

# Frohardt Elem School (3 - 4)

## GRANITE CITY CUSD 9



2020 - 2021

### Principal

Mrs. Karen Robertson  
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### Address

2040 Johnson Rd  
Granite City IL 62040  
(618) 451-5821

### District Superintendent

Ms. Stephanie Cann

<http://www.gcsd9.net>

### District Provided Statement

Not available.

## About the Report Card

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

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

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

## School Snapshot

**Site-Based Expenditure Per Student Spending :** \$11,748

**Average Class Size :** \*

**Chronic Absenteeism :** 30.5%

**Teacher Retention :** 91.1%

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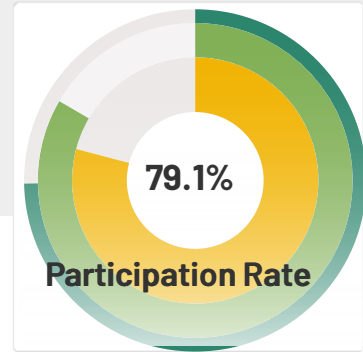
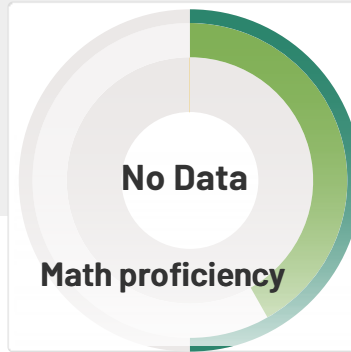
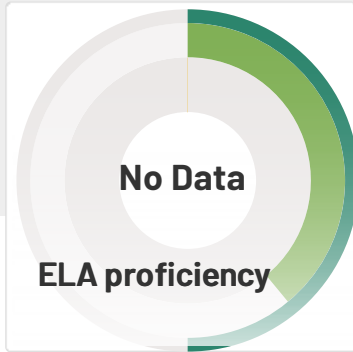
# How To Read The Data

## Understanding COVID-19 Flags

Flag	Description
 Data unavailable due to COVID-19	Due to the suspension of in-person instruction during the 2020-21 school year, the data for this metric is unavailable for use in the School Year 2020-21 Report Card.
 Possible data impact due to COVID-19	Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2020-21 school year. HOWEVER, based on the data collected and comparisons to historical data, the data collected for this collection cycle does not, in aggregate, exhibit greater variation than is normally observed from year to year.
 Possible data impact due to COVID-19	Caution should be used when reviewing this data. This data should not be considered final until all Assessment testing has been completed and the data has been finalized.
 Data delayed due to COVID-19	COVID-19 changes to assessment scheduling delayed publication of 2020-21 data. If no assessment data appears for your district, it may not appear until April of 2022.
 Data not available	Data for this metric are not available through the Report Card, however additional information can be found at <a href="https://www.isbe.net/Pages/Report-Card-Metrics.aspx">https://www.isbe.net/Pages/Report-Card-Metrics.aspx</a> . Reasons these data are not available on the SY2020-21 Illinois Report Card may include (a) substantial changes to how the metric is measured (i.e. methodology), (b) substantial changes to what the metric measures (i.e. the construct), (c) circumstances that render the data set substantially incomplete, or (d) circumstances that cause the data and its use to fall below acceptable thresholds for reliability and validity.

## About the data

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



## IAR



Possible data impact due to COVID-19

### What is it?

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

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

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

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

# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>School</b>	<b>55.6%</b>	<b>28.3%</b>	<b>10.6%</b>	<b>5.6%</b>	<b>0.0%</b>	<b>56.1%</b>	<b>29.4%</b>	<b>11.7%</b>	<b>2.2%</b>	<b>0.6%</b>
District	47.2%	32.8%	11.6%	8.4%	0.0%	50.1%	33.2%	13.1%	3.2%	0.3%
State	29.7%	21.1%	21.2%	26.1%	1.9%	23.5%	23.3%	22.6%	24.6%	6.0%
<b>White</b>										
<b>School</b>	<b>46.2%</b>	<b>31.7%</b>	<b>14.4%</b>	<b>7.7%</b>	<b>0.0%</b>	<b>42.3%</b>	<b>37.5%</b>	<b>15.4%</b>	<b>3.8%</b>	<b>1.0%</b>
District	39.8%	36.9%	13.6%	9.7%	0.0%	44.6%	34.3%	16.7%	3.9%	0.5%
State	19.6%	20.7%	24.2%	33.1%	2.5%	12.4%	20.5%	26.8%	32.8%	7.5%
<b>Black</b>										
<b>School</b>	<b>80.0%</b>	<b>14.3%</b>	<b>2.9%</b>	<b>2.9%</b>	<b>0.0%</b>	<b>77.1%</b>	<b>22.9%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
District	75.4%	17.5%	5.3%	1.8%	0.0%	68.4%	29.8%	1.8%	0.0%	0.0%
State	53.6%	22.0%	14.1%	10.0%	0.2%	52.9%	26.8%	13.2%	6.4%	0.7%
<b>Male</b>										
<b>School</b>	<b>60.0%</b>	<b>26.3%</b>	<b>8.4%</b>	<b>5.3%</b>	<b>0.0%</b>	<b>55.8%</b>	<b>27.4%</b>	<b>12.6%</b>	<b>3.2%</b>	<b>1.1%</b>
District	52.3%	32.8%	9.2%	5.7%	0.0%	50.0%	32.4%	13.5%	3.5%	0.6%
State	33.3%	22.0%	20.8%	22.7%	1.2%	22.9%	22.2%	22.3%	25.8%	6.8%
<b>Female</b>										
<b>School</b>	<b>50.6%</b>	<b>30.6%</b>	<b>12.9%</b>	<b>5.9%</b>	<b>0.0%</b>	<b>56.5%</b>	<b>31.8%</b>	<b>10.6%</b>	<b>1.2%</b>	<b>0.0%</b>
District	42.1%	32.7%	14.0%	11.1%	0.0%	50.3%	34.1%	12.7%	2.9%	0.0%
State	25.9%	20.1%	21.7%	29.7%	2.6%	24.1%	24.4%	23.0%	23.4%	5.2%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Hispanic</b>										
<b>School</b>	<b>60.9%</b>	<b>26.1%</b>	<b>8.7%</b>	<b>4.3%</b>	<b>0.0%</b>	<b>60.9%</b>	<b>26.1%</b>	<b>13.0%</b>	<b>0.0%</b>	<b>0.0%</b>
District	51.1%	29.8%	6.4%	12.8%	0.0%	42.6%	44.7%	10.6%	2.1%	0.0%
State	44.5%	22.9%	17.6%	14.4%	0.6%	37.1%	30.3%	18.9%	12.2%	1.6%
<b>Asian</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	11.5%	14.7%	23.6%	45.2%	5.0%	6.8%	12.5%	19.7%	38.7%	22.2%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	21.4%	20.4%	26.2%	31.1%	1.0%	18.8%	25.7%	21.8%	30.7%	3.0%
<b>American Indian</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	38.3%	20.1%	19.2%	20.6%	1.9%	31.8%	23.8%	20.6%	18.2%	5.6%
<b>Two or More Races</b>										
<b>School</b>	<b>55.6%</b>	<b>38.9%</b>	<b>5.6%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>88.9%</b>	<b>0.0%</b>	<b>11.1%</b>	<b>0.0%</b>	<b>0.0%</b>
District	45.2%	32.3%	16.1%	6.5%	0.0%	71.0%	12.9%	9.7%	6.5%	0.0%
State	27.7%	21.2%	22.6%	26.3%	2.3%	22.4%	24.3%	21.8%	24.2%	7.3%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Students with Disabilities</b>										
<b>School</b>	<b>72.5%</b>	<b>22.5%</b>	<b>5.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>72.5%</b>	<b>22.5%</b>	<b>5.0%</b>	<b>0.0%</b>	<b>0.0%</b>
District	63.4%	32.9%	3.7%	0.0%	0.0%	75.0%	20.0%	3.8%	1.3%	0.0%
State	53.9%	21.1%	13.5%	10.9%	0.5%	41.5%	25.5%	17.4%	13.1%	2.5%
<b>Students with IEPs</b>										
<b>School</b>	<b>73.7%</b>	<b>23.7%</b>	<b>2.6%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>73.7%</b>	<b>21.1%</b>	<b>5.3%</b>	<b>0.0%</b>	<b>0.0%</b>
District	63.8%	33.8%	2.5%	0.0%	0.0%	75.6%	19.2%	3.8%	1.3%	0.0%
State	58.7%	20.7%	11.8%	8.4%	0.4%	45.2%	25.8%	16.3%	11.0%	1.8%
<b>Non-IEP</b>										
<b>School</b>	<b>50.7%</b>	<b>29.6%</b>	<b>12.7%</b>	<b>7.0%</b>	<b>0.0%</b>	<b>51.4%</b>	<b>31.7%</b>	<b>13.4%</b>	<b>2.8%</b>	<b>0.7%</b>
District	42.3%	32.5%	14.3%	10.9%	0.0%	42.6%	37.4%	15.8%	3.8%	0.4%
State	24.9%	21.1%	22.8%	29.1%	2.1%	19.9%	22.9%	23.6%	26.8%	6.7%
<b>English Learners</b>										
<b>School</b>	<b>83.3%</b>	<b>8.3%</b>	<b>8.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>58.3%</b>	<b>33.3%</b>	<b>8.3%</b>	<b>0.0%</b>	<b>0.0%</b>
District	63.6%	22.7%	9.1%	4.5%	0.0%	42.9%	47.6%	9.5%	0.0%	0.0%
State	52.0%	23.4%	15.4%	8.9%	0.3%	40.4%	29.7%	18.1%	10.7%	1.0%
<b>Non-English Learners</b>										
<b>School</b>	<b>53.6%</b>	<b>29.8%</b>	<b>10.7%</b>	<b>6.0%</b>	<b>0.0%</b>	<b>56.0%</b>	<b>29.2%</b>	<b>11.9%</b>	<b>2.4%</b>	<b>0.6%</b>
District	46.1%	33.4%	11.8%	8.7%	0.0%	50.6%	32.3%	13.4%	3.4%	0.3%
State	25.3%	20.6%	22.4%	29.5%	2.2%	20.2%	22.0%	23.5%	27.3%	7.0%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>School</b>	60.6%	32.3%	4.7%	2.4%	0.0%	65.4%	25.2%	9.4%	0.0%	0.0%
District	52.4%	35.1%	7.4%	5.2%	0.0%	57.0%	32.5%	9.2%	1.3%	0.0%
State	46.2%	23.6%	17.0%	12.8%	0.5%	39.6%	29.1%	18.9%	11.2%	1.1%
<b>Non Low Income</b>										
<b>School</b>	43.4%	18.9%	24.5%	13.2%	0.0%	34.0%	39.6%	17.0%	7.5%	1.9%
District	36.8%	28.1%	20.2%	14.9%	0.0%	36.5%	34.8%	20.9%	7.0%	0.9%
State	16.7%	19.1%	24.6%	36.6%	3.0%	10.9%	18.7%	25.5%	35.0%	9.8%
<b>Homeless</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	68.8%	31.3%	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%	0.0%	0.0%
State	54.1%	23.0%	13.4%	9.3%	0.2%	46.4%	28.5%	17.5%	7.1%	0.6%
<b>Migrant</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	66.7%	16.7%	16.7%	0.0%	0.0%	46.2%	30.8%	7.7%	15.4%	0.0%
<b>Youth In Care</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	51.5%	24.5%	15.6%	8.5%	0.0%	42.7%	27.5%	20.9%	8.4%	0.4%
<b>Military</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	27.4%	20.9%	25.2%	24.7%	1.7%	19.6%	23.1%	29.0%	24.5%	3.8%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>School</b>	<b>39.9%</b>	<b>27.5%</b>	<b>22.9%</b>	<b>9.8%</b>	<b>0.0%</b>	<b>55.9%</b>	<b>28.3%</b>	<b>11.8%</b>	<b>3.9%</b>	<b>0.0%</b>
District	37.7%	28.8%	22.6%	11.0%	0.0%	52.3%	29.1%	14.7%	3.9%	0.0%
State	23.9%	22.1%	26.2%	24.2%	3.6%	26.2%	26.2%	24.4%	20.8%	2.4%
<b>White</b>										
<b>School</b>	<b>37.4%</b>	<b>25.3%</b>	<b>23.1%</b>	<b>14.3%</b>	<b>0.0%</b>	<b>56.2%</b>	<b>24.7%</b>	<b>14.6%</b>	<b>4.5%</b>	<b>0.0%</b>
District	36.0%	28.6%	22.8%	12.7%	0.0%	51.4%	27.4%	17.3%	3.9%	0.0%
State	14.8%	20.0%	29.7%	30.8%	4.7%	14.9%	24.7%	30.0%	27.6%	2.8%
<b>Black</b>										
<b>School</b>	<b>45.8%</b>	<b>33.3%</b>	<b>20.8%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>61.5%</b>	<b>30.8%</b>	<b>7.7%</b>	<b>0.0%</b>	<b>0.0%</b>
District	48.6%	29.7%	16.2%	5.4%	0.0%	67.5%	27.5%	5.0%	0.0%	0.0%
State	46.6%	26.8%	17.9%	8.2%	0.5%	57.0%	27.4%	11.2%	4.1%	0.2%
<b>Male</b>										
<b>School</b>	<b>43.0%</b>	<b>27.8%</b>	<b>25.3%</b>	<b>3.8%</b>	<b>0.0%</b>	<b>53.2%</b>	<b>32.5%</b>	<b>11.7%</b>	<b>2.6%</b>	<b>0.0%</b>
District	40.0%	28.7%	24.0%	7.3%	0.0%	48.0%	33.1%	14.2%	4.7%	0.0%
State	27.3%	23.4%	25.8%	21.2%	2.3%	26.2%	24.8%	24.0%	22.2%	2.8%
<b>Female</b>										
<b>School</b>	<b>36.5%</b>	<b>27.0%</b>	<b>20.3%</b>	<b>16.2%</b>	<b>0.0%</b>	<b>58.7%</b>	<b>24.0%</b>	<b>12.0%</b>	<b>5.3%</b>	<b>0.0%</b>
District	35.2%	28.9%	21.1%	14.8%	0.0%	56.9%	24.8%	15.3%	2.9%	0.0%
State	20.5%	20.7%	26.7%	27.2%	4.9%	26.1%	27.6%	24.9%	19.3%	2.0%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Hispanic</b>										
<b>School</b>	48.3%	27.6%	20.7%	3.4%	0.0%	60.7%	28.6%	7.1%	3.6%	0.0%
District	41.2%	31.4%	21.6%	5.9%	0.0%	52.9%	33.3%	11.8%	2.0%	0.0%
State	36.3%	26.5%	22.9%	13.2%	1.1%	40.3%	31.7%	18.9%	8.6%	0.5%
<b>Asian</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	9.9%	13.7%	25.6%	41.4%	9.4%	7.4%	14.2%	23.0%	43.4%	12.1%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	29.3%	19.2%	22.2%	23.2%	6.1%	24.7%	27.8%	33.0%	12.4%	2.1%
<b>American Indian</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	36.6%	21.6%	20.6%	19.1%	2.1%	37.5%	28.6%	16.7%	14.6%	2.6%
<b>Two or More Races</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	18.2%	27.3%	45.5%	9.1%	0.0%	27.3%	45.5%	9.1%	18.2%	0.0%
State	21.7%	21.5%	26.6%	25.6%	4.6%	25.0%	26.0%	24.2%	21.5%	3.3%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Students with Disabilities</b>										
<b>School</b>	61.7%	27.7%	8.5%	2.1%	0.0%	70.5%	20.5%	9.1%	0.0%	0.0%
District	62.3%	27.3%	9.1%	1.3%	0.0%	72.9%	20.0%	7.1%	0.0%	0.0%
State	48.7%	24.2%	16.5%	9.6%	0.9%	46.8%	25.9%	16.3%	10.1%	0.9%
<b>Students with IEPs</b>										
<b>School</b>	63.0%	28.3%	8.7%	0.0%	0.0%	72.1%	20.9%	7.0%	0.0%	0.0%
District	62.7%	28.0%	9.3%	0.0%	0.0%	75.0%	19.1%	5.9%	0.0%	0.0%
State	55.2%	24.0%	13.4%	6.8%	0.6%	52.3%	25.6%	13.9%	7.6%	0.6%
<b>Non-IEP</b>										
<b>School</b>	29.9%	27.1%	29.0%	14.0%	0.0%	49.5%	31.2%	13.8%	5.5%	0.0%
District	29.0%	29.0%	27.2%	14.7%	0.0%	45.2%	32.3%	17.5%	5.1%	0.0%
State	18.8%	21.8%	28.3%	27.0%	4.1%	21.9%	26.2%	26.2%	22.9%	2.7%
<b>English Learners</b>										
<b>School</b>	40.0%	40.0%	20.0%	0.0%	0.0%	78.6%	21.4%	0.0%	0.0%	0.0%
District	32.1%	39.3%	21.4%	7.1%	0.0%	60.7%	28.6%	10.7%	0.0%	0.0%
State	45.9%	28.5%	19.1%	6.4%	0.2%	45.5%	32.1%	16.3%	5.8%	0.2%
<b>Non-English Learners</b>										
<b>School</b>	39.9%	26.1%	23.2%	10.9%	0.0%	53.6%	29.0%	13.0%	4.3%	0.0%
District	38.3%	27.7%	22.7%	11.4%	0.0%	51.4%	29.2%	15.2%	4.3%	0.0%
State	20.0%	21.0%	27.5%	27.4%	4.2%	22.7%	25.1%	25.9%	23.5%	2.8%

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

# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>School</b>	42.2%	29.4%	23.5%	4.9%	0.0%	56.4%	32.7%	7.9%	3.0%	0.0%
District	41.1%	29.2%	23.2%	6.5%	0.0%	57.5%	29.1%	10.6%	2.8%	0.0%
State	38.1%	27.0%	22.3%	11.7%	0.8%	43.3%	30.7%	17.9%	7.6%	0.4%
<b>Non Low Income</b>										
<b>School</b>	35.3%	23.5%	21.6%	19.6%	0.0%	54.9%	19.6%	19.6%	5.9%	0.0%
District	31.8%	28.0%	21.5%	18.7%	0.0%	43.4%	29.2%	21.7%	5.7%	0.0%
State	12.9%	18.3%	29.3%	33.8%	5.7%	13.0%	22.6%	29.5%	30.9%	4.0%
<b>Homeless</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	50.0%	10.0%	10.0%	30.0%	0.0%	60.0%	20.0%	10.0%	10.0%	0.0%
State	47.5%	24.1%	18.9%	8.7%	0.7%	49.4%	30.6%	15.5%	4.5%	0.1%
<b>Migrant</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	66.7%	25.0%	8.3%	0.0%	0.0%	66.7%	16.7%	16.7%	0.0%	0.0%
<b>Youth In Care</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	45.1%	25.9%	18.4%	9.6%	1.0%	46.3%	32.2%	14.9%	6.5%	0.0%
<b>Military</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	22.6%	20.5%	27.8%	26.7%	2.4%	24.2%	27.3%	28.2%	18.6%	1.7%

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

## DLM

 Possible data impact due to COVID-19

### What is it?

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

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

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# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	71.0%	9.9%	18.4%	0.7%	75.0%	13.0%	8.2%	3.8%
<b>White</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.3%	10.0%	20.1%	0.6%	74.0%	13.5%	8.2%	4.2%
<b>Black</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.6%	8.8%	20.7%	0.9%	74.5%	10.6%	10.2%	4.6%
<b>Male</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.3%	10.2%	18.9%	0.7%	73.5%	12.8%	8.6%	5.0%
<b>Female</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	72.8%	9.3%	17.3%	0.6%	78.4%	13.3%	7.1%	1.2%

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# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	73.9%	11.6%	14.1%	0.4%	75.7%	13.0%	8.1%	3.2%
<b>Asian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.5%	7.8%	15.7%	0.0%	74.5%	21.6%	3.9%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>American Indian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	73.1%	7.7%	17.3%	1.9%	82.4%	9.8%	3.9%	3.9%

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# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.9%	10.0%	18.4%	0.7%	74.9%	13.3%	8.2%	3.7%
<b>Students with IEPs</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.9%	10.0%	18.4%	0.7%	74.9%	13.3%	8.2%	3.7%
<b>English Learners</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	75.4%	10.6%	14.0%	0.0%	77.6%	14.4%	5.7%	2.3%

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# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.7%	10.3%	19.1%	1.0%	74.0%	13.9%	8.0%	4.1%
<b>Homeless</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.2%	7.7%	23.1%	0.0%	75.0%	16.7%	8.3%	0.0%
<b>Migrant</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	10.0%	25.0%	5.0%	65.0%	15.0%	15.0%	5.0%
<b>Military</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.9%	15.4%	7.7%	0.0%	75.0%	8.3%	16.7%	0.0%

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# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.0%	16.5%	12.5%	1.0%	57.9%	10.2%	19.3%	12.7%
<b>White</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.8%	15.8%	13.4%	1.0%	58.9%	8.8%	19.8%	12.6%
<b>Black</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.2%	19.0%	11.4%	0.5%	55.0%	12.8%	21.8%	10.4%
<b>Male</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	67.4%	17.4%	13.9%	1.4%	55.8%	9.7%	19.6%	14.9%
<b>Female</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	75.4%	14.7%	9.5%	0.3%	62.1%	11.1%	18.7%	8.2%

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# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.4%	16.6%	12.5%	1.5%	57.4%	11.0%	17.6%	14.0%
<b>Asian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	78.8%	9.6%	11.5%	0.0%	65.4%	9.6%	11.5%	13.5%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
<b>American Indian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	20.0%	20.0%	0.0%	60.0%	0.0%	0.0%	40.0%
<b>Two or More Races</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	74.2%	16.1%	6.5%	3.2%	53.3%	10.0%	23.3%	13.3%

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

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.7%	16.8%	12.5%	1.1%	57.5%	10.2%	19.3%	13.0%
<b>Students with IEPs</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.7%	16.8%	12.5%	1.1%	57.5%	10.2%	19.3%	13.0%
<b>English Learners</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.2%	16.9%	12.1%	0.8%	58.5%	10.5%	18.5%	12.5%

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

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.1%	16.8%	12.2%	0.9%	56.4%	11.9%	20.1%	11.6%
<b>Homeless</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	83.3%	0.0%	16.7%	0.0%	50.0%	25.0%	8.3%	16.7%
<b>Migrant</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.2%	14.3%	9.5%	0.0%	57.1%	14.3%	19.0%	9.5%
<b>Military</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	57.1%	0.0%	28.6%	14.3%

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

## ISA

 Possible data impact due to COVID-19

### 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.

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

## Proficiency

 Possible data impact due to COVID-19

### 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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *
State	* *	* *	* *	* *	* *	* *	* *

### Mathematics - All Tests

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

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

## Proficiency (cont)

 Possible data impact due to COVID-19

### Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

### Science - All Tests

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

\* 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

 Data not available

### 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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	39.0%	38.8%	39.2%	38.6%	39.5%	42.1%	56.8%	*	20.7%	35.8%	39.7%
State	50.0%	47.8%	51.9%	51.3%	43.1%	48.1%	58.7%	51.4%	48.6%	49.1%	44.8%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*	*
District	39.9%	39.4%	38.7%	38.5%	*	31.5%	28.8%
State	43.8%	46.0%	46.2%	44.2%	48.5%	46.5%	48.2%

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

# Academic Progress

## Growth Percentile – IAR (cont)

 Data not available

### Mathematics

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	41.8%	43.1%	40.5%	41.4%	39.6%	46.1%	74.1%	*	43.4%	40.7%	43.9%
State	50.0%	50.0%	49.8%	52.5%	41.1%	46.4%	60.3%	50.2%	46.9%	49.2%	46.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*	*
District	44.2%	48.2%	41.5%	35.9%	*	36.2%	41.6%
State	45.5%	45.1%	45.1%	44.2%	44.2%	44.9%	50.6%

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

# Academic Progress

## Participation Rate

 Possible data impact due to COVID-19

### 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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>79.1%</b> *	<b>77.2%</b> *	<b>81.3%</b> *	<b>78.0%</b> *	<b>76.5%</b> *	<b>89.7%</b> *	* *	* *	<b>50.0%</b> *	<b>76.5%</b> *	<b>79.7%</b> *
District	<b>83.4%</b> *	<b>82.7%</b> *	<b>84.0%</b> *	<b>84.4%</b> *	<b>80.0%</b> *	<b>83.4%</b> *	<b>93.3%</b> *	<b>50.0%</b> *	<b>94.4%</b> *	<b>79.8%</b> *	<b>81.4%</b> *
State	<b>74.7%</b> *	<b>75.0%</b> *	<b>74.3%</b> *	<b>86.8%</b> *	<b>61.6%</b> *	<b>62.7%</b> *	<b>71.9%</b> *	<b>69.9%</b> *	<b>63.9%</b> *	<b>75.4%</b> *	<b>73.9%</b> *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>79.1%</b> *	<b>81.8%</b> *	<b>78.3%</b> *
District	<b>81.5%</b> *	<b>86.4%</b> *	<b>82.1%</b> *
State	<b>73.7%</b> *	<b>61.0%</b> *	<b>67.0%</b> *

### Mathematics - All Tests

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>78.7%</b> *	<b>76.0%</b> *	<b>81.8%</b> *	<b>77.0%</b> *	<b>79.0%</b> *	<b>87.9%</b> *	* *	* *	<b>50.0%</b> *	<b>76.5%</b> *	<b>76.5%</b> *
District	<b>82.9%</b> *	<b>82.0%</b> *	<b>83.8%</b> *	<b>83.2%</b> *	<b>81.0%</b> *	<b>83.4%</b> *	<b>93.3%</b> *	<b>50.0%</b> *	<b>94.4%</b> *	<b>82.1%</b> *	<b>80.5%</b> *
State	<b>74.0%</b> *	<b>74.2%</b> *	<b>73.6%</b> *	<b>86.2%</b> *	<b>60.4%</b> *	<b>61.9%</b> *	<b>71.4%</b> *	<b>68.8%</b> *	<b>63.3%</b> *	<b>74.7%</b> *	<b>73.1%</b> *

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

## Participation Rate (cont)

 Possible data impact due to COVID-19

### Mathematics - All Tests

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>75.9%</b> *	<b>78.8%</b> *	<b>78.0%</b> *
District	80.5% *	84.4% *	81.7% *
State	72.9% *	60.2% *	66.1% *

### Science - All Tests

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	* *	* *	‡ *	‡ *	‡ *
District	85.9% *	86.4% *	85.3% *	88.5% *	81.8% *	80.3% *	‡ *	‡ *	‡ *	76.8% *	80.8% *
State	84.2% *	84.7% *	83.8% *	90.2% *	80.2% *	74.6% *	81.6% *	83.1% *	77.5% *	82.7% *	83.5% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	‡ *	‡ *	‡ *
District	82.9% *	83.7% *	82.8% *
State	83.4% *	73.3% *	80.4% *

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

# Academic Progress

## Participation Rate (cont)

 Possible data impact due to COVID-19

### IAR ELA

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

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	*	*	*
State	*	*	*

### IAR Mathematics

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

\* 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)

 Possible data impact due to COVID-19

### IAR Mathematics

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
	*	*	*
District	*	*	*
	*	*	*
State	*	*	*
	*	*	*

### DLM ELA

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

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
	*	*	*
District	*	*	*
	*	*	*
State	*	*	*
	*	*	*

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

# Academic Progress

## Participation Rate (cont)

 Possible data impact due to COVID-19

### DLM Mathematics

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

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
	*	*	*
District	*	*	*
	*	*	*
State	*	*	*
	*	*	*

### DLM Science

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

\* 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)

 Possible data impact due to COVID-19

### DLM Science

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
	*	*	*
District	*	*	*
	*	*	*
State	*	*	*
	*	*	*

### ISA

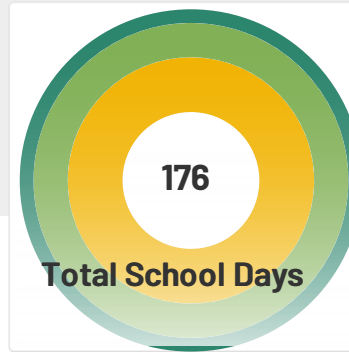
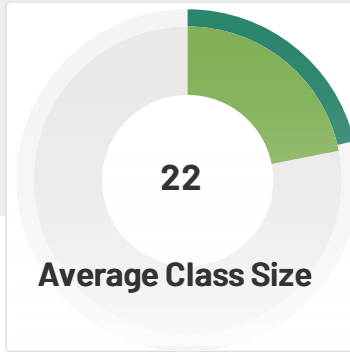
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
	*	*	*
District	*	*	*
	*	*	*
State	*	*	*
	*	*	*

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

## About the data

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



## Illinois Youth Survey

### What is it?

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

School did participate in Illinois Youth Survey

School	No

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

# School Environment

## School Level Finances

### What is it?

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

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
<b>School</b>	<b>442</b>	<b>\$2,446</b>	<b>\$9,302</b>	<b>\$11,748</b>	<b>\$23</b>	<b>\$591</b>	<b>\$614</b>	<b>\$2,469</b>	<b>\$9,893</b>	<b>\$12,362</b>	*	*
District	5,865	\$1,490	\$10,675	\$12,165	\$23	\$591	\$614	\$1,513	\$11,266	\$12,779	\$2,321,396	\$77,270,182

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

## Average Class Size

### What is it?

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

	Grade 3	Grade 4	Summary
School	*	*	*
District	*	*	21
State	20	21	20

## Total School Days

 Possible data impact due to COVID-19

### What is it?

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

	Total School Days
School	176
District	176
State	177

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

## Health and Wellness

 Possible data impact due to COVID-19

### What is it?

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

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

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

	Days PE per week
<b>School</b>	<b>1</b>
District	<b>3</b>
State	<b>3</b>

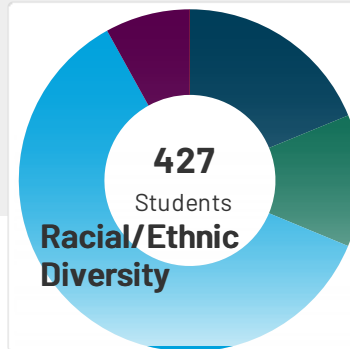
\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

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.

**427**

**Student Enrollment**



**30.5%**

**Chronic Absenteeism**

## Student Enrollment

### What is it?

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

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

### By Subgroups

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>100.0%</b> <b>427</b>	<b>52.0%</b> <b>222</b>	<b>48.0%</b> <b>205</b>	<b>60.4%</b> <b>258</b>	<b>18.7%</b> <b>80</b>	<b>12.4%</b> <b>53</b>	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	<b>8.0%</b> <b>34</b>	<b>25.3%</b> <b>108</b>
District	100.0% 5,657	52.2% 2,951	47.8% 2,706	64.2% 3,629	16.1% 913	12.6% 713	0.6% 33	0.0% *	0.5% 31	5.9% 332	21.3% 1,203
State	100.0% 1,887,316	51.3% 969,086	48.7% 918,230	46.7% 880,891	16.6% 312,609	27.0% 510,387	5.4% 102,407	0.1% 1,942	0.2% 4,650	3.9% 74,430	18.3% 345,533

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>24.6%</b> <b>105</b>	<b>7.7%</b> <b>33</b>	<b>70.7%</b> <b>302</b>	<b>5.4%</b> <b>23</b>	<b>0.0%</b> <b>*</b>	<b>2.3%</b> <b>10</b>	<b>0.0%</b> <b>*</b>
District	20.1% 1,137	5.0% 281	59.1% 3,341	4.2% 236	0.0% *	2.1% 116	0.3% 17
State	14.9% 281,241	12.9% 243,308	48.1% 908,417	1.7% 32,284	0.0% 326	0.7% 13,062	0.7% 12,743

### By Grades

	Grade 3	Grade 4
<b>School</b>	<b>216</b>	<b>208</b>
District	420	385
State	130,321	134,540

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

## Advanced Academic Programs

### What is it?

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

Students who are Identified as Accelerated: The percentage of students who are Identified as Accelerated. Assessing a student for placement in an Advanced Academic Program may include assessment of a student as accelerated, either whole grade or in a combination of one or more subjects.

Students who are Identified as Accelerated by Demographics: The percentage of students who Are Identified as Accelerated, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Advanced Placement (AP) Testing (College Board) Exams: This shows the cumulative total number of AP exams taken and the cumulative total number of AP exams receiving a score of 3.0 or more. Upon completion of an AP course, students may choose to take the corresponding AP Exam. Illinois state law PA 99-0358 provides that a student who takes a College Board Advanced Placement examination and receives a score of 3 or higher on the examination is entitled to receive postsecondary level course credit at an Illinois public institution of higher education.

Students Enrolled in Advanced Academic Coursework: Advanced Academic Coursework includes courses in a variety of categories, all of which may or may not be offered within an individual school or district: Advanced Placement Coursework, IB Coursework, Enriched of Honors Coursework, and Dual-Credit Coursework.

Students Enrolled in Advanced Academic Coursework – Grade and Demographics: The percentage of students who are enrolled in Advanced Placement Coursework, allowing the totals to be broken down by type of coursework, grade level, and/or other demographic and programmatic factors.

Students Assessed for Giftedness by Demographics: The number and percentage of students at this location who have been assessed for giftedness, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Students Assessed for Giftedness Taught by a Gifted Endorsed Teacher – Grade and Demographics: The number and percentage of students at this location who have been assessed for giftedness and were taught by a Gifted Endorsed Teacher, allowing the totals to be broken down by subject, grade level, and/or other demographic and programmatic factors.

Students Identified as Gifted by Demographics: The number and percentage of students at this location who have been identified as gifted in accordance with the district’s gifted assessment and academic policy, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Students Identified as Gifted Taught by a Gifted Endorsed Teacher – Grade and Demographics: The number and percentage of students at this location who have been identified as gifted in accordance with the district’s gifted assessment and academic policy and were taught by a Gifted Endorsed Teacher, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
* in State	* non-reported data.	† indicates suppressed data due to privacy concerns.	†	†	†	†	†	†	†	†	†

## Advanced Academic Programs (cont)

 Possible data impact due to COVID-19

### Students who are Identified as Accelerated - By Demographics

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
State	<b>8.0%</b> 156,197	<b>7.5%</b> 74,801	<b>8.6%</b> 81,388	<b>7.7%</b> 69,509	<b>5.4%</b> 17,793	<b>7.8%</b> 41,113	<b>20.3%</b> 21,376	<b>13.0%</b> 256	<b>7.7%</b> 385	<b>7.4%</b> 5,765	<b>4.3%</b> 15,015

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>1.9%</b> 5,501	<b>2.3%</b> 5,720	<b>5.5%</b> 50,536	<b>2.2%</b> 512	<b>1.0%</b> 139

### Students who are Identified as Accelerated - ELA - By Demographics

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.5%</b> 9,062	<b>0.3%</b> 3,144	<b>0.6%</b> 5,918	<b>0.6%</b> 5,606	<b>0.2%</b> 634	<b>0.3%</b> 1,776	<b>0.6%</b> 627	<b>0.2%</b> 3	<b>0.5%</b> 26	<b>0.5%</b> 390	<b>0.2%</b> 842

\* 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)

 Possible data impact due to COVID-19

### Students who are Identified as Accelerated - ELA - By Demographics

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>0.1%</b> 247	<b>0.1%</b> 130	<b>0.2%</b> 2,196	<b>0.1%</b> 32	<b>0.0%</b> 7

### Students who are Identified as Accelerated - Math - By Demographics

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
State	<b>1.2%</b> 24,290	<b>1.4%</b> 14,444	<b>1.0%</b> 9,845	<b>1.5%</b> 13,688	<b>0.2%</b> 739	<b>0.8%</b> 4,135	<b>4.4%</b> 4,620	<b>1.2%</b> 23	<b>1.6%</b> 79	<b>1.3%</b> 1,006	<b>0.6%</b> 1,937

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>0.3%</b> 773	<b>0.3%</b> 846	<b>0.5%</b> 4,371	<b>0.2%</b> 57	<b>0.1%</b> 12

\* 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)

 Possible data impact due to COVID-19

### Students who are Identified as Accelerated - Multiple Subjects - By Demographics

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
State	<b>5.2%</b> 100,406	<b>4.6%</b> 46,281	<b>5.7%</b> 54,120	<b>4.6%</b> 41,443	<b>3.9%</b> 12,686	<b>5.3%</b> 27,815	<b>13.7%</b> 14,366	<b>10.5%</b> 207	<b>4.4%</b> 219	<b>4.7%</b> 3,670	<b>2.7%</b> 9,334

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>1.1%</b> 3,069	<b>1.0%</b> 2,626	<b>3.8%</b> 34,624	<b>1.1%</b> 250	<b>0.6%</b> 90

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.2%</b> 4,782	<b>0.2%</b> 2,132	<b>0.3%</b> 2,650	<b>0.1%</b> 929	<b>0.6%</b> 1,891	<b>0.2%</b> 1,279	<b>0.5%</b> 497	<b>0.4%</b> 8	<b>0.3%</b> 17	<b>0.2%</b> 161	<b>0.1%</b> 473

\* 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)

 Possible data impact due to COVID-19

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>0.1%</b> 253	<b>0.3%</b> 810	<b>0.3%</b> 2,705	<b>0.0%</b> 0	<b>0.1%</b> 14

### Students Enrolled in Advanced Placement Coursework - By Demographics

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	<b>6.5%</b> 127	<b>6.9%</b> 71	<b>6.1%</b> 56	<b>6.7%</b> 85	<b>5.0%</b> 16	<b>7.8%</b> 17	*	*	*	*	*
State	<b>23.6%</b> 145,272	<b>20.2%</b> 63,878	<b>27.2%</b> 81,389	<b>24.5%</b> 71,845	<b>13.0%</b> 12,944	<b>22.6%</b> 37,832	<b>53.1%</b> 17,209	<b>31.9%</b> 203	<b>19.9%</b> 291	<b>23.9%</b> 4,948	<b>8.8%</b> 10,245

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	<b>6.3%</b> 68	*	*
State	<b>2.7%</b> 2,349	<b>7.0%</b> 2,911	<b>16.0%</b> 42,899	*	*

\* 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)

 Possible data impact due to COVID-19

### Students Enrolled in IB Coursework - By Demographics

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
State	<b>1.0%</b> 6,121	<b>0.8%</b> 2,379	<b>1.3%</b> 3,742	<b>0.3%</b> 824	<b>1.9%</b> 1,842	<b>1.7%</b> 2,922	<b>1.2%</b> 396	<b>0.8%</b> 5	<b>1.6%</b> 23	<b>0.5%</b> 109	<b>0.5%</b> 543

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>0.2%</b> 163	<b>0.5%</b> 195	<b>1.6%</b> 4,311	*	*

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	<b>32.1%</b> 1,942	<b>31.2%</b> 998	<b>33.1%</b> 944	<b>34.0%</b> 1,299	<b>28.2%</b> 287	<b>29.6%</b> 227	<b>51.6%</b> 16	*	<b>36.4%</b> 12	<b>26.3%</b> 98	<b>24.6%</b> 327
State	<b>20.1%</b> 390,785	<b>18.3%</b> 183,736	<b>21.9%</b> 207,040	<b>22.4%</b> 202,744	<b>13.3%</b> 43,538	<b>17.6%</b> 92,777	<b>34.4%</b> 36,095	<b>23.3%</b> 461	<b>16.4%</b> 815	<b>18.4%</b> 14,355	<b>10.7%</b> 37,437

\* 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)

 Possible data impact due to COVID-19

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	23.0% 290	17.3% 50	29.9% 1,040	22.6% 61	16.4% 22
State	5.9% 16,764	5.0% 12,638	13.4% 122,600	9.6% 2,248	4.0% 575

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	22.5% 436	23.6% 242	21.2% 194	26.1% 330	10.6% 34	22.5% 49	*	*	*	15.4% 16	8.6% 34
State	12.9% 79,372	12.2% 38,630	13.6% 40,740	15.5% 45,567	9.2% 9,109	10.2% 17,161	14.8% 4,805	12.6% 80	10.3% 151	12.1% 2,499	7.7% 9,010

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	7.3% 26	*	15.4% 167	*	*
State	5.8% 5,133	6.1% 2,557	9.7% 25,969	*	*

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

 Possible data impact due to COVID-19

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
State	<b>9.7%</b> 188,673	<b>9.6%</b> 96,413	<b>9.8%</b> 92,259	<b>10.5%</b> 95,102	<b>6.1%</b> 19,993	<b>7.5%</b> 39,207	<b>23.1%</b> 24,303	<b>13.1%</b> 258	<b>10.7%</b> 533	<b>11.9%</b> 9,277	*

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>7.2%</b> 20,532	<b>7.0%</b> 17,655	<b>6.5%</b> 59,670	*	*

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
State	<b>1.3%</b> 24,668	<b>1.3%</b> 12,576	<b>1.3%</b> 12,092	<b>1.5%</b> 13,267	<b>0.5%</b> 1,720	<b>0.8%</b> 3,955	<b>4.2%</b> 4,367	<b>2.0%</b> 40	<b>1.6%</b> 79	<b>1.6%</b> 1,240	*

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

(cont)

 Possible data impact due to COVID-19

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	<b>0.6%</b> 1,594	<b>0.5%</b> 1,238	<b>0.5%</b> 4,817	*	*
				*	*

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	<b>3.4%</b> 65,476	<b>3.4%</b> 33,874	<b>3.3%</b> 31,601	<b>3.4%</b> 30,346	<b>2.0%</b> 6,537	<b>2.2%</b> 11,680	<b>12.7%</b> 13,394	<b>6.7%</b> 133	<b>3.2%</b> 158	<b>4.1%</b> 3,228	*
											*

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	<b>0.7%</b> 2,067	<b>0.5%</b> 1,224	<b>1.8%</b> 16,100	*	*
				*	*

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

(cont)

 Possible data impact due to COVID-19

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.7%</b> 13,016	<b>0.7%</b> 6,723	<b>0.7%</b> 6,293	<b>0.7%</b> 6,289	<b>0.3%</b> 1,123	<b>0.3%</b> 1,672	<b>3.0%</b> 3,122	<b>1.3%</b> 25	<b>0.9%</b> 44	<b>1.0%</b> 741	* *

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>0.1%</b> 383	<b>0.1%</b> 156	<b>0.2%</b> 2,156	* *	* *

\* 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	EL Exit Student Rate	More than 7 years as an EL
<b>School</b>	*	<b>100.0%</b> 27	<b>7.4%</b> *	<b>*</b> *
District	*	<b>100.0%</b> 240	<b>4.2%</b> *	<b>*</b> 47
State	<b>145,265</b>	<b>99.8%</b> 139,811	<b>6.5%</b> *	<b>26.8%</b> 38,907

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

## Student Attendance

 Possible data impact due to COVID-19

### 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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>90.6%</b>	<b>89.5%</b>	<b>91.8%</b>	<b>90.8%</b>	<b>88.5%</b>	<b>94.5%</b>	<b>*</b>	<b>*</b>	<b>76.9%</b>	<b>88.4%</b>	<b>86.6%</b>
District	86.3%	85.1%	87.6%	87.1%	83.5%	86.2%	94.7%	87.6%	84.2%	85.0%	82.9%
State	92.5%	92.1%	92.9%	94.7%	86.7%	91.4%	96.5%	93.6%	90.8%	92.0%	90.2%

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>86.2%</b>	<b>93.4%</b>	<b>89.0%</b>
District	82.8%	88.0%	84.6%
State	89.6%	91.9%	89.4%

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

## Student Mobility Rate

 Possible data impact due to COVID-19

### 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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>9.7%</b>	<b>10.0%</b>	<b>9.3%</b>	<b>8.7%</b>	<b>11.0%</b>	<b>12.1%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>10.5%</b>	<b>8.0%</b>
District	9.0%	9.3%	8.7%	7.5%	14.2%	8.8%	3.7%	*	18.2%	9.9%	8.9%
State	6.1%	6.4%	5.8%	5.3%	9.5%	5.4%	4.4%	7.2%	7.8%	8.0%	5.5%

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>8.3%</b>	<b>11.8%</b>	<b>9.6%</b>
District	9.0%	7.0%	8.6%
State	6.0%	6.2%	7.7%

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

## Chronic Absenteeism Rate

 Possible data impact due to COVID-19

### 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.

### Chronic Absenteeism

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>30.5%</b>	<b>32.6%</b>	<b>28.0%</b>	<b>28.4%</b>	<b>40.0%</b>	<b>14.8%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>48.6%</b>	<b>44.3%</b>
District	39.9%	43.2%	36.3%	37.5%	49.2%	37.7%	13.8%	*	48.4%	45.1%	48.1%
State	21.1%	22.3%	19.9%	13.9%	39.0%	24.7%	8.1%	18.8%	26.7%	23.8%	28.0%

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>45.4%</b>	<b>19.4%</b>	<b>35.9%</b>
District	48.4%	29.9%	43.5%
State	30.0%	23.8%	31.7%

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

## Dropout Rate

 Possible data impact due to COVID-19

### 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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*
District	4.7%	5.6%	3.7%	3.3%	7.6%	8.3%	0.0%	*	0.0%	7.6%	5.6%
State	2.5%	3.0%	2.0%	2.1%	4.0%	2.6%	0.8%	2.0%	4.7%	3.3%	2.5%

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	5.6%	9.4%	6.1%
State	2.9%	4.1%	3.8%

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

## Chronic Truancy Rate

 Possible data impact due to COVID-19

### 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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>41.5%</b>	<b>43.8%</b>	<b>39.0%</b>	<b>38.0%</b>	<b>54.8%</b>	<b>29.5%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>56.8%</b>	<b>53.3%</b>
District	50.6%	53.1%	47.8%	48.1%	58.3%	51.0%	*	*	61.3%	55.8%	54.0%
State	22.8%	24.0%	21.4%	11.4%	47.0%	30.2%	7.4%	20.9%	29.2%	23.9%	28.0%

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>54.6%</b>	<b>38.9%</b>	<b>48.1%</b>
District	54.0%	46.4%	53.9%
State	30.0%	28.8%	36.0%

\* 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

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

\*Federal waivers issued in 2020 and 2021 impacted accountability. For more information, see [www.isbe.net/summative](http://www.isbe.net/summative).

### Annual Summative Designation Not Calculated

The requirement to issue a summative designation was [waived](#) for school year 2020-2021 so that data can be used to provide information to support reengagement and restoration.

**\$30,000** received to support the achievement of **IEP** students

### School Improvement Funds

### Schoolwide Title I Program

### Title I Status

## Title I Status

### What is it?

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

Title I Status	
School	Schoolwide Title I Program

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

## School Improvement Funds

### What is it?

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

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

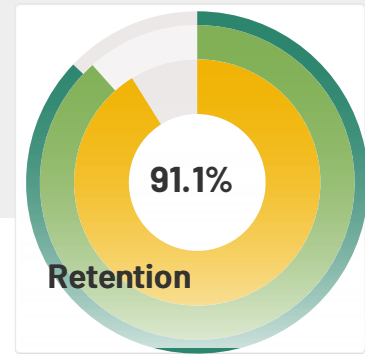
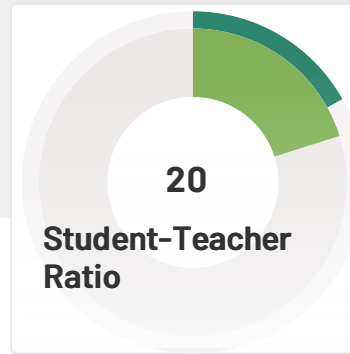
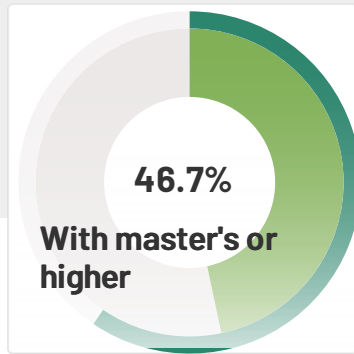
### Schools Who Receive Title I School Improvement - 1003(a) Funds

School	School Year First Identified in Improvement Status	Level of Support	School Improvement Grant Allocation by School	Reason for Improvement Status & Grant Allocation	School Improvement Status
	2018	Targeted	\$30,000	IEP	*

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

## About the data

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



## Teacher Information

Possible data impact due to COVID-19

### What is it?

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

	All Schools	All Schools	All Schools	Attendance Rate	Evaluation Rate
School	*	*	*	*	*
District	17	51.8%	46.7%	85.5%	100.0%
State	*	39.8%	59.5%	85.7%	98.8%

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

## Student-To-Teacher Ratios

### What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	20	25
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	\$68,242
State	\$70,653

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

## Retention

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	*	*	*	*	*	*	*	*	*
	Male	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*
District	All	*	*	*	*	*	*	*	*	*
	Male	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*
State	All	*	*	*	*	*	*	*	*	*
	Male	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*

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

## 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. This displays the race and gender distribution by FTE for teachers in (this school/this district/the state). The table shows distribution by FTE, of *full-time equivalent*. FTE counts take into consideration employees who are employed less than full time, adding together the representative percentages of their level of employment (so 2 half time/.5 employees = 1FTE). Information is gathered about the race/ethnicity of school and district teachers. The percentage of male and female teachers is also compiled.

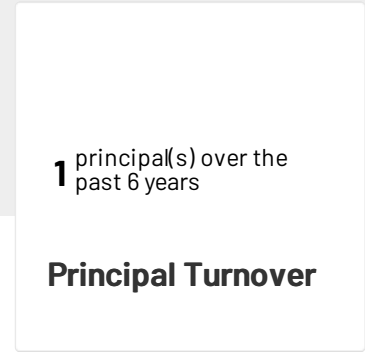
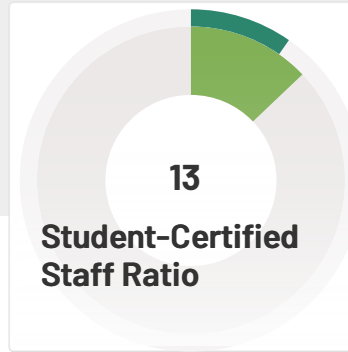
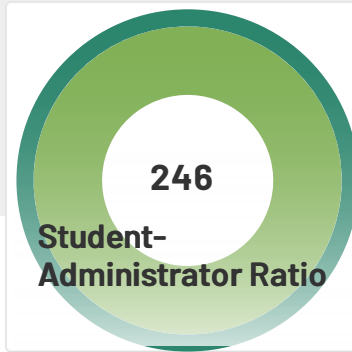
		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	100.0% 28	100.0% 28	* *	* *	* *	* *	* *	* *	* *
	Male	14.3% 4	14.3% 4	* *	* *	* *	* *	* *	* *	* *
	Female	85.7% 24	85.7% 24	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 332	98.8% 328	0.9% 3	* *	0.3% 1	* *	* *	* *	* *
	Male	22.9% 76	22.6% 74	66.7% 2	* *	* *	* *	* *	* *	* *
	Female	77.1% 256	77.4% 254	33.3% 1	* *	100.0% 1	* *	* *	* *	* *
State	All	100.0% 132354.5	82.0% 108491.7	6.0% 7993.1	7.9% 10482.3	1.7% 2309.5	0.1% 83.7	0.2% 240.2	0.8% 1059	1.3% 1695
	Male	23.1% 30617.9	23.4% 25426.5	20.5% 1641.5	22.5% 2355	22.2% 512.8	29.8% 24.9	24.1% 58	24.4% 258.6	20.1% 340.5
	Female	76.9% 101736.7	76.6% 83065.2	79.5% 6351.6	77.5% 8127.3	77.8% 1796.7	70.2% 58.8	75.9% 182.3	75.6% 800.4	79.9% 1354.5

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

# Administrators & Support Personnel

## 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	13	246
State	10	157

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

# Administrators & Support Personnel

## Principal Turnover

### What is it?

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

Principal(s) over the past 6 years	
<b>School</b>	<b>1</b>
District	1
State	2

## Average Administrator Salary

### What is it?

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

Average Administrator Salary	
District	<b>\$113,427</b>
State	<b>\$114,141</b>

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

## About the data

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

## Student Environment

### What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
<b>School</b>	<b>1.9%</b>	<b>8.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>29.9%</b>
District	13.1%	7.1%	0.0%	0.0%	0.0%	36.7%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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

# Civil Rights Data Collection

(2017-18)

## Student Environment (cont)

School	Number of Schools with Incidents of Violence		
	Incidents of Violence	Firearm	Homicide
School	18.1%	0	0
District	13.9%	0	0
State	2.2%	153	5

## Academic Environment

### What is it?

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

School	Advanced Placement Course Work			
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
School	0.0% 0	0.0% 0	0.0% 0	0.0% 0
District	3.7% 222	2.0% 119	0.0% 0	5.3% 324
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

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