

Prairieview-Ogden CCSD 197



2025 - 2026

District Superintendent

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District Provided Statement

Not available.

About the Report Card

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

For additional information, refer to the [Public Business Rules for 2026 Report Card Metrics](#) and the [2026 Glossary of Terms](#).

District Snapshot

Percent of Adequacy : 92.6%

Chronic Absenteeism : 6.3%

Principal Turnover : 1

Schools in District : 3

Senate District : 52 **House District :** 104

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50 | Students

93 | Accountability

100 | Teachers

110 | Administrators & Support Personnel

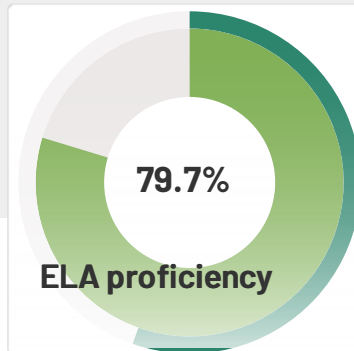
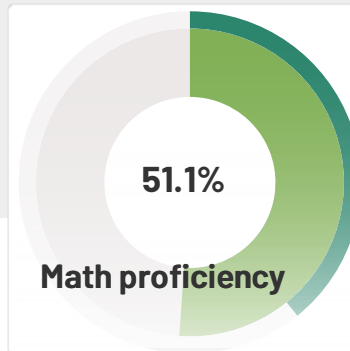
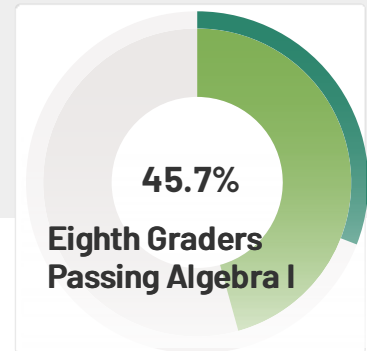
115 | Civil Rights Data Collection (2023-24)

117 | NAEP

Date: 10/30/26 12:29:19 -05:00

About the data

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



ELA Proficiency - Overall

What is it?

This shows the percentage of students at each performance level after assessment for proficiency in English Language Arts (ELA). The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The "overall" percentage is calculated by subject combining all tests.

All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	79.7%	81.4%	78.1%	*	*	*	‡	‡	*	*	‡	81.4%	63.2%
State	55.4%	59.9%	51.0%	83.9%	47.8%	79.6%	34.1%	42.6%	57.6%	64.3%	59.9%	67.3%	31.4%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	76.2%	*	‡	*
State	22.9%	77.7%	26.1%	17.7%	39.3%	13.1%	58.4%	26.3%

All Tests - Federal Rate

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

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

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

ELA Proficiency - IAR

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 four Performance Levels for IAR assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 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 and at each grade level/course.

Academic Progress

ELA Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	‡	17.0%	62.1%	17.6%
State	12.9%	30.8%	41.9%	14.4%
Female				
District	‡	15.1%	53.5%	27.9%
State	10.7%	28.8%	43.2%	17.3%
Male				
District	‡	18.8%	69.8%	‡
State	15.0%	32.6%	40.6%	11.7%
Non Binary				
District	*	*	*	*
State	‡	14.7%	49.1%	31.9%
American Indian				
District	*	*	*	*
State	16.8%	34.8%	37.6%	10.8%
Asian				
District	*	*	*	*
State	4.6%	15.8%	45.9%	33.7%
Black				
District	‡	‡	‡	‡
State	22.8%	41.8%	30.5%	4.9%
Hispanic				
District	‡	‡	‡	‡
State	19.0%	37.1%	36.1%	7.8%

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

Academic Progress

ELA Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	11.5%	28.4%	44.4%	15.6%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	11.5%	21.2%	51.7%	15.6%
Two or More Races				
District	‡	‡	‡	‡
State	11.3%	28.9%	41.7%	18.1%
White				
District	‡	15.7%	64.5%	16.9%
State	6.8%	25.0%	49.1%	19.1%
Students with Disabilities				
District	‡	‡	57.9%	‡
State	29.8%	39.4%	25.1%	5.7%
English Learners				
District	‡	‡	‡	‡
State	29.0%	45.1%	23.6%	2.3%
Former EL				
District	*	*	*	*
State	1.2%	15.7%	60.9%	22.3%
Homeless				
District	*	*	*	*
State	30.8%	41.8%	24.5%	3.0%
Students with IEPs				
District	‡	‡	‡	‡
State	42.8%	42.8%	18.1%	2.3%

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ELA Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	‡	66.7%	‡
State	19.6%	39.5%	34.6%	6.2%
Migrant				
District	*	*	*	*
State	51.7%	36.8%	11.5%	‡
Military				
District	‡	‡	‡	‡
State	10.4%	29.4%	45.1%	15.1%
Youth In Care				
District	*	*	*	*
State	29.2%	42.9%	24.9%	3.0%

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ELA Proficiency - DLM

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 – Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
 - Level 2 – Approaching Target: 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 – At Target: The student’s understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
 - Level 4 – Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.
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ELA Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	*	*	*	*
State	60.2%	25.4%	13.2%	1.2%
Female				
District	*	*	*	*
State	59.7%	26.0%	13.0%	1.3%
Male				
District	*	*	*	*
State	60.4%	25.1%	13.2%	1.2%
Non Binary				
District	*	*	*	*
State	‡	‡	‡	‡
American Indian				
District	*	*	*	*
State	71.9%	‡	‡	‡
Asian				
District	*	*	*	*
State	67.7%	21.0%	10.4%	‡
Black				
District	*	*	*	*
State	55.5%	27.8%	15.4%	1.3%
Hispanic				
District	*	*	*	*
State	60.7%	25.7%	12.2%	1.4%

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Academic Progress

ELA Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	63.6%	24.2%	‡	‡
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	‡	‡	‡	‡
Two or More Races				
District	*	*	*	*
State	64.1%	23.8%	11.6%	‡
White				
District	*	*	*	*
State	61.1%	24.5%	13.2%	1.2%
Students with Disabilities				
District	*	*	*	*
State	60.2%	25.4%	13.2%	1.2%
English Learners				
District	*	*	*	*
State	62.8%	24.8%	11.2%	1.2%
Former EL				
District	*	*	*	*
State	‡	‡	‡	‡
Homeless				
District	*	*	*	*
State	54.5%	27.9%	16.6%	‡
Students with IEPs				
District	*	*	*	*

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

ELA Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	*	*	*	*
State	59.8%	25.6%	13.2%	1.4%
Migrant				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
State	66.3%	17.3%	16.3%	‡
Youth In Care				
District	*	*	*	*
State	61.8%	27.1%	10.1%	‡

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Academic Progress

ELA Participation – Overall

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The “overall” percentage is calculated by subject combining all tests.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	100.0%	100.0%	100.0%	*	*	*	‡	‡	*	*	‡	100.0%	100.0%
State	97.5%	97.7%	97.3%	94.6%	96.6%	99.0%	95.2%	97.1%	96.8%	97.5%	97.4%	98.4%	95.8%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	100.0%	*	‡	*
State	96.6%	98.6%	92.4%	95.0%	96.5%	97.0%	98.0%	89.8%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	0.0%	0.0%	0.0%	*	*	*	‡	‡	*	*	‡	0.0%	0.0%
State	2.5%	2.3%	2.7%	5.4%	3.4%	1.0%	4.8%	2.9%	3.2%	2.5%	2.6%	1.6%	4.2%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	0.0%	*	‡	*
State	3.4%	1.4%	7.6%	5.0%	3.5%	3.0%	2.0%	10.2%

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Academic Progress

ELA Participation - IAR

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	100.0%	100.0%	100.0%	*	*	*	‡	‡	*	*	‡	100.0%	100.0%
State	99.2%	99.3%	99.2%	97.1%	99.3%	99.4%	98.8%	99.3%	99.1%	99.5%	99.0%	99.3%	98.4%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	100.0%	*	‡	*
State	99.2%	99.7%	97.5%	98.1%	99.1%	99.1%	99.2%	96.9%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	0.0%	0.0%	0.0%	*	*	*	‡	‡	*	*	‡	0.0%	0.0%
State	0.8%	0.7%	0.8%	2.9%	0.7%	0.6%	1.2%	0.7%	0.9%	0.5%	1.0%	0.7%	1.6%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	0.0%	*	‡	*
State	0.8%	0.3%	2.5%	1.9%	0.9%	0.9%	0.8%	3.1%

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Academic Progress

ELA Participation - DLM

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	93.9%	94.2%	93.8%	‡	91.4%	95.2%	92.3%	94.4%	90.4%	100.0%	94.5%	94.4%	93.9%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	*	*	*	*	*	*	*	*
State	94.9%	‡	91.9%	93.9%	93.9%	*	90.4%	86.1%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	6.1%	5.8%	6.2%	‡	8.6%	4.8%	7.7%	5.6%	9.6%	0.0%	5.5%	5.6%	6.1%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	*	*	*	*	*	*	*	*
State	5.1%	‡	8.1%	6.1%	6.1%	*	9.6%	13.9%

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ELA Growth - IAR

What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

Cohort Growth Percentile ELA - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	63.8	64.3	63.4	*	*	*	‡	‡	*	*	‡	64.1	53.1
State	50	51.2	48.7	53.1	49.4	56.6	45.9	49	51.9	50.5	49.9	51.1	45.4

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	72.6	*	‡	*
State	47.9	53.8	44	43.2	47.4	44.4	50	45.2

Baseline Growth Percentile ELA - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	71.1	70.9	71.1	*	*	*	‡	‡	*	*	‡	71.7	62.6
State	58.4	59.4	57.4	61.6	57.7	64.2	54.6	57.6	59.9	59.6	58	59.5	54.2

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	79.6	*	‡	*
State	56.3	62.9	52.6	52.1	56	52.9	58.4	53.1

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Academic Progress

Math Proficiency - Overall

What is it?

This shows the percentage of students at each performance level after assessment for proficiency in Math. The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The "overall" percentage is calculated by subject combining all tests.

All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	51.1%	52.3%	50.0%	*	*	*	‡	‡	*	*	‡	52.3%	‡
State	39.2%	37.2%	41.2%	61.3%	31.6%	71.8%	16.3%	25.8%	45.4%	46.5%	43.4%	51.2%	21.6%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	‡	*	‡	*
State	14.8%	55.6%	12.8%	11.7%	22.5%	9.2%	39.7%	13.1%

All Tests - Federal Rate

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

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

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

Math Proficiency – IAR

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 four Performance Levels for IAR assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 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 and at each grade level/course.

Academic Progress

Math Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	7.7%	41.2%	47.8%	†
State	25.4%	35.0%	31.6%	8.0%
Female				
District	†	39.5%	51.2%	†
State	25.6%	37.0%	30.5%	6.8%
Male				
District	†	42.7%	44.8%	†
State	25.2%	33.0%	32.7%	9.1%
Non Binary				
District	*	*	*	*
State	9.8%	28.2%	44.8%	17.2%
American Indian				
District	*	*	*	*
State	32.4%	35.9%	25.0%	6.6%
Asian				
District	*	*	*	*
State	7.8%	20.7%	44.1%	27.4%
Black				
District	†	†	†	†
State	46.6%	36.8%	15.1%	1.6%
Hispanic				
District	†	†	†	†
State	34.0%	39.8%	23.1%	3.1%

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Math Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	19.5%	33.7%	38.2%	8.6%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	18.3%	34.8%	39.1%	7.8%
Two or More Races				
District	‡	‡	‡	‡
State	24.0%	32.8%	32.8%	10.3%
White				
District	6.4%	41.3%	48.8%	‡
State	14.9%	33.4%	41.1%	10.5%
Students with Disabilities				
District	‡	‡	‡	‡
State	47.0%	31.6%	17.9%	3.5%
English Learners				
District	‡	‡	‡	‡
State	44.5%	38.7%	15.5%	1.2%
Former EL				
District	*	*	*	*
State	6.6%	35.0%	44.6%	13.8%
Homeless				
District	*	*	*	*
State	51.5%	35.0%	12.8%	0.8%
Students with IEPs				
District	‡	‡	‡	‡

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Math Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	‡	‡	‡
State	37.7%	39.1%	20.7%	2.5%
Migrant				
District	*	*	*	*
State	57.5%	33.9%	8.0%	‡
Military				
District	‡	‡	‡	‡
State	20.4%	38.2%	35.4%	6.0%
Youth In Care				
District	*	*	*	*
State	51.8%	33.9%	13.2%	1.1%

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

Math Proficiency - DLM

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 – Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
 - Level 2 – Approaching Target: 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 – At Target: The student’s understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
 - Level 4 – Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.
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* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Math Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	*	*	*	*
State	64.0%	21.1%	11.5%	3.4%
Female				
District	*	*	*	*
State	66.3%	21.8%	9.6%	2.4%
Male				
District	*	*	*	*
State	62.9%	20.8%	12.4%	3.9%
Non Binary				
District	*	*	*	*
State	‡	‡	‡	‡
American Indian				
District	*	*	*	*
State	78.1%	‡	‡	‡
Asian				
District	*	*	*	*
State	69.0%	17.4%	9.2%	4.4%
Black				
District	*	*	*	*
State	59.1%	23.1%	13.2%	4.5%
Hispanic				
District	*	*	*	*
State	63.3%	20.1%	12.8%	3.8%

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

Academic Progress

Math Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	65.2%	19.7%	‡	‡
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	‡	‡	‡	‡
Two or More Races				
District	*	*	*	*
State	69.6%	17.6%	10.0%	2.8%
White				
District	*	*	*	*
State	66.4%	21.7%	9.8%	2.2%
Students with Disabilities				
District	*	*	*	*
State	64.0%	21.1%	11.5%	3.4%
English Learners				
District	*	*	*	*
State	64.4%	20.1%	11.8%	3.7%
Former EL				
District	*	*	*	*
State	‡	‡	‡	‡
Homeless				
District	*	*	*	*
State	59.5%	21.2%	16.3%	‡
Students with IEPs				
District	*	*	*	*
State	64.0%	21.1%	11.5%	3.4%

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

Math Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	*	*	*	*
State	62.6%	21.2%	12.5%	3.7%
Migrant				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
State	68.6%	22.9%	‡	‡
Youth In Care				
District	*	*	*	*
State	64.2%	20.4%	12.4%	‡

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

Academic Progress

Math Participation - Overall

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The "overall" percentage is calculated by subject combining all tests.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	100.0%	100.0%	100.0%	*	*	*	‡	‡	*	*	‡	100.0%	100.0%
State	97.4%	97.6%	97.2%	94.6%	96.5%	98.9%	95.1%	97.1%	96.8%	97.4%	97.3%	98.4%	95.8%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	100.0%	*	‡	*
State	96.6%	98.5%	92.2%	95.1%	96.5%	97.4%	98.0%	89.8%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	0.0%	0.0%	0.0%	*	*	*	‡	‡	*	*	‡	0.0%	0.0%
State	2.6%	2.4%	2.8%	5.4%	3.5%	1.1%	4.9%	2.9%	3.2%	2.6%	2.7%	1.6%	4.2%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	0.0%	*	‡	*
State	3.4%	1.5%	7.8%	4.9%	3.5%	2.6%	2.0%	10.2%

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

Academic Progress

Math Participation - IAR

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	100.0%	100.0%	100.0%	*	*	*	‡	‡	*	*	‡	100.0%	100.0%
State	99.1%	99.1%	99.1%	96.5%	99.1%	99.4%	98.6%	99.2%	99.0%	99.3%	98.9%	99.2%	98.2%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	100.0%	*	‡	*
State	99.0%	99.6%	97.0%	97.9%	98.9%	99.1%	99.1%	96.6%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	0.0%	0.0%	0.0%	*	*	*	‡	‡	*	*	‡	0.0%	0.0%
State	0.9%	0.9%	0.9%	3.5%	0.9%	0.6%	1.4%	0.8%	1.0%	0.7%	1.1%	0.8%	1.8%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	0.0%	*	‡	*
State	1.0%	0.4%	3.0%	2.1%	1.1%	0.9%	0.9%	3.4%

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

Academic Progress

Math Participation - DLM

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	93.8%	93.9%	93.8%	‡	91.4%	95.2%	92.3%	94.3%	90.4%	100.0%	94.3%	94.2%	93.8%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	*	*	*	*	*	*	*	*
State	94.8%	‡	91.6%	93.8%	93.8%	*	91.3%	87.4%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	6.2%	6.1%	6.2%	‡	8.6%	4.8%	7.7%	5.7%	9.6%	0.0%	5.7%	5.8%	6.2%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	*	*	*	*	*	*	*	*
State	5.2%	‡	8.4%	6.2%	6.2%	*	8.7%	12.6%

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

Math Growth – IAR

What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

Cohort Growth Percentile Math – By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	52.5	54.1	51.1	*	*	*	‡	‡	*	*	‡	53	42.9
State	50	50.5	49.4	58.7	49.5	57.1	46.6	49.4	51.7	51.1	49.9	50.5	46.5

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	43.3	*	‡	*
State	48.7	54.6	45.4	44.8	47.9	47.7	50.1	46.1

Baseline Growth Percentile Math – By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	46.8	48.6	45.2	*	*	*	‡	‡	*	*	‡	47.3	36
State	44.5	44.9	44.1	54.2	44.2	51.8	41.4	43.9	46.4	45.1	44.5	45.1	41.6

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	36.5	*	‡	*
State	43	49.5	40.4	40.1	42.5	43.4	44.6	41.2

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

Science Proficiency – Overall

What is it?

This shows the percentage of students at each performance level after assessment for proficiency in Science. The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The “overall” percentage is calculated by subject combining all tests.

All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	62.1%	68.0%	58.5%	*	*	*	‡	‡	*	*	‡	62.9%	‡
State	48.7%	48.4%	48.9%	74.7%	40.5%	75.6%	25.4%	35.5%	48.3%	59.7%	53.5%	61.4%	28.9%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	‡	*	*	*
State	16.8%	66.9%	20.5%	15.4%	32.1%	‡	52.2%	20.0%

All Tests – Federal Rate

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

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

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

Science Proficiency – ISA

What is it?

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

- Level 1 – Below Proficient: 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 – Approaching Proficient: 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 – Above Proficient: 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.
-

Science Proficiency - ISA (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	‡	37.9%	56.1%	‡
State	11.3%	39.0%	43.1%	6.6%
Female				
District	‡	‡	64.0%	‡
State	10.3%	40.9%	43.1%	5.7%
Male				
District	‡	41.5%	51.2%	‡
State	12.3%	37.1%	43.1%	7.5%
Non Binary				
District	*	*	*	*
State	‡	16.9%	52.3%	26.2%
American Indian				
District	*	*	*	*
State	13.4%	45.0%	37.2%	4.3%
Asian				
District	*	*	*	*
State	3.9%	20.8%	56.2%	19.0%
Black				
District	‡	‡	‡	‡
State	22.6%	51.4%	24.7%	1.3%
Hispanic				
District	‡	‡	‡	‡
State	15.5%	47.8%	34.0%	2.8%

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

Academic Progress

Science Proficiency - ISA (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	11.1%	39.9%	44.2%	4.8%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	7.0%	31.6%	55.3%	6.0%
Two or More Races				
District	‡	‡	‡	‡
State	10.5%	35.3%	45.7%	8.5%
White				
District	‡	37.1%	56.5%	‡
State	5.8%	31.7%	53.4%	9.1%
Students with Disabilities				
District	‡	‡	‡	‡
State	26.5%	44.9%	25.1%	3.5%
English Learners				
District	‡	‡	‡	‡
State	24.2%	57.9%	17.4%	0.6%
Former EL				
District	*	*	*	*
State	1.4%	25.3%	63.8%	9.4%
Homeless				
District	*	*	*	*
State	25.4%	52.3%	21.4%	0.9%
Students with IEPs				
District	‡	‡	‡	‡

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

Science Proficiency - ISA (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	‡	‡	‡
State	17.6%	48.9%	31.3%	2.2%
Migrant				
District	*	*	*	*
State	38.3%	53.2%	‡	‡
Military				
District	*	*	*	*
State	9.4%	35.6%	47.9%	7.1%
Youth In Care				
District	*	*	*	*
State	27.0%	49.8%	22.0%	1.1%

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

Science Proficiency – DLM

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 – Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
 - Level 2 – Approaching Target: 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 – At Target: The student’s understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
 - Level 4 – Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.
-

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

Science Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	*	*	*	*
State	70.1%	19.2%	9.7%	1.0%
Female				
District	*	*	*	*
State	69.4%	20.5%	9.0%	1.1%
Male				
District	*	*	*	*
State	70.4%	18.6%	10.0%	1.0%
Non Binary				
District	*	*	*	*
State	‡	‡	‡	‡
American Indian				
District	*	*	*	*
State	73.3%	‡	‡	‡
Asian				
District	*	*	*	*
State	77.0%	13.8%	8.4%	‡
Black				
District	*	*	*	*
State	64.2%	22.4%	12.0%	1.5%
Hispanic				
District	*	*	*	*
State	69.2%	20.2%	9.6%	1.1%

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

Academic Progress

Science Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	73.3%	‡	‡	‡
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	‡	‡	‡	‡
Two or More Races				
District	*	*	*	*
State	71.0%	21.0%	8.0%	‡
White				
District	*	*	*	*
State	73.4%	17.1%	8.7%	0.8%
Students with Disabilities				
District	*	*	*	*
State	70.1%	19.3%	9.7%	1.0%
English Learners				
District	*	*	*	*
State	70.7%	19.5%	9.1%	0.8%
Former EL				
District	*	*	*	*
State	‡	‡	‡	‡
Homeless				
District	*	*	*	*
State	54.1%	24.5%	18.4%	‡
Students with IEPs				
District	*	*	*	*

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

Science Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	*	*	*	*
State	67.7%	20.9%	10.2%	1.2%
Migrant				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
State	63.6%	‡	‡	‡
Youth In Care				
District	*	*	*	*
State	68.3%	28.6%	‡	‡

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

Science Participation – Overall

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The “overall” percentage is calculated by subject combining all tests.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	98.5%	100.0%	97.6%	*	*	*	‡	‡	*	*	‡	98.4%	100.0%
State	97.8%	98.0%	97.6%	95.3%	96.1%	98.9%	96.1%	97.5%	98.1%	97.6%	97.7%	98.5%	96.0%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	100.0%	*	‡	*
State	97.0%	98.8%	93.3%	95.2%	97.0%	96.8%	98.2%	90.7%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	1.5%	0.0%	2.4%	*	*	*	‡	‡	*	*	‡	1.6%	0.0%
State	2.2%	2.0%	2.4%	4.7%	3.9%	1.1%	3.9%	2.5%	1.9%	2.4%	2.3%	1.5%	4.0%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	0.0%	*	‡	*
State	3.0%	1.2%	6.7%	4.8%	3.0%	3.2%	1.8%	9.3%

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

Academic Progress

Science Participation - ISA

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	98.5%	100.0%	97.6%	*	*	*	‡	‡	*	*	‡	98.4%	100.0%
State	98.7%	98.7%	98.6%	97.1%	97.7%	99.1%	97.9%	98.7%	98.7%	98.2%	98.4%	98.9%	97.4%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	100.0%	*	‡	*
State	98.6%	99.4%	96.0%	97.1%	98.4%	98.5%	98.7%	94.4%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	1.5%	0.0%	2.4%	*	*	*	‡	‡	*	*	‡	1.6%	0.0%
State	1.3%	1.3%	1.4%	2.9%	2.3%	0.9%	2.1%	1.3%	1.3%	1.8%	1.6%	1.1%	2.6%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	0.0%	*	‡	*
State	1.4%	0.6%	4.0%	2.9%	1.6%	1.5%	1.3%	5.6%

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

Academic Progress

Science Participation - DLM

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	91.4%	91.3%	91.4%	‡	93.8%	94.0%	90.4%	92.5%	88.2%	‡	89.5%	90.9%	91.4%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	*	*	*	*	*	*	*	*
State	92.7%	‡	93.5%	91.4%	91.7%	*	91.7%	80.8%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	8.6%	8.7%	8.6%	‡	6.3%	6.0%	9.6%	7.5%	11.8%	‡	10.5%	9.1%	8.6%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	*	*	*	*	*	*	*	*
State	7.3%	‡	6.5%	8.6%	8.3%	*	8.3%	19.2%

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

Eighth Graders Passing Algebra I

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.

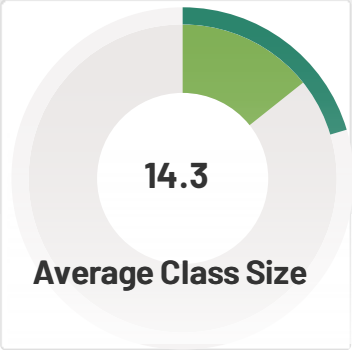
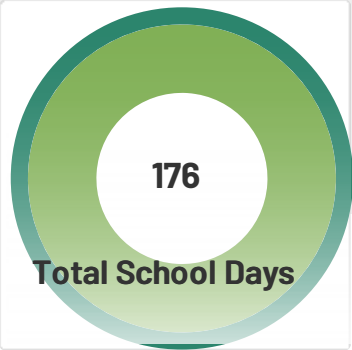
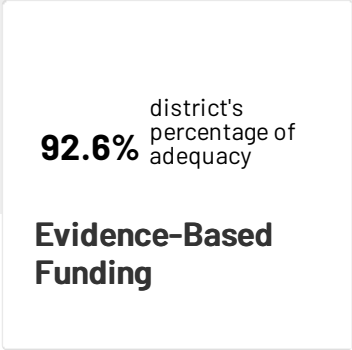
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	45.7%	‡	45.5%	*	*	*	‡	*	*	*	*	44.1%	‡
State	30.9%	30.1%	31.7%	46.5%	24.2%	63.5%	17.7%	22.7%	33.0%	38.7%	34.2%	36.2%	16.1%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	*	*	*	‡	‡	*	*	*
State	13.0%	*	11.7%	7.5%	19.8%	‡	26.8%	9.6%

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

About the data

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



District Environment

Early Learning

What is it?

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

Kindergarten Individual Developmental Survey (KIDS) Results - Overall

	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math
District	100.0%	‡	‡	‡	‡	63.2%	‡	‡
State	90.7%	33.4%	16.2%	17.3%	33.1%	60.2%	51.1%	38.8%

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

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	English Learners	Students with IEPs	Low Income
District	‡	*	*	*	*	*	*	*	‡	‡	*	‡	*
State	33.1%	23.9%	37.3%	26.9%	22.1%	24.4%	26.3%	35.5%	41.0%	17.1%	16.5%	17.1%	23.8%

Homeless

District	*
State	21.3%

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

School Level Finances

What is it?

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

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
District	260	\$35	\$10,697	\$10,732	\$331	\$4,808	\$5,138	\$366	\$15,505	\$15,871	\$637,866	\$4,768,209

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

School Level Finances (cont)

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
Prairieview-Ogden Jr High Sch	68	\$3	\$9,568	\$9,571	\$331	\$4,808	\$5,138	\$333	\$14,376	\$14,709
Prairieview-Ogden North Elem	77	\$67	\$8,106	\$8,173	\$331	\$4,808	\$5,138	\$397	\$12,914	\$13,311
Prairieview-Ogden South Elem	116	\$33	\$13,083	\$13,117	\$331	\$4,808	\$5,138	\$364	\$17,891	\$18,255

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

District Finances

What is it?

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

Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	69.2% \$3,311,916	16.4% \$784,629	4.4% \$210,964	5.8% \$276,104	4.3% \$203,595	\$4,787,208
State	57.8%	7.8%	20.3%	4.9%	9.2%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	41.1%	6.1%	25.2%	27.6%
State	46.3%	2.3%	31.4%	19.9%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	58.9% \$2,779,967	22.6% \$1,065,725	6.6% \$310,432	6.6% \$311,434	2.0% \$95,359	2.4% \$112,048	0.0% \$0	0.9% \$44,013	\$4,718,978
State	70.5%	7.7%	4.4%	6.7%	1.4%	1.7%	0.4%	7.3%	*

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

District Finances (cont)

Other Financial Indicators

	2023 Equalized Assessed Valuation per Pupil	2023 Total School Tax Rate per \$100	2024-25 Instructional Expenditure per Pupil	2024-25 Operating Expenditure per Pupil
District	\$417,771	2.9	\$7,562	\$13,445
State	*	*	\$12,239	\$20,978

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

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	9.9	18	14	13	13.8	16	12.4	16.3	16.8
State	19.3	19.6	19.9	20.4	21	21	20.9	20.5	20.7

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

Total School Days

What is it?

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

Total School Days	
District	176
State	176

Health and Wellness

What is it?

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

Truant Minor Count: The table below reports the count of the number of truant minors in the district in the previous school year.

Truant Minors are defined as chronic truants to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community.

Days PE per week

Days PE per week	
District	5
State	4

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

Health and Wellness (cont)

Truant Minor Count

District	‡
State	167,697

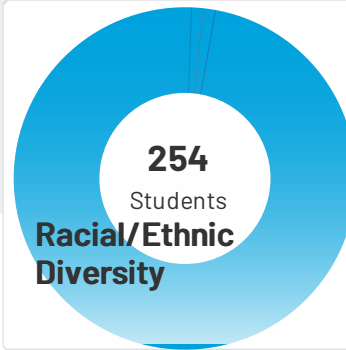
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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

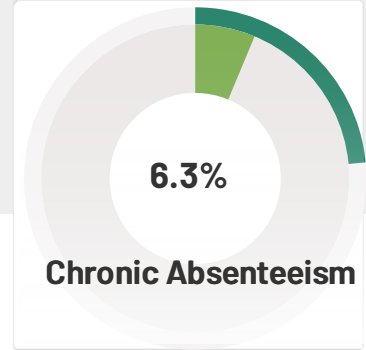
254

Student Enrollment



6.3%

Chronic Absenteeism



Student Enrollment

What is it?

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

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

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	100.0% 254	44.9% 114	55.1% 140	‡ *	‡ *	‡ ‡	‡ ‡	‡ ‡	‡ *	‡ *	‡ ‡	94.9% 241	16.5% 42
State	100.0% 1,819,118	48.6% 883,597	51.4% 934,891	0.0% 630	0.3% 4,675	5.9% 106,670	16.3% 296,518	28.3% 515,547	0.4% 7,471	0.1% 1,485	4.8% 87,526	43.9% 799,226	22.4% 407,651

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Never EL	Youth In Care
District	‡ ‡	‡ *	‡ *	11.8% 30	10.6% 27	‡ *	‡ ‡	99.6% 253	‡ ‡
State	17.5% 318,654	6.2% 112,681	2.5% 44,847	16.7% 304,563	47.5% 864,402	0.0% 481	0.9% 15,974	76.3% 1,387,783	0.6% 11,551

By Grades

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	19	26	28	27	29	32	26	33	34
State	115,387	121,751	126,030	128,683	134,664	133,106	132,741	132,341	134,193

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

Advanced Academic Programs

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 who are Identified as Accelerated: The percentage of students who are Identified as Accelerated. Assessing a student for placement in an Advanced Academic Program may include assessment of a student as accelerated, either whole grade or in a combination of one or more subjects.

Students who are Identified as Accelerated by Demographics: The percentage of students who Are Identified as Accelerated, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Advanced Placement (AP) Testing (College Board) Exams: This shows the cumulative total number of AP exams taken and the cumulative total number of AP exams receiving a score of 3.0 or more. Upon completion of an AP course, students may choose to take the corresponding AP Exam. Illinois state law PA 99-0358 provides that a student who takes a College Board Advanced Placement examination and receives a score of 3 or higher on the examination is entitled to receive postsecondary level course credit at an Illinois public institution of higher education.

Students Enrolled in Advanced Academic Coursework: Advanced Academic Coursework includes courses in a variety of categories, all of which may or may not be offered within an individual school or district: Advanced Placement Coursework, IB Coursework, Enriched of Honors Coursework, and Dual-Credit Coursework.

Students Enrolled in Advanced Academic Coursework – Grade and Demographics: The percentage of students who are enrolled in Advanced Placement Coursework, allowing the totals to be broken down by type of coursework, grade level, and/or other demographic and programmatic factors.

Students Assessed for Giftedness by Demographics: The number and percentage of students at this location who have been assessed for giftedness, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Students Assessed for Giftedness Taught by a Gifted Endorsed Teacher – Grade and Demographics: The number and percentage of students at this location who have been assessed for giftedness and were taught by a Gifted Endorsed Teacher, allowing the totals to be broken down by subject, grade level, and/or other demographic and programmatic factors.

Students Identified as Gifted by Demographics: The number and percentage of students at this location who have been identified as gifted in accordance with the district's gifted assessment and academic policy, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Students Identified as Gifted Taught by a Gifted Endorsed Teacher – Grade and Demographics: The number and percentage of students at this location who have been identified as gifted in accordance with the district's gifted assessment and academic policy and were taught by a Gifted Endorsed Teacher, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	14.1% 263,987	14.6% 132,911	13.6% 130,950	17.5% 126	12.8% 591	31.0% 34,151	8.5% 26,633	13.8% 73,581	12.2% 1,077	20.3% 308	12.8% 11,643	14.3% 116,003	8.3% 34,427

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	* *	* *
State	8.2% 27,475	4.3% 13,149	9.4% 81,095	6.7% 3,741	2.1% 266

Students who are Identified as Accelerated - ELA - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	0.9% 17,404	1.2% 11,094	0.7% 6,293	2.4% 17	0.8% 37	0.9% 963	0.5% 1,427	0.8% 4,240	0.6% 57	0.7% 11	0.9% 861	1.2% 9,808	0.6% 2,350

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	* *	* *
State	0.3% 1,046	0.2% 596	0.6% 4,812	0.3% 161	0.2% 23

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Math - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	2.1% 39,216	1.7% 15,265	2.5% 23,940	1.5% 11	1.6% 76	6.4% 7,033	0.4% 1,150	1.0% 5,338	1.5% 135	2.1% 32	2.4% 2,136	2.9% 23,316	1.1% 4,459

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	* *	* *
State	0.6% 1,891	0.5% 1,496	0.7% 5,883	0.3% 147	0.2% 19

Students who are Identified as Accelerated - Single Subject Other than ELA, Math or Science - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	4.2% 79,144	4.4% 39,765	4.1% 39,356	3.2% 23	4.4% 205	4.6% 5,034	5.4% 16,975	6.9% 36,596	1.2% 103	8.8% 134	2.4% 2,222	2.2% 17,875	3.5% 14,334

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
District	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	* *
State	5.3% 17,875	4.9% 2,712	2.6% 8,099	5.0% 43,450	‡ ‡	1.4% 172

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Mutiple Subjects, but not Whole Grade - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	6.5% 121,810	7.0% 63,376	6.1% 58,366	9.4% 68	5.6% 257	18.7% 20,587	2.0% 6,101	4.8% 25,467	8.5% 753	8.3% 126	6.8% 6,161	7.7% 62,358	3.0% 12,562

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	* *	* *
State	1.8% 5,934	0.9% 2,660	2.8% 24,687	1.2% 649	0.4% 45

Students who are Identified as Accelerated - Whole Grade Acceleration - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	0.1% 2,272	0.1% 1,191	0.1% 1,077	‡ ‡	‡ ‡	0.2% 229	0.2% 663	0.1% 791	‡ ‡	‡ ‡	0.1% 99	0.1% 475	0.0% 161

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	* *	* *
State	0.1% 176	0.0% 63	0.1% 1,019	0.0% 19	‡ ‡

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

Advanced Academic Programs (cont)

Students Enrolled in Advanced Placement Coursework - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	27.3% 159,569	30.7% 87,172	24.0% 72,253	36.8% 144	25.3% 338	57.7% 19,780	16.4% 15,710	25.7% 43,878	31.1% 918	35.0% 193	29.0% 6,963	28.1% 71,789	13.8% 17,982

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡	‡	‡	‡	‡
State	13.0% 11,449	4.0% 3,475	18.8% 48,385	10.0% 1,836	3.3% 97

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	20.0% 117,055	20.6% 58,638	19.4% 58,343	18.9% 74	17.8% 238	22.9% 7,852	13.7% 13,127	16.3% 27,797	24.4% 720	20.9% 115	19.8% 4,750	24.4% 62,456	13.4% 17,463

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡	‡	‡	‡	‡
State	11.5% 10,113	9.7% 8,320	14.6% 37,471	11.9% 2,182	7.3% 212

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

Advanced Academic Programs (cont)

Students Enrolled in any course designated as Enriched or Honors - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	†	†	†	†	†	†	†	†	†	†	†	†	†
State	55.8% 326,395	60.4% 171,593	51.4% 154,547	65.2% 255	51.6% 690	80.9% 27,725	43.5% 41,654	55.7% 94,990	53.1% 1,567	61.5% 339	56.4% 13,567	57.0% 145,863	35.5% 46,263

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	†	†	†	†	†
State	41.1% 36,242	21.1% 18,203	45.3% 116,737	31.4% 5,771	16.9% 495

Students Enrolled in IB Coursework - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	†	†	†	†	†	†	†	†	†	†	†	†	†
State	1.5% 9,043	1.8% 5,175	1.3% 3,867	† †	1.6% 21	1.5% 507	2.3% 2,199	2.6% 4,441	† †	3.1% 17	0.9% 208	0.6% 1,648	1.2% 1,504

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	†	†	†	†	†
State	1.6% 1,442	0.6% 497	2.2% 5,649	1.8% 322	0.8% 24

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

Advanced Academic Programs (cont)

Students Enrolled in any Advanced Coursework - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	† †	† †	† †	† †	† †	† †	† †	† †	† †	† †	† †	† †	† †
State	60.8% 355,552	64.9% 184,273	56.9% 171,011	68.5% 268	56.5% 756	82.6% 28,304	48.2% 46,194	59.7% 101,757	60.1% 1,773	65.7% 362	61.4% 14,767	63.2% 161,639	40.6% 52,946

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	† †	† †	† †	† †	† †
State	45.1% 39,753	26.4% 22,751	50.1% 128,964	36.8% 6,765	21.2% 620

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

Advanced Academic Programs (cont)

Students Assessed For Giftedness - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	12.2% 229,105	12.3% 111,815	12.2% 117,197	12.9% 93	14.7% 679	26.0% 28,616	7.4% 23,206	9.6% 51,344	9.8% 869	14.2% 215	14.1% 12,774	13.7% 111,402	11.0% 45,450

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡	‡	‡	‡	‡
State	8.7% 29,115	9.4% 29,002	8.4% 73,198	5.6% 3,147	5.9% 736

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	1.4% 25,974	1.4% 12,582	1.4% 13,386	‡	2.1% 96	3.7% 4,114	0.6% 1,946	0.9% 4,793	0.9% 82	2.1% 32	1.5% 1,377	1.7% 13,534	1.1% 4,352

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

Advanced Academic Programs (cont)

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

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	0.6% 1,924	0.7% 2,296	0.6% 5,630	0.3% 165	0.3% 39

Students Identified As Gifted - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	4.8% 90,505	4.9% 44,056	4.8% 46,405	6.1% 44	4.5% 208	16.0% 17,592	2.2% 6,916	3.0% 16,042	3.1% 278	6.5% 99	5.6% 5,075	5.4% 44,295	2.7% 11,300

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1.3% 4,479	1.4% 4,197	2.3% 19,695	0.9% 525	0.7% 90

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

Advanced Academic Programs (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	† †	† †	† †	† †	† †	† †	† †	† †	† †	† †	† †	† †	† †
State	0.8% 14,417	0.7% 6,781	0.8% 7,632	† †	1.1% 52	2.7% 2,994	0.3% 999	0.4% 2,160	0.6% 49	1.3% 19	0.9% 847	0.9% 7,297	0.4% 1,691

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	† †	† †	† †	† †	† †
State	0.1% 480	0.2% 669	0.3% 2,460	0.1% 45	0.1% 11

* indicates non-reported data. † indicates 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.

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity

		American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White
District	All Students	*	*	*	0.4%	*	*	0.8%	12.6%
	Students with IEPs	*	*	*	‡	*	*	‡	91.4%
All Peer Districts	All Students	*	*	*	39.6%	*	*	49.8%	35.2%
	Students with IEPs	*	*	*	*	*	*	*	*
State	All Students	0.0%	0.5%	3.4%	5.0%	0.0%	0.0%	0.8%	7.1%
	Students with IEPs	0.2%	3.1%	20.2%	29.6%	0.3%	0.1%	5.0%	41.6%

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	All Students	1.2%	*	*	1.2%	*	*	*
	Students with IEPs	‡	*	*	‡	*	*	*
All Peer Districts	All Students	5.9%	*	*	7.6%	*	*	*
	Students with IEPs	*	*	*	*	*	*	*
State	All Students	2.2%	0.0%	0.0%	2.3%	0.8%	0.1%	0.7%
	Students with IEPs	14.9%	0.2%	0.0%	13.7%	4.4%	0.7%	4.3%

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

Students With IEPs (cont)

By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
District	All Students	*	*	1.2%	1.5%	8.3%	*	*
	Students with IEPs	*	*	‡	‡	60.0%	*	*
All Peer Districts	All Students	*	*	4.6%	8.4%	7.8%	*	*
	Students with IEPs	*	*	*	*	*	*	*
State	All Students	0.2%	0.0%	2.3%	5.1%	2.7%	0.0%	0.0%
	Students with IEPs	1.0%	0.2%	13.9%	30.6%	15.7%	0.2%	0.3%

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

Educational Environments for Students with IEPs (ages 6-21)

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

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	71.0%	25.8%	0.0%	3.2%
All Peer Districts	*	*	*	*
State	54.2%	24.8%	13.7%	7.2%
American Indian				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	0.1%	0.1%	0.0%	0.0%
Asian				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	1.5%	0.5%	0.6%	0.2%

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

Educational Environments for Students with IEPs (ages 6-21) (cont)

By Race/ Ethnicity – Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Black				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	9.1%	5.9%	3.7%	1.8%
Hispanic				
District	3.2%	0.0%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	16.1%	7.4%	4.2%	1.7%
MENA				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	0.1%	0.1%	0.0%	0.0%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	0.0%	0.0%	0.0%	0.0%
Two or More Races				
District	0.0%	3.2%	0.0%	3.2%
All Peer Districts	*	*	*	*
State	2.7%	1.1%	0.7%	0.4%
White				
District	67.7%	22.6%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	24.5%	9.7%	4.4%	2.9%

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

Educational Environments for Students with IEPs (ages 6-21) (cont)

By Race/ Ethnicity – Within Demographic Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	71.0%	25.8%	0.0%	3.2%
All Peer Districts	*	*	*	*
State	54.2%	24.8%	13.7%	7.2%
American Indian				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	50.2%	26.8%	13.6%	9.5%
Asian				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	52.1%	18.4%	21.4%	8.0%
Black				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	44.4%	28.7%	18.1%	8.9%
Hispanic				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	54.7%	25.0%	14.4%	5.9%
MENA				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	47.1%	25.3%	17.3%	10.3%

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

Educational Environments for Students with IEPs (ages 6-21) (cont)

By Race/ Ethnicity - Within Demographic Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	50.0%	27.2%	13.6%	9.2%
Two or More Races				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	54.2%	22.6%	14.3%	8.9%
White				
District	75.0%	25.0%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	59.0%	23.4%	10.5%	7.1%

For Selected Disabilities - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	0.0%	9.7%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	4.0%	3.1%	5.2%	2.4%
Emotional Disability				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	1.7%	1.0%	0.5%	1.6%

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Educational Environments for Students with IEPs (ages 6-21) (cont)

For Selected Disabilities - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Intellectual Disability				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	0.2%	1.5%	2.2%	0.9%
Other Health Impairment				
District	6.5%	3.2%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	8.8%	3.9%	1.3%	1.0%
Specific Learning Disability				
District	6.5%	9.7%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	19.1%	12.3%	1.6%	0.4%
Speech or Language Impairment				
District	58.1%	0.0%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	13.9%	0.2%	0.1%	0.0%

For Selected Disabilities - Within Disability Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	27.2%	21.0%	35.5%	16.3%

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

Educational Environments for Students with IEPs (ages 6-21) (cont)

For Selected Disabilities - Within Disability Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Emotional Disability				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	35.7%	19.7%	11.3%	33.3%
Intellectual Disability				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	3.6%	31.1%	47.1%	18.3%
Other Health Impairment				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	58.7%	26.0%	8.8%	6.5%
Specific Learning Disability				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	56.9%	36.9%	4.9%	1.3%
Speech or Language Impairment				
District	100.0%	0.0%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	98.1%	1.1%	0.7%	0.1%

* indicates non-reported data. ‡ indicates 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

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity - Within Total Population

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	‡	‡	‡	‡	‡
All Peer Districts	*	*	*	*	*
State	55.9%	14.5%	24.7%	0.1%	4.7%
American Indian					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	0.2%	0.0%	0.1%	0.0%	0.0%
Asian					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	2.6%	0.4%	1.3%	0.0%	0.3%

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

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

By Race/ Ethnicity – Within Total Population

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Black					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	8.2%	2.2%	5.3%	0.0%	0.2%
Hispanic					
District	‡	‡	‡	‡	‡
All Peer Districts	*	*	*	*	*
State	19.0%	2.6%	7.9%	0.0%	1.1%
MENA					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	0.4%	0.1%	0.2%	0.0%	0.1%
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races					
District	‡	‡	‡	‡	‡
All Peer Districts	*	*	*	*	*
State	3.0%	1.0%	1.4%	0.0%	0.2%

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

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

By Race/ Ethnicity - Within Total Population

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
White					
District	‡	‡	‡	‡	‡
All Peer Districts	*	*	*	*	*
State	22.4%	8.3%	8.5%	0.1%	2.9%

By Race/ Ethnicity - Within Demographic Group

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	‡	‡	‡	‡	‡
All Peer Districts	*	*	*	*	*
State	55.9%	14.5%	24.7%	0.1%	4.7%
American Indian					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	72.0%	2.7%	22.7%	0.0%	2.7%
Asian					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	56.7%	9.7%	27.6%	0.1%	5.9%
Black					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	51.7%	13.7%	33.2%	0.1%	1.2%

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

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

By Race/ Ethnicity - Within Demographic Group

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Hispanic					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	62.1%	8.4%	25.9%	0.0%	3.5%
MENA					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	50.2%	11.6%	29.0%	0.5%	8.7%
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	70.6%	0.0%	29.4%	0.0%	0.0%
Two or More Races					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	54.0%	17.2%	25.1%	0.2%	3.5%

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

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

For Selected Disabilities - Within Total Population

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	‡	‡	‡	‡	‡
All Peer Districts	*	*	*	*	*
State	6.2%	1.4%	8.5%	0.0%	0.1%
Developmental Delay					
District	‡	‡	‡	‡	‡
All Peer Districts	*	*	*	*	*
State	29.3%	4.0%	13.6%	0.0%	0.6%
Emotional Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	0.0%	0.0%	0.0%	0.0%	0.0%
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	0.0%	0.0%	0.0%	0.0%	0.0%
Other Health Impairment					
District	‡	‡	‡	‡	‡
All Peer Districts	*	*	*	*	*
State	1.1%	0.2%	1.1%	0.0%	0.0%

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

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

For Selected Disabilities - Within Total Population

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Specific Learning Disability					
District	‡	‡	‡	‡	‡
All Peer Districts	‡	‡	‡	‡	‡
State	0.1%	0.0%	0.1%	0.0%	0.0%
Speech or Language Impairment					
District	‡	‡	‡	‡	‡
All Peer Districts	‡	‡	‡	‡	‡
State	18.5%	8.7%	0.5%	0.0%	4.0%

For Selected Disabilities - Within Disability Group

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	38.4%	8.3%	52.7%	0.0%	0.6%
Developmental Delay					
District	‡	‡	‡	‡	‡
All Peer Districts	‡	‡	‡	‡	‡
State	61.6%	8.5%	28.7%	0.0%	1.2%

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

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

For Selected Disabilities - Within Disability Group

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Emotional Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	‡	‡	‡	‡	‡
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	16.7%	16.7%	61.1%	0.0%	5.6%
Other Health Impairment					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	44.9%	9.1%	44.6%	0.9%	0.6%
Specific Learning Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	53.5%	2.3%	39.5%	0.0%	4.7%
Speech or Language Impairment					
District	‡	‡	‡	‡	‡
All Peer Districts	‡	‡	‡	‡	‡
State	58.1%	27.4%	1.7%	0.1%	12.7%

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

State Performance Plan Indicators For Students With IEPs

What is it?

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

SPP Indicator	Indicator Description	2025-26 District Data	2025-26 State Target	District Met Target
1	Graduation Percent for students with IEPs (Data lag one year)	*	84	N/A
2	Dropout Percent for students with IEPs (Data lag one year)	*	13	N/A
3ae4	Reading assessment participation rate for students with IEPs, Grade 4	*	95	N/A
3ae8	Reading assessment participation rate for students with IEPs, Grade 8	100.00	95	Yes
3ae11	Reading assessment participation rate for students with IEPs, Grade 11	*	95	N/A
3am4	Math assessment participation rate for students with IEPs, Grade 4	*	95	N/A
3am8	Math assessment participation rate for students with IEPs, Grade 8	100.00	95	Yes
3am11	Math assessment participation rate for students with IEPs, Grade 11	*	95	N/A
3be4	Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	*	18.5	N/A
3be8	Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	0.00	15.85	No
3be11	Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	*	13	N/A
3bm4	Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	*	17	N/A
3bm8	Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	0.00	6.25	No
3bm11	Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	*	8.25	N/A
3ce4	Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	15	N/A
3ce8	Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	23.5	N/A

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

State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2025-26 District Data	2025-26 State Target	District Met Target
3ce11	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	22.5	N/A
3cm4	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	20.5	N/A
3cm8	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	5.5	N/A
3cm11	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	4	N/A
3de4	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	*	31.34	N/A
3de8	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	83.33	39.79	No
3de11	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	37.99	N/A
3dm4	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	*	24.24	N/A
3dm8	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	60.00	26	No
3dm11	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	30.54	N/A
4a	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in ~? (Data lag one year)	No	No	Yes
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	71.0	53.7	Yes
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	0.0	12.27	Yes
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	3.2	6.34	Yes
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	25.0	48.5	No
6b	Children ages 3-5 in separate special education class, separate school or residential facility	0.0	25.00	Yes

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2025-26 District Data	2025-26 State Target	District Met Target
6c	Children ages 3-5 receiving special education and related services in the home	0.0	0.23	Yes
7a1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	100.00	84.00	Yes
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	66.67	47.5	Yes
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	100.00	84.5	Yes
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	0.00	45.5	No
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	100.00	86	Yes
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	66.67	53.5	Yes
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	*	73	N/A
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	Yes
11	Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation	100.00	100	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	100.00	100	Yes
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	*	100	N/A
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	*	30	N/A
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	*	66	N/A
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	*	78.25	N/A

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English Learners Outcomes

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	EL Exit Student Rate	More than 7 years as an EL
District	*	‡ ‡	‡ ‡	* ‡
State	*	98.6% 269,785	7.9% 21,216	* 67,379

English Learners Progress - Overall

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	Low Income
District	‡	*	*	*	‡	*	*	*	*	*	‡
State	54.6	51.9	69.3	59.8	51.1	60.1	52.4	65.8	66.1	43.2	53.1

English Learners Progress - Grade ES

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	Low Income
District	‡	*	*	*	‡	*	*	*	*	*	‡
State	65.4	61.7	77	68.5	62.4	70.4	66.7	73.5	75.1	54.8	64.1

English Learners Progress - Grade HS

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	Low Income
District	*	*	*	*	*	*	*	*	*	*	*
State	30.1	29	45.1	41.4	27.3	38.4	28.6	37.9	40.6	18	28.4

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

Student Attendance

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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	96.0%	95.5%	96.4%	‡	‡	93.2%	96.3%	95.3%	‡	‡	97.4%	96.0%	95.7%
State	92.1%	92.1%	92.2%	90.0%	90.6%	94.2%	89.3%	90.6%	93.1%	91.4%	92.3%	93.9%	90.8%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	98.0%	‡	‡	96.1%	95.3%	‡	95.4%	‡
State	90.6%	‡	85.4%	90.4%	90.1%	92.2%	93.1%	89.3%

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

Student Mobility Rate

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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	‡	‡	‡	*	*	‡	‡	‡
State	6.9%	6.6%	7.1%	9.6%	10.0%	5.9%	12.0%	7.7%	10.1%	7.7%	7.7%	4.5%	6.6%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	*	‡	‡	*	‡	*
State	9.8%	*	26.3%	7.3%	9.6%	15.4%	8.9%	28.6%

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

Chronic Absenteeism Rate

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.

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	6.3%	7.0%	5.7%	*	*	‡	‡	‡	*	*	‡	6.6%	11.6%
State	23.5%	23.9%	23.2%	29.0%	30.9%	15.3%	36.7%	30.1%	20.1%	25.6%	23.2%	15.5%	29.1%

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
District	‡	6.3%	10.0%	8.0%	‡	*
State	30.3%	23.5%	30.5%	33.3%	19.1%	34.5%

By Grades

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	10.5%	3.8%	3.6%	7.1%	0.0%	6.3%	7.7%	6.1%	11.4%
State	23.8%	19.6%	18.3%	17.1%	16.9%	16.8%	18.4%	20.7%	22.2%

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Consistent Attendance Rate

What is it?

Consistent Attendance Rate is a measure that identifies the percentage of students that are identified as consistently present.

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	93.8%	93.0%	94.3%	*	*	‡	‡	‡	*	*	‡	93.4%	88.4%
State	76.5%	76.1%	76.8%	71.0%	69.1%	84.7%	63.3%	69.9%	79.9%	74.4%	76.8%	84.5%	70.9%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡	*	90.0%	92.0%
State	69.7%	78.8%	69.5%	66.7%

By Grades

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	89.5%	96.2%	96.4%	92.9%	100.0%	93.8%	92.3%	93.9%	88.6%
State	76.2%	80.4%	81.7%	82.9%	83.1%	83.2%	81.6%	79.3%	77.8%

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

Chronic Truancy Rate

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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	‡	‡	‡	*	*	‡	‡	‡
State	19.3%	19.4%	19.3%	16.0%	24.5%	9.2%	42.0%	27.7%	12.1%	20.2%	16.2%	7.2%	21.2%

	English Learners	Students with IEPs	Low Income
District	‡	‡	‡
State	28.9%	23.5%	30.7%

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

Truancy Rate

What is it?

This shows the percentage of students who miss more than 1 percent but less than 5 percent school days per year without a valid excuse. Illinois law defines "truant" as a student who is subject to compulsory school attendance and is absent without a valid excuse for more than 1 percent but less than 5 percent of the past 180 school days.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	429,791 26.3%	209,839 26.3%	219,784 26.2%	168 27.1%	1,174 31.5%	21,060 21.8%	85,963 32.1%	152,014 32.6%	1,834 25.4%	384 29.2%	20,353 26.6%	147,009 20.5%	98,104 27.0%

	English Learners	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	‡ ‡
State	92,720 32.8%	72,711 27.7%	232,508 30.8%

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

Student Discipline

What is it?

The tables below provide a summary of discipline incidents occurring over the previous school year. In the following tables incidents are broken down by column (actions taken). The tables represent breakdowns by race, gender, grade level, whether a student is an English learner, incident type, and duration of the action taken.

Total Student Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
District	‡	*	*	*	‡	*
State	106,693	285	77	71,051	57,731	1,685

Total Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
District	‡	*	*	*	‡	*
State	248,184	290	78	149,029	96,433	2,354

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

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
American Indian						
District	*	*	*	*	*	*
State	770	‡	‡	481	267	19
Asian						
District	*	*	*	*	*	*
State	2,783	*	*	1,959	809	‡
Black						
District	*	*	*	*	*	*
State	92,322	141	30	48,653	42,295	1,203
Hispanic						
District	*	*	*	*	‡	*
State	60,143	39	13	41,447	18,005	639
Native Hawaiian/ Pacific Islander						
District	*	*	*	*	*	*
State	187	*	‡	133	53	*
Two or More Races						
District	*	*	*	*	*	*
State	17,842	19	‡	10,150	7,542	125
White						
District	‡	*	*	*	‡	*
State	72,578	88	26	45,031	27,084	349

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

Student Discipline (cont)

By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
K-8						
District	‡	*	*	*	‡	*
State	125,554	109	24	66,566	57,734	1,121
9-12						
District	‡	*	*	*	‡	*
State	122,630	181	54	82,463	38,699	1,233

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Tobacco						
District	‡	*	*	*	‡	*
State	7,156	‡	‡	4,164	2,937	51
Alcohol						
District	‡	*	*	*	*	*
State	2,716	*	*	1,277	1,428	‡
Drug Offences						
District	*	*	*	*	*	*
State	10,089	56	‡	2,997	6,672	355
Violence with Physical Injury						
District	*	*	*	*	*	*
State	11,307	26	13	2,982	8,139	147

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Student Discipline (cont)

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Violence without Physical Injury						
District	*	*	*	*	*	*
State	42,544	96	14	17,181	24,773	480
Dangerous Weapon: Firearm						
District	*	*	*	*	*	*
State	190	20	‡	32	125	‡
Dangerous Weapon: Other						
District	*	*	*	*	*	*
State	1,570	‡	‡	391	1,115	40
Other Reason						
District	*	*	*	*	‡	*
State	172,612	71	31	120,005	51,244	1,261

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
English Learners						
District	*	*	*	*	*	*
State	39,030	17	10	27,621	10,990	392
Students with IEPs						
District	*	*	*	*	*	*
State	69,521	59	‡	38,453	30,372	633

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Student Discipline (cont)

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Low Income						
District	*	*	*	*	*	*
State	175,514	211	52	103,064	70,356	1,831

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Less than 1 day						
District	‡	*	*	*	‡	*
State	36,331	‡	‡	31,667	4,638	22
1-2 days						
District	‡	*	*	*	‡	*
State	139,994	49	‡	100,638	38,543	756
2-3 days						
District	*	*	*	*	*	*
State	35,382	‡	‡	12,196	22,764	409
3-4 days						
District	*	*	*	*	*	*
State	22,269	‡	*	3,640	18,388	239
4-10 days						
District	*	*	*	*	*	*
State	13,371	24	‡	852	12,074	413

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

Student Discipline (cont)

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Greater than 10 days						
District	*	*	*	*	*	*
State	837	205	55	36	26	515

By Gender - Incident Count

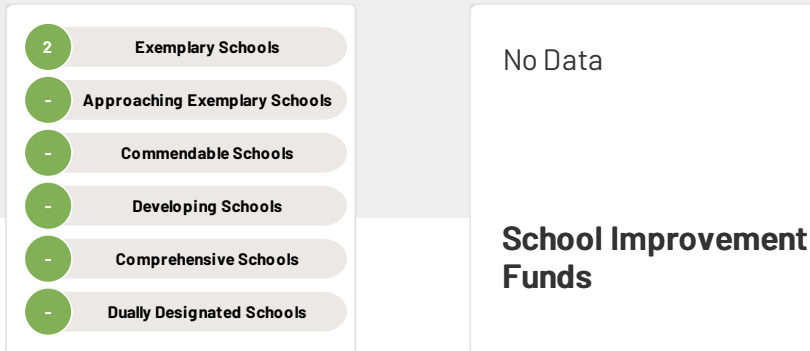
	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Female						
District	‡	*	*	*	‡	*
State	75,244	98	27	45,829	28,514	776
Male						
District	‡	*	*	*	‡	*
State	172,888	192	51	103,164	67,903	1,578
Non Binary						
District	*	*	*	*	*	*
State	52	*	*	36	16	*

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

About the data

Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has six summative designations: Exemplary School, Approaching Exemplary School, Commendable School, Developing School, Comprehensive School, and Dually Designated School. 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.



Meta Indicator Components

What is it?

Summative Designation Meta Indicators: The accountability system has meta-indicators that are currently being validated for use as indicators within the summative designation calculations in future years. The Illinois Report Card is not reporting an overall calculation, but rather the sub-elements of the indicator calculations.

Percentage of Students with 95% Attendance in Junior/Senior year: The tables indicate the percentage of students in this district and the state who graduated with an average attendance rate of 95% or better over their junior and senior years.

Percentage of students who fall into each GPA category: The tables indicate the percentage of students in this district and the state whose GPA fell into one of four categorical ranges (as noted in the table).

Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement: The tables below indicate the percentage of students in this district and the state who met the minimum composite score requirements on the SAT or ACT.

Percentage of students who have at least 1 Academic ELA Indicator: The tables below indicate the percentage of students in this district and the state who have currently met the requirements for at least 1 academic ELA indicator.

Percentage of students who have at least 1 Academic Math Indicator: The tables below indicate the percentage of students in this district and the state who have currently met the requirements for at least 1 academic MATH indicator.

Percentage of students who have identified a Career Area of Interest by Sophomore Year: The tables below indicate the percentage of students in this district and the state who have identified a career area of interest by their sophomore year.

Percentage of students who have earned 1, 2, or 3+ career ready indicators: The tables below indicate the percentage of students in this district and the state who have earned 1, 2, or 3+ career-ready indicators.

Percentage of students who have earned a College and Career Pathway Endorsement: The tables below indicate the percentage of students in this district and the state who have earned a college and career pathway endorsement.

Student Participation in Fine Arts: The tables below indicate the percentage of students in this district and the state who were enrolled in one or more fine arts courses in the previous year.

Fine Arts: Teacher Qualifications: The tables below indicate the percentage of students in the district and the state enrolled in fine arts courses taught by teachers licensed to teach fine arts courses.

Summative Designation Meta Indicators/P2 Meta Indicators/Chronic Absenteeism: The percentage of students in grades K, 1, and 2 who are chronically absent.

Summative Designation Meta Indicators/P2 Meta Indicators/Dual Language Programs: The percentage of students designated as "Currently EL" or "Currently EL Transition Incomplete" students from K, 1st, and 2nd grade who are enrolled in a dual language program.

Summative Designation Meta Indicators/P2 Meta Indicators/3rd Grade Literacy: The percentage of 3rd grade students who have received an A, B, or C (or commensurate standards) in English Language Arts (ELA).

Summative Designation Meta Indicators/Elementary/Middle School Meta Indicators/5th Grade Math: The percentage of 5th grade students who have received an A, B, or C (or commensurate standards) in math.

Summative Designation Meta Indicators/Elementary/Middle School Meta Indicators/Academic Success: The percentage of 6th, 7th, and 8th grade students who have received at least one A or B (or commensurate standards) and no grade of D and F (or commensurate standards) in core content courses in the current academic year.

Summative Designation Meta Indicators/Elementary/Middle School Meta Indicators/Student Discipline: The percentage of 6th, 7th, and 8th grade students who have received a suspension or expulsion in the current academic year.

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

Meta Indicator Components (cont)

	3+	only 2	only 1	0
Students with IEPs				
District	*	*	*	*
	*	*	*	*
State	4,594 28.6%	2,389 14.8%	3,722 23.1%	5,384 33.5%
Low Income				
District	*	*	*	*
	*	*	*	*
State	16,840 28.5%	8,608 14.6%	13,224 22.4%	20,490 34.6%

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
State	3,113 2.3%	2,059 3.0%	1,053 1.5%	1 0.9%	4 1.1%	400 5.0%	185 0.9%	705 1.8%	12 2.1%	2 1.4%	136 2.5%	1,669 2.7%	415 1.5%

	English Learners	Former EL	Students with IEPs	Low Income
District	*	*	*	*
	*	*	*	*
State	222 1.3%	660 3.4%	151 0.9%	974 1.7%

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	‡	‡	‡	*	*	‡	‡	‡
State	71.8%	74.6%	69.1%	74.4%	71.5%	76.4%	70.7%	73.0%	67.0%	70.7%	74.0%	70.5%	70.3%

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

Meta Indicator Components (cont)

	English Learners	Former EL	Students with IEPs	Low Income
District	‡	*	‡	‡
State	75.8%	65.3%	70.1%	71.8%

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	‡	‡	‡	*	*	‡	‡	‡
State	96.6%	96.6%	96.6%	95.9%	96.8%	99.0%	91.3%	96.8%	98.7%	96.4%	97.9%	97.9%	95.7%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡	*	‡	‡
State	97.3%	96.9%	95.2%	95.1%

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

Meta Indicator Components (cont)

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡
State	75,800 20.5%	35,791 19.9%	39,997 21.1%	12 20.0%	287 28.8%	4,052 18.7%	21,036 33.8%	27,591 26.9%	370 20.1%	62 24.4%	4,126 20.0%	18,276 11.4%	18,836 25.7%

	English Learners	Former EL	Students with IEPs	Low Income
District	* *	* *	‡ ‡	‡ ‡
State	20,166 26.2%	1,740 18.8%	16,577 26.5%	52,668 29.4%

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	19,777 25.6%	9,850 27.3%	9,926 24.2%	1 8.3%	57 13.4%	136 1.4%	98 3.9%	18,975 36.0%	2 0.2%	7 13.7%	56 3.9%	446 4.9%	3,261 20.0%

	English Learners	Former EL	Students with IEPs	Low Income
District	* *	* *	* *	* *
State	19,777 25.6%	0 *	2,839 19.4%	13,361 27.1%

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

Meta Indicator Components (cont)

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	27 100.0%	13 100.0%	14 100.0%	* *	* *	* *	* *	* *	* *	* *	* *	27 100.0%	‡ ‡
State	114,038 94.1%	55,952 94.5%	58,074 93.7%	12 100.0%	238 89.8%	7,198 96.6%	17,439 90.7%	31,726 92.1%	408 91.9%	81 93.1%	5,945 94.5%	51,003 96.3%	24,784 92.6%

	English Learners	Former EL	Students with IEPs	Low Income
District	* *	* *	‡ ‡	‡ ‡
State	23,511 91.0%	3,636 97.3%	19,326 91.8%	53,750 92.1%

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	28 87.5%	12 100.0%	16 80.0%	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	26 89.7%	‡ ‡
State	116,140 92.3%	56,915 92.7%	59,193 91.9%	32 100.0%	277 89.6%	7,602 97.3%	16,521 84.6%	32,361 90.2%	383 95.3%	84 92.3%	5,787 93.2%	53,125 95.6%	25,949 91.3%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡ ‡	* *	‡ ‡	‡ ‡
State	20,562 88.5%	9,831 97.0%	18,905 90.5%	52,190 88.2%

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

Meta Indicator Components (cont)

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	80 87.0%	39 90.7%	41 83.7%	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	* *	76 86.4%	‡ ‡
State	305,427 79.2%	155,142 82.5%	150,188 76.1%	97 79.5%	635 71.7%	22,014 93.4%	37,667 63.1%	80,121 74.2%	1,372 85.2%	253 82.1%	14,161 78.5%	149,204 86.1%	63,670 74.0%

	English Learners	Former EL	Students with IEPs	Low Income
District	* *	* *	‡ ‡	‡ ‡
State	40,129 68.7%	36,852 88.1%	43,022 71.7%	118,561 69.2%

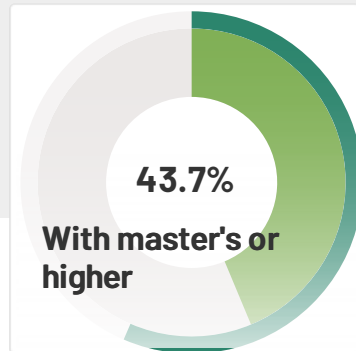
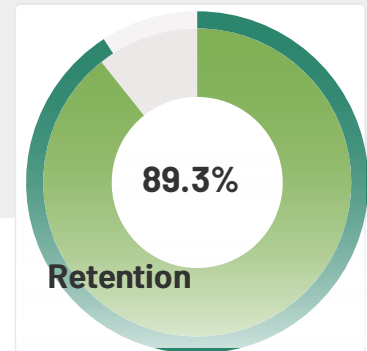
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡
State	17,851 4.5%	5,811 3.0%	12,038 5.9%	2 1.6%	45 4.9%	209 0.9%	7,411 11.7%	3,649 3.3%	73 4.4%	16 5.0%	1,309 7.0%	5,139 2.9%	5,984 6.7%

	English Learners	Former EL	Students with IEPs	Low Income
District	* *	* *	‡ ‡	‡ ‡
State	2,197 3.6%	664 1.6%	4,836 7.7%	12,755 7.1%

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

About the data

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



Teacher Information

What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
District	14	62.5%	100.0%
State	14	65.2%	96.7%

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

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. This displays the race and gender distribution by FTE for teachers in (this school/this district/the state). The table shows distribution by FTE, of *full-time equivalent*. FTE counts take into consideration employees who are employed less than full time, adding together the representative percentages of their level of employment (so 2 half time/.5 employees = 1FTE). Information is gathered about the race/ethnicity of school and district teachers. The percentage of male and female teachers is also compiled.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	All	100.0% 23.1	* *	* *	* *	* *	* *	* *	* *	91.3% 21.1	8.7% 2
	Female	87.0% 20.1	* *	* *	* *	* *	* *	* *	* *	90.5% 19.1	50.0% 1
	Male	13.0% 3	* *	* *	* *	* *	* *	* *	* *	9.5% 2	50.0% 1
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 139625.7	0.2% 341.7	2.3% 3205.4	6.6% 9192	9.3% 12980.7	0.1% 85.1	0.1% 118.7	1.0% 1456.7	78.4% 109500.6	2.0% 2744.8
	Female	76.6% 106964.8	77.4% 264.6	77.3% 2478	78.0% 7167.1	78.0% 10125.4	78.2% 66.5	65.5% 77.7	75.5% 1100.2	76.3% 83595.5	76.1% 2089.8
	Male	23.3% 32596.9	22.6% 77.1	22.6% 724.4	21.8% 2005	21.9% 2846.3	21.8% 18.5	34.5% 41	24.3% 354.5	23.6% 25888.6	23.4% 641.5
	Non Binary	0.0% 64	* *	0.1% 3	0.2% 20	0.1% 9	* *	* *	0.1% 2	0.0% 16.5	0.5% 13.5

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

Teacher Head Count

What is it?

Teacher Headcount is defined as the total number of all teachers.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	All	100.0% 24	* *	* *	* *	* *	* *	* *	* *	91.3% 22	8.7% 2
	Female	87.0% 21	* *	* *	* *	* *	* *	* *	* *	90.5% 20	50.0% 1
	Male	13.0% 3	* *	* *	* *	* *	* *	* *	* *	9.5% 2	50.0% 1
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 143820	0.2% 356	2.3% 3326	6.6% 9661	9.3% 13483	0.1% 90	0.1% 121	1.0% 1511	78.4% 112421	2.0% 2851
	Female	76.6% 110181	77.4% 275	77.3% 2568	78.0% 7530	78.0% 10521	78.2% 70	65.5% 80	75.5% 1144	76.3% 85818	76.1% 2175
	Male	23.3% 33574	22.6% 81	22.6% 755	21.8% 2111	21.9% 2953	21.8% 20	34.5% 41	24.3% 365	23.6% 26586	23.4% 662
	Non Binary	0.0% 65	* *	0.1% 3	0.2% 20	0.1% 9	* *	* *	0.1% 2	0.0% 17	0.5% 14

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

Teachers Education

What is it?

The tables below represent the percentage of teachers with bachelor's and master's degrees across the state and highlight the rates across all high-poverty and low-poverty schools in the district (as applicable).

Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
District	56.3%	*	56.3%
State	42.4%	43.3%	36.6%

Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
District	43.7%	*	43.7%
State	56.5%	55.0%	63.0%

Student-To-Teacher Ratios

What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	12	*
State	17	17

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

Novice Teachers

What is it?

The table below represents the percentage of teachers defined as “novice” – having less than 2 full-time equivalent years of combined public school teaching experience. The display summarizes the rate within this district and across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
District	* *	* *	* *
State	8,993 6.4%	2,547 8.9%	1,734 4.1%

Teacher Out of Field

What is it?

The table below represents the percentage of teachers defined as “out-of-field” – a teacher teaching in a grade or content area for which he or she does not hold the appropriate state-issued license, endorsement, approvals, or previous qualifications. The display summarizes the rate across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
District	4 3.3%	* *	4 3.3%
State	87,209 8.0%	25,277 11.8%	11,884 3.6%

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

Teachers with Short Term or Provisional Licenses

What is it?

The tables below represent the percentage of teachers teaching with short-term or provisional licenses. The display summarizes the rate across the state and highlights the rates across all high-poverty and low-poverty schools.

	All Schools	High Poverty Schools	Low Poverty Schools
District	0 0.0%	* *	* *
State	5,279 3.8%	1,525 5.3%	845 2.0%

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

Retention

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	All	89.3%	*	*	*	*	*	*	*	90.2%	80.0%
	Female	89.6%	*	*	*	*	*	*	*	90.9%	75.0%
	Male	87.5%	*	*	*	*	*	*	*	85.7%	100.0%
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	90.8%	88.5%	90.2%	87.8%	91.2%	86.3%	92.4%	88.9%	91.0%	87.5%
	Female	90.6%	88.0%	90.0%	88.2%	91.5%	85.3%	93.1%	89.2%	90.7%	87.2%
	Male	91.5%	90.2%	90.7%	86.5%	90.4%	90.0%	90.9%	88.0%	92.0%	88.2%
	Non Binary	88.8%	*	66.7%	88.9%	94.4%	*	*	100.0%	84.0%	90.9%

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

Average Teacher Salary

What is it?

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

Average Teacher Salary	
District	\$57,254
State	\$81,911

Teacher Evaluation

What is it?

The percent of teachers evaluated as excellent or proficient by an administrator or other evaluator trained in performance evaluations.

	All Schools	High Poverty Schools	Low Poverty Schools
District	9 100.0%	0 *	9 100.0%
State	65,947 96.7%	14,951 93.0%	19,024 98.5%

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

Teachers with Gifted Endorsement

What is it?

This shows the number of teachers who have taken the necessary steps to obtain an endorsement for their Professional Educator License indicating that they have the skills to respond to the needs of gifted students in their classroom.

Teachers with Gifted Endorsement	
District	*
State	1,087

National Board Certified Teachers

What is it?

This shows the numbers of teachers who have achieved recognition as National Board Certified Teachers, both as a whole and broken down by certain demographic indicators.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	2,077	1,675	402	*	4	69	133	173	1	1	25	1,648	23

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

Average Teaching Experience

What is it?

The table below represents the average teaching experience of teachers across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

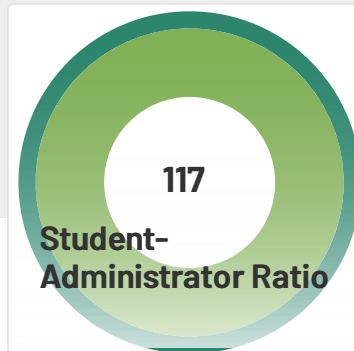
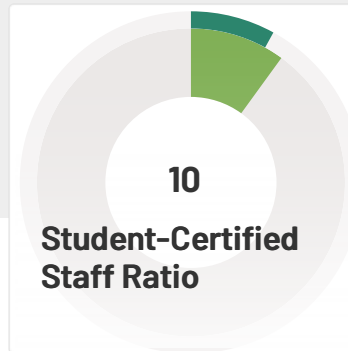
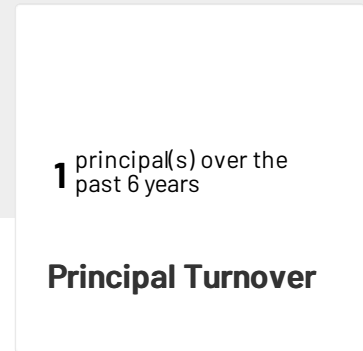
	All Schools	High Poverty Schools	Low Poverty Schools
District	14	*	*
State	14	*	*

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

Administrators & Support Personnel

About the data

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



Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	10	117
State	8	133

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

Administrators & Support Personnel

Demographics

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	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	All	100.0% 2.2	* *	* *	* *	* *	* *	* *	* *	100.0% 2.2	* *
	Female	7.8% 0.2	* *	* *	* *	* *	* *	* *	* *	7.8% 0.2	* *
	Male	92.2% 2	* *	* *	* *	* *	* *	* *	* *	92.2% 2	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 13645.1	0.2% 30.3	1.1% 156	14.4% 1968.8	6.5% 890.7	0.0% 5	0.1% 7	0.9% 121.9	75.1% 10241.1	1.6% 224.5
	Female	61.4% 8383.2	80.3% 24.3	63.1% 98.5	74.1% 1458.6	66.4% 591.6	100.0% 5	71.4% 5	65.5% 79.9	58.3% 5973.1	65.6% 147.3
	Male	38.5% 5256.9	19.7% 6	36.9% 57.5	25.8% 507.2	33.6% 299	* *	28.6% 2	34.5% 42	41.7% 4267	33.9% 76.2
	Non Binary	0.0% 5	* *	* *	0.2% 3	* *	* *	* *	* *	0.0% 1	0.4% 1

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

Administrators & Support Personnel

Principal Turnover

What is it?

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

Principal(s) over the past 6 years	
District	1
State	2

Average Administrator Salary

What is it?

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

Average Administrator Salary	
District	\$96,287
State	\$128,760

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

Administrators & Support Personnel

Novice Administrator

What is it?

The table below represents the percentage of administrators defined as “novice” - having less than 2 full-time equivalent years of combined public school teaching experience. The display summarizes the rate within this district and across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
District	0 7.8%	* *	0 13.0%
State	1,040 7.6%	236 10.1%	222 7.9%

Support Personnel FTE

What is it?

This displays the total support personnel (Counselors, School Nurses, School Psychologists, and School Social Workers) by FTE, of *full-time equivalent*. FTE counts take into consideration employees who are employed less than full time, adding together the representative percentages of their level of employment (so 2 half time/.5 employees = 1FTE).

Total Support Personnel FTE

	Total School Counselor FTE	Total School Nurse FTE	Total School Psychologist FTE	Total School Social Worker FTE
District	*	*	*	0.4
State	3727.1	1325.8	2168.6	4554.3

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

Administrators & Support Personnel

Pupil Support Personnel Ratio

What is it?

These tables display the average number of students per counselor, the average number of students per nurse, the average number of students per social worker, and the average number of students per psychologist in this entity (whether it be school, district, or the state.) The ratio is calculated by using the fall enrollment total, divided by the number of FTE psychologists. When examining school or district ratios keep in mind that the number of psychologists can vary greatly between schools and districts, depending on their size, student population, programs, and financial resources.

Student/Support Personnel Ratio

	Student/School Counselor Ratio	Student/School Nurse Ratio	Student/School Psychologist Ratio	Student/School Social Worker Ratio
District	*	*	*	635
State	488	1,372	839	399

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

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
District	2.7%	0.3%	0.0%	0.0%	0.0%	*
State	4.5%	3.8%	0.1%	0.1%	0.3%	*

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

Civil Rights Data Collection

(2023-24)

Student Environment (cont)

	Incidents of Harassment or Bullying	Incidents of Violence	Number of Schools with Incidents of Violence	
			Firearm	Homicide
District	0.0%	0.0%	0	0
State	0.9%	3.3%	17	2

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 (AP) Course Work	Advanced Placement Course Work	
			International Baccalaureate (IB) Course Work	Dual Credit Course Work
District	4.8% 14	0.0% 0	0.0% 0	0.0% 0
State	4.5% 79,442	8.2% 145,004	0.4% 7,358	5.0% 88,073

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

About the data

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

Grade 4			Grade 8		
English Language Learners			English Language Learners		
Jurisdiction	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	
Illinois	91	1.4	89	1.7	

Percentage of students identified With Disabilities and English Learners - Mathematics

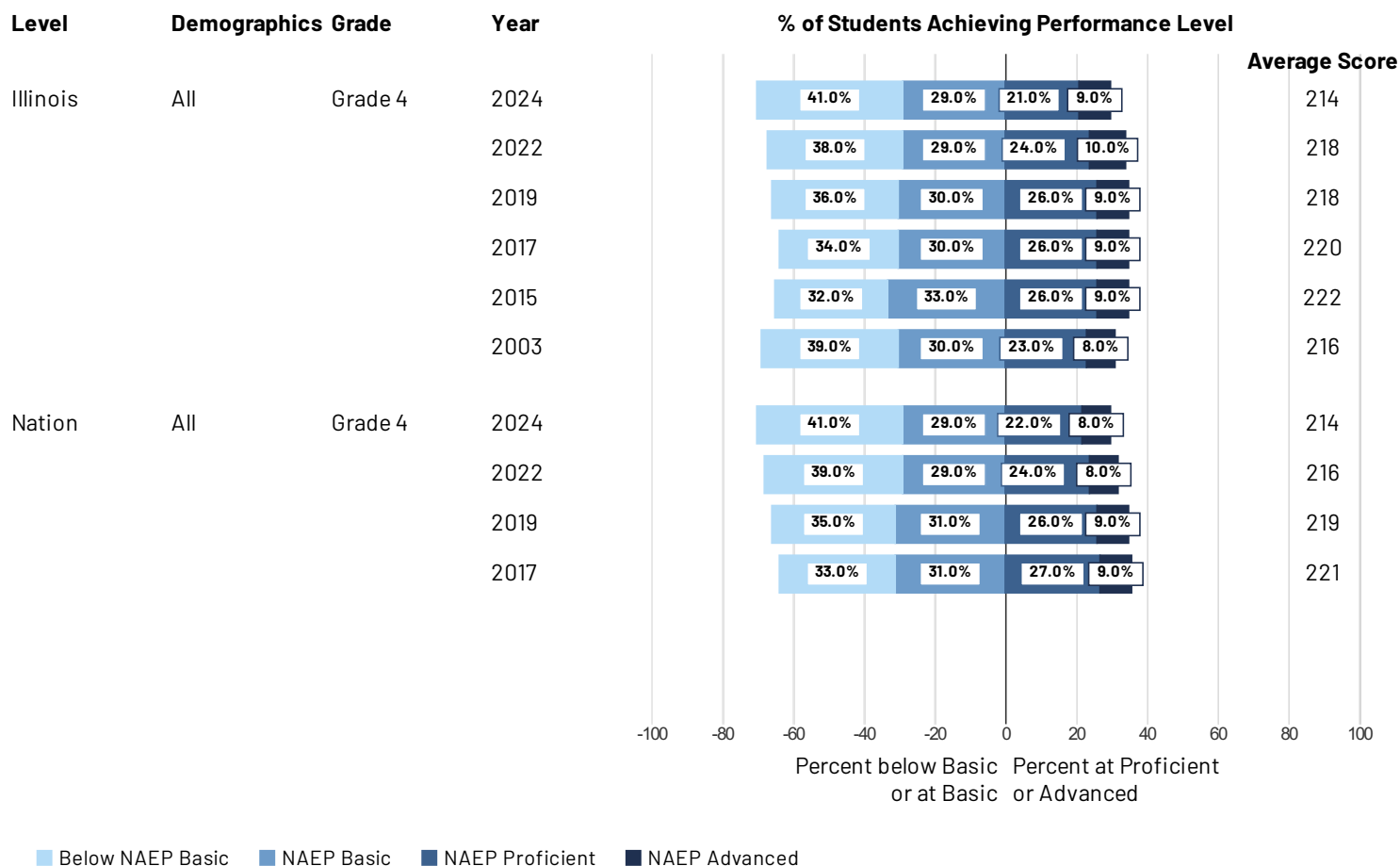
Grade 4			Grade 8		
English Language Learners			English Language Learners		
Jurisdiction	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	
Illinois	92	1.4	90	1.7	

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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Reading - Grade 4



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

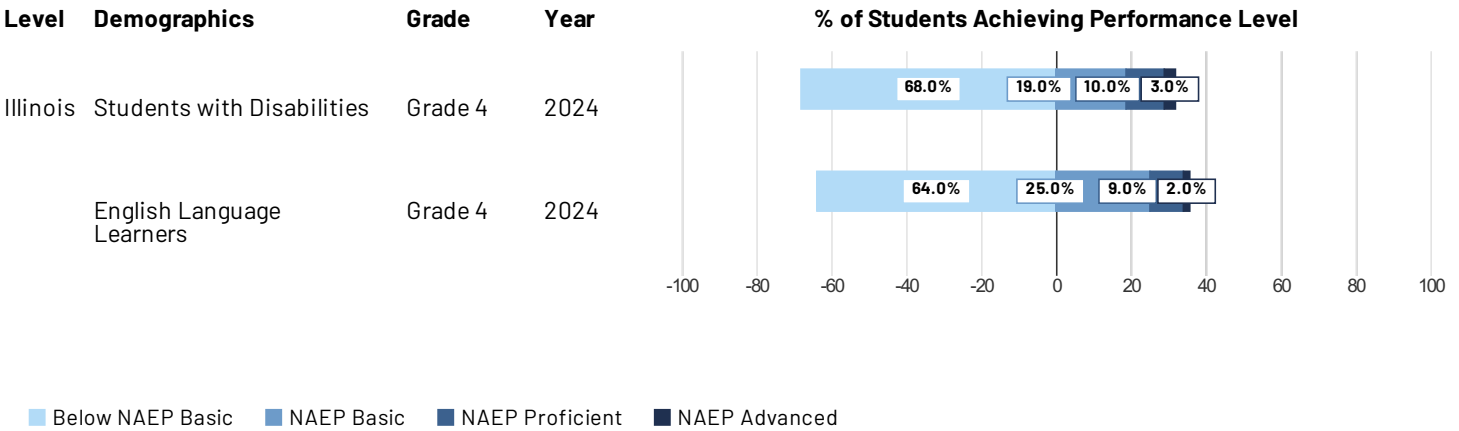
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results

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Reading - Grade 4



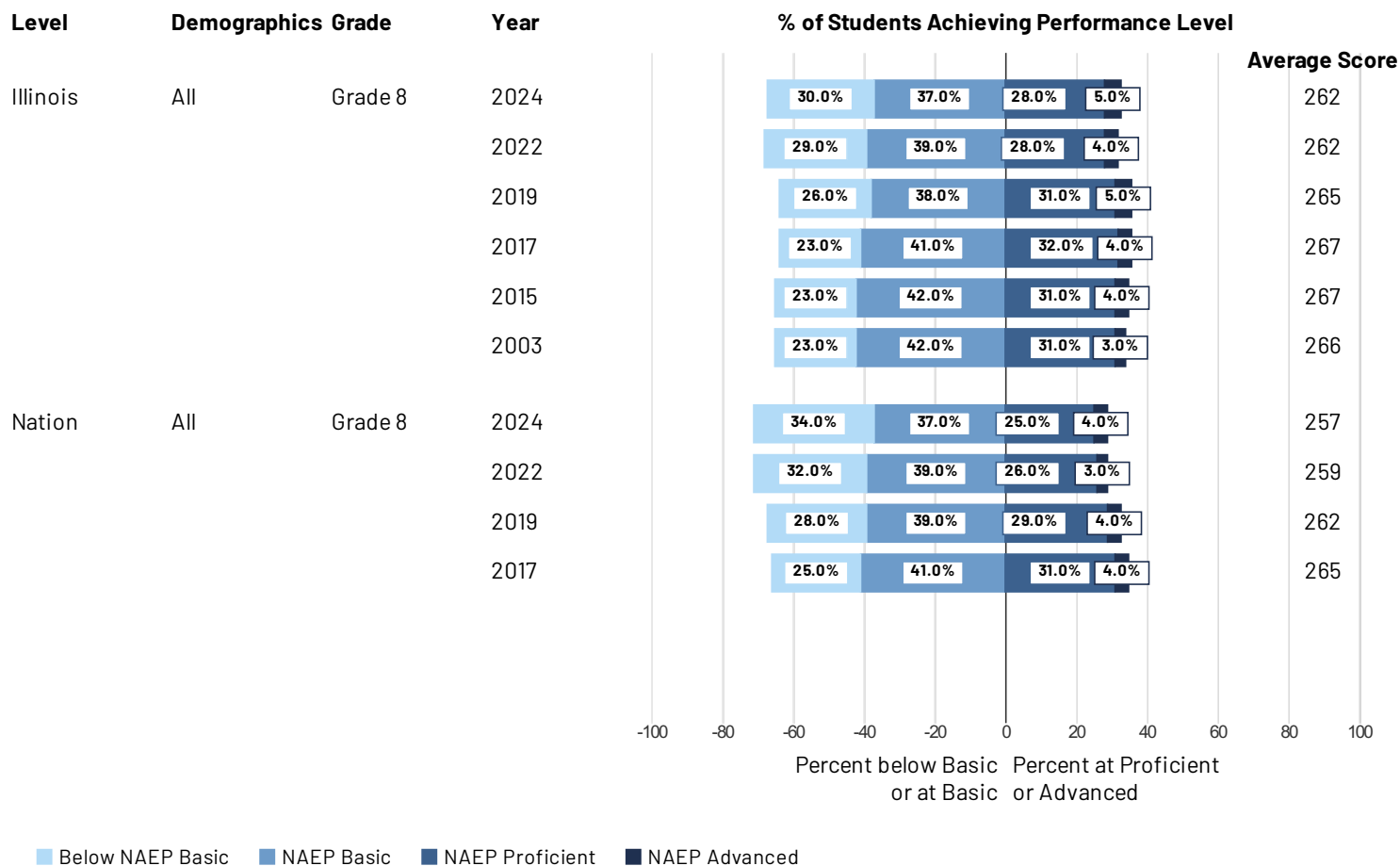
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

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

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

Reading - Grade 8

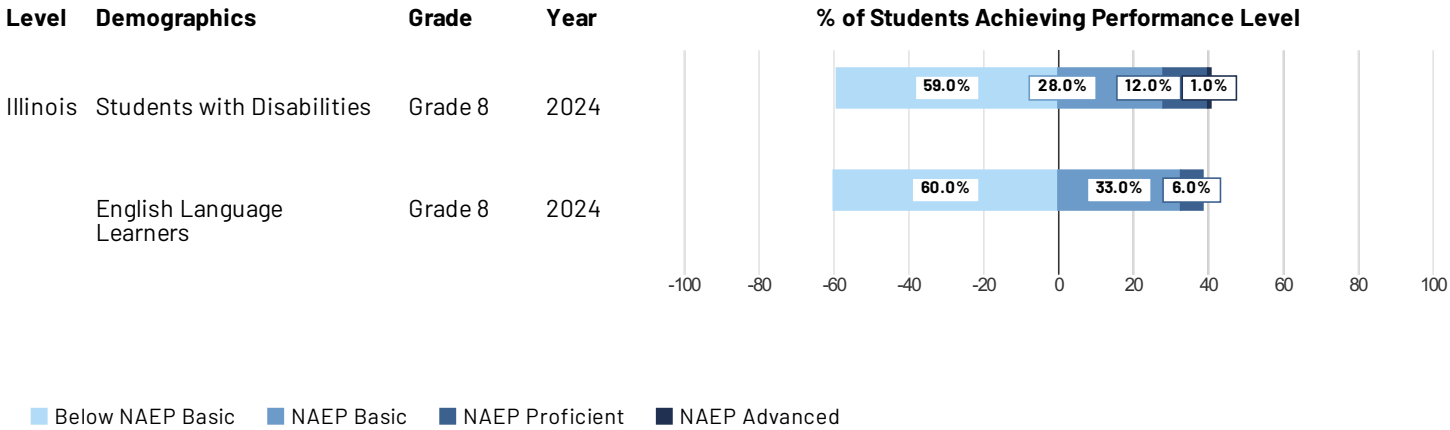


* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

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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 2024 - Reading - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	5.0%	239	83.0%	57.0%	22.0%
Black	18.0%	198	43.0%	18.0%	5.0%
Hispanic	27.0%	202	46.0%	21.0%	4.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	225	69.0%	44.0%	18.0%
White	46.0%	224	70.0%	37.0%	12.0%
Gender					
Female	49.0%	218	63.0%	33.0%	10.0%
Male	51.0%	210	56.0%	28.0%	8.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	52.0%	199	45.0%	18.0%	3.0%
Not Eligible NSLP	48.0%	230	75.0%	44.0%	15.0%

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 2024 - Reading - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	6.0%	284	89.0%	56.0%	14.0%
Black	14.0%	242	50.0%	16.0%	1.0%
Hispanic	28.0%	252	61.0%	24.0%	2.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	269	76.0%	40.0%	6.0%
White	47.0%	270	79.0%	40.0%	6.0%
Gender					
Female	48.0%	266	73.0%	36.0%	6.0%
Male	52.0%	258	67.0%	30.0%	4.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	47.0%	246	55.0%	19.0%	1.0%
Not Eligible NSLP	52.0%	276	83.0%	46.0%	8.0%

Rounds to zero.

‡ Reporting standards not met.

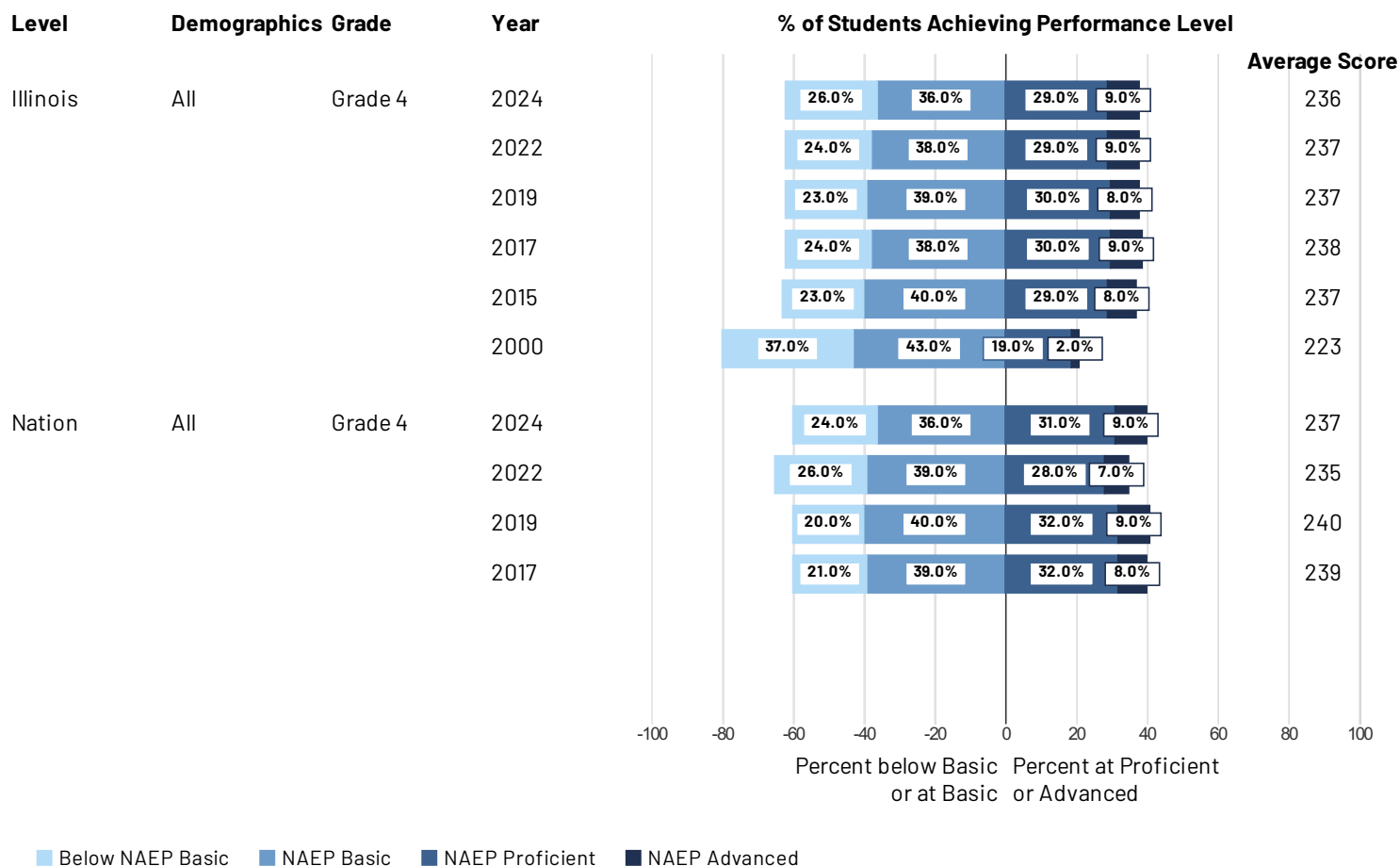
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NAEP Achievement-Level Percentages and Average Score Results

What is it?

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Mathematics - Grade 4



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

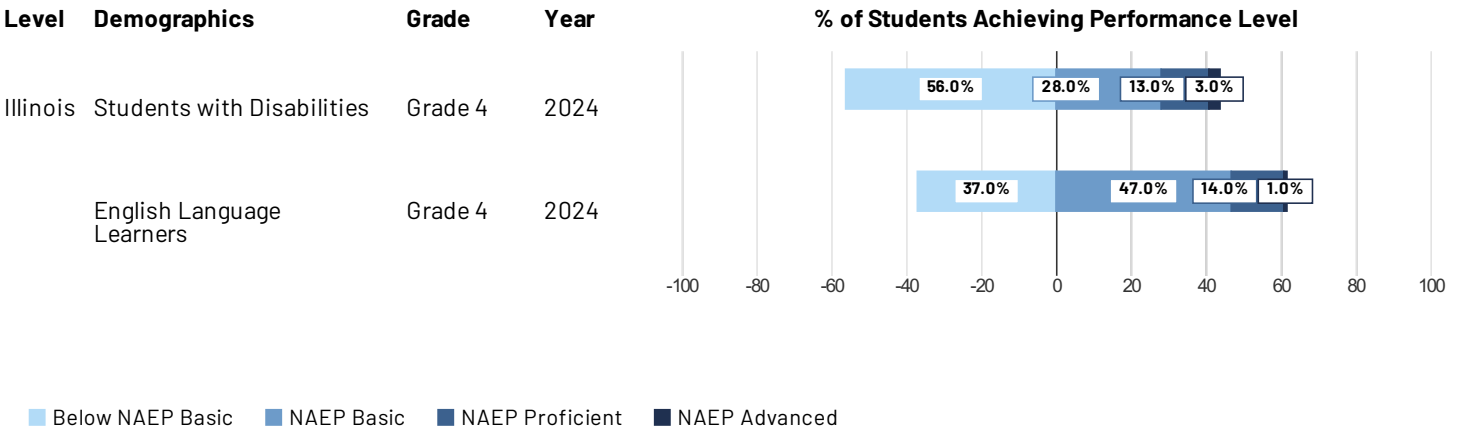
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NAEP Achievement-Level Percentages and Average Score Results

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Mathematics - Grade 4



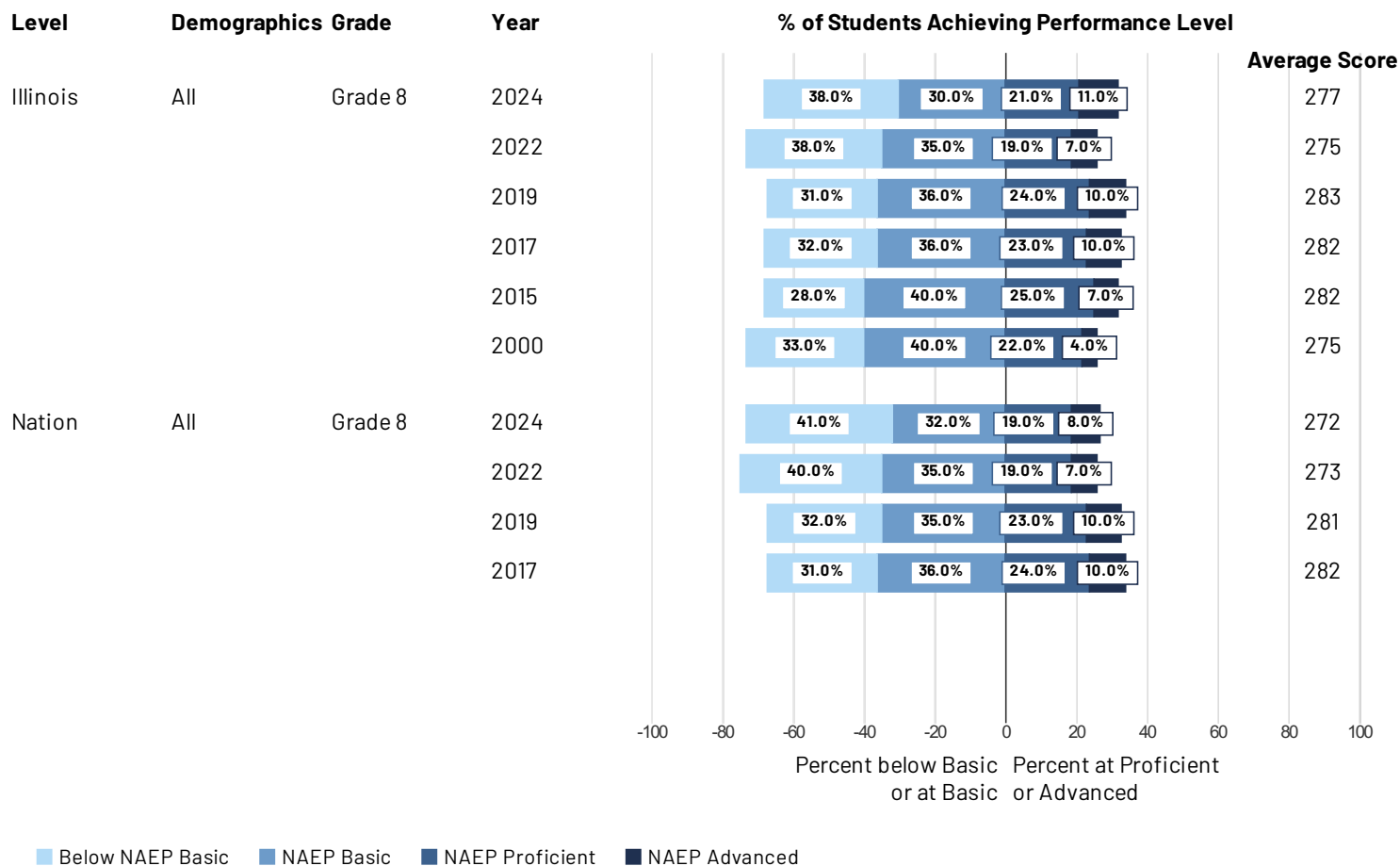
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

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

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

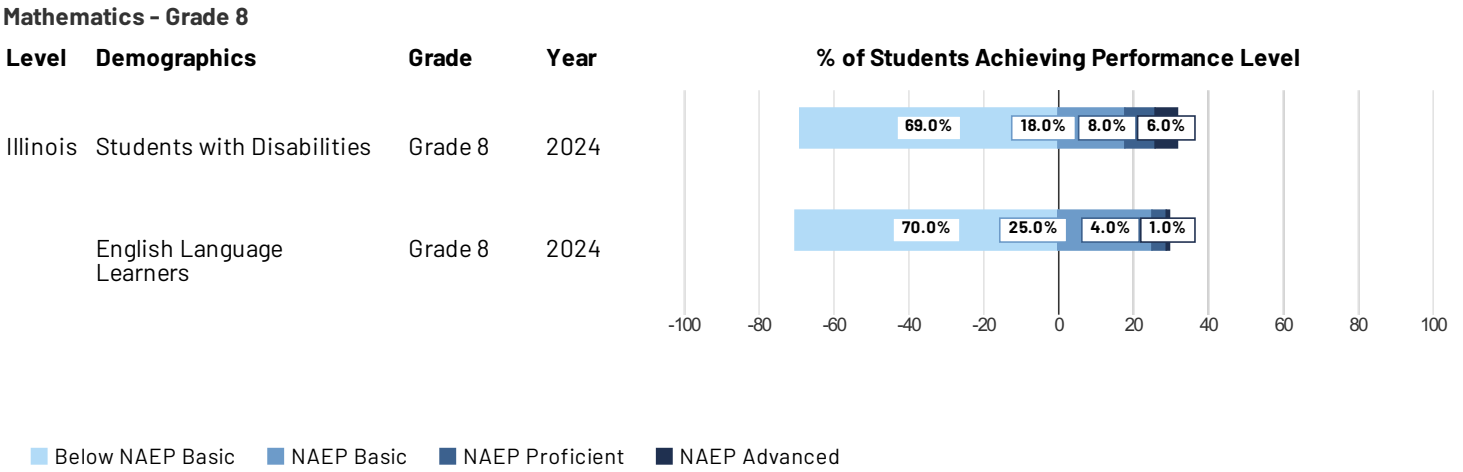
Mathematics – Grade 8



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



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

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

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

Results for Student Groups

What is it?

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Results for Student Groups in 2024 - Math - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	5.0%	259	92.0%	62.0%	26.0%
Black	18.0%	217	54.0%	18.0%	1.0%
Hispanic	27.0%	223	62.0%	20.0%	3.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	240	79.0%	45.0%	10.0%
White	46.0%	249	86.0%	53.0%	13.0%
Gender					
Female	49.0%	234	73.0%	36.0%	7.0%
Male	51.0%	238	75.0%	40.0%	11.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	52.0%	222	61.0%	21.0%	2.0%
Not Eligible NSLP	48.0%	251	88.0%	56.0%	15.0%

Rounds to zero.

‡ Reporting standards not met.

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Results for Student Groups (cont)

Results for Student Groups in 2024 - Math - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	6.0%	309	87.0%	61.0%	30.0%
Black	14.0%	250	35.0%	9.0%	2.0%
Hispanic	29.0%	262	48.0%	18.0%	4.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	286	62.0%	36.0%	18.0%
White	47.0%	290	75.0%	44.0%	15.0%
Gender					
Female	48.0%	274	61.0%	28.0%	8.0%
Male	52.0%	280	63.0%	36.0%	13.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	48.0%	259	44.0%	15.0%	3.0%
Not Eligible NSLP	51.0%	295	79.0%	49.0%	18.0%

Rounds to zero.

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