

# Spencer Trail (K - K)

## NEW LENOX SD 122



2023 - 2024

### Principal

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### Address

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(815) 462-7007

### District Superintendent

Dr. Lori Motsch

### 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](http://www.isbe.net/summative).

For additional information, refer to the [Public Business Rules for 2024 Report Card Metrics](#) and the [2024 Glossary of Terms](#).

## School Snapshot

**Site-Based Expenditure Per Student Spending :** \$11,868

**Average Class Size :** 19

**8th Graders Passing Algebra I :** \*

**Chronic Absenteeism :** 12.8%

**Teacher Retention :** 86.5%

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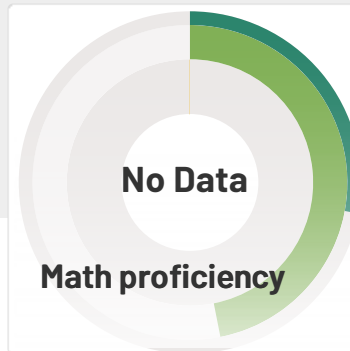
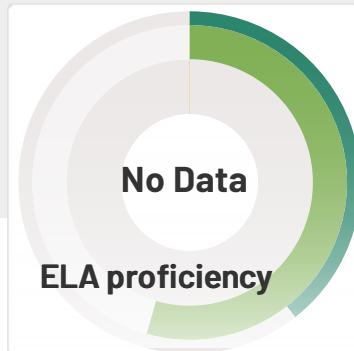
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## About the data

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.



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

# Academic Progress

## 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	54.4%	62.8%	46.7%	*	‡	65.4%	34.6%	47.1%	*	‡	59.1%	55.4%	24.4%
State	39.4%	43.6%	35.3%	63.3%	31.0%	66.9%	20.3%	26.7%	39.4%	46.1%	42.5%	50.2%	18.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	34.6%	12.6%	39.8%	‡	*	44.8%	‡
State	11.8%	10.6%	24.6%	13.0%	7.9%	42.7%	16.1%

### Mathematics - All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	46.9%	45.0%	48.7%	*	‡	69.2%	26.9%	32.3%	*	‡	48.2%	49.1%	24.5%
State	27.9%	26.2%	29.6%	40.6%	23.3%	61.3%	8.9%	15.3%	33.3%	34.7%	30.6%	38.0%	13.7%

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

# Academic Progress

## Proficiency (cont)

### Mathematics - All Tests

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	26.9%	15.6%	28.5%	‡	*	48.3%	‡
State	8.0%	8.0%	13.7%	6.4%	6.3%	30.1%	7.6%

### Science - All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	65.9%	64.7%	67.1%	*	‡	‡	‡	60.3%	*	‡	72.2%	67.3%	41.7%
State	52.7%	52.6%	52.9%	81.6%	47.4%	77.9%	26.7%	39.8%	54.5%	60.4%	56.8%	66.1%	30.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	‡	27.1%	45.1%	‡	*	‡	‡
State	18.7%	18.8%	36.7%	22.9%	17.1%	57.1%	24.8%

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

# Academic Progress

## Proficiency (cont)

### ELA - All Tests - Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	‡	*	34.4%	*	*	‡	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*	*

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	33.2%	*	*	‡	*	*	‡
State	*	*	*	*	*	*	*

### Mathematics - All Tests - Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	‡	*	26.8%	*	*	‡	*	*	*
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 - Federal Rate

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

### Science - All Tests - Federal Rate

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

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

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

# Academic Progress

## 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	99.1%	99.4%	98.8%	*	‡	96.3%	94.5%	98.7%	*	‡	99.1%	99.3%	97.3%
State	98.6%	98.7%	98.5%	95.9%	98.2%	99.2%	97.7%	98.4%	97.3%	98.4%	98.4%	98.9%	97.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	93.0%	96.6%	98.1%	100.0%	*	100.0%	‡
State	98.4%	97.1%	98.2%	95.1%	97.4%	98.8%	94.5%

### Mathematics - All Tests - 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	99.1%	99.5%	98.7%	*	‡	96.3%	94.5%	99.2%	*	‡	99.1%	99.2%	97.1%
State	98.5%	98.6%	98.4%	95.9%	98.0%	99.1%	97.5%	98.3%	97.3%	98.3%	98.2%	98.9%	97.2%

\* 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

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	96.4%	96.4%	98.3%	100.0%	*	100.0%	‡
State	98.2%	96.9%	98.1%	94.8%	97.8%	98.8%	94.4%

### Science - All Tests - 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	99.0%	99.5%	98.5%	*	‡	‡	100.0%	97.5%	*	‡	100.0%	99.1%	98.1%
State	96.0%	96.1%	95.8%	95.1%	95.1%	97.2%	93.0%	95.4%	83.9%	94.6%	95.5%	97.3%	93.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	100.0%	97.1%	99.3%	‡	*	‡	‡
State	94.9%	93.0%	94.7%	88.9%	95.7%	96.5%	86.7%

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

# Academic Progress

## Participation Rate (cont)

### Overall IAR ELA - 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	99.2%	99.4%	98.9%	*	‡	96.3%	94.3%	99.0%	*	‡	99.1%	99.3%	97.6%
State	99.0%	99.1%	99.0%	95.7%	99.2%	99.4%	98.7%	99.1%	97.2%	99.1%	98.7%	99.1%	98.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	92.9%	97.0%	98.1%	100.0%	*	100.0%	‡
State	98.9%	97.9%	98.9%	96.3%	98.5%	99.2%	96.5%

### Overall IAR Mathematics - 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	99.2%	99.5%	98.9%	*	‡	96.3%	94.3%	99.5%	*	‡	99.1%	99.2%	97.4%
State	98.9%	99.0%	98.9%	95.7%	99.0%	99.3%	98.5%	99.0%	97.2%	99.0%	98.6%	99.0%	97.8%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	96.3%	96.8%	98.3%	100.0%	*	100.0%	‡
State	98.8%	97.6%	98.8%	95.9%	99.0%	99.2%	96.3%

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# Academic Progress

## Participation Rate (cont)

### Overall DLM ELA - 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	88.0%	‡	83.3%	*	*	*	‡	‡	*	*	‡	88.9%	88.0%
State	97.6%	97.7%	97.6%	*	96.0%	98.0%	97.3%	97.5%	100.0%	100.0%	97.7%	97.9%	97.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	‡	88.0%	‡	‡	*	*	*
State	97.7%	97.6%	97.5%	96.6%	100.0%	97.8%	97.8%

### Overall DLM Mathematics - 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	88.0%	‡	83.3%	*	*	*	‡	‡	*	*	‡	88.9%	88.0%
State	97.6%	97.6%	97.6%	*	96.0%	98.1%	97.3%	97.3%	100.0%	100.0%	97.7%	97.8%	97.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	‡	88.0%	‡	‡	*	*	*
State	97.5%	97.6%	97.5%	96.6%	100.0%	97.8%	98.4%

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# Academic Progress

## Participation Rate (cont)

### Overall DLM Science - 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	‡	‡	‡	*	*	*	‡	‡	*	*	*	‡	‡
State	96.4%	96.6%	96.3%	*	100.0%	97.0%	96.9%	95.2%	0.0%	100.0%	95.9%	96.9%	96.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	‡	‡	‡	‡	*	*	*
State	96.2%	96.4%	96.2%	93.7%	100.0%	94.9%	98.4%

### Overall - 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	99.0%	99.5%	98.6%	*	‡	‡	100.0%	97.4%	*	‡	100.0%	99.2%	98.4%
State	96.0%	96.1%	95.8%	95.1%	95.1%	97.2%	92.9%	95.4%	86.7%	94.6%	95.5%	97.3%	93.5%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	100.0%	97.6%	99.3%	‡	*	‡	*
State	94.8%	92.8%	94.7%	88.8%	95.7%	96.5%	86.2%

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# Academic Progress

## Participation Rate (cont)

### ELA - All Tests - 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	0.9%	0.6%	1.2%	*	‡	3.7%	5.5%	1.3%	*	‡	0.9%	0.7%	2.7%
State	1.5%	1.3%	1.6%	4.1%	1.8%	0.8%	2.4%	1.6%	2.7%	1.6%	1.7%	1.1%	2.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	7.0%	3.4%	1.9%	0.0%	*	0.0%	‡
State	1.7%	3.0%	1.8%	5.0%	2.6%	1.2%	6.4%

### Mathematics - All Tests - 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	0.9%	0.5%	1.3%	*	‡	3.7%	5.5%	0.8%	*	‡	0.9%	0.8%	2.9%
State	1.6%	1.4%	1.7%	4.1%	2.0%	0.9%	2.6%	1.7%	2.7%	1.7%	1.8%	1.2%	2.9%

\* 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)

### Mathematics - All Tests - Non Participation

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	3.6%	3.6%	1.7%	0.0%	*	0.0%	‡
State	1.8%	3.2%	2.0%	5.3%	2.2%	1.2%	6.5%

### Science - All Tests - 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	1.0%	0.5%	1.5%	*	‡	‡	0.0%	2.5%	*	‡	0.0%	0.9%	1.9%
State	4.1%	4.0%	4.3%	4.9%	4.9%	2.8%	7.2%	4.7%	16.1%	5.4%	4.6%	2.8%	6.5%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	0.0%	2.9%	0.7%	‡	*	‡	‡
State	5.3%	7.1%	5.4%	11.6%	4.3%	3.5%	14.6%

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



# Academic Progress

## Participation Rate (cont)

### Overall IAR ELA - 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	0.8%	0.6%	1.1%	*	‡	3.7%	5.7%	1.0%	*	‡	0.9%	0.7%	2.4%
State	1.0%	1.0%	1.1%	4.3%	0.8%	0.7%	1.4%	1.0%	2.8%	0.9%	1.3%	0.9%	2.0%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	7.1%	3.0%	1.9%	0.0%	*	0.0%	‡
State	1.2%	2.2%	1.2%	3.8%	1.5%	0.8%	4.5%

### Overall IAR Mathematics - 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	0.8%	0.5%	1.1%	*	‡	3.7%	5.7%	0.5%	*	‡	0.9%	0.8%	2.6%
State	1.1%	1.1%	1.2%	4.3%	1.0%	0.8%	1.6%	1.1%	2.8%	1.0%	1.5%	1.0%	2.2%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	3.7%	3.2%	1.7%	0.0%	*	0.0%	‡
State	1.3%	2.4%	1.3%	4.2%	1.0%	0.8%	4.6%

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

# Academic Progress

## Participation Rate (cont)

### Overall DLM ELA - 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	12.0%	‡	16.7%	*	*	*	‡	‡	*	*	‡	11.1%	12.0%
State	2.4%	2.4%	2.4%	*	4.0%	2.0%	2.7%	2.6%	0.0%	0.0%	2.3%	2.1%	2.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	‡	12.0%	‡	‡	*	*	*
State	2.3%	2.4%	2.5%	3.4%	0.0%	2.2%	2.2%

### Overall DLM Mathematics - 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	12.0%	‡	16.7%	*	*	*	‡	‡	*	*	‡	11.1%	12.0%
State	2.4%	2.4%	2.5%	*	4.0%	1.9%	2.8%	2.7%	0.0%	0.0%	2.3%	2.2%	2.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	‡	12.0%	‡	‡	*	*	*
State	2.5%	2.4%	2.5%	3.4%	0.0%	2.2%	1.6%

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

# Academic Progress

## Participation Rate (cont)

### Overall DLM Science - 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	‡	‡	‡	*	*	*	‡	‡	*	*	*	‡	‡
State	3.6%	3.4%	3.8%	*	0.0%	3.0%	3.2%	4.8%	100.0%	0.0%	4.1%	3.1%	3.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	‡	‡	‡	‡	*	*	*
State	3.8%	3.6%	3.8%	6.3%	0.0%	5.1%	1.6%

### Overall ISA - 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	1.0%	0.5%	1.4%	*	‡	‡	0.0%	2.6%	*	‡	0.0%	0.8%	1.6%
State	4.1%	4.0%	4.3%	4.9%	4.9%	2.8%	7.3%	4.7%	13.3%	5.4%	4.6%	2.8%	6.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	0.0%	2.4%	0.7%	‡	*	‡	*
State	5.3%	7.4%	5.4%	11.7%	4.3%	3.5%	15.1%

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

## Eighth Graders Passing Algebra I

### What is it?

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

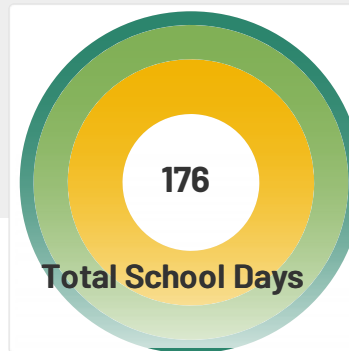
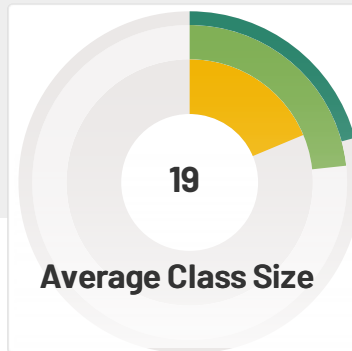
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	18.6%	15.2%	22.0%	*	‡	‡	‡	‡	‡	*	‡	20.3%	‡
State	29.1%	28.7%	29.6%	26.7%	24.3%	62.5%	13.7%	22.4%	23.5%	40.4%	31.6%	34.7%	14.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	‡	‡	‡	‡	*	*	*
State	12.8%	7.2%	18.3%	11.3%	0.0%	*	*

\* 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

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.



## 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](http://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

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

# 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		
<b>School</b>	<b>202</b>	<b>\$0</b>	<b>\$11,868</b>	<b>\$11,868</b>	<b>\$411</b>	<b>\$4,223</b>	<b>\$4,634</b>	<b>\$411</b>	<b>\$16,091</b>	<b>\$16,502</b>	<b>*</b>	<b>*</b>
District	4,766	\$37	\$8,567	\$8,604	\$411	\$4,223	\$4,634	\$448	\$12,790	\$13,238	\$18,048,998	\$81,138,046

\* 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

	K	Overall
School	18.7	18.7
District	18.7	23.3
State	20.4	20.8

## 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

Days PE per week	
<b>School</b>	<b>3</b>
District	<b>3</b>
State	<b>4</b>

## Health and Wellness (cont)

### Truant Minor Count

<b>School</b>	<b>‡</b>
District	<b>215</b>
State	<b>167,463</b>

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

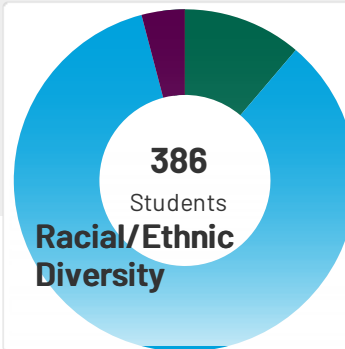


## About the data

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

**386**

**Student Enrollment**



**12.8%**

**Chronic Absenteeism**

## Student Enrollment

### What is it?

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

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

### By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>100.0%</b> <b>386</b>	<b>48.4%</b> <b>187</b>	<b>51.6%</b> <b>199</b>	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>12.7%</b> <b>49</b>	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	<b>3.9%</b> <b>15</b>	<b>80.8%</b> <b>312</b>	<b>14.2%</b> <b>55</b>
District	<b>100.0%</b> 4,971	<b>47.6%</b> 2,367	<b>52.4%</b> 2,604	<b>0.0%</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>0.9%</b> 43	<b>1.6%</b> 82	<b>12.0%</b> 597	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	<b>3.5%</b> 172	<b>81.9%</b> 4,071	<b>23.7%</b> 1,180
State	<b>100.0%</b> 1,851,290	<b>48.6%</b> 899,170	<b>51.4%</b> 951,463	<b>0.0%</b> 657	<b>0.2%</b> 4,580	<b>5.6%</b> 103,838	<b>16.5%</b> 305,129	<b>28.1%</b> 519,576	<b>0.0%</b> 7	<b>0.1%</b> 1,693	<b>4.2%</b> 78,523	<b>45.3%</b> 837,944	<b>20.3%</b> 376,166

	English Learners	Students with IEPs	Low Income	Former EL	Homeless	Migrant	Military	Never EL	Youth In Care
<b>School</b>	<b>2.6%</b> <b>10</b>	<b>13.5%</b> <b>52</b>	<b>16.8%</b> <b>65</b>	<b>0.0%</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>0.0%</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>97.4%</b> <b>376</b>	<b>‡</b> <b>‡</b>
District	<b>2.0%</b> 97	<b>18.9%</b> 941	<b>14.6%</b> 725	<b>1.2%</b> 62	<b>0.3%</b> 13	<b>0.0%</b> <b>*</b>	<b>1.2%</b> 62	<b>96.8%</b> 4,812	<b>0.3%</b> 13
State	<b>16.4%</b> 303,166	<b>16.0%</b> 295,285	<b>49.8%</b> 922,067	<b>8.2%</b> 152,571	<b>2.6%</b> 47,220	<b>0.0%</b> 441	<b>0.8%</b> 14,692	<b>75.4%</b> 1,395,553	<b>0.7%</b> 13,111

### By Grades

	K
<b>School</b>	<b>386</b>
District	<b>392</b>
State	<b>120,746</b>

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

## Advanced Academic Programs

### What is it?

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

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

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

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

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

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

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

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

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

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

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

## Advanced Academic Programs (cont)

### Students who are Identified as Accelerated - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	13.2% 673	12.3% 296	14.1% 377	* *	‡ ‡	‡ ‡	‡ ‡	7.5% 49	‡ ‡	‡ ‡	14.9% 27	14.3% 582	5.0% 61
State	9.7% 186,357	10.0% 93,530	9.3% 92,604	12.9% 223	8.5% 395	24.8% 26,830	2.9% 9,360	7.4% 40,620	24.0% 609	9.9% 167	9.7% 8,363	11.7% 100,013	4.8% 18,478

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	2.4% 23	4.3% 33	‡ ‡	‡ ‡
State	3.2% 10,687	2.1% 6,270	4.6% 44,329	2.2% 1,460	1.2% 168

### Students who are Identified as Accelerated - ELA - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	3.1% 157	3.8% 92	2.4% 65	* *	‡ ‡	‡ ‡	‡ ‡	2.2% 14	‡ ‡	‡ ‡	‡ ‡	3.2% 131	0.9% 11
State	0.9% 17,567	1.2% 11,004	0.7% 6,536	1.6% 27	0.8% 37	0.8% 855	0.4% 1,211	0.7% 3,856	0.6% 16	0.6% 10	0.9% 773	1.3% 10,809	0.5% 1,966

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

## Advanced Academic Programs (cont)

### Students who are Identified as Accelerated - ELA - By Demographics

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	* 792	<b>0.3%</b> 828	* 5,592	* 264	* 53

### Students who are Identified as Accelerated - Math - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	<b>3.4%</b> 173	<b>1.8%</b> 44	<b>4.8%</b> 129	* *	‡ ‡	‡ ‡	‡ ‡	<b>1.5%</b> 10	‡ ‡	‡ ‡	‡ ‡	<b>3.8%</b> 155	<b>1.4%</b> 17
State	<b>1.8%</b> 34,975	<b>1.5%</b> 13,797	<b>2.1%</b> 21,127	<b>3.0%</b> 51	<b>1.3%</b> 61	<b>5.7%</b> 6,130	<b>0.3%</b> 904	<b>0.9%</b> 4,790	<b>1.1%</b> 29	<b>1.8%</b> 30	<b>2.1%</b> 1,773	<b>2.5%</b> 21,258	<b>0.9%</b> 3,279

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	<b>1.8%</b> 14	‡ ‡	‡ ‡
State	<b>0.5%</b> 1,609	<b>0.4%</b> 1,230	<b>0.6%</b> 6,021	<b>0.3%</b> 170	<b>0.1%</b> 18

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

## Advanced Academic Programs (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1.3% 24,656	1.3% 12,012	1.3% 12,629	0.9% 15	2.2% 100	1.4% 1,500	0.5% 1,585	1.7% 9,615	4.9% 124	0.9% 16	1.0% 869	1.3% 10,847	1.0% 3,759

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1.3% 4,443	0.6% 1,927	0.9% 8,937	0.7% 474	0.2% 30

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	6.8% 343	6.7% 160	6.8% 183	* *	‡ ‡	‡ ‡	‡ ‡	3.8% 25	‡ ‡	‡ ‡	8.3% 15	7.3% 296	2.7% 33
State	5.4% 104,119	5.8% 54,024	5.0% 49,971	7.2% 124	4.2% 193	16.5% 17,848	1.6% 5,055	3.8% 20,776	17.2% 437	6.0% 102	5.5% 4,750	6.4% 54,958	2.4% 9,012

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

## Advanced Academic Programs (cont)

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

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

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	*	*	‡	‡	‡	‡	*	‡	‡	‡
	‡	‡	‡	*	*	‡	‡	‡	‡	*	‡	‡	‡
District	‡	‡	‡	*	‡	‡	‡	‡	‡	‡	‡	‡	‡
	‡	‡	‡	*	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	0.1% 2,145	0.1% 1,207	0.1% 932	0.3% 6	0.0% 2	0.3% 273	0.1% 417	0.2% 833	0.0% 0	0.2% 4	0.1% 99	0.1% 517	0.0% 96

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
	‡	‡	‡	‡	‡
State	0.1% 241	0.0% 51	0.0% 422	0.0% 24	0.1% 8

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

## Advanced Academic Programs (cont)

### Students Enrolled in Advanced Placement Coursework - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	24.2% 146,564	27.5% 81,086	21.0% 65,343	29.3% 135	20.2% 307	54.9% 18,113	14.1% 13,985	22.5% 40,125	28.3% 278	32.4% 198	25.2% 5,892	25.0% 67,666	11.7% 14,446

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
State	9.7% 7,479	3.4% 2,984	16.4% 47,264	8.0% 1,619	3.2% 104

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	16.4% 99,797	16.9% 49,774	16.0% 49,965	12.6% 58	11.5% 175	19.3% 6,358	10.8% 10,646	13.1% 23,343	21.3% 209	15.5% 95	15.3% 3,587	20.5% 55,384	10.9% 13,542

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



## Advanced Academic Programs (cont)

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

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	*	<b>8.1%</b>	*	*	*
	6,220	7,028	34,431	1,693	165

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>52.3%</b>	<b>57.1%</b>	<b>47.9%</b>	<b>58.8%</b>	<b>49.1%</b>	<b>78.8%</b>	<b>41.2%</b>	<b>51.7%</b>	<b>50.7%</b>	<b>60.4%</b>	<b>52.8%</b>	<b>53.6%</b>	<b>32.3%</b>
	317,614	168,338	149,005	271	747	26,000	40,708	92,014	497	369	12,355	144,924	39,983

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	<b>34.8%</b>	<b>19.4%</b>	<b>42.4%</b>	<b>28.3%</b>	<b>16.8%</b>
	26,856	16,953	122,489	5,726	542

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

## Advanced Academic Programs (cont)

### Students Enrolled in IB Coursework - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	1.2% 7,572	1.5% 4,466	1.0% 3,104	0.4% 2	1.4% 21	1.4% 447	1.8% 1,806	2.0% 3,583	0.1% 1	2.6% 16	0.8% 194	0.6% 1,504	0.8% 1,030

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
State	0.9% 697	0.4% 323	1.7% 4,843	1.0% 206	0.5% 16

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

## Advanced Academic Programs (cont)

### Students Assessed For Giftedness - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	0.6% 28	0.7% 17	0.4% 11	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	0.4% 18	‡ ‡
State	10.9% 210,029	10.9% 102,148	10.8% 107,618	15.2% 263	13.1% 609	25.5% 27,603	6.7% 21,672	8.9% 49,106	9.1% 231	14.6% 247	12.6% 10,835	11.7% 99,726	9.6% 36,640

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	1.4% 11	‡ ‡	‡ ‡
State	8.1% 27,120	8.1% 24,250	7.9% 75,982	5.0% 3,368	5.7% 830

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1.3% 24,286	1.2% 11,650	1.3% 12,539	5.6% 97	1.7% 77	4.2% 4,503	0.6% 2,057	0.8% 4,442	0.7% 19	1.7% 29	1.5% 1,258	1.4% 11,901	0.8% 3,235

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

## Advanced Academic Programs (cont)

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

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	* 1,641	<b>0.6%</b> 1,669	* 5,810	* 176	* 31

### Students Identified As Gifted - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>4.3%</b> 82,264	<b>4.3%</b> 39,778	<b>4.3%</b> 42,329	<b>9.1%</b> 157	<b>4.4%</b> 204	<b>16.8%</b> 18,205	<b>1.9%</b> 6,169	<b>2.7%</b> 14,678	<b>3.2%</b> 82	<b>8.0%</b> 135	<b>5.2%</b> 4,475	<b>4.5%</b> 38,316	<b>2.4%</b> 9,053

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>0.9%</b> 2,868	<b>0.9%</b> 2,723	<b>2.1%</b> 20,218	<b>0.7%</b> 450	<b>0.4%</b> 60

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

## Advanced Academic Programs (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>0.8%</b> 14,561	<b>0.7%</b> 6,794	<b>0.8%</b> 7,679	<b>5.1%</b> 88	<b>1.0%</b> 45	<b>3.3%</b> 3,571	<b>0.3%</b> 1,112	<b>0.4%</b> 2,057	<b>0.2%</b> 6	<b>1.2%</b> 20	<b>1.0%</b> 834	<b>0.8%</b> 6,916	<b>0.4%</b> 1,436

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>0.1%</b> 356	<b>0.2%</b> 467	<b>0.3%</b> 2,738	<b>0.1%</b> 50	<b>0.0%</b> 7

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

## English Learners

### What is it?

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

### EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
School	*	100.0% 10	‡ ‡	* ‡
District	*	100.0% 86	17.7% 15	* 3
State	*	100.0% 268,275	6.2% 16,723	* 62,087

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

## Student Attendance

### What is it?

This shows the average daily attendance at this school. This is a weighted measure of the number of days present relative to the total number of potential attendance days.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>93.9%</b>	<b>94.6%</b>	<b>93.4%</b>	<b>*</b>	<b>*</b>	<b>92.7%</b>	<b>95.2%</b>	<b>91.9%</b>	<b>85.5%</b>	<b>*</b>	<b>87.0%</b>	<b>94.7%</b>	<b>91.4%</b>
District	94.7%	94.7%	94.6%	*	92.5%	94.4%	94.5%	93.8%	93.7%	96.8%	93.8%	94.9%	93.7%
State	91.6%	91.6%	91.7%	92.2%	90.3%	94.0%	88.6%	90.1%	92.8%	91.3%	91.7%	93.3%	90.0%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>91.5%</b>	<b>91.3%</b>	<b>89.7%</b>	<b>84.0%</b>	<b>*</b>	<b>95.6%</b>	<b>95.3%</b>
District	92.9%	93.7%	92.7%	91.5%	*	93.9%	95.1%
State	90.4%	89.8%	89.6%	84.6%	89.9%	92.8%	89.1%

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

## Student Mobility Rate

### What is it?

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

### Student Mobility

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>3.6%</b>	‡	‡	*	*	‡	‡	‡	‡	*	‡	3.2%	‡
District	2.5%	2.4%	2.5%	*	‡	‡	20.5%	3.9%	‡	‡	‡	1.7%	3.6%
State	7.9%	7.6%	8.2%	5.0%	11.7%	7.6%	13.2%	9.9%	7.5%	8.6%	8.3%	4.6%	6.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	‡	‡	*	‡	‡
District	15.0%	4.1%	8.4%	‡	*	‡	‡
State	13.6%	7.4%	10.9%	38.2%	38.4%	9.3%	27.9%

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



## Chronic Absenteeism Rate

### What is it?

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

### By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>12.8%</b>	<b>9.0%</b>	<b>16.3%</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>27.5%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>9.8%</b>	<b>22.2%</b>
District	10.5%	9.4%	11.5%	*	‡	‡	12.4%	17.6%	‡	‡	11.5%	9.2%	16.5%
State	26.3%	26.6%	26.0%	23.6%	32.8%	16.6%	40.4%	32.9%	22.9%	28.0%	26.6%	18.1%	32.7%

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>23.3%</b>	<b>31.5%</b>	<b>‡</b>	<b>‡</b>
District	22.0%	‡	16.3%	23.4%	‡	‡
State	32.1%	54.6%	33.6%	36.3%	20.3%	38.0%

### By Grades

	K
<b>School</b>	<b>12.8%</b>
District	12.8%
State	29.1%

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

## Chronic Truancy Rate

### What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	4.8%	4.7%	4.9%	*	‡	‡	‡	8.5%	‡	‡	7.6%	3.8%	5.9%
State	20.0%	20.0%	20.0%	8.6%	26.3%	8.1%	44.4%	28.5%	7.8%	20.7%	17.2%	7.4%	22.6%

	English Learners	Students with IEPs	Low Income
School	*	*	*
District	12.2%	6.3%	8.0%
State	28.3%	24.3%	31.7%

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

## Truancy Rate

### What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	1,778 39.4%	856 39.5%	922 39.3%	* *	‡ ‡	‡ ‡	27 33.8%	239 42.5%	‡ ‡	‡ ‡	55 35.0%	1,441 39.5%	402 38.7%
State	431,594 25.7%	210,741 25.8%	220,534 25.6%	319 19.0%	1,195 29.9%	19,524 20.6%	86,768 31.5%	157,444 32.8%	626 27.7%	389 25.9%	19,102 26.1%	146,546 19.5%	89,136 26.7%

	English Learners	Students with IEPs	Low Income
School	*	*	*
District	34 37.8%	323 40.4%	277 42.9%
State	94,123 33.5%	69,217 27.2%	255,729 30.7%

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

## Student Discipline

### What is it?

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

#### Total Student Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	*	*	*	*	*	*
District	79	*	*	71	11	4
State	111,577	455	103	71,095	63,510	1,670

#### Total Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	*	*	*	*	*	*
District	131	*	*	108	19	4
State	253,314	459	103	148,096	102,584	2,072

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

## Student Discipline (cont)

### By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>American Indian</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	693	*	*	422	266	5
<b>Asian</b>						
<b>School</b>	*	*	*	*	*	*
District	2	*	*	1	1	*
State	2,469	1	1	1,576	874	17
<b>Black</b>						
<b>School</b>	*	*	*	*	*	*
District	11	*	*	10	1	*
State	89,929	188	36	45,037	43,342	1,326
<b>Hispanic</b>						
<b>School</b>	*	*	*	*	*	*
District	10	*	*	10	*	*
State	66,026	90	32	43,498	22,178	228
<b>Native Hawaiian/ Pacific Islander</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	183	*	*	112	71	*

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

## Student Discipline (cont)

### By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Two or More Races</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	17,008	44	9	9,837	6,966	152
<b>White</b>						
<b>School</b>	*	*	*	*	*	*
District	108	*	*	87	17	4
State	76,667	136	25	47,398	28,764	344

### By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>K-8</b>						
<b>School</b>	*	*	*	*	*	*
District	131	*	*	108	19	4
State	124,379	139	31	65,831	57,183	1,195
<b>9-12</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	128,935	320	72	82,265	45,401	877

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

## Student Discipline (cont)

### By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Tobacco</b>						
<b>School</b>	*	*	*	*	*	*
District	1	*	*	1	*	*
State	7,455	5	1	4,257	3,164	28
<b>Alcohol</b>						
<b>School</b>	*	*	*	*	*	*
District	2	*	*	1	1	*
State	3,198	2	*	1,295	1,878	23
<b>Drug Offences</b>						
<b>School</b>	*	*	*	*	*	*
District	1	*	*	*	1	*
State	10,678	88	16	3,149	7,214	211
<b>Violence with Physical Injury</b>						
<b>School</b>	*	*	*	*	*	*
District	1	*	*	*	1	*
State	15,625	103	14	3,518	11,871	119
<b>Violence without Physical Injury</b>						
<b>School</b>	*	*	*	*	*	*
District	33	*	*	24	8	1
State	50,695	106	25	19,517	30,324	723

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

## Student Discipline (cont)

### By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Dangerous Weapon: Firearm</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	499	8	6	86	388	11
<b>Dangerous Weapon: Other</b>						
<b>School</b>	*	*	*	*	*	*
District	3	*	*	1	2	*
State	2,171	51	12	547	1,472	89
<b>Other Reason</b>						
<b>School</b>	*	*	*	*	*	*
District	90	*	*	81	6	3
State	162,993	96	29	115,727	46,273	868

### By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>English Learners</b>						
<b>School</b>	*	*	*	*	*	*
District	2	*	*	2	*	*
State	37,976	39	19	25,420	12,372	126

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



## Student Discipline (cont)

### By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Students with IEPs</b>						
<b>School</b>	*	*	*	*	*	*
District	48	*	*	34	12	2
State	66,546	75	4	36,569	29,362	536
<b>Low Income</b>						
<b>School</b>	*	*	*	*	*	*
District	37	*	*	24	12	1
State	187,999	372	82	107,558	78,336	1,651

### By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Less than 1 day</b>						
<b>School</b>	*	*	*	*	*	*
District	67	*	*	65	2	*
State	32,224	1	1	28,032	4,171	19
<b>1-2 days</b>						
<b>School</b>	*	*	*	*	*	*
District	51	*	*	38	10	3
State	139,069	77	4	100,589	37,898	501

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

## Student Discipline (cont)

### By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>2-3 days</b>						
<b>School</b>	*	*	*	*	*	*
District	6	*	*	5	1	*
State	38,526	3	1	13,746	24,575	201
<b>3-4 days</b>						
<b>School</b>	*	*	*	*	*	*
District	3	*	*	*	3	*
State	25,631	*	*	4,402	21,069	160
<b>4-10 days</b>						
<b>School</b>	*	*	*	*	*	*
District	4	*	*	*	3	1
State	12,050	6	*	1,123	10,680	241
<b>Greater than 10 days</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	5,814	372	97	204	4,191	950

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

## Student Discipline (cont)

### By Gender - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Female</b>						
<b>School</b>	*	*	*	*	*	*
District	19	*	*	15	3	1
State	80,404	155	31	46,399	33,111	708
<b>Male</b>						
<b>School</b>	*	*	*	*	*	*
District	112	*	*	93	16	3
State	172,782	302	72	101,617	69,428	1,363
<b>Non Binary</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	128	2	*	80	45	1

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

## About the data

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](http://www.isbe.net/summative).

**Annual Summative Designation**

No Data

**School Improvement Funds**

**Title 1 Eligible but Not Served**

**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	Title 1 Eligible but Not Served

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

## 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	*	*	*	*	*

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

## Summative Designation Meta Indicator Components

### What is it?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have earned a College and Career Pathway Endorsement

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>
District	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>
State	<b>108</b> 0.9%	<b>544</b> 2.4%	<b>93</b> 0.6%	<b>677</b> 1.1%

### Fine Arts: Student Participation in Fine Arts

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>98.2%</b>	<b>99.5%</b>	<b>97.1%</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>100.0%</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>98.1%</b>	<b>92.1%</b>
District	<b>91.2%</b>	<b>90.3%</b>	<b>92.0%</b>	<b>*</b>	<b>‡</b>	<b>97.7%</b>	<b>91.9%</b>	<b>91.3%</b>	<b>*</b>	<b>‡</b>	<b>92.4%</b>	<b>91.0%</b>	<b>90.6%</b>
State	<b>71.5%</b>	<b>74.5%</b>	<b>68.8%</b>	<b>60.4%</b>	<b>72.3%</b>	<b>77.2%</b>	<b>70.8%</b>	<b>73.3%</b>	<b>*</b>	<b>72.7%</b>	<b>73.6%</b>	<b>69.8%</b>	<b>69.6%</b>

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	<b>‡</b>	<b>*</b>	<b>91.7%</b>	<b>95.8%</b>
District	<b>93.9%</b>	<b>85.5%</b>	<b>90.8%</b>	<b>95.3%</b>
State	<b>77.8%</b>	<b>64.2%</b>	<b>69.0%</b>	<b>71.6%</b>

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

## Summative Designation Meta Indicator Components (cont)

### Fine Arts: Teacher Qualifications

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>100.0%</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>100.0%</b>	<b>100.0%</b>
District	99.9%	99.9%	100.0%	*	‡	100.0%	98.7%	100.0%	*	‡	100.0%	99.9%	99.7%
State	95.8%	95.8%	96.0%	97.9%	96.0%	98.3%	90.8%	96.0%	*	96.5%	96.9%	97.2%	94.8%

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	<b>‡</b>	<b>*</b>	<b>100.0%</b>	<b>100.0%</b>
District	100.0%	100.0%	99.6%	99.7%
State	96.7%	95.4%	94.4%	94.4%

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



## Summative Designation Meta Indicator Components (cont)

### P-2: Chronic Absenteeism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>49</b> 12.4%	<b>15</b> 8.0%	<b>34</b> 16.4%	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>13</b> 26.0%	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>32</b> 10.1%	<b>14</b> 22.2%
District	<b>150</b> 10.3%	<b>54</b> 7.6%	<b>96</b> 12.8%	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>3</b> 11.1%	<b>39</b> 22.7%	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>8</b> 14.3%	<b>98</b> 8.2%	<b>50</b> 17.8%
State	<b>95,065</b> 24.3%	<b>45,285</b> 23.8%	<b>49,775</b> 24.8%	<b>5</b> 14.3%	<b>285</b> 32.1%	<b>4,987</b> 22.3%	<b>25,248</b> 38.5%	<b>34,414</b> 31.8%	<b>*</b> <b>*</b>	<b>69</b> 25.5%	<b>4,903</b> 24.4%	<b>25,159</b> 14.5%	<b>19,079</b> 29.0%

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	<b>‡</b> <b>‡</b>	<b>*</b> <b>*</b>	<b>14</b> 23.3%	<b>22</b> 30.6%
District	<b>8</b> 23.5%	<b>‡</b> <b>‡</b>	<b>46</b> 18.0%	<b>61</b> 25.2%
State	<b>25,089</b> 30.4%	<b>1,830</b> 22.5%	<b>17,006</b> 29.4%	<b>68,507</b> 33.8%

### P2: Dual Language Programs

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>
District	<b>0</b> 0.0%	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>
State	<b>20,878</b> 25.2%	<b>10,225</b> 26.7%	<b>10,653</b> 24.0%	<b>0</b> 0.0%	<b>93</b> 26.1%	<b>125</b> 1.2%	<b>98</b> 4.3%	<b>20,007</b> 34.8%	<b>*</b> <b>*</b>	<b>2</b> 3.9%	<b>86</b> 6.6%	<b>467</b> 4.2%	<b>2,683</b> 19.1%

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

## Summative Designation Meta Indicator Components (cont)

### P2: Dual Language Programs

	English Learners	Former EL	Students with IEPs	Low Income
School	‡ ‡	* *	‡ ‡	‡ ‡
District	0 0.0%	‡ ‡	‡ ‡	0 0.0%
State	20,878 25.2%	0 *	2,485 19.1%	14,613 25.3%

### P2: 3rd Grade Literacy

	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	520 99.8%	258 100.0%	262 99.6%	* *	‡ ‡	‡ ‡	‡ ‡	76 100.0%	* *	* *	‡ ‡	409 99.8%	136 99.3%
State	116,928 94.6%	57,426 95.0%	59,487 94.3%	15 100.0%	298 93.4%	7,099 96.5%	18,050 90.7%	33,032 92.8%	* *	95 92.2%	5,497 94.0%	52,857 97.0%	22,031 93.1%

	English Learners	Former EL	Students with IEPs	Low Income
School	* *	* *	* *	* *
District	‡ ‡	‡ ‡	114 99.1%	76 100.0%
State	26,925 92.2%	3,041 96.4%	18,287 92.7%	59,017 92.9%

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

## Summative Designation Meta Indicator Components (cont)

### Elementary/Middle School: 5th Grade Math

	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	577 100.0%	278 100.0%	299 100.0%	* *	* *	‡ ‡	‡ ‡	60 100.0%	* *	* *	23 100.0%	483 100.0%	138 100.0%
State	113,055 91.5%	55,494 92.0%	57,531 91.0%	30 90.9%	244 83.8%	6,904 93.6%	16,645 85.8%	31,255 88.9%	* *	91 94.8%	5,155 92.0%	52,761 94.8%	22,436 90.3%

	English Learners	Former EL	Students with IEPs	Low Income
School	*	*	*	*
District	‡ ‡	‡ ‡	102 100.0%	69 100.0%
State	18,781 85.9%	9,510 95.1%	17,418 90.3%	55,496 88.4%

### Elementary/Middle School: Academic Success

	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	1,607 93.5%	780 95.9%	827 91.3%	* *	‡ ‡	‡ ‡	18 69.2%	204 89.5%	* *	‡ ‡	46 95.8%	1,320 94.4%	339 90.6%
State	315,373 79.3%	159,005 82.3%	155,485 76.5%	883 79.1%	653 75.8%	21,353 93.5%	40,923 64.7%	85,594 75.3%	* *	305 82.2%	12,889 77.1%	153,656 85.5%	58,528 74.1%

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

## Summative Designation Meta Indicator Components (cont)

### Elementary/Middle School: Academic Success

	English Learners	Former EL	Students with IEPs	Low Income
School	* *	* *	* *	* *
District	19 86.4%	38 86.4%	228 91.2%	177 83.1%
State	44,566 70.8%	36,769 88.4%	42,337 72.4%	135,787 70.1%

### Elementary/Middle School: Student Discipline

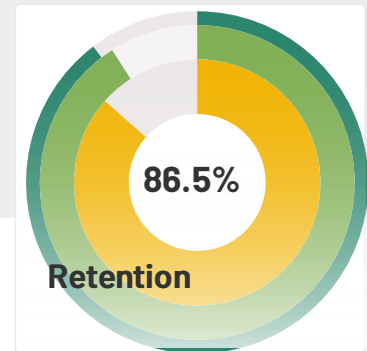
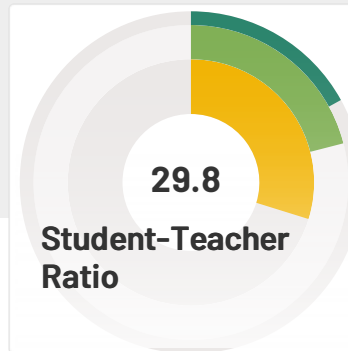
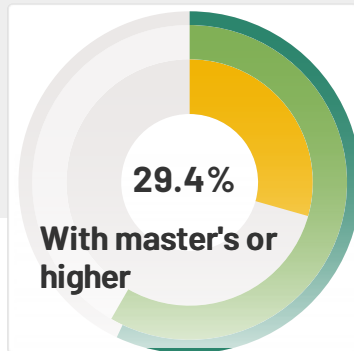
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	7 0.4%	2 0.2%	5 0.6%	* *	‡ ‡	‡ ‡	1 3.6%	0 0.0%	* *	‡ ‡	0 0.0%	5 0.4%	2 0.5%
State	20,803 5.1%	7,533 3.8%	13,247 6.3%	23 2.0%	56 6.2%	225 1.0%	8,486 12.8%	4,683 4.0%	* *	18 4.7%	1,363 7.8%	5,972 3.2%	6,113 7.5%

	English Learners	Former EL	Students with IEPs	Low Income
School	* *	* *	* *	* *
District	0 0.0%	1 2.2%	2 0.8%	4 1.8%
State	2,726 4.2%	847 2.0%	5,071 8.3%	15,688 7.8%

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

## About the data

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



## Teacher Information

### What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
<b>School</b>	<b>14</b>	<b>82.4%</b>	<b>*</b>
District	15	70.1%	100.0%
State	14	66.0%	97.2%

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

## Full-Time Equivalents

### What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	All	100.0% 17	0.0% 0	0.0% 0	0.0% 0	0.0% 0	* *	0.0% 0	0.0% 0	100.0% 17	0.0% 0
	Female	94.1% 16	0.0% 0	0.0% 0	0.0% 0	0.0% 0	* *	0.0% 0	0.0% 0	94.1% 16	0.0% 0
	Male	5.9% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	* *	0.0% 0	0.0% 0	5.9% 1	0.0% 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 302.3	0.0% 0	0.0% 0	0.0% 0	2.6% 8	* *	0.0% 0	0.0% 0	97.4% 294.3	0.0% 0
	Female	89.1% 269.3	0.0% 0	0.0% 0	0.0% 0	87.5% 7	* *	0.0% 0	0.0% 0	89.1% 262.3	0.0% 0
	Male	10.9% 33	0.0% 0	0.0% 0	0.0% 0	12.5% 1	* *	0.0% 0	0.0% 0	10.9% 32	0.0% 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 137212.1	0.2% 274.8	2.0% 2750.6	6.4% 8800	8.9% 12198.5	* *	0.1% 105.4	0.8% 1110.4	79.6% 109172.2	2.0% 2778
	Female	76.5% 104942.3	77.1% 212	77.0% 2118.9	78.4% 6903.5	77.7% 9474	* *	70.0% 73.8	75.3% 836.1	76.2% 83191.1	76.0% 2110.7
	Male	23.5% 32266.1	22.9% 62.8	23.0% 631.7	21.6% 1896.5	22.3% 2724.5	* *	30.0% 31.6	24.7% 274.3	23.8% 25977.3	24.0% 667.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

## 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	17	0	0	0	0	*	0	0	17	0
	Female	16	0	0	0	0	*	0	0	16	0
	Male	1	0	0	0	0	*	0	0	1	0
	Non Binary	*	*	*	*	*	*	*	*	*	*
District	All	306	0	0	0	8	*	0	0	298	0
	Female	273	0	0	0	7	*	0	0	266	0
	Male	33	0	0	0	1	*	0	0	32	0
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	140477	279	2828	9012	12407	*	107	1146	111822	2853
	Female	107410	215	2179	7059	9638	*	75	864	85192	2165
	Male	33063	64	649	1953	2769	*	32	282	26626	688
	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 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
<b>School</b>	<b>70.6%</b>	<b>*</b>	<b>*</b>
District	41.0%	*	41.0%
State	42.0%	42.2%	36.2%

#### Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>29.4%</b>	<b>*</b>	<b>*</b>
District	58.3%	*	58.3%
State	57.0%	55.8%	63.4%

## 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
<b>School</b>	<b>29.8</b>
District	*
State	*

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



## Novice Teachers

### What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	* *	* *	* *
District	8 2.8%	* *	8 2.0%
State	9,161 6.7%	2,712 9.0%	1,949 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	0 0.0%	* *	* *
District	0 0.0%	* *	* *
State	4,634 4.1%	798 3.8%	1,182 3.2%

\* 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	<b>0</b> <b>0.0%</b>	* *	* *
District	<b>5</b> 1.7%	* *	<b>5</b> 1.7%
State	<b>4,308</b> 3.1%	<b>1,409</b> 4.8%	<b>694</b> 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	86.5% 45	* *	* *	* *	* *	* *	* *	* *	86.5% 45	* *
	Female	85.7% 42	* *	* *	* *	* *	* *	* *	* *	85.7% 42	* *
	Male	100.0% 3	* *	* *	* *	* *	* *	* *	* *	100.0% 3	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	90.9% 810	* *	* *	* *	95.8% 23	* *	* *	* *	90.8% 787	* *
	Female	90.7% 713	* *	* *	* *	100.0% 19	* *	* *	* *	90.5% 694	* *
	Male	92.4% 97	* *	* *	* *	80.0% 4	* *	* *	* *	93.0% 93	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	89.6% 318,798	89.0% 566	88.5% 5,292	84.6% 14,534	89.2% 22,226	* *	89.9% 195	86.7% 2,310	89.9% 268,681	88.7% 4,952
	Female	89.2% 242,531	88.4% 426	88.1% 4,042	84.7% 11,348	89.2% 17,160	* *	90.3% 139	86.6% 1,732	89.5% 203,914	88.1% 3,728
	Male	90.8% 76,267	90.9% 140	90.1% 1,250	84.2% 3,186	89.4% 5,066	* *	88.9% 56	87.2% 578	91.3% 64,767	90.7% 1,224
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

\* 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	\$62,164
District	\$63,828
State	\$75,978

## Teacher Evaluation

### What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
School	8 *	* *	* *
District	147 100.0%	0 *	147 100.0%
State	66,326 97.2%	14,938 94.0%	20,636 98.6%

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

## Teachers with 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	*
State	1,145

## 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	1	1	*	*	*	*	*	*	*	*	*	1	*
State	2,199	1,763	436	*	6	63	134	188	*	1	24	1,757	*

\* 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).

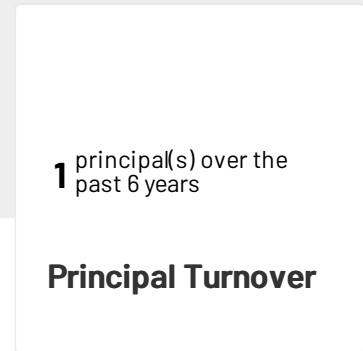
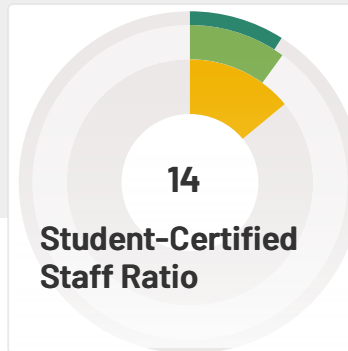
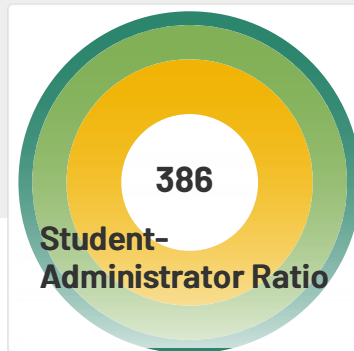
	All Schools	High Poverty Schools	Low Poverty Schools
School	14	*	*
District	15	*	*
State	14	*	*

\* 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	14	386
District	10	178
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% 28	0.0% 0	0.0% 0	0.0% 0	0.0% 0	* *	0.0% 0	0.0% 0	100.0% 28	0.0% 0
	Female	75.0% 21	0.0% 0	0.0% 0	0.0% 0	0.0% 0	* *	0.0% 0	0.0% 0	75.0% 21	0.0% 0
	Male	25.0% 7	0.0% 0	0.0% 0	0.0% 0	0.0% 0	* *	0.0% 0	0.0% 0	25.0% 7	0.0% 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 13641.6	0.2% 24.8	1.1% 150	14.8% 2017.8	7.0% 955.8	* *	0.1% 7	0.7% 102	74.3% 10136.3	1.8% 245.9
	Female	60.2% 8217.7	64.8% 16	59.8% 89.8	72.2% 1457.3	65.6% 626.8	* *	57.1% 4	69.1% 70.4	57.1% 5784	68.5% 168.3
	Male	39.8% 5423.9	35.2% 8.7	40.2% 60.3	27.8% 560.5	34.4% 329	* *	42.9% 3	30.9% 31.6	42.9% 4352.2	31.5% 77.6
	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	1
State	2

## Average Administrator Salary

### What is it?

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

Average Administrator Salary	
School	\$104,334
District	\$124,676
State	\$119,384

\* 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	*	*	*
State	<b>1,456</b> 10.7%	<b>294</b> 12.2%	<b>228</b> 8.5%

## 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	*	*	*	*
District	<b>0.2</b>	<b>6.7</b>	<b>3</b>	<b>12</b>
State	<b>3747.4</b>	<b>1209.5</b>	<b>2091.7</b>	<b>4282.6</b>

\* 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
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	<b>24,855</b>	<b>741</b>	<b>1,657</b>	<b>414</b>
State	<b>494</b>	<b>1,531</b>	<b>885</b>	<b>432</b>

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
<b>School</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>*</b>
District	0.7%	0.4%	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
<b>School</b>	<b>0.0%</b>	<b>2.3%</b>	<b>0</b>	<b>0</b>
District	0.0%	1.5%	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	
			International Baccalaureate (IB) Course Work	Dual Credit Course Work
<b>School</b>	<b>0.0%</b> <b>0</b>	<b>0.0%</b> <b>0</b>	<b>0.0%</b> <b>0</b>	<b>0.0%</b> <b>0</b>
District	0.5% 24	0.0% 0	0.0% 0	0.0% 0
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.