

# McHenry CCSD 15

## District Superintendent

Dr. Josh Reitz  
info@d15.org

## Address

McHenry IL 60050  
(779)244-1075



2020 - 2021

<http://www.d15.org>

## District Provided Statement

Not available.

## About the Report Card

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

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

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

## District Snapshot

**Percent of Adequacy** : 74.6%

**Chronic Absenteeism** : 10.7%

**Principal Turnover** : 1

**Schools in District** : 8

## TABLE OF CONTENTS

**02 | How To Read The Data**

**03 | Academic Progress**

**57 | District Environment**

**64 | Students**

**93 | Accountability**

**94 | Teachers**

**98 | Administrators**






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

**103 | NAEP**

Date: 05/26/22 15:32:01 -05:00

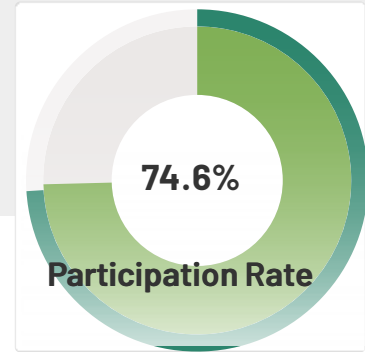
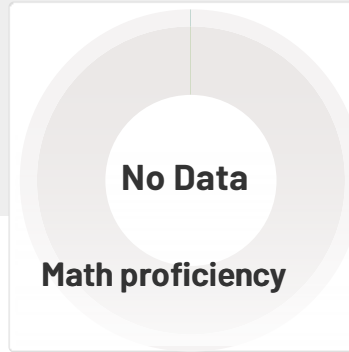
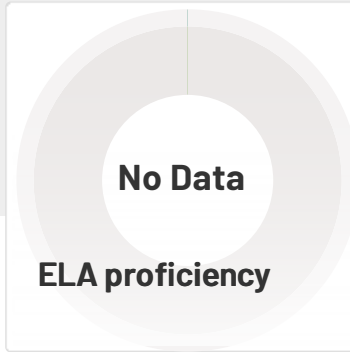
# How To Read The Data

## Understanding COVID-19 Flags

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

## About the data

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



## IAR

 Possible data impact due to COVID-19

### What is it?

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

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

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

---

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	29.5%	18.1%	24.7%	27.1%	0.6%	21.1%	28.4%	25.1%	23.0%	2.4%
State	29.4%	20.9%	21.3%	26.4%	1.9%	22.9%	23.1%	22.8%	25.1%	6.1%
<b>White</b>										
<b>District</b>	23.8%	16.3%	28.8%	30.4%	0.8%	16.4%	26.9%	26.5%	27.3%	2.9%
State	19.5%	20.6%	24.2%	33.2%	2.5%	12.2%	20.4%	26.9%	33.1%	7.5%
<b>Black</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	53.7%	21.9%	14.1%	10.1%	0.2%	52.0%	26.9%	13.7%	6.8%	0.7%
<b>Hispanic</b>										
<b>District</b>	52.1%	21.9%	15.1%	11.0%	0.0%	34.2%	31.5%	24.7%	9.6%	0.0%
State	44.7%	22.7%	17.5%	14.5%	0.6%	36.7%	30.2%	19.0%	12.4%	1.6%
<b>Asian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	11.5%	14.7%	23.5%	45.2%	5.1%	6.8%	12.4%	19.7%	38.7%	22.4%
<b>Male</b>										
<b>District</b>	36.1%	18.3%	20.1%	24.3%	1.2%	20.7%	29.0%	24.3%	22.5%	3.6%
State	33.0%	21.9%	20.9%	23.0%	1.2%	22.3%	22.0%	22.5%	26.3%	7.0%
<b>Female</b>										
<b>District</b>	22.7%	17.8%	29.4%	30.1%	0.0%	21.6%	27.8%	25.9%	23.5%	1.2%
State	25.7%	19.9%	21.7%	30.0%	2.6%	23.4%	24.3%	23.2%	23.8%	5.3%

Asterisks (\*) in the tables indicate either non-reported data or 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 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	21.8%	20.8%	26.7%	29.7%	1.0%	19.2%	26.3%	22.2%	29.3%	3.0%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	38.9%	19.2%	18.8%	21.2%	1.9%	32.2%	24.0%	19.2%	18.8%	5.8%
<b>Two or More Races</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	27.1%	21.2%	22.7%	26.6%	2.3%	21.6%	24.0%	22.1%	24.7%	7.5%
<b>Students with Disabilities</b>										
<b>District</b>	61.3%	24.2%	9.7%	4.8%	0.0%	44.4%	27.0%	22.2%	6.3%	0.0%
State	53.7%	21.1%	13.7%	11.0%	0.6%	41.0%	25.4%	17.7%	13.4%	2.5%
<b>Students with IEPs</b>										
<b>District</b>	61.7%	23.3%	10.0%	5.0%	0.0%	44.3%	27.9%	23.0%	4.9%	0.0%
State	58.4%	20.7%	12.0%	8.5%	0.4%	44.7%	25.7%	16.5%	11.3%	1.8%
<b>Non-IEP</b>										
<b>District</b>	22.4%	16.9%	27.9%	32.0%	0.7%	15.9%	28.5%	25.6%	27.0%	3.0%
State	24.6%	21.0%	22.9%	29.4%	2.2%	19.3%	22.7%	23.9%	27.3%	6.8%
<b>English Learners</b>										
<b>District</b>	62.7%	20.9%	7.5%	9.0%	0.0%	45.5%	30.3%	18.2%	6.1%	0.0%
State	52.2%	23.3%	15.2%	9.0%	0.3%	40.2%	29.6%	18.2%	10.9%	1.1%
<b>Non-English Learners</b>										
<b>District</b>	21.1%	17.4%	29.1%	31.7%	0.8%	15.1%	27.9%	26.8%	27.2%	3.0%
State	25.0%	20.5%	22.5%	29.8%	2.2%	19.6%	21.8%	23.7%	27.8%	7.1%

Asterisks (\*) in the tables indicate either non-reported data or 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 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	49.6%	19.5%	14.3%	15.8%	0.8%	34.3%	32.8%	23.9%	8.2%	0.7%
State	46.2%	23.4%	17.1%	12.9%	0.5%	38.9%	29.1%	19.2%	11.6%	1.2%
<b>Non Low Income</b>										
<b>District</b>	16.1%	17.1%	31.7%	34.7%	0.5%	12.2%	25.4%	25.9%	33.0%	3.6%
State	16.6%	19.1%	24.6%	36.7%	3.0%	10.7%	18.5%	25.6%	35.3%	9.9%
<b>Homeless</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	53.6%	22.8%	13.9%	9.5%	0.2%	45.2%	29.1%	18.0%	7.1%	0.6%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	51.4%	24.7%	15.4%	8.5%	0.0%	42.0%	27.8%	21.2%	8.5%	0.4%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	27.9%	20.9%	24.9%	24.5%	1.8%	19.4%	22.9%	29.0%	24.9%	3.8%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	27.5%	27.2%	25.4%	19.1%	0.9%	31.7%	31.4%	26.2%	10.4%	0.3%
State	23.6%	22.0%	26.3%	24.5%	3.7%	25.6%	26.0%	24.7%	21.2%	2.5%
<b>White</b>										
<b>District</b>	23.4%	27.4%	27.8%	20.2%	1.2%	27.9%	31.6%	29.1%	10.9%	0.4%
State	14.7%	19.9%	29.7%	31.0%	4.7%	14.7%	24.7%	30.1%	27.7%	2.8%
<b>Black</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	46.4%	26.8%	17.8%	8.5%	0.5%	56.3%	27.4%	11.7%	4.4%	0.2%
<b>Hispanic</b>										
<b>District</b>	43.5%	27.5%	15.9%	13.0%	0.0%	45.6%	29.4%	16.2%	8.8%	0.0%
State	36.5%	26.4%	22.8%	13.2%	1.1%	40.1%	31.5%	19.1%	8.8%	0.5%
<b>Asian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	9.8%	13.6%	25.6%	41.5%	9.5%	7.2%	14.0%	23.0%	43.7%	12.2%
<b>Male</b>										
<b>District</b>	30.2%	28.0%	22.8%	18.5%	0.5%	31.0%	26.6%	29.3%	12.5%	0.5%
State	27.0%	23.3%	25.9%	21.5%	2.4%	25.7%	24.6%	24.2%	22.6%	2.9%
<b>Female</b>										
<b>District</b>	24.0%	26.0%	28.8%	19.9%	1.4%	32.6%	37.5%	22.2%	7.6%	0.0%
State	20.2%	20.6%	26.6%	27.6%	5.0%	25.6%	27.5%	25.2%	19.7%	2.1%

Asterisks (\*) in the tables indicate either non-reported data or 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 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	29.8%	20.2%	21.3%	22.3%	6.4%	25.0%	28.3%	32.6%	12.0%	2.2%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	35.9%	21.7%	20.1%	20.1%	2.2%	37.4%	28.0%	17.0%	14.8%	2.7%
<b>Two or More Races</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	21.6%	21.4%	26.5%	25.7%	4.7%	24.5%	26.0%	24.3%	21.8%	3.4%
<b>Students with Disabilities</b>										
<b>District</b>	67.5%	20.8%	7.8%	3.9%	0.0%	75.7%	17.6%	5.4%	1.4%	0.0%
State	48.3%	24.3%	16.7%	9.8%	1.0%	46.3%	25.9%	16.5%	10.3%	1.0%
<b>Students with IEPs</b>										
<b>District</b>	70.3%	17.6%	8.1%	4.1%	0.0%	78.9%	14.1%	5.6%	1.4%	0.0%
State	54.9%	24.0%	13.6%	6.9%	0.6%	51.8%	25.8%	14.1%	7.7%	0.6%
<b>Non-IEP</b>										
<b>District</b>	15.3%	29.9%	30.3%	23.4%	1.1%	18.7%	36.2%	31.9%	12.8%	0.4%
State	18.5%	21.6%	28.3%	27.3%	4.2%	21.4%	26.1%	26.4%	23.4%	2.8%
<b>English Learners</b>										
<b>District</b>	53.6%	26.8%	10.7%	8.9%	0.0%	53.7%	29.6%	13.0%	3.7%	0.0%
State	46.0%	28.3%	19.1%	6.4%	0.2%	45.2%	32.0%	16.6%	6.0%	0.2%
<b>Non-English Learners</b>										
<b>District</b>	22.2%	27.2%	28.3%	21.1%	1.1%	27.4%	31.8%	28.8%	11.7%	0.4%
State	19.7%	20.8%	27.5%	27.7%	4.3%	22.2%	25.0%	26.1%	23.9%	2.9%

Asterisks (\*) in the tables indicate either non-reported data or 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 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	43.8%	25.0%	19.5%	10.9%	0.8%	47.2%	32.5%	15.4%	4.9%	0.0%
State	37.9%	27.0%	22.3%	11.9%	0.9%	42.8%	30.7%	18.3%	7.9%	0.4%
<b>Non Low Income</b>										
<b>District</b>	17.4%	28.5%	29.0%	24.2%	1.0%	22.4%	30.7%	32.7%	13.7%	0.5%
State	12.8%	18.2%	29.3%	34.0%	5.8%	12.7%	22.5%	29.5%	31.2%	4.1%
<b>Homeless</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	46.9%	24.3%	19.4%	8.6%	0.8%	48.7%	30.6%	16.0%	4.6%	0.1%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	44.2%	26.1%	18.6%	10.0%	1.0%	44.9%	32.8%	15.5%	6.7%	0.0%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	23.0%	20.1%	27.7%	26.7%	2.5%	23.9%	27.8%	27.7%	18.8%	1.7%

Asterisks (\*) in the tables indicate either non-reported data or 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 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	19.5%	24.1%	28.7%	27.2%	0.6%	25.3%	31.6%	28.0%	14.2%	0.9%
State	19.3%	24.5%	26.7%	27.5%	2.0%	23.5%	30.5%	21.9%	20.5%	3.6%
<b>White</b>										
<b>District</b>	16.7%	24.6%	27.8%	30.2%	0.8%	24.5%	31.8%	27.3%	15.5%	0.8%
State	12.4%	21.8%	29.5%	33.8%	2.6%	14.7%	28.2%	26.4%	26.5%	4.1%
<b>Black</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	38.3%	31.5%	20.0%	9.8%	0.3%	49.5%	35.5%	10.5%	4.2%	0.3%
<b>Hispanic</b>										
<b>District</b>	27.1%	24.7%	29.4%	18.8%	0.0%	26.9%	33.3%	29.5%	9.0%	1.3%
State	28.4%	29.7%	24.6%	16.7%	0.6%	34.4%	36.9%	17.6%	10.1%	0.9%
<b>Asian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	7.1%	13.3%	24.1%	49.3%	6.2%	6.9%	15.9%	20.3%	39.6%	17.3%
<b>Male</b>										
<b>District</b>	22.6%	23.7%	30.1%	23.7%	0.0%	22.4%	27.6%	33.9%	14.4%	1.7%
State	22.4%	26.7%	26.7%	23.0%	1.2%	24.5%	28.6%	21.0%	21.8%	4.0%
<b>Female</b>										
<b>District</b>	16.0%	24.5%	27.0%	31.3%	1.2%	28.5%	36.1%	21.5%	13.9%	0.0%
State	15.9%	22.2%	26.8%	32.2%	2.9%	22.4%	32.5%	22.9%	19.1%	3.2%

Asterisks (\*) in the tables indicate either non-reported data or 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 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	16.1%	28.0%	22.6%	32.3%	1.1%	26.1%	27.2%	18.5%	25.0%	3.3%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	29.4%	22.9%	25.9%	20.6%	1.2%	29.1%	35.2%	18.8%	14.5%	2.4%
<b>Two or More Races</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	17.7%	25.0%	26.4%	28.6%	2.3%	24.3%	29.2%	21.4%	20.6%	4.4%
<b>Students with Disabilities</b>										
<b>District</b>	45.1%	36.6%	14.6%	2.4%	1.2%	56.4%	32.1%	9.0%	2.6%	0.0%
State	45.1%	28.3%	16.3%	9.9%	0.4%	42.4%	34.4%	13.2%	8.7%	1.2%
<b>Students with IEPs</b>										
<b>District</b>	48.1%	37.7%	10.4%	2.6%	1.3%	56.2%	32.9%	9.6%	1.4%	0.0%
State	52.6%	28.5%	12.9%	5.8%	0.2%	47.5%	35.3%	10.8%	5.6%	0.7%
<b>Non-IEP</b>										
<b>District</b>	11.4%	20.2%	33.8%	34.2%	0.4%	16.6%	31.3%	33.2%	17.8%	1.2%
State	13.9%	23.8%	29.0%	31.0%	2.3%	19.6%	29.7%	23.7%	22.9%	4.1%
<b>English Learners</b>										
<b>District</b>	50.0%	33.3%	16.7%	0.0%	0.0%	44.4%	41.7%	13.9%	0.0%	0.0%
State	46.2%	34.9%	15.7%	3.2%	0.0%	46.8%	39.3%	10.8%	2.9%	0.1%
<b>Non-English Learners</b>										
<b>District</b>	15.3%	22.8%	30.3%	30.9%	0.7%	23.0%	30.4%	29.7%	15.9%	1.0%
State	15.8%	23.1%	28.2%	30.6%	2.3%	20.5%	29.3%	23.3%	22.8%	4.1%

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>Low Income</b>										
<b>District</b>	28.2%	26.0%	32.8%	13.0%	0.0%	31.1%	36.1%	27.0%	5.7%	0.0%
State	31.3%	31.3%	23.4%	13.5%	0.5%	38.1%	37.0%	16.1%	8.1%	0.6%
<b>Non Low Income</b>										
<b>District</b>	14.2%	22.9%	26.1%	35.8%	0.9%	21.9%	29.0%	28.6%	19.0%	1.4%
State	10.2%	19.3%	29.3%	38.0%	3.2%	12.6%	25.6%	26.2%	29.7%	5.9%
<b>Homeless</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	36.7%	31.3%	20.8%	10.8%	0.3%	42.4%	35.8%	15.9%	5.2%	0.6%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	36.6%	31.9%	20.6%	10.9%	0.0%	43.3%	38.1%	13.5%	4.9%	0.2%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	18.9%	25.5%	27.2%	26.5%	1.9%	21.4%	30.8%	24.1%	22.0%	1.6%

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>All</b>										
<b>District</b>	17.2%	28.8%	34.2%	19.4%	0.3%	21.7%	39.9%	25.2%	12.9%	0.3%
State	15.7%	24.3%	29.7%	27.3%	3.0%	24.0%	29.0%	25.1%	19.3%	2.6%
<b>White</b>										
<b>District</b>	13.5%	27.5%	36.7%	21.8%	0.4%	17.9%	38.0%	28.8%	14.8%	0.4%
State	9.9%	20.9%	32.2%	33.5%	3.5%	15.0%	27.0%	30.6%	24.8%	2.6%
<b>Black</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	31.3%	34.3%	23.5%	10.5%	0.4%	50.2%	33.6%	11.8%	4.1%	0.2%
<b>Hispanic</b>										
<b>District</b>	28.2%	32.1%	26.9%	12.8%	0.0%	31.2%	48.1%	14.3%	6.5%	0.0%
State	23.3%	29.7%	28.7%	17.1%	1.1%	35.1%	35.1%	20.3%	9.0%	0.5%
<b>Asian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	6.4%	11.7%	24.2%	46.8%	11.0%	7.6%	13.1%	21.5%	42.2%	15.6%
<b>Male</b>										
<b>District</b>	20.2%	30.1%	31.7%	18.0%	0.0%	22.0%	36.3%	28.0%	13.2%	0.5%
State	18.7%	26.5%	29.8%	23.2%	1.8%	24.8%	27.7%	24.6%	20.0%	2.9%
<b>Female</b>										
<b>District</b>	13.2%	27.2%	37.5%	21.3%	0.7%	21.3%	44.9%	21.3%	12.5%	0.0%
State	12.6%	21.9%	29.7%	31.7%	4.2%	23.2%	30.4%	25.7%	18.5%	2.2%

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	11.3%	16.5%	33.0%	37.1%	2.1%	18.9%	24.2%	34.7%	21.1%	1.1%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	17.2%	25.1%	33.0%	24.2%	0.5%	27.8%	35.8%	19.3%	15.1%	1.9%
<b>Two or More Races</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	15.7%	24.2%	28.7%	27.8%	3.7%	26.0%	28.8%	23.4%	18.4%	3.3%
<b>Students with Disabilities</b>										
<b>District</b>	53.0%	27.3%	18.2%	1.5%	0.0%	50.8%	32.3%	13.8%	3.1%	0.0%
State	40.1%	30.9%	18.6%	9.7%	0.7%	49.4%	28.5%	13.8%	7.4%	0.9%
<b>Students with IEPs</b>										
<b>District</b>	58.9%	25.0%	14.3%	1.8%	0.0%	54.5%	32.7%	12.7%	0.0%	0.0%
State	48.5%	32.2%	14.0%	5.0%	0.2%	58.1%	27.8%	9.9%	3.8%	0.4%
<b>Non-IEP</b>										
<b>District</b>	8.4%	29.7%	38.4%	23.2%	0.4%	14.8%	41.4%	27.8%	15.6%	0.4%
State	10.6%	23.0%	32.2%	30.8%	3.4%	18.7%	29.2%	27.5%	21.7%	2.9%
<b>English Learners</b>										
<b>District</b>	51.5%	39.4%	9.1%	0.0%	0.0%	53.1%	40.6%	6.3%	0.0%	0.0%
State	45.1%	38.9%	14.0%	2.0%	0.0%	58.1%	33.3%	7.3%	1.2%	0.1%
<b>Non-English Learners</b>										
<b>District</b>	13.3%	27.6%	37.1%	21.7%	0.3%	18.2%	39.9%	27.3%	14.3%	0.3%
State	12.6%	22.7%	31.4%	30.0%	3.3%	20.5%	28.6%	27.0%	21.1%	2.8%

Asterisks (\*) in the tables indicate either non-reported data or 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 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	27.8%	30.4%	26.1%	15.7%	0.0%	34.2%	41.2%	19.3%	5.3%	0.0%
State	25.6%	31.7%	27.4%	14.5%	0.8%	38.7%	35.2%	18.2%	7.5%	0.4%
<b>Non Low Income</b>										
<b>District</b>	11.3%	27.9%	38.7%	21.6%	0.5%	14.7%	39.2%	28.4%	17.2%	0.5%
State	8.3%	18.7%	31.5%	36.9%	4.6%	13.2%	24.4%	30.3%	28.0%	4.1%
<b>Homeless</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	31.8%	32.4%	24.9%	10.8%	0.1%	45.6%	33.9%	15.6%	4.7%	0.2%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	35.5%	32.1%	22.7%	9.3%	0.4%	47.1%	34.5%	13.5%	4.5%	0.4%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	18.1%	21.6%	33.3%	25.1%	1.9%	23.9%	29.2%	28.8%	16.5%	1.6%

Asterisks (\*) in the tables indicate either non-reported data or 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 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	18.3%	22.2%	32.9%	25.0%	1.7%	8.1%	30.3%	43.8%	17.1%	0.6%
State	20.9%	20.0%	25.8%	26.2%	7.1%	10.7%	30.7%	32.2%	23.3%	3.1%
<b>White</b>										
<b>District</b>	16.3%	22.1%	31.9%	27.4%	2.3%	6.1%	28.1%	43.3%	21.7%	0.8%
State	14.4%	18.0%	27.4%	31.4%	8.7%	6.4%	25.0%	36.1%	29.2%	3.3%
<b>Black</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	40.2%	25.4%	21.0%	12.0%	1.4%	24.9%	46.9%	21.3%	6.6%	0.3%
<b>Hispanic</b>										
<b>District</b>	25.3%	26.6%	31.6%	16.5%	0.0%	15.2%	39.2%	40.5%	5.1%	0.0%
State	28.7%	24.2%	25.8%	18.4%	2.9%	15.1%	39.6%	31.1%	13.3%	0.9%
<b>Asian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	7.7%	9.4%	21.2%	41.0%	20.7%	2.8%	11.0%	23.6%	45.1%	17.5%
<b>Male</b>										
<b>District</b>	25.1%	25.7%	29.8%	19.3%	0.0%	11.1%	24.6%	42.7%	21.1%	0.6%
State	24.9%	21.9%	25.8%	22.7%	4.7%	11.4%	29.5%	31.6%	24.1%	3.4%
<b>Female</b>										
<b>District</b>	11.9%	18.9%	35.7%	30.3%	3.2%	5.4%	35.7%	44.9%	13.5%	0.5%
State	16.6%	18.1%	25.9%	29.9%	9.5%	10.1%	31.9%	32.9%	22.4%	2.8%

Asterisks (\*) in the tables indicate either non-reported data or 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 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	12.5%	18.2%	31.8%	25.0%	12.5%	9.4%	27.1%	31.8%	27.1%	4.7%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	22.2%	28.0%	27.1%	17.4%	5.3%	14.9%	32.8%	32.3%	17.9%	2.1%
<b>Two or More Races</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	20.5%	20.7%	25.6%	25.4%	7.9%	11.1%	33.0%	30.5%	21.3%	4.1%
<b>Students with Disabilities</b>										
<b>District</b>	58.6%	34.5%	5.2%	1.7%	0.0%	27.6%	46.6%	24.1%	1.7%	0.0%
State	49.1%	22.5%	16.5%	9.9%	1.9%	27.7%	42.0%	20.1%	9.2%	1.1%
<b>Students with IEPs</b>										
<b>District</b>	64.4%	31.1%	2.2%	2.2%	0.0%	31.1%	46.7%	20.0%	2.2%	0.0%
State	59.8%	22.6%	12.4%	4.6%	0.6%	34.5%	46.0%	14.6%	4.5%	0.4%
<b>Non-IEP</b>										
<b>District</b>	11.6%	20.9%	37.3%	28.3%	1.9%	4.8%	28.0%	47.3%	19.3%	0.6%
State	15.0%	19.6%	27.9%	29.5%	8.0%	7.2%	28.3%	34.9%	26.1%	3.5%
<b>English Learners</b>										
<b>District</b>	50.0%	32.1%	17.9%	0.0%	0.0%	17.9%	57.1%	25.0%	0.0%	0.0%
State	53.5%	27.8%	15.2%	3.4%	0.1%	26.6%	52.4%	18.1%	2.8%	0.1%
<b>Non-English Learners</b>										
<b>District</b>	15.5%	21.3%	34.1%	27.1%	1.8%	7.3%	28.0%	45.4%	18.6%	0.6%
State	17.7%	19.3%	26.9%	28.4%	7.7%	9.2%	28.6%	33.6%	25.2%	3.4%

Asterisks (\*) in the tables indicate either non-reported data or 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 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	32.8%	24.8%	28.8%	13.6%	0.0%	15.2%	44.8%	36.0%	4.0%	0.0%
State	33.0%	24.9%	24.1%	15.7%	2.3%	18.2%	42.3%	28.0%	10.8%	0.7%
<b>Non Low Income</b>										
<b>District</b>	10.4%	20.8%	35.1%	31.2%	2.6%	4.3%	22.5%	48.1%	24.2%	0.9%
State	11.9%	16.5%	27.1%	33.9%	10.5%	5.3%	22.1%	35.3%	32.4%	4.9%
<b>Homeless</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	41.3%	27.1%	19.4%	11.3%	1.0%	25.5%	45.9%	22.9%	5.5%	0.2%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	43.6%	25.0%	18.6%	11.9%	0.9%	27.6%	45.8%	21.4%	5.0%	0.2%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	19.5%	22.0%	29.2%	24.7%	4.6%	10.3%	32.8%	32.8%	22.7%	1.3%

Asterisks (\*) in the tables indicate either non-reported data or 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 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	22.3%	23.4%	28.3%	24.3%	1.7%	31.3%	33.0%	18.4%	16.1%	1.1%
State	19.9%	19.3%	26.3%	29.8%	4.7%	29.3%	25.6%	18.8%	23.0%	3.3%
<b>White</b>										
<b>District</b>	23.2%	21.1%	30.1%	23.9%	1.7%	29.3%	33.8%	18.5%	17.1%	1.4%
State	13.9%	17.3%	27.8%	35.3%	5.7%	20.9%	24.7%	22.0%	28.9%	3.4%
<b>Black</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	37.6%	25.3%	22.3%	13.7%	1.1%	55.7%	26.5%	10.8%	6.6%	0.3%
<b>Hispanic</b>										
<b>District</b>	19.0%	34.5%	17.2%	27.6%	1.7%	41.4%	31.0%	17.2%	10.3%	0.0%
State	26.6%	22.7%	26.6%	22.1%	2.1%	38.0%	30.1%	16.7%	14.2%	1.1%
<b>Asian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	7.1%	8.9%	19.8%	48.1%	16.1%	9.2%	12.4%	14.3%	42.9%	21.2%
<b>Male</b>										
<b>District</b>	27.7%	27.2%	27.2%	17.4%	0.5%	31.4%	33.5%	18.0%	16.5%	0.5%
State	24.5%	21.9%	26.6%	24.3%	2.7%	31.1%	24.8%	18.0%	22.5%	3.5%
<b>Female</b>										
<b>District</b>	15.5%	18.7%	29.7%	32.9%	3.2%	31.2%	32.5%	18.8%	15.6%	1.9%
State	14.9%	16.5%	26.1%	35.7%	6.8%	27.3%	26.4%	19.6%	23.5%	3.2%

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	15.1%	17.2%	22.6%	39.8%	5.4%	23.1%	23.1%	15.4%	33.0%	5.5%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	21.0%	23.5%	22.5%	29.5%	3.5%	35.9%	19.6%	24.4%	16.7%	3.3%
<b>Two or More Races</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	19.7%	20.0%	26.2%	29.2%	4.9%	31.3%	25.6%	17.8%	21.6%	3.6%
<b>Students with Disabilities</b>										
<b>District</b>	52.6%	22.4%	17.1%	7.9%	0.0%	55.3%	27.6%	7.9%	7.9%	1.3%
State	48.5%	22.9%	17.0%	10.5%	1.0%	57.8%	22.5%	9.6%	8.9%	1.2%
<b>Students with IEPs</b>										
<b>District</b>	54.0%	23.8%	15.9%	6.3%	0.0%	57.1%	30.2%	7.9%	3.2%	1.6%
State	59.5%	23.0%	12.3%	4.8%	0.3%	69.1%	20.6%	6.1%	3.8%	0.4%
<b>Non-IEP</b>										
<b>District</b>	15.3%	23.3%	31.0%	28.2%	2.1%	25.6%	33.7%	20.7%	18.9%	1.1%
State	13.8%	18.7%	28.5%	33.6%	5.4%	23.2%	26.4%	20.7%	25.9%	3.8%
<b>English Learners</b>										
<b>District</b>	47.8%	39.1%	8.7%	4.3%	0.0%	65.2%	17.4%	17.4%	0.0%	0.0%
State	54.6%	26.7%	14.9%	3.7%	0.1%	63.1%	27.4%	6.7%	2.7%	0.1%
<b>Non-English Learners</b>										
<b>District</b>	20.5%	22.3%	29.7%	25.7%	1.8%	28.9%	34.2%	18.5%	17.2%	1.2%
State	17.1%	18.7%	27.3%	31.9%	5.1%	26.6%	25.5%	19.8%	24.6%	3.6%

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>Low Income</b>										
<b>District</b>	30.4%	21.7%	24.6%	20.3%	2.9%	49.3%	27.5%	10.1%	11.6%	1.4%
State	31.5%	23.8%	25.1%	18.1%	1.6%	45.1%	28.8%	14.6%	10.8%	0.7%
<b>Non Low Income</b>										
<b>District</b>	20.3%	23.8%	29.2%	25.3%	1.4%	26.9%	34.4%	20.4%	17.2%	1.1%
State	12.6%	16.5%	27.1%	37.1%	6.7%	19.4%	23.6%	21.4%	30.6%	5.0%
<b>Homeless</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	39.9%	20.8%	26.7%	11.5%	1.1%	56.7%	24.4%	12.0%	6.7%	0.3%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	40.9%	22.5%	22.7%	13.1%	0.8%	61.9%	23.6%	8.3%	5.8%	0.4%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	19.8%	23.5%	24.6%	28.6%	3.5%	28.3%	28.6%	15.7%	25.7%	1.8%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## DLM

 Possible data impact due to COVID-19

### What is it?

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

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

Asterisks (\*) in the tables indicate either non-reported data or 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 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	71.0%	9.9%	18.4%	0.7%	75.0%	13.0%	8.2%	3.8%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.3%	10.0%	20.1%	0.6%	74.0%	13.5%	8.2%	4.2%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.6%	8.8%	20.7%	0.9%	74.5%	10.6%	10.2%	4.6%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	73.9%	11.6%	14.1%	0.4%	75.7%	13.0%	8.1%	3.2%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	76.5%	7.8%	15.7%	0.0%	74.5%	21.6%	3.9%	0.0%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	70.3%	10.2%	18.9%	0.7%	73.5%	12.8%	8.6%	5.0%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	72.8%	9.3%	17.3%	0.6%	78.4%	13.3%	7.1%	1.2%

Asterisks (\*) in the tables indicate either non-reported data or 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 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	73.1%	7.7%	17.3%	1.9%	82.4%	9.8%	3.9%	3.9%
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	70.9%	10.0%	18.4%	0.7%	74.9%	13.3%	8.2%	3.7%
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	70.9%	10.0%	18.4%	0.7%	74.9%	13.3%	8.2%	3.7%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	75.0%	4.2%	20.8%	0.0%	79.2%	0.0%	8.3%	12.5%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	75.4%	10.6%	14.0%	0.0%	77.6%	14.4%	5.7%	2.3%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.6%	9.7%	19.9%	0.9%	74.2%	12.5%	9.0%	4.4%

Asterisks (\*) in the tables indicate either non-reported data or 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 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.7%	10.3%	19.1%	1.0%	74.0%	13.9%	8.0%	4.1%
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	72.8%	9.4%	17.5%	0.2%	76.4%	11.7%	8.4%	3.5%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.2%	7.7%	23.1%	0.0%	75.0%	16.7%	8.3%	0.0%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.0%	10.0%	25.0%	5.0%	65.0%	15.0%	15.0%	5.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	76.9%	15.4%	7.7%	0.0%	75.0%	8.3%	16.7%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	70.0%	16.5%	12.5%	1.0%	57.9%	10.2%	19.3%	12.7%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.8%	15.8%	13.4%	1.0%	58.9%	8.8%	19.8%	12.6%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.2%	19.0%	11.4%	0.5%	55.0%	12.8%	21.8%	10.4%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.4%	16.6%	12.5%	1.5%	57.4%	11.0%	17.6%	14.0%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	78.8%	9.6%	11.5%	0.0%	65.4%	9.6%	11.5%	13.5%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	67.4%	17.4%	13.9%	1.4%	55.8%	9.7%	19.6%	14.9%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	75.4%	14.7%	9.5%	0.3%	62.1%	11.1%	18.7%	8.2%

Asterisks (\*) in the tables indicate either non-reported data or 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 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.0%	20.0%	20.0%	0.0%	60.0%	0.0%	0.0%	40.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	74.2%	16.1%	6.5%	3.2%	53.3%	10.0%	23.3%	13.3%
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.7%	16.8%	12.5%	1.1%	57.5%	10.2%	19.3%	13.0%
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.7%	16.8%	12.5%	1.1%	57.5%	10.2%	19.3%	13.0%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	81.8%	4.5%	13.6%	0.0%	72.7%	9.1%	18.2%	0.0%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	70.2%	16.9%	12.1%	0.8%	58.5%	10.5%	18.5%	12.5%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.9%	16.4%	12.6%	1.1%	57.7%	10.1%	19.5%	12.8%

Asterisks (\*) in the tables indicate either non-reported data or 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 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	70.1%	16.8%	12.2%	0.9%	56.4%	11.9%	20.1%	11.6%
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.8%	16.1%	12.9%	1.2%	60.0%	7.6%	18.1%	14.4%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	83.3%	0.0%	16.7%	0.0%	50.0%	25.0%	8.3%	16.7%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	76.2%	14.3%	9.5%	0.0%	57.1%	14.3%	19.0%	9.5%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	57.1%	0.0%	28.6%	14.3%

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>All</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	65.2%	12.7%	20.7%	1.4%	52.1%	29.9%	12.5%	5.5%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	63.7%	11.2%	23.0%	2.2%	49.0%	32.0%	11.9%	7.0%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	66.8%	15.3%	17.3%	0.5%	54.1%	32.5%	11.3%	2.1%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.9%	13.4%	16.3%	0.4%	59.8%	22.8%	13.0%	4.5%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	71.8%	15.4%	12.8%	0.0%	59.0%	17.9%	17.9%	5.1%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	63.2%	13.4%	22.1%	1.3%	50.3%	30.4%	13.6%	5.6%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.1%	11.4%	18.1%	1.4%	55.5%	28.9%	10.4%	5.3%

Asterisks (\*) in the tables indicate either non-reported data or 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

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	20.0%	20.0%	60.0%	0.0%	40.0%	40.0%	0.0%	20.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	45.7%	11.4%	40.0%	2.9%	25.7%	45.7%	20.0%	8.6%
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	65.0%	12.8%	20.8%	1.4%	51.8%	29.8%	12.8%	5.6%
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	65.0%	12.8%	20.8%	1.4%	51.8%	29.8%	12.8%	5.6%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	73.9%	8.7%	17.4%	0.0%	63.6%	31.8%	0.0%	4.5%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.1%	13.3%	16.8%	0.8%	55.6%	24.1%	14.4%	5.8%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	64.0%	12.5%	22.0%	1.6%	50.9%	31.8%	11.9%	5.4%

Asterisks (\*) in the tables indicate either non-reported data or 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

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

Asterisks (\*) in the tables indicate either non-reported data or 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 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.9%	23.8%	17.9%	3.4%	69.6%	16.9%	10.0%	3.5%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.9%	24.0%	17.9%	3.3%	70.2%	17.1%	9.4%	3.3%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	46.9%	27.0%	20.9%	5.1%	62.4%	19.3%	14.2%	4.1%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	59.0%	22.0%	17.2%	1.9%	71.4%	16.7%	8.6%	3.3%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	64.3%	17.9%	12.5%	5.4%	76.8%	10.7%	10.7%	1.8%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.8%	24.2%	16.7%	3.2%	68.7%	17.0%	10.7%	3.7%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.0%	23.0%	20.2%	3.8%	71.3%	16.7%	8.7%	3.3%

Asterisks (\*) in the tables indicate either non-reported data or 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 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	45.2%	29.0%	19.4%	6.5%	71.0%	12.9%	6.5%	9.7%
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.1%	23.6%	17.8%	3.5%	69.4%	16.9%	10.2%	3.6%
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.1%	23.6%	17.8%	3.5%	69.4%	16.9%	10.2%	3.6%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	45.8%	29.2%	25.0%	0.0%	79.2%	16.7%	4.2%	0.0%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	58.6%	23.0%	16.9%	1.5%	73.3%	17.9%	7.3%	1.5%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.7%	24.0%	18.3%	4.0%	68.4%	16.5%	10.9%	4.2%

Asterisks (\*) in the tables indicate either non-reported data or 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 6

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

Asterisks (\*) in the tables indicate either non-reported data or 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 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.7%	26.5%	16.8%	2.0%	76.7%	13.5%	7.5%	2.4%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.8%	27.1%	17.8%	2.3%	77.1%	13.6%	6.8%	2.5%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	50.2%	30.0%	18.1%	1.8%	73.9%	13.7%	9.7%	2.7%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.8%	22.3%	15.0%	1.8%	76.6%	15.3%	5.8%	2.2%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	59.5%	32.4%	8.1%	0.0%	83.3%	2.8%	11.1%	2.8%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.9%	27.2%	15.9%	2.1%	75.3%	14.8%	7.6%	2.3%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.3%	25.2%	18.6%	1.9%	79.4%	10.8%	7.2%	2.5%

Asterisks (\*) in the tables indicate either non-reported data or 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 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	56.7%	23.3%	16.7%	3.3%	80.0%	6.7%	13.3%	0.0%
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.5%	26.4%	17.0%	2.1%	76.6%	13.5%	7.5%	2.5%
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.5%	26.4%	17.0%	2.1%	76.6%	13.5%	7.5%	2.5%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	61.5%	30.8%	7.7%	0.0%	80.0%	12.0%	8.0%	0.0%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	57.0%	27.8%	13.9%	1.3%	78.0%	11.9%	7.6%	2.5%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.1%	26.1%	17.6%	2.2%	76.3%	13.9%	7.4%	2.4%

Asterisks (\*) in the tables indicate either non-reported data or 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 7

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

Asterisks (\*) in the tables indicate either non-reported data or 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 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.0%	31.6%	15.3%	0.1%	62.7%	31.5%	4.5%	1.3%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	51.6%	31.7%	16.7%	0.0%	64.6%	30.8%	3.5%	1.2%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.8%	29.8%	14.4%	0.0%	64.4%	29.8%	4.4%	1.5%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.7%	31.1%	13.9%	0.4%	60.8%	32.5%	5.7%	1.1%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.1%	33.3%	14.6%	0.0%	56.3%	33.3%	6.3%	4.2%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.1%	30.2%	14.6%	0.1%	63.2%	30.5%	4.7%	1.7%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	49.4%	34.0%	16.6%	0.0%	62.0%	33.2%	4.1%	0.8%

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	66.7%	33.3%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	0.0%	75.0%	25.0%	0.0%	25.0%	75.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	50.0%	36.8%	13.2%	0.0%	55.3%	36.8%	7.9%	0.0%
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.2%	31.8%	14.9%	0.1%	62.7%	31.4%	4.5%	1.4%
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.2%	31.8%	14.9%	0.1%	62.7%	31.4%	4.5%	1.4%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	41.2%	17.6%	41.2%	0.0%	61.1%	38.9%	0.0%	0.0%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.3%	32.6%	13.1%	0.0%	61.6%	32.4%	4.1%	1.8%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.7%	31.3%	15.9%	0.1%	63.0%	31.3%	4.6%	1.2%

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.6%	31.5%	13.9%	0.0%	63.6%	30.9%	4.4%	1.1%
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	51.2%	31.7%	16.9%	0.2%	61.7%	32.2%	4.5%	1.6%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	43.8%	56.3%	0.0%	0.0%	62.5%	37.5%	0.0%	0.0%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	75.0%	18.8%	6.3%	0.0%	86.7%	13.3%	0.0%	0.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>All</b>				
<b>District</b>	*	*	*	*
State	75.2%	18.7%	5.9%	0.2%
<b>White</b>				
<b>District</b>	*	*	*	*
State	73.7%	19.3%	6.6%	0.4%
<b>Black</b>				
<b>District</b>	*	*	*	*
State	75.9%	17.8%	6.3%	0.0%
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
State	79.1%	17.8%	3.1%	0.0%
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	77.1%	17.1%	5.7%	0.0%
<b>Male</b>				
<b>District</b>	*	*	*	*
State	74.1%	19.2%	6.3%	0.3%
<b>Female</b>				
<b>District</b>	*	*	*	*
State	77.3%	17.7%	5.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or 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

	Level 1	Level 2	Level 3	Level 4
Science				
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	80.0%	0.0%	20.0%	0.0%
Two or More Races				
District	*	*	*	*
State	64.5%	25.8%	9.7%	0.0%
Students with Disabilities				
District	*	*	*	*
State	75.3%	18.8%	5.7%	0.2%
Students with IEPs				
District	*	*	*	*
State	75.3%	18.8%	5.7%	0.2%
Non-IEP				
District	*	*	*	*
State	71.4%	14.3%	14.3%	0.0%
English Learners				
District	*	*	*	*
State	77.7%	17.6%	4.6%	0.0%
Non-English Learners				
District	*	*	*	*
State	74.4%	19.0%	6.3%	0.3%

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>Low Income</b>				
<b>District</b>	*	*	*	*
State	73.1%	21.4%	5.5%	0.0%
<b>Non Low Income</b>				
<b>District</b>	*	*	*	*
State	78.0%	15.1%	6.3%	0.5%
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	58.3%	25.0%	16.7%	0.0%
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	71.4%	21.4%	7.1%	0.0%
<b>Military</b>				
<b>District</b>	*	*	*	*
State	75.0%	25.0%	0.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or 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 8

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	*	*	*	*
State	65.9%	23.0%	10.3%	0.8%
<b>White</b>				
<b>District</b>	*	*	*	*
State	65.2%	23.7%	9.5%	1.6%
<b>Black</b>				
<b>District</b>	*	*	*	*
State	68.9%	21.4%	9.7%	0.0%
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
State	64.4%	24.3%	11.3%	0.0%
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	65.2%	17.4%	15.2%	2.2%
<b>Male</b>				
<b>District</b>	*	*	*	*
State	66.3%	21.3%	11.4%	1.0%
<b>Female</b>				
<b>District</b>	*	*	*	*
State	65.2%	25.9%	8.4%	0.6%

Asterisks (\*) in the tables indicate either non-reported data or 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 8

	Level 1	Level 2	Level 3	Level 4
Science				
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	66.7%	33.3%	0.0%	0.0%
American Indian				
District	*	*	*	*
State	0.0%	75.0%	25.0%	0.0%
Two or More Races				
District	*	*	*	*
State	76.5%	14.7%	8.8%	0.0%
Students with Disabilities				
District	*	*	*	*
State	65.9%	23.0%	10.3%	0.8%
Students with IEPs				
District	*	*	*	*
State	65.9%	23.0%	10.3%	0.8%
Non-IEP				
District	*	*	*	*
State	66.7%	22.2%	11.1%	0.0%
English Learners				
District	*	*	*	*
State	64.1%	23.9%	12.0%	0.0%
Non-English Learners				
District	*	*	*	*
State	66.4%	22.8%	9.8%	1.0%

Asterisks (\*) in the tables indicate either non-reported data or 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 8

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

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## ISA

 Data not available

### 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.

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Proficiency

 Possible data impact due to COVID-19

### What is it?

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

### ELA - All Tests

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

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

### Mathematics - All Tests

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

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Proficiency (cont)

 Possible data impact due to COVID-19

### Mathematics - All Tests

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

### Science - All Tests

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

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

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Mean Growth Percentile - IAR

 Data not available

### What is it?

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

### ELA

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

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

### Mathematics

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

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

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate

 Possible data impact due to COVID-19

### What is it?

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

### ELA - All Tests

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>74.6%</b> *	<b>76.4%</b> *	<b>72.8%</b> *	<b>77.7%</b> *	<b>60.0%</b> *	<b>67.8%</b> *	<b>55.6%</b> *	* *	* *	<b>65.5%</b> *	<b>75.7%</b> *
State	<b>74.0%</b> *	<b>74.3%</b> *	<b>73.7%</b> *	<b>86.5%</b> *	<b>60.1%</b> *	<b>61.7%</b> *	<b>71.4%</b> *	<b>69.5%</b> *	<b>63.3%</b> *	<b>74.8%</b> *	<b>73.3%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>76.1%</b> *	<b>70.5%</b> *	<b>68.8%</b> *
State	<b>73.1%</b> *	<b>59.9%</b> *	<b>66.0%</b> *

### Mathematics - All Tests

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>73.7%</b> *	<b>75.1%</b> *	<b>72.1%</b> *	<b>76.9%</b> *	<b>60.0%</b> *	<b>66.5%</b> *	<b>51.9%</b> *	* *	* *	<b>62.1%</b> *	<b>74.5%</b> *
State	<b>73.3%</b> *	<b>73.6%</b> *	<b>73.0%</b> *	<b>86.0%</b> *	<b>58.9%</b> *	<b>60.9%</b> *	<b>70.8%</b> *	<b>68.4%</b> *	<b>62.5%</b> *	<b>74.1%</b> *	<b>72.5%</b> *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate (cont)

 Possible data impact due to COVID-19

### Mathematics - All Tests

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>74.7%</b> *	<b>68.1%</b> *	<b>67.6%</b> *
State	72.3% *	59.0% *	65.1% *

### Science - All Tests

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

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

Asterisks (\*) in the tables indicate either non-reported data or 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 ELA

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

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

### IAR Mathematics

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

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

Asterisks(\*) in the tables indicate either non-reported data or 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 ELA

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

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

### DLM Mathematics

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

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

Asterisks(\*) in the tables indicate either non-reported data or 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

### ISA

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

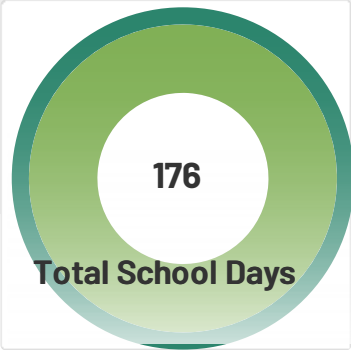
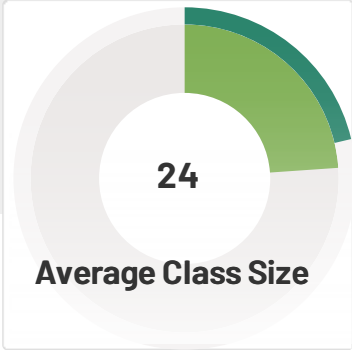
	Students with IEPs	English Learners	Low Income
<b>District</b>	*	*	*
	*	*	*
State	*	*	*
	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## About the data


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



**No Data** district's percentage of adequacy

**Evidence-Based Funding**

## Early Learning

 Data not available

### What is it?

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

### Kindergarten Individual Developmental Survey (KIDS) Results - Overall

	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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

	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities	Students with IEPs	English Learners	Low Income
State	*	*	*	*	*	*	*	*	*	*	

	Non-IEP	Non-English Learners	Non Low Income
<b>District</b>	*	*	*
State	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## School Level Finances

### What is it?

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

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
<b>District</b>	<b>4,043</b>	<b>\$164</b>	<b>\$9,658</b>	<b>\$9,822</b>	<b>\$314</b>	<b>\$7,045</b>	<b>\$7,360</b>	<b>\$478</b>	<b>\$16,703</b>	<b>\$17,181</b>	<b>\$3,091,795</b>	<b>\$72,555,924</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## School Level Finances (cont)

District	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
<b>District</b>	<b>4,043</b>	<b>\$164</b>	<b>\$9,658</b>	<b>\$9,822</b>	<b>\$314</b>	<b>\$7,045</b>	<b>\$7,360</b>	<b>\$478</b>	<b>\$16,703</b>	<b>\$17,181</b>
McHenry Middle School	721	\$182	\$9,258	\$9,440	\$337	\$7,673	\$8,010	\$519	\$16,930	\$17,449
Parkland School	764	\$180	\$8,159	\$8,339	\$285	\$7,293	\$7,578	\$465	\$15,452	\$15,917
Chauncey H Duker School	429	\$268	\$9,793	\$10,061	\$356	\$7,076	\$7,432	\$624	\$16,869	\$17,493
Edgebrook Elem School	415	\$243	\$14,348	\$14,592	\$456	\$7,864	\$8,320	\$699	\$22,213	\$22,911
Hilltop Elem School	424	\$91	\$9,344	\$9,435	\$312	\$6,788	\$7,100	\$403	\$16,132	\$16,535
Landmark Elem School	197	\$0	\$8,538	\$8,538	\$251	\$6,125	\$6,376	\$251	\$14,663	\$14,914
Valley View Elem School	536	\$154	\$9,078	\$9,233	\$267	\$6,373	\$6,640	\$422	\$15,451	\$15,873
Riverwood Elementary School	557	\$99	\$9,827	\$9,925	\$258	\$6,428	\$6,686	\$357	\$16,255	\$16,611

Asterisks (\*) in the tables indicate either non-reported data or 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-Faced Funding	Other State Funding	Federal Funding	Total Revenue
<b>District</b>	<b>73.0%</b> <b>\$51,761,787</b>	<b>5.5%</b> <b>\$3,914,891</b>	<b>13.7%</b> <b>\$9,703,027</b>	<b>2.7%</b> <b>\$1,903,803</b>	<b>5.1%</b> <b>\$3,597,522</b>	<b>\$70,881,030</b>
State	60.1%	5.8%	22.3%	4.7%	7.1%	*

### Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
<b>District</b>	<b>50.3%</b>	<b>2.4%</b>	<b>29.4%</b>	<b>17.9%</b>
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
<b>District</b>	<b>72.0%</b> <b>\$52,363,885</b>	<b>3.4%</b> <b>\$2,456,597</b>	<b>5.8%</b> <b>\$4,220,426</b>	<b>7.7%</b> <b>\$5,618,406</b>	<b>1.2%</b> <b>\$851,768</b>	<b>2.9%</b> <b>\$2,125,461</b>	<b>0.0%</b> <b>\$0</b>	<b>7.0%</b> <b>\$5,123,768</b>	<b>\$72,760,311</b>
State	70.1%	7.1%	3.6%	8.8%	1.2%	1.9%	0.5%	6.8%	*

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>District</b>	<b>\$257,299</b>	<b>5.4</b>	<b>\$9,100</b>	<b>\$12,559</b>
State	*	*	<b>\$8,826</b>	<b>\$14,747</b>

## Average Class Size

### What is it?

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

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Overall
<b>District</b>	<b>*</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>20</b>	<b>20</b>	<b>19</b>	<b>21</b>	<b>23</b>	<b>24</b>	<b>20</b>
State	<b>4</b>	<b>19</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>20</b>

Asterisks (\*) in the tables indicate either non-reported data or 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	
<b>District</b>	<b>176</b>
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	
<b>District</b>	<b>2</b>
State	3

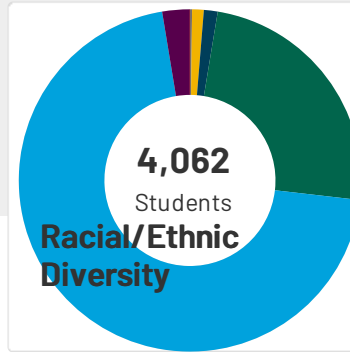
Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## 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.

**4,062**

**Student Enrollment**



**10.7%**

**Chronic Absenteeism**



## Student Enrollment

### What is it?

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

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

### By Subgroups

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>100.0%</b> <b>4,062</b>	<b>52.3%</b> <b>2,123</b>	<b>47.7%</b> <b>1,939</b>	<b>70.5%</b> <b>2,865</b>	<b>1.3%</b> <b>52</b>	<b>24.2%</b> <b>981</b>	<b>1.1%</b> <b>46</b>	<b>0.0%</b> <b>*</b>	<b>0.2%</b> <b>10</b>	<b>2.6%</b> <b>104</b>	<b>20.8%</b> <b>843</b>
State	100.0% 1,887,316	51.3% 969,086	48.7% 918,230	46.7% 880,891	16.6% 312,609	27.0% 510,387	5.4% 102,407	0.1% 1,942	0.2% 4,650	3.9% 74,430	18.3% 345,533

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>19.1%</b> <b>777</b>	<b>14.5%</b> <b>589</b>	<b>41.3%</b> <b>1,678</b>	<b>0.4%</b> <b>17</b>	<b>0.0%</b> <b>*</b>	<b>0.6%</b> <b>23</b>	<b>1.2%</b> <b>47</b>
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	Grade 6	Grade 7	Grade 8
<b>District</b>	<b>114</b>	<b>407</b>	<b>404</b>	<b>391</b>	<b>408</b>	<b>426</b>	<b>436</b>	<b>466</b>	<b>483</b>	<b>527</b>
State	68,067	120,110	127,671	127,907	130,321	134,540	136,665	141,642	146,930	149,255

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs

### What is it?

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

### Students Enrolled in Accelerated Placement

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

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

### Students 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
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.5%</b> 9,062	<b>0.3%</b> 3,144	<b>0.6%</b> 5,918	<b>0.6%</b> 5,606	<b>0.2%</b> 634	<b>0.3%</b> 1,776	<b>0.6%</b> 627	<b>0.2%</b> 3	<b>0.5%</b> 26	<b>0.5%</b> 390	<b>0.2%</b> 842

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>District</b>	*	*	*	*	*
State	<b>0.1%</b> 247	<b>0.1%</b> 130	<b>0.2%</b> 2,196	<b>0.1%</b> 32	<b>0.0%</b> 7

### Students 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
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
State	<b>1.2%</b> 24,290	<b>1.4%</b> 14,444	<b>1.0%</b> 9,845	<b>1.5%</b> 13,688	<b>0.2%</b> 739	<b>0.8%</b> 4,135	<b>4.4%</b> 4,620	<b>1.2%</b> 23	<b>1.6%</b> 79	<b>1.3%</b> 1,006	<b>0.6%</b> 1,937

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

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
State	<b>5.2%</b> 100,406	<b>4.6%</b> 46,281	<b>5.7%</b> 54,120	<b>4.6%</b> 41,443	<b>3.9%</b> 12,686	<b>5.3%</b> 27,815	<b>13.7%</b> 14,366	<b>10.5%</b> 207	<b>4.4%</b> 219	<b>4.7%</b> 3,670	<b>2.7%</b> 9,334

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

### Students 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
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.2%</b> 4,782	<b>0.2%</b> 2,132	<b>0.3%</b> 2,650	<b>0.1%</b> 929	<b>0.6%</b> 1,891	<b>0.2%</b> 1,279	<b>0.5%</b> 497	<b>0.4%</b> 8	<b>0.3%</b> 17	<b>0.2%</b> 161	<b>0.1%</b> 473

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>District</b>	*	*	*	*	*
State	<b>0.1%</b> 253	<b>0.3%</b> 810	<b>0.3%</b> 2,705	<b>0.0%</b> 0	<b>0.1%</b> 14

### Students Enrolled in Advanced Placement Coursework

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

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

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
State	<b>1.0%</b> 6,121	<b>0.8%</b> 2,379	<b>1.3%</b> 3,742	<b>0.3%</b> 824	<b>1.9%</b> 1,842	<b>1.7%</b> 2,922	<b>1.2%</b> 396	<b>0.8%</b> 5	<b>1.6%</b> 23	<b>0.5%</b> 109	<b>0.5%</b> 543

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

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
State	<b>20.1%</b> 390,785	<b>18.3%</b> 183,736	<b>21.9%</b> 207,040	<b>22.4%</b> 202,744	<b>13.3%</b> 43,538	<b>17.6%</b> 92,777	<b>34.4%</b> 36,095	<b>23.3%</b> 461	<b>16.4%</b> 815	<b>18.4%</b> 14,355	<b>10.7%</b> 37,437

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>District</b>	*	*	*	*	*
State	<b>5.9%</b> 16,764	<b>5.0%</b> 12,638	<b>13.4%</b> 122,600	<b>9.6%</b> 2,248	<b>4.0%</b> 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
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
State	<b>12.9%</b> 79,372	<b>12.2%</b> 38,630	<b>13.6%</b> 40,740	<b>15.5%</b> 45,567	<b>9.2%</b> 9,109	<b>10.2%</b> 17,161	<b>14.8%</b> 4,805	<b>12.6%</b> 80	<b>10.3%</b> 151	<b>12.1%</b> 2,499	<b>7.7%</b> 9,010

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

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Gifted Students

 Possible data impact due to COVID-19

### What is it?

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

### Students Assessed For Giftedness

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

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

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

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

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Gifted Students (cont)

 Possible data impact due to COVID-19

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

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

### Students Identified As Gifted

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

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

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Gifted Students (cont)

 Possible data impact due to COVID-19

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

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

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

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Students With IEPs

### What is it?

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

### By Race/ Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
District	All Students	13.7%	0.3%	5.3%	0.1%	*	0.0%	0.5%
	Students with IEPs	68.4%	1.7%	26.4%	0.6%	*	0.2%	2.6%
All Peer Districts *	All Students	30.1%	39.0%	34.7%	20.5%	*	36.3%	44.3%
	Students with IEPs	47.7%	15.2%	28.1%	4.3%	*	0.2%	4.4%
State	All Students	6.9%	3.0%	4.2%	0.4%	*	0.0%	0.6%
	Students with IEPs	45.6%	19.6%	27.5%	2.8%	*	0.3%	4.1%

### By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	All Students	1.4%	*	*	4.0%	0.9%	0.2%	0.3%
	Students with IEPs	6.8%	*	*	19.9%	4.3%	1.0%	1.7%
All Peer Districts *	All Students	3.2%	*	*	6.8%	1.5%	0.3%	0.8%
	Students with IEPs	9.9%	*	*	21.0%	4.7%	1.0%	2.6%
State	All Students	1.5%	*	*	2.0%	0.9%	0.1%	0.7%
	Students with IEPs	10.0%	*	*	13.3%	6.2%	0.8%	4.9%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Students With IEPs (cont)

### By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
<b>District</b>	<b>All Students</b>	<b>0.1%</b>	<b>*</b>	<b>1.8%</b>	<b>6.8%</b>	<b>4.4%</b>	<b>0.0%</b>	<b>0.0%</b>
	<b>Students with IEPs</b>	<b>0.5%</b>	<b>*</b>	<b>9.1%</b>	<b>34.2%</b>	<b>22.0%</b>	<b>0.2%</b>	<b>0.2%</b>
All Peer Districts *	All Students	0.3%	*	3.7%	8.1%	7.3%	0.0%	0.1%
	Students with IEPs	0.9%	*	11.5%	25.0%	22.5%	0.1%	0.3%
State	All Students	0.2%	*	2.1%	5.1%	2.4%	0.0%	0.1%
	Students with IEPs	1.0%	*	13.6%	33.5%	15.7%	0.2%	0.3%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Educational Environments for Students with IEPs

### What is it?

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

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

### By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>All</b>				
<b>District</b>	<b>61.0%</b>	<b>24.3%</b>	<b>11.4%</b>	<b>3.3%</b>
All Peer Districts *	60.7%	19.5%	14.3%	5.6%
State	54.2%	26.1%	13.3%	6.4%
<b>White</b>				
<b>District</b>	<b>61.6%</b>	<b>23.6%</b>	<b>10.7%</b>	<b>4.1%</b>
All Peer Districts *	64.4%	19.6%	11.4%	4.6%
State	57.8%	24.8%	11.2%	6.3%
<b>Black</b>				
<b>District</b>	<b>50.0%</b>	<b>33.3%</b>	<b>8.3%</b>	<b>8.3%</b>
All Peer Districts *	48.1%	22.7%	18.4%	10.9%
State	45.2%	29.8%	16.7%	8.3%
<b>Hispanic</b>				
<b>District</b>	<b>61.4%</b>	<b>24.4%</b>	<b>13.2%</b>	<b>1.0%</b>
All Peer Districts *	61.7%	17.8%	16.2%	4.3%
State	55.0%	26.7%	13.5%	4.9%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Asian</b>				
<b>District</b>	<b>80.0%</b>	<b>20.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	59.9%	16.8%	18.6%	4.7%
State	53.6%	19.4%	20.2%	6.9%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>District</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	62.3%	14.5%	19.6%	3.6%
State	52.7%	25.6%	15.1%	6.7%
<b>Two or More Races</b>				
<b>District</b>	<b>38.9%</b>	<b>38.9%</b>	<b>16.7%</b>	<b>5.6%</b>
All Peer Districts *	60.2%	19.6%	13.6%	6.6%
State	54.6%	23.5%	14.3%	7.6%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Educational Environments for Students with IEPs (cont)

### For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Autism</b>				
<b>District</b>	<b>29.6%</b>	<b>24.1%</b>	<b>38.9%</b>	<b>7.4%</b>
All Peer Districts *	32.8%	17.8%	35.5%	13.9%
State	29.4%	22.1%	32.6%	15.9%
<b>Emotional Disability</b>				
<b>District</b>	<b>31.4%</b>	<b>22.9%</b>	<b>14.3%</b>	<b>31.4%</b>
All Peer Districts *	40.5%	13.1%	14.5%	31.8%
State	35.6%	19.9%	14.4%	30.1%
<b>Intellectual Disability</b>				
<b>District</b>	<b>0.0%</b>	<b>7.1%</b>	<b>85.7%</b>	<b>7.1%</b>
All Peer Districts *	4.2%	24.6%	54.4%	16.9%
State	3.4%	29.8%	50.1%	16.6%
<b>Other Health Impairment</b>				
<b>District</b>	<b>67.1%</b>	<b>21.9%</b>	<b>9.6%</b>	<b>1.4%</b>
All Peer Districts *	62.7%	22.4%	10.4%	4.5%
State	57.8%	27.9%	9.5%	4.9%
<b>Specific Learning Disability</b>				
<b>District</b>	<b>58.3%</b>	<b>36.7%</b>	<b>5.0%</b>	<b>0.0%</b>
All Peer Districts *	57.6%	32.9%	8.8%	0.7%
State	55.0%	37.9%	6.2%	1.0%
<b>Speech or Language Impairment</b>				
<b>District</b>	<b>97.1%</b>	<b>2.2%</b>	<b>0.0%</b>	<b>0.7%</b>
All Peer Districts *	97.1%	1.9%	0.9%	0.1%
State	97.5%	1.7%	0.7%	0.1%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>All</b>					
<b>District</b>	<b>63.0%</b>	<b>3.3%</b>	<b>23.9%</b>	<b>0.0%</b>	<b>9.8%</b>
All Peer Districts *	45.8%	15.9%	29.6%	0.2%	8.4%
State	48.5%	17.1%	26.6%	0.2%	7.6%
<b>White</b>					
<b>District</b>	<b>62.3%</b>	<b>4.3%</b>	<b>21.7%</b>	<b>0.0%</b>	<b>11.6%</b>
All Peer Districts *	42.7%	19.0%	26.7%	0.3%	11.4%
State	44.2%	22.1%	23.4%	0.4%	10.0%
<b>Black</b>					
<b>District</b>	<b>50.0%</b>	<b>0.0%</b>	<b>50.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	42.3%	17.6%	37.3%	0.2%	2.6%
State	50.0%	15.2%	32.0%	0.1%	2.7%
<b>Hispanic</b>					
<b>District</b>	<b>72.2%</b>	<b>0.0%</b>	<b>22.2%</b>	<b>0.0%</b>	<b>5.6%</b>
All Peer Districts *	52.1%	11.1%	31.2%	0.1%	5.5%
State	56.7%	9.5%	28.5%	0.1%	5.2%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Asian</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	47.1%	10.5%	35.1%	0.1%	7.1%
State	48.4%	9.4%	34.3%	0.2%	7.7%
<b>Native Hawaiian/ Pacific Islander</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>American Indian</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	43.5%	8.7%	39.1%	4.3%	4.3%
State	66.7%	9.5%	19.0%	1.6%	3.2%
<b>Two or More Races</b>					
<b>District</b>	<b>33.3%</b>	<b>0.0%</b>	<b>66.7%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	48.1%	16.6%	27.4%	0.0%	7.9%
State	45.8%	18.0%	29.2%	0.1%	7.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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

### What is it?

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

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

### For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Autism</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	23.9%	11.1%	64.1%	0.0%	0.9%
State	31.3%	8.2%	60.1%	0.0%	0.4%
<b>Developmental Delay</b>					
<b>District</b>	<b>56.3%</b>	<b>0.0%</b>	<b>43.8%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	49.0%	9.0%	39.9%	0.1%	1.9%
State	53.6%	8.9%	36.2%	0.1%	1.3%
<b>Emotional Disability</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	33.3%	33.3%	0.0%	0.0%	33.3%
State	42.9%	28.6%	0.0%	0.0%	28.6%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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

### For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Intellectual Disability</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	44.4%	0.0%	55.6%	0.0%	0.0%
State	24.1%	13.8%	62.1%	0.0%	0.0%
<b>Other Health Impairment</b>					
<b>District</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	39.0%	9.6%	50.0%	0.7%	0.7%
State	42.6%	8.8%	45.9%	1.9%	0.9%

### For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Specific Learning Disability</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	50.0%	16.7%	29.2%	0.0%	4.2%
State	53.8%	12.8%	23.1%	0.0%	10.3%
<b>Speech or Language Impairment</b>					
<b>District</b>	<b>71.4%</b>	<b>7.1%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>21.4%</b>
All Peer Districts *	47.5%	27.7%	4.1%	0.3%	20.4%
State	46.8%	31.2%	3.3%	0.3%	18.4%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## State Performance Plan Indicators For Students With IEPs

### What is it?

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

SPP Indicator	Indicator Description	2020-21 District Data	2020-21 State Target	District Met Target
<b>1</b>	<b>Graduation Percent for students with IEPs (Data lag one year)</b>	*	<b>82.6</b>	<b>N/A</b>
<b>2</b>	<b>Dropout Percent for students with IEPs (Data lag one year)</b>	*	<b>13.7</b>	<b>N/A</b>
<b>3a1</b>	<b>Reading assessment participation rate for students with IEPs</b>	*	*	*
<b>3b1</b>	<b>Reading assessment proficiency rate for students with IEPs against grade level academic achievement standards</b>	*	*	*
<b>3b2</b>	<b>Math assessment proficiency rate for students with IEPs against grade level academic achievement standards</b>	*	*	*
<b>3c1</b>	<b>Reading assessment proficiency rate for students with IEPs against alternate academic achievement standards</b>	*	*	*
<b>3c2</b>	<b>Math assessment proficiency rate for students with IEPs against alternate academic achievement standards</b>	*	*	*
<b>4a</b>	<b>Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in -? (Data lag one year)</b>	<b>No</b>	<b>No</b>	<b>Yes</b>
<b>4b</b>	<b>Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)</b>	<b>No</b>	<b>No</b>	<b>Yes</b>
<b>5a</b>	<b>Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom &gt; 80% of the time</b>	<b>61.0</b>	<b>52.7</b>	<b>Yes</b>
<b>5b</b>	<b>Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom &lt; 40% of the time</b>	<b>11.4</b>	<b>12.92</b>	<b>Yes</b>
<b>5c</b>	<b>Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities</b>	<b>3.3</b>	<b>6.68</b>	<b>Yes</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2020-21 District Data	2020-21 State Target	District Met Target
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	63.0	46	Yes
6b	Children ages 3-5 in separate special education class, separate school or residential facility	23.9	26.3	Yes
7a1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	69.05	83.95	No
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	38.64	47.2	No
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	67.50	84.1	No
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	38.64	45.1	No
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	70.00	85.8	No
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	52.27	53.4	No
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	*	70.5	N/A
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	Yes
11	Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation	100.00	100	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	100.00	100	Yes
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	*	100	N/A
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	*	29.6	N/A

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2020-21 District Data	2020-21 State Target	District Met Target
<b>14b</b>	<b>Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school</b>	*	<b>63.5</b>	<b>N/A</b>
<b>14c</b>	<b>Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school</b>	*	<b>75.75</b>	<b>N/A</b>
<b>3a2</b>	<b>Math assessment participation rate for students with IEPs</b>	*	*	*
<b>3d1</b>	<b>Gap in reading proficiency rates for students with IEPs and all students against grade level academic achievement standards</b>	*	*	*
<b>3d2</b>	<b>Gap in math proficiency rates for students with IEPs and all students against grade level academic achievement standards</b>	*	*	*
<b>6c</b>	<b>Children ages 3-5 receiving special education and related services in the home</b>	*	<b>0.28</b>	<b>N/A</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## English Learners

### What is it?

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

### EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
<b>District</b>	*	<b>100.0%</b> 424	<b>3.3%</b> *	<b>*</b> 35
State	*	<b>99.8%</b> 139,811	<b>6.5%</b> *	<b>*</b> 38,907

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Student Attendance

 Possible data impact due to COVID-19

### What is it?

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>95.9%</b>	<b>95.7%</b>	<b>96.1%</b>	<b>96.2%</b>	<b>91.9%</b>	<b>95.3%</b>	<b>97.4%</b>	<b>94.6%</b>	<b>95.7%</b>	<b>94.3%</b>	<b>94.5%</b>
State	92.5%	92.1%	92.9%	94.7%	86.7%	91.4%	96.5%	93.6%	90.8%	92.0%	90.2%

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>94.6%</b>	<b>95.3%</b>	<b>94.5%</b>
State	89.6%	91.9%	89.4%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Student Mobility Rate

 Possible data impact due to COVID-19

### What is it?

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

### Student Mobility

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>6.1%</b>	<b>6.2%</b>	<b>6.0%</b>	<b>5.6%</b>	<b>14.9%</b>	<b>6.4%</b>	<b>4.8%</b>	*	*	<b>11.7%</b>	<b>4.9%</b>
State	6.1%	6.4%	5.8%	5.3%	9.5%	5.4%	4.4%	7.2%	7.8%	8.0%	5.5%

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>5.0%</b>	<b>6.1%</b>	<b>7.9%</b>
State	6.0%	6.2%	7.7%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Chronic Absenteeism Rate

 Possible data impact due to COVID-19

### What is it?

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

### Chronic Absenteeism

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>10.7%</b>	<b>11.0%</b>	<b>10.3%</b>	<b>9.4%</b>	<b>37.8%</b>	<b>12.7%</b>	<b>8.8%</b>	<b>*</b>	<b>*</b>	<b>14.8%</b>	<b>16.1%</b>
State	21.1%	22.3%	19.9%	13.9%	39.0%	24.7%	8.1%	18.8%	26.7%	23.8%	28.0%

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>16.2%</b>	<b>13.5%</b>	<b>17.4%</b>
State	30.0%	23.8%	31.7%

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
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
<b>District</b>	*	*	*
State	2.9%	4.1%	3.8%

Asterisks (\*) in the tables indicate either non-reported data or 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
<b>District</b>	<b>9.0%</b>	<b>9.9%</b>	<b>8.0%</b>	<b>7.8%</b>	<b>*</b>	<b>12.0%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>13.8%</b>	<b>12.6%</b>
State	22.8%	24.0%	21.4%	11.4%	47.0%	30.2%	7.4%	20.9%	29.2%	23.9%	28.0%

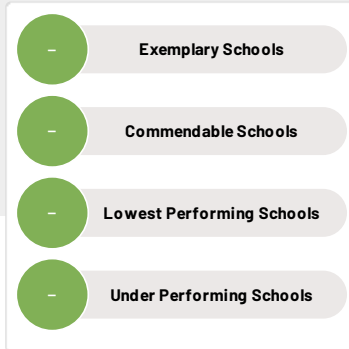
	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>12.7%</b>	<b>12.2%</b>	<b>14.1%</b>
State	30.0%	28.8%	36.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

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

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

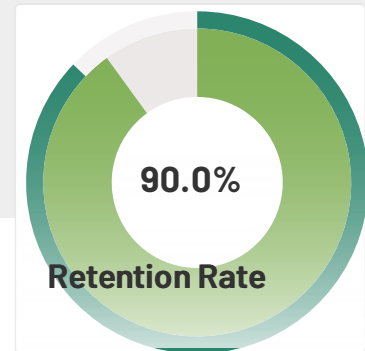
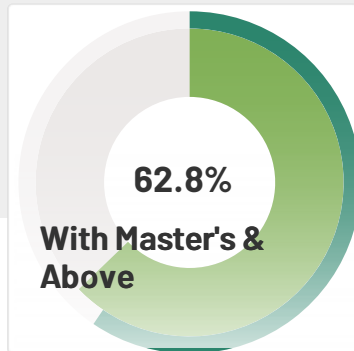


No Data

**School Improvement  
Funds**

## About the data

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



## Teacher Information

Possible data impact due to COVID-19

### What is it?

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

	Average Teaching Experience	With Bachelor's Degrees	With Master's & Above	Attendance Rate	Evaluation Rate
<b>District</b>	<b>14</b>	<b>37.2%</b>	<b>62.8%</b>	<b>91.1%</b>	<b>100.0%</b>
State	*	39.8%	59.5%	85.7%	98.8%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Student-To-Teacher Ratios

### What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
<b>District</b>	<b>17</b>	<b>*</b>
State	17	18

## Average Teacher Salary

### What is it?

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

	Average Teacher Salary
<b>District</b>	<b>\$73,266</b>
State	\$70,653

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Retention Rate

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
<b>District</b>	<b>All</b>	<b>90.0%</b> <b>824</b>	<b>90.6%</b> <b>764</b>	<b>*</b> <b>*</b>	<b>80.4%</b> <b>45</b>	<b>66.7%</b> <b>2</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>100.0%</b> <b>6</b>	<b>87.5%</b> <b>7</b>
	<b>Male</b>	<b>90.2%</b> <b>111</b>	<b>95.3%</b> <b>101</b>	<b>*</b> <b>*</b>	<b>53.8%</b> <b>7</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>100.0%</b> <b>3</b>	<b>0.0%</b> <b>0</b>
	<b>Female</b>	<b>89.9%</b> <b>713</b>	<b>90.0%</b> <b>663</b>	<b>*</b> <b>*</b>	<b>88.4%</b> <b>38</b>	<b>66.7%</b> <b>2</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>100.0%</b> <b>3</b>	<b>100.0%</b> <b>7</b>
State	All	<b>87.1%</b> 308,429	<b>87.6%</b> 261,273	<b>80.5%</b> 15,160	<b>87.1%</b> 20,721	<b>86.8%</b> 4,670	<b>88.0%</b> 184	<b>84.2%</b> 669	<b>84.8%</b> 2,254	<b>80.2%</b> 3,498
	Male	<b>88.4%</b> 72,977	<b>89.2%</b> 62,644	<b>78.8%</b> 2,882	<b>86.4%</b> 4,759	<b>86.6%</b> 1,096	<b>87.7%</b> 57	<b>88.0%</b> 169	<b>86.4%</b> 579	<b>79.7%</b> 791
	Female	<b>86.7%</b> 235,452	<b>87.1%</b> 198,629	<b>81.0%</b> 12,278	<b>87.3%</b> 15,962	<b>86.8%</b> 3,574	<b>88.2%</b> 127	<b>82.9%</b> 500	<b>84.3%</b> 1,675	<b>80.3%</b> 2,707

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Full-Time Equivalent

### What is it?

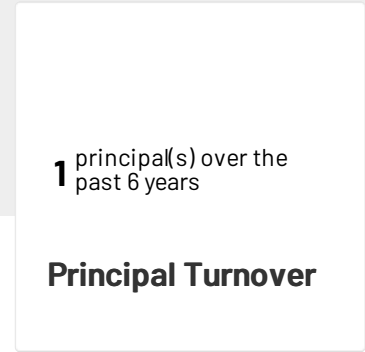
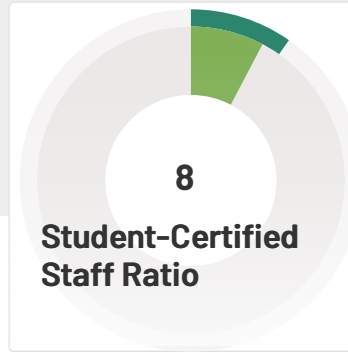
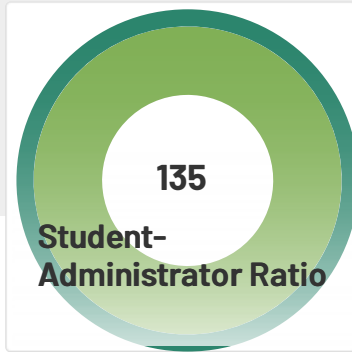
This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	100.0% 310.2	92.9% 288.2	* *	5.2% 16	0.3% 1	* *	* *	0.6% 2	1.0% 3
	Male	13.2% 41	13.2% 38	* *	12.5% 2	* *	* *	* *	50.0% 1	* *
	Female	86.8% 269.2	86.8% 250.2	* *	87.5% 14	100.0% 1	* *	* *	50.0% 1	100.0% 3
State	All	100.0% 132354.5	82.0% 108491.7	6.0% 7993.1	7.9% 10482.3	1.7% 2309.5	0.1% 83.7	0.2% 240.2	0.8% 1059	1.3% 1695
	Male	23.1% 30617.9	23.4% 25426.5	20.5% 1641.5	22.5% 2355	22.2% 512.8	29.8% 24.9	24.1% 58	24.4% 258.6	20.1% 340.5
	Female	76.9% 101736.7	76.6% 83065.2	79.5% 6351.6	77.5% 8127.3	77.8% 1796.7	70.2% 58.8	75.9% 182.3	75.6% 800.4	79.9% 1354.5

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

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



## Student-To-Staff Ratios

### What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
<b>District</b>	<b>8</b>	<b>135</b>
State	10	157

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Full-Time Equivalent

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	100.0% 30	96.7% 29	* *	3.3% 1	* *	* *	* *	* *	* *
	Male	30.0% 9	27.6% 8	* *	100.0% 1	* *	* *	* *	* *	* *
	Female	70.0% 21	72.4% 21	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 12059.4	75.8% 9142.6	14.6% 1757.5	6.9% 832.9	1.0% 115.4	0.1% 11	0.2% 21.3	0.8% 101.7	0.6% 77.1
	Male	42.6% 5135.9	46.3% 4229.8	27.0% 473.8	36.9% 307	46.0% 53.1	27.4% 3	32.2% 6.9	27.8% 28.3	44.2% 34.1
	Female	57.4% 6923.5	53.7% 4912.8	73.0% 1283.7	63.1% 525.9	54.0% 62.3	72.6% 8	67.8% 14.4	72.2% 73.4	55.8% 43.1

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Principal Turnover

### What is it?

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

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

## Average Administrator Salary

### What is it?

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

Average Administrator Salary	
<b>District</b>	<b>\$105,869</b>
State	\$114,141

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

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

## Student Environment

### What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
<b>District</b>	<b>2.3%</b>	<b>1.1%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.1%</b>	<b>11.7%</b>
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Civil Rights Data Collection

(2017-18)

## Student Environment (cont)

	Rate of Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
<b>District</b>	<b>0.0%</b>	<b>0</b>	<b>0</b>
State	2.2%	153	5

## Academic Environment

### What is it?

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

	Enrolled in PreSchool	Advanced Placement Course Work		
		Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
<b>District</b>	<b>3.3%</b> <b>147</b>	<b>0.0%</b> <b>0</b>	<b>0.0%</b> <b>0</b>	<b>0.0%</b> <b>0</b>
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). NAEP results are based on a sample of student populations of interest. National NAEP reports information for the nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement at Grades 4, 8, and 12.

## Inclusion Rate and Standard Error in NAEP

### What is it?

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Percentage of students identified With Disabilities and English Learners - Reading

Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	91	2.1	96	1	95	1.4	94	1.6

### Percentage of students identified With Disabilities and English Learners - Mathematics

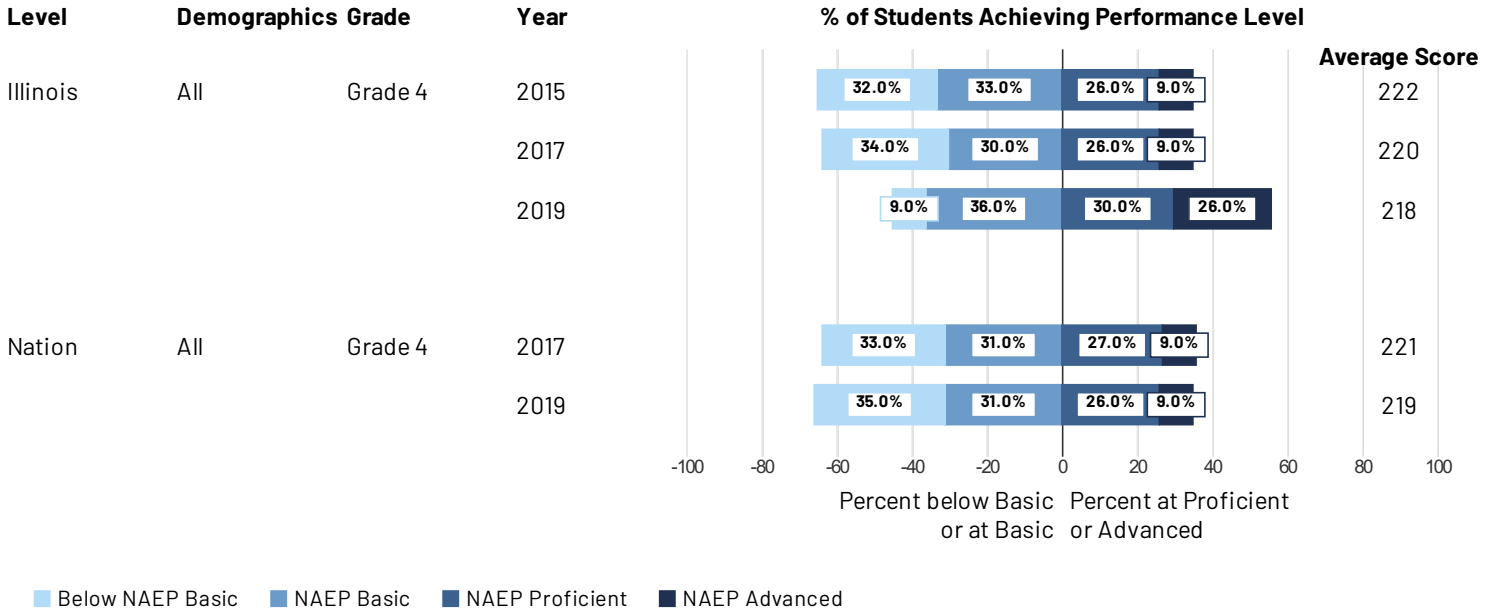
Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	95	1.2	98	0.7	94	1.1	95	2

## NAEP Achievement-Level Percentages and Average Score Results

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Reading - Grade 4



\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.



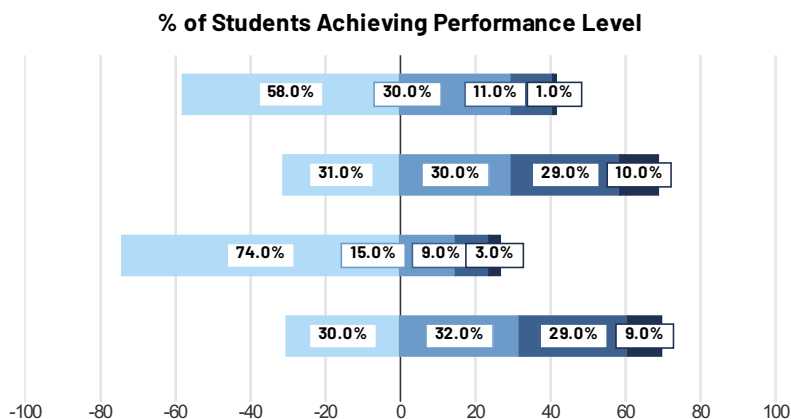
## NAEP Achievement-Level Percentages and Average Score Results

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Reading - Grade 4

Level	Demographics	Grade	Year
Illinois	English Language Learners	Grade 4	2019
	Non-English Language Learners	Grade 4	2019
	Identified as students with disabilities	Grade 4	2019
	Not identified as students with disabilities	Grade 4	2019



■ Below NAEP Basic
 ■ NAEP Basic
 ■ NAEP Proficient
 ■ NAEP Advanced

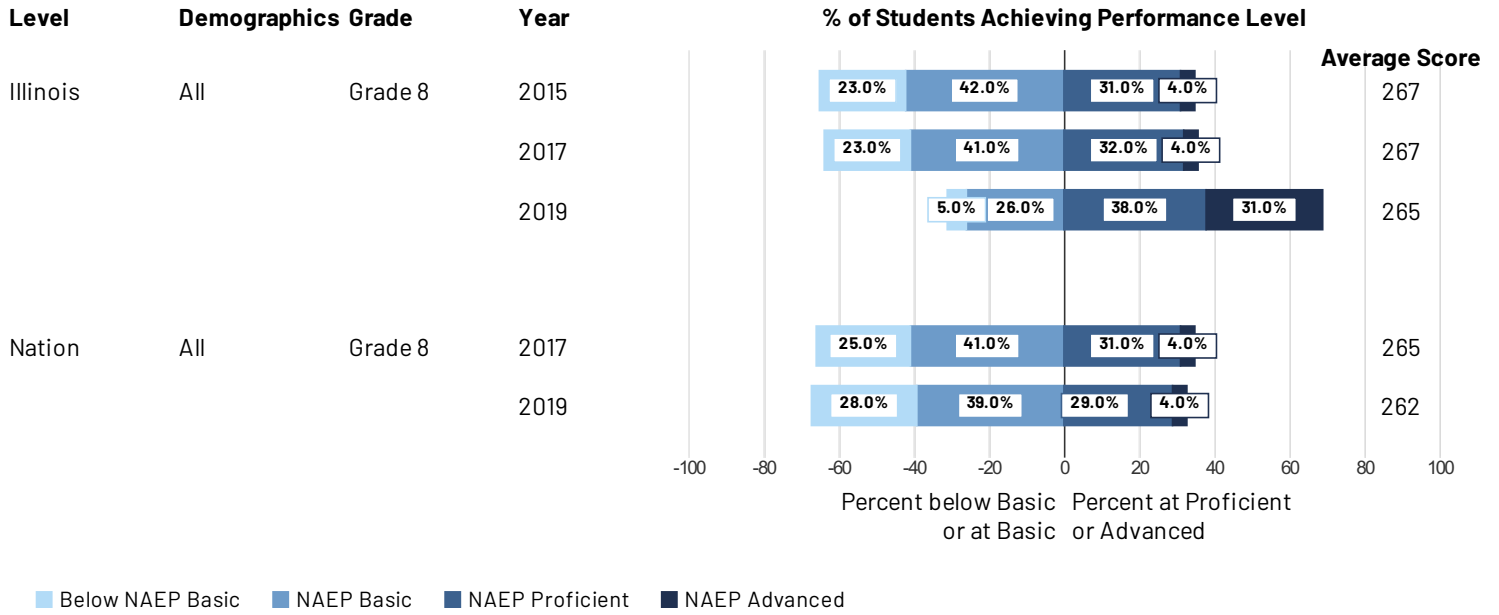
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

## NAEP Achievement-Level Percentages and Average Score Results (cont)

### Reading - Grade 8

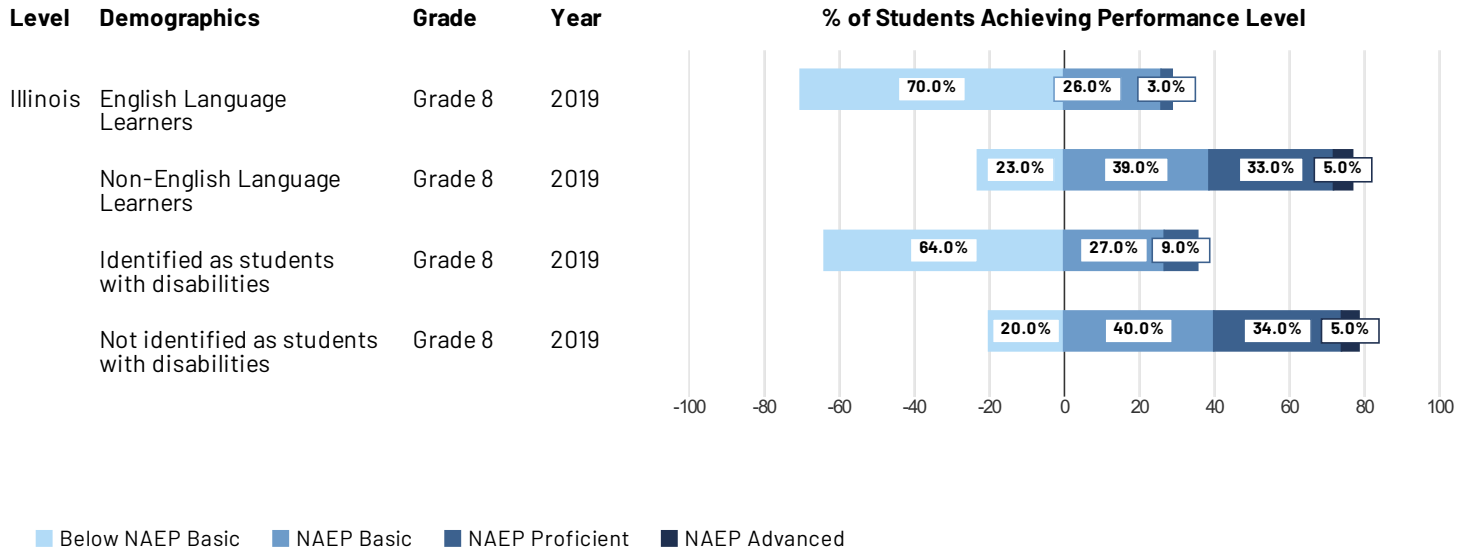


\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

## NAEP Achievement-Level Percentages and Average Score Results (cont)

### Reading - Grade 8



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

## Results for Student Groups

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Results for Student Groups in 2019 - Reading - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	46.0%	228	75.0%	45.0%	12.0%
Black	18.0%	200	46.0%	17.0%	2.0%
Hispanic	27.0%	208	55.0%	23.0%	4.0%
Asian	4.0%	238	82.0%	57.0%	19.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	4.0%	229	74.0%	43.0%	12.0%
<b>Gender</b>					
Male	50.0%	215	61.0%	32.0%	8.0%
Female	50.0%	221	68.0%	36.0%	9.0%
<b>National School Lunch Program</b>					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## Results for Student Groups (cont)

### Results for Student Groups in 2019 - Reading - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	48.0%	274	82.0%	45.0%	6.0%
Black	18.0%	246	56.0%	15.0%	1.0%
Hispanic	25.0%	255	66.0%	25.0%	2.0%
Asian	6.0%	290	90.0%	66.0%	15.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	3.0%	263	72.0%	32.0%	5.0%
<b>Gender</b>					
Male	51.0%	260	69.0%	32.0%	4.0%
Female	49.0%	269	78.0%	40.0%	6.0%
<b>National School Lunch Program</b>					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

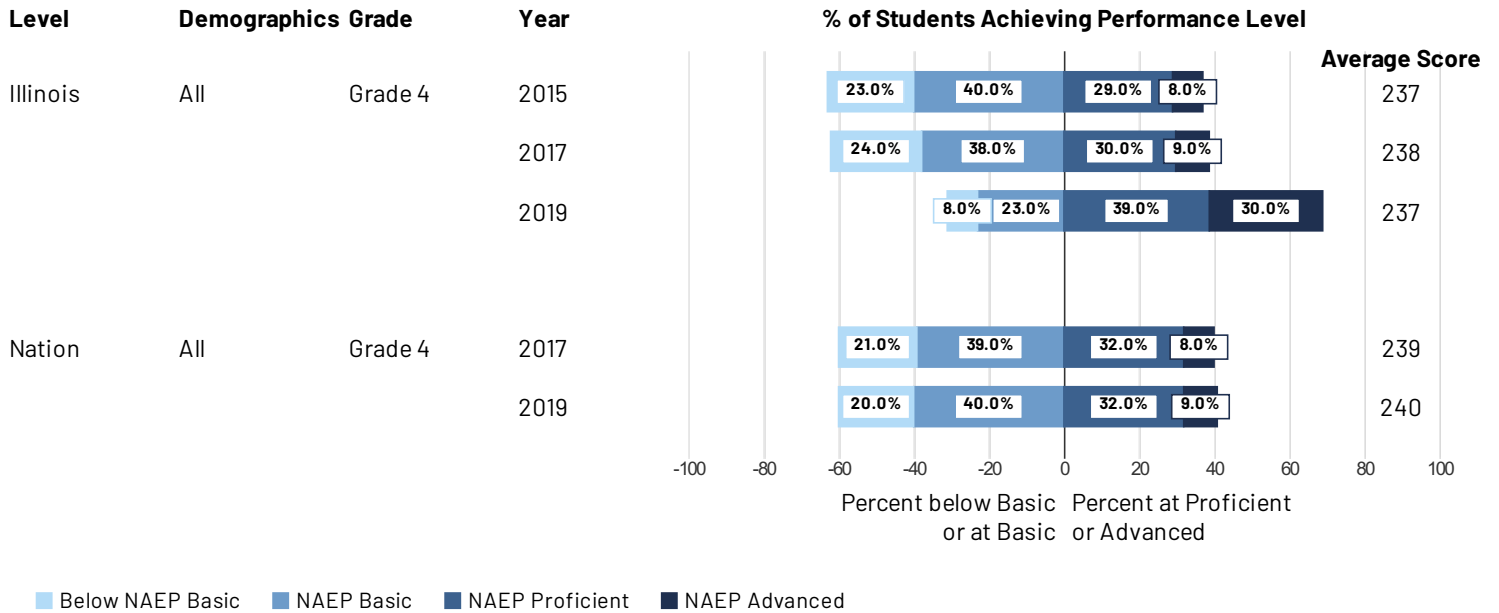
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## NAEP Achievement-Level Percentages and Average Score Results

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Mathematics - Grade 4



\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

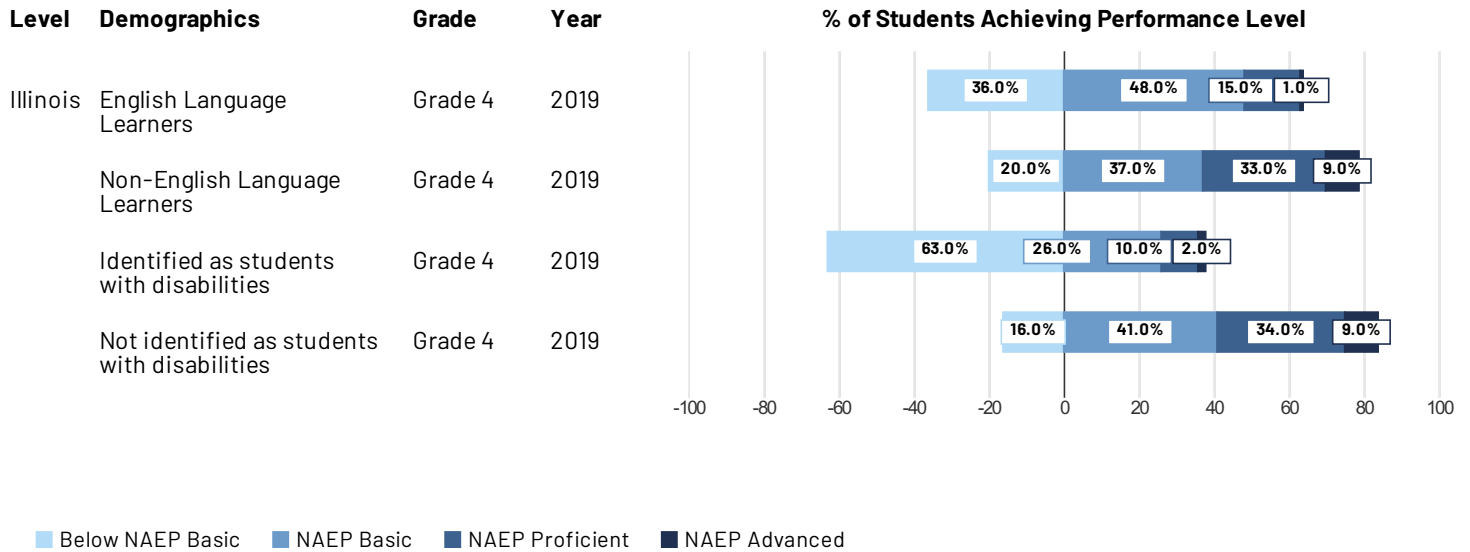
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

## NAEP Achievement-Level Percentages and Average Score Results

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Mathematics - Grade 4



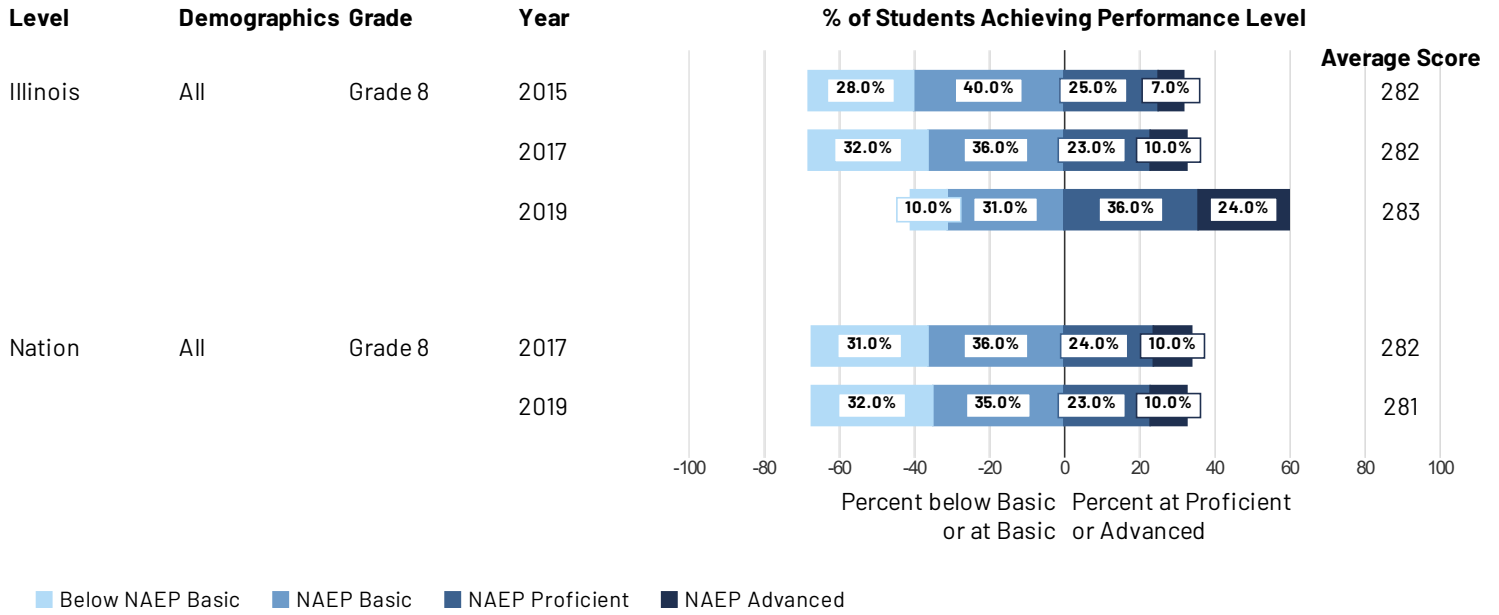
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

## NAEP Achievement-Level Percentages and Average Score Results (cont)

### Mathematics - Grade 8



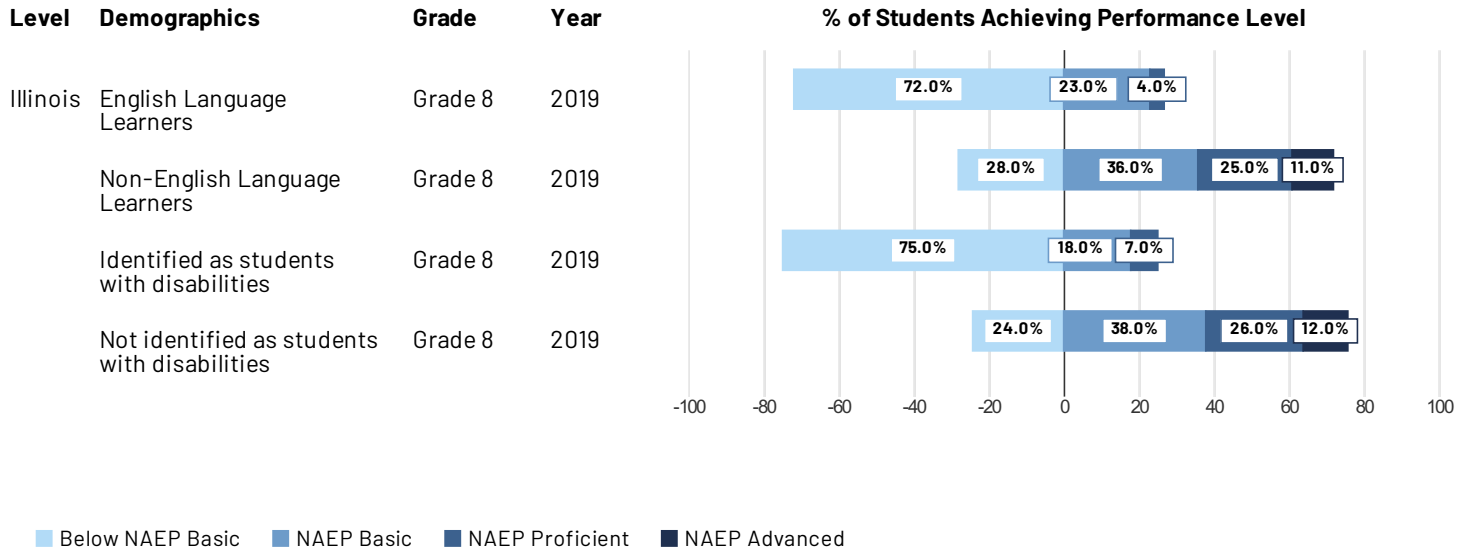
\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.



## NAEP Achievement-Level Percentages and Average Score Results (cont)

### Mathematics - Grade 8



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

## Results for Student Groups

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Results for Student Groups in 2019 - Math - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	46.0%	246	86.0%	51.0%	11.0%
Black	17.0%	217	57.0%	14.0%	1.0%
Hispanic	27.0%	231	74.0%	28.0%	4.0%
Asian	4.0%	259	88.0%	65.0%	25.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	4.0%	238	76.0%	40.0%	12.0%
<b>Gender</b>					
Male	50.0%	239	78.0%	41.0%	10.0%
Female	50.0%	236	77.0%	36.0%	6.0%
<b>National School Lunch Program</b>					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## Results for Student Groups (cont)

### Results for Student Groups in 2019 - Math - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	48.0%	291	78.0%	42.0%	12.0%
Black	18.0%	262	49.0%	14.0%	2.0%
Hispanic	25.0%	273	62.0%	24.0%	5.0%
Asian	6.0%	320	92.0%	73.0%	36.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	3.0%	286	71.0%	38.0%	17.0%
<b>Gender</b>					
Male	51.0%	283	69.0%	35.0%	12.0%
Female	49.0%	282	70.0%	32.0%	9.0%
<b>National School Lunch Program</b>					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.