

District 158 Early Childhood Center

(PK - PK)

HUNTLEY COMMUNITY SCHOOL DISTRICT

158



2024 - 2025

Principal

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District Superintendent

Ms. Jessica Lombard

<http://huntley158.org>

District Provided Statement

Not available.

About the Report Card

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

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

For additional information, refer to the [Public Business Rules for 2025 Report Card Metrics](#) and the [2025 Glossary of Terms](#).

School Snapshot

Site-Based Expenditure Per Student Spending : \$12,234

Teacher Retention : 94.3%

Senate District : 35 **House District :** 69

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Date: 05/19/26 5:00:19 -05:00

About the data

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

Academic Progress

ELA Participation - Overall

What is it?

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

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	99.8%	99.8%	99.7%	‡	100.0%	100.0%	99.5%	99.9%	*	100.0%	100.0%	99.7%	98.6%
State	98.6%	98.8%	98.5%	95.5%	98.1%	99.2%	97.5%	98.5%	98.7%	97.6%	98.4%	99.0%	97.3%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	99.8%	98.5%	99.4%	‡	*	100.0%	‡
State	98.4%	96.9%	98.2%	95.9%	98.0%	98.8%	93.9%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	0.2%	0.2%	0.3%	‡	0.0%	0.0%	0.5%	0.1%	*	0.0%	0.0%	0.3%	1.4%
State	1.4%	1.2%	1.5%	4.5%	1.9%	0.8%	2.5%	1.5%	1.3%	2.4%	1.6%	1.0%	2.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	0.2%	1.5%	0.6%	‡	*	0.0%	‡
State	1.6%	3.1%	1.8%	4.1%	2.0%	1.2%	6.1%

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Math Participation - Overall

What is it?

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

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	99.8%	99.8%	99.8%	‡	100.0%	100.0%	99.5%	99.9%	*	100.0%	100.0%	99.7%	99.0%
State	98.5%	98.7%	98.4%	95.5%	98.0%	99.2%	97.4%	98.4%	98.7%	97.8%	98.3%	98.9%	97.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	99.8%	98.9%	99.5%	‡	*	100.0%	‡
State	98.2%	96.7%	98.1%	95.4%	97.6%	98.9%	93.5%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	0.2%	0.2%	0.2%	‡	0.0%	0.0%	0.5%	0.1%	*	0.0%	0.0%	0.3%	1.0%
State	1.5%	1.3%	1.6%	4.5%	2.0%	0.8%	2.6%	1.6%	1.3%	2.2%	1.7%	1.1%	2.9%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	0.2%	1.1%	0.5%	‡	*	0.0%	‡
State	1.8%	3.3%	1.9%	4.6%	2.4%	1.1%	6.5%

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Science Participation - Overall

What is it?

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

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	99.5%	99.6%	99.5%	‡	94.7%	100.0%	100.0%	99.6%	*	‡	100.0%	99.5%	97.9%
State	97.5%	97.7%	97.3%	94.5%	96.2%	98.8%	95.4%	97.2%	97.8%	96.9%	97.2%	98.3%	95.3%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	99.4%	97.5%	99.1%	‡	*	100.0%	‡
State	96.8%	94.4%	96.6%	92.7%	96.3%	97.9%	87.2%

Summary Non Participation

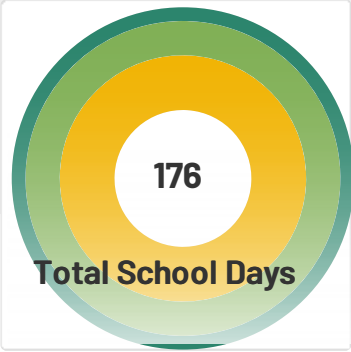
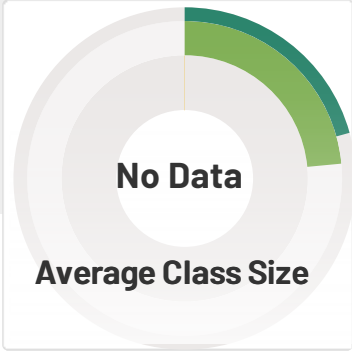
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	0.5%	0.4%	0.5%	‡	5.3%	0.0%	0.0%	0.4%	*	‡	0.0%	0.5%	2.1%
State	2.5%	2.3%	2.7%	5.5%	3.8%	1.2%	4.6%	2.8%	2.2%	3.1%	2.8%	1.7%	4.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	0.6%	2.5%	0.9%	‡	*	0.0%	‡
State	3.2%	5.6%	3.4%	7.3%	3.7%	2.1%	12.8%

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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.



Early Learning

What is it?

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

Kindergarten Individual Developmental Survey (KIDS) Results - Overall

School	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math
District	99.0%	14.8%	19.3%	23.6%	42.4%	77.7%	63.7%	52.3%
State	87.1%	34.9%	16.5%	17.1%	31.5%	58.7%	49.5%	36.9%

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

School	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	English Learners	Students with IEPs	Low Income
District	42.4%	‡	54.2%	‡	32.6%	‡	‡	‡	44.1%	26.5%	27.8%	26.5%	31.2%
State	31.5%	28.3%	37.7%	24.5%	20.2%	22.9%	24.2%	34.4%	39.3%	15.5%	14.3%	15.5%	21.7%

Homeless

School	*
District	*
State	17.2%

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School Environment

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	139	\$0	\$12,234	\$12,234	\$291	\$7,708	\$7,998	\$291	\$19,942	\$20,233	*	*
District	8,282	\$15	\$7,619	\$7,634	\$291	\$7,708	\$7,998	\$305	\$15,326	\$15,632	\$16,590,985	\$146,057,241

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Total School Days

What is it?

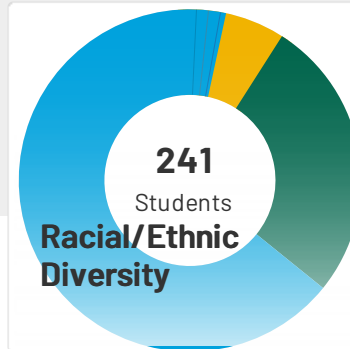
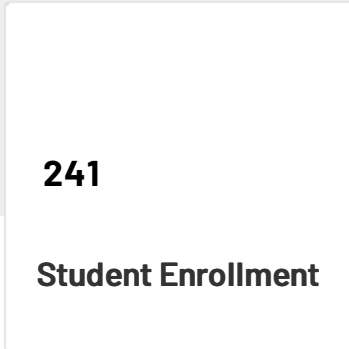
This shows the total number of days in which the school provided at least five hours of instruction during the school year. The minimum length for an Illinois public school's year is 176 days. The number of actual calendar days varies from district to district.

Total School Days	
School	176
District	176
State	176

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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.



Student Enrollment

What is it?

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

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

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
School	100.0% 241	37.8% 91	62.2% 150	‡ *	‡ ‡	10.0% 24	‡ ‡	23.7% 57	‡ *	‡ *	‡ *	59.8% 144	48.1% 116
District	100.0% 8,358	49.1% 4,101	50.8% 4,245	0.1% 12	0.7% 60	8.8% 732	3.9% 327	16.1% 1,344	‡ ‡	‡ ‡	2.2% 180	68.1% 5,693	19.5% 1,631
State	100.0% 1,848,560	48.6% 897,517	51.4% 950,308	0.0% 735	0.2% 4,558	5.7% 105,669	16.3% 301,432	28.6% 528,901	0.3% 4,666	0.1% 1,551	4.5% 83,710	44.3% 818,073	20.3% 374,578

	English Learners	Students with IEPs	Low Income	Former EL	Homeless	Migrant	Military	Never EL	Youth In Care
School	‡ ‡	48.1% 116	20.3% 49	‡ ‡	‡ *	‡ *	‡ ‡	64.7% 156	‡ ‡
District	10.1% 848	13.8% 1,150	21.3% 1,779	8.0% 668	0.2% 13	‡ *	0.8% 64	81.9% 6,842	0.1% 10
State	17.5% 323,442	16.3% 301,325	49.7% 918,460	7.9% 145,624	2.7% 49,396	0.0% 511	0.8% 15,488	74.6% 1,379,494	0.7% 12,794

By Grades

	PK
School	241
District	241
State	87,040

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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

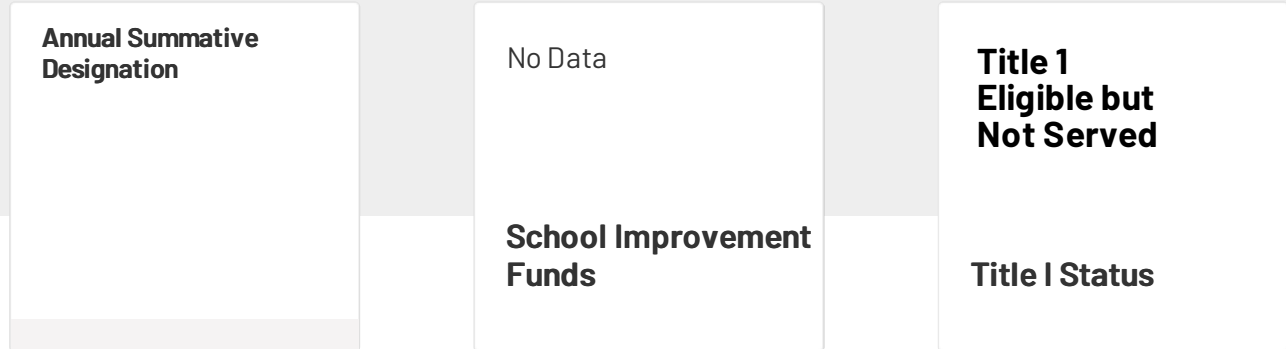
	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
School	*	* *	* *	* *
District	*	100.0% 692	13.9% 96	* 113
State	*	100.0% 280,143	7.1% 19,761	* 66,717

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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.



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	Title I Eligible but Not Served

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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.

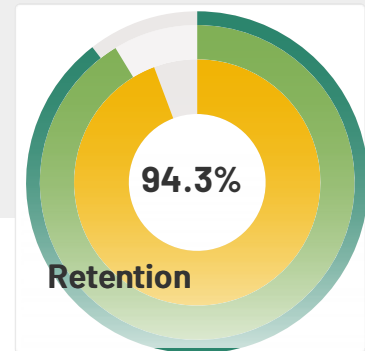
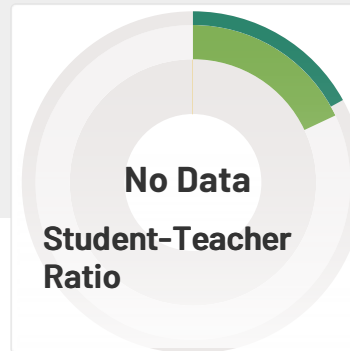
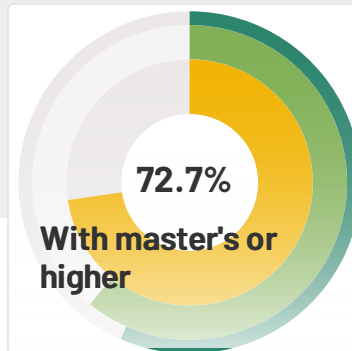
Schools Who Receive Title I School Improvement - 1003(a) Funds

	Cohort Year	School Improvement Status	Term within School Improvement Status Cycle	Current School Improvement Grant Term Allocation	Reason for Improvement Status & Grant Allocation
School	*	*	*	*	*

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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.



Teacher Information

What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
School	15	54.5%	*
District	15	72.9%	97.5%
State	14	66.0%	96.9%

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Full-Time Equivalents

What is it?

This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district. This displays the race and gender distribution by FTE for teachers in (this school/this district/the state). The table shows distribution by FTE, of *full-time equivalent*. FTE counts take into consideration employees who are employed less than full time, adding together the representative percentages of their level of employment (so 2 half time/.5 employees = 1FTE). Information is gathered about the race/ethnicity of school and district teachers. The percentage of male and female teachers is also compiled.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	All	100.0% 11	* *	* *	* *	* *	* *	* *	* *	100.0% 11	* *
	Female	90.9% 10	* *	* *	* *	* *	* *	* *	* *	90.9% 10	* *
	Male	9.1% 1	* *	* *	* *	* *	* *	* *	* *	9.1% 1	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 582.5	* *	2.1% 12	0.6% 3.6	4.0% 23.2	* *	* *	0.2% 1.2	93.1% 542.5	* *
	Female	78.8% 459.1	* *	83.3% 10	100.0% 3.6	91.4% 21.2	* *	* *	100.0% 1.2	78.0% 423.1	* *
	Male	21.2% 123.5	* *	16.7% 2	* *	8.6% 2	* *	* *	* *	22.0% 119.5	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 137896.3	0.2% 338.9	2.1% 2889.1	6.3% 8735.4	8.9% 12273.1	* *	0.1% 113	1.5% 2031.8	78.9% 108800.9	1.9% 2651.3
	Female	76.5% 105554.1	77.4% 262.3	76.3% 2205.5	78.2% 6835.4	77.7% 9540.2	* *	66.1% 74.7	78.0% 1585.2	76.3% 82967.2	76.6% 2030.1
	Male	23.4% 32335.2	22.6% 76.6	23.6% 682.4	21.7% 1899.3	22.3% 2732.9	* *	33.9% 38.3	22.0% 446.6	23.7% 25828.5	23.4% 621.2
	Non Binary	0.0% 7	* *	0.0% 1.1	0.0% 0.7	* *	* *	* *	* *	0.0% 5.2	* *

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Teacher Head Count

What is it?

Not Available.

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown	
School	All	11	*	*	*	*	*	*	11	*	
	Female	10	*	*	*	*	*	*	10	*	
	Male	1	*	*	*	*	*	*	1	*	
	Non Binary	*	*	*	*	*	*	*	*	*	
District	All	592	*	12	4	24	*	*	2	550	*
	Female	466	*	10	4	22	*	*	2	428	*
	Male	126	*	2	*	2	*	*	*	122	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	142079	351	3017	9177	12734	*	118	2088	111759	2770
	Female	108777	271	2308	7177	9913	*	79	1636	85213	2125
	Male	33293	80	707	1999	2821	*	39	452	26540	645
	Non Binary	9	*	2	1	*	*	*	*	6	*

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Teachers Education

What is it?

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

Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
School	27.3%	*	*
District	38.8%	*	38.8%
State	42.4%	42.4%	36.4%

Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
School	72.7%	*	*
District	60.9%	*	60.9%
State	56.6%	55.9%	63.3%

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
School	*
District	*
State	*

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Novice Teachers

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	* *	* *	* *
District	21 3.6%	* *	21 3.0%
State	8,956 6.5%	2,511 8.0%	1,842 4.0%

Teacher Out of Field

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	* *	* *	* *
District	112 2.9%	* *	112 2.9%
State	106,079 9.7%	37,367 16.7%	13,401 4.1%

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

Teachers with Short Term or Provisional Licenses

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	0 0.0%	* *	* *
District	12 2.0%	* *	12 2.0%
State	4,653 3.4%	1,427 4.9%	728 1.7%

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

Retention

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	All	94.3%	*	*	*	66.7%	*	*	*	96.9%	*
	Female	93.8%	*	*	*	66.7%	*	*	*	96.6%	*
	Male	100.0%	*	*	*	*	*	*	*	100.0%	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
District	All	91.3%	*	90.9%	80.0%	77.2%	*	*	75.0%	92.2%	40.0%
	Female	91.5%	*	88.2%	80.0%	81.3%	*	*	75.0%	92.4%	40.0%
	Male	90.5%	*	100.0%	*	60.0%	*	*	*	91.6%	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	89.5%	87.4%	88.3%	84.9%	89.1%	*	90.3%	89.6%	89.9%	87.1%
	Female	89.2%	86.9%	87.9%	85.1%	89.3%	*	90.7%	89.9%	89.6%	86.8%
	Male	90.4%	89.0%	89.5%	84.3%	88.7%	*	89.5%	88.7%	91.1%	87.9%
	Non Binary	71.4%	*	50.0%	*	*	*	*	*	80.0%	*

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

Average Teacher Salary

What is it?

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

Average Teacher Salary	
School	\$71,141
District	\$73,152
State	\$78,495

Teacher Evaluation

What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
School	5 *	* *	* *
District	268 97.5%	0 *	275 97.5%
State	58,786 96.9%	11,415 92.1%	18,704 98.7%

* 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	*
District	9
State	1,102

National Board Certified Teachers

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	4	4	*	*	*	*	*	*	*	*	*	4	*
State	2,070	1,674	396	*	4	61	128	169	1	1	56	1,628	*

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

Average Teaching Experience

What is it?

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

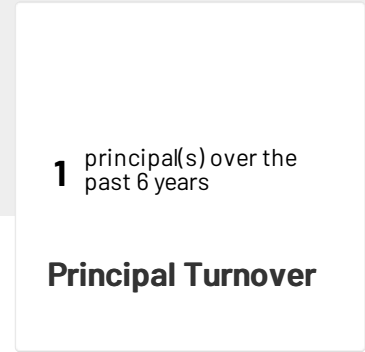
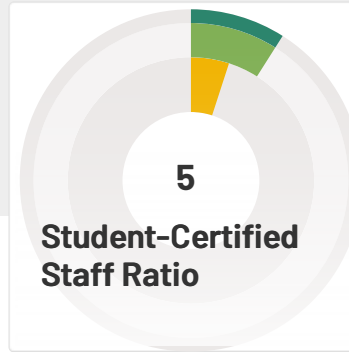
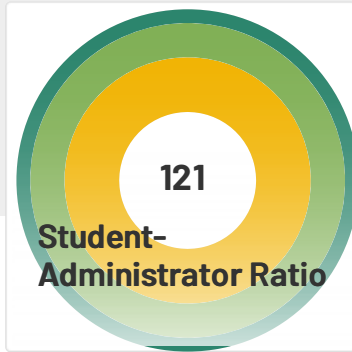
	All Schools	High Poverty Schools	Low Poverty Schools
School	15	*	*
District	15	*	*
State	14	*	*

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

Administrators & Support Personnel

About the data

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



Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
School	5	121
District	9	155
State	9	136

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

Administrators & Support Personnel

Demographics

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	All	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Male	*	*	*	*	*	*	*	*	*	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
District	All	100.0% 54	*	*	5.6% 3	5.6% 3	*	*	*	88.9% 48	*
	Female	70.4% 38	*	*	66.7% 2	66.7% 2	*	*	*	70.8% 34	*
	Male	29.6% 16	*	*	33.3% 1	33.3% 1	*	*	*	29.2% 14	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	100.0% 13632	0.2% 28.2	1.1% 151.2	14.5% 1978.6	6.6% 898.7	*	0.1% 6.8	1.4% 189.6	74.4% 10143	1.7% 231
	Female	61.0% 8317.9	74.7% 21.1	62.8% 95	73.4% 1451.6	66.2% 595.1	*	58.5% 4	73.0% 138.4	57.6% 5847	69.7% 160.9
	Male	39.0% 5314	25.3% 7.1	37.2% 56.2	26.6% 526.9	33.8% 303.6	*	41.5% 2.8	27.0% 51.2	42.4% 4296.1	30.3% 70.1
	Non Binary	*	*	*	*	*	*	*	*	*	*

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

Administrators & Support Personnel

Principal Turnover

What is it?

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

Principal(s) over the past 6 years	
School	1
District	2
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	
School	\$106,564
District	\$108,443
State	\$123,642

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

Administrators & Support Personnel

Novice Administrator

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	*	*	*
District	7 13.0%	*	7 17.9%
State	1,220 9.0%	284 12.1%	241 8.6%

Support Personnel FTE

What is it?

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

Total Support Personnel FTE

	Total School Counselor FTE	Total School Nurse FTE	Total School Psychologist FTE	Total School Social Worker FTE
School	*	1	1	3
District	18	4	9	27
State	3767.5	1279	2121.8	4396.2

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

Administrators & Support Personnel

Pupil Support Personnel Ratio

What is it?

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

Student/Support Personnel Ratio

	Student/School Counselor Ratio	Student/School Nurse Ratio	Student/School Psychologist Ratio	Student/School Social Worker Ratio
School	*	241	241	80
District	466	2,090	929	309
State	491	1,445	871	420

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

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
School	*	*	*	*	*	*
District	0.2%	0.2%	0.0%	0.0%	0.0%	*
State	4.0%	3.7%	0.5%	0.2%	0.5%	*

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

Civil Rights Data Collection

(2021-22)

Student Environment (cont)

School	Incidents of Harassment or Bullying	Incidents of Violence	Number of Schools with Incidents of Violence	
			Firearm	Homicide
District	0.0%	0.2%	0	0
State	0.8%	3.3%	3	3

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.

School	Enrolled in PreSchool	Advanced Placement (AP) Course Work	Advanced Placement Course Work	Dual Credit Course Work
			International Baccalaureate (IB) Course Work	
District	2.2% 186	8.0% 670	0.0% 0	0.3% 26
State	3.9% 70,447	7.6% 137,290	0.4% 6,371	4.4% 78,721

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