

# Prather Elementary School (PK - 6)

## GRANITE CITY CUSD 9



2024 - 2025

### Principal

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### Address

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### District Superintendent

Dr. Donald Harris

<http://www.gcsd9.net>

### 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 :** \$13,183

**Average Class Size :** \*

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

**Chronic Absenteeism :** 55.1%

**Teacher Retention :** 91.2%

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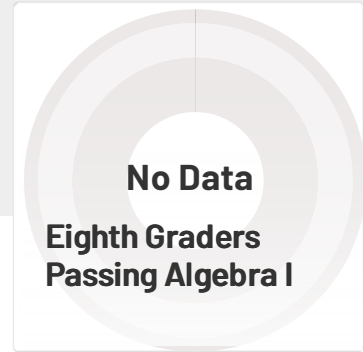
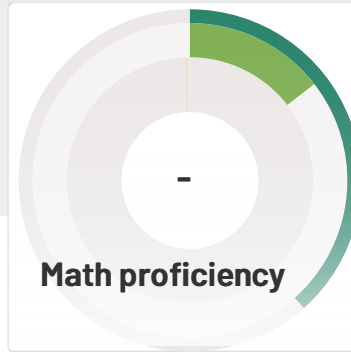
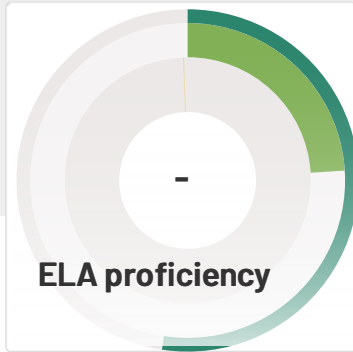
**102 | Administrators & Support Personnel**

**107 | Civil Rights Data Collection (2021-22)**

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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.



## ELA Proficiency - Overall

### What is it?

This shows the percentage of students at each performance level after assessment for proficiency in English Language Arts (ELA). The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The "overall" percentage is calculated by subject combining all tests.

### 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
<b>School</b>	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	24.0%	28.9%	19.3%	*	‡	‡	13.8%	20.8%	*	‡	24.6%	28.5%	7.2%
State	52.4%	57.6%	47.5%	81.6%	44.3%	77.8%	31.1%	40.2%	59.3%	62.1%	55.9%	64.0%	26.0%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	‡	*	*	*	*
District	7.9%	5.8%	19.6%	‡	‡	‡	18.8%
State	22.2%	16.0%	36.7%	24.9%	16.4%	55.0%	24.1%

### 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	53.0%	58.3%	47.9%	79.8%	44.1%	76.0%	31.7%	39.1%	52.8%	62.7%	57.5%	66.2%	26.5%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	*	*	*	‡	*	*	*
State	19.6%	16.2%	36.5%	20.4%	10.8%	56.2%	23.7%

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

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## ELA Proficiency - 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 four Performance Levels for IAR assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 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 and at each grade level/course.

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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.

## ELA Proficiency - IAR (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	‡	‡	‡	‡
District	25.2%	50.7%	22.5%	1.5%
State	14.1%	32.8%	40.9%	12.2%
<b>Female</b>				
<b>School</b>	‡	‡	‡	‡
District	21.5%	50.0%	26.4%	2.0%
State	11.5%	30.4%	43.1%	15.0%
<b>Male</b>				
<b>School</b>	*	*	*	*
District	28.8%	51.3%	18.9%	1.0%
State	16.7%	35.1%	38.8%	9.5%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	5.3%	12.3%	60.8%	21.6%
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	18.3%	36.4%	36.6%	8.6%
<b>Asian</b>				
<b>School</b>	*	*	*	*
District	11.1%	44.4%	44.4%	0.0%
State	4.9%	16.8%	47.9%	30.3%

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

## ELA Proficiency - IAR (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Black</b>				
<b>School</b>	*	*	*	*
District	34.7%	50.1%	14.5%	0.6%
State	25.0%	42.8%	28.1%	4.2%
<b>Hispanic</b>				
<b>School</b>	*	*	*	*
District	29.1%	51.6%	19.1%	0.2%
State	20.1%	39.0%	34.5%	6.4%
<b>MENA</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	11.7%	27.4%	41.9%	19.0%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	10.2%	26.5%	48.1%	15.3%
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	22.8%	51.1%	24.4%	1.7%
State	12.8%	30.8%	41.1%	15.3%
<b>White</b>				
<b>School</b>	‡	‡	‡	‡
District	20.8%	50.7%	26.3%	2.2%
State	7.9%	27.6%	48.4%	16.0%

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

## ELA Proficiency - IAR (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	*	*	*	*
District	49.5%	43.6%	6.6%	0.2%
State	34.3%	39.6%	21.9%	4.2%
<b>English Learners</b>				
<b>School</b>	*	*	*	*
District	38.8%	53.1%	8.0%	0.0%
State	30.1%	45.9%	21.9%	2.1%
<b>Homeless</b>				
<b>School</b>	*	*	*	*
District	42.9%	40.5%	14.3%	2.4%
State	31.7%	42.1%	23.5%	2.7%
<b>Students with IEPs</b>				
<b>School</b>	*	*	*	*
District	52.0%	41.4%	6.4%	0.2%
State	41.9%	41.4%	14.7%	1.9%
<b>Low Income</b>				
<b>School</b>	‡	‡	‡	‡
District	28.6%	51.4%	18.9%	1.1%
State	21.5%	40.9%	32.3%	5.3%

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

## ELA Proficiency - IAR (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	45.4%	38.3%	14.2%	2.1%
<b>Military</b>				
<b>School</b>	*	*	*	*
District	24.2%	57.6%	18.2%	0.0%
State	12.2%	31.9%	43.1%	12.9%
<b>Youth In Care</b>				
<b>School</b>	*	*	*	*
District	27.6%	53.4%	19.0%	0.0%
State	31.3%	43.1%	23.3%	2.3%

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## ELA Proficiency - 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 - Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
  - Level 2 - Approaching Target: 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 - At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
  - Level 4 - Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.
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## ELA Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	*	*	*	*
District	73.0%	24.3%	2.7%	0.0%
State	62.3%	22.8%	13.3%	1.6%
<b>Female</b>				
<b>School</b>	*	*	*	*
District	46.2%	46.2%	7.7%	0.0%
State	60.2%	24.4%	13.9%	1.5%
<b>Male</b>				
<b>School</b>	*	*	*	*
District	87.5%	12.5%	0.0%	0.0%
State	63.2%	22.0%	13.1%	1.6%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	66.7%	20.0%	13.3%	0.0%
<b>Asian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	70.0%	20.3%	8.4%	1.3%

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

## ELA Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Black</b>				
<b>School</b>	*	*	*	*
District	66.7%	33.3%	0.0%	0.0%
State	57.6%	24.1%	16.2%	2.0%
<b>Hispanic</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	63.0%	22.7%	12.8%	1.6%
<b>MENA</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	64.3%	17.9%	14.3%	3.6%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	41.7%	50.0%	8.3%	0.0%
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	64.2%	21.1%	13.0%	1.8%
<b>White</b>				
<b>School</b>	*	*	*	*
District	77.3%	18.2%	4.5%	0.0%
State	63.5%	22.6%	12.6%	1.4%

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

## ELA Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	*	*	*	*
District	73.0%	24.3%	2.7%	0.0%
State	62.3%	22.8%	13.3%	1.6%
<b>English Learners</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	64.0%	23.2%	11.5%	1.3%
<b>Homeless</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	59.6%	24.0%	15.4%	1.1%
<b>Students with IEPs</b>				
<b>School</b>	*	*	*	*
District	73.0%	24.3%	2.7%	0.0%
State	62.3%	22.8%	13.3%	1.6%
<b>Low Income</b>				
<b>School</b>	*	*	*	*
District	70.0%	30.0%	0.0%	0.0%
State	61.5%	22.5%	14.3%	1.7%

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

## ELA Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Military</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	56.3%	25.3%	17.2%	1.1%
<b>Youth In Care</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	66.3%	19.9%	13.3%	0.6%

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

# Academic Progress

## ELA Participation - Overall

### What is it?

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

### Participation

	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	98.5%	99.1%	97.9%	*	92.3%	100.0%	98.1%	99.0%	*	‡	97.6%	98.6%	97.5%
State	98.6%	98.8%	98.5%	95.5%	98.1%	99.2%	97.5%	98.5%	98.7%	97.6%	98.4%	99.0%	97.3%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	‡	*	*	*	*
District	98.2%	97.4%	97.9%	92.2%	‡	97.6%	98.5%
State	98.4%	96.9%	98.2%	95.9%	98.0%	98.8%	93.9%

### 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
<b>School</b>	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	1.5%	0.9%	2.1%	*	‡	‡	1.9%	‡	*	‡	‡	1.4%	2.5%
State	1.4%	1.2%	1.5%	4.5%	1.9%	0.8%	2.5%	1.5%	1.3%	2.4%	1.6%	1.0%	2.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	‡	*	*	*	*
District	‡	2.6%	2.2%	‡	‡	‡	‡
State	1.6%	3.1%	1.8%	4.1%	2.0%	1.2%	6.1%

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

## ELA Participation - IAR

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	99.1%	99.7%	98.6%	*	‡	100.0%	98.6%	99.3%	*	‡	100.0%	99.1%	98.0%
State	99.1%	99.2%	99.1%	96.2%	99.0%	99.4%	98.6%	99.2%	99.2%	98.8%	98.9%	99.3%	98.3%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	‡	*	*	*	*
District	98.8%	97.9%	98.8%	91.5%	‡	100.0%	100.0%
State	99.0%	98.1%	99.0%	97.3%	98.2%	99.3%	96.6%

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	0.9%	0.3%	1.4%	*	‡	0.0%	1.4%	0.7%	*	‡	0.0%	0.9%	2.0%
State	0.9%	0.8%	0.9%	3.8%	1.0%	0.6%	1.4%	0.8%	0.8%	1.2%	1.1%	0.7%	1.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	‡	*	*	*	*
District	1.2%	2.1%	1.2%	8.5%	‡	0.0%	0.0%
State	1.0%	1.9%	1.0%	2.7%	1.8%	0.7%	3.4%

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

# Academic Progress

## ELA Participation - DLM

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	94.9%	100.0%	92.3%	*	*	*	‡	‡	*	*	‡	95.7%	94.9%
State	93.7%	93.5%	93.7%	*	100.0%	95.3%	92.9%	94.1%	85.3%	85.7%	91.8%	93.8%	93.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	‡	94.9%	93.8%	‡	*	‡	‡
State	94.6%	93.7%	93.3%	91.9%	*	92.6%	90.5%

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	5.1%	0.0%	7.7%	*	*	*	‡	‡	*	*	‡	4.3%	5.1%
State	6.4%	6.5%	6.3%	*	0.0%	4.9%	7.1%	5.9%	14.7%	14.3%	8.2%	6.2%	6.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	‡	5.1%	6.3%	‡	*	‡	‡
State	5.5%	6.4%	6.7%	8.1%	*	7.4%	10.0%

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

## ELA Growth - IAR

### What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

### Cohort Growth Percentile 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>41.8</b>	<b>43</b>	<b>40.6</b>	*	‡	‡	<b>39.8</b>	<b>41.6</b>	*	‡	<b>44.2</b>	<b>42.1</b>	<b>36.4</b>
State	<b>50</b>	<b>51.9</b>	<b>48.1</b>	<b>52.9</b>	<b>49.6</b>	<b>56.1</b>	<b>46.9</b>	<b>48.9</b>	<b>55.2</b>	<b>53.2</b>	<b>50.1</b>	<b>50.8</b>	<b>44.5</b>

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	<b>40.3</b>	<b>36.3</b>	<b>40.9</b>	<b>46.5</b>	‡	<b>36.6</b>	<b>46.5</b>
State	<b>47.5</b>	<b>42.7</b>	<b>47.7</b>	<b>45.2</b>	<b>48.3</b>	<b>49.7</b>	<b>44.2</b>

### Baseline Growth Percentile 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
<b>School</b>	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	<b>51.2</b> 1,842	<b>52.7</b> 885	<b>49.9</b> 957	* *	‡ ‡	‡ ‡	<b>48.8</b> 373	<b>51.2</b> 320	* *	‡ ‡	<b>53.7</b> 134	<b>51.7</b> 1,001	<b>45.6</b> 419
State	<b>58.2</b> 614,241	<b>59.8</b> 300,842	<b>56.7</b> 313,258	<b>60.2</b> 141	<b>58</b> 1,373	<b>62.6</b> 34,695	<b>56</b> 97,629	<b>57.8</b> 169,312	<b>62.4</b> 1,121	<b>60.4</b> 508	<b>58</b> 27,635	<b>58.7</b> 281,968	<b>53.6</b> 122,592

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

## ELA Growth - IAR

### What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

### Baseline Growth Percentile ELA - By Demographics

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
	*	*	*	*	*	*	*
District	<b>50.2</b> 166	<b>45.5</b> 379	<b>50.1</b> 1,311	<b>54</b> 17	‡ ‡	<b>45.8</b> 21	<b>58.2</b> 41
State	<b>56.7</b> 93,075	<b>52</b> 93,448	<b>56.6</b> 307,427	<b>54.2</b> 12,425	<b>58</b> 109	<b>57.7</b> 4,991	<b>53.2</b> 3,196

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

# Academic Progress

## Math Proficiency - Overall

### What is it?

This shows the percentage of students at each performance level after assessment for proficiency in Math. The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The "overall" percentage is calculated by subject combining all tests.

### 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
<b>School</b>	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	14.5%	13.4%	15.5%	*	‡	‡	5.8%	11.1%	*	‡	11.3%	18.8%	6.3%
State	38.4%	36.3%	40.3%	56.3%	30.9%	71.2%	15.3%	24.9%	46.3%	44.8%	41.8%	50.4%	19.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	‡	*	*	*	*
District	7.5%	5.8%	11.2%	‡	‡	‡	‡
State	16.0%	12.3%	22.0%	12.8%	10.8%	39.1%	13.6%

### 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	38.7%	36.8%	40.6%	55.2%	30.7%	69.6%	15.5%	24.2%	41.3%	45.4%	43.0%	52.0%	20.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	*	*	*	‡	*	*	*
State	14.1%	12.5%	21.8%	10.5%	7.1%	40.0%	13.4%

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

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## Math Proficiency - 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 four Performance Levels for IAR assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 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 and at each grade level/course.

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## Math Proficiency - IAR (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	‡	‡	‡	‡
District	43.1%	43.2%	13.1%	0.5%
State	24.6%	36.9%	30.9%	7.6%
<b>Female</b>				
<b>School</b>	‡	‡	‡	‡
District	43.4%	44.4%	11.6%	0.6%
State	24.8%	38.8%	29.9%	6.5%
<b>Male</b>				
<b>School</b>	*	*	*	*
District	42.9%	42.1%	14.5%	0.5%
State	24.4%	35.1%	31.9%	8.7%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	11.1%	36.8%	40.4%	11.7%
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	31.3%	36.4%	26.1%	6.2%
<b>Asian</b>				
<b>School</b>	*	*	*	*
District	44.4%	22.2%	33.3%	0.0%
State	7.0%	21.6%	43.9%	27.6%

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

## Math Proficiency - IAR (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Black</b>				
<b>School</b>	*	*	*	*
District	59.2%	34.9%	5.7%	0.2%
State	46.5%	38.1%	14.1%	1.3%
<b>Hispanic</b>				
<b>School</b>	*	*	*	*
District	43.0%	46.3%	10.7%	0.0%
State	32.7%	42.1%	22.5%	2.7%
<b>MENA</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	17.8%	35.3%	37.5%	9.4%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	18.4%	37.4%	36.1%	8.2%
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	43.9%	44.4%	11.7%	0.0%
State	23.5%	34.6%	32.2%	9.7%
<b>White</b>				
<b>School</b>	‡	‡	‡	‡
District	37.1%	45.3%	16.7%	0.9%
State	14.2%	35.5%	40.2%	10.1%

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

## Math Proficiency - IAR (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	*	*	*	*
District	66.1%	28.0%	5.9%	0.0%
State	48.2%	32.2%	16.5%	3.1%
<b>English Learners</b>				
<b>School</b>	*	*	*	*
District	50.9%	41.1%	8.0%	0.0%
State	42.1%	40.7%	16.0%	1.2%
<b>Homeless</b>				
<b>School</b>	*	*	*	*
District	54.8%	38.1%	7.1%	0.0%
State	49.9%	36.7%	12.7%	0.7%
<b>Students with IEPs</b>				
<b>School</b>	*	*	*	*
District	66.8%	27.4%	5.8%	0.0%
State	57.1%	30.1%	11.2%	1.6%
<b>Low Income</b>				
<b>School</b>	‡	‡	‡	‡
District	47.3%	41.9%	10.6%	0.2%
State	36.6%	41.0%	20.1%	2.3%

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

## Math Proficiency - IAR (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	51.4%	38.6%	9.3%	0.7%
<b>Military</b>				
<b>School</b>	*	*	*	*
District	42.4%	45.5%	9.1%	3.0%
State	20.1%	40.4%	33.1%	6.3%
<b>Youth In Care</b>				
<b>School</b>	*	*	*	*
District	51.7%	36.2%	12.1%	0.0%
State	50.7%	35.3%	13.4%	0.6%

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

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## Math Proficiency - 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 - Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
  - Level 2 - Approaching Target: 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 - At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
  - Level 4 - Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.
- 

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

## Math Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	*	*	*	*
District	68.4%	18.4%	10.5%	2.6%
State	66.3%	17.9%	12.1%	3.7%
<b>Female</b>				
<b>School</b>	*	*	*	*
District	46.2%	30.8%	15.4%	7.7%
State	67.9%	19.1%	10.1%	2.9%
<b>Male</b>				
<b>School</b>	*	*	*	*
District	80.0%	12.0%	8.0%	0.0%
State	65.6%	17.3%	13.1%	4.1%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	66.7%	13.3%	16.7%	3.3%
<b>Asian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	72.4%	12.6%	11.6%	3.3%

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

## Math Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Black</b>				
<b>School</b>	*	*	*	*
District	77.8%	22.2%	0.0%	0.0%
State	62.0%	19.1%	14.0%	4.9%
<b>Hispanic</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	65.7%	18.3%	12.2%	3.8%
<b>MENA</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	57.1%	25.0%	17.9%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	50.0%	33.3%	16.7%	0.0%
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	67.9%	14.9%	13.7%	3.4%
<b>White</b>				
<b>School</b>	*	*	*	*
District	65.2%	13.0%	17.4%	4.3%
State	68.8%	17.9%	10.5%	2.8%

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

## Math Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	*	*	*	*
District	68.4%	18.4%	10.5%	2.6%
State	66.3%	17.9%	12.1%	3.7%
<b>English Learners</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	66.9%	17.0%	12.5%	3.6%
<b>Homeless</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	61.5%	20.0%	15.1%	3.4%
<b>Students with IEPs</b>				
<b>School</b>	*	*	*	*
District	68.4%	18.4%	10.5%	2.6%
State	66.3%	17.9%	12.1%	3.7%
<b>Low Income</b>				
<b>School</b>	*	*	*	*
District	64.5%	22.6%	12.9%	0.0%
State	64.5%	18.4%	13.2%	3.9%

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

## Math Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Military</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	60.9%	26.4%	6.9%	5.7%
<b>Youth In Care</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	65.0%	18.3%	13.3%	3.3%

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

# Academic Progress

## Math Participation - Overall

### What is it?

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

### Participation

	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	98.5%	99.1%	97.9%	*	92.3%	100.0%	98.1%	99.0%	*	‡	97.6%	98.7%	97.6%
State	98.5%	98.7%	98.4%	95.5%	98.0%	99.2%	97.4%	98.4%	98.7%	97.8%	98.3%	98.9%	97.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	‡	*	*	*	*
District	98.2%	97.5%	97.9%	92.2%	‡	97.6%	98.5%
State	98.2%	96.7%	98.1%	95.4%	97.6%	98.9%	93.5%

### 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
<b>School</b>	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	1.5%	0.9%	2.1%	*	‡	‡	1.9%	‡	*	‡	‡	1.3%	2.4%
State	1.5%	1.3%	1.6%	4.5%	2.0%	0.8%	2.6%	1.6%	1.3%	2.2%	1.7%	1.1%	2.9%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	‡	*	*	*	*
District	‡	2.5%	2.1%	‡	‡	‡	‡
State	1.8%	3.3%	1.9%	4.6%	2.4%	1.1%	6.5%

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

## Math Participation - IAR

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	99.1%	99.7%	98.6%	*	‡	100.0%	98.6%	99.3%	*	‡	100.0%	99.1%	98.0%
State	99.0%	99.1%	99.0%	96.2%	98.9%	99.3%	98.4%	99.1%	99.3%	98.6%	98.8%	99.2%	98.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	‡	*	*	*	*
District	98.8%	97.9%	98.8%	91.5%	‡	100.0%	100.0%
State	98.9%	97.8%	98.8%	96.8%	97.8%	99.3%	96.2%

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	0.9%	0.3%	1.4%	*	‡	0.0%	1.4%	0.7%	*	‡	0.0%	0.9%	2.0%
State	1.0%	0.9%	1.0%	3.8%	1.1%	0.7%	1.6%	0.9%	0.7%	1.4%	1.2%	0.8%	1.9%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	‡	*	*	*	*
District	1.2%	2.1%	1.2%	8.5%	‡	0.0%	0.0%
State	1.1%	2.2%	1.2%	3.2%	2.2%	0.7%	3.9%

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

# Academic Progress

## Math Participation - DLM

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	97.4%	100.0%	96.2%	*	*	*	‡	‡	*	*	‡	100.0%	97.4%
State	93.6%	93.4%	93.7%	*	100.0%	95.0%	93.0%	93.9%	85.3%	85.7%	92.2%	93.8%	93.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	‡	97.4%	96.9%	‡	*	‡	‡
State	94.3%	93.6%	93.3%	91.0%	*	92.6%	90.5%

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	2.6%	0.0%	3.8%	*	*	*	‡	‡	*	*	‡	0.0%	2.6%
State	6.4%	6.6%	6.3%	*	0.0%	5.2%	7.0%	6.1%	14.7%	14.3%	7.8%	6.3%	6.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	‡	2.6%	3.1%	‡	*	‡	‡
State	5.7%	6.4%	6.7%	9.0%	*	7.4%	10.0%

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

## Math Growth - IAR

### What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

### Cohort Growth Percentile 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>44.5</b>	<b>44.5</b>	<b>44.4</b>	*	‡	‡	<b>39.9</b>	<b>47.1</b>	*	‡	<b>43.7</b>	<b>45.4</b>	<b>42.2</b>
State	<b>50</b>	<b>49.8</b>	<b>50</b>	<b>51.3</b>	<b>49.7</b>	<b>57.6</b>	<b>45.7</b>	<b>49.4</b>	<b>55.8</b>	<b>53.8</b>	<b>49.9</b>	<b>50.6</b>	<b>46.2</b>

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	<b>46.4</b>	<b>43.2</b>	<b>44.1</b>	<b>42.2</b>	‡	<b>38.6</b>	<b>44.8</b>
State	<b>48.5</b>	<b>44.7</b>	<b>47.7</b>	<b>44.9</b>	<b>47.3</b>	<b>49.5</b>	<b>44.2</b>

### Baseline Growth Percentile 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
<b>School</b>	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	<b>46.4</b> 1,840	<b>46.5</b> 884	<b>46.2</b> 956	* *	‡ ‡	‡ ‡	<b>41.3</b> 372	<b>48.8</b> 319	* *	‡ ‡	<b>46.1</b> 134	<b>47.5</b> 1,001	<b>43.2</b> 419
State	<b>52</b> 612,969	<b>52</b> 300,277	<b>52</b> 312,551	<b>53.5</b> 141	<b>51.5</b> 1,368	<b>59.2</b> 34,624	<b>47.4</b> 97,257	<b>51.6</b> 168,970	<b>58.1</b> 1,120	<b>56</b> 509	<b>51.9</b> 27,579	<b>53</b> 281,542	<b>47.7</b> 122,138

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

## Math Growth - IAR (cont)

### Baseline Growth Percentile Math - By Demographics

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
	*	*	*	*	*	*	*
District	<b>47.9</b> 166	<b>44</b> 379	<b>45.8</b> 1,309	<b>42.3</b> 17	‡ ‡	<b>42.1</b> 21	<b>47.3</b> 41
State	<b>50.1</b> 92,852	<b>45.9</b> 93,070	<b>49.7</b> 306,507	<b>46.4</b> 12,343	<b>48.3</b> 108	<b>51.7</b> 4,992	<b>45.6</b> 3,162

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

## Science Proficiency - Overall

### What is it?

This shows the percentage of students at each performance level after assessment for proficiency in Science. The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The "overall" percentage is calculated by subject combining all tests.

### 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	28.2%	27.6%	28.8%	*	‡	‡	12.6%	26.1%	*	‡	23.5%	34.6%	9.6%
State	44.6%	44.3%	44.8%	69.5%	34.7%	73.1%	20.4%	31.2%	45.9%	52.9%	48.0%	57.7%	24.3%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	9.4%	5.2%	21.4%	‡	‡	‡	‡
State	12.2%	13.2%	27.7%	17.9%	11.4%	47.9%	16.9%

### 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	*	*	*	*	‡	*	*	*	*	*	22.5%	*	*
State	44.7%	44.6%	44.9%	68.1%	34.0%	71.8%	20.4%	30.3%	40.9%	53.0%	48.8%	59.3%	24.2%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	*	*	*	‡	*	‡	*
State	10.7%	13.1%	27.2%	14.6%	7.9%	48.6%	15.5%

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

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## Science Proficiency - 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 - Below Proficient: 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 - Approaching Proficient: 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 - Above Proficient: 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.
-

## Science Proficiency - ISA (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	*	*	*	*
District	22.5%	52.8%	23.3%	1.4%
State	14.6%	42.3%	36.8%	6.2%
<b>Female</b>				
<b>School</b>	*	*	*	*
District	23.9%	54.5%	20.3%	1.3%
State	13.4%	44.4%	36.8%	5.4%
<b>Male</b>				
<b>School</b>	*	*	*	*
District	21.2%	51.3%	26.0%	1.4%
State	15.8%	40.4%	36.7%	7.0%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	7.1%	20.0%	60.0%	12.9%
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	19.4%	47.4%	29.9%	3.3%
<b>Asian</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	4.4%	24.2%	53.0%	18.4%

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

## Science Proficiency - ISA (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Black</b>				
<b>School</b>	*	*	*	*
District	39.4%	48.2%	11.8%	0.6%
State	29.8%	51.8%	17.5%	1.0%
<b>Hispanic</b>				
<b>School</b>	*	*	*	*
District	21.1%	56.5%	22.4%	0.0%
State	19.6%	51.0%	27.1%	2.3%
<b>MENA</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	12.1%	46.7%	36.4%	4.8%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	10.6%	39.4%	42.2%	7.8%
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	16.7%	62.5%	20.8%	0.0%
State	13.5%	39.9%	38.4%	8.2%
<b>White</b>				
<b>School</b>	*	*	*	*
District	16.9%	52.6%	28.2%	2.3%
State	7.6%	36.2%	47.4%	8.8%

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

## Science Proficiency - ISA (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	*	*	*	*
District	45.7%	47.8%	5.4%	1.1%
State	34.2%	43.4%	19.5%	2.9%
<b>English Learners</b>				
<b>School</b>	*	*	*	*
District	28.2%	62.8%	9.0%	0.0%
State	30.2%	58.2%	11.3%	0.3%
<b>Homeless</b>				
<b>School</b>	*	*	*	*
District	41.7%	50.0%	8.3%	0.0%
State	32.1%	50.7%	16.2%	1.0%
<b>Students with IEPs</b>				
<b>School</b>	*	*	*	*
District	48.8%	45.7%	4.9%	0.6%
State	42.6%	44.5%	11.6%	1.2%
<b>Low Income</b>				
<b>School</b>	*	*	*	*
District	26.2%	55.3%	17.7%	0.7%
State	22.5%	50.9%	24.6%	1.9%

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

## Science Proficiency - ISA (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	34.6%	51.9%	13.5%	0.0%
<b>Military</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	11.4%	40.7%	41.0%	7.0%
<b>Youth In Care</b>				
<b>School</b>	*	*	*	*
District	28.6%	47.6%	23.8%	0.0%
State	34.2%	48.8%	16.5%	0.6%

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

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## Science Proficiency - 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 - Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
  - Level 2 - Approaching Target: 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 - At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
  - Level 4 - Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.
- 

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

# Academic Progress

## Science Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	*	*	*	*
District	69.2%	23.1%	7.7%	0.0%
State	69.3%	20.6%	9.1%	1.0%
<b>Female</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	70.9%	20.3%	7.9%	0.8%
<b>Male</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	68.5%	20.7%	9.7%	1.0%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	66.7%	16.7%	16.7%	0.0%
<b>Asian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	80.4%	15.7%	2.6%	1.3%

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

## Science Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Black</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	63.9%	22.4%	12.2%	1.5%
<b>Hispanic</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	70.0%	21.1%	8.3%	0.5%
<b>MENA</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	64.3%	21.4%	14.3%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	37.5%	25.0%	25.0%	12.5%
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	65.7%	23.2%	10.6%	0.5%
<b>White</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	71.4%	19.3%	8.3%	1.0%

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

## Science Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	*	*	*	*
District	69.2%	23.1%	7.7%	0.0%
State	69.3%	20.6%	9.1%	1.0%
<b>English Learners</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	71.6%	20.3%	7.5%	0.5%
<b>Homeless</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	66.3%	20.2%	12.5%	1.0%
<b>Students with IEPs</b>				
<b>School</b>	*	*	*	*
District	69.2%	23.1%	7.7%	0.0%
State	69.3%	20.6%	9.1%	1.0%
<b>Low Income</b>				
<b>School</b>	*	*	*	*
District	60.0%	30.0%	10.0%	0.0%
State	68.1%	20.5%	10.3%	1.0%

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

## Science Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Military</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	56.3%	31.3%	12.5%	0.0%
<b>Youth In Care</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	72.2%	20.8%	4.2%	2.8%

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

## Science Participation - Overall

### What is it?

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

### Participation

	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	97.2%	98.1%	96.3%	*	‡	100.0%	98.0%	98.2%	*	‡	90.7%	97.4%	96.5%
State	97.5%	97.7%	97.3%	94.5%	96.2%	98.8%	95.4%	97.2%	97.8%	96.9%	97.2%	98.3%	95.3%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	96.7%	96.3%	95.9%	93.8%	‡	93.3%	96.3%
State	96.8%	94.4%	96.6%	92.7%	96.3%	97.9%	87.2%

### 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	2.8%	1.9%	3.7%	*	‡	‡	‡	‡	*	‡	‡	2.6%	3.5%
State	2.5%	2.3%	2.7%	5.5%	3.8%	1.2%	4.6%	2.8%	2.2%	3.1%	2.8%	1.7%	4.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	‡	‡	4.1%	‡	‡	‡	‡
State	3.2%	5.6%	3.4%	7.3%	3.7%	2.1%	12.8%

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

## Science Participation - ISA

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	98.4%	99.2%	97.7%	*	‡	‡	98.8%	98.8%	*	‡	98.0%	98.2%	97.4%
State	98.5%	98.5%	98.5%	96.0%	98.2%	99.1%	97.6%	98.6%	99.0%	98.7%	98.2%	98.8%	97.2%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	97.8%	97.1%	97.8%	92.3%	‡	‡	100.0%
State	98.3%	96.9%	98.2%	95.5%	96.3%	98.9%	92.7%

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	1.6%	0.8%	2.3%	*	‡	‡	1.2%	1.3%	*	‡	2.0%	1.8%	2.6%
State	1.5%	1.5%	1.5%	4.0%	1.8%	0.9%	2.4%	1.4%	1.0%	1.3%	1.8%	1.2%	2.8%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	2.2%	2.9%	2.2%	7.7%	‡	‡	0.0%
State	1.7%	3.2%	1.8%	4.5%	3.7%	1.1%	7.3%

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

## Science Participation - DLM

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	100.0%	‡	‡	*	*	*	‡	‡	*	*	‡	‡	100.0%
State	90.8%	89.2%	91.6%	*	92.3%	92.3%	90.1%	91.4%	82.4%	88.9%	90.4%	90.8%	90.9%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	‡	100.0%	100.0%	‡	*	*	*
State	91.4%	90.9%	90.6%	87.5%	*	91.4%	83.0%

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	0.0%	‡	‡	*	*	*	‡	‡	*	*	‡	‡	0.0%
State	9.2%	10.8%	8.4%	*	7.7%	7.7%	9.9%	8.6%	17.6%	11.1%	9.6%	9.2%	9.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	‡	0.0%	0.0%	‡	*	*	*
State	8.6%	9.1%	9.4%	12.5%	*	8.6%	17.0%

\* 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.

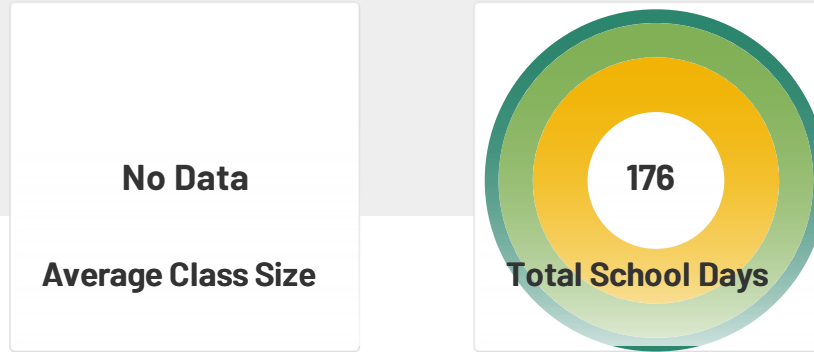
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡	‡
State	<b>30.8%</b>	<b>30.5%</b>	<b>31.2%</b>	<b>38.6%</b>	<b>26.6%</b>	<b>63.7%</b>	<b>18.2%</b>	<b>23.2%</b>	<b>34.1%</b>	<b>30.0%</b>	<b>33.8%</b>	<b>35.7%</b>	<b>14.9%</b>

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	*	*
State	<b>14.1%</b>	<b>7.8%</b>	<b>20.4%</b>	<b>15.2%</b>	<b>18.9%</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

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
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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.

# School Environment

## Early Learning

### What is it?

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

### Kindergarten Individual Developmental Survey (KIDS) Results - Overall

School	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math
School	92.3%	45.7%	13.6%	16.4%	24.4%	52.5%	40.4%	26.5%
District	91.8%	45.7%	13.6%	16.4%	24.4%	52.5%	40.4%	26.5%
State	87.1%	34.9%	16.5%	17.1%	31.5%	58.7%	49.5%	36.9%

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

School	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	English Learners	Students with IEPs	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	24.4%	‡	‡	17.1%	20.6%	*	*	‡	32.7%	‡	‡	‡	18.2%
State	31.5%	28.3%	37.7%	24.5%	20.2%	22.9%	24.2%	34.4%	39.3%	15.5%	14.3%	15.5%	21.7%

#### Homeless

School	*
District	‡
State	17.2%

\* 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		
School	607	\$1,241	\$11,942	\$13,183	\$431	\$3,042	\$3,473	\$1,672	\$14,984	\$16,656	*	*
District	152	\$970	\$11,363	\$12,333	\$431	\$3,042	\$3,473	\$1,401	\$14,405	\$15,806	\$7,678,238	\$101,654,015

\* 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	Grade 1	Grade 3	Summary
<b>School</b>	<b>3.1</b>	*	*	*
District	3.1	23.1	25.8	*
State	20	20.1	21.2	*

## 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

\* 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	3
State	4

## Health and Wellness (cont)

### Truant Minor Count

<b>School</b>	<b>10</b>
District	1,054
State	133,572

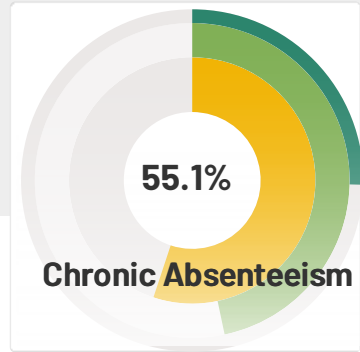
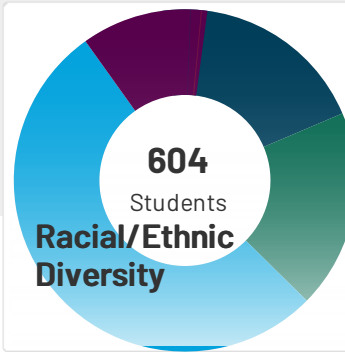
\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## 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.

**604**

**Student Enrollment**



## 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>604</b>	<b>48.3%</b> <b>292</b>	<b>51.7%</b> <b>312</b>	‡ *	‡ ‡	‡ ‡	<b>19.7%</b> <b>119</b>	<b>17.9%</b> <b>108</b>	‡ *	‡ ‡	<b>11.4%</b> <b>69</b>	<b>50.2%</b> <b>303</b>	<b>29.6%</b> <b>179</b>
District	<b>100.0%</b> 5,617	‡ ‡	<b>51.2%</b> 2,874	‡ ‡	<b>0.4%</b> 25	<b>0.5%</b> 28	<b>20.2%</b> 1,134	<b>16.6%</b> 930	‡ ‡	‡ ‡	<b>7.9%</b> 443	<b>54.4%</b> 3,053	<b>22.9%</b> 1,284
State	<b>100.0%</b> 1,848,560	<b>48.6%</b> 897,517	<b>51.4%</b> 950,308	<b>0.0%</b> 735	<b>0.2%</b> 4,558	<b>5.7%</b> 105,669	<b>16.3%</b> 301,432	<b>28.6%</b> 528,901	<b>0.3%</b> 4,666	<b>0.1%</b> 1,551	<b>4.5%</b> 83,710	<b>44.3%</b> 818,073	<b>20.3%</b> 374,578

	English Learners	Students with IEPs	Low Income	Former EL	Homeless	Migrant	Military	Never EL	Youth In Care
<b>School</b>	‡ ‡	<b>29.0%</b> <b>‡</b>	<b>60.3%</b> <b>364</b>	‡ ‡	‡ ‡	‡ *	<b>4.8%</b> <b>29</b>	<b>93.2%</b> <b>563</b>	<b>2.3%</b> <b>14</b>
District	<b>8.3%</b> 468	<b>20.4%</b> 1,148	<b>67.6%</b> 3,797	<b>1.1%</b> 63	<b>1.7%</b> 98	‡ ‡	<b>2.0%</b> 110	<b>90.5%</b> 5,086	<b>2.0%</b> 112
State	<b>17.5%</b> 323,442	<b>16.3%</b> 301,325	<b>49.7%</b> 918,460	<b>7.9%</b> 145,624	<b>2.7%</b> 49,396	<b>0.0%</b> 511	<b>0.8%</b> 15,488	<b>74.6%</b> 1,379,494	<b>0.7%</b> 12,794

### By Grades

	PK	K	Grade 1	Grade 3
<b>School</b>	<b>253</b>	<b>349</b>	‡	‡
District	<b>253</b>	<b>351</b>	<b>422</b>	<b>437</b>
State	<b>87,040</b>	<b>119,309</b>	<b>125,401</b>	<b>134,226</b>

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

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## 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.

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## 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
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>13.4%</b> 257,423	<b>14.0%</b> 129,975	<b>12.9%</b> 127,298	<b>19.8%</b> 150	<b>12.4%</b> 589	<b>30.7%</b> 33,786	<b>8.1%</b> 25,767	<b>13.2%</b> 71,750	<b>14.5%</b> 995	<b>19.3%</b> 307	<b>12.1%</b> 11,532	<b>13.5%</b> 112,697	<b>7.3%</b> 27,623

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>7.3%</b> 25,265	<b>3.9%</b> 11,862	<b>8.8%</b> 82,556	<b>6.2%</b> 3,926	<b>1.9%</b> 266

### 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
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>0.9%</b> 17,699	<b>1.2%</b> 11,287	<b>0.6%</b> 6,394	<b>2.4%</b> 18	<b>0.5%</b> 25	<b>0.9%</b> 1,006	<b>0.6%</b> 2,048	<b>0.7%</b> 3,929	<b>0.8%</b> 53	<b>0.8%</b> 13	<b>1.0%</b> 957	<b>1.2%</b> 9,668	<b>0.6%</b> 2,147

\* 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
<b>School</b>	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	<b>0.3%</b> 1,010	<b>0.2%</b> 745	<b>0.6%</b> 5,268	<b>0.4%</b> 269	<b>0.2%</b> 28

### 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
<b>School</b>	‡	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>2.0%</b> 38,063	<b>1.6%</b> 15,090	<b>2.3%</b> 22,955	<b>2.4%</b> 18	<b>1.5%</b> 73	<b>6.1%</b> 6,742	<b>0.5%</b> 1,456	<b>1.0%</b> 5,415	<b>1.5%</b> 100	<b>2.1%</b> 33	<b>2.2%</b> 2,123	<b>2.7%</b> 22,121	<b>1.0%</b> 3,965

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	<b>0.6%</b> 2,209	<b>0.5%</b> 1,451	<b>0.7%</b> 6,603	<b>0.4%</b> 247	<b>0.2%</b> 25

\* 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
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>1.6%</b> 29,875	<b>1.5%</b> 14,237	<b>1.6%</b> 15,630	<b>1.1%</b> 8	<b>2.0%</b> 96	<b>1.4%</b> 1,546	<b>1.2%</b> 3,978	<b>2.4%</b> 13,245	<b>2.2%</b> 153	<b>2.1%</b> 34	<b>1.1%</b> 1,031	<b>1.2%</b> 9,792	<b>1.5%</b> 5,588

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>2.4%</b> 8,359	<b>1.2%</b> 3,642	<b>1.5%</b> 14,177	<b>1.9%</b> 1,219	<b>0.4%</b> 56

### 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
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>8.7%</b> 165,958	<b>9.3%</b> 86,304	<b>8.1%</b> 79,556	<b>12.9%</b> 98	<b>8.1%</b> 383	<b>21.8%</b> 24,023	<b>5.5%</b> 17,489	<b>8.7%</b> 47,353	<b>9.8%</b> 672	<b>14.1%</b> 223	<b>7.5%</b> 7,141	<b>8.2%</b> 68,674	<b>4.0%</b> 15,326

\* 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	<b>0.1%</b> 2,133	<b>0.1%</b> 1,159	<b>0.1%</b> 967	<b>0.9%</b> 7	<b>0.1%</b> 3	<b>0.2%</b> 213	<b>0.2%</b> 488	<b>0.1%</b> 781	<b>0.0%</b> 3	<b>0.0%</b> 0	<b>0.1%</b> 107	<b>0.1%</b> 538	<b>0.0%</b> 88

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	<b>0.1%</b> 178	<b>0.0%</b> 53	<b>0.1%</b> 829	<b>0.0%</b> 17	<b>0.0%</b> 3

\* 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	11.9% 218	15.2% 135	‡ ‡	‡ ‡	‡ ‡	‡ ‡	3.1% 11	11.7% 30	* *	‡ ‡	8.3% 10	15.1% 160	‡ ‡
State	25.8% 154,706	29.0% 84,514	22.7% 70,044	30.9% 148	23.7% 346	56.5% 19,128	15.1% 14,807	24.4% 42,677	30.4% 671	35.3% 206	26.4% 6,768	26.7% 70,103	10.7% 12,740

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	‡ ‡	‡ ‡	6.6% 77	‡ ‡	‡ ‡
State	11.5% 9,921	3.7% 3,201	17.8% 49,301	8.9% 1,799	3.2% 103

### 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	23.7% 434	‡ ‡	23.4% 220	‡ ‡	‡ ‡	‡ ‡	13.2% 47	23.0% 59	* *	‡ ‡	17.4% 21	27.9% 297	11.7% 44
State	17.9% 107,289	18.4% 53,503	17.4% 53,693	19.4% 93	13.0% 190	21.0% 7,113	11.9% 11,713	14.0% 24,589	20.3% 447	17.3% 101	17.6% 4,523	22.3% 58,613	11.8% 14,060

\* 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 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	<b>16.4%</b> 24	<b>8.7%</b> 26	<b>18.8%</b> 219	‡ ‡	‡ ‡
State	<b>8.9%</b> 7,690	<b>8.3%</b> 7,259	<b>12.8%</b> 35,591	<b>9.4%</b> 1,908	<b>5.6%</b> 177

### 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	<b>90.3%</b> 1,651	‡ ‡	<b>90.2%</b> 847	‡ ‡	<b>88.2%</b> 15	‡ ‡	<b>87.4%</b> 311	<b>89.1%</b> 229	* *	‡ ‡	<b>91.7%</b> 111	<b>91.4%</b> 972	<b>83.3%</b> 314
State	<b>54.8%</b> 329,017	<b>59.2%</b> 172,321	<b>50.7%</b> 156,393	<b>63.3%</b> 303	<b>53.4%</b> 779	<b>80.0%</b> 27,097	<b>43.8%</b> 43,086	<b>54.8%</b> 95,836	<b>50.9%</b> 1,122	<b>65.5%</b> 382	<b>54.2%</b> 13,895	<b>55.8%</b> 146,820	<b>31.9%</b> 37,889

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	<b>92.5%</b> 135	<b>80.6%</b> 241	<b>87.4%</b> 1,019	<b>74.4%</b> 32	<b>74.1%</b> 20
State	<b>39.3%</b> 33,898	<b>20.9%</b> 18,196	<b>45.0%</b> 124,738	<b>29.8%</b> 6,025	<b>17.9%</b> 568

\* 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	1.4% 8,592	1.7% 4,899	1.2% 3,693	0.0% 0	1.8% 27	1.4% 468	2.2% 2,139	2.4% 4,172	0.1% 2	3.9% 23	0.8% 203	0.6% 1,558	0.7% 829

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	‡	‡	‡	‡	‡
State	1.3% 1,130	0.5% 459	2.0% 5,509	1.4% 285	0.7% 21

\* 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 Advanced 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	<b>90.3%</b> 1,651	‡	<b>90.2%</b> 847	‡	<b>88.2%</b> 15	‡	<b>87.4%</b> 311	<b>89.1%</b> 229	*	‡	<b>91.7%</b> 111	<b>91.4%</b> 972	<b>83.3%</b> 314
State	<b>59.5%</b> 357,337	<b>63.4%</b> 184,633	<b>55.9%</b> 172,382	<b>67.2%</b> 322	<b>56.6%</b> 826	<b>82.3%</b> 27,872	<b>47.9%</b> 47,132	<b>58.4%</b> 102,245	<b>57.5%</b> 1,267	<b>68.3%</b> 398	<b>58.8%</b> 15,071	<b>61.8%</b> 162,526	<b>37.0%</b> 43,852

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	<b>92.5%</b> 135	<b>80.6%</b> 241	<b>87.4%</b> 1,019	<b>74.4%</b> 32	<b>74.1%</b> 20
State	<b>42.8%</b> 36,985	<b>25.7%</b> 22,400	<b>49.2%</b> 136,487	<b>34.0%</b> 6,876	<b>21.0%</b> 667

\* 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
<b>School</b>	‡	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡	‡
	‡	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>11.8%</b> 226,108	<b>11.9%</b> 110,217	<b>11.7%</b> 115,779	<b>14.8%</b> 112	<b>13.9%</b> 660	<b>27.0%</b> 29,685	<b>7.3%</b> 23,245	<b>9.2%</b> 50,047	<b>9.7%</b> 665	<b>15.1%</b> 239	<b>13.4%</b> 12,808	<b>13.0%</b> 108,759	<b>10.4%</b> 39,665

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
	‡	‡	‡	‡	‡
State	<b>8.4%</b> 28,791	<b>8.9%</b> 27,370	<b>8.3%</b> 77,803	<b>5.4%</b> 3,438	<b>5.9%</b> 824

### 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
<b>School</b>	‡	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡	‡
	‡	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>1.3%</b> 24,782	<b>1.3%</b> 11,944	<b>1.3%</b> 12,832	<b>0.8%</b> 6	<b>1.6%</b> 78	<b>4.2%</b> 4,574	<b>0.6%</b> 1,996	<b>0.8%</b> 4,148	<b>0.8%</b> 57	<b>1.7%</b> 27	<b>1.5%</b> 1,406	<b>1.5%</b> 12,496	<b>0.9%</b> 3,490

\* 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
<b>School</b>	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	<b>0.5%</b> 1,725	<b>0.6%</b> 1,890	<b>0.6%</b> 5,564	<b>0.3%</b> 169	<b>0.2%</b> 24

### 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
<b>School</b>	‡ *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	‡ *	* *	* *	‡ *	‡ *	‡ *
District	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	‡ *
State	<b>4.8%</b> 91,462	<b>4.8%</b> 44,631	<b>4.7%</b> 46,778	<b>7.0%</b> 53	<b>5.3%</b> 253	<b>17.2%</b> 18,947	<b>2.3%</b> 7,284	<b>3.1%</b> 16,594	<b>3.8%</b> 262	<b>7.8%</b> 123	<b>5.4%</b> 5,095	<b>5.1%</b> 42,904	<b>2.5%</b> 9,345

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡ *	‡ *	‡ *	‡ *	‡ *
District	‡ *	‡ *	‡ *	‡ *	‡ *
State	<b>1.5%</b> 5,012	<b>1.2%</b> 3,793	<b>2.4%</b> 22,859	<b>1.0%</b> 604	<b>0.5%</b> 67

\* 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> 15,049	<b>0.8%</b> 7,157	<b>0.8%</b> 7,890	<b>0.3%</b> 2	<b>1.1%</b> 52	<b>3.3%</b> 3,580	<b>0.3%</b> 1,092	<b>0.4%</b> 2,066	<b>0.5%</b> 36	<b>1.3%</b> 21	<b>0.9%</b> 903	<b>0.9%</b> 7,299	<b>0.4%</b> 1,406

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	<b>0.1%</b> 513	<b>0.2%</b> 522	<b>0.3%</b> 2,793	<b>0.1%</b> 46	<b>0.1%</b> 7

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## English Learners

### What is it?

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

### EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
<b>School</b>	*	<b>100.0%</b> 21	‡ ‡	* *
District	*	<b>100.0%</b> 417	‡ ‡	* 95
State	*	<b>100.0%</b> 280,143	<b>7.1%</b> 19,761	* 66,717

\* 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>86.3%</b>	<b>87.3%</b>	<b>85.3%</b>	*	<b>97.9%</b>	<b>89.1%</b>	<b>83.3%</b>	<b>85.3%</b>	*	*	<b>86.5%</b>	<b>87.8%</b>	<b>83.8%</b>
District	87.9%	88.0%	87.7%	88.7%	87.4%	88.8%	86.2%	88.6%	66.7%	93.1%	86.8%	88.5%	86.9%
State	91.8%	91.7%	91.8%	89.0%	90.4%	93.9%	88.9%	90.3%	93.0%	91.3%	91.9%	93.5%	90.3%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>84.1%</b>	<b>83.7%</b>	<b>84.6%</b>	<b>80.6%</b>	*	<b>87.5%</b>	<b>89.0%</b>
District	89.2%	86.9%	86.6%	79.7%	87.8%	89.2%	87.8%
State	90.5%	90.0%	89.8%	85.1%	91.1%	92.8%	89.4%

\* 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>12.3%</b>	<b>11.4%</b>	<b>13.2%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>25.6%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>7.9%</b>	<b>14.5%</b>
District	12.5%	12.4%	12.6%	‡	‡	‡	21.1%	12.6%	‡	‡	14.9%	8.5%	10.6%
State	7.3%	7.0%	7.5%	11.1%	10.5%	7.0%	12.6%	8.3%	11.9%	9.0%	8.0%	4.5%	6.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>‡</b>	<b>14.8%</b>	<b>13.8%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	17.2%	10.5%	13.1%	56.7%	‡	16.5%	31.1%
State	11.1%	7.2%	10.0%	30.0%	18.8%	8.5%	27.1%

\* 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>55.1%</b>	<b>52.4%</b>	<b>57.8%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>70.8%</b>	<b>60.0%</b>	<b>*</b>	<b>*</b>	<b>56.8%</b>	<b>45.5%</b>	<b>64.3%</b>
District	46.7%	46.0%	47.4%	‡	54.5%	‡	55.9%	42.9%	‡	‡	50.3%	43.5%	51.0%
State	25.4%	25.7%	25.1%	33.1%	33.0%	16.7%	39.3%	31.7%	21.2%	26.3%	25.5%	17.3%	31.3%

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
<b>School</b>	<b>56.7%</b>	<b>‡</b>	<b>64.6%</b>	<b>64.7%</b>	<b>‡</b>	<b>‡</b>
District	38.6%	73.0%	51.3%	52.8%	45.3%	47.1%
State	31.4%	52.9%	32.6%	35.1%	20.7%	36.9%

### By Grades

	K	Grade 1	Grade 3
<b>School</b>	<b>55.3%</b>	<b>*</b>	<b>‡</b>
District	55.3%	50.7%	48.6%
State	26.1%	21.9%	19.1%

\* 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	34.3%	34.5%	34.2%	‡	41.9%	‡	50.0%	35.3%	*	‡	39.9%	26.9%	34.1%
State	19.8%	19.8%	19.8%	17.5%	26.7%	8.8%	43.7%	28.3%	9.8%	19.8%	16.7%	7.3%	21.4%

	English Learners	Students with IEPs	Low Income
School	*	*	‡
District	37.2%	35.3%	40.9%
State	28.7%	23.9%	31.2%

\* 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	<b>1,751</b> 32.5%	<b>849</b> 32.6%	<b>900</b> 32.5%	‡	<b>11</b> 35.5%	‡	<b>381</b> 33.0%	<b>323</b> 37.4%	*	‡	<b>137</b> 32.7%	<b>890</b> 30.8%	<b>423</b> 34.0%
State	<b>439,723</b> 26.3%	<b>215,363</b> 26.5%	<b>224,194</b> 26.2%	<b>166</b> 24.0%	<b>1,265</b> 32.3%	<b>20,437</b> 21.1%	<b>86,658</b> 31.7%	<b>160,595</b> 33.9%	<b>1,361</b> 24.1%	<b>388</b> 27.4%	<b>21,073</b> 26.3%	<b>147,946</b> 20.1%	<b>88,871</b> 26.9%

	English Learners	Students with IEPs	Low Income
School	*	*	‡
	*	*	‡
District	<b>187</b> 39.0%	<b>388</b> 35.0%	<b>1,269</b> 34.3%
State	<b>100,113</b> 34.3%	<b>71,738</b> 27.7%	<b>253,835</b> 31.2%

\* 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	433	‡	*	163	319	*
State	109,518	390	110	71,655	61,097	1,418

### 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	17	*	*	‡	16	*
District	615	‡	*	185	429	*
State	251,188	392	115	147,822	101,013	1,846

\* 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	785	*	*	508	273	4
<b>Asian</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	2,536	1	1	1,747	779	8
<b>Black</b>						
<b>School</b>	10	*	*	*	10	*
District	240	*	*	71	169	*
State	92,658	163	47	46,987	44,270	1,191
<b>Hispanic</b>						
<b>School</b>	*	*	*	*	*	*
District	64	‡	*	23	40	*
State	63,277	89	26	42,760	20,222	180
<b>Native Hawaiian/ Pacific Islander</b>						
<b>School</b>	*	*	*	*	*	*
District	‡	‡	*	*	*	*
State	161	*	*	90	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	54	*	*	‡	48	*
State	17,629	45	4	9,924	7,512	144
<b>White</b>						
<b>School</b>	‡	*	*	‡	‡	*
District	254	*	*	85	169	*
State	73,171	94	37	45,162	27,564	314

### 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>	17	*	*	‡	16	*
District	503	‡	*	175	328	*
State	124,629	130	31	65,804	57,578	1,086
<b>9-12</b>						
<b>School</b>	*	*	*	‡	*	*
District	112	‡	*	10	101	*
State	126,559	262	84	82,018	43,435	760

\* 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	*	*	*	*	*	*
State	6,945	1	1	3,977	2,949	17
<b>Alcohol</b>						
<b>School</b>	*	*	*	*	*	*
District	‡	*	*	*	‡	*
State	3,020	2	2	1,279	1,726	11
<b>Drug Offences</b>						
<b>School</b>	*	*	*	*	*	*
District	56	‡	*	*	55	*
State	9,926	56	14	2,766	6,910	180
<b>Violence with Physical Injury</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	14,271	69	20	3,495	10,573	114
<b>Violence without Physical Injury</b>						
<b>School</b>	14	*	*	‡	13	*
District	492	*	*	164	328	*
State	50,061	99	20	20,055	29,245	642

\* 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	469	16	5	94	345	9
<b>Dangerous Weapon: Other</b>						
<b>School</b>	*	*	*	*	*	*
District	18	*	*	*	18	*
State	1,967	45	10	467	1,376	69
<b>Other Reason</b>						
<b>School</b>	‡	*	*	*	‡	*
District	46	*	*	21	25	*
State	164,529	104	43	115,689	47,889	804

### 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	42	*	*	12	30	*
State	39,656	45	18	27,369	12,115	109

\* 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>	15	*	*	*	*	*
District	180	*	*	57	123	*
State	67,346	82	1	37,080	29,639	544
<b>Low Income</b>						
<b>School</b>	16	*	*	‡	15	*
District	502	*	*	148	354	*
State	181,966	295	80	104,561	75,538	1,492

### 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	46	*	*	35	11	*
State	33,424	2	1	29,205	4,201	15
<b>1-2 days</b>						
<b>School</b>	‡	*	*	*	‡	*
District	187	*	*	84	103	*
State	139,581	76	7	100,634	38,476	388

\* 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	110	*	*	44	66	*
State	37,612	6	1	13,197	24,224	184
<b>3-4 days</b>						
<b>School</b>	‡	*	*	*	‡	*
District	116	‡	*	20	95	*
State	24,082	5	*	3,689	20,239	149
<b>4-10 days</b>						
<b>School</b>	‡	*	*	*	‡	*
District	128	*	*	‡	126	*
State	11,060	8	*	956	9,896	200
<b>Greater than 10 days</b>						
<b>School</b>	*	*	*	*	*	*
District	28	*	*	*	28	*
State	5,429	295	106	141	3,977	910

\* 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	177	*	*	56	121	*
State	76,447	108	23	44,517	31,176	623
<b>Male</b>						
<b>School</b>	12	*	*	‡	11	*
District	438	‡	*	129	308	*
State	174,665	284	92	103,262	69,804	1,223
<b>Non Binary</b>						
<b>School</b>	‡	*	*	‡	‡	*
District	*	‡	*	*	*	*
State	76	*	*	43	33	*

\* 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

**Title 1 Schoolwide**

**School Improvement Funds**

**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 Schoolwide

\* 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	*	*	*	*	*

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## 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.

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## 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>	*	*	*	*
District	‡ 0.0%	‡	‡ 0.0%	‡ 0.0%
State	<b>186</b> 1.2%	<b>522</b> 2.4%	<b>132</b> 0.8%	<b>944</b> 1.6%

### 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>11.1%</b>	<b>8.9%</b>	<b>13.2%</b>	*	‡	‡	<b>15.4%</b>	<b>12.3%</b>	*	*	<b>15.9%</b>	<b>7.9%</b>	<b>16.3%</b>
District	<b>62.4%</b>	<b>67.7%</b>	<b>57.5%</b>	‡	<b>66.7%</b>	<b>55.2%</b>	<b>63.8%</b>	<b>65.1%</b>	*	‡	<b>62.2%</b>	<b>61.2%</b>	<b>61.2%</b>
State	<b>72.0%</b>	<b>74.8%</b>	<b>69.2%</b>	<b>71.9%</b>	<b>71.7%</b>	<b>76.5%</b>	<b>72.1%</b>	<b>73.8%</b>	*	<b>71.3%</b>	<b>73.3%</b>	<b>70.0%</b>	<b>70.4%</b>

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	<b>10.0%</b>	*	<b>16.7%</b>	<b>13.3%</b>
District	<b>64.5%</b>	<b>50.7%</b>	<b>60.9%</b>	<b>63.3%</b>
State	<b>77.3%</b>	<b>64.7%</b>	<b>70.2%</b>	<b>72.8%</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>100.0%</b>	<b>100.0%</b>	<b>*</b>	<b>*</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
District	97.1%	97.2%	97.1%	‡	95.5%	93.8%	94.7%	98.5%	*	‡	96.8%	97.8%	95.3%
State	96.0%	96.0%	96.0%	96.5%	96.1%	98.7%	90.7%	96.2%	*	97.1%	97.2%	97.4%	95.1%

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	<b>100.0%</b>	<b>*</b>	<b>100.0%</b>	<b>100.0%</b>
District	97.5%	100.0%	95.3%	96.8%
State	96.9%	96.0%	94.3%	94.5%

\* 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>198</b> 54.3%	<b>90</b> 50.6%	<b>108</b> 57.8%	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>53</b> 68.0%	<b>39</b> 60.0%	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>25</b> 56.8%	<b>80</b> 45.7%	<b>50</b> 62.5%
District	<b>602</b> 49.3%	<b>296</b> 49.6%	<b>306</b> 49.0%	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>188</b> 66.2%	<b>93</b> 45.6%	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>66</b> 46.5%	<b>252</b> 43.5%	<b>169</b> 54.0%
State	<b>85,201</b> 22.3%	<b>40,290</b> 21.6%	<b>44,907</b> 22.9%	<b>4</b> 10.5%	<b>278</b> 30.9%	<b>4,746</b> 21.3%	<b>23,143</b> 36.0%	<b>30,604</b> 28.8%	<b>*</b> <b>*</b>	<b>56</b> 21.4%	<b>4,711</b> 21.7%	<b>21,663</b> 13.0%	<b>18,330</b> 27.2%

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	<b>17</b> 56.7%	<b>*</b> <b>*</b>	<b>‡</b> 62.8%	<b>153</b> 64.0%
District	<b>34</b> 36.2%	<b>‡</b> <b>‡</b>	<b>‡</b> 53.8%	<b>488</b> 55.2%
State	<b>22,723</b> 28.0%	<b>1,722</b> 20.3%	<b>16,775</b> 27.7%	<b>61,853</b> 31.2%

### 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> 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> 0.0%	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>
District	<b>‡</b> 1.1%	<b>‡</b> 0.0%	<b>‡</b> 2.1%	<b>*</b> <b>*</b>	<b>‡</b> <b>*</b>	<b>‡</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> 1.2%	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>
State	<b>20,582</b> 25.3%	<b>10,051</b> 26.6%	<b>10,531</b> 24.1%	<b>0</b> 0.0%	<b>77</b> 22.5%	<b>155</b> 1.5%	<b>120</b> 4.8%	<b>19,571</b> 34.9%	<b>*</b> <b>*</b>	<b>6</b> 12.2%	<b>197</b> 10.2%	<b>456</b> 4.3%	<b>2,906</b> 19.7%

\* 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
<b>School</b>	‡ 0.0%	* *	‡ ‡	‡ ‡
District	‡ 1.1%	‡ *	‡ ‡	‡ 1.5%
State	<b>20,582</b> 25.3%	<b>0</b> *	<b>2,711</b> 19.5%	<b>15,163</b> 26.5%

### 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
<b>School</b>	‡ ‡	‡ ‡	* *	* *	* *	* *	* *	* *	* *	* *	* *	‡ ‡	* *
District	<b>376</b> 88.1%	<b>204</b> 90.3%	<b>172</b> 85.6%	* *	‡ ‡	‡ ‡	<b>68</b> 81.0%	<b>64</b> 86.5%	* *	* *	<b>29</b> 90.6%	<b>212</b> 90.6%	<b>76</b> 85.4%
State	<b>121,111</b> 94.5%	<b>59,701</b> 95.0%	<b>61,395</b> 94.1%	<b>15</b> 93.8%	<b>260</b> 92.5%	<b>7,278</b> 96.1%	<b>18,996</b> 91.3%	<b>33,269</b> 92.7%	* *	<b>75</b> 91.5%	<b>6,368</b> 94.8%	<b>54,865</b> 96.6%	<b>23,531</b> 92.8%

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	* *	* *	* *	‡ ‡
District	<b>36</b> 81.8%	* *	‡ 85.2%	<b>262</b> 87.3%
State	<b>26,029</b> 91.9%	<b>3,719</b> 97.2%	<b>19,629</b> 92.3%	<b>61,238</b> 93.0%

\* 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>333</b> 81.2%	<b>159</b> 82.8%	<b>174</b> 79.8%	* *	‡ ‡	‡ ‡	<b>73</b> 75.3%	<b>66</b> 86.8%	* *	‡ ‡	<b>20</b> 76.9%	<b>167</b> 81.9%	<b>69</b> 70.4%
State	<b>117,329</b> 92.1%	<b>57,496</b> 92.6%	<b>59,805</b> 91.7%	<b>28</b> 96.5%	<b>260</b> 84.7%	<b>7,288</b> 95.7%	<b>17,612</b> 86.4%	<b>32,268</b> 90.2%	* *	<b>90</b> 93.8%	<b>5,908</b> 92.6%	<b>53,903</b> 94.9%	<b>23,732</b> 90.7%

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	*	*	*	*
	*	*	*	*
District	<b>39</b> 84.8%	‡ ‡	‡ 70.3%	<b>221</b> 77.8%
State	<b>19,605</b> 88.3%	<b>10,054</b> 95.8%	<b>18,791</b> 90.3%	<b>57,041</b> 89.0%

### 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>716</b> 60.4%	<b>370</b> 64.7%	<b>346</b> 56.4%	* *	‡ ‡	‡ ‡	<b>124</b> 51.5%	<b>128</b> 61.2%	* *	* *	<b>53</b> 62.4%	<b>406</b> 63.4%	<b>143</b> 56.8%
State	<b>315,129</b> 79.6%	<b>159,710</b> 82.7%	<b>155,321</b> 76.7%	<b>98</b> 81.0%	<b>685</b> 76.0%	<b>21,875</b> 93.2%	<b>40,658</b> 64.7%	<b>83,698</b> 75.2%	* *	<b>287</b> 83.2%	<b>14,626</b> 78.5%	<b>153,300</b> 86.0%	<b>59,007</b> 74.6%

\* 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
<b>School</b>	*	*	*	*
	*	*	*	*
District	<b>67</b> 58.8%	<b>18</b> 85.7%	<b>132</b> 58.9%	<b>452</b> 56.1%
State	<b>44,416</b> 70.3%	<b>36,651</b> 89.0%	<b>43,233</b> 72.9%	<b>132,376</b> 70.2%

### Elementary/Middle School: Student Discipline

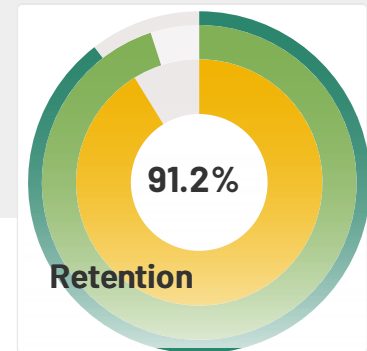
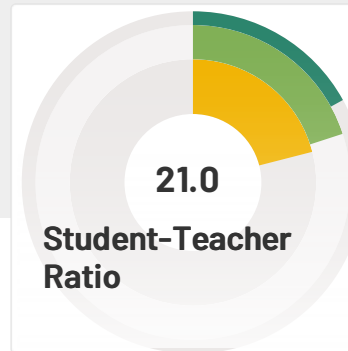
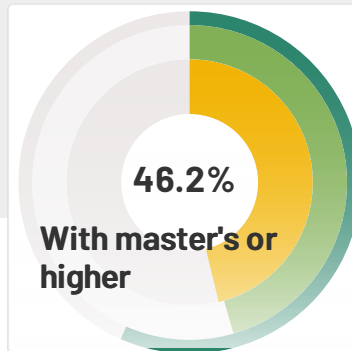
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>126</b> 9.9%	<b>43</b> 7.0%	<b>83</b> 12.6%	* *	‡ ‡	‡ ‡	<b>47</b> 17.3%	<b>11</b> 4.9%	* *	* *	<b>16</b> 17.0%	<b>50</b> 7.4%	<b>34</b> 12.6%
State	<b>17,819</b> 4.4%	<b>5,940</b> 3.0%	<b>11,872</b> 5.7%	<b>7</b> 5.4%	<b>49</b> 5.2%	<b>201</b> 0.8%	<b>6,878</b> 10.5%	<b>3,596</b> 3.1%	* *	<b>11</b> 3.1%	<b>1,318</b> 6.8%	<b>5,766</b> 3.2%	<b>5,417</b> 6.6%

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	*	*	*	*
	*	*	*	*
District	‡ 5.7%	‡ 4.5%	‡ 13.8%	<b>105</b> 12.0%
State	<b>2,270</b> 3.4%	<b>626</b> 1.5%	<b>4,505</b> 7.3%	<b>12,852</b> 6.6%

\* 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

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>17</b>	<b>43.6%</b>	<b>*</b>
District	18	53.7%	100.0%
State	14	66.0%	96.9%

\* 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% 39	* *	* *	* *	* *	* *	* *	* *	100.0% 39	* *
	Female	100.0% 39	* *	* *	* *	* *	* *	* *	* *	100.0% 39	* *
	Male	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 346.7	* *	0.6% 2	0.6% 2	0.3% 1	* *	* *	* *	98.6% 341.7	* *
	Female	78.4% 271.7	* *	100.0% 2	* *	100.0% 1	* *	* *	* *	78.6% 268.7	* *
	Male	21.6% 75	* *	* *	100.0% 2	* *	* *	* *	* *	21.4% 73	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 137896.3	0.2% 338.9	2.1% 2889.1	6.3% 8735.4	8.9% 12273.1	* *	0.1% 113	1.5% 2031.8	78.9% 108800.9	1.9% 2651.3
	Female	76.5% 105554.1	77.4% 262.3	76.3% 2205.5	78.2% 6835.4	77.7% 9540.2	* *	66.1% 74.7	78.0% 1585.2	76.3% 82967.2	76.6% 2030.1
	Male	23.4% 32335.2	22.6% 76.6	23.6% 682.4	21.7% 1899.3	22.3% 2732.9	* *	33.9% 38.3	22.0% 446.6	23.7% 25828.5	23.4% 621.2
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

\* 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	39	*	*	*	*	*	*	39	*	
	Female	39	*	*	*	*	*	*	39	*	
	Male	*	*	*	*	*	*	*	*	*	
	Non Binary	*	*	*	*	*	*	*	*	*	
District	All	350	*	2	2	1	*	*	345	*	
	Female	275	*	2	*	1	*	*	272	*	
	Male	75	*	*	2	*	*	*	73	*	
	Non Binary	*	*	*	*	*	*	*	*	*	
State	All	142079	351	3017	9177	12734	*	118	2088	111759	2770
	Female	108777	271	2308	7177	9913	*	79	1636	85213	2125
	Male	33293	80	707	1999	2821	*	39	452	26540	645
	Non Binary	*	*	*	*	*	*	*	*	*	*

\* 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>53.8%</b>	*	*
District	53.4%	52.9%	*
State	42.4%	42.4%	36.4%

### Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>46.2%</b>	*	*
District	45.5%	47.1%	*
State	56.6%	55.9%	63.3%

## Student-To-Teacher Ratios

### What is it?

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

	Student-Teacher Ratio
<b>School</b>	<b>21</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
<b>School</b>	<b>1</b> <b>2.6%</b>	*	*
District	<b>6</b> 1.7%	*	*
State	<b>8,956</b> 6.5%	<b>2,511</b> 8.0%	<b>1,842</b> 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
<b>School</b>	*	*	*
District	<b>40</b> 1.5%	*	*
State	<b>106,079</b> 9.7%	<b>37,367</b> 16.7%	<b>13,401</b> 4.1%

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

## Teachers with Short Term or Provisional Licenses

### What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>0</b> <b>0.0%</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>
District	<b>0</b> 0.0%	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>
State	<b>4,653</b> 3.4%	<b>1,427</b> 4.9%	<b>728</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	91.2% 103	*	*	*	*	*	*	91.2% 103	*	
	Female	91.2% 103	*	*	*	*	*	*	91.2% 103	*	
	Male	*	*	*	*	*	*	*	*	*	
	Non Binary	*	*	*	*	*	*	*	*	*	
District	All	95.0% 980	*	100.0% 6	83.3% 5	100.0% 3	*	*	95.0% 964	100.0% 2	
	Female	94.9% 759	*	100.0% 6	* *	100.0% 3	*	*	94.8% 750	* *	
	Male	95.3% 221	*	* *	83.3% 5	* *	*	*	95.5% 214	100.0% 2	
	Non Binary	*	*	* *	* *	* *	*	*	* *	* *	
State	All	89.5% 325,163	87.4% 615	88.3% 5,846	84.9% 16,097	89.1% 23,507	*	90.3% 215	89.6% 4,197	89.9% 269,461	87.1% 5,136
	Female	89.2% 247,180	86.9% 469	87.9% 4,436	85.1% 12,528	89.3% 18,269	*	90.7% 147	89.9% 3,267	89.6% 204,103	86.8% 3,892
	Male	90.4% 77,978	89.0% 146	89.5% 1,409	84.3% 3,569	88.7% 5,238	*	89.5% 68	88.7% 930	91.1% 65,354	87.9% 1,244
	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	
<b>School</b>	<b>\$79,431</b>
District	<b>\$81,396</b>
State	<b>\$78,495</b>

## Teacher Evaluation

### What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>18</b> *	<b>*</b> *	<b>*</b> *
District	<b>183</b> 100.0%	<b>16</b> 100.0%	<b>0</b> *
State	<b>58,786</b> 96.9%	<b>11,415</b> 92.1%	<b>18,704</b> 98.7%

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

## Teachers with Gifted Endorsement

### What is it?

This shows the number of teachers who have taken the necessary steps to obtain an endorsement for their Professional Educator License indicating that they have the skills to respond to the needs of gifted students in their classroom.

Teachers with Gifted Endorsement	
<b>School</b>	*
District	*
State	<b>1,102</b>

## 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>2,070</b>	<b>1,674</b>	<b>396</b>	*	<b>4</b>	<b>61</b>	<b>128</b>	<b>169</b>	<b>1</b>	<b>1</b>	<b>56</b>	<b>1,628</b>	*

\* 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).

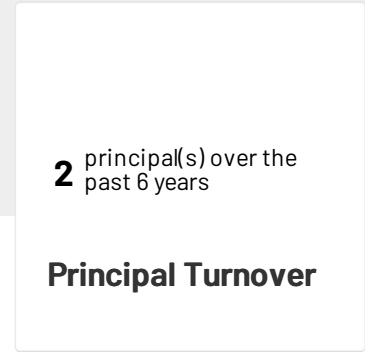
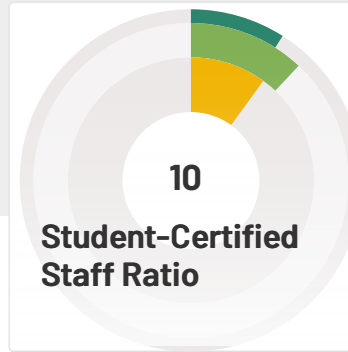
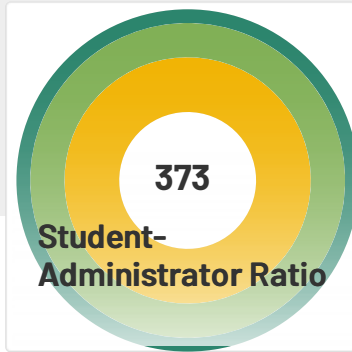
	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>17</b>	*	*
District	18	*	*
State	14	*	*

\* 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
<b>School</b>	<b>10</b>	<b>373</b>
District	12	263
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	<b>100.0%</b> 21.4	*	<b>3.8%</b> 0.8	<b>7.6%</b> 1.6	*	*	*	*	<b>88.6%</b> 19	*
	Female	<b>48.1%</b> 10.3	*	<b>100.0%</b> 0.8	*	*	*	*	*	<b>50.0%</b> 9.5	*
	Male	<b>51.9%</b> 11.1	*	*	<b>100.0%</b> 1.6	*	*	*	*	<b>50.0%</b> 9.5	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	<b>100.0%</b> 13632	<b>0.2%</b> 28.2	<b>1.1%</b> 151.2	<b>14.5%</b> 1978.6	<b>6.6%</b> 898.7	*	<b>0.1%</b> 6.8	<b>1.4%</b> 189.6	<b>74.4%</b> 10143	<b>1.7%</b> 231
	Female	<b>61.0%</b> 8317.9	<b>74.7%</b> 21.1	<b>62.8%</b> 95	<b>73.4%</b> 1451.6	<b>66.2%</b> 595.1	*	<b>58.5%</b> 4	<b>73.0%</b> 138.4	<b>57.6%</b> 5847	<b>69.7%</b> 160.9
	Male	<b>39.0%</b> 5314	<b>25.3%</b> 7.1	<b>37.2%</b> 56.2	<b>26.6%</b> 526.9	<b>33.8%</b> 303.6	*	<b>41.5%</b> 2.8	<b>27.0%</b> 51.2	<b>42.4%</b> 4296.1	<b>30.3%</b> 70.1
	Non Binary	*	*	*	*	*	*	*	*	*	*

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

# Administrators & Support Personnel

## Principal Turnover

### What is it?

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

Principal(s) over the past 6 years	
<b>School</b>	<b>2</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	
<b>School</b>	<b>\$139,425</b>
District	\$154,768
State	\$123,642

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

# Administrators & Support Personnel

## Novice Administrator

### What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>1</b> 50.0%	*	*
District	<b>2</b> 7.6%	*	*
State	<b>1,220</b> 9.0%	<b>284</b> 12.1%	<b>241</b> 8.6%

## Support Personnel FTE

### What is it?

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

### Total Support Personnel FTE

	Total School Counselor FTE	Total School Nurse FTE	Total School Psychologist FTE	Total School Social Worker FTE
<b>School</b>	*	<b>0.5</b>	*	<b>1</b>
District	<b>5</b>	<b>5.5</b>	*	<b>12</b>
State	<b>3767.5</b>	<b>1279</b>	<b>2121.8</b>	<b>4396.2</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>1,184</b>	<b>*</b>	<b>604</b>
District	1,123	1,019	*	468
State	491	1,445	871	420

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

## About the data

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

## Student Environment

### What is it?

Data from the Civil Rights Data Collection (CRDC) comes directly from the U.S. Department of Education (ED). ED collects the data directly from ISBE and school districts and releases the information on a two- to three-year delay. ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for in-school suspensions, out-of-school suspensions, and expulsions is reported by ISBE in a separate report on [www.isbe.net](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>0.7%</b>	<b>0.7%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>*</b>
District	8.7%	4.5%	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>0.7%</b>	<b>20.8%</b>	<b>*</b>	<b>*</b>
District	0.1%	3.3%	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>53.2%</b> <b>230</b>	<b>0.0%</b> <b>0</b>	<b>0.0%</b> <b>0</b>	<b>0.0%</b> <b>0</b>
District	4.3% 230	2.1% 115	0.0% 0	5.6% 303
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.