

Millburn Elem School (PK - 5)

MILLBURN CCSD 24



2020 - 2021

Principal

Mr. Bennett Walshire
bwalshire@millburn24.net

Address

18550 W Millburn Rd
Old Mill Creek IL 60083
(847) 356-8331

District Superintendent

Dr. Jason Lind

<http://www.millburn24.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.

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 : \$11,638

Average Class Size : *

Chronic Absenteeism : 2.4% **Teacher Retention :** 84.1%

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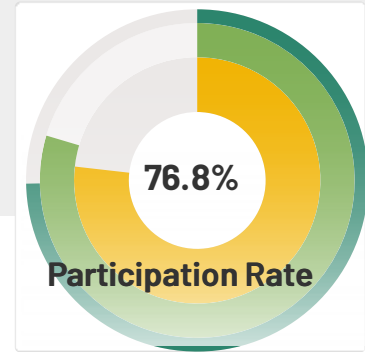
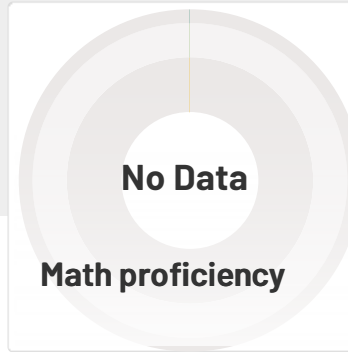
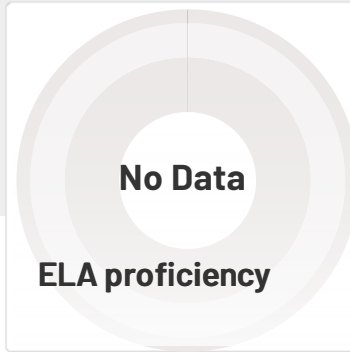
48 | School Environment

52 | Students

Date: 01/16/23 16:43:26 -06:00

About the data

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



IAR

 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.

* 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
All										
School	10.0%	21.1%	36.7%	30.0%	2.2%	2.2%	22.5%	33.7%	30.3%	11.2%
District	10.0%	21.1%	36.7%	30.0%	2.2%	2.2%	22.5%	33.7%	30.3%	11.2%
State	29.7%	21.1%	21.2%	26.1%	1.9%	23.5%	23.3%	22.6%	24.6%	6.0%
White										
School	9.1%	24.2%	33.3%	31.8%	1.5%	0.0%	21.5%	33.8%	30.8%	13.8%
District	9.1%	24.2%	33.3%	31.8%	1.5%	0.0%	21.5%	33.8%	30.8%	13.8%
State	19.6%	20.7%	24.2%	33.1%	2.5%	12.4%	20.5%	26.8%	32.8%	7.5%
Black										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	53.6%	22.0%	14.1%	10.0%	0.2%	52.9%	26.8%	13.2%	6.4%	0.7%
Male										
School	13.3%	20.0%	35.6%	28.9%	2.2%	4.4%	22.2%	26.7%	33.3%	13.3%
District	13.3%	20.0%	35.6%	28.9%	2.2%	4.4%	22.2%	26.7%	33.3%	13.3%
State	33.3%	22.0%	20.8%	22.7%	1.2%	22.9%	22.2%	22.3%	25.8%	6.8%
Female										
School	6.7%	22.2%	37.8%	31.1%	2.2%	0.0%	22.7%	40.9%	27.3%	9.1%
District	6.7%	22.2%	37.8%	31.1%	2.2%	0.0%	22.7%	40.9%	27.3%	9.1%
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
Hispanic										
School	8.3%	16.7%	50.0%	25.0%	0.0%	8.3%	16.7%	41.7%	33.3%	0.0%
District	8.3%	16.7%	50.0%	25.0%	0.0%	8.3%	16.7%	41.7%	33.3%	0.0%
State	44.5%	22.9%	17.6%	14.4%	0.6%	37.1%	30.3%	18.9%	12.2%	1.6%
Asian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	11.5%	14.7%	23.6%	45.2%	5.0%	6.8%	12.5%	19.7%	38.7%	22.2%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	21.4%	20.4%	26.2%	31.1%	1.0%	18.8%	25.7%	21.8%	30.7%	3.0%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	38.3%	20.1%	19.2%	20.6%	1.9%	31.8%	23.8%	20.6%	18.2%	5.6%
Two or More Races										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
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
Students with Disabilities										
School	13.3%	26.7%	26.7%	33.3%	0.0%	7.1%	14.3%	42.9%	21.4%	14.3%
District	13.3%	26.7%	26.7%	33.3%	0.0%	7.1%	14.3%	42.9%	21.4%	14.3%
State	53.9%	21.1%	13.5%	10.9%	0.5%	41.5%	25.5%	17.4%	13.1%	2.5%
Students with IEPs										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	58.7%	20.7%	11.8%	8.4%	0.4%	45.2%	25.8%	16.3%	11.0%	1.8%
Non-IEP										
School	9.9%	19.8%	38.3%	29.6%	2.5%	1.2%	23.5%	32.1%	30.9%	12.3%
District	9.9%	19.8%	38.3%	29.6%	2.5%	1.2%	23.5%	32.1%	30.9%	12.3%
State	24.9%	21.1%	22.8%	29.1%	2.1%	19.9%	22.9%	23.6%	26.8%	6.7%
English Learners										
School	33.3%	16.7%	33.3%	16.7%	0.0%	0.0%	33.3%	41.7%	25.0%	0.0%
District	33.3%	16.7%	33.3%	16.7%	0.0%	0.0%	33.3%	41.7%	25.0%	0.0%
State	52.0%	23.4%	15.4%	8.9%	0.3%	40.4%	29.7%	18.1%	10.7%	1.0%
Non-English Learners										
School	6.4%	21.8%	37.2%	32.1%	2.6%	2.6%	20.8%	32.5%	31.2%	13.0%
District	6.4%	21.8%	37.2%	32.1%	2.6%	2.6%	20.8%	32.5%	31.2%	13.0%
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
Low Income										
School	26.7%	33.3%	20.0%	20.0%	0.0%	6.7%	46.7%	33.3%	0.0%	13.3%
District	26.7%	33.3%	20.0%	20.0%	0.0%	6.7%	46.7%	33.3%	0.0%	13.3%
State	46.2%	23.6%	17.0%	12.8%	0.5%	39.6%	29.1%	18.9%	11.2%	1.1%
Non Low Income										
School	6.7%	18.7%	40.0%	32.0%	2.7%	1.4%	17.6%	33.8%	36.5%	10.8%
District	6.7%	18.7%	40.0%	32.0%	2.7%	1.4%	17.6%	33.8%	36.5%	10.8%
State	16.7%	19.1%	24.6%	36.6%	3.0%	10.9%	18.7%	25.5%	35.0%	9.8%
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	54.1%	23.0%	13.4%	9.3%	0.2%	46.4%	28.5%	17.5%	7.1%	0.6%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	51.5%	24.5%	15.6%	8.5%	0.0%	42.7%	27.5%	20.9%	8.4%	0.4%
Military										
School	*	*	*	*	*	*	*	*	*	*
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
All										
School	12.6%	20.7%	24.1%	39.1%	3.4%	5.7%	21.8%	31.0%	40.2%	1.1%
District	12.6%	20.7%	24.1%	39.1%	3.4%	5.7%	21.8%	31.0%	40.2%	1.1%
State	23.9%	22.1%	26.2%	24.2%	3.6%	26.2%	26.2%	24.4%	20.8%	2.4%
White										
School	10.8%	16.9%	26.2%	43.1%	3.1%	3.1%	23.1%	29.2%	43.1%	1.5%
District	10.8%	16.9%	26.2%	43.1%	3.1%	3.1%	23.1%	29.2%	43.1%	1.5%
State	14.8%	20.0%	29.7%	30.8%	4.7%	14.9%	24.7%	30.0%	27.6%	2.8%
Black										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	46.6%	26.8%	17.9%	8.2%	0.5%	57.0%	27.4%	11.2%	4.1%	0.2%
Male										
School	10.5%	26.3%	34.2%	23.7%	5.3%	2.6%	23.7%	34.2%	36.8%	2.6%
District	10.5%	26.3%	34.2%	23.7%	5.3%	2.6%	23.7%	34.2%	36.8%	2.6%
State	27.3%	23.4%	25.8%	21.2%	2.3%	26.2%	24.8%	24.0%	22.2%	2.8%
Female										
School	14.3%	16.3%	16.3%	51.0%	2.0%	8.2%	20.4%	28.6%	42.9%	0.0%
District	14.3%	16.3%	16.3%	51.0%	2.0%	8.2%	20.4%	28.6%	42.9%	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
Hispanic										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	36.3%	26.5%	22.9%	13.2%	1.1%	40.3%	31.7%	18.9%	8.6%	0.5%
Asian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	9.9%	13.7%	25.6%	41.4%	9.4%	7.4%	14.2%	23.0%	43.4%	12.1%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	29.3%	19.2%	22.2%	23.2%	6.1%	24.7%	27.8%	33.0%	12.4%	2.1%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	36.6%	21.6%	20.6%	19.1%	2.1%	37.5%	28.6%	16.7%	14.6%	2.6%
Two or More Races										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
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
Students with Disabilities										
School	15.8%	36.8%	26.3%	21.1%	0.0%	5.3%	47.4%	15.8%	31.6%	0.0%
District	15.8%	36.8%	26.3%	21.1%	0.0%	5.3%	47.4%	15.8%	31.6%	0.0%
State	48.7%	24.2%	16.5%	9.6%	0.9%	46.8%	25.9%	16.3%	10.1%	0.9%
Students with IEPs										
School	18.2%	36.4%	27.3%	18.2%	0.0%	9.1%	63.6%	0.0%	27.3%	0.0%
District	18.2%	36.4%	27.3%	18.2%	0.0%	9.1%	63.6%	0.0%	27.3%	0.0%
State	55.2%	24.0%	13.4%	6.8%	0.6%	52.3%	25.6%	13.9%	7.6%	0.6%
Non-IEP										
School	11.8%	18.4%	23.7%	42.1%	3.9%	5.3%	15.8%	35.5%	42.1%	1.3%
District	11.8%	18.4%	23.7%	42.1%	3.9%	5.3%	15.8%	35.5%	42.1%	1.3%
State	18.8%	21.8%	28.3%	27.0%	4.1%	21.9%	26.2%	26.2%	22.9%	2.7%
English Learners										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	45.9%	28.5%	19.1%	6.4%	0.2%	45.5%	32.1%	16.3%	5.8%	0.2%
Non-English Learners										
School	11.5%	19.2%	24.4%	42.3%	2.6%	6.4%	20.5%	30.8%	41.0%	1.3%
District	11.5%	19.2%	24.4%	42.3%	2.6%	6.4%	20.5%	30.8%	41.0%	1.3%
State	20.0%	21.0%	27.5%	27.4%	4.2%	22.7%	25.1%	25.9%	23.5%	2.8%

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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
Low Income										
School	9.1%	36.4%	27.3%	27.3%	0.0%	0.0%	45.5%	36.4%	18.2%	0.0%
District	9.1%	36.4%	27.3%	27.3%	0.0%	0.0%	45.5%	36.4%	18.2%	0.0%
State	38.1%	27.0%	22.3%	11.7%	0.8%	43.3%	30.7%	17.9%	7.6%	0.4%
Non Low Income										
School	13.2%	18.4%	23.7%	40.8%	3.9%	6.6%	18.4%	30.3%	43.4%	1.3%
District	13.2%	18.4%	23.7%	40.8%	3.9%	6.6%	18.4%	30.3%	43.4%	1.3%
State	12.9%	18.3%	29.3%	33.8%	5.7%	13.0%	22.6%	29.5%	30.9%	4.0%
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	47.5%	24.1%	18.9%	8.7%	0.7%	49.4%	30.6%	15.5%	4.5%	0.1%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	45.1%	25.9%	18.4%	9.6%	1.0%	46.3%	32.2%	14.9%	6.5%	0.0%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	22.6%	20.5%	27.8%	26.7%	2.4%	24.2%	27.3%	28.2%	18.6%	1.7%

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Academic Progress

IAR (cont)

 Possible data impact due to COVID-19

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	10.3%	17.5%	30.9%	37.1%	4.1%	10.5%	21.1%	22.1%	34.7%	11.6%
District	10.3%	17.5%	30.9%	37.1%	4.1%	10.5%	21.1%	22.1%	34.7%	11.6%
State	19.6%	24.8%	26.7%	27.0%	2.0%	23.9%	30.7%	21.7%	20.1%	3.6%
White										
School	5.6%	20.8%	33.3%	34.7%	5.6%	8.5%	19.7%	23.9%	36.6%	11.3%
District	5.6%	20.8%	33.3%	34.7%	5.6%	8.5%	19.7%	23.9%	36.6%	11.3%
State	12.5%	22.0%	29.5%	33.5%	2.5%	14.7%	28.4%	26.4%	26.4%	4.1%
Black										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	38.6%	31.6%	19.8%	9.6%	0.3%	49.9%	35.5%	10.3%	4.0%	0.3%
Male										
School	17.0%	21.3%	27.7%	31.9%	2.1%	16.7%	14.6%	25.0%	31.3%	12.5%
District	17.0%	21.3%	27.7%	31.9%	2.1%	16.7%	14.6%	25.0%	31.3%	12.5%
State	22.8%	26.9%	26.6%	22.6%	1.1%	24.9%	28.8%	20.9%	21.5%	3.9%
Female										
School	4.0%	14.0%	34.0%	42.0%	6.0%	4.3%	27.7%	19.1%	38.3%	10.6%
District	4.0%	14.0%	34.0%	42.0%	6.0%	4.3%	27.7%	19.1%	38.3%	10.6%
State	16.2%	22.5%	26.8%	31.7%	2.9%	22.7%	32.8%	22.6%	18.7%	3.1%

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

Academic Progress

IAR (cont)

 Possible data impact due to COVID-19

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	28.5%	30.0%	24.6%	16.3%	0.6%	34.5%	37.1%	17.5%	9.9%	0.9%
Asian										
School	10.0%	0.0%	20.0%	70.0%	0.0%	*	*	*	*	*
District	10.0%	0.0%	20.0%	70.0%	0.0%	*	*	*	*	*
State	7.0%	13.4%	24.4%	49.1%	6.1%	7.0%	16.1%	20.3%	39.4%	17.3%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	16.7%	27.1%	24.0%	31.3%	1.0%	26.3%	27.4%	18.9%	24.2%	3.2%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	29.6%	22.3%	26.3%	20.1%	1.7%	29.5%	35.2%	18.2%	14.8%	2.3%
Two or More Races										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	18.1%	25.2%	26.3%	28.2%	2.2%	24.6%	29.4%	21.4%	20.3%	4.3%

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IAR (cont)

 Possible data impact due to COVID-19

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	22.2%	27.8%	27.8%	22.2%	0.0%	31.6%	26.3%	21.1%	15.8%	5.3%
District	22.2%	27.8%	27.8%	22.2%	0.0%	31.6%	26.3%	21.1%	15.8%	5.3%
State	45.3%	28.4%	16.2%	9.7%	0.4%	42.7%	34.4%	13.1%	8.6%	1.2%
Students with IEPs										
School	40.0%	20.0%	20.0%	20.0%	0.0%	45.5%	27.3%	9.1%	9.1%	9.1%
District	40.0%	20.0%	20.0%	20.0%	0.0%	45.5%	27.3%	9.1%	9.1%	9.1%
State	52.7%	28.6%	12.7%	5.7%	0.2%	47.8%	35.3%	10.7%	5.6%	0.7%
Non-IEP										
School	6.9%	17.2%	32.2%	39.1%	4.6%	6.0%	20.2%	23.8%	38.1%	11.9%
District	6.9%	17.2%	32.2%	39.1%	4.6%	6.0%	20.2%	23.8%	38.1%	11.9%
State	14.2%	24.2%	29.0%	30.5%	2.3%	20.0%	30.0%	23.5%	22.5%	4.0%
English Learners										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	46.2%	35.0%	15.6%	3.2%	0.0%	46.9%	39.4%	10.7%	2.8%	0.1%
Non-English Learners										
School	6.6%	18.7%	31.9%	38.5%	4.4%	8.9%	20.0%	22.2%	36.7%	12.2%
District	6.6%	18.7%	31.9%	38.5%	4.4%	8.9%	20.0%	22.2%	36.7%	12.2%
State	16.1%	23.4%	28.2%	30.1%	2.2%	20.8%	29.6%	23.2%	22.4%	4.0%

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Academic Progress

IAR (cont)

 Possible data impact due to COVID-19

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	41.7%	16.7%	25.0%	16.7%	0.0%	45.5%	27.3%	18.2%	9.1%	0.0%
District	41.7%	16.7%	25.0%	16.7%	0.0%	45.5%	27.3%	18.2%	9.1%	0.0%
State	31.5%	31.5%	23.3%	13.2%	0.5%	38.5%	37.1%	15.9%	7.9%	0.6%
Non Low Income										
School	5.9%	17.6%	31.8%	40.0%	4.7%	6.0%	20.2%	22.6%	38.1%	13.1%
District	5.9%	17.6%	31.8%	40.0%	4.7%	6.0%	20.2%	22.6%	38.1%	13.1%
State	10.3%	19.6%	29.3%	37.6%	3.1%	12.7%	25.8%	26.2%	29.5%	5.8%
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	37.3%	31.2%	20.9%	10.3%	0.3%	43.5%	35.5%	15.5%	5.0%	0.6%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	37.2%	31.2%	21.0%	10.5%	0.0%	43.0%	38.4%	13.7%	4.8%	0.2%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	19.1%	25.5%	27.2%	26.4%	1.8%	21.8%	30.8%	23.9%	22.0%	1.6%

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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
All								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	71.0%	9.9%	18.4%	0.7%	75.0%	13.0%	8.2%	3.8%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.3%	10.0%	20.1%	0.6%	74.0%	13.5%	8.2%	4.2%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.6%	8.8%	20.7%	0.9%	74.5%	10.6%	10.2%	4.6%
Male								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.3%	10.2%	18.9%	0.7%	73.5%	12.8%	8.6%	5.0%
Female								
School	*	*	*	*	*	*	*	*
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
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	73.9%	11.6%	14.1%	0.4%	75.7%	13.0%	8.1%	3.2%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.5%	7.8%	15.7%	0.0%	74.5%	21.6%	3.9%	0.0%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	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
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.9%	10.0%	18.4%	0.7%	74.9%	13.3%	8.2%	3.7%
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.9%	10.0%	18.4%	0.7%	74.9%	13.3%	8.2%	3.7%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	75.0%	4.2%	20.8%	0.0%	79.2%	0.0%	8.3%	12.5%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	75.4%	10.6%	14.0%	0.0%	77.6%	14.4%	5.7%	2.3%
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.6%	9.7%	19.9%	0.9%	74.2%	12.5%	9.0%	4.4%

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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
Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.7%	10.3%	19.1%	1.0%	74.0%	13.9%	8.0%	4.1%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	72.8%	9.4%	17.5%	0.2%	76.4%	11.7%	8.4%	3.5%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.2%	7.7%	23.1%	0.0%	75.0%	16.7%	8.3%	0.0%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	10.0%	25.0%	5.0%	65.0%	15.0%	15.0%	5.0%
Military								
School	*	*	*	*	*	*	*	*
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
All								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.0%	16.5%	12.5%	1.0%	57.9%	10.2%	19.3%	12.7%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.8%	15.8%	13.4%	1.0%	58.9%	8.8%	19.8%	12.6%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.2%	19.0%	11.4%	0.5%	55.0%	12.8%	21.8%	10.4%
Male								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	67.4%	17.4%	13.9%	1.4%	55.8%	9.7%	19.6%	14.9%
Female								
School	*	*	*	*	*	*	*	*
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
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.4%	16.6%	12.5%	1.5%	57.4%	11.0%	17.6%	14.0%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	78.8%	9.6%	11.5%	0.0%	65.4%	9.6%	11.5%	13.5%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	20.0%	20.0%	0.0%	60.0%	0.0%	0.0%	40.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	74.2%	16.1%	6.5%	3.2%	53.3%	10.0%	23.3%	13.3%

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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
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.7%	16.8%	12.5%	1.1%	57.5%	10.2%	19.3%	13.0%
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.7%	16.8%	12.5%	1.1%	57.5%	10.2%	19.3%	13.0%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	81.8%	4.5%	13.6%	0.0%	72.7%	9.1%	18.2%	0.0%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.2%	16.9%	12.1%	0.8%	58.5%	10.5%	18.5%	12.5%
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.9%	16.4%	12.6%	1.1%	57.7%	10.1%	19.5%	12.8%

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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
Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.1%	16.8%	12.2%	0.9%	56.4%	11.9%	20.1%	11.6%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.8%	16.1%	12.9%	1.2%	60.0%	7.6%	18.1%	14.4%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	83.3%	0.0%	16.7%	0.0%	50.0%	25.0%	8.3%	16.7%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.2%	14.3%	9.5%	0.0%	57.1%	14.3%	19.0%	9.5%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	57.1%	0.0%	28.6%	14.3%

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Academic Progress

DLM (cont)

 Possible data impact due to COVID-19

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	65.2%	12.7%	20.7%	1.4%	52.1%	29.9%	12.5%	5.5%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	63.7%	11.2%	23.0%	2.2%	49.0%	32.0%	11.9%	7.0%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	66.8%	15.3%	17.3%	0.5%	54.1%	32.5%	11.3%	2.1%
Male								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	63.2%	13.4%	22.1%	1.3%	50.3%	30.4%	13.6%	5.6%
Female								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.1%	11.4%	18.1%	1.4%	55.5%	28.9%	10.4%	5.3%

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Academic Progress

DLM (cont)

 Possible data impact due to COVID-19

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.9%	13.4%	16.3%	0.4%	59.8%	22.8%	13.0%	4.5%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	71.8%	15.4%	12.8%	0.0%	59.0%	17.9%	17.9%	5.1%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	20.0%	20.0%	60.0%	0.0%	40.0%	40.0%	0.0%	20.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	45.7%	11.4%	40.0%	2.9%	25.7%	45.7%	20.0%	8.6%

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

Academic Progress

DLM (cont)

 Possible data impact due to COVID-19

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	65.0%	12.8%	20.8%	1.4%	51.8%	29.8%	12.8%	5.6%
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	65.0%	12.8%	20.8%	1.4%	51.8%	29.8%	12.8%	5.6%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	73.9%	8.7%	17.4%	0.0%	63.6%	31.8%	0.0%	4.5%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.1%	13.3%	16.8%	0.8%	55.6%	24.1%	14.4%	5.8%
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	64.0%	12.5%	22.0%	1.6%	50.9%	31.8%	11.9%	5.4%

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Academic Progress

DLM (cont)

 Possible data impact due to COVID-19

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	64.7%	12.8%	21.2%	1.4%	51.3%	31.3%	11.7%	5.6%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	65.9%	12.7%	20.1%	1.3%	53.0%	28.0%	13.5%	5.4%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	46.2%	30.8%	23.1%	0.0%	46.2%	30.8%	15.4%	7.7%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	43.8%	37.5%	18.8%	0.0%	43.8%	37.5%	18.8%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	25.0%	75.0%	0.0%	0.0%

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Academic Progress

DLM (cont)

 Possible data impact due to COVID-19

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
All				
School	*	*	*	*
District	*	*	*	*
State	75.2%	18.7%	5.9%	0.2%
White				
School	*	*	*	*
District	*	*	*	*
State	73.7%	19.3%	6.6%	0.4%
Black				
School	*	*	*	*
District	*	*	*	*
State	75.9%	17.8%	6.3%	0.0%
Male				
School	*	*	*	*
District	*	*	*	*
State	74.1%	19.2%	6.3%	0.3%
Female				
School	*	*	*	*
District	*	*	*	*
State	77.3%	17.7%	5.0%	0.0%

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

Academic Progress

DLM (cont)

 Possible data impact due to COVID-19

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	*	*	*	*
District	*	*	*	*
State	79.1%	17.8%	3.1%	0.0%
Asian				
School	*	*	*	*
District	*	*	*	*
State	77.1%	17.1%	5.7%	0.0%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
American Indian				
School	*	*	*	*
District	*	*	*	*
State	80.0%	0.0%	20.0%	0.0%
Two or More Races				
School	*	*	*	*
District	*	*	*	*
State	64.5%	25.8%	9.7%	0.0%

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

DLM (cont)

 Possible data impact due to COVID-19

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	*	*	*	*
District	*	*	*	*
State	75.3%	18.8%	5.7%	0.2%
Students with IEPs				
School	*	*	*	*
District	*	*	*	*
State	75.3%	18.8%	5.7%	0.2%
Non-IEP				
School	*	*	*	*
District	*	*	*	*
State	71.4%	14.3%	14.3%	0.0%
English Learners				
School	*	*	*	*
District	*	*	*	*
State	77.7%	17.6%	4.6%	0.0%
Non-English Learners				
School	*	*	*	*
District	*	*	*	*
State	74.4%	19.0%	6.3%	0.3%

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Academic Progress

DLM (cont)

 Possible data impact due to COVID-19

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	*	*	*	*
District	*	*	*	*
State	73.1%	21.4%	5.5%	0.0%
Non Low Income				
School	*	*	*	*
District	*	*	*	*
State	78.0%	15.1%	6.3%	0.5%
Homeless				
School	*	*	*	*
District	*	*	*	*
State	58.3%	25.0%	16.7%	0.0%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	71.4%	21.4%	7.1%	0.0%
Military				
School	*	*	*	*
District	*	*	*	*
State	75.0%	25.0%	0.0%	0.0%

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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.

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Academic Progress

ISA (cont)

 Possible data impact due to COVID-19

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
All				
School	9.6%	23.4%	44.7%	22.3%
District	9.6%	23.4%	44.7%	22.3%
State	24.5%	28.7%	37.3%	9.4%
White				
School	7.2%	24.6%	49.3%	18.8%
District	7.2%	24.6%	49.3%	18.8%
State	15.2%	27.8%	45.0%	12.0%
Black				
School	*	*	*	*
District	*	*	*	*
State	52.7%	29.6%	16.2%	1.5%
Male				
School	9.3%	25.6%	39.5%	25.6%
District	9.3%	25.6%	39.5%	25.6%
State	25.7%	27.2%	36.7%	10.3%
Female				
School	9.8%	21.6%	49.0%	19.6%
District	9.8%	21.6%	49.0%	19.6%
State	23.3%	30.3%	37.9%	8.5%

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

Academic Progress

ISA (cont)

 Possible data impact due to COVID-19

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	*	*	*	*
District	*	*	*	*
State	36.1%	32.9%	27.2%	3.8%
Asian				
School	*	*	*	*
District	*	*	*	*
State	10.0%	19.1%	46.8%	24.2%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	22.1%	30.2%	32.6%	15.1%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	32.9%	28.1%	34.1%	4.8%
Two or More Races				
School	*	*	*	*
District	*	*	*	*
State	23.3%	28.1%	37.4%	11.2%

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

ISA (cont)

 Possible data impact due to COVID-19

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	26.3%	21.1%	36.8%	15.8%
District	26.3%	21.1%	36.8%	15.8%
State	48.0%	27.2%	20.4%	4.4%
Students with IEPs				
School	50.0%	20.0%	20.0%	10.0%
District	50.0%	20.0%	20.0%	10.0%
State	55.2%	26.7%	15.4%	2.6%
Non-IEP				
School	4.8%	23.8%	47.6%	23.8%
District	4.8%	23.8%	47.6%	23.8%
State	19.6%	29.0%	40.8%	10.5%
English Learners				
School	*	*	*	*
District	*	*	*	*
State	57.0%	32.8%	10.1%	0.2%
Non-English Learners				
School	7.9%	22.5%	46.1%	23.6%
District	7.9%	22.5%	46.1%	23.6%
State	20.4%	28.2%	40.7%	10.6%

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Academic Progress

ISA (cont)

 Possible data impact due to COVID-19

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	27.3%	18.2%	54.5%	0.0%
District	27.3%	18.2%	54.5%	0.0%
State	40.0%	32.5%	24.7%	2.8%
Non Low Income				
School	7.2%	24.1%	43.4%	25.3%
District	7.2%	24.1%	43.4%	25.3%
State	13.3%	26.0%	46.5%	14.3%
Homeless				
School	*	*	*	*
District	*	*	*	*
State	46.1%	31.4%	20.1%	2.4%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	45.3%	32.3%	20.9%	1.5%
Military				
School	*	*	*	*
District	*	*	*	*
State	21.1%	25.8%	44.8%	8.3%

* 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
School	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*

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

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
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 (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
School	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
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

 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
School	76.8% *	75.0% *	78.5% *	79.0% *	71.4% *	65.7% *	70.6% *	*	*	82.4% *	82.4% *
District	79.6% *	79.7% *	79.6% *	81.8% *	76.9% *	72.9% *	74.4% *	100.0% *	* *	75.0% *	80.6% *
State	74.7% *	75.0% *	74.3% *	86.8% *	61.6% *	62.7% *	71.9% *	69.9% *	63.9% *	75.4% *	73.9% *

	Students with IEPs	English Learners	Low Income
School	85.0% *	84.4% *	80.9% *
District	81.1% *	85.4% *	83.3% *
State	73.7% *	61.0% *	67.0% *

Mathematics - All Tests

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	76.0% *	75.6% *	76.3% *	78.2% *	71.4% *	65.7% *	67.6% *	*	*	82.4% *	82.4% *
District	78.5% *	78.7% *	78.3% *	80.9% *	73.1% *	72.9% *	70.7% *	100.0% *	* *	75.0% *	79.4% *
State	74.0% *	74.2% *	73.6% *	86.2% *	60.4% *	61.9% *	71.4% *	68.8% *	63.3% *	74.7% *	73.1% *

* 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)

 Possible data impact due to COVID-19

Mathematics - All Tests

	Students with IEPs	English Learners	Low Income
School	85.0% *	81.3% *	78.7% *
District	78.9% *	83.3% *	79.2% *
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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
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

IAR ELA

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

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	*	*	*
State	*	*	*

IAR Mathematics

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

DLM ELA

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

	Students with IEPs	English Learners	Low Income
School	*	*	*
	*	*	*
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
School	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	*	*	*
State	*	*	*

DLM Science

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

ISA

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

	Students with IEPs	English Learners	Low Income
School	*	*	*
	*	*	*
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 Environment

School Level Finances

What is it?

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

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
School	672	\$421	\$11,217	\$11,638	\$394	\$3,721	\$4,115	\$815	\$14,938	\$15,753	*	*
District	1,099	\$383	\$11,446	\$11,829	\$394	\$3,721	\$4,115	\$777	\$15,167	\$15,944	\$4,799,271	\$22,313,362

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District Finances

What is it?

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

Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	69.8% \$14,775,686	7.2% \$1,519,601	17.5% \$3,703,215	4.3% \$913,929	1.3% \$268,038	\$21,180,469
State	60.1%	5.8%	22.3%	4.7%	7.1%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	43.1%	2.9%	27.5%	26.4%
State	47.4%	3.0%	29.0%	20.7%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	61.4% \$13,495,105	6.8% \$1,495,661	5.5% \$1,202,058	17.4% \$3,819,838	0.5% \$110,232	2.7% \$587,972	0.9% \$207,908	4.9% \$1,076,184	\$21,994,958
State	70.1%	7.1%	3.6%	8.8%	1.2%	1.9%	0.5%	6.8%	*

* 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

	2018 Equalized Assessed Valuation per Pupil	2018 Total School Tax Rate per \$100	2019-20 Instructional Expenditure per Pupil	2019-20 Operating Expenditure per Pupil
District	\$214,394	6.5	\$8,874	\$14,470
State	*	*	\$8,826	\$14,747

Average Class Size

What is it?

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

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Overall
School	*	15	17	17	17	18	19	18
District	*	15	17	17	17	18	19	17
State	4	19	20	20	20	21	21	20

* 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

 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

Health and Wellness

 Possible data impact due to COVID-19

What is it?

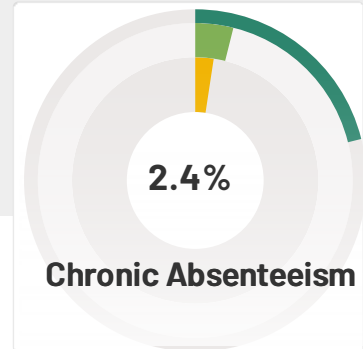
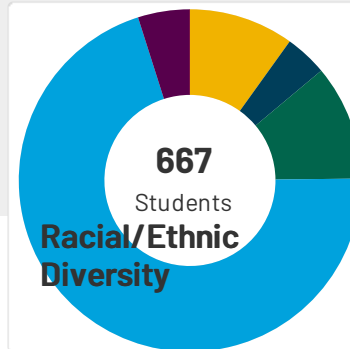
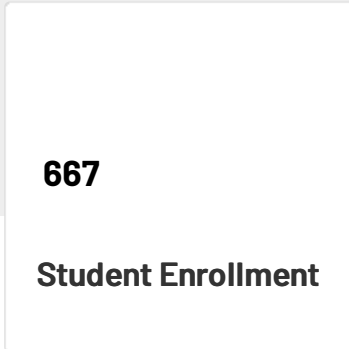
This shows the average number of days of physical education per week per student.

Days PE per week	
School	2
District	2
State	3

* 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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% 667	49.0% 327	51.0% 340	70.2% 468	4.0% 27	10.9% 73	9.9% 66	0.0% *	0.0% *	4.9% 33	22.2% 148
District	100.0% 1,093	51.1% 559	48.9% 534	70.8% 774	3.2% 35	10.8% 118	10.5% 115	0.0% *	0.0% *	4.6% 50	21.4% 234
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
School	17.4% 116	7.6% 51	12.4% 83	0.0% *	0.0% *	0.0% *	1.9% 13
District	15.1% 165	6.0% 66	12.6% 138	0.0% *	0.0% *	0.0% *	2.6% 28
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

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
School	22	86	111	91	114	116	126
District	22	86	111	91	114	116	126
State	68,067	120,110	127,671	127,907	130,321	134,540	136,665

* 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

 Possible data impact due to COVID-19

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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	8.1% 56	8.3% 28	7.9% 28	9.0% 44	*	*	*	*	*	*	6.7% 10
District	12.5% 141	13.7% 79	11.3% 62	13.7% 109	*	*	20.5% 24	*	*	*	8.9% 21
State	8.0% 156,197	7.5% 74,801	8.6% 81,388	7.7% 69,509	5.4% 17,793	7.8% 41,113	20.3% 21,376	13.0% 256	7.7% 385	7.4% 5,765	4.3% 15,015

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

Students Enrolled in Accelerated Placement - ELA

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*
District	1.3% 15	*	*	1.8% 14	*	*	*	*	*	*	*
State	0.5% 9,062	0.3% 3,144	0.6% 5,918	0.6% 5,606	0.2% 634	0.3% 1,776	0.6% 627	0.2% 3	0.5% 26	0.5% 390	0.2% 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 Enrolled in Accelerated Placement - ELA

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

Students Enrolled in Accelerated Placement - Math

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	2.9% 20	4.4% 15	*	3.3% 16	*	*	*	*	*	*	*
District	3.8% 43	5.9% 34	*	4.3% 34	*	*	*	*	*	*	*
State	1.2% 24,290	1.4% 14,444	1.0% 9,845	1.5% 13,688	0.2% 739	0.8% 4,135	4.4% 4,620	1.2% 23	1.6% 79	1.3% 1,006	0.6% 1,937

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
State	0.3% 773	0.3% 846	0.5% 4,371	0.2% 57	0.1% 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 Enrolled in Accelerated Placement - Multiple Subjects

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	3.9% 27	2.9% 10	4.8% 17	4.1% 20	*	*	*	*	*	*	*
District	7.4% 83	6.6% 38	8.2% 45	7.7% 61	*	*	15.4% 18	*	*	*	4.2% 10
State	5.2% 100,406	4.6% 46,281	5.7% 54,120	4.6% 41,443	3.9% 12,686	5.3% 27,815	13.7% 14,366	10.5% 207	4.4% 219	4.7% 3,670	2.7% 9,334

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

Students Enrolled in Accelerated Placement - Whole Grade

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

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

Students Enrolled in Advanced Placement Coursework

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
State	2.7% 2,349	7.0% 2,911	16.0% 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

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

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

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	11.7% 132	13.4% 77	10.0% 55	12.5% 99	* *	* *	20.5% 24	* *	* *	* *	5.9% 14
State	20.1% 390,785	18.3% 183,736	21.9% 207,040	22.4% 202,744	13.3% 43,538	17.6% 92,777	34.4% 36,095	23.3% 461	16.4% 815	18.4% 14,355	10.7% 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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
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
School	*	*	*	*	*
District	*	*	*	*	*
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
School	8.8% 61	6.5% 22	11.0% 39	9.4% 46	*	*	14.7% 10	*	*	*	*
District	12.0% 135	11.3% 65	12.7% 70	13.1% 104	*	*	18.8% 22	*	*	*	*
State	9.7% 188,673	9.6% 96,413	9.8% 92,259	10.5% 95,102	6.1% 19,993	7.5% 39,207	23.1% 24,303	13.1% 258	10.7% 533	11.9% 9,277	*

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	2.3% 16	*	*	2.5% 12	*	*	*	*	*	*	*
District	4.4% 49	3.8% 22	4.9% 27	4.7% 37	*	*	*	*	*	*	*
State	1.3% 24,668	1.3% 12,576	1.3% 12,092	1.5% 13,267	0.5% 1,720	0.8% 3,955	4.2% 4,367	2.0% 40	1.6% 79	1.6% 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
School	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	0.6% 1,594	0.5% 1,238	0.5% 4,817	*	*
				*	*

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	5.9% 41	4.7% 16	7.1% 25	6.8% 33	*	*	*	*	*	*	*
					*	*	*	*	*	*	*
District	10.0% 113	9.9% 57	10.2% 56	11.3% 90	*	*	15.4% 18	*	*	*	*
					*	*		*	*	*	*
State	3.4% 65,476	3.4% 33,874	3.3% 31,601	3.4% 30,346	2.0% 6,537	2.2% 11,680	12.7% 13,394	6.7% 133	3.2% 158	4.1% 3,228	*
											*

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	0.7% 2,067	0.5% 1,224	1.8% 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
School	1.6% 11	*	*	*	*	*	*	*	*	*	*
District	3.9% 44	3.5% 20	4.4% 24	4.3% 34	*	*	*	*	*	*	*
State	0.7% 13,016	0.7% 6,723	0.7% 6,293	0.7% 6,289	0.3% 1,123	0.3% 1,672	3.0% 3,122	1.3% 25	0.9% 44	1.0% 741	*

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
State	0.1% 383	0.1% 156	0.2% 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	Proficient	More than 7 years as an EL
School	*	100.0% 47	14.9% *	* *
District	*	100.0% 58	13.8% *	* 2
State	*	99.8% 139,811	6.5% *	* 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
School	97.6%	97.4%	97.8%	97.7%	96.9%	96.8%	98.4%	*	*	96.6%	97.2%
District	97.2%	97.1%	97.4%	97.4%	96.5%	96.2%	98.0%	100.0%	*	96.6%	96.5%
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
School	97.2%	97.5%	96.0%
District	96.6%	96.8%	95.7%
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
School	5.4%	5.5%	5.3%	5.1%	18.5%	6.8%	0.0%	*	*	6.5%	4.6%
District	4.4%	4.4%	4.3%	4.1%	21.1%	4.1%	0.9%	*	*	4.3%	3.3%
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
School	3.2%	9.1%	7.4%
District	2.8%	5.7%	6.2%
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
School	2.4%	4.2%	0.7%	1.7%	7.7%	5.2%	1.7%	*	*	3.7%	3.4%
District	3.9%	4.8%	3.0%	3.8%	5.3%	7.4%	1.9%	*	*	2.4%	6.3%
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
School	3.7%	2.0%	7.4%
District	6.8%	4.5%	8.4%
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	*	*	*	*	*	*	*	*	*	*	*
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	*	*	*
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.

Chronically Truant Students

 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
School	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
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
School	*	*	*
District	*	*	*
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.