

# Garfield Elem School (K - 4)

## DANVILLE CCSD 118



2021 - 2022

### Principal

Mrs. Nicole Zaayer  
zaayern@danville118.org

### Address

1101 N Gilbert St  
Danville IL 61832  
(217) 444-1750

### District Superintendent

Dr. Alicia Geddis

<http://www.danville.k12.il.us/schools/garfieldelem/index.htm>

### District Provided Statement

Not available.

## About the Report Card

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

The federal Every Student Succeeds Act requires that states annually assign schools a summative designation that meaningfully differentiates school performance based on multiple performance measures. All states were offered a waiver of this requirement for school year 2020-2021 due to the impact of COVID-19. For more information about Illinois' accountability system please visit [www.isbe.net/summative](http://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 :** \$7,823

**Average Class Size :** \*

**Chronic Absenteeism :** 25.8%

**Teacher Retention :** 88.2%

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

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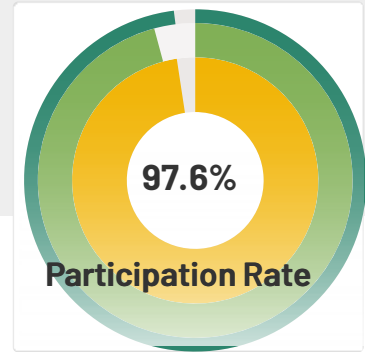
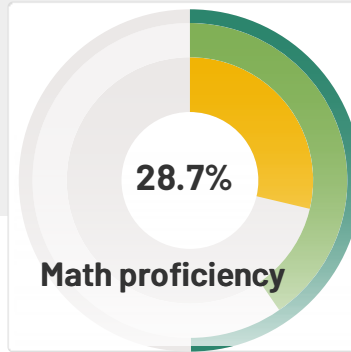
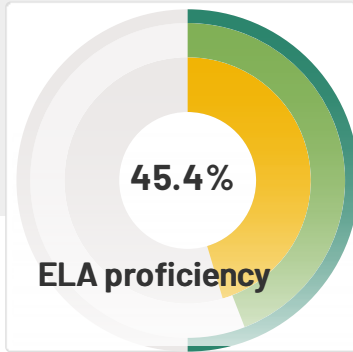
**82 | Administrators**

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

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## About the data

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



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## IAR

### What is it?

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

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

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

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# Academic Progress

## IAR (cont)

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>School</b>	80.5%	17.1%	0.0%	2.4%	0.0%	75.6%	19.5%	4.9%	0.0%	0.0%
District	58.3%	19.5%	13.5%	8.6%	0.0%	47.3%	27.4%	13.1%	12.0%	0.3%
State	30.6%	19.3%	22.6%	25.4%	2.0%	20.8%	22.0%	23.3%	26.5%	7.3%
<b>White</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	47.6%	17.5%	20.4%	14.6%	0.0%	33.0%	24.3%	17.5%	25.2%	0.0%
State	19.2%	18.3%	26.4%	33.5%	2.6%	10.4%	17.6%	25.8%	36.3%	9.9%
<b>Black</b>										
<b>School</b>	68.4%	26.3%	0.0%	5.3%	0.0%	73.7%	21.1%	5.3%	0.0%	0.0%
District	66.8%	19.3%	8.0%	5.9%	0.0%	59.7%	25.3%	10.2%	4.8%	0.0%
State	51.6%	21.0%	16.3%	10.7%	0.4%	43.6%	28.2%	17.9%	9.2%	1.1%
<b>Male</b>										
<b>School</b>	87.0%	13.0%	0.0%	0.0%	0.0%	69.6%	26.1%	4.3%	0.0%	0.0%
District	63.1%	17.9%	12.8%	6.2%	0.0%	49.2%	25.1%	12.8%	12.3%	0.5%
State	34.0%	20.1%	22.4%	22.1%	1.4%	20.8%	20.5%	22.6%	27.8%	8.4%
<b>Female</b>										
<b>School</b>	72.2%	22.2%	0.0%	5.6%	0.0%	83.3%	11.1%	5.6%	0.0%	0.0%
District	53.4%	21.2%	14.3%	11.1%	0.0%	45.2%	29.8%	13.3%	11.7%	0.0%
State	27.0%	18.5%	22.9%	28.9%	2.7%	20.9%	23.6%	24.1%	25.3%	6.2%
<b>Non Binary</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%

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

# Academic Progress

## IAR (cont)

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Hispanic</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	60.5%	21.1%	15.8%	2.6%	0.0%	39.5%	36.8%	15.8%	7.9%	0.0%
State	42.4%	21.5%	20.2%	15.2%	0.7%	28.7%	28.6%	23.6%	16.7%	2.3%
<b>Asian</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	11.0%	12.4%	22.6%	46.7%	7.3%	5.1%	9.6%	18.2%	41.6%	25.5%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	26.1%	17.4%	24.3%	28.7%	3.5%	16.5%	23.5%	19.1%	26.1%	14.8%
<b>American Indian</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	34.6%	24.2%	15.7%	23.5%	2.0%	22.0%	27.0%	21.1%	22.4%	7.6%
<b>Two or More Races</b>										
<b>School</b>	90.9%	9.1%	0.0%	0.0%	0.0%	81.8%	18.2%	0.0%	0.0%	0.0%
District	50.0%	25.0%	15.4%	9.6%	0.0%	40.4%	34.6%	13.5%	9.6%	1.9%
State	27.3%	18.8%	22.1%	28.7%	3.1%	19.1%	21.0%	23.0%	27.1%	9.8%

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# Academic Progress

## IAR (cont)

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Students with Disabilities</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	75.9%	8.9%	11.4%	3.8%	0.0%	64.1%	24.4%	5.1%	6.4%	0.0%
State	56.3%	18.1%	14.2%	10.8%	0.6%	40.1%	24.7%	17.8%	14.3%	3.2%
<b>Students with IEPs</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	84.3%	3.9%	11.8%	0.0%	0.0%	76.0%	16.0%	2.0%	6.0%	0.0%
State	62.4%	17.4%	11.9%	7.9%	0.4%	45.0%	25.2%	16.1%	11.4%	2.3%
<b>Non-IEP</b>										
<b>School</b>	75.8%	21.2%	0.0%	3.0%	0.0%	69.7%	24.2%	6.1%	0.0%	0.0%
District	54.4%	21.9%	13.8%	9.9%	0.0%	42.9%	29.1%	14.7%	12.9%	0.3%
State	25.2%	19.6%	24.5%	28.4%	2.3%	16.7%	21.4%	24.6%	29.1%	8.2%
<b>English Learners</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	38.9%	27.8%	22.2%	11.1%	0.0%	27.8%	27.8%	16.7%	27.8%	0.0%
State	48.7%	21.9%	18.5%	10.7%	0.3%	31.1%	28.8%	22.8%	15.7%	1.5%
<b>Non-English Learners</b>										
<b>School</b>	81.1%	16.2%	0.0%	2.7%	0.0%	78.4%	18.9%	2.7%	0.0%	0.0%
District	59.3%	19.1%	13.1%	8.5%	0.0%	48.2%	27.4%	12.9%	11.2%	0.3%
State	26.5%	18.7%	23.6%	28.8%	2.5%	18.5%	20.4%	23.5%	29.0%	8.6%

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# Academic Progress

## IAR (cont)

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>School</b>	79.5%	17.9%	0.0%	2.6%	0.0%	76.9%	17.9%	5.1%	0.0%	0.0%
District	62.0%	20.2%	12.1%	5.6%	0.0%	52.2%	28.1%	10.6%	8.8%	0.3%
State	44.8%	21.8%	19.5%	13.5%	0.5%	32.9%	28.1%	22.2%	15.0%	1.9%
<b>Non Low Income</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	39.7%	15.9%	20.6%	23.8%	0.0%	22.2%	23.8%	25.4%	28.6%	0.0%
State	16.8%	16.9%	25.7%	37.1%	3.6%	9.0%	16.1%	24.5%	37.8%	12.6%
<b>Homeless</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	45.5%	36.4%	9.1%	9.1%	0.0%	63.6%	27.3%	0.0%	9.1%	0.0%
State	59.3%	19.0%	13.3%	8.2%	0.1%	47.2%	28.1%	16.2%	7.7%	0.9%
<b>Migrant</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	53.7%	19.7%	16.3%	10.3%	0.1%	40.7%	28.5%	19.5%	10.4%	1.0%
<b>Military</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.0%	20.8%	24.6%	27.6%	2.0%	16.2%	20.9%	26.1%	29.4%	7.3%

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# Academic Progress

## IAR (cont)

### Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>School</b>	84.7%	18.0%	0.0%	2.6%	0.0%	79.6%	20.5%	5.1%	0.0%	0.0%
District	60.3%	20.2%	14.0%	8.9%	0.0%	48.7%	28.3%	13.5%	12.4%	0.3%
State	31.9%	20.1%	23.6%	26.5%	2.1%	21.6%	22.9%	24.3%	27.6%	7.6%
<b>White</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	49.1%	18.1%	21.1%	15.0%	0.0%	34.1%	25.1%	18.1%	26.1%	0.0%
State	20.1%	19.2%	27.5%	34.9%	2.8%	10.8%	18.4%	26.9%	37.9%	10.3%
<b>Black</b>										
<b>School</b>	72.0%	27.7%	0.0%	5.5%	0.0%	77.6%	22.2%	5.5%	0.0%	0.0%
District	69.3%	19.9%	8.3%	6.1%	0.0%	61.5%	26.0%	10.5%	5.0%	0.0%
State	53.4%	21.8%	16.8%	11.0%	0.4%	45.0%	29.1%	18.4%	9.5%	1.1%
<b>Male</b>										
<b>School</b>	91.5%	13.7%	0.0%	0.0%	0.0%	73.2%	27.5%	4.6%	0.0%	0.0%
District	64.7%	18.4%	13.2%	6.3%	0.0%	50.5%	25.8%	13.2%	12.6%	0.5%
State	35.4%	20.9%	23.3%	22.9%	1.5%	21.6%	21.2%	23.5%	28.8%	8.7%
<b>Female</b>										
<b>School</b>	76.0%	23.4%	0.0%	5.9%	0.0%	87.7%	11.7%	5.9%	0.0%	0.0%
District	55.7%	22.0%	14.9%	11.6%	0.0%	46.8%	30.9%	13.8%	12.1%	0.0%
State	28.2%	19.3%	23.9%	30.1%	2.8%	21.7%	24.5%	25.1%	26.3%	6.4%
<b>Non Binary</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	35.1%	35.1%	0.0%	0.0%	0.0%	35.1%	35.1%	0.0%

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# Academic Progress

## IAR (cont)

### Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Hispanic</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	62.1%	21.6%	16.2%	2.7%	0.0%	40.5%	37.8%	16.2%	8.1%	0.0%
State	44.2%	22.4%	21.0%	15.9%	0.7%	29.9%	29.8%	24.6%	17.4%	2.4%
<b>Asian</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	11.5%	12.9%	23.5%	48.8%	7.7%	5.3%	10.0%	19.0%	43.3%	26.6%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	27.2%	18.2%	25.4%	30.0%	3.6%	17.2%	24.5%	20.0%	27.2%	15.4%
<b>American Indian</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	35.7%	24.9%	16.1%	24.2%	2.0%	22.5%	27.6%	21.5%	22.9%	7.7%
<b>Two or More Races</b>										
<b>School</b>	95.7%	9.6%	0.0%	0.0%	0.0%	86.1%	19.1%	0.0%	0.0%	0.0%
District	51.6%	25.8%	15.9%	9.9%	0.0%	41.7%	35.8%	13.9%	9.9%	2.0%
State	28.0%	19.3%	22.7%	29.5%	3.1%	19.5%	21.5%	23.5%	27.8%	10.1%

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# Academic Progress

## IAR (cont)

### Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Students with Disabilities</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	78.0%	9.1%	11.7%	3.9%	0.0%	65.0%	24.7%	5.2%	6.5%	0.0%
State	57.9%	18.6%	14.6%	11.1%	0.7%	41.2%	25.4%	18.2%	14.6%	3.2%
<b>Students with IEPs</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	87.0%	4.1%	12.2%	0.0%	0.0%	76.9%	16.2%	2.0%	6.1%	0.0%
State	64.1%	17.8%	12.2%	8.1%	0.4%	46.1%	25.8%	16.5%	11.7%	2.4%
<b>Non-IEP</b>										
<b>School</b>	79.7%	22.3%	0.0%	3.2%	0.0%	73.4%	25.5%	6.4%	0.0%	0.0%
District	56.2%	22.7%	14.3%	10.3%	0.0%	44.4%	30.1%	15.2%	13.4%	0.3%
State	26.3%	20.5%	25.5%	29.7%	2.4%	17.4%	22.3%	25.6%	30.4%	8.5%
<b>English Learners</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	38.8%	27.7%	22.2%	11.1%	0.0%	27.7%	27.7%	16.6%	27.7%	0.0%
State	50.7%	22.8%	19.2%	11.2%	0.3%	32.4%	30.0%	23.7%	16.3%	1.6%
<b>Non-English Learners</b>										
<b>School</b>	85.4%	17.1%	0.0%	2.8%	0.0%	82.5%	19.9%	2.8%	0.0%	0.0%
District	61.4%	19.8%	13.6%	8.8%	0.0%	49.8%	28.3%	13.3%	11.6%	0.3%
State	27.6%	19.5%	24.5%	29.9%	2.6%	19.2%	21.2%	24.4%	30.1%	9.0%

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# Academic Progress

## IAR (cont)

### Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>School</b>	83.7%	18.9%	0.0%	2.7%	0.0%	81.0%	18.9%	5.4%	0.0%	0.0%
District	64.1%	20.9%	12.6%	5.8%	0.0%	53.8%	29.0%	10.9%	9.0%	0.3%
State	46.6%	22.6%	20.3%	14.0%	0.5%	34.2%	29.2%	23.0%	15.6%	1.9%
<b>Non Low Income</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	41.1%	16.5%	21.4%	24.7%	0.0%	23.0%	24.7%	26.3%	29.6%	0.0%
State	17.5%	17.6%	26.7%	38.6%	3.7%	9.4%	16.7%	25.5%	39.3%	13.1%
<b>Homeless</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	40.5%	32.4%	8.1%	8.1%	0.0%	56.7%	24.3%	0.0%	8.1%	0.0%
State	60.5%	19.4%	13.6%	8.4%	0.1%	47.9%	28.5%	16.4%	7.8%	0.9%
<b>Migrant</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	55.2%	20.2%	16.8%	10.6%	0.1%	41.6%	29.1%	19.9%	10.7%	1.0%
<b>Military</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.9%	21.6%	25.5%	28.6%	2.1%	16.7%	21.7%	27.1%	30.5%	7.6%

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

# Academic Progress

## IAR (cont)

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>School</b>	<b>51.3%</b>	<b>28.2%</b>	<b>12.8%</b>	<b>7.7%</b>	<b>0.0%</b>	<b>59.0%</b>	<b>35.9%</b>	<b>2.6%</b>	<b>2.6%</b>	<b>0.0%</b>
District	47.3%	24.9%	16.2%	11.4%	0.3%	50.5%	27.3%	14.4%	7.8%	0.0%
State	23.5%	19.5%	24.4%	27.2%	5.4%	21.5%	27.9%	24.4%	23.4%	2.8%
<b>White</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	37.6%	29.0%	19.4%	12.9%	1.1%	40.9%	28.0%	18.3%	12.9%	0.0%
State	13.3%	16.7%	26.7%	35.9%	7.4%	10.7%	23.1%	29.3%	33.4%	3.6%
<b>Black</b>										
<b>School</b>	<b>59.1%</b>	<b>22.7%</b>	<b>13.6%</b>	<b>4.5%</b>	<b>0.0%</b>	<b>63.6%</b>	<b>36.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
District	58.3%	22.6%	11.3%	7.7%	0.0%	59.9%	26.9%	9.6%	3.6%	0.0%
State	43.4%	24.3%	19.4%	11.8%	1.0%	45.0%	33.8%	15.0%	6.1%	0.2%
<b>Male</b>										
<b>School</b>	<b>54.2%</b>	<b>25.0%</b>	<b>8.3%</b>	<b>12.5%</b>	<b>0.0%</b>	<b>62.5%</b>	<b>33.3%</b>	<b>0.0%</b>	<b>4.2%</b>	<b>0.0%</b>
District	51.2%	24.7%	15.7%	8.4%	0.0%	52.7%	25.5%	13.9%	7.9%	0.0%
State	26.2%	20.3%	24.3%	25.0%	4.2%	21.3%	26.5%	24.1%	25.0%	3.2%
<b>Female</b>										
<b>School</b>	<b>46.7%</b>	<b>33.3%</b>	<b>20.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>53.3%</b>	<b>40.0%</b>	<b>6.7%</b>	<b>0.0%</b>	<b>0.0%</b>
District	43.5%	25.0%	16.7%	14.3%	0.6%	48.2%	29.2%	14.9%	7.7%	0.0%
State	20.6%	18.7%	24.4%	29.5%	6.7%	21.8%	29.4%	24.7%	21.8%	2.4%
<b>Non Binary</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

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

# Academic Progress

## IAR (cont)

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Hispanic</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	25.0%	29.2%	41.7%	4.2%	0.0%	20.8%	54.2%	20.8%	4.2%	0.0%
State	32.7%	23.6%	23.8%	17.9%	2.1%	29.5%	35.9%	22.1%	11.7%	0.7%
<b>Asian</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	7.9%	11.1%	22.1%	43.2%	15.7%	5.2%	14.0%	22.0%	45.5%	13.2%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	12.9%	18.2%	25.8%	34.8%	8.3%	12.2%	28.2%	22.1%	35.1%	2.3%
<b>American Indian</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	31.1%	24.0%	23.6%	17.9%	3.4%	28.3%	33.7%	18.9%	17.2%	2.0%
<b>Two or More Races</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	41.3%	23.9%	15.2%	19.6%	0.0%	54.3%	15.2%	19.6%	10.9%	0.0%
State	21.1%	17.5%	24.4%	29.5%	7.5%	20.1%	26.1%	24.8%	24.9%	4.1%

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# Academic Progress

## IAR (cont)

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Students with Disabilities</b>										
<b>School</b>	60.0%	30.0%	10.0%	0.0%	0.0%	70.0%	20.0%	10.0%	0.0%	0.0%
District	63.4%	17.2%	9.7%	9.7%	0.0%	63.0%	18.5%	10.9%	7.6%	0.0%
State	49.9%	20.9%	15.8%	11.7%	1.8%	41.4%	30.1%	16.1%	11.4%	1.1%
<b>Students with IEPs</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	76.0%	18.0%	0.0%	6.0%	0.0%	79.6%	12.2%	4.1%	4.1%	0.0%
State	57.4%	20.8%	13.0%	7.7%	1.0%	47.1%	30.6%	13.5%	8.1%	0.7%
<b>Non-IEP</b>										
<b>School</b>	50.0%	26.5%	14.7%	8.8%	0.0%	55.9%	38.2%	2.9%	2.9%	0.0%
District	42.3%	26.1%	19.0%	12.3%	0.4%	45.4%	29.9%	16.2%	8.5%	0.0%
State	17.6%	19.3%	26.3%	30.6%	6.2%	17.0%	27.5%	26.3%	26.0%	3.2%
<b>English Learners</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	26.7%	40.0%	26.7%	6.7%	0.0%	20.0%	46.7%	33.3%	0.0%	0.0%
State	39.9%	25.9%	22.4%	11.2%	0.5%	33.2%	37.7%	20.1%	8.7%	0.2%
<b>Non-English Learners</b>										
<b>School</b>	55.6%	25.0%	11.1%	8.3%	0.0%	63.9%	33.3%	0.0%	2.8%	0.0%
District	48.3%	24.1%	15.7%	11.6%	0.3%	51.9%	26.4%	13.5%	8.2%	0.0%
State	19.7%	18.1%	24.8%	30.8%	6.5%	18.8%	25.7%	25.3%	26.7%	3.4%

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# Academic Progress

## IAR (cont)

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>School</b>	53.1%	28.1%	9.4%	9.4%	0.0%	59.4%	34.4%	3.1%	3.1%	0.0%
District	51.8%	24.1%	14.2%	9.9%	0.0%	54.1%	27.4%	11.7%	6.8%	0.0%
State	36.3%	24.1%	22.6%	15.6%	1.4%	34.2%	35.0%	20.2%	10.2%	0.5%
<b>Non Low Income</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	23.1%	28.8%	26.9%	19.2%	1.9%	30.8%	26.9%	28.8%	13.5%	0.0%
State	11.2%	15.2%	26.0%	38.3%	9.2%	9.4%	21.2%	28.4%	36.0%	5.1%
<b>Homeless</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	56.3%	18.8%	18.8%	6.3%	0.0%	50.0%	37.5%	6.3%	6.3%	0.0%
State	51.2%	22.8%	16.2%	9.2%	0.6%	50.0%	30.6%	13.5%	5.8%	0.2%
<b>Migrant</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.1%	23.6%	19.2%	12.2%	0.8%	40.6%	34.5%	17.4%	7.3%	0.1%
<b>Military</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	20.5%	16.9%	26.7%	29.1%	6.8%	15.7%	26.8%	27.0%	26.5%	4.0%

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# Academic Progress

## IAR (cont)

### Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>School</b>	51.4%	28.2%	12.8%	7.7%	0.0%	59.1%	35.9%	2.6%	2.6%	0.0%
District	48.4%	25.4%	16.5%	11.6%	0.3%	51.4%	27.9%	14.7%	8.0%	0.0%
State	24.5%	20.4%	25.4%	28.3%	5.6%	22.3%	29.0%	25.3%	24.3%	2.9%
<b>White</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	38.8%	29.9%	19.9%	13.3%	1.1%	42.1%	28.8%	18.8%	13.3%	0.0%
State	13.9%	17.4%	27.9%	37.4%	7.8%	11.1%	24.0%	30.5%	34.8%	3.8%
<b>Black</b>										
<b>School</b>	59.5%	22.9%	13.7%	4.6%	0.0%	64.1%	36.6%	0.0%	0.0%	0.0%
District	59.3%	23.0%	11.5%	7.9%	0.0%	60.5%	27.2%	9.7%	3.6%	0.0%
State	44.9%	25.2%	20.1%	12.3%	1.1%	46.3%	34.8%	15.4%	6.3%	0.2%
<b>Male</b>										
<b>School</b>	54.7%	25.3%	8.4%	12.6%	0.0%	63.2%	33.7%	0.0%	4.2%	0.0%
District	52.6%	25.4%	16.1%	8.7%	0.0%	53.9%	26.0%	14.2%	8.1%	0.0%
State	27.3%	21.1%	25.3%	26.0%	4.4%	22.0%	27.5%	25.0%	25.9%	3.3%
<b>Female</b>										
<b>School</b>	46.1%	32.9%	19.7%	0.0%	0.0%	52.6%	39.5%	6.6%	0.0%	0.0%
District	44.2%	25.4%	16.9%	14.5%	0.6%	49.0%	29.6%	15.1%	7.9%	0.0%
State	21.5%	19.5%	25.5%	30.8%	7.0%	22.6%	30.6%	25.7%	22.7%	2.5%
<b>Non Binary</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	0.0%	105.3%	0.0%	0.0%	105.3%	0.0%	0.0%	0.0%

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# Academic Progress

## IAR (cont)

### Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Hispanic</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	25.3%	29.5%	42.1%	4.2%	0.0%	21.1%	54.7%	21.1%	4.2%	0.0%
State	34.1%	24.7%	24.8%	18.6%	2.2%	30.8%	37.4%	23.0%	12.2%	0.7%
<b>Asian</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	8.2%	11.6%	23.1%	45.1%	16.4%	5.5%	14.6%	22.9%	47.2%	13.7%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	13.4%	18.9%	26.7%	36.1%	8.6%	12.6%	29.1%	22.8%	36.1%	2.4%
<b>American Indian</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	32.1%	24.8%	24.4%	18.5%	3.5%	29.3%	34.9%	19.5%	17.8%	2.1%
<b>Two or More Races</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	42.6%	24.6%	15.7%	20.2%	0.0%	56.0%	15.7%	20.2%	11.2%	0.0%
State	21.6%	18.0%	25.1%	30.3%	7.7%	20.6%	26.7%	25.4%	25.6%	4.2%

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# Academic Progress

## IAR (cont)

### Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Students with Disabilities</b>										
<b>School</b>	57.4%	28.7%	9.6%	0.0%	0.0%	67.0%	19.1%	9.6%	0.0%	0.0%
District	65.4%	17.7%	10.0%	10.0%	0.0%	64.3%	18.8%	11.1%	7.8%	0.0%
State	51.4%	21.5%	16.3%	12.0%	1.9%	42.4%	30.9%	16.5%	11.6%	1.1%
<b>Students with IEPs</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	76.9%	18.2%	0.0%	6.1%	0.0%	79.0%	12.2%	4.1%	4.1%	0.0%
State	59.0%	21.4%	13.4%	7.9%	1.1%	48.2%	31.3%	13.8%	8.3%	0.7%
<b>Non-IEP</b>										
<b>School</b>	51.1%	27.1%	15.0%	9.0%	0.0%	57.1%	39.1%	3.0%	3.0%	0.0%
District	43.3%	26.7%	19.5%	12.6%	0.4%	46.5%	30.6%	16.6%	8.7%	0.0%
State	18.3%	20.2%	27.5%	31.9%	6.5%	17.8%	28.6%	27.4%	27.1%	3.3%
<b>English Learners</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	28.1%	42.1%	28.1%	7.0%	0.0%	21.1%	49.1%	35.1%	0.0%	0.0%
State	41.6%	27.0%	23.4%	11.7%	0.6%	34.6%	39.3%	21.0%	9.1%	0.2%
<b>Non-English Learners</b>										
<b>School</b>	55.4%	24.9%	11.1%	8.3%	0.0%	63.7%	33.2%	0.0%	2.8%	0.0%
District	49.3%	24.6%	16.0%	11.8%	0.3%	52.8%	26.9%	13.8%	8.3%	0.0%
State	20.5%	18.8%	25.8%	32.1%	6.8%	19.5%	26.7%	26.3%	27.8%	3.5%

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# Academic Progress

## IAR (cont)

### Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>School</b>	52.6%	27.9%	9.3%	9.3%	0.0%	58.8%	34.1%	3.1%	3.1%	0.0%
District	53.0%	24.7%	14.5%	10.2%	0.0%	55.2%	28.0%	12.0%	6.9%	0.0%
State	37.8%	25.1%	23.6%	16.2%	1.5%	35.5%	36.3%	21.0%	10.6%	0.5%
<b>Non Low Income</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	23.4%	29.2%	27.3%	19.5%	2.0%	31.2%	27.3%	29.2%	13.7%	0.0%
State	11.7%	15.8%	27.1%	39.9%	9.6%	9.7%	22.0%	29.5%	37.4%	5.3%
<b>Homeless</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	55.7%	18.6%	18.6%	6.2%	0.0%	49.5%	37.2%	6.2%	6.2%	0.0%
State	52.5%	23.3%	16.6%	9.4%	0.6%	50.9%	31.1%	13.7%	6.0%	0.2%
<b>Migrant</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	45.1%	24.1%	19.6%	12.4%	0.8%	41.1%	34.9%	17.6%	7.3%	0.1%
<b>Military</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	21.4%	17.7%	27.9%	30.4%	7.1%	16.4%	28.0%	28.3%	27.7%	4.2%

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## DLM

### What is it?

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

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

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# Academic Progress

## DLM (cont)

### Grade 3

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

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# Academic Progress

## DLM (cont)

### Grade 3

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

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# Academic Progress

## DLM (cont)

### Grade 3

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

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# Academic Progress

## DLM (cont)

### Grade 3

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

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# Academic Progress

## DLM (cont)

### Grade 3 - Accountability

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

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# Academic Progress

## DLM (cont)

### Grade 3 - Accountability

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

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# Academic Progress

## DLM (cont)

### Grade 3 - Accountability

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

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# Academic Progress

## DLM (cont)

### Grade 3 - Accountability

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

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# Academic Progress

## DLM (cont)

### Grade 4

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

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# Academic Progress

## DLM (cont)

### Grade 4

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

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# Academic Progress

## DLM (cont)

### Grade 4

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

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# Academic Progress

## DLM (cont)

### Grade 4

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

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# Academic Progress

## DLM (cont)

### Grade 4 - Accountability

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

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# Academic Progress

## DLM (cont)

### Grade 4 - Accountability

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

\* 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 4 - Accountability

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

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

# Academic Progress

## DLM (cont)

### Grade 4 - Accountability

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

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## ISA

### What is it?

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

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

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# Academic Progress

## Proficiency

### What is it?

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

### ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>5.0%</b> *	<b>6.4%</b> *	<b>3.0%</b> *	* *	<b>9.1%</b> *	<b>4.9%</b> *	‡ *	* *	* *	* *	<b>5.3%</b> *	<b>0.0%</b> *
District	<b>11.4%</b> *	<b>8.0%</b> *	<b>15.0%</b> *	* *	<b>17.7%</b> *	<b>6.5%</b> *	<b>11.3%</b> *	<b>23.5%</b> *	‡ *	‡ *	<b>13.7%</b> *	<b>5.3%</b> *
State	<b>29.9%</b> *	<b>25.5%</b> *	<b>34.7%</b> *	<b>50.5%</b> *	<b>39.4%</b> *	<b>12.1%</b> *	<b>18.4%</b> *	<b>58.6%</b> *	<b>38.7%</b> *	<b>23.5%</b> *	<b>33.6%</b> *	<b>12.9%</b> *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>0.0%</b> *	‡ *	<b>5.6%</b> *	‡ *	* *	‡ *	* *
District	<b>1.9%</b> *	<b>6.1%</b> *	<b>8.0%</b> *	<b>6.3%</b> *	* *	<b>5.3%</b> *	<b>18.2%</b> *
State	<b>7.0%</b> *	<b>6.9%</b> *	<b>15.9%</b> *	<b>9.3%</b> *	<b>10.2%</b> *	<b>11.0%</b> *	<b>31.1%</b> *

### 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
<b>School</b>	<b>1.3%</b> *	<b>2.1%</b> *	<b>0.0%</b> *	* *	<b>9.1%</b> *	<b>0.0%</b> *	‡ *	* *	* *	* *	<b>0.0%</b> *	<b>0.0%</b> *
District	<b>7.1%</b> *	<b>6.8%</b> *	<b>7.5%</b> *	* *	<b>13.6%</b> *	<b>2.4%</b> *	<b>5.2%</b> *	<b>41.2%</b> *	‡ *	‡ *	<b>8.6%</b> *	<b>4.0%</b> *
State	<b>25.8%</b> *	<b>27.3%</b> *	<b>24.3%</b> *	<b>37.2%</b> *	<b>35.6%</b> *	<b>6.8%</b> *	<b>13.5%</b> *	<b>60.2%</b> *	<b>33.4%</b> *	<b>19.1%</b> *	<b>28.5%</b> *	<b>12.2%</b> *

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

## Proficiency (cont)

### Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>0.0%</b> *	‡ *	<b>1.4%</b> *	‡ *	* *	‡ *	* *
District	<b>1.6%</b> *	<b>5.1%</b> *	<b>4.4%</b> *	<b>3.2%</b> *	* *	<b>2.6%</b> *	<b>9.1%</b> *
State	<b>7.2%</b> *	<b>6.8%</b> *	<b>11.4%</b> *	<b>5.6%</b> *	<b>7.3%</b> *	<b>6.7%</b> *	<b>26.1%</b> *

### 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
<b>School</b>	‡ *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	* *	* *	* *	‡ *	‡ *
District	<b>27.0%</b> *	<b>27.0%</b> *	<b>27.0%</b> *	* *	<b>41.0%</b> *	<b>14.0%</b> *	<b>26.0%</b> *	‡ *	‡ *	‡ *	<b>28.0%</b> *	<b>14.0%</b> *
State	<b>50.0%</b> *	<b>50.0%</b> *	<b>50.0%</b> *	<b>75.0%</b> *	<b>63.0%</b> *	<b>23.0%</b> *	<b>37.0%</b> *	<b>76.0%</b> *	<b>56.0%</b> *	<b>41.0%</b> *	<b>54.0%</b> *	<b>28.0%</b> *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	‡ *	‡ *	‡ *	‡ *	* *	‡ *	* *
District	<b>6.0%</b> *	<b>13.0%</b> *	<b>21.0%</b> *	<b>25.0%</b> *	* *	<b>18.0%</b> *	‡ *
State	<b>17.0%</b> *	<b>16.0%</b> *	<b>33.0%</b> *	<b>22.0%</b> *	<b>19.0%</b> *	<b>24.0%</b> *	<b>54.0%</b> *

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

## Proficiency (cont)

### ELA - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>5.1%</b>	<b>6.6%</b>	<b>3.1%</b>	‡	<b>8.8%</b>	<b>5.0%</b>	‡	‡	‡	‡	<b>5.5%</b>	<b>0.0%</b>
District	11.5%	8.0%	15.3%	*	18.0%	6.5%	11.4%	24.8%	‡	‡	13.9%	5.3%
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
<b>School</b>	<b>0.0%</b>	‡	<b>5.8%</b>	‡	‡	‡	‡
District	1.9%	6.3%	8.1%	5.7%	*	5.3%	19.1%
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
<b>School</b>	<b>1.3%</b>	<b>2.2%</b>	<b>0.0%</b>	‡	<b>8.8%</b>	<b>0.0%</b>	‡	‡	‡	‡	<b>0.0%</b>	<b>0.0%</b>
District	7.2%	6.8%	7.6%	*	13.8%	2.4%	5.2%	43.3%	‡	‡	8.6%	4.0%
State	26.6%	28.0%	25.0%	37.6%	36.8%	6.9%	13.9%	62.6%	34.4%	19.4%	28.9%	12.3%

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## Proficiency (cont)

### Mathematics - All Tests - Accountability

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>0.0%</b>	‡	<b>1.4%</b>	‡	‡	‡	‡
District	<b>1.6%</b>	<b>5.2%</b>	<b>4.4%</b>	<b>2.8%</b>	*	<b>2.6%</b>	<b>9.6%</b>
State	<b>7.3%</b>	<b>7.0%</b>	<b>11.6%</b>	<b>5.5%</b>	<b>7.5%</b>	<b>6.4%</b>	<b>26.9%</b>

### 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
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	<b>26.0%</b>	<b>26.5%</b>	<b>25.4%</b>	*	<b>41.8%</b>	<b>13.6%</b>	<b>26.6%</b>	‡	‡	‡	<b>26.6%</b>	<b>13.8%</b>
State	<b>51.8%</b>	<b>51.7%</b>	<b>52.0%</b>	<b>74.8%</b>	<b>65.9%</b>	<b>23.4%</b>	<b>38.5%</b>	<b>79.4%</b>	<b>57.4%</b>	<b>41.6%</b>	<b>55.5%</b>	<b>28.9%</b>

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	‡	‡	‡	‡	‡	‡	‡
District	<b>6.6%</b>	<b>13.5%</b>	<b>20.1%</b>	<b>17.5%</b>	*	<b>18.6%</b>	‡
State	<b>18.0%</b>	<b>16.9%</b>	<b>34.1%</b>	<b>22.0%</b>	<b>19.0%</b>	<b>24.2%</b>	<b>56.0%</b>

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

## Mean Growth Percentile - IAR

### What is it?

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

### ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>45.4%</b> 1,452	<b>49.7%</b> 1,043	<b>37.2%</b> 409	* *	‡ ‡	<b>44.4%</b> 844	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡
District	<b>44.1%</b> 55,958	<b>42.5%</b> 27,047	<b>45.7%</b> 28,911	* *	<b>47.3%</b> 18,547	<b>40.4%</b> 23,749	<b>49.5%</b> 6,183	‡ ‡	‡ ‡	‡ ‡	<b>45.5%</b> 6,821	<b>38.3%</b> 11,988
State	<b>50.0%</b> 23,717,338	<b>48.1%</b> 11,693,654	<b>52.0%</b> 12,021,349	<b>57.0%</b> 2,335	<b>51.2%</b> 13,262,181	<b>44.9%</b> 2,826,582	<b>48.0%</b> 5,143,887	<b>58.7%</b> 1,428,782	<b>51.2%</b> 23,226	<b>48.6%</b> 45,870	<b>49.9%</b> 986,810	<b>42.5%</b> 3,707,063

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	‡ ‡	‡ ‡	<b>41.4%</b> 1,077	‡ ‡	* *	‡ ‡	* *
District	<b>34.9%</b> 6,350	<b>47.3%</b> 2,552	<b>42.2%</b> 42,610	<b>38.6%</b> 771	* *	<b>37.9%</b> 531	‡ ‡
State	<b>40.2%</b> 2,664,600	<b>45.0%</b> 2,435,298	<b>46.5%</b> 9,507,314	<b>44.3%</b> 347,058	<b>45.1%</b> 4,018	<b>43.1%</b> 117,964	<b>49.2%</b> 175,889

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

## Mean Growth Percentile - IAR (cont)

### Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>28.7%</b> 747	<b>23.2%</b> 441	‡ ‡	* *	‡ ‡	<b>30.9%</b> 463	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡
District	<b>40.4%</b> 49,506	<b>40.2%</b> 24,658	<b>40.7%</b> 24,848	* *	<b>43.4%</b> 16,290	<b>36.9%</b> 21,011	<b>47.8%</b> 5,830	‡ ‡	‡ ‡	‡ ‡	<b>40.6%</b> 5,811	<b>35.2%</b> 10,534
State	<b>49.9%</b> 23,403,002	<b>49.7%</b> 11,949,676	<b>50.1%</b> 11,451,373	<b>50.1%</b> 1,953	<b>50.8%</b> 13,062,419	<b>44.1%</b> 2,704,988	<b>49.2%</b> 5,196,730	<b>58.2%</b> 1,401,896	<b>53.7%</b> 23,742	<b>50.2%</b> 46,477	<b>49.5%</b> 966,750	<b>42.8%</b> 3,669,151

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	‡ ‡	‡ ‡	<b>31.8%</b> 635	‡ ‡	* *	‡ ‡	* *
District	<b>29.4%</b> 5,006	<b>38.5%</b> 2,039	<b>39.7%</b> 38,255	<b>51.9%</b> 935	* *	<b>26.3%</b> 394	‡ ‡
State	<b>40.2%</b> 2,619,125	<b>46.4%</b> 2,468,626	<b>46.9%</b> 9,433,658	<b>43.3%</b> 331,759	<b>44.9%</b> 3,997	<b>42.8%</b> 115,342	<b>49.2%</b> 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
<b>School</b>	<b>97.6%</b> *	<b>97.9%</b> *	<b>97.1%</b> *	* *	<b>91.7%</b> *	<b>97.6%</b> *	‡ *	* *	* *	* *	<b>100.0%</b> *	<b>95.0%</b> *
District	<b>95.8%</b> *	<b>95.0%</b> *	<b>96.6%</b> *	* *	<b>96.5%</b> *	<b>95.1%</b> *	<b>95.9%</b> *	<b>100.0%</b> *	‡ *	‡ *	<b>96.1%</b> *	<b>95.7%</b> *
State	<b>98.0%</b> *	<b>97.8%</b> *	<b>98.1%</b> *	<b>96.9%</b> *	<b>98.4%</b> *	<b>96.7%</b> *	<b>97.9%</b> *	<b>99.0%</b> *	<b>98.3%</b> *	<b>97.1%</b> *	<b>96.6%</b> *	<b>96.5%</b> *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>92.9%</b> *	‡ *	<b>97.3%</b> *
District	<b>95.1%</b> *	<b>97.0%</b> *	<b>95.3%</b> *
State	<b>96.2%</b> *	<b>98.1%</b> *	<b>97.6%</b> *

### 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
<b>School</b>	<b>97.6%</b> *	<b>97.9%</b> *	<b>97.1%</b> *	* *	<b>91.7%</b> *	<b>97.6%</b> *	‡ *	* *	* *	* *	<b>100.0%</b> *	<b>95.0%</b> *
District	<b>95.6%</b> *	<b>94.8%</b> *	<b>96.4%</b> *	* *	<b>96.5%</b> *	<b>94.8%</b> *	<b>95.9%</b> *	<b>100.0%</b> *	‡ *	‡ *	<b>95.4%</b> *	<b>94.9%</b> *
State	<b>97.7%</b> *	<b>97.6%</b> *	<b>97.9%</b> *	<b>95.9%</b> *	<b>98.3%</b> *	<b>96.3%</b> *	<b>97.7%</b> *	<b>98.8%</b> *	<b>97.9%</b> *	<b>96.8%</b> *	<b>96.3%</b> *	<b>96.0%</b> *

\* 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
<b>School</b>	<b>92.9%</b> *	<b>‡</b> *	<b>97.3%</b> *
District	93.8% *	97.0% *	95.0% *
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
<b>School</b>	<b>‡</b> *	<b>‡</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>‡</b> *	<b>‡</b> *	<b>*</b> *	<b>*</b> *	<b>*</b> *	<b>‡</b> *	<b>‡</b> *
District	92.1% *	93.3% *	90.8% *	* *	95.3% *	89.0% *	95.8% *	‡ *	‡ *	‡ *	90.3% *	91.7% *
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
<b>School</b>	<b>‡</b> *	<b>‡</b> *	<b>‡</b> *
District	93.0% *	94.9% *	90.4% *
State	97.0% *	98.0% *	97.4% *

\* 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 - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>97.6%</b> *	<b>97.9%</b> *	<b>97.1%</b> *	<b>*</b> *	<b>91.7%</b> *	<b>97.6%</b> *	<b>‡</b> *	<b>*</b> *	<b>*</b> *	<b>*</b> *	<b>100.0%</b> *	<b>95.0%</b> *
District	<b>96.4%</b> 2,036	<b>95.1%</b> 1,035	<b>97.7%</b> 1,001	<b>*</b> *	<b>96.9%</b> 597	<b>95.7%</b> 968	<b>97.1%</b> 201	<b>100.0%</b> 14	<b>‡</b> 5	<b>‡</b> 2	<b>96.5%</b> 249	<b>96.1%</b> 497
State	<b>98.4%</b> 788,429	<b>98.4%</b> 402,561	<b>98.5%</b> 385,799	<b>95.8%</b> 69	<b>98.6%</b> 364,253	<b>97.8%</b> 130,257	<b>98.7%</b> 215,653	<b>99.0%</b> 43,144	<b>98.4%</b> 785	<b>97.8%</b> 1,886	<b>96.9%</b> 32,451	<b>97.1%</b> 143,721

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>92.9%</b> *	<b>‡</b> *	<b>97.3%</b> *
District	<b>94.8%</b> 313	<b>98.9%</b> 88	<b>96.0%</b> 1,674
State	<b>96.9%</b> 111,550	<b>98.7%</b> 117,879	<b>98.4%</b> 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
<b>School</b>	<b>97.6%</b> *	<b>97.9%</b> *	<b>97.1%</b> *	<b>*</b> *	<b>91.7%</b> *	<b>97.6%</b> *	<b>‡</b> *	<b>*</b> *	<b>*</b> *	<b>*</b> *	<b>100.0%</b> *	<b>95.0%</b> *
District	<b>96.1%</b> 2,031	<b>94.9%</b> 1,033	<b>97.4%</b> 998	<b>*</b> *	<b>97.1%</b> 598	<b>95.4%</b> 964	<b>97.1%</b> 201	<b>100.0%</b> 14	<b>‡</b> 5	<b>‡</b> 2	<b>95.7%</b> 247	<b>95.4%</b> 493
State	<b>98.2%</b> 786,393	<b>98.1%</b> 401,483	<b>98.3%</b> 384,842	<b>94.4%</b> 68	<b>98.5%</b> 363,642	<b>97.3%</b> 129,607	<b>98.5%</b> 215,109	<b>98.8%</b> 43,028	<b>97.9%</b> 781	<b>97.5%</b> 1,879	<b>96.6%</b> 32,347	<b>96.7%</b> 143,089

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>92.9%</b> *	<b>‡</b> *	<b>97.3%</b> *
District	<b>93.6%</b> 309	<b>98.9%</b> 88	<b>95.8%</b> 1,670
State	<b>96.5%</b> 111,027	<b>98.5%</b> 117,563	<b>98.1%</b> 383,972

\* 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 ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	100.0% 29	100.0% 19	100.0% 10	* *	100.0% 11	100.0% 12	‡ 3	* *	* *	* *	‡ 3	100.0% 29
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
<b>School</b>	*	*	*
District	100.0% 29	‡ 1	100.0% 24
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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	100.0% 29	100.0% 19	100.0% 10	* *	100.0% 11	100.0% 12	‡ 3	* *	* *	* *	‡ 3	100.0% 29
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
<b>School</b>	*	*	*
District	100.0% 29	‡ 1	100.0% 24
State	99.9% 10,644	99.9% 2,712	99.9% 6,355

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

## Participation Rate (cont)

### Overall DLM Science - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	100.0% 12	100.0% 10	‡ 2	* *	‡ 6	‡ 4	* *	* *	* *	* *	‡ 2	100.0% 12
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
<b>School</b>	*	*	*
District	100.0% 12	* *	‡ 8
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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	91.9% 868	93.2% 438	90.7% 430	* *	95.2% 299	88.9% 375	95.8% 91	‡ 8	‡ 4	* *	90.1% 91	91.2% 198
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
<b>School</b>	*	*	*
District	92.4% 121	94.9% 37	90.3% 650
State	96.7% 50,623	98.0% 46,584	97.4% 178,492

\* 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)

### 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
<b>School</b>	<b>2.4%</b> *	<b>2.1%</b> *	<b>2.9%</b> *	<b>*</b> *	<b>8.3%</b> *	<b>2.4%</b> *	<b>‡</b> *	<b>*</b> *	<b>*</b> *	<b>*</b> *	<b>0.0%</b> *	<b>5.0%</b> *
District	4.2% *	5.0% *	3.4% *	* *	3.5% *	4.9% *	4.1% *	0.0% *	‡ *	‡ *	3.9% *	4.3% *
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
<b>School</b>	<b>7.1%</b> *	<b>‡</b> *	<b>2.7%</b> *
District	4.9% *	3.0% *	4.7% *
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
<b>School</b>	<b>2.4%</b> *	<b>2.1%</b> *	<b>2.9%</b> *	<b>*</b> *	<b>8.3%</b> *	<b>2.4%</b> *	<b>‡</b> *	<b>*</b> *	<b>*</b> *	<b>*</b> *	<b>0.0%</b> *	<b>5.0%</b> *
District	4.4% *	5.2% *	3.6% *	* *	3.5% *	5.2% *	4.1% *	0.0% *	‡ *	‡ *	4.6% *	5.1% *
State	2.3% *	2.4% *	2.1% *	4.1% *	1.7% *	3.7% *	2.3% *	1.2% *	2.1% *	3.2% *	3.7% *	4.0% *

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

## Participation Rate (cont)

### Mathematics - All Tests - Non Participation

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>7.1%</b> *	<b>‡</b> *	<b>2.7%</b> *
District	6.2% *	3.0% *	5.0% *
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
<b>School</b>	<b>‡</b> *	<b>‡</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>‡</b> *	<b>‡</b> *	<b>*</b> *	<b>*</b> *	<b>*</b> *	<b>‡</b> *	<b>‡</b> *
District	7.9% *	6.7% *	9.2% *	* *	4.7% *	11.0% *	4.2% *	‡ *	‡ *	‡ *	9.7% *	8.3% *
State	2.0% *	2.1% *	2.0% *	5.3% *	1.5% *	3.4% *	2.4% *	0.9% *	1.8% *	3.3% *	2.3% *	3.1% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>‡</b> *	<b>‡</b> *	<b>‡</b> *
District	7.0% *	5.1% *	9.6% *
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
<b>School</b>	<b>2.4%</b> *	<b>2.1%</b> *	<b>2.9%</b> *	* *	<b>8.3%</b> *	<b>2.4%</b> *	‡ *	* *	* *	* *	<b>0.0%</b> *	<b>5.0%</b> *
District	<b>3.6%</b> *	<b>4.9%</b> *	<b>2.3%</b> *	* *	<b>3.1%</b> *	<b>4.3%</b> *	<b>2.9%</b> *	<b>0.0%</b> *	‡ *	‡ *	<b>3.5%</b> *	<b>3.9%</b> *
State	<b>1.6%</b> *	<b>1.6%</b> *	<b>1.5%</b> *	<b>4.2%</b> *	<b>1.4%</b> *	<b>2.2%</b> *	<b>1.3%</b> *	<b>1.0%</b> *	<b>1.6%</b> *	<b>2.2%</b> *	<b>3.1%</b> *	<b>2.9%</b> *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>7.1%</b> *	‡ *	<b>2.7%</b> *
District	<b>5.2%</b> *	<b>1.1%</b> *	<b>4.0%</b> *
State	<b>3.1%</b> *	<b>1.3%</b> *	<b>1.6%</b> *

### 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
<b>School</b>	<b>2.4%</b> *	<b>2.1%</b> *	<b>2.9%</b> *	* *	<b>8.3%</b> *	<b>2.4%</b> *	‡ *	* *	* *	* *	<b>0.0%</b> *	<b>5.0%</b> *
District	<b>3.9%</b> *	<b>5.1%</b> *	<b>2.6%</b> *	* *	<b>2.9%</b> *	<b>4.6%</b> *	<b>2.9%</b> *	<b>0.0%</b> *	‡ *	‡ *	<b>4.3%</b> *	<b>4.6%</b> *
State	<b>1.8%</b> *	<b>1.9%</b> *	<b>1.7%</b> *	<b>5.6%</b> *	<b>1.5%</b> *	<b>2.7%</b> *	<b>1.5%</b> *	<b>1.2%</b> *	<b>2.1%</b> *	<b>2.5%</b> *	<b>3.4%</b> *	<b>3.3%</b> *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>7.1%</b> *	‡ *	<b>2.7%</b> *
District	<b>6.4%</b> *	<b>1.1%</b> *	<b>4.2%</b> *
State	<b>3.6%</b> *	<b>1.5%</b> *	<b>1.9%</b> *

\* 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
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
<b>School</b>	*	*	*
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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
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
<b>School</b>	*	*	*
District	0.0%	‡	0.0%
State	0.1%	0.1%	0.1%

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

## Participation Rate (cont)

### Overall DLM Science - Non Participation

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

### Overall ISA - Non Participation

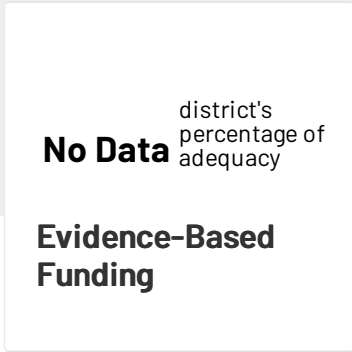
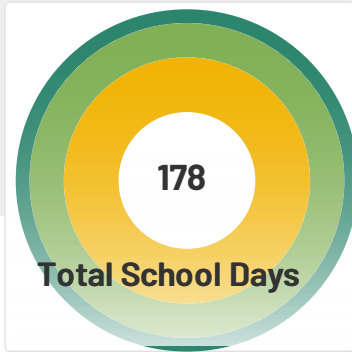
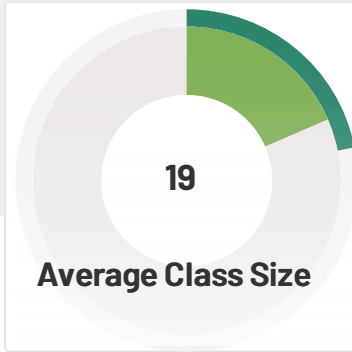
	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	8.1%	6.8%	9.3%	*	4.8%	11.1%	4.2%	‡	‡	*	9.9%	8.8%
State	2.1%	2.1%	2.0%	5.3%	1.5%	3.4%	2.4%	1.0%	1.8%	3.4%	2.3%	3.3%

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	7.6%	5.1%	9.7%
State	3.3%	2.0%	2.6%

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

## About the data

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



## 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](http://iys.cprd.illinois.edu). This indicator shows whether your school participated during the most recent administration year. CPRD provides all schools that participate in the Illinois Youth Survey a summary report of their results.

School did participate in Illinois Youth Survey	
School	No

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

## School Level Finances

### What is it?

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

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
<b>School</b>	<b>193</b>	<b>\$740</b>	<b>\$7,084</b>	<b>\$7,823</b>	<b>\$2,632</b>	<b>\$6,628</b>	<b>\$9,260</b>	<b>\$3,372</b>	<b>\$13,711</b>	<b>\$17,083</b>	*	*
District	4,689	\$348	\$8,254	\$8,603	\$2,359	\$6,531	\$8,891	\$2,708	\$14,786	\$17,493	\$7,623,293	\$89,655,853

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

## District Finances

### What is it?

The Annual Financial Report (AFR) for a district is the final financial statement for the fiscal year of a Local Education Agency (LEA) after it has been audited by a qualified auditor. Each district is required to have an annual audit completed by a qualified and licensed auditing firm. The AFR is completed by the auditor and is submitted to Illinois State Board of Education. This displays the Revenue by Source, Expenditure by Function, Expenditure by Fund, and other financial indicators.

### Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	<b>29.1%</b> \$23,739,359	<b>0.1%</b> \$54,973	<b>46.5%</b> \$37,977,806	<b>8.7%</b> \$7,121,670	<b>15.6%</b> \$12,713,868	<b>\$81,607,676</b>
State	<b>60.6%</b>	<b>4.0%</b>	<b>21.3%</b>	<b>4.7%</b>	<b>9.5%</b>	*

### Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	<b>42.3%</b>	<b>3.5%</b>	<b>30.0%</b>	<b>24.1%</b>
State	<b>48.2%</b>	<b>2.3%</b>	<b>29.1%</b>	<b>20.4%</b>

### Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	<b>69.5%</b> \$64,271,983	<b>4.7%</b> \$4,331,099	<b>4.7%</b> \$4,382,989	<b>14.7%</b> \$13,626,011	<b>2.4%</b> \$2,217,160	<b>2.8%</b> \$2,572,253	<b>0.0%</b> \$0	<b>1.2%</b> \$1,077,961	<b>\$92,479,456</b>
State	<b>71.3%</b>	<b>7.1%</b>	<b>2.9%</b>	<b>8.5%</b>	<b>1.2%</b>	<b>1.9%</b>	<b>0.6%</b>	<b>6.5%</b>	*

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



## District Finances (cont)

### Other Financial Indicators

	2019 Equalized Assessed Valuation per Pupil	2019 Total School Tax Rate per \$100	2020-21 Instructional Expenditure per Pupil	2020-21 Operating Expenditure per Pupil
District	\$78,407	5.7	\$9,104	\$16,245
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

	K	Grade 1	Grade 2	Grade 3	Grade 4	Overall
<b>School</b>	<b>22</b>	<b>23</b>	<b>21</b>	<b>22</b>	<b>22</b>	<b>22</b>
District	24	22	23	22	21	20
State	21	20	20	21	21	21

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

## Total School Days

### What is it?

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

Total School Days	
<b>School</b>	<b>178</b>
District	178
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	
<b>School</b>	<b>3</b>
District	4
State	4

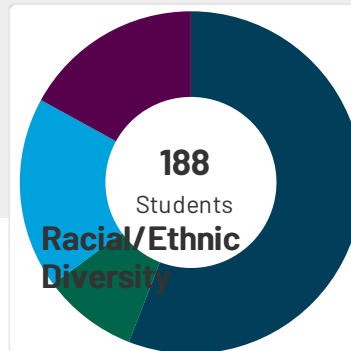
\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

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

**188**

**Student Enrollment**



**25.8%**

**Chronic Absenteeism**

## Student Enrollment

### What is it?

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

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

### By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>100.0%</b> <b>188</b>	<b>54.3%</b> <b>102</b>	<b>45.7%</b> <b>86</b>	<b>0.0%</b> <b>*</b>	<b>18.1%</b> <b>34</b>	<b>55.9%</b> <b>105</b>	<b>9.0%</b> <b>17</b>	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	<b>17.0%</b> <b>32</b>	<b>20.7%</b> <b>39</b>
District	100.0% 4,765	50.2% 2,390	49.8% 2,375	0.0% *	32.1% 1,529	45.5% 2,170	9.7% 464	0.6% 29	0.2% 10	0.2% 11	11.6% 552	25.1% 1,195
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
<b>School</b>	<b>17.0%</b> <b>32</b>	<b>‡</b> <b>‡</b>	<b>88.3%</b> <b>166</b>	<b>‡</b> <b>‡</b>	<b>0.0%</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>0.0%</b> <b>*</b>
District	17.6% 841	3.5% 165	78.5% 3,741	1.6% 78	0.0% *	2.1% 100	0.3% 14
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

	K	Grade 1	Grade 2	Grade 3	Grade 4
<b>School</b>	<b>35</b>	<b>39</b>	<b>33</b>	<b>43</b>	<b>38</b>
District	383	367	384	390	343
State	124,808	126,801	127,437	127,217	129,338

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

## Advanced Academic Programs

### What is it?

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

### Students Enrolled in Accelerated Placement

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>2.8%</b> 7,916	<b>3.8%</b> 10,296	<b>6.7%</b> 61,947	<b>5.4%</b> 2,318	<b>1.6%</b> 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.5%</b> 9,274	<b>0.3%</b> 3,409	<b>0.6%</b> 5,855	<b>0.7%</b> 10	<b>0.5%</b> 4,396	<b>0.3%</b> 1,144	<b>0.5%</b> 2,685	<b>0.6%</b> 637	<b>0.4%</b> 7	<b>0.2%</b> 11	<b>0.5%</b> 394	<b>0.3%</b> 1,060

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

## Advanced Academic Programs (cont)

### Students Enrolled in Accelerated Placement - ELA

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	<b>0.1%</b> 400	<b>0.1%</b> 400	<b>0.3%</b> 3,006	<b>0.3%</b> 149	<b>0.1%</b> 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>1.3%</b> 24,369	<b>1.4%</b> 14,394	<b>1.1%</b> 9,946	<b>2.0%</b> 29	<b>1.4%</b> 12,824	<b>0.3%</b> 890	<b>0.9%</b> 4,686	<b>4.4%</b> 4,613	<b>1.5%</b> 29	<b>1.2%</b> 60	<b>1.6%</b> 1,267	<b>0.6%</b> 2,159

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

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

## Advanced Academic Programs (cont)

### Students Enrolled in Accelerated Placement - Multiple Subjects

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>1.4%</b> 4,007	<b>1.8%</b> 4,965	<b>4.6%</b> 42,912	<b>3.4%</b> 1,461	<b>0.9%</b> 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.1%</b> 1,280	<b>0.1%</b> 620	<b>0.1%</b> 660	<b>0.0%</b> 0	<b>0.1%</b> 607	<b>0.1%</b> 197	<b>0.0%</b> 104	<b>0.2%</b> 251	<b>0.0%</b> 0	<b>0.0%</b> 0	<b>0.1%</b> 121	<b>0.0%</b> 81

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

## Advanced Academic Programs (cont)

### Students Enrolled in Accelerated Placement - Whole Grade

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
	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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>12.6%</b>	<b>10.0%</b>	<b>15.0%</b>	*	<b>20.2%</b>	<b>7.2%</b>	<b>8.7%</b>	‡	‡	*	‡	<b>6.6%</b>
	176	67	109	*	107	43	12	‡	‡	*	‡	21
State	<b>22.2%</b>	<b>18.8%</b>	<b>25.7%</b>	<b>31.9%</b>	<b>23.2%</b>	<b>12.6%</b>	<b>20.5%</b>	<b>51.9%</b>	<b>32.4%</b>	<b>17.6%</b>	<b>22.2%</b>	<b>9.3%</b>
	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
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	‡	‡	<b>8.2%</b>	‡	‡
	‡	‡	83	‡	‡
State	<b>2.8%</b>	<b>6.8%</b>	<b>14.8%</b>	<b>7.6%</b>	<b>2.9%</b>
	2,484	3,404	40,874	1,138	94

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



## Advanced Academic Programs (cont)

### Students Enrolled in IB Coursework

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	‡	‡	‡	‡	‡
State	<b>0.2%</b> 189	<b>0.4%</b> 197	<b>1.4%</b> 3,902	<b>1.0%</b> 154	<b>0.6%</b> 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	<b>9.8%</b> 514	<b>7.9%</b> 210	<b>11.8%</b> 304	*	<b>16.6%</b> 276	<b>5.9%</b> 140	<b>9.1%</b> 46	‡	‡	‡	<b>6.7%</b> 41	<b>5.7%</b> 67
State	<b>19.8%</b> 384,714	<b>18.1%</b> 180,719	<b>21.6%</b> 203,343	<b>44.7%</b> 652	<b>21.8%</b> 194,193	<b>13.3%</b> 43,602	<b>17.9%</b> 94,705	<b>34.4%</b> 36,095	<b>23.9%</b> 455	<b>17.0%</b> 828	<b>18.3%</b> 14,836	<b>11.6%</b> 41,302

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

## Advanced Academic Programs (cont)

### Students Enrolled in any course designated as Enriched or Honors

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	‡	‡	<b>6.3%</b> 265	‡	‡
State	<b>6.3%</b> 17,755	<b>6.0%</b> 16,214	<b>13.5%</b> 125,534	<b>10.4%</b> 4,460	<b>4.3%</b> 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>14.9%</b> 209	<b>12.8%</b> 86	<b>16.9%</b> 123	*	<b>19.8%</b> 105	<b>11.9%</b> 71	<b>11.6%</b> 16	‡	‡	*	<b>11.2%</b> 14	<b>9.1%</b> 29
State	<b>13.1%</b> 80,917	<b>13.0%</b> 41,004	<b>13.3%</b> 39,900	<b>1.7%</b> 13	<b>16.9%</b> 48,578	<b>8.5%</b> 8,542	<b>9.3%</b> 16,045	<b>14.9%</b> 4,849	<b>9.4%</b> 61	<b>9.1%</b> 135	<b>12.5%</b> 2,707	<b>8.5%</b> 10,392

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	‡	‡	<b>12.3%</b> 125	‡	‡
State	<b>6.5%</b> 5,733	<b>5.9%</b> 2,960	<b>8.9%</b> 24,704	<b>8.0%</b> 1,196	<b>4.4%</b> 146

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

## Gifted Students

### What is it?

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

### Students Assessed For Giftedness

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>5.1%</b> 14,417	<b>5.4%</b> 14,816	<b>4.3%</b> 40,132	<b>2.4%</b> 1,052	<b>2.6%</b> 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.8%</b> 15,553	<b>0.8%</b> 8,042	<b>0.8%</b> 7,507	<b>0.3%</b> 4	<b>0.9%</b> 7,974	<b>0.3%</b> 897	<b>0.5%</b> 2,550	<b>3.1%</b> 3,219	<b>0.6%</b> 12	<b>1.0%</b> 47	<b>1.1%</b> 854	<b>0.5%</b> 1,893

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

## Gifted Students (cont)

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>0.4%</b> 1,020	<b>0.4%</b> 980	<b>0.3%</b> 3,044	<b>0.1%</b> 55	<b>0.1%</b> 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>2.4%</b> 46,332	<b>2.4%</b> 23,874	<b>2.4%</b> 22,449	<b>0.6%</b> 9	<b>2.5%</b> 21,975	<b>0.9%</b> 2,920	<b>1.3%</b> 6,782	<b>11.5%</b> 12,042	<b>3.3%</b> 63	<b>2.0%</b> 98	<b>3.0%</b> 2,452	<b>1.3%</b> 4,476

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

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

## Gifted Students (cont)

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

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

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

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

## English Learners

### What is it?

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

### EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
<b>School</b>	*	<b>100.0%</b> <b>9</b>	<b>11.1%</b> *	* *
District	*	<b>100.0%</b> 160	<b>6.9%</b> *	* 33
State	*	<b>100.0%</b> 229,014	<b>6.1%</b> *	* 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
<b>School</b>	<b>92.9%</b>	<b>93.2%</b>	<b>92.5%</b>	*	<b>94.4%</b>	<b>92.6%</b>	<b>93.5%</b>	*	*	*	<b>92.1%</b>	<b>92.8%</b>
District	<b>88.7%</b>	<b>88.8%</b>	<b>88.6%</b>	*	<b>90.4%</b>	<b>87.3%</b>	<b>90.2%</b>	<b>96.2%</b>	<b>90.1%</b>	<b>90.3%</b>	<b>87.6%</b>	<b>89.1%</b>
State	<b>90.8%</b>	<b>90.9%</b>	<b>90.8%</b>	<b>93.0%</b>	<b>92.8%</b>	<b>86.5%</b>	<b>89.4%</b>	<b>94.2%</b>	<b>91.3%</b>	<b>89.5%</b>	<b>90.7%</b>	<b>88.8%</b>

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>94.2%</b>	<b>95.6%</b>	<b>92.7%</b>
District	<b>89.5%</b>	<b>92.5%</b>	<b>87.6%</b>
State	<b>88.4%</b>	<b>90.1%</b>	<b>88.1%</b>

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

## Student Mobility Rate

### What is it?

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

### Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>28.4%</b>	<b>31.2%</b>	<b>25.0%</b>	<b>*</b>	<b>34.1%</b>	<b>27.0%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	18.3%	19.1%	17.6%	*	15.8%	20.5%	15.2%	‡	‡	‡	19.7%	12.5%
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
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>28.2%</b>	<b>‡</b>
District	14.1%	9.8%	19.7%	51.7%
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
<b>School</b>	<b>25.8%</b>	<b>25.0%</b>	<b>27.0%</b>	*	‡	<b>27.1%</b>	‡	*	*	*	<b>30.3%</b>	‡
District	<b>39.5%</b>	<b>40.0%</b>	<b>39.1%</b>	*	<b>31.8%</b>	<b>46.9%</b>	<b>29.1%</b>	‡	‡	‡	<b>41.6%</b>	<b>38.8%</b>
State	<b>29.8%</b>	<b>29.5%</b>	<b>30.2%</b>	<b>20.9%</b>	<b>21.2%</b>	<b>47.9%</b>	<b>36.1%</b>	<b>15.7%</b>	<b>28.0%</b>	<b>36.4%</b>	<b>30.6%</b>	<b>37.3%</b>

	Students with IEPs	English Learners	Low Income
<b>School</b>	‡	‡	<b>26.7%</b>
District	<b>37.9%</b>	<b>22.6%</b>	<b>44.0%</b>
State	<b>38.9%</b>	<b>34.5%</b>	<b>42.0%</b>

### By Grades

	K	Grade 1	Grade 2	Grade 3	Grade 4
<b>School</b>	‡	<b>41.7%</b>	‡	<b>26.7%</b>	<b>23.4%</b>
District	*	<b>39.7%</b>	<b>32.4%</b>	<b>31.4%</b>	<b>32.1%</b>
State	*	<b>29.2%</b>	<b>26.5%</b>	<b>24.3%</b>	<b>23.4%</b>

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

## 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
<b>School</b>	<b>37.8%</b>	<b>34.0%</b>	<b>43.2%</b>	*	<b>29.4%</b>	<b>41.1%</b>	‡	*	*	*	<b>39.4%</b>	<b>38.9%</b>
District	<b>47.7%</b>	<b>48.3%</b>	<b>47.0%</b>	*	<b>33.0%</b>	<b>60.3%</b>	<b>36.1%</b>	‡	‡	‡	<b>49.2%</b>	<b>43.3%</b>
State	<b>22.1%</b>	<b>22.2%</b>	<b>22.0%</b>	<b>7.2%</b>	<b>8.6%</b>	<b>50.2%</b>	<b>30.9%</b>	<b>7.9%</b>	<b>20.5%</b>	<b>28.8%</b>	<b>19.8%</b>	<b>25.5%</b>

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>34.5%</b>	‡	<b>38.0%</b>
District	<b>44.9%</b>	<b>25.3%</b>	<b>54.4%</b>
State	<b>27.8%</b>	<b>29.4%</b>	<b>36.1%</b>

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

## About the data

Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has 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](http://www.isbe.net/summative).

### Summative Designation

**\$100,000** received to support the achievement of **All Students** students  
**School Improvement Funds**

### Schoolwide Title I Program

Title I Status

## Title I Status

### What is it?

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

Title I Status	
School	Schoolwide Title I Program

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

## 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.

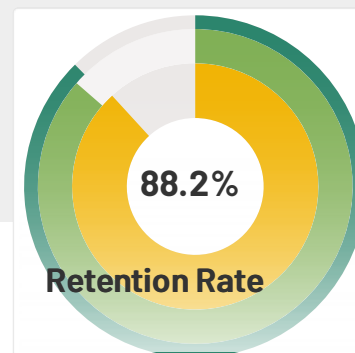
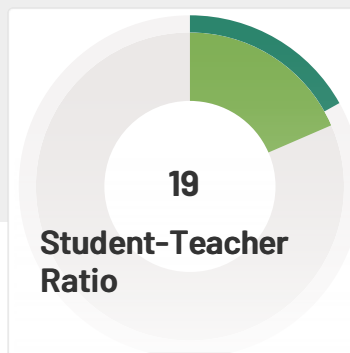
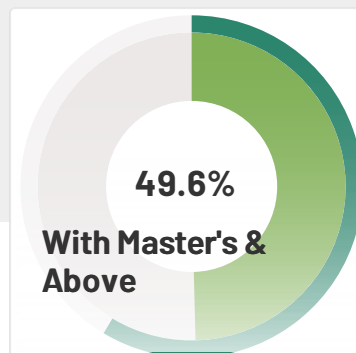
### Schools Who Receive Title I School Improvement - 1003(a) Funds

School	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
	2019	\$100,000	Comprehensive	All Students

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

## About the data

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



## Teacher Information

### What is it?

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

	Average Teaching Experience	With Bachelor's Degrees	With Master's & Above	Attendance Rate	Evaluation Rate
School	*	*	*	*	*
District	13	49.6%	49.6%	66.2%	99.2%
State	*	40.6%	58.6%	66.1%	97.2%

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

## Student-To-Teacher Ratios

### What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	19	14
State	17	18

## Average Teacher Salary

### What is it?

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

	Average Teacher Salary
District	\$61,248
State	\$72,316

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

## Retention Rate

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	88.2% 30	88.2% 30	* *	* *	* *	* *	* *	* *	* *
	Male	71.4% 5	71.4% 5	* *	* *	* *	* *	* *	* *	* *
	Female	92.6% 25	92.6% 25	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	86.4% 852	87.0% 811	83.3% 30	60.0% 3	66.7% 2	* *	50.0% 3	75.0% 3	* *
	Male	86.8% 231	87.6% 220	* *	75.0% 3	66.7% 2	* *	60.0% 3	100.0% 3	* *
	Female	86.3% 621	86.8% 591	83.3% 30	0.0% 0	* *	* *	0.0% 0	0.0% 0	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	87.6% 311,523	88.1% 262,637	81.8% 15,332	87.4% 21,752	87.6% 4,957	86.4% 184	85.5% 691	85.0% 2,323	82.6% 3,647
	Male	89.1% 73,837	89.8% 63,050	81.2% 3,038	87.3% 4,993	88.5% 1,159	87.5% 56	87.6% 169	87.1% 594	81.7% 778
	Female	87.2% 237,686	87.6% 199,587	81.9% 12,294	87.5% 16,759	87.3% 3,798	85.9% 128	84.9% 522	84.3% 1,729	82.9% 2,869
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

## Full-Time Equivalents

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	100.0% 12.8	100.0% 12.8	*	*	*	*	*	*	*
	Male	19.6% 2.5	19.6% 2.5	*	*	*	*	*	*	*
	Female	80.4% 10.3	80.4% 10.3	*	*	*	*	*	*	*
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 332.9	94.6% 314.9	3.3% 11	0.9% 3	0.6% 2	* *	* *	0.6% 2	* *
	Male	25.9% 86.1	26.4% 83.1	* *	33.3% 1	* *	* *	* *	100.0% 2	* *
	Female	74.1% 246.8	73.6% 231.8	100.0% 11	66.7% 2	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	* *	* *	* *	* *	* *	* *	* *	* *	* *

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



## Teachers with Gifted Endorsement

### What is it?

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

Teachers with Gifted Endorsement	
<b>School</b>	*
District	*
State	<b>1,247</b>

## National Board Certified Teachers

### What is it?

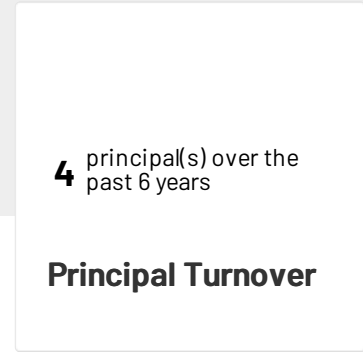
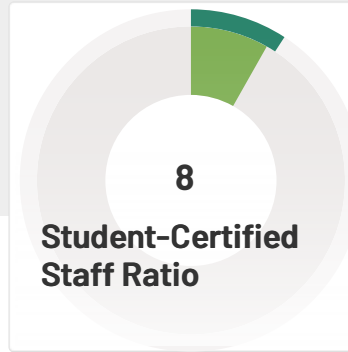
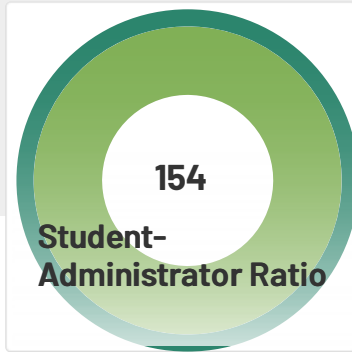
This shows the numbers of teachers who have achieved recognition as National Board Certified Teachers, both as a whole and broken down by certain demographic indicators.

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

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

## About the data

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



## Student-To-Staff Ratios

### What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	8	154
State	9	147

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

## Principal Turnover

### What is it?

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

Principal(s) over the past 6 years	
<b>School</b>	<b>4</b>
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	<b>\$103,492</b>
State	<b>\$116,206</b>

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

## About the data

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

## Student Environment

### What is it?

Data from the Civil Rights Data Collection (CRDC) comes directly from the U.S. Department of Education (ED). ED collects the data directly from ISBE and school districts and releases the information on a two- to three-year delay. ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for in-school suspensions, out-of-school suspensions, and expulsions is reported by ISBE in a separate report on [www.isbe.net](http://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
<b>School</b>	<b>0.0%</b>	<b>10.3%</b>	<b>0.5%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>20.1%</b>
District	11.6%	15.7%	0.9%	0.0%	0.0%	31.4%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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

# 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	2.5%	0	0
District	8.4%	0	0
State	2.2%	153	5

## Academic Environment

### What is it?

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

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	5.4% 298	3.9% 214	0.0% 0	5.0% 279
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

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