

Maryville Elem School (1 - 2)

GRANITE CITY CUSD 9



2021 - 2022

Principal

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District Provided Statement

Not available.

About the Report Card

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

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

For additional information, refer to the [Public Business Rules for 2022 Report Card Metrics](#) and the [2022 Glossary of Terms](#).

School Snapshot

Site-Based Expenditure Per Student Spending : \$14,278

Average Class Size : *

Chronic Absenteeism : 57.7%

Teacher Retention : 87.8%

Senate District : 56 **House District :** 111

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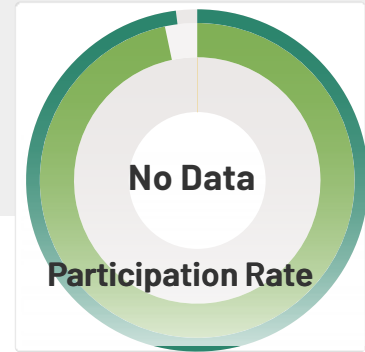
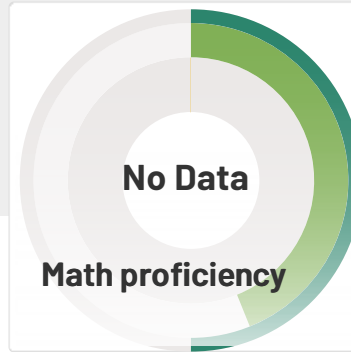
50 | Administrators & Support Personnel

52 | Civil Rights Data Collection (2017-18)

Date: 10/31/25 6:50:37 -05:00

About the data

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



IAR

What is it?

This shows the percentage of students scoring at each of the Performance Levels for the Illinois Assessment of Readiness (IAR). Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for IAR assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (English language arts [ELA] and mathematics) and at each grade level/course.

DLM

What is it?

This shows the percentage and number of students scoring at each of the performance levels for the Dynamic Learning Maps Alternative Assessment (DLM-AA) for students with cognitive disabilities. DLM-AA results are not based on raw or scale scores; all data is based on diagnostic classification modeling. Standard setting allows us to look at patterns of number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This performance are reported using the four Performance Levels approved by the consortium:

- Level 1 – Entry: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
 - Level 2 – Foundational: The student’s understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
 - Level 3 – Satisfactory: The student’s understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
 - Level 4 – Mastery: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.
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* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

ISA

What is it?

This shows the percentage and number of students scoring at each of the Performance Levels for the Illinois Science Assessment (ISA). The ISA performance levels indicate students' understanding of the Illinois Learning Standards in science for their grade level. There are four Performance Levels for the ISA:

- Level 1 – Emerging: Work at this level shows a partial application of knowledge and skills. It is superficial (lacks depth), fragmented, or incomplete and needs considerable development. Work contains errors or omissions.
 - Level 2 – Developing: Work at this level does not meet the standard. It shows basic, but inconsistent, application of knowledge and skills. Minor errors or omissions detract from the overall quality. Work needs further development.
 - Level 3 – Proficient: Work at this level meets the standard. It is acceptable work that demonstrates application of essential knowledge and skills. Minor errors or omissions do not detract from the overall quality.
 - Level 4 – Exemplary: Work at this level is of exceptional quality. It is both thorough and accurate. It exceeds the standard. It shows a sophisticated application of knowledge and skills.
-

Academic Progress

Proficiency

What is it?

The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for ELA, math, and science. Each state may also have a general assessment for the majority of its students and an alternate assessment for the 1 percent of students with the most significant cognitive disabilities. The All Test Proficiency measure is the proficiency rate for students combining all tests. A rate is calculated for ELA, math, and science.

ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	9.8% *	6.8% *	13.1% *	* *	11.7% *	4.1% *	9.6% *	29.4% *	‡ *	10.5% *	5.8% *	2.8% *
State	29.9% *	25.5% *	34.7% *	50.5% *	39.4% *	12.1% *	18.4% *	58.6% *	38.7% *	23.5% *	33.6% *	12.9% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	1.8% *	1.2% *	6.6% *	5.0% *	* *	2.1% *	16.0% *
State	7.0% *	6.9% *	15.9% *	9.3% *	10.2% *	11.0% *	31.1% *

Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	7.4% *	8.0% *	6.7% *	* *	9.7% *	1.8% *	4.8% *	23.5% *	‡ *	5.6% *	5.3% *	3.9% *
State	25.8% *	27.3% *	24.3% *	37.2% *	35.6% *	6.8% *	13.5% *	60.2% *	33.4% *	19.1% *	28.5% *	12.2% *

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

Academic Progress

Proficiency (cont)

Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
	*	*	*	*	*	*	*
District	3.3%	1.2%	4.5%	4.1%	*	2.1%	12.0%
	*	*	*	*	*	*	*
State	7.2%	6.8%	11.4%	5.6%	7.3%	6.7%	26.1%
	*	*	*	*	*	*	*

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	38.0%	39.0%	36.0%	*	43.0%	20.0%	37.0%	‡	‡	‡	29.0%	15.0%
	*	*	*	*	*	*	*	*	*	*	*	*
State	50.0%	50.0%	50.0%	75.0%	63.0%	23.0%	37.0%	76.0%	56.0%	41.0%	54.0%	28.0%
	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
	*	*	*	*	*	*	*
District	12.0%	15.0%	33.0%	36.0%	*	34.0%	75.0%
	*	*	*	*	*	*	*
State	17.0%	16.0%	33.0%	22.0%	19.0%	24.0%	54.0%
	*	*	*	*	*	*	*

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

Proficiency (cont)

ELA - All Tests - Accountability Proficiency

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

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

Mathematics - All Tests - Accountability Proficiency

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

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

Proficiency (cont)

Mathematics - All Tests - Accountability Proficiency

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

Science - All Tests - Accountability Proficiency

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

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

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Growth Percentile – IAR

What is it?

This shows the growth of students relative to other students in the state with a similar scale score in the preceding school year(s). If the data is available, the Student Growth Percentile (SGP) takes up to two prior scores. The school, district, and state measure is the sum of the students' SGP divided by the number of students with an SGP. Illinois uses SGPs to calculate growth. Proficiency shows whether or not students have mastered a common, high standard; whereas, growth recognizes progress toward and beyond the standard, no matter where each student started. Data show that students of all races, income levels, languages, and disability statutes demonstrate growth across the full range. Our rigorous assessments ensure there is more than enough room to measure the growth of even Illinois' highest achievers.

ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	41.6% 73,164	40.2% 36,179	43.1% 36,985	*	42.1% 46,658	38.9% 11,430	44.7% 10,013	49.5% 594	‡	43.7% 524	36.9% 3,945	35.0% 13,409
State	50.0% 23,717,338	48.1% 11,693,654	52.0% 12,021,349	57.0% 2,335	51.2% 13,262,181	44.9% 2,826,582	48.0% 5,143,887	58.7% 1,428,782	51.2% 23,226	48.6% 45,870	49.9% 986,810	42.5% 3,707,063

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
	*	*	*	*	*	*	*
District	34.7% 12,485	40.8% 4,161	40.4% 41,666	38.9% 2,726	*	42.2% 1,181	50.6% 861
State	40.2% 2,664,600	45.0% 2,435,298	46.5% 9,507,314	44.3% 347,058	45.1% 4,018	43.1% 117,964	49.2% 175,889

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Growth Percentile – IAR (cont)

Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	43.9% 75,965	43.7% 38,728	44.1% 37,237	* *	45.2% 48,891	41.1% 12,179	43.7% 9,654	33.8% 405	‡ ‡	31.4% 377	41.3% 4,459	41.0% 15,164
State	50.0% 23,403,002	49.7% 11,949,676	50.1% 11,451,373	50.1% 1,953	50.8% 13,062,419	44.1% 2,704,988	49.2% 5,196,730	58.2% 1,401,896	53.7% 23,742	50.2% 46,477	49.5% 966,750	42.8% 3,669,151

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
	*	*	*	*	*	*	*
District	40.6% 14,125	38.8% 3,764	43.1% 43,712	42.7% 3,073	* *	48.9% 1,319	45.4% 726
State	40.2% 2,619,125	46.4% 2,468,626	46.9% 9,433,658	43.3% 331,759	44.9% 3,997	42.8% 115,342	49.2% 174,269

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Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	96.7% *	97.1% *	96.2% *	*	97.2% *	95.2% *	96.6% *	100.0% *	‡ *	100.0% *	95.5% *	96.4% *
State	98.0% *	97.8% *	98.1% *	96.9% *	98.4% *	96.7% *	97.9% *	99.0% *	98.3% *	97.1% *	96.6% *	96.5% *

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	96.2% *	95.3% *	97.0% *
State	96.2% *	98.1% *	97.6% *

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	96.4% *	96.8% *	95.9% *	*	97.0% *	94.8% *	96.1% *	100.0% *	‡ *	94.7% *	95.0% *	96.1% *
State	97.7% *	97.6% *	97.9% *	95.9% *	98.3% *	96.3% *	97.7% *	98.8% *	97.9% *	96.8% *	96.3% *	96.0% *

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Participation Rate (cont)

Mathematics - All Tests - Participation

	Students with IEPs	English Learners	Low Income
School	*	*	*
	*	*	*
District	95.9%	95.3%	96.6%
	*	*	*
State	95.7%	97.9%	97.3%
	*	*	*

Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	100.0%	100.0%	100.0%	*	100.0%	100.0%	100.0%	‡	‡	‡	100.0%	100.0%
	*	*	*	*	*	*	*	*	*	*	*	*
State	98.0%	97.9%	98.0%	94.7%	98.5%	96.6%	97.6%	99.1%	98.2%	96.7%	97.7%	96.9%
	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income
School	*	*	*
	*	*	*
District	100.0%	100.0%	100.0%
	*	*	*
State	97.0%	98.0%	97.4%
	*	*	*

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

Academic Progress

Participation Rate (cont)

Summary IAR ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	97.6% 2,361	97.8% 1,218	97.3% 1,143	*	97.8% 1,432	95.7% 426	98.8% 328	100.0% 13	*	100.0% 14	97.4% 148	96.9% 525
State	98.4% 788,429	98.4% 402,561	98.5% 385,799	95.8% 69	98.6% 364,253	97.8% 130,257	98.7% 215,653	99.0% 43,144	98.4% 785	97.8% 1,886	96.9% 32,451	97.1% 143,721

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	96.7% 496	98.7% 149	98.0% 1,399
State	96.9% 111,550	98.7% 117,879	98.4% 385,305

Summary IAR Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	97.2% 2,352	97.5% 1,213	96.9% 1,139	*	97.7% 1,429	95.3% 424	98.2% 326	100.0% 13	*	92.9% 13	96.7% 147	96.5% 522
State	98.2% 786,393	98.1% 401,483	98.3% 384,842	94.4% 68	98.5% 363,642	97.3% 129,607	98.5% 215,109	98.8% 43,028	97.9% 781	97.5% 1,879	96.6% 32,347	96.7% 143,089

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	96.3% 493	98.7% 149	97.5% 1,391
State	96.5% 111,027	98.5% 117,563	98.1% 383,972

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

Participation Rate (cont)

Summary DLM ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	100.0% 37	100.0% 25	100.0% 12	* *	100.0% 22	100.0% 11	‡ 2	* *	* *	* *	‡ 2	100.0% 37
State	99.9% 10,693	99.9% 7,160	99.9% 3,533	* *	99.9% 4,222	100.0% 2,489	99.9% 3,012	99.8% 579	100.0% 7	100.0% 37	99.7% 347	99.9% 10,693

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	100.0% 37	‡ 1	100.0% 26
State	99.9% 10,693	99.9% 2,734	99.9% 6,388

Summary DLM Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	100.0% 37	100.0% 25	100.0% 12	* *	100.0% 22	100.0% 11	‡ 2	* *	* *	* *	‡ 2	100.0% 37
State	99.9% 10,644	99.9% 7,125	99.9% 3,519	* *	99.9% 4,211	100.0% 2,479	99.9% 2,993	99.8% 573	100.0% 7	100.0% 37	99.7% 344	99.9% 10,644

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	100.0% 37	‡ 1	100.0% 26
State	99.9% 10,644	99.9% 2,712	99.9% 6,355

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

Participation Rate (cont)

Summary DLM Science - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	100.0% 15	100.0% 10	‡ 5	* *	‡ 8	‡ 5	‡ 2	* *	* *	* *	* *	100.0% 15
State	100.0% 4,158	100.0% 2,775	100.0% 1,383	* *	100.0% 1,683	100.0% 956	100.0% 1,153	99.6% 229	100.0% 4	100.0% 15	100.0% 118	100.0% 4,158

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	100.0% 15	‡ 1	100.0% 11
State	100.0% 4,158	99.9% 987	100.0% 2,392

Summary ISA Science - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	100.0% 1,183	100.0% 600	100.0% 583	* *	100.0% 733	100.0% 216	100.0% 160	‡ 9	‡ 1	‡ 9	100.0% 55	100.0% 251
State	97.9% 395,258	97.9% 201,018	98.0% 194,204	94.7% 36	98.5% 185,552	96.6% 61,374	97.6% 110,216	99.0% 22,083	98.2% 426	96.6% 980	97.7% 14,627	96.7% 70,516

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	100.0% 228	100.0% 59	100.0% 675
State	96.7% 50,623	98.0% 46,584	97.4% 178,492

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

Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	3.3%	2.9%	3.8%	*	2.8%	4.8%	3.4%	0.0%	‡	0.0%	4.5%	3.6%
State	2.0%	2.2%	1.9%	3.1%	1.6%	3.3%	2.1%	1.0%	1.7%	2.9%	3.4%	3.5%

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	3.8%	4.7%	3.0%
State	3.8%	1.9%	2.4%

Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	3.6%	3.2%	4.1%	*	3.0%	5.2%	3.9%	0.0%	‡	5.3%	5.0%	3.9%
State	2.3%	2.4%	2.1%	4.1%	1.7%	3.7%	2.3%	1.2%	2.1%	3.2%	3.7%	4.0%

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

Participation Rate (cont)

Mathematics - All Tests - Non Participation

	Students with IEPs	English Learners	Low Income
School	*	*	*
	*	*	*
District	4.1%	4.7%	3.4%
	*	*	*
State	4.3%	2.1%	2.7%
	*	*	*

Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	‡	‡	‡	0.0%	0.0%
	*	*	*	*	*	*	*	*	*	*	*	*
State	2.0%	2.1%	2.0%	5.3%	15%	3.4%	2.4%	0.9%	1.8%	3.3%	2.3%	3.1%
	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income
School	*	*	*
	*	*	*
District	0.0%	0.0%	0.0%
	*	*	*
State	3.0%	2.0%	2.6%
	*	*	*

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

Participation Rate (cont)

Summary IAR ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	2.4%	2.2%	2.7%	*	2.2%	4.3%	1.2%	0.0%	*	0.0%	2.6%	3.1%
State	1.6%	1.6%	1.5%	4.2%	1.4%	2.2%	1.3%	1.0%	1.6%	2.2%	3.1%	2.9%

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	3.3%	1.3%	2.0%
State	3.1%	1.3%	1.6%

Summary IAR Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	2.8%	2.5%	3.1%	*	2.3%	4.7%	1.8%	0.0%	*	7.1%	3.3%	3.5%
State	1.8%	1.9%	1.7%	5.6%	1.5%	2.7%	1.5%	1.2%	2.1%	2.5%	3.4%	3.3%

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	3.7%	1.3%	2.5%
State	3.6%	1.5%	1.9%

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

Participation Rate (cont)

Summary DLM ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	0.0%	0.0%	0.0%	*	0.0%	0.0%	‡	*	*	*	‡	0.0%
State	0.1%	0.1%	0.1%	*	0.1%	0.0%	0.1%	0.2%	0.0%	0.0%	0.3%	0.1%

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	0.0%	‡	0.0%
State	0.1%	0.1%	0.1%

Summary DLM Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	0.0%	0.0%	0.0%	*	0.0%	0.0%	‡	*	*	*	‡	0.0%
State	0.1%	0.1%	0.1%	*	0.1%	0.0%	0.1%	0.2%	0.0%	0.0%	0.3%	0.1%

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	0.0%	‡	0.0%
State	0.1%	0.1%	0.1%

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

Academic Progress

Participation Rate (cont)

Summary DLM Science - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	0.0%	0.0%	‡	*	‡	‡	‡	*	*	*	*	0.0%
State	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	0.0%	‡	0.0%
State	0.0%	0.1%	0.0%

Summary ISA - Non Participation

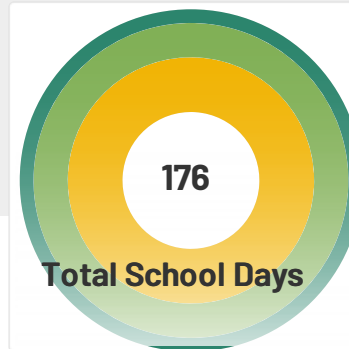
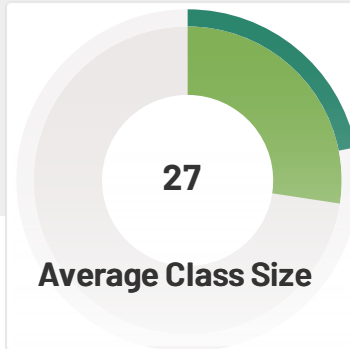
	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	‡	‡	‡	0.0%	0.0%
State	2.1%	2.1%	2.0%	5.3%	1.5%	3.4%	2.4%	1.0%	1.8%	3.4%	2.3%	3.3%

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	0.0%	0.0%	0.0%
State	3.3%	2.0%	2.6%

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

About the data

School environment data includes information regarding finances as well as information regarding conditions in the classroom, such as average class size and total school days.



Illinois Youth Survey

What is it?

This confirms whether or not this school participated in the Illinois Youth Survey (IYS) for the school year. The Illinois Youth Survey is a self-report survey of eighth-, 10th-, and 12th-grade students conducted during the spring of even-numbered years. It is administered in school settings and designed to gather information about a variety of health and social indicators, including substance use patterns and attitudes of Illinois youth. IYS is supported by the Center for Prevention Research and Development (CPRD) at the University of Illinois at Urbana-Champaign. For more information, visit iys.cprd.illinois.edu. 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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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	370	\$3,000	\$11,277	\$14,278	\$89	\$640	\$729	\$3,089	\$11,917	\$15,007	*	*
District	5,728	\$2,721	\$11,420	\$14,141	\$89	\$640	\$729	\$2,810	\$12,060	\$14,869	\$2,417,621	\$87,589,926

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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

	Grade 1	Grade 2	Summary
School	7	7	7
District	5	7	22
State	20	20	21

Total School Days

What is it?

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

	Total School Days
School	176
District	176
State	176

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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.

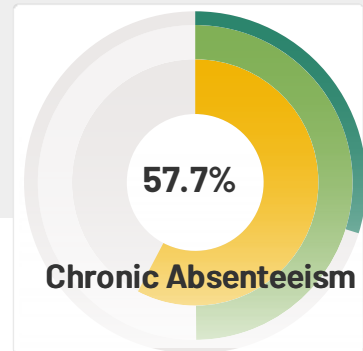
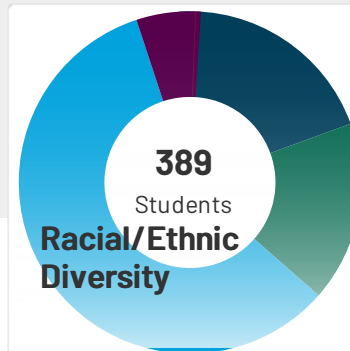
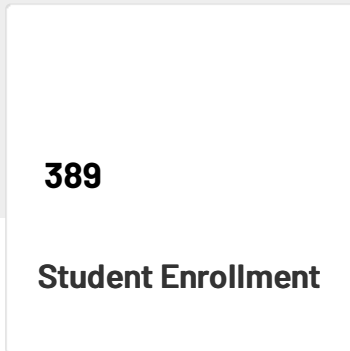
Truant Minors are defined as chronic truants to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community.

Days PE per week	
School	3
District	3
State	4

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

About the data

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



Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% 389	54.5% 212	45.5% 177	0.0% *	56.6% 220	19.8% 77	16.5% 64	‡	‡	0.0% *	5.9% 23	29.3% 114
District	100.0% 5,739	52.4% 3,008	47.6% 2,731	0.0% *	61.4% 3,521	18.1% 1,041	13.2% 760	0.6% 32	‡	0.6% 34	6.0% 347	23.7% 1,359
State	100.0% 1,869,325	51.4% 959,975	48.6% 909,276	0.0% 74	46.4% 866,540	16.6% 310,464	27.2% 508,549	5.4% 100,564	0.1% 1,851	0.3% 4,756	4.1% 76,601	20.3% 378,912

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	29.0% 113	8.7% 34	38.3% 149	3.9% 15	0.0% *	2.6% 10	‡
District	22.4% 1,285	5.2% 296	51.1% 2,931	4.3% 246	0.0% *	1.9% 107	0.9% 50
State	16.5% 307,555	13.7% 255,367	46.5% 869,330	2.0% 36,543	0.0% 343	0.7% 13,324	0.8% 14,220

By Grades

	Grade 1	Grade 2
School	199	190
District	403	390
State	126,801	127,437

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

Advanced Academic Programs

What is it?

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

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

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

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

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

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

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

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

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

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

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

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - By Demographics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	8.5% 165,594	8.0% 79,982	9.1% 85,528	5.8% 84	7.2% 64,447	6.2% 20,363	9.7% 51,280	21.5% 22,540	15.2% 290	7.6% 368	7.8% 6,306	5.3% 18,800

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

Students who are Identified as Accelerated - ELA - By Demographics

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

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - ELA - By Demographics

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

Students who are Identified as Accelerated - Math - By Demographics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	1.3% 24,369	1.4% 14,394	1.1% 9,946	2.0% 29	1.4% 12,824	0.3% 890	0.9% 4,686	4.4% 4,613	1.5% 29	1.2% 60	1.6% 1,267	0.6% 2,159

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	0.3% 808	0.6% 1,578	0.6% 5,252	0.3% 111	0.1% 19

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Multiple Subjects - By Demographics

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

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

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

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

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

Advanced Academic Programs (cont)

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

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

Students Enrolled in Advanced Placement Coursework - By Demographics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	5.4% 105	5.8% 60	5.0% 45	‡ ‡	6.1% 74	4.3% 16	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	22.2% 136,701	18.8% 59,465	25.7% 76,999	31.9% 237	23.2% 66,464	12.6% 12,696	20.5% 35,457	51.9% 16,825	32.4% 210	17.6% 262	22.2% 4,787	9.3% 11,353

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
	*	*	*	*	*
District	‡ ‡	‡ ‡	4.5% 52	‡ ‡	‡ ‡
State	2.8% 2,484	6.8% 3,404	14.8% 40,874	7.6% 1,138	2.9% 94

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework - By Demographics

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

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

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	31.9% 1,949	31.5% 1,013	32.3% 935	‡	33.6% 1,245	29.6% 341	28.3% 228	45.7% 16	‡	42.4% 14	27.5% 103	25.0% 344
	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	19.8% 384,714	18.1% 180,719	21.6% 203,343	44.7% 652	21.8% 194,193	13.3% 43,602	17.9% 94,705	34.4% 36,095	23.9% 455	17.0% 828	18.3% 14,836	11.6% 41,302

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

Advanced Academic Programs (cont)

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
	*	*	*	*	*
District	23.5% 305	20.1% 65	29.6% 1,125	24.0% 80	14.6% 18
State	6.3% 17,755	6.0% 16,214	13.5% 125,534	10.4% 4,460	4.3% 639

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	36.9% 714	36.8% 378	37.0% 335	‡ ‡	39.0% 471	25.8% 96	40.8% 91	76.9% 10	‡ ‡	‡ ‡	37.3% 38	23.2% 94
State	13.1% 80,917	13.0% 41,004	13.3% 39,900	1.7% 13	16.9% 48,578	8.5% 8,542	9.3% 16,045	14.9% 4,849	9.4% 61	9.1% 135	12.5% 2,707	8.5% 10,392

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
	*	*	*	*	*
District	21.6% 79	29.4% 20	30.8% 357	23.9% 21	‡ ‡
State	6.5% 5,733	5.9% 2,960	8.9% 24,704	8.0% 1,196	4.4% 146

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

Advanced Academic Programs (cont)

Students Assessed For Giftedness - By Demographics

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

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

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

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

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

Advanced Academic Programs (cont)

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

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

Students Identified As Gifted - By Demographics

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

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

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

Advanced Academic Programs (cont)

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

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

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

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

English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
School	*	100.0% 32	0.0% *	* *
District	*	100.0% 293	2.4% *	* 59
State	233,139	100.0% 229,014	6.1% *	20.4% 47,572

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

Student Attendance

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	86.1%	85.9%	86.3%	*	86.8%	82.7%	87.3%	89.1%	85.3%	*	86.3%	84.2%
District	85.3%	85.2%	85.5%	98.0%	86.3%	82.9%	85.0%	94.6%	91.6%	87.1%	82.8%	82.9%
State	90.8%	90.9%	90.8%	93.0%	92.8%	86.5%	89.4%	94.2%	91.3%	89.5%	90.7%	88.8%

	Students with IEPs	English Learners	Low Income
School	84.4%	86.1%	85.0%
District	82.8%	86.3%	83.3%
State	88.4%	90.1%	88.1%

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

Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	16.6%	19.1%	13.5%	*	13.9%	25.3%	16.2%	‡	‡	*	‡	18.2%
District	14.2%	15.1%	13.1%	‡	11.6%	22.9%	12.3%	‡	‡	‡	16.9%	13.2%
State	7.6%	7.9%	7.3%	2.9%	5.2%	13.8%	7.7%	7.1%	9.6%	10.2%	8.9%	7.2%

	Students with IEPs	English Learners	Low Income	Homeless
School	17.4%	‡	18.8%	40.0%
District	13.4%	15.8%	14.2%	25.4%
State	8.0%	9.5%	10.2%	25.7%

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

Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	57.7%	60.3%	54.5%	*	53.9%	73.1%	52.2%	‡	‡	*	65.4%	64.0%
District	49.9%	49.8%	50.0%	‡	45.3%	60.0%	53.9%	‡	‡	48.4%	58.2%	56.0%
State	29.8%	29.5%	30.2%	20.9%	21.2%	47.9%	36.1%	15.7%	28.0%	36.4%	30.6%	37.3%

	Students with IEPs	English Learners	Low Income
School	63.1%	50.0%	65.3%
District	56.4%	51.7%	57.8%
State	38.9%	34.5%	42.0%

By Grades

	Grade 1	Grade 2
School	59.6%	55.6%
District	56.1%	52.7%
State	29.2%	26.5%

* 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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	53.6%	55.7%	51.1%	*	44.8%	76.9%	57.4%	‡	‡	*	61.5%	58.8%
District	46.6%	46.4%	46.8%	‡	39.5%	63.3%	51.6%	‡	‡	51.6%	55.6%	51.4%
State	22.1%	22.2%	22.0%	7.2%	8.6%	50.2%	30.9%	7.9%	20.5%	28.8%	19.8%	25.5%

	Students with IEPs	English Learners	Low Income
School	60.2%	56.8%	62.2%
District	52.7%	54.0%	55.2%
State	27.8%	29.4%	36.1%

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

About the data

Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has 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.

Annual Summative Designation

Targeted School

A school in which **one or more student groups** is performing at or below the level of "all students" group in the lowest performing 5% of schools.

\$72,306 received to support the achievement of **All Students** students

School Improvement Funds

Schoolwide Title I Program

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	Schoolwide Title I Program

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

School Improvement Funds

What is it?

Funds authorized under Title I, Part A, Section 1003 School Improvement of ESSA are allocated on a formula basis to LEAs serving the state's lowest-performing schools that are implementing comprehensive support and improvement activities or the state's underperforming schools that are implementing targeted support and improvement activities. School Improvement funds are disbursed by the Illinois State Board of Education to eligible LEAs via the IL-EMPOWER Grant to assist schools in improvement status develop, implement, and monitor effective School Improvement Plans. The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status. LEAs use school improvement funding for the following types of planning and implementation activities:

- Contracting for professional services from state-approved learning partners.
- Conducting school-level needs assessments.
- Analyzing data.
- Identifying resource inequities.
- Researching and implementing evidence-based interventions.
- Purchasing standards-aligned curriculum and materials.
- Purchasing and administering local assessments for progress monitoring.
- Paying school personnel to collaborate and to develop, implement, and monitor School Improvement Plans.

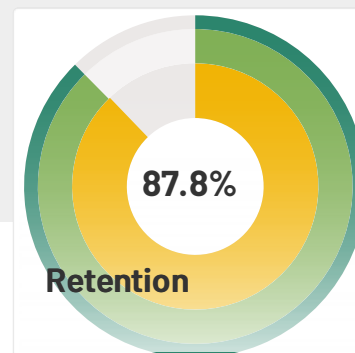
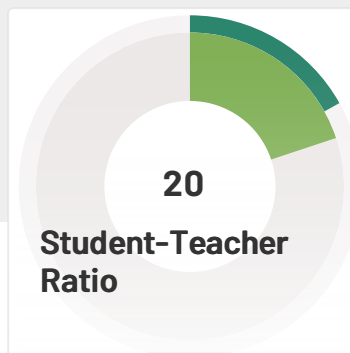
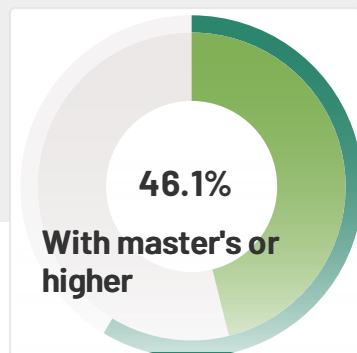
Schools Who Receive Title I School Improvement - 1003(a) Funds

School	School Year First Identified in Improvement Status	Level of Support	School Improvement Grant Allocation by School	Reason for Improvement Status & Grant Allocation	School Improvement Status
	2018	Comprehensive	\$72,306	All Students	*

* 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	All Schools	All Schools	Attendance Rate	Evaluation Rate
School	*	*	*	*	*
District	17	52.5%	46.1%	54.3%	*
State	14	40.6%	58.6%	66.1%	97.2%

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

Student-To-Teacher Ratios

What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	20	25
State	17	18

Average Teacher Salary

What is it?

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

	Average Teacher Salary
District	\$70,811
State	\$72,315

* 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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	87.8% 65	87.8% 65	* *	* *	* *	* *	* *	* *	* *
	Male	83.3% 5	83.3% 5	* *	* *	* *	* *	* *	* *	* *
	Female	88.2% 60	88.2% 60	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	87.6% 844	87.7% 839	80.0% 4	* *	50.0% 1	* *	* *	* *	* *
	Male	93.2% 207	93.1% 203	100.0% 4	* *	* *	* *	* *	* *	* *
	Female	85.8% 637	86.1% 636	0.0% 0	* *	50.0% 1	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	87.6% 311,540	88.1% 262,638	81.8% 15,325	87.6% 22,157	87.5% 4,943	87.2% 190	82.9% 485	84.3% 2,205	82.7% 3,597
	Male	89.1% 73,854	89.8% 63,064	81.2% 3,034	87.3% 5,095	88.5% 1,154	86.4% 57	86.8% 118	86.6% 570	81.7% 762
	Female	87.2% 237,686	87.6% 199,574	81.9% 12,291	87.7% 17,062	87.3% 3,789	87.5% 133	81.7% 367	83.5% 1,635	82.9% 2,835
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Full-Time Equivalent

What is it?

This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district. 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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	100.0% 23	100.0% 23	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0
	Male	8.7% 2	8.7% 2	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0
	Female	91.3% 21	91.3% 21	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 338.7	98.5% 333.7	0.6% 2	0.3% 1	0.6% 2	0.0% 0	0.0% 0	0.0% 0	0.0% 0
	Male	22.5% 76.1	22.2% 74.1	100.0% 2	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0
	Female	77.5% 262.5	77.8% 259.5	0.0% 0	100.0% 1	100.0% 2	0.0% 0	0.0% 0	0.0% 0	0.0% 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 134887.2	81.3% 109693.6	6.0% 8130.5	8.0% 10848.4	1.8% 2472.7	0.1% 83.5	0.2% 319.7	0.8% 1125.1	1.6% 2213.8
	Male	23.3% 31433.9	23.6% 25853.6	21.4% 1741.5	22.6% 2450	22.4% 554.9	29.7% 24.8	22.9% 73.3	24.0% 270.5	21.0% 465.5
	Female	76.7% 103453.3	76.4% 83840	78.6% 6389	77.4% 8398.4	77.6% 1917.8	70.3% 58.7	77.1% 246.5	76.0% 854.6	79.0% 1748.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Teachers with Gifted Endorsement

What is it?

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

Teachers with Gifted Endorsement	
School	*
District	*
State	1,247

National Board Certified Teachers

What is it?

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

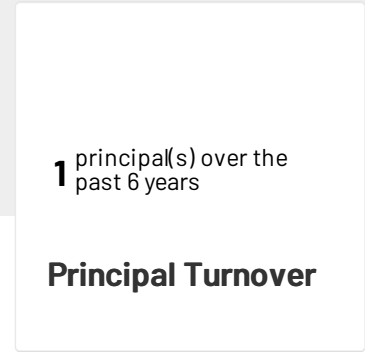
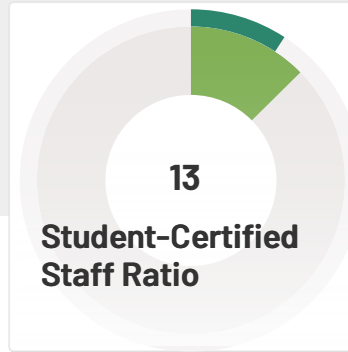
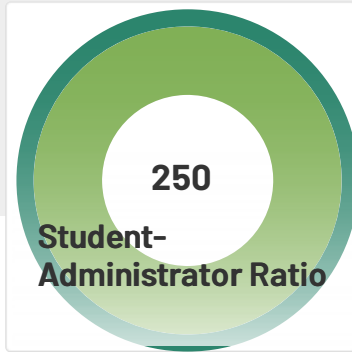
	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Male	Female	Non Binary	Unknown
School	1	1	*	*	*	*	*	*	*	1	*	*
District	1	1	*	*	*	*	*	*	*	1	*	*
State	2,513	2,027	150	203	68	1	6	29	484	2,029	*	*

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

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
District	13	250
State	9	147

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

Administrators & Support Personnel

Principal Turnover

What is it?

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

Principal(s) over the past 6 years	
School	1
District	1
State	2

Average Administrator Salary

What is it?

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

Average Administrator Salary	
District	\$123,584
State	\$116,166

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

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
School	14.0%	2.0%	0.0%	0.0%	0.0%	39.7%
District	13.1%	7.1%	0.0%	0.0%	0.0%	36.7%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

* 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

(2017-18)

Student Environment (cont)

School	Number of Schools with Incidents of Violence		
	Incidents of Violence	Firearm	Homicide
School	8.5%	0	0
District	13.9%	0	0
State	2.2%	153	5

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	Advanced Placement Course Work			
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
School	0.0% 0	0.0% 0	0.0% 0	0.0% 0
District	3.7% 222	2.0% 119	0.0% 0	5.3% 324
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

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