

Aurora West USD 129



2021 - 2022

District Superintendent

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District Provided Statement

Dating back to 1868, the West Aurora School District is one of the most historic school districts in the state. A tradition of pride, honor, and excellence is evident when you walk the halls and encounter parents, community members, and staff. West Aurora School District offers a wide variety of programming that is grounded in critical thinking and problem-solving for all students that prepares them for any post high school pathway.

About the Report Card

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

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

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

District Snapshot

Percent of Adequacy : 66.1%

Chronic Absenteeism : 24.3%

Principal Turnover : 2

Schools in District : 16

Senate District : 42 **House District :** 83

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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.

Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	47.0%	24.3%	18.1%	10.3%	0.3%	30.6%	28.2%	25.8%	14.2%	1.3%
State	30.6%	19.3%	22.6%	25.4%	2.0%	20.8%	22.0%	23.3%	26.5%	7.3%
White										
District	26.7%	26.0%	27.3%	18.7%	1.3%	13.4%	18.8%	32.2%	30.9%	4.7%
State	19.2%	18.3%	26.4%	33.5%	2.6%	10.4%	17.6%	25.8%	36.3%	9.9%
Black										
District	51.4%	25.7%	14.3%	8.6%	0.0%	35.7%	37.1%	17.1%	10.0%	0.0%
State	51.6%	21.0%	16.3%	10.7%	0.4%	43.6%	28.2%	17.9%	9.2%	1.1%
Hispanic										
District	53.7%	24.0%	15.1%	7.3%	0.0%	35.8%	30.4%	24.7%	8.9%	0.2%
State	42.4%	21.5%	20.2%	15.2%	0.7%	28.7%	28.6%	23.6%	16.7%	2.3%
Asian										
District	48.5%	18.2%	27.3%	6.1%	0.0%	33.3%	15.2%	30.3%	21.2%	0.0%
State	11.0%	12.4%	22.6%	46.7%	7.3%	5.1%	9.6%	18.2%	41.6%	25.5%
Male										
District	49.5%	26.9%	15.8%	7.6%	0.3%	26.9%	29.3%	25.3%	17.4%	1.1%
State	34.0%	20.1%	22.4%	22.1%	1.4%	20.8%	20.5%	22.6%	27.8%	8.4%
Female										
District	44.3%	21.6%	20.7%	13.1%	0.3%	34.5%	26.9%	26.3%	10.8%	1.5%
State	27.0%	18.5%	22.9%	28.9%	2.7%	20.9%	23.6%	24.1%	25.3%	6.2%
Non Binary										
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.

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	26.1%	17.4%	24.3%	28.7%	3.5%	16.5%	23.5%	19.1%	26.1%	14.8%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	34.6%	24.2%	15.7%	23.5%	2.0%	22.0%	27.0%	21.1%	22.4%	7.6%
Two or More Races										
District	36.8%	21.1%	15.8%	26.3%	0.0%	21.1%	36.8%	26.3%	10.5%	5.3%
State	27.3%	18.8%	22.1%	28.7%	3.1%	19.1%	21.0%	23.0%	27.1%	9.8%
Students with Disabilities										
District	76.5%	14.3%	6.1%	3.1%	0.0%	60.2%	22.4%	11.2%	6.1%	0.0%
State	56.3%	18.1%	14.2%	10.8%	0.6%	40.1%	24.7%	17.8%	14.3%	3.2%
Students with IEPs										
District	76.9%	15.4%	5.5%	2.2%	0.0%	60.4%	22.0%	11.0%	6.6%	0.0%
State	62.4%	17.4%	11.9%	7.9%	0.4%	45.0%	25.2%	16.1%	11.4%	2.3%
Non-IEP										
District	42.6%	25.6%	20.0%	11.5%	0.3%	26.2%	29.1%	27.9%	15.3%	1.5%
State	25.2%	19.6%	24.5%	28.4%	2.3%	16.7%	21.4%	24.6%	29.1%	8.2%
English Learners										
District	63.0%	23.5%	10.6%	2.9%	0.0%	43.7%	29.9%	20.6%	5.8%	0.0%
State	48.7%	21.9%	18.5%	10.7%	0.3%	31.1%	28.8%	22.8%	15.7%	1.5%
Non-English Learners										
District	34.5%	25.0%	24.0%	16.0%	0.5%	20.3%	26.8%	29.8%	20.8%	2.3%
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
Low Income										
District	55.8%	21.0%	14.1%	9.1%	0.0%	37.9%	31.3%	21.6%	9.1%	0.0%
State	44.8%	21.8%	19.5%	13.5%	0.5%	32.9%	28.1%	22.2%	15.0%	1.9%
Non Low Income										
District	39.8%	27.0%	21.4%	11.2%	0.5%	24.6%	25.6%	29.2%	18.4%	2.3%
State	16.8%	16.9%	25.7%	37.1%	3.6%	9.0%	16.1%	24.5%	37.8%	12.6%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	59.3%	19.0%	13.3%	8.2%	0.1%	47.2%	28.1%	16.2%	7.7%	0.9%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	53.7%	19.7%	16.3%	10.3%	0.1%	40.7%	28.5%	19.5%	10.4%	1.0%
Military										
District	47.1%	23.5%	29.4%	0.0%	0.0%	29.4%	52.9%	5.9%	11.8%	0.0%
State	25.0%	20.8%	24.6%	27.6%	2.0%	16.2%	20.9%	26.1%	29.4%	7.3%

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Academic Progress

IAR (cont)

Grade 3 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	48.6%	25.2%	18.8%	10.6%	0.3%	31.6%	29.2%	26.7%	14.7%	1.3%
State	31.9%	20.1%	23.6%	26.5%	2.1%	21.6%	22.9%	24.3%	27.6%	7.6%
White										
District	27.3%	26.7%	28.0%	19.1%	1.4%	13.7%	19.1%	32.8%	31.4%	4.8%
State	20.1%	19.2%	27.5%	34.9%	2.8%	10.8%	18.4%	26.9%	37.9%	10.3%
Black										
District	53.4%	26.7%	14.8%	8.9%	0.0%	37.1%	38.6%	17.8%	10.4%	0.0%
State	53.4%	21.8%	16.8%	11.0%	0.4%	45.0%	29.1%	18.4%	9.5%	1.1%
Hispanic										
District	55.6%	24.8%	15.6%	7.6%	0.0%	37.2%	31.5%	25.6%	9.3%	0.2%
State	44.2%	22.4%	21.0%	15.9%	0.7%	29.9%	29.8%	24.6%	17.4%	2.4%
Asian										
District	51.0%	19.1%	28.7%	6.4%	0.0%	35.1%	16.0%	31.9%	22.3%	0.0%
State	11.5%	12.9%	23.5%	48.8%	7.7%	5.3%	10.0%	19.0%	43.3%	26.6%
Male										
District	51.5%	28.0%	16.4%	7.9%	0.3%	28.0%	30.6%	26.3%	18.1%	1.1%
State	35.4%	20.9%	23.3%	22.9%	1.5%	21.6%	21.2%	23.5%	28.8%	8.7%
Female										
District	45.6%	22.2%	21.3%	13.5%	0.3%	35.5%	27.7%	27.1%	11.1%	1.5%
State	28.2%	19.3%	23.9%	30.1%	2.8%	21.7%	24.5%	25.1%	26.3%	6.4%
Non Binary										
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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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
Native Hawaiian/ Pacific Islander										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	27.2%	18.2%	25.4%	30.0%	3.6%	17.2%	24.5%	20.0%	27.2%	15.4%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	35.7%	24.9%	16.1%	24.2%	2.0%	22.5%	27.6%	21.5%	22.9%	7.7%
Two or More Races										
District	38.8%	22.2%	16.6%	27.7%	0.0%	22.2%	38.8%	27.7%	11.1%	5.5%
State	28.0%	19.3%	22.7%	29.5%	3.1%	19.5%	21.5%	23.5%	27.8%	10.1%
Students with Disabilities										
District	76.7%	14.3%	6.1%	3.1%	0.0%	60.3%	22.5%	11.2%	6.1%	0.0%
State	57.9%	18.6%	14.6%	11.1%	0.7%	41.2%	25.4%	18.2%	14.6%	3.2%
Students with IEPs										
District	77.6%	15.5%	5.5%	2.2%	0.0%	60.9%	22.2%	11.1%	6.7%	0.0%
State	64.1%	17.8%	12.2%	8.1%	0.4%	46.1%	25.8%	16.5%	11.7%	2.4%
Non-IEP										
District	44.3%	26.7%	20.8%	11.9%	0.3%	27.2%	30.2%	29.0%	16.0%	1.5%
State	26.3%	20.5%	25.5%	29.7%	2.4%	17.4%	22.3%	25.6%	30.4%	8.5%
English Learners										
District	65.9%	24.6%	11.1%	3.0%	0.0%	45.7%	31.3%	21.5%	6.1%	0.0%
State	50.7%	22.8%	19.2%	11.2%	0.3%	32.4%	30.0%	23.7%	16.3%	1.6%
Non-English Learners										
District	35.4%	25.7%	24.7%	16.4%	0.5%	20.9%	27.5%	30.6%	21.4%	2.3%
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
Low Income										
District	58.0%	21.8%	14.7%	9.5%	0.0%	39.4%	32.6%	22.5%	9.5%	0.0%
State	46.6%	22.6%	20.3%	14.0%	0.5%	34.2%	29.2%	23.0%	15.6%	1.9%
Non Low Income										
District	41.1%	27.9%	22.1%	11.6%	0.5%	25.3%	26.4%	30.1%	19.0%	2.4%
State	17.5%	17.6%	26.7%	38.6%	3.7%	9.4%	16.7%	25.5%	39.3%	13.1%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	60.5%	19.4%	13.6%	8.4%	0.1%	47.9%	28.5%	16.4%	7.8%	0.9%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	55.2%	20.2%	16.8%	10.6%	0.1%	41.6%	29.1%	19.9%	10.7%	1.0%
Military										
District	49.5%	24.8%	31.0%	0.0%	0.0%	31.0%	55.7%	6.2%	12.4%	0.0%
State	25.9%	21.6%	25.5%	28.6%	2.1%	16.7%	21.7%	27.1%	30.5%	7.6%

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	32.4%	24.6%	25.6%	16.4%	1.0%	27.1%	35.5%	24.8%	12.6%	0.0%
State	23.5%	19.5%	24.4%	27.2%	5.4%	21.5%	27.9%	24.4%	23.4%	2.8%
White										
District	18.7%	17.3%	29.3%	32.7%	2.0%	10.7%	25.5%	38.9%	24.8%	0.0%
State	13.3%	16.7%	26.7%	35.9%	7.4%	10.7%	23.1%	29.3%	33.4%	3.6%
Black										
District	34.2%	34.2%	24.1%	7.6%	0.0%	29.1%	39.2%	24.1%	7.6%	0.0%
State	43.4%	24.3%	19.4%	11.8%	1.0%	45.0%	33.8%	15.0%	6.1%	0.2%
Hispanic										
District	37.4%	24.9%	25.1%	11.9%	0.7%	33.0%	39.1%	19.9%	8.0%	0.0%
State	32.7%	23.6%	23.8%	17.9%	2.1%	29.5%	35.9%	22.1%	11.7%	0.7%
Asian										
District	31.0%	27.6%	24.1%	13.8%	3.4%	17.2%	27.6%	27.6%	27.6%	0.0%
State	7.9%	11.1%	22.1%	43.2%	15.7%	5.2%	14.0%	22.0%	45.5%	13.2%
Male										
District	36.5%	26.6%	26.9%	8.8%	1.1%	26.4%	37.4%	22.0%	14.3%	0.0%
State	26.2%	20.3%	24.3%	25.0%	4.2%	21.3%	26.5%	24.1%	25.0%	3.2%
Female										
District	28.2%	22.5%	24.2%	24.2%	0.9%	27.8%	33.5%	27.8%	10.9%	0.0%
State	20.6%	18.7%	24.4%	29.5%	6.7%	21.8%	29.4%	24.7%	21.8%	2.4%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

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IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	12.9%	18.2%	25.8%	34.8%	8.3%	12.2%	28.2%	22.1%	35.1%	2.3%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	31.1%	24.0%	23.6%	17.9%	3.4%	28.3%	33.7%	18.9%	17.2%	2.0%
Two or More Races										
District	21.1%	31.6%	15.8%	31.6%	0.0%	26.3%	26.3%	26.3%	21.1%	0.0%
State	21.1%	17.5%	24.4%	29.5%	7.5%	20.1%	26.1%	24.8%	24.9%	4.1%
Students with Disabilities										
District	71.3%	15.7%	13.0%	0.0%	0.0%	57.9%	28.1%	11.4%	2.6%	0.0%
State	49.9%	20.9%	15.8%	11.7%	1.8%	41.4%	30.1%	16.1%	11.4%	1.1%
Students with IEPs										
District	78.6%	13.3%	8.2%	0.0%	0.0%	63.3%	26.5%	9.2%	1.0%	0.0%
State	57.4%	20.8%	13.0%	7.7%	1.0%	47.1%	30.6%	13.5%	8.1%	0.7%
Non-IEP										
District	25.1%	26.4%	28.4%	19.0%	1.1%	21.3%	36.9%	27.3%	14.5%	0.0%
State	17.6%	19.3%	26.3%	30.6%	6.2%	17.0%	27.5%	26.3%	26.0%	3.2%
English Learners										
District	45.8%	24.8%	23.9%	5.5%	0.0%	38.7%	41.0%	16.1%	4.2%	0.0%
State	39.9%	25.9%	22.4%	11.2%	0.5%	33.2%	37.7%	20.1%	8.7%	0.2%
Non-English Learners										
District	22.2%	24.4%	26.9%	24.7%	1.7%	18.1%	31.3%	31.5%	19.1%	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
Low Income										
District	37.3%	30.9%	20.4%	10.2%	1.2%	33.7%	37.5%	20.1%	8.7%	0.0%
State	36.3%	24.1%	22.6%	15.6%	1.4%	34.2%	35.0%	20.2%	10.2%	0.5%
Non Low Income										
District	28.4%	19.4%	29.9%	21.5%	0.8%	21.5%	33.8%	28.7%	15.9%	0.0%
State	11.2%	15.2%	26.0%	38.3%	9.2%	9.4%	21.2%	28.4%	36.0%	5.1%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	51.2%	22.8%	16.2%	9.2%	0.6%	50.0%	30.6%	13.5%	5.8%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.1%	23.6%	19.2%	12.2%	0.8%	40.6%	34.5%	17.4%	7.3%	0.1%
Military										
District	72.7%	9.1%	18.2%	0.0%	0.0%	27.3%	54.5%	18.2%	0.0%	0.0%
State	20.5%	16.9%	26.7%	29.1%	6.8%	15.7%	26.8%	27.0%	26.5%	4.0%

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Academic Progress

IAR (cont)

Grade 4 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	33.8%	25.7%	26.7%	17.1%	1.0%	28.2%	36.9%	25.8%	13.1%	0.0%
State	24.5%	20.4%	25.4%	28.3%	5.6%	22.3%	29.0%	25.3%	24.3%	2.9%
White										
District	19.4%	18.0%	30.5%	33.9%	2.1%	11.1%	26.3%	40.2%	25.6%	0.0%
State	13.9%	17.4%	27.9%	37.4%	7.8%	11.1%	24.0%	30.5%	34.8%	3.8%
Black										
District	35.5%	35.5%	25.0%	7.9%	0.0%	30.3%	40.8%	25.0%	7.9%	0.0%
State	44.9%	25.2%	20.1%	12.3%	1.1%	46.3%	34.8%	15.4%	6.3%	0.2%
Hispanic										
District	39.1%	26.0%	26.2%	12.4%	0.7%	34.4%	40.8%	20.8%	8.4%	0.0%
State	34.1%	24.7%	24.8%	18.6%	2.2%	30.8%	37.4%	23.0%	12.2%	0.7%
Asian										
District	32.7%	29.0%	25.4%	14.5%	3.6%	18.2%	29.0%	29.0%	29.0%	0.0%
State	8.2%	11.6%	23.1%	45.1%	16.4%	5.5%	14.6%	22.9%	47.2%	13.7%
Male										
District	37.9%	27.7%	28.0%	9.1%	1.1%	27.5%	38.9%	22.9%	14.9%	0.0%
State	27.3%	21.1%	25.3%	26.0%	4.4%	22.0%	27.5%	25.0%	25.9%	3.3%
Female										
District	29.5%	23.6%	25.4%	25.4%	0.9%	28.9%	34.9%	28.9%	11.3%	0.0%
State	21.5%	19.5%	25.5%	30.8%	7.0%	22.6%	30.6%	25.7%	22.7%	2.5%
Non Binary										
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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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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	13.4%	18.9%	26.7%	36.1%	8.6%	12.6%	29.1%	22.8%	36.1%	2.4%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	32.1%	24.8%	24.4%	18.5%	3.5%	29.3%	34.9%	19.5%	17.8%	2.1%
Two or More Races										
District	22.2%	33.2%	16.6%	33.2%	0.0%	27.7%	27.7%	27.7%	22.2%	0.0%
State	21.6%	18.0%	25.1%	30.3%	7.7%	20.6%	26.7%	25.4%	25.6%	4.2%
Students with Disabilities										
District	71.9%	15.8%	13.2%	0.0%	0.0%	57.9%	28.1%	11.4%	2.6%	0.0%
State	51.4%	21.5%	16.3%	12.0%	1.9%	42.4%	30.9%	16.5%	11.6%	1.1%
Students with IEPs										
District	79.5%	13.4%	8.3%	0.0%	0.0%	64.0%	26.8%	9.3%	1.0%	0.0%
State	59.0%	21.4%	13.4%	7.9%	1.1%	48.2%	31.3%	13.8%	8.3%	0.7%
Non-IEP										
District	26.3%	27.7%	29.7%	19.9%	1.2%	22.3%	38.6%	28.6%	15.1%	0.0%
State	18.3%	20.2%	27.5%	31.9%	6.5%	17.8%	28.6%	27.4%	27.1%	3.3%
English Learners										
District	47.9%	26.0%	25.0%	5.7%	0.0%	40.6%	43.0%	16.9%	4.4%	0.0%
State	41.6%	27.0%	23.4%	11.7%	0.6%	34.6%	39.3%	21.0%	9.1%	0.2%
Non-English Learners										
District	23.1%	25.4%	28.0%	25.7%	1.8%	18.7%	32.4%	32.6%	19.8%	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
Low Income										
District	39.1%	32.3%	21.3%	10.7%	1.3%	35.2%	39.1%	21.0%	9.0%	0.0%
State	37.8%	25.1%	23.6%	16.2%	1.5%	35.5%	36.3%	21.0%	10.6%	0.5%
Non Low Income										
District	29.5%	20.2%	31.1%	22.3%	0.8%	22.4%	35.2%	29.9%	16.5%	0.0%
State	11.7%	15.8%	27.1%	39.9%	9.6%	9.7%	22.0%	29.5%	37.4%	5.3%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	52.5%	23.3%	16.6%	9.4%	0.6%	50.9%	31.1%	13.7%	6.0%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	45.1%	24.1%	19.6%	12.4%	0.8%	41.1%	34.9%	17.6%	7.3%	0.1%
Military										
District	76.6%	9.6%	19.1%	0.0%	0.0%	28.7%	57.4%	19.1%	0.0%	0.0%
State	21.4%	17.7%	27.9%	30.4%	7.1%	16.4%	28.0%	28.3%	27.7%	4.2%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	28.7%	28.1%	28.5%	14.5%	0.1%	26.7%	35.4%	25.0%	12.4%	0.4%
State	21.5%	21.6%	26.8%	27.6%	2.5%	23.8%	27.4%	24.9%	20.5%	3.4%
White										
District	13.3%	22.2%	35.6%	28.9%	0.0%	11.1%	28.3%	32.8%	26.1%	1.7%
State	12.4%	18.1%	29.8%	36.2%	3.4%	12.6%	23.5%	30.2%	29.3%	4.4%
Black										
District	41.9%	29.7%	23.0%	5.4%	0.0%	48.6%	35.1%	14.9%	1.4%	0.0%
State	38.8%	27.8%	21.6%	11.3%	0.6%	48.1%	32.0%	14.8%	4.8%	0.3%
Hispanic										
District	33.0%	29.9%	26.2%	10.9%	0.0%	28.9%	38.4%	23.9%	8.8%	0.0%
State	29.8%	26.2%	25.4%	17.6%	0.9%	32.1%	34.0%	22.7%	10.4%	0.7%
Asian										
District	30.0%	30.0%	25.0%	15.0%	0.0%	35.0%	20.0%	30.0%	15.0%	0.0%
State	7.0%	10.9%	23.5%	49.9%	8.7%	5.5%	12.9%	22.4%	42.5%	16.7%
Male										
District	32.7%	26.7%	28.5%	11.8%	0.3%	27.6%	33.7%	23.5%	14.9%	0.3%
State	24.7%	23.1%	26.5%	24.0%	1.6%	24.9%	26.0%	23.6%	21.6%	3.9%
Female										
District	24.1%	29.7%	28.6%	17.6%	0.0%	25.8%	37.4%	26.6%	9.6%	0.6%
State	18.1%	20.0%	27.1%	31.2%	3.5%	22.7%	28.7%	26.3%	19.5%	2.8%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	12.5%	12.5%	25.0%	50.0%	0.0%	25.0%	25.0%	25.0%	25.0%	0.0%

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IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	19.1%	17.6%	26.7%	32.8%	3.8%	21.5%	28.5%	30.0%	17.7%	2.3%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	30.3%	22.0%	20.9%	24.4%	2.4%	29.3%	29.3%	22.6%	14.3%	4.5%
Two or More Races										
District	18.8%	37.5%	37.5%	0.0%	6.3%	31.3%	43.8%	12.5%	12.5%	0.0%
State	18.4%	20.2%	27.3%	31.3%	2.8%	21.8%	27.1%	24.1%	22.5%	4.5%
Students with Disabilities										
District	68.5%	21.6%	7.2%	2.7%	0.0%	57.8%	33.0%	5.5%	3.7%	0.0%
State	47.0%	24.6%	16.6%	11.0%	0.7%	46.8%	27.6%	14.9%	9.4%	1.3%
Students with IEPs										
District	74.2%	19.4%	3.2%	3.2%	0.0%	63.0%	29.3%	4.3%	3.3%	0.0%
State	55.7%	25.2%	12.7%	6.1%	0.3%	54.5%	27.5%	11.5%	5.7%	0.8%
Non-IEP										
District	22.2%	29.4%	32.1%	16.1%	0.2%	21.6%	36.3%	27.9%	13.7%	0.5%
State	15.7%	21.0%	29.2%	31.2%	2.9%	18.6%	27.3%	27.2%	23.1%	3.8%
English Learners										
District	42.3%	31.9%	22.8%	3.0%	0.0%	34.5%	40.5%	19.9%	5.1%	0.0%
State	41.4%	30.6%	21.4%	6.6%	0.1%	40.1%	37.5%	17.7%	4.6%	0.1%
Non-English Learners										
District	19.7%	25.7%	32.3%	22.1%	0.2%	21.7%	32.1%	28.3%	17.3%	0.7%
State	17.6%	19.9%	27.8%	31.6%	3.0%	20.6%	25.4%	26.3%	23.6%	4.0%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	32.1%	34.2%	24.5%	9.1%	0.0%	29.2%	39.2%	23.1%	8.5%	0.0%
State	32.6%	27.0%	24.7%	15.0%	0.7%	37.0%	33.3%	20.3%	8.8%	0.6%
Non Low Income										
District	26.0%	23.3%	31.7%	18.8%	0.2%	24.8%	32.5%	26.5%	15.5%	0.7%
State	10.9%	16.4%	28.8%	39.6%	4.2%	11.2%	21.7%	29.3%	31.8%	6.1%
Homeless										
District	60.0%	20.0%	20.0%	0.0%	0.0%	60.0%	20.0%	20.0%	0.0%	0.0%
State	44.8%	28.2%	18.1%	8.5%	0.4%	51.5%	31.8%	12.8%	3.7%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	37.9%	32.1%	19.2%	10.3%	0.5%	42.9%	35.7%	16.2%	4.9%	0.2%
Military										
District	47.1%	29.4%	23.5%	0.0%	0.0%	23.5%	41.2%	23.5%	11.8%	0.0%
State	18.0%	19.6%	27.7%	31.8%	2.9%	19.7%	25.7%	28.7%	23.8%	2.1%

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Academic Progress

IAR (cont)

Grade 5 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	30.1%	29.5%	29.9%	15.2%	0.1%	28.0%	37.1%	26.2%	13.0%	0.4%
State	22.4%	22.5%	27.9%	28.7%	2.6%	24.7%	28.4%	25.9%	21.4%	3.5%
White										
District	14.0%	23.4%	37.4%	30.4%	0.0%	11.7%	29.8%	34.5%	27.5%	1.8%
State	12.9%	18.9%	31.1%	37.8%	3.6%	13.1%	24.5%	31.5%	30.6%	4.6%
Black										
District	44.1%	31.3%	24.2%	5.7%	0.0%	51.2%	37.0%	15.7%	1.4%	0.0%
State	40.1%	28.8%	22.3%	11.7%	0.6%	49.6%	33.0%	15.3%	4.9%	0.3%
Hispanic										
District	34.5%	31.3%	27.4%	11.4%	0.0%	30.2%	40.1%	24.9%	9.2%	0.0%
State	31.1%	27.4%	26.6%	18.4%	1.0%	33.5%	35.5%	23.6%	10.9%	0.7%
Asian										
District	31.6%	31.6%	26.3%	15.8%	0.0%	36.8%	21.1%	31.6%	15.8%	0.0%
State	7.4%	11.4%	24.5%	52.2%	9.1%	5.7%	13.5%	23.4%	44.4%	17.4%
Male										
District	34.3%	28.0%	29.8%	12.4%	0.3%	28.8%	35.1%	24.5%	15.6%	0.3%
State	25.7%	24.1%	27.5%	25.0%	1.7%	25.8%	27.0%	24.5%	22.4%	4.1%
Female										
District	25.3%	31.2%	30.0%	18.4%	0.0%	27.1%	39.4%	28.0%	10.1%	0.6%
State	18.9%	20.9%	28.3%	32.5%	3.7%	23.6%	29.9%	27.3%	20.3%	3.0%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	13.2%	13.2%	26.3%	52.6%	0.0%	26.3%	26.3%	26.3%	26.3%	0.0%

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IAR (cont)

Grade 5 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	19.9%	18.3%	27.9%	34.3%	4.0%	22.3%	29.5%	31.1%	18.3%	2.4%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.6%	22.9%	21.8%	25.4%	2.5%	30.5%	30.5%	23.6%	14.9%	4.7%
Two or More Races										
District	19.7%	39.5%	39.5%	0.0%	6.6%	32.9%	46.1%	13.2%	13.2%	0.0%
State	18.8%	20.7%	27.9%	32.1%	2.9%	22.2%	27.7%	24.6%	23.0%	4.6%
Students with Disabilities										
District	71.4%	22.6%	7.5%	2.8%	0.0%	59.2%	33.8%	5.6%	3.8%	0.0%
State	48.5%	25.4%	17.1%	11.3%	0.7%	48.0%	28.4%	15.3%	9.6%	1.3%
Students with IEPs										
District	77.3%	20.2%	3.4%	3.4%	0.0%	65.0%	30.2%	4.5%	3.4%	0.0%
State	57.2%	25.9%	13.1%	6.2%	0.3%	55.8%	28.1%	11.8%	5.8%	0.8%
Non-IEP										
District	23.3%	30.8%	33.7%	16.9%	0.2%	22.7%	38.1%	29.3%	14.4%	0.5%
State	16.4%	21.9%	30.5%	32.6%	3.0%	19.3%	28.5%	28.3%	24.0%	4.0%
English Learners										
District	44.2%	33.3%	23.9%	3.2%	0.0%	35.9%	42.3%	20.8%	5.3%	0.0%
State	43.1%	31.9%	22.3%	6.9%	0.1%	41.7%	39.1%	18.4%	4.8%	0.2%
Non-English Learners										
District	20.7%	27.0%	33.9%	23.2%	0.2%	22.8%	33.7%	29.7%	18.1%	0.7%
State	18.4%	20.7%	29.0%	32.9%	3.1%	21.4%	26.4%	27.4%	24.6%	4.2%

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Academic Progress

IAR (cont)

Grade 5 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	33.6%	35.8%	25.7%	9.5%	0.0%	30.5%	41.0%	24.2%	8.9%	0.0%
State	33.9%	28.1%	25.7%	15.6%	0.8%	38.4%	34.6%	21.1%	9.1%	0.6%
Non Low Income										
District	27.3%	24.5%	33.3%	19.8%	0.3%	26.0%	34.0%	27.8%	16.3%	0.8%
State	11.4%	17.1%	30.0%	41.2%	4.4%	11.6%	22.6%	30.5%	33.1%	6.3%
Homeless										
District	63.2%	21.1%	21.1%	0.0%	0.0%	63.2%	21.1%	21.1%	0.0%	0.0%
State	45.6%	28.7%	18.4%	8.7%	0.4%	52.3%	32.4%	13.0%	3.8%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.5%	32.6%	19.5%	10.5%	0.5%	43.1%	35.8%	16.3%	4.9%	0.3%
Military										
District	49.5%	31.0%	24.8%	0.0%	0.0%	24.8%	43.3%	24.8%	12.4%	0.0%
State	18.7%	20.5%	28.9%	33.1%	3.0%	20.5%	26.7%	29.9%	24.7%	2.2%

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IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	24.9%	30.2%	30.4%	14.0%	0.5%	32.1%	34.2%	24.0%	9.6%	0.1%
State	17.9%	23.8%	29.9%	25.5%	2.9%	23.2%	29.6%	26.8%	17.9%	2.5%
White										
District	12.5%	20.1%	38.9%	27.1%	1.4%	11.8%	31.3%	35.4%	20.8%	0.7%
State	10.6%	19.4%	32.8%	33.4%	3.9%	12.6%	25.8%	33.1%	25.5%	3.0%
Black										
District	39.2%	27.8%	20.6%	12.4%	0.0%	48.5%	34.0%	15.5%	2.1%	0.0%
State	32.5%	31.7%	24.3%	11.0%	0.6%	46.2%	34.7%	14.8%	4.1%	0.2%
Hispanic										
District	26.5%	33.0%	30.6%	9.5%	0.4%	34.1%	35.9%	22.3%	7.7%	0.0%
State	24.0%	29.1%	29.3%	16.5%	1.1%	30.6%	36.4%	23.4%	8.9%	0.6%
Asian										
District	13.8%	37.9%	24.1%	24.1%	0.0%	41.4%	24.1%	24.1%	10.3%	0.0%
State	5.9%	11.9%	26.4%	46.4%	9.4%	6.7%	13.9%	26.1%	39.2%	14.1%
Male										
District	29.4%	32.4%	29.0%	9.2%	0.0%	32.2%	34.9%	23.2%	9.5%	0.2%
State	21.6%	25.8%	29.5%	21.4%	1.7%	23.9%	28.6%	25.9%	18.9%	2.8%
Female										
District	19.8%	27.9%	31.9%	19.3%	1.1%	31.9%	33.5%	24.9%	9.7%	0.0%
State	14.0%	21.6%	30.4%	29.9%	4.1%	22.5%	30.7%	27.6%	16.9%	2.2%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	14.3%	42.9%	42.9%	0.0%	21.4%	21.4%	42.9%	14.3%	0.0%

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IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	17.9%	20.5%	28.2%	31.6%	1.7%	22.2%	20.5%	31.6%	23.9%	1.7%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	23.6%	24.7%	30.2%	20.0%	1.5%	25.4%	39.3%	22.1%	10.7%	2.6%
Two or More Races										
District	5.9%	41.2%	23.5%	29.4%	0.0%	23.5%	35.3%	29.4%	11.8%	0.0%
State	16.3%	22.0%	29.2%	28.7%	3.7%	21.9%	28.2%	26.8%	19.8%	3.4%
Students with Disabilities										
District	58.4%	29.2%	8.8%	3.6%	0.0%	67.9%	22.6%	6.6%	2.9%	0.0%
State	44.0%	27.4%	18.5%	9.5%	0.6%	46.5%	30.4%	15.0%	7.4%	0.7%
Students with IEPs										
District	63.1%	27.0%	7.2%	2.7%	0.0%	73.9%	19.8%	3.6%	2.7%	0.0%
State	53.7%	28.0%	13.5%	4.5%	0.2%	55.6%	30.2%	10.3%	3.6%	0.3%
Non-IEP										
District	18.6%	30.8%	34.2%	15.9%	0.6%	25.1%	36.6%	27.4%	10.7%	0.1%
State	12.0%	23.1%	32.6%	29.0%	3.3%	17.9%	29.5%	29.5%	20.3%	2.8%
English Learners										
District	39.4%	41.4%	17.1%	2.0%	0.0%	49.6%	38.8%	10.8%	0.8%	0.0%
State	41.0%	36.6%	18.9%	3.4%	0.0%	46.9%	39.1%	12.3%	1.7%	0.0%
Non-English Learners										
District	18.0%	25.0%	36.6%	19.7%	0.8%	23.8%	32.1%	30.2%	13.7%	0.2%
State	14.4%	21.8%	31.6%	28.9%	3.3%	19.6%	28.2%	28.9%	20.4%	2.9%

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Academic Progress

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	30.7%	32.7%	26.7%	9.7%	0.3%	38.4%	35.5%	20.5%	5.7%	0.0%
State	27.2%	30.3%	27.7%	14.0%	0.9%	35.6%	35.8%	20.8%	7.3%	0.5%
Non Low Income										
District	20.1%	28.2%	33.3%	17.6%	0.7%	26.9%	33.2%	26.9%	12.8%	0.2%
State	9.0%	17.6%	32.0%	36.5%	4.8%	11.4%	23.7%	32.4%	28.1%	4.4%
Homeless										
District	25.0%	33.3%	25.0%	16.7%	0.0%	58.3%	16.7%	25.0%	0.0%	0.0%
State	38.7%	30.8%	21.2%	8.9%	0.4%	48.4%	34.2%	13.8%	3.4%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.2%	28.8%	23.1%	9.3%	0.7%	46.1%	34.2%	15.6%	4.0%	0.0%
Military										
District	27.8%	38.9%	33.3%	0.0%	0.0%	33.3%	50.0%	16.7%	0.0%	0.0%
State	17.5%	25.1%	28.6%	26.9%	1.9%	21.0%	30.1%	28.9%	18.2%	1.8%

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Academic Progress

IAR (cont)

Grade 6 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	25.8%	31.4%	31.5%	14.6%	0.5%	33.2%	35.5%	24.9%	9.9%	0.1%
State	18.6%	24.7%	31.0%	26.5%	3.0%	24.0%	30.7%	27.7%	18.5%	2.6%
White										
District	12.8%	20.6%	39.8%	27.7%	1.4%	12.1%	32.0%	36.3%	21.3%	0.7%
State	11.0%	20.2%	34.1%	34.7%	4.0%	13.1%	26.8%	34.3%	26.5%	3.1%
Black										
District	41.2%	29.3%	21.7%	13.0%	0.0%	51.0%	35.8%	16.3%	2.2%	0.0%
State	33.5%	32.6%	25.0%	11.3%	0.6%	47.3%	35.5%	15.1%	4.2%	0.2%
Hispanic										
District	27.5%	34.3%	31.7%	9.9%	0.4%	35.3%	37.2%	23.1%	8.0%	0.0%
State	24.9%	30.1%	30.4%	17.2%	1.2%	31.7%	37.7%	24.3%	9.3%	0.6%
Asian										
District	14.5%	39.9%	25.4%	25.4%	0.0%	43.6%	25.4%	25.4%	10.9%	0.0%
State	6.2%	12.4%	27.6%	48.5%	9.8%	7.0%	14.5%	27.3%	40.9%	14.8%
Male										
District	30.5%	33.6%	30.0%	9.6%	0.0%	33.3%	36.1%	24.0%	9.8%	0.3%
State	22.3%	26.8%	30.5%	22.2%	1.8%	24.7%	29.6%	26.8%	19.5%	2.9%
Female										
District	20.6%	29.0%	33.1%	20.1%	1.1%	33.1%	34.8%	25.9%	10.0%	0.0%
State	14.5%	22.5%	31.5%	31.0%	4.2%	23.3%	31.8%	28.6%	17.5%	2.3%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	14.0%	42.1%	42.1%	0.0%	21.1%	21.1%	42.1%	14.0%	0.0%

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IAR (cont)

Grade 6 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	18.6%	21.2%	29.2%	32.7%	1.8%	23.0%	21.2%	32.7%	24.8%	1.8%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	24.4%	25.5%	31.1%	20.6%	1.5%	25.9%	40.1%	22.5%	10.9%	2.6%
Two or More Races										
District	6.2%	43.3%	24.8%	31.0%	0.0%	24.8%	37.2%	31.0%	12.4%	0.0%
State	16.7%	22.6%	29.9%	29.4%	3.8%	22.4%	28.8%	27.3%	20.2%	3.5%
Students with Disabilities										
District	60.6%	30.3%	9.1%	3.8%	0.0%	70.4%	23.5%	6.8%	3.0%	0.0%
State	44.9%	28.0%	18.9%	9.7%	0.7%	47.3%	30.9%	15.3%	7.5%	0.8%
Students with IEPs										
District	65.8%	28.2%	7.5%	2.8%	0.0%	77.1%	20.7%	3.8%	2.8%	0.0%
State	54.7%	28.6%	13.8%	4.6%	0.2%	56.3%	30.6%	10.5%	3.7%	0.3%
Non-IEP										
District	19.3%	31.9%	35.5%	16.5%	0.6%	26.1%	37.9%	28.4%	11.1%	0.2%
State	12.5%	24.0%	33.9%	30.2%	3.4%	18.5%	30.7%	30.6%	21.1%	3.0%
English Learners										
District	40.9%	42.9%	17.8%	2.1%	0.0%	51.2%	40.0%	11.2%	0.8%	0.0%
State	42.5%	38.0%	19.7%	3.5%	0.0%	48.6%	40.5%	12.7%	1.8%	0.0%
Non-English Learners										
District	18.7%	25.9%	38.0%	20.5%	0.8%	24.8%	33.3%	31.4%	14.2%	0.2%
State	14.9%	22.6%	32.7%	29.9%	3.4%	20.3%	29.2%	29.9%	21.1%	3.0%

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IAR (cont)

Grade 6 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	32.0%	34.1%	27.9%	10.1%	0.3%	40.0%	37.1%	21.4%	5.9%	0.0%
State	28.2%	31.3%	28.7%	14.5%	0.9%	36.8%	37.0%	21.5%	7.5%	0.5%
Non Low Income										
District	20.8%	29.2%	34.5%	18.2%	0.7%	27.8%	34.2%	27.8%	13.2%	0.2%
State	9.4%	18.3%	33.2%	37.9%	5.0%	11.8%	24.6%	33.6%	29.1%	4.6%
Homeless										
District	26.3%	35.1%	26.3%	17.5%	0.0%	61.4%	17.5%	26.3%	0.0%	0.0%
State	39.1%	31.1%	21.4%	9.0%	0.4%	48.5%	34.3%	13.9%	3.4%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	37.9%	28.6%	23.0%	9.2%	0.7%	45.6%	33.9%	15.5%	4.0%	0.0%
Military										
District	29.2%	40.9%	35.1%	0.0%	0.0%	35.1%	52.6%	17.5%	0.0%	0.0%
State	18.3%	26.1%	29.8%	28.0%	1.9%	21.7%	31.2%	29.9%	18.9%	1.8%

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Academic Progress

IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	27.0%	26.1%	24.8%	20.1%	1.9%	15.4%	32.5%	34.4%	16.8%	0.9%
State	21.4%	20.9%	25.7%	24.6%	7.4%	14.1%	28.5%	31.7%	22.3%	3.5%
White										
District	17.0%	17.0%	28.9%	32.1%	5.0%	10.1%	19.5%	37.1%	31.4%	1.9%
State	12.4%	17.7%	28.1%	31.7%	10.0%	7.6%	21.9%	35.4%	30.8%	4.3%
Black										
District	32.7%	25.2%	27.1%	15.0%	0.0%	16.8%	47.7%	26.2%	9.3%	0.0%
State	37.8%	27.0%	21.3%	12.0%	1.9%	28.4%	41.0%	23.6%	6.6%	0.4%
Hispanic										
District	29.1%	29.3%	23.6%	16.8%	1.3%	16.8%	33.0%	36.7%	13.0%	0.4%
State	29.2%	24.9%	25.5%	17.4%	3.1%	18.3%	35.4%	31.9%	13.5%	1.0%
Asian										
District	38.5%	15.4%	7.7%	30.8%	7.7%	15.4%	38.5%	7.7%	38.5%	0.0%
State	6.8%	9.5%	20.3%	40.1%	23.3%	3.1%	10.3%	24.8%	43.6%	18.2%
Male										
District	31.2%	28.0%	21.4%	18.1%	1.3%	15.9%	30.7%	33.8%	18.4%	1.3%
State	26.0%	22.8%	24.8%	21.3%	5.1%	15.0%	27.2%	30.4%	23.3%	4.2%
Female										
District	22.7%	24.2%	28.4%	22.1%	2.6%	14.9%	34.3%	35.1%	15.2%	0.5%
State	16.5%	18.9%	26.6%	28.2%	9.8%	13.1%	29.9%	33.0%	21.3%	2.7%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	5.6%	5.6%	38.9%	38.9%	11.1%	5.6%	11.1%	38.9%	44.4%	0.0%

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	12.7%	20.7%	26.0%	33.3%	7.3%	9.5%	21.6%	37.8%	26.4%	4.7%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.5%	19.6%	28.8%	21.8%	8.3%	13.9%	29.4%	33.9%	20.6%	2.3%
Two or More Races										
District	22.2%	33.3%	25.9%	18.5%	0.0%	14.8%	37.0%	22.2%	18.5%	7.4%
State	21.3%	19.6%	25.1%	25.2%	8.8%	15.1%	28.8%	28.6%	23.0%	4.6%
Students with Disabilities										
District	65.2%	22.7%	6.8%	5.3%	0.0%	43.9%	37.9%	12.9%	5.3%	0.0%
State	48.2%	22.9%	16.5%	10.1%	2.3%	34.2%	35.5%	19.3%	9.6%	1.4%
Students with IEPs										
District	69.8%	20.7%	6.0%	3.4%	0.0%	47.4%	35.3%	12.1%	5.2%	0.0%
State	59.4%	23.0%	12.1%	4.7%	0.8%	42.9%	38.3%	13.9%	4.5%	0.5%
Non-IEP										
District	19.5%	27.1%	28.1%	23.0%	2.3%	9.8%	32.0%	38.3%	18.9%	1.1%
State	15.3%	20.5%	27.9%	27.8%	8.5%	9.5%	26.9%	34.5%	25.2%	3.9%
English Learners										
District	58.5%	32.8%	7.7%	1.1%	0.0%	35.2%	44.5%	19.2%	1.1%	0.0%
State	52.3%	29.4%	15.0%	3.2%	0.2%	31.4%	45.3%	20.4%	2.8%	0.1%
Non-English Learners										
District	17.4%	24.1%	30.1%	25.9%	2.5%	9.4%	28.8%	39.0%	21.6%	1.2%
State	17.1%	19.7%	27.2%	27.6%	8.4%	11.7%	26.2%	33.2%	25.0%	3.9%

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	30.6%	29.3%	25.2%	14.1%	0.8%	19.0%	36.7%	31.5%	12.2%	0.5%
State	31.8%	25.8%	24.3%	15.4%	2.7%	21.6%	37.4%	29.0%	11.2%	0.8%
Non Low Income										
District	23.8%	23.3%	24.5%	25.5%	2.9%	12.2%	28.7%	37.0%	20.9%	1.2%
State	11.5%	16.2%	27.0%	33.4%	11.8%	6.9%	20.0%	34.2%	32.9%	6.0%
Homeless										
District	33.3%	16.7%	41.7%	8.3%	0.0%	25.0%	33.3%	33.3%	8.3%	0.0%
State	44.5%	25.6%	18.7%	9.7%	1.5%	32.9%	39.9%	21.6%	5.5%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	39.4%	26.7%	20.1%	12.8%	0.9%	32.1%	39.4%	21.6%	6.3%	0.6%
Military										
District	58.8%	23.5%	11.8%	5.9%	0.0%	23.5%	52.9%	17.6%	5.9%	0.0%
State	21.3%	21.1%	26.0%	23.9%	7.8%	15.5%	29.3%	32.5%	20.6%	2.1%

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Academic Progress

IAR (cont)

Grade 7 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	28.0%	27.1%	25.8%	20.8%	2.0%	16.0%	33.6%	35.6%	17.4%	0.9%
State	22.0%	21.6%	26.5%	25.4%	7.6%	14.5%	29.3%	32.6%	23.0%	3.6%
White										
District	17.4%	17.4%	29.7%	32.9%	5.2%	10.3%	20.0%	38.1%	32.3%	1.9%
State	12.9%	18.3%	29.1%	32.8%	10.4%	7.8%	22.7%	36.6%	31.8%	4.4%
Black										
District	34.1%	26.3%	28.3%	15.6%	0.0%	17.5%	49.7%	27.3%	9.8%	0.0%
State	38.7%	27.6%	21.7%	12.3%	1.9%	28.9%	41.7%	24.0%	6.7%	0.4%
Hispanic										
District	30.2%	30.5%	24.5%	17.4%	1.3%	17.4%	34.2%	38.0%	13.5%	0.4%
State	30.2%	25.8%	26.4%	18.0%	3.3%	18.8%	36.6%	32.9%	14.0%	1.0%
Asian										
District	40.5%	16.2%	8.1%	32.4%	8.1%	16.2%	40.5%	8.1%	40.5%	0.0%
State	7.1%	9.9%	21.1%	41.7%	24.2%	3.2%	10.7%	25.8%	45.3%	18.9%
Male										
District	32.3%	28.9%	22.2%	18.8%	1.3%	16.4%	31.8%	34.9%	19.0%	1.3%
State	26.8%	23.6%	25.6%	21.9%	5.3%	15.5%	28.0%	31.3%	23.9%	4.3%
Female										
District	23.5%	25.2%	29.5%	23.0%	2.7%	15.5%	35.5%	36.4%	15.7%	0.5%
State	17.1%	19.5%	27.5%	29.1%	10.1%	13.4%	30.8%	34.0%	22.0%	2.8%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	5.9%	5.9%	40.9%	40.9%	11.7%	5.5%	11.1%	38.8%	44.3%	0.0%

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IAR (cont)

Grade 7 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	13.2%	21.5%	27.0%	34.6%	7.6%	9.7%	22.2%	38.8%	27.0%	4.9%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.8%	19.9%	29.3%	22.2%	8.5%	14.0%	29.7%	34.2%	20.9%	2.3%
Two or More Races										
District	22.6%	33.8%	26.3%	18.8%	0.0%	15.6%	39.0%	23.4%	19.5%	7.8%
State	21.6%	19.9%	25.4%	25.5%	9.0%	15.3%	29.0%	28.8%	23.2%	4.6%
Students with Disabilities										
District	66.6%	23.2%	7.0%	5.4%	0.0%	45.2%	39.0%	13.3%	5.5%	0.0%
State	49.0%	23.2%	16.8%	10.3%	2.3%	34.6%	35.9%	19.5%	9.7%	1.4%
Students with IEPs										
District	71.7%	21.2%	6.2%	3.5%	0.0%	48.7%	36.3%	12.4%	5.3%	0.0%
State	60.2%	23.4%	12.3%	4.7%	0.8%	43.2%	38.6%	14.0%	4.5%	0.5%
Non-IEP										
District	20.3%	28.1%	29.2%	23.9%	2.3%	10.2%	33.2%	39.7%	19.6%	1.1%
State	15.8%	21.3%	28.9%	28.8%	8.8%	9.8%	27.8%	35.6%	26.0%	4.1%
English Learners										
District	60.9%	34.1%	8.0%	1.1%	0.0%	36.4%	46.1%	19.9%	1.1%	0.0%
State	54.1%	30.4%	15.5%	3.3%	0.2%	32.4%	46.8%	21.0%	2.8%	0.1%
Non-English Learners										
District	18.0%	24.9%	31.2%	26.8%	2.6%	9.7%	29.8%	40.4%	22.4%	1.2%
State	17.6%	20.4%	28.1%	28.5%	8.7%	12.0%	27.0%	34.2%	25.8%	4.0%

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Academic Progress

IAR (cont)

Grade 7 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	31.6%	30.2%	26.0%	14.6%	0.8%	19.6%	37.8%	32.5%	12.6%	0.6%
State	32.8%	26.6%	25.0%	15.8%	2.8%	22.2%	38.4%	29.7%	11.5%	0.8%
Non Low Income										
District	24.7%	24.2%	25.5%	26.5%	3.0%	12.7%	29.9%	38.5%	21.8%	1.3%
State	11.9%	16.8%	28.0%	34.6%	12.2%	7.1%	20.7%	35.3%	34.0%	6.2%
Homeless										
District	32.4%	16.2%	40.5%	8.1%	0.0%	24.3%	32.4%	32.4%	8.1%	0.0%
State	44.7%	25.7%	18.8%	9.8%	1.5%	32.8%	39.7%	21.6%	5.5%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	37.6%	25.5%	19.2%	12.3%	0.9%	30.6%	37.6%	20.7%	6.0%	0.6%
Military										
District	61.9%	24.8%	12.4%	6.2%	0.0%	24.8%	55.7%	18.6%	6.2%	0.0%
State	21.9%	21.7%	26.7%	24.5%	8.0%	16.0%	30.2%	33.5%	21.3%	2.2%

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Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	25.8%	25.1%	28.3%	19.8%	0.9%	35.4%	35.7%	17.2%	10.5%	1.1%
State	24.0%	20.6%	25.1%	25.9%	4.4%	29.2%	28.6%	19.1%	19.2%	3.9%
White										
District	8.3%	21.6%	33.8%	33.3%	2.9%	14.7%	32.4%	27.5%	22.1%	3.4%
State	15.8%	18.3%	27.4%	32.7%	5.9%	19.1%	26.0%	23.4%	26.8%	4.8%
Black										
District	30.5%	34.1%	25.6%	9.8%	0.0%	51.2%	36.6%	9.8%	2.4%	0.0%
State	39.7%	25.9%	20.8%	12.6%	1.1%	51.5%	31.9%	10.8%	5.5%	0.4%
Hispanic										
District	31.4%	26.2%	25.9%	16.1%	0.4%	41.1%	36.3%	15.5%	6.6%	0.6%
State	31.0%	23.4%	25.0%	18.7%	1.8%	36.3%	33.7%	17.5%	11.4%	1.1%
Asian										
District	38.9%	11.1%	27.8%	22.2%	0.0%	33.3%	38.9%	5.6%	22.2%	0.0%
State	8.0%	9.5%	19.9%	46.7%	15.9%	8.7%	15.1%	17.3%	38.0%	20.8%
Male										
District	32.1%	24.3%	27.0%	15.6%	1.0%	35.3%	32.4%	16.8%	13.6%	1.9%
State	29.5%	22.7%	23.9%	21.2%	2.7%	30.3%	27.3%	18.7%	19.4%	4.3%
Female										
District	20.0%	25.9%	29.6%	23.7%	0.9%	35.4%	38.9%	17.7%	7.6%	0.4%
State	18.2%	18.5%	26.3%	30.7%	6.3%	28.1%	30.0%	19.5%	18.9%	3.4%
Non Binary										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	19.2%	3.8%	19.2%	50.0%	7.7%	36.0%	8.0%	12.0%	36.0%	8.0%

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IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	20.0%	16.4%	27.1%	30.7%	5.7%	24.3%	27.9%	17.9%	25.7%	4.3%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.0%	22.2%	24.9%	21.0%	1.0%	35.2%	32.0%	20.3%	10.8%	1.7%
Two or More Races										
District	19.0%	9.5%	47.6%	23.8%	0.0%	33.3%	42.9%	4.8%	19.0%	0.0%
State	22.9%	20.0%	24.1%	27.7%	5.3%	29.6%	26.7%	18.5%	19.9%	5.3%
Students with Disabilities										
District	60.9%	24.5%	10.0%	4.5%	0.0%	60.9%	31.8%	4.5%	2.7%	0.0%
State	49.6%	22.6%	15.7%	10.7%	1.4%	52.0%	27.7%	10.6%	8.3%	1.5%
Students with IEPs										
District	66.7%	23.7%	7.5%	2.2%	0.0%	65.6%	30.1%	3.2%	1.1%	0.0%
State	61.3%	22.7%	11.2%	4.4%	0.4%	62.7%	27.3%	6.3%	3.2%	0.5%
Non-IEP										
District	20.9%	25.3%	30.8%	22.0%	1.0%	31.8%	36.4%	18.9%	11.6%	1.3%
State	18.3%	20.3%	27.2%	29.1%	5.0%	24.2%	28.8%	21.0%	21.6%	4.4%
English Learners										
District	52.1%	31.5%	14.1%	2.3%	0.0%	56.8%	36.6%	6.1%	0.5%	0.0%
State	53.5%	27.2%	15.3%	3.9%	0.1%	54.3%	34.9%	8.6%	2.1%	0.1%
Non-English Learners										
District	17.3%	23.1%	32.9%	25.5%	1.2%	28.5%	35.5%	20.9%	13.7%	1.5%
State	20.0%	19.8%	26.4%	28.8%	5.0%	25.9%	27.8%	20.5%	21.5%	4.4%

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IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	34.3%	28.0%	24.3%	13.2%	0.3%	42.6%	38.1%	13.0%	6.3%	0.0%
State	34.2%	24.5%	23.4%	16.3%	1.7%	41.5%	32.8%	15.2%	9.6%	1.0%
Non Low Income										
District	19.3%	22.9%	31.4%	24.9%	1.4%	29.9%	33.9%	20.5%	13.6%	2.0%
State	14.3%	17.0%	26.7%	34.9%	7.0%	17.7%	24.7%	22.8%	28.2%	6.6%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	43.9%	25.3%	19.7%	10.2%	0.9%	52.4%	31.3%	10.8%	5.1%	0.5%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	46.5%	24.2%	17.8%	10.4%	1.0%	56.8%	30.2%	8.4%	4.3%	0.3%
Military										
District	38.1%	33.3%	4.8%	23.8%	0.0%	28.6%	52.4%	9.5%	9.5%	0.0%
State	25.4%	22.4%	22.0%	27.3%	2.9%	27.9%	29.6%	22.9%	18.3%	1.3%

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Academic Progress

IAR (cont)

Grade 8 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	26.9%	26.1%	29.5%	20.7%	1.0%	36.8%	37.1%	17.9%	10.9%	1.2%
State	24.6%	21.2%	25.8%	26.6%	4.6%	29.9%	29.3%	19.6%	19.6%	4.0%
White										
District	8.6%	22.2%	34.8%	34.3%	3.0%	15.1%	33.2%	28.2%	22.7%	3.5%
State	16.2%	18.8%	28.1%	33.5%	6.0%	19.6%	26.6%	24.0%	27.4%	4.9%
Black										
District	32.1%	35.9%	27.0%	10.3%	0.0%	53.9%	38.5%	10.3%	2.6%	0.0%
State	40.5%	26.5%	21.3%	12.9%	1.1%	52.3%	32.4%	10.9%	5.6%	0.4%
Hispanic										
District	32.7%	27.4%	27.0%	16.8%	0.4%	42.7%	37.7%	16.1%	6.9%	0.6%
State	32.0%	24.2%	25.9%	19.3%	1.9%	37.4%	34.7%	18.0%	11.7%	1.2%
Asian										
District	40.9%	11.7%	29.2%	23.4%	0.0%	35.1%	40.9%	5.9%	23.4%	0.0%
State	8.3%	9.9%	20.6%	48.5%	16.5%	9.0%	15.7%	17.9%	39.4%	21.5%
Male										
District	33.3%	25.2%	28.0%	16.2%	1.0%	36.6%	33.6%	17.4%	14.1%	2.0%
State	30.3%	23.3%	24.6%	21.8%	2.7%	31.0%	27.9%	19.1%	19.9%	4.4%
Female										
District	20.9%	27.0%	30.9%	24.7%	0.9%	36.8%	40.4%	18.4%	7.9%	0.5%
State	18.7%	19.0%	27.1%	31.6%	6.4%	28.8%	30.7%	20.0%	19.4%	3.5%
Non Binary										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	19.5%	3.9%	19.5%	50.7%	7.8%	36.4%	8.1%	12.2%	36.4%	8.1%

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IAR (cont)

Grade 8 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	20.3%	16.7%	27.6%	31.2%	5.8%	24.7%	28.3%	18.2%	26.1%	4.4%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.9%	22.9%	25.6%	21.6%	1.0%	36.2%	32.9%	20.9%	11.1%	1.8%
Two or More Races										
District	20.1%	10.0%	50.1%	25.1%	0.0%	35.1%	45.1%	5.0%	20.1%	0.0%
State	23.1%	20.1%	24.3%	27.9%	5.3%	29.6%	26.8%	18.5%	20.0%	5.3%
Students with Disabilities										
District	63.0%	25.4%	10.3%	4.7%	0.0%	63.0%	32.9%	4.7%	2.8%	0.0%
State	50.0%	22.8%	15.8%	10.8%	1.4%	52.1%	27.8%	10.6%	8.3%	1.5%
Students with IEPs										
District	68.7%	24.4%	7.8%	2.2%	0.0%	67.6%	31.0%	3.3%	1.1%	0.0%
State	61.7%	22.8%	11.3%	4.4%	0.4%	62.7%	27.3%	6.3%	3.2%	0.5%
Non-IEP										
District	21.8%	26.4%	32.1%	22.9%	1.1%	33.0%	37.9%	19.7%	12.0%	1.3%
State	18.9%	20.9%	28.0%	30.0%	5.2%	24.9%	29.6%	21.6%	22.2%	4.5%
English Learners										
District	54.6%	33.0%	14.8%	2.5%	0.0%	59.5%	38.4%	6.4%	0.5%	0.0%
State	55.1%	28.0%	15.8%	4.1%	0.1%	55.8%	35.9%	8.8%	2.2%	0.1%
Non-English Learners										
District	18.0%	24.0%	34.2%	26.5%	1.3%	29.5%	36.7%	21.6%	14.2%	1.6%
State	20.6%	20.3%	27.1%	29.6%	5.1%	26.5%	28.4%	21.0%	22.0%	4.5%

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Academic Progress

IAR (cont)

Grade 8 - Accountability

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	35.5%	29.0%	25.2%	13.7%	0.3%	44.0%	39.4%	13.4%	6.6%	0.0%
State	35.1%	25.1%	24.0%	16.7%	1.7%	42.4%	33.5%	15.5%	9.8%	1.0%
Non Low Income										
District	20.1%	23.9%	32.8%	26.1%	1.5%	31.1%	35.4%	21.4%	14.2%	2.1%
State	14.7%	17.5%	27.5%	35.9%	7.2%	18.1%	25.3%	23.4%	29.0%	6.8%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	43.9%	25.3%	19.7%	10.2%	0.9%	51.9%	31.0%	10.7%	5.1%	0.5%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	44.6%	23.2%	17.1%	10.0%	0.9%	54.2%	28.7%	8.0%	4.1%	0.3%
Military										
District	40.1%	35.1%	5.0%	25.1%	0.0%	30.1%	55.1%	10.0%	10.0%	0.0%
State	26.2%	23.1%	22.6%	28.1%	3.0%	28.6%	30.3%	23.5%	18.8%	1.3%

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SAT

What is it?

This shows the percentage and number of 11th-graders scoring at each of the performance levels for the SAT. Each Performance Level is a broad, categorical level defined by a student's 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 scores for the assessment.

There are four Performance Levels for the SAT:

- Level 1 - Partially Meets Standards: The student has only partially met standards and demonstrates a minimal understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
 - Level 2 - Approaching Standards: The student is approaching the proficiency level and demonstrates an incomplete understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
 - Level 3 - Meets Standards: The student has met the proficiency level and demonstrates adequate understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
 - Level 4 - Exceeds Standards: The student has exceeded the proficiency level and demonstrates a thorough understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
-

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	37.8%	42.9%	14.9%	4.4%	57.2%	25.6%	15.3%	2.0%
State	30.0%	39.1%	20.6%	10.3%	44.8%	25.2%	23.4%	6.5%
White								
District	16.5%	40.1%	31.6%	11.8%	31.6%	33.5%	31.1%	3.8%
State	19.5%	39.2%	27.3%	14.1%	33.1%	27.4%	31.4%	8.1%
Black								
District	61.0%	30.5%	8.5%	0.0%	79.7%	15.2%	5.1%	0.0%
State	53.0%	36.8%	8.4%	1.8%	71.6%	19.9%	7.7%	0.7%
Hispanic								
District	43.0%	45.6%	9.7%	1.7%	64.5%	25.0%	9.3%	1.2%
State	40.5%	42.8%	13.4%	3.2%	57.5%	26.0%	14.8%	1.6%
Asian								
District	39.3%	42.9%	10.7%	7.1%	57.1%	10.7%	25.0%	7.1%
State	10.9%	27.7%	28.8%	32.5%	15.0%	18.0%	36.9%	30.0%
Male								
District	43.2%	36.0%	15.8%	5.0%	55.4%	23.8%	17.3%	3.6%
State	33.7%	37.6%	18.9%	9.8%	45.0%	23.7%	23.5%	7.8%
Female								
District	31.9%	50.4%	13.9%	3.8%	59.1%	27.5%	13.2%	0.2%
State	26.3%	40.7%	22.3%	10.8%	44.6%	26.8%	23.4%	5.1%
Non Binary								
District	*	*	*	*	*	*	*	*
State	27.3%	27.3%	9.1%	36.4%	36.4%	13.6%	31.8%	18.2%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	19.4%	33.3%	33.3%	13.9%	29.1%	23.0%	37.0%	10.9%
American Indian								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.3%	37.9%	15.7%	5.1%	56.3%	23.9%	16.7%	3.1%
Two or More Races								
District	26.9%	50.0%	11.5%	11.5%	50.0%	19.2%	26.9%	3.8%
State	27.3%	37.2%	21.8%	13.6%	44.1%	22.7%	24.6%	8.7%
Students with Disabilities								
District	65.0%	21.9%	9.5%	3.6%	75.4%	16.7%	7.1%	0.8%
State	54.1%	27.2%	11.8%	6.8%	67.4%	16.3%	13.0%	3.4%
Students with IEPs								
District	77.6%	16.3%	4.1%	2.0%	87.4%	8.0%	4.6%	0.0%
State	72.3%	21.6%	4.3%	1.8%	84.5%	10.6%	4.2%	0.7%
Non-IEP								
District	32.8%	46.2%	16.3%	4.7%	53.8%	27.5%	16.5%	2.2%
State	24.4%	41.4%	22.7%	11.4%	39.6%	27.2%	26.0%	7.3%
English Learners								
District	87.7%	12.3%	0.0%	0.0%	94.7%	5.3%	0.0%	0.0%
State	79.2%	19.8%	0.9%	0.0%	85.4%	12.0%	2.4%	0.2%
Non-English Learners								
District	29.7%	47.8%	17.3%	5.2%	51.5%	28.6%	17.6%	2.3%
State	26.6%	40.5%	22.0%	11.0%	42.0%	26.2%	24.9%	6.9%

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

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	49.6%	40.1%	9.2%	1.0%	69.1%	20.5%	9.5%	1.0%
State	45.9%	40.4%	11.2%	2.5%	63.5%	23.4%	11.7%	1.4%
Non Low Income								
District	27.8%	45.2%	19.7%	7.3%	47.4%	29.8%	20.1%	2.7%
State	19.3%	38.3%	26.9%	15.6%	32.2%	26.5%	31.4%	10.0%
Homeless								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	60.9%	32.5%	5.6%	1.0%	78.5%	15.8%	5.4%	0.2%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	63.3%	32.1%	4.2%	0.4%	83.1%	13.5%	2.9%	0.4%
Military								
District	18.8%	62.5%	6.3%	12.5%	50.0%	43.8%	0.0%	6.3%
State	32.3%	39.2%	18.3%	10.2%	46.9%	27.0%	20.9%	5.2%

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

SAT (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	38.4%	43.6%	15.2%	4.5%	57.1%	25.6%	15.3%	2.0%
State	30.2%	39.4%	20.7%	10.4%	45.0%	25.4%	23.6%	6.5%
White								
District	16.8%	40.9%	32.2%	12.0%	32.2%	34.1%	31.7%	3.9%
State	20.0%	40.2%	28.0%	14.5%	33.9%	28.1%	32.2%	8.3%
Black								
District	59.8%	29.9%	8.4%	0.0%	75.4%	14.4%	4.8%	0.0%
State	50.8%	35.3%	8.1%	1.7%	68.5%	19.1%	7.4%	0.7%
Hispanic								
District	43.8%	46.5%	9.8%	1.7%	64.2%	24.9%	9.3%	1.2%
State	40.3%	42.5%	13.3%	3.2%	57.0%	25.8%	14.7%	1.6%
Asian								
District	41.4%	45.1%	11.3%	7.5%	60.2%	11.3%	26.3%	7.5%
State	11.4%	28.8%	30.0%	33.8%	15.6%	18.7%	38.4%	31.2%
Male								
District	43.4%	36.1%	15.9%	5.1%	54.4%	23.3%	17.0%	3.5%
State	33.7%	37.6%	18.9%	9.9%	44.9%	23.6%	23.5%	7.8%
Female								
District	32.9%	51.9%	14.4%	3.9%	60.2%	28.0%	13.4%	0.2%
State	26.6%	41.3%	22.6%	10.9%	45.2%	27.2%	23.7%	5.2%
Non Binary								
District	*	*	*	*	*	*	*	*
State	28.7%	28.7%	9.6%	38.3%	38.3%	14.4%	33.5%	19.1%

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SAT (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	20.1%	34.5%	34.5%	14.4%	30.1%	23.8%	38.2%	11.3%
American Indian								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.1%	36.7%	15.2%	5.0%	54.6%	23.2%	16.2%	3.0%
Two or More Races								
District	28.3%	52.6%	12.2%	12.2%	52.6%	20.2%	28.3%	4.1%
State	27.2%	37.0%	21.7%	13.6%	43.8%	22.5%	24.4%	8.6%
Students with Disabilities								
District	64.6%	21.8%	9.4%	3.6%	69.0%	15.3%	6.5%	0.7%
State	52.6%	26.5%	11.5%	6.6%	65.1%	15.7%	12.5%	3.3%
Students with IEPs								
District	75.5%	15.9%	4.0%	2.0%	75.5%	7.0%	4.0%	0.0%
State	68.8%	20.6%	4.1%	1.7%	79.7%	10.0%	4.0%	0.6%
Non-IEP								
District	33.5%	47.3%	16.6%	4.8%	54.7%	28.0%	16.8%	2.2%
State	24.7%	42.0%	23.1%	11.6%	40.1%	27.5%	26.3%	7.4%
English Learners								
District	89.4%	12.5%	0.0%	0.0%	89.4%	5.0%	0.0%	0.0%
State	76.5%	19.1%	0.9%	0.0%	82.0%	11.5%	2.3%	0.2%
Non-English Learners								
District	30.2%	48.6%	17.6%	5.2%	52.0%	28.9%	17.7%	2.3%
State	26.8%	40.9%	22.2%	11.1%	42.3%	26.4%	25.1%	7.0%

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SAT (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	50.1%	40.5%	9.3%	1.0%	68.0%	20.2%	9.3%	1.0%
State	44.8%	39.5%	11.0%	2.5%	61.9%	22.8%	11.5%	1.4%
Non Low Income								
District	28.5%	46.2%	20.1%	7.5%	47.9%	30.2%	20.3%	2.8%
State	19.8%	39.3%	27.7%	16.0%	33.0%	27.2%	32.2%	10.2%
Homeless								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.0%	29.4%	5.0%	0.9%	70.7%	14.2%	4.9%	0.2%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	49.9%	25.3%	3.3%	0.4%	64.6%	10.5%	2.3%	0.4%
Military								
District	19.7%	65.8%	6.6%	13.2%	52.6%	46.1%	0.0%	6.6%
State	32.8%	39.9%	18.6%	10.4%	47.6%	27.4%	21.2%	5.3%

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ISA

What is it?

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

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

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Academic Progress

ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	21.5%	41.0%	30.6%	6.9%
State	15.1%	34.2%	36.6%	14.1%
White				
District	8.8%	31.8%	40.6%	18.8%
State	7.2%	27.8%	44.8%	20.2%
Black				
District	38.9%	43.1%	16.7%	1.4%
State	32.4%	44.0%	20.7%	2.9%
Hispanic				
District	23.0%	44.1%	29.3%	3.6%
State	20.5%	42.5%	30.8%	6.2%
Asian				
District	20.0%	45.0%	35.0%	0.0%
State	5.0%	19.2%	43.3%	32.4%
Native Hawaiian/ Pacific Islander				
District	‡	‡	‡	‡
State	14.1%	34.1%	37.8%	14.1%
American Indian				
District	‡	‡	‡	‡
State	20.8%	37.7%	31.3%	10.2%

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

ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	38.5%	38.5%	15.4%	7.7%
State	12.4%	32.4%	38.3%	16.9%
Students with Disabilities				
District	50.5%	32.4%	14.4%	2.7%
State	33.5%	37.0%	22.4%	7.1%
Students with IEPs				
District	52.1%	36.2%	9.6%	2.1%
State	40.5%	38.1%	17.1%	4.3%
Non-IEP				
District	16.9%	41.7%	33.8%	7.6%
State	11.0%	33.6%	39.8%	15.7%
English Learners				
District	29.0%	50.2%	20.5%	0.3%
State	29.1%	49.6%	20.0%	1.3%
Male				
District	22.4%	38.2%	32.4%	7.1%
State	16.2%	33.0%	36.0%	14.9%
Female				
District	20.5%	44.2%	28.7%	6.7%
State	14.0%	35.5%	37.3%	13.2%
Non Binary				
District	*	*	*	*
State	0.0%	20.0%	80.0%	0.0%

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Academic Progress

ISA (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	29.0%	50.2%	20.5%	0.3%
State	29.1%	49.6%	20.0%	1.3%
Non-English Learners				
District	16.2%	34.6%	37.6%	11.5%
State	12.3%	31.1%	39.9%	16.6%
Low Income				
District	24.9%	42.5%	29.7%	2.9%
State	23.9%	42.8%	28.1%	5.2%
Non Low Income				
District	18.8%	39.9%	31.3%	10.0%
State	6.9%	26.3%	44.5%	22.3%
Homeless				
District	‡	‡	‡	‡
State	35.9%	42.0%	19.7%	2.5%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	29.6%	41.0%	26.4%	3.0%
Military				
District	29.4%	47.1%	17.6%	5.9%
State	10.9%	30.8%	40.6%	17.7%

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Academic Progress

ISA (cont)

Grade 5 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	22.1%	42.1%	31.4%	7.1%
State	15.7%	35.6%	38.1%	14.7%
White				
District	9.1%	32.9%	42.0%	19.5%
State	7.5%	29.0%	46.7%	21.1%
Black				
District	40.4%	44.7%	17.3%	1.4%
State	33.5%	45.5%	21.4%	3.0%
Hispanic				
District	23.6%	45.2%	30.0%	3.7%
State	21.4%	44.3%	32.1%	6.5%
Asian				
District	21.1%	47.4%	36.8%	0.0%
State	5.3%	20.1%	45.3%	33.9%
Native Hawaiian/ Pacific Islander				
District	‡	‡	‡	‡
State	14.7%	35.6%	39.5%	14.7%
American Indian				
District	‡	‡	‡	‡
State	21.3%	38.7%	32.2%	10.5%

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

ISA (cont)

Grade 5 - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	35.1%	35.1%	14.0%	7.0%
State	12.9%	33.7%	39.8%	17.5%
Students with Disabilities				
District	52.2%	33.5%	14.9%	2.8%
State	34.6%	38.2%	23.2%	7.3%
Students with IEPs				
District	54.3%	37.7%	10.0%	2.2%
State	41.8%	39.3%	17.7%	4.4%
Non-IEP				
District	17.3%	42.8%	34.6%	7.8%
State	11.4%	35.0%	41.5%	16.3%
English Learners				
District	30.2%	52.3%	21.4%	0.4%
State	30.4%	51.8%	20.9%	1.3%
Male				
District	23.0%	39.2%	33.3%	7.3%
State	16.8%	34.3%	37.4%	15.5%
Female				
District	21.0%	45.3%	29.4%	6.9%
State	14.6%	37.0%	38.8%	13.8%
Non Binary				
District	*	*	*	*
State	0.0%	21.1%	84.2%	0.0%

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Academic Progress

ISA (cont)

Grade 5 - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	30.2%	52.3%	21.4%	0.4%
State	30.4%	51.8%	20.9%	1.3%
Non-English Learners				
District	16.5%	35.2%	38.3%	11.7%
State	12.8%	32.4%	41.5%	17.3%
Low Income				
District	25.5%	43.5%	30.4%	2.9%
State	24.8%	44.4%	29.2%	5.4%
Non Low Income				
District	19.4%	41.1%	32.2%	10.3%
State	7.3%	27.4%	46.4%	23.3%
Homeless				
District	‡	‡	‡	‡
State	36.7%	43.0%	20.2%	2.5%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	30.4%	42.0%	27.1%	3.1%
Military				
District	31.0%	49.5%	18.6%	6.2%
State	11.4%	32.3%	42.5%	18.5%

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Academic Progress

ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	22.5%	36.9%	31.2%	9.4%
State	17.3%	31.8%	35.6%	15.3%
White				
District	7.7%	27.0%	44.4%	20.9%
State	9.7%	25.6%	42.9%	21.8%
Black				
District	33.8%	40.3%	23.4%	2.6%
State	33.3%	41.9%	21.3%	3.6%
Hispanic				
District	25.9%	40.8%	27.3%	5.9%
State	22.6%	39.0%	31.4%	6.9%
Asian				
District	41.2%	23.5%	17.6%	17.6%
State	5.3%	15.8%	40.2%	38.7%
Native Hawaiian/ Pacific Islander				
District	‡	‡	‡	‡
State	13.6%	29.3%	35.7%	21.4%
American Indian				
District	‡	‡	‡	‡
State	22.6%	37.1%	31.1%	9.2%

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

ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	22.2%	33.3%	38.9%	5.6%
State	16.0%	30.6%	35.3%	18.2%
Students with Disabilities				
District	51.0%	32.3%	12.5%	4.2%
State	35.5%	35.9%	21.1%	7.5%
Students with IEPs				
District	55.7%	35.4%	7.6%	1.3%
State	44.5%	38.4%	14.1%	3.0%
Non-IEP				
District	18.9%	37.1%	33.7%	10.3%
State	13.3%	30.8%	38.8%	17.1%
English Learners				
District	45.0%	47.0%	7.0%	1.0%
State	39.7%	46.8%	13.1%	0.5%
Male				
District	23.2%	34.1%	29.2%	13.5%
State	18.9%	30.1%	34.7%	16.3%
Female				
District	21.8%	39.4%	32.9%	5.8%
State	15.6%	33.5%	36.6%	14.3%
Non Binary				
District	*	*	*	*
State	11.8%	17.6%	41.2%	29.4%

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Academic Progress

ISA (cont)

Grade 8

	Level 1	Level 2	Level 3	Level 4
Science				
English Learners				
District	45.0%	47.0%	7.0%	1.0%
State	39.7%	46.8%	13.1%	0.5%
Non-English Learners				
District	15.1%	33.7%	39.0%	12.2%
State	14.2%	29.7%	38.7%	17.3%
Low Income				
District	28.3%	40.0%	26.0%	5.7%
State	25.9%	39.5%	28.5%	6.1%
Non Low Income				
District	18.1%	34.6%	35.1%	12.3%
State	9.4%	24.8%	42.1%	23.7%
Homeless				
District	‡	‡	‡	‡
State	36.0%	39.8%	20.6%	3.6%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	36.5%	39.9%	20.1%	3.5%
Military				
District	26.3%	47.4%	15.8%	10.5%
State	16.9%	29.7%	38.6%	14.9%

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

Academic Progress

ISA (cont)

Grade 8 - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
District	22.2%	36.5%	30.8%	9.3%
State	17.9%	32.8%	36.8%	15.8%
White				
District	7.6%	27.0%	44.2%	20.9%
State	10.1%	26.5%	44.4%	22.6%
Black				
District	33.0%	39.3%	22.8%	2.5%
State	34.1%	42.9%	21.8%	3.7%
Hispanic				
District	25.6%	40.3%	27.0%	5.9%
State	23.4%	40.3%	32.4%	7.2%
Asian				
District	40.9%	23.4%	17.5%	17.5%
State	5.5%	16.5%	41.9%	40.3%
Native Hawaiian/ Pacific Islander				
District	‡	‡	‡	‡
State	14.1%	30.4%	37.1%	22.2%
American Indian				
District	‡	‡	‡	‡
State	23.4%	38.5%	32.2%	9.6%

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

ISA (cont)

Grade 8 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	21.1%	31.6%	36.8%	5.3%
State	16.5%	31.4%	36.2%	18.6%
Students with Disabilities				
District	47.8%	30.2%	11.7%	3.9%
State	36.3%	36.7%	21.6%	7.7%
Students with IEPs				
District	51.5%	32.8%	7.0%	1.2%
State	45.5%	39.3%	14.4%	3.1%
Non-IEP				
District	18.8%	36.9%	33.6%	10.3%
State	13.7%	31.9%	40.2%	17.7%
English Learners				
District	44.1%	46.0%	6.9%	1.0%
State	40.9%	48.2%	13.5%	0.5%
Male				
District	22.8%	33.6%	28.7%	13.3%
State	19.6%	31.2%	35.8%	16.9%
Female				
District	21.7%	39.2%	32.7%	5.8%
State	16.1%	34.6%	37.8%	14.7%
Non Binary				
District	*	*	*	*
State	12.4%	18.6%	43.3%	31.0%

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

ISA (cont)

Grade 8 - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	44.1%	46.0%	6.9%	1.0%
State	40.9%	48.2%	13.5%	0.5%
Non-English Learners				
District	15.0%	33.4%	38.7%	12.1%
State	14.7%	30.7%	40.0%	17.9%
Low Income				
District	27.8%	39.3%	25.5%	5.6%
State	26.7%	40.6%	29.4%	6.3%
Non Low Income				
District	17.9%	34.4%	34.8%	12.2%
State	9.7%	25.7%	43.7%	24.6%
Homeless				
District	‡	‡	‡	‡
State	36.5%	40.2%	20.8%	3.6%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	36.8%	40.4%	20.3%	3.5%
Military				
District	25.1%	45.1%	15.0%	10.0%
State	17.3%	30.5%	39.6%	15.3%

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

Academic Progress

ISA (cont)

Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	17.6%	32.4%	40.0%	10.0%
State	17.9%	30.3%	38.0%	13.8%
White				
District	11.1%	19.1%	46.7%	23.1%
State	11.1%	25.3%	44.6%	19.0%
Black				
District	33.8%	41.6%	24.7%	0.0%
State	38.2%	39.5%	20.3%	2.0%
Hispanic				
District	17.7%	37.2%	39.0%	6.1%
State	23.0%	37.8%	33.5%	5.7%
Asian				
District	15.4%	26.9%	50.0%	7.7%
State	6.4%	16.8%	43.8%	33.1%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	11.0%	28.1%	41.1%	19.9%
American Indian				
District	‡	‡	‡	‡
State	19.8%	35.9%	36.3%	8.1%

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ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	21.7%	21.7%	39.1%	17.4%
State	16.2%	27.8%	38.3%	17.8%
Students with Disabilities				
District	37.7%	34.4%	20.5%	7.4%
State	33.3%	35.1%	23.8%	7.8%
Students with IEPs				
District	47.3%	38.5%	11.0%	3.3%
State	43.8%	39.2%	14.4%	2.7%
Non-IEP				
District	13.8%	31.6%	43.6%	10.9%
State	14.6%	29.1%	41.0%	15.2%
English Learners				
District	45.0%	46.8%	8.1%	0.0%
State	44.7%	44.3%	10.8%	0.1%
Male				
District	19.0%	27.1%	39.0%	14.8%
State	19.6%	28.9%	35.6%	16.0%
Female				
District	16.1%	38.1%	40.9%	4.9%
State	16.1%	31.7%	40.5%	11.6%
Non Binary				
District	*	*	*	*
State	21.4%	0.0%	28.6%	50.0%

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Academic Progress

ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	45.0%	46.8%	8.1%	0.0%
State	44.7%	44.3%	10.8%	0.1%
Non-English Learners				
District	13.2%	30.1%	45.0%	11.7%
State	16.0%	29.3%	39.9%	14.8%
Low Income				
District	23.1%	38.1%	34.4%	4.4%
State	27.8%	38.2%	29.2%	4.7%
Non Low Income				
District	13.2%	27.8%	44.4%	14.6%
State	11.6%	25.2%	43.6%	19.6%
Homeless				
District	‡	‡	‡	‡
State	40.5%	38.8%	18.6%	2.1%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	‡	‡	‡	‡
State	44.0%	37.5%	16.7%	1.8%
Military				
District	7.1%	28.6%	42.9%	21.4%
State	17.4%	30.0%	38.2%	14.4%

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Academic Progress

ISA (cont)

Grade HS - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	18.1%	33.2%	40.9%	10.3%
State	17.7%	30.0%	37.7%	13.7%
White				
District	11.1%	19.1%	46.8%	23.2%
State	11.3%	25.7%	45.3%	19.3%
Black				
District	35.5%	43.8%	26.0%	0.0%
State	35.1%	36.4%	18.7%	1.8%
Hispanic				
District	18.3%	38.3%	40.3%	6.2%
State	22.5%	37.0%	32.7%	5.5%
Asian				
District	15.6%	27.3%	50.7%	7.8%
State	6.5%	17.2%	45.1%	34.0%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	10.8%	27.7%	40.5%	19.6%
American Indian				
District	‡	‡	‡	‡
State	18.6%	33.8%	34.2%	7.6%

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ISA (cont)

Grade HS - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	21.9%	21.9%	39.5%	17.5%
State	15.9%	27.3%	37.6%	17.5%
Students with Disabilities				
District	39.1%	35.7%	21.2%	7.6%
State	31.8%	33.5%	22.8%	7.5%
Students with IEPs				
District	49.2%	40.1%	11.4%	3.4%
State	41.5%	37.1%	13.6%	2.6%
Non-IEP				
District	14.2%	32.3%	44.6%	11.2%
State	14.6%	29.0%	40.9%	15.2%
English Learners				
District	47.4%	49.3%	8.5%	0.0%
State	42.8%	42.4%	10.4%	0.1%
Male				
District	19.6%	27.9%	40.2%	15.2%
State	19.4%	28.5%	35.2%	15.8%
Female				
District	16.4%	38.9%	41.8%	5.0%
State	16.0%	31.5%	40.2%	11.5%
Non Binary				
District	*	*	*	*
State	19.7%	0.0%	26.3%	46.1%

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Academic Progress

ISA (cont)

Grade HS - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	47.4%	49.3%	8.5%	0.0%
State	42.8%	42.4%	10.4%	0.1%
Non-English Learners				
District	13.5%	30.7%	46.0%	11.9%
State	15.9%	29.1%	39.6%	14.7%
Low Income				
District	23.7%	39.1%	35.4%	4.6%
State	26.7%	36.7%	28.0%	4.5%
Non Low Income				
District	13.5%	28.4%	45.4%	14.9%
State	11.7%	25.6%	44.1%	19.8%
Homeless				
District	‡	‡	‡	‡
State	36.3%	34.8%	16.7%	1.9%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	‡	‡	‡	‡
State	38.5%	32.8%	14.6%	1.6%
Military				
District	7.5%	30.1%	45.1%	22.6%
State	17.8%	30.6%	38.9%	14.6%

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Proficiency

What is it?

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

ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	17.1% *	13.8% *	20.5% *	‡ *	33.1% *	9.8% *	12.4% *	17.9% *	‡ *	‡ *	21.9% *	5.4% *
State	29.9% *	25.5% *	34.7% *	50.5% *	39.4% *	12.1% *	18.4% *	58.6% *	38.7% *	23.5% *	33.6% *	12.9% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	3.7% *	2.8% *	11.2% *	8.2% *	* *	0.0% *	7.6% *
State	7.0% *	6.9% *	15.9% *	9.3% *	10.2% *	11.0% *	31.1% *

Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	13.8% *	16.1% *	11.4% *	‡ *	29.0% *	5.5% *	9.2% *	22.5% *	‡ *	‡ *	19.9% *	5.0% *
State	25.8% *	27.3% *	24.3% *	37.2% *	35.6% *	6.8% *	13.5% *	60.2% *	33.4% *	19.1% *	28.5% *	12.2% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	4.1% *	3.0% *	8.8% *	3.3% *	* *	9.1% *	6.7% *
State	7.2% *	6.8% *	11.4% *	5.6% *	7.3% *	6.7% *	26.1% *

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Proficiency (cont)

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	42.0% *	45.0% *	39.0% *	‡ *	64.0% *	22.0% *	36.0% *	43.0% *	‡ *	‡ *	44.0% *	20.0% *
State	50.0% *	50.0% *	50.0% *	75.0% *	63.0% *	23.0% *	37.0% *	76.0% *	56.0% *	41.0% *	54.0% *	28.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	12.0% *	14.0% *	34.0% *	20.0% *	* *	‡ *	36.0% *
State	17.0% *	16.0% *	33.0% *	22.0% *	19.0% *	24.0% *	54.0% *

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
District	17.7%	14.3%	21.3%	‡	34.1%	10.2%	12.8%	18.9%	‡	‡	22.7%	5.5%
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
District	3.7%	3.0%	11.5%	7.9%	*	0.0%	7.9%
State	7.1%	7.1%	16.3%	9.2%	10.5%	10.7%	32.1%

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Proficiency (cont)

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
District	14.2%	16.5%	11.8%	‡	29.8%	5.7%	9.4%	23.7%	‡	‡	20.8%	5.0%
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%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	4.1%	3.1%	9.1%	3.1%	*	8.1%	7.0%
State	7.3%	7.0%	11.6%	5.5%	7.5%	6.4%	26.9%

Science - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	43.2%	46.0%	40.2%	‡	65.4%	23.3%	37.4%	44.7%	‡	‡	42.8%	20.9%
State	51.8%	51.7%	52.0%	74.8%	65.9%	23.4%	38.5%	79.4%	57.4%	41.6%	55.5%	28.9%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	12.5%	14.5%	34.5%	20.1%	*	‡	36.4%
State	18.0%	16.9%	34.1%	22.0%	19.0%	24.2%	56.0%

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

Growth Percentile – IAR

What is it?

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

ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	46.7% 111,221	44.0% 55,115	49.6% 56,070	‡ ‡	49.7% 31,690	44.9% 11,594	45.4% 60,703	49.8% 3,888	‡ ‡	‡ ‡	44.2% 2,918	39.5% 14,525
State	50.0% 23,717,338	48.1% 11,693,654	52.0% 12,021,349	57.0% 2,335	51.2% 13,262,181	44.9% 2,826,582	48.0% 5,143,887	58.7% 1,428,782	51.2% 23,226	48.6% 45,870	49.9% 986,810	42.5% 3,707,063

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	38.3% 11,683	43.0% 27,581	44.9% 46,271	49.8% 1,194	* *	‡ ‡	45.0% 2,518
State	40.2% 2,664,600	45.0% 2,435,298	46.5% 9,507,314	44.3% 347,058	45.1% 4,018	43.1% 117,964	49.2% 175,889

Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	49.0% 113,320	48.4% 58,724	49.7% 54,533	‡ ‡	49.9% 31,426	48.3% 11,404	48.6% 63,277	51.4% 3,857	‡ ‡	‡ ‡	49.9% 3,096	42.9% 15,389
State	49.9% 23,403,002	49.7% 11,949,676	50.1% 11,451,373	50.1% 1,953	50.8% 13,062,419	44.1% 2,704,988	49.2% 5,196,730	58.2% 1,401,896	53.7% 23,742	50.2% 46,477	49.5% 966,750	42.8% 3,669,151

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	42.0% 12,487	46.6% 29,058	48.5% 48,036	50.2% 1,104	* *	‡ ‡	46.1% 2,352
State	40.2% 2,619,125	46.4% 2,468,626	46.9% 9,433,658	43.3% 331,759	44.9% 3,997	42.8% 115,342	49.2% 174,269

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Participation Rate

What is it?

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

ELA - All Tests - Participation

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

	Students with IEPs	English Learners	Low Income
District	96.5% *	98.9% *	98.2% *
State	96.2% *	98.1% *	97.6% *

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	97.9% *	97.5% *	98.3% *	‡ *	97.6% *	97.9% *	97.9% *	100.0% *	‡ *	‡ *	99.3% *	95.1% *
State	97.7% *	97.6% *	97.9% *	95.9% *	98.3% *	96.3% *	97.7% *	98.8% *	97.9% *	96.8% *	96.3% *	96.0% *

	Students with IEPs	English Learners	Low Income
District	94.8% *	98.2% *	97.7% *
State	95.7% *	97.9% *	97.3% *

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Participation Rate (cont)

Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	97.7% *	97.7% *	97.8% *	‡ *	98.2% *	97.9% *	97.5% *	98.5% *	‡ *	‡ *	96.6% *	96.8% *
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
District	96.7% *	97.6% *	97.8% *
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.

Participation Rate (cont)

Overall IAR ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	98.8% 4,613	98.7% 2,348	98.9% 2,264	‡ 1	98.1% 987	99.4% 509	98.9% 2,844	100.0% 142	‡ 8	‡ 4	99.2% 119	97.4% 703
State	98.4% 788,429	98.4% 402,561	98.5% 385,799	95.8% 69	98.6% 364,253	97.8% 130,257	98.7% 215,653	99.0% 43,144	98.4% 785	97.8% 1,886	96.9% 32,451	97.1% 143,721

	Students with IEPs	English Learners	Low Income
District	97.6% 602	99.2% 1,566	98.9% 2,073
State	96.9% 111,550	98.7% 117,879	98.4% 385,305

Overall IAR Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	98.7% 4,603	98.7% 2,345	98.7% 2,257	‡ 1	97.9% 985	99.4% 509	98.7% 2,836	100.0% 142	‡ 8	‡ 4	100.0% 119	97.1% 700
State	98.2% 786,393	98.1% 401,483	98.3% 384,842	94.4% 68	98.5% 363,642	97.3% 129,607	98.5% 215,109	98.8% 43,028	97.9% 781	97.5% 1,879	96.6% 32,347	96.7% 143,089

	Students with IEPs	English Learners	Low Income
District	97.4% 601	99.0% 1,562	98.7% 2,069
State	96.5% 111,027	98.5% 117,563	98.1% 383,972

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Participation Rate (cont)

Overall SAT ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	96.0% 927	94.7% 484	97.4% 443	* *	96.5% 220	92.7% 89	96.0% 557	100.0% 30	* *	‡ 3	96.6% 28	92.1% 151
State	95.2% 142,053	94.6% 72,225	95.8% 69,802	100.0% 26	97.2% 66,937	90.6% 21,716	94.0% 40,286	98.5% 7,992	97.7% 172	93.1% 322	93.9% 4,628	91.9% 26,148

	Students with IEPs	English Learners	Low Income
District	89.3% 108	95.7% 135	95.1% 428
State	90.0% 17,519	91.5% 9,727	92.4% 59,151

Overall SAT Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	94.1% 909	92.2% 471	96.3% 438	* *	96.1% 219	89.6% 86	93.6% 543	100.0% 30	* *	‡ 3	96.6% 28	84.8% 139
State	95.0% 141,759	94.3% 72,046	95.6% 69,687	100.0% 26	97.0% 66,836	90.2% 21,637	93.8% 40,194	98.3% 7,982	97.7% 172	92.8% 321	93.7% 4,617	91.2% 25,949

	Students with IEPs	English Learners	Low Income
District	79.3% 96	88.7% 125	92.7% 417
State	89.1% 17,339	91.0% 9,677	92.2% 58,980

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Participation Rate (cont)

Overall DLM ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0% 56	100.0% 34	100.0% 22	* *	100.0% 18	‡ 3	100.0% 29	‡ 1	* *	‡ 1	‡ 4	100.0% 56
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
District	100.0% 56	100.0% 22	100.0% 34
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
District	100.0% 56	100.0% 34	100.0% 22	* *	100.0% 18	‡ 3	100.0% 29	‡ 1	* *	‡ 1	‡ 4	100.0% 56
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
District	100.0% 56	100.0% 22	100.0% 34
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
District	100.0% 27	100.0% 14	100.0% 13	* *	100.0% 10	‡ 2	100.0% 13	‡ 1	* *	‡ 1	* *	100.0% 27
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
District	100.0% 27	‡ 6	100.0% 14
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
District	97.7% 2,380	97.6% 1,201	97.8% 1,179	* *	98.1% 578	97.9% 228	97.5% 1,446	98.5% 64	‡ 3	‡ 4	96.6% 57	96.5% 333
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
District	96.4% 267	97.6% 611	97.7% 1,042
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.

Participation Rate (cont)

ELA - All Tests - Non Participation

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

	Students with IEPs	English Learners	Low Income
District	3.5% *	1.1% *	1.8% *
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
District	2.1% *	2.5% *	1.7% *	‡ *	2.4% *	2.1% *	2.1% *	0.0% *	‡ *	‡ *	0.7% *	4.9% *
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% *

	Students with IEPs	English Learners	Low Income
District	5.2% *	1.8% *	2.3% *
State	4.3% *	2.1% *	2.7% *

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

Participation Rate (cont)

Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	2.3% *	2.3% *	2.2% *	‡ *	1.8% *	2.1% *	2.5% *	1.5% *	‡ *	‡ *	3.4% *	3.2% *
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
District	3.3% *	2.4% *	2.2% *
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.

Participation Rate (cont)

Overall IAR ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1.2% *	1.3% *	1.1% *	‡ *	1.9% *	0.6% *	1.1% *	0.0% *	‡ *	‡ *	0.8% *	2.6% *
State	1.6% *	1.6% *	1.5% *	4.2% *	1.4% *	2.2% *	1.3% *	1.0% *	1.6% *	2.2% *	3.1% *	2.9% *

	Students with IEPs	English Learners	Low Income
District	2.4% *	0.8% *	1.1% *
State	3.1% *	1.3% *	1.6% *

Overall IAR Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1.3% *	1.3% *	1.3% *	‡ *	2.1% *	0.6% *	1.3% *	0.0% *	‡ *	‡ *	0.0% *	2.9% *
State	1.8% *	1.9% *	1.7% *	5.6% *	1.5% *	2.7% *	1.5% *	1.2% *	2.1% *	2.5% *	3.4% *	3.3% *

	Students with IEPs	English Learners	Low Income
District	2.6% *	1.0% *	1.3% *
State	3.6% *	1.5% *	1.9% *

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

Participation Rate (cont)

Overall SAT ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	4.0% *	5.3% *	2.6% *	* *	3.5% *	7.3% *	4.0% *	0.0% *	* *	‡ *	3.4% *	7.9% *
State	4.8% *	5.4% *	4.2% *	0.0% *	2.8% *	9.4% *	6.0% *	1.5% *	2.3% *	6.9% *	6.1% *	8.1% *

	Students with IEPs	English Learners	Low Income
District	10.7% *	4.3% *	4.9% *
State	10.0% *	8.5% *	7.6% *

Overall SAT Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	5.9% *	7.8% *	3.7% *	* *	3.9% *	10.4% *	6.4% *	0.0% *	* *	‡ *	3.4% *	15.2% *
State	5.0% *	5.7% *	4.4% *	0.0% *	3.0% *	9.8% *	6.2% *	1.7% *	2.3% *	7.2% *	6.3% *	8.8% *

	Students with IEPs	English Learners	Low Income
District	20.7% *	11.3% *	7.3% *
State	10.9% *	9.0% *	7.8% *

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

Participation Rate (cont)

Overall DLM ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	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
District	0.0% *	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
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
District	0.0% *	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
District	0.0% *	0.0% *	0.0% *	* *	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
District	0.0% *	‡ *	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
District	2.3% *	2.4% *	2.2% *	* *	1.9% *	2.1% *	2.5% *	1.5% *	‡ *	‡ *	3.4% *	3.5% *
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
District	3.6% *	2.4% *	2.3% *
State	3.3% *	2.0% *	2.6% *

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Eighth Graders Passing Algebra I

What is it?

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

	Students
District	26.3%
State	29.9%

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9th Grade On Track

What is it?

This shows the percentage of 9th graders on track. They are defined as the percentage of first-time ninth-grade students who have earned at least five course credits without failing more than 0.5 course credits in their core subjects. For the purpose of this metric, core subjects include reading, math, science, and social studies.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	67.5%	64.3%	70.8%	*	83.3%	67.7%	62.7%	70.4%	‡	*	56.0%	63.9%
State	86.6%	84.9%	88.3%	95.9%	90.9%	76.4%	83.8%	96.6%	86.7%	79.0%	83.5%	82.4%

	Students with IEPs	English Learners	Low Income
District	65.8%	53.7%	57.8%
State	81.1%	79.5%	79.4%

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Career and Technical Education

What is it?

Career and Technical Education (CTE) programs in Illinois provide instruction for careers in high-wage, high-skill, and in-demand occupations.

Four year graduation rate: This shows the percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate, both as a whole and broken down by student group.

Extended graduation rate: This shows the percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in such Section 8101 (within six years of entering high school), both as a whole and broken down by student group.

ELA Proficiency: This shows CTE concentrators' proficiency in the challenging state academic standards adopted by the state under Section 111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act, both as a whole and broken down by student group.

Math Proficiency: This shows CTE concentrators' proficiency in the challenging state academic standards adopted by the state under Section 111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act, both as a whole and broken down by student group.

Science Proficiency: This shows CTE concentrators' proficiency in the challenging state academic standards adopted by the state under Section 111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act, both as a whole and broken down by student group.

Postsecondary placement rate: This shows the percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in post secondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed, both as a whole and broken down by student group.

Nontraditional program enrollment rate: This shows the percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented, both as a whole and broken down by student group.

Attained postsecondary credits rate: This shows the percentage of CTE concentrators graduating from high school having attained post secondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement, both as a whole and broken down by student group.

Work-based learning rate: This shows the percentage of CTE concentrators graduating from high school having participated in work-based learning, both as a whole and broken down by student group.

Total Count of CTE Participants: This shows the total count of CTE participants, both as a whole and broken down by student group. Subsequent sections throughout the remainder of this section represent subtotals within each of the career cluster program areas available statewide.

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Career and Technical Education (cont)

Career and Technical Education

Enrollment	
District	1,637
State	291,667

Perkins Measures - Four-Year Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	99.2%	98.4%	100.0%	*	96.7%	100.0%	100.0%	‡	*	‡	*	95.0%
State	97.1%	96.7%	97.7%	100.0%	97.8%	95.4%	95.8%	98.7%	100.0%	98.6%	96.2%	93.0%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	94.1%	‡	‡	*	*	‡
State	90.4%	91.9%	92.6%	85.7%	89.5%	96.1%

Perkins Measures - Extended (Six-Year) Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	96.6%	96.2%	97.1%	*	94.4%	96.3%	97.7%	‡	*	‡	‡	91.7%
State	96.2%	95.8%	96.9%	*	96.5%	95.1%	95.4%	98.7%	100.0%	94.9%	94.9%	92.8%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	88.9%	92.3%	‡	*	*	‡
State	90.1%	92.3%	89.4%	*	77.0%	96.3%

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

Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Reading/Language Art

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	19.2%	21.3%	16.7%	*	32.6%	‡	12.5%	‡	*	‡	‡	‡
State	28.1%	28.6%	27.6%	87.5%	33.3%	8.7%	15.9%	57.9%	28.6%	21.5%	29.5%	16.4%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	‡	‡	*	*	‡
State	5.7%	0.7%	6.7%	0.0%	16.5%	21.8%

Perkins Measures – Academic Proficiency Rate in Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	20.4%	24.5%	15.4%	*	34.9%	‡	16.4%	‡	*	‡	‡	‡
State	25.8%	29.0%	21.8%	50.0%	30.8%	6.6%	12.8%	61.3%	28.6%	19.0%	25.0%	13.4%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	‡	‡	*	*	‡
State	4.3%	1.3%	4.6%	0.0%	6.3%	18.1%

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

Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	30.6%	39.6%	19.5%	*	41.5%	‡	26.4%	‡	*	‡	‡	‡
State	29.9%	34.3%	24.2%	100.0%	34.9%	9.5%	19.2%	53.0%	34.8%	30.6%	32.3%	17.9%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	‡	‡	*	*	‡
State	7.9%	1.5%	12.1%	0.0%	8.2%	22.2%

Perkins Measures – Postsecondary Placement Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	44.4%	43.4%	45.9%	*	61.0%	‡	36.1%	‡	*	*	*	‡
State	54.6%	49.5%	61.1%	*	58.0%	43.8%	44.2%	81.7%	48.5%	47.1%	52.9%	62.2%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	‡	‡	*	*	‡
State	30.9%	32.6%	28.1%	0.0%	23.5%	50.0%

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

Career and Technical Education (cont)

Perkins Measures – Nontraditional Program Enrollment Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	27.6%	‡	57.2%	*	21.4%	32.7%	29.5%	‡	‡	‡	‡	31.9%
State	31.0%	8.4%	60.1%	0.0%	31.1%	35.3%	29.2%	26.8%	28.6%	25.7%	32.4%	28.3%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	32.1%	29.3%	‡	*	*	‡
State	28.7%	30.2%	36.3%	50.0%	39.9%	32.4%

Perkins Measures – Program Quality – Attained Postsecondary Credits Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	7.9%	11.3%	‡	*	‡	‡	‡	‡	*	‡	‡	‡
State	31.7%	33.6%	29.2%	33.3%	32.1%	29.3%	31.9%	32.1%	40.0%	31.4%	28.1%	30.9%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	‡	‡	*	*	‡
State	29.7%	30.3%	25.4%	16.7%	18.7%	35.1%

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

Career and Technical Education (cont)

Perkins Measures - Program Quality - Work-Based Learning Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	*	‡	‡	‡	‡	*	‡	‡	‡
State	5.0%	4.7%	5.5%	0.0%	5.7%	4.7%	3.6%	3.1%	6.7%	7.0%	5.5%	6.3%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	‡	‡	*	*	‡
State	7.0%	3.6%	4.2%	33.3%	8.8%	5.3%

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

Career and Technical Education (cont)

CTE Participant - Total Count of CTE Participants

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1,550	766	784	*	285	174	1,005	41	‡	‡	37	213
State	266,448	149,005	117,054	389	149,012	33,617	60,351	12,981	218	528	9,741	47,616

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	158	219	‡	*	‡	29
State	32,355	15,937	5,140	45	947	2,430

CTE Participant - Count of Students participating in Agri Food & Nat. Res.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	*	‡	*	*	*	‡	*	*	*	*	‡
State	26,698	15,890	10,797	11	22,358	1,584	1,795	149	11	29	772	5,049

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	*	*	*	*
State	3,862	364	663	10	150	176

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Arch. & Const.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	152	125	27	*	38	‡	93	11	*	*	‡	25
State	39,138	31,245	7,846	47	24,565	3,908	7,504	1,572	27	85	1,477	7,843

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	16	22	‡	*	*	‡
State	5,680	2,129	692	12	143	318

CTE Participant - Count of Students participating in Arts, AV, Tech & Comm.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	25,572	15,961	9,525	86	13,577	3,449	6,228	1,132	24	44	1,118	5,033

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	3,595	1,802	613	8	106	228

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Business Mgmt. & Admin.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	394	245	149	*	66	44	261	10	*	‡	10	40
State	66,910	38,568	28,230	112	38,772	9,182	12,499	3,467	50	132	2,808	10,038

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	29	54	‡	*	‡	‡
State	6,527	3,638	1,106	20	274	617

CTE Participant - Count of Students participating in Education & Training

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	111	16	95	*	15	12	79	‡	*	*	‡	18
State	18,093	3,735	14,332	26	9,177	2,585	4,785	683	15	41	807	3,282

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	12	22	‡	*	*	‡
State	2,110	1,425	424	*	70	155

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Career and Technical Education (cont)

CTE Participant - Count of Students participating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	306	192	114	*	47	28	208	10	*	‡	10	30
State	56,125	32,547	23,475	103	33,485	6,707	10,216	3,426	35	101	2,155	7,516

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	21	46	‡	*	‡	‡
State	4,601	2,700	726	16	180	515

CTE Participant - Count of Students participating in Govt. & Public Admin.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	677	355	322	*	399	141	63	7	1	*	66	157

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*	*
State	117	27	394	26	*	12	3

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	215	30	185	*	33	18	154	‡	*	*	‡	13
State	15,258	3,943	11,309	6	6,814	2,572	4,234	900	9	49	680	1,998

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	30	*	*	*	‡
State	1,274	1,160	441	2	73	112

CTE Participant - Count of Students participating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	687	359	328	*	105	90	459	12	‡	‡	17	120
State	62,735	28,200	34,396	139	34,506	8,483	14,876	2,179	55	122	2,514	12,631

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	98	108	‡	*	‡	15
State	9,095	4,152	1,188	11	233	664

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	289	97	192	*	47	37	196	‡	*	*	‡	59
State	36,864	12,307	24,551	6	23,300	4,482	6,476	882	32	64	1,628	6,891

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	46	52	‡	*	*	‡
State	5,082	1,657	814	15	198	409

CTE Participant - Count of Students participating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	45,944	28,592	17,298	54	24,834	7,494	9,238	2,371	47	100	1,860	8,223

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	5,835	2,917	1,027	13	219	494

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Career and Technical Education (cont)

CTE Participant - Count of Students participating in Law, Public Safety, Cor. & Sec.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	5,205	2,624	2,581	*	2,253	1,132	1,352	161	4	15	288	928

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	665	438	183	*	27	32

CTE Participant - Count of Students participating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	277	127	150	*	44	36	188	‡	*	*	‡	56
State	40,725	27,832	12,839	54	24,992	4,203	8,691	1,116	28	85	1,610	8,596

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	44	46	*	*	‡	‡
State	6,238	2,546	744	10	157	349

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	330	217	113	*	56	41	212	‡	*	‡	10	31
State	30,550	18,311	12,235	4	18,023	2,915	6,197	2,037	21	67	1,290	4,370

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	22	51	‡	*	‡	‡
State	2,504	1,594	358	11	89	341

CTE Participant - Count of Students participating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	127	105	22	*	37	‡	74	‡	*	*	‡	21
State	23,845	18,493	5,300	52	11,743	2,761	5,994	2,280	21	53	993	3,995

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	10	16	‡	*	*	‡
State	2,477	1,685	373	*	75	170

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Transp. Distr. & Logis.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	48	42	‡	*	‡	‡	32	‡	*	*	‡	12
State	28,343	24,204	4,073	66	15,941	2,937	7,603	777	18	69	998	6,642

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	10	*	*	*	‡
State	4,943	2,392	549	1	94	257

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

Career and Technical Education (cont)

CTE Concentrator - Total Count of CTE Concentrators

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	445	237	208	*	103	52	271	11	‡	‡	‡	69
State	105,517	59,367	46,113	37	62,749	11,585	22,204	5,122	77	183	3,597	18,817

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	53	41	‡	*	*	‡
State	12,617	4,653	1,874	16	288	868

CTE Concentrator - Count of Students concentrating in Agri Food & Nat. Res.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	*	‡	*	‡	*	‡	*	*	*	*	‡
State	18,507	11,204	7,296	7	15,976	852	1,102	93	7	19	458	3,489

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	‡	*	*	*	*
State	2,652	193	470	3	89	108

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Arch. & Const.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	89	74	15	*	35	‡	41	‡	*	‡	‡	11
State	26,342	21,682	4,655	5	17,515	2,156	4,507	1,207	18	51	888	5,029

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	‡	*	*	*	*
State	3,458	971	409	10	63	199

CTE Concentrator - Count of Students concentrating in Arts, AV, Tech & Comm.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	*	‡	*	‡	*	*	*	‡	‡
State	15,483	10,619	4,862	2	9,793	1,346	3,079	649	8	17	591	3,129

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Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Business Mgmt. & Admin.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	97	63	34	*	22	13	57	‡	*	‡	‡	13
State	41,362	25,135	16,223	4	27,489	4,169	6,330	1,774	33	76	1,491	6,501

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	‡	‡	*	*	‡
State	4,299	1,414	675	13	121	344

CTE Concentrator - Count of Students concentrating in Education & Training

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	85	‡	80	*	13	16	55	‡	*	*	*	17
State	11,518	1,588	9,926	4	6,241	1,419	3,009	385	7	21	436	2,076

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	15	13	‡	*	*	‡
State	1,268	619	212	*	28	109

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Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	87	58	29	*	20	11	52	‡	*	‡	‡	10
State	33,959	20,788	13,169	2	22,920	3,042	5,005	1,667	31	55	1,239	4,793

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	‡	‡	*	*	‡
State	2,960	1,010	440	12	86	292

CTE Concentrator - Count of Students concentrating in Govt. & Public Admin.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	113	58	55	*	97	6	6	1	*	*	3	38

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	24	*	2	*	1	1

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	37	‡	31	*	‡	‡	26	*	*	*	‡	‡
State	6,173	1,333	4,837	3	2,995	947	1,564	391	4	19	253	714

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	‡	*	*	*	‡
State	426	335	169	*	25	44

CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	321	168	153	*	61	43	208	‡	‡	‡	‡	57
State	48,695	22,505	26,169	21	28,548	6,159	10,367	1,580	34	77	1,930	9,549

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	48	33	‡	*	*	‡
State	6,915	2,375	897	8	156	485

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	118	30	88	*	18	21	76	‡	*	*	‡	27
State	27,699	9,645	18,052	2	18,594	2,843	4,474	586	20	46	1,136	5,214

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	25	20	‡	*	*	‡
State	3,818	982	589	13	109	229

CTE Concentrator - Count of Students concentrating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	15	13	‡	*	‡	‡	‡	*	*	*	*	‡
State	32,612	20,966	11,640	6	21,421	3,121	5,212	1,627	22	58	1,151	5,544

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	*	*	*	*
State	3,888	1,162	519	11	109	295

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Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Law, Public Safety, Cor. & Sec.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	1,797	927	870	*	939	235	467	86	3	6	61	288

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	172	29	38	*	*	8

CTE Concentrator - Count of Students concentrating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	86	39	47	*	13	11	60	‡	*	*	‡	21
State	25,458	17,526	7,931	1	17,023	2,224	4,569	674	17	37	914	5,240

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	21	16	‡	*	*	‡
State	3,700	978	448	3	74	208

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	330	217	113	*	56	41	212	‡	*	‡	10	31
State	30,550	18,311	12,235	4	18,023	2,915	6,197	2,037	21	67	1,290	4,370

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	22	51	‡	*	‡	‡
State	2,504	1,594	358	11	89	341

CTE Concentrator - Count of Students concentrating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	81	67	14	*	32	‡	38	‡	*	‡	‡	11
State	15,175	12,352	2,820	3	8,216	1,286	3,586	1,479	15	26	567	2,472

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	‡	*	*	*	*
State	1,434	570	173	1	33	103

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Transp. Distr. & Logis.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	12	10	‡	*	‡	*	‡	*	*	*	‡	‡
State	18,365	16,195	2,167	3	11,134	1,651	4,475	485	10	36	574	4,262

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	‡	*	*	*	*
State	3,074	1,073	328	*	46	161

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

High School Graduation Rate

What is it?

This shows the percentage of graduating students who entered ninth grade for the first time four, five, or six years prior to the year being reported. Graduation Rate is calculated based on ESSA High School Graduation Rate guidance found [here](#). Students are reported at the school where students attend (home school). The cohort is based on the number of students who enter Grade 9 for the first time, adjusted by adding into the cohort any student who transfers in later during Grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

4 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	89.0%	87.1%	90.7%	*	90.9%	87.1%	88.8%	89.3%	*	‡	80.0%	77.9%
State	87.3%	85.0%	89.7%	94.7%	90.5%	79.5%	85.1%	94.8%	86.3%	80.1%	84.5%	77.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	73.0%	86.1%	85.0%	70.4%	*	‡	84.2%
State	72.1%	76.8%	80.1%	67.3%	83.3%	51.8%	88.4%

5 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	88.6%	85.4%	91.5%	*	91.0%	86.2%	87.5%	92.9%	*	‡	93.3%	76.5%
State	88.8%	86.4%	91.2%	*	91.8%	81.6%	86.5%	96.3%	89.8%	81.3%	85.2%	79.6%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	70.5%	80.3%	85.1%	69.7%	*	*	82.6%
State	75.2%	79.5%	82.5%	69.6%	60.0%	60.5%	90.7%

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

High School Graduation Rate (cont)

6 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	88.5%	85.7%	91.4%	*	88.8%	82.0%	89.6%	89.7%	*	‡	93.3%	77.2%
State	90.1%	87.9%	92.4%	*	92.7%	83.7%	88.3%	96.2%	92.7%	84.9%	87.6%	82.2%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	71.3%	83.3%	85.0%	82.6%	*	‡	91.3%
State	77.6%	81.8%	84.8%	72.8%	65.5%	59.3%	93.4%

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

Postsecondary Enrollment

What is it?

This shows the percentage of students who graduated with a regular high school diploma from a public high school in Illinois and enrolled in a two-year or four-year college in the United States within 12 or 16 months.

12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
District	53.4%	*	*	23.9%	29.5%	0.0%
State	64.3%	*	*	38.2%	26.1%	0.0%

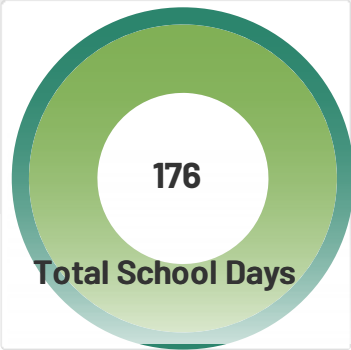
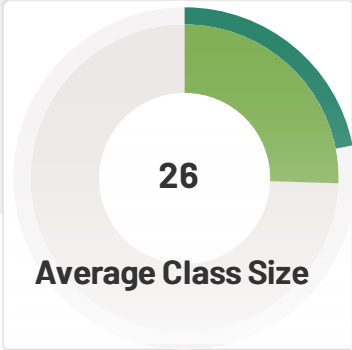
16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
District	54.5%	*	*	23.9%	30.6%	0.0%
State	65.1%	*	*	38.4%	26.8%	0.0%

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

About the data

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



No Data district's percentage of adequacy

Evidence-Based Funding

Early Learning

What is it?

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

Kindergarten Individual Developmental Survey (KIDS) Results - Overall

	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math
District	87.7%	46.1%	17.1%	15.8%	21.0%	47.5%	38.8%	25.3%
State	84.7%	38.3%	16.6%	16.7%	28.4%	55.0%	46.2%	33.9%

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

	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities	Students with IEPs	English Learners	Low Income
District	*	*	*	*	*	*	*	*	*	*	*
State	35.9%	20.8%	17.1%	34.7%	29.5%	17.8%	31.0%	*	12.8%	13.0%	19.1%

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

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

School Level Finances

What is it?

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

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
District	11,083	\$1,194	\$9,558	\$10,752	\$621	\$4,324	\$4,945	\$1,815	\$13,882	\$15,697	\$30,683,393	\$204,643,632

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School Level Finances (cont)

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
District	11,083	\$1,194	\$9,558	\$10,752	\$621	\$4,324	\$4,945	\$1,815	\$13,882	\$15,697
West Aurora High School	3,759	\$1,219	\$8,355	\$9,574	\$623	\$4,129	\$4,751	\$1,841	\$12,483	\$14,325
Jefferson Middle School	583	\$512	\$9,253	\$9,765	\$624	\$4,018	\$4,642	\$1,136	\$13,271	\$14,407
Washington Middle School	635	\$1,029	\$9,191	\$10,220	\$623	\$4,658	\$5,281	\$1,652	\$13,849	\$15,501
Jewel Middle School	589	\$1,041	\$9,965	\$11,006	\$625	\$5,359	\$5,984	\$1,666	\$15,323	\$16,990
Hergert Middle School	636	\$952	\$9,392	\$10,344	\$624	\$5,324	\$5,948	\$1,576	\$14,716	\$16,293
Freeman Elem School	518	\$868	\$7,507	\$8,375	\$622	\$4,055	\$4,677	\$1,490	\$11,562	\$13,052
Goodwin Elem School	330	\$1,435	\$12,251	\$13,686	\$623	\$4,593	\$5,217	\$2,058	\$16,845	\$18,903
Greenman Elem School	516	\$1,270	\$7,946	\$9,216	\$622	\$3,633	\$4,256	\$1,892	\$11,579	\$13,471
Hall Elem School	531	\$1,043	\$8,139	\$9,181	\$621	\$3,635	\$4,256	\$1,664	\$11,773	\$13,437
Hill Elem School	560	\$1,122	\$7,580	\$8,702	\$622	\$3,643	\$4,266	\$1,744	\$11,224	\$12,968
McCleery Elem School	537	\$1,107	\$8,198	\$9,305	\$619	\$3,414	\$4,033	\$1,727	\$11,611	\$13,338
Nicholson Elem School	296	\$1,141	\$11,451	\$12,592	\$621	\$4,335	\$4,956	\$1,762	\$15,786	\$17,548
Schneider Elem School	361	\$1,094	\$10,927	\$12,020	\$621	\$4,643	\$5,264	\$1,715	\$15,569	\$17,284
Smith Elem School	407	\$1,520	\$11,377	\$12,897	\$622	\$4,466	\$5,088	\$2,142	\$15,843	\$17,985
Fearn Elementary School	491	\$1,736	\$8,590	\$10,326	\$622	\$4,513	\$5,135	\$2,359	\$13,103	\$15,461
West Aurora Learning Center/Early Learning Academy	149	\$5,356	\$24,803	\$30,159	\$641	\$9,110	\$9,751	\$5,997	\$33,913	\$39,910
John C Dunham STEM Partnership School	34	\$0	\$6,893	\$6,893	\$0	\$0	\$0	\$0	\$6,893	\$6,893

* 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	50.4% \$101,045,043	3.2% \$6,372,378	30.7% \$61,652,058	5.5% \$11,063,010	10.2% \$20,513,408	\$200,645,897
State	60.6%	4.0%	21.3%	4.7%	9.5%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	49.1%	0.7%	29.7%	20.5%
State	48.2%	2.3%	29.1%	20.4%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	74.9% \$142,008,183	7.8% \$14,821,837	5.6% \$10,717,212	8.6% \$16,304,029	0.0% \$0	2.3% \$4,444,883	0.0% \$0	0.7% \$1,403,772	\$189,699,916
State	71.3%	7.1%	2.9%	8.5%	1.2%	1.9%	0.6%	6.5%	*

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

District Finances (cont)

Other Financial Indicators

	2019 Equalized Assessed Valuation per Pupil	2019 Total School Tax Rate per \$100	2020-21 Instructional Expenditure per Pupil	2020-21 Operating Expenditure per Pupil
District	\$177,303	5.6	\$9,576	\$15,760
State	*	*	\$9,703	\$16,029

Average Class Size

What is it?

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

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade HS	Overall
District	*	22	22	22	22	22	23	24	24	26	27	27	27	26	*	24
State	*	21	20	20	21	21	21	22	22	22	22	21	21	20	21	21

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

Total School Days

What is it?

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

Total School Days	
District	176
State	176

Health and Wellness

What is it?

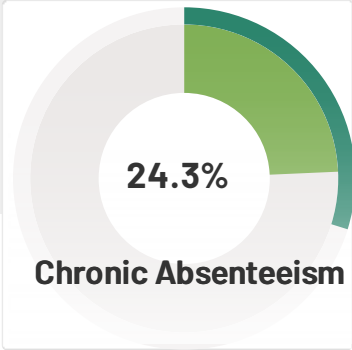
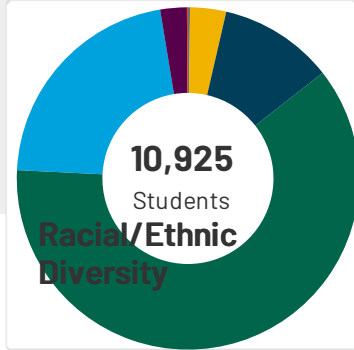
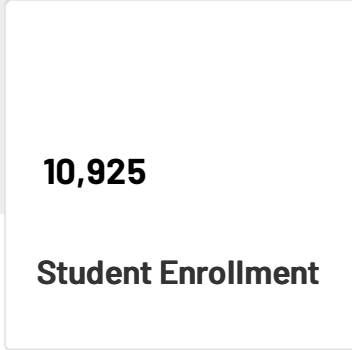
This shows the average number of days of physical education per week per student.

Days PE per week	
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.



Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0% 10,925	50.8% 5,549	49.2% 5,376	0.0% *	21.6% 2,365	10.8% 1,178	61.3% 6,698	3.4% 373	0.1% 16	0.2% 17	2.5% 278	17.8% 1,948
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
District	15.6% 1,709	29.9% 3,269	42.5% 4,643	0.7% 77	0.0% *	0.3% 34	1.8% 192
State	16.5% 307,555	13.7% 255,367	46.5% 869,330	2.0% 36,543	0.0% 343	0.7% 13,324	0.8% 14,220

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
District	380	712	737	747	739	713	755	785	789	876	1,157	864	851	820
State	76,645	124,808	126,801	127,437	127,217	129,338	133,597	135,399	140,813	145,466	157,008	149,133	146,066	149,597

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

Advanced Academic Programs

What is it?

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

Students Enrolled in Accelerated Placement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	3.6% 422	3.4% 203	3.8% 219	* *	7.5% 185	2.0% 26	2.6% 186	2.5% 10	‡ ‡	* *	4.6% 14	0.7% 14
State	8.5% 165,594	8.0% 79,982	9.1% 85,528	5.8% 84	7.2% 64,447	6.2% 20,363	9.7% 51,280	21.5% 22,540	15.2% 290	7.6% 368	7.8% 6,306	5.3% 18,800

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	2.6% 121	‡ ‡	* *
State	2.8% 7,916	3.8% 10,296	6.7% 61,947	5.4% 2,318	1.6% 232

Students Enrolled in Accelerated Placement - ELA

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

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

* 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 - Math

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	3.6% 422	3.4% 203	3.8% 219	* *	7.5% 185	2.0% 26	2.6% 186	2.5% 10	‡ ‡	* *	4.6% 14	0.7% 14
State	1.3% 24,369	1.4% 14,394	1.1% 9,946	2.0% 29	1.4% 12,824	0.3% 890	0.9% 4,686	4.4% 4,613	1.5% 29	1.2% 60	1.6% 1,267	0.6% 2,159

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	2.6% 121	‡ ‡	* *
State	0.3% 808	0.6% 1,578	0.6% 5,252	0.3% 111	0.1% 19

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
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡
State	5.6% 108,934	5.0% 50,021	6.3% 58,870	2.9% 43	4.4% 39,069	4.5% 14,721	6.6% 34,997	15.0% 15,752	12.3% 235	5.0% 244	4.8% 3,916	3.2% 11,406

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

* 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

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

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

Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	17.6% 691	15.4% 306	19.7% 385	*	27.1% 246	6.7% 28	15.6% 374	19.8% 22	*	‡	19.6% 18	5.0% 34
State	22.2% 136,701	18.8% 59,465	25.7% 76,999	31.9% 237	23.2% 66,464	12.6% 12,696	20.5% 35,457	51.9% 16,825	32.4% 210	17.6% 262	22.2% 4,787	9.3% 11,353

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	‡	4.9% 32	13.0% 227	*	*
State	2.8% 2,484	6.8% 3,404	14.8% 40,874	7.6% 1,138	2.9% 94

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

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

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

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	10.5% 1,217	8.9% 528	12.1% 689	* *	18.1% 449	5.1% 65	8.8% 628	10.6% 42	* *	‡ ‡	9.9% 30	3.2% 61
State	19.8% 384,714	18.1% 180,719	21.6% 203,343	44.7% 652	21.8% 194,193	13.3% 43,602	17.9% 94,705	34.4% 36,095	23.9% 455	17.0% 828	18.3% 14,836	11.6% 41,302

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	1.1% 18	1.2% 43	8.2% 387	‡ ‡	* *
State	6.3% 17,755	6.0% 16,214	13.5% 125,534	10.4% 4,460	4.3% 639

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

Advanced Academic Programs (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	10.0% 394	8.6% 171	11.4% 223	* *	16.6% 151	4.5% 19	8.1% 194	13.5% 15	* *	‡ ‡	14.1% 13	2.9% 20
State	13.1% 80,917	13.0% 41,004	13.3% 39,900	1.7% 13	16.9% 48,578	8.5% 8,542	9.3% 16,045	14.9% 4,849	9.4% 61	9.1% 135	12.5% 2,707	8.5% 10,392

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	‡ ‡	2.5% 16	6.6% 115	* *	* *
State	6.5% 5,733	5.9% 2,960	8.9% 24,704	8.0% 1,196	4.4% 146

Advanced Placement (AP) Exams - Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	37	20	37	20
State	16,077	8,983	14,916	8,430

Advanced Placement (AP) Exams - Grade 10

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	142	100	79	61
State	47,189	29,003	22,853	14,471

Advanced Placement (AP) Exams - Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	532	334	147	118
State	155,940	96,101	39,509	26,229

* 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)

Advanced Placement (AP) Exams - Grade 12

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	753	464	119	106
State	307,079	201,928	39,341	29,765

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
District	56	131	276	353
State	22,770	32,659	62,725	76,218

Advanced Placement (AP) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	56	20	‡	29	‡	*	‡	‡	‡
State	15,450	6,403	1,980	4,044	2,261	29	65	668	1,060

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	10	*
State	254	*	313	*	5,241	*

* 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)

Advanced Placement (AP) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	128	42	‡	73	‡	*	‡	‡	‡
State	25,323	11,877	2,417	6,347	3,593	35	44	1,010	1,923
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
District	‡	*	‡	*	48	*			
State	371	*	543	*	7,608	*			

Advanced Placement (AP) Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	249	85	‡	138	‡	*	‡	‡	12
State	45,254	22,249	3,876	12,195	5,252	89	73	1,520	3,844
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
District	‡	*	13	*	90	*			
State	773	*	1,235	*	13,754	*			

* 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)

Advanced Placement (AP) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	258	99	10	134	10	*	‡	‡	15
State	50,674	25,935	4,423	12,871	5,719	57	80	1,589	4,526

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	14	*	79	*
State	1,086	*	1,313	*	14,271	*

International Baccalaureate (IB) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	‡	‡	*	‡	‡	‡
State	171	48	83	19	10	0	0	11	11

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	‡	*
State	4	*	3	*	75	*

* 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)

International Baccalaureate (IB) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	‡	‡	*	‡	‡	‡
State	194	33	104	37	15	0	0	5	18

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	‡	*
State	12	*	7	*	123	*

International Baccalaureate (IB) Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	‡	‡	*	‡	‡	‡
State	2,942	565	701	1,430	172	10	12	52	317

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	‡	*
State	95	*	99	*	1,864	*

* 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)

International Baccalaureate (IB) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	‡	‡	*	‡	‡	‡
State	2,747	444	756	1,322	158	2	11	54	244

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	‡	*
State	78	*	88	*	1,840	*

Dual Credit Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	‡	‡	*	‡	‡	‡
State	7,918	3,252	2,194	1,756	419	8	17	272	1,015

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	‡	*
State	635	*	552	*	3,427	*

* 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)

Dual Credit Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	17	12	‡	‡	‡	*	‡	‡	‡
State	9,112	4,937	1,025	2,220	595	5	19	311	1,251

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	‡	*
State	739	*	517	*	3,104	*

Dual Credit Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	122	43	‡	64	‡	*	‡	‡	‡
State	23,791	14,980	2,050	4,480	1,406	18	40	817	2,946

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	39	*
State	1,587	*	739	*	7,266	*

* 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)

Dual Credit Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	255	96	13	127	10	*	‡	‡	14
State	40,096	25,409	3,273	7,589	2,429	30	59	1,307	5,180

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	13	*	74	*
State	2,772	*	1,152	*	10,907	*

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Advanced Academic Programs (cont)

Students Assessed For Giftedness

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

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

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	0.8% 15,553	0.8% 8,042	0.8% 7,507	0.3% 4	0.9% 7,974	0.3% 897	0.5% 2,550	3.1% 3,219	0.6% 12	1.0% 47	1.1% 854	0.5% 1,893

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Advanced Academic Programs (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
	*	*	*	*	*
State	0.4% 1,020	0.4% 980	0.3% 3,044	0.1% 55	0.1% 15

Students Identified As Gifted

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

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

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Advanced Academic Programs (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

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

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

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Students With IEPs

What is it?

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

By Race/ Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
District	All Students	*	*	*	*	0.0%	*	*
	Students with IEPs	*	*	*	*	0.3%	*	*
All Peer Districts *	All Students	*	*	*	*	16.4%	*	*
	Students with IEPs	*	*	*	*	0.3%	*	*
State	All Students	*	*	*	*	0.0%	*	*
	Students with IEPs	*	*	*	*	0.3%	*	*

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	All Students	0.7%	0.1%	4.9%	0.0%	0.1%	0.0%	*
	Students with IEPs	4.4%	0.3%	31.9%	0.4%	0.9%	0.1%	*
All Peer Districts *	All Students	4.8%	0.7%	32.1%	0.3%	0.8%	0.2%	*
	Students with IEPs	0.7%	0.0%	5.0%	0.0%	0.1%	0.0%	*
State	All Students	0.7%	0.1%	5.1%	0.1%	0.1%	0.0%	*
	Students with IEPs	4.8%	0.3%	33.1%	0.3%	0.8%	0.2%	*

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Students With IEPs (cont)

By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
District	All Students	2.7%	0.9%	1.6%	0.2%	2.3%	1.5%	0.0%
	Students with IEPs	18.7%	5.3%	14.7%	1.1%	12.9%	9.3%	0.2%
All Peer Districts *	All Students	17.6%	6.1%	10.4%	1.3%	15.3%	10.2%	0.3%
	Students with IEPs	2.4%	0.9%	2.1%	0.2%	2.1%	1.6%	0.0%
State	All Students	3.0%	0.8%	2.3%	0.2%	2.0%	1.5%	0.0%
	Students with IEPs	15.8%	5.7%	13.8%	1.0%	13.5%	10.5%	0.2%

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Educational Environments for Students with IEPs

What is it?

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

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

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	60.7%	14.5%	12.3%	12.4%
All Peer Districts *	55.2%	26.2%	13.1%	5.5%
State	54.2%	26.3%	13.3%	6.3%
White				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Black				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Hispanic				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

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Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Asian				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
District	0.0%	0.0%	60.0%	40.0%
All Peer Districts *	52.4%	28.3%	14.9%	4.5%
State	51.6%	27.3%	14.9%	6.1%
American Indian				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Two or More Races				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

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

Educational Environments for Students with IEPs (cont)

For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	1.3%	3.8%	43.8%	51.3%
All Peer Districts *	3.3%	31.1%	54.3%	11.3%
State	3.4%	29.9%	49.9%	16.8%
Emotional Disability				
District	58.3%	0.0%	33.3%	8.3%
All Peer Districts *	70.1%	13.7%	7.5%	8.7%
State	70.8%	14.0%	8.8%	6.5%
Intellectual Disability				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Other Health Impairment				
District	65.5%	16.7%	10.7%	7.1%
All Peer Districts *	54.9%	29.8%	10.0%	5.3%
State	57.6%	28.2%	9.3%	5.0%
Specific Learning Disability				
District	0.0%	0.0%	5.3%	94.7%
All Peer Districts *	2.5%	15.7%	51.9%	29.9%
State	2.9%	13.1%	47.7%	36.3%
Speech or Language Impairment				
District	66.9%	6.4%	19.2%	7.6%
All Peer Districts *	57.1%	23.0%	17.7%	2.1%
State	55.6%	23.1%	18.7%	2.6%

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Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	55.0%	0.0%	38.8%	0.0%	6.3%
All Peer Districts *	48.1%	21.5%	23.5%	0.2%	6.7%
State	50.7%	16.7%	26.0%	0.2%	6.4%
White					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Black					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Hispanic					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Asian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Native Hawaiian/ Pacific Islander					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	50.0%	21.4%	21.4%	0.0%	7.1%
State	62.7%	7.8%	27.5%	0.0%	2.0%
American Indian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Two or More Races					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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

What is it?

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

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

For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	60.0%	10.0%	30.0%	0.0%	0.0%
State	43.5%	8.7%	47.8%	0.0%	0.0%
Developmental Delay					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	42.9%	14.3%	42.9%	0.0%	0.0%
State	54.5%	11.4%	34.1%	0.0%	0.0%
Emotional Disability					
District	0.0%	0.0%	100.0%	0.0%	0.0%
All Peer Districts *	40.8%	18.3%	40.8%	0.0%	0.0%
State	38.3%	14.3%	46.8%	0.0%	0.6%

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

For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Other Health Impairment					
District	66.7%	0.0%	33.3%	0.0%	0.0%
All Peer Districts *	41.5%	14.1%	38.6%	4.0%	1.8%
State	45.2%	11.9%	39.2%	2.5%	1.1%

For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Specific Learning Disability					
District	0.0%	0.0%	100.0%	0.0%	0.0%
All Peer Districts *	19.2%	7.7%	66.7%	3.8%	2.6%
State	22.0%	6.0%	63.3%	7.3%	1.3%
Speech or Language Impairment					
District	48.1%	0.0%	51.9%	0.0%	0.0%
All Peer Districts *	52.2%	10.7%	36.3%	0.1%	0.7%
State	54.5%	8.7%	35.4%	0.1%	1.3%

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State Performance Plan Indicators For Students With IEPs

What is it?

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

SPP Indicator	Indicator Description	2021-22 District Data	2021-22 State Target	District Met Target
1	Graduation Percent for students with IEPs (Data lag one year)	87.50	82.6	Yes
2	Dropout Percent for students with IEPs (Data lag one year)	6.73	13.7	Yes
3ae4	Reading assessment participation rate for students with IEPs, Grade 4	54.55	95	No
3ae8	Reading assessment participation rate for students with IEPs, Grade 8	60.17	95	No
3ae11	Reading assessment participation rate for students with IEPs, Grade 11	83.05	95	No
3am4	Math assessment participation rate for students with IEPs, Grade 4	54.55	95	No
3am8	Math assessment participation rate for students with IEPs, Grade 8	59.32	95	No
3am11	Math assessment participation rate for students with IEPs, Grade 11	83.05	95	No
3be4	Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	2.08	11	No
3be8	Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	1.52	8	No
3be11	Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	4.60	8	No
3bm4	Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	4.17	12	No
3bm8	Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	1.54	6.5	No
3bm11	Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	3.45	7	No
3ce4	Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	16.67	15	Yes
3ce8	Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	0.00	23.5	No

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2021-22 District Data	2021-22 State Target	District Met Target
3ce11	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	27.27	22.5	Yes
3cm4	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	50.00	20.5	Yes
3cm8	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	0.00	5.5	No
3cm11	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	9.09	4	Yes
3de4	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	13.23	25.5	No
3de8	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	22.42	31.5	No
3de11	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	18.30	28	No
3dm4	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	9.76	21.5	No
3dm8	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	13.50	26	No
3dm11	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	16.01	27.5	No
4a	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in -? (Data lag one year)	No	-1	Yes
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	60.7	52.9	Yes
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	12.3	12.35	Yes
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	12.4	6.38	No
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	55.0	46.5	Yes
6b	Children ages 3-5 in separate special education class, separate school or residential facility	38.8	26.04	No

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2021-22 District Data	2021-22 State Target	District Met Target
6c	Children ages 3-5 receiving special education and related services in the home	0.0	0.27	Yes
7a1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	69.70	83.95	No
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	27.94	47.2	No
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	51.52	84.1	No
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	25.00	45.1	No
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	56.45	85.8	No
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	36.76	53.4	No
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	*	71	N/A
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	Yes
11	Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation	100.00	100	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	100.00	100	Yes
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	100.00	100	Yes
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	*	29.6	N/A
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	*	63.5	N/A
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	*	75.75	N/A

* 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
District	*	100.0% 2,998	5.6% *	* 569
State	*	100.0% 229,014	6.1% *	* 47,572

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

Student Attendance

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	92.1%	92.1%	92.1%	87.8%	93.8%	91.5%	91.5%	95.1%	86.4%	88.5%	91.8%	89.6%
State	90.8%	90.9%	90.8%	93.0%	92.8%	86.5%	89.4%	94.2%	91.3%	89.5%	90.7%	88.8%

	Students with IEPs	English Learners	Low Income
District	89.5%	91.6%	91.0%
State	88.4%	90.1%	88.1%

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Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	11.2%	10.7%	11.6%	‡	8.4%	15.2%	11.4%	8.1%	‡	‡	12.0%	12.1%
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
District	12.0%	11.7%	10.9%	35.9%
State	8.0%	9.5%	10.2%	25.7%

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Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	24.3%	24.3%	24.3%	‡	15.4%	30.4%	26.8%	11.3%	‡	‡	26.5%	34.3%
State	29.8%	29.5%	30.2%	20.9%	21.2%	47.9%	36.1%	15.7%	28.0%	36.4%	30.6%	37.3%

	Students with IEPs	English Learners	Low Income
District	35.1%	27.2%	29.1%
State	38.9%	34.5%	42.0%

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
District	*	*	31.7%	26.9%	24.4%	22.4%	17.2%	17.7%	17.6%	22.5%	29.4%	23.9%	26.4%	32.0%
State	*	*	29.2%	26.5%	24.3%	23.4%	23.4%	25.5%	26.2%	27.7%	32.6%	35.4%	38.5%	43.6%

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Dropout Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1.1%	1.5%	0.8%	‡	1.1%	‡	1.2%	‡	‡	‡	‡	‡
State	3.4%	3.9%	2.8%	0.3%	2.6%	5.4%	3.7%	0.7%	2.5%	4.7%	4.4%	3.0%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant
District	‡	‡	1.5%	‡	‡
State	3.6%	4.3%	5.1%	9.6%	12.6%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	‡	1.4%	1.4%	1.2%
State	1.7%	3.1%	4.2%	4.6%

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Chronically Truant Students

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	26.0%	26.2%	25.7%	‡	13.9%	32.1%	29.6%	16.8%	‡	‡	23.2%	31.5%
State	22.1%	22.2%	22.0%	7.2%	8.6%	50.2%	30.9%	7.9%	20.5%	28.8%	19.8%	25.5%

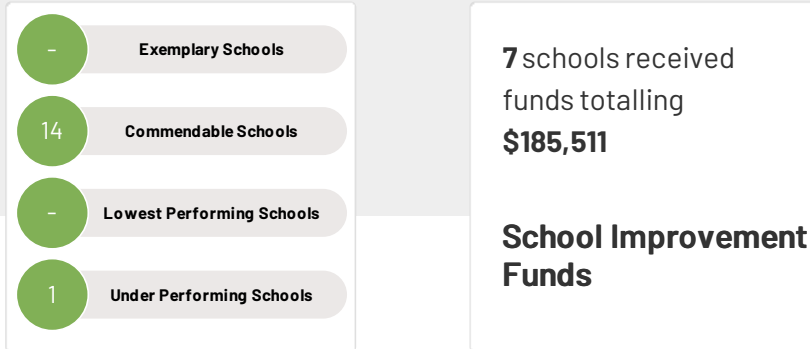
	Students with IEPs	English Learners	Low Income
District	33.5%	32.9%	31.4%
State	27.8%	29.4%	36.1%

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

About the data

Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has 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.



School Improvement Funds

What is it?

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

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

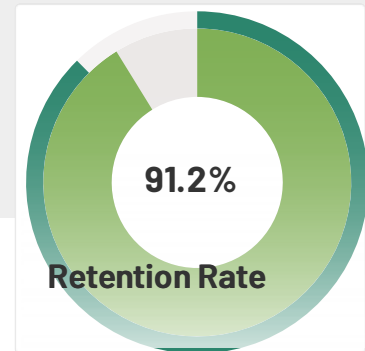
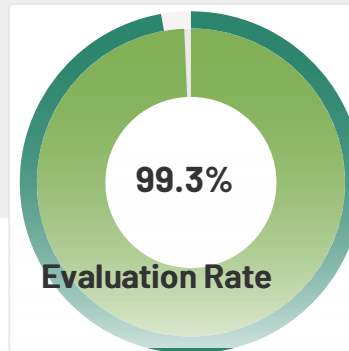
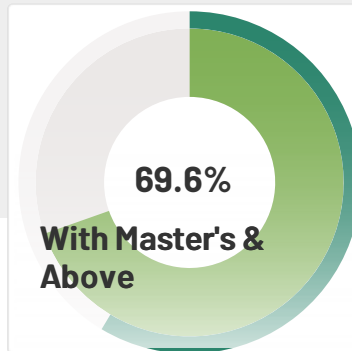
Schools Who Receive Title I School Improvement - 1003(a) Funds

	School Year First Identified As Needing Support	Title I School Improvement - 1003(a) Funds Received for Previous School Year	Level of Support	Reason for Receiving Title I School Improvement - 1003(a) Funds
Jefferson Middle School	2018	\$23,616	Targeted	IEP
Washington Middle School	2018	\$28,660	Targeted	EL, IEP
Greenman Elem School	2018	\$22,283	Targeted	Black
Hall Elem School	2018	\$20,820	Targeted	IEP
McCleery Elem School	2019	\$30,132	Targeted	Black
Nicholson Elem School	2019	\$30,000	Targeted	CWD
Smith Elem School	2019	\$30,000	Targeted	CWD

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About the data

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



Teacher Information

What is it?

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

	Average Teaching Experience	With Bachelor's Degrees	With Master's & Above	Attendance Rate	Evaluation Rate
District	14	30.2%	69.6%	68.5%	99.3%
State	*	40.6%	58.6%	66.1%	97.2%

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Student-To-Teacher Ratios

What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	16	18
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	\$71,176
State	\$72,316

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Retention Rate

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	91.2% 2,036	91.3% 1,754	91.5% 65	90.2% 193	96.0% 24	*	*	*	0.0% 0
	Male	92.8% 501	92.6% 428	90.9% 20	93.8% 45	100.0% 8	*	*	*	*
	Female	90.7% 1,535	90.8% 1,326	91.8% 45	89.2% 148	94.1% 16	*	*	*	0.0% 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	87.6% 311,523	88.1% 262,637	81.8% 15,332	87.4% 21,752	87.6% 4,957	86.4% 184	85.5% 691	85.0% 2,323	82.6% 3,647
	Male	89.1% 73,837	89.8% 63,050	81.2% 3,038	87.3% 4,993	88.5% 1,159	87.5% 56	87.6% 169	87.1% 594	81.7% 778
	Female	87.2% 237,686	87.6% 199,587	81.9% 12,294	87.5% 16,759	87.3% 3,798	85.9% 128	84.9% 522	84.3% 1,729	82.9% 2,869
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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Full-Time Equivalent

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	100.0% 812	86.3% 700.9	2.7% 22.3	9.1% 74.2	1.2% 9.4	* *	* *	* *	0.6% 5.3
	Male	22.6% 183.5	22.7% 158.9	25.3% 5.6	20.2% 15	32.0% 3	* *	* *	* *	19.0% 1
	Female	77.4% 628.5	77.3% 542	74.7% 16.6	79.8% 59.2	68.0% 6.4	* *	* *	* *	81.0% 4.3
	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	
District	22
State	1,247

National Board Certified Teachers

What is it?

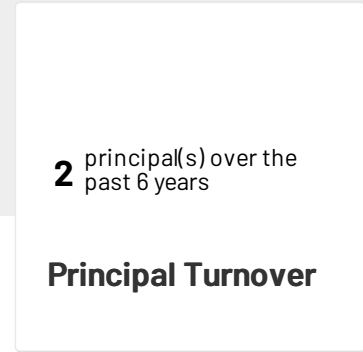
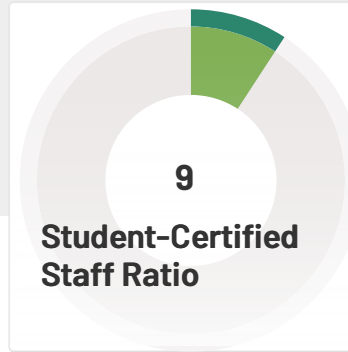
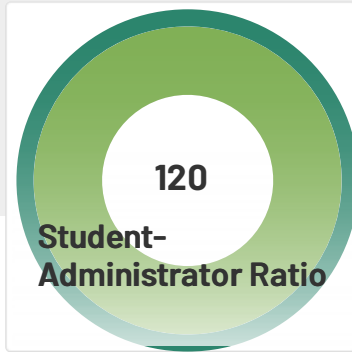
This shows the numbers of teachers who have achieved recognition as National Board Certified Teachers, both as a whole and broken down by certain demographic indicators.

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Male	Female	Non Binary	Unknown
District	30	24	2	4	*	*	*	*	4	26	*	*
State	2,513	2,027	150	203	68	1	6	29	484	2,029	*	*

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

About the data

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



Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	9	120
State	9	147

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Demographics

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	100.0% 91	87.2% 79.3	8.4% 7.7	4.4% 4	* *	* *	* *	* *	* *
	Male	40.7% 37.1	39.6% 31.4	60.8% 4.7	25.0% 1	* *	* *	* *	* *	* *
	Female	59.3% 53.9	60.4% 47.9	39.2% 3	75.0% 3	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 12732.9	76.1% 9694.8	14.3% 1820.1	6.9% 872.4	0.9% 118.1	0.1% 8.7	0.3% 34.1	0.8% 97	0.7% 87.8
	Male	41.2% 5242	44.5% 4311.1	27.9% 507	33.4% 291	45.9% 54.2	33.1% 2.9	34.9% 11.9	33.1% 32.1	36.2% 31.8
	Female	58.8% 7490.9	55.5% 5383.7	72.1% 1313.1	66.6% 581.4	54.1% 63.9	66.9% 5.8	65.1% 22.2	66.9% 64.9	63.8% 56
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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Principal Turnover

What is it?

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

Principal(s) over the past 6 years	
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	\$99,093
State	\$116,206

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