

West Lincoln-Broadwell ESD 92

District Superintendent

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2020 - 2021

District Provided Statement

Not available.

About the Report Card

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

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

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

District Snapshot

Percent of Adequacy : 104.8%

Chronic Absenteeism : 10.8%

Principal Turnover : 1

Schools in District : 1

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
(2018-19)**

103 | NAEP

Date: 02/28/22 9:01:42 -06:00

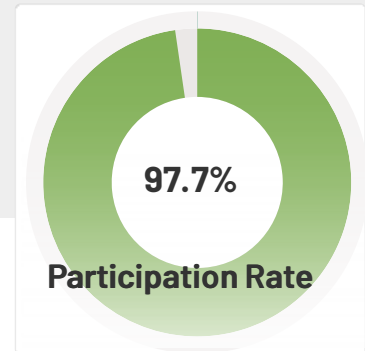
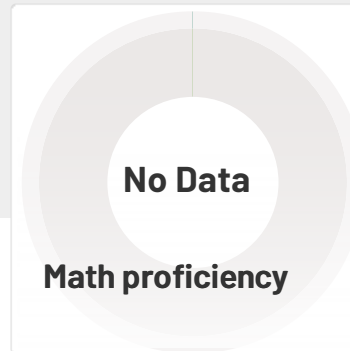
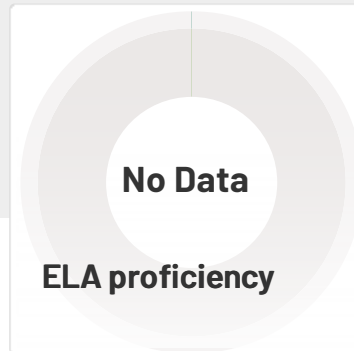
How To Read The Data

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. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.
 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.
 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 https://www.isbe.net/Pages/Report-Card-Metrics.aspx . 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

 Data delayed 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.

Academic Progress

IAR (cont)

 Data delayed due to COVID-19

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	35.3%	41.2%	11.8%	11.8%	0.0%	29.4%	41.2%	11.8%	17.6%	0.0%
State	*	*	*	*	*	*	*	*	*	*
White										
District	35.3%	41.2%	11.8%	11.8%	0.0%	29.4%	41.2%	11.8%	17.6%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Black										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Hispanic										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Male										
District	42.9%	28.6%	14.3%	14.3%	0.0%	35.7%	28.6%	14.3%	21.4%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Female										
District	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
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

IAR (cont)

 Data delayed 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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Students with Disabilities										
District	66.7%	33.3%	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Students with IEPs										
District	50.0%	50.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
District	33.3%	40.0%	13.3%	13.3%	0.0%	26.7%	40.0%	13.3%	20.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
District	35.3%	41.2%	11.8%	11.8%	0.0%	29.4%	41.2%	11.8%	17.6%	0.0%
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

IAR (cont)

 Data delayed due to COVID-19

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	50.0%	50.0%	0.0%	0.0%	0.0%	37.5%	62.5%	0.0%	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
District	22.2%	33.3%	22.2%	22.2%	0.0%	22.2%	22.2%	22.2%	33.3%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Military										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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Academic Progress

IAR (cont)

 Data delayed due to COVID-19

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	14.3%	28.6%	35.7%	21.4%	0.0%	0.0%	28.6%	28.6%	42.9%	0.0%
State	*	*	*	*	*	*	*	*	*	*
White										
District	14.3%	28.6%	35.7%	21.4%	0.0%	0.0%	28.6%	28.6%	42.9%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Black										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Hispanic										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Male										
District	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%	16.7%	41.7%	41.7%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Female										
District	6.3%	12.5%	43.8%	37.5%	0.0%	0.0%	37.5%	18.8%	43.8%	0.0%
State	*	*	*	*	*	*	*	*	*	*

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Academic Progress

IAR (cont)

 Data delayed 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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Students with Disabilities										
District	25.0%	75.0%	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Students with IEPs										
District	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
District	12.0%	24.0%	40.0%	24.0%	0.0%	0.0%	28.0%	24.0%	48.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
District	14.3%	28.6%	35.7%	21.4%	0.0%	0.0%	28.6%	28.6%	42.9%	0.0%
State	*	*	*	*	*	*	*	*	*	*

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Academic Progress

IAR (cont)

 Data delayed due to COVID-19

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	25.0%	50.0%	0.0%	25.0%	0.0%	0.0%	25.0%	75.0%	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
District	12.5%	25.0%	41.7%	20.8%	0.0%	0.0%	29.2%	20.8%	50.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Military										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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Academic Progress

IAR (cont)

 Data delayed due to COVID-19


Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	5.0%	25.0%	45.0%	20.0%	5.0%	5.0%	30.0%	45.0%	20.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
White										
District	5.0%	25.0%	45.0%	20.0%	5.0%	5.0%	30.0%	45.0%	20.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Black										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Hispanic										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Male										
District	11.1%	33.3%	44.4%	11.1%	0.0%	0.0%	22.2%	55.6%	22.2%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Female										
District	0.0%	18.2%	45.5%	27.3%	9.1%	9.1%	36.4%	36.4%	18.2%	0.0%
State	*	*	*	*	*	*	*	*	*	*

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Academic Progress

IAR (cont)

 Data delayed 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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Students with Disabilities										
District	50.0%	50.0%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Students with IEPs										
District	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
District	0.0%	26.3%	47.4%	21.1%	5.3%	5.3%	31.6%	42.1%	21.1%	0.0%
State	*	*	*	*	*	*	*	*	*	*
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
District	5.0%	25.0%	45.0%	20.0%	5.0%	5.0%	30.0%	45.0%	20.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*

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Academic Progress

IAR (cont)

 Data delayed due to COVID-19

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	20.0%	40.0%	20.0%	20.0%	0.0%	0.0%	60.0%	40.0%	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
District	0.0%	20.0%	53.3%	20.0%	6.7%	6.7%	20.0%	46.7%	26.7%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Military										
District	*	*	*	*	*	*	*	*	*	*
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

IAR (cont)

 Data delayed due to COVID-19

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	7.1%	21.4%	42.9%	28.6%	0.0%	0.0%	21.4%	35.7%	42.9%	0.0%
State	*	*	*	*	*	*	*	*	*	*
White										
District	7.1%	21.4%	42.9%	28.6%	0.0%	0.0%	21.4%	35.7%	42.9%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Black										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Hispanic										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Male										
District	10.0%	30.0%	50.0%	10.0%	0.0%	0.0%	20.0%	40.0%	40.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Female										
District	0.0%	0.0%	25.0%	75.0%	0.0%	0.0%	25.0%	25.0%	50.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*

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Academic Progress

IAR (cont)

 Data delayed 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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Students with Disabilities										
District	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Students with IEPs										
District	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
District	0.0%	18.2%	45.5%	36.4%	0.0%	0.0%	9.1%	36.4%	54.5%	0.0%
State	*	*	*	*	*	*	*	*	*	*
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
District	7.1%	21.4%	42.9%	28.6%	0.0%	0.0%	21.4%	35.7%	42.9%	0.0%
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

IAR (cont)

 Data delayed 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
Low Income										
District	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%	16.7%	16.7%	66.7%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
District	12.5%	37.5%	25.0%	25.0%	0.0%	0.0%	25.0%	50.0%	25.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Military										
District	*	*	*	*	*	*	*	*	*	*
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

IAR (cont)

 Data delayed 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
All										
District	17.2%	17.2%	34.5%	27.6%	3.4%	6.9%	27.6%	17.2%	41.4%	6.9%
State	*	*	*	*	*	*	*	*	*	*
White										
District	14.3%	17.9%	35.7%	28.6%	3.6%	7.1%	25.0%	17.9%	42.9%	7.1%
State	*	*	*	*	*	*	*	*	*	*
Black										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Hispanic										
District	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Male										
District	36.4%	27.3%	36.4%	0.0%	0.0%	9.1%	36.4%	9.1%	45.5%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Female										
District	5.6%	11.1%	33.3%	44.4%	5.6%	5.6%	22.2%	22.2%	38.9%	11.1%
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

IAR (cont)

 Data delayed 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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Students with Disabilities										
District	60.0%	40.0%	0.0%	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Students with IEPs										
District	60.0%	40.0%	0.0%	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
District	8.3%	12.5%	41.7%	33.3%	4.2%	0.0%	20.8%	20.8%	50.0%	8.3%
State	*	*	*	*	*	*	*	*	*	*
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
District	17.2%	17.2%	34.5%	27.6%	3.4%	6.9%	27.6%	17.2%	41.4%	6.9%
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

IAR (cont)

 Data delayed 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
Low Income										
District	18.2%	45.5%	18.2%	18.2%	0.0%	18.2%	36.4%	27.3%	18.2%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
District	16.7%	0.0%	44.4%	33.3%	5.6%	0.0%	22.2%	11.1%	55.6%	11.1%
State	*	*	*	*	*	*	*	*	*	*
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Military										
District	*	*	*	*	*	*	*	*	*	*
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

IAR (cont)

 Data delayed due to COVID-19

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	5.0%	30.0%	45.0%	20.0%	0.0%	10.0%	25.0%	25.0%	40.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
White										
District	5.0%	30.0%	45.0%	20.0%	0.0%	10.0%	25.0%	25.0%	40.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Black										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Hispanic										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Male										
District	14.3%	42.9%	28.6%	14.3%	0.0%	14.3%	28.6%	28.6%	28.6%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Female										
District	0.0%	23.1%	53.8%	23.1%	0.0%	7.7%	23.1%	23.1%	46.2%	0.0%
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

IAR (cont)

 Data delayed 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
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Students with Disabilities										
District	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Students with IEPs										
District	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
District	5.3%	26.3%	47.4%	21.1%	0.0%	10.5%	26.3%	21.1%	42.1%	0.0%
State	*	*	*	*	*	*	*	*	*	*
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
District	5.0%	30.0%	45.0%	20.0%	0.0%	10.0%	25.0%	25.0%	40.0%	0.0%
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

IAR (cont)


 Data delayed 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
Low Income										
District	0.0%	25.0%	50.0%	25.0%	0.0%	25.0%	50.0%	0.0%	25.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
District	6.3%	31.3%	43.8%	18.8%	0.0%	6.3%	18.8%	31.3%	43.8%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
State	*	*	*	*	*	*	*	*	*	*
Military										
District	*	*	*	*	*	*	*	*	*	*
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.

DLM

 Data delayed due to COVID-19

What is it?

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

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

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Academic Progress

DLM (cont)

 Data delayed due to COVID-19


Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
White								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Black								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Hispanic								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Asian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Male								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Female								
District	*	*	*	*	*	*	*	*
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

DLM (cont)

 Data delayed due to COVID-19

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-English Learners								
District	*	*	*	*	*	*	*	*
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

DLM (cont)

 Data delayed due to COVID-19

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non Low Income								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Homeless								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
District	*	*	*	*	*	*	*	*
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

DLM (cont)


 Data delayed due to COVID-19

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
White								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Black								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Hispanic								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Asian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Male								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Female								
District	*	*	*	*	*	*	*	*
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.

DLM (cont)

 Data delayed due to COVID-19

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-English Learners								
District	*	*	*	*	*	*	*	*
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

DLM (cont)

 Data delayed due to COVID-19

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non Low Income								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Homeless								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
District	*	*	*	*	*	*	*	*
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

DLM (cont)

 Data delayed due to COVID-19


Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
White								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Black								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Hispanic								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Asian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Male								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Female								
District	*	*	*	*	*	*	*	*
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

DLM (cont)

 Data delayed due to COVID-19


Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-English Learners								
District	*	*	*	*	*	*	*	*
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

DLM (cont)

 Data delayed due to COVID-19

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non Low Income								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Homeless								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
District	*	*	*	*	*	*	*	*
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

DLM (cont)

 Data delayed due to COVID-19


Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
White								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Black								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Hispanic								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Asian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Male								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Female								
District	*	*	*	*	*	*	*	*
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

DLM (cont)

 Data delayed due to COVID-19

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-English Learners								
District	*	*	*	*	*	*	*	*
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

DLM (cont)

 Data delayed due to COVID-19

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non Low Income								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Homeless								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
District	*	*	*	*	*	*	*	*
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

DLM (cont)

 Data delayed due to COVID-19


Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
White								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Black								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Hispanic								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Asian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Male								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Female								
District	*	*	*	*	*	*	*	*
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

DLM (cont)

 Data delayed due to COVID-19

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-English Learners								
District	*	*	*	*	*	*	*	*
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

DLM (cont)

 Data delayed due to COVID-19

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non Low Income								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Homeless								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
District	*	*	*	*	*	*	*	*
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

DLM (cont)

 Data delayed due to COVID-19


Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
White								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Black								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Hispanic								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Asian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Male								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Female								
District	*	*	*	*	*	*	*	*
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

DLM (cont)

 Data delayed due to COVID-19

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-English Learners								
District	*	*	*	*	*	*	*	*
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

DLM (cont)

 Data delayed due to COVID-19

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non Low Income								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Homeless								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
District	*	*	*	*	*	*	*	*
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.

DLM (cont)

 Data delayed due to COVID-19

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	*	*	*	*
State	*	*	*	*
White				
District	*	*	*	*
State	*	*	*	*
Black				
District	*	*	*	*
State	*	*	*	*
Hispanic				
District	*	*	*	*
State	*	*	*	*
Asian				
District	*	*	*	*
State	*	*	*	*
Male				
District	*	*	*	*
State	*	*	*	*
Female				
District	*	*	*	*
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.

DLM (cont)


 Data delayed due to COVID-19

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	*	*	*	*
Two or More Races				
District	*	*	*	*
State	*	*	*	*
Students with Disabilities				
District	*	*	*	*
State	*	*	*	*
Students with IEPs				
District	*	*	*	*
State	*	*	*	*
Non-IEP				
District	*	*	*	*
State	*	*	*	*
English Learners				
District	*	*	*	*
State	*	*	*	*
Non-English Learners				
District	*	*	*	*
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.

DLM (cont)

 Data delayed due to COVID-19

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	*	*	*	*
State	*	*	*	*
Non Low Income				
District	*	*	*	*
State	*	*	*	*
Homeless				
District	*	*	*	*
State	*	*	*	*
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
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.

DLM (cont)

 Data delayed due to COVID-19

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	*	*	*	*
State	*	*	*	*
White				
District	*	*	*	*
State	*	*	*	*
Black				
District	*	*	*	*
State	*	*	*	*
Hispanic				
District	*	*	*	*
State	*	*	*	*
Asian				
District	*	*	*	*
State	*	*	*	*
Male				
District	*	*	*	*
State	*	*	*	*
Female				
District	*	*	*	*
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.

DLM (cont)

 Data delayed due to COVID-19


Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	*	*	*	*
Two or More Races				
District	*	*	*	*
State	*	*	*	*
Students with Disabilities				
District	*	*	*	*
State	*	*	*	*
Students with IEPs				
District	*	*	*	*
State	*	*	*	*
Non-IEP				
District	*	*	*	*
State	*	*	*	*
English Learners				
District	*	*	*	*
State	*	*	*	*
Non-English Learners				
District	*	*	*	*
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

DLM (cont)


 Data delayed due to COVID-19

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	*	*	*	*
State	*	*	*	*
Non Low Income				
District	*	*	*	*
State	*	*	*	*
Homeless				
District	*	*	*	*
State	*	*	*	*
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
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.

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.

Academic Progress

Proficiency

 Data delayed 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
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*

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


Mathematics - All Tests

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

Proficiency (cont)

 Data delayed due to COVID-19

Mathematics - All Tests

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

Science - All Tests


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

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

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
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*

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

Mathematics


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

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

 Data delayed 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
District	97.7% *	98.4% *	97.0% *	98.4% *	* *	* *	* *	* *	* *	* *	94.7% *
State	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

	Students with IEPs	English Learners	Low Income
District	93.8% *	* *	100.0% *
State	* *	* *	* *

Mathematics - All Tests

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	97.7% *	98.4% *	97.0% *	98.4% *	* *	* *	* *	* *	* *	* *	94.7% *
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)

 Data delayed due to COVID-19

Mathematics - All Tests

	Students with IEPs	English Learners	Low Income
District	93.8%	*	100.0%
	*	*	*
State	*	*	*
	*	*	*

Science - All Tests


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

	Students with IEPs	English Learners	Low Income
District	*	*	*
	*	*	*
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)

 Data delayed 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
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*

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

IAR Mathematics


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

	Students with IEPs	English Learners	Low Income
District	*	*	*
	*	*	*
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)

 Data delayed 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
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*

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

DLM Mathematics


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

	Students with IEPs	English Learners	Low Income
District	*	*	*
	*	*	*
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)

 Data delayed due to COVID-19

ISA

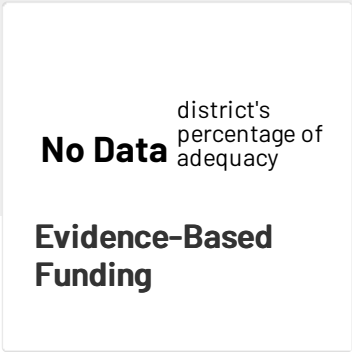
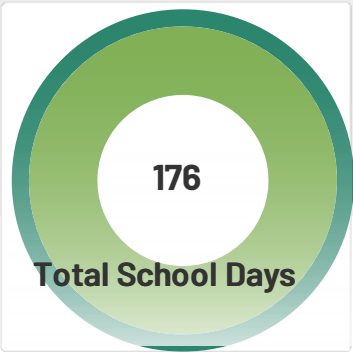
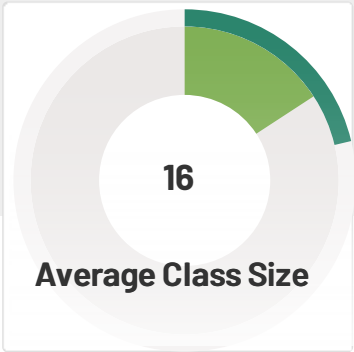
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income
District	*	*	*
	*	*	*
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.



District Environment

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
District	*	*	*	*	*	*	*	*
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
District	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*

	Non-IEP	Non-English Learners	Non Low Income	Eligible NSLP	Not Eligible NSLP
District	*	*	*	*	*
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			Total	
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total	Exclusions	Expenditures
District	212	\$993	\$8,508	\$9,501	\$0	\$1,489	\$1,489	\$993	\$9,997	\$10,990	\$380,202	\$2,710,045

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)

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
District	212	\$993	\$8,508	\$9,501	\$0	\$1,489	\$1,489	\$993	\$9,997	\$10,990
West Lincoln-Broadwell Elem Sch	212	\$993	\$8,508	\$9,501	\$0	\$1,489	\$1,489	\$993	\$9,997	\$10,990

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
District	77.3% \$2,131,882	9.2% \$254,160	5.5% \$152,426	3.5% \$97,056	4.4% \$120,890	\$2,756,414
State	60.1%	5.8%	22.3%	4.7%	7.1%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	52.2%	5.0%	22.8%	20.0%
State	47.4%	3.0%	29.0%	20.7%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	72.4% \$2,043,173	4.5% \$125,872	5.8% \$163,653	12.0% \$338,901	1.2% \$33,371	2.6% \$73,089	0.0% \$0	1.5% \$43,022	\$2,821,081
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
District	\$417,756	2.4	\$7,603	\$11,592
State	*	*	\$8,826	\$14,747

Average Class Size

What is it?

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

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Overall
District	*	17	9	12	9	14	21	15	29	16	15
State	3	19	20	20	20	21	21	21	21	21	20

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 Environment

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	
District	176
State	177

Health and Wellness

 Possible data impact due to COVID-19

What is it?

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

Days PE per week	
District	5
State	3

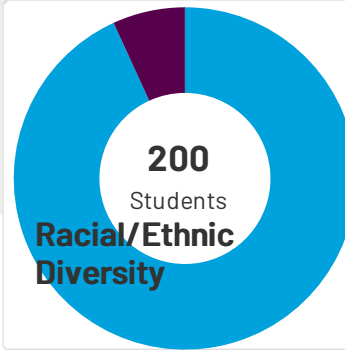
Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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.

200

Student Enrollment



10.8%

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
District	100.0% 200	54.0% 108	46.0% 92	88.5% 177	* 3	* 5	* 2	* *	* *	6.5% 13	12.5% 25
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
District	11.0% 22	* *	24.0% 48	* 3	* *	* 1	* *
State	14.9% 281,323	12.9% 243,308	48.1% 908,417	1.7% 32,284	0.0% 326	0.7% 12,795	0.7% 12,743

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	15	21	15	19	17	29	20	15	29	20
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
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	8.0% 156,197	7.5% 74,804	8.6% 81,393	7.7% 69,509	5.4% 17,793	7.8% 41,113	20.3% 21,376	13.0% 256	7.7% 385	7.4% 5,765	4.3% 15,015

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

Students Enrolled in Accelerated Placement - ELA

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

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
District	*	*	*	*	*
	*	*	*	*	*
State	0.1% 247	0.1% 130	0.2% 2,196	0.1% 32	0.0% 7

Students Enrolled in Accelerated Placement - Math

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	1.2% 24,290	1.4% 14,444	1.0% 9,846	1.5% 13,688	0.2% 739	0.8% 4,135	4.4% 4,620	1.2% 23	1.6% 79	1.3% 1,006	0.6% 1,937

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
	*	*	*	*	*
State	0.3% 773	0.3% 846	0.5% 4,371	0.2% 57	0.1% 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
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	5.2% 100,406	4.6% 46,284	5.7% 54,122	4.6% 41,443	3.9% 12,686	5.3% 27,815	13.7% 14,366	10.5% 207	4.4% 219	4.7% 3,670	2.7% 9,334

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

Students Enrolled in Accelerated Placement - Whole Grade

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

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
District	*	*	*	*	*
	*	*	*	*	*
State	0.1% 253	0.3% 810	0.3% 2,705	0.0% 0	0.1% 14

Students Enrolled in Advanced Placement Coursework

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	23.6% 145,267	20.2% 63,878	27.2% 81,389	24.5% 71,841	13.0% 12,944	22.6% 37,831	53.1% 17,209	31.9% 203	19.9% 291	23.9% 4,948	8.8% 10,243

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
	*	*	*	*	*
State	2.7% 2,349	7.0% 2,911	16.0% 42,897	* *	* *

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
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	1.0% 6,121	0.8% 2,379	1.3% 3,742	0.3% 824	1.9% 1,842	1.7% 2,922	1.2% 396	0.8% 5	1.6% 23	0.5% 109	0.5% 543

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

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	20.1% 390,785	18.3% 183,738	21.9% 207,047	22.4% 202,744	13.3% 43,538	17.6% 92,777	34.4% 36,095	23.3% 461	16.4% 815	18.4% 14,355	10.7% 37,437

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
District	*	*	*	*	*
	*	*	*	*	*
State	5.9% 16,764	5.0% 12,638	13.4% 122,600	9.6% 2,248	4.0% 575

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	12.9% 79,370	12.2% 38,630	13.6% 40,740	15.5% 45,566	9.2% 9,109	10.2% 17,161	14.8% 4,805	12.6% 80	10.3% 151	12.1% 2,498	7.7% 9,010

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
	*	*	*	*	*
State	5.8% 5,133	6.1% 2,557	9.7% 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
District	*	*	*	*	*	*	*	*	*	*	*
State	9.7% 188,673	9.6% 96,414	9.8% 92,259	10.5% 95,102	6.1% 19,993	7.5% 39,207	23.1% 24,303	13.1% 258	10.7% 533	11.9% 9,277	* *

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	7.2% 20,532	7.0% 17,656	6.5% 59,670	* *	* *

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
District	*	*	*	*	*	*	*	*	*	*	*
State	1.3% 24,668	1.3% 12,576	1.3% 12,092	1.5% 13,267	0.5% 1,720	0.8% 3,955	4.2% 4,367	2.0% 40	1.6% 79	1.6% 1,240	* *

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
District	*	*	*	*	*
	*	*	*	*	*
State	0.6% 1,594	0.5% 1,238	0.5% 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
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	3.4% 65,476	3.4% 33,875	3.3% 31,601	3.4% 30,346	2.0% 6,537	2.2% 11,680	12.7% 13,394	6.7% 133	3.2% 158	4.1% 3,228	*
											*

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

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

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	10.0%	*	1.0%	*	*	*	1.0%
	Students with IEPs	83.3%	*	8.3%	*	*	*	8.3%
All Peer Districts *	All Students	30.1%	*	34.7%	*	*	*	44.3%
	Students with IEPs	47.7%	*	28.1%	*	*	*	4.4%
State	All Students	6.9%	*	4.2%	*	*	*	0.6%
	Students with IEPs	45.6%	*	27.5%	*	*	*	4.1%

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	All Students	2.0%	*	*	1.5%	*	*	*
	Students with IEPs	16.7%	*	*	12.5%	*	*	*
All Peer Districts *	All Students	3.2%	*	*	6.8%	*	*	*
	Students with IEPs	9.9%	*	*	21.0%	*	*	*
State	All Students	1.5%	*	*	2.0%	*	*	*
	Students with IEPs	10.0%	*	*	13.3%	*	*	*

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.

Students With IEPs (cont)

By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
District	All Students	0.5%	*	2.5%	3.5%	2.0%	*	*
	Students with IEPs	4.2%	*	20.8%	29.2%	16.7%	*	*
All Peer Districts *	All Students	0.3%	*	3.7%	8.1%	7.3%	*	*
	Students with IEPs	0.9%	*	11.5%	25.0%	22.5%	*	*
State	All Students	0.2%	*	2.1%	5.1%	2.4%	*	*
	Students with IEPs	1.0%	*	13.6%	33.5%	15.7%	*	*

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.

Educational Environments for Students with IEPs

What is it?

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

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

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
White				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Black				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Hispanic				
District	*	*	*	*
All Peer Districts *	*	*	*	*
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.

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Asian				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Two or More Races				
District	*	*	*	*
All Peer Districts *	*	*	*	*
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.

Educational Environments for Students with IEPs (cont)

For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	50.0%	25.0%	0.0%	25.0%
All Peer Districts *	32.8%	17.8%	35.5%	13.9%
State	29.4%	22.1%	32.6%	15.9%
Emotional Disability				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Intellectual Disability				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Other Health Impairment				
District	80.0%	20.0%	0.0%	0.0%
All Peer Districts *	62.7%	22.4%	10.4%	4.5%
State	57.8%	27.9%	9.5%	4.9%
Specific Learning Disability				
District	57.1%	42.9%	0.0%	0.0%
All Peer Districts *	57.6%	32.9%	8.8%	0.7%
State	55.0%	37.9%	6.2%	1.0%
Speech or Language Impairment				
District	100.0%	0.0%	0.0%	0.0%
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
All					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
White					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Black					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Hispanic					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
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.

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Asian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
American Indian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Two or More Races					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
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.

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

What is it?

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

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

For Selected Disabilities

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

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

For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Other Health Impairment					
District	0.0%	0.0%	0.0%	0.0%	0.0%
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
Specific Learning Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	50.0%	16.7%	29.2%	0.0%	4.2%
State	53.8%	12.8%	23.1%	0.0%	10.3%
Speech or Language Impairment					
District	0.0%	50.0%	0.0%	0.0%	50.0%
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
1	Graduation Percent for students with IEPs (Data lag one year)	*	82.6	N/A
2	Dropout Percent for students with IEPs (Data lag one year)	*	13.7	N/A
3a1	Reading assessment participation rate for students with IEPs	*	*	*
3b1	Reading assessment proficiency rate for students with IEPs against grade level academic achievement standards	*	*	*
3b2	Math assessment proficiency rate for students with IEPs against grade level academic achievement standards	*	*	*
3c1	Reading assessment proficiency rate for students with IEPs against alternate academic achievement standards	*	*	*
3c2	Math assessment proficiency rate for students with IEPs against alternate academic achievement standards	*	*	*
4a	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in -? (Data lag one year)	No	No	Yes
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	63.6	52.7	Yes
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	4.5	12.92	Yes
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	4.5	6.68	Yes

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	50.0	46	Yes
6b	Children ages 3-5 in separate special education class, separate school or residential facility	50.0	26.3	No
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	0.00	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	100.00	47.2	Yes
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	100.00	84.1	Yes
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	100.00	45.1	Yes
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	0.00	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.	100.00	53.4	Yes
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	N/A
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
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	*	63.5	N/A
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	*	75.75	N/A
3a2	Math assessment participation rate for students with IEPs	*	*	*
3d1	Gap in reading proficiency rates for students with IEPs and all students against grade level academic achievement standards	*	*	*
3d2	Gap in math proficiency rates for students with IEPs and all students against grade level academic achievement standards	*	*	*
6c	Children ages 3-5 receiving special education and related services in the home	*	0.28	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.

English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
District	*	* *	* *	* *
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.

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
District	95.9%	95.3%	96.6%	96.0%	*	96.6%	*	*	*	90.4%	95.2%
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
District	95.4%	*	94.2%
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
District	6.5%	5.9%	7.2%	6.6%	*	*	*	*	*	*	4.0%
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
District	4.5%	*	7.0%
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
District	10.8%	12.1%	9.4%	10.4%	*	*	*	*	*	*	14.3%
State	21.1%	22.3%	19.9%	13.9%	39.0%	24.7%	8.1%	18.8%	26.7%	23.8%	28.0%

	Students with IEPs	English Learners	Low Income
District	11.1%	*	17.6%
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
District	*	*	*	*	*	*	*	*	*	*	*
State	2.6%	3.0%	2.1%	2.1%	4.0%	2.7%	0.8%	2.2%	4.5%	3.3%	2.6%

	Students with IEPs	English Learners	Low Income
District	*	*	*
State	2.9%	4.1%	3.9%

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.

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
District	*	*	*	*	*	*	*	*	*	*	*
State	22.8%	24.0%	21.4%	11.4%	47.0%	30.2%	7.4%	20.9%	29.2%	23.9%	28.0%

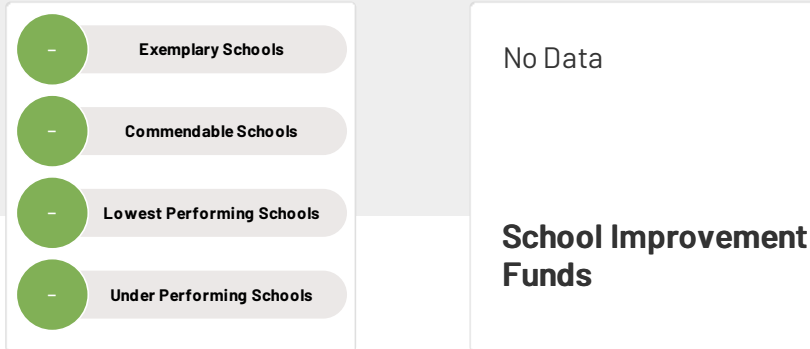
	Students with IEPs	English Learners	Low Income
District	*	*	*
State	30.0%	28.8%	36.0%

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

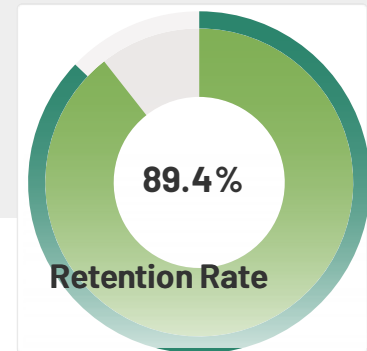
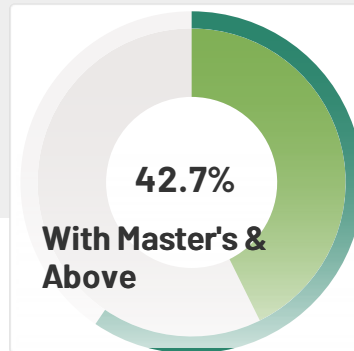
Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has four summative designations: Exemplary School, Commendable School, Targeted School, and Comprehensive School. Targeted Schools and Comprehensive Schools receive additional 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.



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
District	14	57.3%	42.7%	93.6%	100.0%
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
District	15	*
State	17	18

Average Teacher Salary

What is it?

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

	Average Teacher Salary
District	\$58,091
State	\$70,705

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
District	All	89.4% 42	89.4% 42	* *	* *	* *	* *	* *	* *	* *
	Male	100.0% 3	100.0% 3	* *	* *	* *	* *	* *	* *	* *
	Female	88.6% 39	88.6% 39	* *	* *	* *	* *	* *	* *	* *
State	All	87.1% 308,369	87.6% 261,205	80.6% 15,160	87.1% 20,712	86.9% 4,631	85.0% 187	83.9% 664	84.9% 2,249	80.2% 3,561
	Male	88.4% 72,950	89.2% 62,631	78.9% 2,881	86.4% 4,747	86.7% 1,082	84.3% 59	88.4% 167	86.4% 579	79.8% 804
	Female	86.7% 235,419	87.1% 198,574	81.0% 12,279	87.3% 15,965	87.0% 3,549	85.3% 128	82.6% 497	84.4% 1,670	80.3% 2,757

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?

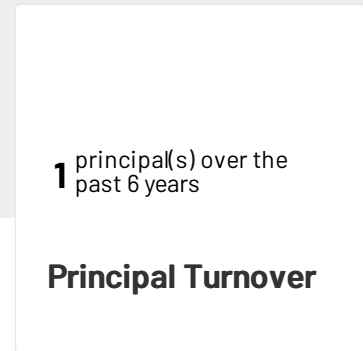
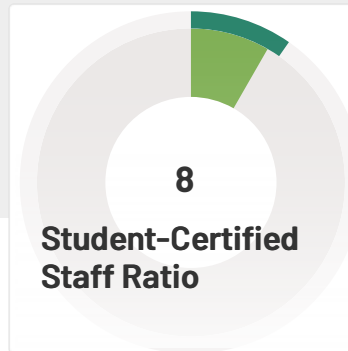
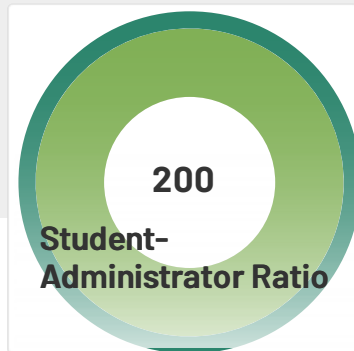
This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	100.0% 15.7	100.0% 15.7	* *	* *	* *	* *	* *	* *	* *
	Male	12.7% 2	12.7% 2	* *	* *	* *	* *	* *	* *	* *
	Female	87.3% 13.7	87.3% 13.7	* *	* *	* *	* *	* *	* *	* *
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
District	8	200
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.

Administrators

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% 1	100.0% 1	* *	* *	* *	* *	* *	* *	* *
	Male	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Female	100.0% 1	100.0% 1	* *	* *	* *	* *	* *	* *	* *
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	
District	1
State	2

Average Administrator Salary

What is it?

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

Average Administrator Salary	
District	\$98,838
State	\$114,208

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. 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
District	*	*	*	*	*	*
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.

Civil Rights Data Collection

(2018-19)

Student Environment (cont)

	Number of Schools with Incidents of Violence		
	Rate of Incidents of Violence	Firearm	Homicide
District	*	*	*
State	*	*	*

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
District	* *	* *	* *	* *
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

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

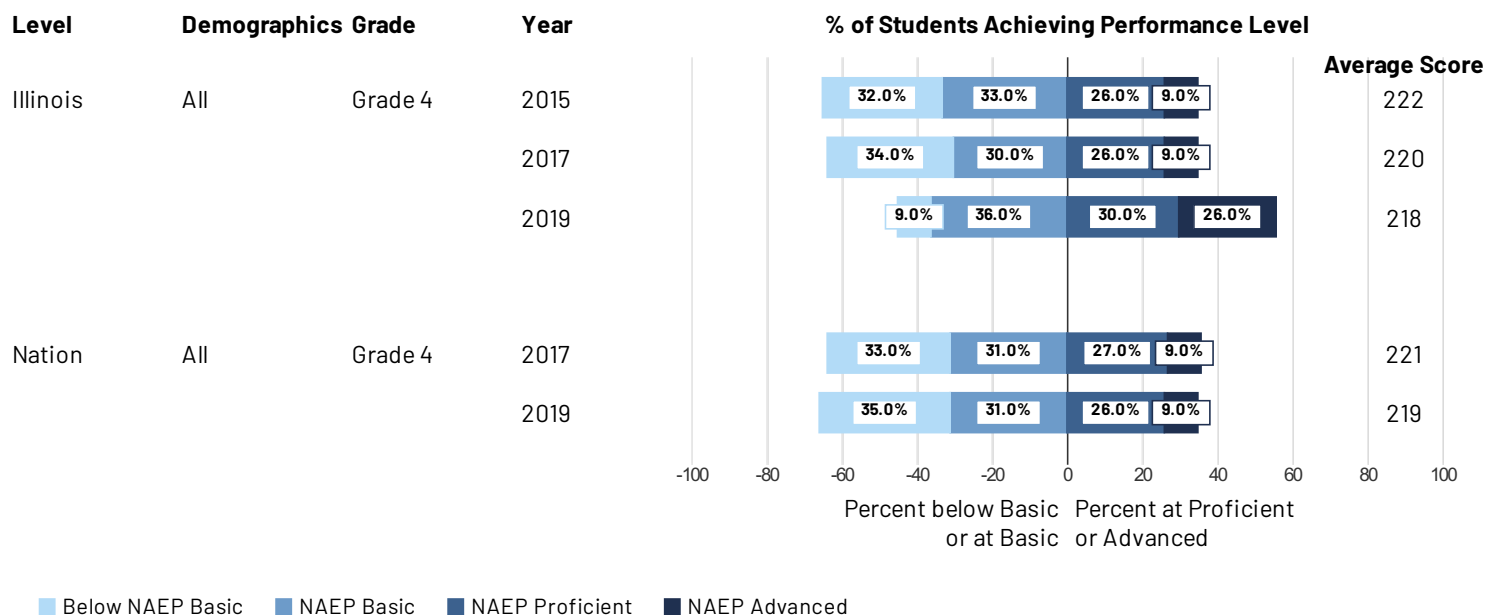
Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	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.

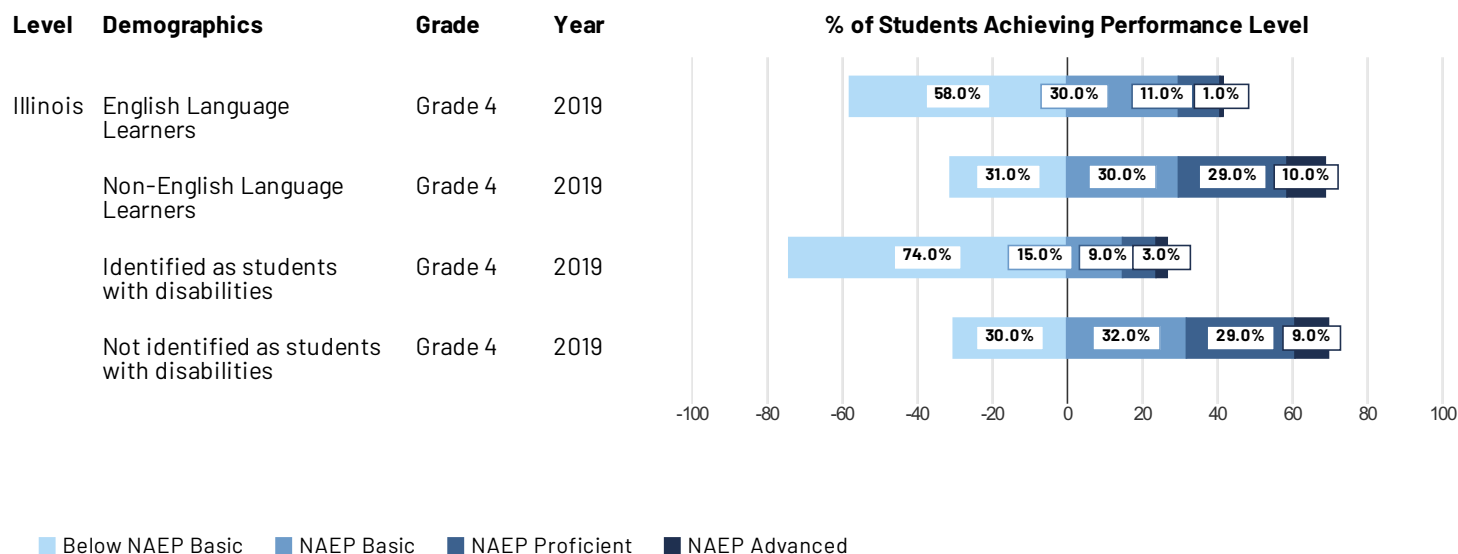
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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Reading - Grade 4



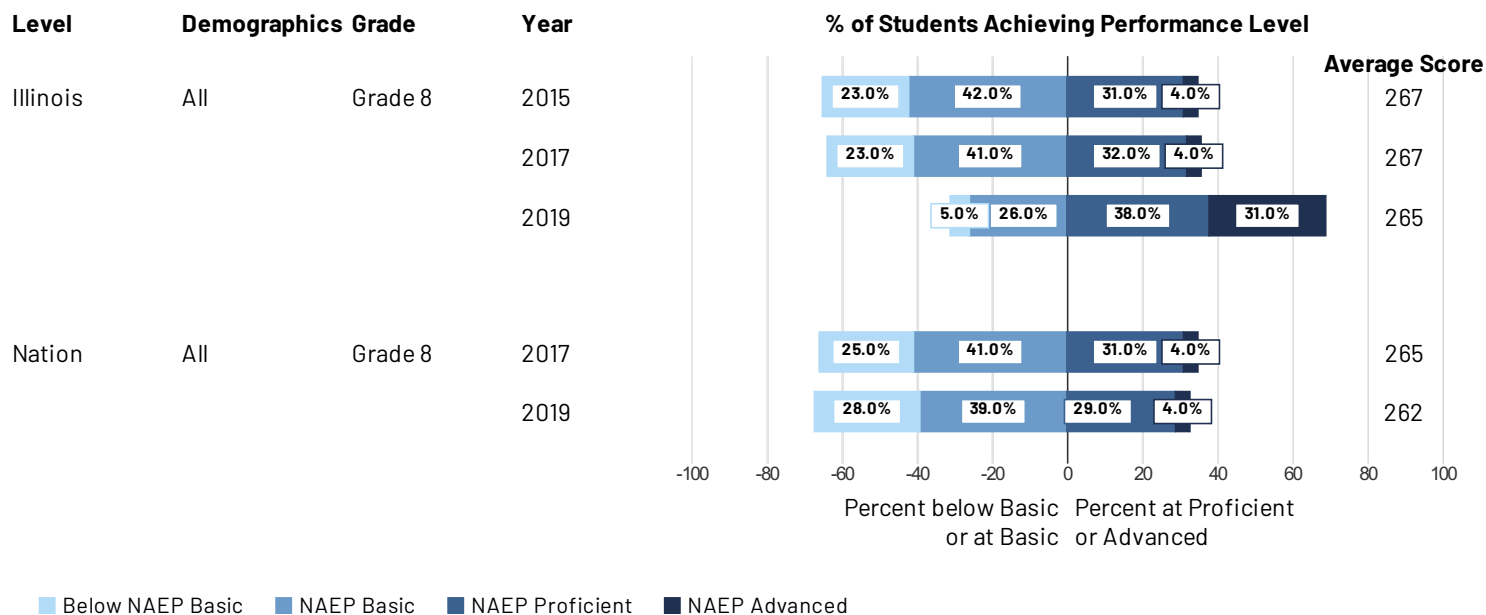
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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)

Reading - Grade 8

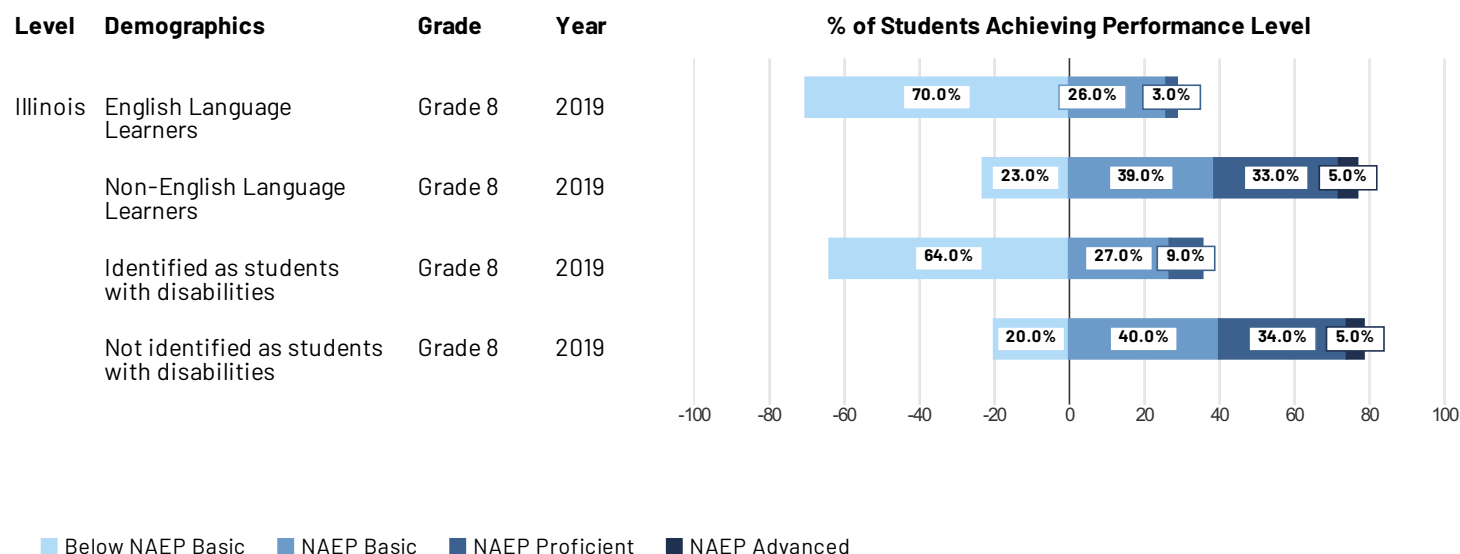


* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

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	
Race/Ethnicity					
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%
Gender					
Male	50.0%	215	61.0%	32.0%	8.0%
Female	50.0%	221	68.0%	36.0%	9.0%
National School Lunch Program					
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

			Percentage at or above NAEP		Percentage at NAEP
Reporting Groups	Percentage of students	Average Score	Basic	Proficient	Advanced
Race/Ethnicity					
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%
Gender					
Male	51.0%	260	69.0%	32.0%	4.0%
Female	49.0%	269	78.0%	40.0%	6.0%
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

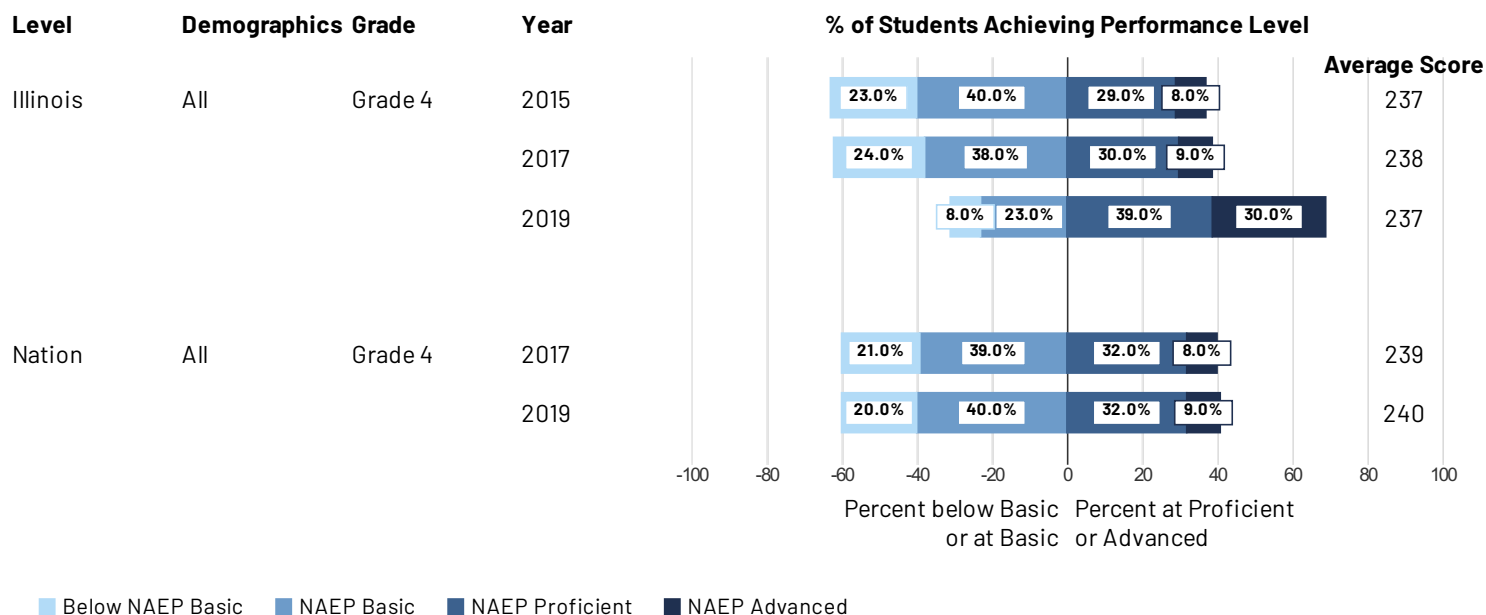
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic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

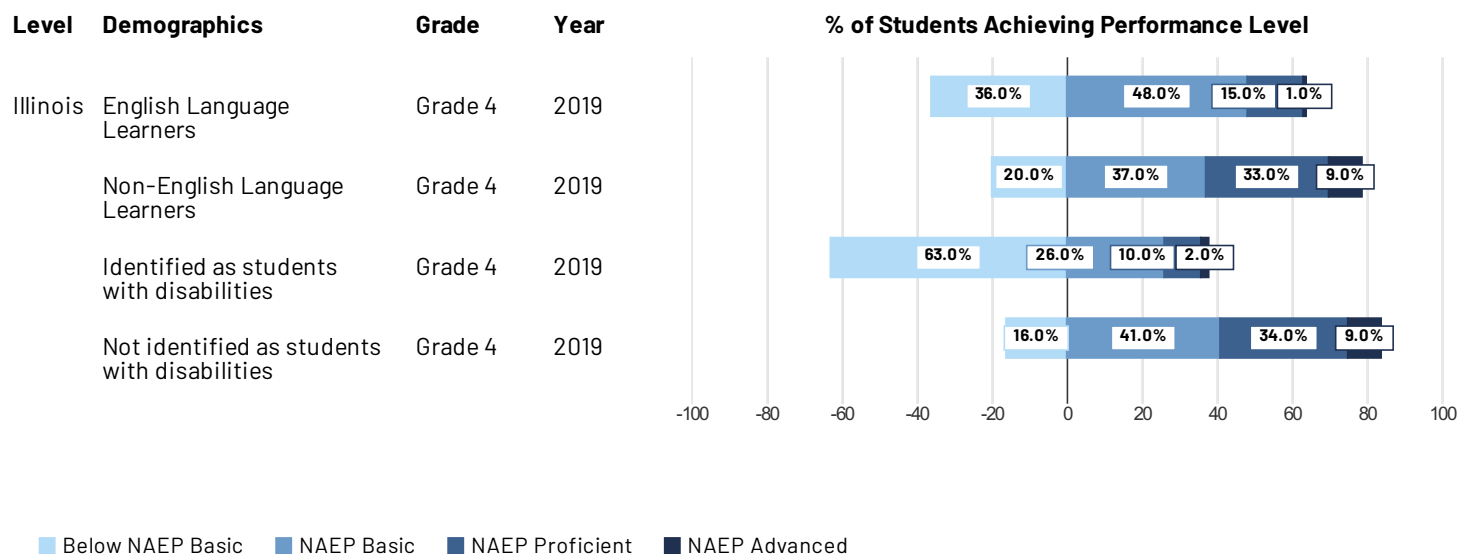
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

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



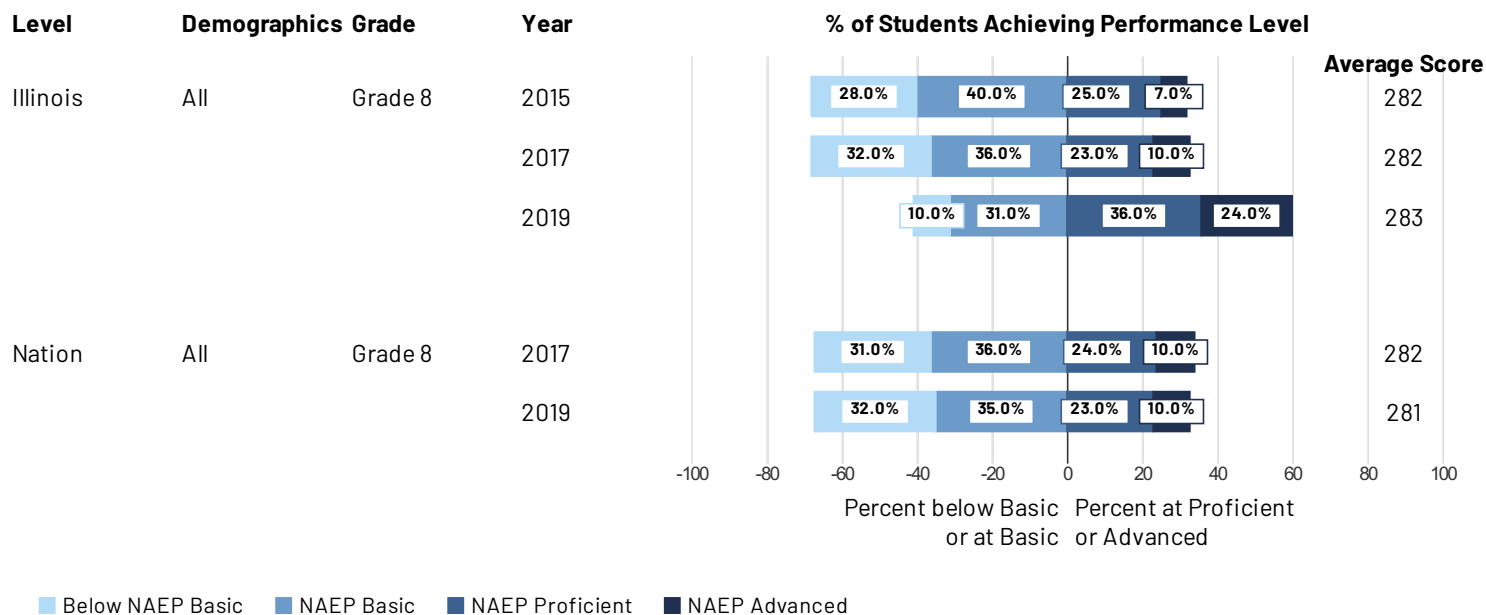
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

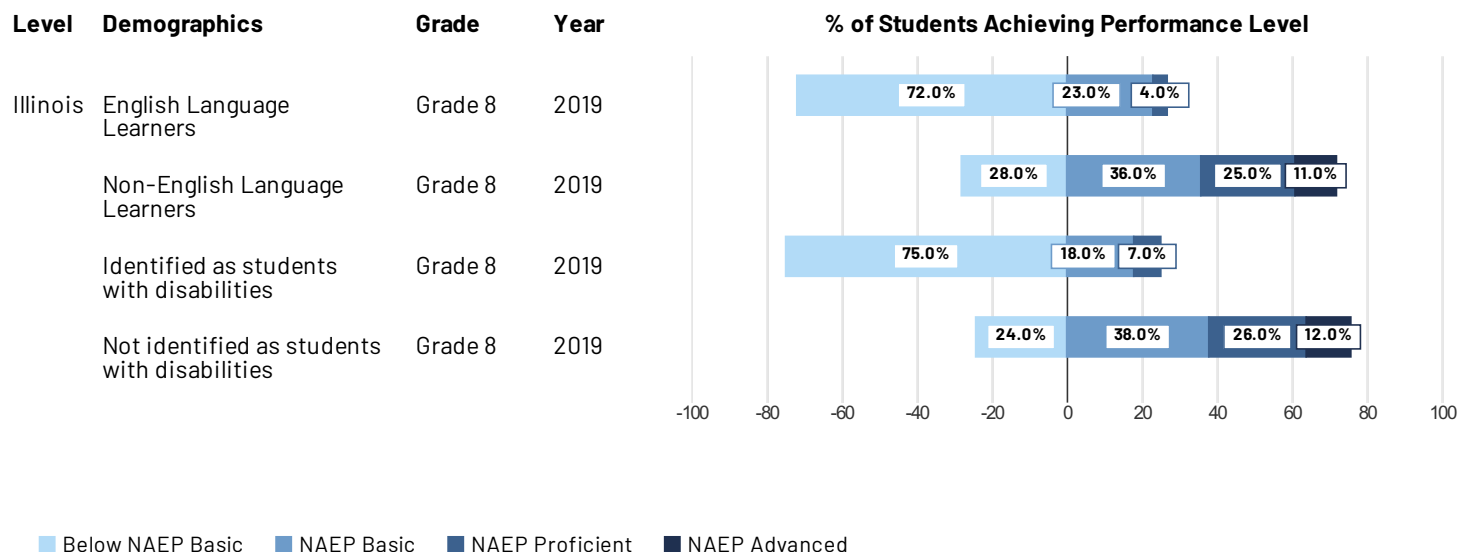


* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

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	
Race/Ethnicity					
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%
Gender					
Male	50.0%	239	78.0%	41.0%	10.0%
Female	50.0%	236	77.0%	36.0%	6.0%
National School Lunch Program					
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

			Percentage at or above NAEP		Percentage at NAEP
Reporting Groups	Percentage of students	Average Score	Basic	Proficient	Advanced
Race/Ethnicity					
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%
Gender					
Male	51.0%	283	69.0%	35.0%	12.0%
Female	49.0%	282	70.0%	32.0%	9.0%
National School Lunch Program					
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.