Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1.1% *	1.3% *	0.8% *	* *	1.4% *	‡ *	0.0% *	0.0% *	‡ *	‡ *	‡ *	2.5% *
State	1.6% *	1.7% *	1.5% *	1.3% *	1.2% *	2.6% *	1.7% *	0.8% *	2.2% *	1.8% *	2.6% *	2.9% *

	Students with IEPs	English Learners	Low Income
District	1.8% *	1.4% *	2.3% *
State	3.2% *	1.6% *	1.9% *

Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1.1% *	1.3% *	0.8% *	* *	1.4% *	‡ *	0.0% *	0.0% *	‡ *	‡ *	‡ *	2.5% *
State	1.7% *	1.9% *	1.6% *	2.6% *	1.3% *	2.8% *	1.8% *	0.8% *	2.3% *	1.9% *	2.8% *	3.2% *

	Students with IEPs	English Learners	Low Income
District	1.8% *	1.4% *	2.3% *
State	3.5% *	1.7% *	2.1% *

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

Participation Rate (cont)

Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	0.6% *	1.4% *	0.0% *	* *	0.8% *	‡ *	0.0% *	0.0% *	‡ *	‡ *	‡ *	3.7% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.6% *	3.9% *	2.0% *	4.8% *	5.0% *	4.5% *	6.0% *

	Students with IEPs	English Learners	Low Income
District	7.1% *	0.0% *	0.0% *
State	6.2% *	3.3% *	4.6% *

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

Participation Rate (cont)

Overall IAR ELA – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1.1% *	1.3% *	0.8% *	* *	1.4% *	‡ *	0.0% *	0.0% *	‡ *	‡ *	‡ *	2.5% *
State	1.1% *	1.2% *	1.1% *	1.3% *	1.0% *	1.6% *	1.0% *	0.7% *	1.2% *	1.2% *	2.3% *	2.2% *

	Students with IEPs	English Learners	Low Income
District	1.8% *	1.4% *	2.3% *
State	2.4% *	1.0% *	1.2% *

**Overall IAR Mathematics – Non Participation**

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1.1% *	1.3% *	0.8% *	* *	1.4% *	‡ *	0.0% *	0.0% *	‡ *	‡ *	‡ *	2.5% *
State	1.3% *	1.3% *	1.2% *	2.5% *	1.1% *	1.9% *	1.1% *	0.7% *	1.3% *	1.2% *	2.5% *	2.5% *

	Students with IEPs	English Learners	Low Income
District	1.8% *	1.4% *	2.3% *
State	2.7% *	1.2% *	1.4% *

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

Participation Rate (cont)

Overall DLM ELA - Non Participation

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

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

Overall DLM Mathematics - Non Participation

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

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

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

Participation Rate (cont)

Overall DLM Science – Non Participation

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

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

Overall ISA – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	0.6% *	1.4% *	0.0% *	* *	0.8% *	‡ *	0.0% *	0.0% *	* *	‡ *	* *	3.7% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.7% *	3.9% *	2.1% *	4.8% *	5.1% *	4.5% *	6.3% *

	Students with IEPs	English Learners	Low Income
District	7.1% *	0.0% *	0.0% *
State	6.7% *	3.4% *	4.7% *

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

About the data

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

28

Average Class Size

178

Total School Days

No Data district's percentage of adequacy

Evidence-Based Funding
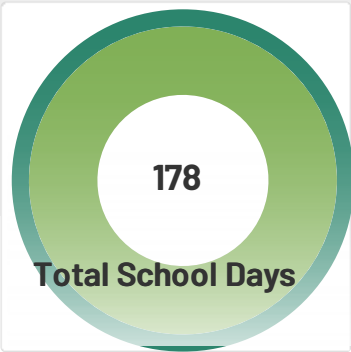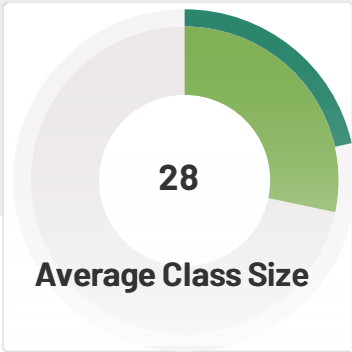
Early Learning

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 Developmnetal Areas	Social and Emotional Development	Language and Literacy Development	Math
District	96.8%	35.0%	6.7%	20.0%	38.3%	60.0%	60.0%	41.7%
State	86.7%	36.0%	16.9%	17.2%	29.9%	57.5%	47.8%	35.6%

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

	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities	Students with IEPs	English Learners	Low Income
District	37.0%	‡	‡	‡	‡	‡	‡	*	‡	‡	‡
State	37.5%	23.7%	18.0%	38.0%	24.1%	21.6%	30.6%	*	14.7%	13.0%	20.5%

	Non-IEP	Non-English Learners	Non Low Income	Homeless
District	*	*	*	*
State	*	*	*	18.7%

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

School Level Finances

What is it?

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

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
District	725	$261	$8,413	$8,673	$460	$6,253	$6,713	$721	$14,666	$15,386	$1,170,278	$12,325,317

* 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)

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
Roselle Middle School	252	$303	$8,719	$9,022	$460	$6,253	$6,713	$763	$14,972	$15,735
Spring Hills Elem School	473	$238	$8,250	$8,488	$460	$6,253	$6,713	$698	$14,503	$15,201

* 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	82.6% $10,883,849	4.0% $533,002	4.5% $591,763	2.0% $270,044	6.8% $896,930	$13,175,588
State	59.6%	3.8%	20.2%	4.0%	12.3%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	44.5%	3.8%	28.9%	22.9%
State	47.2%	2.3%	30.4%	20.2%

Expenditure By Fund

|	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	77.0% $10,083,803	5.6% $735,914	3.6% $470,228	11.8% $1,547,289	0.0% $0	1.3% $175,558	0.0% $0	0.7% $87,396	$13,100,188
State	71.3%	7.4%	3.7%	7.8%	1.2%	1.8%	0.4%	6.4%	*

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

District Finances (cont)

Other Financial Indicators

	2020 Equalized Assessed Valuation per Pupil	2020 Total School Tax Rate per $100	2021-22 Instructional Expenditure per Pupil	2021-22 Operating Expenditure per Pupil
District	$486,976	3.5	$9,372	$16,683
State	*	*	$10,636	$17,952

Average Class Size

What is it?

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

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Overall
District	*	16	17	23	20	26	24	26	28	28	23
State	*	20	21	21	21	21	22	22	21	22	21

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

Total School Days

What is it?

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

	Total School Days
District	**178**
State	**176**

Health and Wellness

What is it?

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

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

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

Days PE per week

	Days PE per week
District	4
State	4

Health and Wellness (cont)

Truant Minor Count

District	7
State	157,112

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

About the data

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.

679

Student Enrollment

679
Students

Racial/Ethnic Diversity
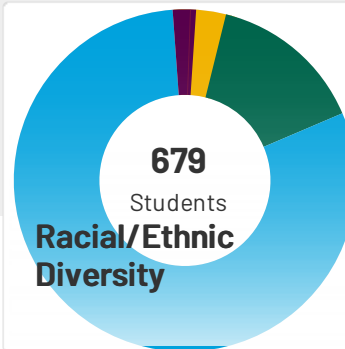
18.9%

Chronic Absenteeism

Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0% 679	49.0% 333	51.0% 346	0.0% *	76.9% 522	‡ ‡	14.1% 96	5.7% 39	‡ ‡	‡ ‡	2.1% 14	16.3% 111
State	100.0% 1,857,790	51.4% 954,190	48.6% 901,981	0.1% 1,619	45.9% 853,165	16.5% 307,166	27.5% 511,065	5.5% 101,782	0.1% 1,801	0.2% 4,582	4.2% 78,229	19.4% 361,334

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	11.9% 81	17.1% 116	25.8% 175	0.0% *	0.0% *	0.0% *	0.0% *
State	15.3% 284,032	14.6% 271,983	49.0% 910,675	2.3% 42,367	0.0% 364	0.7% 13,316	0.8% 15,281

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	‡	62	66	91	76	78	68	70	82	84
State	82,735	121,269	129,960	128,455	128,958	128,430	130,450	134,502	136,199	141,513

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

Advanced Academic Programs

What is it?

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

Students 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.

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Advanced Academic Programs (cont)

Students who are Identified as Accelerated - By Demographics

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

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

Students who are Identified as Accelerated - ELA - By Demographics

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

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

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Math - By Demographics

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

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

Students who are Identified as Accelerated - Mutiple Subjects - By Demographics

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

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

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

Advanced Academic Programs (cont)

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

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

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

Students Enrolled in Advanced Placement Coursework - By Demographics

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

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

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework - By Demographics

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

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

Students Enrolled in any course designated as Enriched or Honors - By Demographics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1.8% 13	‡ ‡	‡ ‡	* *	‡ ‡	* *	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡
State	20.3% 390,960	18.7% 185,955	21.9% 204,693	46.1% 312	22.0% 192,469	13.8% 44,859	18.7% 100,219	34.7% 36,905	26.3% 483	18.0% 868	18.6% 15,157	12.4% 45,420

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

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

Advanced Academic Programs (cont)

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

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

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

Advanced Placement (AP) Exams - Grade 9

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

Advanced Placement (AP) Exams - Grade 10

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

Advanced Placement (AP) Exams - Grade 11

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

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

Advanced Academic Programs (cont)

Students Assessed For Giftedness - By Demographics

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

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

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

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

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

Advanced Academic Programs (cont)

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

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

Students Identified As Gifted - By Demographics

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

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

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

Advanced Academic Programs (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers - By Demographics

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

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

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

Students With IEPs

What is it?

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

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

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
District	**All Students**	11.3%	0.4%	1.9%	0.3%	0.1%	0.1%	0.1%
		78.6%	3.1%	13.3%	2.0%	1.0%	1.0%	1.0%
All Peer Districts	All Students	32.0%	38.5%	33.8%	21.3%	31.3%	36.9%	44.8%
		47.0%	14.9%	28.7%	4.3%	0.1%	0.2%	4.8%
State	All Students	7.0%	3.0%	4.4%	0.5%	0.0%	0.0%	0.7%
		44.9%	19.2%	28.2%	2.9%	0.1%	0.3%	4.4%

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	**All Students**	2.1%	*	*	1.9%	0.6%	0.4%	*
		14.3%	*	*	13.3%	4.1%	3.1%	*
All Peer Districts	All Students	3.8%	*	*	7.2%	1.3%	0.3%	*
		11.5%	*	*	21.7%	3.9%	0.9%	*
State	All Students	1.8%	*	*	2.2%	0.8%	0.1%	*
		11.3%	*	*	13.8%	5.4%	0.8%	*

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

Students With IEPs (cont)

By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
District	**All Students**	*	0.1%	2.2%	3.1%	4.0%	*	*
		*	1.0%	15.3%	21.4%	27.6%	*	*
All Peer Districts	All Students	*	0.1%	3.9%	7.9%	7.4%	*	*
		*	0.3%	11.8%	23.8%	22.4%	*	*
State	All Students	*	0.0%	2.2%	5.0%	2.5%	*	*
		*	0.3%	13.8%	32.3%	16.2%	*	*

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

Educational Environments for Students with IEPs (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

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	82.0%	10.1%	3.4%	4.5%
All Peer Districts	60.5%	19.2%	14.3%	6.0%
State	54.1%	26.1%	13.3%	6.5%
White				
District	86.8%	5.9%	1.5%	5.9%
All Peer Districts	64.8%	19.1%	11.0%	5.0%
State	58.1%	24.7%	10.8%	6.4%
Black				
District	66.7%	0.0%	33.3%	0.0%
All Peer Districts	48.2%	21.7%	18.5%	11.6%
State	44.9%	30.0%	16.8%	8.3%

* 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) (cont)

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Hispanic				
District	69.2%	30.8%	0.0%	0.0%
All Peer Districts	60.2%	18.5%	16.6%	4.7%
State	54.4%	26.6%	13.9%	5.1%
Asian				
District	50.0%	50.0%	0.0%	0.0%
All Peer Districts	58.1%	15.9%	20.3%	5.7%
State	52.7%	19.2%	20.5%	7.7%
Native Hawaiian/ Pacific Islander				
District	100.0%	0.0%	0.0%	0.0%
All Peer Districts	55.2%	22.4%	13.8%	8.6%
State	46.6%	25.5%	15.9%	12.0%
American Indian				
District	0.0%	0.0%	100.0%	0.0%
All Peer Districts	51.4%	20.1%	19.4%	9.0%
State	49.2%	27.8%	15.0%	7.9%
Two or More Races				
District	100.0%	0.0%	0.0%	0.0%
All Peer Districts	61.3%	18.8%	13.3%	6.6%
State	55.1%	23.3%	13.9%	7.7%

* 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

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	6.7%	3.4%	3.4%	2.2%
All Peer Districts	*	*	*	*
State	3.2%	2.5%	3.8%	1.8%
Emotional Disability				
District	2.2%	0.0%	0.0%	2.2%
All Peer Districts	77.7%	8.5%	10.1%	3.7%
State	2.1%	1.2%	0.8%	1.8%
Intellectual Disability				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	*	*	*	*
Other Health Impairment				
District	13.5%	3.4%	0.0%	0.0%
All Peer Districts	62.7%	21.7%	9.9%	5.7%
State	8.5%	4.2%	1.4%	0.8%
Specific Learning Disability				
District	23.6%	0.0%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	19.3%	13.6%	2.0%	0.4%
Speech or Language Impairment				
District	24.7%	0.0%	0.0%	0.0%
All Peer Districts	55.2%	18.8%	21.4%	4.6%
State	14.0%	0.2%	0.1%	0.0%

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

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

What is it?

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

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

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

| | Regular Early Childhood Program | | | | |
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	55.6%	11.1%	11.1%	0.0%	22.2%
All Peer Districts	49.6%	14.6%	27.6%	0.1%	8.1%
State	51.9%	16.6%	25.1%	0.1%	6.3%
White					
District	55.6%	11.1%	11.1%	0.0%	22.2%
All Peer Districts	47.0%	18.6%	22.9%	0.1%	11.4%
State	48.6%	22.0%	20.7%	0.1%	8.7%
Black					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	45.2%	16.1%	35.4%	0.0%	3.4%
State	49.7%	15.7%	31.9%	0.0%	2.7%

* 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

| | Regular Early Childhood Program | | | | |
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Hispanic					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	55.9%	8.0%	31.0%	0.2%	4.9%
State	59.8%	8.1%	28.3%	0.1%	3.8%
Asian					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	49.9%	9.6%	33.4%	0.3%	6.9%
State	51.4%	9.4%	32.9%	0.2%	6.2%
Native Hawaiian/ Pacific Islander					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	50.0%	0.0%	37.5%	0.0%	12.5%
State	55.6%	0.0%	27.8%	0.0%	16.7%
American Indian					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	40.0%	13.3%	43.3%	0.0%	3.3%
State	40.6%	20.3%	37.5%	0.0%	1.6%
Two or More Races					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	48.5%	17.3%	26.7%	0.2%	7.4%
State	49.8%	19.5%	24.7%	0.2%	5.8%

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

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

For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	‡	‡	‡	‡	‡
All Peer Districts	*	*	*	*	*
State	3.4%	1.0%	5.6%	0.0%	0.0%
Developmental Delay					
District	‡	‡	‡	‡	‡
All Peer Districts	*	*	*	*	*
State	27.7%	4.7%	16.7%	0.0%	0.6%
Emotional Disability					
District	‡	‡	‡	‡	‡
All Peer Districts	38.7%	12.0%	45.3%	0.0%	4.0%
State	0.0%	0.0%	0.0%	0.0%	0.0%
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	*	*	*	*	*
Other Health Impairment					
District	‡	‡	‡	‡	‡
All Peer Districts	45.1%	10.1%	41.6%	1.6%	1.6%
State	1.1%	0.3%	1.1%	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.

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

For Selected Disabilities

| | Regular Early Childhood Program | | | | |
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Specific Learning Disability					
District	‡	‡	‡	‡	‡
All Peer Districts	*	*	*	*	*
State	0.1%	0.0%	0.0%	0.0%	0.0%
Speech or Language Impairment					
District	‡	‡	‡	‡	‡
All Peer Districts	50.8%	10.1%	36.6%	0.0%	2.5%
State	18.9%	10.5%	0.6%	0.0%	5.5%

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State Performance Plan Indicators For Students With IEPs

What is it?

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

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
1	Graduation Percent for students with IEPs (Data lag one year)	*	82.6	N/A
2	Dropout Percent for students with IEPs (Data lag one year)	*	13.7	N/A
3ae4	Reading assessment participation rate for students with IEPs, Grade 4	100.00	95	Yes
3ae8	Reading assessment participation rate for students with IEPs, Grade 8	90.00	95	No
3ae11	Reading assessment participation rate for students with IEPs, Grade 11	*	95	N/A
3am4	Math assessment participation rate for students with IEPs, Grade 4	100.00	95	Yes
3am8	Math assessment participation rate for students with IEPs, Grade 8	90.00	95	No
3am11	Math assessment participation rate for students with IEPs, Grade 11	*	95	N/A
3be4	Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	42.86	11	Yes
3be8	Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	44.44	8	Yes
3be11	Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	*	8	N/A
3bm4	Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	14.29	12	Yes
3bm8	Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	22.22	6.5	Yes
3bm11	Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	*	7	N/A
3ce4	Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	15	N/A
3ce8	Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	23.5	N/A

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
3ce11	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	22.5	N/A
3cm4	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	20.5	N/A
3cm8	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	5.5	N/A
3cm11	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	4	N/A
3de4	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	-0.67	25.5	Yes
3de8	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	30.88	31.5	Yes
3de11	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	28	N/A
3dm4	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	21.65	21.5	No
3dm8	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	32.32	26	No
3dm11	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	27.5	N/A
4a	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in -? (Data lag one year)	No	No	Yes
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	65.8	53.1	Yes
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	2.7	12.33	Yes
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	3.6	6.37	Yes
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	55.6	47.0	Yes
6b	Children ages 3-5 in separate special education class, separate school or residential facility	11.1	26.04	Yes

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
6c	Children ages 3-5 receiving special education and related services in the home	0.0	0.27	Yes
7a1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	80.00	83.95	No
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	0.00	47.2	No
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	80.00	84.1	No
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	40.00	45.1	No
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	80.00	85.8	No
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	20.00	53.4	No
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	*	71	N/A
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	Yes
11	Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation	100.00	100	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	100.00	100	Yes
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	*	100	N/A
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	*	29.6	N/A
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	*	63.5	N/A
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	*	75.75	N/A

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English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
District	**123**	**100.0%** 123	**18.7%** 23	**‡** 3
State	**250,939**	**99.9%** 250,754	**5.9%** 14,576	**21.8%** 54,729

Student Attendance

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	93.1%	93.0%	93.2%	*	93.5%	94.4%	91.9%	91.4%	92.9%	91.5%	92.6%	92.8%
State	91.2%	91.3%	91.1%	88.8%	92.8%	88.2%	89.9%	93.6%	91.3%	89.8%	91.1%	89.4%

	Students with IEPs	English Learners	Low Income
District	93.1%	92.5%	91.9%
State	89.3%	90.4%	89.2%

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Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	3.3%	‡	3.9%	*	2.5%	‡	‡	‡	‡	‡	‡	‡
State	7.4%	7.7%	7.2%	13.4%	4.8%	13.3%	8.0%	7.7%	8.5%	10.8%	8.2%	6.9%

	Students with IEPs	English Learners	Low Income	Homeless
District	‡	‡	9.4%	‡
State	7.5%	10.9%	10.2%	29.8%

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Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	18.9%	19.5%	18.3%	*	15.8%	‡	28.6%	28.9%	‡	‡	‡	23.3%
State	28.3%	27.9%	28.7%	39.0%	20.7%	42.1%	34.5%	18.5%	29.0%	35.6%	29.1%	35.3%

	Students with IEPs	English Learners	Low Income
District	25.6%	20.6%	30.0%
State	36.2%	33.2%	38.2%

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	*	22.2%	21.4%	16.5%	12.5%	17.5%	21.7%	16.2%	23.5%	19.3%
State	*	33.6%	27.5%	24.3%	22.0%	20.8%	20.6%	22.6%	24.8%	26.6%

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Chronic Truancy Rate

What is it?

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

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

	Students with IEPs	English Learners	Low Income
District	‡	‡	‡
State	24.6%	26.6%	31.7%

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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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	28 4.4%	17 5.5%	11 3.4%	* *	12 2.5%	‡ ‡	8 8.4%	3 9.1%	‡ ‡	‡ ‡	2 13.3%	7 6.6%
State	422,690 25.1%	216,052 25.0%	206,482 25.2%	156 23.8%	148,132 19.3%	85,946 30.9%	151,264 32.3%	18,279 19.6%	428 25.9%	1,194 28.4%	17,447 25.4%	84,510 26.2%

	Students with IEPs	English Learners	Low Income
District	5 6.5%	4 3.5%	14 7.8%
State	65,483 26.5%	82,015 33.3%	247,716 30.4%

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Student Discipline

What is it?

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

Total Student Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
District	8	*	*	*	8	*
State	114,218	458	119	69,648	67,124	2,023

Total Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
District	10	*	*	*	10	*
State	250,351	472	121	138,319	108,741	2,698

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

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
White						
District	9	*	*	*	9	*
State	75,846	135	39	44,702	30,559	411
Black						
District	*	*	*	*	*	*
State	93,206	188	39	43,799	47,398	1,782
Hispanic						
District	*	*	*	*	*	*
State	62,612	108	33	39,513	22,648	310
Asian						
District	*	*	*	*	*	*
State	2,270	3	2	1,444	803	18
Native Hawaiian/ Pacific Islander						
District	*	*	*	*	*	*
State	173	*	*	83	89	1
American Indian						
District	*	*	*	*	*	*
State	681	3	*	372	303	3
Two or More Races						
District	1	*	*	*	1	*
State	15,563	35	8	8,406	6,941	173

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Student Discipline (cont)

By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
K-8						
District	10	*	*	*	10	*
State	121,737	145	49	60,827	59,300	1,416
9-12						
District	*	*	*	*	*	*
State	128,614	327	72	77,492	49,441	1,282

By Incident Type - Incident Count

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

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Student Discipline (cont)

By Incident Type – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Violence without Physical Injury						
District	9	*	*	*	9	*
State	49,238	83	29	18,880	29,328	918
Dangerous Weapon: Firearm						
District	*	*	*	*	*	*
State	665	24	12	124	487	18
Dangerous Weapon: Other						
District	*	*	*	*	*	*
State	2,644	60	11	664	1,769	140
Other Reason						
District	*	*	*	*	*	*
State	159,318	120	36	105,672	52,330	1,160

By Program – Incident Count

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

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Student Discipline (cont)

By Program - Incident Count

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

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Less than 1 day						
District	*	*	*	*	*	*
State	22,054	84	5	18,376	3,567	22
1-2 days						
District	8	*	*	*	8	*
State	138,143	66	13	98,587	38,888	589
2-3 days						
District	1	*	*	*	1	*
State	40,987	1	2	14,990	25,620	374
3-4 days						
District	1	*	*	*	1	*
State	28,489	1	1	4,798	23,319	370
4-10 days						
District	*	*	*	*	*	*
State	13,943	16	10	1,374	12,253	290

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Student Discipline (cont)

By Duration - Incident Count

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

By Gender - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Male						
District	6	*	*	*	6	*
State	168,584	309	78	93,901	72,584	1,712
Female						
District	4	*	*	*	4	*
State	81,424	162	43	44,184	36,051	984
Non Binary						
District	*	*	*	*	*	*
State	343	1	*	234	106	2

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About the data

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

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

-	Exemplary Schools
2	Commendable Schools
-	Lowest Performing Schools
-	Under Performing Schools
-	Intensive Schools

No Data

School Improvement Funds
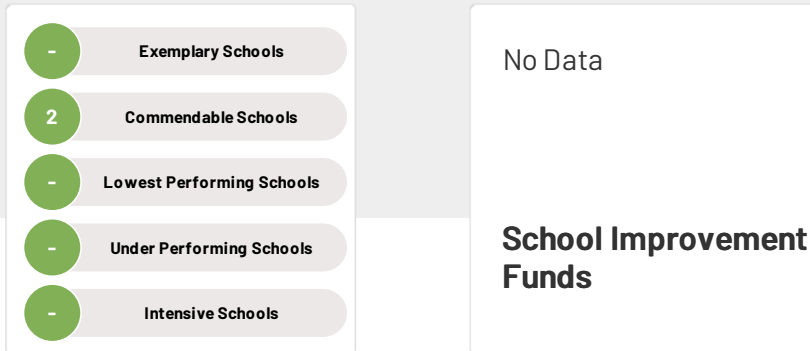
Summative Designation Meta Indicator Components

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.

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Summative Designation Meta Indicator Components (cont)

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

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

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

Percentage of students who fall into each GPA category

All				
District	* *	* *	* *	* *
State	29,154 23.6%	43,060 34.8%	36,141 29.2%	15,394 12.4%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

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

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

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

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

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

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

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

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

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

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

Summative Designation Meta Indicator Components (cont)

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

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

Percentage of students who have at least 1 Academic ELA Indicator

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

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

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

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have at least 1 Academic Math Indicator

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

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

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

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

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

Summative Designation Meta Indicator Components (cont)

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

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

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

Summative Designation Meta Indicator Components (cont)

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

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

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

Summative Designation Meta Indicator Components (cont)

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

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

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

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

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

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

* 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 a College and Career Pathway Endorsement

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

Fine Arts: Student Participation in Fine Arts

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	88.5%	87.2%	89.8%	*	89.3%	60.0%	88.5%	81.6%	100.0%	66.7%	92.3%	84.6%
State	69.9%	67.0%	72.8%	69.1%	68.5%	66.9%	72.5%	76.2%	72.0%	71.8%	71.1%	67.0%

	Students with IEPs	English Learners	Low Income
District	87.4%	93.8%	93.4%
State	66.4%	78.2%	69.9%

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	99.8%	99.7%	100.0%	*	99.8%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	99.0%
State	94.2%	94.3%	94.2%	96.2%	96.3%	86.8%	94.2%	98.0%	96.5%	94.8%	95.6%	93.1%

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications

	Students with IEPs	English Learners	Low Income
District	98.7%	100.0%	99.5%
State	92.5%	95.5%	92.2%

* 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.

73.3%
With master's or higher

100.0%
Evaluation Rate

88.2%
Retention
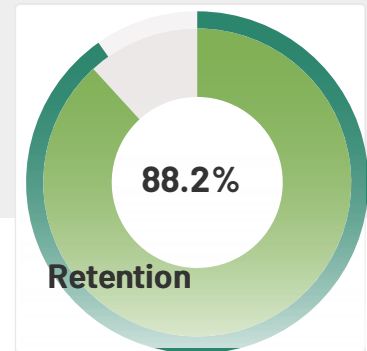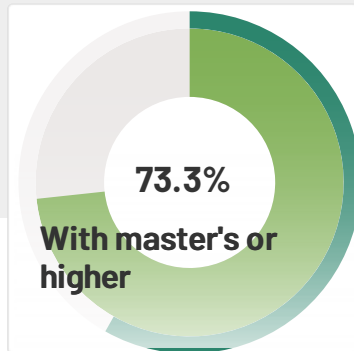
Teacher Information

What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
District	13	82.8%	100.0%
State	*	64.4%	97.2%

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

Student-To-Teacher Ratios

What is it?

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

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

Average Teacher Salary

What is it?

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

	Average Teacher Salary
District	$74,497
State	$73,916

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

Retention

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	**All**	**88.2%** 135	**89.7%** 131	**0.0%** 0	* *	* *	* *	* *	* *	**66.7%** 4
	Male	**90.0%** 18	**94.4%** 17	* *	* *	* *	* *	* *	* *	**50.0%** 1
	Female	**88.0%** 117	**89.1%** 114	**0.0%** 0	* *	* *	* *	* *	* *	**75.0%** 3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**90.2%** 318,584	**90.6%** 270,179	**85.3%** 14,688	**90.3%** 21,684	**89.9%** 5,066	**88.0%** 184	**88.6%** 565	**87.2%** 2,267	**87.9%** 3,951
	Male	**91.3%** 75,750	**91.8%** 64,866	**84.9%** 3,139	**90.4%** 4,980	**91.2%** 1,185	**89.4%** 59	**92.4%** 146	**87.2%** 566	**87.6%** 809
	Female	**89.9%** 242,834	**90.2%** 205,313	**85.4%** 11,549	**90.3%** 16,704	**89.5%** 3,881	**87.4%** 125	**87.3%** 419	**87.2%** 1,701	**88.0%** 3,142
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Full-Time 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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	**All**	**100.0%** 52.3	**98.1%** 51.3	**0.0%** 0	**1.9%** 1	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0
	Male	**13.4%** 7	**13.6%** 7	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0
	Female	**86.6%** 45.3	**86.4%** 44.3	**0.0%** 0	**100.0%** 1	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 134896.6	**80.6%** 108715.6	**6.2%** 8387.2	**8.4%** 11339.2	**1.9%** 2528.6	**0.1%** 84.2	**0.2%** 260.1	**0.8%** 1096.3	**1.8%** 2485.4
	Male	**23.5%** 31704.3	**23.8%** 25848.6	**21.9%** 1840	**22.6%** 2557.1	**23.4%** 591.8	**28.3%** 23.8	**22.7%** 59	**23.9%** 261.9	**21.0%** 522.1
	Female	**76.5%** 103192.2	**76.2%** 82867.1	**78.1%** 6547.2	**77.4%** 8782.1	**76.6%** 1936.7	**71.7%** 60.4	**77.3%** 201	**76.1%** 834.4	**79.0%** 1963.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Teachers with Gifted Endorsement

What is it?

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

	Teachers with Gifted Endorsement
District	**2**
State	**1,185**

National Board Certified Teachers

What is it?

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

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

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

Teachers with Short Term or Provisional Licenses

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	0 0.0%	* *	* *
State	4,465 3.3%	1,349 4.0%	658 1.0%

Novice Teachers

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	4 7.6%	* *	4 7.0%
State	9,383 7.0%	2,627 9.0%	2,031 5.0%

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

Teacher Out of Field

What is it?

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

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

Average Teaching Experience

What is it?

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

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

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

Teachers Education

What is it?

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

Teachers Education – Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
District	26.7%	*	26.7%
State	41.0%	41.1%	35.1%

Teachers Education – Master's

	All Schools	High Poverty Schools	Low Poverty Schools
District	73.3%	*	73.3%
State	58.2%	57.1%	64.6%

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

About the data

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

113

Student-Administrator Ratio

9

Student-Certified Staff Ratio

2 principal(s) over the past 6 years

Principal Turnover

Student-To-Staff Ratios

What is it?

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

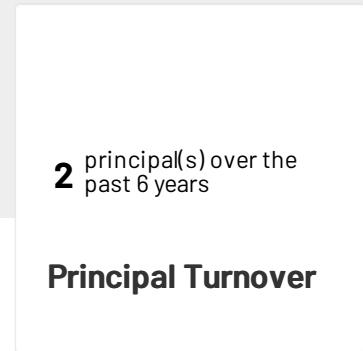|	Student-Certified Staff Ratio	Student-Administrator Ratio
District	9	113
State	9	141

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

Demographics

What is it?

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

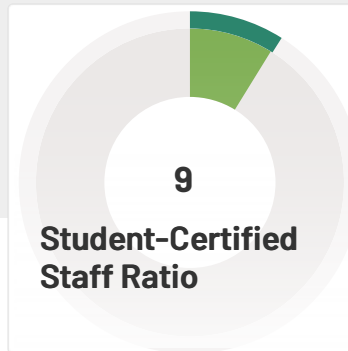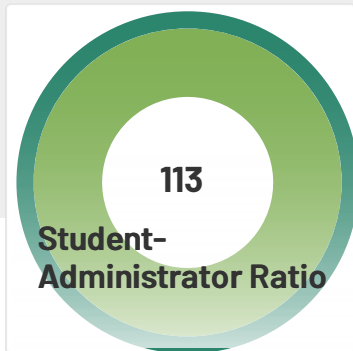|		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	**All**	**100.0%** 6	**100.0%** 6	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0
	Male	**50.0%** 3	**50.0%** 3	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0
	Female	**50.0%** 3	**50.0%** 3	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 13214.3	**75.6%** 9995.7	**14.8%** 1954.1	**6.9%** 910.7	**1.0%** 136	**0.1%** 9	**0.1%** 19.7	**0.7%** 92.3	**0.7%** 96.8
	Male	**40.5%** 5353.4	**43.4%** 4339.7	**28.5%** 557.8	**35.6%** 323.9	**41.3%** 56.2	**33.4%** 3	**49.3%** 9.7	**30.2%** 27.8	**36.5%** 35.3
	Female	**59.5%** 7860.9	**56.6%** 5656	**71.5%** 1396.3	**64.4%** 586.8	**58.7%** 79.9	**66.6%** 6	**50.7%** 10	**69.8%** 64.5	**63.5%** 61.4
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

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	**2**
State	**2**

Average Administrator Salary

What is it?

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

	Average Administrator Salary
District	**$135,808**
State	**$116,908**

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

Novice Administrator

What is it?

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

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

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

About the data

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	0.1%	0.1%	0.0%	0.0%	0.0%	9.4%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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

Student Environment (cont)

	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.

		Advanced Placement Course Work		
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
District	**0.0%** **0**	**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

	Grade 4		Grade 8	
	English Language Learners		English Language Learners	
Jurisdiction	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	98	0.7	96	1.3

Percentage of students identified With Disabilities and English Learners - Mathematics

	Grade 4		Grade 8	
	English Language Learners		English Language Learners	
Jurisdiction	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	98	0.7	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

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 4	2022	38.0% / 29.0% / 24.0% / 10.0%	218
			2019	9.0% / 36.0% / 30.0% / 26.0%	218
			2017	34.0% / 30.0% / 26.0% / 9.0%	220
			2015	32.0% / 33.0% / 26.0% / 9.0%	222
			2003	39.0% / 30.0% / 23.0% / 8.0%	216
Nation	All	Grade 4	2022	39.0% / 29.0% / 24.0% / 8.0%	216
			2019	35.0% / 31.0% / 26.0% / 9.0%	219
			2017	33.0% / 31.0% / 27.0% / 9.0%	221

Percent below Basic or at Basic   Percent at Proficient or Advanced

▢ Below NAEP Basic   ▢ NAEP Basic   ▢ NAEP Proficient   ▢ NAEP Advanced

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

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

NAEP Achievement–Level Percentages and Average Score Results

What is it?

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Reading – Grade 4

Level	Demographics	Grade	Year	% of Students Achieving Performance Level
Illinois	English Language Learners	Grade 4	2022	No data available

-100   -80   -60   -40   -20   0   20   40   60   80   100

■ Below NAEP Basic   ■ NAEP Basic   ■ NAEP Proficient   ■ NAEP Advanced

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 Rehabiliation 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

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 8	2022	29.0% / 39.0% / 28.0% / 4.0%	262
			2019	5.0% / 26.0% / 38.0% / 31.0%	265
			2017	23.0% / 41.0% / 32.0% / 4.0%	267
			2015	23.0% / 42.0% / 31.0% / 4.0%	267
			2003	23.0% / 42.0% / 31.0% / 3.0%	266
Nation	All	Grade 8	2022	32.0% / 39.0% / 26.0% / 3.0%	259
			2019	28.0% / 39.0% / 29.0% / 4.0%	262
			2017	25.0% / 41.0% / 31.0% / 4.0%	265

-100 -80 -60 -40 -20 0 20 40 60 80 100

Percent below Basic or at Basic   Percent at Proficient or Advanced

■ Below NAEP Basic   ■ NAEP Basic   ■ NAEP Proficient   ■ NAEP Advanced

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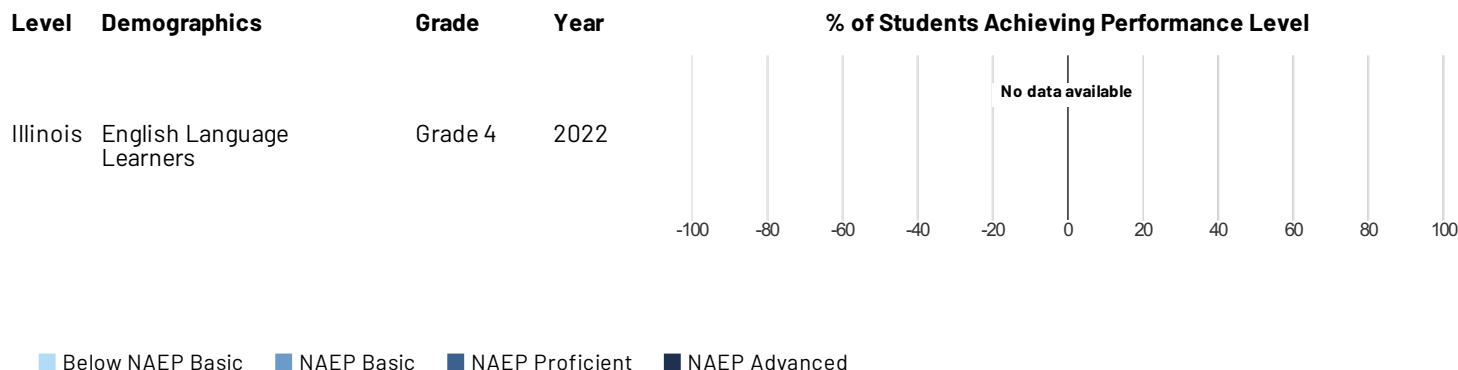
NAEP Achievement-Level Percentages and Average Score Results (cont)

Reading - Grade 8

Level	Demographics	Grade	Year	% of Students Achieving Performance Level
Illinois	English Language Learners	Grade 8	2022	No data available

-100 -80 -60 -40 -20 0 20 40 60 80 100

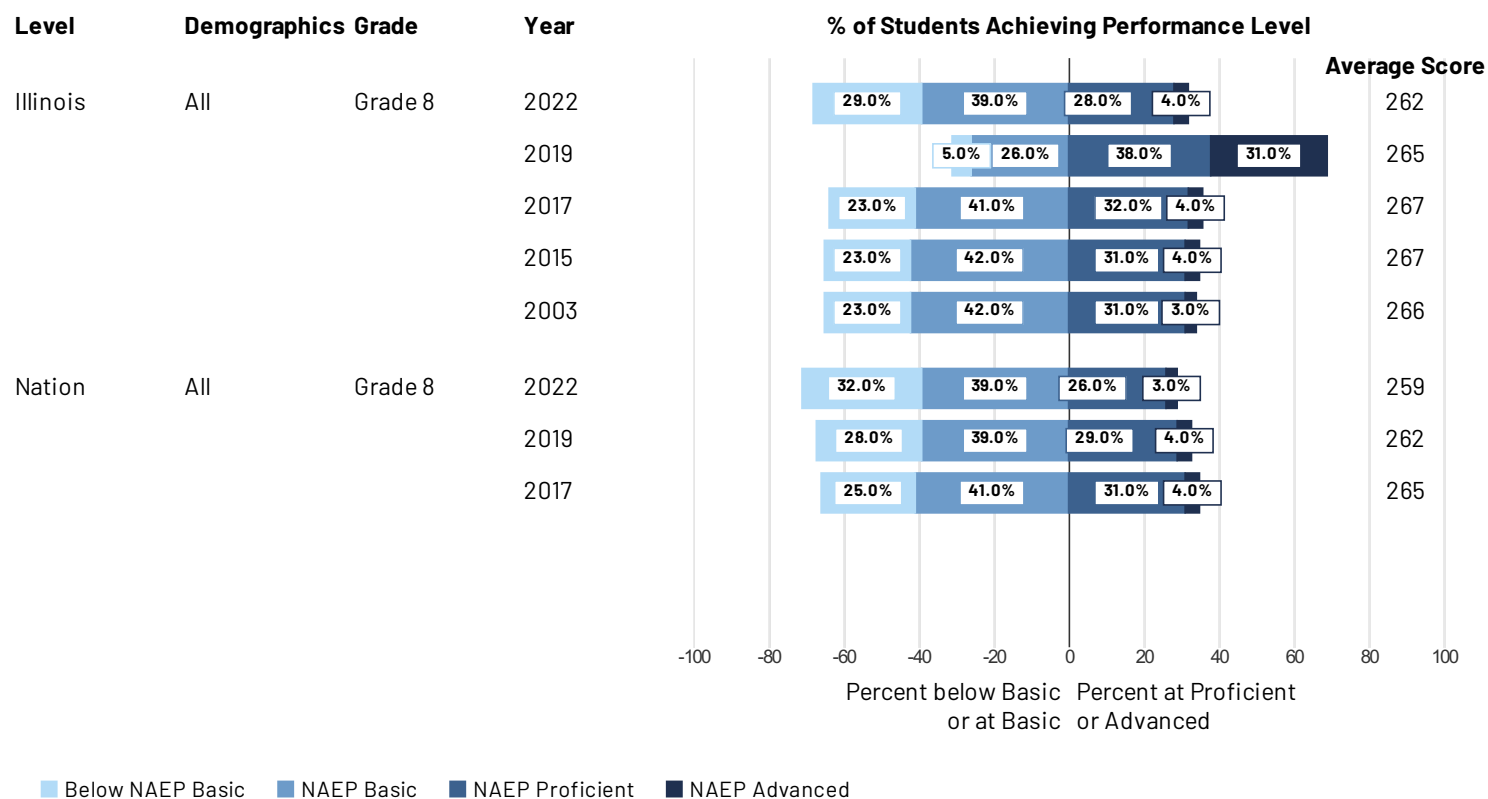■ Below NAEP Basic   ■ NAEP Basic   ■ NAEP Proficient   ■ NAEP Advanced

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 Rehabiliation 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					
White	49.0%	228	73.0%	41.0%	13.0%
Black	12.0%	194	38.0%	13.0%	2.0%
Hispanic	29.0%	205	49.0%	21.0%	4.0%
Asian	5.0%	249	90.0%	69.0%	28.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	3.0%	223	67.0%	40.0%	12.0%
Gender					
Male	50.0%	217	62.0%	33.0%	9.0%
Female	50.0%	219	63.0%	33.0%	10.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	43.0%	201	45.0%	17.0%	3.0%
Not Eligible NSLP	56.0%	231	76.0%	45.0%	15.0%

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

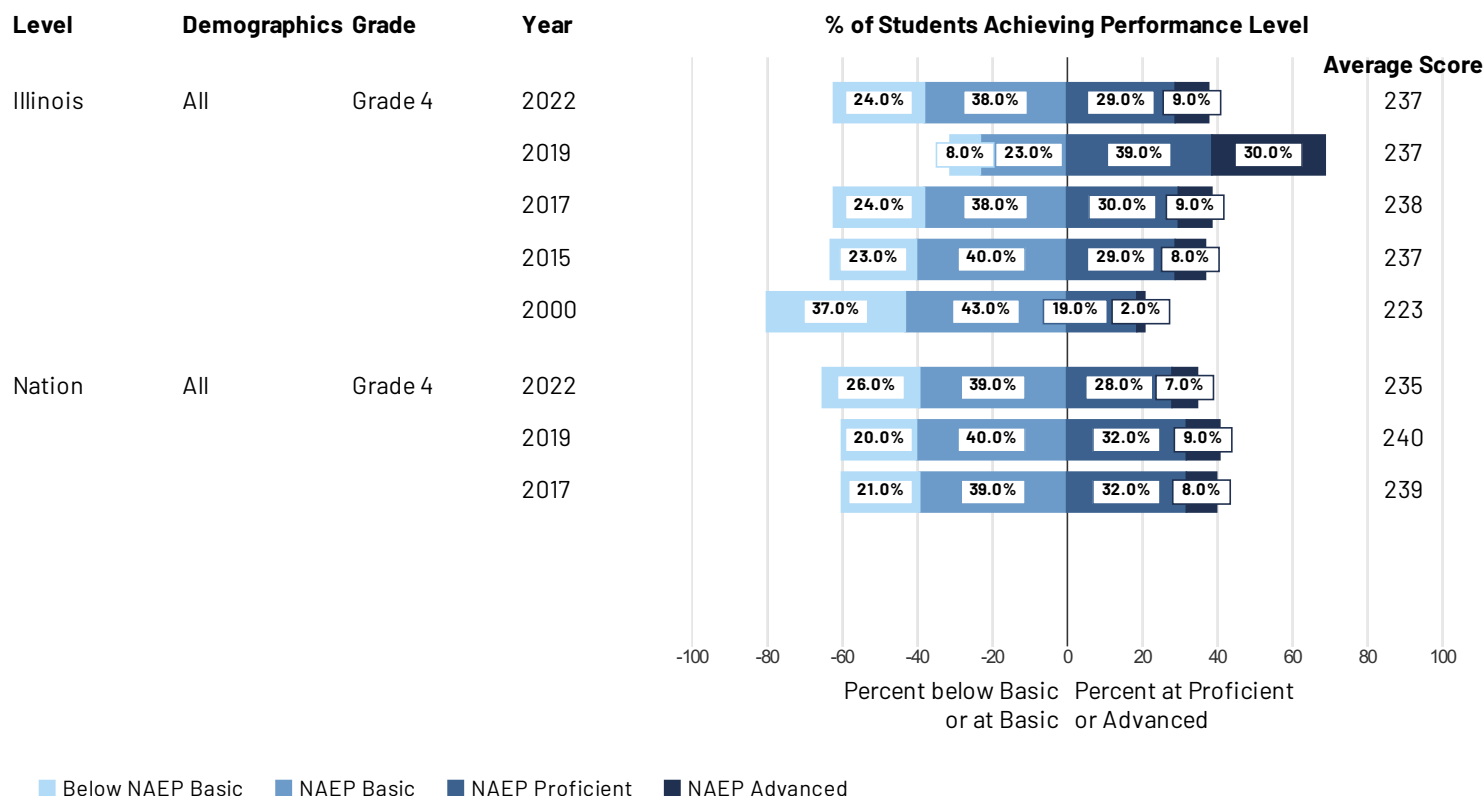| Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	45.0%	270	80.0%	39.0%	5.0%
Black	16.0%	241	49.0%	15.0%	#
Hispanic	28.0%	254	65.0%	23.0%	2.0%
Asian	7.0%	288	89.0%	63.0%	15.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	4.0%	274	79.0%	43.0%	12.0%
Gender					
Male	50.0%	257	66.0%	29.0%	3.0%
Female	50.0%	266	76.0%	36.0%	5.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	46.0%	248	58.0%	19.0%	1.0%
Not Eligible NSLP	53.0%	274	83.0%	44.0%	7.0%

\# 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

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 4	2022	24.0% 38.0% 29.0% 9.0%	237
			2019	8.0% 23.0% 39.0% 30.0%	237
			2017	24.0% 38.0% 30.0% 9.0%	238
			2015	23.0% 40.0% 29.0% 8.0%	237
			2000	37.0% 43.0% 19.0% 2.0%	223
Nation	All	Grade 4	2022	26.0% 39.0% 28.0% 7.0%	235
			2019	20.0% 40.0% 32.0% 9.0%	240
			2017	21.0% 39.0% 32.0% 8.0%	239

-100 -80 -60 -40 -20 0 20 40 60 80 100

Percent below Basic or at Basic   Percent at Proficient or Advanced

■ Below NAEP Basic   ■ NAEP Basic   ■ NAEP Proficient   ■ NAEP Advanced

* Significantly different (p < .05) from state's results in {year}. Significance tests were performed using unrounded numbers.
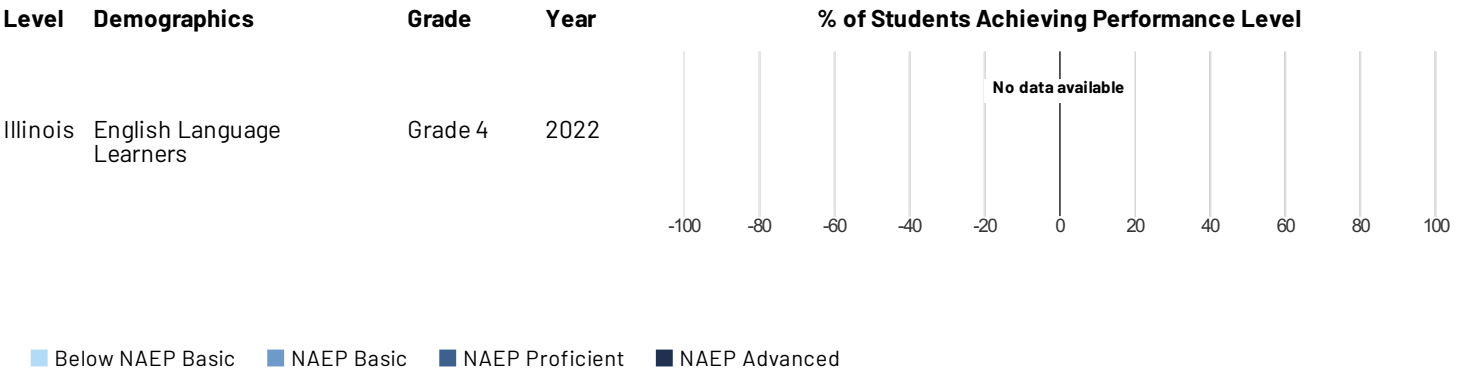
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

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

Level	Demographics	Grade	Year	% of Students Achieving Performance Level
Illinois	English Language Learners	Grade 4	2022	No data available

-100 -80 -60 -40 -20 0 20 40 60 80 100

■ Below NAEP Basic ■ NAEP Basic ■ NAEP Proficient ■ NAEP Advanced

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 Rehabiliation 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

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 8	2022	38.0% / 35.0% / 19.0% / 7.0%	275
			2019	10.0% / 31.0% / 36.0% / 24.0%	283
			2017	32.0% / 36.0% / 23.0% / 10.0%	282
			2015	28.0% / 40.0% / 25.0% / 7.0%	282
			2000	33.0% / 40.0% / 22.0% / 4.0%	275
Nation	All	Grade 8	2022	40.0% / 35.0% / 19.0% / 7.0%	273
			2019	32.0% / 35.0% / 23.0% / 10.0%	281
			2017	31.0% / 36.0% / 24.0% / 10.0%	282

Percent below Basic or at Basic   Percent at Proficient or Advanced

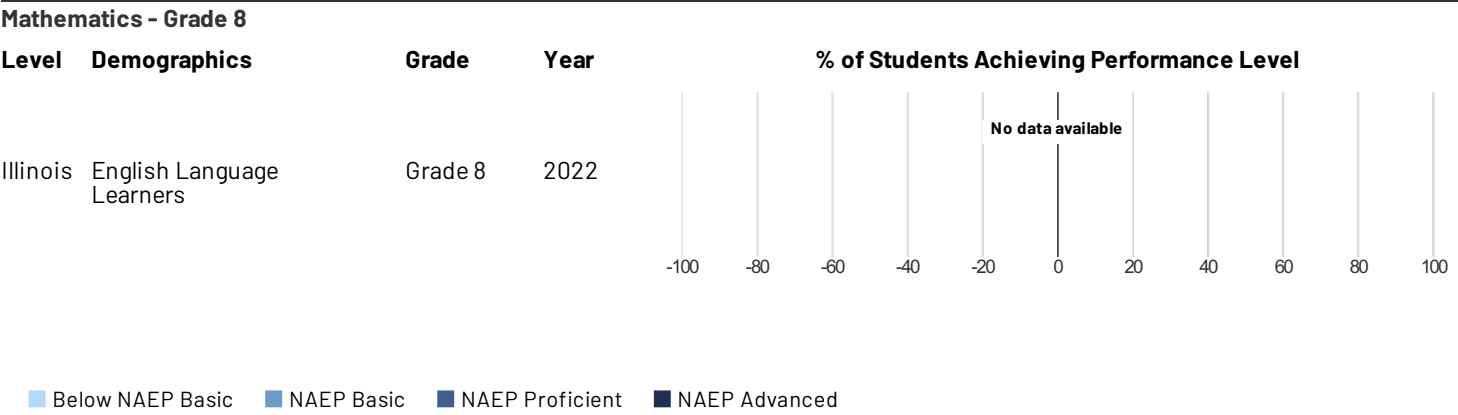■ Below NAEP Basic   ■ NAEP Basic   ■ NAEP Proficient   ■ NAEP Advanced

* 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

Level	Demographics	Grade	Year	% of Students Achieving Performance Level
Illinois	English Language Learners	Grade 8	2022	No data available

-100   -80   -60   -40   -20   0   20   40   60   80   100

■ Below NAEP Basic   ■ NAEP Basic   ■ NAEP Proficient   ■ NAEP Advanced

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 Rehabiliation 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 Basic	Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
White	49.0%	248	88.0%	50.0%	12.0%
Black	12.0%	214	51.0%	12.0%	1.0%
Hispanic	29.0%	222	61.0%	19.0%	2.0%
Asian	6.0%	265	94.0%	70.0%	28.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	3.0%	250	86.0%	53.0%	15.0%
Gender					
Male	51.0%	240	77.0%	42.0%	12.0%
Female	49.0%	234	74.0%	33.0%	6.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	44.0%	221	60.0%	18.0%	1.0%
Not Eligible NSLP	55.0%	250	88.0%	53.0%	15.0%

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					
White	45.0%	286	74.0%	36.0%	10.0%
Black	16.0%	254	38.0%	8.0%	1.0%
Hispanic	28.0%	262	49.0%	14.0%	2.0%
Asian	7.0%	308	88.0%	62.0%	31.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	4.0%	276	64.0%	27.0%	3.0%
Gender					
Male	50.0%	278	64.0%	29.0%	9.0%
Female	50.0%	273	59.0%	24.0%	6.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	46.0%	259	44.0%	12.0%	2.0%
Not Eligible NSLP	53.0%	289	77.0%	40.0%	12.0%

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.