Millburn Middle School (6 – 8)

MILLBURN CCSD 24

2020 – 2021

Principal

Mr. Jake Jorgenson
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District Superintendent

Dr. Jason Lind

Address

640 Freedom Way
Lindenhurst IL 60046
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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 : $12,129

8th Graders Passing Algebra I : *

Chronic Absenteeism : 6.0%   **Teacher Retention :** 79.6%

Date: 01/16/23 16:45:25 -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.

No Data

ELA proficiency

No Data

Math proficiency

68.2%

Eighth Graders Passing Algebra I
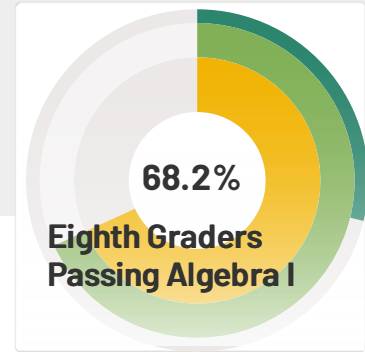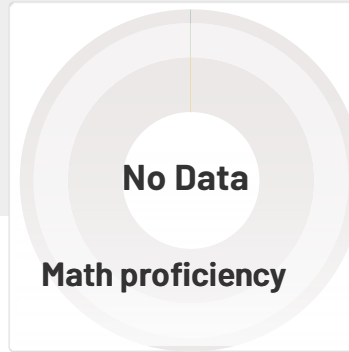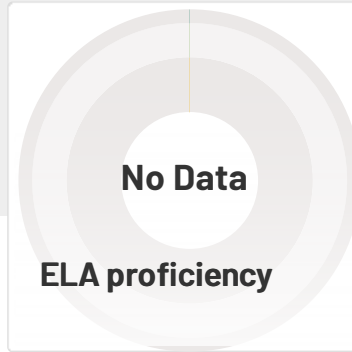
IAR

⚠ 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.

IAR (cont)

⚠ Possible data impact due to COVID-19

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	6.0%	27.6%	34.5%	27.6%	4.3%	8.0%	18.6%	31.9%	35.4%	6.2%
District	6.0%	27.6%	34.5%	27.6%	4.3%	8.0%	18.6%	31.9%	35.4%	6.2%
State	16.0%	24.5%	29.7%	26.9%	2.9%	24.3%	29.2%	25.0%	19.0%	2.5%
White										
School	3.5%	25.9%	31.8%	34.1%	4.7%	6.0%	16.7%	29.8%	40.5%	7.1%
District	3.5%	25.9%	31.8%	34.1%	4.7%	6.0%	16.7%	29.8%	40.5%	7.1%
State	9.9%	21.1%	32.2%	33.3%	3.5%	15.0%	27.1%	30.6%	24.7%	2.6%
Black										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	31.7%	34.4%	23.3%	10.2%	0.4%	50.7%	33.5%	11.7%	3.9%	0.2%
Male										
School	8.8%	33.3%	35.1%	19.3%	3.5%	11.1%	20.4%	33.3%	27.8%	7.4%
District	8.8%	33.3%	35.1%	19.3%	3.5%	11.1%	20.4%	33.3%	27.8%	7.4%
State	18.9%	26.7%	29.7%	22.8%	1.8%	25.1%	27.8%	24.5%	19.8%	2.9%
Female										
School	3.4%	22.0%	33.9%	35.6%	5.1%	5.1%	16.9%	30.5%	42.4%	5.1%
District	3.4%	22.0%	33.9%	35.6%	5.1%	5.1%	16.9%	30.5%	42.4%	5.1%
State	12.8%	22.2%	29.7%	31.3%	4.1%	23.5%	30.6%	25.5%	18.3%	2.2%

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IAR (cont)

⚠ Possible data impact due to COVID-19

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	18.8%	37.5%	43.8%	0.0%	0.0%	20.0%	26.7%	53.3%	0.0%	0.0%
District	18.8%	37.5%	43.8%	0.0%	0.0%	20.0%	26.7%	53.3%	0.0%	0.0%
State	23.3%	29.9%	28.9%	16.9%	1.1%	35.0%	35.3%	20.3%	8.8%	0.5%
Asian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	6.3%	11.7%	24.1%	47.0%	10.9%	7.4%	13.0%	21.7%	42.4%	15.5%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	11.0%	17.0%	34.0%	36.0%	2.0%	18.4%	24.5%	35.7%	20.4%	1.0%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	18.0%	24.8%	32.9%	23.9%	0.5%	27.9%	36.1%	19.6%	14.6%	1.8%
Two or More Races										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	15.9%	24.1%	28.7%	27.7%	3.6%	26.2%	29.0%	23.1%	18.4%	3.3%

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IAR (cont)

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Grade 6

	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	15.0%	45.0%	15.0%	25.0%	0.0%	26.3%	42.1%	21.1%	5.3%	5.3%
District	15.0%	45.0%	15.0%	25.0%	0.0%	26.3%	42.1%	21.1%	5.3%	5.3%
State	40.6%	30.8%	18.4%	9.5%	0.6%	49.9%	28.4%	13.7%	7.3%	0.8%
Students with IEPs										
School	20.0%	60.0%	10.0%	10.0%	0.0%	*	*	*	*	*
District	20.0%	60.0%	10.0%	10.0%	0.0%	*	*	*	*	*
State	49.1%	32.0%	13.8%	4.9%	0.2%	58.5%	27.6%	9.8%	3.7%	0.4%
Non-IEP										
School	4.7%	24.5%	36.8%	29.2%	4.7%	4.8%	16.3%	33.7%	38.5%	6.7%
District	4.7%	24.5%	36.8%	29.2%	4.7%	4.8%	16.3%	33.7%	38.5%	6.7%
State	10.8%	23.4%	32.2%	30.4%	3.3%	19.0%	29.4%	27.3%	21.4%	2.8%
English Learners										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	44.7%	39.0%	14.2%	2.0%	0.0%	57.7%	33.6%	7.3%	1.3%	0.1%
Non-English Learners										
School	5.4%	26.8%	34.8%	28.6%	4.5%	6.4%	19.3%	31.2%	36.7%	6.4%
District	5.4%	26.8%	34.8%	28.6%	4.5%	6.4%	19.3%	31.2%	36.7%	6.4%
State	12.9%	23.0%	31.4%	29.6%	3.2%	20.8%	28.7%	26.8%	20.9%	2.8%

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IAR (cont)

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Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	8.7%	39.1%	43.5%	8.7%	0.0%	18.2%	22.7%	27.3%	31.8%	0.0%
District	8.7%	39.1%	43.5%	8.7%	0.0%	18.2%	22.7%	27.3%	31.8%	0.0%
State	25.9%	31.8%	27.3%	14.2%	0.8%	38.9%	35.3%	18.0%	7.3%	0.4%
Non Low Income										
School	5.4%	24.7%	32.3%	32.3%	5.4%	5.5%	17.6%	33.0%	36.3%	7.7%
District	5.4%	24.7%	32.3%	32.3%	5.4%	5.5%	17.6%	33.0%	36.3%	7.7%
State	8.4%	18.9%	31.5%	36.7%	4.5%	13.2%	24.5%	30.3%	27.9%	4.1%
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	33.1%	31.6%	24.6%	10.6%	0.1%	46.6%	33.8%	14.9%	4.5%	0.3%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	35.6%	32.5%	22.1%	9.2%	0.5%	47.7%	34.1%	13.1%	4.8%	0.3%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	18.3%	22.1%	33.4%	24.3%	1.8%	24.3%	29.4%	28.7%	16.0%	1.5%

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IAR (cont)

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Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	14.7%	12.7%	28.4%	25.5%	18.6%	2.0%	10.9%	27.7%	49.5%	9.9%
District	14.7%	12.7%	28.4%	25.5%	18.6%	2.0%	10.9%	27.7%	49.5%	9.9%
State	21.2%	20.2%	25.8%	25.9%	6.9%	10.9%	30.9%	32.1%	23.0%	3.1%
White										
School	13.0%	9.1%	29.9%	29.9%	18.2%	1.3%	11.7%	26.0%	50.6%	10.4%
District	13.0%	9.1%	29.9%	29.9%	18.2%	1.3%	11.7%	26.0%	50.6%	10.4%
State	14.5%	18.2%	27.4%	31.2%	8.7%	6.4%	25.0%	36.2%	29.1%	3.3%
Black										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	40.4%	25.4%	20.9%	11.8%	1.4%	25.1%	47.0%	21.2%	6.4%	0.3%
Male										
School	16.9%	12.3%	29.2%	26.2%	15.4%	3.1%	13.8%	27.7%	47.7%	7.7%
District	16.9%	12.3%	29.2%	26.2%	15.4%	3.1%	13.8%	27.7%	47.7%	7.7%
State	25.3%	22.0%	25.7%	22.4%	4.6%	11.5%	29.7%	31.5%	23.8%	3.4%
Female										
School	10.8%	13.5%	27.0%	24.3%	24.3%	0.0%	5.6%	27.8%	52.8%	13.9%
District	10.8%	13.5%	27.0%	24.3%	24.3%	0.0%	5.6%	27.8%	52.8%	13.9%
State	16.8%	18.3%	25.9%	29.5%	9.4%	10.2%	32.2%	32.7%	22.1%	2.8%

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Academic Progress

IAR (cont)

⚠️ Possible data impact due to COVID-19

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	28.8%	24.3%	25.9%	18.1%	2.8%	15.1%	39.9%	30.9%	13.1%	0.8%
Asian										
School	20.0%	20.0%	10.0%	20.0%	30.0%	*	*	*	*	*
District	20.0%	20.0%	10.0%	20.0%	30.0%	*	*	*	*	*
State	7.6%	9.5%	21.1%	41.2%	20.6%	2.7%	11.2%	23.6%	45.0%	17.6%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	12.5%	18.2%	31.8%	25.0%	12.5%	9.4%	27.1%	31.8%	27.1%	4.7%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	22.7%	28.2%	26.4%	17.6%	5.1%	14.7%	33.3%	32.4%	17.6%	2.0%
Two or More Races										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	20.7%	20.7%	25.7%	25.1%	7.7%	11.2%	33.2%	30.6%	21.1%	3.9%

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	26.7%	20.0%	20.0%	13.3%	20.0%	6.7%	13.3%	33.3%	40.0%	6.7%
District	26.7%	20.0%	20.0%	13.3%	20.0%	6.7%	13.3%	33.3%	40.0%	6.7%
State	49.6%	22.5%	16.3%	9.8%	1.9%	28.0%	42.0%	19.9%	9.0%	1.1%
Students with IEPs										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	60.2%	22.5%	12.2%	4.5%	0.6%	34.7%	46.0%	14.4%	4.5%	0.4%
Non-IEP										
School	12.6%	10.5%	29.5%	27.4%	20.0%	1.1%	9.6%	26.6%	52.1%	10.6%
District	12.6%	10.5%	29.5%	27.4%	20.0%	1.1%	9.6%	26.6%	52.1%	10.6%
State	15.3%	19.9%	27.9%	29.1%	7.9%	7.3%	28.7%	34.8%	25.8%	3.5%
English Learners										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	53.2%	28.0%	15.2%	3.4%	0.1%	26.5%	52.4%	18.2%	2.8%	0.1%
Non-English Learners										
School	13.4%	10.3%	29.9%	26.8%	19.6%	0.0%	11.5%	26.0%	52.1%	10.4%
District	13.4%	10.3%	29.9%	26.8%	19.6%	0.0%	11.5%	26.0%	52.1%	10.4%
State	18.0%	19.4%	26.9%	28.1%	7.6%	9.4%	28.9%	33.5%	24.9%	3.4%

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IAR (cont)

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Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	37.5%	18.8%	12.5%	12.5%	18.8%	13.3%	20.0%	26.7%	33.3%	6.7%
District	37.5%	18.8%	12.5%	12.5%	18.8%	13.3%	20.0%	26.7%	33.3%	6.7%
State	33.2%	25.0%	24.0%	15.5%	2.3%	18.3%	42.5%	27.8%	10.6%	0.7%
Non Low Income										
School	10.5%	11.6%	31.4%	27.9%	18.6%	0.0%	9.3%	27.9%	52.3%	10.5%
District	10.5%	11.6%	31.4%	27.9%	18.6%	0.0%	9.3%	27.9%	52.3%	10.5%
State	12.0%	16.6%	27.2%	33.8%	10.5%	5.3%	22.2%	35.3%	32.3%	4.9%
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	41.6%	27.1%	19.1%	11.3%	0.9%	25.7%	45.9%	22.7%	5.5%	0.2%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	43.3%	25.0%	18.8%	11.9%	0.9%	27.6%	45.9%	21.1%	5.2%	0.2%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	19.9%	22.4%	29.3%	23.9%	4.4%	10.5%	33.2%	32.9%	22.1%	1.3%

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IAR (cont)

⚠ Possible data impact due to COVID-19

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	9.2%	13.7%	32.1%	40.5%	4.6%	8.5%	13.1%	23.1%	46.2%	9.2%
District	9.2%	13.7%	32.1%	40.5%	4.6%	8.5%	13.1%	23.1%	46.2%	9.2%
State	20.1%	19.4%	26.3%	29.5%	4.6%	29.6%	25.7%	18.7%	22.8%	3.3%
White										
School	8.9%	16.7%	30.0%	41.1%	3.3%	4.5%	12.4%	24.7%	51.7%	6.7%
District	8.9%	16.7%	30.0%	41.1%	3.3%	4.5%	12.4%	24.7%	51.7%	6.7%
State	14.2%	17.4%	27.8%	35.0%	5.6%	21.2%	24.8%	22.0%	28.7%	3.4%
Black										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	38.1%	25.3%	22.2%	13.4%	1.1%	56.1%	26.5%	10.6%	6.5%	0.3%
Male										
School	11.6%	17.4%	40.6%	30.4%	0.0%	11.8%	10.3%	25.0%	47.1%	5.9%
District	11.6%	17.4%	40.6%	30.4%	0.0%	11.8%	10.3%	25.0%	47.1%	5.9%
State	24.7%	22.0%	26.5%	24.1%	2.7%	31.4%	24.9%	18.0%	22.3%	3.4%
Female										
School	6.5%	9.7%	22.6%	51.6%	9.7%	4.8%	16.1%	21.0%	45.2%	12.9%
District	6.5%	9.7%	22.6%	51.6%	9.7%	4.8%	16.1%	21.0%	45.2%	12.9%
State	15.2%	16.6%	26.1%	35.4%	6.7%	27.6%	26.5%	19.5%	23.2%	3.1%

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IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	13.3%	6.7%	40.0%	40.0%	0.0%	18.8%	12.5%	31.3%	37.5%	0.0%
District	13.3%	6.7%	40.0%	40.0%	0.0%	18.8%	12.5%	31.3%	37.5%	0.0%
State	26.6%	22.7%	26.6%	22.0%	2.0%	38.1%	30.1%	16.6%	14.0%	1.1%
Asian										
School	5.0%	5.0%	35.0%	40.0%	15.0%	10.5%	10.5%	10.5%	36.8%	31.6%
District	5.0%	5.0%	35.0%	40.0%	15.0%	10.5%	10.5%	10.5%	36.8%	31.6%
State	7.1%	8.9%	19.9%	48.1%	16.0%	9.3%	12.5%	14.3%	42.9%	21.0%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	15.1%	17.2%	22.6%	39.8%	5.4%	23.1%	23.1%	15.4%	33.0%	5.5%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	22.2%	23.2%	22.2%	29.1%	3.4%	36.3%	19.8%	24.1%	16.5%	3.3%
Two or More Races										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	20.0%	20.0%	25.9%	29.1%	4.8%	31.5%	25.7%	17.7%	21.5%	3.6%

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

IAR (cont)

⚠ Possible data impact due to COVID-19

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	28.1%	18.8%	28.1%	25.0%	0.0%	29.0%	19.4%	22.6%	22.6%	6.5%
District	28.1%	18.8%	28.1%	25.0%	0.0%	29.0%	19.4%	22.6%	22.6%	6.5%
State	48.8%	22.9%	16.8%	10.4%	1.0%	58.1%	22.4%	9.5%	8.8%	1.1%
Students with IEPs										
School	40.0%	20.0%	30.0%	10.0%	0.0%	42.1%	21.1%	21.1%	15.8%	0.0%
District	40.0%	20.0%	30.0%	10.0%	0.0%	42.1%	21.1%	21.1%	15.8%	0.0%
State	59.8%	22.8%	12.2%	4.8%	0.3%	69.2%	20.5%	6.1%	3.8%	0.4%
Non-IEP										
School	3.6%	12.6%	32.4%	45.9%	5.4%	2.7%	11.7%	23.4%	51.4%	10.8%
District	3.6%	12.6%	32.4%	45.9%	5.4%	2.7%	11.7%	23.4%	51.4%	10.8%
State	14.1%	18.9%	28.5%	33.3%	5.3%	23.5%	26.5%	20.7%	25.6%	3.7%
English Learners										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	54.8%	26.6%	14.9%	3.7%	0.1%	63.2%	27.4%	6.7%	2.6%	0.1%
Non-English Learners										
School	7.9%	14.2%	31.5%	41.7%	4.7%	7.1%	11.9%	23.8%	47.6%	9.5%
District	7.9%	14.2%	31.5%	41.7%	4.7%	7.1%	11.9%	23.8%	47.6%	9.5%
State	17.4%	18.8%	27.2%	31.6%	5.0%	26.9%	25.5%	19.7%	24.3%	3.5%

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IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	31.7%	23.8%	25.0%	17.9%	1.5%	45.4%	28.8%	14.5%	10.7%	0.7%
Non Low Income										
School	8.6%	13.3%	32.8%	40.6%	4.7%	7.8%	12.5%	23.4%	46.9%	9.4%
District	8.6%	13.3%	32.8%	40.6%	4.7%	7.8%	12.5%	23.4%	46.9%	9.4%
State	12.8%	16.6%	27.2%	36.9%	6.6%	19.5%	23.7%	21.4%	30.4%	4.9%
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	40.3%	21.1%	26.1%	11.4%	1.0%	57.1%	24.4%	11.6%	6.6%	0.3%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	41.5%	22.5%	22.5%	12.9%	0.8%	62.3%	23.4%	8.3%	5.6%	0.4%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	20.2%	23.3%	24.7%	28.3%	3.6%	28.4%	29.1%	15.5%	25.2%	1.8%

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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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DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	54.9%	23.8%	17.9%	3.4%	69.6%	16.9%	10.0%	3.5%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	54.9%	24.0%	17.9%	3.3%	70.2%	17.1%	9.4%	3.3%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	46.9%	27.0%	20.9%	5.1%	62.4%	19.3%	14.2%	4.1%
Male								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	55.8%	24.2%	16.7%	3.2%	68.7%	17.0%	10.7%	3.7%
Female								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	53.0%	23.0%	20.2%	3.8%	71.3%	16.7%	8.7%	3.3%

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DLM (cont)

⚠ Possible data impact due to COVID-19

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	59.0%	22.0%	17.2%	1.9%	71.4%	16.7%	8.6%	3.3%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	64.3%	17.9%	12.5%	5.4%	76.8%	10.7%	10.7%	1.8%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
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	45.2%	29.0%	19.4%	6.5%	71.0%	12.9%	6.5%	9.7%

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DLM (cont)

⚠ Possible data impact due to COVID-19

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	55.1%	23.6%	17.8%	3.5%	69.4%	16.9%	10.2%	3.6%
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	55.1%	23.6%	17.8%	3.5%	69.4%	16.9%	10.2%	3.6%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	45.8%	29.2%	25.0%	0.0%	79.2%	16.7%	4.2%	0.0%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	58.6%	23.0%	16.9%	1.5%	73.3%	17.9%	7.3%	1.5%
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	53.7%	24.0%	18.3%	4.0%	68.4%	16.5%	10.9%	4.2%

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DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	52.8%	23.5%	20.4%	3.3%	67.4%	17.9%	11.1%	3.6%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	57.5%	24.1%	14.8%	3.6%	72.4%	15.6%	8.6%	3.4%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	42.9%	28.6%	21.4%	7.1%	64.3%	21.4%	14.3%	0.0%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	27.8%	27.8%	44.4%	0.0%	55.6%	22.2%	5.6%	16.7%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	42.9%	42.9%	14.3%	0.0%	57.1%	42.9%	0.0%	0.0%

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DLM (cont)

⚠ Possible data impact due to COVID-19

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	54.7%	26.5%	16.8%	2.0%	76.7%	13.5%	7.5%	2.4%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	52.8%	27.1%	17.8%	2.3%	77.1%	13.6%	6.8%	2.5%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	50.2%	30.0%	18.1%	1.8%	73.9%	13.7%	9.7%	2.7%
Male								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	54.9%	27.2%	15.9%	2.1%	75.3%	14.8%	7.6%	2.3%
Female								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	54.3%	25.2%	18.6%	1.9%	79.4%	10.8%	7.2%	2.5%

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DLM (cont)

⚠ Possible data impact due to COVID-19

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.8%	22.3%	15.0%	1.8%	76.6%	15.3%	5.8%	2.2%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	59.5%	32.4%	8.1%	0.0%	83.3%	2.8%	11.1%	2.8%
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	56.7%	23.3%	16.7%	3.3%	80.0%	6.7%	13.3%	0.0%

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DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	54.5%	26.4%	17.0%	2.1%	76.6%	13.5%	7.5%	2.5%
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	54.5%	26.4%	17.0%	2.1%	76.6%	13.5%	7.5%	2.5%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	61.5%	30.8%	7.7%	0.0%	80.0%	12.0%	8.0%	0.0%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	57.0%	27.8%	13.9%	1.3%	78.0%	11.9%	7.6%	2.5%
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	54.1%	26.1%	17.6%	2.2%	76.3%	13.9%	7.4%	2.4%

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DLM (cont)

⚠ Possible data impact due to COVID-19

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	51.1%	28.1%	18.1%	2.8%	74.8%	15.0%	8.0%	2.3%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	59.4%	24.5%	15.0%	1.1%	79.1%	11.5%	6.8%	2.6%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	41.2%	29.4%	23.5%	5.9%	76.5%	17.6%	5.9%	0.0%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	61.9%	19.0%	19.0%	0.0%	81.0%	9.5%	4.8%	4.8%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	75.0%	25.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

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DLM (cont)

⚠ Possible data impact due to COVID-19

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	53.0%	31.6%	15.3%	0.1%	62.7%	31.5%	4.5%	1.3%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	51.6%	31.7%	16.7%	0.0%	64.6%	30.8%	3.5%	1.2%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	55.8%	29.8%	14.4%	0.0%	64.4%	29.8%	4.4%	1.5%
Male								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	55.1%	30.2%	14.6%	0.1%	63.2%	30.5%	4.7%	1.7%
Female								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	49.4%	34.0%	16.6%	0.0%	62.0%	33.2%	4.1%	0.8%

* 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 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	54.7%	31.1%	13.9%	0.4%	60.8%	32.5%	5.7%	1.1%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	52.1%	33.3%	14.6%	0.0%	56.3%	33.3%	6.3%	4.2%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	66.7%	33.3%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	75.0%	25.0%	0.0%	25.0%	75.0%	0.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	50.0%	36.8%	13.2%	0.0%	55.3%	36.8%	7.9%	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 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	53.2%	31.8%	14.9%	0.1%	62.7%	31.4%	4.5%	1.4%
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	53.2%	31.8%	14.9%	0.1%	62.7%	31.4%	4.5%	1.4%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	41.2%	17.6%	41.2%	0.0%	61.1%	38.9%	0.0%	0.0%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	54.3%	32.6%	13.1%	0.0%	61.6%	32.4%	4.1%	1.8%
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	52.7%	31.3%	15.9%	0.1%	63.0%	31.3%	4.6%	1.2%

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

DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	54.6%	31.5%	13.9%	0.0%	63.6%	30.9%	4.4%	1.1%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	51.2%	31.7%	16.9%	0.2%	61.7%	32.2%	4.5%	1.6%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	43.8%	56.3%	0.0%	0.0%	62.5%	37.5%	0.0%	0.0%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	75.0%	18.8%	6.3%	0.0%	86.7%	13.3%	0.0%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

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DLM (cont)

Grade 8

	Science Level 1	Level 2	Level 3	Level 4
All				
School	*	*	*	*
District	*	*	*	*
State	65.9%	23.0%	10.3%	0.8%
White				
School	*	*	*	*
District	*	*	*	*
State	65.2%	23.7%	9.5%	1.6%
Black				
School	*	*	*	*
District	*	*	*	*
State	68.9%	21.4%	9.7%	0.0%
Male				
School	*	*	*	*
District	*	*	*	*
State	66.3%	21.3%	11.4%	1.0%
Female				
School	*	*	*	*
District	*	*	*	*
State	65.2%	25.9%	8.4%	0.6%

* 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 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	*	*	*	*
District	*	*	*	*
State	64.4%	24.3%	11.3%	0.0%
Asian				
School	*	*	*	*
District	*	*	*	*
State	65.2%	17.4%	15.2%	2.2%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	66.7%	33.3%	0.0%	0.0%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	0.0%	75.0%	25.0%	0.0%
Two or More Races				
School	*	*	*	*
District	*	*	*	*
State	76.5%	14.7%	8.8%	0.0%

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

DLM (cont)

Grade 8

| | Science | | | |
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	*	*	*	*
District	*	*	*	*
State	65.9%	23.0%	10.3%	0.8%
Students with IEPs				
School	*	*	*	*
District	*	*	*	*
State	65.9%	23.0%	10.3%	0.8%
Non-IEP				
School	*	*	*	*
District	*	*	*	*
State	66.7%	22.2%	11.1%	0.0%
English Learners				
School	*	*	*	*
District	*	*	*	*
State	64.1%	23.9%	12.0%	0.0%
Non-English Learners				
School	*	*	*	*
District	*	*	*	*
State	66.4%	22.8%	9.8%	1.0%

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DLM (cont)

Grade 8

| | Science | | | |
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	*	*	*	*
District	*	*	*	*
State	65.2%	23.7%	10.6%	0.6%
Non Low Income				
School	*	*	*	*
District	*	*	*	*
State	66.7%	22.3%	9.9%	1.1%
Homeless				
School	*	*	*	*
District	*	*	*	*
State	60.0%	33.3%	6.7%	0.0%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
Military				
School	*	*	*	*
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%

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ISA

What is it?

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

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

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ISA (cont)

⚠ Possible data impact due to COVID-19

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
School	4.5%	22.7%	43.2%	29.5%
District	4.5%	22.7%	43.2%	29.5%
State	14.0%	38.2%	33.7%	14.0%
White				
School	3.3%	21.1%	50.0%	25.6%
District	3.3%	21.1%	50.0%	25.6%
State	8.6%	34.3%	39.8%	17.4%
Black				
School	*	*	*	*
District	*	*	*	*
State	32.4%	47.8%	16.7%	3.1%
Male				
School	5.6%	22.2%	44.4%	27.8%
District	5.6%	22.2%	44.4%	27.8%
State	15.9%	36.9%	32.1%	15.1%
Female				
School	3.3%	23.3%	41.7%	31.7%
District	3.3%	23.3%	41.7%	31.7%
State	12.0%	39.6%	35.5%	12.9%

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ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	12.5%	31.3%	31.3%	25.0%
District	12.5%	31.3%	31.3%	25.0%
State	19.7%	46.7%	27.0%	6.7%
Asian				
School	0.0%	19.0%	28.6%	52.4%
District	0.0%	19.0%	28.6%	52.4%
State	4.7%	20.2%	38.4%	36.7%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	10.3%	32.2%	37.9%	19.5%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	13.8%	38.6%	32.9%	14.6%
Two or More Races				
School	*	*	*	*
District	*	*	*	*
State	13.2%	39.1%	32.9%	14.8%

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

ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	15.6%	40.6%	31.3%	12.5%
District	15.6%	40.6%	31.3%	12.5%
State	32.6%	44.2%	17.2%	6.1%
Students with IEPs				
School	20.0%	50.0%	25.0%	5.0%
District	20.0%	50.0%	25.0%	5.0%
State	40.1%	46.6%	10.8%	2.5%
Non-IEP				
School	1.8%	17.9%	46.4%	33.9%
District	1.8%	17.9%	46.4%	33.9%
State	10.2%	37.0%	37.1%	15.7%
English Learners				
School	*	*	*	*
District	*	*	*	*
State	39.7%	52.5%	7.4%	0.5%
Non-English Learners				
School	4.7%	21.7%	43.4%	30.2%
District	4.7%	21.7%	43.4%	30.2%
State	12.0%	37.1%	35.8%	15.0%

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ISA (cont)

⚠ Possible data impact due to COVID-19

Grade 8

	Science Level 1	Level 2	Level 3	Level 4
Low Income				
School	*	*	*	*
District	*	*	*	*
State	23.3%	47.4%	24.0%	5.2%
Non Low Income				
School	3.8%	23.1%	43.1%	30.0%
District	3.8%	23.1%	43.1%	30.0%
State	8.5%	32.8%	39.5%	19.2%
Homeless				
School	*	*	*	*
District	*	*	*	*
State	27.7%	47.2%	21.3%	3.8%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	30.1%	49.2%	17.9%	2.8%
Military				
School	*	*	*	*
District	*	*	*	*
State	13.1%	37.6%	35.7%	13.5%

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Academic Progress

Proficiency

What is it?

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

ELA – All Tests

	All	Male	Female	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	82.1% *	83.3% *	80.6% *	84.2% *	83.3% *	78.0% *	77.1% *	100.0% *	* *	66.7% *	79.3% *
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	78.0% *	87.5% *	85.7% *
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	80.7% *	81.1% *	80.1% *	83.2% *	75.0% *	78.0% *	72.9% *	100.0% *	* *	66.7% *	77.0% *
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	74.0% *	87.5% *	79.6% *
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.

Participation Rate (cont)

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)

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.

Participation Rate (cont)

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)

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.

Eighth Graders Passing Algebra I

⚠ Possible data impact due to COVID-19

What is it?

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

	Students
School	**68.2%**
District	**68.2%**
State	**28.8%**

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

School Level Finances

What is it?

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

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
School	427	$322	$11,807	$12,129	$394	$3,720	$4,115	$716	$15,527	$16,243	*	*
District	1,099	$383	$11,446	$11,829	$394	$3,721	$4,115	$777	$15,167	$15,944	$4,799,271	$22,313,362

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

District Finances

What is it?

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

Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	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%	*

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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.

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

	Grade 6	Grade 7	Grade 8	Overall
School	17	17	18	17
District	17	17	18	17
State	21	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	**3**
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.

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About the data

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

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Student Enrollment
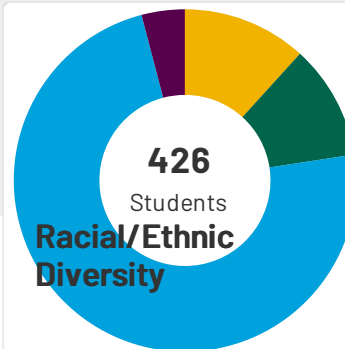
426
Students

Racial/Ethnic Diversity

6.0%

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
School	100.0% 426	54.5% 232	45.5% 194	71.8% 306	0.0% *	10.6% 45	11.5% 49	0.0% *	0.0% *	4.0% 17	20.2% 86
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	11.5% 49	3.5% 15	12.9% 55	0.0% *	0.0% *	0.0% *	3.5% 15
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

	Grade 6	Grade 7	Grade 8
School	139	135	152
District	140	135	152
State	141,642	146,930	149,255

* 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	**19.6%** 85	**21.6%** 51	**17.3%** 34	**21.2%** 65	* *	* *	**32.7%** 16	* *	* *	* *	**12.6%** 11
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	5.3% 23	8.1% 19	* *	5.9% 18	* *	* *	* *	* *	* *	* *	* *
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 - Mutiple Subjects

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**12.9%** **56**	**11.9%** **28**	**14.2%** **28**	**13.4%** **41**	* *	* *	**24.5%** **12**	* *	* *	* *	* *
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	30.5% 132	32.6% 77	27.9% 55	32.4% 99	* *	* *	49.0% 24	* *	* *	* *	16.1% 14
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	**17.1%** 74	**18.2%** 43	**15.7%** 31	**19.0%** 58	* *	* *	**24.5%** 12	* *	* *	* *	* *
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	**7.6%** 33	**6.4%** 15	**9.1%** 18	**8.2%** 25	* *	* *	* *	* *	* *	* *	* *
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	16.6% 72	17.4% 41	15.7% 31	18.6% 57	* *	* *	24.5% 12	* *	* *	* *	* *
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	7.6% 33	6.4% 15	9.1% 18	8.2% 25	* *	* *	* *	* *	* *	* *	* *
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%** **11**	**9.1%** *	* 2
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.

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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	96.8%	96.7%	96.8%	96.9%	95.7%	95.6%	97.4%	100.0%	*	96.6%	95.6%
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	95.7%	94.8%	95.2%
District	96.6%	96.8%	95.7%
State	89.6%	91.9%	89.4%

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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.

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	3.2%	4.2%	2.0%	2.6%	33.3%	2.0%	2.0%	*	*	0.0%	4.5%
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	7.8%	0.0%	6.1%
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	6.0%	5.5%	6.6%	6.5%	0.0%	10.0%	2.0%	*	*	0.0%	10.3%
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	12.0%	12.5%	10.0%
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.