

Komensky Elem School (PK - 5)

BERWYN SOUTH SD 100



2021 - 2022

Principal

Ms. Leticia Valadez
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Address

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District Superintendent

Dr. Mary Havis

<http://www.bsd100.org/komensky/>

District Provided Statement

Not available.

About the Report Card

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

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

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

School Snapshot

Site-Based Expenditure Per Student Spending : \$12,659

Average Class Size : *

Chronic Absenteeism : 30.8%

Teacher Retention : 83.9%

Senate District : 12 **House District :** 24

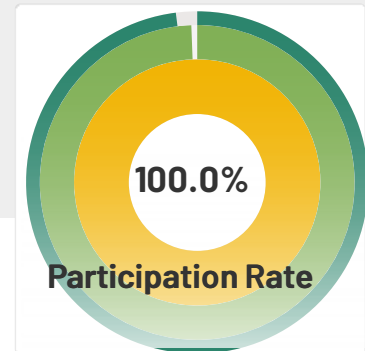
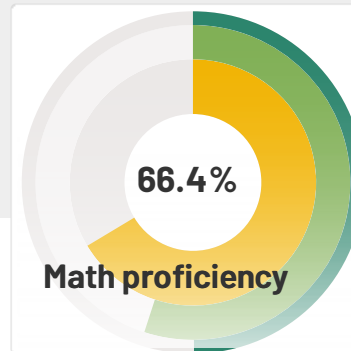
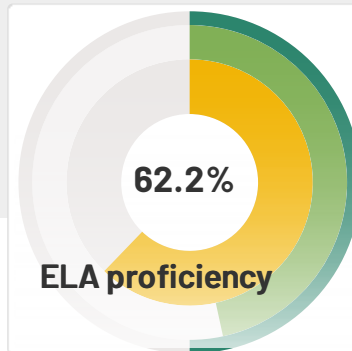
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About the data

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



IAR

What is it?

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

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

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

Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	20.0%	28.9%	33.3%	17.8%	0.0%	20.0%	28.9%	28.9%	20.0%	2.2%
District	39.7%	22.3%	21.3%	16.5%	0.3%	21.0%	30.3%	24.2%	22.3%	2.3%
State	30.6%	19.3%	22.6%	25.4%	2.0%	20.8%	22.0%	23.3%	26.5%	7.3%
White										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	17.4%	17.4%	34.8%	30.4%	0.0%	8.7%	17.4%	34.8%	39.1%	0.0%
State	19.2%	18.3%	26.4%	33.5%	2.6%	10.4%	17.6%	25.8%	36.3%	9.9%
Black										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	58.3%	25.0%	16.7%	0.0%	0.0%	41.7%	41.7%	8.3%	8.3%	0.0%
State	51.6%	21.0%	16.3%	10.7%	0.4%	43.6%	28.2%	17.9%	9.2%	1.1%
Male										
School	19.4%	29.0%	35.5%	16.1%	0.0%	16.1%	25.8%	32.3%	25.8%	0.0%
District	40.6%	22.4%	20.0%	17.0%	0.0%	21.2%	29.7%	20.0%	26.1%	3.0%
State	34.0%	20.1%	22.4%	22.1%	1.4%	20.8%	20.5%	22.6%	27.8%	8.4%
Female										
School	21.4%	28.6%	28.6%	21.4%	0.0%	28.6%	35.7%	21.4%	7.1%	7.1%
District	38.6%	22.1%	22.8%	15.9%	0.7%	20.7%	31.0%	29.0%	17.9%	1.4%
State	27.0%	18.5%	22.9%	28.9%	2.7%	20.9%	23.6%	24.1%	25.3%	6.2%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%

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

Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	20.5%	30.8%	30.8%	17.9%	0.0%	20.5%	30.8%	28.2%	17.9%	2.6%
District	41.9%	22.1%	20.6%	15.0%	0.4%	21.7%	30.7%	24.0%	21.0%	2.6%
State	42.4%	21.5%	20.2%	15.2%	0.7%	28.7%	28.6%	23.6%	16.7%	2.3%
Asian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	11.0%	12.4%	22.6%	46.7%	7.3%	5.1%	9.6%	18.2%	41.6%	25.5%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	26.1%	17.4%	24.3%	28.7%	3.5%	16.5%	23.5%	19.1%	26.1%	14.8%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	34.6%	24.2%	15.7%	23.5%	2.0%	22.0%	27.0%	21.1%	22.4%	7.6%
Two or More Races										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	27.3%	18.8%	22.1%	28.7%	3.1%	19.1%	21.0%	23.0%	27.1%	9.8%

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Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	74.5%	14.5%	1.8%	9.1%	0.0%	47.3%	34.5%	10.9%	7.3%	0.0%
State	56.3%	18.1%	14.2%	10.8%	0.6%	40.1%	24.7%	17.8%	14.3%	3.2%
Students with IEPs										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	78.0%	12.0%	2.0%	8.0%	0.0%	50.0%	38.0%	6.0%	6.0%	0.0%
State	62.4%	17.4%	11.9%	7.9%	0.4%	45.0%	25.2%	16.1%	11.4%	2.3%
Non-IEP										
School	10.3%	33.3%	38.5%	17.9%	0.0%	10.3%	30.8%	33.3%	23.1%	2.6%
District	32.3%	24.2%	25.0%	18.1%	0.4%	15.4%	28.8%	27.7%	25.4%	2.7%
State	25.2%	19.6%	24.5%	28.4%	2.3%	16.7%	21.4%	24.6%	29.1%	8.2%
English Learners										
School	25.0%	56.3%	12.5%	6.3%	0.0%	31.3%	18.8%	37.5%	12.5%	0.0%
District	59.3%	21.1%	11.4%	8.1%	0.0%	30.9%	36.6%	19.5%	13.0%	0.0%
State	48.7%	21.9%	18.5%	10.7%	0.3%	31.1%	28.8%	22.8%	15.7%	1.5%
Non-English Learners										
School	17.2%	13.8%	44.8%	24.1%	0.0%	13.8%	34.5%	24.1%	24.1%	3.4%
District	26.7%	23.0%	27.8%	21.9%	0.5%	14.4%	26.2%	27.3%	28.3%	3.7%
State	26.5%	18.7%	23.6%	28.8%	2.5%	18.5%	20.4%	23.5%	29.0%	8.6%

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Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	21.6%	29.7%	35.1%	13.5%	0.0%	24.3%	32.4%	24.3%	16.2%	2.7%
District	44.3%	21.3%	19.3%	14.8%	0.4%	25.0%	30.7%	24.2%	17.2%	2.9%
State	44.8%	21.8%	19.5%	13.5%	0.5%	32.9%	28.1%	22.2%	15.0%	1.9%
Non Low Income										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	22.7%	25.8%	28.8%	22.7%	0.0%	6.1%	28.8%	24.2%	40.9%	0.0%
State	16.8%	16.9%	25.7%	37.1%	3.6%	9.0%	16.1%	24.5%	37.8%	12.6%
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	59.3%	19.0%	13.3%	8.2%	0.1%	47.2%	28.1%	16.2%	7.7%	0.9%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	53.7%	19.7%	16.3%	10.3%	0.1%	40.7%	28.5%	19.5%	10.4%	1.0%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.0%	20.8%	24.6%	27.6%	2.0%	16.2%	20.9%	26.1%	29.4%	7.3%

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Academic Progress

IAR (cont)

Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	21.1%	30.4%	35.1%	18.7%	0.0%	21.1%	30.4%	30.4%	21.1%	2.3%
District	41.6%	23.4%	22.3%	17.3%	0.3%	22.0%	31.8%	25.4%	23.4%	2.4%
State	31.9%	20.1%	23.6%	26.5%	2.1%	21.6%	22.9%	24.3%	27.6%	7.6%
White										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	18.3%	18.3%	36.6%	32.0%	0.0%	9.2%	18.3%	36.6%	41.2%	0.0%
State	20.1%	19.2%	27.5%	34.9%	2.8%	10.8%	18.4%	26.9%	37.9%	10.3%
Black										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	61.4%	26.3%	17.5%	0.0%	0.0%	43.9%	43.9%	8.8%	8.8%	0.0%
State	53.4%	21.8%	16.8%	11.0%	0.4%	45.0%	29.1%	18.4%	9.5%	1.1%
Male										
School	20.4%	30.6%	37.4%	17.0%	0.0%	17.0%	27.2%	34.0%	27.2%	0.0%
District	42.5%	23.5%	20.9%	17.8%	0.0%	22.2%	31.1%	20.9%	27.3%	3.2%
State	35.4%	20.9%	23.3%	22.9%	1.5%	21.6%	21.2%	23.5%	28.8%	8.7%
Female										
School	22.6%	30.1%	30.1%	22.6%	0.0%	30.1%	37.6%	22.6%	7.5%	7.5%
District	40.7%	23.2%	24.0%	16.7%	0.7%	21.8%	32.7%	30.5%	18.9%	1.5%
State	28.2%	19.3%	23.9%	30.1%	2.8%	21.7%	24.5%	25.1%	26.3%	6.4%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	35.1%	35.1%	0.0%	0.0%	0.0%	35.1%	35.1%	0.0%

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Academic Progress

IAR (cont)

Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	21.6%	32.4%	32.4%	18.9%	0.0%	21.6%	32.4%	29.7%	18.9%	2.7%
District	44.0%	23.2%	21.6%	15.7%	0.4%	22.8%	32.2%	25.1%	22.0%	2.8%
State	44.2%	22.4%	21.0%	15.9%	0.7%	29.9%	29.8%	24.6%	17.4%	2.4%
Asian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	11.5%	12.9%	23.5%	48.8%	7.7%	5.3%	10.0%	19.0%	43.3%	26.6%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	27.2%	18.2%	25.4%	30.0%	3.6%	17.2%	24.5%	20.0%	27.2%	15.4%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	35.7%	24.9%	16.1%	24.2%	2.0%	22.5%	27.6%	21.5%	22.9%	7.7%
Two or More Races										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	28.0%	19.3%	22.7%	29.5%	3.1%	19.5%	21.5%	23.5%	27.8%	10.1%

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Academic Progress

IAR (cont)

Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	77.1%	15.0%	1.9%	9.4%	0.0%	48.9%	35.7%	11.3%	7.5%	0.0%
State	57.9%	18.6%	14.6%	11.1%	0.7%	41.2%	25.4%	18.2%	14.6%	3.2%
Students with IEPs										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	80.5%	12.4%	2.1%	8.3%	0.0%	51.6%	39.2%	6.2%	6.2%	0.0%
State	64.1%	17.8%	12.2%	8.1%	0.4%	46.1%	25.8%	16.5%	11.7%	2.4%
Non-IEP										
School	10.8%	35.1%	40.5%	18.9%	0.0%	10.8%	32.4%	35.1%	24.3%	2.7%
District	34.0%	25.5%	26.3%	19.0%	0.4%	16.2%	30.4%	29.2%	26.7%	2.8%
State	26.3%	20.5%	25.5%	29.7%	2.4%	17.4%	22.3%	25.6%	30.4%	8.5%
English Learners										
School	26.3%	59.2%	13.2%	6.6%	0.0%	32.9%	19.7%	39.5%	13.2%	0.0%
District	62.5%	22.3%	12.0%	8.6%	0.0%	32.5%	38.5%	20.5%	13.7%	0.0%
State	50.7%	22.8%	19.2%	11.2%	0.3%	32.4%	30.0%	23.7%	16.3%	1.6%
Non-English Learners										
School	18.2%	14.5%	47.2%	25.4%	0.0%	14.5%	36.3%	25.4%	25.4%	3.6%
District	28.0%	24.1%	29.1%	23.0%	0.6%	15.1%	27.4%	28.6%	29.7%	3.9%
State	27.6%	19.5%	24.5%	29.9%	2.6%	19.2%	21.2%	24.4%	30.1%	9.0%

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Academic Progress

IAR (cont)

Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	22.8%	31.3%	37.0%	14.2%	0.0%	25.6%	34.1%	25.6%	17.1%	2.8%
District	46.4%	22.3%	20.2%	15.5%	0.4%	26.2%	32.2%	25.4%	18.1%	3.0%
State	46.6%	22.6%	20.3%	14.0%	0.5%	34.2%	29.2%	23.0%	15.6%	1.9%
Non Low Income										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	23.9%	27.1%	30.3%	23.9%	0.0%	6.4%	30.3%	25.5%	43.1%	0.0%
State	17.5%	17.6%	26.7%	38.6%	3.7%	9.4%	16.7%	25.5%	39.3%	13.1%
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	60.5%	19.4%	13.6%	8.4%	0.1%	47.9%	28.5%	16.4%	7.8%	0.9%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	55.2%	20.2%	16.8%	10.6%	0.1%	41.6%	29.1%	19.9%	10.7%	1.0%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.9%	21.6%	25.5%	28.6%	2.1%	16.7%	21.7%	27.1%	30.5%	7.6%

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	13.3%	17.8%	31.1%	33.3%	4.4%	8.9%	31.1%	35.6%	20.0%	4.4%
District	22.3%	24.5%	26.3%	24.1%	2.8%	22.6%	35.2%	26.1%	14.8%	1.3%
State	23.5%	19.5%	24.4%	27.2%	5.4%	21.5%	27.9%	24.4%	23.4%	2.8%
White										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	4.5%	13.6%	45.5%	36.4%	0.0%	4.5%	22.7%	31.8%	36.4%	4.5%
State	13.3%	16.7%	26.7%	35.9%	7.4%	10.7%	23.1%	29.3%	33.4%	3.6%
Black										
School	*	*	*	*	*	*	*	*	*	*
District	35.3%	58.8%	0.0%	5.9%	0.0%	47.1%	47.1%	5.9%	0.0%	0.0%
State	43.4%	24.3%	19.4%	11.8%	1.0%	45.0%	33.8%	15.0%	6.1%	0.2%
Male										
School	17.9%	21.4%	28.6%	25.0%	7.1%	10.7%	28.6%	32.1%	21.4%	7.1%
District	25.3%	24.0%	28.0%	20.0%	2.7%	20.1%	34.2%	26.8%	16.1%	2.7%
State	26.2%	20.3%	24.3%	25.0%	4.2%	21.3%	26.5%	24.1%	25.0%	3.2%
Female										
School	5.9%	11.8%	35.3%	47.1%	0.0%	5.9%	35.3%	41.2%	17.6%	0.0%
District	19.5%	24.9%	24.9%	27.8%	3.0%	24.9%	36.1%	25.4%	13.6%	0.0%
State	20.6%	18.7%	24.4%	29.5%	6.7%	21.8%	29.4%	24.7%	21.8%	2.4%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	15.4%	15.4%	25.6%	38.5%	5.1%	7.7%	33.3%	35.9%	20.5%	2.6%
District	23.9%	23.1%	26.1%	23.9%	3.0%	23.2%	36.3%	26.2%	13.1%	1.1%
State	32.7%	23.6%	23.8%	17.9%	2.1%	29.5%	35.9%	22.1%	11.7%	0.7%
Asian										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	7.9%	11.1%	22.1%	43.2%	15.7%	5.2%	14.0%	22.0%	45.5%	13.2%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	12.9%	18.2%	25.8%	34.8%	8.3%	12.2%	28.2%	22.1%	35.1%	2.3%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	31.1%	24.0%	23.6%	17.9%	3.4%	28.3%	33.7%	18.9%	17.2%	2.0%
Two or More Races										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.1%	17.5%	24.4%	29.5%	7.5%	20.1%	26.1%	24.8%	24.9%	4.1%

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	58.0%	28.0%	6.0%	4.0%	4.0%	48.0%	34.0%	10.0%	6.0%	2.0%
State	49.9%	20.9%	15.8%	11.7%	1.8%	41.4%	30.1%	16.1%	11.4%	1.1%
Students with IEPs										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	68.3%	24.4%	4.9%	0.0%	2.4%	53.7%	34.1%	9.8%	0.0%	2.4%
State	57.4%	20.8%	13.0%	7.7%	1.0%	47.1%	30.6%	13.5%	8.1%	0.7%
Non-IEP										
School	5.1%	20.5%	33.3%	38.5%	2.6%	5.1%	28.2%	41.0%	23.1%	2.6%
District	15.5%	24.5%	29.5%	27.7%	2.9%	18.1%	35.4%	28.5%	17.0%	1.1%
State	17.6%	19.3%	26.3%	30.6%	6.2%	17.0%	27.5%	26.3%	26.0%	3.2%
English Learners										
School	14.3%	28.6%	21.4%	35.7%	0.0%	14.3%	50.0%	28.6%	7.1%	0.0%
District	30.1%	26.5%	30.1%	13.3%	0.0%	28.3%	43.4%	23.0%	5.3%	0.0%
State	39.9%	25.9%	22.4%	11.2%	0.5%	33.2%	37.7%	20.1%	8.7%	0.2%
Non-English Learners										
School	12.9%	12.9%	35.5%	32.3%	6.5%	6.5%	22.6%	38.7%	25.8%	6.5%
District	18.0%	23.3%	24.3%	30.1%	4.4%	19.5%	30.7%	27.8%	20.0%	2.0%
State	19.7%	18.1%	24.8%	30.8%	6.5%	18.8%	25.7%	25.3%	26.7%	3.4%

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	11.6%	18.6%	32.6%	32.6%	4.7%	9.3%	30.2%	34.9%	20.9%	4.7%
District	23.5%	26.3%	26.7%	21.0%	2.5%	24.8%	36.8%	24.4%	12.4%	1.7%
State	36.3%	24.1%	22.6%	15.6%	1.4%	34.2%	35.0%	20.2%	10.2%	0.5%
Non Low Income										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	18.4%	18.4%	25.0%	34.2%	3.9%	15.8%	30.3%	31.6%	22.4%	0.0%
State	11.2%	15.2%	26.0%	38.3%	9.2%	9.4%	21.2%	28.4%	36.0%	5.1%
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	51.2%	22.8%	16.2%	9.2%	0.6%	50.0%	30.6%	13.5%	5.8%	0.2%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.1%	23.6%	19.2%	12.2%	0.8%	40.6%	34.5%	17.4%	7.3%	0.1%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	20.5%	16.9%	26.7%	29.1%	6.8%	15.7%	26.8%	27.0%	26.5%	4.0%

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Academic Progress

IAR (cont)

Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	14.0%	18.7%	32.8%	35.1%	4.7%	9.4%	32.8%	37.4%	21.1%	4.7%
District	23.3%	25.6%	27.6%	25.3%	3.0%	23.6%	36.7%	27.2%	15.4%	1.3%
State	24.5%	20.4%	25.4%	28.3%	5.6%	22.3%	29.0%	25.3%	24.3%	2.9%
White										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	4.6%	13.7%	45.8%	36.6%	0.0%	4.6%	22.9%	32.0%	36.6%	4.6%
State	13.9%	17.4%	27.9%	37.4%	7.8%	11.1%	24.0%	30.5%	34.8%	3.8%
Black										
School	*	*	*	*	*	*	*	*	*	*
District	37.2%	61.9%	0.0%	6.2%	0.0%	49.5%	49.5%	6.2%	0.0%	0.0%
State	44.9%	25.2%	20.1%	12.3%	1.1%	46.3%	34.8%	15.4%	6.3%	0.2%
Male										
School	18.8%	22.6%	30.1%	26.3%	7.5%	11.3%	30.1%	33.8%	22.6%	7.5%
District	26.7%	25.3%	29.5%	21.1%	2.8%	21.1%	35.8%	28.1%	16.8%	2.8%
State	27.3%	21.1%	25.3%	26.0%	4.4%	22.0%	27.5%	25.0%	25.9%	3.3%
Female										
School	6.2%	12.4%	37.2%	49.5%	0.0%	6.2%	37.2%	43.3%	18.6%	0.0%
District	20.3%	25.9%	25.9%	28.9%	3.1%	25.9%	37.6%	26.5%	14.2%	0.0%
State	21.5%	19.5%	25.5%	30.8%	7.0%	22.6%	30.6%	25.7%	22.7%	2.5%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	0.0%	105.3%	0.0%	0.0%	105.3%	0.0%	0.0%	0.0%

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Academic Progress

IAR (cont)

Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	16.2%	16.2%	27.0%	40.5%	5.4%	8.1%	35.1%	37.8%	21.6%	2.7%
District	25.0%	24.3%	27.4%	25.0%	3.1%	24.3%	38.0%	27.4%	13.7%	1.2%
State	34.1%	24.7%	24.8%	18.6%	2.2%	30.8%	37.4%	23.0%	12.2%	0.7%
Asian										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	8.2%	11.6%	23.1%	45.1%	16.4%	5.5%	14.6%	22.9%	47.2%	13.7%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	13.4%	18.9%	26.7%	36.1%	8.6%	12.6%	29.1%	22.8%	36.1%	2.4%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	32.1%	24.8%	24.4%	18.5%	3.5%	29.3%	34.9%	19.5%	17.8%	2.1%
Two or More Races										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.6%	18.0%	25.1%	30.3%	7.7%	20.6%	26.7%	25.4%	25.6%	4.2%

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Academic Progress

IAR (cont)

Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	58.7%	28.3%	6.1%	4.1%	4.1%	48.6%	34.4%	10.1%	6.1%	2.0%
State	51.4%	21.5%	16.3%	12.0%	1.9%	42.4%	30.9%	16.5%	11.6%	1.1%
Students with IEPs										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	68.5%	24.5%	4.9%	0.0%	2.5%	53.9%	34.3%	9.8%	0.0%	2.5%
State	59.0%	21.4%	13.4%	7.9%	1.1%	48.2%	31.3%	13.8%	8.3%	0.7%
Non-IEP										
School	5.4%	21.6%	35.1%	40.5%	2.7%	5.4%	29.7%	43.2%	24.3%	2.7%
District	16.3%	25.8%	31.1%	29.2%	3.0%	18.9%	37.1%	29.9%	17.8%	1.1%
State	18.3%	20.2%	27.5%	31.9%	6.5%	17.8%	28.6%	27.4%	27.1%	3.3%
English Learners										
School	15.0%	30.1%	22.6%	37.6%	0.0%	15.0%	52.6%	30.1%	7.5%	0.0%
District	31.7%	28.0%	31.7%	14.0%	0.0%	29.8%	45.7%	24.2%	5.6%	0.0%
State	41.6%	27.0%	23.4%	11.7%	0.6%	34.6%	39.3%	21.0%	9.1%	0.2%
Non-English Learners										
School	13.6%	13.6%	37.4%	34.0%	6.8%	6.8%	23.8%	40.8%	27.2%	6.8%
District	18.7%	24.3%	25.3%	31.4%	4.6%	20.2%	31.9%	28.9%	20.8%	2.0%
State	20.5%	18.8%	25.8%	32.1%	6.8%	19.5%	26.7%	26.3%	27.8%	3.5%

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Academic Progress

IAR (cont)

Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	12.2%	19.6%	34.3%	34.3%	4.9%	9.8%	31.8%	36.7%	22.0%	4.9%
District	24.6%	27.6%	28.0%	22.0%	2.6%	25.9%	38.4%	25.5%	12.9%	1.7%
State	37.8%	25.1%	23.6%	16.2%	1.5%	35.5%	36.3%	21.0%	10.6%	0.5%
Non Low Income										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	19.1%	19.1%	26.0%	35.5%	4.1%	16.4%	31.4%	32.8%	23.2%	0.0%
State	11.7%	15.8%	27.1%	39.9%	9.6%	9.7%	22.0%	29.5%	37.4%	5.3%
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	52.5%	23.3%	16.6%	9.4%	0.6%	50.9%	31.1%	13.7%	6.0%	0.2%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	45.1%	24.1%	19.6%	12.4%	0.8%	41.1%	34.9%	17.6%	7.3%	0.1%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.4%	17.7%	27.9%	30.4%	7.1%	16.4%	28.0%	28.3%	27.7%	4.2%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	40.5%	24.3%	21.6%	13.5%	0.0%	29.7%	35.1%	29.7%	5.4%	0.0%
District	18.7%	24.7%	27.3%	28.0%	1.3%	24.0%	30.7%	27.7%	15.3%	2.3%
State	21.5%	21.6%	26.8%	27.6%	2.5%	23.8%	27.4%	24.9%	20.5%	3.4%
White										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	27.6%	10.3%	10.3%	51.7%	0.0%	27.6%	13.8%	17.2%	31.0%	10.3%
State	12.4%	18.1%	29.8%	36.2%	3.4%	12.6%	23.5%	30.2%	29.3%	4.4%
Black										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.8%	27.8%	21.6%	11.3%	0.6%	48.1%	32.0%	14.8%	4.8%	0.3%
Male										
School	31.3%	31.3%	18.8%	18.8%	0.0%	12.5%	37.5%	37.5%	12.5%	0.0%
District	19.2%	24.4%	26.9%	27.6%	1.9%	19.9%	31.4%	25.6%	20.5%	2.6%
State	24.7%	23.1%	26.5%	24.0%	1.6%	24.9%	26.0%	23.6%	21.6%	3.9%
Female										
School	47.6%	19.0%	23.8%	9.5%	0.0%	42.9%	33.3%	23.8%	0.0%	0.0%
District	18.1%	25.0%	27.8%	28.5%	0.7%	28.5%	29.9%	29.9%	9.7%	2.1%
State	18.1%	20.0%	27.1%	31.2%	3.5%	22.7%	28.7%	26.3%	19.5%	2.8%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	12.5%	12.5%	25.0%	50.0%	0.0%	25.0%	25.0%	25.0%	25.0%	0.0%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	38.2%	26.5%	23.5%	11.8%	0.0%	29.4%	35.3%	29.4%	5.9%	0.0%
District	17.6%	26.4%	30.0%	24.8%	1.2%	24.0%	32.4%	29.2%	13.2%	1.2%
State	29.8%	26.2%	25.4%	17.6%	0.9%	32.1%	34.0%	22.7%	10.4%	0.7%
Asian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	7.0%	10.9%	23.5%	49.9%	8.7%	5.5%	12.9%	22.4%	42.5%	16.7%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	19.1%	17.6%	26.7%	32.8%	3.8%	21.5%	28.5%	30.0%	17.7%	2.3%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	30.3%	22.0%	20.9%	24.4%	2.4%	29.3%	29.3%	22.6%	14.3%	4.5%
Two or More Races										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	18.4%	20.2%	27.3%	31.3%	2.8%	21.8%	27.1%	24.1%	22.5%	4.5%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	34.6%	30.8%	17.3%	15.4%	1.9%	43.4%	28.3%	17.0%	11.3%	0.0%
State	47.0%	24.6%	16.6%	11.0%	0.7%	46.8%	27.6%	14.9%	9.4%	1.3%
Students with IEPs										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	41.9%	32.6%	16.3%	9.3%	0.0%	47.7%	34.1%	9.1%	9.1%	0.0%
State	55.7%	25.2%	12.7%	6.1%	0.3%	54.5%	27.5%	11.5%	5.7%	0.8%
Non-IEP										
School	34.4%	25.0%	25.0%	15.6%	0.0%	28.1%	31.3%	34.4%	6.3%	0.0%
District	14.8%	23.3%	29.2%	31.1%	1.6%	19.9%	30.1%	30.9%	16.4%	2.7%
State	15.7%	21.0%	29.2%	31.2%	2.9%	18.6%	27.3%	27.2%	23.1%	3.8%
English Learners										
School	52.6%	31.6%	5.3%	10.5%	0.0%	47.4%	36.8%	15.8%	0.0%	0.0%
District	26.9%	43.6%	20.5%	9.0%	0.0%	32.1%	41.0%	23.1%	3.8%	0.0%
State	41.4%	30.6%	21.4%	6.6%	0.1%	40.1%	37.5%	17.7%	4.6%	0.1%
Non-English Learners										
School	27.8%	16.7%	38.9%	16.7%	0.0%	11.1%	33.3%	44.4%	11.1%	0.0%
District	15.8%	18.0%	29.7%	34.7%	1.8%	21.2%	27.0%	29.3%	19.4%	3.2%
State	17.6%	19.9%	27.8%	31.6%	3.0%	20.6%	25.4%	26.3%	23.6%	4.0%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	42.4%	24.2%	21.2%	12.1%	0.0%	30.3%	33.3%	30.3%	6.1%	0.0%
District	19.9%	29.1%	25.2%	24.3%	1.5%	28.2%	33.5%	25.2%	10.7%	2.4%
State	32.6%	27.0%	24.7%	15.0%	0.7%	37.0%	33.3%	20.3%	8.8%	0.6%
Non Low Income										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	16.0%	14.9%	31.9%	36.2%	1.1%	14.9%	24.5%	33.0%	25.5%	2.1%
State	10.9%	16.4%	28.8%	39.6%	4.2%	11.2%	21.7%	29.3%	31.8%	6.1%
Homeless										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.8%	28.2%	18.1%	8.5%	0.4%	51.5%	31.8%	12.8%	3.7%	0.2%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	37.9%	32.1%	19.2%	10.3%	0.5%	42.9%	35.7%	16.2%	4.9%	0.2%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	18.0%	19.6%	27.7%	31.8%	2.9%	19.7%	25.7%	28.7%	23.8%	2.1%

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Academic Progress

IAR (cont)

Grade 5 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	42.7%	25.6%	22.8%	14.2%	0.0%	31.3%	37.0%	31.3%	5.7%	0.0%
District	19.5%	25.8%	28.6%	29.3%	1.4%	25.2%	32.2%	29.0%	16.1%	2.5%
State	22.4%	22.5%	27.9%	28.7%	2.6%	24.7%	28.4%	25.9%	21.4%	3.5%
White										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	29.0%	10.9%	10.9%	54.5%	0.0%	29.0%	14.5%	18.2%	32.7%	10.9%
State	12.9%	18.9%	31.1%	37.8%	3.6%	13.1%	24.5%	31.5%	30.6%	4.6%
Black										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	40.1%	28.8%	22.3%	11.7%	0.6%	49.6%	33.0%	15.3%	4.9%	0.3%
Male										
School	32.9%	32.9%	19.7%	19.7%	0.0%	13.2%	39.5%	39.5%	13.2%	0.0%
District	20.1%	25.5%	28.2%	28.8%	2.0%	20.8%	32.9%	26.8%	21.5%	2.7%
State	25.7%	24.1%	27.5%	25.0%	1.7%	25.8%	27.0%	24.5%	22.4%	4.1%
Female										
School	50.1%	20.1%	25.1%	10.0%	0.0%	45.1%	35.1%	25.1%	0.0%	0.0%
District	18.9%	26.1%	29.0%	29.8%	0.7%	30.0%	31.4%	31.4%	10.2%	2.2%
State	18.9%	20.9%	28.3%	32.5%	3.7%	23.6%	29.9%	27.3%	20.3%	3.0%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	13.2%	13.2%	26.3%	52.6%	0.0%	26.3%	26.3%	26.3%	26.3%	0.0%

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Academic Progress

IAR (cont)

Grade 5 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	40.3%	27.9%	24.8%	12.4%	0.0%	31.0%	37.2%	31.0%	6.2%	0.0%
District	18.4%	27.6%	31.3%	25.9%	1.3%	25.2%	34.0%	30.6%	13.8%	1.3%
State	31.1%	27.4%	26.6%	18.4%	1.0%	33.5%	35.5%	23.6%	10.9%	0.7%
Asian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	7.4%	11.4%	24.5%	52.2%	9.1%	5.7%	13.5%	23.4%	44.4%	17.4%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	19.9%	18.3%	27.9%	34.3%	4.0%	22.3%	29.5%	31.1%	18.3%	2.4%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	31.6%	22.9%	21.8%	25.4%	2.5%	30.5%	30.5%	23.6%	14.9%	4.7%
Two or More Races										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	18.8%	20.7%	27.9%	32.1%	2.9%	22.2%	27.7%	24.6%	23.0%	4.6%

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Academic Progress

IAR (cont)

Grade 5 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	35.1%	31.2%	17.5%	15.6%	2.0%	44.8%	29.2%	17.5%	11.7%	0.0%
State	48.5%	25.4%	17.1%	11.3%	0.7%	48.0%	28.4%	15.3%	9.6%	1.3%
Students with IEPs										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	42.1%	32.8%	16.4%	9.4%	0.0%	49.1%	35.1%	9.4%	9.4%	0.0%
State	57.2%	25.9%	13.1%	6.2%	0.3%	55.8%	28.1%	11.8%	5.8%	0.8%
Non-IEP										
School	36.2%	26.3%	26.3%	16.5%	0.0%	29.6%	32.9%	36.2%	6.6%	0.0%
District	15.6%	24.6%	30.7%	32.8%	1.6%	21.0%	31.7%	32.5%	17.3%	2.9%
State	16.4%	21.9%	30.5%	32.6%	3.0%	19.3%	28.5%	28.3%	24.0%	4.0%
English Learners										
School	55.4%	33.2%	5.5%	11.1%	0.0%	49.9%	38.8%	16.6%	0.0%	0.0%
District	28.0%	45.3%	21.3%	9.3%	0.0%	33.3%	42.6%	24.0%	4.0%	0.0%
State	43.1%	31.9%	22.3%	6.9%	0.1%	41.7%	39.1%	18.4%	4.8%	0.2%
Non-English Learners										
School	29.2%	17.5%	40.9%	17.5%	0.0%	11.7%	35.1%	46.8%	11.7%	0.0%
District	16.5%	18.9%	31.2%	36.4%	1.9%	22.3%	28.5%	30.8%	20.4%	3.3%
State	18.4%	20.7%	29.0%	32.9%	3.1%	21.4%	26.4%	27.4%	24.6%	4.2%

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Academic Progress

IAR (cont)

Grade 5 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	44.7%	25.5%	22.3%	12.8%	0.0%	31.9%	35.1%	31.9%	6.4%	0.0%
District	20.8%	30.4%	26.3%	25.3%	1.5%	29.5%	35.1%	26.4%	11.2%	2.5%
State	33.9%	28.1%	25.7%	15.6%	0.8%	38.4%	34.6%	21.1%	9.1%	0.6%
Non Low Income										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	16.8%	15.7%	33.6%	38.1%	1.1%	15.7%	25.8%	34.7%	26.9%	2.2%
State	11.4%	17.1%	30.0%	41.2%	4.4%	11.6%	22.6%	30.5%	33.1%	6.3%
Homeless										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	45.6%	28.7%	18.4%	8.7%	0.4%	52.3%	32.4%	13.0%	3.8%	0.2%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	38.5%	32.6%	19.5%	10.5%	0.5%	43.1%	35.8%	16.3%	4.9%	0.3%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	18.7%	20.5%	28.9%	33.1%	3.0%	20.5%	26.7%	29.9%	24.7%	2.2%

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DLM

What is it?

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

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

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Academic Progress

DLM (cont)

Grade 3

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

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Academic Progress

DLM (cont)

Grade 3

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

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DLM (cont)

Grade 3

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

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Academic Progress

DLM (cont)

Grade 3

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

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Academic Progress

DLM (cont)

Grade 3 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.3%	15.1%	17.6%	0.2%	77.2%	10.6%	12.7%	4.5%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.7%	14.1%	20.1%	0.2%	75.5%	10.0%	13.9%	5.7%
Black								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	68.2%	17.9%	18.5%	0.6%	76.3%	12.4%	13.3%	3.3%
Male								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	73.3%	15.2%	16.4%	0.3%	76.2%	10.5%	13.0%	5.5%
Female								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	70.1%	14.7%	20.3%	0.0%	79.6%	11.0%	12.1%	2.3%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 3 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	73.5%	15.4%	16.2%	0.0%	76.3%	11.6%	12.1%	5.0%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	89.8%	10.0%	5.5%	0.0%	94.1%	4.5%	4.5%	2.2%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	63.2%	42.1%	0.0%	0.0%	84.2%	0.0%	21.1%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.0%	9.8%	19.5%	0.0%	78.0%	9.8%	15.6%	2.0%

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DLM (cont)

Grade 3 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.3%	15.1%	17.6%	0.2%	77.2%	10.6%	12.7%	4.5%
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.3%	15.1%	17.6%	0.2%	77.2%	10.6%	12.7%	4.5%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	76.7%	13.9%	14.4%	0.0%	79.6%	9.9%	9.6%	6.0%
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	70.5%	15.5%	18.8%	0.3%	76.3%	10.9%	14.0%	4.0%

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Academic Progress

DLM (cont)

Grade 3 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	69.7%	15.1%	19.9%	0.4%	74.0%	11.7%	14.8%	4.6%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.4%	15.0%	13.9%	0.0%	82.4%	9.0%	9.6%	4.3%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	88.4%	8.4%	8.4%	0.0%	85.0%	12.2%	4.1%	4.1%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	55.9%	23.0%	26.3%	0.0%	74.7%	17.0%	10.2%	3.4%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	93.6%	0.0%	11.7%	0.0%	81.9%	11.7%	0.0%	11.7%

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Academic Progress

DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	73.4%	17.4%	8.8%	0.3%	63.1%	12.8%	19.4%	4.6%
White								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.4%	18.4%	8.9%	0.3%	62.5%	12.7%	19.7%	5.2%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.4%	19.9%	9.4%	0.3%	61.0%	13.5%	20.8%	4.7%
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	73.3%	17.5%	8.9%	0.3%	63.1%	11.5%	20.3%	5.1%
Female								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	73.5%	17.4%	8.7%	0.4%	63.2%	15.6%	17.5%	3.6%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 4

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

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Academic Progress

DLM (cont)

Grade 4

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

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Academic Progress

DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.3%	19.1%	9.5%	0.2%	60.8%	14.9%	20.4%	3.9%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.6%	15.0%	7.8%	0.5%	66.7%	9.6%	17.9%	5.8%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	72.7%	15.2%	12.1%	0.0%	54.5%	24.2%	21.2%	0.0%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	68.0%	24.0%	8.0%	0.0%	64.0%	8.0%	24.0%	4.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	83.3%	8.3%	8.3%	0.0%	58.3%	8.3%	25.0%	8.3%

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Academic Progress

DLM (cont)

Grade 4 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	77.2%	18.3%	9.3%	0.4%	66.4%	13.5%	20.4%	4.9%
White								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	76.2%	19.3%	9.4%	0.4%	65.8%	13.3%	20.7%	5.4%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	74.1%	21.0%	9.9%	0.3%	64.2%	14.2%	21.9%	4.9%
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	77.1%	18.4%	9.4%	0.3%	66.3%	12.1%	21.3%	5.4%
Female								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	77.2%	18.3%	9.1%	0.5%	66.4%	16.4%	18.4%	3.8%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 4 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	78.3%	17.4%	8.4%	0.5%	66.9%	15.1%	19.2%	3.6%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	81.7%	15.2%	8.3%	0.0%	64.6%	8.4%	25.3%	7.0%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	105.3%	0.0%	0.0%	0.0%	105.3%	0.0%	0.0%	0.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	105.3%	0.0%	0.0%	0.0%	105.3%	0.0%	0.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	87.7%	5.3%	12.3%	0.0%	79.0%	8.8%	12.3%	5.3%

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DLM (cont)

Grade 4 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	77.2%	18.3%	9.3%	0.4%	66.4%	13.5%	20.4%	4.9%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	77.2%	18.3%	9.3%	0.4%	66.4%	13.5%	20.4%	4.9%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	80.9%	15.5%	8.1%	0.5%	69.2%	12.5%	20.4%	2.9%
Non-English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	75.8%	19.4%	9.7%	0.3%	65.3%	13.9%	20.4%	5.6%

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Academic Progress

DLM (cont)

Grade 4 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.9%	20.0%	10.0%	0.2%	63.9%	15.7%	21.4%	4.1%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	80.5%	15.8%	8.3%	0.5%	70.1%	10.1%	18.8%	6.1%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.6%	16.0%	12.8%	0.0%	57.4%	25.5%	22.3%	0.0%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	71.6%	25.3%	8.4%	0.0%	67.4%	8.4%	25.3%	4.2%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	87.7%	8.8%	8.8%	0.0%	61.4%	8.8%	26.3%	8.8%

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Academic Progress

DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	63.9%	17.6%	16.1%	2.3%	58.7%	23.5%	11.6%	6.1%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	63.3%	15.3%	19.2%	2.3%	58.5%	23.7%	11.2%	6.5%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	59.9%	21.2%	16.9%	2.0%	55.3%	25.0%	13.2%	6.6%
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	62.5%	19.4%	16.0%	2.1%	58.2%	22.9%	11.9%	7.0%
Female								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	67.1%	13.6%	16.3%	2.9%	60.0%	24.8%	10.8%	4.3%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	66.3%	19.5%	11.3%	3.0%	61.8%	21.9%	10.4%	5.9%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	72.0%	13.4%	13.4%	1.2%	61.3%	23.8%	12.5%	2.5%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	66.7%	33.3%	0.0%	66.7%	33.3%	0.0%	0.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	85.7%	0.0%	14.3%	0.0%	57.1%	0.0%	14.3%	28.6%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	64.7%	13.7%	19.6%	2.0%	54.0%	28.0%	14.0%	4.0%

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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
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	63.9%	17.6%	16.1%	2.3%	58.7%	23.5%	11.6%	6.1%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	63.9%	17.6%	16.1%	2.3%	58.7%	23.5%	11.6%	6.1%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	66.5%	20.2%	10.6%	2.7%	60.6%	23.6%	10.9%	4.9%
Non-English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	63.0%	16.7%	18.1%	2.2%	58.1%	23.5%	11.8%	6.6%

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Academic Progress

DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	62.3%	18.3%	16.7%	2.7%	58.1%	22.4%	13.1%	6.4%
Non Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	66.6%	16.5%	15.2%	1.7%	59.8%	25.5%	9.1%	5.7%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	51.1%	24.4%	22.2%	2.2%	51.1%	28.9%	8.9%	11.1%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.6%	17.6%	11.8%	0.0%	70.6%	17.6%	11.8%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	77.8%	22.2%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%

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Academic Progress

DLM (cont)

Grade 5 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	67.2%	18.5%	17.0%	2.5%	61.8%	24.8%	12.2%	6.4%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	66.5%	16.1%	20.1%	2.4%	61.5%	24.9%	11.8%	6.8%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	63.1%	22.3%	17.8%	2.1%	58.2%	26.3%	13.9%	6.9%
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	65.7%	20.4%	16.9%	2.2%	61.2%	24.1%	12.6%	7.3%
Female								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	70.5%	14.3%	17.2%	3.1%	63.1%	26.1%	11.4%	4.5%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 5 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	69.6%	20.5%	11.8%	3.2%	64.9%	23.0%	11.0%	6.1%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	75.7%	14.1%	14.1%	1.3%	64.5%	25.0%	13.2%	2.6%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	70.2%	35.1%	0.0%	70.2%	35.1%	0.0%	0.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	90.2%	0.0%	15.0%	0.0%	60.2%	0.0%	15.0%	30.1%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	68.1%	14.5%	20.6%	2.1%	56.8%	29.5%	14.7%	4.2%

* 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 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	67.2%	18.5%	17.0%	2.5%	61.8%	24.8%	12.2%	6.4%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	67.2%	18.5%	17.0%	2.5%	61.8%	24.8%	12.2%	6.4%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.8%	21.2%	11.2%	2.8%	63.6%	24.8%	11.4%	5.1%
Non-English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	66.3%	17.5%	19.1%	2.3%	61.1%	24.7%	12.5%	6.9%

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Academic Progress

DLM (cont)

Grade 5 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	65.5%	19.2%	17.5%	2.9%	61.0%	23.5%	13.8%	6.7%
Non Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	70.1%	17.4%	16.0%	1.8%	63.0%	26.8%	9.5%	6.0%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	53.8%	25.7%	23.4%	2.3%	53.8%	30.4%	9.4%	11.7%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	74.3%	18.6%	12.4%	0.0%	74.3%	18.6%	12.4%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	81.9%	23.4%	0.0%	0.0%	70.2%	35.1%	0.0%	0.0%

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Academic Progress

DLM (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
All				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	77.9%	17.5%	4.5%	0.1%
White				
School	*	*	*	*
District	*	*	*	*
State	77.7%	16.6%	5.7%	0.0%
Black				
School	*	*	*	*
District	*	*	*	*
State	74.8%	21.0%	4.2%	0.0%
Male				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	77.5%	17.6%	4.9%	0.0%
Female				
School	*	*	*	*
District	‡	‡	‡	‡
State	78.7%	17.5%	3.6%	0.2%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*

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DLM (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	78.9%	17.9%	3.0%	0.3%
Asian				
School	*	*	*	*
District	*	*	*	*
State	86.1%	11.4%	2.5%	0.0%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	66.7%	33.3%	0.0%	0.0%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	85.7%	0.0%	14.3%	0.0%
Two or More Races				
School	*	*	*	*
District	*	*	*	*
State	77.3%	15.9%	6.8%	0.0%

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DLM (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	77.9%	17.5%	4.5%	0.1%
Students with IEPs				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	77.9%	17.5%	4.5%	0.1%
Non-IEP				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
English Learners				
School	*	*	*	*
District	*	*	*	*
State	83.5%	14.5%	1.7%	0.3%
Non-English Learners				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	75.9%	18.6%	5.5%	0.0%

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Academic Progress

DLM (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	*	*	*	*
District	‡	‡	‡	‡
State	74.7%	20.3%	5.0%	0.0%
Non Low Income				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	83.2%	12.9%	3.6%	0.2%
Homeless				
School	*	*	*	*
District	*	*	*	*
State	70.5%	18.2%	11.4%	0.0%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	81.3%	12.5%	6.3%	0.0%
Military				
School	*	*	*	*
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%

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Academic Progress

DLM (cont)

Grade 5 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
All				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	81.9%	18.5%	4.7%	0.1%
White				
School	*	*	*	*
District	*	*	*	*
State	81.8%	17.5%	6.0%	0.0%
Black				
School	*	*	*	*
District	*	*	*	*
State	78.8%	22.1%	4.4%	0.0%
Male				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	81.5%	18.5%	5.2%	0.0%
Female				
School	*	*	*	*
District	‡	‡	‡	‡
State	82.9%	18.4%	3.8%	0.3%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*

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DLM (cont)

Grade 5 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	82.8%	18.8%	3.1%	0.3%
Asian				
School	*	*	*	*
District	*	*	*	*
State	90.6%	12.0%	2.7%	0.0%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	70.2%	35.1%	0.0%	0.0%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	90.2%	0.0%	15.0%	0.0%
Two or More Races				
School	*	*	*	*
District	*	*	*	*
State	81.3%	16.8%	7.2%	0.0%

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DLM (cont)

Grade 5 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	81.9%	18.5%	4.7%	0.1%
Students with IEPs				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	81.9%	18.5%	4.7%	0.1%
Non-IEP				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
English Learners				
School	*	*	*	*
District	*	*	*	*
State	87.6%	15.3%	1.8%	0.3%
Non-English Learners				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	79.9%	19.6%	5.8%	0.0%

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Academic Progress

DLM (cont)

Grade 5 - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	*	*	*	*
District	‡	‡	‡	‡
State	78.5%	21.4%	5.2%	0.0%
Non Low Income				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	87.6%	13.6%	3.8%	0.2%
Homeless				
School	*	*	*	*
District	*	*	*	*
State	74.2%	19.1%	12.0%	0.0%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	85.5%	13.2%	6.6%	0.0%
Military				
School	*	*	*	*
District	*	*	*	*
State	105.3%	0.0%	0.0%	0.0%

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ISA

What is it?

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

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

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Academic Progress

ISA (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
School	23.7%	52.6%	23.7%	0.0%
District	12.9%	43.0%	35.6%	8.4%
State	15.1%	34.2%	36.6%	14.1%
White				
School	‡	‡	‡	‡
District	6.9%	27.6%	41.4%	24.1%
State	7.2%	27.8%	44.8%	20.2%
Black				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	32.4%	44.0%	20.7%	2.9%
Male				
School	18.8%	50.0%	31.3%	0.0%
District	14.2%	38.9%	35.8%	11.1%
State	16.2%	33.0%	36.0%	14.9%
Female				
School	27.3%	54.5%	18.2%	0.0%
District	11.6%	47.6%	35.4%	5.4%
State	14.0%	35.5%	37.3%	13.2%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	0.0%	20.0%	80.0%	0.0%

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ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	20.6%	55.9%	23.5%	0.0%
District	13.2%	45.1%	34.6%	7.0%
State	20.5%	42.5%	30.8%	6.2%
Asian				
School	‡	‡	‡	‡
District	0.0%	50.0%	50.0%	0.0%
State	5.0%	19.2%	43.3%	32.4%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	14.1%	34.1%	37.8%	14.1%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	20.8%	37.7%	31.3%	10.2%
Two or More Races				
School	*	*	*	*
District	‡	‡	‡	‡
State	12.4%	32.4%	38.3%	16.9%

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ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	‡	‡	‡	‡
District	22.6%	39.6%	35.8%	1.9%
State	33.5%	37.0%	22.4%	7.1%
Students with IEPs				
School	‡	‡	‡	‡
District	27.9%	44.2%	27.9%	0.0%
State	40.5%	38.1%	17.1%	4.3%
Non-IEP				
School	21.9%	53.1%	25.0%	0.0%
District	10.5%	42.9%	36.8%	9.8%
State	11.0%	33.6%	39.8%	15.7%
English Learners				
School	35.0%	50.0%	15.0%	0.0%
District	22.6%	51.2%	26.2%	0.0%
State	29.1%	49.6%	20.0%	1.3%
Non-English Learners				
School	11.1%	55.6%	33.3%	0.0%
District	9.3%	40.0%	39.1%	11.6%
State	12.3%	31.1%	39.9%	16.6%

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Academic Progress

ISA (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	27.3%	51.5%	21.2%	0.0%
District	17.2%	43.4%	32.8%	6.6%
State	23.9%	42.8%	28.1%	5.2%
Non Low Income				
School	‡	‡	‡	‡
District	5.4%	42.3%	40.5%	11.7%
State	6.9%	26.3%	44.5%	22.3%
Homeless				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	35.9%	42.0%	19.7%	2.5%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	29.6%	41.0%	26.4%	3.0%
Military				
School	*	*	*	*
District	‡	‡	‡	‡
State	10.9%	30.8%	40.6%	17.7%

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

Academic Progress

ISA (cont)

Grade 5 - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
School	24.9%	55.4%	24.9%	0.0%
District	13.6%	45.2%	37.4%	8.8%
State	15.7%	35.6%	38.1%	14.7%
White				
School	‡	‡	‡	‡
District	7.3%	29.0%	43.6%	25.4%
State	7.5%	29.0%	46.7%	21.1%
Black				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	33.5%	45.5%	21.4%	3.0%
Male				
School	19.7%	52.6%	32.9%	0.0%
District	14.9%	40.9%	37.7%	11.7%
State	16.8%	34.3%	37.4%	15.5%
Female				
School	28.7%	57.4%	19.1%	0.0%
District	12.1%	49.8%	37.0%	5.7%
State	14.6%	37.0%	38.8%	13.8%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	0.0%	21.1%	84.2%	0.0%

* 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 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	21.7%	58.8%	24.8%	0.0%
District	13.9%	47.3%	36.3%	7.3%
State	21.4%	44.3%	32.1%	6.5%
Asian				
School	‡	‡	‡	‡
District	0.0%	52.6%	52.6%	0.0%
State	5.3%	20.1%	45.3%	33.9%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	14.7%	35.6%	39.5%	14.7%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	21.3%	38.7%	32.2%	10.5%
Two or More Races				
School	*	*	*	*
District	‡	‡	‡	‡
State	12.9%	33.7%	39.8%	17.5%

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ISA (cont)

Grade 5 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	‡	‡	‡	‡
District	23.8%	41.7%	37.7%	2.0%
State	34.6%	38.2%	23.2%	7.3%
Students with IEPs				
School	‡	‡	‡	‡
District	29.4%	46.5%	29.4%	0.0%
State	41.8%	39.3%	17.7%	4.4%
Non-IEP				
School	23.0%	55.9%	26.3%	0.0%
District	11.0%	44.9%	38.6%	10.3%
State	11.4%	35.0%	41.5%	16.3%
English Learners				
School	36.8%	52.6%	15.8%	0.0%
District	23.5%	53.3%	27.2%	0.0%
State	30.4%	51.8%	20.9%	1.3%
Non-English Learners				
School	11.7%	58.5%	35.1%	0.0%
District	9.8%	42.1%	41.2%	12.2%
State	12.8%	32.4%	41.5%	17.3%

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ISA (cont)

Grade 5 - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	28.7%	54.2%	22.3%	0.0%
District	18.0%	45.5%	34.4%	6.9%
State	24.8%	44.4%	29.2%	5.4%
Non Low Income				
School	‡	‡	‡	‡
District	5.7%	44.6%	42.7%	12.3%
State	7.3%	27.4%	46.4%	23.3%
Homeless				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	36.7%	43.0%	20.2%	2.5%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	30.4%	42.0%	27.1%	3.1%
Military				
School	*	*	*	*
District	‡	‡	‡	‡
State	11.4%	32.3%	42.5%	18.5%

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Academic Progress

Proficiency

What is it?

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

ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	23.3% *	22.1% *	25.0% *	* *	0.0% *	‡ *	24.8% *	‡ *	* *	* *	‡ *	18.2% *
District	20.9% *	17.4% *	24.6% *	* *	36.7% *	8.8% *	19.1% *	50.0% *	‡ *	‡ *	54.5% *	8.5% *
State	29.9% *	25.5% *	34.7% *	50.5% *	39.4% *	12.1% *	18.4% *	58.6% *	38.7% *	23.5% *	33.6% *	12.9% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	10.5% *	16.3% *	21.9% *	‡ *	* *	* *	* *
District	5.9% *	6.8% *	18.1% *	0.0% *	* *	‡ *	‡ *
State	7.0% *	6.9% *	15.9% *	9.3% *	10.2% *	11.0% *	31.1% *

Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	17.8% *	23.4% *	9.6% *	* *	40.0% *	‡ *	16.8% *	‡ *	* *	* *	‡ *	13.6% *
District	19.8% *	22.7% *	16.6% *	* *	39.5% *	8.8% *	18.0% *	45.5% *	‡ *	‡ *	33.3% *	7.7% *
State	25.8% *	27.3% *	24.3% *	37.2% *	35.6% *	6.8% *	13.5% *	60.2% *	33.4% *	19.1% *	28.5% *	12.2% *

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

Proficiency (cont)

Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	5.3% *	6.1% *	17.5% *	‡ *	* *	* *	* *
District	5.9% *	6.5% *	16.4% *	0.0% *	* *	‡ *	‡ *
State	7.2% *	6.8% *	11.4% *	5.6% *	7.3% *	6.7% *	26.1% *

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	23.0% *	29.0% *	18.0% *	* *	‡ *	‡ *	22.0% *	‡ *	* *	* *	‡ *	‡ *
District	47.0% *	50.0% *	44.0% *	* *	70.0% *	24.0% *	46.0% *	40.0% *	‡ *	‡ *	‡ *	32.0% *
State	50.0% *	50.0% *	50.0% *	75.0% *	63.0% *	23.0% *	37.0% *	76.0% *	56.0% *	41.0% *	54.0% *	28.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡ *	15.0% *	21.0% *	‡ *	* *	* *	* *
District	23.0% *	25.0% *	43.0% *	‡ *	* *	‡ *	‡ *
State	17.0% *	16.0% *	33.0% *	22.0% *	19.0% *	24.0% *	54.0% *

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

Academic Progress

Proficiency (cont)

ELA - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	24.5%	23.2%	26.3%	‡	0.0%	‡	26.1%	‡	‡	‡	‡	19.1%
District	21.9%	18.3%	25.7%	*	38.1%	9.3%	20.0%	52.6%	‡	‡	57.4%	8.7%
State	30.9%	26.2%	35.8%	51.6%	40.8%	12.4%	19.0%	61.1%	40.0%	24.0%	34.2%	13.1%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	11.1%	17.2%	23.1%	‡	‡	‡	‡
District	6.0%	7.2%	19.0%	0.0%	*	‡	‡
State	7.1%	7.1%	16.3%	9.2%	10.5%	10.7%	32.1%

Mathematics - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	18.8%	24.6%	10.1%	‡	42.1%	‡	17.7%	‡	‡	‡	‡	14.4%
District	20.7%	23.8%	17.3%	*	41.0%	9.3%	18.8%	47.8%	‡	‡	35.1%	7.8%
State	26.6%	28.0%	25.0%	37.6%	36.8%	6.9%	13.9%	62.6%	34.4%	19.4%	28.9%	12.3%

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Proficiency (cont)

Mathematics - All Tests - Accountability

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	5.5%	6.4%	18.5%	‡	‡	‡	‡
District	6.0%	6.8%	17.1%	0.0%	*	‡	‡
State	7.3%	7.0%	11.6%	5.5%	7.5%	6.4%	26.9%

Science - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	24.3%	31.0%	19.1%	‡	‡	‡	24.1%	‡	‡	‡	‡	‡
District	49.8%	53.1%	46.1%	*	74.6%	25.3%	48.3%	42.1%	‡	‡	‡	33.8%
State	51.8%	51.7%	52.0%	74.8%	65.9%	23.4%	38.5%	79.4%	57.4%	41.6%	55.5%	28.9%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	15.8%	22.3%	‡	‡	‡	‡
District	24.8%	26.8%	45.9%	‡	*	‡	‡
State	18.0%	16.9%	34.1%	22.0%	19.0%	24.2%	56.0%

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Mean Growth Percentile - IAR

What is it?

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

ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	62.2% 4,662	58.2% 2,386	66.9% 2,276	* *	‡ ‡	‡ ‡	62.8% 4,267	‡ ‡	* *	* *	‡ ‡	43.5% 565
District	46.6% 65,768	44.8% 32,652	48.6% 33,116	* *	52.3% 5,334	39.5% 2,056	45.9% 55,561	64.8% 1,232	‡ ‡	‡ ‡	61.3% 1,409	39.5% 8,845
State	50.0% 23,717,338	48.1% 11,693,654	52.0% 12,021,349	57.0% 2,335	51.2% 13,262,181	44.9% 2,826,582	48.0% 5,143,887	58.7% 1,428,782	51.2% 23,226	48.6% 45,870	49.9% 986,810	42.5% 3,707,063

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	40.0% 440	54.5% 1,745	63.4% 4,377	‡ ‡	* *	* *	‡ ‡
District	38.6% 7,304	46.6% 16,539	46.1% 47,168	‡ ‡	* *	‡ ‡	‡ ‡
State	40.2% 2,664,600	45.0% 2,435,298	46.5% 9,507,314	44.3% 347,058	45.1% 4,018	43.1% 117,964	49.2% 175,889

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Mean Growth Percentile - IAR (cont)

Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	66.4% 4,979	68.8% 2,821	63.5% 2,158	* *	‡ ‡	‡ ‡	67.3% 4,578	‡ ‡	* *	* *	‡ ‡	60.4% 785
District	55.0% 77,296	56.1% 40,777	53.9% 36,519	* *	57.2% 5,891	54.9% 2,802	54.7% 65,988	67.5% 1,282	‡ ‡	‡ ‡	53.1% 1,222	46.3% 10,330
State	49.9% 23,403,002	49.7% 11,949,676	50.1% 11,451,373	50.1% 1,953	50.8% 13,062,419	44.1% 2,704,988	49.2% 5,196,730	58.2% 1,401,896	53.7% 23,742	50.2% 46,477	49.5% 966,750	42.8% 3,669,151

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	61.4% 675	57.4% 1,838	66.6% 4,596	‡ ‡	* *	* *	‡ ‡
District	45.3% 8,472	51.9% 18,262	54.2% 55,299	‡ ‡	* *	‡ ‡	‡ ‡
State	40.2% 2,619,125	46.4% 2,468,626	46.9% 9,433,658	43.3% 331,759	44.9% 3,997	42.8% 115,342	49.2% 174,269

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Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	100.0% *	‡ *	* *	* *	‡ *	100.0% *
District	99.4% *	99.6% *	99.2% *	* *	98.7% *	100.0% *	99.5% *	100.0% *	‡ *	‡ *	100.0% *	97.4% *
State	98.0% *	97.8% *	98.1% *	96.9% *	98.4% *	96.7% *	97.9% *	99.0% *	98.3% *	97.1% *	96.6% *	96.5% *

	Students with IEPs	English Learners	Low Income
School	100.0% *	100.0% *	100.0% *
District	97.3% *	99.6% *	99.5% *
State	96.2% *	98.1% *	97.6% *

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	100.0% *	‡ *	* *	* *	‡ *	100.0% *
District	99.3% *	99.3% *	99.3% *	* *	98.7% *	100.0% *	99.4% *	100.0% *	‡ *	‡ *	100.0% *	96.9% *
State	97.7% *	97.6% *	97.9% *	95.9% *	98.3% *	96.3% *	97.7% *	98.8% *	97.9% *	96.8% *	96.3% *	96.0% *

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Participation Rate (cont)

Mathematics - All Tests - Participation

	Students with IEPs	English Learners	Low Income
School	100.0% *	100.0% *	100.0% *
District	96.6% *	99.4% *	99.3% *
State	95.7% *	97.9% *	97.3% *

Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% *	100.0% *	100.0% *	* *	‡ *	‡ *	100.0% *	‡ *	* *	* *	‡ *	‡ *
District	99.9% *	100.0% *	99.7% *	* *	100.0% *	100.0% *	99.8% *	100.0% *	‡ *	‡ *	‡ *	100.0% *
State	98.0% *	97.9% *	98.0% *	94.7% *	98.5% *	96.6% *	97.6% *	99.1% *	98.2% *	96.7% *	97.7% *	96.9% *

	Students with IEPs	English Learners	Low Income
School	‡ *	100.0% *	100.0% *
District	100.0% *	99.4% *	99.8% *
State	97.0% *	98.0% *	97.4% *

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Academic Progress

Participation Rate (cont)

Overall IAR ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% *	100.0% *	100.0% *	* *	‡ *	‡ *	100.0% *	‡ *	* *	* *	‡ *	100.0% *
District	99.4% 1,965	99.6% 1,012	99.2% 953	* *	98.6% 145	100.0% 86	99.5% 1,677	100.0% 21	‡ 2	‡ 1	100.0% 33	97.3% 319
State	98.4% 788,429	98.4% 402,561	98.5% 385,799	95.8% 69	98.6% 364,253	97.8% 130,257	98.7% 215,653	99.0% 43,144	98.4% 785	97.8% 1,886	96.9% 32,451	97.1% 143,721

	Students with IEPs	English Learners	Low Income
School	100.0% *	100.0% *	100.0% *
District	97.1% 267	99.6% 533	99.4% 1,435
State	96.9% 111,550	98.7% 117,879	98.4% 385,305

Overall IAR Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% *	100.0% *	100.0% *	* *	‡ *	‡ *	100.0% *	‡ *	* *	* *	‡ *	100.0% *
District	99.3% 1,962	99.3% 1,009	99.3% 953	* *	98.6% 145	100.0% 86	99.3% 1,674	100.0% 21	‡ 2	‡ 1	100.0% 33	96.6% 317
State	98.2% 786,393	98.1% 401,483	98.3% 384,842	94.4% 68	98.5% 363,642	97.3% 129,607	98.5% 215,109	98.8% 43,028	97.9% 781	97.5% 1,879	96.6% 32,347	96.7% 143,089

	Students with IEPs	English Learners	Low Income
School	100.0% *	100.0% *	100.0% *
District	96.4% 265	99.4% 532	99.3% 1,432
State	96.5% 111,027	98.5% 117,563	98.1% 383,972

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Academic Progress

Participation Rate (cont)

Overall DLM ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	* *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *
District	100.0% 22	100.0% 16	‡ 6	* *	‡ 2	‡ 5	100.0% 14	‡ 1	* *	* *	* *	100.0% 22
State	99.9% 10,693	99.9% 7,160	99.9% 3,533	* *	99.9% 4,222	100.0% 2,489	99.9% 3,012	99.8% 579	100.0% 7	100.0% 37	99.7% 347	99.9% 10,693

	Students with IEPs	English Learners	Low Income
School	‡ *	* *	‡ *
District	100.0% 22	‡ 8	100.0% 17
State	99.9% 10,693	99.9% 2,734	99.9% 6,388

Overall DLM Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	* *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *
District	100.0% 22	100.0% 16	‡ 6	* *	‡ 2	‡ 5	100.0% 14	‡ 1	* *	* *	* *	100.0% 22
State	99.9% 10,644	99.9% 7,125	99.9% 3,519	* *	99.9% 4,211	100.0% 2,479	99.9% 2,993	99.8% 573	100.0% 7	100.0% 37	99.7% 344	99.9% 10,644

	Students with IEPs	English Learners	Low Income
School	‡ *	* *	‡ *
District	100.0% 22	‡ 8	100.0% 17
State	99.9% 10,644	99.9% 2,712	99.9% 6,355

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Academic Progress

Participation Rate (cont)

Overall DLM Science - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	* *	* *	* *	* *	‡ *	* *	* *	* *	* *	‡ *
District	‡ 9	‡ 6	‡ 3	* *	* *	‡ 1	‡ 7	‡ 1	* *	* *	* *	‡ 9
State	100.0% 4,158	100.0% 2,775	100.0% 1,383	* *	100.0% 1,683	100.0% 956	100.0% 1,153	99.6% 229	100.0% 4	100.0% 15	100.0% 118	100.0% 4,158

	Students with IEPs	English Learners	Low Income
School	‡ *	* *	* *
District	‡ 9	‡ 3	‡ 6
State	100.0% 4,158	99.9% 987	100.0% 2,392

Overall - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% *	100.0% *	100.0% *	* *	‡ *	‡ *	100.0% *	‡ *	* *	* *	* *	‡ *
District	99.9% 687	100.0% 367	99.7% 320	* *	100.0% 55	100.0% 24	99.8% 582	100.0% 14	‡ 1	‡ 2	‡ 9	100.0% 100
State	97.9% 395,258	97.9% 201,018	98.0% 194,204	94.7% 36	98.5% 185,552	96.6% 61,374	97.6% 110,216	99.0% 22,083	98.2% 426	96.6% 980	97.7% 14,627	96.7% 70,516

	Students with IEPs	English Learners	Low Income
School	‡ *	100.0% *	100.0% *
District	100.0% 80	99.4% 157	99.8% 454
State	96.7% 50,623	98.0% 46,584	97.4% 178,492

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Academic Progress

Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	0.0% *	‡ *	* *	* *	‡ *	0.0% *
District	0.6% *	0.4% *	0.8% *	* *	1.3% *	0.0% *	0.5% *	0.0% *	‡ *	‡ *	0.0% *	2.6% *
State	2.0% *	2.2% *	1.9% *	3.1% *	1.6% *	3.3% *	2.1% *	1.0% *	1.7% *	2.9% *	3.4% *	3.5% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	0.0% *	0.0% *
District	2.7% *	0.4% *	0.5% *
State	3.8% *	1.9% *	2.4% *

Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	0.0% *	‡ *	* *	* *	‡ *	0.0% *
District	0.7% *	0.7% *	0.7% *	* *	1.3% *	0.0% *	0.6% *	0.0% *	‡ *	‡ *	0.0% *	3.1% *
State	2.3% *	2.4% *	2.1% *	4.1% *	1.7% *	3.7% *	2.3% *	1.2% *	2.1% *	3.2% *	3.7% *	4.0% *

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Participation Rate (cont)

Mathematics - All Tests - Non Participation

	Students with IEPs	English Learners	Low Income
School	0.0% *	0.0% *	0.0% *
District	3.4% *	0.6% *	0.7% *
State	4.3% *	2.1% *	2.7% *

Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	‡ *	‡ *	0.0% *	‡ *	* *	* *	‡ *	‡ *
District	0.1% *	0.0% *	0.3% *	* *	0.0% *	0.0% *	0.2% *	0.0% *	‡ *	‡ *	‡ *	0.0% *
State	2.0% *	2.1% *	2.0% *	5.3% *	15% *	3.4% *	2.4% *	0.9% *	1.8% *	3.3% *	2.3% *	3.1% *

	Students with IEPs	English Learners	Low Income
School	‡ *	0.0% *	0.0% *
District	0.0% *	0.6% *	0.2% *
State	3.0% *	2.0% *	2.6% *

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Academic Progress

Participation Rate (cont)

Overall IAR ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	‡ *	‡ *	0.0% *	‡ *	* *	* *	‡ *	0.0% *
District	0.6% *	0.4% *	0.8% *	* *	1.4% *	0.0% *	0.5% *	0.0% *	‡ *	‡ *	0.0% *	2.7% *
State	1.6% *	1.6% *	1.5% *	4.2% *	1.4% *	2.2% *	1.3% *	1.0% *	1.6% *	2.2% *	3.1% *	2.9% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	0.0% *	0.0% *
District	2.9% *	0.4% *	0.6% *
State	3.1% *	1.3% *	1.6% *

Overall IAR Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	‡ *	‡ *	0.0% *	‡ *	* *	* *	‡ *	0.0% *
District	0.7% *	0.7% *	0.7% *	* *	1.4% *	0.0% *	0.7% *	0.0% *	‡ *	‡ *	0.0% *	3.4% *
State	1.8% *	1.9% *	1.7% *	5.6% *	1.5% *	2.7% *	1.5% *	1.2% *	2.1% *	2.5% *	3.4% *	3.3% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	0.0% *	0.0% *
District	3.6% *	0.6% *	0.7% *
State	3.6% *	1.5% *	1.9% *

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Participation Rate (cont)

Overall DLM ELA - Non Participation

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

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

Overall DLM Mathematics - Non Participation

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

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

* 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)

Overall DLM Science - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	* *	* *	* *	* *	‡ *	* *	* *	* *	* *	‡ *
District	‡ *	‡ *	‡ *	* *	* *	‡ *	‡ *	‡ *	* *	* *	* *	‡ *
State	0.0% *	0.0% *	0.0% *	* *	0.0% *	0.0% *	0.0% *	0.4% *	0.0% *	0.0% *	0.0% *	0.0% *

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

Overall ISA - Non Participation

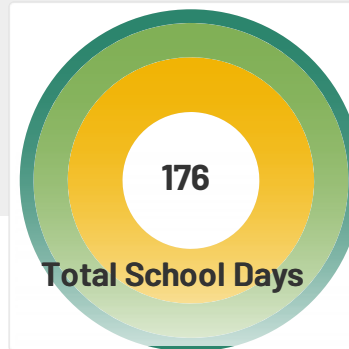
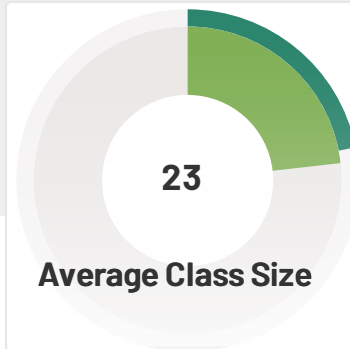
	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	‡ *	‡ *	0.0% *	‡ *	* *	* *	* *	‡ *
District	0.1% *	0.0% *	0.3% *	* *	0.0% *	0.0% *	0.2% *	0.0% *	‡ *	‡ *	‡ *	0.0% *
State	2.1% *	2.1% *	2.0% *	5.3% *	1.5% *	3.4% *	2.4% *	1.0% *	1.8% *	3.4% *	2.3% *	3.3% *

	Students with IEPs	English Learners	Low Income
School	‡ *	0.0% *	0.0% *
District	0.0% *	0.6% *	0.2% *
State	3.3% *	2.0% *	2.6% *

* 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

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



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

Illinois Youth Survey

What is it?

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

School did participate in Illinois Youth Survey

School	No

* 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		
School	326	\$1,835	\$10,824	\$12,659	\$791	\$2,681	\$3,472	\$2,627	\$13,504	\$16,131	*	*
District	3,060	\$1,586	\$10,054	\$11,640	\$792	\$2,683	\$3,475	\$2,378	\$12,737	\$15,116	\$8,849,273	\$55,106,946

* 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	27.4% \$13,208,294	1.1% \$528,439	53.6% \$25,873,558	5.1% \$2,462,092	12.8% \$6,183,190	\$48,255,573
State	60.6%	4.0%	21.3%	4.7%	9.5%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	54.4%	1.2%	31.8%	12.7%
State	48.2%	2.3%	29.1%	20.4%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	77.0% \$37,849,295	6.8% \$3,350,903	2.1% \$1,050,527	7.6% \$3,718,800	0.0% \$0	2.5% \$1,206,278	0.0% \$0	4.0% \$1,947,653	\$49,123,456
State	71.3%	7.1%	2.9%	8.5%	1.2%	1.9%	0.6%	6.5%	*

* 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

	2019 Equalized Assessed Valuation per Pupil	2019 Total School Tax Rate per \$100	2020-21 Instructional Expenditure per Pupil	2020-21 Operating Expenditure per Pupil
District	\$141,186	5	\$8,667	\$14,277
State	*	*	\$9,703	\$16,029

Average Class Size

What is it?

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

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Overall
School	*	21	22	17	13	22	20	19
District	*	18	21	19	18	20	21	20
State	*	21	20	20	21	21	21	21

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

Total School Days

What is it?

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

Total School Days	
School	176
District	176
State	176

Health and Wellness

What is it?

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

Days PE per week	
School	2
District	3
State	4

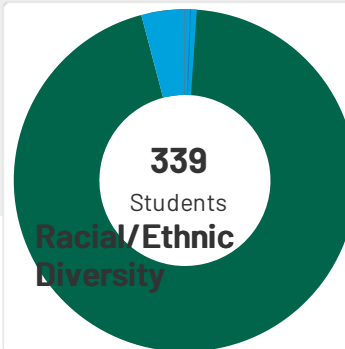
* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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.

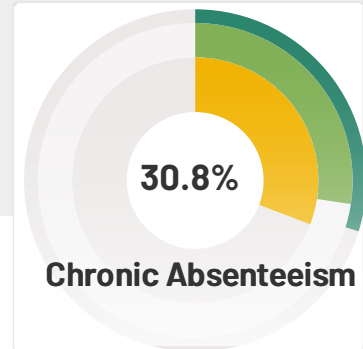
339

Student Enrollment



30.8%

Chronic Absenteeism



Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% 339	53.4% 181	46.6% 158	0.0% *	4.7% 16	‡ ‡	89.4% 303	‡ ‡	0.0% *	‡ ‡	‡ ‡	18.0% 61
District	100.0% 3,103	51.3% 1,593	48.7% 1,510	0.0% *	8.1% 251	4.4% 135	84.9% 2,633	1.1% 33	‡ ‡	‡ ‡	1.5% 46	17.4% 540
State	100.0% 1,869,325	51.4% 959,975	48.6% 909,276	0.0% 74	46.4% 866,540	16.6% 310,464	27.2% 508,549	5.4% 100,564	0.1% 1,851	0.3% 4,756	4.1% 76,601	20.3% 378,912

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	16.8% 57	38.9% 132	85.5% 290	‡ ‡	0.0% *	0.0% *	‡ ‡
District	15.5% 481	30.5% 947	68.9% 2,137	0.6% 19	0.0% *	0.3% 10	0.5% 17
State	16.5% 307,555	13.7% 255,367	46.5% 869,330	2.0% 36,543	0.0% 343	0.7% 13,324	0.8% 14,220

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
School	50	46	46	54	49	53	41
District	188	278	312	314	312	324	309
State	76,645	124,808	126,801	127,437	127,217	129,338	133,597

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

Advanced Academic Programs

What is it?

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

Students Enrolled in Accelerated Placement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	8.5% 165,594	8.0% 79,982	9.1% 85,528	5.8% 84	7.2% 64,447	6.2% 20,363	9.7% 51,280	21.5% 22,540	15.2% 290	7.6% 368	7.8% 6,306	5.3% 18,800

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

Students Enrolled in Accelerated Placement - ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.5% 9,274	0.3% 3,409	0.6% 5,855	0.7% 10	0.5% 4,396	0.3% 1,144	0.5% 2,685	0.6% 637	0.4% 7	0.2% 11	0.5% 394	0.3% 1,060

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - ELA

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

Students Enrolled in Accelerated Placement - Math

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	1.3% 24,369	1.4% 14,394	1.1% 9,946	2.0% 29	1.4% 12,824	0.3% 890	0.9% 4,686	4.4% 4,613	1.5% 29	1.2% 60	1.6% 1,267	0.6% 2,159

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

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Multiple Subjects

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

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

Students Enrolled in Accelerated Placement - Whole Grade

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.1% 1,280	0.1% 620	0.1% 660	0.0% 0	0.1% 607	0.1% 197	0.0% 104	0.2% 251	0.0% 0	0.0% 0	0.1% 121	0.0% 81

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Whole Grade

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

Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	22.2% 136,701	18.8% 59,465	25.7% 76,999	31.9% 237	23.2% 66,464	12.6% 12,696	20.5% 35,457	51.9% 16,825	32.4% 210	17.6% 262	22.2% 4,787	9.3% 11,353

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

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	1.0% 6,054	0.7% 2,344	1.2% 3,710	0.0% 0	0.4% 1,090	1.6% 1,644	1.6% 2,808	1.1% 355	1.8% 12	1.5% 23	0.6% 122	0.5% 590

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
State	0.2% 189	0.4% 197	1.4% 3,902	1.0% 154	0.6% 19

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	19.8% 384,714	18.1% 180,719	21.6% 203,343	44.7% 652	21.8% 194,193	13.3% 43,602	17.9% 94,705	34.4% 36,095	23.9% 455	17.0% 828	18.3% 14,836	11.6% 41,302

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

Advanced Academic Programs (cont)

Students Enrolled in any course designated as Enriched or Honors

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

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	13.1% 80,917	13.0% 41,004	13.3% 39,900	1.7% 13	16.9% 48,578	8.5% 8,542	9.3% 16,045	14.9% 4,849	9.4% 61	9.1% 135	12.5% 2,707	8.5% 10,392

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

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

Gifted Students

What is it?

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

Students Assessed For Giftedness

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	6.5% 125,984	6.4% 64,278	6.6% 61,684	1.5% 22	6.7% 59,326	4.1% 13,504	5.0% 26,428	18.7% 19,584	7.2% 137	6.9% 337	8.2% 6,668	5.7% 20,436

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

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.8% 15,425	0.8% 7,974	0.8% 7,447	0.3% 4	0.9% 7,868	0.3% 893	0.5% 2,539	3.1% 3,215	0.6% 12	1.0% 47	1.0% 851	0.5% 1,859

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

Gifted Students (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	0.4% 997	0.4% 972	0.3% 3,030	0.1% 55	0.1% 15

Students Identified As Gifted

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	2.4% 46,332	2.4% 23,874	2.4% 22,449	0.6% 9	2.5% 21,975	0.9% 2,920	1.3% 6,782	11.5% 12,042	3.3% 63	2.0% 98	3.0% 2,452	1.3% 4,476

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

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

Gifted Students (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.5% 8,965	0.5% 4,706	0.5% 4,258	0.1% 1	0.5% 4,393	0.1% 390	0.2% 1,124	2.3% 2,463	0.5% 9	0.5% 23	0.7% 563	0.2% 726

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

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

English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
School	*	100.0% 112	9.8% *	* *
District	*	100.0% 916	7.5% *	* 67
State	*	100.0% 229,014	6.1% *	* 47,572

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

Student Attendance

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	91.9%	91.8%	92.0%	*	90.9%	96.0%	91.8%	98.4%	*	*	92.0%	90.6%
District	92.4%	92.4%	92.4%	*	94.0%	91.8%	92.1%	98.1%	97.1%	89.8%	94.8%	91.0%
State	90.8%	90.9%	90.8%	93.0%	92.8%	86.5%	89.4%	94.2%	91.3%	89.5%	90.7%	88.8%

	Students with IEPs	English Learners	Low Income
School	90.4%	91.3%	91.8%
District	91.1%	91.9%	91.8%
State	88.4%	90.1%	88.1%

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

Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	8.9%	7.7%	10.4%	*	‡	‡	9.5%	‡	*	*	‡	‡
District	6.4%	5.5%	7.4%	*	5.2%	14.5%	6.1%	‡	‡	‡	‡	5.8%
State	7.6%	7.9%	7.3%	2.9%	5.2%	13.8%	7.7%	7.1%	9.6%	10.2%	8.9%	7.2%

	Students with IEPs	English Learners	Low Income	Homeless
School	‡	13.1%	8.9%	‡
District	5.3%	8.1%	6.3%	55.3%
State	8.0%	9.5%	10.2%	25.7%

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

Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	30.8%	28.6%	34.0%	*	‡	‡	31.9%	‡	*	*	‡	36.1%
District	27.4%	27.5%	27.2%	*	17.4%	35.0%	28.5%	‡	‡	‡	‡	34.6%
State	29.8%	29.5%	30.2%	20.9%	21.2%	47.9%	36.1%	15.8%	28.0%	36.4%	30.6%	37.3%

	Students with IEPs	English Learners	Low Income
School	37.5%	34.0%	30.9%
District	34.5%	29.4%	31.0%
State	38.9%	34.5%	42.0%

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
School	‡	‡	37.2%	37.5%	35.4%	‡	24.4%
District	*	*	35.8%	28.3%	25.1%	27.4%	21.1%
State	*	*	29.2%	26.5%	24.3%	23.4%	23.4%

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Dropout Rate

What is it?

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

By Subgroups

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

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

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Chronically Truant Students

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	7.9%	‡	11.7%	*	‡	‡	7.8%	‡	*	*	‡	‡
District	15.9%	15.3%	16.5%	*	‡	29.3%	16.8%	‡	‡	‡	‡	18.7%
State	22.1%	22.2%	22.0%	7.2%	8.6%	50.2%	30.9%	7.9%	20.5%	28.8%	19.8%	25.5%

	Students with IEPs	English Learners	Low Income
School	‡	11.3%	8.2%
District	18.9%	17.2%	18.4%
State	27.8%	29.4%	36.1%

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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 four summative designations: Exemplary School, Commendable School, Targeted School, and Comprehensive School. Targeted Schools and Comprehensive Schools receive additional funding and supports to build local capacity and improve student outcomes. Multiple measures of school performance and growth determine a school's annual* summative designation.

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

Summative Designation

Exemplary School

Schools performing in the **top 10** of schools statewide, with **no underperforming student groups**.

No Data

School Improvement Funds

Schoolwide Title I Program

Title I Status

Title I Status

What is it?

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

Title I Status	
School	Schoolwide Title I Program

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School Improvement Funds

What is it?

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

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

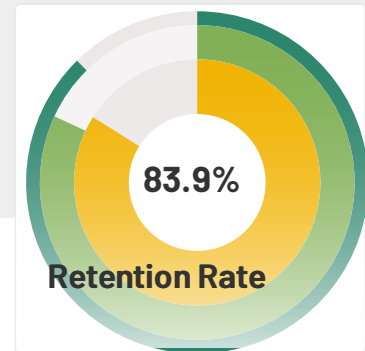
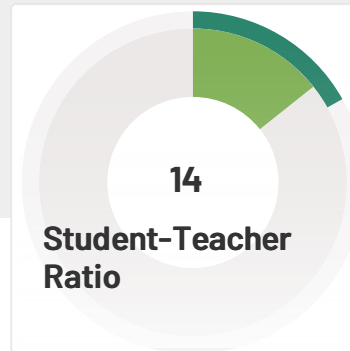
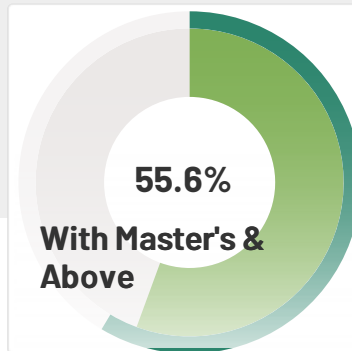
Schools Who Receive Title I School Improvement - 1003(a) Funds

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

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



Teacher Information

What is it?

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

	Average Teaching Experience	With Bachelor's Degrees	With Master's & Above	Attendance Rate	Evaluation Rate
School	*	*	*	*	*
District	10	44.4%	55.6%	67.8%	99.5%
State	*	40.6%	58.6%	66.1%	97.2%

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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	14	*
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	\$60,509
State	\$72,316

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Retention Rate

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	83.9% 78	85.7% 60	* *	78.3% 18	* *	* *	* *	* *	* *
	Male	84.2% 16	85.7% 12	* *	80.0% 4	* *	* *	* *	* *	* *
	Female	83.8% 62	85.7% 48	* *	77.8% 14	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	81.9% 635	82.2% 551	* *	83.2% 84	* *	0.0% 0	* *	0.0% 0	0.0% 0
	Male	86.5% 122	88.4% 107	* *	78.9% 15	* *	0.0% 0	* *	* *	* *
	Female	80.9% 513	80.9% 444	* *	84.1% 69	* *	* *	* *	0.0% 0	0.0% 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	87.6% 311,523	88.1% 262,637	81.8% 15,332	87.4% 21,752	87.6% 4,957	86.4% 184	85.5% 691	85.0% 2,323	82.6% 3,647
	Male	89.1% 73,837	89.8% 63,050	81.2% 3,038	87.3% 4,993	88.5% 1,159	87.5% 56	87.6% 169	87.1% 594	81.7% 778
	Female	87.2% 237,686	87.6% 199,587	81.9% 12,294	87.5% 16,759	87.3% 3,798	85.9% 128	84.9% 522	84.3% 1,729	82.9% 2,869
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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Full-Time Equivalent

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	100.0% 31.2	72.7% 22.7	* *	24.1% 7.5	* *	* *	* *	3.2% 1	* *
	Male	17.6% 5.5	19.8% 4.5	* *	13.3% 1	* *	* *	* *	* *	* *
	Female	82.4% 25.7	80.2% 18.2	* *	86.7% 6.5	* *	* *	* *	100.0% 1	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 270.9	83.1% 225.1	0.4% 1	16.2% 43.8	* *	* *	* *	0.4% 1	* *
	Male	21.9% 59.3	23.2% 52.1	* *	16.4% 7.2	* *	* *	* *	* *	* *
	Female	78.1% 211.6	76.8% 173	100.0% 1	83.6% 36.6	* *	* *	* *	100.0% 1	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 134887.1	81.3% 109693.6	6.0% 8130.5	8.0% 10848.3	1.8% 2472.7	0.1% 83.5	0.2% 319.7	0.8% 1125.1	1.6% 2213.8
	Male	23.3% 31433.8	23.6% 25853.6	21.4% 1741.5	22.6% 2449.9	22.4% 554.9	29.7% 24.8	22.9% 73.3	24.0% 270.5	21.0% 465.5
	Female	76.7% 103453.3	76.4% 83840	78.6% 6389	77.4% 8398.4	77.6% 1917.8	70.3% 58.7	77.1% 246.5	76.0% 854.6	79.0% 1748.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

* 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	
School	*
District	3
State	1,247

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

National Board Certified Teachers

What is it?

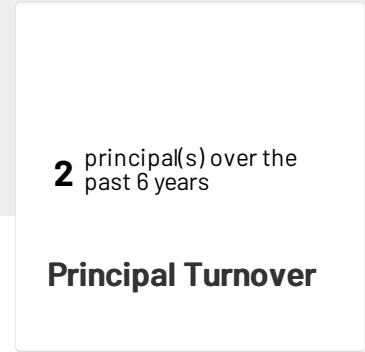
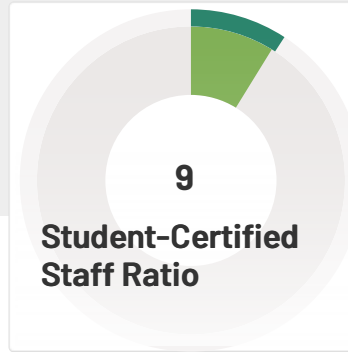
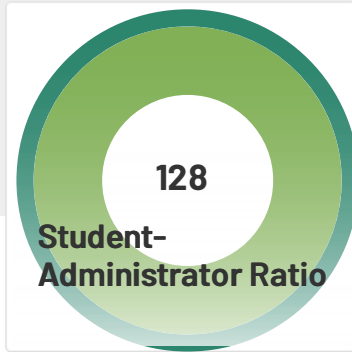
This shows the numbers of teachers who have achieved recognition as National Board Certified Teachers, both as a whole and broken down by certain demographic indicators.

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Male	Female	Non Binary	Unknown
School	*	*	*	*	*	*	*	*	*	*	*	*
District	5	5	*	*	*	*	*	*	1	4	*	*
State	2,513	2,027	150	203	68	1	6	29	484	2,029	*	*

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

About the data

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



Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	9	128
State	9	147

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Principal Turnover

What is it?

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

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

Average Administrator Salary

What is it?

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

Average Administrator Salary	
District	\$109,920
State	\$116,206

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