

# West Aurora Learning Center/Early Learning Academy

(PK - PK)

## AURORA WEST USD 129



2021 - 2022

### Principal

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### District Superintendent

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### District Provided Statement

Dating back to 1868, the West Aurora School District is one of the most historic school districts in the state. A tradition of pride, honor, and excellence is evident when you walk the halls and encounter parents, community members, and staff. West Aurora School District offers a wide variety of programming that is grounded in critical thinking and problem-solving for all students that prepares

## 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 2021 Report Card Metrics](#) and the [2021 Glossary of Terms](#).

## School Snapshot

### TABLE OF CONTENTS

**02 | Academic Progress**

**11 | School Environment**

**16 | Students**

**32 | Accountability**

**34 | Teachers**

**39 | Administrators**

Date: 01/10/23 13:22:29 -06:00

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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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# 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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	17.1% *	13.8% *	20.5% *	‡ *	33.1% *	9.8% *	12.4% *	17.9% *	‡ *	‡ *	21.9% *	5.4% *
State	29.9% *	25.5% *	34.7% *	50.5% *	39.4% *	12.1% *	18.4% *	58.6% *	38.7% *	23.5% *	33.6% *	12.9% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*	*
District	3.7% *	2.8% *	11.2% *	8.2% *	* *	0.0% *	7.6% *
State	7.0% *	6.9% *	15.9% *	9.3% *	10.2% *	11.0% *	31.1% *

### Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	13.8% *	16.1% *	11.4% *	‡ *	29.0% *	5.5% *	9.2% *	22.5% *	‡ *	‡ *	19.9% *	5.0% *
State	25.8% *	27.3% *	24.3% *	37.2% *	35.6% *	6.8% *	13.5% *	60.2% *	33.4% *	19.1% *	28.5% *	12.2% *

\* 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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*	*
District	4.1%	3.0%	8.8%	3.3%	*	9.1%	6.7%
State	7.2%	6.8%	11.4%	5.6%	7.3%	6.7%	26.1%

### Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	42.0%	45.0%	39.0%	‡	64.0%	22.0%	36.0%	43.0%	‡	‡	44.0%	20.0%
State	50.0%	50.0%	50.0%	75.0%	63.0%	23.0%	37.0%	76.0%	56.0%	41.0%	54.0%	28.0%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*	*
District	12.0%	14.0%	34.0%	20.0%	*	‡	36.0%
State	17.0%	16.0%	33.0%	22.0%	19.0%	24.0%	54.0%

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

# Academic Progress

## Proficiency (cont)

### ELA - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	17.7%	14.3%	21.3%	‡	34.1%	10.2%	12.8%	18.9%	‡	‡	22.7%	5.5%
State	30.9%	26.2%	35.8%	51.6%	40.8%	12.4%	19.0%	61.1%	40.0%	24.0%	34.2%	13.1%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	‡	‡	‡	‡	‡	‡
District	3.7%	3.0%	11.5%	7.9%	*	0.0%	7.9%
State	7.1%	7.1%	16.3%	9.2%	10.5%	10.7%	32.1%

### Mathematics - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	14.2%	16.5%	11.8%	‡	29.8%	5.7%	9.4%	23.7%	‡	‡	20.8%	5.0%
State	26.6%	28.0%	25.0%	37.6%	36.8%	6.9%	13.9%	62.6%	34.4%	19.4%	28.9%	12.3%

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

## Proficiency (cont)

### Mathematics - All Tests - Accountability

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	‡	‡	‡	‡	‡	‡
District	4.1%	3.1%	9.1%	3.1%	*	8.1%	7.0%
State	7.3%	7.0%	11.6%	5.5%	7.5%	6.4%	26.9%

### Science - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	43.2%	46.0%	40.2%	‡	65.4%	23.3%	37.4%	44.7%	‡	‡	42.8%	20.9%
State	51.8%	51.7%	52.0%	74.8%	65.9%	23.4%	38.5%	79.4%	57.4%	41.6%	55.5%	28.9%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	‡	‡	‡	‡	‡	‡
District	12.5%	14.5%	34.5%	20.1%	*	‡	36.4%
State	18.0%	16.9%	34.1%	22.0%	19.0%	24.2%	56.0%

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

## Participation Rate

### What is it?

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

### ELA - All Tests - Participation

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

	Students with IEPs	English Learners	Low Income
<b>School</b>	* *	* *	* *
District	96.5% *	98.9% *	98.2% *
State	96.2% *	98.1% *	97.6% *

### Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	97.9% *	97.5% *	98.3% *	‡ *	97.6% *	97.9% *	97.9% *	100.0% *	‡ *	‡ *	99.3% *	95.1% *
State	97.7% *	97.6% *	97.9% *	95.9% *	98.3% *	96.3% *	97.7% *	98.8% *	97.9% *	96.8% *	96.3% *	96.0% *

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

## Participation Rate (cont)

### Mathematics - All Tests - Participation

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
	*	*	*
District	<b>94.8%</b>	<b>98.2%</b>	<b>97.7%</b>
	*	*	*
State	<b>95.7%</b>	<b>97.9%</b>	<b>97.3%</b>
	*	*	*

### Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>97.7%</b>	<b>97.7%</b>	<b>97.8%</b>	‡	<b>98.2%</b>	<b>97.9%</b>	<b>97.5%</b>	<b>98.5%</b>	‡	‡	<b>96.6%</b>	<b>96.8%</b>
	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>98.0%</b>	<b>97.9%</b>	<b>98.0%</b>	<b>94.7%</b>	<b>98.5%</b>	<b>96.6%</b>	<b>97.6%</b>	<b>99.1%</b>	<b>98.2%</b>	<b>96.7%</b>	<b>97.7%</b>	<b>96.9%</b>
	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
	*	*	*
District	<b>96.7%</b>	<b>97.6%</b>	<b>97.8%</b>
	*	*	*
State	<b>97.0%</b>	<b>98.0%</b>	<b>97.4%</b>
	*	*	*

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



## Participation Rate (cont)

### ELA - All Tests - Non Participation

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

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	3.5%	1.1%	1.8%
State	3.8%	1.9%	2.4%

### Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	2.1%	2.5%	1.7%	‡	2.4%	2.1%	2.1%	0.0%	‡	‡	0.7%	4.9%
State	2.3%	2.4%	2.1%	4.1%	1.7%	3.7%	2.3%	1.2%	2.1%	3.2%	3.7%	4.0%

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

## Participation Rate (cont)

### Mathematics - All Tests - Non Participation

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
	*	*	*
District	5.2%	1.8%	2.3%
	*	*	*
State	4.3%	2.1%	2.7%
	*	*	*

### Science - All Tests - Non Participation

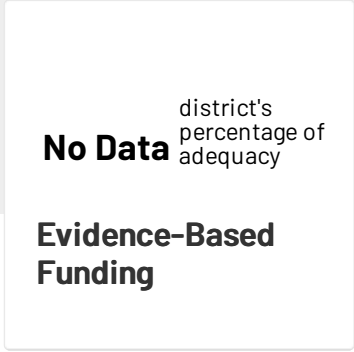
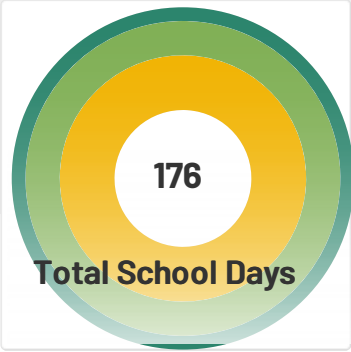
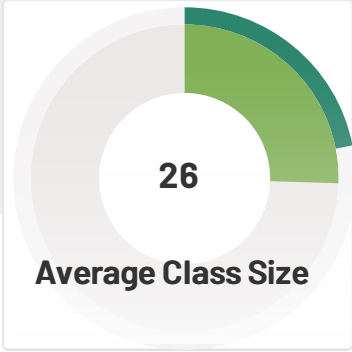
	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	2.3%	2.3%	2.2%	‡	1.8%	2.1%	2.5%	1.5%	‡	‡	3.4%	3.2%
	*	*	*	*	*	*	*	*	*	*	*	*
State	2.0%	2.1%	2.0%	5.3%	1.5%	3.4%	2.4%	0.9%	1.8%	3.3%	2.3%	3.1%
	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
	*	*	*
District	3.3%	2.4%	2.2%
	*	*	*
State	3.0%	2.0%	2.6%
	*	*	*

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

## 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>149</b>	<b>\$5,356</b>	<b>\$24,803</b>	<b>\$30,159</b>	<b>\$641</b>	<b>\$9,110</b>	<b>\$9,751</b>	<b>\$5,997</b>	<b>\$33,913</b>	<b>\$39,910</b>	*	*
District	11,083	\$1,194	\$9,558	\$10,752	\$621	\$4,324	\$4,945	\$1,815	\$13,882	\$15,697	\$30,683,393	\$204,643,632

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

## District Finances

### What is it?

The Annual Financial Report (AFR) for a district is the final financial statement for the fiscal year of a Local Education Agency (LEA) after it has been audited by a qualified auditor. Each district is required to have an annual audit completed by a qualified and licensed auditing firm. The AFR is completed by the auditor and is submitted to Illinois State Board of Education. This displays the Revenue by Source, Expenditure by Function, Expenditure by Fund, and other financial indicators.

### Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	<b>50.4%</b> \$101,045,043	<b>3.2%</b> \$6,372,378	<b>30.7%</b> \$61,652,058	<b>5.5%</b> \$11,063,010	<b>10.2%</b> \$20,513,408	<b>\$200,645,897</b>
State	<b>60.6%</b>	<b>4.0%</b>	<b>21.3%</b>	<b>4.7%</b>	<b>9.5%</b>	*

### Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	<b>49.1%</b>	<b>0.7%</b>	<b>29.7%</b>	<b>20.5%</b>
State	<b>48.2%</b>	<b>2.3%</b>	<b>29.1%</b>	<b>20.4%</b>

### Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	<b>74.9%</b> \$142,008,183	<b>7.8%</b> \$14,821,837	<b>5.6%</b> \$10,717,212	<b>8.6%</b> \$16,304,029	<b>0.0%</b> \$0	<b>2.3%</b> \$4,444,883	<b>0.0%</b> \$0	<b>0.7%</b> \$1,403,772	<b>\$189,699,916</b>
State	<b>71.3%</b>	<b>7.1%</b>	<b>2.9%</b>	<b>8.5%</b>	<b>1.2%</b>	<b>1.9%</b>	<b>0.6%</b>	<b>6.5%</b>	*

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

## District Finances (cont)

### Other Financial Indicators

	2019 Equalized Assessed Valuation per Pupil	2019 Total School Tax Rate per \$100	2020-21 Instructional Expenditure per Pupil	2020-21 Operating Expenditure per Pupil
District	\$177,303	5.6	\$9,576	\$15,760
State	*	*	\$9,703	\$16,029

## 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

	PK	Overall
<b>School</b>	*	*
District	*	24
State	*	21

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

## 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	
<b>School</b>	<b>176</b>
District	176
State	176

## Health and Wellness

### What is it?

This shows the average number of days of physical education per week per student.

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

\* 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.

**226**

**Student Enrollment**



**No Data**

**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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>100.0%</b> <b>226</b>	<b>53.1%</b> <b>120</b>	<b>46.9%</b> <b>106</b>	<b>0.0%</b> <b>*</b>	<b>12.8%</b> <b>29</b>	<b>5.8%</b> <b>13</b>	<b>67.7%</b> <b>153</b>	<b>10.6%</b> <b>24</b>	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>37.2%</b> <b>84</b>
District	100.0% 10,925	50.8% 5,549	49.2% 5,376	0.0% *	21.6% 2,365	10.8% 1,178	61.3% 6,698	3.4% 373	0.1% 16	0.2% 17	2.5% 278	17.8% 1,948
State	100.0% 1,869,325	51.4% 959,975	48.6% 909,276	0.0% 74	46.4% 866,540	16.6% 310,464	27.2% 508,549	5.4% 100,564	0.1% 1,851	0.3% 4,756	4.1% 76,601	20.3% 378,912

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>37.2%</b> <b>84</b>	<b>57.5%</b> <b>130</b>	<b>50.4%</b> <b>114</b>	<b>‡</b> <b>‡</b>	<b>0.0%</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>
District	15.6% 1,709	29.9% 3,269	42.5% 4,643	0.7% 77	0.0% *	0.3% 34	1.8% 192
State	16.5% 307,555	13.7% 255,367	46.5% 869,330	2.0% 36,543	0.0% 343	0.7% 13,324	0.8% 14,220

### By Grades

	PK
<b>School</b>	<b>226</b>
District	380
State	76,645

\* 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 Enrolled in Accelerated Placement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>3.6%</b> 422	<b>3.4%</b> 203	<b>3.8%</b> 219	*	<b>7.5%</b> 185	<b>2.0%</b> 26	<b>2.6%</b> 186	<b>2.5%</b> 10	‡	*	<b>4.6%</b> 14	<b>0.7%</b> 14
State	<b>8.5%</b> 165,594	<b>8.0%</b> 79,982	<b>9.1%</b> 85,528	<b>5.8%</b> 84	<b>7.2%</b> 64,447	<b>6.2%</b> 20,363	<b>9.7%</b> 51,280	<b>21.5%</b> 22,540	<b>15.2%</b> 290	<b>7.6%</b> 368	<b>7.8%</b> 6,306	<b>5.3%</b> 18,800

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	‡	‡	<b>2.6%</b> 121	‡	*
State	<b>2.8%</b> 7,916	<b>3.8%</b> 10,296	<b>6.7%</b> 61,947	<b>5.4%</b> 2,318	<b>1.6%</b> 232

### Students Enrolled in Accelerated Placement - ELA

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

\* 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 Accelerated Placement - ELA

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

### Students Enrolled in Accelerated Placement - Math

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>3.6%</b> 422	<b>3.4%</b> 203	<b>3.8%</b> 219	*	<b>7.5%</b> 185	<b>2.0%</b> 26	<b>2.6%</b> 186	<b>2.5%</b> 10	‡	*	<b>4.6%</b> 14	<b>0.7%</b> 14
	‡	‡	‡	*	‡	‡	‡	‡	‡	*	‡	‡
State	<b>1.3%</b> 24,369	<b>1.4%</b> 14,394	<b>1.1%</b> 9,946	<b>2.0%</b> 29	<b>1.4%</b> 12,824	<b>0.3%</b> 890	<b>0.9%</b> 4,686	<b>4.4%</b> 4,613	<b>1.5%</b> 29	<b>1.2%</b> 60	<b>1.6%</b> 1,267	<b>0.6%</b> 2,159

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	‡	‡	<b>2.6%</b> 121	‡	*
	‡	‡	‡	‡	*
State	<b>0.3%</b> 808	<b>0.6%</b> 1,578	<b>0.6%</b> 5,252	<b>0.3%</b> 111	<b>0.1%</b> 19

\* 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 Accelerated Placement - Multiple Subjects

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

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

### Students Enrolled in Accelerated Placement - Whole Grade

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

\* 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 Accelerated Placement - Whole Grade

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

### Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>17.6%</b>	<b>15.4%</b>	<b>19.7%</b>	*	<b>27.1%</b>	<b>6.7%</b>	<b>15.6%</b>	<b>19.8%</b>	*	‡	<b>19.6%</b>	<b>5.0%</b>
	691	306	385	*	246	28	374	22	*	‡	18	34
State	<b>22.2%</b>	<b>18.8%</b>	<b>25.7%</b>	<b>31.9%</b>	<b>23.2%</b>	<b>12.6%</b>	<b>20.5%</b>	<b>51.9%</b>	<b>32.4%</b>	<b>17.6%</b>	<b>22.2%</b>	<b>9.3%</b>
	136,701	59,465	76,999	237	66,464	12,696	35,457	16,825	210	262	4,787	11,353

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	‡	<b>4.9%</b>	<b>13.0%</b>	*	*
	‡	32	227	*	*
State	<b>2.8%</b>	<b>6.8%</b>	<b>14.8%</b>	<b>7.6%</b>	<b>2.9%</b>
	2,484	3,404	40,874	1,138	94

\* 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

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

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

### Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	<b>10.5%</b> 1,217	<b>8.9%</b> 528	<b>12.1%</b> 689	* *	<b>18.1%</b> 449	<b>5.1%</b> 65	<b>8.8%</b> 628	<b>10.6%</b> 42	* *	‡ ‡	<b>9.9%</b> 30	<b>3.2%</b> 61
State	<b>19.8%</b> 384,714	<b>18.1%</b> 180,719	<b>21.6%</b> 203,343	<b>44.7%</b> 652	<b>21.8%</b> 194,193	<b>13.3%</b> 43,602	<b>17.9%</b> 94,705	<b>34.4%</b> 36,095	<b>23.9%</b> 455	<b>17.0%</b> 828	<b>18.3%</b> 14,836	<b>11.6%</b> 41,302

\* 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 course designated as Enriched or Honors

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	1.1% 18	1.2% 43	8.2% 387	‡ ‡	* *
State	6.3% 17,755	6.0% 16,214	13.5% 125,534	10.4% 4,460	4.3% 639

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	10.0% 394	8.6% 171	11.4% 223	* *	16.6% 151	4.5% 19	8.1% 194	13.5% 15	* *	‡ ‡	14.1% 13	2.9% 20
State	13.1% 80,917	13.0% 41,004	13.3% 39,900	1.7% 13	16.9% 48,578	8.5% 8,542	9.3% 16,045	14.9% 4,849	9.4% 61	9.1% 135	12.5% 2,707	8.5% 10,392

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	‡ ‡	2.5% 16	6.6% 115	* *	* *
State	6.5% 5,733	5.9% 2,960	8.9% 24,704	8.0% 1,196	4.4% 146

\* 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

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

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

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

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

\* 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

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

### Students Identified As Gifted

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

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

\* 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

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

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

\* 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	Proficient	More than 7 years as an EL
School	*	* *	* *	* *
District	*	<b>100.0%</b> 2,998	<b>5.6%</b> *	* 569
State	*	<b>100.0%</b> 229,014	<b>6.1%</b> *	* 47,572

\* 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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	92.1%	92.1%	92.1%	87.8%	93.8%	91.5%	91.5%	95.1%	86.4%	88.5%	91.8%	89.6%
State	90.8%	90.9%	90.8%	93.0%	92.8%	86.5%	89.4%	94.2%	91.3%	89.5%	90.7%	88.8%

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	89.5%	91.6%	91.0%
State	88.4%	90.1%	88.1%

\* 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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	11.2%	10.7%	11.6%	‡	8.4%	15.2%	11.4%	8.1%	‡	‡	12.0%	12.1%
State	7.6%	7.9%	7.3%	2.9%	5.2%	13.8%	7.7%	7.1%	9.6%	10.2%	8.9%	7.2%

	Students with IEPs	English Learners	Low Income	Homeless
School	*	*	*	*
District	12.0%	11.7%	10.9%	35.9%
State	8.0%	9.5%	10.2%	25.7%

\* 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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	24.3%	24.3%	24.3%	‡	15.4%	30.4%	26.8%	11.3%	‡	‡	26.5%	34.3%
State	29.8%	29.5%	30.2%	20.9%	21.2%	47.9%	36.1%	15.7%	28.0%	36.4%	30.6%	37.3%

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	35.1%	27.2%	29.1%
State	38.9%	34.5%	42.0%

### By Grades

	PK
<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.

## Chronically Truant Students

### What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	26.0%	26.2%	25.7%	‡	13.9%	32.1%	29.6%	16.8%	‡	‡	23.2%	31.5%
State	22.1%	22.2%	22.0%	7.2%	8.6%	50.2%	30.9%	7.9%	20.5%	28.8%	19.8%	25.5%

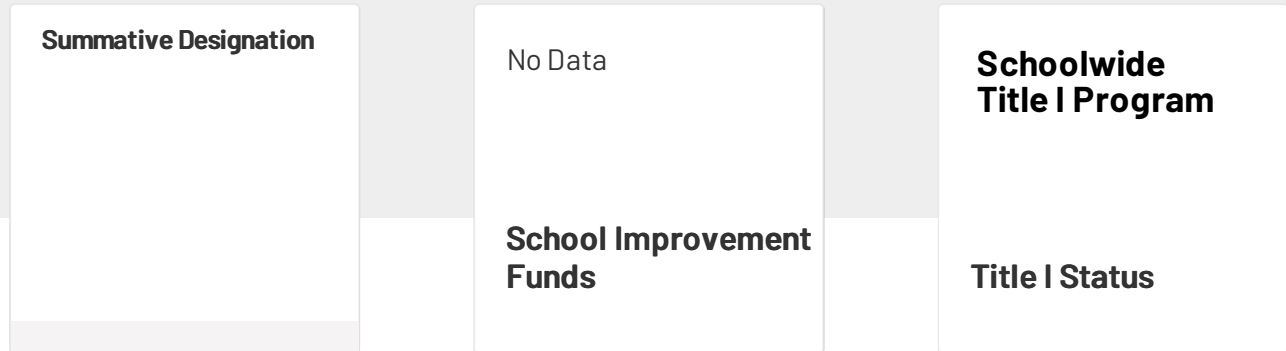
	Students with IEPs	English Learners	Low Income
School	*	*	*
District	33.5%	32.9%	31.4%
State	27.8%	29.4%	36.1%

\* 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 four summative designations: Exemplary School, Commendable School, Targeted School, and Comprehensive 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).



## 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	Schoolwide Title I Program

\* 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.

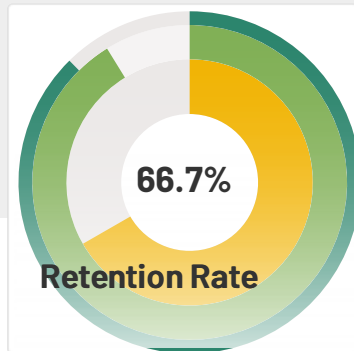
### Schools Who Receive Title I School Improvement - 1003(a) Funds

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

## 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.

	Average Teaching Experience	With Bachelor's Degrees	With Master's & Above	Attendance Rate	Evaluation Rate
School	*	*	*	*	*
District	14	30.2%	69.6%	68.5%	99.3%
State	*	40.6%	58.6%	66.1%	97.2%

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

## Student-To-Teacher Ratios

### What is it?

This shows the average number of students per teacher. Teachers classified as special education teachers are not included. Research indicates that children in lower grades show the potential for higher achievement scores when they are in smaller classes. Many factors contribute to student achievement, and class size is only one part of this bigger picture. Special education classes are not included in this calculation.

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	16	18
State	17	18

## Average Teacher Salary

### What is it?

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

	Average Teacher Salary
District	\$71,176
State	\$72,316

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

## Retention Rate

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	66.7% 16	64.7% 11	* *	71.4% 5	* *	* *	* *	* *	* *
	Male	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Female	66.7% 16	64.7% 11	* *	71.4% 5	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	91.2% 2,036	91.3% 1,754	91.5% 65	90.2% 193	96.0% 24	* *	* *	* *	0.0% 0
	Male	92.8% 501	92.6% 428	90.9% 20	93.8% 45	100.0% 8	* *	* *	* *	* *
	Female	90.7% 1,535	90.8% 1,326	91.8% 45	89.2% 148	94.1% 16	* *	* *	* *	0.0% 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	87.6% 311,523	88.1% 262,637	81.8% 15,332	87.4% 21,752	87.6% 4,957	86.4% 184	85.5% 691	85.0% 2,323	82.6% 3,647
	Male	89.1% 73,837	89.8% 63,050	81.2% 3,038	87.3% 4,993	88.5% 1,159	87.5% 56	87.6% 169	87.1% 594	81.7% 778
	Female	87.2% 237,686	87.6% 199,587	81.9% 12,294	87.5% 16,759	87.3% 3,798	85.9% 128	84.9% 522	84.3% 1,729	82.9% 2,869
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

## Full-Time Equivalent

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	100.0% 17	82.3% 14	* *	17.7% 3	* *	* *	* *	* *	* *
	Male	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Female	100.0% 17	100.0% 14	* *	100.0% 3	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 812	86.3% 700.9	2.7% 22.3	9.1% 74.2	1.2% 9.4	* *	* *	* *	0.6% 5.3
	Male	22.6% 183.5	22.7% 158.9	25.3% 5.6	20.2% 15	32.0% 3	* *	* *	* *	19.0% 1
	Female	77.4% 628.5	77.3% 542	74.7% 16.6	79.8% 59.2	68.0% 6.4	* *	* *	* *	81.0% 4.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 134887.1	81.3% 109693.6	6.0% 8130.5	8.0% 10848.3	1.8% 2472.7	0.1% 83.5	0.2% 319.7	0.8% 1125.1	1.6% 2213.8
	Male	23.3% 31433.8	23.6% 25853.6	21.4% 1741.5	22.6% 2449.9	22.4% 554.9	29.7% 24.8	22.9% 73.3	24.0% 270.5	21.0% 465.5
	Female	76.7% 103453.3	76.4% 83840	78.6% 6389	77.4% 8398.4	77.6% 1917.8	70.3% 58.7	77.1% 246.5	76.0% 854.6	79.0% 1748.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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## 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	
<b>School</b>	*
District	22
State	1,247

## National Board Certified Teachers

### What is it?

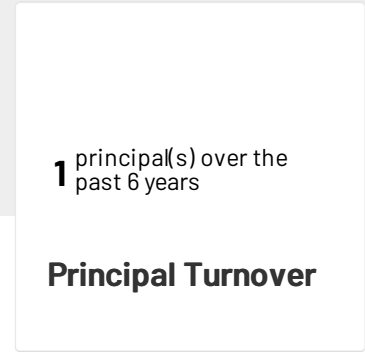
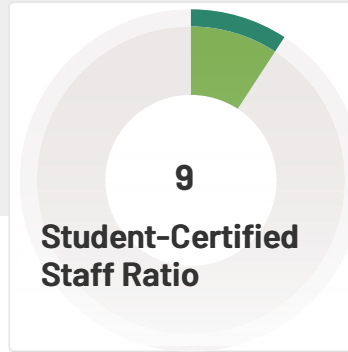
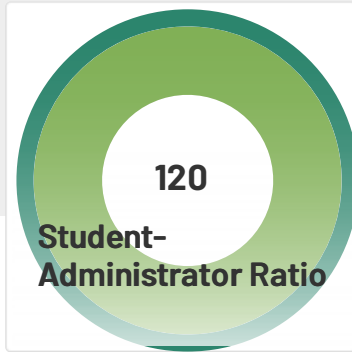
This shows the numbers of teachers who have achieved recognition as National Board Certified Teachers, both as a whole and broken down by certain demographic indicators.

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Male	Female	Non Binary	Unknown
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	30	24	2	4	*	*	*	*	4	26	*	*
State	2,513	2,027	150	203	68	1	6	29	484	2,029	*	*

\* 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

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
District	9	120
State	9	147

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

## 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	
<b>School</b>	<b>1</b>
District	2
State	2

## Average Administrator Salary

### What is it?

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

Average Administrator Salary	
District	<b>\$99,093</b>
State	<b>\$116,206</b>

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