

Yorkville Middle School (7 - 8)

YORKVILLE CUSD 115



Principal

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District Superintendent

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District Provided Statement

Yorkville CUSD 115 aspires to be a recognized community of learners, where everyone has the voice, freedom, and responsibility to create individual learning paths through a learning model rooted in engaging learning experiences, responsive assessment, and collaborative culture. District 115 embraces continuous improvement work in the areas of student success, community of learners, partnerships with home and community, and operational excellence.

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 : \$10,163

8th Graders Passing Algebra I : *

Chronic Absenteeism : 12.1%

Teacher Retention : 87.8%

Senate District : 38 **House District :** 75

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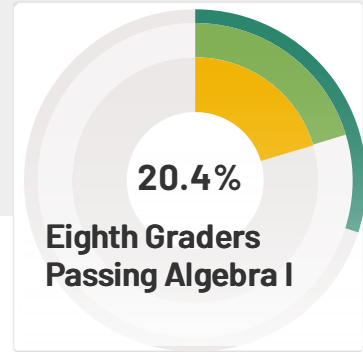
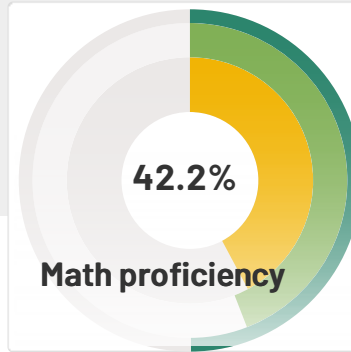
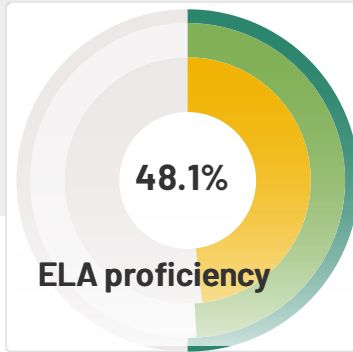
99 | Administrators

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

Date: 12/16/22 9:53:50 -06:00

About the data

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



IAR

What is it?

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

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

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

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

Academic Progress

IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	10.9%	12.3%	27.8%	38.7%	10.3%	8.9%	20.3%	39.3%	28.2%	3.3%
District	10.9%	12.3%	27.8%	38.7%	10.3%	8.9%	20.3%	39.3%	28.2%	3.3%
State	21.4%	20.9%	25.7%	24.6%	7.4%	14.1%	28.5%	31.7%	22.3%	3.5%
White										
School	7.6%	9.1%	28.8%	40.9%	13.6%	5.5%	16.0%	37.7%	35.9%	4.9%
District	7.6%	9.1%	28.8%	40.9%	13.6%	5.5%	16.0%	37.7%	35.9%	4.9%
State	12.4%	17.7%	28.1%	31.7%	10.0%	7.6%	21.9%	35.4%	30.8%	4.3%
Black										
School	27.9%	16.3%	23.3%	30.2%	2.3%	18.6%	37.2%	39.5%	4.7%	0.0%
District	27.9%	16.3%	23.3%	30.2%	2.3%	18.6%	37.2%	39.5%	4.7%	0.0%
State	37.8%	27.0%	21.3%	12.0%	1.9%	28.4%	41.0%	23.6%	6.6%	0.4%
Male										
School	13.4%	15.0%	29.2%	33.6%	8.7%	10.8%	17.9%	36.7%	29.9%	4.8%
District	13.4%	15.0%	29.2%	33.6%	8.7%	10.8%	17.9%	36.7%	29.9%	4.8%
State	26.0%	22.8%	24.8%	21.3%	5.1%	15.0%	27.2%	30.4%	23.3%	4.2%
Female										
School	8.6%	9.7%	26.4%	43.5%	11.9%	7.1%	22.6%	41.7%	26.7%	1.9%
District	8.6%	9.7%	26.4%	43.5%	11.9%	7.1%	22.6%	41.7%	26.7%	1.9%
State	16.5%	18.9%	26.6%	28.2%	9.8%	13.1%	29.9%	33.0%	21.3%	2.7%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	5.6%	5.6%	38.9%	38.9%	11.1%	5.6%	11.1%	38.9%	44.4%	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 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	12.4%	20.4%	28.3%	33.6%	5.3%	12.5%	26.8%	45.5%	14.3%	0.9%
District	12.4%	20.4%	28.3%	33.6%	5.3%	12.5%	26.8%	45.5%	14.3%	0.9%
State	29.2%	24.9%	25.5%	17.4%	3.1%	18.3%	35.4%	31.9%	13.5%	1.0%
Asian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	6.8%	9.5%	20.3%	40.1%	23.3%	3.1%	10.3%	24.8%	43.6%	18.2%
Native Hawaiian/ Pacific Islander										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	12.7%	20.7%	26.0%	33.3%	7.3%	9.5%	21.6%	37.8%	26.4%	4.7%
American Indian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.5%	19.6%	28.8%	21.8%	8.3%	13.9%	29.4%	33.9%	20.6%	2.3%
Two or More Races										
School	19.2%	15.4%	26.9%	30.8%	7.7%	19.2%	26.9%	30.8%	23.1%	0.0%
District	19.2%	15.4%	26.9%	30.8%	7.7%	19.2%	26.9%	30.8%	23.1%	0.0%
State	21.3%	19.6%	25.1%	25.2%	8.8%	15.1%	28.8%	28.6%	23.0%	4.6%

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Academic Progress

IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	41.1%	23.3%	24.4%	10.0%	1.1%	33.3%	35.6%	22.2%	6.7%	2.2%
District	41.1%	23.3%	24.4%	10.0%	1.1%	33.3%	35.6%	22.2%	6.7%	2.2%
State	48.2%	22.9%	16.5%	10.1%	2.3%	34.2%	35.5%	19.3%	9.6%	1.4%
Students with IEPs										
School	57.1%	22.2%	17.5%	3.2%	0.0%	45.3%	37.5%	14.1%	3.1%	0.0%
District	57.1%	22.2%	17.5%	3.2%	0.0%	45.3%	37.5%	14.1%	3.1%	0.0%
State	59.4%	23.0%	12.1%	4.7%	0.8%	42.9%	38.3%	13.9%	4.5%	0.5%
Non-IEP										
School	4.6%	10.9%	29.2%	43.6%	11.8%	3.8%	17.9%	42.8%	31.8%	3.8%
District	4.6%	10.9%	29.2%	43.6%	11.8%	3.8%	17.9%	42.8%	31.8%	3.8%
State	15.3%	20.5%	27.9%	27.8%	8.5%	9.5%	26.9%	34.5%	25.2%	3.9%
English Learners										
School	38.5%	26.9%	23.1%	11.5%	0.0%	38.5%	23.1%	30.8%	7.7%	0.0%
District	38.5%	26.9%	23.1%	11.5%	0.0%	38.5%	23.1%	30.8%	7.7%	0.0%
State	52.3%	29.4%	15.0%	3.2%	0.2%	31.4%	45.3%	20.4%	2.8%	0.1%
Non-English Learners										
School	9.5%	11.5%	28.0%	40.1%	10.9%	7.3%	20.2%	39.7%	29.3%	3.5%
District	9.5%	11.5%	28.0%	40.1%	10.9%	7.3%	20.2%	39.7%	29.3%	3.5%
State	17.1%	19.7%	27.2%	27.6%	8.4%	11.7%	26.2%	33.2%	25.0%	3.9%

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Academic Progress

IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	19.8%	18.9%	25.2%	30.6%	5.4%	19.6%	25.9%	33.0%	20.5%	0.9%
District	19.8%	18.9%	25.2%	30.6%	5.4%	19.6%	25.9%	33.0%	20.5%	0.9%
State	31.8%	25.8%	24.3%	15.4%	2.7%	21.6%	37.4%	29.0%	11.2%	0.8%
Non Low Income										
School	8.5%	10.5%	28.5%	40.9%	11.7%	5.9%	18.8%	41.0%	30.4%	4.0%
District	8.5%	10.5%	28.5%	40.9%	11.7%	5.9%	18.8%	41.0%	30.4%	4.0%
State	11.5%	16.2%	27.0%	33.4%	11.8%	6.9%	20.0%	34.2%	32.9%	6.0%
Homeless										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.5%	25.6%	18.7%	9.7%	1.5%	32.9%	39.9%	21.6%	5.5%	0.1%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.4%	26.7%	20.1%	12.8%	0.9%	32.1%	39.4%	21.6%	6.3%	0.6%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	21.3%	21.1%	26.0%	23.9%	7.8%	15.5%	29.3%	32.5%	20.6%	2.1%

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Academic Progress

IAR (cont)

Grade 7 - 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	11.1%	12.5%	28.2%	39.3%	10.5%	9.0%	20.4%	39.5%	28.4%	3.3%
District	11.1%	12.5%	28.2%	39.3%	10.5%	9.0%	20.4%	39.5%	28.4%	3.3%
State	22.0%	21.6%	26.5%	25.4%	7.6%	14.5%	29.3%	32.6%	23.0%	3.6%
White										
School	7.7%	9.2%	29.1%	41.3%	13.8%	5.5%	15.9%	37.6%	35.8%	4.9%
District	7.7%	9.2%	29.1%	41.3%	13.8%	5.5%	15.9%	37.6%	35.8%	4.9%
State	12.9%	18.3%	29.1%	32.8%	10.4%	7.8%	22.7%	36.6%	31.8%	4.4%
Black										
School	29.4%	17.1%	24.5%	31.8%	2.5%	19.6%	39.2%	41.6%	4.9%	0.0%
District	29.4%	17.1%	24.5%	31.8%	2.5%	19.6%	39.2%	41.6%	4.9%	0.0%
State	38.7%	27.6%	21.7%	12.3%	1.9%	28.9%	41.7%	24.0%	6.7%	0.4%
Male										
School	13.7%	15.3%	29.7%	34.2%	8.8%	10.9%	18.1%	37.0%	30.1%	4.8%
District	13.7%	15.3%	29.7%	34.2%	8.8%	10.9%	18.1%	37.0%	30.1%	4.8%
State	26.8%	23.6%	25.6%	21.9%	5.3%	15.5%	28.0%	31.3%	23.9%	4.3%
Female										
School	8.7%	9.8%	26.8%	44.1%	12.1%	7.2%	22.6%	41.9%	26.8%	1.9%
District	8.7%	9.8%	26.8%	44.1%	12.1%	7.2%	22.6%	41.9%	26.8%	1.9%
State	17.1%	19.5%	27.5%	29.1%	10.1%	13.4%	30.8%	34.0%	22.0%	2.8%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	5.9%	5.9%	40.9%	40.9%	11.7%	5.5%	11.1%	38.8%	44.3%	0.0%

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Academic Progress

IAR (cont)

Grade 7 - 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	12.6%	20.7%	28.8%	34.2%	5.4%	12.6%	27.0%	45.9%	14.4%	0.9%
District	12.6%	20.7%	28.8%	34.2%	5.4%	12.6%	27.0%	45.9%	14.4%	0.9%
State	30.2%	25.8%	26.4%	18.0%	3.3%	18.8%	36.6%	32.9%	14.0%	1.0%
Asian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	7.1%	9.9%	21.1%	41.7%	24.2%	3.2%	10.7%	25.8%	45.3%	18.9%
Native Hawaiian/ Pacific Islander										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	13.2%	21.5%	27.0%	34.6%	7.6%	9.7%	22.2%	38.8%	27.0%	4.9%
American Indian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.8%	19.9%	29.3%	22.2%	8.5%	14.0%	29.7%	34.2%	20.9%	2.3%
Two or More Races										
School	20.2%	16.2%	28.3%	32.4%	8.1%	20.2%	28.3%	32.4%	24.3%	0.0%
District	20.2%	16.2%	28.3%	32.4%	8.1%	20.2%	28.3%	32.4%	24.3%	0.0%
State	21.6%	19.9%	25.4%	25.5%	9.0%	15.3%	29.0%	28.8%	23.2%	4.6%

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Academic Progress

IAR (cont)

Grade 7 - 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	39.3%	22.3%	23.4%	9.6%	1.1%	31.9%	34.0%	21.3%	6.4%	2.1%
District	39.3%	22.3%	23.4%	9.6%	1.1%	31.9%	34.0%	21.3%	6.4%	2.1%
State	49.0%	23.2%	16.8%	10.3%	2.3%	34.6%	35.9%	19.5%	9.7%	1.4%
Students with IEPs										
School	54.9%	21.4%	16.8%	3.1%	0.0%	44.2%	36.6%	13.7%	3.1%	0.0%
District	54.9%	21.4%	16.8%	3.1%	0.0%	44.2%	36.6%	13.7%	3.1%	0.0%
State	60.2%	23.4%	12.3%	4.7%	0.8%	43.2%	38.6%	14.0%	4.5%	0.5%
Non-IEP										
School	4.7%	11.2%	29.9%	44.6%	12.0%	3.8%	18.1%	43.3%	32.1%	3.8%
District	4.7%	11.2%	29.9%	44.6%	12.0%	3.8%	18.1%	43.3%	32.1%	3.8%
State	15.8%	21.3%	28.9%	28.8%	8.8%	9.8%	27.8%	35.6%	26.0%	4.1%
English Learners										
School	40.5%	28.3%	24.3%	12.2%	0.0%	40.5%	24.3%	32.4%	8.1%	0.0%
District	40.5%	28.3%	24.3%	12.2%	0.0%	40.5%	24.3%	32.4%	8.1%	0.0%
State	54.1%	30.4%	15.5%	3.3%	0.2%	32.4%	46.8%	21.0%	2.8%	0.1%
Non-English Learners										
School	9.6%	11.7%	28.4%	40.7%	11.0%	7.4%	20.2%	39.9%	29.4%	3.5%
District	9.6%	11.7%	28.4%	40.7%	11.0%	7.4%	20.2%	39.9%	29.4%	3.5%
State	17.6%	20.4%	28.1%	28.5%	8.7%	12.0%	27.0%	34.2%	25.8%	4.0%

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Academic Progress

IAR (cont)

Grade 7 - 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	20.1%	19.2%	25.6%	31.1%	5.5%	20.1%	26.5%	33.9%	21.1%	0.9%
District	20.1%	19.2%	25.6%	31.1%	5.5%	20.1%	26.5%	33.9%	21.1%	0.9%
State	32.8%	26.6%	25.0%	15.8%	2.8%	22.2%	38.4%	29.7%	11.5%	0.8%
Non Low Income										
School	8.7%	10.6%	28.9%	41.5%	11.9%	5.9%	18.8%	41.0%	30.4%	4.0%
District	8.7%	10.6%	28.9%	41.5%	11.9%	5.9%	18.8%	41.0%	30.4%	4.0%
State	11.9%	16.8%	28.0%	34.6%	12.2%	7.1%	20.7%	35.3%	34.0%	6.2%
Homeless										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.7%	25.7%	18.8%	9.8%	1.5%	32.8%	39.7%	21.6%	5.5%	0.1%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	37.6%	25.5%	19.2%	12.3%	0.9%	30.6%	37.6%	20.7%	6.0%	0.6%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	21.9%	21.7%	26.7%	24.5%	8.0%	16.0%	30.2%	33.5%	21.3%	2.2%

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Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	17.3%	14.3%	25.4%	37.2%	5.8%	20.7%	24.7%	24.5%	25.8%	4.3%
District	17.3%	14.3%	25.4%	37.2%	5.8%	20.7%	24.7%	24.5%	25.8%	4.3%
State	24.0%	20.6%	25.1%	25.9%	4.4%	29.2%	28.6%	19.1%	19.2%	3.9%
White										
School	12.1%	13.4%	24.6%	43.0%	6.9%	14.2%	22.8%	28.5%	29.4%	5.1%
District	12.1%	13.4%	24.6%	43.0%	6.9%	14.2%	22.8%	28.5%	29.4%	5.1%
State	15.8%	18.3%	27.4%	32.7%	5.9%	19.1%	26.0%	23.4%	26.8%	4.8%
Black										
School	47.1%	26.5%	11.8%	14.7%	0.0%	55.9%	29.4%	11.8%	2.9%	0.0%
District	47.1%	26.5%	11.8%	14.7%	0.0%	55.9%	29.4%	11.8%	2.9%	0.0%
State	39.7%	25.9%	20.8%	12.6%	1.1%	51.5%	31.9%	10.8%	5.5%	0.4%
Male										
School	22.8%	16.5%	26.6%	30.7%	3.4%	22.9%	24.1%	24.4%	23.7%	4.9%
District	22.8%	16.5%	26.6%	30.7%	3.4%	22.9%	24.1%	24.4%	23.7%	4.9%
State	29.5%	22.7%	23.9%	21.2%	2.7%	30.3%	27.3%	18.7%	19.4%	4.3%
Female										
School	10.9%	11.7%	23.9%	44.8%	8.7%	18.1%	25.6%	24.7%	28.2%	3.5%
District	10.9%	11.7%	23.9%	44.8%	8.7%	18.1%	25.6%	24.7%	28.2%	3.5%
State	18.2%	18.5%	26.3%	30.7%	6.3%	28.1%	30.0%	19.5%	18.9%	3.4%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	19.2%	3.8%	19.2%	50.0%	7.7%	36.0%	8.0%	12.0%	36.0%	8.0%

* 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 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	24.2%	15.2%	30.3%	27.3%	3.0%	31.7%	26.7%	18.8%	19.8%	3.0%
District	24.2%	15.2%	30.3%	27.3%	3.0%	31.7%	26.7%	18.8%	19.8%	3.0%
State	31.0%	23.4%	25.0%	18.7%	1.8%	36.3%	33.7%	17.5%	11.4%	1.1%
Asian										
School	9.1%	0.0%	36.4%	27.3%	27.3%	9.1%	18.2%	18.2%	45.5%	9.1%
District	9.1%	0.0%	36.4%	27.3%	27.3%	9.1%	18.2%	18.2%	45.5%	9.1%
State	8.0%	9.5%	19.9%	46.7%	15.9%	8.7%	15.1%	17.3%	38.0%	20.8%
Native Hawaiian/ Pacific Islander										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	20.0%	16.4%	27.1%	30.7%	5.7%	24.3%	27.9%	17.9%	25.7%	4.3%
American Indian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.0%	22.2%	24.9%	21.0%	1.0%	35.2%	32.0%	20.3%	10.8%	1.7%
Two or More Races										
School	16.7%	13.3%	30.0%	36.7%	3.3%	17.2%	34.5%	17.2%	27.6%	3.4%
District	16.7%	13.3%	30.0%	36.7%	3.3%	17.2%	34.5%	17.2%	27.6%	3.4%
State	22.9%	20.0%	24.1%	27.7%	5.3%	29.6%	26.7%	18.5%	19.9%	5.3%

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Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	44.4%	23.2%	22.2%	9.1%	1.0%	50.5%	27.8%	12.4%	9.3%	0.0%
District	44.4%	23.2%	22.2%	9.1%	1.0%	50.5%	27.8%	12.4%	9.3%	0.0%
State	49.6%	22.6%	15.7%	10.7%	1.4%	52.0%	27.7%	10.6%	8.3%	1.5%
Students with IEPs										
School	53.3%	22.7%	14.7%	9.3%	0.0%	54.8%	27.4%	6.8%	11.0%	0.0%
District	53.3%	22.7%	14.7%	9.3%	0.0%	54.8%	27.4%	6.8%	11.0%	0.0%
State	61.3%	22.7%	11.2%	4.4%	0.4%	62.7%	27.3%	6.3%	3.2%	0.5%
Non-IEP										
School	10.9%	12.8%	27.3%	42.2%	6.9%	14.8%	24.3%	27.6%	28.3%	5.0%
District	10.9%	12.8%	27.3%	42.2%	6.9%	14.8%	24.3%	27.6%	28.3%	5.0%
State	18.3%	20.3%	27.2%	29.1%	5.0%	24.2%	28.8%	21.0%	21.6%	4.4%
English Learners										
School	52.6%	15.8%	26.3%	5.3%	0.0%	52.4%	28.6%	9.5%	4.8%	4.8%
District	52.6%	15.8%	26.3%	5.3%	0.0%	52.4%	28.6%	9.5%	4.8%	4.8%
State	53.5%	27.2%	15.3%	3.9%	0.1%	54.3%	34.9%	8.6%	2.1%	0.1%
Non-English Learners										
School	15.9%	14.2%	25.3%	38.5%	6.1%	19.3%	24.6%	25.2%	26.7%	4.2%
District	15.9%	14.2%	25.3%	38.5%	6.1%	19.3%	24.6%	25.2%	26.7%	4.2%
State	20.0%	19.8%	26.4%	28.8%	5.0%	25.9%	27.8%	20.5%	21.5%	4.4%

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Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	27.4%	20.8%	21.7%	26.4%	3.8%	33.7%	28.8%	18.3%	11.5%	7.7%
District	27.4%	20.8%	21.7%	26.4%	3.8%	33.7%	28.8%	18.3%	11.5%	7.7%
State	34.2%	24.5%	23.4%	16.3%	1.7%	41.5%	32.8%	15.2%	9.6%	1.0%
Non Low Income										
School	14.6%	12.5%	26.3%	40.2%	6.4%	17.2%	23.7%	26.2%	29.6%	3.3%
District	14.6%	12.5%	26.3%	40.2%	6.4%	17.2%	23.7%	26.2%	29.6%	3.3%
State	14.3%	17.0%	26.7%	34.9%	7.0%	17.7%	24.7%	22.8%	28.2%	6.6%
Homeless										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	43.9%	25.3%	19.7%	10.2%	0.9%	52.4%	31.3%	10.8%	5.1%	0.5%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	46.5%	24.2%	17.8%	10.4%	1.0%	56.8%	30.2%	8.4%	4.3%	0.3%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	25.4%	22.4%	22.0%	27.3%	2.9%	27.9%	29.6%	22.9%	18.3%	1.3%

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Academic Progress

IAR (cont)

Grade 8 - 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	17.7%	14.6%	26.0%	38.1%	6.0%	21.0%	25.1%	24.9%	26.2%	4.3%
District	17.7%	14.6%	26.0%	38.1%	6.0%	21.0%	25.1%	24.9%	26.2%	4.3%
State	24.6%	21.2%	25.8%	26.6%	4.6%	29.9%	29.3%	19.6%	19.6%	4.0%
White										
School	12.5%	13.8%	25.4%	44.3%	7.1%	14.4%	23.1%	28.9%	29.9%	5.1%
District	12.5%	13.8%	25.4%	44.3%	7.1%	14.4%	23.1%	28.9%	29.9%	5.1%
State	16.2%	18.8%	28.1%	33.5%	6.0%	19.6%	26.6%	24.0%	27.4%	4.9%
Black										
School	46.8%	26.3%	11.7%	14.6%	0.0%	55.6%	29.2%	11.7%	2.9%	0.0%
District	46.8%	26.3%	11.7%	14.6%	0.0%	55.6%	29.2%	11.7%	2.9%	0.0%
State	40.5%	26.5%	21.3%	12.9%	1.1%	52.3%	32.4%	10.9%	5.6%	0.4%
Male										
School	23.2%	16.7%	27.0%	31.2%	3.4%	23.2%	24.3%	24.7%	23.9%	4.9%
District	23.2%	16.7%	27.0%	31.2%	3.4%	23.2%	24.3%	24.7%	23.9%	4.9%
State	30.3%	23.3%	24.6%	21.8%	2.7%	31.0%	27.9%	19.1%	19.9%	4.4%
Female										
School	11.3%	12.2%	24.7%	46.3%	9.0%	18.4%	26.1%	25.2%	28.8%	3.6%
District	11.3%	12.2%	24.7%	46.3%	9.0%	18.4%	26.1%	25.2%	28.8%	3.6%
State	18.7%	19.0%	27.1%	31.6%	6.4%	28.8%	30.7%	20.0%	19.4%	3.5%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	19.5%	3.9%	19.5%	50.7%	7.8%	36.4%	8.1%	12.2%	36.4%	8.1%

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Academic Progress

IAR (cont)

Grade 8 - 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	24.8%	15.5%	31.0%	27.9%	3.1%	33.0%	27.9%	19.6%	20.6%	3.1%
District	24.8%	15.5%	31.0%	27.9%	3.1%	33.0%	27.9%	19.6%	20.6%	3.1%
State	32.0%	24.2%	25.9%	19.3%	1.9%	37.4%	34.7%	18.0%	11.7%	1.2%
Asian										
School	9.6%	0.0%	38.3%	28.7%	28.7%	9.6%	19.1%	19.1%	47.9%	9.6%
District	9.6%	0.0%	38.3%	28.7%	28.7%	9.6%	19.1%	19.1%	47.9%	9.6%
State	8.3%	9.9%	20.6%	48.5%	16.5%	9.0%	15.7%	17.9%	39.4%	21.5%
Native Hawaiian/ Pacific Islander										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	20.3%	16.7%	27.6%	31.2%	5.8%	24.7%	28.3%	18.2%	26.1%	4.4%
American Indian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.9%	22.9%	25.6%	21.6%	1.0%	36.2%	32.9%	20.9%	11.1%	1.8%
Two or More Races										
School	16.5%	13.2%	29.6%	36.2%	3.3%	16.5%	32.9%	16.5%	26.3%	3.3%
District	16.5%	13.2%	29.6%	36.2%	3.3%	16.5%	32.9%	16.5%	26.3%	3.3%
State	23.1%	20.1%	24.3%	27.9%	5.3%	29.6%	26.8%	18.5%	20.0%	5.3%

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Academic Progress

IAR (cont)

Grade 8 - 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	44.1%	23.1%	22.1%	9.0%	1.0%	49.1%	27.1%	12.0%	9.0%	0.0%
District	44.1%	23.1%	22.1%	9.0%	1.0%	49.1%	27.1%	12.0%	9.0%	0.0%
State	50.0%	22.8%	15.8%	10.8%	1.4%	52.1%	27.8%	10.6%	8.3%	1.5%
Students with IEPs										
School	54.0%	22.9%	14.8%	9.5%	0.0%	54.0%	27.0%	6.8%	10.8%	0.0%
District	54.0%	22.9%	14.8%	9.5%	0.0%	54.0%	27.0%	6.8%	10.8%	0.0%
State	61.7%	22.8%	11.3%	4.4%	0.4%	62.7%	27.3%	6.3%	3.2%	0.5%
Non-IEP										
School	11.2%	13.1%	28.0%	43.3%	7.1%	15.1%	24.8%	28.2%	28.9%	5.1%
District	11.2%	13.1%	28.0%	43.3%	7.1%	15.1%	24.8%	28.2%	28.9%	5.1%
State	18.9%	20.9%	28.0%	30.0%	5.2%	24.9%	29.6%	21.6%	22.2%	4.5%
English Learners										
School	50.1%	15.0%	25.1%	5.0%	0.0%	55.1%	30.1%	10.0%	5.0%	5.0%
District	50.1%	15.0%	25.1%	5.0%	0.0%	55.1%	30.1%	10.0%	5.0%	5.0%
State	55.1%	28.0%	15.8%	4.1%	0.1%	55.8%	35.9%	8.8%	2.2%	0.1%
Non-English Learners										
School	16.3%	14.6%	26.0%	39.5%	6.2%	19.6%	24.9%	25.6%	27.1%	4.3%
District	16.3%	14.6%	26.0%	39.5%	6.2%	19.6%	24.9%	25.6%	27.1%	4.3%
State	20.6%	20.3%	27.1%	29.6%	5.1%	26.5%	28.4%	21.0%	22.0%	4.5%

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Academic Progress

IAR (cont)

Grade 8 - 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	27.8%	21.1%	22.0%	26.8%	3.8%	33.5%	28.7%	18.2%	11.5%	7.7%
District	27.8%	21.1%	22.0%	26.8%	3.8%	33.5%	28.7%	18.2%	11.5%	7.7%
State	35.1%	25.1%	24.0%	16.7%	1.7%	42.4%	33.5%	15.5%	9.8%	1.0%
Non Low Income										
School	15.0%	12.9%	27.0%	41.2%	6.6%	17.6%	24.2%	26.8%	30.2%	3.4%
District	15.0%	12.9%	27.0%	41.2%	6.6%	17.6%	24.2%	26.8%	30.2%	3.4%
State	14.7%	17.5%	27.5%	35.9%	7.2%	18.1%	25.3%	23.4%	29.0%	6.8%
Homeless										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	43.9%	25.3%	19.7%	10.2%	0.9%	51.9%	31.0%	10.7%	5.1%	0.5%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.6%	23.2%	17.1%	10.0%	0.9%	54.2%	28.7%	8.0%	4.1%	0.3%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	26.2%	23.1%	22.6%	28.1%	3.0%	28.6%	30.3%	23.5%	18.8%	1.3%

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DLM

What is it?

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

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

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Academic Progress

DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	31.1%	14.2%	1.7%	78.1%	14.2%	5.4%	2.4%
White								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.1%	29.9%	13.2%	1.8%	78.4%	14.3%	5.2%	2.1%
Black								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	45.0%	37.2%	15.4%	2.3%	76.5%	12.8%	6.7%	4.0%
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.6%	32.3%	13.5%	1.5%	77.1%	14.4%	6.0%	2.6%
Female								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.7%	28.6%	15.6%	2.1%	80.3%	13.7%	4.1%	1.9%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	54.8%	29.6%	14.4%	1.2%	78.2%	15.1%	4.8%	1.9%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	25.3%	12.0%	2.7%	80.0%	13.3%	5.3%	1.3%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	40.0%	0.0%	0.0%	80.0%	20.0%	0.0%	0.0%
Two or More Races								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	51.1%	26.7%	22.2%	0.0%	81.8%	13.6%	4.5%	0.0%

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Academic Progress

DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	31.1%	14.2%	1.7%	78.1%	14.2%	5.4%	2.4%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	31.1%	14.2%	1.7%	78.1%	14.2%	5.4%	2.4%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	56.4%	29.4%	12.8%	1.4%	80.7%	13.9%	4.3%	1.1%
Non-English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	51.8%	31.7%	14.7%	1.8%	77.2%	14.3%	5.7%	2.8%

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Academic Progress

DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	51.4%	31.6%	15.4%	1.6%	77.5%	14.2%	5.3%	3.0%
Non Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.6%	30.3%	12.2%	1.9%	79.2%	14.1%	5.4%	1.3%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	33.3%	45.8%	20.8%	0.0%	62.5%	29.2%	8.3%	0.0%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	35.0%	5.0%	0.0%	84.2%	10.5%	5.3%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	62.5%	37.5%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

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Academic Progress

DLM (cont)

Grade 7 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.7%	32.7%	14.9%	1.8%	82.1%	14.9%	5.6%	2.5%
White								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	57.9%	31.5%	13.9%	1.9%	82.4%	15.0%	5.4%	2.3%
Black								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	47.3%	39.2%	16.3%	2.5%	80.5%	13.4%	7.1%	4.2%
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.3%	34.0%	14.2%	1.6%	81.0%	15.1%	6.3%	2.7%
Female								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	56.6%	30.1%	16.4%	2.2%	84.5%	14.5%	4.3%	2.0%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 7 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	57.6%	31.1%	15.2%	1.3%	82.1%	15.9%	5.0%	2.0%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	63.2%	26.7%	12.6%	2.8%	84.2%	14.0%	5.6%	1.4%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	63.2%	42.1%	0.0%	0.0%	84.2%	21.1%	0.0%	0.0%
Two or More Races								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.8%	28.1%	23.4%	0.0%	86.1%	14.4%	4.8%	0.0%

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Academic Progress

DLM (cont)

Grade 7 - 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	55.7%	32.7%	14.9%	1.8%	82.1%	14.9%	5.6%	2.5%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.7%	32.7%	14.9%	1.8%	82.1%	14.9%	5.6%	2.5%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	59.2%	30.9%	13.4%	1.4%	84.7%	14.6%	4.6%	1.1%
Non-English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	54.5%	33.3%	15.5%	1.9%	81.2%	15.0%	6.0%	3.0%

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Academic Progress

DLM (cont)

Grade 7 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	54.0%	33.2%	16.2%	1.7%	81.5%	14.9%	5.6%	3.2%
Non Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	58.5%	31.8%	12.8%	2.0%	83.2%	14.8%	5.7%	1.4%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	35.1%	48.3%	21.9%	0.0%	65.8%	30.7%	8.8%	0.0%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	63.2%	36.8%	5.3%	0.0%	88.6%	11.1%	5.5%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	65.8%	39.5%	0.0%	0.0%	105.3%	0.0%	0.0%	0.0%

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Academic Progress

DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.7%	30.6%	15.6%	0.1%	69.5%	24.7%	3.9%	1.9%
White								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.2%	31.6%	15.2%	0.0%	70.1%	23.7%	4.1%	2.1%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	50.6%	33.4%	16.0%	0.0%	68.2%	24.6%	5.2%	2.0%
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.5%	31.3%	15.1%	0.1%	68.3%	25.7%	4.3%	1.7%
Female								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	54.2%	29.2%	16.5%	0.0%	71.7%	22.8%	3.2%	2.2%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	56.2%	27.9%	15.7%	0.2%	69.6%	26.6%	2.0%	1.8%
Asian								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	62.1%	28.8%	9.1%	0.0%	71.6%	20.9%	6.0%	1.5%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	48.7%	23.1%	28.2%	0.0%	66.7%	28.2%	5.1%	0.0%

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Academic Progress

DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.7%	30.6%	15.6%	0.1%	69.5%	24.7%	3.9%	1.9%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.7%	30.6%	15.6%	0.1%	69.5%	24.7%	3.9%	1.9%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	56.5%	28.1%	15.4%	0.0%	68.6%	27.2%	3.2%	1.1%
Non-English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.8%	31.4%	15.7%	0.1%	69.8%	23.9%	4.2%	2.2%

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Academic Progress

DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	50.8%	32.0%	17.2%	0.0%	67.1%	26.8%	4.1%	1.9%
Non Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	57.8%	28.6%	13.4%	0.2%	72.6%	21.9%	3.6%	1.9%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	29.4%	47.1%	23.5%	0.0%	55.9%	41.2%	2.9%	0.0%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	52.4%	23.8%	23.8%	0.0%	80.0%	10.0%	10.0%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	16.7%	66.7%	16.7%	0.0%	33.3%	66.7%	0.0%	0.0%

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Academic Progress

DLM (cont)

Grade 8 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	56.5%	32.1%	16.4%	0.1%	73.0%	26.0%	4.1%	2.0%
White								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	56.0%	33.3%	16.0%	0.0%	73.8%	24.9%	4.4%	2.2%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	53.1%	35.1%	16.8%	0.0%	71.6%	25.8%	5.5%	2.1%
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	56.2%	32.8%	15.9%	0.1%	71.7%	27.0%	4.5%	1.8%
Female								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	57.1%	30.8%	17.4%	0.0%	75.5%	24.1%	3.4%	2.3%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 8 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	59.0%	29.3%	16.5%	0.2%	73.1%	28.0%	2.1%	1.9%
Asian								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	64.4%	29.9%	9.4%	0.0%	74.3%	21.7%	6.2%	1.6%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	52.6%	52.6%	0.0%	0.0%	52.6%	0.0%	52.6%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	51.3%	24.3%	29.7%	0.0%	70.2%	29.7%	5.4%	0.0%

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DLM (cont)

Grade 8 - 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	56.5%	32.1%	16.4%	0.1%	73.0%	26.0%	4.1%	2.0%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	56.5%	32.1%	16.4%	0.1%	73.0%	26.0%	4.1%	2.0%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	59.2%	29.4%	16.1%	0.0%	71.8%	28.5%	3.3%	1.1%
Non-English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.5%	33.1%	16.5%	0.1%	73.4%	25.1%	4.4%	2.3%

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Academic Progress

DLM (cont)

Grade 8 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.3%	33.6%	18.0%	0.0%	70.4%	28.1%	4.3%	2.0%
Non Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	60.8%	30.2%	14.2%	0.2%	76.4%	23.1%	3.8%	2.0%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	31.0%	49.5%	24.8%	0.0%	58.8%	43.3%	3.1%	0.0%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	55.1%	25.1%	25.1%	0.0%	84.2%	10.5%	10.5%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	17.5%	70.2%	17.5%	0.0%	35.1%	70.2%	0.0%	0.0%

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Academic Progress

DLM (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	69.2%	17.4%	12.5%	0.9%
White				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	68.2%	16.2%	14.3%	1.3%
Black				
School	*	*	*	*
District	*	*	*	*
State	68.2%	17.3%	13.6%	0.9%
Male				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	68.8%	17.0%	13.4%	0.9%
Female				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	70.0%	18.1%	10.8%	1.1%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*

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Academic Progress

DLM (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	71.3%	18.1%	10.1%	0.5%
Asian				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	74.6%	17.5%	6.3%	1.6%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
American Indian				
School	*	*	*	*
District	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%
Two or More Races				
School	*	*	*	*
District	*	*	*	*
State	59.5%	24.3%	16.2%	0.0%

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

DLM (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	69.2%	17.4%	12.5%	0.9%
Students with IEPs				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	69.2%	17.4%	12.5%	0.9%
Non-IEP				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
English Learners				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	71.3%	18.5%	9.6%	0.6%
Non-English Learners				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	68.4%	17.0%	13.5%	1.1%

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

Academic Progress

DLM (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	66.5%	18.3%	14.3%	0.9%
Non Low Income				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	72.8%	16.0%	10.1%	1.0%
Homeless				
School	*	*	*	*
District	*	*	*	*
State	50.0%	38.2%	11.8%	0.0%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	75.0%	12.5%	6.3%	6.3%
Military				
School	*	*	*	*
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%

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Academic Progress

DLM (cont)

Grade 8 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
All				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	72.7%	18.2%	13.1%	1.0%
White				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	71.8%	17.0%	15.0%	1.4%
Black				
School	*	*	*	*
District	*	*	*	*
State	71.6%	18.1%	14.3%	1.0%
Male				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	72.2%	17.8%	14.0%	0.9%
Female				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	73.7%	19.1%	11.4%	1.1%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*

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DLM (cont)

Grade 8 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	74.9%	19.0%	10.6%	0.5%
Asian				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	77.3%	18.1%	6.6%	1.6%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
American Indian				
School	*	*	*	*
District	*	*	*	*
State	52.6%	52.6%	0.0%	0.0%
Two or More Races				
School	*	*	*	*
District	*	*	*	*
State	62.6%	25.6%	17.1%	0.0%

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DLM (cont)

Grade 8 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	72.7%	18.2%	13.1%	1.0%
Students with IEPs				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	72.7%	18.2%	13.1%	1.0%
Non-IEP				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
English Learners				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	74.7%	19.3%	10.1%	0.6%
Non-English Learners				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	72.0%	17.8%	14.2%	1.1%

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DLM (cont)

Grade 8 - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	69.7%	19.2%	15.0%	0.9%
Non Low Income				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	76.6%	16.9%	10.7%	1.1%
Homeless				
School	*	*	*	*
District	*	*	*	*
State	52.6%	40.3%	12.4%	0.0%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	79.0%	13.2%	6.6%	6.6%
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 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
School	8.3%	26.1%	46.2%	19.4%
District	8.3%	26.1%	46.2%	19.4%
State	17.3%	31.8%	35.6%	15.3%
White				
School	4.4%	21.3%	50.8%	23.5%
District	4.4%	21.3%	50.8%	23.5%
State	9.7%	25.6%	42.9%	21.8%
Black				
School	44.1%	41.2%	14.7%	0.0%
District	44.1%	41.2%	14.7%	0.0%
State	33.3%	41.9%	21.3%	3.6%
Male				
School	10.9%	26.6%	41.6%	21.0%
District	10.9%	26.6%	41.6%	21.0%
State	18.9%	30.1%	34.7%	16.3%
Female				
School	5.3%	25.6%	51.5%	17.6%
District	5.3%	25.6%	51.5%	17.6%
State	15.6%	33.5%	36.6%	14.3%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	11.8%	17.6%	41.2%	29.4%

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Academic Progress

ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	12.2%	35.7%	39.8%	12.2%
District	12.2%	35.7%	39.8%	12.2%
State	22.6%	39.0%	31.4%	6.9%
Asian				
School	0.0%	27.3%	45.5%	27.3%
District	0.0%	27.3%	45.5%	27.3%
State	5.3%	15.8%	40.2%	38.7%
Native Hawaiian/ Pacific Islander				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	13.6%	29.3%	35.7%	21.4%
American Indian				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	22.6%	37.1%	31.1%	9.2%
Two or More Races				
School	0.0%	30.0%	50.0%	20.0%
District	0.0%	30.0%	50.0%	20.0%
State	16.0%	30.6%	35.3%	18.2%

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ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	24.5%	41.8%	29.6%	4.1%
District	24.5%	41.8%	29.6%	4.1%
State	35.5%	35.9%	21.1%	7.5%
Students with IEPs				
School	30.1%	42.5%	23.3%	4.1%
District	30.1%	42.5%	23.3%	4.1%
State	44.5%	38.4%	14.1%	3.0%
Non-IEP				
School	4.5%	23.3%	50.1%	22.1%
District	4.5%	23.3%	50.1%	22.1%
State	13.3%	30.8%	38.8%	17.1%
English Learners				
School	26.3%	63.2%	5.3%	5.3%
District	26.3%	63.2%	5.3%	5.3%
State	39.7%	46.8%	13.1%	0.5%
Non-English Learners				
School	7.6%	24.6%	47.8%	20.0%
District	7.6%	24.6%	47.8%	20.0%
State	14.2%	29.7%	38.7%	17.3%

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Academic Progress

ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	19.2%	36.5%	30.8%	13.5%
District	19.2%	36.5%	30.8%	13.5%
State	25.9%	39.5%	28.5%	6.1%
Non Low Income				
School	5.4%	23.3%	50.3%	21.0%
District	5.4%	23.3%	50.3%	21.0%
State	9.4%	24.8%	42.1%	23.7%
Homeless				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	36.0%	39.8%	20.6%	3.6%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	36.5%	39.9%	20.1%	3.5%
Military				
School	*	*	*	*
District	*	*	*	*
State	16.9%	29.7%	38.6%	14.9%

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Academic Progress

ISA (cont)

Grade 8 - Accountability

	Level 1	Level 2	Level 3	Level 4
Science				
All				
School	8.7%	27.3%	48.2%	20.3%
District	8.7%	27.3%	48.2%	20.3%
State	17.9%	32.8%	36.8%	15.8%
White				
School	4.6%	22.2%	53.0%	24.5%
District	4.6%	22.2%	53.0%	24.5%
State	10.1%	26.5%	44.4%	22.6%
Black				
School	46.4%	43.3%	15.5%	0.0%
District	46.4%	43.3%	15.5%	0.0%
State	34.1%	42.9%	21.8%	3.7%
Male				
School	11.4%	27.9%	43.6%	22.0%
District	11.4%	27.9%	43.6%	22.0%
State	19.6%	31.2%	35.8%	16.9%
Female				
School	5.5%	26.5%	53.6%	18.3%
District	5.5%	26.5%	53.6%	18.3%
State	16.1%	34.6%	37.8%	14.7%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	12.4%	18.6%	43.3%	31.0%

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Academic Progress

ISA (cont)

Grade 8 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	12.8%	37.2%	41.5%	12.8%
District	12.8%	37.2%	41.5%	12.8%
State	23.4%	40.3%	32.4%	7.2%
Asian				
School	0.0%	28.7%	47.9%	28.7%
District	0.0%	28.7%	47.9%	28.7%
State	5.5%	16.5%	41.9%	40.3%
Native Hawaiian/ Pacific Islander				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	14.1%	30.4%	37.1%	22.2%
American Indian				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	23.4%	38.5%	32.2%	9.6%
Two or More Races				
School	0.0%	31.6%	52.6%	21.1%
District	0.0%	31.6%	52.6%	21.1%
State	16.5%	31.4%	36.2%	18.6%

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ISA (cont)

Grade 8 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	25.5%	43.6%	30.8%	4.3%
District	25.5%	43.6%	30.8%	4.3%
State	36.3%	36.7%	21.6%	7.7%
Students with IEPs				
School	31.3%	44.1%	24.2%	4.3%
District	31.3%	44.1%	24.2%	4.3%
State	45.5%	39.3%	14.4%	3.1%
Non-IEP				
School	4.7%	24.3%	52.4%	23.1%
District	4.7%	24.3%	52.4%	23.1%
State	13.7%	31.9%	40.2%	17.7%
English Learners				
School	27.7%	66.5%	5.5%	5.5%
District	27.7%	66.5%	5.5%	5.5%
State	40.9%	48.2%	13.5%	0.5%
Non-English Learners				
School	7.9%	25.7%	49.9%	20.9%
District	7.9%	25.7%	49.9%	20.9%
State	14.7%	30.7%	40.0%	17.9%

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ISA (cont)

Grade 8 - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	19.9%	37.7%	31.8%	13.9%
District	19.9%	37.7%	31.8%	13.9%
State	26.7%	40.6%	29.4%	6.3%
Non Low Income				
School	5.6%	24.4%	52.6%	22.0%
District	5.6%	24.4%	52.6%	22.0%
State	9.7%	25.7%	43.7%	24.6%
Homeless				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	36.5%	40.2%	20.8%	3.6%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	36.8%	40.4%	20.3%	3.5%
Military				
School	*	*	*	*
District	*	*	*	*
State	17.3%	30.5%	39.6%	15.3%

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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	45.5% *	37.5% *	53.9% *	* *	51.6% *	24.4% *	34.4% *	57.9% *	‡ *	‡ *	38.6% *	9.9% *
District	39.5% *	33.7% *	45.7% *	* *	45.8% *	24.6% *	27.7% *	43.3% *	‡ *	‡ *	32.7% *	13.6% *
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	5.9% *	8.7% *	32.6% *	‡ *	* *	‡ *	* *
District	9.0% *	9.2% *	26.2% *	11.1% *	* *	25.0% *	‡ *
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	30.4% *	31.0% *	29.7% *	* *	37.2% *	3.8% *	18.5% *	47.4% *	‡ *	‡ *	26.8% *	8.5% *
District	31.2% *	32.9% *	29.4% *	* *	37.8% *	10.3% *	18.1% *	46.7% *	‡ *	‡ *	31.8% *	10.5% *
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.

Academic Progress

Proficiency (cont)

Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	6.6% *	8.3% *	20.0% *	‡ *	* *	‡ *	* *
District	7.4% *	12.3% *	18.7% *	5.3% *	* *	8.3% *	‡ *
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	64.0% *	61.0% *	68.0% *	* *	73.0% *	14.0% *	51.0% *	66.0% *	‡ *	‡ *	70.0% *	31.0% *
District	58.0% *	56.0% *	59.0% *	* *	66.0% *	17.0% *	45.0% *	53.0% *	‡ *	‡ *	65.0% *	25.0% *
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	25.0% *	10.0% *	43.0% *	‡ *	* *	‡ *	* *
District	19.0% *	16.0% *	41.0% *	‡ *	* *	‡ *	‡ *
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	46.4%	38.1%	55.2%	‡	52.6%	25.0%	35.1%	57.9%	‡	‡	39.3%	9.7%
District	40.9%	34.8%	47.3%	*	47.5%	25.6%	28.7%	44.9%	‡	‡	32.5%	13.8%
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	5.9%	8.8%	33.1%	‡	‡	‡	‡
District	9.2%	9.6%	27.1%	11.1%	*	24.3%	‡
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	30.7%	31.4%	30.0%	‡	37.5%	3.9%	19.0%	47.4%	‡	‡	26.8%	8.2%
District	32.1%	33.9%	30.2%	*	38.9%	10.7%	18.7%	48.3%	‡	‡	31.5%	10.6%
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%

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

Proficiency (cont)

Mathematics - All Tests - Accountability

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	6.5%	8.8%	20.2%	‡	‡	‡	‡
District	7.5%	12.9%	19.3%	5.5%	*	8.1%	‡
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	67.5%	64.6%	70.9%	‡	76.5%	15.5%	53.2%	70.2%	‡	‡	73.7%	32.8%
District	59.2%	57.6%	60.8%	*	67.7%	17.0%	46.5%	54.6%	‡	‡	66.9%	25.9%
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	26.0%	10.5%	45.3%	‡	‡	‡	‡
District	19.9%	17.5%	41.6%	‡	*	‡	‡
State	18.0%	16.9%	34.1%	22.0%	19.0%	24.2%	56.0%

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

Growth Percentile – IAR

What is it?

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

ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	48.1% 42,543	45.3% 20,290	50.9% 22,253	* *	49.1% 28,859	42.6% 2,473	47.0% 8,230	59.5% 774	‡ ‡	‡ ‡	45.1% 2,120	39.4% 6,580
District	49.1% 108,292	46.3% 52,482	52.1% 55,810	* *	50.1% 73,530	48.2% 7,129	47.0% 19,910	55.2% 1,765	‡ ‡	‡ ‡	45.4% 5,805	43.0% 17,724
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	35.6% 4,345	50.5% 1,514	44.5% 8,225	‡ ‡	* *	‡ ‡	* *
District	41.3% 12,720	45.9% 6,386	45.1% 18,768	‡ ‡	* *	‡ ‡	‡ ‡
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

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

Growth Percentile – IAR (cont)

Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	42.2% 36,922	40.8% 18,063	43.8% 18,859	* *	43.6% 25,304	33.0% 1,914	41.5% 7,180	44.6% 580	‡ ‡	‡ ‡	38.9% 1,789	37.3% 6,150
District	44.1% 96,473	43.6% 49,039	44.7% 47,434	* *	43.7% 63,593	42.6% 6,265	46.4% 19,486	53.8% 1,723	‡ ‡	‡ ‡	40.7% 5,167	41.9% 17,037
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	35.7% 4,323	46.5% 1,394	40.4% 7,280	‡ ‡	* *	‡ ‡	* *
District	40.7% 12,374	49.0% 6,766	42.9% 17,539	‡ ‡	* *	‡ ‡	‡ ‡
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

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

Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	96.9% *	96.5% *	97.3% *	* *	96.9% *	97.5% *	96.8% *	95.0% *	‡ *	‡ *	96.6% *	93.1% *
District	98.3% *	98.3% *	98.3% *	* *	98.5% *	98.6% *	98.5% *	98.4% *	‡ *	‡ *	94.7% *	96.6% *
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	94.4% *	95.8% *	96.5% *
District	96.9% *	99.2% *	98.3% *
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	96.1% *	96.0% *	96.1% *	* *	95.6% *	97.5% *	97.3% *	95.0% *	‡ *	‡ *	94.9% *	92.2% *
District	97.8% *	97.8% *	97.8% *	* *	97.8% *	98.6% *	98.6% *	98.4% *	‡ *	‡ *	94.2% *	95.8% *
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% *

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

Participation Rate (cont)

Mathematics - All Tests - Participation

	Students with IEPs	English Learners	Low Income
School	93.8% *	100.0% *	96.1% *
District	96.0% *	100.0% *	98.0% *
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% *	100.0% *	100.0% *	100.0% *	‡ *	‡ *	100.0% *	100.0% *
District	100.0% *	100.0% *	100.0% *	* *	100.0% *	100.0% *	100.0% *	100.0% *	‡ *	‡ *	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% *	100.0% *
District	100.0% *	100.0% *	100.0% *
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	96.9% *	96.5% *	97.3% *	* *	96.9% *	97.5% *	96.8% *	94.7% *	‡ *	‡ *	96.6% *	92.6% *
District	98.5% 3,027	98.7% 1,562	98.3% 1,465	* *	98.5% 1,921	98.7% 228	98.6% 641	98.1% 52	‡ 5	‡ 6	97.8% 174	96.9% 556
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	93.9% *	95.7% *	96.4% *
District	97.5% 428	99.1% 228	98.5% 593
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	96.0% *	95.9% *	96.1% *	* *	95.5% *	97.5% *	97.3% *	94.7% *	‡ *	‡ *	94.8% *	91.7% *
District	98.0% 3,010	98.2% 1,552	97.9% 1,458	* *	97.8% 1,905	98.7% 228	98.8% 642	98.1% 52	‡ 5	‡ 5	97.2% 173	95.8% 548
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	93.2% *	100.0% *	96.0% *
District	96.3% 422	100.0% 230	98.3% 591
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	100.0% *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	‡ *	* *	* *	‡ *	100.0% *
District	100.0% 41	100.0% 27	100.0% 14	* *	100.0% 21	‡ 5	100.0% 11	‡ 3	* *	* *	‡ 1	100.0% 41
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	100.0% *	‡ *	‡ *
District	100.0% 41	‡ 7	100.0% 13
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	100.0% *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	‡ *	* *	* *	‡ *	100.0% *
District	100.0% 41	100.0% 27	100.0% 14	* *	100.0% 21	‡ 5	100.0% 11	‡ 3	* *	* *	‡ 1	100.0% 41
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	100.0% *	‡ *	‡ *
District	100.0% 41	‡ 7	100.0% 13
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	100.0% 19	100.0% 11	‡ 8	* *	‡ 8	‡ 4	‡ 5	‡ 2	* *	* *	* *	100.0% 19
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	100.0% 19	‡ 3	‡ 3
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% *	100.0% *	100.0% *	100.0% *	‡ *	‡ *	100.0% *	100.0% *
District	100.0% 1,416	100.0% 718	100.0% 698	* *	100.0% 892	100.0% 96	100.0% 312	100.0% 25	‡ 3	‡ 3	100.0% 85	100.0% 242
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% *	100.0% *
District	100.0% 178	100.0% 81	100.0% 266
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	3.1% *	3.5% *	2.7% *	* *	3.1% *	2.5% *	3.2% *	5.0% *	‡ *	‡ *	3.4% *	6.9% *
District	1.7% *	1.7% *	1.7% *	* *	1.5% *	1.4% *	1.5% *	1.6% *	‡ *	‡ *	5.3% *	3.4% *
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	5.6% *	4.2% *	3.5% *
District	3.1% *	0.8% *	1.7% *
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	3.9% *	4.0% *	3.9% *	* *	4.4% *	2.5% *	2.7% *	5.0% *	‡ *	‡ *	5.1% *	7.8% *
District	2.2% *	2.2% *	2.2% *	* *	2.2% *	1.4% *	1.4% *	1.6% *	‡ *	‡ *	5.8% *	4.2% *
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	6.2% *	0.0% *	3.9% *
District	4.0% *	0.0% *	2.0% *
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% *	0.0% *	0.0% *	0.0% *	‡ *	‡ *	0.0% *	0.0% *
District	0.0% *	0.0% *	0.0% *	* *	0.0% *	0.0% *	0.0% *	0.0% *	‡ *	‡ *	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% *	0.0% *
District	0.0% *	0.0% *	0.0% *
State	3.0% *	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.

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	3.1% *	3.5% *	2.7% *	* *	3.1% *	2.5% *	3.2% *	5.3% *	‡ *	‡ *	3.4% *	7.4% *
District	1.5% *	1.3% *	1.7% *	* *	1.5% *	1.3% *	1.4% *	1.9% *	‡ *	‡ *	2.2% *	3.1% *
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	6.1% *	4.3% *	3.6% *
District	2.5% *	0.9% *	1.5% *
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	4.0% *	4.1% *	3.9% *	* *	4.5% *	2.5% *	2.7% *	5.3% *	‡ *	‡ *	5.2% *	8.3% *
District	2.0% *	1.8% *	2.1% *	* *	2.2% *	1.3% *	1.2% *	1.9% *	‡ *	‡ *	2.8% *	4.2% *
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	6.8% *	0.0% *	4.0% *
District	3.7% *	0.0% *	1.7% *
State	3.6% *	1.5% *	1.9% *

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

Participation Rate (cont)

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	0.0% *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	‡ *	* *	* *	‡ *	0.0% *
District	0.0% *	0.0% *	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	0.0% *	‡ *	‡ *
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	0.0% *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	‡ *	* *	* *	‡ *	0.0% *
District	0.0% *	0.0% *	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	0.0% *	‡ *	‡ *
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.

Academic Progress

Participation Rate (cont)

Overall DLM Science - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	‡ *	* *	‡ *	* *	‡ *	‡ *	* *	* *	* *	‡ *
District	0.0% *	0.0% *	‡ *	* *	‡ *	‡ *	‡ *	‡ *	* *	* *	* *	0.0% *
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	0.0% *	‡ *	‡ *
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% *	0.0% *	0.0% *	0.0% *	‡ *	‡ *	0.0% *	0.0% *
District	0.0% *	0.0% *	0.0% *	* *	0.0% *	0.0% *	0.0% *	0.0% *	‡ *	‡ *	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% *	0.0% *
District	0.0% *	0.0% *	0.0% *
State	3.3% *	2.0% *	2.6% *

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Eighth Graders Passing Algebra I

What is it?

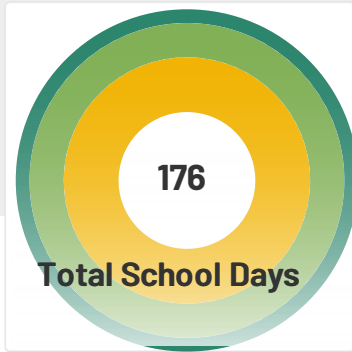
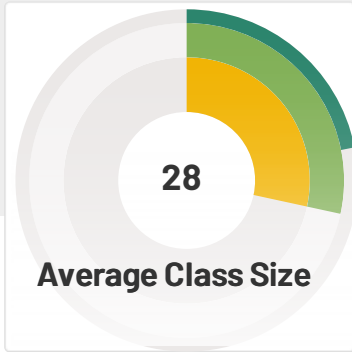
This shows the percentage of eighth-graders passing Algebra I. They are defined as eighth-grade students who have successfully completed Algebra I (or its equivalent) by the end of Grade 8. Successful completion is measured by earning a D or above and receiving at least 1.0 credit hour.

Students	
School	20.4%
District	20.3%
State	29.9%

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

About the data

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

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School Environment

School Level Finances

What is it?

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

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
School	1,054	\$366	\$9,797	\$10,163	\$581	\$3,710	\$4,291	\$947	\$13,507	\$14,454	*	*
District	173	\$147	\$8,906	\$9,053	\$278	\$22,220	\$22,498	\$425	\$31,126	\$31,551	\$29,327,107	\$121,273,671

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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	71.0% \$68,477,147	2.5% \$2,452,715	15.9% \$15,330,940	5.9% \$5,675,001	4.6% \$4,472,373	\$96,408,176
State	60.6%	4.0%	21.3%	4.7%	9.5%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	47.9%	2.6%	33.4%	16.2%
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	69.0% \$61,114,984	8.4% \$7,443,905	5.9% \$5,203,459	11.8% \$10,447,207	1.3% \$1,122,200	2.4% \$2,138,424	0.2% \$169,305	1.0% \$914,720	\$88,554,204
State	71.3%	7.1%	2.9%	8.5%	1.2%	1.9%	0.6%	6.5%	*

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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	\$163,009	7	\$7,456	\$12,852
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

	Grade 7	Grade 8	Overall
School	29	28	29
District	29	28	25
State	22	22	21

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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	5
District	5
State	4

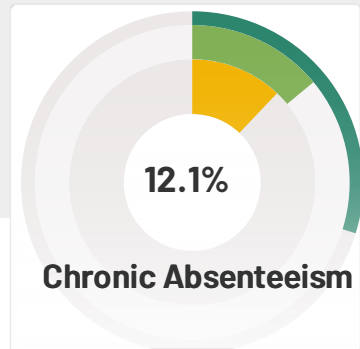
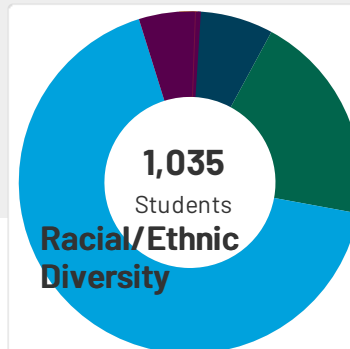
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About the data

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

1,035

Student Enrollment



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% 1,035	50.9% 527	49.1% 508	0.0% *	65.6% 679	7.0% 72	19.5% 202	1.7% 18	‡	‡	5.7% 59	20.4% 211
District	100.0% 6,596	51.0% 3,361	49.0% 3,235	0.0% *	63.8% 4,205	7.4% 487	21.6% 1,425	1.9% 127	‡	‡	5.1% 338	20.4% 1,343
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	15.5% 160	3.9% 40	19.0% 197	‡	0.0% *	‡	0.0% *
District	16.5% 1,090	6.6% 436	15.8% 1,044	0.4% 28	0.0% *	0.4% 27	‡
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

	Grade 7	Grade 8
School	525	510
District	536	510
State	140,813	145,466

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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

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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

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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

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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%	0.0%	0.0%	0.0%	0.0%
	26	42	289	2	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	26.7%	24.4%	29.0%	*	30.8%	13.5%	19.8%	39.1%	*	*	19.1%	10.5%
	569	266	303	*	420	23	87	18	*	*	21	46
State	22.2%	18.8%	25.7%	31.9%	23.2%	12.6%	20.5%	51.9%	32.4%	17.6%	22.2%	9.3%
	136,701	59,465	76,999	237	66,464	12,696	35,457	16,825	210	262	4,787	11,353

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
	*	*	*	*	*
District	5.4%	‡	13.6%	‡	*
	17	‡	51	‡	*
State	2.8%	6.8%	14.8%	7.6%	2.9%
	2,484	3,404	40,874	1,138	94

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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	12.6% 876	11.8% 422	13.5% 454	* *	14.3% 619	7.2% 39	10.2% 156	20.3% 28	* *	* *	9.5% 34	5.1% 69
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

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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	2.5% 27	2.1% 10	6.8% 96	‡ ‡	* *
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	16.7% 356	17.1% 186	16.3% 170	* *	17.6% 240	17.6% 30	15.0% 66	‡ ‡	* *	* *	12.7% 14	13.7% 60
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	13.3% 42	‡ ‡	11.5% 43	‡ ‡	* *
State	6.5% 5,733	5.9% 2,960	8.9% 24,704	8.0% 1,196	4.4% 146

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Advanced Academic Programs (cont)

Students Assessed For Giftedness

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	6.7% 129,344	6.6% 66,002	6.7% 63,320	1.5% 22	7.0% 61,935	4.1% 13,630	5.1% 26,858	18.7% 19,663	7.5% 142	7.0% 342	8.3% 6,774	5.9% 21,223

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
State	5.1% 14,417	5.4% 14,816	4.3% 40,132	2.4% 1,052	2.6% 379

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% 15,553	0.8% 8,042	0.8% 7,507	0.3% 4	0.9% 7,974	0.3% 897	0.5% 2,550	3.1% 3,219	0.6% 12	1.0% 47	1.1% 854	0.5% 1,893

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Advanced Academic Programs (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	0.4% 1,020	0.4% 980	0.3% 3,044	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

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Advanced Academic Programs (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

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

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English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
School	*	100.0% 43	7.0% *	* 16
District	*	100.0% 434	9.5% *	* 54
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	94.4%	94.6%	94.3%	*	95.0%	93.6%	93.1%	96.1%	96.6%	86.5%	94.1%	93.5%
District	94.1%	94.3%	93.9%	*	94.7%	93.0%	92.7%	94.5%	97.4%	90.3%	93.9%	92.5%
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	93.9%	93.6%	93.3%
District	92.5%	93.4%	92.3%
State	88.4%	90.1%	88.1%

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Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	5.2%	5.6%	4.7%	*	3.3%	‡	8.4%	‡	‡	‡	‡	6.0%
District	6.6%	7.0%	6.2%	*	4.4%	15.0%	9.6%	11.8%	‡	‡	5.5%	8.4%
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	‡	‡	8.8%	‡
District	9.5%	11.1%	11.5%	‡
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	12.1%	11.3%	13.0%	*	9.5%	23.5%	15.9%	‡	‡	‡	‡	14.7%
District	14.0%	13.2%	14.8%	*	11.1%	20.6%	19.5%	13.8%	‡	‡	14.2%	20.8%
State	29.8%	29.5%	30.2%	20.9%	21.2%	47.9%	36.1%	15.7%	28.0%	36.4%	30.6%	37.3%

	Students with IEPs	English Learners	Low Income
School	16.9%	‡	20.2%
District	21.2%	19.3%	22.1%
State	38.9%	34.5%	42.0%

By Grades

	Grade 7	Grade 8
School	12.0%	12.3%
District	12.0%	12.3%
State	26.2%	27.7%

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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	6.3%	7.0%	5.7%	*	2.4%	23.5%	11.5%	‡	‡	‡	‡	8.0%
District	6.9%	7.6%	6.1%	*	3.6%	17.3%	12.4%	‡	‡	‡	7.3%	10.4%
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	9.6%	‡	15.8%
District	11.6%	11.8%	14.9%
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 Commendable School

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

No Data

School Improvement
Funds

Targeted
Assistance
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	Targeted Assistance 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.

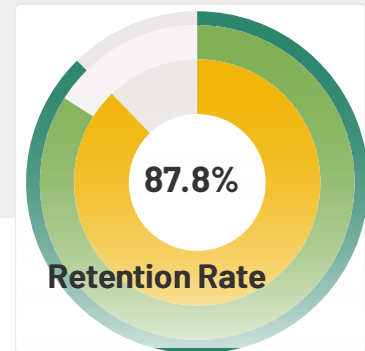
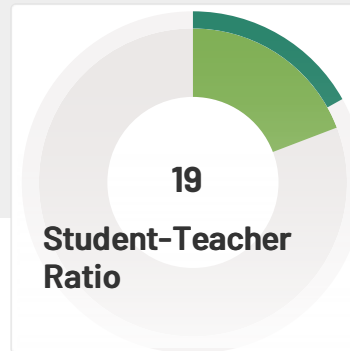
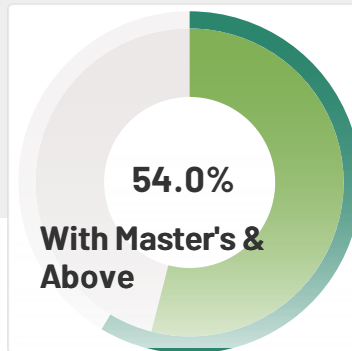
Schools Who Receive Title I School Improvement - 1003(a) Funds

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	11	46.0%	54.0%	43.4%	96.8%
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	19	19
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	\$60,813
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	87.8% 165	87.5% 161	100.0% 1	100.0% 3	*	*	*	*	*
	Male	87.5% 49	87.5% 49	* *	* *	* *	* *	* *	* *	* *
	Female	87.9% 116	87.5% 112	100.0% 1	100.0% 3	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	84.0% 934	84.3% 908	50.0% 1	80.8% 21	50.0% 2	* *	100.0% 2	* *	0.0% 0
	Male	82.6% 204	82.7% 201	* *	100.0% 3	* *	* *	* *	* *	0.0% 0
	Female	84.4% 730	84.8% 707	50.0% 1	78.3% 18	50.0% 2	* *	100.0% 2	* *	* *
	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% 66	96.2% 63.5	* *	1.5% 1	2.3% 1.5	* *	* *	* *	* *
	Male	25.7% 17	26.8% 17	* *	* *	* *	* *	* *	* *	* *
	Female	74.3% 49	73.2% 46.5	* *	100.0% 1	100.0% 1.5	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 409.4	96.0% 393.1	0.1% 0.6	1.7% 7	1.0% 4	* *	0.7% 2.8	* *	0.5% 2
	Male	22.5% 92.1	22.9% 90.1	* *	28.6% 2	* *	* *	* *	* *	* *
	Female	77.5% 317.3	77.1% 303	100.0% 0.6	71.4% 5	100.0% 4	* *	100.0% 2.8	* *	100.0% 2
	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	* *	* *	* *	* *	* *	* *	* *	* *	* *

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Teachers with Gifted Endorsement

What is it?

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

Teachers with Gifted Endorsement	
School	7
District	14
State	1,247

National Board Certified Teachers

What is it?

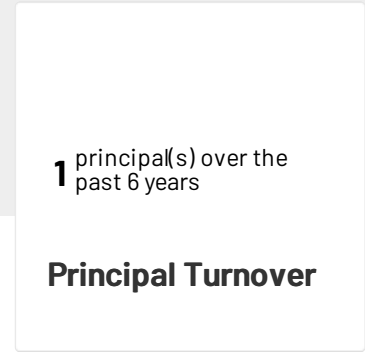
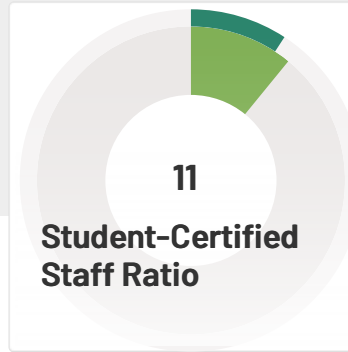
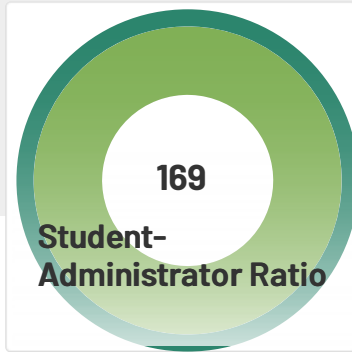
This shows the numbers of teachers who have achieved recognition as National Board Certified Teachers, both as a whole and broken down by certain demographic indicators.

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Male	Female	Non Binary	Unknown
School	8	7	*	1	*	*	*	*	2	6	*	*
District	27	26	*	1	*	*	*	*	5	22	*	*
State	2,513	2,027	150	203	68	1	6	29	484	2,029	*	*

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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	11	169
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	1
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	\$108,121
State	\$116,206

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About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
School	4.2%	4.0%	0.0%	0.0%	0.2%	19.0%
District	4.6%	2.3%	0.1%	0.1%	0.2%	16.5%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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Civil Rights Data Collection

(2017-18)

Student Environment (cont)

School	Number of Schools with Incidents of Violence		
	Rate of Incidents of Violence	Firearm	Homicide
School	1.9%	0	0
District	1.1%	0	0
State	2.2%	153	5

Academic Environment

What is it?

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

School	Advanced Placement Course Work			
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
School	0.0% 0	0.0% 0	0.0% 0	0.0% 0
District	1.2% 76	7.7% 467	0.0% 0	1.7% 103
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

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