

# Illinois

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2020 - 2021

## About the Report Card

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

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

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

## State Snapshot

**8th Graders Passing Algebra I : 28.8%**

**Graduation Rate : 86.0%**

**Chronic Absenteeism : 21.1%**

**Average Teacher Salary : \$70,705**

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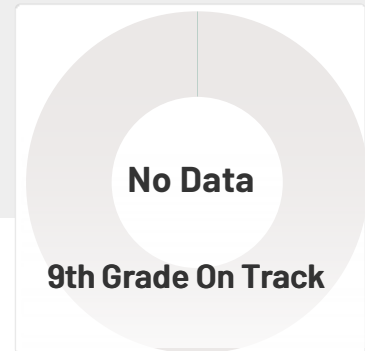
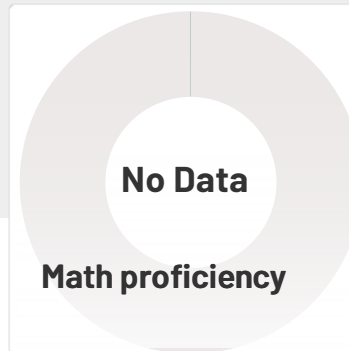
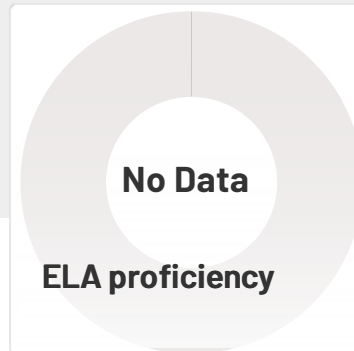
# How To Read The Data

## Understanding COVID-19 Flags


Flag	Description
 Data unavailable due to COVID-19	Due to the suspension of in-person instruction during the 2020-21 school year, the data for this metric is unavailable for use in the School Year 2020-21 Report Card.
 Possible data impact due to COVID-19	Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2020-21 school year. 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	Due to both spring and fall assessment testing, the data for this metric will be delayed being reported in the School Year 2020-21 Report Card.
 Data not available	Data for this metric are not available through the Report Card, however additional information can be found at <a href="https://www.isbe.net/Pages/Report-Card-Metrics.aspx">https://www.isbe.net/Pages/Report-Card-Metrics.aspx</a> . Reasons these data are not available on the SY2020-21 Illinois Report Card may include (a) substantial changes to how the metric is measured (i.e. methodology), (b) substantial changes to what the metric measures (i.e. the construct), (c) circumstances that render the data set substantially incomplete, or (d) circumstances that cause the data and its use to fall below acceptable thresholds for reliability and validity.

## About the data

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



## IAR

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

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

# 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
<b>Students with IEPs</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Non-IEP</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>English Learners</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Low Income</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Non Low Income</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Homeless</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Migrant</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Military</b>										
State	*	*	*	*	*	*	*	*	*	*

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

# Academic Progress

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

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

# 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
<b>Students with IEPs</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Non-IEP</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>English Learners</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Low Income</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Non Low Income</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Homeless</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Migrant</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Military</b>										
State	*	*	*	*	*	*	*	*	*	*

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



# Academic Progress

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

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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
<b>Students with IEPs</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Non-IEP</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>English Learners</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Low Income</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Non Low Income</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Homeless</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Migrant</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Military</b>										
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
<b>All</b>										
<b>State</b>	*	*	*	*	*	*	*	*	*	*
<b>White</b>										
<b>State</b>	*	*	*	*	*	*	*	*	*	*
<b>Black</b>										
<b>State</b>	*	*	*	*	*	*	*	*	*	*
<b>Hispanic</b>										
<b>State</b>	*	*	*	*	*	*	*	*	*	*
<b>Asian</b>										
<b>State</b>	*	*	*	*	*	*	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>										
<b>State</b>	*	*	*	*	*	*	*	*	*	*
<b>American Indian</b>										
<b>State</b>	*	*	*	*	*	*	*	*	*	*
<b>Two or More Races</b>										
<b>State</b>	*	*	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>										
<b>State</b>	*	*	*	*	*	*	*	*	*	*
<b>Male</b>										
<b>State</b>	*	*	*	*	*	*	*	*	*	*
<b>Female</b>										
<b>State</b>	*	*	*	*	*	*	*	*	*	*

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

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

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# 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
<b>Students with IEPs</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Non-IEP</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>English Learners</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Low Income</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Non Low Income</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Homeless</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Migrant</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Military</b>										
State	*	*	*	*	*	*	*	*	*	*

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

# Academic Progress

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

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

# 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
<b>Students with IEPs</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Non-IEP</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>English Learners</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Low Income</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Non Low Income</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Homeless</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Migrant</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Military</b>										
State	*	*	*	*	*	*	*	*	*	*

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



## SAT

 Data delayed due to COVID-19

### What is it?

This shows the percentage and number of 11th-graders scoring at each of the performance levels for the SAT. Each Performance Level is a broad, categorical level defined by a student’s 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 scores for the assessment. There are four Performance Levels for the SAT:

- Level 1 - Partially Meets Standards: The student has only partially met standards and demonstrates a minimal understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- Level 2 - Approaching Standards: The student is approaching the proficiency level and demonstrates an incomplete understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- Level 3 - Meets Standards: The student has met the proficiency level and demonstrates adequate understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- Level 4 - Exceeds Standards: The student has exceeded the proficiency level and demonstrates a thorough understanding of the knowledge and skills needed relative to the Illinois Learning Standards.

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

## SAT (cont)

 Data delayed due to COVID-19

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>White</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Black</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Hispanic</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Asian</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Two or More Races</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Male</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Female</b>								
<b>State</b>	*	*	*	*	*	*	*	*

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

# Academic Progress

## SAT (cont)


 Data delayed due to COVID-19

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>								
State	*	*	*	*	*	*	*	*
<b>Non-IEP</b>								
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
State	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>								
State	*	*	*	*	*	*	*	*
<b>Low Income</b>								
State	*	*	*	*	*	*	*	*
<b>Non Low Income</b>								
State	*	*	*	*	*	*	*	*
<b>Homeless</b>								
State	*	*	*	*	*	*	*	*
<b>Migrant</b>								
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
State	*	*	*	*	*	*	*	*
<b>Military</b>								
State	*	*	*	*	*	*	*	*

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

## 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.

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

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

# 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
<b>Students with IEPs</b>								
State	*	*	*	*	*	*	*	*
<b>Non-IEP</b>								
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
State	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>								
State	*	*	*	*	*	*	*	*
<b>Low Income</b>								
State	*	*	*	*	*	*	*	*
<b>Non Low Income</b>								
State	*	*	*	*	*	*	*	*
<b>Homeless</b>								
State	*	*	*	*	*	*	*	*
<b>Migrant</b>								
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
State	*	*	*	*	*	*	*	*
<b>Military</b>								
State	*	*	*	*	*	*	*	*

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

# Academic Progress

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

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

# 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
<b>Students with IEPs</b>								
State	*	*	*	*	*	*	*	*
<b>Non-IEP</b>								
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
State	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>								
State	*	*	*	*	*	*	*	*
<b>Low Income</b>								
State	*	*	*	*	*	*	*	*
<b>Non Low Income</b>								
State	*	*	*	*	*	*	*	*
<b>Homeless</b>								
State	*	*	*	*	*	*	*	*
<b>Migrant</b>								
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
State	*	*	*	*	*	*	*	*
<b>Military</b>								
State	*	*	*	*	*	*	*	*

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



# Academic Progress

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

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

# 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
<b>Students with IEPs</b>								
State	*	*	*	*	*	*	*	*
<b>Non-IEP</b>								
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
State	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>								
State	*	*	*	*	*	*	*	*
<b>Low Income</b>								
State	*	*	*	*	*	*	*	*
<b>Non Low Income</b>								
State	*	*	*	*	*	*	*	*
<b>Homeless</b>								
State	*	*	*	*	*	*	*	*
<b>Migrant</b>								
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
State	*	*	*	*	*	*	*	*
<b>Military</b>								
State	*	*	*	*	*	*	*	*

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

# Academic Progress

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

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

# 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
<b>Students with IEPs</b>								
State	*	*	*	*	*	*	*	*
<b>Non-IEP</b>								
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
State	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>								
State	*	*	*	*	*	*	*	*
<b>Low Income</b>								
State	*	*	*	*	*	*	*	*
<b>Non Low Income</b>								
State	*	*	*	*	*	*	*	*
<b>Homeless</b>								
State	*	*	*	*	*	*	*	*
<b>Migrant</b>								
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
State	*	*	*	*	*	*	*	*
<b>Military</b>								
State	*	*	*	*	*	*	*	*

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

# Academic Progress

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

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

# 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
<b>Students with IEPs</b>								
State	*	*	*	*	*	*	*	*
<b>Non-IEP</b>								
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
State	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>								
State	*	*	*	*	*	*	*	*
<b>Low Income</b>								
State	*	*	*	*	*	*	*	*
<b>Non Low Income</b>								
State	*	*	*	*	*	*	*	*
<b>Homeless</b>								
State	*	*	*	*	*	*	*	*
<b>Migrant</b>								
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
State	*	*	*	*	*	*	*	*
<b>Military</b>								
State	*	*	*	*	*	*	*	*

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

# Academic Progress

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

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

# 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
<b>Students with IEPs</b>								
State	*	*	*	*	*	*	*	*
<b>Non-IEP</b>								
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
State	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>								
State	*	*	*	*	*	*	*	*
<b>Low Income</b>								
State	*	*	*	*	*	*	*	*
<b>Non Low Income</b>								
State	*	*	*	*	*	*	*	*
<b>Homeless</b>								
State	*	*	*	*	*	*	*	*
<b>Migrant</b>								
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
State	*	*	*	*	*	*	*	*
<b>Military</b>								
State	*	*	*	*	*	*	*	*

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



# Academic Progress

## DLM (cont)

 Data delayed due to COVID-19

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>White</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Black</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Hispanic</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Asian</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Two or More Races</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Male</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Female</b>								
<b>State</b>	*	*	*	*	*	*	*	*

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

# Academic Progress

## DLM (cont)

 Data delayed due to COVID-19

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>								
State	*	*	*	*	*	*	*	*
<b>Non-IEP</b>								
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
State	*	*	*	*	*	*	*	*
<b>Non-English Learners</b>								
State	*	*	*	*	*	*	*	*
<b>Low Income</b>								
State	*	*	*	*	*	*	*	*
<b>Non Low Income</b>								
State	*	*	*	*	*	*	*	*
<b>Homeless</b>								
State	*	*	*	*	*	*	*	*
<b>Migrant</b>								
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
State	*	*	*	*	*	*	*	*
<b>Military</b>								
State	*	*	*	*	*	*	*	*

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

# Academic Progress

## DLM (cont)

 Data delayed due to COVID-19

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
State	*	*	*	*
<b>White</b>				
State	*	*	*	*
<b>Black</b>				
State	*	*	*	*
<b>Hispanic</b>				
State	*	*	*	*
<b>Asian</b>				
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
State	*	*	*	*
<b>American Indian</b>				
State	*	*	*	*
<b>Two or More Races</b>				
State	*	*	*	*
<b>Students with Disabilities</b>				
State	*	*	*	*
<b>Male</b>				
State	*	*	*	*
<b>Female</b>				
State	*	*	*	*

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

# Academic Progress

## DLM (cont)

 Data delayed due to COVID-19

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>				
State	*	*	*	*
<b>Non-IEP</b>				
State	*	*	*	*
<b>English Learners</b>				
State	*	*	*	*
<b>Non-English Learners</b>				
State	*	*	*	*
<b>Low Income</b>				
State	*	*	*	*
<b>Non Low Income</b>				
State	*	*	*	*
<b>Homeless</b>				
State	*	*	*	*
<b>Migrant</b>				
State	*	*	*	*
<b>Youth In Care</b>				
State	*	*	*	*
<b>Military</b>				
State	*	*	*	*

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

# Academic Progress

## DLM (cont)

 Data delayed due to COVID-19

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
State	*	*	*	*
<b>White</b>				
State	*	*	*	*
<b>Black</b>				
State	*	*	*	*
<b>Hispanic</b>				
State	*	*	*	*
<b>Asian</b>				
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
State	*	*	*	*
<b>American Indian</b>				
State	*	*	*	*
<b>Two or More Races</b>				
State	*	*	*	*
<b>Students with Disabilities</b>				
State	*	*	*	*
<b>Male</b>				
State	*	*	*	*
<b>Female</b>				
State	*	*	*	*

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

# Academic Progress

## DLM (cont)

 Data delayed due to COVID-19

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>				
State	*	*	*	*
<b>Non-IEP</b>				
State	*	*	*	*
<b>English Learners</b>				
State	*	*	*	*
<b>Non-English Learners</b>				
State	*	*	*	*
<b>Low Income</b>				
State	*	*	*	*
<b>Non Low Income</b>				
State	*	*	*	*
<b>Homeless</b>				
State	*	*	*	*
<b>Migrant</b>				
State	*	*	*	*
<b>Youth In Care</b>				
State	*	*	*	*
<b>Military</b>				
State	*	*	*	*

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

# Academic Progress

## DLM (cont)

 Data delayed due to COVID-19

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
State	*	*	*	*
<b>White</b>				
State	*	*	*	*
<b>Black</b>				
State	*	*	*	*
<b>Hispanic</b>				
State	*	*	*	*
<b>Asian</b>				
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
State	*	*	*	*
<b>American Indian</b>				
State	*	*	*	*
<b>Two or More Races</b>				
State	*	*	*	*
<b>Students with Disabilities</b>				
State	*	*	*	*
<b>Male</b>				
State	*	*	*	*
<b>Female</b>				
State	*	*	*	*

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

# Academic Progress

## DLM (cont)

 Data delayed due to COVID-19


### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>				
State	*	*	*	*
<b>Non-IEP</b>				
State	*	*	*	*
<b>English Learners</b>				
State	*	*	*	*
<b>Non-English Learners</b>				
State	*	*	*	*
<b>Low Income</b>				
State	*	*	*	*
<b>Non Low Income</b>				
State	*	*	*	*
<b>Homeless</b>				
State	*	*	*	*
<b>Migrant</b>				
State	*	*	*	*
<b>Youth In Care</b>				
State	*	*	*	*
<b>Military</b>				
State	*	*	*	*

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



## 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
<b>State</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*

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

### Mathematics - All Tests

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


  

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

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

# Academic Progress

## Proficiency (cont)

 Data delayed due to COVID-19

### Science - All Tests

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


  

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

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

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


### Mathematics

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military				
<b>State</b>	*	*	*	*	*	*	*				
	*	*	*	*	*	*	*				

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

# 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
<b>State</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*

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

### Mathematics - All Tests

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

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

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

## Participation Rate (cont)

 Data delayed due to COVID-19

### Science - All Tests

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

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

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

### IAR Mathematics

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

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

# Academic Progress

## Participation Rate (cont)

 Data delayed due to COVID-19

### SAT ELA

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

### SAT Mathematics

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

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



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

### DLM Mathematics

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

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

## Participation Rate (cont)

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

## Eighth Graders Passing Algebra I

 Possible data impact due to COVID-19

### What is it?

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

Students	
State	28.8%

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.

## 9th Grade On Track

 Possible data impact due to COVID-19

### What is it?


This shows the percentage of 9th graders on track. They are defined as the percentage of first-time ninth-grade students who have earned at least five course credits without failing more than 0.5 course credits in their core subjects. For the purpose of this metric, core subjects include reading, math, science, and social studies.

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

	Students with IEPs	English Learners	Low Income
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.

## College and Career Ready

 Data delayed due to COVID-19

### What is it?

This shows the percentage of students in the current academic year who both have an exit code of graduated and who meet either the Distinguished Scholar definition or College and Career Scholar definition.

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

## Advanced Placement (AP) Exams

 Possible data impact due to COVID-19

### What is it?

This shows the cumulative total number of Advanced Placement (AP) exams taken and the cumulative total number of AP exams receiving a score of 3.0 or more and thus earning college credit at Illinois public colleges and universities. Students may enroll in multiple AP courses during their time in high school. The number of Grade 12 AP exams taken represents the cumulative total of exams taken by those students during all four of their high school years (Grades 9, 10, 11, 12). Similarly, the number of Grade 12 AP exams resulting in a score of 3.0 or higher, and thus eligible for college credit, represents the cumulative total during the 12-th graders' four years in high school. The numbers for Grades 10 and 11 are also cumulative. The Advanced Placement information is provided by the College Board.

### Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
State	*	*	*	*

### Grade 10

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
State	*	*	*	*

### Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
State	*	*	*	*

### Grade 12

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
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

## Early College Coursework

 Possible data impact due to COVID-19

### What is it?

This shows the number of students enrolled in one or more career and technical education courses as well as the total number of students taking early college coursework in Grades 9, 10, 11, and 12 by year and type of coursework. Students may be enrolled in more than one type of early college coursework, but students are only counted once in the overall enrollment total.

### Career and Technical Education

Enrollment	
State	287,191

### Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
State	22,057	33,841	65,266	77,310

### Advanced Placement (AP) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	15,693	6,641	1,781	4,327	2,197	22	25	700	1,023

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
State	210	*	259	*	5,067	*

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

## Early College Coursework (cont)

 Possible data impact due to COVID-19

### Advanced Placement (AP) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>27,663</b>	<b>13,464</b>	<b>2,123</b>	<b>7,110</b>	<b>3,938</b>	<b>50</b>	<b>53</b>	<b>925</b>	<b>1,692</b>
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
<b>State</b>	<b>340</b>	<b>*</b>	<b>511</b>	<b>*</b>	<b>7,844</b>	<b>*</b>			

### Advanced Placement (AP) Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>48,843</b>	<b>24,658</b>	<b>4,299</b>	<b>12,704</b>	<b>5,368</b>	<b>65</b>	<b>93</b>	<b>1,656</b>	<b>3,381</b>
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
<b>State</b>	<b>728</b>	<b>*</b>	<b>973</b>	<b>*</b>	<b>14,342</b>	<b>*</b>			

### Advanced Placement (AP) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>53,068</b>	<b>27,078</b>	<b>4,741</b>	<b>13,690</b>	<b>5,706</b>	<b>66</b>	<b>120</b>	<b>1,667</b>	<b>4,147</b>
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
<b>State</b>	<b>1,071</b>	<b>*</b>	<b>1,168</b>	<b>*</b>	<b>15,644</b>	<b>*</b>			

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



# Academic Progress

## Early College Coursework (cont)

 Possible data impact due to COVID-19

### International Baccalaureate (IB) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>124</b>	<b>14</b>	<b>81</b>	<b>11</b>	<b>16</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>9</b>
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
<b>State</b>	<b>4</b>	<b>*</b>	<b>3</b>	<b>*</b>	<b>85</b>	<b>*</b>			

### International Baccalaureate (IB) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>140</b>	<b>21</b>	<b>69</b>	<b>33</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>12</b>
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
<b>State</b>	<b>4</b>	<b>*</b>	<b>5</b>	<b>*</b>	<b>104</b>	<b>*</b>			

### International Baccalaureate (IB) Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>2,860</b>	<b>391</b>	<b>850</b>	<b>1,392</b>	<b>156</b>	<b>2</b>	<b>12</b>	<b>57</b>	<b>238</b>
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
<b>State</b>	<b>70</b>	<b>*</b>	<b>93</b>	<b>*</b>	<b>2,024</b>	<b>*</b>			

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

# Academic Progress

## Early College Coursework (cont)

 Possible data impact due to COVID-19

### International Baccalaureate (IB) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>2,997</b>	<b>398</b>	<b>842</b>	<b>1,486</b>	<b>214</b>	<b>3</b>	<b>10</b>	<b>44</b>	<b>284</b>
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
<b>State</b>	<b>85</b>	<b>*</b>	<b>94</b>	<b>*</b>	<b>2,098</b>	<b>*</b>			

### Dual Credit Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>6,880</b>	<b>3,130</b>	<b>1,711</b>	<b>1,475</b>	<b>302</b>	<b>5</b>	<b>14</b>	<b>243</b>	<b>835</b>
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
<b>State</b>	<b>574</b>	<b>*</b>	<b>367</b>	<b>*</b>	<b>2,699</b>	<b>*</b>			

### Dual Credit Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>7,746</b>	<b>3,915</b>	<b>1,009</b>	<b>2,068</b>	<b>468</b>	<b>8</b>	<b>17</b>	<b>261</b>	<b>968</b>
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
<b>State</b>	<b>618</b>	<b>*</b>	<b>433</b>	<b>*</b>	<b>2,888</b>	<b>*</b>			

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

# Academic Progress

## Early College Coursework (cont)

 Possible data impact due to COVID-19

### Dual Credit Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>23,624</b>	<b>14,219</b>	<b>2,406</b>	<b>4,814</b>	<b>1,362</b>	<b>22</b>	<b>32</b>	<b>769</b>	<b>2,555</b>
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
<b>State</b>	<b>1,481</b>	<b>*</b>	<b>635</b>	<b>*</b>	<b>7,607</b>	<b>*</b>			

### Dual Credit Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>41,120</b>	<b>24,302</b>	<b>3,983</b>	<b>8,804</b>	<b>2,673</b>	<b>45</b>	<b>88</b>	<b>1,225</b>	<b>4,652</b>
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
<b>State</b>	<b>2,460</b>	<b>*</b>	<b>1,122</b>	<b>*</b>	<b>12,775</b>	<b>*</b>			

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

# Academic Progress

## High School Graduation Rate

 Possible data impact due to COVID-19

### What is it?

This shows the percentage of graduating students who entered ninth grade for the first time four, five, or six years prior to the year being reported. Graduation Rate is calculated based on ESSA High School Graduation Rate guidance found [here](#). Students are reported at the school where students attend (home school). The cohort is based on the number of students who enter Grade 9 for the first time, adjusted by adding into the cohort any student who transfers in later during Grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

### 4 Year

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>86.0%</b>	<b>83.1%</b>	<b>88.9%</b>	<b>90.3%</b>	<b>76.8%</b>	<b>82.4%</b>	<b>94.7%</b>	<b>85.5%</b>	<b>78.4%</b>	<b>82.3%</b>	<b>75.3%</b>
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military				
<b>State</b>	<b>69.8%</b>	<b>73.2%</b>	<b>77.9%</b>	<b>64.0%</b>	<b>60.0%</b>	<b>53.7%</b>	<b>88.3%</b>				

### 5 Year

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>89.3%</b>	<b>87.1%</b>	<b>91.6%</b>	<b>92.3%</b>	<b>82.0%</b>	<b>87.3%</b>	<b>95.5%</b>	<b>92.1%</b>	<b>83.5%</b>	<b>86.8%</b>	<b>80.5%</b>
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military				
<b>State</b>	<b>75.3%</b>	<b>79.9%</b>	<b>83.6%</b>	<b>70.7%</b>	<b>65.5%</b>	<b>57.2%</b>	<b>93.5%</b>				

### 6 Year

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>89.1%</b>	<b>86.7%</b>	<b>91.5%</b>	<b>92.4%</b>	<b>81.2%</b>	<b>86.4%</b>	<b>95.6%</b>	<b>86.5%</b>	<b>80.8%</b>	<b>88.9%</b>	<b>82.2%</b>
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military				
<b>State</b>	<b>76.6%</b>	<b>79.2%</b>	<b>82.9%</b>	<b>70.8%</b>	<b>73.3%</b>	<b>60.5%</b>	<b>93.2%</b>				

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

## Postsecondary Enrollment

### What is it?

This shows the percentage of students who graduated with a regular high school diploma from a public high school in Illinois and enrolled in a two-year or four-year college in the United States within 12 or 16 months.

### 12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
State	68.6%	*	*	40.1%	28.5%	0.0%

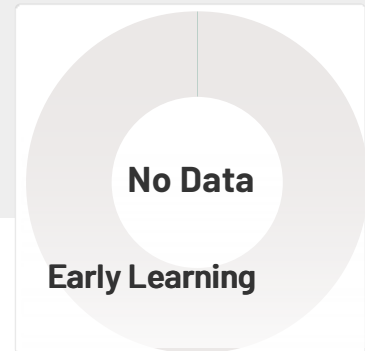
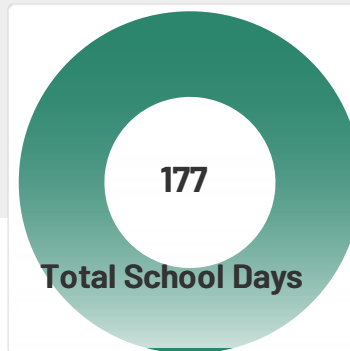
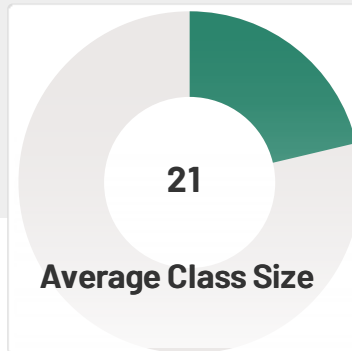
### 16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
State	69.2%	*	*	40.2%	29.0%	0.0%


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

## About the data

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



## 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
State	*	*	*	*	*	*	*	*

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

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

	Non-IEP	Non-English Learners	Non Low Income	Eligible NSLP	Not Eligible NSLP
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.

## District Finances

### What is it?

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

### Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Faced Funding	Other State Funding	Federal Funding	Total Revenue
<b>State</b>	<b>60.1%</b>	<b>5.8%</b>	<b>22.3%</b>	<b>4.7%</b>	<b>7.1%</b>	<b>*</b>

### Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
<b>State</b>	<b>47.4%</b>	<b>3.0%</b>	<b>29.0%</b>	<b>20.7%</b>

### Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
<b>State</b>	<b>70.1%</b>	<b>7.1%</b>	<b>3.6%</b>	<b>8.8%</b>	<b>1.2%</b>	<b>1.9%</b>	<b>0.5%</b>	<b>6.8%</b>	<b>*</b>

### Other Financial Indicators

	2018 Equalized Assessed Valuation per Pupil	2018 Total School Tax Rate per \$100	2019-20 Instructional Expenditure per Pupil	2019-20 Operating Expenditure per Pupil
<b>State</b>	<b>*</b>	<b>*</b>	<b>\$8,826</b>	<b>\$14,747</b>

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



## 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	Grade 9	Grade 10	Grade 11	Grade 12	Grades 9-12	Overall
<b>State</b>	<b>3</b>	<b>19</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>

## Total School Days



Possible data impact due to COVID-19

### What is it?

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

	Total School Days
<b>State</b>	<b>177</b>

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

## 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	
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.

**1,887,316**

**Student Enrollment**

**21.1%**

**Chronic Absenteeism**

**2.6%**

**Dropout Rate**

## Student Enrollment

### What is it?

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

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

### By Subgroups

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>100.0%</b> <b>1,887,316</b>	<b>51.3%</b> <b>969,086</b>	<b>48.7%</b> <b>918,230</b>	<b>46.7%</b> <b>880,891</b>	<b>16.6%</b> <b>312,609</b>	<b>27.0%</b> <b>510,387</b>	<b>5.4%</b> <b>102,407</b>	<b>0.1%</b> <b>1,942</b>	<b>0.2%</b> <b>4,650</b>	<b>3.9%</b> <b>74,430</b>	<b>18.3%</b> <b>345,533</b>

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>State</b>	<b>14.9%</b> <b>281,323</b>	<b>12.9%</b> <b>243,308</b>	<b>48.1%</b> <b>908,417</b>	<b>1.7%</b> <b>32,284</b>	<b>0.0%</b> <b>326</b>	<b>0.7%</b> <b>12,795</b>	<b>0.7%</b> <b>12,743</b>

### By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>State</b>	<b>68,067</b>	<b>120,110</b>	<b>127,671</b>	<b>127,907</b>	<b>130,321</b>	<b>134,540</b>	<b>136,665</b>	<b>141,642</b>	<b>146,930</b>	<b>149,255</b>	<b>153,493</b>	<b>152,533</b>	<b>148,759</b>	<b>149,423</b>

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

## Advanced Academic Programs

### What is it?

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

### Students Enrolled in Accelerated Placement

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>8.0%</b> <b>156,197</b>	<b>7.5%</b> <b>74,804</b>	<b>8.6%</b> <b>81,393</b>	<b>7.7%</b> <b>69,509</b>	<b>5.4%</b> <b>17,793</b>	<b>7.8%</b> <b>41,113</b>	<b>20.3%</b> <b>21,376</b>	<b>13.0%</b> <b>256</b>	<b>7.7%</b> <b>385</b>	<b>7.4%</b> <b>5,765</b>	<b>4.3%</b> <b>15,015</b>
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care						
<b>State</b>	<b>1.9%</b> <b>5,501</b>	<b>2.3%</b> <b>5,720</b>	<b>5.5%</b> <b>50,536</b>	<b>2.2%</b> <b>512</b>	<b>1.0%</b> <b>139</b>						

### Students Enrolled in Accelerated Placement - ELA

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>0.5%</b> <b>9,062</b>	<b>0.3%</b> <b>3,144</b>	<b>0.6%</b> <b>5,918</b>	<b>0.6%</b> <b>5,606</b>	<b>0.2%</b> <b>634</b>	<b>0.3%</b> <b>1,776</b>	<b>0.6%</b> <b>627</b>	<b>0.2%</b> <b>3</b>	<b>0.5%</b> <b>26</b>	<b>0.5%</b> <b>390</b>	<b>0.2%</b> <b>842</b>
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care						
<b>State</b>	<b>0.1%</b> <b>247</b>	<b>0.1%</b> <b>130</b>	<b>0.2%</b> <b>2,196</b>	<b>0.1%</b> <b>32</b>	<b>0.0%</b> <b>7</b>						

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

## Advanced Academic Programs (cont)

 Possible data impact due to COVID-19

### Students Enrolled in Accelerated Placement - Math

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>1.2%</b> <b>24,290</b>	<b>1.4%</b> <b>14,444</b>	<b>1.0%</b> <b>9,846</b>	<b>1.5%</b> <b>13,688</b>	<b>0.2%</b> <b>739</b>	<b>0.8%</b> <b>4,135</b>	<b>4.4%</b> <b>4,620</b>	<b>1.2%</b> <b>23</b>	<b>1.6%</b> <b>79</b>	<b>1.3%</b> <b>1,006</b>	<b>0.6%</b> <b>1,937</b>
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care						
<b>State</b>	<b>0.3%</b> <b>773</b>	<b>0.3%</b> <b>846</b>	<b>0.5%</b> <b>4,371</b>	<b>0.2%</b> <b>57</b>	<b>0.1%</b> <b>12</b>						

### Students Enrolled in Accelerated Placement - Multiple Subjects

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>5.2%</b> <b>100,406</b>	<b>4.6%</b> <b>46,284</b>	<b>5.7%</b> <b>54,122</b>	<b>4.6%</b> <b>41,443</b>	<b>3.9%</b> <b>12,686</b>	<b>5.3%</b> <b>27,815</b>	<b>13.7%</b> <b>14,366</b>	<b>10.5%</b> <b>207</b>	<b>4.4%</b> <b>219</b>	<b>4.7%</b> <b>3,670</b>	<b>2.7%</b> <b>9,334</b>
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care						
<b>State</b>	<b>1.1%</b> <b>3,069</b>	<b>1.0%</b> <b>2,626</b>	<b>3.8%</b> <b>34,624</b>	<b>1.1%</b> <b>250</b>	<b>0.6%</b> <b>90</b>						

### Students Enrolled in Accelerated Placement - Whole Grade

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>0.2%</b> <b>4,782</b>	<b>0.2%</b> <b>2,132</b>	<b>0.3%</b> <b>2,650</b>	<b>0.1%</b> <b>929</b>	<b>0.6%</b> <b>1,891</b>	<b>0.2%</b> <b>1,279</b>	<b>0.5%</b> <b>497</b>	<b>0.4%</b> <b>8</b>	<b>0.3%</b> <b>17</b>	<b>0.2%</b> <b>161</b>	<b>0.1%</b> <b>473</b>
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care						
<b>State</b>	<b>0.1%</b> <b>253</b>	<b>0.3%</b> <b>810</b>	<b>0.3%</b> <b>2,705</b>	<b>0.0%</b> <b>0</b>	<b>0.1%</b> <b>14</b>						

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

## Advanced Academic Programs (cont)

 Possible data impact due to COVID-19

### Students Enrolled in Advanced Placement Coursework

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>23.6%</b> <b>145,267</b>	<b>20.2%</b> <b>63,878</b>	<b>27.2%</b> <b>81,389</b>	<b>24.5%</b> <b>71,841</b>	<b>13.0%</b> <b>12,944</b>	<b>22.6%</b> <b>37,831</b>	<b>53.1%</b> <b>17,209</b>	<b>31.9%</b> <b>203</b>	<b>19.9%</b> <b>291</b>	<b>23.9%</b> <b>4,948</b>	<b>8.8%</b> <b>10,243</b>
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care						
<b>State</b>	<b>2.7%</b> <b>2,349</b>	<b>7.0%</b> <b>2,911</b>	<b>16.0%</b> <b>42,897</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>						

### Students Enrolled in IB Coursework

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>1.0%</b> <b>6,121</b>	<b>0.8%</b> <b>2,379</b>	<b>1.3%</b> <b>3,742</b>	<b>0.3%</b> <b>824</b>	<b>1.9%</b> <b>1,842</b>	<b>1.7%</b> <b>2,922</b>	<b>1.2%</b> <b>396</b>	<b>0.8%</b> <b>5</b>	<b>1.6%</b> <b>23</b>	<b>0.5%</b> <b>109</b>	<b>0.5%</b> <b>543</b>
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care						
<b>State</b>	<b>0.2%</b> <b>163</b>	<b>0.5%</b> <b>195</b>	<b>1.6%</b> <b>4,311</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>						

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

## Advanced Academic Programs (cont)

 Possible data impact due to COVID-19

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>20.1%</b> <b>390,785</b>	<b>18.3%</b> <b>183,738</b>	<b>21.9%</b> <b>207,047</b>	<b>22.4%</b> <b>202,744</b>	<b>13.3%</b> <b>43,538</b>	<b>17.6%</b> <b>92,777</b>	<b>34.4%</b> <b>36,095</b>	<b>23.3%</b> <b>461</b>	<b>16.4%</b> <b>815</b>	<b>18.4%</b> <b>14,355</b>	<b>10.7%</b> <b>37,437</b>
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care						
<b>State</b>	<b>5.9%</b> <b>16,764</b>	<b>5.0%</b> <b>12,638</b>	<b>13.4%</b> <b>122,600</b>	<b>9.6%</b> <b>2,248</b>	<b>4.0%</b> <b>575</b>						

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>12.9%</b> <b>79,370</b>	<b>12.2%</b> <b>38,630</b>	<b>13.6%</b> <b>40,740</b>	<b>15.5%</b> <b>45,566</b>	<b>9.2%</b> <b>9,109</b>	<b>10.2%</b> <b>17,161</b>	<b>14.8%</b> <b>4,805</b>	<b>12.6%</b> <b>80</b>	<b>10.3%</b> <b>151</b>	<b>12.1%</b> <b>2,498</b>	<b>7.7%</b> <b>9,010</b>
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care						
<b>State</b>	<b>5.8%</b> <b>5,133</b>	<b>6.1%</b> <b>2,557</b>	<b>9.7%</b> <b>25,969</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>						

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



## Gifted Students

 Possible data impact due to COVID-19

### What is it?

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

### Students Assessed For Giftedness

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>9.7%</b> <b>188,673</b>	<b>9.6%</b> <b>96,414</b>	<b>9.8%</b> <b>92,259</b>	<b>10.5%</b> <b>95,102</b>	<b>6.1%</b> <b>19,993</b>	<b>7.5%</b> <b>39,207</b>	<b>23.1%</b> <b>24,303</b>	<b>13.1%</b> <b>258</b>	<b>10.7%</b> <b>533</b>	<b>11.9%</b> <b>9,277</b>	<b>*</b> <b>*</b>
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care						
<b>State</b>	<b>7.2%</b> <b>20,532</b>	<b>7.0%</b> <b>17,656</b>	<b>6.5%</b> <b>59,670</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>						

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>1.3%</b> <b>24,668</b>	<b>1.3%</b> <b>12,576</b>	<b>1.3%</b> <b>12,092</b>	<b>1.5%</b> <b>13,267</b>	<b>0.5%</b> <b>1,720</b>	<b>0.8%</b> <b>3,955</b>	<b>4.2%</b> <b>4,367</b>	<b>2.0%</b> <b>40</b>	<b>1.6%</b> <b>79</b>	<b>1.6%</b> <b>1,240</b>	<b>*</b> <b>*</b>
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care						
<b>State</b>	<b>0.6%</b> <b>1,594</b>	<b>0.5%</b> <b>1,238</b>	<b>0.5%</b> <b>4,817</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>						

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

## Gifted Students (cont)

 Possible data impact due to COVID-19

### Students Identified As Gifted

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>3.4%</b> <b>65,476</b>	<b>3.4%</b> <b>33,875</b>	<b>3.3%</b> <b>31,601</b>	<b>3.4%</b> <b>30,346</b>	<b>2.0%</b> <b>6,537</b>	<b>2.2%</b> <b>11,680</b>	<b>12.7%</b> <b>13,394</b>	<b>6.7%</b> <b>133</b>	<b>3.2%</b> <b>158</b>	<b>4.1%</b> <b>3,228</b>	<b>*</b> <b>*</b>
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care						
<b>State</b>	<b>0.7%</b> <b>2,067</b>	<b>0.5%</b> <b>1,224</b>	<b>1.8%</b> <b>16,100</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>						

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>0.7%</b> <b>13,016</b>	<b>0.7%</b> <b>6,723</b>	<b>0.7%</b> <b>6,293</b>	<b>0.7%</b> <b>6,289</b>	<b>0.3%</b> <b>1,123</b>	<b>0.3%</b> <b>1,672</b>	<b>3.0%</b> <b>3,122</b>	<b>1.3%</b> <b>25</b>	<b>0.9%</b> <b>44</b>	<b>1.0%</b> <b>741</b>	<b>*</b> <b>*</b>
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care						
<b>State</b>	<b>0.1%</b> <b>383</b>	<b>0.1%</b> <b>156</b>	<b>0.2%</b> <b>2,156</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>						

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

## Students With IEPs

### What is it?

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

### By Race/ Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
State	All Students	6.9%	3.0%	4.2%	0.4%	0.0%	0.0%	0.6%
	Students with IEPs	45.6%	19.6%	27.5%	2.8%	0.1%	0.3%	4.1%

### By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
State	All Students	0.6%	0.0%	2.9%	0.0%	0.1%	0.0%	0.0%
	Students with IEPs	4.9%	0.3%	33.5%	0.3%	0.8%	0.2%	0.0%

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
State	All Students	0.1%	0.9%	1.3%	0.1%	2.0%	0.9%	0.0%
	Students with IEPs	15.7%	6.2%	13.6%	1.0%	13.3%	10.0%	0.2%

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

## Educational Environments for Students with IEPs

### What is it?

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

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

### By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>All</b>				
<b>State</b>	*	*	*	*
<b>White</b>				
<b>State</b>	57.8%	24.8%	11.2%	6.3%
<b>Black</b>				
<b>State</b>	45.2%	29.8%	16.7%	8.3%
<b>Hispanic</b>				
<b>State</b>	55.0%	26.7%	13.5%	4.9%
<b>Asian</b>				
<b>State</b>	53.6%	19.4%	20.2%	6.9%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>State</b>	51.1%	22.9%	15.4%	10.6%
<b>American Indian</b>				
<b>State</b>	52.7%	25.6%	15.1%	6.7%
<b>Two or More Races</b>				
<b>State</b>	54.6%	23.5%	14.3%	7.6%

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

## Educational Environments for Students with IEPs (cont)

### For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Autism</b>				
<b>State</b>	<b>3.4%</b>	<b>29.8%</b>	<b>50.1%</b>	<b>16.6%</b>
<b>Emotional Disability</b>				
<b>State</b>	<b>70.5%</b>	<b>14.3%</b>	<b>9.0%</b>	<b>6.2%</b>
<b>Intellectual Disability</b>				
<b>State</b>	<b>23.3%</b>	<b>23.3%</b>	<b>36.7%</b>	<b>16.7%</b>
<b>Other Health Impairment</b>				
<b>State</b>	<b>57.8%</b>	<b>27.9%</b>	<b>9.5%</b>	<b>4.9%</b>
<b>Specific Learning Disability</b>				
<b>State</b>	<b>2.6%</b>	<b>12.2%</b>	<b>51.0%</b>	<b>34.3%</b>
<b>Speech or Language Impairment</b>				
<b>State</b>	<b>54.6%</b>	<b>24.2%</b>	<b>18.5%</b>	<b>2.7%</b>

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

## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>All</b>					
<b>State</b>	*	*	*	*	*
<b>White</b>					
<b>State</b>	44.2%	22.1%	23.4%	0.4%	10.0%
<b>Black</b>					
<b>State</b>	50.0%	15.2%	32.0%	0.1%	2.7%
<b>Hispanic</b>					
<b>State</b>	56.7%	9.5%	28.5%	0.1%	5.2%
<b>Asian</b>					
<b>State</b>	48.4%	9.4%	34.3%	0.2%	7.7%
<b>Native Hawaiian/ Pacific Islander</b>					
<b>State</b>	42.1%	10.5%	36.8%	0.0%	10.5%
<b>American Indian</b>					
<b>State</b>	66.7%	9.5%	19.0%	1.6%	3.2%
<b>Two or More Races</b>					
<b>State</b>	45.8%	18.0%	29.2%	0.1%	7.0%

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

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

### What is it?

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

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

### For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Autism</b>					
<b>State</b>	<b>24.1%</b>	<b>13.8%</b>	<b>62.1%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Developmental Delay</b>					
<b>State</b>	<b>49.2%</b>	<b>15.3%</b>	<b>30.5%</b>	<b>0.0%</b>	<b>5.1%</b>
<b>Emotional Disability</b>					
<b>State</b>	<b>42.1%</b>	<b>12.9%</b>	<b>41.5%</b>	<b>0.0%</b>	<b>3.5%</b>
<b>Intellectual Disability</b>					
<b>State</b>	<b>0.0%</b>	<b>0.0%</b>	<b>66.7%</b>	<b>33.3%</b>	<b>0.0%</b>
<b>Other Health Impairment</b>					
<b>State</b>	<b>42.6%</b>	<b>8.8%</b>	<b>45.9%</b>	<b>1.9%</b>	<b>0.9%</b>
<b>Specific Learning Disability</b>					
<b>State</b>	<b>13.8%</b>	<b>5.4%</b>	<b>74.3%</b>	<b>6.6%</b>	<b>0.0%</b>
<b>Speech or Language Impairment</b>					
<b>State</b>	<b>53.6%</b>	<b>8.9%</b>	<b>36.2%</b>	<b>0.1%</b>	<b>1.3%</b>

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

English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
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
<b>State</b>	<b>92.5%</b>	<b>92.1%</b>	<b>92.9%</b>	<b>94.7%</b>	<b>86.7%</b>	<b>91.4%</b>	<b>96.5%</b>	<b>93.6%</b>	<b>90.8%</b>	<b>92.0%</b>	<b>90.2%</b>
	Students with IEPs	English Learners	Low Income								
<b>State</b>	<b>89.6%</b>	<b>91.9%</b>	<b>89.4%</b>								

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

## Student Mobility Rate

 Possible data impact due to COVID-19

### What is it?

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

### Student Mobility

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>6.1%</b>	<b>6.4%</b>	<b>5.8%</b>	<b>5.3%</b>	<b>9.5%</b>	<b>5.4%</b>	<b>4.4%</b>	<b>7.2%</b>	<b>7.8%</b>	<b>8.0%</b>	<b>5.5%</b>
	Students with IEPs	English Learners	Low Income								
<b>State</b>	<b>6.0%</b>	<b>6.2%</b>	<b>7.7%</b>								

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

## Chronic Absenteeism Rate

 Possible data impact due to COVID-19

### What is it?

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

### Chronic Absenteeism

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>21.1%</b>	<b>22.3%</b>	<b>19.9%</b>	<b>13.9%</b>	<b>39.0%</b>	<b>24.7%</b>	<b>8.1%</b>	<b>18.8%</b>	<b>26.7%</b>	<b>23.8%</b>	<b>28.0%</b>
	Students with IEPs	English Learners	Low Income								
<b>State</b>	<b>30.0%</b>	<b>23.8%</b>	<b>31.7%</b>								

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

## Dropout Rate

 Possible data impact due to COVID-19

### What is it?

This shows the percentage of students who are removed from the local enrollment roster before the end of a school term. Dropouts include students in Grades 9-12 whose names have been removed for any reason, including moved not known to be continuing, transfer to GED-program, and aged out. The percentage does not include death, extended illness, graduation/completion of a program of studies, transfer to another public/private/home school, or expulsion.

### By Subgroups

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>2.6%</b>	<b>3.0%</b>	<b>2.1%</b>	<b>2.1%</b>	<b>4.0%</b>	<b>2.7%</b>	<b>0.8%</b>	<b>2.2%</b>	<b>4.5%</b>	<b>3.3%</b>	<b>2.6%</b>
	Students with IEPs	English Learners	Low Income								
<b>State</b>	<b>2.9%</b>	<b>4.1%</b>	<b>3.9%</b>								

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

## Chronically Truant Students

 Possible data impact due to COVID-19

### What is it?

This shows the percentage of students who are considered chronic truants as defined in [Section 26-2a of the School Code](#). Chronic truants include students subject to compulsory attendance who have been absent without valid cause from such attendance for 5 percent or more of the previous 180 regular attendance days.

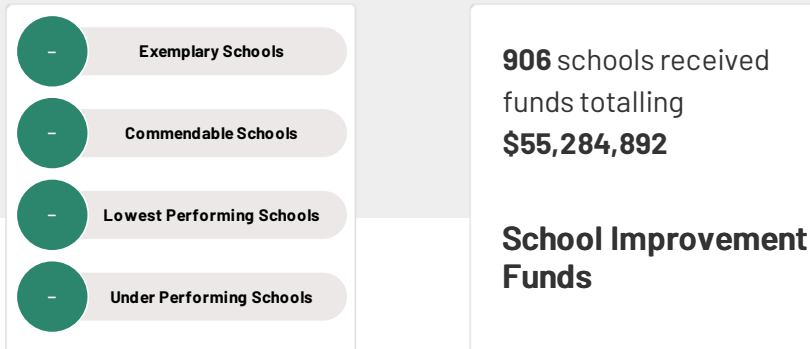
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>22.8%</b>	<b>24.0%</b>	<b>21.4%</b>	<b>11.4%</b>	<b>47.0%</b>	<b>30.2%</b>	<b>7.4%</b>	<b>20.9%</b>	<b>29.2%</b>	<b>23.9%</b>	<b>28.0%</b>
	Students with IEPs	English Learners	Low Income								
<b>State</b>	<b>30.0%</b>	<b>28.8%</b>	<b>36.0%</b>								

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

## About the data

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

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



## School Improvement Funds

### What is it?

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

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

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	Title I School Improvement - 1003(a) Funds Received for Previous School Year
Abingdon-Avon CUSD 276	1	\$100,000
A-C Central CUSD 262	1	\$100,000
ACE Amandla Charter School	1	\$30,000
Addison SD 4	1	\$73,766
Alden Hebron SD 19	1	\$30,000
Alton CUSD 11	2	\$105,987
Amboy CUSD 272	1	\$30,000
Antioch CCSD 34	1	\$51,276
Argenta-Oreana CUSD 1	1	\$30,000
Arthur CUSD 305	2	\$60,000
Athens CUSD 213	1	\$30,000
Auburn CUSD 10	1	\$30,000
Aurora East USD 131	8	\$523,402
Aurora West USD 129	7	\$233,434
Barrington CUSD 220	1	\$33,103

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 Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	Title I School Improvement - 1003(a) Funds Received for Previous School Year
Beach Park CCSD 3	3	\$101,894
Beardstown CUSD 15	1	\$50,882
Belleville SD 118	1	\$30,000
Bellwood SD 88	3	\$107,910
Belvidere CUSD 100	1	\$31,399
Bensenville SD 2	1	\$31,559
Benton CCSD 47	1	\$30,000
Berkeley SD 87	5	\$150,000
Berwyn North SD 98	1	\$32,272
Bethalto CUSD 8	1	\$30,000
Betty Shabazz International Charter School	2	\$130,000
Big Hollow SD 38	1	\$42,804
Bloomington SD 87	4	\$220,979
Blue Ridge CUSD 18	1	\$30,000
Bourbonnais SD 53	1	\$30,000
Bradford CUSD 1	1	\$100,000
Bradley SD 61	1	\$30,000
Bronzeville Academy Chtr School	1	\$100,000
Brooklyn UD 188	1	\$100,000
Brookwood SD 167	2	\$130,000
Brown County CUSD 1	1	\$30,000
Burbank SD 111	2	\$86,621
Bushnell Prairie City CUSD 170	2	\$130,000
Cahokia CUSD 187	10	\$876,131
Cairo USD 1	1	\$100,000
Calumet Public SD 132	1	\$30,000
Cambridge CUSD 227	1	\$100,000
Carbondale ESD 95	4	\$195,526

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 Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	Title I School Improvement - 1003(a) Funds Received for Previous School Year
Carmi-White County CUSD 5	1	\$30,000
Cary CCSD 26	1	\$45,022
CCSD 168	3	\$256,902
CCSD 180	1	\$30,000
CCSD 62	1	\$30,000
CCSD 89	1	\$30,000
Central SD 104	1	\$30,000
Centralia SD 135	2	\$130,000
Century CUSD 100	2	\$200,000
Champaign CUSD 4	9	\$272,721
Charleston CUSD 1	2	\$66,271
Chicago Heights SD 170	2	\$60,000
Cicero SD 99	7	\$401,277
Cissna Park CUSD 6	1	\$30,000
City of Chicago SD 299	293	\$20,455,135
Clay City CUSD 10	1	\$30,000
Clinton CUSD 15	1	\$30,000
Collinsville CUSD 10	2	\$93,248
Columbia CUSD 4	1	\$30,000
Comm Cons SD 59	4	\$130,443
Cook County SD 130	4	\$120,000
Cornell CCSD 426	1	\$100,000
Coulterville USD 1	1	\$30,000
Country Club Hills SD 160	3	\$91,439
Cowden-Herrick CUSD 3A	1	\$100,000
Crete Monee CUSD 201U	3	\$117,614
Creve Coeur SD 76	1	\$100,000
Crystal Lake CCSD 47	1	\$50,763

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## School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	Title I School Improvement - 1003(a) Funds Received for Previous School Year
Cumberland CUSD 77	1	\$30,000
CUSD 3 Fulton County	1	\$30,000
CUSD 308	10	\$399,820
CUSD 4	9	\$272,721
Dallas ESD 327	1	\$100,000
Danville CCSD 118	6	\$583,713
Decatur SD 61	13	\$996,294
DeKalb CUSD 428	7	\$297,942
Deland-Weldon CUSD 57	2	\$130,000
Dixon USD 170	4	\$122,747
Dolton SD 148	3	\$160,000
Dolton SD 149	5	\$224,529
Dongola USD 66	2	\$200,000
Dupo CUSD 196	1	\$30,000
Durand CUSD 322	1	\$100,000
East Alton SD 13	2	\$60,000
East Moline SD 37	1	\$74,637
East Peoria SD 86	3	\$90,000
East St Louis SD 189	5	\$652,445
Edgar County CUD 6	1	\$100,000
Edinburg CUSD 4	1	\$30,000
Effingham CUSD 40	1	\$30,000
Egyptian CUSD 5	1	\$30,000
El Paso-Gridley CUSD 11	1	\$30,000
Eldorado CUSD 4	1	\$33,143
Elverado CUSD 196	1	\$30,000
ESD 159	1	\$32,033
Evanston CCSD 65	3	\$92,984

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## School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	Title I School Improvement - 1003(a) Funds Received for Previous School Year
Fairmont SD 89	1	\$30,000
Fieldcrest CUSD 6	1	\$30,000
Flora CUSD 35	1	\$100,000
Flossmoor SD 161	1	\$47,873
Ford Heights SD 169	2	\$130,000
Forest Park SD 91	2	\$60,000
Forest Ridge SD 142	1	\$31,994
Frankfort CUSD 168	1	\$30,000
Freeport SD 145	5	\$409,461
Galatia CUSD 1	1	\$30,000
Galesburg CUSD 205	2	\$60,000
Gallatin CUSD 7	1	\$30,000
Gavin SD 37	1	\$30,000
Geneva CUSD 304	1	\$30,000
Georgetown-Ridge Farm CUD 4	1	\$30,000
Gillespie CUSD 7	1	\$30,000
Glenview CCSD 34	1	\$36,113
Grand Prairie CCSD 6	1	\$100,000
Granite City CUSD 9	6	\$500,358
Grant CCSD 110	1	\$30,000
Greenview CUSD 200	1	\$100,000
Griggsville-Perry CUSD 4	1	\$100,000
Gurnee SD 56	3	\$90,000
Hardin County CUSD 1	2	\$60,000
Harlem UD 122	2	\$83,694
Harmony Emge SD 175	1	\$30,000
Harrisburg CUSD 3	3	\$90,000
Harrison SD 36	1	\$30,000

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## School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	Title I School Improvement - 1003(a) Funds Received for Previous School Year
Harvard CUSD 50	3	\$111,293
Harvey SD 152	1	\$30,000
Hazel Crest SD 152-5	2	\$60,000
Herrin CUSD 4	2	\$70,112
Herscher CUSD 2	1	\$30,000
High Mount SD 116	1	\$30,000
Hillsboro CUSD 3	2	\$60,727
Hoopeston Area CUSD 11	2	\$130,000
Hutsonville CUSD 1	1	\$30,000
Il Valley Central USD 321	2	\$60,000
Indian Springs SD 109	1	\$30,252
Iroquois West CUSD 10	3	\$90,000
Jacksonville SD 117	4	\$150,105
Jasper County CUD 1	1	\$100,000
Johnston City CUSD 1	1	\$30,000
Joliet PSD 86	7	\$431,535
Joliet Twp HSD 204	1	\$210,368
Kankakee SD 111	4	\$504,767
Keeneyville SD 20	2	\$61,242
Kewanee CUSD 229	3	\$90,000
Kirby SD 140	1	\$30,000
Knoxville CUSD 202	1	\$30,000
La Grange SD 105 South	1	\$30,000
La Moille CUSD 303	1	\$30,000
La Salle ESD 122	2	\$63,262
Lansing SD 158	2	\$60,000
Lawrence County CUD 20	2	\$66,311
Lebanon CUSD 9	1	\$30,000

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## School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	Title I School Improvement - 1003(a) Funds Received for Previous School Year
Lincoln ESD 27	1	\$30,000
Lombard SD 44	1	\$30,000
Lowpoint-Washburn CUSD 21	1	\$100,000
Macomb CUSD 185	2	\$61,440
Madison CUSD 12	3	\$230,000
Maercker SD 60	1	\$30,000
Mannheim SD 83	1	\$36,825
Marion CUSD 2	2	\$74,626
Maroa Forsyth CUSD 2	1	\$30,000
Marquardt SD 15	1	\$40,943
Marseilles ESD 150	1	\$30,000
Marshall CUSD 2C	1	\$30,000
Massac UD 1	2	\$60,000
Mattoon CUSD 2	1	\$39,755
Maywood-Melrose Park-Broadview 89	3	\$133,951
McLean County USD 5	4	\$142,337
Mercer County School District 404	2	\$60,000
Meredosia-Chambersburg CUSD 11	2	\$200,000
Meridian CUSD 101	1	\$100,000
Midlothian SD 143	2	\$75,948
Midwest Central CUSD 191	1	\$30,000
Milford Area Public Schools District 124	1	\$30,000
Moline-Coal Valley CUSD 40	5	\$178,277
Momence CUSD 1	1	\$30,000
Monmouth-Roseville CUSD 238	1	\$30,000
Morris SD 54	1	\$30,000
Morrisonville CUSD 1	1	\$100,000
Mount Olive CUSD 5	1	\$30,000

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 Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	Title I School Improvement - 1003(a) Funds Received for Previous School Year
Mount Vernon SD 80	2	\$60,528
Murphysboro CUSD 186	2	\$60,000
Neoga CUSD 3	1	\$30,000
Nokomis CUSD 22	2	\$60,000
Norris City-Omaha-Enfield CUSD 3	1	\$30,000
North Boone CUSD 200	1	\$30,000
North Chicago SD 187	5	\$568,416
North Greene CUSD 3	1	\$30,000
Norwood ESD 63	1	\$30,000
Oak Park ESD 97	2	\$90,994
Olympia CUSD 16	1	\$30,000
Orland SD 135	1	\$30,000
Ottawa ESD 141	2	\$60,000
Palatine CCSD 15	4	\$129,176
Panhandle CUSD 2	1	\$30,000
Park Forest SD 163	1	\$30,000
Paw Paw CUSD 271	1	\$100,000
Payson CUSD 1	1	\$30,000
Pekin PSD 108	7	\$350,965
Peoria Heights CUSD 325	1	\$30,000
Peoria SD 150	15	\$1,706,224
Peotone CUSD 207U	1	\$30,000
Pinckneyville SD 50	1	\$100,000
Plainfield SD 202	1	\$38,607
Plano CUSD 88	1	\$30,000
Pleasant Hill CUSD 3	1	\$30,000
Pleasant Plains CUSD 8	1	\$30,000
Pleasant Valley SD 62	2	\$60,000

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 Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	Title I School Improvement - 1003(a) Funds Received for Previous School Year
Pontiac CCSD 429	1	\$30,000
Posen-Robbins ESD 143-5	4	\$190,000
Prairie Central CUSD 8	1	\$30,000
Prairie Du Rocher CCSD 134	1	\$100,000
Prairie-Hills ESD 144	1	\$51,080
Proviso Twp HSD 209	1	\$418,739
Putnam County CUSD 535	1	\$30,000
Quincy SD 172	3	\$472,893
Ramsey CUSD 204	1	\$30,000
Rantoul City SD 137	5	\$220,000
River Ridge CUSD 210	1	\$30,000
Riverdale CUSD 100	1	\$30,000
Riverton CUSD 14	1	\$115,227
Riverview CCSD 2	1	\$30,000
Robinson CUSD 2	1	\$30,000
Rochelle CCSD 231	1	\$30,000
Rochester CUSD 3A	1	\$30,000
Rock Island SD 41	7	\$210,000
Rockford SD 205	30	\$3,646,059
Rockridge CUSD 300	1	\$30,000
Round Lake CUSD 116	4	\$152,434
Roxana CUSD 1	1	\$30,000
Salt Creek SD 48	1	\$30,000
Sandoval CUSD 501	2	\$130,000
Sandridge SD 172	1	\$30,000
Sandwich CUSD 430	1	\$30,000
Schaumburg CCSD 54	1	\$31,638
Scott-Morgan CUSD 2	1	\$100,000

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## School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	Title I School Improvement - 1003(a) Funds Received for Previous School Year
SD 45 DuPage County	1	\$30,000
SD U-46	10	\$460,653
Serena CUSD 2	1	\$30,000
Signal Hill SD 181	1	\$30,000
Silvis SD 34	2	\$60,000
South Central CUD 401	1	\$30,000
South Holland SD 150	1	\$30,000
South Holland SD 151	1	\$38,328
South Pekin SD 137	1	\$30,000
Southeastern CUSD 337	1	\$30,000
Sparta CUSD 140	1	\$39,835
Spring Garden Community Consolidated School District 178	1	\$100,000
Springfield SD 186	15	\$1,237,685
St Anne CCSD 256	1	\$30,000
Stark County CUSD 100	1	\$30,000
Staunton CUSD 6	2	\$65,637
Steeleville CUSD 138	1	\$30,000
Sterling CUSD 5	3	\$102,725
Streator ESD 44	2	\$67,459
Sycamore CUSD 427	1	\$44,349
Taft SD 90	1	\$30,000
Taylorville CUSD 3	3	\$100,587
Thompsonville CUSD 174	1	\$30,000
Thornton Twp HSD 205	1	\$315,787
Tolono CUSD 7	1	\$30,000
Tri City CUSD 1	1	\$100,000
Trico CUSD 176	1	\$30,000
United CUSD 304	1	\$30,000

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 Improvement Funds (cont)

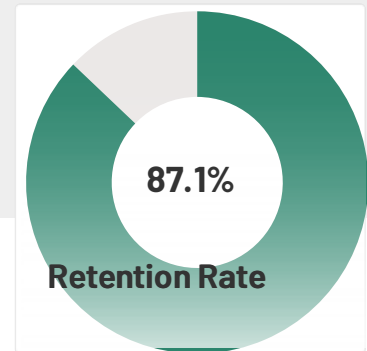
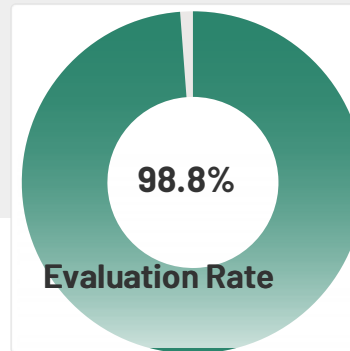
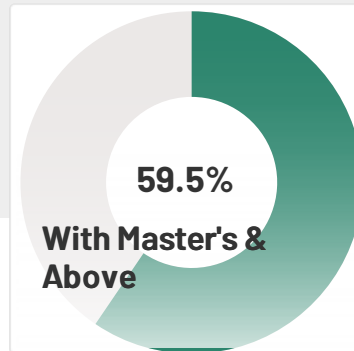
### Districts Who Receive Title I School Improvement - 1003(a) Funds

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	Title I School Improvement - 1003(a) Funds Received for Previous School Year
Urbana SD 116	5	\$323,179
V I T CUSD 2	2	\$200,000
Valley View CUSD 365U	3	\$94,291
Vandalia CUSD 203	1	\$30,000
Vienna SD 55	1	\$30,000
W Harvey-Dixmoor PSD 147	1	\$104,734
Wabash CUSD 348	1	\$30,000
Waltonville CUSD 1	1	\$30,000
Waukegan CUSD 60	9	\$589,820
West Central CUSD 235	1	\$30,000
West Prairie CUSD 103	1	\$100,000
Westchester SD 92-5	1	\$30,000
Westville CUSD 2	2	\$140,112
Wheeling CCSD 21	4	\$125,162
Willow Grove SD 46	1	\$30,000
Winchester CUSD 1	1	\$30,000
Windsor CUSD 1	1	\$100,000
Winnebago CUSD 323	1	\$30,000
Wood River-Hartford ESD 15	1	\$30,000
Woodland CCSD 50	1	\$68,975
Woodland CUSD 5	1	\$30,000
Woodridge SD 68	1	\$30,000
Woodstock CUSD 200	1	\$34,925
Worth SD 127	1	\$30,000
Zion ESD 6	5	\$344,033

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

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
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
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
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
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

## Full-Time Equivalents

### What is it?

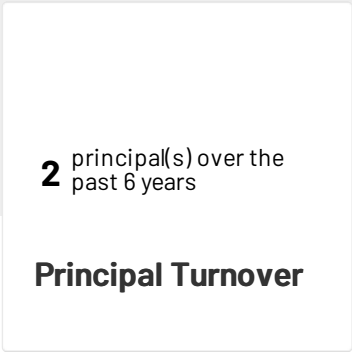
This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
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
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
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

## 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	
State	2

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

## Average Administrator Salary

### What is it?

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

Average Administrator Salary	
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](http://www.isbe.net). Current year data for chronic absenteeism can be found in the Students section of the Report Card. Please note data may not match due to differences in data collection methods.

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
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
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
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

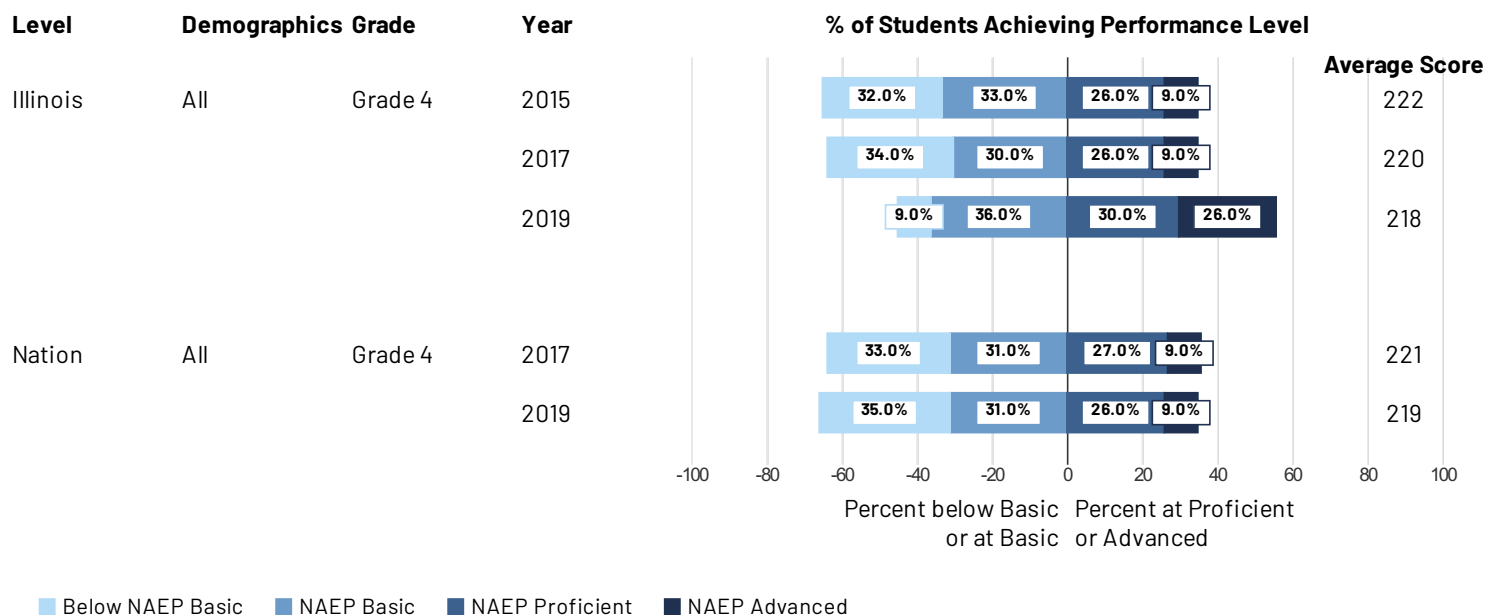
Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois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

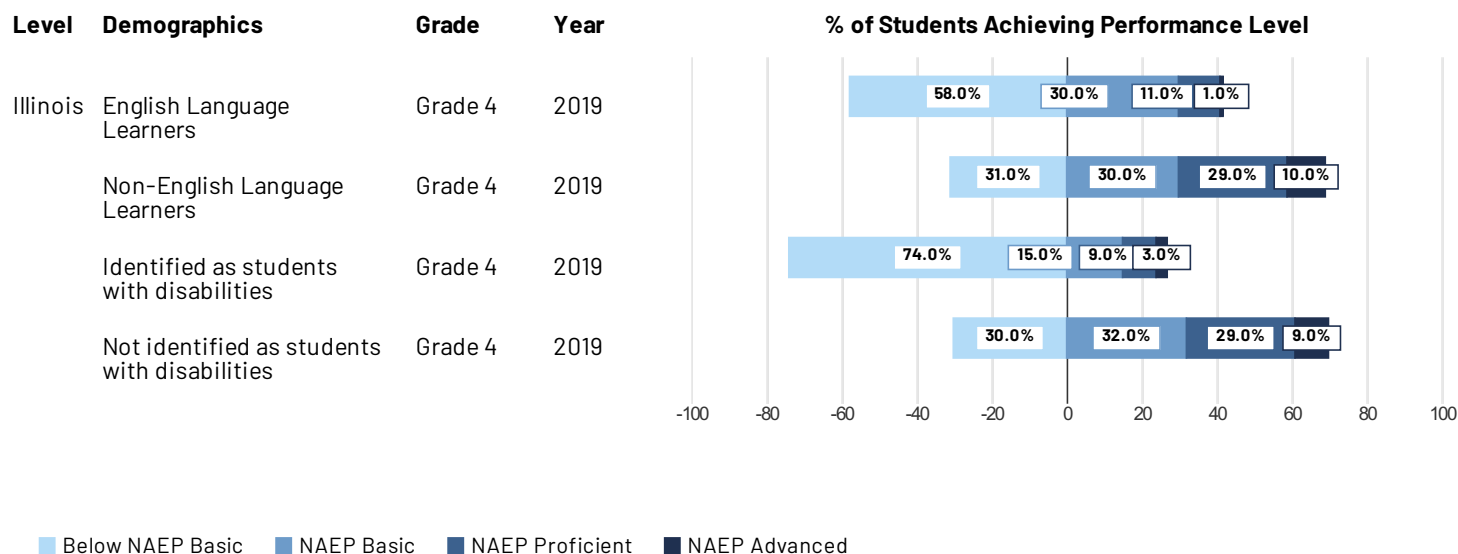
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

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### Reading - Grade 4



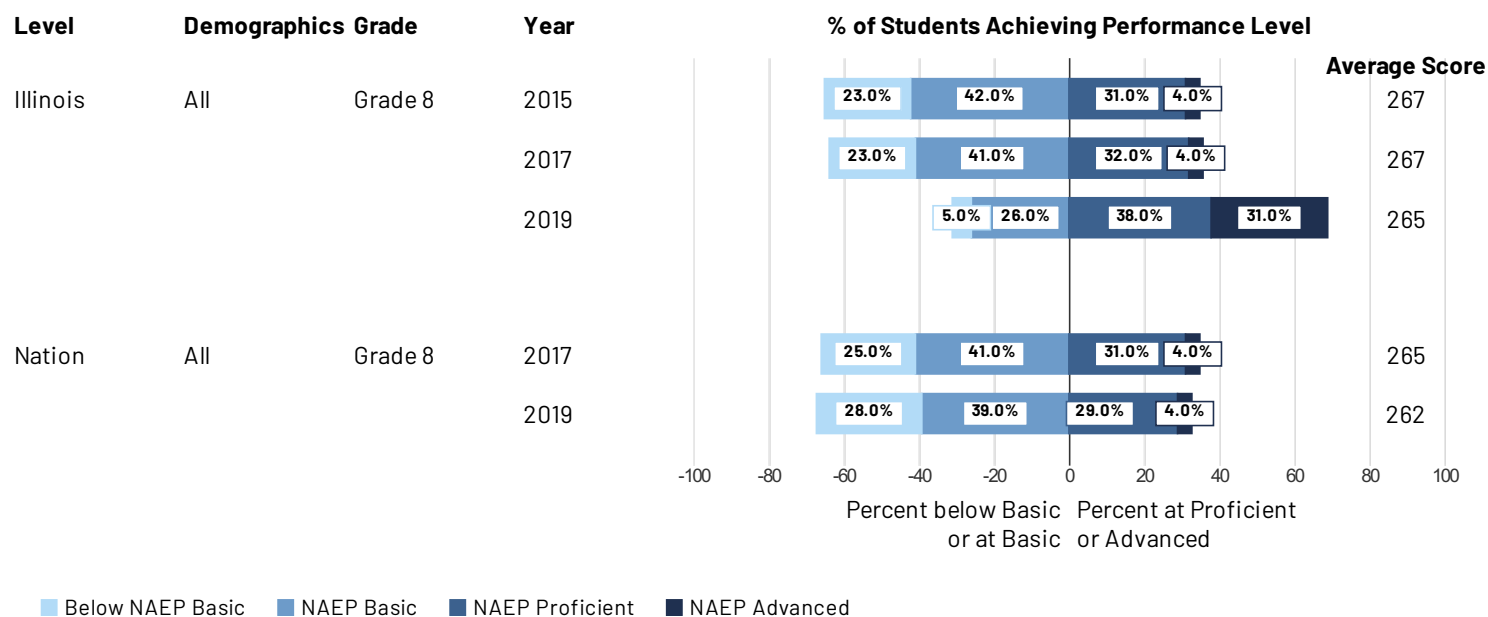
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

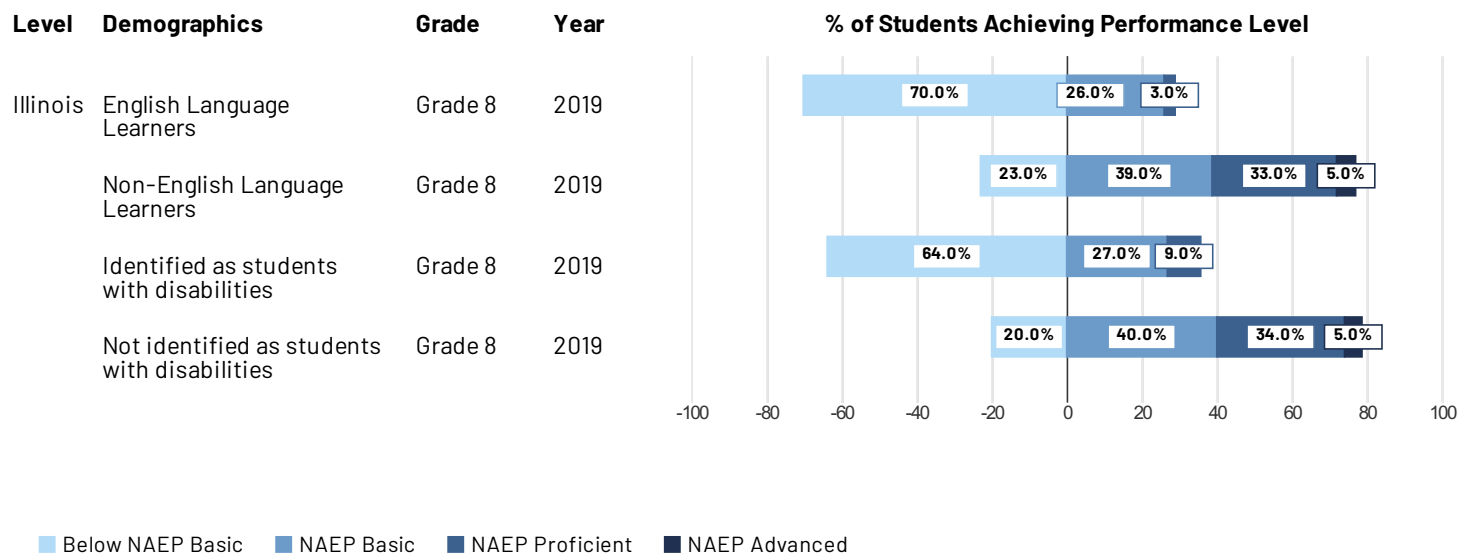


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## NAEP Achievement-Level Percentages and Average Score Results (cont)

### 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.

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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?

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### 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

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
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	‡	‡	‡	‡	‡

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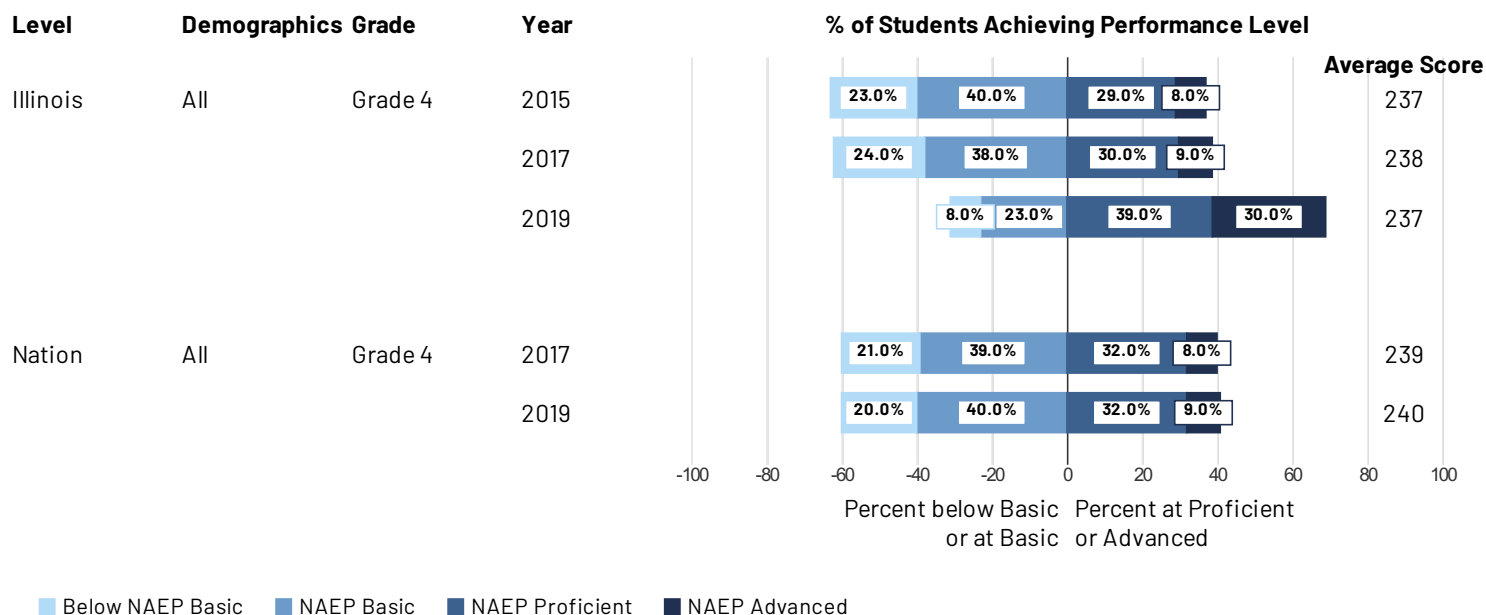


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### Mathematics - Grade 4



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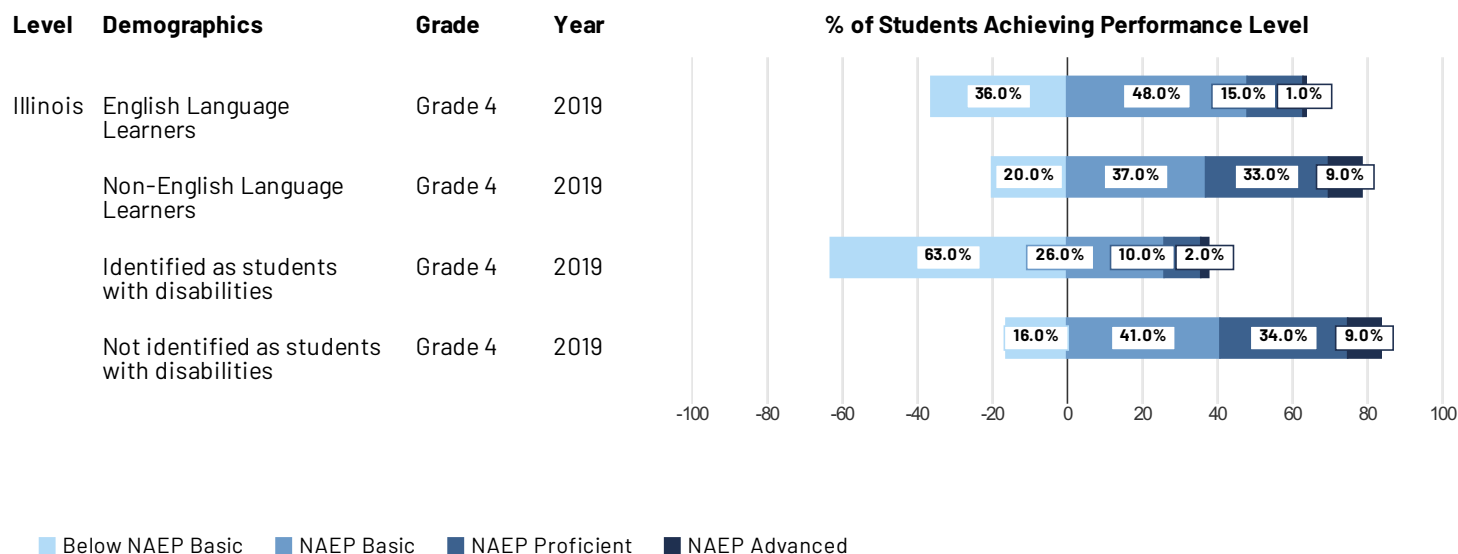
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### Mathematics - Grade 4



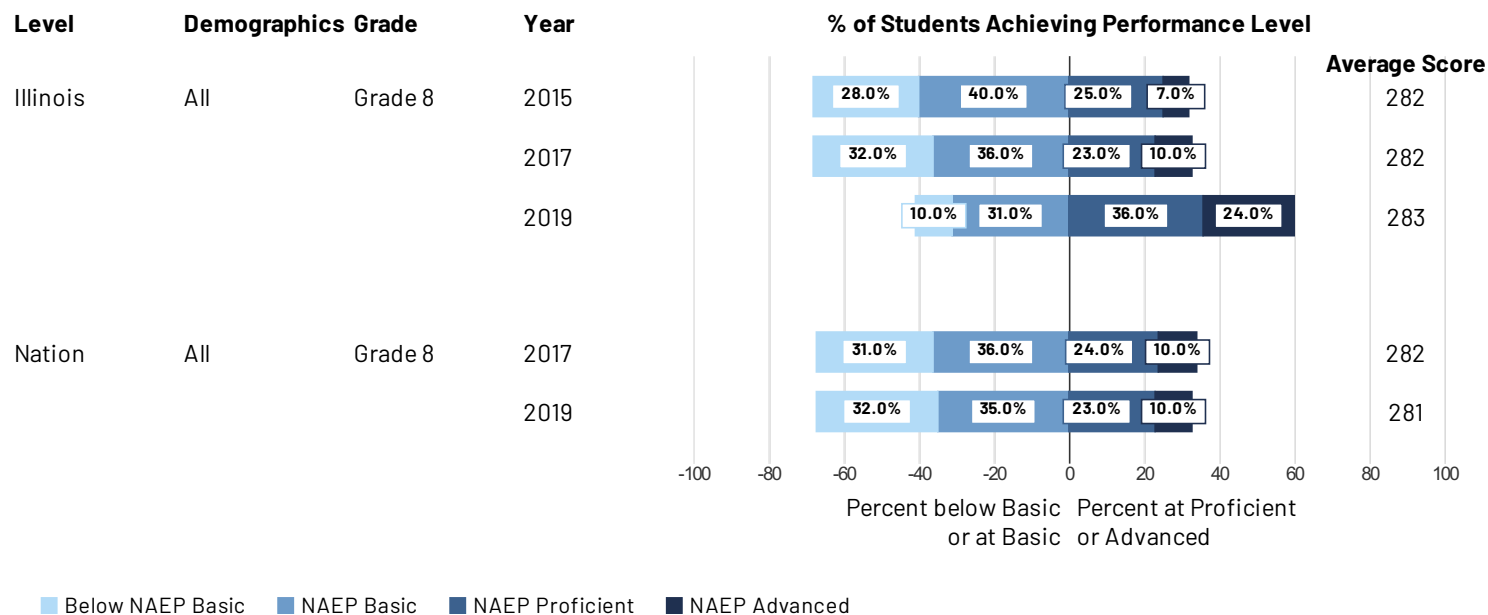
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NOTE: Some apparent differences between estimates may not be statistically significant.

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

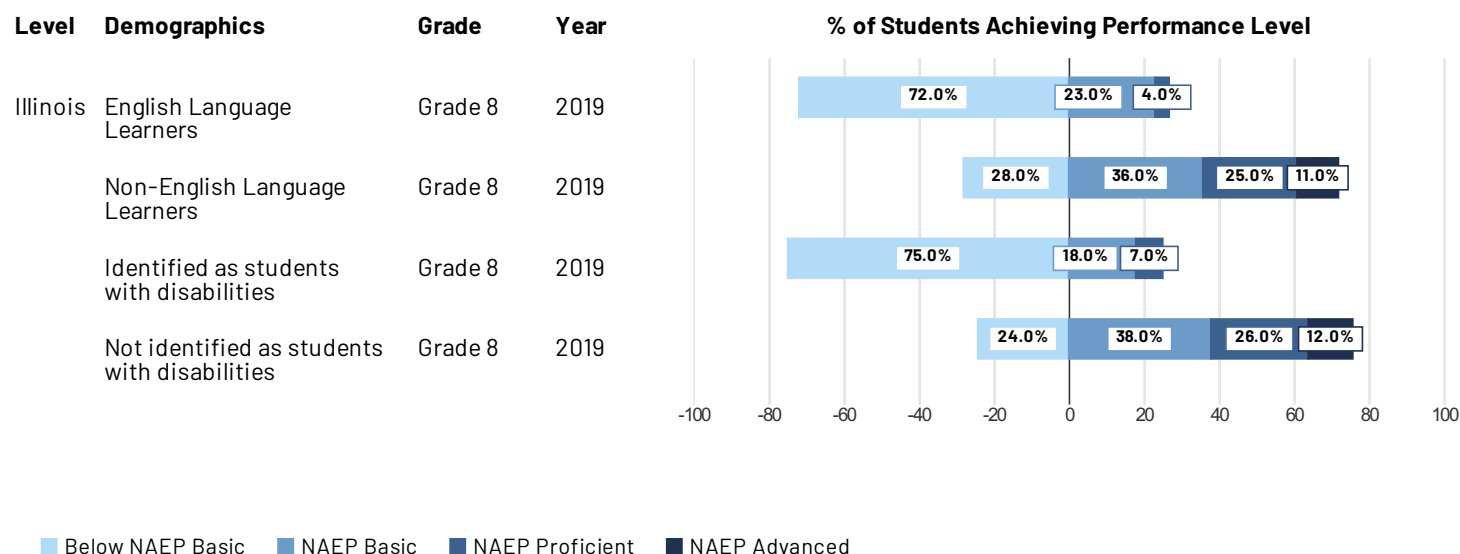


\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

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## 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

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### 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	‡	‡	‡	‡	‡

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## Results for Student Groups (cont)

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

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
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	‡	‡	‡	‡	‡

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