

**Young Magnet High School
City of Chicago SD 299
Chicago, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : 7 8 9 10 11 12

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

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Chronic Truancy Rate	Attendance Rate	Total Enrollment
School	29.0	22.9	28.3	15.7	0.3	0.2	3.5	43.1	1.7	4.4	0.6	0.1	94.7	2,114
District	10.0	37.6	46.4	3.9	0.2	0.3	1.5	83.1	17.7	11.0	4.1	34.3	93.2	382,929
State	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.2	10.7	13.9	2.1	10.8	94.0	2,028,162

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. **IEP** Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Total Enrollment** is based on *Serving School*.

Homeless students are who do not have permanent and adequate homes.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

STUDENT MOBILITY RATE														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income	
School	1.2	1.8	0.8	1.3	2.1	1.3	0.0			0.0	13.5	12.0	1.7	
District	10.8	11.4	10.1	5.9	15.3	8.2	8.8	7.9	10.1	11.5	10.1	15.2	11.3	
State	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6	

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS	
	Percent		Days
School		School	178
District	76.9	District	179
State	94.9	State	175

8TH GRADERS PASSING ALGEBRA I **	
School	0.0
District	18.8
State	29.5

** For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	24.7	23.7	16.3	284.2
State	18.7	19.4	11.2	189.6

HEALTH AND WELLNESS (days per week)	
School	5.0
District	2.7
State	4.0

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School								10.6	7.4	20.8	19.3
District								15.6	15.5	19.8	18.2
State								20.6	20.6	19.5	20.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School			60			60			60			60
District			60			57			62			55
State			56			50			77			49

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
	District	51.7	21.5	16.5	3.7	0.1	0.4	1.8	4.4	23.7	76.3	19,532
State	83.3	5.8	5.6	1.5	0.1	0.2	0.8	2.7	23.3	76.7	129,575	

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	11.6	37.9	61.0
State	13.1	38.5	60.9

Some teacher/administrator data are not collected at the school level.

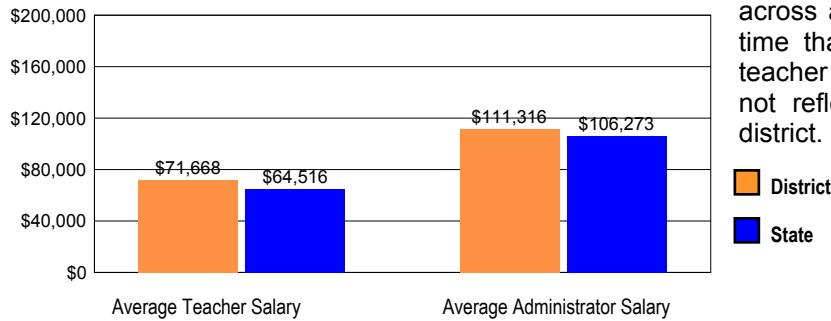
TEACHER RETENTION RATE	
School	92.2
District	84.8
State	86.3

PRINCIPAL TURNOVER (Count)	
School	1.0
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	63.8
District	69.0
State	75.3

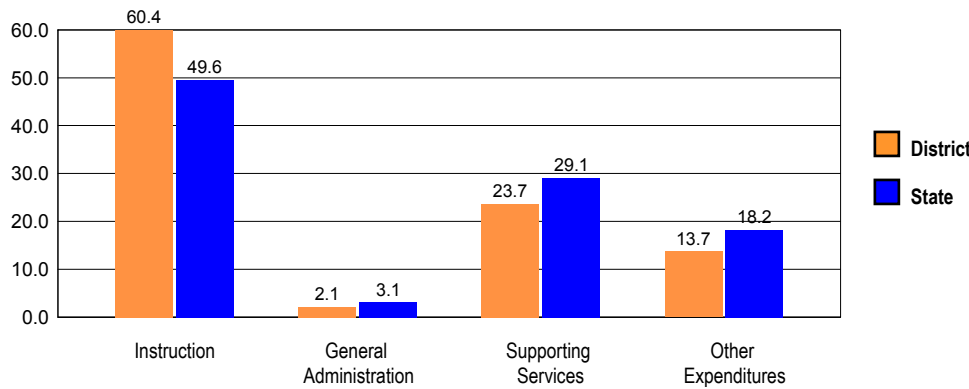
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2015-16 (Percentages)



	District	District %	State %
Local Property Taxes	\$2,569,951,078	49.6	63.2
Other Local Funding	\$279,507,016	5.4	4.8
General State Aid	\$971,642,093	18.7	17.1
Other State Funding	\$568,578,025	11.0	7.1
Federal Funding	\$792,420,652	15.3	7.8
TOTAL	\$5,182,098,864		

	District	District %	State %
Education	\$5,241,107,291	86.3	73.4
Operations & Maintenance	\$0	0.0	6.2
Transportation	\$0	0.0	3.8
Debt Service	\$455,285,011	7.5	8.2
Tort	\$85,651,188	1.4	1.2
Municipal Retirement/ Social Security	\$0	0.0	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$290,831,821	4.8	4.6
TOTAL	\$6,072,875,311		

OTHER FINANCIAL INDICATORS

	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	\$184,558	3.66	\$10,427	\$14,973
State	**	**	\$7,853	\$12,973

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

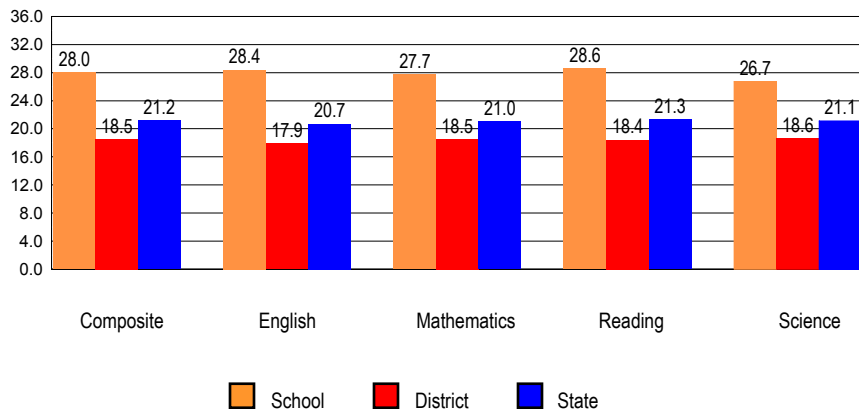
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

ACT ASSESSMENT: GRADUATING CLASS OF 2017



ACT is no longer a component of the state assessment. College and career readiness will be redefined next year due to ESSA. As a result, the college and career readiness measure for the 2016-17 Report Card has not been changed for consistency. Beginning with the 2016-17 school year, grade 11 students take the SAT as the high school accountability assessment. However, the College Course Work Readiness data point on the Illinois Report Card reports on the graduating class of the reporting year. The data represents the most recent ACT score earned by a 2017 graduate.

READY FOR COLLEGE COURSE WORK

School	95.7
District	29.4
State	50.5

PERCENT OF STUDENTS MET ACT BENCHMARKS

	English	Math	Read	Science	ALL 4 Subjects
School	98.1	90.0	91.1	84.4	79.2
District	47.6	23.2	25.4	19.4	13.1
State	64.5	42.6	46.2	37.7	28.2

COLLEGE ENROLLMENT

	12 Months	16 Months
School	84.2	87.4
District	64.1	69.3
State	69.5	73.2

FRESHMEN ON TRACK

School	96.4
District	87.6
State	87.1

CTE ENROLLMENT

School	49
District	17,285
State	277,461

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)

	GRADE 10	GRADE 11	GRADE 12
School	248	375	408
District	6,685	9,264	10,607
State	30,084	57,402	73,171

ADVANCED PLACEMENT COURSE WORK									
	ADVANCED PLACEMENT (AP) COURSE WORK			INTERNATIONAL BACCALAUREATE (IB) COURSE WORK			DUAL CREDIT COURSE WORK		
	Grade10	Grade11	Grade12	Grade10	Grade11	Grade12	Grade10	Grade11	Grade12
All									
School	248	375	408						
District	3,588	6,446	7,562	3,668	3,015	2,600	100	959	2,527
State	22,366	42,705	51,434	3,713	3,305	2,970	5,374	17,055	31,731
White									
School	82	101	131						
District	850	1,188	1,204	497	526	447	0	70	208
State	12,886	23,938	29,439	524	633	623	3,003	10,921	19,992
Black									
School	43	64	93						
District	652	1,475	1,884	1,158	784	645	48	323	935
State	1,413	3,535	4,470	1,158	898	763	815	1,859	3,645
Hispanic									
School	61	122	113						
District	1,590	3,115	3,694	1,770	1,446	1,276	51	496	1,210
State	4,170	9,355	11,234	1,782	1,497	1,317	1,150	2,956	5,737
Asian									
School	52	73	62						
District	365	499	615	187	207	191	1	59	138
State	2,992	4,401	4,694	192	217	207	217	799	1,434
Native Hawaiian/Pacific Islander									
School	3	1							
District	8	9	10	7	9	0	0	2	1
State	34	52	56	7	9	0	5	15	31
American Indian									
School		1	2						
District	13	29	16	10	8	4	0	4	5
State	51	106	109	10	10	5	25	33	76
Two or More Races									
School	7	13	7						
District	80	125	116	39	35	37	0	0	29
State	790	1,312	1,409	40	41	55	159	159	815
LEP									
School	1								
District	30	92	3	305	121	10	1	1	2,526
State	73	211	161	305	127	11	159	159	264
Non LEP									
School	247	375	408						
District	3,558	6,354	7,559	3,363	2,894	2,590	99	99	62
State	22,293	42,494	51,273	3,408	3,178	2,959	5,215	5,215	2,086
IEP									
School	4	4	7						
District	32	111	207	432	190	182	3	3	2,465
State	209	470	861	432	199	189	520	520	29,645
Non IEP									
School	244	371	401						
District	3,556	6,335	7,355	3,236	2,825	2,418	3,236	932	2,465
State	22,157	42,235	50,573	3,281	3,106	2,781	3,281	15,855	29,645
Low Income									
School	95	147	182						
District	2,185	4,397	5,526	3,063	2,292	2,029	3,063	773	2,059

State	5,068	11,705	14,549	3,079	2,348	2,108	3,079	5,868	10,553
Non Low Income									
School	153	228	226						
District	1,403	2,049	2,036	605	723	571	605	186	468
State	17,298	31,000	36,885	634	957	862	634	11,187	21,178

ADVANCE PLACEMENT (AP) EXAMS				
GRADE 10				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
School	429	359	245	207
District	6,065	3,178	3,943	2,075
State	29,796	19,566	20,167	13,574

GRADE 11				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
School	1,319	1,096	367	327
District	16,688	8,013	7,032	3,656
State	99,391	63,822	37,893	25,821

GRADE 12				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
School	2,273	1,809	396	372
District	30,200	13,405	8,096	4,696
State	167,009	110,934	38,607	29,530

POST-SECONDARY REMEDIATION (CLASS OF 2015)	
School	18.8
District	63.8
State	46.8

HIGH SCHOOL 4-YEAR GRADUATION RATE															
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged	
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races					
School	97.2	95.9	98.2	97.1	100.0	94.0	98.5							77.3	95.4
District	82.3	78.5	86.0	89.1	78.8	83.2	94.3	83.3	77.5	86.4	75.5			69.5	80.6
State	87.0	84.5	89.5	90.6	78.9	83.5	94.7	81.8	81.3	86.2	73.6	68.8		71.2	79.4

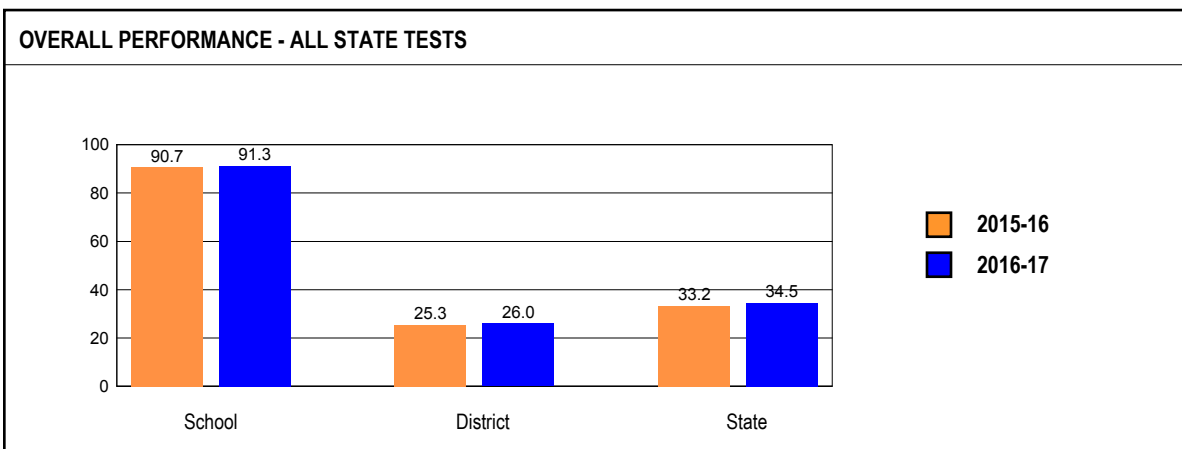
HIGH SCHOOL 5-YEAR GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	97.8	96.6	98.7	100.0	96.0	95.9	100.0			100.0			77.1	96.7
District	84.5	80.9	88.0	91.4	80.8	85.8	96.5	100.0	85.7	86.7	81.3		73.5	83.2
State	88.4	86.3	90.7	91.7	80.9	85.5	95.8	88.4	83.8	87.6	79.0	82.6	75.5	81.8

HIGH SCHOOL 6-YEAR GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	98.2	98.6	97.8	99.3	98.5	96.0	98.4			100.0			81.3	96.3
District	85.2	81.9	88.2	90.9	81.0	87.1	95.4	81.3	85.5	91.9	84.3		77.2	84.7
State	88.6	86.4	90.8	91.6	81.3	85.7	95.7	89.1	84.6	87.9	80.4	40.0	76.9	83.3

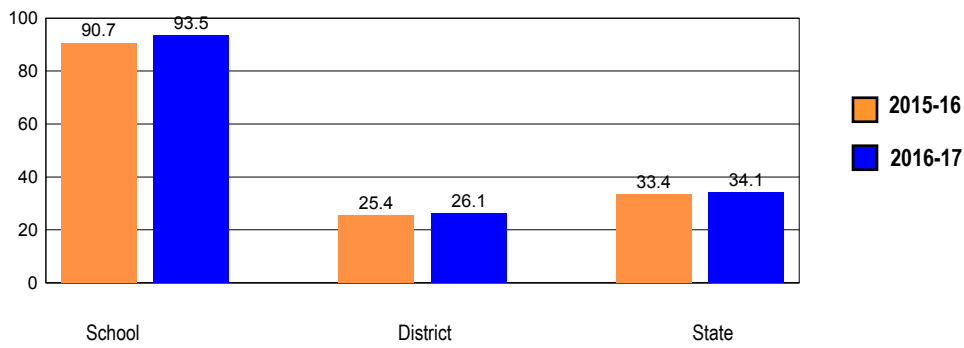
DROP OUT RATE BY RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	0.1	0.1	0.0	0.2	0.0	0.0	0.0			0.0	0.0		0.0	0.1
District	4.3	4.8	3.9	1.4	6.2	3.6	0.8	0.8	4.3	2.7	4.0		8.9	4.9
State	2.1	2.3	1.8	1.2	4.2	2.7	0.4	1.2	2.7	2.1	3.6	2.5	3.6	3.6

OVERALL STUDENT PERFORMANCE

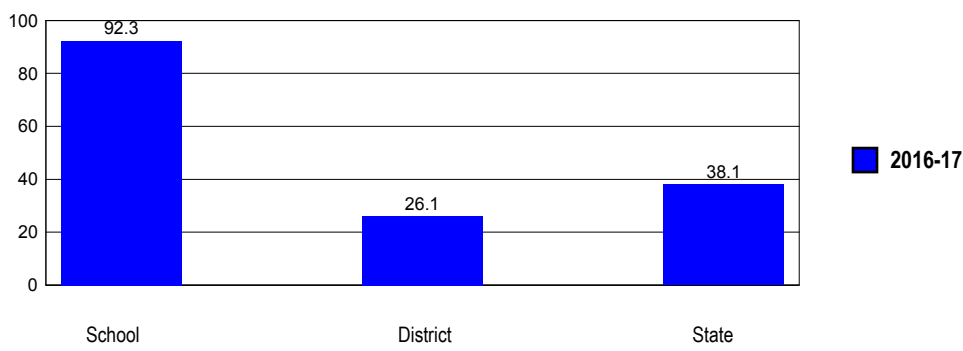
These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your school, district, and the state. School-level data are based on serving school. In order to protect students' identities, test data for groups of fewer than ten students are not reported.



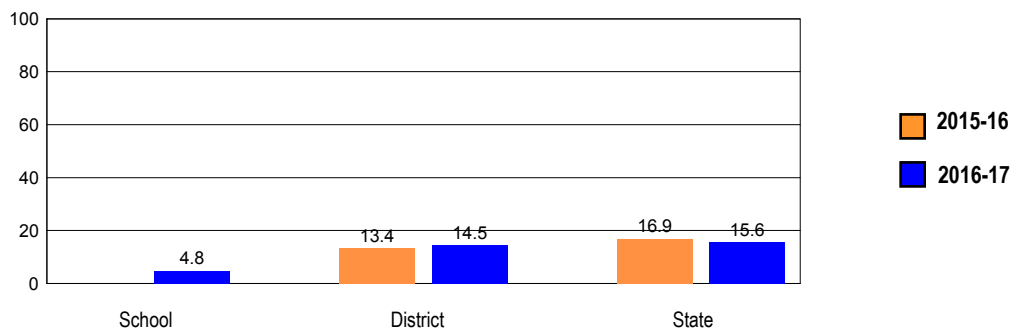
PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC)



SAT



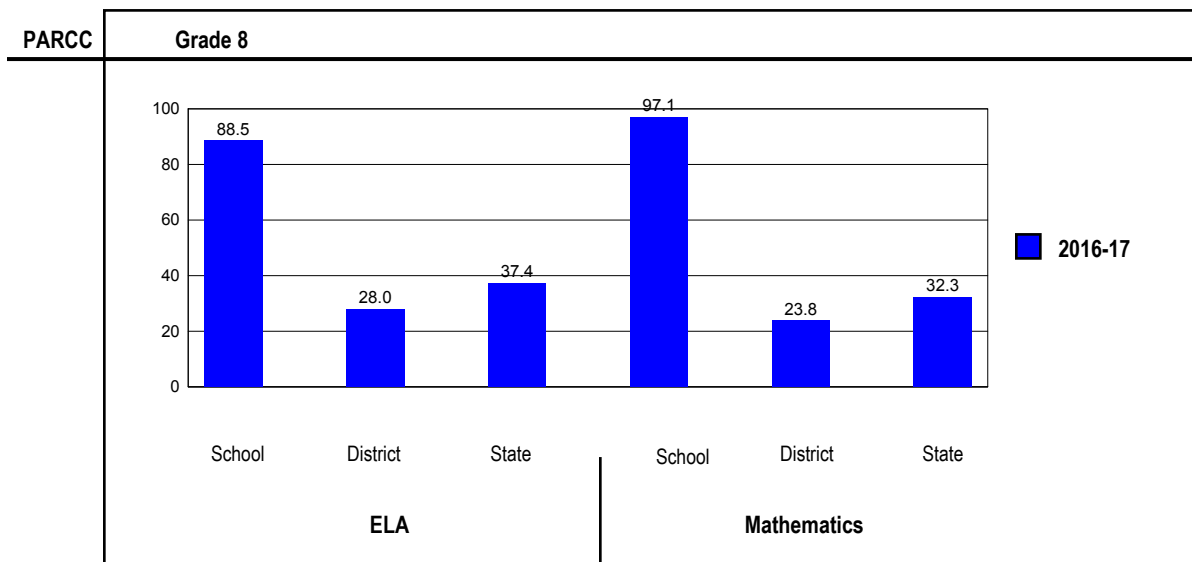
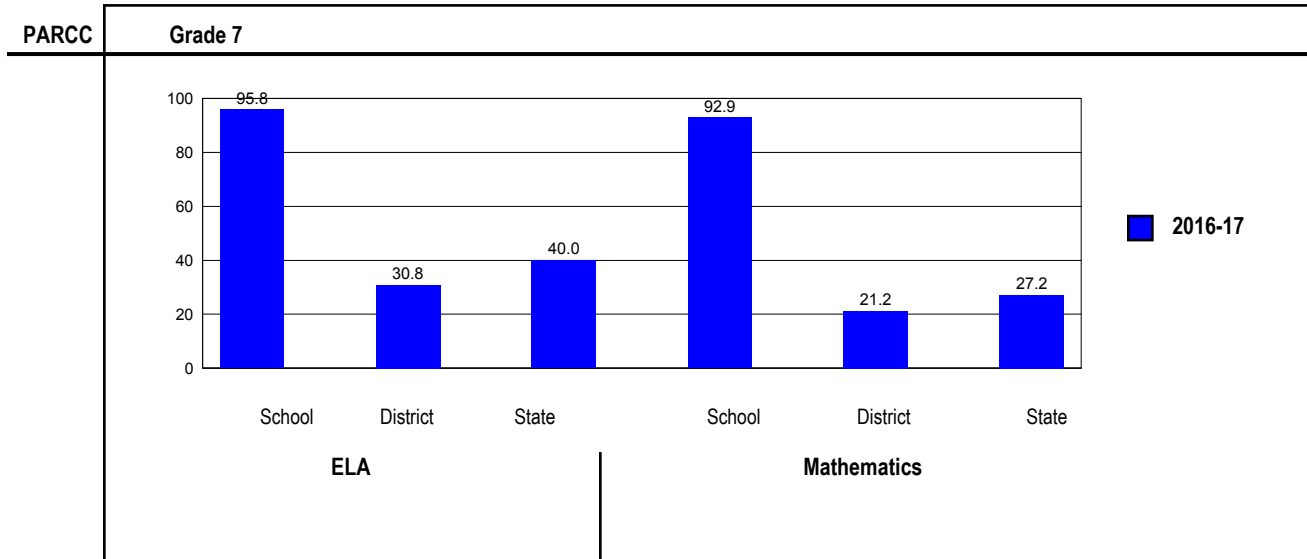
DYNAMIC LEARNING MAPS - ALTERNATIVE ASSESSMENT (DLM-AA)



DLM-AA scores in the Progressing and Attaining performance levels count the same, respectively, as meeting or exceeding state standards.

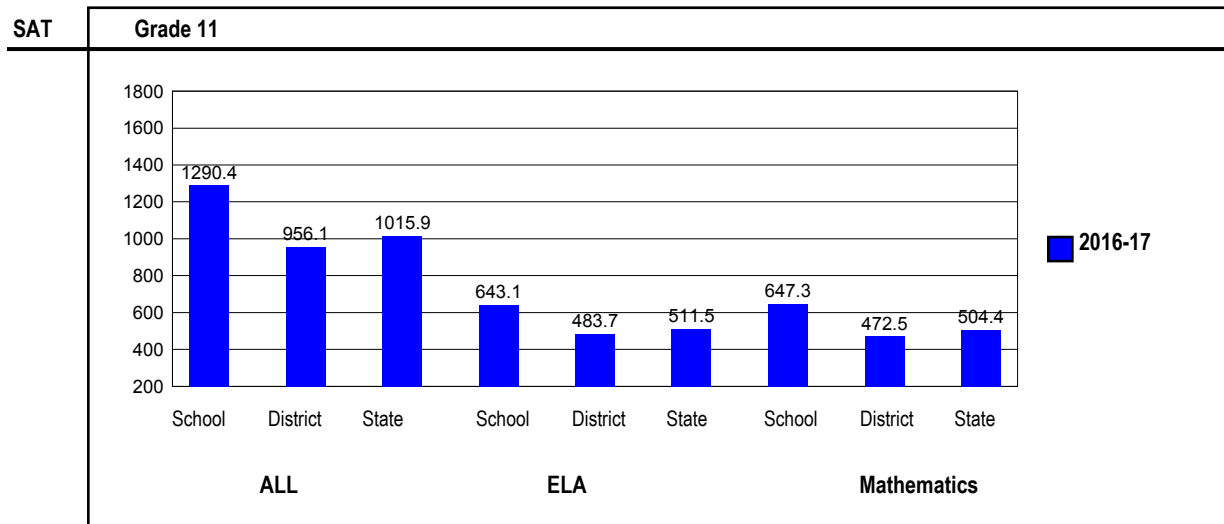
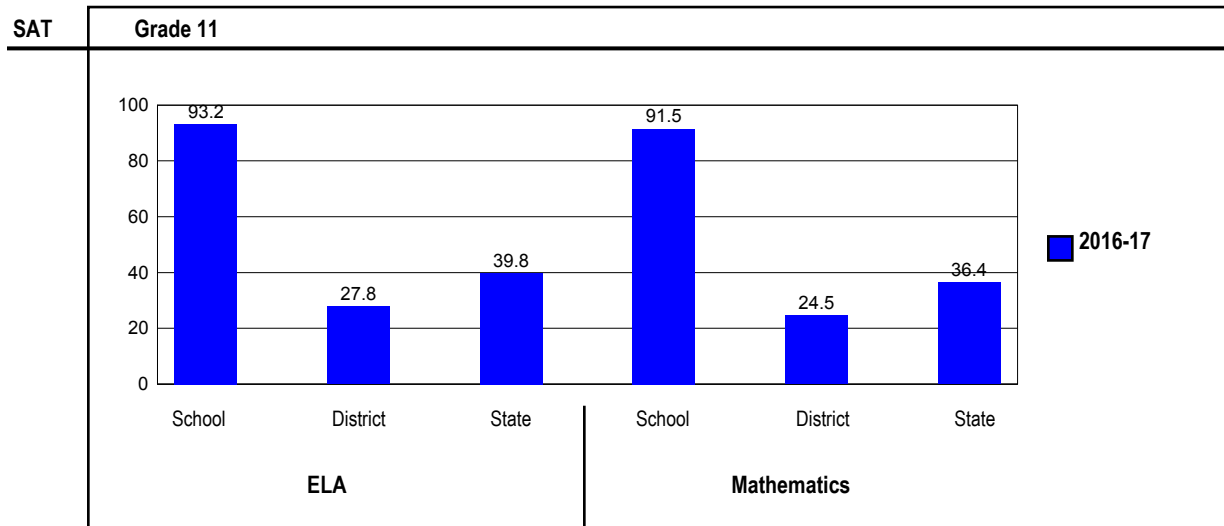
PARCC PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



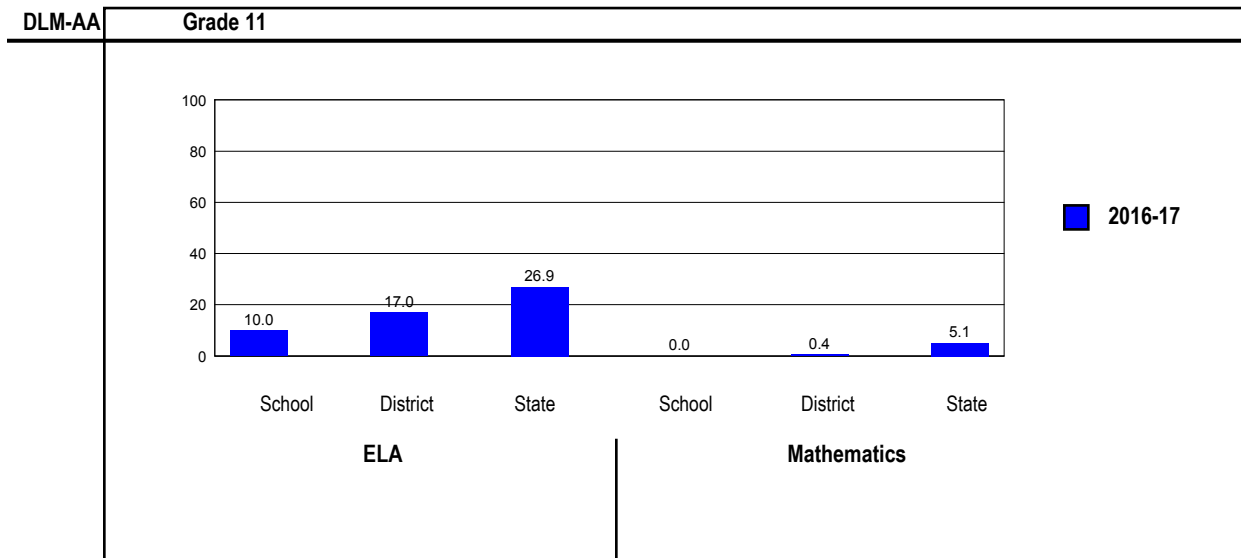
SAT PERFORMANCE

These show the percentage of student scores meeting or exceeding Standards for the grades and subjects tested on SAT



DLM-AA PERFORMANCE

These show the percentage of student scores meeting or exceeding Standards for the grades and subjects tested on DLM-AA



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8. SAT is administered to students in grade 11. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC or SAT would not be appropriate.

Students with disabilities have an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	690	319	371	209	129	166	149	1	1	35	3	0	24	242
	Reading	3.6	4.4	3.0	4.8	5.4	0.6	2.7			8.6			8.3	2.9
District	*Enrollment	192,409	96,623	95,786	18,785	71,313	91,935	7,346	349	595	2,086	28,717	1	25,144	161,876
	Reading	4.3	4.4	4.2	9.2	3.9	3.4	5.1	7.7	4.4	10.4	4.5		5.7	3.6
State	*Enrollment	1,044,459	533,974	510,468	505,668	175,154	271,875	51,312	1,081	4,730	34,569	90,576	126	143,863	530,039
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	690	319	371	209	129	166	149	1	1	35	3	0	24	242
	Mathematics	5.9	6.3	5.7	10.5	4.7	1.2	4.0			14.3			4.2	3.7
District	*Enrollment	192,830	96,848	95,982	18,906	71,268	92,118	7,496	351	596	2,095	29,253	1	25,127	162,219
	Mathematics	4.2	4.3	4.1	8.9	4.0	3.4	3.3	5.4	4.4	10.6	2.8		6.1	3.4
State	*Enrollment	1,046,615	535,114	511,484	506,264	175,213	272,641	52,002	1,091	4,739	34,592	93,048	127	143,785	531,314
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Partnership for Assessment of Readiness for College and Careers (PARCC)

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 PARCC 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 (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

Grade 7

Grade 7 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	0.8	0.0	3.4	40.7	55.1	0.0	0.9	6.3	52.7	40.2
District	20.7	21.7	26.7	23.6	7.2	13.3	33.5	32.0	19.1	2.1
State	15.4	18.4	26.2	29.8	10.2	11.4	27.1	34.2	24.0	3.2

Grade 7 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	0.0	0.0	5.9	60.8	33.3	0.0	0.0	10.0	52.0	38.0
	District	27.2	24.1	25.2	19.1	4.4	15.0	34.7	30.5	17.7	2.1
	State	20.5	21.4	26.5	25.2	6.3	12.8	27.8	32.7	23.3	3.4
Female	School	1.5	0.0	1.5	25.4	71.6	0.0	1.6	3.2	53.2	41.9
	District	14.2	19.4	28.2	28.1	10.1	11.6	32.3	33.5	20.6	2.0
	State	10.0	15.2	25.9	34.7	14.2	10.0	26.4	35.8	24.8	3.0

Grade 7 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	2.4	0.0	2.4	45.2	50.0	0.0	0.0	2.6	47.4	50.0
	District	6.8	8.6	19.9	39.8	24.8	4.5	15.1	28.0	43.2	9.2
	State	9.4	14.5	26.3	36.5	13.3	7.0	20.8	36.9	31.4	3.9
Black	School						0.0	0.0	10.0	80.0	10.0
	District	26.8	26.8	27.3	16.5	2.6	17.7	41.5	30.2	10.3	0.3
	State	28.7	26.5	25.5	16.5	2.8	22.6	40.7	28.0	8.5	0.3
Hispanic	School	0.0	0.0	12.5	56.3	31.3	0.0	6.3	18.8	62.5	12.5
	District	20.0	21.7	28.4	24.4	5.6	12.5	33.1	35.0	18.6	0.9
	State	20.4	22.7	28.2	23.6	5.1	14.5	33.9	34.9	15.8	0.9
Asian	School	0.0	0.0	2.4	31.7	65.9	0.0	0.0	2.6	48.7	48.7
	District	8.6	8.1	17.2	38.7	27.3	4.8	12.0	22.4	45.6	15.2
	State	5.3	7.5	18.1	39.3	29.8	3.4	9.8	24.9	44.5	17.3
Native Hawaiian/Pacific Islander	School										
	District	10.0	16.7	30.0	23.3	20.0	11.1	25.0	30.6	27.8	5.6
	State	8.4	12.1	26.2	35.5	17.8	9.6	14.8	40.0	33.9	1.7
American Indian	School										
	District	22.5	13.8	30.0	22.5	11.3	13.8	28.8	28.8	26.3	2.5
	State	22.3	22.3	27.1	22.1	6.3	15.9	31.9	32.8	18.0	1.5
Two or More Races	School	0.0	0.0	0.0	40.0	60.0					
	District	9.8	11.7	20.5	39.4	18.6	8.5	20.7	24.1	40.0	6.7
	State	14.2	18.4	26.0	30.5	10.9	11.2	28.4	32.0	24.7	3.8

Grade 7 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	0.0	0.0	0.0	47.6	52.4	0.0	5.3	5.3	63.2	26.3
	District	23.2	23.7	27.6	20.7	4.7	14.8	36.5	32.3	15.3	1.1
	State	23.4	24.2	27.5	20.8	4.1	17.4	36.2	32.7	13.0	0.7
Not Eligible	School	1.0	0.0	4.1	39.2	55.7	0.0	0.0	6.5	50.5	43.0
	District	6.6	10.5	21.8	39.7	21.3	4.9	16.7	30.2	40.5	7.7
	State	7.4	12.5	25.0	38.8	16.3	5.5	18.0	35.6	35.1	5.7

Grade 8**Grade 8 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	0.0	0.9	10.6	52.2	36.3	0.0	2.0	1.0	42.2	54.9
District	22.5	23.6	25.9	24.4	3.5	31.3	24.9	20.0	21.2	2.7
State	16.6	19.9	26.1	31.2	6.2	23.6	20.6	23.6	27.7	4.6

Grade 8 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	0.0	0.0	13.7	58.8	27.5	0.0	0.0	0.0	42.2	57.8
	District	29.6	25.9	23.8	18.7	2.0	34.4	25.0	18.7	19.3	2.6
	State	22.4	23.0	25.8	25.2	3.6	26.3	20.8	22.3	25.8	4.7
Female	School	0.0	1.6	8.1	46.8	43.5	0.0	3.5	1.8	42.1	52.6
	District	15.2	21.3	28.1	30.3	5.1	28.2	24.8	21.3	23.0	2.7
	State	10.5	16.6	26.4	37.6	8.8	20.6	20.3	24.8	29.8	4.4

Grade 8 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	0.0	2.0	14.0	50.0	34.0	0.0	0.0	2.4	47.6	50.0
	District	8.7	12.4	23.3	43.0	12.6	12.5	15.3	19.1	43.6	9.5
	State	11.1	16.6	26.5	37.9	7.8	15.5	17.5	25.7	35.7	5.6
Black	School	0.0	0.0	7.1	64.3	28.6	0.0	0.0	0.0	61.5	38.5
	District	28.5	27.9	25.5	16.9	1.2	41.1	27.1	18.9	12.3	0.7
	State	29.4	27.0	25.1	17.1	1.4	43.4	25.9	18.8	11.2	0.7
Hispanic	School	0.0	0.0	27.3	45.5	27.3	0.0	10.0	0.0	50.0	40.0
	District	21.3	23.2	27.2	25.6	2.7	28.8	25.9	21.4	22.2	1.7
	State	21.1	24.1	27.5	24.5	2.8	29.5	25.5	23.9	19.7	1.4
Asian	School	0.0	0.0	3.3	46.7	50.0	0.0	0.0	0.0	23.3	76.7
	District	10.1	10.9	19.8	41.4	17.8	12.4	11.4	14.2	44.2	17.8
	State	5.1	7.5	18.6	46.8	22.0	6.6	8.3	16.5	45.7	22.9
Native Hawaiian/Pacific Islander	School										
	District	7.4	11.1	22.2	55.6	3.7	10.3	17.2	13.8	48.3	10.3
	State	9.5	13.1	25.5	43.8	8.0	16.4	10.7	27.1	40.0	5.7
American Indian	School										
	District	18.3	20.7	26.8	28.0	6.1	22.5	30.0	12.5	33.8	1.3
	State	23.1	23.3	24.2	25.3	4.2	31.0	22.1	22.8	21.0	3.1
Two or More Races	School										
	District	14.4	16.9	23.7	36.4	8.5	17.7	19.0	24.6	28.4	10.3
	State	16.5	18.5	25.7	31.3	8.0	24.4	19.7	22.6	27.4	6.0

Grade 8 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	0.0	0.0	17.6	41.2	41.2	0.0	6.3	0.0	50.0	43.8
	District	24.7	25.3	26.2	21.7	2.2	34.2	26.3	19.7	18.2	1.5
	State	24.7	25.3	26.5	21.3	2.2	34.5	25.5	22.1	16.7	1.2
Not Eligible	School	0.0	1.0	9.4	54.2	35.4	0.0	1.2	1.2	40.7	57.0
	District	9.3	13.7	24.4	41.1	11.6	13.7	16.3	21.7	38.9	9.4
	State	8.7	14.6	25.7	41.0	10.0	12.8	15.7	25.0	38.5	7.9

SAT

Each Performance Level is a broad, categorical level defined by a student's score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scores for the assessment. There are four Performance Levels for SAT:

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

SAT**SAT - All**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
School	1.4	5.4	35.4	57.8	2.1	6.4	50.2	41.3
District	31.2	41.0	20.1	7.7	42.8	32.7	20.2	4.3
State	22.8	37.4	26.7	13.1	31.0	32.6	28.5	7.9

SAT- Gender

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	1.5	5.6	31.8	61.0	2.1	5.1	43.1	49.7
	District	35.1	38.9	18.6	7.4	42.9	31.4	20.6	5.1
	State	26.1	36.4	25.0	12.5	30.6	31.0	28.9	9.5
Female	School	1.3	5.2	38.4	55.0	2.2	7.4	56.3	34.1
	District	27.7	42.9	21.4	8.0	42.7	33.9	19.8	3.5
	State	19.5	38.4	28.5	13.6	31.3	34.3	28.2	6.2

SAT - Racial/Ethnic Background

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	0.9	17.8	81.3	0.0	1.9	42.1	56.1
	District	12.3	22.5	32.3	32.8	17.4	24.1	38.4	20.1
	State	14.7	34.2	33.2	17.8	20.9	31.9	36.8	10.4
Black	School	3.3	10.9	48.9	37.0	4.3	16.3	59.8	19.6
	District	39.6	42.8	14.4	3.3	56.4	31.3	11.4	0.8
	State	41.4	41.8	13.8	3.0	56.3	32.0	10.9	0.8
Hispanic	School	2.2	6.7	48.1	43.0	3.7	7.4	65.2	23.7
	District	30.0	44.5	21.0	4.4	40.1	36.5	21.4	2.0
	State	31.5	44.4	19.4	4.7	41.1	37.3	19.5	2.1
Asian	School	0.0	4.1	24.3	71.6	0.0	0.0	27.0	73.0
	District	16.9	29.9	30.2	23.1	13.7	23.8	41.5	21.0
	State	10.2	24.5	33.5	31.8	10.7	22.1	38.8	28.3
Native Hawaiian/Pacific Islander	School	11.5	30.8	30.8	26.9	19.2	19.2	53.8	7.7
	District	16.2	39.7	26.5	17.6	28.7	27.2	33.1	11.0
	State								
American Indian	School								
	District	31.7	32.9	29.3	6.1	46.3	26.8	24.4	2.4
	State	28.2	41.7	20.4	9.7	40.9	29.6	24.7	4.8
Two or More Races	School	0.0	0.0	21.4	78.6	0.0	0.0	35.7	64.3
	District	15.1	26.4	28.7	29.8	20.5	28.7	29.8	20.9
	State	18.8	35.9	27.9	17.5	28.1	31.6	29.8	10.6

SAT - Students with Disabilities

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	36.4	18.2	36.4	9.1	45.5	27.3	18.2	9.1
	District	75.5	20.3	3.3	0.9	84.9	11.7	2.9	0.5
	State	66.1	25.6	6.3	2.1	76.0	17.1	5.8	1.1
Non-IEP	School	0.5	5.1	35.4	59.1	1.0	5.8	51.1	42.1
	District	25.2	43.8	22.4	8.6	37.1	35.6	22.5	4.8
	State	17.5	38.8	29.2	14.4	25.5	34.5	31.3	8.7

SAT - Economically Disadvantaged

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	2.7	8.0	45.2	44.1	3.2	8.5	57.4	30.9
	District	35.4	43.3	17.5	3.8	47.5	33.7	16.9	1.9
	State	36.1	42.9	17.1	3.9	47.0	34.6	16.5	1.9
Not Eligible	School	0.4	3.4	27.5	68.6	1.3	4.7	44.5	49.6
	District	10.5	29.5	32.8	27.2	19.5	27.8	36.5	16.2
	State	13.2	33.4	33.8	19.7	19.3	31.2	37.3	12.2

Dynamic Learning Maps - Alternative Assessment (DLM-AA)

DLM 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.

High School

High School - All

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
School	50.0	40.0	10.0	0.0	63.6	36.4	0.0	0.0
District	45.8	37.2	16.2	0.7	82.0	17.6	0.4	0.0
State	41.2	31.9	24.1	2.8	67.8	27.1	5.1	0.0

High School - Gender

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School								
	District	44.6	38.0	16.8	0.5	81.6	18.4	0.0	0.0
	State	41.1	32.1	23.8	3.0	66.8	27.2	6.0	0.0
Female	School								
	District	48.4	35.5	15.1	1.1	82.8	16.1	1.1	0.0
	State	41.4	31.5	24.7	2.4	69.9	26.7	3.4	0.0

High School - Racial/Ethnic Background

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
White	School								
	District	29.7	51.4	18.9	0.0	83.8	16.2	0.0	0.0
	State	38.3	31.3	27.2	3.2	65.4	28.3	6.4	0.0
Black	School								
	District	46.6	34.6	17.3	1.5	80.6	18.7	0.7	0.0
	State	41.6	33.4	22.4	2.6	68.0	29.4	2.6	0.0
Hispanic	School								
	District	46.9	37.8	15.3	0.0	82.7	17.3	0.0	0.0
	State	44.4	33.9	19.8	1.9	72.8	22.0	5.3	0.0
Asian	School								
	District								
	State	52.8	25.0	18.1	4.2	69.4	27.8	2.8	0.0
Native Hawaiian/Pacific Islander	School								
	District								
	State								
American Indian	School								
	District								
	State								
Two or More Races	School								
	District								
	State	44.2	30.2	23.3	2.3	69.8	25.6	4.7	0.0

High School - Economically Disadvantaged

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School				60.0	40.0	0.0	0.0	
	District	47.1	36.1	16.0	0.8	80.8	18.8	0.4	0.0
	State	41.4	32.3	24.1	2.1	69.8	26.1	4.2	0.0
Not Eligible	School								
	District	36.4	45.5	18.2	0.0	90.9	9.1	0.0	0.0
	State	40.9	31.4	24.1	3.7	65.3	28.3	6.4	0.0