Lemont Twp HSD 210
Lemont Twp High School
800 Porter St
Lemont, ILLINOIS 60439
GRADES - 9 10 11 12

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2020

Summative Designation - Exemplary
Student Group - All Students
Title I Status - Targeted Assistance Title I Program
IL Youth Survey Participation - YES

EBF District Funding Tier - 4
Financial capacity to meet expectations - 100.6 %
State Senate District - 41
State House District - 082

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

The Illinois Report Card is an annual report released by the Illinois State Board of Education that shows how the state, and each school and district, are progressing on a wide range of educational goals. The Report Card offers a complete picture of student and school performance in order to inform and empower families and communities as they support their local schools. To view an interactive display of Report Card data, visit www.IllinoisReportCard.com.

The federal Every Student Succeeds Act requires states to provide every school a summative designation. All states were given a waiver of this requirement for school year 2019-2020 due to the impact of COVID-19. The waiver requires that states reissue schools their designations from the previous year. Illinois has four summative designations: Exemplary, Commendable, Targeted Support, and Comprehensive Support. Schools that receive a designation of Targeted Support for particular student groups or Comprehensive Support for the school receive additional funding and resources to build local capacity and improve student outcomes. Multiple measures of school performance and environment determine a school's designation. For more information about Illinois' accountability system please visit www.isbe.net/summative.

For additional information, refer to the 2020 Glossary of Terms.

STUDENTS

STUDENT ENROLLMENT

	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	English Learners	Low Income	Homeless
School	1,378	1,118	13	155	64	*	*	28	223	36	147	1
		81.1%	0.9%	11.2%	4.6%	*	*	2.0%	16.2%	2.6%	10.7%	0.1%
District	1,378	1,118	13	155	64	*	*	28	223	36	147	1
		81.1%	0.9%	11.2%	4.6%	*	*	2.0%	16.2%	2.6%	10.7%	0.1%
State	1,957,018	929,443	324,212	519,982	102,732	2,035	4,936	73,678	348,751	245,502	949,618	38,890
		47.5%	16.6%	26.6%	5.2%	0.1%	0.3%	3.8%	17.8%	12.5%	48.5%	2.0%

Student Enrollment is based on Serving School.
Children with Disabilities are those students eligible to receive special education services through an IEP or support through a 504 plan.
English Learners are students eligible for transitional bilingual programs.
Low Income are students who receive or live in households that receive SNAP or TANF; are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income meets the USDA income guidelines to receive free or reduced-price meals.
Homeless students are those who do not have permanent and adequate homes.

CHRONIC ABSENTEEISM RATE

	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	8.4%	8.0%	*	9.1%	7.7%	*	*	12.9%	16.1%	18.3%	6.1%	13.7%
District	8.4%	8.0%	*	9.1%	7.7%	*	*	12.9%	16.1%	18.3%	6.1%	13.7%
State	11.0%	7.8%	18.7%	12.5%	5.7%	10.0%	15.6%	13.0%	16.3%	16.9%	11.3%	16.4%

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STUDENT MOBILITY RATE

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	2.1%	2.7%	1.5%	1.8%	7.1%	3.1%	5.4%	*	*	0.0%	3.1%	4.0%	0.0%	1.3%
District	2.3%	3.3%	1.3%	1.9%	*	3.3%	5.8%	*	*	0.0%	3.3%	4.3%	0.0%	2.7%
State	6.2%	6.5%	5.8%	4.1%	11.8%	5.9%	6.1%	8.2%	8.6%	7.6%	6.2%	6.8%	7.4%	9.0%

Students with IEPs are those eligible to receive special education services.

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GIFTED STUDENTS

"Gifted Education" is defined as educational services, including differentiated curricula and instructional methods, designed to meet the needs of gifted children as defined in Article 14A of this code.

"Advanced Academic Program" is defined as a course 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. Note that gifted students are a subset of accelerated placement /advanced academic program students and are included in these metrics also.

STUDENTS ASSESSED FOR GIFTEDNESS

	# Students	% Students
School	*	*
District	*	*
State	165,182	7.6%

STUDENTS ASSESSED FOR GIFTEDNESS (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	165,182	7.5%	7.7%	8.5%	4.7%	5.5%	18.4%	8.1%	7.4%	9.1%	5.9%	6.3%	4.7%

STUDENTS ASSESSED FOR GIFTEDNESS TAUGHT BY GIFTED-ENDORSED TEACHERS

	# Students	% Students
School	*	*
District	*	*
State	19,414	0.9%

STUDENTS ASSESSED FOR GIFTEDNESS TAUGHT BY GIFTED-ENDORSED TEACHERS (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	19,414	0.9%	0.9%	1.1%	0.3%	0.6%	2.7%	0.3%	0.7%	0.9%	0.4%	0.4%	0.4%

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STUDENTS IDENTIFIED AS GIFTED		
	# Students	% Students
School	*	*
District	*	*
State	50,813	2.3%

STUDENTS IDENTIFIED AS GIFTED (Demographics)													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	50,813	2.3%	2.4%	2.5%	1.1%	1.4%	9.9%	3.4%	1.3%	2.7%	0.6%	0.5%	1.0%

STUDENTS IDENTIFIED AS GIFTED TAUGHT BY GIFTED-ENDORSED TEACHERS		
	# Students	% Students
School	*	*
District	*	*
State	9,454	0.4%

STUDENTS IDENTIFIED AS GIFTED TAUGHT BY GIFTED-ENDORSED TEACHERS (Demographics)													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	9,454	0.4%	0.4%	0.5%	0.1%	0.2%	1.9%	0.1%	0.3%	0.5%	0.1%	0.1%	0.1%

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INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS	
	Number of Days
School	177
District	177
State	175

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% of 8TH GRADERS PASSING ALGEBRA I	
School	*
District	*
State	30.8%

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STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	*	17.3	10.1	162.1
State	18.1	18.6	10.1	171.1

HEALTH AND WELLNESS (days per week)	
School	2.0
District	2.0
State	3.6

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AVERAGE CLASS SIZE (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	*	*	*	*	*	*	*	22.5	23.8	24.1	24.3
District	*	*	*	*	*	*	*	22.5	23.8	24.1	24.3
State	19.1	20.8	21.2	21.9	22.0	22.6	23.1	23.0	22.5	21.6	21.7

TEACHER INFORMATION (Full-Time Equivalents)

	Total Number	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown
District	96	45.6%	55.0%	95.2%	1.1%	1.1%	1.1%	1.1%	*	*	1.1%
State	131,230	23.2%	76.8%	82.3%	5.9%	7.0%	1.7%	0.1%	0.2%	0.8%	2.0%

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TEACHER INFORMATION (Experience)	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	17.1	16.4%	84.1%
State	13.4	39.6%	59.8%

TEACHER RETENTION RATE	
School	95.5%
District	95.5%
State	85.9%

PRINCIPAL TURNOVER (Count)	
School	1.0
District	1.0
State	2.0

TEACHER ATTENDANCE RATE	
School	--
District	90.1%
State	86.6%

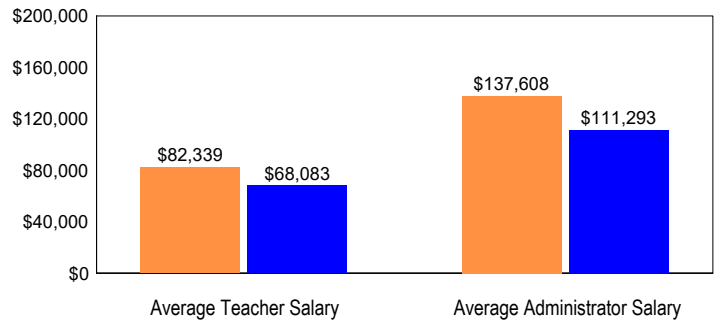
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TEACHER EVALUATION RATE	
School	--
District	98.9%
State	98.7%

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SCHOOL DISTRICT FINANCES

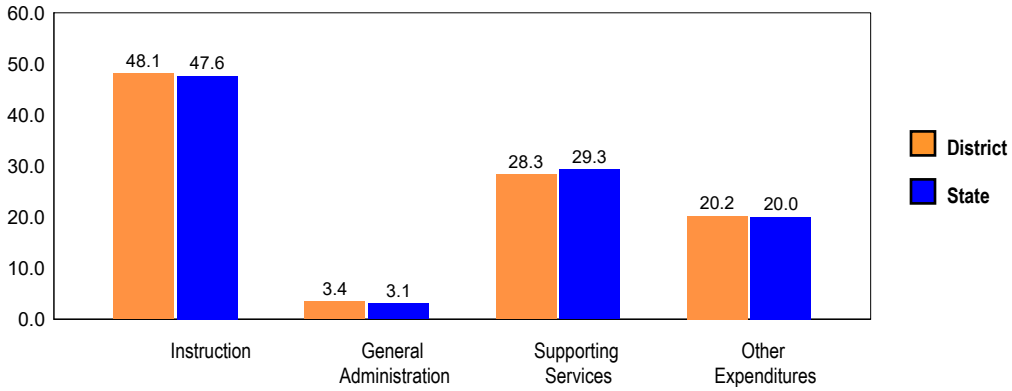
AVERAGE TEACHER/ADMINISTRATOR SALARIES



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

District
State

EXPENDITURE BY FUNCTION 2018-19 (Percentages)



REVENUE BY SOURCE 2018-19

	District	District %	State %
Local Property Taxes	$24,258,603	82.3%	60.3%
Other Local Funding	$2,260,998	7.7%	6.1%
Evidence-Based Funding	$883,396	3.0%	21.7%
Other State Funding	$702,002	2.4%	4.9%
Federal Funding	$1,382,006	4.7%	7.0%
TOTAL	$29,487,005		

EXPENDITURE BY FUND 2018-19

	District	District %	State %
Education	$18,996,746	66.7%	70.4%
Operations & Maintenance	$3,033,973	10.7%	7.3%
Transportation	$1,217,270	4.3%	3.9%
Debt Service	$4,164,074	14.6%	8.4%
Tort	$382,017	1.3%	1.2%
Municipal Retirement/ Social Security	$687,320	2.4%	1.9%
Fire Prevention & Safety	$0	0.0%	0.6%
Capital Projects	$0	0.0%	6.3%
TOTAL	$28,481,400		

OTHER FINANCIAL INDICATORS

	2017 Equalized Assessed Valuation per Pupil	2017 Total School Tax Rate per $100	2018-19 Instructional Expenditure per Pupil	2018-19 Operating Expenditure per Pupil
District	$973,656	1.96	$10,969	$18,720
State	**	**	$8,582	$14,492

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

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

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

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

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

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SCHOOL-LEVEL FINANCES

The Every Student Succeeds Act requires LEAs to report school-level expenditure data, beginning with school year 2018-19. LEAs are required to report actual personnel and non-personnel expenditures of both site-specific and district centralized expenditures. These data are self-reported and may differ from Annual Financial Report data. For more information, visit www.isbe.net/site-based.

For Site-Based Expenditure Reporting, enrollment numbers display the average of the enrolled student count on October 1 and March 1 of the reporting year, including all children aged 3 through 21 in grades prekindergarten through 12 served by the LEA or placed in another educational institution by the LEA. Note that students attending only part of each day are counted as proportional students in the count, which may lead to decimal places in the enrollment number.

		Site-Level Per-Pupil Expenditures			District Centralized Per-Pupil Expenditures			Total Per-Pupil Expenditures				
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Exclusions	Total Expenditures
School	1,368.50	$161	$17,389	$17,550	$0	$0	$0	$161	$17,389	$17,550		
District	1,368.50	$161	$17,389	$17,550	$0	$0	$0	$161	$17,389	$17,550	$6,413,000	$30,430,189

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SCHOOL IMPROVEMENT FUNDS

Title I School Improvement - 1003(a) Grant funds are federal Title I funds allocated to districts to support school improvement efforts in schools designated as targeted or comprehensive. Funds must be spent on activities that supplement core programs. Comprehensive schools receive comprehensive support and are required to utilize an approved Learning Partner. Targeted schools receive targeted support and may utilize an approved Learning Partner. Any school utilizing Title I School Improvement - 1003(a) funds must complete an application and School Improvement Report based on a local Board of Education approved School Improvement Plan and submit the Illinois Quality Framework Supporting Rubric. Additional information on the requirements of this grant can be found here: https://www.isbe.net/Pages/IL-EMPOWER.aspx

SCHOOL IMPROVEMENT FUNDS			
School Year First Identified As Needing Support	Level of Support	Title I School Improvement - 1003(a) Funds Received for Previous School Year	Reason for Receiving Title I School Improvement - 1003(a) Funds

ACADEMIC PERFORMANCE - ASSESSMENTS

The federal Every Student Succeeds Act requires states to provide every school a summative designation. All states were given a waiver of this requirement for school year 2019-2020 due to the impact of COVID-19. The waiver requires that states reissue schools their designations from the previous year. Illinois has four summative designations: Exemplary, Commendable, Targeted Support, and Comprehensive Support. Schools that receive a designation of Targeted Support for particular student groups or Comprehensive Support for the school receive additional funding and resources to build local capacity and improve student outcomes. Multiple measures of school performance and environment determine a school's designation. For more information about Illinois' accountability system please visit www.isbe.net/summative

ELA PARTICIPATION - ALL TESTS (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MATH PARTICIPATION - ALL TESTS (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

SCIENCE PARTICIPATION - ALL TESTS (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

NUMBER AND PERCENTAGE OF ENGLISH LEARNERS EXEMPTED FROM ASSESSMENT

No English Learners are exempted from assessment, including those who are newly arrived in the U.S. Previously, states could exempt newly arrived English Learners from ELA testing only. Under ESSA, states have flexibility in how they test and use scores from newly arrived English Learners. Per the approved Illinois ESSA State Plan, "Illinois will assess newly arrived ELs, enrolled in their first year in U.S. schools, in grades 3-12 in academic content areas: English language arts, mathematics, and science. Data from the first-year assessments will not be included in accountability determinations, but serve solely for baseline purposes."

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IAR ELA PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

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IAR MATH PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

SAT ELA PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

SAT MATH PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

DLM-AA ELA PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

DLM-AA MATH PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

DLM-AA SCIENCE PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

ISA PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

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ELA PROFICIENCY - ALL TESTS (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School										
District										
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

ELA PROFICIENCY - ALL TESTS (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School								
District								
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MATH PROFICIENCY - ALL TESTS (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School										
District										
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MATH PROFICIENCY - ALL TESTS (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School								
District								
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

SCIENCE PROFICIENCY - ALL TESTS (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School										
District										
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

SCIENCE PROFICIENCY - ALL TESTS (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School								
District								
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

EL PROFICIENCY ON ACCESS							
	# ELS	# Tested	% Participation	# Proficient	% Proficient	# Long Term EL	% Long Term EL
School	30	30	100.0%	1	3.3%	6	*
District	30	30	100.0%	1	3.3%	6	20.0%
State	223,399	220,920	98.9%	17,503	7.9%	20,127	9.0%

Please note that asterisks in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

MEAN ELA GROWTH PERCENTILE - IAR (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School										
District										
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MEAN ELA GROWTH PERCENTILE - IAR (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School								
District								
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MEAN MATH GROWTH PERCENTILE - IAR (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School										
District										
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MEAN MATH GROWTH PERCENTILE - IAR (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School								
District								
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

9th Grade On Track												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	329	97.4%	*	94.6%	100.0%	*	*	*	100.0%	100.0%	*	95.6%
District	329	97.4%	*	94.6%	100.0%	*	*	*	100.0%	100.0%	*	95.6%
State	130,164	92.8%	78.5%	85.9%	96.9%	91.0%	86.3%	87.8%	82.4%	80.6%	80.5%	81.7%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

CAREER AND TECHNICAL EDUCATION ENROLLMENT	
School	1,035
District	1,035
State	286,237

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. HOWEVER, based on the data collected and comparisons to historical data, the data collected for this collection cycle does not, in aggregate, exhibit greater variation than is normally observed from year to year.

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)				
	GRADE 9	GRADE 10	GRADE 11	GRADE 12
School	51	107	191	233
District	51	107	191	233
State	19,855	32,687	62,063	77,243

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

ADVANCED PLACEMENT COURSE WORK													
		ADVANCED PLACEMENT (AP) COURSE WORK				INTERNATIONAL BACCALAUREATE (IB) COURSE WORK				DUAL CREDIT COURSE WORK			
		Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12
All	School	51	107	180	152	*	*	*	*	*	*	50	166
	District	51	107	180	152	*	*	*	*	*	*	50	166
	State	14,877	27,199	46,708	53,642	263	314	2,827	2,608	5,392	6,740	19,846	38,017
White	School	38	87	143	116	*	*	*	*	*	*	45	144
	District	38	87	143	116	*	*	*	*	*	*	45	144
	State	6,680	13,468	24,167	28,113	29	36	357	356	2,857	3,776	12,960	23,702
Black	School	*	*	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	1,556	2,162	4,037	4,833	58	93	852	789	917	844	1,574	3,438
Hispanic	School	*	*	19	18	*	*	*	*	*	*	*	14
	District	*	*	19	18	*	*	*	*	*	*	*	14
	State	3,906	6,689	11,696	13,503	154	167	1,378	1,230	1,153	1,478	3,504	7,448
Asian	School	*	11	15	10	*	*	*	*	*	*	*	*
	District	*	11	15	10	*	*	*	*	*	*	*	*
	State	2,157	3,836	5,093	5,325	17	12	190	179	279	416	1,127	2,114
Native Hawaiian/ Pacific Islander	School	*	*	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	37	36	66	61	1	1	2	3	3	7	15	42
American Indian	School	*	*	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	20	64	105	104	0	1	8	12	10	16	34	77
Two or More Races	School	*	*	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	521	944	1,544	1,703	4	4	40	39	173	203	632	1,196
Children with Disabilities	School	*	*	12	*	*	*	*	*	*	*	*	15
	District	*	*	12	*	*	*	*	*	*	*	*	15
	State	805	1,511	2,887	3,710	18	14	228	223	668	858	2,094	3,838
IEP	School	*	*	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	152	306	648	1,124	3	3	85	88	485	571	1,323	2,230
Non IEP	School	51	107	180	151	*	*	*	*	*	*	50	158
	District	51	107	180	151	*	*	*	*	*	*	50	158
	State	14,725	26,893	46,060	52,518	260	311	2,742	2,520	4,907	6,169	18,523	35,787
EL	School	*	*	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	174	405	695	1,046	8	12	88	76	276	266	489	850
Non EL	School	51	107	180	152	*	*	*	*	*	*	50	164
	District	51	107	180	152	*	*	*	*	*	*	50	164
	State	14,703	26,794	46,013	52,596	255	302	2,739	2,532	5,116	6,474	19,357	37,167
Low Income	School	*	*	14	12	*	*	*	*	*	*	*	16
	District	*	*	14	12	*	*	*	*	*	*	*	16
	State	4,122	6,746	11,929	16,202	150	200	1,546	1,856	1,874	2,259	5,742	11,597
Non Low Income	School	46	99	166	140	*	*	*	*	*	*	46	150
	District	46	99	166	140	*	*	*	*	*	*	46	150
	State	10,755	20,453	34,779	37,440	113	114	1,281	752	3,518	4,481	14,104	26,420

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Please note that asterisks in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

ADVANCED PLACEMENT (AP) EXAMS

GRADE 9

	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
School	75	48	57	36
District	75	48	57	36
State	14,406	9,093	13,534	8,503

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GRADE 10

	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
School	428	294	131	98
District	428	294	131	98
State	48,657	32,833	23,795	16,823

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GRADE 11

	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
School	781	533	146	123
District	781	533	146	123
State	152,218	105,918	39,025	29,462

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GRADE 12

	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
School	978	708	116	103
District	978	708	116	103
State	278,398	195,120	37,687	30,599

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POSTSECONDARY ENROLLMENT 12 MONTH

	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	*	*	*	*	*	*

Please note that asterisks in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

POSTSECONDARY ENROLLMENT 16 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	*	*	*	*	*	*

HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics)										
		Gender		Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School	95.3%	94.3%	96.3%	94.3%	*	100.0%	100.0%	*	*	100.0%
District	95.3%	94.3%	96.3%	94.3%	*	100.0%	100.0%	*	*	100.0%
State	88.0%	85.6%	90.5%	91.5%	79.9%	85.5%	94.5%	89.4%	80.0%	85.7%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	76.9%	72.4%	*	91.9%	*	*	*	*
District	76.9%	72.4%	*	91.9%	*	*	*	*
State	81.3%	74.0%	*	82.0%	74.0%	67.9%	52.4%	52.4%

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HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics)										
		Gender		Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School	95.8%	95.0%	96.6%	95.6%	*	100.0%	88.2%	*	*	*
District	95.8%	95.0%	96.6%	95.6%	*	100.0%	88.2%	*	*	*
State	88.4%	86.0%	90.9%	92.0%	80.2%	85.6%	95.3%	87.1%	78.8%	88.5%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	74.4%	63.6%	*	97.6%	*	*	*	*
District	74.4%	63.6%	*	97.6%	*	*	*	*
State	85.7%	75.1%	*	82.1%	74.5%	73.3%	65.2%	65.2%

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HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics)										
		Gender		Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School	97.3%	96.5%	98.3%	97.7%	*	95.2%	100.0%	*	*	*
District	97.3%	96.5%	98.3%	97.7%	*	95.2%	100.0%	*	*	*
State	88.2%	85.8%	90.6%	92.2%	79.4%	84.9%	95.4%	85.6%	84.1%	87.1%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	77.1%	*	90.2%	*	*	*	*
District	*	77.1%	*	90.2%	*	*	*	*
State	37.3%	75.2%	*	81.6%	74.9%	73.7%	41.9%	41.9%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

DROPOUT RATE													
		Gender		Race / Ethnicity									
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	1.4%	2.0%	0.9%	1.3%	0.0%	0.6%	3.0%	*	*	6.3%	2.3%	3.0%	3.0%	2.2%
District	1.4%	2.0%	0.9%	1.3%	0.0%	0.6%	3.0%	*	*	6.3%	1.4%	3.0%	3.0%	2.2%
State	3.5%	3.9%	3.0%	2.5%	6.2%	3.8%	1.4%	4.0%	5.3%	4.0%	2.5%	3.8%	1.4%	5.5%

Users of this report should note that this data may have been affected by the suspension of in-person instruction during the 2019-20 school year. It was collected in accordance with ISBE data policy and validated through normal procedures but the state environment and policy changes resulting from the suspension of in-person instruction may have affected the results. Please use caution when interpreting results and trends.

CIVIL RIGHTS DATA COLLECTION - 2017-18 SCHOOL YEAR

Data from the Civil Rights Data Collection comes directly from the U.S. Department of Education (ED). ED collects the data directly from ISBE and school districts and releases the information on a two to three-year delay.

ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for in-school suspensions, out-of-school suspensions, and expulsions is reported by ISBE in a separate report on www.isbe.net. Current year data for chronic absenteeism can be found in the Students section of the Report Card. 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.

CRDC - IN-SCHOOL SUSPENSIONS	
School	2.2%
District	2.2%
State	5.1%

CRDC - OUT-OF-SCHOOL SUSPENSIONS	
School	2.4%
District	2.4%
State	3.5%

CRDC - EXPULSIONS	
School	0.1%
District	0.1%
State	0.1%

CRDC - SCHOOL-RELATED ARRESTS	
School	0.1%
District	0.1%
State	0.1%

CRDC - REFERRAL TO LAW ENFORCEMENT	
School	1.4%
District	1.4%
State	0.7%

CRDC - CHRONIC ABSENTEEISM	
School	15.6%
District	15.6%
State	16.3%

CRDC - INCIDENTS OF VIOLENCE	Rate of Incidents of Violence
School	0.0%
District	0.0%
State	2.2%

CRDC - INCIDENTS OF VIOLENCE - FIREARM AND HOMICIDE	Firearm	Homicide
School	No	No
Schools in the District with Incidents of Violence	0	0
Schools in the District with Incidents of Violence	153	5

Please note that at the school level, these metrics are displayed as a yes or no indicator. However, at the district and state level, these metrics are displayed as a count.

CRDC - NUMBER AND PERCENT ENROLLED IN PRESCHOOL	
School	0
	0.0%
District	0
	0.0%
State	78,272
	3.9%

CRDC - ADVANCED PLACEMENT COURSE WORK						
	ADVANCED PLACEMENT (AP) COURSE WORK		INTERNATIONAL BACCALAUREATE (IB) COURSE WORK		DUAL CREDIT COURSE WORK	
	Number	Percent	Number	Percent	Number	Percent
All						
School	524	37.6%	0	0.0%	200	14.3%
District	524	37.6%	0	0.0%	200	14.3%
State	143,753	7.2%	5,004	0.3%	65,736	3.3%

Please note that asterisks in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.