Oliver McCracken Middle School
(6 – 8)

SKOKIE SD 73-5

Principal
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District Superintendent
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http://www.sd735.org/mccracken

District Provided Statement

In District 73.5, we focus on 3 priorities. 1. Create WELCOMING ENVIRONMENTS for our community. We are intentional about our engagement with our students, parents, families, community, & staff. 2. HIRING & RETENTION: We deliberately seek to diversify our high-quality staff, with a commitment on retention and development. 3. Our focus is on ACCELERATING STUDENT LEARNING to reach grade-level standards & mitigate unfinished teaching & learning.

About the Report Card

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

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

For additional information, refer to the Public Business Rules for 2022 Report Card Metrics and the 2022 Glossary of Terms.

School Snapshot

Site-Based Expenditure Per Student Spending : $14,345

8th Graders Passing Algebra I : *

Chronic Absenteeism : 17.9%

Teacher Retention : 93.8%

Senate District : 8   **House District :** 16

Date: 11/09/24 11:19:58 -06:00

About the data

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

62.9%
ELA proficiency

52.0%
Math proficiency

21.8%
Eighth Graders Passing Algebra I

IAR
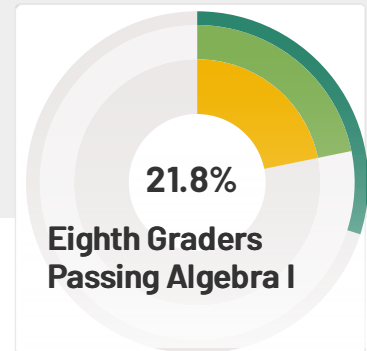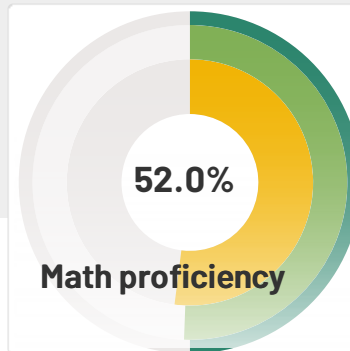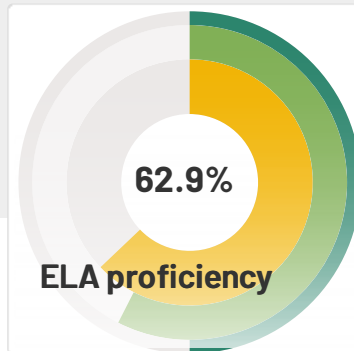
What is it?

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 five Performance Levels for IAR assessments:

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

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

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

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	5.1%	5.9%	26.3%	49.2%	13.6%	12.7%	26.3%	33.1%	25.4%	2.5%
District	5.1%	5.9%	26.3%	49.2%	13.6%	12.7%	26.3%	33.1%	25.4%	2.5%
State	17.9%	23.8%	29.9%	25.5%	2.9%	23.2%	29.6%	26.8%	17.9%	2.5%
White										
School	7.0%	4.7%	18.6%	51.2%	18.6%	11.6%	14.0%	48.8%	23.3%	2.3%
District	7.0%	4.7%	18.6%	51.2%	18.6%	11.6%	14.0%	48.8%	23.3%	2.3%
State	10.6%	19.4%	32.8%	33.4%	3.9%	12.6%	25.8%	33.1%	25.5%	3.0%
Black										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.5%	31.7%	24.3%	11.0%	0.6%	46.2%	34.7%	14.8%	4.1%	0.2%
Male										
School	8.8%	7.0%	26.3%	49.1%	8.8%	8.8%	21.1%	36.8%	31.6%	1.8%
District	8.8%	7.0%	26.3%	49.1%	8.8%	8.8%	21.1%	36.8%	31.6%	1.8%
State	21.6%	25.8%	29.5%	21.4%	1.7%	23.9%	28.6%	25.9%	18.9%	2.8%
Female										
School	1.7%	3.3%	26.7%	50.0%	18.3%	15.0%	31.7%	30.0%	20.0%	3.3%
District	1.7%	3.3%	26.7%	50.0%	18.3%	15.0%	31.7%	30.0%	20.0%	3.3%
State	14.0%	21.6%	30.4%	29.9%	4.1%	22.5%	30.7%	27.6%	16.9%	2.2%
Non Binary										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	0.0%	14.3%	42.9%	42.9%	0.0%	21.4%	21.4%	42.9%	14.3%	0.0%

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IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	12.5%	12.5%	43.8%	12.5%	18.8%	18.8%	56.3%	6.3%	18.8%	0.0%
District	12.5%	12.5%	43.8%	12.5%	18.8%	18.8%	56.3%	6.3%	18.8%	0.0%
State	24.0%	29.1%	29.3%	16.5%	1.1%	30.6%	36.4%	23.4%	8.9%	0.6%
Asian										
School	0.0%	6.1%	30.3%	57.6%	6.1%	12.1%	27.3%	39.4%	21.2%	0.0%
District	0.0%	6.1%	30.3%	57.6%	6.1%	12.1%	27.3%	39.4%	21.2%	0.0%
State	5.9%	11.9%	26.4%	46.4%	9.4%	6.7%	13.9%	26.1%	39.2%	14.1%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	17.9%	20.5%	28.2%	31.6%	1.7%	22.2%	20.5%	31.6%	23.9%	1.7%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	23.6%	24.7%	30.2%	20.0%	1.5%	25.4%	39.3%	22.1%	10.7%	2.6%
Two or More Races										
School	5.9%	0.0%	17.6%	58.8%	17.6%	11.8%	17.6%	17.6%	41.2%	11.8%
District	5.9%	0.0%	17.6%	58.8%	17.6%	11.8%	17.6%	17.6%	41.2%	11.8%
State	16.3%	22.0%	29.2%	28.7%	3.7%	21.9%	28.2%	26.8%	19.8%	3.4%

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IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	30.0%	15.0%	35.0%	20.0%	0.0%	40.0%	30.0%	15.0%	15.0%	0.0%
District	30.0%	15.0%	35.0%	20.0%	0.0%	40.0%	30.0%	15.0%	15.0%	0.0%
State	44.0%	27.4%	18.5%	9.5%	0.6%	46.5%	30.4%	15.0%	7.4%	0.7%
Students with IEPs										
School	35.7%	14.3%	42.9%	7.1%	0.0%	50.0%	21.4%	21.4%	7.1%	0.0%
District	35.7%	14.3%	42.9%	7.1%	0.0%	50.0%	21.4%	21.4%	7.1%	0.0%
State	53.7%	28.0%	13.5%	4.5%	0.2%	55.6%	30.2%	10.3%	3.6%	0.3%
Non-IEP										
School	1.0%	4.8%	24.0%	54.8%	15.4%	7.7%	26.9%	34.6%	27.9%	2.9%
District	1.0%	4.8%	24.0%	54.8%	15.4%	7.7%	26.9%	34.6%	27.9%	2.9%
State	12.0%	23.1%	32.6%	29.0%	3.3%	17.9%	29.5%	29.5%	20.3%	2.8%
English Learners										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	41.0%	36.6%	18.9%	3.4%	0.0%	46.9%	39.1%	12.3%	1.7%	0.0%
Non-English Learners										
School	1.8%	3.7%	26.6%	53.2%	14.7%	8.3%	25.7%	35.8%	27.5%	2.8%
District	1.8%	3.7%	26.6%	53.2%	14.7%	8.3%	25.7%	35.8%	27.5%	2.8%
State	14.4%	21.8%	31.6%	28.9%	3.3%	19.6%	28.2%	28.9%	20.4%	2.9%

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IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	6.1%	9.1%	36.4%	39.4%	9.1%	15.2%	30.3%	42.4%	12.1%	0.0%
District	6.1%	9.1%	36.4%	39.4%	9.1%	15.2%	30.3%	42.4%	12.1%	0.0%
State	27.2%	30.3%	27.7%	14.0%	0.9%	35.6%	35.8%	20.8%	7.3%	0.5%
Non Low Income										
School	4.7%	4.7%	22.4%	52.9%	15.3%	11.8%	24.7%	29.4%	30.6%	3.5%
District	4.7%	4.7%	22.4%	52.9%	15.3%	11.8%	24.7%	29.4%	30.6%	3.5%
State	9.0%	17.6%	32.0%	36.5%	4.8%	11.4%	23.7%	32.4%	28.1%	4.4%
Homeless										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.7%	30.8%	21.2%	8.9%	0.4%	48.4%	34.2%	13.8%	3.4%	0.2%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	50.0%	18.8%	31.3%	0.0%	0.0%	62.5%	18.8%	12.5%	6.3%	0.0%
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	38.2%	28.8%	23.1%	9.3%	0.7%	46.1%	34.2%	15.6%	4.0%	0.0%
Military										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	17.5%	25.1%	28.6%	26.9%	1.9%	21.0%	30.1%	28.9%	18.2%	1.8%

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IAR (cont)

Grade 6 – Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	5.4%	6.2%	27.7%	51.7%	14.3%	13.4%	27.7%	34.8%	26.8%	2.7%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
White										
School	7.3%	4.9%	19.6%	53.9%	19.6%	12.2%	14.7%	51.4%	24.5%	2.5%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Black										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Male										
School	9.2%	7.4%	27.7%	51.7%	9.2%	9.2%	22.2%	38.8%	33.2%	1.9%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Female										
School	1.8%	3.5%	28.1%	52.6%	19.3%	15.8%	33.3%	31.6%	21.1%	3.5%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non Binary										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 6 – Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	13.2%	13.2%	46.1%	13.2%	19.7%	19.7%	59.2%	6.6%	19.7%	0.0%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Asian										
School	0.0%	6.4%	31.9%	60.6%	6.4%	12.8%	28.7%	41.5%	22.3%	0.0%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
School	6.2%	0.0%	18.6%	61.9%	18.6%	12.4%	18.6%	18.6%	43.3%	12.4%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 6 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	31.6%	15.8%	36.8%	21.1%	0.0%	42.1%	31.6%	15.8%	15.8%	0.0%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Students with IEPs										
School	37.6%	15.0%	45.1%	7.5%	0.0%	52.6%	22.6%	22.6%	7.5%	0.0%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
School	1.0%	5.1%	25.3%	57.7%	16.2%	8.1%	28.3%	36.4%	29.4%	3.0%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
English Learners										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
School	1.9%	3.9%	28.0%	56.0%	15.5%	8.7%	27.0%	37.7%	29.0%	2.9%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 6 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	6.4%	9.6%	38.3%	41.5%	9.6%	16.0%	31.9%	44.7%	12.8%	0.0%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
School	5.0%	5.0%	23.5%	55.7%	16.1%	12.4%	26.0%	31.0%	32.2%	3.7%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Homeless										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Military										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	4.3%	6.8%	22.2%	35.9%	30.8%	5.1%	18.8%	35.0%	35.0%	6.0%
District	4.3%	6.8%	22.2%	35.9%	30.8%	5.1%	18.8%	35.0%	35.0%	6.0%
State	21.4%	20.9%	25.7%	24.6%	7.4%	14.1%	28.5%	31.7%	22.3%	3.5%
White										
School	2.5%	2.5%	25.0%	42.5%	27.5%	2.5%	15.0%	40.0%	40.0%	2.5%
District	2.5%	2.5%	25.0%	42.5%	27.5%	2.5%	15.0%	40.0%	40.0%	2.5%
State	12.4%	17.7%	28.1%	31.7%	10.0%	7.6%	21.9%	35.4%	30.8%	4.3%
Black										
School	0.0%	0.0%	46.2%	46.2%	7.7%	7.7%	15.4%	61.5%	15.4%	0.0%
District	0.0%	0.0%	46.2%	46.2%	7.7%	7.7%	15.4%	61.5%	15.4%	0.0%
State	37.8%	27.0%	21.3%	12.0%	1.9%	28.4%	41.0%	23.6%	6.6%	0.4%
Male										
School	3.2%	9.7%	25.8%	32.3%	29.0%	3.2%	11.3%	30.6%	43.5%	11.3%
District	3.2%	9.7%	25.8%	32.3%	29.0%	3.2%	11.3%	30.6%	43.5%	11.3%
State	26.0%	22.8%	24.8%	21.3%	5.1%	15.0%	27.2%	30.4%	23.3%	4.2%
Female										
School	5.5%	3.6%	18.2%	40.0%	32.7%	7.3%	27.3%	40.0%	25.5%	0.0%
District	5.5%	3.6%	18.2%	40.0%	32.7%	7.3%	27.3%	40.0%	25.5%	0.0%
State	16.5%	18.9%	26.6%	28.2%	9.8%	13.1%	29.9%	33.0%	21.3%	2.7%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	5.6%	5.6%	38.9%	38.9%	11.1%	5.6%	11.1%	38.9%	44.4%	0.0%

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	0.0%	41.7%	33.3%	16.7%	8.3%	8.3%	25.0%	41.7%	25.0%	0.0%
District	0.0%	41.7%	33.3%	16.7%	8.3%	8.3%	25.0%	41.7%	25.0%	0.0%
State	29.2%	24.9%	25.5%	17.4%	3.1%	18.3%	35.4%	31.9%	13.5%	1.0%
Asian										
School	9.5%	2.4%	9.5%	31.0%	47.6%	7.1%	19.0%	23.8%	35.7%	14.3%
District	9.5%	2.4%	9.5%	31.0%	47.6%	7.1%	19.0%	23.8%	35.7%	14.3%
State	6.8%	9.5%	20.3%	40.1%	23.3%	3.1%	10.3%	24.8%	43.6%	18.2%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	12.7%	20.7%	26.0%	33.3%	7.3%	9.5%	21.6%	37.8%	26.4%	4.7%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	21.5%	19.6%	28.8%	21.8%	8.3%	13.9%	29.4%	33.9%	20.6%	2.3%
Two or More Races										
School	0.0%	10.0%	20.0%	40.0%	30.0%	0.0%	30.0%	20.0%	50.0%	0.0%
District	0.0%	10.0%	20.0%	40.0%	30.0%	0.0%	30.0%	20.0%	50.0%	0.0%
State	21.3%	19.6%	25.1%	25.2%	8.8%	15.1%	28.8%	28.6%	23.0%	4.6%

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	15.8%	5.3%	47.4%	15.8%	15.8%	21.1%	21.1%	31.6%	26.3%	0.0%
District	15.8%	5.3%	47.4%	15.8%	15.8%	21.1%	21.1%	31.6%	26.3%	0.0%
State	48.2%	22.9%	16.5%	10.1%	2.3%	34.2%	35.5%	19.3%	9.6%	1.4%
Students with IEPs										
School	25.0%	8.3%	50.0%	8.3%	8.3%	33.3%	16.7%	33.3%	16.7%	0.0%
District	25.0%	8.3%	50.0%	8.3%	8.3%	33.3%	16.7%	33.3%	16.7%	0.0%
State	59.4%	23.0%	12.1%	4.7%	0.8%	42.9%	38.3%	13.9%	4.5%	0.5%
Non-IEP										
School	1.9%	6.7%	19.0%	39.0%	33.3%	1.9%	19.0%	35.2%	37.1%	6.7%
District	1.9%	6.7%	19.0%	39.0%	33.3%	1.9%	19.0%	35.2%	37.1%	6.7%
State	15.3%	20.5%	27.9%	27.8%	8.5%	9.5%	26.9%	34.5%	25.2%	3.9%
English Learners										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	52.3%	29.4%	15.0%	3.2%	0.2%	31.4%	45.3%	20.4%	2.8%	0.1%
Non-English Learners										
School	1.8%	5.4%	22.5%	37.8%	32.4%	2.7%	18.9%	35.1%	36.9%	6.3%
District	1.8%	5.4%	22.5%	37.8%	32.4%	2.7%	18.9%	35.1%	36.9%	6.3%
State	17.1%	19.7%	27.2%	27.6%	8.4%	11.7%	26.2%	33.2%	25.0%	3.9%

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	8.8%	8.8%	32.4%	35.3%	14.7%	5.9%	38.2%	35.3%	17.6%	2.9%
District	8.8%	8.8%	32.4%	35.3%	14.7%	5.9%	38.2%	35.3%	17.6%	2.9%
State	31.8%	25.8%	24.3%	15.4%	2.7%	21.6%	37.4%	29.0%	11.2%	0.8%
Non Low Income										
School	2.4%	6.0%	18.1%	36.1%	37.3%	4.8%	10.8%	34.9%	42.2%	7.2%
District	2.4%	6.0%	18.1%	36.1%	37.3%	4.8%	10.8%	34.9%	42.2%	7.2%
State	11.5%	16.2%	27.0%	33.4%	11.8%	6.9%	20.0%	34.2%	32.9%	6.0%
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	44.5%	25.6%	18.7%	9.7%	1.5%	32.9%	39.9%	21.6%	5.5%	0.1%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	40.0%	20.0%	16.0%	24.0%	0.0%	20.0%	32.0%	36.0%	12.0%	0.0%
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	39.4%	26.7%	20.1%	12.8%	0.9%	32.1%	39.4%	21.6%	6.3%	0.6%
Military										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.3%	21.1%	26.0%	23.9%	7.8%	15.5%	29.3%	32.5%	20.6%	2.1%

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IAR (cont)

Grade 7 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	4.3%	6.9%	22.4%	36.2%	31.1%	5.2%	19.0%	35.4%	35.4%	6.0%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
White										
School	2.5%	2.5%	24.5%	41.6%	26.9%	2.5%	14.7%	39.2%	39.2%	2.5%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Black										
School	0.0%	0.0%	48.6%	48.6%	8.1%	8.1%	16.2%	64.8%	16.2%	0.0%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Male										
School	3.3%	9.9%	26.3%	32.9%	29.6%	3.3%	11.5%	31.3%	44.4%	11.5%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Female										
School	5.4%	3.6%	18.2%	39.9%	32.7%	7.3%	27.2%	39.9%	25.4%	0.0%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 7 – Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	0.0%	43.9%	35.1%	17.5%	8.8%	8.8%	26.3%	43.9%	26.3%	0.0%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Asian										
School	9.8%	2.5%	9.8%	31.8%	49.0%	7.3%	19.6%	24.5%	36.7%	14.7%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
School	0.0%	9.6%	19.1%	38.3%	28.7%	0.0%	28.7%	19.1%	47.9%	0.0%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 7 – Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	15.8%	5.3%	47.4%	15.8%	15.8%	21.1%	21.1%	31.6%	26.3%	0.0%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Students with IEPs										
School	26.3%	8.8%	52.6%	8.8%	8.8%	35.1%	17.5%	35.1%	17.5%	0.0%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
School	1.9%	6.7%	19.1%	39.2%	33.5%	1.9%	19.1%	35.4%	37.3%	6.7%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
English Learners										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
School	1.8%	5.5%	22.9%	38.4%	33.0%	2.8%	19.2%	35.7%	37.5%	6.4%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 7 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	9.0%	9.0%	33.1%	36.1%	15.0%	6.0%	39.1%	36.1%	18.1%	3.0%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
School	2.4%	6.1%	18.2%	36.3%	37.5%	4.8%	10.9%	35.1%	42.4%	7.3%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Military										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	21.6%	24.5%	21.6%	28.4%	3.9%	17.8%	25.7%	23.8%	24.8%	7.9%
District	21.6%	24.5%	21.6%	28.4%	3.9%	17.8%	25.7%	23.8%	24.8%	7.9%
State	24.0%	20.6%	25.1%	25.9%	4.4%	29.2%	28.6%	19.1%	19.2%	3.9%
White										
School	18.9%	21.6%	13.5%	43.2%	2.7%	8.3%	27.8%	27.8%	22.2%	13.9%
District	18.9%	21.6%	13.5%	43.2%	2.7%	8.3%	27.8%	27.8%	22.2%	13.9%
State	15.8%	18.3%	27.4%	32.7%	5.9%	19.1%	26.0%	23.4%	26.8%	4.8%
Black										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.7%	25.9%	20.8%	12.6%	1.1%	51.5%	31.9%	10.8%	5.5%	0.4%
Male										
School	22.6%	24.5%	17.0%	34.0%	1.9%	15.4%	23.1%	21.2%	26.9%	13.5%
District	22.6%	24.5%	17.0%	34.0%	1.9%	15.4%	23.1%	21.2%	26.9%	13.5%
State	29.5%	22.7%	23.9%	21.2%	2.7%	30.3%	27.3%	18.7%	19.4%	4.3%
Female										
School	20.4%	24.5%	26.5%	22.4%	6.1%	20.4%	28.6%	26.5%	22.4%	2.0%
District	20.4%	24.5%	26.5%	22.4%	6.1%	20.4%	28.6%	26.5%	22.4%	2.0%
State	18.2%	18.5%	26.3%	30.7%	6.3%	28.1%	30.0%	19.5%	18.9%	3.4%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	19.2%	3.8%	19.2%	50.0%	7.7%	36.0%	8.0%	12.0%	36.0%	8.0%

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IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	23.5%	29.4%	29.4%	17.6%	0.0%	41.2%	23.5%	17.6%	11.8%	5.9%
District	23.5%	29.4%	29.4%	17.6%	0.0%	41.2%	23.5%	17.6%	11.8%	5.9%
State	31.0%	23.4%	25.0%	18.7%	1.8%	36.3%	33.7%	17.5%	11.4%	1.1%
Asian										
School	21.2%	24.2%	27.3%	27.3%	0.0%	15.2%	24.2%	24.2%	30.3%	6.1%
District	21.2%	24.2%	27.3%	27.3%	0.0%	15.2%	24.2%	24.2%	30.3%	6.1%
State	8.0%	9.5%	19.9%	46.7%	15.9%	8.7%	15.1%	17.3%	38.0%	20.8%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	20.0%	16.4%	27.1%	30.7%	5.7%	24.3%	27.9%	17.9%	25.7%	4.3%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	31.0%	22.2%	24.9%	21.0%	1.0%	35.2%	32.0%	20.3%	10.8%	1.7%
Two or More Races										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	22.9%	20.0%	24.1%	27.7%	5.3%	29.6%	26.7%	18.5%	19.9%	5.3%

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IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	45.5%	21.2%	12.1%	18.2%	3.0%	36.4%	30.3%	12.1%	12.1%	9.1%
District	45.5%	21.2%	12.1%	18.2%	3.0%	36.4%	30.3%	12.1%	12.1%	9.1%
State	49.6%	22.6%	15.7%	10.7%	1.4%	52.0%	27.7%	10.6%	8.3%	1.5%
Students with IEPs										
School	65.0%	25.0%	10.0%	0.0%	0.0%	55.0%	25.0%	10.0%	10.0%	0.0%
District	65.0%	25.0%	10.0%	0.0%	0.0%	55.0%	25.0%	10.0%	10.0%	0.0%
State	61.3%	22.7%	11.2%	4.4%	0.4%	62.7%	27.3%	6.3%	3.2%	0.5%
Non-IEP										
School	11.0%	24.4%	24.4%	35.4%	4.9%	8.6%	25.9%	27.2%	28.4%	9.9%
District	11.0%	24.4%	24.4%	35.4%	4.9%	8.6%	25.9%	27.2%	28.4%	9.9%
State	18.3%	20.3%	27.2%	29.1%	5.0%	24.2%	28.8%	21.0%	21.6%	4.4%
English Learners										
School	70.6%	17.6%	5.9%	5.9%	0.0%	70.6%	23.5%	5.9%	0.0%	0.0%
District	70.6%	17.6%	5.9%	5.9%	0.0%	70.6%	23.5%	5.9%	0.0%	0.0%
State	53.5%	27.2%	15.3%	3.9%	0.1%	54.3%	34.9%	8.6%	2.1%	0.1%
Non-English Learners										
School	11.8%	25.9%	24.7%	32.9%	4.7%	7.1%	26.2%	27.4%	29.8%	9.5%
District	11.8%	25.9%	24.7%	32.9%	4.7%	7.1%	26.2%	27.4%	29.8%	9.5%
State	20.0%	19.8%	26.4%	28.8%	5.0%	25.9%	27.8%	20.5%	21.5%	4.4%

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IAR (cont)

Grade 8

| | ELA | | | | | Mathematics | | | | |
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	21.2%	36.4%	27.3%	12.1%	3.0%	21.2%	39.4%	18.2%	18.2%	3.0%
District	21.2%	36.4%	27.3%	12.1%	3.0%	21.2%	39.4%	18.2%	18.2%	3.0%
State	34.2%	24.5%	23.4%	16.3%	1.7%	41.5%	32.8%	15.2%	9.6%	1.0%
Non Low Income										
School	21.7%	18.8%	18.8%	36.2%	4.3%	16.2%	19.1%	26.5%	27.9%	10.3%
District	21.7%	18.8%	18.8%	36.2%	4.3%	16.2%	19.1%	26.5%	27.9%	10.3%
State	14.3%	17.0%	26.7%	34.9%	7.0%	17.7%	24.7%	22.8%	28.2%	6.6%
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	43.9%	25.3%	19.7%	10.2%	0.9%	52.4%	31.3%	10.8%	5.1%	0.5%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	47.4%	36.8%	5.3%	10.5%	0.0%	42.1%	31.6%	15.8%	10.5%	0.0%
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	46.5%	24.2%	17.8%	10.4%	1.0%	56.8%	30.2%	8.4%	4.3%	0.3%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	25.4%	22.4%	22.0%	27.3%	2.9%	27.9%	29.6%	22.9%	18.3%	1.3%

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

IAR (cont)

Grade 8 – Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	22.7%	25.8%	22.7%	29.9%	4.1%	18.6%	26.8%	24.8%	25.8%	8.3%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
White										
School	19.9%	22.8%	14.2%	45.5%	2.8%	8.5%	28.5%	28.5%	22.8%	14.2%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Black										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Male										
School	23.8%	25.8%	17.9%	35.8%	2.0%	15.9%	23.8%	21.9%	27.8%	13.9%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Female										
School	21.5%	25.8%	27.9%	23.6%	6.4%	21.5%	30.1%	27.9%	23.6%	2.2%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 8 – Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	24.8%	31.0%	31.0%	18.6%	0.0%	43.3%	24.8%	18.6%	12.4%	6.2%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Asian										
School	22.3%	25.5%	28.7%	28.7%	0.0%	16.0%	25.5%	25.5%	31.9%	6.4%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 8 – Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	47.9%	22.3%	12.8%	19.1%	3.2%	38.3%	31.9%	12.8%	12.8%	9.6%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Students with IEPs										
School	68.4%	26.3%	10.5%	0.0%	0.0%	57.9%	26.3%	10.5%	10.5%	0.0%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
School	11.6%	25.7%	25.7%	37.2%	5.1%	9.0%	27.0%	28.2%	29.5%	10.3%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
English Learners										
School	74.3%	18.6%	6.2%	6.2%	0.0%	74.3%	24.8%	6.2%	0.0%	0.0%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
School	12.4%	27.2%	26.0%	34.7%	5.0%	7.4%	27.2%	28.5%	31.0%	9.9%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 8 – Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	22.3%	38.3%	28.7%	12.8%	3.2%	22.3%	41.5%	19.1%	19.1%	3.2%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
School	22.9%	19.8%	19.8%	38.1%	4.6%	16.8%	19.8%	27.5%	29.0%	10.7%
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Homeless										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Military										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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

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05- 016- 0735- 02- 1003 | OLIVER MCCRACKEN MIDDLE SCHOOL   PAGE 28

DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	60.8%	25.1%	12.2%	1.9%	71.0%	18.7%	6.3%	4.1%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.7%	23.9%	12.6%	2.8%	71.8%	17.1%	6.7%	4.4%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	53.6%	32.4%	13.1%	1.0%	70.7%	18.0%	7.3%	4.0%
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	59.8%	25.6%	13.0%	1.6%	68.0%	19.5%	8.0%	4.5%
Female								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	62.6%	24.1%	10.8%	2.5%	76.7%	17.1%	3.0%	3.2%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	65.4%	21.7%	11.3%	1.6%	69.7%	21.4%	4.9%	4.1%
Asian								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	70.3%	20.3%	9.4%	0.0%	75.0%	15.6%	4.7%	4.7%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	0.0%	40.0%	0.0%	80.0%	20.0%	0.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	58.3%	29.2%	10.4%	2.1%	66.0%	25.5%	8.5%	0.0%

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DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	60.8%	25.1%	12.2%	1.9%	71.0%	18.7%	6.3%	4.1%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	60.8%	25.1%	12.2%	1.9%	71.0%	18.7%	6.3%	4.1%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	65.8%	21.7%	11.5%	1.1%	70.5%	18.9%	5.9%	4.6%
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	58.9%	26.4%	12.5%	2.2%	71.1%	18.6%	6.4%	3.9%

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DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	58.5%	27.3%	12.3%	1.8%	70.1%	18.5%	6.8%	4.6%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	64.1%	21.8%	12.1%	2.0%	72.3%	18.9%	5.5%	3.3%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	41.4%	37.9%	20.7%	0.0%	51.7%	31.0%	13.8%	3.4%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	52.6%	31.6%	15.8%	0.0%	68.4%	21.1%	5.3%	5.3%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	50.0%	30.0%	20.0%	0.0%	60.0%	40.0%	0.0%	0.0%

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DLM (cont)

Grade 6 – Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Female								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 6 – Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Asian								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 6 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 6 – Accountability Proficiency

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

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

DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	31.1%	14.2%	1.7%	78.1%	14.2%	5.4%	2.4%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	55.1%	29.9%	13.2%	1.8%	78.4%	14.3%	5.2%	2.1%
Black								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	45.0%	37.2%	15.4%	2.3%	76.5%	12.8%	6.7%	4.0%
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.6%	32.3%	13.5%	1.5%	77.1%	14.4%	6.0%	2.6%
Female								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.7%	28.6%	15.6%	2.1%	80.3%	13.7%	4.1%	1.9%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	54.8%	29.6%	14.4%	1.2%	78.2%	15.1%	4.8%	1.9%
Asian								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	60.0%	25.3%	12.0%	2.7%	80.0%	13.3%	5.3%	1.3%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	40.0%	0.0%	0.0%	80.0%	20.0%	0.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	51.1%	26.7%	22.2%	0.0%	81.8%	13.6%	4.5%	0.0%

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DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	31.1%	14.2%	1.7%	78.1%	14.2%	5.4%	2.4%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	31.1%	14.2%	1.7%	78.1%	14.2%	5.4%	2.4%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	56.4%	29.4%	12.8%	1.4%	80.7%	13.9%	4.3%	1.1%
Non-English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	51.8%	31.7%	14.7%	1.8%	77.2%	14.3%	5.7%	2.8%

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DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	51.4%	31.6%	15.4%	1.6%	77.5%	14.2%	5.3%	3.0%
Non Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.6%	30.3%	12.2%	1.9%	79.2%	14.1%	5.4%	1.3%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	33.3%	45.8%	20.8%	0.0%	62.5%	29.2%	8.3%	0.0%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	35.0%	5.0%	0.0%	84.2%	10.5%	5.3%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	62.5%	37.5%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

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DLM (cont)

Grade 7 – Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Black								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Female								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 7 – Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Asian								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 7 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 7 - Accountability Proficiency

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

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DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.7%	30.6%	15.6%	0.1%	69.5%	24.7%	3.9%	1.9%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	53.2%	31.6%	15.2%	0.0%	70.1%	23.7%	4.1%	2.1%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	50.6%	33.4%	16.0%	0.0%	68.2%	24.6%	5.2%	2.0%
Male								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	53.5%	31.3%	15.1%	0.1%	68.3%	25.7%	4.3%	1.7%
Female								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	54.2%	29.2%	16.5%	0.0%	71.7%	22.8%	3.2%	2.2%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	56.2%	27.9%	15.7%	0.2%	69.6%	26.6%	2.0%	1.8%
Asian								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	62.1%	28.8%	9.1%	0.0%	71.6%	20.9%	6.0%	1.5%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	48.7%	23.1%	28.2%	0.0%	66.7%	28.2%	5.1%	0.0%

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DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.7%	30.6%	15.6%	0.1%	69.5%	24.7%	3.9%	1.9%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.7%	30.6%	15.6%	0.1%	69.5%	24.7%	3.9%	1.9%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	56.5%	28.1%	15.4%	0.0%	68.6%	27.2%	3.2%	1.1%
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	52.8%	31.4%	15.7%	0.1%	69.8%	23.9%	4.2%	2.2%

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DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	50.8%	32.0%	17.2%	0.0%	67.1%	26.8%	4.1%	1.9%
Non Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	57.8%	28.6%	13.4%	0.2%	72.6%	21.9%	3.6%	1.9%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	29.4%	47.1%	23.5%	0.0%	55.9%	41.2%	2.9%	0.0%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	52.4%	23.8%	23.8%	0.0%	80.0%	10.0%	10.0%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	16.7%	66.7%	16.7%	0.0%	33.3%	66.7%	0.0%	0.0%

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DLM (cont)

Grade 8 – Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Male								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Female								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 8 – Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Asian								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 8 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 8 – Accountability Proficiency

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

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DLM (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	69.2%	17.4%	12.5%	0.9%
White				
School	*	*	*	*
District	*	*	*	*
State	68.2%	16.2%	14.3%	1.3%
Black				
School	*	*	*	*
District	*	*	*	*
State	68.2%	17.3%	13.6%	0.9%
Male				
School	*	*	*	*
District	*	*	*	*
State	68.8%	17.0%	13.4%	0.9%
Female				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	70.0%	18.1%	10.8%	1.1%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*

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DLM (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	*	*	*	*
District	*	*	*	*
State	71.3%	18.1%	10.1%	0.5%
Asian				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	74.6%	17.5%	6.3%	1.6%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
American Indian				
School	*	*	*	*
District	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%
Two or More Races				
School	*	*	*	*
District	*	*	*	*
State	59.5%	24.3%	16.2%	0.0%

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DLM (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	69.2%	17.4%	12.5%	0.9%
Students with IEPs				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	69.2%	17.4%	12.5%	0.9%
Non-IEP				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
English Learners				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	71.3%	18.5%	9.6%	0.6%
Non-English Learners				
School	*	*	*	*
District	*	*	*	*
State	68.4%	17.0%	13.5%	1.1%

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

DLM (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	*	*	*	*
District	*	*	*	*
State	66.5%	18.3%	14.3%	0.9%
Non Low Income				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	72.8%	16.0%	10.1%	1.0%
Homeless				
School	*	*	*	*
District	*	*	*	*
State	50.0%	38.2%	11.8%	0.0%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	75.0%	12.5%	6.3%	6.3%
Military				
School	*	*	*	*
District	*	*	*	*
State	100.0%	0.0%	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.

DLM (cont)

Grade 8 – Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
School	‡	‡	‡	‡
District	*	*	*	*
State	*	*	*	*
White				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Black				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Male				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Female				
School	‡	‡	‡	‡
District	*	*	*	*
State	*	*	*	*
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*

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

DLM (cont)

Grade 8 – Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Asian				
School	‡	‡	‡	‡
District	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
American Indian				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Two or More Races				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*

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

DLM (cont)

Grade 8 - Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	‡	‡	‡	‡
District	*	*	*	*
State	*	*	*	*
Students with IEPs				
School	‡	‡	‡	‡
District	*	*	*	*
State	*	*	*	*
Non-IEP				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
English Learners				
School	‡	‡	‡	‡
District	*	*	*	*
State	*	*	*	*
Non-English Learners				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*

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

DLM (cont)

Grade 8 – Accountability Proficiency

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

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ISA

What is it?

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

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

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05- 016- 0735- 02- 1003 | OLIVER MCCRACKEN MIDDLE SCHOOL   **PAGE 61**

ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
School	15.5%	16.5%	46.6%	21.4%
District	15.5%	16.5%	46.6%	21.4%
State	17.3%	31.8%	35.6%	15.3%
White				
School	10.8%	13.5%	45.9%	29.7%
District	10.8%	13.5%	45.9%	29.7%
State	9.7%	25.6%	42.9%	21.8%
Black				
School	30.0%	10.0%	50.0%	10.0%
District	30.0%	10.0%	50.0%	10.0%
State	33.3%	41.9%	21.3%	3.6%
Male				
School	15.1%	13.2%	41.5%	30.2%
District	15.1%	13.2%	41.5%	30.2%
State	18.9%	30.1%	34.7%	16.3%
Female				
School	16.0%	20.0%	52.0%	12.0%
District	16.0%	20.0%	52.0%	12.0%
State	15.6%	33.5%	36.6%	14.3%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	11.8%	17.6%	41.2%	29.4%

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ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	29.4%	23.5%	29.4%	17.6%
District	29.4%	23.5%	29.4%	17.6%
State	22.6%	39.0%	31.4%	6.9%
Asian				
School	12.1%	18.2%	57.6%	12.1%
District	12.1%	18.2%	57.6%	12.1%
State	5.3%	15.8%	40.2%	38.7%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	13.6%	29.3%	35.7%	21.4%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	22.6%	37.1%	31.1%	9.2%
Two or More Races				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	16.0%	30.6%	35.3%	18.2%

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

ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	**34.4%**	**12.5%**	**37.5%**	**15.6%**
District	**34.4%**	**12.5%**	**37.5%**	**15.6%**
State	**35.5%**	**35.9%**	**21.1%**	**7.5%**
Students with IEPs				
School	**50.0%**	**15.0%**	**30.0%**	**5.0%**
District	**50.0%**	**15.0%**	**30.0%**	**5.0%**
State	**44.5%**	**38.4%**	**14.1%**	**3.0%**
Non-IEP				
School	**7.2%**	**16.9%**	**50.6%**	**25.3%**
District	**7.2%**	**16.9%**	**50.6%**	**25.3%**
State	**13.3%**	**30.8%**	**38.8%**	**17.1%**
English Learners				
School	**57.9%**	**36.8%**	**5.3%**	**0.0%**
District	**57.9%**	**36.8%**	**5.3%**	**0.0%**
State	**39.7%**	**46.8%**	**13.1%**	**0.5%**
Non-English Learners				
School	**6.0%**	**11.9%**	**56.0%**	**26.2%**
District	**6.0%**	**11.9%**	**56.0%**	**26.2%**
State	**14.2%**	**29.7%**	**38.7%**	**17.3%**

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ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	**23.7%**	**13.2%**	**50.0%**	**13.2%**
District	**23.7%**	**13.2%**	**50.0%**	**13.2%**
State	**25.9%**	**39.5%**	**28.5%**	**6.1%**
Non Low Income				
School	**10.8%**	**18.5%**	**44.6%**	**26.2%**
District	**10.8%**	**18.5%**	**44.6%**	**26.2%**
State	**9.4%**	**24.8%**	**42.1%**	**23.7%**
Homeless				
School	*	*	*	*
District	*	*	*	*
State	**36.0%**	**39.8%**	**20.6%**	**3.6%**
Migrant				
School	*	*	*	*
District	*	*	*	*
State	**30.0%**	**45.0%**	**25.0%**	**0.0%**
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	**36.5%**	**39.9%**	**20.1%**	**3.5%**
Military				
School	*	*	*	*
District	*	*	*	*
State	**16.9%**	**29.7%**	**38.6%**	**14.9%**

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

ISA (cont)

Grade 8 – Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
School	16.2%	17.2%	48.6%	22.3%
District	*	*	*	*
State	*	*	*	*
White				
School	11.4%	14.2%	48.4%	31.3%
District	*	*	*	*
State	*	*	*	*
Black				
School	31.6%	10.5%	52.6%	10.5%
District	*	*	*	*
State	*	*	*	*
Male				
School	15.6%	13.7%	42.9%	31.2%
District	*	*	*	*
State	*	*	*	*
Female				
School	16.8%	21.1%	54.7%	12.6%
District	*	*	*	*
State	*	*	*	*
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*

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ISA (cont)

Grade 8 – Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	**29.2%**	**23.4%**	**29.2%**	**17.5%**
District	*	*	*	*
State	*	*	*	*
Asian				
School	**12.8%**	**19.1%**	**60.6%**	**12.8%**
District	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
American Indian				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Two or More Races				
School	‡	‡	‡	‡
District	*	*	*	*
State	*	*	*	*

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ISA (cont)

Grade 8 - Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	**35.1%**	**12.8%**	**38.3%**	**16.0%**
District	*	*	*	*
State	*	*	*	*
Students with IEPs				
School	**52.6%**	**15.8%**	**31.6%**	**5.3%**
District	*	*	*	*
State	*	*	*	*
Non-IEP				
School	**7.5%**	**17.5%**	**52.6%**	**26.3%**
District	*	*	*	*
State	*	*	*	*
English Learners				
School	**60.9%**	**38.8%**	**5.5%**	**0.0%**
District	*	*	*	*
State	*	*	*	*
Non-English Learners				
School	**6.2%**	**12.4%**	**58.2%**	**27.2%**
District	*	*	*	*
State	*	*	*	*

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ISA (cont)

Grade 8 – Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	24.3%	13.5%	51.3%	13.5%
District	*	*	*	*
State	*	*	*	*
Non Low Income				
School	11.3%	19.4%	47.0%	27.5%
District	*	*	*	*
State	*	*	*	*
Homeless				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Military				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*

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Proficiency

What is it?

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

ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	54.1% *	51.4% *	57.2% *	‡ *	62.5% *	40.6% *	24.4% *	56.3% *	* *	* *	69.7% *	22.1% *
District	47.0% *	43.1% *	51.4% *	‡ *	52.8% *	36.1% *	27.9% *	45.2% *	‡ *	‡ *	70.0% *	23.8% *
State	29.9% *	25.5% *	34.7% *	50.5% *	39.4% *	12.1% *	18.4% *	58.6% *	38.7% *	23.5% *	33.6% *	12.9% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	5.9% *	2.9% *	37.3% *	‡ *	* *	* *	‡ *
District	11.7% *	13.3% *	32.1% *	‡ *	* *	‡ *	33.3% *
State	7.0% *	6.9% *	15.9% *	9.3% *	10.2% *	11.0% *	31.1% *

Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	33.4% *	42.5% *	24.1% *	‡ *	34.5% *	18.8% *	20.0% *	35.7% *	* *	* *	54.5% *	19.5% *
District	33.9% *	39.0% *	28.6% *	‡ *	38.0% *	18.0% *	20.9% *	33.5% *	‡ *	‡ *	55.0% *	18.9% *
State	25.8% *	27.3% *	24.3% *	37.2% *	35.6% *	6.8% *	13.5% *	60.2% *	33.4% *	19.1% *	28.5% *	12.2% *

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Proficiency (cont)

Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	9.8% *	0.0% *	17.6% *	‡ *	* *	* *	‡ *
District	10.7% *	9.7% *	18.9% *	‡ *	* *	‡ *	41.7% *
State	7.2% *	6.8% *	11.4% *	5.6% *	7.3% *	6.7% *	26.1% *

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	67.0% *	71.0% *	62.0% *	‡ *	75.0% *	60.0% *	47.0% *	67.0% *	* *	* *	‡ *	51.0% *
District	59.0% *	60.0% *	59.0% *	‡ *	67.0% *	50.0% *	48.0% *	53.0% *	‡ *	‡ *	86.0% *	44.0% *
State	50.0% *	50.0% *	50.0% *	75.0% *	63.0% *	23.0% *	37.0% *	76.0% *	56.0% *	41.0% *	54.0% *	28.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	33.0% *	5.0% *	63.0% *	‡ *	* *	* *	‡ *
District	31.0% *	12.0% *	50.0% *	‡ *	* *	‡ *	‡ *
State	17.0% *	16.0% *	33.0% *	22.0% *	19.0% *	24.0% *	54.0% *

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

Proficiency (cont)

ELA - All Tests - Accountability Proficiency

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	56.1%	53.5%	59.2%	‡	64.2%	42.8%	25.7%	58.7%	‡	‡	71.2%	22.9%
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	6.2%	2.9%	38.8%	‡	‡	‡	‡
District	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

Mathematics - All Tests - Accountability Proficiency

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	34.6%	44.0%	24.9%	‡	35.1%	19.7%	21.1%	37.3%	‡	‡	55.7%	20.2%
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

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

Proficiency (cont)

Mathematics – All Tests – Accountability Proficiency

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	10.3%	0.0%	18.4%	‡	‡	‡	‡
District	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

Science – All Tests – Accountability Proficiency

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	70.2%	74.1%	66.0%	‡	79.7%	63.2%	46.8%	71.2%	‡	‡	‡	52.6%
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	35.1%	5.3%	64.8%	‡	‡	‡	‡
District	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

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

Growth Percentile – IAR

What is it?

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

ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**62.9%** **9,505**	**62.6%** **5,005**	**63.9%** **4,474**	‡ ‡	**68.3%** **4,303**	**59.7%** **896**	**53.2%** **1,170**	**55.0%** **1,871**	* *	* *	**74.4%** **1,265**	**58.8%** **2,115**
District	57.5% 15,240	57.8% 8,214	57.4% 7,000	‡ ‡	60.0% 6,543	59.4% 1,486	53.0% 1,909	51.7% 3,518	‡ ‡	‡ ‡	66.5% 1,728	55.0% 3,573
State	50.0% 23,717,338	48.1% 11,693,654	52.0% 12,021,349	57.0% 2,335	51.2% 13,262,181	44.9% 2,826,582	48.0% 5,143,887	58.7% 1,428,782	51.2% 23,226	48.6% 45,870	49.9% 986,810	42.5% 3,707,063

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	**44.0%** **879**	**34.8%** **452**	**58.9%** **2,002**	‡ ‡	* *	* *	‡ ‡
District	46.6% 2,005	42.7% 1,365	55.4% 3,659	‡ ‡	* *	‡ ‡	‡ ‡
State	40.2% 2,664,600	45.0% 2,435,298	46.5% 9,507,314	44.3% 347,058	45.1% 4,018	43.1% 117,964	49.2% 175,889

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

Growth Percentile – IAR (cont)

Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**52.0%** **8,001**	**54.1%** **4,548**	**50.0%** **3,451**	‡ ‡	**53.9%** **3,609**	**59.2%** **888**	**58.1%** **1,220**	**46.4%** **1,623**	* *	* *	**41.3%** **661**	**48.2%** **1,686**
District	50.6% 14,662	53.1% 8,383	47.9% 6,277	‡ ‡	52.3% 6,219	51.7% 1,396	53.4% 2,084	48.1% 3,707	‡ ‡	‡ ‡	46.3% 1,251	45.5% 3,142
State	50.0% 23,403,002	49.7% 11,949,676	50.1% 11,451,373	50.1% 1,953	50.8% 13,062,419	44.1% 2,704,988	49.2% 5,196,730	58.2% 1,401,896	53.7% 23,742	50.2% 46,477	49.5% 966,750	42.8% 3,669,151

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	**40.2%** **763**	**34.7%** **416**	**58.0%** **1,798**	‡ ‡	* *	* *	‡ ‡
District	39.8% 1,793	44.0% 1,539	51.4% 3,498	‡ ‡	* *	‡ ‡	‡ ‡
State	40.2% 2,619,125	46.4% 2,468,626	46.9% 9,433,658	43.3% 331,759	44.9% 3,997	42.8% 115,342	49.2% 174,269

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Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	98.6% *	98.9% *	98.2% *	‡ *	97.6% *	100.0% *	100.0% *	99.1% *	* *	* *	97.1% *	98.7% *
District	98.8% *	98.6% *	99.1% *	‡ *	97.9% *	100.0% *	100.0% *	99.1% *	‡ *	‡ *	98.4% *	98.6% *
State	98.0% *	97.8% *	98.1% *	96.9% *	98.4% *	96.7% *	97.9% *	99.0% *	98.3% *	97.1% *	96.6% *	96.5% *

	Students with IEPs	English Learners	Low Income
School	100.0% *	97.2% *	99.0% *
District	99.0% *	98.3% *	99.0% *
State	96.2% *	98.1% *	97.6% *

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	98.3% *	98.3% *	98.2% *	‡ *	96.7% *	100.0% *	100.0% *	99.1% *	* *	* *	97.1% *	98.7% *
District	98.5% *	98.0% *	99.1% *	‡ *	97.0% *	100.0% *	100.0% *	99.1% *	‡ *	‡ *	98.4% *	98.6% *
State	97.7% *	97.6% *	97.9% *	95.9% *	98.3% *	96.3% *	97.7% *	98.8% *	97.9% *	96.8% *	96.3% *	96.0% *

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

Participation Rate (cont)

Mathematics - All Tests - Participation

	Students with IEPs	English Learners	Low Income
School	100.0% *	97.2% *	99.0% *
District	99.0% *	98.3% *	99.0% *
State	95.7% *	97.9% *	97.3% *

Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	99.0% *	98.1% *	100.0% *	‡ *	100.0% *	100.0% *	94.4% *	100.0% *	* *	* *	‡ *	97.1% *
District	98.6% *	98.3% *	99.0% *	‡ *	100.0% *	100.0% *	93.9% *	98.6% *	‡ *	‡ *	100.0% *	98.3% *
State	98.0% *	97.9% *	98.0% *	94.7% *	98.5% *	96.6% *	97.6% *	99.1% *	98.2% *	96.7% *	97.7% *	96.9% *

	Students with IEPs	English Learners	Low Income
School	100.0% *	100.0% *	97.4% *
District	100.0% *	100.0% *	98.6% *
State	97.0% *	98.0% *	97.4% *

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

Participation Rate (cont)

Overall IAR ELA – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	98.5% *	98.9% *	98.2% *	‡ *	97.6% *	100.0% *	100.0% *	99.1% *	* *	* *	97.1% *	98.6% *
District	98.8% 652	98.6% 340	99.0% 311	‡ 1	97.9% 228	100.0% 60	100.0% 86	99.1% 215	‡ 1	‡ 2	98.4% 60	98.5% 133
State	98.4% 788,429	98.4% 402,561	98.5% 385,799	95.8% 69	98.6% 364,253	97.8% 130,257	98.7% 215,653	99.0% 43,144	98.4% 785	97.8% 1,886	96.9% 32,451	97.1% 143,721

	Students with IEPs	English Learners	Low Income
School	100.0% *	97.0% *	99.0% *
District	98.9% 93	98.1% 105	99.0% 191
State	96.9% 111,550	98.7% 117,879	98.4% 385,305

Overall IAR Mathematics – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	98.2% *	98.3% *	98.2% *	‡ *	96.7% *	100.0% *	100.0% *	99.1% *	* *	* *	97.1% *	98.6% *
District	98.5% 650	98.0% 338	99.0% 311	‡ 1	97.0% 226	100.0% 60	100.0% 86	99.1% 215	‡ 1	‡ 2	98.4% 60	98.5% 133
State	98.2% 786,393	98.1% 401,483	98.3% 384,842	94.4% 68	98.5% 363,642	97.3% 129,607	98.5% 215,109	98.8% 43,028	97.9% 781	97.5% 1,879	96.6% 32,347	96.7% 143,089

	Students with IEPs	English Learners	Low Income
School	100.0% *	97.0% *	99.0% *
District	98.9% 93	98.1% 105	99.0% 191
State	96.5% 111,027	98.5% 117,563	98.1% 383,972

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

Participation Rate (cont)

Overall DLM ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	‡ *	* *	* *	‡ *	* *	‡ *	* *	* *	* *	‡ *
District	**100.0%** 10	‡ 6	‡ 4	* *	‡ 3	‡ 1	* *	‡ 6	* *	* *	* *	**100.0%** 10
State	**99.9%** 10,693	**99.9%** 7,160	**99.9%** 3,533	* *	**99.9%** 4,222	**100.0%** 2,489	**99.9%** 3,012	**99.8%** 579	**100.0%** 7	**100.0%** 37	**99.7%** 347	**99.9%** 10,693

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	**100.0%** 10	‡ 8	‡ 5
State	**99.9%** 10,693	**99.9%** 2,734	**99.9%** 6,388

Overall DLM Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	‡ *	* *	* *	‡ *	* *	‡ *	* *	* *	* *	‡ *
District	**100.0%** 10	‡ 6	‡ 4	* *	‡ 3	‡ 1	* *	‡ 6	* *	* *	* *	**100.0%** 10
State	**99.9%** 10,644	**99.9%** 7,125	**99.9%** 3,519	* *	**99.9%** 4,211	**100.0%** 2,479	**99.9%** 2,993	**99.8%** 573	**100.0%** 7	**100.0%** 37	**99.7%** 344	**99.9%** 10,644

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	**100.0%** 10	‡ 8	‡ 5
State	**99.9%** 10,644	**99.9%** 2,712	**99.9%** 6,355

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

Participation Rate (cont)

Overall DLM Science - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *	* *	* *	* *	‡ *
District	‡ 1	* *	‡ 1	* *	* *	* *	* *	‡ 1	* *	* *	* *	‡ 1
State	**100.0%** 4,158	**100.0%** 2,775	**100.0%** 1,383	* *	**100.0%** 1,683	**100.0%** 956	**100.0%** 1,153	**99.6%** 229	**100.0%** 4	**100.0%** 15	**100.0%** 118	**100.0%** 4,158

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	* *
District	‡ 1	‡ 1	* *
State	**100.0%** 4,158	**99.9%** 987	**100.0%** 2,392

Overall - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**99.0%** *	**98.1%** *	**100.0%** *	* *	**100.0%** *	**100.0%** *	**94.4%** *	**100.0%** *	* *	* *	‡ *	**97.0%** *
District	**98.6%** 212	**98.3%** 115	**99.0%** 97	* *	**100.0%** 76	**100.0%** 18	**93.9%** 31	**98.6%** 70	* *	‡ 2	**100.0%** 15	**98.3%** 57
State	**97.9%** 395,258	**97.9%** 201,018	**98.0%** 194,204	**94.7%** 36	**98.5%** 185,552	**96.6%** 61,374	**97.6%** 110,216	**99.0%** 22,083	**98.2%** 426	**96.6%** 980	**97.7%** 14,627	**96.7%** 70,516

	Students with IEPs	English Learners	Low Income
School	**100.0%** *	**100.0%** *	**97.4%** *
District	**100.0%** 40	**100.0%** 39	**98.6%** 73
State	**96.7%** 50,623	**98.0%** 46,584	**97.4%** 178,492

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

Participation Rate (cont)

ELA – All Tests – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	1.4% *	1.1% *	1.8% *	‡ *	2.4% *	0.0% *	0.0% *	0.9% *	* *	* *	2.9% *	1.3% *
District	1.2% *	1.4% *	0.9% *	‡ *	2.1% *	0.0% *	0.0% *	0.9% *	‡ *	‡ *	1.6% *	1.4% *
State	2.0% *	2.2% *	1.9% *	3.1% *	1.6% *	3.3% *	2.1% *	1.0% *	1.7% *	2.9% *	3.4% *	3.5% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	2.8% *	1.0% *
District	1.0% *	1.7% *	1.0% *
State	3.8% *	1.9% *	2.4% *

Mathematics – All Tests – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	1.7% *	1.7% *	1.8% *	‡ *	3.3% *	0.0% *	0.0% *	0.9% *	* *	* *	2.9% *	1.3% *
District	1.5% *	2.0% *	0.9% *	‡ *	3.0% *	0.0% *	0.0% *	0.9% *	‡ *	‡ *	1.6% *	1.4% *
State	2.3% *	2.4% *	2.1% *	4.1% *	1.7% *	3.7% *	2.3% *	1.2% *	2.1% *	3.2% *	3.7% *	4.0% *

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

Participation Rate (cont)

Mathematics – All Tests – Non Participation

	Students with IEPs	English Learners	Low Income
School	0.0% *	2.8% *	1.0% *
District	1.0% *	1.7% *	1.0% *
State	4.3% *	2.1% *	2.7% *

Science – All Tests – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	1.0% *	1.9% *	0.0% *	‡ *	0.0% *	0.0% *	5.6% *	0.0% *	* *	* *	‡ *	2.9% *
District	1.4% *	1.7% *	1.0% *	‡ *	0.0% *	0.0% *	6.1% *	1.4% *	‡ *	‡ *	0.0% *	1.7% *
State	2.0% *	2.1% *	2.0% *	5.3% *	1.5% *	3.4% *	2.4% *	0.9% *	1.8% *	3.3% *	2.3% *	3.1% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	0.0% *	2.6% *
District	0.0% *	0.0% *	1.4% *
State	3.0% *	2.0% *	2.6% *

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

Participation Rate (cont)

Overall IAR ELA – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	1.5% *	1.1% *	1.8% *	‡ *	2.4% *	0.0% *	0.0% *	0.9% *	* *	* *	2.9% *	1.4% *
District	1.2% *	1.4% *	1.0% *	‡ *	2.1% *	0.0% *	0.0% *	0.9% *	‡ *	‡ *	1.6% *	1.5% *
State	1.6% *	1.6% *	1.5% *	4.2% *	1.4% *	2.2% *	1.3% *	1.0% *	1.6% *	2.2% *	3.1% *	2.9% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	3.0% *	1.0% *
District	1.1% *	1.9% *	1.0% *
State	3.1% *	1.3% *	1.6% *

Overall IAR Mathematics – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	1.8% *	1.7% *	1.8% *	‡ *	3.3% *	0.0% *	0.0% *	0.9% *	* *	* *	2.9% *	1.4% *
District	1.5% *	2.0% *	1.0% *	‡ *	3.0% *	0.0% *	0.0% *	0.9% *	‡ *	‡ *	1.6% *	1.5% *
State	1.8% *	1.9% *	1.7% *	5.6% *	1.5% *	2.7% *	1.5% *	1.2% *	2.1% *	2.5% *	3.4% *	3.3% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	3.0% *	1.0% *
District	1.1% *	1.9% *	1.0% *
State	3.6% *	1.5% *	1.9% *

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

Participation Rate (cont)

Overall DLM ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	‡ *	* *	* *	‡ *	* *	‡ *	* *	* *	* *	‡ *
District	0.0% *	‡ *	‡ *	* *	‡ *	‡ *	* *	‡ *	* *	* *	* *	0.0% *
State	0.1% *	0.1% *	0.1% *	* *	0.1% *	0.0% *	0.1% *	0.2% *	0.0% *	0.0% *	0.3% *	0.1% *

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	0.0% *	‡ *	‡ *
State	0.1% *	0.1% *	0.1% *

Overall DLM Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	‡ *	* *	* *	‡ *	* *	‡ *	* *	* *	* *	‡ *
District	0.0% *	‡ *	‡ *	* *	‡ *	‡ *	* *	‡ *	* *	* *	* *	0.0% *
State	0.1% *	0.1% *	0.1% *	* *	0.1% *	0.0% *	0.1% *	0.2% *	0.0% *	0.0% *	0.3% *	0.1% *

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	0.0% *	‡ *	‡ *
State	0.1% *	0.1% *	0.1% *

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

Participation Rate (cont)

Overall DLM Science – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *	* *	* *	* *	‡ *
District	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *	* *	* *	* *	‡ *
State	0.0% *	0.0% *	0.0% *	* *	0.0% *	0.0% *	0.0% *	0.4% *	0.0% *	0.0% *	0.0% *	0.0% *

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	* *
District	‡ *	‡ *	* *
State	0.0% *	0.1% *	0.0% *

Overall ISA – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	1.0% *	1.9% *	0.0% *	* *	0.0% *	0.0% *	5.6% *	0.0% *	* *	* *	‡ *	3.0% *
District	1.4% *	1.7% *	1.0% *	* *	0.0% *	0.0% *	6.1% *	1.4% *	* *	‡ *	0.0% *	1.7% *
State	2.1% *	2.1% *	2.0% *	5.3% *	1.5% *	3.4% *	2.4% *	1.0% *	1.8% *	3.4% *	2.3% *	3.3% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	0.0% *	2.6% *
District	0.0% *	0.0% *	1.4% *
State	3.3% *	2.0% *	2.6% *

* 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.

	Students
School	**21.8%**
District	**21.8%**
State	**29.9%**

About the data

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

17

Average Class Size

176

Total School Days
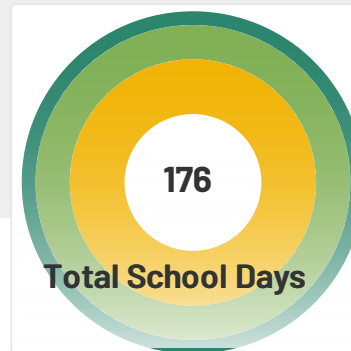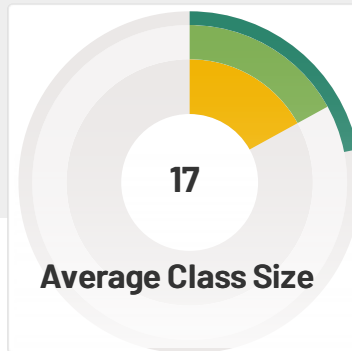
Illinois Youth Survey

What is it?

This confirms whether or not this school participated in the Illinois Youth Survey (IYS) for the school year. The Illinois Youth Survey is a self-report survey of eighth-, 10th-, and 12th-grade students conducted during the spring of even-numbered years. It is administered in school settings and designed to gather information about a variety of health and social indicators, including substance use patterns and attitudes of Illinois youth. IYS is supported by the Center for Prevention Research and Development (CPRD) at the University of Illinois at Urbana-Champaign. For more information, visit iys.cprd.illinois.edu. This indicator shows whether your school participated during the most recent administration year. CPRD provides all schools that participate in the Illinois Youth Survey a summary report of their results.

	School did participate in Illinois Youth Survey
School	**No**

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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.

School Level Finances

What is it?

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

|	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
School	348	$0	$14,345	$14,345	$467	$4,207	$4,674	$467	$18,552	$19,019	*	*
District	1,026	$471	$12,810	$13,281	$467	$4,207	$4,674	$938	$17,017	$17,955	$4,667,255	$23,081,123

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

Average Class Size

What is it?

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

	Grade 6	Grade 7	Grade 8	Overall
School	**20**	**21**	**17**	**20**
District	**20**	**21**	**17**	**19**
State	**22**	**22**	**22**	**21**

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
School	**176**
District	**176**
State	**176**

* 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

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
School	**5**
District	**5**
State	**4**

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.

340

Student Enrollment

340
Students
Racial/Ethnic Diversity
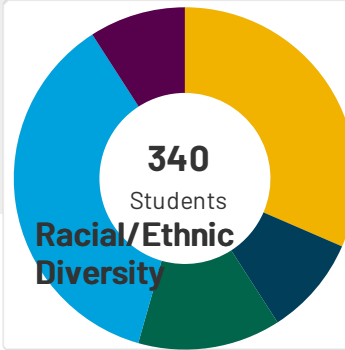
17.9%

Chronic Absenteeism
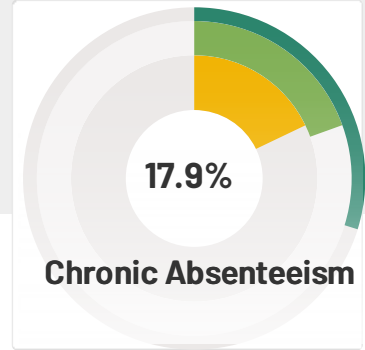
Students

Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% 340	51.5% 175	48.5% 165	0.0% *	36.5% 124	9.4% 32	13.5% 46	31.5% 107	0.0% *	0.0% *	9.1% 31	20.9% 71
District	100.0% 1,044	51.3% 536	48.7% 508	0.0% *	37.9% 396	8.5% 89	13.0% 136	31.0% 324	‡ ‡	‡ ‡	8.9% 93	20.0% 209
State	100.0% 1,869,325	51.4% 959,975	48.6% 909,276	0.0% 74	46.4% 866,540	16.6% 310,464	27.2% 508,549	5.4% 100,564	0.1% 1,851	0.3% 4,756	4.1% 76,601	20.3% 378,912

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	13.5% 46	10.9% 37	33.2% 113	‡ ‡	0.0% *	0.0% *	3.2% 11
District	15.2% 159	21.0% 219	26.7% 279	‡ ‡	0.0% *	‡ ‡	2.1% 22
State	16.5% 307,555	13.7% 255,367	46.5% 869,330	2.0% 36,543	0.0% 343	0.7% 13,324	0.8% 14,220

By Grades

	Grade 6	Grade 7	Grade 8
School	117	123	100
District	117	123	100
State	135,399	140,813	145,466

* 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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	**8.5%** 165,594	**8.0%** 79,982	**9.1%** 85,528	**5.8%** 84	**7.2%** 64,447	**6.2%** 20,363	**9.7%** 51,280	**21.5%** 22,540	**15.2%** 290	**7.6%** 368	**7.8%** 6,306	**5.3%** 18,800

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	**2.8%** 7,916	**3.8%** 10,296	**6.7%** 61,947	**5.4%** 2,318	**1.6%** 232

Students who are Identified as Accelerated - ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	**0.5%** 9,274	**0.3%** 3,409	**0.6%** 5,855	**0.7%** 10	**0.5%** 4,396	**0.3%** 1,144	**0.5%** 2,685	**0.6%** 637	**0.4%** 7	**0.2%** 11	**0.5%** 394	**0.3%** 1,060

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Advanced Academic Programs (cont)

Students who are Identified as Accelerated – ELA

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	0.1% 400	0.1% 400	0.3% 3,006	0.3% 149	0.1% 21

Students who are Identified as Accelerated – Math

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	1.3% 24,369	1.4% 14,394	1.1% 9,946	2.0% 29	1.4% 12,824	0.3% 890	0.9% 4,686	4.4% 4,613	1.5% 29	1.2% 60	1.6% 1,267	0.6% 2,159

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	0.3% 808	0.6% 1,578	0.6% 5,252	0.3% 111	0.1% 19

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Students

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Mutiple Subjects

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	5.6% 108,934	5.0% 50,021	6.3% 58,870	2.9% 43	4.4% 39,069	4.5% 14,721	6.6% 34,997	15.0% 15,752	12.3% 235	5.0% 244	4.8% 3,916	3.2% 11,406

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	1.4% 4,007	1.8% 4,965	4.6% 42,912	3.4% 1,461	0.9% 126

Students who are Identified as Accelerated - Whole Grade

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	0.1% 1,280	0.1% 620	0.1% 660	0.0% 0	0.1% 607	0.1% 197	0.0% 104	0.2% 251	0.0% 0	0.0% 0	0.1% 121	0.0% 81

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Advanced Academic Programs (cont)

Students who are Identified as Accelerated – Whole Grade

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	0.0% 26	0.0% 42	0.0% 289	0.0% 2	0.0% 1

Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	22.2% 136,701	18.8% 59,465	25.7% 76,999	31.9% 237	23.2% 66,464	12.6% 12,696	20.5% 35,457	51.9% 16,825	32.4% 210	17.6% 262	22.2% 4,787	9.3% 11,353

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	2.8% 2,484	6.8% 3,404	14.8% 40,874	7.6% 1,138	2.9% 94

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Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	1.0% 6,054	0.7% 2,344	1.2% 3,710	0.0% 0	0.4% 1,090	1.6% 1,644	1.6% 2,808	1.1% 355	1.8% 12	1.5% 23	0.6% 122	0.5% 590

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	0.2% 189	0.4% 197	1.4% 3,902	1.0% 154	0.6% 19

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	78.0% 277	76.5% 140	78.9% 131	‡ ‡	87.1% 108	68.6% 24	60.9% 28	77.2% 88	* *	* *	80.6% 29	49.3% 37
District	28.8% 314	28.3% 158	28.8% 150	‡ ‡	30.9% 125	24.7% 24	21.7% 30	29.2% 100	* *	‡ ‡	33.7% 34	21.0% 44
State	19.8% 384,714	18.1% 180,719	21.6% 203,343	44.7% 652	21.8% 194,193	13.3% 43,602	17.9% 94,705	34.4% 36,095	23.9% 455	17.0% 828	18.3% 14,836	11.6% 41,302

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Advanced Academic Programs (cont)

Students Enrolled in any course designated as Enriched or Honors

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	**34.7%** 17	**23.8%** 10	**68.5%** 74	‡ ‡	* *
District	**12.9%** 20	**5.1%** 12	**24.8%** 79	‡ ‡	* *
State	**6.3%** 17,755	**6.0%** 16,214	**13.5%** 125,534	**10.4%** 4,460	**4.3%** 639

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	**13.1%** 80,917	**13.0%** 41,004	**13.3%** 39,900	**1.7%** 13	**16.9%** 48,578	**8.5%** 8,542	**9.3%** 16,045	**14.9%** 4,849	**9.4%** 61	**9.1%** 135	**12.5%** 2,707	**8.5%** 10,392

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	**6.5%** 5,733	**5.9%** 2,960	**8.9%** 24,704	**8.0%** 1,196	**4.4%** 146

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Advanced Academic Programs (cont)

Students Assessed For Giftedness

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	6.7% 129,344	6.6% 66,002	6.7% 63,320	1.5% 22	7.0% 61,935	4.1% 13,630	5.1% 26,858	18.7% 19,663	7.5% 142	7.0% 342	8.3% 6,774	5.9% 21,223

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	5.1% 14,417	5.4% 14,816	4.3% 40,132	2.4% 1,052	2.6% 379

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	0.8% 15,553	0.8% 8,042	0.8% 7,507	0.3% 4	0.9% 7,974	0.3% 897	0.5% 2,550	3.1% 3,219	0.6% 12	1.0% 47	1.1% 854	0.5% 1,893

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Advanced Academic Programs (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	**0.4%** 1,020	**0.4%** 980	**0.3%** 3,044	**0.1%** 55	**0.1%** 15

Students Identified As Gifted

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	**2.4%** 46,332	**2.4%** 23,874	**2.4%** 22,449	**0.6%** 9	**2.5%** 21,975	**0.9%** 2,920	**1.3%** 6,782	**11.5%** 12,042	**3.3%** 63	**2.0%** 98	**3.0%** 2,452	**1.3%** 4,476

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	**0.6%** 1,599	**0.5%** 1,279	**0.9%** 8,598	**0.4%** 184	**0.1%** 20

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Advanced Academic Programs (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	0.5% 8,965	0.5% 4,706	0.5% 4,258	0.1% 1	0.5% 4,393	0.1% 390	0.2% 1,124	2.3% 2,463	0.5% 9	0.5% 23	0.7% 563	0.2% 726

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	0.1% 255	0.1% 171	0.1% 1,352	0.0% 17	0.0% 2

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English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
School	*	**100.0%** **35**	**0.0%** *	* **16**
District	*	**100.0%** 216	9.3% *	* 16
State	**233,139**	**100.0%** 229,014	6.1% *	**20.4%** 47,572

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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	93.9%	94.3%	93.6%	94.5%	94.2%	95.3%	92.8%	93.2%	*	*	95.4%	92.8%
District	93.4%	93.5%	93.3%	93.5%	93.9%	94.8%	92.4%	92.6%	90.9%	83.8%	95.3%	92.7%
State	90.8%	90.9%	90.8%	93.0%	92.8%	86.5%	89.4%	94.2%	91.3%	89.5%	90.7%	88.8%

	Students with IEPs	English Learners	Low Income
School	92.4%	91.3%	91.8%
District	92.3%	91.3%	91.2%
State	88.4%	90.1%	88.1%

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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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	6.2%	5.5%	6.7%	‡	‡	‡	‡	11.6%	*	*	‡	‡
District	7.3%	8.0%	6.6%	‡	3.9%	13.7%	‡	11.1%	‡	‡	‡	5.8%
State	7.6%	7.9%	7.3%	2.9%	5.2%	13.8%	7.7%	7.1%	9.6%	10.2%	8.9%	7.2%

	Students with IEPs	English Learners	Low Income	Homeless
School	‡	‡	13.0%	‡
District	‡	12.6%	13.4%	‡
State	8.0%	9.5%	10.2%	25.7%

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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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	17.9%	20.0%	15.6%	‡	14.4%	‡	26.1%	23.5%	*	*	‡	21.3%
District	19.5%	20.8%	18.3%	‡	14.1%	11.6%	25.4%	28.2%	‡	‡	‡	19.7%
State	29.8%	29.5%	30.2%	20.9%	21.2%	47.9%	36.1%	15.7%	28.0%	36.4%	30.6%	37.3%

	Students with IEPs	English Learners	Low Income
School	22.4%	30.2%	33.3%
District	22.1%	34.4%	34.5%
State	38.9%	34.5%	42.0%

By Grades

	Grade 6	Grade 7	Grade 8
School	18.2%	15.4%	20.6%
District	18.2%	15.4%	20.6%
State	25.5%	26.2%	27.7%

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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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	6.5%	5.5%	7.8%	‡	‡	‡	‡	9.6%	*	*	‡	‡
District	8.5%	8.9%	8.4%	‡	4.4%	‡	12.7%	14.1%	‡	‡	‡	7.5%
State	22.1%	22.2%	22.0%	7.2%	8.6%	50.2%	30.9%	7.9%	20.5%	28.8%	19.8%	25.5%

	Students with IEPs	English Learners	Low Income
School	‡	‡	12.8%
District	9.8%	18.8%	17.4%
State	27.8%	29.4%	36.1%

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About the data

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

* Federal waivers issued in 2020 and 2021 impacted accountability. For more information, see www.isbe.net/summative.

Annual Summative Designation
Commendable School

A school that has **no underperforming student groups**, a graduation rate greater than 67%, and whose performance is **not in the top 10%** of schools statewide.

No Data

School Improvement Funds

Targeted Assistance Title I Program

Title I Status

Title I Status

What is it?

Title I Status indicates if an entity receives funds from the Title I grant. If an entity receives Title I funds, their status can be "Title I Targeted" or "Title I Schoolwide." Title I Targeted assistance programs must focus services to identify students most at risk of failing through multiple objective criteria. Services, including supplies, must ONLY focus on those students identified. Title I Schoolwide programs may focus services to the entire school. Schoolwide Title I Status is defined as a school with 40 percent or greater of the students enrolled classified as low income. Schoolwide programs are not required to identify students at risk and thus may focus their funding and efforts on raising achievement of the whole school.

	Title I Status
School	**Targeted Assistance Title I Program**

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School Improvement Funds

What is it?

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

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

Schools Who Receive Title I School Improvement – 1003(a) Funds

	School Year First Identified in Improvement Status	Level of Support	School Improvement Grant Allocation by School	Reason for Improvement Status & Grant Allocation	School Improvement Status

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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.

67.3%

All Schools

14

Student-Teacher Ratio

93.8%

Retention Rate
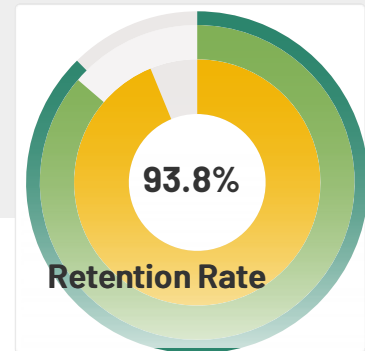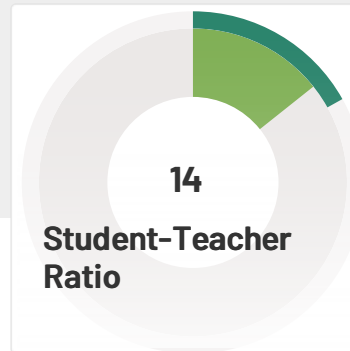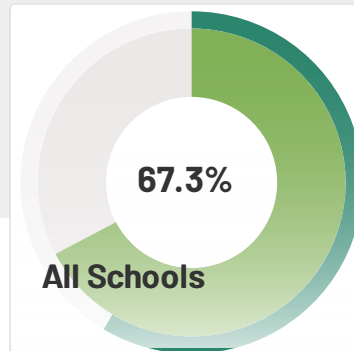
Teacher Information

What is it?

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

	All Schools	All Schools	All Schools	Attendance Rate	Evaluation Rate
School	*	*	*	*	*
District	12	32.7%	67.3%	76.4%	*
State	14	40.6%	58.6%	66.1%	97.2%

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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	14	*
State	17	18

Average Teacher Salary

What is it?

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

	Average Teacher Salary
District	$72,579
State	$72,315

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Retention Rate

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	**All**	93.8% 76	94.9% 75	* *	* *	50.0% 1	* *	* *	* *	* *
	Male	95.7% 22	95.7% 22	* *	* *	* *	* *	* *	* *	* *
	Female	93.1% 54	94.6% 53	* *	* *	50.0% 1	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	86.3% 207	85.9% 189	* *	100.0% 1	87.5% 14	100.0% 3	* *	* *	* *
	Male	88.5% 23	88.0% 22	* *	* *	100.0% 1	* *	* *	* *	* *
	Female	86.0% 184	85.6% 167	* *	100.0% 1	86.7% 13	100.0% 3	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	87.6% 311,540	88.1% 262,638	81.8% 15,325	87.6% 22,157	87.5% 4,943	87.2% 190	82.9% 485	84.3% 2,205	82.7% 3,597
	Male	89.1% 73,854	89.8% 63,064	81.2% 3,034	87.3% 5,095	88.5% 1,154	86.4% 57	86.8% 118	86.6% 570	81.7% 762
	Female	87.2% 237,686	87.6% 199,574	81.9% 12,291	87.7% 17,062	87.3% 3,789	87.5% 133	81.7% 367	83.5% 1,635	82.9% 2,835
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

* 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.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	**All**	**100.0%** 30.5	**98.4%** 30	* *	* *	* *	* *	* *	**1.6%** 0.5	* *
	Male	**26.3%** 8	**25.0%** 7.5	* *	* *	* *	* *	* *	**100.0%** 0.5	* *
	Female	**73.7%** 22.5	**75.0%** 22.5	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	**100.0%** 90.6	**87.1%** 78.9	**1.1%** 1	**1.7%** 1.5	**7.7%** 7	**1.1%** 1	* *	**1.1%** 1	**0.2%** 0.2
	Male	**14.3%** 13	**11.4%** 9	**100.0%** 1	* *	**28.6%** 2	* *	* *	**100.0%** 1	* *
	Female	**85.7%** 77.6	**88.6%** 69.9	* *	**100.0%** 1.5	**71.4%** 5	**100.0%** 1	* *	* *	**100.0%** 0.2
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 134887.2	**81.3%** 109693.6	**6.0%** 8130.5	**8.0%** 10848.4	**1.8%** 2472.7	**0.1%** 83.5	**0.2%** 319.7	**0.8%** 1125.1	**1.6%** 2213.8
	Male	**23.3%** 31433.9	**23.6%** 25853.6	**21.4%** 1741.5	**22.6%** 2450	**22.4%** 554.9	**29.7%** 24.8	**22.9%** 73.3	**24.0%** 270.5	**21.0%** 465.5
	Female	**76.7%** 103453.3	**76.4%** 83840	**78.6%** 6389	**77.4%** 8398.4	**77.6%** 1917.8	**70.3%** 58.7	**77.1%** 246.5	**76.0%** 854.6	**79.0%** 1748.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

* 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
School	**4**
District	**12**
State	**1,247**

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.
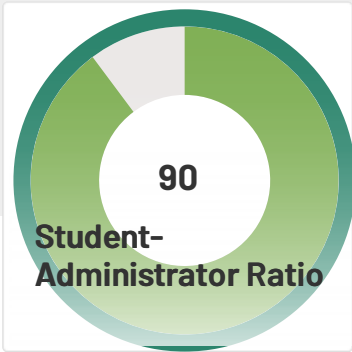
	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Male	Female	Non Binary	Unknown
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	**2,513**	**2,027**	**150**	**203**	**68**	**1**	**6**	**29**	**484**	**2,029**	*	*

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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.

90 Student-Administrator Ratio	**7** Student-Certified Staff Ratio	**2** principal(s) over the past 6 years **Principal Turnover**

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	7	90
State	9	147

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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
School	**2**
District	3
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	$123,618
State	$116,166

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05- 016- 0735- 02- 1003 | OLIVER MCCRACKEN MIDDLE SCHOOL   PAGE 115

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
School	3.3%	2.7%	0.0%	0.0%	0.5%	4.7%
District	1.1%	1.0%	0.0%	0.0%	0.2%	4.8%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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

Student Environment (cont)

	Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
School	0.0%	0	0
District	0.0%	0	0
State	2.2%	153	5

Academic Environment

What is it?

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

			Advanced Placement Course Work		
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
School	0.0% 0	0.0% 0	0.0% 0	0.0% 0
District	8.1% 88	0.0% 0	0.0% 0	0.0% 0
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

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